

FUNdamentals

Judo for children aged 7&8



FUNdamentals - U9

JUDO PROGRAMS FOR CHILDREN

7 & 8 YEARS OLD

Introduction

FUNdamentals – is a generic name for all sport programs delivered to children between the 7th and 9th year of life. For Judo we defined this specific development stage as U9. All concepts presented in this manual are consistent with Judo Canada’s Long Term Development Model (LTDM), as approved by Sport Canada.

The message of the FUNdamentals sport program is carried in this one word. Seven and eight year old children are a very special group that require a somewhat different approach than younger and older children involved in sports programs. For the instructor, the challenge is increased at this development stage, since we may have 7 or 8 years old beginners in judo, 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 the development of all fundamental movement skills (including a number of judo-specific fundamental movement skills), and athletic abilities.

Considering that children this age in comparison to the U7 age possess an increased capacity for learning complex movement patterns, kids will learn Judo skills much faster and easier than when they were younger. This happens as a byproduct of a familiarity with the fundamental judo movement skills rather than a focus on a specific technical skill.

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 was in the case of the judo program for U7, the judo skill acquired must be a byproduct of the improved motor and athletic abilities.

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

- It is very unlikely that a perfect judo skills can be performed by children without well developed motor skills. LET'S DEVELOP AN ATHLETE FIRST AND THEN MAKE A JUDOKA FROM THAT ATHLETE.
- At this stage a dramatic growth in all loco-motor abilities and some athletic abilities will result in the improved quality of skill execution.
- Judo programs must be FUN for the participants. Children 7 and 8 years old have a very limited capacity for attentive and disciplined learning.
- Instruction must be short (up to 1 minute) and to the point. One key learning point at a time.
- Childrens' 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.
- Since what we teach is how to move in a most efficient and effective way, there is not better way to teach it than via play. A variety of games servicing both judo and fundamental skill development must be employed.
- If the program fails to meet the "FUN" objective, we can expect that the child will quit for an activity that offers more fun and play.
- Judo Programs for 7 and 8 year olds are similar in scope to programs for 5 and 6 year olds. Recommended number of judo sessions per week remains two, and the length of sessions is still only 60 minutes for the same reason as for the younger age group.
- The U7 and U9 were designated as separate development stages for a reason. The loco-motor system is rapidly evolving and in general (individual differences may offset or enhance this observation), 7 and 8 year old children display a 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 is still the overall development and physical literacy of the athlete.
- The development of ABC'S (Agility, Balance, Coordination and Speed) which are defining the ability of an athlete to move in an efficient way, will ultimately allow the athlete to execute the perfect judo skill.
- The growth in performance capacity allows to explore a number of different teaching/learning techniques, including free technical exploration where the athlete can combine or sequence various moves in a creative manner.

Judo Instructors who work with a particular child for a few hours per week have only limited impact on the growth and development. However, in 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 a proper development children of this age need 2 to 3 hours of physical activity every day.

We apply the following pedagogical principles of skill acquisition:



1. Skills introduced in order from the simplest through to the most complex, gradually building on each other.
2. The learning process can not 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 8 weeks of repetitions
3. When teaching this age children, the teaching process cannot be confused by introducing any kind of tactical options; however it is advised that children who learn basic skills are encouraged to experiment with 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.



U9 – General objectives as per the Judo Canada’s LTDM Athletic Aspects of a Program.

- Focus on development fundamental movement skills (running, jumping, throwing, swimming, etc.).
- Introduce and for more advanced judoka consolidate fundamental movement skills that are judo-specific (moving in a variety of ways -forward, sideways, backward with judo-specific steps, crawling, falling, rolling, tumbling, foot sweeping, blocking, etc.).
- Continue focusing on ABC’S of Athleticism (agility, balance, coordination, speed).
- Continue to develop suppleness (flexibility).
- Coordination, agility and balance to be accomplished 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.
- Focus on right and left lateralization, simple-to-complex coordination exercises, reaction time, rhythm, dexterity, spatial-temporal orientation, capacity to adapt and readapt to a specific object and environment.
- A natural strength development occurs as a function of growth of agility and neuromuscular coordination. No equipment is necessary for this to occur. Body weight and obstacle courses will do the job.
- Short duration speed games to be incorporated in every training session.
- Short duration speed/agility games to be incorporated.
- Short duration aerobic efforts - allow for a spontaneous application of effort by the child – no structured time frames for exercises.
- Flexibility exercises to be incorporated in games that also emphasize coordination and agility.
- Furthermore, during this development stage, the first defined “Window of trainability” for speed development occurs.





Window of trainability – is a crucial time in life of an individual, when very specific development occurs and numbers 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 such window of opportunity is a particular body readiness to learn how to move fast and it occurs around the 7th year of life for females and 8th year of life for males.

- Some of the identified windows of trainability last for a relatively long time, but some last only a year or so and missing it may result in an individual never being able to accomplish his/her own personal best. i.e. the window for a speed development occurs more than once in a life time, each lasting for several months with the first opportunity at the age of 6 to 8 years and the second at later time; while the window 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 “window of trainability for speed”. A number of exercises in which the child moves as fast as possible in different ways, will do the trick. We need to remember that to develop speed, short bursts of rapid movement lasting no longer than 8 seconds and followed by rest (static or in relax 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 tables).



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.

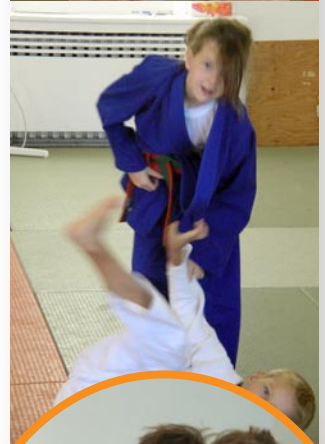
Once judoka learn these well, they will learn more complicated judo techniques faster and more efficiently. We also emphasize that "play-fighting" or "wrestling" is a fundamental movement that has been always practiced naturally by children.

Judo as one of a few sporting activities, offers this form of fundamental movement in a safe and non-violent form. We need to capitalize on this uniqueness and present it as our strength.

Similar to the U7 development stage, it is still imperative to encourage children (their parents) to practice all fundamental skills including those that cannot be learned in the dojo – i.e. swimming or skating.

U9 – Judo-specific Objectives

- Children must above all enjoy judo, rather than focus on performance results; they must feel like they are having fun.
- Introduction to basic principles in standing judo – jigotai, shizentai, tai sabaki, tsugi ashi, ayumi ashi).
- The concept of judo-specific postures and movement, with or without and with partner, standing, on the ground, forwards, backwards, lateral, linear, leapfrogs, etc.
- The concept of using movement to accomplish the task of breaking the balance of the partner (kuzushi).
- Judo-related games involving cognitive, motor and physical abilities.
- 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 (osaekomi-waza).
- Randori – modified if necessary - ne waza.
- Randori – modified if necessary - tachi waza.
- Basic projection 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).
- Introduction to values: partnership, respect, self-confidence, self-esteem, overall well-being and being part of a group.
- Knowledge on how to grip the judogi (basic kumi-kata)
- Learning and developing traditional judo etiquette.
- Introduction to simplified shiai rules.
- No participation in shiai tournament.
- Having fun must be the main priority, rather than concentrating on performance results.



U9 – Judo-specific Objectives - practical advice



At this development stage we 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. However, the shortcoming of “mixed skill” programs can be easily addressed for this age group, when it comes to the fundamental skill development. The relay form of training where each child is asked to perform to their best is the way to go.

To address the technical development of a diverse age/skill group, well planned sessions are essential. Children of this age can either be new to judo or familiar with several judo techniques. Without a well laid out plan, the progress of children may be coincidental. The pedagogical principles of teaching and learning must be respected.

For children who start judo at this age, the basic parameters of introducing judo must be as it is for younger children - see the U7 guide.

Early on, programs must introduce proper Judo loco-motor movements, safe falling and rolling, and explain the concept of working with others, i.e. “without Cooperation there is no Progress”. We also

introduce another concept - rivalry and opposition. Children must learn at this stage that progress in judo requires a good partner, but also that judo is a combat sport.

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.

An ability to fall safely and roll safely is the most universal loco-motor skill that judo offers. It is essential that we emphasize this skill and for judoka familiar with the basic forms, practice it in a number of increasingly challenging ways.

Having fun remains the essential and underlying principle. We aim to learn basic judo while respecting the educational principles, allowing for spontaneous actions, creativity and visualization using a relaxed not over-disciplined framework. Introduction to judo history, etiquette, culture etc should be delivered in forms of anecdotes, roleplaying, story telling rather than a formal school-like setting.

At the age of 8 and at the conclusion of this program, a child should be able to demonstrate correct throwing technique and ground skills while maintaining control of their bodies.

Program Components and Framework

- Training groups consist of children at the same development 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.
- 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.
- The instructor must be playful, energetic, flexible and fair with a knowledge of the clientele and their development needs as well as knowledge of educational tools and ability to communicate effectively with children. Instructor must be a minimum NCCP Dojo Assistant trained or NCCP 1 certified.
- Judo training sessions 2 times/week; 60 minutes in duration
- Must provide a safe area to practice 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 skill, different outcomes must be identified for participants of different age and skill.
- 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 communicate frequently 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.
- Rather than formal competitions, interclub demonstrations and randori sessions should be arranged where no winners or losers are declared.
- An orange belt is the maximum belt level for an 8 year old. To reach that level an average child will be required to complete circa 90 hours of judo practice.

U9 Competition - A Revised Format



The format suggested is different from a traditional competition standards used in Judo for adults. We promote judo as a competitive combat sport and young judoka should be exposed to the competitive experience. Because the first competitive experience, may permanently impact a child's attitude towards competition, the experience must be positive. We too often see children who quit judo after their first "bad" competitive experience. This often occurs when we subject children to "Adult" judo formats. Therefore it is strongly suggested not to allow these children to compete in regular shiai-style tournaments.

The modified format of substitute competition offers the following:

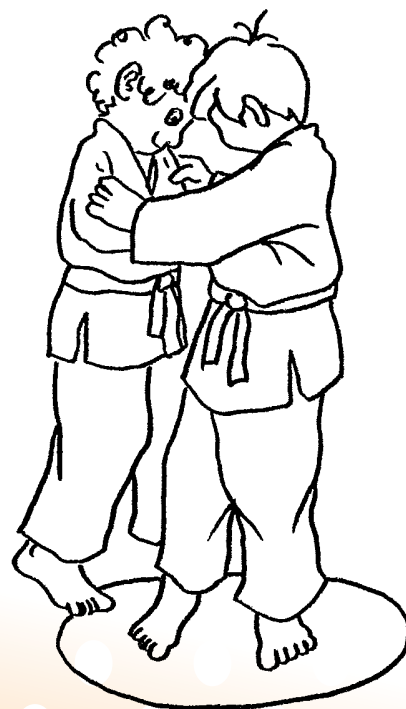
DEMONSTRATION OF SKILLS:

From demonstration of basic Judo loco-motor abilities; through breakfalls; through demonstrations of specific techniques both in Ne Waza and Tachi Waza; show of the favourite skill of each participant; obstacle course where various judo skills are presented; etc.

The imagination of the Instructor is the limit for these forms of skill demonstrations. It can also be developed into a judo show that can then be presented at various judo promotional events. The show should, beside judo skills, emphasize general fitness level of children, since this will also appeal to parents.

Each child gets a prize for the effort they put in their demonstrations and for cooperation with their partners.

Children with a minimum of 6 months (45 + hours of judo) of experience, capable of doing breakfalls and tachi waza randori, engage in judged randori with fixed 1.5 to 2 minutes time of bouts, preferably in a round robin format with four children per group.





No ippon score ends the bout. The children are then evaluated by the judge for the following: technical proficiency (chosen directions, ability to unbalance the opponent, control, usage of left and/or right-handed techniques) – up to 10 points; desire to compete up to 10 points; fair play up to 10 points; The total number of points are added for all bouts for each child and this is their score for which they get a prize. The recommended composition of each round robin group is such that there are no significant discrepancies between competing children. In cases one child gets 3 ippons accomplished in a consecutive order, the judge will stop the bout. Results are conveyed in terms of personal accomplishments/progression rather than who scored the highest, etc.

The following techniques or groups of techniques are forbidden for the U9 children age group:

- Head locking with a grip over or around the neck
- Leg grabbing techniques – no longer allowed in judo.
- All drop down techniques, which start on one or both knees.
- Tani otoshi
- Makikomi waza
- Sutemi waza.



Fitness Testing

GENERAL CONSIDERATIONS

A testing procedure similar to the described below, has been promoted by Judo Canada for the past 10 years and it is a part of the latest kyu syllabus. Now this testing has been validated by the Kinesiology department of the University of Montreal. Standardized data is available for male and female subjects from age 7 through 80. In this manual you find data for the 7&8 years old.

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 « burpies ») that must be performed while following an imposed rhythm. For the majority of subjects, the energy for this type of localized muscular effort will come predominantly from the lactic system.

When testing children, please pay attention to the quality of execution of the movements, and to the imposed rhythm. These two variables can have an impact on the results and for the benefit of the tested child, we want these results as true as possible. Based on the outcome, instructors can set goals and if the results are inaccurate, goals will be off the mark. Setting goals for participants as well as understanding where they are in comparison to athletic development of a general population, is the reason for this testing.

Equipment needed

- A pre-taped version of the protocol (English version: Luc Leger, Departement de kinesiologie, Universite de Montreal, C.P. 6128, Succ. Centre-ville, Montreal, Quebec, Canada, Tel: 514-343-2471) and an adequate sound system (CD player, tape recorder, amplifier, loudspeakers)

OR

- Alternatively, a metronome or sound device that can set the appropriate pace for the exercises; A score card; Adequate athletic clothing and footwear must be used by the participants. If tests are performed on the tatami, they can be done bare foot. A free metronome can be downloaded from the Internet.

PROCEDURE

To ensure that results of these tests are comparable, the format of the exercise must be kept standard.

- **Sit-ups:** rhythm - 40 repetitions per minute;
- **Push-ups:** rhythm - 50 repetitions per minute;
- **Squat thrusts:** rhythm - 25 repetitions per minute;

Specific guidelines pertaining to each exercise are provided below. Normative data are presented for each exercise, and for male and female subjects.

NOTE: In a rare situations when the athlete if able to perform beyond a maximum for this age, stop them.

Sit-ups (boys and girls)

For the starting and ending positions ("DOWN"), subjects:

- Lie on their back, with the head and elbows on the floor.
- Bend their knees at 90 degrees and spread their feet 15 cm apart.
- Have their feet held to the floor by a partner or stall bars.

For the "UP" position subjects:

- Touch their knees (not their thighs) with their elbows (not their arms, fore arms or head).The back is slightly rounded.
- Must ensure their hands remain crossed during the test, and keep their thighs parallel, not open.

It is also recommended to clearly indicate the down and up positions throughout the test. Participants must not bounce when going down.



Down Position



Up Position

Push-ups

The starting and ending positions are the same. Many subjects begin the test with a sound position, but correct form may tend to deteriorate progressively throughout.

Women and Girls

For the starting and ending positions ("DOWN"), female subjects:

- Lie on their stomach, with feet spread by 10 cm.
- Keep their hands as close as possible to the body and in line with the shoulders.
- Keep their chest and head facing the floor, and the hands facing the front.

For the "UP" position subjects:

- Keep both their knees and feet on the floor, and extend their arms completely without "locking" their elbows.
- Must ensure their body remains straight throughout the test. Subjects must not bounce when going down, and go all the way up at every repetition.

Men and Boys

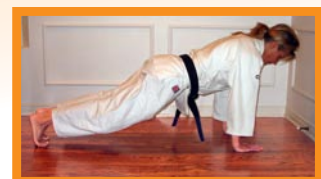
The guidelines are the same as for female subjects, except that the rear support is provided by the toes instead of the feet and knees. Therefore, in the Up position, the head, torso, buttocks, knees and feet are completely aligned, as shown below.



Up Position (females)



Down Position

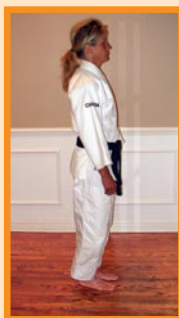


Up Position (males)

Squat Thrusts (men and women)

The sequence of movements is described below. In each phase of the movement, a key word should be provided to participants to give them some focus during the execution, and to ensure the proper cadence is maintained:

- Starting position "Standing": Upright stance, arms and hands hanging, feet 10 cm apart.
- Squatting position "Hands": Feet resting on the toes, heels touching the buttocks (knees fully bent). Hands on the floor on each side of the body, parallel to the shoulders and 20 cm from the feet.
- Push up position "Feet": Legs are kicked to the rear, fully extended; the subject is supported by his or her toes and hands. The body is straight and the feet are still 10 cm apart.
- Squatting position "Hands"
- Ending position "Standing"



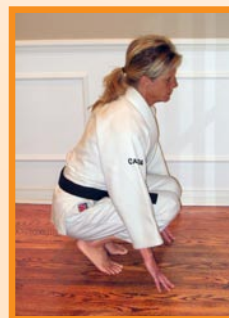
Standing



Hands



Feet



Hands



Standing



Percentile Standards

For Push-Ups with an Imposed Rhythm of 50/min

Category	%	7 Y		8 Y	
		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
V. 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
V. poor	15	3	4	2	5
	10	2	2	1	3
	5	0	0	0	0

For Sit-Ups with an Imposed Rhythm of 40/min

Category	%	7 Y		8 Y	
		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
V. 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
V. poor	15	7	6	10	9
	10	6	5	8	7
	5	4	3	6	5

For thrust-squats with an Imposed Rhythm of 25/min

Category	%	7 Y		8 Y	
		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
V. 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
V. poor	15	8	7	10	10
	10	7	6	9	8
	5	5	4	7	6



Note! form of exercise demonstrated on these two pictures, is not appropriate for testing.



Typical Training Session with samples of exercises

General Information:

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

We deliberately left table space 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. We need to remember that to keep young judoka interested, training sessions must offer some surprises/variations.

Sample Objective(s):

General: speed - for this age group, speed development must be one of the objectives in each session. A few minutes at i.e. 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 -introduction to movement needed to execute throwing technique in which 180 degrees rotation by tori is required and when tori supports his body on both legs; This concept is practiced in motion and tori may practice it slower, faster, with or without throwing technique, without and with partner, etc. There is a number of basic throws appropriate for children of this age, that that fit in this movement pattern: o goshi, uki goshi, tai otoshi, seoi nage – ippon and morote, tsuru komi goshi.

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

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

Activities (Goals : Athletic abilities, type of effort; length; intensity, movements, etc.)

Key Points (Objectives, Guidelines, safety)

Introduction general tips:

Take charge of the group by getting the students attention in calling "mate" or other means; perform salutations by a welcome greeting or thanking the students for their attention.

Proceed with protocol in respects to starting the class; bowing in while kneeling or standing. A brief reminder of the importance of respect.

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. Beginning of the class this way provides an opportunity to positively reinforce the need for their cooperation.

Briefly explain the session's layout and remind the students of the general safety rules that must be adhered to.

If necessary, give instructions or pass along messages to the parents.

Remain playful and energetic while being a strong and flexible group leader. Always have back-up plans, etc.

Introduction - >3 minutes
BOW-IN AND INTRODUCTION

Take the attendance record;
Always tell the group what are the
planned activities for the session;





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

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 development stage, because the general objectives of development of ABC'S are the main objectives of the program, there is really no need to differentiate between the general and specific part of a warm up.

To accomplish 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 maximally fast crawling on the stomach.

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

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 15th and 30th minute of the session.

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

Demonstrate exercise that children are not familiar with. Demonstration should inspire children so it has to be of a good quality. If 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 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 standing position (jumping, running, steps, balancing, sweeping, etc must be performed with flexed knees.

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

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.

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 development stage, joining programs of children who already practice judo for some time, so not all participants in our program poses the same level of skills that can be used in a warm up to accomplish the intended objective.

<ul style="list-style-type: none"> jogging around mat; side shuffling; cross step running; running in circles (> 4 minutes) 	<p>Objective - to improve cardiovascular readiness of the body. Start at low intensity and increase the intensity to medium and high.</p>
<ul style="list-style-type: none"> When children are familiar with the following: ayumi ashi, tsugi ashi, tai sabaki 	<p>Objective: Same as above. This example illustrates that judo-specific skills can be used to warm up and to accomplish other than specific objectives. In example, if children are comfortable with tsugi ashi, this movement pattern can be used in development of speed; or development of agility in slalom motion.</p>
<p>General Loosening exercises</p> <ul style="list-style-type: none"> 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) 	<p>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.</p>
<ul style="list-style-type: none"> Once children are familiar with the following: Crawling on the ground in prone and supine position both forward and backward; “shrimping” both head forward and legs forward; rolling; etc 	<p>Objective – Same as above. This example illustrates that the same general objective of preparing the joints and muscles for more intense exercise can be accomplished with judo-specific movement.</p>
<p>A variety of callisthenic exercises</p> <ul style="list-style-type: none"> push up; judo push up; sit up; leg rises; crunches in squats; etc – in a variety of forms. (total of 5 minutes) 	<p>Objective – to improve the coordination of movements and agility - not strength and endurance. 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. Do not set a number of repetitions task but rather a time limit and ask all participants to do their best.</p>

<p>Once children are familiar with judo-specific exercises that allow 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; pushup with arms supported against the chest of the partners; crawling after the partner performs tsugi ashi; etc</p>	<p>Objective – Same as above. This example illustrates that the same general objective of improving coordination and agility, can be accomplished by application of exercises that are more judo-specific. It is important to remember that each of these exercises can be employed 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.</p>
<ul style="list-style-type: none"> ▪ Game of a frozen tag (total up to 3 min) 	<p>Objective – to relax the children; to improve their agility and coordination; chose a various tasks they have to perform to free a “frozen” participant; ensure that they are aware of the multidirectional movement all around them; etc.</p>
<p>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; obstacle courses; etc (>10 minutes)</p>	<p>Objective: to stimulate speed development.</p> <p>To provide an environment for a short bursts of max. speed movement</p> <p>To teach discipline and cooperation by adhering to rules of the game and not allowing the benefit of winning by not following the set rules.</p> <p>Easily adjustable athletic outcome by increasing or decreasing the number of children in each relay team.</p> <p><i>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.)</i></p>
<p>Rolling exercises – i.e. gymnastic role forward, backward, break-falls forward, backwards, sideways; pending the level of skill of the child; (>10 minutes)</p>	<p>To improve the coordination; agility; confidence in rolling movement in various directions; breakfall technique; to increase readiness for judo-specific exercise</p>

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 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, that will allow to perform a number of techniques rather, than one technique at a time

In early stages of the program repeat frequently 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.

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 practiced in the warm up part of the session i.e. shrimping to escape from YSG.

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

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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, tsumi ashi, tai sabaki, tsukuri).

Introduce throwing techniques only when children are very comfortable with rolling.


Remember that backward throws are much more dangerous for this age group children, than forward throws. For backward breakfalls, there is a much higher probability that the child's head will hit the mat due to inadequate trunk strength and inability to control body movement.

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. 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 break fall, introduce throwing techniques in motion and practice as much as possible in motion. Emphasize the use of natural forces generated by movement of both partners.

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

<p>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 (2x 30 seconds); students demonstrate their solutions (instructor feedback): flipping on their stomachs, keeping their balance, bridging and turning over their partner ...</p>	<p>Agility, coordination, reaction-time, exploration, etc</p> 
<p>Concept: use of the body weight to hold uke in place – as oppose to strength. Tori/uke; surfing: stay on the wave without being overturned, etc.</p>	<p>Allow them experience what works best. Lead them to discover it on their own.</p>
<p>Review of previously learned skill – i.e. roll over to 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; Practice both partners > 10 minutes.</p>	<p>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.</p>

<p>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 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 can not escape from this ‘tipping point’ once we start rolling; 3. roll to a chosen side helping yourself with a scissor like movement of the legs; 4. get on top of the partner and control them in ossaewaza.</p>	<p>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.</p> <p>Cooperation. Tori can not 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.</p>
<p>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 round of 1 minute.</p>	<p>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.</p>
<p>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 fight on the ground – no face touching, no neck squeezing, no back bending, etc</p>	<p>Objective: improve coordination, agility, fighting ability.</p>
<p>INTERCEPTOR – if needed; Game > up to 5 minutes</p>	<p>See the games catalogue</p>
<p>Concept teaching: concept of moving from inferior to a superior position; as well as connection of action from the ground to the standing; 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.</p>	<p>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 different techniques</p>
<p>Concept teaching: this age children 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.</p>	<p>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.</p>

<p>INTERCEPTOR – if needed; Game > up to 5 minutes</p>	<p>See the games catalogue</p>
<p>Introduction of a new tachi waza skill. Sasae Tsuru komi ashi. explanation of what (If) is similar to other techniques already learned by students. Emphasize safety; Demonstration > 2 minutes. Practice with partner in defined (back and forth) motion. Movement allows a natural exploitation of external forces to perform the kuzushi.</p>	<p>To initiate learning a new skill; to develop coordination; to develop cooperation.</p> <p>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.</p> <p>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.</p> <p>If learning in motion does not work for some judoka, ask them to do a technique that is based on similar principles and they already know it (i.e. uki goshi).</p> <p>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 (one knee or both knees) should be used to help overcome the fear.</p>
<p>Concept teaching: the teaching methodology of Sasae Tsurikomi Ashi as described above, demonstrates this idea of teaching judo in a dynamic rather than static format.</p> <p>Sasae introduces 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 degrees turn to do the tsukuri. With sasae they are throwing while facing the partner;</p> <p>However the overall concept of movement remains very much the same: use of forces of movement; block on the bottom and pull at the top!</p>	<p>Objective: improve cooperation, coordination, agility, understanding of principles of movement that will lead to a successful application of an action.</p> <p>Learning a concept of movement that is very useful in learning of a variety of different techniques.</p>

<p>Beginner judoka: Uki goshi teaching for those children who can not cope with the “in motion” variation.</p> <p>The instructor demonstrates the move with the help of an assistant.</p> <p>Tori and uke facing each other, uke is on their knees and tori is standing in order to complete the move. 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 move is shown.</p> <p>The child executing it in two steps must grip the sleeves and control uke’s fall. Uke and Torin take turns.</p>	<p>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.</p>
<p>tachi waza randori; emphasize the principles of randori – it is not a shiai; no leg grabs and head hugs. Traditional kumi kata only; > 14 minutes – with individual rounds no longer than 2 minutes.</p>	<p>Try the technical skill against resistance; Improve cooperation, coordination, agility, balance and apply against resistance techniques learned thus far.</p>
<p>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.</p>	<p>Do not hesitate to break the randori session if you see that the intensity of it and the interest of kids is diminishing. It is difficult for many kids to keep the level of needed focus for almost 15 minutes. A 2 minute game between number of rounds of randori, may be the solution to this challenge.</p>
<p>Concept: By intercepting training sessions with a variety of different activities, we introduce a concept of mental training. Children are unconsciously learning to focus then relax then focus etc.</p>	<p>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.</p>

Cool down (duration = 5/10 min5/10 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.

<p>Static stretching in seating position, with an emphasis on increased range of motion. >3 minutes</p>	<p>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.</p>
<p>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</p>	<p>Learn a basic relaxation technique ; focus on the necessary</p>
<p>Conclusion Mukuso, rei and prize the students for a job well done > 1 minute</p>	<p>Always choose student's who's attitude earned them a special mention at the end of the session. Be aware that some who are not shining among the others may need such a mention as well. Find a reason to give them what they need.</p>

GAMES CATALOGUE

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

Games

Appropriate for the U7 & U9

TIPS and Key Points

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

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

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

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

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

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

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

Chain Tag – *A group/team game* ; A basic game of tag, but once the person who is “it” tags another player, they must stay paired up to tag the other players. The game ends when there is no one left to tag.

Mini soccer – a basic game of soccer with tennis balls and mini nets. This game is very good for developing coordination.

Crab soccer – *A team game*; A basic game of soccer, but the players must be on all fours either frontward or backward.

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

Around the world – An *individual* is standing or on the ground one partner serving as a support either standing or in high quadruped prone position and the other partner sitting on the back of the “Support” and trying to get around the support’s body without touching the ground. Children of this age can not serve as the support partner, only as the climbers. This game is a great developer of coordination and agility.

Sensei’s coming – Have the students pretend they are on a boat. Name the four sides of the mat: bow, stern, port, and starboard. When sensei calls out the direction, the students run to that side. Last one there is overboard and has to “tread water” (sit-ups or some other exercise) until the game is over. Change directions in mid-run and add the following commands: Sensei’s coming- everyone stops where they are and does a judo bow to sensei Sensei’s kid- everyone drops to one knee and holds their hand out, like they are proposing marriage Submarine- lie on the back and hold one leg in the air (periscope) Airplane- face down on the tatami, arms out to the side Machine guns- seiza position with hands in front making noise like a machine gun Man overboard- exactly three judoka sit in a circle (anza position), holding hands and pretending they are rowing (the odd one(s) out can try to break in- (leads to some fun ne-waza) Last person left is the champion

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

Ball and chain – An *individual game*; Participants must create a ball and chain from their judogi belts for this game. Participants create a circle with one player in the middle holding the ball and chain. This person must turn in a circle and try to hit the participants ankles with the belt. The participants must not touch the ball and chain by jumping or skipping over it. If they fail to do so they are eliminated.



Belt tug of war – A *team or individual game*; This game is played with the use of a judogi belt and can be played with a team or with two individuals. Each partner grabs an end of the belt and must pull as hard as they can to get it out of the other teams hands.

King of the mat – A *group game*; All judoka are on the mat on hands and knees. Object is to eliminate others by putting them on their back or having some part of their body touch outside the mat area. The last on the mat is the king.

King of the mat – All judoka are on the mat on hands and knees. Object is to eliminate others by putting them on their back or having some part of their body touch outside the mat area. The last on the mat is the king.

Chess – *A team game*; Divide the group into two equal teams. Let them choose a king for each team. As in chess the object is to capture the king (put on osae-komi). Teams will need a strategy (who protects our king, who attacks other king?). Lots of good ne-waza action. If someone other than the king is pinned in osae-komi, (s)he does 10 push-ups and gets back in the game. Safety tip : No pulling on the limbs or belts

Knights – Pair up students. (If different sizes put the smallest judoka with the largest, second smallest with second largest, etc.). The bigger judoka is the horse, the smaller is the knight. Horse is on hands and knees. Knight is on horse's back, legs hooked around torso. The object is to knock the other knights off the horse. Only the knights can "fight". If any part of knight touches ground, (including feet), the team is eliminated. This can also be done standing (piggy back) with older judoka (minimum U13).

Tag team ne-waza – As in professional wrestling, pairs of judoka compete against each other. When one judoka is in danger of being pinned, he can tag off with his partner who replaces him in the battle.

Sumo – Make a circle with belts. Competitors must force one another out of the circle or to touch the ground with something other than their feet.

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

Animal Ball – Two teams on opposite sides of the mat. Number them from Ichi, ni, etc on each team. Put a ball in the middle (a semi-deflated volleyball works well). Call a number (or several numbers). Those called move towards the ball. Object is to get the ball and carry it to the opposite side. Everyone must stay on the ground. Ball cannot be thrown or rolled. Great ne-waza action.

Rugby Judo – *A team game*; Similar to the above but all players participate at once. Variation: ball can be thrown from one player to another.

3-person ne-waza – Groups of three, labeled A, B, and C. A wrestles B until sensei calls switch, at which time C goes against B, without stopping. The next time sensei says switch, A goes against C, and so on.

Planets – *A team game*; Participants are separated into 4-5 groups. Each group is assigned a planet name. The instructor must call the name of two planets to "attack" each other. The length of the "attacks" are at the instructor's discretion and typically range between 30-45 seconds. When planets attack each other they must steal the "satellites" from the opposing team. "Satellites" are kids sitting down holding on to each other. If a team successfully steals a satellite, the stolen members are now part of the opposing team. One rule : No pulling on belts

Rolling Tag – *A group game* ; All players are on the tatami. One (or two) are "It" and must tag the others. Players (including It) can move only using somersaults, log rolls, or forward or backward shoulder rolls.

Chicken Fights – Each student holds one leg up with his hand. Bounce/balance on the other leg and attempt to knock opponent over, or force him to put other leg down.

Turn the Turtle – One person lies on their stomach or the low knee/elbow “turtle” position; their partner tries to turn them on to their back.

Arm link game – *An individual/partner game*; One person links their arms together. The other links his arms through his partner’s arms. They try to separate without letting go of their hands. Can they do it?

Kuzushi game – *An individual/partner game*; Two partners stand on a line, feet apart, facing opposite directions. They join their inside hands. They try to force each other off the line by pushing or pulling (use only the hand that’s joined. If either foot leaves the line or one person touches the ground with other than a foot, they lose.

Kuzushi Game II – *An individual/partner game*; Two partners face each other about 1.5- 2.0 meters apart. Snake a belt around their left sides and back and hold with the right hand. Using hip action and pulling on the belt try to force the other to move his feet.

Footsweep game – *A group game*; Make a circle with several people.

Grip the sleeve of the people on both sides of you.

Using only kuzushi and ashi-waza, try to knock down the other people. Last one standing is champion.

British Bulldog – *A group or team game*; All judoka line up on one side of the mat except for one who is in the middle. When he calls “hajime” all the judoka must make their way (on hands and knees) to other side. The one in the middle must stop the others by putting an osae-komi on them. Those who are captured join in trying to capture the others.

Tape Game – *An individual/partner game*; Everyone puts a piece of masking tape on the thigh of the gi pants. It can be flat on or fold it over and leave some hanging to make it easier to grab. (This is a good way to handicap the better judokas). The object is to grab the opponent’s tape while protecting your own while in ne-waza. Variation: Put the tape on the back of the belt and play the same game while standing. Works great for grip fighting.

