

WRESTLING

Grade 10

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Philosophical Statement

We believe that physical education will provide each and every student the necessary tools to be able to leave the school institution and carry out a life long active lifestyle which will provide the individual with unlimited physiological, psychological, social, and mental benefits. Specifically, this unit on wrestling will use as large variety of teaching styles to enable the students to discover different ways of performing wrestling in a fun manner which will carry on long after they leave the educational institute. The effective inclusion of all the learning domains (psychomotor, cognitive, and affective/social) will also force the students to take away the notion that wrestling will benefit one more than just with holds, but will make them a better person in many regards; by making them think, be better socially apt, and move in different positions which they could otherwise not do in other activities.

Entry Levels:

For this grade 10 PE class, they are all basically at a beginner level. Four of the male students are involved with the school wrestling program, and are very skilled in the sport. It will be very useful to have these students demonstrate, and assist other students in becoming more effective in their ability. The rest of the class (especially the boys) have a bad understanding of the sport from the WWF that they love to watch and cheer

on TV. It will be a goal for this class to develop a new respect for the sport of wrestling which is based upon real skill, and ability.

The class is composed of students of a broad range of size and stature due to their developmental stage in growth. It will be important to recognize these differences, and match-up students who are of equal size and weight. It is also important to recognize that many of the girls will be much stronger than some of the boys because they have not fully matured yet. Also, since many of the students are not going to be mature enough to handle close contact with someone of the opposite gender (and to avoid the “accidental contacts”), students will be paired up to students of same gender as well. We want complete involvement from the students, and gender tension will prevent this if they are coupled together.

Since we observe the students wrestling continuously (primarily the boys) during lunch time, it will be easy to use this natural desire to compete against each other for this unit. We will have to recognize that emotions can flare, and outbursts from frustration will have to be controlled for obvious safety concerns. Early mention of this phenomenon will easily deter most from going too far. A “time out” period for any students to calm down will be established during the first class. Class respect for this time will be clearly understood because we do not want students making comments to a peer who is wound up and may lash out.

There are also two students in wheel chairs, and two students with ADD. We will use the wheel chair students as referees whenever possible, and encourage them to go around and give positive feedback to their peers. We will, unfortunately, be forced to disallow them from partaking in the matches because they could easily injure themselves

without knowing it, and cause liability issues. As mentioned above, however, they will be more than involved in the class, and will be forced to understand the sport in order to be an effective referee. The two ADD students will be able to partake in the class. The constant intense participation required from this sport will help make it enjoyable for these students. The “time-out” understanding will also aid in any times where they may get too riled up. If they are unable to control themselves, and cause potentially harm to other students, they will be forced to partake in a lesser manner; in 30 sec. matches vs 3 min matches.

The girls will also be at a disadvantage because many of them, due to cultural reasons, will not be used to person-to-person combat. This will not be the case for all of them (they will have older brothers or sisters), and some will stand out. It may take a lot of encouragement to get the females to actively engage in this sport. We hope that this is just an naive ideology of the past, but if it is present in the classroom then actions can be taken. We could bring in a professional female wrestler to the class, or show a tape of women at the Olympics partaking in the sport.

Exit Outcomes:

Our aim of this course is for the students to be able to leave this unit with a strong base of knowledge about wrestling from which to build on if they found a strong desire to pursue wrestling, or if they wanted to teach others how to participate in it later in life.

Specifically, the students will be able to know several holds, positions, moves, the tactics involved and be able to score a match effectively. They will develop the elements of fitness (speed, strength, endurance, flexibility, and balance), aggressiveness, and ability

while actively participating in an environment which promotes a healthy attitude and desire for competition.

Socially, with wrestling, the students will become comfortable with their peers in a sport which requires direct contact. With fun competitions, and partners of equal size and weight, these uncomfortable barriers between the students will disappear quickly, result in a class eager to participate with each other. Students will also develop a sense of self confidence, and self reliance from the skills one has learned. They will also receive this from being able to actively use the learned moves during the practice sessions on peers with successful accomplishment.

The students will also have learned how to give good feedback to their peers. They will learn this by visual observation they see, and how they feel when a move is being executed on them. By working with different partners, they will learn how to give effective feedback to anyone in their class.

Students will be able to understand some basic biomechanical principles with wrestling, and be able to use them to be more successful within this sport.

Learning Objectives:

Psychomotor:

- Students will be able to (SWBT) show proficiency in five basic breakdowns that will be taught during class.
- SWBT demonstrate the referee's position in order to begin a match.
- SWBT perform select and perform counters to the five basic breakdowns presented during class.

- SWBT perform a variety of pins in various situations.
- SWBT demonstrate agility, quickness and power while wrestling on the floor.
- SWBT adapt and improve the activity specific movement skills that are required in wrestling.
- SWBT display adequate levels of physical fitness while wrestling for periods of short duration.
- SWBT demonstrate balance and stability throughout the wrestling unit. This will be observed by assessing their base of support and COM.
- SWBT excel at a variety of warm-ups and minor games that will be presented over the course of the wrestling unit.

Affective:

- SWBT show healthy and sportsmanlike competition against their opponents.
- SWBT accept winning or losing a wrestling match graciously.
- SWBT perform the duties of a referee. This encompasses, fair play, scoring, and knowledge of the rules, specifically safety.
- SWBT cooperate and help one another learn the necessary moves and counters through out the unit.
- SWBT analyze various skills performed by a partner and make improvements where necessary (reciprocal teaching).
- SWBT work with a variety of partners in large and small groups. This will entail co-operation, respect, and a positive attitude.

- SWBT work together to set up and take down the equipment that is utilized in wrestling.

Cognitive:

- SWBT demonstrate knowledge of the role that levers (body segments) play in wrestling and how they can be used to gain an advantage over an opponent.
- SWBT show an understanding of stability and how 'base of support' can affect stability.
- SWBT understand and apply the concept of center of mass and how it affects stability.
- SWBT recall the rules of wrestling and apply them to various matches. Students will also be required to write a test on the rules and safety concerns of wrestling.
- SWBT referee the matches and score it as outlined at the beginning of the unit.
- SWBT demonstrate the importance of a warm-up prior to wrestling. Additionally they will be able to construct and devise their own warm-up, and demonstrate its application to wrestling.
- SWBT value the potential risks involved in wrestling and adhere to the safety rules (risks will be identified during class and will also be questioned on the unit test).

Managerial Routines and Organizational Time Savers

#1: Classroom Rules:

- gym strip mandatory
- no shoes on mats
- no food, drink, or gum allowed
- no disrespectful language or comments
- no talking when teacher is talking
- bathroom use is to be before or after class
 - emergencies allowed of course
- hands up for questions and comments

#2: Procedures:

- Establish a start and end class routine
 - Start of class:
 - students change into class immediately.
 - 4 students (alphabetically) roll out mats if required.
 - students sit around mats in a U-formation with teacher in the top of the U.
 - class is quickly debriefed as to class objectives.
 - when everyone is ready, warm-up will begin.
 - End of class:
 - everyone (sweating) gathers around mats in U-formation again.
 - lesson is discussed, questions asked, and next lesson told about.
 - any students mis-behaving, or next 4 students alphabetically, roll up the

mats, and put them away properly.

- students get changed and go to there next class.

#3: Groupings and Transitions:

- Class will be divided into groups (4-6) of similar size/weight
 - this ensures quick rotation between peers.
 - students will know who they will be working with.
 - students will know where they need to be.
 - students will learn to work as a group and learn from each other.

- Students within their group will continuously be rotating to wrestle with different peers
 - if the task is 2-on-2, and there is an even number in the group, then students will rotate between each other keeping it continuous.
 - if there is an uneven number of students in the group, or the activity is really intense (requires rest to perform effectively), then one student will act as the referee, They will then rotate around this configuration (2 wrestling, 1 refereeing).

- Rotation between peers within their groups results in students becoming more open to the notion of competing against different people.
 - this also subjects students to learn from each other directly because some students will be better at some moves then others. They will have to learn how to combat this.

#4: Teaching Space:

- Be at the top of the U-formation when giving quick briefing of the lesson, during the debriefing at the end, and when teaching a new move/hold
 - this position allows all the students to see the teacher, and for the teacher to see all of the students.
 - the students will be able to observe the new move/hold easily
 - it brings all the students in quickly, and they know where to be
- During warm-up, and when students are working in their groups, the teacher will be able to move around and attend to students that need help, give lots of positive feedback to those doing well, and keep the atmosphere fun with their energy.

#5: Students Without Strip:

- If it is a first or second occurrence, then they will be required to wear a strip which the teacher has provided
 - this ensures student participation
 - only permitted if students really did "forget"; these things happen
 - strip may involve clothes which are a little embarrassing to wear
- If it is a third occurrence, then the student's parents will receive a phone call
 - the student will still be required to wear the teacher provided strip
 - the student will be required to clean the equipment room when fun

matches/games will be occurring at the end of the lesson

- If it is a fourth occurrence, then student will be sent to the administration. The student obviously has a problem that the teacher does not have time to deal with.
- If the student is really sick, injured, or something which prevents involvement in the lesson, then they will be given a "Time-on-Task" sheet for an assignment
 - this ensures that the student follow what is occurring in the class
 - this ensures that the student will not be completely behind when he/she can participate at a later time.
- The student may also be used to referee, keep score of matches, or cheer others on

#6: Students in Wheelchairs, and with ADD:

- The 2 students in the wheelchair will be incorporated into the class by refereeing matches, keeping score of matches, and designing the tournament at the end of the unit.
 - they will be unable, unfortunately, to partake physically in the lesson. They may inadvertently injure themselves, and cause a liability issue.
 - Involvement, none the less, will be a positive experience for them
- The 2 ADD students will be more than able to partake in the class.

- they will be split up as much as possible within the class
- the required intense activity will benefit them a lot
- they will be told of the "time-out" method of controlling themselves if they feel that they are getting too worked up
- they will integrate very easily into this setting

#7: Equipment:

- Since the only equipment is the mats, then they just need to be rolled out properly, and rolled up properly at the beginning and end of the lesson, respectively.
 - this will be done by 4 students (alphabetically) at the beginning of the class
 - students will all take part, and be informed at the end of the lesson who the next four students are
 - misbehaved students or the next four (alphabetically) will put the mat away at the end of the lesson

#8: Support Materials:

- Will make an attempt to bring in professional/amateur/varsity performers to speak about the sport
 - if possible, a women and man will be able to come and speak
 - they will act as ideal roll models, especially to the females
- Use an Olympic video during the first lesson to get the students excited about the unit, and the lessons to come.

OVERALL CONTENT ANALYSIS- WRESTLING UNIT

<i>Psychomotor</i>	<i>Cognitive</i>	<i>Social</i>
Technique Body positioning Body mechanics	Rules Tactics Choice of skills Anticipation	Partner play Peer evaluation/feedback Respect for others Referee skills

CONTENT ANALYSIS OF UNIT ACTIVITIES/SKILLS

Name of Skill/Activity	Psychomotor	Cognitive	Social
Cross-Face Breakdown & Pin Combination	<ul style="list-style-type: none"> • A shoots R hand across & grasps B's L arm • A pulls B's L arm & grasps both hands on B's L arm • A pushes B to side & forces L shoulder to ground 	<ul style="list-style-type: none"> • Thinking of the components of the skill • Thinking of correct body positioning 	<ul style="list-style-type: none"> • Refereeing during games • Partner practice
Tight- Waist Near-Arm Breakdown	<ul style="list-style-type: none"> • A wraps R arm around B's waist • A grasps B's L arm with free hand 	<ul style="list-style-type: none"> • Thinking of the components of the skill • Thinking of correct body positioning 	<ul style="list-style-type: none"> • Refereeing during games • Partner practice • Peer evaluation and feedback during review
Ankle Ride & Cross- Body Ride	<p>Ankle Ride:</p> <ul style="list-style-type: none"> • A's R hand grasps B's far ankle • A puts pressure on on B's neck w/ forearm • A keeps 2 knees on mat <p>Cross Body Ride:</p> <ul style="list-style-type: none"> • A grasps B's far ankle for control & pushes L forearm on back on B's neck • With R heel, A hooks B's near ankle out 	<ul style="list-style-type: none"> • Must initiate a move to pin opponent • Must control opponent from escaping or reversing • Thinking of the components of the skill 	<ul style="list-style-type: none"> • Refereeing during games • Partner practice

	<p>toward him/herself</p> <ul style="list-style-type: none"> • A puts excess weight on B w/ hip & forearm & slips his/her L foot between B's knees to hook toe around B's lower leg 		
Far- Ankle & Near-Arm Breakdown	<ul style="list-style-type: none"> • A grasps B's R ankle with R hand • A grasps B's near wrist with L hand • A pulls in B's wrist & pulls B's far ankle ahead into his seat & directs all force towards B's shoulder 	<ul style="list-style-type: none"> • Thinking of the actual skill components • Thinking of correct body mechanics 	
Far-Ankle & Knee Breakdown	<ul style="list-style-type: none"> • A uses his right hand to grasps B's right ankle • A shoots left hand under B's stomach and grasps B's right thigh near the knee • A simult. pulls B's knee and ankle in and pushes B's hips away using his chest and shoulders • A must be sure most of his weight is on B, while the rest of his weight could be on his toes which are extended behind him 	<ul style="list-style-type: none"> • Thinking of the actual skill components • Thinking of correct body mechanics 	<ul style="list-style-type: none"> • Partner practice • Peer evaluation
Counter to far ankle and knee break down.	<ul style="list-style-type: none"> • B lowers left side and leans against A, and moves right knee out a little farther as a brace 	<ul style="list-style-type: none"> • Anticipation of skill about to be used by opponent 	<ul style="list-style-type: none"> • Partner practice
Spinner	<ul style="list-style-type: none"> • A keeps hands on B who is down refs position • B spins around trying to get away but stays in down position • A tries to keep hands on 	<ul style="list-style-type: none"> • Anticipation of where B is going to move to 	<ul style="list-style-type: none"> • Partner play • Competition

	back on B		
Base	<ul style="list-style-type: none"> • B lies down on stomach • A lies on top of B • B tries to get back to "base" position 	<ul style="list-style-type: none"> • Using the fundamentals of wrestling, trying to get back to base 	<ul style="list-style-type: none"> • Partner play • Competition (minor game)
Kneeling Struggle	<ul style="list-style-type: none"> • Push/pull/twist each other to mat while on knees 	<ul style="list-style-type: none"> • Using the fundamentals of wrestling 	<ul style="list-style-type: none"> • Partner play • Competition (minor game)
Go's Beat the clock Block wrestling Match wrestling Interval wrestling	<ul style="list-style-type: none"> • Match games using fundamentals 	<ul style="list-style-type: none"> • Choice of skill • Utilizing learned skills and applying them to minor games 	<ul style="list-style-type: none"> • Match games are incorporated to give ideal variety and fun
Tournament	<ul style="list-style-type: none"> • Application of all learned skills during unit 	<ul style="list-style-type: none"> • Tactics to beat opponent • Thinking of what skills to use at the appropriate times • Anticipation of opponents next skill (ie-counters) 	<ul style="list-style-type: none"> • Peer Competition • Peer regulation (making of the tourney/ organization by wheelchair students • Refereeing

Warm up #1

Name: Switch and Rotate

Objective: To teach listening skills and to allow students to become comfortable with close contact (transfer to wrestling contact).

Materials: none

Type of Activity: Cardiovascular

Type of Warm-up: Partner task

Description of activity:

- The object of this game is to stay so close to a partner that when the teacher says "Stop!" and the players' freeze, the follower can still touch the leader. When the teacher says "Switch!" the partners change roles, and the follower becomes the leader. Have students find a partner in general space. Have one student be the leader and the other the follower. The follower should be one arms length away from the leader (should be able to touch back of leaders shoulder before starting the game). On teachers signal the leader is allowed to walk anywhere in the gym. The follower is to follow the leader as best they can to try and stay one arms length away. When the teacher says "stop!" the two players freeze immediately. The teacher can also call "switch!" and now the follower is the leader and the leader is the follower.

Variations:

- Add in different locomotions that relate to lessons main activities.

Warm-up #2

Name: Team tag

Objective: To get students working as a team and to mix the ideas of rotational with tag.

Materials: 2 soft balls, 5 “saver” mats, 4 pinneys to flag taggers, 5 task cards with short gymnastics task on them

Type of activity: cardiovascular, anaerobic, muscular strength

Type of warm-up: Group task

Description:

- Set-up: place 5 “saver” mats around the gym away from each other
- Have a group of 3-5 students start in various places in the gym or on the field. They are all wearing scrimmage vests for identification. One of them also has a foam ball. On the "go" signal, the player with the ball moves around the space trying to tag as many people as possible. He or she can pass the ball to teammates in better position to tag runners. By encouraging more passing, the "team" has a better chance of tagging runners in various spots on the playing area. If a student gets tagged, they have to go to a “saver” mat and do the task identified at the mat to be allowed back into the game. For example, student must perform a forward roll at one of the mats.

Variations:

- Instead of running, have students do various locomations while playing the game of tag. Make students skip, hop, walk like a beret.

Warm-up #3

Name: Card Shark Fitness

Objective: To get students to regulate their own warm-up

Materials: Deck of Cards and 4 stations that match with one suit in the deck

Type of Activity: Cardiovascular/muscular endurance

Type of Warm-up: General fitness circuit

Description:

- Playing cards are face down in the middle of the gym. For stations are set up in different areas of the gym, and each station represents a suit in the deck.
 - Hearts = push up
 - Spades = Skipping
 - Diamonds = sit ups

- Clubs = jumping jacks

Students pick a card. They run to the station that matches the suit on the card. Skill must be performed the number of times shown on the card (numbered cards count at face value, jacks are 11, queens are 12 and kings are 13 and aces are 1). Once the student has completed the card, they return the card to the middle face down and pick a new card. This can last for 2 minutes or 5 minutes depending on the students.

Variations: Cut # in half or double depending on ability to perform task

Warm-up #4

Name: Guarding Bean Bag

Objective: To introduce students to being on offensive and defense in a one on one situation.

Materials: Bean bags, quadrant

Type of Activity: Aerobic

Type of Warm-up: Partner task

Description:

- In pairs, both students get into the ready position in one of the badminton quadrants. One student will guard the bean bag between their legs.
- The guard tries to protect the offensive player from stealing the bean bag from between their legs. Offensive player tries to fake out the guard and grab the bean bag.

Variations:

- Guard can use one or two hands to defend. Offensive player can use one or two hands to steal the bean bag. If there are an odd number of players the third player can give feedback to the attacker and to the defender and then switch.

Warm-up #5

Name: Bean Bag Shadow Lunge

Objective: To complete quick and low movements while anticipating your partner.

Materials: Bean bags

Type of Activity: Aerobic

Type of Warm-up: Partner task & Minor game

Description:

- In partners find a badminton quadrant; the bean bags go in the center of the quadrant
- One partner's job is to pick the bean bags up from the center one at a time and place them at each corner; the other player's job is to shadow the first player but remove the bean bags from the corners and place them back in the middle.

Variations:

- To increase or decrease size of playing area. If there are an odd number of students then the first player must grab two bean bags and put each one in a different corner. The other two students then grab one bean bag and put them back into the center.

Warm-up #6**Name:** Line Tag**Objective:** To introduce students to spatial awareness (Transfers to mats)**Materials:** none**Type of Activity:** Group task**Type of Warm-up:** Cardiovascular**Description:**

- Game of tag on the lines; 1/3 of students are it

Variation:

- Start at a walking pace, progress to jogging and eventually running

Warm-up #7**Name:** Tag and Touch**Objective:** Warm-up students with emphasis on trying to stay within a designated area**Materials:** none**Type of Activity:** Cardiovascular, muscular strength**Type of Warm-up:** General fitness/group task**Description:**

- Everyone is within a circle and they are walking around, if they touch another student they then must leave the circle and perform 10 jumping jacks. Once completed they may re-enter the circle.

Variations:

- Progress to a speed walk/jog
- Progress to a hop
- Play tag and if you are touched you are then frozen. To become alive you must be leaped over (leapfrog).

Warm-up #8**Name:** British Bulldog**Objective:** To get to the other side by avoiding taggers

Materials: none

Type of Activity: Cardiovascular

Type of Warm-up: Group task

Description:

- Using a basketball court, have the class line up on one end line. There will be 2-3 bulldogs in the middle in which the class must attempt to avoid and make it to the other end line. If tagged that student will be converted to a bulldog.

Variations:

- Beanbags (knee, head), one or two hands.

Warm-up #9

Name: Toilet Tag

Objective: To be able to hold balances in different positions

Materials: none

Type of Activity: Cardiovascular/muscular endurance/balance

Type of Warm-up: Minor games

Description:

- Two chasers will chase the group in an assigned area and when a student is tagged they have to go down on one knee with their right arm out. For them to become “free” a classmate must come and sit on their knee and “flush the toilet” by pushing their arm down. When the student is sitting on someone’s knee, they are “safe”.

Variations:

- Change the “toilet” stance to other holds that emphasize balance

Warm-up #10

Name: Cone flipping

Objective: Emphasizes low and quick movements

Materials: Short cones (the flexible ones)

Type of Activity: Cardiovascular/speed

Type of Warm-up: Group task

Description:

- Divide class into 2 teams, one flipping cones one way (down) and the other flipping cones the other way (up)
- Students move around and try to flip as many cones for their team as they can

Variations:

Have students perform task while employing a different locomotion such as hopping.

Tasks & Activities

Defensive (bottom) Referee's Position

#1: The head should be up and looking at the referee. The student's knees are well spread with all weight resting on the knees and feet. The arms should be about 12 inches in front of knees and parallel with them. Arms are straight. Also referred to as student B.

Progression into Lessons:

- Students will get into pairs and practice being in the position
- Situation drills of "base", "spinner", and "blanket ride" would be used to exemplify this position. Have student perform drills for 15-30 sec intervals, and then switch.

Offensive (top) Referee's Position

#1: Wrestler crouches behind, and places his/her hands flat on the bottom of wrestler's back. The student may go down on one knee, or stay up on both feet. The wrestler must not put pressure on bottom wrestler until referee blows his/her whistle. Also referred to as A student.

Progression into Lessons:

- Students will get into pairs and practice being in the position
- Situation drills of "base", "spinner", and "blanket ride" would be used to exemplify this position. Have student perform drills for 15-30 sec intervals, and then switch.

Cross Face Breakdown & Pinning Combination

#1: Student A assumes the referee's position on top.

#2: Student A shoots his/her righthand across and grasps student B's left arm just above the elbow.

#3: Student A pulls student B's left arm to him and grasps both hands on B's left arm.

#4: Student A pushes student B to the side and forces his left shoulder to the mat.

#5: Student A then ties up both of student B's arms as he tries to pin him.

Progression into Lessons:

- Students will get into pairs and practice being in the position
- Situation drills of "block wrestling", "two in - two out", and "go's" would be used to exemplify this position. Have student perform drills for 15-30 sec intervals, and then switch.

Counter to Cross Face Breakdown & Pinning Combination

#1: Student B pivots his/her body so that his/her head is directly facing A's. Prevents any leverage for A to turn him/her over.

Progression into Lessons:

- Students will get into pairs, top student will attempt to execute the move, with bottom student trying to prevent it from happening. Students will wrestle in this fashion for 30-45 seconds, and then switch roles.
- Situation drills of "beat the clock", "block wrestling", and "mexi-match wrestling" would then be incorporated to get the students competitive.

Riding

#1: With opponent wrestled down to a position, the offensive wrestler must think of two things. The student must initiate a move to pin him, and he/she must control him/her from escaping or reversing.

Ankle Ride

#1: Student A places his/her weight (chest and stomach) on student B's back.

#2: Student A's right hand grasps B's far ankle thus preventing his escape.

#3: Student A puts pressure on the back of student B's neck with his forearm or controls his near arm, but do not dangle it in front within his reach.

#4: Student A keeps one or two knees on the mat.

#5: Student A's body position is behind and to one side of B.

Progression into Lessons:

- Students will get into pairs and practice being in the position
- Game drills of "brand the calf", and "turn turtle" would be used to exemplify this position. Have student perform drills for 15-30 sec intervals, and then switch.

Cross Body Ride

#1: Student A grasps student B's far ankle for control and pushes his left forearm on the back of B's neck.

#2: With his right ankle, A hooks B's near ankle out toward himself.

#3: Simultaneously, A puts excess weight on B with hip and forearm and slips his foot between B's knees (from front to back) to hook toe around B's lower leg.

Progression into Lessons:

- Students will get into pairs and practice being in the position
- Game drills of “brand the calf”, and “turn turtle” would be used to exemplify this position. Have student perform drills for 15-30 sec intervals, and then switch.

Far Ankle Near Arm Breakdown

#1: A grasps B's right ankle with right hand.

#2: A grasps B's near wrist with left hand.

#3: Simultaneously, A pulls in B's wrist, pulls B's far ankle ahead into his seat and directs all his force towards B's shoulder.

Progression into Lessons:

- Students will get into pairs and practice being in the position
- Situation drills of “block wrestling”, “two in - two out”, and “go's” would be used to exemplify this position. Have student perform drills for 15-30 sec intervals, and then switch.

Counter to Far Ankle Near Arm Breakdown

#1: B sits back over his right ankle.

Progression into Lessons:

- Students will get into pairs, top student will attempt to execute the move, with bottom student trying to prevent it from happening. Students will wrestle in this fashion for 30-45 seconds, and then switch roles.
- Situation drills of “beat the clock”, “block wrestling”, and “mexi-match wrestling” would then be incorporated to get the students competitive.

Far Ankle and Knee breakdown

#1: Assuming B is in a down position.

#2: With right hand, A grasps B’s right ankle.

#3: With left hand, A reaches under B’s stomach and grasps his right thigh near the knee.

#4: Simultaneously, A pulls B’s knee and ankle in and pushes B’s hips away using his chest and shoulders.

#5: A must be sure most of his weight is on B, while the rest of his weight should be on his toes which are extended behind him.

Progression into Lessons:

- Students will get into pairs and practice being in the position
- Situation drills of “block wrestling”, “two in - two out”, and “go’s” would be used to exemplify this position. Have student perform drills for 15-30 sec intervals, and then switch.

Counter to Far Ankle and Knee breakdown

#1: Student B lowers his left side and leans against A, simultaneously, B moves his right knee out a little farther as a brace.

Progression into Lessons:

- Students will get into pairs, top student will attempt to execute the move, with bottom student trying to prevent it from happening. Students will wrestle in this fashion for 30-45 seconds, and then switch roles.
- Situation drills of “beat the clock”, “block wrestling”, and “mexi-match wrestling” would then be incorporated to get the students competitive.

Tight Waist Near Arm Breakdown

#1: A assumes the referee’s position on top.

#2: A shoots left arm to B’s left arm (near arm), and grasps it.

#3: A simultaneously pulls B’s left arm out, wraps his/her right arm around B’s waist, and uses his/her body weight to push B over and down.

Progression into Lessons:

- Students will get into pairs and practice being in the position
- Situation drills of “block wrestling”, “two in - two out”, and “go’s” would be used to exemplify this position. Have student perform drills for 15-30 sec intervals, and then switch.

Counter to Tight Waist Near Arm Breakdown

#1: Student B stretches out right leg as a counter balance.

Progression into Lessons:

- Students will get into pairs, top student will attempt to execute the move, with bottom student trying to prevent it from happening. Students will wrestle in this fashion for 30-45 seconds, and then switch roles.
- Situation drills of “beat the clock”, “block wrestling”, and “mexi-match wrestling” would then be incorporated to get the students competitive.

Summary of Tasks & Activities

A summarization of the process for which the students would learn, and then execute the holds and moves would involve the students first being shown each move by way of a demonstration. The students would then get into their groups (designed according to weight and size) and practice the moves on each other for a set period of time. Here they would get feedback from the teacher, who is walking around, and the students would switch and all get an opportunity to execute the new hold. The teacher then would use different situational games and drills to further get the students to practice the new moves and holds. Using this method, they will be subject to a fun competitive atmosphere, and have to be quick in order to be skilled at the execution or they will be beat by their peers. It also gives the other students (those not interested in competition), a game which is fun, and will keep them active, involved, and interested. All these practice sessions, games and drills will ultimately lead to the tournament at the end of the unit where they will have to be able to use all the moves, and counters, in order to be active throughout the tournament. Again, the tournament will allow the non-competitive students an opportunity to have fun, and be active.

Description of Teaching Styles:

Command:

The command style will be utilized at various segments throughout the unit on wrestling. It will be used to teach new breakdowns and the appropriate counters for each breakdown. As such, when a new skill is introduced it will be demonstrated several times. Learning probes will then be used to verify whether or not the students understand and are ready to perform the new task. This style of teaching will be used until all of the students are comfortable with the demonstration and are prepared to practice the new skill with a partner. It will also be used whenever safety is an issue, allowing us to introduce new concepts and skills in a controlled environment and thus decrease the risks inherent in wrestling.

There will never be a 'whole' lesson that is taught in the command style; rather it will be used at various segments when necessary. This will ensure a variety of learning environments and practice sessions for the learners.

Strengths:

- Good to use when safety is an issue.
- Efficient way to introduce new topics.
- Maintains maximal amount of control over the class.

Weakness:

- Low levels of student responsibility and engagement.
- Does not take into account that information that is 'discovered' is more meaningful.

Practice:

Practice style will be used at various points throughout the unit. The main purpose of this style is to allow the students an opportunity to practice the new skills after they are introduced. As students are practicing it is very important that the teacher is observing closely and available for any questions or concerns. The games that are played at the conclusion of each lesson will also allow the students an opportunity to practice the skills that they have learned up to that time.

Like Command, Practice style will be used intermittently throughout the wrestling unit. This will ensure a variety of learning mediums to allow students more opportunity to assimilate and absorb the new concepts and skills.

Strengths:

- Allows the student to practice skills at their own level.
- Provides an opportunity for independent feedback.

Weakness:

- Students may not stay on task the whole time.
- Students may not optimally challenge themselves.
- Students may stay on a specific task longer than necessary.

Reciprocal:

Once students have grounding in the basic skills of wrestling they will begin to evaluate each other in a reciprocal manner. This will shift more responsibility onto the students and allow them the opportunity to evaluate and increase their understanding of the skills

and tactics. Students will have to work in groups of four for this style to be affective. This will allow one person to evaluate the offense and one person to evaluate the defensive players during a wrestling match. After each match the offence and defense will switch, thus they have a chance to be evaluated on both skills. Once this is complete the markers will become doers and the roles will be reversed. This will allow the ‘markers’ to evaluate and analyze the skills of the doers. This process is great for triggering the cognitive aspects of motor skills and leads to further improvement in performance as a result of the reflections.

Strengths:

- Allows the performer to learn with the help of a peer (takes pressure off of the teacher).
- Focuses on social responsibility.
- Allows the observer to analyze motor skills thus emphasizing the cognitive aspect of movement.

Weakness:

- Some students may not be mature enough to handle the responsibility.
- It requires that the student be able to demonstrate high levels of understanding of the various skills.

A sample reciprocal style sheet would look as it does below.

Task card for the offensive wrestler is provided below.

Skill: tight waist near arm	Wrestler A	Wrestler B
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Referees position (starting position)	Yes/no	Yes/no
Weight distribution	Yes/no	Yes/no
Position behind the defender	Yes/no	Yes/no
Follows through with move and attempts to pin the defender	Yes/no	Yes/no
Uses weight as an advantage	Yes/no	Yes/n
Skill (defensive wrestler)	Wrestler A	Wrestler B
Weight distribution	Yes/no	Yes/no
Referees Position (on all fours, flat back)	Yes/no	Yes/no
Counter move (anticipation of the attack and appropriate counter move selection)	Yes/no	Yes/no
Maintain rigid body and center on mass is between base of support	Yes/no	Yes/no

Skill (side roll reversal and counter)	Wrestler A	Wrestler B
Referees position	Yes/no	Yes/no
Resist breakdown (by maintaining rigid limbs, adjusting COM)	Yes/no	Yes/no
When opponent tries the roll over, continue the roll until you are on top.	Yes/no	Yes/no
Gained control of the match, set up for a pin.	Yes/no	Yes/no

Skill (Far ankle, near arm breakdown)	Wrestler A	Wrestler B
Good positioning relative to opponent (back behind his hip, with upper body leaning forward).	Yes/no	Yes/no
Quick reaching for the appropriate limbs.	Yes/no	Yes/no
Pulls wrist and arm simultaneously with force.	Yes/no	Yes/no
Continues to lean into	Yes/no	Yes/no

opponent and maintain control by setting up for the pin.		
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Self Check:

This style may be used at various points throughout the unit. It will be used after the students have a general understanding of the wrestling skills. There could be a series of stations set up, each station dedicated to a specific skill (i.e. near knee and far ankle breakdown). The students will work in partners as opponents. Each person will assess his/her own performance using the task cards provided.

This style of teaching will cause the students to analyze their own performance at a deeper level than previously required. The cognitive processes involved in motor skills and movement will be emphasized causing the student to contemplate errors and correct the errors on their own. This will empower the students and allow them to realize that they possess the ability to analyze and improve their motor skills on their own.

Strengths:

- Puts the responsibility of learning and skill selection onto the student.
- Allows the student to practice what they feel they need to improve on.
- Allows for varied practice.

Weakness:

- Some students may not use their time constructively.
- Students may not challenge themselves.

An example of a self-check task card is provided below.

Skill (Far ankle, near arm breakdown)	Wrestler (Name)
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Appropriate positioning relative to opponent.	Yes/no
Low COM and wide base of support.	Yes/no
Fast reaction when going for the grab.	Yes/no
Simultaneous pulling on both limbs, towards your body.	Yes/no
Follow through with weight over top of opponent, maintaining the gained advantage.	Yes/no
In a good position for a pin or to gain points.	Yes/no

Guided Discovery:

This teaching style will be used to cause the students to engage their cognitive processes. Students will not be told the answer but will be asked questions that will allow them to discover the answer. This will give the students a sense of satisfaction because they will feel as though they can develop solutions to problems on their own. This is a very important skill for the students to develop. Additionally, it is thought that information that is discovered is retained longer and becomes more meaningful than information that is provided. Thus enhancing the learning experience.

One important aspect of this teaching style is that the teacher must ensure that the students are capable of solving the problem.

Questions that a teacher may use are provided below:

T: What sorts of things affect our stability?

S: We do not know.

T: Stand up on one leg and try to push your partner. What happens?

S: He falls over.

T: Why does he fall over?

S: Because he only has one foot on the ground.

T: Stand up nice and tall with your feet close together and try to push your partner over.

What happens?

S: They fall because their balance is not good and their feet are too close together.

T: What could your partner do to make it more challenging for you to push him over?

S: Bend knees and spread his legs out.

T: Very good answer. What does this tell us about stability and support?

S: The closer you are to the ground and the wider your base of support the more stable you will be.

T: Very good. Now let's apply that to wrestling.

Strengths:

- Allows the student to discover information.
- Engages the students and forces them to focus on cognitive processes.

Weakness:

- Can be considered a 'waste of time' for those who already know the answer.
- The purpose is defeated if a student blurts out the answer before the others get to even contemplate the problems.

Divergent Discovery:

This style may be used in the wrestling unit at certain times. The teacher must ensure that the activity is controlled and safe prior to implementing this style. The purpose of this style is to allow students to discover the answer to a given problem by themselves. There is no right or wrong answer, however the students must consider the validity of their

answer after it has been formulated. This style combines the motor and cognitive processes to the fullest and allows students to explore, discover and create answers in a very accepting environment.

For example a teacher may ask, how can you flip the wrestler on his back in one minute?

- The teacher must use caution and make sure that all of the students are socially responsible if this type of question is posed.
- The rules must be understood and enforced prior to this activity (i.e. no choking, pulling hair, etc.).
- The teacher must closely monitor the activity.

This process will allow students to discover properties, and concepts on their own.

Furthermore it will enhance their creative processes.

Strengths:

- Allow students to be creative and think critically in a supportive environment.
- Uses cognitive processes to overcome physical problems. Links the mind with the motor.

Weakness:

- Some of the students may not be able to develop an answer and may get discouraged.

Must be used with caution, specifically when safety is an issue.

Block Plan

Lesson	Review skills/concepts	New skills/concepts	Major teaching points	Organization of lesson/teaching styles
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ONE		<p>1. Rules/objectives of the match</p> <p>2. Weighing in/safety considerations</p> <p>3. Push and Pull*</p> <p>4. Foot push*</p> <p>5. Stepping on Toes*</p> <p>*minor activities that correspond to wrestling fundamentals(strength, speed, body positioning, balance)</p>	<ul style="list-style-type: none"> • Wt. divisions • Match length • The fall/pin • Pt scoring • Illegal holds • Rule violations • Reduce injury • Match ability • Staying on mats • Spatial awareness • Stay low • Wide base of support • Weight on toes • Use of quads • Use arms for support • Anticipation • Foot/eye coord. • One foot in front of the other 	<p>1. Explanation of rules etc. (Command)</p> <p>2. Video (Visual aid)</p> <p>3. Warm-up: Switch & rotate game (Command).</p> <p>4. Minor activities (Guided discovery)</p> <p>5. Weighing-in (Teacher aid assisted recording)</p> <p>6. Use wt recordings to divide class into effective practice groups)</p> <p>7. Use wt recordings to construct a tournament for end of unit (wheelchair students in charge of project with helper assistance)</p>
TWO	1. Review rules/objectives of the match	<p>1. Neutral standing</p> <p>2. Defensive (bottom) ref's position</p> <p>3. Offensive (top)</p>	<ul style="list-style-type: none"> • Parallel feet, one slightly forward with equal wt distribution • Knees bent • Wt on knees/feet • Knees well spread • Arms straight • Hands flat on back 	<p>1. Warm-up: Team tag (guided discover)</p> <p>2. Review: short 3 mark quiz on 3 rules of choice</p> <p>3. Place class into groups according to wt and instruct that they will be performing tasks in pairs</p> <p>4. Fundamental</p>

		<p>ref's position</p> <p>4. Base</p> <p>5. Spinner</p> <p>6. Kneeling Struggle</p>	<ul style="list-style-type: none"> No pressure until whistle Kneel or crouch <ul style="list-style-type: none"> One on stomach, one on top stomach wrestler to get back to bottom position <ul style="list-style-type: none"> Bottom wrestler spins around on knees Top needs to keep hands on back <ul style="list-style-type: none"> Push/pull/twist each other to mat while on knees 	<p>positions(Command and practice)</p> <p>5. Point out students that are using effective methods (Guided discovery)</p> <p>6. Situation drills: Spinner/base/kneeling struggle (Guided discovery)</p> <p>7. Teacher will be going around the class to give lots of positive feedback, make it exciting for everyone, and help those that need minor cues and adjustments.</p> <p>8. The students who are very skilled within the role will be approached, and asked if they would like to take an active role with helping out their peers to show them, from experience, what methods of execution will make them better wrestlers (get an edge)</p>
THREE	<p>1. Review rules/objectives of the match.</p> <p>2. Defensive (bottom) ref's position</p> <p>3. Offensive (top) ref's position</p>	<p>1. Crossface break down.</p> <p>2. Tight waist near arm breakdown</p> <p>2. Refereeing matches and games.</p>	<ul style="list-style-type: none"> Wt on knees/feet Knees well spread <p>Arms straight</p> <ul style="list-style-type: none"> Hands flat on back No pressure until whistle <p>Kneel or crouch</p> <p>Crossface break down</p> <ul style="list-style-type: none"> A shoots right hand across face and grasps B's left arm just above elbow 	<p>1. Warm-up: Card Shark Fitness (Guided Discovery)</p> <p>2. Reciprocal review of rules/objectives, bottom position, offensive position</p> <ul style="list-style-type: none"> scoring sheet re-emphasize body positions <p>3. Demonstration of crossface break down</p>

			<ul style="list-style-type: none"> • A pulls B's left arm to him and grasps both hands on B's left arm • A pushes B to the mat with his body, and forces his left shoulder to the mat • A then tries to pin him while holding onto both of B's arms <p>Tight waist near arm breakdown</p> <ul style="list-style-type: none"> • A shoots left arm to B's left arm and grasps it • A simultan. pulls B's left arm out, wraps right arm around B's waist and uses body weight to push B over and down to the mat <p>Refereeing a match</p> <ul style="list-style-type: none"> • Students reminded of scoring system of points • Referees need to call out loud time (seconds), and points awarded • Referee needs to keep accurate track of each persons score 	<p>(Command)</p> <p>4. Students work in groups to practice move (Practice)</p> <p>5. Teacher and student helpers (the very skilled wrestlers of the class) go around and give pointers/feedback</p> <p>6. Students engage in practice drills, and games that use the move (Guided discovery)</p> <p>7. Students are given time to practice the move as slow as desired to ensure that they are able to do it correctly (Self-check) ** this is how they will be marked</p> <p>8. Match games could be incorporated, with referees scoring (Divergent)</p>
FOUR	<p>1. Review rules/objectives of the match.</p> <p>2. Crossface break down.</p>	<p>1. Riding**</p> <p>2. Ankle riding**</p> <p>3. Cross body ride**</p>	<p>Riding</p> <ul style="list-style-type: none"> • Occurs when opponent is wrestled to a down position • A must initiate a move to pin him 	<p>1. Warm-up -- Guardian of the Bean Bag (Guided discovery)</p> <p>2. Review of rules/objectives, crossface break down,</p>

	<p>3. Tight waist near arm break down.</p> <p>4. Refereeing matches and games.</p>	<p>** looks like a lot to cover, but these are simple moves</p>	<ul style="list-style-type: none"> • A must control him from escaping or reversing <p>Ankle riding</p> <ul style="list-style-type: none"> • A places weight on B's back (with chest and stomach) • A's right hand grasps B's far ankle (prevents escape) • A puts pressure on B's neck with forearm or controls his near arm (make sure to not dangle it out and front) • A keeps one or two knees on mat • A's body pos. is behind and to one side <p>Cross body ride</p> <ul style="list-style-type: none"> • A grasps B's far ankle for control and pushes his left forearm on B's neck • A uses his heel to hook B's near ankle out toward himself • A puts excess weight on B with hip and forearm and slips left foot between B's knees to hook toe around B's lower leg 	<p>and tight waist near arm break down (Self-check)</p> <ul style="list-style-type: none"> • task cards of moves and rules <p>3. Demonstration of crossface break down (Command)</p> <p>4. Students work in groups to practice move (Practice)</p> <p>5. Teacher and student helpers (the very skilled wrestlers of the class) go around and give pointers/feedback</p> <p>6. Students engage in practice drills, and games that use the move (Guided discovery)</p> <p>7. Students are given time to practice the move as slow as desired to ensure that they are able to do it correctly (Self-check) ** this is how they will be marked</p> <p>8. Match games could be incorporated, with referees scoring (Divergent)</p>
<p>FIVE</p>	<p>1. Review rules/objectives of the match.</p> <p>2. Crossface break down.</p>	<p>No new material.</p> <p>Practicing moves for accurate execution (testing)</p>	<p>Moves just need to be performed properly, do not need to be done fast</p>	<p>1. Warm-up -- Bean Bag Shadow Lunge (Guided discovery)</p> <p>2. Review of last class, and the two other moves (Reciprocal)</p>

	<p>3. Tight waist near arm break down.</p> <p>4. Refereeing matches and games</p> <p>5. Riding</p> <p>6. Ankle riding</p> <p>7. Cross body ride</p>			<ul style="list-style-type: none"> • Criteria sheet <p>3. Groups given sheets to practice work on what ever moves they wish (Inclusion)</p> <p>4. Groups divided so 2 are wrestling, and 2 are refereeing (Reciprocal)</p> <p>5. Match games are incorporated to give ideal variety and fun</p> <ul style="list-style-type: none"> • Go's • Beat the clock • Block wrestling • Match wrestling • Interval wrestling
SIX	<p>1. Review rules/objectives of the match.</p> <p>2. Crossface break down.</p> <p>3. Tight waist near arm break down.</p> <p>4. Refereeing matches and games</p> <p>5. Riding</p> <p>6. Ankle riding</p> <p>7. Cross body ride</p>	<p>1. Far ankle and near arm breakdown</p> <p>2. Counter to far ankle and near arm breakdown</p>	<p>Far ankle and near arm breakdown</p> <ul style="list-style-type: none"> • A grasps B's right ankle with right hand • A grasps B's near wrist with left hand • A simult. pulls in B's wrist, pulls B's far ankle ahead into his seat and directs all his force towards B's shoulder <p>Counter to far ankle and near arm breakdown</p> <ul style="list-style-type: none"> • B sits back over right ankle 	<p>1. Warm-up -- Line Tag (Guided discovery)</p> <p>2. Review of rules/objectives. Students will add to their task cards of the new moves that they need to execute (Self-check)</p> <p>3. Demonstration of crossface break down (Command)</p> <p>4. Students work in groups to practice move (Practice)</p> <p>5. Teacher and student helpers (the very skilled wrestlers of the class) go around and give pointers/feedback</p> <p>6. Match games could be incorporated, using all the moves and with</p>

				referees scoring (Divergent)
SEVEN	<p>1. Review rules/objectives of the match. *</p> <p>2. Crossface break down. *</p> <p>3. Tight waist near arm break down. *</p> <p>4. Refereeing matches and games *</p> <p>5. Riding *</p> <p>6. Ankle riding*</p> <p>7. Cross body ride *</p> <p>8. Far ankle and near arm breakdown *</p> <p>9. Counter to far ankle and near arm breakdown *</p> <p>* This all becomes brief. Remember that they are all really simple moves</p>	<p>1. Far ankle and knee break down.</p> <p>2. Counter to far ankle and knee break down.</p>	<p>Far ankle and knee break down</p> <ul style="list-style-type: none"> • A uses his right hand to grasps B's right ankle • A shoots left hand under B's stomach and grasps B's right thigh near the knee • A simult. pulls B's knee and ankle in and pushes B's hips away using his chest and shoulders • A must be sure most of his weight is on B, while the rest of his weight should be on his toes which are extended behind him <p>Counter to far ankle and knee break down</p> <ul style="list-style-type: none"> • B lowers left side and leans against A, and moves right knee out a little farther as a brace 	<p>1. Warm-up -- Tag and Touch (Guided discovery)</p> <p>2. Review of rules/objectives. Students will add to their task cards of the new moves that they need to execute (Self-check)</p> <p>3. Demonstration of crossface break down (Command)</p> <p>4. Students work in groups to practice move (Practice)</p> <p>5. Teacher and student helpers (the very skilled wrestlers of the class) go around and give pointers/feedback</p> <p>6. Match games could be incorporated, using all the moves and with referees scoring (Divergent)</p>
EIGHT	<p>1. Review rules/objectives of the match. *</p> <p>2. Crossface</p>	<p>No new material.</p> <p>Practicing moves for accurate execution and improvement</p>	<p>Moves just need to be performed properly, do not need to be done fast</p>	<p>1. Warm-up -- British Bulldog (Guided discovery)</p> <p>2. Review of last class,</p>

	<p>break down. *</p> <p>3. Tight waist near arm break down. *</p> <p>4. Refereeing matches and games *</p> <p>5. Riding *</p> <p>6. Ankle riding*</p> <p>7. Cross body ride *</p> <p>8. Far ankle and near arm breakdown *</p> <p>9. Counter to far ankle and near arm breakdown *</p> <p>10. Far ankle and knee break down *</p> <p>11. Counter to far ankle and knee break down *</p> <p>* This all becomes brief. Remember that they are all really simple moves</p>	<p>from before (testing)</p> <p>Get students ready for the tournament</p>	<p>Show them the format, and how it works (wheel chair students are in charge of it; recoding scores, placements, all that they can)</p>	<p>and the two other moves (Reciprocal)</p> <ul style="list-style-type: none"> • Criteria sheet <p>3. Groups given sheets to practice work on what ever moves they wish (Inclusion)</p> <p>4. Groups divided so 2 are wrestling, and 2 are refereeing (Reciprocal)</p> <p>5. Match games are incorporated to give ideal variety and fun</p> <ul style="list-style-type: none"> • Go's • Beat the clock • Block wrestling • Match wrestling • Interval wrestling
NINE	<p>1. Review rules/objectives of the match. *</p> <p>2. Crossface</p>	<p>No new material</p> <p>15 min opportunity given to practice any moves/holds that</p>	<p>Go over points scoring in detail a little more thorough</p> <p>Get kids excited, cheer,</p>	<p>1. Warm-up -- Toilet Tag (Guided discovery)</p> <p>2. Use a criteria sheet to review points scoring and</p>

	<p>break down. *</p> <p>3. Tight waist near arm break down. *</p> <p>4. Refereeing matches and games *</p> <p>5. Riding *</p> <p>6. Ankle riding*</p> <p>7. Cross body ride *</p> <p>8. Far ankle and near arm breakdown *</p> <p>9. Counter to far ankle and near arm breakdown *</p> <p>10. Far ankle and knee break down *</p> <p>11. Counter to far ankle and knee break down *</p> <p>* This all becomes brief. Remember that they are all really simple moves</p>	<p>they wish</p>	<p>be loud, have fun.</p>	<p>role of referee's (Reciprocal)</p> <p>3. Inclusion Style: - students get to practice any holds that they wish - can use their task cards if they wish -can get advice from teacher or skilled students about getting advice.</p> <p>4. Engage in Tournament (Guided discovery/Reciprocal)</p> <p>5. Debrief about success of tournament</p> <ul style="list-style-type: none"> • How the students found it (+,-)? • Did their moves really help them? • Did they develop a respectful appreciation for the sport? • Are they excited about next classes finals?
TEN	<p>1. Tournament rules and procedures.</p>	<p>No new material</p> <p>Work as hard as one can (students)</p>	<p>Go over points scoring, again.</p> <p>Get kids excited, cheer, be loud, have fun.</p>	<p>1. Warm-up -- Cone Flipping (Guided discovery)</p> <p>2. Use a criteria sheet to</p>

		Remind of fundamentals	Everyone is a winner!!!!	<p>review points scoring and role of referee's (Reciprocal)</p> <p>3. Engage in Tournament (Guided discovery/Reciprocal)</p> <p>5. Debrief about success of tournament</p> <ul style="list-style-type: none"> • How the students found it (+,-)? • Did their moves really help them? • Did they develop a respectful appreciation for the sport? • Is there anything about the format that they would change? • What did they learn the most from this experience? • What did they discover about themselves through wrestling (working with a partner, overcoming the close inter-action, etc.)? <p>Are they excited about next classes finals?</p>
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Sample Rules Handout

1. Highschool Weight Classes/Divisions(lbs): 89, 98, 106, 115, 123, 130, 136, 141, 157, 168, 178, 191, heavy wt.

2. **Length of Match:** Consists of 3 rounds of 3 minutes each with a 1 minute rest period between rounds.
-can be modified to 2 rounds of 3 minutes or 3 rounds of 2 minutes
3. **The Fall/Pin:** Occurs when both shoulder blades of one wrestler touch the mat. A Pin finishes the match.
4. **Point Scoring:** Points are scored under the following conditions:
 - 2 points for a takedown- Wrestler who takes his/her opponent to the mat and controls him/her
 - 2 points to the wrestler who exposes his/her opponents back to the mat (DANGER POSITION)
 - 3 points for the wrestler who exposes his/her opponents back to the mat for 5 seconds (DANGER POSITION)
 - 2 points for a reversal- defensive wrestler fights out and becomes offensive wrestler.
5. **Warnings/Cautions:** the following can result in awarding of points:
 - Illegal Holds: head lock, throat holds, full nelson, scissor locks, hammer lock beyond 90° (1 point against offender)
 - Rules Violations: pulling hair/ears, pinching, twisting fingers, biting, head butting, choking, etc (result in warning or a 1 point against offender)

MINOR ACTIVITIES/GAMES

2. ***PUSH AND PULL***

Two participants face each other on opposite sides of a line with their right feet touching the line, and one hand each clasped with each other (like a handshake). By pushing and pulling, each student will attempt to make his opponent put a foot over the line or move his/her right foot.

3. ***FOOT PUSH***

Participants sit on floor facing each other in a loose pike formation. Their feet are touching each other with their knees bent. They push each other using their feet and supporting themselves with their hands behind them.

4. ***SQUAT and TUG***

Students squat opposite one another, holding a piece of rope or cloth 18 inches long. On signal, they try to force one another off balance.

5. ***GOING BACKWARDS***

Participants sit side by side in a long sitting position with right arms linked. Upon a signal, they try to force one another to roll backward without touching the floor with their free hand.

6. ***PUSH WAR***

Two chalk lines are drawn 20 to 30 feet apart with a line midway between them. Contestants stand on the center-line and place their hands on each others' shoulders. On signal, they try to push one another back to the end line. Turning while pushing disqualifies the guilty one.

Variations:

a) Contestants stand back to back with elbows locked and each tries to push opponent to line he is facing. Lifting an opponent is not allowed.

b) Contestants stretch arms out sideways, lock finger and push chest to chest.

7. ***PULL WAR***

Players clasp right hands and stand with right foot advanced, outside of foot against opponents. Contestants try to pull each other over the line as in 'Push War.'

8. ***SPARROW FIGHT***

Standing in a six foot circle, the contestants bend forward and grasp their ankles with their hands. The object is to upset the opponent or shoulder him from the circle.

9. ***STEPPING ON TOES***

Players stand facing each other, hands on opponents' shoulders. At a signal, they attempt to step on each others' toes. The one who first steps on the others' toes wins.

10. ***ARM***

Opponents of approximately the same size and strength sit on the floor back to back, their legs spread widely, arms locked at the elbows. The object is to lean to the left to pull the other over so that his right arm or hand will touch the floor.

11. ***DRAGON'S MOUTH (A)***

Using a hoop for an area of combat, competitors hold each other on the shoulders and try to force the other out of the hoop or to knock down a pin in the hoop.

12. ***DRAGON'S MOUTH (B)***

Contestants stand three feet to one side of a five foot circle drawn on the floor ('the dragon's mouth'). Each player tries to put the other into the dragon's mouth. Any tactics may be used, barring unnecessary roughness or pulling on clothes. A person is captured by the dragon when any part of his body crosses the line of the dragon's mouth, so it is best to push or throw.

*As adapted from Tom Larish and Kevin Hay, PE 352, 2000/2001

Assessment Tools

Psychomotor:

Students will be assessed on improvement in performance and absolute performance (meaning overall skill level).

Tools used to assess performance will be largely based on observation. This will take place throughout the entire unit in an attempt to take the pressure off of the students to perform perfectly on a specific day as is required by many teachers.

Physical skills being assessed will include, base of support, COM (located between base of support), and specific components of the five basic skills introduced throughout the unit. For example all five breakdowns will be evaluated as well as the counters that are appropriate for all of the breakdowns.

The teacher is mainly looking for appropriate skill selection at the appropriate time and the ability of the students to transfer knowledge of concepts into their movement.

An example of an assessment tool may be a task sheet as is used for reciprocal teaching or the self-check method of instruction. On this sheet there may be three to five main components of the skill that the teacher is looking for. An example will be provided below.

Affective:

Students will be assessed in this domain on a constant and continual basis. Components of assessment include their willingness to help their peers, consideration for others,

sportsmanlike behavior and an overall positive attitude during class. Social responsibility will be a large emphasis throughout the entire year, not just during the wrestling unit.

An example of an assessment method will be provided below.

Cognitive:

Once again the cognitive domain of learning will also be assessed on a continuum. This will account for critical thinking skills, skill selection, and the understanding of basic concepts related to wrestling. This can be assessed during a match, during practice and also during a written test which will require the students to be able to recall the rules, safety issues and important concepts involved in wrestling.

An example of assessment will be provided below.

Skill (Name of Performer goes here as well).	Cognitive	Affective	Psychomotor
Skill selection and execution.	1 2 3 4 5	N/A	1 2 3 4 5
Body positioning relative to opponent.	1 2 3 4 5	N/A	1 2 3 4 5
Ability to assess ones own performance and make improvements.	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Sportsmanship before during and after the match (includes willingness to help opponent).	N/A	1 2 3 4 5	N/A
Counters to the breakdowns (includes appropriate selection).	1 2 3 4 5	N/A	1 2 3 4 5

Ability to referee a match and recognize when points are scored and safety may be an issue.	1 2 3 4 5	1 2 3 4 5	N/A
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Total is out of 60.

An assessment of this format takes into account all of the learning domains and allows individuals who are not excellent wrestlers to still earn a good mark. This will help to foster a positive attitude and participation with in the setting of physical education.

Safety Considerations:

- Proper gym strip
- Removal of jewelry, or any other foreign objects which will cause harm
- Clean, dry mat surface
- Groups well spaced to avoid accidental collisions
 - use student referees to avoid this
- Safe facility
 - no equipment or objects intruding play area
- Students are taught how to perform holds, and fall throughout lessons
- If school has proper wrestling mats, then put small mats underneath to prevent it from slipping
 - also put small gym mats around the big wrestling mats to prevent injury if students fall outside the wrestling mat by accident

Students will always be properly warmed up in order to get body warm (muscles, and soft tissue) in order to prevent injury

References

Mosston, M., Ashworth, S. (2001). **Teaching Physical Education.** (5th ed.). New York: Benjamin Cummings.

**Notable Mention to Doug Tate for wrestling drills, skills, and progressions.