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Judo In Schools Manual



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INTRODUCTION

Introduction to the Project

The identified issue of insufficient physical activity among children in grades 1-4 of primary schools, largely due to a shortage of kinesiologists, highlights the urgent need for supplementary sports programs at various levels. Efforts through state and local initiatives aim to improve children's physical activity. The "Judo in Schools" project responds to this challenge by enhancing sports offerings in participating schools, significantly enriching their sports content.

Main Objectives

This project aims to engage children in physical activities in an enjoyable, inclusive way, immediately following school hours, thereby increasing the number of children involved in sports. By integrating the program into the extended school day, it ensures accessibility and participation for all.

Impact on the Community

The project also contributes to the development of the city's sports culture by aligning with existing sports clubs and facilities, creating a foundation for the long-term growth of sports at all levels. It fosters a community dedicated to children's health and well-being, ensuring that their physical education becomes a cornerstone for broader sports development.

Judo as a Core Sport for Children

Judo has rapidly gained acceptance in schools, becoming a recognized part of the school sports competition system. Children are naturally drawn to judo because its movements—rolling, falling, and tumbling—align with their instinctive play. With training, matches, and competitions specifically adapted for children, judo provides a safe and engaging environment. Its foundational elements, combining gymnastics, specific exercises, and techniques, make judo a versatile sport that supports the overall development of young bodies.

Educational and Moral Aspects

Beyond physical benefits, judo plays a key role in emotional, psychological, and social development. It has a well-documented positive impact on children's emotional growth and socialization. Furthermore, judo's moral code promotes universal human values, fostering a sense of respect, discipline, and empathy. These virtues, alongside the sport's emphasis on safety and controlled conditions, make it an ideal vehicle for promoting holistic development in children.



MEET THE PROJECT TEAM



Coordinator: Judo Club Rijeka

Founded in 1959, Judo Club Rijeka has been a steady promoter of judo as a sport and its associated values. Over the years, the club has seen many members, now respected community figures, pass through its ranks. While the club does not have prior experience in EU project implementation, it has successfully organized major sporting events that required months of preparation and significant human and material resources.

With strong organizational capabilities and a large membership, including numerous coaches, the club will involve more participants than originally outlined in the project. Their experience from the RiMove project, where they worked on similar principles as in "Judo in Schools," will greatly benefit the project's development and implementation phases. Coaches from the club, having conducted sports training in primary schools, are well-prepared for this type of work, ensuring smooth execution during the project.



Partner: Club de Judo Newton (CJN)

Club de Judo Newton (CJN), a non-profit organization within the larger Newton Activities group, operates throughout the Madrid region, offering educational and sports programs. As a member of both the Madrid Judo Federation and the Royal Spanish Judo Federation, CJN enjoys an excellent reputation thanks to the expertise and dedication of its instructors and collaborators.

CJN's mission extends beyond judo as a combat sport, emphasizing the sport's philosophy and values as a way of life. The club works inclusively, helping people of all ages, genders, and backgrounds to improve their physical and social abilities and self-esteem. CJN is involved in numerous community initiatives, including summer urban camps, judo programs for disadvantaged children, and judo classes for children and parents. They also collaborate on projects for individuals with autism spectrum disorder. With over 400 members and six highly qualified instructors delivering judo training across various schools and social centers, CJN's experience makes it a valuable partner in the project.



Partner: Omilos Judo Neas Filadelfias

Since 1989, Omilos Judo Neas Filadelfias has dedicated itself to educating and adding value to the local community. Their goal is to help future generations become healthier, happier, and motivated to learn self-defense while applying safety measures for themselves and others.

The club focuses on fostering independence, respect, and social responsibility in its members. With a highly educated staff skilled in sport management and educational systems, they are well-equipped to contribute to the project. Mr. George Bountakis, 6th Dan,

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is a former judo athlete for the Romanian national team and brings extensive experience in coaching, competitions, and physical education. Although the club has no prior experience in EU projects, their deep knowledge of judo and commitment to education will greatly enhance the project, opening new opportunities for further collaboration in funded initiatives.



Partner: Liberty Oradea

For over 24 years, Judo Club Liberty Oradea has pursued its mission of educating and enriching its community. The club strives to empower future generations by fostering happiness, health, and self-defense skills, ensuring that members develop independence, respect, and a strong sense of social responsibility.

The club's staff, with vast experience in sport management and education, uses the best teaching methods to merge education, practice, and research. Mrs. Lascau Maria Loredana, 3rd Dan and President of Liberty Oradea, is a former Romanian national team athlete. She is heavily involved in athlete development, coaching, and organizing judo competitions and public events. Her expertise extends to managing physical education programs in collaboration with schools and local authorities.

Liberty Oradea has prior experience with Erasmus+ projects, having partnered in the EDJCO and MovimMente projects. This familiarity will contribute to a successful and mutually beneficial collaboration throughout the "Judo in Schools" project.

GUIDELINES OF THE JUDO IN SCHOOLS PROJECT

The goal of the project is to positively influence the physical, mental, and social/emotional development of children through the Judo in Schools project in a pedagogical way and program. According to its structure, judo is intended for mental and physical training with numerous benefits. The goal is to create a better society through the values of judo and sports, which correlates with Jigoro Kano's vision.

The fundamental values of Judo are shown through a moral code that includes friendship, honour, respect, modesty, decency, courage, self-control, and honesty.

The Judo in Schools project promotes all this to children and society in an acceptable and fun way, so the project is always done with joy.

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OUR MISSION

Judo teaches us through training and prepares us for life because by following the principles of judo and the moral code in our training as well as in life. Our main mission is to create new generations of judokas as valuable and noble members of our society through education in a fun way.

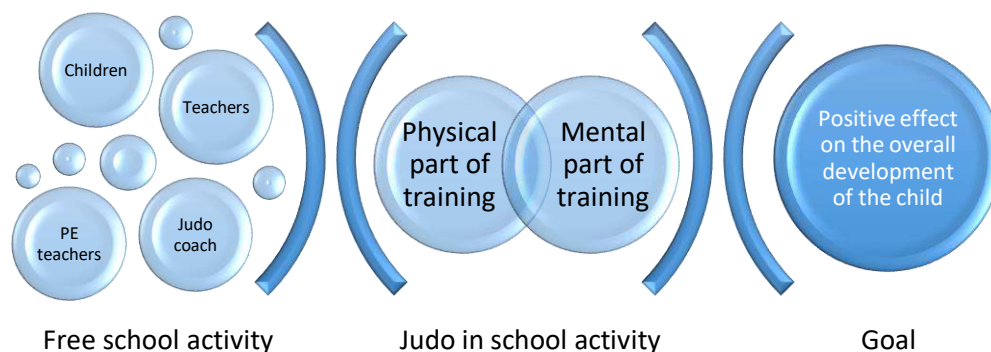
Judo is independent in relation to connection with lines of philosophy, origin, race, nation, or religion. Through the practice of judo, only human development can profit. In this way, characteristics such as determination, the ability to overcome, the strength to fall and then get up, can favor the growth of a child in the formation of a teenager.

Many values of the routine dedicated to judo have benefitted for human development.

That's why our goal is to engage millions of children every year, teaching them life skills and creating a better society.

OUR GOALS WITH CHILDREN

- By educating children through judo and its values, we want to build a better society.
- We want to help children all over the world to set goals, have discipline, and respect each other environment, to deal with success, but also with failure.
- From the health aspect, we will help in the fight against obesity and abuse.
- We want every child to have the opportunity to participate in the judo program in schools.



Scheme 1 General goal for Judo in school

VALUES OF THE JUDO IN SCHOOLS PROJECT

Judo is a school of life where all practitioners follow a moral code in their practice and in life.

Respecting this code is the basis and essence for practicing judo.

Judo values are the basis of our methods and are always part of every curriculum. Our entire program is based on and built around these values.

Adults and children can see the world in a different way. Children may not know the concepts, but they will understand the values through simple sentences and actions. We explain how children apply values through exercises and in everyday life.

GENERAL CONDITIONS FOR PROJECT IMPLEMENTATION

The role of the coach and teacher of judo:

The teacher is the ambassador and face of the Judo Project in schools. It plays an important role in the physical, mental and social/emotional development of children participating in the Judo project in schools.

As a coach and teacher, demonstrate various exercises and start teaching the first techniques of judo, keeping safety in mind first. The guidelines of this document are general and will help us define educational choices and teaching strategies. Each teacher will have to pay attention to the special needs of each child in their classes.

The coach and teacher in the Judo in schools project must have different characteristics such as educational components because you affect the development of the child and his growing up into an adult.

Then the animator because in a fun way motivates the group and makes judo more playful and attractive.

The coach and the teacher must have a professional approach and way of thinking, it must be flexible and able to adapt the theme to the audience.

The coach and teacher create an emotional impact on children through his work.



BASIC PREREQUISITES OF TRAINERS AND TEACHERS

The basic aspects of teaching children judo contain:

- knows the rights, duties and responsibilities of educators
- monitor hygiene and safety in schools
- knows what to do in the event of an accident.
- knows the basics of the functioning of the structure (school).
- knows the structure of the project program
- knows the federal and school system of the country in which it operates (organization, license, insurance, medical certificates, Statement of conduct, etc.)

JUDO PREREQUISITES OF COACHES AND TEACHERS

- is 1° dan grade
- knows the pokes and values of judo
- knows the moral code and can apply judo values in every hour of his program.
- understands the technical program
- Children's main skills (physical, mental and social/emotional skills)
- The main fundamental judo technical skills of *Tachi-waza* and *Ne-waza*.
- knows how to write an annual judo program and macrocycles
- can write and sustain a lesson in our 'typical curriculum' and make a logically constructed lesson (including heating, technical part and return to cooling).
- can analyse different teaching situations: adapt its program/hours to the needs of the group (age, physical, mental and social/emotional skills and special needs).
- can advise and correct individual children about their technical and intellectual achievements.
- Knows how to present the activity and its purpose
- ensures safety during practice at the individual and material environment level
- knows the rules of the dojo (e.g. hygiene and safety)

RULES OF CONDUCT IN THE HALL OR DOJO

The dojo is a place of learning, work and exchange. Progress requires an attitude of seriousness and respect. Every judoka must consider the following recommendations, which determine the well-being of all.

SECURITY

- Space protection by upholstering obstacles of all kinds (angles, radiators, etc.)
- Protective materials must meet the safety standards of the judo federation or national judo federation.

PROVISIONS

The existence of first aid to the child for help and care in case of an accident. - Existence of emergency phone numbers.

PROVISIONS FOR SCHOOLS

- Sanitary equipment,
- Hygiene and mat maintenance.
- The tatami substrate must be clean and scratch-free.
- Blood stains should be cleaned and disinfected (do not use chlorine-based products).
- Temperatures – minimum 14°, 18°.

There is no activity on mats without the presence of a coach or teacher (for safety reasons).



RULES OF CONDUCT IN ACCORDANCE WITH JUDO VALUES

RESPECT FOR THE PLACE

Arrival and departure from the dojo are marked with a gift

Say hello politely whenever you go out or walk in on tatami.

The dojo will be left in order and in the highest degree of cleanliness (including changing rooms and toilets).

RESPECT FOR PEOPLE

At the beginning and end of classes, students and professors greet each other (*Tachi-rei* or *Za-rei*). Before each exercise, you need to greet your partner.

To abandon tatami, the permission of the teacher is required.

MUTUAL ASSISTANCE AND SOLIDARITY

The oldest have a duty to help the less advanced.

It is important to listen carefully to their advice.

We need to help our partners thrive, not be a source of discomfort or embarrassment for them. Judo is not a team sport. It's a collective spirit.

KINDNESS

It is important to behave discreetly and therefore not speak aloud. When someone is not exercising, they must pay attention to the learning being given.

It is appropriate to undress only in the dressing room.

ACCURACY AND ASSISTANCE

It is necessary to be accurate and respect the schedule of the start and end of the course, if someone is late, it is polite to apologize to the professor and wait for his approval before going out on the mat. Any serious progress requires persistence and diligence.

HYGIENE

Having a body and clean clothes means respecting and respecting others. Nails should be clean and shortcut.

Do not walk barefoot with tatami.

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

FRIENDSHIP

Kindness and conviviality favor the emergence of privileged friendships. Which is one of the goals of Judokas.



TEACHING METHODS

In the Judo in School project, we have chosen techniques that can simply be taught through methodical procedures. Techniques include basic skills that develop coordination through various forms of games.

The principle of learning is associated with the mental level and psychology of children because through play due to a relaxed state, new knowledge is best acquired.

Following the laws of sports development, we can determine the division into four phases through the process of many years of sports preparation:

1. Stage of initiation
2. The stage of sports development
3. The stage of specialization
4. The stage of achieving and maintaining the greatest sporting achievements

Judo in schools belongs to the stage of initiation because the first contacts with judo usually take place in school. Adapted training adapted to working with children can be useful regardless of whether children after the first training process when acquiring the first knowledge are retained for judo or go to other sports or activities.

The effect that adapted exercises have can be divided into those that affect development.

1. Physical elements
2. Mental elements
3. Social skills
4. Emotional development

At the age of working with children, the most attention should be paid to multilateral development. Thus, judo as an activity of children is adjusted according to their age characteristics. The paper uses basic and judo elements, as well as numerous adapted elements aimed at multilateral physical development, and a positive effect on the development of psychological elements.

In the very methodology of child development, we follow the following principle:



Scheme 2 Principle of upgrading in the process of learning judo technique

After learning the entire technical element of judo, it is necessary to adapt it to different situations. This is again possible through different custom game methods, which contain various small technical tasks, but given the opportunity to develop a competitive spirit, play and fun, without the risk of injury.

One should certainly consider the overall sports development of children, and this implies the maximum development of basic techniques and principles, and multilateral development, to which specialization is later logically followed. Premature focus on specialization usually leads to a premature stage of achieving results, which results in a very small opportunity for senior achievement of top results.

EARLY SPECIALIZATION	MULTILATERAL DEVELOPMENT
Rapid progress in results	Slower progress in results
The best results are achieved at 15-16 years due to rapid adaptation	The best results are achieved at 18 years of age or later, at the age of physiological and psychological maturity
Inconsistency of performances in competitions	Performance consistency
By the age of 18, many athletes are "burning" and leaving the sport	Long-term sports life
Propensity for injuries due to forced adaptation	A few errands.

Table 1 - Example of training philosophy

The method used in judo training is most often demonstration. The coach or teacher first uses the verbal method to briefly explain what he will show, and then demonstrates the technique or exercise in front of the group, and then the group repeats it. In the demonstration, it is necessary to stick to the rules of learning from simpler to more complex elements. In the previous scheme, the elements of the technique can be mastered very quickly through the game, and later they are simply connected and performed in full. Psychologically, it is good when after an exercise one of the exercisers demonstrates a technique or exercise, and then we analyse it briefly in groups. This increases concentration and better adopts and remembers details. Explanations for children must be simple and picturesque, often fun.

The second method is situational, but it is applicable for the age of children only after the elements have been learned, except in adapted games.



Physical development:

Motor skills

Children in elementary schools (7-11 years old) will develop overall physical skills including flexibility, agility, balance, and strength. While gross motor skills improve, the increase in muscle strength and brain development associated with this age group allow for the amelioration of fine motor skills and precision skills.

The motor development of young judokas is a long-term process, in which the main role is played by two mutually, closely correlated factors: the biological and the social factor (Jagiełło & Kalina, 2007). As for the biological one, in a study consisted of seven-year-old boys, nine months of judo training performed 3-times/week was found highly efficient in improving flexibility, agility and muscular endurance boys (Krstulović et al., 2010). It is also found that young judo athletes exhibit greater handgrip strength and pull-up performance than age-matched non-judo athletes, even at the age of 11 years old (Jagiełło, Kalina&tkaczuk, 2004).

Cardiovascular development

Current longitudinal studies have suggested that judo training practice during childhood and adolescence is accompanied by several beneficial effects on cardiovascular and bone health parameters in young athletes (Suetake et al., 2018). It is found that 9 months of judo practice in children at the age of 9 years old, resulted in increases on cardiac autonomic modulation, improving that judo, can be encouraged from an early age to improve cardiovascular system functioning, possibly providing protection against cardiovascular problems (Suetake, 2018) Moreover, in a recent study, a 12-week basic judo program improved health and fitness markers in overweight or obese children, indicating that judo may be a potential alternative to improve cardiovascular risk and fitness of children who are overweight or obese (Brasil et al., 2020).

Overall, these findings highlight judo as an effective exercise for health promotion, increasing the demand and engagement of many children and adolescents for practice of this martial art (Detanico et al., 2020).

Cognitive development: concrete operational stage

Jean Piaget identifies four stages of cognitive development; the 3rd stage is that of the age group 7 to 11 years old and is called the concrete operational stage. Children start to think logically about concrete events, and they can have objective interpretations. They understand abstract concepts like height and weight, and they are less egocentric, adopting team spirit, consideration for the peer and empathy. They can also handle well numbers, understand ideas, and comprehend classifications. It is at this stage that they start to plan, apply learning strategies, such as memorizing moves and understand the concept of completing tasks <unk>



for an instance, continuous training and improvement to achieve goals, such as better physical performance and overall health, constitute the idea of the necessity of taking responsibility. All these ideas could be explained through the Executive functions (EFs), which refer to the ability to concentrate and think. The three core elements of EFs are inhibition, working memory, and mental set-shifting (Miyake et al., 2000). In a recent study, it was found that regular Judo training may potentially be an option for improving EFs in schoolchildren or in populations with executive dysfunction.

Psychosocial development

At this age, children enjoy learning and being part of rituals, learning and codes. The structure of judo has some codes, its own culture. Its heritage, customs and traditions form a common language, which has become a universal language among its practitioners (García et al., 2009) creating the feeling of "belonging". Children enjoy the sense of "belonging", especially as members of a club / team and many start to show increased interest in competitive sports.

Judo is one of the best options for children as it is safe (Fukuda et al., 2011), teaches respect and discipline (Sterkowicz-Przybycień, Kłys & Almansba, 2014). Furthermore, it has been found that adult judokas show high emotional intelligence, since they must learn to control several emotions during practice, as well as develop the ability to self-control reaction in case of danger (Acebes-Sánchez et al., 2021). These skills are introduced to children from a young age, since judo teaches strength of mind, making children less vulnerable to give in to peer pressure. It is interesting that in low-income, high-crime Latino immigrant elementary school population, a one-year judo training program was introduced, resulting in behaviourally and academically improvement. Also, parents who participated in the program, acquired parenting skills, and increased their community involvement. These results confirm the value of judo as a way of inculcating self-discipline and self-development.



Developing of the Methodological Work Model 7-11 age group

Physical Capabilities:

- ⇒ During this age group the children go through physical changes that affect their body development.
- ⇒ The muscular strength and tonus are low.
- ⇒ Maintaining the static and dynamic balance is difficult.
- ⇒ The children are very determined to move and play but their movements are unarticulated and rough.
- ⇒ The Judo teacher must also pay attention to the effort curve of the children and adapt to their physical response to the required physical activities. The teacher must avoid going over or under the right number of exercises.

Psychological Capabilities:

- ⇒ Stimulating the children's nervous system, throughout the physical activities can improve their intellectual development.
- ⇒ It is difficult for them to learn and consolidate a great number of exercises and movements, therefore the repetitive character of the judo lessons is very important.

Social Capabilities:

- ⇒ Judo in school lessons is a great way of helping children integrate and overcome barriers related to shyness, hyperactivity, lack of confidence, etc.
- ⇒ Judo is a contact sport and during the judo lessons the children play together as a group, having fun, racing and being proactive.
- ⇒ Working together with a partner is a great way of learning, improving, and helping each other. Many children don't get this opportunity but in judo it becomes natural and normal.

LESSON PLAN

THEORETICAL LESSON

Examples of ways to connect with judo values through the Judo project in schools

KINDNESS

- Always bow before and after training and shake hands at the end of each game/workout. - No tickling, pinching, biting, kicking, etc.
- Appreciation of mutual wishes and (in)possibilities, adjustment of activities as needed

COURAGE

- I'm trying again or trying differently; persevere and repeat.
- Not dwelling on emotions; When you lose, see what went well (be faster, smarter, stronger, better).

SINCERITY

- Providing predictability with structure (start, stop, time-out, place on the mat) - Standing up for yourself and clearly setting boundaries.
- To think and be bright, focused, positive

HONOUR

- Orderly execution of tasks, as agreed.
- No cheating, even when it can add points to your win

MODESTY

- You always say the opponent played well, even after losing
- Learning and accepting who you are, what you can and can't do, and how you feel and behave; Giving each other opportunities and opportunities.

RESPECT

- Showing appropriate care and understanding (for mutual boundaries);
- Respecting each other's wishes and (in)possibilities, adapting activities as needed - Accepting that we are all different

CONTROL ONLY

- Control of emotions, adaptation to one's own level.
- Dosage of effort, (counter)force, tempo and control.
- Dealing with slow attention, delaying issues; Stop, think and do
- Taking the time to regulate feelings of dissatisfaction. There are no discussions.

FRIENDSHIP

- Participation based on desires and abilities, mutual assistance and strengthening, with an emphasis on maximum

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results, individual and group.

- Seeking compromise through achieving cooperation
- Consult, talk and adjust when needed.

ENTERTAINMENT

- Don't laugh at someone's expense. If everyone laughs, great. If someone doesn't laugh, don't laugh.

Check what's going on. Respect the person and consider his feelings. Otherwise, there is no trust in group.

- Creating/having judo friends at school.

PRACTICAL LESSON

GAMES

- ⇒ The games we use during the Judo lesson are a very important tool when teaching and developing physical, psychological, moral, and social skills and abilities, as well as stimulating imagination.
- ⇒ The games should be fun, safe, and oriented to a specific goal.
- ⇒ Role play can help create positive patterns in the children general development.
- ⇒ Games are useful to teach space awareness, learning and consolidating Judo terminology and they are a great tool to use to get the children attention to the teacher, themselves and to the others around them.

GAMES EXAMPLES

- ⇒ Statue Game: the children run and stop, standing in different positions whenever the signal is given (*Hajime, Mate*).
- ⇒ Car Game: the children crawl and pretend that they are cars. The teacher uses different commands to start, stop changing direction and speed, simulating traffic situations.
- ⇒ The Crocodile Game: one of the children must chase the others on his hands and knees. The rest of the children can run freely on the designated area. Every time the crocodile touches a child, that child also becomes a crocodile.



SUGGESTIONS

- ⇒ The Judo Teacher should always have in mind to implement the Judo in Schools Methodology in a safe and fun way.
- ⇒ He/she should be able to teach Judo in a positive and passionate manner. In this way he/she will influence the children to embrace all the "judo as a way of life" benefits such as: moral values, social impact, self-defence, Olympic sport, mutual welfare as well as helping with the children physical, psychological and emotional development.
- ⇒ The tone of the voice is an important tool when working with children, the teacher should know how to use this tool and capture the attention of the class when the children are too loud and when they need to focus to understand the teacher's explanation.
- ⇒ Counting backwards or forward whenever the teacher needs to get the children motivated for a specific goal: for example, to line-up and get ready to begin or end an action, to set up or tidy up after them, thus helping the teacher to manage the lesson.
- ⇒ The Teacher must try to involve the children during the Judo lesson and throughout the whole Judo Programme. The involvement should be both individual and as a whole group. Fun activities, questions and quizzes can be used, asking the children to help set up an obstacle course or choose games to be played, helping each other to tie the belt, etc.



BASIC JUDO TECHNIQUES AND SKILLS FOR CHILDREN

Bow (Rei)

A bow is a show of respect for a partner, an opponent, a coach, a teacher, a place where practice is practiced and skill. The gift is performed upon arrival at the tatami mat or dojo (exercise room), as well as when leaving.

There is a bow in.

1. Standing – *Tachi-rei*
2. Kneeling bow – *Za-rei*

Safe fall techniques – *Ukemi-waza*

Learning *ukemi* is key to learning Judo properly. In addition to the thorough technical perfection that strives for exercise, psychological security, and elimination of fear of falling develops. Falls are also useful for other sports and activities, but also for everyday life. During each workout, it is necessary to include training falls, and often additional elements (partners, obstacles) can be added, which are also fun.

Mae-ukemi

- ⇒ Fall from the knees
- ⇒ Falling from a standing stance to your knees and then to your forearms
- ⇒ Direct fall on the forearms with spread legs
- ⇒ Direct fall on the forearms from the natural attitude

Ushiro-ukemi

- ⇒ A blow with his hands from a supine position
- ⇒ Falling from a sitting position
- ⇒ Falling out of a kneeling posture
- ⇒ Fall from a standing position
- ⇒ Pushing partners (from kneeling position, from standing, at the same time, etc.)

Yoko-ukemi

- ⇒ A blow with his hands from a supine position
- ⇒ Falling from a sitting position
- ⇒ Falling out of a kneeling posture
- ⇒ Fall from a standing position
- ⇒ Fall from knees after *throwing Hiza-gurum, O-goshi*

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Mae-mawari-ukemi

- ⇒ Reel forward
- ⇒ Walking on all 4 and then reel over the shoulder
- ⇒ Run then to applause on all 4 and roll over your shoulder
- ⇒ Pushing in the *back-Mae-mawari-ukemi*

Throwing techniques – Nage-waza

The way of learning judo technique in children is specifically compared to adults. Since play is dominant in children and reduced attention, it is desirable to adjust learning through play. We can disassemble each technique into multiple elements, and then practice each element separately through a game that has similar movements. Working with children aged 4-6. A year (judo kindergarten), it is often enough to dwell on games that contain a small element of judo, dynamics and are not dangerous to perform. Below is an example of several throws that can be taught in such a way.

O-soto-otoshi

- ⇒ Handling and alternating lowering of partners on the back
- ⇒ From kumikata alternately lowering the partner to the back
- ⇒ Perform a complete throw
- ⇒ Throwing performance when pulling Uke

O-goshi

- ⇒ The game of taking the belt on the back

This is one of the most common games in preparatory exercises. It can be performed in several variations, and it is crucial to develop a sense of capturing your opponent's back as well as defending your back. Below is the development of play from non-contact exercises (guard), semi-contact (guard where it is held with one hand), and full contact (where the guard is held with both hands).

- ⇒ Carrying a partner on the back in the throwing position of *O-goshi*

In this game, the partner hugs and carries on his back rectilinear or in free movement. Exercise is also good for the development of strength and balance, so as such it can be given on a warm-up or as a specific exercise.

- ⇒ Throwing with amplitude *Uke* around the hip
- ⇒ The complete throw.



Ippon-seoi-nage

The throwing technique, *Ippon-seoi-nage*, can be broken down into the main elements for easier learning, and then each separately with games or exercises taught, and merge the elements into a whole.

- ⇒ Wearing a partner
- ⇒ Turning your back with placing your hand under the armpit
- ⇒ Seoi naked from position when we are on our knees
- ⇒ Complete throw *Ippon-seoi-nage*

O-uchi-gari – Ko-uchi-gari

Learning O uchi gari and Ko uchi gari can easily with the help of two belts. This method develops the sense of the throwing principle itself extremely well, and the lines that the belts form, ideally read the attitude and the necessary movement. Given the similarity of the reaction, in this way both throws can be learned together.

- ⇒ Pulling Uke on belt lines
- ⇒ Pulling Uke without belt lines
- ⇒ Performing a throw on a markedly pronounced pull of Uke
- ⇒ Complete performance of throwing *O-uchi-gari/Ko-uchi-gari*

Posture techniques – Osaekomi-waza

There are several ways to learn grip, as well as throwing are essential before exercises and play to adopt principles. Below is the method of learning from the starting position "back-to-back". As this position is often used to start the struggle in *ne-waza* in children, the way of learning all the main representatives of the posture procedure are also shown.

Kesa-gatame

- ⇒ From the position "back-to-back" - get away and catch the grip
- ⇒ Start from the knees, aim to knock down and catch the grip
- ⇒ From the knee to the grip, take advantage of the rotation and perform the bridge

Yoko-shiho-gatame

- ⇒ From the position "back-to-back" - get away and catch the grip
- ⇒ From the position to all 4 turn the opponent into the grip
- ⇒ From the same position Tori comes into the procedure and performs the release

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Kami-shiho-gatame

- ⇒ From the position "back-to-back" - get away and catch the grip
- ⇒ From the position to all 4 turn the opponent into the grip
- ⇒ From the same position Tori comes into the procedure and performs the release

Tate-shiho-gatame

- ⇒ From the position "back-to-back" - get away and catch the grip
- ⇒ From the position to all 4 turn the opponent into the grip
- ⇒ From the same position Tori comes into the procedure and performs the release

Simple forms of struggle

The main goal of applying different forms of fighting is to increase the adoption of the effectiveness of the learned technique and the principles of judo.

This level is not competitive, and for this reason the recommended different forms of fighting take place in a fun form without focusing on the result of victory or defeat. The focus is exclusively on personal development.

All suggested games are primarily safe to perform and can be performed by a judo coach or physical education teacher.

- ⇒ Touch the knees of the opponent without holding the guards
- ⇒ Touch your opponent's knees with guard posture
- ⇒ From the position of holding on to the belt, raise a partner
- ⇒ Getting behind your partner's back and lifting
- ⇒ Pushing partners out of the circle (*Sumo*)



PLAN FOR FURTHER MONITORING AND UPGRADING OF THE PROJECT

Following the official conclusion of the "Judo in Schools" project, the experience gained will serve as a foundation for future initiatives. The intention is to apply the lessons learned to new projects, building upon the established framework. Nevertheless, the activities initiated through this project will continue in schools, setting a positive example for other sports to adopt, not just judo.

The anticipated next steps in the process after the project's completion include:

- Consolidation of existing partnerships with elementary schools to sustain ongoing activities.
- Enhancing the quality of the program, improving training methodologies, and refining the delivery of judo education.
- Expanding cooperation with additional elementary schools, increasing the program's reach and impact.
- Strengthening collaboration with judo clubs, ensuring a seamless transition from school-based programs to club-level participation.
- Ongoing management and mentorship for the population involved in the project, guiding their continued development.
- Creating and developing new projects, leveraging the success of this initiative to explore further opportunities for growth and impact.

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