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			
ASST JUNIOR INSTRUCTOR 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			
JUNIOR INSTRUCTOR 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 gradedSupported at gradings, courses and/or competitions even if not taking part	-Take mokusoBe available as uki for junior or senor kata practise -Supervise junior warm-up and randori practise.			

- The essay questions are <u>not</u> 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.

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ASSISTANT JUNIOR INSTRUCTORS

- As an AJI (pronounced ajay) you will be expected to set the standard of discipline and etiquette that other club members should emulate.
- You will have been graded to a minimum of Junior Blue Belt and be 14 (see information notes)

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ETIQUETTE, HYGIENE AND BULLYING								Da	te assess	ed		
Mat and dojo etiquette, Turn up on time and regularly												
Take mokuso												
Supported					nts - eve	n if	not c	n the ma	it			
(at least two dates are to be entered)												
Essav 'F	Essay 'Forms of Bullying'											
FIRST A				١U	TRITI	ON	1		I			
What Item	ns should	be kept r	near the	ma	at area	Т						
Discuss is		•				ob ob						
		<u> </u>	<i>,</i> ,		,							
Explain ap	opropriate	e actions i	if you se	ee s	someone	inj	ured					
TRAIN	ING TE	CHNIQ	QUES/	K	ATA/R	AN	DO	RI				
Teach Be	•			N	ame of s	tud	ent					
(Sensei m this task)	iust watch	n you con	nplete									
Assist a s	enior inst	ructor to	teach gr	ou	ps of Wh	ite	and y	ellow ky	u			
grades (a	t least two	o dates to	be ente	ere	ed)				-			
Teach 3 to	echnique	 S	Tachi-waza									
from the Junior White, Yellow or Orange belt syllabus		,	Ne-waza									
		eit										
			Counter or combination									
Acted as uki for first three sets of Nage-no-kata												
DEED	DD /CII	DEDIZI	CLONII	<u> </u>	NDOD	. T						
REFER												
Explain principles of time keeping and/or acted as time keeper at a competition							ta					
Explained to a beginner the difference between shiai and randori							i					
and worked with a beginner for tachi-waza and ne-waza												
MISCE	LLANE	OUS										
Explain the Basic principles of the IJF scoring system												
 Either Create an advert or newsletter for the club 												
Or	Or write a short essay on Judo History											
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Assistant Junior Instructors

— 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?

Verbal	Using Body language	Physical
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.

Assistant Junior Instructors

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	Ippon	25 seconds hold down or 2 scores of waza-ari						
downs	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 INSTRUCTOR

You must have held 2 black tabs for 1month before starting your assessment to be a **JI** ("jav eve")

ETIQUETTE, HYGIENE AND BULLYING								Date assessed			
Continue to show mat and dojo etiquette, turn up on time and regularly											
Explain mokuso											
Support mat	ed at mos										
	two date										
Essay - What actions should you take if you see spots of blood on the mats or on someone's gi?											
FIRST	AID, SA	FETY AN	D NUT	RITION			•				
Why she	ouldn't yo	u eat just	before e	exercise?							
What is Whi	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 the only joint that can be locked when practising judo?'										
				ΓA/RANI	ORI						
Take Ju	nior warn	n up and o	cool dow	n							
	techniqu										
-	hite, Yell or Green	ow or syllabus.									
Acted as	s uki for k	ata durino)	Nage-no	-kata,	I					
training	and for g	radings		Katame-	no-kata						
				Kaeshi-l	kata						
REFEREE/SUPERVISION RANDORI											
Organise junior ne-waza and tachi-waza randori sessions, showing an awareness of safety factors											
Explain IJF basic rules and penalties											
Referee shiai at junior club level and act as corner judge at senior club level											
MISCE	LLANE	OUS									
Write a leaflet or discuss the Blackwater JC Grading system so that a											
parent or beginner understands the belt colours.											

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 qi?

- 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.
- Mediation, calming down/ switching off from daily life to focusing on judo.
- At the end reflecting on what has been learnt.

<u>Eating</u> – 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.

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.