

JUDO FOR CHILDREN UNDER THE AGE OF 8



U8

Active Start - U8



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JUDO FOR CHILDREN UNDER THE AGE OF 8



Coaches NEED to Know:

- Motor abilities: Agility; Balance; Coordination (ABC's)
- Athletic abilities: Speed, Strength, Endurance, Flexibility
- Initiation – time when children are introduced to a new movement or movement pattern
- Acquisition – time when children are familiar with the movement but cannot always perform it with ease and without correction
- Consolidation – time when the child can perform learned movement patterns with relative ease and almost always correctly.
- **Coach** – a judo instructor for children whose job is to deliver a program while at the same time “entertaining” and thus inspiring participants.



Introduction and the Guiding Principles of this program.

Child development is a complex journey, and this should be kept in mind when helping children to achieve their potential.

This requires a top-quality programming based on knowledge of sports science and other complementary skills. This manual is designed to help all of us to ensure a better service to children entrusted to us by their parents. Concepts presented here are consistent with the approved LTDM.

U8 JUDO program is oriented towards beginner judokas aged four to seven years of age. For children this young, judo exercises are used as tools in development of fundamental movement and social skills and motor abilities (Agility, Balance, Coordination – later in this manual referred to as ABC's). Learning of judo specific techniques is a by-product of the process rather than the priority of the program.



Examples of Judo techniques and, where needed, appropriate modifications and the way to employ them for this age group are described in more detail later in this manual. In general, only judo techniques listed for white and yellow belt levels in Judo Canada kyu syllabus are used in programs at this stage of children's development.

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The Guiding Principles of this program based on the Judo Canada LTDM:

- When accepting into judo programs children younger than 6 years old or children who are 6 and 7 years old and have special needs, parents of those children should be on the mat with them and participate in the Initiation to judo program.
- Body proportions are very different from adults, so judo-specific skills must be adapted to accommodate these differences.
- No child should be expected to execute a technique in a similar fashion as an adult.
- An essential stage needed for optimal motor development – however, this development does not have to happen in judo. On the contrary, if children of this age are involved in judo, it is our duty to provide them with the motor development needed at this stage of their lives.
- Development of abilities in accordance with a personal growth and maturation: body awareness, motor capacities (Balance and Coordination), lateral and linear locomotion skills, self-confidence, social interaction, and creativity.
- Encourage participation in other sports activities besides judo.
- Understand lateralization and general coordination, differentiation between left and right.
- Activities must be FUN, creative, challenging, and always imaginative.
- Children must experience overall feelings of well-being, confidence, and self-esteem.
- Participation in sport at this development stage lays the foundation for development of a strong, healthy body, improved fitness, and a desire to participate in physical activity.
- Promote understanding that a child of this age for a healthy development needs a minimum of 60 minutes of organized or unstructured physical activity per day.

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To reiterate, the basic underlying principle for all sporting activities targeting this age group, is to deliver a fun and fundamentally sound program respecting educational standards and developmental guidelines.



To accomplish this goal, we allow for a relaxed framework and employ creativity and imagery of children involved. Furthermore, the environment of the dojo should prepare children to interact socially and at the same time learn the etiquette of judo.

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GENERAL OBJECTIVES AS PER THE JUDO CANADA'S LTDM ATHLETIC ASPECTS OF A PROGRAM.



- Develop **fundamental movement skills** (running, jumping, throwing, crawling, rolling, etc.)
- Encourage to develop other Fundamental movement skills which cannot be developed in the dojo in other sports programs (swimming, skating, skiing)
- Introduce **ABC'S** of Athleticism (balance, coordination) and speed which is the first of the athletic capacities that can be developed at this stage.
- Develop **flexibility**.
- Coordination and balance to be accomplished through general exercises and a variety of judo-related games.
- Short duration **speed/agility** games to be incorporated in every practice.
- Short duration **aerobic** efforts - allow for a spontaneous application of effort by the child – no structured time frames for exercises.
- Flexibility exercises to be incorporated in games that also emphasize coordination and agility.
- Introduce games addressing cognitive development:
 - o Memory games
 - o Decision-making games
 - o Self-control games
 - o Mimicking games

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The basic Fundamentals are:

1. **Basic locomotor activities** like walking, running, jumping, crawling, etc. which we employ in the warmup routines.
 - 1.1 **To employ Judo Specificity**, we add to it judo skills: Tsugi-ashi, Ayumi-ashi, Ebi (shrimping on the ground), cat walk, crab walk, monkey walk, snake sliding-crawling movement, etc.
2. **Basic spatial orientation and temporal orientation motor activities** like turning, revolving, pirouettes, positioning which we employ in the warmup routines.
 - 2.1 **To employ Judo Specificity**, we add to it judo skills: Tai-sabaki, Zenpo-kaiten, Yoko and Ushiro-ukemi, roll over with the partner on the ground, various Tsukuri exercises, etc.
3. **Basic gripping/projecting** activities like hitting, catching, throwing, kicking are not often employed in the dojo today, but this could and should be done with ball games. Short (5 min) games of soccer, handball, Dutch ball, crab ball, etc. greatly enhance the attractiveness of judo programs for this age group participant.
 - 3.1 **To employ Judo Specificity**, we add to it judo skills, i.e.: gripping the judogi, gripping the belt, blocking the leg with a leg, leg “sweeping” exercises, etc.



Of many athletic abilities identified by sport theory, only a few are trainable for children of this age (4 to 7 years old) and can be enhanced with exercise. This principle is particularly important for sports like judo where the individual peak performance capacity happens at the age over 20 years old. An early emphasis on the training of wrong athletic abilities leads to an early burn out and retirement from sport.

Thus, in judo programs for children under 8, we concentrate our effort on development of **balance, coordination**, and to a certain extent **speed and quickness of movement in various directions and various body positions**.

The program cannot neglect **flexibility**, which is trainable at any age, however, at this early development stage it is very easily enhanced.



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It may appear to the outside observer that other athletic abilities (strength, endurance, power, strength endurance) improve with training as well, but it occurs mostly as a result of improved coordination, thus better quality of movement. Furthermore, a natural development and maturation results in progressive development of all abilities, and our role is to allow it to happen rather than to manipulate it. Thus, in accordance with the LTDM while working with the judoka under 8 years old, a training deliberately targeting development of strength, Long and Short-Term endurance or Power is not appropriate.

Flexibility can be developed at any age; however, it is a very mouldable ability when working with children of this age. Thus, emphasis on flexibility should be employed when playing games, practising judo skills in Ne-waza, etc. Also, a static stretching training should be employed in the closing segments of the session.

Short duration speed bursts happen in a very natural way when children are playing games, however, to ensure that all children are involved and all work to their capacity in a somewhat controlled environment, employ relays in your session. With this training form, it is relatively easy to control the time of “speed” development (burst no longer than 5 to 8 seconds) and the task itself can target fundamental judo movement skills, coordination, balance, etc.

Working on coordination, flexibility and balance should start as early as possible. When playing games or learning a skill, children should be allowed to move as naturally as possible to learn the overall concept of motion and in the process develop agility and body awareness. Correction should be applied only in case of unsafe or drastically biomechanically incorrect execution of movement. Children are great role players, and they mimic well so a quality demonstration of a skill is a very essential part of the learning process. Quality demonstration for children of this age must be short and emphasize one key point at a time.



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Pedagogical principles of skill acquisition:

To ensure that what the children practice, will train their bodies to move and behave in a most effective (agile, most energy efficient, etc.) way, several pedagogical principles must be respected.

Firstly: the process cannot be rushed. To ensure that the concept of movement commits to a muscle memory, a sequence of exercises must be built up to 8 weeks of repetitions (of two sessions a week).

Secondly: the early process cannot be confused by introduction of any kind of tactical options (i.e., if your partner reacts this way, you turn right but if the partner reacts this way, you turn left), built into the sequence. Children of this age have no capacity of making a conscious decision and the introduction of tactical solutions will set the learning process back.

Thirdly: remember that each child learns at their own pace. Some will grasp the concept immediately even if it is quite a complex movement pattern. Some will need a step-by-step approach to learn it. Always offer the more difficult option first and observe how well everyone performs the task. Only then adjust your teaching strategy to move to a step-by-step approach from the least difficult to the more complex for those children who need such process.

Remember! The body proportions of a child are very different than proportions of an adult body. Thus, a perfect execution of a movement by a child may look very different than a perfect form expected from a mature individual.

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U8 – Judo Specific Objectives.

- o Multidirectional individual locomotion movements in standing and on the ground (forward, backward, lateral, linear, leapfrogs, etc.)
- o Introduction to basic principles in standing judo – Jigotai, Shizentai, Tai-sabaki, Tsugi-ashi, Ayumi-ashi).
- o Introduction to classic gripping of a judogi (Kumi-kata)
- o Multidirectional movements with partners in Tachi-waza. (Proper use of Tsugi-ashi, Ayumi-ashi and Tai-sabaki)
- o Introduction to judo-related games involving cognitive, motor, and physical ability development.
- o Breakfalls and rolls (basic Ukemi)
- o Introduction to the study of basic immobilization techniques and escapes: Kesa-gatame and Yoko-shiho-gatame (Osae-komi-waza)
- o Introduction to randori Ne-waza.
- o Initiation and acquisition of basic throwing techniques: hip and shoulder throws, sweeps, etc. (according to the Nage-waza Kyu syllabus of Judo Canada)
- o Learning about values: respect, self-confidence, self-esteem, overall well-being and being part of a group.
- o Learning and developing traditional judo etiquette.
- o Simplified introduction to the rules.
- o Having fun must be the main priority, rather than concentrating on performance results.

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Judo Skills to be utilized in this program are listed in Judo Canada Kyu curriculum for white and yellow belts.

Programs must start with an introduction of proper judo locomotor movements on the mat. All direction of movement in both Tachi-waza and Ne-waza need to be employed. An ability to fall safely and roll safely is considered a locomotor skill and children need to be very comfortable with these exercises prior to attempting to learn throwing techniques. At the same time children are introduced to values promoted by judo programs. Learning to respect the partner and understanding that without cooperation there is no progress is the key to a successful socialization of the group. Children must also be initiated to rivalry and opposition through games and modified demonstration competitions (demonstrations of skills, groundwork, etc.). When skill competition is employed, all children must be awarded for their achievement so there is no disappointment and no “losers”.

Ne-waza is emphasized over Tachi-waza. Ne-waza exercises allow the child to better understand (feel) the mechanics of working with partners, rolling safely, holding the head in a safe place, etc., without the risk of an injury. That way in a safe environment children learn to work with each other, while the coordination of movement, agility and muscular strength improve making it safer for a transition to Tachi-waza. Thus over 60% of judo specific training of children that young must take place in Ne-waza.



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Program Components and Framework

- o The training group preferably consists of children of the same age (i.e., U8 or U6).
- o In case programs of various ages are mixed, an instructor must be designated to work with a particular age group, within a larger training session setting.
- o The preferred ratio of eight to twelve children per one instructor.
- o Participations 1-2 times/week; 45-60 minutes in duration
- o The instructor must have knowledge of the clientele and their development needs psychological, social, physiological and any special needs.
- o The instructor must be competent in communicating and connecting with children.
- o Competency is ensured with the National Coaching Certification Program. (NCCP). Instructor must be a minimum NCCP Instructor Certified, and assistants must be NCCP trained assistants.
- o Program must be delivered in a secure area to practise judo and a first aid kit and an Emergency Action Plan must be readily available if needed.
- o Participants must be members in accordance with provincial and Judo Canada rules.
- o Instructor must frequently communicate with parents.
- o Instructors are encouraged to put the “Entertrainer” hat on and be playful and energetic while being a strong and flexible group leader.
- o Emphasis on Ukemi and Ne-waza; time allocations 60-70% Ne-waza, 30-40% Tachiwaza
- o Modified randori; Ne-waza only; in-club only
- o Motor skills 35%, judo 55%, other (cognitive, mental) 10%; try to pair motor skill exercises with judo exercises when possible
- o Focus on basic movement skills and patterns, locomotion (walking, running, jumping, crawling), climbing, throwing, catching, kicking
- o Include both hand-eye and foot-eye coordination activities.
- o No lifting Nage-waza techniques.
- o Access to developmentally appropriate equipment and prompts as needed (e.g. crash mats, balls, cones)
- o Activities should be designed to ensure success and develop self-esteem and a desire to participate.
- o Some activities should not be obviously competitive and foster participation and inclusion rather than exclusion.
- o Maximum grade of yellow belt.



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Competitions :

1. Modified Shiai competition is allowed only within the club environment (surrounding clubs could be invited).
2. A “Judo Festival” format is recommended in which there is no formal judging. Such an event should be conducted according to a schedule that allows parents to appreciate their children.
3. Example of Festival concept: Skill demonstration should include:
 - 3.1. Fundamental movement skills;
 - 3.2. Break falls in all direction and to the left and right side;
 - 3.3. Ne-waza holds and escapes in at least two directions.
 - 3.4. During the demonstration of throwing techniques, the grip is allowed only at the front of the judogi, except when a hip throwing technique is demonstrated.
 - 3.5. Demonstrations may include randori starting in Tachi-waza for judoka who earned at least a yellow belt. This randori is not judged but is a part of the demonstration.
4. Competition should only be Ne-waza fights.
5. Bouts’ duration will be of 2 minutes of continuous time.
6. The bouts will end after 2 Ippon
7. All participants should be awarded a prize at the end of the presentation.
8. The following actions are not allowed:
 - 8.1. Kansetsu-waza and Shime-waza.
 - 8.2. Head locking with a grip over or around the neck both in Tachi-waza and Ne-waza – i.e., no neck squeezing is allowed in Kesa-gatame. Proper application of Kesa-gatame requires that tori’s arm surrounds the neck, and the other arm controls the arm of the opponent – this is not considered a neck squeezing. The squeezing happens when tori is in Kesa-gatame or another position and connects both hands to apply more pressure on uke’s neck.
9. Weigh in (if conducted) should be in judogi pants and shirts, no exceptions, and no weight tolerance.



Tips for program leaders

It is recommended to practise one to two times per week at 45 to 60 minute intervals. It is important to remember that longer training time will not improve the quality of the program for children. The attention span is simply not there yet and a great experience from 45-minute session may turn into a boring experience when the time is expanded beyond 60 minutes. Bored expression on a child’s face is NOT WELCOMED in judo programs in Canada.



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When performing challenging warm-up exercises use time rather than the number of repetitions and ask children to do their best – i.e., instead of asking them to do 10 push-ups ask them to do 10 seconds of push-ups.

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Flexible course-planning must be implemented according to the themes contained within the class. It is essential to proceed in this manner in order to prioritize a gradual learning process and to maximize each individual's potential for development. It is important to emphasize having fun during class.

Periods of rest and for hydration must also be allowed so that the child can recuperate as well as get a bathroom break if needed.

The technical judo skill teaching units must be planned in a way in which the child's personality is taken into consideration in respect to his/her ability to concentrate, capacity to retain information and ability to correctly perform techniques. This part of the lesson must be concise and clearly outlined. Best practice models suggest that 3 or 4, 5-minute long units when children work on skill development offer the best learning environment. If the task is difficult, a game should be used as an interjection between these units.

A “reward” activity, entirely recreational, should always be given during each class. This game or activity should be offered either as a recess when a difficult technical task is overwhelming, or at the end of the class. The Game should last about five minutes.



The latter part of the class should include a brief calm-down period by way of stretching (yoga) and breathing exercises. This is also a time to introduce children to a relaxation (mental) training. By simply asking them to mimic a behaviour of an animal that is famous for its “lazy” nature, children start to learn both relaxation and mental rehearsal techniques.

At the end of the class participants can be asked to use his/her imagination or visual creativity in asking him/her to think about which activity and which game he/she enjoyed the most during the class. Instructors should remember what the participant likes most and ensure to use this knowledge to the advantage of the program.

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Typical Training Session with samples of exercises.

This part of this guide is intended as a **catalogue** of **optional exercises to choose from**, in each section of the lesson plan.

Objectives for the listed exercises are identified.

Coaches are encouraged to add more exercises to this catalogue.

The task of the instructor is to choose the appropriate exercises to accomplish objectives for the class. e.g. If one of the objectives is an increase in flexibility, then the length of the cool-down part of the training may be extended at the expense of another part of a session.

Considering that for this age group a focus of the program is on development of motor abilities (ABC's – General Objectives) as well as learning judo specific skills (Specific Objectives), objectives for both of these should be identified for each session. In example:

General objective: improvement of agility and coordination of rolling break falls

Specific objective: development of Migi and Hidari Zenpo-kaiten-ukemi;

NOTE! Exercises listed below do not necessary complement the sample objective listed above.

Total Duration: **60** (min) - the symbol > is used for “up to.”

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Activities (Goals: Athletic abilities, type of effort, length, intensity, movements, etc.)	Key Points (Objectives, Guidelines, safety)
Introduction - >3 minutes Bow-in and introduction	Take the attendance record Always tell the group what are the planned activities for the session

General & Specific warm-up (15 - 20 minutes) Add your own exercises and increase the size of this inventory.

TIPS and KEY POINTS

Warm-ups of 15 to 20 minutes; must be done progressively (from easy to more difficult) and prepare the participant for the body movements they will be expected to perform later. It must also cover the fundamental skills development. The warmup for this age group can take up to a half of a time of the session when the objective of the session is development of motor skills and speed and exercises developing these capacities are included in the warm-up.

The warmup protocol has to respect the **RAMP** protocol in the following consecutive order: **R**aise the temperature of the body and the Heart Rate; **A**ctivate joints and muscles; **M**obilize the muscle groups most important in judo (all of them with emphasis on the pelvic crest and the shoulder grid); **P**repare – for Judo Specific skill learning.

Start each exercise with a clear demonstration. -Participants are instructed to execute the given exercise as quickly as possible rather than in terms of the number of repetitions. This requires concentration, vigilance, and speed on the part of participants. It also allows each child to challenge themselves to the maximum of their ability.

Any exercises in standing position (jumping, running, steps, balancing, sweeping, etc. must be performed with flexed knees.

Learn how to do falling backward without touching the mat with the head. Head trauma in young children is very difficult to detect, but it happens!

Speed movements in variety of exercises and directions (left right, forward, backward, sideways, etc.) are, at this age, more a function of coordination than strength; however, speed and quickness of movement is highly trainable at this age and development of these capacities must be one of the major objectives of the program.

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Relays are the most appropriate format for development of mobility, speed, coordination, cooperation, etc. Divide the group into teams to do a relay race along the sides of the tatami (mats); the relay must include all designated members of each respective team. Ensure that there are no teams that will win all the time and all the races. Relay format offers almost perfect work to rest ratio to allow appropriate training stimulus to develop the targeted capacities.

*Note: The symbol ">" is used to mean "upto"

Raise - jogging around mat; side shuffling; cross step running; running in circles (> 4 minutes)

Objective - to increase cardiovascular readiness of the body and increase the temperature. Start at low intensity and increase the intensity to medium and high.

Raise and Activate combined -for more advanced children incorporate some of the general loosening exercises in this phase of the warm-up

Objective: to increase cardiovascular readiness of the body and increase the temperature while in the process also activate these joints and muscle groups that can be activated while in motion – e.g. wrist, neck, shoulders, elbows rotations may be added as an additional task when running or shuffling. This task also increases complexity and forces participant's cognitive involvement in the session.

Activate: (>5 minutes)
General loosening exercises
side to side twisting; bending forward and backward; - bending side to side; neck movement; seated three ways dynamic - stretching/loosening; lateral adductor stretch, etc.

Objective – to increase mobility of all the joints in the body; 15 to 20 repetitions of movement within that joint should be performed to reach the readiness of a muscle group or joint.

Mobilize: >5 minutes
A variety of calisthenic exercises:
Planks; push up; judo push up; sit up; crunches; leg raises; crunches in squats; crawling; shrimping; etc. – in a variety of forms.

OR – game below

Objective – to improve the coordination of movements. These exercises should not be done with a goal to improve strength or endurance. If a child is not able to perform a form that is for them easy to do, modify the exercise for that individual child so they can succeed. Do not ask for a set number of repetitions but rather set a time limit and ask all participants to do their best.



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-Game of a Crab Ball
Very good game to mobilize the trunk and shoulder grid muscles. Pay attention to involvement of all children.

OR

Objective – further mobilization of the most important in judo muscle groups in a fun and competitive format.

Game of frozen tag for children who are not ready yet to play the Crab ball game (total up to 3 min)

Objective – to relax the children; to improve speed and coordination; choose a variety of tasks they have to perform to free a frozen participant; ensure that they are aware of the multidirectional movement all around them; etc.

Mobilize and prepare (>10 minutes):

When and if the objective of the session is development of athletic capacities, this part of the warmup is blending into the main part of the session.

Relay races; variety of different positions; Short sprints – various steps; races in crab positions, forward and backwards; races in rolling sideways, forward, backwards; races in shrimping; etc.

To improve balance and coordination, and all other athletic capacities.

To provide an environment for a short burst of max. speed movement

To teach discipline and cooperation by adhering to rules of the game and not allowing the benefit of winning by not following the set rules.

Easily adjustable athletic outcome by increasing or decreasing the number of children in each relay team. When working on speed, ensure that the work to rest ration is at least 1 to 6. (5 seconds of speed exercise followed by 30 seconds of relaxed rest time.

Prepare: >10 Minutes

Rolling exercises – e.g. gymnastic roll forward, backward, break falls forward, backwards, sideways; (pending the level of skill of the child.)

OR – see below

To improve the coordination; agility; confidence in rolling movement in various directions; break fall technique; to increase readiness for judo specific exercise

Prepare:

Use Judo specific break fall skills for children who are competent in their use in the warmup OR: see below

To prepare for more specific technical development



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Preprepare:

Uchi-komi on the ground with partners – skills that children consolidated earlier and are now ready to use it in a warmup section of the session.

OR see below

To prepare for learning new skills in Ne-waza if the objective of the main part of the session is Ne-waza skill development.

Preprepare:

Uchi-komi in motion in a variety of directions for children who earlier consolidated these partnership skills and are now ready to use it in a warmup section of the session.

To prepare for learning new skills in Tachi-waza if the objective of the main part of the session is new Tachi-waza skill development.

Main part > 20/25 min)

TIPS and Key Points

In early stages of the program repeat frequently the safety rules no headlocks or hands to the face, etc.

Continue previous lessons - build up on previously learned skills in a systemic fashion.

Demonstration must be short and precise – emphasize one key point at a time.

Allow the child to experiment with their own way of doing things – for as long as it is safe, and no biomechanical principles are violated.

When teaching hold down, teach escape as well. Demonstrate how these exercises relate to movement skills practised in the warmup part of the session e.g. shrimping to escape from Yoko-shio-gatame.

When detecting symptoms of boredom (the body language of children), interject your judo specific activities with games that will re-energize the group.

Standing exercises: fundamental athletic abilities (balance, coordination, etc.) in conjunction with fundamental judo skills (falling safely -breakfalls, Tsugi-ashi, Tai-sabaki, Tsukuri).

Teaching of a throwing technique to the rear (O-soto-otoshi; O-uchi-gari; Ko-uchi-gari) to children who did not consolidate the Ushiro-ukemi and who still display a fear of falling should start with uke on one knee.

In case the child is hesitant to roll forward (Zenpo-kaiten-ukemi), when being thrown with forward technique – (Uki-otoshi; Uki-goshi) introduce the double sleeve grip and perform this roll over in a very controlled fashion. Instructor helps by volunteering for both uke and tori roles until the child is comfortable with falling (rolling).



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Once comfortable with the breakfall introduce throwing techniques in motion and practise as much as possible in motion. Emphasize the use of natural forces generated by movement of both partners.

Do not allow throws that require lifting. No problem if lifting happens in a natural way when children are in motion. Static lifting should not be allowed – i.e. – Seoi-Nage in a static format. Children do not have the strength of the upper body to execute Kuzushi. They can do it only if Kuzushi is a result of a movement.

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Review of a skill to which children were initiated – e.g. roll over to Yoko-shio-gatame; Uchi-komi both partners. > Up to 4 minutes.

To improve readiness of the body to perform complex movement patterns in a relatively relaxed form; to review what was learned earlier.
Options: Allow students to go at their own pace.

Introduction of a new Ne-waza skill or element of a skill. e.g. –escape from Yoko-shio-gatame. Demonstration #1 – 1 minute; Practise both partners > 4 minutes; Demonstration #2 if needed – 1 minute; Practise – both partners for another 3 minutes.

To initiate children to a new skill that is built as a continuation of a previously learned less complicated skill.

Ne-waza modified randori – cat fight. Task – Tori in a supine position and Uke tries to get around Tori legs and arms resistance to apply a hold-down. > Up to 10 rounds of 1 minute.

To understand the principles and the objective of a judo fight on the ground. To learn to concentrate on the task to perform. To develop further basic athletic and judo skills.



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INTERJECTION – if needed; Game > up to 5 minutes

See the Games Catalogue

Partner up and in free movement Yakusoku geiko training – throw for throw, review of already known techniques; starting with what was learned most recently; instructor calls the name – one pair demonstrates if necessary; other follow; etc. > 5 minutes.

To review and improve skills already acquired; to maintain the skills learned; to improve coordination of movement when performing known skills.

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Introduction of a new Tachi-waza skill. O-soto-otoshi.
Explanation of what/if is like other techniques already learned by students. Emphasize safety; Demonstration > 1 minute.
Practise with partners in defined (back and forth) motion. Movement allows a natural exploitation of external forces to perform the Kuzushi.

To initiate learning a new skill; to develop coordination; to develop cooperation.
Start teaching in motion – uke backwards and tori forward to allow for a natural use of forces associated with movement. Pay attention to the “big picture only.” No details are important at this time for as long as safety of participants calls for them. Tsukuri must be explained in a very easy way – avoiding detailed information on a variety of limbs and body posture. Kake should be defined as a natural outcome of the previous steps. Other interpretations of the throwing techniques must be corrected.

If learning in motion does not work for some judoka, ask them to do a technique that is based on similar principles, and they already know (e.g. Uki-goshi).

Stay away from a static teaching of technique at this stage of development. Static requires a use of strength which we are trying to avoid and should be used only if a child is afraid to fall. If needed the knee form (one knee or both knees) should be used to help overcome the fear.



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Tachi-waza randori; emphasize the principles of randori – it is not a Shiai; Traditional Kumi-kata only; > 10 minutes – with individual rounds no longer than 2 minutes.

Try the technical skill in a resistance environment. Improve coordination, balance and end experience the kinesthetic learning of judo in motion and with resistance.

Cool down (duration = 5/10 min)

Relaxation exercise: think about applying a yoga exercise which can be adapted to children: stretching while lying down, letting go, breathing and slight movements to stretch lower/upper limbs. Ask the students to visualize what they liked most about the class when they are calm or in a relaxed state.

Static stretching in seating position, with an emphasis on increased range of motion. >3 minutes

Increased suppleness: Choose one joint per training session, on which the stretching is being applied – 3 to 4 stretches of 20/30 seconds each. Other joints are just loosened up.

Relaxation – all children on the mat in relaxed supine position with eyes closed and limbs outstretched. A typical short version of relaxation exercise combined with breathing exercise. >2 minutes

Learn a basic relaxation technique; focus breathing

Conclusion

Mokuso, Rei and praise the students for a job well done >1 minute

Always choose students whose attitude earned them a special mention at the end of the session. Be aware that some who are not shining among the others may need such a mention as well. Find a reason to give them what they need.



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GAMES CATALOGUE

(Samples only; add your own and share it with the rest of the Judo Community if the game is a lot of fun)

Games Appropriate for the U8

TIPS and Key Points

Repeat safety rules every time you play a game, e.g. running only in one direction.

Do not put any emphasis on winning or losing during this kind of game.

The instructor must pay particular attention when there is a lot of movement on the mat; the group must be controlled to avoid collisions or too much chaos.

Direct the student so that he/she concentrates on the task at hand.

Ensure that you do not use exclusively exclusion games – i.e., in a “king of the mat” kids who are “eliminated” early should be grouped together in another group to continue exercising. Use such strategy wherever possible. In exclusion game most of the time, the same kids will be excluded first and eventually they will exclude themselves from judo.

The Beetle Game

A group game: agility, concentration, decision-making, coordination, mobility, etc. Learn how to play The Beetle Game on the ground (leg tag) while moving in a controlled environment. Two partners move around while on their hands and knees and they must try to touch one of the other kids (who are standing and trying to avoid being touched) with one of their legs. Each person who gets tagged must then get on their hands and knees with the original two “beetles,” which increases their number until there is only one or two survivors/winners.

The Cat and Mouse Game

A group game; involves learning how to catch or outsmart the other by making the opponent, the “cat,” chase (standing up) after the end of a belt (the mouse’s tail) which is attached to the belt of the “mouse”: this involves speed, decision-making skills, coordination, agility, balance, etc. The student, the “cat,” who is standing must try to step on the end of the belt in order to catch the “mouse”. Each person takes turns in being the cat or the mouse and each person has about thirty seconds to catch the “mouse”.



ACTIVE START - U8



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Frozen Tag

A group game; with one or two taggers trying to catch as many as possible who are “frozen” once tagged and who can be freed if another child is able to slide between their legs.

British Bulldog

A group Game; all judoka line up on one side of the mat except for one who is in the middle. When he calls “Hajime” all the judoka must make their way (on hands and knees) to other side. The one in the middle must stop the others by putting an Osae-komi on them. Those who are captured join in trying to capture the others.

Chain Tag

A group game; starts with one chaser who joins with the first touched person into a chain and then the two chases the next... who touched joins the chain, etc. – until the chain includes all judoka on the mat.

Mini soccer

A group or a team game; small teams play soccer against each other with small tennis or deflated handball ball.

Mini handball

A group or a team game, small teams play handball against each other with tennis ball or deflated handball ball.

Chess

Divide the group into two equal teams. Let them choose a king for each team. As in chess the object is to capture the king (put on Osae-komi). Teams will need a strategy (who protects our king, who attacks other king?) Lots of good Ne-waza action. If someone other than the king is pinned in Osae-komi, they do 10 push-ups and gets back in the game.



ACTIVE START - U8



Crab soccer

A team game; teams play with deflated soccer or handball and can move only in a crab position and score only by using their feet.

Rolling tag

A group game; just like any other tag except children can move on the mat only rolling – no stand-up postures allowed. Unfreezing tagged judoka in any way you choose to offer it.

Belt tug of war

A group game or two partners game or variety of numbers; belts are off! Make sure that kids do not pull on belts that are on someone else's torso or wrapped over any part to the body.

The Coach Says

A group game – great for concentration, cognitive involvement, and FUN.

Have the children pretend they are on a boat. Name the four sides of the mat: bow, stern, port, and starboard.

When instructor calls out the direction, the kids run to that side. Last one there is overboard and must “tread water” (sit-ups or some other exercise) until the game is over.

Change directions in mid-run and add the following commands:

Sensei's coming- everyone stops where they are and does a judo bow to sensei

Sensei's kid- everyone drops to one knee and holds their hand out like they are proposing marriage

Submarine- lie on the back and hold one leg in the air (periscope)

Airplane- face down on the tatami, arms out to the side

Man overboard- exactly three judokas sit in a circle (Anza position), holding hands and pretending they are rowing (the odd one(s) out can try to break in- (leads to some fun Ne-waza)

Last person left is the champion



ACTIVE START - U8



The Coach Says # 2

Just like “Simon Says.” Call out and mimic the action – “Sensei says touch your head” and everyone has to touch their head (last one to do it is eliminated); if you just say touch your head (without saying, “sensei says”) the people who do the action are eliminated. Add to the fun by saying one action and mimicking another.

Chicken Fights

Partners Game; each judoka holds one leg up with his hand. Bounce/balance on the other leg and attempt to knock opponents over or force him to put other leg down.

Pushing sumo game

Individual or two on two, etc.; with both partners confined to one tatami and trying to push each other out.

Turn the Turtle

Partners Game; great for beginners! One person lies on their stomach; their partner tries to turn them on to their back.

Arm Link Game

Partners Game; very popular with the little ones! One person links their arms together. The other links his arms through his partner’s arms. They try to separate without letting go of their hands.

Around the world

Individual is standing or on the ground one partner serving as a support either standing or in high quadruped prone (hands and knees) position and the other partner is sitting on the back of the “Support” and trying to get around the support’s body without touching the ground.



ACTIVE START - U8



Get the ball (Animal Ball)

Individual or a group game. Ball in a centre and the teacher calls numbers of previously determined. Who gets the ball gets a point; Or on a teacher's signal, all identified children must hurry towards the ball and try to get it. (Safety tip – keep heads up to avoid head on collisions.)

Get the Belt game

Partners game; while in Ne-waza partners are trying to remove each other's belts.

King of the mat

Children start on one crash mat and try to get each other off it. The last on the mat is the king.

Horses and riders

Group Game; pair up children. (If different sizes put the smallest judoka with the largest, second smallest with second largest, etc.). The bigger judoka is the horse, the smaller is the knight. Horse is on hands and knees. Knight is on horse's back, legs hooked around the torso. The object is to knock the other knights off the horse. Only the knights can "fight". If any part of knight touches ground (including feet), the team is eliminated. This can also be done standing (piggyback) with older judoka.

Circle knock-down game

Group game; make a circle with several people. Grip the sleeve of the people on both sides of you. Using only Kuzushi and Ashi-waza, try to knock down the other people. Last one standing is champion.

A silent game

The instructor demonstrates a pose and children must follow – everyone must stay silent; instructor tries to make funny poses or faces to make kids laugh and lose concentration;

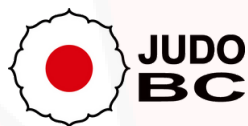
Cops and Robbers

Divide into two teams. Partner with someone from the other team. Both teams lie on stomachs, facing each other, one tatami width apart. One team is cops, the other robbers. When sensei says "Cops" all the robbers must get back to their edge of the mat before they are tagged by their partner (a Cop). When sensei says "Robbers," the cops must get away (back to their edge of the mat).

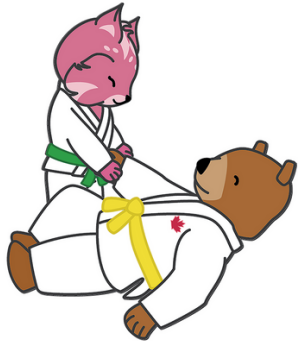


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PARTENAIRES DANS LE DÉVELOPPEMENT DU JUDO AU CANADA

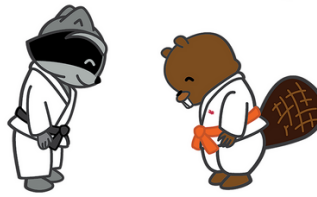


Compétences de vie



LA MODESTIE

C'est parler de soi-même sans orgueil



LE RESPECT

Sans respect aucune confiance ne peut naître



LE CONTRÔLE DE SOI

C'est savoir se taire lorsque monte la colère



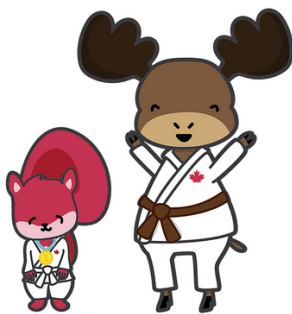
LE COURAGE

C'est faire ce qui est juste



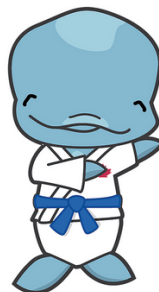
L'AMITIÉ

C'est le plus pur des sentiments humains



LA SINCÉRITÉ

C'est s'exprimer sans déguiser sa pensée



LA POLITESSE

C'est le respect d'autrui

L'HONNEUR

C'est être fidèle à la parole donnée



JUDOKA FOR LIFE



ACTIVE START

FUNDAMENTALS

LEARN TO TRAIN

TRAIN TO TRAIN

TRAIN TO COMPETE

TRAIN TO WIN

FIT FOR LIFE

- COACHES
- PRACTITIONERS
- INSTRUCTORS
- REFEREES
- JUDGES
- VETERAN
- COMPETITORS
- KATA
- COMPETITORS
- ETC

- Healthy mental state maintenance
- Social interactions
- Promotion of judo
- Volunteering / coaching / refereeing
- Passing the passion for judo to the next generation

- Judo and other physical activities 2 - 4x per week recommended

SR	Minimum weeks/year	Tactical / Physical / Technical Training	Technical Development and Refinement	Competitions - none to several per year	Speed Endurance Strength Endurance Maximum Strength	Mental Training incorporated into regular judo practice	Cross Training - Strength and conditioning Minimum 4x per week	Judo 5x per week minimum	Train to win
U21	Minimum 48 weeks/year	Tactical / Physical / Technical Training	Technical Development and Refinement	Competitions - none to several per year	Speed Endurance Strength Endurance Maximum Strength	Mental Training incorporated into regular judo practice	Cross Training - Strength and conditioning Minimum 4x per week	Judo 5x per week minimum	Train to win
U18	Minimum 48 weeks/year	Tactical / Physical / Technical Training	Technical Development and Refinement	Competitions - Minimum 8x per year	Speed Endurance Strength Endurance	Mental Training incorporated into regular judo practice	Cross Training - Minimum 3x per week	Judo 4x per week minimum	Train to compete
U16	Minimum 44 weeks/year	Technical Development	Technical Development	Competitions - Minimum 8x per year / or 40 bouts	Coordination Speed Endurance	Intro to Tactical Training Mental Training	Cross Training - Minimum 3x per week	Judo 4x per week minimum	Train to train
U14	Minimum 40 weeks/year	Technical Development	Technical Development	Competitions - Minimum 6x per year / or 30 bouts	Agility, Balance, Coordination and Speed Endurance	Intro to Mental Training	Intro to Cross Training	Judo 3x per week minimum	Train to train
U12	Minimum 36 weeks/year	Technical Development	Technical Development	Intro to Competition 5x per year	Agility, Balance, Coordination and Speed	Daily Physical Activity	Daily Physical Activity	Judo 2 - 3x per week	Learn to train
U10	Minimum 30 weeks/year	Fundamentals - Generic and judo specific movement skills	Fundamentals - Generic and judo specific movement skills	Intro to Competition 5x per year	Agility, Balance, Coordination and Speed	Daily Physical Activity	Daily Physical Activity	Judo 2x per week	FUNDamentals
U8	Minimum 30 weeks/year	Fundamentals - Generic movement skills	Fundamentals - Generic movement skills	Intro to Competition 5x per year	Balance and Coordination	Daily Physical Activity	Daily Physical Activity	Judo or Any Other Sport	Active Start

Fit for Life

High Performance

Physical Literacy

Initiation to Judo

Fit for life