

The JudoScotland Blueprint

Player Development Framework



Player Development Framework



The development of a judo athlete (judoka) starts with fun physical activity and becomes fulfilling, meaningful sport that enriches lives. The ultimate goal of the sport is to perfect oneself, and to contribute to society. The judo community embody values of courtesy, courage, honesty, honour, modesty, respect, self-control & friendship. Values we hope to pass on to every judoka.

Through training, judoka nurture their physical, mental, and moral strength, building gradually to a point where a judoka develops adaptability, independence & resilience (AIR). Like many things worth achieving, this means that judo development can be a long, complex, and difficult journey.

The 'JudoScotland Player Development Framework' is a guide to help those involved in supporting & developing judo athletes navigate the journey.

We know athlete development is not an exact science. It is unique to each individual and ever-changing. This framework is therefore designed as guidelines, not tramlines, the purpose of which is to map the enduring principles of development.

The framework is by no means exhaustive and will always require coaches and judoka to bring it to life and make it their own. We hope it provides a level of understanding of Judo development across our community.



[Click](#) or [Scan](#) the QR Code to watch
The JudoScotland Player Development Framework.





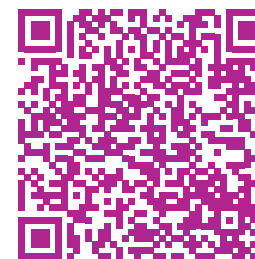
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JudoScotland Pathway



1.0 JudoScotland Pathway



This is broad guidance and should be applied to meet the needs of the individual.

When: Age	When: Stage	Judo Identity	Where am I Training for Judo?	What am I Training?	How am I Supported?	How often might I do Judo	How Often Should I Compete?	What about other sports?	How do I get the balance right?
<u>Minors</u> Under 12yrs	Early sampling stage as a judoka	Fun Judoka	My Club	See Physical, Technical and Behavioural Guidelines...	Family, Club, Coach	1-3 sessions per week	May/May not compete. I may attend some fun "events"	Participate in as many sports as you like.	See Judoka Development Dials...
<u>Pre-Cadet</u> 12-13yrs	Looking to progress my grade	Keen Judoka	My Club & JudoScotland sessions & camps, Domestic Camps		Family, Club, Coach, Judo Friends, JudoScotland Staff, General Physical Training Programme	2-4 sessions per week	May/May not compete. Likely to attend some primarily domestic events or competitions	Start to prioritise 2-4 sports.	
<u>Cadet</u> 14-16yrs	Working towards Dan grade judoka	Developing Judoka	My Club, Other Club(s), JudoScotland sessions & Camps, International Camps, Gym		Family, Club, Coach, Judo Friends, JudoScotland Staff, More Specific Physical Training Programme	Minimum 3 sessions per week	Likely to attend 6-12 domestic competitions & 2-6 international competitions	Start to specialise in 1 or 2 sports.	
<u>JNR > SNR</u> 17+yrs	Working towards mastery of judo	Judo Athlete	Clubs JudoScotland Performance Program sessions, Domestic & International Camps, Gym		Family & Friends, Club, Coach, Training Group, Performance Support Team	Daily Training / Minimum 5 sessions per week	4-8 domestic competitions & 6-12 international competitions	Specialised Judo program	

Guiding Judo Development



2.0 Guiding Judo Development

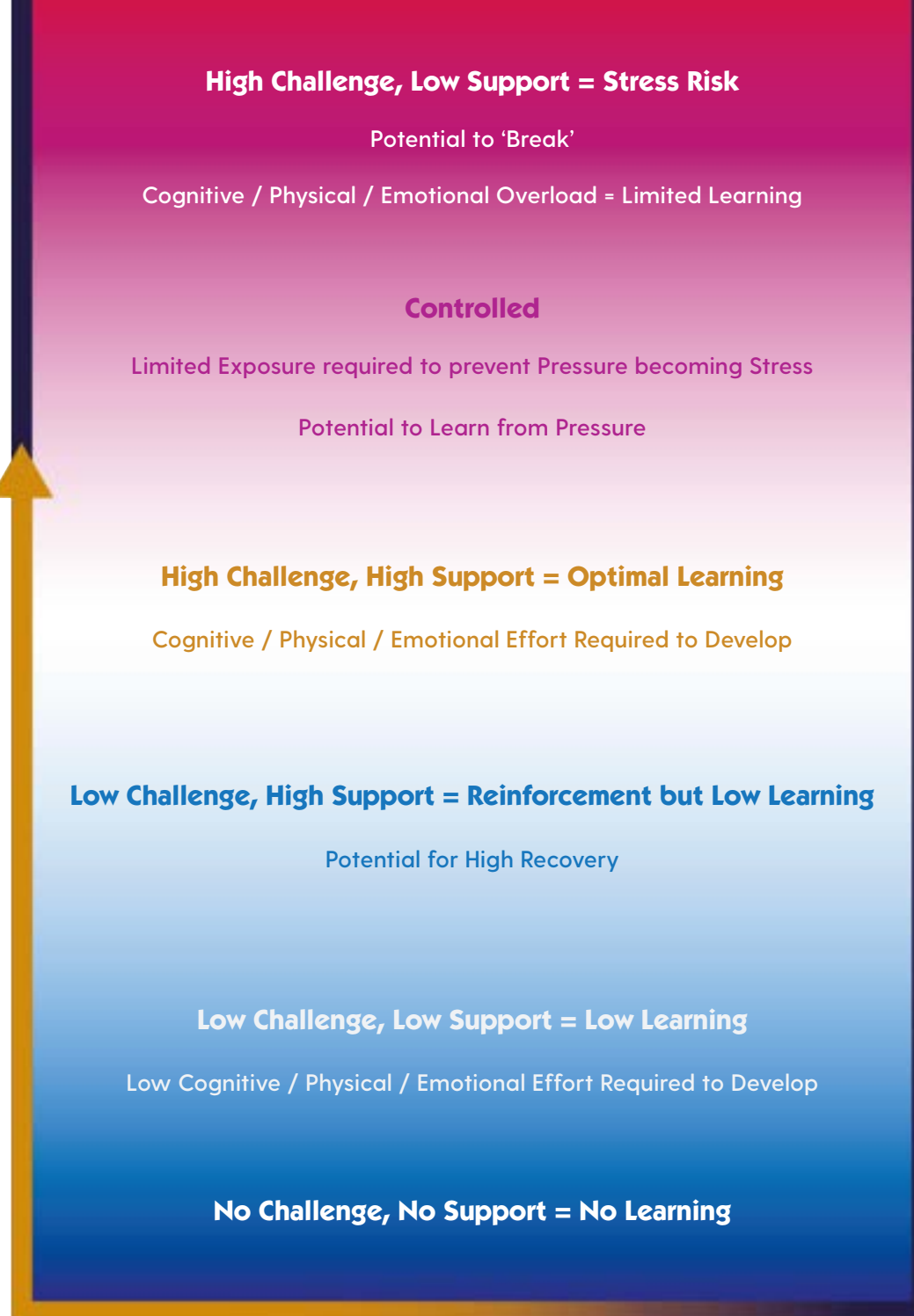
Judo development is a long, complex, and difficult journey. The development dials can be used to reflect and adjust a judoka's program to meet their ever-changing needs. They are designed to help get the right balance for the individual. The dials represent principles of development that live concurrently, can often be in tension with each other, and need managed. That is, dialled up or down on a regular basis depending on the situation.

Judoka, supporting families, and coaches may experience tensions on their journey. We hope the development dials aid discussion to make sense of a situation and help navigate decisions. We encourage families and coaches to continually make decisions with their child/judoka to try and get the balance about right for them.



Judoka Development Dial Zones

Difficulty of tasks & Environments



**Stress
Zone**

**Pressure
Zone**

**Learning
Zone**

**Reinforce
Zone**

**Recovery
Zone**

**Comfort
Zone**

Competency in tasks & environments

Judo Development



Breadth

V

Depth

Balanced Judo Program:
The extent that the programme develops a rounded athlete. Advancing all aspects of Judoka expertise to prepare the athlete for the future.

Focused Judo Program:
The extent that the programme develops strengths. Advancing specific areas of expertise to generate competitive advantage.

Goals



Short-Term

V

Long-Term

Short Term Goals:
The extent to which the athlete is developing attributes for imminent performances.

Long-Term Goals:
The extent to which the athlete is developing attributes required for future performances.

Judo-Life Balance



Breadth

V

Depth

Judo-Life Balance:
The Judoka's program is broad enough to maintain schoolwork and other interests. It provides a level of challenge and support that is meaningful enough to develop the whole person, preparing them for life.

Judo-Focus:
The Judo program is rigorous enough to progress at the necessary rate in Judo. It provides a level of challenge and support meaningful enough to progress through the Judo pathway.

Judoka Independence



Guided

V

Self-Guided

Guided Judoka:
The extent to which the coach & others direct and create athlete understanding and experiences.

Self-Guided Judoka:
The extent to which the athlete drives or co-creates their understanding and experiences.

Challenge



Low Challenge

V

High Challenge

Low Challenge:
Where confidence, reinforcement and/or rest & recovery is prioritised. Useful in the reinforcement & recovery zones.

High Challenge:
Where learning and development is prioritised through difficult situations that stretch the athletes, building autonomy, independence & resilience in their abilities. Required for the learning zone. Controlled exposure required in the pressure zone.

Support



Low Support

V

High Support

Low Support:
Where athletes have personal time or test their autonomy independence & resilience. Useful in the recovery zone. Controlled exposure required in the pressure zone. Support should dial-up before athletes ever reach the stress zone.

High Support:
Where learning and development is prioritised through difficult situations that stretch the athletes, building autonomy, independence & resilience in their abilities. Required for the learning & reinforcement zones.

JudoScotland Guidelines

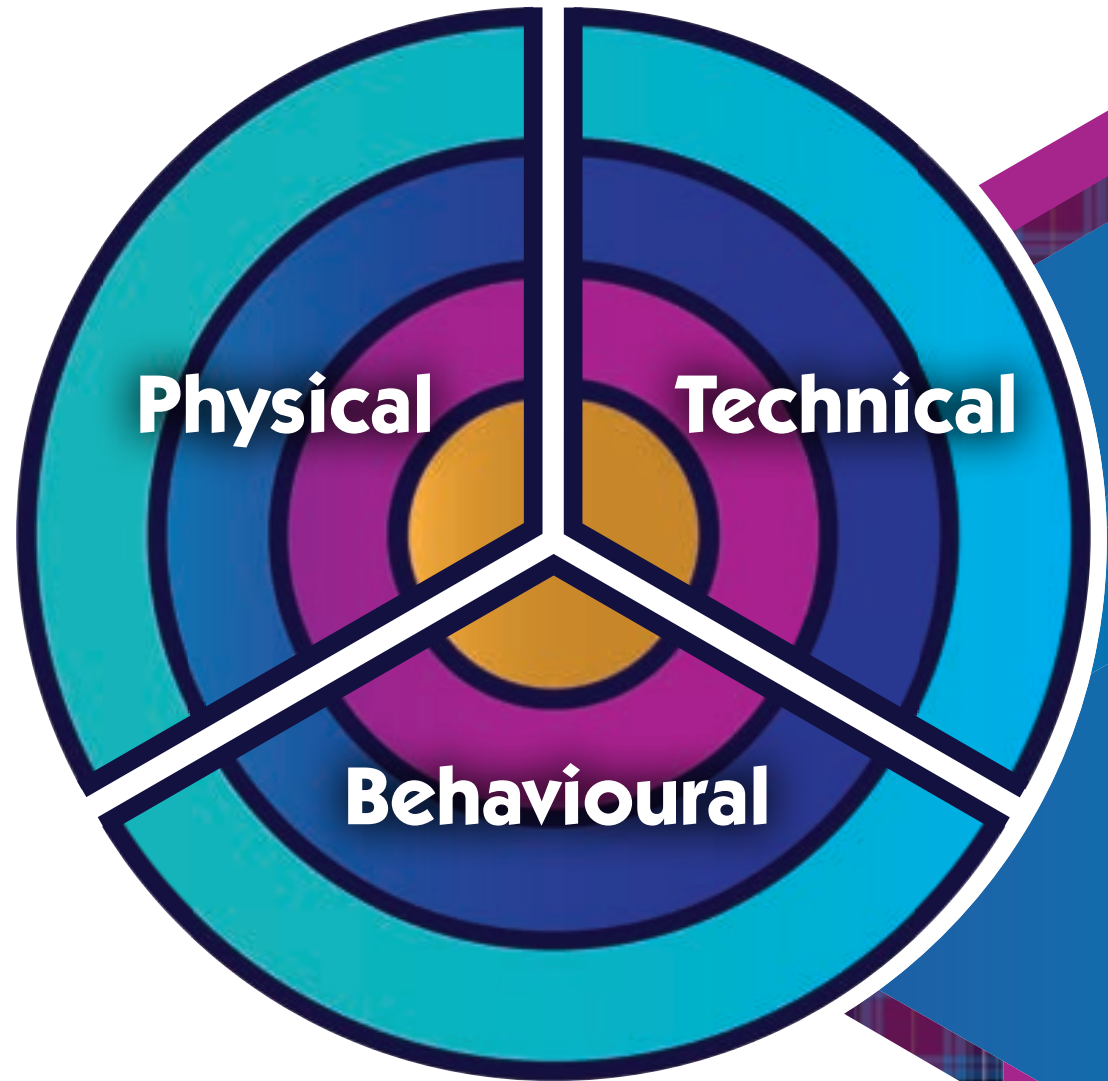


3.0 Judo Competence

- **Fundamentals**
- **Judo Fundamentals**
- **Competitive Judo**
- **International Competitive Judo**

The targets depict a progressive framework, where we start with foundations and build increasing levels of expertise, with increasing focus, as judoka progress through the pathway.

We will frequently re-visit and practice competence across all stages of development. Judoka will need continual challenge and support to develop expertise with these interconnected capabilities.





Physical Competence

The ability to physically do what is required to develop and perform. Physical capability is an essential ingredient to fulfilling a judoka's performance potential.



Can Judoka...

...Execute a variety of movement types?
Push, Pull, Squat, Lunge, Jump, Land, Hip Hinge, Brace, Rotate, Throw, Catch?

...Execute movement types in Judo & Judo techniques?

...Produce & manage the forces required to attack & defend in competitive judo?

...Repeatedly produce & manage the forces required to attack & defend to succeed in international competition?

-  Fundamentals
-  Judo Fundamentals
-  Competitive Judo
-  International Competitive Judo

3.1 Physical Guidelines - **Minors/Sampling Stage**

We encourage a focus on the development of the following, which will be supported by the Club Coach:

<p><u>ATHLETIC MOVEMENTS</u></p> <p>Through Play, Fun Activities and Exercises</p> <p>Fundamental Movements:</p> <ul style="list-style-type: none">PushingPullingSquattingLungingJumpingLandingHip HingeBracingRotatingThrowingCatchingAcceleratingDecelerating <p>Performed with/in a dynamic posture (athletic stance)</p> <p>Crawls (ground based locomotion): Variety of “animal movements” such as bear crawls, shrimping, gorilla walks, inchworms etc</p> <p>Gymnastic skills: Rolling Handstanding Cartwheeling</p>	<p><u>STRENGTH</u></p> <p>Strength at this stage should focus on the development of the Athletic Movements.</p> <p>Observing the 3 P's:</p> <ul style="list-style-type: none">- Posture- Position- Proper Alignment	<p><u>FLEXIBILITY / MOBILITY</u></p> <p>Built through engagement in multiple sports, games, activities and underpinned by quality fundamental movement.</p>	<p><u>AEROBIC</u></p> <p>Build Capacity through Multiple Sports & Judo Mat Time</p>
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3.1 Physical Guidelines - Pre-Cadets/Progression

We encourage a focus on the development of the following, which will be supported by the Club Coach and some physical profiling:

<p><u>JUDO MOVEMENTS</u></p> <p>Through Play, Activities and Exercises</p> <p>Postures: -Dynamic -Defensive</p> <p>Breakfalls: -Backward -Forward falling -Sideways -Side rolling -Forward rolling</p> <p>Step Patterns: -Walking step forward and backward. -Shuffle Step forward, backward, sideways, circling. -½ turn in pattern -½ turn away pattern -Full turn in pattern -Full turn away pattern -Sweep & Reap patterns</p> <p>-Becoming comfortable and confident with the component parts of throwing & being thrown: Lifting & being lifted, Tripping & being tripped, Sweeping & being swept, Controlling & being controlled to the floor</p> <p>Ground based Solo Movements: -Shrimp -Salmon -Bridge -Shoulder & neck roll -Windscreen -Bum Balance -Sit Up to 1 foot / 1 knee -Leg Circling, cycling & scissoring -Judo “Sit through” -Plank</p>	<p><u>STRENGTH</u></p> <p>Strength at this stage can be developed through Judo Movements, Athletic Movements and Exercises.</p> <p>Quality is prioritised over Capacity where Quality is defined by 3P's: - Posture - Position - Proper Alignment</p> <p>Move towards / Beyond: 20 x BW Squat 20 x BW Press Up 1 x BW Chin or 20 x Body Row 2 min Plank JudoScotland Quad Jump Test Pistol squat & Arabesque (1 x each leg)</p>	<p><u>FLEXIBILITY / MOBILITY</u></p> <p>Maintaining flexibility, mobility through continued participation in multiple sports and activities with quality Athletic Movement WHILST being aware of changes in growth & maturation.</p>	<p><u>AEROBIC</u></p> <p>Can build aerobic capacity through the volume and intensity of multiple sports, activities and Judo mat time.</p> <p>You can check progress, through 4min run distance:</p> <table border="1"> <thead> <tr> <th colspan="2">MALE</th> <th colspan="2">FEMALE</th> </tr> </thead> <tbody> <tr> <td>EXCELLENT</td> <td>Over 1.2KM</td> <td>EXCELLENT</td> <td>Over 1.1KM</td> </tr> <tr> <td>GOOD</td> <td>1.1KM - 1.2KM</td> <td>GOOD</td> <td>1KM - 1.1KM</td> </tr> <tr> <td>AVERAGE</td> <td>1KM - 1.1KM</td> <td>AVERAGE</td> <td>900M - 1.KM</td> </tr> <tr> <td>POOR</td> <td>Under 1KM</td> <td>POOR</td> <td>Under 900M</td> </tr> </tbody> </table>	MALE		FEMALE		EXCELLENT	Over 1.2KM	EXCELLENT	Over 1.1KM	GOOD	1.1KM - 1.2KM	GOOD	1KM - 1.1KM	AVERAGE	1KM - 1.1KM	AVERAGE	900M - 1.KM	POOR	Under 1KM	POOR	Under 900M
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POOR	Under 1KM	POOR	Under 900M																				

3.1 Physical Guidelines - Cadet/Developing Athlete Stage

We encourage a focus on the development of the following, which will be supported by Coaches, physical profiling and supplementary activity:

DYNAMIC JUDO MOVEMENTS

Through Exercises to Transfer Strength Into Competitive Techniques

Introduce complexity, range of movement, speed, accuracy, strength & power into movement exercises.

Throws:

- Up e.g. Clean, Keg throw, Ura-nage
- Down e.g. Ball & Bag Slams / Judo Forward throws
- Diagonal & Away e.g. Ball & Bag throws & Slams, Axe Chops, Shoulder throws

Pulls:

- Variety of angle & grip
- Chin
- Row
- High Pull & Band Pulls
- Rope climb

False Steps, Micro hops, Micro Jumps. To generate speed into movement:

- Slide & Dart
- Hop to drive
- Micro jump to angle
- Hurdles
- Box Jumps
- Plyometric exercises

Advanced Gymnastic Skills for aerial awareness, attack avoidance & ability to counterattack:

- Cartwheel
- Handstand & Roll / Roll to -Handstand
- Handstand Walks
- Handsprings
- Headsprings
- Kip to standing
- Front Somersault
- Rear Somersault
- Front Flip
- Rear Flip

STRENGTH & POWER

Build Strength and Power Through Exercises with Appropriate Loading.

Develop Olympic Lifting Technique with Support of Physical Preparation Coaches.

Learning to:

- Clean & Jerk
- Snatch

Moving:

Bodyweight (BW) Exercises > Loaded Exercises

BW Squat > Loaded Squat

BW Press Up > Loaded Press

BW Chin > Weighted Chin

Body Row > Bent Over Row / Bench Row / Seated Row

Working towards / beyond the following strength & power standards by final year as a cadet:

MALE		FEMALE	
BENCH PRESS	1x BW	BENCH PRESS	0.75x BW
PULL/CHIN UP	1x BW	PULL/CHIN UP	1x BW
SQUAT	1.25x BW	SQUAT	1x BW
DEADLIFT	1.5x BW	DEADLIFT	1.25x BW
VERTICAL JUMP	Over 40cm	VERTICAL JUMP	Over 30cm
STANDING BROAD JUMP	Over 200cm	STANDING BROAD JUMP	Over 150cm

FLEXIBILITY / MOBILITY

Look to align flexibility & mobility to the "floor up stability mobility model" WHILST being aware of changes in growth & maturation.

FLOOR UP STABILITY MOBILITY MODEL:

- NECK (STABILITY)

- WRIST (MOBILITY)

- ELBOW (STABILITY)

- SHOULDER/ARM (MOBILITY)

- SHOULDER GIRDLE (BLADES) (STABILITY)

- THORACIC (MID & UPPER) SPINE (MOBILITY)

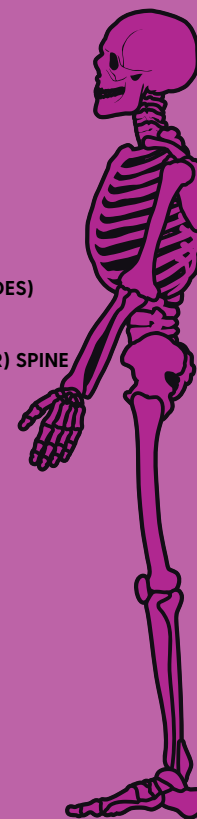
- LUMBAR (LOWER) SPINE (STABILITY)

- HIP (MOBILITY)

- KNEE (STABILITY)

- ANKLE (MOBILITY)

- FOOT (STABILITY)



AEROBIC

Develop aerobic capacity through increased volume and intensity of judo & through specific aerobic training.

You can check progress using the following:

4MIN RUN DISTANCE

MALE		FEMALE	
EXCELLENT	Over 1.2KM	EXCELLENT	Over 1.1KM
GOOD	1.1KM - 1.2KM	GOOD	1KM - 1.1KM
AVERAGE	1KM - 1.1KM	AVERAGE	900M - 1KM
POOR	Under 1KM	POOR	Under 900M

5K RUN TIME

MALE		FEMALE	
EXCELLENT	Under 20min	EXCELLENT	Under 22.5min
GOOD	20- 22.5min	GOOD	22.5- 25min
AVERAGE	22.5- 25min	AVERAGE	25- 27.5min
POOR	Over 25 Min	POOR	Over 27.5Min

3MIN BURPEES

MALE		FEMALE	
EXCELLENT	70+	EXCELLENT	65+
GOOD	55-69	GOOD	50-64
AVERAGE	41-54	AVERAGE	35-49
POOR	Under 40	POOR	Under 35

3.1 Physical Guidelines - Junior > Senior/Athlete Stage

We encourage a focus on the development of the following, which may be supported by Coaches, Performance Support Services and regular athlete profiling:

SPECIFIC DYNAMIC JUDO MOVEMENTS

Developed through exercises to transfer strength into an individuals competitive techniques.

Use movement screening and desired attacking system (see technical guideline) to inform an individualised physical preparation program to drive performance.

Maintain quality movement abilities & introduce specific movements to compliment judo system & recovery.

STRENGTH & POWER

Utilise strength training to drive forward performance. Using Olympic lifting, resistance training & judo specific dynamic & ballistic exercises.

Progress towards/beyond programme strength standards in Squat/Deadlift/Clean/Chin/Bench

A link to the performance programme physical benchmarks can be found in the appendix.

Over-arching JudoScotland Performance Programme Benchmarks:

BODY WEIGHT (BW)	MEN	WOMEN
SQUAT	2x BW	1.75x BW
CLEAN	1.5x BW	1.25x BW
DEADLIFT	2.25x BW	2x BW
BENCH PRESS	1.6x BW	1.25x BW
PULL UP	1.6x BW	1.25x BW

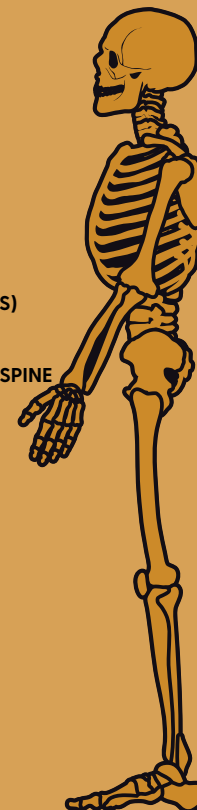
FLEXIBILITY / MOBILITY

Align flexibility & mobility to the “floor up stability mobility model”:

Identify any limiting factors and design appropriate interventions

Floor Up Stability Mobility Model:

- NECK (STABILITY)
- WRIST (MOBILITY)
- ELBOW (STABILITY)
- SHOULDER/ARM (MOBILITY)
- SHOULDER GIRDLE (BLADES) (STABILITY)
- THORACIC (MID & UPPER) SPINE (MOBILITY)
- LUMBAR (LOWER) SPINE (STABILITY)
- HIP (MOBILITY)
- KNEE (STABILITY)
- ANKLE (MOBILITY)
- FOOT (STABILITY)



AEROBIC

Develop aerobic capacity through specific training.

Utilise pre comp preparation block to maximise contest conditioning.

Identify physical superstrength & maximise development for optimal contest effect.

Can check progress utilising previous aerobic benchmarks (4min run/5km run etc) and/or using the JudoScotland Performance Programme 2km Row Test Benchmarks:

LIGHTWEIGHT	MIDDLEWEIGHT	HEAVYWEIGHT
-60 & -66 -48 & -52	-73, -81 & -90 -57, -63 & -70	-100 & +100 -78 & +78
MEN = 7:09	MEN = 6:37	MEN = 6:22
WOMEN = 8:05	WOMEN = 7:19	WOMEN = 7:24

ANAEROBIC

Utilise high intensity interval training, moving from off-to-on-mat to increase judo specific capabilities.

Challenge judoka to make effective decisions under pressure / fatigue to positively influence performance.

Can check progress utilising JudoScotland Performance Programme 30:15 Row Test:

LIGHTWEIGHT	MIDDLEWEIGHT	HEAVYWEIGHT
-60 & -66 -48 & -52	-73, -81 & -90 -57, -63 & -70	-100 & +100 -78 & +78
MEN = PEAK: 547 AVERAGE: 368	MEN = PEAK: 690 AVERAGE: 522	MEN = PEAK: 734 AVERAGE: 550
WOMEN = PEAK: 316 AVERAGE: 228	WOMEN = PEAK: 426 AVERAGE: 332	WOMEN = PEAK: 477 AVERAGE: 313

Technical Competence



Technical Judo ability encompasses all that is required to execute the right techniques at the right times. It refers to the quantity and quality of techniques available to the judoka, the tactical application of attacks and decision making in competition. The following questions illustrate the progression of technical capability where 'it' refers to the technique being considered.

Can Judoka...

...Do the technique?
Can Judoka do it
with consistency?

...Do the technique
with speed, accuracy
& consistency in
competitive Judo e.g
randori, contests?

...Do the
technique with
speed, accuracy,
consistency under
pressure and/
or fatigue in
competition?

...Do the
technique with
speed, accuracy,
consistency under
pressure and/or
fatigue, repeatedly
in international
competition?

-  Fundamentals
-  Judo Fundamentals
-  Competitive Judo
-  International Competitive Judo

3.2 Technical Guidelines - Minors/Sampling Stage

We encourage a focus on the following, which will be supported by the Club Coach and developed by utilising games & judo activities, the Kodokan Kodomo-no-kata syllabus (Prologue & grades 7, 6 & 5) and the Kai & Mon grade syllabus.

ATHLETIC MOVEMENTS:

Through Play, Fun Activities and Exercises

Fundamental Movements:

Pushing
Pulling
Squatting
Lunging
Jumping
Landing
Hip Hinge
Bracing
Rotating
Throwing
Catching
Accelerating
Decelerating

Performed with/in a dynamic posture (athletic stance)

Crawls (ground based locomotion):
Variety of “animal movements” such as bear crawls, shrimping, gorilla walks, inchworms etc

Gymnastic skills:
Rolling
Handstanding
Cartwheeling

FUNDAMENTAL JUDO MOVEMENTS:

Solo, then progress with compliant partner:
Postures –Dynamic (Shizentai) & Defensive (Jigotai)

Breakfalls (ukemi):
-Backward
-Forward falling
-Sideways
-Side rolling
-Forward rolling

Step Patterns:
-Walking step (ayumi-ashi) forward and backward.
-Shuffle Step (tsugi-ashi) forward, backward, sideways, circling.
½ Turn in pattern
½ turn away pattern
Full turn in pattern
Full turn away pattern

Introducing throwing:
Breaking partners balance (static > Moving)

Throw using turn in pattern
Throw using turn away pattern
Throw using foot sweep
Throw using partner initiated momentum (simple / straight line)
Throw using own initiated momentum (simple / straight line)



JUDO TECHNIQUES:

Standing Techniques:

Develop a range of throwing techniques ensuring that some techniques within each of the following groupings are developed:

- Hip Techniques (Koshi-waza)
- Hand Techniques (Te-waza)
- Foot Techniques (Ashi-waza)

With all throwing techniques ensure there is a focus on balance-breaking, correct positioning & correct throw execution.

Ground Techniques:



Develop a range of turning and pinning techniques. With all ground techniques ensure there is a focus on control, correct positioning and technique execution.

Develop a confidence for groundwork attack & defence by introducing a variety of ground based movements which can be performed solo, with a partner or through games & activities.



3.2 Technical Guidelines - Pre-Cadet/Progression Stage

We encourage a focus on the development of the following, supported by the Club Coach and developed by utilising judo activities & games, the Kodokan Kodomo-no-kata syllabus (grades 4,3,2,1), Mon grade syllabus and Ne-waza movement framework.

<p style="text-align: center;"><u>PROGRESSIVE ATHLETIC MOVEMENTS</u></p> <p>Looking to combine multiple athletic movements with variability in speed, control & partner interaction.</p>	<p style="text-align: center;"><u>PROGRESSIVE JUDO MOVEMENTS:</u></p> <p>Postures demonstrated in randori</p> <ul style="list-style-type: none"> -Dynamic (Shizentai) -Defensive (Jigotai) <p>Breakfalls (ukemi) with increasing dynamism & utilising a partner:</p> <ul style="list-style-type: none"> -Backward -Forward falling -Sideways -Side rolling -Forward rolling <p>Step Patterns with increasing dynamism, variety, and partner interaction:</p> <ul style="list-style-type: none"> -Walking step (ayumi-ashi) forward and backward. -Shuffle Step (tsugi-ashi) forward, backward, sideways, circling. -1/2 Turn in pattern -1/2 turn away pattern -Full turn in pattern -Full turn away pattern -Sweep & Reap step patterns (O-Soto / Ko-Soto / O-Uchi / Ko-Uchi) <p>Breaking Balance & Throwing:</p> <ul style="list-style-type: none"> -Breaking partners balance in multiple directions on the move -Turn in & throw -Turn Away & throw -Turn in & lift -Turn away & lift <p>Combine tachi-waza techniques:</p> <ul style="list-style-type: none"> -Rear > Forward -Rear > Rear -Forward > Rear -Forward > Forward <p>Solo Ne-waza movements:</p> <ul style="list-style-type: none"> -Leg circling -Back to bum balance -Back to 1 foot/1knee -Windscreen legs -Bridge -Shrimp -Salmon -Plank to sit through 	<p style="text-align: center;"><u>JUDO TECHNIQUE RANGE:</u></p> <p><u>Throwing Techniques:</u> Become competent across a wider range of throwing techniques ensuring multiple techniques across each of the following groupings are developed:</p> <ul style="list-style-type: none"> -Hip Techniques - Koshi-waza -Hand Techniques - Te-waza -Foot Techniques - Ashi-waza -Introduce Sacrifice Techniques - Sutemi-waza <p>With all throwing techniques ensure there is a focus on balance-breaking, correct positioning & correct throw execution.</p> <p><u>Ground Techniques:</u> Continue developing turning and pinning techniques whilst safely introducing choking and joint locking techniques.</p> <p>With all ground and transition techniques ensure a focus on control, correct positioning & technique execution.</p> <p><u>Ground based transition:</u> Round the world hold & escape:</p> <ul style="list-style-type: none"> -Kesa-Gatame (attempt escape with windscreen) -Ushiro Kesa Gatame (attempt escape with salmon) -Yoko Shiho Gatame (attempt escape with shrimp) -Mune Gatame (attempt escape with bridge & turn) -Tate-Shiho-Gatame (attempt escape with leg trap) -Kata-Gatame (attempt escape with bridge) -Kesa-Gatame  <p><u>Standing to Ground transitions:</u></p> <ul style="list-style-type: none"> -Throw > Pinning Technique -Throw > Turning Technique > Pinning Technique -Thrown > Pinning Technique -Thrown > Turning Technique > Pinning Technique
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3.2 Technical Guidelines - Cadet/Developing Athlete Stage

We encourage a focus on the development of the following, supported by Coaches and developed by utilising judo activities, the Mon, Kyu & Dan grade syllabus, the JudoScotland 5-4-3-2-1 Model & The Hajime-Matte Model.

JUDO TECHNICAL SKILLS

Continue to re-visit and refine technical & judo movement skills and use the hajime-matte model to understand key phases of a judo exchange.

Hajime – Grip Phase – Prep Phase – Attack Phase – Transition Phase – Ne-waza Phase – Matte

Gripping competence:



- Understand what grip you need and how to get to it
- Stabilise yourself, destabilise opponent
- 'Control space & distance': 'Keep or Close' when you want
- 'Control the strong side': control their dominant flank

Preparation competence:



- Lead the exchange to destabilise opponents
Balance, Stance, Posture using:
- Movement
 - Pressure & release of pressure
 - Threats, feints and attack combinations
 - Rhythm & timing

Attack competence:



- Scoring intent
- Use feel to make the right attack at the right time
- Unconditional commitment to throw
- Use evade, block & counter

Transition competence:

- Show intent to attack as exchange transitions to the mat.
- Make the "catch" to be able to start my ne-waza technique

Ne-waza competence:

- Control & pressure my opponent through the ne-waza technique.
- Progress & execute
OR
- Recycle & attack again.

DEVELOP AN ATTACKING SYSTEM

The JudoScotland 5-4-3-2-1 model can be used as AN EXAMPLE to develop an effective attacking system.

An attacking system is where attacks, or threat of attacks, work together to maximise the chance of throw success and Ippon.
(To be clear, JudoScotland are not discouraging use of other techniques from the Gokyo):

At least 1 technique from each of the following groupings could be used together in a system:

THE BIG 5:

Uchi-mata
Tai-otoshi
Seoi-nage
Osoto-gari
Uchi-gari

THE SMALL 4:

Kosoto-gari
Kouchi-gari
Sasae-tsurikomi-ashi / hiza-garuma
De-ashi-harai

THE DROP 3:

Sumi-gaeshi
Tomoe-nage
Seoi-otoshi

THE COUNTER 2:

Ura-nage
Tani-otoshi

THE ONE:

- Excellent Ne-waza:
Ability to control opponent & score from:
- Opponent on all 4's
 - Single leg caught position
 - On own back with opponent between legs
 - In between opponent legs

Ability to turn opponent from Rear Quarter, Front Quarter & Side

Technical understanding and competence in:

- Basic arm Strangle - Okuri eri jime (from the side)
- Basic Leg Strangle - Sangaku-jime (from the front)
- Basic Arm Lock - Juji-gatame (from the rear)

Ne-Waza randori principles, "The rule of 3":

1. Don't give up your back, attack.
2. Don't go between the legs, posture up & attack.
3. Don't settle for a single leg, turn defence to attack.



5
4
3
2
1



COMPETITION SKILLS

In addition to technical development we would encourage judoka at this stage to be introducing & progressing skills related to competition that can broadly be categorised as pre-event, in-event and post-event. These skills can be developed within and around their judo training session.

Pre-Event examples:

- Judoka understanding and involvement in decisions around:
- Event choices & purpose
- Training focus, load & intensity
- Managing other commitments (school, social, work, family)
- Understanding the competition day landscape.

In-Event examples:

- Clarity around comp day schedule
- Fuelling performance (food & drink)
- Appropriate Warm-Up
- Fight planning (opponent analysis/opponent awareness)
- Reading the scoreboard & managing the fight (when level, when ahead, when behind).

Post-Event Examples:

- Reviewing the day (What Went Well / What Went Wrong / SO WHAT!)
- Taking the learning into training.

3.2 Technical Guidelines - Junior > Senior/Athlete Stage

We suggest a focus on the development of the following, which will be supported by Coaches, Peer-to-Peer learning & Performance Support Services utilising a variety of judo frameworks (e.g Judo Tree, Hajime-Matte model, Prep Funnel model, REVS model, EWSAR, Win:Loss ratios)

CONTINUE TO RE-VISIT & REFINE TECHNICAL AND JUDO MOVEMENT SKILLS. UTILISE TRAINING & COMPETITION REVIEW TO INFORM FUTURE TECHNICAL DEVELOPMENT FOCUS

ADVANCE AN INDIVIDUAL ATTACK SYSTEM CAPABLE OF INTERNATIONAL SUCCESS

- Built around a major attacking threat - likely one of the BIG 5.
- Use other attacking & scoring threats in multiple directions and variety of heights.
- Develop and execute Gripping patterns, general variations & opponent specific variations.
- Develop and execute Transition strategy based on attack & defend options from personal attack system.
- Develop and execute Tactical strategies to win from level, ahead, behind & against variety of opponents.
- Transfer physical and behavioural competence into continuous technical development and winning performances.

54321 

REFINE COMPETITION SKILLS

TAKE OWNERSHIP OF KEY PRE-EVENT, IN-EVENT & POST-EVENT PROCESSES TO MAXIMISE:

1. Likelihood of successful outcome at each competition
2. Learning gained and taken forward into subsequent competitions

PRE-EVENT EXAMPLES:

Managing other commitments & wellbeing
Planning training & competition blocks
Managing & monitoring training load & intensity
Fuelling & Recovering from training
Managing bodyweight
Travel & Event logistics

IN-EVENT EXAMPLES:

Physical & Psychological Warm Up/Prep
Fight planning (opponent awareness/analysis)
In-Event recovery & re-focus
Managing state of arousal
Event nutrition and hydration strategy

POST-EVENT EXAMPLES:

Leading Event review
Leading Individual match reviews
Leading future training focus identification
Recognising & celebrating success
Ensuring post-event recovery

3.2 Technical Guidelines - 54321 Model

The 5-4-3-2-1 model can be used as an example framework to develop an effective attacking system. An attacking system utilises multiple attacks and threats of attack to maximise the chance of scoring Ippon. An effective system would see a judoka having at least 1 effective attack from each of the categories.

Big 5



1. O-soto-gari
2. O-uchi-gari
3. Seoi-nage
4. Tai-otoshi
5. Uchi-mata

Small 4



1. Ko-soto-gari
2. Ko-uchi-gari
3. Sasae-tsurikomi-ashi / Hiza-guruma
4. De-ashi-harai

Drop 3



1. Tomoe-nage
2. Sumi-gaeshi
3. Kata-guruma / Laats / Seoi-otoshi

Counter 2



1. Ura-Nage
2. Tani-otoshi

The One



1. Excellent Ne-waza



Behavioural Competence

Behavioural ability encompasses what we think, do, feel, and say in relation to our development and performance in-and-out of sport. It encapsulates the development of disciplined thought and action. e.g. the ability to plan, set goals, focus, reflect, reason, make decisions, solve problems, manage emotions, work with others, adhere to training programs, engage in focused practice, eat and sleep well. It is the essential discipline of working smart, and hard, in-and-out of sport which results in a judoka becoming increasingly Adaptable, Independent and Resilient (AIR).

Can Judoka...

...Train regularly, have fun and enjoy getting better?

...Work smart and hard through self-awareness and working with others?
Can they think about what they're doing well and what could be even better?

...Develop self-awareness, drive, direction & thinking skills to develop and perform?

...Apply self-awareness, motivation & thinking skills to develop and perform repeatedly in international competition?

-  Fundamentals
-  Judo Fundamentals
-  Competitive Judo
-  International Competitive Judo

3.3 Behavioural Guidelines - Minors/Sampling Stage

We encourage those supporting the judoka to assist in the development of the following skills by providing suitable experiences, environments, challenges and tasks to undertake & reflect on.

Minors / Sampling Stage	<u>Commitment</u>	<u>Understanding</u>	<u>Focus</u>	<u>Resilience</u>	<u>Building Relationships</u>	<u>Self Regulation</u>	<u>Reflection</u>	<u>Imagery</u>
Judoka can find solutions to a small set of problems, take responsibility for a small set of their decisions/ actions, and keep working towards a goal in the face of low levels of challenge	Judoka consistently attends training. Learns to self-start and overcome the easy option of not attending on occasion.	Judoka learns to listen and be guided by coach to become clear about what they need to do as they learn by doing.	Judokas learn to focus on the task in the moment.	Judoka experience challenges and develop courage through Judo. Judokas develop a sense of right and wrong.	Judokas learn to communicate and cooperate with others.	Judokas experience different emotions through Judo and life. They are exposed to planning for school or getting ready for training.	Judoka can reflect on how well they did at a task or how hard they tried. Marking themselves out of 10 for example.	Judoka can imagine executing a throw or a particular movement.

3.3 Behavioural Guidelines - Pre-Cadet/Progression Stage

We encourage those supporting the judoka to assist in the development of the following skills by providing suitable experiences, environments, challenges and tasks to undertake & reflect on.

Pre-Cadet / Progression Stage	<u>Commitment</u>	<u>Understanding</u>	<u>Focus</u>	<u>Resilience</u>	<u>Building Relationships</u>	<u>Self Regulation</u>	<u>Reflection</u>	<u>Imagery</u>
Judoka can find solutions to a reasonable range of problems, take responsibility for a reasonable range of their decisions/ actions, and keep working towards a goal in the face of medium levels of challenge	<p>Judoka consistently attends training and learns to self-reflect on effort and work-ethic in relation to progress.</p> <p>Judoka is willing to work on their weakness and develop strengths through engagement in purposeful practice and learning.</p>	<p>Judokas learn to check their understanding through questions and demonstrations to become clear about what they're trying to do and how to do it.</p> <p>Athletes are introduced to setting a few goals.</p>	<p>Judoka is willing to work on their weakness and develop through engagement in purposeful learning/ practice.</p> <p>Judoka's ability to focus is lasting longer.</p>	<p>Judoka experience challenges, setbacks, and uncertainty. Learn about themselves, their emotion, and their responses. They learn that they can cope and develop belief in themselves. Judoka's build awareness of values, a sense of what's important to them and others.</p>	<p>Judokas learn how their behaviour affects others and experience how to build & maintain relationships.</p>	<p>Judoka become aware of emotions and the need to manage them. 'Name it to tame it'. They learn about what can be controlled, what can't, and how to choose to react.</p> <p>Can complete things even when they don't want to e.g. training or homework</p> <p>Can persist in the face of difficulty, stick-at-it even when its extremely difficult.</p>	<p>Judoka can make sense of their own performances, good and bad. Realistically making sense of what happened and why.</p> <p>Judokas learn to reflect with others such as coaches or parents.</p>	<p>Judoka can imagine executing a sequence of techniques in a competition or randori.</p> <p>Judoka can use imagery to prepare for upcoming experiences or environments.</p>

3.3 Behavioural Guidelines - Cadet/Developing Athlete Stage

We encourage those supporting the judoka to assist in the development of the following skills by providing suitable experiences, environments, challenges and tasks to undertake & reflect on.

Cadet / Developing Athlete Stage	<u>Commitment & Motivation</u>	<u>Understanding & Goals</u>	<u>Focus</u>	<u>Resilience</u>	<u>Building Relationships</u>	<u>Self Regulation</u>	<u>Reflection</u>	<u>Imagery</u>
<p>Judoka can find solutions to lots of problems, take responsibility for lots of their decisions/ actions, and keep working towards a goal in the face of high levels of challenge</p>	<p>Judoka is working smart and hard and building a strong work-ethic.</p> <p>Judoka is passionate about improving and is demonstrating perseverance through purposeful practice and programs of development.</p> <p>Judoka is developing self-belief and clearer long-term ambitions.</p>	<p>Coaches support Judoka to create long and short-term goals with a detailed plan of how these will be achieved to maintain perspective, stay on track, and fulfil their ambition.</p>	<p>Judoka's ability to focus is lasting longer still.</p> <p>Judoka are learning re-focusing skills and distinguishing between 'noise' and relevant information.</p>	<p>Judoka are empowered through experience, grow from setbacks and challenges, can deal with uncertainty as they increase confidence in their ability to learn, adapt and cope.</p> <p>Judokas build an ethical character and a strong sense of self.</p>	<p>Judokas build and maintain relationships, learning when and how to seek support from others.</p> <p>Judokas build self-awareness and emotional intelligence.</p>	<p>Learn to manage their reactions to emotive situations such as foul play. Can positively self-soothe to bounce back from upset in the moment and after. Can assert themselves and exert controlled aggression when required.</p> <p>Can curb impulsive behaviours, assess risk, and understands impact of self-discipline on immediate versus delayed rewards.</p> <p>Can plan, self-organise, and prepare effectively.</p>	<p>Judokas learn to plan with tactical awareness and Judo intelligence.</p> <p>Judokas learn reflection-in-action: thinking on their feet during an experience, quickly analysing what's going on and acting immediately.</p> <p>Judokas learn reflection-on-action: thinking about what they did; why they did it that way? what alternatives were there? what need to change to make them use one of the alternatives? when & how will you know if you made the right decision?</p>	<p>Judoka can use imagery to refine techniques and project realistically into the future.</p>

3.3 Behavioural Guidelines - Junior > Senior/Athlete Stage

We encourage those supporting the judoka to assist in the development of the following skills by providing suitable experiences, environments, challenges and tasks to undertake & reflect on.

JNR>SNR / Athlete Stage	<u>Commitment, Motivation & Drive</u>	<u>Understanding & Goals</u>	<u>Focus</u>	<u>Resilience</u>	<u>Building Relationships</u>	<u>Self Regulation</u>	<u>Reflection</u>	<u>Imagery</u>
Judoka can find solutions to all problems, take responsibility for all of their decisions/ actions, and keep working towards a goal in the face of extreme levels of challenge	<p>The athlete has a clear ambition tied to performance and 'being the best they can be'. They are passionate about achieving their desired goal and demonstrate appropriate commitment, optimism, and self-belief.</p> <p>Judoka is conscientious, has a strong work ethic, knows what it takes to succeed and is prepared to do what it takes. They demonstrate persistence in achieving their goals despite obstacles.</p>	<p>Judoka co-create long and short-term goals with a detailed plan of how these will be achieved to maintain perspective, stay on track, and fulfil their ambition.</p> <p>Judoka is open to learning, and proactively seeks appropriate advice, feedback, and guidance.</p>	<p>Judoka can minimise internal and external 'noise' to establish, maintain and regain focus. They demonstrate appropriate attention and concentration, at the required time, to execute their skills.</p>	<p>Judoka can manage change and deal appropriately with setbacks, challenges, uncertainty, or adversity in their development. They have a positive sense of self-worth, effective problem-solving skills, and ability to positively self-soothe.</p> <p>Judokas understand themselves, have sense of self-worth, display humble confidence, can face the truth head on, resolve conflict and make considered, ethical decisions.</p>	<p>Judoka have built several positive relationships and are able to appropriately seek support from others. Communicate effectively in-and-out of Judo. Set high standards for self and others, inspires others, and acts as a role model.</p>	<p>Judoka has effective emotional control and behavioural regulation skills and can employ these under pressure to perform to their potential in-and-out of competitive Judo. Well planned, well organised with disciplined thought and actions.</p> <p>They can adapt in the moment, accepting what has passed and re-focus on what has still to come. Judoka can 'let go' to deal effectively with changing situations and adapt their game plan.</p> <p>Judoka is not 'overthinking' or 'underthinking' prior to action. They demonstrate 'sporting intelligence' and make effective decisions through good tactical knowledge, awareness, self-awareness, and anticipation.</p>	<p>Judokas demonstrate accurate awareness of their strengths, weaknesses, values, motivations, emotions and learning preferences. They can use this awareness to realistically evaluate their performance and development.</p> <p>Judoka use reflect-in-action and reflection-on-action to identify learning and refine performance, planning for training and competition.</p>	<p>Judokas use effective, controllable imagery techniques to improve development and performance.</p>

Appendices

4.2 Appendix Performance Programme

*Based on data from Scottish International Soccer Year 10 results
Strength Benchmarks - Performance Mile Standards

Exercise	Uppercase -60 and -66	middleweight -73, -81 and -90	Lowerweight -97, -105 and -114
Back Squat	Goal = 100kg Score = 120kg Benchmark = 130kg	Goal = 120kg Score = 140kg Benchmark = 150kg	Goal = 80kg Score = 100kg Benchmark = 110kg
Deadlift	Goal = 200kg Score = 220kg Benchmark = 240kg	Goal = 220kg Score = 240kg Benchmark = 260kg	Goal = 150kg Score = 170kg Benchmark = 180kg
Barbell Press	Goal = 100kg Score = 120kg Benchmark = 140kg	Goal = 120kg Score = 140kg Benchmark = 160kg	Goal = 80kg Score = 100kg Benchmark = 110kg
Put Up Shoulders + Additional Weight	Goal = 100kg Score = 120kg Benchmark = 140kg	Goal = 120kg Score = 140kg Benchmark = 160kg	Goal = 80kg Score = 100kg Benchmark = 110kg

Desired in Yr 1

Year	1	2	3	4	5	6	7	8	9	10	11	12
1	27	33	39	45	51	57	63	69	75	81	87	93
2	33	39	45	51	57	63	69	75	81	87	93	99
3	39	45	51	57	63	69	75	81	87	93	99	105
4	45	51	57	63	69	75	81	87	93	99	105	111
5	51	57	63	69	75	81	87	93	99	105	111	117
6	57	63	69	75	81	87	93	99	105	111	117	123
7	63	69	75	81	87	93	99	105	111	117	123	129
8	69	75	81	87	93	99	105	111	117	123	129	135
9	75	81	87	93	99	105	111	117	123	129	135	141
10	81	87	93	99	105	111	117	123	129	135	141	147
11	87	93	99	105	111	117	123	129	135	141	147	153
12	93	99	105	111	117	123	129	135	141	147	153	159

Above Critical Level

Below Critical Level

34

4.1 Appendix

Purpose of JudoScotland Performance Development Programmes

(All programmes should help to develop the person, through judo, to have a positive impact on their life)

JudoScotland Programme	Performance Programme	Performance Potential Programme	Talent Development Squad	The 'A'-Team (Additional Training Environments & Activity for Members)
<p>Primary Programme Purpose</p>	<p>Support international medallists to meet selection for European Championships, World Championships & Olympic Games.</p> <p>Support judoka to deliver optimum performance & to medal at JNR/SNR Major Championships.</p>	<p>Support judoka to progress to winning international senior tour medals.</p> <p>Support judoka to qualify for & medal at Commonwealth Games.</p> <p>Support access to training & competition experiences & environments necessary for continued performance development.</p>	<p>Support the development of technical, physical & behavioural skills that enhance the judokas likelihood of arriving at a positive destination AND prepare those judoka who choose to pursue performance judo to do so successfully.</p> <p>Support access to training & competition experiences & environments necessary for continued competitive development.</p>	<p>Provide access to additional training environments for JudoScotland pre-cadet & cadet members interested in competing, with potential to compete or that are currently competing.</p>

4.2 Appendix

Performance Programme Physical Benchmarks

*Based on data from Scottish International senior tour medallists from past two decades.

Strength Benchmarks - Performance Male Standards:

Exercise	Lightweight -60 and -66	Middleweight -73, -81 and -90	Heavyweight -100 and 100+
Back Squat	Gold = 150kg Silver = 140kg Bronze = 130kg	Gold = 170kg Silver = 155kg Bronze = 130kg	Gold = 233kg Silver = 190kg Bronze = 160kg
Deadlift	Gold = 200kg Silver = 170kg Bronze = 140kg	Gold = 220kg Silver = 190kg Bronze = 150kg	Gold = 260kg Silver = 230kg Bronze = 200kg
Bench Press	Gold = 105kg Silver = 100kg Bronze = 95kg	Gold = 135kg Silver = 123kg Bronze = 105kg	Gold = 158kg Silver = 140kg Bronze = 125kg
Pull Up (Bodyweight + Additional Weight)	Gold = 126kg Silver = 120kg Bronze = 113kg	Gold = 145kg Silver = 140kg Bronze = 135kg	Gold = 168kg Silver = 156kg Bronze = 145kg



4.2 Appendix

Performance Programme Physical Benchmarks

Male 1RM or p.1RM Relative Strength Benchmarks (kg/B.W.)

	Rank	Clean	Squat	Deadlift	Bench	Pull Up	
	10	1.50	2.00	2.25	1.60	1.60	Gold Standard
	9	1.40	1.90	2.15	1.50	1.50	
Desired in Yr 3	8	1.30	1.80	2.05	1.40	1.40	Above Critical Level
	7	1.20	1.70	1.95	1.30	1.30	Critical Level
Desired in Yr 2	6	1.10	1.60	1.85	1.20	1.20	
	5	1.00	1.50	1.75	1.10	1.10	
Desired in Yr 1	4	0.90	1.40	1.65	1.00	1.00	
	3	0.80	1.30	1.55	0.90	0.90	Below Critical Level
	2	0.70	1.20	1.45	0.80	0.80	Critical Level
	1	0.60	1.10	1.35	0.70	0.70	

4.2 Appendix

Performance Programme Physical Benchmarks

*Based on data from Scottish International senior tour medallists from past two decades.

Strength Benchmarks - Performance Female Standards:

Exercise	Lightweight -48 and -52	Middleweight -57, -63 and -70	Heavyweight -78 and 78+
Back Squat	Gold = 105kg Silver = 83kg Bronze = 70kg	Gold = 116kg Silver = 92kg Bronze = 77kg	Gold = 110kg Silver = 102kg Bronze = 95kg
Deadlift	Gold = 101kg Silver = 96kg Bronze = 90kg	Gold = 138kg Silver = 110kg Bronze = 85kg	Gold = 150kg Silver = 139kg Bronze = 128kg
Bench Press	Gold = 60kg Silver = 55kg Bronze = 47kg	Gold = 84kg Silver = 67kg Bronze = 55kg	Gold = 72kg Silver = 65kg Bronze = 60kg
Pull Up (Bodyweight + Additional Weight)	Gold = 87kg Silver = 70kg Bronze = 60kg	Gold = 95kg Silver = 85kg Bronze = 75kg	Gold = 100kg Silver = 90kg Bronze = B.W.



4.2 Appendix

Performance Programme Physical Benchmarks

Female IRM or p.IRM Relative Strength Benchmarks (kg/B.W.)

	Rank	Clean	Squat	Deadlift	Bench	Pull Up	
	10	1.25	1.75	2.00	1.25	1.25	Gold Standard
	9	1.15	1.65	1.90	1.15	1.15	
Desired in Yr 3	8	1.05	1.55	1.80	1.05	1.05	Above Critical Level
	7	0.95	1.45	1.70	0.95	0.95	
Desired in Yr 2	6	0.85	1.35	1.60	0.85	0.85	
	5	0.75	1.25	1.50	0.75	0.75	
Desired in Yr 1	4	0.65	1.15	1.40	0.65	0.65	
	3	0.55	1.05	1.30	0.55	0.55	Below Critical Level
	2	0.45	0.95	1.20	0.45	0.45	
	1	0.35	0.85	1.10	0.35	0.35	

4.2 Appendix

Performance Programme Physical Benchmarks

Conditioning Benchmarks - 2km Row Performance Male Standards:

Exercise	Lightweight -60 and -66	Middleweight -73, -81 and -90	Heavyweight -100 and 100+
2km Row	Gold = 7:09 Silver = 7:15 Bronze = 7:28	Gold = 6:37 Silver = 6:53 Bronze = 7:07	Gold = 6:22 Silver = 6:42 Bronze = 6:58

Conditioning Benchmarks - 2km Row Performance Female Standards:

Exercise	Lightweight -48 and -52	Middleweight -57, -63 and -70	Heavyweight -78 and 78+
2km Row	Gold = 8:05 Silver = 8:24 Bronze = 8:33	Gold = 7:19 Silver = 7:52 Bronze = 8:10	Gold = 7:24 Silver = 7:33 Bronze = 7:42

4.2 Appendix

Performance Programme Physical Benchmarks

Male Aerobic Benchmarks (VO2max/kg)

	Rank	60	66	73	81	90	100	100+	
	10	65	63	62	59	57	55	45	Gold Standard
	9	63	61	60	57	55	53	43	
Desired in Yr 3	8	61	59	58	55	53	51	41	Above
	7	59	57	56	53	51	49	39	Critical
Desired in Yr 2	6	57	55	54	51	49	47	37	Level
	5	55	53	52	49	47	45	35	
Desired in Yr 1	4	53	51	50	47	45	43	33	
	3	51	49	48	45	43	41	31	Below
	2	49	47	46	43	41	39	29	Critical
	1	47	45	44	41	39	37	27	Level

4.2 Appendix

Performance Programme Physical Benchmarks

Female Aerobic Benchmarks (VO₂max/kg)

	Rank	48	52	57	63	70	78	78+	
	10	65	63	62	59	57	55	45	Gold Standard
	9	63	61	60	57	55	53	43	
Desired in Yr 3	8	61	59	58	55	53	51	41	Above
	7	59	57	56	53	51	49	39	Critical
Desired in Yr 2	6	57	55	54	51	49	47	37	Level
	5	55	53	52	49	47	45	35	
Desired in Yr 1	4	53	51	50	47	45	43	33	
	3	51	49	48	45	43	41	31	Below
	2	49	47	46	43	41	39	29	Critical
	1	47	45	44	41	39	37	27	Level

4.2 Appendix

Performance Programme Physical Benchmarks

30:15 Performance Male Standards

Excercise	Lightweight -60 and -66	Middleweight -73, -81 and -90	Heavyweight -100 and 100+
30:15	Gold = Peak: 547, Ave: 368 Silver = Peak: 524, Ave: 358 Bronze = Peak: 501, Ave: 327	Gold = Peak: 690, Ave: 522 Silver = Peak: 668, Ave: 468 Bronze = Peak: 638, Ave: 419	Gold = Peak: 734, Ave: 550 Silver = Peak: 692, Ave: 496 Bronze = Peak: 651, Ave: 442

30:15 Performance Female Standards

Excercise	Lightweight -48 and -52	Middleweight -57, -63 and -70	Heavyweight -78 and 78+
30:15	Gold = Peak: 316, Ave: 228 Silver = Peak: 311, Ave: 223 Bronze = Peak: 306, Ave: 219	Gold = Peak: 426, Ave: 332 Silver = Peak: 377, Ave: 284 Bronze = Peak: 327, Ave: 238	Gold = Peak: 477, Ave: 313 Silver = Peak: 427, Ave: 293 Bronze = Peak: 378, Ave: 274

4.2 Appendix

Performance Programme Physical Benchmarks

Male and Female Anaerobic Benchmarks (Watts/kg)

Rank	Men PP	Men AP	Women PP	Women AP
10	8	5.5	7	4.5
9	7.5	5.3	6.5	4.3
8	7	5.1	6	4.1
7	6.5	4.9	5.5	3.9
6	6	4.7	5	3.7
5	5.5	4.5	4.5	3.5
4	5	4.3	4	3.3
3	4.5	4.1	3.5	3.1
2	4	3.9	3	2.9
1	3.5	3.7	2.5	2.7

Gold Standard

**Above
Critical
Level**

**Below
Critical
Level**

Desired in Yr 3

Desired in Yr 2

Desired in Yr 1

4.3 Appendix - Performance Programme Language:

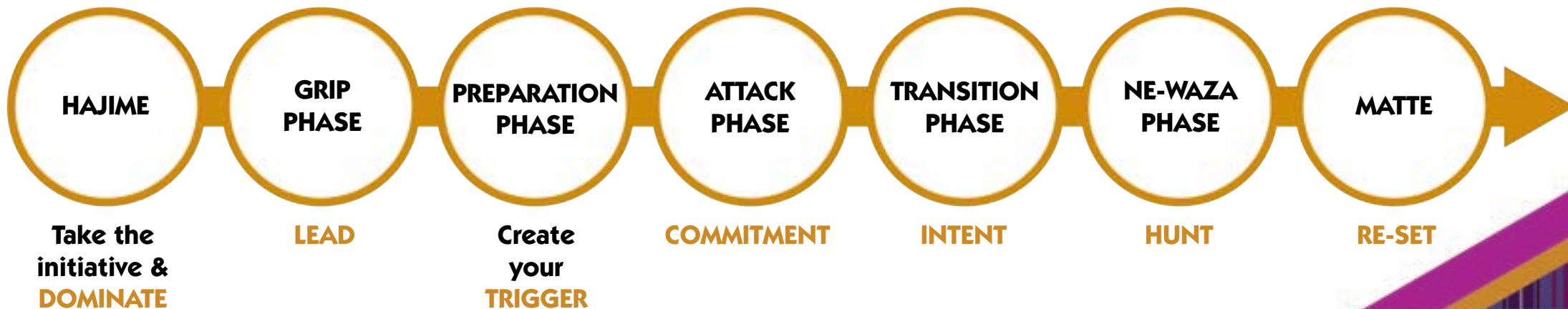
DOMINATE – LEAD – TRIGGER – COMMITMENT – INTENT – HUNT – RE-SET

Hajime-Matte Model

The Hajime-Matte Model shows the key phases of an exchange from the start “Hajime” until the end “Matte”
Not all exchanges will go through every phase before matte, but all exchanges follow this order or flow.

The JudoScotland language “Key Words” are descriptors for the behaviour, action or intent required at/between phases to give best chance of success in each phase, the best chance of successful outcome in the exchange and ultimately the best chance of winning the fight.

The model is shown below and then clarity around what the JudoScotland language means follows.
The Key Words that will be heard within the practice, or from the coaching chair at events are highlighted in **GOLD**.



4.3 Appendix - Performance Programme Language:

DOMINATE – LEAD – TRIGGER – COMMITMENT – INTENT – HUNT – RE-SET

1. TAKE INITIATIVE & **DOMINATE** THE GRIP:

- BE FIRST - PROACTIVE ROUTE TO MY OWN PREFERRED GRIP
- OPPONENT DOESN'T HAVE THEIR PREFERRED GRIP
- 1-0, 2-0 OR 2-1 (BISCHOF HANDS ON SCORING SYSTEM)
- I AM COMFORTABLE – THEY ARE UNCOMFORTABLE
- I **CONTROL THE SPACE**

2. TO **LEAD** THE EXCHANGE:

- WHILE MAINTAINING **CONTROL OF THE SPACE/DISTANCE** I...
- INITIATE MOVEMENT
- DE-STABILISE OPPONENT
- MAKE ACTIONS THAT GET RE-ACTIONS

TOOLS AT MY DISPOSAL TO HELP ME LEAD:

- MY OWN MOVEMENT
- PRESSURE & RELEASE OF PRESSURE
- TENSION & RELAXATION
- FEINTS, FLINCHES & TWITCHES
- DIRECT CONTACT WITH MY OPPONENT
- THREATEN AND/OR CHANGE THE SPACE

4.3 Appendix - Performance Programme Language:

DOMINATE – LEAD – TRIGGER – COMMITMENT – INTENT – HUNT – RE-SET

3. TO CREATE YOUR TRIGGER:

WHILE LEADING THE EXCHANGE I AM LOOKING TO CREATE THE REACTION FROM MY OPPONENT THAT GIVES ME THE OPPORTUNITY TO MAKE MY EFFECTIVE ATTACK. I COULD BE LOOKING FOR THEM TO...

- STEP OR MOVE IN A CERTAIN DIRECTION
- CREATE A SPECIFIC BODY SHAPE OR ANGLE (CHANGE OF POSTURE OR STANCE)
- PUSH ON OR PULL AWAY
- TENSE UP (AND RELAX)
- DROP OR RAISE THEIR BODYWEIGHT (CENTRE OF MASS)
- LOSE & ATTEMPT TO RECOVER THEIR BALANCE

4. COMMITMENT TO THE ATTACK:

WHEN MY ATTACK IS DONE WITH COMMITMENT...

- I KEEP MY HANDS ON THE KIT (EVEN WHEN I MEET RESISTANCE)
- THE ATTACK "TRAVELS" (MOVEMENT THROUGH MY OPPONENT OR DRIVE IN THE DIRECTION OF THE THROW)
- MY HIPS ARE "THROUGH", "UP" OR "IN"
- THERE IS CONTINUATION OF ATTACK EVEN IF THE INITIAL ATTACK FAILS
- I SCORE (OR I GET SCORED ON).

WHEN MY ATTACK LACKS COMMITMENT...

- I RELEASE A HAND (OR BOTH HANDS) FROM MY OPPONENTS KIT
- THE ATTACK IS STATIC OR "ON THE SPOT"
- MY HIPS ARE KINKED BACK
- THERE IS NO CONTINUATION IF THE ATTACK FAILS
- I DON'T SCORE

4.3 Appendix - Performance Programme Language:

DOMINATE – LEAD – TRIGGER – COMMITMENT – INTENT – HUNT – RE-SET

5. INTENT IN THE TRANSITION PHASE MEANS:

- WHETHER I AM ATTACKING OR DEFENDING IN THE THROW I AM LOOKING TO MAKE A NEWAZA OPPORTUNITY AS THE CONTEST TRANSITIONS TO THE MAT
- I COMMIT TO BEING ON TOP OR GETTING ON TOP AS THE FIGHT GOES TO THE MAT
- I AM LOOKING TO MAKE THE “CATCH” THAT I REQUIRE TO START TO EXECUTE MY NEWAZA THREAT
- I LOOK TO CREATE SOMETHING IN NE-WAZA EVEN IF THERE IS NOTHING OBVIOUS THERE

6. HUNT NE-WAZA:

- I FOLLOW THE PROCESS - CATCH > CONTROL > PRESSURE > PROGRESSION > EXECUTE (OR RECYCLE)
- I KEEP TO THE NE-WAZA “3 RULES”
1 – DON’T GIVE UP YOUR BACK / 2 – DON’T GO BETWEEN THE LEGS / 3 – DON’T SETTLE FOR A SINGLE LEG.
- I FOCUS ON ALWAYS PRESSURING & BEING IN CONTROL OF OPPONENT
- IF I MUST DEFEND I LOOK FOR ANY OPPORTUNITY TO TURN DEFENSE TO ATTACK
- I KEEP LOOKING TO SCORE UNTIL THE REFEREE CALLS “MATTE”
- I DO NOT STAND UP BEFORE THE REFEREE SAYS “MATTE”

7. RE-SET & FOCUS:

WHEN THE EXCHANGE COMES TO AN END I USE THE TIME BETWEEN “MATTE” & “HAJIME” TO RE-SET & FOCUS ON THE NEXT EXCHANGE.

REGARDLESS OF THE OUTCOME OF THE PREVIOUS EXCHANGE I RETURN POSITIVELY TO THE PROCESS OF
DOMINATE – LEAD – CREATE THE TRIGGER – COMMITMENT – INTENT – HUNT

4.4 Appendix

WHY AND HOW: The 4 W's Review

Reflection is central to all learning experiences, enabling individuals to act in a deliberate and intentional way. The term reflective practice is used to describe “a process of thinking and doing through which I become more skilful”

Training or contest review processes are forms of reflective practice the purpose of which is to help a judoka to become more skilled.

The 4W's review is a simple process that can be used to quickly identify overall strengths & weaknesses of a performance (at training or competition) based primarily on what you had planned & then how it felt.

In essence you ask yourself **4 W** questions;
What was my **WORK** on? What went **WELL?** What went **WRONG?** So **WHAT** will I do now?

It's likely you would use the **4 W's** review in the first few hours after the event and it can be helpful to talk it through with a coach who has seen the event.

It can be useful to record the main points from the review so you can refer to them later on.

4.4 Appendix

Level 1: The 4 W's Review

Ask yourself the following questions - and try to be as specific as you can with your answers...

What was my <u>WORK</u> on?	<p>What were the things I was going into the performance looking to deliver?</p> <p>These could be techniques, gripping strategies, the pace or intensity of the performance etc.</p>
What went <u>WELL</u>?	<p>What did I do well or successfully?</p> <p>This could be in preparation for the performance (such as my weight management, my warm up or my fight planning etc).</p> <p>OR</p> <p>During the performance (such as my gripping, my attack rate, my movement & attack preparation, commitment to my attacks, my intent in transition & ne-waza etc).</p>
What went <u>WRONG</u>?	<p>What could I have done better? Where were mistakes made?</p> <p>If you could have the contest again what would you do to make sure these things didn't happen again?</p>
So <u>WHAT</u> (now)?	<p>Given that you have identified some things that went well and some things that need to improve what are you actually going to do about it?</p> <p>What will be changed, amended or focused on in your training to reinforce the good stuff and to progress the areas that were identified that need improvement?</p>

4.5 Appendix

WHY AND HOW: Assess-Plan-Do-Review

The **Assess, Plan, Do, Review** cycle) is a way of informing a period of activity and can be used for a short period such as a single training session or a longer period such as a 4-year Olympic cycle or an annual plan.

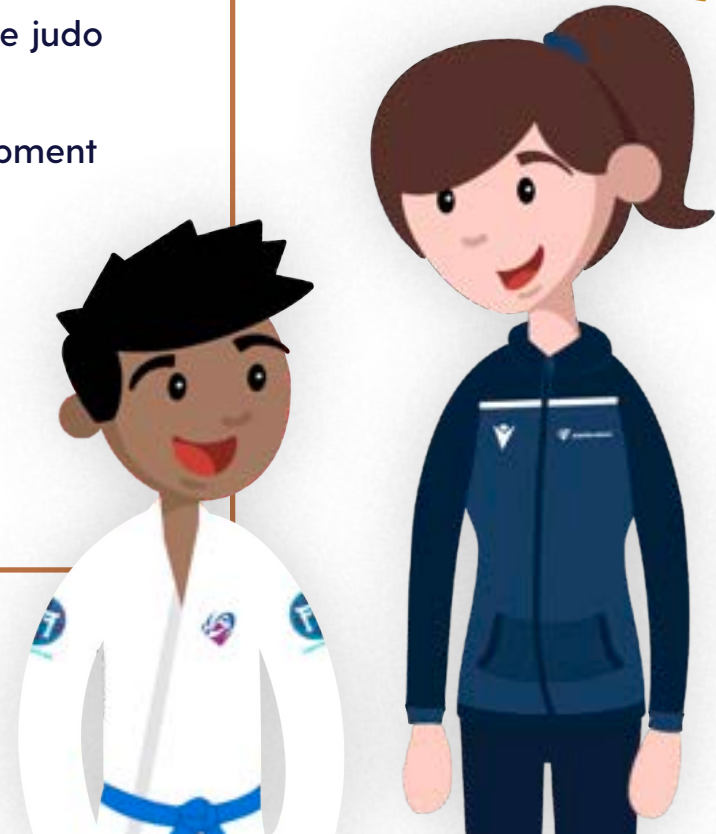
One way to use an Assess-Plan-Do-Review process could be for annual planning.

You could ask judoka to think about:

- Their Long-term Goal(s) or targets
- “The Person” – Their activity & development out-with or alongside judo
- “The Judoka” – Their technical & tactical development & results
- “The Athlete” – Their physical & performance behavioural development

Encourage judoka to make well informed decisions by triangulating information from 3 types of sources if they can:

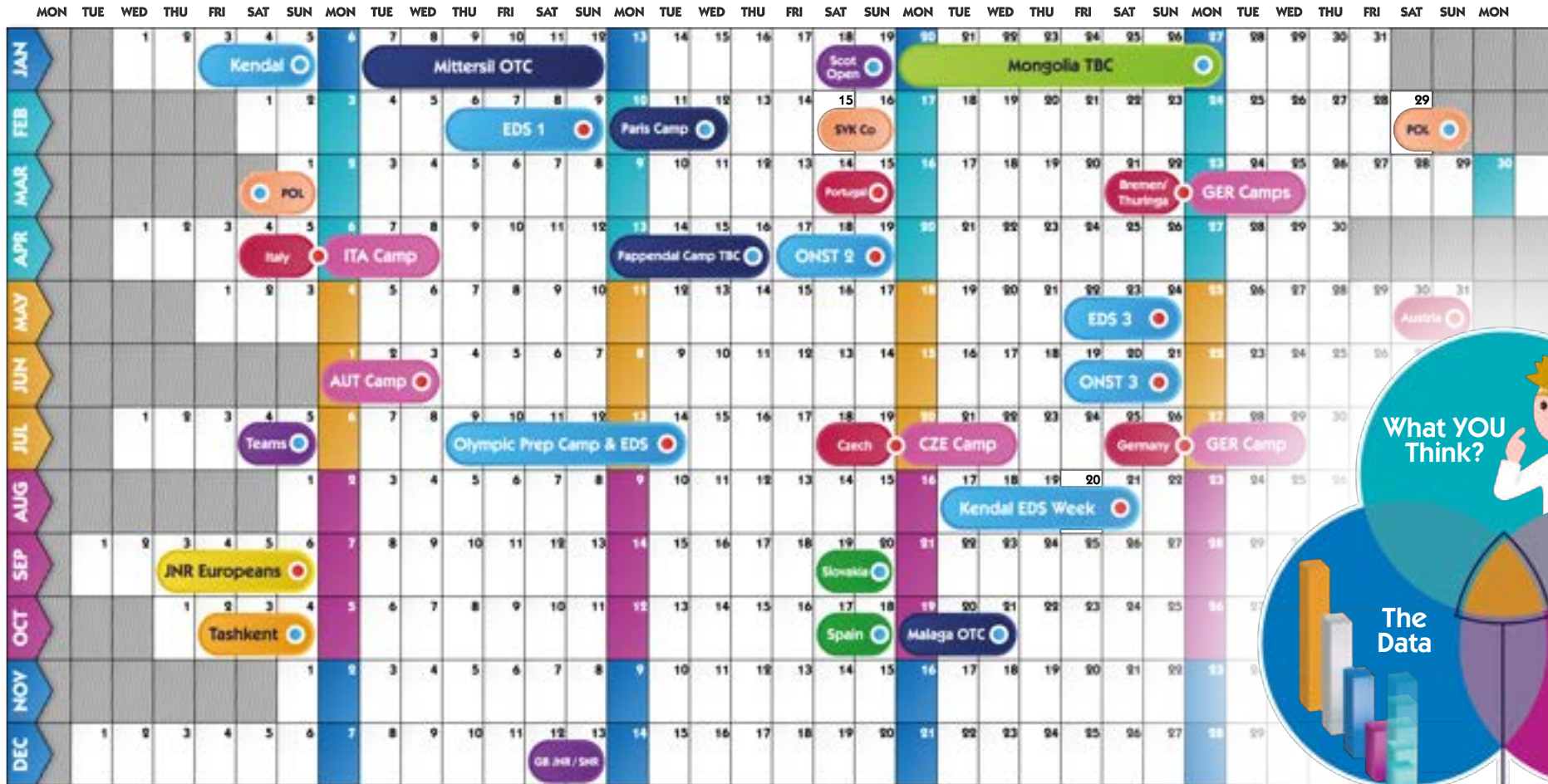
1. Their own thoughts and opinions
2. Input from their coaches and support team
3. Any data available



4.5 Appendix

Assess-Plan-Do-Review

Example Annual Planner

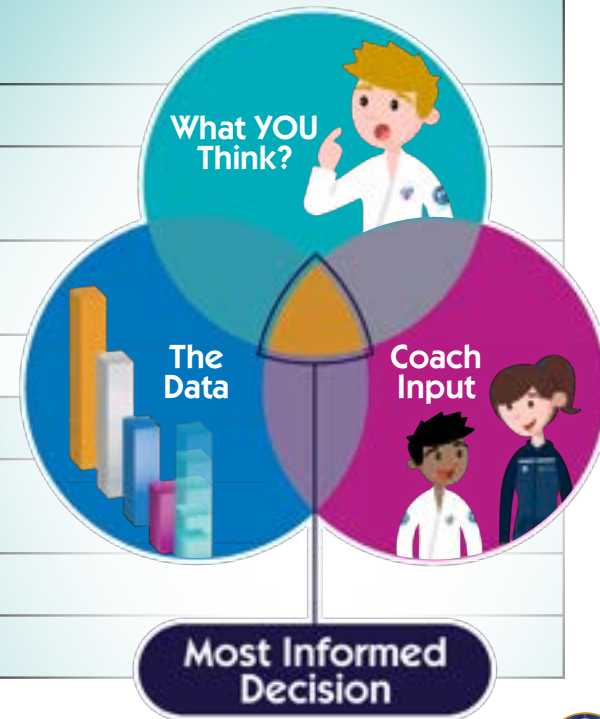


- Domestic
- Champs
- Grand Prix
- SNR Euro Cup
- DOM Camp
- JS Programme Funded (TBC)
- Other INT
- Grand Slam
- Euro Open
- JNR Euro Cup
- JNR Camp
- SNR Camp
- GB Programme

4.5 Appendix

Assess-Plan-Do-Review

Long Term Goals: World & Olympic Medallist / Have Medalled at Every Major Event (Euro/World/Commonwealth/Olympic)	
This Year's Goals:	Look to set 1-3 goals in each area. Have a mixture of performance & development goals. Make them SMART (Specific, Measurable, Attainable, Realistic, Timed). Identify how you will measure them.
"The Person" (Alongside my judo this year I am going to...)	1. FINISH 3RD YEAR AT UNI ON TRACK TO GET A 1ST (MIN 2:1) & BEGIN 4TH YEAR WITH SAME GOAL
	2. DEVELOP COACHING SKILLS - COMPLETE LEVEL 1 COACHING BY END OF THE YEAR
"The Judoka" (This year I am going to achieve / develop...) MEASURE VIA VIDEO ANALYSIS	1. CONFIRM STRATEGY VS RH OPPONENTS WHO POST LEFT (MEASURE VIA ESA RATIO VS THESE PLAYERS)
	2. DEVELOP BETTER USE OF PRESSURE THROUGH GRIPPING DOMINANCE
	3. LINK GRIPPING & ATTACK PHASE (COACH QUESTION - WHAT DO YOU MEAN BY THIS? HOW DO WE MEASURE THIS?).
	4. DEVELOP ADDITIONAL NEWAZA SCORING TECHNIQUE (ADDITIONAL TO SANGAKU) MEASURE VIA SCORES IN CONTEST IN NEWAZA
	5. WIN JNR EUROPEAN CHAMPS MEDAL IN 2020
"The athlete" (This year I am going to...)	1. IMPROVE JUDO SPECIFIC MAT BASED FITNESS (GET 2KM ROW TIME UNDER 8 MINS)
	2. HIT MW WOMEN SILVER STANDARDS FOR ALL STRENGTH MARKERS (AIM FOR 58KG BENCH / 82KG SQUAT / 103KG DEADLIFT)



4.6 Appendix

WHY AND HOW: My Team - The Relationship Mapping Tool

“My Judo, My Team” – Mapping Tool

Step 1. Start to think about the people who support you on your judo journey. If it helps you could have a look at the list of possible people below. Who are they? How do they support you? How often do you interact with them? How important do you feel they are for you?

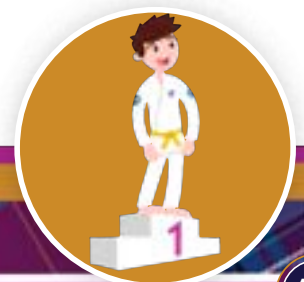
Step 2. List the people who you feel make up your support team at the moment. If you can, list those that provide the most support first.

Step 3. Use the sheet of paper with the judogi in the middle – This is you!

Step 4. For each person that supports your judo draw a circle with their name and their role written inside it. The more often you interact with that person the closer their circle should be to your judogi. The more important you feel they are to your development the larger the circle should be.

Step 5. Now you have a visual representation of “Your Team”. Does it feel about right? Is there any person or any area you think are missing? What could you do to change that? Who or where could you source the support you think you need to add?

Step 6. You can use this idea to review your team at any stage. You might want to re-do it every year. Or you may want to re-visit it when you get access to additional support or services you didn't used to have. The most important thing is for you to be clear on what “YOUR TEAM” looks and feels like and to take control of it so that you get the most from those around you.

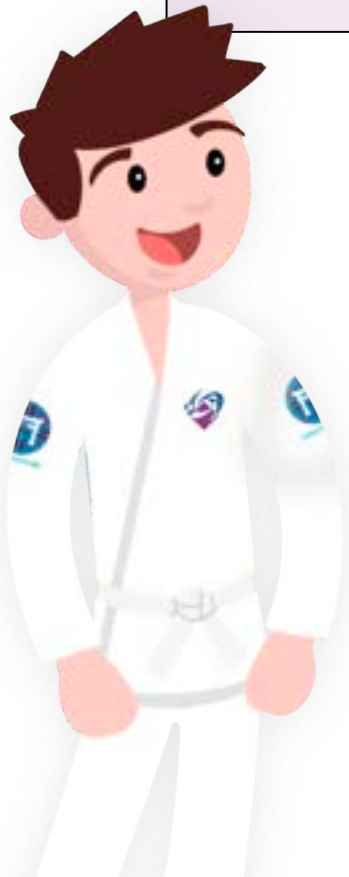


4.6 Appendix

My Team - Relationship Mapping Tool

Who May Be Part Of My Support Team?		
FAMILY	PHYSICAL PREPARATION COACH	PERFORMANCE ANALYST
FRIENDS	PHYSIOTHERAPIST	TRAINING GROUP / PARTNERS
CLUB COACH(ES)	DOCTOR	AGENT
NATIONAL COACH(ES)	NUTRITIONIST	MEDIA OFFICER
TEACHERS / LECTURERS	PHYSIOLOGIST	PERFORMANCE DIRECTOR / TEAM MANAGER
EMPLOYERS	PERFORMANCE PSYCHOLOGIST	SURGEON
SPONSORS	PERFORMANCE LIFESTYLE ADVISOR	FUNDING ORGANISATIONS

Which of the Above Are Part Of My Support Team?



4.6 Appendix

My Team - Relationship Mapping Tool

How vital to my judo development & how often do I interact with them?

(Draw the circle larger for those that are more vital / Draw the circle closer to you for those you interact most often with)





4.7 Appendix

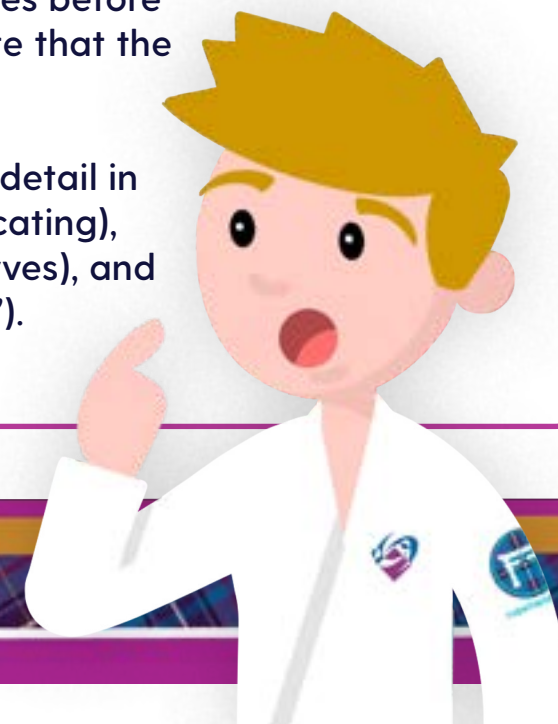
Mental Prep Funnel - WHY AND HOW

Mental preparation is a key process for training and competing - when done well, it should help judoka to feel a sufficient degree of **CLARITY**, **CONTROL** and **CONFIDENCE** in what they are about to do.

Some of the signs that a judoka's mental preparation might benefit from development include them: feeling flat, feeling too revved up, taking a while to get going, having a 'busy brain', having a 'foggy brain', rushing, finding it difficult to stick to a goal or plan, missing opportunities, and being inconsistent.

To be mentally ready to compete against different opponents in different contests and different events, most judoka will therefore benefit from an effective pre-performance routine. In this regard, the **PREP FUNNEL** offers a framework to help judoka plan for how they would like to **FEEL** at different phases before performing, then consider what they can **DO** and **THINK** about to achieve this (note that the tool can also be used for training).

While different judoka will need or prefer more or less phases - and more or less detail in these phases - it is generally sensible to **KEEP IT SIMPLE** (e.g., to avoid over-complicating), **KEEP IT REALISTIC** (e.g., if the judoka often feels nervous, plan to cope for these nerves), and **KEEP IT 'EVIDENCE BASED'** (i.e., reflective of 'what works' or 'what could likely work').

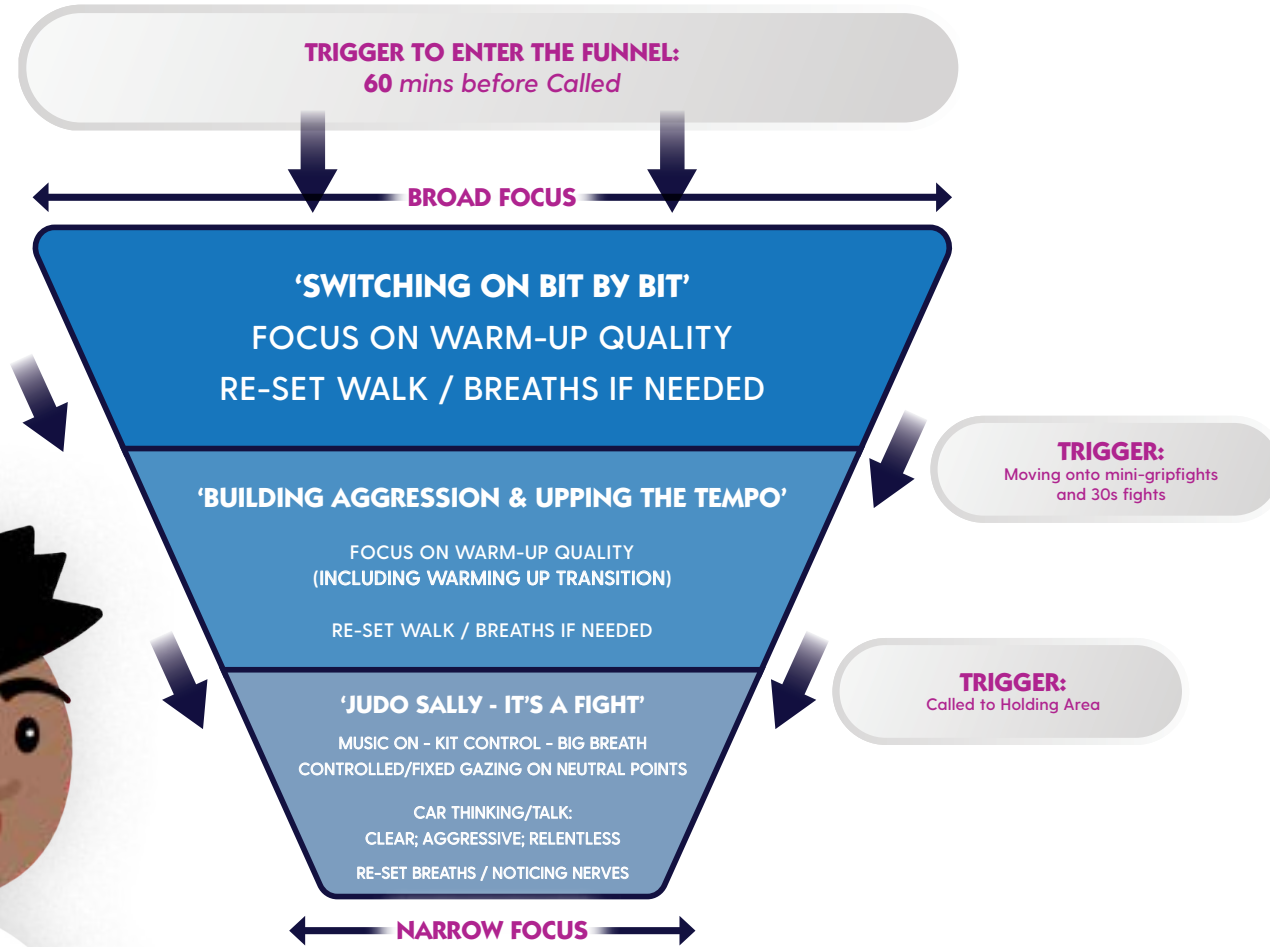
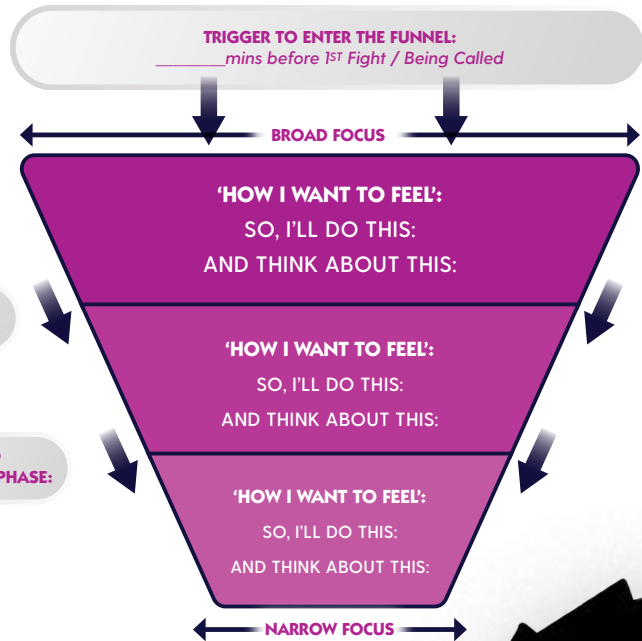




4.7 Appendix The Prep Funnel

SC Preparation Funnel

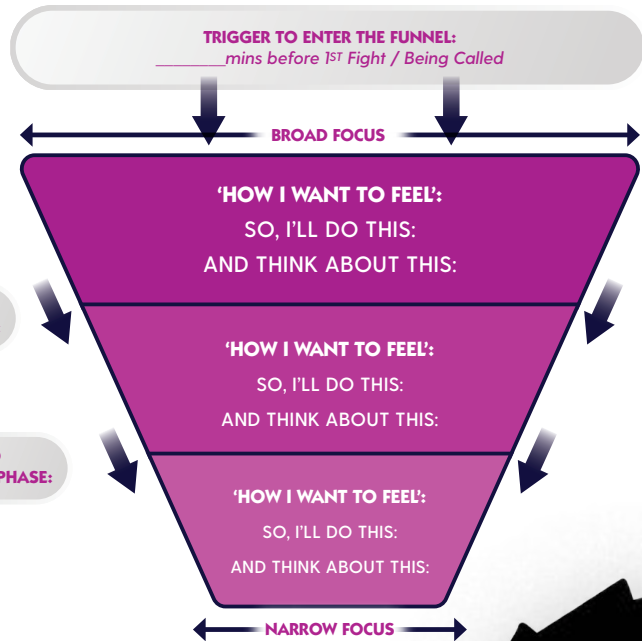
CONFIRM PARTNER FOR WARM-UP BEFORE ARRIVING AT VENUE



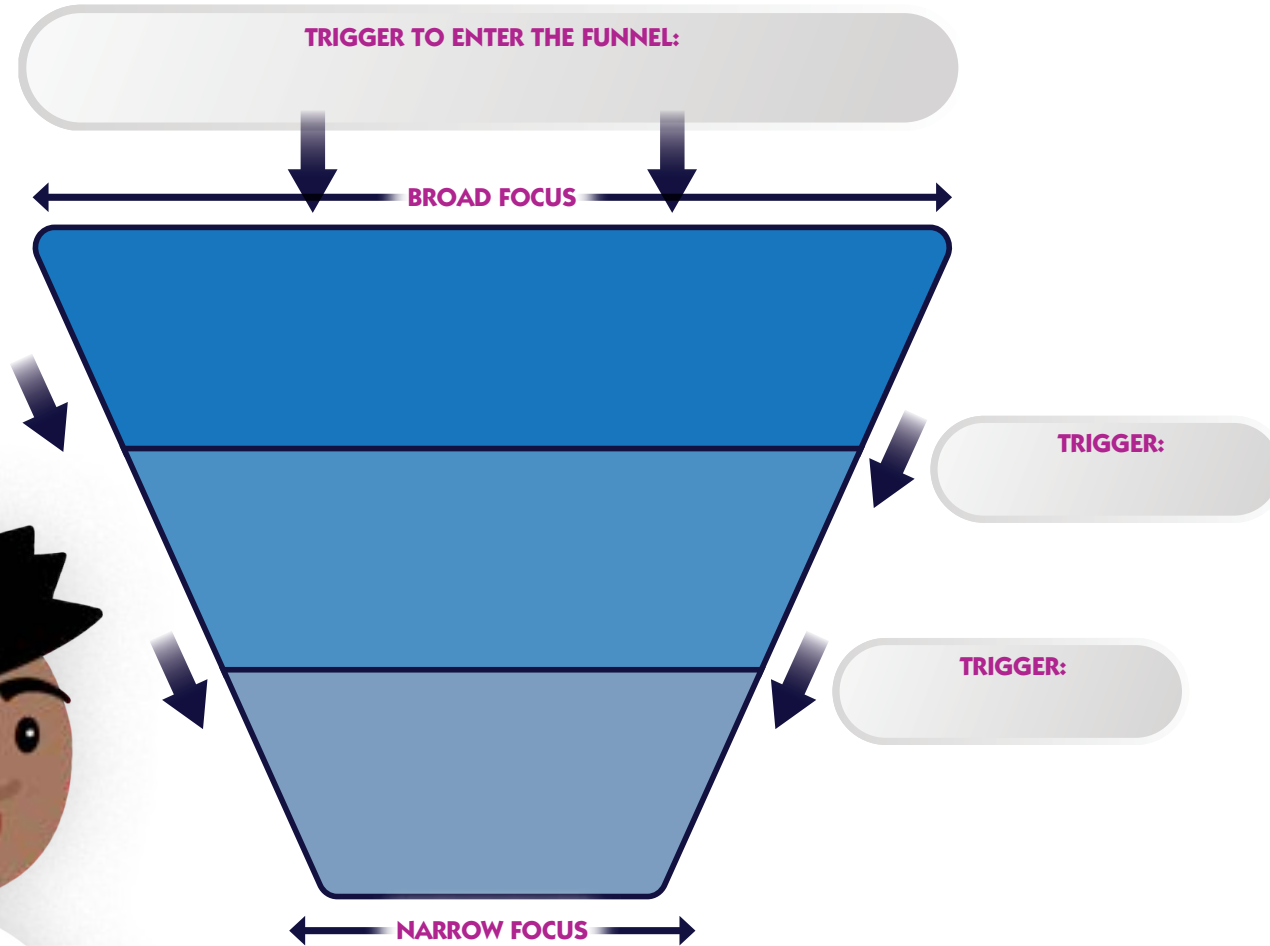


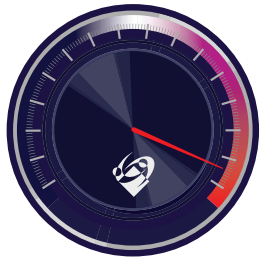
4.7 Appendix

The Prep Funnel



Your Preparation Funnel





4.8 Appendix

WHY AND HOW:

Managing Revs (Mental Energy)



GREY MATTERS

As well as mental skills and routines for use on competition day, mental preparation can be extended to the **DAYS AND WEEKS** leading up to competition. In this respect, much of a judoka's performance 'on the day' can be linked to what happened 'before the day'.

More specifically, the degree of clarity, control and confidence that a judoka has when competing can be significantly influenced by the **MENTAL ENERGY** or **MENTAL RESERVES** that they bring into it. One of the main reasons for this pattern is that emotions and decision-making (two major parts of competing) typically require judoka to engage in energy-demanding, **SELF-CONTROL** processes.

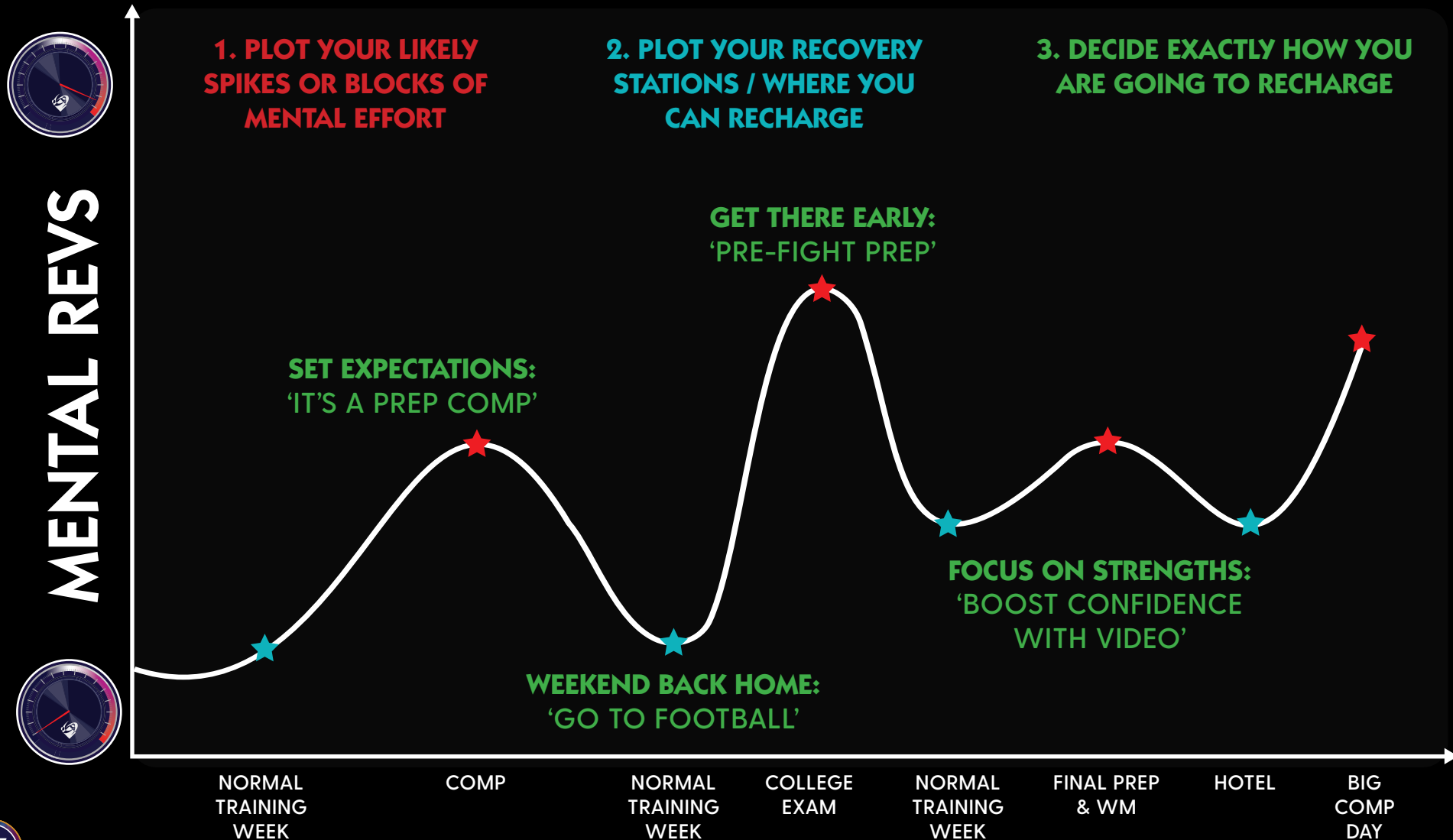
Given the importance of having enough mental fuel to manage thoughts and feelings, the **MENTAL REVS PLANNER** offers one way for judoka to plot their likely (or desired) energy usage in the period leading up to competing (or training).

In particular, focus will sensibly be placed on how much energy the judoka anticipates using at different points, but also identifying where there are chances to conserve or replenish energy levels and how this can be done best. Note the value in considering mental demands in both judo and non-judo (e.g., education) contexts given that all will ultimately draw on the same reserves.

4.8 Appendix

Performance Psychology

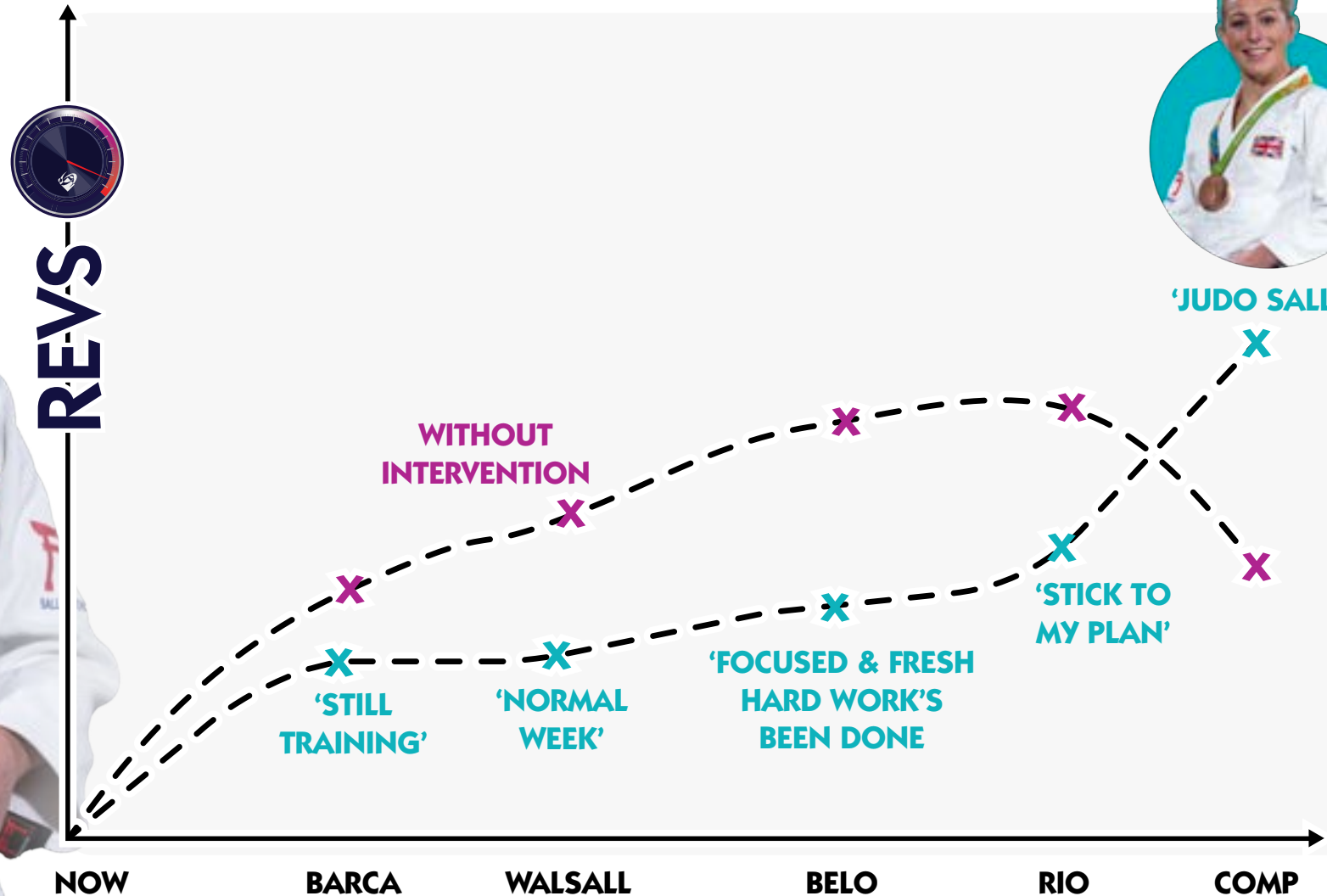
Managing Revs (Mental Energy)



4.8 Appendix

Performance Psychology

Managing Revs (Mental Energy)





GREY MATTERS

4.9 Appendix

WHY AND HOW: Challenge Planning

Extending mental preparation even further, a judoka's development and achievements in the long term also hinge on the degree to which they are ready to take on the **'BIGGER PICTURE'** challenges of progressing in the sport.

More specifically, judoka will benefit from being prepared to manage the sport's most **'COMMON AND CRITICAL CHALLENGES'**, which include training volume and intensity, input from coaches, injury (or injury risks), managing weight, relationships with other judoka, relationships with others involved in their judo (e.g., family), personal and others' expectations, balance with non-judo priorities and activities (e.g., education), finances, key events and competition schedules, and selection processes.

Being equipped to take on each challenge will depend on its **PERCEIVED SCALE** at a given moment. For example – and using the analogy of someone who can't swim and isn't too keen on water – a particular challenge at a particular time may be viewed as a **PADDLING POOL**, a **SWIMMING POOL**, or a **CHOPPY OCEAN** (i.e., less to more taxing or 'scary').

Based on the perceived scale, decisions can then be made on what **MENTAL SKILLS** and **SUPPORT** that the judoka might need to overcome the challenge; or, if it might not be overcome this time, to **LEARN** something from the process of having a go.

4.9 Appendix

Challenge Planning



GREY MATTERS

1. What **CHALLENGE** has the judoka got coming up?



2. What **SCALE** do **THEY** see it on?



3. What **MENTAL SKILLS** will they need to overcome it or learn?



4. If they've got those mental skills, how can they be **PRIMED**?

6. **AND/OR:** does the **SCALE** of the **CHALLENGE** need to be adjusted (down or up) to maximise growth?



5. If they don't have those mental skills, how can they be **DEVELOPED**?

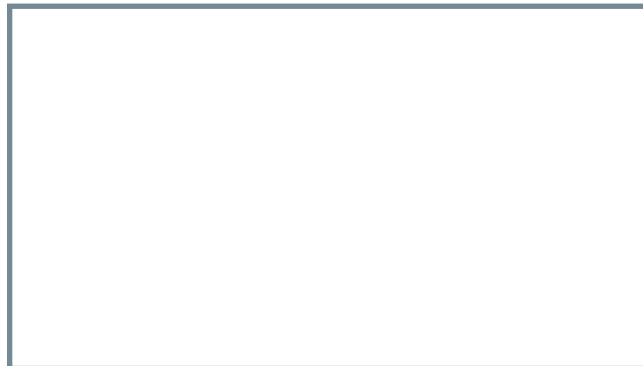


5.0 Appendix

Behavioural Tools Chat

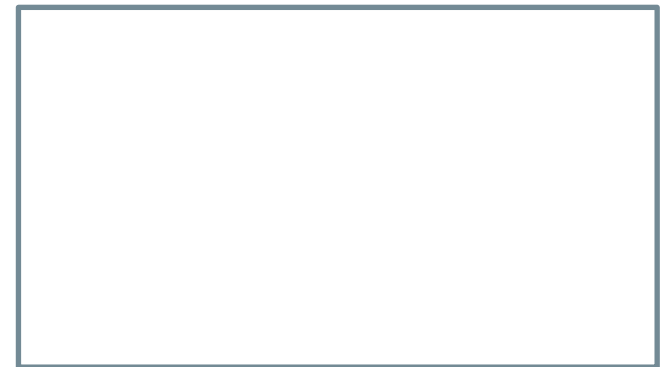
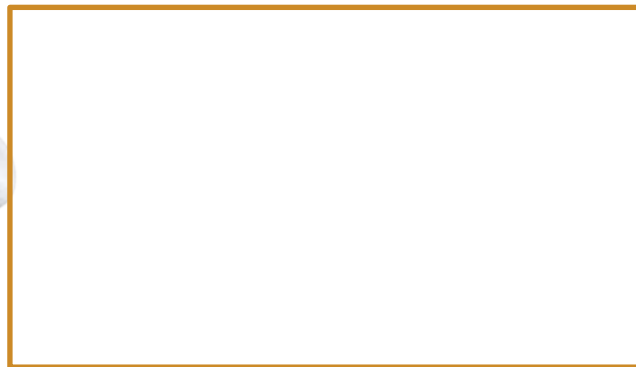
Sally Conway

Click Each Section to Play Audio



5.0 Appendix

Behavioural Tools Chat Sally Conway



Behavioural Tools Chat

Sally Conway

Full Conversation

5.1 Appendix



Glossary:

ASHI-WAZA	FOOT TECHNIQUES	KO-UCHI-GARI	SMALL INNER REAP
AYUMI-ASHI	ORDINARY PATTERN OF WALKING	KOSHI WAZA	HIP TECHNIQUES
DAN	BLACK BELT RANK	KO-SOTO-GARI	SMALL OUTER REAP
DE-ASHI-BARAI/HARAI	FORWARD FOOT SWEEP	KUMIKATA	GRIPPING METHODS
HAJIME	BEGIN	KUZUSHI	UNBALANCING THE OPPONENT
HIZA-GURUMA	KNEE WHEEL	KYU	STUDENT RANK (SENIOR GRADE)
IPPON	ONE/FULL POINT	MAE	FORWARD, FRONT
JIGOTAI	DEFENSIVE POSTURE	MAE-UKEMI	FALLING FORWARD
JUDOKA	ONE WHO STUDIES JUDO	MATTE	STOP
JUJI-GATAME	CROSS LOCK	MON	JUNIOR GRADE (8 – 15 YEARS)
KAESHI-WAZA	COUNTER TECHNIQUES	MUNE-GATAME	CHEST HOLD
KAI	JUNIOR GRADE (5 - 7 YEARS)	NAGE	THROW
KAKE	COMPLETION OR EXECUTION OF TECHNIQUE	NAGE-NO-KATA	FORMS OF THROWING
KANSETSU-WAZA	JOINT LOCKING TECHNIQUES	NAGEKOMI	REPETITIVE THROWING PRACTICE
KATA	FORMS	NAGE-WAZA	THROWING TECHNIQUES
KATA	SHOULDER	NE-WAZA	TECHNIQUES ON THE GROUND
KATA-GURUMA	SHOULDER WHEEL	OKURI-ERI-JIME	SLIDING COLLAR STRANGLE
KATA-GATAME	SHOULDER HOLD	OSAEKOMI-WAZA	PINNING TECHNIQUES
KATAME-NO-KATA	FORMS OF GRAPPLING	O-SOTO-GARI	LARGE OUTER REAP
KESA-GATAME	SCARF HOLD	O-UCHI-GARI	LARGE INNER REAP
KODOKAN	JUDO INSTITUTE IN TOKYO WHERE JUDO WAS FOUNDED	RANDORI	FREE PRACTICE
KODOMO-NO-KATA	FORMS FOR CHILDREN	REI	BOW

RENRAKU-WAZA	COMBINATION TECHNIQUES	TSUKURI	ENTRY INTO A TECHNIQUE, POSITIONING
RITSUREI	STANDING BOW	UCHIKOMI	REPEATED PRACTICE WITHOUT COMPLETION
SANKAKU-JIME	TRIANGULAR STRANGLE	UCHI-MATA	INNER THIGH REAPING THROW
SASAE-TSURIKOMI-ASHI	SUPPORTING-FOOT-LIFT-PULL THROW	UKE	PERSON RECEIVING THE TECHNIQUE
SEOI-NAGE	SHOULDER THROW	UKEMI	BREAKFALL TECHNIQUES
SEOI- OTOSHI	DROPPING SHOULDER THROW	URA-NAGE	BACK THROW
SHIAI	CONTEST	USHIRO-KESA-GATAME	REVERSE SCARF HOLD
SHIME-WAZA	CHOKING TECHNIQUES	USHIRO-UKEMI	FALLING BACKWARD
SHINTAI	MOVING FORWARDS, SIDEWAYS & BACKWARDS	YOKO	SIDE
SHISEI	POSTURE	YOKO-SHIHO-GATAME	SIDE-LOCKING FOUR CORNER HOLD
SHIZENTAI	NATURAL POSTURE	YOKO-UKEMI	FALLING SIDEWAYS
SUMI-GAESHI	CORNER THROW	ZAREI	KNEELING SALUTATION
SUTEMI-WAZA	SACRIFICE TECHNIQUES		
TACHI-WAZA	STANDING TECHNIQUES		
TANI-OTOSHI	VALLEY DROP		
TAI-OTOSHI	BODY DROP		
TAI-SABAKI	BODY CONTROL, TURNING		
TATE-SHIHO-GATAME	STRAIGHT FOUR-CORNER HOLD		
TE-WAZA	HAND TECHNIQUES		
TOMOE-NAGE	CIRCULAR THROW		
TORI	PERSON PERFORMING A TECHNIQUE		
TSUGI-ASHI	WALKING BY BRINGING ONE FOOT UP TO ANOTHER		

Acknowledgements



6.0 Acknowledgements

Some of the principles, frameworks and approaches detailed in the JudoScotland Player Development Framework have been informed by the work of the following experts, partners, colleagues and organisations:

- **Grey Matters Performance Ltd**
- **Stuart Ferrier (Performance Pathway and Talent Manager, sportscotland Institute of Sport)**
- **Fighting Films**
- **The International Judo Federation**
- **French Judo Federation**
- **The Kodokan**
- **British Judo Association**
- **Sport for Life**
- **Coaches and Athletes across the JudoScotland and British Judo communities**

#SportForLife



6.1 Sources / Further Reading

PODCASTS

- The Coaching Discourse Podcast. S2 Episode 6: The Role of Challenge in Athlete (and Coach) Development.

BOOKS

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- Sport Psychology Essentials (2022). Human Kinetics. Collins, D. & Cruickshank, A.

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- Developing the potential of young people in sport: A report for **sportscotland** by the University of Edinburgh
<https://sportscotland.org.uk/about-us/our-publications/archive/developing-the-potential-of-young-people-in-sport/>
- The International Judo Federation (IJF) Academy: The Arts and Sciences of Judo, Volume 1, 2021: Validity of competitive judo performance; Collective insights from the Japanese judo coaching community;
[The First Edition of the Arts and Sciences of Judo Online Journal / IJF.org](https://www.ijf.org/en/ijf-press-releases/ijf-press-release-2021-01-20-1)

WEBSITES

- The Kodomo-No-Kata: <https://www.britishjudo.org.uk/my-judo/kata/kata-resources/>
- Sport for Life: <https://sportforlife.ca/long-term-development/>
- Understanding Athletic Development & Physical Preparation: <https://www.ukcoaching.org/resources/coach-learning-framework/understanding-athletic-development/understanding-athletic-development>
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