



LEVEL 1 COACHING COURSE

SESSION ONE

MANUAL AND WORKBOOK

This resource is designed to go alongside your online course. You can use it to take notes and work through any tasks that are required during the sessions.

This is your resource to keep.

You do not have to hand it in for assessment.

INSTRUCTIONS

The activities/tasks are designed to be completed during the course delivery. However, there are some elements which you might like to research in advance, such as:

1. Obtain a copy of your club or Association application for membership form
2. Reading through the first sections covering Anatomy & Physiology so that you are familiar with some basic concepts and facts prior to the course.
3. Have to hand a copy of your Association or Club syllabus

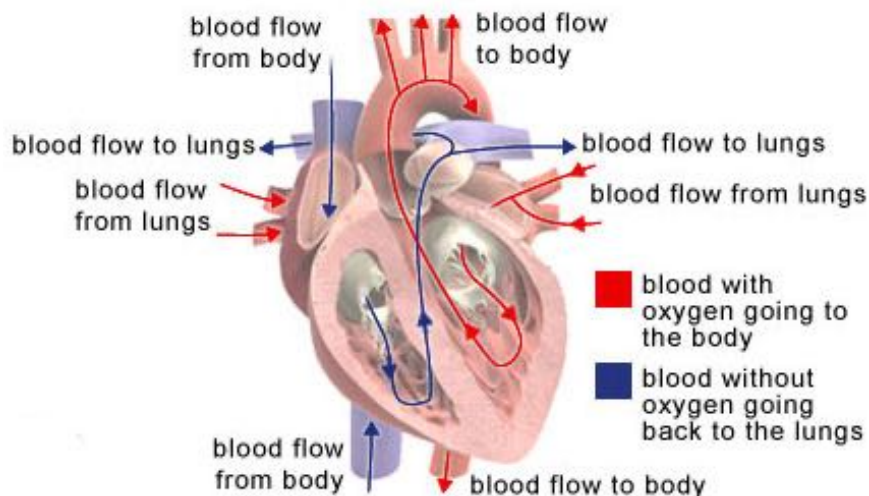
THE HEART AND CARDIOVASCULAR SYSTEM

Please watch this video so that you are familiar with the structure and function of the heart

<https://youtu.be/s2OIaXZZI0w>

Diagram showing how blood flows through the heart

Deoxygenated blood = blood depleted of oxygen (oxygen has been used by the body's tissues and processes)



Oxygenated blood = oxygen-rich blood which is ready to be pumped to the body

Optional Task

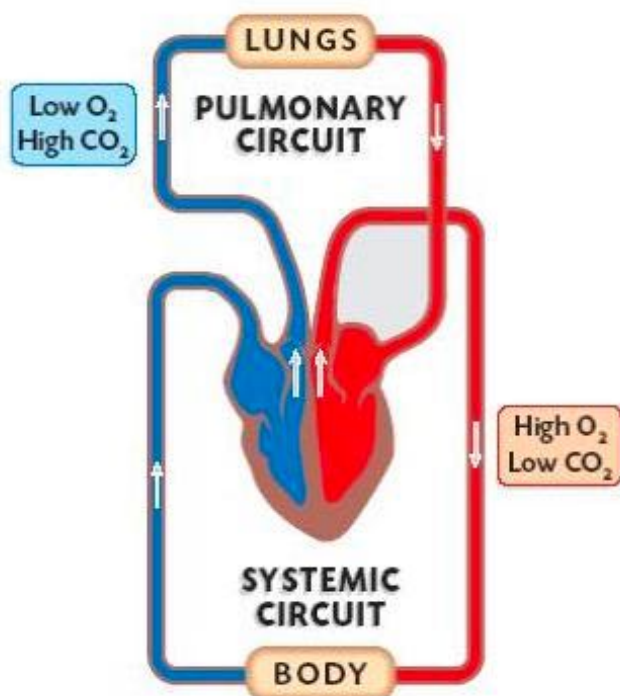
The normal, average adult Resting Heart Rate is 60 to 80 beats per minute (bpm). The heart has a theoretical maximum number of beats per minute which is linked to age.

Your Maximum Heart Rate = 220 minus Your Age

Work out your maximum heart rate

This is important because, generally speaking, an older person will have a lower capacity to pump blood to the working tissues.

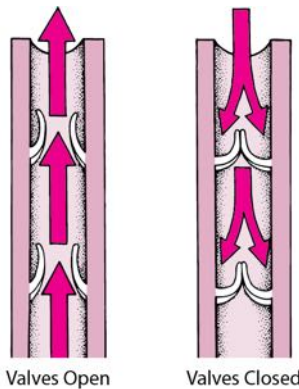
Blood flow around the body has two systems – one which takes deoxygenated blood to the lungs (the pulmonary system) and one which takes oxygenated blood around the body (the systemic system)



The blood vessels in the systemic system are split into two broad categories:

Arteries: carry oxygen rich blood to the body. They have thick muscular walls and push blood to the tissues under high pressure.

How to remember this: **A**rteries A = take blood AWAY from the heart



Veins in the systemic system carry deoxygenated blood back to the heart. They have thinner walls.

Importantly, they have non-return valves to help blood flow back to the heart against gravity. These non-return valves also require the assistance of surrounding muscles acting as pumps to help with blood flow. This means that if you undertake vigorous activity you should not stop and stand still – you should keep your legs moving so that the muscles help the deoxygenated blood flow back to the heart.

How to remember this: **veins** IN = take blood IN to the heart

THE RESPIRATORY SYSTEM

Breathing in

Healthy lung tissue is elastic, and your muscles need to work to expand your chest so as to draw air into your lungs.

Signals from the respiratory centre in your brain travel to your diaphragm and other muscles. The diaphragm is pulled flat, pushing out the lower ribcage and abdomen. At the same time, the muscles between your ribs pull your rib cage up and out. This expands the chest and draws air into the lungs.

Air is pulled into your nose or mouth, and into your windpipe. This divides into airways supplying the left and right lungs.

The air passes down the airways, which divide another 15 to 25 times, and finally into thousands of smaller airways until the air reaches the air sacs.

According to Dr Google:

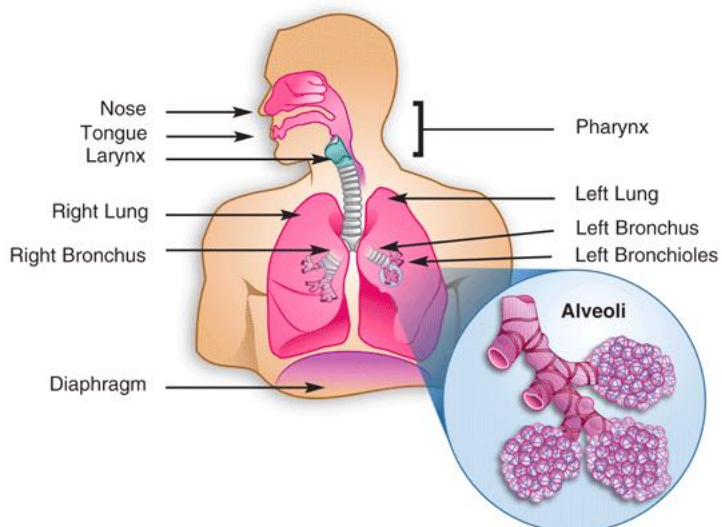
Lungs contain approximately 2,400 kilometres of airways and 300 to 500 million air sacs (alveoli). If stretched and flattened out, the total surface area of lungs would be about the same size as half a tennis court.

Breathing out

At rest, breathing out is mostly a passive process. The muscles you use to breathe in now relax and your elastic lungs push air out. When you exercise and your body needs to move air more quickly, your abdominal muscles provide the main drive for exhaling. The intercostal muscles also help. You can see this happen in people with impaired lung function such as emphysema.

The system works so that you breathe in and out comfortably at rest where the least effort is required to move air – and you're probably not conscious of your breathing. When you exercise, you need to move more air. To do this you can take bigger breaths or breathe more quickly – usually both.

Breathing is usually automatic, but of course, you can control it if you want to.



Watch this video for a concise overview of respiration

https://youtu.be/hc1YtXc_84A

Interesting terms

Tidal volume is a measure of the amount of air a person inhales during a normal breath

Residual volume is the amount of air left in the lungs at the end of a maximal expiration

Vital capacity is the total amount of air exhaled after maximal inhalation

As the heart rate increases during exercise, the rate and depth of breathing increases - this makes sure that more oxygen is absorbed into the blood, and more carbon dioxide (CO₂) is removed from it. The body is also able to detect the levels of CO₂ in the blood and can adjust breathing rate accordingly.

THE SKELETAL SYSTEM



A healthy, normal and average skeletal system comprises 206 bones, along with cartilage, and ligaments.

At the simplest level, the skeleton is the framework that provides structure and protection for the body, and it enables movement.

Bones also produce blood cells and store minerals.

Ligaments are bands of dense and fibrous connective tissue that are key to the function of joints. **Cartilage** is more flexible than bone but stiffer than muscle. Cartilage is the substance which helps give structure to the larynx and nose. It is also found between the vertebrae and at the ends of bones like the femur.

There are 64 bones in the shoulder girdle and upper limbs; 22 in the skull; 33 in the spine, 25 in the thoracic cage (e.g. ribs, breastbone); 62 in the pelvis and lower limbs

Bones provide structure and protection and allow movement to happen (with the assistance of muscles). Nerves around a muscle can signal the muscle to move. When the nervous system sends commands to skeletal muscles, the muscles contract. That contraction produces movement at the joints between bones.



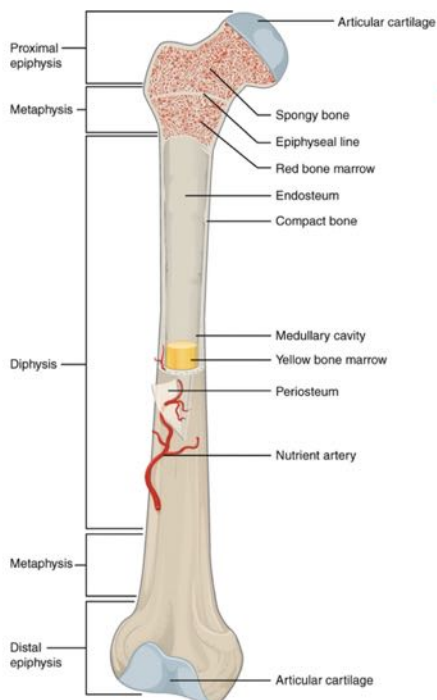
APPENDICULAR

Bones of the appendicular skeleton facilitate movement, while bones of the axial skeleton protect internal organs.

All skeletal structures belong to either the appendicular skeleton (girdles and limbs) or to the axial skeleton (skull, vertebral column, and thoracic cage).



AXIAL



The structure of a typical long bone is shown here.

Children's bones are not fully formed whilst they still have growth plates.

Girls generally stop growing between ages 14 and 16, and boys between 16 and 18. Hormonal changes trigger growth and growth spurts, and since hormones work differently in boys and girls, they mature at different times

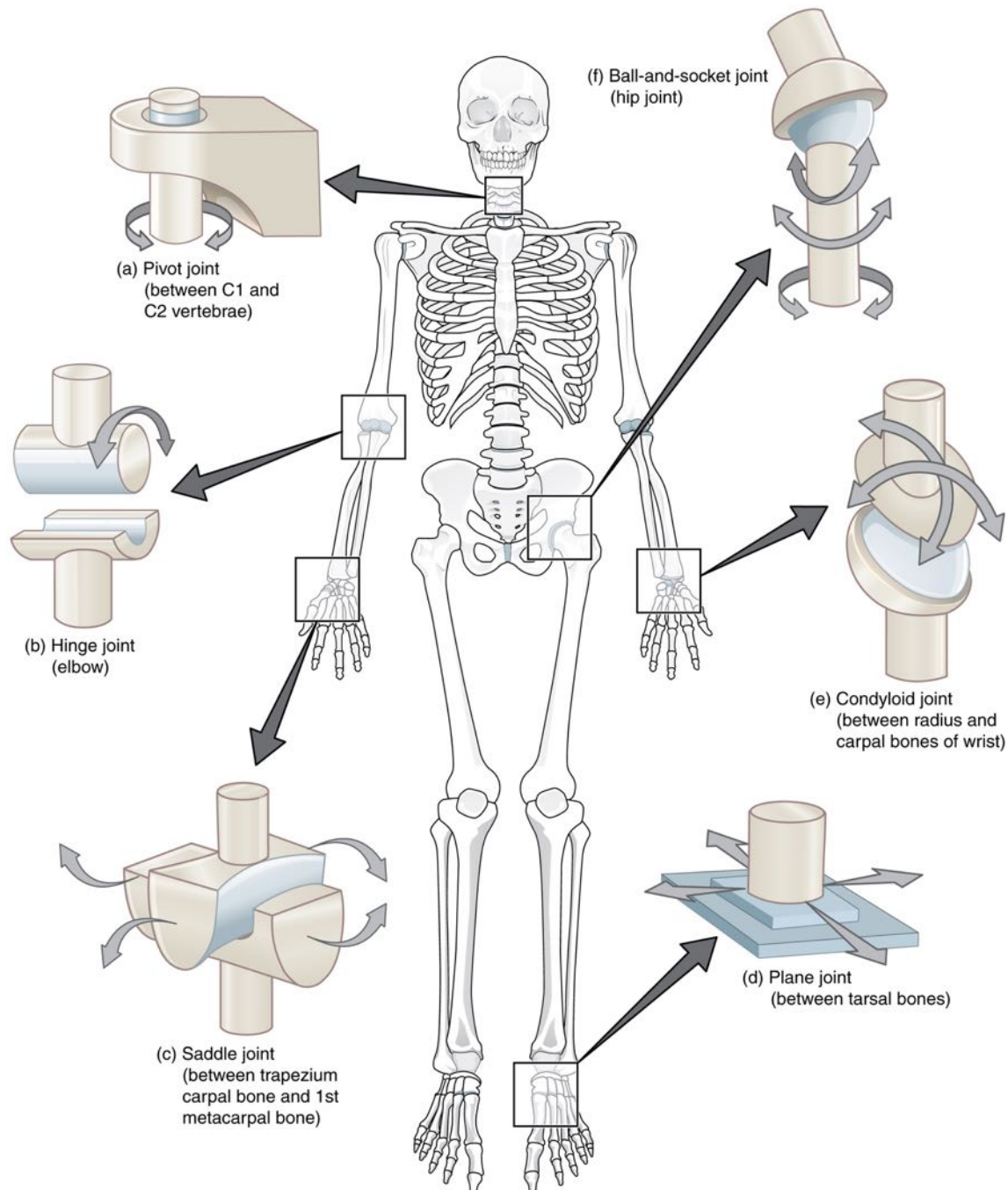
Damage to growth plates can cause permanent problems for children

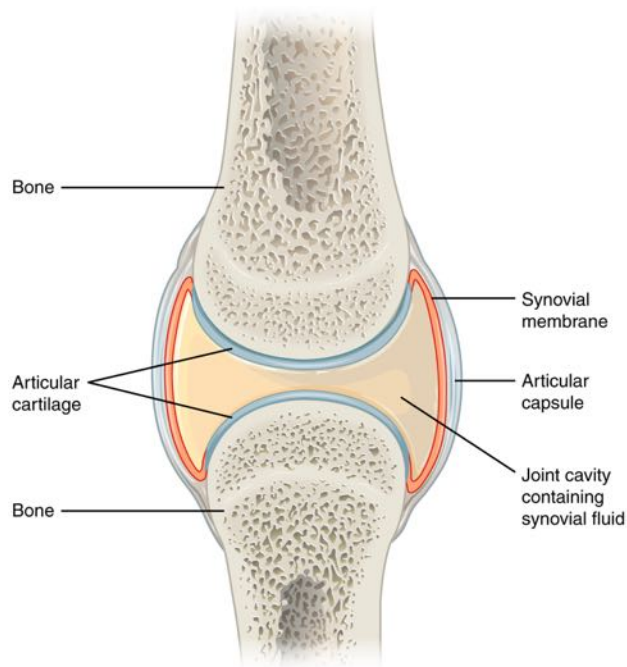


Growth plates around the knee

TYPES OF JOINTS AND THEIR MOVEMENTS

One way to classify joints is by their movement. Immovable joints include the sutures of the skull, the articulations between teeth and the mandible, and the joint located between the first pair of ribs and the sternum. Some joints have slight movement; and joints that allow a lot of motion (e.g. shoulder, wrist, hip, and ankle) are located in the upper and lower limbs.





This video explains the structure of a synovial joint. A basic understanding of synovial joints is important to understand the importance of the warm up in an aikido class

<https://youtu.be/F6j43JxSmVM>

THE MUSCULAR SYSTEM



There are 3 types of muscle:

1. **Skeletal muscle** –specialised tissue that is attached to bones and allows movement. Generally speaking, skeletal muscle is grouped into opposing pairs such as the biceps and triceps on the front and back of the upper arm. Skeletal muscles are under our conscious control, which is why they are also known as voluntary muscles. Another term is striated muscle, since the tissue looks striped when viewed under a microscope.
2. **Smooth muscle** – located in various internal structures including the digestive tract, uterus and blood vessels such as arteries. Smooth muscle is arranged in layered sheets that contract in waves along the length of the structure. Another common term is involuntary muscle because the motion of smooth muscle happens without our conscious awareness.

3. **Cardiac muscle** – this muscle tissue is only found in the heart. It contracts and relaxes without our conscious awareness.

SKELETAL MUSCLE

The brain, nerves and skeletal muscles work together to cause movement. This is collectively known as the neuromuscular system. A typical muscle is controlled by anywhere between 50 and 200 (or more) branches of specialised cells called motor neurones. These plug directly into the skeletal muscle.

To move a particular body part:

- The brain sends a message to the motor neurones.
- This triggers the release of the chemicals
- The muscle responds by contracting.

Muscles contract according to the all or none law.

When a muscle is stimulated to contract the unit stimulated will contract to the maximum possible extent.

This means that the body “recruits” as many units as it thinks it will need to achieve a given task.

This can sometimes catch us out. For instance, when you go to lift a box that you think is light, the body will recruit just enough muscle units to achieve that task. If the box is actually really heavy you won’t be able to lift it and the body will have to make adjustments (this can happen really quickly and you might not be aware of it – but sometimes you will notice!).

If you want to learn more, check out this video which explains how muscle contraction works. (I find the whole thing mind-blowing – we are so amazing and complex). You don’t need this level of knowledge for the Coaching Course 😊)

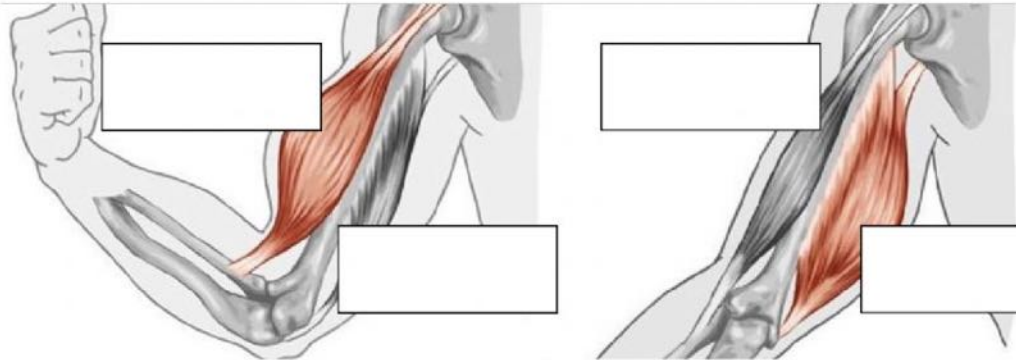
<https://www.youtube.com/watch?v=nTZnBdeIb5c>

Muscles usually work in pairs

The muscle producing the movement is called the Agonist or Prime Mover. Its opposite in the pair is called the Antagonist.

AGONIST (Prime Mover)	ANTAGONIST
Biceps	Triceps
Deltoids	Latissimus Dorsi
Pectoralis Major	Trapezius/Rhomboids
Rectus Abdominis	Erector Spinae
Iliopsoas	Gluteus Maximus
Quadriceps	Hamstrings
Hip Adductor	Gluteus Medius
Tibialis Anterior	Gastrocnemius

You can complete this task below to explore muscle movement

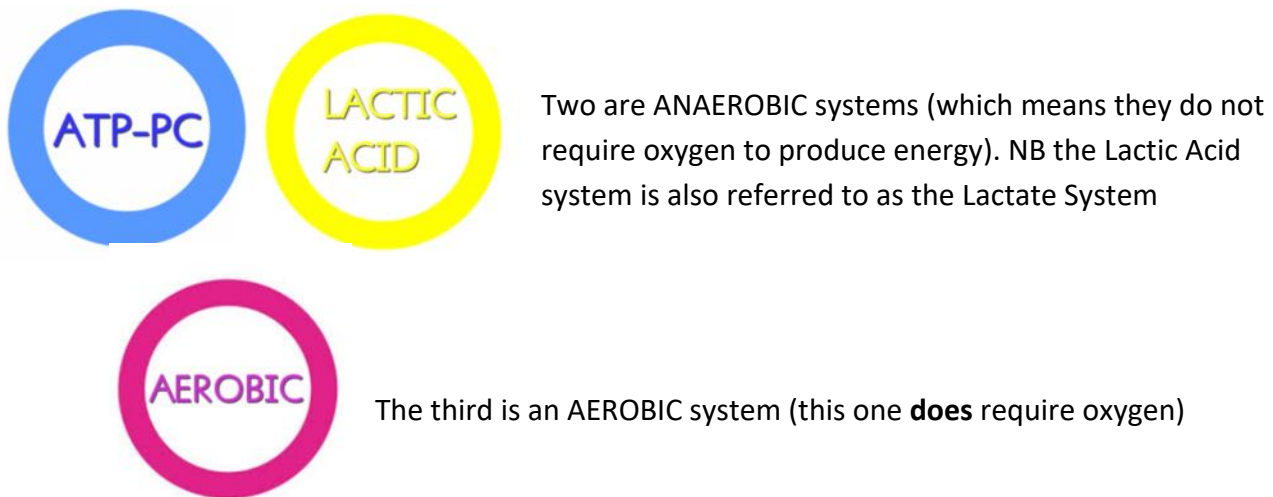


The diagram shows two anatomical illustrations of a human arm. The left illustration shows the arm in a flexed position (bent at the elbow), with the biceps muscle highlighted in red. The right illustration shows the arm in an extended position (straight out), with the triceps muscle highlighted in red. Each illustration has a white rectangular box next to it for labeling the muscles.

Triceps contract Biceps relax	Triceps relax Arm straightens out	Biceps contract Arm bends
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FUELLING ACTIVITY

Without going into too much detail.... there are three energy systems that the body can use:



You might hear these three systems referred to by different names.

None of these systems ever “shut off.” They’re all running all the time. The one that’s emphasised changes based on your energy needs,

- The two anaerobic systems provide energy for relatively short burst of relatively high intensity activity. The nature of this system and the way it produces energy means that once you have depleted the energy source you will have to slow down or stop. You might also have what is called an “oxygen debt”
- The aerobic system is working all the time and fuels relatively low intensity endurance activities (and the body’s functions of daily life)

This video gives quick overview of energy systems – and you can take a test if you want to!

<https://www.bbc.co.uk/bitesize/guides/zx9gk7h/revision/1>

SYSTEM	FUEL USED	WHAT FOR	AIKIDO EXAMPLE
ATP-PC Adenosine Triphosphate Phosphocreatine ANAEROBIC without oxygen	Creatine phosphate within the muscle	Short term intense movements lasting up to approx. 10 seconds e.g. 100m sprint	Freestyle Fast paced techniques (no rest) Standing up after taking ukemi
“LACTIC” ACID Please note – this is a common term but is now considered to be technically incorrect Aka anaerobic glycolysis ANAEROBIC without oxygen	Stored glucose (muscle glycogen)	Predominant system for intense movements lasting for 30 – 90 seconds e.g. 400m race	Backdrop drills Anything where the intensity makes feel you have to stop (general levels of fitness will also play a part here)
AEROBIC SYSTEM AEROBIC with oxygen	Carbohydrates, fats, occasionally proteins	Longer term, lower intensity activity and just stayin’ alive	General training.

You can find some geeky science here (and all over You Tube):

<https://youtu.be/Kl2vsHGeabo>

<https://youtu.be/CSvgOBNTzH4?t=24>

You need to have some basic grasp of these energy systems to understand the way in which people can train. When someone has to take a rest, they might not be “giving up”. It could be linked to the energy systems being used.

You have now completed your pre-course learning for Session 1.

The rest of this booklet is intended to support the live session, tasks and group discussions.

There are some tasks you can prepare for before the live sessions, and some of these are highlighted in the text

To add context and meaning to this course we are going to consider a fictitious student and follow them as they start their aikido “journey”. This should allow you to reflect on the practicalities -- and realities -- of actually teaching in the dojo and meeting the needs of new and existing students.

MEET BEGINNER BOB



Bob has decided to turn up at the Dojo tonight and take his first aikido class.

Our job is to take him on his aikido journey as safely and effectively as possible.

BOB'S FIRST SESSION – WHAT DO WE NEED TO DO?

Use this space to write down the things you would need to cover with Bob on his first session. Discuss with your colleagues on the course and be prepared to present some of your ideas to the whole group.

YOUR CLUB OR ASSOCIATION MEMBERSHIP FORM

What fields does your current membership form contain?

Is there anything missing that you should consider adding?



Do you need to register with the ICO?

After the session today you can do further research on registration – this link below will help you.

<https://ico.org.uk/for-organisations/data-protection-fee/self-assessment/>

MEDICAL INFORMATION

One way of ensuring that someone is assumed to be fit to participate in physical activity is by using an industry standard screening process (called a PARQ). You can find the current 2021 version here

https://eparmedx.com/?page_id=79

You might want to reflect on the standard 7 questions on page 1 of the PARQ+ and consider how you might amend your application form (if required)

GENERAL HEALTH QUESTIONS		
Please read the 7 questions below carefully and answer each one honestly: check YES or NO.	YES	NO
1) Has your doctor ever said that you have a heart condition ☐ OR high blood pressure ☐ ?	☐	☐
2) Do you feel pain in your chest at rest, during your daily activities of living, OR when you do physical activity?	☐	☐
3) Do you lose balance because of dizziness OR have you lost consciousness in the last 12 months? Please answer NO if your dizziness was associated with over-breathing (including during vigorous exercise).	☐	☐
4) Have you ever been diagnosed with another chronic medical condition (other than heart disease or high blood pressure)? PLEASE LIST CONDITION(S) HERE: _____	☐	☐
5) Are you currently taking prescribed medications for a chronic medical condition? PLEASE LIST CONDITION(S) AND MEDICATIONS HERE: _____	☐	☐
6) Do you currently have (or have had within the past 12 months) a bone, joint, or soft tissue (muscle, ligament, or tendon) problem that could be made worse by becoming more physically active? Please answer NO if you had a problem in the past, but it does not limit your current ability to be physically active. PLEASE LIST CONDITION(S) HERE: _____	☐	☐
7) Has your doctor ever said that you should only do medically supervised physical activity?	☐	☐

 If you answered NO to all of the questions above, you are cleared for physical activity.
Please sign the PARTICIPANT DECLARATION. You do not need to complete Pages 2 and 3.

 Start becoming much more physically active – start slowly and build up gradually.

You might also want to consider a more general statement such as:

Are you aware of any medical/health issue or injury which could affect your participation in an aikido session?

Our course (for now) assumes that Beginner Bob is fit and healthy and has nothing to prevent him from taking part tonight. In Session 2 we will discuss common medical conditions that could affect Bob and his safe participation.

LEARNING STYLES

Obviously, we don't have the time to check on Bob's preferred learning style. We might assume that he learns by "doing" (after all he is interested in a physical activity). But ideally, we want to cover all the bases



Visual = show Bob

Auditory = tell Bob

Read/Write = give Bob a syllabus

Kinaesthetic – let Bob have a go

You can visit this link and do your own VARK analysis

<https://vark-learn.com/the-vark-questionnaire/the-vark-questionnaire-for-athletes/>

(there is also a general questionnaire if you prefer)

Note down what type of learner you are



WHAT NEXT?

Put yourself in Bob's shoes and think about the mysterious things that might happen next.
What might you need to explain to Bob – to put him at ease?

PLANNING AHEAD

As Coaches we are expected to predict and plan – both for the expected and the unexpected.

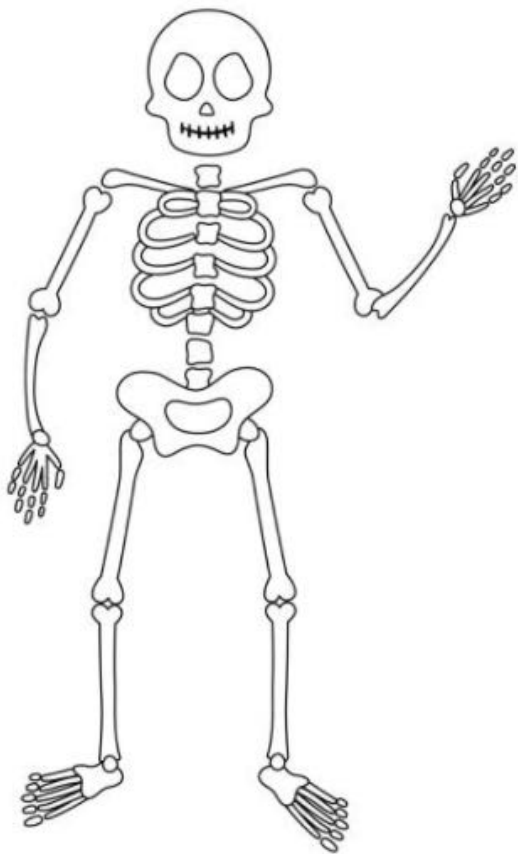
What risks might be associated with having Bob on the mat?

Remember where Bob is on the Stairway to Black Belt!

1. Unconscious
Incompetence

THE WARM UP

Jot down your ideas as to why we need to warm up



Aikido is a whole body activity and so all the major joints need to be mobilised.

JOINT LIST

NECK	
SHOULDERS	
SHOULDER GIRDLE	
ELBOWS	
WRISTS AND FINGERS	
SPINE	
HIPS	
KNEES	
ANKLES AND TOES	

MOBILITY AND PULSE RAISING (MPR)

Looking at your joint list on page 21, think about how you can combine exercises and movements that will both raise the pulse and mobilise the joints.

Remember that we are in the warm up phase and so you only want to achieve a moderate intensity. This table is a guide to measuring “how hard it feels” (RPE = rate of perceived exertion)

RPE SCALE	EMOJI	INTENSITY LEVEL...
9 - 10		MAXIMUM INTENSITY
7 - 8		VIGOROUS INTENSITY
5 - 6		MODERATE INTENSITY
3 - 4		LIGHT INTENSITY
1 - 2		VERY LIGHT INTENSITY



Use the next page to plan out some warm up activities.

Remember to note down which joints you are mobilising.

To effectively mobilise a joint you need to take it through its full range of motion several times – but in a CONTROLLED way. This about starting with small movements and gradually increasing the Range of Motion (ROM)

IDEAS FOR A MOBILITY PULSE RAISER

Generic (non-aikido related)

Aikido related

We have now covered raising the heart rate through pulse raising activities (to warm the body) and mobilising joints through range of motion (ROM) exercises (to safely prepare the joints).

Now we need to stretch the warmed muscles.

MUSCLES TO BE STRETCHED



A bit of science!

The resistance to lengthening that is offered by a muscle depends on its connective tissues. When the muscle lengthens, the surrounding connective tissues become more taut.

According to M. Alter, each type of tissue plays a certain role in joint stiffness: "The joint capsule and ligaments are the most important factors, accounting for 47 % of the stiffness, followed by the muscle's fascia (41%), the tendons (10 %), and skin (2%)".

Efforts to increase flexibility should be directed at the muscle's fascia. This is because it has the most elastic tissue, and because ligaments and tendons (since they have less elastic tissue) are not intended to be stretched very much at all. Overstretching them may weaken the joint's integrity (which increases the risk of injury).

When connective tissue is overused, the tissue may tear, which also limits flexibility. When connective tissue is under used, it provides significant resistance and limits flexibility. Aging can have some of the same effects on connective tissue that lack of use has.

DYNAMIC AND STATIC STRETCHING

There is controversy and debate over dynamic and static stretching with research to “prove” the benefits of both. As long as you understand the differences and the possible implications of both then it is for you to programme a warm up that best suits the needs of your class.

Static stretching, as the name suggests, means hold a stretch still. And you would do this in the Warm Up for around 10 seconds per muscle group.

Dynamic Stretching is stretching with controlled movement. You need around 10 – 15 repetitions of a move to achieve a dynamic stretch, and the joint (along with the associated muscles) will be taken through an appropriate range of motion (ROM) to prepare for the activity to come.

Using a dynamic approach is sometimes called “limbering up” – but it still needs to be a planned process to ensure a whole body approach.

See Footnotes¹

¹ [J Sports Sci Med](#). 2012 Jun; 11(2): 279–285. Published online 2012 Jun 1.

There are some good ideas in this video for dynamic stretching exercises – but some that would benefit from discussion such as the flat back forward flexion with rotation.

<https://www.youtube.com/watch?v=nPHfEnZD1Wk>

Remember there is a generally accepted rule that says...

There is no such thing as a *bad* exercise – just the wrong exercise for the wrong person at the wrong time



DYNAMIC OR STATIC STRETCHING OPTIONS

Calves (back of lower leg)
Hamstrings (back of thigh)
Quadriceps (front of thigh)
Erector Spinae (muscles along the spine)
Obliques (side of trunk)

Hip Flexors (front of hips/pelvis)
Glutes (buttocks)
Upper back (various muscles)
Chest (various muscles)

DYNAMIC WARM UP EXERCISES

Use this table to analyse some exercises which are multi-purpose and so make the best use of time. You might want to use knowledge of your syllabus to think about exercises that would rehearse skills for the main session

Exercise	Description and function (mobilisation/pulse raising/dynamic stretching/rehearsal of skills)

LESSON PLANNING

The aim is what you hope to do, your overall intention for the session. An aim is therefore generally broad. It can be ambitious but should be achievable.

The objectives (often more than one) are the steps you will take to achieve your aim. Objectives have to be tangible, do-able and achievable

Lesson planning templates vary –some useful headings and sections can be seen below.

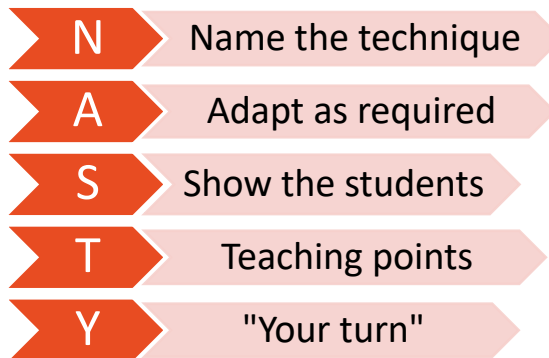
Date and time	Duration of session	Venue
Aims		
Objectives		
Resources required		

TIMINGS	CONTENT (Coach)	ACTIVITY (Students)	Notes
<i>Planned duration of the component</i>	<i>What activities you have planned – how you intend to deliver them (i.e. coaching methods)</i>	<i>What will the students be doing</i>	<i>You could include things like how you will assess the progress made by your students – what resources you might need etc</i>
	<i>You could also add links to your syllabus criteria.</i>		

SESSION EVALUATION - REFLECTIONS
<i>How well did the session go.. what might you do to improve your planning or delivery</i>
OTHER COMMENTS
<i>Were there any incidents – risks to report – notes for future sessions (specific planning for students) – comments you need to pass on to other instructors</i>

COACHING STRATEGIES

These images should be self-explanatory – maybe ideas to spark further research



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The GROW model can be helpful when working with those students who “chase grades”. A coach should know when someone is ready to grade (or is not ready!). A reality check is sometimes required so the student understands the level of commitment needed to move forward. They may want to grade – but might not be prepared to put in the work required. Or their personal circumstances might mean they cannot do enough training. In any event, the coach should be able to explain and justify any decision to deny or defer a grading opportunity.

THREE STYLES OF COACHING

There are three generally accepted styles of coaching in sports: autocratic, democratic and holistic (aka “laissez faire”). Each style has its benefits and drawbacks, and it’s important to understand all three. For each coach, establishing a personal coaching style will require a firm grasp of their own natural tendencies, and it generally involves incorporating elements that work from each of the three major coaching styles.

Each style can be effective but it’s important to understand the characteristics of each one and when it might be best used. Understanding each style and being able to adapt your use to given contexts one of the keys to good coaching.

AUTOCRATIC COACHING



Autocratic coaching is authoritarian. “There is only one way”.

Autocratic coaches make decisions and students are expected to perform accordingly. Autocratic coaching is usually quite rigid and doesn’t involve the students’ input.

This style of coaching has its place, especially bearing in mind the traditions of martial arts in general and possible restrictions of an aikido syllabus.

Interesting fact

there is evidence that gender can affect how well autocratic coaching is accepted. Research suggests that female teams respond well to autocratic coaching from a male coach, but less well if it comes from a female coach.

DEMOCRATIC COACHING



Coaches include their students instead of dictating to them. This style of coaching is student-centred. “What would you like to do?”

Democratic coaches give some autonomy to students who are actively involved in their own development and direction.

HOLISTIC OR LAISSEZ-FAIRE COACHING



The coach offers very little in terms of structured training or feedback. Instead, coach works to create an environment where students feel comfortable training and developing their skills in their own way. For this method to work, the students have to be appropriately skilled at the outset e.g. a group of

black belts getting together to train. It would not usually be a very productive method to use with a group of beginners or low kyu grades

What type of coaching do you feel best represents your natural style?

When might you switch to other styles?

SKILL DEVELOPMENT

There are several different types of skills:

1. Cognitive - intellectual skills that require thought processes
2. Perceptual - interpretation of presented information
3. Motor - movement and muscle control
4. Perceptual-motor - involve thought, interpretation and movement skills

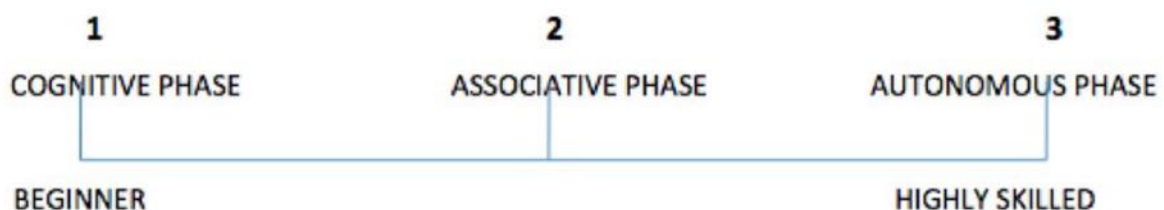
Aikido will use all the above – to a greater or lesser degree.

There are many theories associated with learning; here are some which might be most relevant to the teaching of aikido

THE LEARNING PHASES (FITTS & POSNER)

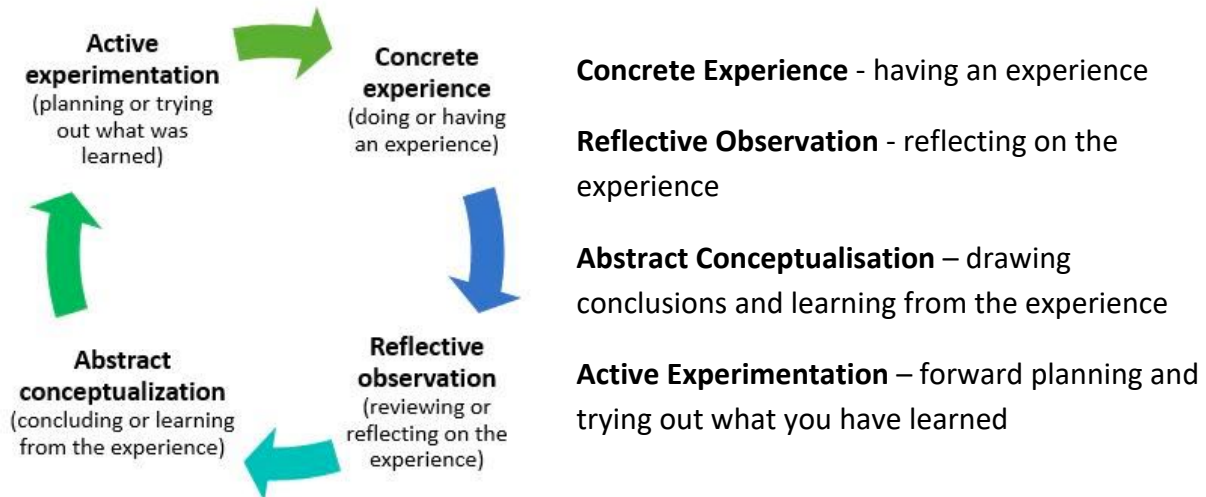
This theory suggests that the learning process is sequential and that we move through specific phases as we learn.

1. **Cognitive phase** - Identifying and developing the various components of a technique – students might create a mental picture of the technique to help them learn it
2. **Associative phase** – Putting the component parts together into a smooth sequence. This usually involves repetitive practice and getting feedback/correction. Rehearsal of the skill must be done regularly and correctly.
3. **Autonomous phase** – The technique becomes automatic and requires little or no conscious thought



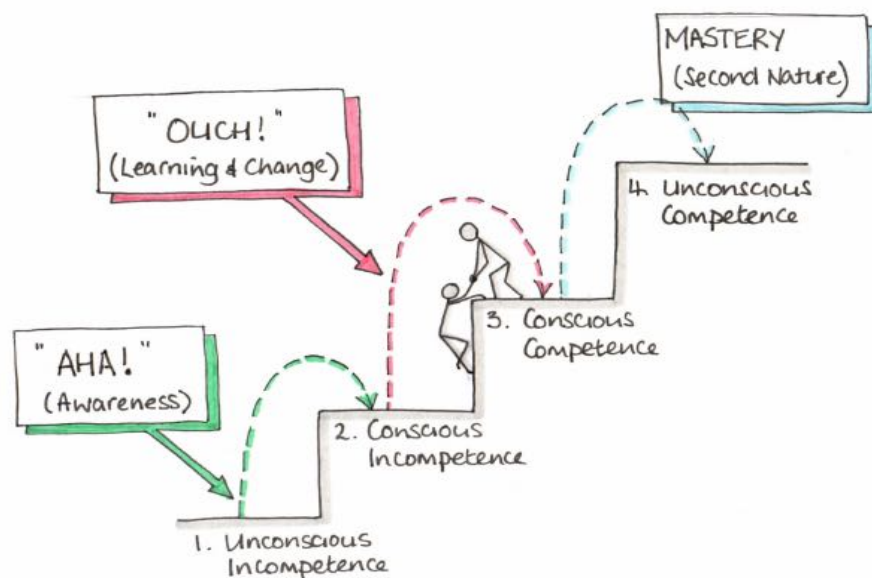
KOLB'S LEARNING CYCLE

Kolb developed a learning theory and a model which comprises four stages:



WHITMORE LEARNING STAGES

Whitmore identified that learning generally takes us through four stages:



TRANSFER OF LEARNING (GALLIGAN)

This theory suggests that the *transfer* of learning can take place in the following ways:

- **Skill to skill:** this is where a skill developed in one sport influences another sport's skill.
- **Theory to practice:** the transfer of theoretical skills into practice.
- **Training to competition:** the transfer of skills developed in training into the competition situation (or perhaps to a grading in non-competition aikido).

What examples can you think of that might illustrate the above?

Just as important are the effects of this transfer of learning, and these can include:

- **Negative:** Where a skill developed in one sport hinders performance in another sport
- **Positive:** Where a skill developed in one sport helps the performance of skill in another sport
- **Zero:** Where a skill in one sport has no impact on the learning of a new sport
- **Direct:** Where a skill can be taken directly from sport to another

What examples can you think of that might illustrate the above?

COACHING METHODS

As a coach, you will be required to teach your students new technical skills. To achieve this, you will need to develop your knowledge, understanding and application of various teaching/coaching methods.

HOW DO WE TEACH A NEW SKILL?

We can pick and mix from a whole range of methods:

- Verbal instructions
- Demonstration
- Video and video feedback
- Diagrams
- Photos
- Written instructions/books

There is a place for all the above when teaching aikido.

PEDAGOGY AND ANDRAGOGY

These terms are used to describe the art and science of teaching.

- Teachers who take on a facilitating role by directing and supporting the students in the learning process are considered to be using the andragogy model (student centred). This is most suited to adult learners
- Teachers who lecture at their students are said to be using the pedagogy model (teacher-centred). This is most suited to children

Not sure how to pronounce these words? ... check this web resource

<https://dictionary.cambridge.org/dictionary/english/pedagogy>

SIMPLE SKILLS AND COMPLEX SKILLS

Simple skills are ones that a student finds easy, whereas complex skills are ones that the student finds more challenging.

Remember: what is a simple skill to one person may be complex for another, so as a coach, you need to determine how each student perceives the skill. You can then amend your coaching method accordingly



OPEN SKILLS

These are done in an environment that is continually changing, so movements have to be frequently adapted. These skills are predominantly perceptual and externally paced, for example, freestyle, self-defence.

CLOSED SKILLS

These happen in a predictable environment, and the student generally knows what to expect and what to do next. Movements follow set patterns and have a clear start and finish. This could be kata work, weapons kata and set grading techniques.

A word about the next section... you may come across different terms/names for these coaching methods - and different opinions and interpretations as to their best use.

(Sounds a bit like aikido!!)

Be open minded and then at the end of the course you can explore what best suits you and your students best.

Then you will be deciding from a position of knowledge and applying this to come up with an informed strategy for you

WHOLE DEMONSTRATION/PRACTICE

As the name suggests, this is where the exercise or technique is taught as a whole i.e. it is not broken down into its component parts. The whole instruction method often means that the student has to cope with complex movements and combinations and so this might not be suitable for a beginner.

PART INSTRUCTION

When a skill is complex or if it contains an element of risk or danger, it is more appropriate to break this down into its constituent parts. The parts can then be taught separately and the coach can place emphasis on certain elements. This might be, for example, a lock which, if incorrectly applied, could cause injury – or a particularly difficult ukemi. The parts will then be linked together to develop the final skill. When a part instruction is used, the student must be shown the whole skill to appreciate the end result and understand how the individual parts come together to create the final result.

Which leads us nicely into a very common and popular coaching method...

WHOLE-PART-WHOLE

Initially, the coach demonstrates the whole technique being taught. This should be done several times and from different directions so that students have a really good view. The students practice the whole technique

The coach observes to identify areas which are proving difficult to master. Part instruction is then used to address problem areas (these can be drilled separately) and then the students repeat the whole skill with the coach monitoring for any further limitations.

Limit the part practice to just a couple of things at any one time.

Some benefits of the Whole Part Whole method:

- Enables students to get a feel for the flow of the whole technique rather than having to string together individual constituent parts
- It offers a focus on specific movements or skills that the students find particularly challenging
- The method includes repetition, which supports reinforcement of skills and techniques.

BUT: sometimes students can find re-integrating the parts challenging after focusing on just one or two aspects

SHAPING OR LAYERING (PROGRESSIVE PRACTICE)

With Shaping the students always practice the basic whole sequence. It is never broken down into component parts.

The Coach will show the whole exercise, movement pattern or technique and more complexity is added on, one bit at a time e.g. a different attack, a lock or pin, applied ukemi

This can be likened to painting – you start with a rough outline and then gradually add the detail.

The group can be split according to skill and experience. This means different groups will be moved on at different rates according to their ability and progress.

CHAINING, LINKING OR ADD ON

These terms all refer to the same basic method.

The skill, technique or sequence is broken down into component parts. The student practice each element and the end product is produced through joining up all the individual components to make a whole.

There are two basic ways this can be done.

Linear

Skill A + Skill B + Skill C + Skill D + Skill E etc etc



Add on (in blocks)

Teach Skill A – then Skill B. Add A and B together = Part 1

Teach Skill C – then Skill D Add C and D together = Part 2

Add Parts 1 and 2 together

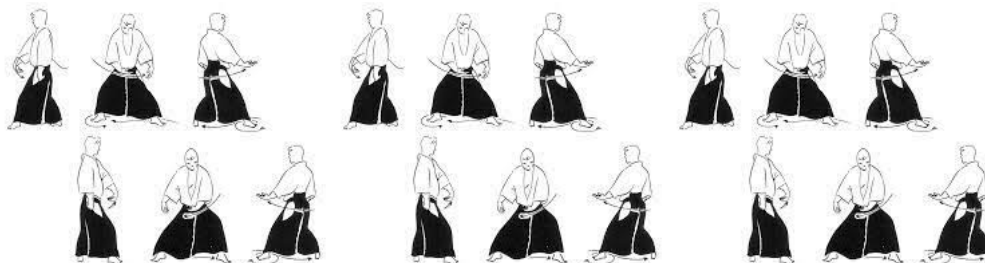
Repeat as required to build the whole technique



DRILLS, IMITATION, REPETITION

This method is suitable for repetitive practice to embed body movement (tai sabaki) and muscle memory.

Beginners can find this helpful i.e. “copy me” to build confidence with simple skills. Also useful for Closed Skills.



SCENARIOS (EXPERIENTIAL/APPLICATION)

This method uses more of a contextual approach. Scenarios are used to put meaning into the skills being practiced. Self defence often uses this method – where the students will act out real life scenarios. The use of props can assist with this, such as rubber knives etc. This can also be useful for Open Skills.

When using this method, a coach will often say ...

Imagine that you are

Imagine that someone is...



WHICH METHOD IS BEST?

No one method is suitable for all occasions or all students. A coach will need to switch between methods and strategies based on multiple factors.

Remember to factor in breaks while developing new skill, especially when the skill is new or complex or if fatigue could result in injury.

A break could be a switch to different lesson content with a different coaching method. This should also help keep students motivated.

FEEDBACK AND CORRECTION

TYPES OF FEEDBACK

- **Intrinsic feedback** – this is where the student gets their own feedback by performing the skills or techniques. This can include feelings from muscles, joints, and balance.
- **Extrinsic feedback** – comes from an outside source and can include:
 - verbal feedback from coach
 - video feedback with analysis
 - results from performance (e.g. grading result or mock grading)
- **Positive feedback** - what was done well. Students need to know if a movement is correct as this provides a reference point for future practice. Positive feedback is essential to motivate students
- **Negative feedback** - Used to inform students about errors or incorrect movement. Negative feedback should be constructive, and should include information on what's required to correct the error/s.

 Positive feedback which is non-specific	 Positive feedback which is specific
 Negative feedback which is specific	 Negative feedback which is non-specific

- **Terminal feedback** - given to the student before or after their performance.
- **Concurrent feedback** - given during their performance

Remember that you can feedback to the student about THEM (their effort, for example) or the TASK (their achievement)

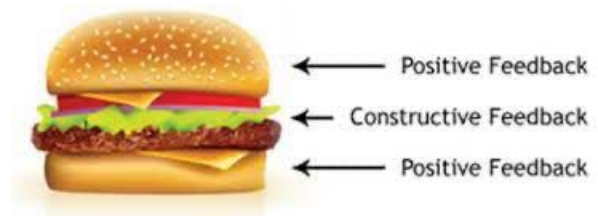
You can also use others in the class to offer peer feedback (if this is an approach that would be suitable for the group, your preferences etc.

You can use a Faults and Fixes approach for your own feedback and peer feedback. You can allocate, for example, 5 minutes to find 3 faults and possible fixes. If you are using a peer approach then clearly those giving the fixes must have some appropriate technical knowledge

FAULTS	FIXES
1.	1.
2.	2.
3.	3.

THE FEEDBACK SANDWICH

The sandwich method **wraps “negative” feedback in praise**. This means that the feedback starts with positive comments, is followed by constructive criticism, and then positive comments are used again



A good rule of thumb is that every student must be given positive feedback during every session. Sometimes this can be challenging for a coach. But you must find something to praise. Every student should leave feeling encouraged and wanting to come back to class.

