



Course Content

Anatomy and physiology (pre course and embedded)

Aikido Governance and History

Coaching beginners (and related procedures)

Session structure

Coaching methods

Session planning (risk assessment, first aid etc)

Coaching for improvement

Safeguarding basics

Special populations

Equality, diversity and inclusion

Weapons

Knowledge check from Session 1



Share something you learned in Session 1

- What are the two types of stretching we can use in the warm up?
- Which comes first, stretching or pulse raising

What primary muscles are being stretched here



Which version would be your choice for warm up and WHY?









Pre session task:

Did you watch the video?



Discussion

Would you teach ukemi in the warm-up (and if so, how?)

Would you use weapons in the warm-up?

NASTY

What's your understanding of the effect of levers on intensity

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Session Structure

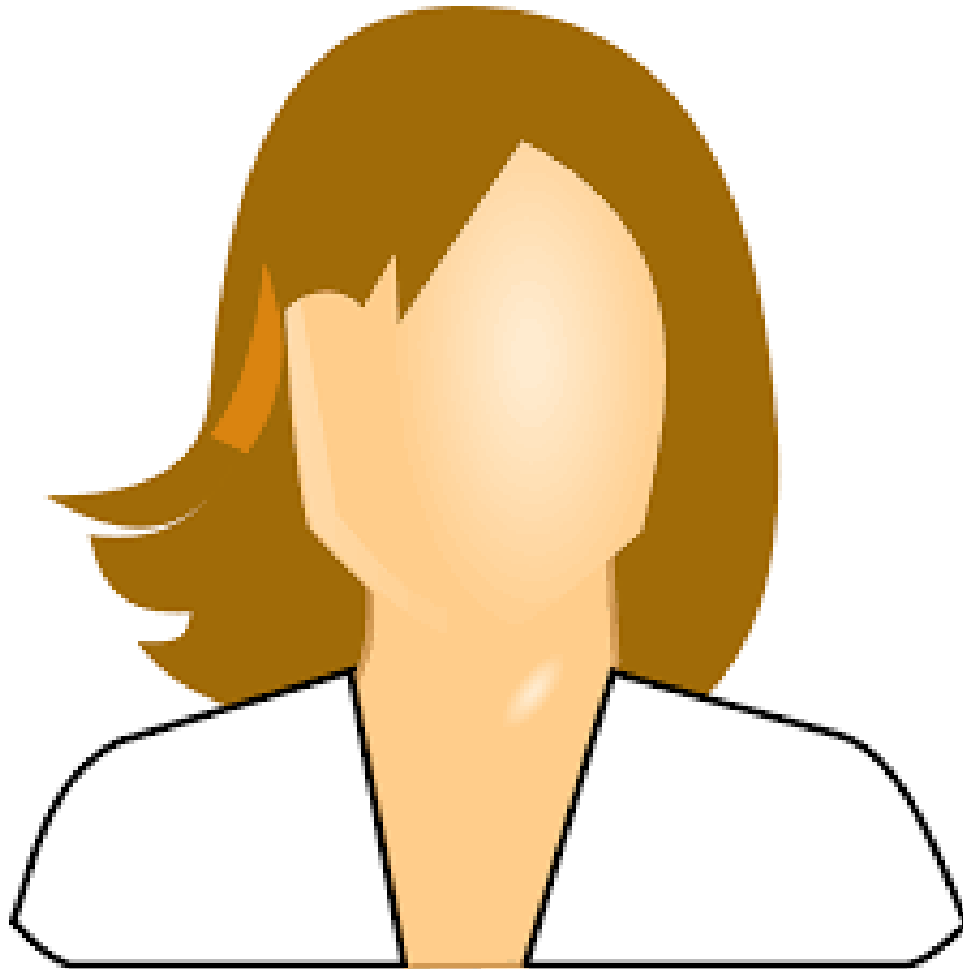
Warm Up
(Session 1)

Main Section

Cool Down

Meet BETTY

- 27
- Fit and healthy



Training Concepts and Principles



- Aerobic exercise
- Anaerobic exercise
- Specificity
- Progressive Overload
- Adaptation
- Reversibility

Aerobic
versus
Anaerobic

Aerobic = with
Oxygen

Anaerobic =
without Oxygen



Zone 1 ("Healthy Heart" Zone) 50 - 60% of your Maximum Heart Rate.



Zone 2 60 - 70% of MHR



Zone 3 70-80% of MHR



Zone 4 80-90% of MHR (Anaerobic Threshold)



Zone 5 90-100% of MH (Danger Zone)



How to work out your intensity levels

- 220 minus your age
- Then take the appropriate intensity percentage of that figure

For example Betty is 27
 $220 - 27 = 193$ (193 is Betty's MAXIMUM heart rate)

For Betty to work at 70% of her maximum

$$193 \times .7 = 135 \text{ beats per minutes}$$

MODIFIED BORG SCALE

9 - 10



MAXIMUM INTENSITY

7 - 8



VIGOROUS INTENSITY

5 - 6



MODERATE INTENSITY

3 - 4



LIGHT INTENSITY

1 - 2

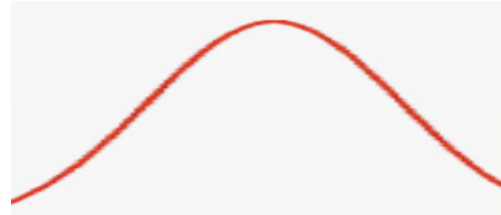


VERY LIGHT INTENSITY

1



2



3



4



Training Concepts and Principles



- Aerobic exercise
- Anaerobic exercise
- **Specificity**
- Progressive Overload
- Adaptation
- Reversibility



To produce best results, training should be relevant and appropriate to the sport

Training should progress from general skills to specific training for the sport or activity.

It is proof that "practice makes perfect."

Generally speaking, to get better at aikido, we should train in aikido

Components of Physical Fitness

Endurance (Cardio)

Endurance (muscular)

Strength (muscular)

Flexibility

Body composition

Skill Components

Agility

Balance

Power

Speed

Co-ordination

Reaction time



Primary

Flexibility

Speed

Strength

Endurance

Agility

Power

**Muscular
Endurance**

Secondary

Training Concepts and Principles

- Aerobic exercise
- Anaerobic exercise
- Specificity
- **Progressive Overload**
- **Adaptation**
- Reversibility

The
concept
of
overload

F

I

T

T



Task

Choose 3 “activities” (grading work , pairs, groups, corner work etc) to represent your session.

Show how you can apply FITT to achieve progressive overload

Identify aerobic/anaerobic activities

Also think about motor skills

The principle of reversibility!

- Sadly – you can't bank fitness
- But can you bank skill?



Design an aikido circuit component



CONSIDER



Specificity



Aerobic / anaerobic



Components of fitness
(what will you train?)



Progression (overload)

Cool
Down

What does an
aikido cool down
consist of?

Best practice

Components
of a cool
down

Pulse lowering

Reduction in
intensity

Flexibility training

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Types of Cool Down Stretching

Static

PNF

Maintenance

Developmental



Your role as a Coach

- What personal qualities do you need?
- What skills do you need?
- What knowledge is required?



Sue Ward + 3 • 2d

The roles of a coach (plus the skills and knowledge required)

List as many roles as possible - not all of these happen when you are actually on the mat

Sue Ward 8d
Risk assessments

Sue Ward 2d
Technical knowledge

Sue Ward 8d
Anatomy and Physiology

Anonymous 2d
First Aid

Anonymous 2d
H&S

Anonymous 2d
Social Media

Anonymous 2d
social secretary

Anonymous 2d
publicity agent

Sue Ward 2d
IT and websites

Sue Ward 2d
Venue booker

Sue Ward 2d
First aider

Sue Ward 2d
Treasurer

Sue Ward 2d
Volunteer management

Sue Ward 2d
recruitment

Anonymous 2d
club rep (in organisation)

Anonymous 2d
Teacher

Sue Ward 2d
Maintain standards

Anonymous 2d
etiquette police

Sue Ward 2d
Friend

Anonymous 2d
counsellor

Anonymous 2d
mediator

Anonymous 2d
Mentor

Anonymous 2d
Confidant

Sue Ward 2d
Lesson plans

Anonymous 2d
Planner

Anonymous 2d
trustee of aikido

Anonymous 2d
Style guru



Class Dynamics

- Characteristics of groups
- How groups form
- Using groups constructively
- Teaching groups of various ability

Social Loafing (the Ringelmann effect)

The tendency for individual productivity to decrease as group size increases.

A tug of war is a good illustration

Each person in the team tends to feel that their own effort is not critical to the outcome

As more people are involved in a task, individual performance decreases

Bigger groups can mean less personal responsibility and effort

Using groups constructively

- Activities involving more than one person can be problematic due to mismatched skills.
- Examples include incorrect timing – incorrect grabs or strikes

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How
could you
use
multiple
groups in
a class?





Telling - instruction and explaining



Showing - demonstration



Involving - allows exploration and questioning

Class management strategies

How can
you manage
“behaviour”
in an adult
class

COFFEE BREAK





Coaching for improvement

Observation and Assessment of Performance



OBSERVATION CYCLE



OBSERVATION
BREAKDOWN



SETTING GOALS AND
TARGETS



ASSESSMENT AND
RECORDING OF
PERFORMANCE

The Observation Cycle



Feedback and Correction

Individual versus Group

The “zoning in” method

Providing constructive
feedback

Negative versus positive



Schemes of work

Lesson Plans

EXAMPLE Scheme of Work

- This scheme of work is for 12 weeks (12 lessons)
- Introductory course
- The lessons are 1.5 hrs in length.
- The course starts on xxxxxx and finishes on xxxxxxxxxx

Objectives: (at the end of the 12 weeks the student will be able to)

- Perform basic tai sabaki.
- Perform forward and backward rolls.
- Demonstrate 8th kyu syllabus techniques and bokken cuts



Individual Plans and 1:1 sessions

- When could you use them... and why?
- Benefits and drawbacks

Terminology

Aims & Goals (interchangeable)

- A general statement
- I want to get my black belt

Objectives

- Specific things planned to reach the goal

Outcomes

- End result (at the end of this session you will....)



Any questions





- Risk Assessments
- Screening
- First Aid
- Behaviour
- Equipment checked
- Emergency - delegate Senior student
- Technical standards
- New students
- Safeguarding
- Insurance
- Weapons
- ~~COVID~~
- Hygiene



Risk assessment

The 5 x 5 method

		Likelihood				
		1 Rare	2 Unlikely	3 Possible	4 Likely	5 Almost Certain
Consequences	5 Catastrophic	5 Moderate	10 High	15 Extreme	20 Extreme	25 Extreme
	4 Major	4 Moderate	8 High	12 High	16 Extreme	20 Extreme
	3 Moderate	3 Low	6 Moderate	9 High	12 High	15 Extreme
	2 Minor	2 Low	2 Moderate	6 Moderate	8 High	10 High
	1 Negligible	1 Low	2 Low	3 Low	4 Moderate	5 Moderate

Dynamic risk assessment

- Consider online
- Use e.g. Google Drive where all instructors have access.



RISK ASSESSMENT

DETAILED ASSESSMENT FOR AIKIDO AND OTHER ACTIVITIES AT THE AIKIDO CENTRE, MILL LANE STUDIOS, 1 MILL LANE, BARNSTAPLE EX31 1 JQ

Min Review Annually in Feb/March

ACTIVITY	POTENTIAL HAZARDS	LEVEL OF RISK (1-9)	ACTION TAKEN (MITIGATION MEASURES)	ACTIONS REQUIRED and notes NB NO SIGN OFF AS THIS IS NOW A DYNAMIC DOCUMENT ACTIONS HIGHLIGHTED
Access & egress from the building.	Slips & trip from main entrance steps. Slips & trips possible falling from height, cuts, bruising, and fractures from first floor external escape route.	2 main entrance 4 fire exit	Main entrance steps are in sound condition and well lit. Emergency exit from first floor only to be used in an emergency. Secure railings in place. Wood construction stairs in average condition possibly slippery when wet and so a covering of asphalt felt installed. New lighting also installed and pad push lock added to the gate (opening outwards) Stairs have been repaired as required including new treads outside Floor 1 fire door	Continue to review external stairs Oct 18 NH confirms acceptable March 2020 no changes
Using changing rooms and building	Slips & Trips on stairs and moving about in building. Floor in sound condition with no obvious trip hazards visible. Stairs in sound condition with no trip hazards present. All areas are well lit.	1 generally 2 for stairs	Regularly monitor the condition of the lighting and flooring for deterioration. No items to be left on the stairs to prevent trips. Hazard tape applied to top and bottom risers (now removed as new carpet in situ)	Review luminosity of hazard tape when normal lighting not available DONE Tape not luminous but CM confirms risk mitigation is proportionate and acceptable with or without hazard tape

Accidents and Incidents

- Reporting of Injuries, Diseases & Dangerous Occurrences Regulations
- <http://www.hse.gov.uk/riddor/> [Riddor Form F2508](#)
- Reporting requirements at your venue
- Club accident book - BI 510 available through HMSO
- Association records
- Incident notification form available from the Alliance website

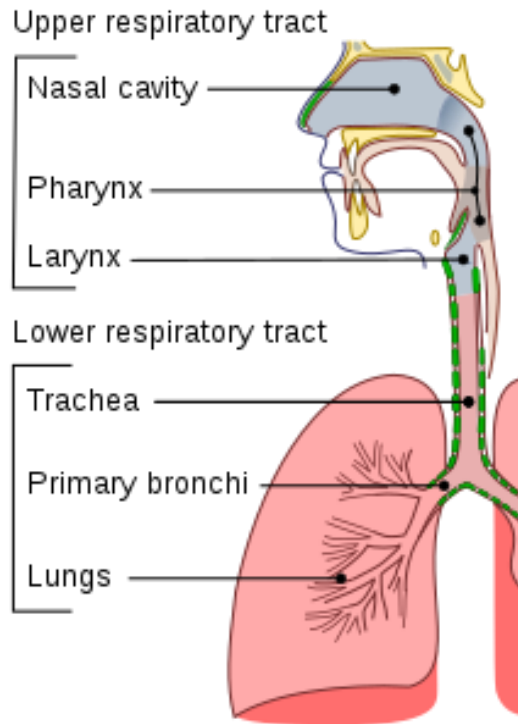
First aid

- <https://www.resus.org.uk/watch>

You can test your knowledge using the link below

- <https://lifesaver.org.uk/>
- It is recommended that all Aikido Alliance coaches have appropriate first aid training (as determined by your risk assessment).
- UK Resuscitation Council UK provides current guidance on CPR

Respiratory System



GAS	Inhaled Air	Exhaled Air
Oxygen	21%	16-17%
Carbon Dioxide	0 (trace)	4%
Nitrogen	78%	78%
Other	1%	1%

Teaching Specific Groups

Older Adults

Children

Medical
conditions

People with
disabilities

Minority
ethnic groups

A stylized sun graphic on the left side of the slide. It features a large yellow circle at the bottom left, with several yellow curved lines of varying lengths arching upwards and to the right, suggesting sunbeams. The background is split: orange on the left and white on the right, separated by a large white arc that frames the sun and the title.

Safeguarding basics

Coaching Children

- Legal age of a child
- Your legal responsibilities



Forms of abuse

Coaches have a moral and legal obligation to safeguard all young people from harm, discrimination and degrading treatment.

Abuse can include:

- Physical
- Sexual
- Emotional
- Neglect
- And ... Bullying

This list is not exhaustive, and more information can be found here:

- <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/>

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The Aikido Alliance Safeguarding Policies

- All available on the website
 - www.aikidoalliance.co.uk
 - Welfare Officers
 - Poor Practice
 - Abuse
 - Disclosures and Concerns
- 
- A yellow dashed line in the bottom right corner, consisting of several short, curved segments.

Adult Safeguarding

We have a duty to safeguard any adult who:

- Has needs for care and support; and
 - Is experiencing, or is at risk of, abuse or neglect; and
 - As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of, abuse or neglect.
-
- <https://www.anncrafttrust.org/resources/>

Key points and actions

Identify your Club's Welfare Officer

Who is the DP (designated person) at your venue

Ensure you understand how to report concerns

Know how to contact your Association Safeguarding Officer

More guidance



<https://www.anncrafttrust.org/resources/a-guide-to-safeguarding-adults/>

<http://www.anncrafttrust.org/help-advice/friend-relative/>





Equality, diversity and inclusion

Equality Act 2010



- What are the nine protected characteristics

-
- What does this mean for aikido instructors?





Weapons



Using Weapons

- Implement the Alliance's Weapons Policy
- Live blades are NOT to be used
- Ensure students know how to check their own equipment
- The coach is responsible for the control of both the internal area (students) and external area (spectators, visitors etc.)

Assessment preparation

Read the assessment
document

Do the Google quiz

Prepare SOW and lesson plan

Video + self evaluation

Class evaluation

ANY
QUESTIONS

