

CONNECTING TO THE VALUES

During all lessons, games and exercises, try to always refer to the values. If you are constant, they will trust you and show exemplary behaviour. You can do this together with the group.

An example:

When you play a tagging game, there will be children that cheat. An example of a conversation where a child is tagged but keeps running:

Teacher: “Were you tagged?”

Child: “No, barely”

Teacher: “So, this means you felt something. Let’s ask the other children: You think he should sit when he barely feels something?”

Children: “Yes, he should sit down!”

Teacher: “Let’s all agree now to this. If you feel something, you are tagged and you sit down. This is how we can trust each other. Please respect the rules by not cheating.”

Teacher, when the child sits down: “You still get a thumbs up from me!”

Child: “Why?”

Teacher: “Because you showed politeness by sitting down and self-control because you didn’t get angry. Well done!”



Examples of how to connect to the values

POLITENESS

By...

- Always bowing before and after an exercise, and a handshake in the end of each game/exercise.
- Not tickling, pinching, biting, kicking, etc.
- Taking into account each other's wishes and (in)capabilities, adjusting activities when necessary

COURAGE

By...

- Trying again, or trying it differently; persevere and repeat;
- Not lingering on emotions; when losing, also look at what did go well (being faster, smarter, stronger, better).

SINCERITY

By...

- Giving predictability with structure (start, stop, time-out, place on the mat)
- Standing up for yourself, and clearly set your boundaries;
- Reflection and being clear, focused, positive

HONOUR

By...

- Carrying out tasks with decency, and as was agreed.
- Not cheating, even when it can add points to your victory

MODESTY

By...

- Always saying your opponent played well, even after he/she lost
- Learning and accepting who you are, and what you can and cannot yet do, and how you feel and act; giving each other (new) chances and opportunities.

RESPECT

By...

- Showing adequate care and understanding (for each other's boundaries);
- Taking into account each other's wishes and (in)capabilities, adjusting activities when necessary
- Accepting that we are all different

SELF-CONTROL

By...

- Restraining emotions, adjusting to one's level;
- Dosing effort, (counter)force, tempo, and control;
- Coping with delayed attention, postponing questions; stop, think, and do
- Taking a time out to regulate feelings of discontent. No discussions.

FRIENDSHIP

By...

- Participation based on want and ability, helping and reinforcing each other, with an emphasis on maximum results, both individually as well as a group;
- Finding compromises by practicing collaborating
- Consult, discuss, and adjust when needed.

FUN

By...

- Not laughing at someone's expense. If everybody is laughing, great. If one is not laughing, then don't laugh and check what is going on. Have respect for the person and consider his/her feelings. Otherwise there is no trust in the group.
- Making/having friends at judo in school.