

169 New Students In One Day!

**WARNING, DO NOT USE THIS PROGRAM UNLESS YOU
ARE PREPARED TO ENROLL RECORD NUMBERS OF
STUDENTS IN A VERY SHORT PERIOD OF TIME!**

*“Spectacular accomplishment is
never preceded by less than
spectacular preparation.”*

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IMPORTANT Use This Excerpt On Your Pre-Enrollment Flyer and Release Form

Self-Esteem The Key To Life

From "Tribes" by Jeanne Gibbs

The primary resource predicting the success or failure of each person as a human being is a precious energy known as "self-esteem". The adolescents who still demonstrate stages of social development appropriate for very young children are arrested in their growth. Indeed they are stuck at earlier infantile stage and become problems for parents, teachers, peers, society . . . and themselves. Sensing their inadequacy, they live self-confirming prophecies that "I am not capable. . . I cannot learn . . . "I am no good at anything." They lack positive self-esteem.

One educator sums it up this way. "deep inside is a longing . . . a sense of hollowness wanting to be filled. It is a need to connect with a positive sense of self and with others. The more positive the self-image, the less painful the longing . . . the less positive the self-image the more painful the longing. Too often we use temporary "fillers" such as drugs, alcohol, compulsive anti-social activities to blot out the hunger and give a temporary sense of self. It is only as we find positive self respect and "connectedness to others" that we can sense our true value. The painful longing diminishes and the hollowness is filled with self-worth. **It is then that we even self-confirm positive images of ourselves."**

Studies have shown that self-esteem is not related to family, education, wealth, social class, geographical living area, father's occupation or having mother at home. It comes from the quality of relationships that exist between the child and those who play a significant role in his life. It is a person's assessment of "the self-pictures" reflected back to him from others daily.

Self-esteem is "a quiet inner knowing saying I'm glad to be me." It is a sense of self-respect, a feeling of self-worth. Three main areas convey loveability and worth to children:

- affirmation of their positive qualities from parents, teachers and other significant caretakers;
- affirmation from peers and siblings
- affirmation to themselves based on their own experiences of competency success ("I did that well." "I am good at reading." "Arithmetic is easy for me")

CHILDREN VALUE THEMSELVES TO THE EXTENT THEY HAVE BEEN VALUED.

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INTRO LETTER TO PRINCIPAL IF PERSONAL VISIT IS NOT POSSIBLE

Dear _____,

My name is _____ and I would like to offer my services to the youth of our community in the form of a free six week course designed for "**SELF ESTEEM ENHANCEMENT**". As you know, how a child performs in school can be directly related to how they feel about themselves and their self-esteem depends on many factors such as family situations, the child's ability to successfully accomplish tasks and the relationships they have with others.

As an Instructor of Soo Bahk Do Karate, I am very interested in insuring our youth have the best possible chance to become mature, well-rounded adults capable of interacting positively with others and would therefore like to offer a dynamic self-esteem building course for all the children in your school completely free of charge for the next six weeks. My time is valuable , but our children are even more valuable and this program will help all who participate in it.

Our national Federation has had tremendous success offering this program in other states where many parents of the children involved have expressed amazement at the results achieved with our system in only a few weeks. The excitement and enthusiasm this program has been generating is remarkable and every participant leaves with a higher sense of self-worth.

I would really appreciate your help in distributing the information about the free program because I am trying to keep the expense associated with it to a minimum. I have enclosed a copy of the program's conceptual basis and a sample flyer that we would like to distribute. I will gladly provide the flyers divided into homeroom size groups if you will assist us in this worthy effort. I may be reached at ()- ____-____ If you would like to discuss this with me. I will contact you in a day or so to followup and I look forward to providing an exciting and motivational program that can enrich all those students of your school who chose to participate.

Sincerely,

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THANK YOU LETTER TO PRINCIPAL IMMEDIATELY AFTER THEY HAVE AGEED TO HELP YOU INITIATE THIS PROGRAM

(Send it as soon as you have started the program)

Dear _____,

I hope this letter finds you in good health and spirits. As an educator I am sure you are more aware of the difficult problems confronting our youth today than are most people. In some instances you may even wish you could do more for a child than you are able to do within the scope of your job but have no resources available for such additional help. Your decision to assist us with our "Self-Esteem Enhancement Program" is probably one of the best choices you could have made to help these children improve in all facets of their life.

Research has shown that the person any of us ultimately become is influenced substantially by our early life experiences and relationships. Inside every child an adult is trying to develop and for them to be mature well balanced individuals they must be confident about themselves and their abilities and they need to know they are good, capable people with special unique qualities. Those who participate will also learn how to understand and cope with many of the difficult and confusing situations they may encounter in the future.

You have given many children an excellent opportunity to enhance their self image tremendously by making this program available to them. Soo Bahk Do training can be extremely beneficial because it is not "required" of the child, instead it is "desired" by the child. They approach this activity with a willingness and enthusiasm that can make miraculously positive things happen in their lives. Their newfound self esteem even spills over into the relationships they have with their parents, teachers, and friends and they will continue to confirm their self worth and uniqueness as long as they train.

Parents are also positively affected by the child's involvement because they

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regularly come into contact with a group of Instructors and students who are all working to help their child achieve his goals. Each time they bring their child to class they have become personally involved in improving their future. Obviously, there could be a few children who might abuse the self defense skills that are necessarily a part of this program and we need to know immediately if any abuses occur on any campus. We expect and require a strict code of conduct of all participants in our program and will not allow "troublemakers" to continue in the course.

Please feel free to contact me directly if you have any troublesome students as a result of their participation in this program. Thanks again for helping us to make such a positive impact on so many lives. They will all benefit from the opportunity you have given them.

Sincerely,

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Hindsight Remarks 2008

[1994 Phil Duncan] Community Service, "Self-Esteem Enhancement Program" for elementary age (Grades 1,2,3) children offered through public school system, but taught at local studio, so parents had to bring children to studio. Basic concept suggested to me by Sa Bom Nim Daymon Kenyon then modified to include handout information provided by Sa Bom Nim Mary Ann Walsh at a National Camp seminar. Results achieved in only three weeks were literally overwhelming.

Students in my school approached me to initiate this program. **It was NOT my idea at the time.** I was too busy to anything new, but these two students and mothers wanted to attend an upcoming school board meeting and pitch Soo Bahk Do to the School Board. So, I provided them with the flyer designed around the "Tribes" quote and sent them on their way, figuring that was the last I would ever hear about it. BOY WAS I WRONG!

OVERVIEW:

We used a flyer strategy in my home town at three different public schools after some of my students gained school board authorization to do so. A special "pre-enrollment flyer requiring a parent's signature" was distributed and at three different schools.

The offer, the language on the flyer, the color of paper used, the enrollment procedure and the target grades were the same in all three schools.

In two schools we employed **flyer distribution method A** and in the third school we employed **flyer distribution method B.**

The program response was UNBELIEVABLE. We had 169 kids and parents show up for the first lesson. Yes, one-hundred-sixty-nine new students enrolled and showed up for class on the same night (at a studio where total enrollment hovered around 40 students.) IT WAS UNBELIEVABLE.

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The interesting thing is that all 169 students originated from the two schools using flyer distribution method A and 0 (zero) students originated from the third school using flyer distribution method B. Clearly we stumbled upon the "perfect offer and response formula" to have realized such phenomenal results and we discovered the secret distribution ingredient that resulted in enrollment and learned what did not result in enrollment.

We printed on several different colors of NEON paper all mixed together and printed on both sides. The offer was for a "Self Esteem Enhancement Program." The flyer featured a powerful excerpt from the book "Tribes" by Jean Gibbs that resonated with teachers and parents. The excerpt was handed out by Sa Bom Nim Walsh years ago at National camp. I do not have access to a copy at this moment, but she might or I may be able to locate it for you later.

Students had to take the pre-enrollment form home and return it signed to the school in advance of the first day of the program in order to qualify to be in it.

Distribution Method A: In two schools where all responses originate from the flyers were separated into stacks of 30 and inserted into each teachers mailbox in the office with a cover letter requesting the teacher to hand out the flyers and then and retrieve signed flyers from students the same week. The letter also advised teachers that a studio employee/student would be picking the signed forms up at the main office on date XX/XX/XXXX. Teacher cooperation was exceptional in part to the quote on the flyer describing the program. Teachers seemed to want to assure kids had the opportunity that the program offered. It generated lots of word-of-mouth comments.

Distribution Method B: In the third school where no responses originated, the flyers were placed on a table near the entrance to the front office where the teacher's mailboxes were located. The teachers had to walk past the table to retrieve their mail and the table had a large sign above it with a stack of flyers and cover letters on the table.

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Apparently, when the item was inserted in the teachers mailbox, they took it very seriously as they were accustomed to receiving instructions from the principal and official notices, etc. through their mailbox. Inserting the flyers in the teacher's mailboxes reaffirmed that the offer was "school endorsed" which it was, and encouraged virtually 100% teacher cooperation. However, when the flyers were placed on a table for "optional pickup by teachers" 0 (zero) results were realized.

Interesting Statistic: 50% of the 169 children enrolled came from single-parent homes.

A very special post-program opportunity not seized: Our studio could have sustained a successful ongoing low-income (near charitable) program for children who participated in this program and then enrolled in our once a week for \$20 per month class at its conclusion; however, I only offered the once per week \$20 program for 3 months because I thought after that all the kids needed to upgrade to at least a twice per week program at full tuition so they could progress in rank at the same rate as other students. What I learned was that when attempting to upgrade this segment of the students from \$20 per month for once per week training on a fixed date and time to \$40 per month with unlimited training on different days and times, parents pulled all but one student out of training. In hindsight I realize now that I just exceeded the budget of some very low-income families. These were the kids who might show up in dirty uniforms and arrived and left in rust bucket automobiles, but they REALLY WANTED to be there even more so than the doctors and lawyers children in the regular class. They who would have been perfectly happy training once a week at \$20 a month even though they would have taken twice as long to advance in rank. They just could not afford \$40 a month. I had thought the kids would get discouraged by not advancing in rank as fast as students training twice a week, but what I realized later was that because they were training in their own class, they were not seeing the other students ranks change, so they were oblivious to the fact that other kids training as long as them had already advanced in rank. It simply wasn't an issue because they were in their own class. Now, I see it would have been very easy to have continued serving these "at risk" kids simply by continuing the once a week fixed class schedule and the half price tuition.

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A LOCAL PROMOTIONAL PROGRAM THAT WORKS!

This exciting program concept was first introduced to me by Master Damon Kenyon at a National Summer Camp and the results he had with it were amazing.

It involves promoting Soo Bahk Do Moo Duk Kwan through the public schools in a manner that is surprisingly easy and effective. While other instructors have told me about their involvement with schools, none have related a response anywhere near that generated by this program. The quoted material from the book "Tribes" which is featured on the pre-enrollment flyers seemed to have been one of the most powerful marketing aspects of the program because it encouraged support of the program and participation of teachers, principals and parents.

This is but one example of how a Studio Owners Manual can offer valuable and completely prepared programs ready for implementation by any local studio that likes the program concept and desires to increase their studio membership. While this program is directed specifically at children the narrow focus of the marketing and the extreme effectiveness of the program at generating other leads in various age groups is amazing.

This packet contains several additions and modifications to Master Kenyon's program but his concept and marketing strategy are the real key to the effectiveness. When we advertise in Newspapers or other media it is like "shotgun" advertising in that we hope to hit someone interested in our art. This method of promotion through the schools is like "rifle" advertising in that it is aimed directly respondents with a high probability of interest in our art. Anyone who can come up with a more economical method of generating an equivalent number of enrolled students should forward that information directly to headquarters for preparation into a similar package for distribution to studio owners nation wide. Your contribution could make a significant impact on our national enrollment if shared with others.

We decided to offer this program only to first, second and third graders to start with because that is how they were grouped in the individual schools in our town. Three different schools each had these three grades of children attending in each school, so we had the same target audience in three different locations.. It also insured that all the kids would have the same experiential level and we could customize the content to suit them. This is highly recommended and you can always offer the program to another age group in six more weeks.

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WARNING- WE HAD SO MANY KIDS SHOW UP AND IT CREATED SUCH A TRAFFIC JAM THAT THE RADIO STATIONS WERE ANNOUNCING THAT THEY THOUGHT SOME KIND OF RIOT HAD BROKEN OUT ON OUR SIDE OF TOWN. THREE SQUADS OF POLICE SHOWED UP TO TRY AND CORRECT THE TREMENDOUS TRAFFIC JAM IT CREATED.

Our statistics show that almost forty students did not return after this first class and many parents who were interviewed later said it was because they were not going to fight that kind of traffic every week for six weeks. **Be sure to consider the traffic and parking at the facility you teach at. You may even want to do smaller groups initially by only offering this program to one grade from a school.**

Expect phone calls and request for students older and younger than those you target this program for. We had brothers and sisters of those who received the flyers calling constantly asking if there was anything for them. Plan ahead how you will effectively handle these requests because they will come.

We tried including the older and younger ones but it seemed that they were kind of out of place and would have probably enjoyed it more even if we had worked with them at another time slot instead of with the large group. The age difference is important to what you can expect them to accomplish and how fast you can move with the group.

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TEN STEPS TO SUCCESS

Everything you need is included in this packet, just photocopy it in the quantities you need and you are on your way to increased student enrollment.

1. **INTRODUCTION-** Make a personal appearance or mail a letter of introduction offering your services to a school in your area. Include a copy of your flyer in large print. (sample letter and flyer for this purpose enclosed)
2. **THE OFFERING-** To provide **FREE OF CHARGE** a program of "**SELF ESTEEM ENHANCEMENT**" for a period of six weeks to all of the children in the school. No purchases of any kind are required and uniform purchase is optional. You may choose to call the program anything you wish but the enclosed article furnished by Master Walsh at the national summer camp is almost a recommendation for our program and it is written in a language and manner that educators identify with and parents can understand. The parents are the real ones you will have to convince of the value of Soo Bahk Do if you hope to have the child continue beyond the free program. Keep that in mind as the program progresses. (sample flyer and enrollment form enclosed.)
3. **EXPLAIN METHOD OF ADVERTISING-**because the program is entirely free and you need to keep expenses to a minimum you will need their help in making it known to the students by sending home a flyer with each child in the school. You will furnish the flyers and divide them into homeroom size stacks for distribution to the teachers if they will only tell you how many students and how many homerooms there are. Dividing them into homeroom size stacks is extremely important or they will not distribute them to every child they may just place them on a table for pickup by the children. (BE SURE TO DIVIDE INTO HOMEROOM SIZE STACKS) **HOT TIP USE BRIGHT NEON PAPER-** it insures that everyone will notice it and make sure it gets home to their parents. It will also keep it from being confused with the other various notes they are always bringing home

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and the color makes one child ask another "what that is that they have?" insuring everyone takes one home. You now have your representative (the flyer) in the home of potential new students. The message in the piece insures the parent will understand the concept of the program and it's purpose. The color insures the child won't let the parent forget about it or lose it. Please remember the enclosed excerpt is copyrighted and if you intend to use it exactly as shown in the example you need to get express permission from the author. You may desire instead to paraphrase or refer to it in your presentation piece while being sure to give credit to the author.

4. **PROMPTLY REPLY OR FOLLOW-UP AND SUPPLY FLYERS WHEN APPROVED-** immediately supply them with the flyers while their interest is captured. This may coincide with a faculty meeting or they may distribute them through the teachers mailboxes at their convenience.
5. **COLLECT ENROLLMENT FORM FROM SCHOOLS-** Have the children return the release form to school and personally pick them up from the school just before the enrollment deadline or you may choose to require them to bring it to the first class, etc. Which ever way it is done, **GET PREPARED FOR YOUR PHONE TO START RINGING!** We started getting five to ten calls a day about the program as soon as we handed out the flyers.
6. **THANK YOU LETTERS-** send thank you letters to all principals or those who cooperated with you in presenting the program. The letter assures them that they made a good decision choosing to assist you and make the program available.
7. **PROGRAM SCHEDULES FOR FIRST CLASS-** We used these generic schedules so we could customize them on the spot at the first class since we were planning to group the kids by grade and separate them into smaller groups that would come back at different times. The generic schedule also keeps you from having to print separate letters etc. We divided the children by grades to keep

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attention spans and experiences similar for all those in the class. We were then able to adapt the curriculum to best suit the age group. Distributing our complete class schedule also gave us an opportunity to show the parents all of our class times and we just circled the time slot they were to continue bringing their child to each week. Because of the sheer number of students we chose to make several of our green and red belts assistant group leaders during the program and put them in charge of assisting with line up and checking roll for their group. They were responsible for learning each child's name in their group and setting a good example for them to follow. The plus of this approach was that it gave us additional instructors and it helped improve the self-esteem in our regular students because they were charged with responsibility to help others. It even gave them an opportunity to learn how to promote our art and work with juniors. It was a very positive experience for them as well as the new children. (see roll sheet)

8. **EXPLANATION FLYERS FOR PARENTS DURING PROGRAM-** these should be distributed as the program progresses to help educate the parents. It is particularly important to distribute them if you are unable to personally meet the parents of the children. You may do one each class or only a couple as you see fit.
9. **AWARD -** to give the children who complete the course. We also included one of the foil patches that the federation has for sale with their award. It was well accepted and the children felt very important after receiving it.
10. **FOLLOW-UP-** In addition to those who enrolled, you now have a list of qualified prospects names and addresses who demonstrated a definite interest in Soo Bahk Do but for some reason did not join now but might at another time. Follow-up on these extremely valuable names with direct mail and you will probably enroll others over a period of time. I would send them some of the letters of recommendation or testimonials that Master Wilbourn has compiled for this very use plus any other studio information you feel is important.

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BEST TIME TO OFFER THIS PROGRAM- NOW! Actually any time will work but statistics show that SEPTEMBER, JANUARY, and JUNE are the biggest enrollment months nationwide for studios. If you plan the program to end at these times you may maximize your potential enrollment.

WHAT KIND OF ENROLLMENT CAN YOU EXPECT FROM THIS PROGRAM?

TYPICAL RESPONSE PERCENTAGES If you teach at the school be prepared for almost 20% of the school population to return their forms. YES ALMOST 20%! If the school has 500 students you will likely have 100 + children register. If you teach the course at your dojang you will likely have one fourth fewer students participate. Approximately 15% of school population or 75 students. This is because of the inconvenience for the parents of having to bring the children. This would also need to be done after working hours so the parents would be free to bring the children. 6:00 to 6:45 worked well for one of our classes and 7:00 to 7:45 for another. After the first class, you may experience a dropout ratio as much as another 5%, which will leave you with an almost guaranteed 10% of the school population who will complete the course for the full term. At least 50 students out of 500. We experienced a conversion ratio into regular students of one fourth of those who completed the course with no professional staff or personal conferences with parents, only the handouts we distributed during the course. I am sure with efficient counseling of parents while the course is ongoing could substantially increase this percentage. We simply were not prepared for the dramatic results and it overwhelmed our capabilities to effectively deal with the number of parents that were involved so quickly.

BE PREPARED, THINK ABOUT HOW YOU WILL HAVE TIME TO DISCUSS ENROLLMENT EFFECTIVELY WITH ALL THESE PARENTS AT ONE TIME.

We used the flyers and sent them home at almost every class so the parents had something to think about regarding their child's involvement in the program. Every child who participated desired to continue, the parents who did not continue the child's enrollment were mostly ones we never saw during the program and therefore had no chance to convince them personally of its value to their child. Even if you happen to do everything

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wrong this program is so powerful you will probably still enroll a number of students while having contacted many others in the process.

JUST DO IT. WE ADDED 23 STUDENTS IN ONE DAY at the deadline for enrollment, and could have probably converted more if we had known what to expect and had planned for it. You have nothing to lose and everything to gain.

PROGRAM CONTENT The program should focus on making the child feel good about their accomplishments however insignificant they may seem. Remember these are not regular students, they are only inquisitive children trying to see if they like this activity or not. Lots of energy and enthusiasm with a minimum of discussion will work well. Master Kenyon found the use of targets (cardboard) when kicking very motivational because of the noise it created when kicked. There is time and it is appropriate to educate the children in some simple things that they can be proud of knowing which others do not, such as the correct pronunciation of "Soo Bahk Do" and some simple counting in Korean etc. They can learn the bow and other simple ceremonies easily and will feel a sense of accomplishment when praised for successfully executing them on command or by themselves. Self-Esteem begins with feeling good about our abilities and that we have value so I suggest you read the excerpt several times and see if you can assimilate how Soo Bahk Do naturally provides for development in this area so you can best decide what to cover with your group of children to best fulfill this need. Remember that your purpose is to enhance their self-esteem for the time they are in your program and if you do so they will want to continue training. Keep this in mind as you plan the material to cover. Limited technical material is introduced but it must be sufficient to challenge them while not overwhelming them and is dependent on the age group. A phone call to Master Kenyon or Mrs. Jean Duncan can yield some valuable advice on how to proceed if you need more guidance.

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VERY IMPORTANT PART OF PROGRAM CONTENT- INCLUDE PARENTS If at all possible you should schedule at least one 5 minute conference or phone call to each parent while the program is still in progress. This is more work than you may think when you consider that you may be doing over a hundred calls or conferences. At 5 minutes each with a 5 minute buffer before and after each one, even if you do them all in a row **IT WILL TAKE YOU MORE THAN 25 HOURS!**

PROGRAM OPTIONS You may choose as did Master Kenyon to offer this program at the school in their facility as soon as school is out. The response will be highest for this program because the parents do not even have to transport the child to the class. You may choose to offer the class at your dojang when it is convenient for you and when you have additional instructors to assist you with the large number of youngsters. The response will be lower, but you will have the opportunity to get the students and parents into your dojang several times during the course and they will certainly know where you are located when it is over.

PROGRAM CONCLUSION The end of the program should include some sort of certificate of award as proof of the child's accomplishment. A sample is enclosed but you may have a better idea for one. One very powerful idea for ending this program is to have an award ceremony (see enclosed flyer) and invite both parents since they may have been excluded from watching the other classes. In this manner both parents will be there to witness their child's graduation and you have an opportunity to have qualified program personnel available to meet with them afterwards. You might even offer some incentive like a free uniform for any that continue enrollment on that day.

YOU MAY WANT TO HAVE THE KIDS COME IN SMALL GROUPS FOR THE CEREMONY OR MAKE SURE YOU HAVE ENOUGH TRAINED ASSISTANTS TO HELP YOU ENROLL THEM BECAUSE SEVERAL WILL BE READY TO SIGN UP AT ONCE. Even if you do not have a ceremony and just award the certificates at the last class you should include continuing enrollment information because many parents will have already asked you about the possibility of continuing and the cost involved. Unless you have already personally convinced the parents of the value of Soo

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Bahk Do you may want to offer another intermediate program that will give you more time to effect full enrollment orientation with them. Master kenyon points out that you may not want to offer a cheaper program than your current students have unless it is restricted in some manner. He suggested trying to avoid a large down payment with children even though he regularly uses this requirement with adults. Instead offer a higher month to month program for the children or a limited program.

YOU MUST HAVE CONVINCED THE PARENTS OF THE VALUE OF THIS PROGRAM AS IT HAS BEEN PROGRESSING OR THEY WILL NOT CONVERT THEIR CHILD TO REGULAR ENROLLMENT REGARDLESS OF HOW MUCH THE CHILD MAY WANT TO CONTINUE

One alternative enrollment option is to offer a LIMITED MEMBERSHIP and restrict their attendance to one specific class per week and reduce the monthly fee. This allows the parents an opportunity to see their child is really benefiting and it gives them time to adjust their schedule to include Soo Bahk Do on a regular basis. It also allows you to keep all the enrolled students from this course in one class where you can gradually adjust the curriculum to their development pace.

IN CLOSING You will probably not be able to find another advertising method that put as many students and parents in touch with your studio as cost effectively as this one. The duplication costs and awards are the only expense besides your time. If you desire to work with more students and possibly make a real difference in the state of Human Relationships nationwide, this program will put you in an excellent position to do both. You will have a unique captive target market group that is practically begging for what you have to give them, so move forward with confidence and you will be amazed at the results for everyone involved.

Phil Duncan (1994)

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