

LAUSD- Seventh Grade Physical Education Matrix Chart
Instructional Component- Combatives
Suggested Length of Unit: Three to Four Weeks (15-20 lessons)

Grade Seven
Combatives

Seventh-grade students are capable of demonstrating and analyzing more complex movement patterns and strategies. At this stage students display body management and locomotor skills needed for successful participation in combative activities. This unit provides students with opportunities to refine the specialized sport skills practiced in the sixth grade. Seventh graders are increasingly able to solve problems and resolve conflicts within a group setting. This unit emphasizes self-defense skills aimed at avoiding or defusing physical confrontations and engages students in challenging activities in a safe and controlled environment. Students participate in a variety of non competitive learning experiences that utilize basic combatives: pulling, pushing, releases, escapes, defiances, stands, and guards.

Standards for Instructional Component: Combatives

Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

1.5 Demonstrate body management and locomotor skills needed for successful participation in combative activities.

Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.

2.1 Identify and describe key elements in the mature performance of kicking and striking (combatives) self-defense skills.

2.3 Uses information, feedback, and practice to set goals for improvement, and monitors changes in self-defense skills.

2.4 Identify characteristics of highly skilled performances for the purpose of improving one's own performance.

Standard 3: Assess and maintain a level of physical fitness to improve health and performance.

3.5 Participate in moderate to vigorous physical activity a minimum of 4 days per week.

Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

4.3 Match personal preferences in physical activity with each of the five areas of health-related fitness.

Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

5.2 Accept responsibility for individual improvement.

Seventh Grade Instructional Component

Key Concept for Content Standard Group: Combatives

Content Standard Group	Analyzed Standard	Sample Performance Task	Sample Scoring Criteria for Performance Task
1.5	Students will demonstrate body management and locomotor skills needed for successful participation in combative activities.	Students will demonstrate proper body management and locomotor skills in falling forms: backward, forward and sideways. Note: other skills testing may include: stance, kicking, striking with the hand and blocking).	Student demonstration will include proper forms for the following types of falls: backward, forward and sideways. Student will absorb force over time, in a tucked continuous motion, and recovering to a balanced defensive stance without hesitation.
2.1	Students will identify and describe key elements in the mature performance of kicking and striking (combatives) self-defense skills.	Students will view a DVD/video or demonstration of the front snap kick and trachea poke and identify and describe the key elements in the mature performance of the front snap kick and the trachea poke.	Student's response will include the key elements in the mature performance of the front snap kick and the trachea poke: the balanced stance, transfer of the weight, and continuity of motion, duration of force application, intensity and recovery.
2.3	Students use information, feedback, and practice to set goals for improvement, and monitors changes in self-defense skills.	Students will use a teacher generated checklist to assist peers in monitoring, setting goals, and to improve progress in various forms of attacks and releases. Note: The check list may include a pre-assessment, two periodic assessments and a final assessment and a goal after each assessment.	Each student demonstrates how to effectively use a checklist with a peer. Students will reach three of the four goals set. The teacher will observe the final assessment.

Seventh Grade Instructional Component Continued

Key Concept for Content Standard Group: Combatives

Content Standard Group	Analyzed Standard	Sample Performance Task	Sample Scoring Criteria for Performance Task
2.4	Identify characteristics of highly-skilled performances for the purpose of improving one's own performance	Students will create a checklist, identifying 4 characteristics of highly-skilled performances. While viewing a Martial Arts competitive match or demonstration DVD/Video students compare their own skill and performance for the purpose of improving one's own performance.	Student's checklist will include stance, transfer of weight, continuity of motion and duration of force application in striking and kicking. Student uses the comparison of skills for the purpose of improving one's own performance and identifies one area for improvement.
3.5	Participate in moderate to vigorous physical activity a minimum of 4 days per week.	Students will participate at a moderate to vigorous level (brisk walk or running) for a minimum of 4 days per week.	Students will participate 50% of the total class time either walking or running a minimum of 4 days per week.
4.3	Match personal preferences in physical activity with each of the five areas of health-related fitness.	Students will create a matrix, matching their three personal preferences in physical activity with each of the five areas of health-related fitness.	Student product will include three personal preferences in physical activity matched to the top five areas of health-related fitness.
5.0	Students will accept responsibility for individual improvement.	Students will identify three areas in their self-defense skills that need improvement and create a practice plan to improve.	Student's practice plan will convey the steps (what, when, where, and how) for improving three identified skill areas.

Equipment and Instructional Materials

- Styrofoam heads on a stick (one for each six students)
- Striking and punching bags (one for each six students)
- Visual aids: skill posters that illustrate release holds, escapes, striking, etc.
- Mats (one for each pair of students)
- Soccer shin guards

- Variety of heavy bags

Pre-assessment

Students will complete a questionnaire on their knowledge of combatives/self-defense at the start of the unit. The questionnaire will include questions regarding basic combative information on: pulling, pushing, releases, escapes, defiances, stands, guards, and the history of combatives.

Sample Scaffolding Strategies

- Start with easier skills that students can succeed in
- Concentrate on making one move at a time for power and accuracy
- Rotate partners so students work with different sizes and gender
- Practice self-defense moves individually first and then with a partner
- Partner proficient students with those working toward proficiency
- Use video to demonstrate how to perform the attacks and releases
- Reduce the speed and intensity of the motions
- Place student that need more assistance closer to the instructor
- Enlarge the target area for kicking/hitting

Learning Experiences

1. Break down of the skills and progression

A. Using the whole/part/whole method of instruction, demonstrates the frontal choke release.

B. Explain the basic components of self-defense

- Prevention
- Stances
- Blocks
- Falls
- Releases
- Vulnerable Body Parts
- Blows and Kicks
- Escapes
- Throws

C. Teach students how to clearly communicate offensive or intrusive behavior

- Name the behavior that you find upsetting or offensive
- Be clear and direct
- Don't use qualifiers, such as "I think," or "sort of." Here are two examples that are clear and direct: "You are standing too close to me," and "I'm uncomfortable with all of the questions you're asking about my personal life."

2. **Employing Specific Methods**

- Teach students the designated signal to start and stop activities
- Grouping: It is preferable to rotate partners during this unit so that students experience size and strength differentials as well have the opportunity to practice with a partner of the opposite sex. It is recommended that students are initially pair with someone they feel comfortable with.
- Increase students' awareness of the typical circumstances and the dynamics of various forms of assaultive or threatening behavior can help them respond effectively should a threat arise. AAA (Awareness, Assessment, Action)
- Teach students optimum spacing distance for each activity.
- Determine the appropriate protocol for distributing equipment prior to class (place the number of striking bags needed at each station)
- Teach students appropriate communications for adequate resistance
- Teach students the guidelines to identify adequate resistance, pressure, and how to tap for safety using appropriate communication and signals. Tapping is the universal signal to stop.

Enrichment/Differentiated Instruction

- A. Differentiated Instruction- it is important to distinguish the current skill level of your students in order to differentiate instruction and maximize learning. Teachers provide differentiated instruction and activities for multiple skill levels that address the needs of the students. Activities or drills should be challenging for students who have met the skill level and should offer additional practice opportunities for those that have not met the target skill level.
- B. Unlike other motor skill lessons where students are grouped by ability level, it is preferred for students learning combatives to partner with students of varying abilities and gender.
- C. Enrichment – Teachers can often give instruction that broadens and extends students' level of understanding. Teaching advanced skills such as front and rear wrist breaker techniques will provide the more advanced student with a greater challenge and enrichment.

D. Culturally Relevant and Responsive Instruction

- Use cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant and effective.
- Create an accepting, affirmative, risk-free classroom environment in which the culture and language of each student is validated, valued and respected and authentic accomplishments are regularly recognized.
- Culturally relevant literature and instructional materials are infused into academically rigorous curricula organized around concepts that students are expected to know deeply.
- Utilize effective strategies such as K-W-L charts, cooperative learning, and authentic assessment
- Literature can be used to build prior knowledge or enhance students' awareness of a variety of martial artists, such as Bruce Lee and Chuck Norris.

Safety

Remind students that they are to:

- adhere to the tap for safety signal (this stops all action instantly). Students can tap the mat, a partner, or oneself to stop action
- proceed slowly when learning techniques in order to execute the skill smoothly
- learn how to fall properly
- react properly to pressure. Students are to go with the pressure whenever possible
- never attempt to injure a partner. Practice sessions should not include full-scale self-defense maneuvers, which should only be used in dangerous situations
- abstain from using body blows and jabs at full force on a partner
- wear comfortable physical education clothing that permits easy movement and is free of items that could cause injury.
- refrain from wearing jewelry or other accessories.

Accommodating Students with Special Needs

- Contact the school nurse or designee to obtain pertinent medical information
- Make sure that you review the students Individual Education Plan (IEP) or 504 plan to ensure students with disabilities receive general education programs with the appropriate adaptations
- Be aware of the students' medical ID tags for disability
- The teaching progression and learning tasks should be differentiated (when applicable) to fit student needs.

Equipment Tips

Provide students with the following:

- soccer shin guards for practicing shin scrape

- plastic bleach bottles with painted faces or Styrofoam heads on a stick/PVC pipe can be used to perform eye and trachea pokes in slow motion
- a variety of bags to punch or kick at varying heights

Instructional Tips

- Encourage early success with appropriate lessons and drills (e.g., jabs, front kicks, defensive stance, simple releases).
- Use small punching bags and build to larger bags.
- Start unit with prevention strategies.
- Teach the crime statistics.
- Use DVD or video clips to demonstrate techniques to stimulate interest.

Communication Tips

- Praise even small steps of success
- Communicate using clear starting and stopping phrases.
- Encourage social interaction with activities that emphasize working cooperatively with partners and small groups.
- Promote good sportsmanship and appropriate behavior during sparring (e.g., nodding the head to signal you are ready, complimenting good moves, waiting turn, no shouting, appropriate greetings before and after sparring).
- Clearly communicate expectations.

Suggested Lead-Up Activities

- Partner Tug
- Tire Tug
- Tug-a-war
- Striking air/bags
- Rock/paper/scissors tag ...
- Group hose tug-a-war

Assessments

1. Skill tests-
 - Each student will demonstrate their ability to successfully perform the front snap kick. Kicking into an air bag held by a student volunteer, the kick must be straight forward after which the student will return to a balanced defensive stance.
 - Students will demonstrate their ability to successfully perform a wrist grab release. Students will be held at their wrist by a designated student and execute the sequential steps to a successful wrist release.

- Each student will demonstrate a response to secured front chokehold. Students will be held at their throat by a student volunteer posing as an attacker. Student demonstration must include the following sequential steps: preparation phase, execution, and escape.
- Students will participate in moderate to vigorous physical activity for 50% percent of the class time. Each student will wear an assigned pedometer during the class period. At the end of the class period the teacher will record the number of steps for each student. For example, the number of steps taken during a 20-minute period should be approximately 3000 steps and a 40-minute period should be approximately 6000 steps.

2. Teacher generated combative quiz on the seven principal targets of the body.

Interdisciplinary Instruction

Language arts

- Use a thesaurus to identify synonyms for designated vocabulary words
- Maintain a physical education journal in which students write about learning experiences during the class
- Read a book related to combatives and write a one page summary.

Mathematics

- Find the dimensions and area of a dojo competitive mat.
- Compute the percent of successful releases in a day.
- Record and average the number of steps taken in the combative unit over a five-day period.

Social Studies

- Develop a timeline for a particular combative sport or a specific martial art form
- Locate the home state of various sport teams on a map of the United States

Art/Music

- Create a martial arts diorama
- Learn songs or dances that are related to specific martial arts/combative sports
- Create a combatives/martial arts collage

Science

- Learn how changing the angle of impact affects the trajectory of an object that is hit with various implements or body parts
- Apply the use of levers to movement
- Identify the various vulnerable parts of the human body

Technology

- Use heart rate monitors and pedometers in class and interpret the data
- Videotape and analyze movement skills
- Research one martial arts combative discipline on the Internet and record at least five websites visited

Inclement Weather

Create a repertoire of instructional lessons related to this unit that can take place in sheltered areas during inclement weather. This will ensure continuation of standards-based instruction. Suggested activities can include:

- Students can write a paper reflecting on their skill progression
- Students can practice combative movements in slow motion with or without a partner.

Suggested Homework

- Students will create a home safety report that includes safe routes from home to school, escape routes from each room in the house, and defensive tools to use within the home
- Create a timeline of the history of martial arts
- Write an informative essay that explains how the various belts in Judo are acquired

Resources

- Dougherty, N. (2002). Physical Activity & Sport for the Secondary School Student. NASPE Publications.
- Nelson, J.M. (1991). Self Defense Steps to Success. Illinois: Leisure Press.
- Teaching Middle School Physical Education-2nd Edition - A Standards-Based Approach for Grades 5-8. page 293-299. Bonnie S. Mohnsen. <http://www.humankinetics.com/products/showproduct.cfm?isbn=0736043810>
- Martial Arts: An Exciting Addition to the Physical Education Curriculum. by Jason M. Winkle , John C. Ozmun
- Self-Defense Techniques & Tactics, Joseph B. Walker

Teacher Reflections

Good teaching should include ample time for the teacher to reflect on the unit or lesson that was taught. This provides an opportunity for teachers to determine what worked well, what they might change and/or improve the next time the unit is taught. Focus on methods for grouping students, use of facilities, equipment and its distribution, written assignments, handouts, visual aids and any other instructional materials that could enhance the delivery of instruction and student learning.

Physical Education Lesson Plan

Grade Seven Combatives

Description:

The students will create a matrix which they will use to match four personal preferences activities, of which one must be combative, with each of the five areas of health-related fitness. Students will learn the effects of movement activities on their health and fitness over time.

Objective:

- Students will learn the five components of health-related fitness
- Students will learn to create and utilize a matrix matching the five health-related components of fitness with personal preferences in physical activity
- Students will analyze the effects of movement activities on the five health-related areas of fitness
- Students will participate in muscle strength and endurance fitness activities

Standards Set Addressed:

4.3 Match personal preferences in physical activity with each of the five areas of health-related fitness.

Materials:

- Power point presentation of the five health-related components of fitness
- Easel, white board, rolling blackboard or poster board
- Paper and pencil for each student
- Handout of the five health-related components of fitness
- Handout of a sample matrix and blank matrix template
- Punching, blocking, and striking bags
- Mats and crash pads
- LCD projector, computer, extension cord, and screen or clear wall
- One folder for each pod

Set-up:

Have students grouped into pods of 6 students in large open space for movement activity. Use indoor space to show power point. Have assigned areas for each pod sit. Assign two pod managers that will be responsible to keep the pod on task, collect and distribute pencils and papers to the group. Assign two students in each group to be the "Sherpas", students responsible for getting and returning blocking, punching and kicking bags. Have learning stations for combatives set-up with signs and activity instruction, prior to the students coming out. Identify a place for students to sit comfortably while view the power point presentation. Make sure you have easy access to lighting controls during the power point presentation. You will need one file folder for each pod.

Attendance & Warm-up

Attendance will be taken while students are doing warm-up activities in their pods of six. As the students are stretching approach each pod that does not have six students and accurately identify who is not present. Use the Sun Salutation yoga (see resource section for description) movements as the warm-up activity.

Fitness activity:

Students will perform Popsicle push-ups as a pod for the strength activity. Starting in pairs, students place their feet on the shoulders of another student of their pod and do one to five push-ups simultaneously. A variation of this activity is for the pod to include as many pod members as possible in one to five simultaneous Popsicle push. Star curl-ups with beanbag tossing will be used for muscle endurance. All pod members create a star pattern lying down with their feet touching in the center of the star. They must create a passing pattern that repeats, is continuous, and allows each person to catch and toss the beanbag as they perform a curl-up.

Learning Experience:

1. After warm-up move students to designated area for viewing of the power point presentation.
2. Convey to students the standards to be addressed and the rationale.
3. Show the power point presentation on the five components of health related fitness: flexibility, cardiovascular fitness, muscular strength, muscular endurance, and body composition. Point to stress is that fitness is for everyone, you do not have to be a good athlete to be physically fit. If you exercise regularly and follow the F.I.T.T. principles, you will improve your health-related fitness.
4. Assign the pods to their stations, two pods per station, total of five stations. Pods will rotate on the teacher's signal every five minutes, until they have experienced all five combative skill stations. Each learning station will have a poster for the combative skill the students are to work on at that station. As the students rotate they are to think about the five components of health-related fitness discussed in the power point presentation and which areas an activity like combatives would meet.
5. After the five-station rotation move the pods to the designated area where they viewed the power point. On a large white board or poster paper have a sample matrix with the five components of health-related fitness and three sample activities. The matrix will show which areas of the five components of health related fitness the three sample activities match. Review each activity and the areas of health-related fitness that they match, and why. Explain that next we will together fill out the matrix showing which of the five health-related areas of fitness the activity of combatives matches.
6. Hand out a copy of the sample matrix discussed above and together fill out the fourth activity of combatives. Go over each of the five areas and ask students to analyze the combatives activities they just participated in and which of the five areas of health-related fitness are met.

7. Students will be given a homework assignment in which they will match three personal preferences in physical activity with each of the five areas of health-related fitness. The three areas must be different than the activities discussed in class.
8. Check for understanding, answer any questions from the students, and dismiss.

Learning Stations

1. Front snap kick, and side kick
2. Front strangle hold release
3. Punch, jab, trachea poke
4. Bear hug release
5. Arm grab releases

Assessment

- Have students name one of the five health-related components of fitness while in their pods
- Have students pair with a partner to name one of the five health-related components of fitness

Closure:

While the students are seated have them stretch to cool down. Call on them to recall the five components of health-related fitness. As the students continue to stretch, ask which of the five areas of health-related fitness they are meeting?

Teacher Reflection

Analyze the how well the information on the posters was perceived by the students. If there were many questions regarding the combative skill stations consider rewording the posters. Was there enough time at each station? If not consider reducing the number of stations. Reflect on how well the power point presentation was viewed. Was the easily understood? Did the students enjoy the activities? Did the students have enough prior knowledge of the combative skills to participate effectively in the stations?

Scaffolding Strategies:

- Review skills with students using power point and posters with bright colors.
- Use large lettering for the students in the back of the class to see words clearly
- Use different size punching and kicking bags
- Have students start with slow motion and progress to full speed
- Have students work against air and visualize movements

Enrichment:

- Observe combatives competitions and events
- Encourage the students to create their own combinations of defensive movements.

Extending the lesson:

- Research the origins of martial arts.
- Research combatives in Olympic Games.
- Report on job opportunities in the combative industry.
- Create a timeline and write a 1-2 page report on combatives through history
- Answer the question of “Why did the martial arts originate in the Asian culture?”
Support your answer with 3 facts.