

Teacher's Guide

LEARNING AND EVALUATION SITUATION

Part 1

Physical Education and Health
Secondary 2

**Competency: *Interacts with others in
different physical activity settings***



WRESTLING GAMES

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INTRODUCTION

Developed by the MELS Direction de l'évaluation, the learning and evaluation situation on wrestling games is available for secondary school teachers in Québec. Since the targeted learning is related to a relatively new physical activity, the Ministère decided to produce a situation to help teachers with both learning and evaluation. This situation reflects the orientations of the Québec Education Program and the Progression of Learning, and is based on the evaluation frameworks. It can therefore be used as a professional development tool for teachers.

The content, progression and process were tested and validated by a Secondary Cycle One, Year Three, teacher over eight consecutive 75-minute classes. During this period, the teacher observed that her students showed particular interest in the learning and evaluation situation.

The situation's initial question reflects its educational aim. In the proposed tasks, students can acquire new knowledge and develop and demonstrate their competency, while continuing to ponder the initial question. The situation also allows teachers to evaluate the students' mobilization of knowledge based on their development and implementation of plans of action, their performance of movement sequences and their thoughts on the subject.

Since this learning and evaluation situation is the first to include this type of physical activity and therefore involves unique aspects (hand-to-hand combat, importance of safety, lack of equipment in some schools, teachers with little or no initial training or experience in wrestling, etc.), it is more detailed than most situations. Certain wrestling moves, such as coiling/recoiling, pushing/pulling and taking hold, are defined and illustrated.

The proposed situation, along with its tasks and evaluation tools, can be used in full or in part. You can also make the necessary adjustments depending on the students in your class.

Overview of the Learning and Evaluation Situation

Combat Activity: Wrestling Games

Preparation	Performance		Integration
Classes 1 and 2	Classes 2 to 6	Classes 7 and 8	End of class 8
<p>Class 1 Activate prior learning</p> <p>Initial task for diagnostic purposes</p> <p>Have students develop a plan of action (Worksheet 1)</p> <p>Observe students during the matches (Appendix 6)</p> <p>Review as a group:</p> <ul style="list-style-type: none"> students' strengths and difficulties (Worksheet 1) the overall portrait of the class (Appendix 6) <p>Introduction of challenge</p> <p>Presentation of challenge and constraints (Worksheet 2)</p> <p>Class 2 Present the aim and requirements Specify the constraints (Worksheet 2)</p> <p>Explore cultural references</p>	<p>Knowledge acquisition and mobilization task</p> <p>Class 2 (cont.) (Worksheet 3) Task 1 (Feinting) Task 2 (Feinting and taking hold)</p> <p>Class 3 (Worksheet 3) Task 1 (Pushing/pulling) Task 2 (Choice of movement sequence) (Worksheet 4)</p> <p>Class 4 (Worksheet 3) Task 1 (Circling, coiling/recoiling) Task 2 (Choice of movement sequence) (Worksheet 4)</p> <p>Class 5 (Worksheet 3) Task 1 (Performance of different movement sequences) (Worksheet 4) Task 2 (Defensive moves: countering a feint and escaping) Task 3 (Defensive moves: escaping a hold or circling)</p> <p>Class 6 (Worksheet 5) Task 1 (Introduction to the plan of action) Task 2 (Developing, implementing and revising the plan of action)</p>	<p>Evaluation of students' ability to mobilize the acquired knowledge</p> <p>Have students develop, implement and evaluate their final plan of action (Worksheets 6 and 7)</p> <p>Have them prepare for integration and fill out the self-evaluation sheet (Worksheet 7)</p>	<p>Summary of learning</p> <p>Analyze the results and make a judgment concerning the learning acquired</p> <p>Lead a discussion and encourage students to:</p> <ul style="list-style-type: none"> explain their strengths and difficulties (Worksheets 3, 6 and 7) present the results of their observations based on the evaluation rubric (Appendix 8) evaluate their participation and their answers to the questions (Worksheet 7) identify other tasks and physical activities in which they could apply their learning (Worksheet 7) make connections with life in society

The cross-curricular competencies are chosen by the teacher, the cycle team or the school team in accordance with agreed-upon standards and procedures.



LEARNING AND EVALUATION SITUATION

SUBJECT: Physical Education and Health	Title: Wrestling Games	Number of classes: 8
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SUBJECT-SPECIFIC COMPETENCY: Interacts with others in different physical activity settings	Cultural References: History of wrestling in Québec, Greco-Roman wrestling, freestyle wrestling, women’s wrestling, Olympic medallists (see Web sites)
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Québec Education Program and Progression of Learning:

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; feints; maintains his/her balance; reacts to the opponent’s actions; recognizes messages; communicates various misleading messages appropriate to the activity; warms up or cools down, depending on the physical activity involved; places, uses and puts away the equipment appropriately; chooses a partner of the same size and weight as himself/herself, 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; names the main rules of ethics in sports, the safety rules that apply to a physical activity practiced 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 his/her 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 involved; demonstrates a certain fighting spirit that is respectful of his/her opponents; perseveres in an activity despite difficulties and results in order to surpass himself/herself; acts responsibly toward others.

Evaluation criteria ¹	Observable elements
Coherent planning	<ul style="list-style-type: none"> • Cooperates (with one or more partners) in developing plans of action¹ that take into account the abilities of peers and the constraints of the activity
Effective implementation ²	<ul style="list-style-type: none"> • Applies the chosen principles of action • Applies principles of synchronization • Applies principles of communication • Plays the role outlined in the plans of action • Adjusts the movement skills as necessary • Observes safety rules • Demonstrates ethical behaviour³
Relevant reflection	<ul style="list-style-type: none"> ▪ Evaluates the process, plans of action and results ▪ Identifies new learning⁴

CROSS-CURRICULAR COMPETENCIES:
Chosen by the teacher, cycle team or school team, in accordance with agreed-upon standards and procedures

EVALUATION

Using the evaluation and interpretation tool in Appendix 8, make an assessment based on your observations and on the following records the student has kept of his/her work:

- Developing the plan of action (for evaluation purposes) (Worksheet 6 in the *Student Booklet*)
- Self-evaluation of my work and performances (Worksheet 7 in the *Student Booklet*)

Summary of student tasks

Students, in cooperation with a partner, develop a plan of action, taking into account the principles of action and communication applicable to wrestling games. Allow students to become familiar with the different elements of the Progression of Learning included in your plan. Students then implement their plan of action during wrestling matches and make the necessary adjustments. They must apply the rules of the game and safety rules, and demonstrate ethical behaviours appropriate to combat sports. By making observations on Worksheets 3, 4, 5 and 6, students evaluate their process, plans of action and results, and identify new learning. They hand in their final plan of action and implement it in short matches for evaluation purposes. The teacher chooses the teams.

¹ Plan of action for the competency *Interacts*: strategies associated with principles of action, communication and synchronization, if applicable, and with the assigned roles.
² Even though there are more observable elements associated with *effective implementation*, this does not mean that it should be considered more important or given more weight; all of the information gathered should be taken into account in communicating results in the report card.
³ Ethical behaviour includes fair play, help and mutual assistance, acceptance of differences and sense of responsibility, as determined by the teacher depending on the competency.
⁴ Identifying new learning relates to the elements of the progression of learning that are selected in the teacher’s plan.

PREPARATION

Duration: 1 class

Materials

40 floor mats secured with Velcro and roll-out mats, Worksheets 1 and 2 of the *Student Booklet*, Appendixes 2, 3, 4, 5, 6 and 7 of the *Teacher's Guide*, chalk board, whiteboard or sheets of cardboard, video of a wrestling match, DVD player and television, posters of safety rules and ethical behaviours

Description

Note: Before physical activity, it is essential that students perform appropriate warm-up exercises and study the safety and ethical rules (see Appendixes 3, 4 and 5 of the Teacher's Guide).

CLASS 1

Tell students that, in the coming classes, they will be participating in wrestling games in order to develop Competency 2 *Interact*. Ask them what they know about wrestling:

- What is the purpose of the activity?
- What strategies have you learned in this type of physical activity?
- How can you mislead your opponent?
- What does wrestling have in common with other sports (e.g. badminton: one on one, outsmarting the opponent, misleading the opponent)?

Write the information on the board or on a sheet of cardboard on the wall, and explain the safety rules and ethical behaviours (see Appendixes 4 and 5 of the *Teacher's Guide*).

INITIAL TASK FOR DIAGNOSTIC PURPOSES

Hand out the student booklets and explain the goal and content of the initial task using Worksheet 1, Plan of Action. Have students consider their strengths and weaknesses in:

- developing a plan of action
 - participating in a combat activity at their technical and tactical skill level
 - observing their opponent's strengths and difficulties
1. Divide the class into teams of two according to size and physical ability.
 2. Have students stand on two layers of floor mats (see Appendix 2 of the *Teacher's Guide*).
 3. Ask them to develop a plan of action based on what they know about wrestling; in cooperation with a partner (mutual assistance is an effective means of sharing prior learning).
 4. Have students engage in a 1- to 3-minute match.
 5. Ask them to adjust their plan of action based on the results of the first match.
 6. Have them engage in a second 1- to 3-minute match.
 7. After the second match, ask students to use Worksheet 1 to identify their strengths and difficulties based on the results of the match, as well as possible solutions and what they need to learn.

Observe the students during the matches and establish an overall portrait of the class using Appendix 6 of the *Teacher's Guide*.

Reconvene the entire class after the matches and get students thinking about their strengths and difficulties by asking a few questions, such as:

- What were your strengths and difficulties?
- Were you able to develop a plan of action?
- Did you implement it during the match? Was it effective?
- Did you observe your opponent's strengths and difficulties?
- What are the applicable ethical behaviours and safety rules?

PREPARATION (cont.)

Note: In order to be able to use this information in the next class, write students' answers on a sheet of cardboard and complete them if necessary. Present two or three of the students' plans of action and explain the weaknesses encountered.

Present the challenge by asking the following question:

"How could you interact with your opponent so as to outsmart him/her, throw him/her off balance and cause him/her to fall?"

Ask students to answer the question. Write the information on the board or on a sheet of cardboard and have students make connections between the answers: those related to prior learning, those related to answers given after the matches, and those related to the key features of the competency *Interacts*. If necessary, show a video of a wrestling match and ask students to observe the offensive and defensive moves. Ask more questions and complete their answers.

Present the challenge and the constraints, asking students to read Worksheet 2 in the *Student Booklet*.

Answer any questions they may have.

CLASS 2

Present the suggestions: objective-goal of the learning and evaluation situation.

Present the evaluation criteria and observable elements (see Appendix 8 of the *Teacher's Guide*).

Specify other constraints (see Worksheet 2 in the *Student Booklet*):

- Matches will take place on two layers of floor mats (see Appendix 2 of the *Teacher's Guide*).
- Students will be divided into teams of two according to size and technical and tactical skill level.
- Each team will be paired with another team in order to observe each other and give feedback to help each other develop a plan of action.

Explore cultural references:

1. Ask students to learn about the history of wrestling in Québec, national and international star athletes, the difference between Greco-Roman wrestling, freestyle wrestling and women's wrestling, etc.
2. In the coming classes, ask students questions about the information they found in print materials or on the Internet (you can discuss a different element each class).

Materials

40 floor mats secured with Velcro and roll-out mats, 16 scarves, a chalk board or whiteboard, 6 stopwatches, Appendixes 2, 3, 4, 5, 7 and 8 of the *Teacher's Guide*, Worksheets 1, 2, 3, 4, 5, 6 and 7 in the *Student Booklet*, sheets of cardboard containing information about each offensive and defensive move, video of a wrestling match, DVD player and television, 16 pencils

Description**General outline for classes 2 to 6**

At the beginning of each class:

- Hand out the *Student Booklets*.
- 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 in Worksheet 3 in the *Student Booklet*.
- Display various resources on the gymnasium wall or make them available on a laptop to help students execute different moves, such as juggling moves or skipping rope.
- Have students identify the safety rules and ethical behaviours, and complete their answers as needed, using Appendixes 4 and 5 of the *Teacher's Guide*.

During each class:

- Ask students to use their checklist to structure their work and make sure that they comply with the constraints of the challenge (Worksheet 3 in the *Student Booklet*).
- Have students regularly reflect on the relationships among the following elements: their strengths and difficulties outlined in Worksheet 1 in the *Student Booklet*, their choice of moves and principles of action, and the challenge described in Worksheet 2 in the *Student Booklet*. Then, as they learn new material, have them review the content of their plan of action as of Class 3, taking the constraints into account.
- Ask students about their research into cultural references and encourage them to make connections with the proposed challenge.
- Pay constant attention to students' observance of safety rules and adoption of ethical behaviours, and intervene as needed.

At the end of each class:

- Reconvene the entire class and ask the 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.
- Ask students to review their work using the checklist in the *Student Booklet* (Worksheet 3) and have them anticipate what they will do in the next class so that they can take stock of what they have done and what they still have to learn to meet the challenge.
- Collect the *Student Booklets*.

CLASS 2 (cont.)**TASKS FOR ACQUIRING AND MOBILIZING KNOWLEDGE****Task 1 (Feinting)**

Ask students what they know about feinting (see Glossary in Appendix 10 of the *Teacher's Guide*) and have them give demonstrations of what they learned in elementary school using examples and counterexamples related to different activities (e.g. tag games, freeing themselves, feinting a pass). Write their answers on the board or on a sheet of cardboard.

Present the table on the next page, indicating the learning to be acquired regarding the three principles of action in combat activities and the principle of communication. These four principles will apply throughout the task.

TABLE 1

<p>Principle of communication (Communicates various misleading messages appropriate to the activity) Feinting</p>	<p>Principles of action in combat activities</p>
<ul style="list-style-type: none"> - Maintains his/her basic stance - Positions himself/herself near the opponent (about 1 m away) - Performs a combination of arm movements and forward and side-to-side steps, suddenly and rapidly changing speed and direction at the appropriate time, depending on the opponent's reaction, in order to take hold of or circle a part of the opponent's body or to take the scarf 	<ul style="list-style-type: none"> • Moves in relation to the available space and to the opponent • Varies force, speed and direction of movement skills • Reacts to the opponent's actions
<p><i>The appropriate time is when the opponent is off guard, which increases the attacker's chances of taking the scarf.</i></p>	

If necessary, explain that feinting involves communicating misleading messages in order to outsmart the opponent. Explain the following task, which involves feinting:

1. Students remain in the same teams as last time.
2. Using the same procedure, one team engages in a match while another observes.
3. A student places a scarf at the centre of his/her belt at lower back level, in one of his/her socks and over his/her shoulder under his/her t-shirt. Half of the scarf should be visible (it can be attached with a clothespin). Alternatively, clothespins could replace the scarves.
4. Students stand on the mats face to face and begin with a greeting or handshake.
5. At the referee's signal, the wrestler who is not wearing the scarves feints in order to take one or more of his/her opponent's scarves.
6. The match lasts 1 minute, after which students change roles as follows:

Match 1	Player A has the scarves	Player B attacks
Match 2	Player C has the scarves	Player D attacks
Match 3	Player B has the scarves	Player A attacks
Match 4	Player D has the scarves	Player C attacks

Reconvene the entire class after the matches and ask students to name different ways of feinting and countering a feint. Based on their answers and using examples and demonstrations, students identify the characteristics associated with feinting, i.e. a combination of the elements in Table 1.

Ask students to engage in a second series of four matches, applying these elements and different feinting moves. Ask the students who are observing to identify the characteristics associated with feinting in the performance. Allow students to regulate their learning in order to learn to apply the elements associated with feinting.

Task 2 (Feinting and taking hold)

Ask students what they know about about taking hold and level of execution (see Appendixes 2 and 10 of the *Teacher's Guide*).

Explain that this technique involves the attacker using a hand to take hold of part of his/her opponent's body in order to throw him/her off balance. Present the connection between this offensive move and the related principles of action using Table 2.

TABLE 2	
Offensive move	Principle of action in combat activities
Taking hold	Varies force, speed and direction of movement skills

Explain the different parts of the body students can take hold of depending on the opponent's reaction, using a demonstration or Table 3.

TABLE 3	
Movement sequence	
Move 1	Move 2
Feinting →	→ Taking hold →
	Forearm
	Wrist
	Knee (from behind)
	Ankle (from behind)

Explain the next task, which involves feinting and taking hold. You can use the same teams or form new ones. Students must feint, then take hold of a part of the opponent's body, varying the level and body part each time, as shown in Table 3. Have each team decide who will attack for the first minute or two before they switch roles. The same procedure applies to this series of four matches.

CLASS 3

Task 1 (Pushing/pulling)

Ask students what they know about pushing/pulling (see Appendix 10 of the *Teacher's Guide*). Explain the concepts using demonstrations, and encourage students to make connections with the principles of action in Table 4.

TABLE 4	
Offensive moves	Principles of action in combat activities
Pushing/pulling	<ul style="list-style-type: none"> Varies force, speed and direction of movement skills Throws the opponent off balance

Apply the same procedure for this task as for the previous tasks:

- Starting position:
 - The students stand face to face, then the attacker places the outside of his/her right foot against the outside of his/her opponent's right foot.
 - The students hold each other's right wrist.
- The goal is to throw the opponent off balance by feinting a push or pull, or by suddenly pushing and pulling in different directions: front, back, left, right.
- The match stops when one of the students is thrown off balance. The match resumes with the students in starting position.
- The match lasts 1 minute.

Reconvene the entire class and ask students about their strengths and difficulties. Encourage them to share tips for feinting while pushing/pulling.

Task 2 (Choice of movement sequence)

Explain the next task, which involves different movement sequences, using Table 5. Students must follow a feint with two other moves: taking hold of a part of the opponent's body depending on what is available, and pushing and/or pulling in order to throw the opponent off balance. Have students plan their sequence by indicating their chosen moves on Worksheet 4 in the *Student Booklet*.

TABLE 5			
Movement sequence			
Move 1	Move 2	Move 3	Move 4
Feinting →	Taking hold →	Forearm	Pushing Pulling
		Arm	
		Knee (from behind)	
	Ankle (from behind)	Pulling	Throwing the opponent off balance and causing him/her to fall

This task can be repeated several times depending on the difficulties observed and the learning to be acquired.

CLASS 4

Task 1 (Circling, coiling/recoiling)

Ask students what they know about circling and coiling/recoiling, and give examples from everyday life. Explain the concepts using demonstrations (see Appendixes 2 and 10 of the *Teacher's Guide*) and encourage students to make connections with the principles of action as in Table 6.

TABLE 6	
Offensive moves	Principles of action in combat activities
Circling, coiling/recoiling	<ul style="list-style-type: none"> Varies force, speed and direction of movement skills Throws the opponent off balance

Explain to students that they must feint (move 1) and take hold of a part of the opponent's body (move 2), varying the level and body part each time, then coil/recoil (move 3) to throw the opponent off balance and cause him/her to fall (move 4), as in Table 7.

TABLE 7			
Movement sequence			
Move 1	Move 2	Move 3	Move 4
Feinting →	Circling (from the front) →	Arms	Coiling/ recoiling →
		Legs	
			Throwing the opponent off balance and causing him/her to fall

You can use the same teams or form new ones. The same procedure applies for this series of four matches.

Task 2 (Choice of movement sequence)

Explain the next task, which involves different movement sequences, using Table 8. Students must follow a feint with three other moves of their choice depending on the opponent's reaction.

TABLE 8			
Movement sequence			
Move 1	Move 2	Move 3	Move 4
Feinting	Taking hold	Forearm	Pushing Pulling
		Arm	
		Knee (from behind)	Pulling
	Ankle (from behind)		
Circling (from the front)	Arms	Coiling/ recoiling	Throwing the opponent off balance and causing him/her to fall
	Legs		

Have students plan their sequence by indicating their chosen moves on Worksheet 4 in the *Student Booklet*. You can use the same teams or form new ones. The same procedure applies to this series of four matches.

CLASS 5

Task 1 (Performance of different movement sequences)

Have students practice different moves as in Task 2 of Class 4. Reconvene the entire class and ask students about their strengths and weaknesses, encouraging them to share tips for feinting while pushing/pulling and coiling/recoiling. If necessary, review their understanding and execution of any moves that they are having trouble with. Have students plan their sequence by indicating their chosen moves on Worksheet 4 in the *Student Booklet*.

Task 2 (Defensive moves: countering a feint and escaping)

Ask students what they know about countering a feint and escaping, using one or two demonstrations and Appendix 10 of the *Teacher's Guide*. Encourage them to identify elements that will allow them to counter a feint and escape, using Table 9.

TABLE 9	
Defensive moves Countering a feint and escaping	Principles of action in combat activities
<ul style="list-style-type: none"> - Maintains his/her basic stance - Keeps his/her balance (principles of balance) - Looks the opponent in the eye - Keeps a certain distance from the opponent - Reacts rapidly to attacks (blocks an attempt to take hold, quickly moves away the part of the body targeted by the opponent, quickly moves away from the opponent, etc.) 	<p>Moves in relation to the available space and to the opponent</p> <p>Reacts to the opponent's actions</p>

Explain the procedure and the principles of action to be learned in this task:

1. You can use the same teams or make new ones.
2. Students will play two roles: attack and defense.
3. The defender will learn to counter a feint and escape the opponent's attacks by applying the elements in Table 9.
4. During the matches, the observers must identify the application of the characteristics associated with countering a feint and escaping.

Before the observers engage in their own matches, they inform their partners of the strengths and difficulties observed with regard to their execution of the moves they are learning.

Task 3 (Defensive moves: escaping a hold)

Note: Teach and have students practice these moves if there are enough remaining classes and few elements remaining to be learned.

Ask students what they know about escaping a hold, using one or two demonstrations. Encourage them to identify elements that will allow them to escape a hold, using Table 10.

TABLE 10	
Defensive moves Escaping a hold	Principles of action in combat activities
To escape a lock on the upper body: <ul style="list-style-type: none">• swinging the part of the body in the hold in order to escape, or taking hold of the attacker's wrist and forcefully removing his/her hand To escape a hold on the lower body: <ul style="list-style-type: none">• turning to force the attacker to let go or circling his/her torso to throw him/her off balance	Reacts to the opponent's actions Varies force, speed and direction of movement skills

Explain the procedure and the principles of action to be learned in this task, using the same procedure as in the previous task.

CLASS 6

Task 1 (Introduction to the plan of action)

1. Explain how to develop a plan of action by asking two students to simulate a match.
2. Have students observe the offensive and defensive moves used by each opponent and identify each one's strengths and difficulties
3. Ask students which moves they would choose based on their observations.
4. Explain how to develop a plan of action based on the questions in Worksheet 5 of the *Student Booklet* reproduced on the board or projected on a screen.

Task 2 (Developing, implementing and revising the plan of action)

1. Have students engage in matches with students from other teams with the same skill level. The teams switch roles, sometimes engaging in a match, sometimes observing another team and identifying their strengths and difficulties using Worksheet 5 in the *Student Booklet*. Have each student work with a member of his/her partner team to develop the plan of action.
2. Ask students to develop a strategy for wrestling with the student observed, using Worksheet 5 in the *Student Booklet*. In order to win the next match, they must identify a feint and at least three other moves (two offensive and one defensive) in relation to the opponent's strengths and difficulties.
3. Have students apply their chosen strategy in a 2-minute match.
4. The teams agree on who will be the attacker before they switch roles after each match.
5. The matches may take place as follows:
 - The two opponents attack each other.
 - The designated attacker uses offensive moves only and the defender tries to counter the attack. The attacker must adjust his/her moves to the defender's reactions, using all of the combinations of offensive moves learned.
 - The defender can also simulate? in order to allow the attacker to apply his/her plan of action.
 - The matches can be part of a tournament.
6. At the end of the match, the observers give the wrestlers feedback; after the first match, the observers become the wrestlers, according to the same procedure.
7. Have students adjust their strategy, if applicable, in anticipation of the next match, using Worksheet 5 in the *Student Booklet*.
8. If necessary, review the offensive and defensive moves and the principles of action and communication.
9. Have students repeat the same procedure, engaging in a match with the same student and using Worksheet 5.
10. Repeat the same procedure for a third match.
11. Observe students, ask questions, give feedback and advice.
12. The first team again engages in a match and the students switch roles after 2 minutes, and so on for the second team. The roles for each match are indicated in Table 11.

Team 1	Team 2	Duration
Attacker A against defender B	Observers	2 min
Team 2	Team 1	
Attacker A against defender B	Observers	2 min
Team 1	Team 2	
Attacker B against defender A	Observers	2 min
Team 2	Team 1	
Attacker B against defender A	Observers	2 min

This sequence can be repeated as often as time permits, according to your plan. During the exercise, students can challenge other students of similar size and skill level.

CLASSES 7 AND 8

TASK FOR EVALUATING THE STUDENTS' ABILITY TO MOBILIZE KNOWLEDGE

Divide the class into the same teams as when students were developing the plan of action. Use the following procedure:

1. Read over the plan of action (Worksheet 6 in the *Student Booklet*) developed by each student (meet with them individually).
2. Make sure you understand the interpretation tool associated with the evaluation rubric (Appendix 7 of the *Teacher's Guide*).
3. Observe students one by one as they wrestle, using the evaluation rubric (Appendix 8 of the *Teacher's Guide*) in order to determine whether they implement their plan of action.
4. For each observable element indicated in the rubric, record information about the student's work. Do not help students during the evaluation. If you do, make a note on the evaluation rubric.

You can use a rating scale based on the agreed-upon standards and procedures to interpret the information about the student's work recorded in the evaluation rubric in order to establish a percentage for the report card (Appendix 9 of the *Teacher's Guide*).

Note: During the evaluation, students who are waiting can practice their movement sequences. Students who have been evaluated can prepare for integration (analyze the results, assess the learning acquired and answer the questions in Worksheet 7 in the Student Booklet).

INTEGRATION

Duration: 15 to 20 min

Material

Appendix 8 of the *Teacher's Guide*, Worksheets 3, 6 and 7 in the *Student Booklet*, chalk board, whiteboard or sheet of cardboard

Description

End of Class 8

Ask students to analyze their results and assess their learning. Then have them share their strengths and difficulties with their partner.

Lead a discussion:

1. Have students explain their strengths and difficulties and their learning, referring to the information recorded in Worksheets 3 and 6 of the *Student Booklet*.
2. Present the results of your observations based on the evaluation rubric (Appendix 8 of the *Teacher's Guide*). Share your comments on each team's work.
3. Ask students about their participation and their answer to the question in Worksheet 7 of the *Student Booklet* concerning the application of safety rules, ethical behaviours, and principles of action and communication, and their ability to confront others¹ in other tasks or physical activities and in society.

Note: You can devote some time to ask the students questions and comment on the learning and evaluation situation, the process the students used, any change in their perceptions, and the elements they can apply in their personal lives.

¹ The student should receive feedback in this regard; however, the feedback should not be taken into account when communicating results in the report card.

References

Books and publications

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Eichelbrenner, Daniel. *Jeux de lutte. 52 jeux pour l'école élémentaire*. Paris: Édition Revue EPS, 1992.

Table régionale en éducation physique. *Glossaire des termes en éducation physique*. Document created by Luc Ducharme, Germain Richer, Claude Robillard, Clarence Tourangeau and Robert Villeneuve. Repentigny, 1989.

Electronic resource

Olympic Games, Beijing, 2008, Wrestling
<http://en.beijing2008.cn/cptvenues/sports/wrestling/n214070740.shtml>

With the collaboration of teachers at Commission scolaire des Affluents, Service des ressources éducatives au secondaire.

Pedagogical Aspects

- The tasks planned for each class enable students to acquire the resources they need to take up the proposed challenge.
- When you present offensive or defensive moves to be executed in sequence, it is easier for students to visualize and understand them and make connections if the terms are written on the board or on sheets of cardboard on the wall (see table 5, page 11, Task 2, page 10).
- As of Class 3, ask students to observe the strengths and difficulties of each opponent during a match.
- At the beginning of each class, review the concepts and moves learned in the previous class.
- Present the checklist (Worksheet 3 in the *Student Booklet*) at the beginning of Class 2 and encourage students to use it for each subsequent task.
- When you present the different tasks during the learning and evaluation situation, ask the defender to perform at half capacity with a constraint (e.g. one hand behind his/her back) to allow the attacker to learn more.
- During explanations and demonstrations, at the beginning of each class or before the matches, remind students of the rules of the game, safety rules and rules of fair play.
- For all matches, pair students of similar size and skill level, and appoint a referee and timekeeper.
- During the matches, stop once, twice or three times for any of the following reasons:
 - to remind students of the concept, move or sequence being taught
 - to remind students of safety rules or ethical behaviours
 - to address common difficulties.
- After each task involving a concept and offensive or defensive moves, reconvene the entire class and ask students about their strengths and difficulties and those they observed, and about their understanding of the concept, move or movement sequence applied. If necessary, write the information on the board or on a sheet of cardboard.
- Using the following table, have students make connections between the different principles of action and communication, and the offensive and defensive moves.

PRINCIPLES		Offensive moves					Defensive moves	
		Feinting	Taking hold	Pushing/pulling	Circling	Coiling/recoiling	Throwing the opponent off balance and causing him/her to fall	Countering a feint and escaping
Principles of communication	Communicates various misleading messages appropriate to the activity	x						
Principles of action in combat activities	Throws the opponent off balance			x		x	x	
	Moves in relation to the available space and to the opponent	x						x
	Varies force, speed and direction of movement skills	x	x	x	x	x		x
	Maintains his/her balance							x
	Attacks an opponent who is off balance						x	
	Reacts to the opponent's actions	x						x

Safety Rules

Explain the safety rules. Make sure students understand them, and intervene each time a student fails to observe the rules. Warn students who exhibit aggressive behaviour or poor sportsmanship. If they repeat the behaviour, disqualify them.

- When a student throws his/her opponent off balance, he/she must maintain contact in order to avoid a hard fall and the risk of injury.
- Avoid getting hurt: students are supposed to be learning and having fun.
- Taking hold of an opponent's head or bending his/her joints the wrong way is prohibited.

When forming teams, make sure students feel safe with each other. Pay attention to the students' size. Opponents **must** be chosen according to height and weight.

Running shoes are not allowed. Students should not have anything on them that could injure an opponent, such as a necklace, bracelet, prosthesis, ring or earrings. Their nails should be cut short. All wrestling activities should take place on floor mats.

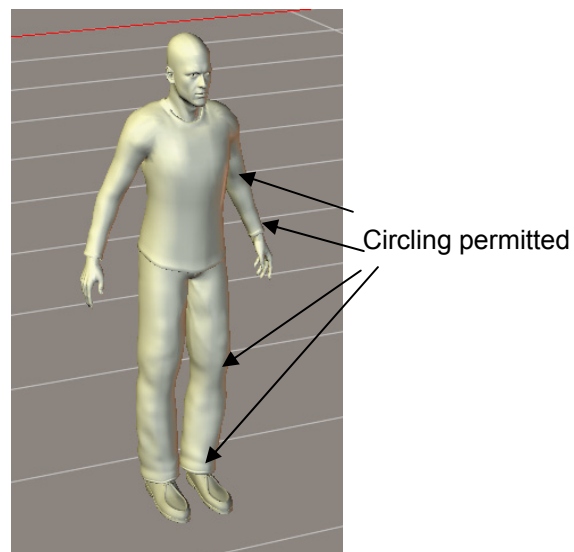
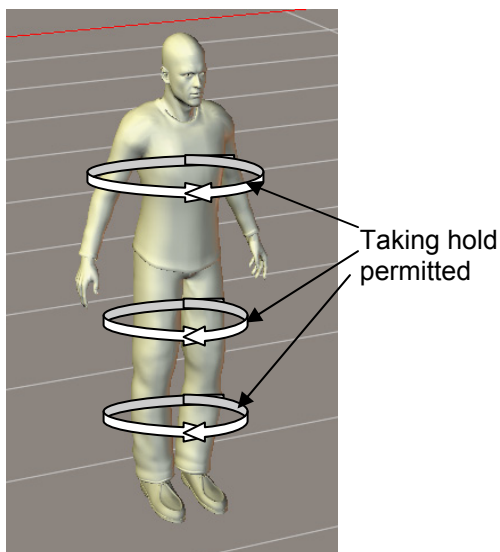
Note

The padded area should be large enough so that opponents do not end up on the floor. Secure mats in place with Velcro during the activities. If you do not have enough mats with Velcro, use these mats to form the perimeter of the area you need, and place the other mats (without Velcro) inside so that they are held in place by the outer mats.

For some activities, you can draw a 2.5-m chalk circle at the centre of the padded surface. Evaluation tools and pencils should be made available to observers.

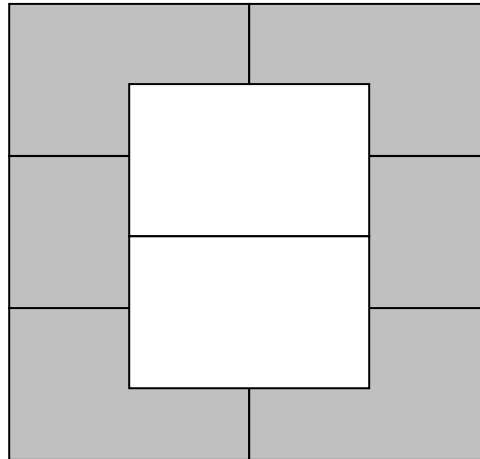
Taking hold and circling

The following figures illustrate the areas of the body where taking hold and circling are permitted. **The neck, head and hips are off limits.**



Placing the mats

- Eight mats for five workshops (approximately six students per workshop)



The combat zones are made up of six mats secured with Velcro or roll-out mats, with an additional two mats on top.

To start the matches, students stand at the centre of the mats. The matches take place only on the two central mats. If the opponents leave the two central mats, the referee whistles, the match stops, and it starts again at the centre.

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 and leg joints and the neck.

1. Quick backward and forward rolls
2. Rapid movements in basic stance, stepping forward, backward, side to side and diagonally
3. Sequences of the above moves while turning
4. Face to face with a partner, taking turns placing their hands on the partner's shoulders and pushing him/her for 3 m 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 practice rolling and falling, especially given the content of the day's lesson. Have them practice falling as follows:

1. In the following positions: basic stance (knees bent, arms in front) and crouch position:
 - doing backward and forward rolls
 - falling forward, breaking their fall by bending their arms and touching their chest to the mat
 - falling sideways, with their body and the arm closest to the mat stretched out
 - falling sideways from the basic stance, breaking their fall by hitting the mat hard with a forearm before their body hits the mat
 - falling backward onto their buttocks, with their chin tucked into their chest, and stretching out their arms to prevent rolling
 - falling backward from the basic stance, breaking their fall by hitting the mat hard with their forearms before their back hits the mat
 - 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. In pairs facing each other, with one partner standing and the other in basic stance, the one standing pushes the other, who falls forward, backward and sideways, using the moves described above.
3. In pairs, with one partner standing and the other in basic stance, then in crouch position, the one standing pushes the other, who falls and rolls backward onto his/her buttocks, then tilts his/her head to one side and continues to roll with his/her legs to the other side, touching his/her shoulder blade to the mat and rolling to his/her feet. Repeat the same activity, with the one rolling or falling returning as quickly as possible to the basic stance to regain his/her balance.

SAFETY RULES

Student Responsibilities
1. Make sure you understand the safety rules.
2. Avoid aggressive behaviour and poor sportsmanship.
3. Maintain contact when you throw your opponent off balance to avoid a hard fall and the risk of injury.
4. Avoid taking hold of your opponent's head or bending his/her joints the wrong way.
5. Choose your opponent based on height, weight and technical and tactical skill level.
6. Remove your running shoes during tasks and matches.
7. Remove any object that could injure your opponent, such as a necklace, bracelet, prosthesis, ring or earrings. Your nails must be cut short.
8. Make sure all tasks and matches take place on a padded surface.

ETHICAL BEHAVIOUR

1. Strictly follow all rules and never deliberately try to break a rule.
2. Always respect the referee.
3. Accept all the referee's decisions and never question his/her integrity.
4. Be a good loser. Admit your opponent's superior skills.
5. Accept victory with modesty and avoid laughing at your opponent.
6. Recognize your opponent's effective moves and good performances.
7. Measure yourself against an equal. Rely on your talent and skills to win the match.
8. Refuse to win by cheating.
9. Greet your opponent or shake his/her hand at the beginning and end of each match.

INITIAL TASK FOR *INTERACTS*

OVERALL PORTRAIT OF THE CLASS

Key: Strength √ Difficulty • Major difficulty -

Group: Date:

Teams Names	Development of the plan of action ¹	Application of principles of communication (Feinting)	Application of principles of action		Comments
			Offensive moves	Defensive moves	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					

¹ Plan of action for the competency *Interacts*: strategies associated with principles of action, communication and synchronization, if applicable, and with the assigned roles.

TOOL FOR INTERPRETING THE EVALUATION CRITERIA ACCORDING TO SUCCESS LEVEL¹ (Secondary School)

TO INTERACTS WITH OTHERS IN DIFFERENT PHYSICAL ACTIVITY SETTINGS

Evaluation criteria	Observable elements	SUCCESSFUL (+)	MORE OR LESS SUCCESSFUL (+-)	NOT SUCCESSFUL (-)
Coherent planning	Cooperates with (one or more partners) in developing plans of action	Uses a variety of appropriate resources	Uses few of the resources suggested by the teacher	Does not use any resources
		Plans a strategy with one or more partners, taking into account the strengths and difficulties of his/her peers (partners and opponents) and the constraints of the activity	Plans a strategy with one or more partners, taking into account the strengths, difficulties and of his/her partners or some of the constraints of the activity	Does not apply any procedures in planning strategy
Effective implementation	Applies the principles of action as planned	Adjusts his/her plans according to the results	Adjusts his/her plans, taking into account a few results	Does not make any adjustments
	Applies the principles of synchronization	Performs offensive, defensive or cooperative actions according to the chosen strategies ²	Performs offensive, defensive or cooperative actions with a few omissions in the application of the chosen strategies ²	Performs offensive, defensive or cooperative actions without any consideration for the chosen strategies ²
		Performs offensive, defensive or cooperative actions, synchronizing them with those of his/her partner(s), or with a rhythm	Performs offensive, defensive or cooperative actions, but makes errors in synchronizing them with those of his/her partner(s), or with a rhythm	Performs offensive, defensive or cooperative actions, but does not synchronize them with those of others
	Applies the principles of communication	Communicates effectively (using clear signals at the right time and in the right place) with his/her partner(s)	Sometimes communicates with his/her partner(s) using a clear signal at the right time and in the right place	Does not communicate with his/her partner(s)
		Effectively makes a feint (at the right time and in the right place) against one or more opponents	Sometimes makes a feint (at the right time and in the right place) against one or more opponents	Does not make any feints
	Plays the role assigned in the plans of action	Performs offensive, defensive or cooperative actions according to the role assigned in the plan	Performs offensive, defensive or cooperative actions, modifying the role assigned in the plan	Performs offensive, defensive or cooperative actions without any consideration for the role assigned in the plan
	Adjusts movement skills, as needed	Regularly adjusts his/her position and movement skills to accommodate the unforeseen aspects of the activity and the potential of his/her peers (partners and opponents)	Sometimes adjusts his/her position and movement skills to accommodate the unforeseen aspects of the activity and the potential of his/her peers	Does not make any adjustments
Adjusts his/her movement skills according to the results		Sometimes adjusts his/her movement skills according to the results		
Applies safety rules	Applies all the safety rules specified by the teacher	Applies some of the safety rules specified by the teacher	Applies none of the safety rules specified by the teacher	
Demonstrates ethical behaviour	Adopts all the ethical behaviours specified by the teacher	Adopts some of the ethical behaviours specified by the teacher	Adopts none of the ethical behaviours specified by the teacher	
Relevant reflection	Evaluates the process, plans and results	Together with his/her partner(s), examines what they have done in order to find solutions to the problems encountered*	Together with his/her partner(s), examines little of what they have done in order to find solutions to the problems encountered*	Does not record any information
		Records a considerable amount and variety of relevant information	Does not record a sufficient amount or variety of relevant information	Does not examine what he/she has done
	Identifies new learning	Evaluates his/her achievements, difficulties and ways of cooperating with others and the process used (planning, performance and evaluation)	Evaluates few of his/her, strengths, difficulties and ways of cooperating with others and little of the process used	
		Identifies all new learning ³	Identifies some new learning ⁴	Does not identify any new learning

¹ The evaluation criteria and the observable elements are the same for all the years of secondary school. It is up to the teacher to increase the complexity of the tasks and constraints, and the difficulty of the movement skills required, according to the prerequisites that apply to the students in the year in question.

² The strategies are based on principles of action, communication and synchronization, if applicable, and the roles to be played.

³ New learning consists of knowledge, skills and behaviours outlined in the progression of learning and that are included in the teacher's planning.

⁴ New learning consists of knowledge, skills and behaviours outlined in the progression of learning and that are included in the teacher's planning. It can be complete with regard to one type of knowledge and incomplete with regard to another.

* The student should receive feedback in this regard; however, the feedback should not be considered for the purposes of communicating results in the report card.

Characteristics of the Types of Help Provided to Students When They Carry Out a Complex Task for Evaluation Purposes¹

Definition of help	Planning	Source of help	Category of help	Examples of difficulties	Types of help
<p>Help:</p> <p>Action of intervening with a student by joining one's efforts with his/hers in order to assist him/her in completing a given task</p>	<p>Help:</p> <p>Not planned for as part of the task</p> <p>Planned for as part of the task (established from the outset)</p>	<ul style="list-style-type: none"> • Teacher • Peers • Other resources 	Cognitive	Comprehension of instructions, the question or the task	<ul style="list-style-type: none"> • Explaining • Rehearsing • Reminding • Clarifying • Describing • Advising • Suggesting • Activating prior knowledge • Reassuring • Encouraging • Motivating • Providing resources • Etc.
				Application of the process or procedures	
				Mobilization of resources for the subject-specific task	
				Mobilization of resources for the task related to other subjects	
			Sociorelational	Mobilization of resources for the task related to one or more cross-curricular competencies	
				Relationship with others while working on a task that requires cooperation	
				Respect for others	
			Affective	Acceptance of the role to be played, of other people's suggestions, etc.	
				Insecurity, stress, feelings of incompetence, etc.	
			Motor	Respect for established rules	
Application of principles (coordination, balance, synchronization, group activities, etc.)					
Metacognitive	Failure to assess his/her work				
	No planning or control and regulation strategies				

¹ Denis Chabot, Charles Fournier and Claude Robillard, *Propositions de normes et modalités en évaluation pour les écoles secondaires*, Service des ressources éducatives, Commission scolaire des Affluents, Terrebonne, 2008.

Key: + Successfully completed +- More or less successfully completed - Not successfully completed O Applies with help NE: Not evaluated Name of student	Subject result	Evaluation criteria set out in the Framework for the Evaluation of Learning									
		Coherent planning		Effective implementation						Relevant reflection	
		Observable elements (in the appropriate column, indicate the rating in question or any other indicator that explains your result)									
		Cooperates with (one or more partners) in developing plans of action in accordance with peer abilities and the constraints of the activity.	Applies the principles of action as planned	Applies the principles of synchronization	Applies the principles of communication	Plays the role assigned in the plans of action.	Adjusts movement skills, as needed.	Demonstrates ethical behaviour.	Applies safety rules.	Evaluates the process, plans and results.	Identifies new learning.
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31.											

Example of a tool for interpreting students' work, which can be used along with the evaluation rubrics to establish a percentage mark for the report cards

Mark % in accordance with the adopted evaluation conditions	Degree to which tasks are successfully completed¹	Number of completed tasks	Level of help
	Successfully completed with great ease and in an outstanding manner	All the tasks	Is able to work alone
	Successfully completed	All the tasks	
		A large number of tasks (± 85%)	
	More or less successfully completed	A significant number of tasks (± 75%)	Rarely needs help
		A large number of tasks (± 85%)	Sometimes needs help
		A significant number of tasks (± 75%)	Often needs help
	A few tasks (± 50%)		
	Not successfully completed	A significant number of tasks (± 75%)	Constantly needs help
		A large number of tasks (± 85 %)	
		All the tasks	Needs special help

¹ The tasks include all the observable elements related to the criteria (planning, performance and evaluation) that the teacher has selected, and the % represents the proportion of successfully completed tasks.

Glossary

Basic stance¹



State of alert readiness. The wrestler is standing, knees slightly bent, feet apart and one in front of the other, arms forward with elbows slightly bent, eyes on the opponent.

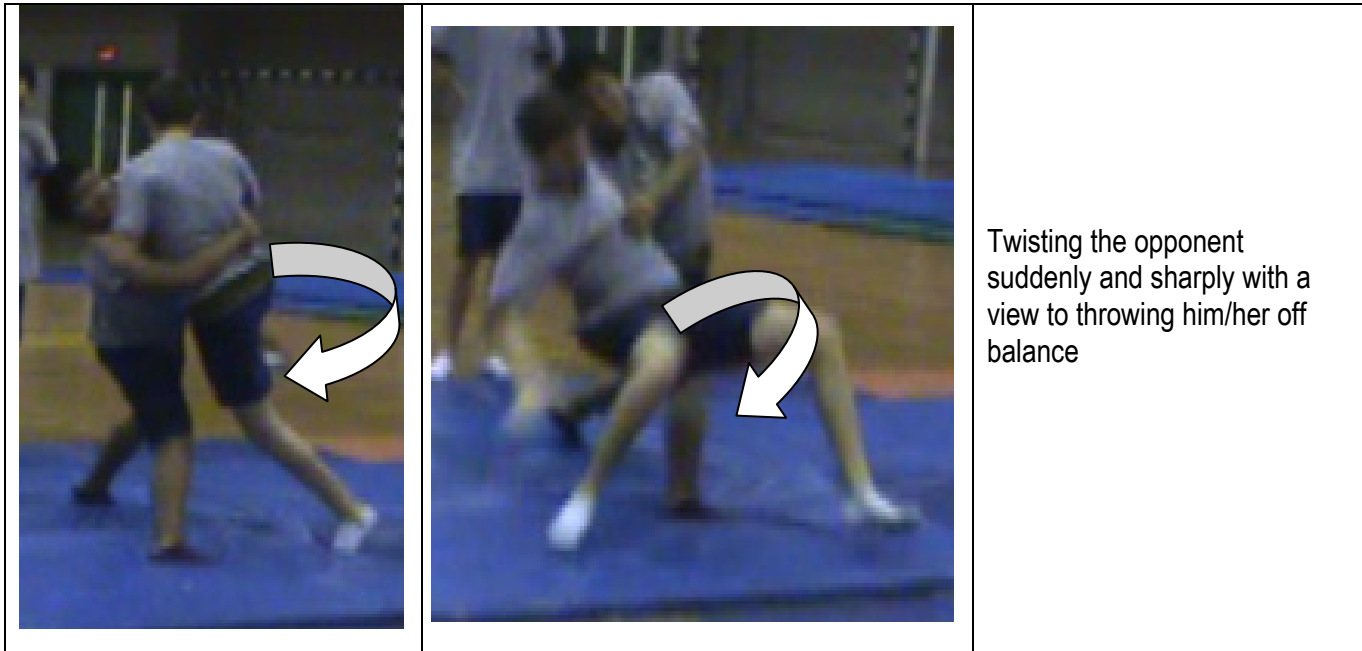
Circling



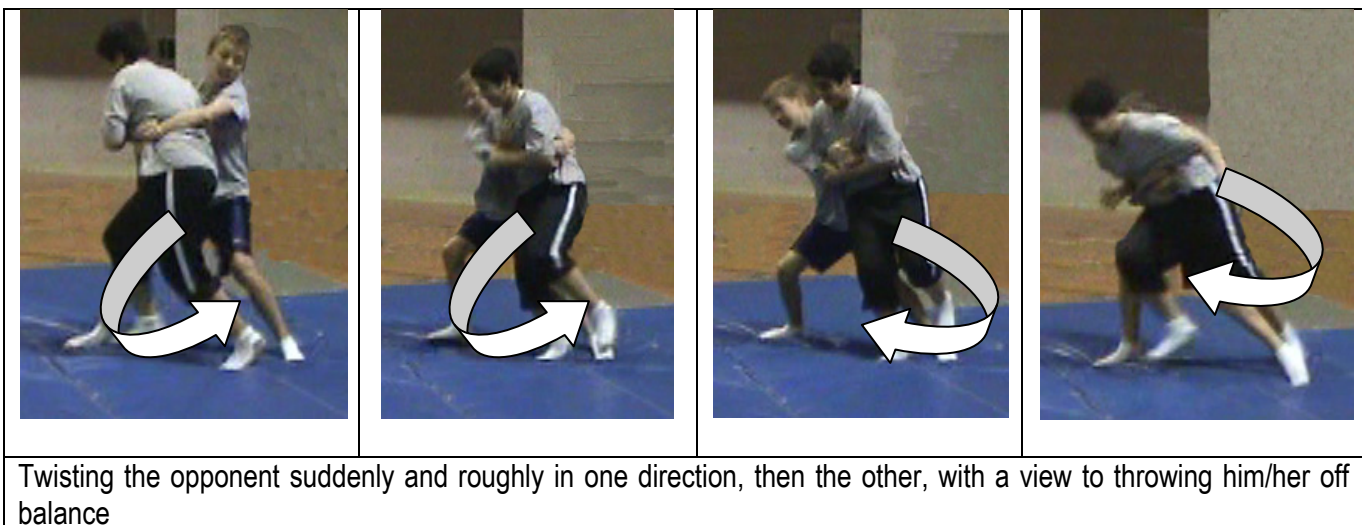
Surrounding a part of your opponent's body with your arms with a view to preventing him/her from using the body part and throwing him/her off balance

¹ Commission scolaire de Le Gardeur, *L'opposition par des jeux de corps à corps et de lutte*, Document created by Gérard Labrosse and Claude Robillard (Repentigny, 1996).

Coiling



Recoiling



Escaping

Moving your body or part of your body quickly in one direction or in the direction opposite your initial move with a view to avoiding an attack

Feinting

Simulating a move or action in order to mislead your opponent

Freestyle wrestling

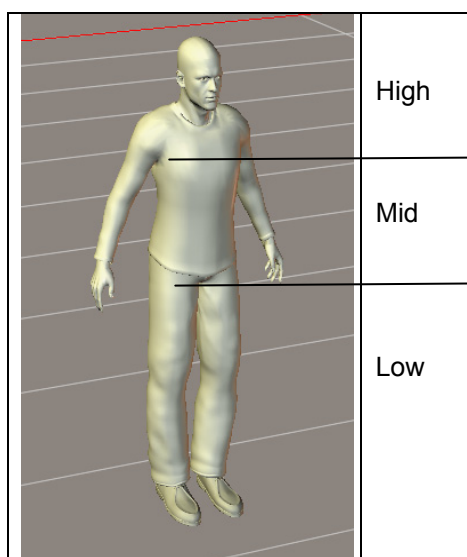
In freestyle wrestling, the wrestler who takes his/her opponent down and pins his/her shoulders to the mat wins. More holds are legal than in Greco-Roman wrestling and the wrestlers can use their entire body. Freestyle wrestling is the most popular form of wrestling.

Greco-Roman wrestling

In Greco-Roman wrestling, the wrestlers start the match in a standing position and try either to take their opponent to the mat or to use holds to cause her/him to fall. All holds are above the belt: wrestlers cannot use their legs. Tripping and body checks are also prohibited.

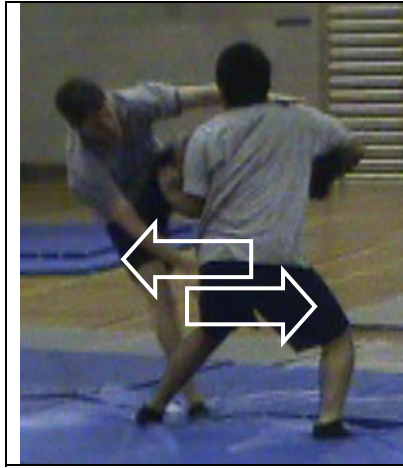
Level of execution¹

The level of execution refers to the position of the body when executing a move. There are three levels of execution: high, mid and low



¹ Table régionale en éducation physique, *Glossaire des termes en éducation physique*, Document created by Luc Ducharme, Germain Richer, Claude Robillard, Clarence Tourangeau and Robert Villeneuve (Repentigny, 1989).

Pushing-pulling¹



Pushing: Exerting a force on an opponent to push him/her away. This action may involve the entire body or part of the body.

Pulling: Exerting a force to bring the opponent closer. This action may involve the entire body or part of the body.

Taking hold



Grasping with determination, strength or speed; grabbing suddenly with force

Women's wrestling

Women's wrestling is very similar to freestyle wrestling, except that double Nelsons are officially prohibited.

¹ Table régionale en éducation physique, *Glossaire des termes en éducation physique*, Document created by Luc Ducharme, Germain Richer, Claude Robillard, Clarence Tourangeau and Robert Villeneuve (Repentigny, 1989).

