BEAT THE STREETS
LOS ANGELES

COACH & MENTOR TRAINING

2023-24 Season

You are a Mentor and a Coach.

You Recruit and Enroll students

Have a plan for practice

Take Attendance

Submit Payroll

Manage Inventory

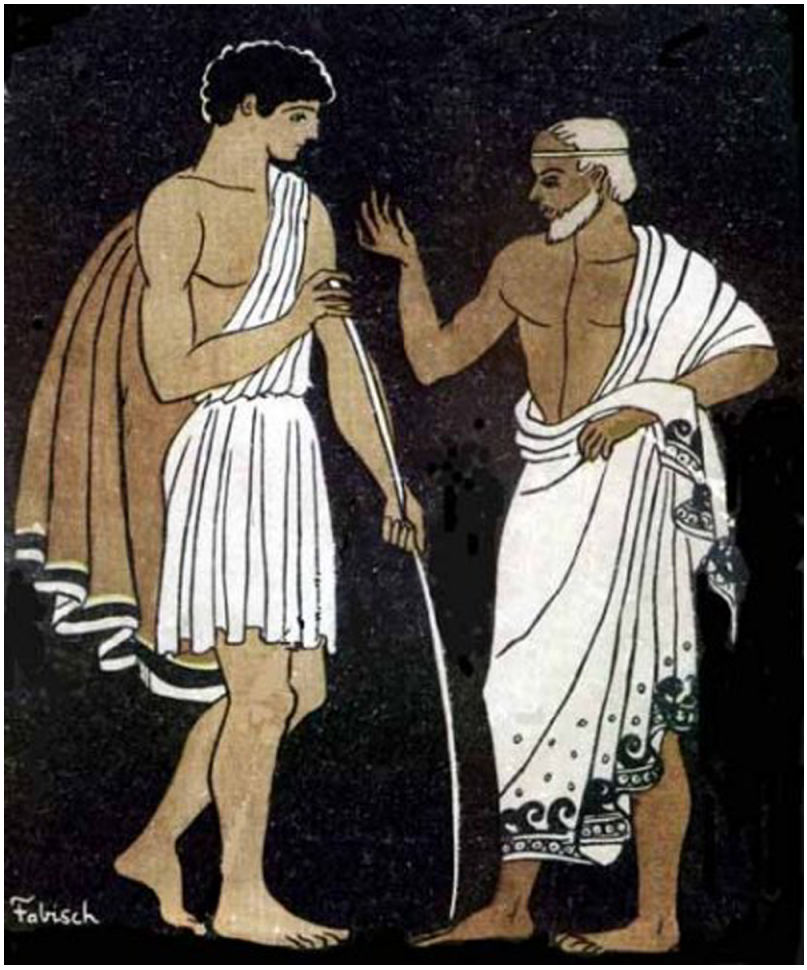
Be Safe and Responsible

and do Other Things

Beat the Streets Los Angeles

Event Schedule 2023–24

date	*event*	*location & time*
Sunday, August 13. 2023	Coach & Mentor Training	Belmont HS
Sunday, September 24, 2023	Tomorrow's Leaders Pre-season Training	Belmont HS
Sunday, October 8, 2023	Tomorrow's Leaders Pre-season Training	Belmont HS
Sunday, October 12, 2023	Tomorrow's Leaders Pre-season Training	Belmont HS
Sunday, October 22, 2023	Tomorrow's Leaders Pre-season Training	Belmont HS
Sunday, November 5, 2023	Tomorrow's Leaders Pre-season Training	Belmont HS
Sunday, November 12, 2023	Youth Championship	TBD
Sunday, November 12, 2023	Tomorrow’s Leaders Volunteer	TBD
Sunday, January 7, 2024	CBU vs Iowa State/ Benefit	Mt SAC
Sat./Sun., March 2/3, 2024	Cadet/Junior Cal USAW State Championship	Fresno
Sat./Sun., March 9/10, 2024	Kids Cal USAW State Championship	Fresno
Sunday, March 24, 2024	Tomorrow’s Leaders Workshop	Belmont HS
Sunday, March 24, 2024	Freestyle & Greco Coaches Clinic	Belmont HS
Sat./Sun., April 13/14, 2024	Angel City Grand Prix/Tomorrow's Leaders Volunteer Opportunity	Mt SAC
Sat./Sun., April 20/21, 2024	Kids Greco/Cadet & Junior Freestyle Cal USAW State Championship	Fresno
Sunday, May 5, 2024	Tomorrow’s Leaders Workshop	Belmont HS
Sunday, May 19, 2024	Tomorrow’s Leaders Workshop	Belmont HS
Sat./Sun., June 1/2, 2024	Kids Freestyle/Cadet & Junior Greco Cal USAW State Championship	Fresno
June 23-28, 2024	Beat the Streets National Duals	Boston



"…the prince sat down as Mentor took the floor, Odysseus' friend-in-arms to whom the king, sailing off to Troy, committed his household, ordering one and all to obey the old man and he would keep things steadfast and secure."

— Homer, *The Odyssey*

men•tor \ˈmen-ˌtor, -tər\ *n*, [L, fr. Gk *Mentor*] (1616)

1 *cap* : a friend of Odysseus entrusted with the education of Odysseus' son Telemachus

2 **a :** a trusted counselor or guide

b : tutor, coach

Merriam-Webster's Collegiate® Dictionary, 11th Ed. 2003

10 ways to be a better mentor

1. recognize the potential in each student

2. be dependable and trustworthy

3. provide a nurturing and supportive environment

4. push students to stretch their abilities

5. know when you need to be the authority figure

6. encourage creative thinking

7. ask questions

8. be a non-judgmental and empathetic listener

9. maintain boundaries

10. provide emotional & physical safety

10 ideas to recruit wrestlers

1. make sure your current students are having a positive experience

2. make a recruiting plan

3. remind your students every day to bring their friends

4. post flyers all over campus

5. post flyers around the community

6. get help from partners, teachers, administrators, and after-school programs

7. do a demonstration during P.E. classes

8. do a demonstration during lunch

9. do a demonstration during an assembly or pep rally

10. be relentless like a wrestler!

How to enroll

1. the student's parent must complete the waiver online at:

   btsla.org/register-for-the-2023-24-season/

   English

How to enroll

1. the student's parent must complete the waiver online at:

   btsla.org/inscripcion-para-la-temporada-2023-24/

   Spanish

after a student is enrolled

You must add them to your roster (first and last name) in Google Docs.

We will create a Google Doc for you to keep your roster and record attendance.

Once they are enrolled online, two things will happen:

1. You will receive an email with their registration details as soon as the waiver is submitted online.

2. The parent will receive a confirmation email as soon as the waiver is submitted online.

attendance

1. You *must* take attendance daily using Google Docs.

2. If a student is not on the roster, add them. *Every student* at *every practice and event* must be accounted for.

3. Have students *sign-in* and *sign-out* at each practice. It helps put them in the right mindset for practice.

Beat the Streets Los Angeles

Attendance

program: _____ date: _____

first and last name ***write legibly!***	*time in*	*time out*
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		

Payroll Schedule 2023-24

payroll is due by 8:00 a.m. on	you will get paid on
August 22, 2023	August 25, 2023
September 26, 2023	September 29, 2023
October 24, 2023	October 27, 2023
November 20, 2023	November 24, 2023
December 26, 2023	December 29, 2023
January 23, 2024	January 26, 2024
February 20, 2024	February 23, 2024
March 26, 2024	March 29, 2024
April 23, 2024	April 26, 2024
May 28, 2024	May 31, 2024
June 25, 2024	June 28, 2024
July 23, 2024	July 26, 2024

payroll

You will be paid for each practice and each day of coach & mentor training *if* you submit your payroll information on time. If you submit payroll late, you will have to wait until the next month to get paid.

1. Write the date and your initials on the calendar for each day of practice and coach & mentor training

2. take a picture of the calendar and email it to:

   payroll@btsla.org

sample payroll calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						Oct 5 JD
Oct 6 JD	Oct 7 JD		Oct 9 JD		Oct 11 JD	
			Oct 16 JD		Oct 18 JD	

John Doe

Coach Name

7

Total Practice / Coach Education Days

John Doe

Program

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

_____
Coach Name

_____
Total Practice / Coach Education Days

_____
Coach Signature

_____
Program

inventory

Each program will be supplied with:

- mop
- mop pads
- cleaning solution
- water jug
- mat tape

If you need more equipment, submit a request on the *Equipment Request Form*. Email the form to:

yero@btsla.org

questions? call or text Yero Washington
213-703-2343

wrestling shoes

Wrestling shoes will be provided to your wrestlers for the season. Make a request for the sizes you need on the *Equipment Request Form*.

Keep track of what shoes are loaned out on the *Shoe Inventory Form*.

All shoes *must* be returned at the end of the season.

mat cleaning guidelines

1. sweep the floor and mat

Remove any excess dirt, dust, hair, and other particles from the surface of the mat. This helps keep your mats in good condition.

2. mix the cleaning solution

Follow directions on the can for appropriate ratio of water to solution.

3. apply the cleaning solution

Use the provided watering can to evenly spread the solution across the mat. Ensure that no areas of the mat will be left untouched.

★ ***always use a clean mop pad*** ★

4. mop the mats

push the mop and pad evenly across the mat ensuring there are no untouched areas of the mat.

program: _____ date: _____

item	*quantity*
mop	
mop pads	
mat tape	
attack bands	
head gear	
cleaning solution	
water jug	

shirt, shorts, or shoe size	*quantity*

date received: _____ issued by: _____

You are responsible for the safety of the students in your program and must act responsibly as their coach. This includes:

- being responsible on social media
- keeping the wrestling mat clean to protect against harmful skin conditions
- doing all in your power to provide for the emotional and physical safety of your wrestlers

If an injury, damage to premises, or an act of violence occurs, report the incident to Beat the Streets LA staff and record the incident on the *Incident Log*. **If you become aware of any abuse, it must be immediately reported to the appropriate law enforcement agency.** For any serious incident, an *Incident Report Form* must be completed within 24 hours.

REMINDER

As a Coach and Mentor you are a mandated reporter.

For additional information here is a link to County resources.

https://dcfs.lacounty.gov/contact/report-child-abuse/

Incident Log

	Date	**Nature of Incident and Action Taken** (Briefly describe the injury, damage to premises, or event that occurred)	Full Name of students involved in the Incident	Was your partner contacted?	Was Beat the Streets contacted?	Was/Will an Incident Report Completed?
1	*example:* 10/22/2018	While drilling, a wrestler tweaked his ankle and sat out the rest of practice. I contacted the parent to let them know, and recommended they get it looked at when he got home.	Albert Einstein	yes	yes	no
2						
3						
4						

Incident Log

	Date	**Nature of Incident and Action Taken** (Briefly describe the injury, damage to premises, or event that occurred)	Full Name of students involved in the Incident	Was your partner contacted?	Was Beat the Streets contacted?	Was/Will an Incident Report Completed?
5						
6						
7						
8						

Incident Report

_____ _____

Program *Coach Name*

_____ _____

Date of Incident *Time of Incident*

Was school police contacted? ☐ YES ☐ NO Time: _____

Was local police contacted? ☐ YES ☐ NO Time: _____

Was the fire department contacted? ☐ YES ☐ NO Time: _____

Was Beat the Streets LA contacted? ☐ YES ☐ NO Time: _____

Was the parent/guardian contacted? ☐ YES ☐ NO Time: _____

Name of parent/guardian

_____

Was the program partner contacted? ☐ YES ☐ NO Time: _____

Name of partner contact

_____

Who made these contacts?

_____

Description of Incident: Who was involved, What happened, Where it took place, When (time), How it occurred, specify any tool, weapon, equipment, and/or vehicle.

Only state the FACTS, no opinions or interpretations, be specific. Report should be written in third person. If additional space is needed, attach additional sheets to this form. Complete all areas of this form; leave no blanks. If something DOES NOT APPLY, please write "DNA."

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Staff member or Partner Response:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Witnesses:

_____ _____
Name *Phone Number*

_____
Address

Statement of Witness:

_____

_____

_____

_____

_____

_____

Individuals injured as a result of incident

_____ _____
Name *Phone Number*

_____
Address

_____ _____
Name *Phone Number*

_____
Address

If School/Local Police/ Fire Department/ Paramedics were called, what action was taken?

_____

_____

_____

Police/Fire: Name & Identification Number

_____

_____

_____

Further developments resulting from incident

_____

_____

_____

Follow-up by Beat the Streets Los Angeles Office

_____

_____

_____

_____ _____

Name of person who completed this report (print) *Title*

_____ _____

Signature *Date and Time*

social media reminder

Coaches must be mindful of their presence on social media. Remember that the content you post is a reflection of you, your work as a Beat the Streets LA Coach, and your community. We do not routinely monitor your social media accounts. But from time to time we have been contacted by parents or others who have concerns about the social media content of people in our community. When this happens, it may become a factor in our decision making with regard to keeping or retaining coaches.

Volunteer Process

Overview

All potential volunteers must be cleared before they can be on the mat with your program.

Procedure

1. All potential volunteer candidates must submit a volunteer application.
2. The volunteer will be screened by Beat the Streets Los Angeles staff.
3. The candidate must complete USAW Leadership Card process, safe sport modules and background check prior to volunteering. Any expenses incurred for these clearances will be reimbursed by Beat the Streets Los Angeles.

Questions?

Contact: Yero Washington *213-703-2343* yero@btsla.org

Volunteer Application

_____ _____
Name *Date of Birth*

_____
Address

_____ _____ _____
City *State* *ZIP*

_____ _____
Phone *Email*

_____. _____
Emergency Contact/Relationship *Emergency Contact Phone Number*

Time Available (Hours of operation Mon-Fri 9:00am-8:00pm)

_____ _____ _____ _____ _____
Monday *Tuesday* *Wednesday* *Thursday* *Friday*

Anticipated length of volunteering:
_____

Area of Interest *(check all that apply):* ☐ *coaching* ☐ *office* ☐ *events* ☐ *fundraising* ☐ *other*

Please describe any special skills/interests or any accommodations required:

_____

_____

Highest education or specialized training attained/name of school:

_____

Brief description of wrestling background:

_____

_____

_____

_____ _____
Signature *Date*

All applicants are considered for all positions without regard to race, color, religion, sex, national origin, age, marital, veteran status or the presence of a non-job-related condition or handicap.

A Fact Sheet for

YOUTH SPORTS PARENTS

HEADS UP CONCUSSION

This sheet has information to help protect your children or teens from concussion or other serious brain injury.

What Is a Concussion?

A concussion is a type of traumatic brain injury—or TBI—caused by a bump, blow, or jolt to the head or by a hit to the body that causes the head and brain to move quickly back and forth. This fast movement can cause the brain to bounce around or twist in the skull, creating chemical changes in the brain and sometimes stretching and damaging the brain cells.

How Can I Help Keep My Children or Teens Safe?

Sports are a great way for children and teens to stay healthy and can help them do well in school. To help lower your children's or teens' chances of getting a concussion or other serious brain injury, you should:

- Help create a culture of safety for the team.
  - Work with their coach to teach ways to lower the chances of getting a concussion.
  - Emphasize the importance of reporting concussions and taking time to recover from one.
  - Ensure that they follow their coach's rules for safety and the rules of the sport.
  - Tell your children or teens that you expect them to practice good sportsmanship at all times.
- When appropriate for the sport or activity, teach your children or teens that they must wear a helmet to lower the chances of the most serious types of brain or head injury. There is no "concussion-proof" helmet. Even with a helmet, it is important for children and teens to avoid hits to the head.

How Can I Spot a Possible Concussion?

Children and teens who show or report one or more of the signs and symptoms listed below—or simply say they just "don't feel right" after a bump, blow, or jolt to the head or body—may have a concussion or other serious brain injury.

Signs Observed by Parents

- Appears dazed or stunned.
- Forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent.
- Moves clumsily.
- Answers questions slowly.
- Loses consciousness *(even briefly)*.
- Shows mood, behavior, or personality changes.
- Can't recall events *prior to* or *after* a hit or fall.

Symptoms Reported by Children and Teens

- Headache or "pressure" in head.
- Nausea or vomiting.
- Balance problems or dizziness, or double or blurry vision.
- Bothered by light or noise.
- Feeling sluggish, hazy, foggy, or groggy.
- Confusion, or concentration or memory problems.
- Just not "feeling right," or "feeling down."

Talk with your children and teens about concussion. Tell them to report their concussion symptoms to you and their coach right away. Some children and teens think concussions aren't serious or worry that if they report a concussion they will lose their position on the team or look weak. Remind them that *it's better to miss one game than the whole season.*

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National Center for Injury Prevention and Control

GOOD TEAMMATES KNOW:
IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON.

Concussions affect each child and teen differently. While most children and teens with a concussion feel better within a couple of weeks, some will have symptoms for months or longer. Talk with your children's or teens' health care provider if their concussion symptoms do not go away or if they get worse after they return to their regular activities.

Plan ahead.

What do you want your child or teen to know about concussion?

What Are Some More Serious Danger Signs to Look Out For?

In rare cases, a dangerous collection of blood (hematoma) may form on the brain after a bump, blow, or jolt to the head or body and can squeeze the brain against the skull. Call 9-1-1 or take your child or teen to the emergency department right away if, after a bump, blow, or jolt to the head or body, he or she has one or more of these danger signs:

- One pupil larger than the other.
- Drowsiness or inability to wake up.
- A headache that gets worse and does not go away.
- Slurred speech, weakness, numbness, or decreased coordination.
- Repeated vomiting or nausea, convulsions or seizures (shaking or twitching).
- Unusual behavior, increased confusion, restlessness, or agitation.
- Loss of consciousness (passed out/knocked out). Even a brief loss of consciousness should be taken seriously.

You can also download the CDC *HEADS UP* app to get concussion information at your fingertips. Just scan the QR code pictured at left with your smartphone.

What Should I Do If My Child or Teen Has a Possible Concussion?

As a parent, if you think your child or teen may have a concussion, you should:

1. Remove your child or teen from play.
2. Keep your child or teen out of play the day of the injury. Your child or teen should be seen by a health care provider and only return to play with permission from a health care provider who is experienced in evaluating for concussion.
3. Ask your child's or teen's health care provider for written instructions on helping your child or teen return to school. You can give the instructions to your child's or teen's school nurse and teacher(s) and return-to-play instructions to the coach and/or athletic trainer.

Do not try to judge the severity of the injury yourself. Only a health care provider should assess a child or teen for a possible concussion. You may not know how serious the concussion is at first, and some symptoms may not show up for hours or days. A child's or teen's return to school and sports should be a gradual process that is carefully managed and monitored by a health care provider.

Children and teens who continue to play while having concussion symptoms or who return to play too soon—while the brain is still healing—have a greater chance of getting another concussion. A repeat concussion that occurs while the brain is still healing from the first injury can be very serious and can affect a child or teen for a lifetime. It can even be fatal.

Revised 12/2015

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To learn more, go to www.cdc.gov/HEADSUP

Hoja informativa para
PADRES CON HIJOS QUE PARTICIPAN EN DEPORTES JUVENILES

Esta hoja contine información para ayudarle a proteger a sus niños o adolescentes de una conmoción cerebral u otra lesión cerebral grave.

¿Qué es una conmoción cerebral?

Una conmoción cerebral es un tipo de lesión cerebral traumática o TBI (por sus siglas en inglés) causada por un golpe, impacto o sacudida en la cabeza o por un golpe en el cuerpo que hace que la cabeza y el cerebro se muevan rápida y repentinamente hacia adelante y hacia atrás. Este movimiento rápido puede hacer que el cerebro rebote o gire dentro del cráneo y provoque cambios químicos en el cerebro, y a veces hace que las células cerebrales se estiren y se dañen.

¿Cómo puedo mantener a mis niños o adolescentes a salvo?

Los deportes son una buena manera para que los niños y los adolescentes se mantengan saludables y los ayudan a que les vaya bien en la escuela. Para ayudar a reducir las probabilidades de que sus niños o adolescentes tengan una conmoción cerebral, usted debe:

- Ayudar a crear una cultura de seguridad para el equipo.
  - Junto con el entrenador, enséñeles maneras de disminuir las probabilidades de sufrir una conmoción cerebral.
  - Ponga énfasis en la importancia de notificar las conmociones cerebrales y tomarse el tiempo para recuperarse de estas.
  - Asegúrese de que sigan las reglas de seguridad del entrenador y las reglas del deporte.
  - Explíqueles a sus niños o adolescentes que espera que mantengan el espíritu deportivo en todo momento.
- Cuando sea adecuado para el deporte o la actividad, enséñeles a que deben usar un casco para disminuir sus probabilidades de sufrir los tipos más graves de lesiones en la cabeza o el cerebro. No exite un casco "a prueba" de lesiones cerebrales. Incluso con un casco, es importante que los niños y los adolescentes eviten golpes en la cabeza.

¿Cómo puedo indentificar una posible conmoción cerebral?

Los niños y los adolescentes que muestran o notifican uno o más signos y síntomas enumerados a continuación, o simplemente dicen que no se "sienten del todo bien" después de un golpe, impacto o sacudida en la cabeza o el cuerpo, podrían tener una comoción cerebral u otra lesión cerebral grave.

Signos observados por los padres

- Parece estar aturdido o desorientado.
- Se olvida de una instrucción, está confundido sobre su deber o posición, o no está seguro del juego, puntaje u de quién es su oponente.
- Se mueve con torpeza.
- Responde a las preguntas con lentitud.
- Pierde el conocimiento *(aunque sea por poco tiempo)*.
- Muestra cambios de ánimo, comportamiento o personalidad.
- No puede recordar eventos *antes* o *después* de un golpe o una caída.

Síntomas reportados por los niños y los adolescentes

- Dolor o "presión" en la cabeza.
- Náuseas o vómitos.
- Problemas de equilibrio o mareo, o visión borrosa o doble.
- Sensibilidad a la luz o al ruido.
- Se siente débil, desorientado, aturdido o grogui.
- Confusión o problemas de concentración o memoria.
- No se siente "del todo bien" o está "bajoneado".

Hable con los niños y los adolescentes sobre las conmociones cerebrales. Pídales que notifiquen sus síntomas de conmoción cerebral de inmediato tanto a usted como al entrenador. Algunos niños y adolescentes piensan que las conmociones cerebrales no son grave o les preocupa que si notifican la conmoción cerebral pueden perder su posición en el equipo o verse débiles. Recuérdeles que es preferible perderse un juego que toda la temporada.

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LOS BUENOS COMPAÑEROS SABEN QUE:
ES MEJOR PERDERSE UN JUEGO QUE TODA LA TEMPORADA.

Las conmociones cerebrales afectan a cada niño y adolescente de manera diferente. Mientras que la mayoría de los adolescentes con una conmoción cerebral se sienten mejor después de un par de semanas, algunos tienen síntomas que duran meses o más tiempo. Hable con el proveedor de atención médica de su niño o adolescente si los síntomas no desaparecen o si empeoran después de que regresa a las actividades normales.

Planifique.

¿Qué quiere que su niño o adolescente sepa sobre las conmociones cerebrales?

¿Cuáles son algunos signos de peligro más graves a los que debo prestar atención?

En raras ocasiones, después de un golpe, impacto o sacudida en la cabeza o en el cuerpo puede acumularse sangre (hematoma) de forma peligrosa en el cerebro y ejercer presión contra el cráneo. Llame al 9-1-1 o lleve a su niño o adolescente a la sala de urgencias de inmediato si después de un golpe, impacto o sacudida en la cabeza o el cuerpo, presenta uno o más de estos signos de riesgo:

- Una pupila más grande que la otra.
- Mareo o no puede despertarse.
- Dolor de cabeza persistente y que además empeora.
- Dificultad de dicción, debilidad, entumecimiento o menor coordinación.
- Naúseas o vómitos, convulsions o ataques (temblores o espasmos) periódicos.
- Comportamiento inusual, mayor confusión, inquietud o nerviosismo.
- Pérdida del conocimiento (desmayado o inconsciente). Incluso una breve pérdida del conocimiento debe considerarse como algo serio.

Usted también puede descargar la aplicación de CDC *HEADS UP* (en inglés) para obtener información a su alcance sobre las conmociones cerebrales. Simplemente scanee con su teléfono celular inteligente el código QR de la imagen a la izquierda.

¿Qué debo hacer si creo que mi niño o adolescente tiene una posible conmoción cerebral?

Como padre, si usted cree que su niño o adolescente puede tener una conmoción cerebral, usted debe:

1. Retirarlo del juego.
2. No permitir que regrese a jugar el día de la lesión. Su niño o adolescente debe ver a un proveedor de atención médica y solo podrá regresar a jugar con el permiso de un profesional médico con experiencia en la evaluación de conmociones cerebrales.
3. Pedirle al proveedor de atención médica de su niño o adolescente que le dé instrucciones por escrito sobre cómo ayudarlo a que regrese a la escuela. Usted puede darle a la enfermera de la escuela indicaciones, y al entrenador o instructor deportivo puede darles intrucciones sobre cómo regresar al juego.

No trate usted mismo de juzgar la gravedad de la lesión. Solo un proveedor de atención médica debe evaluar a un niño o adolescente de una posible conmoción cerebral. Es posible que al principio usted no sepa qué tan grave es la conmoción cerebral y algunos síntomas pueden tardar horas o días en aparecer. El regreso del niño o adolescente a la escuela y los deportes debe ser un proceso gradual manejado y vigilado por un proveedor de atención médica.

Los niños o adolescentes que continúan jugando mientras tienen síntomas de conmoción cerebral o que regresan al juego muy temprano, mientras el cerebro todavía se está curando, tienen mayor probabilidad de tener otra conmoción cerebral. Tener otra conmoción cerebral que ocurra mientras el cerebro todavía se está curando de la primera lesión puede ser muy grave y puede afectar al adolescente de por vida; hasta puede ser mortal.

Febrero del 2016

Centers for Disease Control and Prevention
National Center for Injury Prevention and Control

Para obtener más información, visite:
www.cdc.gov/headsup/youthsports/index-esp.html

Wrestling Hygiene Guidelines

1. Always notify your coach if you are sick.

2. Immediately notify your parent, coach, or athletic trainer of any skin rash, infection or problem.

3. Open cuts and scrapes must be bandaged and covered.

4. Wrestlers should always wash their hands before and after practice and after leaving the restroom or locker room.

5. Wrestling shoes must never be worn outside of the wrestling room. No outside shoes are allowed on the wrestling mat.

6. Always shower after every practice and competition.

7. Wash all wrestling clothing after each use. Only wear clean clothes to practice.

8. Wash or disinfect headgear, shoes, knee pads, and similar items frequently.

9. Do not share equipment or water bottles with others.

10. Wrestlers must keep fingernails closely trimmed.

11. Jewelry is not permitted during practice or competition.

12. Mouth guards are recommend for all wrestlers. Wrestlers with braces must wear mouth guards.

Questions: contact your coach ~or~ Morris Bird 213-999-5280 morris@btsla.org www.btsla.org

Pautas de higiene de la lucha

1. Siempre notifique a su entrenador si está enfermo.

2. Notifique inmediatamente a su padre o madre, entrenador o entrenador de atletismo de cualquier salpullido, infección o problema.

3. Las cortadas y raspaduras abiertas deben estar vendadas y cubiertas.

4. Los luchadores siempre deben lavarse las manos antes y después de la práctica y después de dejar el baño o el vestuario.

5. Los zapatos de lucha nunca deben ser usados fuera de la sala de lucha. No se permiten zapatos externos en la alfombrilla de lucha.

6. Bañarse/Ducharse siempre después de cada práctica y competición.

7. Lave toda la ropa de lucha después de cada uso. Sólo use ropa limpia para practicar.

8. Lave o desinfecte el protector de cabeza, zapatos, rodilleras y artículos similares con frecuencia.

9. No comparta equipos o botellas de agua con otros.

10. Los luchadores deben mantener las uñas cortas.

11. No están permitidas joyas durante la práctica o la competencia.

12. Se recomiendan protectores bucales para todos los luchadores. Los luchadores con aparatos o frenos deben usar protectores bucales.

Serving Eligible Students and their Siblings ages 1-18 (& Special Education Students thru age 22).

SERVICES OFFERED INCLUDE:

Immunizations, Physical exams (routine and sports), Primary care ill visits.

Reproductive health care also available at locations marked with (*) (STD testing, birth control and pregnancy testing).

Vision exams also available at locations marked with (^).

Los Angeles Unified School District | Student Health and Human Services
Student Medical Services and Medi-Cal Programs | Nursing Services

SCHOOL-BASED CLINICS

For information call
(213) 202-7590
or the clinic nearest you

LD	CLINIC	ADDRESS	CLINIC DAYS	CLINIC HOURS	PHONE/FAX
NW	Columbus Middle School Clinic	7739 Farralone Ave., Canoga Park, CA 91304	Monday – Friday	8:00 AM – 3:00 PM	(818) 702-1270 FAX (818) 702-1253
S	Diego Rivera Learning Complex Immunization	6100 South Central Ave., Los Angeles, CA 90001	Monday, Wednesday, & Friday	7:30 AM – 2:30 PM	(323) 846-2001 FAX (323) 846-2028
C	^Foshay Health Center Medical & Vision Services	3751 South Harvard Blvd., Los Angeles, CA 90018 **GPS: 661 Exposition Blvd., Los Angeles, CA 90018**	Monday - Friday **Vision Services by Appointment Only**	8:00 AM – 3:00 PM	(323) 373-2788 FAX (323) 373-2784
W	Hollywood High School Clinic *	1530 Orange Dr., Los Angeles, CA 90028	Monday – Friday	8:00 AM – 3:00 PM	(323) 993-2355 FAX (323) 993-2359
E	Holmes Elementary School Clinic	5108 Holmes Ave., Los Angeles, CA 90058	Monday – Friday	8:00 AM – 3:00 PM	(323) 587-3638 FAX (323) 582-0723
NW	Kennedy High School Clinic *	11254 Gothic Ave., Granada Hills, CA 91344	Monday – Friday	8:00 AM – 3:00 PM	(818) 271-2547 FAX (818) 271-2563
NW	Lawrence Middle School Clinic	10100 Variel Ave., Chatsworth, CA 91311	Wednesday & Friday	8:00 AM – 3:00 PM	(818) 678-7965 FAX (818) 678-7967
W	Mark Twain Middle School Immunization	2224 Walgrove Ave., Los Angeles, CA 90066	Tuesday & Thursday	7:30 AM – 2:30 PM	310-305-3100 FAX 310-398-1627
E	Murchison Elementary School Michael Godfrey	1501 Murchison St., Los Angeles, CA 90033	Tuesday, Thursday & Friday	8:00 AM – 3:00 PM	(323) 222-0148, ext. 116 FAX (323) 225-2418
NE	Panorama Student & Family Wellness Center	8015 Van Nuys Blvd Panorama City, CA 91402	Monday – Friday	8:00 AM – 3:00 PM	(818) 909-4593 FAX (818) 909-4545
E	Roosevelt / Hollenbeck Clinic *	2510 East 6th St., Los Angeles, CA 90023	Monday – Friday	8:00 AM – 3:00 PM	(323) 780-4575 FAX (323) 780-4580
E	San Miguel Healthy Start Clinic	9801 San Miguel Ave., Southgate, CA 90280 **GPS: 9819 San Luis Ave., South Gate, CA 90280**	Monday – Friday	8:00 AM – 3:00 PM	(323) 566-8269 FAX (323) 566-8665
S	San Pedro Health Clinic ^ @ Cabrillo Elementary School	704 West 8th St., San Pedro, CA 90731	Wednesday Only **Vision Services Only & Appointment Only**	8:00 AM – 3:00 PM	(310) 833-3594 **Call (323) 373-2788 for an appointment**
E	2nd Street Elementary School	1942 East 2nd St., Los Angeles, CA 90033	Monday Only	8:00 AM – 3:00 PM	(323) 264-1926 FAX (323) 264-2102
C	SEPA Center (School Enrollment Placement & Assessment Center)	1339 Angelina St., Los Angeles, CA 90026	Monday – Friday **Walk-in Immunizations until 2:00 PM Physicals by appointment only**	**FACILITY HOURS** 8:00 AM – 4:30 PM **CLINIC HOURS** 8:00 AM – 3:00 PM	Main Line (213) 482-3954 Clinic Phone (213) 482-1301 FAX (213) 481-2097
NE	^Telfair Student & Family Wellness Center	10911 Telfair Ave., Pacoima, CA 91331	Monday – Friday	8:00 AM – 3:00 PM	(818) 899-6113 FAX (818) 686-8351
NW	Wellness & Immunization Clinic Zelzah Site	6505 Zelzah Ave., Reseda, CA 91335	Monday – Friday	8:00 AM – 3:00 PM	(818) 654-1652 FAX (818) 758-9961

Ofrecen servicios a estudiantes elegibles del LAUSD y a sus hermanos de las edades de 1 a 18 años, con o sin seguro médico (y estudiantes de educación especial hasta los 22 años de edad)

LOS SERVICIOS INCLUYEN:

vacunas, exámines fisicos (anual or para jugar deportes) y visitas por enfermedad.

Las clinicas marcadas un *también ofrecen servicios para el cuidado de la salud reproductiva (pruebas de embarazo, control natal y prueba de enfermedades de transmisión sexual)

Las clinicas marcadas con un ^ también ofrecen servicios para la vista.

Los Angeles Unified School District | Student Health and Human Services
Student Medical Services and Medi-Cal Programs | Nursing Services

CLíNICAS DE SALUD EN PLANTELES ESCOLARES

Para información o una cita, llame al

(213) 202-7590

o llame a la clínica más cercana

DL	NOMBRE DE LA CLÍNICA	DIRECCIÓN	DÍAS DE SERVICIO	HORAS DE SERVICIO	TELÉFONO/FAX
NW	Columbus Middle School Clinic	7739 Farralone Ave., Canoga Park, CA 91304	Lunes a Viernes	8:00 AM a 3:00 PM	(818) 702-1270 FAX (818) 702-1253
S	Diego Rivera Learning Complex Clínica de Inmunización	6100 South Central Ave., Los Angeles, CA 90001	Lunes, Miércoles y Viernes	7:30 AM a 2:30 PM	(323) 846-2001 FAX (323) 846-2028
C	^Foshay Health Center Medical & Vision Services	3751 South Harvard Blvd., Los Angeles, CA 90018 **GPS: 661 Exposition Blvd., Los Angeles, CA 90018**	Monday - Friday **Servicios para la vista solamente con cita**	8:00 AM a 3:00 PM	(323) 373-2788 FAX (323) 373-2784
W	Hollywood High School Clinic *	1530 Orange Dr., Los Angeles, CA 90028	Lunes a Viernes	8:00 AM a 3:00 PM	(323) 993-2355 FAX (323) 993-2359
E	Holmes Elementary School Clinic	5108 Holmes Ave., Los Angeles, CA 90058	Lunes a Viernes	8:00 AM a 3:00 PM	(323) 587-3638 FAX (323) 582-0723
NW	Kennedy High School Clinic *	11254 Gothic Ave., Granada Hills, CA 91344	Lunes a Viernes	8:00 AM a 3:00 PM	(818) 271-2547 FAX (818) 271-2563
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W	Mark Twain Middle School Clínica de Inmunización	2224 Walgrove Ave., Los Angeles, CA 90066	Martes y Jueves	7:30 AM a 2:30 PM	310-305-3100 FAX 310-398-1627
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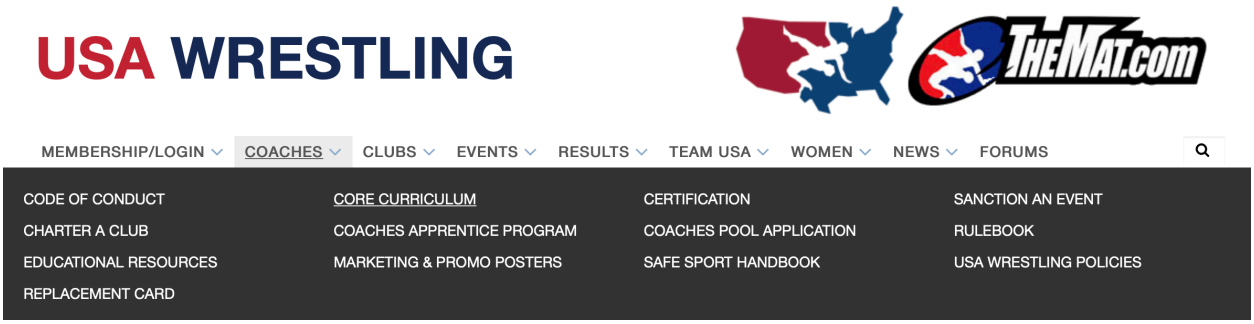
NE	Panorama Student & Family Wellness Center	8015 Van Nuys Blvd Panorama City, CA 91402	Monday – Friday	8:00 AM – 3:00 PM	(818) 909-4593 FAX (818) 909-4545
E	Roosevelt / Hollenbeck Clinic *	2510 East 6th St., Los Angeles, CA 90023	Lunes a Viernes	8:00 AM a 3:00 PM	(323) 780-4575 FAX (323) 780-4580
E	San Miguel Healthy Start Clinic	9801 San Miguel Ave., Southgate, CA 90280 **GPS: 9819 San Luis Ave., South Gate, CA 90280**	Lunes a Viernes	8:00 AM a 3:00 PM	(323) 566-8269 FAX (323) 566-8665
S	San Pedro Health Clinic ^ @ Cabrillo Elementary School	704 West 8th St., San Pedro, CA 90731	Solamente Miércoles **Solo servicios para la vista y solamente con cita**	8:00 AM a 3:00 PM	(310) 833-3594 **Llame a 323-373-2788 para hacer una cita**
E	2nd Street Elementary School	1942 East 2nd St., Los Angeles, CA 90033	Solamente Lunes	8:00 AM a 3:00 PM	(323) 264-1926 FAX (323) 264-2102
C	SEPA Center (School Enrollment Placement & Assessment Center)	1339 Angelina St., Los Angeles, CA 90026	Lunes a Viernes **Vacunas sin cita hasta las 2:00 PM** **Físicos solo con cita**	**LA OFICINA** 8:00 AM a 4:30 PM **LA CLÍNICA** 8:00 AM a 3:00 PM	La Oficina (213) 482-3954 La Clínica (213) 482-1301 FAX (213) 481-2097
NE	^Telfair Student & Family Wellness Center	10911 Telfair Ave., Pacoima, CA 91331	Lunes a Viernes	8:00 AM a 3:00 PM	(818) 899-6113 FAX (818) 686-8351
NW	Wellness & Immunization Clinic Zelzah Site	6505 Zelzah Ave., Reseda, CA 91335	Lunes a Viernes	8:00 AM a 3:00 PM	(818) 654-1652 FAX (818) 758-9961

for ***videos*** of techniques, drills, and games plus additional practice plans, please visit:

teamusa.org/usa-wrestling/coaches/core-curriculum



Curriculum Outline

USA Wrestling's Core Curriculum

Level 1 Folkstyle

1. **Neutral Position**
    a. Stance
        i. Staggered & square
    b. Motion
    c. Penetration Step (inside & outside)
        i. Change your elevation before penetration
    d. Back Step

2. **Neutral Position – Offense**
    a. Take Downs
        i. Double leg
        ii. Single leg
        iii. Snap & spin
        iv. Back step offense
            1. Head & arm
            2. Arm spin
    b. Set-ups / control ties
        i. Wrist tie
        ii. Head snap
        iii. Pop & go

3. **Counter Offense**
    a. Lines of defense
    b. Sprawl & spin
    c. Stuff head
    d. Back step defense
        i. Head & arm defense
        ii. Arm spin defense

4. **Referee's Position**
    a. Basic positioning / procedure
    b. Stand up
    c. Switch

5. **Referee's Top Position**
    a. Basic positioning (riding)
    b. Pop & chop
    c. Ankle rides / Breakdowns
    d. Spiral ride / Breakdowns
    e. Returns to mat
    f. Half nelson
    g. Cradle

Curriculum Outline

USA Wrestling's Core Curriculum

Level 2 Folkstyle

1. Neutral Position

A. Stalking your opponent
  i. Closing the gap
  ii. Making contact
B. Hand fighting to control tie
  i. Hand fighting - control tie
  iI. Hand fighting - Don't reach

2. Neutral Position Offense

A. Takedowns
  i. Sweep single
    a. Sweep single inside
    b. Sweep single outside
    c. Tree top finish
    d. Run the pipe finish
    e. Run the pipe finish
  ii. High crotch
    a. Inside step penetration
    b. Outside step penetration
    c. Pop finish
    d. Change off to double
  iii. Double leg (inside & outside)
    a. Double leg inside
    a. Double leg outside
  iv. Fireman's Carry
    a. Inline finish
    b. Kelly finish

3. Counter Offense

A. Front headlock
    i. Go behind
B. Stuff head
    i. Single (head inside)
    ii. High crotch (head outside)

4. Referree's Position

A. Stand up
B. Short sit
  i. Stand up
  ii. Switch
  iii. Head post

5. Referree's Top Position

A. Pop & chop
  i. Near wrist - cheap tilt
  ii. Far side tilt
  iii. Bar arms
B. Spiral ride
  i. Arm turk

Curriculum Outline

USA Wrestling's Core Curriculum

Level 3 Folkstyle

1. Neutral Position

A. Hands & wrists (fighting for control)
B. Opponent posting
C. Hand fighting drill
D. Inside ties
E. Underhook (head position)

2. Neutral Position - Offense

A. Takedowns
  i. Single leg - feet
  ii. Single leg - sweep / running the corner
  iii. Trick knee whizzer
  iv. Single leg - back door
  v. Single leg - rotate direction

3. Counter Offense

A. Front headlock
  i. Clearing elbow
  ii. Whipovers
  iii. Knee tap

4. Referree's Position

A. Base building
B. Holding base drill

5. Referree's Top Position

A. Spiral ride to legs
B. Claw ride to legs

Curriculum Outline

USA Wrestling's Core Curriculum

Level 1 Olympic Styles

1. Neutral Position

A. Freestyle stance
  i. Similar to folkstyle
B. Greco-Roman stance
  i. Higher elevation follows basic fundamentals
  ii. Waist and up wrestling – not as different as you may think

2. Offense

A. Take downs
  i. Blast double leg
  ii. Snatch single leg
  iii. Snap down/front headlock
  iv. 2 on 1 hi-dive
  v. 2 on 1 duck under
B. Set-ups/control ties
  i. Wrist tie/baseball grip
  ii. 2 on 1
  iii. Arm drags/chops
  iv. Inside tie/elbow tie
  v. Backstep
C. Finishes
  i. Covering opponents hips
  ii. Turks
  iii. Transitioning to top/par terre

3. Counter Offense

A. Lines of defense
B. Down block & sprawl
C. Stuff head to cheap tilt
D. Stuff head to crossface
E. Back step defense
  i. Head and arm
  ii. Arm spin/throw

4. Par Terre

A. Par terre offense
  i. Gut wrench
  ii. Ankle lace
  iii. Reverse lift
B. Par Terre Defense
  i. Hips & shoulders square/heavy
  ii. Fight the lock
  iii. Movement on bottom
  iv. Ankle lace defense

Curriculum Outline

USA Wrestling's Core Curriculum

Level 2 Freestyle

1. Neutral Position

- A. Head position
  - i. Elevation
  - ii. Angle
- B. Crowding
  - i. Engaging with hands
  - ii. Straight lines
  - iii. Move to same side attacking
- C. Making contact
  - i. Offensive priority with defensive ability
  - ii. Moving forward to angle
  - iii. Closing the gap

2. Neutral Position – Offense

- A. Inside step penetration
  - i. Hi-C
  - ii. Double leg
    - a. Attack the far hip
  - iii. Inline fireman's carry
- B. Outside step penetration
  - i. Single leg
  - ii. Snatch single
  - iii. Outside double leg
  - iv. Duck under
- C. Setups / Handfighting
  - i. Wrestling where you want
  - ii. Force your opponent's reaction
  - iii. Level change
    - a. Beating your opponent's head and hips
- D. Scoring takedowns
  - i. From your knees
- E. Finishes
  - i. Wrestle all the way to the points
  - ii. Multiple scores
  - iii. Transitioning from the takedowns

3. Counter Offense

- A. Stuff head to breaking down opponent's attack
- B. Foot to mat
- C. Foot to mat with moving head

4. Par Terre

- A. Offense
  - i. Gut wrench - low lock
  - ii. Leg lace - cartwheel
- B. Defense
  - i. Gut wrench - low lock
  - ii. Ankle lace - catch ankle

Curriculum Outline

USA Wrestling's Core Curriculum

Level 2 Greco-Roman

1. Neutral Position

- A. Pummel Outline
  - i. Pummel drills
  - ii. Pummeling to arm-drag
    - 1. Pummeling to arm-drag with inside step
  - iii. Pummel to single underhook
  - iv. Pummel to double underhooks
  - v. Using legs / push-pull motion

2. Offense

- A. Takedowns
  - i. Head & arm
    - 1. Sag headlock
    - 2. Reverse headlock
  - ii. Hiplock
  - iii. Arm throw
  - iv. Slide by
- B. Set-ups / control ties
  - i. Single underhook

3. Defense

- A. Defending double underhooks
- B. Defending single underhooks
- C. Defending hiplock
  - i. Defending hiplock with counter offense

4. Par Terre

- A. Offense
  - i. Arm bar - part 1
  - ii. Arm bar - part 2
  - iii. Reverse lift from feet
  - iv. Reverse lift from knees
- B. Defense
  - i. High gut wrench
    - 1. High gut wrench drills
  - ii. Mid gut wrench
    - 1. Mid gut wrench drills
  - iii. Combo gut wrench drill
  - iv. Straight-lift

Curriculum Outline

USA Wrestling's Core Curriculum

Drills, Activities, Games

1) DRILLS AND ACTIVITIES

a. Gymnastics & Tumbling

i. Forward Rolls
ii. Forward Diving Rolls
iii. Alternating Shoulder Rolls
iv. Backward Rolls
v. Backward Rolls with Extension
vi. Cart Wheels
vii. Head Springs
viii. Round Offs

b. Jumping & Explosion

i. One Leg Hops
ii. Knee Explosions to Feet
iii. High Knees
iv. Backward High Knees
v. A-Skips
vi. Butt Kickers
vii. Forward Skip
viii. Backward Skip
ix. Bounding Skip
x. Standing Broad Jump
xi. Knee Ups
xii. 360 Jumps

c. Agility & Foot Speed Drills

i. Bunny Hops
ii. Carioca
iii. Sprint
iv. Backward Sprint
v. Lateral Glides

d. Core & Coordination Drills (Lines)

i. Walking on hands (with partner if needed)
ii. Bear crawl
iii. Crab walk
iv. Knee running (hands off of mat)
v. Sideways plank walk (side winder)
vi. Seal crawl

vii. Army crawl
viii. Duck Crawl

e. Skills Based Activities

i. Stance & motion
ii. Scramble to stance
iii. Mirror drill
iv. Limbo level change
v. Jolt drill
vi. Stand up returns
vii. Back step summersault
viii. Cricket & Wicket
ix. Spin drill
x. Crawl under and arch-overs
xi. Wall walk
xii. Back Arch
xiii. Wall Bridge
xiv. Wall Flip Over
xv. Rockover

f. Strength Based Drills (scatter & partner)

i. Tip up
ii. Neck bridges & walk around
iii. Iron cross
iv. Front bridge kickovers
v. Clock
vi. Push ups
vii. Sit ups
viii. Buddy carry
ix. Fireman's buddy carry
x. Flip over
xi. Bridges - front & back

2) WRESTLING SPECIFIC GAMES

a. Switcher
b. Wrestlers Handshake
c. Caged Up
d. Coiled Spring
e. Bull Riding

f. Fox Tail
g. Spinning Bear
h. Crack The Whip
i. Bone Fight
j. Face Off
k. Scramble to Attack
l. Cricket & Wicket
m. Sneaky Snap
n. Whizzer
o. Log Lift
p. Stuck In Mud
q. Turk Step Chase
r. Switcheroo
s. Toe Tackle
t. Toe Tag
u. Spider Fight
v. Sock Game
w. Logs Rolls

3) LIVE WRESTLING ACTIVITIES

a. **One on one** – minimal w/younger ages during practice

b. **Shark Bait**
i. Groups of four to five. One person stays in middle while others feed in after a specified time. Number yourselves 1-5.

c. **Group of 3**
i. Three person rotations with each person staying out two goes. Number yourselves 1-3.

d. **Situation wrestling**
i. The coach will define a starting position and then have the wrestlers go live on the signal. Helps to put wrestlers in a predetermined position and then learn to wrestle from that point.

e. **Circle Par Terre / Referees Position**
i. Group according to size (max 10 lb w/novice)
ii. Make group as big as you want
iii. Have facing outside of circle – creates movement away from one another

4) GAMES

a. **Power Ball**
   i. Get a taped up towel or t-shirt for the ball.
   ii. Play length & width of room – two steps max – pass to teammate
   iii. Ball hits floor – goes to other team
   iv. Goal is scored by touching ball to designated goal area

b. **Soccer**

c. **Speed Ball**
   i. Played feet – three steps only. Touchdown scored by teammate catching ball in end zone

d. **Norske Ball**
   i. Played on knees – two teams. Goal is garbage can – ball that hits the can is worth one point – ball that goes in is worth two points

e. **Quarter Deck**
   i. Three decks – quarter, main, and poop. Coach announces what deck to be on – last one there is out. Tests wrestlers' listening skills as well

f. **Knee Tag**
   i. Neutral position – move around and tag the inside of partner's knees

g. **Sharks & Minnows**
   i. Two teams – try to get other team members to your side

h. **Rescue Mission**
   i. Four person groups – relay race to see who can get the other three teammates to a point on the mat

i. **Relay races**
   i. Wheel barrel, crab walk, walking on hands, running on knees, etc.

j. **Chicken**
   i. Stand on one foot and try to knock each other over or make them lose hold on their foot.

k. **Oregon Kings**
   i. Two teams – pick a king for each team (not announced) – team up and pin opponents team members – king can come to feet and flee – when king is pinned that team loses

Practice Plans

USA Wrestling's Core Curriculum

Level 1 Folkstyle

Practice Plan

USA Wrestling's Core Curriculum
Level 1 Folkstyle

Week 1 Practice A Date _____ Total Time 55-75 min

ACTIVITY	TIME
Roll Call and Announcements	5
Warm Up • Jogging in circle 2-3 minutes (skipping, shuffling, rolling shoulders, etc...) • Select 2-3 activities from 1a, 1b, 1c, and 1d each • Form lines for these activities. Make sure the athletes are a safe distance apart.	10
Introduction of New Techniques • Stance & motion • Penetration step & level change	15-20
Strength and Skill Based Activities • Scramble to stance drill (explain basic stance) • Mirror drill • Cricket and wicket • 2-3 activities from 1f	10-15
Mat Games • Power ball	10-20
Cool Down	5
Closing Announcements	

Practice Plan

USA Wrestling's Core Curriculum
Level 1 Folkstyle

Week 1 Practice B Date _____ Total Time 60-90 min

ACTIVITY	TIME
Roll Call and Announcements	5
Warm Up • Jogging in circle 2-3 minutes (skipping, shuffling, rolling shoulders, etc...) • Select 2-3 activities from 1a, 1b, 1c, and 1d each • Form lines for these activities. Make sure the athletes are a safe distance apart.	10
Review of Prior Week's Skills	5
Introduction of New Techniques • Double leg takedown • Penetration finish • Set-ups / control ties	15-20
Strength and Skill Based Activities • Caged up • Cricket and wicket • Flip-over • Select 2 activities from 1d	10-15
Mat Games • Sharks and minnows	10-20
Cool Down	5
Closing Announcements	

Practice Plan

USA Wrestling's Core Curriculum
Level 1 Folkstyle

Week 2 Practice A Date _____ Total Time 60-90 min

ACTIVITY	TIME
Roll Call and Announcements	5
Warm Up • Jogging in circle 2-3 minutes (skipping, shuffling, rolling shoulders, etc...) • Select 2-3 activities from 1a, 1b, 1c, and 1d each • Form lines for these activities. Make sure the athletes are a safe distance apart.	10
Review of Prior Week's Skills	5
Introduction of New Techniques • Single leg penetration and finishes	15-20
Strength and Skill Based Activities • Limbo level change • Bear crawl • Select 2-3 activities from 1e and 1f	10-15
Mat Games • Caged up or knee tag • One other game from 4	10-20
Cool Down	5
Closing Announcements	

Practice Plan

USA Wrestling's Core Curriculum
Level 1 Folkstyle

Week 2 Practice B Date _____ Total Time 60-90 min

ACTIVITY	TIME
Roll Call and Announcements	5
Warm Up • Jogging in circle 2-3 minutes (skipping, shuffling, rolling shoulders, etc...) • Select 2-3 activities from 1a, 1b, 1c, and 1d each • Form lines for these activities. Make sure the athletes are a safe distance apart.	10
Review of Prior Week's Skills	5
Introduction of New Techniques • Lines of defense • Down block and go behind	15-20
Live wrestling (optional) - Situation wrestling: • 1-5 minutes - techniques covered up to this point • Intervals should be 30 seconds or shorter	0-10
Strength and Skill Based Activities • Spin drill • Seal crawl • Stance and motion drill	10-15
Mat Games • Fox tail • Spinning bear	10-20
Cool Down	5
Closing Announcements	

Practice Plan

USA Wrestling's Core Curriculum
Level 1 Folkstyle

Week 3 Practice A Date _____ Total Time 60-90 min

ACTIVITY	TIME
Roll Call and Announcements	5
Warm Up • Jogging in circle 2-3 minutes (skipping, shuffling, rolling shoulders, etc...) • Select 2-3 activities from 1a, 1b, 1c, and 1d each • Form lines for these activities. Make sure the athletes are a safe distance apart.	10
Review of Prior Week's Skills	5
Introduction of New Techniques • Stuff head • Backstep	15-20
Live wrestling (optional) - Short live session (10 minutes or less) • 3-4 person groups • 30 second intervals • Standing (neutral) position • Winner stays out or straight rotation	0-10
Strength and Skill Based Activities • Spin drill • Seal crawl • Backstep drill against the wall • Stance and motion (optional)	10-15
Mat Games • Chicken • Relay races - choose races from 4i	10-20
Cool Down	5
Closing Announcements	

Practice Plan

USA Wrestling's Core Curriculum
Level 1 Folkstyle

Week 3 Practice B Date _____ Total Time 60-90 min

ACTIVITY	TIME
Roll Call and Announcements	5
Warm Up • Jogging in circle 2-3 minutes (skipping, shuffling, rolling shoulders, etc...) • Select 2-3 activities from 1a, 1b, 1c, and 1d each • Form lines for these activities. Make sure the athletes are a safe distance apart.	10
Review of Prior Week's Skills	5
Introduction of New Techniques • Snap down & spin	15-20

Live wrestling (optional) - Short live session (10 minutes or less)
• 3-4 person groups
  • Shark bait format
  • 30 second periods
  • Coaches choice
  • First half of time is techniques learned to this point / second half in neutral position
	0-10

Strength and Skill Based Activities • Back arch drill • Clock drill • Wall walk • Crawl under and arch overs	10-15
Mat Games • Sneaky snap • Knee tag	10-20
Cool Down	5
Closing Announcements	

Practice Plan

USA Wrestling's Core Curriculum
Level 1 Folkstyle

Week 4 Practice A Date _____ Total Time 60-90 min

ACTIVITY	TIME
Roll Call and Announcements	5
Warm Up • Jogging in circle 2-3 minutes (skipping, shuffling, rolling shoulders, etc...) • Select 2-3 activities from 1a, 1b, 1c, and 1d each • Form lines for these activities. Make sure the athletes are a safe distance apart.	10
Review of Prior Week's Skills	5
Introduction of New Techniques • Backstep offense	15-20
Live wrestling (optional) - Short live session (10 minutes or less) • 3-4 person groups • Shark bait format • 30 second periods • Coaches choice • First half of time is techniques learned to this point / second half in neutral position	0-10
Strength and Skill Based Activities • Back step drill • Backstep sommersault drill • Flipovers • 1 activity from 1b, 1e, or 1f	10-15
Mat Games • Log rolls • Power ball	10-20
Cool Down	5
Closing Announcements	

Practice Plan

USA Wrestling's Core Curriculum
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Week 4 Practice B Date _____ Total Time 60-90 min

ACTIVITY	TIME
Roll Call and Announcements	5
Warm Up • Jogging in circle 2-3 minutes (skipping, shuffling, rolling shoulders, etc...) • Select 2-3 activities from 1a, 1b, 1c, and 1d each • Form lines for these activities. Make sure the athletes are a safe distance apart.	10
Review of Prior Week's Skills	5
Introduction of New Techniques • Backstep defense • Review of takedowns and counter offense	15-20

Live wrestling (optional) - Pick one partner
• 10 x 30 second periods
  • First 5 periods wrestlers start in positions covered to this point
  • Second 5 periods wrestlers start in neutral position
  • 1 or 2 longer periods - starting in neutral
	0-10

Strength and Skill Based Activities • Back step drill • Tip up drill	10-15
Mat Games • Toe tackle • Relay races	10-20
Cool Down	5
Closing Announcements	

Practice Plan

USA Wrestling's Core Curriculum
Level 1 Folkstyle

Week 5 Practice A Date _____ Total Time 60-90 min

ACTIVITY	TIME
Roll Call and Announcements	5
Warm Up • Jogging in circle 2-3 minutes (skipping, shuffling, rolling shoulders, etc...) • Select 2-3 activities from 1a, 1b, 1c, and 1d each • Form lines for these activities. Make sure the athletes are a safe distance apart.	10
Review of Prior Week's Skills	5
Introduction of New Techniques • Bottom: position, procedure, stand-up	15-20
Live wrestling (optional) - Pick one partner • 2 periods of 1 minute and 30 seconds each • Start in referees position (alternate top and bottom)	0-10
Strength and Skill Based Activities • Face off drill • Hip dump drill	10-15
Mat Games • Speed ball	10-20
Cool Down	5
Closing Announcements	

Practice Plan

USA Wrestling's Core Curriculum
Level 1 Folkstyle

Week 5 Practice B Date _____ Total Time 60-90 min

ACTIVITY	TIME
Roll Call and Announcements	5
Warm Up • Jogging in circle 2-3 minutes (skipping, shuffling, rolling shoulders, etc...) • Select 2-3 activities from 1a, 1b, 1c, and 1d each • Form lines for these activities. Make sure the athletes are a safe distance apart.	10
Review of Prior Week's Skills	5
Introduction of New Techniques • Returns to mat (stand-up) • Switch	15-20
Live wrestling (optional) • 1 or 2 full matches	0-10
Strength and Skill Based Activities • Hip dump drill • Scramble to stance drill	10-15
Mat Games • Switcheroo • Norske ball	10-20
Cool Down	5
Closing Announcements	

Practice Plan

USA Wrestling's Core Curriculum
Level 1 Folkstyle

Week 6 Practice A Date _____ Total Time 60-90 min

ACTIVITY	TIME
Roll Call and Announcements	5
Warm Up • Jogging in circle 2-3 minutes (skipping, shuffling, rolling shoulders, etc...) • Select 2-3 activities from 1a, 1b, 1c, and 1d each • Form lines for these activities. Make sure the athletes are a safe distance apart.	10
Review of Prior Week's Skills	5
Introduction of New Techniques • Top: position, precedure • Pop and chop • Half	15-20
Live wrestling (optional) • Group of 3 • Straight rotation of 1 minute periods	0-10
Strength and Skill Based Activities • Bull riding drill • Face off drill	10-15
Mat Games • Soccer	10-20
Cool down	5
Closing Announcements	

Practice Plan

USA Wrestling's Core Curriculum
Level 1 Folkstyle

Week 6 Practice B Date _____ Total Time 60-90 min

ACTIVITY	TIME
Roll Call and Announcements	5
Warm Up • Jogging in circle 2-3 minutes (skipping, shuffling, rolling shoulders, etc...) • Select 2-3 activities from 1a, 1b, 1c, and 1d each • Form lines for these activities. Make sure the athletes are a safe distance apart.	10
Review of Prior Week's Skills	5
Introduction of New Techniques • Spiral ride / breakdown • Cradle • Ankle rides / breakdowns	15-20
Live wrestling (optional) • 1 match • 4 man groups with straight rotations: top-bottom-out-out • 20 second periods	0-10
Strength and Skill Based Activities • Hip dump drill • Switcher drill • Flopping fish drill	10-15
Mat Games • Soccer	10-20
Cool Down	5
Closing Announcements	