



Thank you for your order of the Masterclass grappling curriculum.

We consider that you have not just purchased a curriculum with manuals and DVDs, but you have begun a relationship that we highly value. We are extremely committed to assisting you in any way possible to extract the highest value possible from this product. We are eager to see the curriculum implemented at your school, or integrated in any way you desire to enhance the value you offer to students, increase your enrollment and retention, and further your own grappling skills.

Please don't hesitate to contact us for any reason. We will follow up with you and we are here to help you in any way we can.

Wishing you great success,

John Will (AUS)
David Meyer (USA)



INTRODUCING A GRAPPLING PROGRAM AT YOUR SCHOOL

DO'S AND DON'TS OF SETTING UP A GRAPPLING PROGRAM

Do's

- Let your students know how they can enhance their fighting skills if they take up grappling.
- Promote the benefits: non-striking - realism – another piece of the self-defense pie - etc.
- Start slowly and with a small core of students/instructors for the first month or two.
- Start with positional skills, drills and techniques.
- Start with a one-hour class, once or twice a week.
- Start by setting the right culture: one of looking after each other, working cooperatively when learning and drilling techniques; a culture of safety and enjoyment.
- Start by explaining that “tapping out” to an opponent is akin to falling off a surfboard when trying to surf. It is just part and parcel of the grappling environment. Tap earlier rather than later, be safe! Tapping is fine - it's how we learn.
- Take a systematic approach built on solid basics and a logical foundation.
- Relax! Many people start out way too tense, rigid, and reliant upon strength. This will only take them a short way - and not very far at that. Grappling, as you will soon learn, is not about strength, size, and grunt, but about technique, smoothness, and strategy. So relax and enjoy.
- Sweat and have fun. It is ultimately about enjoyment. Grappling is fun - let it be that way and not like a competition.

Don'ts

- In general, don't let an outside instructor into your school to teach a grappling class, because it can open the door for him/her to break away in the future, along with a good bunch of your senior students. This is not an uncommon occurrence. So take charge of your own grappling program with your own people from within your school.
- Don't let your students just free-grapple (spar) when they are first learning to grapple. This is how they eventually develop good skills but not how you get people to have a good experience and have good fun. You wouldn't put gloves on someone their first week of boxing and push them into the ring to spar with the better fighters. Start with drills, techniques and strategies. Once they feel comfortable with the moves and know what's going in, they can start to do controlled sparring under good supervision.
- Don't force anyone into the grappling program. Some people, especially female students, can be shy about close physical contact, perhaps even due to past traumas in their life of which you may not be aware, and you must respect that.
- Don't be all over the map with what you teach. Many instructors make the mistake of throwing hundreds of grappling techniques at their students and wonder why no one is actually getting anywhere. Go with a basic foundational structure and a clear methodology of how to progress.

- Don't let the class structure be any different from your normal way of conducting classes. Line-up to start with, everyone facing the same direction when being taught and practicing drills. You want the correct etiquette in place for questions and answers, arriving late for class, etc. - all just as you would for your other classes.

3 STEPS TO A GRAPPLING PROGRAM

STEP ONE

Familiarize your instructors with the Masterclass Grappling Curriculum, and use it as the basis for your program, teaching the moves in the order presented.

STEP TWO

Gather together a core group of high-ranking students/instructors and arrange to get together at least once a week for a month or two to run a few mock classes. Make sure the class time is 45 minutes to an hour at the most. Don't start wrestling. Work on position and control to begin with. Get clear with each other on the terminology: names of positions, techniques, etc. This is important. Keep the culture/etiquette of the grappling class consistent with the culture in the rest of your school.

STEP THREE

Once you and your core group have established that the culture of your grappling class should be the same as the other classes in your school, and once you or an instructor of yours is intimately familiar with the fundamentals that you are going to teach in your program - only then you are ready to open the doors to other students. Remember though, that a culture even though already established right from the start, will need constant maintenance to keep things on track. Look after each other - work as a team - be intelligent with your approach to training, etc.

WHAT TO TEACH AND WHEN

Work from the curriculum, adding other techniques as desired, but with the knowledge that all students must at least know what is present on the curriculum.

Each class should cover not more than 3 moves, and if possible they should all be related to each other. Instructors should never show a counter to a move in the same class when they teach the original move. This only confuses students and assures that students attempting to learn the move will be immediately countered when sparring.

The same moves should be generally repeated over several classes to allow students time to really learn them (as opposed to teaching a move on one day, and not teaching it again for months). Theme-based training in which a general area (mount, for example) is covered for a week or two, is best.

MAT SAFETY

The mat area you provide for your students must be free of sharp or hard objects such as corners or pillars. If the mat abuts a hard floor or a mirror, padding should be used to ensure that students do not become injured. This might mean laying mats on their sides up against the mirrors.

It is crucial that at all times during the class, especially during free sparring, an instructor keep a constant eye on the arrangement of students on the mat to ensure that students do not collide. One of the most common ways a student can become injured in grappling is by being struck accidentally by other students who are grappling. Since grappling by its nature can move unpredictably in all directions, the instructor must constantly watch for teams of students moving too close together or too close to a wall.

GRADING- BELT RANKING

Each school must decide if they wish to have a separate grading system for grappling, or incorporate it into their existing belt ranks. Generally, it works best to integrate grappling into your existing grading. You might choose to incorporate grappling techniques into your tests for all your various belt ranks, or keep the grappling separate. If you keep it separate, you can award "grappling program" uniform patches or even special belt tip stripes for your regular belts as a sign of advancement in your grappling program. In this way, students stay with their normal belt ranks, but can easily display rank in your grappling program as well.

SAMPLE CLASS STRUCTURE- 3 PARTS

PART 1 – Warm-ups, Techniques & Drills

1. Everyone lines up as usual - instructor in front.
2. Instructor leads a grappling related warm-up, perhaps even using very basic grappling moves as the actual warm-up.
3. Instructor demonstrates the technique and explains the rationale.
4. Students pair up.
5. Students always all face the same direction when drilling.
6. Instructor talks one side of the class through the drill, point by point - students follow instructor's point by point direction.
7. Instructor tells them to switch around and then takes the other side (half of the class) through the same process. This way, the students hear the information about the technique or drill a minimum of three times – once in the beginning, and once for each partner.
8. Students are then allowed several minutes to take turns practicing at their own pace and the instructor can move through the class making individual corrections as needed.
9. Repeat for other techniques or drills.

Water Break

PART 2 - Defined Sparring

If the class has experience, and the students have learned sufficient fundamentals to be ready to participate in free-grappling/sparring - then, the second third of the class should ideally still have the students working on the techniques or drills covered earlier, but with some degree of resistance. Treat this part of the class as a chance for them to wrestle/spar, but with clearly defined goals and objectives.

Ideally, these goals and objectives should be such that the students are reinforcing the techniques or strategies they covered in the first part of the class. So for example, if the technique shown was a choke from the mount, the defined sparring could begin with one student on the mount whose goal is to stay on the mount and choke, and the other student on his/her back whose goal is to escape the mount and not be choked.

Once those goals or objectives have been realized - they stop and begin again.

Water Break

PART 3 - Free Sparring

If the class has good fundamentals in place, then allow at least one third of the class to be put aside for free grappling/sparring. This gives the students a chance to test their skills and strategies against a fully resistant opponent. It is best for the instructor to pair students up according to their size and skill, and allow students to grapple for 3 to 5 minutes, before making new pairs for the next round.



P.O. Box 2059, Sausalito, CA, 94966, (415) 289-0962, www.grappling.us, info@grappling.us

CURRICULUM LIST

LEVEL 1 – Positions, Transitions, Sweeps and Drills

Positions

Side Control
Front Control
Mount
Back Control
Kneeride
Side Mount
Guard

Transitions

Single Leg Guard Pass
Single Leg Takedown from Knees
Double Leg Takedown from Knees
Bridging Escape
Hip Escape

Sweeps

Scissors Sweep
Hooking Sweep
Back Sweep
Front Sweep

Drills

Top Control Drill
Mount to Back Drill
Basic Circuit Drill
Guardwork Drill
Kneeride Drill

LEVEL 2 - Armbars, Armlocks and Chokes

Armbars

Armbar from Mount
Near Armbar from Kneeride
Far Armbar from Kneeride
Armbar from Guard

Armlocks

Figure 4 Armlock from Mount
Lower Figure 4 Armlock
Figure 4 Armlock from Front Control
Figure 4 Armlock from Guard

Chokes

Cross Lapel Choke from Guard
Front Choke from Guard
Lapel Half-Nelson Choke
Back Choke

LEVEL 3 - Sweeps, Passes and Escapes

Sweeps

Leg Grab Rollover Sweep
Double Hooking Sweep
Sitting Rollover Sweep

Butterfly Sweep
Open Guard Hook Sweep
Open Guard Reap Sweep

Passes

Standing Guard Pass
Double Knee Standing Pass
Double Leg Pass
Basic Half-Guard Pass

Escapes

Elbow Escape from Mount
Side Control Escape to Knees
Kneeride Escape
Headlock Escape to Back
Headlock Escape to Knees
Rolling Headlock Escape

LEVEL 4 – Intermediate Chokes and Armbars

Chokes

Triangle Choke
Double Lapel Choke
Forearm Choke
Head/Arm Choke
Spinning Choke
Clock Choke

Armbars

Armbar from Head to Head
Crucifix Start to Armbar
Collar-roll Armbar
Rolling Armbar from Back Control
Spin-under Armbar
Armbar from Front Sweep

LEVEL 5 – Takedowns

Rolls and Falls
Ankle Shoot Takedown
Single Leg Takedown
Double Leg Takedown
Bearhug Takedown
Go Behind Spin Takedown
Fireman's Carry
Shoulder Throw
Hip Throw
Outer Leg Reap
Foot in Stomach Throw

LEVEL 6 – Advanced Passes and Escapes

Passes

Switchover Half-guard Pass
Knee-through Pass
Cross Knee-through Pass
Shoulder Control Pass
Hip/Shoulder Control Pass
Overhook Leg Control Pass

Escapes

Front Control Crossover Escape
Switchbase Side Control Escape
Side-Back Control Rolling Escape
Back Control Escape
Sidemount Escape
Head to Head Switchbase Escape

Knee-through Legbar from Side Control
Rolling Legbar
Legbar from Guard

Advanced Armlocks

Leg-driven Armlock from Guard
Leg-driven Armlock as Counter to
Single Leg Takedown
Leg-driven Armlock from Side Back Control
Leg-driven Armlock from Headlock Control

LEVEL 7 – Advanced Sweeps

Hook and Leg-lift Sweep
Advanced Leg Grab Rollover Sweep
Outside Hook Sweep
Foot in Bicep Sweep
Reverse Scissors Sweep
Reverse Hooking Sweep
Underhook Leg-split Sweep
Collar Roll Half-guard Sweep

LEVEL 8 – Advanced Chokes and Armbars

Chokes

Single Wing Choke
Cuff Choke
Rolling Lapel Choke
Rolling T Choke
Crucifix Near Collar Choke
Crucifix Far Collar Choke

Armbars

Snap Armbar from Side Control
Step-over Armbar from Switchbase Side
Control
Head Drive Armbar from Front Control
Cutting Armbar from Kneeride
Cutting Armbar from Side Control
Cutting Armbar from Guard

LEVEL 9 –Footlocks, Legbars and Advanced Armlocks

Footlocks

Footlock
Heel Hook
Rearward Footlock
Cross-Ankle Lock

Legbars

Step-through Legbar