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| **Minimum Assessment Tasks for completion before being considered for SCC status** |
| **ETIQUETTE, HYGIENE AND BULLYING** |
|  | Must have certificate that they have had a CRB check |  |
|  | ***Essay*** ‘The Student with Special Needs’ |
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| **FIRST AID, SAFETY AND NUTRITION** |
|  | Hold a current first aid certificate |  |
|  | Produce a menu plan for a competitor for the 48 hours prior to fighting in a tournament |
|  | ***Essay*** ‘Drugs and the Dojo’ |  |
|  |
| **TRAINING TECHNIQUES/ KATA/RANDORI** |
|  | Teach 6 training sessions | Junior (x2) |
| Senior (x2) |
| Own choice (x2) |
|  | Teach two turn-overs |  |
|  | Teach one additional technique that is not on Blackwater syllabus |
|  | Demonstrate a kata of choice (not Nage or Katame) |  |
|  | ***Essay*** ‘Why Kata’ |
|  |
| **REFEREE/SUPERVISION RANDORI** |
|  | Take a group of 4 judoka (Junior or Senior, 3rd to 1st kyu’s) through basic referring skills so that they can show they are competent to referee shiai |
|  | Referee at interclub competitions (x2) |  |
|  |
| **MISCELLANEOUS** |
|  | Helped to develop the skills, experience and knowledge of other instructors through mentoring and discussions |
| **By this stage it is expected that as Blackwater judo Coaches you will be helping to develop not just the technical knowledge within the club, but you should be looking to promote the Blackwater Judo brand of Judo Training to other judo clubs**  |

You will have held your 1st Dan for one month before starting your assessment period

**Essays**

**‘Students with special needs’**

* What is meant by special needs?
* Is it someone who has learning or physical difficulties because of problems from birth?
* Is it someone who is too old or unfit to train to competition standard?
* Consider how you might have to modify your usual training regime if someone with a disability of any kind asked if they could learn judo (specifically blind, deaf or with learning difficulties).
* Also consider if there is any category of the general population you would dissuade or even bar from the dojo. Would there be legal implications to consider?

**‘Drugs and the Dojo’**

* This should build on the coach’s previous essay, examining the effect of illegal drugs on the athletes’ body in greater depth. Consider banned substances at sporting events.
* Judoka’s use of recreational drugs/substances, alcohol and their relevance to club judo.
* And in addition to illegal substances the candidate should show an understanding of the body’s natural hormones and chemical transmitters e.g. endorphins, oestrogens, testosterone and adrenaline.

‘**Why Kata’**

* Consider the history of judo, how the role of kata has been affected by Judo becoming an Olympic sport.
* Kata/shiai differences and/or similarities
* Is kata practise relevant to the medal winning judoka?

**A menu plan for a competitor for the 48 hours prior to fighting in a tournament**

* Consider whether it is for a junior or senior
* Take into account problems with not knowing at what point competitor will be called to fight.
* Will they make their fighting weight at weigh in?
* Importance of maintaining hydration

**Teach 6 training sessions.**

* Candidate must show their ability to train from all areas of the syllabus, taking into account judokas different requirements as to fitness kata, shiai etc.
* Show an ability to delegate whilst still maintaining overall control of safety in the dojo.
* Other training could be a particular Kata, team competition, games, judo related fitness.
* Could be applicable to whole club or a specific group of judoka.

**Kata**

* It is recognised that some judoka take the teaching path because of infirmity, physical fitness problems, injuries etc which preclude them from pursuing the fighting path and these reasons may also make it difficult for them to act as uki. In this case in the absence of demonstrating their kata skills by being thrown around they will be expected to perform a kata that they can physically do.
* Candidates should explain to sensei any modifications they have had to make because of physical limitations to perform particular movements.

**Refereeing**

* Take a group of 4 judoka (junior or senior green to brown) through basic referring skills so that theycan show they are competent to referee shiai.
* Discuss how they perform as referees with an assessor.