

Examination Guide 2nd Dan Kickboxing

*What the examination requires, how to prepare for it
and how to complete the LVF*

FOR THE EXAMINATION CANDIDATE

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The 2nd dan examination is not a technical examination. You are past that stage. At this level, one question is being answered: *can you bring someone to the black belt?* A 2nd dan is a teacher. You demonstrate this by giving three lessons to a group of students whom you should be able to guide to that final level yourself: you explain, you demonstrate, you have them imitate, you correct, and you have them apply it.

This guide contains everything you need: the requirements, the didactic model, the evaluation criteria, an explanation of the Lesson Preparation Form (LVF), two fully completed examples, a checklist, a list of common mistakes, and a blank LVF at the back for you to complete.

IN ONE SENTENCE

During the 2nd dan examination, you give three lessons back to back – a technical kickboxing lesson, a self-defence lesson with transfer to kickboxing, and a pad lesson – thereby demonstrating that you can train a student from white to black belt.

Table of Contents

What you will find in this guide

1	What the examination involves – and what it does not	p. 3
2	The three lessons at a glance	p. 4
3	Process overview from briefing to examination	p. 5
4	How to structure a lesson – the didactic model	p. 6
5	Evaluation criteria and rubric	p. 7
6	The Lesson Preparation Form (LVF) – why and how	p. 9
7	Example schedules for 30 and 15 minutes	p. 12
8	Appendix A – fully completed LVF: technical lesson	p. 13
9	Appendix B – fully completed LVF: pad lesson	p. 15
10	Common mistakes	p. 17
11	Checklist for the examination	p. 18
12	Blank LVF to complete	p. 19

≡ IMPORTANT – SUBMISSION DEADLINE

The three completed Lesson Preparation Forms must be submitted to the Examination Committee **no later than 24 hours before the start of the examination**. Forms submitted late will result in postponement of the examination.

1. What the examination involves

Not what you can do, but what you can pass on

At 1st dan level, you demonstrated that you have mastered the technical side of the discipline. At 2nd dan level, you take it a step further: you demonstrate that you can also teach that discipline. The examination consists of three consecutive lessons that you give to a group of fellow candidates or students. The Examination Committee observes how you present the material, how you demonstrate, how you have the group practise, and how you correct.

WHAT DOES 'TRAINING TOWARDS THE BLACK BELT' MEAN?

The end goal you are working towards – and what you must be able to substantiate during each lesson – is: bringing a student from white belt to black belt. **This does not mean that you cover every technique from white to black in a single lesson.** You demonstrate that you can give a lesson that fits within a logical learning pathway towards the black belt: didactically sound, built up from the GCSF Grading System, and suitable for someone working towards their dan grade.

✓ WHAT IS ASSESSED

- Didactics – explaining, demonstrating, imitating, correcting, applying
- Lesson structure – a logical progression from simple to complex
- Explanation and language pitched at the level of the group
- Corrections – targeted, personal, focused on the essentials
- Safety – training partners and protective equipment
- Coaching – motivation, observation, differentiation
- Reflection – closing with an evaluation or a learning discussion

✗ WHAT IS NOT ASSESSED

- Your own physical condition
- How many techniques you personally know
- How many spectacular combinations you demonstrate
- Your personal competition experience
- How hard you yourself can punch or kick

📌 The Committee is not looking for a fighter. It is looking for a teacher who demonstrates composure, structure and the ability to pass on knowledge.

2. The three lessons at a glance

What sets the components apart

The three lessons are not interchangeable. Each component has its own objective, its own didactic emphasis and its own form of organisation. Understand the difference before you start writing.

COMPONENT	DURATION	OBJECTIVE	DIDACTIC EMPHASIS
Technical kickboxing lesson	30 min	Technical development – basic techniques, combinations and blocks up to 4th kyu from the GCSF Grading System.	Explaining, demonstrating, imitating, correcting. Whole-group progressing to pairs. A structure that fits within a learning pathway towards dan level.
Self-defence with transfer to kickboxing	30 min	Principles – Sen no Sen, Tai no Sen and Go no Sen translated into kickboxing counters.	Principle-driven teaching. First explain the principle, then recognise it, then link it to technique, then apply it under light pressure.
Pad lesson	15 min	Timing, distance and fluidity – technical combinations on the pads.	One-on-one coaching. Short instructions, plenty of repetition, physical guidance from the pad holder.

Total lesson duration: **75 minutes**. The three lessons are given back to back. For each component you produce one fully completed LVF.

COMPONENT 1

30 min

Technical kickboxing lesson – basics up to 4th kyu, built up from the Grading System.

COMPONENT 2

30 min

Self-defence with transfer – principles linked to kickboxing counters.

COMPONENT 3

15 min

Pad lesson – fluid combinations with balance, timing and distance.

3. Process overview

From briefing to examination in five steps

Follow this process in order. Do not start writing before you have read this guide – it will save you having to redo work later.



RECOMMENDED TIMELINE

WHEN	WHAT YOU DO
4 weeks in advance	Read this guide in full. Study both appendices. Draft a rough plan for each lesson.
3 weeks in advance	First draft of all three LVFs. Test your structure mentally: does the timing add up? Does the learning objective match the activities?
2 weeks in advance	Trial your lessons at your own gym. Adjust timings, structure and corrections based on what you observe.
1 week in advance	Write the final version. Have a colleague with teaching experience review it. Check that the learning objective matches the lesson activities.
24 hours in advance	Three LVFs saved digitally, printed and submitted signed to the Examination Committee.
Examination day	Keep a copy for yourself. Bring equipment and protective gear. Arrive at least 30 minutes before the start.

4. How to structure a lesson

The didactic model the Committee expects to see

The Committee expects you to structure every lesson according to a recognisable didactic sequence: **explain – demonstrate – imitate – correct – apply**. This is not a formality: it is the rhythm through which a teacher genuinely passes on a technique. Without this rhythm, a lesson remains a demonstration. With this rhythm, it becomes teaching.

- 1 Explain**
Tell the group what they are going to learn, why it matters and where it fits within the broader context. State the learning objective briefly and clearly.
- 2 Demonstrate**
Perform the technique or combination yourself, at the correct tempo, with proper balance, distance and timing. Make it visually clear – the group must see what it looks like when done well before they try it themselves.
- 3 Imitate**
Have the group perform it. Start slowly, without pressure. Give the group room to explore the movement and make it automatic.
- 4 Correct**
Move through the group, observe and intervene where necessary. Give short, targeted feedback to each candidate. Coach on the essentials – balance, distance, timing, control – not on cosmetics.
- 5 Apply**
Build towards an application of the technique in a functional context: a combination, a counter, a response to an attack, light resistance. This is where you show that the technique is not just visually pleasing, but that it actually works.

TIP

Plan these five steps explicitly on the LVF form. Under 'Didactic form' state which step is central to each lesson phase. This shows the Committee immediately that you have mastered the didactic sequence – even if the execution is not yet perfect.

5. Evaluation criteria

When is something insufficient, sufficient, good or excellent?

The Committee assesses each lesson against seven criteria. A level is assigned per criterion. An overall judgement is formed based on the pattern across all criteria.

CRITERION	INSUFFICIENT	SUFFICIENT	GOOD	EXCELLENT
Lesson preparation	LVF incomplete, learning objective missing or does not match the activities.	LVF complete, learning objective present but general.	LVF clear, learning objective concrete and linked to activities.	LVF didactically sound, learning objective measurable, progression visible in every column.
Demonstration	Technical errors, balance disrupted, no clear picture.	Technique correctly performed at a basic level.	Technique correct, with balance, distance and timing.	Technique at 2nd dan level, fluid, with correct body mechanics and intent.
Explanation and language use	Unclear, too much jargon or overly long-winded.	Understandable but with little structure.	Clear, concise, pitched at the level of the group.	Powerful and concise, with imagery the group grasps immediately.
Corrections	No corrections, or only general remarks.	General corrections given to the whole group.	Individual corrections, targeted and brief.	Personal, focused on the essentials, with immediate improvement in the candidate.
Safety	Protective equipment missing or not checked. Unsafe set-ups.	Protective equipment present, set-up acceptable.	Safety actively monitored, set-up well considered.	Safety is embedded in the lesson structure, actively communicated and corrected.
Structure	Jumps between techniques, no logical sequence.	Understandable order, little variation.	Logical progression from simple to complex.	Progression that explicitly works towards the learning objective, with differentiation.
Reflection	No closing or evaluation.	Brief closing without substance.	Cooling down with evaluation or learning discussion.	Reflection explicitly connects the lesson to the learning objective and the learning pathway towards the dan grade.

✿ PASS REQUIREMENTS

A 2nd dan examination is passed when all seven criteria score at least 'Sufficient' across the three lessons, and when no single lesson scores 'Insufficient' on more than two criteria. The Committee looks for consistency: an outstanding result on one criterion does not compensate for a structural shortcoming on another.

6. The Lesson Preparation Form

Why and how to complete the LVF

The LVF is the instrument with which you work out your lesson in advance and show the Committee that you can plan in a structured way. The form consists of two parts: a **header** with general details and the learning objective, and a **teaching-and-learning situation table** (OLS) in which you enter the activity, time, didactic form, organisation and teaching materials for each lesson phase.

WHY THIS FORM?

The LVF is not a box-ticking exercise. Every field exists because a good instructor runs through that field mentally before standing in front of the group. The Committee wants to see that you have mastered that way of thinking.

- **Starting situation** – an instructor first determines *what their group can already do*. Without that, you do not know where to begin.
- **Learning objective** – every lesson must end measurably. What can the group do at the end that they could not do at the start?
- **Lesson phase and activity** – the structure shows that you work from simple to complex.
- **Didactic form** – states which didactic step is central to that phase.
- **Organisation** – shows that you have thought about how the group is arranged.
- **Teaching materials** – shows that you have thought about equipment and safety.
- **Evaluation** – an instructor checks whether the learning objective was achieved. Without evaluation, the lesson is not didactically complete.

THE LEARNING OBJECTIVE – SHORT AND CONCRETE

Many candidates write learning objectives that are too long and too abstract. A learning objective should be **3 to 5 lines**. Concrete, measurable, linked to the technique being taught.

POOR LEARNING OBJECTIVE

‘By the end of the lesson, based on their experience and the GCSF Grading System, candidates will be able to perform all basic techniques and combinations at an advanced level while maintaining balance, timing, distance, intent, breathing, mental focus, body control, technical precision and proper etiquette ...’ (continues for another four lines)

GOOD LEARNING OBJECTIVE

‘The candidate defends against a right low kick and counters with a fixed combination (jab, cross, uppercut, low kick), maintaining balance, timing and distance.’

📌 Test your learning objective with this question: “*Can I measure at the end of the lesson whether this has been achieved?*” If not, rewrite it.

6. The LVF (continued)

Field-by-field instructions

HEADER OF THE FORM

FIELD	WHAT YOU FILL IN	WHY
Name	Your own name as examination candidate.	Identification.
Group	Description of your group: e.g. '4 examination candidates, 2nd dan kickboxing'.	Determines the starting level.
Date	The examination date.	Administration.
Subject	Short title: 'Technical lesson up to 4th kyu', 'Transfer from self-defence to kickboxing', or '2nd dan pad lesson'.	Focuses the lesson.
Lesson	Kickboxing.	Discipline.
Lesson duration	30, 30 or 15 minutes, depending on the component.	Determines the time allocation.
Starting situation	Level, experience and equipment of the group. What can they already do? What do they have?	An instructor starts where the group is, not where the instructor thinks they should start.
Learning objective	What can the group do at the end that they could not at the start? 3–5 lines, concrete and measurable.	Without a learning objective you cannot evaluate the lesson's success.

TEACHING-AND-LEARNING SITUATION TABLE

COLUMN	WHAT YOU FILL IN
Lesson phase	Warm-up, Core 1, Core 2, Core 3, Cooling down, Evaluation. Longer lessons may have multiple core phases.
Lesson activity	What exactly do you do? Describe the exercise, attack, counter or combination. One to three lines is sufficient – precise enough for a colleague to follow.
Time	Time per phase. Add up the phases to the total lesson duration.
Didactic form	Which didactic steps do you apply? Choose from the standard list below. Be consistent.
Organisation	How is the group arranged? See the options below.
Teaching materials / Equipment	Equipment and protective gear per phase. See the standard rule below.

STANDARD LIST – DIDACTIC FORMS

Always use the same terms. Do not mix 'OLG', 'teaching discussion' and 'learning discussion'.

- **Explanation** – verbal instruction, no demonstration
- **Observing** – watching before intervening

- **Demonstration** – you perform it yourself
- **Teaching discussion (OLG)** – question and answer
- **Coaching** – personal guidance during execution
- **Correcting** – pointing out a specific improvement
- **Differentiating** – adapting to individual level
- **Reflecting** – evaluation discussion with the group

STANDARD LIST – FORMS OF ORGANISATION

ORGANISATION	WHEN TO USE
Whole group	Warm-up, explanation, demonstration, reflection at the end.
Pairs	Technique practice with a fixed partner. Standard for kickboxing drills.
Groups of three	For odd numbers, with rotation. Or when a third person observes.
1 on 1	Pad lesson – a fixed pad holder per candidate.
By number / circuit	When candidates rotate through different exercises.

STANDARD RULE – TEACHING MATERIALS

For all kickboxing lessons, the basic equipment applies: **boxing gloves, shin guards, mouthguard and groin guard**. Per lesson phase, only add what is additionally needed: large pads, focus pads, mats, kicking shields, kick bags. It does not need to be repeated on every row – one mention plus 'ditto' is sufficient.

7. Example schedules

Realistic time allocation per lesson duration

The most common reason lessons go wrong during the examination: an unrealistic time schedule. Five minutes of warm-up sounds short, but is long if you want to fit in eight exercises. The schedules below are guidelines that work well in practice.

30-MINUTE LESSON (TECHNICAL / SELF-DEFENCE)

LESSON PHASE	TIME	WHAT YOU DO
Warm-up	5 min	Purposeful. Mobilisation plus light coordination linked to the lesson topic.
Core 1	8 min	Introduction of the main technique. Explanation, demonstration, whole-group imitation.
Core 2	8 min	Technique in pairs. Start slowly, then with more intent.
Core 3	7 min	Application under light pressure. Counter or combination. Build in reaction time.
Cooling down	1 min	Brief cool-down or stretching.
Evaluation	1 min	OLG: what did you see? What went well? What is still difficult?

15-MINUTE LESSON (PAD LESSON)

LESSON PHASE	TIME	WHAT YOU DO
Warm-up	3 min	Purposeful warm-up on the pads. Basic techniques at a low tempo.
Core 1	3 min	Introduce the first combination. Attack – defence – counter.
Core 2	3 min	Variation: different attack pattern, same principle.
Core 3	3 min	Linking combinations together. Fluidity is central.
Cooling down + evaluation	3 min	Brief reflection: what felt lighter, what felt heavier?

A TIME SCHEDULE IS A PROMISE

Whatever time you state in your LVF, you must also deliver. Finishing too early usually means: too little practice per phase. Finishing too late means: too ambitious a plan. The Committee actively watches the clock.

Appendix A – Example LVF

Fully completed: Technical kickboxing lesson up to 4th kyu

This example is intended as a reference for structure and level of detail, not as a template to be copied verbatim. Write your own learning objective and activities based on your own group and your own technical preferences.

LESSON PREPARATION FORM			
Name	Example candidate	Group	4 examination candidates, 2nd dan kickboxing
Date	17 June 2026	Subject	Technical lesson up to 4th kyu in preparation for the 2nd dan examination
Lesson	Kickboxing	Lesson duration	30 minutes
Starting situation	The group consists of four candidates at the technical level of 2nd dan kickboxing. They have mastered the basic techniques, combinations and skills from the GCSF Grading System and have several years of experience in training, teaching and coaching. The group has the correct kickboxing kit: boxing gloves, shin guards, mouthguard and groin guard.		
Learning objective	By the end of the lesson, candidates will be able to perform, from a correct defence against a right low kick, left front kick or left roundhouse kick to the body, a combination consisting of a right jab, left cross, right uppercut and left low kick. The candidate performs the technique while maintaining balance, correct distance and timing.		

TEACHING-AND-LEARNING SITUATION					
LESSON PHASE	LESSON ACTIVITY	TIME	DIDACTIC FORM	ORGANISATION	TEACHING MATERIALS / EQUIPMENT
Warm-up	Motor coordination exercise: spreading and closing the legs twice, moving the arms simultaneously. Second round: combined arm and leg movement.	5 min	Instruction and demonstration. Creating enjoyment to enhance learning capacity.	Whole group	Basic equipment
Core 1	In pairs: the attacker performs the combination on the partner: right jab, left cross, right uppercut, left low kick. Then the same, but the partner first attacks with a right low kick, blocked. Next a left roundhouse kick to the body (crossed block). Finally a left front kick (crossed parry).	15 min	Instruction, demonstration, observing, correcting. Encouraging, coaching, differentiating. Attention to correct distance and positioning on the low kick.	Pairs, rotating into threes if odd	Basic equipment
Core 2	The partner attacks with one of the preceding kicking techniques. The other counters with the same combination, mixed freely. 20 seconds of sparring per turn.	5 min	Instruction and demonstration, coaching, differentiating. Guiding towards acceptable attacks.	Pairs, rotating	Basic equipment
Cooling down + Evaluation	Brief stretching and a group learning discussion: what flowed well, where did the counter's timing break down?	5 min	OLG, reflecting	Whole group	–

Appendix B – Example LVF

Fully completed: 15-minute pad lesson

A pad lesson revolves around timing, distance and fluidity. Short instructions, plenty of repetition, physical guidance from the pad holder.

LESSON PREPARATION FORM			
Name	Example candidate	Group	4 examination candidates, 2nd dan kickboxing
Date	17 June 2026	Subject	Technical pad lesson in preparation for the 2nd dan examination
Lesson	Kickboxing	Lesson duration	15 minutes
Starting situation	Four candidates at 2nd dan level, with extensive command of the basic techniques and combinations from the GCSF Grading System. Familiar with etiquette, safety rules and pad work. Basic equipment complete (boxing gloves, shin guards, mouthguard, groin guard).		
Learning objective	By the end of the lesson, candidates will be able to perform, technically correctly and fluidly, a combination in which they defend against a left cross by bobbing and weaving, followed by a counter (left cross, right jab, left roundhouse kick). They then evade the pad holder's attack by moving 180 degrees around the pad holder and counter immediately with a right jab, left cross and right roundhouse kick or knee to the body, while maintaining balance, timing and distance.		

TEACHING-AND-LEARNING SITUATION					
LESSON PHASE	LESSON ACTIVITY	TIME	DIDACTIC FORM	ORGANISATION	TEACHING MATERIALS / EQUIPMENT
Purposeful warm-up	Left and right jabs, then the same with crosses. Next: the pad holder moves through, and the candidate evades 180 degrees, countering with left and right cross.	3 min	Instruction and coaching	1 on 1	2 large pads
Core 1	Left attack with the pad to the head (as a cross). Defending by bobbing and weaving, countering with left cross, right jab, left roundhouse kick to the body.	3 min	Instruction, demonstration, encouraging, coaching	1 on 1	2 large pads
Core 2	The pad holder moves through the candidate, who evades and counters from the other side (180 degrees) with right jab, left cross and right roundhouse kick. Focus: jab straight forward, no telegraphing.	3 min	Instruction, demonstration, observing, correcting	1 on 1	2 large pads
Core 3	Same as Core 2, but with a right front knee instead of a roundhouse kick as the finish.	3 min	Instruction, demonstration, coaching, differentiating	1 on 1	2 large pads

Cooling down + Evaluation	Linking combinations together: exercise 1 with 2, then 1 with 3. Brief reflection: where was fluidity best, where did it break down?	3 min	Coaching, reflecting, OLG	1 on 1, whole group for evaluation	2 large pads
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10. Common mistakes

What the Committee sees go wrong time and again

The mistakes below are responsible for the vast majority of failing marks during examinations. Read through them before you start writing, and again before you submit.

#	MISTAKE	HOW TO AVOID IT
1	Too many techniques in one lesson	Limit yourself to one main technique or one principle per lesson. Going deeper is better than going wider.
2	No clear structure	Simple to complex. Static first, then dynamic. Without pressure first, then with pressure.
3	No clear learning objective	Write it in 3-5 lines, concrete and measurable. Test: can I measure this at the end of the lesson?
4	No correction moment	Plan at least one moment in which you explicitly move through the group and correct individually.
5	Only demonstrating, never applying	Every lesson ends with some form of application under light pressure. Otherwise it remains a demonstration.
6	No reflection at the end	Close every lesson with a learning discussion or evaluation. Link it to the learning objective.
7	Warm-up unrelated to the topic	The warm-up must prepare for what follows. No unrelated jogging laps before a pad lesson focused on counters.
8	Unrealistic time schedule	Test your schedule at home with a clock. Not 8 exercises in 5 minutes.
9	Forgetting safety	Check protective equipment before the lesson. Actively address safety in your instruction.
10	Learning objective does not match the activities	Compare your learning objective and your activities side by side. Does every element of the learning objective reappear in an activity?
11	Too much jargon, too little imagery	Speak like a good instructor: short, clear, with images the group understands immediately.
12	Inconsistent terminology in the LVF	Use the standard list of didactic forms. Do not mix 'OLG' and 'learning discussion'.

⚠️ FINALLY

These mistakes are avoidable. If you have a colleague with teaching experience review your three LVFs a week before the examination, you will usually catch them all.

11. Checklist for the examination

Work through this list before you submit and on examination day

24 HOURS BEFORE THE EXAMINATION – SUBMISSION

- ☐ Three LVFs are fully completed (technical, self-defence, pads)
- ☐ Learning objective per lesson is concrete and fits within 3–5 lines
- ☐ Learning objective matches the lesson activities (every element reappears)
- ☐ Time schedule adds up to the correct lesson duration (30 + 30 + 15 min)
- ☐ Didactic forms follow the standard list (consistent)
- ☐ Organisation is stated for each phase
- ☐ Teaching materials are stated, including protective equipment
- ☐ Safety is explicitly visible in the lesson structure
- ☐ LVFs are saved digitally and printed
- ☐ Printed version is signed
- ☐ Submitted to the Examination Committee (no later than 24 hours in advance)

EXAMINATION DAY – EQUIPMENT AND PREPARATION

- ☐ Bring your own copy of the three LVFs
- ☐ Kickboxing kit
- ☐ Boxing gloves, shin guards, mouthguard and groin guard
- ☐ Any extra equipment (large pads, focus pads, kick bags as per your own LVF)
- ☐ Equipment for the group checked
- ☐ Arrive at least 30 minutes before the start
- ☐ Mental preparation: what is my learning objective? What is my opening?
- ☐ Drinking water and a towel

DURING THE LESSON

- ☐ Open with a brief introduction and the learning objective
- ☐ Check protective equipment before you begin
- ☐ Keep an eye on the clock – your time schedule is a promise
- ☐ Move through the group at least once for personal corrections
- ☐ Close every lesson with a brief reflection or OLG

12. Blank Lesson Preparation Form

Complete one form per examination component

To be submitted no later than 24 hours before the examination · Global Combat Sports Federation

LESSON PREPARATION FORM			
Name		Group	
Date		Subject	
Lesson		Lesson duration	
Starting situation		Learning objective	

TEACHING-AND-LEARNING SITUATION					
LESSON PHASE	LESSON ACTIVITY	TIME	DIDACTIC FORM	ORGANISATION	TEACHING MATERIALS / EQUIPMENT
Warm-up					
Core 1					
Core 2					
Core 3					
Cooling down					
Evaluation					

Candidate's signature	Date
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