

TECHNICAL-METHODOLOGICAL MANUAL

FOR THE INTRODUCTION, DEVELOPMENT AND
IMPROVEMENT OF ORGANIZED AND SYSTEMATIC
WRESTLING PRACTICE IN VENEZUELA



COMPREHENSIVE METHODOLOGY
FOR EACH STAGE



TRAINING PLANNING
AND CONTROL



TECHNIQUE, TACTICS
AND STRATEGY



PHYSICAL AND MENTAL
PREPARATION



DEVELOPMENT OF ELITE
PERFORMANCE ATHLETES



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ARTHUR CONECTIONS
SPORTS

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SECOND EDITION
REVISED AND UPDATED

2026



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WRESTLING IN VENEZUELA**

SECOND REVISED AND UPDATED EDITION

**ARTHUR JEREZ PÉREZ
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FOREWORD TO THE SECOND EDITION

Wrestling demands far more than mastery of technique. Behind every athlete lies a developmental process that combines physical, technical, tactical, and psychological preparation with discipline, perseverance, values, and the human experience built through sport.

The history of this manual is closely connected to our own experiences in wrestling and to a professional relationship that began several decades ago.

Arthur Jerez Pérez and José 'Pepe' Ramos Cardoso first met in Venezuela during the 1990s. At that time, Pepe Ramos had arrived from Cuba with an extensive and well-established athletic career. Arthur Jerez was an emerging Venezuelan freestyle wrestler in the 74-kilogram category, working toward a place on the Venezuelan National Team.

Approximately a decade later, our paths crossed again under different responsibilities but with a shared purpose: to serve on the coaching staff of Venezuela's National Freestyle Wrestling Team, Pepe as an international coach and Arthur as a Venezuelan coach.

During that period, an idea that would later become this project began to take shape: the need to preserve in writing some of the knowledge, experience, and methods acquired through our years of education, competition, and coaching.

We recognized the need for a technical and methodological resource that could support coaches working in schools, clubs, associations, training centers, and Venezuelan representative teams. We also believed that this knowledge could benefit coaches and professionals in other South American countries.

This concern gave rise to the idea of writing the manual. Our purpose was not merely to compile wrestling techniques, but to create a resource that would help readers understand the wrestler's development from the earliest stages, respect the characteristics and needs of each age group, and avoid improvisation or the acceleration of processes that must develop progressively.

This edition provides an opportunity to recover, preserve, and carry that work forward. Many years have passed since the original book was prepared, and wrestling, its rules, training methods, and the sciences applied to sport have continued to evolve. This new edition therefore preserves the essence of the original work while incorporating revisions and updates that maintain its value for new generations.

We firmly believe that developing a wrestler cannot be reduced to physical and technical abilities. A coach also has a responsibility to help form disciplined, responsible, respectful, persevering, supportive people who can face difficulties both inside and outside competition.

This work does not claim to present a final truth. Sport is constantly evolving, and every generation of coaches has a responsibility to contribute new knowledge, review existing methods, and enrich what it received from previous generations.

Finally, we dedicate this work to the coaches who, day after day - in a gym, school, club, association, or national team - accept the responsibility of developing new generations of wrestlers. We wish to share with them a conviction that has accompanied us throughout our lives in this sport: developing a wrestler also means developing a human being.

May this manual serve as a resource for teaching, learning, sharing experiences, and continuing to build the future of wrestling.

Arthur Jerez Pérez
José Ramos Cardoso
Authors

TECHNICAL AND INSTITUTIONAL UPDATE

This second edition retains historical references to the International Federation of Associated Wrestling Styles (FILA) when they form part of the original context. The international governing body is now known as United World Wrestling (UWW).

Competition rules, age categories, weight divisions, and scoring criteria evolve over time. The 2026 edition uses the January 2026 UWW International Wrestling Rules as its reference. UWW currently recognizes, among others, the U15, U17, U20, U23, and Senior categories. Competitive scoring includes 1-, 2-, 4-, and 5-point actions. Technical superiority is reached with a 10-point advantage in freestyle and women's wrestling and an 8-point advantage in Greco-Roman wrestling.

When an explanation in the manual reflects a historical rule, it is retained as such and distinguished from current updates. Future technical corrections may be incorporated without altering the historical and methodological value of the original work.

Updated reference: United World Wrestling, International Wrestling Rules, January 2026.

CURRENT-VALIDITY CRITERION

Before any rule, category, weight division, or scoring criterion is applied in competition, it must be verified against the current United World Wrestling rules.

HOW TO USE THIS MANUAL

PATH	APPLICATION
Progressive learning	Read the chapters in sequence and complete each stage before moving forward.
Technical consultation	Use the manual's headings and section titles to locate techniques, exercises, and recommendations.
Program planning for coaches	Convert objectives, tasks, methods, and assessments into training sessions adapted to the athletes' age and experience.
Academic use	Compare the concepts with the bibliography and current regulations, and document any adaptations that are applied.
Professional evidence	The cover, publication data, authorship, updated foreword, and references help identify the scope and professional contribution of the work.
PEDAGOGICAL SAFETY	The guidance in this manual does not replace medical evaluation, professional supervision, child and adolescent safeguarding protocols, or current technical regulations.

CONTENTS

Foundations	Presentation · Introduction · Early initiation · Talent identification and selection
Teaching	Games · Athletic potential · Methods · Movement and acrobatics
Preparation	Strength · Technical plan · Warm-up
Technique	Stances · Movement · Freestyle wrestling · Counterattacks · Par terre work
Comprehensive development	The coach · Values · Bibliography · Updated references

PRESENTATION

This manual presents its concepts in a straightforward manner through clear, practical, and educational text intended for physical-activity and sport educators. Our aim is to contribute to the Venezuelan sports system by providing a technical, tactical, and methodological resource for wrestling. Its principal objective is to ensure that wrestling coaches working at the grassroots level, in gyms, and in schools have access to a methodological guide with technical illustrations covering topics appropriate to the initiation, development, and consolidation of future athletes. The manual also seeks to unify wrestling-teaching criteria by establishing objectives for each age category without skipping stages in the young athlete's comprehensive development. Finally, this work brings together information, notes, and experiences contributed by many specialists in the sport. We offer them our sincere recognition for helping create a practical resource designed to strengthen the preparation of wrestling coaches in Venezuela and throughout our continent.

INTRODUCTION

For instructional purposes, this manual is designed for those who are beginning or developing an interest in wrestling. Its chapters are intended to build the athletic abilities of participants while supporting the long-term development of the country's talent pool in this discipline. The manual draws on research considered within the current rules and statutes of United World Wrestling (UWW), as well as approaches successfully applied by sports organizations in Europe, Asia, Africa, and the Americas. It also incorporates studies by Venezuelan, Cuban, Polish, French, German, and other specialists, making this knowledge available to those who work every day in athletic training to identify and develop promising talent. The instructional proposal also reflects recommendations from specialists and active members of Venezuela's National Wrestling Team. To facilitate theoretical and practical understanding, the manual uses terminology commonly employed in the sport while retaining the authors' perspective, supported by their extensive professional experience.

The authors believe that Olympic-wrestling coaches should follow technical and methodological guidelines that foster athletes' motivation and effective participation: proposed goals must not become external pressure that creates harmful tension; objectives should be attainable and should respect every stage of the athlete's development; coaches should provide meaningful choices and vary tasks that pursue the same objective; athletes should understand the purpose of each activity so that they develop autonomy; and coaches should foster positive social relationships through educational strategies centered on values. We therefore offer this manual as a valuable practical resource for coaches seeking methodological guidance and better teaching results. At the same time, we invite readers to contribute observations that address its limitations and improve the methods used in coaching wrestling in our country.

1. WRESTLING SHOULD BEGIN AT AN EARLY AGE

PRACTICAL APPLICATION

Prioritize progression, coordination, and enjoyment. The ages given here should always be considered together with each child's maturity, medical evaluation, and current regulations.

Children generally develop the ability to learn wrestling between the ages of 7 and 12. At these ages, they can acquire technical-tactical coordination and acrobatic skills quickly, while their capacity for physical work increases significantly when training centers on games and age-appropriate competitive activities.

When boys and girls reach the minimum age for organized sport - especially wrestling - coaches need a sound technical resource and a clear teaching methodology. The early study of this complex discipline should prepare young participants appropriately for the first competitive levels of the country's grassroots sports system.

One of the most important responsibilities is to define an appropriate starting age so that wrestling instruction begins in an organized manner at the municipal, state, and national levels. To examine this question, the Venezuelan Wrestling Federation studied several prominent athletes and the ages at which they began: Cesar Robertty at 9, Eddy Bartolozzy at 11, Ricardo Robertty at 8, Hendris Arteaga at 9, Jhonsy Sánchez at 12, Mayelis Caripa at 9, Marcia Andrade at 8, and Pedro Ceballos at 8, among others. The inquiry included the states of Sucre, Barinas, Portuguesa, Apure, and Carabobo in order to compare their information with data collected in Zulia. In practice, many regions begin introductory activities between ages 6 and 7.

The authors also reviewed research by sport scientists and wrestling specialists from Latin America and Europe, including German, Polish, and French contributors. Historical data from the International Federation of Associated Wrestling Styles (FILA) likewise support an early start in this demanding sport and place the average starting age of many world and Olympic champions between 7 and 12.

Venezuelan specialists from Portuguesa, Mérida, and Sucre - including Rafael Robertty, Marcial Andrade, Wilfredo Rodríguez, and Jesús Vale - have observed that children in this age range learn wrestling effectively. They acquire technical-tactical, coordination, acrobatic, and spatial-orientation skills quickly, and their physical work capacity improves when instruction emphasizes games and competitive activities.

Drawing on these findings, the experience of numerous Venezuelan coaches, and our own professional practice, we recommend beginning organized wrestling instruction at approximately 8 or 9 years of age. This recommendation is not an inflexible rule. Experimental groups may begin earlier when their coaches carefully document the participants, training methods, and results so that future programs have a reliable evidence base for work with younger age categories.

The information collected through these programs should be organized through the Venezuelan Wrestling Federation and incorporated into study programs across the country. A technical-tactical guide supported by an innovative, scientifically grounded teaching methodology will make it possible to systematize and share the results and thereby strengthen the development of the sport.

Working with children requires careful attention to many factors, and the coach is central to the process. The coach can help develop a future athlete as well as a person who is well prepared for life and society. Patience, professional bearing, character, leadership, ethics, technical knowledge, and sound judgment are essential. In this sense, the coach is first and foremost an educator and the most influential person in the pedagogical process.

The coach prepares the ground and begins the comprehensive development of the future athlete and citizen. For that reason, coaches need a structured program that integrates physical, technical-tactical, coordination, theoretical, medical-monitoring, and competitive activities. They must also oversee the athlete's full developmental process and apply pedagogical assessments at appropriate stages of training.

These assessments provide objective information about new participants, their development, and their potential for Olympic wrestling. Knowing the most appropriate age to begin wrestling is therefore fundamental: it allows the coach to plan strategies suited to the characteristics and needs of each developing athlete instead of forcing every child into the same model.

2. WITHOUT ATHLETES, THERE IS NO SPORT

Athlete recruitment is essential to the development of any sport. The first requirement is the child's voluntary willingness to join organized wrestling practice.

Recruitment is an ongoing responsibility for coaches and may take place in many settings. At the introductory level, the process should be simple and welcoming. When considering a prospective participant, the coach should review several basic factors: recommended starting age (approximately 8 years), body weight, height, and general health. During the initial recruitment stage, all interested boys and girls may be accepted without using a fixed height-to-weight ratio. These introductory groups form the grassroots base of the sport and the first level of the long-term competitive-development pathway.

Methodological recommendations for athlete recruitment

1. Schools are ideal recruitment settings because they bring together large numbers of children organized by grade level.
2. After a child expresses interest, the coach must obtain authorization from the parent or legal guardian for the child to participate in wrestling.
3. Maintain an organized participant record containing the information required by the sports organization, such as address, school level, identification information, and emergency contacts.
4. Obtain a medical document or health certificate authorizing participation in training.

Initial recruitment includes all children who freely express an interest in joining a sport, whether wrestling or another discipline. This broad participation expands the grassroots base and allows coaches to begin identifying the most committed and promising athletes within each age and weight category. That later process is what we describe as talent identification.

Physical pedagogical tests and their evaluation

Initial pedagogical tests help coaches understand the general physical condition of children entering wrestling for the first time. Coaches must remember that these beginners may never have experienced this kind of evaluation. The coach-educator should guide the process carefully, explain every task, and create a safe and encouraging environment.

The selected tests should correspond directly to the physical abilities emphasized at these ages and to the objectives of the teaching program. Because Venezuela has lacked consistent quantitative reference data for comparable introductory tests, coaches need a practical starting point that can later support valid comparisons.

For this purpose, the program uses six tests valued at five points each. These assessments were developed by M. Figueroa (1999) and have been used successfully in teaching programs in Camagüey, Cuba. The maximum combined score is 30 points. The first administration establishes each participant's baseline and is not graded against a prior target. Progress is evaluated beginning with the second administration. The six tests are described on the following page.

20-meter shuttle run: ten (10) meters out and ten (10) meters back, completed in the shortest possible time. 2. Pull-ups (maximum repetitions). 3. Abdominal exercises (maximum repetitions). 4. Elbow flexion and extension (maximum repetitions). 5. Back-strength exercise (maximum repetitions). 6. Gymnastic bridge (perform the bridge with arms and legs extended; measure the vertical height).

Notes on administering the tests. Four of the tests require the participant to perform as many repetitions as possible until fatigue. The remaining two require the following explanation. 20-meter shuttle run: From the starting position, the child holds an object (a ball, wrestling shoe, stick, or similar item). At the teacher's signal, the child runs the first 10 marked meters, leaves the object at the far end, picks up another object placed there for the test, and returns at full speed to the finish line, where the time is recorded. Gymnastic bridge: The child begins lying down, places the hands and bent legs on the floor, raises the hips, and forms the highest bridge possible. The teacher measures the distance from the floor to the hips in centimeters. In the other tests, the goal is the highest possible total number of repetitions; the teacher must also consider correct posture in every exercise.

Scoring for the pedagogical tests: Excellent - 5 points; Very Good - 4 points; Good - 3 points; Fair - 2 points; Regular - 1 point; Poor - 0 points.

Excellent: the participant improves by four seconds or more in the race, four centimeters or more in the gymnastic bridge, and four or more repetitions in each remaining test. Very Good: improvement of 3 seconds, centimeters, or repetitions. Good: improvement of 2. Fair: improvement of 1. Regular: the result is the same as in the initial test. Poor: results are below the initial test.

Observation: Each coach should keep quantified results for every participant throughout the pedagogical tests in order to obtain the final result and final evaluation for each athlete. The sample below shows the total score and final percentage: Alfredo Villalobos - 86.6%; Raico Acosta - 56.6%.

Comprehensive athlete evaluation	Rating
Below 50%	Poor
50%-60%	Regular
61%-70%	Fair
71%-80%	Good
81%-90%	Very Good
91%-100%	Excellent

This percentage table makes it possible to evaluate the results achieved in the physical tests and to identify, classify, and monitor each participant's overall level during the school program. Coaches may use additional pedagogical tests - technical, theoretical, or coordination/acrobatic tests - following the same implementation and evaluation principles. As athletes advance to higher age categories, the tests should require greater rigor and complexity. Recommendations

METHODOLOGICAL RECOMMENDATIONS

Pedagogical tests should be administered at the end of each month or training mesocycle. For testing, coaches should organize athletes into groups according to their weight divisions - lighter, middle, and heavier athletes - so that comparisons are fair and useful.

Athletes in the heavier divisions may progress at a different rate because of the physical demands associated with their body weight. Coaches should consider each athlete's individual potential, provide appropriate assistance, and remain patient with the results.

Each test should be performed two or three times, and the best result should be recorded. If an athlete wants to repeat a test in an effort to improve, the attempt should be allowed because the purpose is to identify the athlete's best performance.

Before testing begins, the coach must clearly explain and demonstrate every task. Athletes should understand how the test is performed, the safety requirements, and the purpose of the assessment. Consistent instructions and accurate records make the results more meaningful and allow progress to be monitored over time.

3. INTRODUCING WRESTLING THROUGH PLAY (AGES 8-9)

A future wrestler's first experience should inspire curiosity and enthusiasm. At this age, the game is the main doorway into the sport.

Objective - Familiarization. Introduce boys and girls to wrestling through age-appropriate activities. Athletes learn to grip, jump, run, throw, and move safely while practicing simple stances and basic technical patterns. The priority is not peak performance; it is helping children enjoy sport while developing confidence and coordination.

Motor development. Emphasize speed, general coordination, and active and passive flexibility. Play and technical skill development should take priority over demanding physical conditioning.

Training and competition. Competition should feel like a structured game. The most important result is that each child improves against their own previous performance, explores their potential, and sets new personal bests.

Suggested teaching plan. Two to five sessions per week; up to 250-300 total minutes per week; approximately 50-60 minutes per session. Intensity should be controlled and appropriate for the child's age and development. Aerobic activity should predominate, and formal microcycle loading is not necessary at this stage. Allow long recovery periods - approximately three minutes or more when needed - between demanding activities. School remains the child's primary responsibility.

General and specialized preparation. Training should be almost entirely general at this stage. Recommended activities include a dynamic warm-up, joint mobility, basic acrobatics, standing and par terre stances, running, grip work, introductory throws, relays, tag games, and other pre-sport or sport-specific games.

Teaching methods. Use guided repetition, whole-part-whole instruction, continuous low-intensity activity, and play. Demonstrations, partner-assisted practice, movement imitation, and repeated work from different positions help children learn safely and retain new skills.

4. DISCOVERING ATHLETIC POTENTIAL IN CHILDREN

Every child has athletic potential. Helping a young person discover and develop that potential requires patient, informed coaching and a long-term plan.

Talent identification is part of the systematic development of sports training. Coaches, physical educators, sport scientists, clubs, schools, community programs, and talent-development centers all have a role in recognizing children who may thrive in wrestling. The goal is not to label children too early, but to observe their progress and provide opportunities that match their abilities and interests.

Effective talent identification is especially important when resources are limited. A careful, evidence-based process helps programs invest time and support wisely while expanding participation at the municipal, state, and national levels.

Recommended factors to consider

1. Appropriate entry age for the next stage of wrestling development (approximately age 11 after completing the introductory program).
2. Overall health and medical readiness.
3. Height and expected physical development.
4. Body weight and appropriate weight-class considerations.
5. Potential to develop strength, speed, endurance, flexibility, and coordination.
6. Family and genetic factors that may influence growth and development.
7. Cognitive abilities, attention, and capacity to learn.
8. Previous participation and progress in sport.

These factors should guide observation; they should never be used to exclude a child unfairly. Coaches must consider maturation, motivation, access to training, and the athlete's response to instruction.

ATHLETE-DEVELOPMENT PATHWAY

The selection process continues throughout the athlete's development. Coaches should review the appropriate criteria at each stage and document progress instead of relying on a single tryout or one-time result.

LEVEL 1 - GRASSROOTS DEVELOPMENT

Open participation for children of different heights and body weights; basic health screening; general observation of coordination and movement quality; introductory training; broad participation; and identification of children who show interest and potential. At this stage, athletes should not be assigned permanently to a wrestling style.

LEVEL 2 - DEVELOPING PROSPECTS

Evaluate sport-specific physical abilities, consolidated technical and tactical skills, decision-making during wrestling situations, body type, work capacity, personality factors, and the athlete's ability to adapt to increasing training loads. Use wrestling-specific medical and psychological monitoring when appropriate. Select athletes for youth and junior development teams while continuing to observe late-developing talent.

LEVEL 3 - ELITE JUNIOR AND SENIOR TEAMS

Assess the qualities required for international performance: advanced physical preparation, competitive effectiveness, technical-tactical adaptability, psychological readiness, and long-term performance potential. Training should progress from high-level development to preparation for major events and the consolidation of excellence.

At every level, selection decisions should be transparent, regularly reviewed, and connected to observable performance, health, learning, and commitment.

5. FUNDAMENTAL STEPS IN TEACHING PROGRAMS

COACH'S NOTE

Every method should be linked to an observable objective, a progressive task, and an assessment criterion. Do not advance an athlete before the previous stage is sufficiently mastered.

Choosing the right teaching method is essential to a systematic, progressive, and sustainable wrestler-development process. Coaches should select methods that help athletes learn the program objectives correctly, safely, and efficiently.

Primary teaching methods

1. Play-based method: pre-sport, traditional, training, and competitive games.
2. Repetition method: standard repetition and variable repetition.
3. Whole-part-whole method.
4. Observation and guided feedback.

Whole method. The coach demonstrates and teaches the complete movement. Advantages: athletes understand the overall rhythm and can see the result quickly. Limitations: complex actions may require more energy and may be inappropriate for inexperienced athletes if they cannot yet perform the movement safely.

Part method. The coach divides a complex movement into manageable sections and later connects them. Advantages: athletes can learn difficult actions with less physical demand and focus on key details. Limitations: if the separate parts are practiced incorrectly or remain disconnected for too long, the full movement may lose rhythm and fluidity.

Observation method. The coach watches performance against clear criteria and gives specific feedback. This method is especially useful when evaluating technical, physical, coordination, and acrobatic skills at different ages. Coaches may combine these methods according to the task, the athlete's experience, and safety needs.

PLAY AS A TEACHING METHOD

Games are among the most effective teaching resources for young wrestlers. They create variety, support active recovery, strengthen motor skills, and develop decision-making. Modified games can also introduce wrestling situations without the pressure of formal competition.

Unlike an isolated exercise, a game combines movement, attention, emotion, rules, and interaction with other people. Children learn to adapt to changing situations, solve problems, control their behavior, and cooperate or compete appropriately. In this sense, play prepares young athletes both for wrestling and for life.

Coaches should understand the educational purpose of each game and organize activities in a logical progression. Games may be simple or complex, individual or partner-based, team-oriented, or specifically designed around wrestling positions and skills.

Examples of partner games

1. Chest-to-chest pushing: with arms behind the back, each athlete tries to move the partner out of a marked area.
2. Back-to-back pushing.
3. Elbow-hook contest: partners stand side by side and try to move one another, first on the right and then on the left.
4. Mat pull: one athlete lies face down and raises one leg; the partner holds the leg and tries to pull the athlete out of the marked area.
5. Squatting balance contest: partners face one another in a low stance and try to make the other lose balance.
6. Medicine-ball possession game.
7. From a plank position, partners control each other's wrists and try to break balance.
8. Shoulder-rider contest: two pairs participate; the riders try to unseat one another under close supervision.

Additional activities

Arm-wrestling variations on the mat; grip fighting within a limited area; takedown games beginning from a mutual grip; mat polo; tug-of-war; stick-pull contests; dodgeball variations; and relay races that combine rolls, bridges, sprawls, penetration steps, turns, and short runs.

METHODOLOGICAL GUIDELINES FOR GAMES

Well-planned games can create a high level of effort without children focusing on fatigue. Coaches should plan each activity according to the athletes' age, the physical ability being developed, the amount of direct contact, the duration, the location within the training session, the size of the activity area, the available equipment, and the safety requirements.

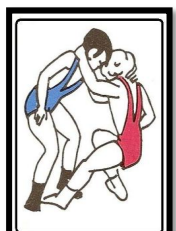
Whenever possible, use games that reflect real wrestling actions: maintaining stance, controlling position, pushing and pulling, protecting the legs, entering for a takedown, finishing safely, and recovering balance. Creativity is valuable, but every game needs a clear objective and simple rules.

Examples of wrestling-specific games

- Ball possession: the athlete who secures and keeps the ball wins.
- Push-out: the first athlete to force the opponent outside the circle wins.
- Par terre control: from the top position, the athlete scores by turning or controlling the opponent according to the rules established by the coach.
- Takedown-entry race: partners begin with an agreed tie-up; on the whistle, each athlete tries to create an opening and enter first.
- Shoulder-rider game: the pair that safely unseats the opposing rider wins.
- Kneeling Greco-Roman tie-up: from a controlled upper-body grip, the athlete who brings the opponent to the mat wins.
- Single-leg offense and defense: one athlete attacks the leg while the partner practices a safe sprawl or other assigned defense.

Stop an activity immediately if control is lost or a dangerous position develops. The coach should reward sound technique, respect for the partner, and correct decision-making - not only winning.

Wrestling-Specific Games



Pulling the opponent



Push the opponent out of the circle

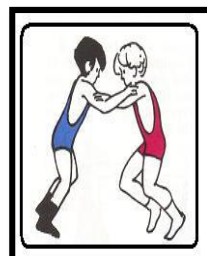


Foot-tag game

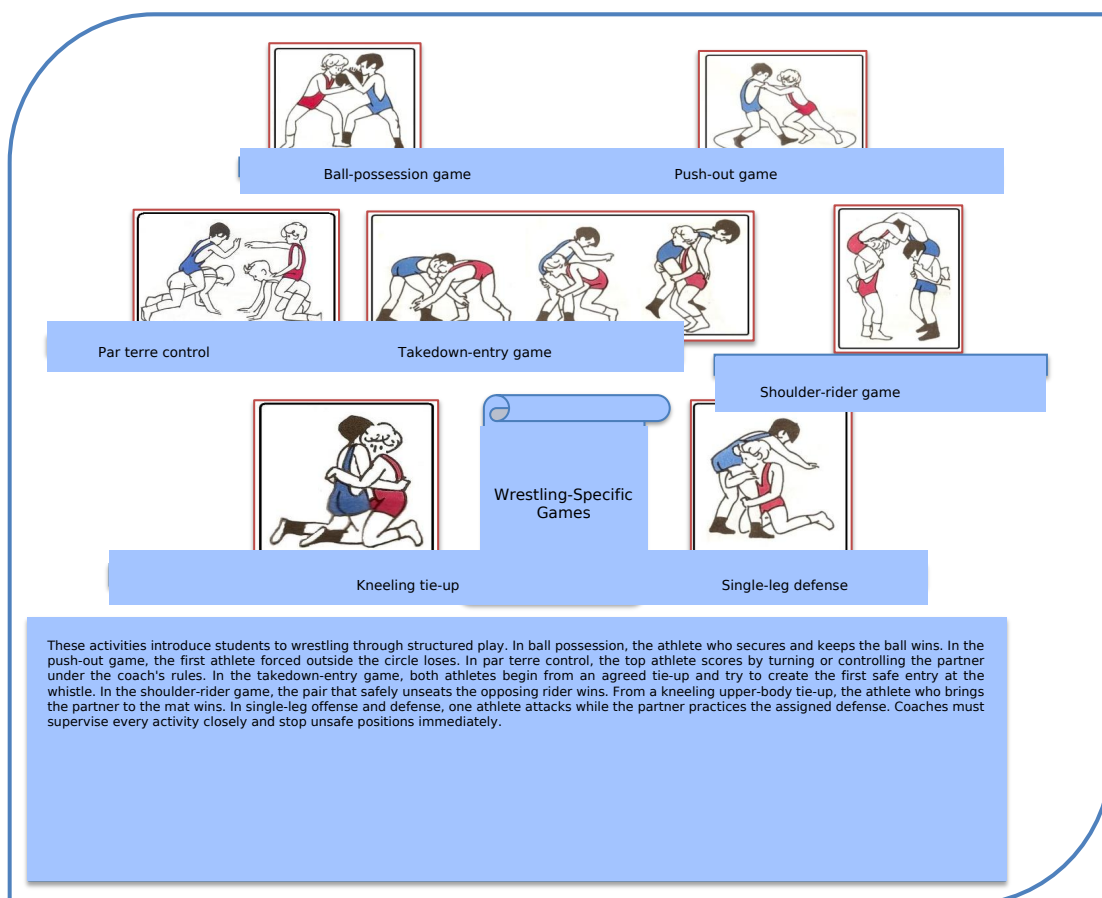


Two-arm control against one arm

Examples of wrestling-specific
mat games



Partner push-and-pull





Discovering new ways to move the body

During the initiation, development, and consolidation stages of wrestling, children gradually gain control of new body movements. Repetition is therefore essential for learning, refining, and retaining each skill.

Acrobatics is one of the most important components of the wrestling teaching program. It helps establish the movement foundations of the future athlete, so coaches must give it careful and systematic attention. Children encounter unfamiliar movement experiences while learning these skills. During the initiation, development, and consolidation stages, memory processes and attention may still be inconsistent, which can make new motor patterns difficult to acquire. Coaches should therefore use clear, direct, age-appropriate language, demonstrate each element precisely, and provide sufficient guided repetition. The repetition method plays a fundamental role in helping athletes understand, perform, and retain each acrobatic skill.

Selected acrobatic skills for study and consolidation

1. Short forward roll.
2. Short backward roll.
3. Dive roll (tiger jump).
4. Learning and performing the bridge.
5. Tripod headstand (three-point support using the head and both hands on the mat).
6. Headspring (hand vault with head support).
7. Roundoff.
8. Back handspring (flic-flac): learning stages.
9. Back tuck: learning stages.
10. Front tuck.

ACROBATICS AS AN ELEMENT OF BASIC GYMNASTICS FOR BEGINNING WRESTLERS



1



2



3



4

Short Forward Roll Sequence:
Beginning, Execution, and Completion



1



2



3

Rear tidal sequence
start, development and end.



4



Stretch sequence high or
Tiger leap.





1



2

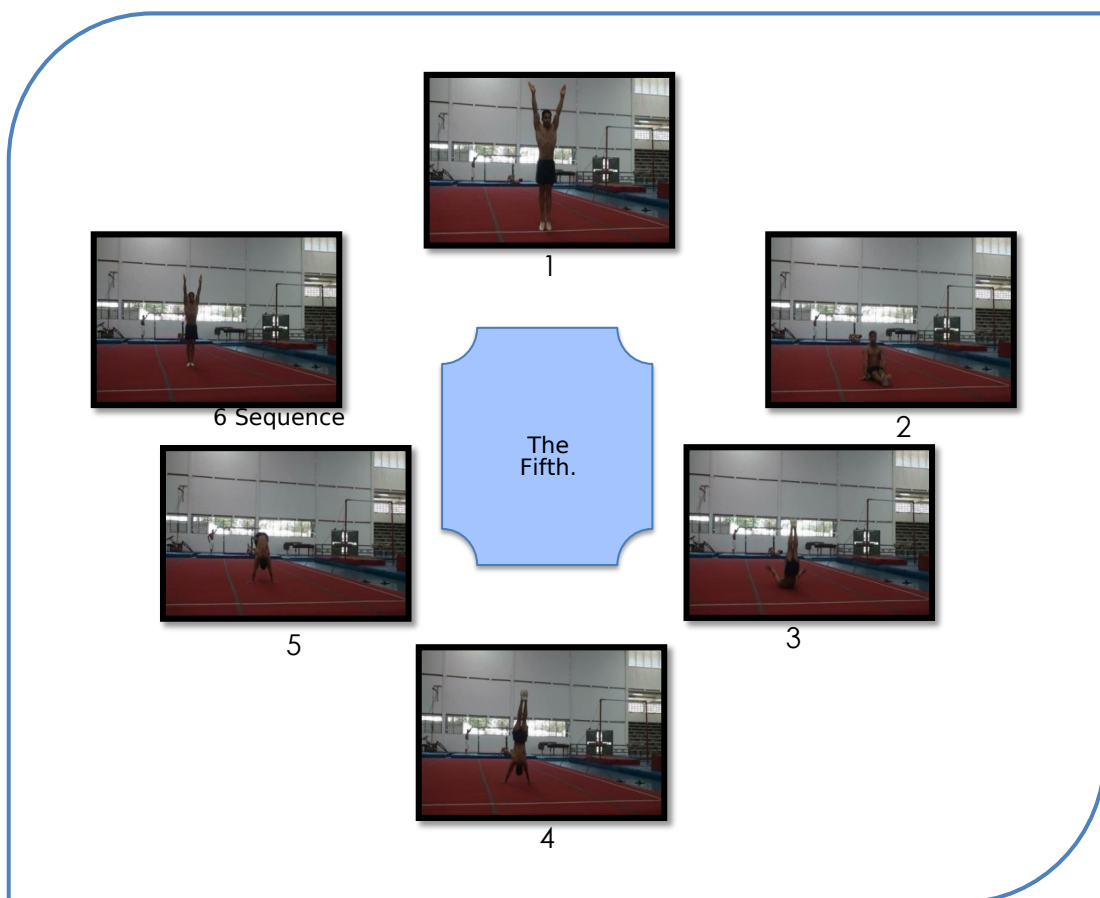
Preparation sequence
Fifth with the teacher's help.



3



4





1



2

Tripod (3 stop
sequence)

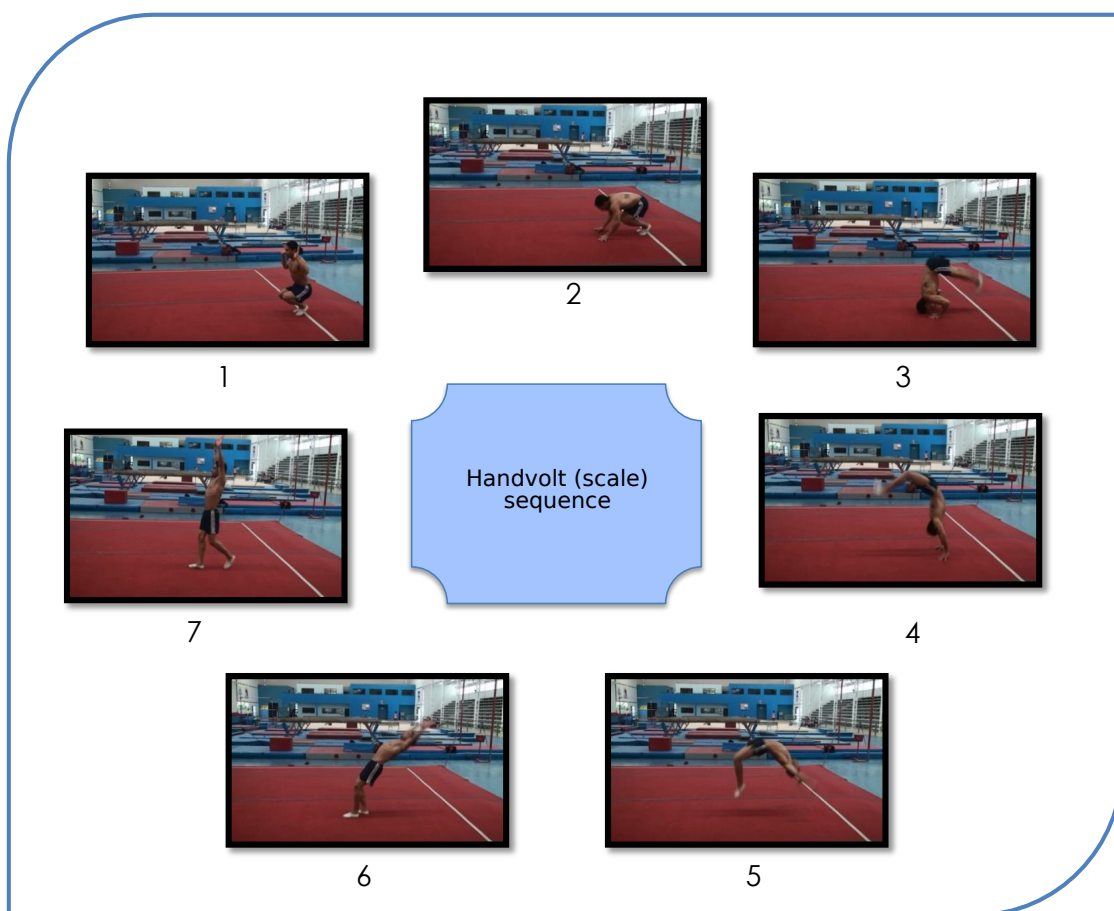
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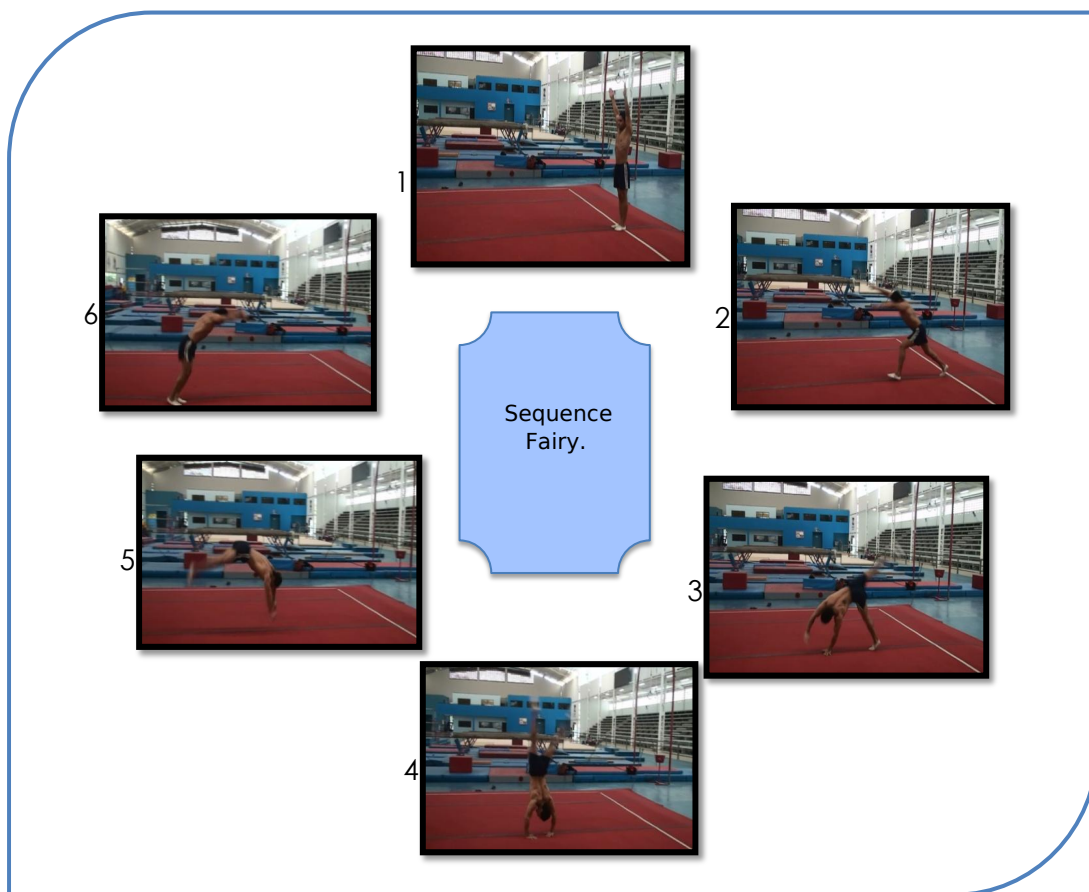


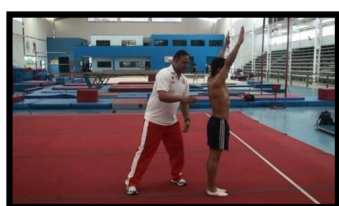
4



3







1



2



3



4

FIRST PHASE

Examples of different ways to begin learning the back handspring with the coach's assistance.

SECOND FASE

Preparation for FlicFlac with teacher's help.



1



2



3



4



5



6



1



2



3



4



5



6

THIRD FASE

Flic Flac with
assistance from
Professor.



1



2



6

Fairy
with the assistance of
Professor.



3



5



4



1



2



3

Front Mortal with no help. In this exercise it's necessary for the teacher to intervene, they're the same Methodological steps that the Mortal of Espalda.



4



6



5

6. DISCOVERING NEW WAYS TO MOVE THE BODY

Children begin, develop, and stabilize their wrestling skills through practice; therefore, repetition is a fundamental teaching method.

This is one of the most important areas in an introductory wrestling program because it creates the foundation for the future athlete. Coaches must give it careful attention so children can meet the learning objectives for each acrobatic element while safely facing new experiences. At these early stages, memory and attention are still developing, which can make new motor habits difficult to establish. The coach should therefore use clear, direct, age-appropriate language and systematic repetition when presenting each skill.

Selected acrobatic elements for study and consolidation

1. Short forward roll. 2. Short backward roll. 3. High forward roll (tiger jump). 4. Teaching phases and execution of the quinta. 5. Tripod, or three-point stand, with the head and both hands supported on the mat. 6. Head-supported handspring (rocking action). 7. Roundoff. 8. Learning phases of the flic-flac (back handspring). 9. Back somersault and its learning phases. 10. Front somersault.

Acrobatics as part of the basic gymnastics used in introductory wrestling

The illustrated sequences show: the short forward roll from beginning to completion; the backward roll; the high forward roll or tiger jump; preparation for the quinta with the coach's assistance; the complete quinta; the tripod or three-point stand; the head-supported handspring; and the roundoff.

First phase

Examples of different starting positions for teaching the flic-flac with assistance from the coach.

Second phase

Preparation for performing the flic-flac with assistance from the coach, following the six illustrated steps.

THIRD PHASE

Perform the flic-flac with the coach's assistance, following the five illustrated steps. The back somersault is also taught with assistance. The front somersault may then be performed independently, although the coach must remain ready to intervene; its teaching progression follows the same methodological steps used for the back somersault.

Observation

The coach must devote sufficient time to studying and consolidating every acrobatic element. Children learn especially quickly at these ages and can establish lasting motor knowledge. Once athletes can perform each element individually, the coach may introduce combinations. Mastery of these combinations develops coordination and supports the learning of wrestling-specific technique. The examples below are not restrictive; coaches may create combinations that match their athletes' needs and the objectives of the session.

Sample acrobatic combinations

1. Long forward roll; flic-flac; cartwheel; backward roll; tripod.
2. Short forward roll; head-supported handspring; three-second handstand; flic-flac; right and left side rolls; rocking action; tripod; roundoff.
3. Tripod while opening and closing the legs for three seconds; three-second handstand; backward roll; flic-flac; right and left side rolls; approach run and front somersault; short forward roll; rocking action.
4. Short forward roll; head-supported handspring; rocking action; two consecutive flic-flacs; roundoff; back somersault.

General methodological guidelines

1. Use observation and repetition to teach and consolidate acrobatic elements.
2. Consider each child's characteristics and physical possibilities, especially those of heavier athletes, without excluding them from practice.
3. Dedicate regular daily time to acrobatics—preferably at the beginning of the session—for up to approximately 30 minutes.
4. Do not introduce a new element until the current one has been mastered.
5. Teach in a logical sequence, from simple to complex.
6. Use preparatory exercises and, when necessary, assistance from the coach or a teammate.
7. Teach each element individually before combining skills into complete sequences.
8. Once athletes have sufficient mastery, use these elements during physical preparation and warm-ups.

Physical capacities to prioritize

During the introductory, developmental, and consolidation stages, priority should be given to: 1. flexibility; 2. speed; 3. coordinative abilities; and 4. strength. This emphasis reflects the work of specialists, researchers, sports-medicine professionals, and—most importantly—the practical experience of grassroots coaches.

FLEXIBILITY FOR GREATER MOVEMENT SKILL

Flexibility is the ability of a joint or group of joints to move through an appropriate range of motion so technical actions can be performed with greater amplitude. It is especially important during childhood and adolescence because joint mobility strongly influences the development of coordination. Adolescence is a particularly favorable stage for improving this capacity.

Types of flexibility

Active flexibility: The athlete produces the joint movement through muscular action, generally against gravity. These exercises also contribute to strength development.

Passive flexibility: The range of motion is produced with external assistance or force. This can produce a greater stretch because the muscles, ligaments, tendons, and joint capsules are involved; movements are generally performed with gravity.

Methodological recommendations

1. Begin with an effective warm-up. 2. Place flexibility work near the beginning of the session. 3. Do not emphasize flexibility when the athlete shows fatigue. 4. Monitor progress regularly with appropriate measurements. 5. Use approximately 10–20 repetitions, include relaxation between sets, and avoid excessively long rest periods. 6. Select exercises according to the demands of the current training program. 7. Teach athletes to work independently and responsibly on their flexibility.

Examples

Forward bends; trunk bridges; knee flexion with applied assistance; standing forward flexion; hyperextension; and partner-assisted flexion.

SPEED: PERFORMING MOTOR ACTIONS IN THE SHORTEST POSSIBLE TIME

Speed is the ability to execute motor actions as quickly as possible. Wrestling-specific speed is the wrestler's ability to perform a technique—or an essential part of it—at maximum practical velocity in the shortest possible time.

Forms of speed

1. Simple reaction speed: responding to a known stimulus. Complex reaction speed: responding to an unknown or changing stimulus. 2. Speed of simple actions: performing one uncomplicated technical action quickly. 3. Speed of complex actions: coordinating several rapid movements in sequence. 4. Maximum movement frequency: completing cyclical actions at the highest attainable rate.

Priority and teaching guidelines

In wrestling, coaches should prioritize simple reaction speed and the speed of simple actions. Use short-duration rhythmic and nonrhythmic drills, simple-reaction exercises, maximum-frequency exercises, simple-action exercises, and fast-movement games.

EXERCISES TO DEVELOP SPEED

1. On a visual or auditory signal, jump over a partner and then pass between the partner's legs in a figure-eight pattern at maximum speed. 2. Perform 10-15 leg attacks at maximum speed. 3. Imitate the entry for a turnover at maximum speed. 4. Organize two lines for a competitive 20-meter relay. 5. Run 10 meters, turn forward, run another 10 meters, repeat the turn on the return, and finish with a final 10-meter sprint.

Observation

These are only a few examples. Coaches should apply their knowledge and create appropriate variations to improve each athlete's speed.

COORDINATIVE ABILITIES

Coordinative abilities differ from conditional physical capacities, but they are closely connected with technical and tactical learning. Coordination depends on functional-anatomical possibilities and on the synchronized action of body segments during one or more movements.

Main groups

1. General or basic: movement regulation, adaptation, and motor adjustment. 2. Special: orientation, anticipation, differentiation, coupling, balance, reaction speed, and rhythm. 3. Complex: motor learning and agility.

In wrestling, coordination is expressed through the athlete's ability to transform motor actions quickly and rationally in response to the demands of competition. Coaches should use both general and sport-specific exercises appropriate to the activity and age group.

Components of coordination

Movement regulation: The coach identifies and corrects errors through appropriate methods to refine technical execution.

Adaptation and motor adjustment: The athlete works in standard and variable conditions and regulates effort according to the stage of learning; systematic repetition remains important.

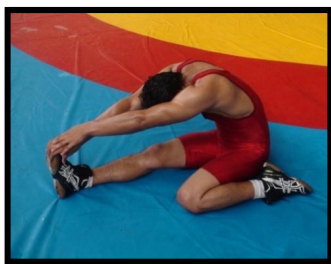
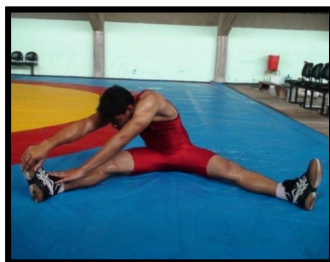
Orientation: The athlete perceives what is happening nearby and quickly identifies changes in body position in space. Acrobatic exercises strongly support this ability.

Anticipation: The athlete learns to predict and respond to an opponent's action.

Balance: The athlete maintains stability in different body positions. Static balance occurs in isometric positions; dynamic balance is especially important in wrestling because positions change continuously.

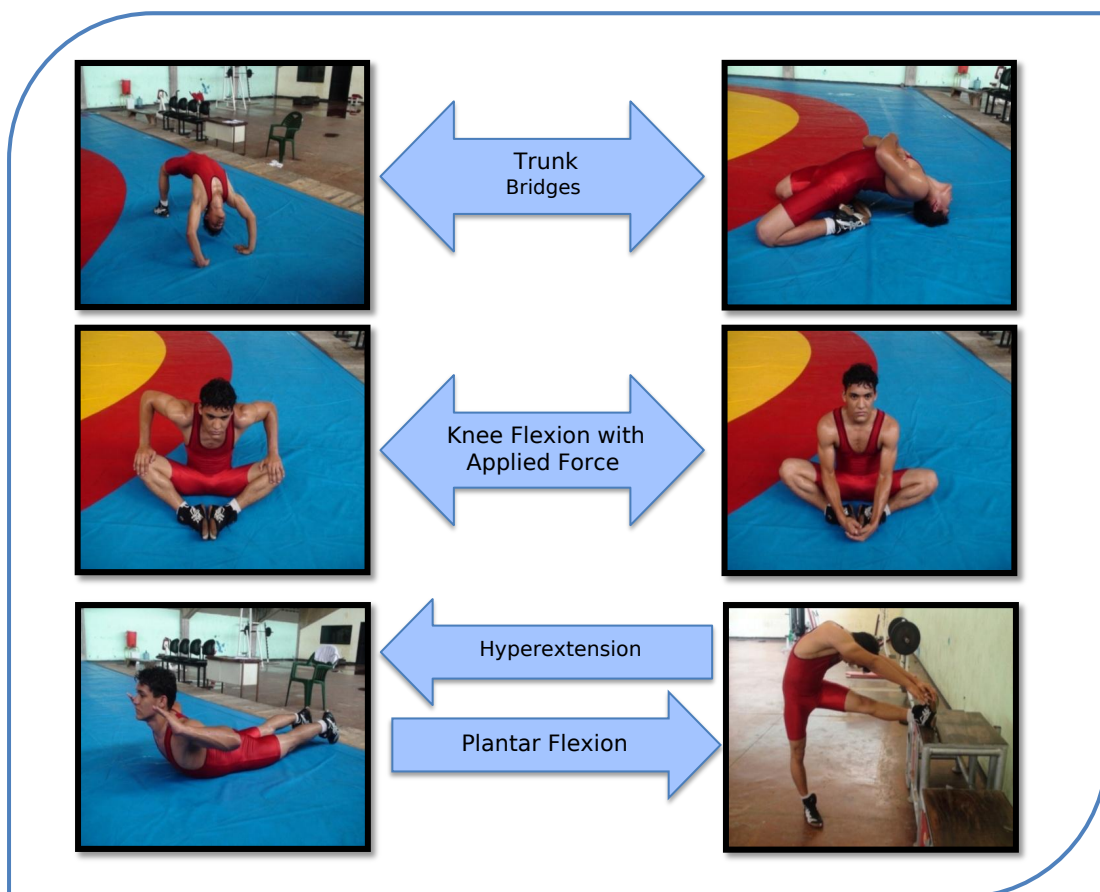
Rhythm: The athlete performs an action or combination smoothly and continuously, without unnecessary changes in execution speed.

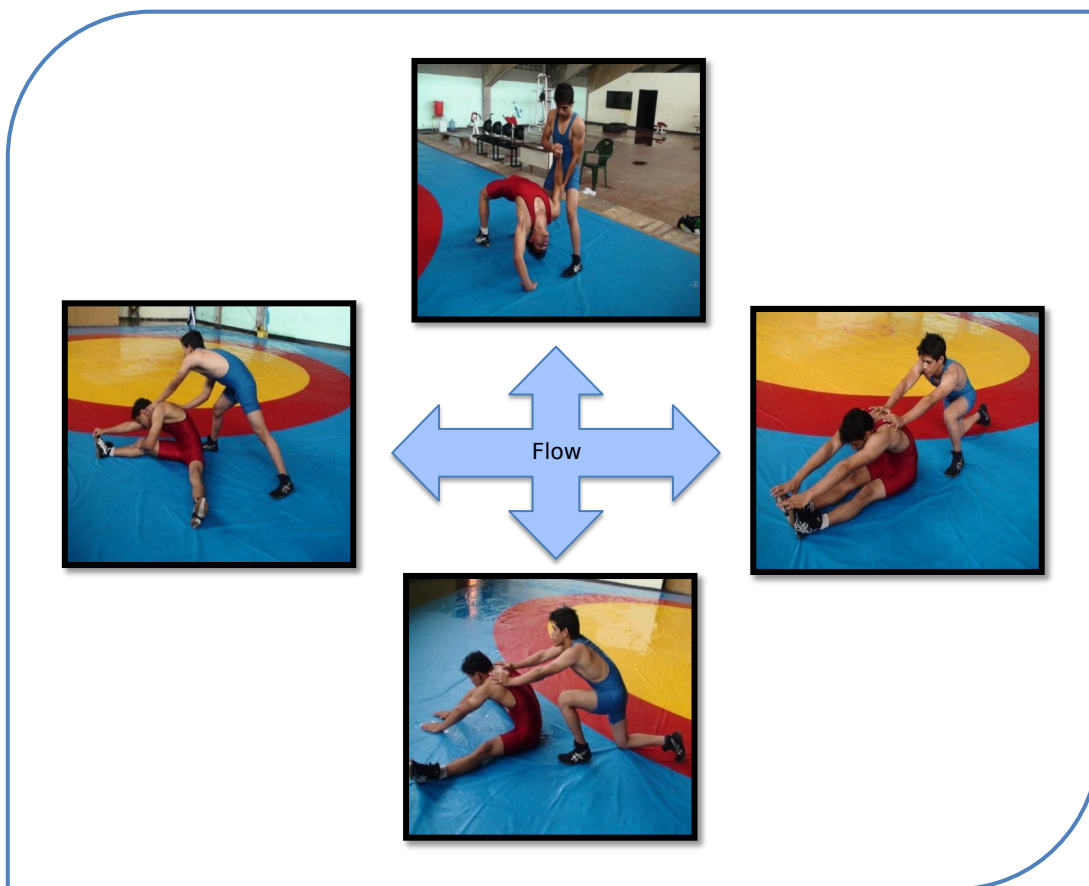
Examples of Flexibility



Ventral flex







7. STRENGTH: PREPARING THE ATHLETE FOR SUCCESS

When strength is combined with agility, endurance, and sound technique, excellent results can be achieved in wrestling.

Muscular strength is one of the most important physical qualities to develop. Without the ability to produce force, an athlete cannot execute technical and tactical actions correctly. Strength also contributes to speed, endurance, and agility. Its expression depends on the central nervous system, muscle size and elasticity, biochemical processes, technical proficiency, and volitional effort.

Definition and types of strength

Strength is produced when stimulation from the central nervous system increases muscular tension and makes movement possible.

Strength endurance: the ability to resist fatigue during prolonged strength work involving isotonic or isometric contractions.

Explosive strength and muscular power: the ability to perform one or more rapid movements during a short interval, approximately 8–10 seconds.

Maximum strength: the greatest force the neuromuscular system can produce in a voluntary maximal contraction against a maximal load.

Speed-strength: the neuromuscular system's ability to overcome resistance at a high contraction velocity.

For introductory and developmental programs, muscular power is particularly useful because it is directly related to performing rapid movements during short intervals.

Primary means for developing strength

1. The athlete's own body weight or a partner's body weight. 2. Elastic equipment such as springs and resistance bands. 3. Natural environments and materials, including sand, water, hills, climbing, and scrambling. 4. Apparatus such as parallel bars, a horizontal bar, and a Swedish bench. 5. Wrestling dummies. 6. Multi-station strength equipment. 7. Free weights for cadet, junior, and senior athletes.

Observation

When planning strength instruction, coaches must consider the athlete's age category, sex, experience, and stage of development.

Strength exercises illustrated in the following plates

Examples include the submarine exercise, bar pulling with hand placement selected by the coach, push-ups, and parallel-bar arm flexion and extension for children and school-age athletes, including the 12–13 and 14–15 age groups.

8. STRENGTH EXERCISES

1. Neck and posterior-chain exercises

1. Neck flexion and extension. 2. Lateral neck movement. 3. Five-point neck bridge from the knees. 4. Five-point neck bridge with the knees raised. 5. Full neck bridge. 6. Hip hyperextension.

2. Leg and core exercises

1. Leg flexion. 2. Jumping over an obstacle. 3. Rope climbing. 4. Abdominal exercises.

3. Examples for cadet, junior, and adult categories

1. Combined leg and back work. 2. Deadlift. 3. Pulling exercises involving the arms, legs, and back musculature.

4. Upper-body and machine exercises

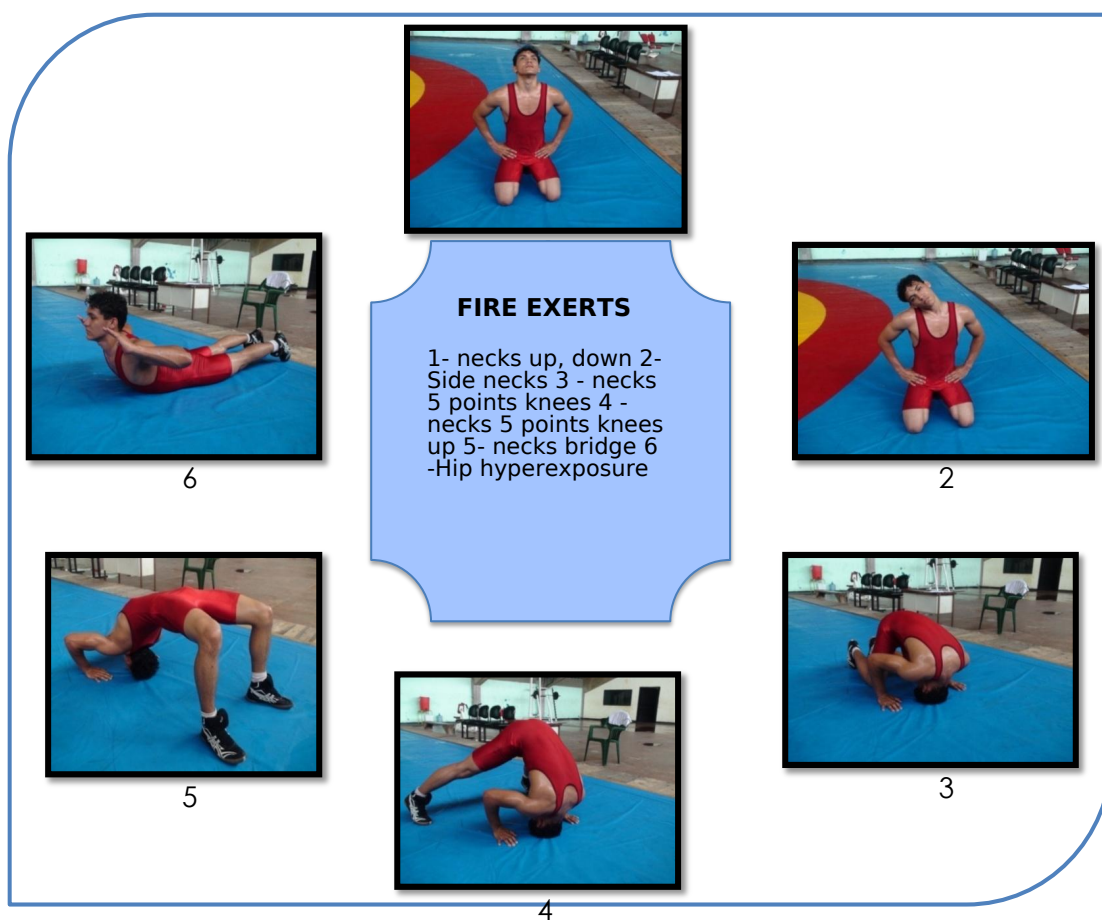
1. Pulling movements for the arms and chest. 2. Pulling movements for the back. 3. Hercules-machine work for back development. 4. Hamstring work.

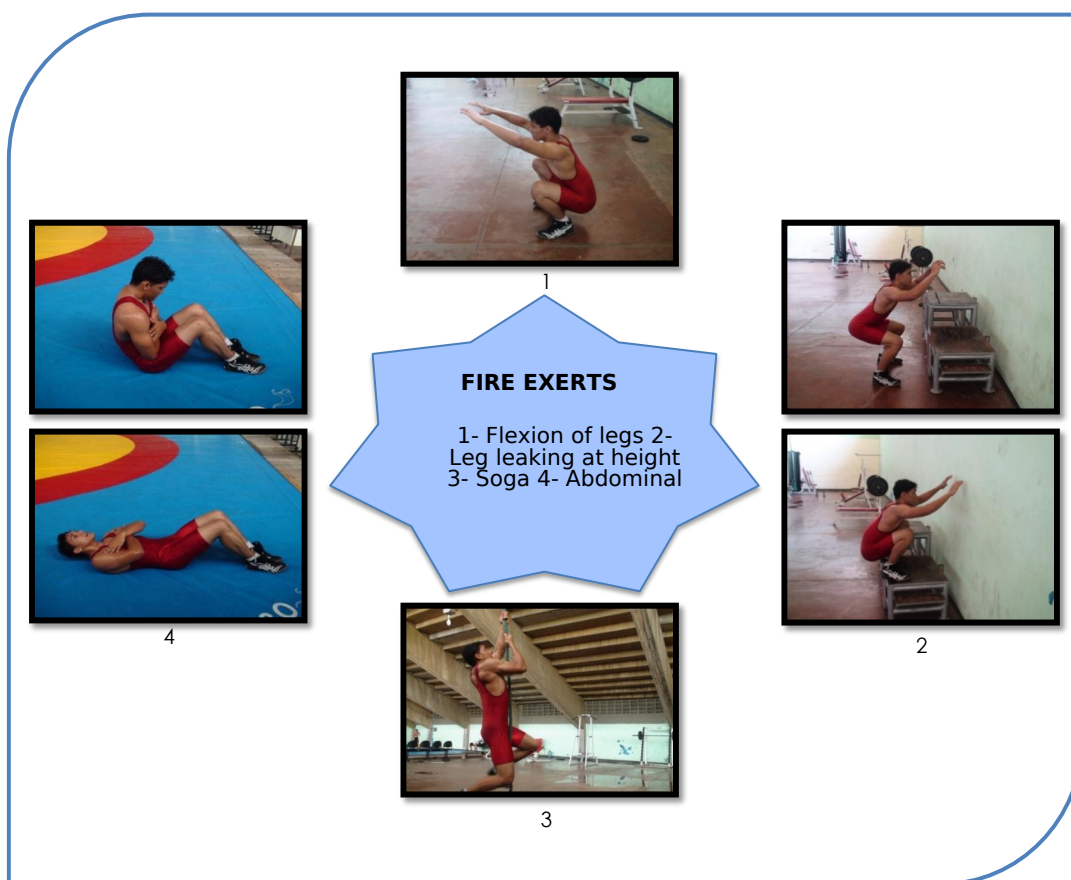
5. Additional exercises

1. Arm-strength work on the Hercules machine. 2. Supine pressing strength. 3. Concentration curls. 4. Rope climbing. 5. Dumbbell arm work.

Final illustrated sequence

1. Arm pull. 2. Arm-strength exercise. 3. Combined arm-and-chest strength. 4. Hyperextension. 5. Hercules-machine leg-strength exercise. 6. Abdominal exercise.

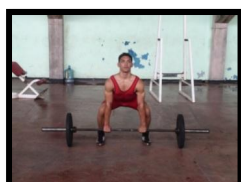




Example of force exercises for categories
cadet, youth and adult



1

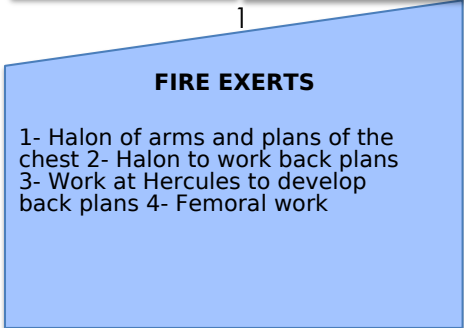


3

1- Work of legs and back 2-Halon
with dead weight 3- Halon arms,
legs and back muscles

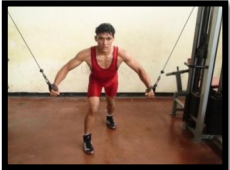


2



FIRE EXERTS

1- Halon of arms and plans of the chest
 2- Halon to work back plans
 3- Work at Hercules to develop back plans
 4- Femoral work



1







2

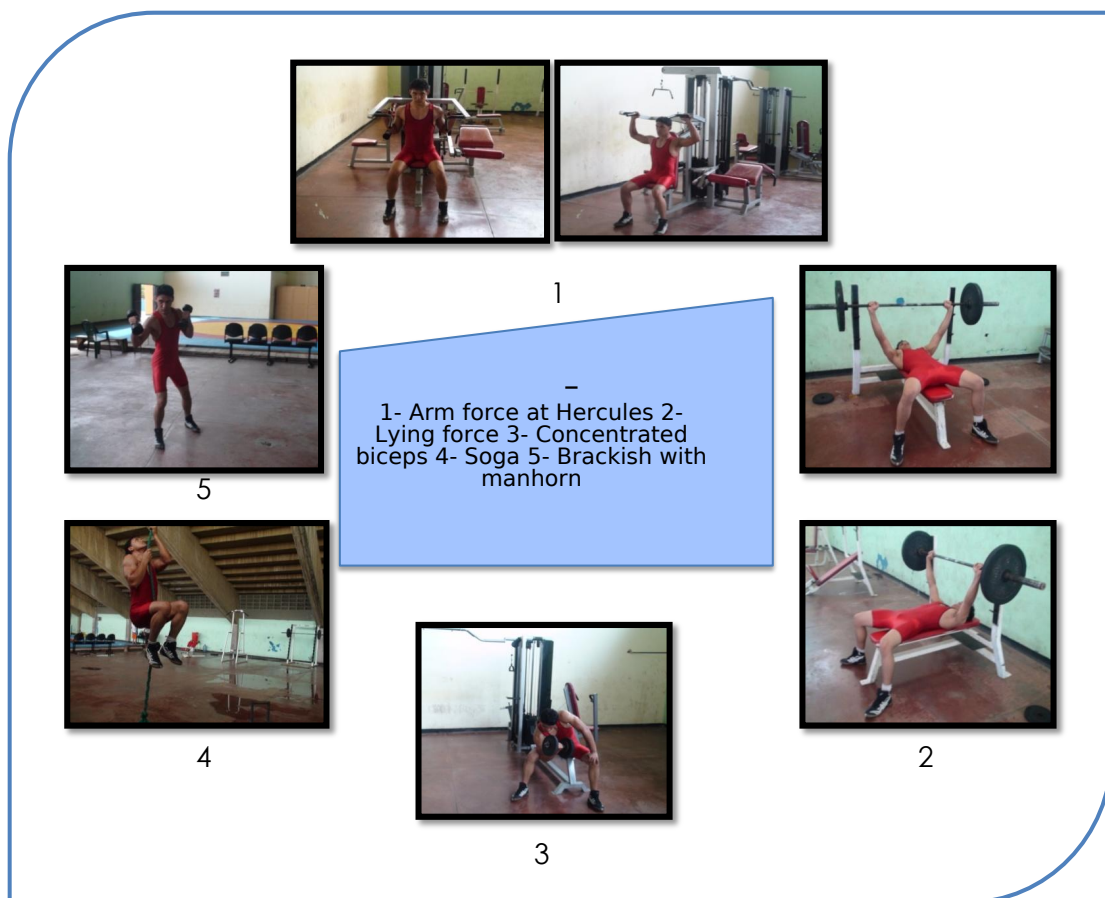


4





3





9. TECHNICAL PLAN FOR CONSOLIDATION BY AGE CATEGORY

Organizing the athlete's training process is essential to systematic, progressive development in Olympic wrestling.

This technical-methodological guide is intended to strengthen the knowledge, methods, and resources used by coaches working in the introductory, developmental, and consolidation categories. The technical-tactical plan must include the basic elements that give future athletes a solid foundation. When objectives are organized by age category, athletes progress with fewer fundamental errors and develop stable motor habits as they advance from initiation to development, consolidation, refinement, and ultimately sports mastery.

One of the first teaching tasks is mastery of the basic wrestling positions: standing stance, four-point or par-terre position, freestyle stance, and Greco-Roman stance. These positions should be practiced frequently until they become automatic.

Freestyle standing stance—female and male

1. Right leg forward and left leg back; knees partially flexed; trunk inclined; arms forward protecting the legs; elbows directed toward the mat; eyes forward. 2. Feet parallel and knees partially flexed; trunk inclined; arms forward protecting the legs; elbows toward the mat. 3. Left leg forward and right leg back, using the same body alignment.

Greco-Roman standing stance

1. Right leg forward and left leg back; trunk nearly upright; arms forward and flexed; head upright and eyes forward. 2. Left leg forward and right leg back, maintaining the same alignment.

Four-point or par-terre position—all styles

Defensive: knees and hands on the mat, hips resting toward the heels, head neutral, and body comfortable but ready to react.

Offensive: positioned behind the opponent, with one knee down and the other leg flexed, and the hands controlling the shoulder blades or back.

Methodological recommendations

In freestyle, keep the hands forward to protect the legs. Maintain a horizontal gaze so the athlete can observe every movement of the opponent.

MOVEMENT AND TACTICAL PREPARATION

Additional stance and movement recommendations

In Greco-Roman wrestling, maintain a slight forward inclination of the trunk. Keep one leg behind the other to provide support. Practice movement forward, backward, laterally to the right, and laterally to the left. Never cross the feet while moving in any direction.

Tactical preparation for wrestling

Tactics involve selecting the technique, strength, skill, and willpower needed to achieve victory. Wrestling tactics are closely connected with technique and the athlete's psychological state. A successful tactical plan requires unity of purpose, perseverance, decisiveness, accurate evaluation of the situation, and the ability to choose the best response at the right time.

Tactics may be defined as the effective use of technical, physical, and volitional resources while considering the opponent's characteristics and the specific circumstances of the bout and competition. Coaches should select tactical actions that help athletes make better use of their abilities and improve both attacks and defenses during practice and competition. Tactical learning is essential at every age because it supports technical knowledge and long-term performance.

Examples of tactical setups

- Open the opponent's arms to create an entry to the legs.
- Pull one arm to create a leg attack.
- Push the opponent's arm upward to open the leg-entry pathway.
- Use a two-on-one pull to enter to the leg.
- Push the head to one side and attack the legs.
- Lift the arm to enter to the legs or body.
- Pull the arm, secure the body, and execute a suplex.
- Use a cross-arm two-on-one to enter to the legs or body.

MOVEMENT FROM THE BASIC STANCE

Postural guidelines

- Keep the gaze horizontal to observe every movement of the opponent.
- In Greco-Roman wrestling, maintain a slight forward inclination of the trunk.
- Keep one leg slightly behind the other to provide support and balance.

Movement

- Forward
- Backward
- Lateral movement to the right
- Lateral movement to the left

Methodological recommendations

Move in any direction without crossing the feet.
Maintain the stance and recover the base of support after each step.



TACTICAL PREPARATION FOR WRESTLING

In wrestling, tactics are the purposeful selection of technique, strength, skill, and willpower used to obtain victory. Tactics are inseparable from technical ability and the athlete's psychological condition. Successful tactical performance requires consistency, perseverance, decisiveness, the ability to assess the situation correctly, and the judgment to choose the most effective response at the proper moment.

Definition

Tactics are the effective use of an athlete's technical, physical, and volitional resources while considering the opponent's characteristics and the specific circumstances of the bout and competition.

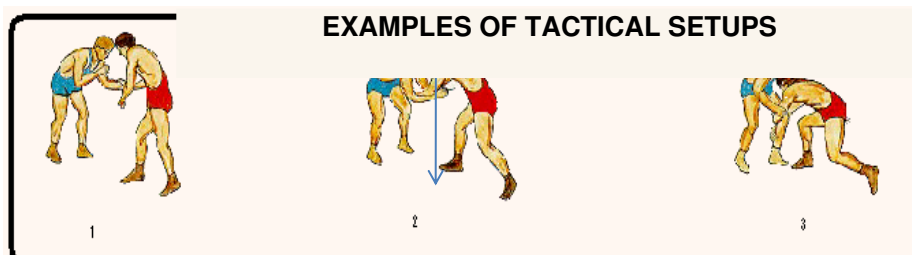
Because tactics are an integral component of performance, coaches should select and teach actions that help athletes use their technical, physical, and individual abilities more effectively. These actions should improve attacks and defenses in every practice, bout, and competition.

The tactical elements presented in the following plates are appropriate for study across age categories. They should always accompany technical instruction and the athlete's progression toward higher performance. Every successful technique includes a tactical moment that creates or improves the opportunity for execution.

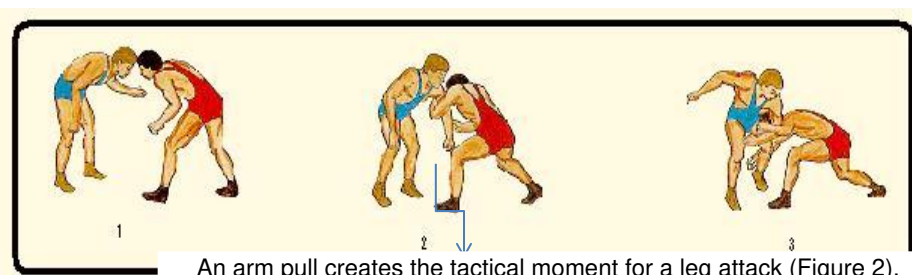
Sequence-reading reminder

Review each illustrated technique in this order: starting position; grip or entry; main action; final control; possible defense; and frequent error.

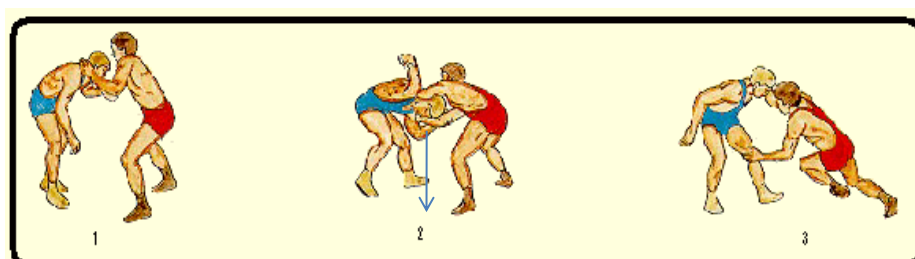
EXAMPLES OF TACTICAL SETUPS



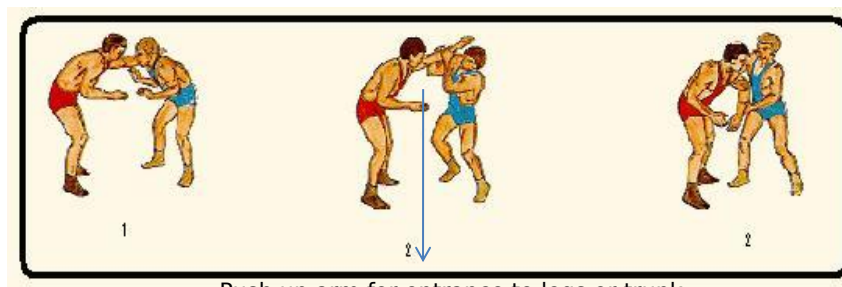
Opening the opponent's arms creates the tactical moment for a leg attack (Figure 2).



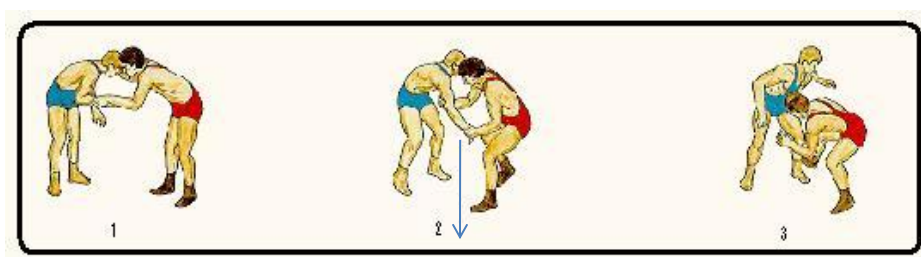
An arm pull creates the tactical moment for a leg attack (Figure 2).



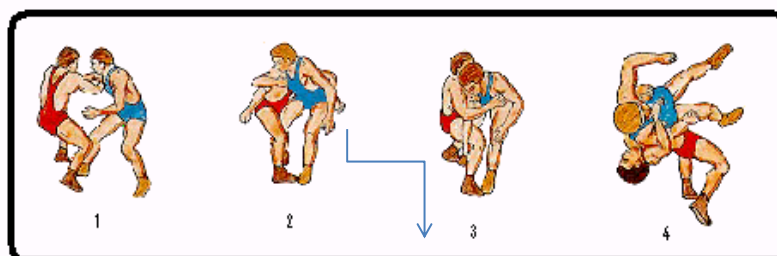
Push his head to his side and get into his legs,
figure 2



Push up arm for entrance to legs or trunk,
That's the tactical moment figure 2



Halon arm with trunk grip and suple projection,
tactical moment figure 2



Halon with two arms to a cross arm, to get into his legs or his
trunk, tactical moment, figure 2

10. FREESTYLE WRESTLING TECHNIQUES

Read every sequence in this order: starting position, grip or entry, main action, final control, defense, and frequent error.

Standing techniques for ages 10-11 and 12-13

Single-leg takedown with the head outside: Lift the opponent's leg and finish toward the side where the opponent has no support. Defense: Sprawl the attacked leg back, control an arm, and push the opponent's head downward.

Single-leg takedown with the head inside: Lift the leg, drive down and backward toward the unsupported side, and close both legs when appropriate. Defense: Sprawl, control the arm, and push the head down.

Shoulder-and-neck pull: Pull from above while controlling the shoulder and neck. Close the arm firmly to the chest with support from the elbow; keep the opponent's head against the chest, send the legs back, lower the hips, and avoid dropping to the knees. Defense: Prevent head control, advance the hips, and raise the shoulders.

Kneeling double-leg with the head inside: Raise the hips during the entry, lift the chest and head, step forward, and turn toward the side of the ankle being controlled. Defense: Lower the hips, sprawl the legs, and control both of the attacker's ankles.

Fireman's carry with arm-and-thigh control: Pull the arm, keep the hips high, secure the arm with all five fingers, enter deeply, and position the controlling elbow correctly. Defense: Free the arm, step the leg back, lift the controlling elbow with both arms, and move the hips away.

Arm pull with body lock: From mid-distance, control the wrist and upper arm, pull diagonally downward, and secure the body with the other arm. Defense: Rotate the elbow upward, free the arm, and brace the elbow against the opponent's chest.

Par-terre techniques for ages 10-11 and 12-13

Leg hook, chin turn, and half nelson: Keep the elbow close to the opponent's head and drive downward. Defense: Keep the elbows tight, free the hooked legs, and lift the shoulders.

Arm-and-leg turn: Secure the arm firmly, pull it, and drive forward with assistance from the leg. Defense: Do not allow arm control; extend the arms forward.

FREESTYLE TECHNIQUES—CONTINUED

Turk with a partial turn: Load the opponent toward the head; keep the lower leg nearly straight and the other partially flexed; use a short grip and pressure over the floating ribs; finish by driving through the head. Defense: Sit to the opposite side and block the knee with the body.

Arm lever with a partial turn: Bring the opponent to the mat, complete the half-turn, and maintain chest-to-chest control. Defense: Avoid lying flat and prevent the arm lever.

Universal lift with under-elbow control: Pull the elbow strongly upward and forward, arch while inserting the hips, and keep the outside knee positioned for support. Defense: Block the leg entry and sit to the opposite side.

Arm pull with leg hook: Hook the arm and leg, pull strongly upward and backward, and control both. Defense: Protect the arm, maintain the four-point stance, and flatten safely when needed.

Standing freestyle techniques

- Outside-head single-leg takedown.
- Lateral ankle attack followed by a go-behind.
- Inside-head single leg with the arm braced against the opponent's supporting leg; drive the leg forward.
- Inverted head-and-ankle control; pull the ankle and turn sharply while controlling the head.
- Inside-head takedown finished by driving the captured leg toward the unsupported side.
- Forward-driving takedown combined with an underarm entry to both legs.
- Head-and-leg lock: pull the head down, insert the attacker's head between the opponent's armpit and leg, and close the lock.
- Takedown from over-arm control: sweep the opponent's leg and continue into the leg attack.
- One arm controlling both of the opponent's arms: pull down and forward, step in, drive toward the leg, and finish the takedown.
- Head-and-ankle takedown: pull forward, capture the ankle of the lead leg, and close the head-and-leg lock.
- Inside-head single-leg lift and projection: enter, lift the leg across the shoulders, raise the opponent, and project safely.
- Double-leg entry with forward drive and lift to the mat.
- Arm turn combined with an outside-head single-leg, waist control, and inside trip.
- Inside-head single-leg with arm control and a partial-turn projection.

Head-and-arm throw: Draw the opponent in, secure the head and arm, flex the legs, rotate the hips, and project with a strong pull.

Half suplex: Use an over-arm grip and an underarm grip, block with the leg on the overhook side, arch backward, rotate partially, and project.

FREESTYLE PROJECTIONS—CONTINUED

Half suplex with a leg block: Secure the body, use one leg to block the opponent's leg, make a partial turn, and drive backward to project the opponent.

Arm throw: Secure the arm firmly, rotate the hips and body, flex forward through the trunk, and pull the arm to complete the projection.

Suplex projection: Enter with an arm pull, close the lock around the arm and waist, lift with hip extension, arch, and project with control.

Sacrifice throw: Secure the arm, complete a full-body turn, and project with a strong downward pull while maintaining safe control.

Coaching priorities

Teach each projection from a stable starting position. Emphasize a secure grip, correct hip placement, coordinated leg drive, controlled rotation, and a safe final position. Practice progressively—from cooperative drilling to situational resistance—before using the technique in live wrestling.

11. COUNTERATTACKS FROM THE STANDING POSITION

- Against a leg attack: counter with a switch and go-behind.
- Against a leg hook and half suplex: capture the leg and drive the opponent strongly upward.
- Against an inside-head leg attack: control the head and neck, apply a rear tie, and turn.
- Against a leg attack: counter with a Turk while the attacker uses elbow pressure to resist.

Counterattacks from the four-point position

- Control the arm, transition to an arm lever, and turn to a chest-to-chest finish.
- Trap one of the opponent's legs with both legs, lift the four-point base, move to the opposite side, control the head and arm, and finish chest to chest.
- Hook both legs around one opponent's leg; capture the arm opposite the trapped leg, pass it behind the head to create a lever, turn the opponent, and finish chest to chest.
- With the opponent's leg bent, form the figure-four, move to the opposite side with chin control, apply the Turk, and project toward the opponent's head.

GRECO-ROMAN WRESTLING TECHNIQUES

Ages 10-11—standing

Arm pull and go-behind; head-and-arm pull with go-behind; lifting takedown and controlled projection.

Ages 12-13, 14-15, and cadet—standing

Sacrifice action with go-behind; body twist with a double grip and go-behind; double grip with trunk rotation and go-behind; arm pull, waist control, and projection.

Junior and adult—standing

Double-grip half suplex; body twist and go-behind; fireman's carry; sacrifice technique; and counterattack to the head-and-arm turn with a suplex.

GRECO-ROMAN TECHNIQUES—CONTINUED

Standing projections

Arm-throw projection; head-and-arm projection; double-grip suplex; underarm control combined with a forward-driving takedown; arm pull combined with a forward-driving takedown; and rear tie combined with a suplex.

Ages 10-11—par terre

Half-nelson turn; arm-and-neck lever; chest-controlled rolling action; and arm-and-body pull with forward pressure.

Ages 12-13, 14-15, and cadet—par terre

Rear tie with head-and-arm control and a complete turn; double head-and-arm control followed by an off-balance turn; defenses to the right and left by extending the controlled arm and rotating from bottom to top; arm immobilization with an over-the-opponent transfer; and a rolling lift followed by a suplex projection.

Junior and adult—par terre

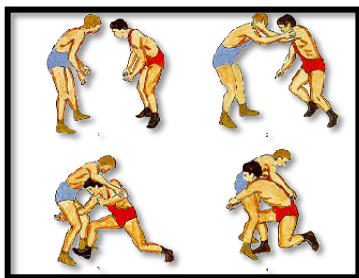
Turk with lift and projection; rolling action; and arm immobilization with a transfer in front of the opponent.

Safety and progression

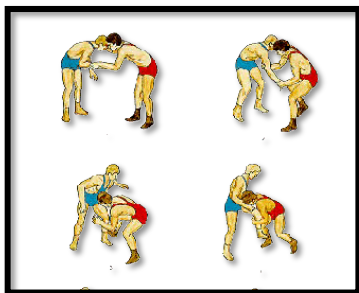
All lifts and projections must be taught progressively with appropriate spotting, controlled landings, and respect for the athlete's age, technical level, and physical readiness.

TECHNICAL RECOMMENDATIONS FOR INDIVIDUAL CATEGORIES

10-11 and 12-13 years

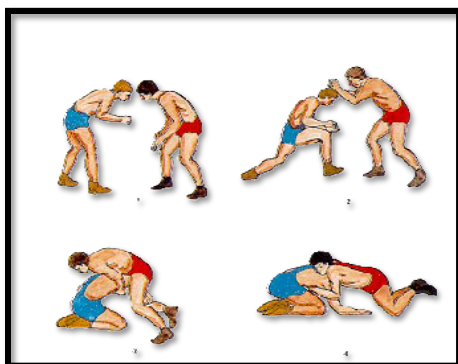


takedown with his head out. Main part Lift the opponent's leg and put it down. Push back. Push where you have no opponent support. Defense Stretch back with arm grip and push down the opponent's head.



Derribe, you get his head up inside. Main part Lift the opponent's leg and put it down. Push down and back, where there's no support. Search to close both legs of the opponent Defense Stretch back with arm grip and pushing

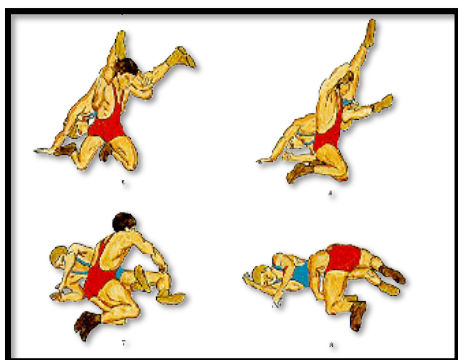
The opponent's head down.



Fold with halon by holding his shoulder and neck up Main part Fend his leg and hold his head and arm Close his arm tightly onto his chest, helped

by elbow The opponent's head should be put on his chest To put his legs back and lower his hip Do not kneel

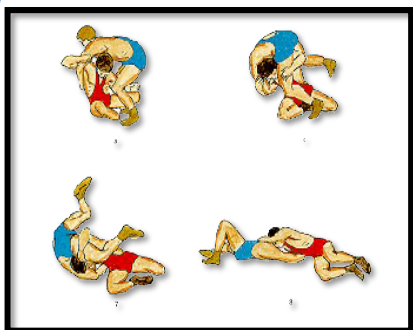
Don't let his head get his head up and his shoulder up.



Take both knee legs with head inside Main Part Lift your hip as you get into your legs

and erect his chest and his head Take a step forward with a lateral turn and always turn his side with his opponent

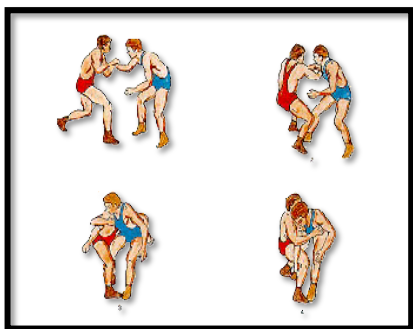
Fan back down, legs back, grab both ankles of the attacker



Bomb with arm and thigh grip Main part Halon by arm and keep his hip up. The arm grip will be with his five fingers. When you come in, get up your hip and put a good deep elbow

from his arm. Defense get his arm out and put his leg back. Lift up his elbow from his arm with both

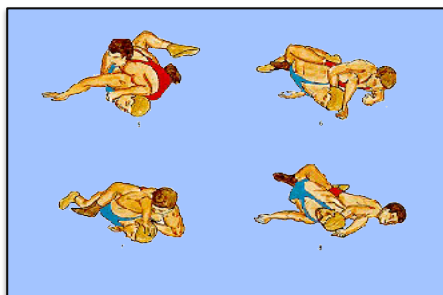
arms with a little hip.



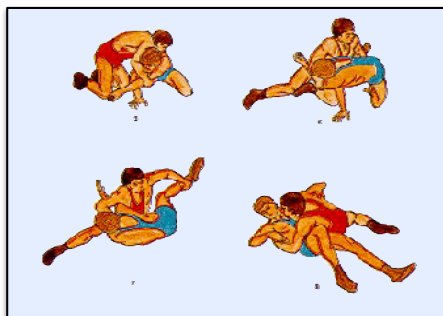
Rib with arm elk and hold trunk Main Part From half distance with contact wrist grip

and upper arm of the opponent. The elk will get diagonal down The other arm looks for the trunk. Defense Pull his arm up by turning his elbow. Support elbow to the opponent's chest.

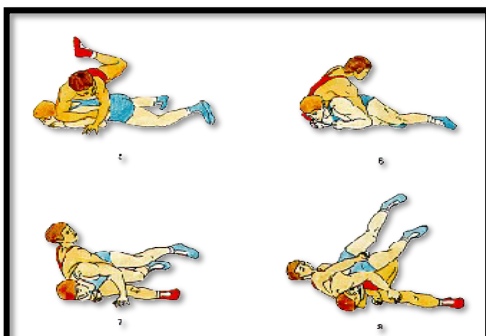
TECHNICAL RECOMMENDATIONS IN ANY POINTS FOR
INDIVIDUAL CATEGORIES AND SCOLLORS
10-11 and 12-13 years



Finger with turn or turn through his chin and
continue with half Nelson Main Part Finger his
elbow to his head and push down. Fend his
elbows to his body. Loosen his legs. Highlight
your shoulders



turn or turn with arm and leg grip Main part
Stretch and arm halon and at the same time
push forward with leg help. Don't get his arm.
Put your arms forward

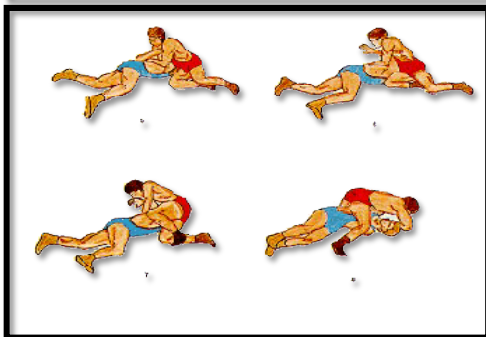


turn or Volteretac with semi- turn (The Turk) Main Part Rig the opponent onto the head. The lower leg should be about straight and the other

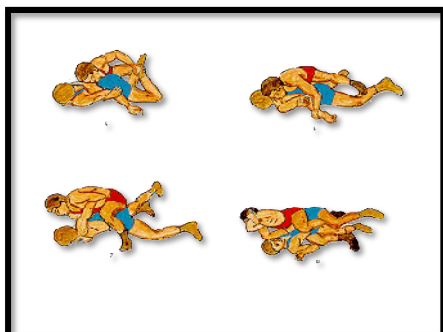
Semi-bending. The grip should be short and put pressure on them.

floating. Run the move by pushing his head. Defense To sit at the opposition's opponent and block

his knee with his body.

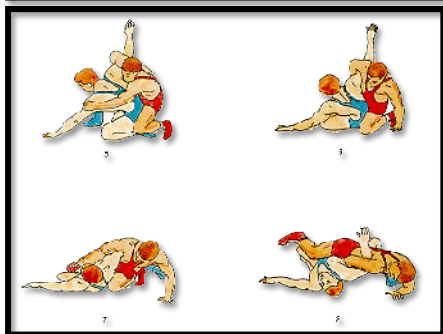


The arm paddle with semi-turn Main Part To defeat the opponent onto the mat. Do the semi- lever turn. Keep the opponent chest to chest. Don't sleep at the mat. Do not allow arm restraint or lever.



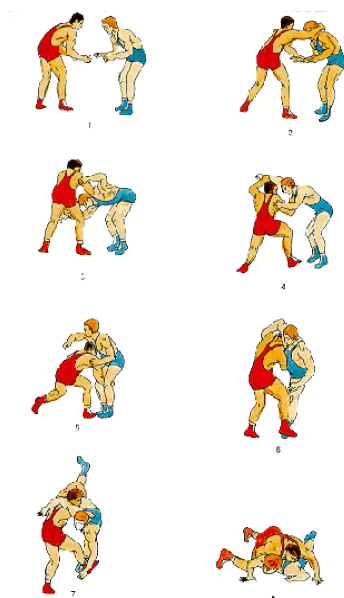
Universal with upper move with arm grip

Below the elbow Main Part Flow his elbow up and forward. Archæatinghis hip with his knee out. Don't let his leg in. To sit at the opponent side.

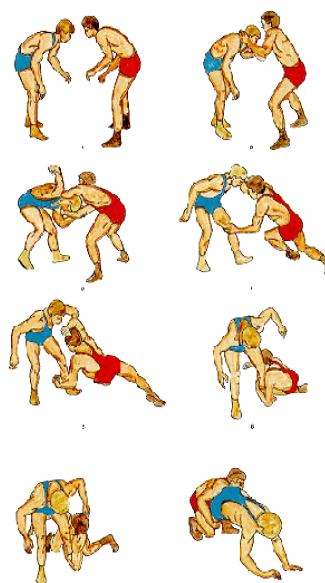


turn with arm elk and leg hook Main part arm and leg hook. Heavy Halon up and back. Control of the opponent with arm and leg grip. Don't get his arm. Keep up the four-point posture. Lying in the mat.

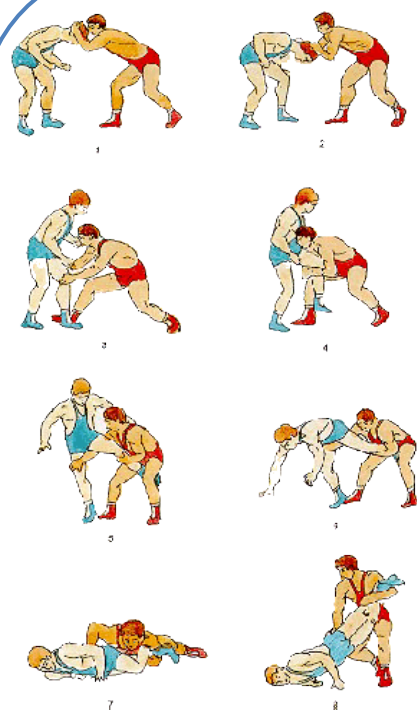
Fingerprints



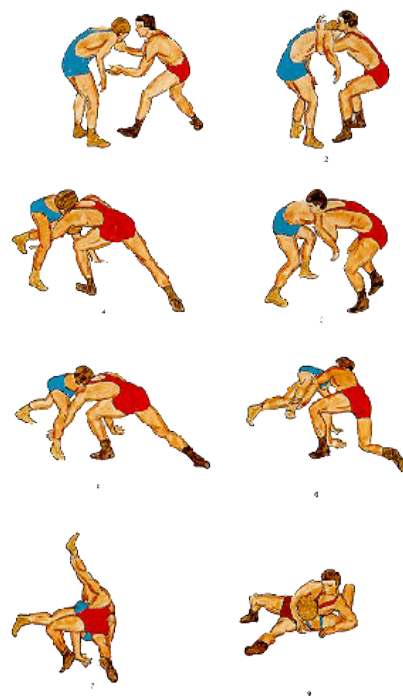
Takle to a head leg
On the outside and down.



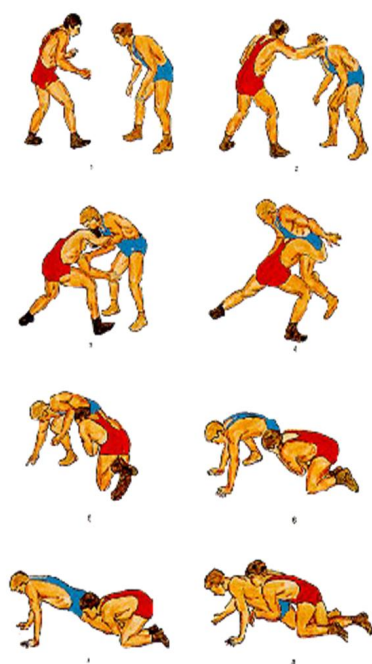
Lateral takle entrance to the ankle
and takes down with a backpass.



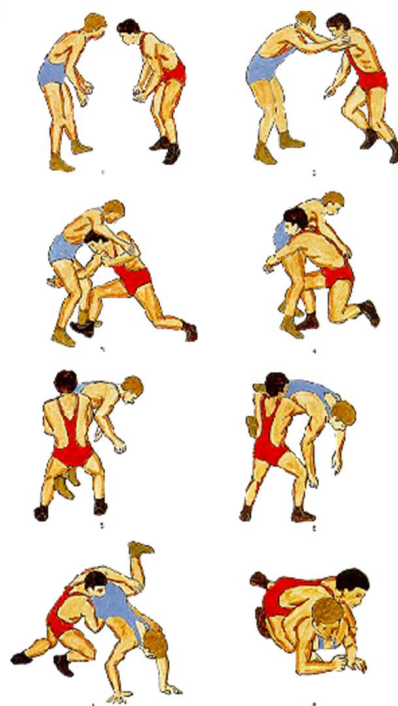
Takle with head and inside with an arm
arm to the opponent's back leg
foot push forward



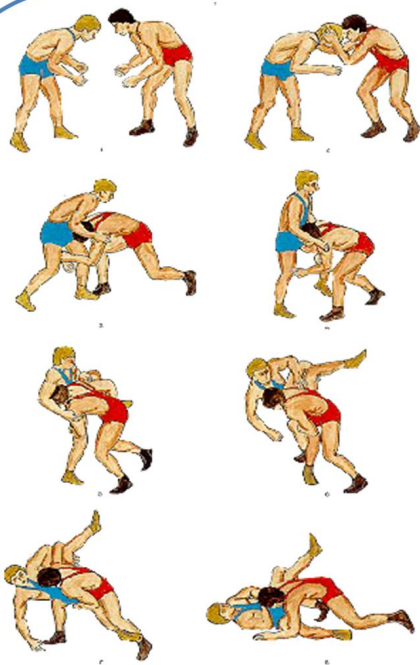
Rejected head and ankle grip,
with his ankle to conduct a sudden and
strong with halon of his head



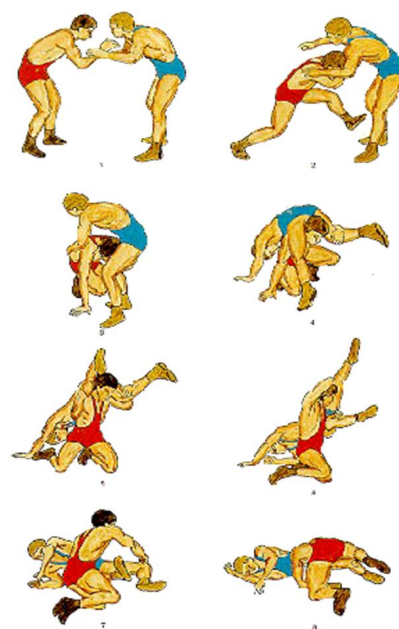
Entrada de takle a una pierna con cabeza por dentro empujón , derribe y pase atrás.



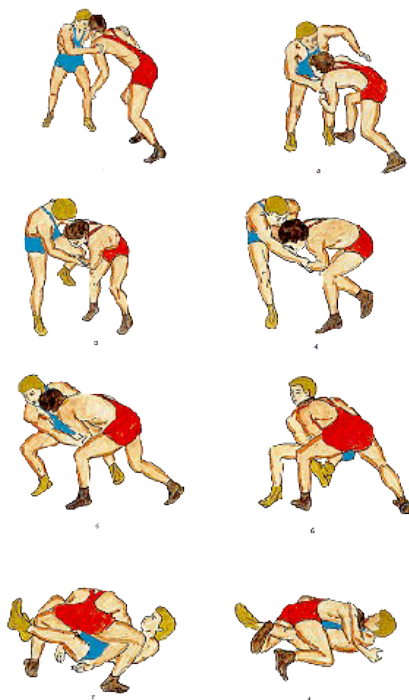
Takle a una pierna con cabeza por fuera , despegue, proyección y pase atrás.



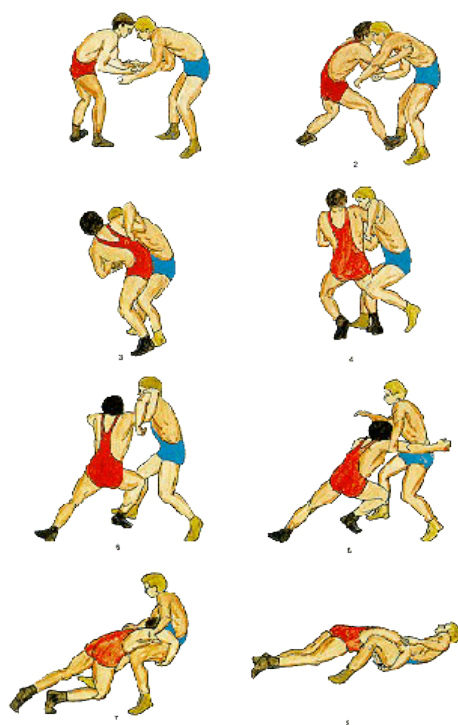
Derribe de takle entrada a una pierna con cabeza por dentro empujón con el pecho a la cintura y buscar la otra pierna



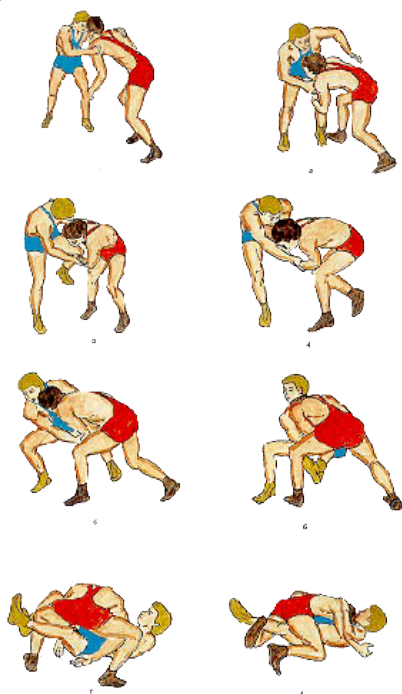
Derribe de takle con entrada de rodilla, tronco recto cabeza erguida que se introduce entre las piernas del contrario y en semi-giro se proyecta; hay que realizar el giro para donde el contrario tiene el tobillo agarrado



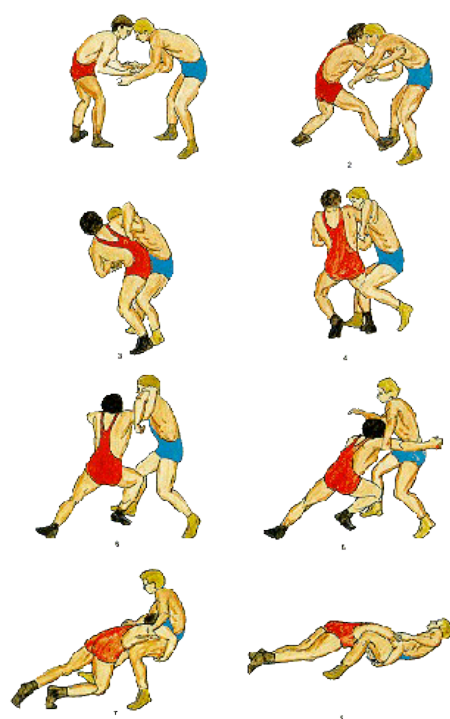
takedown and entrance with head inside.
A strong push about
his leg clung with his chest to
where have no point of support



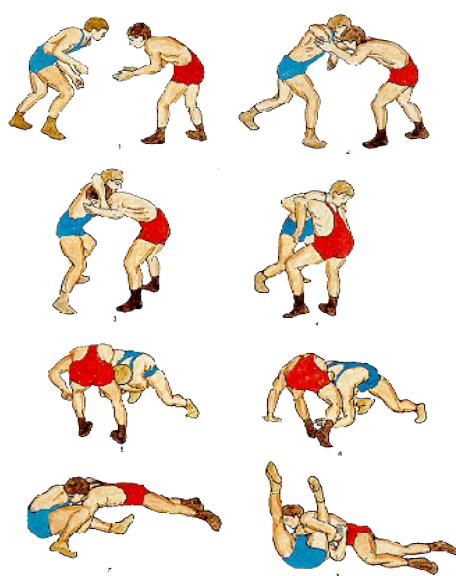
takedown with push to the front.
Combined with arm entrance under
from the armpits and his legs are sought for his
push



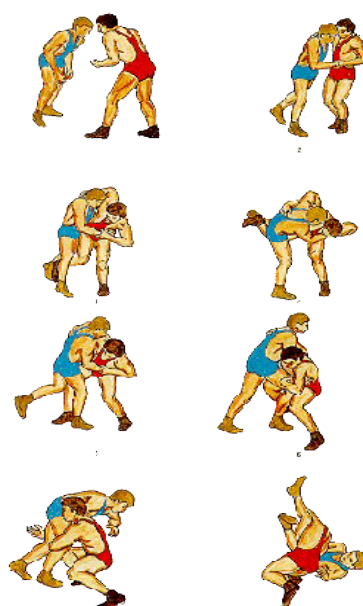
takedown with entrance and head inside.
A strong push about
his leg clung with his chest to
where have no point of support



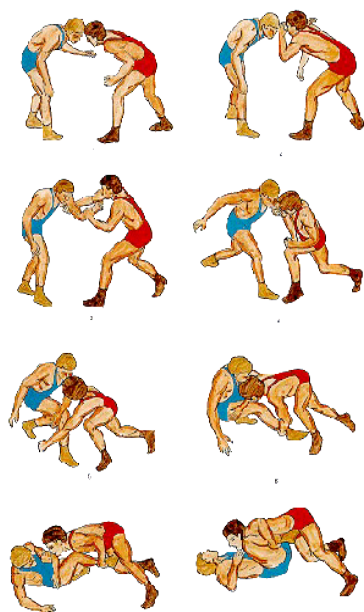
takedown with push to the front.
Combined with arm entrance under
from the armpits and his legs are sought for his
push



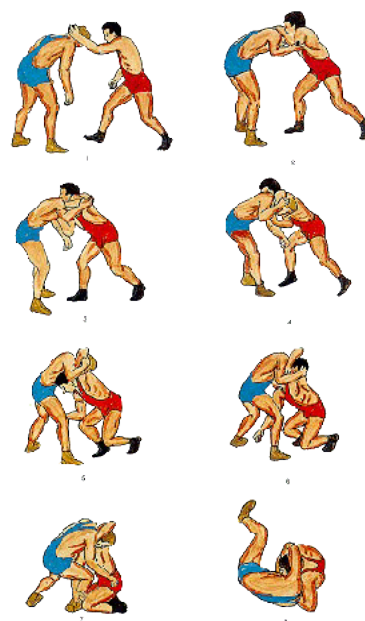
Head and leg defeat with clasp padlock. It takes place by holding his head with a strong halon down, and his head goes between his armpits and his leg by closing his padlock



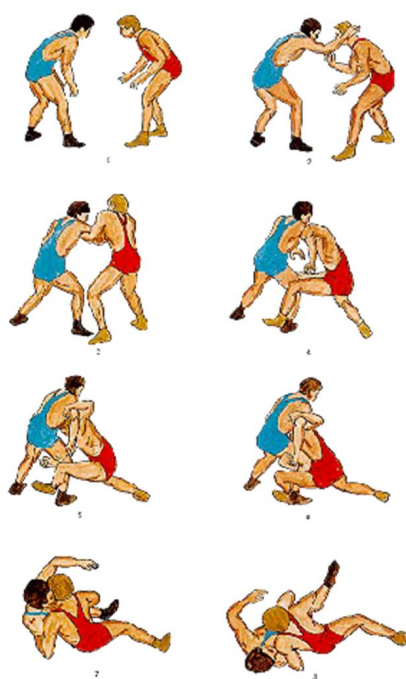
Filling combination from arm grip up. He removes his leg from his opponent and looks for an entrance to his legs performing the takle movement



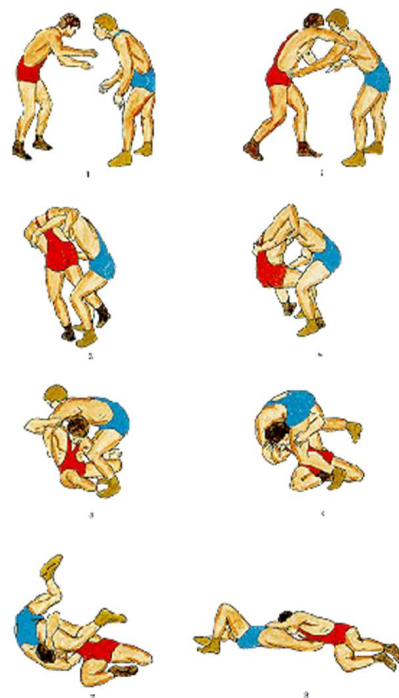
Take an arm with both of his opponent. A halon goes down and to the front, as soon as his leg moves forward, and then puts a push to his leg and knocks his opponent with takle.



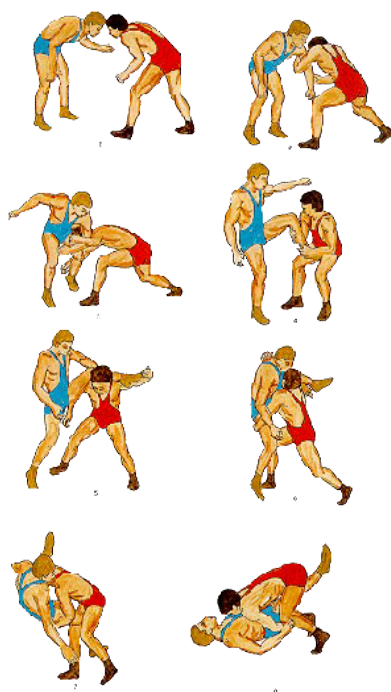
Fold with head and ankle grip. A halon is performed ahead and an ankle of the advanced leg of the competitor and saw with padlock head and leg



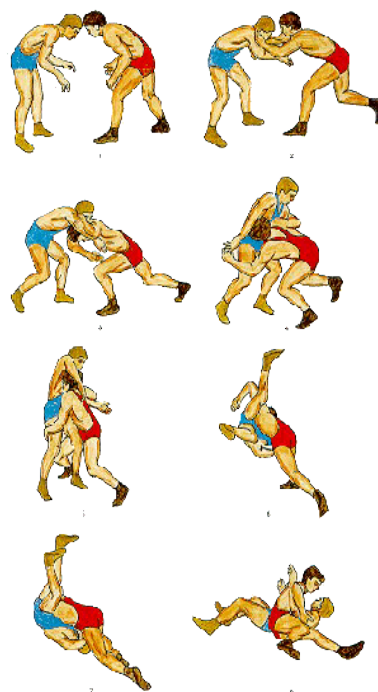
Agarre de dos brazos a un brazo. Se calza la pierna del mismo lado del agarre del brazo y se empuja adelante buscando la otra pierna, derribando al oponente.



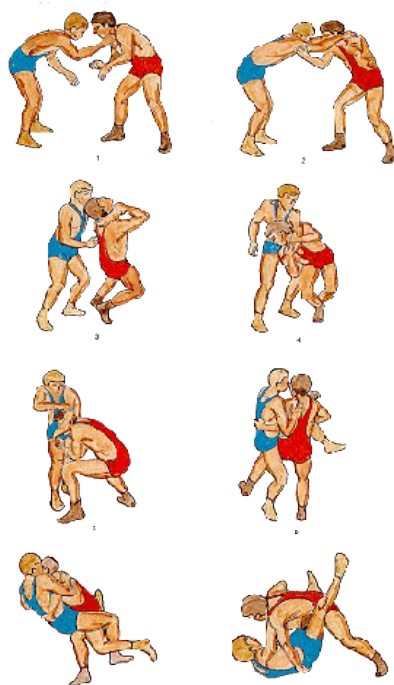
Combinación de agarre del brazo por arriba, un barrido de pierna de engaño y buscar el bombero para su proyección.



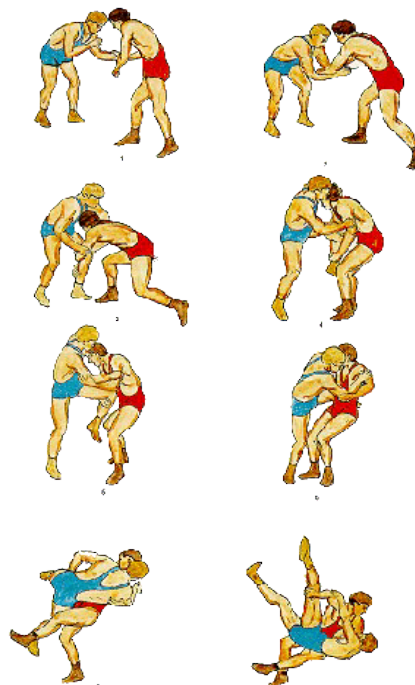
Projection of takle to a head leg
inside. He goes into his leg and gets up and
crosses his shoulders and up
The opponent to project.



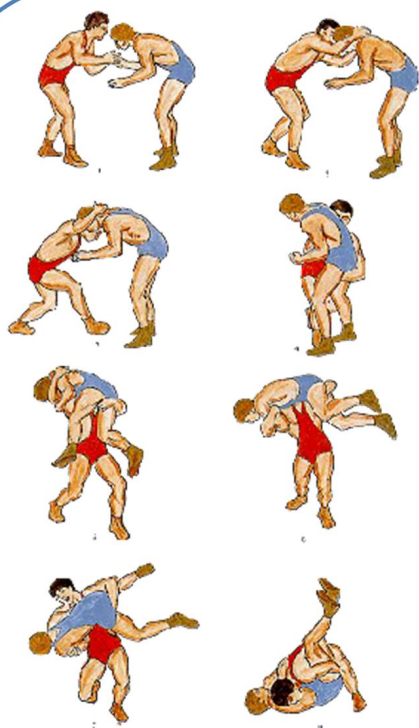
Input to takle at both legs
with push and take-off to project
the opponent at the mat



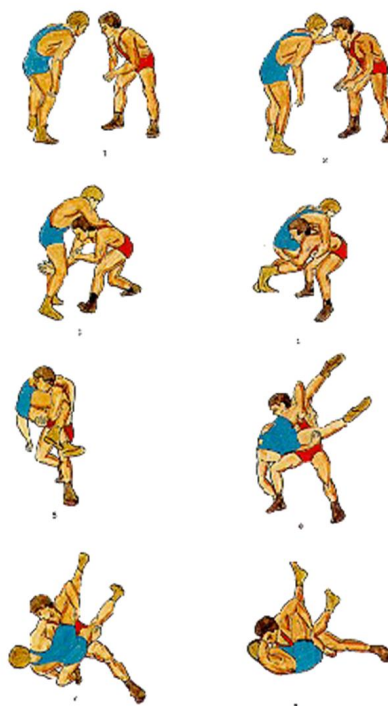
Combination of arm turn and entrance to
Take a leg with an outside head and hold
an opponent's waist to
Produce with pat inside



Tackle entrance to an inside head leg. He
gets his arm up and his arm's up.
with an opponent and with a semi-
scrolling projection

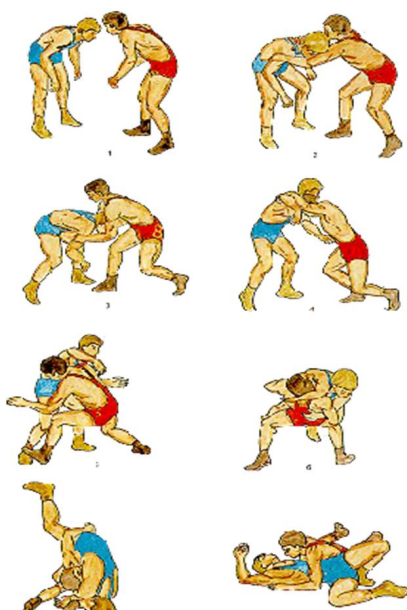


Duck-under with neck-and-thigh control. Lift by pulling the thigh while controlling the arm, then complete the throw.

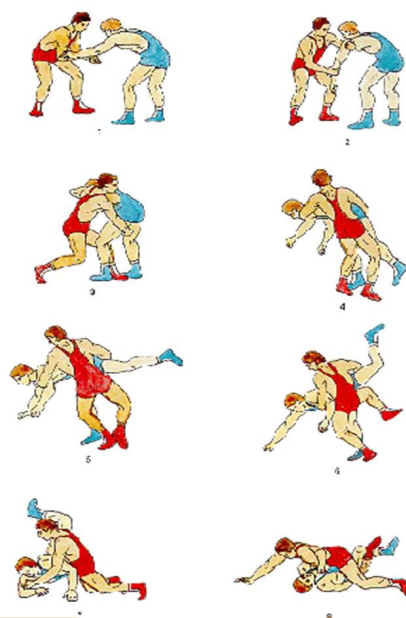


Outside-head single-leg takedown. Lift the opponent while controlling the neck with one hand, then drive and finish forward.

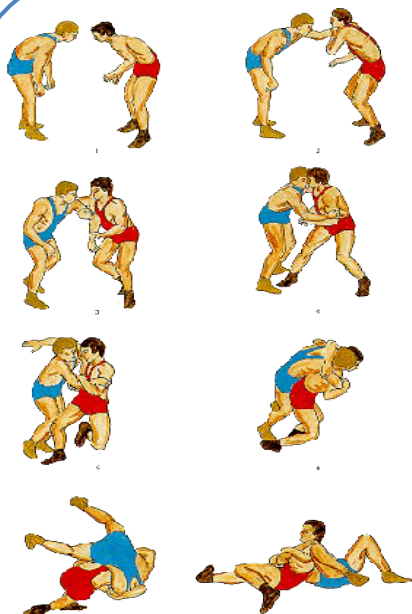
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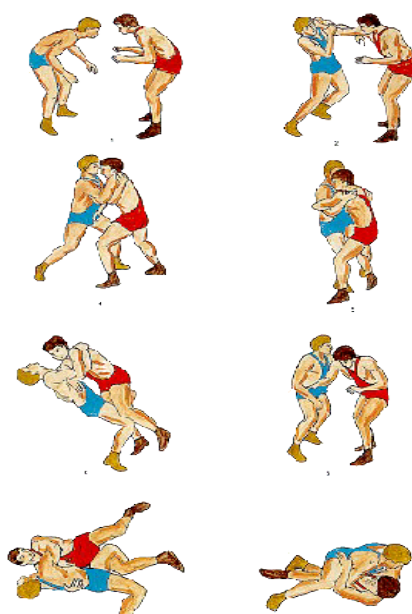
Suplex from a leg entry with the head outside and control of the opponent's arm. Step the hips in, lift into an arch, and finish with a half turn.



Arm pull with thigh control. Lift the controlled leg, hook the opponent's supporting leg, elevate the grip, and complete the throw.

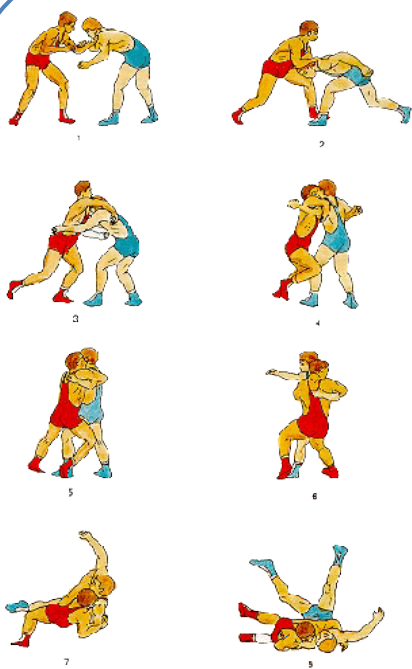


Head-and-arm turn. Pull the opponent in, rotate the hips with the knees flexed, secure the arm and head, and finish with a strong head-and-arm pull.

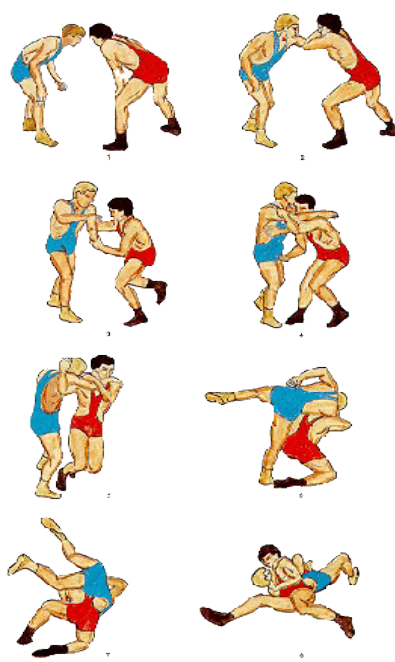


Half suplex. Control one arm from above and the other under the opponent's armpit. Block on the overhook side, arch backward, make a half turn, and finish the throw.

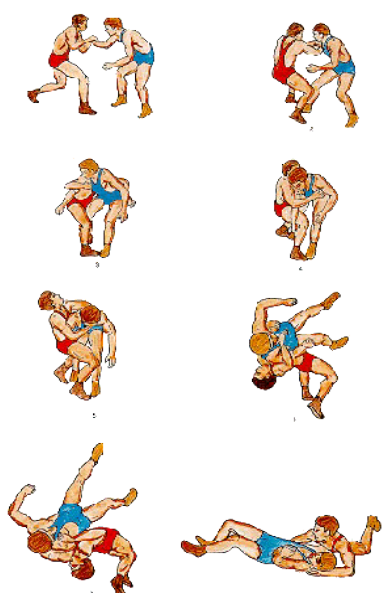
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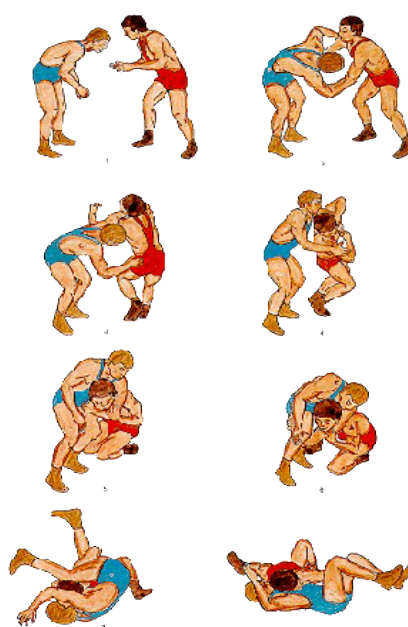
Semi-suple with leg pail. The trunk grip and one of his legs pits at his of the opponent, a half-turn and push back to project the opponent.



arm turn. Preparation of movement by holding his arm strongly, turn his hip with his body and a ventric.I bending with arm halon to project

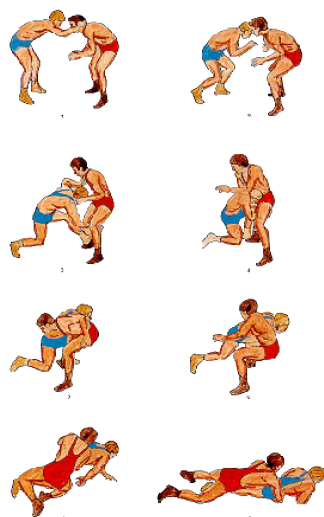


Projection of an extra. Input with arm halon, padlock with arm grip and opposition waist,
Take-off with hip boat and atoning or taking off

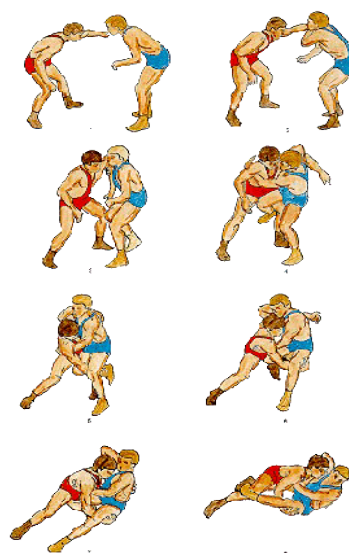


Sacrifice hold arm total turn
and projection with a strong halon down

TRA ATAQUES FOR FIRE POSITION



Reg entry. He contrats-- attacks with Suiche and goes back.



Contra-attack of the leg hook and Semi-suple, cling his leg and pushing his opposition up



1



2



3



4



5



6



7



8

Two-arm turn: step the hips in with the leg straight, pull forcefully forward, and complete the throw.

Arm turn with forward pressure, a leg hook, and a finishing throw.



1



2



3



4



5



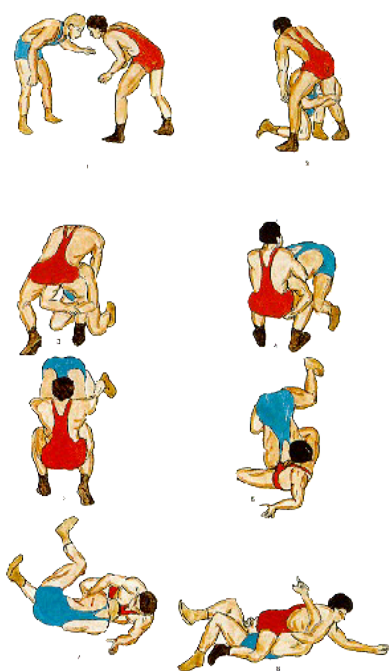
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7

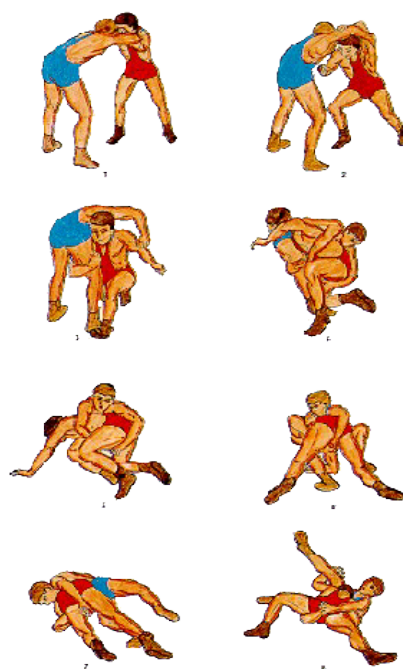


8

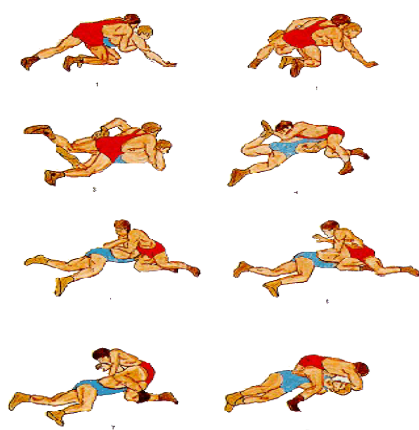


Attack his leg with his head inside.
He's counter- attacks with a head grip,
necks and necks with turn

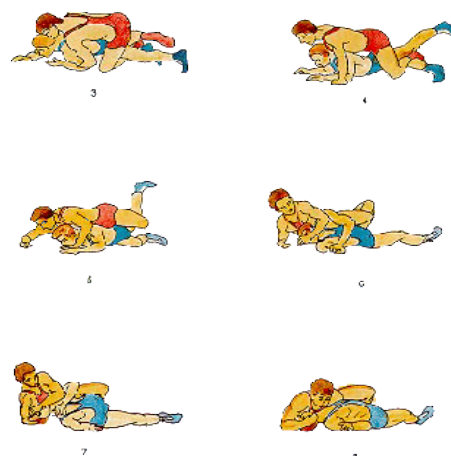
Attack to his leg. The opponent conduct
anti-attack of Turkey and the attacker
conduct codeo of the Turkish



4 points

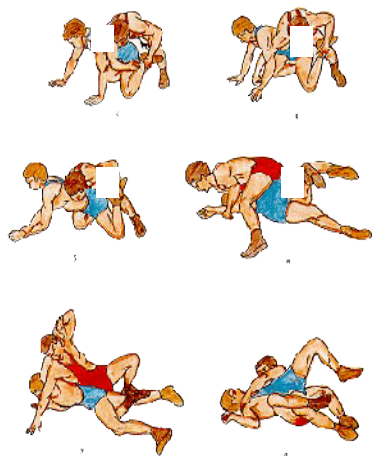


arm restraint passing
To an arm and turn lever or turn
with turn looking for final breast
stink



Take his leg with two legs
and enhance the four with a
move across the hook with a
head and arm grip looking for
his chest to his chest

Two-legged hook to an opponent's. The opponent arm is sought to his leg that's been glued and his arm's been put through his head and his arm's been put up and his chest to his chest.



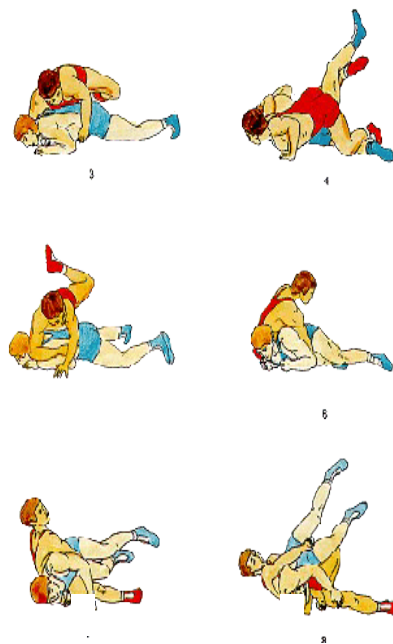
The nearest leg will be leaked and the one with an arm will be attached. A halon and push are performed

with his or her chest performing his or her turn or turn, the end to seek his or her chest.

Two legged to one, but
Double that of the opponent, the four are
performed and moved to the other end
with a grip from the chin.



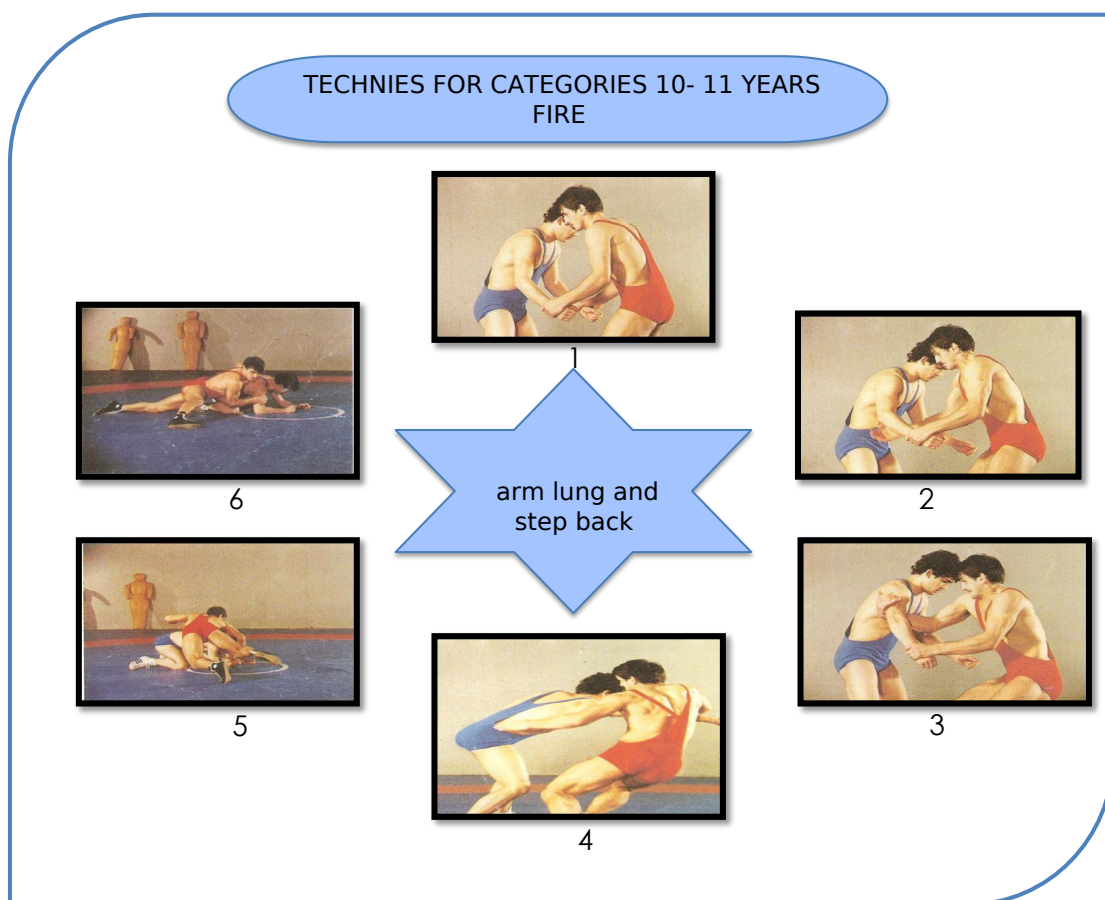
The Turkish. He lies at the front of his opponent,
It's mounted at the top of a leg, which
stretches and the other half-flexed, is
projected for an opponent's head.

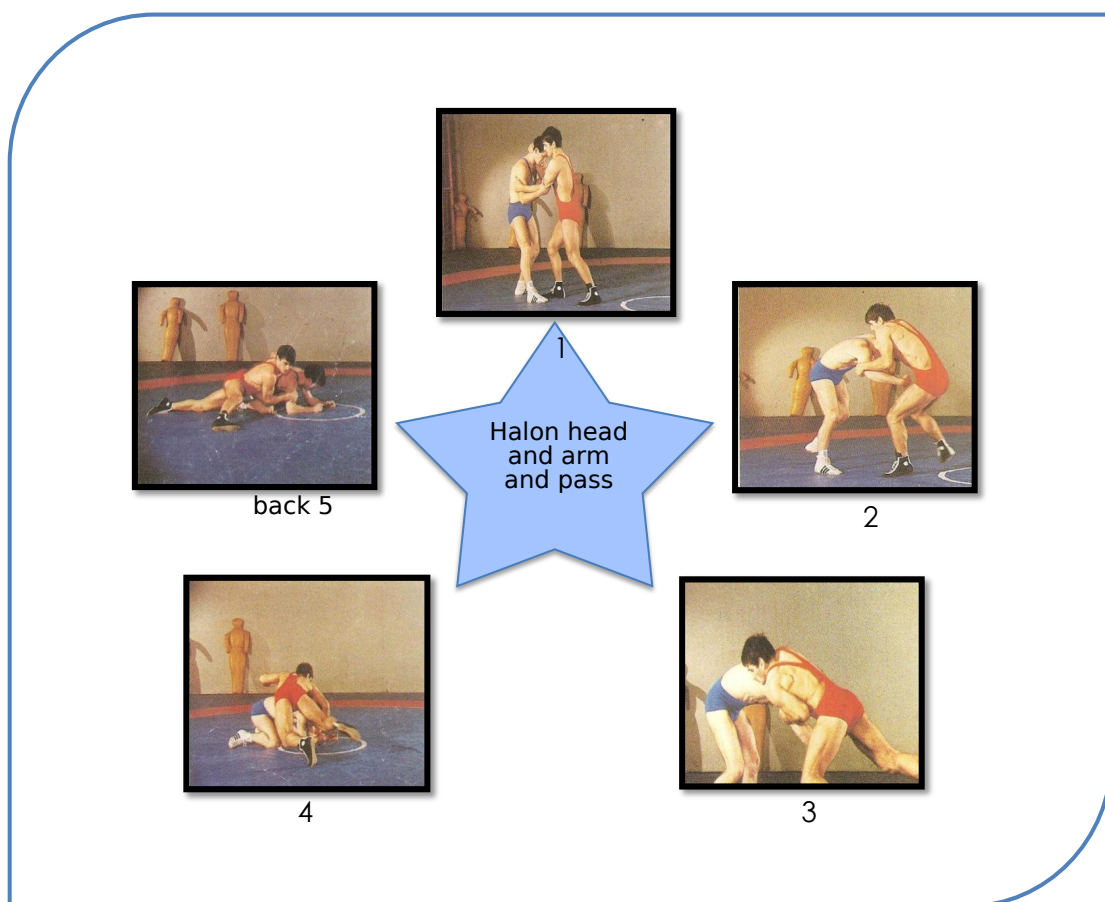


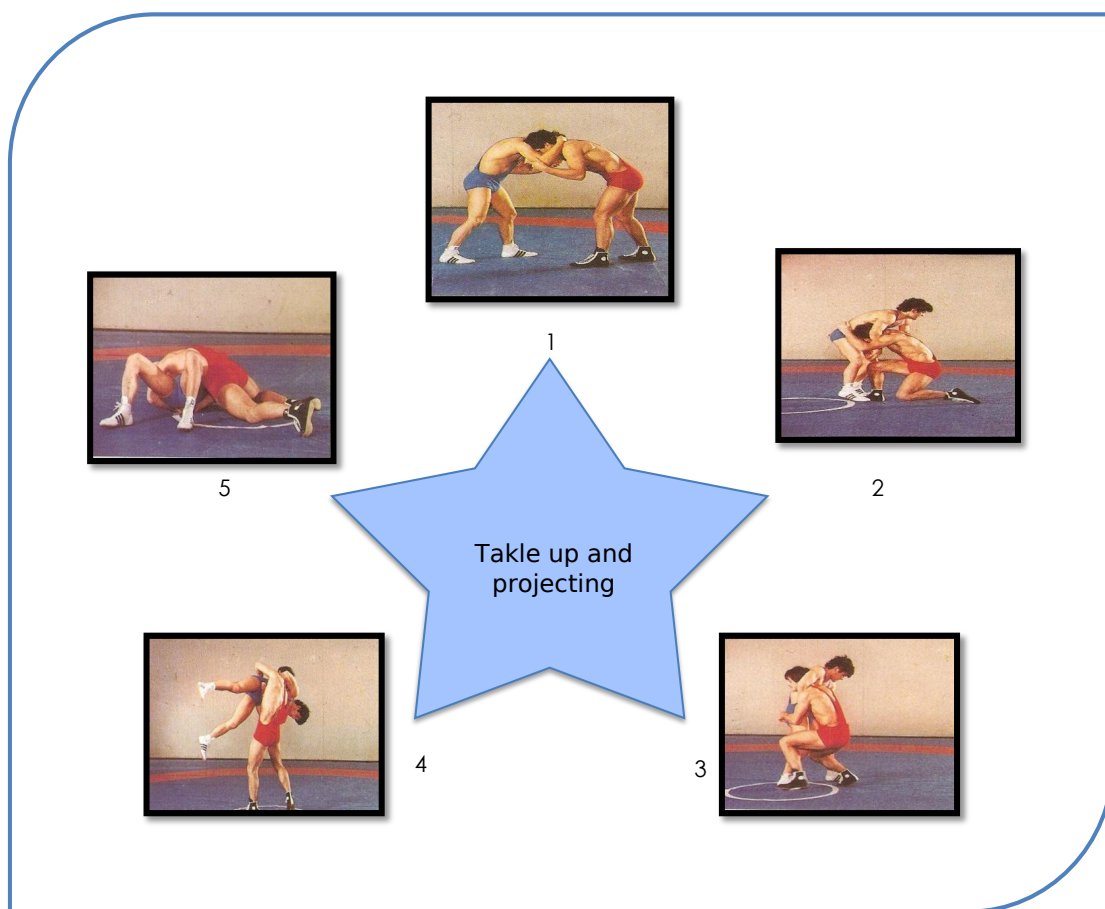


Control technologies

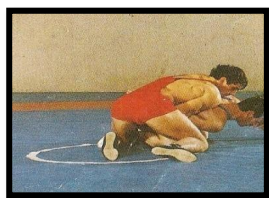
Greco-Roman



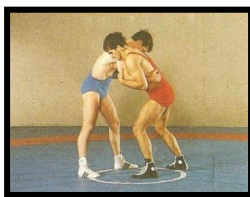




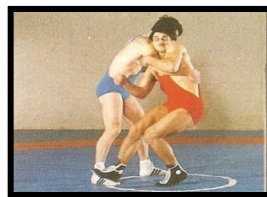
TECHNIQUES FOR CATEGORIES 12-13, 14-15 YEARS AND CATEGORIES



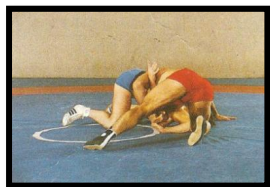
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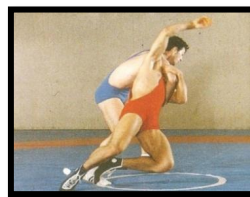


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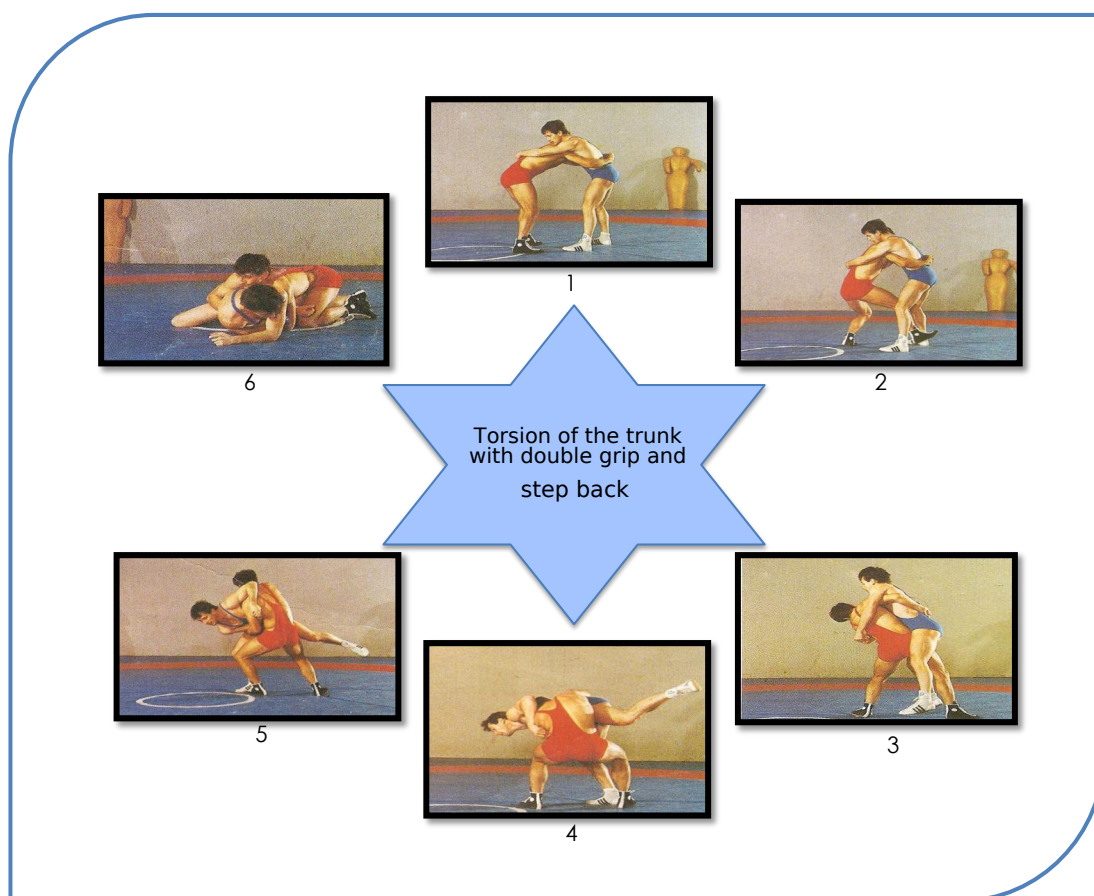


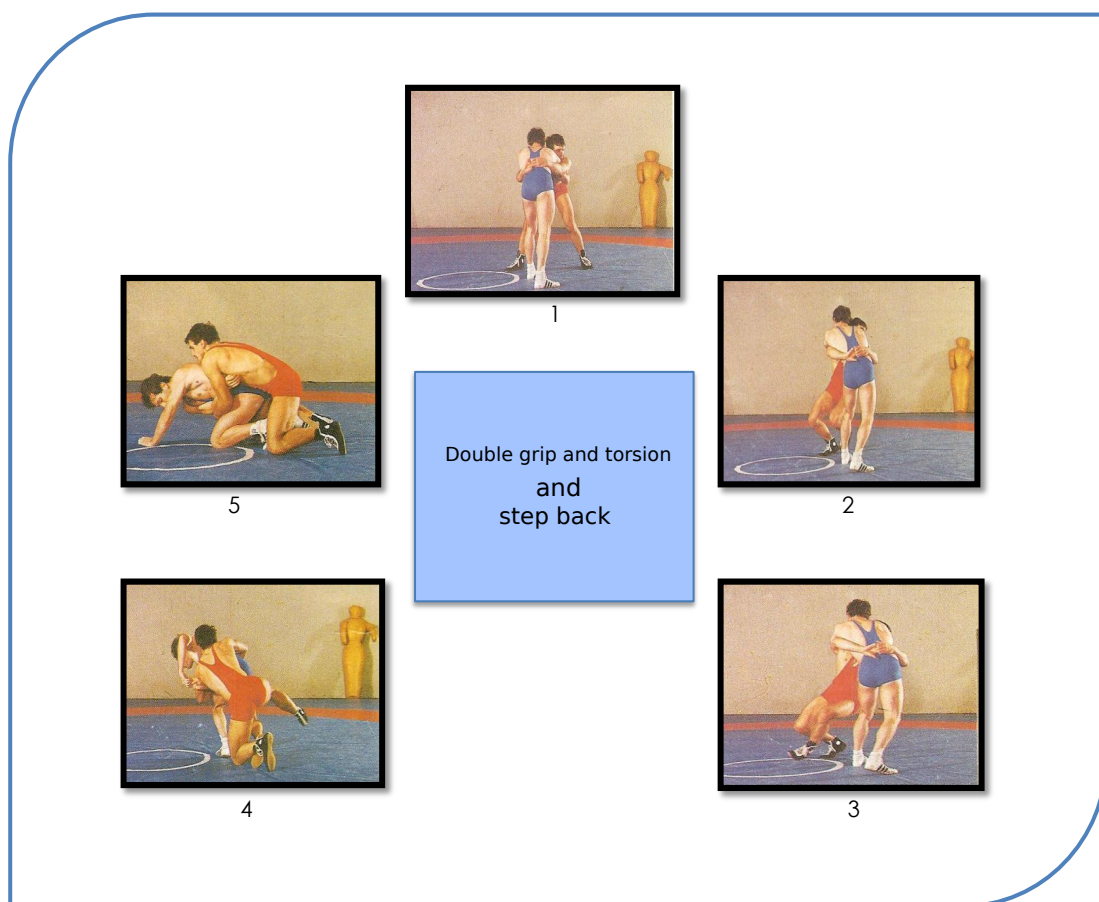
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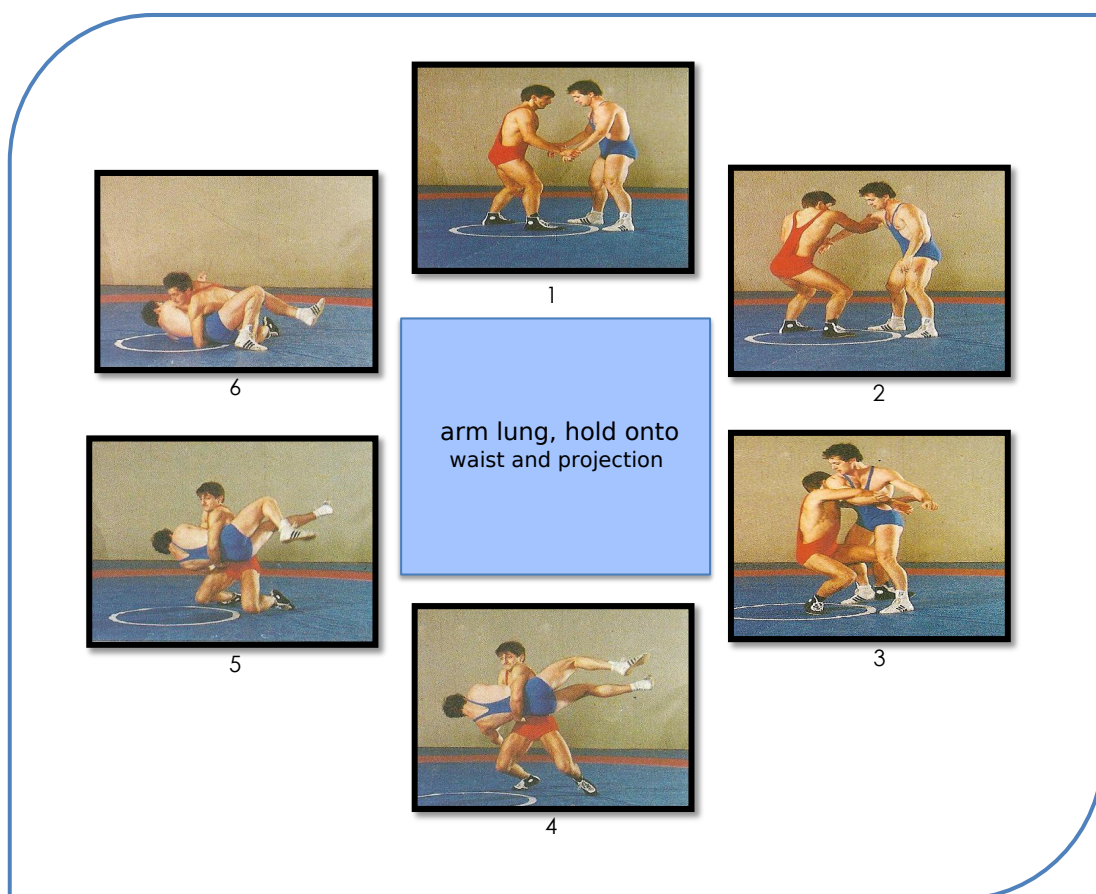
Sacrifice
with pass
back



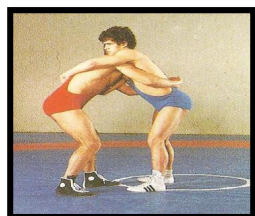
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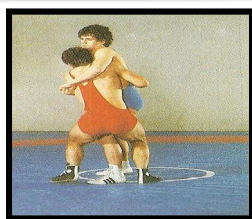




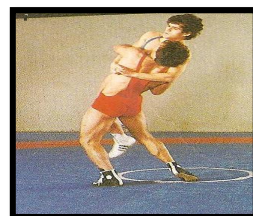
TECHNIQUES FOR JUNIOR and ADULT CATEGORIES.



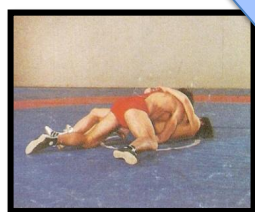
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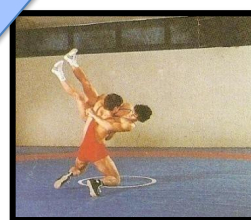


3

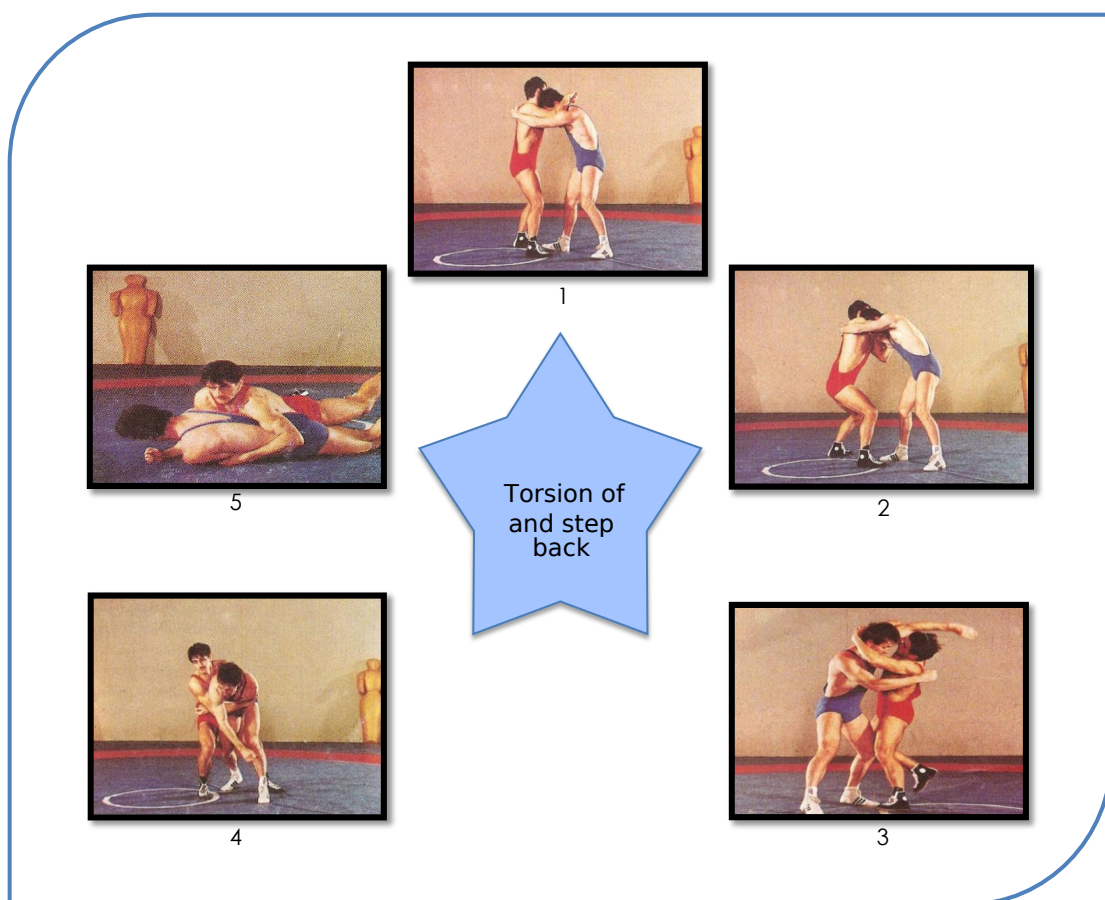


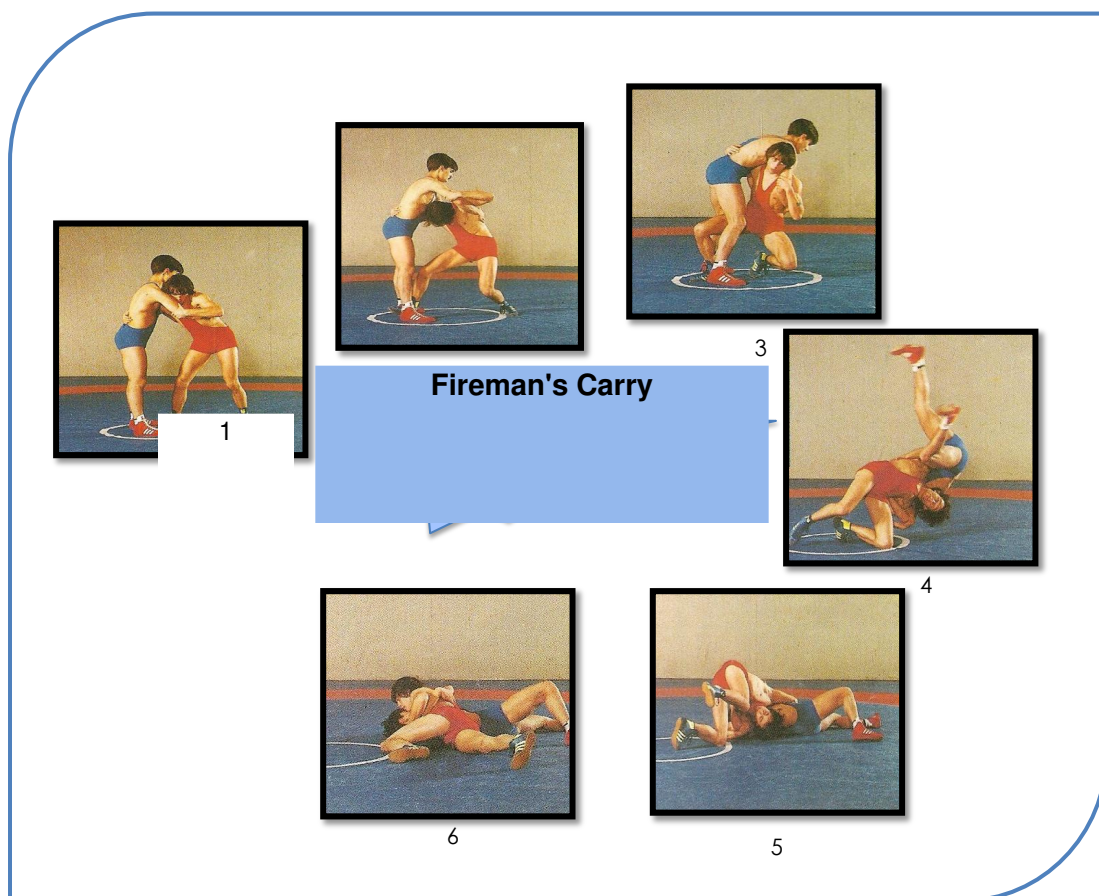
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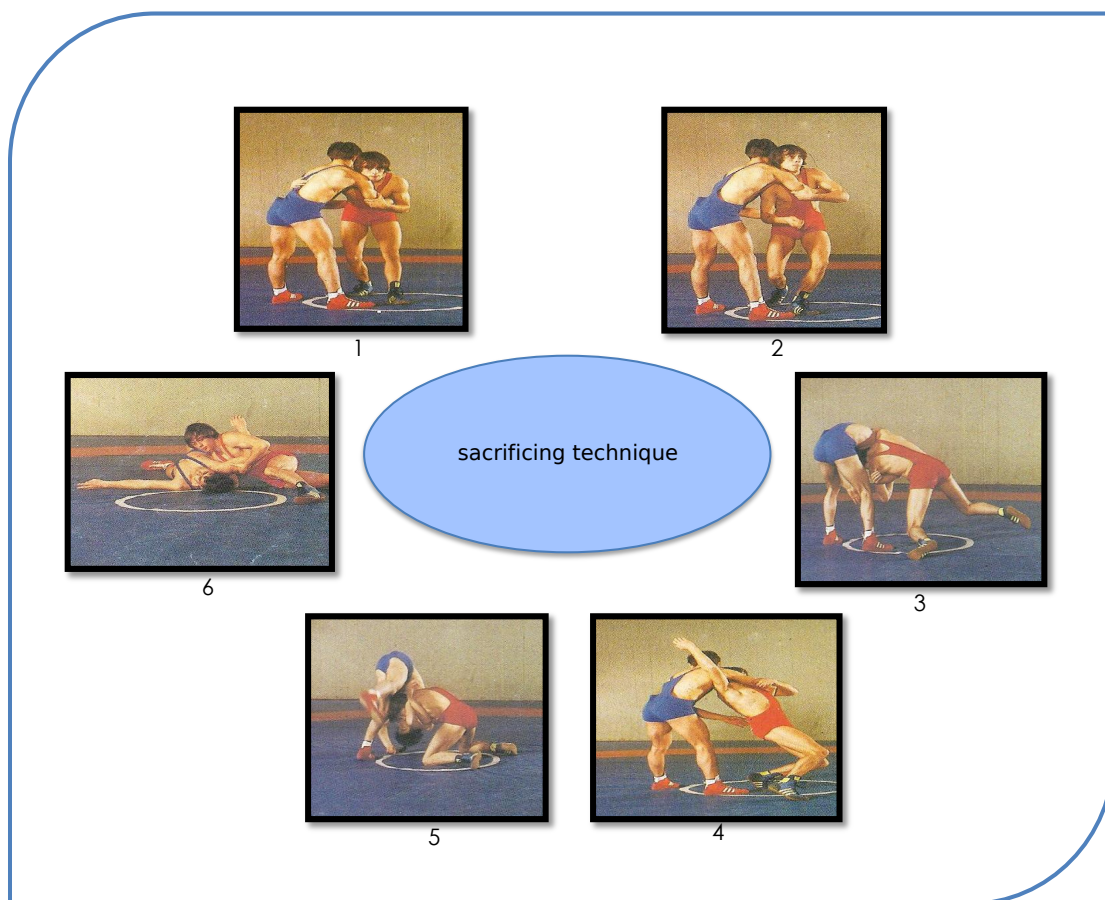
Double grip and
semi-
I did.

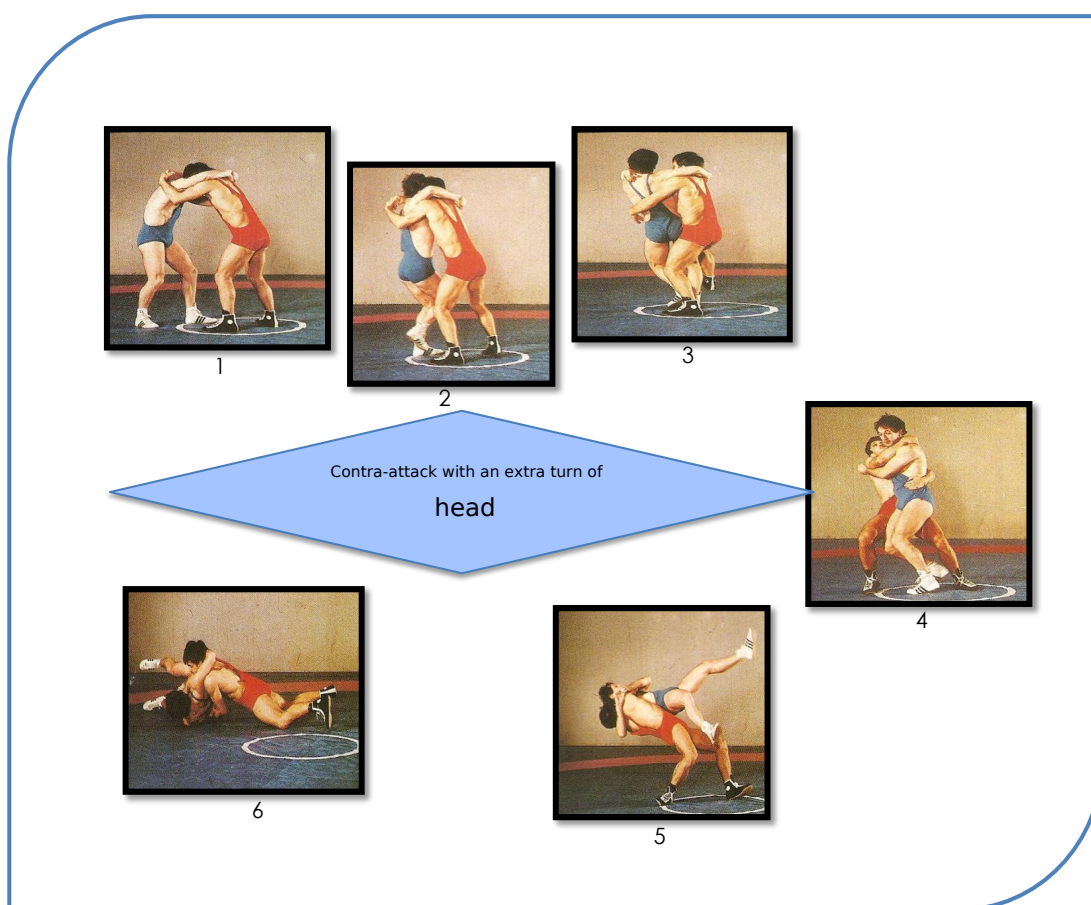


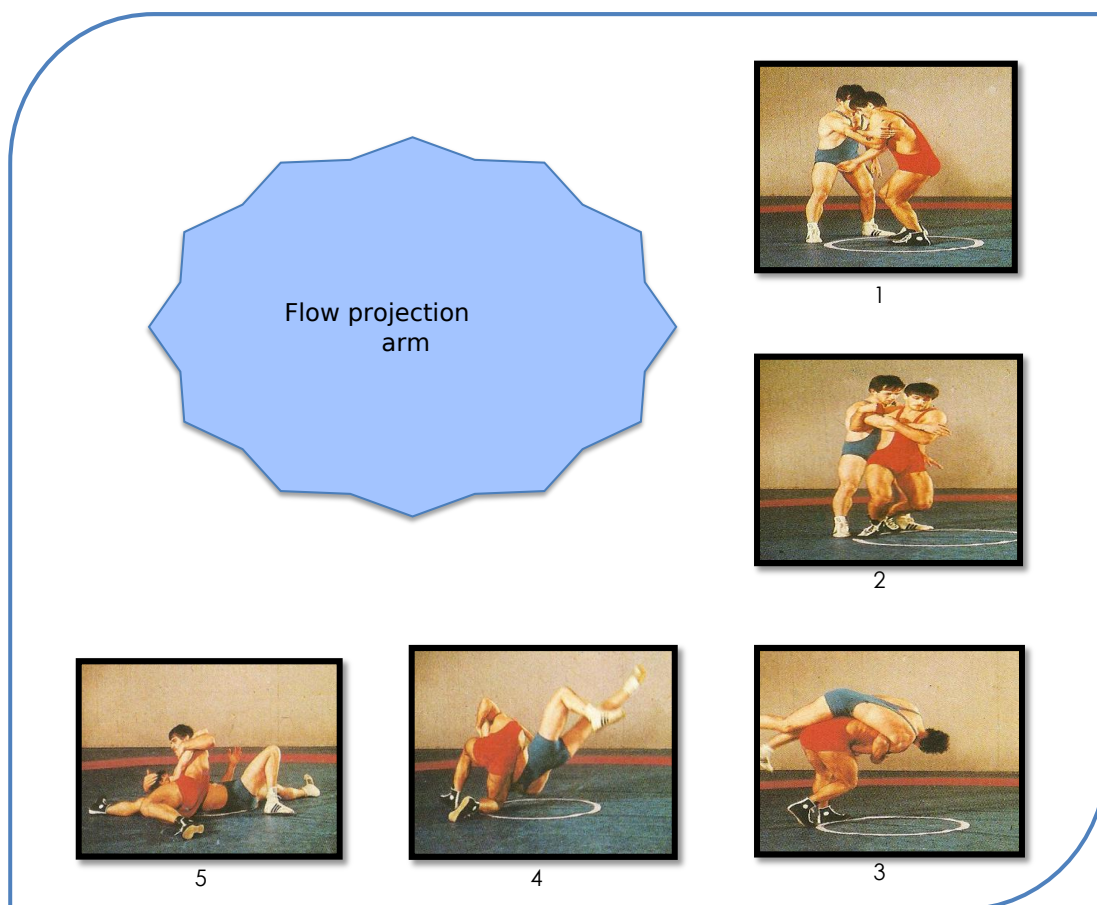
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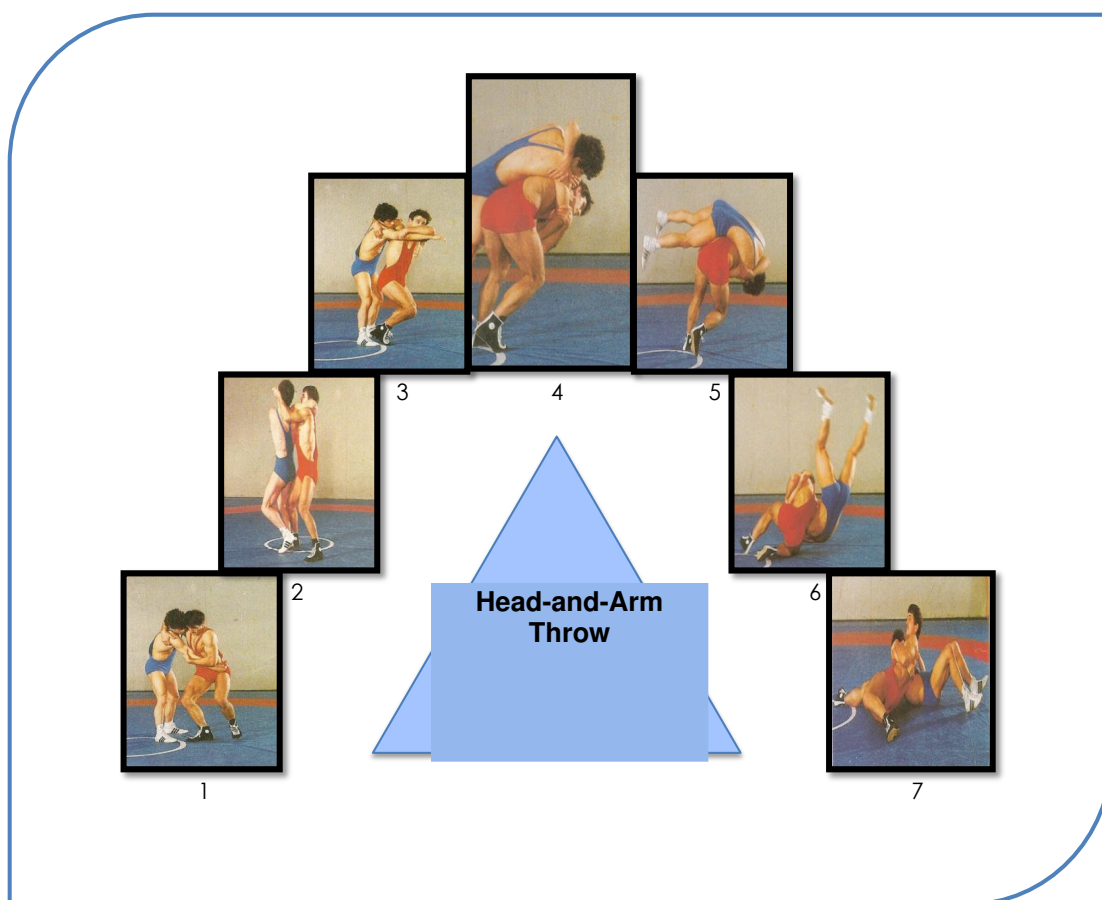


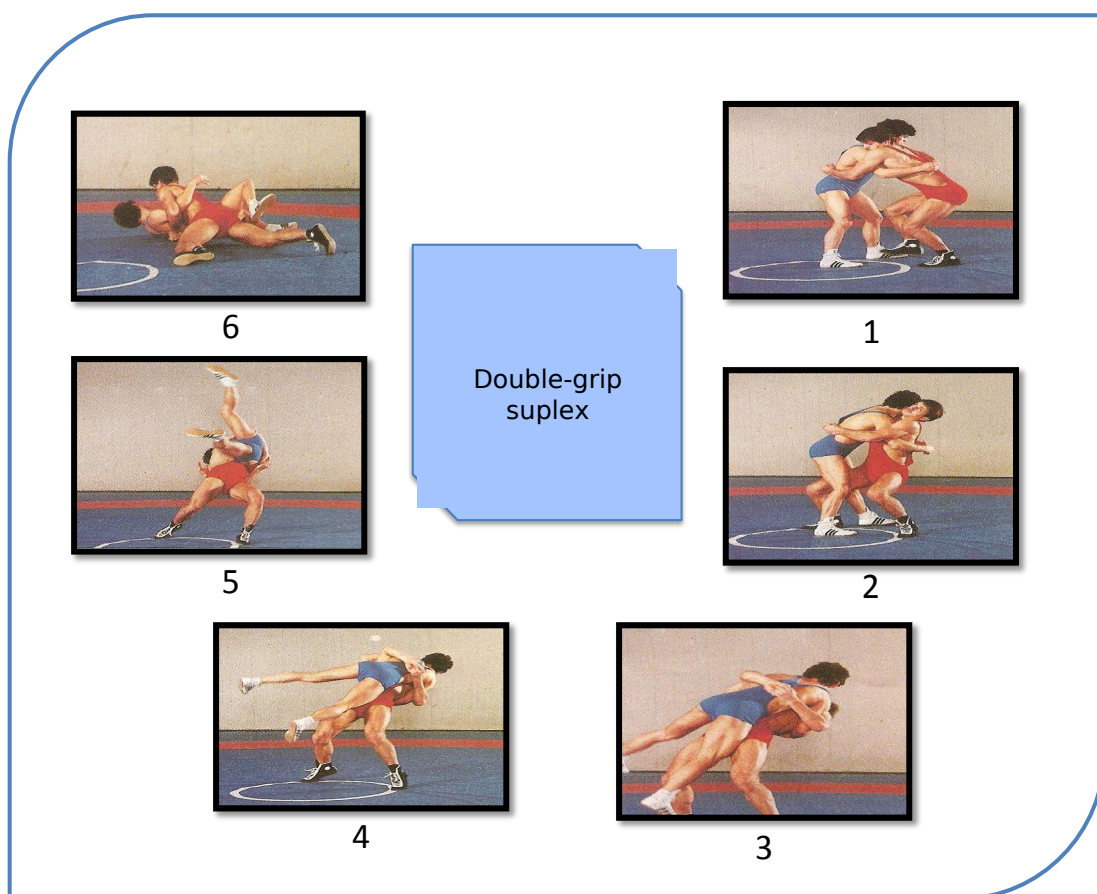


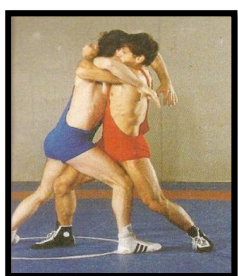




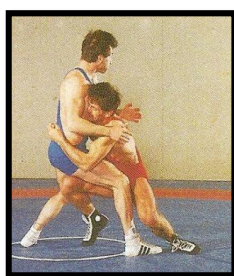






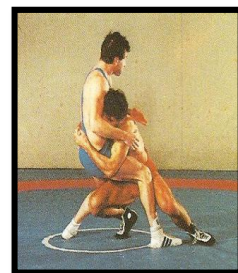


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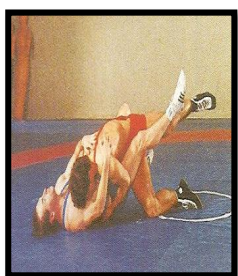


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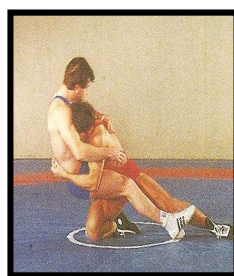
Take them under the armpits and take them with a push face



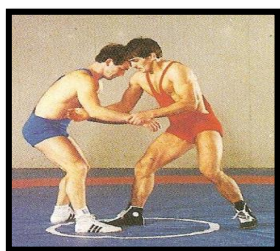
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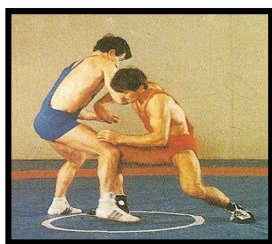
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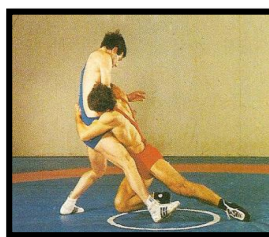
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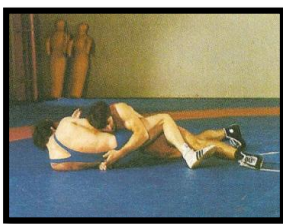


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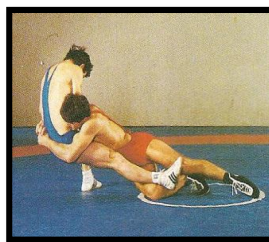


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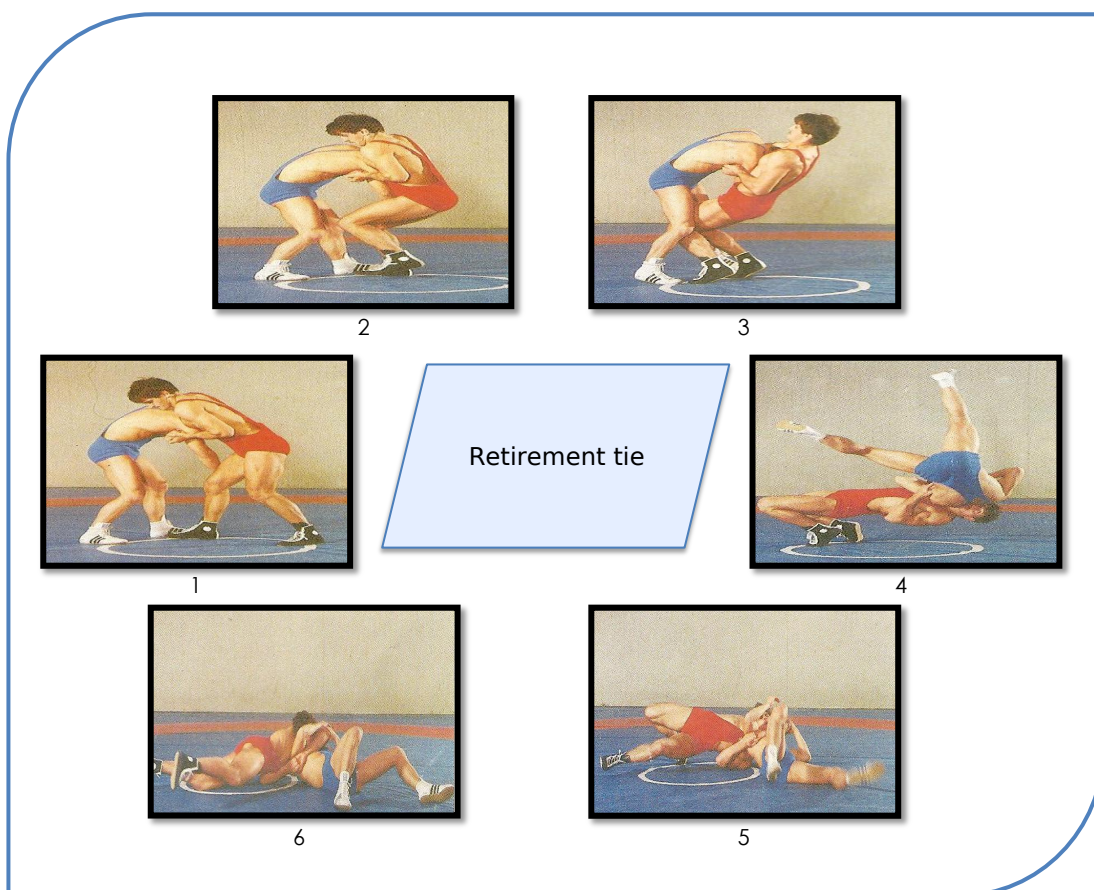
arm lung and take
with a push to the front



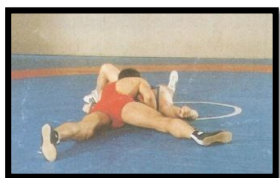
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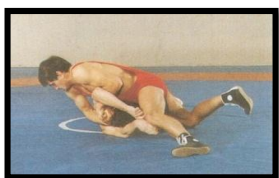
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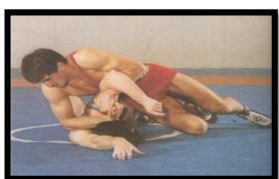
CATEGORY 10- 11 YEARS



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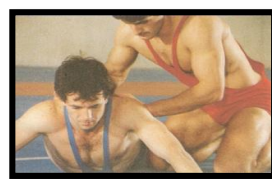


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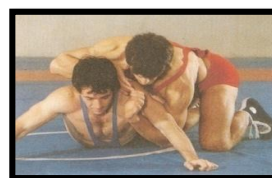


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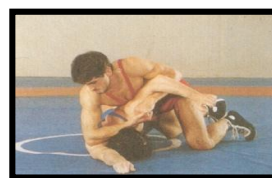
turn or Flow
with half Nelson



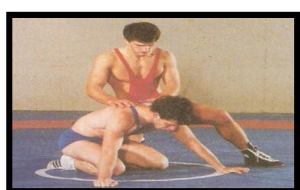
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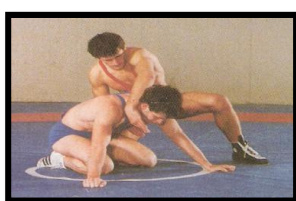
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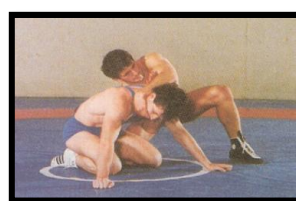
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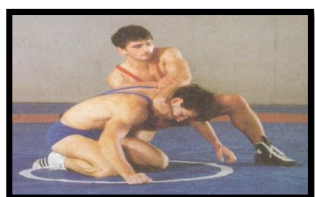
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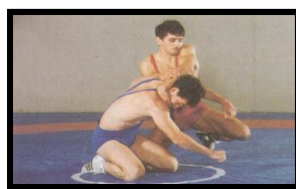
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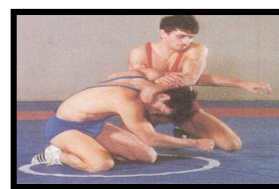
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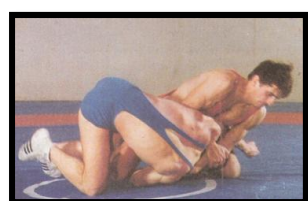
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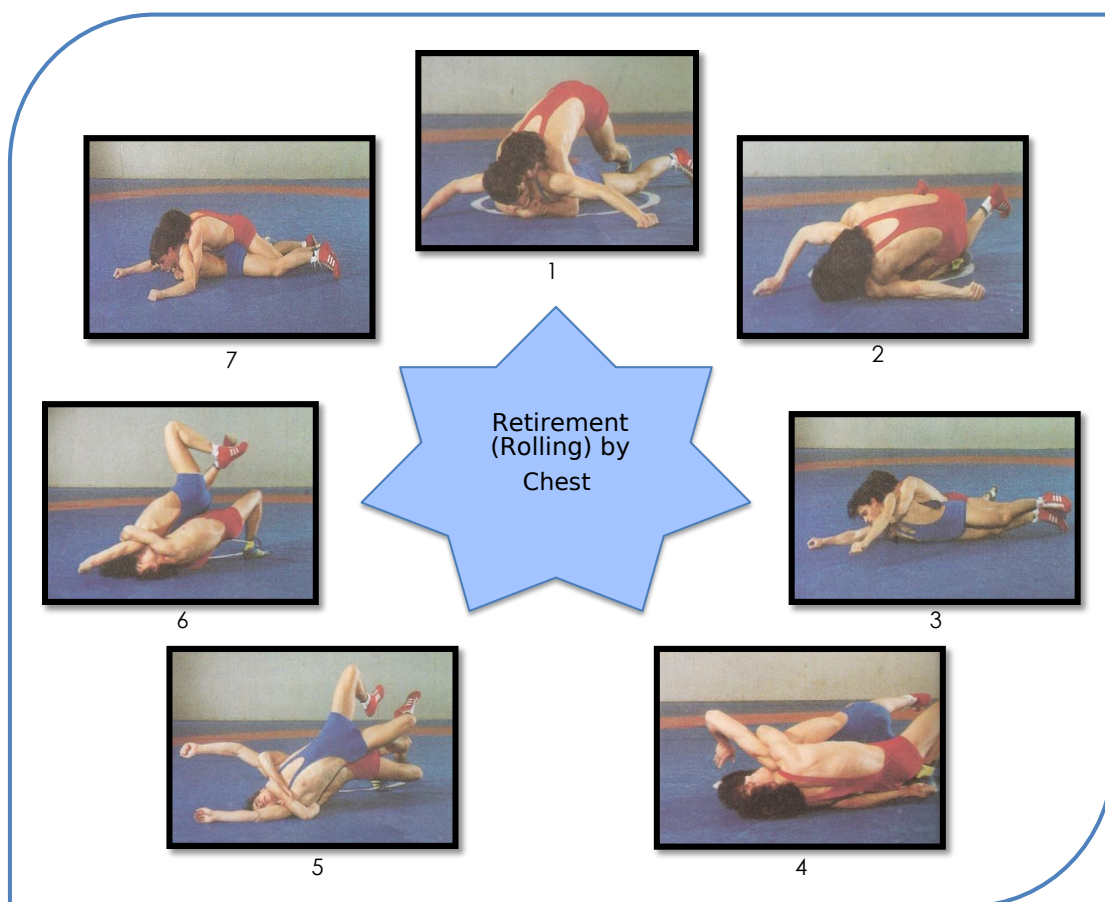


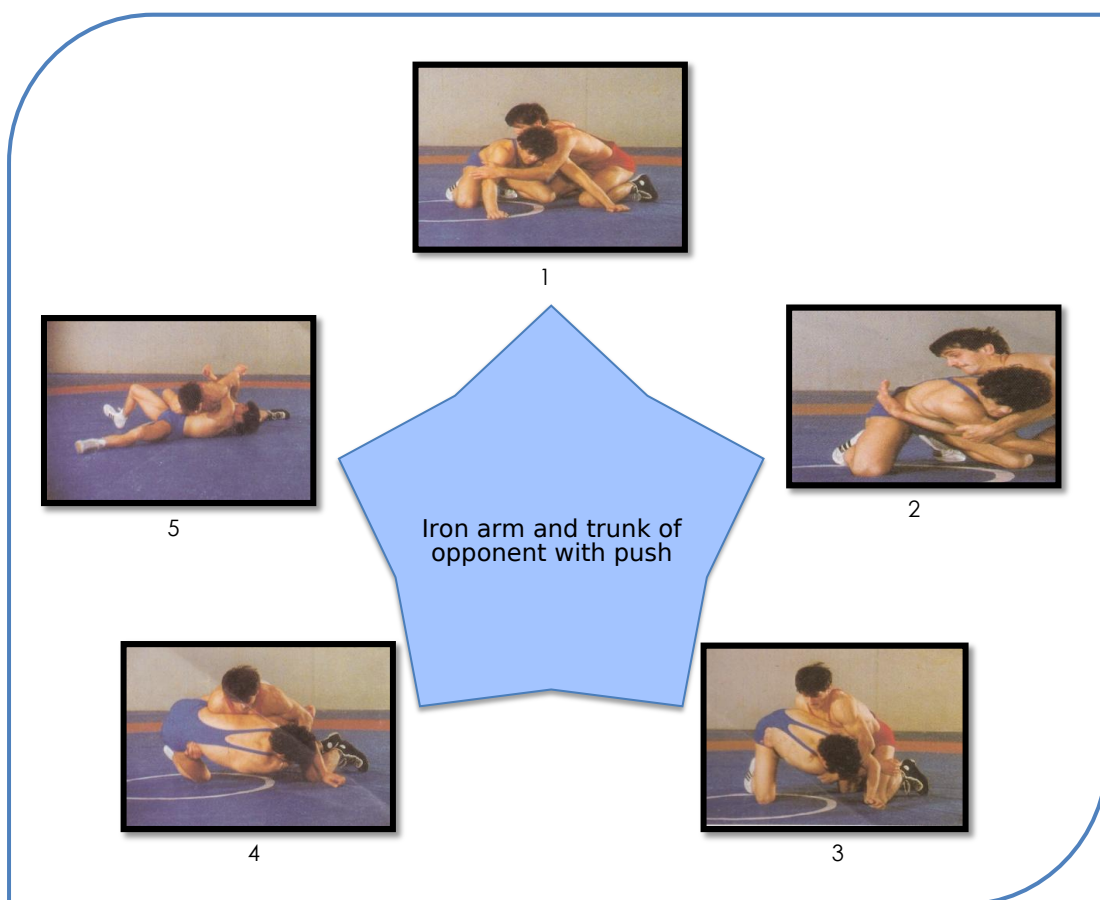
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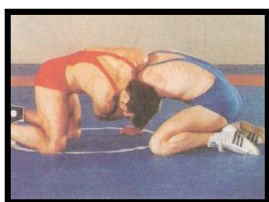
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arm palanca
and neck

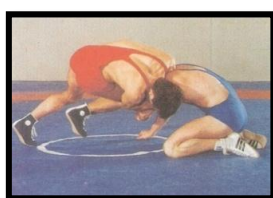




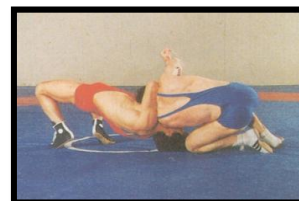
CATEGORY 12-13, 14-15 years old and old.



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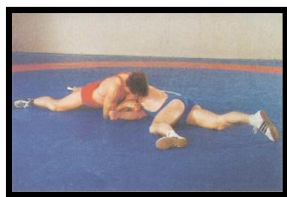


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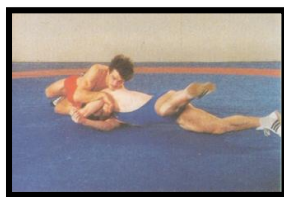


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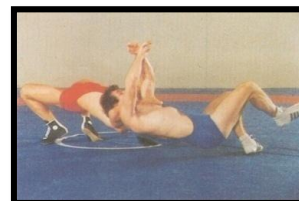
The tie: hold head, arm and turn complete



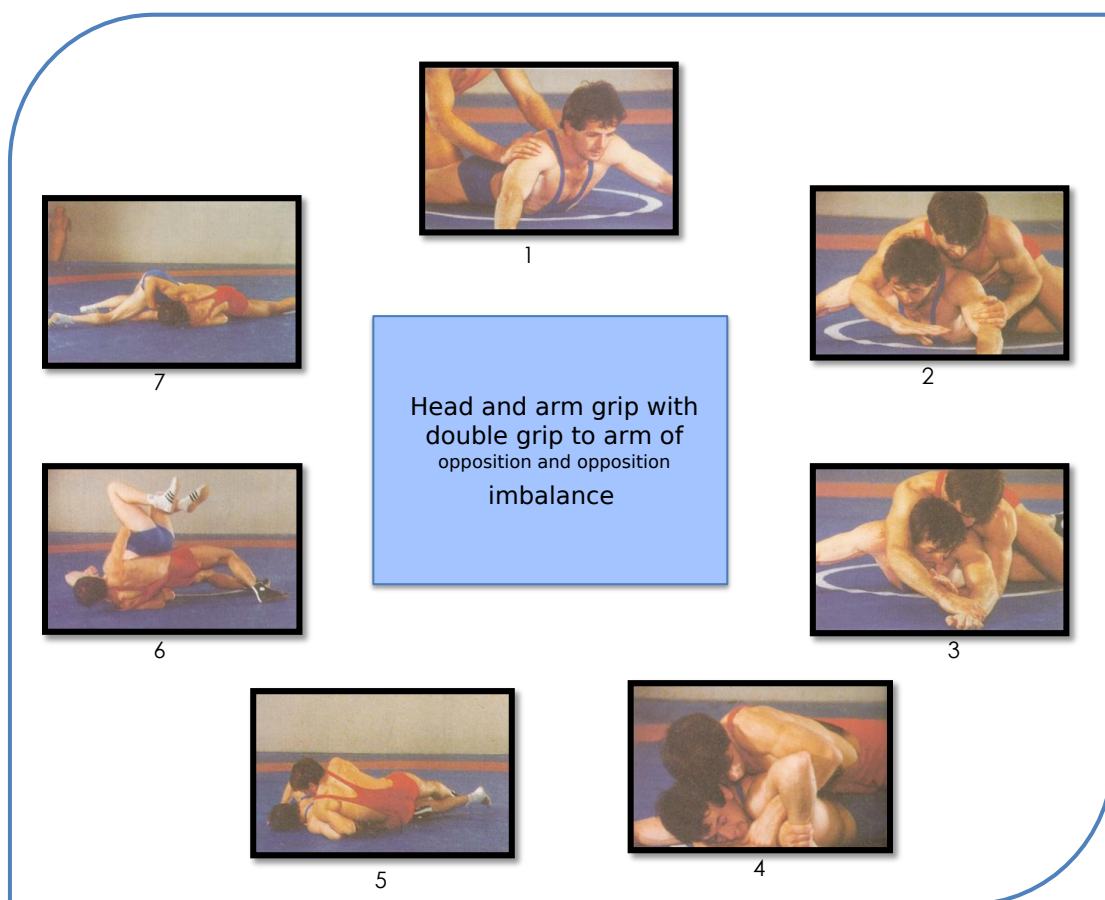
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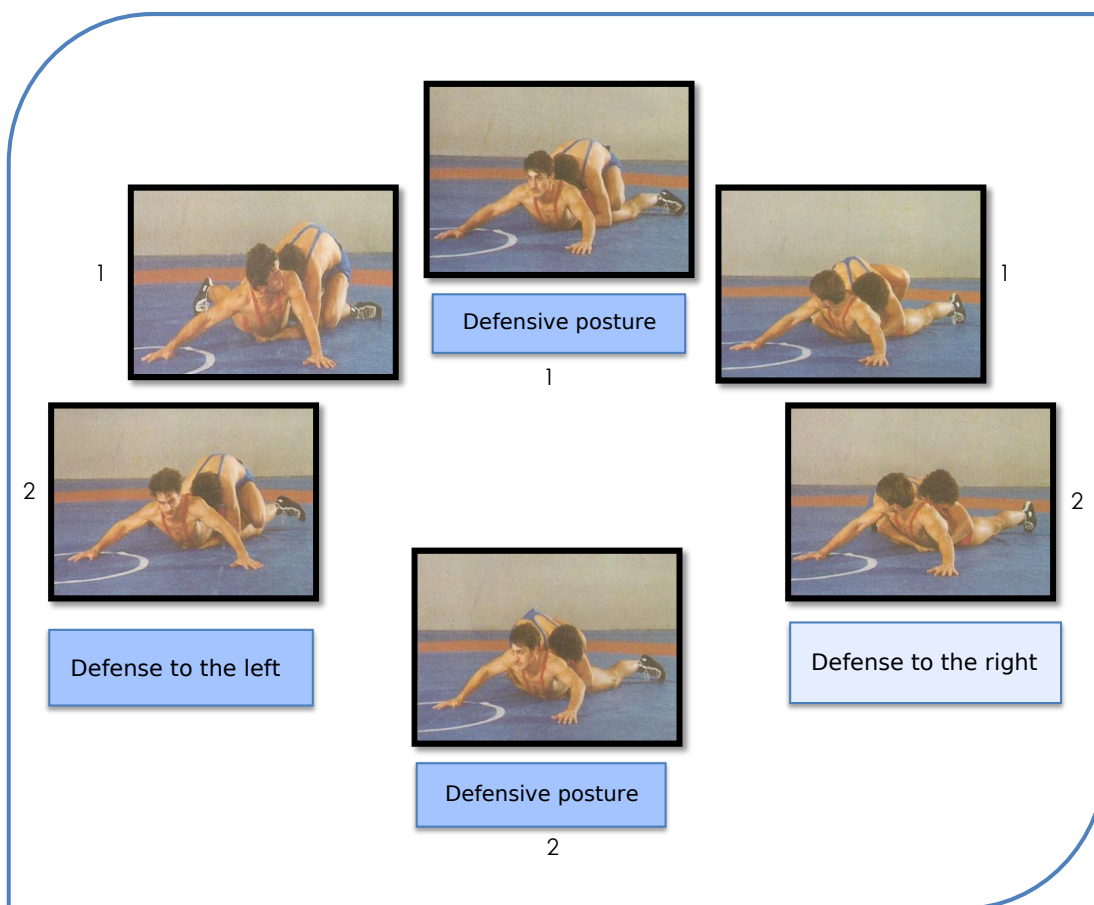


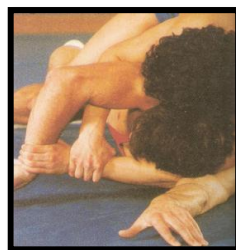
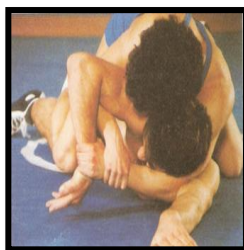
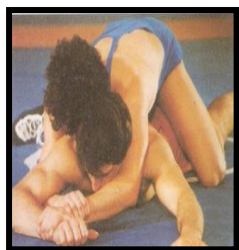
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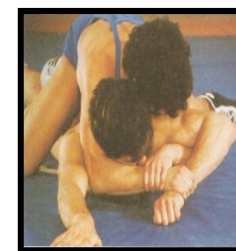
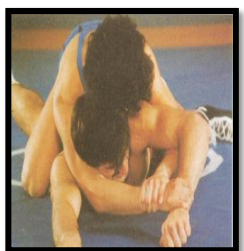
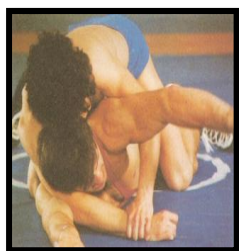


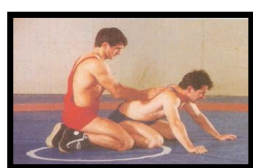


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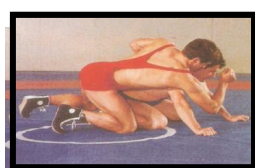
Defense of arms grip right and left, arm with
turn from bottom up

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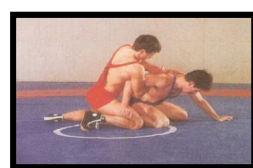




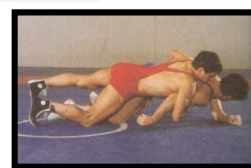
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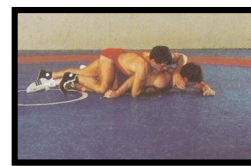
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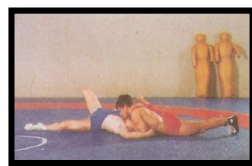
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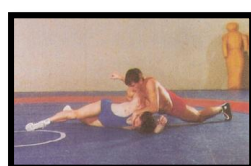
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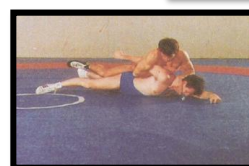
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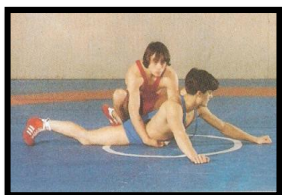
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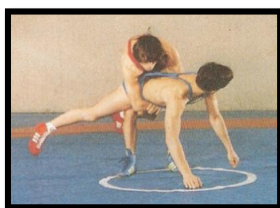
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Immobilisation of the arm with
movement of the opponent above

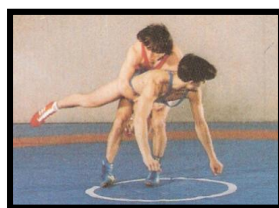
JUDGARY and ADULT CATEGORY IN ANY POINT



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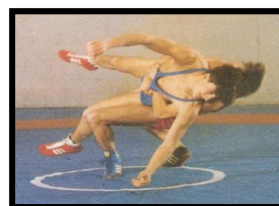


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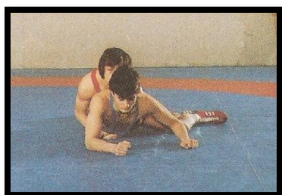


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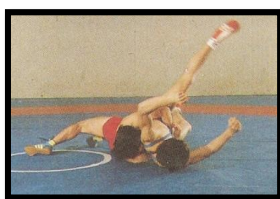
Retirement (Rolling): Ungluing the opponent and Propelling



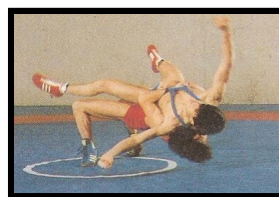
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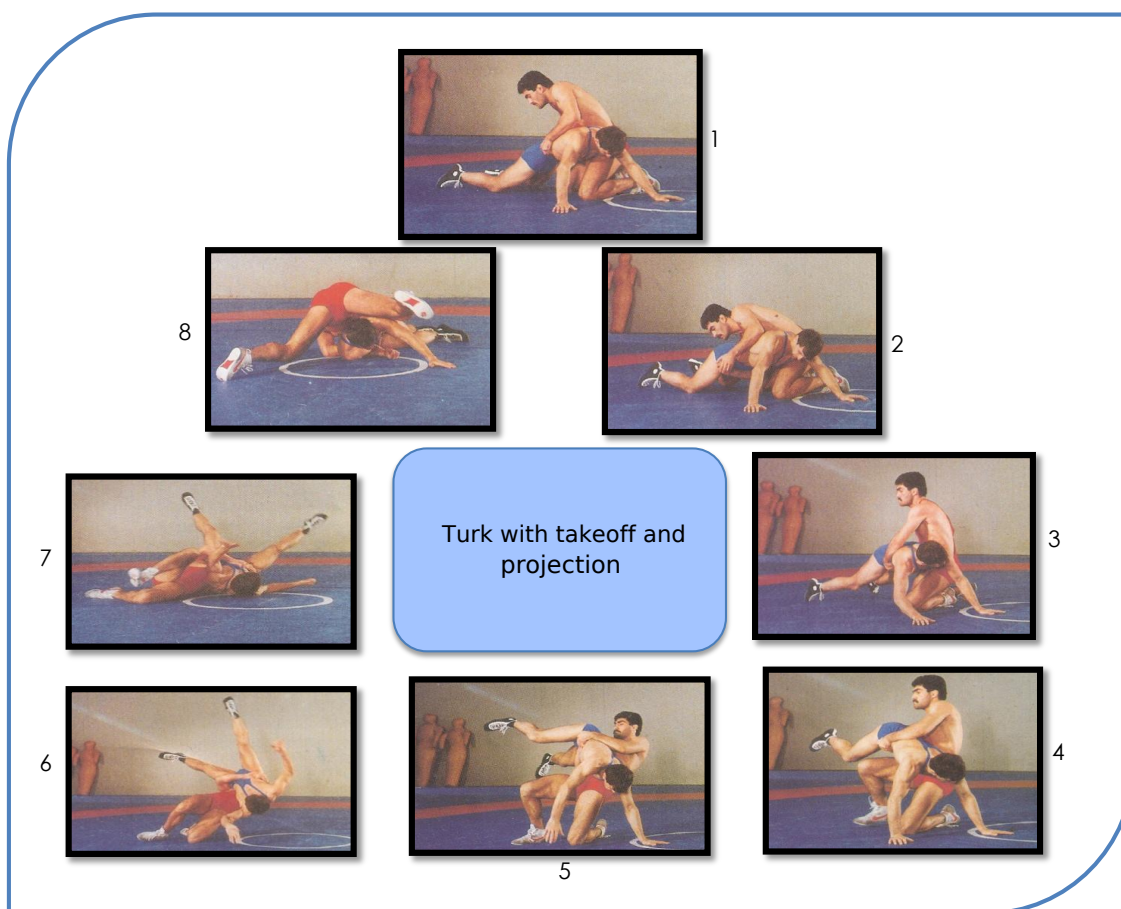
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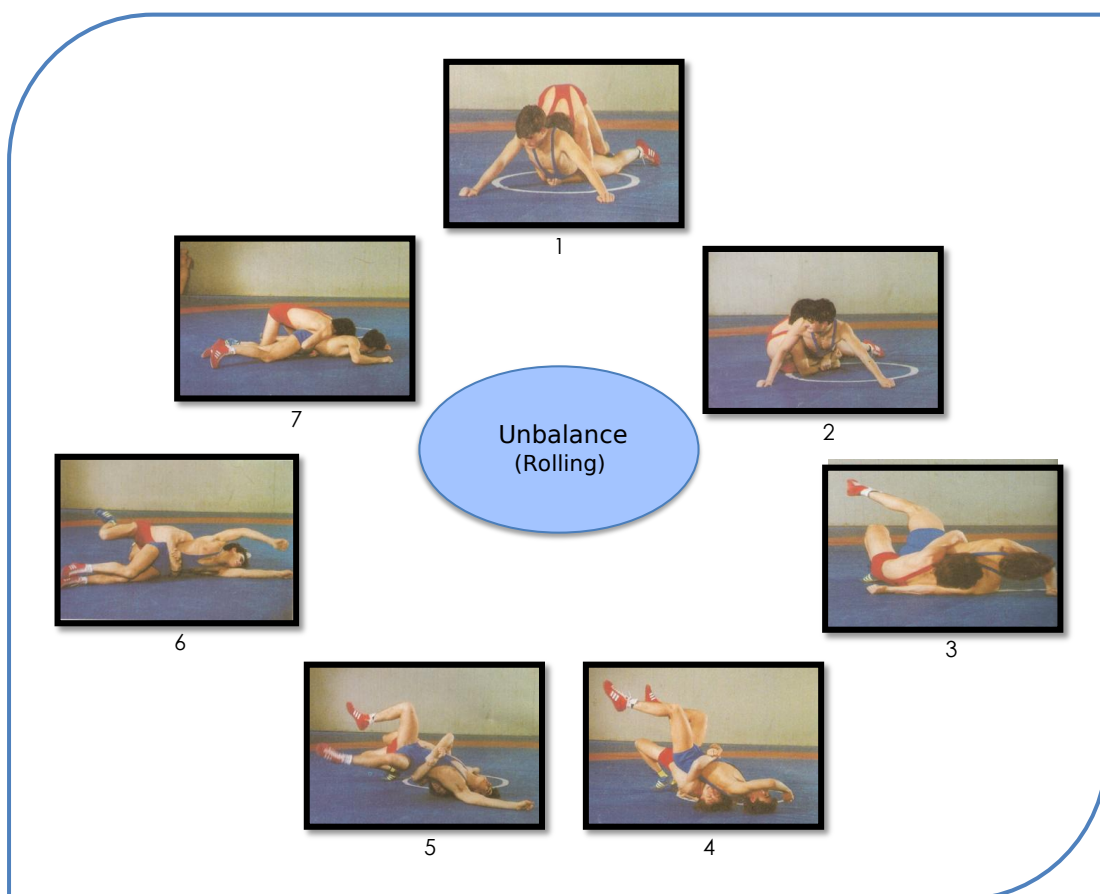


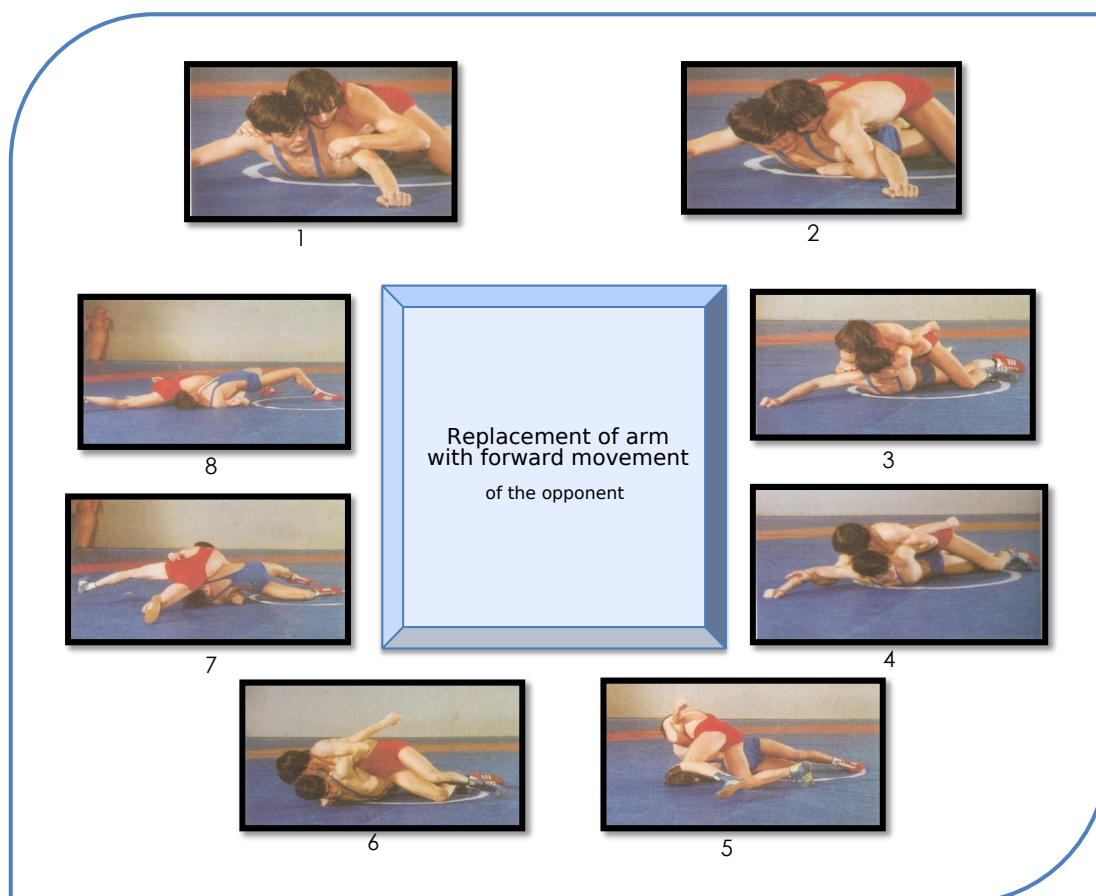
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5









We have to put the
body to tone for
physical activity

Neuromuscular physical conditioning or warming is one of the manifestations of sport that has great importance as and his body to prepare face training, competition or another activity

12. PREPARING THE BODY FOR PHYSICAL ACTIVITY

Neuromuscular conditioning, commonly called the warm-up, is essential in sport because it prepares the athlete and the body for training, competition, or other physical activity.

Progress in sport depends on study, scientific research, and the continuing search for safer and more effective training methods. The warm-up begins this process. It prepares the athlete for a physical-education class, therapeutic activity, training session, or competition and helps the body tolerate a greater workload.

A neuromuscular warm-up is a structured series of moderate exercises performed before the main activity. It moves the body gradually from rest to work. The energy released as heat raises muscle and body temperature and improves the readiness of the muscular, respiratory, cardiovascular, and nervous systems. It also prepares the athlete mentally for more demanding activity.

Physiological benefits

- Muscular system: reduces muscular and joint stiffness; improves energy delivery and oxygen use; and supports neuromuscular coordination.
- Cardiovascular system: gradually increases heart rate, blood pressure, and circulating blood volume.
- Respiratory system: increases the rate and depth of breathing.
- Nervous system: activates regulatory mechanisms, improves reaction capacity, and prepares the athlete for coordinated effort.

Primary objectives

- Prepare the athlete to tolerate greater intensity during the main portion of training and competition.
- Coordinate the body's functional systems to improve physical performance.
- Reduce the risk of injury.
- Adapt the warm-up to the athlete, the sport, the training stage, and the competition demands.

The coach must consider each athlete's characteristics, the purpose of the session, and the specific demands of the upcoming activity.

WARM-UP PLANNING AND ORGANIZATION

Factors to consider

- Age, training level, emotional state, and health of the participants.
- Type of sport, stage of the training cycle, climate, time of day, and available class time.
- Learning goals, required movement skills, and the degree of effort, amplitude, rhythm, and coordination.

Basic procedure

- Place athletes in the starting formation: individually, in lines, in waves, or in another suitable arrangement.
- Demonstrate each exercise clearly.
- Give the signal to begin, establish the count or rhythm, correct errors, and give the signal to finish.
- Progress from beginning to end, from simple to complex, and from novice to advanced performance.

Forms of warm-up

- Active or passive.
- General or specific.
- Individual, continuous in a circuit, stationary, or performed while moving.

Suggested exercise order

- Joint-mobility exercises.
- Light jogging and rhythmic movement.
- Flexion, extension, rotation, and circular movements.
- General physical-development exercises followed by sport-specific actions.

Motivation

- Demonstrate every exercise accurately.
- Vary formations, direction, counting rhythm, music, and games.
- Introduce one or two new coordination exercises when appropriate.
- Use skill games constructively; physical exercise should never be used as punishment.

METHODOLOGICAL GUIDELINES

- Promote correct coordination, efficiency, motivation, independence, and accuracy.
- Begin with joint-mobility exercises before any demanding activity.
- Start gradually. Do not begin with fast running, jumping, or other high-intensity movements.
- Use varied muscle groups and starting positions.
- Progress from movements with less freedom and complexity toward movements requiring greater range, coordination, and speed.
- For younger athletes, avoid exercises that require repeated maximal pushes or excessive loading.
- Before games or demanding technical drills, prepare the musculoskeletal system appropriately.
- The interval between the end of the warm-up and the beginning of the main session should not exceed three minutes.

A well-planned warm-up is purposeful, progressive, and specific to the work that follows. It should raise readiness without producing fatigue.

13. THE COACH: TEACHER, GUIDE, AND EXAMPLE

Developing capable men and women through sport requires careful preparation of both the wrestler and the coach.

The wrestling coach is present throughout the athlete's development—from initiation and consolidation to high-performance mastery. Although every member of the support team contributes, the coach has a decisive role. Changes in the rules and the continuing evolution of the sport require constant professional development, technical and tactical study, methodological innovation, self-evaluation, research, and advanced education.

Responsibilities of the coach

- Identify athletes with potential and organize instruction according to age and stage of development.
- Design and apply pedagogical assessments and evaluate progress.
- Maintain constructive communication with parents and guardians.
- Characterize the group and develop the technical-tactical training plan.
- Promote collective and individual discipline and protect the health of every athlete.
- Teach theory when appropriate and develop ethical values throughout the training process.
- Be systematic and punctual; participate in camps, exchanges, and competitions.
- Prepare athletes for state, regional, national, and international competition.
- Analyze matches, guide corner work, and evaluate both performance and conduct.

Qualities of the ideal coach

- Technical authority, leadership, initiative, and organization.
- Curiosity, intelligence, discipline, patience, dedication, education, attentiveness, and composure.
- Sound judgment and the ability to make responsible decisions.
- Respect for the ethics of sport and exemplary conduct inside and outside the gym.

14. VALUES IN SPORT

Physical activity and sport do not automatically create social and personal values. They do, however, provide an exceptional setting in which those values can be taught, practiced, and strengthened.

Research by Weiss (1984), Romance (1984), Bredemeier (1984), M. Gutiérrez, and San Martín (1995) emphasizes that coaches and teachers must make values education an intentional part of the training process.

Values to develop through wrestling

- Honesty and ethical conduct in sport and daily life.
- Willpower, perseverance, courage, and responsibility.
- Solidarity, teamwork, friendship, and respect.
- Care for public, team, and personal property.
- A sense of belonging, personal hygiene, and commitment to others.
- Learning through personal example and using mistakes as opportunities to improve.

Suggested emphasis by age

- Ages 8–9: obedience, sincerity, and order.
- Ages 10–12: fortitude, perseverance, industriousness, patience, responsibility, justice, and generosity.
- Ages 13–15: modesty, self-control, sociability, friendship, respect, simplicity, and patriotism.
- Ages 16–20: prudence, flexibility, understanding, loyalty, courage, humanity, and optimism.

The coach must reinforce these values consistently in instruction, competition, evaluation, and personal conduct.

ACKNOWLEDGMENTS

Arthur Jerez Pérez and José Ramos Cardoso gratefully acknowledge the people and institutions whose contributions supported the development of this wrestler-preparation program.

We thank the International Federation of Associated Wrestling Styles (FILA, now United World Wrestling) for the technical and instructional materials it distributed, and the Venezuelan Wrestling Federation for its support in preparing this technical, tactical, and methodological manual.

Special recognition is given to Régulo Carmona Moreno, world champion on the rings and three-time Pan American medalist, who demonstrated the basic gymnastic and acrobatic exercises and offered valuable methodological recommendations.

We also thank Lic. Osmany González Pérez, Cuban wrestling coach, for his assistance and technical contributions; wrestlers Hernany Acosta and Luis Bravo for serving as photographic models; and Lic. Gustavo Rolle Fernández for authorizing the use of notes and personal information related to Venezuelan wrestling.

Our appreciation extends to Raico Acosta and Irvin Leal for their design contributions, and especially to Lic. Yamira Acosta for her careful review and correction of the manuscript.

This work presents methods and formats intended to make wrestling instruction clear, practical, and accessible. Its ultimate value will be determined through responsible application in daily practice.

PRACTICAL APPENDIX

COMPREHENSIVE APPLICATION TO FOLKSTYLE / SCHOLASTIC WRESTLING

This entire manual can be used to develop and strengthen scholastic wrestling in the United States. Its technical foundations, defenses, exercises, teaching methods, planning, physical preparation, tactics, psychology, and values provide a broader foundation than a rule guide alone. The required adaptation preserves the educational purpose of the work while aligning execution and strategy with Folkstyle / Scholastic Wrestling.

ADAPTATION PRINCIPLE

Preserve pedagogical progression and complete athlete development; adapt scoring, restart positions, top and bottom control, escapes, reversals, near fall, grip limitations, and procedures to the current scholastic rules.

TWO WORKING LAYERS FOR THE COACH

FOUNDATION PROVIDED BY THE MANUAL

- Age-based initiation.
- Coordination, mobility, and acrobatics.
- Strength, warm-up, and physical preparation.
- Stances, movement, attacks, and defenses.
- Planning, evaluation, tactics, and values.

FOLKSTYLE-SPECIFIC ADJUSTMENT

- Neutral, top, and bottom work.
- Control, riding, and mat returns.
- Escapes, reversals, and near fall.
- Locked hands, stalling, and illegal actions.
- NFHS scoring and state association rules.

USE SEQUENCE

Step	Action
1	Teach the foundation using the progression in the corresponding chapter.
2	Practice from the applicable Folkstyle position: neutral, top, or bottom.
3	Assign a scoring objective: takedown, escape, reversal, control, near fall, or fall.
4	Evaluate safety, legality, actual control, and transfer to a match situation.

TRANSFER MATRIX

ALL CHAPTERS APPLIED TO FOLKSTYLE · PART 1 OF 2

The relationship is not only technical. Each chapter contributes to the wrestler's complete development; the coach adds the regulatory and competitive context of the United States.

Ch.	Manual content	Direct application to Scholastic Wrestling
1	Early initiation	Motor progression, discipline, basic stance, and safe learning before specialization.
2	Recruitment and selection	Observe coordination, balance, learning readiness, and long-term potential.
3	Sport through play	Reaction, grip, base, and control games that prepare neutral, top, and bottom work.
4	Athletic potential	Assess physical and psychological qualities useful for long-term school performance.
5	Teaching programs	Turn objectives, tasks, and assessments into progressive and measurable school cycles.
6	Body movement	Acrobatics, falls, turns, bridges, and mobility for defense, escapes, and injury reduction.
7	Flexibility and resilience	Functional mobility and effort tolerance without sacrificing technique or safety.

PRACTICAL READING OF CHAPTERS 1-7

These chapters build the foundation: the athlete first learns to move, fall, turn, coordinate, play, and understand tasks. In Folkstyle, this base supports safer teaching of contact, pressure, defense, and continuity without rushing developmental stages.

TRANSFER MATRIX

ALL CHAPTERS APPLIED TO FOLKSTYLE · PART 2 OF 2

The relationship is not only technical. Each chapter contributes to the wrestler's complete development; the coach adds the regulatory and competitive context of the United States.

Ch.	Manual content	Direct application to Scholastic Wrestling
8	Strength	Relative strength of the neck, trunk, grip, and legs for control, mat returns, and takedown defense.
9	Technical plan	Distribute content by age and experience; add specific neutral, top, and bottom blocks.
10	Freestyle techniques	Transfer entries, takedowns, controls, and defenses; score when Folkstyle control is established.
11	Counterattacks	Sprawls, go-behinds, leg defense, and reattacks aimed at regaining or consolidating control.
12	Physical preparation	Warm-up, activation, and prevention adapted to intensity, season, and athlete history.
13	The coach	Plan, teach, correct, protect, and communicate within the school and its regulations.
14	Values	Respect, responsibility, perseverance, self-control, school citizenship, and fair play.

PRACTICAL READING OF CHAPTERS 8-14

These chapters convert the foundation into performance through strength, technique, counterattacks, warm-up, coaching, and values. Rule adaptation allows the athlete to control, escape, reverse, turn, and compete responsibly.

IMPLEMENTATION GUIDE

KEY RULES, MODEL SESSION, AND TRAINING CONTROL

QUICK REFERENCE: INDIVIDUAL MATCH SCORING

Action	Points	Training implication
Takedown	3	From neutral, complete the action and establish control.
Escape	1	From bottom, eliminate control and return to neutral.
Reversal	2	From bottom, move directly into control of the opponent.
Near fall	2 / 3 / 4	Maintain the criterion for 2 / 3 / 4 seconds.
Technical fall	15-point lead	The match ends at the required differential, subject to the action in progress.
Fall / pin	Victory	The match ends when the regulatory criterion is met.

90-MINUTE MODEL SESSION

Time	Block	Application
12 min	Activation	Mobility, falls, bridges, movement, and reaction (Chs. 6 and 12).
18 min	Neutral	Stance, level change, entry, finish, and defense (Chs. 9-11).
15 min	Top	Control, breakdown, riding, turns, and safe mat returns.
15 min	Bottom	Base, hand control, stand-up, escape, sit-out, and reversal.
20 min	Situational	Short bouts from neutral, top, or bottom with defined goals and scoring.
10 min	Closing	Brief conditioning, recovery, technical reflection, and values (Chs. 8, 13, and 14).

PRE-COMPETITION CHECK

• Confirm current NFHS rules and state association modifications. • Practice neutral, top, and bottom. • Distinguish an escape from a reversal and UWW exposure from NFHS near fall. • Review locked hands, stalling, boundary situations, illegal holds, and potentially dangerous positions. • Follow weight, hydration, hygiene, skin-lesion, uniform, and equipment policies. • Always prioritize safety.

Currency and official sources (reviewed September 2026). NFHS Wrestling Rules and Wrestling Resources: nfhs.org/sports/wrestling. For international rules: United World Wrestling, www.wwf.org/governance/regulations-olympic-wrestling. Always verify the current edition and your state scholastic association before official competition.

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Historical references from the original edition have been retained where they document the development of the program. Current competition rules should always be confirmed through United World Wrestling.

Appendage: GLOGIES OF VENEZOLAN FIGHT

EMiro MÁRQUEZ, a glory of Venezuelan sport of Wrestling, in retirement, recognized for his modesty, honor and courage, multimetalist at different international events and his most important triumph was the and Caribbean in Havana, beating the world and Olympic champion Alejandro Puerto, his example is worthy to be imitated by those to be crowned champion at the Central American Games

Glories of Venezuelan sports of Wrestling Men's Free Style Active Future Athletes of this sport in our country Luis Felipe Vimenés, it's will, tenacity and discipline for his wins and medals of gold, silver and bronze at international events, participating in the Nobel Games of BEIJING China 2008, she's an active student at the Bolivarian University of Venezuela Jhonsy Sánchez, with his modesty, simplicity and physical force leading him to high international performance, achieved bronze at the PanAmerican fight at Maracaibo 2009

Héctor Camacho, is strong, very fast and intelligent in his technique and his application, competes in the division of 55kg, being the small giant of Venezuelan struggle, medalist of gold, silver and bronze at events of magnitude. Ricardo Robertty's technique, tactics, strength and tenacity have led him to great success at international events, giving Venezuela gold, silver and bronze medals, an integral athlete, an example to follow. Participated at LONDON 2012

Glories of Venezuelan sport of Wrestling Active Women's Free Style MAYELIS CARIPA, an active glory of Venezuela, are characterized by its discipline, tenacity, its exquisite technique, simplicity and modesty, that have accompanied her in her long history of triumphs and great results, champion at Bolivarian, Central American and Caribbean Games, Panamericanos, bronze medal at the latest world championship and participant at the 2008 Beijing Olympic Games, LONDRES 2012, these, among many other successes make this Venezuelan woman a faithful speaker for example

The young athletes of the future development of Venezuelan struggle. MARCIA ANDRADE, a glory of the Venezuelan sport of wrestling currently in operation, from very small began the systematic practice of fight, achieving to be the best of Venezuela and on the outside has been always among the gold, silver and bronze medallists, of a strong character, very serious in their training preparations, is audacious and very clever applying the techniques and

tactics for his victories. Among his most recent experiences, participation in the division of 55kg at the 2008 Beijing China Olympic Games Eddy Bartolozzi, great among the great, technical force and claw by Guillermo Talavera, who was living an athlete of courage, will and decision, always at the podium of the gold, silver and bronze medals at the big events of Venezuela, was champion at the 2006 Central American and Caribbean Games Glories of the Venezuelan Sport of Wrestling Actives of the Roman Greco Style

champion, always at the gold, silver and bronze medals, an integral athlete Hendry Arteaga, a tenas battalador, strong character, physical strength, exquisite techniques and tactics that brought him to the top of the podium

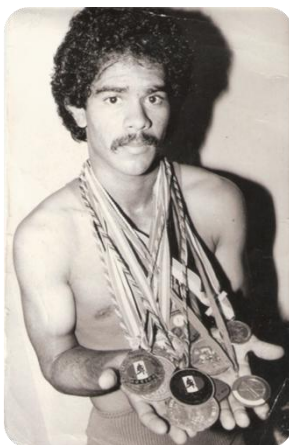
Many international events are disciplined, serious, modest and respectful an integral athlete, an example to be followed by the young athletes Jorge Cardoso, the small giant, his strength, technique, will and aggressiveness makes him the most experienced athlete of Venezuela and puts him at the best in sports results at international events and regional games, and finally stood with Rafael Barreno medal, one of the most experienced athletes, dedicated, constancy and waste of much

energy at every match for the conquest of silver and bronze gold medals, at events with great international demand, his personal record has participation in two Olympic Games

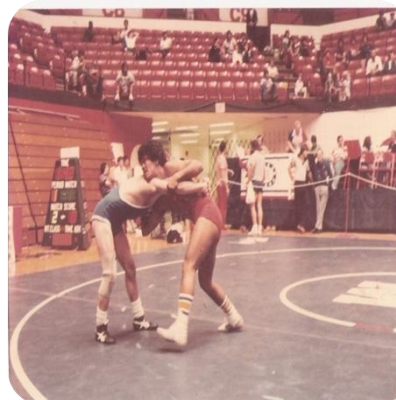
silver in the PanAmerican Maracaibo 2009

José Carmelo Ramos Cardoso, born in the town of Camagüey, Cuba, in March 1949, Bachelor of Physical Culture, specialist: Loan of Sport CubaN Provincial Commissioner at Camagüey, Cuba, for 23 years (1985- 2008) Counsellor of the Venezuelan Federation of Amateur Struggle for 3 years Assistant Coach of the Venezuelan selection of freestyle Wrestling Mast of the National Selection of Cuba for 17 years (104th International Games) and International Games of the South American Panes (104th International Games), and 84th International Games of the South American and 84th International Games (104th International Games). Arthur Alexander Jerez Pérez, born at MaracaiboL state Zulia Venezuela, 1973 Doctor of Master's Education Sciences in Education, mentioned Educational Management Licensed in Education, reference to Physical Education Professor at the Bolivarian University of Venezuela Professor at the National Experimental University of Security Training at the National Fight Selection, Free Style Assistance as Trainer at International Championships 5 World Championships 4 PanAmerican Championships 3 Training Highlights 2 Proprimer's (1998) - Reg.

MÁRQUEZ EMiro, a glory of sport
Venezuelan fight, retirement, recognized
for his modesty, honor and courage, multi-
Medalist at different events
and its most important success was



of crowning champion at Central American Games
and Caribbean Organization
Havana, beating the
world champion and
Nobel Alexander
Port, his example is
worthy to be imitated by



future athletes of this sport in our country

Sport glories of Venezuelan Wrestling Men's Free Style Assets

Luis Felipe Vimenés, will, tenacity and discipline for his victories and gold, silver and bronze medals at international events, participating at the 2008 BEIJING China Olympic Games, is an active student at the Bolivarian University of Venezuela



Jhonsy Sánchez, with his modesty and simplicity and his physical force leading him to high international performance, achieved bronze at the Pan American fight at Maracaibo 2009



Ricardo Robertty's technique, tactics, strength and tenacity have led him to great success at international events, giving Venezuela gold, silver and bronze medals, an integral athlete, an example to follow. Participated at LONDON 2012

Héctor Camacho, is strong, very fast, and intelligent in technique and its application, competes in the division of 55kg, being the small giant of Venezuelan fight, medalist of gold, silver and bronze at events of magnitude.



Sport glories of Venezuelan Wrestling Active Women's Free Style

MAYELIS CARIPA, an active glory of Venezuela, is characterized by its discipline, tenacity, exquisite technique, simplicity and modesty that have accompanied her in her long history



and great results, champion in Bolivarian, Central American and Caribbean Games, Pan American, bronze medal at the latest world championship and participant at the 2008 Beijing China Olympic Games, LONDON 2012, these, among many other successes make this Venezuelan woman a faithful exponent of example to follow



Young female athletes: the future of Venezuelan wrestling.



MARCIA ANDRADE, an active icon of Venezuelan wrestling, began systematic training at a very young age. She rose to become one of Venezuela's finest wrestlers and consistently ranked among the gold, silver, and bronze medalists in international competition. Strong-willed and highly disciplined in her preparation, she is bold, fast, and exceptionally intelligent in applying wrestling techniques and tactics to achieve victory.

tactics for his victories. Among his most recent experiences, his participation in the 55kg division at the 2008 Beijing China Olympic Games

Sport glories of Venezuelan Wrestling Active Greco-Roman Style



Guillermo Talavera, who was an athlete of courage and will and decision, always at the podium of the gold, silver and bronze medals at the great events of Venezuela, was champion at the 2006 Central American and Caribbean Games

Eddy Bartolozzi, great among the great, technical and claw

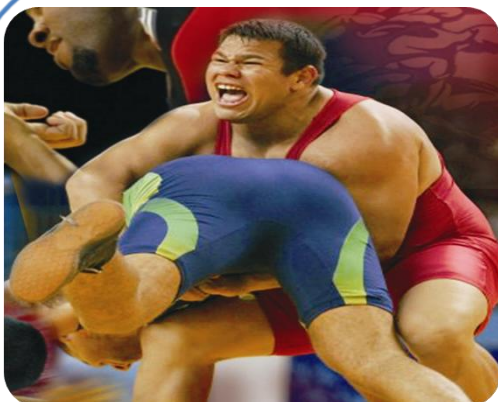


champion, always at the gold, silver and bronze medals, an integral athlete



Hendry Arteaga, a tenacious battler, strong character, physical force, exquisite techniques and tactics that brought him to the highest of the podium at

Many international events are disciplined, serious, modest and respectful an integral athlete, an example to be followed by young athletes



Rafael Barreno, one of the best experienced, dedicated, constant and high-energy athletes at every match for the conquest of silver and bronze gold medals, at events with great international demand, his personal record has participation in two Olympic Games

Jorge Cardoso, the small giant, his strength, his technique, his will and his aggressiveness makes him the most experienced athlete of Venezuela and puts him at the best in sports results at international events and regional games, and finally was put up with a medal



silver in the PanAmerican Maracaibo 2009

AUTHOR PROFILES

Arthur Jerez Pérez

Venezuelan educator, researcher, athlete, and wrestling coach, born in Maracaibo in 1973. He holds a doctorate in Education, a master's degree in Educational Management, and a bachelor's degree in Physical Education, Sport, and Recreation. A former member of the Venezuelan national team, he won South American gold in 1995 and later served as a national coach from 1999 to 2010. His experience includes world championships, Pan American events, Olympic cycles, university teaching, and projects in education, physical activity, youth development, and health.

José Ramos Cardoso

Cuban wrestling specialist, born in Camagüey in 1949, with professional preparation in Physical Culture and wrestling. Recognized as a Glory of Cuban Sport, he spent seventeen years with Cuba's national team and participated in Olympic Games, world championships, Pan American Games, Central American and Caribbean Games, and World Cups. He later served as provincial commissioner in Camagüey and as an adviser and coach in Venezuelan wrestling.

UPDATED TECHNICAL REFERENCES

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Editorial note. Historical references from the original work have been preserved to document the development of the methodology. For current competition requirements, consult the latest official rules issued by United World Wrestling.