

Introduction. Congratulations for either starting out on your coach career or seeking to further it! In the Irish Fencing Coach Development Programme there are 4 levels of coaching award. You have chosen to undertake a Level 1 programme requiring approximately 20 hours of study with a Coaching Development Programme Tutor together with regular practice with students and with more experienced coaches.

Please realise that any level of coaching award (even level 4) is merely a starting point to more knowledge. The awards give you skills that equip you to teach, coach, understand and appreciate what others are doing. Qualifications themselves do not guarantee the production of successful fencers. Success as a fencer requires a lot more than lessons from a good coach and measures of success for a coach can take many forms; the ability to motivate beginners, keeping them in the sport, training them until a more experienced coach can possibly take them to higher levels of competitive success and so on.

Level 1. The Level 1 Coach Award is considered a high enough qualification to allow you to be insured to work unsupervised. The emphasis of this award is teaching rather than coaching. This means being able to impart basic and new information assuming no prior knowledge on the part of the student. Your students should understand how fencing moves and blade actions work within the conventions and rules of the weapon. Coaching, that is enhancing and developing basic skills by improving timing, distance and speed of execution, as well as a greater tactical awareness, will be expected in the Level 2 award. Even candidates for Level 1, however, are expected to show a logical progression of the stroke/s in the syllabus not just a completed action in isolation. You must be able to break the stroke down into parts to allow students to learn the required skills.

Aim. The aim of the Coach Development course is to prepare for Assessment by a CDPI Tutor for the award of an Irish Fencing Coach qualification at Level 1.

Objectives. The detailed objectives are shown below.

Content & Format of Sessions. Each session will comprise a mix of practical and theory topics and in addition to the items listed above we will share fencing-related games and exercises for individuals, pairs and groups.

We will raise your awareness of some basic sports psychology and physiology to broaden your coach skills, knowledge and behaviours.

What to Wear and What to Bring. Trainee coaches should have a minimum of 350N plastron and jacket, glove, mask and a 'steam' weapon and a spare together with track suit trousers or jogging bottoms with no open pockets. Please bring fencing shoes or non-marking, thin-soled trainers to change into in the salle. Additionally, a teaching plastron will be helpful. Epee and sabre coaches will need a coaching sleeve. No equipment is available for loan.

- 1) Bring your own refreshments and a packed lunch. Also, please bring a notebook and pen. Irish Fencing will issue you with your trainee manual and additional materials at the first Session.
- 2) **Pre-Course Study.** Please familiarise yourself with the information on the following pages before the first session.

National Coaching Development Programme

Irish Fencing Federation

Level One Syllabus – All Weapons

Course Outcomes

The coach will be able to:

Coaching Capacities

Knowledge (of the sport and the fencer)

Describe the beginner adult fencer in this phase of training (Learning to Train)

List the fencer capacities at this phase of training

Show an understanding of the different ways in which people learn new skills and concepts. Begin to conceptualize how this affects fencing.

Coaching Roles, Style, Value and Ethics

List the roles and responsibilities of a level 1 coach.

List the personal capacities of a Level 1 coach

Outline how the Code of Conduct, Child Protection policy are/can be implemented in different situations

Display evidence of all-inclusive/non-discriminatory coaching stance.

Provide positive reinforcement to all participants.

Identify personal qualities which contribute to the coaching process.

Be able to provide support to fencers at competitions and be able and prepared to referee at competitions.

Needs analysis and Planning

plan a session, based on previously determined outcomes, which incorporates 2 or 3 different elements + warm-up/cool-down

plan series of progressive sessions

‘risk assess’ session

ensure kit and venue available

ensure safety of all involved

basic knowledge injury prevention*

basic knowledge first aid and reporting procedures*

*Coaches will be advised that they should attend an external first aid course.

Coaching performance

The level 1 coach will be able to:

- deliver prepared and planned sessions unsupervised
- assist a more qualified coach in the salle
- teach basic moves to beginners who have no prior knowledge of fencing
- show a logical progression of strokes in the syllabus
- break down the stroke into parts
- explain tactical use of action (where, when and why an action is used and logical progression of an action.
- give feedback on performance
- be able to explain basic rules and regulations of competitive fencing, including priority at foil and sabre
- be able to referee fights between students at either foil/sabre and epee and be able to clearly and concisely explain phrasing of hit and decisions made.

Communication and Teamwork

- Communicate effectively with all club/community members
- Work as a team alongside other coaches – coaching as an individual but towards a common goal.
- Give feedback on performance
- Actively seek out higher qualified/more experienced coaches and fencers to enhance learning and understanding about fencing and the coaching of it.
- Ability to express an opinion on a skill/exercise/fencer using clear, concise and technically accurate fencing terminology
- Ability to express a different opinion without confrontation.

Review, Evaluate and Self-reflect

- Evaluate each section of a session independently and collectively
- Assess whether session aims were met
- Evaluate coach's input (positive and negative)
- Verbally report on and then accurately document a session with implications for subsequent sessions.

Relating to Technical Capacities

Teach a class to beginner level in a an adult club/college. Ideally they will also be able to take these skills to a school/holiday camp but will need further training and supervision so to do.

Demonstrate a systematic and structured approach to teaching basic fencing skills

Lead general warm-ups and fencing related exercises for a group

Demonstrate complete fencing actions in normal fencing time

Demonstrate part actions where appropriate to enable students to acquire the necessary skills to execute the whole action

Relating to Tactical Capacities

Explain the tactical use of the action (where, when and why an action is used) and describe the logical progressions of the stroke or the action.

Answer theory questions on fencing, refereeing, safety and tactical elements.

Be able to referee competently themselves at foil/sabre and epee

Relating to Physical Capacities

Conduct warm-up and cool-down activities, including sport specific activities relevant to the level of the course and the fencers.

Use fencing specific and general coordination exercises to emphasise the unusual coordination fencing demands.

Perform basic flexibility and strength exercise specific to en garde and lunge/recovery. Also on having shoulder relaxed on arm extension to enable fine control of blade with fingers and wrist.

Relating to Mental Capacities

Encourage and acknowledge individual progress.

Provide scenario based sparring and exercises to use a variety of skills to develop confidence, ability and technique.

Use games and exercises to develop relaxation and concentration.

Use games and exercises to develop decision making ability

Relating to Lifestyle Capacities

Identify why young adults and students take part in sport

Support participants to take part in sport as a healthy habit as part of a balanced lifestyle

Promote good practice habits among fencers

Identify and endorse good nutrition and hydration practice
Assist fencers in gaining access to facilities
Encourage individual responsibility for getting to training punctually

Relating to Personal Capacities

Conduct structured, well-planned and progressive sessions
Demonstrate understanding of relationships between effort and outcome and communicate this to fencers
Encourage fencers to respect referees and their decisions, and also to learn to referee and understand the rules themselves

