



# Teaching Judo Culture ?

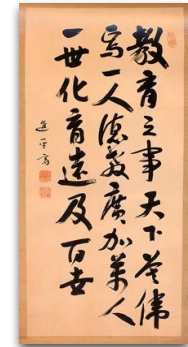
Michel Brousse

Soustons, France  
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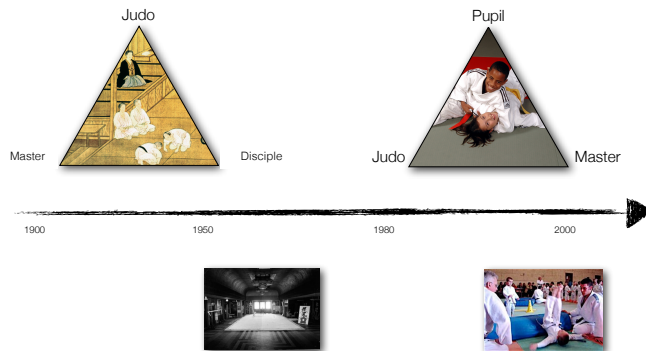
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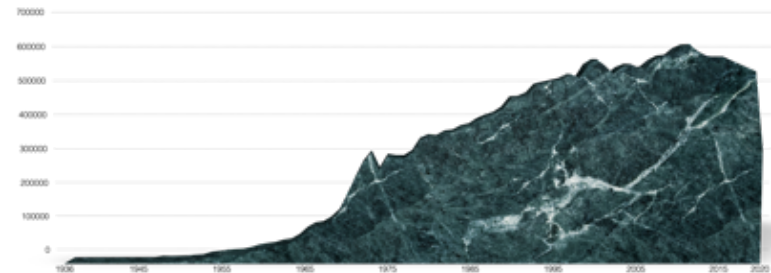
Kano Jigoro  
« Nothing under Heaven is more important than education... »

## Introduction Profound changes



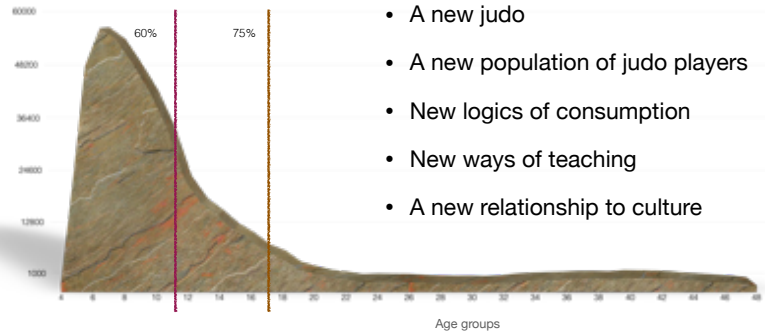
## Introduction Profound changes

- **Democratization** by sport
- **Massification**
- **Juvenilization of judo players**



# Introduction

## A new period



- A new judo
- A new population of judo players
- New logics of consumption
- New ways of teaching
- A new relationship to culture



# Introduction

## Judo and education



- Judo is a physical, educational and spiritual system of education
- Thus teaching judo is teaching how to:
  - Develop **specific techniques**,
  - **Strengthen self-confidence** and the will to win while **respecting the ethics of combat**,
  - **Control emotional factors**,
  - **Build tactical projects, implement and adapt them** to the evolution of combat



# Introduction

## Judo and education



- Judo culture is a **physical experience**
- The practice of judo promotes an ethic that focuses on **respect for people and places**. Technical mastery and self-control are **barriers to impulsive behavior and violence**
- The situations experienced by the student push him **to express his will to win respecting rituals and rules adopted by him**
- **The experience of physical confrontation develops assertiveness and self-control. Judo contributes to the student's knowledge of the principles of citizenship and life in society**



# Introduction

## Judo and education



- Like any other sport, judo is **not educational by itself. Only the way it is taught is educational**. The advantage of the method of Kano lies in its **historical and cultural background**
- But it is a **fragile asset** that should not be taken for granted
- The transition from childhood to adulthood **requires frameworks, references and established models** from which the adolescent will try to detach himself in order to build the adult he will be
- In the public imagination, culture is a **central element of the identity** of judo (*balance between education and research results*)
- Meeting the educational expectations of the majority of parents enrolling their children in a judo club has a **decisive influence on the club's financial health**



# The economic impact of judo's public image

## Judo culture as a medium

- National French judo budget (±30 M€)
- Regional and local budgets (±30 M€)
- Club membership fees (±100 M€)
- Volunteers (±25 000)
- Employees (headquarters, leagues, departments, clubs: 5 to 6 000)
- Judo products (tatami, judogi, DVDs...)
- Events (housing, spectators, side costs...)



Paris Grand Slam



# Teaching judo culture

## Initial questions

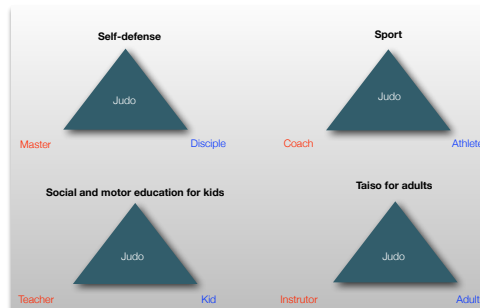
- What **objectives** to pursue?
- What educational and cultural **content** to transmit?
- When and how to **transmit** them?
- How to **assess and value** cultural acquisitions?



# What objectives to pursue?

## Purpose of teaching, student profile and place of culture

- « **To teach** » is to **educate**, to **train**, to **instruct**
- « **To be a judoka** » means to be
- A **technician** ?
- A **tactician** ?
- A **referee** ?
- A **champion** ?
- ...



# What kind of content to pass on?

## Determining contents according to different audiences

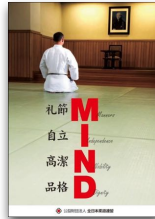
- A slow and progressive knowledge building, both individual and collective
- Cultural contents distinguish
  - Behaviors
  - Theoretical knowledge
  - Practical knowledge
- Access to judo culture and therefore the appropriation of cultural contents requires free adherence to the values of judo and not a forced application through a dogmatic discourse



# Behaviors

## The ethics of the fight

- It is important **not to confuse** « good education » with judo culture
- Hygiene, courtesy, shoe storage ... are not exclusive to Japanese society
- Knowing why, when and how to bow to someone or in a group, knowing how to fasten one's belt, control the fall of one's opponent, **not to hurt or to cause pain...** have a more specific dimension that **should be explained and adopted**
- **Management of misconducts** (*indiscipline, failure, violence*)



# The judo moral code

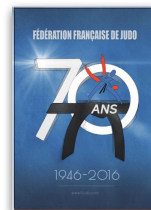
## An invented tradition

- **Origins** in France
- **Institutional use**
  - National
  - International
- **Advantages and limitations**
- **Pedagogical use**



# Theoretical knowledge

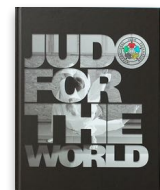
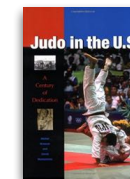
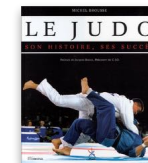
## Dojo decoration and knowledge



Posters downloadable on <http://michelbrousse.fr/judo-culture/>



# Theoretical knowledge



[https://www.youtube.com/watch?v=3CAq\\_RYExUQ](https://www.youtube.com/watch?v=3CAq_RYExUQ)



<https://www.youtube.com/watch?v=201TjGh5uQ>



## Practices

### Transmitting to pupils

- A **close link** between the educational approach and the cultural transmission
- The **organization of the lesson**
  - The systematic structuring of the lesson allows the teacher to more easily include his action in the **purposes of his function** (educate, train, instruct)
- Example for a « classic » lesson (**7 distinct sequences**)
  - Lesson presentation, general warming-up, specific warming-up, acquisition phase, reinvestment phase, calming down, lesson review



## Means of transmission

### Articulate educational approach and cultural transmission

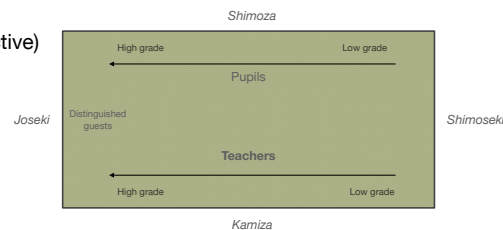
- **Examples during the lesson**
  - Bows
  - Devolution
  - Mondo
  - Kata
  - Refereeing
  - ...
- **Examples when planning judo lessons**
  - Dan grading exams
  - Intergenerational classes
  - The management of sports and interclub events by the students themselves
  - The club's *kagami biraki*
  - ...



## Bowing

### Meaning and good practice

- Cultural **significance**
- **Different forms** of bowing (individual, collective)
- Explanations
- **Pedagogical interest**
- **Arguments** against refusal or contestation



## Devolution

### Another way of teaching

- **Devolution** is « the act by which the teacher makes the **student accept responsibility** for a learning situation [...] and **himself accepts the consequences** of this transfer of responsibility ». Guy Brousseau
- « **Mutual teaching** », « **Peer learning** »
- « Students as **co-constructors** of the learning environment »
- « **Draw your power from the power you give to others** »  
Michel Delaunay



## Devolution

### Vertical transmission or horizontal transmission ?

- Examples of **learning in pairs**
  - **Technical** learning
  - **Tactical** schemes in *randori*
  - Learning **refereeing**
  - Creation of an individual **kata**
  - Preparation for **kyu grading**...



Benefits and limitations of a judo demonstration



## Mondo and kogi

### Reestablishing the tradition of *mondo* and *kogi*

- Establish a **periodicity** and a duration according to the students
- **Adapt themes** (choice of the teacher, choice of the students...)
  - Judo values
  - Violence in *randori*
  - Referee error
  - Zen history
  - Kano Jigoro's life...



## Judo club cultural agenda

### Institutionalizing judo culture

- Examples
  - **World Judo Day** (Kano's birthday anniversary (between October 28 and December 10)
  - **Intergenerational** classes
  - *Kyu-dan* grading
  - Dojo **Kagami biraki**
  - Closing season **club party**
- Set a **budget** for specific cultural actions



## Conclusion

### Judo is a sport and a system of education

- Judo culture is a **shared practice and physical experience**
- Judo culture is a **fragile asset** that should not be taken for granted
- Being an actor of the learning process is the keystone of the **embodiment by the pupil of the judo values and its culture**
- A judo teacher **must preserve the balance** between **tradition and modernity**, between **education and competition**
- To build **autonomous, cultivated and responsible** individuals is **the mission of every judo teacher**



« The future is not what will  
happen but what we will do  
with it »

Henri Bergson  
French philosopher  
Literature Nobel Prize (1927)



Thank you for your attention

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Open discussion