

# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

## General background information<sup>1</sup>

**Education** is a fundamental human right for all. In 2015, the United Nations General Assembly declared “ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all” as the Sustainable Development Goal number 4 (**SDG 4**). However, in countries such as Iraq, Lebanon, Jordan, Morocco, Tunisia, Kenya, Ethiopia or Senegal, many children do not have access to education as they suffer from conflicts, poor economic conditions or other crises. Due to gender stereotypes, particularly women are oppressed in their role in society and thus, deprived of the rights to quality education. In this context, **sub-target 4.5** of SDG 4 addresses **gender disparities in education** and aims at equal and inclusive access to all levels of education.

Due to the fact that sport can be used as an instrument to provide education for all genders equally as well as for other vulnerable persons, the following five (shôtōkan) **karate**<sup>2</sup> training sessions are intended to contribute to sub-target 4.5 of SDG 4 by supporting equal and inclusive education of children and youth. Specifically, each training session deals with a subtopic related to education and aims to promote a competence linked to the subtopic. They display how you can implement sport to strengthen [competences of children and youth in relation to quality and lifelong education](#). [HERE](#) you will find an overview of the professional **competences you require as a coach** to foster those gender-related competences.

<b>Main topic</b>	Quality and Lifelong Education (SDG 4)			
<b>SDG Sub-target</b>	4.5 - By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disability, indigenous people and children in vulnerable situations.			
<b>Overall learning objectives of the session</b>	<ol style="list-style-type: none"> <li>1. Learning from others</li> <li>2. Learning to support gender equality</li> <li>3. Learning to learn</li> <li>4. Lifelong learning</li> <li>5. Learning through feedback</li> </ol>	<b>Life Competences/Skills targeted throughout the training sessions</b>	<ol style="list-style-type: none"> <li>1. Respect</li> <li>2. Self-confidence</li> <li>3. Goal orientation</li> <li>4. Decision-making</li> </ol>	<ol style="list-style-type: none"> <li>5. Adaptability</li> <li>6. Trust</li> <li>7. Responsibility</li> </ol>
<b>Sport</b>	Karate			
<b>Sporting Competences targeted throughout the sessions</b>	<ul style="list-style-type: none"> <li>• <b>Motor competences:</b> coordination, endurance, flexibility, speed</li> <li>• <b>Technical competences:</b> moving body parts precisely according to the karate movement</li> <li>• <b>Tactical competences:</b> making clever choices concerning one’s next karate movement</li> </ul>			
<b>Target Group</b>	<ul style="list-style-type: none"> <li>• <i>Age group:</i> 10-14; <i>Gender composition:</i> mixed; <i>Size of group:</i> max. 30 participants</li> <li>• <i>S4D experiences of the group:</i> no experience; <i>General sporting abilities:</i> no regular training; <i>Karate level:</i> beginner</li> </ul>			

<sup>1</sup> Useful sources for further information: [S4D Resource Toolkit Topic Collection – Sport and Education](#); [UN Education for All](#) <sup>2</sup>

If you want to know more about the history and principles of Karate, please see [annex 1](#).

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**Duration of the sessions** 60 min for each of the 5 sessions

## 1. Training Session K4D: Learning from others

<b>Duration of the session</b>	60 min
<b>Overall learning objective of the session: Learning from others</b>	In this session, children and youth learn how to learn from and with other people and recognise that they have role models to look up to.
<b>Life Competences/Skills: Respect, Trust, Adaptability</b>	<ul style="list-style-type: none"> <li>• Children and youth are able to treat the person they are facing (e. g. teacher, schoolmates) with respect and understand the consequences of disrespectful behaviour.</li> <li>• Children and youth are able to treat every person with the same respect and to show their motivation to learn.</li> <li>• Children and youth are able to follow and implement the explanations of an authority figure. Moreover, they learn to trust in their own abilities and in those of other people, to trust other peoples’ choices and to adapt to different learning situations.</li> <li>• Children and youth are able to rely on the knowledge of their trainer, to implement their explanations and to learn from their peers.</li> </ul>

### Theoretical background information

Learning is a way of acquiring competences/skills which usually involves interacting with other people (e. g. teacher, coach, peers, etc.). Often these people act as **role models** so that their behaviour or success serves as an orientation for others. Specifically, role models can improve the self-esteem and ambitions of children and youth by helping them see the wide variety of educational and professional possibilities. Considering this background, the **respectful** treatment of role models (and of all other companions that help the participant’s orientation) is therefore the basis for learning from others.

When it comes to **karate**, the very first of the 20 guiding principles (“nijukun”) states that “karate begins with respect and ends with respect”. Respect is therefore an indispensable competence/skill for learning karate and determines the way in which children and youth can learn from others. It is expressed through the so-called “rei”, the Japanese word for “greeting” or “etiquette”. In general, a greeting is practiced by **bowing** to another person or when a certain event occurs. Different forms of greetings are used in different situations:


- To begin with, every karateka bows while standing when entering the training hall (“**dôjô**”). This form of bowing is the first formal acknowledgement of the common rules to which everyone submits when learning karate.
- At the beginning and end of a training session, the training group performs a short **ceremony** which shows respect for the trainer, the students, and the martial art in general. First, students line up according to their experience in karate. In doing so, the most experienced ones (“senpai”) stand at the right side of the line, followed by the less experienced or beginners (“kôhai”). Then the students bow to their “sensei” (trainer) who is standing in front of them. Subsequently, the sensei and

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students go into a kneeling position (“seiza”) and place their hands on their knees with their palms facing down. In this position, they close their eyes when the sensei gives the command “mokusô” (“calm thinking”). In doing so, they prepare themselves mentally for the upcoming training or reflect on the training they have just completed. Upon the command “mokusô yame” (“stop calm thinking”), everyone opens their eyes again. Subsequently, the student sitting at the end of the line on the right side, gives the command “sensei ni rei” (“greeting to the master”) which signals the students to bow to their teacher. Finally, the training group stands up again and the training session begins or ends.


- The already mentioned term “**sensei**”, refers to a master who knows a lot about karate and acts as a role model. In general, the relationship between a “sensei” and his/her students is characterised by the highest degree of respect and politeness. By bowing to the “sensei”, students acknowledge his/her experiences in karate and show them their willingness to learn. In the context of this training series **you** take on the role of the “sensei”.
- During the class, students also bow to each other before and after conducting **partner** exercises together. This bow is an expression of mutual understanding, trust and good will. However, partner exercises only simulate combat situations, so that even a serious **opponent** is always treated with respect. Besides bowing, another way to show respect to an opponent is to look them directly in the **eyes**. It is a sign of taking the opponent seriously and facing them.

## Practical Session



**Welcome and Introduction (5 min)**

- Gather the players in a team circle.
- Welcome the participants and create a pleasant setting and atmosphere
- **Have a look ahead to the upcoming training session:** What will happen in this session?
  - o Introduction of learning objectives
  - o Sensitization for the topic



Have a look into the [S4D Training Session Cycle!](#)


**Warm up: Eye contact**

See [Structure of an S4D Training](#) and [S4D Training Session Cycle](#) to find more information about how to structure a S4D training session. To plan your own training session, you can use the [Template “Planning and Reviewing Sheet for S4D Training Sessions”](#).

<b>Duration</b>	min
<b>Setting</b>	<ul style="list-style-type: none"> <li>• Instruct the participants to form a line.</li> <li>• Now ask every second person to take one (or more) steps forward, one (or more) steps to the right and then, to turn around. As a result, always two persons stand in front of each other and pair up.<sup>2</sup></li> </ul> <p>Increase the distance between each pair by about ten meters. At the end, there are two lines opposite each other and each person faces his/her partner on the other side.</p>
<b>Material, Equipment</b>	-
<b>Activity &amp; Description</b>	<input type="checkbox"/> By saying “hajime” (“begin”) participants in the first line (partner A) start running to their partners B on the other side.


<sup>2</sup> Please apply this way of forming lines in all training sessions.

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	<ul style="list-style-type: none"> <li>• As soon as partner A arrives on the other side, they stop in front of their partner (B) and looks into their face.</li> <li>• At first, partner B is supposed to look down to the ground. After a few seconds they <b>can</b> raise their head and look into partner A’s eyes. If that’s the case, partner A is allowed to run back to their side. If partner B does not raise their gaze after five seconds, partner A must first do 5 push-ups and then run back again.</li> <li>• Now, partner A and B switch roles so that partner B starts running as soon as you give the command and partner A controls their gaze.</li> <li>• Repeat several times and change the running exercises (e. g. skipping, high knees, butt kicks, crossing steps, side jumps, reverse running, etc.).</li> </ul>	
<b>Life Competence/Skill</b>	<b>Respect:</b> Children and youth are able to treat the person they are facing (e. g. teacher, schoolmates) with respect and understand the consequences of disrespectful behaviour.	
<b>Intention of the game</b>	<ul style="list-style-type: none"> <li>• The main objective of the game is to make children and youth aware of how their (dis-)respectful behaviour affects others. Since karatekas demonstrate respect towards their partner or opponent by looking into their eyes, in this exercise eye contact is used to symbolise respectful interaction. If one partner avoids eye contact, the other will automatically feel punished because they have to do 5 push-ups. This is intended to sensitise children and youth to how others might feel if they are not looked at by their conversation partner, for example. This awareness is important if children and youth want to learn something from their fellow human beings, as this is only possible if they also show interest in the other person.</li> <li>• Lastly, the game increases coordination to warm-up the body and prepares children and youth mentally and physically for the units which will follow.</li> </ul>	
<b>Reflection</b>	<p>Ask your participants...</p> <ul style="list-style-type: none"> <li>• what it felt like for them when their partner did not look them in the eye.</li> <li>• whether they look other people in the eye in their everyday life, e. g. when they are talking to someone or getting something explained.</li> <li>• what other everyday gestures or behaviour they can think of that stand for respect (e. g. saying “thank you” or greeting others).</li> <li>• proceed to the next exercise by addressing "greeting" (“rei”) as another form of respect.</li> </ul>	

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Main Phase: Body posture and bowing (“rei” and “yôï”)

<b>Duration</b>	5 min
<b>Setting</b>	Reduce the distance between the two lines until each pair is facing each other at a distance of one meter.
<b>Material, Equipment</b>	-
<b>Activity &amp; Description</b>	<ul style="list-style-type: none"> <li>• First, teach children and youth the different forms of “shizen tai” (normal standing position) by explaining “heisoku dachi” (closed foot position), “musubi dachi” (opened foot position and heels together), “heiko dachi” (feet parallel and shoulder width apart) and “hachiji dachi” (feet slightly outwards and shoulder width apart).</li> <li>• Now ask the participants to go in “musubi-dachi” in order to bow (“rei”) to their partner. Make sure to bow slowly and in a straight position.</li> <li>• To take the position of “yôï” (attentional position) request children and youth to cross their arms, to go in “heiko-dachi” and to look in the partner’s eyes. In addition, explain to them the meaning of “yôï” (being ready) and to do “rei” and “yôï” before each partner exercise.</li> <li>• Finally, change partners (each person takes a step to the right so that the whole group turns counter-clockwise). Conduct several changes of partners in order to practise “rei” and “yôï”.</li> </ul> 
<b>Life Competence/Skill</b>	<b>Respect:</b> Children and youth are able to treat every person with the same respect and to show their motivation to learn.
<b>Intention of the game</b>	<ul style="list-style-type: none"> <li>• Children and youth experience to learn techniques (e. g. bowing) from their role model (“sensei”).</li> <li>• The aim of repeated partner changes is that participants learn to bow to each new partner in the same way as to their previous one. This way the participants learn to demonstrate the same respect to each person, regardless of their sex, age, physique or other external features.</li> <li>• Taking up the self-confident position of “yôï” signals to the partner the participant’s readiness and willingness to learn.</li> </ul>


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<b>Reflection</b>	<p>Ask the participants...</p> <ul style="list-style-type: none"> <li>• what “rei” and “yôï” stands for, to see whether they understood their meaning.</li> <li>• whether they have bowed in the same way to each new partner. Explain to them that a karateka gives the same respect to any partner or opponent, regardless of their appearance.</li> </ul>
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## Punching (“choku zuki jôdan & chûdan”)

<b>Duration</b>	15 min
<b>Setting</b>	<ul style="list-style-type: none"> <li>• Instruct the participants to line up in two rows.</li> <li>• This time they are not facing each other but instead they look forward (“shômen”) / towards the coach.</li> </ul>
<b>Material, Equipment</b>	-

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<p><b>Activity &amp; Description</b></p>	<ul style="list-style-type: none"> <li>• Show them how to punch a “choku zuki” (straight fist punch). In doing so, focus on the “hiki te” (hand that is pulled back) and explain the meaning of it.</li> <li>• Explain the different target areas “jôdan” (upper attack level / head) and “chûdan” (medium attack level / stomach).</li> <li>• Now let children and youth do the punches themselves by counting (in Japanese) 20 “choku zuki jôdan” (punches to the upper attack level) and 20 “choku zuki chûdan”. Make sure they are standing in “shizen tai” (normal position).</li> <li>• After children and youth have learned how to hit in the air, they practise the movements on their partner now. To do this, the front row turns to the back row so that each participant faces a partner. As soon as you say “rei” and “yôi”, each pair bows to each other and goes into the attentional position. Then everyone in the back-row positions themselves in front of their partner one arm's length apart and starts punching as soon as you give the command. Participants standing in the other line do not move and serve as a target. Again, count 20 commands for “jôdan” and 20 for “chûdan”. Make sure the participants do not touch each other, but stop their movements just before the partner’s chin (if “jôdan”) or solar plexus (if “chûdan”). Then it's the other partner's turn.</li> <li>• Conduct another round, but now the target person is supposed to change their distance by moving forwards or backwards. However, the other partner must still place their punch just before the hitting area of the target person. This means that the partner must follow the target and adjust their distance accordingly.</li> <li>• Change partners and instruct a further round.</li> </ul>	
<p><b>Life Competences/ Skills</b></p>	<p><b>Respect, Trust, Adaptability:</b> Children and youth are able to follow and implement the explanations of an authority figure. Moreover, they learn to trust in their own abilities and in those of other people, to trust other peoples’ choices and to adapt to different learning situations.</p>	
<p><b>Intention of the game</b></p>	<ul style="list-style-type: none"> <li>• Your explanations regarding the punching technique aim to foster the participant’s ability to follow a teacher’s instructions attentively and to apply the knowledge imparted by them. During this process, children and youth perceive you as a role model from whom they can learn.</li> <li>• In addition, the partner exercise is intended to promote joint and mutual learning between the participants. By not being allowed to hit their partner, participants learn to treat their learning partner with respect and to control themselves. Conversely, the target person learns to trust the person hitting and to give them the opportunity to learn “on” them.</li> </ul>	

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	<p>□ Finally, participants experience accepting and adapting to new learning situations by changing the attack level, partner or distance. If, for example, partners are changed, the person who punches must adjust the position or height of their arm according to the body size of their partner.</p>
<b>Reflection</b>	<p>Ask your participants...</p> <ul style="list-style-type: none"> <li>• from whom they could learn something during the exercise. Make them aware that not only have they learned something from you, but also their partner has helped them to understand how to apply the techniques.</li> <li>• in which everyday situations they might learn something from their peers.</li> </ul>

## Cool Down: Counting in Japanese

<b>Duration</b>	10 min
<b>Setting</b>	Instruct the participants to line up in two rows so that two people are always standing behind each other.
<b>Material, Equipment</b>	-
<b>Activity &amp; Description</b>	<ul style="list-style-type: none"> <li>• Teach participants how to count from 1 to 10 in Japanese.</li> <li>• Let them repeat the numbers together until they have memorised them.</li> <li>• Now use the numbers as commands, so that children and youth do a “choku zuki” upon each command. In contrast to the previous exercise, participants count (and hit at the same time) with you together to internalise the Japanese terms.</li> <li>• Subsequently, participants turn to their partner. Partner A counts from 1 to 10, in response to which partner B punches. If partner A has forgotten any terms, partner B is supposed to help them.</li> <li>• Next, children and youth present their acquired language skills to you. Therefore, instruct the participants to line up and keep a distance of 10 to 20 meters between you and them. Let each participant run to you and count from 1 to 10. Now it’s your turn to punch at each command. The next participant starts running as soon as the previous one reaches the start (finish) line and has given them a high five. □ Change the running exercises to aid the cool down process.</li> </ul>
<b>Life Competences/ Skills</b>	<b>Respect, Trust:</b> Children and youth are able to rely on the knowledge of their trainer, to implement their explanations and to learn from their peers.

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## Intention of the game

- At the beginning, participants learn the Japanese terms from you. Then, they apply the terms by using them as commands to themselves, to their partner and finally to you as a coach.
- The partner exercise in particular promotes mutual learning among children and youth. Counting for the coach and their punches as a reaction to their commands is intended to strengthen the participant’s sense of achievement.



## Reflection (10 min)

- Welcome the participants back from the session activities and sit them in a preferable position.
- Ask whether the session was good or not and which part of the session was most interesting or fun and which was not.
- Ask for the topic of the session to see whether they understood the message of the session.
- Let participants rethink about their own **role models** in life, identifying whether they see their peers as role models too.
- In a participatory mode, ask which competence was mainly taught during the session.
- Let the participants think about everyday situations where **respect** is required and how they normally behave in these situations or towards the persons concerned. Ask them how they could behave in these situations on the basis of the competences they have just acquired.
- Find out what did not go well in the session or what can be changed.
- Finally, do not forget to conduct the ceremony just as at the beginning of the session. Point out to the participants that when they close their eyes, they should reflect on the session they have just completed.

Have a look into the [Reflection Guidelines!](#)

*Make sure that every participant gets the chance to share or say something if they want to.*

## 2. Training Session K4D: Learning to support Gender Equality

Duration of the session 60 min

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<p><b>Overall learning objective of the session:</b> <b>Learning to support gender equality</b></p>	<p>In this session, children and youth will think about characteristics they ascribe to either boys or girls. They learn about the idea of “gender stereotypes”, discuss how to challenge these stereotypes and understand how this contributes to gender equality. Children and youth understand that all genders should have equal rights to education and recognise that they have role models of different genders to look up to.</p>
<p><b>Life Competences/Skills:</b> <b>Self-confidence, Respect, Tolerance, Responsibility, Trust</b></p>	<ul style="list-style-type: none"> <li>• Children and youth are able to develop a positive self-perception.</li> <li>• Children and youth are able to be confident in, and trust, their own abilities, qualities and judgements. They take the opposite sex seriously and appreciate others regardless of their gender.</li> <li>• Children and youth are able to act as role models and take over leadership in sport activities, regardless of their sex.</li> <li>• Children and youth are able to demonstrate their abilities in front of other people. In addition, they are able to trust in the others' abilities.</li> </ul>

## Theoretical background information

This session builds on the previous one by relating the appreciative treatment of people in general to people of different genders. As many women or girls are being discriminated and denied access to education, this training unit aims to teach children and youth about the topic “**learning to support gender equality**”. Considering the fact that gender stereotypes can foster gender inequalities, it is important for children and youth to realise that challenging these stereotypes contributes to gender equality and thus to equal learning opportunities for all genders. In this context, the following terms need to be distinguished.

**Sex** refers to the biological distinction between males and females, whereas **gender** deals with the social differences between the sexes and addresses the respective roles and responsibilities ascribed to them by society and culture. However, **gender identity** can differ from the biological sex and describes the personal perception of one's own gender. Accordingly, some people do not identify with the gender aspects assigned to their sex. Some countries have therefore established the category of the third gender (“divers”).


**Stereotypes** are social ideas about how people will act, based on the group to which they belong. Accordingly, **gender stereotypes** are a set of ideas about how each gender should behave. Many children grow up identifying certain characteristics as belonging only to boys or girls (e. g. some hobbies are for men and others for women), which, in particular, limits women's self-perception and possibilities for action. Challenging gender stereotypes therefore strengthens the self-confidence of all genders and promotes their perception and recognition in society. Accordingly, self-confidence can be seen as a contribution to gender equality.

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**Gender equality** is a state of having the same rights, status and opportunities as others regardless of one’s gender. It is a human right and focuses on ending all forms of discrimination against all genders (especially against women and girls) through promoting their empowerment across the world. Many girls and women are denied access to education, which has serious consequences for their future life and career.<sup>3</sup>

In **karate**, all genders are equally capable of learning techniques and defending themselves. The strength of an opponent does not depend on their sex but only on their technical abilities. Therefore, karatekas train and fight together regardless of their sex and learn that they can have female, male and diverse role models.

## Practical Session



	<p><b>Welcome and Introduction (5 min) -</b> Gather the players in a team circle.</p> <ul style="list-style-type: none"> <li>- Welcome the participants and create a pleasant setting and atmosphere</li> <li>- <b>Have a look back to your last training session:</b> What happened after the last training session?</li> <li>- <b>Have a look ahead to the upcoming training session:</b> What will happen in this session? ○ Introduction of learning objectives ○ Sensitisation for the topic</li> </ul>
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### Warm up: Small and big movements

<b>Duration</b>	10 min
<b>Setting</b>	Let children and youth run in a circle and do various running exercises (see warm-up in session 1) to warm them up.
<b>Material, Equipment</b>	-

<sup>3</sup> Reference: [A4D Manual, Uganda](#)

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<p><b>Activity &amp; Description</b></p>	<p>At your command, they stop running and take up different contrary positions:</p> <ul style="list-style-type: none"> <li>• First, they look down to the ground. At the second command, they direct their gaze straight ahead.</li> <li>• Next, they either make themselves small by squatting down and placing their head on their knees or big by standing up and expanding their chest.</li> <li>• Now integrate karate elements into the exercise. Ask your participants, for example, to either move into a bent posture with their eyes on the floor or into the so-called "yôï" (attentional position) and raise their gaze. Another variation would be for the participants to either stand wobbly on one leg or go into stable karate positions like “zenkutsu dachi” (“forward position”) or “kiba dachi” (“rider’s position”).</li> </ul>		
<p><b>Life Competences/ Skills</b></p>	<p><b>Self-confidence:</b> Children and youth are able to develop a positive self-perception.</p>		
<p><b>Intention of the game</b></p>	<ul style="list-style-type: none"> <li>• By moving into the various body postures, children and youth learn the difference between feeling small, weak and insignificant, on the one hand, and big, strong and self-confident on the other hand.</li> <li>• They experience that karate techniques can help them to feel more comfortable and confident in their own skin, regardless of their gender.</li> </ul>		
<p><b>Reflection</b></p>	<p>Ask the participants</p> <ul style="list-style-type: none"> <li>• how they felt when they made themselves small or crouched and how they felt when they made themselves big or straightened up.</li> <li>□ Explain that an upright posture helps them to feel more positive and confident and that this feeling will also be perceived by others.</li> <li>• Ask them which everyday situations or topics make them feel “big” or self-confident. What are their strengths?</li> </ul>		

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## Main Phase: Self-defence

<b>Duration</b>	15 min
<b>Setting</b>	<ul style="list-style-type: none"> <li>• Instruct the participants to line up depending on their gender<sup>4</sup> and form two rows. Make sure that boys and girls always stand behind each other (mixed-sex pairs).</li> <li>• At the beginning, participants look to the front (you).</li> <li>• Have the sticks ready.</li> </ul>
<b>Material, Equipment</b>	A short stick for every second participant (also possible without sticks)
<b>Activity &amp; Description</b>	<ul style="list-style-type: none"> <li>• Show your participants how to attack to the head and abdomen (“oi zuki jôdan &amp; chûdan”). Pretending to hold a knife in your hand.</li> <li>• Then show them the appropriate techniques for defending: “age uke” (block upwards) if the attack level is “jôdan” and “soto uke” (block from outside) if the attack level is “chûdan”. The counter-attack is always “(gyaku) zuki jôdan” (reverse punch).</li> <li>• Now distribute the sticks to the male participants. If you do not have any sticks, participants can also pretend to hold a knife in their hands just like before.</li> <li>• Ask male participants to face their partner and attack their female partner with “oi zuki jôdan” (with the stick in the punching hand). Females must defend themselves by doing “age uke” and counter-attacking with “zuki jôdan”. To begin with, it is easier for the defender to perform the defending technique in “shizen tai” (normal position), later they should also practice to defend them self in “zenkutsu dachi” (forward position). Ask the defenders to always counterattack with a battle cry (“kiaï”).</li> <li>• Let participants repeat the exercise several times. Then ask males to change their attack level (“chûdan”) and females to adapt their defence techniques accordingly (“soto uke”). Finally, females and males change roles so that females attack and males defend themselves.</li> <li>• Instruct several partner changes. Both same-sex and mixed-sex pairs should be formed.</li> <li>• Increase the level of difficulty and make the exercise more realistic by allowing the attacker to choose the attack level by themselves, so that the defender must spontaneously react with the corresponding block.</li> </ul>
<b>Life Competences/ Skills</b>	<b>Self-confidence, Respect and Tolerance:</b> Children and youth are able to be confident in, and trust, their own abilities, qualities and judgements. They take the opposite sex seriously and appreciate others regardless of their gender.

<sup>4</sup> Please offer the option to choose a group, if there are non-binary persons. The same applies to the following exercise.

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<b>Intention of the game</b>	<ul style="list-style-type: none"> <li>• As self-defence is only about correct technique and not about physique or gender, female participants learn that they have the same abilities to defend themselves just as well as males do. Conversely, male participants learn that females are also capable of attacking and fighting back.</li> <li>• By anticipating the attack level and choosing the appropriate defence technique, children and youth learn to trust their judgements. The battle cry (“kiai”) serves to express one's own strength, to draw attention to oneself in a dangerous situation and to intimidate the opponent.</li> <li>• The overall aim of the game is to increase appreciation and tolerance between the sexes and challenges the gender stereotype of “weak” or subordinate women discussed at the beginning of the session.</li> </ul>
<b>Reflection</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask the participants if it made a difference for them when they trained with a partner of the opposite sex.</li> <li><input type="checkbox"/> Ask male participants if female participants have performed the exercise in a different way compared to themselves. Were females able to defend themselves? These questions are intended to illustrate that females can assert themselves just as well as males do and that the image of a weak woman is a stereotype.</li> <li><input type="checkbox"/> So why does this stereotype exist; why do some people believe that women are weak and helpless? Explain to them that females have different physical characteristics to males, but that these characteristics have nothing to do with their personal or social competences/skills. And even in sports, females benefit from certain physical characteristics (e. g. flexibility).</li> </ul>

## Kicking lesson

<b>Duration</b>	10 min
<b>Setting</b>	Divide boys and girls into two separate groups.
<b>Material, Equipment</b>	-


# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

<p><b>Activity &amp; Description</b></p>	<ul style="list-style-type: none"> <li>• First explain to female participants how to kick a “yoko geri” (side kick). In the meantime, male participants are requested to stretch their legs.</li> <li>• Then, show male participants how to kick a “mai geri” (forward kick) while the females stretch their legs.</li> <li>• Now, female and male participants are supposed to teach each other the two different kicks. Therefore, pair up females and males and let them repeat the kicks several times.</li> <li>• If all participants know how to do both types of kicks, ask males to come to the front, line up and present both kicks. Count 10 commands for each leg and kick. Then it is the females’ turn. Make sure that the watching group applauds the other group at the end of their performance.</li> </ul>	
<p><b>Life Competences/ Skills</b></p>	<p><b>Self-confidence, Responsibility:</b> Children and youth are able to act as role models and take over leadership in sport activities, regardless of their sex.</p>	
<p><b>Intention of the game</b></p>	<ul style="list-style-type: none"> <li>• The aim of mutual learning is that female and male participants understand that they can learn from each other and appreciate the abilities of the other sex.</li> <li>• By teaching their own abilities to the opposite sex, females represent role models for males and vice versa. In doing so, children and youth gain self-confidence and take over responsibility of their peers.</li> <li>• Presenting the techniques at the end of the exercise is intended to make the learning success visible.</li> </ul>	
<p><b>Reflection</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask the participants whether they could learn something from their female and male peers during the exercise. Let them think about their female and male role models in life and point out that gender is not the decisive criterion for being a role model.</li> <li><input type="checkbox"/> How did they feel when they shared their knowledge with their peers and acted as role models themselves? In what everyday situations do they act as role models?</li> </ul>	

**Cool Down: Hurdle jumping**

<p><b>Duration</b></p>	<p>10 min</p>
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# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

<b>Setting</b>	<ul style="list-style-type: none"> <li>Form mixed-sex groups of 6 participants and ask 5 participants of each group to form a star shape with their arms and legs (see picture 1 in <a href="#">annex 2</a>). The sixth person places themselves in the star.</li> <li>Alternatively, the exercise can also be performed in (mixed-sex) pairs, in which one participant assumes the position demonstrated in picture 2 in <a href="#">annex 2</a>.</li> </ul>
<b>Material, Equipment</b>	<p>-</p>
<b>Activity &amp; Description</b>	<ul style="list-style-type: none"> <li>The 5 participants sit in an upright position straddling their legs (at an angle of about 60 degrees) and stretching out their arms.</li> <li>The participant standing in the star (person A) must <u>run</u> over the legs and arms of the others (see red marked fields in the left picture).</li> <li>After a few rounds, person A is supposed to <u>jump</u> over the arms and legs.</li> <li>Change roles until each participant in the group has jumped once.</li> <li>In addition, use further jumping exercises to increase the level of difficulty (e. g. single leg jumps, squat jumps).</li> <li>Create a competition situation between the groups by having all 6 group members jump in a circle as quickly as possible.</li> </ul> 
<b>Life Competences/ Skills</b>	<p><b>Self-confidence and Trust:</b> Children and youth are able to demonstrate their abilities in front of other people. In addition, they are able to trust in the others' abilities.</p>
<b>Intention of the game</b>	<ul style="list-style-type: none"> <li>Jumping over other people's body parts is intended to strengthen the participants' confidence in their own abilities. Conversely, the seated participants learn to trust in the abilities of the person jumping.</li> <li>The participants also learn that both sexes can overcome the obstacles and that females, for example, can also be faster than males.</li> </ul>

# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”



## Reflection (10 min)

- Welcome the participants back from the session activities and sit them in a preferable position.
- Ask for the topic of the session to see whether they understood the message of the session.
- Repeat the **gender stereotypes** mentioned at the beginning of the session and ask how these stereotypes were challenged by the individual exercises.
- Explain how gender stereotypes may lead to **gender inequality** and ask participants where they perceive inequalities in life and especially in education.
- Ask participants whether they believe that **gender equality** is an important aspect in their school and community. Where do all genders have equal opportunities like the ones they just shared during their session?
- In a participatory mode, ask which competences were taught during the session. Let the participants think about how **self-confidence** challenges gender stereotypes and can contribute to gender equality.
- Make them aware of their abilities and repeat the **strengths** they shared during the reflection phase of the first exercise.
- During the session, did the **male participants** feel any limiting differences when practising with the opposite sex? Do the **female participants** think and believe that they can make it and be successful and influential karatekas like their role models?
- Find out what did not go well in the session or what can be changed.

## 3. Training Session K4D: Learning to learn

<b>Duration of the session</b>	60 min
<b>Overall learning objective of the session: Learning to learn</b>	In this session, children and youth learn how to motivate themselves and strive to achieve educational objectives.

# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

## Life Competences/Skills: Goal orientation, Motivation

- Children and youth are able to formulate a vision for their professional life, to break it down into medium-term and short-term objectives and to develop an action plan to achieve their short-term objective.
- Children and youth are able to set sub-goals that correspond to their abilities and to motivate themselves to achieve their goals.
- Children and youth are able to demonstrate their motivation to realise their goals and, despite distracting factors, remain focused on achieving them.

## Theoretical background information


Having become more aware of their own strengths, today's session encourages participants to use this insight to set and achieve their own goals. When it comes to the ability of learning itself (including effective learning strategies), goal orientation is a helpful competence to progress in education and other learning environments. That is why today's session is designed to teach children and youth methods about **learning how to learn**.

In this context, it is important to formulate an **overall (learning) objective** based on an analysis of their own competences. It should then be broken down into **realistic subgoals** and addressed through an **action plan**. The logic is similar for **short-term, medium-term and long-term** objectives. Usually, long-term objectives can only be pursued gradually by first achieving short and medium-term goals. In sum, goal-orientated learning requires children and youth to be able to set objectives based on their competences, to motivate themselves and concentrate on achieving their goals despite distracting factors.

In this session, the participants pursue the goal of learning the “**kata**” (“shape”, choreography) called “taikyoku shodan”. It is the simplest choreography in karate and serves to learn the fundamental movements. In order to internalise its movement pattern, the participants must first learn the partial movements and later put them together as a choreography. In terms of goal orientation, the partial movements thus represent sub-goals, whereas the action plan includes learning the leg position “zenkutsu dachi” (forward position), the movements “gedan barai” (block to the lower body level) and “oi zuki chûdan” (equilateral punch to the medium attack level) and finally, the sequences of these movements.

# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

## Practical Session

	<p><b>Welcome and Introduction (5 min) -</b> Gather the players in a team circle.</p> <ul style="list-style-type: none"> <li>- Welcome the participants and create a pleasant setting and atmosphere</li> <li>- <b>Have a look back to your last training session:</b> What happened after the last training session?</li> <li>- <b>Have a look ahead to the upcoming training session:</b> What will happen in this session?             <ul style="list-style-type: none"> <li>o Introduction of learning objectives</li> <li>o Sensitisation for the topic</li> </ul> </li> </ul>
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### Warm up: Sharing goals<sup>5</sup>

<b>Duration</b>	10 min
<b>Setting</b>	-
<b>Material, Equipment</b>	-

<sup>5</sup> Ministry of Education, Arts & Culture and Ministry of Sport, Youth and National Service (2019). Physical Education 4 Life - A Guide for Physical Education Teachers in Namibia, Windhoek.

# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

<b>Activity &amp; Description</b>	<ul style="list-style-type: none"> <li>• Ask participants to choose a partner.</li> <li>• Let them run across the room, independently of their partner. Instruct various running exercises (see warm-up in session 1) for warming up.</li> <li>• As soon as you give the command, participants must get together with their partner and share their goals for their educational and professional career.             <ul style="list-style-type: none"> <li>○ The first time they get together partner A explains to partner B their long-term goal (e. g. “I <u>want</u> to become a doctor. This is because, I like...”).</li> <li>○ The second time partner B tells partner A their long-term goal.</li> <li>○ The third and fourth time they tell each other their medium-term goals, which are related to their long-term goal (e. g. “In order to become a doctor, I <u>want</u> to study medicine”).</li> <li>○ The following two times they tell each other their short-term goals (e. g. “To study medicine, I <u>want</u> to get a good grade in the next exam”).</li> <li>○ Finally, they are supposed to talk about their planned actions to achieve their short-term goal (e. g. “To get a good grade, I <u>will</u> study English vocabulary every day two weeks before the exam”).</li> </ul> </li> </ul>
<b>Life Competence/Skill</b>	<b>Goal orientation:</b> Children and youth are able to formulate a vision for their professional life, to break it down into medium-term and short-term objectives and to develop an action plan to achieve their short-term objective.
<b>Intention of the game</b>	<input type="checkbox"/> The game encourages participants to think about how they can realise their vision by formulating sub-goals. <input type="checkbox"/> As their vision will mainly depend on their level of education, they realise how to set their goals related to “learning”. They also have the opportunity to get to know the goals of their peers and, best case scenario, inspire each other.
<b>Reflection</b>	<input type="checkbox"/> Form a team circle to discuss and reflect on the goals and plans the participants shared with each other.

## Main Phase: Learning “Taikyoku shodan”

<b>Duration</b>	25 min
<b>Setting</b>	Instruct the participants to line up, form two rows and face “shōmen” (looking to the front).
<b>Material, Equipment</b>	-

# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

<b>Activity &amp; Description</b>	<ul style="list-style-type: none"> <li>• Present to the participants “taikyoku shodan”.</li> <li>• Declare that it is the participants’ (overall) objective to learn or do the “kata” by themselves and ask them which sub-goals need to be accomplished in order to achieve this goal. Note that they must learn the individual techniques first (sub-goal 1), followed by the combination or sequence of these techniques (second sub-goal 2).</li> </ul> <p><u>Individual techniques</u></p> <ul style="list-style-type: none"> <li>• As they already know some movements from the last two sessions, let them reflect on the competences/skills they have already acquired for doing the “kata” (“zenkutsu dachi” and “oi zuki chûdan”) and repeat them.</li> <li>• Consequently, the participants only need to learn “gedan barai” (block to the lower body level) as a new technique. Teach the movement by letting the participants perform “gedan barai” in “shizen tai” first and then in “zenkutsu dachi”.</li> </ul> <p><u>Sequence of movement</u></p> <ul style="list-style-type: none"> <li>• Teach them how to turn (“mawatte”) from “oi zuki chûdan” to “gedan barai” in “zenkutsu dachi”.</li> </ul> <p>Now children and youth are requested to learn the different directions and sequence of movements. Therefore, practice the whole “kata” with them and repeat the exercise until the participants have internalised the movement pattern. Always perform the “kata” together with them so that they can learn by watching. In the end, however, the participants should be able to present the “kata” without you.</p>
<b>Life Competences/ Skills</b>	<b>Goal orientation, Motivation:</b> Children and youth are able to set sub-goals that correspond to their abilities and to motivate themselves to achieve their goals.
<b>Intention of the game</b>	The exercise teaches children and youth that learning new things is done step-by-step. Just like a new “kata”, learning for an exam or learning a foreign language, for example, takes time and must be practised continuously.
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Ask the participants about the overall objective and sub-goals of the game to see if they understood the exercise.</li> <li>• Discuss if certain sub-goals were more difficult to achieve than others (e. g. remembering the movement pattern). How did they manage to achieve this goal? Explain that in life, too, some goals take more time and effort in order to be achieved than others.</li> </ul>

## Cool Down: Station run


<b>Duration</b>	10 min
<b>Setting</b>	<ul style="list-style-type: none"> <li>• Use 4 cones to mark 3 successive stations at a distance of 2 meters each and use the fourth cone to mark a starting line.</li> <li>• Line up participants and form several rows of about 5 participants each (depending on the total number of participants). Participants in the first line of rows stand at the starting line, the others behind them. The distance between them should be at least one meter.</li> </ul>

# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

<p><b>Material, Equipment</b></p>	<ul style="list-style-type: none"> <li>• 8 x 10m (max.) area, depending on the number of participants</li> <li>• 4 cones / tape / mittens</li> </ul>
<p><b>Activity &amp; Description</b></p>	<ul style="list-style-type: none"> <li>• As soon as you say “hajime” (“begin”), children and youth in the first row must run to each individual station and back to the starting line as fast as possible. This means they will run to the first station and back again, then to the second station and back again and so on.</li> <li>• Whenever they reach a station or the starting line, they need to touch the ground.</li> <li>• The goal is not be the fastest but to complete the test within a given time frame (e. g. 30 seconds).</li> <li>• As soon as the participants from the first row have passed the test, they go back in line and the second continues. Instruct several rounds and extend the exercise by having the participants do different tasks at different stations (e.g. 10 “choku zuki jôdan”, “choku zuki chûdan” or pushups) instead of touching the ground.</li> <li>• Modify the exercise as follows: the first cone (station) represents a short-term goal, the second one a mediumterm goal and the last one a long-term goal. Now list three different objectives, which are either short-term, medium- term or long-term goals. The participants are then asked to classify the time dimension of the objectives by running the stations in the appropriate order. If you call, for example, "becoming a teacher", "doing homework" and "graduating from university", the participants must run to the third station first, then to the first station and finally to the second station (and back to the starting line). This time, the aim is to be as fast as possible.</li> </ul>
<p><b>Life Competences/ Skills</b></p>	<p><b>Motivation, Goal orientation:</b> Children and youth are able to demonstrate their motivation to realise their goals and, despite distracting factors, remain focused on achieving them.</p>
<p><b>Intention of the game</b></p>	<ul style="list-style-type: none"> <li>• The game is intended to motivate the participants to reach an overall goal within a given time frame. To do this, they need to achieve the individual stations that symbolise sub-goals in life. They also learn to concentrate under pressure and pursue their goal independently of external factors such as the speed of their competitors.</li> <li>• The modification of the exercise aims to familiarise the participants with the distinction between long-term, medium-term and short-term objectives.</li> </ul>



# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

	<p><b>Reflection (10 min)</b></p> <ul style="list-style-type: none"> <li>- Form a team circle and ask the participants which part of the session was most interesting or fun and which was not.</li> <li>- Summarise the <b>visions</b> and necessary sub-goals the participants shared at the beginning of the session.</li> <li>- Discuss what children and youth could do if they do not know how to realise their goal(s). Explain that it helps them to <b>tell others about their goals</b> and that they can learn from the experiences and biographies of others (just like in the warm-up).</li> <li>- Talk about concentration and <b>distraction</b> by reflecting on the last game. How did the participants feel or what were they thinking when others were faster than them? Were they distracted? What did they do in order to not lose their focus? What gave them the confidence to succeed? Explain that in education, there are a lot of opportunities that will distract them from their goals. To be not distracted, they must focus on the goals they want to reach.</li> <li>- Summarise: (1) The participants are more likely to achieve success if they set goals for themselves step-by-step and develop an action plan to achieve their goals. (2) If they want to become good karatekas, they must practice karate, and if they want to get a good school grade, they must study and do their homework.</li> <li>- Find out what did not go well in the session or what can be changed.</li> </ul>
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## 4. Training Session K4D: Lifelong learning

<b>Duration of the session</b>	60 min
<b>Overall learning objective of the training session: Lifelong learning</b>	In this session, children and youth learn how to acquire knowledge and competences/skills based on their long-term interests.
<b>Life Competence/ Skill: Decision-making</b>	<ul style="list-style-type: none"> <li>• Children and youth are able to identify their personal interests and based on these, make quick decisions under time pressure.</li> <li>• Children and youth are able to evaluate a situation and, based on this, react with quick decisions under time pressure.</li> <li>• Children and youth are able to assess different situations and, based on this, react with quick decisions under time pressure.</li> <li>• Children and youth are able to choose between different courses of action under time pressure.</li> </ul>

# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

## Theoretical background information


In contrast to school or vocational learning, **lifelong learning** is a concept that goes beyond formal education and refers to the self-motivated and long-term acquisition of competences/skills and knowledge. It is a result from either personal or professional interests and is significantly encouraged by the social environment. This environment includes not only school but also other socialising contexts such as family background or leisure activities. However, the countries concerned often lack the necessary resources to create contexts that enable lifelong learning opportunities for children and youth.

In this light, K4D helps children and youth to develop their personal learning interests independently of school or professional obligations. The philosophy of karate is literally based on lifelong learning and finds its expression in the term "**karate dô**" (“the way of the empty hand”). This way is considered a lifelong process, as karate is not about learning all the different techniques but striving for the perfection of character. In fact, there is a saying in karate: "In every black belt [advanced] there is a white belt [beginner] that never gave up".

A crucial competence for children and youth to pursue lifelong learning is the ability to make decisions. Not making a decision can have grave consequences for children and youth as it keeps them from making any learning progress at all, whereas proactive **decision-making** helps them to shape their learning environment according to their personal interests.

When it comes to decision-making in karate, "**kumite**" (sparring) is a useful discipline to teach this competence. Based on the movements of the opponent, the fighter has to decide within milli-seconds how to react. To do this, they must first know their abilities, develop a strategy and anticipate whether external factors, such as the distance to the opponent or timing of the event, are suitable for implementing the strategy. The situation is similar when it comes to the decision-making process in the field of everyday learning. After all, it is often a matter of recognising opportunities and taking advantage of them. If, for example, a child is interested in painting and meets someone who shares the same interest, then they should take the opportunity to get in touch with that person. That’s why today’s session focuses on decision-making under pressure and developing strategies to pursue personal interests.

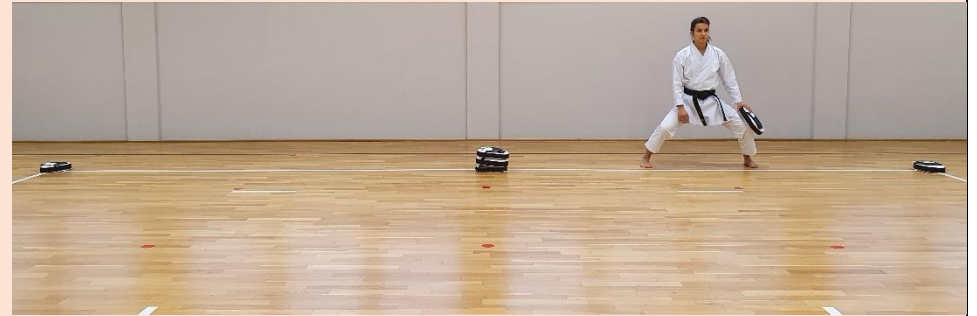
## Practical Session

	<p><b>Welcome and Introduction (5 min) -</b> Gather the players in a team circle.</p> <ul style="list-style-type: none"> <li>- Welcome the participants and create a pleasant setting and atmosphere</li> <li>- <b>Have a look back to your last training session:</b> What happened after the last training session?</li> <li>- <b>Have a look ahead to the upcoming training session:</b> What will happen in this session? ○ Introduction of learning objectives ○ Sensitisation for the topic</li> </ul>
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# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

## Warm up: “yes” or “no”


<b>Duration</b>	10 min
<b>Setting</b>	<ul style="list-style-type: none"> <li>Mark a central line and ask the participants to line up.</li> <li>From there, mark a “yes” and a “no” line at a distance of 10 meters each.</li> <li>Distribute 10 mittens, cones or other items to each participant.</li> </ul>
<b>Material, Equipment</b>	Mittens / cones / other items (10 for each participant)
<b>Activity &amp; Description</b>	<ul style="list-style-type: none"> <li>Shout 10 different statements that ask for the personal interests of the participants (e.g. “I like...sports, cooking, reading books, playing music, etc.). Choose rather common interests.</li> <li>After each statement, participants must run to the “yes” or “no” line and put the item down to signal their response. Combine the running exercise with karate techniques by requiring participants to only move in “kiba dachi” by doing “suri-ashi” (“sliding step”) or “yori ashi” (“approaching step”), or to move in “zenkutsu dachi” and kick “mai geri”, for example.</li> <li>The aim is to make quick decisions and reach the “yes” or “no” line as fast as possible. Increase the time pressure by eliminating the slowest person in each round.</li> </ul>
<b>Life Competence/ Skill</b>	<b>Decision making:</b> Children and youth are able to identify their personal interests and based on these, make quick decisions under time pressure.
<b>Intention of the game</b>	<ul style="list-style-type: none"> <li>Since knowing one’s own interests is a prerequisite for lifelong learning, the game is intended to show children and youth their various interests. In addition, the competitive component aims to increase the pressure to decide in each instance.</li> <li>The running exercises warm up the participants muscles and make them practice different karate movements.</li> </ul>
<b>Reflection</b>	Ask participants... <ul style="list-style-type: none"> <li><input type="checkbox"/> how many of the 10 items they have placed on the “yes” line and how many on the “no” line. Highlight the variety of their interests, as the majority of them will have answered “yes” several times.</li> <li><input type="checkbox"/> if it was easy or difficult to decide. This gives an indication of the extent to which they are aware of their interests.</li> <li><input type="checkbox"/> if time pressure influenced their performance.</li> </ul>



# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

- what other (not mentioned) interests they have.
- whether they pursue their interests in everyday life. If not, what decisions can they make to pursue them in future (e.g. joining a sports club, reading a book, cooking together with their parents, etc.)?


## Main Phase: “Kihon ippon kumite”

<b>Duration</b>	10 min	
<b>Setting</b>	Ask the participants to get together in pairs.	
<b>Material, Equipment</b>	-	
<b>Activity &amp; Description</b>	<ul style="list-style-type: none"> <li>• First, practise “kihon ippon kumite” with your participants. They were already familiarised with this kind of “kumite” in the second training session (see exercise "self-defence"). Instruct “oi zuki jôdan” and oi zuki chûdan” as attack techniques and “age uke” and “soto uke” as the corresponding defence techniques. Make sure that the defender always pivots to the side in “zenkutsu dachi”, no matter what arm technique they use.</li> <li>• Once the participants are able to perform "kihon ippon kumite" properly, make defence more difficult by not allowing the attacker to announce their technique. The defender must now anticipate the attack and choose one of the two defence techniques.</li> </ul>	
<b>Life Competence/ Skill</b>	<b>Decision-making:</b> Children and youth are able to evaluate a situation and, based on this, react with quick decisions under time pressure.	
<b>Intention of the game</b>	<ul style="list-style-type: none"> <li>• Since the defenders do not know the attack technique in advance, they must spontaneously decide on one of the two possible defence techniques.</li> <li>• They will find that it is better to choose one defence technique at all than none at all. Because even if they chose the wrong arm technique, they at least avoided the attack by moving to the side.</li> </ul>	

## Shoulders or thighs

<b>Duration</b>	10 min
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# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

<b>Setting</b>	Ask the participants to get together in pairs.	
<b>Material, Equipment</b>	-	
<b>Activity &amp; Description</b>	<ul style="list-style-type: none"> <li>• Show them how to take “kamae” (posture ready to fight) and move back and forth like in “randori” (free-style fighting). Repeat the movement pattern until they have internalised it.</li> <li>• At your command, the participants take “kamae” and try to touch (open hands) the shoulder or outer thigh of their partner. At the same time, the participants have to be careful not to be touched themselves and therefore quickly dodge and/or counter-attack. □ The partner with the most touches wins. The loser has to do 10 push-ups.</li> <li>• Instruct several rounds, change the target area (e.g. stomach, hips, etc.) and limit attack possibilities (e.g. only using one arm to touch, only one partner is allowed to touch and the other partner dodges).</li> </ul>	
<b>Life Competence/ Skill</b>	<b>Decision-making:</b> Children and youth are able to assess different situations and, based on this, react with quick decisions under time pressure.	
<b>Intention of the game</b>	<ul style="list-style-type: none"> <li>• Anticipating the partner’s movements teaches children and youth to evaluate constantly changing fighting situations. This improves their ability to make decisions under different conditions.</li> <li>• Moreover, the game teaches children and youth that the worst option is to not decide which area to target and end up not attacking at all, as they will not score any points.</li> </ul>	

# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

<b>Reflection</b>	<p>Ask participants...</p> <ul style="list-style-type: none"> <li>• whether it was difficult for them to <b>anticipate</b> the movements of their <b>partner</b>? Did it become easier after they practised with their partner several times and got to know their tactics better? Explain that in life and education it is easier to make decisions the better you know your situation or circumstances.</li> <li>• how did it feel when they were not allowed to attack, but only to dodge? Explain that not attacking is the same as not making decisions and not taking chances.</li> <li>• how well were they able to <b>assess their own abilities</b> and what was <b>their strategy</b>? Have they perhaps overestimated themselves at one point by venturing an attack which their partner used to touch them? Or maybe they were too shy and did not dare to attack because they were afraid of a counterattack. How did it feel not being allowed to attack?</li> <li>• In this game, you lose if you dare to take high-risk opportunities in response to attacks of your opponent, but you also lose if you do not take your chances. What lesson can children and youth learn from this for their life?</li> </ul>
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## Cool Down: Freezing

<b>Duration</b>	10 min
<b>Setting</b>	-
<b>Material, Equipment</b>	-
<b>Activity &amp; Description</b>	<ul style="list-style-type: none"> <li>• Ask the participants which karate techniques they already know (e.g. “zuki chûdan”, “zuki jôdan”, “gedan barai”, “age uke”, “soto uke”, “zenkutsu dachi”, “kiba dachi”, “heiko dachi” / “shizen tai”, “kamae”, etc.). Also make them aware that they can combine the different techniques (e.g. “oi zuki chûdan” in “kiba dachi”, “soto uke” in “zenkutsu dachi”, “choku zuki jôdan”, etc.).</li> <li>• Instruct them to run in a circle and do different running exercises (see warm-up in session 1).</li> <li>• At your command, they have to stop and quickly decide on a karate position in which they will remain (“freeze”) for a few seconds. The person who freezes last or wobbles will be eliminated from the game.</li> <li>• Participants are not allowed to take a position more than once so they must choose a new position in each round. If someone takes up a position twice or if their position does not correspond to any karate technique, they drop out.</li> <li>• The game continues until one player is left.</li> <li>• Increase the level of difficulty by limiting the possible techniques. For example, allow only attack techniques in one round and only defence techniques in the next round.</li> </ul>
<b>Life Competence/ Skill</b>	<b>Decision-making:</b> Children and youth are able to choose between different courses of action under time pressure.

# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

<b>Intention of the game</b>	<ul style="list-style-type: none"><li>• By taking up a certain position, children and youth are asked to quickly decide on karate techniques they already know. In doing so, they have to make a new decision in each round, as they are not allowed to take up a position more than once. They will find that the better they know the karate techniques, the faster they can decide on a position.</li><li>• Restricting the possible alternatives for action (e.g. only attacking techniques) challenges children and youth to make decisions despite limited opportunities and fosters their adaptability.</li></ul>
<b>Reflection</b>	<ul style="list-style-type: none"><li>• Ask the participants if it was difficult to decide and why.</li><li>• Conclude that the better they know their possible alternatives for action, the faster and more confident they can make decisions.</li></ul>

# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”



## Reflection (10 min)

- Welcome the participants back from the session activities and ask about their feedback.
- Focus on the competence “**decision-making**” as was implemented in the session.
  - Ask participants how “**kumite**” can improve their decision-making competences/skills. Point out that decision-making is a crucial part of “kumite” as the fighters are under constant pressure from their opponent. New fighting situations develop constantly which have to be solved by making good decisions.
  - Ask them to reflect on their decision-making competences/skills in “kumite”. What have they learned or what do they need more practice in?
  - Discuss why it is important to be able to make quick and good decisions in both “kumite” and in life.
- Let participants think about the importance of decision-making competences/skills in **lifelong learning**. What decisions do they take to actively shape their learning environment (which in turn determines their learning opportunities)? Where do they have to make very difficult decision in their own lives?
- Focus on the term “**lifelong**”.
  - Karate is something you practice all your life. A black belt, for example, does not mean the end of doing karate just because one has reached the highest level. Instead, you don't actually start doing karate until you have a black belt, because only then you know the technical basics to develop your body and mind. Karate masters are therefore very old, because they have gained their knowledge and experience through lifelong practice. To further illustrate this, show them, for example, the picture of the old Gichin Funakoshin (founder of modern karate, see [annex 3](#)).
  - In education, learning does not stop after graduating from school. Children and youth can and should pursue their interests outside of school as well. In this light, ask them about the benefits of lifelong learning (e. g. recognition of personal interests, personal development, improvement of competences/skills and employability).

## 5. Training Session K4D: learning through feedback & adaptability

Duration of the session

60 min

# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

<b>Learning Objectives</b>	In terms of content, this session builds on the first training unit, in which children and youth understood how to learn from others. On this basis, the focus of today's session is on feedback as an essential part of learning development. Children and youth get to know the concept of constructive feedback and recognise that they can use it to achieve learning progress. In this process, they understand that constructive feedback consists not only of “positive” but also “negative” aspects and that “negative” feedback can be even more helpful in improving their performances.
<b>Life Competences/ Skills: Adaptability, Decisionmaking</b>	<ul style="list-style-type: none"> <li>• Children and youth are able to adapt their actions to their decisions.</li> <li>• Children and youth are able to adapt their actions to constructive feedback.</li> <li>• Children and youth are able to alter their actions to changed conditions in their learning environment and to reflect on these actions. In addition, they are able to deal with stressful situations in their learning environment.</li> </ul>

## Theoretical background information

Feedback is a helpful tool for a learner to obtain information on their **learning progress**. Generally speaking, it is the reaction to a process, event or action. Unlike criticism, feedback does not refer to a person themselves, but to the action or performance of the person. Against this background, it is important to follow certain rules when giving feedback. These rules ensure that the recipient of feedback receives factual information about their performance and enables them to work on it if necessary. On the other hand, criticising personality does not help the learner to make progress, as it is difficult for them to change their personal characteristics. But what they can change are their actions or behaviour.

In general, there are different ways in which feedback can be provided. These include formal or informal as well as oral or written feedback. At school, for example, teachers provide formal, written feedback to their students by giving school grades. In sport, formal feedback is often given in the form of competition placements, while coaches give informal feedback to their students, by praising their performance after a match, for example. In terms of content, feedback can include a confirmation of previous performance (“positive” feedback) and/or point out areas for improvement (“negative” feedback). **Constructive feedback** is characterised by both **positive and negative** aspects. It is the best way to help the learner to make progress in their learning process, as it does both appreciate their achievements and show them their opportunities for improvement. This way of giving feedback not only helps children and youth to improve their learning performances in the short term, but also promotes the development of competences/skills that enables them to judge the quality of their work themselves in the long term. In summary, children and youth can recognise constructive feedback by the following **characteristics**.

Constructive feedback...

- 1) refers to actions or issues, not persons (“your presentation was...”, not “you are...”).

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- 2) contains both positive and negative aspects, but highlights “positive” aspects first before pointing out “negative” aspects. 3) is specific, not general.
- 4) relates to things that can be changed.
- 5) refers to observations, not to inferences or assumptions (“I have noticed...”, not “people say that...”) 6) is descriptive and supportive, not punitive.
- 7) provides solutions or suggestions.
- 8) focuses on the most important part (avoid feedback overload).

Accordingly, an example of constructive feedback could be as follows: “I have noticed the accuracy and precision of your exam. On the other hand, it is important for passing the exam that you are able to solve the tasks in a certain time frame. Maybe it will help you to complete the tasks faster in the future by working less thoroughly.” In contrast, **destructive feedback** is limited to negative, personal, general and unchangeable aspects that have a demotivating effect on the recipient. Examples are comments such as “you are wrong” or “that is not how you do things around here”.

However, not only should the feedback provider find a constructive approach, but also the recipient should be able to deal with the transmitted information in a constructive way. Especially when it comes to "negative" feedback, it is important to realise that this type of feedback can be very useful for their learning progress. Children and youth should therefore consider the following **guidelines** when receiving constructive feedback: Use constructive feedback by...


- 1) listening carefully.
- 2) not taking the feedback personally.
- 3) asking specific and clarifying questions. 4) thanking the person for their feedback.
- 5) reflecting on the feedback and your action or performance in question.
- 6) using positive aspects as motivation and negative ones as a trigger for change.
- 7) thinking about how to change your actions. 8) taking action and practicing.

To implement these guidelines, a healthy measure of **adaptability** is needed. It is the ability to alter actions to changed circumstances. In the context of learning through feedback, a learner should be able to accept feedback from others and to change their actions accordingly. However, the term "healthy" means that children and youth should not blindly accept every piece of feedback, but that they need to reflect on it and, in case of doubt, question it. But if they receive the same “negative” feedback continuously and from different people, they should think about adapting to it.


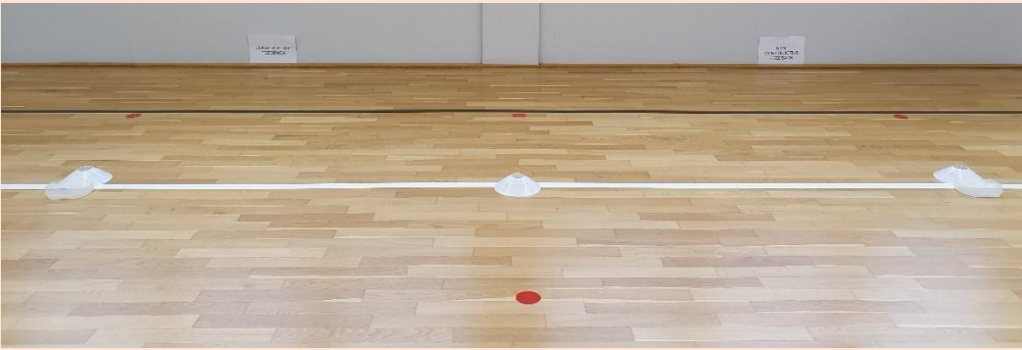
Adaptability is also necessary in karate. Basically, karate students are constantly exposed to the feedback of their coach. Especially when practising “**kata**”, children and youth can learn how to deal constructively with feedback. Even if a karateka knows the sequence of movements of a “kata”, their objective is to perfect the execution of

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this choreography. This can only be achieved through constructive feedback from others and the implementation of that feedback. In this session, the participants will therefore use constructive feedback to improve their performance of "taikyoku shodan", the choreography they have already learned in the third K4D session. **Practical Session**

	<p><b>Welcome and Introduction (5 min)</b> - Gather the players in a team circle.</p> <ul style="list-style-type: none"> <li>- Welcome the participants and create a pleasant setting and atmosphere</li> <li>- <b>Have a look back to your last training session:</b> What happened after the last training session?</li> <li>- <b>Have a look ahead to the upcoming training session:</b> What will happen in this session?             <ul style="list-style-type: none"> <li>o Introduction of learning objectives</li> <li>o Sensitization for the topic</li> </ul> </li> </ul>
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## Warm up: Recognising characteristics of constructive feedback

<p><b>Duration</b></p>	<p>5 min</p>
<p><b>Setting</b></p>	<ul style="list-style-type: none"> <li>• Print the sentences from <a href="#">annex 4</a>, cut them out and put them in a box. Depending on the number of participants there should be enough slips of paper.</li> <li>• Set up two stations with sufficient running distance between them and place one box at each station.</li> </ul> <div style="display: flex; justify-content: space-around;">   </div>
<p><b>Material, Equipment</b></p>	<ul style="list-style-type: none"> <li>• Material in <a href="#">annex 4</a></li> <li>• 3 boxes / hats / other containers</li> </ul>


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<b>Activity &amp; Description</b>	<ul style="list-style-type: none"> <li>□ Pass the box with the slips of paper around so that each participant has a sentence.</li> </ul>	
	<ul style="list-style-type: none"> <li>• After the participants have read their sentence, they must decide whether it describes a constructive feedback or not. If they think it is constructive feedback, they are supposed to run to station A and throw the note into the box, otherwise they must put it in the container at station B.</li> <li>• Instruct to do various running exercises (see warm-up in session 1) and/or karate movements (see warm-up in session 4).</li> </ul>	
<b>Life Competences/ Skills</b>	<p><b>Adaptability, Decision-making:</b> Children and youth are able to adapt their actions to their decisions.</p>	
<b>Intention of the game</b>	<ul style="list-style-type: none"> <li>□ The game is intended to teach children and youth the characteristics of constructive feedback. This knowledge forms the basis for the following exercises.</li> </ul>	
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Form a team circle to discuss the participants’ answers.</li> <li>• Summarise the characteristics of constructive feedback.</li> <li>• Ask them about or repeat the guidelines for using feedback constructively.</li> </ul>	

## Main Phase: Feedback on “taikyoku shodan”

<b>Duration</b>	15 min
<b>Setting</b>	Ask participants to line up and face “shōmen” (looking to the front).
<b>Material, Equipment</b>	-

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<p><b>Activity &amp; Description</b></p>	<ul style="list-style-type: none"> <li>Repeat “taikyoku shodan” with your participants. Before continuing with the exercise, they should be familiar with the sequence of movement of “taikyoku shodan”.</li> <li>Announce that you will count the “kata” again but provide (constructive) feedback afterwards (e. g. “I can see that you have mastered the movement sequences of “taikyoku shodan”. If you want to further improve your “kata”, try to stand a little lower in “zenkutsu dachi” by bending your front leg more.”). As you count the “kata” a second time, children and youth are supposed to implement your feedback and adjust their leg position, for example. Repeat this exercise by providing new feedback after each “kata”. Refer, for example, to the height of the arm position, “mawatte” or “kiai” and do not forget to apply the rules of constructive feedback (e.g. praise their implementation of the previous feedback).</li> <li>Ask participants to get together in pairs and do the same exercise with their partner. In doing so, one partner performs the “kata”, the other partner provides constructive feedback and the first partner tries to adapt their performance to the feedback.</li> </ul>	
<p><b>Life Competences</b></p>	<p><b>Adaptability:</b> Children and youth are able to adapt their actions to constructive feedback.</p>	
<p><b>Intention of the game</b></p>	<p><input type="checkbox"/> On the one hand, the exercise teaches children and youth to accept and use constructive feedback provided by their coach and peers. <input type="checkbox"/> On the other hand, they learn to provide constructive feedback themselves.</p>	
<p><b>Reflection</b></p>	<p>Ask the participants...</p> <ul style="list-style-type: none"> <li>whether they perceived a difference between the quality of your feedback and that of their peers.</li> <li>if they performed “taikyoku shodan” differently after receiving the feedback. If so, have they accepted all suggestions or have they deliberately not accepted some feedback and why?</li> <li>whether it was difficult to implement the recommendations or to change their movements. Explain that changes can usually never be implemented immediately and that it takes a lot of time and practice.</li> </ul>	

## Varieties of “taikyoku shodan”

<p><b>Duration</b></p>	<p>10 min</p>
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# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

<b>Setting</b>	Ask participants to line up and face “shōmen” (looking to the front).
<b>Material, Equipment</b>	-
<b>Activity &amp; Description</b>	Count several rounds of “taikyoku shodan” again but instruct to perform the “kata” under different conditions, e.g.: <ul style="list-style-type: none"> <li>• on tiptoe</li> <li>• on the heels</li> <li>• with closed eyes</li> <li>• using only one arm (the other arm is fixed under the belt, behind the back or on the hip)</li> <li>• only “gedan barai” (or “oi zuki”) as arm techniques</li> <li>• as fast as possible or in a limited time frame</li> <li>• mirror-inverted (“ura”) (advanced level)</li> </ul>
<b>Life Competence/ Skill</b>	<b>Adaptability:</b> Children and youth are able to alter their actions to changed conditions in their learning environment and to reflect on these actions. In addition, they are able to deal with stressful situations in their learning environment.
<b>Intention of the game</b>	<input type="checkbox"/> Each version of “taikyoku shodan” represents a new, unknown situation that the participants have to face and adapt to. <input type="checkbox"/> The fast version in particular serves to teach them how to deal with stressful situations.
<b>Reflection</b>	<ul style="list-style-type: none"> <li>• Ask the participants if it was difficult to adapt to the new conditions and whether some variants were more difficult for them than others.</li> <li>• Conclude that there are often new or changed situations in life to which children and youth must adapt to, as circumstances can change very fast. Explain that the more confident they are in their abilities or performances, the easier it is for them to adapt (the better they know how to perform “taikyoku shodan”, the easier it is to do the “kata” mirror-inverted, for example).</li> <li>• Explain that constructive feedback can also change conditions and that they should therefore be able to adapt to feedback.</li> </ul>

## Cool Down: Recognising examples of constructive feedback

<b>Duration</b>	10 min
<b>Setting</b>	Ask participants to line up and make sure that there are at least 2 meters of space between them.
<b>Material, Equipment</b>	Use the material in <a href="#">annex 5</a> .

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<p><b>Activity &amp; Description</b></p>	<ul style="list-style-type: none"> <li>• Give exemplary feedback, which may or may not be constructive (see <a href="#">annex 5</a> and think about further examples).</li> <li>• The participants are supposed to evaluate whether the feedback is constructive or not. They express their evaluation by performing certain karate movements as quickly as possible. For example, if in their opinion the feedback is constructive, they must quickly perform “gedan barai” and “oi zuki chûdan” to their left side. If they think the feedback is not constructive, they must do the same techniques to their right side. Change the directions and/or techniques to express the evaluation (e.g. “gedan barai” and “oi zuki jôdan”/“mai geri”/“age uke”/etc.).</li> <li>• If you wish, make the game competitive by eliminating any participant who gives a wrong answer.</li> <li>• After each statement, ask participants why they think the feedback is constructive or not and explain the correct answer.</li> </ul>	
<p><b>Life Competences/ Skills</b></p>	<p><b>Adaptability, Decision-making:</b> Children and youth are able to adapt their actions to their decisions.</p>	
<p><b>Intention of the game</b></p>	<ul style="list-style-type: none"> <li>• In terms of content, the exercise builds on the warm-up as the participants need to apply the characteristics they have learned at the beginning of the session.</li> <li>• Specifically, the game is designed to teach children and youth to distinguish constructive from non-constructive feedback in sports, learning and everyday situations.</li> <li>• Furthermore, children and youth learn to adapt their actions to their decisions by executing the appropriate techniques.</li> </ul>	

# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”



## Reflection (10 min)

- Welcome the participants back from the session activities and ask about their (constructive) feedback with regard to the session.
- In addition, ask them...
  - how they adapted to the feedback on their “kata”. To what extent did the feedback from you and their peers help them to work on their “kata” and make progress?
  - how they deal with **changing situations** in general. Do they find it easy to **adapt** to changing situations?
  - how they **adapt** to constructive **feedback in their everyday life**. In which situations could they deal more constructively with feedback in the future in order to make learning progress? Who or in what situations could they actively ask for feedback in the future?
  - whether they have found it difficult to **provide** constructive feedback themselves. In which everyday situations they give feedback and how they express it. Could they observe a change in the person's behaviour in response to your feedback? Do the eight rules (characteristics) help them to express their feedback differently in the future?

## Annex

### Annex 1: Introduction to the principles and history of Karate

Karate is a Japanese martial art that includes punching, striking, kicking, throwing and open-hand techniques. The term “kara te” can be translated as “empty hand” and indicates that no weapons are being used. Rather, the own hand is associated as a weapon and only used for self-defence. In contrast to other sports disciplines, karate is not just about physical exercise, but rather the combined development of body and mind. This spiritual approach and the idea of self-defence, results from the history of origins of karate.

The beginnings of karate can be traced back to China in the 6th century. At that time, Shaolin monks developed martial arts techniques (“chu’an fa”) to balance their mentally very strenuous meditation exercises with physical activities. Later, these techniques evolved into kung fu. Unrelated to this, another fighting system (“te”) developed in Okinawa, an island near Japan. At that time the island did not yet belong to Japan but to the politically isolated Ryukyu Kingdom. Only when the Ryukyu Kingdom opened up politically in the 14th century, other martial arts emerged in Okinawa. Hereby, the Chinese “chu’ an fa” mixed with the local “te” formed the so-called “**okinawa te**” (“hand from Okinawa”), which later developed into today's karate.

To prevent political unrest on the Ryukyu Islands, a strict ban on weapons was imposed in 1609. Only the Japanese samurai were allowed to “test the sharpness of their swords” on corpses, wounded or farmers. As a result, the farmers had to learn to defend themselves without weapons and therefore, acquired “okinawa te” techniques.

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These circumstances led “okinawa te” to develop more and more into a weaponless fighting system, and explain the **lack of weapons** and idea of **self-defence** in karate. In particular, the so-called “Ippon” (“one”) principle can be derived from this time. It represents karate’s technical goal, being able to kill the opponent with only a single technique. Because if the opponent would be armed, there would usually be no chance for a second blow without being hit. However, the deadly effect of these techniques displeased the government and it banned the teaching and practice of karate as a response. Nevertheless, it continued to be practised in secret. But as the majority of the population was illiterate and the self-defence techniques could not be written down, they were bundled into fixed sequences. To further disguise these sequences, they were combined with indigenous tribal dances (“odori”). From this combination numerous formalised choreographies, so-called “katas” (“shape”), were created. Until today, “kata” is one of the three disciplines (or “pillars”) in karate and contains idealised fighting applications. The other two pillars include “kumite” (sparring) and “kihon” (basics or fundamentals). “Okinawa te” only became more popular again when Okinawa was incorporated into Japan in 1872. Since the Japanese government found that the citizens who practised karate were physically very fit, the government even promoted the martial art by integrating it into Okinawa’s public curricula in 1901. In the course of this, the martial aspect of karate faded into the background, whereas the physical training became more important.

Besides these martial and physical aspects, the Okinawan master Gichin Funakoshi (1867-1957) completed the martial art with the idea of **character building**. He contributed significantly to the further development of karate and is therefore considered the founder of modern karate. Above all, Funakoshi coined the term “**karate dô**” (“the way of the empty hand”). It expresses that karate is not just a combat sport but rather a martial art containing spiritual elements. This spirituality is based on the idea that learning karate is not about acquiring all the different techniques, but striving for the completion of character. This striving is a lifelong process and represents an attitude towards life. Therefore, the term “way” in “karate dô” refers to the path of life which one takes by practicing karate. In the light of this, Funakoshi explained that “the highest goal in karate is not victory or defeat, but the perfection of human character.” The primary focus lies on competences such as respect, self-discipline, self-control, courage, calmness, composure, flexibility, patience and effort. They can also be found in the following “**twenty guiding principles of karate**” (“nijukun”), which Funakoshi wrote in the 1930s.<sup>6</sup>

- “Karate dô” begins and ends with respectful bowing.
- There is no first strike in karate.
- Karate stands on the side of justice.
- First know yourself, then know others.
- Mentality over technique.
- The heart must be set free.
- Calamity springs from carelessness.
- Karate goes beyond the “dôjô” [“place of the way”, training hall].

<sup>6</sup> Funakoshi, Gichin (1938): The Twenty Guiding Principles of Karate.

## Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”

- Karate is a lifelong pursuit.
- Apply the way of karate to all things. Therein lies its beauty.
- Karate is like boiling water; without heat, it returns to its tepid state.
- Do not think of winning. Think, rather, of not losing.
- Make adjustments according to your opponent.
- The outcome of a battle depends on how one handles emptiness and fullness (weakness and strength).
- Think of hands and feet as swords.
- When you step beyond your own gate, you face a million enemies.
- Formal stances are for beginners; later, one stands naturally.
- Perform prescribed sets of techniques exactly; actual combat is another matter.
- Do not forget the employment of withdrawal of power, the extension or contraction of the body, the swift or leisurely application of technique. □ Be constantly mindful, diligent, and resourceful, in your pursuit of the way.

Although some of these guidelines relate to technical aspects, they all contain a spiritual meaning. In technical terms the second guideline, for example, means that karate is not used for attack but for self-defence. But from a spiritual point of view, Funakoshi emphasises the calm nature of karatekas, who should not be out for quarrelling or provocation in their everyday life. In line with these guidelines, there is a more condensed set of rules, the so-called “dôjô kun” (**training hall rules**), which is often recited by karate students at the beginning and/or end of a training session. It states:

- Each person must strive for the completion and perfection of one's character.
- Each person must be faithful and protect the way of truth.
- Each person must endeavour (fostering the spirit of effort).
- Each person must respect others and the rules of etiquette.
- Each person must refrain from hot blooded behaviour (guard against impetuous courage).

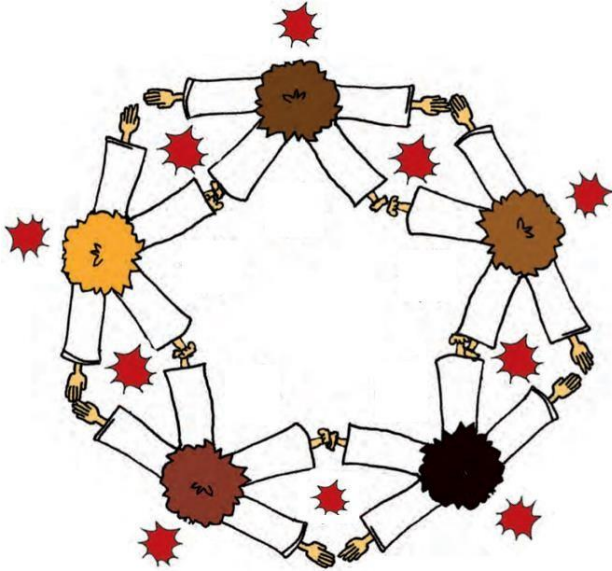
Besides the conceptual development, Funakoshi also contributed to the spread of karate to and within Japan. He first demonstrated karate on the Japanese island in 1917 and later travelled throughout the country to give lectures and demonstrations. He established the first karate club in Tokyo and trained numerous students. Some of them in turn taught and spread karate all over the world, first to the USA and then to Europe between the 1950s and 1960s. However, as Funakoshi's students brought their own influences into their teaching, different styles developed. Today's karate is therefore divided into four major styles: “gôjû-ryû”, “shôtôkan”, “shitô-ryû” and “wadô-ryû”. The first karate association was founded in 1949 and bears the name “Japanese Karate Association” (JKA). Today, the JKA is one of the largest associations in “shôtôkan” karate alongside the “World Karate Federation” (WKF). But what all the different styles have in common is that they consider karate as a way of life that strives

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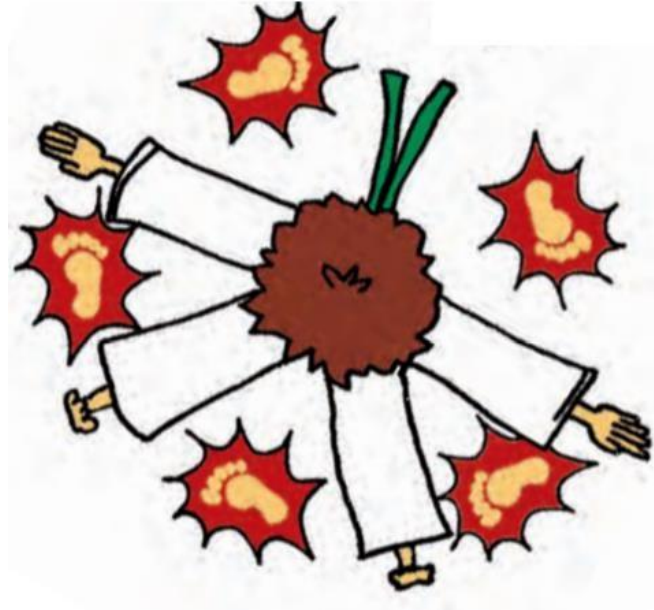
for the perfection of character. Finally, this idea of character building makes karate to a suitable approach for the "**Sport for Development**" method. Through karate, disadvantaged children and youth from developing countries can acquire competences/skills such as respect, self-confidence and motivation, which they will transfer into their everyday lives.

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## Annex 2: Setting for exercise “hurdle jumping” in training session 2



Picture 1



Picture 2

Picture 1 and 2 are taken from Niino, Marie (2011). KARATE - Spielesammlung für Kindertrainer. In: KARATE - Das Buch für Kinder. Samurai Verlag.

## Annex 3: Picture for reflection phase in training session 4

## Annex 4: “Recognising characteristics of constructive feedback” in training session

5

# Karate for Development (K4D) Training Sequence SDG 4: “Karate for education and learning”



A feedback that refers to behaviour.
A feedback that refers to personal characteristics.
A feedback that is specific.
A feedback that is general.
A feedback that relates to things that can be changed.
A feedback that relates to things that are very difficult to change.
A feedback that refers to observations.
A feedback that refers to inferences or assumptions.
A feedback that highlights “positive” aspects first.
A feedback that highlights “negative” aspects first.
A feedback that focuses on positive aspects.
A feedback that focuses on negative aspects.
A feedback that contains positive and negative aspects.
A feedback that is supportive.
A feedback that is punitive.

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A feedback that provides solutions or suggestions.

A feedback that leaves room for own solutions.

A feedback that focuses on the most important part.

A feedback that includes as much information as possible.

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## Annex 5: Material for exercise “recognising examples constructive feedback” in training session 5

- 1) “I have the impression that you are making a lot of progress lately. Keep it up!”  
→ This statement **is not** an example of constructive feedback as it is only positive (no trigger for learning development), unspecific (what kind of progress?) and does not contain any suggestions.
- 2) “I can see that your “zenkutsu dachi” has improved because you are standing much lower than before. But now you always lift your back heel when standing in “zenkutsu dachi”. So, try to always press your heel down to the ground.”  
→ This statement **is** an example of constructive feedback as it refers to a specific technique, contains both positive and negative aspects as well as a recommendation for action.
- 3) “I have heard that you have mastered the movement of “taikyoku shodan”. Now you should try to execute the movements more powerfully and dynamically.” → This statement **is not** an example of constructive feedback as it is not based on own observations of the feedback provider (“I have heard...”).
- 4) “You have not solved the task within the given time frame. For next time, it would be better if you could be faster.” → This statement **is not** an example of constructive feedback as it is only negative.
- 5) “I can see you are excited about the school project. But I noticed that you do not leave enough room for your classmates to bring their ideas to the table when you get excited. If you let others have their say, you can also benefit from new ideas.”  
→ This statement **is** an example of constructive feedback as it refers to a specific event (school project), contains both positive and negative aspects as well as a recommendation for action.
- 6) “You are very smart and able to grasp complex matters quickly. I suggest that you go to a university after school.”  
→ This statement **is not** an example of constructive feedback as it is only positive and refers to the personality of a person, not to their actions.
- 7) “I have noticed the precision of your exam. On the other hand, it is important for passing the exam that you are able to solve the tasks in a certain time frame. I think it would help you to complete the tasks faster by working less thoroughly in the future.”

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→ This statement is an example of constructive feedback as it refers to a specific event (exam), contains both positive and negative aspects as well as a recommendation for action.