



Schooljudo teaching package

Value-packed classes on the mat

Trust | Collaboration | Respect | Control | Resilience | Discipline | Fun



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Preface and how to use

Dear Entertrainer,

This teaching package consists of judo-related exercises that support the social-emotional development of children. We trust that you will adhere to our method when teaching your Schooljudo.eu classes, so we can make this project a success together. We are looking forward to it!

The exercises in this teaching package are intended to be a source of inspiration. You are free to directly copy them onto the class preparation sheet. We, however, also believe that every Entertrainer has their own exercises that best fit them and their way of teaching. Please feel free to use these exercises, adapting them to fit the Schooljudo.eu guidelines. Add value to every exercise and invite the children to reflect upon their experience.

In case of any questions or feedback, please do not hesitate to contact us. We love your input as it helps us realise our dream!

Team Schooljudo.eu



Games to get started

Commando games

Example 1: Go your own way

- Instruct children, either to move from one side of the mat to the other, or to move criss-cross across the mat.
- Commands: belly-down, on your back, on hands and feet, etc.

Variation:

Play in pairs, either collaborating or giving resistance.

Fantasy:

Move across the mat like a tiger, snake, or monkey.

Tip:

Have children come up with their own animals, and show to the others how they think that animal would move.

Example 2: Come on, get up!

- Children form pairs, and as a pair select a place on the mat to lie down, across of one another.
- The bottom child gets up as quickly as possible at hearing the command: come on, get up!
- Have the children switch roles, and optionally let them decide for themselves when to start the game.

Variation:

With or without grabbing the judogi.

Fantasy:

Be as strong as the Hulk or as smart as a professor.

Tip:

When a pair is struggling to collaborate, take the position of the bottom player yourself. After that, it is their turn to, together, try again.

Ways to link the values

Trust: “I trust you will follow the commands.”

Collaboration: “You’re a fantastic group: pat on the back! Because everyone participates, we can work together.”

Respect: “Always take the other into account when doing this exercise. That way, you can interact with each other respectfully.”

Self-control: “Are you stronger than your buddy? Restrain and adjust yourself, so you can work well with your partner.”

Resilience: “Does something not feel good? Communicate your boundary: that is what being resilient is about.”

Discipline: “Exercise the discipline to adhere to the agreed upon rules. An agreement is an agreement.”

Ways to encourage reflection

Level 1; 4 - 6 years: Focused on the child

- Thumb-feedback: Use your thumb to indicate how well you stuck to the <linked value>.
- Pat on the back: Give the other a pat on the back for <linked value>.

Level 2; 6 - 9 years Focused on the child + the other

- Thumb-feedback: Use your thumb to indicate how well your buddy thinks you stuck to the <linked value>.
- Pat on the back: Give the other a pat on the back for <linked value> and share why he/she deserves it.

Level 3; 9 - 12 years Focused at the child + the other + the relation between the two.

- Thumb-feedback: Use your thumb to indicate how well your buddy stuck to the <linked value>. Why was this the case?
- Pat on the back: Give the other a pat on the back for <linked value> and share why he/she deserves it and how this makes you feel.

Tag games

Example 1: Tagged by the lion

- There is one lion who crawls across the mat, trying to tag the others, who run across the mat criss-cross.
- Have you been tagged? Then you are a lion, too.
- Stop when everyone is a lion or when there are only a few children left.

Variation:

Start with multiple lions or have the children run across the mat in pairs.

Fantasy:

Lions have to eat the steaks.

Tip:

Be the lion yourself on the first round. The children will love it.

Example 2: Shearing sheep

- Sheep crawl across the mat. Catchers walk on their knees.
- The catchers flip the sheep on their backs, who then become catchers, too.
- Stop when everyone is a catcher, or when there are only a few children left.

Variation:

The sheep can be flipped to their stomachs, or need to be held on their backs for 5 seconds.

Fantasy:

Shepherds need to shear their sheep.

Tip:

Have the children use a turnover technique they have practiced before.

Ways to link the values

Trust: “We can trust that once we have been tagged, we will do what we agreed upon.”

Collaboration: “Work together as lions and agree on how you will catch the steaks.”

Respect: “Play fair. That way you show respect to both yourself and the others.”

Self-control: “Restrain yourself and play the game in such a way that it won’t hurt my ears.”

Resilience: “Are the shepherds hurting you? Show resilience: tell them to stop.”

Discipline: “Exercise the discipline to adhere to the agreed upon rules. An agreement is an agreement.”

Ways to encourage reflection

Level 1; 4 - 6 years: Focused on the child

- Thumb-feedback: Use your thumb to indicate how well you stuck to the <linked value>.
- Pat on the back: Give the other a pat on the back for <linked value>.

Level 2; 6 - 9 years Focused on the child + the other

- Thumb-feedback: Use your thumb to indicate how well your buddy thinks you stuck to the <linked value>.
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Level 3; 9 - 12 years Focused at the child + the other + the relation between the two.

- Thumb-feedback: Use your thumb to indicate how well your buddy stuck to the <linked value>. Why was this the case?
- Pat on the back: Give the other a pat on the back for <linked value> and share why he/she deserves it and how this makes you feel.

Breakfall exercises

Example 1: Balanced, unbalanced

- Students sit down scattered across the mat.
- They fall forward, backward, and sideward, breaking their falls.
- Increase the level of difficulty until they can fall from standing up.

Variation:

Let children fall one-by-one as dominoes, or all at once like the big bang.

Fantasy:

Don't break your fall like an airplane, but like a fighter jet (with your hands next to your butt).

Tip:

For 10 seconds, allow them to hit the ground as often as possible. After that, they can only do so at your command.

Example 2: Stamp it

- Children sit in pairs, knees turned towards each other.
- They take turns pushing each other sideways, left then right, and hitting the mat.
- Keep a tight grip on each other, and help each other back up.

Variation:

Follow up this exercise with a grapple hold, or turn it into play-wrestling: who can stamp the other?

Fantasy:

The other is a stamp that you press onto the ground.

Tip:

Follow-up with the Magic Chair grapple hold.

Ways to link the values

Trust: "Trust that you are capable of falling without hurting yourself."

Collaboration: "If we work together and hit the floor at the same time, we can create a big bang."

Respect: "Respect the other and take the other into account when stamping."

Self-control: "Stamp the other onto the ground in a controlled manner. Act as a parachute for the other."

Resilience: "Be resilient, stand strong, and persevere if you don't immediately succeed."

Discipline: "Exercise the discipline to adhere to the agreed upon rules. An agreement is an agreement."

Ways to encourage reflection

Level 1; 4 - 6 years: Focused on the child

- Thumb-feedback: Use your thumb to indicate how well you stuck to the <linked value>.
- Pat on the back: Give the other a pat on the back for <linked value>.

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- Thumb-feedback: Use your thumb to indicate how well your buddy thinks you stuck to the <linked value>.
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- Thumb-feedback: Use your thumb to indicate how well your buddy stuck to the <linked value>. Why was this the case?
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Main exercises

Turnover techniques

Example 1: Bulldozer

- Turn the buck over from the side.
- Reach underneath the buck with two arms and grab the leg and arm furthest away from you.
- Pull your arms towards you, and push out with your chest.
- You can optionally make the exercise more playful by adding resistance.

Variation:

Have the children come up with a turnover technique themselves first, then show them 'your' trick.

Fantasy:

The one doing the turnover is the bulldozer, the other a solid building.

Tip:

Follow up with the caged bear-exercise.

Example 2: Flipping pancakes

- One child is down on his stomach, the other sits on his knees, next to him.
- Flip the pancake by grabbing it by the judogi.
- Change roles once the pancake has been flipped.
- You can optionally make the exercise more playful by adding resistance.

Variation:

Have the children come up with a turnover technique themselves first, then show them 'your' trick.

Fantasy:

Flip the pancake before it burns!

Tip:

"Are you having a hard time flipping your buddy? They can help a little, but not too much! Don't make it too easy."

Ways to link the values

Trust: "Show the other you can be trusted during the exercise, and the other will be more likely to show you the same."

Collaboration: "Work well together and quickly change turns. That will give you most time to practice."

Respect: "Respect each other and treat your buddy the way you would want to be treated."

Self-control: "Be careful when practicing together so you don't hurt each other."

Resilience: "Be resilient: don't flip onto your back too easily."

Discipline: "Think of what you would like to do better next time and show that improvement. That is discipline."

Ways to encourage reflection

Level 1; 4 - 6 years: Focused on the child

- Thumb-feedback: Use your thumb to indicate how well you stuck to the <linked value>.
- Pat on the back: Give the other a pat on the back for <linked value>.

Level 2; 6 - 9 years Focused on the child + the other

- Thumb-feedback: Use your thumb to indicate how well your buddy thinks you stuck to the <linked value>.
- Pat on the back: Give the other a pat on the back for <linked value> and share why he/she deserves it.

Level 3; 9 - 12 years Focused at the child + the other + the relation between the two.

- Thumb-feedback: Use your thumb to indicate how well your buddy stuck to the <linked value>. Why was this the case?
- Pat on the back: Give the other a pat on the back for <linked value> and share why he/she deserves it and how this makes you feel.

Osaekomi waza techniques

Example 1: Magic chair

- Kesa-gatame position
- From practicing without resistance to play-wrestling with resistance.
- Who is best at escaping (without cheating!)?

Variation:

Vary the number of seconds someone needs to be held down for.

Fantasy:

The lower child is the Magic chair, that comes to life when someone sits down on it. The lower child's head is the head rest, their arm the armrest.

Tip:

Use this exercise after the 'Stamping' exercise (breakfall exercises, example 2).

Example 2: Bearcage

- Yoko-shiho-gatame position.
- From practicing without resistance to play-wrestling with resistance.
- Who is best at escaping without cheating?

Variation:

Vary the number of seconds someone needs to be held down for.

Fantasy:

The lower child is the bear you trap in a cage. Can you keep the bear trapped?

Tip:

Use this exercise after the 'Stamping' exercise (turnover techniques, example 1).

Ways to link the values

Trust: "We can trust each other to release a hold when someone taps out."

Collaboration: "Take turns practicing and make sure you quickly get into position when it's your buddy's turn. That way, you can work well together."

Respect: "Respect the other when they indicate they want you to stop. What's not painful for you, may hurt your buddy."

Self-control: "Control yourself and give your buddy space to practice, too."

Resilience: "Be resilient and tap out if you want your buddy to stop."

Discipline: "Think of what you would like to do better next time and show that improvement. That is discipline."

Ways to encourage reflection

Level 1; 4 - 6 years: Focused on the child

- Thumb-feedback: Use your thumb to indicate how well you stuck to the <linked value>.
- Pat on the back: Give the other a pat on the back for <linked value>.

Level 2; 6 - 9 years Focused on the child + the other

- Thumb-feedback: Use your thumb to indicate how well your buddy thinks you stuck to the <linked value>.
- Pat on the back: Give the other a pat on the back for <linked value> and share why he/she deserves it.

Level 3; 9 - 12 years Focused at the child + the other + the relation between the two.

- Thumb-feedback: Use your thumb to indicate how well your buddy stuck to the <linked value>. Why was this the case?
- Pat on the back: Give the other a pat on the back for <linked value> and share why he/she deserves it and how this makes you feel.

Throws

Example 1: Airplane throw

- One child gets down on its knees (landing strip), the other positions itself behind them (airplane).
- The hindmost child places one arm (wing) over the shoulder of the foremost child.
- The kneeling child takes hold of the wing and lands the plain using an ippon-seol-nage.
- The children now switch roles.

Variation:

Too easy? The landing strip can stand up straight.

Fantasy:

The airplanes land on the landing strip.

Tip:

Line up the landing strips to avoid collisions.

Example 2: The parachute

- Grab the agreed kumi-kata, whereby one stands and the other kneels.
- The one standing throws the other onto their back, ensuring a soft landing.
- Switch roles.

Variation:

Use a tai-otoshi, o-soto-gari, or o-goshi.

Fantasy:

You are someone's parachute, ensuring a soft and safe landing.

Tip:

Let the children come up with a throw themselves first, then show them 'your' trick.

Ways to link the values

Trust: "You have to be able to trust that you will each help the other fall safely."

Collaboration: "Work well together and ensure your buddy falls safely."

Respect: "Treat each other with respect and ensure your buddy falls safely."

Self-control: "Control yourself and give your buddy space to practice, too."

Resilience: "Be resilient and let your buddy know if you want them to throw more carefully."

Discipline: "Think of what you would like to do better next time and show that improvement. That is discipline."

Ways to encourage reflection

Level 1; 4 - 6 years: Focused on the child

- Thumb-feedback: Use your thumb to indicate how well you stuck to the <linked value>.
- Pat on the back: Give the other a pat on the back for <linked value>.

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- Thumb-feedback: Use your thumb to indicate how well your buddy stuck to the <linked value>. Why was this the case?
- Pat on the back: Give the other a pat on the back for <linked value> and share why he/she deserves it and how this makes you feel.

Nawaza forms of play

Example 1: Gotcha!

- Sit in pairs, knees facing.
- One child has an item (a ball, belt, etc.).
- At a predetermined sign, one child tries to take the object from the other.
- Switch roles.

Variation:

Use multiple items that need to be defended at the same time.

Fantasy:

Steal the treasure from the pirates.

Tip:

Let children come up with their own rules or let them decide themselves how many items they want to defend.

Example 2: Grabbing the large toes

- Sit in pairs, backs against each other.
- And the predetermined sign, try to grab each other's large toe.
- Succeeded? You earn a point and start again.
- The one to score the point, gets to count down at the start of the next round.

Variation:

Play this game with the entire group, and have everyone keep count of the number of toes they've grabbed.

Fantasy:

Be as strong as the Hulk or as smart as a professor.

Tip:

When you feel the children don't want to grab each other's toes, you can let them get hold of each other's ankles instead.

Ways to link the values

Trust: "You have to be able to trust that you can play together nicely."

Collaboration: "You have to work together to make sure the game is fun throughout."

Respect: "Respect the other and play in such a way that you take them into account."

Self-control: "Control yourself and play in such a way that it is fun for your buddy, too."

Resilience: "Show how resilient you are and don't give up too easily."

Discipline: "Think of what you would like to do better next time and show that improvement. That is discipline."

Ways to encourage reflection

Level 1; 4 - 6 years: Focused on the child

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Level 3; 9 - 12 years Focused at the child + the other + the relation between the two.

- Thumb-feedback: Use your thumb to indicate how well your buddy stuck to the <linked value>. Why was this the case?
- Pat on the back: Give the other a pat on the back for <linked value> and share why he/she deserves it and how this makes you feel.

Tachi-waza forms of play

Example 1: Into the well

- In pairs, stand facing each other and grab the other using the agreed upon kumi-gata.
- Lay down a judo belt in between the two players, in such a way that it creates a circle.
- Try to pull the other into the well. When you succeed, you score a point.

Variation:

Play the game with more than two.

Fantasy:

Pull the other into the well!

Tip:

Lay the mat as a chess board and use the mats as wells.

Example 2: Bank robbery

- Pairs stand facing each other.
- One has a slip (money) between their back and belt (the bank).
- Upon an agreed upon sign, the robbers try to steal the slip.
- Switch roles.

Variation:

Play with two robbers against one bank.

Fantasy:

Robbers steal the money from the bank.

Tip:

If you didn't bring slips, use ribbons available at the gym. Or have the bank turn their belt so the knot sits at the back, and let the robbers try to grab the knot.

Ways to link the values

Trust: "You have to be able to trust that you can play together nicely."

Collaboration: "You have to work together to make sure the game is fun throughout."

Respect: "Respect the other and play in such a way that you take them into account."

Self-control: "Control yourself and play in such a way that it is fun for your buddy, too."

Resilience: "Show how resilient you are and don't give up too easily."

Discipline: "Think of what you would like to do better next time and show that improvement. That is discipline."

Ways to encourage reflection

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Endgames

Example 1: A dragon's game

- Position the group at the narrow side of the mat and have a dragon sit in the middle of the mat.
- At the agreed upon sign, the group tries to make it across.
- When you step off the mat or are pulled to the ground by a dragon, you turn into a dragon yourself and help the other dragons.
- Play until only a few children are left and consider having them start as dragons in the next round.

Variation:

Let the dragons tag the runners, instead of pulling them to the ground.

Fantasy:

The dragon and the knights.

Tip:

To avoid accidents, agree that jumping isn't allowed.

Example 2: King of the island

- Create two or more islands using gym mats or use the colours of the judo mat to indicate islands.
- Distribute the children over the islands.
- The children try to be the last one standing on their island, by pushing or pulling the others off it.
- If you touch the water (the floor or mat surrounding the island), you turn into a shark. As a shark, you can try to pull others off their islands, without touching the island.

Variation:

Play In two groups: the islanders versus the sharks. Who is the first to have hauled the other group over to their side?

Fantasy:

Become king or queen of the islands, but mind the sharks!

Tip:

To up the stakes, make sure all groups are of similar strength.

Ways to link the values

Trust: "I trust that you abide by the rules of the game. That way we keep it fun for everyone."

Collaborate: "Work together like dragons and decide together how you are going to get rid of the knights."

Respect: "Play fair. That's how you respect yourself, but also the others."

Control: "Control yourself and don't let your emotions take over. Even if you don't win."

Resilience: "Help each other like knights. That's how you are together resilient."

Discipline: "Discipline with the made rules and agreements. A deal is a deal."

Ways to encourage reflection

Level 1; 4 - 6 years: Focused on the child

- Thumb-feedback: Use your thumb to indicate how well you stuck to the <linked value>.
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How to use the Schooljudo.eu lesson sheet

Working with a lesson sheet can help you to prepare and conduct the lesson in a Schooljudo.eu manner. You can find the description of the items of the lesson sheet below. You can also find the lesson sheet as annex 4 and in the toolkit on our platform, which you can download for your own use (schools.ijf.org).

Lesson structure:

Each lesson is built with the same blocks. It always consists of the same ritual in the beginning and the end of class. A start/ warming up, an ukemi-waza part, core 1, core 2 and an end exercise/ game + reflection on the Schooljudo.eu value in this lesson.

How to use the sheet?

Vertical items

- Start: how to you say hello to each other in the beginning (Zarei or Ritsurei). The exercises or games chosen during the start must prepare the children for the rest of the lesson. The most common objectives are the increase of the cardiovascular rhythm and the preparation of the musculoskeletal system (the muscles and their framework).
- Ukemi-waza: each lesson you give attention to Ukemi-waza (breakfall exercises). This is important during Schooljudo.eu lessons, but also in everyday life.
- Core 1: This can be the technical part of the lesson. It can contain multiple exercises and games.
- Core 2: This can be the second technical part of the lesson. It can contain multiple exercises and games.
- End: here you can do an end game or exercise. It is also the part where you want to return to calm and evaluate with the children on the instructed values during this lesson.

Horizontal items

- Exercise: name of the exercise, it must be global.
- Instructions: description of the exercise and how to instruct the children.
- Schooljudo.eu value: how is the given exercise connected to the Schooljudo.eu value. You can find examples in the teaching package.
- Reflection: what question can you ask the children to let them reflect on their behavior (linked to the value). You can find examples in the teaching package.

Schooljudo.eu lesson sheet



Lesson structure	Time	Exercise <i>What exercise/game will you do?</i>	Instructions <i>How does this work?</i>	Schooljudo.EU value <i>How do you link to the value of the lesson?</i>	Reflection <i>What questions can you ask the children to let them reflect?</i>
Start					
Ukemi-waza					
Core 1					
Core 2					
End		Tips: Reflection about the lesson + link to the value poster			