

**JUDO  
IN  
SCHOOLS**



# IJF Judo in Schools

Teaching 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.

Giving judo lessons in schools and passing your experiences to a next generation tells us that judo means more to you than just a sport.

The document will help you to be effective in optimally supporting children pedagogically, and helping them grow into well balanced individuals.

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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# Equipping children with skills for life

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.

IJF Judo in Schools inspires you to tackle 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.

**“Judo is a game, so it must be practiced with joy.  
It is also an admirable school of life.”**

## 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 build a better society by educating children through judo and its values.
- We want to help children around the world to establish goals, have discipline, respect each other and the environment, deal with success but also deal with failure.
- From a health viewpoint we will help fight against obesity and against bullying.
- We want every child to have the opportunity to participate in judo program in schools.

**“What a fantastic idea to spread the spirit of our sport at schools around the world. It was a pleasure to collaborate and to be part of this productive and creative team.”**

**~ Karin Ritler Susebeek | Lecturer, writer & trainer education for multiple countries.  
Certified Trainer German Olympic Sports Federation (DOSB). Teacher Special education.**

# 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:

## Explained by children:

### ✓ Respect

Without respect there is no trust

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.

### ✓ Self-control

It is to remain silent when negative feelings rise

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

### ✓ Friendship

It is the purest human feeling

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.

### ✓ Fun

Laugh and have fun

I laugh and have fun with everybody.

# The role of the judo teacher

The teacher is the ambassador and face of IJF Judo in Schools. You play an important role in the physical, mental and social/emotional development of the children that participate in IJF Judo in Schools. You will equip children with 'Skills for Life'.

We believe that you are the main key to bring the dream to life: to roll out judo in schools worldwide, with millions of participants annually.

As a teacher you will propose playful exercises, but also start to teach the first techniques of judo with safety in mind. The guidelines of this document are general and will help us to define educational choices and teaching strategies. Each teacher will have to be attentive to the particular needs of each child in their lessons. It is our essential educational challenge.

## A teacher must simultaneously be a(n):

- Educator - you have impact on the development of the child and how he/she grows up to be an adult
- Teacher - you are a role model and a source of knowledge
- Entertainer/ animator - you energise the group and make judo more playful.

## The personality of the judo teacher:

- First of all, you are a judo teacher because you are passionate about judo. You should have a professional mindset.
- You should be flexible and able to adapt your attitude according to your audience. This is your primary quality. It means an adaptation according to the context of the environment, according to the age and the motivation of the children.
- The judo lesson is a live performance, given by a teacher on the tatami. The secret of success lies in your ability to express your personality, that is to be personal and original. This is called charisma.
- You should be able to create an emotional impact on the children. It's not about having a personality but about revealing it.

**“Society should believe in sport as a beneficial cause and aim. The daily program of children should integrate the good correlation between learning and recreation.”**

**~ Mr. Marius Vizer, IJF President.**

## The basics

There are some fundamental aspects when it comes to teaching children judo. Most of the points were part of your education as judo teacher and judoka.

For us, a teacher needs to have the following basic requirements:

### GENERAL

He/she...

- knows the right, duties and responsibilities of the educator
- observes hygiene and security in schools
- knows what to do in the event of an accident
- has a first aid training certificate or civic prevention and rescue level 1.
- knows the basics of the functioning of the structure (school).
- knows the Internal and external analysis of the structure (see annex A)
- knows the federal and school system of the country (organization, license, insurance, medical certificates, Declaration of Behaviour etc.)

### JUDO

He/She...

- is 1<sup>o</sup>Dan
- knows the history and values of judo
- knows the Moral code and can apply the values of judo in each lesson of his program.
- understands the technical program
  - o The main skills of children (physical, mental and social/emotional skills)
  - o The main fundamental judo technical skills Tashi-waza and Ne-waza.
- is able to write an annual judo program and micro cycles
- has the ability to write and execute a lesson in our 'typical lesson sheet' and make a logically built lesson (including a warming up, technical part and back to calm).
- is able to analyse the different teaching situations: Adjust your program/lessons to the needs of the group (age, physical, mental and social/emotional skills and special needs).
- has the ability to advise and correct individual children on their technical and intellectual achievements.
- Is able to present the activity and its purposes
- ensures safety during practice at the level of the individual and the material environment
- knows the rules of the dojo (E.g. hygiene and security) (see annex B)

In our guidelines about age groups you can find more information.

## Safety

Safety is one of the most important aspects that you need to consider during the judo lessons. You should always hold safety in high regard and be properly trained.

Pay attention to the details and always ensure the safety of the children in each exercise that they do. If children make mistakes that will lead to danger and/or accidents, always take the time to correct, even if it changes the course of your lesson.

Pay attention to the gender difference and the differing cultural backgrounds. Respect the decision if a child does not want to perform a particular exercise.

In our guidelines you will find advice of how to make lessons and exercises safer considering the age group.

## Hygiene

In addition to safety, personal hygiene is also an important factor. We consider that parents and children are responsible for a few basic things:

1. Children always enter with clean hands and feet. Of course, this applies to the entire body, but hands and feet - and a fresh smell - are particularly important.
2. Long nails are not allowed on the mat.
3. All jewellery has to be removed. If earrings cannot be removed because the ears have recently been pierced then we will make an exception and tape them.
4. Do not wear any metal pins or beads in your hair. If you have long hair, wear it tied up in a ponytail, bun, or braid. Only use elastic bands that do not have any metal bits on them.
5. Use the toilet before class begins. Only in exceptional cases are toilet breaks allowed during class.

Not every child will have their 'own' judogi. For reasons of hygiene, we recommend children wear a t-shirt underneath their suits. This also includes children who feel insecure about their body.

## Parental/school teacher involvement

It is important to us that parents know about IJF Judo in Schools. You can inform them about the program via a letter. This enables parents to support the IJF Judo in Schools values outside of school too. You can find an example in Annex C

Next to that you can involve the parents for several reasons:

- Their help in the event of an incident (toilet, accident, crisis or sickness)
- Help them to install the tatami or to tidy up
- Their testimony in the case of an accusation of aggression, physical, verbal or sexual abuse.

## Sexual abuse/sexual harassment

The regulations and laws of your country will be different from others. For example, it can be forbidden for the teachers to use the same changing room as the children. We strongly advise you to be aware of these rules to prevent any problems in this matter. Although cases of paedophilia are extremely rare in judo, always think of the worst possible interpretations of your actions and never leave the shadow of any possible ambiguity no matter how credible you are.

# Teaching method

Our methodology around the moral code of judo will help children teach skills for life.

Amongst others it includes:

- a proper annual program
- an introduction to the school
- quality lessons (including a preparation of the lesson sheet)
- evaluation
- a feedback method.

We trust that you will stick to our methodology and exercises during your lessons. If you think of an exercise that is missing in the curriculum or an adjustment to the program – great! Please let there be an open culture to share knowledge and allow each other to improve. Please also let us know so we can decide whether the exercise matches our teaching philosophy. We greatly appreciate your active contributions to our program.

## Annual program

The program given in the school needs to employ a continuous learning philosophy where children learn about the judo and its values. When making a program for judo in schools there are several things to consider like: the age of the children, the duration of the program, the number of classes per week and the (special) needs of the children. The goal is to have an appropriate annual program for every group, ranging from 4 to 12 years old.

*What will be in the program?*

The moral code is the most essential element of the program. The DNA of judo conveys fundamental values that intertwine to build a moral compass. The respect of this code is the the basis and essence when practicing judo. You can choose to put an emphasis on one specific value per year, per cycle or during class.

**Self control is a form of courage.**  
**Politeness, sincerity and modesty are forms of respect for others.**  
**Honour is a form of self-respect.**

The program is not meant to be introducing judo only. It's meant to teach children physical, mental and social/emotional skills that they will be able to keep using the rest of their lives. That's why we created guidelines for every age category of what to teach. You can use these guidelines when creating your program.

The first step in creating a program is establishing a main goal. What do you want the children to learn, considering physical, mental and social/emotional skills?

To get to your main goal you need to establish different steps to achieve it. These will be your cycle goals. Breaking it down into smaller steps will allow you to evaluate and be more flexible with the children and the school to adapt the program when necessary.

## Lesson 0: Proper introduction at the school

The program begins the moment you are linked to a school.

In order to give your program a good start, it's important to introduce yourself and judo to the school. This is what we like to call lesson 0.

Lesson 0 is meant for you, the school teacher and the children to get to know each other, and go over what the group can expect from the upcoming classes. The emphasis lies on aligning expectations, without losing sight of the values.

Be aware that from the start you have an exemplary role in the class. You can tell them about:

- Who are you? Tell your personal judo story;
- What are you here for? You will make the students stronger, faster, smarter, etc. And you will help them get better in the other sports they are practicing;
- What are you going to teach them next to having fun at playing games? Tell about giving compliments and other feedback and ask for thumbs (thumb method is explained in another page).

You can find an example in annex D.

**“Because of judo you will get stronger in other sports also.”**

### Quality Lessons

With IJF Judo in Schools we will have to deal with children that would not choose to practice judo themselves. The school or municipality made the choice for them, it's a mandatory sport. For this group the way you teach is very important - especially the introduction of IJF Judo in Schools itself (Lesson 0) and the first judo lesson at school will make the difference.

#### Engaging introduction

In the judo lesson the introduction itself is very important. If you can then 'catch' the judoka and get them interested it will help enormously to kickstart the program and have a good atmosphere. You will need a strong introduction that will make it easy for everybody to participate with pleasure and safety using actions and challenges.

**You constantly have to search for ‘the game’.” Ask yourself: With what can you challenge and interest a judoka?**

Ensure a **safe environment** in which everyone is respected, and where everyone helps each other to become 'better' than yesterday:

**“Don't strive to be better than someone else, aim to become a better you than you were yesterday.”**

Use **bowing** as a confirmation of these intentions.

**“Through greeting, you agree to make each other stronger and you will take care of each other.”**

In your lessons, emphasize that there is space to learn to cope with emotions such as disappointment, anger, hurt, pain, winning, losing, stress, or fear. That unwelcome behaviour regarding these topics is not accepted either on or off the mat. After all you are there to support and reinforce each other.

### **Key pointers for a teacher**

There are some key points to consider that you will use in every game or exercise:

- Repeat safety instructions for every game/exercise
- Do not focus on victory or defeat.
- Pay special attention when there is a lot of movement on the tatami; you should exercise control over the group so as to avoid collisions or excessive movement
- Games/exercises are classified into three categories: group play, team play, individual play.
- Give clear direction to the children so that they can concentrate on one task only.

### **Choosing buddies**

Choosing buddies can be hard for children. They will prefer to choose their friends and as a teacher, it can be difficult to deal with that. There are different ways to solve this and to make it fun and easy to understand for children. Next to the example below, you can find more on our platform.

#### *Example:*

In the beginning, you will choose the pairs from roughly the same height and weight. After you did this, when they are facing each other, emphasise that they have the same height. After this, you can use this as a reference during the lesson. With this, you guide the children to always make the right choice and to always make the exercise safe and balanced.

## Connecting to the values

During all lessons, games and exercises, try to always refer to the values. If you are constant, they will trust you and show exemplary behaviour. You can do this together with the group.

*An example coming from Olaf van Geel, who is an 'Entertrainer' in the Netherlands:*

When you play a tagging game, there will be children that cheat. An example of a conversation where a child is tagged but keeps running:

**Teacher:** "Were you tagged?"

**Child:** "No, barely"

**Teacher:** "So, this means you felt something. Let's ask the other children: You think he should sit when he barely feels something?"

**Children:** "Yes, he should sit down!"

**Teacher:** "Let's all agree now to this. If you feel something, you are tagged and you sit down. This is how we can trust each other. Please respect the rules by not cheating."

**Teacher, when the child sits down:** "You still get a thumbs up from me!"

**Child:** "Why?"

**Teacher:** "Because you showed politeness by sitting down and self-control because you didn't get angry. Well done!"

In annex E you can find more examples of how to match the exercises with the values.

## Involving the kids: The Red Belt Method

The Red Belt Method originated from Saint Genevieve Sport Judo Club in France. The purpose of this method is to try to get the students attention and to motivate them to overcome their weaknesses and to become better children.

Throughout the year, you have one (or more) red belts in your possession. You will explain the children that in the end of each lesson, you will give the Red Belt as a reward.

The criteria to get the belt is easy. Pay attention in the class, help your friends if they need it, don't make noise, put your hand up before you speak, say thank you, good job, be respectful, etc. In other words, apply the values of judo during the lesson.

The child who gets the belt in the end of the lesson will be able to sit next to you in the end of the lesson, and the next lesson at the start (he/she will also keep the belt in his possession during the whole lesson). At the end of the lesson, he/she will help you to give the belt to another child.

The ritual:

1. In the end of the lesson, all the children are in the position for the zarei.
2. The teacher picks one (or more) of the children. The child will come to you, while the other children give an applause because he/she did a good job that day.
3. The child will stay next to you and do the bow together with you.
4. After the bow the child stays with you. All the other children form a train (line) and will one by one shake your hand and the hand of the child with a red belt, before leaving the tatami.

With this exercise you involve the children. You give them responsibility and possibility to help you to make a choice.

Try to make sure at the end of the year that every child received the Red Belt at least once. Motivate him/her to choose the child that was the best example of using the values and not one of his/her friends.

This method will help them not only to apply the values on each lesson, but also to give them extra motivation to attend and participate in the classes.

## Lesson sheet

Working with a lesson sheet can help you to prepare and conduct the lesson in what we think is the right way. Below you can find the description of the items of the lesson sheet. You can also find the lesson sheet in the toolkit on our platform, which you can download for your own use.



# Judo in Schools

## Lesson sheet



Place: Date: Time: Teacher: Lesson nr:	Goal of the lesson	Audience  Material			
Lesson structure	Time	Exercises	Objectives	Instructions	Observations
Audience reception, Zarei; Ritsurei					
Warming up					
Hydration break					
Technical part					
Back to calm					
Zarei; ritsurei					

### Top of the lesson sheet:

#### Goal of the lesson

As said before, it's important to have a main goal for your program. You can split it into different objectives that you can evaluate, if you like. Think about what you will specifically do today, in order to succeed tomorrow. How is your lesson part of the bigger picture?

*Example:*

**Goal of the lesson:** To improve all the ukemis

#### Audience

Always do an analysis of your audience. Is it an homogenic group, do they have judo experience, do they have special needs?

*Example:*

**Audience:** 4/5-year-old, homogenic group, maximum of one-year judo-experience. White belts with a yellow line. One boy with autism.

## Material

Prepare your lessons according to your exercises. This will help you remember arrange the material in advance.

*Example:*

**Material:** Tatami's, judogi's, ball.

## Lesson structure:

Each lesson is built with the same blocks. It always consists of the same ritual in the beginning and end of the class, a warming up, hydration break, technical part and back to calm.

## How to use the sheet?

*Vertical items*

- Audience reception, Zarei, Ritsurei – how to say hello each other in the beginning of the lesson
- Warming up - the exercises or games used must prepare the children for the technical part of the session. The start represents about ¼ of the total session. It is possible to decrease or increase this period. The most common objectives are the increase of the cardiovascular rhythm, the preparation of the musculoskeletal system (the muscles and their framework),
- Technical part: This is the technical program of the lesson. This can contain multiple exercises and games.
- Return to calm: The goal of this part is the return to the starting data: physiological, psychological and physical. In other words, the heart rate needs to go back to normal. It is also a privileged moment for the children to auto evaluate the session and the return on oneself.

*Horizontal items*

- Exercises Name (ex: games of the pirates and the shark), it must be global.
- Time: time required to complete the exercise
- Objective: What needs to be achieved (ex: increased cardiovascular rhythm)
- Instructions: Description of the exercise.
- Observations: This one you fill in after the lesson. It's an evaluation of the exercises and also a way to improve yourself next time.

You can find an example of a filled lesson sheet later on in this document

## Evaluation

It's always important to evaluate what you are doing during the program and the lessons. It will give you feedback about whether the children understand and are able to do the exercise properly, and if they are ready for the next step in the program. E.g. If the children don't yet know how to do ukemi then you cannot teach them a throwing technique.

When you start a program it's important to do a 'zero measurement'. You need to know the starting point of the children. After that, every time that you evaluate you will see the progress and it can guide you through the program. There are different kind of evaluations: for example after an exercise, after a lesson and after a program. They will all help you to improve and adjust the program and therefore help the children to reach their goals.

### *Example of evaluation after an exercise*

After the children practiced a technique, you put the children in one line. Then you invite two children to come to the middle and show the technique. You can ask the other children to give their opinion: 'What was right or wrong?' It will tell you if they understood the exercise, if they need more time to practice or if you may need to adjust the exercise.

## Feedback

In line with the constant evaluation you do yourself, you also ask the children to give feedback. When you do this, you ask them to actively participate in the lesson. There are several ways to do this. Below we give you examples that are successfully used in the Netherlands. You can use these examples to give feedback to the group, but also to ask for feedback.

### The thumbs Feedback Method

The thumbs feedback method originated from Schooljudo The Netherlands and is developed by Yos Lotens, judo teacher, educator and writer of several judo books. The method has received lots of positive feedback and is often implemented outside of the judo lessons as well.

The thumbs feedback method has three main purposes:

1. Learn to reflect;
2. Learn to express yourself, and how you experience an exercise or a class;
3. Learn to compliment yourself and others, and to receive compliments.

### How does it work?

As the teacher, you indicate that the next exercise will directly be followed by a moment of reflection, in which you will give each other a thumb. You count '1, 2, 3... THUMBS!', and everyone shows a thumb (up, down, or halfway) at the same time. How you hold your thumb, indicates whether:

1. Everyone worked together respectfully, taking into consideration each other's strengths and limitations;
2. The exercise was performed as intended, and everyone practiced and played as had been agreed upon.

Directly after showing each other the thumbs, you greet. From experience, we know that this manner of direct feedback, combined with success stories, positive reinforcements, and the involvement of exercise buddies, has a motivating effect.

## Reflection during group activities

Reflection is also an important tool for learning during or after group activities. It advances the pedagogic climate, and improves and speeds up the learning process. It also allows children to give their input for the rules of the game. Suggestions they may have, can be put to a democratic test by asking questions such as: "How can we make the game more exciting? Which rule needs to be adjusted, added, or removed?" This way, a game can work much better for one group than for another. The challenge for the teacher is to explore the boundaries of the group, and to decide what will foster growth.

*Extra tip: the thumb can be used in many ways. Let children use their thumb to indicate how they feel at the start of a class. This will let you know straight away whether there's someone you just need to 'leave be' for today. You can use your thumb for non-verbal reinforcement. Be as specific as possible, maintain eye contact whilst giving the thumbs up, and explain what you thought went well.*

## Using the index finger

### Index finger - thumb

Briefly point your index finger(s) at the student, quickly retract, and give a thumbs up with the same hand straight away. One hand compliments a specific judoka, two hands compliment a duo.

## Pat on the back - For self-confidence, confirmation, giving and receiving compliments

### A pat on the back for yourself

Crossing your arms on your chest, pat yourself on the back/shoulders twice, then directly turn both thumbs upwards. -because you are proud of yourself for having done well.

### A pat on the back for someone else

Crossing your arms on your chest, pat yourself on the back/shoulders twice, then stretch your arms out in front of you and turn both thumbs upwards, then point to the person(s) you are complimenting.

- One shoulder knock for another;
- A pat on the shoulder for the group.

*Note: children need to feel safe when giving a thumb. Never disapprove of them giving a thumbs down. Do not engage straight away, but discuss it with the respective child in private, for example during the next exercise (delayed attention). This way, the student will get the attention (s)he deserves, whilst avoiding that children will give a thumbs down just to attract instant attention. You also avoid slowing down your class.*



### Thumb up - enthusiastic!

“A compliment! I think you have treated me respectfully, and I have enjoyed practicing with you. It went exactly as I had hoped it would! Thank you!”

*\*Note: If two children give each other a thumbs up, this can be topped off with a double high five (using both the left and right hand) before continuing to greet.*



### Thumb horizontal - moderate!

“A small note! I think you should treat me more respectfully next time and/or should follow the instructions better. There is room for improvement! Hopefully it will go better next time.”

*This may require a short accompanying statement to clarify the exact focal point. Always start with a ‘top’ (what did go well), and follow with a ‘tip’ (what should be improved).*



### Thumb down - critical!

“A warning! I feel like there was not enough mutual respect, and I felt incapable to carry out the exercise in the way I would have liked. I do not want to practice with you again during this class. A pity, but let us try again next time (next class)! Let’s not give up!”

*This may require a short accompanying statement to clarify the exact focal point. Always start with a ‘top’ (what did go well), and follow with a ‘tip’ (what should be improved).*

# Age groups

A way to play sports while having fun and learning a discipline of life.

Judo is not learned the same way at 4 or 12 years old. It's important to split the children into age groups, because the children will have different stages of development on physical, mental and social/emotional level. It's best to adjust your method and lessons according to the characteristics of the age group.

When you teach children, it's important to know the principles and characteristics of the children. In other words, you need to know how to act and talk with each group of children. Taking these principles into account, you need to understand which goals are achievable.

This will translate into a different annual program, where the children can learn different technical moves (both judo and non-judo). Some techniques might be dangerous for the younger children, but are suitable for the older ones. Also the younger children will not know all the concepts of moving yet. You need to be able to reflect on this and adjust your program so it's suitable for the age group. In annex F you can find an example of a year program.

The only thing that will be the same for each age group, is the moral code (the values of judo). From the moment you step on the tatami with the children, you will have to embrace/increase the values in each lesson of your cycle. You are the ambassador of the values. Each time you speak or show an exercise, realise that you are the example for the children.

For IJF Judo in Schools, we made three groups of children from four to twelve years old. We will give you a resume of the age groups. Of course, you are free to adjust to your reality. You can find more information about the age groups in our guidelines.

## Physical features

4 to 6 years old	6 to 9 years old	9 to 12 years old
<p>Different experience and motor skills</p> <p>Difficulty with orientation (they don't know the difference right - left)</p> <p>They can't move and train for a long time (no aerobic capacity)</p> <p>They're able to recover very fast (no long break needed)</p> <p>Coordination skills are very basic</p>	<p>Big difference (motor skills)</p> <p>Heat regulation of the body doesn't function optimally</p> <p>Fragility of the head and the neck</p> <p>Bone and neurological engine are not suitable for major loads and shocks</p>	<p>Big development differences between girls and boys (girls → puberty)</p> <p>Boys: Golden age to work at the coordination and technics. The desire to move for boys is high</p> <p>Girls: The desire to move is getting less</p>

### How can you respond to these conditions?

4 to 6 years old	6 to 9 years old	9 to 12 years old
<p>Differentiate</p> <p>Visual support, helps kids for a better orientation</p> <p>Work on both sides</p> <p>A targeted stamina training make no sense</p> <p>Short breaks</p> <p>Focus on coordination</p>	<p>Channel the energy</p> <p>Hydration breaks</p> <p>Attention with control technic on the ground</p> <p>Attention with ushiro-ukemi and technics backwards</p>	<p>Differentiate</p> <p>Pay more attention to technical details</p> <p>Don't push girls and boys to exercise together</p>

## Mental features

4 to 6 years old	6 to 9 years old	9 to 12 years old
<p>They can't concentrate for a long time</p> <p>They are not able to screen information very well</p> <p>Intrinsic motivation</p>	<p>Big difference (cognitive skills)</p> <p>Better able to concentrate and to be patient</p> <p>They are able to reflect and to improve mistakes</p> <p>More and more extrinsic motivation</p>	<p>Concentration is very good</p> <p>Focus is getting better</p>

### How can you respond to these conditions?

4 to 6 years old	6 to 9 years old	9 to 12 years old
<p>Distinct roles</p> <p>Rituals</p> <p>Short exercise sequences</p> <p>Short and distinct explanation</p> <p>Recommend only one of two points to improve</p>	<p>Longer exercise time</p> <p>Work on details</p>	<p>Increase the exercise time</p> <p>Technics of exercises can be more complex</p>

## Social/emotional features

4 to 6 years old	6 to 9 years old	9 to 12 years old
<p>Egocentric behaviour</p> <p>They react spontaneous and emotional, because their verbal skills are restricted/limited</p>	<p>Big difference (emotional skills)</p> <p>More able to integrate in a group</p> <p>More able to control the emotions (better linguistic skills)</p> <p>They are looking for a place in the group</p> <p>Time to build self-confidence</p>	<p>They want to have a say in matters</p> <p>They want more distance to the teacher</p> <p>Girls: They are afraid to fail</p>

## How can you respond to these conditions?

4 to 6 years old	6 to 9 years old	9 to 12 years old
<p>Frequent exercises, they can execute alone</p> <p>Exercising with a partner or in the group must be introduced</p>	<p>Focus on giving compliments</p> <p>Encourage them</p> <p>Exercise to build a group</p>	<p>To grant them a say</p> <p>Give them a possibility to choose</p> <p>Don't push them to show technics in the group</p>

# Lesson example per age group

We will give you an example of the first lesson of a program that is meant for beginners, so children without judo experience. We will give you an example of each age category. In each lesson we use the same exercises, but we adjust the level of difficulty.

Overview of the lessons:

	4 to 6 years old		6 to 9 years old		9 to 12 years old	
Content:	T		T		T	
Audience reception, Zarei, Riturei	4'	Salutation Red Belt Method Call the names	4'	Salutation Red Belt Method Call the names	4'	Salutation Red Belt Method Call the names
Warming up	15'	Activity 1 - Cars game Activity 2 - Crab game Activity 3 - Airplane game Activity 4 - Command game	20'	Activity 1 - Cars game <b>+ additional exercise/movements</b>  Activity 2 - Crab game <b>+ additional exercise/movements</b>  Activity 3 - Airplane game <b>+ additional exercise/movements</b>  Activity 4 - Command game	20'	Activity 1 - Cars game <b>+ additional exercise/movements</b>  Activity 2 - Crab game <b>+ additional exercise/movements</b>  Activity 3 - Airplane game <b>+ additional exercise/movements</b>  Activity 4 - Command game
Hydration break	3'		3'		3'	
Technical part	15'	Activity 1 - Find buddies + command game  Activity 2 - Balance game  <b>Activity 3 - Opposition game: The cooker and the sausage</b>  Activity 4 - The crocodile and the crabs	25'	Activity 1 - Find buddies + command game <b>+ additional exercise/movements</b>  Activity 2 - Balance game <b>+ additional exercise/movements</b>  <b>Activity 3 - Opposition game: Get up game</b> + initiation of randori ne-wasa <b>+ additional exercise/movements</b>  Activity 4 - The crocodile and the crabs	25'	Activity 1 - Find buddies + command game <b>+ additional exercise/movements</b>  Activity 2 - Balance game <b>+ additional exercise/movements</b>  <b>Activity 3 - Opposition game: Back to back</b> + initiation of randori ne-wasa <b>+ additional exercise/movements</b>  Activity 4 - The crocodile and the crabs
Back to calm	5'	The statues game	5'	The statues game	5'	The statues game
Zarei, Ritsurei	3'	Red Belt Method Salutation		Red Belt Method Salutation		Red Belt Method Salutation

## 4 to 6 years old

Teacher(s): Freitas Leandra		Place: Madeira		Audience: 4/6 years, homogeneous group. White belts, and white belts with a yellow line. 1 year of judo max.		Date: 31/9/2018 Class time: 16h-16h45 = 45 minutes	
General objective of the lesson: 1st day of judo, evaluation of the group				Material: tatamis, judogis			
Specific objective of the lesson: increase since the 1st day the values of judo and the ritual				Lesson n°1			
Content of the class	Time	Exercices	Objectives	Instructions	Observations		
Audience reception, Zarei; Ritsurei	4'	Salutation Red Belt Method (explanation) Call the names of students in the beginning of the class.	to have a united group, from the first day to embrace the values of judo  children need to learn, that when they come inside of the dojo, they can only go up to the tatami when the teacher gives authorization.	Once the children enter the tatami, they need to form a line at their knees and wait for the moment to salute. You can explain the children that it's a way to say hello and goodbye in judo. When you call the names, one by one, they will come to you and form a line (a train). Each child will come to the train and put the hand on the shoulders without pushing. This simple exercise can start contact with each other. Red belt Method: Please look at the explanation earlier in this document.	Why is it important to make the call at the beginning of the class and not at the end?  It's a matter of security (if a parent or teacher reports that his/her child is missing during or in the end of the class, it can help to know if he/she was there at the beginning). It also helps managing the lesson (know if they are even or odd number).  Explain the Red Belt Method at the beginning of the class since the first day.		
Warming up	15'	<b>Activity 1</b> - Cars game <b>Activity 2</b> - Crab game <b>Activity 3</b> - Airplane game <b>Activity 4</b> - Command game	Warm up the joints and increase the heart rate. prepare the child for an activity.  <b>Activity 1</b> - learning hajimé and mate -  <b>Activity 2</b> - moving sideways - learn how to move sideways without crossing the legs.  <b>Activity 3</b> - learn how to do equilibration in one foot. Learn how to focus.  <b>Activity 4</b> - the goal of this exercise is to see how fast the child can perform the exercises asked in the minimum time. It's a game of reaction and focus and speed.	<b>Activity 1</b> - Teaching hajimé and maté with examples of cars. 'Hajimé' means green light (so they can start the task the teacher gives, e.g. running) 'Maté' means red light (means stop, nobody moves and keep the silence). If you say 'park', they have to go to the red border of the tatami.  <b>Activity 2</b> - the child put his hands (crab claws) on the hips and moves sideways (one-foot touches the other foot always when starting). When the teacher claps the hands, they change side (they go the other side).  <b>Activity 3</b> - The child chooses his/her favourite foot and stays on this foot and tries to balance in a static way. (after when the teacher claps the hands they need to change the foot (claps with different rhythms will make the exercise funnier).  <b>Activity 4</b> - Command game - every time the teacher says an exercise the child must make it as fast as possible (ex: squatting, kneeling, lie on the stomach, on the back, on the stomach on a red tatami, on the back on a yellow tatami, the feet on the red and the hands on the green etc.)	<b>Activity 1</b> - make sure that the instructions are clear, always point out the limits on the tatami, and pay attention and explain that they always need to look ahead to avoid bumping into your friends. At this age child doesn't have notion of space.  <b>Activity 2</b> - make sure that the child doesn't cross the legs during the exercise, and has notion of the rhyme of the game.  <b>Activity 3</b> - the children will have difficulty to do the exercise, but it will help them to already focus during the warming up.  <b>Activity 4</b> - you will see that at the game time, some children will be faster than other, it can help you to evaluate and see the more reactive kids in your class. You can use it later in class when you make working groups.		

Content of the class	Time	Exercices	Objectives	Instructions	Observations
Hydration break	3'	Break to drink water	teach children the importance of drinking during physical activity, decrease the cardiac rhythm, and focus on the rest of the class	To go drink, the kids need to have a ritual. So always impose the same ritual that consists of walking to your bottle instead running, don't drink in the tatami, don't play with the water.	Children will have tendency to go running, that's why you need to make a child in each lesson responsible. Make one kid remember the rules before the pause, and the same monitor the others.
Technical part	15'	<p><b>Activity 1</b> - Find buddies + command game</p> <p><b>Activity 2</b> - Balance game</p> <p><b>Activity 3</b> - Opposition game: The cooker and the sausage</p> <p><b>Activity 4</b> - The crocodile and the crabs</p>	<p><b>Activity 1</b> - The goal is that children learn how to balance and also start the contact between children.</p> <p><b>Activity 2</b> - The goal is to learn how to balance with both feet on the ground and have a good posture.</p> <p><b>Activity 3</b> - The children learn how to have contact and to start confrontation.</p> <p><b>Activity 4</b> - The goal is to have fun, but to also practice the movements they learned during the class, this time with speed.</p>	<p><b>Activity 1</b> - This game has 2 orders: Flamingo and elephants. When you call out 'flamingo' they have to stand in one leg and stay still. When you call out 'elephants' they have to form a trunk with their hands and find another trunk (a buddy).</p> <p><b>Activity 2</b> - Children are standing on 2 feet facing each other. They will touch hands and try to get each other out of balance (without pushing too hard or throwing!) The goal for the children is to keep the feet in a line. If they move 1 or 2 feet to the back or front, the other child earns a point.</p> <p><b>Activity 3</b> - Starting position: The cooker will be on his knees, and the sausage will lay down in front of him on his back (imagine ready to grip a yoko shiho gatame). Imagination for the kids: You can ask the cooker to add some salt and other ingredients, they can do that with their hands. After that, the cooker needs to look behind to see where the fork and knife are to eat the sausage. At that moment, the sausage becomes a magical sausage and will start rolling away to not be eaten. (Basically the children playing the sausage can roll away.) The cooker will chase the sausage and try to grab it to eat it.</p> <p><b>Activity 4</b> - You have 2 crocodiles. Each time a crocodile touches a little crab, the crab becomes a crocodile. The little crabs cannot run (they need to move like little crabs, so sideways) and the crocodiles need to move at hand and knees. Crabs cannot jump, and crocodiles cannot get up. If they go out of the limited zone they become a crocodile. In the end you will only have crocodiles left.</p>	<p><b>Activity 1</b> - Make sure that the goal of the game is clear. Make sure that when searching a buddy, all children have someone.</p> <p><b>Activity 2</b> - It's really important that they can't hit the other person. First, they have to touch hands, after they can start pushing</p> <p><b>Activity 3</b> - It's important to be clear in your directions and explain the role of the child clearly. Also, when the cooker is eating the sausage, be clear that they cannot grab the sausage in the neck, only in the chest.</p> <p><b>Activity 4</b> - The area of the game must be limited, for security reasons. Make sure the safety rules are clear to the children for avoid accidents</p>

Content of the class	Time	Exercices	Objectives	Instructions	Observations
Back to calm	5'	The statues game	lower the heart rate	It's the same concept of the cars game, but walking. The children are walking on the tatami and when the teacher says 'mate' they have to stop; at hajimé they can move. The ones who move, are 'eliminated' choose a tatami and sit down and wait in silence for the end of the game. When everybody is sitting down, they will have to close their eyes and lay down on their back. After the teacher will touch the foot of each child. With that tap the children will know that they can go to the initial position for salutation (form one line).	Funny exercise, get children back to calm and help them to focus in the class until the end.  Children must do this game without too much excitement, they always have to walk and keep silent until the end of the lesson.
Zarei; Ritsurei	3'	Red Belt Method Salutation	to have a united group, from the first day to embrace the values of judo	This is the same as the beginning, but with the application of the Red Belt Method. (You will hand over the Red Belt to the child that showed the values of judo in the best way).	

“Fun exercises or games with possibly accessories.  
Stories in which the child will become an actor.”

## 6 to 9 years old

Teacher(s): Freitas Leandra		Place: Madeira		Audience: 6/9 years, homogeneous group. White belts, and white belts with a yellow line. 1 year of judo max.		Date: 31/9/2018 Class time: 16h-17h = 1 hour	
General objective of the lesson: 1st day of judo, evaluation of the group				Material: tatamis, judogis			
Specific objective of the lesson: increase since the 1st day the values of judo and the ritual				Lesson n°1			
Content of the class	Time	Exercises	Objectives	Instructions	Observations		
Audience reception, Zarei; Ritsurei	4'	Salutation Red Belt Method (explanation) Call the names of students in the beginning of the class.	to have a united group, from the first day to embrace the values of judo  children need to learn, that when they come inside of the dojo, they can only go up to the tatami when the teacher gives authorization.	Once the children enter the tatami, they need to form a line at their knees and wait for the moment to salute. You can explain the children that it's a way to say hello and goodbye in judo. When you call the names, one by one, they will come to you and form a line (a train). Each child will come to the train and put the hand on the shoulders without pushing. This simple exercise can start contact with each other. Red belt Method: Please look at the explanation earlier in this document.	Why is it important to make the call at the beginning of the class and not at the end?  It's a matter of security (if a parent or teacher reports that his/her child is missing during or in the end of the class, it can help to know if he/she was there at the beginning). It also helps managing the lesson (know if they are even or odd number).  Explain the Red Belt Method at the beginning of the class since the first day.		
Warming up	20'	<b>Activity 1</b> - Cars game <b>Activity 2</b> - Crab game <b>Activity 3</b> - Airplane game <b>Activity 4</b> - Command game	Warm up the joints and increase the heart rate. prepare the child for an activity.  <b>Activity 1</b> - learning hajimé and maté <i>Learn how to move backwards</i>  <b>Activity 2</b> - moving sideways – learn how to move sideways without crossing the legs. <i>Increasing the kumi kata and start contact.</i>  <b>Activity 3</b> - learn how to do balance in one foot. Learn how to focus.  <b>Activity 4</b> - the goal of this exercise is to see how fast the child can perform the exercises asked in the minimum time. It's a game of reaction and focus and speed.	<b>Activity 1</b> - Teaching hajimé and maté with examples of cars. 'Hajimé' means green light (so they can start the task the teacher gives, e.g. running) 'Maté' means red light (means stop, nobody moves and keep the silence). If you say 'park', they have to go to the red border of the tatami. <i>Adjustment: Put more signs, for example they can run backwards.</i>  <b>Activity 2</b> - the child put his hands (crab claws) on the hips and moves sideways (one-foot touches the other foot always when starting). When the teacher claps the hands, they change side (they go the other side). <i>Adjustment: They will have to grab the sleeve and go with the partner.</i>  <b>Activity 3</b> - The child chooses his/her favourite foot and stays on this foot and tries to balance in a static way. (after when the teacher claps the hands they need to change the foot (claps with different rhythms will make the exercise funnier). <i>Adjustment: They need to balance on the foot but also try to be more horizontal (like uchi-mata). Adjustment 2: They will have to move on one foot in the tatami.</i>  <b>Activity 4</b> - Command game – every time the teacher says an exercise the child must make it as fast as possible (ex: squatting, kneeling, lie on the stomach, on the back, on the stomach on a red tatami, on the back on a yellow tatami, the feet on the red and the hands on the green etc.)	<b>Activity 1</b> - make sure that the instructions are clear, always point out the limits on the tatami, and pay attention and explain that they always need to look ahead to avoid bumping into your friends. At this age child doesn't have notion of space. <i>Make sure the children look over their shoulder to not hit each other.</i>  <b>Activity 2</b> - make sure that the child doesn't cross the legs during the exercise, and has notion of the rhyme of the game. <i>The level is a bit higher because they need to grip the kimono, they need to coordinate better.</i>  <b>Activity 3</b> - the children will have difficulty to do the exercise, but it will help them to already focus during the warming up.  <b>Activity 4</b> - you will see that at the game time, some children will be faster than other, it can help you to evaluate and see the more reactive kids in your class. You can use it later in class when you make working groups.		

Content of the class	Time	Exercices	Objectives	Instructions	Observations
Hydration break	3'	Break to drink water	teach children the importance of drinking during physical activity, decrease the cardiac rhythm, and focus on the rest of the class	To go drink, the kids need to have a ritual. So always impose the same ritual that consists of walking to your bottle instead running, don't drink in the tatami, don't play with the water.	Children will have tendency to go running, that's why you need to make a child in each lesson responsible. Make one kid remember the rules before the pause, and the same monitor the others.
Technical part	25'	<p><b>Activity 1</b> - Find buddies + command game</p> <p><b>Activity 2</b> - Balance game</p> <p><b>Activity 3</b> - Opposition game: Get up game + initiation randori ne-wasa</p> <p><b>Activity 4</b> - The crocodile and the crabs</p>	<p><b>Activity 1</b> - The goal is that children learn how to balance and also start the contact between children.</p> <p><b>Activity 2</b> - The goal is to learn how to balance with both feet on the ground and have a good posture.</p> <p><b>Activity 3</b> - The children learn how to have contact and to start confrontation.</p> <p><b>Activity 4</b> - The goal is to have fun, but to also practice the movements they learned during the class, this time with speed.</p>	<p><b>Activity 1</b> - This game has 2 orders: Flamingo and elephants. When you call out 'flamingo' they have to stand in one leg and stay still. When you call out 'elephants' they have to form a trunk with their hands and find another trunk (a buddy). <i>Adjustment: You add the order 'sandwich' where the children have to be with three persons, like a sandwich.</i></p> <p><b>Activity 2</b> - Children are standing on 2 feet facing each other. They will touch hands and try to get each other out of balance (without pushing too hard or throwing!) The goal for the children is to keep the feet in a line. If they move 1 or 2 feet to the back or front, the other child earns a point. <i>Adjustment: You add a ball. Both are touching the ball, and will try to move it the same way as with the hand.</i></p> <p><b>Activity 3</b> - One child is holding the other child on the floor at the level of the chest. The goal for the child that is being hold is to get up, the goal of the child that is holding, is obviously to keep the other down.</p> <p><b>Activity 4</b> - You have 2 crocodiles. Each time a crocodile touches a little crab, the crab becomes a crocodile. The little crabs cannot run (they need to move like little crabs, so sideways) and the crocodiles need to move at hand and knees. Crabs cannot jump, and crocodiles cannot get up. If they go out of the limited zone they become a crocodile. In the end you will only have crocodiles left.</p>	<p><b>Activity 1</b> - Make sure that the goal of the game is clear. Make sure that when searching a buddy, all children have someone.</p> <p><b>Activity 2</b> - It's really important that they can't hit the other person. First, they have to touch hands, after they can start pushing</p> <p><b>Activity 3</b> - It's important to be clear in your directions and explain the role of the child clearly. <b>They cannot grab the neck or head. The one that is getting up, can't throw the other.</b></p> <p><b>Activity 4</b> - The area of the game must be limited, for security reasons. Make sure the safety rules are clear to the children for avoid accidents</p>

Content of the class	Time	Exercices	Objectives	Instructions	Observations
Back to calm	5'	The statues game	lower the heart rate	<p>It's the same concept of the cars game, but walking. The children are walking on the tatami and when the teacher says 'mate' they have to stop; at hajimé they can move. The ones who move, are 'eliminated' choose a tatami and sit down and wait in silence for the end of the game.</p> <p><i>Adjustment:</i> When everybody is sitting down, they will have to close their eyes and lay down on your stomach.</p> <p>After the teacher will touch the back of each child with a number of fingers. The child has to guess the number of fingers. If it's correct, they can go to the initial position for salutation (form a line). If not, the teacher will make a bit easier.</p>	<p>Funny exercise, get children back to calm and help them to focus in the class until the end.</p> <p>Children must do this game without too much excitement, they always have to walk and keep silent until the end of the lesson.</p>
Zarei; Ritsurei	3'	Red Belt Method Salutation	to have a united group, from the first day to embrace the values of judo	This is the same as the beginning, but with the application of the Red Belt Method. (You will hand over the Red Belt to the child that showed the values of judo in the best way).	

## 9 to 12 years old

Teacher(s): Freitas Leandra		Place: Madeira		Audience: 9/12 years, homogeneous group. White belts, and white belts with a yellow line. 1 year of judo max.		Date: 31/9/2018 Class time: 16h-17h = 1 hour	
General objective of the lesson: 1st day of judo, evaluation of the group							
Specific objective of the lesson: increase since the 1st day the values of judo and the ritual							
Material: tatamis, judogis		Lesson nº1					
Content of the class	Time	Exercises	Objectives	Instructions	Observations		
Audience reception, Zarei; Ritsurei	4'	Salutation Red Belt Method (explanation) Call the names of students in the beginning of the class.	to have a united group, from the first day to embrace the values of judo  children need to learn, that when they come inside of the dojo, they can only go up to the tatami when the teacher gives authorization.	Once the children enter the tatami, they need to form a line at their knees and wait for the moment to salute. You can explain the children that it's a way to say hello and goodbye in judo. When you call the names, one by one, they will come to you and form a line (a train). Each child will come to the train and put the hand on the shoulders without pushing. This simple exercise can start contact with each other. Red belt Method: Please look at the explanation earlier in this document.	Why is it important to make the call at the beginning of the class and not at the end?  It's a matter of security (if a parent or teacher reports that his/her child is missing during or in the end of the class, it can help to know if he/she was there at the beginning). It also helps managing the lesson (know if they are even or odd number).  Explain the Red Belt Method at the beginning of the class since the first day.		
Warming up	20'	<b>Activity 1</b> - Cars game <b>Activity 2</b> - Crab game <b>Activity 3</b> - Airplane game <b>Activity 4</b> - Command game	Warm up the joints and increase the heart rate. prepare the child for an activity.  <b>Activity 1</b> - learning hajimé and maté <i>Learn how to move backwards</i>  <b>Activity 2</b> - moving sideways - learn how to move sideways without crossing the legs. <i>Increasing the kumi kata and start contact.</i>  <b>Activity 3</b> - learn how to do balance in one foot. Learn how to focus.  <b>Activity 4</b> - the goal of this exercise is to see how fast the child can perform the exercises asked in the minimum time. It's a game of reaction and focus and speed.	<b>Activity 1</b> - Teaching hajimé and maté with examples of cars. 'Hajimé' means green light (so they can start the task the teacher gives, e.g. running) 'Maté' means red light (means stop, nobody moves and keep the silence). If you say 'park', they have to go to the red border of the tatami. <i>Adjustment: More signs, for example they can run backwards.</i> <i>Adjustment: More signs, for example they can follow the lines of the tatami. If they meet each other, they can change directions. Another adjustment is that one stands as a tunnel (spread the legs) and the other passes tunnel.</i>  <b>Activity 2</b> - the child put his hands (crab claws) on the hips and moves sideways (one-foot touches the other foot always when starting). When the teacher claps the hands, they change side (they go the other side). <i>Adjustment: They will have to grab the sleeve and go with the partner.</i> <i>Adjustment: Children can catch both sleeves. When you clap, they switch directions.</i>	<b>Activity 1</b> - make sure that the instructions are clear, always point out the limits on the tatami, and pay attention and explain that they always need to look ahead to avoid bumping into your friends. At this age child doesn't have notion of space. <i>Make sure the children look over their shoulder to not hit each other.</i> <i>Make sure the children only pass the tunnel from one side.</i>  <b>Activity 2</b> - make sure that the child doesn't cross the legs during the exercise, and has notion of the rhyme of the game. <i>The level is a bit higher because they need to grip the kimono, they need to coordinate better.</i>  <b>Activity 3</b> - the children will have difficulty to do the exercise, but it will help them to already focus during the warming up.  <b>Activity 4</b> - you will see that at the game time, some children will be faster than other, it can help you to evaluate and see the more reactive kids in your class. You can use it later in class when you make working groups.		

Content of the class	Time	Exercices	Objectives	Instructions	Observations
				<p><b>Activity 3</b> - The child chooses his/her favourite foot and stays on this foot and tries to balance in a static way. (after when the teacher claps the hands they need to change the foot (claps with different rhythms will make the exercise funnier).  <i>Adjustment:</i> They need to balance on the foot but also try to be more horizontal (like uchi-mata)  <i>Adjustment 2:</i> They will have to move on one foot in the tatami.  <i>Adjustment:</i> You can add signs, like looping (make a 360 degrees jump)</p> <p><b>Activity 4</b> - Command game  - every time the teacher says an exercise the child must make it as fast as possible (ex: squatting, kneeling, lie on the stomach, on the back, on the stomach on a red tatami, on the back on a yellow tatami, the feet on the red and the hands on the green etc.)</p>	
Hydration break	3'	Break to drink water	teach children the importance of drinking during physical activity, decrease the cardiac rhythm, and focus on the rest of the class	To go drink, the kids need to have a ritual. So always impose the same ritual that consists of walking to your bottle instead running, don't drink in the tatami, don't play with the water.	Children will have tendency to go running, that's why you need to make a child in each lesson responsible. Make one kid remember the rules before the pause, and the same monitor the others.
Technical part	25'	<p><b>Activity 1</b> - Find buddies + command game</p> <p><b>Activity 2</b> - Balance game</p> <p><b>Activity 3</b> - Opposition game: Back to back + initiation randori ne-wasa</p> <p><b>Activity 4</b> - The crocodile and the crabs</p>	<p><b>Activity 1</b> - The goal is that children learn how to balance and also start the contact between children.</p> <p><b>Activity 2</b> - The goal is to learn how to balance with both feet on the ground and have a good posture. The goal is to learn how to balance standing on one foot.</p> <p><b>Activity 3</b> - The children learn how to have contact and to start confrontation.</p> <p><b>Activity 4</b> - The goal is to have fun, but to also practice the movements they learned during the class, this time with speed.</p>	<p><b>Activity 1</b> - This game has 2 orders: Flamingo and elephants. When you call out 'flamingo' they have to stand in one leg and stay still. When you call out 'elephants' they have to form a trunk with their hands and find another trunk (a buddy).  <i>Adjustment:</i> You add the order 'sandwich' where the children have to be with three persons, like a sandwich.  <i>Adjustment:</i> You add the 'house' and the 'lion'. The children have to be with four others: three hold hands and one is in the middle (the lion).</p> <p><b>Activity 2</b> - Children are standing on 2 feet facing each other. They will touch hands and try to get each other out of balance (without pushing too hard or throwing!) The goal for the children is to keep the feet in a line. If they move 1 or 2 feet to the back or front, the other child earns a point.  <i>Adjustment:</i> You add a ball. Both are touching the ball, and will try to move it the same way as with the hand.  <i>Adjustment:</i> The children have to balance on one foot.</p>	<p><b>Activity 1</b> - Make sure that the goal of the game is clear. Make sure that when searching a buddy, all children have someone.</p> <p><b>Activity 2</b> - It's really important that they can't hit the other person. First, they have to touch hands, after they can start pushing</p> <p><b>Activity 3</b> - It's important to be clear in your directions and explain the role of the child clearly. They cannot grab the neck or head. The one that is getting up, can't throw the other.</p> <p><b>Activity 4</b> - The area of the game must be limited, for security reasons. Make sure the safety rules are clear to the children for avoid accidents</p>

Content of the class	Time	Exercices	Objectives	Instructions	Observations
				<p><b>Activity 3</b> - You are sitting back to back. When you say 'hajime', the children have to clap the mat with both hands. After that they can turn around and try to hold down their partner on his/her back.</p> <p><b>Activity 4</b> - You have 2 crocodiles. Each time a crocodile touches a little crab, the crab becomes a crocodile. The little crabs cannot run (they need to move like little crabs, so sideways) and the crocodiles need to move at hand and knees. Crabs cannot jump, and crocodiles cannot get up. If they go out of the limited zone they become a crocodile. In the end you will only have crocodiles left</p>	
Back to calm	5'	The statues game	lower the heart rate	<p>It's the same concept of the cars game, but walking. The children are walking on the tatami and when the teacher says 'mate' they have to stop; at hajimé they can move. The ones who move, are 'eliminated' choose a tatami and sit down and wait in silence for the end of the game.</p> <p><i>Adjustment:</i> When everybody is sitting down they will lie on their back and have to keep their eyes closed. After you will say a number, e.g. 10. Then you will start to clap your hands. When the children think you clapped 10 times they can sit. If it's correct, they can go to the initial position for salutation (form a line). If not, the teacher will make a bit easier.</p>	<p>Funny exercise, get children back to calm and help them to focus in the class until the end.</p> <p>Children must do this game without too much excitement, they always have to walk and keep silent until the end of the lesson.</p> <p>Make sure the children respect the rules, that is to keep their eyes closed to the end of the game. Also, keep clapping your hands, even if you already passed the number of claps (in this example after 10, you need to keep clapping). Make sure you make different rhythms with claps to make the exercise easier or harder for the children.</p>
Zarei; Ritsurei	3'	Red Belt Method Salutation	to have a united group, from the first day to embrace the values of judo	This is the same as the beginning, but with the application of the Red Belt Method. (You will hand over the Red Belt to the child that showed the values of judo in the best way).	

# Box of Exercises

The IJF Judo for Children Commission created a Box of Exercises. It contains exercises for different age groups and with different goals. You can use the Toolbox as an inspiration for your program. Here you can find one of the exercises from the box, 'Pirates and Sharks'.

## THE PIRATES AND THE SHARKS

<b>Age</b>	4-5-6-7-8-9-10-11-12
<b>Individual/duo/group</b>	Group
<b>Opposition/cooperation</b>	-
<b>Skills</b>	Agility, concentration, decision-making, coordination, mobility
<b>Judo Technique</b>	Ukemi
<b>Materials</b>	-

### Goal of the exercise

The sharks try to touch and freeze all the pirates. Improvement of the ukemi.

### Starting situation

All the children are spread over the tatami and are 'pirates', which means they can only move in lateral movement (crab movement). Two children are appointed as 'sharks'. They are on their hands and knees.

### Rules of the game

1. The sharks can only move on their hands and knees; they have to try to touch the pirates;
2. The pirates only move sideways like a crab. They can't jump;
3. Each child that is touched must stand up in 'freeze position'. In this position they are standing with their arms pointing forwards;
4. If the pirates want to release their friends from the 'freeze position', they need to touch the hands of the frozen pirates and go down together to both make an ukemi (fall back without the head touching the mat);
5. The ukemi must be done perfectly. If the head of one of the children touches the tatami or the arms touch the tatami in the wrong way, they both get frozen and need to wait for another pirate to come and release them;
6. To avoid fast and bad ukemis, apply a rule for the release moment – when a pirate arrives at his frozen friend, there is a magical ball that will protect them from the sharks. The sharks can't touch them in the moment of the ukemi.



### Variations

- As a variation the frozen pirates are sitting down or in squat position. To release a pirate, the children need to push their friend on the shoulders. The pirate that is sitting down/squatting, need to do an ukemi alone.
- Another variation is to let the frozen pirate sit down with the legs stretched. To release, their friend has to pick up the legs. The frozen pirate is pushed back by this and does an ukemi.
- Another variation for the pirate in frozen position is that he is in squat or frog position. To release, the friend must put their hands on the knees and push them back. The pirate that is pushed back needs to do an ukemi.
- You can also do this game with ukemis forward or sideways according the ages.
- Use your imagination to create new positions of deliverance. ( e.g. forward ukemi – the frozen pirate is on his kness, and the other pirate to release need to jump and make a forward ukemi).

### Security

- Insist on good ukemis, especially the position of the arms and head
- Don't be afraid to stop the game if the children can't focus enough to do the ukemis correctly.
- It's forbidden to jump.

### Teachers tips /comments

- Remind the children the security rules more than once during the game.
- You can already start the training with ukemi exercises to make them remember the correct way.
- Speed may cause accidents so explain the rule of the magical ball more than once.
- Use the variations of the game, give the children different names, for example the ninja's and judoka's, etc.

### Values

#### Sincerity

The children that are touched have to be honest about that. If somebody cheats, the others cannot trust him. It's less fun to play the game if children cheat.

#### Friendship

In this game you really need to help your friends. The pirates have to work together to stay in the game. If nobody would help each other, the game would be finished on a certain point. That's why helping each other, helps you to be successful. Not only in this game, but in all things in life.

### Source

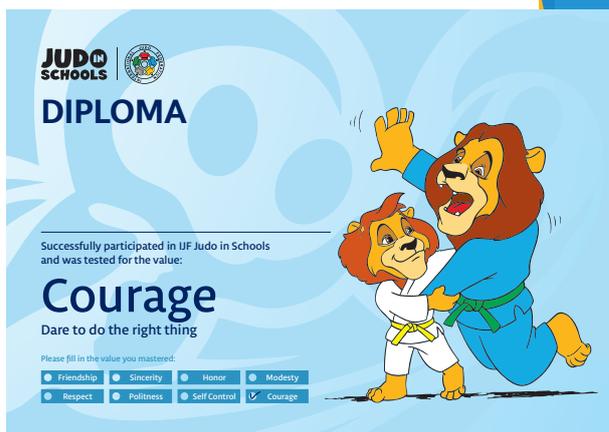
IJF Judo for Children Commission

# Online toolkit

Next to this document, we created an online toolkit for you. Here you can find several tools and tips that will help you along the way. They are all created in a special format so you will be able to translate them, keeping the same lay-out.

*The toolkit will be updated regularly. What you can think about:*

- The latest update of this document
- A document for federations to help them organize a program
- Poster of the moral code
- Poster of the separate judo values with exercises for the children
- Diploma's
- Flyers
- A movie about the benefits of IJF Judo in Schools
- Lesson sheet
- Example of letter for the parents
- Example of an internal and external analysis of a program
- Examples of year programs, lessons and exercises



# Annex A - SWOT Analysis

Internal and external diagnostic of the structure (school and environment around the school)

Example:

## Strengths:

- The number of members of the school (300 kids)
- Infrastructures (classroom only for judo with tatamis, pedagogical material...)
- The atmosphere in the school
- Many teachers graduated
- The geographic location
- The school is recognized nationally and internationally

## Weaknesses:

- Number of children playing judo
- Number of class in the school (not enough)

## Opportunities:

- The school is located in sensitive urban area
- Many private partners
- Easy transport

## Threats:

- Concurrences (Multisport, sports halls)
- Rhythm work of the parents, student life
- The school is located in a sensitive urban area
- Decrease in private grants and partnerships



# ANNEX B - Rules of the dojo

The dojo is a place of study, work and exchange. An attitude of seriousness and respect is necessary to progress. Every judoka must mind the following recommendations that condition the well-being of everyone.

| **“Alone we go faster but together we go further!”**

## **Safety:**

- Protection of the room by upholstering obstacles of all kinds (angles, radiators, etc.) located at a distance of less than 1 meter from the tatami and this, on the height of 1.5 meters from the ground.
- Protective materials must meet the standards of safety by the IJF.

## **Provisions:**

- Existence of a medical first help kit for first help and care in case of accident.
- Existence of a telephone - emergency numbers.

## **The schools:**

- Sanitary equipment,
- Hygiene and maintenance of the mats.
- The surface of the tatami must be clean and without scratch.
- Blood stains should be cleaned and disinfected (do not use product based on chlore).
- Temperatures – minimum 14 °, 18 °.
- Wall mirrors allowed at a minimum distance of 1 meter from the edge of the tatami.
- Windows/mirrors located less than 1m from the edge of the mats must be protected.

*No activity on the mats without a teacher present! (for security reasons).*

## According to the judo values:

### **RESPECT OF THE PLACES**

The arrival and departure of the dojo are marked by salutation.

It is good to say goodbye whenever you go up or down the tatami.

The dojo will be left in order and in the highest state of cleanliness (including cloakrooms and toilets).

### **RESPECT FOR PEOPLE**

At the beginning and at the end of the session, students and teachers greet each other (zarei).

You must greet your partner before each exercise.

The teacher's permission is required to leave the tatami.

### **MUTUAL HELP AND SOLIDARITY**

The most senior have the duty to help the less advanced.

It is important to listen to their advice carefully.

We must help our partners to progress and not be for them a cause of discomfort or inconvenience. judo is not a collective sport; it is a collective spirit.

### **COURTESY**

It is important to behave with discretion and therefore not to speak out loud.

When one does not practice, one must be attentive to the teaching given.

It is appropriate to undress only in the locker room.

### **PUNCTUALITY AND ASSIDUOUSNESS**

It is necessary to be punctual and to respect the schedules of beginning and end of course, if one is late, he is courteous to apologize to the professor and to wait for his approval before getting on the mat.

Perseverance and diligence are necessary for any serious progress.

### **HYGIENE**

To have a body and clean clothes is to respect and respect others.

Nails should be clean and cut short.

Do not walk barefoot off the mat.

A healthy lifestyle is necessary for the harmony of the human being.

### **FRIENDSHIP**

Courtesy and conviviality favour the emergence of privileged friendships.

Which is one of the goals of judo.

# Annex C - Letter for the parents

## An example of a letter for the parents:

*Dear parent(s), caretaker(s),*

*This week the lessons of IJF Judo in Schools will start at our school. The coming weeks/ months/year a qualified judo teacher of IJF Judo in Schools will teach the classes. During the class the children as well as the school teachers will learn about the values of judo: Honour, Respect, Modesty, Politeness, Courage, Self-control, Sincerity and Fun. Fun is the catalyst and the fundament of all the other values.*

*This year the value 'Respect' will be centralized in the classes. With real judomats and judosuits (tatami and judogi) we will transform the gym into a dojo and we will make it a complete experience.*

*We will not only teach the values on the judomat, but also inspire the school teachers during a 'value workshop'. The schoolteacher will learn how to teach the kids about the values of judo in a fun way.*

*What is IJF Judo for Children?*

*IJF judo for Children helps schools with creating a safe and healthy environment. We do this by bringing a century old philosophy of judo to the classroom in a modern way. Teaching children about the values of judo with modern judo games, will play an important role in the motor and social-emotional development of the children that participate in IJF Judo in Schools. We aim to equip the children with "Skills for Life".*

*Best regards,*

*IJF Judo for Children*

# Annex D - Lesson 0

Thanks to judo teacher Dries Poelstra from the Netherlands, we can give you a few pointers to the judo teacher as to what to discuss during Lesson 0.

## Pointers preparation Lesson 0 for the judo teacher

Once you have received your class schedule including dates and times for your lessons, you should start taking steps straight away to plan Lesson 0, preferably at least a week before your actual classes commence. Show up for this first class well in advance, to allow yourself time to meet the head of the school (or whoever is in charge). Indicate that you would like to see where you will teach your classes, so you can check whether:

- The location is easy to reach for the children;
- The location is spacious enough;
- The location and its surroundings are safe;
- The materials have been delivered, and are correct and complete;
- The posters, diploma's, and flyers have been delivered.

Do you find something missing? Then please contact the Federation.

## The course of Lesson 0

During Lesson 0 you will introduce yourself to the group, and share what you will do during the lessons. You can make use of the following tools and talking points:

- Poster of the judo values
- History of judo and the values
- Mentioning one of the values, and asking for or giving examples
- Indicating what is important during class: taking off jewellery, having clean hands and feet, and short clipped nails.
- Introducing the judogi and judo mat.
- Teaching how to knot the belt.

## The role of the teacher

Lesson 0 is also the perfect time to discuss with the class teacher what you expect of him/her running up to and during the judo classes. You can express how involved you would like the teacher to be. Discuss that it is the teacher's responsibility that the students are present and changed into their gym clothing on time. Other tips we can give you (if needed):

- If the classes are taught within the school, then have the teacher pick up the boxes with judo uniforms so the children can already change into them in the locker rooms.
- Discuss with the teacher whether a few children could help laying the mats before the first class.
- Ensure the children get changed in and out of their judogi in an orderly manner.

Everything you discuss and agree on during Lesson 0 will help make the subsequent classes run more smoothly, and be more fun. To conclude: do not forget that at the end of the day, you are responsible for everything that happens during judo classes. If you ever have any doubts, please contact the Federation immediately.

## Mail example prior to Lesson 0

Dear <name of contact>,

How great that you are participating in the IJF Judo in Schools program! I would like to introduce myself. My name is <your name> and I am the judo teacher responsible for the judo classes at your school. I would like to go over a few final points with you before we start the classes.

I would like to come by the school sometime before we start the program, so I can introduce myself to you and the class, and we can get to know each other, and each other's expectations and wishes. All in all, I will need about 10 to 15 minutes per group.

Ideally, I would come by your school for this Lesson 0 as we call it on <date> at <time>. Would this suit you? If not, could you let me know which of the following options would be more convenient for you?

- <date> at <time>
- <date> at <time>
- <date> at <time>

I trust to hereby have sufficiently informed you, and am looking forward to meeting you.

Enjoy your day!

Best regards,

<your name>

—

Judo teacher IJF Judo in Schools

T. <telephone number>

@. <email address>

# ANNEX E - How to connect to the values of IJF Judo in Schools

## POLITENESS

By...

- Always bowing before and after an exercise, and a handshake in the end of each game/exercise.
- Not tickling, pinching, biting, kicking, etc.
- Taking into account each other's wishes and (in)capabilities, adjusting activities when necessary

## COURAGE

By...

- Trying again, or trying it differently; persevere and repeat;
- Not lingering on emotions; when losing, also look at what did go well (being faster, smarter, stronger, better).

## SINCERITY

By...

- Giving predictability with structure (start, stop, time-out, place on the mat)
- Standing up for yourself, and clearly set your boundaries;
- Reflection and being clear, focused, positive

## HONOUR

By...

- Carrying out tasks with decency, and as was agreed.
- Not cheating, even when it can add points to your victory

## MODESTY

By...

- Always saying your opponent played well, even after he/she lost
- Learning and accepting who you are, and what you can and cannot yet do, and how you feel and act; giving each other (new) chances and opportunities.

## RESPECT

By...

- Showing adequate care and understanding (for each other's boundaries);
- Taking into account each other's wishes and (in)capabilities, adjusting activities when necessary
- Accepting that we are all different

## SELF-CONTROL

By...

- Restraining emotions, adjusting to one's level;
- Dosing effort, (counter)force, tempo, and control;
- Coping with delayed attention, postponing questions; stop, think, and do
- Taking a time out to regulate feelings of discontent. No discussions.

## FRIENDSHIP

By...

- Participation based on want and ability, helping and reinforcing each other, with an emphasis on maximum results, both individually as well as a group;
- Finding compromises by practicing collaborating
- Consult, discuss, and adjust when needed.

## FUN

By...

- Not laughing at someone's expense. If everybody is laughing, great. If one is not laughing, then don't laugh and check what is going on. Have respect for the person and consider his/her feelings. Otherwise there is no trust in the group.
- Making/having friends at judo in school.

# Annex F - Example of an annual program

Public: (4/5 Years old); Class time: 45'

Number of lessons / week: 1

Grading belts



<p><b>Week 1</b> Evaluation of motor skills, coordination contact initiation + values of judo + history of judo</p>	<p><b>Week 2</b> Evaluation of motor skills, coordination contact initiation + values of judo + history of judo</p>	<p><b>Week 3</b> Ability to find your bearings in space and time + exercises of locomotion and balance + initiation of somersault forward</p>	<p><b>Week 4</b> Ability to find your bearings in space and time + exercises of locomotion and balance + shuttles + revision of somersault forward</p>	<p><b>Week 5</b> Ability to find your bearings in space and time + MOTOR SKILLS COURSE</p>	<p><b>Week 6</b> Evaluation of achievements since the beginning of the year</p>
<p><b>Week 7</b> School holidays</p>	<p><b>Week 8</b> School holidays</p>	<p><b>Week 9</b> Evaluation of motor skills, coordination. +revision of somersault forward + somersault backwards learning</p>	<p><b>Week 10</b> Ability to find your bearings in space and time, attention ability + educative games with coordination, locomotion and balance</p>	<p><b>Week 11</b> Identify yourself / move in space + educative games with balance and locomotion</p>	<p><b>Week 12</b> Motor development and coordination with exercises by 2, initiation of contact and apprehension exercises</p>
<p><b>Week 13</b> Motor development and coordination + initiation of ukemi (fall back)</p>	<p><b>Week 14</b> Motor development and coordination + initiation/revision of ukemi (fall back) – sit</p>	<p><b>Week 15</b> Evaluation of motor skills, coordination. MOTOR SKILLS COURSE</p>	<p><b>Week 16</b> Baby judo Christmas (animation)</p>	<p><b>Week 17</b> School holidays</p>	<p><b>Week 18</b> School holidays</p>
<p><b>Week 19</b> Lesson in the form of games (revision and coordination)</p>	<p><b>Week 20</b> Fall back (ukemi) learning in different stages (sit, squat) + educative games with ukemi initiation</p>	<p><b>Week 21</b> Fall back learning/ revision + educative games with fall back (sit, squat, up) + lateral ukemi initiation</p>	<p><b>Week 22</b> Fall back revision + educative games with fall back + lateral ukemi learning/ revision</p>	<p><b>Week 23</b> Evaluation of the fall back + lateral ukemis revision</p>	<p><b>Week 24</b> Evaluation of achievements since the beginning of the year + motor skills course</p>
<p><b>Week 25</b> School holidays</p>	<p><b>Week 26</b> School holidays</p>	<p><b>Week 27</b> Lesson in the form of games (revision and coordination, attention to ability)</p>	<p><b>Week 28</b> Fall back revision + improvement educative games with fall back+ lateral ukemis + learning the crab technique (yoko shiho gatame)</p>	<p><b>Week 29</b> Ne waza opposition games + learning crab technique (yoko shiho gatame) + opposition games + learning front fall</p>	<p><b>Week 30</b> Improvement of the crab technique with opposition games (cooker and the sausage) + front fall learning</p>
<p><b>Week 31</b> Improvement of front fall with educative games (Suisse Bal) + tachi waza opposition games</p>	<p><b>Week 32</b> Continuation of learning concepts (push to get in touch with the other) – tachi waza opposition games + front fall, back and lateral ukemis</p>	<p><b>Week 33</b> School holidays</p>	<p><b>Week 34</b> School holidays</p>	<p><b>Week 35</b> Lesson in the form of games (revision of motricity and coordination, attention ability + motor skills course</p>	<p><b>Week 36</b> Revision of the ukemis (back,lateral and front) + continuation of tachi waza opposition games + initiation of 'randori' tachi waza (both sleeves)</p>
<p><b>Week 37</b> Revision of the falls (back, lateral and front) Continuation of tachi waza, opposition games + initiation of 'randori' tachi waza</p>	<p><b>Week 38</b> Revision of all the year</p>	<p><b>Week 39</b> Evaluation of achievements since the beginning of the year (Grade promotion)</p>	<p><b>Week 40</b> Grade promotion party (animation)</p>	<p><b>Week 41</b> School summer holidays</p>	