WRESTLING – GUIDE BOOK
FOR TEACHERS & COACHES

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Updated October 2018
TABLE OF CONTENTS

SECTION I
Introductory Activity, History of Wrestling, Safety

SECTION II
Wrestling Maneuvers

SECTION III
Referee Guidelines, Scoring Points, Rule Modifications, Illegal Holds/Moves

SECTION IV
Knowledge, Lesson Planning, Combative Games, Combative Play & Wrestling Skills

SECTION V
Details to Consider

SECTION VI
Skill Development

SECTION VII
Wrestling Type Games

SECTION VIII
Daily Practice Plan

SECTION IX
School Wrestling Schedule Sample
SECTION I

Introductory Activity

History

Safety
SECTION I

1. **Introductory Activity**

In the first lesson, the teacher should define the sport of wrestling to the class using the following information on history, safety, equipment, rules, etc.

2. **History of Wrestling**

Wrestling is one of the oldest forms of sport known to man. Wrestling was known among the ancient civilizations of Japan, China, India, Babylon, Persia, Egypt and others. Homer wrote the first description of wrestling in the Iliad, in 850 BC. Wrestling was established as a combative form of exercise in ancient Greece and Rome, eventually becoming part of the Olympic Games in 708 BC.

In the Middle Ages, King Francis I of France accepted a challenge to wrestle King Henry VIII of England, and won.

Wrestling has progressed through the years as a popular sport in many countries. As Canada has hockey as a major sport, the major sport of India, Iran, Mongolia and Russia is wrestling.

Wrestling has shown tremendous growth in Canada and is similarly exhibiting its strength in the international arenas. Currently, Canada is ranked in the top 25 in the world. In the school system, wrestling is taught as part of the physical education curriculum and as an extra-curricular sport in all provinces.

Wrestling is a one on one competition, without the use of any props or apparatus; the objective being to control an opponent of equal size using skills and techniques unique to the sport. The significance and real attraction of the sport is the fact that anybody can participate, regardless of physical stature, sex or ability. Thus, everyone has the opportunity to achieve success and enjoyment through their participation.

3. **Safety**

Safety should be of primary importance in any sport activity. The teacher has the ability to control the learning environment to minimize the potential for injury. Here are some key points to consider:

Use of proper equipment:

Wrestling is one of the most basic sports requiring very little equipment. The following lists the equipment common to the sport of wrestling.
a. **Mat**

A wrestling mat surface is the fundamental equipment item for the sport. A regulation mat is 9 meters in diameter with a 1 meter circular zone and a safety zone.

If a regulation mat is not available, gymnastic or tumbling mats could be used as an alternative.

The mat surface should be kept clean to minimize mat tears and prevent skin infections. There are commercial mat cleaning and disinfectant products available; or, a solution of warm water and chlorine bleach can be used as an effective alternative. If there is blood present (for example, from a nose bleed), care should be taken to properly clean and disinfect before continuing. A spray bottle with 333, paper towels and rubber gloves works well for this.

b. **Wrestling Shoes**

A special lightweight shoe allows for effective traction on a mat surface and proper support of the foot. Gym shoes may be worn.

c. **Head Gear**

Special protective head gear (ear guards) may be worn for students at higher levels.

d. **Clothing**

A t-shirt and shorts can be worn. Singlets are worn at the club level.

**Remember that in the successful management of a wrestling program, care of and attention to equipment is important.**

e. **Rules**

The wrestlers shake hands at the center of the mat before the match begins. The referee will signal the start of the match by blowing his whistle. A regulation match at the Junior High Level is 90 seconds in duration with the wrestlers starting in the standing position. The teacher has the option of modifying the time period of matches to correspond to the level of
ability, age and fitness of the students. The objective is to gain control of your opponent, take him down and pin his shoulders to the mat.

f. **Warnings**

A verbal warning is given to a wrestler who is deemed to be passive by the referee; if he fails to respond by becoming more aggressive, the match is stopped and an official warning is given. Passivity means avoiding wrestling or stalling, i.e. failing to be aggressive. The non-offending wrestler has the option of putting his opponent in the ground or referee’s position or continuing from the standing position.
SECTION II

Wrestling Maneuvers
SECTION II

Wrestling Maneuvers

1. **Mid-Level (Opponent is in a 4 Point Stance Position)**
   
   a. **Head & Arm**
   
   - Grab opponents’ arm and pull them in (using opposite arm), wrap arm around opponents’ neck and under the opposite arm pit
   - Squeeze
   - Rotate your hips and take opponent down
   - Hold arm, cover and look to the ceiling while keeping pressure on opponent

   b. **Half Nelson, Far Arm**
   
   - Put weight on opponents back
   - Push head down
   - Apply Half Nelson
   - Reach under opponents’ body and grab opponents far arm
   - Pull arm, drive and cover

   c. **Half Nelson, Far Arm Opposite Side**
   
   - Put weight on opponents back
   - Push head down
   - Apply Half Nelson to opponents opposite arm
   - Keep weight on opponent and hop over to their other side
   - Follow steps to the Half Nelson

   d. **Chicken Wing (counter move to opponent applying Half Nelson on you)**
   
   - Opponent has applied Half Nelson on you
   - Squeeze arm (trapping opponents’ arm) using a chicken wing motion
   - Push against opponent
   - Holding opponents arm as leverage, pin and cover

   e. **Cross Face**
   
   - Put weight on opponents back
   - Reach across face and grab opponents arm at the elbow or below
   - Reach under opponents’ body with your other arm and grab the same arm that you are gaining leverage on
   - Lock fingers, pull opponents arm towards you
   - Drive and cover

   f. **Near Arm Chop, Far Arm**
   
   - Put weight on opponents back
• Chop opponents near arm and “lock it up” by placing your hand on their back
• Reach under opponents’ body and grab far arm
• Pull arm in towards you and drive opponent down

g. **Half Nelson, Near Ankle**
   • Apply Half Nelson
   • Opponent shoots far arm out
   • Grab near ankle
   • Lift leg up towards you
   • Drive and cover

h. **Near Arm, Near Leg**
   • Put weight on opponent
   • Reach around opponents’ arm and through opponents’ legs
   • Squeeze both arms together, lock fingers
   • Step up onto one knee, lift opponent, drive and cover

2. **Ground Level (Both You and Your Opponent are on the Ground)**
   
a. **Half Nelson**
      • Place weight on opponent
      • Push opponents head down and into mat
      • Apply Half Nelson
      • Grab your wrist (Arm Bar)
      • “T” it up
      • Drive and cover

b. **Half Nelson, Opposite Side**
   • Push opponents head into mat
   • Apply Half Nelson to opposite side
   • Keep weight on opponent
   • Hop over and follow steps from original Half Nelson

c. **Chicken Wing (counter move)**
   • Have opponent place Half Nelson on you
   • Push up on opponent
   • Apply Chicken Wing (see Mid-Level move)

d. **Half Nelson, Near Leg**
   • Apply Half Nelson (see above)
   • Opponent “shoots” arms and legs
   • Grab near leg
   • Lift opponent (use your legs for leverage)
   • Turn and cover
e. **Far Knee, Far Ankle**
   - Reach under opponents near leg with both arms
   - Grab far leg at the opponent’s upper thigh and ankle
   - Pull leg towards you and tilt opponents’ hips
   - Lift leg (turning opponent at the same time)
   - Turn on your back and pull opponents leg up

3. **Standing**
   a. **Elbow Drop**
      - You have inside control
      - Opponent pushes
      - Drop to elbows
      - Turn and cover
   
   b. **Waist Cinch**
      - Lower your body to opponent’s knee caps
      - Step into opponent
      - Grab waist and squeeze
      - Lift opponent lightly (so they are on their toes)
      - Sweep opponents legs with your inside leg (if you are on the right side of your opponent, use your right leg to sweep)
      - Cover

   c. **Waist Cinch (counter move)**
      - Shoot your hips (butt) out
      - Reach your arms into gap that has been created between you and your opponent
      - Reach over opponents’ shoulder and pull opponent down
      - Cover

   d. **Double Arm**
      - You have inside control
      - Lower one elbow, raise the other (looks like you are turning a bus steering wheel)
      - Follow opponent down to mat
      - Cover

   e. **Leg Sweep**
      - You have inside control
      - Bring opponent in towards you (shoulder to shoulder)
      - Sweep opponents legs with your inside leg
      - Bring to mat
      - Cover
f. Double Leg Takedown
   • Lower your body and step into opponent
   • Wrap your arms around opponents' knees and lock
   • Buckle opponents' knees and lunge forward
   • Take to mat
   • Cover

   g. Sprawl (counter move)
   • Opponent reaches for your legs
   • Wrap your arms around opponent's chest
   • Shoot legs backwards
   • Cover and rotate body to align your head with your opponent
SECTION III

Referee Guidelines

Scoring Points

Rule Modifications

More on Illegal Holds / Moves
SECTION III

1. Referee Guidelines
   a. Safety
      • Safety should be of primary consideration at all times. Thus, expect the referees to emphasize caution.
   b. Etiquette
      • Reinforce etiquette guidelines.
   c. Review
      • Review rules, point scoring and pinning.
   d. Enforce
      • Enforce the practice of having only one coach in the wrestlers’ corner. (COACHES NEED TO BE SELF-POLICING)
   e. Match Length
      • Match length at City Finals is 90 seconds and for geographic meets 90 seconds.

2. Scoring Points
   The bout will stop if there is a difference of 10 technical points (superiority) OR at the discretion of the match official.
   a. The Fall or Pin
      • This is an automatic win. Pin the shoulders of wrestler for one second.
   b. Predicament
      • Is two points
   c. Reversal
      • One point if you gain control
   d. Takedown
      • This is two points with control (Takedown to direct exposure is 4 points, takedown to control is 2 points.)
   e. One Point
      • Awarded if wrestler flees, is cautioned or applies illegal hold.
   f. Ties
      • Winner is decided in sudden overtime (whoever scores first wins).
g. **Stay in Bounds**
   - Running out of bounds, the opponent receives 1 point. (A CAUTION AND ONE POINT – SHOULD ONLY BE APPLIED ON FULL SIZED MATS.)

3. **Rule Modifications**

   FIFA wrestling rules apply except where noted. These rules can be found at: https://unitedworldwrestling.org

   a. **Moves**
      - Standing Hip toss (head and arm throw) is a banned move
        i) When wrestlers get into this position while standing, stoppage will occur.
        ii) The referee will stop the match whenever a wrestler attempts the throw from a standing position.
        iii) If wrestlers are on their knees and get into a head and arm position, wrestling shall continue and a wrestler can use this position to take an opponent down.
      - Any call-out by a wrestler who appears to be distressed while in a pinning position will end the match and result in forfeiture. This also applies to coaches calling for the match to be stopped
      - Bear hug is not allowed from standing position (waist clinch is allowed as opponents hands are free)
      - Wrestlers may get into this position (for example during a bear hug battle) without stoppage of action but the toss cannot be thrown
      - If wrestlers are on their knees and get into a head and arm position wrestling can continue
      - Throws require placing a knee down following initiation. These includes double leg take downs. Minimal lift (less than 30 cm) may be used to initiate the takedown however athlete initiating the take down must be in control at all times and follow opponent down to mat.
      - This is to ensure these moves are done in control
      - No front head and arm roll (gabori)
      - No German quarter or other moves putting undue torque on the neck
      - No Japanese leg rides, etc.—any leg rides that involve the torque of the knee
      - No Full Nelsons
      - All decisions regarding safe moves are at the discretion of the official (SAFETY)

   b. **Scoring**
      - Wrestlers who use “pushing” an opponent out of bounds as a means of scoring will be cautioned once and on the second occurrence the opponent will be awarded a point
• Points will be awarded for 2 successive ground moves (i.e., 2 gut-wrenches) and then the athlete must perform a different maneuver. A third consecutive repetitive move will result in a warning and then the match will be restarted
• No 5 second exposure point
• A takedown will be scored for 4 points when a wrestler takes the opponent from feet to the ground exposing the opponent’s back.

c. Match Time (Length of Matches)
• Quad meet match times 60 seconds
• City Final Championships 90 seconds

d. Clothing / Equipment
• Shoes MUST be worn (soft soled running shoes), no boots or bare feet
• Wrestlers are not required to tape laces down
• Wrestlers are not required to have a hankie (cloth or paper) for their match but it is a good idea to encourage them to do so in the event they bleed
• NO club clothing is allowed at any CCJHSAA sanctioned meet (wrestlers will be asked by the meet chairperson once to change the clothing, a second violation will result in disqualification)
• Wrestlers must participate with a tucked-in T-Shirt
• Tights are acceptable with shorts over top. Any shorts with pockets must be taped.
• Girls may wear a bodysuit (or tank-top/bathing suit) beneath their shorts and t-shirt
• All jewellery must be removed, all pierced jewellery must be removed, short nail length, and no glasses. No artificial nails.
• Headgear is not required; a wrestler can NOT be asked to remove his or her headgear; a wrestler using the headgear in an inappropriate way will be cautioned and the other wrestler will be awarded a point and a second violation will result in disqualification
• Mouth guards are MANDATORY
• Long hair must be tied back (male or female)

e. More on Illegal Holds / Moves
It is prohibited to pull the hair, ears, and genitals, to pinch the skin, to bite, to twist fingers and toes, or to execute any action, gesture or hold with the intention of torturing the opponent or of making him suffer to oblige to give up.

It is also prohibited to fight, kick, butt with the head, strangle, and apply holds that might endanger the opponent’s life or cause a fracture or dislocation of joints, to tread on the feet of the opponent and to touch his face between the eyebrows and the line of the mouth.
It is strictly prohibited:

- To thrust the elbow or knee into the opponent's stomach or back
- To effectuate any twists likely to cause suffering
- To grasp the opponent by his uniform (t-shirt and/or shorts)
- To cling to or grasp the mat
- For the wrestlers to talk to each other during the bout
- To seize the toe of the opponent's foot
- To kick, except in the performance of a foot sweep
- Throat holds, strangling/choking
- Twisting of arms more than 90 degrees
- Arm-bar applied to the forearm (i.e. chicken wing below the elbow)
- Bear hug
- Bringing the arm of the opponent behind his back and at the same time applying a pressure to it in a position where the forearm and the upper arm form an angle of less than 90 degrees; pressure should be directed across the opponent's back not toward his head
- Executing a hold by stretching the opponent's spinal column
- Head and neck holds in any manner that do not include the opponents’ arm
- Peeling the opponent's fingers

Disqualifications from a match will occur when:

- Foul play, cheating or intentional illegal action to seriously injure
- Pulling hair, biting, pulling or twisting the fingers
- Punching (disqualification), head butts (disqualification)
- Kicking or applying pressure to the groin
- Stepping on opponents' feet (warning)
- Hold or move that may fracture/dislocate limbs
- Elbows/knees in opponent's chest or stomach
- Serious twists to harm opponent
SECTION IV

Knowledge

Lesson Planning

Combative Games

Combative Play & Wrestling Skills
SECTION IV

1. Knowledge of Growth and Development Patterns

Teachers should recognize and provide for some of the more important aspects of growth and development when teaching combative games.

<table>
<thead>
<tr>
<th>RECOGNIZE</th>
<th>NECESSARY PROVISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Activity drive is innate in children</td>
<td>Lessons should be structured so students are active throughout. The use of partner activities, learning through doing, and providing as many mats as possible for this to happen.</td>
</tr>
<tr>
<td>b. Children mature and develop at different rates. Individual differences exist regarding: - fitness levels - skill background - talent - body build - physical maturity - emotional maturity</td>
<td>Students should be paired with a partner who is compatible in terms of strength, height, weight and level of skill.</td>
</tr>
<tr>
<td>c. Finer coordinations develop as a child matures.</td>
<td>Emphasis is placed upon controlling and reacting to situations presented by the partner.</td>
</tr>
<tr>
<td>d. Attention span increases as the child matures.</td>
<td>The child can repeat and concentrate on skills for long periods of time resulting in rapid improvement of skill. Children can be expected to concentrate on coaching points and explanations.</td>
</tr>
<tr>
<td>e. The ability of children to cope with a competitive situation improves as a child matures socially and emotionally.</td>
<td>Teachers should stress the potential of the activity for social development. Give special consideration to sportsmanship, etiquette and self-control.</td>
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2. **Knowledge of the Ways in Which Children Learn**

**EXPERIMENTATION:** Children experiment with skills individually, with a partner, and in small groups.

**SELECTION:** The selection process involves choosing the best skill to use in a certain situation or selecting the best way of performing a task from all the possibilities.

**PRACTICE:** Taking your partner down by using a near **elbow** waist hold! Change positions after each attempt! Person on the bottom give half resistance!

**BEGIN IN THE REFEREE'S POSITION!** See who can pin the other person before I say *stop*!

**REPETITION:** Skills take time to acquire. The teacher plans her lessons to allow the students to repeat activities in order to perfect them.

**CONSOLIDATION:** Opportunities are provided to combine skills and knowledge in modified activities.
3. Knowledge of Combative Games

- **BALANCE**
  - Squat Wrestling
  - Lock Pull
  - Buck Fight
  - Rooster Fight
  - Heel-to-Toe Slap

- **STRENGTH**
  - Tug-of-War
  - Stand-Up Tug
  - Back-to-Back Push
  - Shoulder Push
  - Arm Wrestling
  - Leg Wrestling
  - Thumb Wrestling
  - Turn the Turtle
  - Ball Wrestling
  - Back-to-Back Elbow Wrestling

- **QUICKNESS AND AGILITY**
  - Tiger Tails
  - Knee Boxing
  - Hand Slap
  - Step in the Hoop
  - Protect Your Territory
3. **Knowledge of Combative Games** (Cont’d)

- **REFEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEEEREEEEE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4. **Lesson Planning**

When planning a combative games lesson, it is important to begin with a vigorous warm-up which includes footwork and bodywork skills and flexibility exercises. This is done individually.

The major part of the time will be devoted to a series of combative games. Each game is first introduced with a brief explanation or demonstration, practiced by the students and then culminated by allowing each student to challenge others.

a. **Warm-Up**

   Movement is the key to this part of the lesson. Through footwork and bodywork skills such as running, stopping and starting, faking and changing direction and through such flexibility activities as static stretching, the student is prepared for the games which follow. This part of the lesson is usually individual in nature and should begin as soon as the first student enters the gymnasium.

b. **Presenting the Combative Game**

   In this part of the lesson, the combative is introduced through an explanation or demonstration at which time the key elements are emphasized. An opportunity to practice the activity with a partner then follows. The teacher gives teaching points and corrections as required. The students then have an opportunity to challenge anyone else in the class to test their skill.
5. **Combative Games**

   a. **Games of Balance**

   • Squat Wrestling
     
     On a mat, two students face each other in a squat position. On a signal, each student tries to push the other off his feet or make him stand up on the mat.
     
     **Teaching & Observation Points**
     
     Keep the feet shoulder-width apart.
     Take the weight on the balls of the feet.
     Lower the center of gravity so it is over the feet.

   • Lock Pull
     
     Two students stand facing opposite directions with the outside edge of their right feet touching. They then join their right hands in a handshake grip or in a lock thumb position and by pushing and pulling, try to make their partner lose balance and move their feet.
     
     **Teaching & Observation Points**
     
     Try to keep the center of gravity low. Bend the knees.
     Use the other arm to help maintain balance.
     Use a wide stance for stability.

   • Buck Fight
     
     On mats, partners grasp their ankles and then shoulder butt one another in an effort to make their partner fall over or let go of his/her ankles.
     
     **Teaching & Observation Points**
     
     Lower the seat to maintain balance.
     Keep the head up.
     Fake attempts to bump your partner to throw him off guard.
• **Rooster Fight**
  Two players face each other standing on one foot. The other foot is held up with the hand of the same side. (e.g. Stand on the left foot, hold the right foot up with the right hand.) The object is to make your opponent drop his foot or go off the mat by pushing him with your free hand. **Variation:** Instead of pushing each other, try to slap free hands to make your opponent lose his balance.

  ![Rooster Fight Image]

  **Teaching & Observation Points**
  Use short hops to help maintain your balance. Fake an attempt to push your opponent to throw him off guard. When pushed, if you have a free hand, use it to help maintain balance.

  **Variation**

• **Heel-to-Toe Slap**
  The partners stand facing each other about 0.5 m apart. Each stands so their two feet are in a straight line with the toe of the back foot touching the heel of the front foot. They extend right hands and attempt to knock their partner off balance by hitting each other's hand.

  ![Heel-to-Toe Slap Image]

  **Teaching & Observation Points**
  Use a fake to fool your opponent.

  ![Heel-to-Toe Slap Image]

b. **Games of Strength**

• **Tug-of-War**
  Partners stand side by side on opposite sides of a line facing the same direction. They interlock elbows and then try to pull their partner over the line.
Teaching & Observation Points
Be sure to have elbows interlocked properly before starting.
Use a wide stance for stability.
Bend the knees slightly.
Pull hard, then soft, then hard.

Variations:

i) The partners stand on opposite sides of a line, join both hands or grasp both wrists and attempt to pull the other person over the line.

ii) One of the partners stands in a hoop and with both hands joined or both grasping wrists attempts to pull the other partner into it.

iii) One partner stands in a hoop and tries to resist the efforts of his partner to pull him out.

• Stand-Up Tug
Two players sit down facing each other with their legs bent and with the soles of their feet touching their partners. They then reach across, grasp hands or wrists and attempt to pull the other off his/her seat.

Teaching & Observation Points
Players should be of the same height and weight.
Be sure to grip securely before starting.

• Back-to-Back Push
Two students sit back-to-back on opposite sides of a line on the floor or on a mat. On a signal, they push with their feet and attempt to cross the line and end up on their partners’ side.

Teaching & Observation Points
Students should be of the same height and weight.
Push with the toes.
Keep your seat on the floor at all times.
• Shoulder Push
The two partners face each other and place their hands on each other’s shoulders. They then try to push each other over a line that is behind them.

Teaching & Observation Points
Bend knees for stability.
Partners should be of the same weight and height.
Use a wide stance.

• Arm Wrestling
The two partners lie face down facing one another. They join right hands by interlocking their thumbs and then closing their hand. The right elbows are on the mat and must remain there throughout the contest. The left hands are joined under the right elbows. Each partner tries to force the other person’s hand on the mat.

Teaching & Observation Points
Be sure to grip properly and line up straight to one another.
Students should be about the same size.

• Leg Wrestling
Two students lay hip-to-hip with their hands pointing to opposite ends of the mat. They lock inside elbows and raise their inside legs three times. On the third time, they hook their legs at the knee or back of the heel and attempt to pull the other person over.

Teaching & Observation Points
Students should be of the same height and weight.
Keep the free arm flat on the mat.
Be sure to line up properly.
• Thumb Wrestling
Two students face each other and grasp hands by joining fingers with the thumbs up. They then try to pin the other persons' thumb down with their own thumb.

**Teaching & Observation Points**
Try not to yank on the other persons' hand.

• Turn the Turtle
One partner assumes a position on his/her hands and knees on the mat. The other partner then attempts to turn that person over onto his/her back. **Variation:** The bottom person may be spread eagle on the mat.

**Teaching & Observation Points**
Begin the first time by the down partially resisting. Work up to full resistance. No punishing holds are allowed such as head locks, bending joints against their natural way of bending, butting, hitting or rough housing.

**Variation**

• Ball Wrestling
Two students wrap their arms around a basketball or soccer ball and then attempt to wrestle it away from their partner. **Variation:** Start from the knees.
• Back-to-Back Elbow Wrestling
  Two partners sit back-to-back on a mat and interlock their elbows. They then try to force their partners' right elbow to the mat while preventing their own right elbow from touching.

  **Teaching & Observation Points**
  Keep the legs wide apart so you have a wide base of support.

  ![Back-to-Back Elbow Wrestling](image)

c. Games of Quickness & Agility

• Tiger Tails
  Two students face each other. Each has a strip of cloth tucked into the back of the waistband of his shorts. The object of the game is to steal the “tiger tail” of your partner while preventing your own from being taken.

  **Teaching & Observation Points**
  Confine the game to a small area.
  The “tail” should extend approximately 30 cm out of the shorts.
  Lower the center of gravity by bending the knees and assuming a semi-crouch position.
  Move the feet with quick, short steps.
  Use a fake to fool your partner.

  ![Tiger Tails](image)

• Knee Boxing
  Two students face each other in a semi-crouch position and attempt to touch their opponent’s knees while preventing their own from being touched. **Variation:** Partners grasp one hand and “box” with the other.

  **Teaching & Observation Points**
  Confine the game to a small area.
  Lower the center of gravity by bending the knees and assuming a semi-crouch position.
  Move with quick, short steps.
  Use a fake to fool your partner.
  Use your hands and arms to prevent being tagged yourself.

  ![Knee Boxing](image)

• Hand Slap
  Two students face each other with their hands extended in front of them, one with his palms turned upwards and the other with his palms turned downwards just above his partners hands. The student with his palms up attempts to slap the other person on the back of the hand. If he is
successful, the game will continue in this manner. If he misses, they change hand positions and the other person becomes the “slapper”. **Variation:** Instead of placing the hands over one another, the partners touch the knuckles of their hands together. One person begins the game and it then proceeds as before, with one partner attempting to slap the back-of-the hand of the other.

**Teaching & Observation Points**
The hand needs only to be touched, it does not need to be slapped, and by no means should it be slapped hard.

**Variation**

- **Step in the Hoop**
  One partner tries to step into a hoop while the other partner tries to prevent it by moving in response to his/her partners’ movements.

  **Teaching & Observation Points**
The partner attempting to step in the hoop needs only to touch one of his/her feet in it, he/she does not have to step right into it. When defending the hoop, move quickly in response to your partner’s movements and stay directly in front of him/her at all times.

- **Protect Your Territory**
  Two partners stand facing each other on the same side of a line. The one with his/her back to the line tries to prevent the other person from crossing the line by moving to stay in front of him/her at all times.

  **Teaching & Observation Points**
Establish side boundaries to ensure the game is confined to a small area. When trying to cross the line, use quick changes of speed and direction to fool your opponent. When defending the line, stay in front of your opponent at all times.
6. **Combative Play & Wrestling Skills** (2008, Mitch Ostberg)

Fun is the key as we want to have students learn through game play. Wrestling is part of the curriculum in junior high; you can use these activities to help build the skills used in wrestling. This is a great activity to teach body awareness and assists students in feeling better about their body. This is a fun activity to teach and develop athleticism. As this is a weight class sport, students compete against individuals of their own size, age and skill level.

a. **Key Points**
   - Safety concerns need to be addressed before wrestling, this should be your first responsibility:
     - Check mats, walls, etc. and clean mats prior to each use (10% bleach solution works)
     - Remove any jewellery
     - Check clothing for sharp edges (e.g. belts) including shoes with steel eyelets and have students remove shoes and work in bare feet
     - No metal objects including hair barrettes and bobby pins
     - No gum chewing
   - Use many students to help demonstrate as this gets all involved and shows all can do it.
   - Use your space wisely considering the number of students you have. You can always go sideways instead of lengthwise and use groups of 3 in a shuttle relay situation. This helps to manage the numbers.
   - You do not have to teach much defense, this is natural, you will have to teach offensive skills.
   - Encourage the students to give lots of support to each other such as encouraging words, hand claps, high fives, help get up off mat, etc.
   - To make the activities more demanding, you can make competitions from the activity (e.g. make teams and race).
   - Ensure you teach students how to fall properly.
   - **Always turn thumbs in when using hands on mat as this allows the elbows to bend.**

b. **Warm Up**
   - Run a couple of laps around the gym.
   - Use lunge strides to stretch out the groin. Reach out with far leg, this is the first step in teaching some later moves.
   - Hamstring stretch (e.g. pick up coconuts), this gives students a visual

c. **Skills Through Animal Walks**
Children can visualize animals and how they walk. It is great to use analogies and images as this is a great way to teach and learn.
   - **Army Crawl**
     Students should use their forearms and get low to the ground with their butt down.
• Bear Walk
Students should move forward and backwards with mobility on all fours and equal weight on all fours. Going backwards teaches about using the arms to propel.
You can also play Bear Walk Tag where the object is to try to smack the bottom of the opponent. This teaches evasion techniques.

• Bulldog
Students should use their fists to propel the body or change direction in ground wrestling. They should drag their feet along the ground while ensuring their fingers/hands are facing in and their elbows are out.

• Bullfrog
Students should catch their body weight with their hands when falling from a standing position. Instruct how to fall to the mat properly and keep thumbs in. This will teach students to catch with the arms. Do not allow the belly to hit the ground.

• Bunny Hops
These are repeated, or, with a split hop in the middle. This increases range of motion and strength. Hips should be down and students with knee injuries do not go down as far.

• Butterfly
Students should lie on their belly and mimic the butterfly stroke in swimming to propel themselves forward. This move is very difficult.

• Crab Walk
Students should move forwards and backwards. Hips should be up and this increases mobility in the ground wrestling position. Teach them to dig in with their heels.
Moving forward teaches students about hamstrings.

• Duck Walk
Hips should be down on the heels with movement forward in a deep squat position. Students with knee injuries should be cautious.

• Inch Worm
Students are in a sitting position and use their knuckles to propel and drag the body. This promotes use of the arms.

• Salamander
Using the ground wrestling defensive position, students should be mobile while prone. You can use a Spiderman with a knee to elbow action and belly up off the mat.

d. Skills Through Game Play & Races (using Animal Walks)
These games are used to assist students in overcoming their fear of invading personal space. You should line students up by weight as it is easier to pair them in these activities. Gender is not so much an issue as size. It is recommended you do each activity five times. You can always have races to see which team finishes first and ensure all teams finish.
  • Team Bear Walk (lightest to heaviest)
Consider the size of the team as a larger team is harder to do. The demand is on the arms with legs locked on back/neck of the person behind you. The person behind puts head through the front person’s legs.

- **Team Crab Walk (lightest to heaviest)**
- **Crab Walk Soccer**
  You can use a goal or hit a bucket. If they hit the lights, make them do pushups.
- **Hand Soccer**
  The object is to keep the ball below the waist and hit it with your palm. Bend knees and keep low with no use of legs to block balls.
- **Team Inchworm (lightest to heaviest)**
  Students should hook their heels over the person in front. This increases core strength.

**Partner Combative Play**

Students need to learn how to take a “hit”. If there are large numbers of students, you can always use groups of 3 and have one spot or safety person. There are two bases of support, square stance (with feet laterally beside each other) and staggered or stride stance.

- **Palm Wrestling**
  This teaches the understanding of balance and the role of a base of support. Keep feet together and students cannot move feet as only the palms hit. The thumb should be by the side of the hand, not out (reduce the risk of breaking) and this teaches the proper hook mechanism.
- **Lateral Palm Wrestling**
  Use the sideways square stance with both facing opposite directions. Line up the palms and try to push off a line. Use the hippy handshake.
- **Tug-O-War Wrestling**
  Level of center of mass in stability and balance while standing in a staggered position. Students should face each other with toes touching and try to move the other person over the line or to the ground without moving their feet. Students can grab forearm but cannot let go as it is a safety issue. They should bend their knees and stay in a staggered stance.
- **Sumo Wrestling**
  In the same position as tug-o-war but structure the position they can be in. Students should use push and if they touch with hand or knee, they then lose a point. Teach the Sumo action of one foot stomp, other foot stomp, one hand slap knee, other hand slap knee and both hands slap together in pray position.
- **Push-Up Hand Slapping**
  This is a tactical and deceptive play. Slap the back of the hand while in push up position. This is core strength training. Keep the feet narrow to make this more difficult.
- **Push-Up Arm Wrestling**
  This is a tactical and deceptive play. Grab the wrist and pull person to the ground. Feet should be narrow and thumbs tucked at the side of the hand.
• Kangaroo Palm Wrestling
  This requires balance and movement in a deep knee band. If you touch the knee or hand on the ground, you lose. Do not lock hands, just push/slap the palms.

• Indian Leg Wrestling
  Teaches leg power and its role in ground wrestling. Students are side by side lying on the ground. They should be hip to hip and arms locked.

• Teeter Totter Foot Wrestling
  Teaches balance and stability. Student should grab the leg of their partner. If they drop the ankle, they lose. Ensure they practice on both sides.

• Roman Knuckle Lock Wrestling
  This teaches standing balance and base of support.

• Knee Tap Wrestling
  Teaches penetration and level change principles. Ensure students do not bang heads. The modification is to have students tap inside of the knee only as it teaches a better position.

• One Legged Hand Wrestling
  Teaches how to balance on one foot.

• Shoulder Wrestling
  Teaches balance and the role of level change in it.

• Chicken Fight
  Teaches balance on one foot and to try to break the balance of your opponent. Grab the foot across and behind your leg with one hand on opponents’ neck. Grab with the opposite hand as it is a safety issue for the knee.

• Foot Sweep Wrestling
  This teaches to attack your opponent’s base of support.

• Scramble Drill
  This teaches awareness of your position relative to your opponent. Start to teach how to scramble and get in winning position. There are several ways to achieve this:
  
  i) Hip to shoulder in the table top position. Grab far ankle (juts to avoid pulling near knee out to try to gain control of person. Do both sides of the body.
  
  ii) Back to back to each other. Try to get to the other side and get control of your partner.
  
  iii) Lie down on your back. Sit up and wrestle from your butt to teach you to put the soles of your feet on the mat.

f. Partner Discovery Games
  Teach students by discovering concepts so they can feel what works both from an offensive and defensive position.
• Partner Juggle
You should hold your partner perpendicular to you. Reach over top and hook under them. Work together to move the person around the body at waist level. This teaches both hand holds and hooks.

• Partner Juggle
Over the top and through the legs.

• Hop Over Crawl Under
Use the table top position (hands and knees) for balance and agility. Modify using ankles only if students cannot hop over a back or have them turtle for some height. Add repeated hops back and forth and/or lateral hops for athletic students.

• Leap Frog Over and Shoot Through
This is a penetration step skill with balance and coordination. The basic move uses a lunge stride to shoot through. Partner is on two feet with hands on knees to present a solid base to jump over. These last two need to be age appropriate and you need to be careful of having students facing straight down as there is potential neck and spinal injury. Permit only if students are strong enough as this is not for the younger ones at all.

• Lay Back Over Crawl Under
This increases range of motion in back bending and spatial awareness. Reach for the ground as this helps to arch the back. This is a skill needed in wrestling. Arched spine is a very solid and safe position.

• Tip the Table
This is a ground wrestling offense discovery from the table position.

• Turn the Turtle
This is a ground wrestling discovery from the prone position.

\textbf{g. Team Combative Games}

• Retrieve the ball
Teaches mobility while grasping your opponent. Begin in the turtle position with the ball. The object is to try to get the ball away from the turtle by getting the turtle to roll on their back. You can also do this in a group setting by numbering the partners off with one on either side of a circle or line. Call the numbers and while they are on their hands and knees they go after the ball. Try to get the ball back to your side.

• King/Queen of the Mat
This teaches combat behavior and stability while in the table position. While on their hands and knees, try to push others off. Use a small, thick mat to confine the space.

• Taffy Pull
This teaches gripping, locking, hooking, holding and discovering handles. There are two teams per circle with one team locked in the middle. The opposing team tries to pry them apart and pull them out of the circle. You can time the teams.
• Group Chicken Fight
  Use a circle to try to get people out of the circle. The last one standing is the winner.
• British Bulldog
  This teaches mobility while grasping opponent and turning to back. This is a game of capture on their hands and knees. As people are captured, they remain in the middle.
• Capture the Other Team
  This teaches gripping, locking, hooking, holding and discovering the handles.
• 3 Person Leap into Middle Weave
  Students lie on belly side by side. The outside person must leap into the middle of the two and they may need to roll out to make room for the person to jump in. Alternate sides so it is like a weave.
SECTION VI

Details to Consider Before Teaching Combative Games
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1. Details to Consider Before Teaching Combative Games

a. Planning
b. Class Organization

- Footwear
- Jewellery
- Warm-ups
- Safe area
- Sizes of opponents

Establish routines

- Bob and John will demonstrate the game of pull the cinch.

Utilize student leadership to help in presenting the skills

- Adjust space to the intensity of activity:
  - Standing activities need more space.
  - Rigorous activities need more space.

Develop spacing and listening skills

- Find a line on the floor and challenge your partner to a game of hoof-to-hoof.

Set in groups of four, set out a mat, and begin by practicing your two-man spins.

Use environmental cues to establish teaching areas

- Notice how Herbert uses a wide stance and lowered rear end to make his standing position more stable.

Assign responsibilities

- Keep explanations clear and short

Use demonstrations to clarify

- Let's go over the important things to remember when you are falling!

Gather the students around you when you wish to give instructions

- Work hard, be a good sport, compete fairly.

Outline behavior expectations
c. **Methodology**

![Comic strip with instructions on grouping students and teaching methods.](image-url)
c. Methodology (Cont’d)

I was really pleased with the way you people got down to work today and didn’t waste any time.

Well done!

Gather the class at the end of the lesson to offer comments and encouragement.

Yesterday we learned how to make our down position more stable. Let’s review these points again...

Review previously taught activities.

Well done, Mary!

React quickly, Harold.

Go for his legs, Ted!

Good block, Tom!

How are you feeling today, George?

Be sure to talk to every student and call him/her by name.

This game of bull in the ring requires a large mat area!

Place the mats together for larger group activities.

I think I’ve got the idea now, Bruce. Give me more resistance this time.

Resistance must be varied so partner can successfully do his task.

If she thinks she can get me on my back again, she’s crazy!

Develop competition by first competing against yourself and progressing to 1 vs 1 and small group.
d. Activity Ratio

- Use lots of mats
  - Avoid long lines

- Use many small groups rather than one large group
  - Change positions

- Avoid elimination activities

- When making and so on, this would probably be a lot of fun if he talked less and we participated more.

- As soon as you get your partner over on his back, change positions.

- Skill development:
  - Getting in and from class
  - Getting to the activity
  - Introductory activity
  - Culminating activity
  - Plan to use all of the available time

It hardly seems worthwhile when all we do is sit around and wait our turn. That's for sure.
e. **Safety**

- **Begin each lesson with a proper warm up**
- **Make sure the area is free from obstacles and hazards**
- **Dress appropriately**
- **Be aware of the medical limitations of your students**
- **Keep first aid supplies handy**
- **Adapt activities to the growth and development of the group**

**Provide adequate spacing between the mats**

**CSSLD**

**Accident Report**

- **Date**
- **Time**
- **Details**

Signed

Fill out accident reports immediately following an accident

**You may not**

- Pull hair
- Punch or bite
- Twist fingers, toes, arms or legs
- Choke or butt with your head
- Squeeze head or neck between legs
- Lift opponent up and throw onto mat
- Do anything harmful or dangerous

Be responsible for your partner's safety
f. Potential for Social Development
g. **Basis for Selection of Content & Methods for Teaching Combative Games**

![Diagram showing the basis for selection of content and methods for teaching combative games.]

A. Knowledge of the growth and development patterns of students

B. Knowledge of the ways in which students learn

C. Knowledge of the common elements of combative games
h. **Lesson Planning**

**Part One: Introductory Activity**

*Cardio-Respiratory Efficiency, Strength and Endurance, Static Stretching, Partner Activities*

This part of the lesson consists of warm-up activities which stress cardiorespiratory efficiency, muscular strength, muscular endurance, and flexibility. Exercise should include individual and partner work.

**Part Two: Skill Development**

*Pushing, Gripping, Locking, Falling, Pinning*

The skills of stance, gripping, pushing, pulling, locking, falling, and pinning are developed through passive and active roles of the students. High activity ratio is stressed throughout.

**Part Three: Utilization of the Skills**

*Lower the Steer, Pull the Cinch, Release the Cinch, Go Behind the Steer, Hook the Horns, Cross the Barrier, One Legged Cow, Resist the Cowboy*

The students in pairs or in small groups participate in wrestling-type activities which utilize the skills that were taught in the skill development part of the lesson.
i. **Key Concepts to Stress**

- A four point stance is the most stable position when in the down position.

- **Turn falls into rolls**
  - Avoid breaking the fall with an extending arm.
  - Return to an advantageous position as quickly as possible after a fall.

- A fall should bring the student safely to the mat without injury.

- Look for hooks and handles to help you get a hold on your opponent.

- A grip allows you to hold the person and move him into a position of instability.

- A joint may not be forced beyond its normal range of movement.

- I'd better try to wriggle onto my stomach or I'll end up being pinned!

- Don't turn your back to the mat.
j. **Skill Development – Referee’s Position**

The Referee’s Position is a method of beginning certain types of Combative Games. One participant is on his hands and knees in a stable, four-point stance. This puts him at a slight disadvantage as he must protect and maintain his position while preventing the other person from gaining control. The other participant stands or kneels to the side of the first participant and places his two hands on that person’s back. This gives him a slight advantage as he is in a good position to initiate holds and control his opponent.

- **The Bottom Man**
  Keep the muscles firm. Keep the body as low as possible. Distribute the weight evenly on the flat parts. Keep the head up and in a strong position. Extend the toes so that the lower leg from the knees to the toes is in contact with the mat. Place the hands and knees flat on the mat shoulder width apart.

- **The Top Man**
  Keep the head up and the and the eyes on the bottom man. Maintain a stable position that will allow you to react quickly. Place both hands on the upper back. Kneel or stand to the side of the bottom man.

- **Maintain Your Stance**
  One partner assumes a position on his hands and knees. His partner tries to make him lose his balance by pushing, pulling or lifting him.

**Variations:**
- The "down" man tries to maintain his balance with: his hands forward, his knees together, his hands far apart, only 3 parts in contact with the mat, his head down between his arms.
- The “top" man tries to break his partner down by: lifting one ankle, pulling against the knees, pushing against the hips and pulling an elbow.
- Set a time limit of 10 to 30 seconds for the “top" man to break his partner down.

**Teaching & Observation Points**

The “up” partner tries to take away one of the four supports of the “down man”. Continue moving and trying different holds and grips until your partner’s position is destroyed.
The “down” man cannot fight back. He may only resist the attempts of his partner to get him down.
Try different stances for the “down” man to determine which is the most stable.

- **Top Man Spins**
The bottom man takes up a position on all fours. The top man places his chest on the bottom man’s back and places his hands under his chest and in contact with the bottom man’s back. While the bottom man remains stationary, the “top” man spins to the right and left in full circles and partial circles. Change positions every 30 seconds or so.

**Variation:**
The top man holds his arms out so they are not contacting the bottom man at all.

**Teaching & Observation Points**
The bottom man must maintain a strong, balanced position with his back slightly sloped.
The top man must keep his chest in contact with the bottom man’s back at all times.
Keep the feet apart and be up on the toes.
Use the feet for mobility. Move quickly.
Use the hands to help you “stay on board”.
Keep the head up (top man).
Change directions frequently and quickly.

- **Grab the Spinner**
The bottom man takes up a position on all fours. The top man, with his chest on the bottom man’s back, places his hands under his own chest and in contact with the bottom man’s back. The top man tries to stay on board and avoid getting his leg(s) caught by the bottom man who spins and tries to grab them.

**Teaching & Observation Points**
The top man must stay on board and maintain a chest-to-back contact with the bottom man. His weight should be directed downward through his chest.
The bottom man should spin quickly and reverse his direction frequently in order to catch the top man’s leg(s) and dump him.
• **Turn the Steer**  
The partners begin in referee’s position. On a signal, the top man tries to turn the bottom man onto his back. The bottom man resists by spinning and/or blocking the attempted moves of the top man.  

![Illustration of Turn the Steer]

**Teaching & Observation Points**  
Try different ways of getting your partner over onto his back.  
The top man should secure tight grips, drive with the toes and his shoulders, keep his head up and keep his weight balanced.  
The bottom man must maintain a balanced position, with his head up and keep his arms in when he rolls.  

• **Pull the Cinch**  
The two partners face each other, one on all fours and the other on one knee with his hands on the other’s shoulders. The partner on all fours is either wearing a flag football belt or has a 30 cm cloth strip tucked into the back of his shorts (the “cinch”). On a signal, the other partner tries to pull the cinch while his opponent tries to prevent it from being removed.  

**Variation:**  
See how many times you can pull the cinch in 30 seconds.  

![Illustration of Pull the Cinch]

**Teaching & Observation Points**  
Try to prevent the cinch from being pulled by spinning. Do not stand up.  
Use fakes to fool the man protecting the cinch.  
The man trying to pull the cinch must keep at least one knee in contact with the mat at all times.  

• **Lower the Steer**  
Beginning in the referee’s position, the top man tries to get the bottom man out of his four point stances and onto his stomach. The bottom man resists and tries to maintain his position.  

**Variation:**  
Set a time limit (e.g. 15 seconds)
Teaching & Observation Points
Top Man
Keep the feet apart for good balance.
Keep the weight on the toes and down through your chest.
Use fakes to fool the bottom man.
Use locks, pulls, pushes and lifts to get the bottom man down.
Take away one of the supports to get your man down.

Bottom Man
Keep your leg under you to protect it but not so far under you lose your stability from the other direction.
Keep your weight on your arms. Move your arm out of reach to prevent its being used to break you down.
Watch for your partner taking you (i.e. purposely setting you up.)
Do not let your knees get too close together.
Never get your head and shoulders so high you get dumped backwards.

- Protect Your Territory
  Begin in referee's position. The bottom man tries to cross a line at the center of the mat. The top man tries to prevent him from doing so.

- Get Up From the Bottom
  One partner lies on his stomach with a “cinch” under him. The other partner is on one knee and to the side of him with his hands on the bottom man’s shoulder blades. On a signal, the bottom man tries to get up into the referee’s position as fast as he can and without losing the “cinch”. The top man tries to grab the “cinch” and hold it up before his partner reaches the referee’s position.
k. **Skill Development – Standing Position**

This position finds the two opponents facing each other ready to begin. At this point both opponents have an equal opportunity to initiate an attack, or conversely defend their position. The main objective of this stance is to get an overall picture of your opponent without focusing attention upon any particular part of the body.

- **Maintain Your Stance**
  
  One partner assumes the role of pushing his opponent. The opponent merely reacts to the force which is exerted. The “pusher” tries to make him lose his balance by pushing at different levels: high, medium and low.

  **Variations:**
  
  - The “pusher” pushes with different body parts: shoulders, hands, forearms, torso, back and hips.
  - The pusher pushes on different areas of his opponents’ body: shoulders, chest, abdomen, hips, waist, thighs and lower legs.
  - The opponent assumes a variety of different foot positions, while being pushed by his partner: feet together, feet wide apart, feet shoulder width apart, toe to heel, toe to instep, standing on one foot, standing astride and standing on toes.

  **Teaching & Observation Points**

  The partner reacting to the force should establish a position of balance by: lowering the center of gravity, creating a wide base, keeping the head up. This is a cooperation activity. The “pusher” should be sensible about the amount of force used and the opponent should not resist against the force. The students will discover that feet positioned shoulder width apart provides for the most stable stance.
• **One Legged Cow**
  Two opponents face each other standing on one foot. Their hands are held forward with their palms facing forward. The object is to upset your opponents balance by pushing on his/her hands. Keep account of the number of times your opponent is knocked off balance.

  ![One Legged Cow Image]

  **Teaching & Observation Points**
  The fingers point up and are held together.
  The elbows are bent and held close to the sides.
  Keep the wrists locked.

• **Rooster Fight**
  Two opponents face each other standing on one foot. The other foot is held up with the hand of the same side (i.e. hold the right foot in the right hand). The object is to make your opponent drop his foot or go off the mat by pushing him with your free hand.

  **Variations:**
  - Instead of pushing each other, try to slap free hands to make your opponent lose his balance.
  - Place the free arm behind your back. Try to make your opponent lose his balance by bumping shoulder to shoulder.

  ![Rooster Fight Image]

  **Teaching & Observation Points**
  Use short hops to help maintain your balance.
  Fake your opponent to throw him off guard.
  When pushed, if you have a free hand, use it to maintain your balance.
  Have the students compete in a match of best 2 out of 3 or count the number of times you put your opponent off balance in 30 seconds.
• Falling
Individually from a kneeling position, fall in different directions: forward, sideward and backward.

Variations:
- Repeat the above activity adding a roll after the fall. Finish in the standing position.
- From a standing position, fall in different directions. Finish with a roll and return to the standing position.

Teaching & Observation Points
Because a fall is the end product of an unstable position, it must bring the student to the mat safely and without injury. Rolling helps absorb the impact of a fall. Avoid breaking the fall with an extended arm.

When falling forward from a standing position, drop to the knees and finish with a roll. Return to the standing position.
When falling sideward, give at the knees, curl the body, roll and finish in the standing position.
When falling backwards, give at the knees to land on the behind. Do a back roll and finish in the standing position.

• Stubborn Mule
One partner assumes the standing position. The other partner starts in a standing position behind him. The person behind tries to push his partner off a mat or out of a designated area.

Teaching & Observation Points
The partner who is pushing tries to exert enough force in order to create a position of instability. The knees should be bent.
The partner being pushed should bend his knees to resist the force.
• Protect Your Territory
Both partners assume the standing position facing each other. The object is to try to push your partner off the mat.

Variations:
- Both partners assume the standing position back-to-back.
- Partners start in the middle of the mat. See how many times you can push your partner off the mat in one minute.
- Have a class challenge. Divide the class in half. Within a set area, have one team attempting to push the other off the mat. At the end of a specified time, see which team dominated.

Teaching & Observation Points
The pushed partner can vary the resistance: little resistance, medium resistance and full resistance.

• Pull the Bronc
Partners face each other across a line on the floor. They assume a lock grip. On a signal, each opponent tries to pull the other over the line. How many times can you pull your opponent over the line in one minute.

Variation:
In pairs, one partner assumes a lock grip with him/herself. The other partner attempts to pull the hands apart.

Teaching & Observation Points
A grip allows you to hold an opponent and to move him/her into a position of instability.
Instead of a line, a skipping rope on a mat can be used.
When assuming the lock grip, the fingers are tucked under the second set of knuckles. The dominant hand is usually placed in the bottom position.

• Cross the Barrier
Partners stand side-by-side facing opposite directions. With inside feet touching, they assume a wrist grip with each other. On a signal, each opponent tries to pull the other off balance.

Variation:
Allow one minute for each match and keep score. Have a class challenge.
Teaching & Observation Points
Any movement of the feet is scored as a loss. The feet must remain still.
Vary the strength of the pull.
Change the pulling arm.

• Hook the Horns
Partners stand back-to-back with their elbows interlocked in a hook grip.
They take turns pulling each other onto their backs. Use different hook grips: overlocking, underlocking or a combination of both.
**Variation:**
Standing back-to-back with your partner, hook elbows and try to pull him/her over a line.

Teaching & Observation Points
Balance is very important.
Use a wide, firm stance with bent knees to pull your partner.

• Grab the Ball
Both partners grab onto a ball and try to pull it away from each other.

Teaching & Observation Points
Vary the amount of force used when pulling: heavy, light, heavy.

• Come and Get It
Divide the class into two equal teams. Number them from the smallest to the largest, using the same numbers for each team. Place each team at opposite ends of the mat and put the ball in the middle. When a number is called, the two opposing players attempt to gain possession of the ball and carry it back to their respective team. To prevent a score, the player without the ball may tag his opponent before he gets back to his team.
**Variation:**
Call two numbers at the same time. These players may pass the ball.
- **Grab the Towel**  
  Both partners grab onto a towel. Pull your opponent across the mat.  
  **Variations:**  
  - Use different grips.  
  - Try different stances.

- **Team Tug-of-War**  
  Two equal teams stand on opposite sides of a line with a towel joining them together. The first person in each line grabs the towel and hooks elbows with the person behind him. All the team members hook elbows with each other. On a signal, the teams attempt to pull each other across the line.

- **King of the Rodeo**  
  Divide the class into three or four groups according to size. The groups gather on their mats. On a signal, every man is for himself. If a player is pushed off the mat, he is out until there is only one player remaining. The remaining player is “King of the Rodeo”.  
  **Variation:**  
  Each time a player pushes an opponent off the mat, he scores a point. At the end of a specified time, the player with the most points is “King of the Rodeo”. Players pushed off the mat are not eliminated and may resume play immediately.
• Knee Boxing
Partners stand facing each other with their hands held at their sides. On a signal, they try to slap each other's knees. How many times can you slap your partner's knees in 30 seconds?

Teaching & Observation Points
The partners must remain standing.
Fake one way and go the other.

• Pull the Cinch
Partners stand facing each other. The defensive partner places a cinch (flag) on his left hip. The offensive partner grabs the right wrist of his opponent. On a signal, the offensive partner tries to pull the cinch away from his opponent. How many times can you pull the cinch from your opponent in 1 minute?

Variation:
- The defensive partner places the cinch behind him. The partners stand face-to-face and on a signal, the offensive partner tries to go behind to pull the cinch.
- Both partners place a cinch behind them. One a signal, both try to go behind to pull the cinch.

Teaching & Observation Points
Both the offensive and defensive players must remain in a set area (e.g. 2m x 2m).
The offensive player should attempt to take the initiative and control his opponent.
The defensive player should protect and maintain his position while preventing his opponent from gaining control.
He/she must move quickly and watch for fakes.
The offensive player should fake using different body parts: feet, arms or head. Use a bib or piece of cloth for a cinch. The defensive player can try to prevent the cinch from being taken by turning.

- **Sneak Behind**
  Divide the class into groups of four. Three players line up with their hands on the hips of the person in front of them. The fourth player starts facing the line. On a signal, this player tries to touch the last player in the line. The line tries to prevent this. Rotate frequently, by moving the fourth player to the end of the line and everyone else moving up one position.

  ![Diagram](image1)

  **Teaching & Observation Points**
  The line of three players must move as a unit to protect the player on the end. The fourth player must use fakes to successfully tag the player on the end.

- **Bull in the Ring**
  Divide the class into groups of five. Four players join hands to form a circle. The fifth player tries to get in or out of the circle.

  ![Diagram](image2)
SECTION VII

Wrestling Type Games
SECTION VII

Wrestling Type Games

1. **British Bulldog**
   
   One individual is selected to occupy the center of the mat, with the rest of the group positioning themselves on one side of the mat. The individual in the center yells out “Bulldog” and at that point, the whole group attempts to crawl on their hands and knees to the opposite side of the mat. If the individual in the center is able to capture another individual by stopping and exposing his back to the mat, that individual now joins in the center. The game continues until all but one are caught, resulting in a winner.

2. **Knights in Combat**

   Wrestlers are grouped and partnered according to size and weight. One wrestler crawls on his hands and knees with his partner on his back. Within a prescribed surface area, groups are eliminated until one pair remains.

3. **Bear Hug Game**

   The bear hug game introduces movement in the standing position. Wrestlers are partnered or grouped according to size and weight. In a standing position, both wrestlers fight for a bear hug (under both of the opponents’ arms and lock around the waist) and lift their partners’ feet off the mat. The person to gain three lifts (no throwing) is the winner. Partners change and are then eliminated until one is left.

4. **Sumo Wrestling**

   Wrestlers attempt to push their opponent out of a designated area, focusing on maintaining good stance position (i.e. head up, back straight) and driving with their legs.

5. **Chicken Fights**

   All wrestlers are in the center of the mat, hopping on one leg. The hand grabs the free leg. Wrestlers proceed to eliminate each other by knocking their opponents off balance and to the mat.

6. **Team Game – Pin the King**

   Pin the King reinforces the pinning technique. Pick two teams of equal size and weight. Instruct each team to anonymously designate a king with all other players as pawns. The objective is to pin the opposing king before your king in pinned. Pawns are eliminated as they are pinned and the players are restricted to moving on their hands and knees.
7. **Team Game – Clear the Deck**

All students are in the middle of the mat. The objective is to push all opponents off the mat from the hands and knees position. The last one in the center is the winner.

8. **Combative Game – Break the Chain**

All wrestlers are sitting in the middle of the mat. They form a tangled chain by linking their arms and legs together. One wrestler, not in the middle, attempts to break the links by pulling someone away. That person joins in the effort to pull other people out of the group until two people are the last to be linked.
SECTION VIII

Daily Practice Plan
## DAILY PRACTICE PLAN

<table>
<thead>
<tr>
<th>Day:</th>
<th>Date:</th>
</tr>
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<tbody>
<tr>
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<table>
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<tr>
<th>Training Phase:</th>
<th>Training to Play:</th>
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<table>
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<tr>
<th>Objectives:</th>
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<thead>
<tr>
<th>Items to be Covered:</th>
<th>Announcements:</th>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<th>TIME</th>
<th>ITEM</th>
<th>DRILL</th>
<th>COACH RESP.</th>
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</table>
### DAILY PRACTICE PLAN

**Day:** ______________________  **Date:** ______________________

**Training Phase:** ______________________  **Training to Play:** ______________________

**Objectives:** ______________________

**Items to be Covered:**
1. 1.
2. 2.
3. 3.
4. 4.

**Announcements:**
1. 1.

<table>
<thead>
<tr>
<th>TIME</th>
<th>ITEM</th>
<th>DRILL</th>
<th>COACH RESP.</th>
</tr>
</thead>
</table>

W Wrestling GUIDEBOOK 18-10-19
**PRACTICE PLAN EXAMPLE**

**Date:** 2  
**Time:** 3:00-4:30  
**Phase:** General/Preparatory  
**Review:** Rules, Safety  
**Objectives:** 7 Basics to Wrestling

<table>
<thead>
<tr>
<th>TIME</th>
<th>TECHNIQUE</th>
<th>DRILL</th>
<th>KEYWORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>300-315</td>
<td>Rules of wrestling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>315-330</td>
<td>Warmup</td>
<td>Toe soccer</td>
<td></td>
</tr>
<tr>
<td>330-335</td>
<td><strong>ANNOUNCEMENT:</strong> Key objectives for todays’ practice will be the 7 basics of wrestling. We will cover 4.</td>
<td></td>
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</tr>
<tr>
<td>345-350</td>
<td>Stance</td>
<td>Partner analyze stance</td>
<td>Point out areas to focus on.</td>
</tr>
<tr>
<td>350-400</td>
<td>#2 Movement – lateral and front and back</td>
<td>Line drill</td>
<td>LATERAL: Outside steps first other leg recovers. DO NOT BOUNCE, level of shoulders does not move. FRONT: Lead leg steps 1st, weight stays on toes, other leg recovers, (REMEMBER, SHORT CHOPPY STEPS)</td>
</tr>
<tr>
<td>400-405</td>
<td>Lateral, forward and backward movement</td>
<td>Mirror drill</td>
<td>Knees over toes, head up, outside footsteps first, trail leg recovers.</td>
</tr>
<tr>
<td>405-410</td>
<td><strong>WATER BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>410-420</td>
<td>#3 Level change</td>
<td>Line drills – team stands in straight line. Teammates stand at different height arms out. Wrestler going through line is forced to level change to pass teammate.</td>
<td>Bend at knees NOT IN THE BACK, HEAD UP, KEEP WEIGHT ON TOES NOT HEELS</td>
</tr>
<tr>
<td>420-430</td>
<td>#4 Penetration step and recovery step</td>
<td>Duck walk down mat, Partner shots, through line of defense</td>
<td>Lunge step forward, weight on toes, drive knee to mat, hips come through, shoulders up, head up.</td>
</tr>
<tr>
<td>430-435</td>
<td>Cool down</td>
<td>Jogging, 3 front rolls, 3 back rolls, skipping, hands above head.</td>
<td></td>
</tr>
</tbody>
</table>
## PRACTICE PLAN EXAMPLE

**Date:** 3  
**Objectives:** Cover #5 basic skill, double legs

<table>
<thead>
<tr>
<th>TIME</th>
<th>TECHNIQUE</th>
<th>DRILL</th>
<th>KEYWORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>300-315</td>
<td>Warmup</td>
<td>Relay races (pick 5 exercises, pick 5 animal walks)</td>
<td>Play fair</td>
</tr>
<tr>
<td>315-320</td>
<td>Stretch out whole body</td>
<td>Pick teammate to lead</td>
<td>Roll out whatever is still tight</td>
</tr>
<tr>
<td>315-320</td>
<td>ANNOUNCEMENT: We will be reviewing the 3 basic skills from last practice. We will then expand to the 5 basic skills which will lead into double leg takedown.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>320-330</td>
<td>Review skill #1, 2, 3 &amp; 4</td>
<td>Pick one wrestler to get up and demonstrate</td>
<td>Weight on toes, head up, shoulders, rounded, outside foot steps first, recovery step</td>
</tr>
<tr>
<td>330-335</td>
<td>#5 Lifting</td>
<td>Partner drill, hands behind back move partner down mat</td>
<td>Lift with legs, strong back, head up, look up</td>
</tr>
<tr>
<td>340-355</td>
<td>Double leg lift. Peach basket (opposite arm that body sits on come between legs and grabs back of far leg hamstring, and lowers opponent to the mat)</td>
<td>Partners: level change, penetrate, recovery step, lift with legs, clamp</td>
<td>Penetrate through legs, hips under legs, recover to ready position, push through heals.</td>
</tr>
<tr>
<td>355-400</td>
<td>WATER BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>400-415</td>
<td>Double leg heel trip</td>
<td></td>
<td>Balance on knees, do not drop to sitting position, keep weight going forward, head up</td>
</tr>
<tr>
<td>415-430</td>
<td>Single leg chicken fights, partner chicken fights</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**PRACTICE PLAN EXAMPLE**

**Date:** 4  
**Time:**  
**Phase:**  
**Review:** Skill #5 (lifting), double  
**Objectives:** 3 types of set ups into double leg takedowns (driving bus, pop elbow, under hook)

<table>
<thead>
<tr>
<th>TIME</th>
<th>TECHNIQUE</th>
<th>DRILL</th>
<th>KEYWORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>300-315</td>
<td>Jogging, tumbling</td>
<td>Warmup</td>
<td>Get good sweat</td>
</tr>
<tr>
<td>315-320</td>
<td>Stretching</td>
<td></td>
<td>Loosen up shoulders and hips</td>
</tr>
<tr>
<td>315-320</td>
<td><strong>ANNOUNCEMENT:</strong> Practice plans are to quickly review the double leg and then lead into 3 set ups for attacking a double leg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>320-327</td>
<td>Driving bus (collar elbow tie up)</td>
<td>Partner up – lock collar elbow tie up, look to move opponent in a circular motion.</td>
<td>Snap opponents head down and towards the arm that you have locked, move circular to have opponent place weight on his lead leg, head and arm towards knee.</td>
</tr>
<tr>
<td>327-334</td>
<td>Elbow pop</td>
<td>Stand across from each other. Both in stance one wrestler looks to reach other wrestler uses hand to pop elbow up.</td>
<td>Pop elbow, above elbow joint (NOT BELOW ON FOREARM BECAUSE elbow will only bend not lift arm), use arm directly across from arm the wrestler is reaching with.</td>
</tr>
<tr>
<td>315-341</td>
<td>Under hook</td>
<td>Partner up</td>
<td>Elevate arm, head position, control far wrist, make step placing weight on far leg (use elevation on arm, and pulling on wrist to make step)</td>
</tr>
<tr>
<td>341-345</td>
<td><strong>WATER BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>345-355</td>
<td>Double legs from set ups</td>
<td>5 time from each set attack a double leg.</td>
<td>REMEMBER: Head position, control opponent’s movement, transfer his weight, level change, penetrate and recovery to a lifting position.</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>355-400</td>
<td>Demonstration</td>
<td>Team show each set up, teammates assist in what is right and wrong. Ask for key points that are being missed.</td>
<td></td>
</tr>
<tr>
<td>400-410</td>
<td>Demonstration</td>
<td>Double legs from set ups. Ask for key points that are being missed.</td>
<td></td>
</tr>
<tr>
<td>410-417</td>
<td>Pyramids races (do 2 times through with team groups)</td>
<td>(sprint length of mat, 3 pushups, run back, 2 pushups, run back, 1 pushup, run back, 3 sit ups ..., run back, 3 burpees ..., run, run)</td>
<td></td>
</tr>
<tr>
<td>417-423</td>
<td>Lock hands, lower to good stance, partner straddle, pullups, 10 each</td>
<td>Saw the log (2-30 second goes), straddle partner pulls</td>
<td></td>
</tr>
<tr>
<td>423-430</td>
<td>Jogging, front roll, duck walk, walking, shake out arms and legs</td>
<td>Cool down. Control breathing, focus on relaxing and bring HR down to almost resting.</td>
<td></td>
</tr>
</tbody>
</table>
**PRACTICE PLAN EXAMPLE**

Date: 6  
Time:  
Phase:  
Review: Doubles from # set ups  
Objectives: Ground wrestling from ref positions

<table>
<thead>
<tr>
<th>TIME</th>
<th>TECHNIQUE</th>
<th>DRILL</th>
<th>KEYWORDS</th>
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<tbody>
<tr>
<td>300-315</td>
<td>Animal walks (bear, crab {F, B}, army, seal, salamander)</td>
<td>Warmup</td>
<td>Work hard</td>
</tr>
<tr>
<td>315-320</td>
<td>Stretching</td>
<td>Partner stretch</td>
<td>Controlled movements</td>
</tr>
<tr>
<td>315-320</td>
<td><strong>ANNOUNCEMENT</strong>: Ground wrestling will be cover, 4 types of breakdowns learned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>320-325</td>
<td>Ref position, and top and wrestler position</td>
<td>Partner up coach walks to see if OK</td>
<td>Bottom: not on heels, head up, point toes, strong position. Top: knee up behind butt, other leg beside knee is down, hands on small of back and READY!</td>
</tr>
<tr>
<td>325-330</td>
<td>Near arm and far ankle</td>
<td>Partners each does 10 times</td>
<td>Drive weight forward, use ankle and post wrist for block, use leg up behind wrestler to knock</td>
</tr>
<tr>
<td>330-335</td>
<td>Head in art pit, post near wrist</td>
<td>Partners 10 times each</td>
<td>Drive weight forward, over posted wrist, head hit opponents, upper arm or arm pit and drives forward.</td>
</tr>
<tr>
<td>335-340</td>
<td>Far hip, near arm</td>
<td>Partner up 10 times</td>
<td>Collapse onto near hip, by elevating far ankle and posting on near wrist.</td>
</tr>
<tr>
<td>340-345</td>
<td><strong>WATER BREAK</strong></td>
<td></td>
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</tr>
<tr>
<td>345-355</td>
<td>Cross face Double arm, cradle, whip back</td>
<td>Partners try each 5 times</td>
<td>Arm across jaw line, drive with legs. Double: same as above, other arm reaches under opponent chest to far arm and pulls across chest. Cradle drive by walking around head, until opponent posts leg up then take cradle. Whip back: Same as double arm but if</td>
</tr>
</tbody>
</table>
opponent posts leg up to block step to front and whip back over opposite knee.

| 355-410 | Ref position | Situation drills using the 4 break downs (2 top and 2 bottom 45 sec length) switch partner do again. |
| 410-415 | **WATER BREAK** |
| 415-425 | Game BRITISH BULLDOG |
| 425-430 | Jogging and tumbling | Cool down |
## PRACTICE PLAN EXAMPLE

**Date:**

**Time:**

**Phase:**

**Review:** Break downs and ground position

**Objectives:** Prone position (Salamander)

<table>
<thead>
<tr>
<th>TIME</th>
<th>TECHNIQUE</th>
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<tbody>
<tr>
<td>300-315</td>
<td>Hopping in circle drill, Plyometrics</td>
<td>Wagon wheel</td>
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<tr>
<td></td>
<td></td>
<td>warm up</td>
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<tr>
<td>315-320</td>
<td>Partner stretch</td>
<td></td>
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<tr>
<td>315-320</td>
<td><strong>ANNOUNCEMENT:</strong> Working on prone position. Cover both top</td>
<td></td>
<td>Head up, arms out at 45 degrees, on toes, driving chest into mat, look toward legs, keep arms extended, when moving leg steps up head and waist bend towards posted leg, shoulder raise, from posting arms.</td>
</tr>
<tr>
<td></td>
<td>and bottom position. 4 techniques from top position.</td>
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<tr>
<td>320-325</td>
<td>Bottom man position: Salamander</td>
<td>Grab space on mat</td>
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<tr>
<td>325-330</td>
<td>Top man lies on top on opponent</td>
<td>Partners: top man tries</td>
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<tr>
<td></td>
<td></td>
<td>to keep bottom man down</td>
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<td></td>
<td></td>
<td>and underneath him</td>
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<tr>
<td>330-340</td>
<td>Gut wrench</td>
<td>Groups of 3 (one partner</td>
<td>Proper position to start, lock around waist, block knee with your knee, drive forward on 45 degrees, drive with both feet, collapse hip onto your hips, pop up your hip and throw to your head, drive feet.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>does move on other</td>
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<tr>
<td></td>
<td></td>
<td>while third man</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>observes)</td>
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</tr>
<tr>
<td>340-350</td>
<td>Power half</td>
<td>Groups of 3</td>
<td>Lie on top of wrestler, chest covering head, post wrist with your opposite arm, same arm comes under at elbow and elevates to place in half Nelson, drive with feet to back</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Partner of 2</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
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<td>------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>350-400</td>
<td>Cross Face</td>
<td>Lie perpendicular to wrestler, forearm across face, drive with feet, look for cradle, whip back if post leg, or double arm</td>
<td></td>
</tr>
<tr>
<td>400-405</td>
<td><strong>WATER BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>405-425</td>
<td>Live</td>
<td>Circle scrimmage (1/2 of the team is in ref’s position, ½ is on top, 30 seconds goes and then rotate clockwise, after once through switch top/bottom</td>
<td>Concentrate on what has been learned.</td>
</tr>
<tr>
<td>425-430</td>
<td>Jogging, partner carries around mat (fireman, baby carry, dummy drag, etc.)</td>
<td>Cool down</td>
<td></td>
</tr>
</tbody>
</table>
## PRACTICE PLAN EXAMPLE

**Date:**

**Time:**

**Phase:**

**Review:** Last practice we covered prone (cover tech.)

**Objectives:** Single leg position, DA DA pressure, front cut, double tackle

<table>
<thead>
<tr>
<th>TIME</th>
<th>TECHNIQUE</th>
<th>DRILL</th>
<th>KEYWORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>300-305</td>
<td>Warm up</td>
<td>Jogging, tumbling, etc.</td>
<td></td>
</tr>
<tr>
<td>305-310</td>
<td>Individual stretch</td>
<td>Circle drill (play wrestling for 30 seconds each. Then switch top/bottom).</td>
<td></td>
</tr>
<tr>
<td>320-325</td>
<td>ANNOUNCEMENT: Single leg positioning, da da pressure, front cut, double leg tackle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>325-335</td>
<td>Single leg positioning</td>
<td>Partners of 2</td>
<td>Outside penetration step, opposite arm locks behind knee, then cover the watch, head at chest height, head up, weight into opponent, no space between bodies.</td>
</tr>
<tr>
<td>335-345</td>
<td>Setting the table</td>
<td>Partner of 2</td>
<td>Assume single leg position, lunge step with outside leg, keep weight on front leg, inside arm sneaks down leg to ankle, then recover to standing position.</td>
</tr>
<tr>
<td>345-350</td>
<td>WATER BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>350-400</td>
<td>Single leg to da da pressure</td>
<td>Partners of 2</td>
<td>Assume same position from setting the table, lock ankle under arm pit, outside arm comes across mid-thigh, pivot on inside leg and step in a circular motion, prying downwards.</td>
</tr>
<tr>
<td>400-410</td>
<td>Single leg front cut</td>
<td>Partners of 2</td>
<td>Set table, elevate leg higher, use inside knee to hike let up, secure under arm pit, outside leg steps in, cuts opposite leg down at mid-thigh region follow opponent to mat</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Session Details</td>
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</tr>
<tr>
<td>410-425</td>
<td>Live</td>
<td>Groups of 3 (winner stays in max 3) Focus on singles and doubles. Good position.</td>
<td></td>
</tr>
<tr>
<td>425-430</td>
<td>Massage (Partners)</td>
<td>Cool down</td>
<td></td>
</tr>
</tbody>
</table>
## PRACTICE PLAN EXAMPLE

**Date:**

**Time:**

**Phase:**

**Review:** Single leg takedowns

**Objectives:** Sprawling, go behinds

<table>
<thead>
<tr>
<th>TIME</th>
<th>TECHNIQUE</th>
<th>DRILL</th>
<th>KEYWORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>300-315</td>
<td>Warmup</td>
<td>Hand ball on knees</td>
<td></td>
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<tr>
<td>315-320</td>
<td>Stretch</td>
<td>Group Leader</td>
<td></td>
</tr>
<tr>
<td>315-320</td>
<td><strong>ANNOUNCEMENT:</strong> Today’s practice will cover defense to leg attacks (sprawl, go behinds, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>320-330</td>
<td>Body position in sprawling</td>
<td>Circle around mat coach yells down, up</td>
<td>Shoulder height does not rise, hip and legs shoot down and back, DO NOT elevate hips.</td>
</tr>
<tr>
<td>330-335</td>
<td>Sprawling</td>
<td>Knee slap (partners)</td>
<td></td>
</tr>
<tr>
<td>335-340</td>
<td>Game</td>
<td>Partners knee slap (being offensive and defensive at same time)</td>
<td>Body position, do not reach, wrestling stance, weight on toes, remain balanced.</td>
</tr>
<tr>
<td>340-345</td>
<td>Double leg sprawl</td>
<td>Partners of 2 (one shots while other wrestler sprawls on top)</td>
<td>Legs, back, hips down, push head down and cover head with your hips, push off your toes to keep weight on other wrestler.</td>
</tr>
<tr>
<td>345-355</td>
<td>Double leg sprawl to go behind</td>
<td>Same partners</td>
<td>Assume proper sprawl position. Arm reaches to hamstring (cupping hamstring) and pulling forward, remain covering head, other comes to same side and cups the arm pit, then scissors step around back continually driving weight into wrestler.</td>
</tr>
<tr>
<td>355-400</td>
<td><strong>WATER BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>400-410</td>
<td>Cow Catcher</td>
<td>Partners (1 shots and other defends)</td>
<td>Stance position, offensive wrestler shots, defensive wrestler sprawls and catches other wrestler with an under hook and over hook, blocks over hook side leg and collapses to hip and rolls to stomach, head arm pinning position.</td>
</tr>
<tr>
<td>410-420</td>
<td>Scrimmage</td>
<td>Teams of two find another team of 2 (one teammate is down with other team player up on him and vice versa) 30 seconds to try and get behind (start in front position, if get behind yell point) first team behind only gets point.</td>
<td>Body position, concentrate bottom wrestler, focus top man</td>
</tr>
<tr>
<td>420-430</td>
<td>Game</td>
<td>Team bear walk and team caterpillar</td>
<td>Littlest man in front in bear walk position next person comes under legs and lifts lower extremities off ground from bear walk position (continue till all teammates in line), Caterpillar walk, front crab position, next behind hook legs over person in fronts legs, all teammates fall in line.</td>
</tr>
</tbody>
</table>
# PRACTICE PLAN EXAMPLE

**Date:**

**Time:**

**Phase:**

**Review:** Sprawling and go behinds

**Objectives:** Individual warmup, hard practice focusing on situations in wrestling

<table>
<thead>
<tr>
<th>TIME</th>
<th>TECHNIQUE</th>
<th>DRILL</th>
<th>KEYWORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>300-315</td>
<td>Warmup</td>
<td>Individual warmup</td>
<td></td>
</tr>
<tr>
<td>315-320</td>
<td>Stretching</td>
<td>Individual</td>
<td></td>
</tr>
<tr>
<td>315-320</td>
<td><strong>ANNOUNCEMENT:</strong> Hard physical practice with all different types of situations drills (standing, break downs, prone)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>320-330</td>
<td>Doubles, singles, break downs, prone position</td>
<td>Individual drilling</td>
<td>Practice at match speed</td>
</tr>
<tr>
<td>330-335</td>
<td><strong>WATER BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>335-350</td>
<td>Doubles 2 x ea. Side from ea.</td>
<td>Situation drill partner of 2</td>
<td>Work hard on the whistle, try what we have learned</td>
</tr>
<tr>
<td>350-355</td>
<td><strong>WATER BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>355-410</td>
<td>Break downs 2 x top/bottom (cradle, cross, face, near arm and far ankle, post wrist head pry, prone power ½, cross face, gut wrench)</td>
<td>Situation drill partner of 2</td>
<td>Work hard on the whistle, try what we have learned</td>
</tr>
<tr>
<td>410-415</td>
<td><strong>WATER BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>415-425</td>
<td>Running, pushups, sit ups, burpees</td>
<td>Pyramids 2 (run length of mat, 3 pushups, run back, 2 pushups, run back, 1 push up, run 3 sit ups, … run 3 burpees, run … 1 burpee, run, run, run</td>
<td></td>
</tr>
<tr>
<td>425-430</td>
<td>Walking, swinging out arms and legs</td>
<td>Cool down</td>
<td></td>
</tr>
</tbody>
</table>
## PRACTICE PLAN EXAMPLE

**Date:**
**Time:**
**Phase:**
**Review:** Break downs
**Objectives:** Review ground break downs, and cover leg ride gut wrench combo

<table>
<thead>
<tr>
<th>TIME</th>
<th>TECHNIQUE</th>
<th>DRILL</th>
<th>KEYWORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>300-315</td>
<td>Warmup</td>
<td>Animal walks</td>
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</tr>
<tr>
<td>315-320</td>
<td>Team Stretch</td>
<td>Lead by coach</td>
<td></td>
</tr>
<tr>
<td>315-320</td>
<td><strong>ANNOUNCEMENT:</strong> Reviewing break downs and expanding gut wrench into gut wrench and leg ride combo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>320-330</td>
<td>4 Break down review</td>
<td>Team demonstrates techniques in center of mat</td>
<td>Everyone demonstrates a technique, coach picks technique and team analyses movement</td>
</tr>
<tr>
<td>330-340</td>
<td>Gut wrench</td>
<td>Partners of 2 (ref's position drive in gut)</td>
<td>45 degrees, block knee, use both feet to drive, bridge on head, lock tight around waist</td>
</tr>
<tr>
<td>340-350</td>
<td>Leg ride</td>
<td>Partner of 2 (prone position)</td>
<td>1 down other on top, elevate 1 leg and slip your ankle under their leg and at the hip joint, (only your wrestling should be seen), other leg comes between legs, and knee right behind butt, hook ankle into your knee and flare out your knee to make #4, push hips in, drive 45 degrees and scoop head like coconut, post with wrist to keep chest up.</td>
</tr>
<tr>
<td>350-355</td>
<td>WATER BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>355-410</td>
<td>Gut/leg ride combo</td>
<td>Partners of 2</td>
<td>Use gut wrench to set up into leg ride, attempt gut wrench to break opponent down to mat, when wrestler collapses their hips to the mat they should fall onto</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
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</tr>
<tr>
<td>410-420</td>
<td>Game</td>
<td>Ball in center of mat (#1-8 two teams) lie face down into mat, call #'s and they race to get ball and bring back to other side.</td>
<td></td>
</tr>
<tr>
<td>420-425</td>
<td>Cool down</td>
<td>Individual</td>
<td></td>
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</tbody>
</table>
PRACTICE PLAN EXAMPLE

Date: 
Time: 
Phase: 
Review: Doubles and single from control positions  
Objectives: Covering specifics to double, single and Jim Miller double

<table>
<thead>
<tr>
<th>TIME</th>
<th>TECHNIQUE</th>
<th>DRILL</th>
<th>KEYWORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>300-315</td>
<td>Warmup</td>
<td>Play wrestle on ground with partner</td>
<td></td>
</tr>
<tr>
<td>315-320</td>
<td>Individual stretching</td>
<td>Circle around mat</td>
<td></td>
</tr>
<tr>
<td>315-320</td>
<td><strong>ANNOUNCEMENT:</strong> Covering specific fundamentals to making double more effective, single more effective and how to finish if opponent tries to sprawl.</td>
<td></td>
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</tr>
<tr>
<td>320-330</td>
<td>Individual technique</td>
<td>Drilling at warmup speed</td>
<td>Make sure you do double, singles, from all positions: Head up, Body position, Transfer weight to opponent</td>
</tr>
<tr>
<td>330-345</td>
<td>Review doubles, Review single, Review sprawling</td>
<td>Groups of 3 (1 wrestler does 10 doubles, 5 on each wrestler, then switch order)</td>
<td>Watch foot work, heads up, proper lifting position, transfer weight to opponent</td>
</tr>
<tr>
<td>345-350</td>
<td><strong>WATER BREAK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>350-405</td>
<td>Jim Miller double leg finish</td>
<td>Partners of 2</td>
<td>Shot double in good body position, top wrestler must hold shoulders up and outside leg must be up in power position, pivot on inside knee to rotate out to side that head is on, with far arm cut at the knee joint to collapse to mat. Finish behind for point.</td>
</tr>
<tr>
<td>405-420</td>
<td>Situations in all 3 positions</td>
<td>Pick one partner and go through once and then pick another partner to go through again</td>
<td>Head up, pivot on knee, curl hamstring up, keep weight on opponent</td>
</tr>
<tr>
<td>420-430</td>
<td>Cool down</td>
<td>Jogging</td>
<td></td>
</tr>
</tbody>
</table>
SECTION IX

School Wrestling Schedule Sample
SECTION IX

Daily Practice Plan

1. **Attendance**

2. **Warm Up (10 minutes)**
   a. Around the World
   b. Planks
   c. Push Ups

3. **Wrestling Moves (40 minutes)**
   a. Standing
      Use commands and break up moves into singular steps
   b. Mid-Level
      Use commands and break up moves into singular steps
   c. Ground Level
      Use commands and break up moves into singular steps
      - Refer to wrestling maneuvers section for a list of moves
      - Focus on 2-3 moves per practice

4. **Combative Games (10 minutes)**
   a. Refer to Section V of package
   b. Make games relevant to wrestling position
Expectations for St. Helena’s Wrestling Team Members

i. Team members are expected to attend all team practices and meetings. Failure to do so, could result in the wrestler’s suspension from the team. Absences should be explained to the coach prior to the practice, meeting or match.

ii. Team members must wear gym strip or uniforms for all matches and practices.

iii. You must listen to the instructions and perform as well as you are able. A co-operative attitude is essential to achieve success.

iv. Team spirit and unity is essential. Any arguing, bickering, critical statements, or any comments detrimental to the team will not be permitted.

v. When you travel to other schools, you are expected to act as an ambassador of St. Helena Junior High School. Any inappropriate behavior or language will not be permitted.

vi. Wrestlers are required to wear shorts at all meets.

City finals will take place at Bishop Grandin High School on December 18th and 19th. The girls will wrestle on December 18th and the boys on December 19th.

TIME TBA

Coaches: Mr. Polga, Mrs. Ostapiuk

- Page 1: Information
- Page 2: Schedule
- Page 3: Parental Consent Form
- Page 4: Volunteer Form

Phone: 403.500.2049
# St. Helena Wrestling Schedule

AM Practices: 7:45-8:45

PM Practices: 3:20-4:30

<table>
<thead>
<tr>
<th>Grade 7 Boys</th>
<th>Grade 7 Girls</th>
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<tbody>
<tr>
<td>Nov 9 PM</td>
<td>Nov 10 AM</td>
</tr>
<tr>
<td>Nov 13 AM</td>
<td>Nov 12 PM</td>
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<td>Nov 18 PM</td>
<td>Nov 17 AM</td>
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<td>Nov 19 PM</td>
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<td>Nov 25 PM</td>
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<td>Dec 8 AM</td>
<td>Dec 7 PM</td>
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<td>Dec 9 PM</td>
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<td>Dec 15 AM</td>
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<tr>
<td>Dec 16 PM</td>
<td>Dec 16 AM</td>
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</table>

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<tr>
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<th>Grades 8 / 9 Girls</th>
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<td>Nov 12 AM</td>
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<td>Nov 16 PM</td>
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<td>Dec 10 PM</td>
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<tr>
<td>Dec 14 PM</td>
<td>Dec 17 AM</td>
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