

JUDO FOR CHILDREN UNDER THE AGE OF 10



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FUNdamentals- U10



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Coaches NEED to Know:

- Safety standards for programs delivered to children as per the Responsible Coaching Movements' online protocol available here:
[Responsible Coaching Movement \(RCM\) - YouTube](#)
- Motor abilities: Agility; Balance; Coordination (ABC's)
- Athletic abilities: Speed, Strength, Endurance, Flexibility and the concept of "Sensitive Periods" for athletic abilities development.
- Initiation – time when the child is introduced to a new movement or movement pattern
- Acquisition – time when the child is familiar with the movement but cannot always perform it with ease and without correction
- Consolidation – time when the child is able to perform learned movement patterns with relative ease and almost always correctly
- The Moral Code of Judo – life skills that can be developed at this development stage
- Judo Canada Kyu syllabus
- Tournament Standards for this age group.
- **Entertrainer** – a judo instructor for children whose job is to deliver a program while at the same time "entertain" and inspire participants.

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Introduction

FUNDamentals – there is no spelling mistake in this title. It is a generic name for all sports programs delivered to children at this developmental stage. All concepts presented in this manual are consistent with Judo Canada's Long Term Development Model (LTDM), as approved by Sport Canada. The "FUN" in the title is a hint to what should be the main focus of judo programs at this developmental stage of a child.

At this stage we need to be careful not to introduce skills for which the child did not develop athletic capacity yet – i.e. techniques that require lifting. Just as it is the case for the U8 judo program, the judo skills acquired must be a byproduct of the improved motor and athletic abilities.

REMEMBER: The only athletic ability that can be deliberately developed in training at this developmental stage is speed and quickness of movement in all of its various directions and body positions. It is worth considering that children this age possess an increased capacity for learning complex movement patterns in comparison to the U8. This happens mostly because of improved coordination and also as a byproduct of a familiarity with the fundamental judo movement skills rather than because of a focus on a specific technical skill.



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For the instructor, the challenge is increased at this developmental stage, since we may have 8 or 9-year-old beginners in judo in the same group of children, but we may also have a child that has already been involved in judo for a while. Regardless, the focus of this program is on initiation and further development of all fundamental movement skills (including a number of judo-specific fundamental movement skills), and motor abilities. At this stage, a dramatic improvement in all locomotor abilities and some athletic abilities will result in the improved quality of skill execution.

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

It is very unlikely that a perfect judo skill can be performed by children who did not develop motor skills. LET'S DEVELOP AN ATHLETE FIRST AND THEN MAKE A JUDOKA FROM THAT ATHLETE.

Guiding Principles & Objectives

- Emphasis on fun, positive reinforcement, and adapting to a structured environment
- First sensitive period for the development of Speed and Quickness of movement in various body positions:
 - o Girls: Between the age of 6 to 8 years old
 - o Boys: Between the age of 7 to 9 years old
- Master basic movement skills before introducing sport-specific skills
- Exposure to/development of the ABC'S of athleticism:
 - o Agility
 - o Balance
 - o Coordination
 - o Speed – the only athletic capacity that is trainable at this stage of development.
- Develop and refine movement patterns (locomotion on the mat with/without a partner both in Ne-waza and Tachi-waza)
- Use relay games/races to 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)
- Start and stop games developing self-control in conjunction with a variety of speed and quickness of movement
- Further develop flexibility
- Introduce strength exercises using child's own body weight (calisthenics), medicine balls, Swiss ball, etc.
- Introduce games that will indirectly target stamina development.
- Develop general awareness of the body via initiation to basic gymnastic and judo skills.
- Introduction to developing cognitive functions:
 - o Explain what you are doing when executing a movement skill and why
- Introduction to judo etiquette
- Technical development and body awareness
- Avoid unnecessary emphasis on discipline
- Programs planned and delivered by NCCP Certified Instructors

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General objectives and coaching tips for the athletic aspects of this program

At this developmental stage, instructors may experience the first challenge of running programs for both newcomers and children who are already involved in judo. Most successful programs minimize this kind of combined practice as much as possible. In this kind of mixed environment, the “more advanced” and capable children, will not be challenged to the extent they need for their optimal development. The shortcoming of “mixed skill” programs should be addressed by assigning a separate assistant instructor to the specific group of participants with different needs. To address the technical development of a diverse age/skill group, well-planned sessions are essential. However, when it comes to the fundamental skill development, the relay format of training where each child is asked to perform to their best ability and where children observe and challenge each other is one of the options of training format that allows each child to work in their own “challenge” zone.

Continue focusing on development of fundamental movement skills as proposed in the Sport Canada Generic LTDM. However, introduce and consolidate judo specific fundamental movement skills when on the mat (falling in all directions; moving in a variety of ways in Tachi-waza forward, sideways, backward with partner using judo-specific steps; In Ne-waza - crawling, rolling, tumbling, etc.). Recommend the development of other fundamental movement skills when children are practising different activities and during the off season (swimming, skating, skiing, etc.).

Continue focusing on ABC'S of Athleticism (agility, balance, coordination, speed) through general exercises and a variety of judo-related games but also at this age introduce judo-specific tasks that will challenge the increased capacity for development of complex movement patterns.

Continue to develop suppleness (flexibility) using dynamic stretching methodology during the warm-up and static stretching during the cool-down.

Focus on right and left lateralization through ensuring that children practise Kumi-kata and Nage-waza to both left and right side.

Use games that address reaction time, rhythm of movement, dexterity of arm and leg movement , spatial-temporal orientation, etc. (see the catalogue of games in the Appendix to this guide).

A natural strength development occurs as a function of growth, agility and neuromuscular coordination. No equipment is necessary for this to occur. Body weight and obstacle courses suffice in addressing this area.

Short duration speed/agility games to be incorporated in warm-up protocols. Relay format is recommended to ensure the proper Work to Rest ratio.

Short duration aerobic efforts - allow for a spontaneous application of effort by the child.

During this developmental stage, the first defined Sensitive period of trainability for speed occurs. This is why we put so much emphasis on Speed and Quickness games.



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Sensitive Periods of trainability – is a crucial time in life of an individual, when very specific^[AS1] development occurs and a number of factors come to play opening a “window of opportunity” which has to be used or the opportunity is lost. Based on today’s knowledge of this subject, the first window of opportunity is regarding body readiness to learn how to move fast. It occurs around the 7th/8th year of life for females and 8th/9th year of life for males.

Some of the identified sensitive periods of trainability last for a relatively long time, but some last only a year or so, and missing it may result in an individual’s inability to accomplish his/her own personal best in the future. The sensitive period for speed development occurs more than once in a lifetime, each lasting for several months with the first opportunity as listed above and the second at a later time during puberty. The sensitive period of trainability for Agility, Balance and Coordination is much longer and lasts for 2/4 years between the ages of 8 to 12.

Instructors must understand this and ensure that a proper stimulus is applied during every training session. It does not take much to address the needs of the “sensitive period of trainability for speed”. A number of exercises in which the child moves as fast as possible in different ways, will do the trick.

Remember that to develop speed, short bursts of rapid movement lasting no longer than 5 – 8(max) seconds and followed by rest (static or in relaxed motion) that is at least 6 times longer (8 seconds action – 48 seconds of rest) is needed, so speed exercises must be well designed. Again, relay races come to the rescue (for examples see the training samples at the end of this guide).

Judo-specific objectives

When working with children of this age, we are primarily responsible for enhancing children’s capacity to perform fundamental movement skills. In the dojo, a number of skills that are specific to judo are very closely associated with fundamental movement, e.g., how we move on the tatami both standing and while on the ground; how we turn into or away from our partner, etc.

Once the judokas learn how to do this well, they will learn more complicated judo techniques faster and more efficiently. We also emphasize that “play-fighting” or “wrestling” is a fundamental movement that has always been practised naturally by children.

Judo as one of a few sporting activities, offers this form of fundamental movement in a safe and non-violent form and in the process, children learn a variety of social skills (i.e., cooperation, respect, friendliness) We need to capitalize on this uniqueness and present it as our strength.

Important: Children who begin their journey in judo at this age should be taught the following key points – Introduction to the basic principles of standing judo; the concept of judo-specific postures (Jigotai, Shizentai) and movement with or without a partner (Ayumi ashi, Tsugi-ashi); body movements standing and on the ground, (forwards, backwards, lateral, leapfrogs, etc.); the concept of using movement to accomplish the task of breaking the balance of their partner (Taisabaki, Kuzushi).



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- Children must, above all, enjoy judo rather than focus on performance results; having fun during all judo sessions is non-negotiable for good programs.
- Fun through judo-related games incorporating rolling, wrestling, pulling, pushing, etc.
- Basic Ukemi
- Games involving cognitive involvement – counting, names of techniques, focus on a task, etc.
- Learn basic Osae-komi-waza and escapes
- Randori – modified if necessary – Ne-waza
- Basic roll overs of the partner on the ground from both prone and supine positions
- Learn basic Nage-waza and transition techniques (performed without lifting motion, performed in movement; if necessary, performed in a static format with lower starting position – Uke on one or both knees; (according to the Nage-waza Kyu syllabus of Judo Canada).
- Randori – modified if necessary – Tachi-waza
- Introduction to judo etiquette, rules, and concept of fair play (should be delivered in forms of anecdotes, role-playing, storytelling rather than a formal school-like setting).
- Introduction to values: partnership, respect, self-confidence, self-esteem, overall well-being and being part of a group
- Games to develop speed
- Body weight and Swiss/medicine ball exercises
- Maximum grade: Orange (4th Kyu)
- Introduction to simplified Shiai rules as per the following Judo Canada's Tournament Standards:

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Modified U10 Tournament Rules



1. White belts of this age group must be involved in Ne-waza competitions only.
2. Grip is allowed only at the front of the judogi – gripping hand cannot fully cross the “frontal plane” of movement of Uke; HOWEVER, a grip behind the back around the shoulder or lower back is allowed as long as it is followed by an immediate and continuous attack.
3. The bouts may be judged by one referee. There is no need for accurate scorekeeping. The referee's role is to educate more than evaluate – i.e., no Shido should be given for a first-time offence and explanation should be provided why a certain action is not allowed.
4. Bouts' duration will be of 2 minutes of continuous time.
5. The bouts will end after 2 Ippon.
6. All participants should be awarded a prize at the end of the presentation.
7. The following actions/techniques are not allowed:
 - 7.1. Kansetsu-waza and Shime-waza.
 - 7.2. 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 and no Kubi-nage throw - see U8 rules for details.
 - 7.3. All drop down techniques, which start on one or both knees.
 - 7.4. Tani-otoshi.
 - 7.5. Makikomi-waza and Sutemi-waza.
 - 7.6. Counterrotation techniques against one-legged throws will not be scored – i.e. against Uchi-mata or Harai-goshi
8. Weigh-in (if conducted) should be in judogi pants and t-shirts, no exceptions and no weight tolerance as per weigh-in rules.



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Framework

- Practice 2 times/week, recommended maximum duration of a session – 60 minutes each
- Emphasis on Ukemi and Ne-waza. Time allocation:
 - o 55-60% Ne-waza – 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 injury.
 - o 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):
 - o Recommended 4 per season
 - o Competition format as per **Sanctioning Policy and Tournament Standards**

Strategic retention actions

- All programs should:
 - o Keep track of retention of participants from season to season
 - o Offer to the participants and their parents an “exit satisfaction survey” protocol at the end of each season
- Introduction of Gender Specific training
 - Training groups consist of children at the same developmental stage. When there are children of different age/skill groups, only the general parts of the training session are offered to all of the participants. For the judo-specific parts, children should be split into age and skill appropriate subgroups with assistants designated to deliver that part of the session.
 - The instructor must be playful, energetic, flexible and fair with a knowledge of the clientele and their developmental needs as well as knowledge of educational tools and ability to communicate effectively with children. Assistant Instructor must be a minimum NCCP Dojo Assistant trained or Dojo Assistant certified.
 - Judo training sessions 2 times/week; 60 minutes in duration.
 - Must provide a safe area to practise judo and have an Emergency Action Plan and first aid kit that is readily available, if needed.
 - All participants are members of their Provincial/Territorial judo associations.
 - 60% of the judo-specific training time takes place in Ne-waza.
 - Sessions must be planned to accomplish the course outcome. For groups with a mix of age and skills, different outcomes must be identified for participants of different age and skills.

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- Periods of rest must also be allowed so that children can recuperate, drink water or use the bathroom. The attention span of children is a variable factor in this context and it is usually very short. Therefore, it is important to adapt to each student's rhythm because having fun remains a priority of this program.
- Instructors must frequently communicate with parents.
- Instructors challenge children to perform to their best potential. Testing of basic physical abilities at the beginning of the season and setting objectives to meet at the end of a specified period is advised.

We apply the following pedagogical teaching/learning principles:

Judo Instructors who work with a particular child for a few hours per week have only limited impact on the growth and development. However, during the time we get, we have the obligation to do the best we can and, if possible, we alert their parents to the fact that, for proper development, children of this age need 2 to 3 hours of physical activity every day.

1. This U10 guide is presented separately from the U8 and U12 guides for a reason. The locomotor system is rapidly evolving in the 8 and 9 years old and generally, they display much greater capacity to move in a coordinated way. This fact is very important in the development of judo skills. To a certain extent, there might be more focus on the judo-specific aspects of training. However, the main objective of judo programs for children at this development stage is still the overall development and physical literacy.
2. The learning process cannot be rushed. To ensure that the concept of movement commits to muscle memory, a sequence of exercises must be planned and, with sessions twice a week, build up to at least 8 weeks of repetitions to reach the consolidation stage of skill development. Judo skills are introduced in order from the simplest through to the most complex, gradually building on each other.
3. When teaching children of this age, the process should not be confused by introducing any kind of tactical options; however it is advised that children who learn basic skills are encouraged to experiment with a variety of ways to use it. If the learning happens as a natural consequence of exploration, it is not a consequence of a tactical choice, even if the outcome seems to be the same.
4. Instructions must be short (up to 1 minute) and to the point. One key learning point at a time.
5. The children's natural instinct to explore and to learn through play must be promoted. Children of this age learn best when they do not know that they are being asked to learn.



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6. Wherever possible, teach skills via play. A variety of games servicing both judo and fundamental skill development must be employed.
7. Judo programs must be FUN for the participants. Most children of this age have a very limited capacity for attentive and disciplined learning.
8. The development of ABC'S (Agility, Balance, Coordination and Speed), will ultimately allow the athlete to consolidate and execute the perfect judo skill.
9. Instructions should explore a number of different teaching/learning techniques, including free technical exploration where the athlete can combine or sequence various in a creative manner – Yaku-soku-geiko.
10. Individualize teaching to the child's learning style and offer visual, auditory and kinesthetic teaching opportunities.
11. A ratio of twelve to sixteen students per instructor is acceptable. When more children are included in a program (session), the instructor needs assistance. The preferred ratio of students to instructors/assistants is 10:1.

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Fitness Goals General Considerations

This testing procedure has been recommended as part of the Judo Canada Kyu Syllabus for several years. This testing has been validated for all sports by the Kinesiology Department at the University of Montreal.

This type of test is designed for the general population as well as for athletes of all ages. Its results have been validated for individuals 6 years of age and up. The test measures the endurance of different muscle groups by determining the number of repetitions of specific exercises (push-ups, sit-ups and squat thrusts or « burpees ») that must be performed while **following an imposed rhythm as follows:**

- o Sit-ups: rhythm - 40 repetitions per minute; stop if able to perform 100 repetitions.
- o Push-ups: rhythm - 50 repetitions per minute; stop if able to perform 100 repetitions.
- o Squat thrusts: rhythm - 25 repetitions per minute; stop if able to perform 100 repetitions.

The number of repetitions that a judoka can perform informs them about their fitness progress and informs the instructor where their athletes are in comparison to the general population.



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Fitness goals define what the judoka should be striving to attain. These goals may not be achievable in all cases. To promote the growth of judo, everyone involved need to emphasize safety. Since improved levels of fitness are important for a judoka's safety, health and well-being, a minimum level of general fitness is required from them. Judo Canada believes that fitness goals help to increase a judoka's motivation towards achieving certain fitness standards, and thus is better prepared to handle the learning of judo-specific skills.

Four basic exercises are set out to be performed in a uniform format across Canada. The numbers in the testing charts should be the suggested goals for the judoka. However, they should be adjusted for judoka who may not be capable of meeting the full standard.

Push-ups

- Elbows must stay in close contact with the ribcage at all times.
- Start in the high position.
- Body must stay rigid at all times.
- Arms must bend to a minimum of 90-degree angle:
 - Full: toes and hands are the points of support for the body during the whole test.
 - Half: hands and knees (legs bent at 90° and ankles crossed) are the points of support

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Modified Sit-ups

- The starting position is on the back with legs bent at a 90-degree angle and both feet on the ground.
- Arms are straight and extended along the body.
- Palms of both hands are on the ground.
- The head is held off the ground.
- The exercise starts with a curl-up of head and shoulders.
- Hands must stay in contact with the ground at all times.
- One sit-up is completed when the fingers slide on the ground by approximately the length of the middle finger, then slide back and the shoulder blades are back on the ground.
- This exercise tests not only the endurance of the abdominal muscles, but also the endurance of neck muscles that are very important in performance of a proper break fall - in particular, Ushiro-ukemi.



Burpees

- Start in the standing position.
- One repetition is performed after the following cycle is completed:
 - o Bend your knees until in a full squatting position;
 - o Place your hands on the ground; keeping your feet together at all times;
 - o Kick both legs back simultaneously until in an upper push-up position;
 - o Perform a full push-up (females if they so choose, can support their body on their knees during this phase of the exercise);
 - o Pull your legs simultaneously into the initial squatting position;
 - o Jump up moving your arms up and clap your hands together at the peak point of the jump;
 - o When landing after the jump proceeds into the second repetition.



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VO2 Max testing

- The multistage fitness test, also known as the beep test, pacer test, Leger-test or 20-metre shuttle run test, is used by sports coaches, trainers and school teachers to estimate an athlete's VO2 max (maximum oxygen uptake).
- Estimating this capacity of the judoka is essential to address their developmental needs.
- A measurement twice each year offers an incentive for the judoka to work on their aerobic fitness level.
- Judo Canada recommends testing from age 9 upwards as there are well-established norms for males and females from this age.
- A variety of options to do this testing and evaluate judokas can be found on-line. e.g.: <https://www.topendsports.com/testing/norms/beep.htm>

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| For Push-Ups with an Imposed Rhythm of 50/min | | | | | |
|---|----|-------------|----|-------------|----|
| Category | % | 7 years old | | 8 years old | |
| | | M | F | M | F |
| Excellent | 95 | 23 | 31 | 25 | 41 |
| | 90 | 21 | 25 | 21 | 30 |
| | 85 | 17 | 22 | 19 | 25 |
| | 80 | 14 | 21 | 16 | 23 |
| Very good | 75 | 13 | 21 | 15 | 21 |
| | 70 | 12 | 19 | 14 | 20 |
| | 65 | 11 | 17 | 12 | 18 |
| | 60 | 11 | 16 | 11 | 17 |
| Average | 55 | 10 | 15 | 10 | 15 |
| | 50 | 10 | 13 | 9 | 13 |
| | 45 | 9 | 12 | 9 | 12 |
| | 40 | 7 | 11 | 7 | 11 |
| Poor | 35 | 6 | 10 | 5 | 11 |
| | 30 | 5 | 9 | 5 | 9 |
| | 25 | 4 | 8 | 4 | 7 |
| | 20 | 4 | 6 | 3 | 7 |
| Very poor | 15 | 3 | 4 | 2 | 5 |
| | 10 | 2 | 2 | 1 | 3 |
| | 5 | 0 | 0 | 0 | 0 |

| For thrust - squats (burpees) with an Imposed Rhythm of 25/min | | | | | |
|--|----|-------------|----|-------------|----|
| Category | % | 7 years old | | 8 years old | |
| | | M | F | M | F |
| Excellent | 95 | 32 | 32 | 39 | 45 |
| | 90 | 28 | 28 | 34 | 38 |
| | 85 | 25 | 25 | 30 | 34 |
| | 80 | 23 | 22 | 28 | 30 |
| Very good | 75 | 21 | 20 | 25 | 27 |
| | 70 | 19 | 18 | 23 | 25 |
| | 65 | 17 | 17 | 21 | 22 |
| | 60 | 16 | 15 | 20 | 20 |
| Average | 55 | 14 | 14 | 18 | 17 |
| | 50 | 13 | 12 | 16 | 15 |
| | 45 | 12 | 11 | 15 | 14 |
| | 40 | 12 | 11 | 14 | 13 |
| Poor | 35 | 11 | 10 | 14 | 13 |
| | 30 | 10 | 9 | 13 | 12 |
| | 25 | 9 | 8 | 12 | 11 |
| | 20 | 9 | 8 | 11 | 10 |
| Very poor | 15 | 8 | 7 | 10 | 10 |
| | 10 | 7 | 6 | 9 | 8 |
| | 5 | 5 | 4 | 7 | 6 |

| For Sit-Ups with an Imposed Rhythm of 40/min | | | | | |
|--|----|-------------|----|-------------|----|
| Category | % | 7 years old | | 8 years old | |
| | | M | F | M | F |
| Excellent | 95 | 32 | 32 | 39 | 45 |
| | 90 | 28 | 28 | 34 | 38 |
| | 85 | 25 | 25 | 30 | 34 |
| | 80 | 23 | 22 | 28 | 30 |
| Very good | 75 | 21 | 20 | 25 | 27 |
| | 70 | 19 | 18 | 23 | 25 |
| | 65 | 17 | 17 | 21 | 22 |
| | 60 | 16 | 15 | 20 | 20 |
| Average | 55 | 14 | 14 | 18 | 17 |
| | 50 | 13 | 12 | 16 | 15 |
| | 45 | 12 | 11 | 15 | 14 |
| | 40 | 12 | 11 | 14 | 13 |
| Poor | 35 | 11 | 10 | 14 | 13 |
| | 30 | 10 | 9 | 13 | 12 |
| | 25 | 9 | 8 | 12 | 11 |
| | 20 | 8 | 7 | 11 | 10 |
| Very poor | 15 | 7 | 6 | 10 | 9 |
| | 10 | 6 | 5 | 8 | 7 |
| | 5 | 4 | 3 | 6 | 5 |



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Typical training session with samples of exercises General Information

This part is intended to serve as a training catalogue enhanced by a number of coaching tips. Example of a session with a number of optional exercises to choose from. In each section of the lesson plan, some exercises are identified and objectives for them are listed.

Tables are left with additional rows for instructors who would like to add exercises and use it later in planning their seasons and sessions.

Once we have samples of exercises, it is much easier to develop new ones, or variations of the old ones. When planning sessions, we have to remember about the “variety” principle which says that to keep young judoka interested, training sessions must offer some surprises/variations.

Sample Objective(s):

General: speed - for this age group, one of the objectives in each session must be speed development. A few minutes at the end of the warm-up should be dedicated to it. However, it is not the only general objective we concentrate on.

Specific: Development of Judo Skills – i.e., the introduction to throwing technique in which 180-degree rotation by tori is required and when Tori supports his body on both legs; This concept is practised in motion and Tori may practise it slower, faster, with or without a throwing technique, with or without a partner, etc. Throwing techniques in the 6th and 5th Kyu curriculum that fit in this movement pattern: Tsurigoshi, O-goshi, Uki-goshi, Tai-otoshi, Seoi-nage – Ippon, Morote and Eri, Tsurigoshi-Komi-Goshi.

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| Activities (Goals : Athletic abilities, type of effort; length; intensity, movements, etc.) | Key Points (Objectives, Guidelines, safety) |
|---|---|
| <p>NOTE! Exercises listed below do not necessarily complement the sample objective listed above.</p> <p>Introduction general tips:</p> <p>Take charge of the group by getting the students' attention in calling "Matte" or other means; perform salutations by a welcome greeting or thanking the students for their attention.</p> <p>Proceed with protocol with respect to starting the class; bowing in while kneeling or standing. A brief reminder of the importance of respect.</p> <p>While taking attendance, each judoka raises their hand or confirms their presence verbally with an audible and controlled "Yes"; he or she must then stay silent and calm until the roll-call is finished.</p> <p>Beginning the class this way provides an opportunity to positively reinforce the need for their cooperation.</p> <p>Briefly explain the session's layout and provide a reminder of the general safety rules that must be obeyed to.</p> <p>If necessary, give instructions or pass along messages to the parents.</p> <p>Remain playful and energetic while being a strong and flexible group leader. Always have back-up plans, etc.</p> | |
| <p>Introduction - >3 minutes</p> <p>BOW-IN AND INTRODUCTION</p> | <p>Take the attendance record;</p> <p>Always tell the group about the planned activities for the session;</p> |



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TIPS and KEY POINTS

Warm-ups of 15 to 25 minutes; but for this age group can take up to half of the allotted time of the session. At this developmental stage, and since the main objectives of the program are to develop the ABC'S, , there is really no need to differentiate between the general and specific part of a warm-up.

To accomplish the warm-up objectives, both general or judo-specific exercises can be used providing that they are employed in a progressive fashion – from easy to more difficult. i.e. speed can be trained with a maximum speed running or with a fast crawl on the stomach.

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

Stimulus for a maximum speed development should be applied relatively early in the session, but after the body is warm enough to move at a max. speed safely i.e. between the 10th and 30th minute of the session.

The warm-up must prepare the participant for the body movements they will be expected to perform later. It has to also cover the basic skills development.

Demonstrate the exercises that the children are not familiar with. Demonstration should inspire children so it has to be of a good quality. If a demonstration is not possible, use a clear and simple explanation: sitting, lying down; either on their backs or stomachs, etc.

Emphasize what we are working on: coordination, agility, static and dynamic balance. Make sure that if an explanation is used, the instructions are very short and precise.

Participants are instructed to execute the given exercise as quickly as possible. This requires concentration, vigilance and speed on the part of participants.

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

Speed movements in a variety of exercises and directions (left right, forward, backward, sideways, etc.) are at this age more a function of coordination than strength;

Relay games impact mobility, speed, coordination, cooperation, etc. Divide the group into teams in order to do a relay race along the sides of the tatami (mats); the relay must include all designated members of each respective team. The goal is to finish before the opposing teams; however, ensure that there are no teams that will win all the time and all the races.

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General & Specific warm-up (15 – 25 minutes)

Exercises indicated with yellow highlight are considered more judo-specific than exercises in the non-highlighted cells. These exercises can be used to develop general objectives of physical development, but because they are specific judo skills they must be introduced and learned first, before we can employ them for training of physical qualities. It is important to remember that many children begin judo at this developmental stage, joining programs with children who have already practiced judo for some time, so not all participants in our program have the same level of skills that can be used in a warm up to accomplish the intended objective.

Jogging around mat; side shuffling; cross step running; running in circles (> 4 minutes)

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

When children are familiar with the following: Ayumi-ashi, Tsugi-ashi, Taisabaki

Objective - same as above. This example illustrates that judo-specific skills can be used to warm up and to accomplish other than specific objectives. As an example, if children are comfortable with Tsugi-ashi, this movement pattern can be used in the development of speed; or development of agility in slalom motion.

General loosening exercises followed by the pelvic and shoulder girdle activation.
- Side to side twisting; bending forward and backward - bending side to side; neck movement; seated three way stretching/loosening; lateral adductor stretch; etc. (total 5 minutes)

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 joints.

Once children are familiar with the following: Crawling on the ground in prone and supine position both forward and backward; “shrinking” both head forward and legs forward; rolling; etc.

Objective – Same as above. This example illustrates that the same general objective of preparing the joints and muscles for a more intense exercise can be accomplished with judo-specific movement.

U10



FUNDAMENTALS – U10



A variety of calisthenic exercises – plank in various forms; IYTW arm movement; push up; judo push up; leg raises; crunches in squats; etc. – in a variety of forms. (total of 5 minutes)

Objective – to improve the coordination of movements and agility - not strength and endurance. The plank and the IYTW are particularly important in activating the core and shoulder girdle in children who are not yet able to do more challenging exercises (push-ups; crunches; crab walk, back extensions, etc.) If a child is not able to perform an exercise that is for others relatively easy to do, modify the exercise for that individual child so they can succeed. Whenever possible, **do not set a number of repetitions task but rather a time limit and ask all participants to do their best.**

Once children are familiar with judo-specific exercises that allow them to accomplish the same objective, these exercises should be frequently used in this part of the warm-ups to enhance the variety of training experiences. Rolling with partners; push-ups with arms supported against the chest of the partners; crawling after the partner performs Tsugi-ashi; etc.

Objective – Same as above. This example illustrates that the same general objective of improving coordination and agility can be accomplished when using exercises that are more judo-specific. It is important to remember that each of these exercises can be used to accomplish a different objective, i.e. improvement of strength endurance, so we need to be mindful of how this exercise is performed by any individual child.

Game of a frozen tag
(total up to 3 min)

Objective – to relax the children; to improve their agility and coordination; chose various tasks they have to perform to free a “frozen” participant; ensure that they are aware of the multidirectional movement all around them; etc.

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

Objective: to stimulate speed development.
To provide an environment for a short burst of max. speed movement
To teach discipline and cooperation by adhering to the rules of the game and not allowing the benefit of winning by not following the set rules.
Easily adjustable athletic outcomes by increasing or decreasing the number of children in each relay team.
When working on speed, ensure that the work to rest ratio is at least 1 to 6. (5 seconds of speed exercise followed by 30 seconds of relaxed rest time.)



FUNDAMENTALS – U10



Rolling exercises – i.e., judo or gymnastic roll forward – whichever comes more easily to the child, backward, forward, backwards, sideways; depending on the skill level of the child; (>10 minutes)

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

U10



FUNDAMENTALS – U10



Main part > 30/35 min)

TIPS and Key points

This part of the lesson must be concise. In cases where the group is split into subgroups, specific plans for each subgroup must be prepared in advance of the session. Consideration must be given to the children's ability to concentrate, capacity to retain information and ability to correctly perform techniques.

Children are easily bored when asked to repeat something they do not enjoy or can't comprehend. For this age group, we teach the concept of movement, which will allow them to perform a number of techniques rather, than one technique at a time.

In the early stages of the program, frequently repeat the safety rules: no headlocks or hands to the face, etc. Teach the concept of partnership versus opposition. Children must understand that in judo, progress will not happen without a good partner.

Continue previous lessons - build up on previously learned skills in a systemic fashion. Demonstrations must be short and precise - not longer than 1 minute at a time – emphasize one key point at a time and allow them to practice focusing on that one task. Periods of demonstrations and practice should be well scheduled and should be approximately at a ratio of 1 to 5 (1 minute demo and 5-minute practice).

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

When teaching hold downs, teach escapes as well. Demonstrate how these exercises relate to movement skills practised in the warm-up part of the session i.e. shrimping to escape from Yoko-shio-gatame. (YSG)

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: Use a variety of exercises to train fundamental motor abilities (agility, balance, coordination, etc.). Employ a fundamental movement skill but also (once they are well learned) fundamental judo skills (breakfalls, Tsugi-ashi, Taisabaki, Ayumi-ashi).

Introduce throwing techniques only when children are very comfortable with falling. Remember that backward throws are much more dangerous than forward throws for children of this age group. For backward break falls, there is a much higher probability that the child's head will hit the mat due to the body proportions as well as often inadequate core and neck strength and inability to control body movement.



FUNDAMENTALS – U10



Teach the principles behind Kuzushi rather than a throwing technique. For children, Kuzushi should always be associated with movement. Children of this age do not have the strength to unbalance the partner or opponent from a static position.

When faced with a “fear of falling” in a dynamic (moving) situation, alter the form to static with Uke on one or both knees. Almost all the Nage-waza techniques proposed in Judo Canada Kyu Syllabus for the Yellow and Orange belt can be modified and learned when Uke is in a kneeling position. When applying this method, still emphasize the Kuzushi this time executed with tori’s circular movement and almost simultaneous with Tsukuri.

If the child is hesitant to roll even from this position, 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). 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 upper body strength to execute Kuzushi in a static format. They can do it only if Kuzushi is a continuation of a movement.

U10

| | |
|--|--|
| Turning on their sides to discover possible ways of escaping certain hold-downs; Continue previous lessons. Children try – explore different ways of getting out of the hold-down. Escape exercises (2x30 seconds); students demonstrate their solutions (instructor feedback): flipping on their stomachs, keeping their balance, bridging and turning over their partner | agility, coordination, reaction time, exploration, etc. |
| Concept: use of body weight to hold uke in place – as opposed to strength. Tori/uke; surfing: stay on the wave without being overturned, etc. | Allow them to experience what works best. Lead them to discover it on their own. |
| Review of previously learned skill – i.e. roll over to Yoko-shio-gatame (YSG); uchi-komi both partners. > up to 4 minutes. Introduction of a new Ne-waza skill or element of a skill. –escape from YSG. Demonstration(s) > 1 minute X 2; Practise both partners > 10 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. |



FUNDAMENTALS – U10



Concept teaching: concept of rolling over a partner when in supine position on the ground and being attacked from the leg side. To get this concept, we need to employ a specific skill which in this case may be a Kata-gatame arms position around ukes shoulder and neck area. We teach that, in order to roll a partner over, we need to accomplish the following steps: 1. pull our partner over our own body so their weight can be easily controlled when we roll to the left or right; 2. ensure that the “hug” (in this case the Kata-gatame arms position) is nice and tight so the partner cannot escape from this “tipping point” once we start rolling; 3. roll to a chosen side helping yourself with scissors-like movement of the legs; 4. get on top of the partner and control them in Osae-waza.

Objective: improve coordination, agility, understanding of principles of movement that will lead to a successful application of an action. Learning a skill that is very useful in application of a variety of different Ne-waza techniques.

Cooperation. Tori cannot use the Kata-Gatame lock by squeezing! No use of strength is allowed – only the proper arms positioning which will lead to a perfect control without a use of strength.

Ne-waza modified randori – cat’s fight. Task – Tori in a supine position and uke tries to get around Toris 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 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.

Concept teaching: Ne-waza randori for those children who have enough basic judo knowledge to actually enjoy fighting on the ground. To be ready for it they need to: know at least one hold down and escapes from it; know the basic safety rules of fighting on the ground – no face touching, no neck squeezing, no back bending, etc.

Objective: improve coordination, agility, fighting ability.

INTERJECTION – if needed; Game > up to 5 minutes

See the games catalogue

Concept teaching: concept of moving from an inferior to a superior position; as well as connection of action from the ground to the standing position; as well as Kuzushi application. Tori in supine position on the ground and does not like it. Uke approaching tori’s legs. Tori must move as quickly as possible from his position into a superior position on his own knees, facing the approaching Uke and pulling in circular motion (Kuzushi), thus forcing uke to fall on the tatami.

Objective: improve coordination, agility, understanding of principles of movement that will lead to a successful application of an action. Learning a concept of movement that is very useful in learning of a variety of techniques Concept teaching: children of this age may be familiar with as many as 10 throwing techniques.

U10



FUNDAMENTALS – U10



Concept teaching: children of this age may be familiar with as many as 10 throwing techniques. They are also rapidly developing their coordination so it is essential to let them experiment with combinations. If they learned the concept of moving with the partner when learning individual techniques, it will be relatively easy for them to connect a number of techniques into a chain of action. They need to be allowed to experiment in a free sute Geiko format.

Objective: improve cooperation, coordination, agility, understanding of principles of movement that will lead to a successful application of an action. Learning a concept of movement that is very useful in learning of a variety of techniques.

INTERJECTION – if needed; Game > up to 5 minutes

See the games catalogue

U10

Introduction of a new Tachi-waza skill. Sasae-tsuri-komi-ashi. Explanation of what It is similar to other techniques already learned by students. Emphasize safety; Demonstration > 2 minutes. Practise with a partner 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 –Tori backwards and Uke 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. Kata form of Kuzushi; Tsukuri must be defined as easily as possible. 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 that they already know. 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. Static form should be used only if a child is afraid to fall. If needed, the knee form (Uke with one or both knees on the ground) should be used to help overcome the fear.



FUNDAMENTALS – U10



Concept teaching: the teaching methodology of Sasae-tsuri-komi-ashi as described above, demonstrates this idea of teaching judo in a dynamic rather than static format. Sasae introduces a somewhat new concept for the beginner judoka because until now, with throws like Seoi-nage, Uki-goshi or O-goshi, children were asked to do the 180-degree turn to do the Tsukuri. With Sasae they are throwing while facing the partner; However the overall concept of movement remains very much the same: use of the forces of movement; block on the bottom and pull at the top!

Objective: improve cooperation, coordination, agility, understanding of principles of movement that will lead to a successful application of an action. Learning a concept of movement that is very useful in learning of a variety of different techniques.

U10

Beginner judoka: Uki-goshi teaching for those children who cannot cope with the “in motion” variation. The instructor demonstrates the move with the help of an assistant. Tori and uke facing each other, uke is on their knees and Tori is standing in order to complete the movement. Key points are emphasized at this point (facing Uke, foot placed towards the middle of Uke and turned away from Uke). A brief explanation of the grip; how to place hands (Kumi-kata), grip the sleeves and then the movement is shown. The child executing it in two steps must grip the sleeves and control Uke’s fall. The Uke and Tori take turns.

To provide the children with a feeling of accomplishment that they were not able to accomplish in the other form of the exercise. To overcome the fear of falling in UKE. To teach cooperation.

Tachi-waza randori; emphasize the principles of Randori – it is not a Shiai. Traditional Kumi-kata only; > 14 minutes – with individual rounds no longer than 2 minutes.

Try the technical skill against resistance; Improve cooperation, coordination, agility, balance and use resistance on the techniques learned.

Concept: A “reward” activity, entirely recreational, should always be given during each class. This game or activity should be done at the end of the class and it should last about five minutes.

Do not hesitate to break the randori session if you see that the intensity of it and the interest of kids are diminishing. It is difficult for many kids to keep the level of needed focus for almost 15 minutes. A 2-minute game between the number of rounds of randori, may be the solution to this challenge.



FUNDAMENTALS – U10



Concept: By interjecting training sessions with a variety of activities, we introduce a concept of mental training. Children are unconsciously learning to focus then relax then refocus, etc.

To introduce mental training techniques without formally teaching it. To explore the growing cognitive capacity of children without forcing them into “disciplined” behaviour of which they understand nothing and comply only because of external pressure.

U10

Cool down (duration = 5/10 min)

Cool-down exercises are important and should not be neglected.

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. Ask the students, on a voluntary basis and by raising their hands, what exercises they liked working on the most.

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 prone position with eyes closed and limbs outstretched.

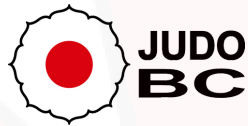
A typical short version of relaxation exercise combined with breathing exercise. ~ 2 minutes to learn a basic relaxation technique ; focus on the necessary

Conclusion
Mukuso, rei and prize the students for a job well done ~ 1 minute

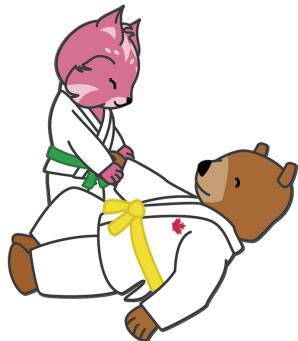
Always choose students who had an attitude that earned them a special mention at the end of the session. Be aware that some who are not shining among the others may need such a mention as well. Find a reason to give them what they need.



PARTNERS IN THE DEVELOPMENT OF JUDO IN CANADA

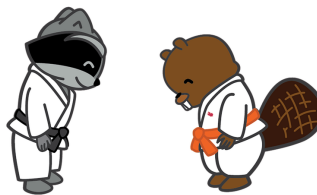


Life Skills



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



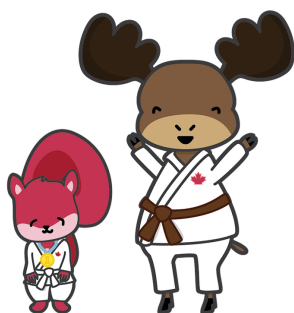
COURAGE

To face difficulties with bravery



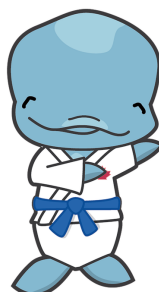
FRIENDSHIP

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



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

| 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 compete |
| U14 | Minimum 40 weeks/year | Technical Development | Technical Development | Competitions - Minimum 6x per year / or 30 bouts | Agility, Balance, Coordination and Speed | 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 | Fundamentals - Generic and judo specific movement skills | 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 | Fundamentals - Generic movement skills | Balance and Coordination | Daily Physical Activity | Daily Physical Activity | Judo or Any Other Sport | Active Start |

Fit for Life

High Performance

Physical Literacy

Fit for life

Initiation to Judo