



## **KJK Standards for the Implementation of Randori – 4.15.08**

**Under stress you regress.** This is one of the fundamental challenges we face in teaching martial artists to become effective fighters in reality, not just in practice. Randori is one of the most important and effective teaching tools in our arsenal for addressing this problem, but only when applied effectively and with care. The purpose of this document is to create a clear set of guidelines to aid KJK instructors in implementing the practice of Randori in their respective schools.

### **Purpose of Randori**

The purpose of Randori is to create a controlled training environment in which the practitioner can practice and execute techniques at their threshold of stress tolerance.

**Randori should only be used to teach students how to win. It is not free sparring, nor is it a tool for “putting anyone in their place”. Using Randori for any purpose other than teaching practitioners to use what they know under stress is unethical, and may be damaging physically and/or psychologically to the student.**

### **Protective Gear**

Equipment needs will vary depending upon how the instructor structures the Randori exercise, i.e. Tuite only vs. Kyusho only. These are basic requirements.

- For Trainee/Person-in-the-Middle – Groin cup and mouth guard (required), light glove (optional)
- For Trainers/Attackers (3 max.) – Head gear, chest gear, groin cup (required), forearm and shin guards (optional)

### **Key Concepts**

There are three different roles that need to be defined in order to successfully implement Randori within your curriculum.

#### **Instructor**

The role of the Instructor during Randori is set the parameters of the exercise to the appropriate level for the Trainee. This is accomplished by controlling the variability of possible attacks and responses, i.e. Trainer only attacks with a grab/punch, Trainee responds always with Augment. It is at this point that the Instructor should determine an order for the Trainers, so that Trainers always know exactly when it is their turn to attack.

The role of the Instructor during the exercise is to monitor the stress level of the Trainee and prompt Trainers to adjust the intensity of attack if necessary, or to stop the exercise altogether if the Trainee is past the point of recovery of control. Signs of Trainee panic/loss-of-control include loss of fine motor control, hyperventilation, loss of full-body connection, reliance on gross motor responses, drastic increase force of response, etc.

### **Trainer (Attacker)**

The role of the Trainer is to carefully assess the Trainee's level of stress and to apply the appropriate level of attack intensity to bring the Trainee to, but not past, their threshold of stress tolerance. In order to facilitate the success of the Trainee, the Trainer needs to begin the exercise at a lower intensity and increase it over the course of the first 30-60 seconds until the Trainee's stress threshold has been reached.

The level of attack intensity can be controlled by adjusting the speed of the attack, amount of time that is given to the Trainee to respond to the attack, the amount of power behind the attack, facial expression, tone of voice, direction of attack, etc. Prior to the exercise, the Instructor may set parameters for any or all of these variables in order to create the appropriate instructional situation.

**Regardless of how any of the above variables are applied or controlled, it is important that once the Trainee has finished dealing with one attack, the next attack is already on its way. TRAINERS MUST BE PAYING ATTENTION TO WHAT IS HAPPENING DURING THE EXERCISE AND BE READY TO ATTACK IMMEDIATELY.**

In addition, it is vitally important that Trainers react to the Trainee's techniques in a REALISTIC manner. Protective gear is to prevent injury only, not render Trainers immune to a solid hit.

### **Trainee (Defender)**

The job of the Trainee is simple: to apply technique(s) effectively, efficiently, and with control under stress.

### **Using Concepts to Develop a Randori Instructional Sequence**

In order to provide a template for applying these concepts within your curriculum, this sequence has been created to give an example of a Randori progression.

#### **Randori Sequence for Basic Empty Hand Counters**

Downward Counter, Middle Counter, Upper Counter, Augment, Knife-hand Counter

### **Individual Counter Sequence**

The Trainee will only use the designated counter. Repeat this sequence for each counter.

**Trainee:** Downward Counter

#### **Trainer Attack Sequence:**

1. One or two-handed push
2. Two-hand grab or one-handed grab/base and threaten
3. Jab (left foot forward)
4. Jab or cross
5. Jab, cross, or hook
6. Any frontal hand attack

### **Integrated Counter Sequence**

This is the point in Randori training where the practitioner, having demonstrated the ability to apply each technique within highly stressful contexts, integrates all of the techniques into the Randori exercise. Trainer attacks may be limited at the discretion of the Instructor, but this is not strictly necessary. At this level, the key to creating the appropriate level of stress is controlling the intensity of attacks. Trainee's at this level of Randori will have already experienced high levels of stress training, and will most likely adjust quickly to the increased number of variables (attacks and choice of counter), but it remains vitally important that the Trainers begin the exercise at a lower level of intensity and increase intensity only to the Trainee's threshold of stress tolerance.

**\*\*If the Trainee is pushed past their stress tolerance threshold, and the Trainers are not responding accordingly, it is the responsibility of the Instructor to stop the exercise.\*\***

### **Broad Applications**

Like so much in the KJK curriculum, Randori is not a set exercise, but rather a conceptual framework for teaching martial artists to utilize their training in highly stressful, high-stakes situations. This sequence can, and should, be applied to all aspects of our art. *Do Tuite Randori. Do Kyusho Randori. Do Leg-Attack Randori.* Be careful, though, to make sure that you use this exercise appropriately. If done so, Randori can be used for students of *any* rank, and will become one of the most powerful teaching tools in your arsenal.