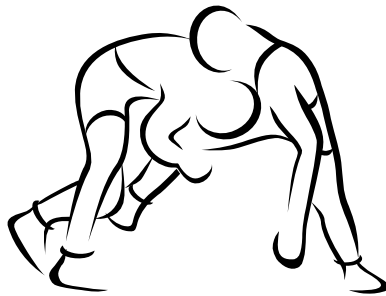


# Wrestling Unit Block Plan

<b>Day 1</b> -Syllabus -Objectives -Equipment -Protocols -Safety -Hand out <i>Assignment #1</i>	<b>Day 2</b> -Neutral position -Stance -Movement -Balance -Falling properly	<b>Day 3</b> -Double leg -Finishes	<b>Day 4</b> -Double leg finish -Set ups	<b>Day 5</b> -Double leg counters
<b>Day 6</b> -Finish Double -Task sheet - <i>Assignment #1 due</i>	<b>Day 7</b> -Individual scoring - <b>test #1</b>	<b>Day 8</b> -Single leg	<b>Day 9</b> -Single leg setups -Defense	<b>Day 10</b> -Single finishes -Defense
<b>Day 11</b> -Review -Defense -Situation wrestling - <b>test #2</b>	<b>Day 12</b> -High crotch -Finishes	<b>Day 13</b> -High crotch setups	<b>Day 14</b> -High crotch counters -High crotch defense	<b>Day 15</b> -Finish High crotch -High crotch task sheet
<b>Day 16</b> -Weight classes -Nutrition and diet	<b>Day 17</b> -Basic top and bottom positioning & rules	<b>Day 18</b> -Stand up	<b>Day 19</b> -Hand Control -2-on-1 -Meat Hook	<b>Day 20</b> -Stand-up - <b>test #3</b>
<b>Day 21</b> -Stand-up live -Task Sheet - <b>test #4</b>	<b>Day 22</b> -Sit out -Heist -Turn in -Hand out <i>Assignment #2</i>	<b>Day 23</b> -Sit out -Switch -Follow	<b>Day 24</b> -Finish sit out -Sit out task sheet	<b>Day 25</b> -Chop and block -Far knee/far ankle
<b>Day 26</b> -Half nelson pinning combinations -Defense	<b>Day 27</b> -Arm bar pinning combinations -Defense	<b>Day 28</b> -Breakdown, half-nelson, and arm bar review -Task Sheet	<b>Day 29</b> -Review day	<b>Day 30</b> -Wrap up - <i>Assignment #2 due</i> - <b>Comprehensive final</b>

# Lesson Plans



By Brian Horaski and Jon Garcia

**Wrestling Unit**  
**Lesson #1 – Circle Warm Up and Syllabus**

**Objectives**

**A. Students**

1. By the end of class, students will be able to demonstrate what will be expected of them during class. (NASPE 5)(EALR 1.2)
2. By the end of class, students will be able to recite the proper safety protocols that are associated with wrestling. (NASPE 5)(EALR 1.2)
3. By the end of class students will have their first assignment and be able to recite what it is about.(NASPE 6)(EALR 1.3)

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- 30 syllabi
- 30 copies of assignment #1

**Protocol**

- Go on the word Go.
- Stop means to stop what you're doing and listen to the teacher.
- Grapes means to form a circle around the teacher.
- When music is used, the music stopping is the same as stop and the music starting is the same as go.

**Class Rules:**

- Be respectful to others
- Follow directions provided by teacher
- Respect equipment
  - 1<sup>st</sup> offence- teacher will remind student of rules.
  - 2<sup>nd</sup> offence-student will be pulled from activity and given time out.
  - 3<sup>rd</sup> offence-student will be sent to the principal's office, have student write down his/her actions and have parents sign.

**Instant Activity:** “Circle warm up. In this activity I need you all to lie down in a circle with you heads facing in. I need you all to be lying almost shoulder to shoulder. Now when I say go, the first person (designate a person to start) will get up and run over every other person in the circle and then lay back down in their original spot as soon as they get over the last person. Right after the first person runs over the second, the second gets up and follows. Right after the second gets over the third the third person goes and so on until everyone has gone. This activity should look like a chain going around in a circle. As we go through I will shout out different commands such as skip, jump, or hop which you will do the entire time around. We are going to start with simply running over the people. GO!” (Do this instant activity for 10-15 minutes so the students get some activity the first day)

**Set Induction:** “I don’t know if any of you know this, but wrestling is the oldest sport in the world. It dates back to the days of the Greeks. The first recorded wrestling match actually took place in 708 B.C. in the Olympic games. Back then it was used for training for soldiers in the military. Back in those days, the object was not so different as it is now. The object was to throw your opponent to the ground in any way possible without punching, kicking, or gouging. Now the object is to take your opponent to the ground and eventually pin him. By the end of this unit, I hope all of you get introduced to the sport and gain an appreciation in some small way.”

MAF/Instructional Techniques	Extension	Refinements	Applications
The mats are all rolled out and ready for the students.			

**Informing task:** “Before we can get started with any moves or holds, we need to go over the expectations for the course. I would like you all to gather around me in a half circle so we can address my expectations and rules. (Pass out a syllabus to each student as they are gathering around you) This should help us avoid any problem we may face later.”

MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>• Students are surrounding the instructor in a half circle</li> <li>• Each student has a syllabus</li> </ul>	<ul style="list-style-type: none"> <li>• Go over instructors contact information</li> <li>• Go over the general purpose of the course</li> <li>• Go over each course objectives so they are clearly stated</li> <li>• Go over the course requirements</li> <li>• Go over required and optional materials</li> <li>• Go over assessments and their importance to the curriculum</li> <li>• Go over the grading policies and all the assignments/tests their grade will be based on with relevance to the</li> </ul>		

	<p>grading scale</p> <ul style="list-style-type: none"> <li>• Go over and stress the importance of the make-up policy</li> <li>• Touch on dishonesty because they have heard this in every other class</li> <li>• Stress the importance of the class rules</li> <li>• Tell them that if they bring back their syllabus signed by them and a parent they will receive 10 points extra credit</li> <li>• Now we need to address the gender issues. For this unit, boys will be partners with boys and girls will be partners with girls, no exceptions. If we have uneven amounts we will work in groups of threes.</li> </ul>		
<p><b>Informing task:</b> “I am now going to assign you all your first assignment, which will be due a week from today.” (Pass out a copy of assignment 1 to each student)</p>			
<p><b>MAF/Instructional Techniques</b></p>	<p><b>Extension</b></p>	<p><b>Refinements</b></p>	<p><b>Applications</b></p>
<ul style="list-style-type: none"> <li>• Students are surrounding the instructor in a half circle</li> <li>• Each student has a copy of assignment #1</li> </ul>	<ul style="list-style-type: none"> <li>• Go over assignment 1 with the students</li> <li>• 1 page paper</li> <li>• Based on you history with wrestling</li> <li>• What you know and what you want to know or take from the course</li> </ul>		
<p><b>Closure/Assessment:</b> (Allow 5 minutes) “Now I didn’t get to be very active today, but tomorrow we will get right after it. Are there any questions regarding the syllabus?” (Answer any questions asked and then check for understanding by asking questions concerning the syllabus and assignment #1. These are just a few examples of questions to ask but feel free to be creative in this sense.)</p> <ul style="list-style-type: none"> <li>• What is the purpose of this course?</li> </ul>			

- Can anyone tell me the 4 objectives of this course? (The four are listed on the syllabus)
- What are the three course requirements? (The three are listed on the syllabus)
- What is appropriate dress for this course (Shorts or sweats, and a tee shirt or sweat shirt)
- What is the importance of assessments in this course? (To check for understanding and keep everyone at the same pace)
- How many tests does this course have? (4)
- How many assignments does this course have? (2)
- How many points do you lose each day you are absent? (5)
- How many points do you lose if you are tardy or do not participate? (2-5)
- What is the course make-up policy? (Make-ups for excused absences only)
- What are the four class rules? (The four rules are listed on the syllabus)
- How many points do you get if you return this syllabus signed by you and your parent? (10 extra credit)
- Can boys and girls be partners in this unit? (No)
- When is your first assignment due? (A week from today)
- What is that assignment about? (What they know or would like to learn about the sport of wrestling)

“This lesson should be a lot of fun for all of us. It should give us all a good understanding of the sport of wrestling while teaching us the basic moves and rules of the sport. You all did a fantastic job today. Come ready to participate tomorrow as we will begin the basics of wrestling. Make sure you dress down tomorrow or it is a non-suit. Make sure you all start on your assignments. Have a good day” (Dismiss the class)

**Wrestling Unit Plan**  
**Lesson #2 – Neutral Stance**

**Objectives**

**A. Students**

1. By the end of class students will be able to show neutral wrestling position while moving in general space. (NASPE 1,2)(EALR 1.1, 1.3)
  - a. Elbows in/hands up
  - b. Wide base
  - c. Circling
  - d. Short Choppy steps

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD
- 4 Cones

**Instant Activity:** Mirror Mirror – “Everyone find a partner and spread out. One person will be the leader and the other person will be the follower. When I say Go, the leader will begin walking around general space, moving quickly and changing directions, and the follower will try to stay within one arm’s length away. Go!” (30 second goes, freeze periodically to make sure they’re following each other, change movements: skipping, jogging, one foot hop, bear crawl)

**Set Induction:** Today we will set up the foundation for moving around while on your feet in a good wrestling stance. Good position is vital to execute every move and is a key factor in determining the winner of a match. A good wrestling stance is much like any other athletic stance with a few key differences. A wrestler must remember to keep their elbows in and hands up. A wrestler also typically has the knees bent more and is lower to the ground. (Be sure to demonstrate as this is not a natural position).

MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>• Students should come to class fully dressed in protective gear and appropriate shoe wear</li> <li>• Partners for drills should be of the same gender. A group of three is acceptable if there is an odd number of students</li> </ul>			

**Informing task:** “When I say ‘Go,’ begin moving in general space in a wrestling stance. Go!”

<ul style="list-style-type: none"> <li>• Stop the class every 30-40 seconds to explain a new cue as simply moving around can get boring</li> <li>• Give positive feedback</li> <li>• Demonstrate</li> <li>• This task should not take more than 5 minutes</li> </ul>	<p>I’d like you to periodically change levels while moving.</p>	<ul style="list-style-type: none"> <li>• Keep elbows in and hands up</li> <li>• Keep feet wide for a good base and better balance (feet should not come together when moving because it compromises balance for other wrestling moves)</li> <li>• Move in a circle</li> <li>• Use short choppy steps</li> <li>• Bend at the knees, not back</li> </ul>	
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**Informing task:** “When I say ‘Go,’ find a partner and face them in a wrestling stance. One of you will be the leader and the other will face them like a mirror. The leader will move in general space while the mirror tries to keep the leader straight in front of them. Go!”

<ul style="list-style-type: none"> <li>• After about 30 seconds freeze everyone and check if the students are mirrored, then switch roles</li> <li>• After changing roles have them find another partner and repeat two or three times</li> </ul>	<ul style="list-style-type: none"> <li>• I’d like the leaders change levels at any time.</li> <li>• I’d like the leaders use a fake or stutter step.</li> </ul>	<ul style="list-style-type: none"> <li>• Elbows in/hands up</li> <li>• Bend at knees</li> <li>• Move in a circle</li> <li>• Always face partner/opponent</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can get the mirror to be in bad position by moving and making them follow you</li> </ul>
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**Informing Task:** “When I say ‘Go,’ everyone stand in a large circle with about one arm’s length in between each of you. Lay down with your head to the inside and feet together pointing outward. ‘Go.’ This is the same activity we worked on last time in class and will consist of a series of exercises in which you will move about in a circle. One person will begin and everyone else will follow in a staggered counter-clockwise direction.

<ul style="list-style-type: none"> <li>• This may take a bit of explaining and they may not understand at first, but once learned this is a great activity to throw in during any lesson or use as a warm-up</li> <li>• The idea here is that one person will perform an exercise in a counter-clockwise direction, and as that person is about three bodies ahead, the next person stands up and continues and so forth</li> <li>• For example, the first exercises will be to hop over the feet of the people lying down. So pick one person to begin, and when they hop over 3 or 4 students, the next person lying down stands up and continues on. When there is no one left to hop over, the students are to lie down and keep the circle intact.</li> </ul>	<ul style="list-style-type: none"> <li>• Left leg hop</li> <li>• Right leg hop</li> <li>• Two foot hop</li> <li>• Skier jump (over, back, over)</li> <li>• Zig zag between people using good position and movement</li> <li>• Duck walk</li> <li>• Frog jump</li> <li>• Army crawl</li> </ul>		
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<b>Informing Task:</b> When I say 'Go,' begin to low crawl alone in general space.			
<ul style="list-style-type: none"> <li>• Low crawl - consists of changing levels, lunging one leg out, moving forward, bringing the knee down, and dragging the trail leg up into another lunge</li> </ul>		<ul style="list-style-type: none"> <li>• Elbows in</li> <li>• Hands up</li> <li>• Drag the trail leg</li> </ul>	<ul style="list-style-type: none"> <li>• See how far you can low crawl while keeping elbows, hands, and head in good position in the next 20 seconds</li> </ul>
<b>Informing Task:</b> When I say 'Go,' find a partner for mirror drill. One partner is the leader and the other is the mirror. The leader will move about general space while the mirror follows. Leader is sure to use general stance movement, changing levels, and low crawl.			
<ul style="list-style-type: none"> <li>• This last task should combine the movement and stance skills learned</li> <li>• Be sure to change roles and switch partners often</li> </ul>		<ul style="list-style-type: none"> <li>• Elbow and hand position should remain the same throughout</li> <li>• Head should always be up</li> <li>• Level change should be through bending of the knee and not the back</li> </ul>	<ul style="list-style-type: none"> <li>• Mirrors, see if you can follow the leader for the next 30 seconds while making only 10 or fewer mistakes</li> </ul>
<b>Closure/Assessment:</b> "Everyone close your eyes and get into a wrestling stance (make sure they have room in front of them). Low crawl forward for 3 steps. Good, where should your elbows and hands be?"			

**Wrestling Unit**  
**Lesson #3 – Double Leg Shot**

**Objectives**

**A. Students**

1. By the end of class, students will have knowledge of the correct form for a double leg turn the corner (NASPE 2, EALR 1.1).
  - a good penetration step
  - following through with their leg
  - shifting 45 degrees
  - shuffling their feet cross body
  - chopping their partners far leg
  - lifting the near leg

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD's

**Instant Activity: "Foot tag.** I would like each of you to find a partner with the same color hair as you and spread out into general space. Now you will be standing directly across from your partner and facing each other. I want you both to lock hands. Now when I say go, without breaking your grip, begin trying to tag your partner's feet. Try not to get your feet stepped on. Your goal is tag your partner's feet more times than he/she tags yours. Make sure you are keeping score. If you do break your grip just go ahead and regrip hands and start over. GO."

**Set Induction:** "In the sport of wrestling there are two sides, offense and defense. Now the tricky part is either wrestler can be on offense or defense at anytime, depending on the positioning and the moves being preformed at the time. The best defense in wrestling is a good offense so you do not spend a lot of time fighting off your opponent. The key to a good offense on your feet is the art of shooting. Now today we are going to work on the most basic wrestling shot or takedown called a double leg because it is something we can build from."

MAF/Instructional Techniques	Extension	Refinements	Applications
The mats are all rolled out and ready for the students.			

**Informing task:** "Now we are going to begin working on a double leg take down. When I say go I would like you all to get in you good wrestling stance again and we will begin the proper technique for a double leg. Go"

MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>• On the mat in general space</li> <li>• Walk the students through each step as you demonstrate slowly</li> <li>• Have the students walking through each step as you demonstrate</li> <li>• Repeat slowly a few times so the students can practice the steps</li> </ul>	I would like you to walk through each step with a partner as I demonstrate.	<ul style="list-style-type: none"> <li>• First we are going to work on a penetration step. Using you dominate leg, step straight forward so that your back knee is on the ground</li> <li>• Now we are going to work on your drive through step. Take your lead leg and go over your foot to your knee. While you are doing this bring your trail leg up and step it forward</li> <li>• Shift your body in a 45 degree angle towards your original lead leg</li> <li>• Come up to your feet and shuffle three or four steps the direction your body is angled</li> </ul>	

**Informing task:** “Stop. When I say go I want you to quickly partner up with someone about your same size and gender. Find a spot on the mat and begin practicing your double leg slowly with out taking your opponent to the mat. Go”

MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating shots</li> <li>• Walk the students through each step as you demonstrate slowly (see diagrams)</li> <li>• Have the students walking through each step as you demonstrate</li> <li>• Repeat slowly a few times with each partner practicing the steps</li> </ul>	<p>Now we are going to walk through each cue as we do it on a partner. Walk through each step with a partner as I demonstrate.</p>	<ul style="list-style-type: none"> <li>• First we are going to work on a penetration step. Using you dominate leg, step straight forward so that your back knee is on the ground</li> <li>• Your toes should be directly between your partners feet on your lead leg</li> <li>• Grab your partner behind each knee with each hand</li> <li>• Now we are going to work on your drive through step. Take your lead leg and go over your foot to your knee. While you are doing this bring your trail leg up and step it forward</li> <li>• Shift your body in a 45 degree angle towards your original lead leg</li> <li>• Come up to your feet and shuffle three or four steps the direction your body is angled</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• Partners should be alternating shots and working on the double leg</li> </ul>	<p>If you feel comfortable you can practice the double leg at your own pace</p>		<p>If you feel comfortable, try the double leg at your own pace and see if you can get three perfect ones in a row</p>

<ul style="list-style-type: none"> <li>• Students are not taking their partner to the mat, but are stopping once they shuffle their feet</li> </ul>			
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating shots</li> <li>• Walk the students through each step as you demonstrate slowly</li> <li>• Have the students walking through each step as you demonstrate</li> <li>• Repeat slowly a few times with each partner practicing the steps</li> </ul>	<p>This finish is called turning the corner. I would like you to walk through each step with a partner as I demonstrate</p>	<ul style="list-style-type: none"> <li>• Take a good double leg shot and stop once you have shuffled your feet</li> <li>• As we shuffle we will chop our partners outside leg so they can't use it for balance</li> <li>• As we chop the leg, it is important to lift your opponents near leg so all their weight is on the far leg</li> <li>• When you are falling to the ground with your partner, make sure the shooter is rotating up so you land on top of your opponents hips</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• Partners should be alternating shots and working on the double leg turn the corner</li> <li>• Students should be taking their partner to the mat by turning the corner</li> </ul>	<p>If you are ready you can practice the double leg turn the corner at your own pace</p>		<p>If you feel comfortable, try the double leg turn the corner at your own pace and see if you can get three perfect ones in a row</p>
<p><b>Closure/Assessment:</b> (Allow 2-3 minutes) "Great job today, you all did an excellent job with the double leg. We will revisit this tomorrow and add another finish and some set ups. Can anyone give me one of the 4 cues we worked on for getting in to our double?" (Go through each cue until the students have recited all four.)</p> <ol style="list-style-type: none"> <li>1. Penetration step</li> <li>2. Trail leg</li> <li>3. Shift 45 degrees and grab behind knees</li> </ol>			

4. Shuffle your feet through your partner.

“Now can anyone give me the two cues we worked on for turning the corner to finish the double leg?” (Go through each cue like with the double leg)

1. Chop the far leg at the knee

2. Lift the near leg at the knee

“Go ahead and write those down if you need to because we will be using them later, hint hint, test. Great job and I will see you all tomorrow.”

**Wrestling Unit**  
**Lesson #4 – Double Leg Finishes and Set Ups**

**Objectives**

**A. Students**

1. By the end of class, students will be able to demonstrate their knowledge of a correct double leg takedown with a back heel trip finish by listing the cues during a verbal assessment. (NASPE 2, EALR 1.1)
  - using a good penetration step
  - follow through with our trail leg and blocking the back of the outside ankle
  - continuing our momentum forward
  - applying pressure with our chest
2. By the end of class, students will have knowledge of three set ups for the double leg shot. (NASPE 2, EALR 1.1)
  - head tap
  - head pop
  - arm chop

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD



<b>Instant Activity:</b> “I would like you each to find a partner of your same gender and begin working on your double leg from yesterday. Make sure you are taking a good, deep penetration step, following through with your trail leg, shifting 45 degrees, and shuffling your feet across your opponent’s body. Make sure you are not taking your partner to the mat and alternating every shot (Demonstrate a couple times as the students come in).”			
<b>Set Induction:</b> “Can anyone name the 4 cues we worked on yesterday? (Wait for your students to answer: good penetration step, following through with your trail leg, shifting 45 degrees, and shuffling your feet across your opponent’s body). Yesterday we also learned to “turn the corner” to finish the double leg. Today we are going to learn another easy finish in case our opponent defends our first finish. Then we will actually be learning the basic way to defend the double leg for situations where your opponent shoots on you.”			
<b>MAF/Instructional Techniques</b>	<b>Extension</b>	<b>Refinements</b>	<b>Applications</b>
The mats are all rolled out and ready for the students.			
<b>Informing task:</b> “Now we are going to begin working on a new finish to the double leg. I would like you to partner up with someone of your same gender and same size, find some general space, and begin shooting a double leg without taking your partner to the mat.”			
<b>MAF/Instructional Techniques</b>	<b>Extension</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating shots</li> <li>• Walk the students through each step as you demonstrate slowly</li> <li>• Have the students walking through each step as you demonstrate</li> <li>• Repeat slowly a few times with each partner practicing the steps</li> </ul>	I would like you to walk through each step with a partner as I demonstrate.	<ul style="list-style-type: none"> <li>• Step between your partner’s toes with your foot on your penetration step</li> <li>• Follow through with your trail leg and block the back of the outside ankle</li> <li>• Continue through your partner while keeping that ankle blocked and your momentum moving forward</li> <li>• Lean forward out over you knee with your chest</li> <li>• The block should become a trip as our momentum carries us forward</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• Partners should be alternating shots and</li> </ul>	If you feel comfortable you can practice the double leg back heel trip at your own pace		If you feel comfortable, try the high crotch at your own pace and see if you can get three perfect ones in a row

<p>working on the double leg back heel trip</p> <ul style="list-style-type: none"> <li>• Students should be tripping their partner all the way to the mat</li> </ul>			
<p><b>Informing task:</b> “Stop. Now we need to learn how to effectively set up our double leg. This is an imperative step so our opponent cannot block our shot. Now there are several different setups you can use to get into the double leg, but our ultimate goal is to either get our opponent to freeze or to lower his/her hands so we can have a clear path to their hips. When I say go I would like you to begin shooting a double leg turn the corner with a partner, alternating shots. GO” (Demonstrate).</p>			
MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating shots</li> <li>• Demonstrate each cue a couple of times and then let the students work at their own pace.</li> <li>• Present only one set up, then let them practice, then present another one</li> <li>• Provide feedback and help when and where needed</li> </ul>	<p>Now I would like you to continue to shoot double legs at your own pace using the turn the corner to finish</p>	<ul style="list-style-type: none"> <li>• Head tap the forehead of your opponent and shoot</li> <li>• Chop both of your opponents hands down and shoot</li> <li>• Pop the back of your opponents head with both hands and as their head comes up, shoot</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating shots</li> <li>• Call out the cue/set up you want them to use before each shot</li> <li>• Provide feedback and help when and where needed</li> </ul>	<p>Now I would like you to continue to shoot the double leg at your own pace and finish with a back heel trip</p>	<ul style="list-style-type: none"> <li>• Head tap the forehead of your opponent and shoot</li> <li>• Chop both of our opponents hands down and shoot</li> <li>• Pop the back of our opponents head with both hands and as their head comes up, shoot</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating double leg shots</li> <li>• Provide feedback and help when and where</li> </ul>	<p>Now please continue to shoot the double leg at your own pace, setting up and finishing the shot whatever way you choose.</p>		<p>See if you can shoot two perfect double legs using a different set up and finish each time</p>

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**Closure/Assessment:** (Allow 3-5minutes) “Great job today, you all did a great job with new double leg trip and with the three set ups we worked on. I also saw a lot of improvement on our double leg in general. Does anyone remember the cues we worked on for the double leg back heel trip today?” (wait for students to answer)

- using a good penetration step
- follow through with your trail leg and block the back of the outside ankle
- continuing your momentum forward
- applying pressure with your chest

“Can anyone remember the three set ups we learned today for our double leg?” (wait for students to answer)

- head tap
- head pop
- arm chop

“Great job with the double again today. I will see you all tomorrow!”

**Wrestling Unit**  
**Lesson #5 – Double Leg Defense**

**Objectives**

**A. Students**

1. By the end of class, students will be able to demonstrate their knowledge of how to defend a double leg by knowing their 3 lines of defense in order. (NASPE 5, EALR 1.2)
  1. Hands
  2. Forearms
  3. Hips
2. By the end of class, students will demonstrate knowledge of a sprawl by knowing the three cues. (NASPE 5, EALR 1.2)
  1. Throwing your hips back
  2. Forcing your opponents head to the mat
  3. Spinning keeping your chest on your partners back

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD

**Instant Activity:** “I would like you each to find a partner of your same gender and begin working on your double leg trip from yesterday. Make sure you are alternating with a partner after each shot. I want the partner to make sure the shooter is using the correct form by taking a good penetration step, following with their trail and stepping behind their opponents ankle with their outside foot, continuing our momentum forward, and applying pressure with our chest. Make sure you are being careful and have enough space when you are taking your partner to the ground. “

**Set Induction:** “For the last couple of days we have been working really hard on getting in on a good double leg shot. Well that’s good if you are the one shooting but not if you’re the one being shot on. Today we are going to learn how to defend a double leg shot so we don’t get taken down.”

MAF/Instructional Techniques	Extension	Refinements	Applications
The mats are all rolled out and ready for the students.			

**Informing task:** “When I say go, I would like you and your partner to find space and spread out on the mat in general space. The first thing that we need to work on is dodging so I would like one partner to begin shooting the double leg.”

MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>• Scattered out on the mat with a partner</li> <li>• One partner is shooting while the other is dodging</li> <li>• Demonstrate each cue a couple of times so the students understand the drill</li> <li>• Only introduce one cue at a time, giving the students time to practice in between</li> <li>• Provide feedback and help when and where needed</li> <li>• As the teacher, switch the partner who is shooting halfway through the drill.</li> </ul>	I would like the partner who is not shooting to be dodging the shots.	<ul style="list-style-type: none"> <li>• Circle to make your self a harder target for your partner</li> <li>• Instead of fully dodging your partners shot, try to just move the leg your partner is shooting at</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating shots</li> <li>• Walk the students</li> </ul>	Now we are going to work on blocking our partner’s shots. When I say go I want one partner shooting the double leg while the other partner is	<ul style="list-style-type: none"> <li>• Stop your partners shot by blocking both their shoulders with your hands</li> <li>• If they get past your</li> </ul>	

<p>through each block as you demonstrate slowly (see diagrams)</p> <ul style="list-style-type: none"> <li>• Have the students walking through each block as you demonstrate</li> <li>• Repeat slowly a few times with each partner practicing the counter</li> </ul>	<p>blocking the shots. Go</p>	<p>hands, try to block the shoulders with your forearms</p> <ul style="list-style-type: none"> <li>• If they get past both your hands and forearms, pop your hips into their upper body to try and jolt them back</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• Partners should be alternating shots and working on blocking</li> </ul>	<p>If you feel comfortable you can practice blocking your partners double leg shots at your own pace</p>		<p>See if you can get 3 perfect blocks, using your hands once, your forearms once, and your hips once.</p>
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating shots</li> <li>• Walk the students through each step as you demonstrate slowly</li> <li>• Have the students walking through each cue as you demonstrate</li> <li>• Repeat slowly a few times with each partner practicing the counter</li> </ul>	<p>Now we are going to work on a counter called the sprawl just incase your opponent does get past your blocks. Please walk through each step with a partner as I demonstrate.</p>	<ul style="list-style-type: none"> <li>• Once our opponent has shot a double and got our legs</li> <li>• Throw your legs back and force your hips to the mat</li> <li>• Slide down your opponents back until you can put pressure on your partners head with one of your hands</li> <li>• Spin clockwise or counter clockwise on our opponents back until we get to the hips, keeping your chest on their back</li> </ul>	

<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• Partners should be alternating shots and working on blocking</li> </ul>	<p>If you feel like your ready you can practice sprawling with your partner after your opponent has taken a shot at your own pace</p>		<p>See if you can get two perfect sprawls after your partner has taken a good double leg shot</p>
<p><b>Closure/Assessment:</b> (Allow 3-5minutes) “Great job today. You all did wonderful with the new counters we learned today for the double leg. Does anyone remember our three lines of defense when we are being shot on?” (wait for students to answer)</p> <ol style="list-style-type: none"> <li>1. Hands</li> <li>2. Forearms</li> <li>3. Hips</li> </ol> <p>“What are the three cues to a double leg sprawl?” (Wait for students to answer)</p> <ol style="list-style-type: none"> <li>1. Throwing your hips back</li> <li>2. Forcing your opponents head to the mat</li> <li>3. Spinning keeping your chest on your partners back</li> </ol> <p>“Once again, great job today and I will see you all tomorrow!”</p>			

**Wrestling Unit**  
**Lesson #6 – Double Leg Review**

**Objectives**

**A. Students**

1. By the end of class, students will be able to demonstrate their knowledge of the double leg turn the corner, double leg trip, and defending a double leg by providing cue related feedback to their partners. (NASPE 2)(EALR 1.1)

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD



<b>Instant Activity:</b> (Collect Assignment #1) “I would like you each to find a partner of your same gender and begin working on you double leg. You can work on any aspect you feel necessary, whether it is set ups, the penetration step, turning the corner on a finish, the back heel trip, or counters. I do not want you wrestling 100% or live, I only want you getting loose and drilling.			
<b>Set Induction:</b> “For the last three days we have been working all sorts of things off the double leg. Today we are going to perfect the double leg and finish it up. This is the last day we plan on spending on the double leg so I need you all to make sure you are comfortable enough that you can use it correctly.”			
<b>MAF/Instructional Techniques</b>	<b>Extension</b>	<b>Refinements</b>	<b>Applications</b>
The mats are all rolled out and ready for the students.			
<b>Informing task:</b> “When I say go, I would like you to get in groups of three with people who are your same gender and around your same size. Take your group of three and find some general space. Go”			
<b>MAF/Instructional Techniques</b>	<b>Extension</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• Scattered out on the mat in groups of three</li> <li>• Hand out a task to each person as you are explaining</li> <li>• After finished explaining walk around and help the students with their technique</li> <li>• Demonstrate each task once so the students know what you are asking for.</li> <li>• Have music playing in the background once the students begin the task sheet</li> </ul>	<p>Today we are going to be using a task sheet to review all the aspects of the double leg. I have you in groups of three because today you’re all going to act as teachers. We will use the task sheet as a tool to help improve our technique. In your groups of three, two people will be working on the move, one shooting and one being shot on while the third partner is like the teacher. The third partner will be watching to make sure each task is completed correctly with the correct form. After they have checked you off for a task they will write a positive comment that reflects the cues we have learned. After one partner completes a task, the shooter will rotate to the person being shot on, the person being shot on will rotate to the teacher, and the teacher will rotate to shooter.</p>		

	<p>Make sure you work at your own pace and do your best. I will be walking around and helping if you have any questions. If you need any help with cues, they are posted on the posters throughout the gym. Make sure you are writing good comments because I will collect the sheets after class. Decide who will start as shooter, partner, and teacher.</p>		
<p><b>Closure/Assessment:</b> (Allow 3-5minutes) (Gather students all together in a circle) Great job on all the aspects of the double leg today. I saw some really great shots today. Did anyone get through task 5 today? (Wait for a response) How about task 8? (Wait for a response) Do you fell like you've got the double leg down yet? (wait for a response) I need all of your task sheets on your way out. Good job and I will see you all tomorrow!" (Collect task sheets on the way out)</p>			

**Wrestling Unit**  
**Lesson #7 - Scoring**

**Objectives**

**A. Students**

1. By the end of class, students will be able to demonstrate the knowledge necessary to score a wrestling match. (NASPE 2)(EALR 1.3)
  - a. Verbally recite the amount of points awarded for a takedown, escape, nearfall, and reversal.
  - b. Keep score on a score sheet for one wrestler while watching a wrestling match.

**B. Teacher**

**Equipment: (for a class of 30 students)**

- TV and VCR
- Tape of any two full length wrestling matches
- 30 copies of Score Sheet Handout
- 30 pencils
- 30 copies of test #1

**Instant Activity:** Knee Tag – “For this activity you will each have a partner. You will take your partners hand, as if giving them a handshake, and not let go. The object of the activity is to tap either of your opponent’s knees with your open hand, while avoiding getting your own knee tapped. Ready, GO!” (Do 30 second bouts, switch hands, and then switch partners. Repeat 3-4 times.)

**Set Induction:** “Now that you’ve had a little bit of practice on takedowns, we’re going to slow it down today and learn how to keep score during a match. Being able to keep track of the score will allow you to appreciate it a little bit more and enjoy the spectator aspect of the sport. Imagine going to a basketball game and not knowing the difference between a jump shot, free-throw, or three-pointer. Well watching a wrestling match not knowing how it is scored would take away from your experience as an observer because there are many ways to score points in a wrestling match. To start off, today we are going to watch a wrestling match and I will pause and explain if any points are scored. I will also explain how to keep score on a score sheet. Once the first match is finished, we will watch a second match which you will score yourselves.”

MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>Have the tape with the wrestling matches ready to watch in the VCR.</li> </ul>			

**Informing task:** “Everybody find a spot around the TV where they can see the match.”

<ul style="list-style-type: none"> <li>Be ready to pause whenever a point is scored during the match.</li> <li>Explain how the point was scored, the referee signal, and also how to write it down on a score sheet.</li> <li>Make sure to check for understanding after each pause/explanation.</li> <li>The referee will be wearing a green or red armband on either arm. Before the match the referee should have already designated one wrestler as green and the other as red. If the referee signals points using the arm</li> </ul>	<p>Takedown – 2pts</p> <ul style="list-style-type: none"> <li>From neutral position when one wrestler gains top position over the other wrestler</li> <li>Referee will tap shoulder with two fingers and raise into the air signaling two points</li> </ul>	<p>How to write on a score sheet:</p> <p>Takedown – T<sub>2</sub></p>	
	<p>Escape – 1pt</p> <ul style="list-style-type: none"> <li>When the bottom wrestler returns to neutral position and both wrestler are in neutral position (on their feet)</li> <li>Referee will raise both hands into the air (like a touchdown) but with one hand will have one finger signaling one point</li> </ul>	<p>Escape – E<sub>1</sub></p>	

<p>with the green armband, then that wrestler should be awarded the points. Wrestlers may also be wearing green or red ankle bracelets to help distinguish them from each other for score keeping purposes.</p> <ul style="list-style-type: none"> <li>Each match run straight through should take about 10 minutes.</li> </ul>	<p>Nearfall – 2pts</p> <ul style="list-style-type: none"> <li>If the bottom wrestler’s back becomes exposed to the mat for a referee count of two or more seconds</li> <li>Referee will count by swinging one arm and signal by raising two fingers in the air</li> </ul>	<p>Nearfall – NF<sub>2</sub></p>	
	<p>Nearfall – 3pts</p> <ul style="list-style-type: none"> <li>If the bottom wrestler’s back is exposed to the mat for a referee count of five seconds</li> <li>Same as two point nearfall except referee will signal three points scored</li> </ul>	<p>Nearfall – NF<sub>3</sub></p>	
	<p>Reversal – 2pts</p> <ul style="list-style-type: none"> <li>When the bottom wrestler gains top position against the opponent while remaining on the mat</li> <li>Referee will roll one fist over the other, in a circular motion then signal two fingers in the air</li> </ul>	<p>Reversal – R<sub>2</sub></p>	

**Informing task:** “Now we are going to watch the second match. Try to watch the wrestlers to determine what points are being scored throughout the match. Don’t rely on the referee as this would be just like only staring the referee at a volleyball game or staring at a scoreboard during a basketball game. Pay attention to the athletes and watching wrestling will become a magnificent experience. If the action is too quick I can pause the tape, but otherwise it is going to play straight through. Keep scores on the handout and turn it in when you’ve finished.” (Pass out a copy of Score Sheet Handout and pencils)

<ul style="list-style-type: none"> <li>• Be ready to pause in case points are scored quickly, one after the other.</li> <li>• Depending on the match most students should be able to keep score for both wrestlers.</li> </ul>	<p>An extension to make this task easier would be to only keep score for one wrestler.</p>		
<p><b>Closure/Assessment:</b> (Allow 5 minutes) “Now we weren’t very active but you should’ve learned a lot about wrestling and how to keep score. Are there any questions as to how points are scored during a wrestling match? (Answer any questions asked and then check for understanding by asking any of the following questions. These are just a few examples of questions to ask but feel free to be creative in this sense.)</p> <ul style="list-style-type: none"> <li>• How many points is a takedown, escape, nearfall, or reversal?</li> <li>• What is the position of each wrestler when points were scored?</li> <li>• What is the referee signal for each point?</li> </ul> <p>Leave 10-15 minutes at the end of class for <b>Test #1</b> on the Syllabus and class expectations</p>			

NAME: \_\_\_\_\_

### Score Sheet

1<sup>st</sup> Round

Points in round 1 only

Green		
Red		

2<sup>nd</sup> Round

Points in round 2 only

Green		
Red		

3<sup>rd</sup> Round

Points in round 3 only

Green		
Red		

Total

Total Points

Green		
Red		

**Wrestling Unit Plan**  
**Lesson #8 – Single Leg Shot**

**Objectives**

**A. Students**

1. By the end of class, students will be able to verbally recite the five cues for a single leg takedown. (NASPE 2)(EALR 1.3)
  - a. Change levels
  - b. Step outside
  - c. Drive through/Knee down
  - d. Head inside
  - e. Snake wrap/pick up

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD



**Instant Activity:** Sharks and minnows – Have the entire class against the wall. Pick out two people to be the sharks. Sharks come to the center of the room. “When I say go, all the minnows must try and get across the room. Sharks have to try and tag the minnows. If you get tagged then you become a shark, however, only the two original sharks may move around. The new sharks can try to tag people as they go by but must stand in the same spot. Go!”

**Set Induction:** “Today we are going to learn the single leg takedown. The great thing about this takedown is that, unlike the double leg, you only need to attack one leg to perform this move, hence the name. The motion of this move is different than a double leg so I’m going to demonstrate a few times then let you practice without a partner. The first step for the single leg is to change levels. Once you are at a lower than your opponent, you need to step just outside of the leg you are attacking. Then drive through putting you knee down, and grabbing their leg by wrapping your arm like a snake. Once you have their leg, lock hands and stand up with the leg. What are the steps for a single leg takedown? Good. Now when I say Go, find a self-space and wait in a wrestling stance. Go!”

MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>While they are waiting you can quickly review their wrestling stance.</li> </ul>		<ul style="list-style-type: none"> <li>Bent knees</li> <li>Elbows in</li> <li>Hands up</li> <li>Feet just wider than shoulder width</li> </ul>	

**Informing task:** “When I say go, begin taking single leg shots in general space without a partner.”

<ul style="list-style-type: none"> <li>Demonstrate a few single leg shots while moving around and monitoring so the students will have a good image of the move.</li> <li>Pinpoint students after introducing each new cue.</li> <li>See Skill Chart</li> </ul>	<ul style="list-style-type: none"> <li>I’d like you to move in general space, taking single leg shots.</li> <li>I’d like you to circle one way, then step back the opposite direction and take a shot.</li> </ul>	<ul style="list-style-type: none"> <li>Change levels by bending at the knee</li> <li>Step outside</li> <li>Drive through by bringing knee down to the mat</li> <li>Head Inside (somewhat near armpit)</li> <li>Wrap arm around leg like a snake and pick up the leg</li> </ul>	
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**Informing task:** “Group up with the two people closest to you. One partner will be the shooter, one will be the practice dummy, and the last person will be the observer. The shooter will be taking single leg shots on the practice dummy. The practice dummy will be standing still facing the shooter and letting them shoot. The observer will be watching the shooter to make sure he or she is using the cues. Observers, make sure you let the shooter know if they are doing anything incorrectly. After four shots, the shooter becomes the dummy, the dummy becomes the observer, and the observer becomes the shooter.”

<ul style="list-style-type: none"> <li>• Small group format. Move around and ask the observers what the shooters are doing right or wrong, specific to cues.</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like you to take a shot on the opposite leg of which you are familiar with.</li> <li>• I'd like you to let the practice dummy get into a good wrestling stance and continue taking shots.</li> <li>• I'd like you to allow the practice dummy to move in a small circle while the shooter attempts shots.</li> </ul>	<ul style="list-style-type: none"> <li>• Change levels by bending at the knee</li> <li>• Step outside</li> <li>• Drive through and bring knee down to the mat</li> <li>• Head Inside (somewhat near armpit)</li> <li>• Wrap arm around leg like a snake and pick up</li> </ul>	<ul style="list-style-type: none"> <li>• Observers count how many shots the shooter can perform correctly, using the cues, in the next 30 seconds.</li> </ul>
<p><b>Informing task:</b> "Find another group, and pair up with the person with the same role. Shooters with shooters, dummies with dummies, and observers with observers. Does everybody have a partner? We're going to play a little offense-defense. One person will be the offensive wrestler and the other will be defensive. The defensive wrestler must keep their hands behind their back the entire time. The offensive wrestler is going to try and shoot a single and pick up the leg. The defensive wrestler must face and be within arms reach of the offensive wrestler but may only defend by circling or moving their leg back. What is the defensive wrestler doing? Go!"</p>			
<ul style="list-style-type: none"> <li>• Do 30 second bouts, switch roles, then switch partner. Repeat 3-4 times.</li> <li>• This drill is mainly for the offensive wrestler while briefly introducing basic defense. Cues are meant for the offensive wrestler.</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like you to shoot on both sides.</li> <li>• I'd like you to allow the offensive wrestler to move opponent by grabbing or pushing shoulders then shooting</li> </ul>	<ul style="list-style-type: none"> <li>• Circle opposite way, get defensive wrestler to step towards you for an easier shot</li> <li>• Push defensive wrestler opposite of which leg you want to attack. If you want the right leg, then push them (your) left to get the right leg to step towards you</li> <li>• Fake one way, go the other</li> </ul>	<ul style="list-style-type: none"> <li>• See how many times the offensive wrestler can pick up a single leg in the next minute.</li> </ul>
<p><b>Closure/Assessment:</b> "Everyone spread out, by yourself, get in a wrestling stance, and face me. Now close your eyes, and when I say Go, I want you to slowly perform a single leg takedown on the imaginary opponent in front you. Good. Can anyone tell me the first cue for a single leg?" (Continue on through all cues, change level, step outside, knee down, head in, wrap like a snake.)</p>			

**Wrestling Unit Plan**  
**Lesson #9 – Single Leg Setups and Defense**

**Objectives**

**A. Students**

1. By the end of class, students will know the beginning 3 ways to set-up a single leg shot in wrestling. (NASPE 2)(EALR 1.3)
  - a. Circle the opposite way
  - b. Pulling and circling
  - c. Cross body drag
2. By the end of class, students will know the basic defense to a single leg shot. (NASPE 2)(EALR 1.3)
  - a. Circle and kick
  - b. Hands or elbows
  - c. Hip and sprawl

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD

**Instant Activity:** Single Leg Offense-Defense – “Everyone partner up with the person next to you. One person will be the offensive wrestler and try to shoot a single leg. The offensive will NOT bring his or her opponent to the mat, only picking up a leg with a good shot. The other person is the defensive wrestler and will have their hands behind their back, moving, and trying to avoid the shot. The defensive wrestler must be facing his or her opponent and always be within arms reach. When ever I yell ‘switch’, the roles will be switched and one wrestler will put their hands behind their back and defend, while the other wrestler can take a shot. What is the offensive wrestler doing? Defensive wrestler? Go!” (Do 40 second goes, switching whenever you want, then have them change partners. Repeat 3-4 times.)

**Set Induction:** “Does anyone remember the five cues for a single leg takedown? (Change levels, step outside, drive through/knee down, head inside, and snake wrap/pick up) This is the basic movement for a single leg and is very effective on non-moving target, but in wrestling both wrestler will be constantly moving, faking, and shooting for takedowns. Today we’re going to work on setting up an opponent for a single leg and basic defense to avoid one.”

MAF/Instructional Technique	Extensions	Refinements	Applications
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**Informing task:** “First we’re going to work on set-ups for the offensive wrestler. When I say ‘Go,’ find a partner and face them in a wrestling stance. You will take turns slowly shooting single legs on each other. Go!”

<ul style="list-style-type: none"> <li>• Demonstration is vital</li> <li>• Refer to skill charts</li> <li>• Also use refinements for shooting a single leg (Change levels, step outside, drive through/knee down, head inside, and snake wrap/pick up)</li> <li>• Change partners every few minutes</li> </ul>	<ul style="list-style-type: none"> <li>• I’d like you to circle the opposite way, then shoot.</li> <li>• I’d like you to pull the elbow the opposite way, and then shoot.</li> <li>• I’d like you to drag the hand or wrist across the body before shooting.</li> </ul>	<ul style="list-style-type: none"> <li>• The easiest set-up for a single leg is to circle opposite of the leg you want to attack. A good wrestler will always want to face his opponent so by <b>circling the opposite way</b>, they should step towards you with the leg you want to attack.</li> <li>• Another set-up would be to force your opponent to step towards you by grabbing the elbow, circling, and <b>pulling</b> them until they step towards you with the leg you want to attack.</li> <li>• One more set-up would be grabbing the hand or wrist and <b>dragging it across the body</b> while simultaneously stepping outside for a shot.</li> </ul>	
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**Informing task:** “Now that, offensively, we have a better idea about how to shoot an effective single leg, we are going to work on defense and not getting caught in a single leg. When I say ‘Go,’ one wrestler will try to shoot a single leg and the other wrestler will try to avoid it. Go!”

<ul style="list-style-type: none"> <li>• Change partners every few minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like you to avoid a takedown by circling and kicking your leg back.</li> <li>• I'd like you to block the attack with your hands or elbows.</li> <li>• I'd like you to sprawl both legs back after the shot.</li> <li>• I'd like the offensive wrestler to move at half or three-quarters speed.</li> </ul>	<ul style="list-style-type: none"> <li>• The easiest and most obvious defense would be to <b>circle and kick</b> the leg back.”</li> <li>• Another defense would be to block the attack by pushing on their shoulders with the <b>hands or elbows</b>.</li> <li>• The last defense would be, if they have you leg wrapped, to hit them with your <b>hip and sprawl</b> both legs back.</li> </ul>	
<p><b>Informing task:</b> “Get into groups of three and number yourselves off as one, two, or three. This next drill will be ‘in-two-out-one.’ Two wrestlers will actively be trying to shoot and avoid getting shot on. The third person will be watching and making sure they don’t run into another group. Go!” (The idea here is that they will be in for two goes, rest and watch for one go.)</p>			
<ul style="list-style-type: none"> <li>• 30 second goes</li> <li>• Remind them who should be wrestling. <ul style="list-style-type: none"> <li>○ 1 and 2</li> <li>○ 1 and 3</li> <li>○ 2 and 3</li> <li>○ Repeat x 3</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I'd like the defensive wrestler to move slower to work on offense.</li> <li>• I'd like the offensive wrestler moving slower to work on defense.</li> </ul>		<ul style="list-style-type: none"> <li>• See who can get the most shots in their two goes</li> </ul>
<p><b>Closure/Assessment:</b> “Everyone find a partner that you haven’t wrestled with today. Tell that person the set-ups for a single leg. Find a different partner that you haven’t wrestled. Tell that person the basic defense to a single.”</p>			

**Wrestling Unit Plan**  
**Lesson #10 – Single Leg Finishes and Defense**

**Objectives**

**A. Students**

1. By the end of class, students will be able to correctly finish a single leg takedown a non-defending opponent, 2 out of 5 times. (NASPE 1)(EALR 1.1)
2. By the end of class, students will know how to counter a single leg takedown. (NASPE 2)(EALR 1.3)
  - a. Pull behind triceps or elbows
  - b. Shift weight to foot
  - c. Push away to neutral position

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD

<p><b>Instant Activity:</b> Ankle Grab – “For this activity everyone is to stay on their knees the whole time. Grab an ankle with one of your hands and when I say Go, move around and try to pull other people’s wrists off their ankles. If you let go of your own ankle you must find any partner, take three single leg shots each, and then return to the game. Go!” (Can be standing and hopping on one foot but there is a danger of falling. Also can be modified with only two or three people allowed to pull wrists off of ankles.)</p>			
<p><b>Set Induction:</b> “Today we are going to continue working on a single leg takedown but first, what are the cues for shooting a single leg? (<i>Change levels, step out, knee down/drive through, head inside, wrap like snake</i>) Can anyone tell me two setups? (<i>Circling, pulling, and cross body drag</i>)”</p>			
MAF/Instructional Techniques	Extension	Refinements	Applications
<p><b>Informing task:</b> “Partner up and find some space to shoot single legs. One person will shoot five single legs and the other will be a good partner, stand still, and let them shoot. Go!”</p>			
<ul style="list-style-type: none"> <li>Demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>After shooting in and having your hand wrapped like a snake, I’d like you to lock your own hands and stand up with the leg.</li> <li>I’d then like you to “Run the pipe” by stepping back with shooting leg, and pivoting on trail leg</li> <li>I’d like you to use any setup before taking a shot.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure <b>head is up</b> and stays inside</li> <li><b>Lock hands</b> right behind knee</li> <li>Pick up leg in <b>between your own two legs</b></li> <li>While “running the pipe” <b>squat</b> until thighs are parallel with the ground</li> <li>Use shoulder to <b>push on</b> their <b>thigh</b> to put them to the ground</li> </ul>	
<p><b>Informing task:</b> “Find another set of partners so that you have a group of four. Quickly discuss body position when picking up the leg and running the pipe.”</p>			
<p><b>Informing task:</b> “When I say ‘Go,’ one person is going to shoot, pick up the leg, and run the pipe on each member of the group. This means that while one person is shooting, two people will be watching. After each shot the two observers will tell the shooter something he or she did well and something he or she could work on. For example, ‘you did a good job locking behind the knee, but you need to keep your head up.’ Once you have taken one shot on all three group members, it is someone else’s turn. Go!”</p>			
<ul style="list-style-type: none"> <li>In small group format, ask the observers what the shooter is doing right or wrong. Make sure they communicate it to the shooters.</li> <li>Let each person go through 3-4</li> </ul>		<ul style="list-style-type: none"> <li>Head up and in</li> <li>Lock behind knee</li> <li>Straddle leg</li> <li>Squat</li> <li>Use shoulder</li> </ul>	

<p><b>Informing Task:</b> “Split off into groups of two again. We’ve been working on offense this whole time so now we are going to work on defense. Can anyone tell me the basic defense to a single leg shot? (Circle and kick leg back, block with hands or elbows, hip in and sprawl) Good, one person move at three-quarters speed and shoot five single legs, the other person work on defense. Go!”</p>			
	<ul style="list-style-type: none"> <li>• If someone picks up your leg, I’d like you to get your foot back on the ground.</li> <li>• It may take some work to get your foot on the ground, in which case you will need to stay up on one leg by hopping.</li> <li>• Instead of finishing the single leg, I’d like the partner to pick up the leg and move around until defensive wrestler can free themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Grab behind elbows or triceps and pull up</li> <li>• Shift weight to put foot on ground</li> <li>• Push away to get back into neutral position</li> <li>• Keep balance by holding onto shoulder or triceps</li> </ul>	
<p><b>Informing Task:</b> “Offense-defense. One person will be completely offensive trying for a single leg. The other will be completely defensive. Offensive wrestlers remember to pick up the leg and run the pipe. Defensive wrestlers remember to avoid the shot or keep balance and get your foot back on the ground. Start in neutral position. Go!”</p>			
<ul style="list-style-type: none"> <li>• 30 second goes</li> <li>• Switch roles</li> <li>• Change partners</li> </ul>	<ul style="list-style-type: none"> <li>• I’d like you to start with offensive wrestler in on a shot but leg still on the ground.</li> <li>• I’d like you to start with leg in the air.</li> </ul>		<ul style="list-style-type: none"> <li>• Count how many point you score in your next two turns.</li> </ul>
<p><b>Closure/Assessment:</b> “What is your body position when you pick up the leg for a single? How do you run the pipe? Everyone close your eyes and raise your hand if you think you can tell me how to counter when my leg is in the air.”</p>			



**Wrestling Unit Plan**  
**Lesson #11 – Single Leg Finishes**

**Objectives**

**A. Students**

1. By the end of class, students will know two different ways to finish a single leg takedown. (NASPE 2)(EALR 1.3)
  - a. Back heel trip (new)
  - b. Run the pipe (review)

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD
- 30 copies of test #2

**Instant Activity:** “Circle warm up. In this activity I need you all to lie down in a circle with you heads facing in. I need you all be almost shoulder to shoulder. Now when I say go, the first person (designate a person to start) will get up and run over every other person in the circle and then lay back down in their original spot as soon as they get over the last person. Right after the first person runs over the second, the second gets up and follows. Right after the second gets over the third the third person goes and so on until everyone has went. This activity should look like a chain going. As we go through I will shout out different commands such as skip, jump, or hop which you will do the entire time around. We are going to start with simply running over the people. GO!” (Left foot hop, right foot hop, two foot hop, skiers, zig zag in good stance, frog jumps)

**Set Induction:** “Today we are going to finish up the single leg takedown. I’m going to show you one more finish and then we’re going to do some live wrestling. Can anyone remember the first finish? (Run the pipe) What about defense if your leg is in the air? (Grab elbows, foot on ground, push away)”

MAF/Instructional Techniques	Extension	Refinements	Applications
<p><b>Informing task:</b> “When I say ‘Go,’ find a partner and take turns shooting a single and picking up the leg. This is for the offensive wrestler so partners, have your hands behind your back. Go!”</p>			
<ul style="list-style-type: none"> <li>• <u>Back heel trip</u> – after you shoot in on a single and have your hands locked, as you stand up with one leg, take a <b>big step</b> with your outside foot towards their foot that is on the ground. Place your heel on the mat just behind their foot with your <b>toe up to hook</b> theirs. With one leg in the air, and the other foot hooked, the opponent should lose balance and fall down.</li> </ul>	<ul style="list-style-type: none"> <li>• I’d like your partners to try to dodge the shot.</li> <li>• I’d like your partners to try to block with hands or elbows.</li> <li>• I’d like you to finish by running the pipe.</li> <li>• I’d like you to finish by using a back heel trip.</li> </ul>	<p>Run Pipe:</p> <ul style="list-style-type: none"> <li>• Lock behind knee</li> <li>• Straddle leg</li> <li>• Step back, pivot, and squat</li> </ul> <p>Back Heel Trip:</p> <ul style="list-style-type: none"> <li>• Big Step</li> <li>• Toe up to hook</li> </ul>	

**Informing task:** “When I say ‘Go,’ get into groups of four. This drill is called ‘shark bait.’ Number yourselves 1-4. Number 1 will stay in for three rounds first and is the shark bait, then number 2 and so forth. For the first set, the shark bait will be the offensive wrestler. He or she will be shooting the whole time while each new person is completely defensive. Number’s 1 and 2 first. Go!”

<ul style="list-style-type: none"> <li>• 20 second rounds</li> <li>• Remind them every time you switch <ul style="list-style-type: none"> <li>○ 1 and 2</li> <li>○ 1 and 3</li> <li>○ 1 and 4</li> <li>○ 2 and 3</li> <li>○ 2 and 4</li> <li>○ 2 and 1</li> <li>○ 3 and 4</li> <li>○ 3 and 1</li> <li>○ 3 and 2</li> </ul> </li> <li>• This may seem like a lot of rest but each person actually wrestles 5 out of 9 rounds</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like the shark bait to be defensive and others completely offensive.</li> <li>• I'd like the shark bait to have the opponent's leg in the air.</li> <li>• I'd like the shark bait's leg in the air.</li> </ul>		<ul style="list-style-type: none"> <li>• See how many points you can score when you are shark bait as the offensive wrestler</li> </ul>
<p><b>Closure/Assessment:</b> "How do you do a back heel trip?" (Feel free to review any cues of the single leg shot, defense or finish as this is the last day for the single leg)</p> <ul style="list-style-type: none"> <li>• Leave 10-15 minutes at the end of class for <b>Test #2</b> on neutral rules and scoring.</li> </ul>			

**Wrestling Unit**  
**Lesson #12 – High Crotch Shot**

**Objectives**

**A. Students**

1. By the end of class, students will have knowledge of the correct form of a high crotch shot by listing the cues in a verbal assessment. (NASPE 2, EALR 1.1)
2. By the end of class, students will be able to correctly shoot a high crotch by performing one on a partner. (NASPE 1, EALR 1.1)

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD
- Two pennies (jerseys)
- Two tagging devices (soft balls or soft noodles)

**Instant Activity: Mat Tag** “In this activity I will designate two taggers, two healers, and everyone else will be trying not to get tagged. (Give two students the pennies to wear as taggers and two students the soft balls or noodles to be healers) The two taggers must try to tag each of the students who are not healers. If you are tagged you must drop to a pushup position and wait for a healer to come and touch you with the ball. If they touch you with the ball you are free to leave the push up position and continue trying to not be tagged. The taggers cannot tag the healers. The healers cannot throw their ball; they must tag the frozen people to unfreeze them. The trick is the game is played on your knees instead of on your feet. If you stand up or go to your feet you are immediately frozen and must get in a pushup position. We will rotate taggers and healers as the game continues. GO”

**Set Induction:** “Today we are going to build on our double leg and single leg by starting to work on a set of moves called the high crotch series. This series is extremely effective for all because there are so many different ways to finish it. It is also extremely hard to defend if you take a good penetration step. This is a series that is very basic but is used a lot at the higher levels such as college and the Olympics because it is so hard to defend if you are good at it.”

MAF/Instructional Techniques	Extension	Refinements	Applications
The mats are all rolled out and ready for the students.			

**Informing task:** “Now we are going to begin working on a high crotch. I would like you to partner up with someone of your same gender and same size, find some general space, and begin shooting a double leg without taking your partner to the mat.”

MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating shots</li> <li>• Walk the students through each step as you demonstrate slowly</li> <li>• Have the students walking through each step as you demonstrate</li> <li>• Repeat slowly a few times with each partner practicing the steps</li> </ul>	I would like you to walk through each step with a partner as I demonstrate.	<ul style="list-style-type: none"> <li>• Step between your partners toes with your foot on your penetration step</li> <li>• Shoot the arm that is on the same side as your peroration step through your partners legs</li> <li>• Your chest should be perpendicular to your partners belly button</li> <li>• Wrap that arm around the backside of their inside leg</li> <li>• Hug the leg with your other arm, keeping it tight to your body</li> <li>• Shift your chest back to parallel with your partner’s stomach</li> <li>• Rotate up to your feet,</li> </ul>	

		keeping the leg hugged and slightly picking the leg up off the mat	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• Partners should be alternating shots and working on the high crotch</li> <li>• Students are not taking their partner to the mat, but are stopping once they rotate to their feet</li> </ul>	If you feel comfortable you can practice the high crotch at your own pace.		If you feel comfortable, try the high crotch at your own pace and see if you can get three perfect ones in a row.
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating shots</li> <li>• Walk the students through each step as you demonstrate slowly</li> <li>• Have the students walking through each step as you demonstrate</li> <li>• Repeat slowly a few times with each partner practicing the steps</li> </ul>	This finish is called running the pipe. I want you to walk through each step with a partner as I demonstrate.	<ul style="list-style-type: none"> <li>• Shot a high crotch but stop once you have rotated to your feet</li> <li>• Slide your outside hand down to the middle of your partner's calf</li> <li>• Step your outside foot back 45 degrees</li> <li>• As you step back, drop you chest and rotate it out, putting pressure on the leg</li> <li>• Make sure you keep your partner's leg straight so the pressure of your chest is strictly on your partner's hip and upper thigh</li> <li>• When you put pressure down and rotate quickly, your partner's outside hip should hit the mat. As their hip hits the mat</li> </ul>	

		climb up the body to get your takedown	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• Partners should be alternating shots and working on the high crotch run the pipe</li> </ul>	If you and your partner feel comfortable you can practice the high crotch run the pipe at your own pace.		If you feel comfortable, try the high crotch, run the pipe at your own pace and see if you can get three perfect ones in a row.
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating shots</li> <li>• Walk the students through each step as you demonstrate slowly</li> <li>• Have the students walking through each step as you demonstrate</li> <li>• Repeat slowly a few times with each partner practicing the steps</li> </ul>	This finish is called switching to a double leg. I want you to walk through each step with a partner as I demonstrate.	<ul style="list-style-type: none"> <li>• Once we have the high crotch leg in the air, release the leg with the inside hand and grab the inside leg like in the double</li> <li>• Shift body 45 degrees outside like in the double</li> <li>• Turn the corner or trip to finish</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• Partners should be alternating shots and working on the high crotch switch to a double</li> </ul>	If you and your partner feel comfortable you can practice the high crotch switch to a double at your own pace		If you feel comfortable, try the high crotch, switch to the double at your own pace and see if you can get three perfect ones in a row.
<p><b>Closure/Assessment:</b> (Allow 4-5 minutes) “Great job today, you all did an excellent job with the high crotch. Can anyone tell me the cues to the high crotch?” (Wait for an answer)</p> <ul style="list-style-type: none"> <li>• Step between your partners toes with your foot on your penetration step</li> <li>• Shoot the arm that is on the same side as your peroration step through your partners legs</li> <li>• Your chest should be perpendicular to your partners belly button</li> <li>• Wrap that arm around the backside of their inside leg</li> <li>• Hug the leg with your other arm, keeping it tight to your body</li> <li>• Shift your chest back to parallel with your partner’s stomach</li> </ul>			

- Rotate up to your feet, keeping the leg hugged and slightly picking the leg up off the mat  
“Once again great job today and I will see you all tomorrow!”



**Wrestling Unit**  
**Lesson #13 – High Crotch Set Ups**

**Objectives**

**A. Students**

1. By the end of class, students will have knowledge of three set ups for the high crotch shot. (NASPE 2, EALR 1.1)
  - Head tap
  - Head snap
  - Elbow drag

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD

**Instant Activity: Mat Tag** “I would like you to find a partner of the same gender who is about your same size and begin working on the high crotch shot from yesterday. I would like you to make sure you are using the proper technique by taking a good penetration step, shooting your arm through your partner’s legs, hugging the leg, and rotating up your feet. Make sure you and your partner are altering shooting after each shot. Remember, we are not taking are partner down, we are only getting in on a shot. (Demonstrate a couple of times as the students come into class)

**Set Induction:** “Yesterday we began building our repertoire on our feet by learning the high crotch. We also learned to run the pipe and to switch to a double leg to finish the high crotch. Today we are going to try to perfect those finishes while learning how to set up our high crotch. This is a very important step so we do not get countered when we shoot.

MAF/Instructional Techniques	Extension	Refinements	Applications
The mats are all rolled out and ready for the students.			

**Informing task:** “When I say go, I would like you find some general space on the mat and begin shooting high crotches on your partner, finishing by running the pipe. I would like you to be alternating shots. GO”

MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating shots</li> <li>• Demonstrate each cue a couple of times and then let the students work at their own pace.</li> <li>• Have the students going through each cue as you demonstrate</li> </ul>	I would like you shooting high crotches slowly on your partner, practicing the cues.	<ul style="list-style-type: none"> <li>• Slide your outside hand down to the middle of your partner’s calf</li> <li>• Outside foot 45 degrees back</li> <li>• Drop your chest and rotate it out</li> <li>• Keep the leg straight and pressure down</li> <li>• Climb the body once on the mat</li> </ul>	See how many perfect run the pipe finishes you can do in one minute.
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating shots</li> <li>• Demonstrate each cue a couple of times and then let the students work at their own pace.</li> <li>• Present only one set up, then let them practice, then present another one</li> <li>• Provide feedback and help when and where</li> </ul>	Now I would like you to continue to shoot high crotches at your own pace, finishing by running the pipe	<ul style="list-style-type: none"> <li>• Tap your partner on the forehead and then take the shot while they are blinking</li> <li>• Pop your partner’s head towards the mat and as they bring it up take the shot.</li> </ul>	

needed			
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating shots</li> <li>• Demonstrate each cue a couple of times and then let the students work at their own pace</li> <li>• Have the students going through each cue as you demonstrate</li> </ul>	Now I want you shooting high crotches with a partner, practicing the cues.	<ul style="list-style-type: none"> <li>• Once we have the high crotch leg in the air, release the leg with the inside hand and grab the inside leg like in the double</li> <li>• Shift body 45 degrees outside</li> <li>• Turn the corner or trip to finish</li> </ul>	See if you can do one perfect turn the corner and one perfect back heel trip after switching to the double.
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating shots</li> <li>• Demonstrate the cue a couple of times and then let the students work at their own pace.</li> <li>• Provide feedback and help when and where needed</li> </ul>	If you feel comfortable you can continue to shoot high crotches at your own pace, finishing by switching to a double and turning the corner or back heel tripping.	<ul style="list-style-type: none"> <li>• Pull your partner's bicep with your opposite hand and then go in on the high crotch.</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• 1 partner shoots for 2 minutes, then switch shooter</li> </ul>	Now I want one partner to shoot for two minutes, working on any of the three set ups we just learned and either of the two finishes we have been working on. Go		Try to use a different set up and finish with each shot

<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• 1 partner shoots for 2 minutes, then switch shooter</li> </ul>	<p>Now you can shoot whatever shot you want. So far we have the single leg, the double leg, the high crotch, and all the set ups and finishes that go with them. Make sure you are practicing with good technique.</p>		<p>See if you can shoot 3 different types of shots with 3 different set ups and 3 different finishes</p>
<p><b>Closure/Assessment:</b> (Allow 4-5 minutes) “Great job today, you all did an excellent job with the high crotch set ups and blending in the other moves we have worked on. Can anyone tell me the three different shots we have learned?” (Wait for an answer)</p> <ul style="list-style-type: none"> <li>• Double leg</li> <li>• Single leg</li> <li>• High crotch</li> </ul> <p>“Can anyone tell me the two finishes we learned to the high crotch?” (Wait for an answer)</p> <ul style="list-style-type: none"> <li>• Run the pipe</li> <li>• Switch to a double</li> </ul> <p>“Can anyone tell me the two finishes we learned to the double leg?” (Wait for an answer)</p> <ul style="list-style-type: none"> <li>• Turn the corner</li> <li>• Back heel trip</li> </ul> <p>“Can anyone tell me the three set ups we learned today for the high crotch?” (Wait for an answer)</p> <ul style="list-style-type: none"> <li>• Head tap</li> <li>• Head snap</li> <li>• Elbow pull/drag</li> </ul> <p>“Good job, you all seem to really be picking up on the sport of wrestling. Tomorrow we will begin with counters to the high crotch. Have a great day!”</p>			

**Wrestling Unit**  
**Lesson #14 – High Crotch Defense**

**Objectives**

**A. Students**

1. By the end of class, students will have knowledge of three set ups for the high crotch shot. (NASPE 2, EALR 1.1)
  - Head tap
  - Head snap
  - Elbow drag
  
2. By the end of class, students will have knowledge the two counters to a high crotch shot. (NASPE 2, EALR 1.1)
  - Cross face
  - Blocking

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD

**Instant Activity:** “I would like you to find a partner of the same gender who is about your same size and begin working on the high crotch shot from yesterday. I would like you to make sure you are using the proper technique by taking a good penetration step, shooting your arm through your partner’s legs, hugging the leg, and rotating up your feet. Be sure to practice the set ups we learned yesterday. Tapping the head, snapping the head, and dragging the arm. Make sure you and your partner are alternating shooting after each shot. Remember, we are not taking are partner down, we are only getting in on a shot. (Demonstrate a couple of times as the students come into class)

**Set Induction:** “Yesterday we worked a little more on perfecting our high crotch and learned some really good set ups to make sure we do not get countered when shooting. Today we are going to review the set ups and then go over a couple of quick counters so we can defend the high crotch.”

MAF/Instructional Techniques	Extension	Refinements	Applications
The mats are all rolled out and ready for the students.			

**Informing task:** “When I say go, I would like you find some general space on the mat and begin shooting high crotches on your partner, alternating after each shot. GO”

MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• Partners should be alternating shots</li> <li>• Demonstrate each set up before letting students try it</li> </ul>	I want you to begin using the set ups we learned yesterday to set up each high crotch shot	<ul style="list-style-type: none"> <li>• Tap our opponents forehead</li> <li>• Snap our opponents head down</li> <li>• Drag our opponents arm by</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating shots</li> <li>• Walk the students through each step as you demonstrate slowly</li> <li>• Have the students walking through each block as you demonstrate</li> <li>• Repeat slowly a few times with each partner practicing the counter</li> </ul>	The first counter is called a cross face. I want you to walk through each step with a partner as I demonstrate.	<ul style="list-style-type: none"> <li>• Have one partner shoot a high crotch but stop before they rotate up to their feet</li> <li>• The partner being shot on will sprawl by throwing their hips back and forcing them to the ground</li> <li>• The partner being shot on will take your arm closet to your partners head and extend your forearm across their mouth</li> </ul>	

		<ul style="list-style-type: none"> <li>• Pry their head away from your leg while you stretch your hips away from their body</li> <li>• Continue to pry your partners head away and stretch your leg until they break their grip on your leg</li> <li>• Once the grip is broken, continue to cross face as you spin, keeping your chest on their back to your partners hips to score the takedown.</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• Partners should be alternating shots and working on the cross face counter</li> </ul>	If you feel comfortable you can practice the cross face counter at your own pace.		If you feel comfortable, try the cross face at your own pace and see if you can get three perfect ones in a row.
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Partners should be alternating shots</li> <li>• Walk the students through each block as you demonstrate slowly</li> <li>• Have the students walking through each block as you demonstrate</li> <li>• Repeat slowly a few times with each partner practicing the counter</li> </ul>	Now we are going to work on stopping our opponents before they get in on the high crotch. I want one partner shooting a high crotch while the other partner is working on blocking.	<ul style="list-style-type: none"> <li>• Stop your partners shot by blocking both their shoulders with your hands</li> <li>• If they get past your hands, try to block the shoulders with your forearms</li> <li>• If they get past both your hands and forearms, pop your hips into their upper body to try and jolt them back</li> </ul>	

<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• Partners should be alternating shots and working on blocking</li> </ul>	<p>If you feel comfortable you can practice blocking your partners high crotch shots at your own pace</p>		<p>See if you can get 3 perfect blocks, using your hands once, your forearms once, and your hips once.</p>
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Shooting high crotches only</li> <li>• Students are wrestling live trying to get a takedown</li> <li>• If they get a takedown, both partners start over in the neutral position and try to get another takedown</li> <li>• Wrestle them for 1 minute, give them a 1 minute brake, and then wrestle them for another minute.</li> </ul>	<p>Now I would like us to practice our high crotches and high crotch counters. We will begin wrestling live and trying to get a takedown by shooting or countering high crotches only.</p>		<p>See if can get one takedown in the next minute.</p>
<p><b>Closure/Assessment:</b> (Allow 3-5 minutes) “Great job today. You all did wonderful with the new set ups we learned today for the high crotch. Does anyone remember what those three set ups were?” (wait for students to answer)</p> <ul style="list-style-type: none"> <li>• Head tap</li> <li>• Head snap</li> <li>• Elbow drag</li> </ul> <p>“Does anyone remember the two counters we learned to the high crotch?” (wait for students to answer)</p> <ul style="list-style-type: none"> <li>• Cross face</li> <li>• Blocking</li> </ul> <p>“Once again, great job today and I will see you all tomorrow!”</p>			



**Wrestling Unit**  
**Lesson #15 – High Crotch Finishes and Review**

**Objectives**

**A. Students**

1. By the end of class, students will be able to demonstrate their knowledge of the high crotch run the pipe, high crotch switch to a double, and high crotch counters by providing cue related feedback. (NASPE 2, EALR 1.1)

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD

**Instant Activity: “Shoot, sprawl.** As students come into class, have them spread out in general space facing the teacher. The students will begin to run in place or do foot fire. When the teacher says ‘Shoot’ the students will take a simple double leg shot and then continue jogging in place. If the teacher says ‘sprawl’ the students will sprawl to the ground onto their stomachs and jump back quickly to their feet and continue jogging. The teacher can continue to call ‘shoot’ or ‘sprawl’ until the students are warm and the teacher is ready to begin class.”

**Set Induction:** “For the last three days we have been working on all sorts of things off the high crotch. Today we are going to perfect the high crotch while we review the single and double legs. This is the last day we plan on spending on the high crotch so I need you all to make sure you are comfortable enough that you can use it correctly.”

MAF/Instructional Techniques	Extension	Refinements	Applications
The mats are all rolled out and ready for the students.			

**Informing task:** “When I say Go, I would like you to get in groups of three with people who are your same gender and around your same size. Take your group of three and find some general space.

MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>• Scattered out on the mat in groups of three</li> <li>• Hand out a task to each person as you are explaining</li> <li>• Demonstrate each task once so the students know what you are asking for</li> <li>• After finished explaining walk around and help the students with their technique</li> <li>• Have music playing in the background once the students begin the task sheet</li> </ul>	<p>Today we are going to be using a task sheet to review all the aspects of the high crotch, and briefly the double and single leg. I have you in groups of three because today you’re all going to act as teachers. We will use the task sheet as a tool to help improve our technique. In your groups of three, two people will be working on the move, one shooting and one being shot on while the third partner is like the teacher. The third partner will be watching to make sure each task is completed correctly with the correct form. After the observer has checked you off for a task they will write a positive comment that reflects the cues we have learned. After one partner completes a task, the shooter will rotate to the person</p>		

	<p>being shot on, the person being shot on will rotate to the teacher, and the teacher will rotate to shooter. Make sure you work at your own pace and do your best. I will be walking around and helping if you have any questions. If you need any help with cues, they are posted on the posters throughout the gym. Make sure you are writing good comments because I will collect the sheets after class. Decide who will start as shooter, partner, and teacher.</p>		
<p><b>Closure/Assessment:</b> (Allow 3-5minutes) (Gather students all together in a circle) Great job on all the aspects of the high crotch today. It was also a good quick review of the double and single legs. I saw some really great shots today. Did anyone get through task 5 today? (Wait for a response) How about task 8? (Wait for a response) Do you feel like you've got the high crotch down yet? (wait for a response) I need all of your task sheets on your way out. Good job and I will see you all tomorrow!" (Collect task sheets on the way out)</p>			

**Wrestling Unit**  
**Lesson #16 – Weight Classes and Basic Nutrition**

**Objectives**

**A. Students**

1. By the end of class, students will have knowledge of the high school wrestling weight classes. (NASPE 6, EALR 1.3)
2. By the end of class, students will have knowledge of proper nutrition and good healthy eating and exercise habits.  
(NASPE 6, EALR 1.4)

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD
- 30 jump ropes
- 30 Nutrition/Weight Class hand outs
- 30 Copies of assignment #2

<b>Instant Activity: Jump Rope</b> “As you come into class please grab a jump rope and find some general space and begin jumping at your own pace.”			
<b>Set Induction:</b> “The last three weeks we have spent entirely working on our neutral position. Today we are going to do some review of the three different series we learned after we go over a couple other really important subjects in wrestling. We are going to begin by going over the weight classes in wrestling and then talking about some basic nutritional information to help deal with the stereotype of wrestlers starving themselves.”			
<b>MAF/Instructional Techniques</b>	<b>Extension</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• The mats are all rolled out and ready for the students.</li> <li>• Have students sit comfortably in a half circle as you face the class</li> <li>• Give each student a Nutrition/Weight Class handout and a pencil so they can notes if they wish</li> </ul>			
<b>Informing task:</b> “Sit in a half circle on the mat so we can talk about Weight classes and nutrition.”			
<b>MAF/Instructional Techniques</b>	<b>Extension</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• Have students sit comfortably in a half circle as you face the class</li> </ul>	Weight Classes: In high school and college the weight classes for wrestling are different but we are going to deal with the high school classes because we are all in high school. A weight class is a certain weight that you must be under to wrestle at that class. For example, if the weight class was 125, I could weigh 122, 123.4, 124.9, or even 125 and still make that weight class. If I weighed in at 125.1 or higher I would have to move up to the next weight class.	Weight Classes: 103, 112, 119, 125, 130, 135, 140, 145, 152, 160, 171, 189, 215, HWT(275)  Nutrition: Males- Grains 8 ounces, Vegetables 3 cups, Fruits 2 cups, Milk/Dairy 3 cups, Meats/beans 6.5 ounces, and less than 7 teaspoons of oils Females- Grains 6 ounces, Vegetables 2.5 cups, Fruits 1.5 cups, Milk/Dairy 3 cups, Meats/beans 5 ounces, and less than 5 teaspoons of oils	

	<p>Nutrition: Go over the food pyramid, explaining each food group and many of servings of each a typical high school student need in a day. Also go over the importance of exercise. Reinforce that the only safe and healthy way to diet is to eat healthy and increase your exercise.</p>	<p>Exercise: At least 30 minutes of vigorous activity daily</p>	
<p><b>Informing task:</b> “When I say go I would like you to find someone of your same gender who is about your same size and begin shooting high crotches back and forth without finishing.”</p>			
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• Partners should be alternating shots and working on the high crotch</li> <li>• Partner should not be using a finish yet</li> </ul>	<p>I want you to begin practicing the high crotch at your own pace</p>	<ul style="list-style-type: none"> <li>• Good penetration step</li> <li>• Shoot the arm through the legs</li> <li>• Your chest should be perpendicular to your partner</li> <li>• Wrap that arm around the backside of their inside leg</li> <li>• Hug the leg with your other arm</li> <li>• Shift your chest back to parallel with your partner</li> <li>• Rotate up to your feet</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• Partners should be alternating shots and working on the high crotch</li> <li>• Partner should not be using a finish yet</li> </ul>	<p>Now I want you to practice using the three different set ups</p>	<ul style="list-style-type: none"> <li>• Head tap</li> <li>• Head snap</li> <li>• Arm drag</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and</li> </ul>	<p>I would like you to practice the two different finishes we</p>	<ul style="list-style-type: none"> <li>• Run the pipe</li> <li>• Switch to a double trip or</li> </ul>	<p>See if you can get three perfect ones in a row using a different</p>

<p>help when and where needed</p> <ul style="list-style-type: none"> <li>Partners should be alternating shots and working on the high crotch</li> <li>Partners should be using one of the two finishes we learned</li> </ul>	<p>learned</p>	<p>turn the corner</p>	<p>set up and finish combination each time</p>
<ul style="list-style-type: none"> <li>With a partner on the mat</li> <li>Provide feedback and help when and where needed</li> <li>Partners should be alternating shots and working on the double leg</li> <li>Partner should not be using a finish yet</li> </ul>	<p>Now I would like you to practice the double leg at your own pace</p>	<ul style="list-style-type: none"> <li>a good penetration step</li> <li>following through with your trail leg</li> <li>shifting 45 degrees</li> <li>shuffling their feet cross body</li> </ul>	
<ul style="list-style-type: none"> <li>With a partner on the mat</li> <li>Provide feedback and help when and where needed</li> <li>Partners should be alternating shots and working on the double leg</li> <li>Partner should not be using a finish yet</li> </ul>	<p>When you feel comfortable practice the double leg using the three different set ups</p>	<ul style="list-style-type: none"> <li>Head tap</li> <li>Head pop</li> <li>Arm chop</li> </ul>	
<ul style="list-style-type: none"> <li>With a partner on the mat</li> <li>Provide feedback and help when and where needed</li> <li>Partners should be alternating shots and working on the double leg</li> <li>Partner should be using</li> </ul>	<p>Now I want you to practice the double leg using one of the two finishes</p>	<ul style="list-style-type: none"> <li>Turn the corner</li> <li>Back heel trip</li> </ul>	<p>See if you can get three perfect ones in a row using a different set up and finish combination each time</p>

<p>one of the two finishes we learned</p>			
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• Partners should be alternating shots and working on the single leg</li> <li>• Partner should not be using a finish yet</li> </ul>	<p>At this time I want you to practice the single leg at your own pace</p>	<ul style="list-style-type: none"> <li>• Change levels</li> <li>• Step outside</li> <li>• Drive through/Knee down</li> <li>• Head inside</li> <li>• Snake wrap/Pick up</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• Partners should be alternating shots and working on the single leg</li> <li>• Partner should not be using a finish yet</li> </ul>	<p>Now I would like you to practice the single leg using the three different set ups</p>	<ul style="list-style-type: none"> <li>• Circle</li> <li>• Grab the biceps</li> <li>• Cross arm drag</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat</li> <li>• Provide feedback and help when and where needed</li> <li>• Partners should be alternating shots and working on the single leg</li> <li>• Partner should be using one of the two finishes we learned</li> </ul>	<p>When you feel comfortable begin practicing the single leg using one of the three finishes</p>	<ul style="list-style-type: none"> <li>• Run the pipe</li> <li>• Trip the back heel</li> </ul>	<p>See if you can get three perfect ones in a row using a different set up and finish combination each time</p>
<p><b>Closure/Assessment:</b> (Allow 4-5 minutes)(Hand out assignment #2) “Great job today, you all did an excellent job with the review of the double and single legs, along with the high crotch. Make sure you are remembering those for the comprehensive final at the end of the unit. Also make sure to read over that hand out on nutrition for the test next week. Over the next couple of days I would really like to all to think about the choices you make when it comes to nutrition. Remember that assignment #2 is due on the last day of the unit which is <b>(fill in due date)</b>. Thanks and I will see you all tomorrow!”</p>			



**Wrestling Unit Plan**  
**Lesson #17 – Top and Bottom Starting Position**

**Objectives**

**A. Students**

1. By the end of class, students will know the cues for correct starting position as the top wrestler. (NASPE 2)(EALR 1.3)
  - a. Palm behind elbow
  - b. Palm covering belly button
  - c. Outside knee down
  - d. Chin on middle of back
2. By the end of class, students will know the cues for correct starting position as the bottom wrestler. (NASPE 2)(EALR 1.3)
  - a. Knees behind back line
  - b. Palms in front of forward line

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD
- Masking Tape

<p><b>Instant Activity:</b> Knee/Leg Tag – “Everyone find a partner. You will take your partners hand, as if giving them a handshake, and not let go. The object of the activity is to tap either of your opponent’s knees with your open hand, while avoiding getting your own knee tapped. The lower you tag on the person’s leg the more points you will score. Knees count as one point, shins or calves are worth two points, and feet are worth three points. When someone scores ten points you will switch hands and start again. Ready, Go!” (30-second bouts and switch partners multiple times)</p>			
<p><b>Set Induction:</b> “Most of the wrestling we’ve done until now has been on our feet. Today we will go over the starting position for both top and bottom wrestlers. First of all, starting from the down position will occur in the center of the mat. The referee will signal one wrestler to go down. At this point, the wrestler will position themselves with both knees on the mat behind one line, and both hands on the mat in front of the other line, keeping them about a foot apart.”</p>			
MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>• Before class, use masking tape to make lines about 7 inches apart.</li> </ul>			
<p><b>Informing task:</b> “When I say ‘Go,’ everyone find a set of lines and get into the down position.”</p>			
<ul style="list-style-type: none"> <li>• Stand at the front of class and have students follow your movement. Have them stand and go back down while giving refinements.</li> <li>• See Skill Chart</li> </ul>		<ul style="list-style-type: none"> <li>• Knees behind the back line</li> <li>• Palms in front of the forward line</li> <li>• Sit back on heels</li> <li>• No weight on hands</li> <li>• Knees wide for strong base</li> </ul>	
<p><b>Informing task:</b> “Everyone form a half circle around me. For the top position, one knee will be on the mat next to your opponent’s knee. Your other leg will be behind them with your foot on the mat. On the side with your knee down, you will grab their elbow. Your other arm will wrap around their waist with your hand covering the belly button. And finally, your chin should be resting right in the middle of their back. When I say Go, find a partner and a set of lines and wait further instruction.”</p>			
<ul style="list-style-type: none"> <li>• Again have the entire class following your instructions together.</li> <li>• Have one partner get down in bottom position. When everyone is set, instruct other partner to get on top. Pause to make sure positioning is correct.</li> </ul>	<ul style="list-style-type: none"> <li>• I’d like one wrestler to get down, and top man follows.</li> <li>• I’d like you to switch sides.</li> </ul>	<ul style="list-style-type: none"> <li>• Hand grabbing elbow</li> <li>• Other hand on belly button</li> <li>• Outside knee down</li> <li>• Back knee up</li> <li>• Chin on back</li> </ul>	
<p><b>Informing Task:</b> “The goal from either top or bottom is to advance your position. This means the bottom wrestler is going to try to escape while the top wrestler is trying to pin them. Before we get into practicing or live wrestling from this position I would like to show you illegal</p>			

moves and holds that could cost you points, but more importantly could injure someone.”

- The class should be in a circle around you and a partner while explaining the different illegal holds.

- Locking hands – The top wrestler is not allowed to lock their hands around the bottom wrestler
- Choke holds – Absolutely no moves where the air pathway is blocked are allowed
- Joint locks – No moves that go against the natural movement or range of motion of any joint are allowed. (i.e. chicken wings, key locks, wrist locks, knee or ankle locks)
- Full nelson – The top wrestler may not come under both arms and lock around the neck of the bottom wrestler at any time.

**Closure/Assessment:** “Everyone find a partner, get into top, and bottom position. Check your hands and knees to make sure they are in the right spot.” (Pause and quickly move around class to check and then switch.)

**Wrestling Unit Plan**  
**Lesson #18 – Stand-up Escape**

**Objectives**

**A. Students**

1. By the end of class, students will be able to verbally recite the five cues for a stand up. (NASPE 2)(EALR 1.3)
  - a. Cup and cage
  - b. Inside leg up by outside knee
  - c. Pivot up onto two feet
  - d. Hip out
  - e. Turn and face

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD

**Instant Activity:** “Circle warm up. In this activity I need you all to lie down in a circle with you heads facing in. I need you all be almost shoulder to shoulder. Now when I say go, the first person (designate a person to start) will get up and run over every other person in the circle and then lay back down in their original spot as soon as they get over the last person. Right after the first person runs over the second, the second gets up and follows. Right after the second gets over the third the third person goes and so on until everyone has went. This activity should look like a chain going. As we go through I will shout out different commands such as skip, jump, or hop which you will do the entire time around. We are going to start with simply running over the people. GO!”

**Set Induction:** “Today we are going to learn our first escape move. Escapes, if anyone remembers, are worth one point. One point may not seem that great but the main idea is to get back to neutral position for a better opportunity to score takedowns. When you are on bottom you are completely defensive and the top wrestler has the advantage.”

MAF/Instructional Techniques	Extension	Refinements	Applications
<b>Informing task:</b> “When I say ‘Go,’ spread out in general space in the bottom position.”			
<ul style="list-style-type: none"> <li>• Demonstrate a stand-up</li> <li>• Cup and cage by bringing elbows tight to ribs and grabbing the hand on the belly button. Bring the inside leg up and plant your foot near the outside knee. Shift weight to your foot and pivot up on to both feet.</li> <li>• Repeat several times</li> <li>• See Skill Chart</li> </ul>	<ul style="list-style-type: none"> <li>• I’d like you to follow my movements as I explain them.</li> <li>• Bring your elbows in tight to your ribs and imagine grabbing the hand that would be on your belly button.</li> <li>• Bring your inside leg up and plant your foot near your other knee.</li> <li>• Shift your weight to that foot and pivot up on to both feet into good neutral position.</li> </ul>	<ul style="list-style-type: none"> <li>• Cup and cage</li> <li>• Elbows tight</li> <li>• Plant foot near knee</li> <li>• Shift weight</li> <li>• Pivot</li> </ul>	
<b>Informing task:</b> “When I say ‘Go,’ find a partner and alternate doing a stand-up to this point.”			

<ul style="list-style-type: none"> <li>• Change partners a few times.</li> <li>• Demonstrate</li> <li>• See Skill Chart</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like you to take turns slowly doing stand-ups.</li> <li>• When you are on your feet with your opponent behind you, I'd like you to then put your hip out as far away from theirs as possible.</li> <li>• I'd like you, after you put your hip out, to turn and face your opponent in a good wrestling stance.</li> <li>• I'd like the top wrestler to try and grab one of the bottom wrestler's wrists with both hands.</li> <li>• I'd like you to take any shot as soon as you turn and face your partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Cup and cage</li> <li>• Plant foot near knee</li> <li>• Pivot</li> <li>• Hip out</li> <li>• Turn and face</li> </ul>	<ul style="list-style-type: none"> <li>• See how many stand-ups you and your partner can do in the next 30 seconds.</li> </ul>
<p><b>Informing Task:</b> "When I say 'Go,' get into groups of three. This drill is called top-bottom-out."</p>			

<ul style="list-style-type: none"> <li>• Small group format.</li> <li>• Question the person who is out if the wrestlers are using good technique for stand-up and takedowns.</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like two of you to get into top and bottom position. The top wrestler will let the bottom wrestler do a stand-up, but you will wrestle live until a takedown is scored. The person who is out is to make sure they don't run into anyone else while wrestling.</li> <li>• On the next turn, the top wrestler will move to the bottom position, the bottom wrestler will go out, and the person who was out will come on top.</li> </ul>	<ul style="list-style-type: none"> <li>• Cup and cage</li> <li>• Plant foot near knee</li> <li>• Pivot</li> <li>• Hip out</li> <li>• Turn and face</li> </ul>	<ul style="list-style-type: none"> <li>• Count how many points you score as you move top to bottom to out.</li> </ul>
<p><b>Closure/Assessment:</b> "Everyone circle up. What are the steps for performing a stand-up?"</p> <ul style="list-style-type: none"> <li>• Go through all steps. (cup and cage, plant foot, pivot, hip out, turn and face)</li> </ul>			

**Wrestling Unit Plan**  
**Lesson #19 – Hand Control Escape**

**Objectives**

**A. Students**

1. By the end of class, students will be able to successful escape from the bottom position on an opponent moving at half speed, 2 out of 5 tries. (NASPE 1)(EALR 1.1)
2. By the end of class, students will know two different wrist holds from the top position. (NASPE 2)(EALR 1.3)
  - a. 2-on-1
  - b. Meat Hook

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD



**Instant Activity:** Sharks and minnows – Have the entire class against the wall. Pick out two people to be the sharks. Sharks come to the center of the room. “When I say go, all the minnows must try and get across the room. Sharks have to try and tag the minnows. If you get tagged then you become a shark, however, only the two original sharks may move around. The new sharks can try to tag people as they go by but must stand in the same spot. Go!”

**Set Induction:** “We are going to continue working in the top and bottom position. Can anyone remember the cues for a stand-up? (Cup and cage, inside leg up, pivot, hip out, turn and face). To this point the bottom wrestler has been doing stand-ups, whereas the top wrestler hasn’t had much to do except lean on them for pressure. Today we are going to give the top man a few things to do and get a better feel of live wrestling in this position.

MAF/Instructional Techniques	Extension	Refinements	Applications
<b>Informing task:</b> “When I say ‘Go,’ find a partner, spread out, and get into top and bottom position.”			
<ul style="list-style-type: none"> <li>Review the stand-up step by step.</li> </ul>	<ul style="list-style-type: none"> <li>I’d like you to do the steps for a stand-up along with me as I review.</li> <li>I’d like you and your partner to alternate stand-ups, with the top man also switching sides every time</li> </ul>	<ul style="list-style-type: none"> <li>Cup and cage</li> <li>Inside leg up</li> <li>Pivot</li> <li>Hip out</li> <li>Turn and face</li> </ul>	
<b>Informing task:</b> “Now we are going to work for a little bit on the top position. When I say ‘Go,’ I’d like you get into top and bottom position, with the top wrestler looking up at me.”			

<ul style="list-style-type: none"> <li>• Demonstrate as the top wrestler.</li> <li>• Arm chop – take the hand that is on the elbow (from starting position), turn palm up, and chop at opponents elbow. Then reach up with the hand that is on the belly button and grab the wrist of the arm you chop.</li> <li>• Meat hook – curve fingers of hand that chopped the elbow and hook the arm around the bicep while grabbing wrist. Opponents arm should be pulled in tight to his or her own body.</li> <li>• 2-on-1 – bring the chopping hand underneath opponents armpit and grab the same wrist as the belly button hand.</li> <li>• See Skill Chart #</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like you to follow me as I show an arm chop to a meat hook.</li> <li>• Follow me as I show an arm chop to a 2-on-1.</li> <li>• I'd like you to practice one meat hook and one 2-on-1 then switch.</li> <li>• I'd like you to practice both moves on both sides of your partner's body.</li> </ul>	<ul style="list-style-type: none"> <li>• Chop only 3-4 inches from arm</li> <li>• Chop at the elbow</li> <li>• Hook hand</li> <li>• Under armpit</li> <li>• Pull tight</li> </ul>	
<p><b>Informing Task:</b> “When I say ‘Go,’ I'd like you spread out by yourself in bottom position. If the top wrestler is trying to reach underneath the armpits to try and grab a wrist, the bottom wrestler is obviously trying to prevent this.”</p>			

<ul style="list-style-type: none"> <li>• Demonstrate as the bottom wrestler.</li> <li>• *Digging elbows – The bottom wrestler always wants inside control. The top wrestler will try to reach under armpits to grab wrists. To prevent this the bottom wrestler digs elbows into side and pushes opponents hands out.</li> <li>• **If the top wrestler grabs the wrist, the bottom wrestler still digs the elbow of his or her free arm, into the hand grabbing the wrist to pry it off.</li> <li>• See Skill Chart #</li> </ul>	<ul style="list-style-type: none"> <li>• *I'd like you to follow me as I show how to dig in your elbows to prevent the top wrestler from grabbing a wrist.</li> <li>• **I'd like you to follow me as I show how to dig in your elbow to free your wrist.</li> <li>• I'd like you to find a partner. Top wrestler should stay behind and try to come underneath the arm for a 2-on-1. Bottom wrestler will dig in elbows and keep top wrestlers hand from coming inside. Do this for 10 seconds on your own then switch.</li> <li>• I'd like the bottom wrestler, after 10 seconds, to attempt a stand-up if the top wrestler doesn't have your wrist.</li> <li>• I'd like you to get into starting position. When I clap, I want the bottom wrestler to dig in elbows and the top wrestler to try and beat them inside to grab a wrist.</li> </ul>	<ul style="list-style-type: none"> <li>• Stay on knees</li> <li>• Elbows in tight to ribs</li> <li>• Push opponent hand with palms</li> </ul>	
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**Informing Task:** “When I say ‘Go,’ I'd like you to get into groups of four for shark bait. Number yourselves 1-4. Number 1 will stay in for three rounds first and is the shark bait, then number 2 and so forth. For the first set, the shark bait will be the bottom wrestler. He or she will be trying to escape the whole time while each new person coming in is on top. If you escape with time to spare then hurry back down into bottom position and start again on your own. Number's 1 and 2 first. Go!”

<ul style="list-style-type: none"> <li>• 20 second rounds</li> <li>• Remind them every time you switch <ul style="list-style-type: none"> <li>○ 1 and 2</li> <li>○ 1 and 3</li> <li>○ 1 and 4</li> <li>○ 2 and 3</li> <li>○ 2 and 4</li> <li>○ 2 and 1</li> <li>○ 3 and 4</li> <li>○ 3 and 1</li> <li>○ 3 and 2</li> </ul> </li> </ul> <p>This may seem like a lot of rest but each person actually wrestles 5 out of 9 rounds</p>	<ul style="list-style-type: none"> <li>• I'd like the person coming in (top wrestler) to go at half speed or strength. This is mainly for the bottom wrestler.</li> <li>• I'd like the top wrestler coming in to go at full speed. This means wrestle live for both wrestlers.</li> <li>• I'd like the shark bait to only be on top for the next set.</li> <li>• I'd like you to wrestle live. If the bottom wrestler escapes, then both wrestlers shoot for takedowns from neutral position.</li> </ul>		<ul style="list-style-type: none"> <li>• See how many points you can score while you are the shark bait.</li> </ul>
<p><b>Closure/Assessment:</b> "Everyone circle up. Raise your hand if you got one escape as the bottom wrestler during shark bait. Raise your hand if you were able to control a wrist as the top wrestler."</p>			

**Wrestling Unit Plan**  
**Lesson #20 – Stand Up**

**Objectives**

**A. Students**

1. By the end of class, students will be able to successful escape from the bottom position on an opponent moving at half speed, 3 out of 5 tries. (NASPE 1)(EALR 1.1)

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD
- 30 Pencils
- 30 copies of test #3

**Instant Activity:** Knee/Leg Tag – “Everyone find a partner. You will take your partners hand, as if giving them a handshake, and not let go. The object of the activity is to tap either of your opponent’s knees with your open hand, while avoiding getting your own knee tapped. The lower you tag on the person’s leg the more points you will score. Knees count as one point, shins or calves are worth two points, and feet are worth three points. When someone scores ten points you will switch hands and start again. Ready, Go!” (30-second bouts and switch partners multiple times)

**Set Induction:** “Today we are going to continue to work on a stand-up for a one point escape. What are the steps for executing an effective stand-up? (Cup and cage, inside leg up, pivot, hip out, turn and face) What are also the two types of wrist holds to stop an opponent from doing a stand up? (2-on-1, meat hook)

MAF/Instructional Techniques	Extension	Refinements	Applications
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**Informing task:** “When I say ‘Go,’ I’d like you to find a partner and wait further instruction.”

<ul style="list-style-type: none"> <li>• Demonstrate with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• I’d like to one partner to get into the bottom position. When that wrestler is set, I’d like the other wrestler to get into top position. Do these 3 times each then switch positions.</li> <li>• I’d like the top wrestler, once in good starting position, to tap the bottom wrestlers belly 3 times. On 3 the bottom wrestler will do a stand-up. Switch after five stand-ups.</li> <li>• I’d like you to continue tapping on the belly button and doing a stand-up, but this time I’d like the top wrestler to also try for a 2-on-1 or a meat hook.</li> </ul>	<ul style="list-style-type: none"> <li>• Cup and cage</li> <li>• Inside leg up</li> <li>• Pivot</li> <li>• Hip out</li> <li>• Turn and face</li> </ul>	
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<b>Informing task:</b> "When I say 'Go,' I'd like you to find a different partner."			
<ul style="list-style-type: none"> <li>• Spend a few minutes on each takedown to allow practice for both takedown and stand-up.</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like one partner to do a <i>double</i> leg takedown, using any finish. After the takedown, the wrestler on bottom will do a stand-up and it will be his or her turn to take a shot.</li> <li>• I'd like one partner to do a <i>single</i> leg takedown, using any finish. After the takedown, the wrestler on bottom will do a stand-up and it will be his or her turn to take a shot.</li> <li>• I'd like one partner to do a <i>high crotch</i> takedown, using any finish. After the takedown, the wrestler on bottom will do a stand-up and it will be his or her turn to take a shot.</li> </ul>	<ul style="list-style-type: none"> <li>• Cup and cage</li> <li>• Inside leg up</li> <li>• Pivot</li> <li>• Hip out</li> <li>• Turn and face</li> </ul>	
<p><b>Closure/Assessment:</b> "Everyone get into top and bottom position. Bottom wrestler does a stand-up. Switch positions. Again, bottom wrestler does a stand-up. What are the steps for a stand-up? (Cup and cage, inside leg up, pivot, hip out, turn and face)</p> <ul style="list-style-type: none"> <li>• Leave 10-15 minutes at the end of class for <b>Test #3</b> on Weight classes and nutrition</li> </ul>			

**Wrestling Unit Plan**  
**Lesson #21 – Stand-Up Live**

**Objectives**

**A. Students**

1. By the end of class, students will be able to do a stand-up in a live wrestling situation, 3 out of 8 times. (NASPE 1)(EALR 1.1)

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD
- 30 Task Sheets
- 30 Pencils
- 30 Copies of test #4



<b>Instant Activity:</b> “Circle warm up. In this activity I need you all to lie down in a circle with you heads facing in. I need you all be almost shoulder to shoulder. Now when I say go, the first person (designate a person to start) will get up and run over every other person in the circle and then lay back down in their original spot as soon as soon as they get over the last person. Right after the first person runs over the second, the second gets up and follows. Right after the second gets over the third the third person goes and so un until everyone has went. This activity should look like a chain going. As we go through I will shout out different commands such as skip, jump, or hop which you will do the entire time around. We are going to start with simply running over the people. GO!”			
<b>Set Induction:</b> “Today we will be doing a task sheet then doing a lot of live wrestling. Make sure to follow instructions on the task sheet carefully as the tasks will improve your performance during a live match.”			
<b>MAF/Instructional Techniques</b>	<b>Extension</b>	<b>Refinements</b>	<b>Applications</b>
<b>Informing task:</b> “When I say ‘Go,’ find two partners and work on the task sheet.”			
<ul style="list-style-type: none"> <li>• Small group format. Interview the observer.</li> </ul>			<ul style="list-style-type: none"> <li>• How many tasks have you done?</li> </ul>
<b>Informing task:</b> “When I say ‘Go,’ one person from your group turn in your task sheets then go back and wait.”			
<ul style="list-style-type: none"> <li>• 25 second goes</li> <li>• After each round, the bottom wrestler goes out, the top wrestler goes down, and the new person comes in on top.</li> <li>• Let each person move through each position 3-4 times.</li> </ul>	<p>I’d like one person wrestling on top, one person on bottom, and the last person watching and making sure they stay safe. Top wrestler let the bottom wrestler do a stand-up at first but go live once they escape.</p>	<ul style="list-style-type: none"> <li>• Cup and cage</li> <li>• Pivot</li> <li>• Hip out</li> </ul>	
<b>Informing Task:</b> “When I say ‘Go,’ get into groups of four for shark bait.”			
<ul style="list-style-type: none"> <li>• 30 second goes</li> <li>• Remind them every time you switch <ul style="list-style-type: none"> <li>○ 1 and 2</li> <li>○ 1 and 3</li> <li>○ 1 and 4</li> <li>○ 2 and 3</li> <li>○ 2 and 4</li> <li>○ 2 and 1</li> <li>○ 3 and 4</li> <li>○ 3 and 1</li> <li>○ 3 and 2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• This will be live wrestling for both wrestlers. I’d like the shark bait to start on bottom. If you escape then wrestle live from your feet for the remainder.</li> <li>• I’d like the shark bait to start on top.</li> </ul>		
<b>Closure/Assessment:</b> “How many of you got through two tasks on the task sheet? Three? All of them? Great job everybody!”			
<ul style="list-style-type: none"> <li>• Leave 10-15 minutes at the end of class for <b>Test #4</b> on basic Top and Bottom positioning</li> </ul>			



**Wrestling Unit**  
**Lesson #22 – Sit Out Heist and Turn In**

**Objectives**

**A. Students**

1. By the end of class, students will be able to list the cues for the sit out. (NASPE 2, EALR 1.1)
  - Left hand across right
  - Right hand on your right thigh
  - Right knee up, keeping your foot planted
  - Kick your left leg under your right
  - Butt back to the mat
  - Elbows in
  
2. By the end of class, students will have knowledge of two finishes to the sit out. (NASPE 2, EALR 1.1)
  - Heist
  - Turn in

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD
- Two pennies (jerseys)
- Two tagging devices (soft balls or soft noodles)
- 30 copies of *Assignment #2*

**Instant Activity: “Mat Tag** “In this activity I will designate two taggers, two healers, and everyone else will be trying not to get tagged. (Give two students the pennies to wear as taggers and two students the soft balls or noodles to be healers) The two taggers must try to tag each of the students who are not healers. If you are tagged you must drop to a pushup position and wait for a healer to come and touch you with the ball. If they touch you with the ball you are free to leave the push up position and continue trying to not be tagged. The taggers cannot tag the healers. The healers cannot throw their ball; they must tag the frozen people to unfreeze them. The trick is the game is played on your knees instead of on your feet. If you stand up or go to your feet you are immediately frozen and must get in a pushup position. We will rotate taggers and healers as the game continues. GO”

**Set Induction:** “Now that we have spent the last few days working on our standup. Today we are going to move to the sit out. The sit out series is a great way to score a reversal instead of just an escape, giving you 2 points instead of one This is a also a great way to control a match because you can end up on top of your opponent. We are going to learn three basic moves in the sit out series, all of which are very easy and very effective.”

MAF/Instructional Techniques	Extension	Refinements	Applications
The mats are all rolled out and ready for the students.			

**Informing task:** “First we need to learn the basic sit out. When I say go, I would like you find some general space on the mat a get down in a referees position (Down on all fours) facing me. GO!”

MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>• On the mat in general space</li> <li>• Walk the students through each step as you demonstrate slowly</li> <li>• Have the students walking through each step as you demonstrate</li> <li>• Repeat slowly a few times so the students can practice the steps</li> <li>• Go through the basic motion, calling the steps until students can do it without the steps being called</li> </ul>	I want you to go through each step slowly with me as I demonstrate	<ul style="list-style-type: none"> <li>• Take your left hand and go across your right hand and set it back down on the mat making an X</li> <li>• Pick up your right hand and put it down by your right thigh</li> <li>• Raise your right knee 1 foot off the ground, keeping your foot planted</li> <li>• Kick your left leg out under your right leg</li> <li>• Plop your butt on the mat</li> <li>• Bring your elbows in tight to our ribs</li> </ul>	

<ul style="list-style-type: none"> <li>• On the mat in general space</li> <li>• Going through the sit out on their own</li> <li>• Provide feedback and help when and where needed</li> </ul>	<p>If you feel comfortable you can work on the sit out at your own pace.</p>		<p>See if you can do 5 perfect sit outs at full speed.</p>
<ul style="list-style-type: none"> <li>• With a partner on the mat in referees position, one on top and one on bottom</li> <li>• Partners should be alternating sit outs</li> <li>• Walk the students through each step as you demonstrate slowly</li> <li>• Have the students walking through each step as you demonstrate</li> <li>• Repeat slowly a few times with each partner practicing the steps</li> </ul>	<p>Quickly grab a partner of your same gender and close to your same weight. I want the partners down on the mat in referees position, one on top and one on bottom. Go through each step again slowly with me as I demonstrate</p>	<ul style="list-style-type: none"> <li>• Take your left hand and go across your right hand and set it back down on the mat making an X and getting your partners arm off your elbow</li> <li>• Pick up your right hand and put it down by your right thigh</li> <li>• Raise your right knee 1 foot off the ground, keeping your foot planted</li> <li>• Kick your left leg out under your right leg</li> <li>• Plop our butt on the mat</li> <li>• Bring our elbows in tight to our ribs to block our partners hands</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat in referees position, one on top and one on bottom</li> <li>• Partners should be alternating sit outs</li> <li>• Going through the sit out on their own</li> <li>• Provide feedback and help when and where needed</li> </ul>	<p>If you feel comfortable you can practice the sit out at your own pace</p>		<p>See if you can do 5 perfect sit outs with a partner on top.</p>

<ul style="list-style-type: none"> <li>• With a partner on the mat in referees position, one on top and one on bottom</li> <li>• Partners should be alternating sit outs</li> <li>• Walk the students through each step as you demonstrate slowly</li> <li>• Have the students walking through each step as you demonstrate</li> <li>• Repeat slowly a few times with each partner practicing the steps</li> </ul>	<p>Now we are going to finish the sit out using the Heist. I want you to go through each step slowly with a partner as I demonstrate</p>	<ul style="list-style-type: none"> <li>• Sit out using the correct technique</li> <li>• Scoot your bottom away from your partner, keeping your shoulders off the mat</li> <li>• Quickly flip over onto your hands and knees so you are facing your partner</li> <li>• Walk backwards on all four until you are no longer touching your partner</li> <li>• Work up quickly to your feet</li> </ul>	
<ul style="list-style-type: none"> <li>• With a partner on the mat in referees position, one on top and one on bottom</li> <li>• Partners should be alternating sit outs</li> <li>• Going through the sit out and heist on their own</li> <li>• Provide feedback and help when and where needed</li> </ul>	<p>If you feel comfortable you can practice the sit out and heist at your own pace</p>		<p>See if you can get three perfect sit out and heists</p>
<ul style="list-style-type: none"> <li>• With a partner on the mat in referees position, one on top and one on bottom</li> <li>• Partners should be alternating sit outs</li> <li>• Walk the students through each step as you demonstrate slowly</li> <li>• Have the students walking through each</li> </ul>	<p>Now we are going to finish the sit out using the turn in. I would like you to go through each step slowly with a partner as I demonstrate</p>	<ul style="list-style-type: none"> <li>• Sit out using the correct technique</li> <li>• Scoot your bottom back into your partner</li> <li>• Grab your partners right wrist with your right hand</li> <li>• Roll down onto your left shoulder, keeping the wrist</li> <li>• Roll over your left shoulder onto your hands</li> </ul>	<p>See if can get one takedown in the next minute.</p>

<ul style="list-style-type: none"> <li>step as you demonstrate</li> <li>Repeat slowly a few times with each partner practicing the steps</li> </ul>		<ul style="list-style-type: none"> <li>and knees, keeping the wrist</li> <li>Continue to roll onto your right shoulder, keeping the wrist</li> <li>Turn back to the right into your opponent while keeping the wrist</li> <li>Quickly get behind your partners hips</li> </ul>	
<ul style="list-style-type: none"> <li>With a partner on the mat in referees position, one on top and one on bottom</li> <li>Partners should be alternating sit outs</li> <li>Going through the sit out and turn in on their own</li> <li>Provide feedback and help when and where needed</li> </ul>	<p>If you feel comfortable you can practice the sit out and turn in at your own pace</p>		<p>See if you can get three perfect sit out and heists</p>
<p><b>Informing task:</b> "I am now going to assign you all your second assignment, which will be due next Friday, on the day of the final." (Pass out a copy of assignment 2 to each student)</p>			
<ul style="list-style-type: none"> <li>Students are surrounding the instructor in a half circle</li> <li>Each student has a copy of assignment #2</li> </ul>	<ul style="list-style-type: none"> <li>Go over assignment 2 with the students</li> <li>2-3 page paper</li> <li>What you learned about wrestling and nutrition</li> <li>Relate what you learned to your everyday life</li> </ul>		
<p><b>Closure/Assessment:</b> (Allow 4-5 minutes)"Great job today! Everyone did a great job with the sit out today. Can anyone tell me one of the cues for the sit out?" (Continue to ask until they give you all six)</p> <ul style="list-style-type: none"> <li>Left hand across right</li> <li>Right hand on your right thigh</li> <li>Right knee up, keeping your foot planted</li> <li>Kick your left leg under your right</li> <li>Butt back to the mat</li> <li>Elbows in</li> </ul>			

“Can anyone tell me one of the two escapes we learned from the sit out?” (Ask for both)

- Heist
- Turn in

“Can anyone tell me one of the cues to the heist?” (Continue to ask until they give you all 5)

- Sit out
- Scoot your bottom away
- Flip over onto all fours
- Walk backward
- Work up to your feet

“Can anyone tell me one of the cues to the turn in?” (Continue to ask until they give you all 8)

- Sit out
- Scoot back
- Grab the right wrist with your right hand
- Roll to left shoulder
- Continue to roll onto your hands and knees
- Continue to roll to your right shoulder
- Turn back to the right into your partner
- Quickly get behind your partners hips

“You all did a really good job today. Have a great day and I will see you all tomorrow. Have a great day!”



**Wrestling Unit**  
**Lesson #23 – Sit Out Switch and Counters**

**Objectives**

**A. Students**

1. By the end of class, students will be able to list the cues for the sit out and switch. (NASPE 2, EALR 1.1)
  - Sit out
  - Scoot closer
  - Grab their right wrist with your left hand
  - Your right arm through their right leg
  - Pressure on your partner to raise your butt up
  - Quickly turn to the right and cover the hips
  
2. By the end of class, students will be able to list the cues of the counter to the sit out. (NASPE 2, EALR 1.1)
  - Pull close
  - Chop their left arm
  - Push them onto their left side
  - Rotate up and find the hips
  - Work up to your feet

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD

**Instant Activity:** “Circle warm up. In this activity I need you all to lie down in a circle with you heads facing in. I need you all be almost shoulder to shoulder. Now when I say go, the first person (designate a person to start) will get up and run over every other person in the circle and then lay back down in their original spot as soon as they get over the last person. Right after the first person runs over the second, the second gets up and follows. Right after the second gets over the third the third person goes and so on until everyone has gone. This activity should look like a chain going. As we go through I will shout out different commands such as skip, jump, or hop which you will do the entire time around. We are going to start with simply running over the people. GO!”

**Set Induction:** “Yesterday we began working on the sit out series. We started by learning the sit out heist and the sit out turn in. Today we are going to continue the sit out with a great move that is highly effective and highly used all the way up through college wrestling. After we finish that we will learn the best way to counter the sit out.”

MAF/Instructional Techniques	Extension	Refinements	Applications
The mats are all rolled out and ready for the students.			

**Informing task:** “Quickly we are going to review the sit out. When I say go I would like you to find a partner of your same gender and about your same size and get down in the referees position, one partner on top and one on bottom. GO!”

MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>• With a partner on the mat in referees position, one on top and one on bottom</li> <li>• Partners should be alternating sit outs</li> <li>• Going through the sit out on their own</li> <li>• Provide feedback and help when and where needed</li> </ul>	Now I would like you to work on the sit out at your own pace	<ul style="list-style-type: none"> <li>• Take your left hand and go across your right hand and set it back down on the mat making an X and getting your partners arm off your elbow</li> <li>• Pick up your right hand and put it down by your right thigh</li> <li>• Raise your right knee 1 foot off the ground, keeping your foot planted</li> <li>• Kick your left leg out under your right leg</li> <li>• Plop our butt on the mat</li> <li>• Bring our elbows in tight to our ribs to block our partners hands</li> </ul>	See if you can do 5 perfect sit outs with a partner on top

<ul style="list-style-type: none"> <li>• With a partner on the mat in referees position, one on top and one on bottom</li> <li>• Partners should be alternating sit outs</li> <li>• Walk the students through each step as you demonstrate slowl</li> <li>• Have the students walking through each step as you demonstrate</li> <li>• Repeat slowly a few times with each partner practicing the steps</li> </ul>	<p>Now we are going to learn a move called the switch. Please go through each step slowly with me as I demonstrate</p>	<ul style="list-style-type: none"> <li>• Sit out using the correct technique</li> <li>• Scoot your bottom back into your partner</li> <li>• Grab your partners right wrist, which should still be on your belly button with your left hand</li> <li>• Reach your right arm through your partners right leg</li> <li>• Pull out on the leg and use your partners wrist to raise your butt off the mat</li> <li>• Quickly turn to the right into your partners hips for the reversal</li> </ul>	<p>See if you can do 5 perfect sit outs at full speed.</p>
<ul style="list-style-type: none"> <li>• With a partner on the mat in referees position, one on top and one on bottom</li> <li>• Partners should be alternating sit out switches</li> <li>• Going through the sit out and switch on their own</li> <li>• Provide feedback and help when and where needed</li> </ul>	<p>Go ahead and practice the sit out and switch at your own pace if you feel comfortable</p>		<p>See if you can do 5 perfect sit out and switches with a partner on top</p>
<ul style="list-style-type: none"> <li>• With a partner on the mat in referees position, one on top and one on bottom</li> <li>• Partners should be alternating sit outs</li> <li>• Walk the students through each step as you demonstrate slowly</li> <li>• Have the students walking through each step as you demonstrate</li> </ul>	<p>Now we are going to learn to counter the sit out. I would like you to go through each step slowly with me as I demonstrate</p>	<ul style="list-style-type: none"> <li>• Have the partner on bottom sit out using the correct form</li> <li>• Once the partner on bottom sits out, the partner on top should pull them close to you</li> <li>• Chop their left elbow with your left hand and hold it</li> <li>• Push them onto their left side</li> </ul>	

<ul style="list-style-type: none"> <li>Repeat slowly a few times with each partner practicing the steps</li> </ul>		<ul style="list-style-type: none"> <li>Rotate back behind them so you are back to your referees position</li> </ul>	
<ul style="list-style-type: none"> <li>With a partner on the mat in referees position, one on top and one on bottom</li> <li>Partners should be alternating countering the sit out</li> <li>Going through the sit out and switch on their own</li> <li>Provide feedback and help when and where needed</li> </ul>	<p>I would like you to practice the sit out counters at your own pace</p>		<p>See if you can counter 3 of your partners sit outs</p>
<ul style="list-style-type: none"> <li>With a partner on the mat in referees position, one on top and one on bottom</li> <li>Try to get an escape or reversal using the sit out series</li> <li>If they get a reversal or escape, both partners start over in the referees position and try to get another reversal or escape</li> <li>Wrestle them for 1 minute, give them a 1 minute brake, and then have the other partner start on bottom</li> </ul>	<p>Now I would like you to practice your sit out series and counters. Begin wrestling live, with the person on bottom trying to get a reversal or an escape.</p>		<p>If your on bottom, see if you can get 1 reversal in the next minute using the sit out series</p> <p>If your on top see if you can keep your partner from scoring a reversal or escape in the next minute</p>
<p><b>Closure/Assessment:</b> (Allow 4-5 minutes) "Great job today! Everyone did a great job with the sit out switch and the counter to the sit out today. Can anyone tell me one of the cues for the sit out and switch?" (Continue to ask until they give you all six)</p> <ul style="list-style-type: none"> <li>Sit out</li> <li>Scoot closer</li> <li>Grab their right wrist with your left hand</li> <li>Your right arm through their right leg</li> <li>Pressure on your partner to raise your butt up</li> <li>Quickly turn to the right and cover the hips</li> </ul> <p>"Can anyone tell me one of the cues to the sit out counter once your partner has sat out?" (Continue to ask until they give you all 4)</p> <ul style="list-style-type: none"> <li>Pull close</li> </ul>			

- Chop their left arm
- Push them onto their left side
- Rotate up and find the hips
- Work up to your feet

“You all did a really good job today. Have a great day and I will see you all tomorrow. Have a great day!”

**Wrestling Unit**  
**Lesson #24 – Sit Out Review**

**Objectives**

**A. Students**

1. By the end of class, students will be able to demonstrate their knowledge of the sit out heist, sit out turn in, sit out switch, and defending the sit out by providing cue related feedback to their partners. (NASPE 2)(EALR 1.1)

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD

<b>Instant Activity:</b> “I would like you each to find a partner of your same gender and begin working on your sit out. You can work on any aspect you feel necessary, whether it is the heist, the turn in, the switch, or the counters. I do not want you wrestling 100% or live, I only want you getting loose and drilling.”			
<b>Set Induction:</b> “For the last three days we have been working all sorts of things off the sit out. Today we are going to perfect the sit out and finish it up. This is the last day we plan on spending on the sit out so I need you all to make sure you are comfortable enough that you can use it correctly.”			
<b>MAF/Instructional Techniques</b>	<b>Extension</b>	<b>Refinements</b>	<b>Applications</b>
The mats are all rolled out and ready for the students.			
<b>Informing task:</b> “When I say Go, I would like you to get in groups of three with people who are your same gender and around your same size. Take your group of three and find some general space.”			
<b>MAF/Instructional Techniques</b>	<b>Extension</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• Scattered out on the mat in groups of three</li> <li>• Hand out a task to each person as you are explaining</li> <li>• After finished explaining walk around and help the students with their technique</li> <li>• Demonstrate each task once so the students know what you are asking for</li> <li>• Have music playing in the background once the students begin the task sheet</li> </ul>	<p>Today we are going to be using a task sheet to review all the aspects of the sit out. I have you in groups of three because today you’re all going to act as teachers. We will use the task sheet as a tool to help improve our technique. In your groups of three, two people will be working on the move, one on bottom and one on top while the third partner is like the teacher. The third partner will be watching to make sure each task is completed correctly with the correct form. After they have checked you off for a task they will write a positive comment that reflects the cues we have learned. After one partner completes a task, person on bottom will rotate to the person on top, the person on top will rotate to the teacher, and the teacher will rotate to bottom. Make sure you work at your own</p>		

	pace and do your best. I will be walking around and helping if you have any questions. If you need any help with cues, they are posted on the posters throughout the gym. Make sure you are writing good comments because I will collect the sheets after class. Decide who will start on top, bottom, and as teacher.		
<b>Closure/Assessment:</b> (Allow 3-5minutes) (Gather students all together in a circle) Great job on all the aspects of the sit out today. I saw some really great reversals and escapes today. Did anyone get through task 5 today? (Wait for a response) How about task 8? (Wait for a response) Do you fell like you've got the sit out down yet? (wait for a response) I need all of your task sheets on your way out. Good job and I will see you all tomorrow!" (Collect task sheets on the way out)			



**Wrestling Unit Plan**  
**Lesson #25 - Breakdowns**

**Objectives**

**A. Students**

1. By the end of class, students will know the cues for the bump-chop-knee-block breakdown. (NASPE 2)(EALR 1.3)
  - a. Bump forward
  - b. Chop arm
  - c. Tight waist
  - d. Block knee
  - e. Stay on top
2. By the end of class, students will know the steps to coddle-up from the bottom position. (NASPE 2)(EALR 1.3)
  - a. Elbows on mat
  - b. Curl knee in
  - c. Pressure backwards/hips low
  - d. Both knees under

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD

**Instant Activity:** “Circle warm up. In this activity I need you all to lie down in a circle with you heads facing in. I need you all be almost shoulder to shoulder. Now when I say go, the first person (designate a person to start) will get up and run over every other person in the circle and then lay back down in their original spot as soon as they get over the last person. Right after the first person runs over the second, the second gets up and follows. Right after the second gets over the third the third person goes and so on until everyone has went. This activity should look like a chain going. As we go through I will shout out different commands such as skip, jump, or hop which you will do the entire time around. We are going to start with simply running over the people. GO!”

**Set Induction:** “We are going to learn how to break the bottom wrestler down in order to work for a pinning combination. What are the two wrists holds that we use to prevent a stand-up? (2-on-1 and meat hook) These holds keep the bottom wrestler in somewhat good position with their knees still under them. In order to try many pinning combinations in wrestling, the top wrestler needs the bottom wrestler to be flat on his belly. To do this, we need to break them down.”

MAF/Instructional Techniques	Extension	Refinements	Applications
<b>Informing task:</b> “When I say ‘Go,’ find a partner and get into top and bottom position.”			
<ul style="list-style-type: none"> <li>• Demonstrate breakdowns as the top wrestler with a partner. Make sure to switch positions to allow everyone to do the move with you.</li> <li>• Bump-chop-knee-block – Bump forward with the hips, chop the arm at the elbow, pull arm tight around waist, block with inside knee, and end on top.</li> <li>• See Skill Chart #</li> </ul>	<ul style="list-style-type: none"> <li>• I’d like you to first watch and listen as I demonstrate the bump-chop-knee-block.</li> <li>• I’d like the top wrestler to follow me as I go through the steps for the bump-chop.</li> <li>• I’d like one wrestler to do a bump-chop 5 times then switch positions.</li> </ul>	<ul style="list-style-type: none"> <li>• Bump</li> <li>• Chop</li> <li>• Tight waist</li> <li>• Block knee</li> <li>• Stay on top</li> </ul>	
<b>Informing task:</b> “When I say ‘Go,’ I’d like you to freeze in top and bottom position.”			

<ul style="list-style-type: none"> <li>• Demonstrate as the bottom wrestler. Make sure to switch positions to allow everyone to do the move with you.</li> <li>• Coddle up – When on your belly as the bottom wrestler, keep elbows on the mat. Curl one knee up underneath your hip. Then pressure back into the top wrestler until you can get both knees underneath you as in starting position.</li> <li>• See Skill Chart #</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like you to watch as I demonstrate coddling up from being on your belly.</li> <li>• I'd like the bottom wrestler to follow me as I go through the steps for coddling up.</li> <li>• I'd like one wrestler to coddle-up 5 times then switch.</li> </ul>	<ul style="list-style-type: none"> <li>• Elbows on mat</li> <li>• Curl knee in</li> <li>• Pressure backwards/hips low</li> <li>• Both knees under</li> </ul>	
<p><b>Informing Task:</b> "When I say 'Go,' I'd like you to watch from top and bottom position."</p>			
<ul style="list-style-type: none"> <li>• Demonstrate as top wrestler. Make sure to switch positions to allow everyone to do the move with you.</li> <li>• Far-knee-far-ankle – Hand on belly button reaches back to outside or far ankle. Hand on elbow comes underneath and reaches across to block the knee of the same leg. Shoulder lowers into side of bottom wrestler and drive until broken down on belly.</li> <li>• See Skill Chart #</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like you to watch as I show the far-knee-far-ankle.</li> <li>• I'd like the top wrestler to follow as I demonstrate the far-knee-far-ankle.</li> <li>• Switch positions and follow me again.</li> <li>• I'd like one wrestler to do a far-knee-far-ankle 5 times, and then switch.</li> </ul>	<ul style="list-style-type: none"> <li>• Reach back for ankle</li> <li>• Reach across to block knee</li> <li>• Lower shoulder</li> <li>• Drive through</li> </ul>	
<p><b>Informing Task:</b> "When I say 'Go,' I'd like you to find a different partner and wait instruction."</p>			
<ul style="list-style-type: none"> <li>• 40 second goes, then switch positions, then switch partners.</li> </ul>	<p>Rock Drill – I'd like the bottom wrestler to try his or her best to stay in bottom starting position. Top wrestlers try everything they can to break the bottom wrestler down. If you get broken down,</p>		

	coddle up and try again.		
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**Closure/Assessment:** “Everyone get into top and bottom position. Top wrestlers do either a bump-chop or far-knee-far-ankle, and then freeze. Bottom wrestler coddle-up. Switch positions. Do it again.”

**Wrestling Unit Plan**  
**Lesson #26 – Half-Nelson Pinning Combination**

**Objectives**

**A. Students**

1. By the end of class, students will know the cues for a half-nelson pin. (NASPE 2)(EALR 1.3)
  - a. Under elbow back of head
  - b. T-up
  - c. Straight Arm lever
  - d. Chest to chest
  - e. Lift head
2. By the end of class, students will know the cues for defense of a half-nelson. (NASPE 2)(EALR 1.3)
  - a. Hip down
  - b. Look away
  - c. Peel off

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD
- 2 Red Pennies
- 2 Green Pennies

**Instant Activity:** Stand-up Tag – “When I say ‘Go,’ everyone spread out into general space. Two people will be taggers wearing the red pennies. Two people will be top wrestlers wearing the green pennies. If you get tagged then you have to get down into bottom position where you were tagged. The top wrestlers in the green pennies can free anyone who was tagged by getting into top position, tapping their belly three times, and making them do a stand-up. If you get tagged what position do you go into? How are you freed? Ready, GO!” (30 seconds each, switch pennies. Variation may be to let everyone free a down wrestler.)

**Set Induction:** “Up until now you have learned how to wrestle from your feet, from top, and from bottom positions. You also should know how many points are scored for takedowns, escapes, and nearfall. When are you awarded points for nearfall? That’s right, when you expose a wrestler’s back to the mat for a number of seconds. Also, if you didn’t know already, a pin is the ultimate goal for a wrestler in a match. You not only expose their back to the mat, but if you pin their shoulders to the mat long enough, you can instantly win the match. Today you are going to learn the pinning combination used by most wrestlers in every match, the Half-Nelson.”

<b>MAF/Instructional Techniques</b>	<b>Extension</b>	<b>Refinements</b>	<b>Applications</b>
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**Informing task:** “When I say ‘Go,’ I’d like you to find a partner and wait in top and bottom position.”

- Demonstrate as the top wrestler. Make sure to switch positions to allow everyone to do the move with you.
- Half-nelson – First break down the bottom wrestler to their belly using any technique. Weave one hand under the shoulder or elbow and place on the back of the head. Move your legs out on the same side you have your arm in, until you are perpendicular, or making a T with the bottom wrestler. Straighten your arm and use it as a lever to force bottom wrestler on his or her back. Keep chest to chest and lift the head to place shoulders on the mat for a pin.
- See Skill Chart

- I’d like you to first watch and listen as I explain the half-nelson.
- I’d like you to follow my movements as we go through the steps for a half-nelson.
- I’d like you to practice the half-nelson 5 times then switch.

- Break down
- Under elbow, back of head
- T-up or perpendicular
- Straight arm lever
- Chest to chest
- Lift head

**Informing task:** “When I say ‘Go,’ I’d like you to find a different partner and wait in top and bottom position.”

- Demonstrate as the bottom wrestler. Make sure to switch positions to allow everyone to do the move with you.
- Defending a half-nelson – Put your hip down on which ever side your opponent is trying the half-nelson. Look away from the side which the wrestler has moved to T-up. Reach up with the arm on the same side as the opponent, and peel their hand off your head.

- I’d like you to watch as I explain the defense to a half-nelson.
- I’d like you to follow me as I go through the steps for defending a half-nelson.
- I’d like you and your partner to take turns defending the half-nelson 5 times each.

- Hip down
- Look away
- Peel off

**Informing Task:** “When I say ‘Go,’ I’d like you to find a different partner and wait for instruction.”

<ul style="list-style-type: none"> <li>• Situation wrestling. Explain the position and move which to go for of each wrestler then wrestle live for about 20 seconds. Partners switch (top to bottom, bottom to top). Once both people have wrestled in each situation, do another situation and continue.</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like the bottom wrestler to start on their belly. Top wrestler has their arm on the back of the head but not yet T'd-up. Bottom wrestler is trying to defend, coddle-up and escape.</li> <li>• I'd like the bottom wrestler to be on their knees. Top wrestler has a 2-on-1. Top wrestler is trying to break them down and use a half-nelson. Bottom wrestler has to free their wrist and stand-up.</li> <li>• I'd like both wrestlers to be in starting top and bottom position. Bottom wrestler is not trying to escape, but instead be a rock and not let the top wrestler break them down. Top wrestler is wrestling live going for a breakdown and a pin.</li> </ul>		<ul style="list-style-type: none"> <li>• Keep track of how many points you score. Whether you escape or turn for nearfall.</li> </ul>
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**Informing Task:** "When I say 'Go,' get into groups of three for top-bottom-out."

<ul style="list-style-type: none"> <li>• 40 second goes</li> <li>• After each round, the person who was out comes in on top, the person who was on top is now on bottom, and the person who was on bottom steps out.</li> <li>• Let each person go top-bottom-out at least 2-3 times.</li> </ul>	<p>I'd like the bottom wrestler to first let the top wrestler practice a half-nelson pin. Then the top wrestler will let the bottom wrestler off their back, and let the bottom wrestler hip down, look away, and peel off the half-nelson. From that point you will both wrestle live for the remaining time period.</p>		
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**Closure/Assessment:** "Everyone circle up around me. What are the steps for a half-nelson? (breakdown, under elbow back of head, T-up, straight arm lever, chest to chest, lift head) How do you prevent a half-nelson? (hip down, look away, peel off)"



**Wrestling Unit Plan**  
**Lesson #27 – Arm Bar Pinning Combinations**

**Objectives**

**A. Students**

1. By the end of class, students will know the cues for an arm bar pinning combination. (NASPE 2)(EALR 1.3)
  - a. Fist pulls elbow
  - b. Fist slip through on back
  - c. Circle to head
  - d. Hand on mat
  - e. Lock hands
2. By the end of class, students will know how to defend an arm bar. (NASPE 2)(EALR 1.3)
  - a. Hip down
  - b. Stretch arm forward
  - c. Coddle up

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD

**Instant Activity:** Knee/Leg Tag – “Everyone find a partner. You will take your partners hand, as if giving them a handshake, and not let go. The object of the activity is to tap either of your opponent’s knees with your open hand, while avoiding getting your own knee tapped. The lower you tag on the person’s leg the more points you will score. Knees count as one point, shins or calves are worth two points, and feet are worth three points. When someone scores ten points you will switch hands and start again. Ready, Go!” (30-second bouts and switch partners multiple times)

**Set Induction:** “Doe anyone remember the steps for the half-nelson? (under elbow back of head, T-up, straight arm, chest to chest, lift head) The half-nelson is the most used pinning move used in wrestling. Today I am going to show you and arm bar, which is also a very effective pinning combination.”

MAF/Instructional Techniques	Extension	Refinements	Applications
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**Informing task:** “When I say ‘Go,’ find a partner and wait in top and bottom position.”

<ul style="list-style-type: none"> <li>• Demonstrate as the top wrestler. Make sure to switch positions to allow everyone to do the move with you.</li> <li>• Arm bar – Make a fist and hook in front of the opponents elbow. Pull their elbow back until there is space to slip your fist through onto their back. Circle your legs to the opposite side of the body as the arm bar. Place your hand on the mat and continue circling all the way around to the head. When bottom wrestler is on his or her back, lock hands around the arm AND the head. Locking only on the head is illegal.</li> <li>• See Skill Chart</li> </ul>	<ul style="list-style-type: none"> <li>• I’d like you to first watch and listen as I explain the arm bar.</li> <li>• I’d like you to follow my movements as we go through the steps for an arm bar.</li> <li>• I’d like you to practice the arm bar 5 times then switch.</li> </ul>	<ul style="list-style-type: none"> <li>• Fist pull on elbow</li> <li>• Fist slip onto back</li> <li>• Circle the head</li> <li>• Hand on mat</li> <li>• Lock hands</li> </ul>	
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**Informing task:** “When I say ‘Go,’ find a different partner and wait in top and bottom position.”

<ul style="list-style-type: none"> <li>• Demonstrate as the bottom wrestler. Make sure to switch positions to allow everyone to practice the move along with you.</li> <li>• Arm bar defense – Hip down on the same side as the arm bar. Stretch your arm forward to pull opponent out of position. Coddle-up at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like you to watch as I explain the defense to an arm bar.</li> <li>• I'd like you to follow me as I go through the steps for defending an arm bar.</li> <li>• I'd like you and your partner to take turns defending the arm bar 5 times each.</li> </ul>	<ul style="list-style-type: none"> <li>• Hip down</li> <li>• Stretch out</li> <li>• Coddle-up</li> </ul>	
<p><b>Informing Task:</b> “When I say ‘Go,’ find a different partner and wait in top and bottom position.”</p>			

<ul style="list-style-type: none"> <li>• Situation wrestling. Explain the position and move which to go for of each wrestler then wrestle live for about 20 seconds. Partners switch (top to bottom, bottom to top). Once both people have wrestled in each situation, do another situation and continue.</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like the bottom wrestler to start on their belly. Top wrestler has their fist on the back but not yet T'd-up. Bottom wrestler is trying to defend, coddle-up and escape.</li> <li>• I'd like the bottom wrestler to be on their knees. Top wrestler has a meat hook. Top wrestler is trying to break them down and use an arm bar. Bottom wrestler has to free their arm and stand-up.</li> <li>• I'd like both wrestlers to be in starting top and bottom position. Bottom wrestler is not trying to escape, but instead be a rock and not let the top wrestler break them down. Top wrestler is wrestling live going for a breakdown and a pin.</li> </ul>		<ul style="list-style-type: none"> <li>• Keep track of how many points you score. Whether you escape or turn for nearfall.</li> </ul>
<p><b>Informing Task:</b> "When I say 'Go,' get into groups of three for top-bottom-out."</p>			
<ul style="list-style-type: none"> <li>• 40 second goes</li> <li>• After each round, the person who was out comes in on top, the person who was on top is now on bottom, and the person who was on bottom steps out.</li> <li>• Let each person go top-bottom-out at least 2-3 times.</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like the bottom wrestler to first let the top wrestler practice an arm bar pin. Then the top wrestler will let the bottom wrestler off their back, and let the bottom wrestler hip down; stretch their arm out, and coddle-up. From that point you will both wrestle live for the remaining</li> </ul>		

	time period.		
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**Closure/Assessment:** “Everyone circle up. What are the steps for an arm bar? (pull elbow, slip onto back, circle the head, hand on mat, and lock hands) What is the defense for the arm bar? (hip down, stretch arm out, and coddle-up)”

**Wrestling Unit Plan**  
**Lesson #28 – Pinning Combination Review**

**Objectives**

**A. Students**

1. By the end of class, students will be able to correctly perform one pinning combination on a non-defending opponent, 3 out of 5 times. (NASPE 1)(EALR 1.1)

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD
- 30 Task Sheets
- 30 Pencils

**Instant Activity:** Sharks and minnows – Have the entire class against the wall. Pick out two people to be the sharks. Sharks come to the center of the room. “When I say go, all the minnows must try and get across the room. Sharks have to try and tag the minnows. If you get tagged then you become a shark, however, only the two original sharks may move around. The new sharks can try to tag people as they go by but must stand in the same spot. Go!”

**Set Induction:** “Today we are going to review and practice the two pinning combinations that I’ve shown you. What are the pinning combinations? (Half-nelson and arm bar) Remember the steps for a half-nelson are to breakdown the opponent, weave your hand under elbow to the back of the head, T-up, straighten your arm, stay chest to chest, and lift the head. For the arm bar you should make a fist and pull on the elbow, slip your fist through onto the opponents back, circle around the head, put your hand on the mat, and lock your hands.

MAF/Instructional Techniques	Extension	Refinements	Applications
<b>Informing task:</b> “When I say ‘Go,’ find a partner and wait in top and bottom position.”			
<ul style="list-style-type: none"> <li>Demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>I’d like you to practice the half-nelson 10 times then switch with your partner.</li> <li>I’d like you to practice the arm bar 10 times then switch with your partner.</li> <li>I’d like you to continue practicing the half-nelson, but with partner giving half-resistance.</li> <li>I’d like you continue practicing the arm bar with the partner giving half-resistance.</li> </ul>	Half-Nelson: <ul style="list-style-type: none"> <li>Straight arm lever</li> <li>Chest to chest</li> </ul> Arm Bar: <ul style="list-style-type: none"> <li>Fist on back</li> <li>Hand on mat</li> </ul>	
<b>Informing task:</b> “When I say ‘Go,’ find a group of three and work on the task sheet.”			
<ul style="list-style-type: none"> <li>Small group format.</li> <li>Interview the observer.</li> </ul>			
<b>Informing Task:</b> “When I say ‘Go,’ get into groups of three for top-bottom-out.			

<ul style="list-style-type: none"> <li>• 40 second goes</li> <li>• After each round, the person who was out comes in on top, the person who was on top is now on bottom, and the person who was on bottom steps out.</li> <li>• Let each person go top-bottom-out at least 2-3 times</li> </ul>	<ul style="list-style-type: none"> <li>• I'd like the bottom wrestler to start on their belly. Top wrestler will have the arm in a half-nelson. From here you will both wrestle live.</li> <li>• I'd like the bottom wrestler to start on their belly. Top wrestler will have the arm in an arm bar. From here you will both wrestle live.</li> </ul>		<ul style="list-style-type: none"> <li>• Try not to get turned for a pin or nearfall points.</li> </ul>
<p><b>Informing Task:</b> "When I say 'Go,' get into groups of four for shark bait."</p>			
<ul style="list-style-type: none"> <li>• 30 second goes</li> <li>• Remind them every time you switch <ul style="list-style-type: none"> <li>○ 1 and 2</li> <li>○ 1 and 3</li> <li>○ 1 and 4</li> <li>○ 2 and 3</li> <li>○ 2 and 4</li> <li>○ 2 and 1</li> <li>○ 3 and 4</li> <li>○ 3 and 1</li> <li>○ 3 and 2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I'd like the shark bait to be in the bottom position.</li> <li>• I'd like the shark bait to be in the top position.</li> <li>• I'd like both wrestlers on their feet in neutral position. The shark bait will be allowed to practice one free takedown, but both wrestlers commence live wrestling after that.</li> </ul>		
<p><b>Closure/Assessment:</b> "Everyone circle up. How many of you did three tasks on the task sheet? Four? Five? Great job everybody!"</p>			



**Wrestling Unit**  
**Lesson #29 – Unit Review**

**Objectives**

**A. Students**

1. By the end of class, students will know what is expected of them on the final and be ready for the test. (NASPE 2)(EALR 1.1)

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD
- Task cards

**Instant Activity:** “Circle warm up. In this activity I need you all to lie down in a circle with you heads facing in. I need you all to be lying almost shoulder to shoulder. Now when I say go, the first person (designate a person to start) will get up and run over every other person in the circle and then lay back down in their original spot as soon as they get over the last person. Right after the first person runs over the second, the second gets up and follows. Right after the second gets over the third the third person goes and so on until everyone has gone. This activity should look like a chain going around in a circle. As we go through I will shout out different commands such as skip, jump, or hop which you will do the entire time around. We are going to start with simply running over the people. GO!”

**Set Induction:** “For the last few weeks we have covered a lot of material and moves. Today we are going to review everything that we learned to help refresh your memories for the final tomorrow. We are going to go through the double leg, single leg, high crotch, stand ups, sit outs, chop and block, and pinning combinations like the half nelson and arm bar.”

MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>The mats are all rolled out and ready for the students.</li> <li>Task cards are set up into stations throughout the gym, but still on the mat</li> </ul>			

**Informing task:** “When I say Go, I would like you to find a partner of the same gender who is about your same size and then go and stand at one of the stations throughout the gym so you are all evenly dispersed. GO!”

MAF/Instructional Techniques	Extension	Refinements	Applications
<ul style="list-style-type: none"> <li>Scattered out with a partner around the gym at stations</li> <li>Walk around and explain each task card and demonstrate</li> <li>After finished explaining walk around and help the students with their technique by providing feedback</li> <li>Rotate the students every five minutes</li> <li>Have music playing in the background once the students begin the task cards</li> </ul>	<p>Today we are going to be using a task cards to review each series that we worked on throughout the lesson. You and your partner will rotate stations every five minutes when I blow the whistle. Each station has the cues for the moves. I want you to drill the moves back a forth with a partner, making sure you have them down for the final tomorrow. I will be walking around and providing feedback. Watch me as I quickly demonstrate each station:</p> <ol style="list-style-type: none"> <li>Double leg set ups and finishes</li> </ol>		

	<ol style="list-style-type: none"> <li>2. Single leg set ups and finishes</li> <li>3. High crotch set ups and finishes</li> <li>4. Defending doubles, singles, and high crotches</li> <li>5. Stand up escapes and reversals</li> <li>6. Sit out escapes and reversals</li> <li>7. Chop and block and ankle rides</li> <li>8. Half nelson and arm bars</li> <li>9. Cowboy ride</li> </ol>		
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**Closure/Assessment:** (Allow 3-5minutes) (Gather students all together in a circle) "Great job today at our stations. Tomorrow is going to basically be the same format but you can pick and choose which stations you want to be at and then come see me to be assessed when you are ready. This way you and your partner can work on anything you need help with before you come and get assessed. For the final I will ask you to demonstrate two different take downs, using two different set ups. Then you will need to show me one stand up escape and one sit out reversal. Finally I will ask you for one breakdown and one pinning move. Don't forget that assignment 2 is also due tomorrow. I hope today was helpful. Remember to go home and study for the final tomorrow. Have a great day!"

**Wrestling Unit**  
**Lesson #30 – Unit Wrap Up and Final**

**Objectives**

**A. Students**

1. By the end of class, students will demonstrate several moves learned throughout the unit. (NASPE 2)(EALR 1.1)
  - One takedowns using one set up
  - One either stand up or sit out escape or reversal
  - One breakdown
  - One pinning combination

**B. Teacher**

**Equipment: (for a class of 30 students)**

- Wrestling mats
- Stereo
- Music CD
- Task cards
- Final Assessments

<b>Instant Activity:</b> (Collect Assignment #2) “I would like you to find a partner who is your same gender and about your same size and begin drilling on any take down you want. You can drill the single leg, double leg, or high crotch at you own pace. Make sure you are alternating back and forth and using a set up and finish.”			
<b>Set Induction:</b> “Today is the last day of our wrestling unit. We have covered a lot of material over the last few weeks and today I will be assessing you on your progress. You all have done a fantastic job so far. Today is the day to really show off your best skills to me.”			
<b>MAF/Instructional Techniques</b>	<b>Extension</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• The mats are all rolled out and ready for the students.</li> <li>• Task cards are set up into stations throughout the gym, but still on the mat</li> <li>• There is a designated testing area somewhere on the mat</li> </ul>			
<b>Informing task:</b> “When I say Go, I would like you and your partner to go and stand at one of the stations throughout the gym that you think you need to work on. GO!”			
<b>MAF/Instructional Techniques</b>	<b>Extension</b>	<b>Refinements</b>	<b>Applications</b>
<ul style="list-style-type: none"> <li>• Scattered out with a partner around the gym at stations</li> <li>• Briefly explain each station</li> <li>• After finished explaining go over to the testing area and wait for volunteer students to be tested</li> <li>• Students rotate when they feel the need</li> <li>• Have music playing in the background once the students begin the task cards</li> <li>• After students have been practicing for half the</li> </ul>	<p>Today we are going to go through our final assessment. You will be assessed with your partner but each one of you will get an individual grade. For the first half of class you and your partner can practice your moves at any one of the stations you choose. If you feel like you are ready to be tested you can come and see me in the testing area. If I haven't seen you by the time class is half way over I will begin calling you and your partner over to be tested. For the test you will need to demonstrate two different takedowns using two different set ups. Then I will need</p>		

<p>class begin pulling over groups to be assessed</p>	<p>to see one stand up escape or reversal and one sit out escape or reversal. Finally you will need to demonstrate one breakdown and one pinning combination. You will be graded on technique, not speed so go as slow as you want. I will simply be watching for the cues we learned in class. Once you have finished the test you can go back with your partner and drill or wrestle live. There should be no live wrestling until you have taken the test. At this time you can go to a station and begin practicing. Come see me when ever you feel ready. There should only be one set of partners at the testing station at a time. The task cards are:</p> <ol style="list-style-type: none"><li>1. Double leg set ups and finishes</li><li>2. Single leg set ups and finishes</li><li>3. High crotch set ups and finishes</li><li>4. Defending doubles, singles, and high crotches</li><li>5. Stand up escapes and reversals</li><li>6. Sit out escapes and reversals</li><li>7. Chop and block and ankle rides</li><li>8. Half nelson and arm bars</li><li>9. Cowboy ride</li></ol>		
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**Closure/Assessment:** (During class pull each set of partners aside and have them demonstrate two takedowns using two different set ups, one standup escape or reversal, one sit out escape or reversal, one breakdown, and one pinning combination. Use the assessment rubric provided) (At the end of class allow 3-5minutes) (Gather students all together in a circle) "Great job today with the final assessment. You all did a fantastic job throughout the entire unit. Watching your progression with the sport of wrestling was amazing. I hope you all had as much fun with it as I did. We learned some really great things about the sport in general and its history and about nutrition. I need your assignment #2 before you leave today. Great job and I will see you all tomorrow when we will begin (next unit)!"

## Wrestling Unit

<b>Day</b>	<b>Lesson Theme</b>	<b>Informal Assessment</b>	<b>Standards</b>	<b>Formal Assessment</b>	<b>Standards</b>
Lesson 1	Circle Warm-Up and Syllabus	Ask students questions about the syllabus and expectations.	NASPE 5 NASPE 6 EALR 1.2 EALR 1.1	Assignment #1 handed out	NASPE 2 NASPE 6 EALR 1.1 EALR 1.2
Lesson 2	Neutral Stance	Students demonstrate good wrestling stance. Also demonstrate low crawl.	NASPE 1 NASPE 2 EALR 1.1 EALR 1.1		
Lesson 3	Double Leg Shot	Verbally recite cues for the double leg shot.	NASPE 2 EALR 1.1		
Lesson 4	Double Leg Setups and Finishes	Verbally recite cues for setups and finishes.	NASPE 2 EALR 1.1		
Lesson 5	Double Leg Defense	Verbally recite cues for defense and sprawling.	NASPE 5 EALR 1.2		
Lesson 6	Double Leg Review	Demonstrate a double leg takedown.	NASPE 1 EALR 1.1	Double Leg Task Sheet Assignment #1 Due	NASPE 1 EALR 1.1 EALR 1.2
Lesson 7	Scoring	Verbally state points awarded during a match.	NASPE 2 EALR 1.1	Score Sheet TEST #1	NASPE 2 NASPE 6 EALR 1.2

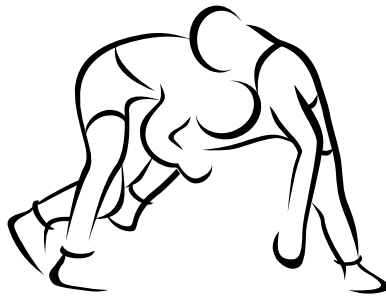


Lesson 8	Single Leg Shot	Verbally recite cues for a single leg shot.	NASPE 2 EALR 1.1		
Lesson 9	Single Leg Setups and Defense	Verbally explain setups and basic defense from a single leg shot to a partner.	NASPE 2 EALR 1.1		
Lesson 10	Single Leg Finishes and Defense	Demonstrate a single leg takedown on a partner. Recite how to counter a single leg.	NASPE 1 NASPE 2 EALR 1.1 EALR 1.1		
Lesson 11	Single Leg Finishes	Explain two different ways to finish a single leg.	NASPE 2 EALR 1.1	TEST #2	NASPE 2 NASPE 6
Lesson 12	High Crotch Shot	Perform 2 high crotch shots on a partner.	NASPE 1 EALR 1.1		
Lesson 13	High Crotch Setups	Verbally recite 3 different setups for the high crotch shot.	NASPE 2 EALR 1.1		
Lesson 14	High Crotch Defense	Verbally recite 3 setups for the high crotch and 2 defensive counters.	NASPE 2 EALR 1.1		
Lesson 15	High Crotch Review	Demonstrate 2 finishes to the high crotch.	NASPE 1 EALR 1.1	High Crotch Task Sheet	NASPE 1 EALR 1.1 EALR 1.2

Lesson 16	Weight Classes and Nutrition	Review high crotch, double, and single leg finishes.	NASPE 1 EALR 1.1		
Lesson 17	Top and Bottom Position	With a partner, get into top and bottom position and wait for me to check you off.	NASPE 2 EALR 1.1 EALR 1.2		
Lesson 18	Stand-up Escape	Verbally recite the cues for a stand up.	NASPE 2 EALR 1.1		
Lesson 19	Hand Control Escape	Escape from a partner during a semi-live situation.	NASPE 1 EALR 1.1		
Lesson 20	Stand-up	Demonstrate a stand up to an escape while verbally reciting each cue as it is reached.	NASPE 1 NASPE 2 EALR 1.1 EALR 1.2	TEST #3	NASPE 2 NASPE 6
Lesson 21	Stand-up Live	Escape from a partner during a live situation.	NASPE 1 EALR 1.1	Stand Up Task Sheet TEST #4	NASPE 1 NASPE 2 NASPE 6 EALR 1.1 EALR 1.2
Lesson 22	Sit Out	Verbally recite cues to heist and turn in from a sit out.	NASPE 2 EALR 1.1	Assignment #2 handed out	NASPE 3 NASPE 4 EALR 1.2 EALR 1.4
Lesson 23	Switch and Counters	Verbally recite cues for a switch and counter to a switch	NASPE 2 EALR 1.1		
Lesson 24	Sit Out Review	Demonstrate a sit out with a partner.	NASPE 1 EALR 1.1	Sit Out Task Sheet	NASPE 1 EALR 1.1 EALR 1.2

Lesson 25	Breakdowns	Verbally recite the cues for a breakdown and the steps to recover from one.	NASPE 2 EALR 1.1		
Lesson 26	Half-Nelson	Verbally recite the cues for performing a half-nelson and the cues for defending one.	NASPE 2 EALR 1.1 EALR 1.2		
Lesson 27	Arm Bar	Verbally recite the cues for an arm bar and defense to one.	NASPE 2 EALR 1.1 EALR 1.2		
Lesson 28	Pinning Review	Demonstrate one pinning combination learned.	NASPE 1 EALR 1.1	Pinning Combination Task Sheet	NASPE 1 NASPE 2 EALR 1.1 EALR 1.2
Lesson 29	Final Review	Execute previously learned moves and combinations.	NASPE 1 EALR 1.1	Stations	NASPE 1 NASPE 2 EALR 1.1 EALR 1.2
Lesson 30	Final			Comprehensive Final Assignment #2 due	NASPE 1 NASPE 2 EALR 1.1 EALR 1.2

# Assessments



By Brian Horaski and Jon Garcia



## Assessment Section

Formal assessments for the wrestling unit include five task sheets, two out of class written assignments, four tests, and a comprehensive final. The task sheets are used to assess the acquisition of skill when performing certain wrestling takedowns, escapes, or pinning combinations. Out of class assignments are used to help the teacher determine prior knowledge as well as new knowledge gained concerning nutrition and better understanding of the sport. Tests will be utilized to evaluate students' knowledge of protocol, scoring, and positioning. The comprehensive final will ask students to demonstrate skills and knowledge of cues for the three different positions in wrestling.

### Assessment Section Contents

1. Assessment Plan
2. Double Leg Task Sheet (Lesson #6)
3. High Crouch Task Sheet (Lesson #15)
4. Stand-Up Task Sheet (Lesson #21)
5. Sit Out Task Sheet (Lesson #24)
6. Pinning Combination Task Sheet (Lesson #28)
7. Score Sheet (Lesson #7)
8. Assignment #1
9. Assignment #1 Rubric
10. Assignment #2
11. Assignment #2 Rubric
12. Test #1 (Lesson #7)
13. Test #1 Answer Key
14. Test #2 (Lesson #11)
15. Test #2 Answer Key
16. Test #3 (Lesson #20)
17. Test #3 Answer Key
18. Test #4 (Lesson #21)
19. Test #4 Answer Key
20. Comprehensive Final (Lesson #30)
21. Comprehensive Final Grading Sheet

# Assignment #1

In 1 to 2 pages I would like you to explain all that you know about the sport of wrestling. A brief outline of your experiences or any history of the sport would be helpful in my understanding of your prior knowledge. Then I would like you to tell me what you expect or hope to learn from this unit and how you see this helping you, if at all, later in life. Research is not necessary for this assignment. I would only like to know your previous experience and what you would like to learn in this unit. The rubric I will be using to grade your assignments is below.

CATEGORY	5	4	3	2
<b>Amount of Information</b>	All topics are addressed and all questions answered completely. Meet the length requirement.	All topics are addressed and most questions answered. Meet the length requirement.	All topics are addressed, and most questions answered. Did not meet the length requirement.	One or more topics were not addressed and did not meet the length requirement.
<b>Organization</b>	Information is very organized with well-constructed paragraphs.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
<b>Quality of Information</b>	Information clearly relates to the questions.	Information relates to the questions.	Some information relates to the questions.	Information has little or nothing to do with the questions.
<b>Paragraph Construction</b>	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
<b>Spelling and Grammar</b>	No misspelled words and grammar use was perfect.	Little to no misspelled words and grammar use was good.	Few misspelled words with okay grammar.	Misspelled words make the paper hard to follow and grammar need work.

## Wrestling Assignment #1

Teacher Name: **(Fill in teachers name)**

Student Name: \_\_\_\_\_

CATEGORY	5	4	3	2
<b>Amount of Information</b>	All topics are addressed and all questions answered completely. Meet the length requirement.	All topics are addressed and most questions answered. Meet the length requirement.	All topics are addressed, and most questions answered. Did not meet the length requirement.	One or more topics were not addressed and did not meet the length requirement.
<b>Organization</b>	Information is very organized with well-constructed paragraphs.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
<b>Quality of Information</b>	Information clearly relates to the questions.	Information relates to the questions.	Some information relates to the questions.	Information has little or nothing to do with the questions.
<b>Paragraph Construction</b>	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
<b>Spelling and Grammar</b>	No misspelled words and grammar use was perfect.	Little to no misspelled words and grammar use was good.	Few misspelled words with okay grammar.	Misspelled words make the paper hard to follow and grammar need work.



## Assignment #2

In 2 to 3 pages I would like you to discuss what you learned in this class about not only the sport of wrestling but also nutrition. Outlining each move is not important but a brief description would be nice along with neutral, top, and bottom positioning. Be sure you are using the correct terminology that we talked about in class. I would also like you to relate this to your everyday lives and tell me how you could use some of the information we learned in real life situations. The rubric I will be using to grade your assignment is below.

CATEGORY	5	4	3	2
<b>Amount of Information</b>	All topics are addressed and all questions answered completely. Meet the length requirement.	All topics are addressed and most questions answered. Meet the length requirement.	All topics are addressed, and most questions answered. Did not meet the length requirement.	One or more topics were not addressed and did not meet the length requirement.
<b>Organization</b>	Information is very organized with well-constructed paragraphs.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
<b>Quality of Information</b>	Student described information covered in class well and used the correct terminology.	Student described information covered in class and used mostly the correct terminology.	Student described some information covered in class and used some of the correct terminology.	Information has little or nothing to do with what was covered in class and little to know terminology was used.
<b>Drawing Conclusions and critical thinking</b>	Student can draw accurate conclusions about ways in which the topics cover in class can help them later in life.	Student can draw somewhat accurate conclusions about ways in which the topics cover in class can help them later in life.	Student can draw at least 1 conclusion about ways in which the topics cover in class can help them later in life.	Little to know conclusions were drawn about how the topics covered in class can help them later in life.
<b>Spelling and Grammar</b>	No misspelled words and grammar use was perfect.	Little to no misspelled words and grammar use was good.	Few misspelled words with okay grammar.	Misspelled words make the paper hard to follow and grammar need work.

## Wrestling Assignment #2

Teacher Name: **(Fill in teachers name)**

Student Name: \_\_\_\_\_

CATEGORY	5	4	3	2
<b>Amount of Information</b>	All topics are addressed and all questions answered completely. Meet the length requirement.	All topics are addressed and most questions answered. Meet the length requirement.	All topics are addressed, and most questions answered. Did not meet the length requirement.	One or more topics were not addressed and did not meet the length requirement.
<b>Organization</b>	Information is very organized with well-constructed paragraphs.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
<b>Quality of Information</b>	Student described information covered in class well and used the correct terminology.	Student described information covered in class and used mostly the correct terminology.	Student described some information covered in class and used some of the correct terminology.	Information has little or nothing to do with what was covered in class and little to know terminology was used.
<b>Drawing Conclusions and critical thinking</b>	Student can draw accurate conclusions about ways in which the topics cover in class can help them later in life.	Student can draw somewhat accurate conclusions about ways in which the topics cover in class can help them later in life.	Student can draw at least 1 conclusion about ways in which the topics cover in class can help them later in life.	Little to know conclusions were drawn about how the topics covered in class can help them later in life.
<b>Spelling and Grammar</b>	No misspelled words and grammar use was perfect.	Little to no misspelled words and grammar use was good.	Few misspelled words with okay grammar.	Misspelled words make the paper hard to follow and grammar need work.

## Wrestling Unit



### Double Leg Task Sheet

Name \_\_\_\_\_

Name of Partner who is observing and writing feedback on this task sheet

\_\_\_\_\_

Name of Partner who you are practicing the moves on

\_\_\_\_\_

Complete the tasks exactly as described in the task column. Go only as far as you can. Work at your own pace, alternating with your partners. One partner will be shooting the double leg, one will be observing, and one will be getting each move practiced on them. Each partner will take turns on each task. When the partner shooting gets done with a task they rotate and become the partner being shot on. After they have been shot on they rotate to become the partner observing, and the observer rotates to become the shooter. A task must be completed with the proper form in order to be checked off. The partner observing has the most important job because they are like a teacher. It is their job to make sure each task is done properly and to provide feedback that is positive and helpful to the shooter. Make sure the comment is positive and specific to the cues we learned earlier. For example: If your partner is able to do a task the first time with out any problem you could write something like "No problem, did a good job turning the corner."

The cues are listed on the wall if you need help or do not remember them.

Task	Check	Comment
Complete 5 consecutive double legs and stop after you have shuffled your feet.		
Complete 4 consecutive double legs taking down your opponent by turning the corner		
Complete 5 consecutive double leg back heel trips		
Complete 3 double leg turn the corners using 3 different set ups		
Complete 3 double leg back heel trips using 3 different set ups		
Block 5 consecutive shoots from a partner using either your hands, forearms, or hips		
Complete 3 block, sprawl, spin behinds on a partner who is shooting a double leg		
Try to complete 1 double leg on a partner who is trying to block your shots in 1 minute		

\*If you complete the task sheet ahead of time, change the rotation of partners and keep working on the final task

## **Final Instructions to Teacher**

### **Setting up for the final day**

The final is comprehensive and covers all material that has been taught in the unit. During the final day, the teacher is to set up the task cards from the previous lesson. Students are to partner up with someone around their same size and their same gender and find a station. There is to be no more than two sets of partners at a station unless your class is larger than 36 students. Students will rotate stations whenever they feel necessary but there can never be more than two sets of partners at one station. Once the teacher has the students going, he/she needs to set up an assessment station. When students are ready they can come over with their partner (only one set of partners at a time) to be assessed. The teacher can also randomly call partners over to be assessed.

### **Assessment**

The teacher will use the rubric on the following page to assess each student. When the students are ready or when their partnership has been called the instructor will choose one takedown, one bottom move, the breakdown, and one pinning combination to assess the student. This gives the teacher options when assessing so other students do not know the exact moves they will be assessed on. The students will demonstrate each move on a partner. Students can go as slow as they want but must hit each cue taught in class. The instructor is simply to put a check next to each cue he/she sees the student perform. If they miss a cue then they miss a check and will not receive those points. After one partner has finished, switch and assess the other. Once that group has finished, send them back to the stations and call over another group.

### **Grading**

The assessment is broken up into 3 sections (neutral, bottom, and top). There are allocated point values for each section. Each cue also has a point value in parentheses after each cue, according to the difficulty. Students only get the points for the cues that are checked. At the end of each test, the teacher is to add up the point values and put them in the bottom right corner of the test.

Student name \_\_\_\_\_

Evaluator \_\_\_\_\_

### Wrestling Final

#### Neutral Position (18 points)

(Choose one for the students to demonstrate individually)

##### Double Leg Takedown

- \_\_\_ Set up\* (4)
- \_\_\_ Penetration step (2)
- \_\_\_ Follow through with trail leg (2)
- \_\_\_ Follow through with trail leg (2)
- \_\_\_ Shift 45 degrees (2)
- \_\_\_ Head tight to side (2)
- \_\_\_ Finish (turn the corner or trip) (4)

##### Single Leg Takedown

- \_\_\_ Set up\* (4)
- \_\_\_ Change levels (2)
- \_\_\_ Step outside (2)
- \_\_\_ Drive through with knee down (2)
- \_\_\_ Head inside (2)
- \_\_\_ Snake wrap/pick up (2)
- \_\_\_ Finish (run the pipe or back trip) (4)

##### High Crotch Takedown

- \_\_\_ Set up\* (4)
- \_\_\_ Penetration step (2)
- \_\_\_ Shoot same arm through (2)
- \_\_\_ Wrap arm around backside of inside leg (2)
- \_\_\_ Hug the leg (2)
- \_\_\_ Rotate up keeping leg tight (2)
- \_\_\_ Finish (run the pipe or switch to a double) (4)

\*- Set up can be any of below  
(circle, drag cross body, push or pull, head tap, head pop, arm chop, elbow drag)

#### Bottom position (12 points)

(Choose one for the students to demonstrate individually)

##### Stand up

- \_\_\_ Cup and cage (2)
- \_\_\_ Inside leg up by outside knee (2)
- \_\_\_ Pivot up onto two feet (2)
- \_\_\_ Hips out (2)
- \_\_\_ Fight the hands (2)
- \_\_\_ Turn and face (2)

##### Sit out

- \_\_\_ Left hand across right (2)
- \_\_\_ Right hand on your right thigh (2)
- \_\_\_ Right knee up, keeping foot planted (2)
- \_\_\_ Kick left leg under right (2)
- \_\_\_ Butt back to mat with elbows in (2)
- \_\_\_ Escape (heist, turn in, or switch) (2)

#### Top position (20 points)

(Grade all students on the breakdown and then choose one pinning combination and grade individually)

##### Half nelson

- \_\_\_ Breakdown\* (0)
- \_\_\_ Under the elbow to the back of head (2)
- \_\_\_ T- up (2)
- \_\_\_ Straight arm lever (2)
- \_\_\_ Chest to chest (2)
- \_\_\_ Lift head (2)
- \*-Breakdown (Bump-chop-knee-block)
- \_\_\_ Bump forward (2)
- \_\_\_ Chop far arm (2)
- \_\_\_ Tight waist with opposite arm (2)
- \_\_\_ Block far knee (2)
- \_\_\_ Stay on top (2)

##### Arm bar

- \_\_\_ Breakdown\* (0)
- \_\_\_ Fist pulls elbow (2)
- \_\_\_ Fist slip through on back (2)
- \_\_\_ Circle to head (2)
- \_\_\_ Hand on mat (2)
- \_\_\_ Lock hands behind back (2)

**Neutral Score** \_\_\_\_\_

**Bottom Score** \_\_\_\_\_

**Top Score** \_\_\_\_\_

**Total** \_\_\_\_\_/50

## Wrestling Unit



### High Crotch Task Sheet

Name \_\_\_\_\_

Name of Partner who is observing and writing feedback on this task sheet  
\_\_\_\_\_

Name of Partner who you are practicing the moves on  
\_\_\_\_\_

Complete the tasks exactly as described in the task column. Go only as far as you can. Work at your own pace, alternating with your partners. One partner will be shooting, one will be observing, and one will be getting each move practiced on them. Each partner will take turns on each task. When the partner shooting gets done with a task they rotate and become the partner being shot on. After they have been shot on they rotate to become the partner observing, and the observer rotates to become the shooter. The person shooting must use a set up for each shot they take. A task must be completed with the proper form in order to be checked off. The partner observing has the most important job because they are like a teacher. It is their job to make sure each task is done properly and to provide feedback that is positive and helpful to the shooter. Make sure the comment is positive and specific to the cues we learned earlier. For example: If your partner is able to do a task the first time with out any problem you could write something like “No problem, did a good job turning the corner.”

The cues are listed on the wall if you need help or do not remember them.

Task	Check	Comment
Complete 5 consecutive high crotches and stop after you rotated up to your feet		
Complete 4 consecutive high crotches taking down your opponent by running the pipe		
Complete 5 consecutive high crotches and finish by switching to the double and using either the back heel trip or turning the corner		
Block 5 consecutive high crotch shots from a partner using either your hands, forearms, or hips		
Complete 3 cross face counters on a partner who is in on a high crotch shot		
Try to complete 1 high crotch on a partner who is trying to counter your shot in 1 minute		
Complete 4 consecutive double legs using any set up and finish you please		
Complete 4 consecutive single legs using any set up and finish you please		
Try to complete 1 double leg on a partner who is trying to counter your shot in 1 minute		
Try to complete 1 single leg on a partner who is trying to counter your shot in 1 minute		

## Wrestling Unit



### Pinning Combination Task Sheet



Name \_\_\_\_\_

**Name of Partner who is observing and writing feedback on this task sheet**

\_\_\_\_\_

**Name of Partner who you are practicing the moves on**

\_\_\_\_\_

Complete the tasks exactly as described in the task column. Go only as far as you can. Work at your own pace, alternating with your partners. One partner will be in the top position working on pinning combinations, one will be a good partner in the bottom position, and one will be the observer. Each partner will take turns on each task. When the bottom wrestler has finished a task, he or she will become the observer. The partner who was in the top position will move into the bottom wrestler. And the observer will come in as the partner on top. A task must be completed with the proper form in order to be checked off. The observer has the most important job because they are like a teacher. It is their job to make sure each task is done properly and to provide feedback that is positive and helpful to the shooter. Make sure the comment is positive and specific to the cues we learned earlier. For example: If your partner is able to do a task the first time with out any problem you could write something like “No problem, did a good job cupping and caging.” The cues are listed on the wall if you need help or do not remember them.

Task	Check	Comment
Top wrestler does a breakdown and shows the first step for a half-nelson. (Weave arm under elbow and on back of head) Repeat 3 times.		
Top wrestler does a breakdown and shows the first and second step of an arm bar. (Fist pulls on the elbow and slips onto back.) Repeat 3 times.		
Top wrestler runs a half-nelson and freezes when they use their arm as a lever. Repeat 5 times.		
Top wrestler runs an arm bar and freezes when their hand is on the mat. Repeat 5 times.		
Top wrestler run a half-nelson until partner is pinned. Repeat 3 times.		
Top wrestler run an arm bar until partner is pinned. Repeat 3 times.		

\*If you complete the task sheet ahead of time, change the rotation of partners and keep working on the final task

# Wrestling Unit

NAME: \_\_\_\_\_

## Score Sheet

1<sup>st</sup> Round

Points in round 1 only

Green		
Red		

2<sup>nd</sup> Round

Points in round 2 only

Green		
Red		

3<sup>rd</sup> Round

Points in round 3 only

Green		
Red		

Total

Total Points

Green		
Red		



## Wrestling Unit



### Sit Out Task Sheet

**Name** \_\_\_\_\_

**Name of Partner who is observing and writing feedback on this task sheet**

\_\_\_\_\_

**Name of Partner who you are practicing the moves on**

\_\_\_\_\_

Complete the tasks exactly as described in the task column. Go only as far as you can. Work at your own pace, alternating with your partners. One partner will be starting on bottom and doing the moves, one will be observing, and one will be getting each move practiced on them. Each partner will take turns on each task. When the partner on bottom gets done with a task they rotate and become the partner on top. After they have been sat out on they rotate to become the partner observing, and the observer rotates to become the person on bottom. A task must be completed with the proper form in order to be checked off. The partner observing has the most important job because they are like a teacher. It is their job to make sure each task is done properly and to provide feedback that is positive and helpful to the shooter. Make sure the comment is positive and specific to the cues we learned earlier. For example: If your partner is able to do a task the first time with out any problem you could write something like “No problem, did a good job scooting their hips.” The cues are listed on the wall if you need help or do not remember them.

Task	Check	Comment
Complete 5 consecutive sit outs and stop after bring your elbows in.		
Complete 4 consecutive sit outs escaping your opponent by heisting		
Complete 5 consecutive sit outs reversing your opponent by turning in		
Complete 5 consecutive sit outs reversing your opponent by switching		
Block 4 consecutive sit outs by chopping their elbow pushing them down		
Complete 4 consecutive stand up escapes by facing your opponent		
Try to complete 1 sit out heist on a partner who is trying to block your sit out in 1 minute		
Try to complete 1 sit out turn in on a partner who is trying to block your sit out in 1 minute		
Try to complete 1 sit out switch on a partner who is trying to block your sit out in 1 minute		

\*If you complete the task sheet ahead of time, change the rotation of partners and keep working on the final 3 tasks

## Wrestling Unit



### Stand-Up Task Sheet

Name \_\_\_\_\_

Name of Partner who is observing and writing feedback on this task sheet

\_\_\_\_\_

Name of Partner who you are practicing the moves on

\_\_\_\_\_

Complete the tasks exactly as described in the task column. Go only as far as you can. Work at your own pace, alternating with your partners. One partner will be in the bottom position working on the stand-up, one will be a good partner in the top position, and one will be the observer. Each partner will take turns on each task. When the bottom wrestler has finished a task, he or she will become the observer. The partner who was in the top position will move into the bottom wrestler. And the observer will come in as the partner on top. A task must be completed with the proper form in order to be checked off. The observer has the most important job because they are like a teacher. It is their job to make sure each task is done properly and to provide feedback that is positive and helpful to the shooter. Make sure the comment is positive and specific to the cues we learned earlier. For example: If your partner is able to do a task the first time with out any problem you could write something like “No problem, did a good job cupping and caging.”

The cues are listed on the wall if you need help or do not remember them.

Task	Check	Comment
Bottom wrestler cup and cage. Hand fight for 5 seconds before starting again. Do not let the top wrestler grab a wrist. The observer will be counting out loud to make sure the task is complete. Repeat 5 times.		
Bottom wrestler cup and cage, hand fight for 5 seconds, and bring the inside leg up without giving up a wrist. Repeat 5 times.		
Bottom wrestler cup and cage, hand fight for 5 seconds, bring the inside leg up, and pivot onto both feet with out the top wrestler grabbing a wrist. Repeat 3 times.		
Bottom wrestler do a complete stand-up and end in neutral position. Top wrestler move at half speed. Repeat 5 times.		

\*If you complete the task sheet ahead of time, change the rotation of partners and keep working on the final task

# Wrestling Unit - Test #1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Multiple Choice: Circle the best answer

1. What is the purpose of this course? (2)
  - A. To learn about wrestling
  - B. To wrestle
  - C. To learn to defend ourselves
  - D. To develop a basic knowledge and skill set associated with wrestling
2. What attire is acceptable for class? (2)
  - A. Jeans and a tee shirt
  - B. P.E. shorts or sweats and a tee shirt
  - C. P.E. shorts or sweats and a tee shirt or a hooded sweatshirt
  - D. It doesn't matter what I wear
3. All assessments will be used for grading? (2)
  - A. True
  - B. False
4. Boys and girls are allowed to be partners when wrestling? (2)
  - A. True
  - B. False
5. How many quizzes are there in this class? (2)
  - A. 1
  - B. 2
  - C. 3
  - D. 4
6. How many points are awarded each day just for showing up and participating?  
(2)
  - A. 3 point
  - B. 5 points
  - C. 7 points
  - D. 0 points, There are no points for just showing up and participating

7. There is a comprehensive final that will cover all the moves showed in class?

(2) A. True

B. False

8. How many points do I lose if I am late or tardy to class? (2)

A. 1 point

B. 2 points

C. 3 points

4. 0 points

9. Students can make up unexcused absences? (2)

A. True

B. False

10. Which one is **NOT** a class rule? (2)

A. Be on time and ready to participate

B. Dress down everyday

C. Respect the teacher and classmates at all time

D. Be safe at all times

E. No water breaks during class

**Short Essay: In a sentence or two please describe the policy associated with dishonesty. (5)**

# Wrestling Unit - Test #1 Answer Key

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Multiple Choice: Circle the best answer

1. What is the purpose of this course? (2)
  - A. To learn about wrestling
  - B. To wrestle
  - C. To learn to defend ourselves
  - D. To develop a basic knowledge and skill set associated with wrestling**
2. What attire is acceptable for class? (2)
  - A. Jeans and a tee shirt
  - B. P.E. shorts or sweats and a tee shirt**
  - C. P.E. shorts or sweats and a tee shirt or a hooded sweatshirt
  - D. It doesn't matter what I wear
3. All assessments will be used for grading? (2)
  - A. True
  - B. False**
4. Boys and girls are allowed to be partners when wrestling? (2)
  - A. True
  - B. False**
5. How many quizzes are there in this class? (2)
  - A. 1
  - B. 2
  - C. 3
  - D. 4**
6. How many points are awarded each day just for showing up and participating?  
(2)
  - A. 3 point
  - B. 5 points**
  - C. 7 points
  - D. 0 points, There are no points for just showing up and participating

7. There is a comprehensive final that will cover all the moves showed in class?

(2) **A. True**

B. False

8. How many points do I lose if I am late or tardy to class? (2)

A. 1 point

**B. 2 points**

C. 3 points

4. 0 points

9. Students can make up unexcused absences? (2)

A. True

**B. False**

10. Which one is **NOT** a class rule? (2)

A. Be on time and ready to participate

B. Dress down everyday

C. Respect the teacher and classmates at all time

D. Be safe at all times

**E. No water breaks during class**

**Short Essay: In a sentence or two please describe the policy associated with dishonesty. (5)**

If a student commits academic dishonesty they are subject to failing either the assignment or test and possibly the class. Administration may chose to take further action as well.

## Wrestling Unit - Test #2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Multiple Choice: Circle the best answer

1. What does each wrestler wear to distinguish themselves from the opponent?  
(2)
  - A. Black and white headbands
  - B. Red and green wristbands
  - C. Red and green anklebands
  - D. Black and white neckbands
2. How many points is a takedown worth? (2)
  - A. 1 point
  - B. 2 points
  - C. 3 points
  - D. 0 points, There are no points in wrestling
3. What classifies an Escape? (2)
  - A. When the bottom wrestler gets to his/her feet
  - B. When the bottom wrestler returns to the neutral position
  - C. When the bottom wrestler does a move that puts them on top in the referees position
  - D. When the bottom wrestler gets off his back to avoid a pin
4. How many points is a reversal worth? (2)
  - A. 1 point
  - B. 2 points
  - C. 3 points
  - D. 0 points, There are no points in wrestling
5. How many points do you get for a nearfall? (2)
  - A. 2 points
  - B. 3 points
  - C. Either 2 or 3 points
  - D. Neither 2 or 3 points
6. How many points is an escape worth? (2)

- A. 1 point
  - B. 2 points
  - C. 3 points
  - D. 0 points, There are no points in wrestling
7. How many seconds does a wrestler's back have to be exposed to the mat for to get 2 points? (2)
- A. 2 second
  - B. 3 seconds
  - C. 4 seconds
  - D. 5 seconds
8. What sign does the referee give to signal a takedown? (2)
- A. Raise both hands in the air, with hand signaling 1 point
  - B. Roll one fist over the other in a circular motion, signaling 2 points
  - C. Hold up a 1 with 1 hand to signal 1 points
  - D. Tap his/her shoulder and hold up a 2 to signal 2 points
9. What sign does a referee give to signal a reversal? (2)
- A. Raise both hands in the air, with hand signaling 1 point
  - B. Roll one fist over the other in a circular motion, signaling 2 points
  - C. Hold up a 1 with 1 hand to signal 1 point
  - D. Tap his/her shoulder and hold up a 2 to signal 2 points
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  - C. Hold up a 1 with 1 hand to signal 1 point
  - D. Tap his/her shoulder and hold up a 2 to signal 2 points

**Short Essay: On the back please write a short essay describing what the neutral wrestling position and basic stance looks like including any cues taught in class. (5)**



## Wrestling Unit - Test #2 Answer Key

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Multiple Choice: Circle the best answer

1. What does each wrestler wear to distinguish themselves from the opponent?

- (2)
- A. Black and white headbands
  - B. Red and green wristbands
  - C. Red and green anklebands**
  - D. Black and white neckbands

2. How many points is a takedown worth? (2)

- A. 1 point
- B. 2 points**
- C. 3 points
- D. 0 points, There are no points in wrestling

3. What classifies an Escape? (2)

- A. When the bottom wrestler gets to his/her feet
- B. When the bottom wrestler returns to the neutral position**
- C. When the bottom wrestler does a move that puts them on top in the referees position
- D. When the bottom wrestler gets off his back to avoid a pin

4. How many points is a reversal worth? (2)

- A. 1 point
- B. 2 points**
- C. 3 points
- D. 0 points, There are no points in wrestling

5. How many points do you get for a nearfall? (2)

- A. 2 points
- B. 3 points
- C. Either 2 or 3 points**
- D. Neither 2 or 3 points

6. How many points is an escape worth? (2)
- A. 1 point**
  - B. 2 points
  - C. 3 points
  - D. 0 points, There are no points in wrestling
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- A. 2 second**
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  - D. Tap his/her shoulder and hold up a 2 to signal 2 points**
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- A. Raise both hands in the air, with hand signaling 1 point
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  - C. Hold up a 1 with 1 hand to signal 1 point
  - D. Tap his/her shoulder and hold up a 2 to signal 2 points
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- A. Raise both hands in the air, with hand signaling 1 point**
  - B. Roll one fist over the other in a curricular motion, signaling 2 points
  - C. Hold up a 1 with 1 hand to signal 1 point
  - D. Tap his/her shoulder and hold up a 2 to signal 2 points

**Short Essay: On the back please write a short essay describing what the neutral wrestling position and basic stance looks like including any cues taught in class. (5)**

A good wrestling stance is a lot like any other athletic stance with a few differences. A wrestler must remember to keep their **elbows in and hands up**. Their **knees should be bent, not your back** so you are lower to the ground. It is also important to keep a **wide base** for better balance. Wrestlers typically move in a **circle** using **short and choppy steps**, being careful not to cross their feet. You should always be facing your opponent so you are in a good defensive position.

## Wrestling Unit - Test #3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Multiple Choice: Circle the best answer

1. A weight class is a certain weight that you must (2)
  - A. be over
  - B. be under
  - C. be directly on
  - D. lie about
2. College and high school weight classes are the same? (2)
  - A. True
  - B. False
3. What is the maximum weight for the heavy weight division (HWT)? (2)
  - A. 103
  - B. 225
  - C. 250
  - D. 275
4. What weight class would I be in if I weighed in at 124.9 pounds? (2)
  - A. 119
  - B. 125
  - C. 130
  - D. 135
5. How many minutes of exercise is recommended each day? (2)
  - A. 20 minutes
  - B. 25 minutes
  - C. 30 minutes
  - D. 40 minutes
6. The food pyramid is different for boys and girls? (2)
  - A. True
  - B. False

7. What category of food makes up the greatest portion of the food pyramid for both boys and girls? (2)

- A. Grains
- B. Vegetables
- C. Fruits
- D. Meats/beans

8. The only safe and healthy way to diet is to eat healthy and increase your exercise? (2)

- A. True
- B. False

9. What is the allocated amount of oils you should have in your diet each day?

- (2)
- A. 5 tablespoons for girls, 7 tablespoons for boys
  - B. 7 tablespoons for girls, 9 tablespoons for boys
  - C. 5 teaspoons for girls, 7 teaspoons for boys
  - D. 7 teaspoons for girls, 9 teaspoons for boys

10. The intensity of exercise you should be doing each day is? (2)

- A. moderate
- B. vigorous
- C. moderate to vigorous
- D. light

**Short Essay: On the back please write a short essay outlining the food pyramid that fits you. Be sure to include all the food groups along with the amounts recommended for consumption each day. Don't forget to include exercise. (5)**

## Wrestling Unit - Test #3 Answer Key

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Multiple Choice: Circle the best answer**

1. A weight class is a certain weight that you must (2)
  - A. be over
  - B. be under**
  - C. be directly on
  - D. lie about
2. College and high school weight classes are the same? (2)
  - A. True
  - B. False**
3. What is the maximum weight for the heavy weight division (HWT)? (2)
  - A. 103
  - B. 225
  - C. 250
  - D. 275**
4. What weight class would I be in if I weighed in at 124.9 pounds? (2)
  - A. 119
  - B. 125**
  - C. 130
  - D. 135
5. How many minutes of exercise is recommended each day? (2)
  - A. 20 minutes
  - B. 25 minutes
  - C. 30 minutes**
  - D. 40 minutes
6. The food pyramid is different for boys and girls? (2)
  - A. True**
  - B. False
7. What category of food makes up the greatest portion of the food pyramid for both boys and girls? (2)

- A. Grains**
- B. Vegetables
- C. Fruits
- D. Meats/beans

8. The only safe and healthy way to diet is to eat healthy and increase your exercise? (2)

- A. True**
- B. False

9. What is the allocated amount of oils you should have in your diet each day?

- (2)
- A. 5 tablespoons for girls, 7 tablespoons for boys
  - B. 7 tablespoons for girls, 9 tablespoons for boys
  - C. 5 teaspoons for girls, 7 teaspoons for boys**
  - D. 7 teaspoons for girls, 9 teaspoons for boys

10. The intensity of exercise you should be doing each day is? (2)

- A. moderate
- B. vigorous
- C. moderate to vigorous**
- D. light

**Short Essay: On the back please write a short essay outlining the food pyramid that fits you. Be sure to include all the food groups along with the amounts recommended for consumption each day. Don't forget to include exercise. (5)**

Food Group	Male	Female
Grains	8 ounces	6 ounces
Vegetables	3 cups	2.5 cups
Fruits	2 cups	1.5 cups
Milk/Dairy	3 cups	3 cups
Meat/beans	6.5 ounces	5 ounces
Oils	Less than 7 teaspoons	Less than 5 teaspoons

Exercise should be at least 30 minutes of moderate to vigorous activity everyday

## Wrestling Unit - Test #4

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Multiple Choice: Circle the best answer

1. When starting in the bottom position, your knees must be (2)
  - A. in front of the back line
  - B. behind the back line
  - C. in front of the front line
  - D. behind the front line
2. When starting in the bottom position, your hands must be (2)
  - A. in front of the back line
  - B. behind the back line
  - C. in front of the front line
  - D. behind the front line
3. What starting in the top position, your hands must be placed (2)
  - A. one behind the elbow and one covering the belly button
  - B. one in front of the elbow and one covering the belly button
  - C. one on the arm and one on the stomach
  - D. both on his/her elbows
4. When starting in the top position your outside knee is down? (2)
  - A. True
  - B. False
5. When starting in the top position, your chin must be (2)
  - A. on the right side of the back
  - B. on the left side of the back
  - C. in the middle of the back
  - D. up by the neck
6. When starting in the bottom position, knees should be wide for a strong base?  
(2)
  - A. True
  - B. False



7. When starting on top, the wrestler must position themselves on \_\_\_\_\_ side of the bottom wrestler's body? (2)
- A. the left
  - B. the right
  - C. left or right
8. How much of your weight should be on your hands when starting in the bottom position? (2)
- A. none
  - B. 25%
  - C. 50%
  - D. all your weight
9. When starting in the bottom position, it is smart to sit back on your heels? (2)
- A. True
  - B. False
10. The goal of the top and bottom wrestler is to advance their position? (2)
- A. True
  - B. False

**Short Essay: In a short paragraph, please describe the top and bottom starting position using the cues we learned in class. (5)**

## Wrestling Unit - Test #4 Answer Key

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Multiple Choice: Circle the best answer

1. When starting in the bottom position, your knees must be (2)
  - A. in front of the back line
  - B. behind the back line**
  - C. in front of the front line
  - D. behind the front line
2. When starting in the bottom position, your hands must be (2)
  - A. in front of the back line
  - B. behind the back line
  - C. in front of the front line**
  - D. behind the front line
3. What starting in the top position, your hands must be placed (2)
  - A. one behind the elbow and one covering the belly button**
  - B. one in front of the elbow and one covering the belly button
  - C. one on the arm and one on the stomach
  - D. both on his/her elbows
4. When starting in the top position your outside knee is down? (2)
  - A. True**
  - B. False
5. When starting in the top position, your chin must be (2)
  - A. on the right side of the back
  - B. on the left side of the back
  - C. in the middle of the back**
  - D. up by the neck
6. When starting in the bottom position, knees should be wide for a strong base?  
(2)
  - A. True**
  - B. False

7. When starting on top, the wrestler must position themselves on \_\_\_\_\_ side of the bottom wrestler's body? (2)
- A. the left
  - B. the right
  - C. left or right**
8. How much of your weight should be on your hands when starting in the bottom position? (2)
- A. none**
  - B. 25%
  - C. 50%
  - D. all your weight
9. When starting in the bottom position, it is smart to sit back on your heels? (2)
- A. True**
  - B. False
10. The goal of the top and bottom wrestler is to advance their position? (2)
- A. True**
  - B. False

**Short Essay: In a short paragraph, please describe the top and bottom starting position using the cues we learned in class. (5)**

When starting in the **bottom position**, it is important to have your **knees behind the back line** and your **hands in front of the front line**. **Sitting back on your heels** and having a **wide base** makes it difficult for your opponent to break you down. It is also important to have **no weight on your hands** because it makes it easier to move on the whistle. When starting in the **top position**, you must place **one hand on the back of the elbow** and the other directly on the **belly button**. Your **outside knee must be down** and your **inside knee needs to be up**, directly behind your opponents legs. Your **chin also needs to be in the center of your opponents back**.



# Double Leg



## Tasks

With a partner, begin shooting double legs alternating the shooter every second shot. Make sure to use a good set up and finish.

## Cues

- Good penetration step
- Follow through with the trail leg
- Shift 45 degrees

## Set ups

- Head tap
- Head pop
- Arm chop

## Finishes

Turn the corner

- Shift 45 degrees
- Shuffle feet cross body
- Chop opponent's far leg
- Lift your opponent's near leg

Back heel trip

- Follow through with your trail leg and block the back of the outside ankle
- Continue momentum forward applying pressure with your chest



# Double Leg Counters



## Tasks

With a partner, begin shooting double legs alternating the shooter every second shot. The non shooter is working on counters.

## Blocking Cues

- Stop the shot by blocking the shoulders with your hands
- If your opponent gets past your hands use your forearms to block
- If your opponent gets past your hands and forearms use your chest to block
- If your opponent gets past your hands, forearms, and chest, pop your hips into their upper body to jolt them back

## Sprawl Cues

- As your opponents shoots, throw you hips back, landing your body weight on their back
- Force your opponents head to the mat while making them carry your body weight
- Keeping your chest on your opponents and staying on your toes, spin behind your opponent and control their hips



# High Crotch



## Tasks

With a partner, begin shooting high crotches alternating the shooter every second shot. Make sure to use a good set up and finish.

## Cues

- Good penetration step
- Same side arm between legs and wrap
- Perpendicular to opponent
- Hug the leg and rotate up to your feet

## Set ups

- Head tap
- Head snap
- Elbow drag

## Finishes

### Run the Pipe

- Rotate up to your feet
- Outside slides down to calf
- Step back and drop chest applying pressure to the leg and rotate out

### Switching to a double leg

- Rotate up to your feet
- Release the leg with your outside hand and grab the inside leg
- Shift your body 45 degrees and turn the corner or back heel trip



# High Crotch Counters



## Tasks

With a partner, begin shooting high crotches alternating the shooter every second shot. The non shooter is working on counters.

## Blocking Cues

- Stop the shot by blocking the shoulders with your hands
- If your opponent gets past your hands use your chest to block
- If your opponent gets past your hands and chest, pop your hips into their upper body to jolt them back

## Cross Face Cues

- Sprawl by throwing your hips back and forcing them down to the mat
- With your arm closest to your opponents head, extend your forearm across their mouth
- Force their head sideways using it to push your body away
- Continue to stretch until you break your opponents grip on your leg
- Continue to cross face and spin with your chest in the middle of your opponents back until you get directly behind them



# Single Leg Counters



## Tasks

With a partner, begin shooting single legs alternating the shooter every second shot. The non shooter is working on counters.

## Blocking Cues

- Avoid the shot by kick back the leg your opponent is shooting for
- Stop your opponent's shoulders with your hands or your hips as they shoot
- Sprawl by throwing both your hips to the mat and pushing down the head
- Keeping your chest on your opponents and staying on your toes, spin behind your opponent and control their hips

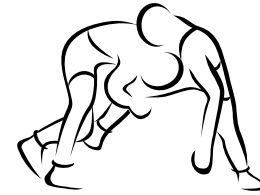
## Escape Cues

- If your opponent gets a leg, grab both their triceps with your hands and pull up hard
- Shift your weight so all of it is on the one your opponent has and try to put it on the ground
- Push away hard with your hands as you kick your leg back and get back to a neutral position





## Single Leg



### Task #1:

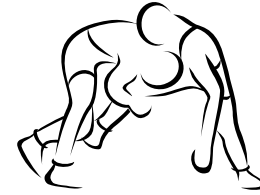
Without a partner, practice a single leg shot while saying the cues out loud as you progress through the move.

### Cues:

1. Change Levels
2. Step Outside
3. Drive through with knee down
4. Head Inside
5. Wrap hand like a snake



## Single Leg



Task #2:

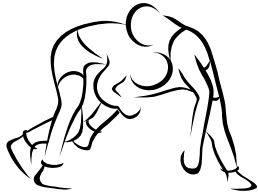
Without a partner, use one setup and shoot a single leg shot.

Cues:

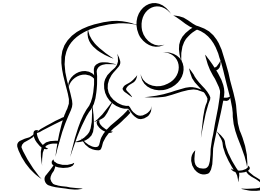
1. Change Levels
2. Step Outside
3. Drive through with knee down
4. Head Inside
5. Wrap hand like a snake

Setups:

1. Circle the opposite way
2. Pull and circle
3. Cross body drag



## Single Leg



### Task #3:

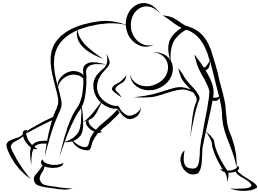
With a partner, take turns shooting single legs and alternating setups.

### Cues:

1. Change Levels
2. Step Outside
3. Drive through with knee down
4. Head Inside
5. Wrap hand like a snake

### Setups:

1. Circle the opposite way
2. Pull and circle
3. Cross body drag



## Single Leg



Task #4:

With a partner, one person shoot a single leg while the other uses basic single leg defense.

Defense:

1. Circle and kick leg back
2. Block with hands or elbows
3. Hip in and sprawl



## Single Leg



### Task #5:

Both partners actively setup, shoot, and defend against a single leg shot.

#### Cues:

1. Change levels
2. Step outside
3. Drive through
4. Head inside
5. Wrap arm like a snake

#### Setups:

1. Circle opposite way
2. Pull and circle
3. Cross body drag

#### Defense:

1. Circle and kick
2. Hand or elbow block
3. Hip in and sprawl



# Sit Out



## Tasks

With a partner in referee's position, begin sitting out alternating the person on bottom after every second attempt.

### Cues

- Left hand across right
- Right hand on right thigh
- Right knee up, keeping your foot planted
- Kick your left leg under your right
- Butt back on the mat keeping elbows in

### Heist finish

- Once your butt is on the mat scoot away from your opponent
- Quickly flip over to all fours
- Back away and stand up

### Switch Finish

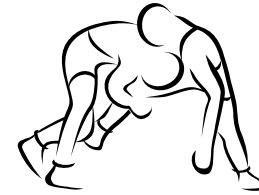
- Scoot closer after you sit out
- Grab the right wrist with your left hand
- Your right arm through their right leg
- Pressure back and raise your butt up
- Turn to the right and cover the hips

### Turn In finish

- Once your butt is on the mat scoot away from your opponent
- Grab their right wrist with your right hand
- Roll onto your left shoulder, keeping the wrist
- Roll onto left shoulder, keeping the wrist
- Continue to roll through past all fours to your butt
- Turn back to the right and climb up to the hips



# Stand Up



## Task #1:

Without a partner, get into bottom position and practice a stand up following all the cues.

## Cues:

1. Cup and Cage
2. Inside leg up by outside knee
3. Pivot up onto two feet
4. Hip out
5. Turn and face



## Stand Up



### Task #2:

With a partner, get into top and bottom position. Top partner will tap 3 times then the bottom partner will execute a stand up. Switch after one person has done 4 stand ups.

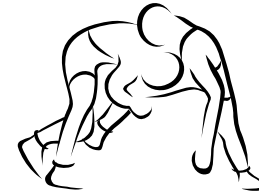
### Cues:

1. Cup and Cage
2. Inside leg up by outside knee
3. Pivot up onto two feet
4. Hip out
5. Turn and face





## Stand Up



### Task #3:

With a partner, alternate doing stand ups with the top partner trying to grab a wrist.

### Cues:

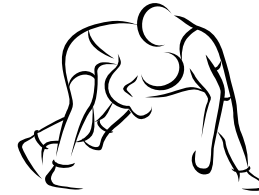
1. Cup and Cage
2. Inside leg up by outside knee
3. Pivot up onto two feet
4. Hip out
5. Turn and face

### Wrist Holds:

1. 2-on-1
2. Meat hook



## Stand Up



### Task #4:

With a partner, alternate doing stand ups with the top partner going for a breakdown and a wrist hold.

#### Cues:

1. Cup and Cage
2. Inside leg up by outside knee
3. Pivot up onto two feet
4. Hip out
5. Turn and face

#### Breakdowns:

1. Bump chop
2. Far knee, far ankle

#### Wrist Holds:

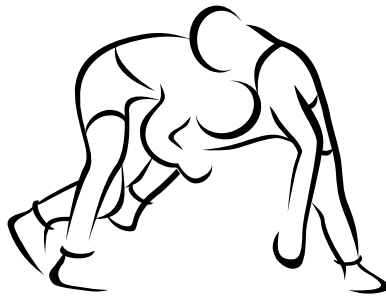
1. 2-on-1
2. Meat hook

## Task Card Introduction

This section contains task cards that can be used throughout the unit. There are 6 task cards that can be used as different stations, using a separate skill at each station. There are 5 task cards that can be numbered and used in a progression for the single leg shot. There are also 4 task cards to be used as a progression for the stand up escape. All task cards show the cues for each skill as well as other information necessary to perform the particular skill correctly.

Task Card #1 – Double Leg	(Lesson 3)
Task Card #2 – Double Leg Counters	(Lesson 5)
Task Card #3 – High Crotch	(Lesson 12)
Task Card #4 – High Crotch Counters	(Lesson 14)
Task Card #5 – Single Leg Counters	(Lesson 9 and 10)
Task Card #6 – Sit Out	(Lesson 22)
Task Card #7 – Single Leg task one	(Lesson 8)
Task Card #8 – Single Leg task two	(Lesson 8)
Task Card #9 – Single Leg task three	(Lesson 8)
Task Card #10 – Single Leg task four	(Lesson 8)
Task Card #11 – Single Leg task five	(Lesson 8)
Task Card #12 – Stand Up task one	(Lesson 18)
Task Card #13 – Stand Up task two	(Lesson 18)
Task Card #14 – Stand Up task three	(Lesson 18)
Task Card #15 – Stand Up task four	(Lesson 18)

# Task Cards



By Brian Horaski and Jon Garcia



# Arm Bar



- Fist pulls elbow
- Fist slip through on back
- Circle to head
- Hand on mat
- Lock hands

# Double Leg



Good Penetration step



Follow through with your trail leg



Shift 45 degrees



Rotate up and shuffle your feet

# Half Nelson



- Under elbow back of head
- T-up
- Straight Arm lever
- Chest to chest
- Lift head



# High Crotch



- Good penetration step
- Arm through the legs and wrap



- Rotate up to feet
- Pick up leg

# Single Leg



- Change levels
- Step outside



- Drive through/knee down
- Head inside



- Wrap up
- Pick up

# Sit Out



-Good referees position



-Left hand across right  
-Raise right knee



-Kick your left leg under the right  
-Butt back to the mat  
-Elbows in

## **Skill Chart Introduction**

Included in this section are skill charts showing pictures on how to perform certain skills. These skills include the stand up escape, sit out escape, single leg shot, high crotch shot, double leg shot, half nelson pin, and arm bar pin. Although every single cue may not have its own specific picture, the cues for each skill are listed on the skill chart. These skill charts will also be provided with each corresponding lesson plan.

1. Double Leg (Lesson 3)
2. Single Leg (Lesson 8)
3. High Crotch (Lesson 12)
4. Stand up (Lesson 18)
5. Sit out (Lesson 22)
6. Half Nelson (Lesson 26)
7. Arm Bar (Lesson 27)

# Skill Charts



By Brian Horaski and Jon Garcia

# Stand Up



-Good referees position

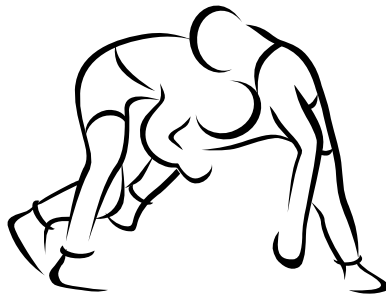


-Cup and cage  
-Inside leg up



-Pivot to your feet  
-Hip out  
-Fight the hands

# Resources



By Brian Horaski and Jon Garcia

