



General concepts to teach *nage-waza* of Nage-no-kata

In this section, a description of all nine techniques is provided from a pedagogical point of view. They are presented following the order of Nage-no-Kata. However, as a reminder, in Phases 1, 2 and 3 the choice of techniques is free. In phase 3 the order has to be respected after the individual techniques have been practiced. The final goal at the end of Phase 3 is to acquire skills and understanding (theoretical and practical) allowing a student to execute the first three series of Nage-no-Kata with all required protocols.

For each technique some didactic notes are included:

1. **General introduction** about each technique from a didactic and pedagogical point of view.
2. **Exemplary relevance:** according to Kano Jigoro each technique exemplifies one or more ideas/concepts/principles (jap: “*ri*”), which are to be studied by *kata* to grasp *riai*, lit. the “execution of the *kata* in harmony (jap “*ai*”) with the principles”. These ideas/concepts/principles must be identified and serve as an important guideline for training.
3. **Details of *kuzushi/tsukuri*:** The concept of Judo techniques is based very much on *kuzushi* and *tsukuri*. Detailed knowledge of these underlying principles is important for all judoka. Accordingly details of *kuzushi* and *tsukuri* are explained in the videoclips.

The explanations of *kuzushi/tsukuri* follow a common pattern or structure, which is introduced briefly.

4. **Progressive step-by-step learning:** videoclips show how a progressive step-by-step learning can be realized in each technique. The different concepts for creating the steps are described below.
5. **Suggestions about the phase in which the technique is introduced:** For each technique the phase of introduction is suggested based on technical and physiological development of student.

Methodology: formation of progressive step-by-step

Step-by-step teaching of complex movements like *nage-waza* require a concept of reduction and progression to define learning steps. Following the characteristics of each technique and their difficulties for students we suggest implementing the following tasks:

- Start with working on techniques that judoka should be able to successfully execute rather than techniques requiring physical or cognitive abilities they do not



yet exhibit. For example, when strength, flexibility or the understanding of complex movements are not yet developed well enough, these preconditions should be achieved first. Make sure that the student is physically and mentally capable to succeed in learning.

- Make sure that *ukemi*-skills allow stress-free learning. For this reason we suggest to start with forms of *ukemi*, which are related to the specific technique whenever needed and possible. This is especially important in Phase 1. Make the learning situation specific!
- Reduce the complexity and difficulty. For example:
 - split difficult sequences into shorter parts
 - reduce the speed of execution
 - combine both: shorter parts at slower speed!
- Use the two different basic strategies to split a complex skill into shorter parts: from beginning (the situation) to end (the throw), or alternative from the end to the start.

As a general guideline to choose between these concepts, it can be said that if it is possible to simulate the result of the *tsukuri/kuzushi* then starting with the final throwing action can be recommended. Only after Tori and Uke know what will finally happen should the full interaction be introduced. Otherwise it is difficult for the student to direct the interaction to the correct throwing situation. However, if the final throwing situation is difficult to simulate without prior interaction, it is recommended to start with learning how to create the final situation first and then proceed to the throwing action. It is the instructor's competence and responsibility to choose the best possible way for the individual student.

- Focus on *kuzushi/tsukuri*: Successful execution of *nage-waza* depends on proper *tsukuri and kuzushi*, which can be explained as "positioning and breaking balance" or – in a more general definition – "stealing" Uke's control over his/her posture while Tori positions him or herself for the throw. That is why *kuzushi and tsukuri* are key components of all Judo techniques.
- Adapt learning situations to different learning speeds of students. Steps can be skipped or joined together depending on the individual. Smaller steps can be inserted where needed. The general guideline is: "Split as much as the student needs, but the least possible to teach the action as a whole experience."
- Use the provided exercises also to work on technical details with experienced students and even judoka at the highest level.



- Take advantage of using additional learning aids and tools; for example crashmats, markings on the tatami, video-feedback, cones, medicine balls etc. Teaching *kata* is not different from the methodology for other predefined movements any other sport. Get inspired also by sources outside of Judo!