



US Fencing Coaches Association

National Coaching Development Program

Level 3A (Offensive) In-Person Clinic Syllabus

Clinic Description

This in-person clinic is part of the National Coaching Development Program (NCDP) of the United States Fencing Coaches Association. It covers developmental principles and mechanics of instructing fencing utilizing the Explain, Demonstrate, Guide, Correct, Critique (EDGCC) process and is a component of a USFCA Level 3 Coaching Certification.
(Additional clinic-specific information below)

Weapon(s) Focus

Epee

Foil

Sabre

Clinic Location

Name Club or Institution Hosting _____

Address _____

Phone Number _____

Clinic Dates

Clinic Meeting Times (be specific)



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Coach Developers(s)

	Coach Developer 1	Coach Developer 2	Coach Developer 3
Name			
Email			
Phone #			
Weapon Responsibility			
Certification Level			

Additional Coach Developer Information (if necessary)

USFCA Continuing Education Hours

This clinic gives 12 hours continuing education and is part of the USFCA NCDP Program for Level 2.

Cost

Regular Price: \$325.

USFCA member discounted price: \$225

Equipment needed

Coaches-in-Training should bring full fencing equipment (jacket, knickers, plastron, mask, glove and weapon), general athletic training gear, a notebook, and writing tools.

Lodging Information



Learning Objectives and Course Outline

The Coach-in-Training will be learn to

1. Instruct fencers using the “Explain, Demonstrate, Guide, Correct, Critique” progression at the developmental level.
2. Instruct fencers in developmental footwork.
3. Instruct fencers to make 1st intention offensive actions in one tempo distance.

1. The Coach-in-Training will learn to instruct fencers using the “Explain, Demonstrate, Guide, Correct, Critique” progression at the developmental level.
 - a. EDGCC Developmental Level Principles

Focus on clear explanations and demonstrations of fencing actions to build technical competency.
Demonstrate and Guide movement at one tempo distance to make a 1st intention action.
Demonstrate , Guide and Correct actions at the beginning or end of a tempo.
Guide actions on the coach or training partner’s initiation with occasional fencer controlled movement.
Correct by holding the hit on target until the coach or training partner releases and is ready for a follow up action.
Correct simple errors of mechanics and distance.
Explain and Demonstrate foundational tactical components.

- b. EDGCC Developmental Level Mechanics - see *Coach Developer’s Guide*



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2. The Coach-in-Training will learn to instruct fencers in developmental footwork.

How to vary the size and speed of footwork in order to keep the distance to make one tempo offensive actions.
Intermediate footwork concepts (such as: Cross forward and back, Jump and Ballestra, Redouble)
Footwork of different size and speed for offense
Combinations of footwork actions useful for offense
Awareness of position on the strip
Keeping the fencing line

3. The Coach-in-Training will learn to instruct fencers in 1st intention offensive actions in one tempo distance

a. Targets and Mechanics

Foil	Sabre	Epee
Proper extension of the arm (and coordination of handwork and footwork using a developing extension	Proper extension of the arm (and coordination of handwork and footwork using a developing extension	Proper extension of the arm (and coordination of handwork and footwork using a developing extension
Coordination with hand and leg advance lunge - start tip with front foot, and then changing rhythm on back leg of advance with direct thrust, completing extension as the lunge finishes	Coordination with hand and leg advance lunge - start tip with front foot, and then changing rhythm on back leg of advance with direct thrust, completing extension as the lunge finishes	Coordination with hand and leg advance lunge - start tip with front foot, and then changing rhythm on back leg of advance with direct thrust, completing extension as the lunge finishes
Review foundational offensive blade actions and targets: <i>Thrust to high inside target, low inside target, high outside target, low inside target, Simple disengages with thrust</i>	Review foundational offensive blade actions and targets: <i>Cut to Head, Flank, Chest, Point thrust to Chest, simple disengages with cut, simple coupé with cut.</i>	Review foundational offensive blade actions and targets: <i>Thrust to high inside target, low inside target, high outside target, low inside target, Simple disengages with thrust</i>
Coupé in high line	Simple disengages with point	Attack with opposition 6,4,7,8
	Recognition of different target depths (advanced = wrist, deep = body/head)	Recognition of different target depths (advanced = wrist and foot, mid = elbow/upper arm and thigh, deep = body)
	A variety of cuts to various targets (<i>outside/inside</i>	A variety of thrusts to targets (<i>shoulder, inside elbow,</i>



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	<i>shoulder, cheek, above/, below, inside/outside hand)</i>	<i>forearm, thigh, foot)</i>
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b. Direct and Indirect Simple attacks

Foil	Sabre	Epee
Review using Engagements in 6, 4, 7, 8 as a teaching tool for foundational offensive actions from one tempo distance	Review Engagements in 3 and 4 as a teaching tool for foundational offensive actions from one tempo distance	Review Engagements in 6, 4, 7, 8 as a teaching tool for foundational offensive actions from one tempo distance
Direct and indirect simple attacks with thrust, disengage, and coupe	Direct and indirect simple attacks with cuts, thrust, disengage, and coupe	Direct and indirect simple attacks with thrust and disengage
Indirect attacks into opening lines (not opened line)	Indirect attacks into opening lines (not opened line)	Indirect attacks into opening lines (not opened line)
Disengage and deceives from all lines to other lines up to multiple disengages	Disengages and deceives from all lines to other lines up to multiple disengages or coupés	Disengage and deceives from all lines to other lines up to multiple disengages
		Straight thrust with remise (same target, different targets, and different depths as appropriate)



Inclusivity and Accessibility statement:

This clinic is committed to following the commitment to inclusivity and accessibility espoused by the USFCA. Specifically, students from diverse backgrounds and perspectives will be welcomed and served by this course, students' learning needs will be addressed both in and out of class, and diversity that the students bring to this class will be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Presentations will be accessible to individuals with mobility disabilities, and will mitigate the effects of other disabilities that might present a barrier to attendees.