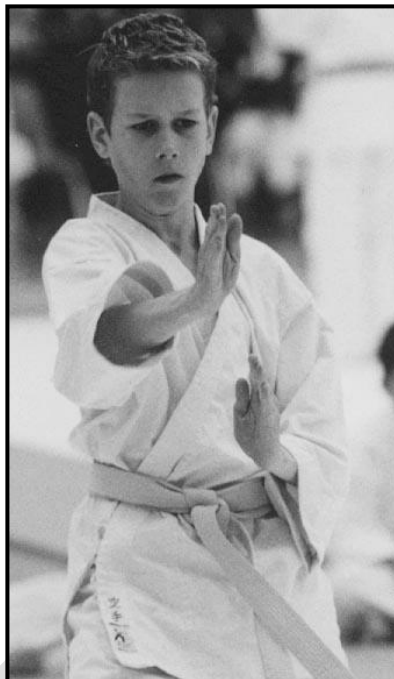


KARATE BC



Long Term Participant/Athlete Development Model Implementation Plan

Draft Report
March, 2012

Overview

Despite the growing understanding of the concepts of LTADⁱ within the Canadian sport community at large, these concepts are still quite new within the community of Karate BC (KBC). Therefore, much of the initial work of implementing LTAD is still ahead. Consequently, this preliminary report will focus on strategic implementation initiatives, essentially providing the roadmap that KBC will follow in the coming three years.

Karate Canada (KC) officially launched their LTAD model entitled *Karate For Life* (K4L) during the National Championship of March 2010. The launch had been preceded by the release of a working draft in July of 2009. All members of KC were invited to review the proposed document and submit suggested changes for consideration by the steering group. This document has been written as a companion to the Karate Canada model and focuses on a province-specific implementation of LTPD concepts.

Here in BC, the membership has been informed about CS4L via the distribution of the K4L document. A more direct introduction will be undertaken at the upcoming Provincial Karate Championships in November 2011. As LTAD should be considered the core business of non-profit sport organizations, the leaders within KBC will be using the LTAD principles to steer their strategic decisions.

Aside from the general introduction of the LTAD concepts, it has been identified that two other priorities exist. Namely, a review of the provincial competition structure and the adoption of one or more of the available programs targeted at developing physical literacy.

A working draft of the Karate Canada Competition Review document has recently been released. The main thrust of this document is a recommendation to significantly alter how karate competitions for the FUNDamentals, Learn to Train, and Train to Train staged athletes are organized. Significant sections of the Karate Canada document have been included in this report to facilitate the introduction of these new concepts to the karate BC community.

The need to address the physical literacy needs of our membership will be addressed via the adoption of the Fundamental Movement Skills program. This “turnkey” program will be incrementally added to the educational requirement of our association’s coaches and instructors over the next 3 years.

“Karate for Life”, an LTAD Roadmap

The release of Karate Canada’s *Karate for Life* booklet is being supported by the concurrent release of a “Monitoring Growth and Maturation” poster and an LTAD “Club Excellence” program. The printed LTAD material provides a written explanation of the LTAD concepts along with supporting rationale. While the Karate Canada Club Excellence program has been designed to support and highlight the “early adopting” clubs. Instructors of these clubs have signed an LTAD declaration committing themselves to adhere to the 13 principles of LTAD presented in the “Next Steps” section of this report.

As previously mentioned, the current LTAD initiative on which KC focuses is a Competition Review. After the fall release of the preliminary report, KC will begin work on two stage-specific LTAD training modules; the first covering FUNdamentals and Learn to Train, and the second covering Train to Train and Train to Compete. These modules will be fully integrated with the new NCCP program, which is soon to be completed and released. Timelines for program delivery will be in 2011 and 2012 respectively, depending on funding.

The Way Forward

Full Integration of the LTAD Principles in the dojo, zone and province

The “grassroots” clubs are the backbone of KBC. As such, the instructors in these clubs provide 99.9% of the karate instruction occurring in the province. The success of LTAD implementation hinges on their understanding and subsequent acceptance to the principles. This can only be achieved through meaningful and collaborative conversation.

Educate the KBC community about Physical Literacy

Given that the development of physical literacy is vital to the long-term success of karate practitioners, the integration of programs that develop its capacities is an important element of implementation.

Facilitate meaningful communications

Open communication about the concepts and implementation plans of LTAD with the members of the Karate community is of vital importance. With this in mind, an information meeting will be held on November 26th 2011 at the BC Provincial Karate Championships. This session will provide an avenue for member’s to ask questions and deepen their understanding of the program and its objectives. The preliminary work that has been done on the KC Competition Review will be integrate into this session.

Karate BC-sanctioned competitions adhere to LTAD concepts

Capitalizing on the NSO recommendations, Karate BC will host and sanction events that adhere to all principles of LTAD. Competitions will be re-designed to reflect appropriate progressions for each stage.

Provincial implementation of all NSO LTAD programs

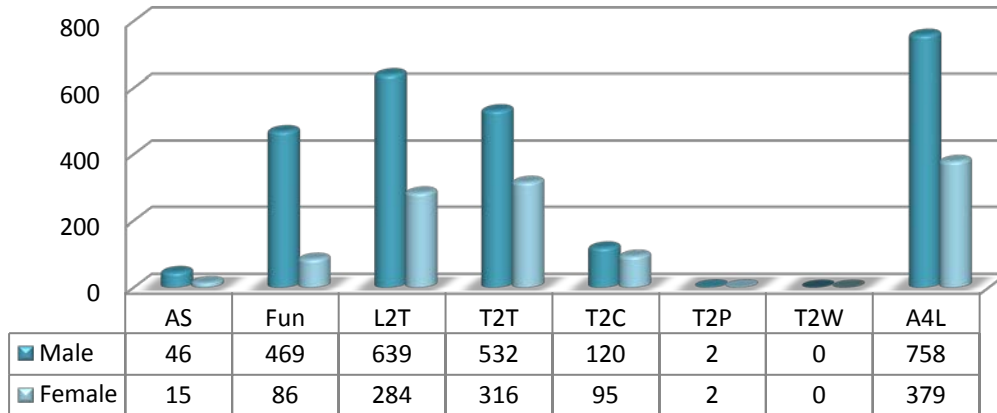
Realization requires a well-communicated commitment on the part of KBC and its members to adopt all KC developed LTAD programs. There are plans for an extensive article in the fall edition of the KBC newsletter in which a strategic overview of the KC LTAD program will be communicated to the KBC membership.

The Karate BC Community: A Snapshot

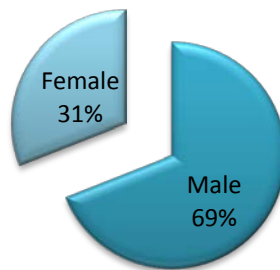
The reasons that people practice karate are as wide and varied as their ages. Our association enjoys the benefits of having members from all walks of life. The relative ease of entry and the variety of internal and external benefits of karate practice means that all age groups are represented. Karate is a sport and art of the people.

To illustrate this point, here is a snapshot of our membership by gender and LTPD stage as of March, 2011

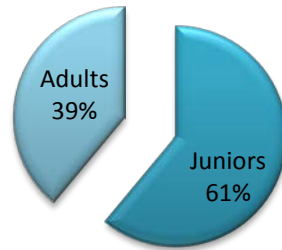
Karate BC Membership by LTPD Stage



Karate BC Membership by Gender



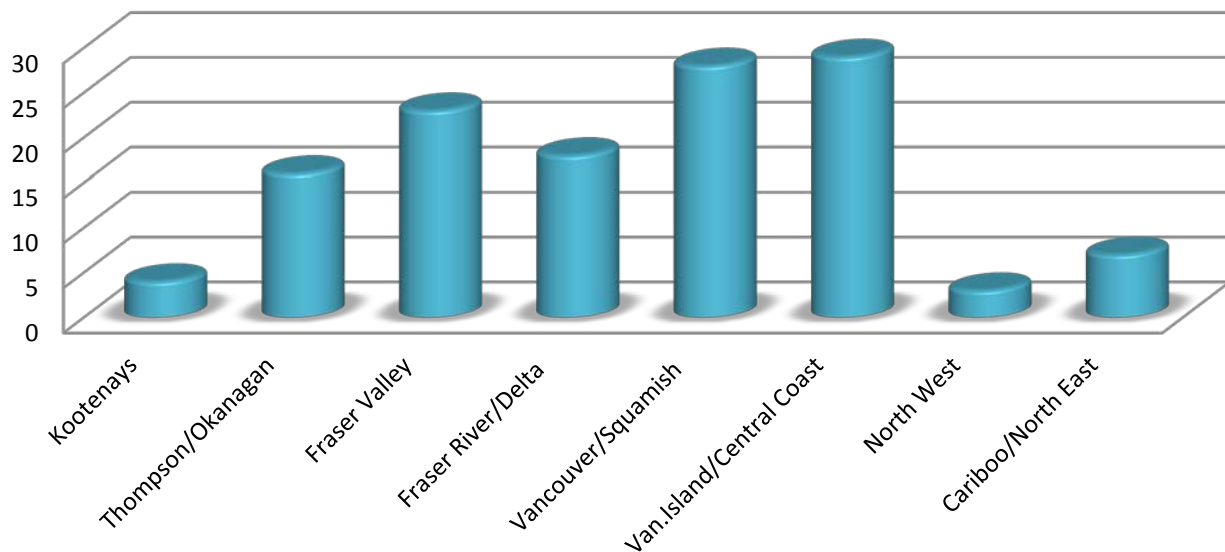
Karate BC Membership: Adults vs. Juniors(<16 years old)



As in most organized sport, the bulk of active participants are under the age of 16. This fact reinforces the need to ensure that all aspects of KBC operations align with LTPD principles as most of our members are still developing physically and mentally. Athlete-centered and stage appropriate karate programs and instruction will go a long way towards fulfilling each individual's athletic potential.

The geography of British Columbia reflects the Canadian reality that most citizens reside in the southern most reaches of the province. Clubs in the Lower Mainland and Vancouver Island account for 77% of the provincially registered members. This presents some barriers in that athletes from the outlying regions must travel to attend the larger tournaments. On the other hand, often access to quality training facilities is easier in smaller communities due to decreased competition for space that is accompanied by a lower rental or purchase cost.

Number of Clubs by Region



The 10 Keys Factors of LTAD as Applied Within Karate BC

FUNdamentals

Currently, there is no specific targeting or enhancement of physical illiteracy within the karate instructional curriculum. Many of the skills are indirectly addressed; however, a more focused approach will improve both the quality of instruction and member value.

The work of the KBC LTAD committee in this area will be to make recommendations related to the selection of appropriate physical literacy partnerships. As previously mentioned in this report, a number of “turn-key” programs have been identified for adoption into the KBC instructor education curriculum

Specialization

Karate is widely thought of as an early-introduction, late-specialization sport. Elite Canadian and International athletes generally achieve consistent top-level performance in their mid- to late-twenties.

Currently in Karate BC, entry to the provincial team begins at the age of 14; marking the beginning of an athlete’s narrowed focus on karate competition. As there are separate and distinct elements within a karate competition (sparring and forms) it is possible for an athlete to limit participation to only one event or to compete in both. As part of the KBC Competition Review, the committee will present recommendations relating to this area.

Developmental Age

Karate, like most other combat sports, defines competition within the parameters of age, weight and skill. This practice, while implemented well before the concepts of LTAD took hold, indirectly accommodates for the differences in the growth and maturation of children into adults.

The current competitive system, however, is not perfect and recommendations will be made to improve the current system and improve adherence to the principles of LTAD.

Trainability

Little of the current knowledge in the area of trainability is incorporated into the training and practice of karate in BC. With the increased awareness brought on by the planned information sessions within the province, it is the aim of this committee to integrate the concept of “trainability” into the training lexicon of karate instructors.

Holistic Development

Well over 90% of the Karate BC membership are Active for Life participants who study the “art” of karate for reasons other than athletic achievement. For them, the dojo (training hall) is a place to be physically active while immersing themselves in the martial art experience. The components of this experience are different for each individual. There is, nevertheless, the common thread of the integration of mind, body and spirit in one activity; in essence, following the concept of holistic development.

Periodization

Annual planning is rarely implemented even among the competitive athletes of the province. The concept does not readily apply to our Active for Life members. Additionally, most all of our competitive stream athletes

train with competition in mind but rarely with a vertical integration plan. This also occurs at the national level and is an issue that has been identified by KC as an area of weakness.

Calendar Planning for Competition

The work needed in the area of annual planning for training and competition within KBC will begin with the undertaking of an evaluation of the KC Competition Review once it is completed. This report will address areas related to this issue, including those listed below.

- The level and length of the competitive season should be aligned with the changing needs of the developmental athlete who is progressing through LTAD.
- The appropriate level of competition is critical to the technical, tactical, and mental development at all stages.
- Individual competition schedules can be selected by the coach and athlete based on the athlete's developmental needs.
- The current system of competition is based on tradition. It should, however, be planned to enhance optimal training and performance of the athlete depending upon their LTAD stage.
- Karate competitions in Canada must be created and scheduled considering strategic planning and with due regard for the optimal performance of an athlete and his or her tapering and peaking requirements.
- A systematic competition review must be undertaken. This is a significant challenge for LTAD design and implementation. An initial competition review is presented later in this document, though further development will be needed to build a system of competition that best suits the needs of our athlete.

System Alignment

The following excerpt is from the *Karate for Life* document and reflects the values and principles that Karate BC will strive to achieve in the area of system alignment.

For Karate Canada to fully embrace the concept of "one country, one system" the following concepts should be integrated into our model:

- LTAD is the core business of national, provincial/territorial, and local sport organizations.
- LTAD is a tool for change towards full system alignment and integration.
- A seamless, sport-specific LTAD should be based on national and international normative data that is Karate-specific and founded on sport science.
- After the LTAD design is completed, a Karate-specific system of competition should be established that matches the competitive needs of developmental athletes during Active Start, FUNdamentals, Learn to Train, and Train to Train stages.
- The content of training, competition, and recovery during the FUNdamentals, Learn to Train, and Train to Train stages are defined, taking into consideration the developmental levels of the athletes as they relate to the physical, technical, tactical and mental requirements of the sport, rather than being based on chronological age.
- LTAD is an athlete-centered approach designed around the needs of athletes and institutionalized by rationalization of the system by sport governing bodies.
- The process of designing and implementing LTAD programs is athlete centered, coach driven, and administration, sport science, and sponsor supported.
- LTAD has a strong impact on the coaching education curriculum. Developmental readiness will replace ad hoc decision-making about programming preparation.

Activities of dojo, provincial associations, and Karate Canada should be fully integrated through LTAD.

The 10 Year Rule

Fundamental to the full understanding of preparation of athletes for the competitive karate stream is the recognition that many years of training are required to excel at the elite level. Though popular opinion states that athletes should train for approximately 10 years before elite competition, it would appear that a “15 years and 10,000 hours” rule may be more accurate (*personal conversation with Istvan Balyi*).

Regardless of whether 10 or 15 years are required, both durations are significantly large portions of an athlete’s effective sport career and, consequently, training during this period must be sequential and well planned.

Additionally, the LTAD program recognizes that evidence exists which indicates a steeper trajectory of athletic achievement may be made possible by early exposure to quality and focused training. This will reinforce the necessity of a strong physical literacy program within Karate BC.

Kaizen

Kaizen is a central Japanese concept meaning “improvement” or “change for the better”. This philosophy humanizes the work process and encourages intense focus and dedication to the improvement of an art, flavouring all aspects of that for which karate training stands. With regards to LTAD implementation within Karate BC, the following points from *Karate for Life* are notable:

- LTAD responds and reacts to new scientific and sport-specific innovations and observations and is subject to continuous research in all its aspects.
- LTAD, as a continuously evolving vehicle for change, reflects all emerging facets of physical education, sport, and recreation to ensure systematic and logical delivery of programs to all ages.
- LTAD promotes ongoing education and sensitization of federal, provincial/territorial, and municipal governments, the mass media, sport and recreation administrators, coaches, sport scientists, parents, and educators about the interlocking relationship between physical education, school sport, community recreation, life-long physical activity, and high performance sport

Furthermore, “A commitment must be made by all parties to invoke the spirit of Kaizen at all times. Regular reviews of the Karate sport system must be undertaken and relevant upgrades integrated at the earliest opportunity. Simply acting out of habit and tradition does not reflect the true spirit of Kaizen”.

This final point is perhaps the most important for Karate BC as it defines an attitude of dedication and persistence with regards to athlete/participant development within our province.

10 Ss of Training: The Karate BC perspective

The 10 Ss of training and performance provide a crucial component of the training and performance framework. An LTAD approach to training the basic 5Ss of physical preparation (stamina, strength, speed, skill, and suppleness) is largely addressed within the “trainability” section of the 10 Key Factors. In particular, referencing the sensitive periods of adaptation that correspond to the stages in the KBC LTAD communications and ensuring that karate training within BC incorporates them will be a large part of the implementation plan. Building an awareness of the expanded training Ss (structure/stature, [p]sychology, sustenance, schooling,

socio-cultural) will, likewise, play a key role in provincial implementation. This will be an area targeted within to broader context of communicating the principles and concepts of LTAD to the general membership.

Next Steps

As described previously in this report, three main areas have been identified as implementation priorities; communication of LTAD concepts and information, performing a provincial competition review and the identification and adoption an existing physical literacy program for use within our member clubs' curriculum.

Communication

During the planned information session, *Karate for Life* and the Karate Canada "Measuring Growth and Maturation" poster will be referred to and KBC member clubs will be encouraged to sign an LTAD declaration stating a committed adherence to the following principles:

- A person experiences significant stages of development that include transitions from child to adolescent, to adult, and then to senior, resulting in changed capabilities.
- Training, competition and recovery programs should be based on the stage of participant capability rather than chronological age.
- For optimal development, sport programs must be designed for the stage of development and gender of the participant.
- Physical literacy is the basis of life-long participation and excellence in sport and engagement in health enhancing physical activity.
- Every child is an athlete and is therefore genetically predisposed to be active if the environment encourages participation.
- Life-long participation and excellence in sport are best achieved by participating in a variety of sports at a young age and then specializing later in development.
- There are sensitive periods during which there is accelerated adaptation to training during pre-puberty, puberty and early post-puberty.
- A variety of developmental, physical, mental, cognitive and emotional factors affect the planning of optimal training, competition and recovery programs.
- Providing guidance through the developmental stages of sport and physical activity will result in increased participation and performance across the lifespan.
- Mastery in sport develops over time, through participation in quality sport and physical activity programs.
- LTAD is participant/athlete centered, coach-led and organization-supported. It will take into account the demands of home, organized sport, community recreation and school.
- Quality sport and physical activity, combined with proper lifestyle, result in better health, disease prevention, enhanced learning, enjoyment and social interaction; leading to improved wellness.
- Sport practices, scientific knowledge and societal expectations are ever changing and, therefore, LTAD needs to continually adapt and improve.

Cited in CS4L Newsletter, Summer (2009) E-News

Competition Review

The Karate Canada Competition Review Committee has released its preliminary report detailing its recommendations for altering the system of karate competition. Below are the major recommendations contained within this report. These recommendations focus on standardizing competitive karate across the

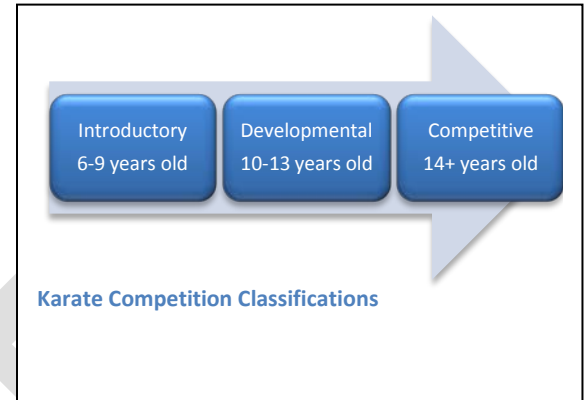
country in a way that adheres to Canadian LTAD principles. Four recommendations are presented in this report: two of which propose standardization of categorization and terminology and two which propose new competitive formats for children and youth.

Recommendation One: Standardized Event

Classifications

The recommendations contained in this report focus on restructuring karate “competitions” for our FUNdamental, Learn to Train and Train to Train staged athletes. The first step of which is the categorization and relabeling of the competitive events for these stages to align with the Karate Canada LTPD model.

Categorization of the child athletes of Karate Canada needs to reflect their growth and maturation process while remaining realistic and implementable. With this in mind, **it is proposed that three distinct and separate categories be adopted as part of Karate Canada’s competition pathway; Introductory, Developmental and Competitive.**



Each of these categories has distinct strategic objectives that inform its specific format and structure. A further explanation will occur in recommendations three and four.

Below is a chart that outlines the age ranges, LTPD stages and general objectives of each category.

	Introductory		Developmental		Competitive
Age Range	6-9 years old		10-13 years old		14 years and older
Age Sub-groups	6 and 7 years old	8 and 9 years old	10 and 11 years old	12 and 13 years old	Existing WKF age divisions
LTPD Stage	FUNdamentals and Learn to Train		Learn to Train and Train to Train		Train to Train and above
Strategic Objectives of Event	-Fun -Focus on skills -Interactive -Minimum of 60-90 minutes of activity		-Fun -Interactive -Focus on competitive preparation - Minimum of 60-90 minutes of activity		-Adherence to WKF rules and formatting with possible alteration to elimination format.

Recommendation Two: Standardized Karate Skill Classifications

Given the differences in the grading systems of the various associations representing the five major styles of karate in Canada, it is suggested that a standardized “kyu” classification system be adopted. **Three skill groups are proposed: novice, intermediate and advanced**, each reflecting a similar level of ability as well as time practicing karate.

	Shito	Wado	Gojo	Shotokan	Chito
Novice	5 th and 6 th kyu	7 th to 8 th kyu	8 th to 10 th kyu	8 th and 9 th kyu	5 th and 6 th kyu
Intermediate	3 rd and 4 th kyu	4 th to 6 th kyu	4 th to 7 th kyu	4 th to 7 th kyu	3 rd and 4 th kyu
Advanced	1 st - 2 nd kyu and all Black	1 st - 3 rd kyu and all Black	1 st - 3 rd kyu and all Black	1 st - 3 rd kyu and all Black	1 st - 2 nd kyu and all Black

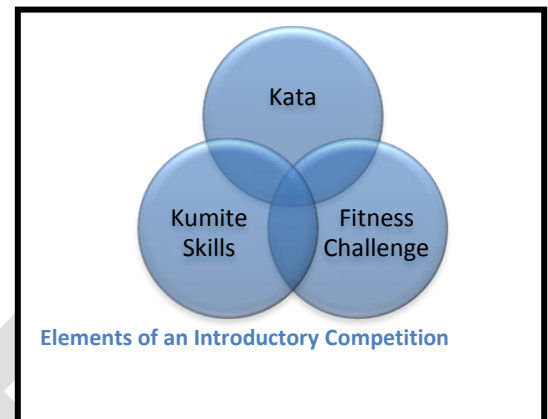
While it is understood that this chart will not represent every style, association and dojo in the country, it is intended to form the foundation of a classification standard. Individual cases may be evaluated using the listed examples as a template or by simply dividing their current kyu rankings into three equal parts.

The remainder of this report will detail the specific recommendation related to each of these events classifications. These recommendations have been developed as a draft model only, with the understanding that event facilitators will innovate and improve on the model through hands-on experience running the events. It is hoped that during the September 2011 to September 2012 test period that the collective experiences of those associations involved will be used to fine tune our new competitive system.

Recommendation Three: “Introductory” Competition Event Structure

Event Overview

The Introductory Competition event is designed for children aged six to nine years old and consists of three distinct elements: **kata performance**, **kumite skills** and a **fitness challenge**. These three elements are performed individually in groups of 10-12 children during a time interval of 60-90 minutes. The children will be divided into two age sub groups (six and seven years and eight and nine year olds) and three skill sub-groups (novice, intermediate and advance). Boys and girls in each age sub-group will perform together for all three events. If the total number of participants is low then only one all-inclusive age group can be formed.

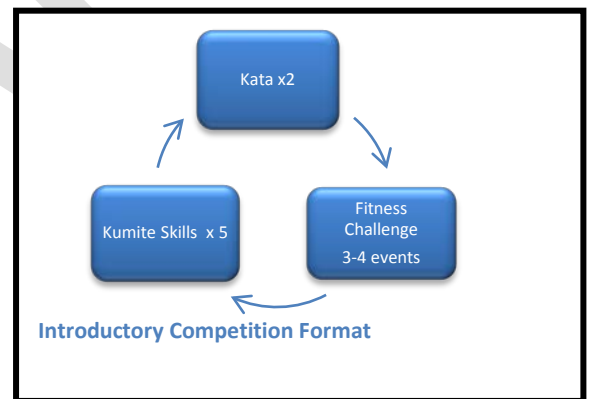


Children will move through the elements with a “score card”¹ that acts as both a point tally sheet and a feedback form. Events will be run using a small amount of training equipment and with or without tatami. At the end of the event, each child receives a small award (IE ribbon, certificate, medal etc.). All six and seven year old children receive a participation award while the eight and nine year old children receive an award based on their combined score in each of the three elements. The level of award will be determined by scoring thresholds that differentiate Gold, Silver and Bronze achievement levels similar to the discontinued Canada “Participation” program. This event highlights competition against one’s self, physical literacy and general karate-based skills in a fun and interactive environment facilitated by parents, instructors and volunteers. In the end, success is defined simply by participation in the event.

Kata Performance

Two kata performances will occur during the event giving the child the chance to gain experience performing on demand. If possible, the performances will occur in different rings with different facilitators. Rings need not be staff with highly trained officials as only the most basic elements will be noted. Dojo instructors or junior officials could be utilized.

Novice and Intermediate athletes may repeat the same kata for each of the two performances while Advanced athletes must do two different kata.



	Novice	Intermediate	Advanced
6-9 years old	May repeat same kata	May repeat same kata	Must do different kata

The evaluation criteria will be based on a demonstration of basic of stance, eye tension, punches, kicks, blocks, correct breathing and ability to perform entire kata. Four simple evaluation categories will be utilized: excellent, good, fair and needs improvement with corresponding points attached to each level. Brief verbal feedback should be given by the event facilitators in a positive and encouraging way.

Kumite Skills

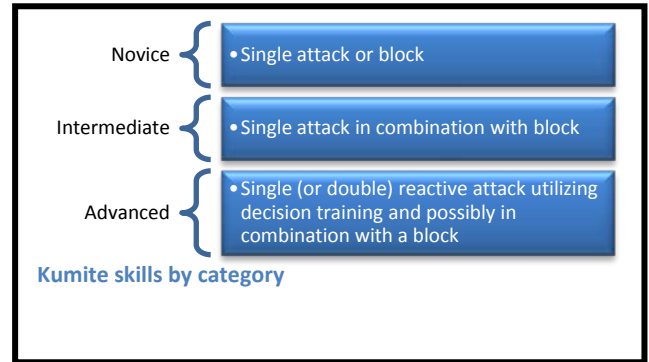
¹ See Appendix C

Kumite skills will be demonstrated on an individual basis using a pad or an adult's body as a target. Skills at this level will either be blocks or attacks. These techniques will be in single, double, combination or reactive formats and include an element of decision making².

Novice athletes will demonstrate single attacks or blocks; intermediate athletes will progress to single attacks in combination with a block and advanced athletes will perform reactive single or double attacks in combination with blocks.

The suggested attacks and blocks for Introductory Competitions are as follows:

- Kizami-tsuki
- Gyaku-tsuki
- Gyaku-tsuki with a step
- Uraken-uchi
- Ura-mawashi-geri
- Mawashi-geri
- Mae-geri
- Yoko-geri
- Mawashi-ushio-geri
- Blocks against kizami-tsuki (use a foam blocker to simulate attack against the child)
- Blocks against gyaku-tsuki (use a foam blocker to simulate attack against the child)



Event facilitators are asked to be creative in deciding which five techniques will be performed by each age sub-group. As with the criteria for kata, fundamental karate principles will form the basis of the evaluation. As with free kumite, the following items should be observed: kime, zanshin, distance, sporting attitude, vigorous application, timing, control, footwork, kamae and use of taisabaki. Protective equipment is not necessary as no contact is made during the skills demonstration.

Fitness Challenge

Maximizing physically literacy is foundational to our athletes' long term success. Therefore, the Fitness Challenge element is designed to focus on the ABCs of athleticism: agility, balance, coordination and speed.

The basic equipment list required is as follows:

- Agility ladders, rings or hoops
- Balance pads or boards
- Low or high hurdles
- Cones
- Medicine balls
- Metronome

² Decision Training is defined as an action chosen by the athlete from a number of possible options where the chosen action would be an appropriate response (IE and attack or block) to a given stimulus.

With this equipment, many challenges may be performed. It is suggested that three to four of the fitness challenges be performed by athletes at each event. The challenges are classified into the following general categories and a number of sub categories:

- Muscular strength
 - Lower body
 - Upper body
 - Core
- Muscular power
 - Lower body
 - Upper body
 - Core
- Agility
- Coordination
- Segmental Quickness
- Balance
- Flexibility

Appendix E contains a number of age appropriate fitness challenges compete with detailed performance instructions.

Introductory Competition Review

Age Sub-group	6 and 7 Year Olds			8 and 9 Year Olds		
Skill Groups	Novice	Intermediate	Advanced	Novice	Intermediate	Advanced
Physical Stature Groups	None					
Gender Groups	Males and females separate but may be combined if total numbers in the event are low.					
Purpose	Fun, skill development, participation					
Definition of Success	Participation					
Focus of Competition	Compete against oneself					
Elements	Kata, kumite skills, fitness challenge					
Kata x2	Can repeat kata		Different kata	Can repeat kata		Different kata
Kumite Skills x5	Single attack or block	Single attach in combination with block	Single or double reactive attack with combination with block	Single attack or block	Single attach in combination with block	Single or double reactive attack with combination with block
Fitness Challenge	3-4 different challenges focusing on the ABCs of athleticism					
Total Active Time	60-90 Minutes					
Group Size	10-12 Children (Boys and girls together)					
Facilitators	Parents, instructors and volunteers					

Awards	All children get participation award	Children earn either gold, silver or bronze award
Evaluation	Brief verbal feedback and encouragement given in positive manner	
Equipment	Some fitness equipment required. Tatami and kumite equipment optional	

DRAFT

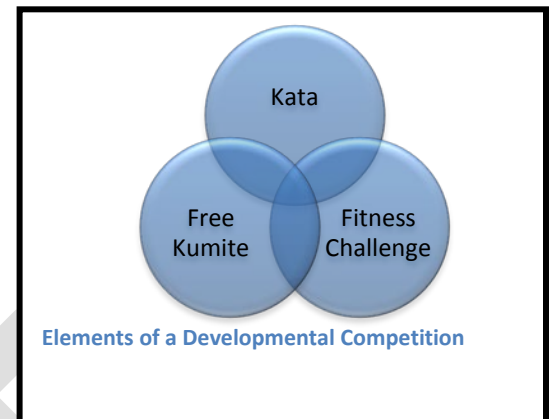
Recommendation Four: “Developmental” Competition Event Structure

Event Overview

A Developmental Competition event contains many of the same elements as the Introductory Competitions but differs slightly in its overall focus. It is designed for youth aged ten to thirteen years old and adheres to LTPD principles while introducing them to formalized competition. The event consists of three distinct elements: **kata performance**, **free kumite** and a **fitness challenge**.

These three elements are performed individually in groups of 10-12 youth for a duration of 60-90 minutes. The youth will be divided into two age sub-groups: 10 to 11 years old and 12 to 13 years olds.

Athletes will move through the elements with a score card that acts as both a point tally sheet and a feedback form. Events will be run using a small amount of training equipment and tatami for the kumite element. At the end of the event, the 10 and 11 year old youth each receive a small award (i.e. ribbon, certificate, medal etc.) based on the combined score in each of the three elements. The level of award will be determined by scoring thresholds that differentiate Gold, Silver and Bronze achievement levels similar to the discontinued Canada “Participation” program. Youth in the 12 to 13 age divisions receive awards only if they place in the top three in points. This event highlights competition against one’s self, competition against others, specific karate skills and movements in a fun, interactive and competitive environment facilitate by dojo instructors and provincial junior level referees. In the end, success is defined as achieving general performance outcomes in physical, technical, tactical and mental skills.



Kata Performance

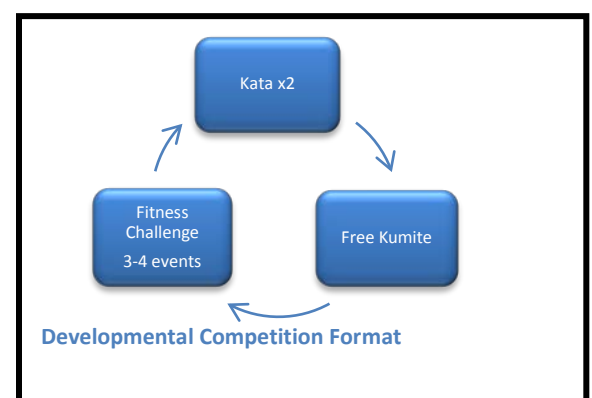
Two kata performances will occur during the event giving the youth the chance to gain experience performing on demand. If possible, the performances will occur in different rings with different facilitators. Rings need not be staffed with highly trained officials. It is suggested that dojo instructors or junior provincial level reference be utilized. Score cards will be used to judge kata.

The breakdown of kata performance will be as follows:

	Novice	Intermediate	Advanced
10 -11 years old	May repeat same kata	Must do different kata	Must do different kata
12-13 years old	May repeat same kata	Must do different kata	Must do one shite and one tokui kata

Free Kumite

The kumite element for the Developmental Events will consist of modified WKF rule-based free kumite matches. The elimination format will be a double elimination format thereby ensuring that each athlete participates in a minimum of two matches per competition³. Matches will be fought on a 6m x 6m tatami where the shadow system of officiating will be utilized. Matches will consist of three 30-second rounds separated by a 15-second break between rounds. This equates to a two minute match comprised of 90 seconds of total fighting time. During the 15-second breaks



³ See appendix D for example of double elimination draw sheet

athletes may approach their coach to receive performance feedback in a less hurried and more meaningful manner than is currently availed during a full two minute match. It is hoped that by dedicating time during the match to coaching that the athlete’s skill at communicating under stress will develop and that quality coach-athlete communication will occur.

10 and 11 year olds will compete in skill and gender groups only whereas the 12 and 13 year olds will be broken into three groups: skill, gender and physical stature. How the categorization of body stature will occur needs further study, however as an option, consideration will be given to the creation of height divisions for the 12 and 13 year olds to reflect the occurrence of Peak Height Velocity (PVH) during the Learn to Train stage. The traditional use of weight divisions, while appropriate for adults, may not be the best method to categorize athletes at this age as growth occurs first as a lengthening of the legs; next as a lengthening of the arms; followed by a lengthening of the torso; and finally as the “filling out” of the entire body. This final stage occurs in the latter teens during which time the body weight stabilizes. Given that kumite is an event of speed and reach (unlike judo or wrestling where body weight conveys an advantage) height divisions for the 12 and 13 year olds may be a viable option that will be tested on an experimental basis during the one year pilot period.

In an effort to encourage athletes to master a wide range of kumite techniques, kumite matches for all age and skill groups in this event, with the exception of 12-13 year old Advanced, will be run wherein each athlete may only score once with any given technique to chudan and jodan. Beyond that initial scoring technique, any repeated technique will not be seen as a scoring point, even if it meets all scoring criteria. In this context, left and right sided attacks will be viewed as separate scoring techniques. For example, Aka may score an ippon with a left gyaku-tsuki chudan only once during the entire match. Any other left gyaku-tsuki chudan that meets all scoring criteria will not be scored, whereas a right gyaku-tsuki chudan would. Please see the following chart for details on 10-13 year old free kumite.

	Novice	Intermediate	Advanced
10 -11 years old	May only score once with a given technique initiated from same side of the body to the same target area on the opponent		May only score once with a given technique initiated from same side of the body to the same target area on the opponent
12-13 years old			May score as per WKF rules

Fitness Challenge

The following Fitness Challenge exercises correlate directly to the specific physical capabilities required for competitive karate excellence. They will also form the basis of a national wide fitness standard that will be used as a method of talent identification in our developmental athletes. The development of this test has been identified as a required element of Karate Canada’s overall High Performance program and will be implemented in the near future. Once completed, it will be one of a number of critical elements in our Development Pathway. With time, normative test data for each physical challenge will build and allow accurate comparisons between the “up-and-comers” and the top performers.

There is also potential to create a competitive culture across the country by posting individuals scores on the Karate Canada website and award specific levels of merit for achieving target benchmarks in the overall fitness challenge event.

Age Sub-group	10 and 11 Year Olds			12 and 13 Year Olds		
Skill Groups	Novice	Intermediate	Advanced	Novice	Intermediate	Advanced
Physical Stature Groups	None			3 height divisions		
Gender Groups	Male and Female					
Purpose	Fun, skill development, participation, learning to perform on demand, introduction to formalized competition					
Definition of Success	Achieving general process-oriented performance goals					
Focus of Competition	Compete against oneself			Compete against others		
Elements	Kata, Free Kumite, Fitness Challenge					
Kata x2	Can repeat kata	Different kata	Different kata	Can repeat kata	Different kata	One shite and one tokui kata
Kata Scoring	Score cards					Flags as per WKF rules
Free Kumite	Double knock-out elimination format, 3-30 second rounds separated by 2-15 second breaks, 6x6 metre tatami, each technique only scores once, shadow system			Physical stature divisions, double knock-out elimination format, 3-30 second rounds separated by 2-15 second breaks, 6x6 metre tatami, Novice, and Intermediate each technique only scores once, Advanced and Black shadow system		
Fitness Challenge	3-4 different challenges focusing on the ABCs of athleticism					
Total Active Time	60-90 Minutes					
Group Size	10-12 Youth					
Facilitators	Junior officials, parents, instructors and volunteers					
Awards	All youth earn either gold, silver or bronze award based on earned points			Gold, silver and bronze for top three performers only		
Evaluation	Brief verbal feedback and encouragement given in positive manner					
Equipment	Some fitness equipment required. Tatami and kumite equipment required for free kumite					

“Competitive” Event Structure

The existing WKF style competition structure is what will be known as “Competitive” karate events where, for the LTPD stages of late Train to Train through to Train to Perform, the purpose is development, ranking and selection. Conversely, in the Train to Win stage, winning is the primary purpose.

Success for late Train to Train through to Train to Perform staged athletes is defined as the achievement of specific performance goals. Beyond that, Train to Win athletes succeed when they earn consistent international podium placements.

An alteration to the WKF elimination format of Competitive event is suggested to allow a minimum of two kumite and kata matches per tournament. This double-knockout format will allow athletes to capitalize on their tournament participation by increasing competitive experience.

Physical Literacy

Adoption of the NCCP Fundamental Movement Skills Coach professional Development has been determined to be the most suitable avenue for address physical literacy within KBC. The three hour Coach Professional Development workshop will become a required certification for all Karate BC certified Chief Instructors by the end of 2014.

Conclusion

Many opportunities exist to strengthen the way Karate BC does business and support its recreational members, competitive athletes, member clubs, officials, instructors, volunteers and parents. The blueprint outlined in this report is just the beginning. Most assuredly, additional areas of focus will arise as KC moves further along with its national implementation plan. Until such a time, KBC will work towards a full implementation of the *Karate for Life* model with one eye on the road ahead and one eye on the horizon looking for any new information with which to apply the principle of Kaizen.

Appendix A

Karate BC implementation of *Karate for Life* in the area of athlete training:

Stage	Clubs	Schools	Recreation
AS	Develop fundamental movement skill	N/A	Develop fundamental movement skill
FUN	Continued development of Physical Literacy within a karate based environment	N/A	Continued development of Physical Literacy within a karate based environment
L2T	Development of basics karate skills	N/A	Development of basics karate skills
T2T	Support the continued development of karate skills. Initiation to competitive skills and experience via BC Winter Games, BC Provincial Team and National Team (if applicable)	N/A	Development of karate skills in Active for Life
T2C	Support the continued development of competitive skills via provincial Team and National junior team (if applicable)	N/A	Development of karate skills in Active for Life
T2P	Facilitate, support and train for the gaining of high level competitive experience via National Team events.	N/A	Development of karate skills in Active for Life
T2W	Facilitate, support	N/A	Development of

	and train for high level competitive experience via National Team events.		karate skills in Active for Life
A4L	Development of karate skills in Active for Life	N/A	Development of karate skills in Active for Life

Karate BC implementation of *Karate for Life* in the area of coaching and instruction:

Stage	Clubs	Schools	Recreation
AS	Increase awareness and education of stage specific issues and support with physically literacy program	N/A	Increase awareness and education of stage specific issues and support with physically literacy program
FUN	Increase awareness and education of stage specific issues and support with physically literacy program	N/A	Increase awareness and education of stage specific issues and support with physically literacy program
L2T	Increase awareness and education of stage specific issues as per <i>Karate for Life</i>	N/A	Increase awareness and education of stage specific issues as per <i>Karate for Life</i>
T2T	Increase awareness and education of stage specific issues as per <i>Karate for Life</i>	N/A	Development of coaching karate skills in Active for Life stage
T2C	Increase awareness and education of stage specific issues as	N/A	Development of coaching karate skills in Active for Life stage

	per <i>Karate for Life</i>		
T2P	Increase awareness and education of stage specific issues as per <i>Karate for Life</i>	N/A	Development of coaching karate skills in Active for Life stage
T2W	Increase awareness and education of stage specific issues as per <i>Karate for Life</i>	N/A	Development of coaching karate skills in Active for Life stage
A4L	Increase awareness and education of stage specific issues as per <i>Karate for Life</i>	N/A	Development of coaching karate skills in Active for Life stage

Karate BC's implementation for life in the area of competition:

The following section is taken from the meeting notes of the last Karate Canada competition review panel meeting. This meeting was attended by key leaders from across the country and outlines what the ideal competitive system will look like. Karate BC will work towards implanting all of the final recommendations of the NSO working group.

1. The Ideal system: In the view of meeting participants, the ideal system should be characterized as follows:

General:

- 1.1. Events are financially profitable
- 1.2. Events are designed to retain teenagers in the sport
- 1.3. There is an increase of participation in KV events-KC Events meet the WOW factor, It's a party-KC events offer something unique (compared to other sports and like activities)
- 1.4. Events are webcasted and broadcasted

Long Term Athlete Development:

- 1.5. Events are athlete-centered and optimize athlete development
- 1.6. Activities targeted at each LTAD stages (Stage alignment)
- 1.7. Events promote LTAD and educate parents

Competition Calendar:

- 1.8. Full integration of provincial/national/International events
 - 1.8.1. Officials
 - 1.8.2. Competition structure
 - 1.8.3. Training program
- 1.9. Develop a participation circuit designed on the basis of LTAD stages (rules adapted to meet the LTAD dev. objectives) (use community centres)
- 1.10. Creation of a selection circuit that is based on WKF rules, find optimal competition at provincial and national level, separate JR and SR nationals, align schedules of events in Canada with international events
- 1.11. Increase times between nationals (Round Robin)
- 1.12. Offer more competition opportunities per year
- 1.13. Develop a national calendar integrating all events (at all levels)
- 1.14. Better international visibility for Canadian events
- 1.15. All provincial tournaments held in the same period of the year
- 1.16. Perfect calendar alignment
- 1.17. WKF rules (changes for under 12 yo)
- 1.18. Under 9 yo, 1-2 festival per year
- 1.19. Develop a school program
- 1.20. Encourage Inter-provincial training and competition

Competition and Event format:

- 1.21. Ages 6-11 yo
 - Different rules at events
 - Skills based activities
 - No need for referees
 - Parent/coach driven
 - Gradual integration of combat
 - Modification of time /area/points/etc...
- 1.22. Ensures minimum levels of quality matches for each athlete
- 1.23. Better use of technology
- 1.24. Alternate skills competitions (no need for referees)
- 1.25. Events include parents in event management, as chaperones, scorekeepers, sponsorship searcher, fundraisers
- 1.26. Separate Junior and Senior events
- 1.27. Change format to be more round robin, increasing competition experience
- 1.28. Schedule events by time
- 1.29. More active time activities per day- Reduce waiting time at events

- 1.30. Create new L9 structure
- 1.31. Regional event: Round robin/Provincial event: double elimination/Nationals: WKF minimum 2 matches-cross over-round robin
- 1.32. Single elimination 12-13 yo and up/ 15-15 yo round robin

Officials:

- 1.33. No training of officials at nationals, team selection tournament
- 1.34. Match officials with level of athletes
- 1.35. Start official training earlier
 - To create Jr. National official training program
 - Pay them
- 1.36. Good referees for better athletes
- 1.37. Better support of referees
 - Referee levels for different tournaments
 - Expand clinics for scorekeepers and timekeepers
 - Introduce referee at younger age
 - Educate dojos about importance of referees

Talent Identification:

- 1.38. Talent identification is based on physical/skills tests and performance. A tracking system is developed.

Karate BC implementation of *Karate for Life* in the area of leadership/governance:

Stage	Clubs	Schools	Recreation
AS	Club instructor lead. KBC governed.	N/A	Club instructor lead. KBC governed.
FUN	Club instructor lead. KBC governed.	N/A	Club instructor lead. KBC governed.
L2T	Club instructor lead. BC Winter Games Coach supported. KBC governed.	N/A	Club instructor lead. KBC governed.
T2T	Club instructor lead. BC Provincial and	N/A	Club instructor lead. KBC governed.

	BC Winter Games Coach supported. KBC governed.		
T2C	Club instructor lead. BC Provincial Coach supported. KBC governed.	N/A	Club instructor lead. KBC governed.
T2W	Club instructor lead. BC Provincial Coach supported. KBC governed.	N/A	Club instructor lead. KBC governed.
A4L	Club instructor lead. KBC governed.	N/A	Club instructor lead. KBC governed.

The communications tools that Karate BC will be using will include in-person meetings where LTAD information will be presented, as well as the Karate BC, Karate Canada and Canadian Sport for Life websites.

A slideshow will be developed for the regional information sessions that will subsequently be available on the KBC website for future reference. The *Karate for Life* manual will be supported by the “Measuring Growth and Maturation” poster as the primary written material for implementation.

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