



AFTER-SCHOOL PROGRAM GUIDE

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INTRODUCTION

Judo Canada aspires to introduce more children to the sport of judo by enabling judo to become a standard part of the physical training curriculum at primary schools across Canada (like it is already the case in France or Japan). The first step to this project is the introduction of judo in the school environment through an After-School Judo Program (ASJP).

The after-school hours are particularly important time in children and youth's lives. The creation of an ASJP offers the opportunity to positively impact the health, well-being and safety of children through physical activity which ultimately enforces life-long habits. It offers an alternative against more passive forms of entertainment, mostly in place in after-school hours, by giving parents practical solutions, directions and education for possible activities of their children. It is also the opportunity to share the value and benefits of judo that comes through active and social play.

However, implementing an ASJP can be a difficult task if not prepared thoroughly. The success of such program is a combination of various factors (research, planning, vision, policies, equipment, ...) and the importance of the role that community intermediaries play in supporting such initiative.

This document presents the various steps to follow in order to prepare a successful ASJP for children and youth from five years old to teens in your community.

WHAT IS AN AFTER-SCHOOL PROGRAM?

An after-school program should promote physical activity and fun. The program must offer at least 30 minutes of developmentally appropriate moderate to vigorous physical activity and serve all children and youth including those most at risk of being inactive (e.g., girls, older youth, those with a disability and individuals with greater financial need). It must be of high quality and must prioritize collaboration and continuous improvement.

Such programs generally run between 3:00 p.m. – 6:00 p.m. and aim to help children and youth get active (only 1/3 of Canadian children and youth are meeting Canada's Physical Activity Guidelines – Stats Canada, 2017), develop healthy eating habits, gain confidence, build self-esteem, self-reliance among participants, fighting bullying and do better in school, which helps to decrease childhood obesity and youth violence. It offers children and youth, who may not otherwise have an opportunity, a chance to get involved in sport by participating in fun, safe and supervised activities.

After-school programs can also have a positive impact on the local community. The purpose of this program is not to teach children and youth how to perform a perfect hip throw, but to make them experience the pleasure they can get from doing judo. Fun and experience are the most important aspect of the ASJP program. Nevertheless, if children want to further practice judo, links to surrounding clubs must be offered for the ones that are interested.

For more information about starting a program, contact the provincial/territorial Lead Agency for Child Care.

INGREDIENTS FOR SUCCESS

There is a 4-step process to create community connections and relationships:

1. Identify needs
 - Describe your program, including how your services meet needs in the community
 - Identify your program's vision/goals, strengths and limitations
2. Identify and attract potential partners
 - Assess your needs
 - Assess what you can offer to a partner
 - Consider what kinds of stakeholders would be a good fit for your program
3. Establish partnership
 - Create an information package that provides an overview of your ASJP and outlines the benefits of the program for both participants and partners, including:
 - Your vision/mission
 - A description of your program and the services you provide
 - A description of both the need within the community for the program and benefits provided
 - How you are different from other community programs serving youth
 - Success stories as told by the youth themselves (if the program is new, you can reference stories from other similar after-school programs)
 - A list of other community supporters as well as municipal/regional/provincial /national funders
 - Reach out to potential partners.
 - If you both agree that a partnership would be beneficial, you need to identify specific aspects of the agreement:
 - Specific outcomes of the partnership
 - Benefits expected for each partner
 - Roles, activities, and timelines for each partner and the partnership itself
 - Resources to be provided by each partner
 - Methods and timing of communication between the partners
 - Public communication about the partnership and the expectations of each partner for public recognition
 - Build and maintain a positive relationship with your partners
4. Evaluate partnership
 - Check in periodically to ensure partner's expectations are being met

ADDRESSING THE BARRIERS FOR SPECIFIC TARGET GROUPS

Girls and young women

Educate yourself on the unique needs of girls and young women. Review your program delivery and identify barriers that may prevent young women from equal and meaningful participation.

Be sure to obtain input from girls and young women in your program. Find out what they enjoy and what they do not enjoy so that your program meets their needs and interests.

Tips on creating positive programs for girls and young women:

- Make sure the program is fun
- Offer a mix of physical and social/educational activities
- Build relationships to recruit and retain participants
- Offer basic judo instruction and skill learning opportunities
- Provide female-only opportunities
- Create a safe and supportive environment
- Offer programs for targeted age groups
- Hire female leaders

Aboriginal children and youth

Educate yourself about the Aboriginal community in your area. Review your program delivery and identify barriers that may prevent Aboriginal families from participating.

Build relationships with local Aboriginal leaders and their communities and fully engage local Aboriginal communities through consultation, collaboration and partnerships when developing programs. This respectful approach to understanding the Aboriginal community, their cultures and needs will help to improve engagement. Engaging the Aboriginal populaces must start with engaging Elders of aboriginal communities.

Multi-cultural populations

Educate yourself on the different populaces in your community. Learn about their customs, beliefs, and cultural traditions. Attend cultural sensitivity training if it is available in your community.

Low-income families

Inclusive strategies to consider:

- Provide subsidies and deferred payment plans (instalment payments and post-dated cheques) for low-income families.
- Seek out different sources of funding for qualified low-income families (regional and provincial funding) as well as private hardship funds and charities such as Canadian Tire Jumpstart.
- Be sensitive to any extra costs associated with participation once a child is enrolled in your program (such as events and field trips) and determine whether they are essential. When possible, provide hardship funds for children from low-income families to ensure they can participate equally in these extra activities.

- Approach suppliers of children’s products or vendors of events to cover the cost of a hardship fund as a gesture of appreciation for your business. Name the hardship fund after the donating vendor to promote their good will.
- Approach service groups in your community to provide funding for financially disadvantaged children to participate in after-school activities.

Be sure to promote your hardship funds in your promotional materials so that families will know that your program is accessible. Don’t forget to acknowledge the support from any sponsoring business or partnerships.

ACCESSIBILITY AND INCLUSION FOR CHILDREN AND YOUTH WITH A DISABILITY

Each facility, school, service provider, organization, and program is unique and there is no one absolute or right way to create inclusive opportunities. You will need to design and follow a path that suits the participant, your facility, and your program.

Disabilities are manifested differently in every individual and their impacts are diverse. Canadians with a disability come from all backgrounds, are of all ages, and have wide ranges of abilities and impairments. Disabilities that are visible fall into three broad categories: (i) physical, (ii) intellectual, and (iii) sensory. In addition to these, you may also have persons with a mental health disorder and other medical conditions that are not as apparent as those in the three categories listed here.

A successful inclusive ASJP for children and youth with a disability is one where:

- Participants with disabilities are feeling welcomed and accepted
- Activities are seamlessly modified and individualized as necessary
- Expectations are realistic yet challenging
- Assistance is provided only to the degree required
- There is dignity-of-risk and choice available. Excessive safety concerns hinder the person’s ability to experience physical activity
- The child/youth with a disability experiences success.

Your program should have a policy on inclusion for children and youth with a disability. Some inclusive policy suggestions include:

- Staff training
- Consulting with and involving persons with disabilities in the program
- Program brochures in alternate formats, using plain language
- Partnering with community-based organizations that serve people with disabilities to provide them with active living programming options

The language you use is an important part of inclusion. Some tips for inclusive language include:

- Focus on respect
- Speak with people the same way you would want them to speak with you
- Place the child/youth before the disability and focus on accuracy

Body language is equally as important.

Often, a person who has cerebral palsy, some forms of autism, who is hard of hearing or who has experienced a stroke, may have difficulty speaking clearly. Although it may be a challenge to understand the person at first, being patient, respectful and creative with the use of hand gestures and/or writing if necessary, may help to facilitate communication.

Nine steps to inclusion for children and youth with a disability:

1. Ask about the disability
2. Ask about support
3. Define safety concerns
4. Assess skill
5. Set realistic objectives (where possible, ask the child about their goals)
6. Select activities
7. Make modifications
8. Implement and evaluate

All children with special needs should be treated with respect and caring by:

- Analyzing their needs, being considerate and offering choices
- Being respectful of their privacy and dignity
- Encouraging opportunities for peer-to-peer interaction
- Being spoken to at eye-level
- Having other children know what behaviors are expected in advance as well as what the consequences are for unacceptable behavior
- Minimal wait times and transitions that are organized and well-planned
- Being asked questions to determine the child's level of comfort with an activity

FUNDING AND REVENUE

There are various types of funding to consider:

- Sponsorship
 - Corporate sponsorship: A corporate sponsorship can take many forms, from a major "title" donor to the donation of prizes for a special event.
 - Financial support from school's administration possible.
 - Community contributions: Community contributions may come from a corporate sponsor but can also be provided by the non-profit sector in your community.
- Grants
 - Government grants and foundations: Your program or your organization on behalf of your program may be eligible for grants from government and foundations.
- Fundraising
 - Fundraising is an excellent and often necessary way to supplement your budget and can be an opportunity for your after-school program participants to work together and have fun.
- Fees
 - Determine the correct fees in order for such program to be a success (for the participants, the school and the leaders).

PROGRAM LOGISTICS

In order to be considered, and hopefully successful, an ASJP needs to clearly states to following points:

- Licensing, risk management and liability:
 - Licensing: It is important to pay close attention to the legalities and liabilities involved in caring for children and youth to ensure a high-quality ASJP. Each province sets its own standards and regulations about specific factors related to school-aged care.
 - Risk management: The goal of risk management is to ensure that “negligence” will not occur in your program. Negligence is when a “standard of care” is not met. Ensure your policies and procedures that pertain to liability and risk management are well-written and communicated to stakeholders.
 - Liability: It is critical that your ASJP has considered and discussed the need for insurance with an insurance company or agent.

- Health and safety
 - Ensure you have well-written and communicated health and safety policies and procedures.

- Budgeting
 - It is critical to have a budget to ensure that your program operates in a fiscally responsible manner and is sustainable over time.
 - This budget must include how many participants can take part. This will provide authorities and those providing funds and subsidies with detailed information of the costs per child per lesson.

- Operating costs to consider:
 - Staff salaries
 - Equipment costs
 - Facility operation
 - Insurance
 - Materials and supplies
 - Communication (publicity, promotion, ...)

We recommend as much as possible that for the judo practice delivered in the ASJP children can be in real judo suits. Each child should be able to get a true experience of judo as it is meant and designed to be. The equipment (judo suits, mats or similar) should be available at the teaching locations before the start of the program. As a matter of hygiene, it is important to use clean suits and for children to wear footwear when walking around the venue.

LEADERSHIP AND TRAINING

The quality of your leaders will impact the success and sustainability of your program. Staff development and training should include:

- Working and communicating effectively with children, youth, and families
- Adapting to the needs of participants of different ages
- Creating quality programs and inclusive environments for girls and young women

- Promoting and respecting cultural diversity
- Adapting to the needs of participants with disabilities
- Understanding the importance of healthy child development
- Assessing child and youth progress and staff-child interactions
- Planning program space and activities to support program goals
- Promoting safety, health, and healthy nutrition for participants
- Implementing curriculum and strategies that support academics, enrichment and recreation
- Using positive child guidance in dealing with behaviour problems and concerns
- Setting goals and objectives and evaluating ASJP
- Enforcing an Emergency Action plan and risk management practices
- Implementing policies and procedures

Leaders must complete the NCCP training for judo and have the following requirements:

- Do a CRC (criminal record check) – via this link: [Judo Canada \(sterlingbackcheck.ca\)](http://JudoCanada.com/sterlingbackcheck.ca)
- Take the Ethical Decision course and an on-line evaluation – via this link: [NCCP Make Ethical Decisions | CAC \(coach.ca\)](http://NCCP.MakeEthicalDecisions.com)
- Take the Respect in Sport for program leaders on-line training – via this link: [Respect in Sport for Activity Leaders - Getting Started \(respectgroupinc.com\)](http://RespectinSport.com)
- Take the Safe Sport on-line training – via this link: [CAC Safe Sport Training | CAC \(coach.ca\)](http://CAC.SafeSportTraining.com)

There are five critical components to ensuring effective leadership:

1. Attract the right leaders
2. Screen leaders
3. Train leaders
4. Assess leaders
5. Recognize and celebrate leaders

PLANNING QUALITY PROGRAMS

Effective planning is a key ingredient to ensuring a successful ASJP. Creating a program plan enables you to:

- Identify the needs of your participants
- Meet needs of your participants by providing age and skill-level appropriate activities
- Allow for the most effective use of space, equipment and time
- Provide fun, positive and engaging programs for your participants
- Evaluate your program
- Communicate program outcomes to your partners, sponsors, etc.

Consider different possible programs:

- Judo lessons during lunch break
- Judo lessons after school

There are 3 types of plans to develop and implement:

- Program plan
 - A program plan allows you to see the big picture and outlines all the programming and activities required to operate your program successfully. It enables you to communicate your program needs with others, prevents conflicts with facilities and/or participants, and enables you to ensure the needs of your participants are met.

- We recommend presenting a long-term planning that contains a clear and detailed description of the content of the program, its objectives and potential growth.
- Weekly plan
 - A weekly plan provides more detailed information about the activities, timing, and resources required. The way you structure your program is critical to ensuring participant needs are met.
- Activity plan
 - An activity plan usually includes the following information:
 - Activity name
 - Age group
 - Timing for activity
 - Theme
 - Activity type
 - Activity outcomes/goals
 - How to play the game/activity
 - Use of space
 - Equipment required
 - People and groupings

It is important to evaluate your program and collect data. This can be done in a variety of ways. Surveys can be completed by staff, parents, participants, and volunteers. You can also engage in continuous monitoring which includes observing the program and gathering informal feedback from participants, leaders and parents. Adjustments can then be made as required. Data collection (number of participants, progression of participants, number of organised lessons, ...) will show how well certain projects are carried out and what alterations need to be made. Such figures can also be used for promotion and to find funding.

We recommend making sure that each program contains moments of success. Each participant should be stimulated and rewarded time and time again (diplomas, certificates, graduation, etc.).

PUBLICITY AND PROMOTION

How to promote and publicize your program:

- Contact the school or physical education teacher. The project will probably be presented to the school's governing board (it is possible to go and introduce yourself in person to talk about judo and be able to answer questions).
- Create a publicity and promotion plan that outlines:
 - Benefits of practicing judo:
 - Moral code (see *Appendix 1*).
 - Sense of group belonging: Despite being an individual sport, you need other to progress.
 - To teach children about empathy and self-control. Learn how to learn with a partner and not against.
 - Help reduce passivity and shyness. Need other to progress. Judo offers a unique social interaction opportunity – progress is possible only in cooperation with partners. This is a unique aspect of judo and it differentiates judo from other sports.

- Helps channel the aggressiveness and anger of young people while allowing them to play sports.
- It is important to remind that the ASJP also provides skills for life.
- Objectives – i.e. attract 40 participants to program
- Who – target audiences
- How – how you will reach them (i.e. your chosen methods of publicity and promotion)
- Tasks – the steps required to implement each tool/activity
- When – your timeline for implementing each activity
- Costs – the estimated cost of each tool/activity
- Responsibilities – who will accomplish each task

There are seven steps to promote and publicize an ASJP:

1. Gather information

- What is the program?
- How do people get involved?
- Where and when will it take place?
- Are there registration fees?
- Why is the program being held?
- What is the budget for publicity and promotion?
- Who is the program for?
- Are there any sponsors for the program?

2. Identify and define the target group(s)

- Who do you want to participate in, to support, or to attend the program?

3. Choose publicity and promotion tools and activities to attract the various target groups

- Contact school in your city
- Advertise through your local parks and recreation department
- Join your local Chamber of Commerce
- Become an exhibitor at local tradeshow or fairs
- Participate in events and fundraisers
- Develop a social media campaign

4. Draw up a timeline for implementation

- How far in advance should the campaign start?
- How often should the message be changed?
- Think outside the box in terms of where and how to promote, in the schools, including malls, housing complexes, other organizations, etc.

5. Develop the publicity and promotion materials

- Consider a theme for your campaign
- Engage with youth in helping to develop your key messages and the “look and feel” of your campaign
- What slogans or attention-getting headlines might you use? Emphasize fun, friendships, and trying new activities
- Would logos or pictures help create an image of the campaign? Ensure diversity in imaging relating to gender, race/ethnicity, ability, body size, etc. Consciously choose to not perpetuate stereotypical images of females and males
- What information is necessary?
- What props or special materials could be used to create an eye-catching display?

- Check all publicity and promotion tools for correct information, spelling, and grammar
 - Develop materials in different languages, as needed by your target audience
6. Act
- Keep people informed of happenings during the program
 - Keep publicity and promotion tools current
 - Collect information/feedback about the effectiveness of your publicity and promotion campaign
7. Evaluate
- Inform people of the final program results and acknowledge support and contributions to the program
 - Remove all outdated publicity

REFERENCES

- PHE Canada - Active Living After School (ALAS):
 - <https://phecanada.ca/programs/active-living-after-school>
 - Book: “Active Living After School: A How-to Guide for After School Programs” by PHE Canada
- Active after school: <http://www.activeafterschool.ca/>
- IJF Judo in schools: <https://schools.ijf.org/>

APPENDIX 1 – THE MORAL CODE EXPLAINED BY ADULT AND CHILDREN BY THE IJF

MORAL CODE	Explained by adults	Explained by children:
POLITENESS	It is respect for others	I am kind and nice to everybody. We say hello and goodbye to each other. With judo I can't tickle, pinch, bite or kick somebody
COURAGE	It is doing what is right	I am brave. I am always trying / daring to do.
SINCERITY	It is to speak truthfully	I say what I prefer or like to do. I tell the truth. I don't lie.
HONOUR	It is to be true to your word	I do what I said I would do. I keep my promises.
MODESTY	It is to talk about yourself without arrogance or impatience	When I win I congratulate my partner because he/she played well.
RESPECT	Without respect there is no trust	I don't hurt anyone. I always bow to my partner and always give a handshake. I don't cheat, because cheaters can never be the winner.
SELF-CONTROL	It is to remain silent when negative feelings rise	I stay in control of myself, my emotions and energy.
FRIENDSHIP	It is the purest human feeling	When I have a friend, I help him/her. I support my friend if he/she is in need. I am happy if he/she achieves something.

APPENDIX 2 – EXAMPLE OF AFTER-SCHOOL JUDO PROGRAM IN CANADA – TORAKAI JUDO CLUB IN QUEBEC

Torakai Judo Club – School program

- The Torakai Judo Club works in the school environment to promote the values of judo among young people.
- This club believes that judo is a method of intervention with young people that helps counter bullying, dropping out of school and drug addiction. Having a passion in life makes all the difference. The program aims to promote the following values through the teaching of judo: respect, honor, self-control, friendship, modesty, courage, sincerity and politeness.
- The Torakai judo school program has been established in Quebec in the following primary schools: Jardin-Bienville, Mosaïque, Paul Chagnon, Quatre Saisons, George-Étienne Cartier, Saint-Jude / Curé Lequin, Christ-Roi, International Vieux- Longueuil, Arc-en-ciel and Normandy, Maricourt and Marcelle Gauvreau. He is now mainly based at the Lionel Groulx school in Longueuil in the most underprivileged school in the region.

<https://www.facebook.com/JudoTorakai/about/>

Hereafter you will find a link to the recording of a webinar organised by Judo Quebec presenting the various benefits and the tips to keep in mind when launching and managing an after-school judo program in Quebec. This webinar is presented by Simon Gauthier-Hansen who's in charge of the Torakai Judo Club (only in French):

- <https://www.dailymotion.com/playlist/x71oc6>

APPENDIX 3 – EXAMPLE OF AFTER-SCHOOL JUDO PROGRAM IN CANADA – JUDO BC

Judo BC has had an after-school program for several years. The latter is based on the following steps and principles:

1. Identify a teacher for the program.
2. Identify schools near this teacher.
3. Organize a meeting with the school administration to present the benefits of such a program and the associated schedule.
4. Identification of available material:
 - a. Possibility of subsidy from Judo BC for surface acquisition.
 - b. Possible contribution from the parents' association for the purchase of space.
5. Introductory day for each class.
6. Course programming for 1st to 4th year students. Participants must be affiliated with the teacher's judo club (especially for insurance matters). The price of the program includes the price of the license.
7. Payment for participating in the program will be made directly to the teacher's judo club who will pay the latter an amount for his involvement.

About ten schools have taken advantage of this after-school judo program.

<http://www.judobc.ca/school-programs/judo-after-school/>

APPENDIX 4 – EXAMPLE OF AFTER-SCHOOL JUDO PROGRAM IN CANADA – JUDO ONTARIO

Below are some of the prerequisites listed by Judo Ontario that needed to be considered and implemented before launching an after-school judo program:

Program 1:

1. Identifying potential coaches to deliver and run fixed year-round programs in their region
2. Identifying 4-5 elementary/secondary schools to deliver 2-3 classes (45m-1hr) per school per day
3. Age group to be determined. Participants between 20-30 per school.
4. Coaches to deliver pre-determined curriculum, available to school staff.
5. Creating community pathway into sport through Judo SPORTS HUBS linking to local clubs and engaging members towards sport for life.

Program 2:

1. Identifying potential coach to deliver and run 6-8 week blocks annually in multiple regions (this could work within Judo Ontario introductory membership).
2. Identifying 4-5 elementary/secondary schools to deliver 2-3 classes (45m-1hr) per school per day
3. Age group to be determined. Participants between 20-30 per school.
4. Each block will culminate with a participation event/festival geared towards physical literacy, cooperation and development. Max time for event 4 hours. Engaging young sports leaders & volunteers to help lead and facilitate event. Event training to be delivered to volunteers (hours logged can be used for graduation).
5. Post event – children guided/linked to local club to continue participation and offered free trial and judogi.
6. Participant evaluation of program during event – what went well, areas to improve, useable & trackable data to inform program efficiency and evolution.
7. Judo Ontario membership development coach who could coach this curriculum multiple times per year in different areas/regions.

➔ All staff / leaders must be accredited with Judo Ontario.

➔ All staff / leaders must go through standardized training for program delivery.

➔ Completion of appropriate NCCP courses.

This is mandatory to ensure staff are vetted and meet the required standards of professionalism and excellence required to deliver a consistent NSO/PSO Program.

Potential partners

- Canadian Tire Jumpstart Program
- Hatashita International / Matsuru / Jukado or other supplier
- Any other ministry grants or funding

Barrier specific target groups

- Identifying female leaders to facilitate classes / program.
- Use of female only classes / days.
- Source funding / subsidies for low-income participants (free program + 1 year Judo Ontario membership + 1 year club fees + free judogi).
- Accessibility for participants with disability – link this to OPC Project – creation of 2 HUBS (East/West) for Visual Impairment (VI).

Logistics

- Mat Hire/Delivery – How many mats available? How to transport them to schools/hubs? Where are they stored?
- Staff – what does this look like? Multiple volunteers / Few “full-time” delivery staff. How to recruit assistants / young leaders to support programs?
- Publicity / Marketing Campaign – social media / designated program website / Google advertising / SEO.
- Slogan / campaign name, Logo

APPENDIX 5 – EXAMPLE OF IJF BEST PRACTICES OF JUDO IN SCHOOLS

The Schooljudo.nl programme in The Netherlands:

- It was started on the premise that society is becoming tougher and that schools think it important to teach young people a code of conduct and standards through sports.
- Schooljudo has developed a teaching programme in which these themes are covered.
- The programme was offered for a minimum of six weeks during school hours (and exactly fitting in between two school holidays).
- Schools were approached directly. The subject matter was not judo lessons at school, but how to achieve respect, resilience and moving more easily by means of judo.
- If a school shows interest, a local judo club will be involved to take care of the programme.
- The programme was started at one school under the name of Schooljudo and expanded to include 350 schools in The Netherlands. It can be organised uniformly and on the scale required.

www.schooljudo.nl

Mala sola Juda (“little school of judo”) programme Slovenia:

- Introduce judo to children in the age of six to nine, with special judo games to encourage them towards the judo clubs.
- The programme is focussed on fun and play, mats, balls, belts and other special technical equipment is used.
- Programme is based on judo principles, respect and discipline. The programme teaches children about falling.
- Programme is organised from September to June and sessions run twice a week.
- Lessons take place in the primary schools.
- There are 50 primary schools involved and over 1 100 children participating in the programme each year.
- Each child pays a monthly fee of € 10, - tot € 20, -, City of Ljubljana is covering 20% of the costs, needed finance is collected thru different commercial activities such as merchandise and summer or winter camps.

www.malasolajuda.si

APPENDIX 6 – JUDO CANADA TOOLBOX FOR CLUBS

- Parents pamphlet: <https://judocanada.org/development/>
- Intro to Judo: <https://judocanada.org/44300-2/>
- Practicing judo safely: <https://judocanada.org/wp-content/uploads/2021/02/Practicing-Judo-Safely-Recommended-Guidelines-August-2017-EN.pdf>
- Concussion information: <https://judocanada.org/fr/commotions-cerebrales-information/>
- Kyu grades (White to Brown Belt) : <https://judocanada.org/wp-content/uploads/2021/04/KYU.pdf>
- Safe Warm Up: <https://judocanada.org/wp-content/uploads/2021/04/WARMUP.pdf>
- U9 program: https://www.judocanada.org/wp-content/uploads/2020/02/JC_Certificate_8x11_FR_p1.pdf
- U12 program: https://www.judocanada.org/wp-content/uploads/2018/04/depliantU9-U12_anglais.pdf
- U16 program: https://www.judocanada.org/wp-content/uploads/2018/12/depliantU12-U15_EN.pdf
- Kids with a disability: <https://judocanada.org/judoka-with-a-disability/>
- Introductory program certificate: https://www.judocanada.org/wp-content/uploads/2020/02/JC_Certificate_8x11_FR_p1.pdf

APPENDIX 7 – PROVINCIAL/TERRITORIAL AFTER-SCHOOL PROGRAM CONTACT

Alberta	https://abactiveafterschool.ca/
British Columbia	http://www.judobc.ca/school-programs/judo-after-school/
Nova Scotia	https://www.ednet.ns.ca/bap/locations
Ontario	http://www.mtc.gov.on.ca/en/sport/afterschool/after_school.shtml

This list is not exhaustive and is subject to change.

On a national level:

- Boys and Girls Club: <https://www.bgccan.com/fr/>
- YMCA: <https://ymcagta.org/child-care/before-and-after-school-care>