



# TECHNICAL FRAMEWORKS

**Important Note:** *This handout is not meant as a stand-alone document. It is a supplement to the 'Technical Frameworks' workshops/courses where technical examples are provided and the underlying concept fully explained.*

Judo skills should be taught in the related sequences to best facilitate all learning considerations and to best promote ultimate performance. This is the main objective of the 'Technical Frameworks' concept as they can provide a map for the development of technical judo skills that encourages the coaching of related judo skills in sequences that lead to the development of 'real world' judo skills that have practical application.

There are many starting points for building a 'Technical Framework' but the simplest approaches are to start with a specific technique (Fig. 1) and look at what techniques can be built around it or start with a specific situation (Fig. 2) and look at the possible opportunities that can be developed.

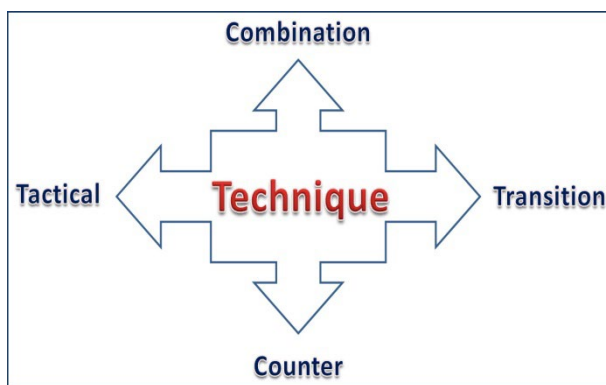


Fig. 1: Starting from a Technique

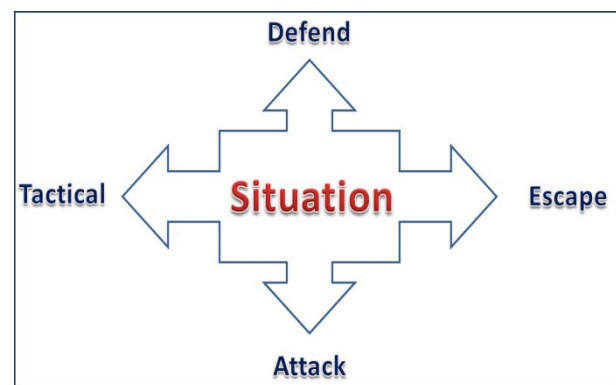


Fig. 2: Starting from a Situation

The sequence in which techniques should be taught should follow the rules of learning considerations. Above all, the sequence should be based on the learning principles, simplicity, movement, transference, originality and foundation already discussed.

Simple skills should be taught first. There should be those that beginners can successfully use in competition. There should be those that provide a wide range of movement experience on which higher levels of skill can be built.

Beginners fare better in learning new skills if the coach builds on skills familiar and already known to them. Simple motor skills such as jumping, running, rolling, pulling and pushing and the like must be accomplished and the coach should verify this. Resemblances to previously learned skills, if pointed out, promotes faster learning. Learning continues as the learning of one movement promotes the learning of additional movements.

Judo skills should be taught sequentially, in continuous movements from one technique to another. Judo goes smoothly from feint to attack, from avoidance to counter, from escape to attack etc. In a sense, the entire judo contest is a continuous sequence ending in either the expiration of time or the scoring of a win (the Ippon). The players should be taught what they will be expected to perform and the coach should teach in sequence rather than in isolated parts.

If the appropriate discovery coaching methods (set-up and stand back in UKCC parlance) are used, then creativity and originality can be encouraged to the benefit of both the player and coach.

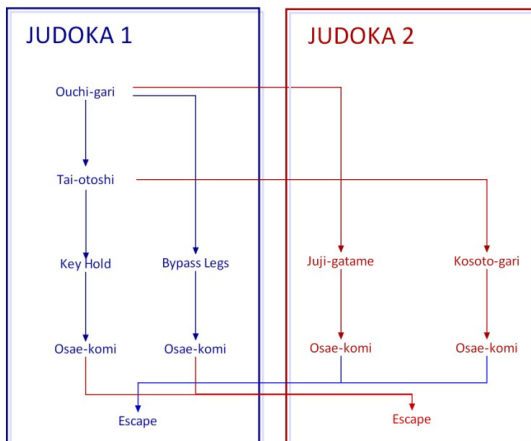
The practical learning environment created helps develop "real world judo" encouraging both the player and coach to develop a wider range of technical skills. For the coach, the frameworks can be a useful tool to assist in lesson planning

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## Examples

Technical frameworks can be built up in a variety of ways; over several sessions depending on the technical levels of the players and the coaching and technique practice time available. The session examples given are just one way in which the coach might deliver the sequence. It should be noted that the basic techniques are always taught first and players should be competent in their execution before trying to apply them in a practical context.

### Technical Frameworks Example 1



The above 'Framework' is taken from the UKCC Level 2 preparation course where the 'Technical Framework' concept is first introduced.

There are many ways to approach the coaching of this framework, depending on the experience of the players: it could form the basis of one longer technical session or as in the example below it could be taught over several sessions.

#### Session 1:

1. Ouchi-gari and tai-otoshi are taught individually as direct attacks to the front and rear.
2. Juji-gatame is taught in basic form (stressing the need for controlled application and "duty of care").

#### Session 2:

3. Juji-gatame is taught from underneath with uke between tori's legs and then used by uke as a counter to tori's attempt to get past the legs following the ouchi-gari-attack.
4. At this stage, an osae-komi link with juji-gatame can be taught
5. Ouchi-gari and tai-otoshi are linked as combination attacks.

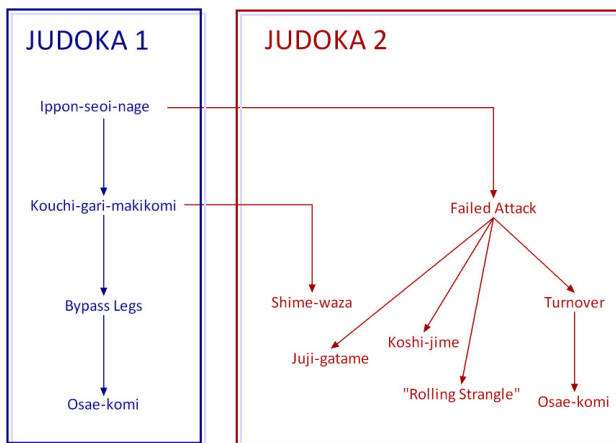
#### Session 3:

6. Kosoto-gari/gake is taught as a direct attack to the rear and then as a counter to tai-otoshi.
7. Supplementary techniques for getting past the opponent's legs following an ouchi-gari attack and a tai-otoshi attack are taught and linked to the appropriate osae-komi-waza and escape.
8. At this stage, the ouchi-gari - tai-otoshi - osae-komi-waza and ouchi-gari - osae-komi - escape sequence has been completed and can be practiced.

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<b>Basic techniques:</b>	<b>Tachi-waza:</b>	ouchi-gari; tai-otoshi; kouchi-gari/gake
	<b>Ne-waza:</b>	osae-komi-waza
	<b>Kansetsu-waza:</b>	juji-gatame
<b>Combinations techniques:</b>	<b>Tachi-waza:</b>	ouchi-gari - tai-otoshi;
	<b>Ne-waza:</b>	juji-gatame; osae-komi-waza
<b>Counter techniques:</b>	<b>Tachi-waza:</b>	kouchi-gari/gake
	<b>Ne-waza:</b>	juji-gatame; osae-komi-waza, escape from osae-komi-waza
<b>Supplementary skills:</b>	<b>Transition into ne-waza:</b>	getting past the legs; key hold

## Technical Framework Example 2



The above 'Framework' is also taken from the UKCC Level 2 preparation course where the 'Technical Framework' concept is first introduced.

There are many ways to approach the coaching of this framework, depending on the experience of the players: it could form the basis of one longer technical session or as in the example below it could be taught over several sessions.

### Session 1:

1. Ippon-seoi-nage and kouchi-gari are taught individually as direct attacks to the front and rear.
2. Koshi-jime and the "rolling strangle" are taught individually and then as counters to a failed ippon-seoi-nage attack.

### Session 2:

3. Kouchi-gari-makikomi is taught as a direct attack to the rear and then as a combination with ippon-seoi-nage.
4. Kata-hajime is taught individually and then used by uke as a counter to tori's attempt to get past the legs following the kouchi-gari-makikomi attack.

### Session 3:

5. Supplementary techniques for getting past the opponent's legs are taught and linked to the appropriate osae-komi-waza.

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6. At this stage, the ippon-seoi-nage - kouchi-gari-makikomi - osae-komi-waza has been a completed and can be practiced. The ippon-seoi-nage - kouchi-gari-makikomi with kata-hajime defence can also be practiced.

### Session 4:

7. The basic version of juji-gatame is first taught before the "rolling" version is introduced; it can then be used as a counter to a failed ippon-seoi-nage attack.

8. The double arm turnover into osae-komi is taught and then be used as a counter to a failed ippon-seoi-nage attack.

<b>Basic techniques:</b>	<b>Tachi-waza:</b>	ippon-seoi-nage; kouchi-gari; kouchi-gari-makikomi
	<b>Ne-waza:</b>	osae-komi-waza; kata-hajime; koshi-jime; "rolling strangle"
	<b>Kansetsu-waza:</b>	juji-gatame
<b>Combinations techniques:</b>	<b>Tachi-waza:</b>	ippon-seoi-nage - kouchi-gari-makikomi
<b>Counter techniques:</b>	<b>Against failed attacks:</b>	kata-hajime; koshi-jime; "rolling strangle"; juji-gatame; osae-komi-waza
<b>Supplementary skills:</b>	<b>Transition into ne-waza:</b>	getting past the legs; turnovers