

JUDO FOR CHILDREN UNDER THE AGE OF 12



U12

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Introduction and Guiding Principles

Judo programs for U12 (Children ages 10 and 11)

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: **A**gility; **B**alance; **C**oordination (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 the learned movement pattern 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
- What is **puberty** and how to address it in training
- **Entertrainer** – a judo instructor for children whose job is to deliver a program while at the same time "entertaining" and thus inspiring participants.

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Introduction

Children in the U12 age group are considered to be judoka at the beginner or intermediate level and follow many of the training priorities set out for children in U8 and U10 age groups.

The U12 group is referred to the "Learn to Train" phase of development in the Judo Canada LTDM. Children are still acquiring and improving fundamental movement skills but they are also much more capable of learning higher-level skills with complex movement patterns. For judokas who have gone through the U8 and U10 levels, the "Learn to Train" phase is ideal for exploring fundamental movement skills such as Tsugi-ashi, Ayumi-ashi, Taisabaki, Kuzushi in motion, Kuzushi on the ground, Tsukuri, etc. and applying these to newly acquired judo techniques, e.g., single throws, combinations, Ne-waza, etc.

For newcomers to judo, instructors should teach fundamental movement skills and assess their capacity to learn more complex movement patterns and judo techniques before increasing both scope and intensity of learning. For example, some newcomers to judo have developed a proficient base through participation in other sports such as gymnastics, wrestling, or ice hockey.



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All sport programs for children at the U12 development stage must always respect the training principles of physical and motor capacities. Focus must be on the development of motor (agility, balance, coordination) and not physical capacities with exception of speed and quickness of movement which are physical capacities that are trainable at this development stage. Focus on athletic abilities such as strength and power is not recommended, however, every time a child works on speed, they also improve strength, power as well as specific endurance. Also, highly recommended employment of calisthenic exercises in warm-up protocols will impact the development of athletic capacities. Some children will make dramatic gains in strength and endurance as a by-product of such exercises as well as of their natural biological maturation.

The volume of judo-specific training for 12-year-olds should be up to three 60-90 minutes sessions per week. U12 is considered the pre-specialization stage of development in the sport of judo which means that programs should not focus on competitive results nor on the acquisition of competitive strategy or tactics.

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An important point worth noting is that, while most athletes at this age are in the prepubescent stage of their biological development, some individuals enter puberty sooner, even in the 10th year of life. Instructors must be very cognizant of this fact and be prepared to apply a more specific approach to the physical and psychological aspects of training for these athletes who experience this dramatic change. On the psychological front, the onset of puberty signals a shift away from the influence of parents and friends towards self-motivation. Children at this stage are highly sensitive to the judgment of others, will seek out role models, and will make more autonomous decisions with respect to the types of activities they wish to pursue. On the physiological and physical front, the rapid changes to the body dimensions will often result in reduced capacity to perform skills that were easily accomplished before the onset of puberty.

Finally, and most importantly, the U12 judoka are still children, and they have to have fun while doing judo. By following the LTDM principles, we will build a successful foundation for a development of a good athlete and a successful citizen.



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FUN in learning the fundamentals is still the name of the game

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

- Keep Judo programs FUN for the participants, i.e. 10 to 11-year-olds are still children and love to play. We compete for the same client (children and parents) with other sport programs and judo must be seen as an equally or more attractive choice compared to other programs and activities.
- Remember – we are not specializing yet. LET’S DEVELOP AN ATHLETE FIRST AND THEN MAKE A JUDOKA FROM THAT ATHLETE.
- Instruction should be kept short and simplified to one or two key learning points at a time. For children of this age, tactical training cannot extend beyond various applications of Kumi-kata while learning technical skills.
- As often as possible, allow the children’s natural instincts to guide their learning through play.
- Employ a variety of games that incorporate all aspects of training: relaxed atmosphere, development of judo as well as fundamental movement skills.
- Judo Programs for 10-11-year-olds offer sufficient time for technical development. Children may work in segment duration of 5-10 minutes focusing on one specific element of a technique at a time.
- Recommended having two or three judo sessions per week (90 minutes max. each) for 10 and 11 year olds.
- The overall development of physical literacy (ABC’S - Agility, Balance, Coordination and Speed), should be equally emphasized along with judo-specific skills and when judo skills are adequately developed, using judo skills to improve the ABC’s. With the increased training time, both of these priorities can be adequately addressed.
- The growth in performance capacity (both physical and mental) requires different teaching/learning techniques such as guided technical exploration, where the athlete can combine or sequence various moves in a creative manner.
- Deliver the program in a dynamic fashion. Whenever possible, introduce and practice skills in motion as opposed to in static format. The three required learning steps for children of this age are initiation, acquisition, and consolidation. Regardless of which learning step the child is at, the dynamic teaching methodology offers a better learning environment.

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- Focus on bilateral development when teaching technical skills or any other physical activities. 10-11 years old can differentiate between left and right.
- Encourage children involved in your programs and their parents to participate in different sporting and non-sanctioned physical activities. It is important to emphasize that for quality physical development, a child of this age needs two or three hours of exercise per day. Even those kids who practice judo four times per week get, at best, half of what they need in terms of physical activity.
- The pedagogical principles of teaching skills remain as for the younger participants in sport:
 1. Skills should be introduced in order, from the simplest to the most complex, gradually building on each other.
 2. The learning process cannot be rushed. In order to commit movement to muscle memory of an average child, a sequence of exercises needs to occur twice a week over an eight-week period.
 3. Introduce limited tactical options in order to reduce confusion with the overall task elements. However, children at this development stage should be encouraged to experiment using acquired skills (gripping, direction of movement, etc).
- The general learning process of a technical skill happens in five basic steps: initiation, acquisition, consolidation, refinement, and creative variation. Most children of this age rarely progress beyond the first two learning steps. Remember that step four refinement (which includes automation – e.g. static Uchi-komi) and step five creative variation (e.g. creative exploration of combination techniques) are designed for a competing athlete. Thus, at this pre-specialization development stage, the use of static Uchi-komi should be minimized.
- Use positive reinforcement to help create a positive self-image for the athlete.
- Growth and development must be considered at all times and particular attention must be placed on detecting the onset of puberty which may occur at this stage for girls, but it also may happen to some early maturing boys. Instructors are encouraged to use the “Puberty Self-assessment” questionnaires included in the appendices of this manual.
- Address the sensitive trainability periods as determined by the “Puberty Self-assessment” questionnaire. It is unlikely that children of this age group will need to focus on the development of different athletic skills/capacities, than what is recommended by following the ABC’S of athleticism.
- Remember - during puberty, adolescents tend to become more independent in thought, communications, and actions. Children at this age are more easily influenced by peers and role models and we need to give them enough “space” to evolve their thinking and social perspective. Ultimately, our goal is to create a healthy and safe environment within which these children can mature and grow through judo.

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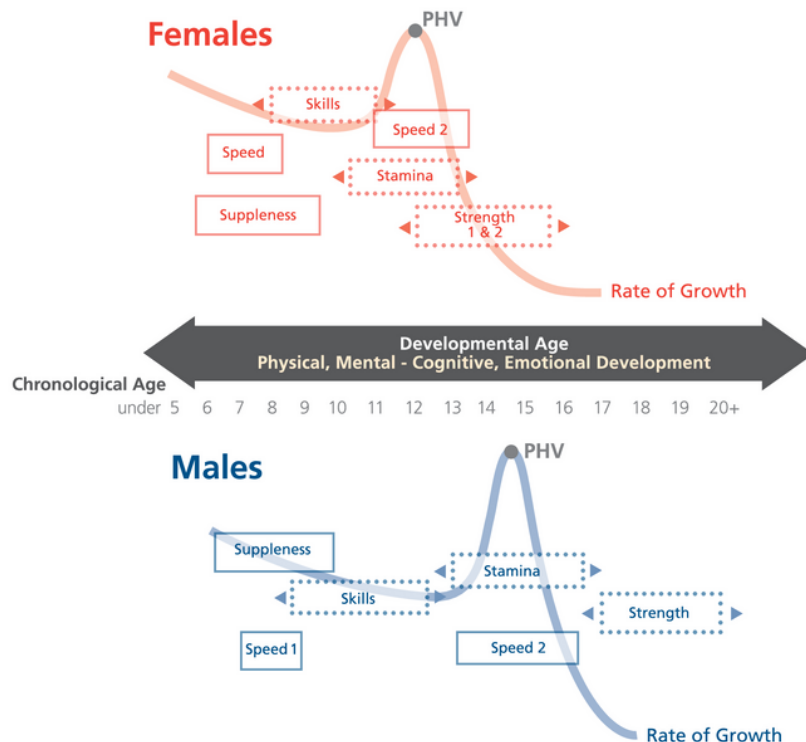
What is Trainability and the Peak Height Velocity (PHV)?

Trainability is one's capacity to adapt to a training stimulus. Trainability differs from individual to individual because it depends of genetic endowment and the context or social environment. Trainability also depends on the stage of individual development, and it differs at various stages of growth and maturation.

Sensitive periods of trainability – defines a **critical period for development of** specific athletic capacity when training has an optimal effect. "Sensitive periods" to develop several athletic capacities occurs in the early stages of life and become relevant around the onset of puberty where there is a rapid growth spurt. Earlier in life, about age 7 for girls and age 8 for boys, occurs the first defined sensitive period to develop speed and quickness. Therefore we recommend focusing on speed and quickness of movement exercises for the U10 children.

Some sensitive periods for trainability of specific capacities last for a relatively long time while others last only a year or so. According to research, the window for speed/ quickness development occurs more than once in a lifetime, each lasting for several months, while the window of trainability for Agility, Balance and Coordination is much longer and lasts for two to four years between the ages of 8 to 12.

The table below offers more information on this topic. The maximum rate of growth in the individual's stature is defined as **Peak Height Velocity (PHV)**.



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U12 – General objectives as per the Judo Canada’s LTDM Athletic Aspects of a Program

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- The focus of the judo program is still development of **fundamental movement skills** (running, jumping, throwing, swimming, etc.), however, during this stage around age 10/11, **the fundamental movement skills that are judo specific** (moving in a variety of ways -forward, sideways, backward with judo specific steps, crawling, falling, rolling, tumbling, kicking, blocking, etc.) take an equally important role.
- Continue focusing on **ABCS** of Athleticism (agility, balance, coordination, **speed**).
- Short duration **speed** games and speed/quickness agility exercises should be incorporated in every training session.
- When a child enters puberty, part of the training, in particular for girls, needs to focus on the development of stamina (**aerobic endurance**). The sensitive period of trainability for endurance opens up for most girls at the beginning of this period and lasts for two – three years. For most boys, this sensitive period will not start for another year or two.
- Short duration **aerobic** efforts for the 10–11-year-olds while still allowing for spontaneous effort. For 11-year-old girls, more structured aerobic exercises are needed as they enter the sensitive period for the “development of endurance”.
- No focus on other athletic capacities such as strength and power. Natural strength continues to develop as a function of increased neuromuscular coordination. No equipment is necessary for this to occur. Body weight and obstacle courses will do the job.
- Continue to develop **suppleness** (flexibility)
- Coordination, agility, and balance to be accomplished through general exercises, games and increasingly through a variety of judo specific tasks that will challenge the increased capacity for development of complex movement patterns.
- In addition to complex judo skills, use acrobatic gymnastic exercises to develop **spatial-temporal orientation** and **body awareness**.
- **Right and left lateralization**, simple-to-complex coordination exercises, reaction time, rhythm, dexterity, spatial-temporal orientation, capacity to adapt and re-adapt to a specific object and environment.
- Exercise to increase flexibility must remain a priority especially when rapid growth begins accompanied by rapid changes to the length of bones. A focus on flexibility will help maintain suppleness during this period of change.
- It is recommended that an athlete of this age participates in 60-75 minutes of physical activity per day in addition to a well-structured activity such as judo which should not exceed 90 minutes in a day.
- Parents’ involvement in the process at this development stage is very important. Parents need to be educated on the development process including goals and values if they are to provide support and encouragement to their children.



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Judo-Specific Objectives.

- The Learn-to-Train stage is a pre-specialization development stage. Above all, children must feel like they are having fun.
- Technical development is the priority. Fundamental judo movement skills remain a priority over the acquisition of specific techniques.
- Tactical concepts can be introduced only in relation to gripping and not as a reference to winning competitive matches.
- Introduce the concept of “Maximum efficiency with minimal effort”. Children need to understand this concept in both theory and practice and be able to apply it to motion rather than static skills, e.g., movement with partner which is resulting in Kuzushi with a minimal application of additional force, followed by a Tsukuri and Kake with a minimal use of force.
- The most advanced U12 children may progress as far as the green belt.
- **For the beginner – kids who join judo at this stage**, an introduction to basic principles in standing judo – Jigotai, Shizen-tai, Taisabaki, Ayumi-ashi, Tsugi-ashi. Children starting judo at this age will learn these basic judo fundamental skills faster than younger children. However, even the fast learner needs at least eight sessions with repetitions before they are sufficiently familiar with the fundamental skill before they can move from the initiation to the acquisition learning phase. It is recommended that beginners should join more advanced judokas who have been in judo for several years. However, once the beginners have acquired the Fundamental skills, they should join the more advanced children.
- **For the beginner**, an introduction to basic judo-specific postures and movements, with and without a partner, standing, on the ground, forwards, backwards, lateral, linear, leapfrogs, etc.
- **For the beginner**, an introduction to the concept of using movement to accomplish the task of breaking the partner’s balance (Kuzushi) both in Tachi-waza and Ne-waza.
- **For the beginner**, an introduction to basic break falls and rolls (basic Ukemi-waza); basic roll overs of the partner on the ground from both prone and supine positions; basic immobilization techniques and escapes: Kesa-gatame; Yoko-shiho-gatame and Tate-shiho-gatame (Osae-komi-waza).
- Randori once the Beginner judoka is joining the more advanced judokas, they are encouraged to participate in Randori Ne-waza. – modified if necessary. They should be allowed to join the randori in Tachi-waza only when comfortable in that exercise.
- Introduce basic defence concepts, e.g. trapping the leg; and overcoming these basic defensive concepts and positions in Ne-waza.
- Basic throwing techniques: performed initially without lifting then performed with movement. If necessary, these moves can be performed in a static format with a lower starting position – Uke on one or both knees; (according to the Nage-waza Kyu syllabus of Judo Canada).

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- The increased neuromuscular coordination and a capacity for cognitive participation in learning should be explored by challenging both the beginner or intermediate level judoka with more complex technical skills – combinations (i.e. O-uchi-gari to O-soto-otoshi).
- The level of difficulty should be increased even further by introducing combinations requiring changes in direction of movement, e.g.. O-uchi-gari to Seoi-nage.
- Technical skills required by the Kyu Syllabus but not allowed for these age groups in competition or Randori, are excluded from the requirements for grading to a given belt colour.
- Introduction to the concept of Action/Reaction.
- Increased volume of repetitions when initiating a new skill as well as when consolidating a skill. While U10 children could sustain up to three or four minutes of focused exercise, most of the U12 children may be able to double that time.
- Use positive reinforcement to build self-confidence and self-esteem, overall well-being.
- Introduction to values: partnership, respect, friendship, and being part of a group.
- Learning and developing traditional judo etiquette.
- Introduction to a variety of mental training techniques that should be incorporated in the teaching of technical tasks, games, etc. However, not many children of this age are able to conceptualize beyond the physical realm so they may need help understanding the mental training aspect.
- Present the athlete with the possibility of pursuing a high-performance judo career by introducing role models.
- Introduce simplified combat rules and refereeing as needed for the specific age group.
- Introduce children to competitions as per the modified Judo Canada regulations.
- Participation in competition is for training and development purposes; there is no emphasis on winning.
- The intermediately advanced judoka needs to develop knowledge on how to perform warm-ups – to get ready for competition.
- In competition, the intermediate judoka must be able to execute a throwing technique and have good control of both the partner and their own body. On the ground, they must be able to control their opponents in an Osae-komi -waza or escape from a well-applied hold-down.
- Quality of performance in competition should be considered only as an indicator of the athlete's acquired judo-related knowledge and used to enrich their self-confidence and self-esteem.
- Randori (combat exercise) is an essential educational component in learning judo. It is important to remember that judo is a combat sport and randori is a tool to teach the concept of opposition.

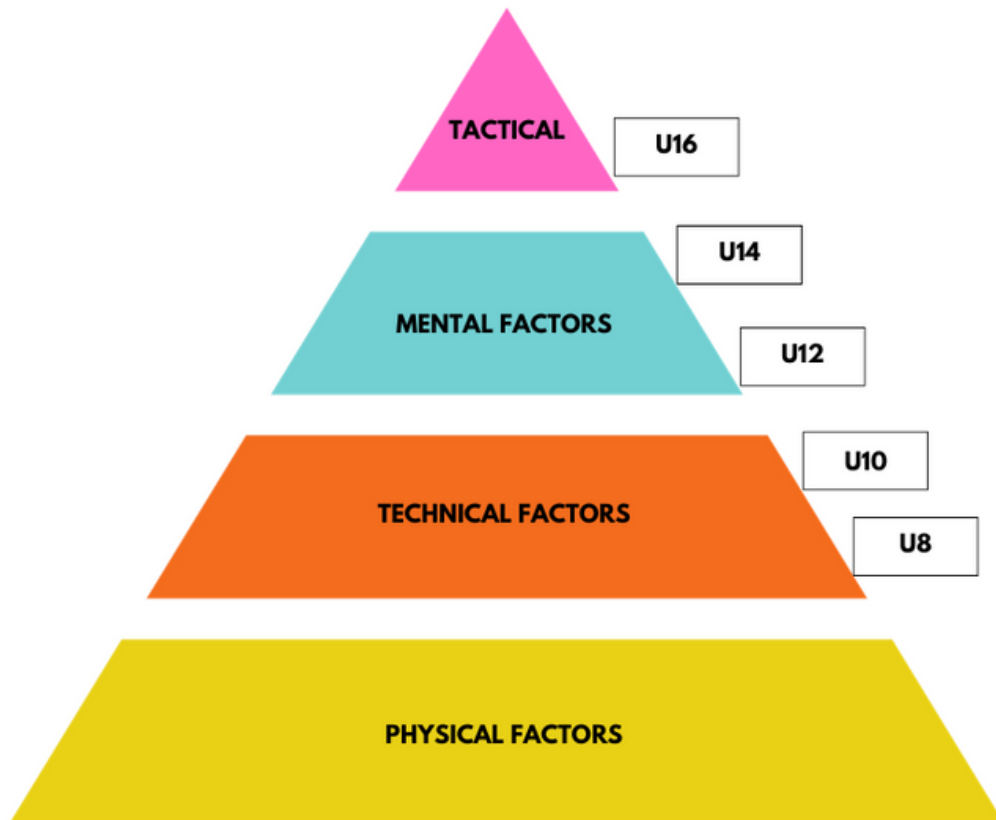


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- For an intermediately advanced judoka, it is important to learn simple and complex technical combinations and to increase the volume of practice where such combinations are repeated in a creative and self-directed fashion.
- The athlete must strive to perfect certain techniques as outlined in the Judo Canada Syllabus.
- The athlete is now mature enough to participate in establishing his or her own short- and long-term goals. The instructor must involve the young children in this process.
- Pre-specialization means – main focus is on athletic development and not on judo-specific skill development. However, athletic development can be accomplished easily in combination with the development of technical judo. Moreover, judo skills complement the focus on the ABC's.
- Pre-specialization also means that children can (and should) be involved in more than one sport. In fact, where adequate volume of training cannot be offered due to lack of resources (space, qualified instruction, access to a Dojo, number of partners, etc), participation in more than one sport will help a child to reach their athletic potential.

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Program Components and Framework

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- U12 practice two or three times per week; 60-90 minutes of practice maximum; 50/50 Tachi-waza/Ne-waza; minimum four modified format competitions in a year; minimum of 40 weeks/year of judo training.
- The above training times apply to the intermediate judoka, minimum yellow belt, at both U12. Beginners (white belts), may be exposed to the same volume of training, but are not permitted to participate in competitions. Their Tachi-waza/Ne-waza training must respect the 40/60 ratio.
- In sessions where there are children of different age groups, development stages, and skill levels, only the generalized part of the session is offered to all at the same time. For the judo-specific training, children should be separated into subgroups at the appropriate age and skill level.
- A training ratio of twelve to sixteen Judoka to one instructor is acceptable. Subsequently, numbers may increase by a factor of 10 Judoka per one assistant.
- Any session targeted to a specific subgroup based on skill level or age needs to be well planned and delivered.
- Instructors need to be competent and understand the developmental needs of children.
- Instructors must apply a variety of educational tools to activate a wide spectrum of learning channels - verbal, visual, kinesthetic".
- Instructors must be able to effectively communicate with children and with parents. This competency is linked with the National Coaching Certification Program (NCCP). Instructors must be a minimum NCCP Dojo Assistant trained or NCCP 1 certified.
- Instructors must provide a secure area to practice judo, have an Emergency Action Plan in place, and ensure that a first aid kit is readily available.
- All participants are required to be members of their Provincial/Territorial judo associations.
- Periods of rest must also be allowed to correspond to the attention span of children as well as to their hydration needs.
- Mental training techniques are frequently introduced as part of regular practice. Increased capacity to focus, relax, refocus, control emotions, etc. will be natural outcomes of these exercises.
- Sessions should be designed to help challenge children to perform to their full potential.
- Physical capacities should be benchmarked, and individual goals set for each child. An improvement target of 10% every three months is realistic and achievable.
- Technical progress should be measured against the Kyu Syllabus - U12 maximum green belt,
- When circumstances allow, occasional split of activities for girls only and for boys only should be employed.
- Modified shiai rules must be employed in Shiai as per Judo Canada Tournament Standards and Sanction policy.



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Critical reflection on mixed skill judo programs

As is the case with earlier development stages, many judo programs face the challenge of accommodating the learning needs of both returning members and newcomers.

Most successful judo programs minimize the mixed skill practice or combined age group practice as much as possible. In the mixed environment, the “more advanced” and capable children (or adults), will most likely not be challenged to the extent they need for their optimal development. However, if the contextual reality of a judo program makes a mixed skill programs necessary, instructors still have an obligation to deliver a challenging training stimulus to all participants. Challenging in this context means designing mixed skill training sessions focused on the development of fundamental movement skills, e.g., the ABC’s,

A series of tips on how to design a multi-skill level judo practice are presented in the U8 and U10 manuals.

At the U12 development stage, the Ne-waza to Tachi-waza ratio moves to 50/50. However, this principle does not apply to the newcomer to judo. Children who start judo at this age need to develop a solid base of fundamental judo movement skills, including rolling and break falls including Koho-ukemi (falling backwards). It is not uncommon for children joining judo to lack the core strength and body coordination needed to adequately control their heads when falling, in particular to the back. Thus, until these skills are adequately developed, the ratio of Ne-waza to Tachi-waza should be 70/30. The practice of Ne-waza forces children to develop core strength and body awareness much faster and in a safer fashion than with Tachi-waza.

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Talent Recognition

Talent may be generally defined as unusual innate ability in some field or activity. In some sports, talent is fairly obvious, e.g., some sprinters are just naturally faster than others. In other sports, scientific methods can be used to help identify raw talent in younger years.

For example, in rowing, where the known average age of best performance is in the mid-twenties, scouts look for teenagers and young adults with the right anthropological parameters (arm span, height, weight), and other physical abilities such as aerobic endurance which can be tested with a simple VO2 max. test. Once it is determined that the tested individual possesses unusually high endurance capacity, is of the right size, and wants to become a member of a rowing program, an aggressive training regime can be applied. It is not uncommon to see such individuals winning medals at the World Stage within three to four years, with extreme examples as short as one year, e.g. Canadian 2020 Olympic gold medal winner in rowing and in cycling.

In judo, there is no scientifically validated method of talent identification. Judo offers a complex set of options to an individual trying to find the best strategy in aligning and maximizing personal capacities, e.g., fighting, tactical solutions, etc. There are judo champions in same weight divisions whose physical capacities differ dramatically from each other. Anthropometric data is subject to the same challenge. For example, at the 2007 World Championships, two World Champions were of the same height – one of them won the -60kg and the other +100kg. For these and more reasons, currently, it is impossible to create a uniform formula for talent detection in judo. We know, however, how the most dedicated athletes DEVELOP their potential. They experience challenges at all steps of their progress. Since judo is a contact, combative sport, the challenge will come from finding enough sparring partners at the appropriate level both in training and in competition to provide the best challenge possible. The same principle applies at every stage of development. This is one reason for the proposed fitness goals. The goals will motivate children to stay in the challenge zone when it comes to development of their physical capacities. The standard tables are for instructors to be able to evaluate the fitness level of their judoka as it compares to the general population. In general, the higher level of physical capacity members of the program has, the greater is the potential to develop competitors who will develop adequate reactions in combat situations.

The general purpose of talent identification in sport is to systematically test all individuals and direct them to the sports for which they appear best suited by virtue of body size and shape, skill potential, or physiological response. In Canada, we recognize sport as an important contributor to the development of individuals as productive members of society and thus we look for motivation, discipline, involvement, persistence, tenacity, etc. All these virtues must be present to develop talent to its full potential. In judo we are looking for one more component: one has to like fighting.



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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. Currently, 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 six 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.

Fitness goals imply what the judoka should be striving to attain. These goals may not be achievable in all cases. To promote the growth of judo, all 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 judokas' motivation towards achieving certain fitness standards, and thus, be 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 suggested in testing are the goals that the judoka and instructor should strive for. However, they should be adjusted for a 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 an Imposed Rhythm of 50/mins					
Category	%	10 years old		11 years old	
		M	F	M	F
Excellent	95	31	44	32	41
	90	24	38	30	35
	85	21	34	24	32
	80	20	32	22	30
Very good	75	17	30	21	28
	70	16	27	19	26
	65	15	25	17	23
	60	13	22	15	22
Average	55	12	21	14	21
	50	11	19	13	20
	45	10	17	11	18
Poor	40	9	15	10	15
	35	7	14	9	14
	30	7	12	7	13
	25	6	11	6	11
Very poor	20	5	10	5	10
	15	4	8	4	10
	10	3	6	3	5
	5	1	3	0	3

For Thrust-Squats with an Imposed Rhythm of 25/min					
Category	%	10 years old		11 years old	
		M	F	M	F
Excellent	95	64	60	79	64
	90	55	52	68	55
	85	49	46	60	49
	80	44	41	54	44
Very good	75	40	38	49	40
	70	37	34	44	37
	65	33	31	40	33
	60	30	28	36	30
Average	55	27	25	32	27
	50	24	22	28	24
	45	23	21	27	23
Poor	40	22	20	25	22
	35	21	18	24	20
	30	20	17	23	19
	25	18	16	21	17
Very poor	20	15	13	16	14
	15	14	12	15	13
	10	12	10	14	12
	5	10	8	11	9

For Sit-Ups an Imposed Rhythm of 40/min					
Category	%	10 years old		11 years old	
		M	F	M	F
Excellent	95	64	60	79	64
	90	55	52	68	55
	85	49	46	60	49
	80	44	41	54	44
Very good	75	40	38	49	40
	70	37	34	44	37
	65	33	31	40	33
	60	30	28	36	30
Average	55	27	25	32	27
	50	24	22	28	24
	45	23	21	27	23
Poor	40	22	20	25	22
	35	21	18	24	20
	30	20	17	23	19
	25	18	16	21	17
Very poor	20	17	14	19	16
	15	15	13	17	14
	10	13	10	15	12
	5	10	7	11	8



LEARN TO TRAIN (L2T)



Competition Format

Judo is a competitive, combat sport and young judokas should be exposed to the competitive experience. For younger children, we emphasize that the competition format must be specific to address the developmental needs as well as the contextual reality of judo in Canada.

How the child internalizes the first competitive experience(s) will have a huge impact on attitudes towards competition. Thus, the first experience must be positive. For this reason, the regulations for U12 are modified to ensure maximum benefit from a technical development and safety point of view. Judokas are grouped according to the proximity of weight and skills. Whenever possible, girls should compete against girls only and boys against boys.

2023 Modified Rules

U12

1. White belts of this age group may only be involved in Ne-waza competition format.
2. Yellow belts of this age group may compete against orange belts maximum.
3. Orange belts of this age group may compete against green belts maximum.
4. Bout duration will be two minutes of stopped time.
5. The bouts will end after one Ippon.
6. The following actions and techniques are not allowed and will NOT BE SCORED. The judge will explain to the judoka that such an action is not allowed. If the child uses the same prohibited Waza again, the judge will again explain to the judoka and the coach that such action is not allowed and why. After a second such action, Shido penalty will be given:
 - 6.1. Kansetsu-waza and Shime-waza.
 - 6.2. **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. For details see U-8 rules.**
 - 6.3. All drop-down techniques, which start on one or both knees.
 - 6.4. Tani-otoshi or Makikomi-waza and Sutemi-waza. Actions that start as a Makikomi or Sutemi should not be scored. Actions that start with an allowed technique and then because of reaction of the opponent end up as Makikomi-waza, should be scored.
 - 6.5. Counter rotation techniques against one-legged throws will not be scored – i.e. against Uchi-mata or Harai-goshi.
7. Tournament organizers can award gold, silver, etc. medals OR award medals of the same colour to all participants in this format of competition.
8. Weigh-in in judogi pants and t-shirts; no exceptions and no weight tolerance as per weigh-in rules.
9. In events where winners of each bout are declared, in an absence of a technical score or equal technical score at the end of the bout, the winner is determined as follows: if there is a Shido penalty, the winner of the bout is the competitor with no Shido or less Shidos; if there is no difference in Shidos, the winner is determined by a decision of the referee(s).



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Typical Training Session with samples of exercises

Session Planning

At the beginning of each class, the instructor should take three to five minutes to establish contact with the students and set up expectations for the practice, e.g. extend a welcome, provide an overview of the class, bow in and give general instructions.

Warm-ups must progress from simple movements with easy effort to more sophisticated movements that are more physically challenging. A general rule of thumb is that warm-up activity should consume no more than 30% of total practice time, e.g., 20 minutes of warm-up for a 60-minute practice, 30 minutes of warm-up for a 90-minute practice, etc. Warm-ups must address the development of both judo-specific and non-judo specific fundamental movement skills. The use of games and challenging relay races can greatly enhance the attractiveness of warm-up activity.

The technical part of the session should be designed by considering the students' ability to concentrate, capacity to retain information, and ability to correctly perform techniques. Since about 30% of practice time is allotted for the technical part, instructors need to creatively design their drills to challenge and maintain interest and build on previously learned skills.

For the U12 group, the technical randori part of the session should last 10-20 minutes (20%) per session.

A "reward" or recreational activity should always be incorporated into each class. This game or activity should be done ideally towards the end of the class, and it should last 5 -10 minutes.

The closing part of the session should include a brief cooldown period with the aim of reducing the stress caused by the active periods within class. It provides a time to focus on flexibility with stretching of a targeted joint. It is also a good time to practice some relaxation and visualization techniques, e.g., yoga, mental imagery, etc.

Introduction - ~3 minutes

Take the attendance record; preferably 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.

In cases where number of participants is large and the time for taking attendance is "too precious", use your leadership skills to design a more robust system. Starting the class this way provides an opportunity to positively reinforce the need for their cooperation.

Always tell the group what the planned activities are for the session; If necessary, give instructions or pass along messages to the parents.

Be playful and energetic so children can feed off it.



LEARN TO TRAIN (L2T)



U12



Warm up

TIPS and KEY POINTS

At this developmental stage, the general objectives of development are still the Agility, Balance, Coordination and Speed but pending the level of judo expertise of the kids in your program, you may use a variety of training means to accomplish this task. You may use generic Fundamental Movement Skills or you may use Fundamental Judo Movement Skills to address the same objective and at the same time get your students “specifically” ready for a technical part of the session.

Employ exercises in a progressive fashion – from easy to more difficult. i.e., speed can be trained with a maximum speed run or with a maximally fast crawl on the stomach. Speed and quickness of movement in judo should be trained almost always in combination with coordination and agility.

Continue to emphasize how to do falling backwards without touching the mat with the head. Head trauma in young children happens! Children should not be subjected to activities that offer a high risk of such experiences.

Stimulus for 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 15th and 30th minute of the session.

Demonstrate whenever possible – not just explain – the exercise that children are not familiar with. Demonstration should inspire children, so it must 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.

When incorporating mental training techniques in an exercise, make children aware of what they need to work on. e.g. This exercise requires concentration, vigilance, and speed on the part of participants.

Pay attention to the posture in simple exercises in standing position (jumping, running, steps, balancing, sweeping), etc. must be performed with flexed knees. Develop this habit first before you ask children to learn techniques such as seoi-nage. Once you start teaching techniques that require lifting, ensure that the body position is natural and not convoluted.

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 any physical capacity.

As with children of a younger age group, 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.

Use time limits rather than number of repetitions, e.g. 20 seconds of pushups and perform your maximum as opposed to 20 pushups.

Relay games remain a strong option for good training of 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.

LEARN TO TRAIN (L2T)

General & Specific warm-up



Warm up exercises used for children of this age group are not much different from what we employ with younger children. The difference here is the quality of movement which is much more precise now, the speed of execution, etc.

For this reason, the basic exercises listed here are often the same as in the U10 manual, but often, the objectives of these exercises are different.

Exercises indicated with yellow highlight are considered more judo-specific than exercises in the non-highlighted cells.

Thus, the highlighted exercises will often be identified with two different objectives. For example, a “shrinking exercise”, which is considered a judo fundamental movement skill on the ground, may be listed with an objective of “learning” this very skill, but once this skill is learned (consolidated) by the child, it may be used for the training of agility, speed or even endurance.... Thus, a different objective.

Many children begin judo at this developmental stage and are joining programs with children who have already practised judo for some time. This means that not all participants in our program have the same level of skills that can be used in a warmup to accomplish the intended objective.

Below, you will find examples of typical warm up exercises. Use these in conjunction with a number of games listed in the U10 and U8 manuals and you can plan your warmup session with such a variety of options that the child will never be bored.

U12

Exercises

Activities (Goals : Athletic abilities, type of effort; length; intensity, movements, etc.)	Key Points (Objectives, Guidelines, safety)
Jogging around mat; side shuffling; cross step running; running in circles (~ 4 minutes)	Objective - to improve cardiovascular readiness and increase temperature 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 employ these in the warmup.	Objectives: increased cardiovascular readiness and body temperature; improve quality of fundamental judo movement skills.
In general, 15 to 20 repetitions of movement within a joint should be performed to reach the readiness of a muscle group tendons and ligaments or joints. Start with the top of the body – neck, shoulders, elbows, wrists, fingers, torso, pelvic area, knees, ankles, toes (>4 minutes).	Objective – to increase mobility of all the joints in the body;



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

U12

Once children are familiar with the following: Crawling on the ground in prone and supine position both forward and backwards; “shrinking” both head forward and legs forward; rolling; etc. (~ 2 minutes)

Objective – activation of the core muscle groups and shoulder girdle muscles.

A variety of calisthenic exercises - push up; judo push up; sit up; leg raises; crunches; squats; burpees; etc. – performed in a timed fashion i.e. push-ups for 20 seconds – as many as one can do to allow for individual differences and challenge. The 11 and 12 years old should start working on muscular endurance, so calisthenic for this age group is a perfect tool to accomplish this objective. (~ 10 minutes with a work/rest ratio of approx. one-to-one but remembering to work on antagonist muscle groups every next exercise)

Objective – to improve the coordination, agility, endurance And: activation of core and shoulder girdle muscle groups.

Once children are familiar with judo-specific fundamental movement skills these exercises should be frequently and interchangeably used in this part of the warm up to enhance the variety of training experiences. e.g. Ayumi-ashi followed by Zenpo-kaiten, Taisabaki 180 degrees, Ayumi-ashi backwards and Koho-ukemi.

Objective – to improve the base for technical development in judo as well as coordination, agility, endurance.

Mimicking games (~ 5 minutes): move like a bear – on four limbs; move like a rabbit – challenging jumping motion utilizing the arms; move like a cat; move like a monkey; move like a ... etc.

Objective – to improve imagination, visualization, agility and coordination.



LEARN TO TRAIN (L2T)



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



U12

Basic gymnastic tumbling (~ 5 minutes)–
cartwheels, round-offs, etc. Once learned,
use in conjunction with jumping spins, break
falls, etc.

Objective – to improve spatial orientation, body
awareness, self-image and confidence,
coordination, and agility.

Game of frozen tag (~ 3 min)

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

Relay races ~ 10 minutes - 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 development of speed,
quickness, cooperation, discipline, understanding
of fair play

Rolling exercises – i.e., gymnastic roll
forward, backward; break falls-forward,
backwards, sideways; pending the level of
skill 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



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Main part ~ 30/45 minutes

TIPS and Key Points

- At this developmental stage, randori becomes one of the most dominant forms of training. 30% of judo practice (in that we include competition) should be either competition or competition specific training. Randori is a form of competition specific training.
- A 12-year-old needs approximately 85 minutes of randori a week. With two 90-minute sessions and one 60-minute session, the distribution of randori is important. I.e.,
 - in the 60-minute session, 20 minutes of randori split into two 10 minutes of Ne-waza and Tachi-waza;
 - in the 90-minute session # 1, 30 minutes of randori with half Ne-waza and half Tachi-waza;
 - in the 90-minute session # 2, 35 minutes of randori with 15 minutes ne waza and 20 minutes Tachi-waza.
- For safety and **physiological** reasons, for a beginner judoka, randori Ne-waza should always be performed first in the session plan – before randori Tachi-waza. For intermediate and advanced judokas, randori Ne-waza should be planned at the end of the session.
- This part of the lesson must be concise. In cases where the group is split into subgroups (different skill level), 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.
- With children who start judo at this age, we teach the fundamental judo movement skills first. These skills include movement (Tsugi-ashi, Ayumi-ashi in the Tachi-waza; roll over in a variety of positions in Ne-waza) with a cooperating partner in a variety of directions and moving into a throwing position (Taisabaki into Tsukuri) concept of movement, which prepares them to perform several techniques rather, than one technique at a time.
- For children who are intermediately advanced in judo, their training method may be the same, but performance quality must be different, and the instructor must pay attention to this. For the intermediate judoka, movements are being consolidated and will require more precision, speed, and mental focus on the final outcome and not on the exercise itself.
- 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. Learning cooperation is one of the fundamental skills in judo.
- Continue previous lessons - build up on previously learned skills in a systematic fashion.
- Demonstrations for children of this age may be somewhat longer than the 1 minute recommended for the U8 and U10, however, the shorter we keep it, the more benefits we get from practising with the children. Still, we emphasize one key point at a time.
- The attention span of children of this age usually increases and judokas, in general, are able to increase the complexity of movement learned. Implementing the combination of techniques and more sophisticated technical elements of ne waza should be introduced.
- As with the younger age groups, we 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 warmup part of the session e.g. shrimping or shoulder bridges to the escapes from Yoko-shio-gatame, Kesa Gatame etc.

U12



LEARN TO TRAIN (L2T)



U12

- Observe the body language of children. They will not tell you that they are bored, but you will see it in their body expression. Wandering eyes, yawning, easily distracted, concentrating on a wrong thing, fidgeting, bored facial expressions. When detecting symptoms of boredom, intercept your judo-specific activity with a game that will re-energize the group. It is good to ask for advice on what game to play to the person who is the most “disinterested”.
- Standing exercises: Use a variety of exercises to train fundamental athletic abilities (agility, balance, coordination, etc.). Employ fundamental movement skills but also (once they are well learned) fundamental judo skills (break falls, Tsugi-ashi, Taisabaki, Tsukuri).
- Introduce throwing techniques only when children are very comfortable with break fall skills.
- Remember that, although less dangerous than for the younger U10 children, throws to the back are still a greater challenge for this age group than forward throws. Reason is the same – not well-developed trunk, neck, and abdominal musculature result in a higher probability that the child’s head will hit the mat when falling back.
- Continue teaching the principles behind Kuzushi rather than a throwing technique. For children, Kuzushi should always be associated with movement. Most children of this age do not have the strength to unbalance the partner or opponent from a static position, thus the recommendation to teach judo in motion from the beginning of the learning process.
- When faced with a “fear of falling” in a dynamic (moving) situation, alter the form to static with Uke on one or both knees. 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 the static kneeling 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).
- Several techniques of the basic Nage-waza curriculum (up to the green belt) will be performed by children in a variety of ways, some of which will require some use of a lifting motion. For as long as such action comes easy to the child, let it continue. Step in only when a deliberate force application is obvious. If it happens, ask them to go back to the basic movement form.
- For beginners, regardless of how athletically inclined they are, do not allow throws that require lifting. Athletic children will do it with ease and thus may not have a chance to develop a good understanding of the principle of “Maximum efficiency with a minimum effort”.
- In application of Ne-waza techniques, in particular Osaekomi waza, use the body weight to hold uke in place – as opposed to strength. Tori/uke; surfing: stay on the wave without being overturned, etc. Allow children to experience what works best. Lead them to discover it on their own.
- Allow regular Randori only to children (also applies to adults) with enough basic judo knowledge, which includes safety rules. Sometimes children from different martial arts join judo programmes but because of their different experiences, they may be unsafe to your students.
- Exercises described in the U10 and U8 manuals are applicable to this age group as well, so do not hesitate to look at them if you need inspiration.

Below, you will find examples of typical exercises used for this age group during the main part of the session. Use these exercises, modify them and PLAN your sessions. (Games are not included in this manual but can be found in the U10 and U8 manuals).

Please prioritize your session. You cannot do all of the basic parts of the session during each practice. If you concentrate on Ne-waza, the Tachi-waza will include only randori or only the technical part. And vice versa.



LEARN TO TRAIN (L2T)



Teaching and Learning theory

Decision (or concept) teaching is the preferred methodology recommended by modern Teaching and Learning theory. Translated to judo it means that teaching technical throwing skills in motion is more effective in a long term than teaching technical skills in static form. Teaching in motion imprints the concept of Kusushi and Tsukuri as a natural outcome of movement; and the Kake is a natural consequence of such movement. Furthermore, understanding of how to move efficiently with partner offers an accelerated pathway of learning numerous throwing techniques which often follow similar movement patterns. Only in cases where participants are afraid to fall while in motion, a static format should be introduced and for children that static format should involve initiation with uke in the kneeling position.

U12

Exercises:

Review of previously learned skills in Ne-waza – i.e., Uke in supine “guard” position; Tori approaches in kneeling position from the leg side and walks into Uke guard. Tori gets through the legs in a proper way and applies Yoko-shiho or Mune-gatame. Both partners perform in an Uchi-komi format.

Objective: to consolidate a previously acquired skill

Demonstration with a key point ~ 1 minute

Practice ~ 5 minutes.

Introduction of a new Ne-waza skill or element of a skill. i.e., starting position half guard. When one leg of tori is still entangled by legs of Uke, the roles of Tori and Uke reverse. Now the person on the bottom takes the initiative and becomes tori. The Tori (still on the bottom) is now in danger of getting immobilized, and twists underneath to a side of the body into a shrimping position with the chest facing the opponent. Eventually, tori will bridge and flip the opponent from the top to the bottom, thus reversing the situation they were in a moment earlier.

Objective: to learn a new movement skill; to open the children’s imagination to an unlimited number of options of fight in Ne-waza.

Demonstration with a key point ~ 1 minute

Practice ~ 4 minutes

Re-demonstration with a key point ~ 1 minute

Practice ~ 4 minutes



LEARN TO TRAIN (L2T)



U12



Ne-waza Randori – starting position could be sitting back-to-back; in case a specific skill or continuation of skills were reviewed and learned earlier during that session, the Randori may start in the practiced position.

Three rounds of 3 minutes or four rounds of 2 minutes with a change of partner; ~ 1 minute break in between rounds.

Objective: To explore the newly acquired movement pattern in a real fighting environment; to understand the principles and the objectives of a judo fight on the ground. To learn to concentrate on the task to perform. To develop further basic athletic and judo skills. If the randori was extended (i.e., some sessions for the 12-year-old) to 20+ minutes, the objective would also include development of aerobic endurance.

INTERCEPTOR – considering that the next part of the session will be performed in Tachi-waza, it is advisable to use this interceptor to introduce children to standing movement patterns to challenge their coordination, agility, focus, etc. Well learned exercises combined in a chain of tasks are greatly suited for this goal - e.g. run, Zenpo-kaiten followed by an aerial 360 spin and finished with a cartwheel, etc.

up to 3 minutes

Review of a Tachi-waza skill/technique. e.g. in motion O-uchi-gari into O-soto-gari combination. Decision (concept) teaching: review in motion. Uke moving back, Tori moving forward and attacks with O-uchi-gari. If Uke cannot step over the attacking leg and escape that attack, Tori will finish with the O-uchi-gari throw. If Uke steps away from the attacking leg, ukes' other leg is now close and exposed to the attacking Tori who will finish this action with the O-soto-gari attempt. Such a dynamic environment requires contact decision-making by Tori.

> 5 minutes

Objective: improve technical competency, cooperation, coordination, agility, understanding of Kuzushi.

Review of technique – different option: for the intermediate judoka. Sute Geiko in motion. Tori and Uke change roles every two throws. Throws must be done in motion and one to the left, one to the right. No throwing technique can be repeated more than twice.

~ 5 minutes

Objective: improve technical competency, develop decision-making, focus, self – confidence, cooperation, coordination, agility, etc.



LEARN TO TRAIN (L2T)



Introduction of a new Tachi-waza skill/technique. Harai-goshi. Intermediate judoka – green belt throw. Demonstration in motion (Tori moving backwards). Question – what is similar in this throw compared to other known throwing techniques? (movement pattern, upper body action, leg action until the Taisabaki (Tsukuri) is completed). What is different? (this is the first throw learned in judo, where tori has rotated fully (180 degrees) and is throwing uke standing only on one leg and using the other leg to block-sweep Uke's leg.

Demonstration ~ 2 minutes.

Practice with a partner in defined (back and forth) motion. Movement allows a natural exploitation of external forces to perform the Kuzushi.

Objective: To initiate (the first two to four sessions) learning a new skill; to develop coordination; to develop cooperation.

~ 10 minutes.

U12

Tachi-waza Randori; emphasize the principles of Randori – it is not a shiai; no leg grabs and head (neck) “hugs”. Traditional Kumi-kata only;

~ 15 minutes – with individual rounds no longer than three minutes; breaks between rounds ~ 1 minute

~ 20 minutes – for the intermediate judoka who practices more than twice per week, the Tachi-waza Randori should be this long once a week.

Objective: Try the technical skill against resistance; Improve cooperation, coordination, agility, balance; for children entering the endurance window of trainability (some 11 to 12-year-old girls approaching the growth spurt) by using resistance with the techniques learned thus far.

Objective – mental training – practice respect; try to perform a perfect technique (visualize, attention); choose a challenging opponent; one good throwing technique per randori is a great success; remember what you did well, cherish it and visualize.



LEARN TO TRAIN (L2T)



U12



Interceptor: 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. However, the interceptor may be as short as two minutes if it is needed to bring the children’s focus and attention to the task. Do not hesitate to break the Randori session if you see that the intensity of it and the interest of kids is diminishing.

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

Objective: To introduce mental training techniques without formally teaching it. To explore the growing cognitive capacity of children without forcing them into “disciplined” behaviour they do not understand and comply only because of external pressure.

Cool down - pending the objective ~ 5 minutes (no stretching) or ~10 minutes if stretching is a part of the plan. Cool-down exercises are important and cannot be neglected.

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

>10 minutes

Increased suppleness : Choose one joint per training session, on which the stretching is being applied – Three to four 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.

>2 minutes

Objective: Learn a basic relaxation technique; focus on the necessary

Conclusion

Mokuso, rei and praise the students (individually, but as many as possible) for a job well done.

Objective: make them end the session with a good feeling about themselves. Be aware that some who are not shining among the others may need a mention as well.

Find a reason to give them what they need.

~ 1 minute

LEARN TO TRAIN (L2T)



General Information :

This part is intended as an exercise catalogue enhanced by several coaching tips.

Objectives for the proposed exercises are indicated, however, users of this manual should not forget that a change of intensity of a given exercise is often enough for the objective to change as well. Planning of sessions is crucial to the success of your program

Calculate how much randori is needed. e.g. a 12-year-old child participates in six competitions in a year (four hours per competition); judo practice three times per week for a total of five hours; season is 36 weeks long. This represents 24 hours in competition and 180 hours of practice for a total 204 hours. 30% of 204 is 72 hours of which 24 were already met. The remaining 48 hours need to be randori, which represents approximately 85 minutes of randori a week.

Once you develop your first plan, later planning seasons and sessions become a routine.

Do not hesitate to use given samples of exercises, verify them, create new, etc. Training cannot get stagnant. It is boring for the participant.

Sample General Objective(s): develop aerobic endurance – during this development stage some participants (girls in particular), will enter the PHV phase. The window of trainability for endurance will open for them. To address this need, a training that is focused on long (20+ minutes) and continuous exercises at moderate to high intensity is used. Randori is a good judo specific exercise to meet this objective, however, to keep 11/12 years old engaged in Randori lasting this long, we may need to employ some tricks – change Tachi and Ne-waza; use intermission games that keep the intensity up; etc. We should also encourage or practise with children running, swimming, skating or cycling games that serve this objective.

Sample Specific Objective: learn Tai-otoshi (session number 2 of 6 where this topic is the main Tachi-waza learning objective) For a beginner Judoka and for an intermediate Judoka of the same age, involved in the same program. Exercise is performed in motion with the cooperation of Uke. For the beginner – (initiation phase of learning) the objective is to move from Tsugi-ashi into the Tai-otoshi (Tsukuri) as smoothly and efficiently as possible and break Uke's balance (Kuzushi) in the process. For the intermediate Judoka (in the acquisition or consolidation phase of learning), the objective is to learn how to move into Tai-otoshi fast, throw effortlessly, explore somewhat different body positions, etc.

General tips for Instructors:

You are partially responsible for your athlete's development and overall progress. Take charge of the group by getting the students' attention by calling "mate" or other means;

- Personally thank the judoka for their attention.
- Ensure a healthy balance between training and rest periods.
- Proceed with a traditional judo etiquette. Bow in while kneeling or standing.
- Emphasize the importance of respect in the judo culture.
- Increase effort levels by introduction of various exercises and not be appealing to children's consciousness.
- Reproduce technical aspects through competitive conditioning – randori.
- Employ a variety of mental training exercises in a routine technical teaching. e.g. focus on... one point at a time. Or concentrate on... ; or relax now... ;
- Inspire the desire to compete by telling stories, celebrating success, etc.
- Always use positive reinforcements to nurture a positive self-image for the participant.
- Always have back-up plans, etc.



LEARN TO TRAIN (L2T)



Appendix A – Self assessment of Puberty

Female: Self-Assessment of Puberty

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

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

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

4. Would you say your growth in height...
 - ☐ Has not yet begun to spurt or grow really fast (1)
 - ☐ Has barely started (2)
 - ☐ Has definitely started (3)
 - ☐ Seems completed (4)
5. Would you say that your body hair...
 - ☐ Has not yet started growing (1)
 - ☐ Has barely started growing (2)
 - ☐ Is definitely underway (3)
 - ☐ Seems completed (4)
6. Have you noticed any skin changes, especially pimples?
 - ☐ Not yet started showing changes (1)
 - ☐ Has barely started showing changes (2)
 - ☐ Skin changes are definitely underway (3)
 - ☐ Skin changes seem completed (4)
7. Have your breast begun to grow?
 - ☐ Not yet started growing (1)
 - ☐ Breast growth is definitely underway (2)
 - ☐ Has barely started changing (3)
 - ☐ Breast growth seems completed (4)
8. Have you started your periods (begun to menstruate)?
 - ☐ Yes (4)
How old were you when you had your first period?
_____ Years _____ Months
 - ☐ No (1)
9. Do you think your development is any earlier or later than most other girls your age?
 - ☐ Much earlier
 - ☐ Somewhat earlier
 - ☐ About the same
 - ☐ Somewhat later
 - ☐ Much later

Instructions:

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

Your pubertal score: _____

Interpreting your score

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

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

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

Self-Administered Rating Scale of Pubertal Development.

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

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

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



LEARN TO TRAIN (L2T)



U12

Male: Self-Assessment of Puberty

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

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

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

4. Would you say your growth in height...
 - ☐ Has not yet begun to spurt or grow really fast (1)
 - ☐ Has barely started (2)
 - ☐ Has definitely started (3)
 - ☐ Seems completed (4)
5. Would you say that your body hair...
 - ☐ Has not yet started growing (1)
 - ☐ Has barely started growing (2)
 - ☐ Is definitely underway (3)
 - ☐ Seems completed (4)
6. Have you noticed any skin changes, especially pimples?
 - ☐ Not yet started showing changes (1)
 - ☐ Has barely started showing changes (2)
 - ☐ Skin changes are definitely underway (3)
 - ☐ Skin changes seem completed (4)
7. Have you noticed a deepening of your voice?
 - ☐ Not yet started to change (1)
 - ☐ Has barely started showing any changes (2)
 - ☐ Voice change is definitely underway (3)
 - ☐ Voice change seems completed (4)
8. Have you begun to grow hair on your face?
 - ☐ Not yet started growing hair (1)
 - ☐ Has barely started growing hair (2)
 - ☐ Facial hair growth is definitely underway (3)
 - ☐ Facial hair growth seems completed (4)
9. Do you think your development is any earlier or later than most other boys your age?
 - ☐ Much earlier
 - ☐ Somewhat earlier
 - ☐ About the same
 - ☐ Somewhat later
 - ☐ Much later

Instructions:

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

Your pubertal score: _____

Interpreting your score

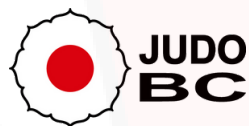
5 to 7	Start of puberty
8 to 11	Early pubertal
12 to 14	Mid pubertal
15 to 17	Late pubertal
18 to 20	Post pubertal

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

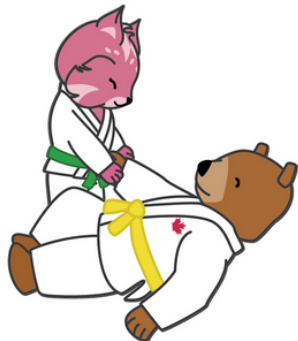
Mary A. Carskadon, and Christine Acebo. (1993). A Self-Administered Rating Scale for Pubertal Development. Journal of Adolescent Health Vol.14:190-195.
Anne C. Petersen, Lisa Crockett, Maryse Richards, and Andrew Boxer. (1988). A Self-Report Measure of Pubertal Status: Reliability, Validity and Initial Norms. Journal of Youth and Adolescence Vol. 17, No. 2.
Scoring for Sport for Life -interpreting your score - has not been independently validated.



PARTNERS IN THE DEVELOPMENT OF JUDO IN CANADA

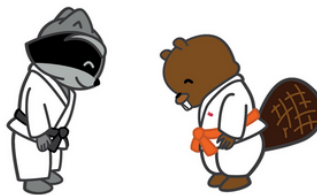


Life Skills



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



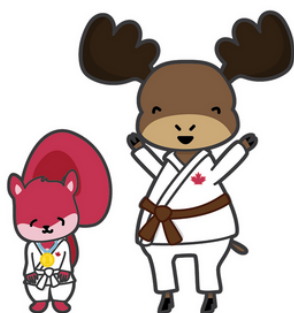
COURAGE

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





JUDO KA FOR LIFE



ACTIVE START



FUNDAMENTALS



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	Competition - Minimum 8x 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								
U18	Minimum 48 weeks/year	Tactical / Physical / Technical Training	Competition - 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	Competition - 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	Competition - Minimum 8x 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	Intro to Competition 5x per year	Agility, Balance, Coordination and Speed	Daily Physical Activity		Judo 2 - 3x per week	Learn to train
U10	Minimum 30 weeks/year	Fundamentals - Generic and judo specific movement skills		Agility, Balance, Coordination and Speed	Daily Physical Activity		Judo 2x per week	FUNDAMENTALS
U8	Minimum 30 weeks/year	Fundamentals - Generic movement skills		Balance and Coordination	Daily Physical Activity		Judo or Any Other Sport	Active Start