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Module 1

Disability Awareness Information

and

The Importance of Physical Activity

8 Sections

This Module is designed to help the learner understand the basics of each disability that they may encounter on their adaptive judo coaching journey. We will be covering the following topics:

- The Importance of Physical Activity
- Intellectual Disability (ID)
- Down Syndrome (DS)
- Autism (ASD)
- Cerebral Palsy (CP)
- Dyspraxia (DCD)
- Visually Impaired (VI)
- Hearing Impaired (HI)

Section 1. The Importance of Physical Activity

Physical activity holds profound significance for people with disabilities, fostering not only physical well-being but also mental and emotional health. Despite potential challenges, engaging in regular physical activity offers a number of benefits that can significantly enhance the quality of life for individuals with disabilities.

First and foremost, physical activity plays a pivotal role in maintaining and improving physical health. Regular exercise helps to enhance cardiovascular health, strengthen muscles, improve flexibility, and manage weight. For individuals with disabilities, these physical benefits are particularly crucial in mitigating the risk of secondary health complications, such as obesity, heart disease, and osteoporosis. Furthermore, through tailored exercise programs and adaptive equipment, individuals with disabilities can build strength and endurance, enhancing their overall functional abilities and promoting independence in daily activities.

Beyond the physical realm, engaging in physical activity can profoundly impact mental well-being. Exercise stimulates the release of endorphins, neurotransmitters that alleviate stress and elevate mood, thereby reducing symptoms of anxiety and depression. This is especially significant for individuals with disabilities, who may experience heightened levels of psychological distress due to societal stigma, limitations in mobility, or chronic pain. Participating in physical activities tailored to their abilities can serve as a powerful coping mechanism, fostering a sense of empowerment and self-confidence.

Moreover, physical activity provides opportunities for socialisation and community engagement, which are essential aspects of overall well-being. Through inclusive sports programs, group fitness classes, or recreational activities, individuals with disabilities can connect with others who share similar experiences and interests, fostering a sense of belonging and camaraderie. These social interactions not only combat feelings of isolation but also promote teamwork, communication skills, and mutual support, enriching interpersonal relationships and bolstering mental resilience.

Additionally, regular physical activity can contribute to improved cognitive function and academic performance. Research has shown that exercise enhances concentration, memory, and problem-solving skills, thereby facilitating learning and academic achievement. For students with disabilities, incorporating physical activity into their daily routine can enhance their cognitive abilities, optimise their academic potential, and promote lifelong learning habits.

In conclusion, physical activity is not merely a luxury but a fundamental necessity for individuals with disabilities. By embracing a proactive approach to physical fitness, individuals can unlock a myriad of benefits that extend far beyond the realm of physical health. From bolstering mental well-being and fostering social connections to enhancing cognitive function and academic achievement, the importance of physical activity cannot be overstated. As society strives towards inclusivity and equality, ensuring access to tailored exercise programs and supportive environments is imperative to empowering individuals with disabilities to lead fulfilling and active lives.

Section 2. Intellectual Disability

An intellectual disability (often shortened to ID), also known as intellectual developmental disorder (IDD), is a condition characterised by limitations in intellectual functioning and adaptive behaviour. These limitations manifest during the developmental period and significantly affect a person's ability to learn, reason, problem-solve, and function independently in daily life.

The specific criteria for diagnosing an intellectual disability may vary slightly depending on the diagnostic system used (e.g., DSM-5, ICD-10), but generally, it involves three key domains:

- Intellectual Functioning: Intellectual functioning refers to a person's overall cognitive abilities, including reasoning, problem-solving, judgment, and abstract thinking. Individuals with intellectual disabilities typically have below-average intellectual functioning, typically measured by IQ scores below a certain threshold (often around 70 or below), although the exact cut-off may vary.

- Adaptive Behaviour: Adaptive behaviour encompasses the practical skills needed to function independently and adapt to everyday life. This includes skills related to communication, self-care, socialization, and daily living activities. Individuals with intellectual disabilities often have deficits in adaptive behaviour compared to their peers of the same age.

Onset During Developmental Period: The limitations in intellectual functioning and adaptive behaviour must be evident during the developmental period, typically before the age of 18. Intellectual disabilities are lifelong conditions that affect individuals from childhood through adulthood.

It's important to note that the severity of intellectual disability can vary widely among individuals, ranging from mild to profound. Additionally, intellectual disabilities may co-occur with other conditions, such as autism spectrum disorder, Down Syndrome, or Cerebral Palsy, further impacting an individual's abilities and support needs.

Support and intervention for individuals with intellectual disabilities often involves a multidisciplinary approach, including educational interventions, behavioural therapy, speech therapy, occupational therapy, and individualized support services to address specific needs and promote independence and quality of life.



Some general guidelines for communicating with people with ID

DO - say what you want to say, clearly and simply.

DO - attract someone's attention by eye contact and calling their name.

DO - provide tasks within their abilities.

DO - break down tasks into uncomplicated steps.

DO - use plenty of repetition.

DO - show rather than tell people how to do a task.

DO - give praise and positive reinforcement.

DO - be patient if people don't understand something the first time you tell them.

DO - treat everyone as an individual and afford them the respect and dignity you would like yourself.

DON'T - use jargon.

DON'T - insist on helping if your assistance is turned down.

DON'T - patronise adults with and intellectual disability by saying such things as "good boy/girl".

DON'T - pretend to understand if you actually don't – ask them to repeat.

DON'T - expect all individuals to be able to follow written instructions.

DON'T - take some behaviours that are difficult to manage personally.

DON'T - be offended by lack of response or unconventional behaviour.

DON'T - ignore inappropriate behaviour.

Benefits of physical activity for people with ID

- Physical activity offers numerous benefits for individuals with ID, contributing to their overall health, well-being, and quality of life. Here are some of the key benefits:
- Improved Physical Health: Engaging in regular physical activity helps individuals with ID improve their cardiovascular health, muscle strength, endurance, and flexibility. It can also help in maintaining a healthy weight, reducing the risk of obesity and associated health problems such as diabetes and heart disease.
- Enhanced Motor Skills: Physical activity provides opportunities to develop and refine gross motor skills (such as walking, running, jumping) and fine motor skills (such as hand-eye coordination and manual dexterity). Improvements in motor skills can enhance independence in daily activities and participation in recreational and social activities.

- Better Mental Health and Mood: Physical activity has been shown to have positive effects on mental health and mood for individuals with ID, including reducing symptoms of anxiety and depression and promoting overall well-being. Exercise stimulates the release of endorphins, neurotransmitters that promote feelings of happiness and relaxation.
- Social Interaction and Inclusion: Participating in group physical activities, sports, or exercise classes provides opportunities for social interaction, peer support, and inclusion. Building relationships with peers and engaging in shared activities can improve social skills, self-confidence, and feelings of belonging.
- Improved Self-Esteem and Confidence: Achieving success in physical activities and sports can boost self-esteem and confidence for individuals with ID. Mastering new skills, setting and achieving goals, and receiving positive feedback from peers and instructors contribute to a sense of accomplishment and self-worth.
- Enhanced Cognitive Function: Physical activity has been linked to improvements in cognitive function, including attention, memory, and executive functioning, in individuals with ID. Exercise promotes brain health and may support learning and academic achievement.
- Reduced Challenging Behaviours: Engaging in regular physical activity can help reduce challenging behaviours commonly associated with ID, such as aggression, self-injury, and disruptive behaviours. Exercise provides an outlet for energy and emotions, promotes relaxation, and improves self-regulation skills.
- Opportunities for Skill Development: Physical activity offers opportunities for individuals with ID to develop a variety of skills, including teamwork, cooperation, leadership, and problem-solving. These skills are transferable to other areas of life and contribute to personal growth and development.

It's important to provide opportunities for individuals with intellectual disabilities to participate in physical activities that are adapted to their abilities and preferences. Working with qualified instructors, coaches, and healthcare professionals can help design safe, enjoyable, and inclusive exercise programs that address the unique needs and abilities of individuals with ID.

Section 3. Down Syndrome

Down Syndrome (DS) is a genetic condition caused by the presence of an extra chromosome 21 in the body's cells. DS is not a disease and, in the majority of cases, is not an inherited condition. DS usually occurs because of a chance happening at the time of conception.



Some Facts:

- Down Syndrome was identified and described in 1866 by the British doctor John Langdon Down.
- Down Syndrome used to be called "Mongoloid idiocy".
- This term was abandoned in 1965 at the request of the Mongolian People's Republic.
- Although the chance of a baby having Down Syndrome is higher for older mothers, more babies with Down syndrome are born to younger women.
- Down Syndrome is not a disease. People with DS are not ill and do not "suffer" from the condition.
- Today average life expectancy for a person with DS is between 50 – 60 years.
- Down Syndrome affects people of all races and economic levels.

Main Characteristics:

- Intellectual Impairment (99%)
- Stunted growth (90%)
- Large tongue (75%)
- Smaller mouth cavity
- Separation of first and second toe (68%)
- Tendency for obesity after puberty (90%)
- Slanted eyes (60%)

People with Down syndrome are not all the same; they often have more in common with their families than with each other. Just like the rest of the population, they will inherit family characteristics. Everyone with Down's syndrome will have some degree of learning disability.

The learning disability affects a child's ability to learn compared with other children of their age. However, it does not mean they cannot learn. But the most important thing to remember is that everyone with Down syndrome is a unique individual.

Achieving Potential

Children raised at home and included in all aspects of community life can best reach their potential and function in society with a greater degree of independence.

Parental love, nurturing and support, as well as early intervention programmes, education opportunities and community involvement have a direct influence on the degree to which people with Down syndrome are able to achieve their potential.

Health issues

- Heart defects occur in around 47% of individuals with Down syndrome and 10 to 15% of babies with Down syndrome have a severe heart defect that requires surgical intervention during the first few months of life.



- Respiratory infections are more common among people with Down syndrome, especially during the first five years of life. Infections of the skin and the bladder also tend to be common.
- Children with Down syndrome have a 10-to-20-fold increased risk of developing leukaemia
- Up to 80% of children with Down syndrome experience hearing loss, sometimes severe. Even mild hearing loss will lead to difficulties in speech and language development.
- People with Down syndrome are more likely to experience vision disorders such as long & short sightedness.

- 95% of people with DS have an imbalance of body fluids resulting in a reduction in saliva production, dry skin and dehydration
- Neck defect, Atlanto axial instability, weakness disorder of the neck.

Health benefits of physical activity for people with Down syndrome

Physical activity offers numerous benefits for individuals with Down syndrome, just as it does for the general population. Here are some of the key advantages:

Physical Health: Regular physical activity helps improve cardiovascular health, muscle strength, and endurance. It can also help in maintaining a healthy weight, which is particularly important as individuals with Down syndrome may be at higher risk for obesity.

Motor Skills Development: Physical activity can enhance gross motor skills such as walking, running, jumping, and balance. It also aids in the development of fine motor skills, which can improve coordination and dexterity.

Bone Strength: Weight-bearing exercises, such as walking, jogging, and resistance training, can improve bone density and reduce the risk of osteoporosis, a condition that individuals with Down syndrome are more prone to developing.

Improved Mood and Mental Health: Engaging in physical activity releases endorphins, neurotransmitters that promote feelings of happiness and reduce stress and anxiety. Regular exercise can also improve self-esteem and overall mental well-being.

Social Interaction: Participating in group physical activities provides opportunities for social interaction, building friendships, and developing communication skills.

Cognitive Benefits: Physical activity has been shown to enhance cognitive function, including attention, memory, and learning abilities. This is beneficial for individuals with Down syndrome who may experience cognitive challenges.

Independence and Daily Functioning: Improved physical health and motor skills gained through regular exercise can lead to greater independence in daily activities such as dressing, grooming, and self-care.

Quality of Life: Overall, regular physical activity can contribute to a better quality of life for individuals with Down syndrome by promoting physical health, social engagement, and emotional well-being.

It's important to note that the type and intensity of physical activity should be tailored to the individual's abilities, preferences, and any specific health considerations. Consulting with healthcare professionals and physical therapists can help in designing safe and effective exercise programs for individuals with Down syndrome.

Section 4. Autism

In simple terms, autism is a neurological difference which many people throughout the world are born with, regardless of ethnicity, nationality or gender. Autism affects how individuals experience the world around them and how they communicate, socialise and interact with others. In other words, autism is a complex lifelong neurodevelopmental condition which affects the development of the brain in the areas of Social Interaction (how we relate to each other socially), Communication (receiving, processing and returning information) both verbal and non-verbal and Social Imagination (the ability to imagine how others may be feeling, thinking or experiencing). This is known as the "Triad of Autistic of Diagnostics" which in turn affects behaviour (words, actions and mannerisms) and how that person experiences, learns and interprets their environment. This can lead to functional limitations in social participation, and educational, sporting and occupational performance.



Autism is described as a 'Spectrum' disorder. This means that every person experience autism differently and appears in a range of forms and levels of severity. The autism spectrum can range from Asperger's syndrome or High Function in Autism (HFA) considered at the mild end, to autistic disorder at the severe end.

Some individuals develop typical capabilities in terms of speech and language and develop exceptional skills, but struggle with lifelong social and behavioural differences. Others may have challenges in communication, sensory sensitivities, and behavioural issues, such as excessive tantrums, repetitive behaviours, and aggression. The good news is that appropriate interventions and programs can improve outcomes for many, if not most, people diagnosed with ASD.

ASD is also found to be closely linked to sensory processing difficulties, in which a person is either hyper (over) or hypo (under) sensitive to any of the body's information, gathering senses such as

visual, auditory, or tactile, or indeed all of the senses. There is also a high possibility of cognitive impairment or learning disability associated with ASD (A.R, 2006)

According to the World Health Organization (WHO), ASD now affects 0.62% of the global population, as the prevalence of the disorder has increased at a rapid pace in recent years.

It is also worth noting that in some developed countries and areas (such as Hong Kong, South Korea and the US), the disorder is diagnosed at a much higher rate, while the lack of resources in many less developed countries means that the disorder tends to be under diagnosed. All of this indicates that ASD is a growing global public health concern.

Autism is often referred to as the 'hidden' disability because people who are on the autistic spectrum show no significant physical difference to their peers; rather, it is their behaviours that mark them out as different. The 3 main areas of difficulty for people with autism are referred to as the 'triad of impairments.

- Social communication - Social interaction - Social imagination

Some Simple Guidelines

The following guidelines refer to people with a mild or moderate diagnose of autism. These are guidelines only and should be treated as such. Remember, each individual may have traits uncommon to others with the same condition.

- Eye Contact: People with ASD often make poor eye contact and might look away, giving the impression that they are not listening or are uninterested in what the person may be saying.
- Clear Language: People with ASD have a tendency to interpret things literally and may have a problem understanding the humour in jokes, puns etc. This can sometimes cause a problem for coaches and teammates alike. The rule is to keep it simple and to use direct commands.
- Some people with ASD may have difficulty with turn taking, and some take losing badly. This can cause difficulty for teachers or coaches who might not be aware of this.
- People with ASD generally dislike loud noises, crowds, and strangers, and value their own personal space.
- Some people with ASD react negatively to change - they often function best when working to a routine. It is important to remember that any little change can upset that routine.
- Some people with ASD can lack social skills and tend not to mix very well, thus need encouragement to become part of a team. Some may prefer solitary sports.
- People with ASD can have a very high pain threshold. This is vital to know in relation to sports injuries, they might try to continue playing/training instead of seeking medical attention.
- Some people with ASD are persistent talkers and may irritate teammates or coaches. However, this is something people eventually get used to.
- Some have poor motor skills and may appear clumsy or awkward when participating in games or sports, and may be easily discouraged if others make fun of them. Sports and games can help with their hand eye coordination, motor skills, and general fitness, as well as boost their morale and self-esteem.

Physical Activity and ASD

It has been shown that physical exercise and participation in athletic programs can lead to substantial improvements in the lives of people with ASD. Researchers have found that people with ASD who take part in these programs achieve physical health benefits, such as weight control, improved physical skills, and enhanced cardiovascular health. Other studies have focused on the psychosocial benefits that these athletics programs offer, finding improvements in social and communication skills.

People with ASD are often not very physically active, in part because of their tendency to engage in highly sedentary activities that do not involve significant energy expenditure. Meanwhile, members of this population frequently have fewer opportunities to take part in sports programs due to their social behaviours and to the lack of sports activities aimed at them. All of these factors point to an urgent need to create adapted sporting programs for children with ASD. Autism is a lifelong neuro-developmental disability that affects the development of the brain in areas of social interaction and communication.

Our previous project/study "Autjudo" produced some very interesting findings in relation to judo and autism and the benefits and effects of physical activity.

Section 5. Cerebral Palsy

Cerebral Palsy (often shortened to CP) is the result of a brain injury or a brain malformation affecting a person's ability to move. It is a permanent life-long condition, but generally does not worsen over time. Individuals with Cerebral Palsy were most likely born with the condition, although some acquire it later.

Cerebral Palsy affects people in different ways and can affect body movement, muscle control, muscle coordination, muscle tone, reflex, posture and balance.

Muscles can contract too much, too little, or all at the same time. Limbs can be stiff and forced into painful, awkward positions. Fluctuating muscle contractions can make limbs tremble or shake.

An individual with Cerebral Palsy will likely show signs of physical impairment. However, the type of movement dysfunction, the location and number of limbs involved, as well as the extent of impairment, will vary from one individual to another. It can affect arms, legs, and even the face; it can affect one limb, several, or all.

Balance, posture, and coordination can also be affected by Cerebral Palsy. Tasks such as walking, sitting, or tying shoes may be difficult for some, while others might have difficulty grasping objects.

Other complications, such as intellectual impairment, seizures, and vision or hearing impairment also commonly accompany Cerebral Palsy.



Some features of CP

- Increased muscle tone
- Control of the movements is problematic
- Coordination and balance disorders
- Slow
- Movements shoot beyond the target or do not reach it
- Movements cannot be dosed correctly
- Movements are stiff, angularly cramped, slow, jerky, shaky
- The muscle tension is either too high or too low
- Epilepsy

The benefits of physical activity for people with CP

- Physical activity offers numerous benefits for individuals with cerebral palsy, a neurological disorder that affects movement and posture due to damage to the developing brain. Here are some of the key benefits:
- Improved Mobility and Functionality: Regular physical activity can help improve muscle strength, flexibility, and coordination, which are essential for mobility and functional independence. Exercises targeting specific muscle groups can help individuals with CP overcome movement challenges and perform daily activities more effectively.
- Enhanced Motor Skills: Physical activity provides opportunities to practice and refine motor skills, including both gross motor skills (such as walking, running, and jumping) and fine motor skills (such as grasping objects and manipulating tools). Activities that focus on balance, coordination, and spatial awareness can help individuals with CP develop better control over their movements.
- Increased Fitness and Endurance: Engaging in aerobic exercises, strength training, and cardiovascular activities can improve cardiovascular fitness, endurance, and stamina. Building physical fitness can support individuals with CP in managing daily activities and participating in recreational or sports activities.
- Prevention of Secondary Health Issues: Regular physical activity can help prevent secondary health issues associated with CP, such as muscle contractures, osteoporosis, and cardiovascular problems. Strengthening muscles, improving joint flexibility, and maintaining healthy body weight can reduce the risk of developing these complications.
- Pain Management: Physical activity can help alleviate pain and discomfort associated with muscle stiffness, spasticity, and postural abnormalities commonly experienced by individuals with CP. Stretching exercises, hydrotherapy, and low-impact activities can provide relief and improve overall comfort.
- Improved Bone Health: Weight-bearing exercises and resistance training can promote bone density and strength, reducing the risk of fractures and osteoporosis, which are common concerns for individuals with CP.
- Enhanced Socialization and Inclusion: Participating in physical activities, sports, or group exercise programs provides opportunities for social interaction, peer support, and inclusion. Building relationships with peers and engaging in shared activities can improve social skills, self-confidence, and emotional well-being.

- Positive Effects on Mental Health: Regular physical activity releases endorphins, neurotransmitters that promote feelings of happiness and well-being, which can help reduce stress, anxiety, and depression commonly experienced by individuals with CP.
- Cognitive Benefits: Physical activity has been shown to have positive effects on cognitive function, including attention, memory, and executive functioning. Engaging in physical activity can support cognitive development and academic achievement in individuals with CP.

It's essential to tailor physical activities to the individual's abilities, preferences, and specific needs, and to provide appropriate support and supervision as necessary. Working with healthcare professionals, physical therapists, or specialised instructors can help design personalised exercise programs that maximise the benefits of physical activity while addressing the unique challenges associated with cerebral palsy.

Section 6. Dyspraxia

Dyspraxia, also known as Developmental Coordination Disorder (DCD), is a neurological condition that affects movement and coordination. People with dyspraxia may have difficulty with activities that require coordination, such as walking, running, tying shoelaces, and handwriting.



Here are some of the causes and effects of dyspraxia:

Causes:

- Brain Development: Dyspraxia is believed to be caused by differences in brain development, particularly in areas responsible for motor planning, coordination, and execution. However, the exact cause is not fully understood.
- Genetic Factors: There may be a genetic component to dyspraxia, as it often runs in families. Certain genes or genetic variations may predispose individuals to the condition.
- Environmental Factors: Factors such as prenatal exposure to toxins, premature birth, low birth weight, or complications during birth may increase the risk of developing dyspraxia.

Effects:

- Motor Coordination Difficulties: The primary effect of dyspraxia is impaired motor coordination. Individuals with dyspraxia may struggle with tasks requiring precise movements, such as tying shoelaces, buttoning clothes, or using utensils.
- Difficulty with Gross Motor Skills: Dyspraxia can also affect gross motor skills, such as walking, running, jumping, and catching a ball. Individuals may appear clumsy or uncoordinated.

- Poor Hand-Eye Coordination: Difficulties in coordinating movements of the hands and eyes can affect tasks such as handwriting, drawing, and participating in sports.
- Speech and Language Challenges: Some individuals with dyspraxia may experience difficulties with speech and language, including articulation, pronunciation, and expressive language skills.
- Sensory Processing Issues: Sensory processing difficulties are common in individuals with dyspraxia. They may be hypersensitive or hyposensitive to sensory stimuli such as touch, sound, or proprioception (awareness of body position).
- Academic Challenges: Dyspraxia can impact academic performance due to difficulties with handwriting, organization, and participation in physical education activities.
- Social and Emotional Impact: Challenges with motor coordination and participation in activities may lead to frustration, low self-esteem, and difficulties in social interactions.
- Daily Living Skills: Tasks of daily living, such as dressing, grooming, and self-care, may be challenging for individuals with dyspraxia, impacting their independence and confidence.

It's important to note that the effects of dyspraxia can vary widely among individuals, and early intervention, therapy, and support can significantly improve outcomes and help individuals with dyspraxia lead fulfilling lives.

Children with dyspraxia can be of average or above average intelligence but are often behaviourally immature. They try hard to fit in to socially accepted behaviour when at school but often throw tantrums when at home. They may find it difficult to understand logic and reason.

Benefits of physical activity for people with dyspraxia

Physical activity can offer significant benefits for individuals with dyspraxia, despite the challenges they may face in motor coordination and movement planning. Here are some of the benefits:

Improved Motor Skills: Engaging in regular physical activity can help individuals with dyspraxia improve their motor skills, including both gross motor skills (such as running, jumping, and catching) and fine motor skills (such as handwriting and using utensils). Practice with various movements and activities can enhance coordination and control over time.

Enhanced Balance and Coordination: Physical activities that focus on balance and coordination, such as yoga, martial arts, or dance, can help individuals with dyspraxia develop better body awareness and control. These activities can improve proprioception (awareness of body position) and spatial orientation.

Increased Strength and Endurance: Participating in regular physical activity can lead to improvements in muscle strength and endurance. This can benefit individuals with dyspraxia by making daily tasks and activities requiring physical effort easier to perform.

Sensory Integration: Many physical activities involve sensory input and feedback, which can help individuals with dyspraxia improve sensory integration. Activities such as swimming, swinging, or using therapy balls can provide sensory stimulation and help regulate sensory processing.

Boost in Confidence and Self-Esteem: As individuals with dyspraxia develop their physical abilities through exercise and activity, they may experience a boost in confidence and self-esteem. Achieving success in physical endeavours can improve overall well-being and self-perception.

Opportunities for Social Interaction: Participating in group physical activities, sports, or exercise classes provides opportunities for social interaction and peer support. Building relationships with others who share similar interests can enhance social skills and foster a sense of belonging.

Stress Reduction and Improved Mental Health: Physical activity has been shown to reduce stress and improve mood by releasing endorphins, neurotransmitters that promote feelings of happiness and relaxation. Regular exercise can also help manage anxiety and depression, which are common among individuals with dyspraxia.

Cognitive Benefits: Physical activity can have positive effects on cognitive function, including attention, memory, and executive functioning. Engaging in physical activity may help individuals with dyspraxia improve focus and concentration, which can support academic and daily living tasks.

It's essential to tailor physical activities to the individual's interests, abilities, and needs, and to provide appropriate support and encouragement. Working with occupational therapists, physical therapists, or specialised instructors can help design personalised exercise programs that address specific challenges associated with dyspraxia while maximising the benefits of physical activity.

Section 7. Visually Impaired

The term "visually impaired" (often shortened to VI) refers to a condition in which a person has a significant reduction in their ability to see. This can range from mild visual impairments, where individuals may have difficulty with tasks such as reading small print, to severe impairments where individuals may have little to no vision.

Visual impairment can result from a variety of causes, including congenital conditions, such as albinism or retinal dystrophy, as well as acquired conditions like cataracts, glaucoma, or macular degeneration. It can affect people of all ages and can have a significant impact on their daily activities, mobility, and overall quality of life.

It's important to note that the term "visually impaired" is often used as an umbrella term to encompass a wide range of vision loss. Some individuals may prefer specific terms such as "blind," "partially sighted," or "low vision" to describe their condition. Additionally, the level of impairment can vary greatly among individuals, so it's important to consider each person's unique needs and abilities.



Some guidelines….

- Greet a person by saying your name in case the person does not recognise your voice.
- Talk directly to the person rather than through a third party.
- There's no need to shout.
- Don't be afraid to use terms like “see you later” or “do you see what i mean!” People with visual impairments use them too.
- Always ask the person if they would like your assistance and if so, allow them to take your arm.
- When assisting, it is helpful to give a commentary on what is around the person.
- If you are giving directions, don't point. Give clear verbal directions. It is also helpful to inform the person of steps along the route and whether there is a step up or step down.
- Similarly, don't assume that a person using a white cane or guide dog is totally blind. Many partially sighted people use these.

- Always let a person know when you are entering or leaving a room, so that they are not left talking to themselves.
- Don't leave a VI person standing in space – let them have contact with some object such as a chair, desk or wall.
- Bright colours help when marking out areas.

Some useful information....

- Assistive Technologies: There are various assistive technologies available to help visually impaired individuals navigate the world more easily. These include screen readers, which convert text into speech or Braille, magnification software, and navigation apps that use GPS and voice commands to guide users.
- Accessible Design: Designing spaces, products, and digital interfaces with accessibility in mind is crucial. This includes using high contrast colours, large fonts, and clear layouts for websites and documents, as well as implementing tactile markers and audible signals in physical environments.
- Braille: Learning Braille can greatly enhance independence for visually impaired individuals, allowing them to read and write using tactile symbols. Braille labels on everyday items and Braille signage in public spaces are important for accessibility.
- Orientation and Mobility Training: Visually impaired individuals often undergo orientation and mobility training to learn how to navigate their surroundings safely and independently. This includes using a white cane or guide dog, understanding auditory cues, and memorising routes.
- Employment Opportunities: Visually impaired individuals are capable of a wide range of jobs with the right accommodations and support. Employers should provide accessible technology, adaptive equipment, and reasonable accommodations to ensure equal employment opportunities.
- Social Inclusion: It's important for society to be inclusive and welcoming to visually impaired individuals. This means being patient and offering assistance when needed, as well as avoiding assumptions about their abilities or limitations.
- Advocacy and Support Groups: There are many organizations and advocacy groups dedicated to supporting visually impaired individuals and raising awareness about their needs and rights. These groups provide resources, information, and a sense of community for individuals and their families.
- Accessible Entertainment: Books, movies, and other forms of entertainment should be available in accessible formats, such as audio books, described video, and tactile graphics, to ensure that visually impaired individuals can enjoy cultural experiences like everyone else.
- Education: Access to education is crucial for visually impaired individuals to reach their full potential. Schools should provide appropriate accommodations, such as Braille materials, accessible technology, and support from trained professionals, to ensure that students receive a quality education.

By considering these aspects and implementing appropriate measures, we can create a more inclusive and accessible society for visually impaired individuals.

Section 8. Hearing Impairment

Hearing impairment, also known as hearing loss or deafness, refers to a partial or total inability to hear sounds. It can range from mild to profound, and it may affect one or both ears. Hearing impairment can be present at birth (congenital) or develop later in life (acquired).

There are various causes of hearing impairment, including:

- Genetic factors
- Infections, such as meningitis, mumps, or otitis media
- Trauma to the ear
- Exposure to loud noises over time (noise-induced hearing loss)
- Aging (presbycusis)
- Ototoxic medications
- Diseases like Meniere's disease

Hearing impairment can have a significant impact on a person's ability to communicate, socialize, and navigate the world around them. Depending on the severity of the impairment, it may be managed or treated with hearing aids, cochlear implants, assistive listening devices, or other interventions.

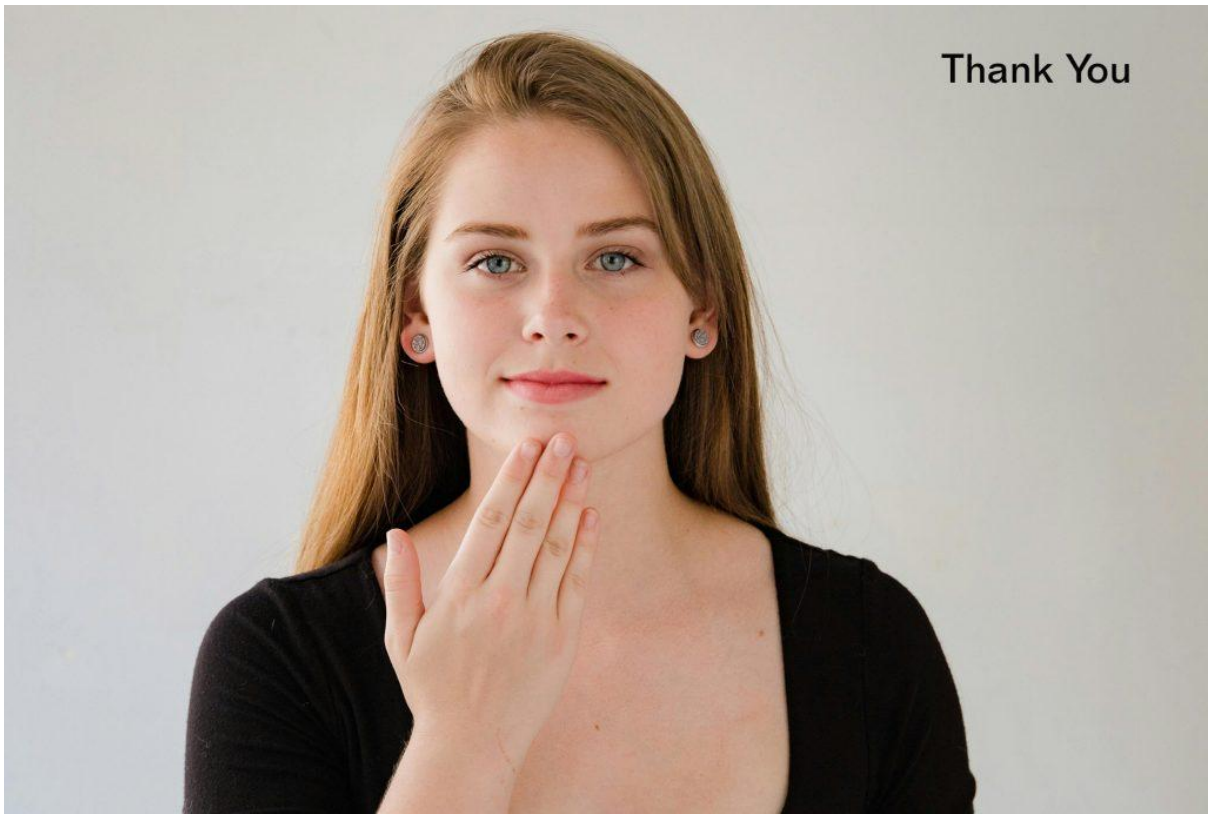
It's important to recognise that hearing impairment is a spectrum, and individuals may experience different levels of hearing loss. Additionally, people with hearing impairment may use various communication methods, including spoken language, sign language, or a combination of both. The term "hearing impaired" is sometimes used to describe individuals with hearing loss, though some people prefer specific terms like "deaf," "hard of hearing," or "Deaf" (capitalised to denote membership in the Deaf community). As with visual impairment, it's important to respect individuals' preferences regarding terminology and communication methods.

Effective Communication

- Communicating effectively with people who have a hearing impairment involves being mindful of their needs and preferences. Here are some guidelines to help improve communication:
- Face the Person Directly: Ensure that you are facing the person directly and maintain eye contact. This allows them to see your facial expressions, gestures, and lip movements, which can aid in understanding.
- Speak Clearly and Naturally: Speak clearly, but avoid shouting or exaggerating your lip movements, as it can distort speech and make it harder to understand. Speak at a natural pace and tone.
- Get Their Attention: Before speaking, gently get the person's attention by waving your hand, tapping their shoulder, or making a light touch. This helps them know that you are addressing them.
- Reduce Background Noise: Minimise background noise and distractions as much as possible. Move to a quieter environment if needed to improve communication clarity.

- Use Visual Cues: Use visual aids whenever possible to support communication. This can include gestures, facial expressions, body language, and written notes or diagrams.
- Rephrase Instead of Repeating: If the person doesn't understand something, try rephrasing your sentence rather than simply repeating it. Sometimes, different words or phrasing can make the message clearer.
- Ask How to Help: Respect the individual's preferences and ask how you can best communicate with them. Some individuals may prefer lip reading, while others may use sign language or written communication.
- Don't Cover Your Mouth: Avoid covering your mouth while speaking, as it makes lip reading difficult. Keep your hands away from your face and ensure good lighting for better visibility.
- Be Patient and Respectful: Be patient, understanding, and respectful during communication interactions. Allow the person time to process information and respond, and avoid interrupting or finishing their sentences.

By following these guidelines, you can create a more inclusive and respectful environment for communication with people who have a hearing impairment.



Module 2

Learning Styles and Adapted Rules

9 Sections

Our main focus for this module is on Learning Styles and Adapted Rules, we will be covering the following topics:

- Introduction
- What is Adapted Judo?
- The Role of an Adapted Judo Coach
- Adapted Judo Play & Contest Rules
- Classification Skill Levels
- Learning Methods
- Coaching Styles – General
- Learning Styles – General
- What Learning Style am I?

Section 1. Introduction

In this module, we will be covering the following topics and learning outcomes:

What is Adaptive Judo?

- Define the concept of adaptive judo.
- Describe the historical development and objectives of adaptive judo.

The Role of an Adaptive Judo Trainer

- Identify the primary roles and responsibilities of an adaptive judo trainer.
- Discuss the skills and qualities required to be an effective adaptive judo trainer.

Adaptive Judo Play & Contest Safety Rules

- List the safety rules and regulations specific to adaptive judo.
- Explain the importance of safety measures in preventing injuries and ensuring fair play.

Classification Levels

- Describe the 5 classification levels used in adaptive judo.
- Explain how classification influences competition and training program development.

Coaching Styles - General

- Describe different coaching styles such as, autocratic, democratic, holistic, etc.
- Evaluate the pros and cons of various coaching styles in different sporting contexts.

Learning Methods

- Discuss the advantages and disadvantages of different learning methods.
- Develop strategies to implement diverse learning methods in coaching adaptive judo athletes.

Learning Styles - General

- Understand different learning styles.
- Explain how learning styles impact the way athletes receive and process information.
- Develop strategies to tailor coaching methods to suit various learning styles

Learning Styles Questionnaire

- Complete a learning styles questionnaire to determine individual learning preferences.
- Analyse the results to understand personal learning styles.

Knowledge Test

- Review and consolidate the knowledge gained from the module.
- Demonstrate understanding of key concepts through multiple-choice, true/false, or short answer questions.
- Identify areas of strength and areas needing improvement based on the test results.

Section 2. What is Adaptive Judo?

In a single sentence: **Adaptive Judo is judo that is normal where possible, and adapted where necessary!**

For a more in-depth explanation, adaptive judo is an inclusive concept designed for both children and adults with a wide range of diagnoses who all practice judo. These individuals require varying levels of additional help, consideration, and support throughout their judo journey.

Forms of adaptive judo have been practiced across Europe since the 1970s and have gradually evolved into a significant aspect of judo training in many countries worldwide. Adaptive Judo programs are specifically designed to encourage physical activity, inclusion, competitiveness, and well-being for people with diverse abilities and disabilities.

Coaching techniques and skills in adaptive judo are modified and developed with a clear focus on individual abilities and the physical, social, and emotional benefits for all participants. The aim is to concentrate on what students can do, rather than on what they cannot.

How Does Adaptive Judo Differ from Other Disability Judo Organisations?

Adaptive judo caters to all disabilities, disorders, and restrictions, while other organisations focus on specific impairments. For example:

- **IBSA/Paralympic Judo**: Facilitates judo athletes with visual impairments.
- **ICSD**: Facilitates judo athletes with hearing impairments.
- **Judown:** Facilitates judo athletes with Down syndrome.
- **Special Olympics Judo**: Primarily supports athletes with intellectual disabilities.
- **EJU**: operates a mix of adaptive judo and high-level championship events.

What Defines an Adaptive Judoka?

An adaptive judoka is anyone with a recognisable disability, disorder, or limitation, whether social, emotional, physical, or intellectual. Adaptive judo is suitable for individuals of all ages and abilities, including but not limited to:

- Learning and intellectual disabilities
- Social disabilities (e.g., Autism, ADHD)
- Sensory impairments (hearing and visual)
- Physical and motor disabilities
- Down syndrome

The primary focus of adaptive judo development is on participation and social-emotional interaction. However, there are numerous competitive opportunities for adaptive judo athletes. This is made possible by the tireless efforts of experts, who have developed a workable classification system and a set of safety rules and regulations to ensure a positive and safe competitive environment. These safety rules, regulations, and classification details will be covered in the following modules.

What Defines an Adaptive Judo Trainer?

An adaptive judo trainer possesses extensive knowledge of disabilities and can apply this knowledge immediately to manage unforeseen situations on the tatami (judo mat). Each adaptive judo athlete is unique, with different responses and learning styles. Within a single lesson, an adaptive judo trainer will use various methods and approaches to reach different athletes. This requires a high level of flexibility, creative thinking, and continuous self-reflection from the coach. By consistently evaluating their actions, coaches can effectively support their athletes on their judo journey. Learn more in the next module “The Role of an Adaptive Judo Trainer”.

Terminology: World Health Organization (WHO)

The terminology used to describe people with disabilities participating in judo is continuously evolving. Terms used now and, in the past, include Judo for All, Judo for the Disabled, G-Judo, Adapted Judo, or Special Needs Judo. The most common phrases currently in use are adaptive, or A-Judo, and Special Olympic Judo.

The World Health Organization (WHO) provides helpful naming conventions and criteria through the 'International Classification of Impairments, Disabilities, and Handicaps'. The WHO clearly defines the concepts of disorder, disability, and restriction, which are often misunderstood and used interchangeably. It is essential to understand the differences between these terms:

- **Disorder**: A defect or lack of function in an organ, which may affect:
    - Cognitively (brain function)
    - Sensory abilities (seeing, hearing, feeling, smell, taste, and balance)
    - Linguistics (speech functionality)
    - Organs (heart, lungs, kidneys, etc.)
    - Motor function (movement of extremities)
- **Disability**: Limitations in social interaction in areas such as education, labour, social life, and leisure activities, which can be intellectual or physical.
- **Restriction**: Difficulties in executing daily activities, which can affect:
    - Communication
    - Physical activities
    - Skills
    - Behaviour

Summary

- **Disorder**: The underlying cause (e.g., a disease or congenital deviation)
- **Disability**: The result of the disorder (e.g., Down's Syndrome, hemiplegia, missing or malformed extremities, being deaf or blind)
- **Restriction**: The consequence of the disability (e.g., paralysis leading to restricted mobility)

Understanding these distinctions allows us to better appreciate the unique challenges and needs of adaptive judo athletes, resulting in a more inclusive and supportive environment for all participants.

Section 3. The Role of an adapted Judo Trainer/Coach

An adaptive judo trainer specialises in training and mentoring judo practitioners with disabilities, ensuring that the sport is accessible, inclusive, and effective for all participants. The role of an adaptive judo trainer encompasses several key responsibilities:

1. Assessment and Individualisation

- Evaluate Abilities: Assess the physical, cognitive, and emotional capabilities of each athlete to understand their unique needs.
- Personalised Training Plans: Develop customised training programs that accommodate the specific disabilities and leverage the strengths of each judoka.

2. Modification of Techniques

- Adapt Judo Techniques: Modify traditional judo techniques and strategies to suit the abilities of the athletes. This may involve altering grips, movements, and execution styles to ensure safety and effectiveness.
- Use of Assistive Devices: Integrate assistive devices or support systems when necessary to facilitate participation and improve performance.

3. Safety and Risk Management

- Ensure Safety: Prioritise the safety of athletes by implementing appropriate safety measures and monitoring the training environment.
- Injury Prevention: Educate athletes on proper techniques and body mechanics to prevent injuries. Provide guidance on how to fall and recover safely.

4. Instruction and Communication

- Clear Communication: Use clear, concise, and adaptive communication methods tailored to the needs of each athlete, which may include visual aids, sign language, or simplified instructions.
- Positive Reinforcement: Foster a positive and encouraging training atmosphere to boost athletes' confidence and motivation.

5. Inclusive Environment

- Promote Inclusivity: Create an inclusive training environment where all athletes feel valued and supported, regardless of their disabilities.
- Peer Integration: Facilitate interaction and integration between athletes with and without disabilities to promote mutual respect and camaraderie.

6. Competitions and Goals

- Prepare for Competitions: Train athletes for adaptive judo competitions, ensuring they are familiar with the rules and formats specific to their category.
- Set Realistic Goals: Help athletes set and achieve realistic goals, both short-term and long-term, to encourage progress and development.

7. Collaboration and Education

- Work with Specialists: Collaborate with other professionals such as physical therapists, occupational therapists, and medical experts to provide comprehensive support to athletes.
- Continuous Learning: Stay informed about the latest developments in adaptive sports, disability support, and judo techniques to continuously improve coaching methods.

8. Emotional and Psychological Support

- Provide Support: Offer emotional and psychological support to athletes, helping them overcome challenges and build resilience.
- Encourage Independence: Empower athletes to develop independence and self-advocacy skills within the context of their training and competition experiences.

In addition to the above an adaptive judo trainer is a **motivator**, an **advisor**, an **organiser**, **a travel guide**, an **administrator**, an **educator** of more than judo, a **liaison** for parents and a **listener**.

By fulfilling these roles, an adaptive judo trainer not only enhances the athletic capabilities of their students but also contributes to their overall well-being and personal development.

Section 4. Adapted Judo Contest & Play Rules

Adapted rules are an essential part of adaptive judo training and competition. These rules were created with one purpose in mind – **the safety of our judo players**.

Although the play and contest rules may vary slightly among organisations, we have laid out an overview of the most important safety elements of the rules below and added some visuals to assist you in learning and understanding these rules.

We have also included in this module an outline of the reasons behind the rules. This is important information, as it will help us as trainers to better adapt our coaching practices to further ensure the safety and enjoyment of the sport for our students.

A full set of the Special Olympic and EJU rules can be found at the end of the section.

We will begin with the starting positions;

Starting positions

In Tachi-waza, there are two possible starting positions:

1. In the usual way, according to normal tournament regulations;
2. In the case where one or both of the judoka have a visual impairment or are blind, or have a disability that impairs the execution of a correct kumi-kata, the judoka will bow at the edge of the contest area as normal. The coach or corner referee is permitted to support the judoka if needed. The judoka will then approach mat centre and perform basic kumi-kata (sleeve, lapel). The referee announces Ha-jime.

In Ne-Waza, starting positions can vary depending on the following procedures:

- If a judoka can walk by themselves or is supported by a coach or referee, they will bow at the edge of the contest area as normal and bow in the normal central position, then kneel down. The referee will then announce Ha-Jime.

- If either judoka has a visual impairment or is blind, the match will start in basic kumi-kata (sleeve- lapel).
- In this starting position, both players knees must be level, so no unfair advantage is given.





- If either judoka cannot perform the match in a kneeling position, the judoka may start the match in a sitting position. In this case, the opponents sit next to each other, facing opposite directions, and assume basic kumi-kata (sleeve-lapel)



- Pushing opponent backwards while in kneeling position is not allowed



Ne-Waza contest

Ne-waza matches are performed exclusively in ne-waza because either judoka, because of a disability, cannot perform a match safely in tachi-waza.

A referee is authorised to change a tachi-waza contest into a ne-waza contest should they deem it in the best interest and safety of the judoka. The judoka that triggered this decision will then perform in ne-waza for the remainder of the tournament.

Prohibited actions

In addition to the prohibited actions as described in the IJF official judo rules, the following techniques are also prohibited in the adaptive judo contest:

Any and all forms of:

1. Sacrifice techniques (sutemi-waza) including Tani Otoshi and Makikomi
2. Arm-lock techniques (kansetsu-waza)
3. Choking techniques (shime-waza)
4. Choking, locking and holding techniques that involve holding the legs in a triangle position (sankaku-waza)
5. All throws executed on one or two knees *(to the front and rear in Special Olympic Rules and to the front only in EJU Rules)*



In Tachi-Waza:

It is prohibited to perform Kumi-kata around the head or neck of the opponent. The arm must not pass the centre line of the back of the opponent's jacket at shoulder level.





In Ne-waza:

In Ne-waza, it is not allowed to put pressure on either the head or neck. In osae-komi situations where tori is in Kesa position, Tori is not allowed to put either hand or arm under the head or neck of Uke.



N.B: Prohibited actions/techniques in contest will not be scored and where possible matte will be called before the techniques is executed to ensure the safety of the players

Reasons behind the Rules

Sutemi Waza

Sutemi Waza is prohibited because it poses a significant risk to Uke. Athletes, especially those with cerebral palsy, often have slower reaction times and angular, cramped, slow, jerky, and shaky movements. This makes it challenging for Uke to roll correctly and safely. Some athletes may struggle to bend their backs properly, remaining square when attempting to roll, while others might support themselves with their hands or head out of necessity.

Kansetsu-Waza and Shime-Waza

Kansetsu-Waza and Shime-Waza are prohibited due to the slower reaction speeds of both uke and tori. Athletes with cerebral palsy and dyspraxia face difficulties in coordinating and fine-tuning their movements. Additionally, variations in muscle tension, which can be either too high or too low, complicate the execution of these techniques. For athletes with Down syndrome, flexible joints and sensitivity to overstretched ligaments can lead to dislocations. Athletes with autism spectrum disorders may have unpredictable responses to pain or may not interact with it at all.

Sankaku Techniques

Sankaku techniques on the neck are prohibited due to the variable muscle tone development around the neck and back. Athletes with Down syndrome, who have flexible joints and overstretched ligaments, are particularly at risk. These techniques require coordination of hands and legs, making it challenging for uke to react appropriately due to the complexity of processing multiple signals.

Throws on the Knees

Throws executed on the knees are prohibited for similar reasons. These throws can be faster or less controlled, making it difficult for Uke to fall safely if their reaction speed is slower. Additionally, the neck muscles must be sufficiently developed and tensed in time, which is not feasible for some athletes, such as those with Prader-Willi syndrome.

Pressure on the Head, Neck, or Throat

Pressure on the opponent's head, neck, or throat is prohibited for all the aforementioned reasons. Even though athletes with Down syndrome diagnosed with atlantoaxial instability are excluded from judo, those with low muscle tension or thresholds may still be at risk for cervical spine problems.

Grips Around the Neck

Grips around the neck in both Tachi-Waza and Ne-Waza are prohibited due to the potential for pressure on uke's neck and the necessary reaction speed. This is particularly critical when motor control is not fine-tuned by tori.

Pushing Backwards While Kneeling

Pushing the opponent backwards while in a kneeling position is prohibited due to the risks of overstretched ligaments, inadequate reaction speed to change direction and prevent pain, and the potential for injury in athletes with autism spectrum disorder who may not feel pain but still get injured.

General Considerations

Athletes with various disabilities may make uncontrolled, inaccurate movements, especially under stress and the will to win. Therefore, while some techniques might be safely practiced in a calm and relaxed training environment, they are not suitable for high-level competition. For low-level athletes, it is advisable to avoid training any techniques that are prohibited for the reasons mentioned above.

Section 5. Classification Skill Levels

Classification or skill levels for adaptive judo were first developed in the early 1990s. The classification system is based on judo ability and not disability. The purpose of this system is to ensure the safety of the players during play and contests.

Below is the current skill level classification for Special Olympics International. As with the safety rules, there are small differences between the Special Olympics and EJU classification wordings. Because our project focuses on judo athletes with intellectual disabilities, the SO classification systems are preferred for this course.

Skill Levels

Level 1 is a judoka who can perform in a shiai with a mainstream recreational judoka. This judoka is fast and powerful and has excellent reactivity. They have a strong feeling for Judo and an excellent strategic view. This judoka has a good understanding of the meaning and goal of the competition.

Level 2 is a judoka who can perform in randori with a mainstream recreational judoka. This judoka understands the competition's meaning and goal. This judoka is fast and powerful and has moderate reactivity but is usually late responding to judo situations. They have a good judo feeling but may struggle with processing complex instructions and situations. They may need some assistance and guidance.

Level 3 is a judoka who can perform a playful randori in training with a mainstream recreational judoka. This judoka is reasonably fast and powerful and has a reasonably developed reactivity. The strategy for level 3 judoka often consists of repeating the same technique over and over. This judoka is not able to combine throwing directions like in renraku waza in shiai. This judoka needs assistance and guidance from the coach on the judo mat, as well as next to the mat during competition, but understands most of the rules and goals.

Level 4 is a judoka who can perform a playful randori in training with a mainstream recreational judoka, but the mainstream judoka needs to adapt their speed and strength to match this player, as well as take the initiative for movements during randori. This judoka needs adapted training and high assistance and guidance from the coach or referee on the judo mat as well as next to the mat during competition, but understands most of the rules and goals.

Level 5 is a judoka who can perform a playful randori with a mainstream recreational judoka, but the mainstream judoka needs to adapt their speed and strength to match this player, as well as take almost all the initiative for movements during randori. This judoka needs adapted training and very high assistance and guidance from the coach or referee on the judo mat as well as next to the mat during competitions and activities. This Judoka can be very strong, passive, and sometimes slow to respond. They can understand most of the rules and goals, but they can be very easily distracted. Active coaching is needed to perform in Shiai.

Section 6. Learning Methods

Teaching Methods in Judo

Depending on the training group and the training goals, a judo coach will design his training differently. As a rule, training groups with people with different needs and different impairments, are very diverse in content. They may all have different physical and intellectual conditions. This means that not only should the goals be chosen individually, but also the teaching method.

In theory, we speak of open versus structured learning methods.

Structured Learning Methods in Judo Instruction

In the context of judo instruction, the structured learning method places the judo trainer at the centre of the learning process. The trainer's role is to meticulously design and guide the learning paths of the students, ensuring that each technique and concept is comprehensively understood and correctly executed. Here's an expanded explanation of how this method is implemented in judo lessons:

Central Role of the Judo Trainer

The judo trainer is the primary facilitator of the structured learning method. Their responsibilities include planning the curriculum, demonstrating techniques, providing instructions, and offering personalised feedback. The trainer's expertise and strategic approach to teaching are crucial for effective learning.

Holistic vs. Partial Learning Methods

- **Holistic Learning Method:** The trainer presents the judo technique in its entirety. This approach allows students to see the entire movement and understand its flow and purpose before breaking it down into smaller parts.
- **Partial Learning Method:** The trainer divides the technique into smaller, manageable steps. This method is particularly useful for complex techniques, allowing students to master each component before integrating them into the complete movement.

Demonstration of techniques

Learning often begins with the trainer demonstrating the judo technique. This demonstration serves multiple purposes:

- **Visualisation:** Students can see the technique performed correctly, providing a visual model to emulate.
- **Understanding:** Observing the technique helps students understand its mechanics and application.
- **Engagement:** A live demonstration can be more engaging and memorable than verbal descriptions or written instructions.

Instructions and Practice
Following the demonstration, the trainer provides detailed instructions on how to perform the technique. This is often followed by a practice period where students attempt to replicate the technique. During practice, the trainer's role includes:

- **Observation:** The trainer monitors each student to identify areas where they may struggle or make mistakes.
- **Individual Advice:** Personalised feedback is given to each student, addressing their specific needs and helping them improve.
- **Positional Awareness:** The trainer moves around the practice area, positioning themselves to best observe and assist the students.

Sensory Engagement
To enhance learning, the trainer employs various methods to engage different senses of the participants. This multi-sensory approach can include:

- **Visual:** Watching demonstrations and visual aids (e.g., diagrams, videos).
- **Auditory:** Listening to verbal instructions and explanations.
- **Kinesthetic:** Feeling the movements through practice and physical adjustments by the teacher.
- **Tactile:** Using physical touch to correct posture and positioning.

Benefits of Structured Learning in Judo
The structured learning method provides several advantages in judo instruction:

- **Stability and Structure:** A clear, organised approach gives students a sense of stability and predictability, which is conducive to learning.
- **Comprehensive Understanding:** By structuring the learning process, the trainer ensures that students develop a deep and comprehensive understanding of techniques.
- **Progressive Learning:** Techniques can be taught progressively, building from basic to advanced levels, ensuring a solid foundation before introducing more complex movements.
- **Personalised Feedback:** Individual advice and corrections help each student improve and refine their techniques.

Application in Judo Lessons
This method is widely used in judo lessons to teach techniques effectively and efficiently. It allows for:

- **Systematic Progression:** Students can progress through techniques and ranks in a systematic manner, with each new technique building on previous knowledge.
- **Consistency:** A structured approach ensures consistency in teaching methods and expectations, which is important for maintaining high standards.
- **Student Confidence:** The clear structure and individualised feedback help students gain confidence in their abilities, encouraging continuous improvement.

By implementing a structured learning method, judo trainers can provide a stable, effective, and engaging learning environment, ensuring that students not only learn techniques correctly but also develop a deep understanding and appreciation of judo as a martial art.

The Open Learning Method in Judo Instruction
The Open Learning Method in judo instruction emphasises creativity, exploration, and individualised problem-solving. This approach allows students to discover and develop their solutions to given tasks, fostering a deeper understanding and personal connection to the techniques. Here's an expanded explanation of how this method is implemented and its benefits:

Room for Discovery and Creative Solutions
In the Open Learning Method, students are presented with tasks that require them to think critically and experiment with different techniques. For example, a typical judo task might be, "turn your partner on their back." Instead of demonstrating a specific technique, the trainer allows students to explore various methods to achieve this goal.

Process:

1. **Presentation of the Task:** The trainer sets a challenge or goal without prescribing a specific method to achieve it.
2. **Exploration Time:** Students are given time to experiment, try out different techniques, and discover what works best for them.
3. **Presentation of Solutions:** Students share their discovered solutions with the group, fostering a collaborative learning environment.
4. **Structured Practice (if needed):** Once various solutions are presented, the trainer may guide the group in practicing the most effective techniques in a more structured manner.

Suitability for Diverse Learners
The Open Learning Method is particularly beneficial for participants who struggle with imitation or have limited ability to mimic demonstrated techniques. It also caters to those with limited focus, depending on their individual development and maturity levels.

Benefits for Different Learners:

- **Creative Thinkers:** Encourages creativity and independent problem-solving skills.
- **Learners with Imitation Difficulties:** Provides an alternative approach to learning that does not rely on mimicking the trainer.
- **Varied Focus Levels:** Allows students to engage at their own pace and in ways that suit their focus and attention spans.

Decision-Making for Judo Trainers
The choice between a structured or open learning method depends on several factors, including the target group and the learning objectives. These objectives can be motor, cognitive, educational, social, or health-related, and they are pursued over the medium to long term.

Methodological Principles:

- **From Known to Unknown:** Building on what students already know.
- **From Simple to Difficult:** Gradually increasing the complexity of tasks.
- **From Static to Dynamic:** Moving from stationary to more dynamic movements.
- **From Floor to Standing Position:** Progressing through different levels of judo practice.

Creating a Conducive Learning Environment
A positive, appreciative, and fear-free learning climate is crucial for effective learning. The judo trainer's motivation and attitude play a significant role in fostering this environment. When students feel comfortable and supported, they can learn more easily and effectively.

Key Elements:

- **Positive Climate:** A learning environment that is pleasant and free from fear.
- **Trainer's Attitude:** The trainer's enthusiasm and supportive attitude, which is contagious to the group.
- **Encouragement and Motivation:** Benevolent and honest guidance that motivates and encourages students.

Special Considerations for Participants with Disorders

Participants with disorders such as autism spectrum disorder (ASD) often require tailored support to succeed. These students might struggle with complex tasks initially, so it's essential for the judo trainer to set attractive yet achievable tasks, providing the necessary support and guidance.

Strategies:

- **Set Achievable Tasks:** Design tasks that are challenging but attainable with appropriate support.
- **Provide Guidance and Practice:** Offer clear instructions, consistent support, and ample practice opportunities.
- **Maintain Clear Procedures and Rules:** Establish a safe and structured learning environment.
- **Avoid Overwhelming Students:** Prevent excessive demands that could lead to emotional distress by setting realistic goals and expectations.

The Open Learning Method in judo instruction encourages discovery, creativity, and personalised learning, making it suitable for a wide range of participants. By fostering a supportive and motivating environment, judo trainers can help students explore their potential, overcome challenges, and achieve their learning goals in a way that respects their individual needs and abilities.

Laugh, learn, perform

Participants want to laugh in judo lessons because it is simply nice, creates a good feeling and makes learning easier.



The cycle demonstrates that joy can have a direct influence on motivation, which in turn increases joy through practice and a sense of achievement.

Positive feeling states can be achieved in different ways, e.g., through belonging (social acceptance, positive self-worth, friendship), competence (curiosity, knowledge, success) and independence (self-confidence, co-determination). They can be self-motivated or externally motivated.

Learning means: acquiring knowledge, a way of acting or a motor skill.

Learning occurs when the various senses absorb information from the environment. This information can be perceived consciously or unconsciously.

The brain has a limited processing capacity for what is consciously perceived. Therefore, the information relevant to learning must be selected through intentional control. Information consolidated through frequent practice is further processed in the brain and finally stored in long-term memory.

This is the reason for the success of the many judo games used on the judo mat. There are many different games to encourage all basic forms of movement, such as, running/jumping, balancing, rolling, climbing, swinging, rhythm, throwing/catching, fighting, and sliding. Judo techniques can also be successfully acquired through play.

Teaching Styles

Regardless of which method we choose to achieve a goal, our teaching style can help achieve the set goal.

The style is a personal way we use a method, consisting of verbal and non-verbal elements. How we talk; loudly, slowly, with a low pitch or high pitch etc., everything can have an impact on the learning climate. There is a direct interaction between us and the participants. If we are aware of our personal way of communicating and acting, we can also consciously omit or reinforce elements.

When we get to know the participants, the aim is to find out how they learn, and which stimuli overwhelm or stimulate them. With this knowledge, we can build a learning climate in which all individual children feel comfortable and can learn.

For example, if we are aware of oversensitivity to auditory stimuli, it makes perfect sense to show something without speaking out loud or to interrupt the shouting of children playing prematurely. If we have noticed that someone's ability to imitate is very well developed, it makes perfect sense to give ourselves a great example with the posture and use of the body in relation to judo techniques as well as in language, through what we expect very clearly and repetitively to show.

Regardless of how we shape our teaching style with our voice and gestures, it should benefit the participants in a positive learning climate. That means it should be different depending on the goal and participants; sometimes loud, sometimes quiet, sometimes funny, sometimes serious, etc. All participants should always feel valued, respected, and safe in training, despite different personal silences.

Playful elements in a benevolent environment and mood make the children have fun and laugh, which in turn positively supports the unconscious learning and solving of possible difficult tasks.

Section 7. Coaching Styles

Sports coaching is a dynamic field that encompasses various approaches to training and development, each with unique philosophies and methodologies. The main coaching styles include autocratic, democratic, holistic, laissez-faire, and transformational approaches. Each style offers distinct advantages and challenges, influencing how athletes learn, perform, and grow within their sport. Understanding these styles is crucial for coaches to effectively guide their athletes, particularly when adapting to the diverse needs of individuals, including those with disabilities. The following aims to provide a brief overview of these main coaching styles, highlighting their core principles and their potential applications in fostering inclusive and supportive sports environments.

Autocratic Coaching Style

Description: The coach makes all the decisions with little to no input from the athletes. This style emphasises discipline, structure, and clear directives.

The advantages of this style are:

- Quick decision-making.
- Clear roles and expectations.
- Strong discipline and control.

The disadvantages of this style are:

- Can lead to low athlete morale.
- Athlete's creativity and input are limited.
- Athletes have the potential to feel high pressure and stress.

Adaptation for People with Disabilities:

- **Positively Used:** Provide clear instructions and structured environment which can help athletes with cognitive disabilities or those who benefit from consistency.
- **Adaptation:** Ensure that communication is accessible, such as using visual aids or simple language for those with communication challenges. Incorporate regular check-ins to ensure understanding and comfort.

Democratic Coaching Style

Description: The coach involves athletes in the decision-making process, encouraging input and collaboration. This style promotes team unity and shared responsibility.

The advantages of this style are:

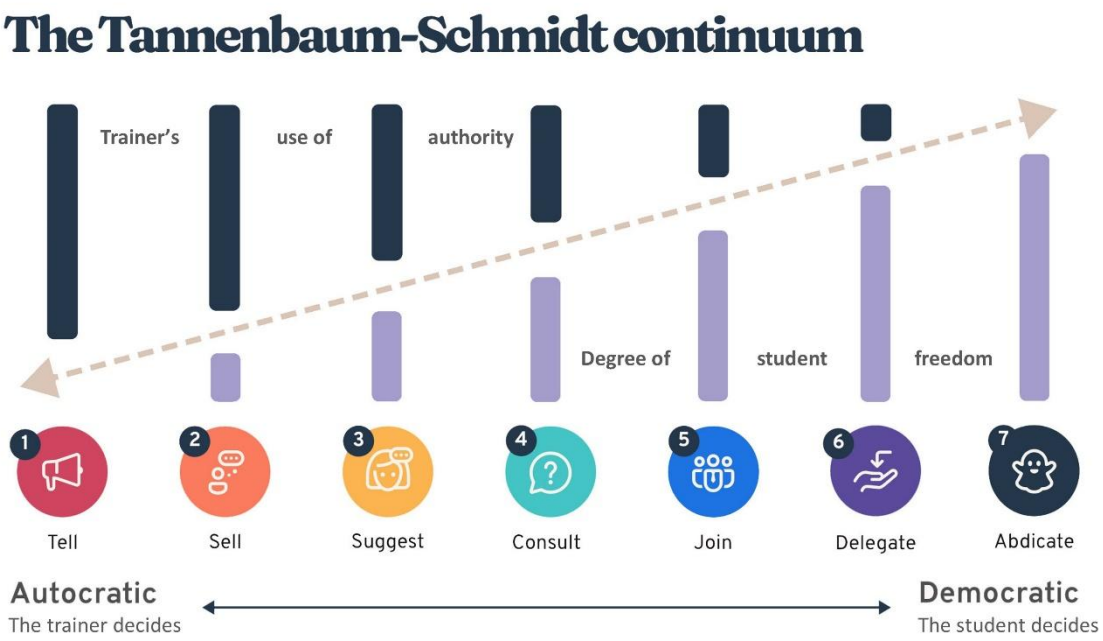
- Increases athlete engagement and motivation.
- Encourages creativity and innovation.
- Builds strong coach-athlete relationships.

The disadvantages of this style are:

- Slower decision-making process.
- Potential for conflict or disagreement.
- It may be challenging to maintain authority and discipline.

Adaptation for People with Disabilities:

- **Positively Used:** Foster an inclusive environment where athletes with disabilities feel valued and heard, enhancing their engagement and confidence.
- **Adaptation:** Ensure all athletes can contribute by providing various communication methods (verbal, written, assistive technology). Create smaller group discussions to facilitate easier participation.



The Tannenbaum-Schmidt Continuum

1. **Tell:** Autocratic - The coach decides.
2. **Sell:** The coach decides and convinces the students.
3. **Suggest:** The coach makes suggestions and seeks feedback from the students.
4. **Consult:** Before making a decision, the coach consults with the students, considering their opinions.
5. **Join:** The coach joins with the students to make a decision together.
6. **Delegate:** The coach delegates decision-making to the students within set parameters.
7. **Abdicate:** Democratic - The students decide.

Holistic Coaching Style

Description: It focuses on the overall development of the athlete, including their physical, mental, emotional, and social aspects. Emphasises the well-being and personal growth of athletes.

The advantages of this style are:

- Promotes long-term athlete development.
- Enhances athlete well-being and life skills.
- Builds strong, trusting coach-athlete relationships.

The disadvantages of this style are:

- Can be time-consuming.
- May lack focus on immediate performance goals.
- The coach must be skilled in a variety of developmental areas.

Adaptation for People with Disabilities:

- **Positively Used:** Address the unique needs of athletes with disabilities, promoting their overall well-being and personal development.
- **Adaptation:** Collaborate with other professionals (therapists, counsellors) to provide comprehensive support. Tailor training programs to individual abilities and needs, focusing on holistic growth.

Laissez-Faire Coaching Style

Description: The coach takes a hands-off approach, allowing athletes significant autonomy and control over their training and decision-making. This style promotes independence and self-motivation.

The advantages of this style are:

- Encourages athlete autonomy and responsibility.
- Fosters creativity and innovation.
- Can build strong self-discipline in athletes.

The disadvantages of this style are:

- May lead to lack of structure and discipline.
- Can result in inconsistent performance.
- Requires highly self-motivated athletes.

Adaptation for People with Disabilities:

- **Positively Used:** Empower athletes with disabilities by giving them control over their training, enhancing their confidence and self-efficacy.
- **Adaptation:** Provide clear guidelines and support to ensure safety and effective training. Use adaptive tools and resources to help athletes make informed decisions.

Transformational Coaching Style

Description: It focuses on inspiring and motivating athletes through a shared vision and positive relationships. This style emphasizes personal growth and development through inspiration.

The advantages of this style are:

- High levels of athlete motivation and engagement.
- Strong emotional connections between coaches and athletes.
- Promotes personal and athletic growth.

The disadvantages of this style are:

- Requires a highly charismatic and empathetic coach.
- Can be emotionally demanding for the coach.
- May be less effective with highly independent athletes.

Adaptation for People with Disabilities:

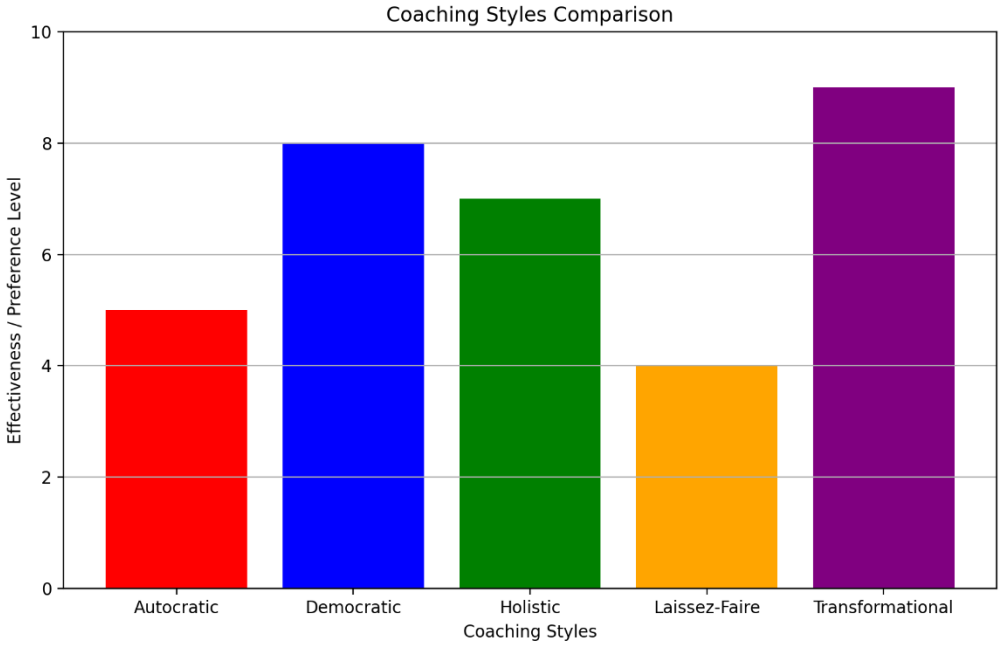
- **Positively Used:** Inspire and motivate athletes with disabilities by emphasising their potential and creating a supportive, empowering environment.
- **Adaptation:** Use tailored motivational strategies that resonate with individual athletes. Foster a culture of inclusion and celebrate small successes to build confidence.

General Adaptations for Coaching Athletes with Disabilities

1. **Communication:**
    - Use clear, simple language.
    - Employ visual aids, sign language, or assistive technology as needed.
2. **Accessibility:**
    - Ensure training facilities and equipment are accessible.
    - Adapt drills and exercises to meet the physical abilities of athletes.

3. **Individualisation:**
    - Customize training plans to address specific needs and goals.
    - Incorporate flexibility to adjust plans based on athlete progress and feedback.
4. **Support:**
    - Provide psychological and emotional support.
    - Engage with specialists (e.g., physiotherapists, occupational therapists) to enhance training.
5. **Education:**
    - Educate athletes on self-advocacy and self-care.
    - Promote understanding and awareness within the team about different disabilities.

By understanding and adapting these coaching styles, coaches can create inclusive, supportive, and effective training environments for athletes with disabilities, ensuring they can reach their full potential both in sports and personal development.



Section 8. Learning Styles

Learning Styles - General Descriptions

Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: "I'll try anything once". They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down, they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others but in doing so; they seek to centre all activities on themselves.

Reflectors

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. Before making their own points, they listen to others and get the drift of the discussion. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step, logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories, models, and systems thinking. Their philosophy prizes rationality and logic. "If it's logical it's good". Questions they frequently ask are: "Does it make sense?" "How does this fit with that?" "What are the basic assumptions?" They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their "mental set" and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgments, lateral thinking, and anything flippant.

Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search for new ideas and take advantage of the first opportunity to experiment

with applications. They are the sorts of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down-to-earth people who like making practical decisions and solving problems. They respond to problems and opportunities "as a challenge". Their philosophy is: "There is always a better way" and "if it works it's good".

Learning styles - a further perspective

ACTIVISTS:

Activists learn best from activities where:

- There are new experiences/problems/opportunities from which to learn.
- They can engross themselves in short "here and now" activities such as business games, competitive teamwork tasks, role-playing exercises.
- There is excitement/drama/crisis and things chop and change with a range of diverse activities to tackle
- They have a lot of the limelight/high visibility, i.e., they can "chair" meetings, lead discussions, and give presentations.
- They are allowed to generate ideas without constraints of policy, structure or feasibility.
- When faced with a task they perceive as challenging, such as a challenge that comes with insufficient resources and unfavourable conditions, they find themselves in a difficult situation.
- They are involved with other people, i.e., bouncing ideas off of them, and solving problems as part of a team.
- It is appropriate to "have a go".

Activists *learn least from, and may react against, activities where:*

- Learning involves a passive role, i.e., listening to lectures, monologues, explanations, statements of how things should be done, reading, and watching.
- They are asked to stand back and not be involved.
- They are required to assimilate, analyse and interpret lots of "messy" data.
- They are required to engage in solitary work, i.e., reading, writing, and thinking on their own.
- They are required to evaluate what they will learn in advance and what they have learned afterward.
- They are offered statements they see as "theoretical", i.e., explanation of cause or background
- They are asked to repeat essentially the same activity over and over again, i.e., when practicing.
- They have precise instructions to follow with little room for manoeuvrability.
- They are asked to do a thorough job, i.e., attend to detail, tie up loose ends, dot the i's, cross t's.

Summary of strengths

- Flexible and open-minded.
- Happy to have a go.
- Happy to be exposed to new situations.
- Optimistic about anything new and therefore unlikely to resist change.

Summary of weaknesses:

- Tendency to take the immediately obvious action without thinking.
- Often take unnecessary risks.
- Tendency to do too much themselves and hog the limelight.
- Rush into action without sufficient preparation.
- Get bored with implementation/consolidation.

REFLECTORS:

Reflectors learn best from activities where:

- They are allowed or encouraged to watch/think/chew over activities.
- They are able to stand back from events and listen/observe, i.e. observe a group at work, take a back seat in a meeting, or watch a film or video.
- They are allowed to think before acting, to assimilate before commencing, i.e., time to prepare, a chance to read in advance a brief giving background data.
- They can carry out some painstaking research, i.e. investigate, assemble information, and probe to get to the bottom of things.
- They have the opportunity to review what has happened, and what they have learned.
- They are asked to produce carefully considered analyses and reports.
- They are helped to exchange views with other people without danger, i.e. by prior agreement, within a structured learning experience.
- They can reach a decision in their own time without pressure or tight deadlines.

Reflectors learn least from, and may react against, activities where:

- They are "forced" into the limelight, i.e. to act as leader/chairman, to role-play in front of on-lookers.
- They are involved in situations that require action without planning.
- They are pitched into doing something without warning, i.e. to produce an instant reaction, or to produce an off-the-top-of-the-head idea.
- They are given insufficient data on which to base a conclusion.
- They are given cut-and-dried instructions on how things should be done.
- They are worried by time pressures or rushed from one activity to another.
- In the interest of expediency, they have to make short cuts or do a superficial job.

Summary of strengths:

- Careful.
- Thorough and methodical
- Thoughtful
- Good at listening to others and assimilating information.
- Rarely jump to conclusions.

Summary of weaknesses:

- Tendency to hold back from direct participation.
- Slow to make up their minds and reach a decision.
- Tendency to be too cautious and not take enough risks.
- Not assertive - they aren't particularly forthcoming and have no "small talk".

THEORISTS:

Theorists learn best from activities where:

- What is being offered is part of a system, model, concept, or theory
- They have time to methodically explore the associations and interrelationships between ideas, events and situations.
- They have the chance to question and probe the basic methodology, assumptions or logic behind something, i.e., by taking part in a question-and-answer session, or by checking a paper for inconsistencies.
- They are intellectually stretched, i.e., by analysing a complex situation, being tested in a tutorial session, and by teaching high-calibre people who ask searching questions.
- They are in structured situations with a clear purpose.
- They can listen to or read about ideas and concepts that emphasise rationality or logic and are well-argued/elegant/watertight.
- They can analyse and then generalise the reasons for success or failure.
- They are offered interesting ideas and concepts even though they are not immediately relevant.
- They are required to understand and participate in complex situations.

Theorists learn least from, *and* may react against, activities where:

- They are pitch-forked into doing something without context or apparent purpose.
- They have to participate in situations emphasising emotions and feelings.
- On sensitivity training, they are involved in unstructured activities where ambiguity and uncertainty are high, i.e., with open-ended problems.
- They are asked to act or decide without a basis in policy, principle, or concept.
- They are faced with a hotchpotch of alternative/contradictory techniques/methods without exploring any in depth, i.e., as on a "once over lightly" course.
- They find the subject matter platitudinous, shallow, or gimmicky.
- They feel themselves out of tune with other participants, i.e., when with lots of activists or people of lower intellectual calibre.

Summary of strengths:

- Logical "vertical" thinkers.
- Rational and objective.
- Good at asking probing questions.
- Disciplined approach.

Summary of weaknesses:

- Restricted to lateral thinking.
- low tolerance for uncertainty, disorder and ambiguity
- Intolerant of anything subjective or intuitive.
- Full of "should, ought to and must.

PRAGMATIST:

Pragmatists learn best from activities where:

- There is an obvious link between the subject matter and a problem or opportunity on the job.
- They are shown techniques for doing things with obvious practical advantages, i.e., how to save time, how to make a good first impression, and how to deal with awkward people.
- They have the chance to try out and practice techniques with coaching/feedback from a credible expert, i.e., someone who is successful and can do the techniques themselves.
- They are exposed to a model they can emulate, i.e., a respected boss, a demonstration from someone with a proven track record, lots of examples/anecdotes, and a film showing how it's done.
- They are given techniques that are currently applicable to their own jobs.
- They are given immediate opportunities to implement what they have learned.
- There is a high face validity in the learning activity, i.e., a good simulation, 'real" problems.
- They can concentrate on practical issues, i.e., drawing up action plans with an obvious end product, suggesting short cuts, and giving tips.

Pragmatists learn least from, and may react against, activities where:

- The learning is not related to an immediate need they recognise/they cannot see, an immediate relevance/practical benefit.
- Organisers of the learning, or the event itself, seems distant from reality, i.e., "ivory towered", all theory and general principles, pure "chalk and talk".
- There is no practice or clear guidelines on how to do it.
- They feel that people are going around in circles and not getting anywhere fast enough.
- There are political, managerial or personal obstacles to implementation.
- There is no apparent reward from the learning activity, i.e., more sales, shorter meetings, higher bonus, or a promotion.

Summary of strengths:

- Keen to test things out in practice.
- Practical, down to earth, realistic.
- Businesslike: gets straight to the point.
- Technique oriented.

Summary of weaknesses:

- Tendency to reject anything without an obvious application.
- Not very interested in theory or basic principles.
- Tendency to seize on the first expedient solution to a problem.
- Impatient with waffle.
- On balance, task oriented not people oriented.

Section 9. What Learning Style am I

Learning Styles Questionnaire

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning "habits" that help you benefit more from some experiences than from others. Since you are probably unaware of this, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style and having a greater understanding of those that suit the style of others.

This is an internationally proven tool designed by Peter Honey and Alan Mumford.

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers.

If you agree more than you disagree with a statement, put a tick by it.

- ☐ 1. I have strong beliefs about what is right and wrong, good and bad.
- ☐ 2. I often act without considering the possible consequences
- ☐ 3. I tend to solve problems using a step-by-step approach
- ☐ 4. I believe that formal procedures and policies restrict people
- ☐ 5. I have a reputation for saying what I think, simply and directly
- ☐ 6. I often find that actions based on feelings are as sound as those based on careful thought and analysis
- ☐ 7. I like the sort of work where I have time for thorough preparation and implementation
- ☐ 8. I regularly question people about their basic assumptions
- ☐ 9. What matters most is whether something works in practice
- ☐ 10. I actively seek out new experiences
- ☐ 11. When I hear about a new idea or approach, I immediately start working out how to apply it in practice
- ☐ 12. I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
- ☐ 13. I take pride in doing a thorough job
- ☐ 14. I get on best with logical, analytical people and less well with spontaneous, "irrational"
- ☐ 15. I take care over the interpretation of data available to me and avoid jumping to conclusions
- ☐ 16. I like to reach a decision carefully after weighing up many alternatives
- ☐ 17. I'm attracted more to novel, unusual ideas than to practical ones
- ☐ 18. I don't like disorganised things and prefer to fit things into a coherent pattern
- ☐ 19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done
- ☐ 20. I like to relate my actions to a general principle
- ☐ 21. In discussions I like to get straight to the point
- ☐ 22. 1 tend to have distant, rather formal relationships with people at work

- ☐ 23. I thrive on the challenge of tackling something new and different
- ☐ 24. I enjoy fun-loving, spontaneous people
- ☐ 25. I pay meticulous attention to detail before coming to a conclusion
- ☐ 26. I find it difficult to produce ideas on impulse
- ☐ 27. I believe in coming to the point immediately
- ☐ 28. I am careful not to jump to conclusions too quickly
- ☐ 29. I prefer to have as many resources of information as possible - the more data to think over the better
- ☐ 30. Flippant people who don't take things seriously enough usually irritate me
- ☐ 31. I listen to other people's points of view before putting my own forward
- ☐ 32. I tend to be open about how I'm feeling
- ☐ 33. In discussions I enjoy watching the manoeuvrings of the other participants
- ☐ 34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance
- ☐ 35. I tend to be attracted to techniques such as network analysis, flow charts, branching programs, contingency planning, etc.
- ☐ 36. It worries me if I have to rush out a piece of work to meet a tight deadline
- ☐ 37. I tend to judge people's ideas on their practical merits
- ☐ 38. Quiet, thoughtful people tend to make me feel uneasy
- ☐ 39. I often get irritated by people who want to rush things
- ☐ 40. It is more important to enjoy the present moment than to think about the past or future
- ☐ 41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition
- ☐ 42. I tend to be a perfectionist
- ☐ 43. In discussions I usually produce lots of spontaneous ideas
- ☐ 44. In meetings I put forward practical realistic ideas
- ☐ 45. More often than not, rules are there to be broken
- ☐ 46. I prefer to stand back from a situation
- ☐ 47. I can often see inconsistencies and weaknesses in other people's arguments
- ☐ 48. On balance I talk more than I listen
- ☐ 49. I can often see better, more practical ways to get things done
- ☐ 50. I think written reports should be short and to the point
- ☐ 51. I believe that rational, logical thinking should win the day
- ☐ 52. I tend to discuss specific things with people rather than engaging in social discussion
- ☐ 53. I like people who approach things realistically rather than theoretically
- ☐ 54. In discussions I get impatient with irrelevancies and digressions
- ☐ 55. If I have a report to write I tend to produce lots of drafts before settling on the final version
- ☐ 56. 1 am keen to try things out to see if they work in practice
- ☐ 57. I am keen to reach answers via a logical approach
- ☐ 58. I enjoy being the one that talks a lot

- ☐ 59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations
- ☐ 60. I like to ponder many alternatives before making up my mind
- ☐ 61. In discussions with people, I often find I am the most dispassionate and objective
- ☐ 62. In discussions I'm more likely to adopt a "low profile" than to take the lead and do most of the talking
- ☐ 63. I like to be able to relate current actions to a longer-term bigger picture
- ☐ 64. When things go wrong, I am happy to shrug it off and "put it down to experience"
- ☐ 65. I tend to reject wild, spontaneous ideas as being impractical
- ☐ 66. It's best to think carefully before taking action
- ☐ 67. On balance I do the listening rather than the talking
- ☐ 68. I tend to be tough on people who find it difficult to adopt a logical approach
- ☐ 69. Most times I believe the end justifies the means
- ☐ 70. I don't mind hurting people's feelings so long as the job gets done
- ☐ 71. I find the formality of having specific objectives and plans stifling
- ☐ 72. I'm usually one of the people who puts life into a party
- ☐ 73. I do whatever is expedient to get the job done
- ☐ 74. I quickly get bored with methodical, detailed work
- ☐ 75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events
- ☐ 76. I'm always interested to find out what people think
- ☐ 77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
- ☐ 78. I steer clear of subjective or ambiguous topics
- ☐ 79. I enjoy the drama and excitement of a crisis situation
- ☐ 80. People often find me insensitive to their feelings

Scoring and Interpreting the Learning Styles Questionnaire

The Questionnaire is scored by awarding one point for each ticked item. There are no points for crossed items. Simply indicate on the lists below which items were ticked by circling the appropriate question number.

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
TOTALS			
Activist	**Reflector**	**Theorist**	**Pragmatist**

In descending order of likelihood, the most common combinations are:

1st	Reflector/Theorist
2nd	Theorist/ Pragmatist
3rd	Reflector/Pragmatist
4th	Activist/Pragmatist

Module 3

Learning Through Play and Lesson Planning

6 Sections

Our main focus for this module is on Learning through Play and Lesson Planning, we will be covering the following topics:

- The Benefits of Learning through Play
- Judo Game Ideas
- The importance of Lesson Planning in general
- The Importance of Lesson Planning for adaptive Judo
- Sample Lesson Plans

Section 1. The Benefits of Learning Through Play

Learning through play is a concept that emphasises the importance of play in children's intellectual, emotional, and social development. This approach to learning, endorsed by educators and psychologists alike, involves engaging children in playful activities that stimulate curiosity, creativity, and critical thinking. Learning through play fosters an environment where exploration and discovery are at the forefront, allowing children to grasp concepts naturally and intuitively.

General Benefits of Learning Through Play

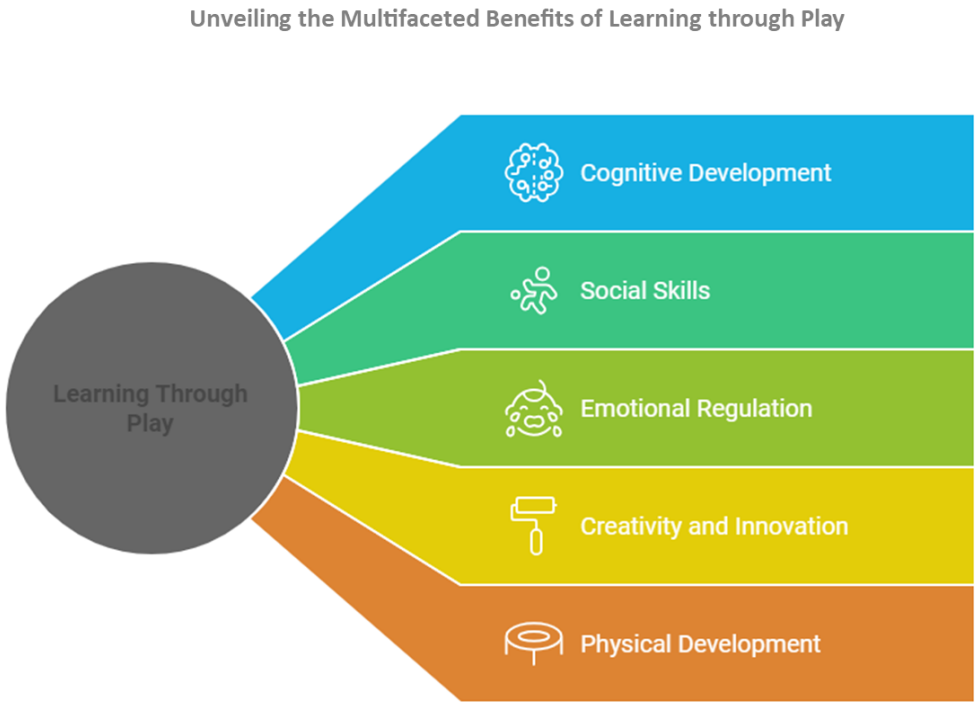
Cognitive Development: Play helps in enhancing memory, problem-solving abilities, and decision-making skills. Through imaginative and interactive play, children develop reasoning abilities and can apply these to real-world situations.

Social Skills: Children learn how to interact with others, share, cooperate, and resolve conflicts during play. These are key life skills that contribute to emotional intelligence and relationship-building.

Emotional Regulation: Play allows children to express their emotions in a healthy way. By engaging in different scenarios, they learn to cope with frustrations and celebrate achievements, building resilience and a sense of accomplishment.

Creativity and Innovation: Play, particularly free-form or imaginative play, encourages creative thinking. Children invent stories, solve problems, and explore different solutions, fostering an innovative mindset from an early age.

Physical Development: Active play helps children develop motor skills, coordination, and physical fitness. The use of various muscles and body movements improves overall physical health and agility.



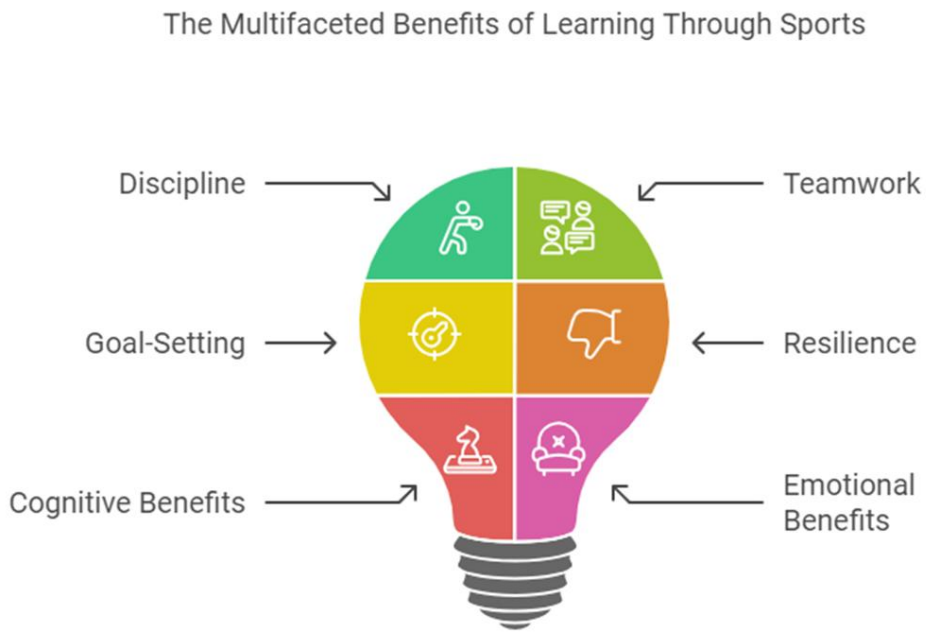
Learning Through Play in Sports

Sports provide an excellent platform for play-based learning. When introduced as fun, structured play, sports teach discipline, teamwork, and perseverance. Playing sports enhances motor skills, strategic thinking, and coordination while also encouraging a growth mindset—where setbacks are viewed as learning opportunities.

Teamwork and Cooperation: Most sports require players to work together toward a common goal, teaching collaboration, communication, and leadership. Learning these skills through play can make the experience enjoyable and less pressured.

Goal-Setting and Resilience: Through playful sports activities, children learn to set goals and pursue them with effort and focus. The playful context reduces fear of failure, teaching players to adapt to setbacks and find solutions in a supportive, non-judgmental environment.

Cognitive and Emotional Benefits: Learning through sports involves strategic thinking, planning, and adjusting to different scenarios. It also allows participants to build confidence, emotional regulation, and self-awareness as they experience successes and losses in a playful setting.



Learning Through Play in Judo for Adaptive Players

Judo, a martial art rooted in principles of balance, discipline, and respect, offers tremendous benefits to adaptive athletes—individuals with physical, intellectual, or developmental disabilities. The play-based learning approach to judo opens doors for adaptive athletes, enabling them to thrive both physically and mentally in an inclusive environment.

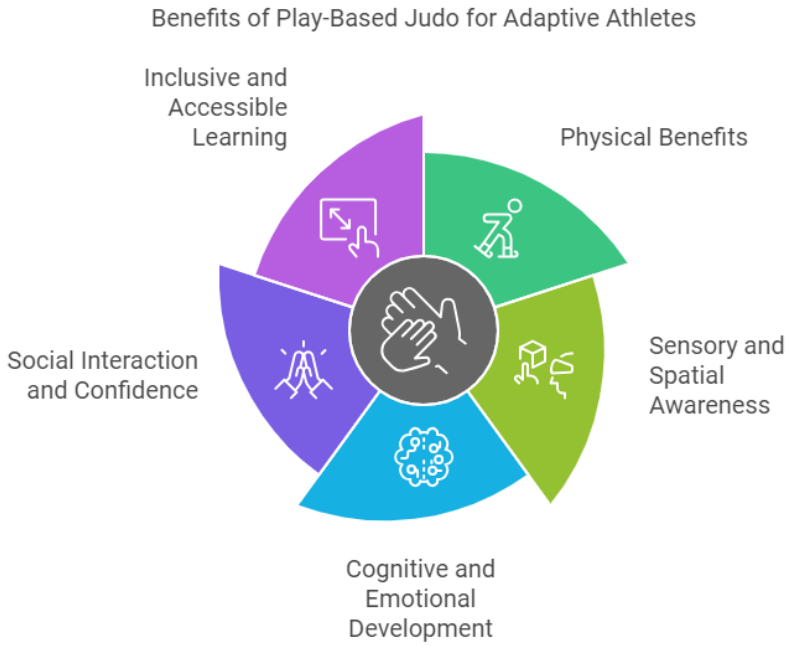
Physical Benefits: Judo, when taught through playful activities, enhances balance, coordination, strength, and flexibility in adaptive players. Playful drills, rather than formal or rigid practice, allow adaptive athletes to explore their physical capabilities and gain confidence in their bodies.

Sensory and Spatial Awareness: Judo emphasises movement and balance, which helps adaptive players develop a heightened awareness of their bodies in space. Engaging in playful movement challenges allows them to better understand their surroundings, promoting spatial awareness and sensory integration.

Cognitive and Emotional Development: Adaptive players benefit cognitively from playful judo exercises, which often involve solving movement-based challenges. They develop focus, concentration, and decision-making skills through interactive and dynamic play. Emotional benefits also come from the self-discipline and perseverance required in judo, helping to build resilience and emotional stability.

Social Interaction and Confidence: Judo, with its emphasis on mutual respect, allows adaptive players to interact with peers in a structured but playful manner. The playful aspect of learning judo reduces stress and creates a positive, inclusive environment where players of all abilities can build social connections and self-esteem.

Inclusive and Accessible Learning: Playful judo activities can be adapted to meet the specific needs of each player, regardless of their physical or intellectual abilities. This inclusivity ensures that every athlete can participate at their own pace, feeling supported and empowered to grow.



Conclusion

Learning through play is a powerful approach that facilitates growth in all areas—cognitive, physical, emotional, and social. Sports, and specifically judo, provide an exceptional context for adaptive athletes to benefit from play-based learning, fostering a sense of achievement, resilience, and personal development. For adaptive players, the opportunity to engage in playful sports environments like judo promotes inclusivity, confidence, and a sense of belonging, proving that play is not only fun but fundamental to learning and growth.

Section 2. Judo Game Ideas

Judo Games Ideas

In this section, we are excited to share a range of **Judo Game Ideas** designed to engage and benefit all judoka, with a special focus on being inclusive and supportive of adaptive players. These games aim to make learning and practicing judo both fun and effective, fostering skill development in a dynamic and enjoyable way.

It's important to emphasise that these are **flexible game concepts**. You are encouraged to adjust and tailor them to suit the specific needs of your group, whether it's adapting for skill level, group size, or individual abilities. This adaptability ensures that everyone can participate fully and gain value from the activities. We have included short video clips of each game idea to give you a visual.

To provide a structured approach, we've organised the game ideas to align with the natural progression of judo practice:

1. **Warm-Up Games**: Fun and engaging activities to prepare the body and mind for training.
2. **Ukemi Games**: Exercises focused on improving break-fall techniques, ensuring safe and confident movements.
3. **Kumi-Kata Games**: Games to develop gripping strategies and hand positioning, critical for effective judo practice.
4. **Ne-Waza Games**: Groundwork-focused games that enhance control and movement while on the mat.
5. **Tachi-Waza Games**: Standing judo games to refine balance, throws, and upright techniques.

Whether you are teaching beginners, working with adaptive athletes, or training experienced judoka, these games can provide a versatile and enjoyable approach to practice. Let's explore these ideas and see how they can add value to your sessions!

Warm Up Game Ideas

Game 1: Animal Tag - Worm/Dog/Frog



Equipment Needed: None

Game Description:

This dynamic twist on a classic game of tag is perfect for warm-ups or introducing a new group. The game is simple yet engaging: one or two players act as the "Catchers," while the rest are "Avoiders." Players move around the floor in creative ways—slithering on their bellies for *Worm Tag*, crawling on hands and knees for *Dog Tag*, or hopping like frogs for *Frog Tag*.

When a Catcher tags an Avoider, the tagged player must freeze in a press-up position, forming a "bridge." To be freed, a teammate must crawl under the bridge.

Why it's great:

Fun and adaptive: The animal-themed movements make the game enjoyable for all ages.

Skill assessment: By starting with the lowest physical level (Worm Tag) and progressing to more advanced movements, you can easily gauge your group's physical abilities.

Group bonding: Encourages teamwork and helps build camaraderie in a fun, low-pressure environment.

Give it a try as a starter activity—it's sure to energise your group and set the tone for a great session!

Game 2: Hoop Dash



Equipment Needed: Hoops

Game Description:

This fun and engaging activity is designed to get players moving, thinking, and working together.

How to play:

1. Scatter several hoops on the floor throughout the play area.
2. Players move freely around the space, avoiding the hoops.
3. When the coach calls “HOOP!”, everyone must quickly step into a hoop. Multiple players can share a single hoop.
4. After the first round, remove one hoop and repeat the process.
5. Continue removing hoops after each round, challenging players to squeeze into fewer and fewer hoops until everyone can no longer fit!

Why it’s great:

Encourages physical activity: Keeps players on their feet and moving.

Builds spatial awareness: Players must navigate the space carefully to avoid the hoops.

Promotes teamwork: Sharing hoops fosters cooperation and problem-solving.

Facilitates interaction: A great icebreaker, it encourages close, friendly contact in a playful setting.

Use *Hoop Dash* as a warm-up, icebreaker, or a standalone game to energise your group and boost team dynamics!

Game 3: Protect the Castle



Equipment Needed: Hoops or Dots

Game Description:

This exciting one-on-one game combines strategy, movement, and grappling skills in a fun, competitive setting.

How to play:

1. Designate a small space as the "castle," using a hoop or floor disc.
2. One player becomes the *Protector* and stands near the castle, defending it.
3. The other player is the *Dragon*, whose goal is to bypass the Protector and step into the castle.
4. The Protector uses grappling techniques to prevent the Dragon from entering the castle while staying within the play area.
5. Once the Dragon successfully "captures" the castle, the players switch roles.

Why it's great:

Develops fundamental skills: Enhances movement, agility, and awareness.

Builds grappling techniques: Provides a safe, controlled environment to practice core grappling and defensive manoeuvres.

Encourages strategic thinking: Players must plan their moves to out manoeuvre their opponent.

Fun and engaging: The thematic play sparks imagination and keeps participants motivated.

This game is perfect for developing essential skills while keeping the energy high and the competition friendly!

Game 4: Copy Game



Equipment Needed: None

Game Description:

This versatile and enjoyable game is as simple as it sounds: the group leader performs a series of moves or actions, and everyone else copies them!

How to play:

1. The group leader demonstrates actions such as sitting, kneeling, standing, lying down, jumping, squatting, hopping, clapping, or even break-falls.
2. Participants mimic each move, following the leader's pace and sequence.
3. To increase engagement, let players take turns being the leader, adding their creativity to the mix.
4. Adjust the complexity of the actions to match the group's age, ability, or energy level.

Why it's great:

Inclusive and adaptable: Perfect for groups of any size, ability, or skill level.

Skill-building: Enhances physical coordination, attention, and listening skills.

Encourages cooperation: Fosters teamwork and shared focus.

Fun and dynamic: Keeps participants entertained and active in a non-competitive setting.

The Copy Game is an excellent way to energise your group, develop foundational skills, and have a lot of fun in the process!

Game 5: Ball/Beanbag Transfer Challenge



Equipment Needed: Hoops and small balls/beanbags

Game Description:

This individual task exercise combines fun, movement, and focus as players work to transfer balls/beanbags between hoops.

How to play:

1. Set up two hoops for each player: one positioned at their head and the other at their feet.
2. Fill the head hoop with several small balls or beanbags.
3. Players lie on their backs and, reaching over their heads, pick up one ball/beanbag at a time.
4. They then sit up, stretch forward, and place the ball/beanbag in the hoop at their feet.
5. Repeat until all the balls/beanbags are transferred from the head hoop to the foot hoop.

Why it's great:

Promotes diverse movements: Encourages stretching, sitting up, and forward-reaching, engaging multiple muscle groups.

Adaptable: Can be played as a competitive race or as a self-paced task to complete.

Improves coordination: Enhances body awareness and motor skills.

Inclusive: Suitable for all fitness levels, with modifications available as needed.

The Ball *Transfer Challenge* is a versatile activity that builds physical skills while keeping players focused and engaged!

Ukemi Game Ideas

Game 6: Flush the Toilet



Equipment Needed: None

Game Description:

How to play:

- Designate one player as "It" to start the game.
- When a player is tagged, they must kneel on the ground and raise one or both arms to shoulder height, mimicking a "toilet handle."
- To free the tagged player, another player must gently push the raised arm down to "flush the toilet."
- Once flushed, the tagged player uses the momentum to perform a side break-fall and re-enters the game.
- Play continues until a predetermined time or when everyone has had a turn being "It."

Why it's great:

Promotes physical movement: Encourages running, tagging, and engaging in dynamic actions.

Improves break-fall skills: Provides a fun way to practice side break-falls in a low-pressure setting.

Enhances social interaction: Builds teamwork and cooperation as players free their teammates.

Boosts spatial awareness: Helps players stay mindful of their surroundings during fast-paced play.

Flush the Toilet is an exciting and inclusive game that combines fun, physical activity, and skill-building in a way everyone can enjoy!

Game 7: Break-fall Circle



Equipment Needed: None

Game Description:

How to play:

- All players sit on the floor in a large circle, legs crossed or extended.
- Select one player to start as the "Puller."
- The Puller moves around the outside of the circle, gently pulling each seated player backward by their shoulders into a backward roll position.
- As they are pulled, the seated players perform a controlled backward break-fall.
- Once the Puller has made it around the circle, another player takes their turn. For added excitement, introduce a second Puller moving in the opposite direction for simultaneous action.

Why it's great:

Develops break-fall skills: Offers a fun and controlled environment to practice backward break-falls.

Encourages physical movement: Engages players in dynamic actions, whether pulling or falling.

Enhances anticipation and focus: Seated players must stay alert and prepare for their turn.

Scalable: Adding more Pullers increases the challenge and keeps the energy high.

Break-fall Circle is a lively and engaging activity that blends skill-building with teamwork and fun!

Game 8: Clap Clap Bang



Equipment Needed: None

Game Description:

How to play:

- Players pair up and sit on the floor facing each other with knees bent.
- The sequence is simple:
    1. Clap your own hands.
    2. Clap your partner's hands.
    3. Roll back and bang the mat with both hands in a controlled manner.
- To add variety and challenge:
    1. Incorporate a backward roll after banging the mat.
    2. Add a body spin before the bang to enhance coordination and creativity.

Why it's great:

Enhances break-fall skills: Builds confidence and proficiency in safely falling backward.

Improves rolling ability: Encourages fluid, controlled motion during backward rolls.

Boosts core strength: Engages core muscles for balance and stability throughout the movements.

Encourages collaboration: Promotes timing and synchronisation with a partner.

Clap, Clap, Bang! is an engaging and versatile game that makes skill-building interactive and fun!

Game 9: Pull-Through Break-fall



Equipment Needed: None

Game Description:

How to play:

- This activity can be structured as an exercise or as part of a tag game.
- In the tag variation, when a player is tagged, they drop to their hands and knees and extend one hand forward.
- Another player gently pulls the extended hand, guiding the tagged player into a controlled break-fall position that simulates a safe landing from a variety of judo throws.
- Rotate roles to ensure everyone practices both tagging and falling.

Why it's great:

Develops break-fall technique: Offers a controlled environment to simulate safe landing positions from common judo throws.

Encourages physical movement: Engages players in dynamic actions, both tagging and falling.

Builds cooperation: Requires teamwork and communication between players.

Inclusive and scalable: Can be tailored to different skill levels and group sizes.

Pull-Through Break-fall combines skill development with playful interaction, making it a valuable addition to any judo or movement-based activity session!

Game 10: Colour Break-fall Challenge



Equipment Needed: Colour Floor Disks

Game Description:

How to play:

- Players work in pairs.
- One player lies on their back on the floor with a coloured floor disc placed on either side, within easy reach.
- The other player stands nearby, holding matching-coloured discs behind their back.
- The standing player raises one coloured disc at a time as a signal.
- The player on the floor must quickly identify the colour and perform a controlled side break-fall toward the corresponding disc.

Why it's great:

Develops break-fall skills: Provides a fun, focused way to practice safe and accurate break-falls.

Improves reaction time: Sharpens quick decision-making as players respond to visual cues.

Enhances physical movement: Encourages dynamic, multi-directional movement.

Boosts concentration: Requires focus to identify and react to the correct colour.

Colour Break-fall Challenge is an engaging and adaptable game that combines skill-building with mental agility, keeping players focused and active!

Game 11: Break-fall Relay Challenge



Equipment Needed: Floor Markers

Game Description:

How to play:

1. Organise players into groups of three or four.
2. **Player 1** lies face down on the tatami, acting as the obstacle.
3. **Player 2** runs toward **Player 1**, turns around, and rolls backward over them, executing a controlled and perfect backward breakfall during the roll.
4. After completing the roll, **Player 2** continues to a designated marker point, runs around it, and returns by jumping over **Player 1**.
5. Upon returning to the start, **Player 2** tags the next player, who repeats the process.
6. The game continues until all players have completed their turn.

Why it's great:

Develops break falling skills: Reinforces backward breakfalls in a dynamic, practical setting.

Enhances physical movement: Improves agility, coordination, and spatial awareness through running, rolling, and jumping.

Adaptable format: Can be played as a task-focused exercise or turned into a competitive relay race for added excitement.

Promotes teamwork: Encourages players to work together and cheer each other on as they take turns.

The Breakfall Relay Challenge is a lively and versatile game that builds essential judo skills while keeping players engaged and active!

Kumi Kata Game Ideas

Game 12: Hot Spot



Equipment Needed: Floor Disks

Game Description:

How to play:

- Players pair up and take a basic **Kumi Kata** grip (judo grip) on each other.
- On the coach's command, pairs move around the area in a judo stance, navigating carefully to avoid stepping on scattered floor disks (the "hot spots").
- When the coach calls "Hot Spot," players use their Kumi Kata skills to try and off-balance their partner, forcing them to step on a disk.
- If a player steps on a hot spot, they perform a penalty exercise (e.g., push-ups or a break-fall).
- Play continues with players re-engaging after each hot spot command.

Why it's great:

Develops judo movement patterns: Reinforces proper stance and footwork under dynamic conditions.

Enhances breaking of balance: Encourages effective use of grips to unbalance an opponent.

Improves grip strength: Sustained Kumi Kata engagement builds hand and arm endurance.

Promotes directional awareness: Sharpens movement control and spatial strategy.

Hot Spot Kumi Kata is a fun and competitive game that builds essential judo skills while keeping players active and engaged!

Game 13: Kumi Kata Tug Challenge



Equipment Needed: None

Game Description:

How to play:

- Organise players into groups of three or four.
- **Player 1** and **Player 2** start by taking Kumi Kata (judo grips).
- **Player 1** moves backward, trying to pull **Player 2**, who resists by holding their ground.
- Once **Player 1** begins to move **Player 2**, **Player 3** joins in by grabbing **Player 2's belt** and assisting with pulling backward.
- For increased resistance, an additional player can join either end to balance or increase the challenge.
- Players can rotate roles after a set time or once a goal (e.g., moving a specific distance) is achieved.

Why it's great:

Builds grip strength: Reinforces the importance of strong and sustained Kumi Kata.
Improves arm and pulling power: Strengthens the muscles used in judo techniques requiring pulling and grip.
Develops teamwork and coordination: Encourages players to work together to overcome resistance.
Simulates resistance scenarios: Helps players understand how to maintain balance and control when faced with an opponent's resistance.

The Kumi Kata Tug Challenge is a fun and effective exercise that combines strength, coordination, and teamwork, making it ideal for building core judo skills!

Game 14: Belt Tail Grab



Equipment Needed: Belt pieces

Game Description:

How to play:

- In pairs, one player becomes the **Defender** and tucks a belt tail into their belt at the back.
- The **Attacker** holds a sleeve grip on the Defender with one hand while using their free hand to try and grab the tail.
- The Defender must use movement, balance, and grip control to prevent the Attacker from retrieving the tail.
- Once the Attacker succeeds, roles are reversed, and the game continues.

Why it's great:

Builds grip strength: Enhances hand and arm endurance through active gripping.

Introduces alternative grip positions: Familiarises players with unconventional gripping scenarios.

Improves attack/defence movement: Develops strategic movement patterns for both offensive and defensive play.

Encourages agility and balance: Sharpens coordination and control under dynamic conditions.

Belt Tail Grab is a fun, fast-paced exercise that develops essential judo skills while keeping players engaged and active!

Game 15: Flying Carpet Challenge



Equipment Needed: Judo Jacket

Game Description:

How to play:

1. Form groups of five players and use a spare judo jacket or one player's jacket for the activity.
2. Spread the jacket out flat on the tatami.
3. **Player 1** kneels on the jacket, sitting comfortably in the center.
4. The other four players each grip a corner of the jacket firmly.
5. As a team, the four players lift the jacket with **Player 1** on board and carry them to the other end of the play area, either walking or running.
6. Once they reach the destination, a new player takes a turn riding the "magic carpet," and the process repeats until all players have had a turn.

Why it's great:

Builds grip strength: Carrying the jacket with a teammate onboard develops strong, sustained grips.

Improves arm and core strength: Lifting and transporting the rider engages arm and core muscles.

Encourages teamwork: Promotes collaboration and communication to keep the "rider" stable and ensure smooth movement.

Adaptable gameplay: Can be used as a task-based exercise or turned into a competitive relay race for added excitement.

The Magic Carpet Ride Challenge is a fun, team-oriented game that strengthens grip, coordination, and teamwork while adding an element of playful excitement to training!

Ne-Waza Game Ideas

Game 16: Bone Battle



Equipment Needed: Belt pieces or beanbags

Game Description:

How to play:

- Use a belt piece, sock, or beanbag as the "bone."
- **Player 1 (the Dog)** starts with the bone and must protect it from being taken.
- **Player 2 (the Rival Dog)** attempts to steal the bone through strategic movements and gentle grappling.
- Player 1 defends by maintaining control of the bone without excessive force.
- After a set time or when the bone is stolen, players switch roles and repeat.

Why it's great:

Encourages physical contact: Provides a fun and non-intimidating way to introduce grappling skills.

Builds confidence: Helps players who may feel apprehensive about physical interaction become more comfortable.

Promotes friendly competition: Keeps the activity lighthearted and engaging while developing skills.

Improves coordination: Enhances reaction time and strategic thinking during offense and defense.

Bone Battle is an enjoyable and inclusive game, perfect for easing players into physical contact while building foundational grappling skills!

Game 17: Bone Battle 2



Equipment Needed: Belt pieces or beanbags

Game Description:

How to play:

- Similar to the previous game, use a belt piece, sock, or beanbag as the "bone."
- Both players start with a bone that they must protect from being taken by the other player.
- After a set time or when the bone is stolen, players switch partners and repeat.

Why it's great:

Encourages physical contact: Provides a fun and non-intimidating way to introduce grappling skills.

Builds confidence: Helps players who may feel apprehensive about physical interaction become more comfortable.

Promotes friendly competition: Keeps the activity lighthearted and engaging while developing skills.

Improves coordination: Enhances reaction time and strategic thinking during offense and defense.

Bone Battle 2 is an enjoyable and inclusive game, perfect for easing players into physical contact while building foundational grappling skills!

Game 18: Kesa Gatame Challenge



Equipment Needed: None

Game Description:

How to play:

- In pairs, players lie on their backs head to toe on the tatami.
- At the start signal, both players quickly sit up and attempt to catch their opponent in **Kuzure Kesa Gatame** (a variation of the scarf hold).
- Players must grip under the arm (not around the head or neck) to ensure safe and effective control.
- The goal is to secure the hold by using the correct grip and positioning.

Why it's great:

Introduces Kesa Gatame: Perfect for teaching the foundational hold in a way that flows naturally from a sitting-up movement.

Promotes proper grip technique: Focuses on the correct under-arm grip, reinforcing safe and effective judo techniques.

Builds reaction time and speed: Encourages quick thinking and fast execution of the hold.

Enhances body control and positioning: Player's practice transitioning smoothly from a seated position into a controlling pin.

The Kesa Gatame Challenge is a fun and dynamic game that helps players master essential judo movements while building strength and agility!

Game 19: Jumping Over Ne-Waza



Equipment Needed: None

Game Description:

How to play:

- Player 1 sits on the floor with their legs extended straight in front of them.
- Player 2 stands and places their hand on Player 1's head.
- Player 2 then begins circling around Player 1, jumping over their legs as they move.
- The exercise continues until the coach gives the signal or a set number of circles have been completed.
- Once the specified number of circles is finished, Ne-Waza Randori begins immediately.

Why it's great:

Builds anticipation and excitement: The movement and quick transitions create a sense of urgency and focus.

Promotes both attacking and defensive play: Players must be ready to react defensively to the circling and then shift into offensive Ne-Waza once the randori begins.

Enhances spatial awareness: Player's practice moving in and out of range, improving their ability to control distance in both standing and ground positions.

Improves agility and coordination: The jumping over technique helps develop footwork and body control.

Jumping Over Ne-Waza is a dynamic exercise that adds an element of fun and unpredictability, while helping players hone their reaction times and transition skills for Ne-Waza randori!

Tachi-Waza Game Ideas

Game 20: Colour Sweep



Equipment Needed: Belts and Belt Pieces

Game Description:

How to play:

- Players are given a number of tails in two different colours (e.g., a belt pieces or similar), and each colour is paired with a designated side of the playing area (left or right).
- The goal is to sweep the corresponding colour tail to the correct side of the area.
- Players must focus on using precise sweeping motions to move the tails to its designated spot without losing control.

Why it's great:

Enhances coordination: Players improve hand-eye coordination while working to move the tails to the right side.

Develops balance: The sweeping motion requires stability and proper body alignment, strengthening balance.

Boosts left and right awareness: Helps players practice distinguishing and responding to left and right directions.

Improves sweeping technique: Encourages fluid, controlled sweeping actions.

Colour Sweep is a fun, skill-building game that promotes balance, coordination, and precise movement while reinforcing fundamental techniques!

Game 21: Heel Ball - O Soto



Equipment Needed: Balls and Cones

Game Description:

How to play:

- Set up by having a group of players stand with their legs apart, each placing a ball on a cone between their legs.
- The player must approach the cone by hopping on one leg out to the side, using the heel of their other foot to knock the ball off the cone.
- Focus on using the correct O Soto Gari motion: stepping off to the side, breaking balance, and driving backward to unbalance the opponent (simulated by the ball).
- Players can take turns or compete to see who can knock off the most balls in a set time.

Why it's great:

Introduces O Soto Gari: Helps players practice the key leg movements and positioning for this classic judo throw.

Develops balance and drive: The hopping and heeling motion strengthens backward drive and balance-breaking skills.

Improves coordination: Encourages fluid, controlled movements that mimic the techniques used in judo.

Builds timing and precision: Players must time their movement to strike the ball correctly, reinforcing focus and spatial awareness.

Heel Ball O Soto is a dynamic, fun way to practice the fundamentals of O Soto Gari while improving balance, timing, and coordination in a targeted, controlled scenario!

Game 22: Heel Ball - O Uchi



Equipment Needed: Balls and Cones

Game Description:

How to play:

- Arrange players in a standing position with their legs apart, each placing a ball on a cone beside them.
- The player must approach the cone and place their leg between the standing players legs, using the heel of their other leg to knock the ball off the cone.
- Focus on executing the key movement of **O Uchi Gari**: stepping in with one leg between the opponent's legs and driving the heel backward to off-balance.
- Players take turns attempting to knock the ball off the cone, ensuring proper form with each attempt.

Why it's great:

Introduces O Uchi Gari movement: Helps players practice the leg positioning and motion required for this essential judo throw.

Builds backward drive: Reinforces the technique of using the heel to drive backward, a crucial component of breaking balance in O Uchi Gari.

Enhances coordination and control: Encourages smooth, precise movements that strengthen coordination and spatial awareness.

Develops balance-breaking skills: Focuses on the foot placement and timing needed to unbalance an opponent.

Heel Ball O Uchi is a fun and effective exercise to help players master the essential leg movements of O Uchi Gari, all while building balance, control, and backward drive!

Game 23: Heel Ball - Harai Goshi



Equipment Needed: Balls and Cones

Game Description:

How to play:

- Arrange players in a standing position with their legs apart, each placing a ball on a cone to the side of them.
- The player 2 must approach player 1 and take **Harai Goshi** Kumi Kata.
- Focus on executing the key movement of **Harai Goshi**: turning the body and sweeping the leg back to heel ball off the cone.
- Players take turns attempting to knock the ball off the cone, ensuring proper form with each attempt.

Why it's great:

Introduces Harai Goshi movement: Helps players practice the leg positioning and motion required for this essential judo throw.

Builds backward drive: Reinforces the technique of using the heel to drive backward, a crucial component of breaking balance in Harai Goshi.

Enhances coordination and control: Encourages smooth, precise movements that strengthen coordination and spatial awareness.

Develops balance-breaking skills: Focuses on the foot placement and timing needed to unbalance an opponent.

Heel Ball Harai Goshi is a fun and effective exercise to help players master the essential leg and body movements of Harai Goshi, all while building balance, control, and forward drive!

Game 24: Throwing Relay Challenge



Equipment Needed: Cones

Game Description:

How to play:

- Set up a relay course on the tatami with a **start marker** and an **outer marker** at opposite ends.
- A coach or designated player stands at the centre of the run.
- On the coach's command, the first player runs to the centre, executes a prescribed throw (such as O Soto Gari or Uchi Mata), then continues running around the outer marker and returns to the start.
- Once the first player reaches the start, the next player begins the same process.
- The relay continues until each player has had a turn or a set number of laps is completed.

Why it's great:

Improves throwing techniques: Provides an opportunity to practice and perfect a specific throw under pressure.

Builds endurance and agility: The relay format encourages speed, stamina, and quick transitions.

Reinforces movement patterns: Players repeat throwing techniques in a dynamic, moving environment, strengthening muscle memory.

Encourages teamwork and communication: As a team activity, it fosters collaboration and motivation to complete the relay successfully.

The Throwing Relay Challenge is a high-energy, fun game that combines technique, speed, and teamwork while reinforcing core judo movements in an engaging relay format!

Game 25: Kneeing Tag Challenge



Equipment Needed: None

Game Description:

How to play:

- Play a traditional game of tag where one player (the "It") chases the others.
- When a player is caught, they must kneel in a designated pose:
    - **Right knee up**
    - **Left knee up**
- To free a player, one of the other players must perform a **specific throw** based on their kneeling pose:
    - **Right knee up:** Perform a **De Ashi Barai** throw to free them.
    - **Right knee up:** Perform an **Uchi Mata** throw to free them.
    - **Left knee up:** Perform an **O Soto Gari** throw to free them.
- Once freed, the player can re-join the game and continue running.

Why it's great:

Develops throwing techniques: Reinforces specific judo throws in a fun, dynamic setting.

Promotes physical movement: Encourages agility, speed, and quick thinking.

Enhances coordination and precision: Helps players practice throws with focus and accuracy, matching the pose.

Improves teamwork and cooperation: Players work together to free others through their judo skills.

Kneeling Tag Challenge is an exciting and interactive way to practice judo throws while encouraging movement, teamwork, and strategic play!

Section 3. The Importance of Lesson Planning - General

Effective sports coaching is not just about guiding athletes through drills or motivating them to push harder; it requires careful planning and structured guidance. One of the most vital components of a coach's role is lesson planning—creating a roadmap for training sessions that aligns with both short-term objectives and long-term development goals. Lesson planning in sports coaching ensures that each session is purposeful, organised, and effective in helping athletes grow in their sport.

Why Lesson Planning is Essential

Clear Structure and Direction

Lesson plans provide a clear structure and direction for each training session. A well-organised plan helps coaches stay focused on specific skills or objectives they want to address. Without a plan, sessions can become disorganised or lose their effectiveness, leading to confusion and wasted time. Coaches who plan ahead can ensure that each minute of practice is used productively, maximising the learning and development of their athletes.

Progressive Skill Development

Sports performance is built on the development of fundamental skills, and lesson planning allows coaches to introduce these skills progressively. By structuring sessions to build upon one another, coaches can guide athletes through increasingly challenging tasks as they master each skill. This ensures a logical progression of learning, allowing athletes to build a solid foundation before moving on to more advanced techniques.

Customisation for Athletes' Needs

No two athletes are the same, and a good coach knows the importance of tailoring training sessions to the unique needs of their team or individual athletes. Lesson planning allows for the customisation of drills, exercises, and activities based on athletes' current abilities, fitness levels, and areas that need improvement. Whether working with beginners or elite-level athletes, a coach who creates specific lesson plans can cater to their team's strengths and weaknesses, maximising performance outcomes.

Consistency and Routine

Athletes thrive in environments that offer consistency and routine. When a coach follows a well-thought-out lesson plan, athletes can anticipate the flow of training and mentally prepare for upcoming drills and exercises. This familiarity breeds confidence and allows athletes to focus fully on executing the tasks at hand. In contrast, an erratic or unplanned session can leave athletes feeling lost or unsure of expectations, hindering their ability to engage fully.

Time Management

Managing time efficiently during a practice session is crucial to ensure that all aspects of the sport—technical skills, fitness, mental training, and team dynamics—are adequately addressed. A solid lesson plan helps coaches allocate time to each element, ensuring a balanced session that touches on all necessary areas without feeling rushed. It also ensures that no key component is overlooked, whether it's tactical instruction or strength and conditioning exercises.



Motivation and Engagement

An engaging and varied lesson plan keeps athletes motivated throughout the training session. Boredom or repetition can lead to a drop in performance or interest, but a well-structured plan that includes a mix of drills, challenges, and activities helps to maintain athletes' enthusiasm. Additionally, when athletes see clear objectives and feel the session is organised, they are more likely to engage fully and trust in their coach's guidance.

Safety and Injury Prevention

Lesson planning also plays a crucial role in ensuring athlete safety. By preparing a structured session with a proper warm-up, skill progression, and cool-down period, coaches can help prevent injuries. Random or poorly planned sessions can increase the risk of athletes overexerting themselves or executing techniques improperly, which can lead to injury. Thoughtful lesson plans ensure that the session flows smoothly, with appropriate rest periods and emphasis on correct form.

Evaluation and Reflection

Lesson plans provide a framework for both coaches and athletes to evaluate progress. After each session, coaches can assess whether the goals of the lesson were achieved, what worked well, and what needs adjustment in the future. This reflective process is essential for continuous improvement in coaching methods and athlete performance. With detailed plans, coaches can track growth over time and make data-driven decisions about how to modify future sessions.

Key Components of an Effective Lesson Plan

Objective: Clearly defining the aim of the session—whether it's improving a specific skill, enhancing physical fitness, or focusing on tactics—helps provide a sense of purpose.

Warm-Up: Every session should begin with a warm-up that prepares athletes physically and mentally for the activities ahead. This includes dynamic stretching, movement drills, and sport-specific exercises to raise body temperature and loosen muscles.

Skill Development: The core of the session should focus on technical and tactical skill development, breaking down techniques into manageable parts to ensure proper understanding and execution.

Conditioning: Incorporating fitness components ensures that athletes are building strength, endurance, and agility, which are all crucial to long-term success in sports.

Cool-Down: A structured cool-down routine helps athletes recover safely after intense physical activity, reducing muscle soreness and promoting injury prevention.

Reflection and Feedback: End the session with a period of reflection, where athletes can receive feedback on their performance and discuss how they felt about the session. This helps in building communication between the coach and the athlete.

Conclusion

Lesson planning is fundamental to the success of sports coaching. It provides structure, ensures consistency, and helps coaches tailor sessions to meet the needs of their athletes. By focusing on safety, progression, and engagement, coaches can optimise performance and foster an environment where athletes can thrive. Ultimately, lesson planning is not just about what happens during a single session, but about building a pathway for athletes to grow, develop, and achieve their full potential.

Section 4. Lesson Planning for Adapted Judo Players

In the world of adaptive sports, the role of a coach goes beyond technical instruction; it requires empathy, flexibility, and thoughtful preparation. This is especially true in adaptive judo, where coaches work with athletes with various physical, sensory, and intellectual disabilities. Lesson planning is crucial for these coaches to meet the unique needs of each athlete, create a safe and inclusive environment, and foster development both on and off the mat.

Here's a closer look at why lesson planning is essential for coaches working with adaptive judo players.

1. Ensuring Safety and Minimising Risks
Safety is paramount in judo due to the sport's physical nature and contact requirements. For adaptive athletes, additional considerations come into play, such as mobility limitations, sensory impairments, or cognitive challenges. Through careful lesson planning, coaches can identify potential safety hazards and modify techniques, equipment, or exercises to suit individual needs.

For example, a visually impaired judo player may need verbal cues and tactile feedback to understand positioning, while an athlete with limited mobility might benefit from modified throws or holds. By planning in advance, coaches can create a controlled, safe environment that minimises risks and allows athletes to focus on learning and enjoying the sport.

2. Building Consistency and Structure
Adaptive judo athletes, like all athletes, benefit from a structured approach. However, for many athletes with disabilities, consistency and predictability are even more important as they provide a sense of security and focus. A well-structured lesson plan allows coaches to establish routines that the athletes can rely on, reducing anxiety and promoting familiarity with the sport.

Instructors can break down complex techniques into smaller, manageable steps and repeat them over time, reinforcing learning. Planning also enables coaches to introduce new skills gradually, helping athletes to feel confident and successful as they progress.

3. Addressing Individual Needs and Goals
Adaptive judo players have diverse needs that require tailored approaches. Lesson planning enables coaches to assess each athlete's abilities, limitations, and goals and develop a roadmap for their growth. Coaches can establish specific, attainable objectives, whether it's improving balance, mastering a specific grip, or building endurance.

For instance, an athlete with limited upper body strength may focus on improving footwork and balance, while an athlete with cognitive disabilities might work on understanding the structure and rules of judo. By setting personalised goals, coaches can create lessons that are meaningful and rewarding, keeping athletes engaged and motivated.

4. Encouraging Social and Emotional Growth
Adaptive judo is not just about physical training; it's a platform for social interaction, confidence-building, and emotional development. Lesson planning allows coaches to incorporate activities that

foster teamwork, sportsmanship, and communication skills. This might involve pairing athletes for drills, leading group warm-ups, or using activities that encourage positive interactions.

For athletes with communication difficulties, coaches can plan visual aids or simple cues to aid understanding. When these elements are intentionally included in lessons, judo becomes more than a sport; it becomes a source of social empowerment and emotional growth for adaptive athletes.

5. Promoting Skill Progression and Long-Term Development
A structured lesson plan with progressive challenges allows athletes to advance their skills over time. Coaches can break down complex judo techniques into fundamental components and create exercises that build strength, balance, and coordination in gradual increments.

By tracking an athlete's progress and adjusting the lesson plan accordingly, coaches can ensure that the training remains challenging but achievable. This thoughtful approach prevents frustration and burnout, fostering a sense of achievement and encouraging athletes to continue in the sport.

6. Enhancing Communication and Feedback
Clear communication is essential for effective coaching, especially when working with adaptive athletes who may have specific communication needs. Lesson planning enables coaches to anticipate how they'll communicate instructions and give feedback in a way that's accessible and constructive.

For athletes with hearing impairments, visual demonstrations and gestures may be more effective. For athletes with intellectual disabilities, coaches may need to simplify instructions and provide hands-on guidance. By planning ahead, coaches can ensure that they're meeting each athlete's communication needs and creating an inclusive, understanding environment.

7. Fostering Inclusivity and Respect
Adaptive judo welcomes athletes of all abilities, and lesson planning helps coaches maintain an inclusive atmosphere that respects each athlete's unique journey. By thoughtfully designing lessons, coaches can celebrate diversity, build camaraderie, and create an environment where everyone feels valued.

Coaches who plan lessons with inclusivity in mind are better equipped to handle varying skill levels and learning paces, ensuring that all athletes feel they're a vital part of the judo community. Inclusivity in coaching promotes respect, empathy, and a stronger sense of community among all participants.

Conclusion
Lesson planning is an essential part of coaching adaptive judo athletes, enabling coaches to meet each athlete's unique needs and foster a safe, inclusive, and empowering environment. A well-thought-out lesson plan allows for structured learning, skill progression, and personal growth while promoting safety, inclusivity, and respect.

In adaptive judo, coaching isn't just about teaching throws or techniques—it's about building confidence, resilience, and a sense of belonging. By taking the time to plan effectively, coaches can provide a transformative experience for each athlete, helping them to reach their potential on and off the mat.

Section 5. Sample Lesson Plan – Casual Approach

In the next two sections, we will explore two different types of lesson plans.

For the first lesson plan, we will be using a more playful, fun, game-based approach and for the second a more structured approach.

Let's drive right in to the casual approach!

Sample Lesson Plan 1 – the Casual Approach

For the casual approach we will aim to introduce all the judo elements, such as warm-ups, break-falls, movement patterns, ground techniques, throwing techniques, and flexibility exercises in a playful, fun and relaxed manner.

Four Week Lesson Plan

Each lesson plan is scheduled for approximately 50mins which gives 10mins for any overruns or unplanned activity. The class plans are just a basic guide and can be added to or reduced as necessary. The structure of each of the lessons will include some of the following elements: Bowing, warm up, basic gymnastic movements, push & pull exercises, balance and coordination games, ukemi (break-falls), safety mat activities, ground play activities and throwing games/activities.

It is important to note, that some people with ASD or an intellectual/learning disability require structure and repetition and may have difficulty with sudden change. For this reason, it may be necessary or advisable to repeat the week one lesson plan for a number of weeks before introducing week two. It might also be necessary to only replace a small number of week one's elements or exercises with elements or exercises from week two. This practice can be applied to all the lessons moving forward. Remember to always move at the students' pace and be guided by their progress. Judo is a lifelong sport, a steady progression pace will make the journey a more sustainable, enjoyable and memorable experience. For this module we have included some visuals (photos) to help you understand the activity/game better. This will also expand the game ideas that you are exposed too.

Lesson 1

Bow & Introduction (5mins)

It's important to introduce the art of judo bowing correctly at this very early stage and how to properly address the coach. It is a personal preference of some experienced adapted judo coaches, to start their lesson and bow in a circle (in a circle, everyone is equal). Of course, you can start your lesson in a line if you so choose. During the bowing and introduction stage, it is an ideal time to introduce some Japanese terminology such as Rei (bow) and Matte (stop).

Warm-Up Games (10mins)

Warming up is an essential part of any training or physical activity. How coaches choose to carry out their warm-ups will vary greatly, but for these lesson plans, we will warm-up using a variety of

games that are low impact and will warm the students and promote basic movement patterns. Try and be creative & have fun. Tag games are ideal for warm-ups, coordination, balance and agility.

Warm-up Game 1 - Worm Tag

Moving around on the floor on your front, avoid or catch the other players. When caught the player rolls over twice and, in a press-up, position makes a bridge. To get free someone must crawl under the bridge.



Warm-up Game 2 – Line Tag

Using the lines in the joins of the mats, players skip sideways up, down and across the lines in all directions to tag each other. This is a good game for the fundamentals of movement.



Gymnastic Elements (5mins)

Basic gymnastic games are essential for mobility, flexibility, and fundamentals of movement and are very relevant for a lot of natural judo movements.

Gymnastic Element – Twin Rolling

Lying front down on the mat facing your partner, hold hands at arm's length and roll together down the length of the mat.



Ukemi (break-falls) (5mins)

Break-fall games are an essential part of good judo practice. It is very important for everyone to learn how to fall correctly to avoid injury. Falling occurs even in basic play situations so knowing the basics will help.

Break-fall Game - Clap Clap Bang
In pairs sit opposite each other with knees bent, first clap your own hands then clap your partner's hands and then roll back and bang the mat. You can start this game by simply rolling on the curve of the back without banging the hands and then building it up. You can also expand this exercise by adding a backward roll after the bang or a body spin before the bang.



Safety Mat Games (5mins)

Safety Mat Game – Smelly River Raft
Using the safety mat as a raft, place a number of players on the raft. The players should be encouraged to wrestle their opponents off the raft and into the imaginary smelly river. This is a great game to encourage contact, imagination and fun.



Ground Based Games (10mins)

Ground Game 1 – Wrestle Ball
In groups of two or three in a ground position, one player holds onto a small /sensory ball. The other player(s) have to turn them over and wrestle the ball from them. Whoever retrieves the ball is now the keeper of the ball and the game continues. This game is ideal to encourage rough & tumble interaction and helps with turnovers.




Ground Game 2 – Socks

Socks is a creative way to encourage friendly grappling and interaction. Using colour socks each player has one sock, which they wear on their foot, the object of the game is to remove the other players' sock before they remove yours.



Throwing Games (10mins)

Sweeping type games are always a good place to start when introducing judo throwing techniques for the first time. They are safe and easy to execute and they are a nice build-up for more dynamic throwing techniques later in the lesson plans.

Throwing Game 1 – Road Sweeper

Using tails and corresponding colour belts the player has to sweep the corresponding colour tail to the correct colour side. This develops coordination, balance and left & right sweeping skills and is great fun.



Throwing Game 2 – Skip and Fall

In pairs and in a standing position both players take judo grips, they then skip sideways together towards the mat and then just fall over. This is a nice way to finish your first session and helps the students with any fear of falling.





End of Lesson Bow

It is nice to say goodbye in the same way we said hello. You can line up your students or as we prefer gather in a circle and always end the lesson with lots of positive encouragement.

Lesson 2

Bow & Introduction (5mins)

As repetition is important, use the same starting position as the previous week and recap on the Judo/Japanese terminology Rei (bow) and Matte (stop). At this stage, you can introduce Hajime (begin) to the list of judo words.

Warm-Up Games (10mins)

Warm-up Game 1 - Dog Tag

Moving around on the floor on their hand and knees, the players have to avoid or catch the other players. When caught the player moves into a press-up position and makes a bridge. To get free someone must crawl under the bridge.



Warm-up Game 2 - Jelly Tag

Starting with two people holding hands in a circle, the players must move around and try and catch other players by looping over their heads, so the jelly net can be expanded. Once caught the player then forms part of the jelly. This is a nice group warm-up game that encourages students to work together.





Warm-up Game 3 - Caterpillar

Starting in a line one behind the other and with feet apart, the person at the back climbs belly first under everyone's legs and when they get to the top they will stand up and resume the standing pose. This game helps to develop ground movement skills and teamwork. To expand the exercise, you can add an uchi-komi when you stand up at the front.





<u>Gymnastic Elements</u> <u>(5mins)</u>

Gymnastic Element – Boulder Ball

Using a large gym ball, the player hugs the ball and turning their head/ear to the ball, completes a roll holding onto the ball as they roll. This is a great exercise for people who have difficulty with tumbling freestyle. The roll also simulates a judo throw land and is a great tool for teaching break-falls later.



Ukemi (break-falls) (5mins)

Break-fall Game – Golden Buzzer

Following on from the break-fall game in lesson one; add a target/floor disc in between the two players. After completing their backward break fall they have to sit back up as quickly as possible and hit the target. The first to hit the target gets the chance to rest, while the other player preforms three backward break-falls as their reward.



Push & Pull Games (5mins)

Push & Pull Game – Smelly Pool in and Out

Group Game: Make a circle out of a number of belts, with all players holding on to sleeves make a circle of players inside the belt circle. The object of the game is to make the other players step out of the circle by pulling/pushing on the sleeves. Reverse the game by standing outside the circle and try to make the other players step into the circle. This game encourages interaction and develops gripping and directional pulling skills.





Ground Based Games (10mins)

Ground-Based Game 1 – Tractor Wheel

Tractor Wheel is an ideal game to help develop simple turnovers from the knees. Holding the hoop/wheel and lifting one leg to act as the power pedal/driving leg, simply turn the wheel and push with the driving leg to turn the other player over. This game can be extended later by exchanging the hoop for judo grips and following up with a hug/hold.





Ground-Based Game 2 – Dog & Bone

Using a belt tail/sock/beanbag (the bone), player one (the dog) has to protect the bone from player two (the other dog). The object of the game is for player two to try and retrieve the bone from player one. This game encourages friendly grappling and interaction and a range of ground movement skills.





Throwing Games (10mins)

Following on from our sweeping type games in lesson one, we start lesson two with a group sweeping game and then move on to other throw-based games.

Throwing Game 1 – Sweeping Circle

Group exercise: The players gather in a circle holding onto each other sleeves. On the start command, each player tries to sweep their adjoining partner to the ground using a sweeping motion from the previous game. This game encourages interaction, gripping skills, sweeping skills and gives the opportunity to practice break-fall skills.




Throwing Game 2 – Heel Ball O Soto

Heel Ball O Soto is designed to introduce O Soto Gari in a movement target scenario. Player one stands with legs apart and places a ball on a cone in between their legs. Player two will approach by hopping on one leg out to the side and in a leg swinging motion, heels the ball off the cone. This develops a perfect O Soto Gari leg movement and backward drive.




End of Lesson Bow

As before, say goodbye in the same way we said hello. You can line up your students or as we prefer gather in a circle and always end the lesson with lots of positive encouragement. There is also an opportunity here to recap on the terminology covered at the beginning of the lesson.

Lesson 3

Bow & Introduction (5mins)

As repetition is important, use the same starting position as previous week and recap on the Judo/Japanese terminology Rei (bow), Matte (stop) and Hajime (begin). You can now add Sensei to the list of judo words

Warm-Up Games (10mins)

Warm-up Game 1 – Scoot Tag

Starting in a sitting position with hands and feet on the ground each player has to avoid or catch the other players by moving around the mat in a sitting/scooting position. When caught the player must

perform a number of egg rolls (holding the knees tight with your arms and rolling back on the curve of the back). This exercise can be extended by adding a backward break fall each time the player is tagged.





Warm-up Game 2 – Frog Tag

Moving around on the floor in a frog squat, the players must avoid or catch the other players. When tagged, the player can execute a frog star jump. This is a fun and explosive exercise that promote explosive power, agility and strength.



Warm-up Game 3 – Bull-Dozer (back)

In pairs, sit in the centre of the mat back-to-back, on the start command, you must try and push the other player to the opposite side of the mat using just your legs and back. This exercise encourages interaction and develops leg and arm strength.



Gymnastic Elements (5mins)

Gymnastic Element – Cartwheel Jump

Learning how to do cartwheels can be made fun and simple by using items you already have in your dojo. Using a belt for a centre line, some floor discs for feet and hand positioning you can create a very simple exercise for developing cart-wheels.





Ukemi (break-falls) (5mins)

Break-fall Game – Flip & Bang

This game/exercise is designed to assist with break-falling as it simulates a perfect landing position from a judo throw in a safe and controlled manner.



Push & Pull Games (5mins)

Push & Pull Game – Star Fish Pull

In groups of varied sizes, players grip both ends of a belt connected by a centre hoop or tied belt and try and pull their fellow players off their spot. You can play this game with or without floor markers. Both of these methods use and require different skill bases. This is a great group exercise that helps to develop grip strength and breaking of the balance.



Ground Based Games (10mins)

Ground Based Game 1 – Bull-Dozer (front)

Facing each other and taking basic judo grips, you must try and push the other player to the opposite side of the mat using just your arms and knees. To expand the exercise the players, on command, must pull sharply forward/downward on the sleeve grip to try and roll the other player over.

Ground-Based Game 2 – Rise and Stand

Starting with one player lying on their front and the other lying over them, on the start command the person on the bottom must manoeuvre out from under and stand up. This is then expanded by lying on their backs and repeating. You can then add holding using arms only, legs only and then full body pin-downs. This exercise encourages interaction and physical contact and will soon develop into holding and escaping techniques.





Throwing Games (10mins)

Throwing Game 1 – Tail Grab

In pairs and using cut up pieces of old belts (tails) one player tucks a tail into the rear of their belt, holding one sleeve the other player tries to retrieve the tail from his/her opponent. This exercise/game encourages the fundamentals of judo movement plus the reaching around the waist to retrieve the tail is a nice movement build-up to O Goshi.



Throwing Game 1 – Shoulder Tap

In pairs, one player grips the sleeve of the other player; with the free hand, they must try to tap the underside of the other player's shoulder. Like the previous exercise, this game encourages the fundamentals of judo movement plus the action of a nice movement build up to Ippon Seoi-nage.



End of Lesson Bow

It is nice to say goodbye in the same way we said hello. You can line up your students or as we prefer gather in a circle and always end the lesson with lots of positive encouragement.

Lesson 4

Bow & Introduction (5mins)

As repetition is important, use the same starting position as the previous week and recap on the Judo/Japanese terminology Rei (bow), Matte (stop) Hajime (begin) and Sensei. You can now add Dojo to the list of judo words.

Warm-Up Games (10mins)

Warm-up Game 1 – Monkey Tag

Moving around on hands and feet like a monkey, players must avoid or catch the other players. When caught the player must complete 5 jumping jacks and then in a press-up position makes a bridge. To get free someone must crawl under the bridge.



Warm-up Game 2 – Tail Tag

Using cut up old judo belts make tails approx. 50cm long. Place the belt tail either in the judo belt or hanging from the back of the training bottoms. This is a group game and the object is for each player to collect as many other people's tails as possible in a specified time - 10/15 seconds while moving around the tatami.





Warm-up Game 3 – Shoulder Ball

In pairs, everyone has a small ball; the object of the game is to tap the other players shoulder with the ball, each tap is worth a point. You can also change the tap target to the hips. This exercise/game is designed to help with grip reach and the fundamentals of movement.




Balance and Coordination Games (5mins)

Balance and Coordination – Mine Field

Using dots or cones on the floor, the players must skip around, avoiding stepping on dots and bumping into each other, this game can be done singular or in pairs and is a great way of developing the fundamental of movement and movement patterns. To expand the game, you can call out a colour and each player has to stand on the corresponding colour.




Ukemi (break-falls) (5mins)

Break-fall Game – Crouching Tiger

Squatting down, using the palms of your hands only for contact, the players must try and push their opponent backwards. If pushed backward they must perform a backward break-fall.




Push & Pull Games (5mins)

Push & Pull Game – Swamp Pull

Using two pieces of belt tails, player one lays on their back and player two stands near their head. Each player holds tight onto opposite ends of the belt tails. The standing player slowly pulls his opponent along the mat using only the tails for grips. Repeat for both players to have a turn pulling. Great exercise/game for improving grip, arm and leg strength.




Ground Based Games (10mins)

Ground-Based Game 1 – Scorpion Tail

Lying down head to foot in a line, the object of the game is to pass the ball down the line using only feet. This is a great team game that helps promote teamwork and flexibility on the ground.




Ground-Based Game 2 – Kesa Challenge

Starting lying head to toe, on the start command each player has to sit up as quickly as possible and try and to pin the other player down. As this is a natural movement the players will automatically end up in kesa gatame. Please encourage the players to grip under the arm and not around the head as this is a prohibited action in adaptive judo.



Throwing Games (10mins)

Throwing Game 1 – Heel Ball O Uchi

Heel Ball O Uchi is designed to introduce O Uchi Gari in a movement target scenario. Practiced in pairs, one player stands with legs apart and a ball is placed on a cone to the side of them. The other player has to approach and place their leg in-between the legs and heel the ball off the cone. This develops O Uchi Gari leg movement and backward drive.



Throwing Game 2 – Buddy Block

In groups of three, player one turns their belt around to the rear and takes grips with the second player. Player three has to try and grip player one's belt, while player one uses player two to block. This is a great exercise for gripping, breaking balance and general movement of your opponent. It's also great fun!





End of Lesson Bow

As before, say goodbye in the same way we said hello. You can line up your students or as we prefer gather in a circle and always end the lesson with lots of positive encouragement. There is also an opportunity here to recap the terminology covered at the beginning of the lesson.

Section 6. Sample Lesson Plan – Structured Approach

For the structured approach, we will aim to introduce judo elements, such as break-falls, ground techniques and throwing techniques in a more direct manner. We will still use some playful activities for warmups, movement patterns and flexibility elements and will aim to link these elements to the techniques being covered in each lesson. Each lesson plan is scheduled for approximately 50mins which gives 10mins for any overruns or unplanned activity. The class plans are just a basic guide and can be added to or reduced as necessary.

It is important to note, that some people with ASD and or an intellectual disability/delay require structure and repetition and may have difficulty with sudden change. For this reason, it may be necessary or advisable to repeat each lesson a number of times before moving on to the next. Remember to always move at the students' pace and be guided by their progress. Judo is a lifelong sport, a steady progression pace will make the journey a more sustainable, enjoyable and memorable experience.

Four Week Lesson Plan - Lets Go!

Lesson 1

Bow & Introduction (5mins)

It's important to introduce the art of judo bowing correctly at this very early stage and how to properly address the coach. It is a personal preference of some experienced adapted judo coaches with ASD students, to start their lesson and bow in a circle (in a circle, everyone is equal). Of course, you can start your lesson in a line if you so choose. During the bow and introduction stage, it is an ideal time to introduce some Japanese terminology such as Rei (bow) and Matte (stop).

Warm-Up Games (15mins)

For the structured approach, it is advisable to use the warm-up as a building block for the techniques you are planning to introduce in lesson one. For lesson one, we will be introducing break-falls, O Soto Gari and Mune Gatame.

Warm-up Game 1 – Scoot Tag
Starting in a sitting position with hands and feet on the ground each player has to avoid or catch the other players by moving around the mat in a sitting position. When caught the player must perform a number of egg rolls (holding the knees tight with your arms and rolling back on the curve of the back). This exercise can be extended by adding a backward break fall each time the player is tagged. (for a visual see lesson plan 1 lesson 3).

Warm-up Game 2 – Roll & Catch
One player rolls down the mat while the other player (on hand & knees) tries to catch them before they reach the end. The catcher should be encouraged to catch using their body rather than just their hands. This encourages body contact and hold advantage. (for a visual see lesson plan 1 lesson 5).

Warm-up Game 3 – Heel Ball O Soto
Heel Ball O Soto is designed to introduce O Soto Gari in a movement target scenario. Player one stands with legs apart and places a ball on a cone in between their legs. Player two will approach by hopping on one leg out to the side and in a leg swinging motion, heel the ball off the cone. This

develops a perfect O Soto Gari leg movement and backward drive. (for a visual see lesson plan 1 lesson 2).

Gymnastic Elements (5mins)

Gymnastic elements 1 - Tumbles
Forward and backward tumbles – assess ability and assist where needed

Ukemi (break-falls) (5mins)

Ukemi exercise 1 – Backward break-falls
In simple terms, explain the function and importance of break-falls in Judo. Demonstrate a simple backward break-fall from a sitting position. Pay particular attention to tucking the chin into the chest to avoid banging the head on the tatami. Allow the new students to try this exercise by themselves while you observe. Positively make any corrections that need to be made to the student's efforts.

Safety Mat Exercise (5mins)

Safety Mat Exercise 1 – Skip & Fall
In pairs and in a standing position both players take good judo grips and at the same time skip sideways towards the mat and then just fall over. This is a nice safe exercise to help the students with any fear of falling; it also introduces gripping to the lesson. (for visual see Lesson Plan 1 lesson 1).

Ground Techniques (10mins)

Ground Technique 1 – Mune Gatame (chest hold)
Referring back to the warm-up exercise at the start of the lesson, the coach can explain the importance of using the body to control the hold. Every coach has their own way of showing Mune Gatame. For this lesson and our target group, it is recommended that the hold is introduced in small parts to begin with and put together to finish. This part of the lesson could include a little ground wrestling to practice the new hold.

Throwing Technique (10mins)

Throwing Technique 1 – O Soto Gari
Referring back to the earlier warm-up exercise "Heel Ball" the coach will now demonstrate O Soto Gari and then break it down into small parts. It is important to stress each element starting with grips, leaning over the shoulder to view the gap and breaking the balance and sweeping the leg through (as if heeling the ball). This part of the lesson can end with the new students practicing and throwing the coach(s) in static or moving positions.

End of Lesson Bow
End the lesson the same way you started it, either in a circle or in a line. Always end the lesson with lots of positive encouragement. There is also an opportunity here to recap the terminology covered at the beginning of the lesson.

Lesson 2

Bow & Introduction (5mins)

As repetition is important, use the same starting position as the previous week and recap on the Judo/Japanese terminology Rei (bow) and Matte (stop). At this stage, you can introduce Hajime (begin) to the list of judo words.

Warm-Up Games (15mins)

For lesson two, we will be introducing, O Uchi Gari and Yoko Shiho Gatame.

Warm-up Game 1 – Roll and Bang Tag
A simple tag game where each player must avoid or catch the other players by moving around the tatami in a skipping/judo style motion. When caught the player must go down on their hand and knees. To be released, one other player must roll the other player over into a break-fall (for a visual see in lesson plan 1 lesson 3).

Warm-up Game 2 – Dog & Bone
Using a belt tail/sock/beanbag (the bone), player one (the dog) has to protect the bone from player two (the other dog). The object of the game is for player two to try and retrieve the bone from player one. This game encourages friendly grappling and interaction and a range of ground movement skills (for a visual see lesson plan 1 lesson 2).

Warm-up Game 3 – Heel Ball O Uchi
Heel Ball O Uchi is designed to introduce O Uchi Gari in a movement target scenario. Practiced in pairs, one player stands with legs apart and a ball is placed on a cone to the side of them. The other player has to approach and place their leg in-between the legs and heel the ball off the cone. This develops O Uchi Gari leg movement and backward drive. (for a visual see lesson plan 1 lesson 4)

Gymnastic Elements (5mins)

Gymnastic elements 1 – Forward Rolls
Forward rolls are an essential skill for judo players to learn and master. However, for some, they can be a little difficult. The practicing of these rolls can be started on a tumbling mat or a thicker safety/crash mat until the skill level is safe enough to perform on the tatami. A gym ball can be a useful tool to assist in the learning and practice of rolling. As always, assess ability and assist where needed.

Ukemi (breakfalls) (5mins)

Ukemi exercise 1 – Backward break-falls
Recap and practice the same backward break-fall movements from lesson 1. Sometimes learning break-falls can be a little boring and arduous. There is always an opportunity to make this exercise a bit more enjoyable, and fun and at the same time add some other learnings to the procedure. For example, while practicing break-falls as a group the coach can add counting out loud to the exercise. This is an opportunity to teach counting in Japanese up to five to start. Other students in the group may also know a different language in which to teach the group. This makes the whole exercise a much more enjoyable experience and interaction.

Safety Mat Exercise (5mins)

Safety Mat Exercise 1 – Hop and throw
To help recap on the throwing technique O Soto Gari, that was introduced in lesson 1. Player one will stand with their back to the safety mat, and the next player in line will hop to their side and execute an O Soto Gari. Player two will then stand at the safety mat for the next player to take their turn at throwing. This exercise will allow each player to recap the throwing technique from the last lesson and practice being thrown / landing in safety.

Ground Techniques (10mins)

Ground Technique 1 – Yoko Shiho Gatame (side four-corner hold)
Recap on the last lesson hold, Mune Gatame, before introducing the new hold Yoko Shiho Gatame. The transition between these two holds is quite small, making it ideal to work from one position to the next. If you over emphases the holding of the leg in Yoko Shiho Gatame it will make it easier for the students to remember next time. For example, if you tell the students that Yoko Shiho Gatame (hold 2) is the same as Mune Gatame (hold 1) except "for the leg" they will remember "the leg" part easier, especially if you make a big gesture of holding the leg. This part of the lesson could include a little ground wrestling to practice the new hold.

Throwing Technique (10mins)

Throwing Technique 1 – O Uchi Gari
Referring back to the earlier warm-up exercise "Heel Ball" the coach will now demonstrate O Uchi Gari and then break it down into small parts. It is important to stress each element starting with grips, breaking of balance and hooking the leg through and around (as if heeling the ball). This part of the lesson can end with the new students practicing and throwing the coach(s) in static or moving positions.

End of Lesson Bow
End the lesson the same way you started it, either in a circle or in a line. Always end the lesson with lots of positive encouragement. There is also an opportunity here to recap the terminology covered at the beginning of the lesson.

Lesson 3

Bow & Introduction (5mins)

As repetition is important, use the same starting position as the previous week and recap on the Judo/Japanese terminology Rei, Matte and Hajime. At this stage, you can introduce Sensei to the list of judo words.

Warm-Up Games (15mins)

For lesson three, we will be introducing, De Ashi Barai and Kesa Gatame (Kuzure)

Warm-up Game 1 – Line Tag
Using the lines in the joins of the mats, players have to skip sideways up, down and across the lines in all directions to tag each other. This is a good movement exercise in preparation for the sweeping practice later in this lesson. (for a visual see Lesson Plan 1 lesson 1)

Warm-up Game 2 – Kesa Challenge
Starting lying head to toe, on the start command each player has to sit up as quickly as possible and try and to pin the other player down. As this is a natural movement the players will automatically

end up in kesa gatame. Please encourage the players to grip under the arm and not around the head. (for a visual see lesson plan 1 lesson 4)

Warm-up Game 3 – Road Sweeper
Using tails and corresponding colour belts the player has to sweep the corresponding colour tail to the correct colour side. This develops coordination, balance and left & right sweeping skills. This is a great fun exercise to help with De Ashi Barai movements. (for a visual see lesson plan 1 lesson 1)

Gymnastic/Ukemi (10mins)

Gymnastic elements 1 – Rolling Break-falls
Introducing break-falls into your gymnastic elements is a very easy transition for new students because they have already completed some break-fall practice and some tumbles and rolls. Demonstrate tumbles and rolls with the added break-falls. At this early stage, the coach may opt to use tumble mats or the safety mat for this practice – as always, assess and assist where needed.

Ground Techniques (10mins)

Ground Technique 1 – Kuzure Kesa Gatame (modified scarf hold)
Referring back to the earlier warm-up game (Kesa Challenge), demonstrate the hold Kuzure Kesa Gatame. Always remember to break it down into small parts to start and then put them together to finish. As before, this part of the lesson could include a little ground wrestling to practice the new hold.

Please Note: Hon Kesa Gatame is a prohibited action in adapted judo as it may apply undue pressure to the neck of the player being held.

Throwing Technique (10mins)

Throwing Technique 1 – De Ashi Barai
Using the earlier warm-up exercise "Road sweeper" for reference, demonstrate the movements of De Ashi Barai. Remember to show it in full and then break it down into small parts. It is important to stress each element starting with grips, breaking of balance and sweeping the leg across (as if sweeping the belt pieces). This part of the lesson can end with the new students practicing and throwing the coach(s) in static or moving positions.

End of Lesson Bow
End the lesson the same way you started it, either in a circle or in a line. Always end the lesson with lots of positive encouragement. There is also an opportunity here to recap the terminology covered at the beginning of the lesson.

Lesson 4

Bow & Introduction (5mins)

Using the same starting position as previous weeks, recap on the Judo/Japanese terminology Rei, Matte, Hajime and Sensei. At this stage, you can introduce Dojo to the list of judo words.

Warm-Up Games (15mins)

For lesson four, we will be introducing, O Goshi and Tate Shiho Gatame

Warm-up Game 1 – Tail Tag
Using cut up old judo belts make tails approx. 50cm long. Place the belt tail either in the judo belt or hanging from the back of the training bottoms. This is a group game and the object is for each player to collect as many other people's tails as possible in a specified time - 10/15 seconds.

Warm-up Game 2 – Bull Dozer
Facing each other, taking basic judo grips, the players must try and push each other to the opposite side of the mat using just their arms and knees. To expand the exercise, the players, on command, must pull sharply forward/down on the sleeve grip to try to roll the other player over. (for a visual see lesson plan 1 week 3)

Warm-up Game 3 – Tail Grab
In pairs and using cut-up pieces of old belts (tails), one player tucks a tail into the back of their belt, holding one sleeve the other player tries to retrieve the tail from his/her opponent. This exercise/game encourages the fundamentals of judo movement plus the reaching around the waist to retrieve the tail is a nice build-up movement to O Goshi. (for a visual see lesson plan 1 week 3)

Gymnastic/Ukemi (10mins)

Gymnastic elements 1 – Rolling Break-falls
Re-cap and practice break-falls into gymnastic elements from the last lesson. Demonstrate tumbles and rolls with the added break-falls as before. At this early stage, the coach may opt to use tumble mats or the safety mat for this practice – as always, assess and assist where needed.

Ground Techniques (10mins)

Ground Technique 1 – Tate Shiho Gatame
Demonstrate the hold Tate Shiho Gatame. Always remember to break it down into small parts to start and then put them together to finish. For safety, a sample way of demonstrating this hold is to ask tori to stand over uke with one foot on either side of their body and at belt level, then kneel down and assume hold. This method prevents tori from applying too much weight on uki in this learning stage. As before, this part of the lesson could include a little ground wrestling to practice the new hold.

Throwing Technique (10mins)

Throwing Technique 1 – O Goshi
Using the earlier warm-up exercise "Tail Grab" for reference, demonstrate the movements of O Goshi. Remember to show it in full and then break it down into small parts. It is important to stress each element starting with grips, breaking of balance and bending the knees for the lift. This part of the lesson can end with the new students practicing and throwing the coach(s) in static or moving positions.

End of Lesson Bow

End the lesson the same way you started it, either in a circle or in a line. Always end the lesson with lots of positive encouragement. There is also an opportunity here to recap the terminology covered at the beginning of the lesson.

Module 4

Sports Psychology and Nutrition/Hydration

7 Sections

Our main focus for this module is on Sports Psychology and Nutrition/Hydration, we will be covering the following topics:

- Ability Assessment of New Adapted Judo Students
- Coaching Adapted Judo for Contest
- The Importance of Coach and referee Cooperation
- The Evolution of Adapted Judo
- Sports Psychology
- The Importance of Nutrition in Sport - General
- The Importance of Nutrition for Adapted Athletes

Section 1. Ability Assessment of New Adapted Judo Students

Importance of Ability Assessment

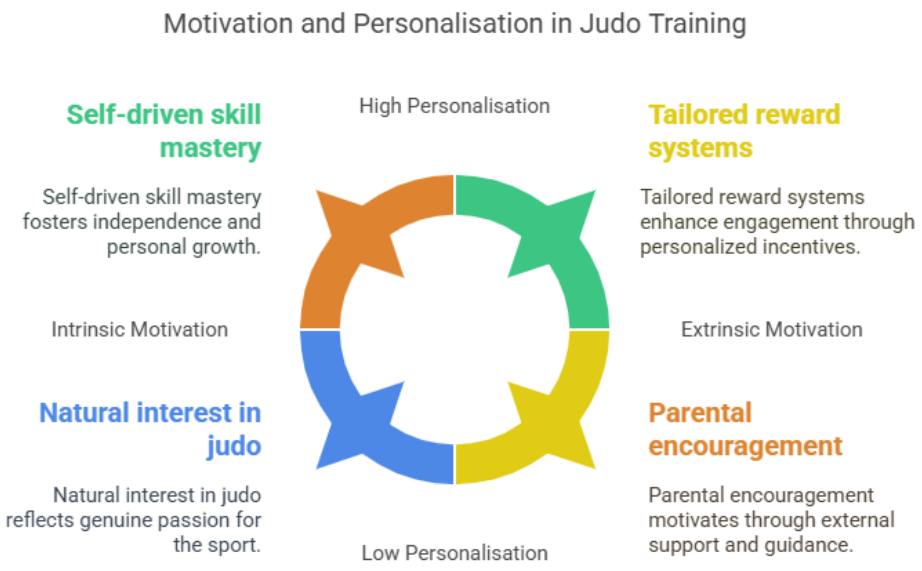
Welcoming new students into our adapted judo clubs is a critical process that ensures each individual has a positive and personalised experience. The more information we gather about a student, the better we can tailor their judo journey to meet their needs.

The assessment process begins with the very first contact, often initiated by a parent or caregiver inquiring about judo for their child. This initial conversation provides an opportunity to collect key details. It is beneficial to ask specific questions regarding the child's understanding, behaviour, and preferences. Understanding potential triggers for overstimulation and how they manifest can also help create a supportive training environment. Additionally, parents or caregivers may have specific expectations or goals for their child, which should be taken into account when planning their judo experience.

Motivation in Judo: Intrinsic and Extrinsic

Intrinsic motivation, which comes from within, is a strong driving force in sports. However, it is rare for young judoka with ID or ASD to have an intrinsic motivation to try judo. In some cases, they may have seen siblings practice or watched videos online, sparking their interest. More commonly, parents or caregivers see judo as a beneficial activity, emphasising the advantages of belonging to a club, engaging in structured play, and developing key skills.

While intrinsic motivation fosters commitment and resilience in overcoming challenges, extrinsic motivation also plays a significant role. Examples of extrinsic motivation include receiving praise from parents, earning rewards such as choosing a game, or progressing through belt ranks. A well-structured judo program nurtures both forms of motivation to ensure a balanced and engaging experience.

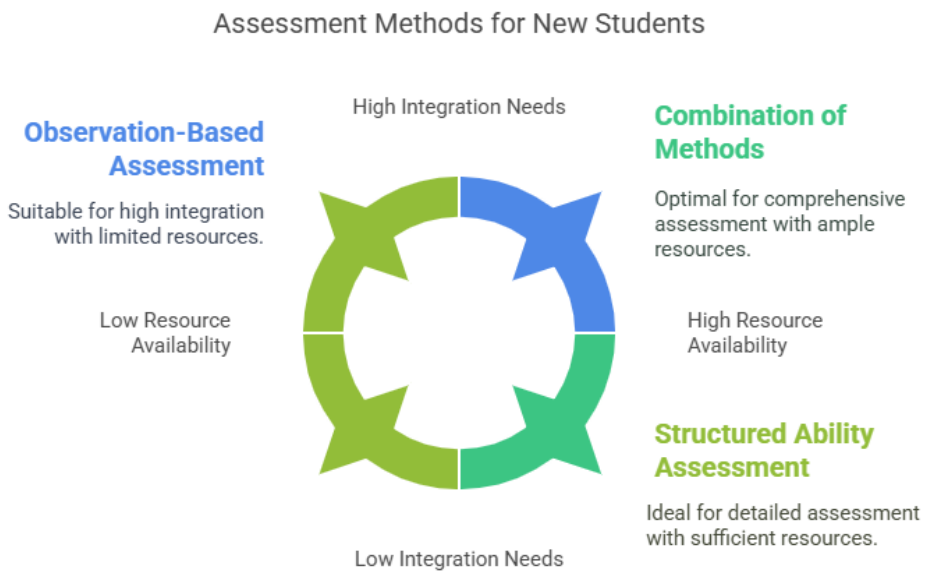


Methods of Assessing New Students

Following the initial information gathering, new students can be assessed using two main methods, depending on the club's size and available resources:

1. **Observation-Based Assessment**
    - The new student is integrated directly into an adapted judo group.
    - Instructors observe their ability to adapt to the new environment, physical movement, range of motion, social interaction, and overall engagement.
    - This method provides a natural way to assess skills in real-time and adjust training accordingly.
2. **Structured Ability Assessment**
    - The new student participates in a pre-arranged series of structured exercises assessing motor, social, and emotional skills.
    - Activities may include agility, strength, coordination, and balance exercises, performed fully aided, partially aided, and unaided.
    - This method provides a detailed understanding of the student's capabilities in a controlled setting.

A combination of both methods is often ideal, allowing instructors to gather a comprehensive understanding of the student's abilities while ensuring a smooth integration into the group.



Key Areas of Assessment

Motor Skills

Motor skills are often evident from the first session. Instructors observe whether the student can kneel and bow independently or require assistance. Games and exercises such as running, jumping, rolling, and hopping help assess coordination and movement.

Observing how a student responds to instructions is also crucial. Some may follow verbal directions easily, while others may respond better to non-verbal cues or a combination of both. This insight helps instructors tailor their teaching approach.

Social Skills

Assessing social skills can be complex, as multiple factors come into play. A student may be physically capable of participating in an activity but feel nervous around others. A period of acclimatisation is often necessary.

Judo inherently involves body contact, which can take time to adjust to. Through structured games and gradual exposure, students can become comfortable with physical interactions, fostering a sense of belonging and cooperation.

Emotional Skills

For students with ASD, a new environment can be stressful. Separation from parents may be difficult at first, requiring a gradual transition. Creating a safe and comfortable environment is essential for emotional security, which in turn supports the development of motor and social skills.

Instructors must also be aware of how students react to stress, anxiety, or overstimulation. Behaviours such as crying, stimming (for students with ASD), or aggression may arise, and understanding the underlying triggers allows for better management and support.



Determining the Right Class Placement

Once a student's abilities and needs are assessed, the next step is finding the most suitable class. In larger clubs, students may be placed in groups based on age and ability level. In smaller clubs, instructors may need to adapt training to accommodate all students within a single group.

If an ideal placement is not available, adjustments such as additional support from assistant trainers or modified training sequences can help create a positive learning environment.

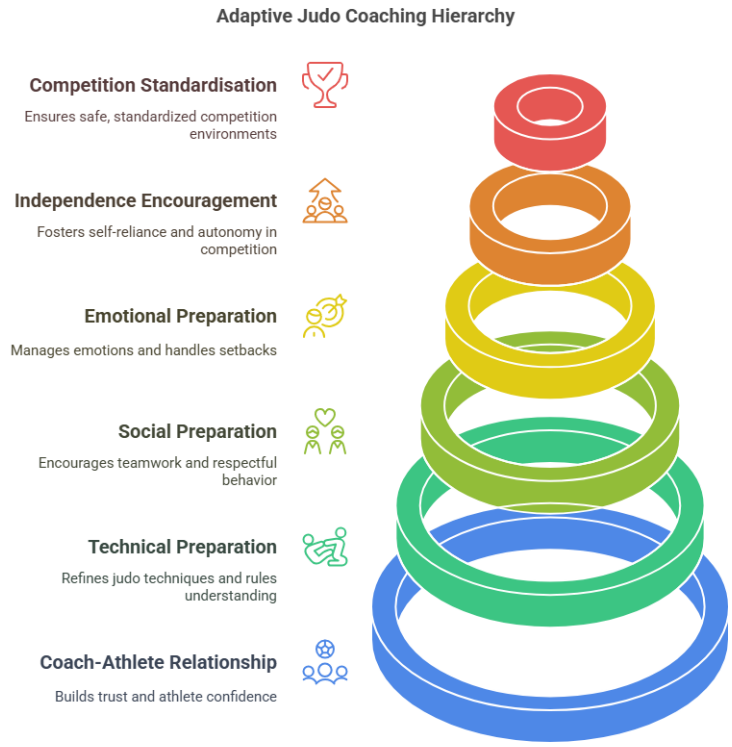
Conclusion

Assessing new students in adapted judo is a dynamic process that requires creativity, patience, and adaptability. The goal is to create an optimal learning environment that fosters motivation, engagement, and enjoyment. By balancing challenge and support, instructors can ensure that every judoka, regardless of ability, has a fulfilling experience on the mat.

Section 2. Coaching Adapted Judo for Contest

The Role of the Coach in Adaptive Judo

In adaptive judo, it is common for the judo coach, teacher, and trainer to be the same person. This integration allows for a comprehensive and tailored approach to preparing adaptive judoka for competition. If multiple individuals are involved in the coaching process, close collaboration is essential to ensure consistency and support for the athlete.



Preparation for Adaptive Judo Competitions

Preparation for an adaptive judo competition begins long before the event. A strong coach-athlete relationship is fundamental to building trust and ensuring the athlete feels confident and secure.

Coaches must prepare athletes across multiple levels:

- **Technical Level:** Teaching and refining judo techniques and understanding competition rules.
- **Social Level:** Encouraging teamwork, respect, and proper behaviour both on and off the mat.
- **Emotional Level:** Managing emotions, including nervousness, dealing with success, and handling setbacks.

Depending on the athlete's level of development and required supervision, this preparation phase may take several months to several years.

Encouraging Independence in Competition

During competitions, the coach serves as the athlete's primary point of contact. However, it is also essential to foster independence in the judoka. Encouraging self-reliance in competitions can be facilitated by involving parents and caregivers during training. Their role should be clearly defined and minimised during the actual competition to allow athletes to develop autonomy.

A structured progression is recommended, starting with local and national tournaments before advancing to international competitions. Familiar environments help build confidence before exposure to larger-scale events. As competition levels increase, parental involvement should transition to a more supportive, spectator-based role.

Standardisation and Competition Levels

Organisations such as the **Special Olympics** and the **European Judo Union (EJU)** aim to standardise rules and ensure a safe competition environment for adaptive judo athletes. A structured approach to coaching is necessary, considering the different competition levels:

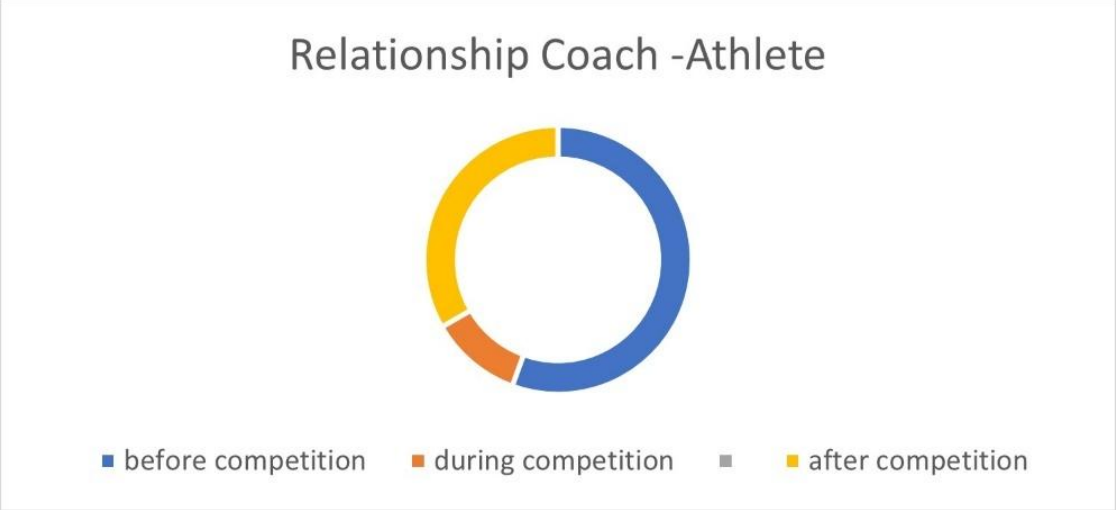
- **Level 1 & 2:** Coaching is allowed only during **Mate**, following IJF rules.
- **Level 3:** Encouraging positive comments throughout the competition is allowed, with judo technical coaching permitted during **Mate**.
- **Level 4 & 5:** Both positive encouragement and technical coaching are permitted throughout the contest.

Coaching should be always positive and as concrete as possible. Coaching instructions

like: "try something, do something" doesn't help the athletes at all, because if they are just standing there, they maybe have in that moment no clue what to try or do at all. Technical coaching should be as technical as possible, like, use your right hand and pull first …

Encouraging coaching should also be concrete – not only "go on, go on" but more like, "use your strong arms, strong legs, strong hip – good" and then "go on"

It takes time to work on your own coaching-language with your athletes, so they know what you mean.



Post-Contest Support and Feedback

A coach's responsibility does not end with the match. After the contest, athletes require constructive feedback and emotional support. Whether celebrating victories or learning from losses, post-competition discussions should reinforce effort, growth, and resilience. The long-term coach-athlete relationship should be based on respect, appreciation, and encouragement.

Progression from Play to Competitive Judo

For adaptive judoka, the journey from learning basic techniques to competition should be gradual and engaging. The use of structured play and combat exercises helps build confidence and skill.

Early Combat Forms:

Ne Waza (Ground Techniques):

- Push-and-pull games
- Basic hold-downs for a few seconds

Tachi Waza (Standing Techniques):

- Push-and-pull games
- Balance and strength games
- Strongest leg competitions

To enhance technical skills, coaches can integrate various training games:

Building Confidence in Falling (Ukemi):

- Ukemi drills through fun and engaging exercises
- Controlled falling games to reduce fear and increase confidence

Ne Waza Training Games:

- **Island King:** Pushing opponents off a thick mat
- **Wake-Up Clock:** Holding positions while resisting movement
- **Octopus Drill:** Developing hold-down techniques
- **Pickpocket Turnover:** Similar to Soto Makikomi, ending in Ushiro Kesa Gatame

Tachi Waza Training Games:

- **Soto Gari / O Uchi Gari with a ball:** Improving footwork and movement
- **Elephant Ear Drill:** Enhancing hip throws like O Goshi / Uki Goshi
- **Uchi Mata on one knee:** Learning the throw with controlled balance
- **Giant Throwing Drill:** Using platforms to allow lighter judoka to throw heavier opponents
- **Hoop Drills:** Practicing sweeping throws using hoops as targets
- **Bean Bag Training:** Developing Ashi Waza (foot sweeps)
- **Goshi Waza (Hip Throws):** Emphasising proper grip positioning without excessive neck control

Reaction and Referee Games:

- **Commando Games:** Fun and interactive movements to build agility
- **Scissors, Rock, Paper Judo:** Incorporating Tai Otoshi, Ippon Seoi Nage, and Uchi Mata
- **Square Game:** Teaching score recognition by moving to designated areas (Ippon, Wazari, Yuko squares)
- **Shido Elimination Game:** Encouraging correct movement and decision-making while avoiding penalties



Strengthening Coach-Athlete Relationships

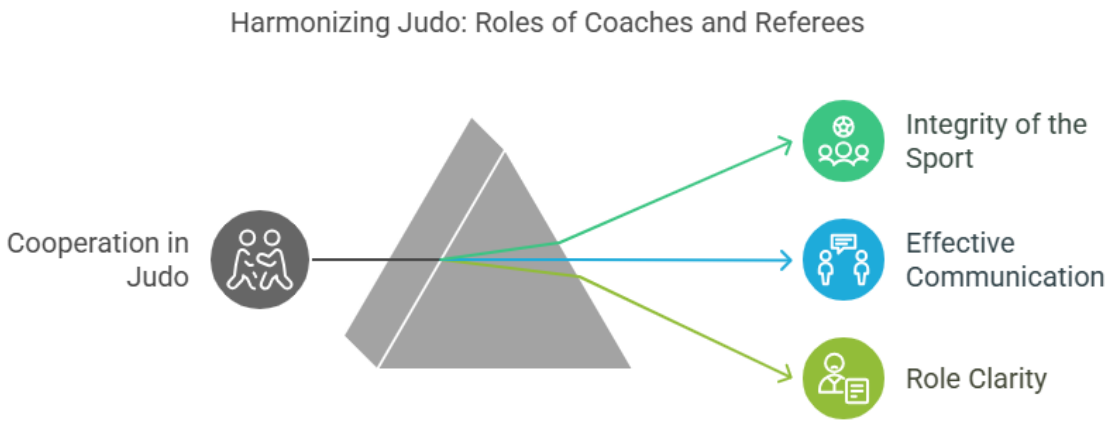
Building rapport with adaptive judo athletes extends beyond the dojo. Activities outside of training, such as team meals, attending sporting events, or social outings, can help coaches better understand their athletes' needs and foster trust. These experiences allow athletes to gain independence in different settings and prepare for competition environments.

Bridging the Gap to Competitive Judo

If adaptive judo athletes are accustomed to combat games in training, transitioning to real contests becomes a natural next step. The time required for this progression depends on each athlete's ability level and comfort with unfamiliar environments and competitors.

With the right balance of training, encouragement, and gradual exposure, adaptive judo athletes can develop the confidence and skills necessary for competitive success. By fostering a supportive and structured learning environment, coaches play a pivotal role in guiding athletes through their judo journey, from first practice to international competition.

Section 3. The Importance of Coach and referee Cooperation



Judo coaches and referees play crucial roles in ensuring fair play and promoting sportsmanship on the contest tatami. While their responsibilities may differ, cooperation between coaches and referees is essential to create a positive and productive sporting environment. In this module, we will explore the importance of cooperation between judo coaches and referees during event preparation and execution.

First and foremost, cooperation between coaches and referees helps maintain the integrity of the sport. Coaches are responsible for guiding and training their athletes while referees are responsible for enforcing the rules. By working together, coaches and referees can ensure each contest is played within the boundaries of these rules, leading to fair competition and unbiased outcomes.

Effective communication is key to fostering cooperation between coaches and referees. Coaches can provide valuable insights and observations about their athletes, aiding referees in making informed decisions. Similarly, referees can communicate their decisions and provide explanations to coaches, promoting transparency and understanding. This open line of communication allows coaches and referees to collaborate and resolve any issues that may arise during a contest.

Cooperation between coaches and referees also helps in maintaining discipline on the tatami. Referees rely on coaches to control their players' behaviour and ensure that they adhere to the rules. By cooperating with referees, coaches can help prevent unsportsmanlike conduct and maintain a respectful atmosphere among players. This not only enhances the overall experience for everyone involved but also sets a positive example for other athletes.



Furthermore, cooperation between coaches and referees promotes a sense of mutual respect and professionalism. Both coaches and referees have a common goal of fostering a safe and enjoyable sporting environment. When coaches and referees work together, they demonstrate their commitment to this goal and set a positive tone for players, spectators, and other stakeholders. This collaborative approach fosters a sense of unity and builds strong relationships within the sporting community.

Coaches and referees should also understand that mistakes can happen. It is essential to handle these situations with grace and respect. When coaches and referees cooperate, they can address any mistakes or controversial decisions in a constructive manner. This not only helps in resolving immediate conflicts but also contributes to the overall development and improvement of the sport.

In conclusion, cooperation between coaches and referees is vital for the success and integrity of any competitive event. Through effective communication, discipline maintenance, and mutual respect, coaches and referees can work together to create a positive and fair playing environment. This collaboration sets a positive example for athletes, promotes sportsmanship, and ensures that the contest is played within the rules. By recognising the importance of cooperation, coaches and referees can contribute to the growth and development of adapted judo in a meaningful way.

Section 4. The Evolution of Adapted Judo

The Evolution of Special Needs /(now) Adapted Judo

Humble Beginnings

Special Needs Judo began its journey in the early 1960s in the Netherlands. In 1963, **Loek van Hal**, a physical education teacher from The Hague, pioneered judo classes specifically for children with special needs. His inclusive and innovative approach quickly gained popularity, attracting participants from across the country and fostering international connections. In 1965, van Hal co-founded **SGK**, an organisation that remains influential in promoting inclusive sports in the Netherlands to this day.

The 1970s marked significant advancements in other European countries:

- In Germany, **Dr Khosrow Amirpour**, a paediatrician and medical director of the Centre for Developmental Diagnostics and Social Paediatrics in Wolfsburg, introduced judo for children with physical disabilities. His goal was to offer a dynamic alternative to physiotherapy, focusing on improving coordination, strengthening muscles, and regulating muscle tone. Dr Amirpour's work demonstrated remarkable outcomes, including increased self-confidence, improved coordination, and the resolution of psychosomatic issues.
- In Hamburg, Germany, **Reinhard Lötje**, a judo coach, began training visually impaired students with extraordinary success.
- In Switzerland, **Ricardo Bonfranchi** explored the potential of judo for adolescents with dysmelia (congenital limb deficiencies) and behavioural or learning disabilities. He concluded that judo significantly benefits physical performance, fosters cooperative behaviour, and reduces aggression, making it an invaluable tool for special education.

By the 1980s, the growing popularity of Special Needs Judo across Europe underscored the need for collaboration. Although numerous programs were thriving independently, cohesion and cooperation between countries were limited. In the early 1990s, pioneers from Germany, the Netherlands, Sweden, Finland, and the UK began to share ideas and experiences, marking the first steps toward a unified international approach.

The Birth of International Collaboration

In 1995–96, a small group of visionary individuals laid the foundation for international cooperation in Special Needs Judo. Key figures included:

- **Ben van der Eng** † (Netherlands)
- **Tomas Rundqvist** (Sweden)
- **Roy Court** (Wales)
- **Marita Kokkonen** (Finland)

This group formed an alliance called **Judo 4 All**, with the goal of connecting like-minded individuals passionate about working with athletes with disabilities.

Their mission was to:

- Develop inclusive programs.
- Create competition opportunities.
- Share best practices and ideas.
- Raise awareness of Special Needs Judo.

Initially, the program involved only a handful of countries, but dedication and hard work led to rapid expansion. Major judo nations such as France, Germany, and Italy soon joined the movement.

Milestones of Progress

Several key achievements marked the growth of Special Needs Judo:

- Inclusion of judo in the **Special Olympics European Games** in 2000.
- Introduction of judo as a demonstration sport in the **2003 Special Olympics World Games** in Ireland, featuring participation from over 25 countries.
- Development of **unified competition rules**.
- Development of a **classification system**.
- Establishment of **structured national and international tournaments**.
- Creation of **adaptive coaching programs**.

The integration of judo into the **Special Olympics** was particularly transformative, leveraging the organisation's global network to further promote the sport.

Fast Forward to 2017: A Milestone for Adaptive Judo

Building on decades of progress in the Special Needs Judo movement, February 2017 marked a transformative moment with the establishment of the Special Needs Judo Union (SNJU). This international organisation emerged from the collaborative efforts of dedicated professionals with expertise in education, disability awareness, adaptive coaching, athlete development, refereeing, business management, and policy-making. Their shared vision: to promote inclusivity and empower individuals with diverse needs through the practice of judo.

SNJU Leadership and Structure

The SNJU leadership team comprises an exceptional group of individuals committed to advancing adaptive judo on the global stage:

- Chairman: Tomas Rundqvist (Sweden)
- Vice Chairman & General Secretary: James Mulroy (Ireland)
- Coaching & Education: Tycho van der Werff (Netherlands)
- PR & Marketing: Cecilia Evenblij (Switzerland)
- IT & Social Media: Bob Lefevere (Netherlands)

A Visionary Impact

The SNJU became the driving force behind adaptive judo, breaking barriers and creating opportunities for athletes worldwide. Over six years of relentless effort, the team elevated the sport to new heights, championing inclusivity and fostering empowerment for athletes with diverse abilities.

Pioneering Initiatives and EU-Funded Projects

The individuals of the team continue to pursue their commitment to research and development, leading to ground-breaking projects that harness the transformative power of judo:

- AutJudo: A research initiative exploring the positive effects of judo on individuals with autism, providing insights into the therapeutic potential of the sport.
- Judo4ID: A program dedicated to integrating children with intellectual disabilities (ID) into sports, fostering social inclusion and physical development.
- Judo Intellectual Disability Project (JIDP): Focused on coach development, healthy eating app creation, and in-depth research to support judo practitioners with ID.

These projects exemplify the teams' innovative approach, blending scientific research, practical application, and community engagement to drive meaningful change.

The European Judo Union (EJU)

In a significant development in 2023, the European Judo Union (EJU) has entered the adaptive judo space, leveraging its extensive resources and network to further the cause. This collaboration, supported by the foundation laid by the aforementioned team members and others is a testament to the growing recognition of adaptive judo as a vital component of the sport. The EJU's involvement represents an exciting new chapter, with the potential to amplify efforts and reach even more athletes across Europe and beyond.

The International Judo Federation (IJF)

In 2025 the IJF entered the inclusive judo arena with the establishment of an IJF Inclusion Commission, the signing of a Memorandum of Understanding with the Special Olympics International (SOI) and including SOI athletes in the program for the 2026 World Veterans & Kata Championships in the form of the Sarajevo Special Olympics Open.

Section 5. Sports Psychology

What is Sport Psychology?

- The application to the Performance of competitors in all types of sports or research into skills and psychological factors associated with athletic performance. – Oxford Dictionary of Psychology.
- The scientific study of the mental state of sports people looking at issues such as motivation, concentration, stress and self-confidence. -Dictionary of Sports and Exercise Science.

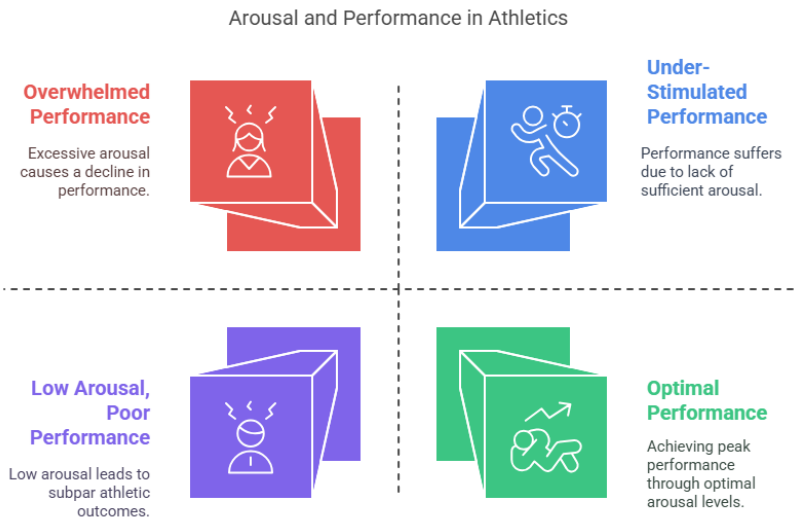
We will look at two key areas here, namely Anxiety and Motivation and how to apply these in practice.

What is Anxiety?

- Anxiety is a double-edged sword and heavily depends on how the individual interprets their "Nerves" and how this in turn effects their response.
- Anxiety can present in two ways known as State Anxiety (Where the athlete presents as anxious in a certain situation) and Trait Anxiety (Where the athlete is of a nervous disposition in their everyday life).
- Anxiety can have a somatic (physical) response on the body, this can present itself in a number of forms including but not limited to Voiding (Vomiting, increased Toileting), perfuse Sweating, Adrenaline response (Fight, Flight or Freeze) and can also lead to an adrenaline dump.

The Catastrophe Theory

The Catastrophe theory suggests that as an individual's arousal state increases, so too does their performance level. This is until it reaches a peak, following this the individual is over aroused (or Overwhelmed) and their performance begins to deteriorate. Leading to poorer athletic outcomes. This why it is important to give athletes the skills and support to manage anxiety.

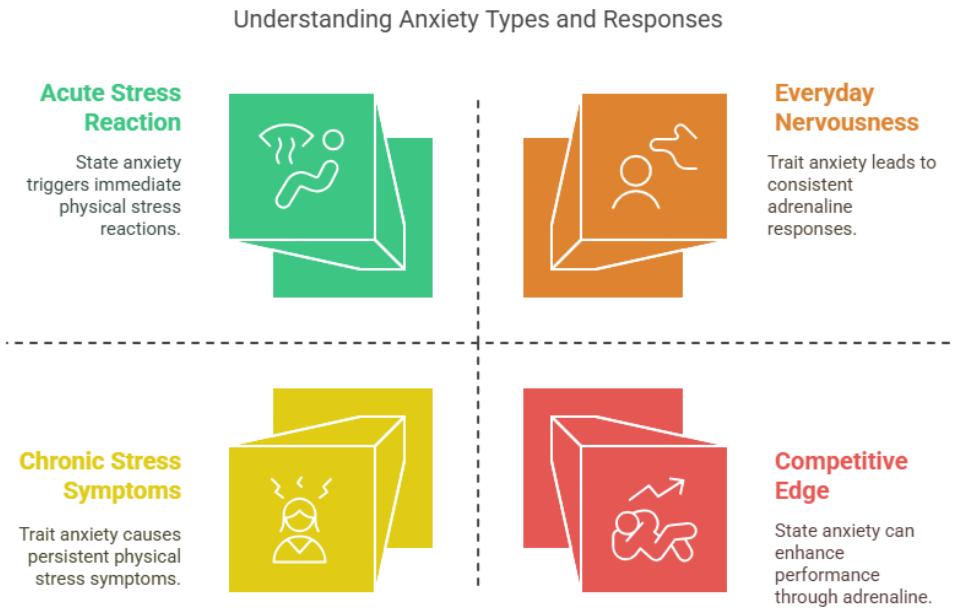


Interpreting Anxiety

- How to interpret anxiety is hugely important, Obviously the more positive we approach our or the athlete's interpretation, the better the outcome may be, but there should always be fact attached to these interpretations.
- Examples of this:
    - Heavy Breathing – Good you're taking in more oxygen, that will help to fuel you for what you need to do.
    - Sweating – This is your body raising its temperature, it's a natural warm up.
    - Sweaty palms – That is your hands preparing for the gripping.
    - Needing to go to the Toilet – Do you really need to be carrying around all that extra already digested food or excess fluids. Getting rid of this will make you lighter and potentially increase your mobility.

Managing Anxiety

- Stress inoculation
    - Creating similar situations in training to the competitive environment, this removes surprises and limits the unknown factors which could present at events.
- Self-Talk – How you speak or interpret the feelings of anxiety which occur in the body in your own mind.
- Reassurance from peers and coaches whose opinion you value
- Biofeedback
    - When the athlete feels their heart beating faster or harder, they can think of things which lower their arousal state. Can you think of anything which helps you to relax? Maybe some music?
- Self Confidence - increasing the confidence of the athlete will help them control their anxiety.



What is Confidence?

Confidence is the belief that you have the abilities and resources to meet the demands of the situations you are likely to face.

Confidence Scales

High Level of Confidence	Low Level of Confidence
Belief	Doubt
Preparation	Take Short Cuts
Trust	Distrust
Open	Limited
Take Responsibility	Avoid

Additional coping skills to help manage Anxiety

- Breathing Exercises:
- reducing the breathing rate if over aroused, muscle tension is reduced by breathing out.
- E.g., Wim Hof Method

Focusing Techniques

Music, Meditation and relaxation

Imagery: Imagine themselves in their relaxed state

- Previous experience

What is Motivation?

There are a number of avenues to explore when discussing motivation, but a key question is what motivates you?



Are you motivated by something either?

- Intrinsic factors (self-development/task mastery)
- Extrinsic factors (rewards/peer adoration)

Achievement Motivation

- Develops confidence and self-belief
  - Past Successful performances
  - Vicarious experiences (What others have achieved)
  - Verbal persuasion (from a meaningful relevant person/coach)
  - Perception of arousal or anxiety

What motivates you and how may the fall in under the previous suggestions?

- Music
- Quotes
- Prizes and Accolades
- Memes
- Hero's
- Family
- Friends
- Team Mates
- An Ideal
- Or something else inside you?

Goal Setting can help with aiding Achievement Motivation

- Specific: you should know exactly what you want to do.
- Measurable: there must be a way of measuring progress.
- Achievable: It must be possible to actually do what you are intending.
- Realistic: Is this goal actually realistic for you at this point in time?
- Time: What time are you allowing yourself to achieve the set goal.

Tips to help Set Goals

1. Write down your goals
2. Then cut them in half
3. Tell someone your goals
4. Keep track of your progress
5. Reward yourself for each success
6. Be Optimistic
7. Be prepared for setbacks
8. Adjust the plan as required
9. Measure improvement by months, not by days.
10. Treat each day as a new beginning.
11. Be proud of what you have accomplished.

Achievement Motivation – Chart and Log it!

- Log and chart all exercise done, and how it felt compared to the last time.
- Place this chart in public view where you (such as on the fridge at home), your family and friends can see your progress.

- When the records are on public display people are more likely to strive harder for progress than if the information is kept secret.
- A Chart shows the increases or decreases in performance down to the smallest change, and a picture paints a thousand words.

Acknowledge the successes

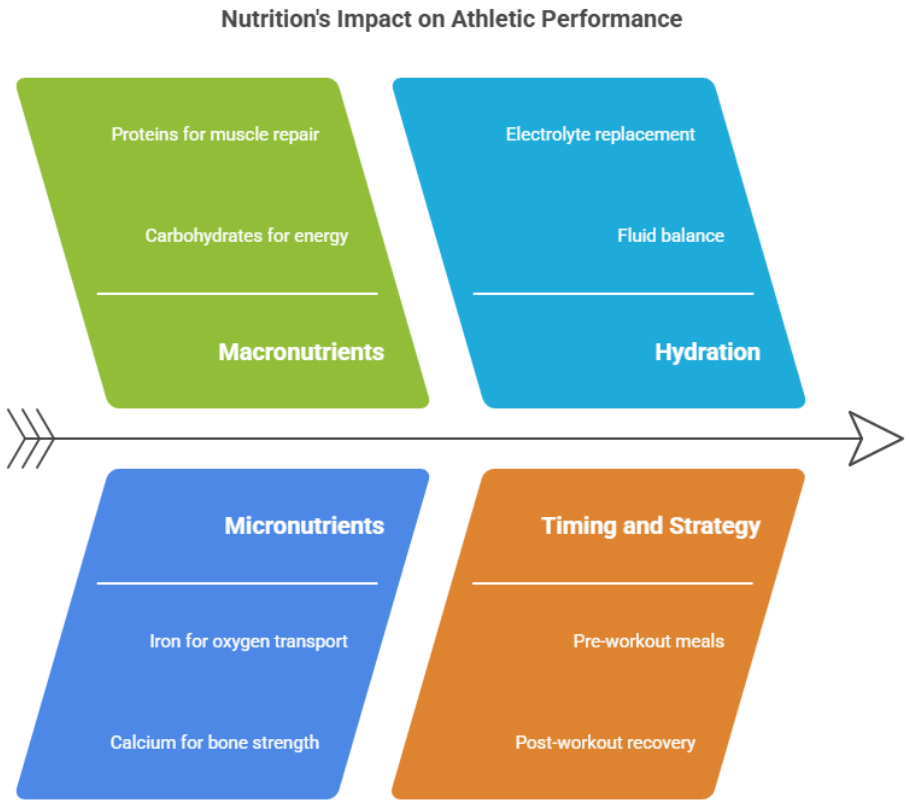
- A part inside everyone wants to recognised for their accomplishments.
- This works particularly well if peers tell you via feedback.
- This sense of achievement helps to motivate the individual to put even more effort into ensuring that they reach their set goal.

Section 6. The Importance of Nutrition in Sport – General

Module Overview

This training module explores the critical role of nutrition in athletic performance, recovery, and overall health. Athletes must fuel their bodies effectively to enhance endurance, strength, and mental focus while reducing the risk of injury and illness.

Why Nutrition Matters in Sport



The Role of Nutrition in Performance

- Provides energy for training and competition
- Supports muscle growth and repair
- Enhances endurance and recovery
- Reduces fatigue and injury risk
- Affects mental focus and decision-making

The Three Key Nutrients: Macronutrients

Carbohydrates (Primary Energy Source)

- Found in whole grains, fruits, vegetables, and legumes
- Stored as glycogen in muscles and liver for quick energy
- Essential for high-intensity sports

Proteins (Muscle Repair and Growth)

- Found in lean meats, fish, eggs, dairy, legumes, and plant-based sources
- Helps in muscle recovery and immune function
- Important for strength and endurance athletes

Fats (Sustained Energy & Recovery)

- Found in nuts, seeds, avocados, and oily fish
- Supports long-duration activities and hormone production
- Needed for cell function and injury prevention

Micronutrients and Hydration

Key Vitamins and Minerals

- **Iron:** Essential for oxygen transport (found in red meat, spinach, beans)
- **Calcium:** Strengthens bones and prevents fractures (found in dairy, almonds, leafy greens)
- **Vitamin D:** Supports bone health and muscle function (found in sunlight, fish, dairy)
- **Magnesium & Potassium:** Crucial for muscle contraction and recovery (found in bananas, nuts, whole grains)

The Importance of Hydration

- Regulates body temperature and prevents dehydration
- Replaces lost fluids and electrolytes (sodium, potassium, magnesium)
- Improves cognitive function and endurance
- Recommended intake: **2-3 litres per day**, more during intense training

Pre- and Post-Workout Nutrition

Pre-Workout Nutrition (Fuel for Performance)

- Consume **carbohydrate-rich meals** 2-3 hours before exercise
- Include some protein for muscle preservation
- Avoid heavy, fatty, or overly processed foods
- Example: Oatmeal with banana and peanut butter, or grilled chicken with quinoa

Post-Workout Nutrition (Recovery and Muscle Repair)

- Consume **protein and carbohydrates** within 30-60 minutes post-exercise
- Helps replenish glycogen stores and repair muscle tissue
- Example: Protein shake with fruit, or eggs on whole-grain toast

Nutrition Strategies for Different Athletes

Endurance Athletes (Runners, Cyclists, Swimmers)

- Focus on high **carbohydrate intake** for sustained energy
- Maintain **hydration and electrolyte balance**
- Consume small, frequent meals for fuel

Strength & Power Athletes (Weightlifters, Sprinters, Judo Athletes)

- Prioritise **protein for muscle repair** and growth
- Include healthy fats for recovery
- Ensure **adequate calorie intake** to support training loads

Adaptive Athletes

- Consider **individual metabolic needs** and energy expenditure
- Focus on **anti-inflammatory foods** (omega-3s, leafy greens) to aid recovery
- Monitor hydration, as some conditions can affect fluid balance

Supplements & Special Considerations

Safe Use of Supplements

- Whole foods should always come first
- Common supplements for athletes:
    - **Protein powder** (if diet lacks sufficient protein)
    - **Creatine** (supports muscle power and recovery)
    - **Electrolytes** (for hydration in extreme conditions)
    - **Vitamin D & Iron** (if deficient)

Avoiding Common Nutrition Mistakes

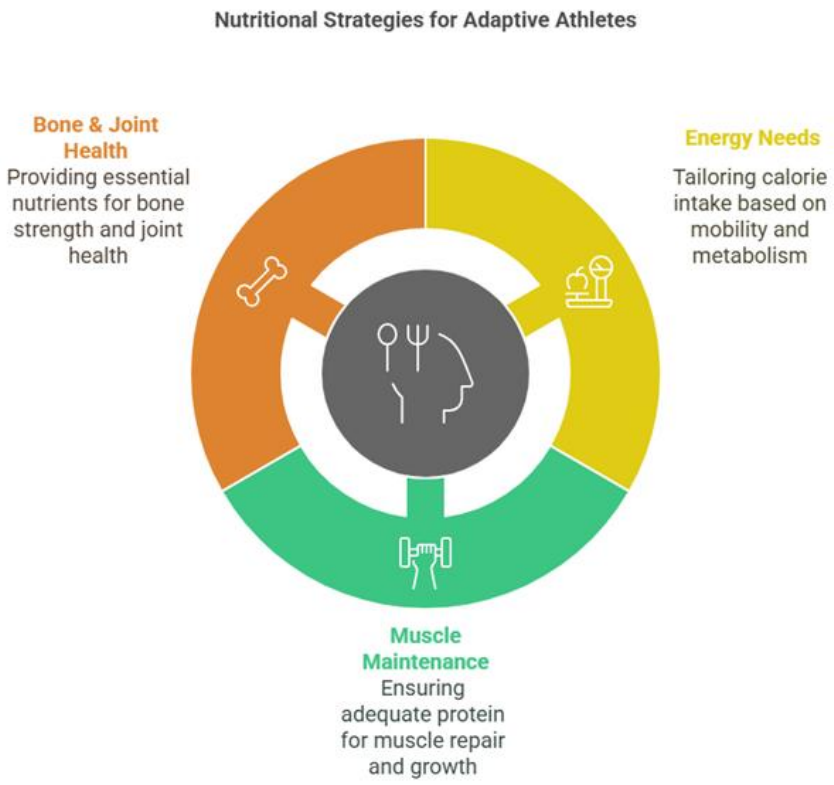
- **Skipping meals** leads to energy crashes
- **Dehydration** reduces performance and increases injury risk
- **Overreliance on supplements** instead of real food
- **Eating too close to workouts** can cause discomfort

Conclusion & Key Takeaways

- Nutrition is a **cornerstone of athletic success**
- Balance **carbohydrates, protein, and healthy fats** for optimal performance
- Hydration and micronutrients **play a key role in endurance and recovery**
- Pre- and post-workout meals **maximise training benefits**
- Nutrition should be **tailored to each athlete's needs**

Section 7. The Importance of Nutrition for Adapted Athletes

Adaptive athletes require well-balanced nutrition tailored to their unique physical and metabolic needs. Proper nutrition enhances performance, recovery, injury prevention, and overall well-being, taking into account factors like mobility, energy expenditure, muscle maintenance, and specific health conditions.



Unique Nutritional Considerations for Adaptive Athletes

Energy Needs & Metabolism

- Energy expenditure varies based on mobility, muscle mass, and training intensity.
- Some conditions (e.g., spinal cord injuries) reduce muscle mass, lowering calorie needs, while others (e.g., cerebral palsy) increase energy demand due to spasticity or involuntary movements.
- Customising calorie intake prevents under- or over-fuelling.

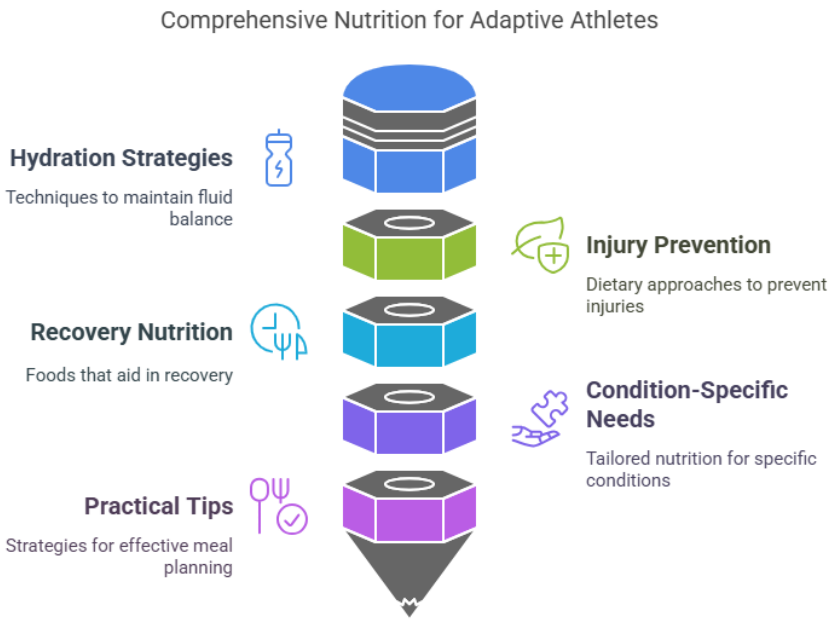
Muscle Maintenance & Strength

- **Protein intake is crucial** for muscle repair, especially for athletes with reduced mobility or those prone to muscle atrophy.

- **Sources:** Lean meats, fish, dairy, legumes, and plant-based proteins.
- **Timing matters**—protein should be consumed post-workout for optimal recovery.

Bone & Joint Health

- Many adaptive athletes have higher bone injury risk due to conditions affecting bone density.
- **Key nutrients for bone health:**
    - **Calcium** (dairy, leafy greens, almonds)
    - **Vitamin D** (sunlight, fish, fortified foods)
    - **Magnesium** (nuts, seeds, whole grains)
    - **Omega-3s** (oily fish, walnuts, flaxseeds) reduce inflammation in joints.



Hydration & Electrolyte Balance

- Dehydration risk is higher for some adaptive athletes, especially those with neurological conditions that affect temperature regulation.
- **Hydration strategies:**
    - Drink small, consistent amounts throughout the day.
    - Electrolyte-rich drinks (for athletes who sweat a lot or have difficulty regulating fluids).
    - Monitor urine colour as an indicator of hydration levels.

Nutrition for Injury Prevention & Recovery

- Adaptive athletes may have longer recovery times due to mobility restrictions.
- Anti-inflammatory foods help speed up recovery:
    - Turmeric, berries, green leafy vegetables, nuts, and fatty fish.
- Zinc & Vitamin C aid wound healing (citrus fruits, red peppers, seeds, and poultry).
- Collagen & Gelatine (bone broth, supplements) may support joint health.

Managing Specific Conditions Through Nutrition

Spinal Cord Injuries (SCI)

- Lower energy needs due to reduced muscle mass.
- Higher protein intake needed to prevent muscle loss.
- Fibre-rich foods (fruits, vegetables, whole grains) help prevent constipation, a common issue in SCI athletes.

Cerebral Palsy (CP)

- Higher calorie needs due to muscle spasticity.
- Focus on healthy fats (avocado, nuts, seeds) for sustained energy.
- Hydration & electrolyte balance is crucial to prevent cramps.

Amputee Athletes

- Higher energy demands for movement, especially with prosthetics.
- Anti-inflammatory diet helps reduce phantom limb pain.
- Adequate protein & vitamin D support bone and muscle health.

Visually Impaired Athletes

- Antioxidants (vitamins A, C, and E) support eye health (found in carrots, citrus, nuts).
- Omega-3 fatty acids (fish, flaxseeds) help with cognitive function.
- Vitamin D & calcium prevent bone fragility due to potential mobility limitations.

Practical Nutrition Tips for Adaptive Athletes

Meal Timing & Planning

- Eat balanced meals every 3-4 hours for sustained energy.
- Plan pre- and post-workout meals to optimize performance and recovery.

Portion Control & Customisation

- Adjust portion sizes based on individual metabolism and activity level.
- Focus on whole, nutrient-dense foods instead of processed options.

Supplementation (If needed)

- Only use evidence-based supplements (protein, omega-3s, vitamin D, electrolytes).
- Consult a sports nutritionist or doctor for personalised guidance.

Module 5

General Related Topics

6 Sections

Our main focus for this module is on General Related Topics, these topics are:

- Creating an Inclusive Activity Environment
- Utilising Support Materials in Adapted Judo Training
- A Guide to Information Management for Judo Coaches: Welcoming Students with Diverse Disabilities
- Positive Behavioural Management for Children with Disabilities in Sports and Judo
- The Transformative Power of Parental Involvement: Supporting Children with Diverse Disabilities in Judo
- The Therapeutic Benefits of Judo Kata for Individuals with diverse disabilities

Section 1. Creating an Inclusive Activity Environment

Creating an Inclusive Activity Environment

This module explores the critical environmental factors that impact the training and competition experience for individuals with a diverse range of disabilities, including but not limited to Autism Spectrum Disorder (ASD) and Intellectual Disabilities (ID). Our focus is on understanding how the physical and sensory environment can either hinder or enhance participation, enjoyment, and performance. We will provide practical solutions and strategies for preparing and operating successful training sessions, as well as for organising accessible and meaningful competitive opportunities. As adaptive judo practitioners, our goal is to thoughtfully shape the available surroundings to create the most supportive and effective environment possible. Additionally, this module will guide you in the selection and use of various training aids and play equipment, which are invaluable tools for fostering skill development, engagement, and a genuine love for the sport among all participants.

Designing Student-Friendly Venues



Creating a truly inclusive environment requires a proactive approach to venue design and management. For a judoka with a disability, the foundation of a positive experience is a safe, secure, and predictable space in which to train and socialise. An environment with excessive sensory stimuli, such as loud noises, bright lights, or visual clutter can be overwhelmingly demanding for many

individuals, leading to distraction, anxiety, and concentration challenges. It is important to recognise that sensory processing difficulties are common across many disabilities, not just autism.

An ideal training room is manageable in both its size and its accessibility. The layout should be logical and easy to navigate. Where feasible, a separate observation area for parents and caregivers should be provided. This allows them to be nearby for support if needed, while being positioned out of the direct line of sight of the judoka to prevent unnecessary distraction during practice. Furthermore, access to changing rooms and toilet facilities is of paramount importance. These amenities should be located in the immediate vicinity of the training hall to prevent participants from having to navigate long, confusing corridors or multiple doors, which can present significant difficulties for individuals with mobility, visual, or cognitive impairments.

When assessing a venue, careful consideration should be given to potential distractions both inside and outside the training area. Windows overlooking a busy street, reflective surfaces like mirrors or glass, and noise emanating from other activities within the building are all common sources of sensory overload. A crucial first step for any new participant is a comprehensive familiarisation with the environment. Scheduling a full tour of the venue, including the changing rooms, toilets, and a designated "calm space," can significantly ease the anxiety of a first visit. It is essential to understand that, for some individuals, becoming comfortable in a new environment is a process that can take several weeks. Patience is key; coaches should be guided by the judoka's comfort level and progress at their own pace, especially during these initial stages.

Adapting the environment to meet individual needs is a core principle of inclusive practice. Many adjustments are simple and low-cost. For visual hypersensitivity, distractions can be controlled by covering mirrors, hanging curtains over windows, and ensuring non-essential electronics are switched off or removed from the training area. Training aids and equipment not in immediate use should be stored away to minimise clutter. For challenges with auditory stimuli, a simple notice system can be implemented to inform other venue users when it is not appropriate to enter the room or create loud noises. The provision of a designated calm space, where a judoka can retreat to use ear defenders or simply enjoy a moment of quiet, adds immense value by offering a safe haven for self-regulation.

Visual cues can also be leveraged to provide structure and clarity. For instance, the consistent use of blue judogi for coaches and white for participants can help individuals who process visual information more easily than verbal instructions to quickly identify their instructors. Similarly, the two-colour scheme of the judo mats (tatami) is a powerful built-in tool for creating structure. The distinct colours can be used to define boundaries, indicate where to stand, and guide movement. While mats can be reconfigured for games, it is recommended to maintain the basic layout until participants are fully accustomed to their environment.

The ultimate goal of all these structural additions and sensory modifications is to empower participants with as much independence as possible. By reducing unpredictable stimulation and enhancing recognisability, we remove unnecessary barriers to learning and participation. A judoka who feels relaxed, secure, and understood will naturally demonstrate higher levels of energy, concentration, and confidence, which will in turn be reflected in their personal growth and their enjoyment of judo.

Facilitating Inclusive Judo Competition



For many judoka, participating in competitions represents a natural and rewarding step in their development after they have become accustomed to the regular structures of training. However, for competitors with disabilities, the unpredictable and often overstimulating nature of a traditional tournament can be a significant barrier. The core objective of an inclusive competition is to ensure that every judoka, regardless of their disability, can participate with a profound sense of security, autonomy, and enjoyment. Achieving this requires thoughtful adaptations to the standard competition format, all aimed at minimising confusion, sensory overload, and unnecessary stress. By implementing a range of considerate measures, organisers can transform an event into a fully accessible and positive experience that celebrates the abilities of all athletes.

A foundational strategy for reducing anxiety is the implementation of clear visual systems. Colour-coding is an exceptionally effective tool for this. Contest areas and their corresponding control tables can be designated with distinct colours. This system works seamlessly when paired with colour-coded check-in cards. Upon arrival, a competitor receives a card—for example, a green card—that displays their name, pool, and category. This green card directly corresponds to the green control table and the green-trimmed tatami where they will compete. This simple method provides immediate, non-verbal clarity, helping competitors navigate the venue independently and reducing the need for stressful verbal instructions, particularly in single-day events.

Further enhancing predictability, the use of display screens at each tatami can be invaluable. Screens that clearly indicate the running order and the names of the next two or three contests allow competitors to visually track the progress of their pool. This transparency helps individuals, especially those with anxiety or cognitive disabilities, to mentally prepare for their match, transforming an unknown wait into a manageable timeline. Coaches also benefit greatly, as they can more effectively prepare their students in advance without last-minute rushing.

The competition area itself can be adapted to be more intuitive and less startling. Clear markings on the tatami can indicate the starting positions for competitors, providing a visual anchor point. To accommodate individuals with auditory sensitivities, the jarring sound of a traditional buzzer or bell to signal the end of a match can be replaced with a visual cue. A simple yet effective method is for

the referee or timekeeper to toss a bean bag or a soft toy onto the centre of the mat. This clear visual signal marks the conclusion of the contest without creating a disruptive noise that could cause distress.

The overall sensory environment of the venue is another critical area for adaptation. Organisers can consider reducing the intensity of overhead lighting, which can be overwhelming for those with visual or sensory processing difficulties. Similarly, the use of the public address (PA) system should be kept to an absolute minimum. Non-essential announcements, background music, and excessive commentary can create a chaotic auditory backdrop. When announcements are necessary, they should be delivered clearly and calmly.

The cumulative impact of these adaptations cannot be overstated. A positive, well-supported competition experience can build a judoka's confidence and foster a lifelong love for the sport. Conversely, a negative or overwhelming experience can have a lasting adverse effect, potentially leading a student to withdraw from competitions or judo altogether. The effort required to implement these inclusive practices is minimal, but the potential reward, ensuring every judoka feels valued, safe, and empowered to compete is immeasurable. If we possess the ability to make a change for the better, we have a responsibility to do so.

Section 2. Utilising Support Materials in Adapted Judo Training



The strategic use of support materials and adaptive equipment is a cornerstone of effective and inclusive judo instruction. These tools are not mere accessories; they are vital components that can bridge the gap between a student's individual challenges and the physical and technical demands of judo. When implemented thoughtfully, these aids can profoundly enhance the learning experience for participants with diverse disabilities, helping to simplify complex movements, build essential physical capacities, and foster a deeper engagement with the sport.

The benefits of integrating support materials are multifaceted. They serve as powerful instruments for facilitating skill acquisition across a broad spectrum of needs. For instance, they can be instrumental in helping a student become more comfortable with physical contact, a common hurdle for some individuals. They can also provide tangible, visual, or tactile cues to clarify the dynamics of a throw or a pin, breaking down the sequence into more manageable components. Furthermore, these materials are invaluable for structuring repetitive practice in a way that maintains interest and motivation, while simultaneously developing foundational attributes like strength, coordination, and balance. Ultimately, the right tool, chosen with intention, empowers both the coach and the athlete to achieve their technical and developmental goals in a manner that is both effective and enjoyable.

The introduction of any new tool requires a sensitive and patient approach. It is important to recognise that novel objects or unfamiliar exercises can evoke a mixture of curiosity and anxiety. For some individuals with cognitive or sensory processing differences, unexpected changes can be particularly challenging. Therefore, coaches should adopt a gradual introduction process. This involves clearly explaining the purpose of the new material, providing a calm and deliberate demonstration of its use, and allowing students ample time to observe and interact with it at their own pace before integrating it into a full exercise. This measured approach builds trust and ensures the tool is perceived as an aid, not a source of stress.

A fundamental principle of adaptation is that no single tool or activity is universally applicable. The true art of coaching lies in tailoring the materials and the tasks to the specific needs and abilities of each athlete. An activity's difficulty and impact can be significantly altered simply by changing the equipment involved. For example, a balancing exercise will yield different results when performed

on a stable line on the mat compared to a soft, uneven foam roller. This flexibility allows coaches to creatively scale challenges, ensuring every participant is appropriately supported and stretched, leading to more meaningful and successful outcomes.

A wide array of common, low-cost objects can be repurposed to create a rich and varied training environment. These readily available materials offer immense versatility for a multitude of games and exercises designed to develop judo-specific skills in an accessible and engaging manner.

For example,

Colourful obi (belts)
Suitable for a range of games and exercises such a skipping, jumping over, marking out play areas, pulling & pushing exercises, balance walking and resistance games.

Cut up pieces of old belts
These can be used in sweeping and gripping exercises and a variety of fun games.

Bean bags
Bean bags are used mostly for sweeping type exercises, but can also be used for balance and coordination exercises and throwing/target games.

Balls (various sizes and materials)
Balls are extremely versatile and can be used for a number of different purposes and games. Larger gym balls can be used successfully to encourage gradual contact for students with ASD.



Colourful socks
Colourful socks are used as a great visual marker to help students to remember which foot goes where when matched with their other students. They are also the basis for a number of fun development games.

Plastic Hoops
Plastic hoops have a wide range of uses, from basic exercises to creative and fun games to help develop agility, speed and coordination.



Circle floor markers/disks
Floor disks have many uses in adaptive judo training, such as foot positioning for throwing techniques, positioning for kata practice, a range of break-fall type games and general exercise activities.

Safety mats
A safety or crash mat is a very valuable and essential piece of equipment for any judo trainings but especially for people with diverse disabilities. Apart from the vast number of games that it can be used for, it also allows the students to explore and experiment with throwing and landing in safety.



Section 3. A Guide to Information Management for Judo Coaches: Welcoming Students with Diverse Disabilities

Purpose: This module aims to support judo coaches in responsibly gathering, using, and retaining information about students with disabilities. It balances the need for safe, effective, and inclusive instruction with the imperative to respect individual privacy and comply with legal frameworks, particularly within the European Union.

Part 1: Ethical Principles for an Inclusive Dojo

Before collecting information, establishing a foundation of trust and ethical practice is essential. Begin with the presumption of competence; every student, regardless of disability, comes to learn judo, and your role is to adapt your teaching, not lower expectations. Respect the dignity and autonomy of the student, who, along with their parent or guardian if a minor, is the expert on their own experience and needs. Engage them as a collaborative partner. Uphold strict confidentiality, understanding that personal information about a student's disability is private and should be shared only with a clear, agreed-upon purpose strictly on a need-to-know basis within the coaching team. Finally, adhere to the principle of minimisation by collecting only the information directly relevant to providing safe and appropriate judo instruction, avoiding unnecessary medical details.

Part 2: Determining Relevant Information – What to Ask and Why

The goal is to gather functional, practical information that informs your coaching on the mat, not a medical diagnosis or history. Frame questions around understanding what you need to know to support the student effectively during a session.

Essential and relevant information falls into key categories. First, establish clear emergency protocols: identify the primary emergency contact, learn any specific procedures for medical situations like seizures or severe allergic reactions, and confirm the location of critical medication such as an EpiPen or inhaler. Second, clarify communication and interaction preferences. Ask for the best way to give instructions or feedback, which might include short sentences, visual demonstrations, or careful physical guidance. Understand how the student will signal if they need a break, feel unwell, or are confused. For non-verbal students, learn their clear "yes/no" signals or communication methods. Third, discuss physical and sensory considerations. Inquire about movements to approach with caution or adapt, such as pressure on a specific joint or a previous injury site. Identify any sensory sensitivities to elements like loud noises, certain types of touch, or bright lights. Also, discuss the student's perceived strengths on the mat and where they desire more support. Fourth, identify any direct support needs. Determine if the student requires a personal aide to participate, ask about potential triggers for anxiety or distress to avoid, and understand what a successful and positive session looks like from their perspective.

Conversely, certain information is generally not relevant or necessary for coaching. This includes specific medical diagnostic labels, detailed medical history or hospital records, information about unrelated conditions, family medical history, and educational or psychological assessments unless they directly inform a necessary behavioural support plan within the dojo environment.

Part 3: Privacy, Retention, and EU Legal Compliance

Within the European Union, processing personal data relating to health is strictly governed. Disability-related information is classified as "special category data" under the **General Data Protection Regulation (GDPR)**, which imposes stringent obligations.

Coaches must operate according to key GDPR principles. You must identify a lawful basis for processing this sensitive data. The most appropriate and transparent basis is explicit consent, which must be asked for and obtained clearly and can be withdrawn at any time. Other potential bases, such as protecting vital interests in a life-threatening emergency, are far narrower in scope. The principle of transparency requires you to be clear about what data you collect, why you need it, how long you will keep it, and who might see it, using plain language in a privacy notice or intake form. You must also practice data minimisation, collecting only what is adequate, relevant, and necessary for your stated coaching purposes. The storage limitation principle means you cannot keep data indefinitely but must establish and follow a clear retention policy. Finally, you are responsible for ensuring integrity and confidentiality by implementing appropriate security measures to protect this data from unauthorised access, loss, or disclosure.

For practical data management, a judo club should implement a clear policy. Information should be collected using a standardised, simple "Participation Support Form" focusing on functional needs, accompanied by a clear statement of purpose and a checkbox for explicit consent. Access to this information should be restricted solely to the lead coach and any essential assistant coaches working directly with the student; it must not be kept in a general or accessible file. A defined retention timeline is critical: for active students, data should be reviewed and updated annually at re-registration; for students who leave the club, their data should be securely destroyed within 6 to 12 months of their departure, barring a specific, justifiable reason like a pending insurance claim. Emergency contact data can be maintained separately in a highly secure manner for active students only. Information must never be shared with other parents, students, or external parties without explicit consent, except in a genuine, immediate emergency. Coaches should also be prepared to honour the rights afforded to individuals under GDPR, including the right to access their data, correct inaccuracies, request deletion, and withdraw consent.

Conclusion & Action Plan

Creating an inclusive dojo is a mark of a skilled and ethical coach, an achievement possible while rigorously protecting privacy. To enact this guidance, begin by developing compliant forms: a "Judo Participation Support Form" and a simple "Privacy Notice." Use these forms as the basis for an open, collaborative discussion with the student and parent, focusing on abilities and solutions. Implement secure storage solutions, such as a locked filing cabinet or an encrypted digital file, for these sensitive documents. Proactively manage data by setting a calendar reminder to review, update, or destroy information according to your retention policy. Finally, educate your entire coaching team to ensure everyone understands and upholds their obligations regarding confidentiality.

By following this framework, you foster an environment where all students feel respected, safe, and empowered to pursue their judo journey, knowing their private information is handled with the utmost care and professionalism.

Disclaimer: *This module provides general guidance and is not a substitute for legal advice. Clubs should consult with a legal professional to ensure their specific policies are fully compliant with GDPR and national data protection laws in their member state.*

Section 4. Positive Behavioural Management

This module provides a framework for coaches, instructors, and volunteers to effectively manage behaviour and create a positive, supportive, and successful sporting environment for children with disabilities. It outlines proactive, evidence-based strategies applicable to sports in general and details their specific application within the context of Judo.

Introduction: A Shift in Perspective

Managing behaviour in children with disabilities—including Autism Spectrum Disorder, Intellectual Disabilities, and ADHD—requires a fundamental shift from a discipline-based model to one of understanding, support, and instruction. The primary goal is to teach the child the necessary skills to participate successfully, rather than focusing solely on eliminating unwanted behaviours. It is critical to view challenging behaviours as a form of communication, often indicating that a child is overwhelmed, frustrated, lacks understanding of an expectation, or does not yet possess the coping skills for a given situation. The role of the coach, therefore, is to act as both detective and teacher, identifying the function of the behaviour and providing the appropriate support and instruction to foster success.

Foundational Principles for All Sports

The core principles outlined here are drawn from established frameworks like Positive Behavioural Interventions and Supports (PBIS) and Applied Behaviour Analysis (ABA). They form the bedrock of an effective and inclusive coaching approach.

Proactive Strategies: Prevention Over Reaction

Effective behavioural management begins long before a challenging behaviour occurs. Proactive strategies focus on creating an environment that sets the child up for success. Key strategies include establishing **Structure and Predictability**. Children with disabilities often thrive on routine, which can be supported by using visual schedules to outline the session's activities and providing consistent warnings before transitions.

Furthermore, it is essential to establish **Clear and Concise Expectations**. Ambiguity can lead to anxiety and mistakes. Coaches should teach a small number of simple, positive rules, such as "Safe Body," "Listen to the Coach," and "Try Your Best," and actively model what these rules look like in practice. Another critical step is **Environmental Modification**, which involves reducing potential triggers for sensory or behavioural overwhelm by minimising clutter, reducing echo in noisy gyms, and creating designated quiet areas for breaks. Finally, **Priming and Pre-Teaching** prepare the child for success. This involves briefly explaining or demonstrating a new skill beforehand, or pre-teaching social concepts like how to be a good winner or loser.

Responsive Strategies: Teaching in the Moment

When behaviours do occur, the response should be instructional and supportive. A powerful tool is the **Antecedent-Behaviour-Consequence (ABC) Analysis**. This process involves looking at what happened immediately *before* the behaviour (the Antecedent), what the specific behaviour was, and what happened immediately *after* (the Consequence). For example, if a child runs away after a complex instruction is given, the function may be escape from a difficult demand. The solution lies in simplifying the instruction, not in punishing the escape.

Other responsive strategies include **Neutral Redirection**, where a coach calmly redirects the child to an appropriate behaviour, and the use of **Effective Praise and Reinforcement**. Instead of generic praise, coaches should use specific, labelled praise to acknowledge desired behaviours, such as, "I am so proud of how you waited for your turn!" During moments of crisis, the focus should be on De-escalation, using a calm voice, offering space, and helping the child regulate their emotions before any discussion of the behaviour takes place.

Application in the Context of Judo

The philosophy and structured practice of Judo provide a unique and powerful platform for implementing these behavioural strategies. Judo's inherent strengths include its core principle of "Ju" (Gentleness or Yielding), which serves as a powerful metaphor for emotional regulation and adaptability. The art's clear rituals and etiquette, known as Rei-ho, including bowing and formal ways to begin and end practice—provide a natural structure and predictability that is comforting to many children. Additionally, the physical nature of Judo provides deep pressure and proprioceptive input through grips, throws, and holds, which can have a calming and organising effect on a child's sensory system.

Specific applications can be tailored to common challenges. For children who struggle with transitions, a visual schedule using Judo-specific icons for "Bow In," "Ukemi" (falling), and "Randori" (sparring) can be immensely helpful. To address impulsivity and safety concerns, coaches can explicitly teach "Stop" and "Go" signals and reinforce the concept of "control" over one's partner. When a child shows frustration with losing or failing a technique, the coach can leverage Judo's philosophy by pre-teaching that we fall down in order to learn how to get back up, and by praising the effort and control in a throw rather than just the successful outcome. For those experiencing sensory overload, adaptations such as wearing a rash guard under the gi or starting with cooperative, non-resisting drills can be beneficial. Finally, for children who have difficulty following multi-step instructions, complex throws can be broken down into discrete steps using task analysis, and physical prompting can be used to guide them through the movements.

Research and Evidence Base

The efficacy of the strategies outlined in this module is well-supported by academic research. The overall framework of Positive Behavioural Interventions and Supports (PBIS) is strongly evidenced in educational literature for reducing disruptive behaviour and improving climate, a framework directly transferable to sports environments (Sugai & Horner, 2009). Furthermore, the use of specific strategies from Applied Behaviour Analysis (ABA), such as task analysis and visual supports, has been shown to be effective for teaching motor skills and managing behaviour in physical activity settings for children with Autism Spectrum Disorder (Lang et al., 2010).

The critical importance of structure and routine for individuals with autism is a cornerstone of established methodologies like the TEACCH approach, and the predictable, ritualised nature of a Judo class aligns perfectly with this evidence-based need (Mesibov, Shea, & Schopler, 2005). Finally, research specifically on Judo for children with ASD has demonstrated measurable improvements in social interaction and behaviour following Kata training, underscoring the potential of Judo as a modality when paired with effective behavioural support (Movahedi et al., 2013).

Conclusion

Creating a successful and inclusive sporting experience for a child with a disability hinge on a proactive, positive, and instructional approach to behaviour. By understanding the function of behaviour, creating a structured and predictable environment, and using evidence-based strategies, coaches can transform potential challenges into powerful opportunities for growth. In Judo, with its inherent philosophy of mutual welfare and benefit and its deeply structured rituals, coaches possess a unique toolkit to not only teach a martial art but also to foster resilience, self-regulation, and confidence in all children, empowering them both on and off the mat.

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Section 5. The Transformative Power of Parental Involvement: Supporting Children with Diverse Disabilities in Judo

Introduction

For children with diverse disabilities, stepping onto the judo mat represents more than learning a martial art, it is an opportunity for holistic growth. While qualified instructors provide essential technical guidance, the consistent, supportive presence of a parent or caregiver is the indispensable cornerstone for lasting progress. From navigating the first class to sustaining a long-term practice, engaged parental involvement transforms the dojo experience into a powerful catalyst for development, unlocking a child's potential far beyond physical technique.

The Essential First Steps: Building a Foundation of Trust

Beginning any new activity can be daunting. For a child with physical, cognitive, or sensory differences, a novel environment like a judo dojo presents unique challenges. Active parental involvement at this initial stage is critical for transforming anxiety into assurance. A familiar parent provides immediate emotional security, helping to mitigate sensory overload and social uncertainty. Furthermore, parents serve as vital interpreters and advocates, communicating their child's specific needs and strengths to the instructor. This partnership ensures that accommodations, whether they involve modified movements, clear routines, or breaks for regulation, are seamlessly integrated from day one. By co-establishing a predictable and supportive structure, parents lay the groundwork for their child to engage not just with safety, but with growing confidence.

The Ongoing Journey: Deepening Development Through Partnership

As a child progresses, the role of the parent evolves from foundational support to being an active partner in growth. This sustained involvement amplifies every benefit judo offers.

Physically, parents who understand the basic principles of judo can help reinforce lessons at home, turning newly learned movements into shared activities. They become keen observers, able to monitor their child's unique physical responses and ensure the practice complements other therapies. Perhaps most importantly, they learn to recognise and celebrate personal milestones that might be invisible in a group setting, fuelling motivation and a sense of accomplishment.

Cognitively and emotionally, parents help translate the core tenets of judo into life skills. Concepts like balance, strategic thinking, and yielding to overcome are given context in everyday situations. The post-class debrief becomes a valuable space for emotional processing, where frustrations can be unpacked and successes savoured. This reflective dialogue, coupled with the parent-facilitated commitment to regular attendance, builds the discipline and resilience that so many children with disabilities can carry into all areas of life.

Socially, parental involvement acts as a bridge. By fostering connections with other dojo families, parents help weave a supportive community around their child. They model respectful interaction with instructors and peers, demonstrating the mutual respect that judo embodies. This supportive network reduces isolation for both child and family, embedding them within a community that values effort and growth.

The Unique Synergy of Judo and Family Support

Judo is uniquely suited to benefit children with diverse disabilities, and parental involvement unlocks this potential more fully. The sport's inherent structure, its rituals, clear rules, and predictable format—provides a comforting framework for children who thrive on routine, such as those with autism or anxiety disorders. Parents can emphasise this consistency, helping their child navigate the session with greater ease.

Moreover, judo offers safe, rule-bound physical contact, which can be a rare and valuable experience for some children. Parents help frame this contact positively. Most profoundly, they reinforce judo's central philosophy of "Jita Kyoei," or mutual welfare and benefit. This principle becomes a shared family value, extending off the mat to foster empathy, cooperation, and the understanding that everyone grows stronger together.

Strategies for Meaningful Engagement

Effective parental involvement is both intentional and adaptive. It begins with parents educating themselves on basic judo principles to better understand their child's journey. Maintaining open, collaborative communication with the instructor is key to aligning goals and addressing challenges. It requires practicing profound patience, allowing a child to progress at their own pace and redefining what success looks like, a focused attempt can be as significant as a perfected throw. Finally, it involves extending the dojo's culture homeward, incorporating concepts of respect and perseverance into daily life, and connecting with other families to build a community of support.

The Lasting Impact: Lessons That Extend Beyond the Mat

The dividends of this committed partnership extend for a lifetime. Children develop not just improved coordination, but vital life skills: enhanced self-advocacy, a better capacity to manage frustration, greater body awareness, and a growth mindset. Parents, in turn, often gain new perspectives on their child's capabilities, experience reduced isolation, and feel empowered as advocates. The shared journey on the mat strengthens the familial bond, creating a common language of effort and resilience.

Section 6. The Therapeutic Benefits of Judo Kata for Individuals with diverse disabilities

This module outlines the unique benefits of practicing Judo Kata as a therapeutic and developmental tool for participants with diverse disabilities. It synthesises established pedagogical principles with emerging research to provide a rationale for its inclusion in supportive programs.

Introduction to Judo Kata

Judo, founded by Jigoro Kano, is known as the "gentle way." While competitive sparring (randori) is a well-known aspect, Judo also comprises of Kata—pre-arranged forms. Kata are detailed patterns of techniques performed by a pair, consisting of Tori (the executor) and Uke (the receiver), in a specific, ritualised manner. This practice emphasises precision and form, requiring techniques to be executed with exact body mechanics. It fosters rhythm and flow, as partners move in a coordinated, predictable sequence. Crucially, Kata is built on non-competitive cooperation; Tori and Uke work in harmony to perfect the form, not to defeat one another. This entire process demands a high degree of mental focus and engagement with ritual, cultivating concentration and mindfulness. It is these inherent characteristics that make Kata particularly well-suited for individuals with diverse disabilities.

Alignment of Kata with Core Challenges

The structured nature of Kata directly addresses many of the core challenges faced by individuals with diverse disabilities. For those experiencing sensory processing issues, Kata provides predictable and organising proprioceptive and vestibular input. The deep pressure from grips (kumi-kata) and the controlled, safe practice of falling (ukemi) can be particularly grounding for the sensory system.

In the social domain, Kata serves as a powerful medium for addressing communication deficits. It functions as a non-verbal dialogue, requiring participants to read body language, maintain appropriate distance (ma-ai), and coordinate timing without relying on complex verbal instruction. This process naturally builds non-verbal social reciprocity in a structured context. Furthermore, the intense need for routine and predictability common among this population is met by the highly structured and repetitive nature of Kata. The sequence is always performed the same way, providing a safe and comforting framework for learning and participation.

The practice also offers significant benefits for motor coordination and planning. Kata naturally breaks down complex movements into discrete, repeatable steps. This explicit instruction and consistent practice can lead to marked improvements in gross and fine motor skills, balance, and overall body awareness. Finally, the ritualised, meditative aspect of Kata practice can be a powerful tool for reducing anxiety and aiding emotional regulation. The rhythmic, focused activity can lower physiological arousal, while the progressive mastery of a sequence builds self-confidence and self-efficacy, providing a strong foundation for emotional well-being.

Documented Benefits and Research Evidence

A growing body of research supports the use of martial arts, including the structured practice of Judo Kata, for therapeutic benefit. Studies have demonstrated positive outcomes in motor skills, social behaviour, and overall psychosocial functioning.

Research into a Judo program for youth with Autism Spectrum Disorder found significant improvements in physical domains such as balance, flexibility, and strength. As a core component of

Judo, Kata practice directly contributes to these gains by drilling technically sound and balanced movements (Breslin et al., 2018).

Perhaps more notably, a study specifically examined the effects of Kata technique training on social interaction. The research concluded that this structured practice led to significant improvements in social skills and a reduction in stereotypic behaviours for children with ASD, highlighting its value beyond mere physical development (Movahedi et al., 2013).

Broader reviews on the health effects of martial arts, while encompassing various styles, provide supporting evidence for improvements in cognitive function, self-regulation, and psychosocial well-being - all critical areas of need for individuals with ASD and ID (Kamioka et al., 2016).

The success of Kata also aligns strongly with established therapeutic models. It is a powerful embodiment of Structured Teaching, a core component of the TEACCH method for autism, as it provides the visual, structured, and predictable environment in which individuals with ASD often excel. Similarly, the method of breaking down complex Kata into teachable steps is a direct application of the principles of Applied Behaviour Analysis (ABA).

Practical Implementation and Adaptations

To maximise the benefits of Kata practice, instructors should thoughtfully adapt their teaching methods. A successful approach begins simply, introducing a single technique or a very short sequence from a foundational Kata, such as the Forms of Throwing (Nage-no-Kata) or the Forms of Gentleness (Ju-no-Kata). The use of visual supports is highly recommended; picture cards, video modelling, and visual schedules can effectively outline the steps of the Kata, making them more accessible.

For learners who benefit from physical guidance, hand-over-hand prompting can be used to teach movements, with these prompts gradually faded as proficiency increases. It is also vital to emphasise the cooperative role of Uke, the person receiving the technique. This role is active and teaches trust, how to fall safely, and the fundamental Judo principle of being a good partner. The overall focus should remain on the process of engagement, coordination, and cooperation, rather than on flawless technical execution. Celebrating effort and small victories is crucial for maintaining motivation and building self-esteem. Finally, creating a calm practice environment by minimising auditory and visual distractions can significantly aid focus and reduce anxiety for participants.

Conclusion

Judo Kata offers a unique and powerful modality for supporting the development of individuals with diverse disabilities. Its inherent structure, rhythmic predictability, and requirement for non-verbal partnership directly address core deficits in social communication, motor planning, and self-regulation. Backed by emerging research and aligned with proven therapeutic frameworks, Judo Kata is more than a martial art form; it is a viable and highly beneficial pathway toward greater physical, cognitive, and social well-being. Integrating Kata into physical education, occupational therapy, or specialised sports programs can provide a dignified and empowering experience, helping individuals build confidence, competence, and meaningful connection.

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Parting Word

We hope you enjoyed reading this guide as much as we enjoyed creating it.
If you have any questions in relation to the topics covered in this publication,
please contact James at james@judoassist.ie

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