



Judo for SGOs

PRIMARY
SECONDARY

What's unique about Judo?

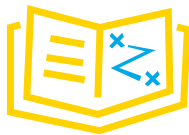
Judo offers schools two flexible, values-led formats that introduce young people to the sport in a safe, inclusive and engaging way: the Judo Activators Circuit and the Humble Warrior Festival. The Judo Activators Circuit is a simple, non-combative station-based format that teachers can run in school using the eight activity cards below. It helps pupils develop balance, coordination, agility, confidence, teamwork and decision-making through fun movement challenges, controlled partner work and reflection.

The Humble Warrior Festival is a supported festival format that uses judo to create positive, meaningful experiences for young people, with a focus on character, confidence, respect and emotional regulation rather than traditional competition. Both formats can be adapted for schools, hub settings and targeted groups including girls, SEND pupils, inactive young people and those with behavioural or confidence needs. Together, they give schools an accessible way to use judo to support physical literacy, inclusion, leadership, wellbeing and lifelong participation.

What is the intent of your format



Develop confidence and competence within physical activity/sport skills



Championing physical literacy



Provide inclusive opportunities

Judo develops confidence and competence through progressive, differentiated activities that allow all young people to experience success. The use of Ukemi (safe falling), balance and partner work supports physical development in a safe and structured way.

The format is built around the physical literacy principles of move, connect, think and feel, ensuring young people develop holistically through participation.

Inclusive delivery is central to the model, with formats that can be adapted for ability, experience and need. This includes single-gender and mixed-gender opportunities, as well as targeted interventions for SEND and young people requiring additional behavioural or emotional support.

It's just not Judo if you...

1

Remove the focus on respect and mutual welfare, as defined by the Judo Moral Code

2

Remove the emphasis on controlled, purposeful movement and partner work

3

Remove the opportunity for young people to develop confidence, self-control and resilience through safe, progressive activities

Target group benefits



All young people



Behavioural challenges



Girls



SEND

Judo supports all young people by creating positive, accessible experiences of movement that build confidence and enjoyment in physical activity.

For girls, single-gender environments can provide a safe and supportive space to build confidence, develop skills and engage positively with physical activity.

For SEND participants, activities can be adapted through space, task and support to ensure meaningful and inclusive participation.

For young people with behavioural challenges, judo provides structure, clear expectations and opportunities to develop self-control, emotional regulation and respect for others.





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How to run inter-competition: Humble Warrior Festival



How to set up

- Contact British Judo for guidance and support on the type of equipment, coaching provision and teacher training required to set up and run a Humble Warrior Festival
- All festivals must be 'Three Steps Safe' – (Qualified Coaches, Safe Environments, Quality Assured Syllabus/Curriculum), so contact: clubsupport@britishjudo.org.uk to arrange your event.



Age group

KS2 (7-11 years old)
KS3 (11-14 years old)
KS4 (14-16 years old)



Gender

Mixed/Male/Female, depending on the target audience



Participant numbers

- Typically delivered to a class of up to 30 in each session (depending on the target audience, i.e. 6-20 participants for SEND focus). With up to 6 sessions delivered throughout the school day
- Larger group sizes are possible, subject to the space and facilities available.



Target audience

Humble Warrior Festivals can be for all young people, and are easily adapted for different target audiences, specifically:

- New, less-sporty, low-confidence, inactive or disengaged girls. Consider delivering a targeted, girls-only offer to create a supportive environment in which participants can build confidence and experience success
- For pupils with behavioural challenges or those who are disengaged, consider running a targeted mixed or boys-only intervention
- Young people with SEND, where group sizes are determined by the level of ability and required supervision to safely manage participants' needs.



Benefits for YP

Young people will:

- Understand and demonstrate the importance of respect for others
- Aspire to improve and challenge themselves
- Win with pride and lose with grace
- Learn to develop self-control and manage emotions
- Have fun and enjoy themselves.



Roles for YP

These formats can be delivered in line with our 'Kanji' Leadership Awards (designed for KS3 & KS4). So that young people can:

- Coach
- Referee
- Officiate



Progression

Establishing curriculum and/or Breakfast, Lunchtime or after-school provisions can lead to school representation at the British School National Championships (Open to academic years 6-13).

For those participants who are interested in finding a local club, signpost them to our Club Finder via [this link](#).





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Additional support

Judo is a fully inclusive sport. To support you to adapt your practice, check out the [SEND Inclusion Toolkit](#) co-created by Youth Sport Trust and the National Disability Sports Organisations (NDSOs) who are the leading experts within inclusive sport. They provide advice, support and opportunities for people of all ages with specific impairments. [The toolkit](#) provides you with an introduction to each special educational need and disability, key top tips for creating an inclusive environment and signposting to further training and development opportunities within each NDSO. It will help you adapt any practice in addition to our suggestions to make it inclusive for all.

Physical Literacy

We have designed these formats with physical literacy at their heart. We want all young people to have a positive experience with physical activity from an early age. As far as possible, we've considered opportunities for young people to move, think, feel and connect through our activities, and given you suggestions to make adaptations. But, if they don't work for you and your young people, then use the THRIVE principle to remove barriers, make changes and give ownership to your young people to have a positive experience with the activities to see their true value.

For further support, look to the Physical Literacy Enactment Guide - Community, which can be found by [clicking here](#), and going to the "Getting Started" guide section to download it.

NGB regional contacts

- SGOs are encouraged to contact British Judo's Club Support Team for localised support: clubsupport@britishjudo.org.uk
- SGOs can support by identifying specific schools, cohorts/groups that match the target audiences (Girls, Behavioural, SEND) and link them to British Judo, the local workforce and a network of affiliated clubs.

Personal development

Kanji Leadership Awards

The Kanji Leadership Awards are part of British Judo's wider Kanji Awards programme, designed to recognise and develop young people as emerging leaders within their clubs. Building on the coaching assistant pathway, the awards support participants to take on responsibility in areas such as coaching, officiating and refereeing, helping them to lead activities, support others and contribute positively to club environments. The programme aims to build confidence, leadership skills and a sense of ownership, creating a clear progression route into future coaching and volunteer roles within judo. For further information, [click this link](#).

Judo Activators

Schools can deliver judo within PE using British Judo's Judo Activators teacher training module. Designed for teachers and SGOs with no prior experience, it provides an in-person training day, alongside video resources and progressive lesson plans to support safe, inclusive delivery. Alternatively, schools are encouraged to reach out to British Judo, to be partnered with local British Judo affiliated clubs or Approved Providers who can facilitate delivery. To access Judo Activators Training please contact clubsupport@britishjudo.org.uk. To find out more watch this short video.

Where to participate next?

- To set up a school club contact British Judo: clubsupport@britishjudo.org.uk
- For those participants who are interested in finding a local club, signpost them to our Club Finder via [this link](#).

Where to compete next?

- Participants are encouraged to join their local NGB affiliated club, found via [this link](#).





Why Judo for your school?

Judo offers schools a fun, values-led way to help young people develop balance, coordination, agility, spatial awareness, teamwork, and confidence. Through movement challenges and controlled partner activities, pupils can also develop resilience, self-control, communication and respect for others.

The Judo Activators Circuit provides a safe, non-combative introduction to the sport. Activities can be delivered by teachers, school staff and activity leaders using simple equipment and existing school spaces, without the need for specialist mats, judogi, or qualified judo coaches.

Activities can be adapted to suit different ages, abilities and needs, including SEND pupils and young people who may be less active or less confident in traditional sport. The format gives all young people the opportunity to participate, experience success and progress into further judo opportunities through school, community sessions and local clubs.

How to use activities in curriculum time

Schools can deliver judo within PE using British Judo's Judo Activators teacher training module. Designed for teachers with no prior experience, it provides an in-person training day, alongside video resources and progressive lesson plans to support safe, inclusive delivery. Alternatively, schools can contact British Judo to connect with a local British Judo-affiliated club or Approved Provider that can facilitate delivery.

To access more information on the Judo Activators Training, and general support to deliver Humble Warrior Festivals, please contact: clubsupport@britishjudo.org.uk.

Additional support

To support you to adapt your practice check out the [SEND Inclusion Toolkit](#) co-created by Youth Sport Trust and the National Disability Sports Organisations (NDSOs) who are the leading experts within inclusive sport. They provide advice, support, and opportunities for people of all ages with specific impairments. [The toolkit](#) provides you with an introduction to each special educational needs and disability, key top tips for creating an inclusive environment and signposting to further training and development opportunities within each NDSO. It will help you adapt any practice in addition to our suggestions to make it inclusive for all.

Physical Literacy

These formats and activities have been designed with physical literacy at their heart. We want all young people to have a positive experience with physical activity from an early age. As far as possible, we've considered opportunities for young people to move, think, feel and connect through our activities, and given you suggestions to make adaptations. But, if they don't work for you and your young people, then use the THRIVE principle to remove barriers, make changes and give ownership to your young people to have a positive experience with the activities to see their true value.

Thrive isn't a checklist – it's a lens to help you sense check quality and inclusion, so consider the following when choosing which format to deliver and how it supports your young people to have a positive experience with physical activity:

- **TAILORED:** does your event support the needs, strengths and circumstances of the group?
- **HOLISTIC:** do the selected activities support young people to move, connect, think and feel?
- **REFLECTIVE:** have you built in time to allow young people to reflect on their engagement and to make choices about what they want to take part in next?
- **INCLUSIVE:** does your event support all young people to engage, feel welcome and included to take part?
- **VARIED:** have you planned for activity differentiation with equipment, space, task and outcome to provide appropriate challenge and maintain interest for all?
- **EMPOWERING:** have you consulted your young people to ask what they want to do, and how they want the event to run? Often, they create better rules and adaptations than we do, which gives them ownership and a positive experience.

For further support, look to the Physical Literacy Enactment Guide - Education, which can be found by [clicking here](#), and going to the "Getting Started" guide section to download it.





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Personal development

- British Judo's Kanji Leadership Awards require an NGB qualified coach to deliver them. Please contact clubsupport@britishjudo.org.uk for supporting in partnering with a local club or provider.

Where to participate next?

- Participants can find their local NGB affiliated club by visiting our Club Finder Tool via [this link](#).

Where to compete next?

- We recommend participants join their local affiliated Judo club; they will be able to support the next stage of their development and identify suitable competitive opportunities. To find their local NGB affiliated club, use [this link](#).





How to run intra-competition: Judo Activators Circuit



How to set up

- Choose 4-8 activity cards from the section below
- A balanced circuit should include at least one MOVE, THINK, FEEL and CONNECT activity
- Mark out one station per activity using cones, court markings or clear floor spaces. Leave safe walkways between stations.
- Place the relevant activity card at each station so pupils and young leaders can read the instructions, safety points and challenge options
- Brief the group before starting: no throwing, no sparring, controlled movement only, listen to the leader and respect your partner
- Start pupils at different stations simultaneously
- Use the word 'Hajime', meaning 'Start/Begin' to start pupils at different stations simultaneously
- Use the command 'Matte', meaning 'Stop', or use a whistle, timer or countdown to signal when groups should rotate
- Run a short reflection at the end using the Spirit of the Games questions on the activity cards. Ask pupils which activity helped them move, think, feel or connect.



Age group

KS2 (7-11 years old)
KS3 (11-14 years old)
KS4 (14-16 years old)



Gender

Mixed/Male/Female, depending on the target audience



Participant numbers

- Recommended group size is 8-32 pupils
- For smaller groups, use fewer stations or allow longer at each activity. For larger groups, duplicate popular stations or create two circuits running at the same time.



Target audience

- The Judo Activators Circuit is suitable for all pupils and can be adapted for targeted groups. It is especially useful for pupils who are new to judo, less confident in traditional sport, inactive, SEND pupils or pupils who benefit from structured, values-led activities
- Teachers can choose the most suitable activity cards from the eight provided below and adapt the space, task, equipment or grouping to meet the needs of the pupils taking part.



Benefits for YP

Young people will:

- Understand and demonstrate the importance of respect for others
- Aspire to improve and challenge themselves
- Win with pride and lose with grace
- Learn to develop self-control and manage emotions
- Have fun and enjoy themselves.



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Roles for YP

Pupils can take simple leadership roles during the circuit.

Young leaders can:

- **Lead** – explain the activity and demonstrate safe movement
- **Organise** – manage equipment and activity rotations
- **Time** – keep track of activity and rotation times
- **Encourage** – support participants and recognise effort
- **Reflect** – ask the Spirit of the Games questions at the end of each activity.

For KS3 and KS4, pupils can also help adapt activities using the easier and harder options on each card.



Progression

The circuit introduces pupils to judo through safe, non-combative movement challenges linked to the eight activity cards. It can be used in curriculum PE, lunchtime clubs or school festivals. Pupils can progress by repeating the circuit with harder adaptations, leading stations themselves, attending a Humble Warrior Festival or being signposted to a local British Judo affiliated club.

For those participants who are interested in finding a local club, signpost them to our Club Finder via [this link](#).





How to run intra-competition: Humble Warriors Festival



How to set up

- Contact British Judo for guidance and support on the type of equipment, coaching provision and teacher training required to set up and run a Humble Warrior Festival
- All festivals must be 'Three Steps Safe' – (Qualified Coaches, Safe Environments, Quality Assured Syllabus/Curriculum), so contact: clubsupport@britishjudo.org.uk to arrange your event.



Age group

KS2 (7-11 years old)
KS3 (11-14 years old)
KS4 (14-16 years old)



Gender

Mixed/Male/Female, depending on the target audience



Participant numbers

- Choose between a whole school engagement festival, or specifically identified groups
- Typically, the festival can be delivered to a class of up to 30 young people in each session, depending on the target audience. For a SEND-focused offer, consider smaller groups of approximately 6-20 participants. Up to six sessions could be delivered throughout the school day
- Larger group sizes are possible, subject to the space and facilities available.



Target audience

Humble Warrior Festivals can be for all young people, and are easily adapted for different target audiences, specifically:

- New, less-sporty, low-confidence, inactive or disengaged girls. Consider delivering a targeted, girls-only offer to create a supportive environment in which participants can build confidence and experience success
- Behavioural challenges, disengaged pupils, by running a specific mixed or male intervention
- Young people with SEND, where group sizes are determined by the level of ability and required supervision to safely manage participants' needs.



Benefits for YP

Young people will:

- Understand and demonstrate the importance of respect for others
- Aspire to improve and challenge themselves
- Win with pride and lose with grace
- Learn to develop self-control and manage emotions
- Have fun and enjoy themselves.



Roles for YP

These formats can be delivered in line with our 'Kanji' Leadership Awards (designed for KS3 & KS4), enabling young people to:

- Coach
- Referee
- Officiate



Progression

Establishing curriculum and/or Breakfast, Lunchtime or Afterschool provisions can lead to school representation at the British School National Championships (Open to academic years 6-13).

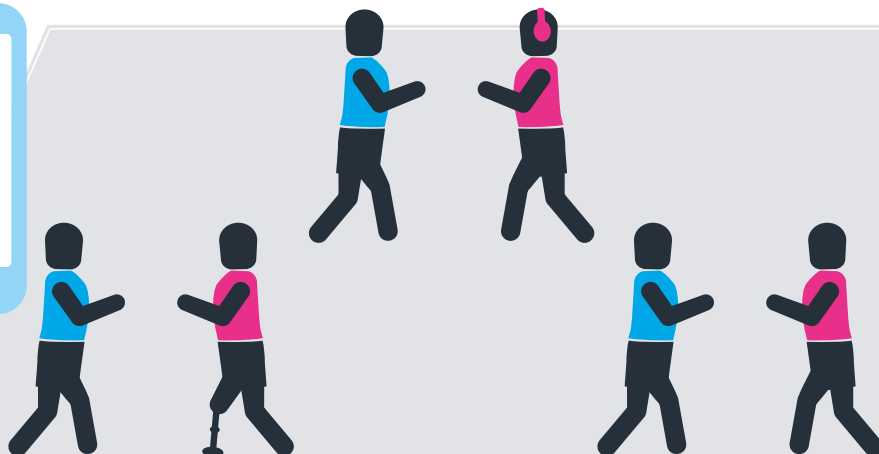
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Mirroring Your Partner (Suri-Ashi) Drill – (MOVE)

PRIMARY
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How to play

- Find a partner and move to an open space away from others
- Face your partner
- Decide who will lead first
- The leader moves using controlled side-stepping movements while their partner mirrors them
- Change direction and vary the movement where appropriate
- Swap leaders regularly so both participants have the opportunity to lead and follow.

Safety

- Maintain awareness of other participants
- Use controlled movements and ensure there is enough space to move safely.

Equipment required

- None required.

Space required

- Open space for pairs.

Estimated set-up time

- 1 minute.

Difficulty level



How to make it easier

- Slow the movement speed
- Use fewer movement directions
- Mark out clear movement boundaries

How to make it harder

- Reduce the size of the working area
- Add cones for participants to move around
- Work back-to-back and respond to your partner's movements
- Increase the speed and introduce feints and changes of direction
- Mirror opposite movements

Spirit of the Games



- How did you show respect when leading or following your partner?
- What did you notice when you focused fully on your partner's movements?

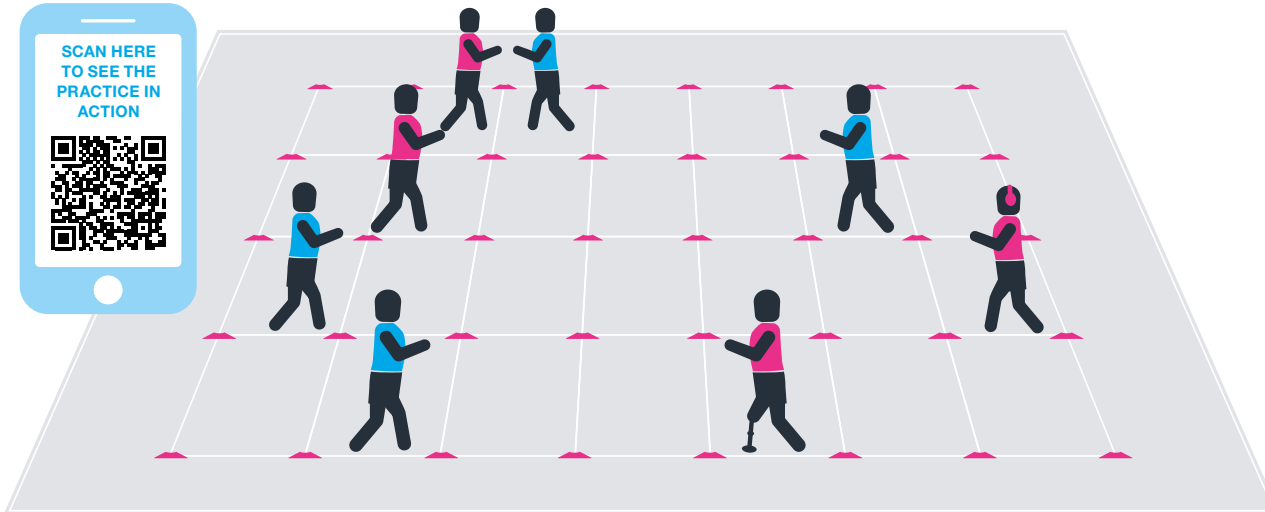


- How did working together help you complete the challenge?
- What did you do to help your partner succeed?



Judo Pac Man – (MOVE)

PRIMARY
SECONDARY



How to play

- Mark out a playing area using cones or existing floor markings
- Choose one or more participants to be the catchers
- All other participants move around the playing area, avoiding the catchers
- Participants avoid being caught by changing speed, direction and movement
- Swap catchers regularly so everyone has the opportunity to take on different roles.

Safety

- Maintain awareness of other participants
- Ensure there is enough space between participants
- No physical contact.

Equipment required

- Cones
- Drop-down marker lines or existing marked lines on hall or playground floor

Space required

- Medium-sized activity area.

Estimated set-up time

- 5 minutes.

Difficulty level



How to make it easier

- Reduce the number of catchers
- Increase the playing area size
- Reduce speed to walking pace

How to make it harder

- Reduce the size of the playing area
- Add obstacle cones for participants to move around
- Increase the number of chasers
- Restrict the movements allowed, e.g. side-stepping or moving backwards only

Spirit of the Games



- What did you do when you found it difficult to avoid being caught?
- How did you keep going when the challenge became harder?

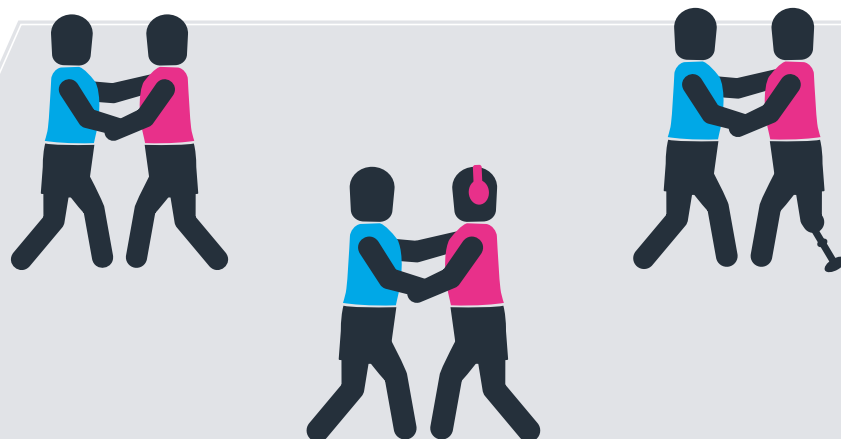


- When did you feel most confident during the activity?
- What movement skills helped you be successful?



The Judo Grip (Kumi-kata) Exercise – (THINK)

PRIMARY
SECONDARY



How to play

- Find a partner and stand facing each other
- Practise the right grip position by placing your right hand on your partner's shoulder or upper chest and your left hand on their sleeve or wrist
- Practise the left grip position by placing your left hand on your partner's shoulder or upper chest and your right hand on their sleeve or wrist
- Turn around and swap between the right and left grip positions
- Focus on accuracy, control and decision-making throughout the activity.

Safety

- Use light, controlled grips
- Avoid pulling, jerking or twisting your partner
- Release the grip immediately if either participant feels uncomfortable.

Equipment required

- None required.

Space required

- Open space for pairs.

Estimated set-up time

- 1 minute.

Difficulty level



How to make it easier

- Practise one grip at a time
- Pause between grip changes

How to make it harder

- Move whilst changing grips
- Use coloured cue cards to identify the required grip
- Rotate partners regularly
- Increase the speed of the grip changes
- Perform a sequence of different grip combinations

Spirit of the Games



- How did you ensure your partner felt comfortable and safe?
- Why is looking after your partner important when learning new skills?



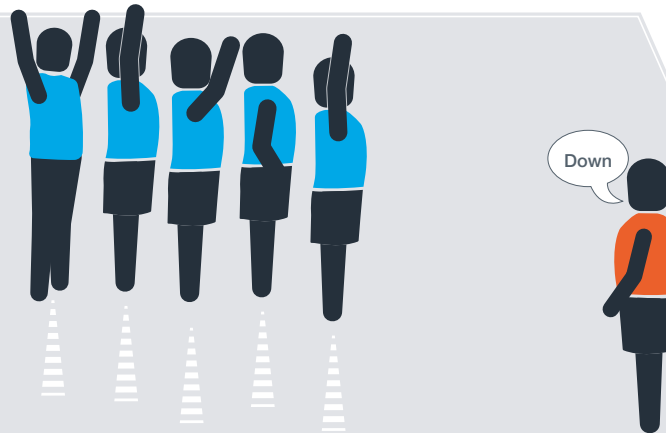
- What helped you improve when switching grips became difficult?
- How did practice help you become more accurate?





Opposites – (THINK)

PRIMARY
SECONDARY



How to play

- Spread participants out across the activity area
- The teacher or young leader calls out a movement command
- Participants perform the opposite action to the command given
- For example, if the leader calls “left”, participants move right; if the leader calls “forwards”, participants move backwards
- Continue introducing different commands and encourage participants to react as quickly and accurately as possible.

Safety

- Ensure participants have sufficient personal space.

Equipment required

- None required.

Space required

- Open activity area.

Estimated set-up time

- 0 minutes.

Difficulty level



How to make it easier

- Use only two movement commands
- Slow down the speed of the commands

How to make it harder

- Introduce different activity zones
- Add coloured markers for participants to react to
- Play in teams
- Increase the speed of the commands
- Introduce multiple command sequences for participants to remember and perform

Spirit of the Games



- What strategies helped you when the instructions became more challenging?
- How did you stay focused when mistakes happened?



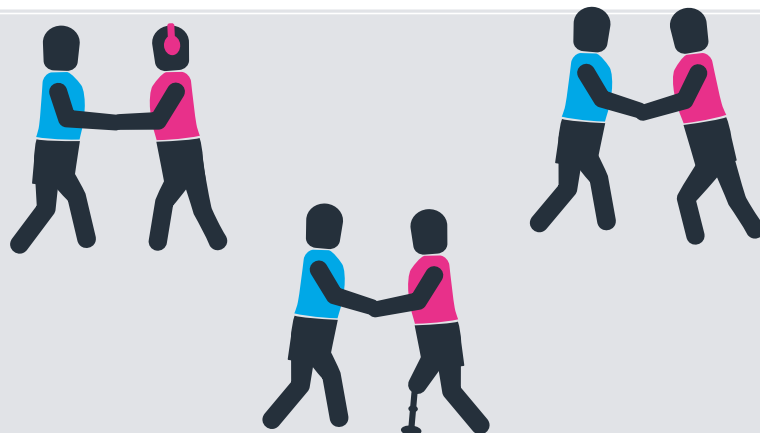
- How did your confidence change as the activity progressed?
- What did you learn about your ability to react and adapt?





Handshake Tug of War – (FEEL)

PRIMARY
SECONDARY



How to play

- Find a partner and stand facing each other with both feet firmly on the floor
- Shake hands with your partner using a light, controlled grip
- Keeping both feet still, gently try to unbalance your partner using controlled pressure, changes in grip and body position
- If either participant moves their feet, reset and start again
- Swap roles and experiment with different levels of grip pressure to explore when you feel stable or unbalanced.

Safety

- Use gentle, controlled pressure throughout the activity
- Avoid sudden pulling or jerking movements
- Maintain a stable posture and release the grip if either participant feels uncomfortable.

Equipment required

- None required.

Space required

- Open space for pairs.

Estimated set-up time

- 1 minute.

Difficulty level



How to make it easier

- Keep movements small and controlled
- Use light grip pressure
- Allow participants to reset their position regularly

How to make it harder

- Reduce visual input by briefly closing your eyes, where appropriate and safe to do so
- Experiment with different levels of grip pressure
- Use different strategies to try to unbalance your partner while maintaining control

Spirit of the Games



- How did you ensure the activity remained safe and enjoyable for everyone?
- What did you do to consider your partner's experience?

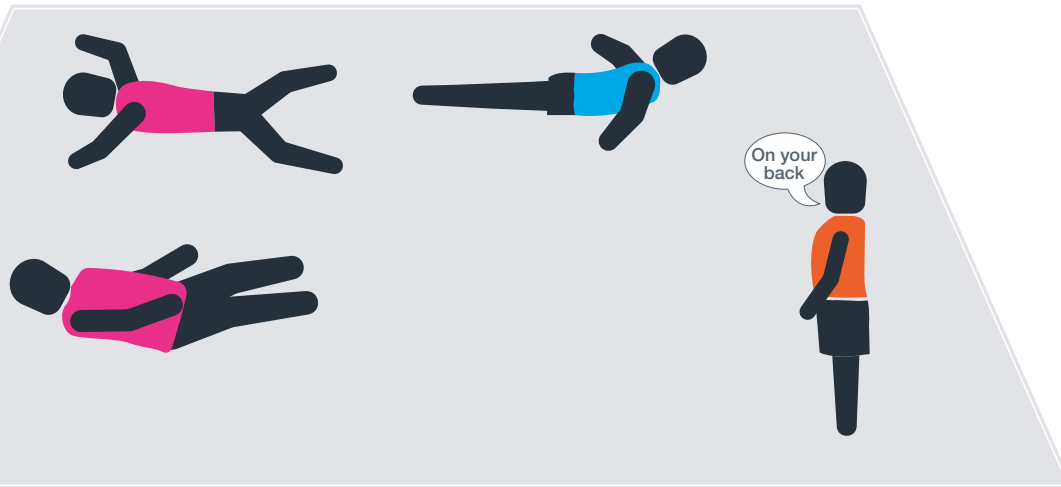


- How did you know when you genuinely lost your balance?
- Why is honesty important when taking part in activities with others?



Dead Ant – (FEEL)

PRIMARY
SECONDARY



How to play

- Ask participants to find a suitable space and lie on their back with their hands and feet raised
- The teacher or young leader calls out different movement commands for participants to perform
- Introduce commands such as:
 - “On your front”
 - “On your back”
 - “Like a dog”
 - “Catch the ball”
 - “Dying ant”
 - “Dead ant”
- Encourage participants to respond to each command using controlled movements
- Continue changing the commands to challenge participants’ coordination, body awareness and reactions.

Safety

- Use controlled movements
- Ensure participants have sufficient personal space
- Ensure the activity is not performed on a hard floor.

Equipment required

- Gym or judo mats, or a suitable grass surface

Space required

- Small personal space.

Estimated set-up time

- 0 minutes.

Difficulty level



How to make it easier

- Perform movements more slowly
- Use fewer commands
- Demonstrate each movement before asking participants to perform it

How to make it harder

- Increase the speed of commands
- Introduce more complex movements
- Call a sequence of movements for participants to perform

Spirit of the Games



- Which movement made you feel most successful?
- How did you encourage yourself when a movement felt challenging?

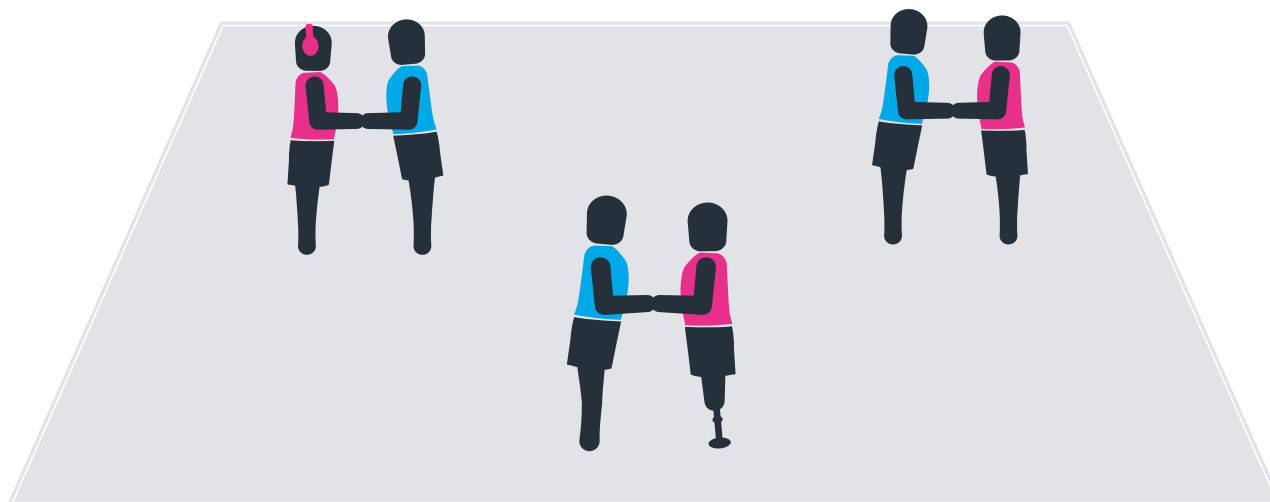


- What did you do when a movement was difficult to perform?
- How did practice help you improve your coordination?



Face-to-Face (Kuzushi) Drill – (CONNECT)

PRIMARY
SECONDARY



How to play

- Find a partner and stand facing each other with your palms together and fingers closed
- Keep both feet still throughout the activity
- Work together to gently unbalance each other using small changes in pressure, posture and timing
- Focus on controlled movements and communicate with your partner throughout
- Rotate partners regularly to experience working with different people.

Safety

- Use gentle, controlled contact
- Avoid forceful pushing or sudden movements
- Ensure there is enough space between pairs
- Stop the activity if either participant feels uncomfortable.

Equipment required

- None required

Space required

- Open space for pairs.

Estimated set-up time

- 1 minute.

Difficulty level



How to make it easier

- Use a wider stance to create a more stable base
- Keep movements small and controlled
- Work slowly to explore changes in balance and pressure

How to make it harder

- Use a narrower stance to reduce the base of support
- Introduce small changes in the speed and direction of pressure
- Rotate partners more frequently to adapt to different movements and approaches

Spirit of the Games



- How did you show respect whilst working with different partners?
- Why is it important to listen and respond appropriately to others?

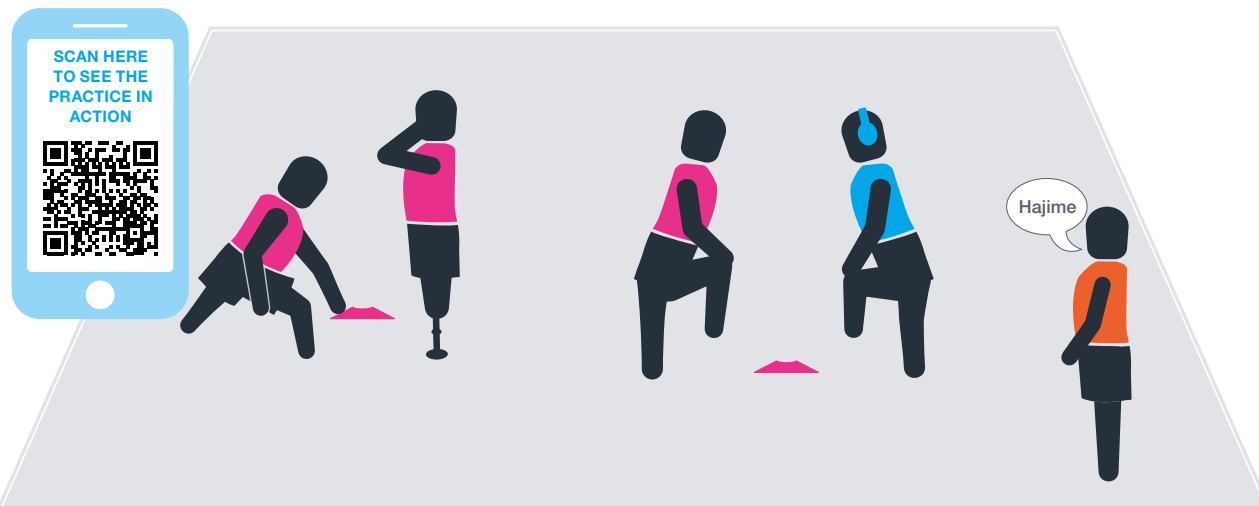


- What helped you and your partner work together successfully?
- What did you learn from working with different people?



Heads, Shoulders, Knees and Toes: Hajime Challenge – (CONNECT)

PRIMARY
SECONDARY



How to play

- Ask participants to work in pairs or groups of three
- Place one cone on the floor between the participants
- The teacher or young leader calls out “head”, “shoulders”, “knees” or “toes”
- Participants respond by touching the named body part
- When ‘Hajime’ meaning ‘start/begin’ is called, participants react and try to be the first to collect the cone
- Repeat the activity, varying the commands each time
- Complete the activity from a standing, squatting, seated or press-up position.

Safety

- Do not dive or fall onto the cone
- Ensure participants have enough space to move safely
- Use controlled movements when reaching for the cone.

Equipment required

- One cone per pair or group

Space required

- Small open space.

Estimated set-up time

- 1 minute.

Difficulty level



How to make it easier

- Slow the speed of the commands
- Use fewer body-part commands
- Complete the activity from a fixed starting position

How to make it harder

- Increase the speed of the commands
- Introduce additional body-part commands
- Use misleading command sequences to challenge participants' concentration and reactions
- Have differing starting positions, e.g. one participant standing and one participant on their knees
- Play in groups of three

Spirit of the Games



- How did taking part with others make the activity more enjoyable?
- What did you do to help everyone participate positively?



- What part of the activity did you enjoy most and why?
- How did your enthusiasm help you stay involved in the activity?

