

ENTERTRAINER PORTFOLIO



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Erasmus+ Programme
of the European Union



**JUDO
SCHOOLS**



Erasmus+ Sport programme
SCP - Collaborative Partnerships

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

Preface

Dear Entertrainer,

On behalf of IJF President Mr Marius Vizer let me take this opportunity to thank you very much for being part of the Erasmus+ project and the pilots. I think we all believe that through judo we have the power to educate, shape and teach children important skills for life.

Giving judo lessons in schools and passing on your experiences to a next generation is amazing. As an Entertrainer you're supporting children pedagogically, and helping them grow into well balanced individuals. It's a responsible task but also one where you can find great joy in.

This project is to see how we can leverage the important values of judo even more. We want, together with you and your expertise, turn judo lessons into Schooljudo.eu lessons. Which means, based on a theoretical framework and a philosophy we want to connect the values even more to our sport. Proving that judo is literally more than a sport. Helping children to become mentally and physically stronger. Champions in life.

The role of a judo teacher, or as we call it Entertrainer, is to emphasize the values and connect them even more to judo. But in a way that it is fun and exciting.

I wish you all the best during the pilots! Hope to see you soon.

With kind regards,
Ruben Houkes

World Champion 2007
Olympic Bronze 2008
Co Founder of Schooljudo in the Netherlands
IJF Judo for Children commission lead



PREPARATION WEEKS

- 1 Study of guidebook in Rise 360 and watch the movies.
14 / 18 feb
- 2 Entertrainer international project meeting.
23 / 24 feb
- 3 Homework and feedback given by skills4life.
28 feb / 4 mar
- 4 Lesson 0
28 feb / 4 mar

PILOT WEEKS *Start from week 10 – 7 March*

week 1 until week 12 - 07-03-22 t/m 27-05-22

Week 4 is a week where we come together online.
Talk about xperiences and can give each other tips or feedback.

THE END

Evaluation of the pilot

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Before the pilot

Go to the website of Rise360 and read, study and watch all the information.

From a judo teacher to an Entertrainer

The word Entertrainer is a mix of two words; entertainer and trainer. Because fun is a central concept of all the activities at Schooljudo.eu 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.

In order to convey the values within the school and to the children, it is of course important to radiate these yourself. Children learn a lot by observing and you know what they are saying; lead by example. Below you will find the code of conduct for Entertrainers.

- **Trust:**

An Entertrainer can be trusted and keeps promises.

- **Collaborate:**

An Entertrainer knows how and is always willing to work together with children and school staff.

- **Respect:**

An Entertrainer respects others and treats them with dignity and respect.

- **Self-control:**

An Entertrainer is mentally balanced and does not let emotions take over.

- **Resilience:**

An Entertrainer dares to set limits and is there for others.

- **Discipline:**

An Entertrainer always wants to be better than yesterday and helps others do the same to do.

- **Pleasure:**

An Entertrainer puts pleasure in learning in the first place. Fun is the overarching value within Schooljudo.eu and HiRO. It is the catalyst of the program. Children learn best when it is fun. As an Entertrainer you have a large share in this. You are not called an Entertrainer for nothing.

From a judo program to a Schooljudo.eu program

From the existing judo program, we make a Schooljudo.eu program. We do this by adding theoretical and practical aspects such as the building blocks.

In the annex' of this portfolio you can find all the information needed to go from a trainer to an Entertrainer and from a judo program to a Schooljudo.eu program.

1. Entertrainers Guidebook
2. Teaching Package
3. Value poster
4. Link to movies

Entertrainer Workshop

23th – 24th of February

Notes

[illegible]

Notes

This image shows a full page of blank handwriting practice paper. It features approximately 28 horizontal blue lines spaced evenly across the page. The lines are thin and light blue, set against a plain white background. There are no margins, text, or other markings on the page.

Homework

- Send a filled in lesson sheet to skills4life for feedback
- Send your own lesson O story to skills4life for feedback
- Send your own goals for the pilot to skills4life

Your own goals

What do you want to achieve during the pilot?

What do you want to do different in your lessons during the pilot?

How are you going to make sure you teach about the values using judo?

How are you going to reflect on the Schooljudo.eu teaching method?

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			



Lesson 0 story

Handwriting practice lines for Lesson 0 story.

Lesson 0

Roadmap

1

Send an email
to the school to
plan lesson 0

2

Prepare your
own (judo)
story

3

Make your story
on the values,
thumb method
and pat on the
back

4

Determine your
set of rules and
agreements
during the pilot

5

Give lesson 0

6

Handover the
value poster
(printed)

Evaluation form of lesson 0

Evaluation Entertrainer

Were you satisfied with how you told your own story?



Did you give a good explanation on the values and how you will be teaching them during the lessons?



How was your explanation on the thumb method and pat on the back?



Have you set clear agreements and expectations?



Have you discussed the value poster?



Evaluation form of lesson 0

Evaluation classroom teacher

How was the communication regarding lesson 0?



Do the children understand that the lessons are about the values?



Do the children understand how the on the thumb method and the pat on the back are going to be used?



Did the Entertrainer made a set of rules and agreements with the group?



Other comments?



Introduction with Lesson 0

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

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

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

- Who are you? Tell your personal judo story;
- What are you here for? You will teach about the values through judo.
- What are you going to teach them next to having fun at playing games? Tell about giving compliments and other feedback and ask for thumbs (thumb method is explained in another page).

Pointers of preparation for Lesson 0 by the Entertrainer

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

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

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

The course of Lesson 0

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

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

The role of the Class Teacher

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

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

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

Mail example prior to Lesson 0

Dear <name of contact>,

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

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

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

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

I trust to hereby have sufficiently informed you, and am looking forward to meeting you. Enjoy your day!

Best regards,

<your name>

—

Schooljudo.eu Entertrainer

T. <telephone number>

Q. <email address>

Preparation for the lesson sheet

How to start?

Before you start to fill in your lesson sheet always ask yourself; “which value is central during this lesson”? It is important to keep in mind that you teach children about the values through judo games or exercises.

At the start of the lesson tell them this lesson is, for example, about trust.

You can use the following questions to make yourself and the children aware of the value;

- What does trust means to you?
- What does trust means to one of the children?
- What do you expect from someone you trust?
- What do you expect from yourself if someone trusts you?

These questions can help you to stimulate the children to be aware of the value they are learning about.

In your Schooljudo.eu lesson you let children experience the value trust by using judo exercises and games. In the explanation of your judo exercise, you should always make the link with the value. Also tell them that you’re going to reflect on it by using the thumb method or pat on the back.

For inspiration see the teaching package (annex 2) or the movie clip; “connecting the values”.

Choosing the exercises

Choose your own exercises or play forms that fit your lesson and connect the values using the tips above.

- Make sure you know how you use the reflection methods; thumb method and pat on the back.
- In the lesson sheet write down examples of questions you could ask the children. Keep the capacity of the children in each age group in mind. For more information about the levels of reflection, you could check the Entertrainer Guidebook or the teaching package.

Reflection

As an Entertrainer you’re always willing to learn. An important aspect of learning is reflecting on yourself and the lesson. We do this by using the reflection form. You can find a reflection form for every week of the pilot in the specific week. There is also a reflection form for the group teacher to fill in.

With your own reflection and the reflection of the group teacher don’t forget to ask for feedback form children. This feedback is more about how the children perceived the lesson and understood the given value.

Lesson 1 – Trust

The value itself → what does it mean

Trust - Counting on each other

“Trust is a must”.

- **Self-confidence**

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

- **Trust in each other**

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

- Trust can grow

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

What does trust mean to you?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Filled in 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			

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			



Evaluation form for both Entertrainer and group teacher

Questions for the Entertrainer

Were you able to stick to your lesson plan?



Did you use the thumb method?



Did you use the pat on the back?



Could you apply the value on the exercises?



Were you happy with your explanation of the value?



What would you change next lesson and what would you do the same?



Evaluation form for both Entertrainer and group teacher

Questions for the group teacher

How was the explanation of the value?



How was the use of reflection (thumb method)?



How was the use of giving compliments (pat on the back)?



Overall feedback.



Lesson 2 – Trust

Referring back to the value poster at the start of your lesson!

- What rules and agreements are made in the class?

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Filled in 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>
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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			



Evaluation form for both Entertrainer and group teacher

Questions for the Entertrainer

Were you able to stick to your lesson plan?



Did you use the thumb method?



Did you use the pat on the back?



Could you apply the value on the exercises?



Did you refer back to the value poster?



What would you change next lesson and what would you do the same?



Evaluation form for both Entertrainer and group teacher

Questions for the group teacher

How was the explanation of the value?



How was the use of reflection (thumb method)?



How was the use of giving compliments (pat on the back)?



Did the Entertrainer refer back to the value poster?



Overall feedback.



Lesson 3 – Collaboration

The value itself → what does it mean

Collaborate - Always help one another

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

- Everyone in their strength

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

- Getting to know each other

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

- Stronger together

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

What does collaboration mean to you?

[illegible]

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			

Evaluation form for both Entertrainer and class teacher

Questions for the Entertrainer

Were you able to stick to your lesson plan?



Did you use the thumb method?



Did you use the pat on the back?



Could you apply the value on the exercises?



Were you happy with your explanation of the value?



What would you change next lesson and what would you do the same?



Evaluation form for both Entertrainer and class teacher

Questions for the group teacher

How was the explanation of the value?



How was the use of reflection (thumb method)?



How was the use of giving compliments (pat on the back)?



Overall feedback.



Week 4 – Collaboration

Referring back to the value poster at the start of your lesson!

- What rules and agreements are made in the class?

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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			

Evaluation form for both Entertrainer and class teacher

Questions for the Entertrainer

Were you able to stick to your lesson plan?



Did you use the thumb method?



Did you use the pat on the back?



Could you apply the value on the exercises?



Did you refer back to the value poster?



What would you change next lesson and what would you do the same?



Evaluation form for both Entertrainer and class teacher

Questions for the group teacher

How was the explanation of the value?



How was the use of reflection (thumb method)?



How was the use of giving compliments (pat on the back)?



Did the Entertrainer refer back to the value poster?



Overall feedback.



Week 5 – Respect

The value itself → what does it mean

Respect - Value one another

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

- **Selfrespect**

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

- **Respect for your environment**

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

- **Equal but different**

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

What does respect mean to you?

This image shows a full page of blank handwriting practice paper. It features approximately 20 evenly spaced, horizontal blue lines across the entire width of the page. The background is a solid off-white color, providing a clear contrast for the blue lines. There are no margins, text, or other markings present.

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			



Evaluation form for both Entertrainer and class teacher

Questions for the Entertrainer

Were you able to stick to your lesson plan?



Did you use the thumb method?



Did you use the pat on the back?



Could you apply the value on the exercises?



Were you happy with your explanation of the value?



What would you change next lesson and what would you do the same?



Evaluation form for both Entertrainer and class teacher

Questions for the group teacher

How was the explanation of the value?



How was the use of reflection (thumb method)?



How was the use of giving compliments (pat on the back)?



Overall feedback.



Week 6 – Respect

Referring back to the value poster at the start of your lesson!

- What rules and agreements are made in the class?

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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			

Evaluation form for both Entertrainer and class teacher

Questions for the Entertrainer

Were you able to stick to your lesson plan?



Did you use the thumb method?



Did you use the pat on the back?



Could you apply the value on the exercises?



Did you refer back to the value poster?



What would you change next lesson and what would you do the same?



Evaluation form for both Entertrainer and class teacher

Questions for the group teacher

How was the explanation of the value?



How was the use of reflection (thumb method)?



How was the use of giving compliments (pat on the back)?



Overall feedback.



Week 7 – Self control

The value itself → what does it mean

Self control - Staying in balance

“Being in control is what makes you whole”.

- **Being in control**

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

- Giving each other space

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

- **Decision-making**

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

What does Self control mean to you?

[illegible]

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			



Evaluation form for both Entertrainer and class teacher

Questions for the Entertrainer

Were you able to stick to your lesson plan?



Did you use the thumb method?



Did you use the pat on the back?



Could you apply the value on the exercises?



Were you happy with your explanation of the value?



What would you change next lesson and what would you do the same?



Evaluation form for both Entertrainer and class teacher

Questions for the group teacher

How was the explanation of the value?



How was the use of reflection (thumb method)?



How was the use of giving compliments (pat on the back)?



Overall feedback.



Week 8 – Self control

Referring back to the value poster at the start of your lesson!

- What rules and agreements are made in the class?

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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			



Evaluation form for both Entertrainer and class teacher

Questions for the Entertrainer

Were you able to stick to your lesson plan?



Did you use the thumb method?



Did you use the pat on the back?



Could you apply the value on the exercises?



Did you refer back to the value poster?



What would you change next lesson and what would you do the same?



Evaluation form for both Entertrainer and class teacher

Questions for the group teacher

How was the explanation of the value?



How was the use of reflection (thumb method)?



How was the use of giving compliments (pat on the back)?



Did the Entertrainer refer back to the value poster?



Overall feedback.



Week 9 – Resilience

The value itself → what does it mean

Resilience - Fall down 7 times, stand up 8.

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

- **Dare to set boundaries**

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

- Standing up for each other

Helping the other to set a boundary.

- **Resilienttogether**

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

What does Resilience mean to you?

This image shows a full page of blank, lined paper. It features approximately 20 horizontal blue lines spaced evenly across the page, typical of notebook paper. The lines are thin and light blue, set against a plain white background. There is no handwriting or other markings on the page.

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			



Evaluation form for both Entertrainer and class teacher

Questions for the Entertrainer

Were you able to stick to your lesson plan?



Did you use the thumb method?



Did you use the pat on the back?



Could you apply the value on the exercises?



Were you happy with your explanation of the value?



What would you change next lesson and what would you do the same?



Evaluation form for both Entertrainer and class teacher

Questions for the group teacher

How was the explanation of the value?



How was the use of reflection (thumb method)?



How was the use of giving compliments (pat on the back)?



Overall feedback.



Week 10 – resilience

Referring back to the value poster at the start of your lesson!

- What rules and agreements are made in the class?

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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			



Evaluation form for both Entertrainer and class teacher

Questions for the Entertrainer

Were you able to stick to your lesson plan?



Did you use the thumb method?



Did you use the pat on the back?



Could you apply the value on the exercises?



Did you refer back to the value poster?



What would you change next lesson and what would you do the same?



Evaluation form for both Entertrainer and class teacher

Questions for the group teacher

How was the explanation of the value?



How was the use of reflection (thumb method)?



How was the use of giving compliments (pat on the back)?



Did the Entertrainer refer back to the value poster?



Overall feedback.



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>
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Ukemi-waza					
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Evaluation form for both Entertrainer and class teacher

Questions for the Entertrainer

Were you able to stick to your lesson plan?



Did you use the thumb method?



Did you use the pat on the back?



Could you apply the value on the exercises?



Were you happy with your explanation of the value?



What would you change next lesson and what would you do the same?



Evaluation form for both Entertrainer and class teacher

Questions for the group teacher

How was the explanation of the value?



How was the use of reflection (thumb method)?



How was the use of giving compliments (pat on the back)?



Overall feedback.



Week 12 – Discipline

Referring back to the value poster at the start of your lesson!

- What rules and agreements are made in the class?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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			

Evaluation form for both Entertrainer and class teacher

Questions for the Entertrainer

Were you able to stick to your lesson plan?



Did you use the thumb method?



Did you use the pat on the back?



Could you apply the value on the exercises?



Did you refer back to the value poster?



What would you change next lesson and what would you do the same?



Evaluation form for both Entertrainer and class teacher

Questions for the group teacher

How was the explanation of the value?



How was the use of reflection (thumb method)?



How was the use of giving compliments (pat on the back)?



Did the Entertrainer refer back to the value poster?



Overall feedback.



End evaluation

Reflection for Entertrainer

What are your overall thoughts of the pilot?

What are your thoughts on the teaching materials?

Did you have enough support and knowledge before and during the pilot?

If not, what would you suggest to us?

Could you apply the theory and building blocks during the pilot?

Give an example on how you used both theory and building blocks.

Did you matched your own goals, that you set at the beginning of the pilot? Compare your goals from the beginning of the pilot with how it went.

What do you want to achieve during the pilot?

What do you want to do different in your lessons during the pilot?

How are you going to make sure you teach the values using judo?

How are you going to reflect on the Schooljudo.eu teaching method? .

End evaluation

Reflection for group teacher

Were there notable differences in the group cohesion after the 12 weeks?

- If yes, what are these differences??

Were there notable differences on individual student level?

- E.g. better emotion regulation, self-confidence, self-reflection etc.
- If yes, what are the most notable differences?

How did the Entertrainer explain the values in each lesson? Did the children understand the values?

Did the Entertrainer refer to the value poster when needed?

How was the use of the thumb method (reflection)?

How was the use of the pat on the back (compliment)?

Safety regulations

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 pedophilia 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 (sharp corners, 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 scratches;
- Blood stains should be cleaned and disinfected (do not use chlorine-based products);
- Temperature – 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).



TRUST



COLLABORATION



RESPECT



SELF-CONTROL



RESILIENCE



DISCIPLINE



FUN

