



WRESTLING GAMES



PHYSICAL EDUCATION AND HEALTH

Learning and evaluation
situation

Secondary II

COMBAT ACTIVITY: WRESTLING GAMES

Revised version, 2023

Competency 2, *Interacts With
Others in Different Physical
Activity Settings*

TEACHER'S GUIDE

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OVERVIEW

SUMMARY OF STUDENT TASKS

In this learning and evaluation situation (LES), which lasts eight classes, students will produce a plan that takes into account the principles of action and principles of communication specific to the context of wrestling games. They will have to implement their plan of action during matches and make any necessary adjustments. The final plan of action will be presented to the teacher and will be implemented in short matches for evaluation purposes. Lastly, students will carry out a self-evaluation. Throughout the LES, students will be expected to follow safety rules and demonstrate appropriate ethical behaviours.

TARGETED EVALUATION CRITERIA

- Coherent planning
- Effective implementation
- Relevant reflection

TYPE OF ACTIVITY AND ASSOCIATED ACTION

Type of activity: combat activity

Associated action: wrestling games

Class 1	Classes 2 to 5	Class 6	Classes 7 and 8
Introduction and diagnostic task	Learning tasks	Implementation and adjustment of the plan of action	Evaluation and application

DOCUMENTS PROVIDED

- Reference Document
- Student Worksheet (Plan of action)
- Posters
- Evaluation Rubrics – Secondary Cycles One and Two



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REQUIRED MATERIALS

- Padded gym mats with Velcro-type tapes or roll-out mats
- Scarves
- Stopwatches

ELEMENTS OF THE QUÉBEC EDUCATION PROGRAM AND PROGRESSION OF LEARNING THAT CAN BE CALLED UPON

Skills

Throws the opponent off balance; attacks an opponent who is off balance; moves in relation to the available space and to the opponent; varies force, speed and direction when performing movements or movement skills; feints; keeps [their] balance; reacts to the opponent's moves; recognizes messages; communicates various misleading messages appropriate to the activity; warms up or cools down, depending on the physical activity performed; places, uses and puts away the equipment appropriately; chooses a partner of the same size and weight as [themselves], if applicable.

Knowledge

Names the technical aspects of movement related to the execution of various movement skills, depending on the physical activity performed: feinting, circling, pushing/pulling, coiling/recoiling, countering a feint and escaping, escaping a hold or an opponent's attempt at circling; names the main rules of ethics in sports, the safety rules that apply to a physical activity practised alone or with others, and the official rules of the game or rules adapted by the teacher according to the physical activity performed.

Attitudes

Shows respect for partners and opponents in [their] words and gestures; applies rigorously and honestly the rules of the game or the adjustments determined by the teacher; demonstrates dignity and self-control, regardless of the physical activity performed; demonstrates a certain fighting spirit that is respectful of [their] opponents; perseveres in an activity despite difficulties and results in order to surpass [themselves]; acts responsibly toward others.

CULTURAL REFERENCES

- History of wrestling in Québec
- Greco-Roman wrestling, freestyle wrestling, women's wrestling
- Olympic medallists



PRINCIPLES OF ACTION AND PRINCIPLES OF COMMUNICATION IN RELATION TO OFFENSIVE OR DEFENSIVE MOVES

Principles		Offensive moves						Defensive moves
		Feinting	Taking hold	Pushing/pulling	Circling	Coiling/recoiling	Throwing the opponent off balance and causing them to fall	Countering a feint and escaping
Principles of communication	Communicates various misleading messages appropriate to the activity	●						
Principles of action in combat activities	Throws the opponent off balance			●		●	●	
	Moves in relation to the available space and to the opponent	●						●
	Varies force, speed and direction when performing movements or movement skills	●	●	●	●	●		●
	Keeps their balance							●
	Attacks an opponent who is off balance						●	
	Reacts to the opponent's moves	●						●

Preparation

- Read all the documents, while paying close attention to safety rules.
- Print the required number of copies of the Student Worksheet.
- Print at least 32 copies of the Reference Document, which will be used with all groups.
- Print the two posters from the “Posters” file on one side only, and display the two sheets on one of the walls of the gymnasium.
- Print a copy of the evaluation rubric on page 4 of the *Evaluation Rubrics – Secondary Cycles One and Two* document and post it on one of the walls of the gymnasium.
- Gather the other materials required.
- Prepare the combat zones according to the instructions provided in Appendix I.
- Form teams of four students of the same size and with similar physical abilities. When choosing teams, keep in mind that students should be comfortable with their opponent.



Class 1

INTRODUCTION

- Tell students that the coming classes will be focused on a combat activity, wrestling, to develop Competency 2, *Interacts with others in different physical activity settings*.
- Find out what students know about wrestling. For instance, you may ask them the following questions:
 - What is the purpose of the activity?
 - What strategies do you already know that can be used in this type of activity?
 - How can you mislead your opponent?
 - What does wrestling have in common with other sports (e.g. badminton is played one-on-one, the player tries to outsmart or mislead their opponent, etc.)?
- Hand out a copy of the Reference Document to each student.
- Explain to students that this document will be used by other students.
- Read the information on page 1 of the document with students and introduce the LES.
- Specify that the same teams will be used for the evaluation task.
- Read the safety rules and ethical behaviours on page 2 of the document with students, and stress that no exceptions to the safety rules or ethical behaviours will be tolerated.

Before each physical activity, it is essential that students perform appropriate warm-up exercises (see Appendix II).

DIAGNOSTIC TASK

The diagnostic task allows students to participate in two matches in order to identify their strengths and difficulties, and to start developing their plan of action for the evaluation task.

- Explain to students the purpose of the diagnostic task:
 - participate in a combat activity based on their technical and tactical skill level
 - consider their strengths and difficulties
 - observe their opponent's successes and difficulties
 - begin the development of a plan of action for the evaluation task.
- Explain to students the areas where circling and holds are permitted, using page 3 of the Reference Document.
- Ask students to break up into the teams formed beforehand and assign them a combat zone.
- Have each team engage in an initial 1- to 3-minute match.
- Observe students during the match to establish an overall portrait of the group.
- Afterwards, ask students to take a few moments to determine what they should adjust in the next match.
- Ask them to participate in a second match of the same duration.
- Continue to observe students during the match.



- After the matches, lead a class discussion and have students reflect on what transpired. Here are examples of questions to ask:
 - o What were your successes?
 - o What were your difficulties?
 - o Did you notice your opponent's successes and difficulties?
 - o What are the applicable ethical behaviours and safety rules?
- Ask students the following question: How could you interact with your opponent so as to outsmart them, throw them off balance and cause them to fall?
- Invite students to suggest answers and have them make connections between the answers.
- Distribute a copy of the Student Worksheet to each student.
- Explain to students that in the upcoming classes, they will have to develop a plan of action in the Student Worksheet for the evaluation task.
- Explain to them how to develop a plan of action and answer any questions that they may have.
- Ask two students to participate in a match and use this performance to explain to students the process of developing a plan of action.
- Have students observe the offensive and defensive moves used by each participant and identify each one's successes and difficulties.
- Explain to students how the target competency will be evaluated by presenting the evaluation criteria, and invite them to consult the evaluation rubric posted on one of the walls of the gymnasium.
- Invite students to learn about the history of wrestling in Québec, star athletes at the national and international level, the difference between Greco-Roman wrestling, freestyle wrestling and women's wrestling, etc.
- Collect the Reference Document and Student Worksheet at the end of the class.

During the course of the LES, take breaks, if necessary, to review a concept, remind students of the safety rules or provide a demonstration.

Class 2

- Distribute the Reference Document and Student Worksheet.
- Ask students questions about the content of the previous class so that they can take stock of what they have done and what they still have to learn to meet the challenge presented on page 1 of the Reference Document.
- Remind students of the applicable ethical behaviours and safety rules.

Follow these instructions at the beginning of each class.

TASK 1 – FEINTING

- Show students the basic stance illustrated on page 3 of the Reference Document.
- Ask students what they know about feinting and have them give examples of what they learned in elementary school. Use examples and counterexamples related to various activities they already know (e.g. tag games or breaking free from an opponent in a game like hockey or soccer).



- Ensure that students understand that feinting involves communicating misleading messages in order to outsmart the opponent.
- Review Table 1 on page 4 of the Reference Document with students, indicating the learning to be acquired regarding the principles of communication and the principles of action related to a combat activity. These principles will apply throughout the execution of the task.
- Explain the task, which is to perform a feinting move in order to outsmart the opponent and grab one of their scarves.
 - Two players face each other.
 - One of the players places one scarf on their belt at their left or right hip and another scarf in one of their socks. Half of the scarf should be visible.
 - The opponents stand on the mats face to face and begin with a greeting or handshake.
 - At the referee's signal, the wrestler who is not wearing the scarves performs feinting moves in order to try to take one or both of their opponent's scarves.
 - The match lasts 1 minute, after which students change roles according to the rotation outlined on page 1 of the Reference Document.
- After the task, ask the class to name the different strategies used to outsmart the opponent and to counter a feint.
- Have them identify, based on their answers and using examples and demonstrations, the characteristics associated with feinting, i.e. a combination of the elements listed in Table 1 of the Reference Document.
- Ask students to engage in a second series of matches, applying these elements and different feinting moves.
- Ask the team members who are observing to identify the application of elements associated with feinting.

Task 2 (Feinting and taking hold)

- Ask students what they know about holds and explain the technique using Table 2 on page 4 of the Reference Document. If necessary, provide a demonstration.
- Explain to students that, in the next task, they will have to perform a feinting move and then take hold of the opponent, varying the body part each time (see Table 3), depending on the opponent's reaction.
- Invite students to participate in 1- to 2-minute matches.

Before the end of the class:

- Reconvene the entire class and ask students what they have learned, the problems they encountered, their interest in the activity, their level of motivation and their needs for the next class.
- Give students time to further develop their plan of action.
- Collect the Reference Document and Student Worksheet.

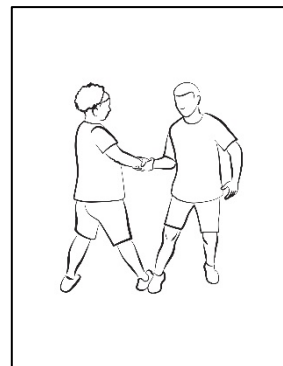
Follow these same instructions before the end of each class.



Class 3

TASK 3 – PUSHING/PULLING

- Ask students what they know about pushing/pulling.
- Explain the concepts using page 5 of the Reference Document and demonstrations, and encourage students to make connections with the principles of action in Table 4 of the Reference Document.
- Explain the task to students:
 - o The students assume the following starting position (see the image in the box):
 - They stand face to face and, with their right (or left) hand, hold the right (or left) wrist of their opponent.
 - Each student places the outside of their right (or left) foot against the outside of their opponent's right (or left) foot.
 - o Each student must try to throw their opponent off balance by pulling or pushing, or by suddenly pushing and pulling in different directions: front, back, right or left.
 - o The match lasts 1 minute or stops when one of the opponents is thrown off balance, i.e. falls or moves outside the mat.
- Reconvene the entire class and ask students about their successes and difficulties. Encourage them to share the strategies they used when pushing/pulling.



TASK 4 – CHOICE OF MOVEMENT SEQUENCE

- Using Table 5 on page 5 of the Reference Document, explain to students that they must make a feinting move and follow it with two other moves: taking hold of a part of the opponent's body, depending on what is reachable, and pushing or pulling, or a combination of both, to throw the opponent off balance.
- Ask students to perform the movement sequence.
- Repeat the task several times depending on the difficulties observed and the learning to be acquired.



Class 4

TASK 5 – CIRCLING, COILING/RECOILING

- Ask students what they know about circling and coiling/recoiling, and give examples from everyday life. Explain the concepts using demonstrations and page 6 of the Reference Document, and encourage students to make connections with the principles of action in Table 6 of the Reference Document.
- Explain to students that they must perform a feint (move 1) and circle a part of the opponent's body (move 2), then coil/recoil (move 3) to throw the opponent off balance and cause them to fall (move 4), as in Table 7 on page 6 of the Reference Document.

TASK 6 – CHOICE OF MOVEMENT SEQUENCE

- Using Table 8 on page 7 of the Reference Document, explain the task to students: they must make a feinting move and follow it with three other moves of their choice depending on the reaction of the opponent.
- Ask them to perform the movement sequence.

Class 5

TASK 7 – REPETITION OF DIFFERENT MOVEMENT SEQUENCES

- Ask students to repeat different movement sequences. Invite them to consult Table 8 on page 7 of the Reference Document to make their choices of moves.
- Reconvene the entire class and ask students about their successes and difficulties. Encourage them to share the feinting strategies they used when pushing/pulling and coiling/recoiling. If necessary, provide feedback on certain moves that they are having trouble with.

TASK 8 – COUNTERING A FEINT AND ESCAPING

- Using one or two demonstrations and the information on page 7 of the Reference Document, have students identify the elements that will allow them to counter a feint and escape.
- Explain the principles of action to be applied and the procedure for the task:
 - o The students take turns playing the role of attacker and defender.
 - o The defender practises countering a feint and escaping the opponent's attacks by applying the elements in Table 9.
 - o The student observing must identify the moves used in countering a feint and escaping.
 - o Before the observers engage in their own matches, they inform their partners of the successes and difficulties observed during the match.



TASK 9 – ESCAPING A HOLD OR AN OPPONENT’S ATTEMPT AT CIRCLING

Teach and repeat these moves depending on the time available and the elements remaining to be learned.

- Using one or two demonstrations and the information on page 7 of the Reference Document, have students identify the elements that will allow them to escape a hold or an opponent’s attempt at circling.
- Explain the principles of action to be applied and the procedure for the task:
 - o The students take turns playing the role of attacker and defender.
 - o The defender practises escaping a hold or an opponent’s attempt at circling by applying the elements in Table 10.
 - o The student observing must, during the matches, identify the moves used in countering a feint and escaping.
 - o Before the observers engage in their own matches, they inform their partners of the successes and difficulties observed during the match.

Class 6

TASK 10 – DEVELOPING, IMPLEMENTING AND REVISING THE PLAN OF ACTION

- Explain to students the purpose of the class: to participate in matches in order to continue practising and to refine their plan of action.
- Explain the procedure:
 - o The four students in the team take turns participating in 2-minute matches.
 - o At the end of the match, the observers give the wrestlers feedback.
 - o Students who participated in the match can adjust their plan of action.
- Invite students to consult page 8 of the Reference Document to make their choices of moves.
- The matches may take place in various ways:
 - o The two opponents attack each other.
 - o Only the designated attacker uses offensive moves, and the defender tries to counter the attack. The attacker must adjust their moves to the defender’s reactions, using all of the combinations of offensive moves learned.
 - o The defender can simulate difficulties in order to allow the attacker to apply their plan of action.
 - o The teams agree on who will be the attacker before they switch roles after each match.
- If necessary, review the offensive and defensive moves, the principles of action and the principles of communication.



JEUX DE LUTTE

Classes 7 and 8

Classes 7 and 8 are focused on evaluation.

EVALUATION TASK

- Ask students to finalize their plan of action, using the last page of the Reference Document as a guide.
- Read over the students' plan of action before they participate in the match.
- Review the evaluation rubrics provided on pages 4 and 5 of the *Evaluation Rubrics – Secondary Cycles One and Two* document.
- Observe students as they wrestle and record your observations in the observation checklist on page 5 of the *Evaluation Rubrics – Secondary Cycles One and Two* document, or evaluate them using the descriptive rubric on page 4.

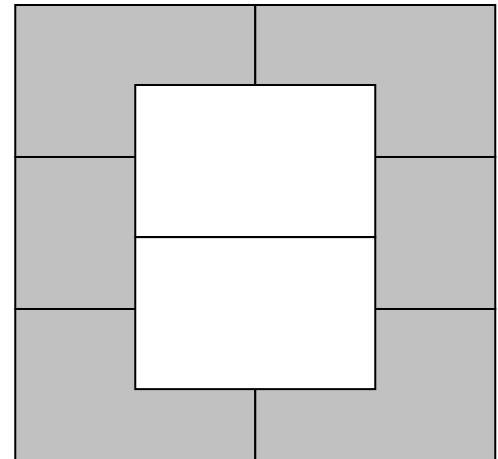
Note: Students who have already been evaluated may begin completing the self-evaluation in the Student Worksheet.

INTEGRATION

- If necessary, give students time to complete the self-evaluation in the Student Worksheet.
- Lead a discussion with the whole class.
 - o Have students explain their successes and difficulties and what they have learned, referring to their self-evaluation.
 - o Present students with the main observations recorded in the observation checklist.

Appendix I – Arranging the mats

- Create the number of required combat zones based on the number of students and the equipment available so that all wrestling activities are performed on padded gym mats.
- Use eight mats for each combat zone.
- To ensure the safety of students, use mats with Velcro-type tapes to prevent them from moving during activities.
- The combat zones must be large enough for the students to participate in the matches without moving outside the mats.
- Use six mats to make a square or rectangle (in grey in the illustration).
- Place the last two in the centre of the first six mats.
- It is also possible to use roll-out mats.
- The matches take place only on the two central mats. If the opponents move outside these two central mats, the referee stops the match and restarts it at the centre of the mats.



Note: If the school does not have mats with Velcro-type tapes or roll-out mats, an alternative that prevents the mats from moving should be implemented to ensure the safety of the students.



Appendix II – Preparation

Warm-up exercises

A few general and specific warm-up exercises should be vigorously conducted at the beginning of class in order to prevent strains and sprains. In particular, they should work the arm, leg and neck joints. For example, the students could perform:

1. backward and forward rolls
2. movements in basic stance, stepping forward, backward, sideways and diagonally
3. a face-to-face with a partner, taking turns placing their hands on the partner's shoulders and pushing them over 3 metres while the partner resists at one-quarter, half and full strength

Falls

To avoid knee and wrist injuries, at the beginning of each class, have students repeat rolling and falling, based on their learning experiences. Have them practise falling as follows:

1. From the basic stance (knees bent, arms in front) and the crouch position:
 - o doing backward and forward rolls
 - o falling forward, breaking their fall by bending their arms and touching their chest to the mat
 - o falling sideways, stretching out their body and the arm closest to the mat
 - o falling sideways from the basic stance, breaking their fall by hitting the mat hard with a forearm before their body hits the mat
 - o falling backward onto their buttocks, with their chin tucked into their chest, and stretching out their arms to prevent rolling
 - o falling backward from the basic stance, breaking their fall by hitting the mat hard with their forearms before their back hits the mat
 - o falling, rolling backward onto their buttocks, tilting their head to one side and continuing to roll with their legs to the other side, touching their shoulder blade to the mat and rolling to their feet
2. Student A stands in front of Student B, who is in the basic stance. Student A pushes their partner, who falls backward or sideways, using the moves described above.
3. Student A stands, while Student B is in the basic stance, then in the crouch position. Student A pushes Student B, who falls and rolls backward onto their buttocks, then tilts their head to one side and continues to roll with their legs to the other side, touching their shoulder blade to the mat and rolling to their feet. Repeat the same activity, with the one rolling or falling returning as quickly as possible to the basic stance to regain their balance.

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Note: The original version was developed in collaboration with teachers at the Commission scolaire [Centre de services scolaire] des Affluents, Service des ressources éducatives au secondaire.