



**JIU JITSU GLOBAL
FEDERATION**

**2014 JJGF ADULT
STANDARDS FOR RANKING**

White Through Black Belt

JJGF ADULT STANDARDS FOR RANKING: White Belt Through Black Belt

Publishing Information

When the JJGF Standards for Ranking, White Belt Through Black Belt were adopted by JJGF State Board of Education on January 23, 2014, the members of the Board were the following: Rickson Gracie, President; Carlos Gama, Executive; and Tony Pacenski, Executive.

© 2014 by the JJGF Department of Education



TABLE OF CONTENTS

A Message from the JJGF Board of Education and the JJGF President 4

Introduction 5

White Belt 7

White/Blue Belt 10

Blue Belt 13

Purple Belt 16

Brown Belt 19

Black Belt 23

Techniques of Preparedness 24



A MESSAGE FROM THE JJGF BOARD OF EDUCATION

Jiu-Jitsu education significantly contributes to students' well-being; therefore, it is an instructional priority for JJGF academies and clubs and an integral part of our students' educational experience. High-quality jiu-jitsu education instruction contributes to good health, develops fundamental and advanced motor skills, improves students' self-confidence, and provides opportunities for increased levels of physical fitness that are associated with high academic achievement in educational schooling. The JJGF Adult Standards for Ranking, White Belt Through Black Belt affirms the standing of Jiu-Jitsu education; rigor is essential to achievement, and participation is not the same as education.

Mastering fundamental movement of jiu-jitsu skills at an early age establishes a foundation that facilitates further motor skill acquisition and gives students increased capacity for a lifetime of successful and enjoyable physical activity and other jiu-jitsu experiences. Similarly, the patterns of physical activity acquired during childhood and adolescence are likely to be maintained throughout one's physical, mental, and social benefits in the years to come.

These standards focus on the content of jiu-jitsu education and incorporate the detail required to guide the development of consistent, high-quality jiu-jitsu education instructional programs aimed at student learning and achievement. The standards provide a comprehensive vision of what students need to know and be able to do at each belt level. In addition, the standards provide a model for high jiu-jitsu education in the future.

- JJGF Board of Education

A MESSAGE FROM THE JJGF PRESIDENT

Jiu-Jitsu Belt Ranking Standards

The jiu-jitsu adult standards for rank are comprehensive and focused. The standards give instructors the ability to assess students for efficacy and improve instruction to meet class objectives based on the JJGF standards herein. The standards represent our commitment to promoting excellence in jiu-jitsu education and instruction for every member that contributes with the JJGF.

*Master Rickson Gracie
President, JJGF
8th degree Coral Belt*

INTRODUCTION

According to the U.S. Surgeon General, regular physical activity is one of the most important ways to maintain and improve one's physical health, mental health, and overall well-being. A student who participates in jiu-jitsu and martial arts education is more likely to become a healthy adult who is motivated to remain healthy and physically active throughout his or her life.

The Jiu-jitsu standards for rank represent the essential skills and knowledge that all students need to maintain and achieve jiu-jitsu grading & rank. The standards provide guidance for developing an intelligence jiu-jitsu education program by identifying what each student in the JJGF should know and be able to do at each grade level. With adequate instruction and sustained effort, students in every academy and club should be able to achieve the standards. Some students with special needs may require appropriate accommodations, adaptations, and modifications to meet the standards. Decisions about how best to teach the standards are left to professor, instructors, club and academy.

The forthcoming version of the JJGF Standards for Rank is based on and incorporates the model content standards. The framework will provide guidance for instruction, program development, and support for the instructors and professors. Used together, the standards and framework will serve as a resource for all academies in developing a quality jiu-jitsu education program.

An Essential Discipline

Jiu-jitsu education can be and we believe is an integral part of the education process for all children and teenagers. It teaches students how their bodies move and how to perform a variety of physical movements, skills and activities. Students learn the health-related benefits of regular physical activity and the skills to adopt a physically active, healthy lifestyle. The discipline of jiu-jitsu also provides learning experiences that meet the developmental needs of students. With high quality jiu-jitsu education instruction, students become confident, independent, self-controlled, and resilient; develop positive social skills; set and strive for personal, achievable goals; learn to assume leadership; cooperate with others; accept responsibility for their own behavior; and, ultimately, improve their academic performance. The JJGF standards provide opportunities for professors to reinforce student learning in all areas of the academies' curriculum.

Development of the Standards

The JJGF Adult Standards For Rank was convened to answer the question,
What should jiu-jitsu students know and be able to do in belt rank from white to black belt?

The JJGF standards also reflect guidance and suggestions from members of the JJGF Master's Council and JJGF academies affiliates who attended professional meetings. At the meetings, the JJGF leaders helped define key issues.

Although the JJGF recognizes that changes in practices by academies, professors, and students will take time, the JJGF believes achieving these standards is a high priority for students. The The JJGF Adult Standards for Rank will assist academies and clubs in establishing learning goals and objectives for jiu-jitsu education. A sequential, developmentally appropriate curriculum should be designed and implemented to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active in the culture of jiu-jitsu and a healthy lifestyle.

Highlights of the Standards

The five overarching model content standards for jiu-jitsu white belts through black belt students are as follows:

Standard 1: Students demonstrate the efficacy skills and movement patterns needed to perform a variety of jiu-jitsu physical activities. **(Personal Movement)**

Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of jiu-jitsu physical activities. **(Details of Technique)**

Standard 3: Students assess and maintain a level of the jiu-jitsu physical performance. **(Assessment Challenge & Efficacy)**

Standard 4: Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of jiu-jitsu physical activity. **(Psychological)**

WHITE BELT

This is the starting point in the children, youth and adult ranking system. For the adults, this ranking is used to build a basic foundation in the art of jiu-jitsu.

All students that are new to the art need to understand with the most importance that the philosophy is, if you must fight, win the fight by any means possible. Furthermore, Jiu-Jitsu's Martial Arts doctrine in combat is to use the strategy of bringing the fight to the ground, and reaching the most superior positioning to win by verbal command, strikes or submission.

For training in the academy, a jiu-jitsu man must assume that the opponent is bigger, stronger and heavier than he is. Having this assumption in mind, the jiu-jitsu man will rely on leverage instead of strength, technique instead of force and strategy instead of ignorance. Relaxation, breathing and thinking are important elements for a new student to learn. These elements will help improve the applications of the techniques from the beginning to mastery. Training is a process. In the beginning, you will tap many times. It is important to take this experience in stride, tap before injury and learn from your mistakes. Advance students are taught that it is disgraceful to hurt someone of less skill.

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of jiu-jitsu physical activities.

Movement Concepts

- 1.1 Travel forward and sideways while changing direction quickly in response to a signal. Again relate to the warm-up and during jiu-jitsu drills.
- 1.2 Demonstrate contrasts between slow and fast speeds while using loco-motor skills. Drills and practice of jiu-jitsu techniques.
- 1.3 Demonstrate the ability to have standing base in all directions without a partner.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Identify standing base while standing.
- 2.2 Ability to demonstrate standing base in all directions without falling down.

Body Management

- 2.3. Ability to show simple mount escapes to turn the opponent and escape to the guard.
- 2.4 Ability to show cross side control.
- 2.5 Ability to maintain mount.
- 2.6 Ability to transition to front to back mount.

- 2.7 Ability to clinch.
- 2.8 Ability to do novice basic leg tackles.
- 2.9 Ability to do novice clinch takedowns.
- 2.10 Ability to do novice guard pass around the opponent's open guard.
- 2.11 Ability to do a novice guard pass over the opponent's legs.
- 2.12 Ability to do a novice guard pass under the opponent's leg(s).

STANDARD 3

Students assess and maintain a level of jiu-jitsu performance.

- 3.1 Participate in jiu-jitsu activities that are enjoyable and challenging.
- 3.2 Participate two to four days each week in moderate to vigorous jiu-jitsu activities that increase breathing and heart rate.
- 3.3 Demonstrate takedown and clinch strategies of the white belt curriculum.
- 3.4 Demonstrate closing the distance to the clinch.
- 3.5 Demonstrate cross side controls from the top position.
- 3.6 Demonstrate mount controls from the top position.
- 3.7 Demonstrate in ground transitions passing the guard, cross side, mount and back mount.
- 3.8 Demonstrate in cross side escapes to the guard and/or the knees.
- 3.9 Demonstrate Guard defenses against a striking opponent inside the guard.
- 3.10 Demonstrate fundamental submission attacks from the core jiu-jitsu positions: Mount, Guard, Side Control.

STANDARD 4

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of jiu-jitsu activity.

Self-Responsibility

- 4.1 Identify the feelings that result from participation in jiu-jitsu activity.
- 4.2 Participate willingly in jiu-jitsu activities.

Social Interaction

- 4.3 Demonstrate the characteristics of sharing in a jiu-jitsu activity.
- 4.4 Describe how positive social interaction can make jiu-jitsu activity with others more fun.

Group Dynamics

- 4.5 Participate as a leader and a follower during jiu-jitsu activities.

WHITE/BLUE BELT

This ranking is reserved for students that are in between the white and blue belt timeframe in grade. The white and blue belt builds from the white belt strategies and techniques by exploring standup aggression counters, escapes and releasing from an attacker. For ground positioning and techniques, this rank focuses on core escapes from the bottom, additional transitioning and attacks of offensive moves. This rank is optional for professors and academies to use in their curriculum and grading systems; however, the JJGF feels it is a practical way for knowledgeable white belt to make the transition to the blue belt. After 6 months of training, the white and blue belt students can begin sparring with knowledge and begin to challenge themselves in new ways in becoming more efficient blue belt.

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of jiu-jitsu activities.

Movement Concepts

- 1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
- 1.2 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following loco-motor movements: walking, running, leaping, hopping, and jumping.
- 1.3 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., loco-motor skills).
- 1.4 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.
- 1.5 Demonstrate base forward and backward solo.
- 1.6 Solo going to the ground movements; breaking, rolling, forward, side and backward.
- 1.7 Demonstrate of solo ground movements; rolling and flowing; upa, hip escapes; rocking.
- 1.8 Move from the ground to the feet; moving in all directions and standing.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of jiu-jitsu activities.

Manipulative Skills

- 2.1 Identify standing self-defense escapes, counters and releases from the front and side positions.
- 2.2 Identify additional leg and tackling takedowns.
- 2.3 Identify front, side and back clinches.
- 2.4 Identify front, side and back clinch takedown of the academies curriculum.
- 2.5 Identify sprawling strategies and higher levels of balance from the clinch position with a defensive mindset.
- 2.6 Identify additional guard passing strategies from the full guard on the knees and/or standing.
- 2.6.1 Identify additional guard opens from the knees and standing positioning.

- 2.7 Identify additional cross side controls from the top position.
- 2.8 Identify additional mount controls from the front and from the back.
- 2.9 Identify additional submission attacks from the core positions including bent and straight armlock & chokes with arms and legs.
- 2.10 Identify guard sweeps to turn position from bottom to top from the knees.
- 2.11 Identify guard sweeps to turn the position from bottom to top with a standing opponent.
- 2.12 Identify guard defense against punches close and far defense if the opponent is on the knees or standing.
- 2.13 Identify mount escapes against a punching opponent on the knees.
- 2.14 Identify mount escapes variations of upa and elbow escape.
- 2.15 Identify back mount escapes.

STANDARD 3

Students assess and maintain a level of jiu-jitsu performance.

Fitness Concepts

- 3.1 Participate in jiu-jitsu activities that are enjoyable and challenging.

Aerobic Capacity

- 3.2 Participate two to four times each week, for increasing periods of time, in moderate to vigorous Jiu-jitsu activities that increase breathing and heart-rate.

Body Management

- 3.3 Demonstrate a series of self-defense escapes, counters and releases from the front and side positions.
- 3.4 Demonstrate the connection of takedown from the clinch in the front, side and back positioning without the technical gripping of the kimono.
- 3.5 Demonstrate the defensive connection against standup clinches from the front, side and back positioning.
- 3.6 Demonstrate mount escapes from the resisting opponent.
- 3.7 Demonstrate cross side escapes to the guard and/or to the knees.
- 3.8 Demonstrate efficiency in defense from the back mount position.
- 3.9 Demonstrate efficiency in defense from the guard position from a kneeling or standing opponent counters strikes or attacking holds.
- 3.10 Demonstrate guard passing in an efficient manner against a resisting opponent.
- 3.11 Demonstrate the ability to stop takedowns in an efficient manner using base and balance.
- 3.12 Demonstrate sparring with a knowledgeable training partner for 5 minutes.

STANDARD 4

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of jiu-jitsu activity.

Self-Responsibility

- 4.1 Participate willingly in new jiu-jitsu activities.
- 4.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in jiu-jitsu activity.

Social Interaction

- 4.3 Demonstrate the characteristics of sharing and cooperation in jiu-jitsu activity.

Group Dynamics

- 4.5 Identify and demonstrate the attributes of an effective partner in jiu-jitsu activity.
- 4.6 Identify and demonstrate effective practices for working with a group without interfering with others practicing jiu-jitsu.

BLUE BELT

This ranking is reserved for students that are 16 years old and older. The blue belt builds from the white belt strategies and techniques by exploring additional standup aggression counters, escapes and releasing from an attacker. For ground positioning and techniques, this rank focuses on added core escapes from the bottom, additional transitioning and attacks of offensive moves. The blue belt (which is the student that might reach this rank after six months to a year of training) is a sign that the student has a good foundation in technique. He or she knows many moves, many positions, attacks and escapes on the ground. And can already grapple very well.

With the exception of a developed strategy or different strategies well developed while training or competing, the main difference between purple and blue is that the purple belt can apply all of those moves, and more with a greater degree of success while grappling. The system of jiu-jitsu is all based on actual grappling and connection, so it is one thing to know a move or hold, but something different altogether to apply it! This, “the application of the holds and moves,” is where Brazilian Jiu-Jitsu really is very different than other styles of Martial Arts and that which separates blues and purple belts.

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of jiu-jitsu activities.
Movement Concepts

- 1.1 Move to open spaces within boundaries while traveling at increasing rates of speed.

Body Management

- 1.2 Transfer weight from feet to hands and from hands to feet, with center control looking to the sky.
- 1.3 Transfer weight from feet to hands and from hands to feet, with center control looking to the mat.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of jiu-jitsu activities.

Manipulative Skills

- 2.1 Identify standing self-defense escapes, counters and releases from the front with two hands and side position attacks.
- 2.2 Identify standing self-defense escapes, counters and releases from the back position.
- 2.3 Identify additional styles of clinches without the kimono i.e collar and elbow tie ups.
- 2.4 Identify kimono grips from the standing position against an opponent.
 - 2.4.1 1 Identify off balancing strategies with use of the kimono, grips and connection.
 - 2.4.2 Identify turning and half turn throwing/takedown strategies.
- 2.5 Identify takedowns against wall or not in the open space.
- 2.6 Identify knee in the belly control transitions and control.
- 2.7 Identify knee in the belly defenses to guard or to the knees.

- 2.8 Identify half-guard controls and guard recovery.
- 2.9 Identify the north/south position for control and transition movement.
- 2.10 Identify position strategies from the turtle position.
- 2.11 Identify survival strategies and defenses from submission attacks in the guard, from the bottom mount, cross side position and back mount positioning.
- 2.12 Identify transitions from the guard related to guard passing and moved movements to the knee in the belly and/or back take transitions.
- 2.13 Identify added improvements to cross side control.
- 2.14 Identify defense from the guard position verses punches/strikes from a standing opponent.
- 2.15 Identify defenses from headlocks from the bottom position.
- 2.16 Identify submission attacks to the foot straight from inside the guard.
- 2.17 Identify submission defense to the straight footlock from the guard on the ground or standing.

STANDARD 3

Students assess and maintain a level of jiu-jitsu performance.

Fitness Concepts

- 3.1 Participate in enjoyable and challenging jiu-jitsu activities for increasing periods of time.

Aerobic Capacity

- 3.2 Participate two to four times each week, for increasing periods of time, in moderate to vigorous jiu-jitsu activities that increase breathing and heart rate.

Muscular Strength/Endurance

- 3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency.

Flexibility

- 3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps.

Body Composition

- 3.6 Engage in moderate to vigorous jiu-jitsu activity for increasing periods of time.

Assessment

- 3.6 Demonstrate self-defense escapes, counters and releases from the front positioning with attacks with two hands to the neck and kimono lapel.
- 3.7 Demonstrate self-defense escapes, counters and releases from the back positioning.

- 3.8 Demonstrate efficiency in takedown defense.
- 3.9 Demonstrate efficiency in taking down an opponent in the open space and against a wall surface.
- 3.10 Demonstrate guard retention verses a passing opponent.
- 3.11 Demonstrate defensives from the triangle choke, collar choke and arm chokes inside the guard.
- 3.12 Demonstrate variations of the guard using the kimono.
- 3.13 Demonstrate the use of variations of bent shoulder-locks to straight armlocks with ones arms or legs.
- 3.14 Demonstrate efficient passing from the half-guard.

STANDARD 4

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Social Interaction

- 4.1 Acknowledge one's opponent or partner before, during, and after a jiu-jitsu activity or game and give positive feedback on the opponent's or partner's performance.
- 4.2 Encourage others by using verbal and nonverbal communication.
- 4.3 Demonstrate respect for self, others, and equipment during jiu-jitsu activities.
- 4.4 Demonstrate how to solve a problem with another person during jiu-jitsu activity.

Group Dynamics

- 4.5 Participate positively in jiu-jitsu activities that rely on cooperation.

PURPLE BELT

This ranking is reserved for students that are 16 years old and above. The purple belt builds from the white, white/belt and blue belt strategies and techniques by exploring additional standup aggression counters, escapes and releasing from an attacker. For ground positioning and techniques, this rank focuses on added core and non-core escapes from the bottom, additional transitioning and attacks of offensive moves. This rank has long been looked at as a professional level ranking. The purple showcases strategies and game plan during sparring. He or she is very efficient at applying positions and submission attacks verses knowing about techniques.

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of jiu-jitsu activities.

Movement Concepts

- 1.1 Standing base rhythm hip movement.
- 1.1.1 Standing base square stance balancing and understanding.
- 1.1.2 Hip movement of lifting or pickup rhythm.
- 1.1.3 Turning leg footwork in the example of Seoi Nage footwork rhythm.
- 1.1.4 Stepping forward leg footwork in the example of Ochi Gair footwork rhythm.
- 1.1.5 Kicking movement for the standing position.
- 1.1.6 Punch deflection movements to the head, chest, belly and hooking strikes.

Body Management

- 1.2 Perform an inverted balance (tripod) by evenly distributing weight on body parts and moving the from side to side- in the example of a wrestler's peek-out-switch to the back position if found on the bottom under a sprawl.
- 1.3 Perform bellying down to the mat flat and ability to move forward to the knees and elbow position or move backwards to the knees and elbow position.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of jiu-jitsu activities.

Movement Concepts

- 2.1 Describe how changing speed and changing direction can allow one person to move away from another.
- 2.2 Explain the difference between throwing to a stationary partner and throwing to a moving partner.

Manipulative Skills

- 2.3 Identify continued self-defense strategies for escapes, counters and releases from the standing position from the back.

- 2.4 Identify how to transition from one self-defense technical to another if the first is resisted or flawed.
- 2.5 Identify continued self-defense strategies against weapons: Club, Knife & Gun threats.
- 2.6 Identify kimono style takedowns using transitions to pickup and leg attacks.
- 2.6.1 Identify improvements in double leg and single leg finished against a resisting opponent.
- 2.7 Identify how to perform throws with the foot on the hip/stomach to the side or over the head.
- 2.7.1 Identify how to perform throws to the inside trips and outside leg trips.
- 2.7.2 Identify strategies to follow up first takedown attempts with secondary takedowns.
- 2.7.3 Identify front headlock strategies from submission and takedowns from the standing positioning.
- 2.7.4 Identify improvements in angle creation i.e. armdrags, pulls, snap downs and takedown defenses.
- 2.8 Identify strategies of mounting attacks in sequence.
- 2.8.1 Identify additional mounting systems and variations.
- 2.9 Identify strategies of knee in the belly attacks in sequence.
- 2.10 Identify strategies of attacks in sequence from the back mount.
- 2.10.1 Identify strategies of attack in sequence from the north/south.
- 2.11 Identify strategies of attack from the guard position from a kneeling opponent.
- 2.12 Identify strategies of attack from the guard position from a standing opponent.
- 2.13 Identify how to defend oneself from the bottom cross side position against strikes.
- 2.14 Identify how to sweep/turn the opponent from the half guard.
- 2.15 Identify how to sweep/turn the opponent from the open guard.
- 2.16 Identify how to improve escapes from headlocks on the bottom position.
- 2.17 Identify strategies of passing the guard with improved pressure or movement.
- 1.20 Identify strategies of passing the half-guard with pressure and movement.
- 1.21 Identify strategies of passing the half-guard with submission tactics.
- 1.22 Identify strategies of attacks from the bottom half-guard position.
- 1.23 Identify strategies of attack and transition from the sprawling front head lock position on the ground.
- 1.23.1 Identify strategies of defense from the front headlock position from the bottom position.
- 1.24 Identify additional leglocks to the knee and ankle in an offense and defensive manner for self-defense not sportive context.
- 1.25 Identify personal strategies to practice basic jiu-jitsu techniques and strategies from former ranking.

STANDARD 3

Students assess and maintain a level of jiu-jitsu performance.

Fitness Concepts

- 3.1 Demonstrate warm-up and cool-down exercises.

Aerobic Capacity

- 3.2 Participate two to four days each week, for increasing periods of time, in continuous moderate to vigorous jiu-jitsu activities that require sustained movement of the large muscle groups to increase breathing and heart rate.

Muscular Strength/Endurance

- 3.3 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair.
- 3.5 Climb a vertical pole or rope.

Flexibility

- 3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck.

Body Composition

- 3.11 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous jiu-jitsu activity.

Assessment

- 3.12 Demonstrate with efficacy a self-defense demonstration with multiple students and with weapons defense.
- 3.13 Demonstrate with efficacy closing the distance to the clinch against a striking opponent.
- 3.14 Demonstrate the physical jiu-jitsu challenge of sparring 2- 7 minute rounds with two training partners.
- 3.15 Demonstrate personal ground defenses against a striking opponent from the guard, cross side bottom and mounted position bottom in one physical jiu-jitsu challenge.
- 3.16 Demonstrate the physical jiu-jitsu challenge of escaping multiple headlock escapes from 2 training partners on the ground.
- 3.17 Demonstrate the ability to flow and connection positions for dominance during sparring.
- 3.18 Demonstrate the ability defense oneself from submissions and explain levels of defense; i.e. armlock defense or back mount defense.

STANDARD 4

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of jiu-jitsu activity.

Self-Responsibility

- 4.1 Set a personal goal to improve a motor skill and work toward that goal.
- 4.2 Collect data and record progress toward mastery of a jiu-jitsu skill.

Social Interaction

- 4.3 Use appropriate cues for movement and positive words of encouragement while coaching others in jiu-jitsu activities.
- 4.4 Demonstrate respect for individual differences in physical, mental, social and jiu-jitsu abilities.

Group Dynamics

- 4.5 Work in pairs or small groups to achieve an agreed-upon goal.

BROWN BELT

This ranking is reserved for students that are 17.5 years old or older. The brown belt builds from the white, white/blue, blue, and purple belt strategies and techniques by exploring additional standup aggression counters, escapes and releasing from an attacker. For ground positioning and techniques, this rank focuses on added core and non-core escapes from the bottom, additional transitioning and attacks of offensive moves.

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of jiu-jitsu activities.

Body Management

- 1.1 Standing base dropping knee to the mat spinning movement solo.
- 1.1.1 Standing base dropping knee spinning movement without knee touching the mat.
- 1.2 Four points of base looking to the sky- understanding the middle position and center of gravity.
- 1.3 Four points of base looking to the mat- understanding the middle position and center of gravity
- 1.4 Four points of base looking to the mat- switching ones legs and legwork back and forth.
- 1.5 From the back on the mat position- the ability to cross arms and rock to the knees in the example of escaping the armlock position catch.

STANDARD 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of jiu-jitsu activities.

Movement Concepts

- 2.1 Describe ways to create more space between an offensive player and a defensive player.

Manipulative Skills

- 2.2 Identify additional methods of creating angles against a standing opponent.
- 2.3 Identify strategies arm-drags to takedowns or clinch positioning.
- 2.4 Identify additional throws and takedowns using concepts of off-balancing with the use of the kimono.
- 2.5 Identify additional throws and takedowns half turns and turning strategies i.e. fireman's throw or hip throws.
- 2.6 Identify additional counters against standing opponents such as lines of defense: movement, arms, head position and use of hips to better balance or sprawling strategies.
- 2.7 Identify counter takedowns or throws while standing.
- 2.8 Identify self-defense counter against knees and kicking techniques.
- 2.9 Identify self-defense strategies for all the stand up techniques with or without weapons: Club, Knife and Hand Gun

- 2.10 Identify additional guard passing strategies against open guards on the ground.
- 2.11 Identify additional guard passing strategies against open guards from the standing position.
- 2.12 Identify additional guard passing strategies against the half-guard and half-guard with leg shield.
- 2.13 Identify strategies of using the kimono to attack the opponent from top positioning.
- 2.14 Identify strategies of using the kimono to attack the opponent from the bottom positioning.
- 2.15 Identify additional strategies escaping from the turtle position on the bottom while opponent is in the front, side or back positioning.
- 2.16 Identify strategies on leglocks in all core and non-core positions: i.e. kneelocks, Toe holds, and footlocks for both self-defense and sportive contexts.
- 2.17 Identify defense and counter strategies to leglocks in all core positions and non-core positions for self-defense and sportive context.
- 2.18 Identify wristlocks for sportive context applications standing and on the guard.

STANDARD 3

Students assess and maintain a level of jiu-jitsu

Fitness Concepts

- 3.1 Participate in appropriate warm-up and cool-down exercises for particular jiu-jitsu activities.
- 3.2 Demonstrate the correct body position for pushing and pulling large training partners.

Aerobic Capacity

- 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to increase aerobic capacity.

Muscular Strength/Endurance

- 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups.
- 3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle.

Flexibility

- 3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip abductors, and calves.

Body Composition

- 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous jiu-jitsu activity.

Assessment

- 3.8 Demonstrate the jiu-jitsu challenge of starting a tournament match with a heavier opponent between 5 to 10 pounds.
- 3.9 Demonstration escaping strategies against single leg takedown attempted.
- 3.10 Demonstrate the use of self-defense techniques from white to brown belt in a demonstration format with multiple training partners.
- 3.11 Demonstrate with efficiency counters against choking techniques on the ground in all the core positions and standing positioning.
- 3.12 Demonstrate the jiu-jitsu challenge of completing 2-9 minute training rounds with 2 training partners.
- 3.13 Demonstrate strategies on defense and offence that a part of your personal style of jiu-jitsu against resisting training partners that are lighter and heavy than oneself.

STANDARD 4

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of jiu-jitsu activity.

Self-Responsibility

- 4.1 Set a personal goal to improve an area of health-related jiu-jitsu fitness and work toward that goal.
- 4.2 Collect data and record progress toward attainment of a personal jiu-jitsu goal.
- 4.3 Accept responsibility for one's own performance without blaming others.
- 4.4 Respond to winning and losing with dignity and respect.
- 4.5 Abide by the decisions of the officials, accept the outcome of the game, and show appreciation toward participants.

Social Interaction

- 4.6 Include others in jiu-jitsu activities and respect individual differences in skill and motivation.

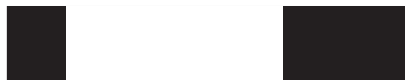
Group Dynamics

- 4.7 Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with his or her teammates as a challenge of one's jiu-jitsu growth.
- 4.8 Model support toward individuals of all ability levels and encourage others to be supportive and inclusive of all individuals.

BLACK BELT

This ranking is reserved for students that are 18 years old or older. The black belt builds from the white, white/blue, blue, purple belt and brown belt strategies and techniques. This rank is a consequence of commitment to the art from years of training. Observations on the Black Belt rank in Jiu-Jitsu are as follows:

Black Belt with white band- This rank is for a fighter that has reached the black belt rank.



Black Belt with red band- This rank is for a black belt that can apply all the self-defense curriculum of jiu- jitsu and assist professors in the academy or in public demonstrations.



Black Belt with red band and 2 white bars-- This rank is for a black belt that has successfully completed an instructor certification program through the JJGF.



Black Belt Professor- This rank is reserved for black belt instructors that have a time in grade of 6 years minimum. A professor of jiu-jitsu that has completed instructors training and hold the 2nd degree in rank can promote a student to black belt without additional black belt sponsors of rank.



TECHNIQUES OF PREPAREDNESS

During the white belt through purple belt years, a student of jiu-jitsu is taught many techniques and strategies of jiu-jitsu. Armlock and Chokes are found to be ideal in daily practice because these tactics give the training partner enough time to give up and tap without risk of injury for tomorrow. However, there are many strategies is competitor for example that are saved for brown belts and black belts. The JJGF acknowledges this is the competitor's rule book. For example, wristlocks are allowed at the brown belt and black belt levels and the same goes for straight kneelocks. In the context of self-defense and jiu-jitsu overall which is much bigger than competition, it is important to be mindful and the full scope of techniques of risk, malice, high percentage and/or low percentage for submission attacks and techniques. A practitioner should be aware and know how to protect themselves from a training partner or attacker that has the strategy of slamming them into the ground from the guard. In competition this is a technique of malice; however, in self-defense this is a technique of effectiveness. Below are suggested techniques that all students of jiu-jitsu need to beware of and prepared for before earning a brown belt in jiu-jitsu.

Neckcranks

Heelhook Leglocks Slamming
Twisting The Back/Spinal Cord
Finger Locks Wristlocks

Techniques of Malice to Know and Train.

White

Blue

Purple

Techniques of Preparedness to Know and Train.

Bicep Slicer Toeholds
Footlocks Kneelocks
Frontal Guillotine Chokes Calf Slicer
Mounted Naked Chokes
Stretching the Legs