

ENTERTRAINER GUIDEBOOK



Co-funded by the
Erasmus+ Programme
of the European Union



**JUDO
SCHOOLS**



Erasmus+ Sport programme
SCP - Collaborative Partnerships

SCHOOLJUDO.EU:
A EU-Wide Primary School Ecosystem for the Judo Teaching
Grant Agreement No. 623019-EPP-1-2020- 1-HU-SPO-SCP

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 the IJF Academy and the Judo for Children Commission.

On behalf of the IJF and IJF Judo for Children Commission: Ruben Houkes

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



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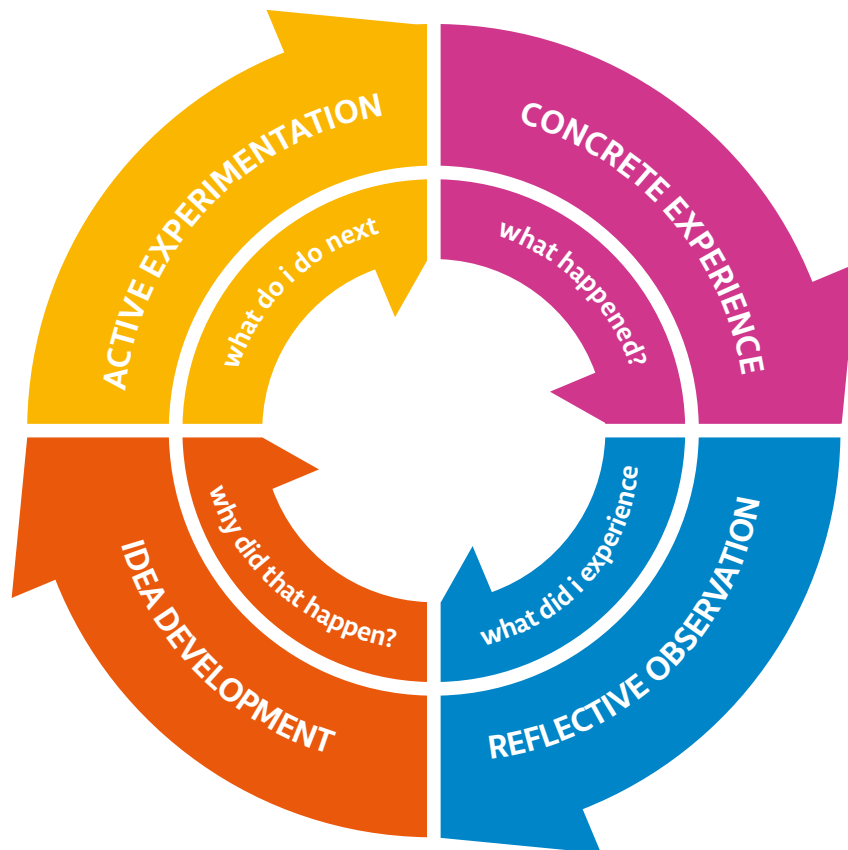
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Judo as a tool for experiential learning

It is commonly known that judo is more than just a sport. It has an educational value, not only in development in motor skills, but also in social-emotional skills. The process of learning these skills can be structured by using the method of experiential learning of David Kolb.

During our lives, we learn a lot through social interaction. This interaction can be verbal, which is often the case when we observe the educational systems worldwide. However, we tend to forget that physical interaction can also be a powerful tool to learn new skills. Judo is this physical tool.



1. Stage 1 - Concrete experience

During a Schooljudo.eu lesson, children will learn through experience. What makes it a Schooljudo.eu lesson is that this experience is not only about learning judo techniques itself, but about social-emotional learning and the values of judo connected to that. To make sure that the goal is social-emotional learning (SEL), we must take a look at what SEL means.

1.1 Social-emotional learning

SEL, as described by the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the EU, shows us a collective of skills and attitudes as summarised below:

- SELF-AWARENESS: The ability to understand one's own emotions, thoughts, and values and how they influence behaviors across contexts.
- SELF-MANAGEMENT: The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
- SOCIAL AWARENESS: The ability to understand the perspectives of and empathise with others, including those from diverse backgrounds, cultures, & contexts.
- RELATIONSHIP SKILLS: The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
- RESPONSIBLE DECISION-MAKING: The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

1.2 Schooljudo.eu values

To make a link to those skills and attitudes, we use the Schooljudo.eu values (Building Block):

- **Trust** - Counting on each other
- **Collaborate** - Always help one another
- **Respect** - Value one another
- **Control** - Staying in balance
- **Resilience** - Fall down 7 times, stand up 8
- **Discipline** - Doing what is necessary

These values are the translation of SEL to judo. During the Schooljudo.eu lessons, children will experience the Schooljudo.eu values firsthand. *E.g.: During a randori-like exercise, children will experience trust when their partners stop when they want them to stop by tapping.*

2. Stage 2 - Reflective observation

The second stage is the reflective observation; 'What did I experience?'. To empower the experience and increase the learning potential, children will need to reflect. This makes them actively think about their own and possibly their partner's behaviour which stimulates the process of learning new (social) skills.

2.1 Learning new (social) skills.

Through the cycle of experiential learning, we want children to reach the stage of unconscious competence (see image below). Therefore we keep the following steps in mind:

Step 1: Unconscious incompetent → Conscious incompetent

- By reflecting on their own behaviour and on the behaviour of your classmates, children will get conscious of their own behaviour, good or bad.

Step 2: Conscious incompetent → Conscious competent

- By using **the zone of proximal development** (page 7), children will gain experience in the task they couldn't do before. To enhance the implicit motivation of learning, Entertrainers and Teachers should stimulate a growth mindset. They now really want to learn and know what they need to do to achieve this.

Step 3: Conscious competent → Unconscious competent

- By stimulating the positive behaviour within the safe pedagogical climate and consequently applying the rules on the value poster (see page 18), children can incorporate the newly learned behaviour and make it their own.

Reflection within the Schooljudo.eu program is done by using a reflection method. In Schooljudo.eu we use the Thumb and Shoulder method. These methods make reflecting quick and accessible for everyone.

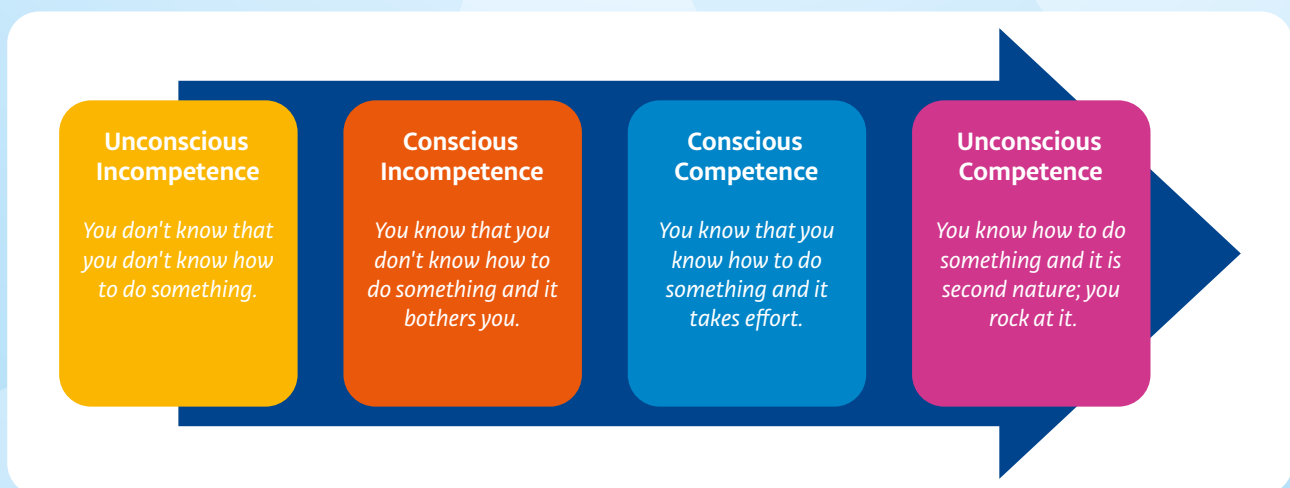


Image: stages of competence

2.2 Thumb method

The children will be asked questions which they can answer using their thumb. 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.

2.3 Shoulder method

This method is all about complimenting others. By explicitly using the shoulder method, children will be stimulated in giving, but also in receiving compliments.

2.4 Levels of reflection

To help children in becoming consciously competent, we must look at the level of reflection.

Level 1: 4 - 6 years

- Focused on the child itself.
- Example: "Show with your thumb how well you could trust your buddy."

Level 2: 6 - 9 years

- Focused on the child itself + the other.
- Example: "Show with your thumb how well your buddy could trust you."

Level 3: 9 - 12 years

- Focused on the child itself + the other + connecting both.
- Example: "Show with your thumb how well your buddy could trust you. How did that happen?"

Of course, the questions of levels 1 and 2 can be asked to older children, but not the other way around. Do you notice that a question is too difficult? Then you go down one level. Is the question too easy? Then you go one level up.

E.g.: When children tap and their partners won't let go immediately because they are not aware of their partner, they can experience a lack of trust. During the Thumb method, the Entertrainer will ask them a reflection question; "Show your partner how you could trust them, using your thumb". In this case it will probably be a thumb down or sideways. Now the child is conscious of its incompetence; "I can do better next time."

Further practical information about the feedback methods can be found on page 13.

2.5 Zone of proximal development (ZPD)

There are three distinct categories where a learner may fall in terms of their skill set. For learning to take place, it's critical that the expert understands the learner's specific ZPD stage.

Task a Learner Can Not Accomplish With Assistance

Tasks that are outside of the learner's ZPD are those that are unable to be completed even with the help of an expert. If the task isn't within the learner's ZPD, the expert may look to decrease the level of difficulty and find tasks that are more appropriate given the learner's skill level.

Tasks a Learner Can Accomplish With Assistance

When a learner is close to mastering a skill set required to complete a task, but still needs the guidance of an expert to do so, they are in their zone of proximal development. In this situation, an expert may use various techniques to help the learner better understand the concepts and skills required to perform a task on their own.

Tasks a Learner Can Accomplish Without Assistance

In this phase, the learner can complete tasks independently and has mastered the skill set required to do so. The learner does not need the help of an expert. When a learner has reached this stage, the expert may increase the task difficulty level to find the learner's next ZPD and encourage further learning.

The success of this learning process involves:

- The presence of someone with the knowledge and skills to guide the learner (Entertrainer).
- Supportive activities (teaching package), known as scaffolding, provided by the expert that help guide the learner.
- Social interactions that allow the learner to work on their skills and abilities.

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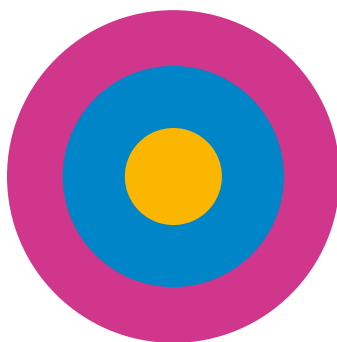
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Zone of proximal development



- Tasks that learner cannot do even with assistance
- Tasks that learner can do with assistance
- Tasks that learner can do without assistance

Image; zone of proximal development

3. Stage 3 - Idea development

To make children want to learn from the experience and the following reflection, it's very important to create the right mindset; a growth mindset as Carol Dweck calls it. Mindset is a person's way of thinking and their opinions on how they see themselves and the world. This is the mindset that Jigoro Kano described in the following quote; **"It is not important to be better than someone else, but to be better than yesterday."** During the third stage of experiential learning, children will develop ideas on how they can become better than yesterday, or what made the exercise go so well as it did. *E.g.: A child gets a thumbs down. They're told why and how they can get a thumbs up next time. Now the child has formed an idea on how to solve the problem and is ready to experiment with this newly learned behaviour.*

3.1 Growth mindset principles

To facilitate children in developing a growth mindset, Entertrainers should be aware of the following principles:

1. Mistakes are not bad, but learning moments.

As a role model, the Entertrainer should never imply that making mistakes is bad. They should give the children the idea that this mistake is a moment to learn from and should challenge the children in thinking about how to do better next time. This is what we see in steps 3 and 4 of experiential learning.

2. Use of language

The use of language is very important during the lessons. Never say someone can't do it, say they can't do it YET. This also applies to children saying they can't do something. Emphasise they can't do it YET. This will give children the idea that they are on a learning curve, instead of facing a dead end.

3. Praise effort, not skill.

When complimenting or setting examples in class, the Entertrainer should always praise effort. This will make children understand that success is achievable through hard work. As they say; "hard work beats talent".

4. Stage 4 - Active experimentation

Active experimentation will take place in stage four of experiential learning. During the lesson the children will be given the opportunity to find out if their newly learned behaviour is perceived as more positive than before. This experimentation will lead to new experiences, which restarts the cycle.

To make sure that, during the Schooljudo.eu lessons, this cycle will be in action, Entertrainers should structure their exercises. The exercises will need the following build-up; **playing - reflecting - playing**. In between playing, there should be an integrated moment for reflection, so children can learn from their first experiences and can still make adjustments when needed during this specific lesson.

To help you in structuring their lessons, they should use the **'teaching package'** (page 21) in combination with the **'lesson sheet'** (page 34). This way the Entertrainers have a clear guideline in which they can operate and incorporate the Schooljudo.eu values into their lessons.

5. Conditions

We know how and what children are going to learn in the program, now let's take a look at when children learn. To have a clear overview, we will describe the relevant conditions of learning.

5.1 Group forming

The periods after the summer and Christmas holidays are the most important moments in the process of group forming at school. After this, the roles, norms and values are largely determined for the rest of the year. In these periods (Forming, Storming and Norming; for further information see below) the influence of the Entertrainer is of great importance. After every summer vacation, with every new teacher or Entertrainer, there is a new group forming process. This process can also occur, for example when new children enter the group.

5.1.1 Group forming stages of Tuckman

From Tuckman's theory, these are the steps they go through:

1. Forming: orientation. Children get to know each other, the group is looking for safety and structure.
2. Storming: presentation. The relationship between children becomes clearer, who is one leader, who a follower?
3. Norming: standardisation. The rules, values and norms of the group are determined. Everyone gets their own task in the collaboration.
4. Performing: performance. The group becomes a team and is ready for collaboration. There are unwritten and written rules that everyone adheres to.
5. Adjourning (only at end of the year): evaluation. The end of the year or period is in sight. This goodbye gives another new group dynamic, for example the farewell before leaving primary school.

5.1.2 Pilot lesson serie

The Schooljudo.eu pilot will be a 12-week program. During this period, the 6 values will be explicitly taught according to the following build-up:

Week 1: Trust	Week 7: Control
Week 2: Trust	Week 8: Control
Week 3: Collaboration	Week 9: Resilience
Week 4: Collaboration	Week 10: Resilience
Week 5: Respect	Week 11: Discipline
Week 6: Respect	Week 12: Discipline

During weeks 1 - 12 every two lessons have their own value. After the children have experienced the value first hand during the first lesson (week 1, 3, 5, 7, 9 and 11) they set up rules on the Value Poster (building block) to accommodate the norming stage of group forming. This is done in the classroom with the group teacher to strengthen the link between the time on tatami and the classroom. The second lesson about the value (week 2, 4, 6, 8, 10 and 12) are used to reinforce and practice the rules created by the children on the value poster.

5.2 Pedagogical safe environment

To maximise one's learning potential, the process of learning should take place in a safe environment. Not only physically safe, but also pedagogically safe. So what makes an environment pedagogically safe? This is done by:

- Setting realistic expectations: make clear what you expect from the children. What do you expect from each individual and what do you expect from the group? This is done during 'lesson 0' (page 19).
- Fixed rules: setting rules will improve the predictability, which causes a decrease in incidents. This is done by using the Value Poster (page 18).
- Structure: the rules on the Value Poster should be consequently applied.
- Feedback: give attention to positive behaviour. This sets an example and stimulates others in showing this positive behaviour as well.

5.3 Fun

Fun is the catalysis of the Schooljudo.eu program. Children learn best when what they learn is fun and gives them strong positive emotions.

To help the Entertrainers in making their exercises and lessons more fun, we have incorporated a link to the child's imagination into Schooljudo.eu's 'teaching package' (page 21). You can find these links in the 'fantasy' section.

The thumbs feedback method

The thumbs feedback method originated from Schooljudo in 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 bow. 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 Entertainer or 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

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 she / 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).



Judo values

Friendship
Honour
Respect
Modesty
Politeness
Courage
Self-control
Sincerity

Core competencies social emotional learning



Schooljudo.eu values



TRUST



COLLABORATION



RESPECT



SELF-CONTROL



RESILIENCE



DISCIPLINE

Schooljudo.eu values

Trust - Counting on each other

“Trust is a must”.

- **Self-confidence**

Daring to push boundaries by persevering, even when it gets tough.

- **Trust in each other**

Trust that the other will stop when you want to stop.

- **Trust can grow**

When there is not much trust yet, you can build on it by showing each other that you want to do your best.

Collaborate - Always help one another

“You’re doing great if you can collaborate”.

- **Everyone in their strength**

Everyone is good at something different. Give yourself and each other the space to discover what you are good at.

- **Getting to know each other**

Working together feels safest with friends, but can also go very well with classmates you don’t know very well yet.

- **Stronger together**

When the group takes responsibility for keeping the atmosphere in the classroom pleasant for everyone.

Respect - Value one another

“If you don’t neglect, you understand the word respect”.

- **Selfrespect**

Listening to your body. Be honest about how you think and feel, towards yourself but also towards others.

- **Respect for your environment**

Treat others as you would like to be treated. And treat other people’s belongings the way you want them to treat yours.

- **Equal but different**

Even if you all wear a white judogi, keep each other in mind.



Control - Staying in balance

“Being in control is what makes you whole”.

- **Being in control**

Think before you say or do. Don't let your emotions take control.

- **Giving each other space**

Listen to each other and thus give the other the space to show his or her strength.

- **Decision-making**

Weigh your choices. Sometimes choosing in the interest of the group goes before choosing for yourself.

Resilience - Fall down 7 times, stand up 8.

“Learning is not about brilliance, but about resilience”.

- **Dare to set boundaries**

It is easy to let them know if you like something, but also do this if you don't.

- **Standing up for each other**

Helping the other to set a boundary.

- **Resilient together**

Being there for each other, in good and bad times.

Discipline - Doing what is necessary

“Real strength comes from within, this is called discipline”.

- **Reaching goals**

Know where you want to go or what you want to achieve. As long as you stand strong and continue to believe, you will eventually achieve this goal.

- **Rules and agreements**

Stick to the rules and agreements that have been made. A deal is a deal.

- **Stand strong and hold on**

Stay strong (mentally). Decide what went wrong and think about how you can solve it.

During the lessons always try to refer to the values. Be consistent with this and the children will understand and act to the values. The values can be named during games, exercises and social situations between children or teacher – children.

An example:

When you play a tagging game, maybe 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 trust by sitting down and self-control because you didn’t get angry. Well done!”





TRUST



COLLABORATION



RESPECT



SELF-CONTROL



RESILIENCE



DISCIPLINE



FUN



Introduction to Schooljudo

In order to give your program a good start, it's important to introduce yourself and Schooljudo.eu 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 teach about the values through judo.
- 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).

Pointers preparation Lesson 0 for the Entertrainer

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 responsible). Indicate that you would like to see where you will teach your classes, so you can check whether:

- The location (where the lessons take place) 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 and diploma's 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 placing 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 Schooljudo classes. If you ever have any doubts, please contact the National Federation immediately.

Mail example prior to Lesson 0

Dear <name of contact>,

How great that you are participating in the Schooljudo.eu program! I would like to introduce myself. My name is <your name> and I am the Entertrainer responsible for the Schooljudo 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>

—

Schooljudo.eu Entertrainer

T. <telephone number>

Q. <email address>