

EPEE AND FOIL COACHING CLINIC

| Presented by: Maitre D'Armes Evandro Duarte Oliveira & Maestra Margaret Readi DeLong

USFCA National Coaching Development Program

THE INDIVIDUAL LESSON

This is an In-person two-day clinic covering the principles of the Individual Lesson. The clinic is recommended to coaches and fencers with experience in Foil or Epee.

Abbreviations:

NCDP: National Coaching Development Program

CIT: Coach in Training (student)

CD: Coach Developer (facilitator)

USFCA Certification level: Asst. Moniteur, Moniteur, Prevot, and Master (Level 2 to 5)

Organizers: Duke City Fencing Club and Salle De Long Fencers Club

Clinic Date: May 16 and 19, 2024

Clinic Time: 9 am – 7 pm Saturday and Sunday

Practical Examination: Sunday 5 to 7 pm

Clinic Location: 2840 Girard Blvd NE, Albuquerque NM 87107

Telephone: (505) 872-0048

E-mail: evandroesgrima@gmail.com salledelong@gmail.com or

Number of Hours: 16 hours (4 clinic units)

Cost: \$300 USFCA Member/ \$400 Non-Member / \$50 Student (received unlimited lessons from coaches)

Payment and Register at USFCA <https://www.usfca.org/>

To all applicants for the Moniteur and Prevot Practical Examination:

- 1.- You must **take and pass** the online written USFCA Moniteur and Prevot exam **before** you get to the clinic. Visit <https://usfca.org/index.php/certification/certification-exams> for detailed information.
- 2.- **Bring** proof of USFCA membership.
- 3.- **Bring** the email confirmation that you have passed the online exam
- 4.- **Bring** the confirmation that you have paid online, for the practical exam.
- 5.- You must **be SafeSport Certified**.
- 6.- You must have a **current background check** in your profiles on the USA Fencing website.
- 7.- No exam fees are to be paid to the clinic organizers. It **needs to be done online at the USFCA website**.

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 are welcome to this course, students' learning needs will be addressed both in and out of class, and the diversity that the students bring to this class be viewed as a resource, strength, and benefit. We intend to present materials and activities that respect 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.

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DeLong**

Coach Developers

Maitre Evandro Duarte Oliveira

Maitre Evandro has been coaching fencing for more than 30 years, participating in several international training programs. He is a former Head Coach for the Brazilian and Paraguayan Olympic Epee Teams, with important achievements in the international competitions circuit. He is a devoted Maitre, exclusively devoted to the art of fencing, with a passion for teaching and preserving the original spirit of the fencing discipline. Currently serving as the Head Coach of Duke City Fencing in Albuquerque, NM.

Maitre Margaret Read DeLong

With more than 30 years of fencing experience, Coach Margaret brings together her expertise in this hands-on clinic. She is a certified Maitre d'Armes by the United States Coaches Association (USFCA). She serves as the chair of the USFCA Certification and Accreditation Board. She is also a licensed Athletic Trainer/Sports Therapist. Maestra Margaret is a passionate coach, always ready to assist you and support your development as a Coach. She has been the president and head coach of Salle de Long, Inc. in El Paso, TX since 2003.

Learning Objectives

All coaches in training will learn how to teach an individual lesson based on the following teaching methodology

- Teaching/ technical lesson
- Option lesson
- Tactical option lesson

All coaches in training will learn how to apply the EDGCC instruction methods

- Explain
- Demonstrate
- Guide
- Correct
- Critique

All coaches in training will learn the following drill progression

- Blocked

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- Serial
- Random
- Coach initiation versus student initiation and both initiate
- Footwork components

All coaches in training will cover the following action progression

- Technical offensive, defensive, and counter-offensive actions
- Preparations with and without blade
- Tactical offensive, defensive, and counter-offensive adaptations
- One and two-tempo actions and distance
- First and second intention actions

All coaches in training will learn how to give a cue

- Slow down
- Speed up
- Stop
- Change direction
- Blade searching
- Blade Invitation
- Position on the strip
- Body movement



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PROGRAM

Saturday	Topic	Content
9 to 10 am	Introduction <ul style="list-style-type: none"> ● The individual lesson ● Lesson classification ● The EDGCC training method ● Drill progression ● Integration of the tactical wheel ● Cues and coach's position ● The warm-up and cool-down ● Dominant and non-dominand hand lesson 	Definitions, classifications, and progressions Diagram of the tactical wheels
10 am - 12 pm	Planning the actions for an offensive lesson (Level 3A) <ul style="list-style-type: none"> ● Footwork Mechanics for Offense ● 1st intention offensive action from one tempo distance ● Offensive targets and mechanics ● Simple tactical context for action 	Size and speed footwork variation to keep distance for the one-tempo offensive action. Footwork concepts: cross forward and backward, jump and ballestra, and redouble. Awareness of the position of the strip and the fencing line. Proper extension of the arm and coordination of hand and leg to lunge or advance lunge (foil). Straight thrust with remise to the body (epee). Attack with opposition (6, 4,7,8) (epee) Direct and Indirect simple attacks into opening lines. Disengage and deceived from all lines Coupe in high-line
12 to 1 pm	Planning the actions for an offensive lesson	Engagements in 6, 4, 7, and 8 as a teaching tool for hand position,

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	<p>with blade control from engagement</p> <ul style="list-style-type: none"> ● Foundational blade actions and targets ● Tactical context: With blade vs. Absence of blade 	<p>Engagement and change of engagement (with circle) in 6, 4, 7, and 8. Multiple Engagements as a teaching tool for hand position to develop parries and preparations. Target in foil and target depths in epee</p>
	<p>Lesson review and demonstration</p>	<p>Instructional Capacity Formative Assessments (ICFA)</p>
<p>1 to 2 pm</p>	<p style="text-align: center;">LUNCH BREAK</p>	
<p>2 to 4 pm</p>	<p>Planning the actions for a defensive lesson (Level 3B)</p> <ul style="list-style-type: none"> ● Footwork Mechanics for Defense ● 1st intention defensive action from one tempo distance ● Differentiate Tactical components 	<p>Size and speed footwork variation to keep distance for the one-tempo defensive action. Defending with distance Different types of parries. hand position: supinated and pronated Lateral, diagonal, semicircular, and circular parries. Direct and indirect riposte and counter riposte Differences between attack and counter-attack. Differentiate between a parry and a beat Difference between one tempo and two tempos distance. The context for making an offensive action vs. a defensive action</p>
<p>4 to 6 pm</p>	<p>Planning the actions for a counter-offensive lesson (Level 3B)</p> <ul style="list-style-type: none"> ● Footwork Mechanics for counter-offense ● One Tempo counter-offensive targets and mechanics ● Simple Tactical context for action 	<p>Simple Counter-attack: Stop thrust followed by parry (foil) Simple Counter-attack: stop thrust to advance target (epee) Simple Counter-attack: remise as a counter-attack action (epee)</p>

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	Lesson review and demonstration	Instructional Capacity Formative Assessments (ICFA)
6 to 7 pm	When Fencing Meet Health	Presentation by Maestra Silvia Brandt Siem
Sunday	Topic	Content
9 am to 1 pm	Planning the actions for an Option Lesson with and without blade preparations (Level 4) <ul style="list-style-type: none"> ● Footwork variations and preparations ● Offensive action variations ● Multiple Tempo offense ● Controlling the opponent's blade ● Defensive action variations ● Defense at different distances ● Counteroffensive action variations ● Point in line mechanics (foil) ● Tactical Progressions 	Adjustment to on-guard, and footwork size, and speed Simple footwork combinations to manipulate distance and timing to facilitate preparation and tactical changes Offense and Defense at different distances 1st and 2nd intension offensive and defensive actions with one or two tempo distances Actions on the blade with and without control Defensive actions with one and two tempo distance with and without blade control Variations of counter-attacks: remise, evasion, time-hit Point in line distance and blade variations Tactical of blade vs. no blade, long tactical wheel, counter-time vs. compound attack
	Lesson review and demonstration	Instructional Capacity Formative Assessments (ICFA)
1 to 2 pm	LUNCH BREAK	
2 to 5 pm	Planning the actions for a Tactical Option Lesson (Level 5) <ul style="list-style-type: none"> ● Individually-tailored Tactical Footwork ● Timing Options Progression 	Individually-tailored high level footwork Complex footwork combinations of footwork to manipulate distance and timing to facilitate preparation and tactical changes Various times to extend the arm during the attack

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	<ul style="list-style-type: none">● Tactical Blade Control● Commitment/Abort Options Progression● Tactical Analysis and Critique● Interference Progression● Bout Situation Progression	2nd intension offense, defense and counter-offensive actions Tactical offensive, defensive and counter-offensive adjustments: blade position and control, timing, distance, speed and target Tactical use of the point in line
	Lesson Review and demonstration	Instructional Capacity Formative Assessments (ICFA)
5 to 7 pm	Testing	Moniteur and Prevot

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OUTLINE

1. - What is the Individual Lesson?

The individual lesson is an exchange of information between two people, which allows the coach to develop actions and criteria, useful to understand and perform in a bout. (Sanchez, 2020)

“It requires a complete participation and involvement, highly technical correction, sense of judgment and opportunity, speed in the execution, right assessment of distance and accuracy; being this last two often correlated”. (Leffin, n.d.)

2. - When to start?

Is my athlete too young/too old for a fencing lesson?

- i. Depending on the system/country:
 1. Private funding
 2. Public funding/ sponsorship
 - ii. Depending on the interest of the athlete and club orientation:
 1. Competitive
 2. Recreational
 3. Health Promotion
 - iii. Depending on the setting:
 1. Elementary School
 2. Private facility
 3. College Fencing
 4. High Performance
- The Lesson as an element of confidence for the athlete

3.- How can we classify the Individual Lesson, according to different criteria?

According to the athlete's level:

- Lessons for beginners

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- Intermediate level
- High Performance

According to the content:

I. - Study Lesson (or initiation): fundamentally to develop coordination and appropriate technique. It can be used:

- For athletes with a reduced number of actions.
- To start a new action, with kids or beginners.
- To reinforce the knowledge previously acquired.
- For High-Performance athletes, at the beginning of the season.

Remarks:

- ✓ We work by anticipation: we tell the student what to do.
- ✓ We must refrain from giving too much information in the same session.
- ✓ We correct all necessary elements.
- ✓ After mastering the content, we can progress to the next level.

II. - Training Lesson:

- For athletes with an important number of actions.
- To master an action previously acquired
- For High-Performance Athletes, at any moment of the season

Remarks:

- We mix and combine techniques and tactics.
- The goal is to apply the action.
- We work by anticipation, but we can also work by adaptation (introducing new factors).

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III. - Bout Lesson:

- For athletes already mastering some elements such as speed in execution, rhythm, and change of direction.
- For athletes that already know how to perform an essential number of actions.
- To reinforce creative thinking and problem-solving skills.
- Aims to maximize performance
- Develops autonomy

Remarks

- ✓ The student must take the initiative.
- ✓ We do not tell the student what to do. He/she will use own criteria, depending on the situation.
- ✓ We can add up more reactions over his/her reactions, and he/she should adapt.

Mixing different types of lessons:

Study, Training, or Combat lessons can be combined in different moments, depending on the level of performance of both Coach and athlete and also on the stage of the competition season. Actions must be age and level appropriate, and it is always important for the athlete to understand why he/she is performing the action.

4.- What to teach?

- ✓ We can work in actions the athlete already knows, to be performed automatically and fluently. Depending on the specific needs of the competition, some actions are more important than others. (Sánchez,2020)
- ✓ In preparation for a competition, it is important to work on time, distance, and coordination.
- ✓ We can work on different concepts and apply them to the strip: What is preparation? How to perform it?
- ✓ We can work on when to accelerate/change speed.

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- ✓ We can work on weaknesses, or reinforce strong points.
- ✓ How to think from the opponent's point of view?
- ✓ We can improve specific actions that led to results in a competition.

5.- How to teach?

Cues for action in the individual lesson.

- Consistency
- Clear execution
- Position of the hand/foot/torso.
- Progression
- How to teach distance and tempo control in the lesson
- Changes without surprise

Time and distance control:

- Footwork
- Assessing distance with the tip

● Ambidexterity of the Coach/Master:

- Is it necessary?
- Is it an advantage?
- Some Actions for left and right-handed athletes

6.- Ethical aspect of the Individual Lesson:

- Rapport Coach-Athlete
- Respect Coach-Athlete
- Body position and movements correction

7.- Generalities and final comments.

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Each Coach has its own point of view and system developed through experience, but generally speaking:

1. – The Individual Lesson must be used in direct relationship to the level of the athlete, for him/her to be able to receive the intended amount of information. For the same reason, individual sessions cannot be planned focusing only on exceptional talents.
2. - There might exist a balance between group and individual lessons.
3. – The Individual lesson increases motivation and confidence. It must represent a permanent challenge, requiring 100% of the student's attention and effort. It also promotes a positive connection between the coach and athlete, and also the understanding of the benefits of enhanced performance.
4. - The actions must follow a logical progression.
5. - Warm up and cool down are important parts of the session.
6. - Tactic and technique can be combined in the lesson.
7. - Before competitions, it is not recommended to spend all the energy and resources of the athlete in an Individual Warm Up Lesson. We must use it to work on certain actions and details and to improve the athlete's confidence.

“At the end of the day, you will have the results you worked to deserve”.
Maitre D'Armes Evandro Duarte Oliveira