

Kozdraś, G. (2019). Education in moral values of JUDO school students. *Ido Movement for Culture. Journal of Martial Arts Anthropology*, 19(1S), 50-54.

What is it about? (Aim/objectives)

Teaching moral values based on the philosophy of Prof Jigoro Kano to young judokas.

Where is it from? (Context/location)

Kodokan Judo School in Poland

Who are involved? (Research participants)

16 girls and 14 boys between the ages of 12 and 16 years old who have competed for an average of 5.5 years.

What are the readings and main concepts?

Jigoro Kano values consist of the following main and sub-values:

- Responsibility – rationality – produce – sense – caution
- Righteousness – blandness – scrupulousness – honesty – justice
- Patience – perseverance – sustainability – control – self-control
- Lowliness – humility – moderation – self-criticism- discretion
- Courage – bravery – heroism – prowess – fearlessness
- Kindness – helpful – mindful – polite – noble (p. 51)

What are the main findings? (Results)

A programme to teach these values for 'character development' and moral living (distinguishing between 'good' and 'bad' were implemented during a camp through lectures and small group activities. After active participation, they had to reflect on how they implemented these values. The Kogi and Mondo methods were used to teach the values during Randori trainings.

- *Before the training*, judokas mostly valued physical conditioning and sport performance (chosen by 50.0%) as a priority. Other values, in order of priority, were:
 - Courage (33.3%)
 - Patience (26.7%)
 - Companionship (20.0%)
 - Humility (16.7%)
 - Respect for others (10.0%)
- Four months *after the camp*, 8.3% more judokas demonstrated positive behaviours and implementing the values. Sixty percent (60%) said they transferred the values learnt to their daily lives beyond the sport. There was a shift in which values they preferred to work on and found important in their lives, namely:
 - Righteousness (53.3%)
 - Responsibility (50.0%)
 - Courage (26.7%)
 - Lowliness (20.0%)
 - Patience (13.3%)
 - Kindness (10.0%)

What are the main lessons? (Discussion/Reflections/Learnings)

Values taught and integrated in the lives of sport participants are different for application in their sports than those values they transfer to their daily lives.

- In sports, social or team values are considered important demonstrated in companionship and respect, whereas individual or personal values link to humility, patience and courage in performance.
- Outside their sport, they value mostly personal values with only patience, humility and kindness relating to inter-personal relationships.

Is it useful? (Chat room, knowledge sharing)

In value-education do you think you should teach the same values for guiding behaviour in sport and daily living? If yes, why? If not, what other values will you teach or make sure there is a transfer of learning?