

ITF



TAEKWON-DO PRACTICES FOR CHILDREN GROWTH DEVELOPMENT

Thesis For 4th Degree Black Belt

Prepared By : Mohd Faiz Bin Ahmad Mawardi

Date : 14 September 2023

TABLE OF CONTENTS

ABSTRACT	1
INTRODUCTION	2
DEFINITION	4
Children development	4
Taekwon-do	5
THEORY OF CHILDREN DEVELOPMENT	7
TAEKWON-DO FOR CHILDREN DEVELOPMENT	12
Effectiveness and realism	13
Full-body workout	13
Self-defense	14
Strength	14
Competitiveness	15
Respect	15
Problem Solving	15
Confidence	16
New Skills	16
Socialisation	16
Stress	16
Self-Esteem	17
Focus and Leadership	17
Anger Control	17
Gross Motor Development	18
Four Ways Taekwondo Supports Children's Wellbeing	18
SUMMARY AND RECOMMENDATIONS	20
REFERENCES	21

TAEKWON-DO PRACTICES FOR CHILDREN GROWTH DEVELOPMENT

ABSTRACT

Child development is defined as, “an interdisciplinary approach to the study of children, drawing upon such sciences as biology, physiology, embryology, paediatrics, sociology, psychiatry, anthropology, and psychology. Emphasis is placed on the importance of understanding: children through study of their mental, emotional, social, and physical, growth. Particular emphasis is laid on the appraisal of the impacts on the growing personality of home, school, and community.” Although this definition applies to children of all ages, this book focuses on elementary school- those approximately five to twelve years old, in kindergarten through grade six.

Participation in organized sports provides an opportunity for young people to increase their physical activity and develop physical and social skills. However, when the demands and expectations of organized sports exceed the maturation and readiness of the participant, the positive aspects of participation can be negated. The nature of parental or adult involvement can also influence the degree to which participation in organized sports is a positive experience for preadolescents. This updates a previous policy statement on athletics for preadolescents and incorporates guidelines for sports participation for preschool children. Recommendations are offered on how paediatricians can help determine a child's readiness to participate, how risks can be minimized, and how child-oriented goals can be maximized.

Taekwondo is one of the most demanded sports and self-defend among children. As we know taekwon-do is a kind of sports that include total body movement, other than for healthy body its also help children in developing spiritual and mind.

INTRODUCTION

Participation in organized sports can have physical and social benefits for children. However, the younger the participant, the greater the concern about safety and benefits. The involvement of preadolescents in organized sports is a relatively recent phenomenon. In the early 20th century, physical activity was a more regular part of life for the average child. Sports and games provided an additional outlet for physical activity and were characterized by play that was generally spontaneous, unstructured, and without adult involvement. Participation in such sports and games allowed for development of motor skills, social interaction, creativity, and enjoyment for participants.

During the latter part of the 20th century, “free play” or unstructured games primarily gave way to organized sports. The starting age for organized sports programs has also evolved to the point that infant and preschool training programs are now available for many sports. Organization of sports has potential benefits of coaching, supervision, safety rules, and proper equipment but can also create demands and expectations that exceed the readiness and capabilities of young participants. Organization can also shift the focus to goals that are not necessarily child oriented. Clearly, the nature of the organization can determine if it has a positive or negative influence. This statement is an update to a previous policy statement on athletics for preadolescents and incorporates guidelines for sports participation for preschool children. Recommendations are made on how paediatricians can help determine a child's readiness to participate in organized sports, how risks can be minimized, and how child-oriented goals can be maximized.

Taekwondo is very suitable for kids because it's very flexible and adaptable, meaning that it will not unnecessarily force and strain your children, but will rather train them slowly so that they enjoy the training sessions.

The studies on the effects of sports throughout the growth period have not produced definitive results yet. In the sports science, studies are continuing to be conducted intensively in the fields of children and sports (Heller et al., 1998). The development of the basic motor skills can vary depending on the age. However, favourable

environmental conditions need to be provided in order to ensure the development of the basic motoric features of children (Gallahue & Ozmun, 2006).

Previous studies have suggested that the sports programs initiated at early ages are effective in developing the fine and gross motor skills of children (Fisher et al., 2005; Wang, 2004; McKenzie et al., 1998). Regularly performed physical activities affect children not only physically, but also cognitively and affectively (Strong et al., 2005). When all these are considered, it is needed to encourage the participation in physical activity in the childhood period. Participation in physical activity is also considered to be the way for gaining the habit of activity the children can continue throughout their life, and the natural mechanism for a healthy life in older ages (Oliver et al., 2010). However, in order to be able to prepare programs for increasing the movement capacity of children, it is necessary to know about and follow up their motor development (Langendorfer & Roberton, 2002).

Taekwondo, an internationally well-known sport originated from Korea, requires perfection in kicks, punches, blocks and physical performance. The sport of taekwondo requires the ability to produce the maximum strength in a short time and a high level of sportive performance (Singh, 2012). Previous studies have showed that taekwondo has effects on physical fitness levels related to the health and sports (Pion et al., 2014), such as the anaerobic strength and capacity (Melhim, 2001), durability (Pieter et al., 1990), body composition (Toskovic et al., 2002), and strength (Falk & Mor, 1996). Since the upright position conditions need to be kept for a long time during the performance of the kicking techniques in taekwondo, motor skills are also instigated (Jlid et al., 2016). These values that can be gained by means of exercises play an important part in the development, growth and maturation of the child. From this point of view, determining what kind of effects taekwondo, which is primarily known as a contest sport, has on the motor development processes of children gains even more importance (Şahin et al., 2012). However, the development of basic motor skills also varies on gender. Suzana and Pieter (2006) revealed that taekwondo training promoted motor development, but boys had more explosive strength than girls. Another study striking differences between genders has also shown that boys showed higher aerobic endurance than girls after taekwondo training (Erie et al., 2007). These findings suggested that basic motor skills have changed between genders and separate evaluation is required.

DEFINITION

Child development is defined as, “an interdisciplinary approach to the study of children, drawing upon such sciences as biology, physiology, embryology, paediatrics, sociology, psychiatry, anthropology, and psychology. Emphasis is placed on the importance of understanding: children through study of their mental, emotional, social, and physical, growth. Particular emphasis is laid on the appraisal of the impacts on the growing personality of home, school, and community.” Although this definition applies to children of all ages, this book focuses on elementary school- those approximately five to twelve years old, in kindergarten through grade six.

The health of a child is one of the most important factors in his or her development. Yet the comparatively low expenditures for life values such as education and health make it clear that our national priorities could be subject to question as far as the welfare of our children is concerned. This lack of concern for optimum health of children can seriously impact their development.

Although we tend to associate stress with adults, it can have a devastating effect on developing children as well. In fact, stress can take a tremendous toll on their physical, social, emotional, and intellectual development.

The component elements of total development can satisfactorily emerge as valid sports objectives for children. These elements have been expressed in terms of physical, social, emotional, and intellectual development constituting the total personality. As such, they can logically become the physical, social, emotional, and intellectual objectives of sports for children.

Physical development is concerned with the child’s physical ability to function at an increasingly higher level. For example, a stage of development in the infant is from creeping to crawling. This is later followed by walking, when the child moves to an upright position and begins to move over the surface area by putting one foot in front of the other.

Social development is comprehensive and has been described in several ways

1. a pattern of change exhibited by the individual because of his or her interaction with such forces as people, social institutions, social customs, and social organizations.
2. the entire series of normal progressive changes from birth to death in social behaviour, feelings, attitudes, values, etc.
3. the state of any moment of an individual's social or socially significant reaction, evaluated in accordance with what is regarded as normal for that culture.
4. the growth of the culture of the group in the direction of the more complete satisfaction of the needs of its members

At one time or another most everyone (children and adults alike) demonstrates emotional as well as ordinary behaviour. Adults should not necessarily think in terms of always suppressing the emotions of children. On the contrary, the goal should be to help children express their emotions as harmlessly as possible when they do occur so that emotional stability will be maintained. If this can be accomplished, problems resulting from harmful emotional behaviour can at least be reduced, if not eliminated entirely.

Intellectual development of children through sports has been subjected to a great deal of criticism by some. It has been demonstrated, however, that there are many potential opportunities for intellectual development through the medium of sports.

The martial art of Taekwondo (alternatively spelled Tae Kwon Do or Taekwon-Do) is of South Korean origin, dating from the 1940s. It was originally called Tae Soo Do (or Tae Su Do), which is a phrase that consisted of the words "to stomp" (Korean: 跆 taе), "hand" (Korean: 手 su), and "way, discipline" (Korean: 道 do). However, South Korean general and martial artist, Choe Hong-hi, advocated a different etymology, replacing the word "hand" with the word "fist" (Korean: 拳 kwon or gwon), thus creating the modern name of Korea's most famous martial art.

Taekwondo is characterized by its emphasis on head-height kicks, jumping and spinning kicks, and fast kicking techniques. In fact, World Taekwondo sparring competitions award additional points for strikes that incorporate spinning kicks, kicks

to the head, or both. To facilitate fast, turning kicks, Taekwondo generally adopts stances that are narrower and taller than the broader, wide stances used by martial arts such as karate. The trade-off of decreased stability is believed to be worth the commensurate increase in agility. Along with this, Taekwondo also has forms (like kata in karate), which are called patterns or *teul*.

The basics of Taekwondo aren't overly difficult, but since the martial art has a lot of profound philosophical elements, it is not easy to master all the moves and techniques as they become more complex and artistic.

Several studies have been completed to look at the effects Taekwondo can have on balance, lower extremity strength, and even communication skills. This is not just for typically developing children, but also for children with Autism Spectrum Disorder (ASD), Developmental Coordination Disorder (DCD), and Down Syndrome.

Taekwondo can improve your child's balance through kicking. Kicking requires the ability to maintain balance on one leg in order to kick in a controlled manner. Balance is crucial for all children, but especially those with ADS, DCD, and Down Syndrome, as these populations tend to have difficulties with gross motor tasks such as running, jumping, and ascending/descending stairs. Balance is a fundamental skill needed in order to complete those gross motor skills successfully. One study estimated that 73-87% of children with DCD have balance deficits; therefore, balance is an area that needs to be addressed. After all, balance not only helps with gross motor skills, but also reduces the risk of falls and sustaining injury.

In addition to balance, improvements in lower extremity strength can also be seen from participating in this sport, as kicking increases lower extremity and core strength. This can be further increased by hitting a target with power behind it. Maintaining various stances while performing punches, blocks, and kicks is another way Taekwondo can improve lower extremity strength. One example of a stance is a center stance, or wide squat. Holding this position strengthens leg and hip musculature. Strength development is important with all children, but especially those with Down Syndrome, as one characteristic of this condition is low muscle tone. Improving strength is important as it can help children complete age appropriate skills such as squatting,

and jumping. Finally, increasing strength can prevent compensatory movements, such as excessive knee or lumbar motion while squatting, thus reducing risk of future injuries.

One study also suggests Taekwondo training can help improve communication skills in children with Autism, although the exact mechanism is unknown. One hypothesis is an increase in brain-derived neurotrophic factor (BDNF) after exercising. BDNF plays a role in neurological functioning which helps with improved memory and learning capacity. This may translate to an improvement in communication skills. Approximately 50% of children with Autism do not have functional expressive language. Communication skills are critical for learning and social interacting; therefore, any activity that can promote improvements in communication would be important for this population.

Taekwondo is one way to keep your kids active while also having fun! If this is something your and/or your child is interested in, it is important to find a reputable “dojo” or Taekwondo studio that aligns well with your family needs, values, and goals.

THEORY OF CHILDREN DEVELOPMENT

Childhood should be a journey, not a race. This has been the mantra of early childhood educators for years. It seems that now as expectations and state standards change, the bar has been raised. There are specific developmental stages that all children go through, and they should not be rushed or skipped. There are ways to prepare children, so that have success in their early childhood educational years.

Piaget was a famous theorist who described and named the stages of cognitive development. His age ranges and descriptors are listed below.

Sensorimotor stage is birth through 18-24 months. Newborn infants are only conscious of things directly in front of them. Between 7 and nine months, they begin to

comprehend that things subsist even when they can't be seen. This is called object permanence. By the end of this stage, early language skills begin.

Preoperational stage is described as 18-24 months through age 7. During these years, young children can think about things representatively. Language skills become more established. Memory and using imagination also develop.

Concrete Operational stage is ages 7-12. Children begin to use logic and concrete ways of thinking. They are more aware of events that occur around them instead of concentrating on themselves only. Abstract and hypothetical thinking is not yet developed.

The formal Operational stage is adolescence through adult. This is the stage where all types of thinking and reasoning can be understood and utilized.

Piaget's Stages of Cognitive Development

Typical Age Range	Description of Stage	Developmental Phenomena
Birth to nearly 2 years	<i>Sensorimotor</i> Experiencing the world through senses and actions (looking, touching, mouthing)	<ul style="list-style-type: none"> •Object permanence •Stranger anxiety
About 2 to 6 years	<i>Preoperational</i> Representing things with words and images but lacking logical reasoning	<ul style="list-style-type: none"> •Pretend play •Egocentrism •Language development
About 7 to 11 years	<i>Concrete operational</i> Thinking logically about concrete events; grasping concrete analogies and performing arithmetical operations	<ul style="list-style-type: none"> •Conservation •Mathematical transformations
About 12 through adulthood	<i>Formal operational</i> Abstract reasoning	<ul style="list-style-type: none"> •Abstract logic •Potential for moral reasoning

Based on his observations, he concluded that children were not less intelligent than adults, they simply think differently. Albert Einstein called Piaget's discovery "so simple only a genius could have thought of it."

Piaget's stage theory describes the cognitive development of children. Cognitive development involves changes in cognitive process and abilities.² In Piaget's view, early cognitive development involves processes based upon actions and later progresses to changes in mental operations.

Through his observations of his children, Piaget developed a stage theory of intellectual development that included four distinct stages:

The Sensorimotor Stage

Ages: Birth to 2 Years

Major Characteristics and Developmental Changes:

- The infant knows the world through their movements and sensations
- Children learn about the world through basic actions such as sucking, grasping, looking, and listening
- Infants learn that things continue to exist even though they cannot be seen (object permanence)
- They are separate beings from the people and objects around them
- They realize that their actions can cause things to happen in the world around them

During this earliest stage of cognitive development, infants and toddlers acquire knowledge through sensory experiences and manipulating objects. A child's entire experience at the earliest period of this stage occurs through basic reflexes, senses, and motor responses.

It is during the sensorimotor stage that children go through a period of dramatic growth and learning. As kids interact with their environment, they are continually making new discoveries about how the world works.

The cognitive development that occurs during this period takes place over a relatively short period of time and involves a great deal of growth. Children not only learn how to perform physical actions such as crawling and walking; they also learn a great deal about language from the people with whom they interact. Piaget also broke this stage

down into a number of different substages. It is during the final part of the sensorimotor stage that early representational thought emerges.

By learning that objects are separate and distinct entities and that they have an existence of their own outside of individual perception, children are then able to begin to attach names and words to objects.

The Preoperational Stage

Ages: 2 to 7 Years

Major Characteristics and Developmental Changes:

- Children begin to think symbolically and learn to use words and pictures to represent objects.
- Children at this stage tend to be egocentric and struggle to see things from the perspective of others.
- While they are getting better with language and thinking, they still tend to think about things in very concrete terms.

The foundations of language development may have been laid during the previous stage, but it is the emergence of language that is one of the major hallmarks of the preoperational stage of development

At this stage, kids learn through pretend play but still struggle with logic and taking the point of view of other people. They also often struggle with understanding the idea of constancy.

For example, a researcher might take a lump of clay, divide it into two equal pieces, and then give a child the choice between two pieces of clay to play with. One piece of clay is rolled into a compact ball while the other is smashed into a flat pancake shape. Since the flat shape *looks* larger, the preoperational child will likely choose that piece even though the two pieces are exactly the same size.

The Concrete Operational Stage

Ages: 7 to 11 Years

Major Characteristics and Developmental Changes

- During this stage, children begin to thinking logically about concrete events

- They begin to understand the concept of conservation; that the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass, for example
- Their thinking becomes more logical and organized, but still very concrete
- Children begin using inductive logic, or reasoning from specific information to a general principle

While children are still very concrete and literal in their thinking at this point in development, they become much more adept at using logic. The egocentrism of the previous stage begins to disappear as kids become better at thinking about how other people might view a situation.

During this stage, children also become less egocentric and begin to think about how other people might think and feel. Kids in the concrete operational stage also begin to understand that their thoughts are unique to them and that not everyone else necessarily shares their thoughts, feelings, and opinions.

The Formal Operational Stage

Ages: 12 and Up

Major Characteristics and Developmental Changes:

- At this stage, the adolescent or young adult begins to think abstractly and reason about hypothetical problems
- Abstract thought emerges
- Teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning
- Begin to use deductive logic, or reasoning from a general principle to specific information

The final stage of Piaget's theory involves an increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas. At this point, people become capable of seeing multiple potential solutions to problems and think more scientifically about the world around them.

It is important to note that Piaget did not view children's intellectual development as a quantitative process; that is, kids do not just add more information and knowledge to

their existing knowledge as they get older. Instead, Piaget suggested that there is a *qualitative* change in how children think as they gradually process through these four stages. A child at age 7 doesn't just have more information about the world than he did at age 2; there is a fundamental change in *how* he thinks about the world.

TAEKWON-DO FOR CHILDREN DEVELOPEMENT

There are several most commonly ask when we talk about taekwon-do and children involving. The question of age in martial arts in general is very specific. It is advised to start off as early as possible, but some martial arts aren't really that suited for younger children. Luckily, Taekwondo is not one of them. Although a lot of it will depend on the school and the instructors – since there are no fixed rules or limits, each school can have its own set of rules when it comes to age – Taekwondo is generally suited for younger children.

We cannot state a precise age – a lot depends on the child as well – but we can generally state that even pre-school children can easily start with Taekwondo training sessions. Of course, this means that you can start off even in your teens or later, but the chances of a good professional career decrease as you get older.

Younger children have adapted training programmes and it is easier for them to achieve belt promotions, meaning that a pre-schooler might reach the red or the black belt in his early teens, which is a great achievement.

Other than what age, there is another question, its about safety, Is Taekwondo Safe or Dangerous for Kids. Although the question of children practicing martial arts might raise some concerns, the fact is that most martial arts who have a well-adapted programme for children are in fact safe. Taekwondo is certainly amongst these martial arts and is one of the best suited martial arts for children.

Since Taekwondo has three elements of training – basic elements, sparring and forms – it is easy to devise a plan for children. What you need to know first is that children do not spar, which means that the risk of injury is minimal. Sparring is practiced by

older trainees, who also wear protective armour, which means that the contact between children in Taekwondo is minimal.

What children practice are the basic elements (this mostly includes technical aspects of different kicks and punches, but which are practiced either on a bag or using some other utensil) and the forms, which prepares them for a future application of those elements. Children are taught the technical side of Taekwondo, but younger groups usually combine new things with games, which is why it is necessary to have a good instructor.

At such an early age, it is important to have fun alongside learning new things, which means that the instructors will usually combine teaching with educational and recreational exercises that will develop a fondness for Taekwondo in the children.

Several benefit for the children that practicing taekwon-do:

Effectiveness and realism

Taekwondo is not that diversified as some other martial arts (e.g. kung fu or karate), but it is exactly because of that, that Taekwondo is more realistic and can prepare you for more real-life situations, especially if you start off early and master things quickly (children are known to learn much faster and can master some techniques quicker due to their bodies being more flexible).

You probably won't, for example, enter into a real-life situation where you'll use your Taekwondo skills in the same way you've used them during practice, but, the other hand, Taekwondo has so many different situations and techniques that it can prepare you, even imitate a real-life situation better than a lot of other martial arts.

Since it prepares you for a real-life situation, it is certainly more effective than some other similar disciplines. This is important for children because they will learn to apply their knowledge from an earlier age.

Full-body workout

Taekwondo is not just a good fighting preparation, it also great for workout and we all know how workout is important for children and their development. Since Taekwondo

has a lot of techniques that activate your whole body, it's only logical that Taekwondo provides an excellent full-body workout for your child.

They will activate and engage every part of a child's body – from head to toe – and will burn at least 1,000 calories per a one-hour session for you (depending on the art)! This is especially important if your child is overweight.

Self-defense

Although self-defence is – directly or indirectly – a part of a vast majority of combat sports and martial arts, the latter usually offer a more precise, complete, and focused approach to self-defence than the former (with some exceptions). Taekwondo is no exception, and we think that it is extremely important for children to know how to defend themselves from an early age.

Since Taekwondo relies heavily on a complete combat philosophy, it will teach you a lot of different defensives (and offensive) techniques, which means that you can learn a variety of different self-defence techniques by training Taekwondo.

If you relate this aspect to the one mentioned in point 2, you will quickly deduce that the realism of Taekwondo is an excellent addition to the self-defence techniques you'll certainly want to learn, because – it's better to be safe than sorry.

The good thing is that Taekwondo is also adapted for children in this aspect also, meaning that children will learn simpler self-defence techniques before moving on to more complex ones at a later stage.

If you are looking at which martial art is best for your kids when it comes to self-defence, be sure to check out our article about the **best martial arts for self-defence**.

Strength

Due to the fact that Taekwondo can be both demanding and physically straining (keeping in mind the fact that it is adapted for younger in children), along with the fact that most children start off slowly and then work until they reach the desired level, we can conclude that Taekwondo will certainly elevate your child's strength, along with other things.

Taekwondo is good because it enables you to work and upgrade a child's strength in a relatively short period of time. So, if you think it is good for your child to become stronger, while also enjoying and learning new things, Taekwondo is something you should consider for them.

Competitiveness

Although your child doesn't have to become a professional fighter, Taekwondo will certainly try to increase your child's competitive spirit and if you allow it to do so, it will succeed. Taekwondo is generally very competitive, and that kind of spirit doesn't come just with professional fighting. It comes from the beginning, from the starting point of a Taekwondo career – the training arena.

So, whether you want it or not, Taekwondo will train your child to want to be better, to be better. Of course, it's up to them how they're going to use that competitive spirit – they can become pros or just recreational sportsmen later – but their competitive spirit will certainly increase, and you can easily translate that into other fields of life.

Respect

Although Taekwondo is, like a lot of other martial arts, usually perceived as aggressive, brutal, and vulgar, with a lot of trash talking, it teaches you how to respect your opponent and the rules of the game, which is especially typical for most Oriental martial arts, including Taekwondo. To be frank, this is a thing all combat sports and, as we've said, Taekwondo especially, have, but even if it doesn't look like it – Taekwondo will certainly teach you respect.

Respect is very important in Taekwondo. You must respect your coach, your opponent, your rules, and you will never become a good and well-respected fighter until you give the necessary respect to others. You can see how it can positively influence your child in this aspect.

Problem Solving

Interestingly enough, Taekwondo can be just as effective as chess in some specific aspects. Well, it won't stimulate your child's brain the same way, but Taekwondo is a very unpredictable discipline that requires concentration and constant mental activity. You must watch out for your opponent, you have to apply an adequate tactical approach and you have to know how to get out of a tight spot. Certainly, your child's physical predispositions will be more important, but brute force won't get them very far if they're fighting an intelligent opponent who knows how to play to his strengths and to your weaknesses.

Confidence

Building on point 8, it has to be said that Taekwondo will also increase your child's confidence. Confidence usually comes from self-satisfaction and by elevating your stamina, your physique and your boldness, Taekwondo will raise your child's confidence to new levels. After seeing what they can do in the gym and during training sessions, they will use the newly found energy in all other aspects of their lives, so it's not surprising that Taekwondo has its psychological benefits as well.

New Skills

Taekwondo will teach your child something new. Your child will probably start off now knowing anything about Taekwondo in martial arts in general, and while the complexity and diversity of Taekwondo may seem a bit too much for a child, the art will always allow them to learn something new, no matter what, because it offers a lot when technique and combat are concerned.

This is also another psychological benefit of Taekwondo, but it can be related to several points. So, if you want your children to broaden their horizons and learn something new, Taekwondo will certainly give them enough material to do exactly that, so don't hesitate and use it to your advantage.

Socialisation

Although you probably won't enrol your child into Taekwondo to find new friends, it's one of those benefits that comes with the programme, whether you want it or not. Although most things are done alone or one-on-one, training sessions are usually done in groups; plus, you'll always meet new people in the gym.

So, with everything going on, your child will learn how to be a part of a larger, new group of people who share the same interest and passions as them, and that is always a good thing.

Stress

Although children aren't that subjected to stress as working adults, school and other real-life problems could cause them to be in a bad mood or feel down. This is where Taekwondo steps in, as its training programme and all the afore mentioned points, will help your child to relax and enjoy the time spent in a training session.

Self-Esteem

As a child, he was the kid everybody picked on. He was so harassed, he recalls, that he was afraid to go to school. Discovering martial arts was a turning point for Vigil and gave him the confidence he needed to confront bullies. About the benefits of taekwondo, Vigil says, "Many modern children's taekwondo programs now focus primarily on character development. Couple this growth with a positive, motivating coach and you have the makings for a wonderfully beneficial experience."

Focus and Leadership

A high-quality taekwondo program teaches children to focus and persist at a task. Highly energetic children and children diagnosed with attention deficit hyperactivity disorder, known as ADHD, especially benefit from the structure and expectations of taekwondo, but the benefits extend to all children.

Attorney and child advocate Laurie Gray, founder of Socratic Parenting, LLC, says, "My 11-year-old daughter is a second-degree black belt in taekwondo. In addition to the physical aspects of the sport (balance, coordination, strength and endurance), my daughter has developed confidence and perseverance. She has learned to set goals and to work toward achieving them. She is enrolled in the leadership class, where she's learning how to teach classes, encourage other students, and talk to their parents in a respectful and knowledgeable manner."

Anger Control

The world can be an overwhelming place for kids, and anger is a common response. Kids don't always know how to express anger and frustration but participating in taekwondo can help. While it's not OK for a child to punch or hit a younger sibling, it is OK to kick and punch during a taekwondo lesson. Children learn to harness angry feelings and use them productively.

Jennifer Little, Ph.D., a teacher, educational psychologist and founder of Parents Teach Kids in Milwaukie, Oregon, points out that "Taekwondo offers an appropriate (and structured) outlet for psychological anger and aggression that works to responsibly control aggressive urges and develop self-control over those urges."

Gross Motor Development

Taekwondo offers a vigorous workout for kids while improving coordination and balance. Susan Chung, a sixth-degree taekwondo master and co-owner of Bruce Chung Tae Kwon Do in Harrison, New York, explains that "Core strength develops through kicking (lifting the leg). Overall strength develops in a martial arts program as well."

According to the University of Vermont, injuries are rare because children naturally pace themselves to their current level of physical fitness. Taekwondo doesn't require special equipment or weights, and children can practice anywhere.

Four Ways Taekwondo Supports Children's Wellbeing

Taekwondo helps kids succeed in school

Attending class, completing homework, studying more efficiently, and learning important life skills are just some of the benefits that Taekwondo provides children in the realm of academics.

School is a pivotal part of children's lives and is crucial to their development and future. Taekwondo helps children thrive academically and improves their cognitive and academic performance. Through Taekwondo, children stay physically active, which keeps the brain healthy by boosting cognitive performance, facilitating the growth of new neurons, and improving concentration and memory.

Similarly, these important life skills are applied in school where children socialize with others and work in groups. Additionally, Taekwondo can help with conflict resolution where children settle disputes with respect and peace rather than violence and aggression.

Taekwondo helps prevent drug abuse in youth

Peers may encourage their friends as they participate in drug use, and saying no to drugs isn't always easy. At some point in their lives, children will be exposed to drugs and their temptations – this is particularly an issue for youth in socially vulnerable situations, who are more susceptible to drug use.

The foundation of Taekwondo is grounded in two elements – discipline and respect. These two pillars are the foundations on which students reach a new level of Taekwondo graduation and achieve a new belt colour. Specifically, dedication and

movement repetition is required to improve martial art movements. Through these activities, children develop self-discipline and self-restraint, traits and values that they instill in their own lives. Consequently, youth learn how to resist the urges to give in to peer pressure, and get involved in substance use and violence.

Taekwondo supports children's physical and mental health

Keeping our distance from others, covering our faces with masks, and not being able to do regular things in our daily lives that we were so accustomed to has become our new reality. The COVID-19 pandemic has had catastrophic impacts on the mental health and well-being of young people all over the world.

Through Taekwondo, has been helping youth improve their physical and mental health, giving them opportunities and abilities to improve their lives, especially during these difficult times.

Taekwondo helps kids become more physically active and helps the body in various ways, such as improving flexibility, cardio, and improving blood circulation. Additionally, physical activity releases dopamine, a hormone that enhances positive emotions, which can help the mental health of kids. Particularly, through the COVID-19 pandemic, Taekwondo can be an outlet for stress for kids, alleviating the pressure they may be feeling.

Taekwondo improves focus, concentration, and can increase self-confidence and self-esteem within kids. Through meditation, breathing exercises, discipline, and self-introspection, Taekwondo can help children become healthier in all aspects of their lives.

Taekwondo empowers young girls

In sports as in life, there is a gender divide between men and women, where women are often stereotyped as weaker and less competent. However, girls in self-defence and martial arts programs such as Taekwondo continue to disprove and debunk these harmful perceptions of gender norms. Taekwondo breaks down barriers, empowers girls to become the leaders of their own lives and spread their impact to their communities.

In taekwon-do, gender equality and women's empowerment are at the forefront of many programs. taekwon-do empowers young girls from underprivileged communities by providing them with knowledge and skills as well as opportunities for

self-development. Taekwondo and self-defence classes become a safe and inclusive space that is always available to young girls.

SUMMARY AND RECOMMENDATIONS

In conclusion, along with the development of children, in addition to being able to help physically taekwon-do can also help in mental as well as spiritual development.

Therefore as a coach should continue the effort in self -improvement and give the best in the process of teaching and learning. So that the goal is achieved in addition to imparting knowledge and building a healthy generation.

REFERENCES

- M badakar C, J thakkar P, M hugar S, Kukreja P, G assudani H, Gokhale N. Evaluation of the Relevance of Piaget's Cognitive Principles among Parented and Orphan Children in Belagavi City, Karnataka, India: A Comparative Study. *Int J Clin Pediatr Dent.* 2017;10(4):346-350. doi: 10.5005/jp-journals-10005-1463
- Malik F. Cognitive Development. StatPearls [Internet]. Published January 16, 2019.
- Scott HK. Piaget. StatPearls [Internet]. Published June 1, 2019.
- National Research Council (US) Panel to Review the Status of Basic Research on School-Age Children. Cognitive Development In School-Age Children: Conclusions And New Directions. *Development During Middle Childhood: The Years From Six to Twelve.* Published January 1, 1984.
- Sobel AA, Resick PA, Rabalais AE. The effect of cognitive processing therapy on cognitions: impact statement coding. *J Trauma Stress.* 2009;22(3):205-11. doi: 10.1002/jts.20408
- Fancher, RE & Rutherford, A. *Pioneers of Psychology: A History.* New York: W.W. Norton; 2012.
- Piaget, J. *The Essential Piaget.* Gruber, HE; Voneche, JJ. eds. New York: Basic Books; 1977.
- Santrock, JW. *A Topical Approach to Lifespan Development (8th ed.).* New York: McGraw-Hill; 2016.
- Carter K, Horvat M. Effect of Taekwondo Training on Lower Body Strength and Balance in Young Adults with Down Syndrome. *Journal of Policy and Practice in Intellectual Disabilities.* 2016;13(2):165-172. doi:1111/jppi.12164.
- Bahrami F, Movahedi A, Marandi SM, Sorensen C. The Effect of Karate Techniques Training on Communication Deficit of Children with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders.* 2015;46(3):978-986. doi:10.1007/s10803-015-2643-y.
- Fong SS, Tsang WW, Ng Gy. Taekwondo training improves sensory organization and balance control in children with developmental coordination

disorder: A randomized controlled trial. *Research in Developmental Disabilities*. 2012;33(1):85-95, doi: 10.1016/j.ridd.2011.08.023.

- Fong SS, Chung JW, Chow LP, Ma AW, Tsang WW. Differential effect of Taekwondo training on knee muscle strength and reactive and static balance control in children with developmental coordination disorder: A randomized controlled trial. *Research in Developmental Disabilities*. 2013;34(5):1446-1455. doi: 10.1016/j.ridd.2013.01.025
- Kim Y, Todd T, Fujii T, Lim J-C, Vrongistinos K, Jung T. Effects of Taekwondo intervention on balance in children with autism spectrum disorder. *Journal of Exercise Rehabilitation*. 2016;12(4):314-319. doi:10.12965/jer.1632634.317.
- Ayan, V., & Mülazimoğlu, O. (2009). Talent selection in sports and assessment of the physical characteristics and some performance profiles of male children between 8-10 years old in guidance to sports (Ankara Sample). *Firat University Medical Journal of Health Sciences*, 23(3), 113-118.
- Bakhtiari, S., Shafinia, P., & Ziaee, V. (2011). Effects of selected exercises on elementary school third grade girl students motor development. *Asian Journal of Sports Medicine*, 2(1), 51-56.
- Bressel, E., Yonker, J. C., Kras, J., & Heath, E. M. (2007). Comparison of static and dynamic balance in female collegiate soccer, basketball, and gymnastics athletes. *Journal of Athletic Training*, 42(1), 42-46.
- Bruininks, R. H., & Bruininks, B. D. (2005). *Bruininks-Oseretsky Test of Motor Proficiency* (2nd ed.). Windsor: NFER-Nelson.
- Burns, R. D., Fu, Y., Hannon, J. C., & Brusseau, T. A. (2017). School physical activity programming and gross motor skills in children. *American Journal of Health Behavior*, 41(5), 591-598.

- Duncan, M. J., Woodfield, L., & al-Nakeeb, Y. (2006). Anthropometric and physiological characteristics of junior elite volleyball players. *British Journal of Sports Medicine*, 40(7), 649-951.
- Erie, Z. Z., Aiwa, N., & Pieter, W. (2007). Profiling of physical fitness of Malaysian recreational adolescent taekwondo practitioners. *Acta Kinesiologiae Universitatis Tartuensis*, 12, 57-66.
- Falk, B., & Mor, G. (1996). The effects of resistance and martial arts training in 6- to 8-year old boys. *Pediatric Exercise Science*, 8(1), 48-56.
- Fisher, A., Reilly, J. J., Kelly, L. A., Montgomery, C., Williamson, A., Paton, J. Y., & Grant, S. (2005). Fundamental movement skills and habitual physical activity in young children. *Medicine and Science in Sports Exercise*, 37(4), 684-688.
- Gallahue, D. L., & Ozmon, J. C. (2006). Selected factor affecting motor development. In: *Understanding Motor Development: Infants, Children, Adolescents, Adults with PowerWep*. 6th ed. Mac Graw Gill, New York.
- Haslofça, E., Haslofça, F., & Kutlay, E. (2011). Physical fitness parameter relations of 9-10 years-old children. *Turkish Journal of Sports Medicine*, 46, 67-76.
- Heller, J., Peric, T., Dlouha, R., Kohlikov, A. E., Melichna, J., & Novakva, H. (1998). Physiological profiles of male and female taekwondo (ITF) black belts. *Journal of Sports Science*, 16, 243-249.
- Jlid, M. C., Maffulli, N., Souissi, N., Chelly, M. S., & Paillard, T. (2016). Pre-pubertal males practising Taekwondo exhibit favourable postural and neuromuscular performance. *BMC Sports Science, Medicine & Rehabilitation*, 8, 16.

- Langendorfer, S. J., & Robertson, M. A. (2002). Individual pathways in the development of forceful throwing. *Research Quarterly for Exercise and Sport*, 73(3), 245-256.
- Lucas, B. R., Elliott, E. J., Coggan, S., Pinto, R. Z., Jirikowic, T., McCoy, S. W., & Latimer, J. (2016). Interventions to improve gross motor performance in children with neurodevelopmental disorders: a meta-analysis. *BMC Pediatrics*, 16(1), 193.
- Markoviç, G., Misigoj-Durakoviç, M., & Trniniç, S. (2005). Fitness profile of elite croatian female taekwondo athletes. *Collegium Antropologicum*, 29(1), 93-99.
- McKenzie, T. L., Alcaraz, J. E., Sallis, J. F., & Faucette, F. N. (1998). Effects of a physical education program on children's manipulative skills. *Journal of Teaching in Physical Education*, 17(3), 327-41.
- Melhim, A. F. (2001). Aerobic and anaerobic power responses to the practice of taekwon-do. *British Journal of Sports Medicine*, 35(4), 231-234.
- Oliver, M., Schofield, G. M., & Schluter, P. J. (2010). Parent influences on preschoolers' objectively assessed physical activity. *Journal of Science and Medicine in Sport*, 13, 403-409.
- Pagona, B., & Costas, M. (2008). The development of motor creativity in elementary school children and its retention. *Creativity Research Journal*, 20(1), 72-80.
- Pieter, W., Taaffe, D., & Heijmans, J. (1990). Heart rate response to taekwondo forms and technique combinations. A pilot study. *The Journal of Sports Medicine and Physical Fitness*, 30(1), 97-102.

- Pion, J., Fransen, J., Lenoir, M., & Segers, V. (2014). The value of non-sport-specific characteristics for talent orientation in young male judo, karate and taekwondo athletes. *Archives of Budo*, 10, 147-154.
- Reilly, T., Bangsbo, J., & Franks, A. (2000). Anthropometric and physiological predispositions for elite soccer. *Journal of Sports Sciences*, 18(9), 669-683.
- Şahin, M., Saraç, H., Çoban, O., & Coşkuner, Z. (2012). An investigation of the effects of taekwondo training on the motor development levels of children. *Journal of Sports and Performance Researches*, 3(1), 5-14.
- Sheikh, M., Bagherzadeh, F., & Yoosefi, S. (2003). The effect of selected elementary school games on girl students' motor development in third grade of elementary school from section 5 of Tehran. *Olympic*, 23, 77-87.
- Singh, D. K. (2012). Effect of resistance training and plyometric training on explosive strength in adolescent male taekwondo players. *International Journal of Behavioral Social and Movement Sciences*, 1(2), 49-56.
- Strong, W. B., Malina, R. M., Blimkie, C. J. R., Daniels, S. R., Dishman, R. K., Gutin, B., Hergenroeder, A. C., Must, A., Nixon, P. A., Pivarnik, J. M., Rowland, T., Trost, S., & Trudeau, F. (2005). Evidence based physical activity for school-age youth. *The Journal of Pediatrics*, 146(6), 732-737.
- Suzana, M. A., & Pieter, W. (2006). The effect of training on general motor abilities in young Malaysian taekwondo athletes. *Acta Kines Univ Tartuensis*, 11, 87-96.
- Toskovic, N. N., Blessing, D., & Williford, H. N. (2002). The effect of experience and gender on cardiovascular and metabolic responses with dynamic Tae Kwon Do exercise. *Journal of Strength and Conditioning Research*, 16(2), 278-285.

- Wang, J. H. (2004). A study on gross motor skills of preschool children. *Journal of Research in Childhood Education*, 19(1), 32-43.
- Wrotniak, B. H. (2006). Relationship between motor proficiency and physical activity in children. *Pediatrics*, 118, 1758-1765
- <https://www.cbsnews.com/news/martial-arts-can-pose-serious-dangers-for-kids/>