



With just under 20 years in Jiu-Jitsu, with every year either in Competition or in direct combat, my journey with Jiu-Jitsu started in late 2004. I hold a Brown Belt under Professor Jordan Kontra at Legacy Jiu-Jitsu in Anchorage. As a retired Army Infantry Paratrooper, my military career is marked by extensive education including Common Faculty Development Instructors Course (CFD-IC), giving me textbook knowledge and field expertise in Holistic Fitness, Resilience, Counseling, Coaching, and Mentoring. I've dedicated over a decade of my life to training individuals, both in academic settings and combat zones. Backed by the structured programs of the United States Army giving me the necessary expertise to create the first Experiential Jiu-Jitsu Curriculum. Following APU's Example of creating a culturally responsive educational experience, I have created this curriculum by cross-referencing and adapting the Army Experiential Learning Model and techniques from the Modern Jiu-Jitsu. The primary goal is to keep the 500-year martial tradition alive while fostering a safe and healthy learning environment.

This Curriculum Exudes APU Core Competencies By:

Practicing Effective Communication

Using clear, concise guidance between Uke (receiver) and Tori (Giver) of technique is pivotal and this curriculum attempts to give that format.

Practicing Critical Thinking

Learning new skills as your mind and limbs grow, adapting your movements with breathing and focus.

Continuing Cultural and Historical Perspective

Jiu-Jitsu is an emersion in the beauty of the 500-year martial history through Japanese culture, history, and language.

Building Scientific Inquiry

Every Jiu-Jitsu Lesson revolves around the Socratic method of experimenting with your body performing given techniques in a controlled environment.

Ethical Engagement.

Maintaining a positive environment is pivotal to instructing Jiu-Jitsu, and ethically engaging your training partners while in close and physical proximity is a must.



The Gentle Artist:

Empowering Warrior-Scholars Through the Physical Feminism of Jiu-Jitsu: Dissertation by Emily Mahoney
Doctor of Philosophy (Ph.D.)

Emily's thesis is a profound exploration of resilience, transformation, and empowerment through the lens of Brazilian jiu-jitsu, interwoven with her journey as a survivor of sexual assault as an academic researcher. This martial art transcended its physical boundaries for her, evolving into a medium of physical feminism that empowered her to reclaim her body's narrative and foster a newfound self-confidence. Through the disciplined, collaborative essence of jiu-jitsu, Emily reconstructed her experiences, imbuing them with new meanings around power, gender, and vulnerability, thereby not just healing but also redefining her identity. Her dissertation challenges the academic status quo, critiquing the lack of institutional support against the backdrop of sexual violence in research and advocating for a revolutionary warrior-scholar paradigm.



Example of the Bow-and-Arrow choke

(Picture from Canva Pro)

Effects of a school-based Brazilian Jiu-Jitsu program on mental health and classroom behaviour of children from Abu Dhabi: a randomised trial

(By: Jean Carlo Benetti Bueno, Leonardo Vidal Andreato, Rodrigo Batalha Silva & Alexandro Andrade)



The study explored the impact of Brazilian jiu-jitsu (BJJ) on the mental health and behavior of 80 sixth-grade boys in an Abu Dhabi public school.

Over 12 weeks in 2015–2016, it compared BJJ classes with traditional PE among 80 students aged 11-12, using a Strengths and Difficulties Questionnaire.

Results showed BJJ participants had significantly better improvements in conduct (37.5%) and total difficulties (35%) than the PE group (20% and 17.5%, respectively), with BJJ also enhancing internalizing problem management.

The findings indicate BJJ as a beneficial alternative to conventional PE for improving young male students' mental health and behavior.

Jiu-Jitsu Origins

Takenouchi-Ryu is the oldest recorded form of Jiu-jitsu, founded by Takenouchi Hisamori in 1503. As a samurai lord and martial artist, Hisamori underwent intense training and legend has it, was bestowed with martial arts techniques by a deity in 1532. And though far different than the sport we see today - Mimasaka, Japan is known as the origin of Jiu-Jitsu, with Takeuchi Toichiro Hisamune - the 14th headmaster currently leading the school. For more details, visit

<https://www.takenouchi-ryu.org/english/history/>



(Deities of Mount Atago,
Artist unknown,
Japanese Edo period
mfa.org)

Atago Gongen
(center), Tengu (upper
right), Jizô (upper left),
Fudô Myôô (lower
right), Bishamonten
(lower left), En no
Gyôja with demon
attendants (bottom);
tengu above, guardian
lions below.

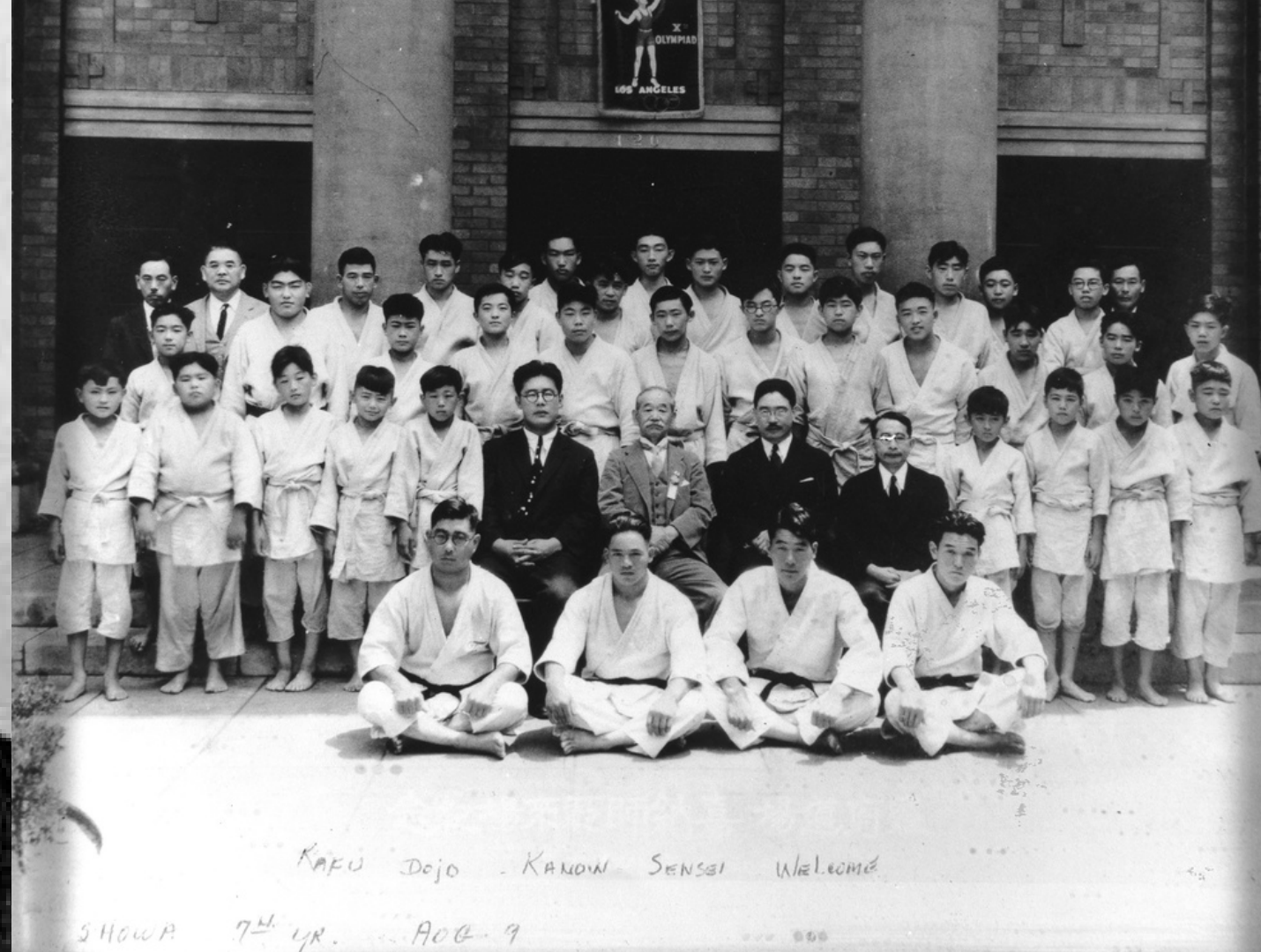
<https://collections.mfa.org/objects/261038/deities-of-mount-atago>



The shrine of Atago god, the divine who granted Jiu-Jitsu.



The current Dojo was built in 1664.



(Pictures from archive.org)

Jigoro Kano (10 December 1860 – 4 May 1938) The Founder of Judo

Kodokan Judo is the sport version of Jujitsu and is based on principles emphasizing respect, discipline, humility, balance, and control. It was designed to be an ethical system that teaches physical techniques while instilling moral values in its practitioners. The primary goal is to use minimal effort to overcome an opponent without causing serious injury or death. He served as the director of primary education for the Ministry of Education, where he was instrumental in reforming the Japanese educational system, emphasizing the importance of physical education alongside academic studies. Furthermore, Kano was appointed as Japan's first representative to the International Olympic Committee (IOC) in 1909.

(university of Tsukuba <https://www.tsukuba.ac.jp/en/about/history/kano/>)



- Mitsuyo Maeda (a student of Jigoro Kano) with over 2,000 professional wins, was a renowned judo globetrotter whose legacy spans Europe, Cuba, the USA, and Mexico. Notably, his 1914 arrival in Brazil significantly impacted the sport, aiding the Gracie family in founding Brazilian Jiu-Jitsu by taking young Carlos Gracie as his Pupil and teaching him Judo.

- Special Note: Theodor Roosevelt, the President of the United States himself, was known for his interest and even passion for jujutsu. For three years, he regularly trained, notably under the supervision of another former student of Jigoro Kano, Yamashita Yoshitsugu, who later became a 10th dan. For this occasion, one room in the White House had been turned into a dojo. (ijf.org, Renzo Gracie)

Maeda Mitsuyo (seated in center) in Boston, 1905 (© The Kodokan Institute)

Introduction	7
Purpose and Scope.....	8
Continuous Improvement and Community Contribution.....	8
Assistant Instructors –.....	9
Primary Instructors	10
Combining Classes for Cohesive Learning.....	10
ESCAPES	13
Mount Escape - Arm Trap and Roll	13
Mount Escape - Armpit Escape Technique	15
Mount Escape - Hip Bump to X-Guard Transition	16
Mount Escape - Hip Bump to Single X Guard.....	18
Mount fundamentals.....	20
Side Control Escape Using Knee-Elbow Technique.....	22
Side Control Escape Using the Granby Roll.....	23
Side Control Escape - Elbow Push Technique.....	25
Side Control Escape - Ghost Escape	27
Side Control Fundamentals	28
Back Mount Escape - Two-on-One Hand Control	31
Back Mount Escape - Shrimp and Scrape	32
Back Mount Escape - Slipping Out the Back Door.....	34
Back Mount Fundamentals	36
North South Escape (Double Arm Under) - Hip Swing	38
North South Escape (Single Arm Trapped) - Hip Swing to Half Guard	40
Armbars	42
Armbar from Mount.....	42
Armbar from Rear Mount/Turtle Position	44
Armbar from the Guard.....	46

Guard Passing	184
Knee Slice (Knee Cut) Pass	184
Torreando Guard Pass.....	186
Turnback Guard Pass from Half Guard	188
Single Under Guard Pass	190
Double Under Pass.....	193
Over-Under Guard Pass.....	195
Body Lock Pass	197
Diving/Rolling Guillotine Pass (From Half Guard).....	199
Leg Drag Guard Pass.....	202
Backstep Pass from Half Guard	204

Mount Escape - Arm Trap and Roll

Learning Objectives:

1. To understand the principles and mechanics of the Arm Trap and Roll escape from the Full Mount position.
2. To develop the ability to effectively trap an opponent's arm and execute a roll to reverse the position.
3. To enhance defensive skills and improve positional awareness while under Full Mount.

Education Eligibility: Participants should possess the following:

- Functional use of one arm and one leg.
- Adequate core and upper body strength for executing a roll.
- Ability to coordinate body movements effectively under pressure.

Ice Breaker Activity (5 minutes): Begin with a dynamic warm-up focusing on core strengthening exercises and bridging movements, preparing the body for the technical demands of the escape technique.

Technical Breakdown:

Understanding Full Mount (5 minutes)

1. Recognize the dynamics and control aspects of the Full Mount position.
2. Identify key points where the top player establishes control and potential vulnerabilities in their weight distribution.

Initiating the Escape - Arm Trap (15 minutes)

1. Choose an arm of the opponent to trap – Secure the opponent's arm by trapping it with your arm and firmly pulling it to your chest with a two on one grip, or double wrist grip.
2. Simultaneously, step over and trap the same side foot of the opponent to prevent them from posting and maintaining balance.

Executing the Roll (15 minutes)

1. Utilize a bridging motion to lift your hips and off-balance the opponent.
2. Roll towards the trapped arm side, looking over that shoulder while using your legs and core to drive the movement.
3. Complete the roll, ending up in the opponent's guard or a more dominant position.

Safety Considerations:

- Stress the importance of controlled and measured movements to prevent injuries.
- Instruct participants to practice the technique at a slow and steady pace, prioritizing form, and safety.
- Encourage a tap-out or verbal indication if any discomfort or potential injury risk is encountered.
- Ensure the use of proper mats and a safe training environment.

Partner Drills (20 minutes):

1. Alternate roles where one partner applies Full Mount and the other practices the Arm Trap and Roll escape.
2. Gradually introduce resistance to allow the bottom player to adapt to different levels of pressure and control.

Reflection and Feedback: End the session with a partner discussion, focusing on the escape's effectiveness, challenges faced, and potential areas for improvement in technique and execution.

1. Introduction.....	3
1.1 Overview and Objectives.....	4
1.2 Role and Importance of Assistant Instructors	4
2. The Path to Assistant Instructor	5
2.1 Requirements and Qualifications.....	5
2.2 Transition from Student to Teacher.....	5
3. The Kolb Learning Cycle in Practice.....	6
3.1 From Theory to Practice	6
3.2 Effective Ways to Observe and Learn.....	7
4. Teaching and Communication Skills	8
4.1 Effective Communication - Verbal and Non-Verbal Techniques.....	8
4.2 Understanding Different Learning Styles.....	9
5. Class Management	10
5.1 Warm-Ups, Drills, Cool-Downs, and Reflection.....	10
5.2 Maintaining a Safe Training Environment.....	10
6. Building Trust and Responsibility	11
6.1 Professionalism and Student Relationships.....	11
6.2 Handling Difficult Situations.....	12
7. Preparing for Primary Instructor Role.....	13
7.1 Preparing for the Next Level	13
7.2 Growing into a Leadership Role	13
Assistant Instructor's Manual – Multiple Choice Test	15
Jiu-Jitsu Peer Observation Form.....	21

This handbook has been carefully designed to serve as a comprehensive guide and resource for individuals stepping into or aspiring to the role of an Assistant Jiu-Jitsu Instructor. It aims to provide a clear understanding of the expectations, responsibilities, and skills necessary to excel in this crucial position within the Jiu-Jitsu community.

Key Goals:

- To outline the foundational knowledge and technical skills required.
- To offer guidance on teaching methodologies and class management.
- To emphasize the ethical responsibilities and the importance of personal development in the role.
- Achieve 80 hours of Assistant Instruction Hours (This means being closely evaluated as a student), evaluate a peer (your current Instructor), and be evaluated on with the Peer feedback form, then pass the Assistant Instructor Exam with to move on to Primary Instructor Certification where you will begin instructing 160 hours as an Assistant Instructor.

ASSISTANT INSTRUCTOR HANDBOOK

Jiu-Jitsu Peer Observation Form

Observer Information

- **Name of Observer:** _____
- **Date:** _____
- **Session Observed:** _____

Instructor Being Observed

1. **Name of Instructor:** _____
2. **Class Level (e.g., Beginner, Intermediate, Advanced):** _____

Observation Focus Areas

1. Technical Skill Demonstration

- Clarity of demonstration
- Accuracy of techniques
- Adaptability to student needs
- Comments: _____

2. Communication and Interaction

- Effectiveness in communication
- Engagement with students
- Responsiveness to questions
- Comments: _____

3. Class Management

- Organization of class structure
- Time management

Jiu-Jitsu Position and Submission Observation Hours

Recording Sheet

Student/Assistant Instructor Information

- **Name:** _____
- **Date:** _____
- **Belt Level:** _____

Observation Record

Date	Position/Submission	Duration	Notes on	Assistant	Primary
	Observed/Taught	(Hours)	Learning/Performance	Instructor's Signature	Instructor's Signature
12/30/2023	Example: Armbar from Guard	1.5			
01/01/2024	Example: Armbar from The Mount	1.5			
01/07/2024	Example: Far side Armbar from Knee on Belly	1.5			
01/08/2024	Example: Armbar from The Rear Mount	1.5			
Total Hours Observed: _____		Total			

Instructor Validation

I hereby confirm that the above records accurately reflect the observation hours completed by the student/assistant instructor.

Contents

1. Introduction.....	4
1.1. Importance of Experiential Learning in Jiu-Jitsu.....	4
1.3. Overview of the Kolb Experiential Learning Cycle	5
1.4. Responsibility and Trust of a Primary Instructor	6
2. Foundations of Jiu-Jitsu.....	7
2.1. Jiu-Jitsu's Lineage and Philosophy	7
2.2. Principles, Concepts, and Strategy.....	10
2.3. The Role of Continuous Learning and Teaching Mastery	10
3. Implementation of Experiential Jiu-Jitsu.....	12
3.1. Creating Concrete Experiences for Students	12
3.2. Guiding Reflective Observation in Practitioners.....	13
3.3. Ensuring Abstract Conceptualization	14
3.4. Facilitating Active Experimentation in Live Scenarios.....	14
4. Teaching Techniques and Pedagogy.....	16
4.1. Curriculum Development and Structuring Classes	16
4.2. Adapting Instruction for Different Learning Styles	17
4.3. Assessment and Evaluation of Students' Progress	18
5. Leadership, Trust, and Ethical Responsibilities.....	20
5.1. The Greater Power Dynamic in a Primary Instructor's Role.....	20
5.2. Cultivating a Trusting and Respectful Training Environment.....	20
5.3. Conflict Resolution and Handling Difficult Situations	21
6. Leading the Future: Nurturing the Next Generation	22

The Primary Jiu-Jitsu Instructor Handbook has been created to serve as an essential guide for those aspiring to, or already holding the esteemed position of a Primary Jiu-Jitsu Instructor. This manual seeks to:

- Offer a comprehensive understanding of the underlying philosophies, advanced principles, and techniques that define Jiu-Jitsu.
- Provide clear guidelines on pedagogy, ensuring that instruction is both effective and ethically sound.
- Emphasize the role and responsibilities of a Primary Instructor, highlighting the importance of continuous personal growth and development.
- Create a standardized benchmark for teaching quality and ethics in the realm of Jiu-Jitsu and Completing 160 hours of instruction as an Assistant Instructor and complete a 1,000 word Reflective essay about your Jiu-Jitsu experiences thus far.

PRIMARY INSTRUCTOR HANDBOOK

Purpose of the 1000 Word Essay for Primary Jiu-Jitsu Instructors

The purpose of these essay prompts is to provide Primary Jiu-Jitsu Instructors with an opportunity to reflect on, articulate, and share their experiences, philosophies, and methodologies related to the art and teaching of Jiu-Jitsu. Through these essays, instructors are encouraged to:

- **Reflect Deeply:** Engage in self-reflection about their personal journey, teaching experiences, and the impact they have had on others. This introspection is crucial for personal and professional growth.
- **Articulate Teaching Philosophy:** Clearly express their teaching philosophy, strategies, and how they address various aspects of Jiu-Jitsu training, such as safety, discipline, and accommodating diverse learning needs.
- **Share Knowledge and Experiences:** Provide insights and perspectives that could benefit other instructors or students in the Jiu-Jitsu community. Sharing experiences can foster a sense of community and collective learning.
- **Enhance Communication Skills:** Develop and enhance their ability to communicate complex ideas and experiences clearly and effectively, a skill that is invaluable both inside and outside the dojo.
- **Promote Continuous Learning:** Encourage a mindset of continuous learning and improvement, essential for any martial arts instructor committed to excellence in their craft and their personal development.

By writing a well-researched essay, Primary Jiu-Jitsu Instructors not only contribute to their own development but also to the broader Jiu-Jitsu community, offering valuable insights and fostering a culture of sharing, learning, and growth.

Essay Prompts – Feel Free to Use Your Own Prompts

- **My Journey in Jiu-Jitsu:** Describe your personal journey in Jiu-Jitsu, focusing on key milestones and how they have shaped you as an instructor.

Questions

- **The primary responsibility of a Primary Jiu-Jitsu Instructor is:**
 - a) Winning competitions
 - b) Focusing solely on physical training
 - c) Mentoring and guiding students in their Jiu-Jitsu journey
 - d) Managing the dojo's finances
- **In conflict resolution, a Primary Instructor should:**
 - a) Take sides based on seniority
 - b) Act as a neutral mediator and promote understanding
 - c) Ignore minor conflicts
 - d) Leave conflict resolution to Assistant Instructors
- **Effective leadership in a Jiu-Jitsu dojo includes:**
 - a) Prioritizing the most skilled students
 - b) Developing a positive and inclusive dojo culture
 - c) Focusing only on technical teaching
 - d) Enforcing strict discipline without exceptions
- **A key aspect of curriculum development for a Primary Instructor is:**
 - a) Consistently teaching the same techniques
 - b) Tailoring the curriculum to individual student needs
 - c) Focusing only on advanced Jiu-Jitsu strategies
 - d) Avoiding the inclusion of Jiu-Jitsu philosophy
- **Professionalism for a Primary Jiu-Jitsu Instructor involves:**
 - a) Keeping strict boundaries with all students
 - b) Forming close personal relationships with students
 - c) Maintaining ethical standards and fairness in treatment
 - d) Prioritizing dojo earnings over student learning



- SOURCES:
- Adult Teaching and Learning User's Guide, Army University https://www.moore.army.mil/CFDP_INST_HW
- Benesch, O. (2014). *Inventing the way of the samurai: Nationalism, internationalism, and Bushidō in modern Japan*. Oxford University Press.
- Boxing. In *The Oxford Classical Dictionary* (3rd ed.), 2005.
- Bueno, J. C. B., Andreato, L. V., Silva, R. B., & Andrade, A. (2022). Effects of a school-based Brazilian jiu-jitsu programme on mental health and classroom behaviour of children from Abu Dhabi: A randomised trial. *International Journal of Sport and Exercise Psychology* 1-16.
- Common Faculty Development-Instructor Course (CFD-IC) <https://www.ncolcoe.army.mil/NCO-Academies/Henry-H-Lind-NCO-Academy/CFD-IC/>
- International Judo federation - <https://www.ijf.org/>
- Kanō, Jigorō (1860-1938). *Kodokan judo*. Edited under the supervision of the Kodokan Editorial Committee.
- Kontra, Jordan - *Legacy Jiu-Jitsu*, Anchorage Alaska.
- Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd ed.). Pearson FT Press.
- Mahoney, E. (2020). *The gentle artist: Empowering warrior-scholars through the physical feminism of Jiu-Jitsu*.
- Mickelsson, T. B. (2019). Modern unexplored martial arts – What can mixed martial arts and Brazilian Jiu-Jitsu do for youth development? *Journal of Martial Arts Research*.
- Nelson, E. (2015). *Cultivating outdoor classrooms: Designing and implementing child-centered learning environments*. Redleaf Press.
- Olympian Games. In *The Oxford Classical Dictionary* (3rd ed.), 2005.
- Pankration. In *The Oxford Classical Dictionary* (3rd ed.), 2005.
- U.S. Army. (2020). *FM 7-22 Holistic health and fitness*. U.S. Department of the Army.
- Takeuchi-ryu, the Origin of Japanese Jiu-Jitsu - <https://www.takenouchi-ryu.org/english/>
- Special Shoutout:
- Professor Bernardo Faria - <https://www.youtube.com/@BernardoFariaBJJ>
- Professor Nick Albin - <https://www.youtube.com/@Chewjitsu>
- Professor Eli Knight - <https://www.youtube.com/@KnightJiuJitsu>



QUESTIONS
