

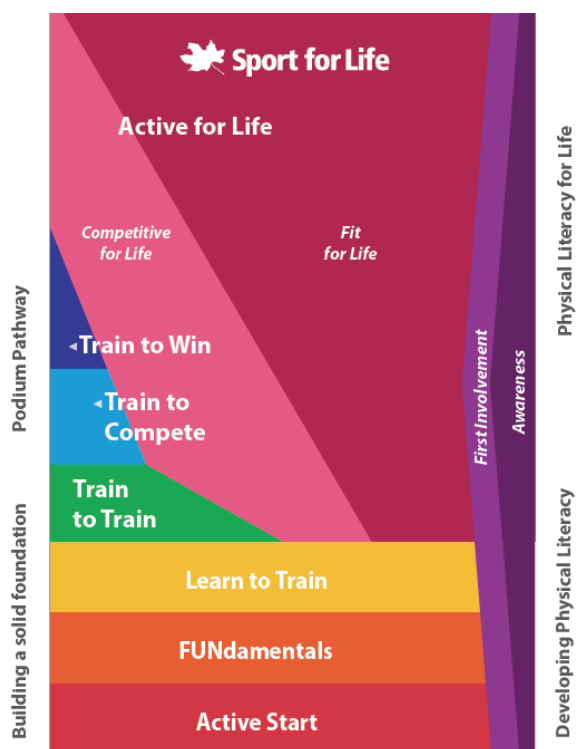
# PLANNING A PRACTICE



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# Long Term Athlete Development



## Sport for Life:

- <https://sportforlife.ca/long-term-development/>
- <https://sportforlife.ca/portfolio-item/long-term-development-in-sport-and-physical-activity-3-0/>

## Fencing LTAD Booklet

- [http://fencing.ca/wp-content/documents/ltad/CFF\\_LTAD\\_program-en\\_r5-web.pdf](http://fencing.ca/wp-content/documents/ltad/CFF_LTAD_program-en_r5-web.pdf)

## Stages of development

At all stages, every fencer should feel welcomed, included, valued and safe. At each stage of development, the task difficulty needs to be continually adjusted to ensure the challenge remains stimulating.

### FUNDamentals Stage

Fencers are introduced to basic fencing skills while also building confidence to move their bodies with agility, balance, coordination and to have fun by being active. As they improve their control of basic fencing skills, they begin to make simple tactical choices. They learn the basic rules and logic of fencing and demonstrate fair play and respect.

### Learn To Train Stage

Fencers begin to build good training habits as they increase their skill repertoire and develop basic mental skills that prepare them for the competition environment.

### **Train To Train Stage**

Fencers increase commitment to training and use their skills with greater speed and precision. They learn to adapt to different opponents and less predictable situations. They take greater responsibility to manage training routines, nutrition, sleep and preparation for competition.

### **Train To Compete Stage**

Fencers envision greater success in competition. They refine select technical-tactical skills, physical and mental preparation, and show self-discipline to manage the demands of training and competition. Training is often linked to a team and travel to competitions is a given.

### **Train To Win Stage**

Fencers are in pursuit of international excellence with full commitment to the national team program. They deliver consistent, high-level performances and are highly adaptable to the demands of world class competition. They are engaged in refinement and mastery of skills.

### **Active for Life Stage and competitive for life - Giving Back to Fencing**

Fencers continue to participate to stay active, enjoy social contact and contribute to the life of the club in a variety of ways such as becoming an instructor, coach, referee, armourer, or volunteer leader. Some have developed a passion for fencing and want to train and participate in competitions as a way to stay active, enjoy social interaction with club mates and challenge themselves.

## **Training Guidelines based on development characteristics.**

### **Late Childhood (to the start of adolescence)**

Children have a vivid imagination and are eager to be active as they learn and accomplish things. They are often self-centred and conscious of their feeling and emotions.

Children accept instructions to learn faster, and they react favourably to praise.

Their growth rate is slow, and they are increasingly able to make coordinated, quick movements.

The sweating mechanism in children is not well developed so they over-heat easily.

This is an important period for accelerated adaptation to motor coordination.

#### **Implications for the coach:**

- Establish guidelines for acceptable behaviour and act in a consistent, predictable manner,
- Accept each fencer unconditionally,
- Give frequent praise for their efforts and provide specific, solution-oriented feedback,
- Emphasize the development of confidence, self-esteem, peer interaction & cooperation,
- Put winning and losing into perspective,
- Emphasize the value of giving their best effort,
- Demonstrations must be specific, easy to understand and with a clearly defined goal.
- Explanations must be brief and precise,
- Activities must be relatively short and must change frequently,

- Focus on activities to develop coordination, agility, balance, speed and proper motor patterns,
- Give opportunities for fencers to take some responsibility be a corner judge, be a demonstrator for a fencing drill, etc.,
- Give opportunities for fencers to demonstrate the progress they have made,
- Maximize the time when fencers are actively involved in training activities,
- Introduce simple rules and fencing etiquette with a focus on fair play and respect for others,
- Include activities that promote fun and friendship.

#### **Equipment:**

- Ensure fencers are using appropriately sized equipment. Grip size and blade length of the weapon are important considerations depending on the physical size of the fencer.

### **Adolescence**

Adolescents are undergoing a period of major growth with significant changes in bone, muscle, fat tissue and hormonal changes that lead to changes in their body shape towards their adult body.

Different parts of their bodies grow at different rates that may result in a temporary loss of kinaesthetic awareness. Large differences between early and late maturing adolescents of the same age are common. Girls generally go through maturation changes earlier than boys.

Adolescents are developing moral concepts, values, and attitudes to relate to the larger society around them. Adolescents have an increased capacity to concentrate and to engage in abstract thinking. They are likely to challenge authority, question decisions and ask for justification. Opinions of peers tends to be more important than those of the coach.

#### **Implications for the coach**

- Carefully consider training loads (volume, frequency, intensity) to avoid undue stress to the joints,
- Expect that rapid growth spurts can temporarily affect coordination and ability to perform skills that were previously mastered,
- Games and training activities should emphasize skill and dexterity,
- This stage is well suited to develop aerobic capacity and flexibility,
- Focus on building strategic abilities to play with distance changes and timing of actions,
- Consolidate and refine fencing techniques for specific tactical applications,
- Maximize the time when fencers are actively involved in training activities,
- Provide tournament opportunities that involve travel with teammates,
- Involve the adolescent in roles such as officiating, leading some training activities, testing and repairing body wires and weapon.

#### **Equipment**

- Fencers are likely to be using regular length weapons; however, grip size and the weight of weapons should be adjusted to suit the individual,
- Fencers should learn how to test, maintain and do basic repairs on body wires and weapons.

## Key factors to consider in planning quality sport programs

Adapted from Long Term Development in Sport and Physical Activity 3.0.

**Physical literacy** lays the foundation for later success and lifelong engagement in physical activity for health.

**Safe spaces** which are physically, mentally and socio-emotionally safe will enhance learning.

Individuals grow and develop at different rates - physically, cognitively, mentally and emotionally. At the same chronological age (e.g. 12 years of age) there can be a significant degree of variability in maturation levels. Therefore, programs need to be designed to align with each **individual's stage of growth and development**.

There are **sensitive periods** as children develop which provide time-sensitive opportunities to build certain skills and physical abilities more efficiently than at other times in development. These sensitive periods differ between males and females relative to maturation events.

Exposure to a **wide range of sports and physical activities**, especially in the early stages of development will help individuals discover what activities suit their interest and capabilities.

**Excellence takes time** in an environment that progressively teaches skills and provides appropriate levels of challenge to reach the individual's full potential.

**A life-course approach** to designing sport programs takes into account the life transitions that occur from childhood through adolescence and early adulthood to later life stages. Abilities that have been developed promote resilience and durability to be active over a lifetime.

## Physical Literacy

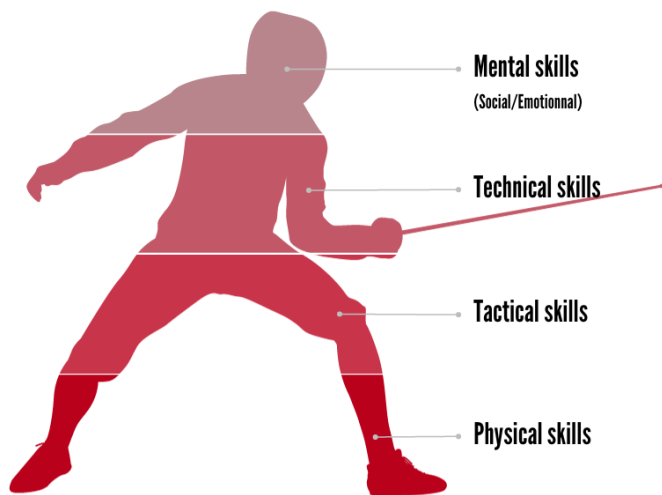
Physical literacy is the development of fundamental movement skills that lead to confidence and motivation towards living a healthy active lifestyle at all stages of life. While some children develop good physical skills during play through trial and error, many do not. Consequently, it is important for coaches to include activities that improve physical literacy through all stages of skill development.

The **ABCs** of physical literacy are agility, balance, coordination and speed.

**Fundamental movement skills** on the ground include running, jumping, hopping, skipping, throwing and catching.

## Fencer Development Matrix

Fencer development covers much more than technical skills as shown in this graphic.



**Physical capacities** to be developed are agility, balance, coordination, speed, power, strength, endurance and flexibility.

**Mental skills** to be developed are the ability to: set goals, maintain focus, deal with distractions, learn from mistakes, build self-confidence.

**Social / emotional skills** to be developed are the ability to manage stress and emotions and build healthy relationships.

**Technical Skills** to be developed are refined

control of positions, footwork movements and bladework actions with adaptability to varying conditions.

**Tactical Skills** to be developed are choice of attack, defence, or counter-attack, distance control, choice of target, how to provoke opponent's reaction and how to disguise intention.

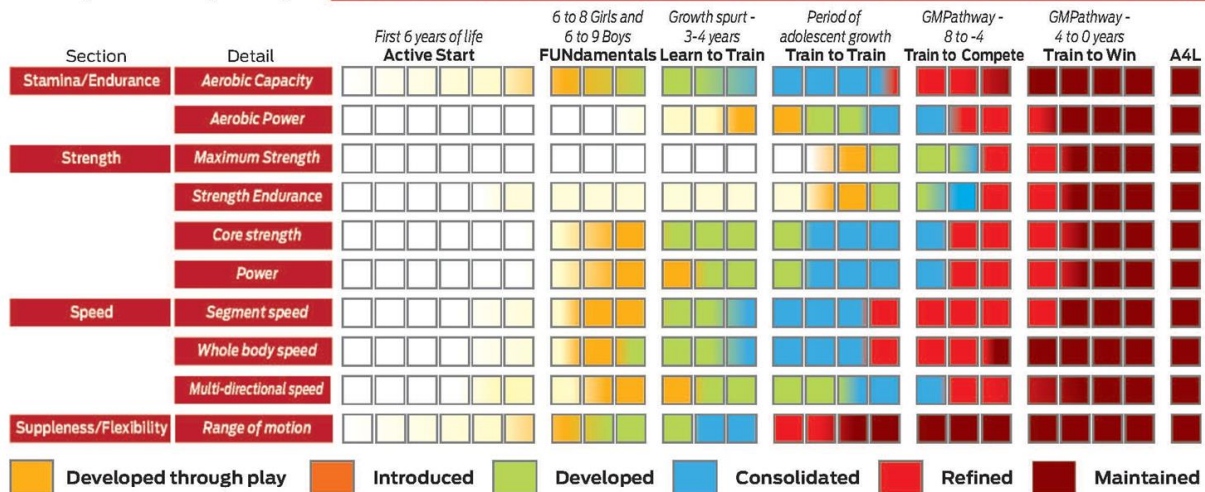
- The rate of development from childhood through adolescence to adulthood can vary widely among individuals of the same age. This will affect the readiness of each individual to progress through the stages of development,
- Fencers with a disability are first and foremost fencers and the components of their development are the same as for their able-bodied counterparts,
- In the early stages of development, attention to the development of physical literacy is critical. Physical literacy is the ability, confidence and desire to be active for life.

## Skill development

- When learning a new sport skill, athletes go through certain predictable stages. The table on the following page describes these stages and their main characteristics, as well as the specific needs of athletes at each stage.
- Although athletes can be expected to pass through these different stages, the time and amount of practice required to move from one to the next can vary considerably from athlete to athlete.
- The different stages of skill development described on the next page (initiation, acquisition, consolidation, improvement and creative variation) apply to all the skill types defined on the previous page.
- For each of the skills you're looking to work on in your program, it's important to know what stage of development your athletes are at. This information will enable you to understand their main training needs. This will enable you to plan your sessions accordingly, i.e. choose the right type of activities and the best way to implement them.

## Physical Capacity

Physical training should be based on the stage of development of athletes - independent of their age



Adapted from Sport for Life

## Phases of skill development

Stages of Skill	Points to Consider in Recognizing Athlete	Stage At this stage, athletes should...
<b>B E G I N N E R</b>	<b>Initiation</b> <ul style="list-style-type: none"> <li>• First contact with skill,</li> <li>• may athlete have no idea what to do to execute the skill.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a clear mental picture of what proper execution looks like,</li> <li>• Understand basic stances, how to position themselves, and basic patterns of the sport or skill,</li> <li>• Feel safe when performing the skill.</li> </ul>
	<b>Acquisition</b> <ul style="list-style-type: none"> <li>• Early stages of learning,</li> <li>• Coordinate key components of the movement, and perform them in the correct order,</li> <li>• Perform roughly the skill as a whole,</li> <li>• Movements are not well timed or controlled,</li> <li>• Execution is inconsistent and requires thought,</li> <li>• Form and execution deteriorate with increased speed or pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear understanding of what they have to do,</li> <li>• Have a good mental picture of the task at hand,</li> <li>• Execute many repetitions at their own pace, in stable, easy and safe conditions,</li> <li>• Find solutions by trial and error, taking into account the coach's feedback.</li> </ul>



<b>I N T E R M E D I A T E</b>	<b>Consolidation</b>	<ul style="list-style-type: none"> <li>● Execute the skill in correct form,</li> <li>● Movement control, timing, and rhythm are good when the skill is performed under easy and stable conditions,</li> <li>● precision under stable conditions,</li> <li>● and can maintain certain elements under pressure, in changing conditions or with greater demands,</li> <li>● Overall execution is inconsistent,</li> <li>● Athlete begins to develop a personal style.</li> </ul>	<ul style="list-style-type: none"> <li>● Being exposed to a variety of situations,</li> <li>● Performing many repetitions under varying conditions,</li> <li>● Being challenged by more complex and demanding tasks or conditions,</li> <li>● Finding more solutions by trial and error, with less frequent feedback,</li> <li>● Practicing skills under conditions of fatigue or simulating the demands of competition,</li> <li>● Dealing with the consequences of their mistakes.</li> </ul>
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Stages of skill		Points to consider in recognizing the stage of Athlete	At this stage, athletes should...
<b>A A D V A N C E</b>	<b>Refine</b>	<ul style="list-style-type: none"> <li>● Execute movements at the ideal speed and form,</li> <li>● Have consistent execution,</li> <li>● Have great precision, even in demanding, complex and varied conditions,</li> <li>● Only a little refinement is needed to achieve proper execution optimal,</li> <li>● Athlete has developed a very personal style,</li> <li>● Components of movement are automated so athlete can focus more on context and rapid changes,</li> <li>● Athlete critically reflects on performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Being exposed to demanding conditions and complex competitions requiring high level skill execution,</li> <li>● Be trained at to find solutions to problems on their own.</li> </ul>
	<b>Creative variations</b>	<ul style="list-style-type: none"> <li>● Only the best athletes in the world can do it,</li> <li>● Movements are executed in the ideal pattern,</li> <li>● Athlete's personal style is effective,</li> <li>● Personal interpretation of abilities,</li> <li>● Creation of unique patterns in response to challenging situations competition.</li> </ul>	<ul style="list-style-type: none"> <li>● Being exposed to demanding and complex competitive conditions requiring perfect skill execution,</li> <li>● Finding their own solutions to problems.</li> </ul>

## Striking a balance...

<b>Athletic qualities to develop in my sport</b>	<b>Qualities whose training should be avoided given the age of the athletes</b>	<b>Qualities that should be emphasized given the age of the athletes</b>
<b>Physical qualities</b>		
<b>Motor skills</b>		
<b>Technical</b>		
<b>tactical</b>		

# Fencing-Specific Safety Criteria

The normal practice of a sporting activity can entail certain risks of injury. The coach is one of the people best placed to recognize these preventable hazards. When playing a sport, the main risk factors can be grouped into the following categories:

Safety in fencing primarily depends on two fundamental factors:

- Prevention,
- Verification.

Adhering to these two factors ensures the practice of fencing in safe conditions. Nevertheless, it is important to remain vigilant and keep in mind that, as in other sports, practicing fencing can lead to accidents.

## **Safety: Managing risk factors**

Environmental factors

Mechanical factors

- These are factors related to the quality and operating condition of the equipment and facilities used in a sporting activity.

Human factors

- These factors relate to the athletes and the people who supervise them: coaches, officials, parents, organization managers, etc. They may relate to the individual characteristics of athletes (e.g. age, height, weight, level of physical preparation) or to their behaviour (carelessness, negligence, panic, contact, etc.). Human factors specific to the coach include training, experience and coaching.

Safety Rules for Fencing Practice – the coach must set an example!

- Always wear your mask during exercises, bouts, or when demonstrating actions, even when holding a weapon,
- Wait for the coach's signal or permission before removing your mask. If you need to remove your mask, first withdraw from the combat area, then place your weapon on the ground before removing the mask,
- During the coach's explanations, keep the tip of the weapon directed towards the ground.
- If you need to move to change partners or for any other reason, do not pass between bouting fencers and keep your tip towards the ground,
- Avoid hitting the opponent with excessive force (moderate the strength of the hits),
- Wait for the coach's signal to start exercises or bouts.

**The coach must ensure that:**

- If the opponent backs too close to a wall, cease all action and change location or return to the middle,
- Do not encroach on the pistes used by other fencers,
- Keep personal equipment away from the pistes,
- Say "Halt!" loudly if you notice any unsafe situation and encourage fencers to immediately report any unsafe situations to you or any other coach,
- Participants wear masks before distributing weapons,
- Participants who are not fencing keep their tips directed towards the ground when they walk or when you are speaking to them.

### Verification During and After the Fencing Class

**During the class:** The coach must ensure that all participants learn and practice basic safety rules.

**After (or before):** The coach must check that the equipment is not damaged and is still in good condition (blades, jackets, masks, and gloves).

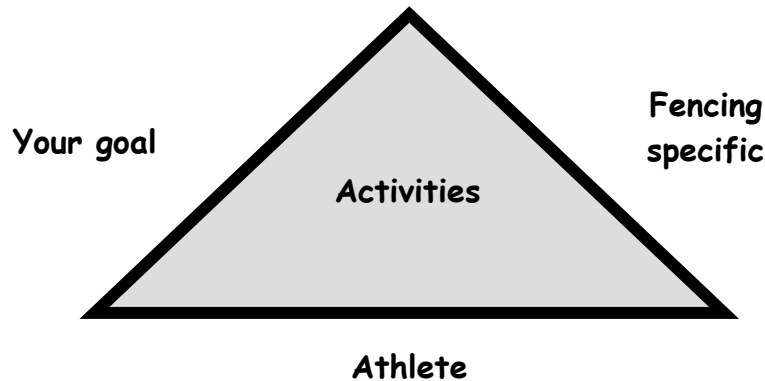
During a pre-season information meeting with parents, one of them asks you the following questions: "I don't know this sport very well. Could it present risks for my child? What measures are you taking to reduce the risks for athletes?"

Use the table below to list the elements that will help you answer these questions.

Risks involved in my sport	The measures I take to reduce these risks

## Developing activities for training sessions

Planning training sessions is all about choosing the right activities. As illustrated in the figure below, your choice of activities and the way they are carried out should be guided by three factors: the goal you are pursuing, the sport itself and the athletes you are training.



- Each activity must have a clear purpose or reason for being.
- This purpose must be adapted to the athletes, taking into account both their maturity and their skill level in the sport in question.
- The sequence of each activity (e.g., tasks to be performed, conditions of execution, duration and number of repetitions, etc.) must enable the goal to be achieved.

## Challenge zone



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When planning a training session, one of the coach's tasks is to ensure that the activities proposed to the athletes will enable them to evolve in a zone of optimal difficulty in terms of execution and success rate. If the demands of the activity or exercise are too high, athletes may feel worried and anxious, which is undesirable for learning.

On the other hand, a task that is too easy will cause boredom and disinterest. The level of difficulty of the task must therefore be "optimal", i.e. the athlete who is about to perform it must have the perception of being able to do it successfully, but without being certain of it. As a general

rule, if the success rate is around 2 out of 3 times, the task represents an appropriate challenge.

## Who are your athletes?

The physical maturity of your athletes plays an important role in determining which elements you should emphasize in your training sessions.

**To help you think more clearly, describe your athletes in the table below.**

<b>Gender of your athletes</b>	Girls/women	( )	
	Boys/Men	( )	
	Mixed ( )	( )	
<b>Indicate the number of athletes you have in each category</b>		Male	female
	Young children: 3 to 5 years	_____	_____
	Children: 6 to 7 years old	_____	_____
	Children: 8 to 9 years old	_____	_____
	Pre-puberty: 10 to 11 years	_____	_____
	Puberty, stage 1: 12 to 15 years old	_____	_____
	Puberty, stage 2: 15 to 18 years	_____	_____
	Young adults: 19 to 22	_____	_____
	Adults: 22 and over	_____	_____
	<b>total</b>		
<b>or the same age group, there are major differences</b>	in height and weight	Yes ( )	No ( )
	skill level	Yes ( )	No ( )
	level of experience	Yes ( )	No ( )
<b>Including the current year, the athletes I coach have, on average, the following number of years of training and competition experience in this sport:</b>		_____	

# Training principles

The information presented throughout this document highlights certain fundamental training principles. These principles are recommendations that are applicable at all times, and which you should take into account when planning your training sessions and activities. The table below provides a brief definition of the main training principles.

<b>Principles</b>	<b>Definition and meaning</b>
<b>Adaptability</b>	Over time, athletes learn and become accustomed to the tasks and activities they must perform during training sessions; they also adapt to the particular conditions in which they train.
<b>Specific</b>	Particular tasks or activities performed under specific conditions result in specific adaptations; these adaptations are not necessarily transferable to other tasks or activities, or to other conditions of performance.
<b>Surcharge</b>	The nature, intensity, duration and frequency of the tasks or activities proposed during training must present an adequate level of difficulty and force athletes to produce an effort.
<b>Individualisation</b>	To induce the desired training or learning effects, the demands of the tasks or activities proposed must be adapted to the abilities of each athlete.
<b>Progression</b>	The notion of overload or challenge should be introduced progressively and logically over time; the progression should be from the simplest to the most complex, from the parts to the whole, and from the easy to the most difficult.
<b>Intention</b>	Each training activity must have a clear purpose in terms of the desired training or learning effects. The intent determines the best training activities, methods or conditions to use. In addition, athletes must have a clear intention when performing a task.
<b>Recovery</b>	The body must recover from the fatigue resulting from training activities, otherwise progress can suffer.

## Take logistics into account

**Using the table below, describe the facilities, equipment and time you have available for your training sessions.**

- ❑ What facilities and equipment do you have access to for your training sessions? (e.g., one gym, eight balls)
- ❑ What days and times can you generally use these facilities and equipment? (e.g., Fridays, 6-7 p.m.)
- ❑ What other restrictions govern the use of these facilities and equipment? (e.g., equipment must be transported or shared with another team; facilities can only be used early in the morning or for one hour at a time; must be shared with another team)

Installations, equipment	Days, times	Restrictions



Factors That Affect My Practice	Description of the Factor as It Applies to My Practices	Potential Effects of the Factor on My Practices
Example: Athlete attends school and participates in other activities	Athlete is in a demanding academic program and does a lot of volunteer work	The athlete's practice time may be limited during the school year The athlete can train more in the summer
Competition schedule		
Goals for the season		
Number of athletes		
Level of athletes		
Athletes' involvement in school and other activities		
Risk factors		
Equipment		
Facilities		
Support staff		
Other?		

# Workout structure

A well-structured training session consists of five parts:

- **Introduction** - The coach prepares the site and equipment, welcomes the athletes and briefs them on the content of the training session. This is also a good time to review the athletes' general condition (e.g., have they recovered from the previous workout?).
- **Warm-up** - The coach plans activities that gradually warm up the athletes to prepare them physically and mentally to perform well during the main part of the session. The warm-up is divided into two parts: a general warm-up and a more specific warm-up. The general warm-up is designed to raise body temperature until athletes begin to sweat. It also aims to allow progressive stretching of the muscles. The sport-specific warm-up prepares the muscles for the movements that will be performed during the main game. During the specific warm-up, movements should mimic those to be performed during the main part. The intensity and amplitude of movement should also be progressively increased.
- **The main part** - The coach plans a continuous flow of activities that will help athletes improve sport-specific skills and physical condition. The activities chosen must not only be appropriate to the sport being played, but must also be adapted to the age, physical condition and skill level of the athletes.
- **Cool-down** - The coach should plan low-intensity activities to provide a transition between the more intense efforts of the main part and the end of the training session. There should also be time for stretching.
- **The conclusion** - The coach makes a few comments about the workout and invites athletes to give feedback. He or she ensures that the training session ends on a positive and friendly note, and can also provide information about the next session or match.

# Planning a practice: general approach

## **Before Practice: Arrive 30 minutes before the start of practice**

- Inspect facilities,
- Prepare equipment,
- Greet each participant upon arrival.

## **At the Start of Practice**

- Start on time,
- Ask participants to gather around you,
- Briefly go through goals and activities of this practice,
- Provide general instructions on safety for the activities to be done.

## **General Warm-Up:**

- Include general exercises (or games) to relax muscles and raise core temperature,
- Dynamic flexibility exercise.

## **Specific Warm-Up:**

- Choose fun activities (games) known to the participants that will also prepare fencers for the main body of practice (\*).

## **Main Practice**

- Plan three or more activities and deliver them progressively,
- Include fencing-specific exercises in a group setting, to meet the goals of the practice,
- During certain exercises, the coach may join the group and perform the exercises with them (allowing for small technical corrections),
- Use fencing-themed games and cooperative exercises,
- Avoid elimination games, as those eliminated first are often those needing the most practice,
- Aim for the development of basic sport skills.

## **Cool-Down**

- Plan a gradual decrease in intensity,
- Run fun low-intensity activities.

## **Conclusion**

- Offer feedback on what went well and what could be improved,
- Conclude with a team spirit activity e.g. team cheer, etc.,
- Ensure that everyone leaves in a good mood.

## Additional Tasks of instructors and coaches

**Instructors and coaches in collaboration with a fencing club administrator may be required to:**

### **Program and Equipment Management**

- Manage participant registration,
- Collect participants' contact and medical information,
- Book facility rental for practice,
- Coordinate purchase of equipment with club organizers,
- Coordinate purchase of t-shirts, tracksuits, etc. with club organizers,
- Coordinate establishment of club Code of Conduct with club organizers,
- Arrange program promotion to recruit new participants,
- Organise First-Aid Kit,
- Prepare an Emergency Action Plan,
- Create a facility checklist.

### **Planning**

- Plan Practices,
- Create class schedule,
- Coordinate with club organizers planning and preparation of pre-season, mid-season and post-season parents' meetings,
- Plan an end-of-season activity.

### **Practice**

- Prepare equipment,
- Inspect facilities,
- Supervise practices,
- Evaluate practices,
- Supervise parents' meetings,
- Supervise end-of-season activities.

## Planning a practice

- Identify the age group for the practice: \_\_\_\_\_
- Identify the LTD stage of the group: \_\_\_\_\_
- Identify the main goal for your practice: \_\_\_\_\_

Describe/state a goal for **warm-up**: \_\_\_\_\_

List **two warm-up** activities to reach this goal:

1. \_\_\_\_\_
2. \_\_\_\_\_

Describe/state a goal for **footwork**: \_\_\_\_\_

List **two footwork** activities to reach this goal:

1. \_\_\_\_\_
2. \_\_\_\_\_

Describe/state a **technical/tactical** goal: \_\_\_\_\_

List **two** activities to reach this goal:

1. \_\_\_\_\_
2. \_\_\_\_\_

Describe a **mental preparation** goal: \_\_\_\_\_

List **two** activities to reach this goal:

1. \_\_\_\_\_
2. \_\_\_\_\_

## Putting it all together

We often talk about the importance of making training sessions motivating and fun for athletes, but what exactly does that mean?

**Complete the following sentence by adding any ideas you can think of: During a training session, athletes are motivated when they ...**

---

**Compare your answer with the section of the Reference Document entitled "Five criteria for developing motivating exercises" and with those of other coaches. If necessary, add new ideas to your list?**

---

## Group Lessons

This method consists of engaging a group of students in cooperative or oppositional exercises. Each student practices a pre-established exercise with a partner to develop technical and/or tactical skills.

Community level group lessons are mostly cooperative. Instructor-Beginner and Competitive stream group lessons have a blend of cooperative and oppositional activities.

## Cooperative Exercises

**During cooperative work**, partners allow each other to hit. In the community context, the goal is to improve technique by developing overall coordination of fencing movements. In the instructor beginner context, the group lesson should focus on basic technical development including distance and timing.

For cooperative exercises:

- Yellow armband content action choice (e.g., Direct attack with lunge) or combat situations (e.g., offense, defense or counter-offense),
- Participants are organized in pairs, facing each other,
- Plan for frequent partner changes,
- Overall development of coordination for a single action (technique) at the Community level. General (technical) coordination development while considering timing and distance factors for the Instructor Beginner level,
- Introducing the concept of play through free or directed fencing exercises,
- Feedback based on student motivation and the correction of technique (community), and distance and timing for each action or combat situation (Instructor-Beginner),
- Development of behavior routines and respect of fencing rules.

## Oppositional Exercises

**During oppositional work**, there are always two or more ways of scoring. The exercise involves hitting the opponent with two or more choices, using various technical or tactical elements. The advantage of this type of work is that both fencers work simultaneously on the chosen tactical or technical themes. Coaches play a role as activity coordinator and ensure feedback during breaks. It is important to promote partner changes during these exercises.

For Oppositional Exercises (Instructor-Beginner & Competitive Stream):

- Participants are organized in pairs, facing each other,
- Plan for frequent partner changes,
- Each fencer is given one or more options to score a hit, depending on situation,
- Add more options when each fencer has success in scoring the hit:
  - Fencer A: choice of 2 different offensive actions,
  - Fencer B: choice of 2 defensive or counter-offensive actions.
- Developing a sense of tactics,
- Provide feedback for distance, timing, and tactics against opponent,
- Develop a sense of appropriate actions (logical intent of hits).

# Individual lessons

This method involves working one-on-one with an athlete. The activity may have a different work objective depending on the situation and the needs of the athlete. During an individual lesson, it will be important for the coach but also for the athlete to respect the rule of two.

## The different types of individual lessons

There are different types of individual lessons. Each type of lesson has its own specificity. The coach must determine, depending on the needs of the athlete and the time (different phase of annual plan) when the lesson is carried out in the annual planning, what type of lesson should be realised.

- At the community level, individual lessons are not on the program. The Beginner Instructor context, the focus will be on the technical lesson (the tactical lesson will be discovered in the practical workshop).
- Technical lesson: the emphasis is placed on learning technical gestures in the designated weapon. It allows you to develop coordination of gestures with movements. To do this, the trainer will perform repetitions at various paces. The level of uncertainty for the athlete in this type of lesson is low.
- Tactical lesson: In this lesson, the emphasis is placed on the implementation of a technical gesture in a realistic combat situation with the trainer. This lesson introduces uncertainties into the construction of the individual lesson. The athlete's action may have one or more intentions.
- Training lesson: This type of lesson is intended to perfect technical actions in tactical situations. It also emphasizes actions at varied paces to develop complementary skills for the athlete. It must also allow the athlete to make decisions which must be realistic with what he will be confronted with during a competitive match.
- Assault Lesson: This lesson resembles a match between the athlete and the coach. The athlete must resolve specific situations so that he develops his decision-making skills.
- Specific lesson: This lesson aims to develop particular technical gestures to be performed in a specific situation that the athlete will encounter in competition. It also helps prepare an athlete to develop their skills for a match with a specific opponent.

## Organization of the individual lesson

Although each lesson is specific, it will be important that each lesson has three parts:

- Introduction: equivalent to warm-up. Carrying out actions to prepare the athlete for the intensity of the lesson. In this part the distance is generally small and with a lighter pace.
- A main part: Part where the coach chooses the actions to put in place in order to achieve the objectives established before the lesson,
- Conclusion: Return to calm at the end of the lesson and feedback for the next activity,
- It will be important to respect a progression as well as an overall logic of the activity.

The individual lesson will allow you to develop the skills defined by the coach. It must also have a coherent and a progression adapted to the objective and the athlete.

- Coordination of technical elements (amplitude, realism, progression of the tip),
- Concept of time, rhythm, distance, speed, and tactics,
- Anticipatory work (visual perception, prior decision-making, only one thing in the head.).

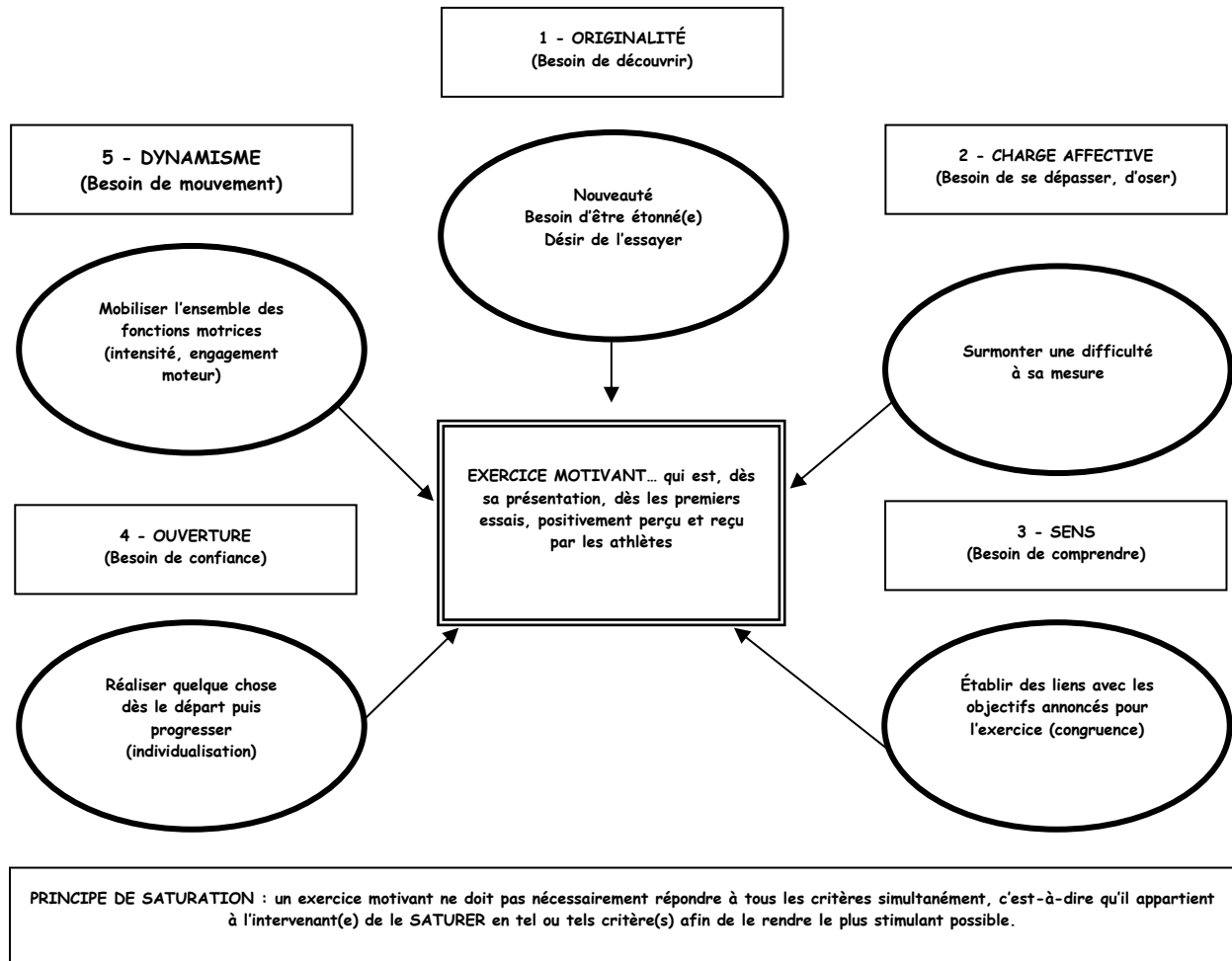
## Lignes directrices visant le développement de la tactique

- ❑ L'activité doit reproduire une situation compétitive ou une situation de jeu réaliste, compte tenu du niveau des athlètes.
- ❑ Les athlètes doivent avoir une intention générale claire et un objectif précis lorsqu'ils ou elles débutent l'exercice ou l'activité en question [p. ex., créer un surnombre; prendre un(e) adversaire par surprise afin de tirer avantage d'une situation particulière; etc.].
- ❑ La situation proposée doit comporter un certain degré d'incertitude de sorte que l'athlète ait certaines options et doive faire un choix; il faut éviter les situations stéréotypées et prévisibles où les athlètes n'ont pas à réfléchir ou à se concentrer.
- ❑ Il faut encourager les athlètes à faire preuve de créativité pour réaliser la tâche.
- ❑ Le déroulement de l'activité ou de l'exercice doit se faire à un rythme comparable à une situation compétitive ou de jeu réelle; dans certains cas, particulièrement au début et pour s'assurer que les athlètes ont bien compris, le déroulement peut être un peu plus lent.
- ❑ Il faut prendre le temps de questionner les athlètes relativement à leurs choix et à leur prise de décision et de leur faire prendre conscience des différentes options qui s'offrent à eux/elles; cette démarche exige une certaine réflexion critique de la part des athlètes eux/elles-mêmes.
- ❑ Certaines questions que l'on peut poser aux athlètes incluent :
  - Qu'est-ce que tu as vu dans cette situation?
  - Selon toi, quels étaient tes différents choix de réponse et quel aurait pu être le résultat de chacun d'eux?
  - Quels indices as-tu pris en compte lorsque tu as pris ta décision ou fait ton choix?
  - Qu'est-ce que tu espérais qu'il se passe après avoir pris cette décision?
  - Selon toi, quelle pourrait être la meilleure façon de prendre avantage sur l'adversaire dans cette situation? Pourquoi?
  - Que pourrais-tu faire afin de cacher tes intentions à l'adversaire le plus longtemps possible afin qu'il ou elle ne se doute pas de ce que tu cherches à faire?
  - Quelles actions ou gestes pourrais-tu poser afin de rendre l'adversaire incertain(e) par rapport à ce que tu cherches vraiment à faire ou encore à quand et comment tu le feras?



## Five criteria for developing motivating exercises

(From Martel, 2003; inspired by Florence, Brunelle and Carlier, 1998)



# Effective feedback

Step	Definition	Example
1. Descriptive	The coach describes to the participants what they've just done.	<ul style="list-style-type: none"><li>• The build-up was too slow. (general),</li><li>• Your legs were really extended (specific).</li></ul>
2. Evaluative	The coach assesses the quality of the performance and makes some kind of assessment or judgment.	<ul style="list-style-type: none"><li>• You haven't quite reached the skill,</li><li>• Great work!</li></ul>
3. Prescriptive	The coach tells the participant how to execute the skill next time.	<ul style="list-style-type: none"><li>• Throw it higher! (general),</li><li>• Get your arm higher! (specific).</li></ul>

To give effective feedback it is important to carefully choose the moment of the coach's intervention, the type of intervention but also the choice of the task for which the coach wishes to carry out his intervention.

In addition to the choices to be made without verbal communication, the coach must ensure that he adapts his non-verbal and non-specific communication. To do this, the following elements must be taken into account:

- Stay on the current topic of conversation: one conversation and topic at a time. Knowing how to be frank while being respectful and attentive to the other person,
- Take the necessary actions: the coach must learn to question himself and what is said to evaluate and question the situation. It is important to take responsibility for what is said,
- Moments of silence between the coach and his athlete should not be a difficult moment but should help to encourage everyone's thinking.

Other things to consider in feedback:

- The message must evolve over time and with the actions that are put in place by the athlete for the feedback to be effective,
- Positive retraction will lead the athlete to reproduce the actions he has just performed, while negative feedback must aim to replace the action he has just performed. It will then be necessary to provide solutions and desired adjustments.

External feedback (acting on the effect of the action, example throwing the leg to kick a ball) will tend to have learning anchored in time unlike internal feedback (acting on the execution of the action, example extends the arm) which will tend to have conscious control.

For the feedback to be well received by the athlete, the coach must also ensure that positive interactions are developed with the athlete. He will also have to communicate his standards of success which must be raised and remain in the challenge zone.

## Practice plan template – Group class

<b>Age – level</b>		<b>Date</b>	<b>Duration</b>
<b>Equipment</b>			
<b>Objective</b>			
<b>Location</b>			
<b>Integrate general and specific warm-up</b>			
<b>Introduction</b>		<b>Security Equipment:</b>	<b>Key Elements</b>
			<b>Adaptation if necessary</b>
<b>MAIN PRACTICAL COMPONENT</b>		<b>Security Equipment</b>	<b>Key Elements</b>
			<b>Adaptation if necessary</b>
<b>Cool-down</b>			<b>Key Elements</b>
			<b>Adaptation if necessary</b>
<b>Conclusion</b>			<b>Key Elements</b>

## Practice plan template – Individual Lesson

<b>Age – level</b>		<b>Date</b>	<b>Duration</b>	<b>To</b>
<b>Objective</b>				
<b>Equipment</b>				
<b>Location</b>				
<b>Introduction</b>				<b>Key Elements /Safety</b>
				<b>Adaptation if necessary</b>
<b>MAIN PRACTICAL COMPONENT</b>				<b>Key Elements /Safety</b>
				<b>Adaptation if necessary</b>
<b>Conclusion</b>				<b>Key Elements /Safety</b>

## ***Workout planning checklist***

### **Structure and organization**

- The training session is organized and well structured (introduction, warm-up, main part, cool-down, conclusion).
- The duration of the training session is adapted to the age and skill level of the athletes.
- Facilities and equipment are used appropriately to achieve the objectives of the training session.
- Activities are organized in such a way as to minimize waiting time for athletes during the session.
- The transition between activities is planned to ensure that as little time is wasted as possible.
- The activities in the central part of the training session are proposed in an appropriate order.

### **Activities**

- The training session includes a variety of activities.
- Athletes have enough time to complete each activity.
- Activities have well-defined objectives.
- Activities are adapted to athletes' skill levels and physical condition.
- Activities are adapted to athletes' stage of growth and development.
- The conditions in which the training session takes place are adapted to the athletes' stage of skill development.
- Activities are challenging, stimulating and reasonable for athletes, and are chosen or designed so that athletes can complete them two out of three times.
- The sequence of activities in a practice meets the need to : - Optimize technical and tactical learning - Optimize physical and psychological development

### **Security**

- The potential risks posed by the environment, facilities, equipment or the athletes themselves have been taken into account, and activities have been designed accordingly..

# Action sheet

I intend to START ...

I intend to STOP ...

I intend to CONTINUE to ...

# Foil Armband

Armband	Footwork, Technical Elements	Preparation - Action Plan	Refereeing
Yellow	<p><b>Footwork</b></p> <ul style="list-style-type: none"> <li>-(Steps forward and back, lunges.)</li> <li>-Steps forward and back with step-by-step breakdown (front foot – back foot for forward step, back foot, front foot for step back),</li> <li>-Lunge, (starting from the tip),</li> <li>-Different footwork combinations.</li> </ul> <p><b>Technical Elements</b></p> <ul style="list-style-type: none"> <li>-Holding the weapon; salute; guard position,</li> <li>-Simple offense (direct and with disengage),</li> <li>-Simple 4 and 6 defense; riposte (direct and indirect).</li> </ul>	<p><b>Preparation</b></p> <p>Tactical content at this level involves:</p> <ul style="list-style-type: none"> <li>-Choosing the action (offensive, defensive or counter-offensive),</li> <li>-Choosing the target.</li> </ul> <p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>-Decision Work (based on self),</li> <li>-Recognise attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the valid target,</li> <li>-Identify the dimensions of the fencing piste,</li> <li>-Identify the basic rules of refereeing basic Criteria for Identifying,</li> <li>-Fencer Hitting and Fencer getting Hit.</li> </ul>
Orange	<p><b>Footwork</b></p> <ul style="list-style-type: none"> <li>-Double step forward with rhythm changes and tempo breakdowns (slow – fast) (front foot – back foot for forward step, back foot – front foot for step back),</li> <li>-Combining yellow and orange armband footwork with rhythm changes.</li> <li>-</li> </ul> <p><b>Technical Elements</b></p> <ul style="list-style-type: none"> <li>-Compound attacks,</li> <li>-Working with counter-sixte parries,</li> <li>-Counter-ripostes.</li> </ul>	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>-Working different feints (direct feints or disengage feints),</li> <li>-Distance and hand position work to provoke the attack.</li> <li>-</li> </ul> <p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>-In yellow and orange level,</li> <li>-Compound actions with 2-point tempos over single step tempo (start step with forward foot and quart extension of the arm during push from the forward foot),</li> </ul>	<ul style="list-style-type: none"> <li>-Identifying Basic Refereeing Criteria,</li> <li>-Refereeing Matches in Groups with Coach Assistance.</li> </ul>



- Differentiating direct and disengage feints.

## Saber Armband

Armband	Footwork, Technical Elements	Preparation - Action Plan	Refereeing
Yellow	<p><b>Footwork</b></p> <ul style="list-style-type: none"> <li>- Steps forward and back, lunges,</li> <li>- Glide steps (introduction), combinations based on content,</li> <li>- Coordination and speed.</li> </ul> <p><b>Technical Elements</b></p> <ul style="list-style-type: none"> <li>- Holding the weapon, salute, guard position,</li> <li>- Simple direct offense,</li> <li>- head, flank, chest,</li> <li>- Defense System 1 (4, 5, 3) riposte (direct to different targets -chest, head, flank),</li> <li>- Distance defense and immediate offense (making the opponent fall short).</li> </ul>	<p><b>Preparation</b></p> <p>Tactical content at this level involves:</p> <ul style="list-style-type: none"> <li>- Choosing the action (offensive, defensive or counter-offensive),</li> <li>- Choosing the target.</li> </ul> <p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>- Decision Work (based on self),</li> <li>- Recognise attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the valid target,</li> <li>- Identify the dimensions of the fencing piste,</li> <li>- Identify the basic rules of refereeing,</li> <li>- Basic criteria to identify who touched and who receive the touches.</li> </ul>
Orange	<p><b>Footwork</b></p> <ul style="list-style-type: none"> <li>- hops forward and back,</li> <li>- glide steps (acquisition) and variations (link with steps forward and back),</li> <li>- slow steps followed by fast steps.</li> </ul> <p><b>Technical Elements:</b></p> <ul style="list-style-type: none"> <li>- Indirect attacks (chest-flank and flank chest) initiation, acquisition,</li> <li>- Attaque au Fer (with quarte beat).</li> </ul> <p>Forward target counter-attacks followed by</p>	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>- Preparation with point in tierce position,</li> <li>- Pre-determined actions (first intention),</li> <li>- In the middle of the strip, steps, hops, glide steps and offensive, defensive or counter-offensive action follow-through, with point threatening the target on defense.</li> </ul> <p><b>Action plan</b></p> <ul style="list-style-type: none"> <li>- Decide actions based on opponent's position,</li> <li>- Identify distance and choose appropriate action</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the basic rules of refereeing,</li> <li>- Basic criteria to identify who touched and who receive the touches,</li> <li>- Referee matches in Groups whit coach assistance.</li> </ul>

	parries.	accordingly. Offensive, defensive and counter-offensive actions done based on cued preparations.	
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## Epee Armband

Armband	Footwork, Technical Elements	Preparation - Action Plan	Refereeing
Yellow	<p><b>Footwork</b></p> <ul style="list-style-type: none"> <li>-Steps forward and back, lunge, footwork combinations.</li> </ul> <p><b>Technical Elements</b></p> <ul style="list-style-type: none"> <li>-Holding the weapon, salute, guard position,</li> <li>-Simple offense. (direct and with disengage),</li> <li>-Parries sixte and quarte,</li> <li>-Sixte and quarte engagements,</li> <li>-Remise offense.</li> </ul>	<p><b>Preparation</b></p> <p>Tactical content at this level involves:</p> <ul style="list-style-type: none"> <li>-Choosing the action (offensive, defensive or counter-offensive),</li> <li>-Choosing the target.</li> </ul> <p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>-Decision Work (based on self),</li> <li>-Recognise attacking and defending.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the valid target,</li> <li>-Identify the dimensions of the fencing piste,</li> <li>-Identify the basic rules of refereeing,</li> <li>-Basic criteria to identify who touched and who receive the touches</li> </ul>
Orange	<p><b>Footwork</b></p> <ul style="list-style-type: none"> <li>-Redoubling lunge,</li> <li>-static hops,</li> <li>-footwork combinations.</li> </ul> <p><b>Technical Elements</b></p> <ul style="list-style-type: none"> <li>-Octave engagement,</li> <li>-Beat 4,</li> <li>-Semi-circular (octave) parry,</li> <li>-Remise and reprise offensive,</li> <li>-Counter-offense to the body.</li> </ul>	<p><b>Preparations</b></p> <ul style="list-style-type: none"> <li>-Preparation: Work on different feints (direct or disengage feints),</li> <li>- Distance and hand position work to provoke the attack,</li> <li>-Distance and hand position work to provoke parry and counter-attack.</li> </ul> <p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>-Set up distance and choose appropriate action based on distance and identified situation,</li> </ul>	<ul style="list-style-type: none"> <li>-Identify the basic rules of refereeing,</li> <li>-Basic criteria to identify who touched and who receive the hit,</li> <li>-Referee matches in Groups whit coach assistance.</li> </ul>

		-Offensive, defensive and counter-offensive actions done based on cued preparations.	
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# Glossary

## introduction

This glossary is a tool for understanding fencing terms for the coaching community in Canada and beyond. This document is the work of a collective of coaches wishing to contribute to the development of the discipline.

The specific language helps to communicate better between sports people but also to be more precise in the language during fencing lessons.

Terms are organized by category.

## General term

### Armed arm

arm carrying the weapon.

### Assault

friendly combat between two fencers.

### Bout

a match between two fencers where score is kept.

### Conventions

The rules governing the method of fencing for each weapon.

- Priority (foil and saber): the right of way gained by the fencer at foil and sabre by extending the sword arm and continually threatening the opponent's target,
- Fencing time is the time required to perform one simple fencing action.

### Double hit

When the two shooters touch simultaneously. In foil and sabre, they are separated by the application of the convention. In epee, they are both declared "hit".

### Fencer

Person who is doing fencing in a match.

### Fencing phrase

A sequence of fencing movements performed without a break.

### Fight

confrontation between two fencers.

- Fencing at close quarters: combat situation in which the two fencers stand very close to each other without bodily contact,
- Corps à corps: combat situation in which two fencers find themselves in bodily contact, even temporary.

### Flick

A cut that lands with the point, often involving some whip of the foible of the blade to strike at a concealed target.

### Judges

In electric bouts, the assistants to the referee who watch for faults as defined in the rules such as substitution of valid target, use of the unarmed hand, touches on surfaces other than the opponent.

In a non-electric bout, officials who assist the referee in determining the validity of touches.

### Piste / Fencing Strip

the field of play on which a bout takes place.

### Referee

The director of the bout: in charge of awarding touches and penalties and maintaining order.

### Simultaneous attacks

Attacks triggered at the same time by the 2 fencers. in foil and saber the hits are cancelled.

### Salute

gesture of civility that one makes at the beginning and at the end of a fight or a lesson.

### Touch

Arrival of the point or edge of the blade upon the bodily surface of the opponent.

Foil and epee are a thrusting weapon only. Saber is a thrusting and a cutting weapon.

- Thrusting weapon: Refers to a touch delivered by the tip of the weapon, in foil, two cases must be considered:
  - valid hit: hit on part of the correct target area,
  - off target: hit reaching the opponent on a non-valid surface.

Saber touch:

- Cut: The non-thrusting offensive action of the saber blade,
- All hits can be made by the cutting edge, the flat of the back of the blade.

### Touch judgment

decision of the president of the jury on the priority, validity, or cancellation of the hit.

## **Footwork**

### Advance / Step

Moving forward. This is done with an alternate pose of the supports forward without crossing the feet.

### Appel

A tap of the ball of the front foot on the floor.

### Balestra

Forward movement that combines a jump forward (both feet landing together) followed by a lunge or fleche.

### Cross over

An advance or retreat by crossing one leg over the other. It can also be called Pass forward or pass backwards. In saber, crossing the feet while moving forwards is prohibited.

### Development

Extension of the cocked arm coordinated with the lunge.

### Fleche

Attacking footwork formed by leaping with the rear foot crossing past the front foot. This action is illegal in saber.

### Jump

Jump forward or backward with push and simultaneous landing of both feet.

### Lunge

Action consisting of thrust of the rear leg combined with a projection of the front leg. It ends an attack.

### Measure

the distance is the interval which separates the two fencers. We call a distance by the movement to do to touch, for example:

- - Distance of extension of the arm: Distance for which an extension of the arm makes it possible to touch,
- - Slit distance: distance for which a slit is needed to hit.

#### on guard

the stance adopted in fencing.

#### Recovery

The action of resuming the guard position after having lunged. May be either forward or backward.

#### Redoublement (or renewal)

Following a lunge attack that did not hit, the fencer will execute a second forward lunge by resuming the forward on guard position.

#### Retreat

stepping back. It is an alternative pose of the supports towards the back without the feet crossing.

### **Offensive actions**

Action of the fencer intended to hit the opponent.

#### Attack

an initial offensive action made by

- extending the sword arm,
- continuously threatening the opponent's target,
- Moving forward.

#### Simple attack

The action is simple when it is executed in one tempo. Simple attack can be:

- direct, it is executed in the same line,
- indirect, offensive action made by first passing the blade under or over the opponent's blade. it is executed with a movement of the tip that goes around the opponent's blade in another line.

There are 3 simple attacks:

- Direct attack: simple attack carried directly by a rectilinear movement of the point,
- Desengagement: simple indirect attack carried with a progressive movement of the point which circumvents the opposing blade without passing in front of the point.

Passage of the point under the opposing blade in the high line and above the opposing blade in the low line,

- Coupé : simple indirect attack carried with a movement of the point which circumvents the opposing blade while passing in front of the point.

### Compound attack

The action is compound when it is executed in several movements that imply feints. Example of compound attack:

- feint disengage,
- one-two attack: Action consisting of disengage feint then disengage final hit, deceiving opponents lateral parry,
- doublé: One feint of disengagement and a counter disengagement to deceive the circular parade of the opponent.

### Riposte

Offensive action made by the fencer who has parried the attack. The riposte may be direct or indirect, simple or compound, detached or with opposition.

### Counter-riposte

Offensive action made by the fencer who has parried the riposte or counter-riposte.

### Counter-time

A planned action made against an opponent's stop-thrust or stop-cut: drawing the stop hit and then acting upon it by parrying and riposte.

### Remise

A simple direct and immediate offensive action which follows the original attack, without withdrawing the arm, after the opponent has parried or retreated, when the latter has either quitted contact.

### Reprise

New simple indirect offensive action, composed of or preceded by sword actions with or without return to guard.

## **Defensives actions**

Set of actions intended to defeat any opposing action intended to hit, including parries, footwork and displacement.



## Parry

is the defensive action made with the weapon to prevent an offensive action arriving. The different kind of parry are:

- Percussion: Hit (rebound) the blade to defend,
- Opposition: parry executed without shock on the opponent's blade while maintaining contact,
- Yielding: consists in diverting the opposing blade by dragging it (without leaving it) in a line other than that where the offensive was to end. these parries are used only against the driving offensives of prise de fer,
- Lateral parry: parade performed directly from one high line to the other high line or from one low line to the other low line,
- Circular parry: A parry executed by making a circle with the tip. This parade is also called a counter parry,
- Semi-circular parry: A parry executed by moving from high to low or low to high line on the same side (epee or foil),
- Diagonal parry: Parry executed by moving from a high line guard to a low line guard on the opposite side and vice versa.

## Evasion (esquive)

Body action made to avoid being hit, such as ducking, sidestepping, partially turning.

## **Counter offensives action**

Set of actions, intended to hit, carried on the opposing offensive.

### Counter-attack

Counter-attacks are offensive simple or compound actions made during the offensive action of the opponent.

### Stop cut

a counter-attack made into an attack.

### Stop cut made with opposition

a counter-attack made while closing the line in which the opponent's attack will be completed.

### Remise counter offensive

second action intended to touch, carried on an opposing offensive, consisting in replacing its point in the same line.

### Reprise counter offense

second action intended to touch, carried on an opposing offensive, consisting in replacing its point in another line.

### Stop Thrust

counter-offensive executed on an opposing counter-attack.

## **Preparation**

Any movement of blade, feet, body to obtain the best position from which to make an action to succeed. There are two types of preparation: with or without blade.

### **Preparation without blade**

- Feint: simulation of an offensive. Action to draw a reaction or the absence of reaction from the adversary.
- Invitation: provoking the opponent to attack in an opening line, a deliberate uncovering of the target.
- Absence of the blade: when blade is not in contact.

### **Preparation with blade**

#### Attack on the blade

Offensive action made against's opponent's weapon to remove or control the opponent's weapon before attacking. There is three type of attack on the blade:

- beat: crisp striking movement of the opponent's blade creating a deflection, or obtaining a reaction; used as a preparation,
- pressure: executed by contacting the blade and pressing upon it,
- expulsion: engaging the opponent's blade with the middle part of one's own blade and briskly whipping it forward straight to the target, at the same time expelling the opponent's blade from its line.

#### Prises-de-fer

Offensive action made against's opponent's weapon to remove or control the opponent's weapon while attacking. It is made by taking the weak of the opponent's blade with the strong of his blade. There are 4 types of prise-de-fer:

- opposition: blade movement by deviates and controls the opponent's blade by keeping contact with it while pushing forwards to the target,
- bind: The opponent's blade is engaged and then moved diagonally from one line of engagement: to another (low to high or high to low),
- cross: Made by engaging the opponents' blade and transporting vertically to the opposite line high to low or low to high, e.g. from high outside to low outside or vice versa,

- **Enveloppement:** taking of the foible of the opponent's blade by making a complete circle and maintaining continual contact throughout.

### Engagement

when both blades are in contact.

### Change of engagement

Re-engagement of the opponent's blade on the opposite side by disengagement.

### Coule

The action of extending the sword arm and grazing lightly down the opponent's blade, maintaining contact throughout.

### False attack

Simple or compound attack, incompletely developed, intended to make the adversary react in order to take advantage of his reactions.

## **Hand movement**

### Pronation

the position of the sword hand with the knuckles uppermost.

### Supination

the position of the sword hand with the fingernail uppermost.

### Derobement

Deceiving the opponent's attend to deflect your blade.

### Trompement

Action to not let your opponent taking your blade during the parade.

### Point in line

Specific position in which the fencer's sword arm is kept straight and the point of his weapon continually threatens his opponent's valid target.

### Banderole (saber)

Circular movement intended to reach a target by crossing it from top to bottom.

## Target, line and positions

### Hand positions

Position that the fencer's hand can take in the lines. They gave their names to the parades. There are 4 positions for epee and foil:

- Four are in supination: Quarte, Sixte, Septime, Octave,
- Four are in pronation: Prime, Seconde, Tierce, Quinte,

In the sabre, there are five of them: tierce, Quarte, Quinte, Seconde and Prime.

- Prime low line, pronated guard on the non-sword-arm side,
- Seconde low line, pronated guard on the sword-arm side,
- Tierce high line, pronated guard on the sword-arm side,
- Quarte high line, semi-supinated guard on the non-sword-arm side,
- Quinte high line, pronated guard on the non-sword-arm side at foil and epee; and a high guard at sabre to protect the head,
- Sixte high line, semi-supinated guard on the sword-arm side successive parries,
- Septime low line, semi-supinated guard on the non-sword-arm side,
- Octave low line, semi-supinated guard on the sword-arm side.

### Target

Portion of valid surface.

- Saber: entire body above the waist except for the hand and the back of the head,
- Epee: entire body,
- Foil: entire torso in front, and the torso above the waist in the back.

### Flank

The side of the trunk of body on the sword-arm side.

### Advanced target

In epee and saber this term defines any target located in front of the head and trunk (arm, hand, leg).

### Angulation

The act of direction the angle of the blade action other than in a straight line in order to avoid the defending weapon or to better hit an otherwise protected target.

### Lines

Position or area on a fencer's body. Position or area on a fencer's body. There are four sectors possible: high-outside, high-inside, low-outside, low inside.

- Outside: area on the right of your armed hand,
- Inside: area on the left of your armed hand,

- Low line: the area below a horizontal line on the lower chest side,
- High line: the area above a horizontal line on the upper chest side.

## **Strategy and tactics**

### Analysis

chronological breakdown of the fencing phrase.

### Foreseen (premeditated)

Any preconceived action performed without taking into account the opponent's reaction (executed in its entirety).

### À propos

The opportune moment to launch an action, the correct time.

### Seconde intention

An action made with the intention of hitting with one's second offensive cut/thrust.

## **Equipment**

### Blade

Essential part of the weapon, it is made of steel.

- Tang part of the blade that allows the assembly of the shell, the handle, and the pommel,
- Forte thickest part of the blade, close to the hilt. 1/3 of the blade close to the guard
- Moyenne central part of the blade,
- Foible thin part of the blade close to the tip last third of the blade close to the tip.

### Bend

Regular curvature of the blade.

### Fer

Traditional designation of the blade.

### Pommel

a metal cap screwed to the end of the blade which locks the parts of the weapon together and provides a counter-balance to the blade.

### Handle

part intended to hold the weapon with the hand.

coquille

bell-shaped guard of a foil or epee.

Plastic tips

**plastic protection that covers the end of the blade.**