

Senior Instructors and Assistants

	Minimum achievements before	As a coach you will be expected to be able to
<div style="border: 2px solid green; padding: 5px; display: inline-block;"> ASST CLUB INSTRUCTOR </div> ACI (3rd Kyu)	Have been 3rd Kyu for one month. Always observed to have shown good Mat etiquette and respect to other judoka	-Teach basics to new beginners -Focus on safe practise
<div style="border: 2px solid red; padding: 5px; display: inline-block;"> SENIOR CLUB INSTRUCTOR </div> SCI (2nd Kyu)	Have been 2nd Kyu for one month. Provided support to club members by attending AEJF and BJC events. Taught small groups specific techniques.	-Take warm ups unsupervised -Teach small groups unsupervised specific techniques up to Green belt

- Each award requires the candidate to show physical and mental abilities.
- Although notes of what is expected are included for your guidance, it is up to you to search out your own ideas.
- A minimum of two essays is required for each level. These essays are not designed to test your literary ability but are intended to encourage you to think about the subjects in greater depth.
- Their length should be between 500 and 1500 words long and you should be prepared to have a discussion about any topics raised.
- If you are uncomfortable with writing an essay, then a 10-minute presentation is an alternative possibility. It is suggested that you prepare and submit prior to the presentation a bulleted list of the points that you are going to address.

Essays that are marked with;

- ❖ Must be handed to sensei for reading before your assessment period commences.

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ACI Pronounced

“*Acy’s*” - you will have held your 3rd Kyu (Green Belt) for at least 1 month before starting your 3-month assessment

ETIQUETTE, HYGIENE AND BULLYING		Date assessed
Mat and dojo etiquette, Turn up on time and regularly		
Supported at most Blackwater JC events even if not on the mat (At least two dates to be entered)		
Essay ‘List the different forms that bullying/harassment can take and discuss ways in which you would deal with instances of each within the club.’		
FIRST AID, SAFETY AND NUTRITION		
Discuss items that can be kept near mat area		
Discuss issues relating to Body piercing and judo		
Importance of keeping hydrated. What and when to eat before training?		
Actions to be taken if someone complains of pain		
TRAINING TECHNIQUES/ KATA/RANDORI		
Teach Beginners Lesson	Name of student	
Take Junior and/or senior warm up and cool down (How do they differ?)		
Teach 3 techniques from Junior White and Yellow syllabus.	Tachi-waza	
	Ne-waza	
	Counter/combo	
REFEREE/SUPERVISION RANDORI		
Organise Junior ne-waza and tachi-waza randori sessions and show an awareness of safety factors.		
Explain principles of IJF scoring system. Demonstrate hand signals for scoring and hold-downs in shiai.		
Explain/demonstrate principles of time keeping preferably by acting as time keeper/recorder at a competition		
MISCELLANEOUS		
Explain Blackwater's grading system with reference to Belt Colours		
❖ Essay ‘History of Judo’		

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Assistant Club Instructor

ACI (Acy's)- suggestions and notes for guidance

Essays

❖ Essay on 'History of Judo'

This could be pre-1945 or post-1945.

It might be the personal story of a person important to the story of judo, or an overview of judo organisations.

Essay/notes on 'Forms of Bullying and/or harassment'

Instead of preparing this as an essay you may prefer to prepare a list of forms of bullying and possible solutions and then take time to discuss these with your assessor.

- Describe as many different forms of bullying as you can, both in general terms and also, where possible some specific examples as it might relate to judo.
- Consider not just bullying between children but also as it might relate to adults where it is more generally termed harassment.
- If a student complained of being bullied at judo what would you do?
- Coaches must supervise training diligently, when possible make sure a more senior grade works with judoka who are thought to have bullied and/or been a victim to ensure that both learn correct ways and appropriate ways of training.
- **Coaches need to consider why someone might be a victim and think about how to help the 'victim' and the aggressor.**
- 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.

Can you suggest protocols that the club could set up which might stop bullying occurring?

Safety, Piercings and Eating and Drinking with regard to exercise

Consider;

- Who is responsible for taping up piercings?
- What happens if a judoka is injured because of jewellery/piercings being worn?
- Should students be encouraged to drink whenever they request. Disrupts training?
- Should they drink before training- frequent demands to leave the mat for the toilet?
- When should they eat?
- Headaches?

Should all complaints of pain/hurting be taken at face value?

Is the judoka saying they have a physical injury that needs medical attention or do they just want attention or to avoid working with someone they know will beat them?

Bullying?

Should judoka who are carrying an injury be allowed to train?

When teaching a technique

- Students must explain how to do the three principles of kuzushi, tsukuri and kake.
- AND explain how uki should position her/him self to assist tori's efforts.
- Should also show an awareness of accepted variations and how a technique would be scored for grading purposes

Assistant Club Instructor

Randori Safety Issues

- Does everyone know what is expected of them?
- Any injuries?
- Is dojo /mat area safe?
- How long should each pair be allowed to work together before being told to change?
- Is the same person always without a partner?

IJF scoring and time keeping

- What does IJF mean?
- As a minimum student should explain how points are scored and be able to name the scores and to show the hand signals for scoring and osae-komi and toketa.
- Explain how long shiai and osae-komi lasts.
- Should know where they can find out further information
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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

- 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

Grading system – Basic knowledge relating to Colour of Belts

- Colour sequence of belts.
- Under 8's red and white belts or blue and white belts.
- Coloured belts and tabs for juniors, Junior Black belts

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SENIOR CLUB INSTRUCTOR

Pronounced “Sci’s” -you must have been a 2nd Kyu for at least 1 month, before starting the assessment period.

ETIQUETTE, HYGIENE AND BULLYING				Date assessed
Explain and take mokuso				
Explain how you tell a judoka they have BO, bad breathe, need to wash their gi, feet etc.				
Supported at Blackwater Club events (external participation) the mat				
FIRST AID, SAFETY AND NUTRITION				
Explain or be observed dealing with junior who are uncooperative or in other ways ‘acting up’				
Essay ‘When can pain be ignored?’				
TRAINING TECHNIQUES/ KATA/RANDORI				
Take warm ups and cool downs (with explanations)				
Acted as uki for first three sets of Nage-no-kata				
Teach small groups of judoka techniques of choice				
Teach 4 techniques, from 3 rd . 4 th or 5 th kyu syllabus (2 sensei choice, 2 your choice) Explain acceptable variations, and how to score techniques for grading				
REFEREE/SUPERVISION RANDORI				
Explain 4 banned or dangerous actions / techniques				
Acted as Time keeper and recorder at competitions				
Referee junior shiai within the club				
Corner judge for senior shiai				
MISCELLANEOUS				
❖ Essay ‘Discuss the Blackwater JC grading system’				
Candidates for SCI must have assisted at club gradings				

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SCI (Sci's) - notes

Essays

❖ **'Discuss the Blackwater JC grading system'**

- How are BJC gradings organised?
- What is the purpose of gradings? Consider Technical knowledge, shiai, kata's, Attitude?
- What is being measured by using a ranking system of Coloured belts?
- Why Merit badges – awarded for what?
- Why are the under 8's graded differently to over 8's.
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- Is the difference between a yellow belt grading and a black belt grading just a matter of the number of techniques that have to be learnt?
- Should a grading officer approach a senior judoka's first grading in a different way to an under 8's first grading. If yes, why?

'When can pain be ignored?'

- What is the purpose of pain?
- Can/should it 'be trained through'?
- Should students who are carrying acute/chronic injuries be allowed to train?
- How do you know if a student is faking to avoid doing an activity or working with a particular partner?
- Students' pain thresholds will be different. Some people complain a lot about a small knock, others put on a brave face over a serious injury.
- What do you do about a junior (or senior) who appears to be constantly covered in bruises and frequently has to sit out from training because s/he is hurt?
- What advice should a coach give to a judoka who hurts him/her self during training?

When taking 'the exercises' the candidate should explain the purpose of some exercises, correcting any bad habits by demonstrating and explaining 'the correct way'.

Teaching small groups of judoka techniques of both sensei's and candidates' choice

Since this forms a large part of mat work, a coach must appear comfortable and competent with this aspect.

Teach 4 techniques, from 3rd, 4th or 5th Kyu syllabus (2 sensei choice, 2 your choice)

Candidates will be expected to show they understand the difference between the pure grading form of a technique and how it might be adapted as a fighting technique by individuals.

Should explain techniques are scored for the purpose of grading.

Corner judges and their hand signals

- ✓ Corner judges act as extra eyes for Referee, but referee still has overall control and responsibility.
- ✓ Indicate if throw was in or out –
- ✓ Should find out be able to demonstrate the basic corner judges signals.

Banned or dangerous actions –

Explain what penalties are with referee signals.

Candidates should be able to explain at least 4 actions that would result in a penalty, explaining why and would be an appropriate penalty.