





MISSION STATEMENT

We strive to maintain the teachings of KODOKAN JUDO and to practice and teach judo in the physical, mental and spiritual way formulated by the late DR. JIGORO KANO. Judo means "Gentle Way". It is the elevation of an art to principle through:

- Developing the maximum efficient use of body and mind
- Developing self respect and respect for others
- Developing self control and rational thought
- Development of a sense-knowledge to enable the judoka to judge his or her own efforts in order to diminish the effect of victory or defeat, and to develop a concept that all experienced is a positive learning process.

Our mission is to provide an opportunity to develop physically with confidence in their abilities; to learn sportsmanship; to test their physical attributes; while developing positive attitudes and respect for themselves and others

A Letter To Our Students

Dear Student,

As one of our newest members, I'd like to personally welcome you to the exciting world of martial arts. Along with receiving some of the best instruction in martial arts, you can also take advantage of the weight training facility to increase strength, cardio vascular conditioning and flexibility. Our instructors are here to answer any questions you may have during your development and the pursuit of your fitness goals.

As you continue to study at Judokaa Martial Arts, you will find that your decision to join us will reward you in many ways that you may have never thought of. You'll find that most of the students here could tell you of the many personal benefits that they themselves, or their children, have experienced through martial arts training practice. I have personally seen and experienced this growth through myself and my family. My son Matt has travelled all over the world participating in both national and international tournaments and training camps; while I have met and accomplished my own goals by becoming a NCCP certified coach; thus allowing me to open my own club.

If at any time you have a special concern or question, please do not hesitate to ask myself or one of the other Senseis (instructors). We take pride and interest in everyone of our students and will be glad to help in any way possible. Our family-like atmosphere is enjoyed by all members of the club.

Again, thank you for choosing Judokaa Martial Arts, and welcome to the club.

Sincerely,

Sensei Kevin Ausman,
Head Sensei and Owner,
Judokaa Martial Arts

Judokaa Martial Arts Club Instructors

Judokaa Martial Arts Club Rules

1. All judokas will bow both on entering and leaving the mat area.
2. If arriving late, stand off the matted area until you are invited on.
3. All jewellery must be removed before training.
4. Personal cleanliness is a must. Keep fingernails and toenails short; keep feet clean.
5. All judokas must wear a clean judogi.
6. Students will at all times conduct themselves with courtesy, both inside and outside the dojo.
7. Students will not criticize other students.
8. If class has begun, any student wishing to leave the mat area must ask for permission.
9. Always wear footwear off the mats.
10. Excessive loudness and laughter in the dojo is not allowed.
11. Do not use profanity.
12. Always look after your junior.
13. Refrain from misusing your knowledge of judo.
14. Keep your temper at all times.
15. All blackbelts, while on the mats, must be called "Sensei".

History of Judo

Judo is a modern martial art and combat sport created in Japan in 1882 by Kano Jigoro. Its most prominent feature is its competitive element, where the object is to either throw or takedown one's opponent to the ground, immobilize or otherwise subdue one's opponent with a grappling maneuver, or force an opponent to submit by joint locking or by executing a strangle hold or choke. Strikes and thrusts by hands and feet as well as weapons defences are a part of judo, but only in pre-arranged forms (*kata*) and are not allowed in judo competition or free practice (*randori*).

The Founder and the Roots of Judo

The early history of judo is inseparable from its founder, Japanese polymath and educator Kanō Jigorō (1860–1938). Kanō was born into a relatively affluent family. He had an academic upbringing and, from age seven, he studied English, and the Shisho (the Four Confucian Texts) under a number of tutors. When he was fourteen, Kanō began boarding at an English-medium school, Ikuei-Gijuku in Shiba, Tokyo. The culture of bullying endemic at this school was the catalyst that caused Kanō to seek out a jūjutsu dōjō at which to train.

Early attempts to find a jūjutsu teacher who was willing to take him on were met with little success. With the fall of the Tokugawa shogunate in the Meiji Restoration of 1868, jūjutsu had become unfashionable in an increasingly westernised Japan. Many of those who had once taught the art had been forced out of teaching or become so disillusioned with it that they had simply given up. Nakai Umenari, an acquaintance of Kanō's father and a former soldier, agreed to show him *kata*, but not to teach him. The caretaker of his father's second house, Katagiri Ryuji, also knew jūjutsu, but would not teach it as he believed it was no longer of practical use. Another frequent visitor Kanō's father's house, Imai Genshiro of Kyūshin-ryū school of jūjutsu also refused. It was to be several years later until he finally found a willing teacher.

In 1877, while a student at the Tokyo-Kaisei school (soon to become part of the newly-founded Tokyo Imperial University), Kanō learned that many jūjutsu teachers had been forced to pursue alternative careers, frequently opening Seikotsu-in, traditional osteopathy practices). After inquiring at a number of these, Kano was referred to Fukuda Hachinosuke (c.1828–c.1879), a teacher of the Tenjin Shin'yō-ryū of jūjutsu, who had a small nine mat dōjō where he taught five students. Fukuda is said to have emphasized technique over formal exercise, sowing the seeds of Kanō's emphasis on randori (free practice) in jūdō.

On Fukuda's death in August 1879, Kanō, who had become his keenest and most able student in both randori and *kata* (pre-arranged forms), was given the *densho* (scrolls) of the Fukuda dōjō. Kanō chose to continue his studies at another Tenjin Shin'yō-ryū school, that of Iso Masatomo (c.1820–1881). Iso placed more emphasis on the practice of *kata*, and entrusted randori instruction to assistants, increasingly to Kanō. Iso died in June 1881 and Kanō went on to study at the dōjō of Iikubo Tsunetoshi (1835–1889) of Kitō-ryū. Like Fukuda, Iikubo placed much emphasis on randori, with Kitō-ryū having a greater focus on *nage-waza* (throwing techniques).

History of Judo (continued)

The Kodokan

In February 1882, Kanō founded a school and dōjō at the Eisho-ji, a Buddhist temple in what was then the Shitaya ward of Tokyo (now the Higashi Ueno district of Taitō ward). Iikubo attended the dōjō three days a week to help teach and, although two years would pass before the temple would be called by the name Kōdōkan (place for expounding the way), and Kanō had not yet received his Menkyo (certificate of mastery) in Kitō-ryū, this is now regarded as the Kōdōkan's founding.

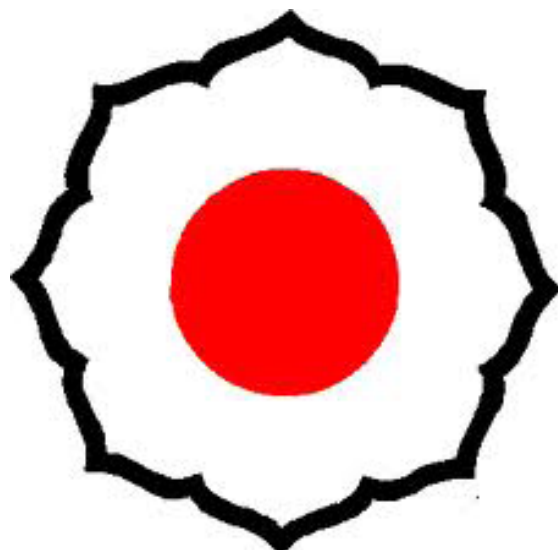
The Eisho-ji dōjō was a relatively small affair, comprising a 12 mat training area. Kanō took in resident and non-resident students, the first two being Tomita Tsunejirō and Saigō Shirō. In August, the following year, the pair were granted shodan grades, the first that had been awarded in any martial art.

Judo v.s. Jūjutsu

Central to Kanō's vision for jūdō were the principles of seiryoku zen'yō (maximum efficiency, minimum effort) and jita kyōei (mutual welfare and benefit). He illustrated the application of seiryoku zen'yō with the concept of jū yoku gō o seisu (softness controls hardness).

Kanō realised that, while seiryoku zen'yō was initially conceived as a practical concept of jūjitsu, it had a wider philosophical application. This, coupled with the Confucianist-influenced jita kyōei shaped his development of his art from its jūjutsu origins. Kanō rejected techniques that did not conform to these principles and emphasised the importance of efficiency in the execution of techniques. He was convinced that practice of jūjitsu while conforming to these ideals was a route to self-improvement and the betterment of society in general. He was, however, acutely conscious of the public's perception of jūjitsu.

Kanō believed that Jūjutsu was insufficient to describe his art: although Jutsu means "art" or "means", it implies a method consisting of a collection of physical techniques. Accordingly, he changed the second character to "dō", meaning way, road or path, which implies a more philosophical context than jutsu and has a common origin with the Chinese concept of tao. Thus Kanō renamed it Jūdō.



Basic Terminology

COUNTING

One	..... Ichi
Two	..... Ni
Three	..... San
Four	..... Shi
Five	..... Go
Six	..... Roku
Seven	..... Shichi
Eight	..... Hachi
Nine	..... Ku
Ten	..... Ju

HONOURIFICS

Teacher	.... Sensei
Senior	.... Senpai
Junior	.... Kohai

EXPRESSIONS

Yes	..... Hai
No	..... Iie
Please	..... Dozo
Start	..... Hajime
Stop	..... Yate

COMPETITION

Full Point	..... Ippon
Half Point	..... Waza Ari
Almost Waza Ari	..... Yuko
Penalty	..... Shido
Disqualification	..... Hansoku Make
Bow	..... Rei
Continue	..... Yoshi
Hold Down	..... Osaekomi
Broken Hold Down	..... Osaekomi Toketa
Time is Up	..... Sore Made

IN CLASS

School	..... Dojo
Belt	..... Obi
Uniform	..... Gi/Judogi
Right	..... Migi
Left	..... Hidari
Front	..... Mae
Backwards	..... Ushiro
Breakfalls	..... Ukemi

Forms	..... Kata
Attention	..... Kyotsuki
Yell of Spirit	..... Kiai
Free Practice	..... Randori
Stand-Up Practice	..... Tachi Waza
Ground Technique Practice	..... Ne Waza Randori
Throwing Practice	..... Nagi Waza

Repeated Practice	..... Uchikomi
Person performing the technique	..... Tori
Person receiving the technique	..... Uke

The Dojo

(The place of training)

A dojo, like a home, is a safe and nurturing environment where judokas grow and learn. How we treat its surroundings and its members can be reflected in one's development as a judoka. All dojos should be treated with pride and respect.

The Roles of the Judoka

The instructing *sensei* or teacher has complete authority over the class while on the mats. The *judoka* or students, must abide to the teachings and instructions of the *sensei*. *Senpais*, or senior students, take responsibility for the progress of their *kohais*, or juniors, and help out with instructing and training.

Senseis and Senpais are accountable to see that the standard of Judo is kept rising steadily. Their instructions are to be obeyed *but* must produce results for the overall betterment of the kohai, the team, and most importantly -- the dojo. In addition, Senseis and senpais never give reasons for their instruction. The kohais are left to find out the reasons for themselves as they progress. This will make them more capable as they advance in judo, giving them the ability to spot and correct faults of other kohais when they become senseis and/or senpais.

Kohais have the responsibility of accepting the teaching and instructions of their senseis and senpais. They are to understand that their senseis and senpais are responsible for their growth and development and therefore kohais are to remain obedient to their seniors' words.

The Atmosphere of the Dojo

Although the dojo is a place of learning and discipline, Judokaa Martial Arts emphasizes the importance of keeping a light, cheerful and humorous atmosphere. By doing so, members will feel that they are contributing to the dojo and will be more willing to lend a helping hand and take on responsibilities.

Courtesies

Bowing

We begin and end our judo training session with a bow, or *rei*. Bowing is the manifestation of our sincerity and of the respect we have for our opponent. The best bows are those in which the feeling of both sides seem to match exactly and everyone's bows occurs at precisely the same moment.

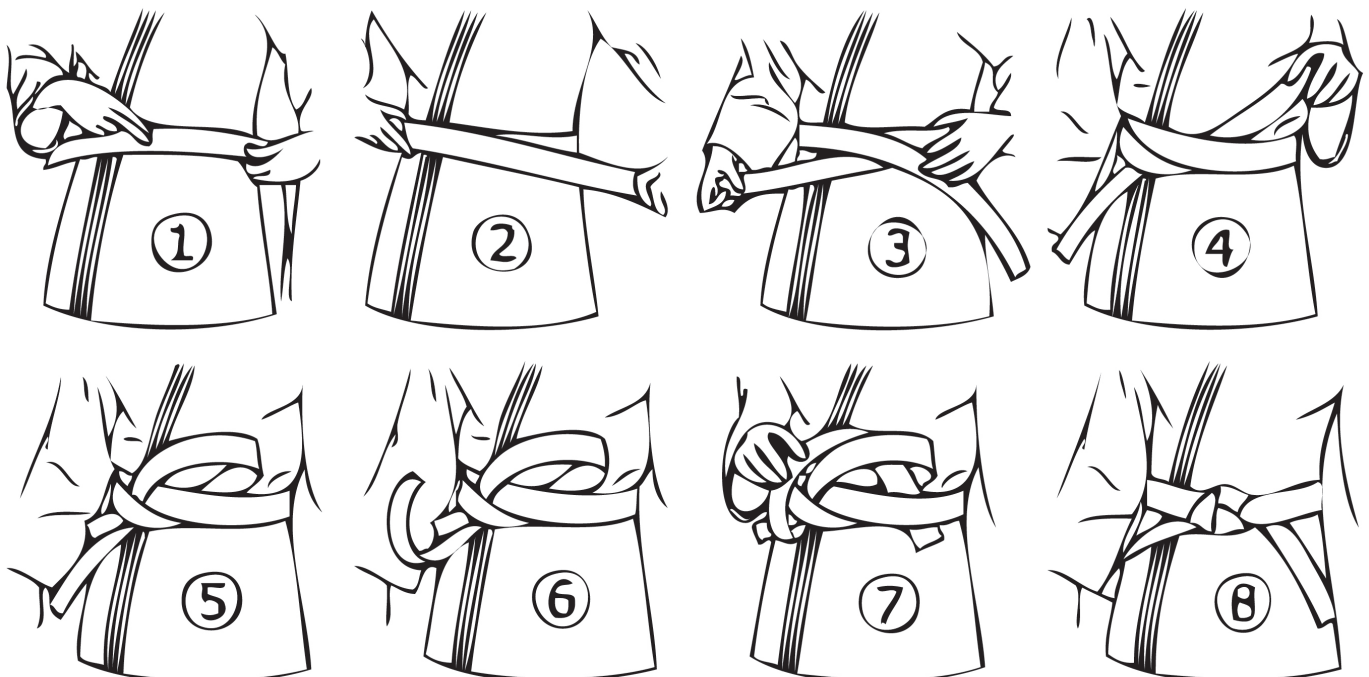
The Standing Bow

- The judo participants stand a few feet apart facing each other in proper posture
- They bow from the waist till the body is inclined about 30 degrees
- The hands should slide down the leg from the thighs to just about the knee cap

The Kneeling Bow

- The judo participants kneel a few feet from each other with their feet together and underneath their buttocks
- Bending at the hips, the student should reach forward left hand first then right to make a triangular shape with the hands - index fingers form two sides and the thumbs the base of an isosceles triangle
- The bow should be brief lasting at most about a second with both hands on the floor.

Belt Tying Procedure



Grading System

As a kohai, your ultimate goal is to attain a black belt. The earliest possible opportunity is shortly after you reach the age of 15, with a minimum of three years of judo experience. Keeping this in mind, and knowing that some children begin training as early as four (4) years old, we have modified the five belt system to accomodate the time it will take for the young to reach the appropriate age in order to attain their black belt. The changes helps the young with mini-goal setting and defers the need of a belt colour change. During a promotion, the youngsters receive a stripe, where as older students will receive a colour change.

BELT RANKING SYSTEM

Current Belt	Next Belt	Requirements
White	Yellow	Minimum 20 classes and 60% on exam
Yellow	Orange	Minimum 40 classes (as yellow belt) and 70% on exam
Orange	Green	Minimum 60 classes (as orange belt) and 80% on exam
Green	Blue	Minumim 80 classes (as green belt) and 90% on exam
Blue	Brown	Minimum 100 classes (as blue belt) and 95% on exam
Brown	Black	Minimum 150 classes (as brown belt) and pass provincial exam

***Note:**

4-8 year olds will go through the stripe system between ranks. There is usually 20 classes between stripes

THE STRIPE SYSTEM

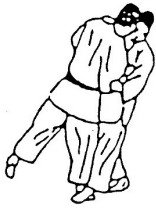
Current Stripe	Next Stripe	Requirements
First	Second	20 classes and learned breakfalls and rolls
Second	Third	+20 classes and learned ground holds
Third	Fourth	+20 classes and learned first four throws for belt level
Fourth	Belt Colour Change	+20 classes and learned last four throws for belt level

****Note:**

The minimum age for green belt is 10 years old.

Nage Waza (Throwing Techniques)

Yellow Belt



Deashi Harai
(Advanced Foot Sweep)



Hiza Guruma
(Knee Wheel)



Sasae Tsukurikomi Ashi
(Supporting Lift-Pull Throw)



Osoto Gari
(Big Outer Reaping)



O Goshi
(Full Hip Throw)



Uchi Gari
(Big Inner Reaping)



Uki Goshi
(Floating Half Hip Throw)



Seoi Nage
(Shoulder Throw)

Yellow Belt Grading Requirements

- Attendance Requirements
- All eight (8) belt throws
- A choice of two (2) Hold Downs
- Ukemes
- Terminologies

Students who are over the age of 15 are required to additionally know:

- One (1) Choke
- One (1) Armbar

Nage Waza (Throwing Techniques)

Orange Belt



Kosoto Gari
(Minor Outer Reaping)



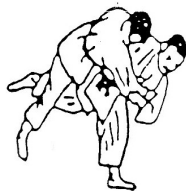
Kouchi Gari
(Small Inner Reaping)



Koshi Guruma
(Hip Wheel)



Tsurikomi Goshi
(Lifting & Pulling Hip Throw)



Uchi Mata
(Inner Thigh Reaping)



Harai Goshi
(Sweeping Hip Throw)



Okuri Ashi Harai
(Foot Sweep)



Tai Otoshi
(Body Drop)

Orange Belt Grading Requirements

- Attendance Requirements
- All eight (8) belt throws + Previous belt(s) throws
- A choice of four (4) Hold Downs
- Ukemes
- Terminologies

Students who are over the age of 15 are required to additionally know:

- Two (2) Chokes
- Two (2) Armbars

Nage Waza (Throwing Techniques)

Green Belt



Kosoto Gake
(Minor Outer Hook)



Tsurigoshi
(Lifting Hip Throw)



Yoko Otoshi
(Side Drop)



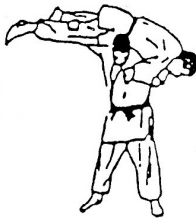
Ashi Guruma
(Leg Wheel)



Hane Goshi
(Spring Hip Throw)



Tomoe Nage
(Circular Throw)



Kata Guruma
(Shoulder Wheel)



Harai Tsurikomi Ashi
(Lift Pull Foot Sweep)

Green Belt Grading Requirements

- Attendance Requirements
- All eight (8) belt throws + Previous belt(s) throws
- A choice of six (6) Hold Downs
- Ukemes
- Terminologies

Students who are over the age of 15 are required to additionally know:

- Three (3) Chokes
- Three (3) Armbars

Nage Waza (Throwing Techniques)

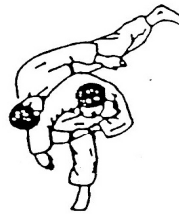
Blue Belt



Sumi Gaeshi
(Corner Throw)



Tani Otoshi
(Valley Drop)



Hane Makikomi
(Spring Wrap Around Throw)



Sukui Nage
(Scoop Throw)



Utsuri Goshi
(Hip Shift)



O Guruma
(Large Wheel)



Soto Makikomi
(Outer Wrap Around Throw)



Uki Otoshi
(Floating Drop)

Blue Belt Grading Requirements

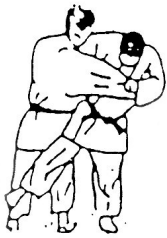
- Attendance Requirements
- All eight (8) belt throws + Previous belt(s) throws
- A choice of eight (8) Hold Downs
- Ukemes
- Terminologies

Students who are over the age of 15 are required to additionally know:

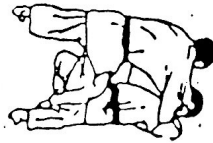
- Four (4) Chokes
- Four (4) Armbars

Nage Waza (Throwing Techniques)

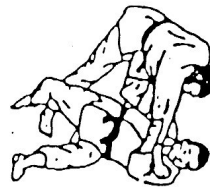
Brown Belt



Osoto Guruma
(Major Side Wheel)



Uki Waza
(Floating Throw)



Yoko Wakare
(Side Separation)



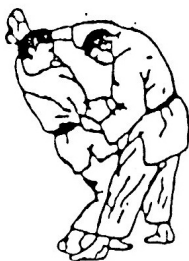
Yoko Guruma
(Side Wheel)



Ushiro Goshi
(Rear Hip Throw)



Ura Nage
(Rear Throw)



Sumi Otoshi
(Corner Drop)



Yoko Gake
(Side Body Drop)

Brown Belt Grading Requirements

- Attendance Requirements
- All eight (8) belt throws + Previous belt(s) throws
- A choice of ten (10) Hold Downs
- Ukemes
- Terminologies

Students who are over the age of 15 are required to additionally know:

- Four (5) Chokes
- Four (5) Armbars

Katame Waza (Grappling Techniques)

Osaekomi Waza (Pin or Hold Down Techniques)



Kesa Gatame
(Scarf Hold)



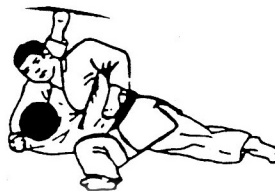
Kata Gatame
(Shoulder Hold)



Kami Shiho Gatame
(Upper Four Quarter Hold)



Yoko Shiho Gatame
(Side Four Quarter Hold)



Kazure Shiho Gatame
(Broken Upper Four Quarter Hold)



Tate Shiho Gatame
(Vertical Four Quarter Hold)

Shimi Waza (Strangle or Choke Techniques)



Kata Juji Jime
(Half Cross Strangle)



Hadaka Jime
(Naked Strangle)



Okuri Eri Jime
(Sliding Lapel Strangle)



Kata Ha Jime
(Single Wing Strangle)



Gyaku Jime
(Reverse Cross Strangle)



Nami Juji Jime
(Normal Cross Strangle)

Katame Waza (Grappling Techniques)

Kansetsu Waza (Joint Lock Techniques)



Ude Garami
(Entangled Armlock or "Figure 4")

Ude Garami (Entangled Armlock)



Ude Hishigi Hiza Gatame
(Knee Arm Bar)

Ude Hishigi Hiza Gatame (Knee Arm Bar)



Ude Higishi Juji Gatame
(Back Lying Perpendicular Armbar)

Ude Higishi Juji Gatame (Back Lying Perpendicular Armbar)



Ude Higishi Ude Gatame
(Straight Arm Bar)

Ude Higishi Ude Gatame (Straight Arm Bar)

Grading Sheet

NAME: _____

DATE: _____

Ukeme

Backwards / 1
On Toes / 1
Left / 1
Right / 1

Rolls

Backwards / 1
Left / 1
Right / 1

Falls

Backwards / 1
Left / 1
Right / 1

High

Right / 1
Left (seniors) / 1 **Score: / 12**
Free Fall (Juniors) / 1 **/ 13**

Terminology

1. _____
2. _____
3. _____
4. _____
5. _____

Score: / 5

In Class

Attitude **Scores: / 4**
Attendance / 4
Belt / 2
Discipline / 4

Katas

Green 1. A: r __, l __, B: r __, l __, C: r __, l __, **Score: / 12**
Blue 2. A: r __, l __, B: r __, l __, C: r __, l __, **Score: / 24**
Brown 3. A: r __, l __, B: r __, l __, C: r __, l __, **Score: / 36**

TOTAL SCORES

Junior: YELLOW: /52, ORANGE: /72; GREEN: /104, BLUE: /136, BROWN: /168 _____%
Senior: YELLOW: /55, ORANGE: /79; GREEN: /117, BLUE: /151, BROWN: /187 _____%

PASS: ☐

EXAMINER: _____

Katame Waza - Ground Techniques

Hold Downs

1. _____
2. _____ **Yellow Score: / 4**
3. _____
4. _____ **Orange Score: / 8**
5. _____
6. _____ **Green Score: / 12**
7. _____
8. _____ **Blue Score: / 16**
9. _____
10. _____ **Brown Score: / 20**

Chokes (Senior Only)

1. _____ **Yellow Score: / 2**
2. _____ **Orange Score: / 4**
3. _____ **Green Score: / 6**
4. _____ **Blue Score: / 8**
5. _____ **Brown Score: / 10**

Arm Locks(Senior Only)

1. _____ **Yellow Score: / 2**
2. _____ **Orange Score: / 4**
3. _____ **Green Score: / 6**
4. _____ **Blue Score: / 8**
5. _____ **Brown Score: / 10**