

INTRODUCTION:

The Jita KYOEI 2 methodology represents a paradigm shift in the realm of education, offering a comprehensive and forward-thinking approach to nurturing the development of children between the ages of 6 to 21. Unlike conventional educational frameworks that primarily focus on academic achievements, Jita KYOEI 2 takes a holistic view of education, recognizing the importance of fostering not only intellectual growth but also emotional and social well-being.

At its core, the Jita KYOEI 2 methodology is built upon twelve foundational values that serve as guiding principles for both educators and students alike. These values form the bedrock of the educational experience, permeating every aspect of learning and interaction within the framework. By instilling virtues such as respect, empathy, resilience, and of course, politeness, the methodology aims to cultivate individuals who are not only academically proficient but also compassionate and well-rounded members of society.

Central to the implementation of Jita KYOEI 2 is the emphasis on practical and engaging activities that resonate with the developmental needs and interests of children. Rather than relying solely on traditional didactic methods, this approach encourages hands-on learning experiences that actively involve students in their own educational journey. Whether through collaborative projects, experiential exercises, or real-world simulations, the methodology seeks to empower children to become active participants in their learning process, fostering a sense of ownership and intrinsic motivation.

Furthermore, Jita KYOEI 2 is committed to creating an inclusive and stimulating learning environment where every child feels valued, supported, and challenged to reach their full potential. By embracing diversity and fostering a culture of mutual respect and acceptance, the methodology aims to break down barriers and promote meaningful connections among students from varied backgrounds and experiences.

In this introduction, we will delve into the core objectives of the Jita KYOEI 2 methodology, explore its practical application in educational settings, and examine its profound impact on the holistic development of children. Additionally, we will highlight how this innovative approach to education not only equips children with essential academic skills but also nurtures their social and emotional intelligence, preparing them to thrive in an ever-changing world. Join us as we embark on a journey to discover the transformative power of the Jita KYOEI 2 methodology in shaping the future generation of leaders, thinkers, and compassionate global citizens.

SUBJECT : COURAGE**ROLLING STONE**

GROUP : 9/12 YEARS OLD

TARGET: Controlling the back and side fall-controlling your partner-confidence in your partner

GOAL	PROCESS	INSTRUCTIONS	CRITERIA SUCCESS
<i>The task for students</i>	<i>Set-up of the environment (possible design); teaching materials; organisation of the students; estimated time required</i>	<i>What I tell the students so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task.</i>	<i>Enable you to know when the task has been successfully completed: for the teacher and for the student. Quantitative/ qualitative</i>
<i>Control the fall without apprehension. Control your partner</i>	<i>In groups of 3 1 and 2 stand up holding each other by the sleeves the 3rd is on 4 legs (the stone) immobile at the start</i>	<i>The couple moves (uke towards the back or on the side of the handle held by Tori) towards the stone, with its contact uke falls, Tori controls the fall by preserving the handle then helps uke to get up and set out again.</i>	<i>Tori retains the grip and controls uke's fall Uke keeps a grip on Tori Uke does not anticipate the obstacle and falls correctly</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that....

1

Uke anticipates the fall before contact with the stone

2

Uke turns before falling

3

It's getting too easy.

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty

So I can....

1

Asking Tori to go slower.

2

Ask uke to sit on the stone before the fall or to close his eyes.

3

*Tori can vary the movements
Uke can close his eyes and the stone moves*

SUBJECT : COURAGE
MISE EN SCENE

GROUP : 9/12 YEARS OLD

TARGET: express yourself in public-share your ideas-work

GOAL	PROCESS	INSTRUCTIONS	CRITERIA SUCCESS
<i>The task for students</i>	<i>Set-up of the environment (possible design); teaching materials; organisation of the students; estimated time required</i>	<i>What I tell the students so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task.</i>	<i>Enable you to know when the task has been successfully completed: for the teacher and for the student. Quantitative/ qualitative</i>
<i>Define the value of courage. Showing the value of courage</i>	<i>Discuss together to define the value of courage. Then, in small groups, stage a story about courage and act it out in front of everyone.</i>	<i>What is courage? How do you experience it in everyday life? You can tell a real-life story or make one up. You have 5 minutes to prepare and act out a scene that you think represents courage. Accessories authorised</i>	<i>Rich exchanges and interaction between students Group work Understanding the theme through acting out the mime</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that....

1

No or few exchanges

2

It's always the same people who talk

3

It's often the same people at the front and others who are more shy.

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty

So I can....

1

Ask questions about everyday or current events.

2

Position them as stage directors but do not act as mimes.

3

Play several scenes, giving everyone the lead role

**SUBJECT : FRIENDSHIP
FRIENDSHIP GARLAND**

GROUP : 6/8 YEARS OLD

TARGET: to identify with a group

GOAL	PROCESS	INSTRUCTIONS	CRITERIA SUCCESS
<i>The task for students</i>	Set-up of the environment (possible design); teaching materials; organisation of the students; estimated time required	What I tell the students so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task	<i>Enable you to know when the task has been successfully completed: for the teacher and for the student. Quantitative/ qualitative</i>
<i>Being part of a group/Friendship</i>	<i>One hoop per child, dispersed all over the mat</i>	<i>The children run all over the mat. At a signal or when the music stops, they have to get into a hoop. At each stop, at least one hoop is removed. Several children can enter the same hoop. Everyone must be in a hoop</i>	<i>The quality of their decoration Children identify with their group and the friends in their group They are proud of their photo</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that....

1

Difficulty recovering the decorated photo

2

Damaged or untidy photo

3

To find out more...

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty

So I can....

1

Start putting up those that have been returned

2

Ask if the child wants to do it again and ask someone to help him/her.

3

Include photos from when the children were smaller to show them how much they've grown.

**SUBJECT : FRIENDSHIP
MUSICAL HOOP**

GROUP : 6/8 YEARS OLD

TARGET: start-up - attention - cooperation - apprehension contact

GOAL	PROCESS	INSTRUCTIONS	CRITERIA SUCCESS
<i>The task for students</i>	<i>Set-up of the environment (possible design); teaching materials; organisation of the students; estimated time required</i>	<i>What I tell the students so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task.</i>	<i>Enable you to know when the task has been successfully completed: for the teacher and for the student. Quantitative/ qualitative</i>
<i>Preparing to start Understanding the contact Cooperation</i>	<i>One hoop per child, dispersed all over the mat</i>	<i>The children run all over the mat. At a signal or when the music stops, they have to get into a hoop. At each stop, at least one hoop is removed. Several children can enter the same hoop. Everyone must be in a hoop</i>	<i>Get as many children as possible into as few hoops as possible. Children are not afraid to squeeze together Children cooperate</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that....

1

The children are afraid of contact and don't want to get into the hoop because it's too close.

2

Some stay around the same hoops

3

Developing the game

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty

So I can....

1

Give it time - no elimination.

2

Put up hoops of different colours and announce the colour into which they must jump.

3

*Give a quantity per hoop
Play in pairs without letting go*

SUBJECT : FRIENDSHIP
FIND YOUR FRIEND

GROUP : 8/12 YEARS OLD

TARGET: learning techniques - learning the names of techniques - cooperation - working with everyone

GOAL	PROCESS	INSTRUCTIONS	CRITERIA SUCCESS
<i>The task for students</i>	Set-up of the environment (possible design); teaching materials; organisation of the students; estimated time required	What I tell the students so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task	<i>Enable you to know when the task has been successfully completed: for the teacher and for the student. Quantitative/ qualitative</i>
<i>Learning techniques and their name Sharing knowledge</i>	<i>Double print each technique image and laminate them Put them in a bag or box Each child draws a picture</i>	<i>The children who have the same image work together to learn the technique and its name (provide a card with the name of the technique). They then demonstrate it to the group and explain how to do it</i>	<i>The technique is well executed The associated name is correct The children have cooperated The group succeeds in reproducing and remembering the technique</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that....

1

Neither of them knows the technique

2

Don't work together

3

All have a good understanding

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty

So I can....

1

*Call a friend
Help from a book or video available to them*

2

Knowing why and creating a discussion with the group.

3

*An image + the name of the technique to be combined
Battle: 2 teams, draw a number and a technique*

SUBJECT : FRIENDSHIP**MIND MAP**GROUP : ALL AGESTARGET: return to calm - reflection on friendship-exchanges-cooperation**GOAL****PROCESS****INSTRUCTIONS****CRITERIA SUCCESS***The task for students*

Set-up of the environment (possible design); teaching materials; organisation of the students; estimated time required

What I tell the students so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task

*Enable you to know when the task has been successfully completed: for the teacher and for the student.
Quantitative/ qualitative*

Creating a mind map of friendship

*At the end of the session, the teacher brings the pupils together to create the conditions for discussion.
List the elements for creating the mind map on the wall or board.
Duration: 10 minutes at the end of the session
Several sessions*

*We are going to think together about: What are the "ingredients" of friendship?
Let's try to list what's important.
Based on your reflections, we'll create a mental map of friendship.
You can discuss this with your parents at home*

*Rich exchanges and responses
Enough answers to create their friendship map
Children retain and apply the elements of the value of friendship*

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that....

1

Children have no ideas

2

Everyone talking without listening to each other

3

To find out more...

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty

So I can....

1

*Ask questions, get discussions going
You think about it at home and we'll talk about it again at the next training session.*

2

It's the person holding the totem pole (e.g. the cup) who speaks.

3

*Getting different age groups to interact
Combine role-playing*

VALUE : HONOUR - NOMENCLATURE CHALLENGE

GROUP : 9/12 years old

TARGET: LEARN THE NOMENCLATURE - FAIR PLAY- HONOUR

GOAL	PROCESS	INSTRUCTION	CRITERIA SUCCESS
<i>The task for students</i>	<i>Set-up of the environment (possible diagram); teaching materials; organisation of the students; planned duration</i>	<i>< What I tell the pupils so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task.</i>	<i>Enable you to know when the task has been successfully completed: for the teacher and for the pupil. Quantitative/ qualitative</i>
<i>Learning and revising the names of techniques Staying fair play</i>	<i>2 teams compete standing face to face, separated by a surface. One pupil from each team stands in the middle</i>	<i>The teacher gives the name of a technique to a pupil. If he can do it correctly, he scores 1 point; if he doesn't know it but his opponent does, the other pupil scores 2 points. The points for the whole team are added together to decide who wins.</i>	<i>The children know the nomenclature. They respect the rules and are proud to represent their team.</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear..

It is possible that...

1

2

3

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty,

So I Can....

1

You can use a set of judo technique cards or index cards.

2

3

It's important to remind children that honour lies not only in winning, but also in the way they play the game. Encourage them to play fairly, respect their opponents and accept defeat gracefully. This will help them develop a sense of honour in sport and in life..

VALUE : MODESTY - WRESTLING

GROUP : 9/12 years old

TARGET: cooperation – modesty

GOAL	PROCESS	INSTRUCTION	CRITERIA SUCCESS
<i>The task for students</i>	<i>Set-up of the environment (possible diagram); teaching materials; organisation of the students; planned duration</i>	<i>< What I tell the pupils so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task.</i>	<i>Enable you to know when the task has been successfully completed: for the teacher and for the pupil. Quantitative/ qualitative</i>
<i>Helping each other and remaining modest</i>	<i>By 3, randori on the ground 2 fighters and the 3rd can take place of the one in difficulty</i>	<i>When one of the 2 fighters is in difficulty, he can tap the hand of the 3rd fighter to pass him the relay. He then returns to his place and the other leaves waiting for the next relay</i>	<i>It regularly rotates</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear..

It is possible that...

1

Neither fighter able to subdue the other

2

3

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty,

So I Can....

1

Giving time to chance (1min)

2

3

VALUE : POLITENESS

GROUP : 6/8 years old

TARGET: Learning to fall down backwards - falling sideways - politeness language

GOAL	PROCESS	INSTRUCTION	CRITERIA SUCCESS
The task for students	Set-up of the environment (possible diagram); teaching materials; organisation of the students; planned duration	< What I tell the pupils so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task.	Enable you to know when the task has been successfully completed: for the teacher and for the pupil. Quantitative/ qualitative
<ul style="list-style-type: none"> - learning to fall backwards -the lateral fall -use polite language 	We move all over the carpet	<p>You move all over the carpet.</p> <p>When you meet a friend :</p> <ul style="list-style-type: none"> - Say hello by shaking hands and without letting go of each other, the 2 do a side fall. Get up again without letting go, say thank you, goodbye and continue on your way. <p>Or</p> <ul style="list-style-type: none"> -Cross both arms over your chest, bump into each other gently and fall backwards. Get up and say sorry, I'm sorry, have a nice day.. 	<p>The children fall without letting go</p> <p>They say polite words.</p> <p>The children bump into each other gently, mastering the backward fall.</p>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that....

1

Afraid of falling backwards

2

Bumping into each other too hard

3

To go one step further...

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty,

So I can....

1

Check both hands, take the 2 handles, go down crouching, then let go to do the back drop

2

You have to do it silently and by miming
Watch out for the eggs

3

You can mime it, say it in Japanese, English...

Value : Politeness

PLEASE...THANK YOU

GROUP : 6/8 years old

TARGET: Learning to fall down backwards - falling sideways - polite language

GOAL	PROCESS	INSTRUCTION	CRITERIA SUCCESS
<i>The task for students</i>	<i>Set-up of the environment (possible diagram); teaching materials; organisation of the students; planned duration</i>	<i>< What I tell the pupils so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task.</i>	<i>Enable you to know when the task has been successfully completed: for the teacher and for the pupil. Quantitative/ qualitative</i>
<i>- learning to move around together -learning to pay attention -use polite language</i>	<i>Move across the carpet in pairs</i>	<i>In pairs, say hello and grab your judogi. At the signal "please+action e.g.: "Please move in chassé steps" the couple can move. If there is no "please" and the couple has moved, they are given a token e.g. 1 backward fall. At the "thank you" signal, they must stop ditto On the "goodbye" signal, the children greet each other and change partners.</i>	<i>The children move correctly together without letting go of each other. They say polite words.</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that

1

Odd number

2

To find out more...

3

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty,

So i Can....

1

He who is alone gives the order

2

One of them has his eyes closed

3

In sign language

No sound



SUBJECT : PROACTIVITY
TRAINING NOTEBOOK

GROUP : 12 YEARS OLD and +

TARGET: motivation - autonomy - responsibility

GOAL	PROCESS	INSTRUCTIONS	CRITERIA SUCCESS
<i>The task for students</i>	Set-up of the environment (possible design); teaching materials; organisation of the students; estimated time required	What I tell the students so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task	<i>Enable you to know when the task has been successfully completed: for the teacher and for the student. Quantitative/ qualitative</i>
<i>Taking responsibility for your own progress Autonomy</i>	<i>Each child writes down everything they do in a notebook Objectives set with the teacher at the start of the season Feedback: mid-season and end of season</i>	<i>You should note down everything you do at each session: techniques practised, number of randori, etc. What worked, what went wrong, what solutions? how? with whom? how did you feel (good, tired, etc.)? Additional activities: jogging, cycling, weight training, etc.</i>	<i>Children take charge of their own training Children look for solutions themselves Teacher/pupil interaction Pupil/pupil interaction Group dynamics</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that....

1

The student doesn't fill in his notebook regularly

2

Goal not achieved/loss of motivation

3

The group doesn't work together

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty

So I can....

1

Nominate pairs

2

Nominate an adult tutor (or older age group)

3

Nominate a captain and change regularly

SUBJECT : PROACTIVITY
PROJECT GROUP

GROUP : 14 YEARS OLD and +

TARGET: motivation - autonomy - responsibility - teamwork

GOAL	PROCESS	INSTRUCTIONS	CRITERIA SUCCESS
<i>The task for students</i>	Set-up of the environment (possible design); teaching materials; organisation of the students; estimated time required	What I tell the students so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task	<i>Enable you to know when the task has been successfully completed: for the teacher and for the student. Quantitative/ qualitative</i>
<i>Taking part in a project Working in a team Taking decisions Autonomy</i>	<i>Form a group of teenagers of up to 10 people Duration: a few weeks to a sports season Define who does what?</i>	<i>You need to define a project Set up the project Define the means to achieve it Find the means to carry it out Make it happen You work together to propose a joint project to the club (e.g. organising a competition, a social project, a fun outing, etc.).</i>	<i>The group works together and helps each other Everyone finds their place Successful completion of the project</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that....

1

Some don't feel included in the project

2

They disagree with each other

3

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty

So I can....

1

Redefine everyone's roles and tasks

2

Regular meetings with club officials

3

SUBJECT : PROACTIVITY
THE RED BELT

GROUP : 8 YEARS OLD

TARGET: motivation - autonomy - responsibility

GOAL	PROCESS	INSTRUCTIONS	CRITERIA SUCCESS
<i>The task for students</i>	Set-up of the environment (possible design); teaching materials; organisation of the students; estimated time required	What I tell the students so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task	<i>Enable you to know when the task has been successfully completed: for the teacher and for the student. Quantitative/ qualitative</i>
<i>Responsibility Managing a group</i>	<i>The red belt holder is responsible for setting up and executing the salute.</i>	<i>Children who show good behaviour and work very well will be awarded the red belt at the end of the session. He/she will then be responsible for the correct positioning of his/her partners during the salute. He/she will stand at the end to announce the final salute and the next salute.</i>	<i>Positive attitude, behaviour and motivation of the students to win the red belt.</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that....

1

Nobody deserves it

2

Many children deserve it

3

To find out more...

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty

So I can....

1

Mondo on what we expect

2

The children decide who deserves the red belt (changing regularly, not always the same children).

3

Giving more responsibility

VALUE : RESPECT – NURSERY RHYME LEO THE RABBIT

GROUP : 4/6 years old

TARGET: MOTOR SKILLS AND RESPECT CLASSES

GOAL	PROCESS	INSTRUCTION	CRITERIA SUCCESS
<i>The task for students</i>	<i>Set-up of the environment (possible diagram); teaching materials; organisation of the students; planned duration</i>	<i>< What I tell the pupils so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task.</i>	<i>Enable you to know when the task has been successfully completed: for the teacher and for the pupil. Quantitative/ qualitative</i>
<i>Complete the course respecting the obstacles</i>	<i>A course: slalom, over/under, bridge, etc.</i>	<i>The teacher tells the nursery rhyme and takes a pupil to explain the route. Leo the rabbit must not jostle the obstacles and must respect the forest. Then everyone follows Leo</i>	<i>Children complete the course correctly without knocking over obstacles</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It Is possible that....

1

Children systematically obstacles

2

Understanding the course

3

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty,

So I can....

1

*Adapt the difficulty
Ask them to cover the course slowly like a turtle*

2

Doing it in pairs

3

RHYME ABOUT RESPECT- LEO THE RABBIT

AGE 4/6 years

Once upon a time, in a faraway forest, there lived a little rabbit called Leo. Léo loved playing with his friends, but he had a problem: he didn't always play by the rules. Sometimes he cheated or wouldn't let the others play. His friends were sad and didn't want to play with him any more.

One day, the wise owl in the forest saw Léo all alone and asked him why he was sad. Léo explained the situation. The owl then decided to teach Léo an important lesson about respect.

It suggested a new game to Léo. In this game, Léo had to jump over tree stumps, crawl under low branches and run around trees without touching the bark. But the most important rule was that he had to respect the forest and not damage anything.

Léo started to play and had a lot of fun. He jumped, crawled and ran with respect for the forest. He realised that the game was much more fun when he respected the rules.

When he went back to see his friends, he asked them to play the new game he had learnt. He explained the rules and promised to follow them. His friends were delighted and they spent a wonderful day playing together in the forest.

From that day on, Léo always played by the rules and his friends were very happy to play with him. He had learnt that respect makes the game more fun for everyone.

VALUE : RESPONSIBILITY - THE CAPTAIN

GROUP : 6/12 years old

TARGET: Taking responsibility - Valuing good behaviour

GOAL	PROCESS	INSTRUCTION	CRITERIA SUCCESS
<i>The task for students</i>	<i>Set-up of the environment (possible diagram); teaching materials; organisation of the students; planned duration</i>	<i>< What I tell the pupils so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task.</i>	<i>Enable you to know when the task has been successfully completed: for the teacher and for the pupil. Quantitative/ qualitative</i>
<i>Enable the student who has done the best work to become captain</i>	<i>At the end of each session, the red belt is awarded to the child who has done the best work. At the end of the year, the child who has been awarded the red belt the most times receives a reward.</i>	<i>The red belt is the captain and is responsible for setting up and conducting the salute. He becomes the teacher's assistant</i>	<i>Plays his role as captain and is listened to</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that....

1

The captain is absent

2

Nobody deserves the belt

3

Many deserve the belt

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty,

So I Can....

1

No replacement and loses his red belt

2

No captain

3

The youngest, the lowest-ranking...

VALUE : SINCERITY - IN THE WATER OF THE POND

GROUP : 6/12 years old

TARGET: CONCENTRATION - SINCERITY

GOAL	PROCESS	INSTRUCTION	CRITERIA SUCCESS
The task for students	Set-up of the environment (possible diagram); teaching materials; organisation of the students; planned duration	< What I tell the pupils so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task.	Enable you to know when the task has been successfully completed: for the teacher and for the pupil. Quantitative/ qualitative
Students must know when they are making a mistake and must be sincere and not cheat.	Children in a line (in a salute position at the end of the lesson, return to calm) Mats of two different colours or a marker to differentiate 2 areas (belts, lines, etc.)	When you say "in the water", the children jump forward. "on the pond" they jump backwards You can only go forwards or backwards once (in the water...in the water) You sit down if you make a mistake	Children sit down when they know they've made a mistake

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that....

1

The child does not sit down when he has made a mistake

2

3

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty,

So I can....

1

We'll tell him once and the next time he'll skip a game

2

3

VALUE : SELF CONTROL**Rhythm**GROUP : 8 /12 years oldTARGET: learning techniques - self-control - rhythm

GOAL	PROCESS	INSTRUCTION	CRITERIA SUCCESS
<i>The task for students</i>	<i>Set-up of the environment (possible diagram); teaching materials; organisation of the students; planned duration</i>	<i>< What I tell the pupils so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task.</i>	<i>Enable you to know when the task has been successfully completed: for the teacher and for the pupil. Quantitative/ qualitative</i>
<i>Learning techniques and their names Controlling impulsivity</i>	<i>All over the carpet Alone or in pairs Musical instrument or drum recording</i>	<i>The children move on the mat according to the instructions (different movements, animals, uchi komi, randori...). According to the rhythm given by the percussion (slow, fast, as slow as possible, etc.).</i>	<i>The child is able to adapt quickly to the rhythm required</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that...**1****Doesn't adapt to the rhythm****2****3****All have a good command of****REMEDIATION/EVOLUTION VARIABLES**

Modification of certain elements of the task to help the students overcome their difficulty,

So I Can....**1***Put the children in pairs***2****3***Mirror work
Slow motion combat*

VALUE : SELF-CONTROL

1,2,3 SUN

Group : 6 /8 years old

TARGET: self-control - rhythm

GOAL	PROCESS	INSTRUCTION	CRITERIA SUCCESS
The task for students	Set-up of the environment (possible diagram); teaching materials; organisation of the students; planned duration	< What I tell the pupils so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task.	Enable you to know when the task has been successfully completed: for the teacher and for the pupil. Quantitative/ qualitative
Body control Impulse control	All over the carpet 1 on the wall The others opposite must cross and touch the wall	The child with his back to the wall counts 1,2,3 sun and turns around. While his back is turned, the others can move to reach the wall. When he turns around, no-one moves, otherwise he returns to the starting point. The first person to touch the wall becomes the counter.	The child is able to move quickly, stop and control his balance.

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that...

1

The meter is going too fast

2

complicate

3

REMEDATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty,

SO I CAN

1

Set a rhythm by tapping on the wall or instrument

2

Travelling in pairs

3

VALUE : SINCERITY - IN THE WATER ON THE POND

GROUP : 6/12 years old

TARGET: FOCUS - SINCERITY

GOAL	PROCESS	INSTRUCTION	CRITERIA SUCCESS
<i>The task for students</i>	<i>Set-up of the environment (possible diagram); teaching materials; organisation of the students; planned duration</i>	<i>< What I tell the pupils so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task.</i>	<i>Enable you to know when the task has been successfully completed: for the teacher and for the pupil. Quantitative/ qualitative</i>
<i>Students must know when they are making a mistake and must be sincere and not cheat.</i>	<i>Children in a line (in a salute position at the end of the lesson, return to calm) Mats of two different colours or a marker to differentiate 2 areas (belts, lines, etc.)</i>	<i>When you say "in the water", the children jump forward. "on the pond" they jump backwards You can only go forwards or backwards once (in the water...in the water) You sit down if you make a mistake</i>	<i>Children sit down when they know they've made a mistake</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that...

1

The child does not sit down when he has made a mistake

2

3

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty,

So I can....

1

We tell him once and the next time he will skip a part

2

3

VALUE : TRUST

GROUP : 6/8 years old

TARGET: Develop cooperation - trust in partners

GOAL	PROCESS	INSTRUCTION	CRITERIA SUCCESS
<i>The task for students</i>	<i>Set-up of the environment (possible diagram); teaching materials; organisation of the students; planned duration</i>	<i>< What I tell the pupils so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task.</i>	<i>Enable you to know when the task has been successfully completed: for the teacher and for the pupil. Quantitative/ qualitative</i>
<i>Acting together Trusting others</i>	<i>By 4: 1 shepherd + 2 sheep and 1 wolf The shepherd is in front and the 2 sheep are one behind the other hanging from the shepherd's belt.</i>	<i>The wolf must catch the last sheep without the trio breaking up. The shepherd protects his sheep The wolf becomes a shepherd and the last sheep becomes a wolf</i>	<i>The sheep did not get loose The wolf did not eat the sheep</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that...

1

The wolf can't get through

2

3

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty,

So I can....

1

The shepherd is asked to close his eyes or turn his back

2

3

Value : Trust

GROUP : ALL AGES

TARGET: encouraging self-evaluation - trust

GOAL	PROCESS	INSTRUCTION	CRITERIA SUCCESS
<i>The task for students</i>	<i>Set-up of the environment (possible diagram); teaching materials; organisation of the students; planned duration</i>	<i>< What I tell the pupils so that they can get involved in the task. Are about what needs to be done to achieve the goal of the task.</i>	<i>Enable you to know when the task has been successfully completed: for the teacher and for the pupil. Quantitative/ qualitative</i>
<i>Asking children about their practice and self-evaluation</i>	<i>After a game or a randori, the children are asked questions</i>	<i>What did you do right? What did you do wrong?</i>	<i>The child is able to express him/herself Self-evaluation</i>

PROBABLE/POSSIBLE ATTITUDES

Description of 2 or 3 alternatives that could be expected, that could appear...

It is possible that...

1

The child has difficulty expressing things

2

3

REMEDIATION/EVOLUTION VARIABLES

Modification of certain elements of the task to help the students overcome their difficulty

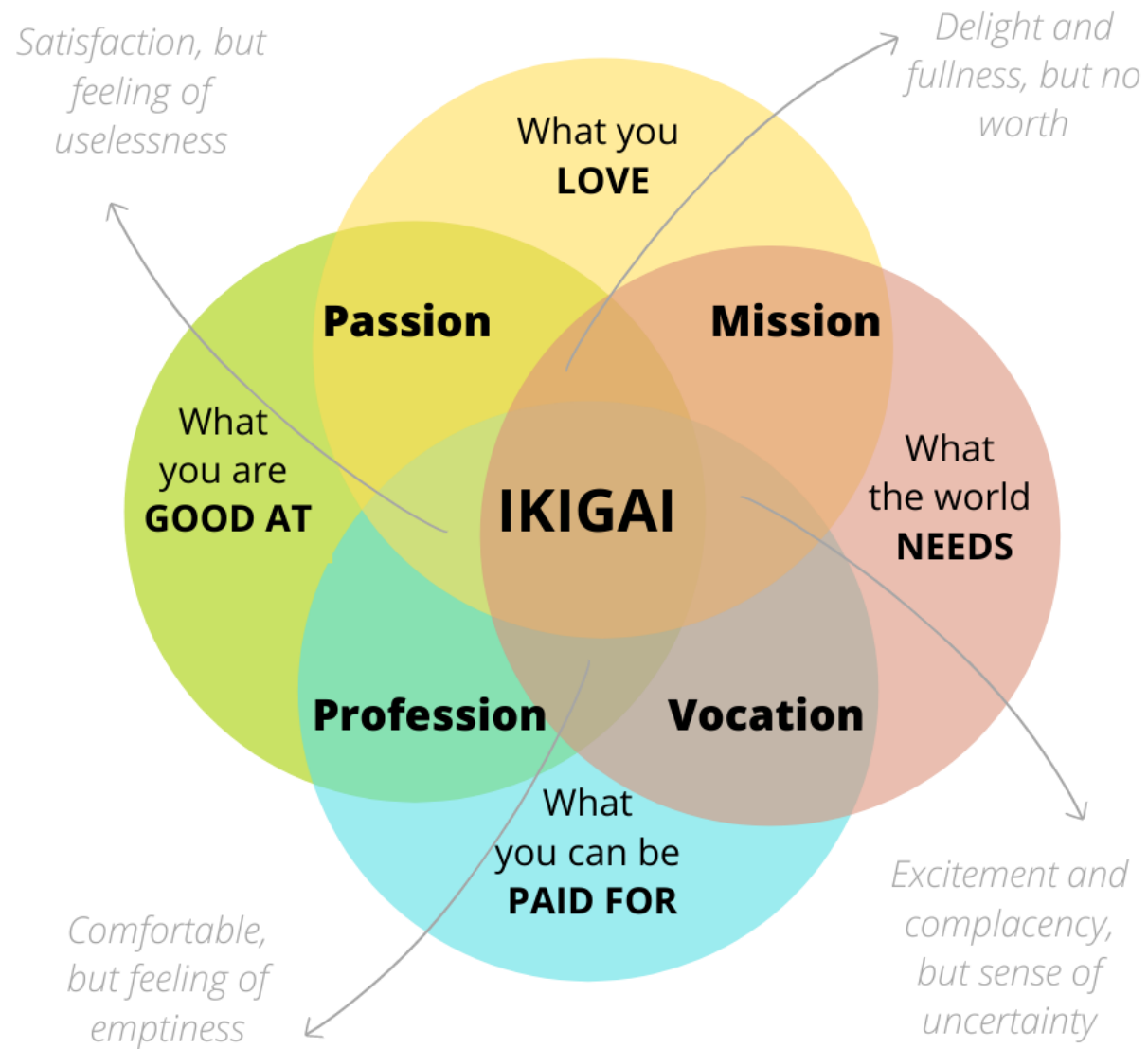
So I can....

1

you can evaluate the other person and ask them if they agree with what has been said

2

3



CONCLUSION:

The Jita KYOEI 2 methodology represents a dynamic and enriching educational approach that goes beyond traditional academic teaching. By emphasizing twelve essential values, including politeness, it provides children with a comprehensive learning experience that promotes the development of not only cognitive but also social, emotional, and physical skills.

Through practical and playful activities, this methodology encourages children to integrate these values into their daily lives, thus preparing them to become responsible and respectful members of society. By promoting an inclusive and stimulating learning environment, the Jita KYOEI 2 methodology allows each child to thrive and develop their full potential.

In summary, the Jita KYOEI 2 methodology embodies a progressive educational approach that recognizes the importance not only of academic knowledge but also of social and emotional skills in shaping children. By adopting this approach, we can cultivate a generation of well-balanced, empathetic young individuals ready to confidently and with integrity face the challenges of the modern world.