

# Shin-Gi-Tai and juveniles (8-12 years): contribution of researches and scientific works

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**Introduction**

Taking in account what wrote philosophers as Montesquieu, Comte, Hegel, Jigoro Kano proposed a triptych (Villamón, Brousse, 1999):

Shin (Mind)	Gi (Technic)	Tai (Body)
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This triptych was proposed to give significance to the grades.  
Hernandez, (2008) precise that Kano was influenced by Spencer's three domains (physical education, mind education and moral education), Pestalozzi (head, heart, hand) and underline that Jigoro Kano was Doctor in Philosophy in 1882.  
This triptych looks like the one of Sciences of Education (cognitive, affective and psychomotor) in which Bandura added a social dimension (Carré, 2004).



**SHIN: Kids' preferences and ego or task goal orientations.**

**Introduction:** Judo is more presented as a sport to win medals than an education way. Kids' preferences can change about empathy, ego goal.

**Methodology:** Referring to achievements goals theory, we selected 7 items; each item was opposed to the others to rank the "winner" (Valade, 1995). This investigation is qualitative (7 items) and quantitative (21 choices) and was conducted in 2 months in 2001, in the same land.

**Results:** 1057 forms were distributed, 963 replies were usable. Kids' preferences were compared to judo teachers, older judokas and pupils.

Table 1: ranks of kids' preferences (**first rank**; **last rank**)

Investigated groups	106 Judo teachers	238 Pupils at school*	74 Judokas from club*			107 Juveniles 1h before competition*	46 judokas high school and sport
			19	26	29		
Learning to respect the other	1	2	4	2	1	1	4
Learning throws, to improve oneself	2	3	2	3	2	2	2
Being fit	3	6	7	5	4	3	3
Learning self-defense	4	1	1	1	3	4	6
Win combats	5	4	4	6	5	5	1
Obtaining belts	6	4	2	4	6	6	7
Win medals	7	6	6	7	7	7	5
Age (years)	43.2 ± 12.6	11.4 ± 0.7	11.2 ± 1.5			13.5 ± 0.5	17 ± 1.3
Grade (dan/belt)	4.3 ± 1.2		White Yellow	Yell/oran Orange	Ora/gree Green	Blue Brown	Brown Black

\*school (1 difficult, 2 classic); clubs (5 from the same region); competition (departmental one with 31 clubs)

**Discussion:** This investigation is not a linear survey.

1. Judokas white/yellow belts have the same preferences than same aged pupils at school: "Learning self-defense" is rank 1.
2. Two years after, when they are orange to green belts, their preferences are the same than judo teachers' ones.
3. After 15, judokas who choose competition, entering sport training center, change their mind: "Win combats" is rank 1.

**Conclusions**

In 2 years, kids learn the same values than their judo teachers. The pole 'Shin' is carried out with the preference "Learning to respect the other" in rank 1. We can find explanations with the others poles 'Gi' and 'Tai', in these exercises (very often during training session in the dojo) judokas are doing something to permit to other to understand what they have to do, how they can organize themselves better. We can display that during training, specifically for kids (therefore their parents) judo may improve altruism and social dimension. We all know "Mutual help and prosperity", the goal in judo should be to win within the exchanges with the others.

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**Gi: Learning how to apply throws to improve system of attacks**

**Introduction:** Champions used several throws with several directions, linked by a kumi kata (Baudot, 1975; Calmet, 2006; Miarka, 2011).

**Methodology:** Organize steps respecting different shifts, throws, kumi kata. This is a logical work using different variables. Results are described as steps; step2 is detailed.

**Step 2:** kids 11 years old, 2 years practicing judo.  
Tori is **orange / orange-green belt**, he can use **different kumi-katas**, and **different throws** with one or two supports. Tori has to follow 3 rules:  
(1)Uke initiates the shift; (2) Uke must be thrown in the direction of the shift; (3) Tori use the same supports and the same part of the body is used during the throw (below: for a right hand, right foot as support, left leg as part of the body).  
Table 2: shifts, throws, kumi kata for kids orange /orange-green belt, 11 years old

Linear shifts (Uke pushes or pulls Tori)		Circle shifts (Uke turns in 1 direction)	
4 shifts (forward, backward, left, right)		2 kind of rotation (left, right)	
Right high kumi kata: Harai tsuri komi ashi			
Right normal kumi kata: Sasae tsuri komi ashi	Uke's feet Tori's feet	Right normal kumi kata: O kuri ashi barai	Right high kumi kata: Hiza guruma
Right high kumi kata: Hiza guruma			Right normal kumi kata: O kuri ashi barai

Legend : → direction of the shift

**Discussion:** French judo federation initiated this proposition in 1989.

**Tai: ways of training**

**Introduction:** Combat in judo requires intense and intermittent efforts (Castarlenas and Planas, 1997; Franchini and All, 2013). It is possible to educate kids to specific efforts and tests (Franchini and All, 2009) in the dojo, respecting kids' features. At 11-12 intermittent intense efforts (not excessive) with full recovery, free breathing (no apnea) are possible.

**Methodology:** Create different physiology exercises respecting physiology rules. Permutations, recovery, repetitions.

**Example 1:** for kids 12 years old, 3 years practicing judo

 Start	 Uke1 jumps on Tori	 Tori turns twice on right
 Tori turns twice on left	 Tori let down his partner	 Tori runs towards uke2
 Tori do 3 uchi-komi	 Tori throws down uke2 (15")	 Change1 uke2->uke1; uke1->tori; tori->uke2
 After 2 changes, tori has recovered 45""	 ~35" shifts and entrance of throws	 Reorganisation, this is 2' recovery for tori

**Discussion:** This example, realized with students 20 years old, gives us ideas concerning intermittent work. For kids, first step to learn the exercise: 15" using 80% maximal aerobic power and 2' to recover. Then, at 12, it will be possible to do it "All out" with complete recovery. It's possible: to replace rotations by jumps; to add a 4<sup>th</sup> judoka...