

**JUDO IN  
SCHOOLS**



# Judo in Schools

## Organizing judo in schools



# Preface

Dear judo family,

First of all, we want to thank IJF President, Mr. Marius Vizer for his support for IJF Judo in Schools.

We believe that through judo we have the power to educate, shape and teach children skills for life.

Judo is an indispensable link in the education of children between 5 and 12 years. We want to add value to society and believe that the social, educational and physical skills in the DNA of the judo are the way to do this.

The commission has dedicated itself to making sure judo becomes a fixed element in the physical curriculum worldwide. We do so by supporting, empowering and organizing IJF Judo for Children programs, at grassroot level. We are proud to work together with many national federations, governments and organizations around the world.

The document will help you understand why we created IJF Judo in Schools. It will explain our methodology and it will give you pointers of how to organize.

This document could not have been created without the dedicated help of Leandra Freitas and Esther Stam.

On behalf of the IJF Judo for Children Commission:

Ruben Houkes

World champion 2007 Rio de Janeiro | Olympic bronze medalist 2008 Beijing



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# IJF Judo for Children Commission

In 2011, the IJF took the initiative to help federations worldwide to introduce more children to judo as a sport. The IJF is convinced that the values of judo will provide children with 'skills for life'.

Among the commission members there are several former judokas with experience of organising judo programs for young people. Young people and judo is one of the top priorities of the IJF. In the future, the commission will make an effort to help all the federations to set up, support and implement judo programs for children.

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## TARGET

Our target is to structurally introduce more children to the sport of judo. Moreover, the IJF will cooperate with its commission to keep up political pressure to ensure that judo will become a standard part of the physical training curriculum at (primary) schools worldwide.

## Vision

We see judo as an indispensable asset for children when growing up.

## Mission

Develop judo as a standard part of the physical training curriculum in schools worldwide.

## The strategy

The IJF wants to achieve this aim in close cooperation with judo federations worldwide. All over the world, judo federations, (former) top judokas and judo clubs have set up various fantastic initiatives to introduce young people to judo. We are pleased to take part in these initiatives so as to inspire others or to strengthen existing initiatives.

## The strategy of the JFC commission consists of the following pillars:

1. The strengthening of and cooperation with existing initiatives for young people and judo
2. Supporting federations during the setting up of youth judo schemes.
  - a. Guidebook for federations
  - b. Online service site
  - c. JFC help and support  
(e.g. tools, seminars, congresses, consulting, etc.)

# Why IJF Judo in Schools

Judo is the most educational sport in the Olympic Program. Its principles are meant to educate children and youth, while developing personal skills and abilities that will contribute to the individual development of the young athletes. The sport's educational values are enclosed in its DNA. Judo is not only an Olympic sport, but also an educational tool.

## Mission

Judo is a school of life where all practitioners follow a moral code in their practice and in life. Before anything else our main mission is to entertain, educate and teach judokas.

Independently of philosophy, origin, religion, the practice of sport only brings profit for the human development. In that way characteristics such as determination, ability to overcome, strength to fall but then rise, can favor the growth of a child in the formation of a teenager.

Many values of a routine dedicated to judo benefit for development of a human being. That's why it is our goal to engage millions of children every year, teaching them skills for life and creating a better society.

## What do we want for the children?

- We want to educate the children for a better society;
- We want to help the children around the world to establish goals, have discipline, live with differences, respect the next, deal with success but also with failure. We want to build a better society by educating children through judo and its values.
- We want teachers/entertainers/educators that know how to teach/educate and to entertain different types of audience - children between 4 and 12 years old (primary schools); The goal of a teacher is to teach and apply the values of judo in each lesson of his cycle, educate the children with different forms of practice Judo;
- We want the teacher be able to teach and conducting learning and educative cycles;
- We want the teacher to prepare the children for different grades, including children with special needs (people with disabilities);
- in the point of view of health, we will work in prevention of the fall, fight against obesity; fight against bullying etc. etc.;
- We want to design and implement a sports and educational judo project in the identified structures (judo in schools).

# Methodology

IJF Judo in Schools is a pedagogic program that contributes to children's physical, mental and social/emotional development, and improves social safety at schools.

Jigoro Kano founded judo as a structure for mental and physical education. His ultimate vision was to create a better society through the values of a sport. We believe that children who have practiced judo at one time will be at an advantage all their lives.

Problems, opportunities and challenges can vary considerably, depending on country, economic situation, composition of population and political climate. Each country has its own specific situation. There is no 'one-size-fits-all' way to set up judo programs or at least not to a high degree. However, we can create a number of fixed and flexible stepping stones. In this guidebook we will discuss these stepping stones and by means of some examples and existing initiatives we will try to formulate guidelines for starting up an IJF Judo in Schools program.

The IJF Judo in Schools methodology is based on the eight core values of judo: Friendship, Honour, Respect, Modesty, Politeness, Courage, Self-control and Sincerity. We added a ninth value, the catalyst of IJF Judo in Schools: Fun. With Judo in Schools, learning is all about fun.

# The moral code

## Values IJF Judo in Schools

Judo is a school of life where all practitioners follow a moral code in their practice and in life. The respect of this code is the basis and essence for the practice of judo.

The values of judo are the basis of our method and always part of every curriculum. Our whole program is based on and built around these values.

Adults and children may see the world in a different way. Children might not know the terms, but they will understand the values through simple sentences and actions. We explain how children apply the values through exercises and in daily life.

In the toolbox on our platform you will be able to find posters about the values, that you can use in the dojo, but also in the classroom.

This is how we define our values:

### Explained by adults:

### Explained by children:



#### ✓ Politeness

It is respect for others

I am kind and nice to everybody.  
We say hello and goodbye to each other.  
With judo I can't tickle, pinch, bite or kick somebody.

#### ✓ Courage

It is doing what is right

I am brave.  
I am always trying / daring to do.

#### ✓ Sincerity

It is to speak truthfully

I say what I prefer or like to do.  
I tell the truth.  
I don't lie.

#### ✓ Honour

It is to be true to your word

I do what I said I would do.  
I keep my promises.

#### ✓ Modesty

It is to talk about yourself without arrogance or impatience

When I win I congratulate my partner because he/she played well.



## Explained by adults:

### ✓ Respect

Without respect there is no trust

### ✓ Self-control

It is to remain silent when negative feelings rise

### ✓ Friendship

It is the purest human feeling

### ✓ Fun

Laugh and have fun

## Explained by children:

I don't hurt anyone.  
I always bow to my partner and always give a handshake.  
I don't cheat, because cheaters can never be the winner.

I stay in control of myself, my emotions and energy.

When I have a friend, I help him/her.  
I support my friend if he/she is in need.  
I am happy if he/she achieves something.

I laugh and have fun with everybody.



Based on these considerations, judo as a sport can and wants to stand out in order to offer support in social issues and to contribute to governmental policies, whether at local, regional or national level.

It is important to realise that the focus and direction of a policy can change from time to time as a result of political changes. Therefore, it is important to adhere to the core of the judo program that has been developed. However, it is important to keep the program flexible so as to remain in permanent touch with changing policies. In this way the program will keep its own identity and character. Thus, the lifespan of a program will be guaranteed even more.

We hardly need to convince you of this, as you are a judoka already. Consistently putting forward these values will contribute to the image of the sport. It is interesting to realise that, when setting up programs, we are convinced we should not start by 'selling' judo lessons, but that we should basically start by asking 'why' judo lessons.

## **Basic pointers**

If we look at specific youth judo programs, we see that IJF Judo for Children mainly uses a number of basic rules that apply to a youth judo program.

### **1. Respect!**

The basic value, which underpins all programs is RESPECT. We treat young people respectfully and in this way the etiquette of judo is passed on. Judo teachers form a very important link.

### **2. One time is no time!**

We are convinced that young people need more than one (1) introductory lesson to make them enthusiastic about judo as a sport. They need to remain in contact with the sport for a longer period.

### **3. Not judo trainers, but judo entertainers!**

It may sound peculiar, but it is not our aim to teach them how perform a perfect hip throw, but to make them experience the pleasure they can get from doing judo. Fun and experience are the main things!

### **4. The key to success!**

Making sure that every child experiences moments of personal success during the lessons. This is a stimulus to carry on.

### **5. Positive attention!**

We believe the uniform propagation of the values of judo and in ensuring that there is always positive attention for judo programs.

# Organization: Scan, develop, action

To set up a structural youth judo programme takes time, energy and money. But it offers great gains.

So the main question of many parties is that of where to start. IJF Judo in Schools uses a step-by-step scheme that offers something to fall back on when setting up a programme. It may seem superfluous, but we would like to emphasise that there is more than one way to create a youth judo programme and these plans will always differ according to local levels.

The standard steps to be taken:

Scan, develop & action

## Exploring (SCAN)

It is of crucial importance to gain a clear insight in the sports and educational situation on a national level. We will work towards developing programmes that we want to be structural parts of sports and education and therefore they should be in accordance with national policies.

Questions that need answering at this stage:

- How to characterise national and/or local policies? Are they aimed at participation, social cohesion, quality of life, health, etc.?
- What are the social issues? (e.g. in town districts and in the neighbourhood of schools). Possible themes are fighting bullying, physical literacy, standards and values among youngsters, etc.
- What is the judo structure like? How many clubs are there? How many trainers? At what level do trainers work? What initiatives are available?
- Who are the stakeholders that have to be taken into account, as far as cooperation and finances are concerned?

For these questions we developed a questionnaire.

## Find the main parties in the program

Youth judo programmes are often enough financed on the basis of governmental subsidies. Therefore, it is desirable to gain a clear insight in governmental finances and the possibilities to apply for subsidies.

During the Scan stage it is very important to get into contact with the world surrounding us. We should acquire a clear view of and feeling for the above elements in order to structure a youth judo programme on the basis of the information available.

Situational scan: school, sport, town district, judo

The main parties involved in a programme

- The national judo federation: the federation is at the centre of the web and is responsible for the level of quality of judo trainers. Many federations have appointed a person responsible for youth and participation.
- The project manager: mostly he acts on the federation's responsibility. He has the required overview, controls and organisational skills.
- The judo trainer: undoubtedly, he is one of the most important players in the field. He takes care of the training sessions, he kindles enthusiasm and makes sure there is a worthwhile experience to be had.
- The authorities: national and local authorities. They are of the utmost importance. Usually they have funds and subsidies available on the basis of themes and policies.

## Developing the programme (DEVELOP)

Developing a youth judo programme is a process that needs constant maintenance. We look at it as an organic process that should be started as soon as a solid grounding has been provided. This process reinforces the programme, guarantees that it will develop as time goes by and will take in new developments in the world surrounding us.

Fixed and variable: the stepping stones

A number of fixed and variable stepping stones are part of the development of a youth judo programme and together they guarantee its success.

These stepping stones are described below. We want to emphasise that materials, trainers and organisation will provide a solid foundation.

The stepping stones of a programme

Fixed stepping stones:	Variable stepping stones
The message of each programme is of a clear and structural nature. We recommend to start with the values of judo and match them with themes at a local level.	The venue (in a school, neighbourhood, at the judo club, in sports accommodation, as parts of other events, etc.).
Youth judo programmes always consist of multiple lessons. IJF Judo in Schools assumes a minimum of six moments of contact.	The time of the lesson (during school hours, after school hours, etc.).
Total judo experience: programmes are always carried out on a judo mat, participants wear judo suits and are supervised by a qualified judo trainer.	The structure of a programme (during/after school hours, at a club, certain combinations).
Attention: All programmes should be aimed at generating (media) attention.	Additional materials. Many programmes include diplomas, certificates, graduation, etc. We advise to make sure that each programme contains moments of success. Each participant should be stimulated and rewarded time and time again.
The judo trainer is qualified and observes the code of conduct.	A national judo hero who promotes judo and the youth judo programme.

## The development of the programme

It goes without saying that, from a strategic point of view, we think it is important that a programme, which is meant to promote the values of judo, has its roots in a local context in order to transfer the values of judo. The basis (trainers / lesson content, judo equipment and organisations) provides the key.

## Long-range planning

A clear and detailed picture, based on the scan, has emerged that shows the available possibilities and how the programme can be organised and what it can be like. At this stage we advise to draw up long-range plans, preferably in four-year cycles.

Long-range planning clearly shows what the youth judo programme will eventually look like, how it will work out in practice, where and how it will be organised, who and what will be needed and which partners will have to perform which roles or tasks.

The long-range planning outlines the picture in four years' time.

## The following elements are included in the long-range planning:

- Mission, which 'sacred aim' are you working on?
- Vision, what is your point of view?
- Added value: which values concerning children and society do you take as starting points?
- Programme: how is the content organised and what does the communication structure look like?
- Four-year forecast (to determine the structure and growth of the programmes)
- Organisation and structure: who will be members of the team?
- Budget

The long-range planning could also be used in presentations to authorities and those who can take care of financing the project. Or it could be put to very good use while writing applications for funds and grants.

## Action plan

It is best to organise youth judo programmes on the basis of the long-range planning that contains a clear and detailed description.

An action plan covers a period of one year and describes briefly and to the point how and in which way the judo youth programmes will take shape.

If programmes are started for the first time, an action plan for funding has to be drawn up. Who are the partners that will support the programme and what kind of support will they be prepared to offer in order to help the actual organisation of a youth judo programme get started?

## Finances

During the Develop-stage it is important to gain an insight in the available money flows and how to access them.

There are two points of importance:

- What will it cost to realise the plan?
- What money flows are available?

Generally speaking the costs can be subdivided as follows:

- 1) **Organisation of the project / overheads:** the costs of organising projects, management costs, applying for subsidies and bringing in sponsors.
- 2) **Costs of training:** (depending on the national situation) the costs of training and refresher courses for judo teachers (e.g. IJF Academy).
- 3) **Judo teachers:** in a number of cases the hours a teacher (often on behalf of a judo club) is at work will have to be paid for.
- 4) **Equipment:** judo suits and mats, depending on the local situation. In some cases, the federation will buy extra equipment so as to be able to run the programmes.
- 5) **Communication:** communication materials, promotional activities, diplomas, certificates, etc.

Draw up a budget per year, per programme based on the costs structure as set out above. Show how many participants can take part on the basis of the budget that was drawn up. This will provide authorities and those providing funds and subsidies with detailed information of the costs per child per lesson.

## Variable factors per country or region

In the past period the JFC commission reviewed quite a number of programmes on the grounds of passing on the values of judo to children and winning them over to the sport.

So, there are a great number of conceivable and possible variations available per country. As previously stated, there is no 'one-size-fits-all' construction. This guidebook mainly allows the commission to indicate the general direction developments should take, the stepping stones and the dos and don'ts.

The JFC commission offers several tools to help you with the development of the program and to have all players in place for the start of the program:

IJF Academy for the education of the trainers

Slide deck and movies to convince partners to support the program

Forms and guidelines to make a project plan

An explanatory document for the judo teachers that will guide them through the program

The JFC commission advises to start on a small scale and then to expand and develop. By starting in this way, the programme can be properly controlled at all stages. Moreover, it can easily be adapted and possible problems can be identified and solved.

## Programme in practice (ACTION)

During the Action stage the emphasis is on the day-to-day implementation and coordination of the youth judo programmes. At this stage the finances needed are in place, cooperating partners are on board and the programmes need to be organised.

It is a good idea to work from the perception that the product one deals with must be sold and that repeat buys are crucial for a company to stay in business. This is also the case with youth judo programmes. This commercially oriented attitude makes sure that the quality of programme, organisation and project output are of such a standard that people come back for more. By operating in this way, quality and continuity of the programme will be safeguarded.

Moreover, it is important to realise that we consider a programme to be a brand. A brand that has to become widely known at a national and/or local level. In the coming years we will be working on branding the youth judo programme. The brand name will become familiar to authorities, schools, neighbourhoods, judo clubs, etc.

Also because of the programme structure and the organisational framework, we have decided to present standard guidelines / steps, with the help of which every federation can integrate the programme into its own structure.

### Preparation

During the preparations the focus needs to be on clarifying the programme, so that it becomes clear how it works and what is expected of local partners.

The clearer the various agreements as well as the communication of the organisational processes, the smoother the next stages in the programme can be carried out. After all, nothing is more unpleasant than being asked questions during the implementation stage that could have been answered during the preparation stage.

Tasks and activities that should be realised during the preparation stage:

- Planning the programmes
- Contacting schools and/or other partners at a local level
- Developing timetables and planning
- Communicating the contents of the programme to those directly involved and the media.
- Hiring in and instructing judo trainers
- Defining judo trainers' tasks and responsibilities
- E-mailing completed teaching programmes

Depending on the set-up of programmes in each country, the preparation time for the programme at this stage should take up between eight to 10 weeks at the most. Based on the above activities, one person can prepare an average number of 50 to 100 programmes per period of eight to 10 weeks.

### Programme ready to start

When all preparations have been completed, the programme is ready to start. This means that the final touches need to be added or finished.

During this short, but important stage, the materials are printed and the first communication on a local level takes place.

## Materials

Depending on the size of the programmes, the IJF Judo for Children Commission wants judo to take place on real judo mats and in real judo suits. Each child should be able to get a true experience of judo as it is meant and designed to be. The equipment should be available at the teaching locations before the start of the programme. As a matter of hygiene, it is important to use clean suits and for children to wear footwear when walking around the venue.

If the programme is implemented at a location other than a specific judo location, we advise to leave the judo equipment at the location in question for the duration of the programme. Depending on the size and number of groups, the following breakdown can be made: 40 judogis to 60 children, 60 m<sup>2</sup> of judo mat to a group of 25 children.

## Press and media (earned media)

Press and other media also play a very important role in the execution of the youth judo programmes. The federation itself will have to stimulate contacts with press and other media in order to get the desired media attention. We advise you to focus on pointing out the values of the programme and of judo in general. We do not only teach judo, as we also provide skills for life through the programme.

As the programme continues to grow, the appreciation of it in press and media circles will begin to increase. National top judokas will be able to strengthen this appreciation by adding extra value. Inviting dignitaries will also attract media and press attention.

Make sure to keep up the communication process, not only at the beginning of the programme, but also during and after the programme. Write the content for the articles yourself and supply photos to support the text. Distribute these materials widely among national, local and off-line media, so that they reach a broad field and thus increase the chance of publication and growing attention.

We distinguish between the following stages of communication with the press:

Communication at the start → announcement of the contents of the programme and our aims.

Communication during the project → articles concerning the numbers of participants, the importance of judo, interviews with judo trainer, form teacher or national judo hero.

Communication after the project → Programmes that are about to close should be wound up in way that is attractive to the media. Invite parents and national judo heroes to an end of project party for children to remember.

Make sure you provide the media with good articles and clear pictures showing laughing children. See to it that all texts contain the two main added values offered by judo as a sport and the programme in question.

## Your own media (owned media)

Besides making use of free publicity, we also recommend to make good use of your own media.

You could think of:

- A website for the programme, take [www.schooljudo.nl](http://www.schooljudo.nl) as an example.
- Brochures/flyers/posters. Purely as means of source of information on the project.
- Twitter/Facebook and other social media. Aim at interaction with participants, fans and followers.

The Children Commission supports you with promotion material and regularly writes news messages about Judo in Schools programs.

## Programme management

Experience shows that the best project results are achieved by making use of centralised coordination and decentralised organisation. This with an eye to media, insight into projects, results and uniformity.

### Centralised coordination

In many cases, central coordination will be in the hands of an appointed project team or of the National Judo Federation itself. A national Judo in Schools team may consist of several members, depending on the project size and the size of the youth judo programme.

#### Centralised coordination entails:

- drawing up the programme content
- being the contact for participating or financing organisations
- giving notice of programmes to the organisations concerned
- bringing the IJF Judo in Schools programme to the attention of the media
- staying in contact with local programme managers and giving them guidance
- providing judo equipment and communication materials on site
- supporting and cooperating with the local planning of the actual programmes
- matching well-known top judokas to the programme
- developing and innovating programmes
- monitoring opportunities and possibilities concerning new policies
- linking sponsors to the programme
- monitoring local programmes and adding data, numbers of participants, and data concerning media attention to a permanent database.

The main project team is responsible for the national programme. The team makes sure there is growth, media attention and that the quality of local programmes is guaranteed.

Together with local teams, it is responsible for setting up the programme correctly. It is also responsible for providing support to local teams when coping with aspects of which they have less experience and know-how.

### The decentralised organisation's tasks

The decentralised organisations consist of enthusiastic clubs and judo trainers. Together with the centralised coordinating team they make sure that the programme will be a local success. The local judo club or trainer knows the situation best and is in close contact with his or her direct environment.



### The decentralised organisation's tasks:

- involving local networks
- approaching the required schools and organisations
- providing teaching
- involving local parties
- being involved in the planning of the actual programmes
- making parents and children enthusiastic
- guaranteeing good lessons at a local level

The decentralised organisation is an executive organisation at local level. It is an organisation or an individual person that connects to people easily, can kindle enthusiasm in others and sets high standards of quality. The decentralised organisation propagates the programme and carries it out. Coordinating all the work and tasks carefully is one aspect of the cooperation between the national coordination team and the decentralised organisation. They need not only to ascertain that the division of tasks and responsibilities is clear to, but also to make sure that certain activities are not neglected, but are carried out indeed.

## Monitoring and evaluations

From the start the central coordinating team has to set up a good monitoring and evaluation system. Its main aim is to provide a clear picture of what is happening during the programmes.

### Monitoring and evaluations per field:

#### Programme content

Right from the start it is advisable to start collecting data concerning:

- the numbers of participants
- participants that move on to further stages of the programme
- numbers of people joining the clubs
- numbers of schools participating
- number of cities/regions participating
- numbers of organised lessons

The above data will show how well certain projects are carried out and what alterations need to be made. The figures are also very suitable for use in media/press releases, as input for reports or to convince organisations that could or would like to finance projects.

### Open feedback culture

If, as a teacher or project manager, you would like to provide feedback about a judo teacher, then do not hesitate to take up your points directly with the Entertainer. We would regret only hearing about issues at the end of the program, and would rather see them resolved straight away. At the end of the day, we are all trying to create something beautiful.

### Media

It is important to record publications in the media and to capitalise on them:

- collect all published material in the media and the press, both on and off-line
- if necessary, make deals with specialised firms which capitalise on publications in press and media
- provide an insight in the value that media have

The media value of a programme is important to many parties who want to finance or act as sponsors. Make sure that you can show to existing partners what the media impact and value of the youth judo programme is.

### Teaching programme

What will happen on a daily basis as judo lessons take place in and around schools? Programmes may differ in duration and size, depending on location, rules and regulations, local opportunities and the Federation's vision.

IJF Judo in Schools states that the defined 9 core values (Friendship, Honour, Respect, Modesty, Politeness, Courage, Self-control, Sincerity and Fun) are firmly established in the curriculum and that the basic IJF principles have been applied. This is not only in the interests of judo in general, but also for the experience of the participating children.

The curriculum ought to be developed in such a way that it affords positive experiences of having success when learning in a playful way how to control their partner, move, touch and to discover and respect your opponent's limits. Fun is the key to creating enthusiasm for judo in children. The JFC commission has guidelines and concepts for teaching judo. Stick to a clear and structural form for the curriculum that provides a link with local clubs.

## Marketing and communication

Marketing and communication is a vital area for judo as a sport. The same holds true for the Judo in Schools programmes that will be set up and organised by the federation. The values and social importance of judo can be spread perfectly through Judo in Schools programmes. Not only to national organisations, who are partly responsible for funding, but also to the children's parents, teachers and relatives who play important roles. A youth judo programme can be a fantastic marketing instrument for judo in general.

Be aware of the fact that marketing and communicating the programme and its content are crucially important. We will highlight two significant pillars:

The first is the general programme communication at a national and regional level. At the beginning of this guidebook we already mentioned that the message of a program is more than just teaching judo. The International Judo Federation has chosen Building better societies as the theme of its Judo in Schools programme.

A specific national policy may demand a connecting marketing and communication message. If this is the case, it is important to show the intrinsic values, which are part and parcel of your marketing and communication activities.

Therefore, you should make sure that:

- the objective of the programme is described clearly
- you formulate a communicative message
- there is a number of keywords that invariably turn up in interviews and press releases
- you draw up a communications plan: when will you communicate with certain people?
- if possible, ask a national top judoka to underline your message

The second pillar is the communication aimed specifically at the programme. This mainly takes place at a local level and is aimed at the participants and their relatives.

Experience shows that in 90% of cases the parents play a decisive role in the decision whether or not a child may take up a sport and if so, which sport.

Therefore, it is very important to involve the parents by means of communication. When parents see how much fun judo has to offer their children and when they realise what values their children learn, there is a far greater chance that the children will stick with judo for a much longer period or that they may even join a local club. Therefore, the parents should be informed clearly about the Judo in Schools programme and the possibilities of their children joining a club after having taken part in a programme. Make sure to plan a moment in the programme to invite parents to a big judo demonstration party (this will also attract the attention of the media).

This will increase your chances of success and add to the numbers of new members.

The JFC commission could fill pages with opportunities for marketing and communication. We are pleased to assist the Federation in formulating and developing their marketing and communication plan. Moreover, the commission has a selection of materials available that can be adapted to fit every country. Think of diplomas and posters. Please contact us so that we can offer your Federation tangible support.

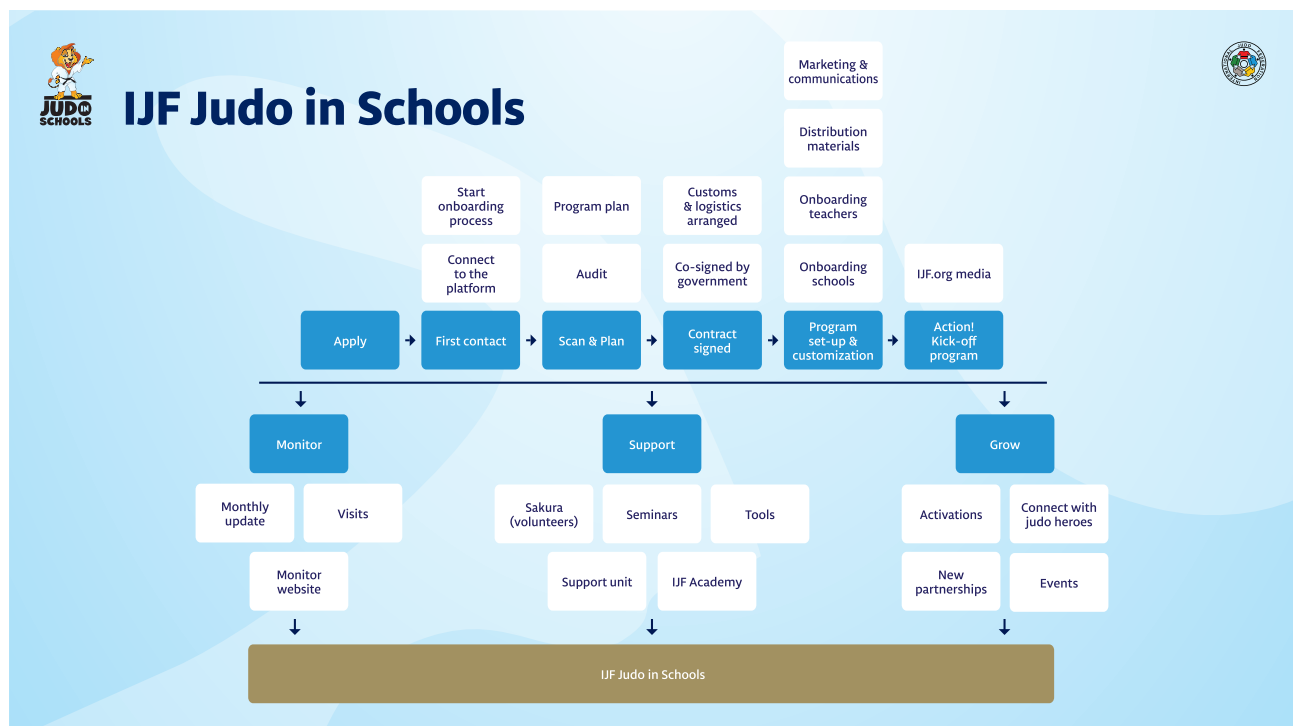
# Overview: Where the commission can help

The International Judo Federation challenges every National Judo Federation to start up a Judo in Schools programme. Especially as there are great opportunities for judo to play a prominent role.

The Federation should make this choice with great dedication and energy. It is a long-term strategy that will produce a considerable yield in the end and will form the basis for a large pool of potential top judokas.

In this way the Judo for Children Commission will help and support its federations with the achievable possibilities it has at its disposal. It has gained a lot of experience and expertise, which we will gladly put at your disposal. subsidies available on the basis of themes and policies.

IJF Judo in Schools in a visual:



In Annex 1 you can find 2 best practices that helped us form our method.

We hope that the guidelines and ideas set out in this guidebook will have kindled your enthusiasm so much that you can't wait to get started.

We wish you the best of luck in building a better society!

Judo for Children Commission

# Annex 1: Best practices

We prefer the idea of taking the IJF Judo in Schools basis as a starting point and to go on from there. This will lead to great initiatives such as the following case studies:

## **The Schooljudo.nl programme in The Netherlands:**

- It was started on the premise that society is becoming tougher and that schools think it important to teach young people a code of conduct and standards through sports.
- Schooljudo has developed a teaching programme in which these themes are covered.
- The programme was offered for a minimum of six weeks during school hours (and exactly fitting in between two school holidays).
- Schools were approached directly. The subject matter was not judo lessons at school, but how to achieve respect, resilience and moving more easily by means of judo.
- If a school shows interest, a local judo club will be involved to take care of the programme.
- The programme was started at one school under the name of Schooljudo and expanded to include 350 schools in The Netherlands. It can be organised uniformly and on the scale required.

[www.schooljudo.nl](http://www.schooljudo.nl)

## **Mala sola Juda (“little school of judo”) programme Slovenia:**

- Introduce judo to children in the age of six to nine, with special judo games to encourage them towards the judo clubs.
- The programme is focussed on fun and play, mats, balls, belts and other special technical equipment is used.
- Programme is based on judo principles, respect and discipline. The programme teaches children about falling.
- Programme is organised from September to June and sessions run twice a week.
- Lessons take place in the primary schools.
- There are 50 primary schools involved and over 1100 children participating in the programme each year.
- Each child pays a monthly fee of € 10, - tot € 20, -, City of Ljubljana is covering 20% of the costs, needed finance is collected thru different commercial activities such as merchandise and summer or winter camps.

[www.malasolajuda.si](http://www.malasolajuda.si)