

Junior Instructors and Assistants

The Grades and ages shown are minimum recommendations. If Sensei believes that a judoka is capable of fulfilling the requirements at an earlier age/grade then an exception may be possible.

YOUR STUDENT SHEET is your record of your progress it should brought with you to training

- Each Instructor level is divided into five core sections, with specific tasks that when completed will mean you are ready to take on the responsibility at that level.
- When you feel you are ready to be assessed on each task just ask and get Sensei to sign off the section.
- If you do not understand what is expected of you then ask.

| | Minimum achievements before considering doing a coaching award | As a coach/instructor you will be expected to be able to |
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| <div style="border: 2px solid red; padding: 5px; display: inline-block;">ASST JUNIOR INSTRUCTOR</div> AJI age 14 and Blue Belt | Be seen to always respect other judoka and have good Mat etiquette. | -Set standard for discipline and etiquette -Be able to take mokuso -Teach basics to new beginners |
| <div style="border: 1px solid black; padding: 5px; display: inline-block;">JUNIOR INSTRUCTOR</div> JI (2 Black tabs) | -Give up own training time to help newer and younger members. - Been uki for kata practise and grading even if not being graded. -Supported at gradings, courses and/or competitions even if not taking part | -Take mokuso. -Be available as uki for junior or senior kata practise -Supervise junior warm-up and randori practise. |

- ***The essay questions are not to test how good you are at writing essays; they are to get you and your assessors to think a bit more about a specific topic.***
- ***All we want is a few words that show you understand.***
- ***We know some people find it hard to write essays and we are more interested in your judo skills than your writing skills.***
- ***If you are bothered about writing something to give to us, please talk to either Sensei John or Sandra and we will suggest an alternative way for you to complete your instructor path.***

AI – Suggestions and Notes For Guidance**Advert/newsletter**

- Poster can be computer designed or hand made
- Should give place, times and date for BJC.

And be designed to explain what it is about judo you think others would enjoy.

Essay/notes on Forms of Bullying.

- Essays should show that students have considered the different ways that someone might feel they are being bullied.
- Describe the actions of a bully in general terms and give some specific examples
- Which form of bullying do they think is the most hurtful?
- Show they have thought about what actions they could take if they thought someone was being bullied.
- Suggest ways in which bullying could be prevented?

| <u>Verbal</u> | <u>Using Body language</u> | <u>Physical</u> | |
|------------------------------------|---|---|--|
| Name calling | Ignoring someone | Punching, kicking beating some one up | |
| Swearing | | | |
| Taking the Mickey | Refusing to work with someone (but ensure there is not a genuine reason for not working with someone – i.e. are they a bully or are too rough | On mat. Pinching, kicking or hacking. Dumping partner- generally inflicting unnecessary pain. | |
| Laughing at someone | Giving ‘dirty looks’ | | |
| Talking down to someone | Taking and hiding their belongings | Tripping up | |
| Talking about them to other people | | Pushing past | |

Possible solutions

- Sensei must always be made aware of any bullying
- The bully themselves may have problems of insecurity, poor social skills.
- Coaches must supervise their training more diligently, when possible make sure a more senior grade works with the bully and/or victim to ensure that both learn correct ways and appropriate ways of training.
- . Judoka who are overweight, have poor personal hygiene, unfit, uncoordinated, etc can all be undesirable uki’s whom nobody wants to work with.
- Coaches need to be careful that by their actions or attitudes they do not inadvertently reinforce people’s prejudices.
- Judoka who are always right can be seen as ‘teachers pet’ who are promoted because of who they are rather than on their merits.
- Instructors should be encouraged to consider why someone might be a victim and think about ways to help both the ‘victim’ and the aggressor. It is important that a coach is very careful about drawing attention to anyone person. Done incorrectly rather than boosting someone’s self esteem it can make an uncomfortable situation worse.

When teaching techniques

- Students must show and explain the three principles of kuzushi, tsukuri and kake.
- AND explain how uki should position her/him self to assist Tori's efforts.

Randori is more co-operative, an opportunity to try out new things – there is no winner or loser.

Shiai is more competitive, when players are evenly matched in experience the intention is to produce the better/more effective techniques.

IJF scoring and time keeping

- What does IJF mean

| | | |
|---|--------------|---|
| Ippon is needed for out right win otherwise fight goes to time and winner is decided by number of yuko's, or kokas. | | |
| Ippon | 10 points | outright winner |
| Waza-ari | 7 points. | Two waza-aris are equal to one Ippon |
| Yuko | 5 points | Only cumulative if this is highest score. |
| Koka | 3 points | Koka points only cumulative if kokas the only score |
| Hold downs | Ippon | 25 seconds hold down or 2 scores of waza-ari |
| | Wazari | 20 second hold down |
| | Yuko | 15 second |
| | Koka | 10 second |
| Koka and yuko scores are only taken into account at the end of the fight. | | |

If time keeping must, as a minimum, know hand signals for

| | | | | |
|-----------|---------|-------|----------|-----------|
| Ippon, | Wazari, | Yuko | Koka. | Matte |
| Osae-komi | Toketa | Shido | Sonomama | Sore made |

- How long for shiai and osae-komi lasts, usually 2 or 3 minutes (5 mins. for Dan grades)
- Timekeeper calls time not end of competition.
- Time for end of fight is not called during Osae-komi
- Clock is stopped during Matte and hajime
- And be able to name and to show the hand signals for scoring as well as for osae-komi and toketa.

Junior Instructors

JI (*Pronounced "jay eye"*) suggestions and notes for guidance

Essay -What actions should you take if you see spots of blood on the mats or on someone's gi?

- Alert sensei to the fact that someone is bleeding.
- Clean up – carefully bearing in mind potential for blood born viruses. Ideally should wear protective gloves. Make sure mat area is not slippery.
- Check that all wounds are covered and protected to avoid further infections for the judoka who is bleeding.

Mokuso –

- Teach mokuso protocol to AJI, and explain why we do it.
- Meditation, calming down/ switching off from daily life to focusing on judo.
- At the end reflecting on what has been learnt.

Eating – too much recent food in stomach causes a conflict between the need for blood to flow to the digestive organs at a time when blood is required to flow to the muscles to prevent cramp and external skin for cooling.

However lack of food will cause a fall in blood sugar level causing a fainting as the brain tries to claim all the available energy for its self.

As well as carbohydrates the body must have fluids to ensure the blood/metabolite balance, as fluid is lost through sweating.

Essay- Explain simply what happens to the body when a choke or strangle is applied. What is the difference between the two?

Which joint in the body can have pain applied to it, and why is this joint the only one that can be locked when practising judo?'

- Tapping to show submission.
- Importance of applying them carefully.
- Triggers hypoxic reaction in the brain, resulting in syncope or unconsciousness. If oxygenated blood cannot reach the brain death will result.
- Stopping oxygen reaching the lungs and stopping/reducing flow of blood to the brain.
- The elbow as it is the hardest to dislocate before pain causes the desire for cessation from pain.
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Corner Judge

What do they do – act as extra eyes for Referee, but referee still has overall control and responsibility.

Indicate if throw was in or out -Should find out for self what basic corner judges' signals are.

Grading system - Basic knowledge relating to Colour of Belts

- Foundation mat -Under 8's white and red belts, blue and white belts, Junior mat - red belts and white belts
- Coloured belts and tabs for juniors.
- Colour sequence of belts.
- How and when judoka are graded.