

JUDO TEACHER REFRESHMENT



**JUDO
SCHOOLS**



Erasmus+ Sport programme
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SCHOOLJUDO.EU:

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Introduction

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 teachers inspire children by giving attention to 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.

Values of the IJF

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. For the program of Schooljudo.eu we use different values than those of the IJF you see below. In our program we use:

- trust - self control
- collaborate - resilience
- respect - discipline

You can find the Schooljudo.eu values we use in the building blocks.

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 IJF values through exercises and in daily life.

This is how the IJF defines the 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.



Honesty

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 given 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.



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

Being in control. Think before you say or do anything. Don't let your emotions take over.

I stay under 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 need.
I am happy if he/she achieves something.

And of course, the last value; FUN. Laugh and have fun!

Teaching children as a judo teacher

The judo teacher

As a judo teacher 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 energize 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.

But why have we chosen the word Entertrainer? The word is a mix of two words entertainer and trainer. Because fun is a central concept of all the activities at Judo in Schools we wanted this to be captured in a professional title. Therefore, in planning for effective learning, the Entertrainer's assignment is to create learning events and experiences that will enable the children to acquire new skills or knowledge in a safe setting.

Communication for judo teachers

Communication is essential in any relationship, especially that between a judo teacher and the children. The important issue to remember here is not how an individual chooses to communicate, but how effectively that individual does it. Types of communication include verbal and non-verbal (body language / gestures). It is important to remember that communication is a 2-way process.

Consider the communication process shown in Figure 1.



Figure 1

The system in Figure 1 is one way with no provision for feedback. It shows the judo teacher pushing the student into providing performance. Good learning almost always occurs when feedback is obtained from the student because it highlights student understanding, progress, and problems. Consider now the communication process shown in Figure 2.



Figure 2

In the training context it is vital that children not only acknowledge but also understand the information being delivered. Speech is used mainly for conveying information whilst body language conveys interpersonal attitudes and emotions.

Non-verbal communication covers aspects like facial expressions, eye contact, gaze, gestures, personal space, and posture. The importance of an instructor's body language is highlighted by the fact that the impact of a message in a face to face situation is around 7% verbal (the actual words only), 38% vocal (the tone of voice, inflection and other sounds) and around 55% non-verbal.

To learn more about communication – Verbal and Nonverbal. See annex 1

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.

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. After all you are there to support and reinforce each other.

Guiding children

There is no fixed recipe for guiding/ supervising children. There are four important factors that partly determine the situation in which guiding/ supervising takes place. These factors are You, the circumstances (time, place, the group etc.), the student(s) and the tasks that needs to be performed.

In summary we can list a number of guiding principles;

- When a problem occurs determine who the problem lies with (who is bothered by it) is it the teacher, child or maybe both.
- When the problem is with the teacher give an “I message” and avoid “you messages”
An I message contains the following three parts;
 - the concrete behavior of the children (sitting and pushing each other)
 - the consequence this behavior has for you (I can’t make myself understood to everyone like this).
 - the feeling that you get from this behavior (I find it annoying)
“Guys when you are pulling and pushing each other like that, I can’t make myself understood. I find that annoying”.
- Always approach the child positively; pay attention to things that are going well and ignore unacceptable behavior as much as possible.
- Be careful with punishment and do not put negative labels on the child.
- Encourage independence in the child by;
 - Not always immediately come up with the solution or a clue
 - Let them experience that you have confidence in their capabilities
 - Support them positively and give them a little push in the right direction
- Take the child seriously and use active listening
 - Active listening; be interested and regularly summarize the child’s words.
- Motivate children by connecting to their possibilities and clarifying expectations you have towards the child(ren).

Teaching method

Teaching isn't just about teaching. Teaching contains; planning the lesson, executing the lesson and evaluating the lesson. In this part we zoom in on how to make well thought out lessons. The methodology around the moral code of judo will help children teach skills for life.

Amongst others it includes:

- a proper annual program with goals:
- quality lessons (including a preparation of the lesson sheet):
- instruction towards children:
- evaluation.

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 (see IJF values) that intertwine to build a moral compass. The respect of this code is 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. 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.

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.

How to determine the goals;

- what do the students know and what do they can?
- what can they handle?
- what do they expect?
- what appeals to them?


Quality of lessons

In the judo lesson the introduction itself is very important. If you can 'catch' the children and get them interested it will help enormously to kickstart the lesson 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.

Lesson Plans


There is no one clear approach for lesson planning. If you observe experienced instructors, you may find a wide variety in practice about their approach to lesson plans. Some instructors have very detailed plans while others 'appear' to have little at all in the way of a plan. What is important is that the lesson is always planned with care.

The diagram below is a template to assist you in lesson planning and will be used to explain the major parts of a lesson.



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					

You can find an example on how to fill in a lesson sheet as annex 4.

Teaching aids & motivation

By teaching aids we mean tools that can be used during the lesson to stimulate the learning process. Training resources should be employed in situations where they enable training to be delivered instantly with immediate effect (i.e., using a ball to teach forward breakfall) and employed to illustrate things that are difficult to convey verbally or by more traditional methods. Below you find examples on how this can be used.

Materials can have a supporting function for teaching;

- Basic skills (ground motor skills);
 - basic skills of judo movements are ground motor skills such as pulling, pushing, rolling, turning and falling. In teaching such skills, teaching aids can have a beneficial effect.

Skill	Material
Pulling and pushing	Tape as a line, red mat, judo band
Rolling and falling	Medicine ball, body ball, judo band
Turning and movement	Hoops, rubber discs, cones, lines

- Specific skills (judo techniques)
 - on the way from easy to difficult in the methodical line, materials can be of help for both tori and uke in overcoming difficulties.

Specific skill	Material
Throwing techniques	Fall mat, rubber discs, colored mat
Ashi waza techniques	Ribbons, rubber discs, marking on the mat
Lifting techniques	Fall mat

- visualizing judo techniques and names
 - a video can be a good addition to your explanation. Also, a whiteboard can be a support for the spoken word. Techniques can be drawn or written down for children who are more visually oriented.

Motivating the children: 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.

Instruction

Learning is essentially the acquisition of something new, or the enhancement of existing skills and knowledge. Not all children learn the same way. There are differences in how knowledge is acquired by each child.

Children need to have ample and appropriate learning opportunities - ones that are responsive to their individual needs and ways of learning. Those kinds of matches are the ideal. Learning occurs in a variety of contexts and environments (including the judo lessons). How children learn is the result of dynamic interactions over time. These may be proactive, reactive, motivating, intense, moderately interesting, or creatively charged. Learning is derived from experiences, which differ from day to day, and from one individual to another.

Identifying a child's learning requirements begins with awareness of what those requirements are, and involves ongoing assessment of what works, and what doesn't. This entails communication, engagement, trial and error, review of outcomes, and feedback.

Learning Styles

Visual Learners – learns best by seeing information (35% of children fall in this category)

Teaching tools examples: Charts, Pictures, Maps, Graphics, Facial expressions, Real life experiences, repeated demonstrations.

Auditory learners – learns best by listening and talking

Teaching tools examples: Listening, Talking, Music, Sound Effects

Kinaesthetic Learners – learns best by movements and touch (12%)

Teaching tools examples – role playing, active exercises.

Analytic Learners – learns best by order, sequence, list, details, organizations (35%)

Teaching tools examples – choral reading, recorded books, story writing, computer games, games, group activities.

Global Learners – learns by innovation, intuition, process information quickly (12%)

Teaching tools examples – rules, step by step instructions, charts, specific goals, labels.

It's imperative to recognize children's areas of strength and weakness, and how children learn best in various situations. And, how a child learns (whether through play, study, inquiry, problem-solving, hands-on activities, collaboration, or some other means), is about building a foundation of knowledge.

Many avenues are available for facilitating stronger, more effective networks for learning. These involve ensuring fit, fairness, and flexibility—three keys to facilitating a good match between children and potential learning experiences at school, home, or elsewhere.

About Fit

You can improve how children learn by creating a good fit between a child and the available learning opportunities. Consider these questions:

- Is the activity aligned with the child's level of readiness? That is, not too easy or too hard. Not too boring or too complicated. Not too sedentary or too frenetic.
- What kinds of assessments have been done? A child's learning needs are best determined by multiple measures, including ongoing assessments that are subject-specific, integrated into instruction, and individually responsive.
- Are instructions clear? Muddles lead to mayhem. There should be opportunities to ask questions and to clarify matters along the way.
- Is there choice? Children become more engaged if they're invited to select how they might approach something, or if what they're learning either sparks or speaks to their curiosity.
- What incentives might help to sustain momentum and motivation? Encouragement? Reinforcement? Constructive feedback? Other people to share the load?
- Where's the fun? Is there time built in for breaks and relaxation?

About Fairness

How children learn involves fairness. Consider these questions when assessing the child's potential learning opportunities:

- Is the activity meaningful? Is it realistic to expect that the child will want to accomplish it? Choice is integral to accomplishment.
- Is the activity appropriately challenging? A task should be manageable with reasonable effort.
- Is it risky? And if so, is there some kind of safety net to help mitigate fear or concerns?
- Does the child have the necessary resources and tools? Does the exercise require technology? Whatever it may be, are materials accessible?
- Is the goal reachable in the allotted time frame? Is there some wiggle room with respect to the child negotiating a longer timeline? Permitting shortcuts? Altering expectations?

About Flexibility

Employ practical strategies to maximize flexibility and match experiences with how children learn best. Consider these questions to optimize learning:

- Is there involvement? Encourage children to participate in planning their learning experiences to help ensure that they're well suited.
- Are emotions in check? Children may need assistance and reassurance identifying and grappling with feelings like anger, shame, worry, disappointment, sadness, and so on. Children can build upon their emotional well-being.
- What about skill sets? Help children develop better work habits relating to organization, time management, goal-setting, decision-making, communication, and self-advocacy.
- Have children thought about previous adaptability strategies? Resilience can be a game changer! How have children managed to circumvent or overcome difficulties in the past? What tactics or ideas have worked for them before? Who have they enlisted to help? Reflecting upon past successes provides a window into possibilities for the present and the future.
- Why not get creative? Help children think in new or innovative ways about how to make a mismatched situation, task, or environment more appealing, interesting, or conducive for learning. Creativity fuels learning and can foster expression, boost productivity, and help people overcome a challenge.

Once the above has been considered, there are 3 conditions necessary for learning. These are practice, concentration, and memory.

Practice

The more a child performs a skill or revises a topic, the more likely it is that he/she will become proficient and eventually display greater accuracy in that task. To this end, check if the child has ample time and opportunity to practice what he/she is being taught to aid the consolidation and comprehension of new information. If they do not, try where possible to give them additional time. In most cases, however, the child will be expected to take in a great deal of information within a short timescale.

Concentration

The brain has a limited capacity to process and interpret information, and a child must therefore be able to concentrate and pay attention to learn. Create an environment where the children can concentrate on important information and 'screen out' anything that is undesirable or unnecessary, i.e., avoid distractions. In addition, remember that your student(s) will not be able to maintain his/her attention continuously and therefore it is critical to build in breaks, games or change activities.

If a child does not transfer the information that they learn to their memory, they will be unable to retrieve it and use it at a later stage. What is important is that a child is given the opportunity to practice and concentrate on the skills and information he/ she is learning so that the retrieval of information becomes more or less automatic.

Memory

Memory relates to the storage of knowledge and skills and although the understanding of this psychological function is abstract, it is useful to think about the memory as having two systems - the long-term memory and the working memory. The long-term memory is like a filing system where permanent information is stored. The working memory is a temporary store where new information is processed until it is translated into action, stored in the long-term memory, or forgotten. When instructing students one of the main objectives is for them to retain skills and knowledge but ideally the students should retain this information efficiently and quickly. However, considering that according to Hermann Ebbinghaus (1885) 60% of what is learned in terms of knowledge is forgotten within an hour it is imperative that instructors try to help students retain information.

For extra information regarding children with special needs see annex 2.

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.

Self-Evaluation

Judo teachers should always look for ways in which to improve their instructional technique and ability. For example, once a lesson has been delivered, the judo teacher should review whether the students achieved the lesson objectives as effectively as possible. The judo teacher may also want to check whether children's interest was maintained throughout the lesson, either by involvement or the quality of the session.

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.

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.

Questions that can help during evaluation;

- Were the goals chosen correctly?
- Have I taken sufficient account of the starting situation?
- Was the course material satisfactory?
- Did I use the correct teaching method?
- Did the lesson go as planned (learning process)?

For evaluation after the program see annex 3.

Age characteristics

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 which are suitable for 12-year-olds might be dangerous for the younger children. 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 a particular age group. In the online platform 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, realize that you are the role model 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 context.

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

How can you respond to these conditions?

4 to 6 years old	6 to 9 years old	9 to 12 years old
Frequent exercises, they can execute alone	Focus on giving compliments	To grant them a say
Exercising with a partner or in the group must be introduced	Encourage them	Give them a possibility to choose
	Exercise to build a group	Don't push them to show technics in the 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 + additional exercise/movements Activity 2 - Crab game + additional exercise/movements Activity 3 - Airplane game + additional exercise/movements Activity 4 - Command game	20'	Activity 1 - Cars game + additional exercise/movements Activity 2 - Crab game + additional exercise/movements Activity 3 - Airplane game + additional exercise/movements Activity 4 - Command game
Hydration break	3'		3'		3'	
Technical part	15'	Activity 1 - Find buddies + command game Activity 2 - Balance game Activity 3 - Opposition game: The cooker and the sausage Activity 4 - The crocodile and the crabs	25'	Activity 1 - Find buddies + command game + additional exercise/movements Activity 2 - Balance game + additional exercise/movements Activity 3 - Opposition game: Get up game + initiation of randori ne waza + additional exercise/movements Activity 4 - The crocodile and the crabs	25'	Activity 1 - Find buddies + command game + additional exercise/movements Activity 2 - Balance game + additional exercise/movements Activity 3 - Opposition game: Back to back + initiation of randori ne waza + additional exercise/movements 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 nº1
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, the 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'	Activity 1 - Cars game Activity 2 - Crab game Activity 3 - Airplane game Activity 4 - Command game	Warm up the joints and increase the heart rate. prepare the child for an activity. Activity 1 - learning hajimé and mate - Activity 2 - moving sideways - learn how to move sideways without crossing the legs. Activity 3 - learn how to do equilibration in one foot. Learn how to focus. Activity 4 - 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.	Activity 1 - 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. Activity 2 - 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). Activity 3 - 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). Activity 4 - 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.)	Activity 1 - 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. Activity 2 - make sure that the child doesn't cross the legs during the exercise, and has notion of the rhyme of the game. Activity 3 - the children will have difficulty to do the exercise, but it will help them to already focus during the warming up. Activity 4 - 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 children 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 children 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>Activity 1 - Find buddies + command game</p> <p>Activity 2 - Balance game</p> <p>Activity 3 - Opposition game: The cooker and the sausage</p> <p>Activity 4 - The crocodile and the crabs</p>	<p>Activity 1 - The goal is that children learn how to balance and also start the contact between children.</p> <p>Activity 2 - The goal is to learn how to balance with both feet on the ground and have a good posture.</p> <p>Activity 3 - The children learn how to have contact and to start confrontation.</p> <p>Activity 4 - The goal is to have fun, but to also practice the movements they learned during the class, this time with speed.</p>	<p>Activity 1 - 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>Activity 2 - 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>Activity 3 - 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 children: 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>Activity 4 - 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>Activity 1 - Make sure that the goal of the game is clear. Make sure that when searching a buddy, all children have someone.</p> <p>Activity 2 - 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>Activity 3 - 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>Activity 4 - 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 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'	Activity 1 - Cars game Activity 2 - Crab game Activity 3 - Airplane game Activity 4 - Command game	Warm up the joints and increase the heart rate. prepare the child for an activity. Activity 1 - learning hajimé and maté <i>Learn how to move backwards</i> Activity 2 - moving sideways – learn how to move sideways without crossing the legs. <i>Increasing the kumi kata and start contact.</i> Activity 3 - learn how to do balance in one foot. Learn how to focus. Activity 4 - 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.	Activity 1 - 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> Activity 2 - 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> Activity 3 - 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> Activity 4 - 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.)	Activity 1 - 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> Activity 2 - 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> Activity 3 - the children will have difficulty to do the exercise, but it will help them to already focus during the warming up. Activity 4 - 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 children 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 children 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>Activity 1 - Find buddies + command game</p> <p>Activity 2 - Balance game</p> <p>Activity 3 - Opposition game: Get up game + initiation randori ne-wasa</p> <p>Activity 4 - The crocodile and the crabs</p>	<p>Activity 1 - The goal is that children learn how to balance and also start the contact between children.</p> <p>Activity 2 - The goal is to learn how to balance with both feet on the ground and have a good posture.</p> <p>Activity 3 - The children learn how to have contact and to start confrontation.</p> <p>Activity 4 - The goal is to have fun, but to also practice the movements they learned during the class, this time with speed.</p>	<p>Activity 1 - 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>Activity 2 - 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>Activity 3 - 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>Activity 4 - 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>Activity 1 - Make sure that the goal of the game is clear. Make sure that when searching a buddy, all children have someone.</p> <p>Activity 2 - 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>Activity 3 - It's important to be clear in your directions and explain the role of the child clearly. <i>They cannot grab the neck or head. The one that is getting up, can't throw the other.</i></p> <p>Activity 4 - 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	Exercises	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					Material: tatamis, judogis
Specific objective of the lesson: increase since the 1st day the values of judo and the ritual					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, the 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'	Activity 1 - Cars game Activity 2 - Crab game Activity 3 - Airplane game Activity 4 - Command game	Warm up the joints and increase the heart rate. prepare the child for an activity. Activity 1 - learning hajimé and maté Learn how to move backwards Activity 2 - moving sideways - learn how to move sideways without crossing the legs. Increasing the kumi kata and start contact. Activity 3 - learn how to do balance in one foot. Learn how to focus. Activity 4 - 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.	Activity 1 - 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. Adjustment: More signs, for example they can run backwards. 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. Activity 2 - 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). Adjustment: They will have to grab the sleeve and go with the partner. Adjustment: Children can catch both sleeves. When you clap, they switch directions.	Activity 1 - 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. Make sure the children look over their shoulder to not hit each other. Make sure the children only pass the tunnel from one side. Activity 2 - make sure that the child doesn't cross the legs during the exercise, and has notion of the rhyme of the game. The level is a bit higher because they need to grip the kimono, they need to coordinate better. Activity 3 - the children will have difficulty to do the exercise, but it will help them to already focus during the warming up. Activity 4 - 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 children in your class. You can use it later in class when you make working groups.

Content of the class	Time	Exercises	Objectives	Instructions	Observations
				<p>Activity 3 - 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).</p> <p><i>Adjustment:</i> They need to balance on the foot but also try to be more horizontal (like uchi-mata)</p> <p><i>Adjustment 2:</i> They will have to move on one foot in the tatami.</p> <p><i>Adjustment:</i> You can add signs, like looping (make a 360 degrees jump)</p> <p>Activity 4 - 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 children 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>Activity 1 - Find buddies + command game</p> <p>Activity 2 - Balance game</p> <p>Activity 3 - Opposition game: Back to back + initiation randori ne-wasa</p> <p>Activity 4 - The crocodile and the crabs</p>	<p>Activity 1 - The goal is that children learn how to balance and also start the contact between children.</p> <p>Activity 2 - 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>Activity 3 - The children learn how to have contact and to start confrontation.</p> <p>Activity 4 - The goal is to have fun, but to also practice the movements they learned during the class, this time with speed.</p>	<p>Activity 1 - 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><i>Adjustment:</i> You add the order 'sandwich' where the children have to be with three persons, like a sandwich.</p> <p><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>Activity 2 - 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><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.</p> <p><i>Adjustment:</i> The children have to balance on one foot.</p>	<p>Activity 1 - Make sure that the goal of the game is clear. Make sure that when searching a buddy, all children have someone.</p> <p>Activity 2 - 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>Activity 3 - 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>Activity 4 - 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	Exercises	Objectives	Instructions	Observations
				<p>Activity 3 - 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>Activity 4 - 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).	

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.

How to prevent injuries?

To prevent injuries, the load or intensity during the lesson should not exceed the load capacity that the children can handle. Keep in mind that factors like age, sex, physique, fitness and psychological determine what kind of load capacity the children can handle.

In the end you want to increase the load capacity without going beyond the limits of the possible load.

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. Have any (small) wounds taped before class.
3. Long nails are not allowed on the mat.
4. 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.
5. 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.
6. 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.

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.

Other safety rules

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).

The next step

To make the transitions from being a judo teacher to an Entertrainer there are some specific topics that you need to know and need to be aware of;

- Experiential learning
- Social-emotional learning
- Schooljudo.eu values
- Stage of unconscious competence
- Reflection method → thumb and shoulder method
- Zone of proximal development
- Growth mindset
- Group forming

In the Entertrainer guidebook and building blocks we zoom in on theoretical and practical translation to a judo in school lesson. Have fun reading it and we hope you will be inspired!

Annex 1

COMMUNICATION – VERBAL and NONVERBAL

Body Language

Knowledge of body language is vital to every instructor. You need to be able to ‘read’ the student’s body language and you need to be aware of your own. You cannot disguise your own body language and you must be aware of what sends negative feelings. At first you may not feel confident to instruct a particular group (autistic, ADHD) – you can try to minimise the negative signals and project more positive ones. This often means appearing to be more enthusiastic than you feel and eventually it will affect the progress of your lessons. Honesty is the best policy, and such doubts should be communicated immediately to the educational institution and the judo federation.

Posture

How you stand, sit, and move indicate or communicate messages to others. Someone who stands and is constantly moving about is unsettled. Leaning forwards indicates interest, folded arms tend to indicate a defensive stance. A person who moves with confidence is very different from one who feels insecure.

Appearance

How you dress has an impact on those you meet. We dress more formally for an interview than we would for a social event with close friends. Students expect their instructors (as role models!) to maintain a certain standard of dress and if an instructor appears scruffy or unkempt then they may not be perceived as credible. In Judo it is always one of the Dojo rules that instructors and students wear a clean judogi.

Facial

The face is sometimes called the window to our feelings. When we are happy, we smile. It is difficult to stop doing so! Frowning can indicate difficulty with understanding or disagreement. There is a host of facial expressions, and you need to look for the ones that signal learners are in trouble or following well. Asking if they understand almost always gets a ‘Yes’ – not always a reliable indication. Eyes are also the key to feelings. Strong eye contact is usually a good sign.

Proximity

We all have our ‘personal space’. If we are talking to a stranger and they come too close, we move away to increase the space. However, too much space can indicate a barrier. Personal space is also affected by a cultural dimension. Bumping into others may be inappropriate amongst Dutch but is not frowned upon by Indians. There are four zones of personal space: intimate, personal, social, and public.

Intimate distance is the closest zone (1 to 46 cm). This territory stretches from direct physical contact, such as hugging and touching, to whispering. Handshakes, however, are not counted within the intimate distance. This is because they take place in more formal settings and the people create ample space in between by stretching out their arms. A very limited number of people from our social circles are allowed into this zone – loved ones and close members and friends.

Personal distance stretches from 46cm to 1.2m. Interaction between family members, friends and good acquaintances takes place within this zone. People stand at an arm’s length and an occasional pat on the shoulder isn’t inappropriate. If a stranger intrudes on this personal space, it causes psychological discomfort. Sometimes it’s inevitable. For instance, in crowded streets and public transport where it’s impossible to create more personal space or remove oneself from the environment. In this case, people try to ‘shield’ themselves psychologically – close their eyes, read a book, listen to music through earphones.

Social distance is the next layer, from 1.2 to 3.7m. It's maintained between colleagues in formal settings, new acquaintances and strangers in public places. If a stranger moves beyond these boundaries in a conversation, it feels uncomfortable and threatening. The result is that the person wants to step away from the intruder.

Public distance (3.7 – 7.6m and over 7.6) is the space for speaking in front of the larger audiences, such as in classrooms, auditoriums, theatres and so on. In such events, the speakers make noticeable changes in their language. They choose a different speech register and appeal. They switch their non-verbal behaviours – speaking louder and changing posture in a way to appear more confident.

This distance of course varies across different cultures. In first few lessons walk around the classroom, keeping a good distance but show the students that you are not afraid to approach them in a formal manner. As lessons progresses you would be reducing space to acceptable social distance.

Touch

The usual advice is never to touch a student in any circumstances! Although, there are exceptions such as instructing students undertaking practical tasks. Care should be taken and always follow your organisational guidelines. As shown later in this section there are various ways how to compliment children without touching them.

Verbal and non-verbal communication are linked in the meaning they project. If an instructor's body language is at variance with the message, then the student will either become confused, or reject the verbal information being given. The following provides general tips when delivering a judo instruction.

Audible

Be capable of being heard whilst varying the pace of delivery. Avoid speaking too quickly and remember the value of silence. A pause is a very effective way of getting a student's attention.

Language

Use simple concise language, avoid jargon, and explain all abbreviations used.

Terminology

Use terminology that is appropriate to the level of the student's understanding.

Retention

Do not speak for too long as the attention span of children is limited.

Annex 2

CHILDREN WITH LEARNING DIFFICULTIES

Instructors may come across students with specific learning difficulties. What do we mean by Specific Learning Difficulties? It is thought that difficulty with learning can be generated by external circumstances (family, communities, opportunities, experiences) and/or internal circumstances (inherent, sensory, physical, neurological). The circumstances below are characteristic of Specific Learning

Difficulties:

- They are intrinsic to the individual.
- Can cause a person to learn differently.
- Are not linked to intellectual impairment (except incidentally).
- May coincidentally exist with problems in self-regulatory behaviours, attention, social perception, and social interaction.
- Result in difficulty accessing the curriculum unless identified early and educational adjustments appropriate to individual need are provided, to prevent failure

Examples of Specific Learning Difficulties

Dyslexia

Dyslexia is best described as a combination of abilities and difficulties. Reading is often a challenge due in part to the inability to skim and scan through written material. It can manifest itself in weakness in short-term and working memory, speed of processing, sequencing skills, auditory and/or visual perception, spoken language, motor skills, poor spelling and handwriting

Dyspraxia

Dyspraxia is an impairment or immaturity of the organisation of movement, often giving the impression of clumsiness. Motor skills relating to balance, co-ordination and manipulation of objects are hard to learn. Writing can be difficult and pronunciation may be affected.

Dyscalculia

Dyscalculia is a difficulty involving arithmetic skills. Students with dyscalculia may have difficulty in understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Attention-Deficit Hyperactivity Disorder

Attention-Deficit (Hyperactivity) Disorder (ADD). Exists with or without hyperactivity. People with ADD have difficulty switching tasks and have a very short attention span and high level of distractibility. They may fail to make effective use of feedback that they receive and have weak listening skills. Those with hyperactivity may act impulsively and erratically, have difficulty foreseeing outcomes, fail to plan ahead and be noticeably restless and fidgety. Those without the hyperactivity trait tend to daydream and lose track of what they are doing.

How judo trainers can help

Understand the specific learning difficulty. Give advance notice of tasks whenever possible. Offer guidance, help, support with new tasks. Encourage use of a daily planner, keeping notes, asking questions. Where possible give both audible and written instructions. Use clear fonts e.g., Comic Sans or Arial. Keep instructions short and precise. Use visual images (e.g., flowcharts, pictures and mind maps). Try providing information on different coloured paper (black on white can be very hard to read). Pastel backgrounds such as cream may help. Offer help with prioritising and organising tasks and time management skills. Give praise and show patience.

Remember that this is not bad news!

Positive aspects of specific learning difficulty include:

- Creative and imaginative.
- Innovative.
- Intuitive and perceptive.
- Holistic outlook on tasks - able to see the many dimensions of a problem.
- Lateral thinkers.
- Determined and persistent.
- Able to visualise and think in pictures not words.
- Strong practical aptitude - able to learn quickly in practical environments.

Here it is important that instructors work with parents / guardians and other teachers to find the best way to interact with these children. Judo has been recognized as the ideal activity that children with specific learning difficulties can not only enjoy but use to help ease the symptoms of these disorders.

Here are a few reasons why Judo is an ideal extracurricular activity for children with specific learning difficulties

- It is an individual sport where the judoka is only focusing on one partner. Contrast this with team sports where there are additional players all focused on game rules.
- It is still a social activity, where although the practice are completely individual, allowing the child to solely focus on that during the lesson, the children still get to enjoy the camaraderie of a team sport because they're also participating in feedback with others.
- It is ritualistic and choreographed. Judo addresses this aspect because judo practice is based on repetition. The Junior Kata is one example of choreographed activity.

It allows them to release energy. Judo will be one of the activities at school where children will be able release energy. The benefit of judo activity is to stimulate the brain and assist with focus.

Annex 3

EVALUATION AFTER PROGRAM

To evaluate instruction, we must first define what we are striving to achieve. Lesson evaluation should be based on the lesson plans clearly stated aims and objectives. Evaluation may be done by checklist, by filling in a proforma (see PGMI example below), or by writing freely about the lesson. Most instructors use a combination of these methods. Similar methods are usually used when a tutor, a colleague, or school manager evaluates your lesson.

Lesson Evaluation

	Perfect	Good	Moderate	Inadequate	Remarks
Lesson Plan Aims, objectives, choice, and variety of activities, timings, pace					
Environment Seating, temperature, lighting, safety					
Learning Aids Choice, design, effectiveness					
Implementation of Plan Class management, use of teaching method, introduction, development, consolidation					
Communication Language, voice, body language, jargon, Q&A					
Instructor - Student Relationship Empathy, rapport, discipline, humour					
Motivation Success, enjoyment, reinforcement					
Were objectives achieved?					
General Comments					
Effectiveness of Lesson (1 - 10)					
Two positive things about the lesson					
One suggestion for improvement					

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 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			

