

YOUTH DEVELOPMENT AND JUDO

Literature Review: Key Findings Report

Prepared by Danielle Lopez and Haley Rhyne

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INTRODUCTION

The American Development Model (ADM) concept is growing in popularity among U.S. NGB's. USA Hockey, USA Basketball, USA Golf and USA Tennis recently assessed their youth development programming and are adopting changes to align their business models with the core tenets of ADM, which includes more general physical movement and less competition at the younger ages. The organizations overseeing judo in the U.S. – US Judo Association (USJA), US Judo Foundation (USJF) and USA Judo (USAJ) – are interested in exploring how a standardized athlete and coach development program based on ADM could be a benefit to their sport by further engaging youth in the sport, creating lifelong participants, and developing and retaining judo athletes from beginner to Olympic/Paralympic medalists.

The three organizations collectively comprise the American Judo Alliance (AJA), which has formed a Task Force to evaluate and potentially recommend an ADM-inspired model for American judo athletes. Research into the past and current state of youth development programming, together with best practices and implementation strategies of development models in judo, will aid the Task Force in its strategic planning and decision making.

METHODOLOGY

A variety of literature addressing youth development in sport generally and in judo specifically were collected (a) from Task Force members and other judo community members and (b) from independent research of public online resources.

KEY FINDINGS & RESOURCE INVENTORY

This report summarizes the highlights of the literature review. It contains:

- 1) Youth Development Overview. A brief overview of the current climate, philosophies and models influencing youth development and participation in sport.
- 2) Applications in Judo. Summary of current applications and approaches in the sport of judo. (More detailed snapshots of models from countries incorporating youth development best practices into their judo programs are included in the Appendix).
- 3) Resource Inventory. A list of the information collected with links to the primary sources.

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I. YOUTH DEVELOPMENT OVERVIEW

A. YOUTH & SPORT PARTICIPATION TRENDS

THE CONTEXT: Research continues to show a gradual decline in youth sport participation and physical activity driving major sport organizations and government task forces to commit resources towards re-engaging parents and kids in sport across the globe. From National Olympic Committees to professional leagues and local sport organizations, momentum is building in the youth engagement and sport development space.

The Aspen Institute's *Project Play 2020* is one developed to address the negative trends seen in the United States. Their recent report "[State of Play 2017 – Trends and Developments](#)," shows sport participation trends for children ages 6-12 years old in the United States is relatively low (under 60%) and on the decline. In 2008, 44.5% of children between the age of 6 and 12 were involved in sport; as of the 2017 reports, that number has decreased to 36.5%.

THE PROBLEM: The interest in addressing declining youth participation in sports has led to research into root causes. Several reports point to key flaws or short comings in sport organizational structure and approach to youth participation; others highlight challenges in sport-culture and society.

Recently, the Sport & Fitness Industry Association (SFIA) released a report identifying four major trends they found to be correlated to the decline in sport participation in the US:

- Children from homes in the lowest income bracket are far more likely to be physically inactive than kids from wealthier households
- For most sports, participation rates on a regular basis keep declining, with only gymnastics, lacrosse and ice hockey experiencing increases between 2008-16
- The average child plays fewer than two sports – a statistic now on a regular down cycle due to sport specialization, even though evidence shows playing only one sport can be harmful to the body and stunt athletic development
- Less than one-third of youth coaches are trained in competencies such as safety and sport instruction

The negative consequences of sport specialization and the lack of coaches trained in younger age-appropriate physical development are recurring themes in athlete development literature. Research and observations of sporting systems suggests the following key contributing factors:

- 1) Developmental athletes over-compete and under train
- 2) Adult training and competition programs are superimposed on developing athletes
- 3) Preparation is geared to the short-term outcome of winning, and not on the process (optimal training)
- 4) Sports specialize too early to attract and retain participants
- 5) In most sports, the competition system hinders athlete development
- 6) Chronological rather than development age (maturity) is used in training/competition planning
- 7) The most knowledgeable coaches work at the elite level; volunteer coaches work at the developmental level where quality, trained coaches are essential

B. INFLUENTIAL PHILOSOPHIES

A LONG-TERM PERSPECTIVE: A study conducted by the USOC in 2001 concluded it took between 10 and 13 years of practice and training for an athlete to make the Olympic Team. Additional research in athlete development suggests

an athlete's ability to reach their highest potential requires a long-term (10 year – 10,000 hrs. of practice) commitment developing first the foundational and functional motor skills before advancing to the technique in a specific sport. Findings such as these are influencing youth programming to shift from short-term training and competition planning to more long-term holistic approach.

DEVELOPMENTAL READINESS: As discussed, there is an extensive body of work examining how youth are taught to participate in sports. The most influential comes from a Canadian scholar and expert in periodization and playing, Istvan Balyi. His theory examines how the continuous process of development from birth to adulthood journeys through different stages of physical, mental, emotional and cognitive capacities creates progressive training needs for children. Combining human development principles with training and periodization, he created a framework called the Long-Term Athlete Development Model ([LTAD](#)).

The LTAD framework allows an organization to assess and define the optimal training and competition plan needed for their youth to fully enjoy sport and perform at their best. One resource for parents developed by [Coach Canada](#), lists a number of consequences to ignoring matching developmental readiness to sport activity:

- Children don't have fun
- They develop bad habits because of the over-emphasis on winning
- Their skill development is poor
- They don't reach their optimal performance level
- Many burn out and drop out of sport

Though the model is primarily rooted in the concepts of aligning developmental characteristics to activity, it offers additional guidelines designed to reversing negative sport participation trends and create a more holistic and effective youth program. These principles are listed below:

- Universal access to create opportunity for all athletes
- Developmentally appropriate activities that emphasize motor and foundational skills
- Multi-sport participation
- Fun, engaging and progressively challenging atmosphere
- Quality coaching at all age levels

A version of these principles is found across many youth development models (including the American Development Model) looking to establish a universal and structured approach to youth participation, competition planning and pipeline programming in their sport community.

II. YOUTH DEVELOPMENT IN JUDO

A. YOUTH DEVELOPMENT PROGRAMMING

The struggle to grow participation, especially at the child and adolescent levels, is causing many sport organizations to re-evaluate their membership engagement strategy and youth development programming. In general, the sport community is starting to adopt frameworks de-emphasizing winning at younger ages and refocusing energy on cultivating a positive and developmentally appropriate life-learning environment. The sport of Judo is no exception. Many federations are beginning to reassess how Judo is taught and practiced around the world.

Youth programming initiatives in Judo appear to follow one of two trajectories: 1) LTAD-influenced models aiming to realign sport participation, training and competition planning along scientifically-backed principles in child development or 2) growing awareness and exposure opportunities by leveraging the moral and social principles of Judo in early education/schools. Both approaches aim to attract children to judo, grow their love for the sport and retain them as life-long participants.

1) **LTAD MODELS:** There are several Judo Federations and member clubs/regions who have adapted and adopted the LTAD framework into their national or local communities. Other athlete development models without direct alignment with LTAD principles are often rooted upon similar concepts. Below is a quick snapshot of a few of the organizations with available information on their approach to youth development and participation:

LTAD IMPLEMENTATION IN JUDO:

- Judo Canada (LTAD) - [Link](#)
- Judo South Africa (LTPD) - [Link](#)
- British Judo Association (LTPD) - [Link](#)
- Bahamas Judo Federation (LTAD) - [Link](#)

SIMILAR IMPLEMENTATION IN JUDO:

- French Judo Federation – The Awakening - [Link](#)
- Australia Institute of Sport - [Link](#)
- Judo Mexico - [Link](#)

LTAD APPLICATIONS:

LTAD-based models encourage organizations to consider a perspective which seeks to understand how physiological and psychological maturation at different stages of childhood/adolescents intersect and influence the ability of an athlete to achieve their optimal success.

LTAD STAGES:

There are no one-size fits all - but programs following the principles of LTAD define clear parameters around developmental age and physical maturity. Below is a table that shows an example of the various age groupings designed by a handful of Judo Federations implementing an LTAD-based athlete development model.

Country	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7
CAN	U7	U9	U11 & U13	U15	U17 & U20	18+	Any Age
GBR	6-10	8-11	11-18	15-23	20+	Any Age	
ZAF	4-6	6-9	8-11	11-15	15-20	20+	Any Age

[Canadian Stages](#) // [Great Britain Stages](#) // [South Africa Stages](#)

ALIGNING LTAD PRINCIPLES:

According to LTAD, guiding principles inform how an organization might define the types of physical activities, technical skills, training schedules and competition-types most suitable for the developmental readiness of each cohort. As with defining participant stages, adaptations of the principles to each Judo Federation may vary.

The following table offers a quick look at how one judo federation (British Judo Association) applied LTAD to their sport culture and community.

STAGE	OBJECTIVE	AGE	JUDO TRAINING REC	COMPETITION REC	MULTI-SPORT REC
FUNDamentals	Learn all fundamental movement skills (build overall motor skills).	M: 6-10 F: 6-10	1 - 2 sessions 45 – 60 min	Fun; festivals for 9-10. Not about winning.	4 – 6 general sport & physical activity
Learning to Train	Learn all fundamental sports skills (build overall sports skills).	M: 9-12 F: 8-11	2 - 3 sessions 45 – 75 min	2-4/ year Club, Local Cadet, Nat'l Champs	3 – 4 general sport & physical activity
Training to Train	Build the aerobic base, build strength towards the end of the phase and further develop sport-specific skills.	M LW: 12-16 M MW: 12-17 M HW: 12-18 F: 11-15	5 - 7 sessions 45 – 90 min	4-8/year Club, Area Cadet, Nat'l & Int'l Cadet	3 – 4 general sport & Judo specific conditioning
Training to Compete	Optimize fitness preparation and sport specific skills as well as performance.	M LW: 16-20 M MW: 17-22 M HW: 18-25 F LW: 15-20 F MW: 15-20 F HW: 15-23	5 - 9 sessions 60 – 90 min	8-12/year Jr or Sr Nat'l & Int'l	5 – 6 fitness conditioning (judo specific) sessions
Training to Win	Maximize fitness preparation and sport specific skills as well as performance	M LW: 20+ M MW: 22+ M HW: 25+ F L&MW: 20+ F HW: 23+	5 - 12 sessions 60 – 120 min	Peaking for major champs & selection events	4 – 6 fitness conditioning (judo specific) session

http://slunoc.org/wp-content/uploads/2015/07/British_Judo_LTAD1.pdf

Key Consideration: The LTAD model and guiding principles is a framework to provide a roadmap to how an organization may adapt and adopt athlete development programming within the context and culture of each individual sport community. Consideration of sport-specific environmental factors and participation nuances (i.e.: barriers of entry, school programs, collegiate intersections, elite-programming, organizational culture) are critical issues to be addressed in successful application of LTAD in a sport organization.

- 2) **EARLY EDUCATION INTEGRATION:** In many countries where Judo is thriving there exists a focused effort in building or growing physical education curriculums for implementation in schools. School programming initiatives leverage judo as a way of life and essential to building character and moral values.

In 2011, the IJF assembled a commission “IJF Judo for Children Commission” to support federations in bringing judo to more children. The IJF focuses on the value judo adds to a society through the social, educational and physical skills inherent to the practice. According to the IJF, these “skills of life” are essential for children between 5 and 12; and the best way to reach them is through worldwide physical curriculum development in partnership with National Judo Federations.

The IJF is not the only organization who promotes judo as an important part of childhood development. The European Judo Union strongly believes the best way to introduce children to judo’s educational value is through schools. They too have developed school-adapted programming (Your First Judo Belt) and deployed resources to support these initiatives across several countries in Europe.

In Judo strongholds (France/Japan/Russia), early education programs for judo are heavily integrated in the lives of school-aged children. The Japanese government introduced a Compulsory Martial Arts requirement

mandating martial arts to be taught to all junior high school children. In France, many public schools require students to take judo as part of their physical education curriculum.

SCHOOL/CURRICULUM IMPLEMENTATION:

- European Judo Union - [Link](#)
- International Judo Federation - [Link](#)
- Netherlands - The Schooljudo.NI - [Link](#)
- Slovenia - Mala Sola Judo (“Little School Of Judo”) - [Link](#)
- Japan – Compulsory Martial Arts Requirement Support - [Link](#)
- Albania – Judo for Children Program - [Link](#)

EARLY EDUCATION APPLICATION:

Below are a few examples pulled from EJU and IJF articles citing success stories of implementing judo in early educational programming.

IJF: The Schooljudo.nl - Netherlands: It was started on the premise that society is becoming tougher and that schools think it important to teach young people a code of conduct and standards through sports. *Schooljudo* has developed a teaching program in which these themes are covered.

- Framework: The program was offered for a minimum of six weeks during school hours (and exactly fitting in between two school holidays). The subject matter was not judo lessons at school, but how to achieve respect, resilience and moving more easily by means of judo.
- Implementation: Schools were approached directly. If a school shows interest, a local judo club will be involved to take care of the program.
- Result: The program was started at one school under the name of *Schooljudo* and expanded to include 350 schools in The Netherlands.

IJF: Mala sola Judo (“little school of judo”) - Slovenia: Introduce judo to children in the age of six to nine, with special judo games to encourage them towards the judo clubs.

- Framework: The program is focused on fun and play, mats, balls, belts and other special technical equipment is used. Program is based on judo principles, respect and discipline. The program teaches children about falling.
- Implementation: Program is organized from September to June and sessions run twice a week. Lessons take place in the primary schools.
- Result: There are 50 primary schools involved and over 1100 children participating in the program each year.

EJU/IJF: Judo for Children – Albania: To best influence the development of Judo in Albania, the Albanian Judo Federation partnered with their Ministry of Education and Sports to launch an intensive youth judo program. Collaboration with the Ministry afforded the Albanian Judo Federation access to educational programming in schools. The objective of this program is to educate children with the values of judo and provide opportunity to identify youngsters with potential to become elite athletes in the future.

- Framework: The program is focused on fun and play while introducing important life lessons. Physical education teachers went through training to be licensed to teach judo to young children.
- Implementation: Using the IJF Judo for Children program framework and leveraging available IJF support (financial and equipment), the AJF piloted this program in 15 schools. Lessons take place in primary schools.
- Result: Piloted in 15 schools – have already identified athletes with potential to compete at a high-level

B. FRAMEWORK FOR YOUTH COMPETITION

Judo sport organizations traditionally tend to focus on high-performance pathways and early talent identification. However, only a small percentage of all judokas in a community are elite or competing at a high-level; i.e. 25% of all Canadian Judokas, 5% of all French Judokas. An analysis of Olympic judo champions revealed little correlation between childhood championships and elite-level success.

As a result, early judo-specific and specialized training for children and national championships for children dissipated in many countries like France. In fact, French national championships for children under 15 disappeared – focus shifted to creating a “competitive” environment where participation was valued more than winning.

Many countries are modifying how and why young judokas “compete” by limiting competition length, emphasizing education, adapting scoring, and restricting certain moves depending on age. Additionally, the LTAD model supports competition planning sensitive to the stages of a child’s development. In modifying the approach to competitions, young judokas are gradually introduced to a more competitive judo atmosphere.

COMMON COMPETITION MODIFICATIONS:

- Chokes and strangles are restricted in youth competition until athletes are *at least* age 13, sometimes later
- Official scoring is gradually introduced dependent on athlete development age
- In France, penalties are not issued to children who commit a foul; referees instead issue lessons

The age-adapted competition structure functions to incentivize young athletes to try new moves and experience competition with less emphasis on results to build a stronger base of skills and enjoyment of the sport. An overview of competition structure and rules broken out by country is available in the appendix.

III. RESOURCE LIBRARY

Thanks to the support and expertise across the US Judo community, we collected a variety of excellent sources to support further investigation into the details of the American Judo Athlete Development Model. Many of the below were used to help inform the consolidated information in the above report.

General – Youth Participation and Development

1. Solomon (2017) The Aspen Institute: *7 Charts that show Why We Need to Fix Youth Sports* – [Link](#)
2. The Aspen Institute: State of Play 2017 – Trends and Developments - [Link](#)
3. Balyi (2005) & Coaches Report: *Long-Term Athlete Development Model – the system and solutions* – [Link](#)
4. Athlete Pathways and Development - Australian Sports Commission – [Link](#)
5. American Development Model – [Link](#)
6. Itsvan Balyi – Sport for Life - [Link](#)

Athlete Development Programs - Training/Education Frameworks

1. Australian Judo
 - FTEM – Australia Sport Commission - [Link](#)
 - Judo 4 Kids Program – [Link](#)
 - Coaching Accreditation Framework (LTAD/FTEM Alignment) - [Link](#)

2. Botswana
 - Botswana LTAD Model - [Link](#)
3. British Judo Association
 - British Long-Term Player Development (LTPD) Model - [Link](#)
 - Judo Kids Program - [Link](#)
 - GB Cadet Strategy - [Link](#)
 - Coaching Judo to 5 to 7 y/o - [Link](#)
4. Canadian Judo Federation
 - The Judo Canada Long-Term Athlete Development Model (LTADM) - [Link](#)
 - LTAD Introduction - [Link](#)
 - LTAD Poster – Canada - [Link](#)
 - LTAD Judo Stages - [Link](#)
 - LTAD for Parents - [Link](#)
5. European Judo Federation
 - "Your first Judo Belt" – [Link](#)
6. French Judo Federation
 - Judo 4-5 year olds - [DropBox](#)
 - Judo 6-8 year olds – [DropBox](#)
 - Judo 15 – 17 year olds – [DropBox](#)
 - Michel Brousse Lecture - Judo Safety Seminar PDF (Page 14 - Page 18)***
 - Michel Brousse (2017): *A Brief History of French Judo* - [Link](#)
 - Hamada – International Budo Symposium: *Characteristics of French Judo* - [Link](#)
7. International Judo Federation
 - Judo for Children Program - Guidebook for Children - [Link](#)
8. Japan
 - Shuhei Yamashita Symposium: Athlete Development Model (Increasing Elite Athletes) - [Link](#)
 - Talent ID Program in Japan and Elite Athlete Development Pathway Seminar – [Link](#)
 - Compulsory Martial Art Requirement in Schools - [Link](#)
 - All Japan Judo Federation school support - [Link](#)
9. Mexico
 - Judo: The Soft Side for Children in Mexico – [Link](#)
10. Russia
 - "Play to Mastery" – distributed to 7 million schoolkids - [Link](#)
11. South African Judo Federation
 - Judo LTPD Model - [Link](#)

Athlete Development Programs - Competition

1. Judo Safety Seminar: Judo Education in France; Sport Competitions and Leisure Competitions - (p 14-15)
2. Australian Kodokan Judo Association: Australian rule set, modified for kids under 13 years old - [Link](#)
3. British Judo Tournament Handbook (see Appendix for graphs, visuals) - [Link](#)

Coaching Education and Training - Framework

1. US Judo Federation: Nishioka Coach Development - [Link](#)
2. US Judo Federation: Coaching Page - [Link](#)
3. US Judo Association: Coaching Information - [Link](#)
4. USA Judo – Coach Development program – [Link](#)
5. South Africa - Judo Federation Coaching Policy – [Link](#)
6. Judo Australia – Coaching Accreditation Framework - [Link](#)

Athlete Development Programs - Implementation & Adoption

1. Nolte (2017) Perspective of coaches on LTAD of elite judo athletes; A comparative analysis – [Link](#)
2. Practical Application for LTAD - [Link](#)
3. Van Cooten (2015): Where's the Money? Incentives, Coaching, the Long-Term Athlete Development Model - [Link](#)
4. The Science of Sport: Long-Term Athlete Development Foundations Challenges - [Link](#)

APPENDIX

Youth Development Applications in Judo: LTAD Models

CANADA

- *FRAMEWORK: LONG TERM ATHLETE DEVELOPMENT (LTAD) MODEL*
- *CHAMPION: SPORT CANADA – SPORT FOR LIFE*
- *INCEPTION & SCOPE: 2006 || NATION-WIDE ACROSS ALL SPORTS, adopted by Judo Canada*
- *SOURCE: <http://www.judocanada.org/long-term-athlete-development-model/>*

PHILOSOPHY: This approach (LTAD) focuses on the general framework of athlete development with special reference to growth, maturation and development, trainability, and sport system alignment and integration. This approach suggests that in order to develop a world-level contender in any sport, progress must systematically focus first on developing well-rounded athletes and then on sport-specific training.

LTAD PURPOSE:

- Ensure that participants involved in the competitive stream are able to access optimal training, competition, and recovery throughout their career.
- Provide an optimal competition structure for the various stages of an athlete's development.
- Have an impact on the entire sport continuum, including participants, parents, coaches, schools, clubs, community recreation programs, provincial sport organizations (PSOs), national sport organizations (NSOs), sport science specialists, municipalities, and government ministries and departments (particularly but not exclusively in the portfolios of health and education) at the provincial/territorial and federal levels.
- Integrate elite sport, community sport and recreation, scholastic sport, and physical education in schools.
- Promote a healthy, physically literate nation whose citizens participate in lifelong physical activity.
- Align the system of educating and certifying competent coaches within the structure of the sport.

LTAD OBJECTIVES:

- To attract *new participants* of all ages to judo
- To fully understand and satisfy the initial and ongoing motivational needs of new participants
- To make judo fun and enjoyable for all participants (new and experienced)
- To continuously seek new ways and means of engaging, developing and retaining rec and developing judokas
- To develop long-term plans for improved success of our high-performance participants
- To provide meaningful opportunities for high-performance participants after withdrawing from elite stream

CANADIAN FRAMEWORK/MODEL:

- [Active Start \(U7\):](#)
- [FUNdamentals \(U9\)](#)
- [Learning to Train \(U11, U13\):](#)
- [Training to Train \(U15\):](#)
- [Training to Compete \(U17, U20\):](#)
- [Training to Win \(18+\):](#)
- [Active for life \(enter at any age\):](#)

CANADIAN COMPETITION GUIDELINES:

Age	Rank	Length	Scoring	Weight	Restrictions (not allowed)
Under 8			no formal judging		Shiai competition Kansetsu & Shime Waza no drop down techniques, which start on one or both knees Tani otoshi, Makikomi waza, Sutemi waza
Under 10	minimum: 5th kyu (yellow)	1.5 to 2 min max	fixed time, or up to 3 ippons	23, 26, 29, 32, 35, 38, 41, 44, 48 (if heavier, may move child up to match weight) mixed gender allowed	Kansetsu & Shime Waza no drop down techniques, which start on one or both knees Tani otoshi, Makikomi waza & sutemi waza
Under 12	minimum: 5th kyu (yellow)	2 min	fixed time, or up to 3 consecutive ippon	25, 27, 30, 33, 36, 39, 42, 45, 50, 55, 55+ Mixed gender allowed	Kansetsu & Shime Waza all drop down techniques, which start on one or both knees Tani otoshi or makikomi waza & sutemi waza
Under 14	min: 5th kyu (yellow) for nat'l: 3rd kyu (green)	3 min	no GS. Preferred Round Robin, Pool System or modified double elimination.	M: 31, 34, 38, 42, 46, 50, 55, 60, 66, 66+ F: 29, 32, 36, 40, 44, 48, 52, 57, 63, 63+	penalized by a shido: Kansetsu & Shime Waza all drop down techniques, which start on one or both knees sutemi waza and makikomi waza not allowed below green belt *youngest age sutemi waza allowed
Under 16	min: 5th kyu (yellow) for nat'l: 3rd kyu (green)	3 min	GS no limit	M: 38, 42, 46, 50, 55, 60, 66, 73+ F: 36, 40, 44, 48, 52, 57, 63, 70, 70+	IJF regulations; NO Kansetsu are allowed format as designed by Tournament Org Comm
Under 18	min: 5th kyu (yellow) for nat'l: 3rd kyu (green)	4 min	GS no limit	M: 46, 50, 55, 60, 66, 73, 81, 90, 90+ F: 40, 44, 48, 52, 57, 63, 70, 70+	format as designed by Tournament Org Comm
Under 21	min: 5th kyu (yellow) for nat'l: 2nd kyu (blue)	4 min	GS no limit	M: 55, 60, 66, 73, 81, 90, 100, 100+ F: 44, 48, 52, 57, 63, 70, 78, 78+	IJF regulations; format as designed by Tournament Org Comm
Senior	for nat'l: 1st kyu (brown)	4 min	GS no limit	^same	^same

GREAT BRITAIN

- *FRAMEWORK: LONG TERM PLAYER DEVELOPMENT (LTPD) MODEL*
- *CHAMPION: BRITISH JUDO ASSOCIATION (in association with SportEngland & sportscotland)*
- *INCEPTION & SCOPE: 2015 || NATION-WIDE*
- *SOURCE: http://slunoc.org/wp-content/uploads/2015/07/British_Judo_LTAD1.pdf*

PHILOSOPHY: LTPD is about taking a clear, long term, systematic approach, which is centered on the player and their individual needs at all levels. Judokas will benefit from the right training, competition and support at the right time. This will give them a good foundation to allow them to reach their athletic potential and to enjoy judo throughout their lives.

LTPD PURPOSE: The implementation of LTPD provides a clear path for player and program development. It reflects the unique nature of player development in judo and identifies the most appropriate methodologies and structures to support both excellence in performance and life-long benefit to individuals who are involved in this sport.

There are a number of reasons for introducing a LTPD framework:

- Attract people to the sport of judo and retain them.
- Identify gaps in the current system and establish a clear player pathway.
- Provide integrated effective and enjoyable programs for developing & performing players.
- Provide a planning tool to optimize performance.
- Achieve the goals outlined in the BJA development and performance plans.
- Develop programs to encourage players with a disability

LTPD OBJECTIVE: The aim is to create an integrated system that will enable:

- More opportunities for young people to participate in judo.
- More judokas retained in the sport.
- More judokas achieving their aspirations through a higher standard of performance.

BRITISH FRAMEWORK/MODEL:

- FUNDamentals
- Prestart - Learning to Train
- Start - Training to Train
- Potential - Training to Compete
- Performance - Training to Win
- Retainment – Retire and Retrain

BRITISH COMPETITION GUIDELINES:

Age	Section/Name	Length	Scoring	Weight (kg)	Restrictions
8 to 12	pre-cadets	3 min		M: 27, 30, 34, 38, 42, 46, 46+ F: 28, 32, 36, 40, 44, 48, 48+	
13 to 14	pre-cadets	3 min		M: 30, 34, 38, 42, 46, 50, 55, 60, 66, 66+ F: 32, 36, 40, 44, 48, 52, 57, 63, 63+	
14 to 17	cadets	4 min		M: 38, 42, 46, 50, 55, 60, 66, 73, 81, 90, 90+ F: 40, 44, 48, 52, 57, 63, 70, 70+	
14 to 20	juniors	4 min		M: 55, 60, 66, 73, 81, 90, 100, 100+ F: 44, 48, 52, 57, 63, 70, 78, 78+	
16+	seniors	M: 5 min F: 4 min		M: 60, 66, 73, 81, 90, 100, 100+ F: 48, 52, 57, 63, 70, 78, 78+	

AUSTRALIA

- *FRAMEWORK: FOUNDATIONAL, TALENT, ELITE AND MASTERY (FTEM) FRAMEWORK*
- *CHAMPION: AUSTRALIAN INSTITUTE OF SPORT*
- *INCEPTION & SCOPE: KODOKAN JUDO ASSOCIATION adoption of FTEM*
- *SOURCE: https://www.ausport.gov.au/ais/athlete_pathways_and_development;
https://docs.wixstatic.com/ugd/570d63_26d99117c9d047ae8ffee9f342ac5f89.pdf*

PHILOSOPHY: Foundational, Talent, Elite and Mastery Framework (FTEM) - An athlete pathway spans the entire continuum of athletic development – from initiation of fundamental movement and participation in physical activity through to lifelong engagement and proficiency at a senior, elite, and/or international level.

OBJECTIVES: The AKJA conducts modified rules for children. It has always been the belief of the AKJA, that Judo is a recreation & sporting activity that should be enjoyed by the people participating in it, especially children. The AKJA aims to promote Judo in a safe environment by applying modified age/weight groups & rules to the Junior divisions.

The aim of doing so is to enhance enthusiasm, increase physical activity and encourage the participation of younger players in competition, whilst keeping the activity - fun. The new addition to the modified rules for the Sub Yonen groups is designed to remove the pressure from the young to just win but at the same time reward players for trying better techniques.

FOUNDATIONAL, TALENT, ELITE AND MASTERY (FTEM) FRAMEWORK: (general not judo specific)

- FOUNDATION PHASES
 - F1: Learning / re-learning and acquisition of basic movement
 - F2: Extension and refinement of movement
 - F3: Commitment to sport and/or active lifestyle
- TALENT PHASES
 - T1: Demonstration of potential
 - T2: Talent verification
 - T3: Practicing & achieving
 - T4: Breakthrough & reward
- ELITE / MASTERY PHASES
 - E1: Senior elite representation
 - E2: Senior elite success
 - M1: Sustained elite success

AUSTRALIAN COMPETITION GUIDELINES

Age	Rank	Length	Scoring	Weight (kg)	Restrictions
6 & 7	Mon	2 min	same rules for all U13: accumulates until playes achieves 2 Ippons (contest over) or siren sounds (2min). <i>Scores counted as follows:</i> Ippon: 10 points Waza Ari: 7 points Yuko: 5 points Yusei-gachi (Decision) 1 point		armlocks or strangles/chokes Drop Seoi-Nage Koshi Guruma
8 & 9	Junior	2 min			dropping onto both knees @ same time prior to the execution of a throw (13 & under) armlocks or strangles/chokes
10, 11 & 12		3 min			armlocks or strangles/chokes Drop Seoi-Nage Koshi Guruma
13, 14 & 15		3 min			armlocks or strangles/chokes
16 to 18	cadet	4 min		M: 60, 66, 73, 81, 90, 100, 100+ F: 48, 52, 57, 63, 70, 78, 78+	children 16 & up will be permitted to use Armlocks & strangles
16+	seniors	5 min		M: 60, 66, 73, 81, 90, 100, 100+ F: 48, 52, 57, 63, 70, 78, 78+	