



FEBRUARY 2022

JUDOKA FOR LIFE



**CANADIAN JUDO AND JUDOKA LONG TERM
DEVELOPMENT MODEL**

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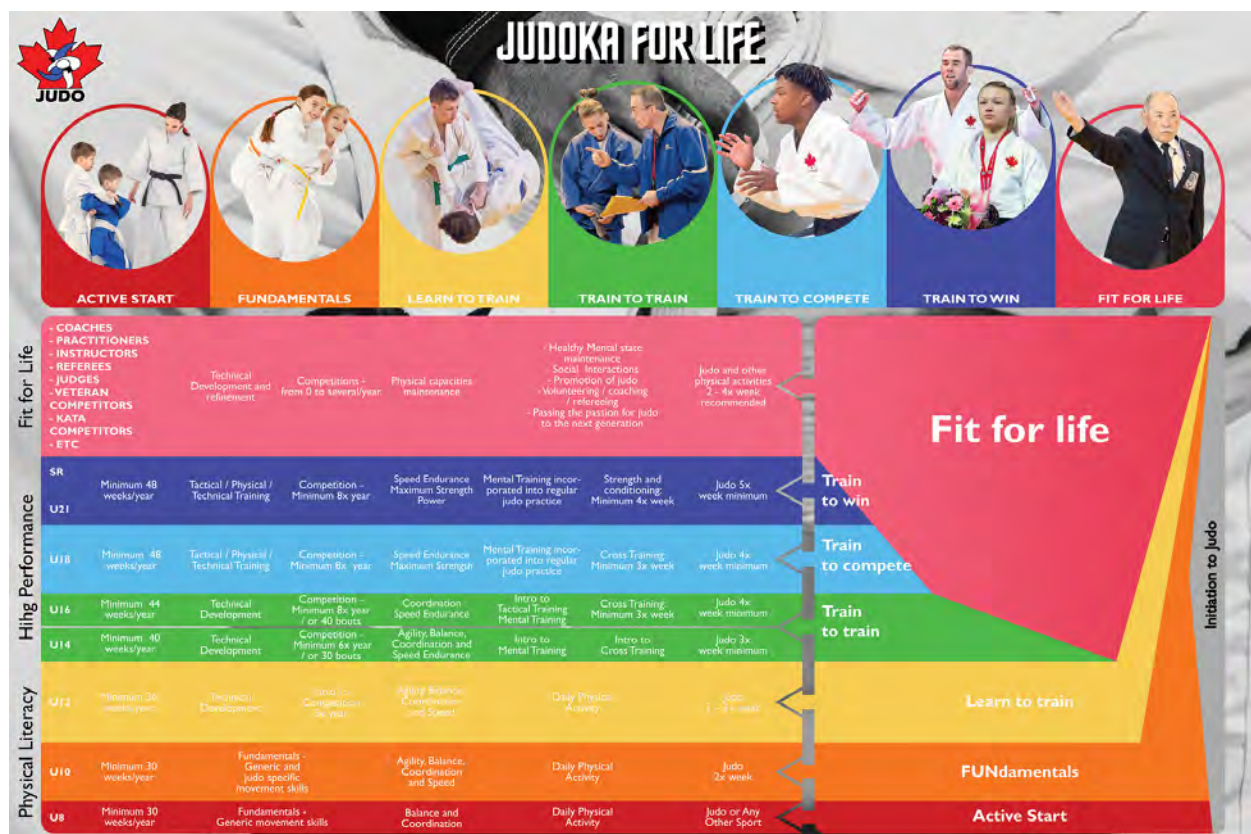
INTRODUCTION TO “JUDOKA FOR LIFE”

“Judoka for Life” is Judo Canada’s adaptation of the Generic Long Term Athlete Development Model (LTDM) developed by Sport for Life (S4L) and promoted by Sport Canada in the Canadian Sport Policy. The overarching objective of this “made in Canada” approach is to create a platform that offers programs promoting a healthy lifestyle to all Canadians which, in the process, leads to a greater sporting success of Canadian athletes at the world stage.

This edition of the LTDM follows the Judo Canada’s “Taking it to the Mat” guide published in 2005 which served as a blueprint for revision of Judo Canada’s programs including:

- Coaching Certification and Education Programs

- Establishment of Regional Training Centres
- Establishment of an independent National Training Centre
- Development of a variety of professional resources for coaches and club managers.
- Implementation of athlete centered policies regulating activities of National Teams
- Development of an appropriate and meaningful competition system for all
- Creation of Domestic Ranking Tournament Circuit
- Introduction of the National Tournament Standards and Sanctioning Policy
- Change of Judo Canada Strategic Planning protocol



WHY THE LTDM REVIEW?

Shift in the Sports System

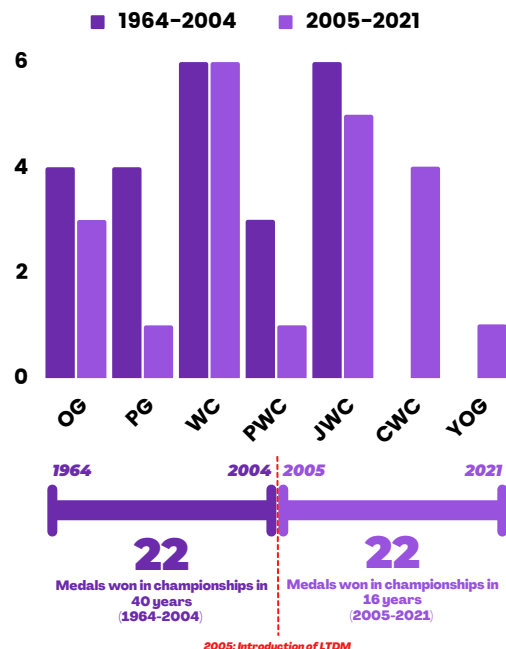
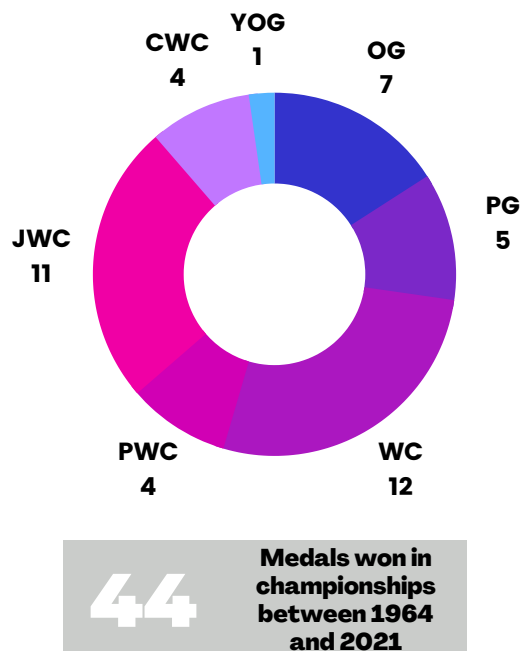
The LTDM is an ever-evolving concept. The current revision of the LTDM is a direct result of the changes that impact the Canadian Sport System, new scientific evidence as well as experience gained by the Judo community over the past two decades.

Organizations such as Own the Podium (OTP) and Sport for Life (S4L) challenged and mandated the sports community to develop a stage specific Athlete Development Matrix, obtain sport specific data and consider relevant research. Judo Canada has gained greater understanding of what a Canadian athlete needs to be able to do at the different stages of their development to be able to compete at the World stage.

International results of Canadian judoka achieved over the past decade are the best testimony to this

positive development. Judo Canada is recognized now by the international judo community as one of the leading developing judo nations, which is a great accomplishment considering the scope of judo in our country.

However, regardless of the success of Canadian judokas at the international stage, only a relatively small percentage of Canadian participants in judo are involved in the Competitive Stream (approx. 20%). The current edition of the LTDM is attempting to tackle a much larger task – “affecting wellbeing of the society” and “building a healthy and fit for life nation.” This is the reason why in this LTDM 3.0 you will see the shift of focus from the athlete development matrix to the broader cultural and structural issues.



Participants in Canada

Over 50% of judokas in Canada are children under the age of 12, and we attract over 7 500 new members each season. Sadly, we lose similar numbers. Judo programs in Canada have not been very successful in retaining these young judo practitioners.

A series of new programs offering developmentally appropriate training protocols focused on the development of fundamental movement skills as well as social skills unique to judo have been developed. The goal is to support our community with an option

to improve both the retention of members beyond the pre-specialization development stage, as well as improving the social status of judo in Canada. It is apparent that Judo has an untapped potential for growth!

The conclusion is that what is needed is a change that will address the organizational structures and the overall culture of the sport. Judo Canada's "Judoka for Life" project is intended to address these needs.

22 000 members*

390 clubs*



of judokas <12 years

+ 7 500
new
members/season
but just as
many leave

KEY PRINCIPLES OF THE 2022 LTDM UPDATE

The 2022 LTDM is a multi-document publication offering high-level overview with links to a variety of resources offered independently.

The “Judoka for Life” addresses the following critical factors

Optimal structure

Clarity of roles and collaboration within the system offers the best chances to accomplish the intended outcome with an optimal utilization of resources.

Quality is a key

Every participant in a sports program deserves to be offered the best quality experience possible. The quality of the program is measured by the degree to which it reaches its objectives. Regardless of whether the aim of a program is to address the needs of the child in the pre-specialization development stage, the needs of a recreational judoka, or the needs of aspiring or high-performance judoka, quality is determined by how effective the program is in regards to reaching these objectives.

Inclusion is non-negotiable

Being allowed to take part is not enough in Canadian society. Every potential participant must feel safe and welcomed regardless of their current level of skill or their visible or invisible differences.

Safe Sport

A safe environment is essential to sport as a judogi is to a judoka. The Judo environment, at any level, must be free of abuse, harassment, discrimination, or neglect and offer a safe emotional and physical experience.

Judo for development

Judo is part of the “sport Industry” and as such, contributes to the social and economic well-being of Canada. Hosting of sport events by local, regional, national and international partners results in spin off activities in the hotel, restaurant, transportation and event service industries thus contributing to overall economic developments. The demographic diversity of the judo community demonstrates the social impact of judo. The philosophical principle of “mutual welfare and benefit” mimic the humanitarian, cultural, ethical and peace-building interests of Canada. Successful Canadian Olympians and Paralympians promote Canada all over the World, demonstrating the diverse culture of Canada with pride and dignity. Finally, judo promotes healthy living which contributes to reductions in health care costs.

The “Judo for life” guide addresses the challenges in 4 Chapters

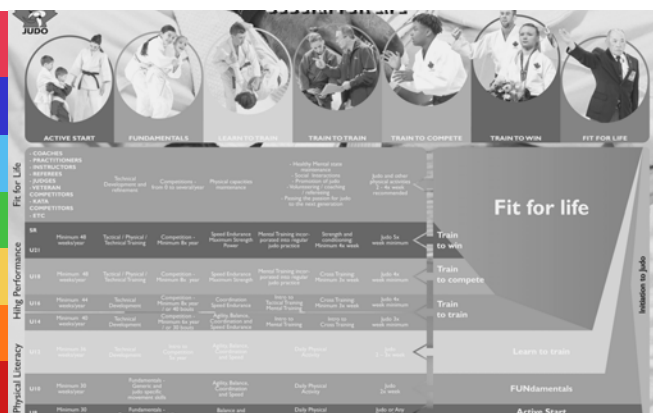


GOOD PLACES

- National Sport Organizations (NSO)
- Provincial/Territorial Judo Associations (P/T's)
- Clubs
- National and Regional Training Centres

GOOD PROGRAMS

- Pre-Specialization
- High-Performance
- Recreational judo – The Fit for Life



GOOD PEOPLE

- Good Leaders
- Good Coaches
- Good Parents

AREAS OF SPECIAL CONSIDERATIONS

- Girls and Women in Judo
- Indigenous Canadians in Judo
- Judoka with a Disability



CHAPTER I: “GOOD PLACES”

The principle of “Good places” applies to all institutions that service the community of judokas in Canada from Clubs through Provincial/Territorial Judo Associations, to Training Centres and finally Judo Canada.

NATIONAL SPORT ORGANIZATIONS (NSO)

Judo Canada is value driven and a policy guided organization:

1. Policies are proposed by Judo Canada's appointed committees or staff and approved by the Board of Directors.
2. Once approved, they are published to ensure transparency and implemented in daily operations.
3. Decisions made are respectful of what our values stand for and how they are reflected in our policies.



Judo Canada is mandated and held accountable by Sport Canada to govern all aspects of judo in Canada. It is primarily accountable for performances of Canadian Senior judokas at the highest international level of competition but also for providing leadership in promotion and development of judo at the domestic front. Thus, the design of the LTDM is primarily led by Judo Canada. However, implementation of many of the objectives depends on the cooperation by all institutions involved in the process: (i) Provincial and Territorial judo associations and (ii) Clubs.

Judo Canada's missions as defined in our strategic plan are to:

- "...support the development of Canadian judokas towards winning medals at the World Championships and Olympic/Paralympic Games".
- "... guide and engage in initiatives to increase the number of participants in judo in Canada".

Judo Canada Strategic Plan

The main funding partners of a majority of Provincial and Territorial (P/T) judo associations are their respective PT's governments and the individual members registered in clubs of their respective jurisdictions. The mandates and missions of P/T judo associations may differ slightly from the mandate and mission of Judo Canada. However, roles and responsibilities of P/T sport associations are well defined in the **Canadian Sport Policy 2012**.

In this complex environment, alignment of roles and responsibilities within the system is needed and is crucial. Working together is better than working in isolation. In a low-profile sport like judo, our community cannot afford to waste resources on working in disunity with one another when the goal is the promotion and wellbeing of judo participants. At the domestic front, the Canadian judo community competes against participants of over 70 different sports. At the international front, Canadian judoka representing us fight against judoka from almost 200 countries where many of which, judo is a high profile sport.

OUR VALUES



Sportsmanship
and fair play



Safe environment



Excellence of judo
programs



Positive leadership and
respect for others



Be transparent in
policy -based decision
making

PROVINCIAL/TERRITORIAL JUDO ASSOCIATIONS (P/T'S)

Roles and responsibilities of the P/T's are well outlined in the Canadian Sport Policy, and they are consistent with Judo Canada's role. They play, however, much more of "a hands on" responsibility since they are the direct link to judo clubs.

Judo Canada recognizes that out of the 13 Provincial/Territorial judo associations within Canada, only a few have the capacity to develop comprehensive policies. **Judo Canada policies** are offered to all P/T partners for the implementation in their respective jurisdictions.



The relationship between Judo Canada and its P/T's is defined in the **Membership Policy and its agreement.**

CLUBS

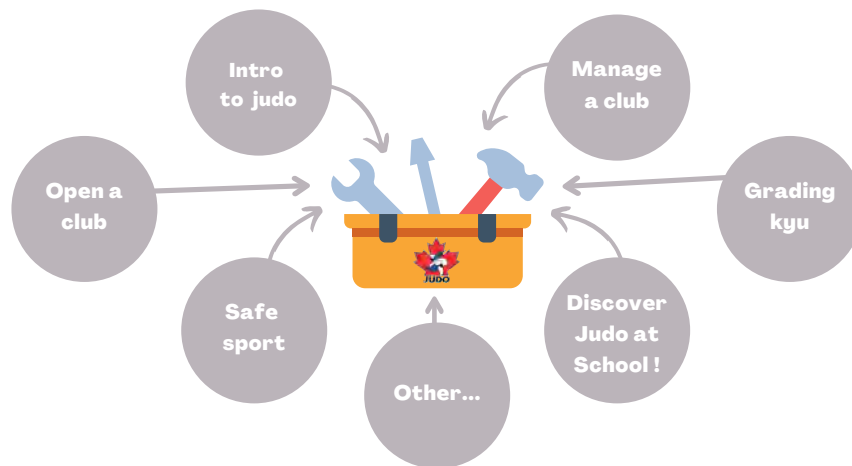
Clubs are the most important elements in the system. This is where newcomers to our sport learn fundamental movement skills, life skills and where they eventually fall in love with judo. Ultimately, how well clubs operate determines the success of judo in their communities, regions, P/T's and consequently, in Canada. Well understood and well-placed operational objectives of a judo club are key to its success.

The diversity of Canada on the geographic and on the demographic front offers an unlimited spectrum of environments in which judo clubs may operate. Each of these may offer different opportunities and challenges. Addressing these may require a variety of approaches and the leaders of judo clubs familiar with their surroundings may choose the optimal option for their contextual reality.

The LTDM approach is to offer generic advice to club operators to help and enable them to deliver the best service possible to their practitioners.

Toolbox for clubs

Club operators will find a variety of resources on the Judo Canada website in the section: **Toolbox for clubs**. All resources available on this website are frequently updated and offer the best available advice on a variety of topics. These resources will help clubs to determine their program needs and objectives. The majority of clubs in Canada are not-for-profit organizations and operate on a few times per week basis. It is in the best interest of the participant to know what the objectives of a program are thus defining their role in the system.



The most highly recommended publications that address the organizational/structural club issues are:

- **How to Open a Dojo**
- **Club Management Guide**
- **Best practice club checklist**

The most recommended publications that address the best practice models for the delivery of a safe, ethical and inclusive judo program are:

- **Practicing Judo Safely Recommended Guidelines**
- **Concussion policy**
- **National Kyu Grading Syllabus**

Links to additional recommended resource manuals can be found in *Appendix B*.

NATIONAL AND REGIONAL TRAINING CENTRES

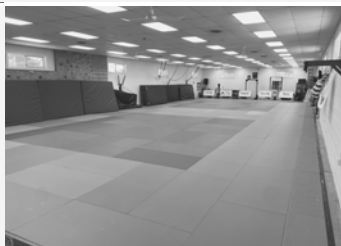


ALBERTA

- Lethbridge, Alberta

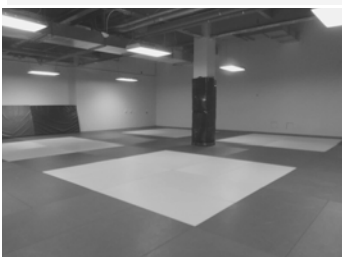
BRITISH COLUMBIA

- Abbotsford, British Columbia



ONTARIO

- Toronto, Ontario



Regional Training Centres

The Regional Training Centres (RTC) are established in areas that offer a large enough population of judoka in the T2T and T2C development stage who are interested in pursuing the High-performance Development Pathway. These centres operate in collaboration with local clubs, their respective Provincial Judo Associations, Judo Canada and their associated Canadian Sports Institute or Centre.

The role of these centres is to offer the best training environment for the next generation of competitive judoka who plan to pursue a High-performance career and who are not ready yet to move to the National Training Centre. As of 2021, three Regional Training Centres operate in Canada.

National Training Centre

Judo Canada has the mandate to develop athletes who can deliver podium performances at the Olympic/ Paralympic Games, Senior World Championships as well as Junior and Cadets World Championships. The goal of the National Training Centre is to offer athletes the coaching, the Daily Training Environment (DTE) and the Sports Science/Medical services necessary to achieve these goals.

Judo Canada has determined that with the limited population of judoka in Canada, it is necessary to centralize training of the most dedicated and gifted competitors during their T2C and T2W development stages. The National Training Centre is located at the “Institut National du Sport du Québec” (INSQ) in Montreal, which is part of the Canadian Sports Institute. The Centre welcomes all athletes from across Canada who meet the minimum eligibility criteria. In addition to the support from coaches, the athletes who qualify for carding are offered extensive medical and sports science support services.

The High-performance Plan of Judo Canada (**Strategic Plan – Judo Canada**) is the backbone of the HP programs. It is revised every four years. The **National Training Centre Guide** and the **National Team Handbook** are aligned with the plan.



CHAPTER II: **“GOOD PROGRAMS”**

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GUIDING PRINCIPLES

The strategic objective for “Good Programs” is to offer activities that are attractive enough to invite participants to **START** in judo, **STAY** in judo and **SUCCEED** in Judo.

START in judo during the Active Start, Fundamentals and Learn to Train development stages attracts 5 000 to 7 000 children every year. For the majority of these children, the reason they may

choose to **STAY** in judo beyond their early childhood will be the enjoyment of the programs in which they participated. Staying in judo programs during the Train to Train and the later development stages offers the necessary pathway to **SUCCESS** in judo defined as the accomplishment of goals that are set by the participants for themselves.



Judo Canada defines “Good Programs” as the one that offers a safe and optimal training environment and that respects those general principles:

- 1 Many pathways for a Judoka**
- 2 Optimal programming is critical**
- 3 Inclusion is non-negotiable**
- 4 Staying up to date with physical literacy**
- 5 Focused on the adolescent participants needs**
- 6 Focused on the adult and golden years participant needs**
- 7 Adapted to stage of development instead of age of participants**

Many pathways for a Judoka

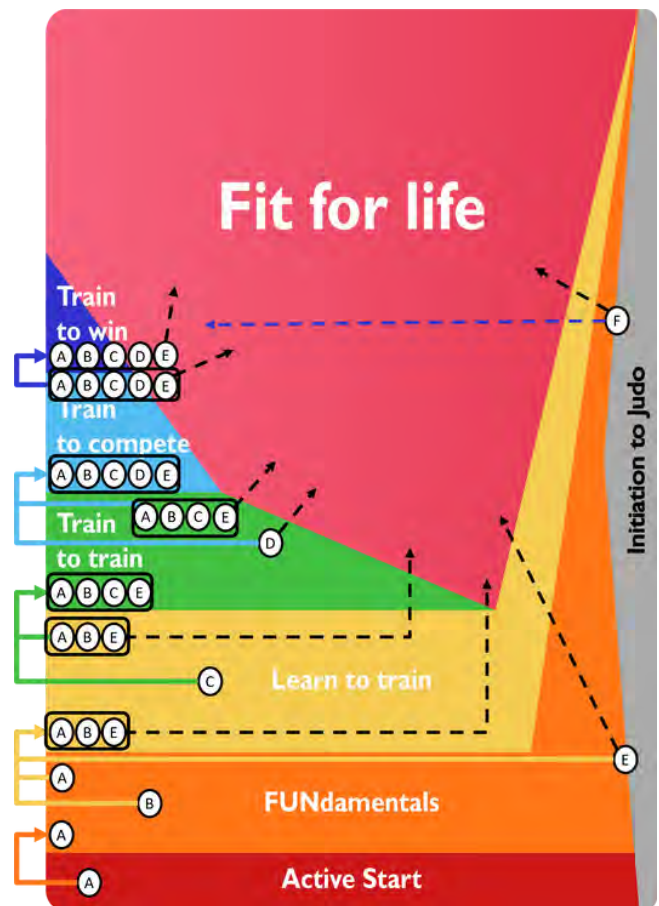
Judo may be many different things to different participants. There are multiple possible development pathways for a judoka as well as many different goals that participants in judo programs may pursue; the LTDM recognizes this reality. The graphic illustration of such reality is reflected in the chart below.

Judo is recognized in many countries as a great sport to build a solid fitness base in children. Such a base may serve the child later in life regardless of whether they **STAY** and **SUCCEED** in judo or **STAY** Fit for life in other activities.

The model also recognizes that some athletes who end up focusing on the High Performance often follow a very convoluted, full of twists and turns type of developmental pathway. Such reality is particularly common when athletes transition between different sports and athletes who are differently abled.

For example:

- Athlete “A” starts judo at the age of 6
- Athlete “B” starts judo at the age of 9
- Athlete “C” starts judo at the age of 11
- Athletes A, B and C aspire to stay on the HP pathway, but they may, for a variety of reasons, depart from it at various later stages of development to pursue the Fit for life goals
- Athlete “D” starts judo at the age of 14 and is coming from a different sport. The athlete is dedicated to pursue the HP pathway but may also decide that the Fit for life is a better option.
- Athlete “E” started judo in a small community club at the age of 9 but is driven to be an Olympic Champion and pursues this goal, but also may decide to pursue the Fit for life pathway.
- Athlete “F” was initiated to judo much later in life and will have no option other than the Fit for Life pathway. However, if such athlete is differently abled, the goal of pursuing a HP pathway may still be available pending the contextual reality at the International Stage.



This model recognizes that almost without exception, every Canadian who won a medal at the Olympic Games or Senior World Championships, started judo in their early childhood which is not necessarily the case on many successful judo countries. Such reality suggests that in the Canadian culture the most probable pathway to Olympic success starts in judo early in life.

Optimal programming is critical

The athlete development matrix in this edition offers the best up to date information on optimal programming for judoka at different development stages. The model also suggests different programs pending the goals and objectives of the participants as well as the capacity of the leaders of the program. It is crucial that a judo club has clear goals and objectives that are communicated to its members.

It is a very challenging - and often impossible - task to present programs that offer optimal service to participants who have various and often dramatically different goals and expectations. This means that distinct and clear program parameters for recreational, competitive and high-performance programs are proposed as an optimal solution.

Focused on the adolescent participants needs

Adolescence is a time when many youth drop out of judo or any other physical activities. This is a phenomenon observed in practically all countries where the socio-cultural reality is similar to that of Canada. “Good Programs” recognizes this phenomenon and tries to offer a social environment reaching beyond the physical activity. At the same time, during this period of life, some participants develop desires to become high-performance athletes. “Good Programs” recognizes it and offers an adequate programming for such participants.

Adapted to stage of development instead of age of participants

Beyond the adolescence, progress from stage to stage is to be measured by performance rather than the biological age.

Inclusion is non-negotiable

Every potential participant must feel welcomed, included, and safe both emotionally and physically regardless of their current level of skill, or their visible or invisible differences. Actions and behaviours of leaders of the “Good Programs” must demonstrate understanding of this principle.

Staying up to date with physical literacy

Physical literacy was initially defined as: “...*physical competence in a variety of movements and understanding of the value for engagement in physical activity for life*”. The definition has evolved and there has been an increased emphasis on the psychological components, including fostering confidence and motivation as well as social connectedness. These elements are now considered critical ingredients of its development.

Focused on the adult and golden years participant needs

Judo culture in Canada offers the “best practice model” when it comes to the service of older and golden years judoka. Striving for a next grading promotion, the practice of Kata, the involvement in support of programs as well as the relative popularity of Veteran competition offers a wide spectrum of options for the mature members who choose involvement in judo for life. However, even on this front, there is room for improvement by offering adult only sessions focused on physical fitness programs designed deliberately to service adults and golden years participants.

PRE-SPECIALIZATION DEVELOPMENT STAGES

U8, U10 & U12

Summary

To keep participants that started judo at very early age in our sport until they reach maturity, they have to have **FUN** (defined as “amusement and enjoyment”). An overwhelming majority of individuals subjected to judo will enter our sport during one of the Pre-Specialization Development Stages. Participants will develop fundamental judo movements and technical skills and if they enjoy it, it will foster their positive attitude towards judo.

One of the unique values of judo lies in the fact that partnership and cooperation are necessary to develop technical efficiency. As such, judo contributes to the development of social skills. Judo Canada’s goal is to have judo recognized by the Generic Canadian LTDM as one of the leading Fundamental Movement Skill development activities in Canada.

Judo is known for building strong and durable athletes. There are many testimonials from coaches from mass participation sports like soccer, hockey, rugby or baseball who state: “children who experienced judo training in early childhood are much fitter, safer, self-confident and not prone to injury in comparison with other children”. Such statements are great promotional tools for judo.

Approximately 80% of all Canadians who ever experienced judo do (did) not progress in our sport beyond the Pre-Specialization Development Stage. This is the main gap that this LTDM review identified and hopes to address.

Here is a summary of the three Pre-Specialization Development Stages:

Active Start	FUNDamentals	Learn to Train (L2T)
U8 Minimum 30 weeks/year	U10 Minimum 30 weeks/year	U12 Minimum 36 weeks/year
Fundamentals - Generic movement skills	Fundamentals - Generic and judo specific movement skills	Technical Development
	Introduction to Competition 4x year	Introduction to Competition 5x year
Balance and coordination	Agility, Balance, Coordination and Speed	Agility, Balance, Coordination and Speed
Daily physical activity	Daily physical activity	Daily physical activity
Judo or any other sport	Judo 2x per week	Judo 2-3x per week

ACTIVE START



01. Guiding Principles & Objectives



- Safety is a priority – focus on the development of core and neck strength and endurance
- Lay the foundation for the development of a strong, healthy body, improved fitness
- Focus on building athletic foundation
- An essential stage in the development of Motor skills:
 - Balance
 - Coordination
- Develop fundamental movement skills (running, jumping, throwing, swimming, etc.)
- Offer Sports programs full of fun, challenging and frequently changing activities
- Children must be in motion for at least 80% of the time in the dojo
- Good experience enhances overall feeling of well-being, confidence, and self-esteem
- Need for 30-60 minutes per day of organized physical activity, dependent upon age
- Balance and coordination to be accomplished through general exercises and a variety of judo-related games
- Judo-specific skills must be adapted to accommodate a child's body proportions which are different than adult body proportions
- Introduce, teach, and develop proficiency in fundamental judo movement skills (Tsugi-ashi, Ayumi-ashi, Tai-sabaki, crawling, rolling, shrimping, tumbling, etc.)
- Short duration speed/agility games to be incorporated
- Short duration aerobic efforts - allow for a spontaneous application of effort by the child.
- Develop suppleness and flexibility exercises to be incorporated in games that also emphasize coordination and agility.
- Introduce games addressing cognitive development:
 - Memory games
 - Decision-making games
 - Self-control games
 - Mimicking games
- Programs planned and delivered by NCCP Certified Instructors.



02. Judo-Specific Objectives

- Basic Ukemi in all directions
- Basic judo fundamental movement skills
- Learn basic Osaekomi-waza and escapes
- Learn basic Nage-waza as per the Judo Canada Kyu syllabus
- Introduce modified Ne-waza randori
- No lifting Nage-waza techniques
- Core and neck strength/endurance development
- Maximum grade: Yellow (5th Kyu)

ACTIVE START



03. Framework

- Participation 1-2 times/week for a time of 45-60 minutes in duration each.
- Emphasis on Ukemi and Ne-waza. Time allocations:
 - 60-70% Ne-waza
 - 30-40% Tachi-waza
- Modified randori: Ne-waza only and in-club only
- Skills:
 - Motor skills 35%
 - Judo 55%
 - Other (cognitive, mental) 10%
- Basic motor skill exercises with judo exercises where possible
- Summer off season promote sports that develop fundamental movement skill that cannot be developed on the mat (e.g. swimming)
- When not on the mat during winter school break, promote sports that can be developed in the winter (e.g. skating, skiing)
- Access to developmentally appropriate equipment as needed
- Activities should be designed to ensure success and develop self-esteem and a desire to participate
- Activities should be non-competitive and foster participation
- No formal competitions but participation in Judo Festivals as per **Sanctioning Policy and Tournament Standards**



04. Strategic retention actions

- -All programs should:
 - Keep track of retention of participants from season to season.
 - Offer to the participants and their parents an “exit satisfaction survey” protocol.

FUNDAMENTALS



U10

01. Guiding Principles & Objectives

- Emphasis on fun, positive reinforcement, and adapting to a structured environment
- First sensitive period for speed development:
 - Girls: Between the age of 6 to 8 years old
 - Boys: Between the age of 7 to 9 years old
- Master basic movement skills before introducing sport-specific skills
- Exposure to and development of the ABC'S of athleticism:
 - Agility
 - Balance
 - Coordination
 - Speed
- Focus on development of various Speed
- Games to develop speed, power, endurance
- Develop and refine movement patterns (locomotion, climbing, throwing, catching, kicking, etc.)
- Develop speed (linear, lateral, multi-directional, rapid direction changes, segment speed - i.e. arm, hand or leg action. Generally each exercise max. 5-6 seconds in duration)
- Further develop flexibility
- Introduce strength exercises using child's own body weight, medicine balls, Swiss ball, etc.
- Introduce power and stamina through games
- Develop general awareness of the body and general fitness
- Introduction to developing cognitive functions comprehension:
 - Explain what you are doing when executing a movement skill and why
 - Start and stop games developing self-control in conjunction with a variety of speed and quickness of movement
- Introduction to judo etiquette
- Technical development and body awareness
- Avoid unnecessary emphasis on discipline
- Programs planned and delivered by NCCP Certified Instructors



02. Judo-Specific Objectives

- Fun through judo-related games incorporating rolling, wrestling, pulling, pushing, etc.
- Basic Ukemi
- Learn basic Osaekomi-waza and escapes
- Learn basic Nage-waza and transition techniques
- Introduction to judo etiquette, rules, and concept of fair play
- Games to develop speed, power and endurance
- Body weight and Swiss/medicine ball exercises
- Maximum grade: Orange (4th Kyu)

FUNDAMENTALS



U10

03. Framework

- Practise 2 times/week, maximum of 60 minutes each
- Emphasis on Ukemi and Ne-waza. Time allocation:
 - 55-60% Ne-waza
 - 40-45% Tachi-waza
- When on the mat, focus on basic movement skills and patterns unique to judo
- When not on the mat, during a school break or camp or off season, focus on other fundamental movement skills (walking, running, jumping, swimming, skiing, skating, climbing, throwing, catching, kicking)
- Introduction to modified competition (club, regional or judo festivals):
 - Maximum of 4 per year
 - Competitions as per **Sanctioning Policy and Tournament Standards**



04. Strategic retention actions

- All programs should:
 - Keep track of retention of participants from season to season.
 - Offer to the participants and their parents an “exit satisfaction survey”.
- Introduction of Gender Specific trainings.

LEARN TO TRAIN – U12

For most girls and some boys, this stage of development will represent the “pre-adolescent” stage of their lives. It is necessary to pay particular attention to the individual athlete's needs and the stage of their biological development. Coaches need to be conscious of the fact that the “early bloomers” may physically dominate their chronological peers whose maturation process is not at the same advanced stage.

The primary objective of judo programs is the overall athlete development and its physical literacy. If we can build upon the foundations laid during the **Active Start** and **FUNDamental** development stages (regardless of whether these were accomplished in judo or other activities), we can assure the sequential development of our participants. It must also be recognized that many youngsters join our sport at this age and that they do not share the same level of development or acquired fundamentals. They often bring various levels of physical literacy, and their needs must be addressed by an adequate level of challenge.

Participants at this age should, for the most part, be concerned about fun and overall athletic development. This is not to say that sport-specific skill should be discounted. The early sensitive period

for skill training in girls is between the ages of 8 and 11 and in boys between 9 and 12 years.

The contextual reality of judo in Canada - especially in competition (small number of participants in some regions of the country) - is that to have an opportunity to compete, judoka who are chronologically a few years apart are often grouped together. However, in our sport, the difference of the biological stage of development between individuals is to a certain degree addressed by the weight divisions.

To ensure that the participants competition experience is developmentally appropriate, Judo Canada promotes children tournaments with modified regulations. They are published in the **Sanctioning Policy and Tournament Standards**.

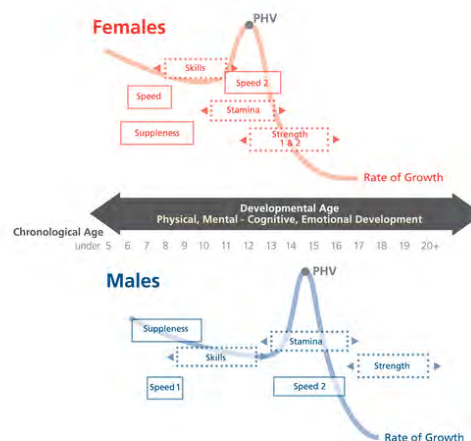
For logistical reasons (numbers of athletes, lack of facilities, instructors, time, etc.), combining training sessions of various ages, skills and development stages is a reality. However, coaches who are NCCP trained, are equipped to recognize the similarities and differences in the needs and demands between these participants. Furthermore, the instructor with assistants must address specific needs and demands of each age group. Overall athletic development should be emphasized using games and fun activities.

Peak Height Velocity

The Peak Height Velocity (PHV) is generally defined as the period of time in which an adolescent experiences their fastest upward growth in their stature – i.e. the time when they grow the fastest during their adolescent growth.

During this stage, some Judoka (particularly females who in general start their puberty 1 to 2 years earlier than boys), will begin to experience an onset of puberty. Instructors need to know that immediately prior to the PHV is an excellent time to begin development of aerobic capacity. For girls, the second sensitive period for speed also normally occurs between the ages of 12 and 13 during PHV, but sometimes is a bit earlier.

Coaches who need to address these specific developmental needs must recognize that the measurement of the stage of biological development is key and they should request from their athletes the self-evaluation protocol available in *Appendix A*.



Source: © Sport for Life – sportforlife.ca

LEARN TO TRAIN (L2T)



U12

01. Guiding Principles & Objectives

- Focus on growth and development considerations
- Optimal window of opportunity for skills training:
 - Girls: between the ages of 8 and 11
 - Boys: between the ages of 9 and 12
- Continue focusing on developing cognitive functions comprehension:
 - Increase the level of difficulty of challenges: what are you doing when executing a movement skill and why?
- Emphasis on general fitness development
- Develop strength using child's own body weight, medicine balls, Swiss balls
- Develop stamina through games and relays
- Further develop speed by specific activities emphasizing agility, quickness and change of direction
- Further develop suppleness
- Ethical behaviour and fair play
- Mental training introduced
- Programs planned and delivered by NCCP Certified Instructors.



02. Judo-Specific Objectives

- Consolidate previously learned skills
- Continue learning and consolidation of Fundamental Judo Movement skills
- Consolidate the ABC'S:
 - Agility
 - Balance
 - Coordination
 - Speed
- Learn new technical skills and consolidate previously learned judo skills
- Consolidate Ukemi
- Continue focusing on development of core strength
- Develop understanding of the role of movement in the execution of Nage-waza – proper execution of moving Uchi-komi
- Focus on hand-eye and foot-eye coordination techniques
- Bilateral development – Nage-waza must be practiced to both left and right
- Introduce mental training (visualization, goal setting and relaxation)
- Introduction to judo etiquette
- Technical development up to green belt (3rd Kyu) as per National Kyu Grading Syllabus
- Maximum grade: Green (3rd Kyu)

LEARN TO TRAIN (L2T)



U12

03. Framework

- Practise 2-3 practices per week for 60-90 minutes each
- Time allocation:
 - 50% Ne-waza
 - 50% Tachi-waza
- Introduction to the concept of a proper Warm-up and Cool-down protocols in conjunction with Cognitive Function development – participants playing instructor roles for parts of the warm-up and cool-down
- No periodization: sessional and seasonal planning only
- Other sports/activities/games to be practiced daily
- 5 competitions per year, as page 24&25 of **Sanctioning Policy and Tournament Standards**



04. Strategic retention actions

- All programs should:
 - Keep track of retention of participants from season to season.
 - Offer to the participants and their parents an “exit satisfaction survey”.
- Introduction of Gender Specific trainings.

HIGH-PERFORMANCE SPECIALIZATION PATHWAY

U14, U16, U18, U21 & SENIOR

Introduction

High-performance sports programs are identified as a unique subgroup of competitive sport. In the High-performance context, the focus is to offer optimal programming for the most determined, dedicated and talented athletes who aspire to perform at the highest level at the Senior World Championships, Olympic and Paralympic Games. The majority of participants in competitive sports will not train in the High-performance context. However, in competition they are paired with the High Performance athletes to test their skills and achieve their personal goals.

To meet the needs of athletes competing at this level, it requires highly specialized coaching, facilities, and athlete services, as well as athletes' commitment to the set goals. It must be emphasized that competing at the Olympic level requires a lifestyle choice and not all of us are ready or able to commit to it.

In turn, developing a high-performance environment matching today's World Standards requires meeting several fundamental elements including:

- Coordination and communication among governments and key stakeholders
- Support to athletes (including financial)
- World class coaching and technical leadership
- Innovation in training methods seeded in research and data collection
- Development of qualified and ethical officials

- Athlete talent identification, recruitment and development

All of these ingredients need to be in place, while respecting the Safe Sport and ethical standards.

Such an environment is supported by the High-performance Plan in line with the High-performance strategy of Sport Canada. Judo Canada selected locations are the National Training Centre in Montreal and the designated Regional Training Centres for the Next Generation of aspiring High-performance Judoka.

Specific recommendations listed below for the age groups are defined as per needs of the competitor on the High-performance Pathway. Competitors not interested or not able to fulfill the recommended training and competition standards or meet performance objectives, will in general train and compete less and define their goals accordingly.

It is acknowledged that with a growth of the Veterans competitive judo movement, and the Kata tournament system, a number of judokas who are well into the "Fit for Life" development stage are now involved in competitive judo and often dedicate as much time to training as specified below. Regardless of this fact, programs for competitors in their later stages of life are included in the recreational section of this document.

Administrative and Strategic Objectives

The vision of Judo Canada is to be regarded as the overachieving judo nation preparing Canadian judoka to win medals at the World Championships and Olympic/Paralympic Games. The essential elements are put in place and aligned so that participants can pursue this objective in a safe and ethical manner and excel to the extent of their abilities.

To support this vision, some key strategic objectives are set:

- Competitive and high-performance programs are under supervision of competent coaches who are NCCP certified and who pursue further available professional development to meet the best world standards.
- Ensure recognition of volunteers to maintain the largely volunteer supported club system and competitive structure.
- Ensure that the standards of competitive events in Canada are consistent with the standards expected by the society, as well as the IJF.
- Pursue ways to increase the number of salaried personnel involved in delivery of judo programs.
- Ensure that Paralympic judokas have their special needs addressed when involved in competitive and High-performance programs.

Optimal window to enter specialization programs

Judo is classified as a “normal specialization” sport in which peak performance capacity falls in the 23 to 28 years old window. There are however, many examples of athletes who reach World class performance in late teens and early twenties. This supports the fact that judo involves very high kinesthetic (traditionally associated with sports like swimming, baseball, tennis, surfing, skateboarding, etc.) and acrobatic components (traditionally associated with sports like gymnastic, diving, etc.) which allows some judo athletes to reach World level results prior to them reaching their full performance capacity in our sport.

Normally, in our system, specialization in judo starts when athletes are in the U14 age group. For most females, puberty will end during the U16 and for most males the challenges of puberty will last into the U18 – Train to Compete development stage. By now, those who pursue the high-performance pathway experience much greater volume and intensity of training, as well as a much greater number of competitions.

The growth spurt offers additional challenges. Rapid growth might result in a reduced coordination of movement and in judo, this means that techniques that once worked well in the past may suddenly no longer work.

The physiological and psychological challenges are no less evident. Coaches and support personnel of young athletes must be adequately trained, must be aware of these challenges and must offer advice and patiently address the ever-changing needs of the individual athlete. The puberty self-evaluation tool (Appendix A) is a good start to know where your athletes are in this process. This tool also allows one to address the specific sensitive periods for the development of physical capacities.

It is important to note that the technical needs of the judo program will NOT differ dramatically from the recreational stream. However, the physical, mental and cognitive aspects of training will reach a different level for the elite stream. The difference is reflected in the volume and intensity of training, as well as an emphasis on participation in competitions

However, it is important to emphasize that at this stage the competitive success is not a determining factor of a future competitive success. The main goal in competition is to gain experience and test a variety of technical, tactical, and mental strategies. It is important to recognize athletes who display exceptional passion and inclination for judo.

Here is a summary of the four stages of the High-performance Specialization Pathway:

TRAIN TO TRAIN T2T		TRAIN TO COMPETE T2C	TRAIN TO WIN T2W	
U14 Minimum 40 weeks/year	U16 Minimum 44 weeks/year	U18 Minimum 48 weeks/year	U21 Minimum 48 weeks/year	SENIOR Minimum 48 weeks/year
Technical Development	Technical Development	Tactical / Physical / Technical Training	Tactical / Physical / Technical Training	Tactical / Physical / Technical Training
Competition - Minimum 6x per year / or 30 bouts	Competition - Minimum 8x per year / or 40 bouts	Competition - Minimum 8x per year	Competition - Minimum 8x per year	Competition - Minimum 8x per year
Agility, Balance, Coordination and Speed Endurance	Coordination Speed Endurance	Speed Endurance Strength Endurance	Speed Endurance Strength Endurance Maximum Strength	Speed Endurance Strength Endurance Maximum Strength
Intro to Mental Training	Intro to Tactical Training Mental Training	Mental Training incorporated into regular judo practice	Mental Training incorporated into regular judo practice	Mental Training incorporated into regular judo practice
Intro to Cross Training	Cross Training - Minimum 3x per week	Cross Training - Minimum 3x per week	Cross Training - Strength&conditioning Minimum 4x week	Cross Training - Strength&conditioning Minimum 4x week
Judo 3x per week minimum	Judo 4x per week minimum	Judo 4x per week minimum	Judo 5x per week minimum	Judo 5x per week minimum

Gold Medal Profile

To ensure efficiency in developing athletes capable of competing for medals at the World stage, Judo Canada developed a Gold Medal Profile (GMP). This summary document lists factors that are deemed to measure athlete's capacity to reach the podium at the highest competitive level. Each of the factors is evaluated on a scale from 1 to 4, with 4 being the maximum score.

The ideal model of athlete progression from the moment that an athlete starts a specialized training in judo requires that all the factors are assessed frequently. Empirical evidence gathered to date demonstrates that to be successful at the highest-level, athletes at the Train to Win stage should reach 70% + of the maximum points available in this

evaluation scheme (20 factors at max 4 points each = total 80 points).

The factors of the GMP presented below are grouped in 4 categories:

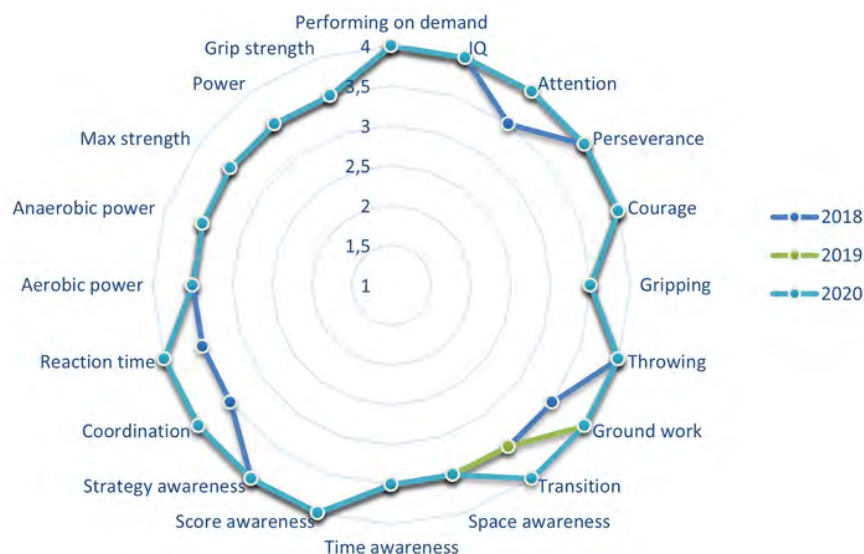
- Psychological & Emotional
- Technical
- Tactical
- Physical/Motor



In addition to the strictly sport related factors presented below, life skills (successful education, capacity of realistic self-evaluation and reflection on life, ability to cope with life challenges outside of sport, etc.) of an athlete moving through the next development stages is also monitored and, in the case of Paralympic athletes, added to the profile.

Cat	Factors	Description	Evidence looked for
PSYCHOLOGICAL & EMOTIONAL	Performing on demand	Ability to perform under stress when it matters the most (e.g. ability to perform optimally in spite of unfavorable circumstances, such as difficult draw, falling behind in the match, absolute necessity to achieve a certain result, hostile crowd). This also requires: In fight proper arousal management, Emotional control, Confidence and Proper pre-fight routine	1. Performance at WC & PG. Has won titles or important medal. 2. % of wins in medal fights
	IQ	Tactical Intelligence (ability to evaluate opponents and decide most appropriate techniques and tactics to use against him / her, ability to consistently maintain the defined strategy, ability to understand when to change from an unsuccessful strategy, ability to preserve a scoring advantage, or to come back from behind). Ability to identify, process and respond to information from the opponent but also from her/his coach.	1. Statistics, Athlete preserve leads, athlete wins match in the last minute or in Golden score. 2. Coach's Observations
	Attention	Concentration span (ability to remain focused in spite of distracting factors, such as crowd, score, referee's call, ability to stay focused in spite of fatigue, ability to avoid overconfidence). This also includes: Focus, Aggression control, Attention management, Constant switch from internal to external and from wide to narrow focus.	1. Coach Observation: % of loss in Competition based on attention mistake
	Perseverance / Work Ethic	Perseverance/Dedication (ability to show perseverance in learning new skills, following training plan, showing the will to win in matches). This also includes: Commitment, Intrinsic motivation, Resilience, Consistency, Punctuality, Going over training requirements, Critical reflection on success and failure leading to a deliberate goal setting.	1. Statistic of DTE training attendance and performance 2. Coach observation in DTE
	Courage/ Toughness	Courage (ability not to be impressed by an opponent's reputation or by past negative results against him/her), toughness when fighting with physical discomfort or having to fight very tough back-to-back matches with little rest in between, Willingness to push over their limits.	1. Hard evidence in competition 2. Coach observation in DTE and Competition
TECHNICAL	Gripping	Capacity to dominate gripping vs right-handed and left-handed fighters. Understanding of defensive gripping strategy when required. Traditionally, grip dominance is observed through the presence of any of the following situations: numerical advantage on the grip (e.g. athlete gripping with two hands against opponent only able to grip one hand), forced change of the opponents laterality, opponents defensive posture (e.g. upper body bent at waist, head bent forward), dissociation misalignment between the shoulders and hips, and/or lowered shoulder on the side of the lapel grip.	% of gripping sequences won in competition
	Throwing/ Nage-waza	Capacity to execute attacks and defend in all directions (360degrees) vs right-handed and left-handed fighters. Also, the capacity to use counters and change of level - low attacks and high attacks on as needed basis.	% of throws vs top 18 in WR
	Groundwork / Ne-waza	One strong Ne-waza attack from every situation and transition: facing opponent, back to your opponent, transition to choke and armbar, transition to leg escape. AND Knowledge, skill and capacity to also defend in all those situations.	% of wins by Ne-waza
	Transition / Tachi-waza to Ne-waza	Ability to execute against strong opposition an effective (meaning successful) and efficient (meaning that tori uses less energy than uke) transition from Tachi-waza to Ne-waza.	% of ne-waza wins through transition
TACTICAL	Mat Space awareness	Total awareness of where you are located on the fighting area.	Number of shido in mat space issues
	Time awareness	Total awareness of time in the fight and most efficient management.	% of loss in time awareness mistake
	Score Awareness	Total awareness of score that is needed to win.	% of matches loss due to score awareness mistake
	Strategy awareness	Total awareness of strategy shift and game plan with proper adjustment along the fight on as needed basis.	Coach observation in competition
PHYSICAL/MOTOR	Coordination and Agility	Capacity to change direction and combination of attacks quickly and smoothly, ability to escape from challenging situation.	% of different directions used
	Reaction time	Attacking with proper timing, defending /countering efficiently.	Coach observation in competition
	Aerobic Power	Ability to fight 5-6 full-length matches in competition without undue loss of efficacy, to perform 8-12 sparring matches during a training session and to recover between training sessions.	Vo2max & observation from DTE
	Anaerobic Capacity	Capacity to reach and withstand repeated high intensity required from judo efforts, and to recover from it, ability to impose a high tempo during matches.	% Fatigue and max power from judo specific test
	Applied Max Strength	High maximal strength allied to proper technical execution, particularly important in gripping, groundwork and in resisting attacks.	Max strength test & Coach observation in DTE
	Power	Ability to perform explosive movements in initiating throws.	Power test & Coach observation in DTE
	Grip strength	Ability to generate and repeatedly keep hand strength on opponent judogi.	Grip strength test: handgrip endurance - & coach observation

Once the evaluation is completed, the results are presented in a spider graph to illustrate strengths and weaknesses. The example below presents a three-year profile of a successful Canadian judoka scoring 65.5 points (82%):



Talent Identification

Due to the complexity of our sport, Talent Identification in judo is not defined as precisely as it is possible for cyclic sports. As presented in the Gold Medal Profile above, a successful judoka has an unlimited combination of various performance factors that may result in development of World Class competitor.

At a younger age, in addition to those twenty factors, other factors for detection of talent in the contextual reality of Canada have been identified as follows:

- Love of judo
- Desire to compete
- Family support
- Training capacity

A field physical testing guide **U18 Physical Testing** has been developed, (focusing on U18 athletes) that can be delivered at the club level. The main goals of this guide are to standardize testing protocols and to compile quantitative data to keep on building a more robust Talent ID protocol.

TRAIN TO TRAIN (T2T)



U14

01. Guiding Principles & Objectives

- Growth and development considerations are the focus. Biological maturity is PHV dependent, and children's biological maturity and not chronological age will determine their developmentally appropriate training needs.
- Specific skill training with a focus on the ABC'S:
 - Agility
 - Balance
 - Coordination
 - Speed endurance
- Develop strength using child's own body weight, medicine balls, Swiss balls.
- Develop stamina through games and relays.
 - Females: develop at the onset of PHV
 - Males: delayed 1 -2 years
 - Avoid long times of continued efforts
- Develop speed by specific activities emphasizing agility, quickness and change of direction.
Second sensitive period for speed and quickness development:
 - Females: 11-13 years
 - Males: 12 -15 years
- Further develop/maintain suppleness with particular attention to post PHV period in both females and males.
- Introduce to mental training protocols and techniques:
 - Goal setting
 - Visualization
 - Relaxation
 - Emotional control.
- Maximum intensity exercises should be limited only to situation that happened spontaneously
- Introduction of simple Sports Sciences concept: athletes are trained on the importance of a proper hydration
- Emphasis on ensuring ethical behavior and fair play
- Programs planned and delivered by NCCP Certified Instructors.

TRAIN TO TRAIN (T2T)



U14

02. Judo-Specific Objectives

- Technical development as per National Kyu Grading Syllabus
- Consolidate basic judo technical skills
- Acquire new judo skills as per National Kyu Grading Syllabus: yellow to green belt
- Test effectiveness of learned techniques in competition.
- Emphasize technical perfection in chosen Tokui-waza (main technique)
- Tokui-waza choice of at least two Nage-waza and one Ne-waza reversals.
- Develop basic variations of Osaekomi-waza
- Pay particular attention to bilateral development
- Introduction to judo history
- Further introduction to judo etiquette
- Maximum grade: blue (2nd kyu)



03. Framework

- Judo specific training:
 - 3-4 practices per week
 - 60-90 minutes
 - Up to 6 hours
 - Time allocation:
 - 45% Ne-waza
 - 55% Tachi-waza
- Increased exposure to formal competition as per **Sanctioning Policy and Tournament Standards**. Six tournaments per year with 4-5 bouts per tournament with 30 bouts per year.
- Small focus on tactical training (less than 10%)
- Mental training further developed (visualization, goal setting and relaxation)
- No periodization
- Introduction to athlete journal (Data collection, tournament results, training volume, etc.)

TRAIN TO TRAIN (T2T)



U16

01. Guiding Principles & Objectives

- Health and wellbeing of athletes take precedence over any other objective
- Continue to focus on athletic development with attention to the PHV with particular attention to:
 - Strength: Males - First sensitive period - 12 to 18 months after PHV
 - Stamina: Males develop at the onset of PHV
 - Speed: Males - Second sensitive period - 13-15 years
- Further develop suppleness. For males, special attention during PHV.
- Coaches have to pay attention to other sports activities in which judoka are involved and take into consideration the additional training which may lead to “overtraining”.
- Attention to fluctuating emotional development
- Introduce periodization (single) with focus on the National Championships/Canada Games.
- Prepare athletes to understand and deal with “setbacks” which are normal in the development process, especially post-puberty.
- Refine the ABC'S with a particular focus on post PHV period.
- Consolidate specific basic judo skills and bilateral development.
- Learn new skills as per National Kyu Grading Syllabus.
- Towards the end of this stage, introduction to interval training for Aerobic Power.
- Towards the end of this stage, introduction to interval training for Anaerobic Lactic Capacity.
- Improve mental training protocols and techniques. Individual goals from visualization to mental rehearsal, relaxation, emotional control and focus on the task. Introduce mental strategies for dealing with the stress in competition environment.
- Sports sciences: athletes are trained on the importance of a proper nutritional habits.
- Culture: Each setback is a learning opportunity and instill a pride of representing Canada at the International Stage.
- Programs planned and delivered by NCCP Certified Instructors.

During this training stage, the pace of the athletes' physiological, social, emotional, and cognitive development can fluctuate widely. Care must be taken to respect individual differences and any training must be designed with the specificity of the athlete's needs as the foremost consideration. At this stage, perhaps more than any other, individual concerns must be addressed, particularly with respect to growth and development.

TRAIN TO TRAIN (T2T)



U16

02. Judo-Specific Objectives

- Consolidate basic judo-specific skills with a particular emphasis on agile and fast execution
- Acquire and develop further techniques and skills as per Judo Canada Kyu syllabus
- Acquire and develop appropriate tactical and strategic skills
- Introduction to transitioning from Tachi-waza to Ne-waza concepts
- Introduction to judo philosophy surrounding winning and losing
- Continue to place emphasis on the value of training and monitor progress rather than results in competition
- Enhance the repertoire of Tokui-waza by at least one new Nage-waza and one new Ne-waza per season
- Emphasize ethical behaviour
- Introduce high intensity randori with competition time specific and work to rest ratio of 1:1 to develop Aerobic Power. No more than twice per week.
- Introduce judo drills/randori periods of max intensity exercises up to 2 minutes long and with work to rest ration of 1:4 to develop Anaerobic Lactic endurance. No more than once per week.
- Maximum grade: Black (shodan)



03. Framework

- Judo specific training:
 - 4-5 practices per week
 - 90-120 minutes
 - Up to 8 hours judo-specific training per week:
 - 60% Tachi-waza
 - 40% Ne-waza
 - Minimum 100 hours randori per year (2 hours/week)
 - Minimum of 44 weeks of training per year
 - Off-season should be maximum of 4 weeks plus 2 shorter breaks of 2 weeks or 4 breaks of 1 week each.
- Eight tournaments per year with 4-5 bouts per tournament with 40 bouts per year.
- Competition at the national level and within the USA.
- Rules as per IJF unless modified as per **Sanctioning Policy and Tournament Standards**
- Supplementary cross training: strength and conditioning minimum 3x/week.
- If doing other sport activities (i.e. school team programs), ensure that these are included in the cross-training protocol.
- Single periodization should be introduced with the National Championships or Canada Games as apex event.
- Maintaining athlete journal (Data collection, tournament results; training volume, etc.)
- Introducing field physical testing as per Judo Canada guide **U18 Physical Testing**.

TRAIN TO COMPETE (T2C)



U18

01. Guiding Principles & Objectives

- Individualized training and competition planning involving the athlete and their support personnel – coaches, parents, clubs, etc.
- Attention to athletes whose growth spurt did not end yet. For the late maturing athlete, see Train to Train (strength and stamina are dependent on the maturation levels of the athlete).
- Year-round, high-intensity training
- Introduction to multiple periodization pending the needs of the athlete
- Optimize fitness to reach standards required to compete at high-level international events as per field physical testing Judo Canada guide **U18 Physical Testing**.
- Optimize sport-specific skills to the standards required to compete at high-level international events
- Holistic approach to training combining physical, psychological, social and cognitive aspects.
- Optimize advanced mental preparation strategies
- Optimize and monitor development of additional capacities (physical, motor, mental) paying attention to individual predispositions.
- Master skills and constantly develop and improve new skills and techniques.
- Refinement of a Mental training strategy to establish an ideal mental performance state
- Further work on attention span and dealing with distractions
- Introduction on managing requirement of competing internationally (e.g. dealing with Jet lag)
- Athletes are mentored and educated on weight management and proper nutrition
- Instill a pride to represent Canada at the international stage.
- Programs planned and delivered by NCCP certified instructors

TRAIN TO COMPETE (T2C)



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02. Judo-Specific Objectives

- Consolidate and optimize Tokui-waza:
 - 4-6 effective technical sequences in Tachi-waza
 - 2-3 effective techniques/sequences in Ne-waza
- Focus on tactical training through drill training (gripping, defence, mat position, transition from Tachi-waza to Ne-waza)
- High volume of training, including strength training and conditioning
- Increased volume of interval training for Aerobic Power (i.e. Judo high intensity randori with competition time specific with work to rest ratio of 1:1. Up to 4 times per week)
- Increased to twice per week volume of Interval training for Anaerobic Lactic Capacity with periods of max intensity exercises up to 2 minutes long and with work to rest ratio of 1:4
- Development/monitoring and refinement of all psychological factors leading to Ideal Performance State.
- Enhance the repertoire of Tokui-waza by at least one new Nage-waza and one new Ne-waza per season.
- Refine existing Tachi-waza (offence and defence) and Ne-waza (offence and defence) techniques adjusting their execution to the post-puberty body dimensions.
- Consistently placing on the podium at the nationally sanctioned events, national age division championships and games and a frequent exposure to high level of international competition and training.

TRAIN TO COMPETE (T2C)



U18

03. Framework

- Judo specific training:
 - 5-6 times/week:
 - 3-5 times randori
 - 2-4 times technical)
 - Minimum 10 hours/week judo-specific:
 - 60 - 80% Tachi-waza
 - 20 - 40% Ne-waza
 - 60 -120 minutes/practice
 - Off-season should not be more than 2 weeks at a time to prevent detraining effects, and 2 shorter breaks of 1 week each
 - Randori training of high intensity 80%+ MHR (maximum heart rate)
 - Minimum of 48 weeks of training per year
- Overview:
 - 40% general training (includes basic strength training skills, mental training skills, nutrition, warm-up, cooldown)
 - 60% competition and competition-specific training. Minimum 120 hours (2.5h of randori/week) for U18 and 180 hours in later stages (3.5h of randori/week)
- 8 – 16 tournaments per year with full IJF rules. Minimum 40 bouts per year.
- Frequent participation in high-level international competition and camps.
- Multiple periodization pending competitive individual needs
- Individualized training plan: strength training, energy system development and cross-training to develop specific/targeted areas
- Develop recovery and regeneration routines including appropriate nutrition plan
- Frequent testing of physical capacities
- Data collection on Tournament results, training and recovery

TRAIN TO WIN (T2W)



U21 & SR

01. Guiding Principles & Objectives

- The capacities required for world-leading performance in judo depend on the specific athlete's ability to use his or her unique combination of morphology, mental skills, technical/tactical skills, stamina, strength, speed, agility, and suppleness.
- All activities lead to better understanding and improvement of an individual "Ideal Performance State" (IPS)
- Training highly individualized pending the needs and status of the athlete and time of the season
- Athletes set personal performance goals for a season and quadrennial
- Optimize, refine, and master Judo Specific skills required at the highest level of competition.
- Optimize, refine, and master all ancillary skills necessary to enable judoka to compete against the world class competitor
- Regular testing of physiological capacities and monitoring of training
- Maintain, improve or maximize ancillary capacities. All physical capacities are always trainable.
- Refer to Judo Canada Strength and Conditioning standards (**Male & Female**):
 - >50% of maximum points possible to access the National Training Centre
 - >70% of maximum points possible for World Class potential
- Optimize Mental training strategies to establish an IPS
- Focus on:
 - Strategic decision-making based on rapidly changing stimuli
 - Error correction strategies
- Athletes are educated and trained on how to deal with media.
- Athletes plan for the end of their HP career and for "post-competitive" life.
- Programs planned and delivered by NCCP certified instructors

TRAIN TO WIN (T2W)



U21 & SR

02. Judo-Specific Objectives

- Refine, master, and maintain all judo skills effective in competition
- Develop new skills or variations to enhance the Tokui-waza repertoire
- Maximize speed, coordination, agility, stamina, and explosive power in execution of technical skills
- Specialization and specificity in technical training
- Gather intelligence (scouting of opponents) on the top world competitors/weight category and prepare specific strategies to compete against each of them
- Tactics designed to incorporate the individual's strengths and exploit opponents' weaknesses
- Develop strategies to deal with distractions
- Winning National Level events and consistently placing on the podium in high-level international events
- Weight control and nutrition to be monitored as well as weight management prior to competition standardized to become a part of the IPS protocol
- Score in the Gold Medal Profile chart:
 - >50% of maximum points possible to access the National Training Centre
 - >75% of maximum points possible for the potential World Class World/Olympic medallist

TRAIN TO WIN (T2W)



U21 & SR

03. Framework

- Judo specific training:
 - 8-15 training sessions per week pending the time of the season and individual needs:
 - 5-10 judo sessions
 - 1-3 strength
 - 1-4 off mat conditioning
 - 1-2 off mat mental trainings
 - 65-80% Tachi-waza
 - 20-35% Ne-waza pending individual needs and time of the season.
 - Minimum of 48 weeks of training per year
 - Off-season should not be more than 2 weeks at a time to prevent detraining; and 2 shorter breaks of 1 weeks each; or 4 breaks of 1 week each
- Overview:
 - 75% competition and competition-specific training
 - 25% of time devoted to ancillary training (strength, non-specific conditioning, of mat mental training)
- Minimum 8 tournaments (40 bouts) per year; can be reduced once judokas reach their IPS and move into the maintenance stage of their high-performance career
- Multiple undulating periodization as dictated by calendar of events
- Drill training on refinement, creative variations and mastering of Tokui-waza in both Tachi-waza and Ne-waza for all grips, positions, and styles.
- Randori at 80%+ MHR; minimum 180 hours per year
- Complementary, but low-risk activities for active rest and recovery
- Data collection on Tournament results. Monitoring of trainings and recovery
- Frequent testing of physical capacities.

RECREATIONAL JUDO – THE FIT FOR LIFE PATHWAY

The overwhelming majority of judo programs delivered in judo clubs across Canada offer recreational judo classes. What is “Recreational Judo” in Canada? According to the framework promoted in this model, “Recreational Judo” is defined as programs for participants of age 11 and older who are motivated primarily by fun, health, social interaction, relaxation and interest in the unique culture and philosophy of judo. Recreational judoka generally practise judo from 2 to 4 times per week and may occasionally take part in Shiai, kata or other forms of competition.

To a large degree, Judo programs in Canada became a vehicle of cultural integration, acceptance and eventually recognition of cultures that traditionally were underrepresented and/or marginalized in North America. Judo demonstrated evidence of the personal and social benefits our sport brings to the Canadian society.

Depending on the age at which a judoka first gets involved

in judo programs, the participant will concentrate on the FUNdamentals, technical aspects of the sport or on the cultural aspects of judo. Judo is classified as a “Normal Development Sport” in which the peak performance capacity is generally reached in the early to mid-twenties for both male and female athletes. For this reason, at the Train to Train (U14 in Judo) development stage, Judoka will typically choose one of two streams: (i) elite development or (ii) recreational participation. It must be stated that the “choice” is not necessarily a conscious decision of a person that young. It is often a set of circumstances that makes such a decision for an individual. Geographical location, economic status of the family, value system in which the young person is growing up, plus a variety of other factors will often play a crucial role in such a “decision.” Regardless of the reasons, if a judoka is not able to access the high-performance pathway, they are, by default, involved in the recreational judo program.

Here is a summary of the four stages of the Recreational Judo Pathway:

U14	U16	U18	U21	FIT FOR LIFE
Competition - from zero to as desired by participants	Competition - from zero to as desired by participants	Competition - from zero to as desired by participants	Competition - from zero to as desired by participants	Competition - from zero to as desired by participants
Technical Development	Technical Development	Tactical / Physical / Technical Training	Tactical / Physical / Technical Training	Technical Development and Refinement
Physical Capacities development	Physical Capacities development	Strength, power and endurance development	Strength, power and endurance development	Physical capacities maintenance
Coordination and Speed	Intro to Tactical Training	Social Interactions	Social Interactions	-Healthy mental state maintenance - Social interactions - Promotion of judo - Volunteering /coaching/refereeing - Passing the passion for judo to the next generation
Intro to Mental Training	Mental Training	Mental Training incorporated into regular judo practice	Mental Training incorporated into regular judo practice	
Judo and other physical activities 1 - 4x per week recommended	Judo and other physical activities 1 - 4x per week recommended	Judo and other physical activities 1 - 4x per week recommended	Judo and other physical activities 1 - 4x per week recommended	Judo and other physical activities 1 - 4x per week recommended

Decision time - Either the "Fit for life" pathway or the "Podium Pathway"

Strategic Objectives

- “Best In Class” recreational judo programs in Canada are promoted as equally valuable as any High Performance judo program.
- Judo is recognized as an excellent activity for social integration of new Canadians and under-represented populations.
- Judo is recognized as an excellent learning tool for populations with sensory, intellectual, and behavioral disabilities
- Judo is recognized as an excellent tool for many fundamental movement and social skills development.

General Program Description

It is important to note that the technical, mental, and cognitive aspects of the judo programs remain the same for all participants. The difference between the recreational and elite competitor-oriented programs is reflected in the volume and intensity which impacts the physical demands of training, as well as in the number of competitions which must increase dramatically in the high-performance programs.

Special Consideration for Recreational Judo

The vast majority of judoka in Canada start judo in their Pre-specialization age. However, Judo can be started at any age. New participants in their youth are still capable of joining the competitive and the High-performance stream. Emphasis on making judo fun and enjoyable, attracting new participants of all ages to judo, and fully understanding and satisfying the initial and ongoing motivations and needs of new participants is crucial in whether they choose judo as their activity for life or not.

RECREATIONAL JUDO



FIT FOR LIFE

01. Guiding Principles & Objectives

- Communicate to all participants a clear and honest message on what are the objectives of your program and what options are available to them if their goals are different from your program goals.
- Safe, inclusive, and welcoming environment is non-negotiable
- Ensure that you have a transparent and well communicated program of development for each participant
- Track and reward progress of each individual participant and not competitive success
- Create a “Problem solving” culture in your programs and engage participants in contributing to these solutions
- Promote with policy and by example ethical behavior and fair play
- Encourage positive attitude towards training and physical activity in general
- Considering that in many Recreational Judo Programs there is a significant age, skills and goals disparity between participants, care must be taken to respect individual differences. As such, training must be designed to address a participant’s needs.
- All programs are planned and delivered by certified NCCP Instructors

RECREATIONAL JUDO



FIT FOR LIFE

02. Judo-Specific Objectives

- Technical development as per National Kyu Grading Syllabus for the Mudansha participant
- Technical development as per National Dan Grading Syllabus for the Yudansha participant.
- Encourage participants to set personal goals: Technical proficiency, Kata, Ne-waza, social interaction, occasional competition, refereeing, instructing, volunteering, club administration, tournament management.
- Pay particular attention to bilateral development
- Learn about Judo culture, philosophy, and history
- Live by and promote judo etiquette while in the dojo as well as in other activities
- Four or fewer practices per week:
 - 60-120 minutes
 - Up to 6 hours judo-specific training per week
 - Time allocations:
 - 45-50% Ne-waza
 - 50-55% Tachi-waza
 - Content:
 - 80-90% technical training
 - 10-20% tactical/mental training
- Occasional participation in tournaments
- Emphasis on fitness:
 - Development in younger judoka
 - Maintenance in older judoka
- Mental training incorporated in regular technical practices (visualization, goal setting, relaxation)
- No periodization
- Promote healthy nutrition and lifestyle
- Maximum grades:
 - Blue belt (2nd kyu) at age 13
 - Brown belt (1st Kyu) at age 14
 - Black belt (Shodan) at age 15.

RECREATIONAL JUDO



NEW PARTICIPANTS

Starting judo during puberty



SPECIAL
CONSIDERATION

- Growth and development considerations are always at the forefront:
 - Strength:
 - Females – sensitive period
 - Immediately after PHV
 - Onset of menarche
 - Males: Generally 1-2 years behind females
 - Stamina:
 - Develop at the onset of PHV
 - Develop through games and relays
 - Speed – Second sensitive period:
 - Emphasizing agility, quickness and change of direction
 - Females: aged 11-13 years
 - Males: aged 12-15 years
 - Suppleness: special attention during PHV
- Develop strength using body weight, circuit training, medicine balls, Swiss balls
- Further develop speed by specific activities
- Emphasis on fitness development is paramount



Guiding Principles & Objectives

- Technical progression as per National Kyu Grading Syllabus and the National Dan Grading Syllabus
- Exposure to:
 - NCCP coaching and eventual instructing and coaching
 - Refereeing
 - Kata and Kata judging
 - Leadership programs in promotion of judo at the community, Regional, Provincial, National and International level pending the goals and interests of the person.
 - Tournament management and promotion
- Maintain skills and capacities: stamina, strength, speed, skills, suppleness.

RECREATIONAL JUDO

Ages 13 to 19 years old



NEW PARTICIPANTS

- Technical progress as per National Kyu Grading Syllabus and National Dan Grading Syllabus
- Emphasis on:
 - The importance of judo etiquette and safety protocols
 - The uniqueness of judo culture and philosophy
 - The fair play and anti-doping culture
- Create a safe and fun social environment where participants feel at ease to practise and learn with others
- Progression of training tailored to specific learner needs and development objectives
- Ensure that participants are aware that an option to enter the High-Performance stream is still available to them at this development stage, in particular if they are innately athletic or have earlier experience in other sports.



SPECIAL
CONSIDERATION



Guiding Principles & Objectives

- Technical progression as per National Kyu Grading Syllabus and the National Dan Grading Syllabus
- Exposure to:
 - NCCP coaching and eventual instructing and coaching
 - Refereeing
 - Kata and Kata judging
 - Leadership programs in promotion of judo at the community, Regional, Provincial, National and International level pending the goals and interests of the person.
 - Tournament management and promotion
- Maintain skills and capacities: stamina, strength, speed, skills, suppleness.

RECREATIONAL JUDO

Age 20 years old and above



NEW PARTICIPANTS

- Encourage participants to clearly identify their goals in judo and communicate these goals to program leaders
- Technical progress as per National Kyu Grading Syllabus and National Dan Grading Syllabus with focus on basic judo techniques
- Certain physical or emotional attributes may need to be considered depending on the new entrant. For example, desire to be independent or as part of the group, physical limitations of ageing, etc.
- Need to consider other challenges associated with ageing process. For example, limited range of motion, physical handicaps, injuries, etc.
- Introduce the stress-reducing benefits and emotions management associated with the practice of judo
- Adjust content and intensity of judo-specific training and technical development to meet learner needs. For example, appropriate balance of Tachi-waza, Ne-waza, self-defense, kata, etc.
- Encourage linkages to complement and supplement judo training. For example, cardiovascular exercises, strength training, stretching/yoga, etc.
- Ensure that training protocols for NEW elderly participants (50 +) are adjusted to the recommended level of intensity and frequency.



SPECIAL
CONSIDERATION



Guiding Principles & Objectives

- Technical progression as per National Kyu Grading Syllabus and the National Dan Grading Syllabus
- Exposure to:
 - NCCP coaching and eventual instructing and coaching
 - Refereeing
 - Kata and Kata judging
 - Leadership programs in promotion of judo at the community, Regional, Provincial, National and International level pending the goals and interests of the person.
 - Tournament management and promotion
- Maintain skills and capacities: stamina, strength, speed, skills, suppleness.

RECREATIONAL JUDO



Ages 13 to 19 years old, who started judo in early childhood

PARTICIPANTS

SPECIAL CONSIDERATION

- Technical progression as per National Kyu Grading Syllabus and National Dan Grading Syllabus
- Acquire, consolidate, and apply judo etiquette and safety rules
- Continue to:
 - Create a safe and fun environment where participants feel at ease to practice and learn with others
 - Provide opportunities for easily identifiable successes to continue building task-specific confidence, improve self-esteem, etc.
- Develop skills related to focus, discipline, goal setting, mental imagery, etc.
- Encourage:
 - Exposure to NCCP curricula by age 16 or 19 years
 - To assist in supervision of judo practices that involve less skilled or special needs participants
 - Active participation in judo activities, assisting in voluntary capacity, initially at club level
 - Participation in competition and emphasize that the High-Performance pathway is still potentially open to them
- Encourage and stimulate participants to create strong social bonds with other participants in the judo program
- Gradual exposure to:
 - judo regulations as technical proficiency and interest increase
 - Kata: Nage-no-kata, Katame-no-kata, etc.
- Provide opportunities for learners to practice officiating at club level through randori sessions and simulated matches



Guiding Principles & Objectives

- Technical progression as per National Kyu Grading Syllabus and the National Dan Grading Syllabus
- Exposure to:
 - NCCP coaching and eventual instructing and coaching
 - Refereeing
 - Kata and Kata judging
 - Leadership programs in promotion of judo at the community, Regional, Provincial, National and International level pending the goals and interests of the person.
 - Tournament management and promotion
- Maintain skills and capacities: stamina, strength, speed, skills, suppleness.

RECREATIONAL JUDO



Existing participants of age 20 years old and above

PARTICIPANTS

SPECIAL
CONSIDERATION

- Encourage:
 - Clear definition of goals and expectations from the judo program
 - Participation in competition when consistent with the goals of participants
- Technical progression as per National Kyu Grading Syllabus and National Dan Grading Syllabus
- Consolidate judo etiquette and safety
- Focus on development and maintenance of basic physical capacities and motor skills
- Reinforce:
 - The stress-reducing benefits and emotion management associated with the practice of judo
 - The role of being a good judoka and citizen
- Develop competition scenarios targeted to learners' needs and abilities: Shiai, Kata, Ne-waza.
- Gradual exposure to:
 - NCCP curricula. For example, Dojo Assistant, Instructor, as technical proficiency and interest increase
 - Judo tournament regulations as technical proficiency and interest increase
 - Referring and judging judo competitions
- Explore various kata and other judo associated programs.



Guiding Principles & Objectives

- Technical progression as per National Kyu Grading Syllabus and the National Dan Grading Syllabus
- Exposure to:
 - NCCP coaching and eventual instructing and coaching
 - Refereeing
 - Kata and Kata judging
 - Leadership programs in promotion of judo at the community, Regional, Provincial, National and International level pending the goals and interests of the person.
 - Tournament management and promotion
- Maintain skills and capacities: stamina, strength, speed, skills, suppleness.

RECREATIONAL JUDO



Former high-performance participants

Judokas who have ceased to participate in a high-performance judo environment must be faced with a new challenge to motivate their continued participation in the sport. Their further participation in judo is defined as “recreational” and is only based on the volume of training they will continue to do. The mental makeup of a former high-performance competitor will rarely change – “once a fighter always a fighter.” Such reality must be recognized when former competitors join recreational programs where a majority of participants never experienced High-Performance judo.



PARTICIPANTS

**SPECIAL
CONSIDERATION**



Guiding Principles & Objectives

- Technical progression as per National Kyu Grading Syllabus and the National Dan Grading Syllabus
- Exposure to:
 - NCCP coaching and eventual instructing and coaching
 - Refereeing
 - Kata and Kata judging
 - Leadership programs in promotion of judo at the community, Regional, Provincial, National and International level pending the goals and interests of the person.
 - Tournament management and promotion
- Maintain skills and capacities: stamina, strength, speed, skills, suppleness.

CHAPTER III : “GOOD PEOPLE”

Judo was designed as a system of physical and moral education. Our mission is to develop good citizens who live by the following Moral Judo Code.

LIFE SKILLS



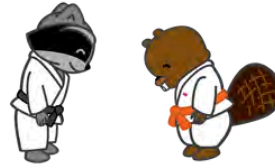
FRIENDSHIP

To be a good companion and friend



HONESTY

To be sincere with your thoughts and actions



RESPECT

To appreciate others



SELF-CONTROL

To be in control of your emotions and actions



HONOUR

To do what is right and stand by your principles



COURAGE

To face difficulties with bravery



COURTESY

To be polite to others



MODESTY

To be without ego in your actions and thoughts

One of the goals of this edition of the Long-Term Development Model is to promote actions that ensure that only “Good people” are involved in judo programs in Canada. Judo Canada pledged commitment to follow the processes and principles of the **Responsible Coaching Movement**.

Regardless of whether an employee or volunteer working within the judo community, all adults are expected to follow the standards of behavior set in Judo Canada **Code of Conduct and Ethics**.

GOOD PEOPLE

Good Leaders

All adult leaders, officials, coaches, and administrators involved in a judo program are under the jurisdiction of Judo Canada approved organizational **Policies**.

More specifically, they are expected to follow specific policies and protocols promoted by the Responsible Coaching Movement:

- **Rule of Two**
- **Background Screening**
- Ethics trainings:
 - **NCCP Make Ethical Decisions (MED)**
 - **Respect in Sport for activity leaders**

All our P/T members and Judo Club's needs to follow these requirements in their respective jurisdictions.

Good Parents

“Good parents” ensure that their children are members of registered judo clubs and that coaches delivering programs are NCCP certified. “Good parents” are respectful of the values by which judo in Canada operates and of the moral code in which we strive to instill in their children. “Good parents” respect officials, coaches as well as partners and opponents of their children. Finally, “Good parents” understand the line between supporting and pushing their children.

Judo Canada offers resources to educate “Good parents”:

-**Parents’ Guide to Judo**

Online course: **Respect in Sport for Parents**

Good Coaches

Judo Canada invites our Provincial/Territorial (P/T) members to require their P/T coaches as well as qualified club coaches to become “Chartered” or “Registered” members of Canadian Professional Coaches Association. Both designations offer a variety of benefits to its members which include but are not limited to:

- Free legal advice
- Health and Dental benefits program
- Liability Insurance for Coaches
- Professional Development Webinars

For more information visit: **Become a Chartered Professional Coach / CAC**

All National Team and Regional Centres coaches are designated **Chartered Professional Coach (ChPC)**.

Furthermore, coaches associated with any of the National team activities are obliged to:

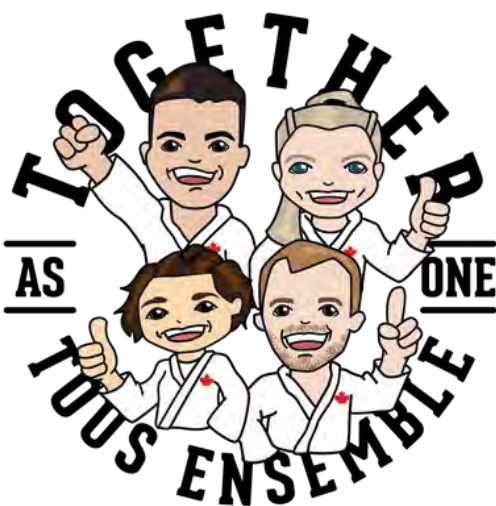
- Complete the online **CAC Safe Sport Training for Coaches**
- Annually update their knowledge on the Drug Free Sport issues via completing **True Sport Clean 101** online courses of the Canadian Centre for Ethics in Sport (CCES).

All other coaches supporting athletes in clubs and in competitions are expected to:

- Be trained and certified via the Judo Canada **National Coaching Certification Program (NCCP)** at the level of competency that allows them to address the needs of participants in their programs.
- Respect all standards of behavior as listed in the Judo Canada **Code of Conduct and Ethics**
- Once NCCP certified, keep abreast on new developments and continuously update their competencies through participation in professional development activities. See **online opportunities available**.

CHAPTER IV : “AREAS OF SPECIAL CONSIDERATIONS”

Girls and Women in Judo
Indigenous Canadians in Judo
Judoka with a Disability



GIRLS AND WOMEN IN JUDO

Judo Canada acknowledges that judo is dominated by males, and it is still to a large degree a “patriarchal” culture. Females account for more than 50 % of the population of Canada yet they represent only about 25% of judo membership. Even further, the underrepresentation of females is evident in the leadership, officiating and coaching positions. Judo Canada is committed to equity in judo programs and recognizes the unique needs of female participants.

The following actions are in place or are planned in order to address this issue:

- Follow Judo Canada’s **Gender Equity Policy** in all actions and recommend the use of this policy to all our P/T members.
- Ensure that National Team programs offer equal opportunities to female and male judoka.
- Offer frequent on-line Professional Development opportunities to educate on the difference between males and females in psycho-social support (e.g. **Keeping Girls in Sport**).
- Recruit women to serve on **Judo Canada Committees**
- Promote development of “female only” programs (i.e. Self-defense; Girls only introduction to judo, etc.).
- Catalog and address barriers faced by female judokas at various stages of their involvement in judo.

INDIGENOUS CANADIANS IN JUDO

Judo Canada recognizes that the philosophy of holistic human development is common to the indigenous cultures of Canada and to judo. Judo Canada is proud of the fact that the membership in the judo community reflects the demographic diversity of Canada and includes 3% of judoka of indigenous ancestry.

We recognize however that, considering the affinity of philosophies, judo could play a more significant role in the reconciliation efforts and attract greater numbers of indigenous Canadians to judo. We also recognize that the majority of indigenous Canadians are subjects of an unearned underprivileged status, and we intend to employ the following actions to address these issues:

- Follow Judo Canada’s **Equity, Diversity and Inclusion Policy** in all actions and recommend implementation of this policy to all our P/T members
- Catalog and address barriers faced by indigenous judoka
- Lobby for inclusion of Judo in:
 - The North American Indigenous Games
 - The Arctic Games
- Engage in dialog with Indigenous elders and expand judo activities run in the indigenous led and run sport activities
- Actively seek expansion of judo programs in geographic areas of Canada where communities are underserved in terms of sport participation opportunities
- Offer an example of culturally adopted Judo Skill development Matrix.
- Promote within Judo coaching community the online education opportunity: **Aboriginal Coaching Modules (ACM)**.

JUDOKA WITH A DISABILITY

Judo Canada is committed to offer a sport environment free of discrimination. We recognize that athletes with physical, intellectual, or invisible disabilities desire and benefit from participation in sport and physical activity in a similar way to able-bodied persons, including striving for excellence in an adapted High Performance environment.

Inclusion of persons with different abilities in integrated programs also offers an avenue to educate the able-bodied population on how to address special needs of disabled persons. Sport offers a unique opportunity to young Canadians to develop and exercise empathy and compassion. Accepting individuals with various visible or invisible disabilities is “non-negotiable” in sanctioned judo. We recognize however that such a philosophy requires a significant number of actions that enable all members of our community to live by this noble standard. We are committed to actions on the following fronts.

Education for coaches and service providers:

- Online modules:
 - **Coaching Kids of all Abilities**
 - **NCCP Coaching Athletes with a Disability**
 - **Adaptive judo course**
- Guides available on Judo Canada Website:
 - **Coaching tips for coaching athletes with Visual impairment**
 - **Including All Kids: Children with Special Needs in Judo**
 - **Judo for Deaf Athletes – Guidelines**
 - **Judo for Athletes with Intellectual Disabilities – Guidelines**

Programming general principles

Leaders of the program will enable and determine successful inclusion of judoka with a disability. An open mind and a big heart are required to address the special needs that don't exist when dealing with able-bodied judoka. Empathy, as demonstrated by leaders is the example for the able-bodied participants who are partnered with the participant with special needs. Empathy demonstrated by the ability to listen and to hear, followed by compassion demonstrated by the actions taken to address the special needs is a great educational platform for tolerance and acceptance of diversity for all participants in judo.

Good practice that addresses the special need will:

- Have leaders of the program who ensure that special needs participants will be accepted and will feel safe both physically and emotionally in programs in which they are a minority.
- Ensure that a medical record of the disability is clearly communicated to the leader of the program and that the participant is cleared by a doctor to participate in the judo program.
- Evaluate the special needs of the judoka with a disability and designate a person responsible for ensuring that the special needs are addressed at any time during the training sessions and, if necessary, outside of the training sessions.
- Be aware of barriers faced by special needs judoka; catalog them and address them when possible.
- Discuss with the judoka (and when necessary, their parents/guardians) their goals for participation in judo.
- Design and adopt a technical progression inspired by the National Kyu Grading Syllabus taking into consideration the special needs.
- Learn about the reasons of a disability - athletes with congenital disabilities will have dramatically different needs from athletes with acquired disabilities.
- Adapt the training environment wherever possible to the special needs judoka. Safety concerns exist that do not exist in programs for able-bodied athletes. Be conscious and aware of this reality.

- When appropriate, ask the judoka and they will tell you what makes them feel unsafe.
- Special needs athletes interested in pursuing the High-Performance pathway can enter elite programs at chronological ages that are dramatically different from the standard pathway of an able-bodied judoka.

Competitions

- Offer a competitive pathway option to a judoka for whom such options exist. Be aware that low numbers of participants with specific classifications of impairment make it difficult to offer meaningful competition domestically. When possible, a mock-up event should be offered where able-bodied athletes will compete with the disabled judoka according to the sport rules designed to address the special needs
- Once a disabled judoka enters the competitive or High-Performance stream, they should be treated as any other elite level athlete providing that their needs are addressed. This means addressing all aspects of the Daily Training Environment to ensure that their training is developmentally appropriate.
- In the case of Special Needs judoka, the role of “life skills” has a much greater impact on the potential for success at the international level than it is for an able-bodied judoka. The support structure around the athlete, level of education, ability to function without assistance, capacity to reflect on life and self-evaluate, will play much more of an important role than the technical, tactical, psychological, or physical key factors for success in sport.
- A Paralympic judo program is offered to the Visually Impaired and the blind.
- Special Olympics are offered to intellectually disabled judoka and this movement is very popular in Europe. Canada does not have a formal calendar of events for intellectually disabled participants. Clubs, Provinces and Territories are encouraged to develop small, adapted events.
- Deaflympics are offered to hard of hearing judoka and Canada was represented in these events by a number of judokas who participated in fully integrated judo programs in Canada.
- Currently, there are no adapted judo events for athletes with other disabilities (e.g. amputees). However, Clubs, Provinces and Territories are encouraged to develop small, adapted events on an "as needed" basis.
- Modified tournament standards for participants who wish to compete domestically with various disabilities are available in the **Sanctioning Policy and Tournament Standards**.

CONCLUSION

This edition of the LTDM is incorporating best practices collected in Canada as well as the best international practices, research, and normative data, while recognizing the constraints and opportunities inherent to the Canadian judo scene.

As part of the entire sport community in Canada, we hope to have an impact on the entire sport continuum, including participants, parents, instructors, coaches, schools, clubs, community recreation programs, provincial sport organizations (PSOs), sport science specialists, municipalities, and government ministries and departments (particularly but not exclusively in the portfolios of health and education) at the Provincial/Territorial and federal levels.

The calls for actions resulting from this edition of the LTDM are:

- **Judo Canada and Provincial /Territorial partners co-design Judo Canada Strategic Plan 2021/28**
- **Provincial/Territorial organizations set goals and collect data for membership expansions by attracting new members and by improved retention of existing members**
- **Technical Directors of clubs embrace the proposed framework and commit to the objectives**
- **Leaders and parents support promotion of judo as one of the leading vehicles for the development of physical and social literacy in children and adolescents**
- **All judo programs delivered in Canada offer a welcoming and a fully inclusive environment for participants with various disabilities**
- **To fully understand and address the developmental needs of new participants**
- **To update the training protocols of coaches that incorporate learning from the development of the Gold Medal Profile**
- **To improve quality of judo programs at the pre-specialization development stage**
- **To understand reasons for the low retention of participants in judo and address them**
- **To ensure that judo is a commercially valid product and can compete for a market share with recently emerging Martial Arts**
- **To develop a template on “Economic Impact” of judo tournaments.**
- **Engage in dialog with Indigenous elders in an effort to expand judo activities in indigenous communities.**
- **Lobby for inclusion of Judo in the Arctic and North American Indigenous Games**
- **To collect data on all judo activities in Canada that have tangible social impact.**
- **To continuously seek new ways and means of engaging, developing and retaining recreational, competitive, and High-Performance judoka**
- **To develop and continuously improve long-term plans for improved success of our high-performance participants**
- **To provide meaningful opportunities for high-performance participants after withdrawing from the competitive/elite stream**
- **Increase the professionalization of coaching in Canada both in terms of quality of services delivered, as well as in terms of number of salaried professional judo teachers and coaches.**
- **Develop: Military, Police, University and Other Martial Arts under the umbrella of Judo Canada Recreational Programs.**
- **Develop programs targeting participants with Intellectual Disabilities**
- **To expand the toolbox for clubs**
- **To expand the library of available Professional development opportunities for Coaches.**

REFERENCES

- Sport for Life – Long Term Development in Sport & Physical Activity 3.0.
- CS4L (2018) – Long-term development in sport and physical activity.
- CS4L (2016) – Physical Development Matrix
- Judo Canada (2005) – Taking it to the mat
- Judo Canada OTP Review 2020 Document
- Judo Canada Tournament Standard and Sanction Policy 2021
- Government of Canada (2012) Canadian sport policy

PARTNERS IN THE DEVELOPMENT OF JUDO IN CANADA



APPENDIX A – Self assessment of Puberty – Female

1. How old are you? _____ years _____ months
2. How tall are you? _____ cm
3. How much do you weigh? _____ kg

To make sure your sport training is best suited to your individual needs, it is really helpful for your coach to know how your body is changing as you go through adolescence. By answering the questions below, your coach can tell if you are an early, average or late developer.

Please mark your answers with an **X** or leave the answer **BLANK** if you do not wish to answer.

4. Would you say your growth in height...

- ☐ Has not yet begun to spurt or grow really fast (1)
- ☐ Has barely started (2)
- ☐ Has definitely started (3)
- ☐ Seems completed (4)

5. Would you say that your body hair...

- ☐ Has not yet started growing (1)
- ☐ Has barely started growing (2)
- ☐ Is definitely underway (3)
- ☐ Seems completed (4)

6. Have you noticed any skin changes, especially pimples?

- ☐ Not yet started showing changes (1)
- ☐ Has barely started showing changes (2)
- ☐ Skin changes are definitely underway (3)
- ☐ Skin changes seem completed (4)

7. Have your breast begun to grow?

- ☐ Not yet started growing (1)
- ☐ Breast growth is definitely underway (2)
- ☐ Has barely started changing (3)
- ☐ Breast growth seems completed (4)

8. Have you started your periods (begun to menstruate)?

- ☐ Yes (4)
How old were you when you had your first period?
_____ years _____ months
- ☐ No (1)

9. Do you think your development is any earlier or later than most other girls your age?

- ☐ Much earlier
- ☐ Somewhat earlier
- ☐ About the same
- ☐ Somewhat later
- ☐ Much later

Instructions :

For each of the questions numbered 4 to 8, you will see a number at the end of each answer. That number is your score on the question. Add up your scores for each answer you gave.

Your pubertal score : _____

Interpreting your score

5 to 7	Start of puberty
8 to 11	Early pubertal
12 to 14	Mid pubertal
15 to 17	Late pubertal
18 to 20	Post pubertal

This survey was created by Sport for Life and based on the following references:

Mary A. Carskadon, and Christine Acebo, (1993). A

Self-Administered Rating Scale for Pubertal Development.

Journal of Adolescent Health Vol.14:190-195.

Anne C. Petersen, Lisa Crockett, Maryse Richards, and Andrew Boxer, (1988). A Self-Report Measure of Pubertal Status: Reliability, Validity, and Initial Norms. Journal of Youth and Adolescence, Vol. 17, No. 2.

Scoring for Sport for Life - interpreting your score - has not been independently validated.

APPENDIX A – Self assessment of Puberty – Male

1. How old are you? _____ years _____ months
2. How tall are you? _____ cm
3. How much do you weigh? _____ kg

To make sure your sport training is best suited to your individual needs, it is really helpful for your coach to know how your body is changing as you go through adolescence. By answering the questions below, your coach can tell if you are an early, average or late developer.

Please mark your answers with an **X** or leave the answer **BLANK** if you do not wish to answer.

4. Would you say your growth in height...

- ☐ Has not yet begun to spurt or grow really fast (1)
- ☐ Has barely started (2)
- ☐ Has definitely started (3)
- ☐ Seems completed (4)

5. Would you say that your body hair...

- ☐ Has not yet started growing (1)
- ☐ Has barely started growing (2)
- ☐ Is definitely underway (3)
- ☐ Seems completed (4)

6. Have you noticed any skin changes, especially pimples?

- ☐ Not yet started showing changes (1)
- ☐ Has barely started showing changes (2)
- ☐ Skin changes are definitely underway (3)
- ☐ Skin changes seem completed (4)

7. Have you noticed a deepening of your voice?

- ☐ Not yet started to change (1)
- ☐ Has barely started showing any changes (2)
- ☐ Voice change is definitely underway (3)
- ☐ Voice change seems completed (4)

8. Have you begun to grow hair on your face?

- ☐ Not yet started growing hair (1)
- ☐ Has barely started growing hair (2)
- ☐ Facial hair growth is definitely underway (3)
- ☐ Facial hair growth seems completed (4)

9. Do you think your development is any earlier or later than most other girls your age?

- ☐ Much earlier
- ☐ Somewhat earlier
- ☐ About the same
- ☐ Somewhat later
- ☐ Much later

Instructions :

For each of the questions numbered 4 to 8, you will see a number at the end of each answer. That number is your score on the question. Add up your scores for each answer you gave.

Your pubertal score : _____

Interpreting your score

5 to 7	Start of puberty
8 to 11	Early pubertal
12 to 14	Mid pubertal
15 to 17	Late pubertal
18 to 20	Post pubertal

This survey was created by Sport for Life and based on the following references:

Mary A. Carskadon, and Christine Acebo, (1993). A

Self-Administered Rating Scale for Pubertal Development.

Journal of Adolescent Health Vol.14:190-195.

Anne C. Petersen, Lisa Crockett, Maryse Richards, and Andrew Boxer, (1988). A Self-Report Measure of Pubertal Status: Reliability, Validity, and Initial Norms. Journal of Youth and Adolescence, Vol. 17, No. 2.

Scoring for Sport for Life - interpreting your score - has not been independently validated.

APPENDIX B – Recommended publications for clubs

For clubs whose programs include participants with different disabilities, Judo Canada offers an extensive toolbox of resources with basic information on various disabilities as well as tips on how to address special needs:

- **Judo for Visually Impaired and Blind – Coaching tips**
- **Including All Kids: Children with Special Needs in Judo**
- **Judo for Deaf – Guidelines**
- **Intellectual disabilities - Guidelines**

The most recommended publications to guide coaches and instructors into delivering introduction specialized classes:

- **Parent & Child class (U5)**
- **Active Child Guide - U8 - coming soon**
- **FUNDamentals Guide - U10 - coming soon**
- **Learn to Train Guide - U12 - coming soon**
- **Train to Train Guide - U14 - coming soon**
- **After-School Program - Guide**

APPENDIX C – Meaningful competitions

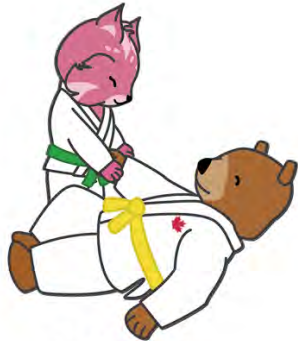
All judo competitions under Judo Canada’s jurisdiction respect the **Sanctioning Policy and Tournament Standards**. This policy is seeded on the following principles:

- Tournaments serve the judo development of participants.
- Competition is an integral part of judo, and it should offer a positive experience to the participants, coaches, parents, and spectators.
- Rules of competition as proposed in this policy are designed to offer developmentally appropriate experience and positive reinforcement to all participants
- The competition system is a part of the entertainment industry and as such contributes to the economic development of Canada. Tournament organizers should aim to take economic advantage of this reality by requesting financial assistance from their respective municipalities.
- Hosting a judo tournament should aim to win the support of the general public and media. Attention must be placed on the non-technical aspects of the tournament organization to offer the best experience for spectators.

Furthermore, competitions (both domestic and international) are classified by Judo Canada for their competition depth and quality to offer to participants experience adequate to their development level.

For details and recommendations see Judo Canada’s “Competition Development Ladder” available here: **Athletes’ Handbook**

Life Skills



MODESTY

To be without ego in your actions and thoughts



RESPECT

To appreciate others



SELF-CONTROL

To be in control of your emotions and actions



COURAGE

To face difficulties with bravery



FRIENDSHIP

To be a good companion and friend



HONESTY

To be sincere with your thoughts and actions



COURTESY

To be polite to others

HONOUR

To do what is right and stand by your principles