



# US Fencing Coaches Association

## National Coaching Development Program

### Level 2 In-Person Clinic Syllabus

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#### Clinic Description

This in-person clinic is part of the National Coaching Development Program (NCDP) of the United States Fencing Coaches Association. It covers foundational principles and mechanics of instructing fencing utilizing the Explain, Demonstrate, Guide, Correct, Critique (EDGCC) process and is a component of a USFCA Level 2 Coaching Certification.

*(Additional clinic-specific information below)*

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#### 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)

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### 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 learn to:

1. Instruct fencers using the “**Explain, Demonstrate, Guide, Correct, Critique**” progression at the foundational level.
2. Instruct fencers in foundational positions and footwork.
3. Instruct fencers in foundational blade actions.
4. Demonstrate foundational tactical components.

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

Focus on clear explanations and demonstrations of foundational fencing actions.
<b>Explain</b> and <b>Demonstrate</b> coordinated, one tempo foundational fencing actions starting from a stationary position.
<b>Demonstrate</b> and <b>Guide</b> actions at the beginning of a tempo.
<b>Guide</b> actions on the coach or training partner’s initiation.
<b>Correct</b> by holding the on target after the hit until the coach or training partner releases.
<b>Explain</b> and <b>Demonstrate</b> foundational positions and movements.
<b>Demonstrate</b> foundational actions within their proper tactical context.

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



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**2. The Coach-In Training will learn to instruct fencers in foundational positions and footwork.**

Foil Standards	Sabre Standards	Epee Standards
First position, how to hold the foil (demonstrate both french and pistol grip), and how to salute.	First position, how to hold the sabre, and how to salute.	First position, how to hold the epee (demonstrate both french and pistol grip), and how to salute.
Foundational on-guard position (weapon specific)	Foundational on-guard position (weapon specific)	Foundational on-guard position (weapon specific)
Advance and Retreat		
Lunge & Recover back		
Advance Lunge & Recover back		
Introduce change of direction into footwork		

**3. The Coach-In Training will learn to instruct fencers in foundational blade actions**

a. Foundational offensive actions

Foil Standards	Sabre Standards	Epee Standards
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 between hand and leg with lunge	Coordination between hand and leg with lunge	Coordination between hand and leg with lunge
Thrust to high inside target, low inside target, high outside target, low inside target	Cut to Head, Flank, Chest	Thrust to high inside target, low inside target, high outside target, low outside target
Simple disengages with thrust	Point Thrust to Chest	Simple disengages with thrust
	Simple disengages with cut	
	Simple coupé with cut	



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b. Foundational blade control actions from engagement.

Foil Standards	Sabre Standards	Epee Standards
Engagements in 6, 4, 7, 8 as a teaching tool for hand position	Engagements in 3 and 4 as a teaching tool for hand position	Engagements in 6, 4, 7, 8 as a teaching tool for hand position
Engagements in 6, 4, 7, 8 as a teaching tool for foundational actions from one tempo distance	Engagements in 3 and 4 as a teaching tool for foundational actions from one tempo distance	Engagements in 6, 4, 7, 8 as a teaching tool for foundational actions from one tempo distance

c. Foundational defensive actions

Foil Standards	Sabre Standards	Epee Standards
Hand Positions: 6,4,7,8	Hand Positions: 3,4,5	Hand Positions: 6,4,7,8
Parries: 6,4,7,8	Parries: 3,4,5	Parries: 6,4,7,8
Defending with Distance	Defending with Distance	Defending with Distance
Lateral, diagonal, semi-circular blade movements	Lateral, vertical (3 to 5), and diagonal r blade movements	Lateral, diagonal, semi-circular blade movements
Direct ripostes from 6,4,7,8 parries to appropriate lines	Direct ripostes from 3 4,5 parries to appropriate lines	Direct ripostes from 6,4,7,8 parries to appropriate lines

4. The Coach-In Training will learn to Demonstrate Foundational tactical components

Components of an offensive action
Components of a defensive action
Components of a counter-offensive action



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### **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.