

An examination of a tactical learning model in kendo for introduction courses where kendo armour rental is not available

Authors' Contribution:

- A** Study Design
- B** Data Collection
- C** Statistical Analysis
- D** Manuscript Preparation
- E** Funds Collection

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Abstract

Background and Study Aim:

To develop a learning model in kendo for introduction courses that can be implemented without using armour but that encourages participants to understand the competitive and cultural essences of kendo through tactical learning. With this attempt, this study also aimed to present material that can be used in introduction courses to encourage beginners to become regular practitioners in clubs.

Material/Methods:

To develop a new learning model of kendo for introduction courses, the results from the understanding test implemented in the practice of previous tactical learning model where kendo armour was available, and references and materials for teaching beginners were used.

Results:

A new learning model for kendo introduction courses that consists of seven learning stages was presented as well as how to provide learning situations in which participants are encouraged to understand the competitive and cultural essences of kendo through learning tactics in each of those stages.

Conclusions:

Introduction courses should not be courses that provide only basic techniques. They should also provide participants with opportunities to experience and understand the original competitive and cultural characteristics of kendo in order to develop their interests in officially starting and continuing kendo. The study has presented a new model to achieve this aim even if clubs are not able to provide armour. An important future task will be to further improve and develop this model through practice in collaboration with club teachers.

Key words:

kendo • armour • tactics • introduction course • learning model

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BACKGROUND

This study focuses on introduction courses for kendo, one of the Japanese martial arts. In the previous study published in the Archives of Budo Vol. 5, the author pointed out how kendo introduction courses should be as follows. Main syllabus and contents of introduction courses should not only include the fundamentals of kendo such as basic footwork, sword handling and body movement, but participants in introduction courses should be provided with more opportunities to

experience and understand the original characteristics of kendo that other sports do not have and that makes 'kendo' kendo. In other words, it is the interpersonal nature where two practitioners attempt to attack and defend targets (*men*: head, *kote*: forearms, *do*: trunk, *tsuki*: throat) with *shinai* (bamboo sword) [1].

The former should be the contents for 'beginners' courses' that are provided for those who got interested in kendo after participating the latter's introduction courses. As the author pointed out [2], kendo is 'something new'

Kendo – A Japanese martial art which is practised by means of one-on-one striking between opponents wearing a set of armour called *kendogu* and using a bamboo sword called *shinai*.

Armour – To be able to attempt direct striking against each other, protective armour that includes *men* (a mask protecting the face and the head), *kote* (a pair of gloves protecting the fore arms), *do* (a gear protecting the trunk) and *tare* (a gear protecting the groin and the thighs) is used in kendo. This study attempts to examine how introduction course can be provided without using sets of armour.

for many non-Japanese people and this is why providing participants who are not sure if they will officially join a club and continue kendo after finishing the introduction course with opportunities to experience and understand the essence and thrill of ‘something new’ is important.

In the previous study, based on the above opinions, the author examined how to make plans for and what to include when implementing introduction courses. The main points of the discussion were how ‘*waza*’ in kendo should be interpreted and the importance of the learning of tactics.

In the first discussion of *waza*, the author argued that understanding of the idea of *waza* is essential to understand the interpersonal nature that is one of the competitive characteristics of kendo and makes ‘kendo’ kendo. As the conditions of *yuko-datotsu* (a valid strike) in kendo matches, Article 12 of the regulations of kendo matches and refereeing defines, it is an accurate strike or thrust made onto *datotsu-bui* (striking zone) of the opponent’s *kendo-gu* (kendo armour) with *shinai* at its *datotsu-bu* (striking region) in high spirits and correct posture, being followed by *zanshin* (remaining spirit) [3, pp. 5–6]. In other words, striking one of an opponent’s striking zones such as *men* (the head), *kote* (the fore-arms), *do* (the stomach area) and *tsuki* (the throat) with ones *shinai* does not mean that it automatically fulfils the criteria of a point. Striking an opponent’s striking zones by chance is not regarded as valid. Competitors are required to display their specific will of striking by vocalising the name of the striking zone and also required to execute the striking action while maintaining stable posture. To create opportunities to strike, competitors also need to use ‘*seme*’ that are will and actions to put an opponent off balance mentally and physically and prevent an opponent from moving freely or to lure an opponent into where one wishes the opponent to be. Moreover, even if they successfully strike an opponent, they need to show ‘*kime*’ that are will and actions to make an appeal that their strike is not done by accident but executed with their strong will.

The whole process of the above is regarded as *waza* and it includes will and actions for ‘preparation’ and ‘completion’ as well as ‘execution’ as Figure 1 shows. Such an idea is not seen in other sports and seen only in kendo. In introduction courses, therefore, the author pointed out those providing participants with opportunities to experience and understand such a competitive characteristic is an important point.

As for the importance of learning tactics, with the idea that *seme* can also be explained as using tactics, the author pointed out how important learning tactics is in

kendo practice. The author also pointed out the following, based on some results of the author’s studies into learning tactics in kendo [8,9] developed by referring to the ideas of tactical games approach called ‘Teaching Games for Understanding’ developed in England [4–7]. It is that opportunities and situations to learn tactics can also be opportunities and situations to understand cultural aspects of kendo such as the etiquette and attitudes required in kendo. That is, the reasons and background of why kendo practitioners are required to show their gratitude to an opponent by following formal manners and to control their psychological excitement and other emotions, are accepted easily when explained after practitioners have actually experienced attacking and defending against each other rather than having it be explained in a one-sided way by teachers and instructors before practising. An example of the factual grounding is shown as follows.

The author practised a tactical learning model of kendo in Kubota’s project [9], with the subjects being eight Japanese university students, with the aim developing their understanding of competitive aspects, technical aspects and etiquette required in kendo as well as developing their tactical awareness through learning tactics. The model consisted of 12 lessons and each lesson was two hours long. An understanding test that consisted of three questions on technical aspects, three questions on tactical aspects and four questions on etiquette required in kendo was carried out after participating in all the lessons as shown in Table 1. There was also another group of eight students that were set up in order to compare their learning results with the tactical group. The same amount of time and timing of lessons was applied to this group who mainly spent their time learning basic techniques. The learning of tactics was left to their self-learning and the contents of the etiquette required in kendo were explained by their teacher just before they actually learned the related subjects.

Table 2 shows the results of the understanding test that was taken after the 12 lessons. The results that were marked by setting three key-words in advance which participants could get points by using in their answers showed the following. The tactical group gained higher scores in all the questions than the technical group. There were significant differences in scores for questions 4 and 6 on tactical aspects and questions 7 and 9 on etiquette required in kendo in the t-test. Table 3 shows examples of answers to these questions.

The tactical learning model developed for this study was slightly modified to make it available in introduction courses at clubs in countries where kendo is ‘something new’ and was presented in the previous study [1].

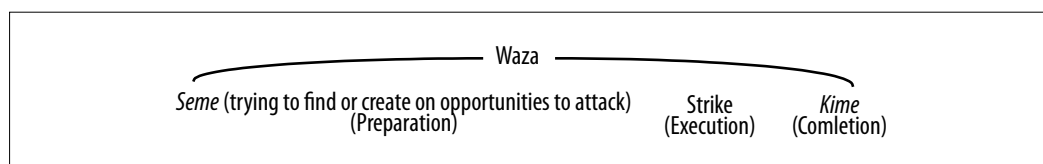


Figure 1. Structure of a waza [1, p. 106].

Table 1. Understanding test questions.

Technical aspects	Q1. Describe characteristics of the striking motion in kendo, comparing it with other sports. Q2. Describe with what footwork, shinai handling and body movement a kendo strike is executed. Q3. Describe what <i>waza</i> consists of in kendo.
Tactical aspects	Q4. Describe how to create opportunities to strike an opponent. Q5. Describe what <i>ko-bo-itchi</i> means. Q6. Describe how to lure an opponent to strike where you wish the opponent to.
Etiquette required in kendo	Q7. Describe three different types of <i>rei</i> (bowing) performed in the kendo lessons and the meaning of each. Q8. Describe how you should deal with results of winning and losing in kendo. Q9. Describe what other practitioners mean to you in kendo. Q10. Describe why kendo practitioners are required to treat their equipment carefully and take good care of it.

[9, p.84]

Table 2. Comparisons between the scores of the understanding test.

	Tactical group (mean±SD)	Technical group (mean±SD)	Significant difference
Q1	0.67±0.82	0.17±0.41	
Q2	1.83±1.17	1.50±1.22	
Q3	1.67±1.51	0.67±1.21	
Q4	2.50±0.55	1.17±1.17	*
Q5	1.77±1.17	1.00±0.89	
Q6	2.17±0.41	1.17±0.75	*
Q7	2.50±0.84	1.00±1.26	*
Q8	0.67±1.21	0.33±0.52	
Q9	2.00±0.89	0.67±0.52	*
Q10	1.50±0.84	1.17±0.41	

*: $p < 0.05$ [9, p. 88]

However, the ideas of how to provide participants with appropriate situations and timings to learn the competitive essence and significance of etiquette in relation to learning tactics are the same. It is expected, therefore that the same sort of positive results will be gained by implementation of the tactical learning model for introduction courses. Of course, a future task will be to practise this model and examine results in actual situations. The other task will be, at the same time, to develop a learning model for introduction courses in clubs where kendo armour rental is not available. This study, therefore, attempts to develop a new model for introduction courses in which it is possible to develop the participant's understanding of the competitive essences and significance of etiquette without using armour, by referring to the results of the tactical learning model practised in a Japanese university.

METHODOLOGY AND STRUCTURE

This study is the second in a series of studies that aim to develop a teaching and learning model in kendo for introduction courses. By reviewing some teaching methods and materials for teaching beginners, and the author's previous work, this study aims to examine a theoretical model for tactical learning in introduction courses in clubs where kendo armour rental is not available. This will be followed by implementing the model in an actual situation in the next study. The structure of this study is as follows. Firstly, using '*bokuto-ni-yoru kendo kihon-waza keiko-ho*' developed by the All Japan Kendo Federation as a training method for fundamental kendo techniques with a *bokuto* (wooden sword) and without using armour and what needs to be solved and improved when this training method is introduced in introduction courses is discussed. Secondly,

Tactics – In sports, it is a means of acting out patterns by a player or group to play reasonably and rationally in each situation in a game.

Introduction course – It provides people with some trial sessions of an activity for a certain period of time.

Waza – A term used in budo. In kendo, a waza consists of a preparation stage for creating opportunities for striking, an execution stage for actual striking, and a completion stage for showing that the strike was executed with one's own will.

Learning model – It shows a whole structure of a developmental learning process that consists of learning stages.

Table 3. Examples of answers.

	Examples
Q4	It is necessary for you to put your opponent off balance mentally and physically in order to create opportunities to strike. Examples for this are; 1) to create opportunities by making contact with the opponent's shinai such as deflecting the opponent's shinai from the right to the left, and pushing the opponent's shinai down. 2) to create opportunities without making contact with the opponent's shinai such as lifting your shinai above the head to make the opponent think that you are trying to attack men and make the opponent block it (as a result, an opportunity to strike do is created).
Q6	You can lure your opponent to strike where you want them to by intentionally showing opportunities for the opponent to strike. An example is to open your shinai by moving it slightly to the right so that your opponent will come to attack men. What needs to be considered is that your opponent will be cautious and will not be lured to strike if the way you show opportunities is unnatural. So looking natural and hiding your intention are important points.
Q7	In kendo, there are types of rei to your dojo (training hall), rei to your teacher and rei to other fellow practitioners. The first type of rei is to express your gratitude for being able to practise because there is a dojo. The second type of rei is to express your gratitude for your teacher's instruction. The third type of rei is to show your gratitude for being able to practise together.
Q9	Other practitioners are not your enemy to beat up or hurt but fellows to walk on the same way of the sword and human way through helping each other and developing together.

Table 4. Structure of *bokuto-ni-yoru kendo kihon-waza keiko-ho*.

Kihon 1: Ippon-uchi-no-waza (one strike techniques)
Kihon 2: Ni/San-dan-no-waza (2 or 3 step techniques)
Kihon 3: Harai-waza (techniques for striking after sweeping aside an opponent's bokuto)
Kihon 4: Hiki-waza (techniques while withdrawing)
Kihon 5: Nuki-waza (techniques for counterattacking while dodging an opponent's strike)
Kihon 6: Suriage-waza (techniques for counterattacking while parrying an opponent's strike)
Kihon 7: Debana-waza (techniques for attacking at the initiation of an opponent's strike)
Kihon 8: Kaeshi-waza (techniques for counterattacking while receiving an opponent's strike)
Kihon 9: Uchiotoshi-waza (techniques for counterattacking while redirecting an opponent's strike)

based on the above discussion, a new learning model that aims to encourage participants in introduction courses to develop their understanding of the competitive essences and etiquette required in kendo through learning tactics is presented. Thirdly, what the concrete developments in each learning stage of the new model will be is introduced. Finally, this study concludes by describing future tasks to develop a teaching and learning model in kendo.

Practical use of '*bokuto-ni-yoru kendo kihon-waza keiko-ho*'

The All Japan Kendo Federation developed a training method for fundamental kendo techniques with a *bokuto* called '*bokuto-ni-yoru kendo kihon-waza keiko-ho* (*bokuto keiko-ho* hereafter) in 2003. In this training where beginners practise without executing direct striking and without wearing armour, they are encouraged to learn the 'principles and theory of sword work' and the 'prescribed forms of etiquette' as well as the fundamental techniques of kendo [10, p. 5]. This training method consists of nine different types of *waza* from *kihon* (basic) 1 to *kihon* 9 as Table 4 shows.

The All Japan Kendo Federation published the "*kendo jyugyo no tenkai* (the developments of kendo lessons)" in 2009 as a teaching material book [11]. The background of this was that *budo* such as kendo and *judo* became a compulsory learning area within physical education for 1st and 2nd Year students at junior high schools in Japan with the revision of the Course of Study in 2008. In this teaching material, examples of the developments of kendo lessons in both cases that armour is available and not available are introduced. In the latter case, *bokuto keiko-ho* is taken up as the main contents. The contents of other materials such as "*kendo koshukai shiryō* (materials for kendo seminars) [12]" and a textbook of "*bokuto-ni-yoru kendo kihon-waza keiko-ho* [13]" previously published were mainly explanations of how practitioners move and use their swords. In the *kendo jyugyo no tenkai*, however, examples of developments of kendo lessons by introducing *bokuto keiko-ho* and teaching and evaluation points are illustrated. In this teaching material book, there are also abundant pictures and charts that can be used to make a learning notebook.

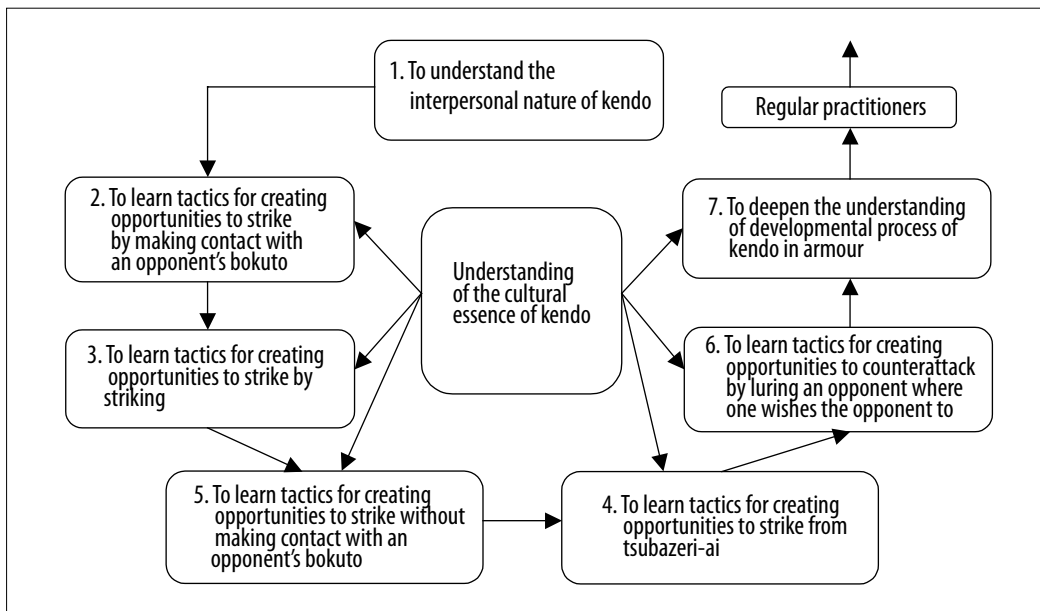


Figure 2. A tactical learning model for introduction courses without armour.

It is expected that *bokuto keiko-ho* can be of use to teach beginners and develop their interests in kendo with this teaching material book. For this, what needs to be considered is that introducing this training method as it is in school physical education and introduction courses that are taught and learnt with limited time will not be appropriate. In the *kendo jyugyo no tenkai*, practitioners are expected to learn interpersonal skills such as 'striking by responding to an opponent's reaction to one's *seme*' in *kihon* 1, 'striking by responding to an opponent's reaction to one's strike' in *kihon* 2, 'striking by responding to an opponent's movement' in *kihon* 3, 'striking while withdrawing' in *kihon* 4, 'striking by responding to an opponent's striking' in *kihon* 5, 6, 7 and 9, and 'striking an opponent even if the opponent's movement starts first' in *kihon* 7 [11, p. 10]. However, concrete learning contents on how to create opportunities to successfully strike and how to make an opponent react are not mentioned in the book. Instead, the learning processes introduced in the book are that practitioners practise from *kihon* 1 to *kihon* 9 in order almost only following set instruction in the book. Therefore, it cannot be denied that these consist of learning 'interpersonal techniques' rather than 'interpersonal skills'. Originally one of the purposes of developing this training method was to make practitioners acquire the fundamental techniques of kendo. In this sense, introducing this training method to beginners as it is would be appropriate in terms of acquiring basic movement and techniques. What should be considered is, however, that such a teaching strategy might have the danger of ending up with just learning forms to strike and pre-determined techniques without experiencing and understanding the competitive essences of kendo. In kendo where interpersonal skills are the core of performance, competitive

characteristics and essences are learnt through understanding the idea of *waza*, acquiring it and experiencing attacking and defending against it. To achieve an aim in kendo within physical education in Japan that makes students acquire 'basic skills' of kendo as an interpersonal activity and an aim in introduction courses in clubs that leads participants to become regular practitioners, teaching contents and processes should be devised so that the competitive characteristics and essences can be learnt even if kendo armour rental is not available. The author personally thinks that *bokuto keiko-ho* should be a teaching method that teachers can apply with some modifications to the movements and the swords used, although learning it in its normal format is also important. The author also thinks that this training method has a practical value in physical education and introduction courses when contents that are not mentioned in the above teaching materials are included or modified by the teacher.

Based on the above author's ideas, the following introduces a tactical learning model of kendo that modified and improved on a learning model of kendo without armour at Japanese lower secondary schools developed by the author for introduction courses at clubs.

A TACTICAL LEARNING MODEL IN KENDO FOR INTRODUCTION COURSES IN CLUBS WHERE ARMOUR RENTAL IS NOT AVAILABLE

Figure 2 shows a model developed by modifying *bokuto keiko-ho* in terms of creating opportunities to strike and counterstrike, based on the model developed in the previous study by the author [1].

This model consists of seven learning stages and the content in all the stages is learnt without using armour. At each stage, learning situations where participants are encouraged to develop their understanding of the cultural essence of kendo are planned to be provided in relation to learning contents in each stage. The following explains the learning contents of each stage.

Stage 1: To understand interpersonal nature of kendo

Firstly in this model, participants are provided with opportunities to experience direct striking with *shinai* and watching some *waza* and demonstration matches with help of experienced club members in armour. Although the participants do not put on a set of armour such as *men*, *kote*, *do* and *tare* in introduction courses that employ the above model, it is important for instructors to explain and make the participants understand the idea and the structure of *waza* and how to attack and defend in kendo. This will help the participants clearly understand the connections between what they just experienced and watched, and what they will learn in their courses.

This is followed by the same contents of the first stage in the previous model. That is, the participants learn striking actions with the idea of ‘completing each cut with a fast swing, correct angle and sudden stop’ in interpersonal situations which is one of the technical characteristics of kendo [1, p. 107]. In kendo where *shinai* and *bokuto* are ideologically regarded as real swords where the cutting edge is only on one side, it is required that the direction of the *shinai* or *bokuto* when striking and the direction of the edge should be the same. To encourage beginners to understand this and to experience cutting at the correct angle, the use of newspaper is popular in schools and clubs in Japan and the same method can be introduced in this model. As regards to ‘learning striking actions in interpersonal situations’, the participants make a fan-shaped formation facing an instructor and try striking actions towards each cutting target zone by following the instructor’s actions [1, p. 107]. The instructor is required to sometimes change the timing of the start of their movement. The participants therefore need to carefully watch the instructor so that they will be able to make quick striking actions in response to the instructor’s action.

After the participants understand these, learning of ‘striking-*kime*’ is introduced with application of *kihon 1* in *bokuto kihon-ho* as the first step of understanding the structure of *waza*. In *kihon 1*, the attacking side and the receiving side face each other with middle guard position called *chudan-no-kamae*, and the attacking side strikes as

soon as the receiving side reveals opportunities to strike *men*, *kote*, *do* and *tsuki*. Then the attacking side comes back to *chudan-no-kamae* after taking one step back and taking *zanshin* to show that the attacking side is keeping correct body posture and a state of the mind that is alert and ready to respond instantly if necessary.

A point that was modified from of the above *kihon 1* in this model is that the attacking side uses a half size of *shinai* called ‘mini-*shinai*’ instead of *bokuto*. The reason is because it is difficult for beginners to stop striking just before touching each target as requested in usual *bokuto kihon-ho* and they tend to hesitate when swinging their *bokuto* down towards because they worry that they may hurt their partners by hitting them. If the attacking side uses a mini-*shinai*, their strike does not reach the target but they can swing down with no hesitation. In addition, by attempting to swing down and stopping in front of the receiving side instead of stopping just before touching the targets, they can also feel ‘cutting and stopping with their swords’ such as ‘cutting from the top of the receiving side’s head to the chin’ in *men* striking and ‘cutting their forearm off and stopping’ in *kote* striking in a more realistic but safer way.

Another modified point is, as introduced in the previous model, the attacking side is advised not to immediately take one step back after striking and take *zanshin*, but to stay for a few seconds and keep vocalising the name of the target after striking [1, p. 107]. One reason is to make them understand the idea of *kime* that makes clear that one’s strike is executed with a strong will, and that a strike is not completed as a *waza* without showing this strong will. The other reason is to solve a problem that beginners tend to focus only on learning forms and move mechanically in the process of striking to taking *zanshin* and *chudan-no-kamae*.

Stage 2: To learn tactics for creating opportunities to strike by making contact with an opponent’s *bokuto*

After the participants understand the process of striking-*kime-zanshin*, they move on to the learning of ‘*seme*’ in the next stage. In this stage, tactical learning that applies to *kihon 1* and 3 in *bokuto kihon-ho* is introduced. The participants start by learning how to create opportunities to strike by making contact with an opponent *bokuto* as the attacking side parries the receiving side’s in *kihon 3*. Some examples of creating opportunities and striking targets are ‘the attacking side pushes the receiving side’s *bokuto* down and then strikes *men*’, ‘the attacking side parries the receiving side’s *bokuto* from the left to the right and then strikes *kote*’, and ‘the attacking side uses a small circular motion and forces the receiving

side's *bokuto* upward and then strikes *do*'. The attacking side that uses a mini-*shinai* is reminded to execute a 'cut and stop motion at appropriate positions' as introduced the previous stage. The attacking side is also reminded to execute *kime* after striking and then take *zanshin*.

As for the receiving side, they are encouraged to remember the feelings of how their *chudan-no-kamae* is forced to be broken in the above learning situations. They are encouraged to know when they feel that their *chudan-no-kamae* is most effectively broken and also understand how they have been struck and which part of their *bokuto* was made contact with. Understanding such feelings will help them when they change their role and become the attacking side.

The later learning development in this stage is to learn to apply the above tactics by reading an opponent's mind as introduced in the previous study [1, p. 108]. Typically practitioners try to push back and parry back when their *shinai* is pushed and parried in a practical situation in armour. Here, participants are encouraged to understand this typical reaction and take advantage of it as a new tactic. For example, the receiving side tries to return back to a central position by bringing their *bokuto* back after it is deflected off centre. So even if the attacking side tries to strike *men*, the receiving side will try to prevent it. By cleverly using their attempt and lifting attacking side's mini-*shinai* slightly up when the receiving side tries to deflect back, the attacking side will be able to make the receiving side swing and miss and strike *kote* which should be open as a result of the receiving side's *bokuto* movement.

As well as understanding the competitive characteristics and essences through learning tactics like those above, understanding of etiquette required in kendo is also an important learning point in this model. To encourage participants to understand the etiquette required in kendo effectively, participants are provided with opportunities to learn etiquette in relation to learning tactics and experience of interpersonal skills in this model as the effectiveness of this approach was proved in other studies [8,9].

Stage 3: To learn tactics for creating opportunities to strike by striking

The participants are provided with opportunities to learn how to defend in kendo and tactics for creating opportunities to strike by striking by modifying *kihon 2* in *bokuto kihon-ho*. In *kihon 2*, the attacking side strikes the receiving side's *kote* after the receiving side shows an opening for *kote* by moving their *bokuto* slightly up and to the right. The attacking side then strikes the receiving

side's *men* immediately after the receiving side takes one step back. This is modified in order to make the participants to learn tactics to create opportunities to strike by striking as follows. The receiving side blocks the attacking side's first strike. The attacking side tries to strike a target which is opened as a result of the receiving side blocking the other target. Explaining more concretely by using *kote-men* striking performed in *kihon 2*, the attacking side attempts to strike *kote* where the receiving side does not show an opening for it but blocks the attacking side's strike by using their *bokuto* and taking one step back. An opportunity for striking the receiving side's *men* is created as a result of blocking the *kote* strike, then the attacking side immediately takes one step forward and strikes *men*. Based on the above example, the participants are encouraged to understand and learn how to block strikes towards each target when they take the role of the receiving side. They are also encouraged to understand and learn which target will be open as a result of attempting their first strike when they take the role of the attacking side. Through attempting to attack and block various targets, they also need to understand and learn attacking and blocking by creating appropriate distance by learning proper footwork, body movement and how to handle their *bokuto* and mini-*shinai*.

In the above process, some important attitudes that kendo practitioners should have are introduced. Examples are, 'they can practise because there are others to practise with', 'they can deepen their understanding and improve their skills because they help each other to develop by trying to attack and defend against each other in all seriousness', and 'others who they practise with are not enemies but fellow partners to follow the same 'way' and develop together'. By understanding these, the participants will also effectively understand the significance and importance of etiquette and some ways of acting to show their gratitude and respect to each other in a kendo way.

Stage 4: To learn tactics for creating opportunities to strike without making contact with an opponent's *bokuto*

The participants have learnt how to create opportunities to strike by making contact with an opponent's *bokuto* in the previous stages. In this stage, they are taught tactics for creating opportunities to strike without making contact with an opponent's *bokuto* based on *kihon 1, 2* and *3* in *bokuto kihon-ho*. Beginners tend to move their *shinai* to directions that their opponent moves their *shinai* when being attacked. For example, when their opponent moves their *shinai* to the left, beginners tend to follow the opponent's *shinai* and move their *shinai* to the right. By making use of such typical beginners'

reaction, they are encouraged to learn how to create opportunities to strike a target by pretending to attack a different target. One example is to make their opponent's hands and *bokuto* move up and create an opportunity for striking *do* by intentionally lifting their mini-*shinai* up as if attempting to strike *men*. As they develop their understanding, they are encouraged to make their tactics more complicated by including a second feinting action. For example, the defending side tries to block the attacking side's first feint, then the attacking side attempts to outwit the defending side again by attempting the second feint action. The participants are advised to learn how to use their footwork and body movement to develop their attacking and defensive skills through learning the above and also reflecting the learning contents in the previous stages. Moreover, through learning in this stage, they are also reminded that they are fellow partners who follow the same way by helping each other and develop together.

Stage 5: To learn tactics for creating opportunities to strike from *tsubazeri-ai*

In this stage, the participants learn tactics to create opportunities in *tsubazeri-ai* where two practitioners' *tsuba* (a sword guard inserted between the handle and the blade region) and *tsuba* are touching, and striking while moving backwards. *Kihon 4* in *bokuto kihon-ho* is modified to learn this. In *kihon 4*, the receiving side blocks the attacking side's *men* strike. Both then take a small step forward and take *tsubazeri-ai* position. The attacking side pushes the receiving sides hands down and the receiving side reacts to it by lifting their hands up. The attacking side responds by immediately stepping back while lifting their mini-*shinai* overhead and strikes *do*. This is followed by showing *zanshin* and coming back to *chudan-no-kamae*. Even if directions of movement are different, the tactical principle that makes use of an opponent's reaction where they try to push back if being pushed is the same as the tactics in the stage 2. In addition to this, another tactical principle that was introduced in stage 4 is also applied in this stage. The participants are encouraged to make use of an opponent's reaction that follows their *shinai* when being attacked, and to create opportunities to strike from *tsubazeri-ai* by using such tactics.

Stage 6: To learn tactics for creating opportunities to counterattack by luring an opponent where one wishes the opponent to

Counterattack techniques are included in *kihon 5*, 6, 8 and 9 in *bokuto kihon-ho*. However, these are performed in the way that the receiving side first attempts to attack and the attacking side then counterattacks, and tactics

such as intentionally luring the receiving side to a target of the attacking side are not included. In this stage, therefore, the participants learn some tactics for luring their opponent to each target such as slightly moving their mini-*shinai* and intentionally showing an opening, and how to use counterattack techniques such as counterattacking while dodging, parrying, receiving and re-directing their opponent's strike.

Thus, when introducing and teaching counterattack techniques, it is important for instructors to make the participants understand that they should not wait for their opponent to come to strike but they should make their opponent come to strike. Another important point is that they should aim to strike properly when they take the role of the defending side. Even if the defending side knows that the attacking side is attempting to lure and counterattack against the defending side, they still need to aim to strike targets properly. This is important in terms of helping the attacking side understand and learn how to use their footwork, body and *shinai* properly against strikes to each target. In other words, it is not until the defending side strikes properly that the attacking side can learn counterattack techniques. The participants once again need to be reminded of the idea of 'helping each other and developing together'.

Stage 7: To deepen the understanding of the future developmental process of kendo in armour

So far in this model, the participants have learnt various *waza* executed with footwork, body movement and *shinai* handling without using armour but by modifying *bokuto kihon-ho*. The aim of this process was to develop their understanding of tactical principles to create opportunities to strike and use them, to attempt to execute striking, blocking and counterstriking properly, and to complete their strike as *waza* by using *kime* and taking *zanshin*. Another aim was to encourage them to learn some etiquette and attitudes required in kendo through the above process of learning *waza*.

In this final stage, they are encouraged to deepen their understanding of a future developmental process of kendo where they put on a set of armour and become able to perform skilfully though improving their techniques and developing tactics. For this, they are provided with opportunities to experience direct striking on experienced club members in armour and watching some *waza* and demonstration matches again as provided in stage 1. In addition, they are also given opportunities to experience modified sparring against experienced members. For example, the participants focus only on attacking for 30 seconds by making the most

use of the tactics they have learnt and try to strike experienced members who try to block every attack the participants' attempt. This will give them an opportunity to understand future tasks such as the importance of making their *shinai* handling, footwork and body movement work together in order to execute accurate strikes with stable posture and necessary and sufficient striking force as well as developing their tactics.

It is of course up to the participants to decide whether or not they will continue kendo after introduction courses. However, understanding the future developmental process will help them to develop their interests in kendo and also develop their viewpoint to enjoy watching kendo even if they decide not to continue kendo.

CONCLUSIONS

This study examined a learning model for introduction courses of kendo in clubs where armour is not available by modifying *bokuto kihon-ho* and the model for introduction courses where armour is available.

What was emphasised was to regard '*waza*' in terms of interpersonal skills that consist of 'preparation', 'execution' and 'completion' in interpersonal situations with an opponent. Encouraging the participants to understand

this idea will help them effectively learn tactics for creating opportunities to strike and the importance of completing their striking as *waza*.

What was also emphasised was the development of tactics in terms of how to create opportunities to strike. A tactical learning model that consisted of seven stages was presented.

As for learning of some etiquette and attitudes required in kendo, it was pointed out that instructors should consider when and in what situation they would provide the participants with opportunities to learn and understand some etiquette and attitudes as pointed out in the previous study. Some examples of encouraging the participants to learn these in relation to learning tactics and *waza* were also presented.

The model presented in this study needs to be implemented and developed through this implementation in future studies. Moreover, for the participants who decide to continue kendo through introduction courses, learning contents and development of 'beginners' courses' will be examined in order to develop their tactics and techniques in armour based on the learning contents in introduction courses.

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