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## A Wrestling Program for High School Physical Education

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A WRESTLING PROGRAM  
FOR  
HIGH SCHOOL PHYSICAL EDUCATION

Instructional Materials Center  
Jacksonville State College

by

Sam N. Black

Submitted in partial fulfillment  
of the requirements for the degree  
of Master of Science in education  
at the Jacksonville State College,  
Jacksonville, Alabama

1965

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## CHAPTER I

### INTRODUCTION

Wrestling is one of the oldest sports known to man. It is the most instinctive of sports and fighting techniques. Today wrestling is an ideal activity for young men and boys who want to engage in a feat that encourages them to rely upon their own intelligence, skill, and strength to decide the success or failure of their participation in the sport. In youth lies the spirit of conquest and the desire for physical adventure. Wrestling is an activity that helps to satisfy these desires.

Besides being an excellent form of training in its ability to promote total physical fitness, wrestling develops one physically and builds good character traits such as determination, self-confidence, courage and the desire to win. It emphasizes good sportsmanship and is an exciting and interesting recreational activity that can be enjoyed in later life.

The most important contribution of wrestling is that in an organized program boys of all types - the skinny, the fat, the short or tall - have an equal opportunity to become proficient in a beneficial physical activity. Even the physically handicapped, in many cases, can engage in

in wrestling, whereas participation in other sports would be impossible.

For the above mentioned reasons, wrestling belongs in the physical education program. The following work is an attempt to solve some of the problems facing the physical education teacher who desires to include a wrestling course in the school curriculum.

#### STATEMENT OF THE PROBLEM

In many areas of the United States the high school leaders are becoming aware of the fact that scholastic wrestling is an ideal activity that can be included in the physical education curriculum. However, lack of trained personnel in this area usually halts preparations to install wrestling in the program. This problem need not stand in the way. Most physical education instructors are competent people who can teach most activities if they have a usable teaching plan.

The problem then, which faces the teacher, is to find or develop a course in scholastic wrestling. There is ample materials which deal with wrestling, but most of it is hard to understand and is too complicated for use by the inexperienced teacher.

#### PURPOSE OF THE STUDY

The purpose of this study is to provide a simple,



easy to understand program of wrestling to be included in the high school physical education program. In doing this it is necessary to eliminate technical language; to restate complicated instruction; to clarify difficult procedures and, in general, to provide a natural and flexible plan of instruction.

If this is to be done, the following questions must be answered:

1. What information is needed by a teacher planning to teach wrestling in the school program?
2. What organizational information is needed by a teacher who is going to teach wrestling in the school program?
3. What selected skills and maneuvers should be used in the wrestling program?

#### SOURCE OF DATA AND RELATED MATERIAL

Outstanding books, plus periodicals and pamphlets on wrestling, provided the background for research. Interviews with teachers and school leaders from Alabama, Florida, Georgia, North Carolina and Tennessee provided many insights into the problems they faced when trying to plan wrestling programs. These interviews led to the undertaking of this study.

## CHAPTER II

### INFORMATION NEEDED BY A TEACHER PLANNING TO TEACH WRESTLING IN THE SCHOOL PROGRAM

In starting a new project one must have certain information as a foundation upon which to build. The following information on scholastic wrestling must be available to the teacher who plans to teach wrestling.

The wrestling teacher must have certain objectives for his program; he must know the type and quantity of materials that are needed for wrestling; and he must acquire specific wrestling information that will help him to better understand the sport of wrestling.

#### Objectives of the Wrestling Program

The following objectives are bases for the wrestling program:

To provide a sound physical activity for high school boys.--Most boys like combative sports as well as to learn the art of self defense. Wrestling satisfies such needs for them. It provides an opportunity for boys to participate in a strenuous, body-contact sport which is safe and healthful.

To develop total physical fitness.--In wrestling the boy must use every muscle of the body. Wrestling demands fitness. As they participate in wrestling they will develop strength, endurance, agility, co-ordination and excellent over-all condition.

To instill self-confidence, courage, determination, the desire to win and good sportsmanship.--Wrestling is the kind of sport that encourages one to "stand on his own two feet" - to rely upon himself. He cannot leave his job for a teammate to do. One of the greatest values of wrestling is the training of boys to face up to a difficult task with determination and the courage to do it with fair play.

To provide a recreational activity that can be enjoyed in later life.--Many people who have long finished school still enjoy wrestling. They find through wrestling a means of maintaining physical fitness and mental balance. In addition to being a developer of strength, agility, etc., wrestling is also an exciting and pleasurable game. It consists of moves and counter-moves to the extent that it is a match of wits and not just strength. Many senior citizens find great enjoyment in this form of recreation as a way to stay fit and actually prolong their usefulness to society.

#### Facilities and Equipment

The teaching station.--One of the advantages of having a wrestling program is that a large number of boys can participate in a relatively small area. A portion of the gym floor, a stage, balcony or a regular classroom can be used for a teaching station. The only requirements are

that it be free of obstructions and that it be properly heated and ventilated. Such a locale can be found in most schools.

The wrestling area.--A minimum of five mats measuring five feet in width, twenty-five feet in length and two inches in thickness is necessary for a working area. Tumbling mats can be used for this purpose, however, mats with a smooth plastic surface are better for wrestling than the canvas-covered utility mats. The smooth surface is easier to clean and provides a more sanitary working area.

Since the wrestling area is usually made up of several mats pushed side by side, they should be tied together to prevent their coming apart and leaving the floor exposed. After they are fitted together the mats are then covered with a vinyl or plastic coated cover. This provides a smooth and continuous wrestling mat. The cover should be about twenty-eight feet in size so that it can be tucked under the mats to keep them from wrinkling and slipping.

Individual equipment.--Each boy should be equipped with a sweat shirt, sweat pants, an athletic support, socks and high-topped canvas shoes. Proper head gear should be provided by the school for the prevention of injury to the external ear. A first aid kit should always be available for use in case of injuries. The instructor needs the same type dress as the students. A whistle and a stopwatch complete the equipment needs.

### Specific Wrestling Information<sup>1</sup>

Weight classes.--Contestants are divided into weight classes which range in number from eight to thirteen. Most allow thirteen. The contestants are classified as follows:

95 pounds	125 pounds	145 pounds	180 pounds
103 "	133 "	154 "	191 "
112 "	138 "	165 "	Unlimited

In interscholastic competition the boys are weighed before each meet. In the physical education class one weigh-in is sufficient.

Definitions.--Wrestling, like other sports involves terminology peculiar to it. Most of it will be new to the beginning wrestler. The following terminology is used in conducting and officiating wrestling matches:

1. Neutral position - A position in which neither wrestler has control of the other.
2. Takedown - A takedown occurs when a wrestler goes from the neutral position to the advantage position.
3. Position of advantage - A position in which a contestant is in control of his opponent.
4. Reversal - A reversal occurs when the defensive or bottom wrestler comes from underneath and gains control of his opponent.

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<sup>1</sup>Charles Parker, Official NCAA Wrestling Guide (New York: National Athletic Bureau, 1965), pp. 64-109.

5. Stalemate - When neither wrestler can improve his position a stalemate occurs. When this happens the referee stops the match and then resumes as in out of bounds.

6. Out of bounds.- A wrestler is out of bounds when his supporting parts are beyond the wrestling boundaries unless a fall is imminent, a takedown is imminent, or one wrestler is in a position of advantage and either contestant has supporting parts in the wrestling area. The referee can stop the match if a dangerous situation develops. When out of bounds is called or when the referee stops the match the referee brings the wrestlers to the center of the mat. Here he places them in the referee's position to resume wrestling. The wrestler who has a position of advantage when the match is stopped takes top position as the match is resumed.

7. Referee's position - This is the position in which the wrestlers are placed at the beginning of the second and third periods of the match. The wrestlers are also placed in the referee's position when out of bounds or time is called. In these cases the referee's position is taken only when one contestant is in a position of advantage when out of bounds or time is called.

8. Escape - An escape occurs when the defensive wrestler gains a neutral position on the mat or when standing within the wrestling area.

9. Predicament - A predicament is a situation in which the offensive wrestler has control of his opponent in a pinning combination and a fall or near-fall is imminent. A predicament is judged in the following way:

If both shoulders are held within approximately four inches of the mat or less for one full second or more; or when one shoulder of the defensive wrestler is touching the mat and the other shoulder held at an angle of 45 degrees or less for one second or more, a predicament is scored.

10. Near fall - A near fall is a situation in which the offensive wrestler has control of his opponent in a pinning combination with both shoulders or area of both scapula held in contact with the mat for one full second or when one shoulder is touching the mat and the other shoulder held within one inch or less for two seconds.

11. Fall - A fall occurs when both shoulders or area of both scapula are held in contact with the mat for two seconds.

12. Time advantage - The offensive wrestler, having control over his opponent in an advantage position, is gaining time advantage. A time keeper assigned to each wrestler records his accumulated time advantage throughout the match. At the end of the match the referee subtracts the lesser time from the greater. If the wrestler with the greater time advantage has one full minute or more of net time advantage, he is awarded one point by the referee. Only one

point can be awarded for time advantage. (Time advantage need not be recorded in the physical education calss.)

13. Decisions - If no fall has resulted after the three regular periods of any match, the referee awards the match to the contestant who has scored the greater number of points as provided by the point system. If there is a tie in the number of points scored, the referee declares the match a draw. In tournament competition, however, when there is a draw the referee allows the wrestlers two, one minute, overtime periods. Action starts from the referee's position as in the regular match. If, at the end of overtime, the score is still tied the referee awards the match to the contestant who has shown superior wrestling ability.

14. Catch-as-catch-can or free-style wrestling - This is a form of wrestling which employs both the arms and legs in executing takedowns and in securing holds. It is the style of wrestling most popular in the United States.

Conduct of the wrestling match.--All regular matches consist of three two-minute periods. The first period starts with both contestants standing opposite each other at the edge of the circle. The wrestlers come forward, shake hands with the right hand, pass each other, turn to the left at the edge of the circle and when the referee signals, begin wrestlings.

A fall during this or either subsequent periods ends



the match. If neither contestant secures a fall in the first period the referee recesses the match and places the wrestlers in the referee's position with the appropriate contestant in the position of advantage. This is determined by the toss of a coin. The second period is started immediately by the referee's whistle.

If no fall occurs in the second period, upon its expiration, the referee again recesses the match and places the contestant who started the second period in the position of advantage underneath and starts the third period as before. If no fall occurs this final period, upon its termination, the referee awards the contest to the wrestler who has scored highest in the match.

Scoring.--The following is the scoring system used in wrestling:

<u>Individual Match</u>	<u>Dual Meet (team points)</u>
Takedown - 2 points	Fall - 5 points
Escape - 1 point	Forfeit - 5 points
Reversal - 2 points	Default - 5 points
Near fall - 3 points	Decision - 3 points
Predicament - 2 points	Draw - 2 points
Time advantage - 1 point	

The officials necessary for a wrestling match include a referee, a match timer, two riding-time keepers, and a head score keeper. It is the responsibility of the score keeper to keep an accurate account of the score for each contestant and for the teams in dual meets. The score keeper receives all scoring information directly from the

referee. This is accomplished by having the referee signal each time a wrestler scores. For example, if wrestler A gained a takedown over wrestler B the referee would point to wrestler A and hold up two fingers to signify the number of points awarded. The score keeper must always watch the referee in order to get the points right. The referee will always signal when a contestant scores.

If the scoring is being done for a dual meet the winning wrestler's team would receive either three or five points. If the match is a draw both teams receive two points. Keeping score in the physical education class is not necessary unless a class tournament is being held or the teacher is instructing the class on how to score and officiate. The students must know how the scoring is done in order to watch a wrestling match intelligently.

Common illegal holds.--The following holds are frequently used by professional wrestlers. These holds are dangerous and must not be allowed in scholastic wrestling.

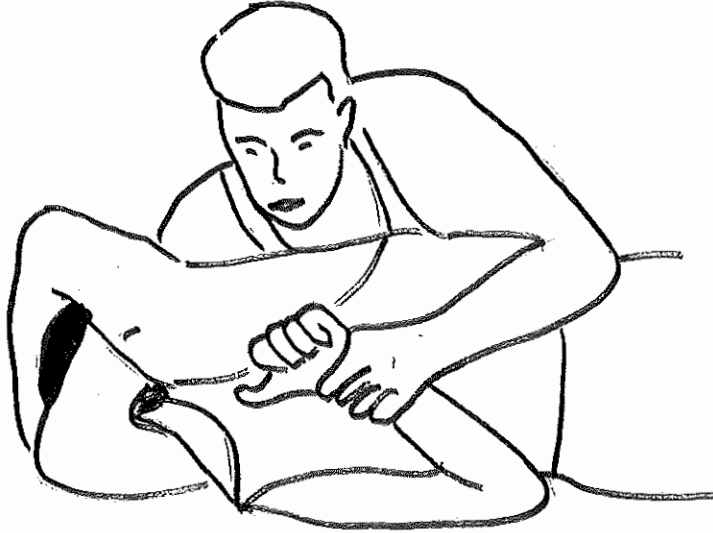


Fig. 1.--Illegal Hammerlock

1. Hammer-lock above a right angle<sup>2</sup>-- This occurs when the arm is brought behind the back and the extent to which the arm is bent toward the head causes the arm and forearm junction to be above a right angle.

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<sup>2</sup>Ibid., p. 89



Fig. 2.--Illegal Headlock

2. Head lock<sup>3</sup>- The head is locked by encircling an arm directly around the opponent's head and then locking the hands to secure the hold and to apply pressure. The head lock may be used when only one arm is used and when one of the opponent's arms is included in the hold.

3. Full nelson<sup>4</sup>- This hold is frequently used by inexperienced wrestlers. It is applied by bringing the arms under the opponent's arms and applying pressure to his neck and head with both hands.

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<sup>3</sup>Ibid., p. 100

<sup>4</sup>Ibid., p. 88

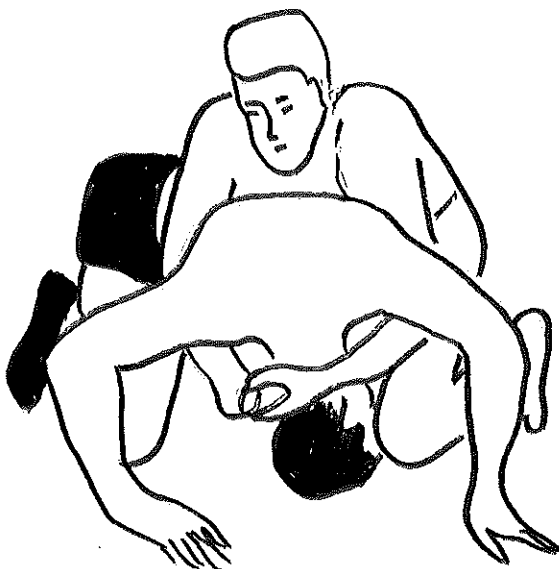


Fig. 5.--Full Nelson

4. Strangle holds - Any hold that applies pressure to the throat.

5. Body slams - When a wrestler takes his opponent to the mat he is responsible for his safety. Picking the opponent up and then forcefully slamming him to the mat could be dangerous and is not part of amateur wrestling.

6. Toe holds - Applying pressure to the toes is illegal.

7. Bending or twisting of the head or limbs beyond their normal limits is prohibited.

8. Any hold used for punishment alone is not allowed. The object of a wrestling match is to pin the opponent. Punishing him does not achieve this.

Technical violations.--

1. Interlocking hands - The locking of hands by the wrestler who has the advantage is illegal unless they are locked to secure a pinning combination. Hands may be locked while in a neutral position except when a wrestler attempts a hold that may be illegal. The defensive wrestler may lock hands so long as he does not attempt an illegal hold.

2. Holding legs - The offensive wrestler cannot grasp the legs and ride them as a means of holding his opponent. In doing so he may be penalized for stalling. Holding legs does not refer to grasping the legs in takedowns and pinning combinations.

3. Leaving the mat without permission.
4. Delaying the match.
5. Intentionally forcing the opponent off the mat.
6. Intentionally going off the mat. (In an effort to get away from the opponent.)
7. Stalling.
8. Grasping clothing, edge of mat, etc.

Penalty chart.--Below is listed infractions that may occur in wrestling and the penalty assessed to them:

<u>Infraction</u>	<u>1st penalty</u>	<u>2nd penalty</u>	<u>3rd penalty</u>	<u>4th penalty</u>
Illegal holds	1 pt. N.C.	1 pt. N.C.	2 pts. N.C.	dis-
Technical violation				qualify
Unnecessary roughness				
Unsportsmanlike conduct	warning	deduct 1 team pt.	remove from premises	
Flagrant misconduct	disqualify on first penalty			
Greasy substance on skin and/or objectional pads and braces	disqualify if it cannot be removed in the allocated time.			

N.C. - No change in position

## CHAPTER III

### ORGANIZATIONAL INFORMATION NEEDED BY A TEACHER WHO IS GOING TO TEACH WRESTLING IN THE SCHOOL PROGRAM

#### Class Organization

The wrestling class must be well organized if proper learning is to take place. A daily routine should be established from the start. This routine includes reporting to class on time, being dressed properly, roll call, participation in the activities and an orderly dismissal from class.

The boys should be weighed in prior to any wrestling activity. The most efficient way to do this is to have the boys line up in the same order as their names appear in the roll book. The teacher does the weighing and a student assistant records the weights in the roll book. A weight chart can be drawn up later so the boys can be paired off quickly and easily for drills and competition.

As the students report to class they should be instructed to form five or six lines on the mat area. Assign the boys a specific place so they always know where to line up. Check roll while they are in line.

After the roll has been called and necessary announcements have been made the teacher leads, or appoints a student to lead, exercises. Following the exercises the boys can be paired for wrestling or for drills. Each pair should have enough room to maneuver while working. If the number of



students is excessive it may be necessary to drill half the class at a time. The others can observe while awaiting their turn. Have everyone face the instructor.

When the boys are finally prepared to engage in competitive wrestling caution must be observed to insure their safety. A good safety measure is to have all boys who are waiting to wrestle be seated around the mat's edge where they can help prevent wrestlers from going off the mat. Also, the class should be dismissed in an orderly manner, making sure the boys do their wrestling on the mat - not on the way to, or in the showers or dressing room. Careful supervision is a must in order to insure the safety of the student.

#### Methods of Instruction

New maneuvers in calisthenics and wrestling must be simplified as much as possible in order for the students to learn them quickly and easily. The count method of instruction has proven to be very satisfactory in teaching wrestling and related skills. The count method in conjunction with the whole-part-whole method of instruction is the system used and suggested by the author. In teaching rules, terminology, etc., the lecture and discussion methods of teaching may be employed.

The count and whole-part-whole method of instruction.

1. Demonstrate the movement to be taught in its entirety. This shows the student what he is to learn.
2. Move through the maneuver slowly, pointing out detailed parts of the move.
3. Break the maneuver down into numbered parts.
4. Go through the maneuver one part at a time with the boys. As each step is performed have the boys hold them so they can be checked for correctness.
5. Repeat this until the pupils become fairly proficient in the maneuver.
6. Drill the group on the complete maneuver.
7. Do not go too fast; do not try too many things in a single session.

Directing interclass competitive wrestling.

The act of competing against classmates is the fun part of the wrestling course. The students now have an opportunity to use the skills and maneuvers they have learned. However, this phase of the program requires close and constant supervision. A group of eager highschool boys cannot be left to wrestle on their own.

Only two boys compete at a time. All others are seated and observing the match. If the boys are seated around the mat in progressive weight order, valuable time will be saved when pairing the boys to wrestle. When the wrestlers finish their match the next pair of boys in line quickly take their place on the mat.

Officiating should be done by the teacher most of the time. Occasionally he may appoint a student to referee as a part of the student's training. All wrestling students should understand the officiating procedures well enough to referee with the aid of the instructor.

Should a class period end before all students have wrestled the teacher starts the next session where he left off the preceding day. Be sure every boy has the opportunity to compete.

### Lesson Plans

The physical education teacher should have a well prepared plan of instruction for each class session. There are many important items that could be overlooked without the daily lesson guide.

The teacher must plan his work to fit into the time allotted for wrestling. Within this time limit the following items must be covered:

1. Class procedures.
2. Initial testing.
3. Specific wrestling information.
4. Calisthenics.
5. Wrestling maneuvers.
6. Interclass wrestling.
7. Evaluation of the program and of pupil progress.

A five week course of study (see Appendix I) is sufficient for most school programs. This allows ample time to

cover necessary materials to be presented and leaves enough time for competitive wrestling.

### Evaluation Procedures

We have undertaken as our objectives: (1) to provide physical activity for high school boys; (2) to further develop physical fitness; (3) to instill in students self-confidence, courage, determination, the desire to win and good sportsmanship; (4) to provide a recreational activity that can be enjoyed in later life.

In order to analyze individual achievement in these areas and to provide the instructor with a basis for future preparation of class and lesson planning we propose to evaluate in the following manner:

1. Through critical observation.
2. Examination of the student's application of wrestling skills.
3. Consideration of individual achievement in strength, agility, and endurance.
4. Testing for comprehensive retention of wrestling knowledge.

#### Critical observation.

In wrestling, as in any teaching-learning situation, there are many intangible values to be gained. Though these values cannot be recorded in black and white or checked by oral assertion the conscientious teacher can, by careful

observation, determine whether or not his students are gaining self-confidence, determination, courage and other desired attributes as set forth in our objectives.

Wrestling is by nature a sport that requires aggressive action, perseverance and self-discipline. Even the casual observer will notice aggressiveness and tenacity as the boys engage in the sport. He can quickly see which boy will meet the opponent with determination and the will to win.

Activities, such as wrestling, should help to develop participants into worthy opponents who can face not only strenuous competition in rigorous sports but they should also help them to better cope with the realities of everyday life.

Using these preceding comments as a guide, the teacher can measure his pupils subjectively, thus, complementing the objective testing in wrestling.

#### Examination of the students' application of wrestling skills.

In order for the teacher to measure the pupil's progress in this area the teacher must test on those skills which he has endeavored to teach. The following outline can be used as the basis for a skills test:

1. Test for correct fundamental wrestling positions and grip.
2. Test for correct procedure and application of the wrestling maneuvers.

Consideration of individual achievement in strength, agility and endurance.

In order to measure improvement in these areas it is necessary to administer a sound fitness test at the beginning of the course and then again at the conclusion of it. There are several good standardized test which can be utilized in this area of evaluation. We suggest the following tests taken from the A.A.H.P.E.R. Youth Fitness Manual:

Part I. Tests for strength.

Pull-up on horizontal bar.

Sit-up.

Part II. Test for agility. - The shuttle-run.

Part III. Test for endurance. - The 600 yard run-walk.

Testing for comprehensive retention of wrestling knowledge.

This area of the wrestling program is evaluated through the use of a well-prepared written examination. We suggest the short-answer tests for use in the physical education class. (See Appendix II for sample tests.)

## CHAPTER IV

### SELECTED WRESTLING MANEUVERS AND RELATED SKILLS WHICH SHOULD BE USED IN THE WRESTLING PROGRAM

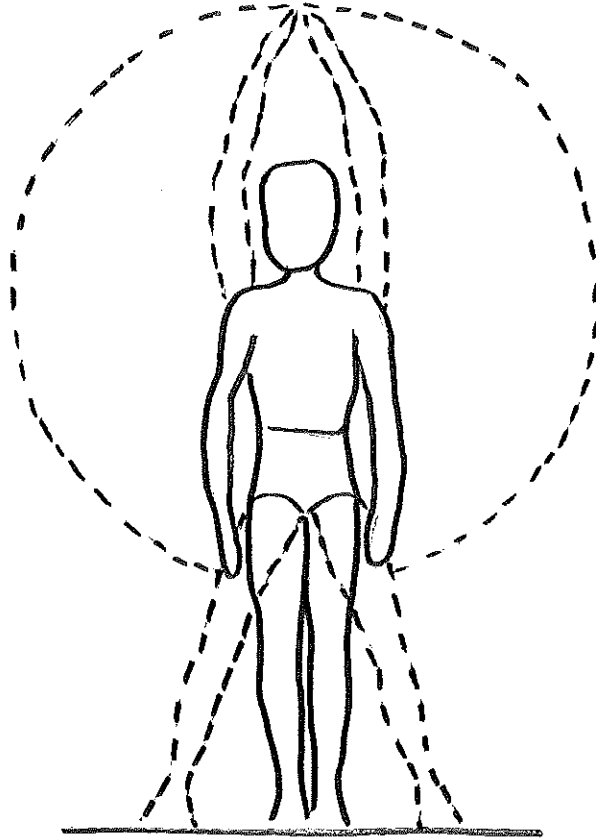
If the beginning teacher were faced with the job of selecting suitable wrestling maneuvers for the high school physical education program he would find the task both difficult and time consuming. There are thousands of maneuvers to pick from and this could easily lead to confusion. There is a definite need for experienced help in choosing proper materials for the wrestling course for beginning teachers and students.

The author offers a selection of calisthenics and wrestling maneuvers which can be taught with a minimum of difficulty on the part of the teacher. These movements are illustrated and explained to the extent that the teacher and pupil can gain an understanding of the overall concept and purpose of each move. The finer techniques can only come from experience.

The following selection presents proper calisthenics which will prepare the students for wrestling and a plan of attack and counter-attack for the beginning wrestler. This course is not intended to develop championship wrestlers; its purpose is to educate boys to the extent that they can enjoy the sport and benefit from it.

## Calisthenics

## 1. Side-straddle hop.

Fig. 4.--Side-straddle hop<sup>5</sup>

## Directions:

Starting position.-Pupil stands at attention.

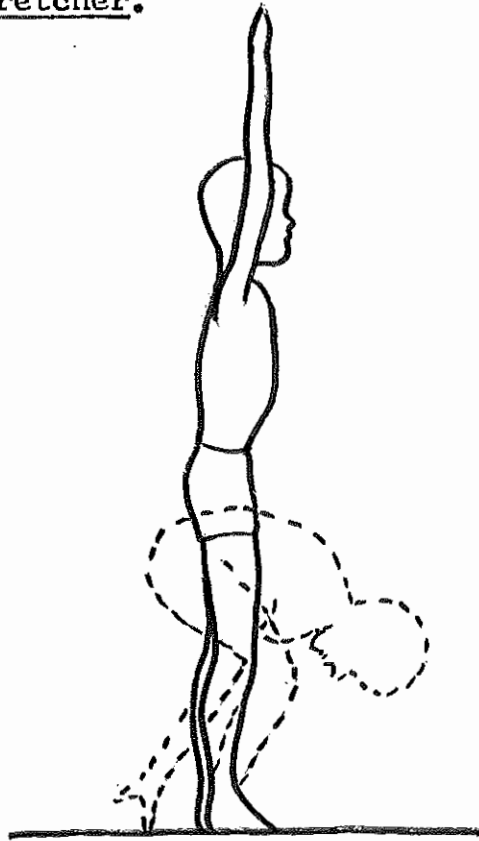
Count 1.- Swing arms sideward and upward, touching hands above head (arms straight) while simultaneously moving feet sideward and apart in a single jumping motion.

Count 2.- Spring back to the starting position.

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<sup>5</sup>Youth Physical Fitness, President's Council on Youth Fitness (Washington, D.C.: U.S. Government Printing Office, 1961), p. 56.



2. Back-stretcher.Fig. 5.--Back-stretcher<sup>6</sup>

## Directions:

Starting position.- Pupil stands with feet spread shoulder width apart, arms extended overhead, palms facing.

Count 1.- Bend forward from the hips, knees bent. Swing arms downward between the legs, looking backward between legs and touching the floor behind the feet.

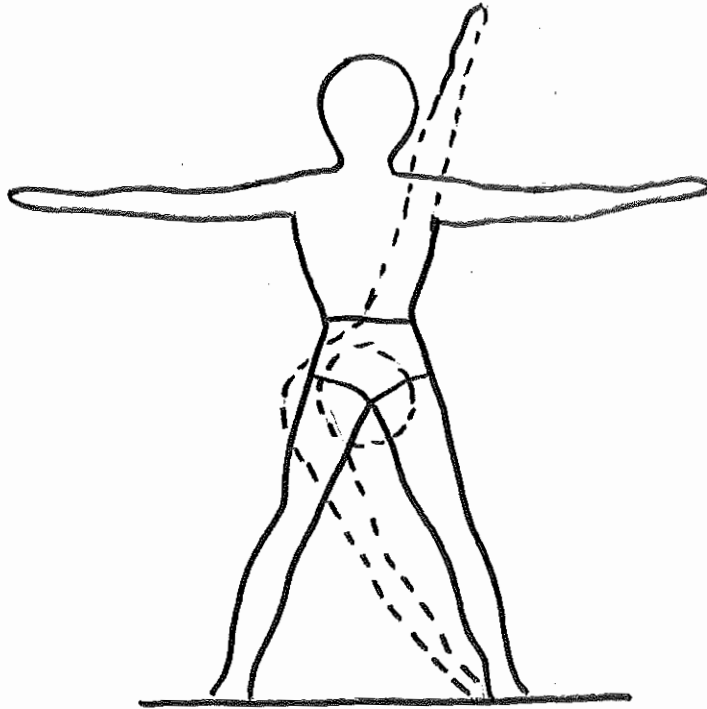
Count 2.- Keep body and arms down, bounce, touching the floor farther behind feet.

Count 3.- Same as count 2, reaching still farther to the rear.

Count 4.- Return to starting position with a vigorous upward swing of arms.

---

<sup>6</sup>Ibid., p. 60.

3. Windmill.Fig. 6.--Windmill<sup>7</sup>

## Directions:

Starting position.- Pupil stands, feet spread shoulder width apart, arms extended sideward to shoulder level, palms down.

Count 1.- Twist and bend trunk, bringing the right hand to the left toe, keeping arms and legs straight.

Count 2.- Remain with the trunk in the same position (head in the same fixed spot) and touch the left hand to the right toe.

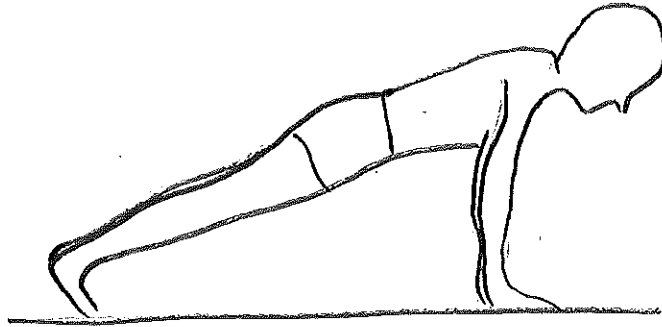
Count 3.- Reverse count 2, touching right hand to left toe.

Continue at a rapid tempo, rouching toes with opposite hand.

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<sup>7</sup>Ibid., p. 58.

## 4. Push-ups.

Fig. 7.--Push-up<sup>8</sup>

## Directions:

Starting position.- Extend the arms and place hands on floor just under and slightly outside of the shoulders, fingers pointing forward. Extend body so that it is perfectly straight. The weight is supported on the hands and toes.

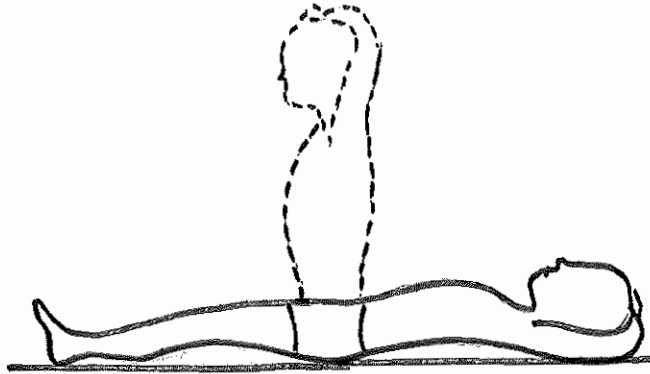
Count 1.- Keeping the body tense and straight, bend elbows and touch chest to floor.

Count 2.- Return to original position. The body must be kept perfectly straight. The buttock must not be raised and the the abdomen must not sag.

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<sup>8</sup>Ibid., p. 64.

## 5. Sit-ups.

Fig. 8.--Sit-up<sup>9</sup>

## Directions:

Starting position.- Pupil lies on his back with legs extended, feet about one foot apart. The hands, with fingers interlocked, are grasped behind the neck.

Count 1.- Sit up and turn the trunk to the left. Touch the right elbow to the left knee.

Count 2.- Return to starting position.

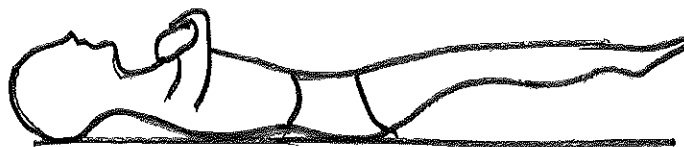
Count 3.- Sit up and turn the trunk to the right, touching the left elbow to the right knee.

Count 4.- Return to the starting position.

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<sup>9</sup>Ibid., p. 22

## 6. Leg raiser.

Fig. 9.--Leg raiser<sup>10</sup>

## Directions:

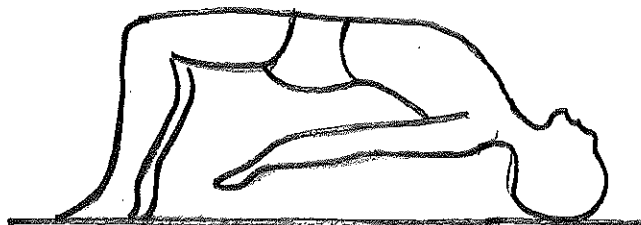
Starting position.- Pupil lies on back, hands clasped across the chest, legs extended and raised six inches off the floor.

Count 1.- Spread the legs as far as possible.

Count 2.- Return with feet together, still holding the feet six inches off the floor.

Repeat exercise.

## 7. Wrestler's bridge.

Fig. 10.--Wrestler's bridge<sup>11</sup>

## Directions:

Starting position.- Pupil lies on back, knees flexed, feet flat on floor. Arms are extended close to body, palms down.

Action.- Press head to floor raise buttocks and shoulders.

Return to original position.

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<sup>10</sup>Ibid., p. 50

<sup>11</sup>Ibid., p. 99

## Fundamental Wrestling Positions

### Open Stance.

The open stance is the wrestler's version of sparring, and like boxers he must keep moving. It gives him time to size up his opponent, think about his strategy, anticipate his opponent's moves and be prepared to seize the first opportunity to try for a takedown.

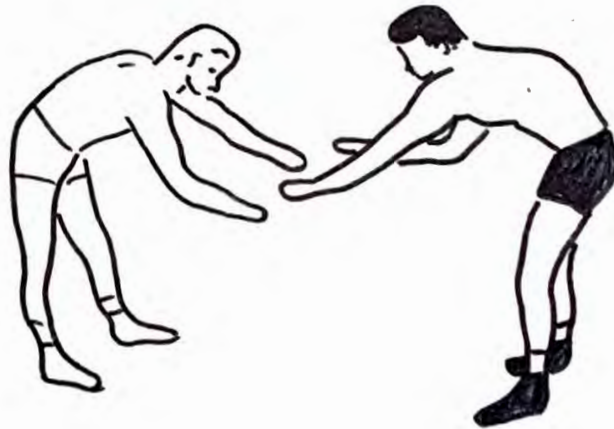


Fig. 12.--Open stance.

In the open stance the wrestler's feet are spread about shoulder width and may be slightly staggered. In moving, the wrestler should avoid cross-over steps as they tend to throw him off balance. The knees are flexed, the trunk is bent slightly forward, the hands and arms are extended for protection. The head is up and alert.

Closed stance.

The closed stance is the same as the open stance except that the wrestler grasps the back of his opponent's neck with one hand and his elbow with the other. The head is usually placed tight against the opponent's shoulder. Footwork is important in this position as the contestants push and pull trying to open the opponent for a takedown.

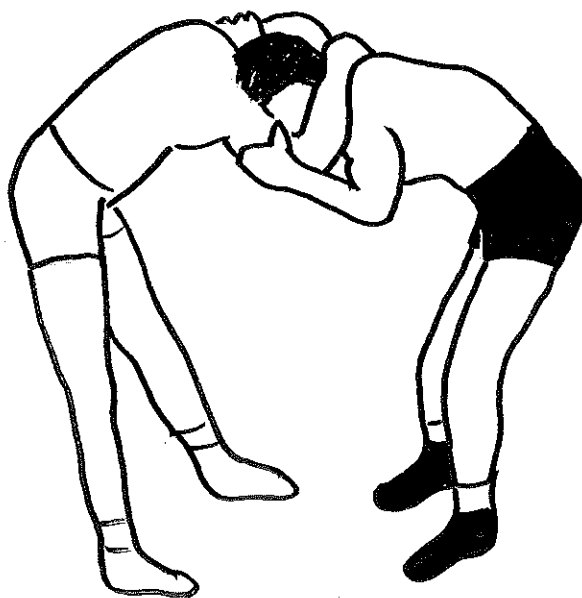


Fig. 13.--Closed stance

### 3. The Referee's Position.

The bottom wrestler goes to his hands and knees. His hands are placed shoulder width with the arms held straight. The knees are spread, the legs are straight and the toes are digging into the mat. The shoulders are up, the back is straight and the head is up and alert. The wrestler keeps his eyes on the referee waiting for his signal to wrestle.

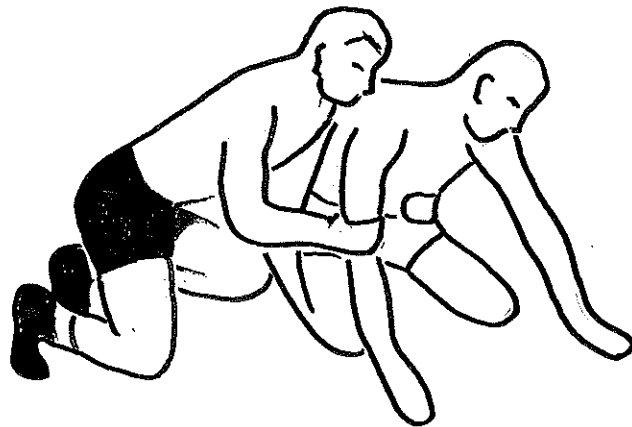


Fig. 14.--The Referee's Position

The top wrestler places his inside knee even with his opponent's foot. His knees are well spread. One arm is placed loosely around the waist with the hand resting in the middle of the abdominal section. The other hand is placed on his elbow. The top man's head cannot be placed beyond the center of the bottom man's back.



## Wrestler's Grip

Hook Grip.

Fig. 15.--Hook grip

The hook grip is the one most frequently used to secure holds while wrestling. To apply the grip the wrestler holds his fingers in the form of a hook; then the fingers are hooked together and the thumbs are turned in for protection

## Wrestling Maneuvers

The following wrestling maneuvers are presented in order to give the student one complete plan of attack and counter-attack that can be taught within the framework of the physical education program. In the following illustrations and explanations of the various movements the figure with the dark outlines will be referred to as wrestler A and the other as wrestler B. The number under each figure corresponds to the steps in the explanations.

Take down.

Wrestling starts with the contestants in an upright position; therefore it would be logical to teach as the first maneuver, a take down from the upright position. One of the best take downs is the leg dive. This move is easily learned yet is highly effective and can be used by most wrestlers.

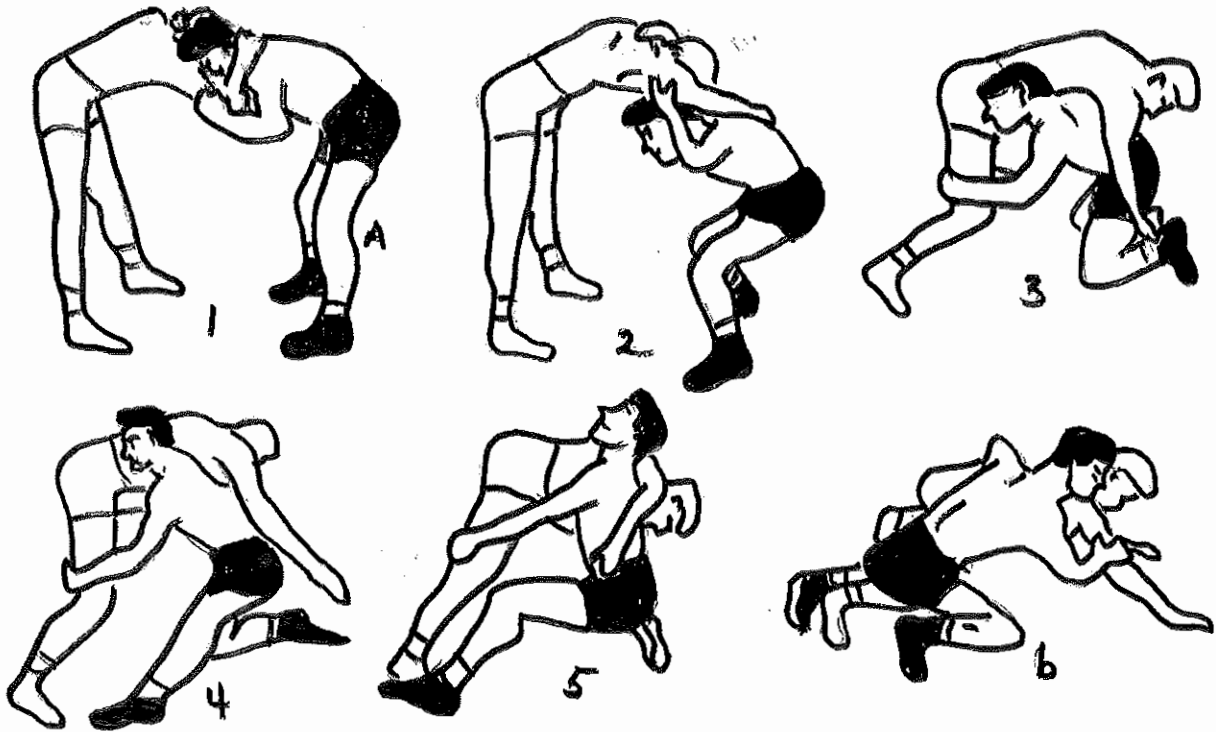


Fig. 16.--The Leg Dive<sup>11</sup>

1. Wrestler A assumes the closed stance position; however, it can be worked from any position.
2. Ducks head quickly and jerks B's head and elbow forward.
3. Drops on knees with head against B's side. Arms around legs.
4. Brings left leg forward and to the outside.
5. Throws head back and into B's side and starts pivoting on right knee. He has a loose grip on legs.
6. Pivots around and moves arm up around waist. Straddles B's right leg.

<sup>11</sup>A. W. Umback and W. R. Johnson, Successful Wrestling, (Dubuque, Iowa: Wm. C. Brown Publishers, 1960), pp. 70-71.

Counter to the leg dive.

It is important for the wrestler to know a counter for the maneuvers that may be used against him. A good counter to the leg dive is the far leg and cross-face.

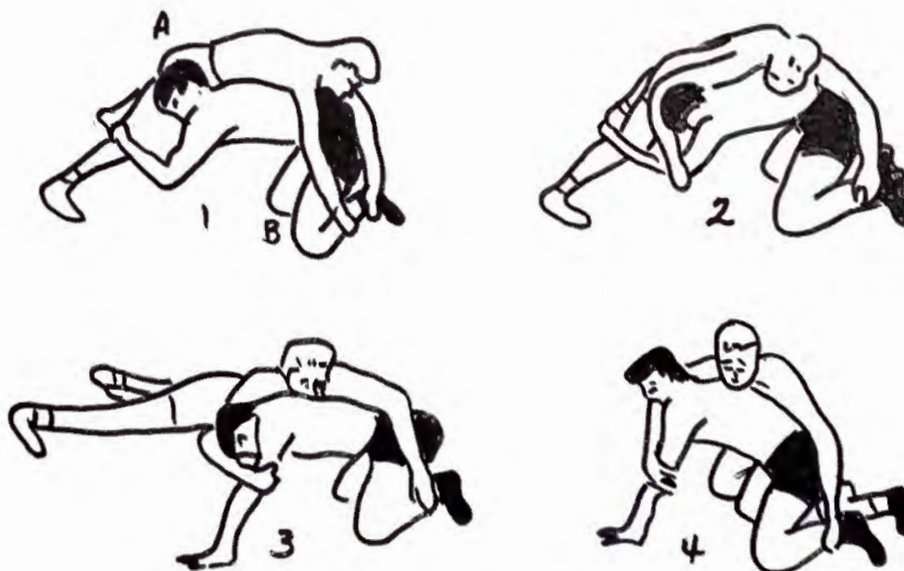


Fig. 17.--Far Leg and Cross-face

1. As soon as his opponent has dropped under him on both knees, A flattens out on him. He keeps legs straight and spread, making B carry all his weight. Reaches across with both hands and grasps farther ankle with both hands.
2. After A has B under control, he takes right hand off B's ankle and cross face him by grasping B's arm just above his left elbow.
3. A snaps his own leg back by pulling on B's left ankle and left arm.
4. Once his legs are free, A swings behind B and straddles his right leg. He now has B in a riding position.

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<sup>12</sup>Ibid., pp. 126-127.

Take down from behind.

In the course of a wrestling match one wrestler may manage to get behind his opponent while they are both standing. When this situation develops the cross-over can be used to bring him to the mat.

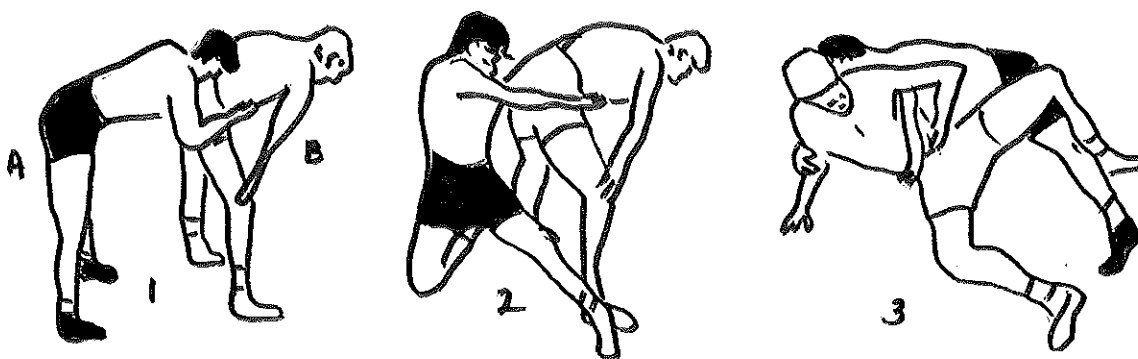


Fig. 18.--The Cross-over<sup>15</sup>

1. A's feet should be about a foot behind and parallel to B's legs. A's hands are locked tightly around waist. Head and grip are to one side.

2. He shifts both feet at the same time, throwing his left foot behind B's right and dropping to his right knee.

3. A brings B across his left leg and to the mat. He unlocks his grip and grasps B's right arm with his right hand. A will have B under control.

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<sup>15</sup>Ibid., pp. 86-87.

Counter to the cross-over.

The switch may be used to counter most moves made from behind. In any situation where wrestler B is behind him, wrestler A must maintain good balance by keeping a good base with his weight slightly forward to counteract the pull behind him.

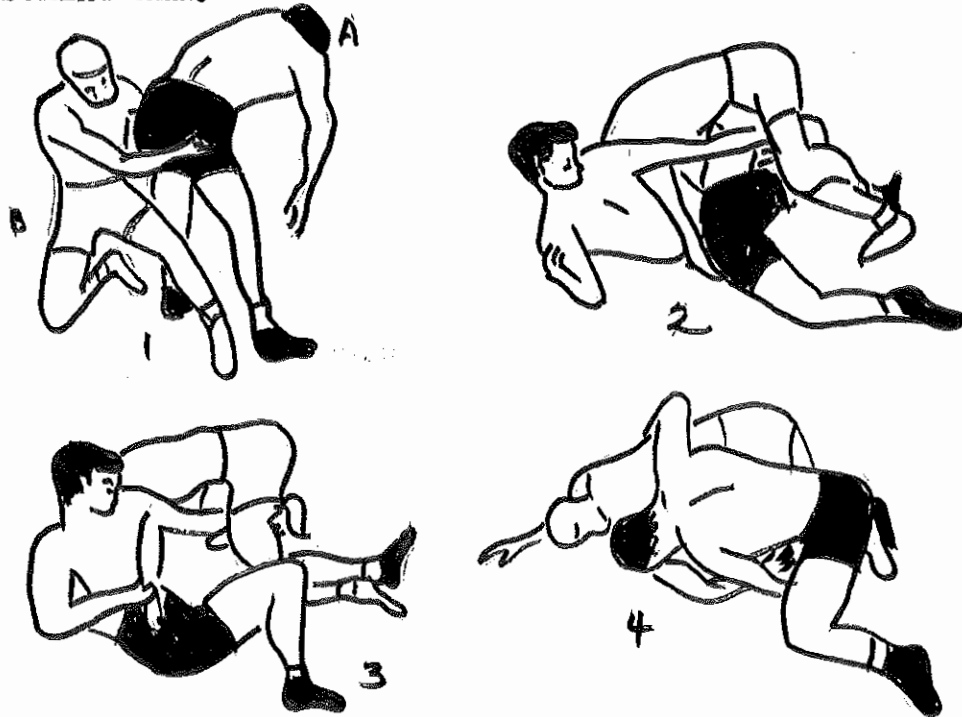


Fig. 19.--The Standing Switch<sup>14</sup>

1. As B crosses his legs over and drops to his right knee, A prepares to put his left hand into B's crotch.

2. A comes to the mat with his left arm over B's left arm ready to put on pressure.

3. A grasps B's left wrist with his right hand so B cannot pull his arm out. Puts pressure on B's left arm pit and A swings his buttock wide.

4. Turns and comes on top of B with his right arm around B's waist and his legs astraddle B's left leg.

<sup>14</sup>Ibid., p. 141.

Take down from the mat position; or a go-behind on the mat.

Some boys find they can work a take down better from a knee position; others occasionally work to a knee position facing each other on the mat. The head drag is a good maneuver to use from this position.

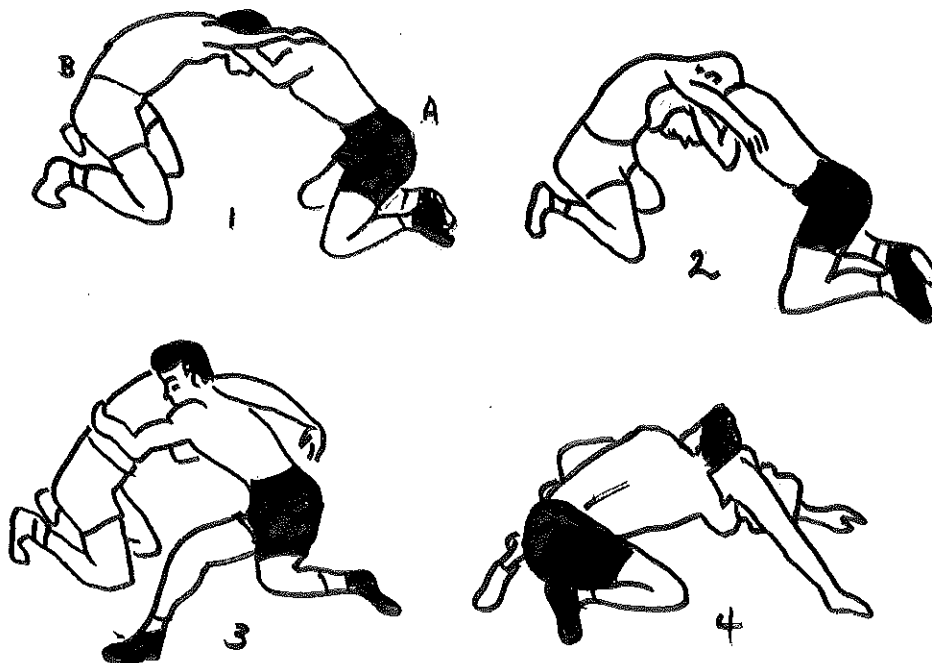


Fig. 20.--The Head Drag<sup>15</sup>

1. A grasps B's neck with his right hand and at the same time keeps B from grasping his neck by catching B's upper arm with his left hand.

2. A holds B's right arm where it is and snaps head down and under B's right arm pit. B's arm should now be on the back of A's neck.

3. A snaps his head back, jerks down on B's neck with his right hand and swings behind B.

4. Note right hand still holding B's neck. A is behind and in good position to operate.

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<sup>15</sup>Ibid., p. 83.

Counter to the head drag.

The wrestler must be prepared for any move his opponent makes. The near wing and cross-over is a versatile counter and can be highly effective against the head drag.

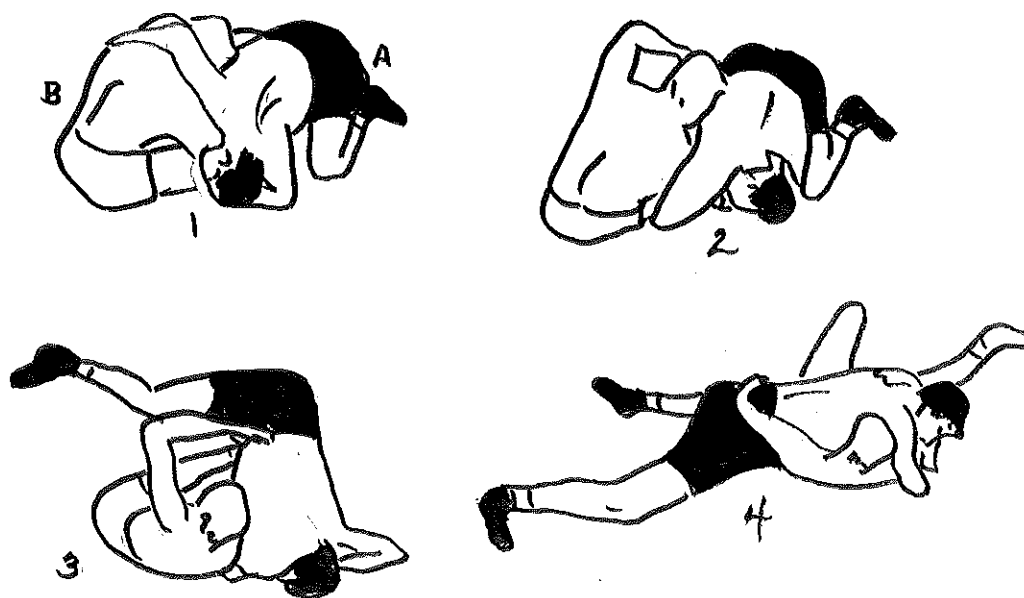


Fig. 21.--The Near Wing and Cross-over<sup>16</sup>

1. As B sets through under A's right arm, A prepares to bring his own right arm down.
2. He locks his right arm around B's right arm and jerks B backward to the mat.
3. Shifts all his weight to his left foot and throws his right leg high over B's body followed by his left leg.
4. A should now be perpendicular to B's body with legs spread for good balance.

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<sup>16</sup>Ibid., p. 139.

Breakdown from the referee's position.

When the wrestlers are working from the referee's position the top man must work for a fall. In order to do this he must get his opponent off his hands and knees, thus immobilizing him. The head lever can be used to accomplish this.

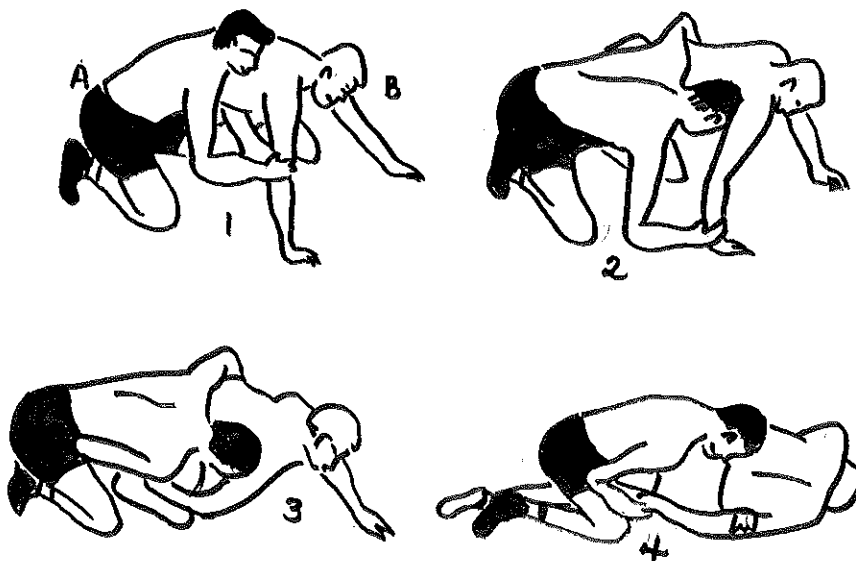


Fig. 22.--The Head Lever<sup>17</sup>

1. A assumes the referee's position on top; hooks his left leg around B's right ankle.

2. A slides his right hand down to B's right wrist and grasps it. At the same time he places his head in B's right arm pit.

3. A drives his head forward, pulling B's right arm backward and to the side. At the same time he uses his left arm around B's waist to pull him at a 45 degree angle on his right shoulder.

4. A pulls B down to the mat on B's right side. He moves his left arm around B's body and grasps B's right arm just above the elbow with his left hand. A pulls B's right hand up with his right hand. He holds B there, pulling B toward his own back.

<sup>17</sup>Ibid., p. 94.



Counter to the head lever.

Many wrestling maneuvers are very simple yet they are the ones that may determine the outcome of a match. The forearm twist is such a move. This simple bit of knowhow can easily counteract the head lever.

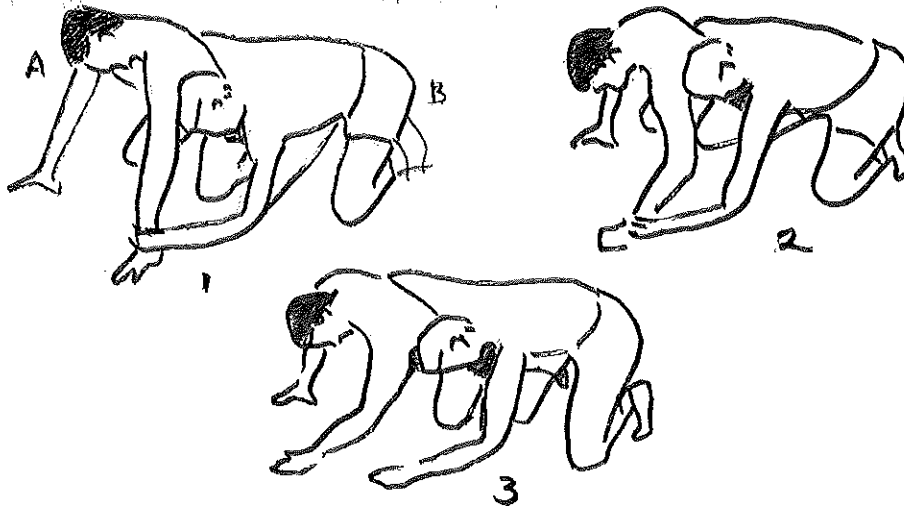


Fig. 23.--The Forearm Twist<sup>18</sup>

1. As B uses a head lever to pry A's arm back, A resists with everything he has. This is merely setting B up.
2. Then all of a sudden, A turns his left wrist in with palm of the hand up as shown in illustration.
3. Note also that he drops his left elbow to the mat. His arm will be free.

Riding the opponent.

When a wrestler is "riding" he is merely maintaining a position of control over his opponent. From a riding position the wrestler tries to maintain control, with as

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<sup>18</sup>Ibid., p. 98.

little expenditure as possible, until he can break his opponent down and go for a pinning situation. The far ankle and near waist ride is easily learned.

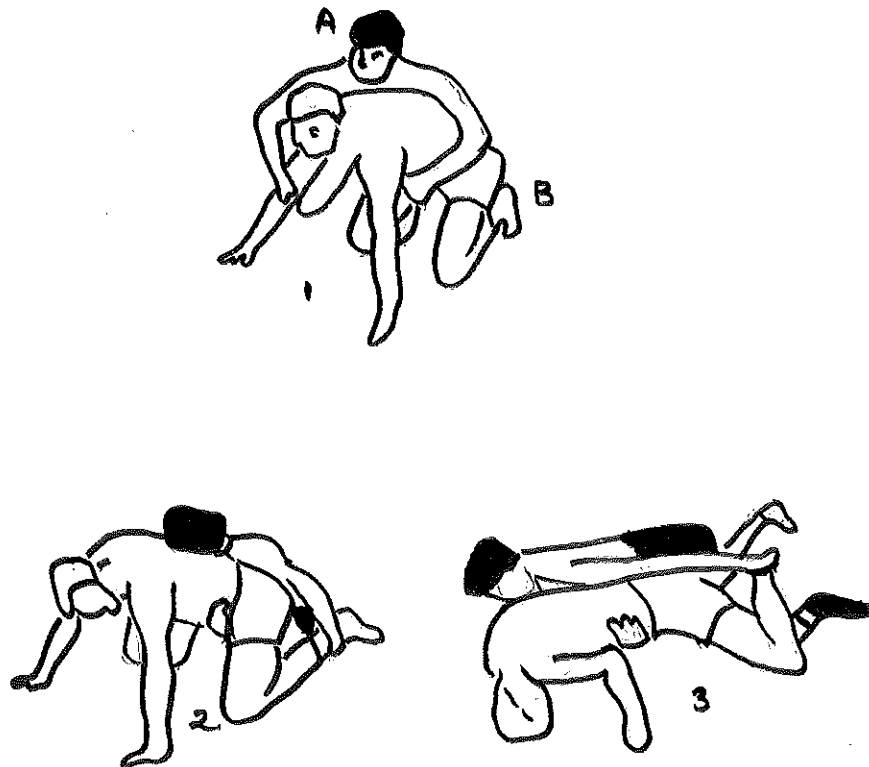


Fig. 24.--The Far Ankle and Near Waist Ride<sup>19</sup>

1. A assumes the referee's position on top.
2. He reaches across with his left hand and grasps his opponent's left ankle. He places his right arm around B's waist.
3. A pulls B's left ankle forward. He either breaks B down or keeps him under control.

Reversal.

The reversal (going from the bottom position to the top position) is used to overcome the wrestler who is riding

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<sup>19</sup>Ibid., pp. 106-107.

and working for a breakdown. A very effective reversal is the switch. This maneuver is more difficult to teach, therefore the teacher should plan to spend extra time on it.

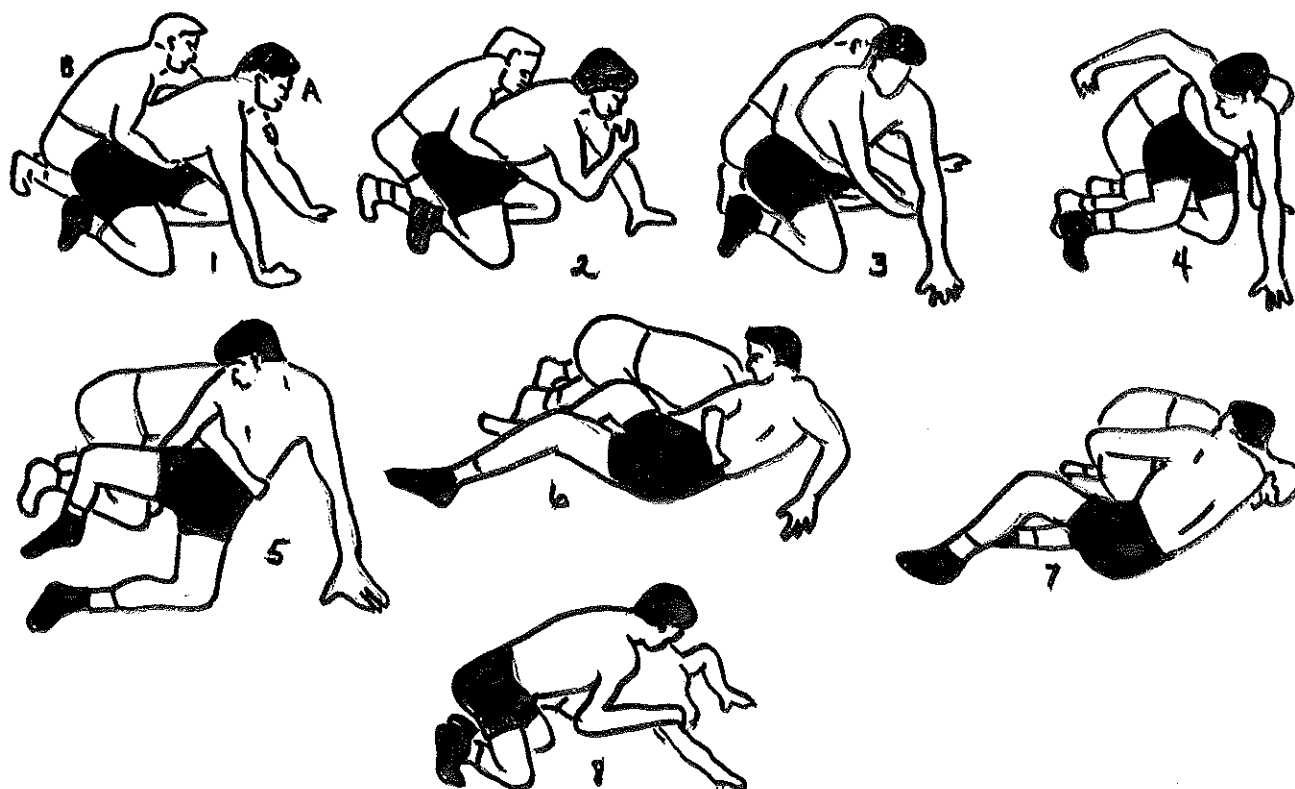


Fig. 25.--The Switch<sup>20</sup>

1. His opponent is to A's left in referee's position or he could be in one of several different positions to work this maneuver.

2. A takes his right hand as shown in illustration and knocks his opponent's left hand off A's left arm.

3. A brings his left arm across to his right so his opponent cannot counter by catching his left arm.

4. Shifts all his weight to his left hand and right foot, raises his right knee off the mat at the same time.

5. A pivots on his right foot and brings his left leg through to his right. At the same time he throws his right arm over B's right arm and puts it in B's crotch.

6. A leans back on B's right arm and swings his buttocks to the right.

7. A swings his buttocks away from B to get more leverage and takes his left hand and reaches for a rear crotch hold.

8. Pulls B forward and comes on top.

<sup>20</sup>Ibid., pp. 106-107.

Counter to the switch.

In order to retain control over his opponent the wrestler must be able to counter attempts at reversals and escapes. The switch is one of the most widely used reversals. It can be countered with the step-over.

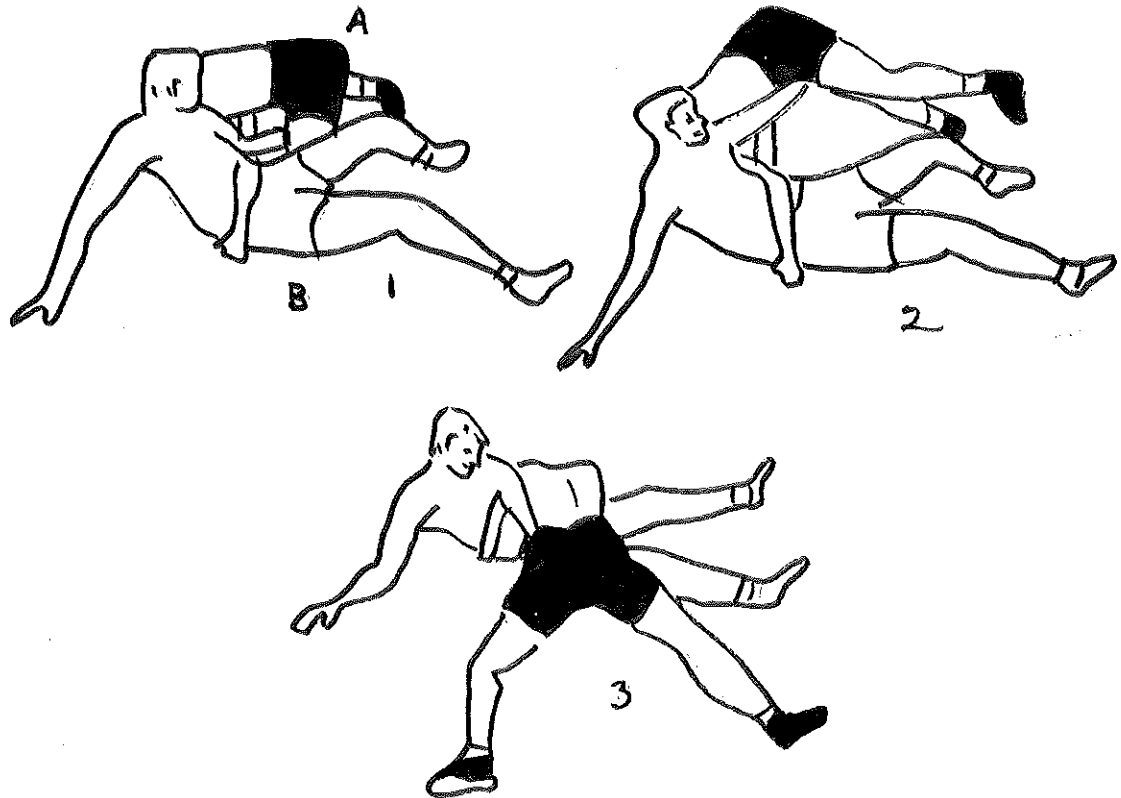


Fig. 26.--The Step-over<sup>21</sup>

1. When B pivots out in a position where he is sitting on his buttock, A shifts all his weight to his right foot.
2. Then throws his left leg up and across B's body followed by his right leg.
3. A should now be in a perpendicular position to B's body with feet well spread.

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<sup>21</sup>Ibid., p. 149.

Escape.

An escape is attempted when a reversal fails or when strategy calls for an escape. For example, if the bottom man needs a point to win and time is running out, an escape would probably be the quickest way to score. The set out is the basic maneuver for most moves from the bottom; it is also a good escape.

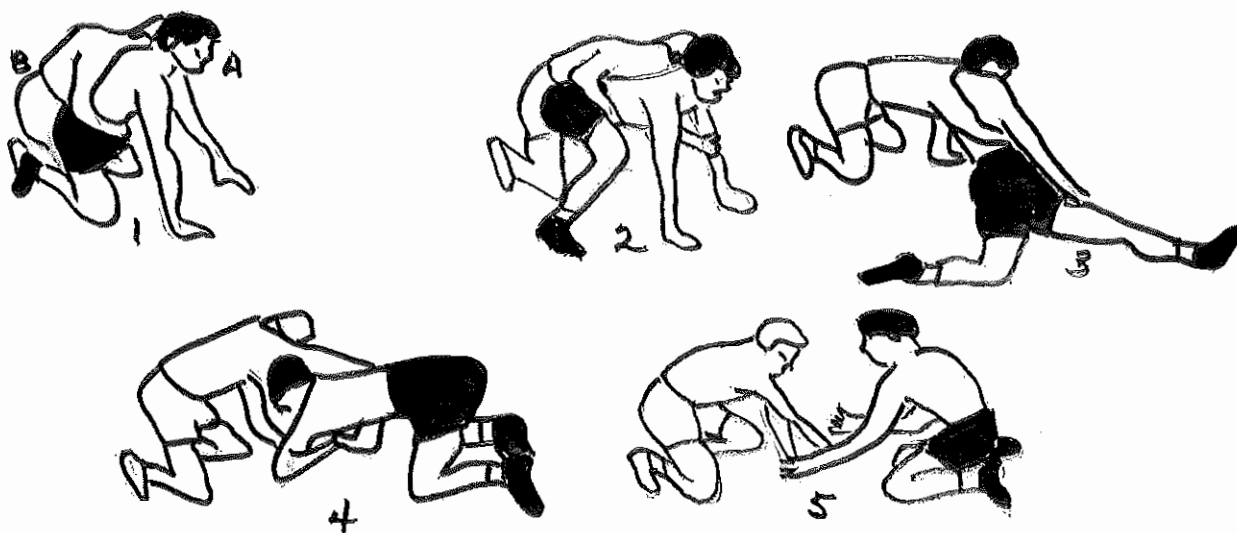


Fig. 27.--The Set Out<sup>22</sup>

1. His opponent is riding to A's left with his right arm around A's waist and his left hand on A's left arm.
2. A brings his right foot forward and shifts his weight to his right foot and left hand.
3. A throws his left foot forward as far as he can and drops on his left elbow.
4. Pivots on left knee and elbow and turns and faces B.
5. A then throws his arm out and forward, ready for action.

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<sup>22</sup>Ibid., p. 110.

Counter to the set out.

Most escapes and reversals are countered by immobilizing an arm or leg. To prevent an escape when the opponent sets out, the near arm tie up can be used.

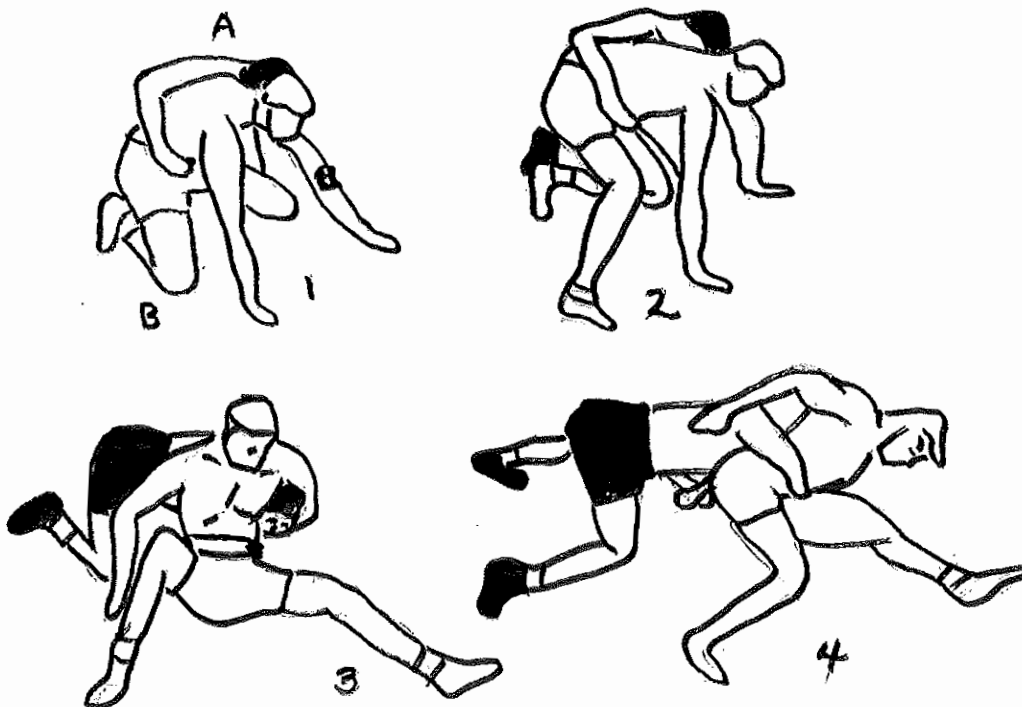


Fig. 28.--The Near Arm Tie Up<sup>23</sup>

1. A starts from the referee's position.
2. As B brings up his right foot, A slides his left hand on B's left wrist.
3. As B throws his left leg through, A pulls B's left arm back.
4. Drives his own right shoulder and arm into B and breaks B down on his left side.

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<sup>23</sup>Ibid., p. 148.

Pinning Combination.

The wrestler should always be working toward pinning his opponent. A smart wrestler will not attempt a fall, however, until his adversary is completely under control. The teacher should remind the boys that they must work for the fall once they have control. The crotch and half nelson is an easy hold to learn.

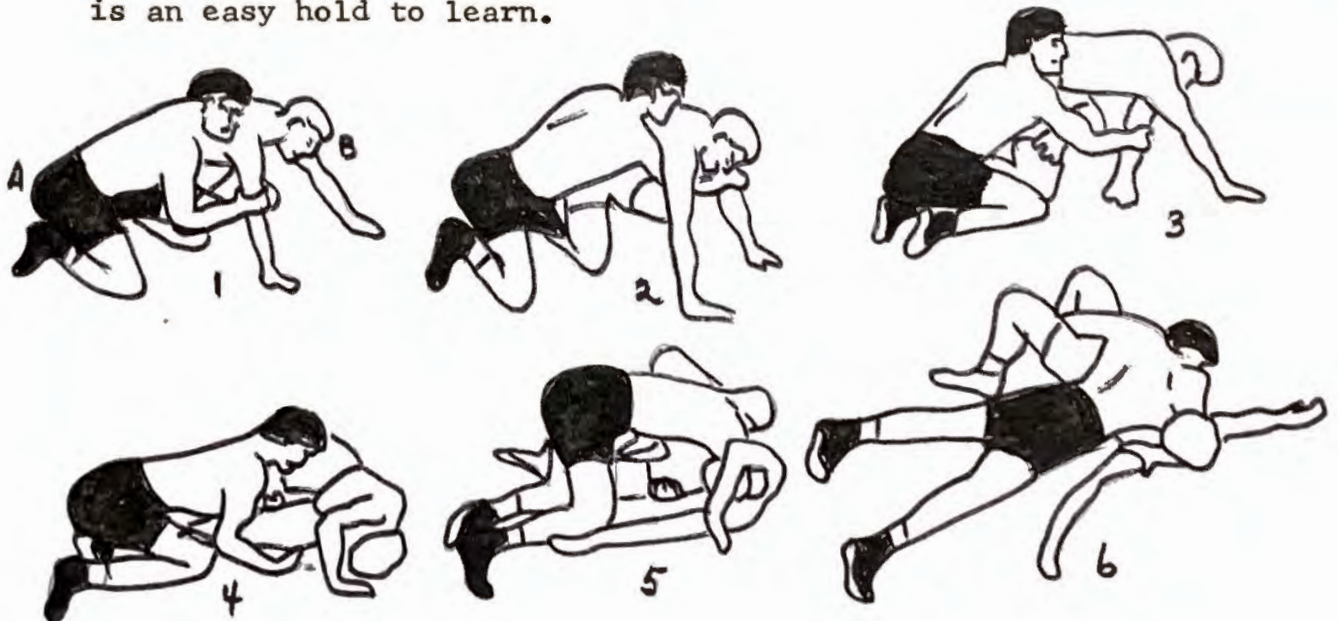


Fig. 29.--The Crotch and Half Nelson<sup>24</sup>

1. Wrestler A assumes the referee's position on top; hooks his left leg around B's right ankle.

2. Shoots his right arm across under B's right arm pit and grasps B's left arm just above the elbow.

3. A pulls B's left arm toward him and at the same time, with his left hand, A reaches for a rear crotch nearer B's right knee.

4. Picks B up and puts him on his left side.

5. He then takes his right arm and places it in a half nelson on B and then slides it on around his neck until it

<sup>24</sup>Ibid., p. 120.

is completely encircled. A grasps B's left arm with his right hand. At the same time he changes his left hand from a rear crotch to an inside crotch.

6. A must keep his body perpendicular to B's shoulders back to the mat. If B tries to turn away from him, A flattens out on him.

Counter to the crotch and half nelson.

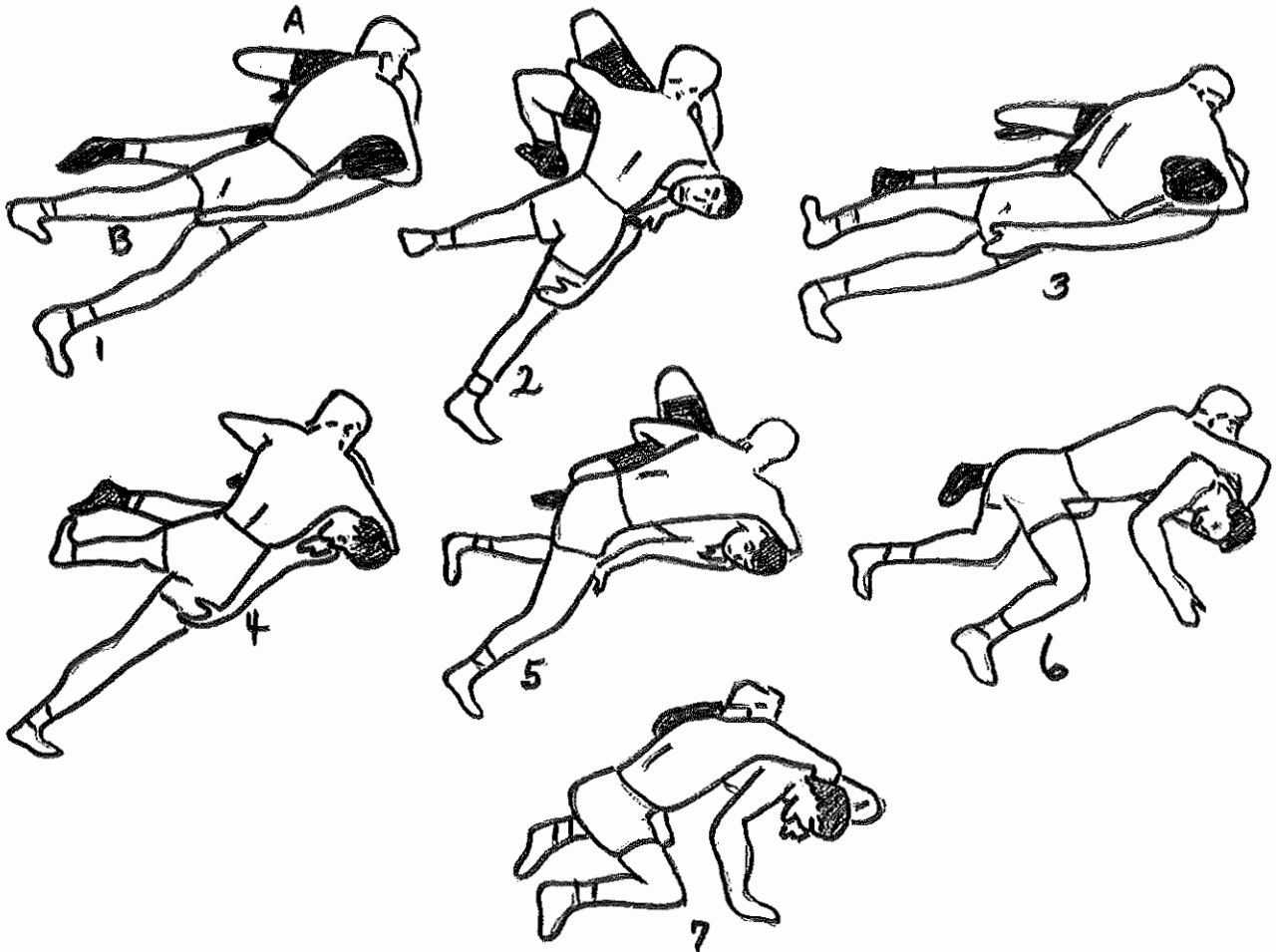


Fig. 50.--The Bridge and Turn In<sup>25</sup>

1. A brings his right arm up and places it under B's chest. At the same time A tries to keep his right shoulder off the mat.

2. A bridges up and B's chest will be tight against his. Both feet should be well spread and up under A.

3. Then A quickly comes back to the mat. This will leave a little space between their chests. As A moves his

<sup>25</sup>Ibid., p. 170.



chest away from B, he shoves his right arm between them as far as possible. A keeps his right shoulder off the mat.

4. He bridges up again as far as possible.

5. Then comes back to the mat quickly leaving a gap between their two chests. Shoves his right arm completely through. He might have to repeat this operation again in order to get his arm completely through.

6. Now A turns on his stomach.

7. Gets up on his knees and he will be in good shape to continue wrestling.

Common holds and counters to them.

The half nelson can be countered with the near wing and step-over.

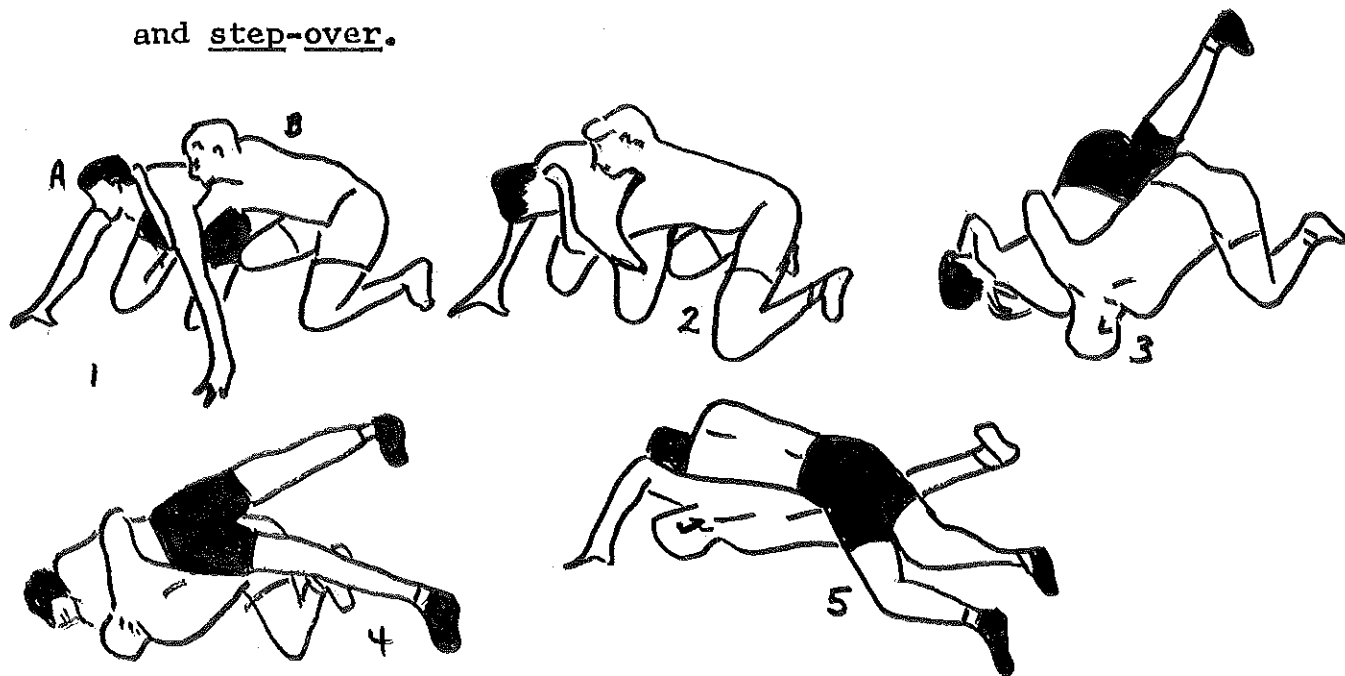


Fig. 31.--The Near Wing and Step-over<sup>26</sup>

1. Opponent has half nelson on the side next to him.
2. A locks his left arm around B's left arm just above the elbow.
3. Jerks B's left arm down and into the mat, then A throws his left leg up high.
4. He crosses over B's body with both legs.
5. A should come across B's body as shown.

<sup>26</sup>Ibid., p. 194.

A single arm hold can be countered by simply knocking the opponent's hand off when he attempts to grasp the arm.

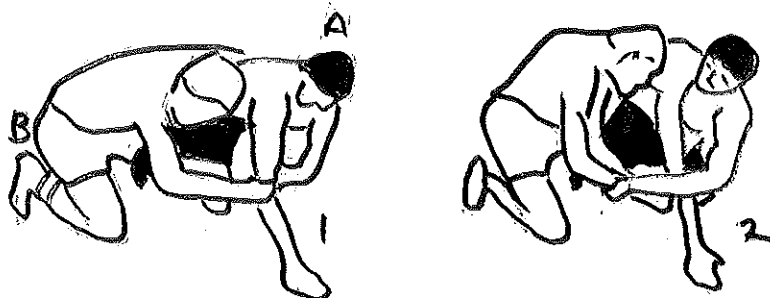


Fig. 32.--Counter to Single Arm Hold-knock Hand Off<sup>27</sup>

1. To free his right arm, A brings his left hand across to hit B's four fingers with the heel of the hand.
2. A has knocked his opponent's hand free of A's right. He must immediately make his next move or B will regrasp it.

A double arm bar is best countered with an inter-arm pry.

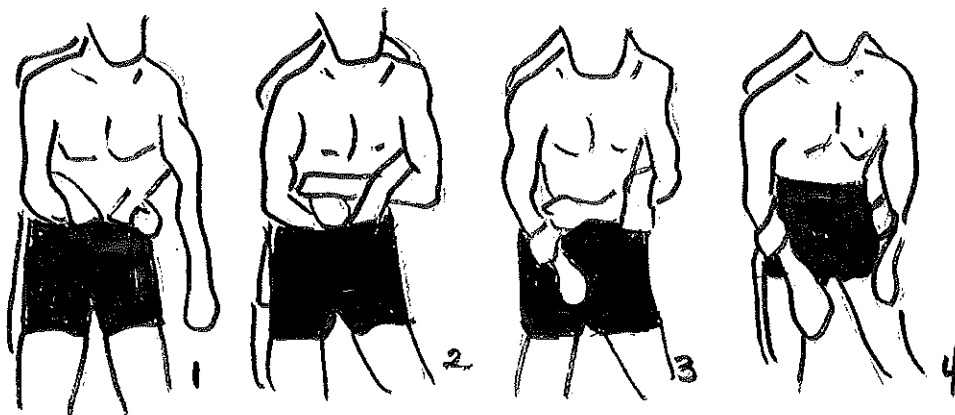


Fig. 33.--The Inter-arm Pry<sup>28</sup>

1. B is behind A and both his hands grip A's right wrist.
2. A puts his left arm under B's left forearm. Grasps B's right wrist with his left hand.
3. A then pries up on B's left forearm with his left forearm, shoving down on B's right wrist with his left hand. At the same time, A turns his right wrist down and pries up with right forearm. Timing is important for a quick, smooth operation.
4. A has shoved his hands straight down; his arms should be free.

<sup>27</sup>Ibid., p. 184.

<sup>28</sup>Ibid., p. 188.

## CHAPTER V

### SUMMARY AND CONCLUSION

There exists, in a large number of schools, the need and desire to include wrestling in their physical education curriculum. Scholastic wrestling, however, is comparatively new in school activity programs in many sections of our country. As a result, there is little material available on how to plan for and conduct wrestling in the physical education class. Therefore, resources pertaining to planning and implementing such a program must be made available to the teacher.

The author has attempted to provide a plan designed to enlarge the teacher's knowledge of wrestling and to guide him in his new project. It has been pointed out that the wrestling program must have sound objectives to give it validity. The program should: (1) provide a sound physical activity for high school boys; (2) further develop physical fitness; (3) instill intangible qualities such as self-confidence, courage, determination, etc.; (4) provide a recreational activity that can be enjoyed in later life.

In order to carry on a wrestling program the teacher must have suitable facilities and equipment at his disposal. This includes a teaching station, mats and mat cover for a wrestling area, and individual equipment for the teacher and student. These items are easily obtained for reasonable prices.

Specific wrestling information in which the teacher should become conversant include rules, terminology, definitions and how to conduct the wrestling match. This information should be available both for teacher and student.

Once it has been confirmed that wrestling will be included in the curriculum the teacher must organize for the job of instructing his pupils in wrestling. To do this he must familiarize himself with the proper methods of instructing wrestling and related skills. The count method in conjunction with the whole-part-whole method of teaching skills is suggested for use by the teacher.

Although most of the class time is used in learning and practicing the various maneuvers, there is still time for actual competition in wrestling among the students. Competitive wrestling requires close supervision by the teacher.

Lesson plans are necessary in order to insure efficient use of class time and to provide a schedule that will include the skills that are to be taught. The lesson plan, then, becomes a check system as well as a guide for the instructor.

Evaluation of the wrestling program can be done both subjectively and objectively. One of the oldest methods of learning - observation - can provide a method of critically analyzing the student's progress in the area of intangible values. Objective evaluation of achievement in strength, agility and endurance can be accomplished through the

administering of standardized tests which measure the individual in these areas. Well constructed written tests and skills tests can be used to determine the student's retention of wrestling knowledge and application of wrestling skills.

Calisthenics, wrestling positions, grips and selected maneuvers have been carefully chosen for use in the school program. The calisthenics are designed to prepare the pupils for wrestling by conditioning and warming up the muscles. The selection of wrestling skills presents a plan of attack and counter-attack from the various wrestling positions.

The following is a complete outline of the wrestling maneuvers and related skills:

A. Calisthenics.

1. Side-straddle-hop.
2. Back stretcher.
3. Windmill.
4. Push-ups.
5. Sit-ups.
6. Leg raiser.
7. Wrestler's bridge.

B. Wrestling Positions.

1. Open stance.
2. Closed stance.
3. Referee's position.

C. Wrestler's Grip. - The hook grip.

D. Wrestling Maneuvers.

1. Takedowns.
  - a. Leg dive.
  - b. Cross-over.
  - c. Head drag.

2. Breakdown. - The head lever.
3. Ride. - The far ankle and near waist.
4. Reversal. - The switch.
5. Escape. - The set-out and turn in.
6. Pinning combinations. - The half nelson and crotch.
7. Counters. - A counter to each of the above listed maneuvers is presented.
8. Common holds and counters to them.

### Conclusion

Wrestling, our nation's fastest growing high school sport, can be and is being incorporated into the physical education programs in all parts of the United States. The demand for competent teachers far exceeds the existing supply. In 1960 it was estimated that 60,229 boys participated in interscholastic wrestling, a figure surpassed only by the so-called four major sports. The number of boys taking part in wrestling in the physical education classes exceeds this figure by far.

Therefore, we must conclude that more and better resources must be made available to the physical education teacher who plans to teach wrestling. When the teacher has available a teachable plan for wrestling he can approach the problems involved with confidence. He will help make wrestling one of the foremost activities in our schools.

## APPENDIX I

### DAILY LESSON PLANS

1st week:

Monday.

1. Orient students.
2. Explain class procedures.
3. Weigh each pupil and record his weight.
4. Dismiss.

Tuesday.

1. Roll call and announcements.
2. Initial testing for strength.
  - a. Maximum pull-ups on horizontal bar.
  - b. Maximum sit-ups (up to one hundred).
3. Initial testing for endurance - timed 600 yd. run.
4. Dismiss.

Wednesday.

1. Roll call and announcements.
2. Initial testing for agility - timed shuttle run (50 feet).
3. Hand out mimeographed copies of Specific Wrestling Information; instruct students to study the information for homework.
4. Dismiss.

Thursday;

1. Roll call and announcements.
2. Demonstrate and perform calisthenics.

3. Lecture and discussion on wrestling information. Demonstrate conduct of matches, scoring procedures, illegal holds and technical violations.
4. Dismiss.

Friday.

1. Roll call and announcements.
2. Calisthenics.
3. Demonstration and drills:
  - a. Open stance.
  - b. Closed stance.
  - c. Referee's position.
  - d. Hook grip.
  - e. Leg dive.
4. Dismiss.

2nd week.

Monday.

1. Roll call and announcements.
2. Calisthenics.
3. Review:
  - a. Open and closed stances.
  - b. Referee's position.
  - c. Hook grip.
  - d. Leg dive.
4. Demonstration. - Far leg and cross-face.
5. Drills:
  - a. Leg dive.
  - b. Far leg and cross-face.
6. Dismiss.



## Tuesday.

1. Roll call and announcements. Instruct students to bring pencils to class Wednesday.
2. Calisthenics.
3. Drills:
  - a. Leg dive.
  - b. Far leg and cross-face.
4. Demonstration and drill. - The cross-over.
5. Demonstration and drill. - The standing switch.
6. Dismiss.

## Wednesday.

1. Roll call and announcements.
2. True-false quiz on wrestling information. (10 min.)
3. Drills:
  - a. Cross-over.
  - b. Standing switch.
4. Demonstration and drill:
  - a. Head drag.
  - b. Near wing and step-over.
5. Dismiss.

## Thursday.

1. Roll call and announcements.
2. Calisthenics.
3. Drills:
  - a. Head drag.
  - b. Near wing and step-over.

4. Demonstrations and drills:
  - a. Head lever.
  - b. Forearm twist.
5. Review quiz and dismiss.

Friday.

1. Roll call and announcements.
2. Calisthenics.
3. Seat boys around mats for interclass wrestling.
4. King of the Hill.- This is a take-down game-drill type of exercise. Start the game with the lower weights. Two boys are placed on the mat to wrestle. On the signal the boys work for a take-down. The boy who gains advantage first is the winner. He remains on the mat until he loses. (Do not allow a big weight advantage in this game..)
5. Drills:
  - a. Head lever.
  - b. Forearm twist.
6. Dismiss.

3rd week.

Monday.

1. Roll call and announcements. Prepare for quiz on Tuesday.
2. Calisthenics.
3. Demonstrations and drills:
  - a. The far ankle and near waist ride.
  - b. Switch.
  - c. Step-over.
4. Dismiss.

## Tuesday.

1. Roll call and announcements.
2. Quiz on wrestling terminology. (Matching, 10 min.)
3. Calisthenics.
4. Drills:
  - a. Switch.
  - b. Step-over.
  - c. Leg dive.
  - d. Far leg and cross-face.
5. Demonstrations and drills:
  - a. Set out.
  - b. Near arm tie-up.
6. Dismiss.

## Wednesday.

1. Roll call and announcements.
2. Review quiz.
3. Calisthenics.
4. Drills:
  - a. Cross-over.
  - b. Standking switch.
  - c. Head drag.
  - d. Near wing and step-over,
  - e. Head lever.
  - f. Forearm twist.
5. Demonstrations and drills:
  - a. Crotch and half nelson pinning combination.
  - b. Bridge and turn in.

## 6. Dismiss.

## Thursday.

1. Roll call and announcements.
2. Calisthenics.
3. Individual work on reversals and escapes.--Seat boys around mat. Call two boys to the center of the mat and place them in the referee's position. On the signal the bottom boy attempts a reversal or escape; the top boy tries to maintain control and break down his opponent. Give the boys twenty seconds to make their moves. At the end of the time limit the boys change positions. (More than one pair can work at a time if the space is large enough.)

## Friday.

1. Roll call and announcements. Prepare for test on Monday.
2. Calisthenics.
3. Demonstrations and drills:
  - a. The half nelson.
  - b. Near wing.
  - c. Single arm hold.
  - d. Knock hand off.
  - e. Double arm bar.
  - f. Inter-arm pry.
4. Dismiss.

## 4th week.

## Monday.

1. Roll call and announcements.
2. Quiz: Name correct counters for various wrestling maneuvers. (Fill in or matching, 10 min. limit.)
3. Calisthenics.

4. King of the hill.
5. Individual wrestling from the referee's position.
6. Dismiss.

Tuesday.

1. Roll call and announcements.
2. Review quiz.
3. Calisthenics.
4. Drills: All moves from the referee's position.
5. Dismiss.

Wednesday.

1. Roll call and announcements.
2. Calisthenics.
3. Drills:
  - a. Leg dive.
  - b. Far leg and cross-face,
4. Interclass wrestling. (two-minute bouts. Start boys from the standing position.)
5. Dismiss.

Thursday.

1. Roll call and announcements.
2. Calisthenics.
3. Short drill on the switch.
4. Interclass wrestling. (Start from the referee's position; each boy wrestles one minute from the top position and one minute from the bottom position.)
5. Dismiss.

## Friday.

1. Roll call and announcements.
2. Calisthenics.
3. Short drill on cross-over and the head drag.
4. Interclass wrestling: three one-minute periods. Start from the standing position.
5. Dismiss.

## 5th week.

## Monday.

1. Roll call and announcements.
2. Calisthenics.
3. Short drill on the head lever and set out.
4. Interclass wrestling: one-minute periods. Start from the referee's position.
5. Dismiss.

## Tuesday.

1. Roll call and announcements.
2. Calisthenics.
3. Interclass wrestling: one two-minute period. Start from the standing position.
4. Dismiss.

## Wednesday.

1. Roll call and announcements.
2. Test individually on wrestling skills.
3. Dismiss.

Thursday.

1. Roll call and announcements. Bring pencils Friday.
2. Test for strength, agility and endurance.
3. Dismiss.

Friday.

1. Roll call.
2. Written examination.
3. Dismiss.

APPENDIX II

Sample: Final Wrestling Examination

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

I. The following statements are either true or false. If the statement is true place an (X) in the space provided to the left of each statement. If the statement is false place an (O) in the space provided.

- X   1. Wrestlers are classified by weight in order to match contestants fairly.
- O   2. A wrestler can have control over his opponent only when both contestants are in a down position on the mat.
- O   3. A predicament occurs in a wrestling match when neither contestant can perform an offensive maneuver.
- X   4. The length of a high school wrestling match is six minutes of wrestling time unless there is a tie at the end of the third period or unless a fall or default occurs at any time during the match.
- O   5. Catch-as-catch-can wrestling is the type wrestling in which "anything goes" in order to win.



II. Several wrestling maneuvers are listed in the following exercise. Match the best counter with the initial wrestling maneuver by placing the letter signifying the counter in the space to the left of the initial move.

Initial move	Counter
<u>D</u> Leg dive	A. Bridge and turn in
<u>E</u> Head lever	B. Step over
<u>B</u> Switch	C. Near wing and cross-over
<u>A</u> Half nelson and crotch	D. Far leg and cross-face
<u>C</u> Head drag	E. Forearm twist

III. Underline the choice that best completes the statement or best answers the question.

1. Technical violation include the following violation/violations:
  - a. interlocking hands
  - b. holds used for punishment alone
  - c. use of the full nelson
  - d. none of these
  - e. all of these
2. Flagrant misconduct on the part of a contestant will
  - a. cause team to lose one point
  - b. bring a warning from the referee
  - c. disqualify the wrestler
  - d. none of these
3. Holding legs is an illegal hold only when it is done to
  - a. hold the opponent in a pinning combination
  - b. ride the legs as a means of holding his opponent
  - c. take the opponent down

4. All wrestling match points are awarded by the
  - a. score keeper
  - b. referee
  - c. match timer
  - d. riding-time keeper
5. One wrestler has a choice of position (top or bottom) in the referee's position at the beginning of the
  - a. match
  - b. second period
  - c. third period

IV. Complete the following statements by writing the word or words that will make them correct in the blanks provided.

1. When neither wrestler can improve his position in a match a stalemate occurs.
2. The regulation wrestling area is 24 by 24 feet.
3. When neither wrestler has control over the other in a match they are in a neutral position.
4. A reversal occurs when the defensive or bottom wrestler comes from underneath and gains control of his opponent.
5. If a fall does not occur in the first period of wrestling the contestants resume the match at the beginning of the second period from the referee's position.

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