



**Title:** UW-Whitewater Fencing Coach Camp

**Instructor/s:** Mike Pederson, Ro Sobalvarro, Eric Momberg, Michael Garrison

**Clinic description:** The UW-Whitewater Fencing Coach Camp is a residential program designed to provide high-level training for fencing coaches primarily through intensive, hands-on practice. Additionally, there will be a series of shorter classroom sessions.

**Student-centered outcomes:** See individual syllabi below

**Clinic schedule:** See schedule below

**Total number of instructional hours:** 30

The USFCA will use this number of hours as continuing education hours.

**Textbook and materials:**

**Required:**

- Coaches are expected to attend the clinic fully equipped to give an individual lesson (coach jacket, mask, glove, weapons, etc)
- Coaches will be given a packet of information designed by the camp instructors

**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 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.

# UW-Whitewater Fencing Coach Camp 2022

## Foil Syllabus

### Day 1

Session 1 (Deconstructing competition coaching)

Topic: What is coaching and do you know what you actually do?

Goals: To explore what coaching actually is and what you as a coach do.

Sample Activities:

1. Students will fence a competition (format to be determined by #'s)
  - a. Coaches will manage the warm up process, and get the athlete ready to compete.
  - b. Coaches will coach their students during the competition.
  - c. Coaches will either be video'd or mic'd during this process. Video would be best. We can just use phones if we have to.
  - d. Prizes will be awarded to the coach and athletes of the first, second and third place finisher.
2. Students and coaches will be separated in 2 groups
  - a. Students will be given a guided exercise to follow asking them to evaluate coaching.
  - b. Coaches will be asked to do the same guided exercise to evaluate their coaching.
3. Group discussion to go over comments and feedback from guided exercise

Session 2 (Deconstructing Competition Coaching)

Topic: What is competitive coaching and what are best practices

Goals: To identify best practices in coaching athletes to peak performance

1. Lecture: Key factors in competition coaching
2. Pair work (with students): based on Session 1 – work in pairs to evaluate your efforts based on Key Factors
3. Deep Dive on competition coaching
  - a. Preparation
    - i. Week before
    - ii. Day before
    - iii. Day of
      1. Warm up lesson
      2. Communication
      3. Psychology
      4. Tactics
    - iv. Types of advice
4. Creating your competition coaching profile/strategy
  - a. Tailoring it to specific athletes
5. Wrap up and overview
  - a. Key points to be a successful competition coach.
  - b. Outside Resources

## **Day 2**

### Session 2

Topic: (Deconstructing the individual lesson)

Goals: To examine the type, technique and structure of lessons and identify how to maximize students learning.

Sample Activities:

- 1.** Coaches give students (not their own) 10-15 minute lessons. Totally open ended – they pick topic, style etc.
- 2.** Evaluation:
  - a. Coaches will evaluate the lesson from their perspective
  - b. Students will evaluate the lesson from their perspective
- 3.** Class discussion on what worked well and what could be improved
  - a. List all the things that worked and didn't worked
  - b. Group them into categories
- 4.** Purpose of lessons in fencing
  - a. Why do you give lessons
  - b. How do you plan lessons
  - c. How long are lessons?
- 5.** Types of lessons
- 6.** Structure of a lesson
- 7.** Correction in lessons

**8.** Youth lessons vs teen/adult lessons

**9.** Technical aspects of lessons

a. Cues

i. The “banging on the blade”

b. Feedback

c. Repetition levels

d. Distance

e. Speed

f. Cycling actions and concepts

g. Group lessons/ line lessons (advantages and disadvantages)

h. Student lessons

**10.** Record keeping

a. Charts

b. Journaling

c. For both student and coach

Session 3

Topic: (Deconstructing the technique of lessons)

Goals: To deconstruct the technical aspects of a lesson

Sample Activities:

**1.** Footwork integration

a. Progression: stationary to moving

b. Simple to complex

c. Coach led to student led

2. Blade cues
3. Distance
4. Feedback
  - a. Visual
  - b. Auditory
  - c. Tactile
  - d. Intuitive
5. Practice giving lessons
  - a. Build a 3 minute lesson around a theme be prepared to explain it. Choose your level. Beginning, intermediate, competitive.

#### Session 4

Topic: (Youth Lessons)

Goals: To identify the difference between giving Youth and Adult/teen lessons and to practice the two types

Sample Activities:

1. Identify key differences between youth lessons and teen/adult lessons
  - a. What age ranges?
  - b. differences in age instruction
    - i. Length
    - ii. Focus
    - iii. Language

iv. Attitude

v. Feedback

- c. Give a youth lesson using key concepts discussed
- d. Evaluate your lesson
- e. Criticism and self-criticism

2. Give the same lesson and turn it into a competitive lesson/adult/teen lesson.

3. Identify the differences

### **Day 3**

Session

Topic: 5 (Deconstructing Group activities)

Goals: To understand the use and importance of group activities in coaching

Sample Activities:

1. Plan a 5-10 minute group activity

- a. Write it down on paper, cue cards etc.
- b. Using the students and the other coaches, lead the class in your activity.
- c. Feedback: what worked, what didn't work, what can you improve on.
- d. Roundtable discussion about group activities

2. Why group classes are important

### 3. Group class management

- a. Student organization
- b. Vocal cues
- c. Positional cues
- d. Physical cues
- e. Managing trouble: aka when to let go and when to clamp down.

### Session 6

Topic: Footwork

Goals: Using the ideas from session 5, create a footwork session and lead it.

#### Sample Activities:

1. Coaches pair up and create a group footwork session. Each coach leads a segment.
2. Other coaches watch and evaluate based on concepts of group class management.
3. Commingling S&C or physical literacy with footwork
4. Methods of organizing footwork sessions
5. Skipping ropes galore.
6. The wrong way to right way theory
7. Descriptors: smooth, hoppy, short and choppy, syrupy etc.

## Session 7

Topic: (Pair drills – footwork and blade drills)

Goals: To identify key principles of designing Pair drills for footwork and blade drills

Sample Activities:

1. Differences and similarities between pair drills and group activities
  - a. What to do when the pairs are multi-skilled
  - b. Types of pair drills
    - i. Coordination
    - ii. Pool noodles
    - iii. Drilling
    - iv. Tactical fencing

## Day 4

### Session 8

Topic: (Coaching statements and coaching philosophy)

Goals: To create personal coaching statements and coaching philosophy

Sample Activities:

1. What is a coaching philosophy and coaching statement
  - a. Why do you coach? Write on board or paper shout it out...

- b. Samples from Steve Kerr, Me, etc.
- c. Why is it important?

2. Why do I coach?

- a. Worksheet to create coaching philosophy and coaching statement
- b. Give time to create
- c. Share with class

## Session 9

Topic: (Designing Success: The 4 E's (with thanks to Wade Gilbert)

Goals: To be able to create a year long plan for your club, team, etc.

Sample Activities:

- 1. Pre-season: Envision, In-Season: Enact, End of Season: Evaluate, Off Season: Enhance. All year – enjoy!
- 2. Why a year long plan?

ENVISION:

- 3. Purpose and Core Values
- 4. Philosophy (use GGFC's)
- 5. Target outcomes
- 6. Trust, cohesion, club spirit

ENACT

- 7. Develop athletic talent and skill

- a. Yearly plan (club or individual)
- b. Setting goals
- c. Yearly training plans Micro, Mesa and Macro cycles and why they matter
- d. Evaluation

8. Design effective Practice environments

- a. Deliberate practice, free play, routines, coach led vs athlete led,

9. Ensure pre-comp readiness

10. Coaching effectively on game day

END OF SEASON

11. Evaluate your year: Evaluation tools

12. Pinpoint weaknesses and build on strengths

ENHANCE

13. Close the GAPS

14. Collaborate, Learn

15. RECHARGE AND IGNITE

ENJOY

16. Then ...get back to work

17. "Sustainable success comes from evolution, not revolution" Wade Gilbert

Session 10

Topic: The ToolBox for Successful Design

Goals: To be able to understand and use the tools needed to create a yearlong training plan

Sample Activities:

1. Understanding:
  - a. Gap Analysis, IST, MPC, Performance plans, Goal Setting, Coaching language, Books in my library, use other coaches, learn from other sports, TED talks, Bout construction tools, Podcasts, LTAD material, Deliberate practice concept, Review meetings with coaches and athletes, Practice organization templates, training expectations, athlete behavior, Club cohesion and club spirit.
2. What are Micro, meso and macro cycles and why do they matter.
3. Excel spreadsheets – my love hate relationship with them
4. Training logs: for the club, for the coach, and for the athlete.
5. Sports psych on a daily basis
  - a. Athlete Training goals
  - b. RESET routines
  - c. Pre-comp routines
6. Evaluation tools

## **Day 5**

Session 11

Topic: Creating your club or athlete training plan

Goals: To have each coach create a basic YTP for their club or program or athlete. To have each coach finalize and share their coaching philosophy. To have each coach do a SWOT analysis of their club or program or athlete

Sample Activities:

1. Using SWOT analysis tool to identify strengths and weaknesses of your club, athlete, self.
2. Finish or Refine your coaching Philosophy
3. Create, on paper, your basic YTP for your club or program or athlete.

## Session 12

Topic: Roundtable Q & A

Goals: Allow coaches to ask questions on

Sample Activities: TBD

# UW-Whitewater Fencing Coach Camp 2022

## Epee Syllabus

### **Day 1**

Session 1 (footwork and body mechanics)

Topic: All-weapon body mechanics session led by Eric Momberg

Evening Classroom Session 1

See Electives List

### **Day 2**

Session 2 (group lesson focus)

Topic: Building a Base

Goals: Developing a progressive introductory epee program that focuses on basic technical action most needed to create successful athletes

Sample Activities: Discuss and select core actions, develop and write short- and long-term lesson plans, demonstrate lesson activities and structure

Session 3 (Individual lesson focus)

Topic: Developing an appropriate level lesson that is positive, contextual and instructive

Goals: Create a lesson that teaches core actions in a clear, technical fashion that develops good technique in a level-appropriate context

Sample Activities: Practice and discuss basic level-appropriate lessons, discuss and demonstrate positive feedback and correction.

Session 4 (workshop)

Topic: Practice, partner work, demonstration, discussion from the day

Goals: Hands-on work, discuss and develop focus on core actions

Sample Activities: Hands-on practice

Evening Classroom Session 2

See Electives List

### **Day 3**

Session 5 (group lesson focus)

Topic: Developing tactical/technical group exercises

Goals: Build group exercises that develop technique and tactical applications that are expandable.

Sample Activities: Create situational exercises and demonstrate with partner. Write lesson plans that expand on core actions.

Session 6 (Individual lesson focus)

Topic: Developing and giving individual lessons that reflect the bout. Techniques and practical application

Goals: Expand and enhance ability to give bout-reflective lessons. Develop ability to give lessons in an open environment.

Sample Activities: Discuss open and closed environment. Demonstrate lesson that is expandable and bout reflective. Practice realistic cueing and open environment.

#### Session 7 (workshop)

Topic: Continue working on open environment lessons

Goals: Practice realistic cueing and open environment.

Sample Activities: Individual lesson practice with feedback

#### Evening Classroom Session 3

See Electives List

#### Day 4

##### Session 8 (group lesson focus)

Topic: Bout-reflective exercises and structured bouting

Goals: Further develop bout-reflective group training enhanced with structured bouting

Sample Activities: Develop a 2- or 3-part group lesson plan and a bouting structure to reinforce lesson goals, demonstrate.

##### Session 9 (Individual lesson focus)

Topic: Types of individual lessons, open and closed individual lesson environment

Goals: Expand ability to create and give different types of lessons using open and closed lesson environments

Sample Activities: Create a chain lesson, demonstrate for group. Using same core actions, adapt to different lesson structure.

##### Session 10 (workshop)

Topic: Continue working on different lesson types

Goals: Practice structuring and adapting individual lessons based on student needs

Sample Activities: Individual lesson practice with feedback

#### Evening Classroom Session 4

See Electives List

#### Day 5

##### Session 11 (group/individual focus as appropriate)

Topic: Open day – address questions brought by the group

Goals: Provide additional opportunity for discussion and practice

Sample Activities: TBD

##### Session 12 (workshop)

Topic: Open day – address questions brought by the group

Goals: Provide additional opportunity for discussion and practice

Sample Activities: TBD

# **UW-Whitewater Fencing Coach Camp 2022**

## **Sabre Syllabus**

### **Day 1**

Session 1 (footwork and body mechanics focus)

Topic: Body Structure and its relationship to timing and technique

Goals: Explore fast and efficient methods for teaching body alignment and its relationship to attack timing and blade technique. This session will provide the physical/temporal framework on which the rest of the instruction will be based.

Sample Activities:

All activities to be done without blades, experiencing structure through body contact.

- 1) Explore alignment through structure testing and push drills
- 2) Take concepts from structure testing and apply to pushing a partner from a stationary position
- 3) Add movement
- 4) Work with pulling to develop retreat alignment
- 5) Use movement, alignment and sensitivity to explore different appropriate times to attack.

## Evening Classroom Session 1

Topic: Saber Theory

Goals: Present the universal principles of saber theory on which the subsequent days will stand.

Sample Activities:

Discuss the following:

- 1) Elements of coaching and basic concepts of French fencing. Neutral body position, use of fingers, tempo based, spatially relational, 70% feet.
- 2) Order of development Physical, Technical, Tactical, Mental. Principles of development: Close to Far, Simple to Complex, Contact to Absence, Offensive to Defensive, Co-operative to Disruptive
- 3) Lesson progressions: not moving, coach moving, student moving, both moving. Coach driven to student driven
- 4) 3 factors: When, Where, What. The feet cue the when. Adding the blade and body influence the what and where.
- 5) Teach it, automate it, move it, add a preparation, add a choice, add a student driven choice
- 6) Simple, Compound, Drawing

## **Day 2**

Session 2 (group lesson focus)

Topic: Footwork and distance framework for all drills

Goals: Connect the body structure work to a footwork and distance framework to be used for all drills; when the attack begins and ends

Sample Activities:

Trading touches, trading and escaping, escaping and returning, exchanging, 3 right times

Session 3 (individual lesson focus)

Topic: Footwork and distance framework for all lessons

Goals: Show how the feet are the most important cuing tool. Be able to give a complete lesson using only footwork and simple attack.

Sample Activities:

Build lesson cues, offensive to defensive to counter offensive. Develop lessons in steps, combine into complete short 10 min lessons by the end of the time.

Session 4 (workshop)

Topic: Workshop based on materials presented from day 1-2

Goals: Answer questions, allow for partner work and feedback to deepen understanding of the material. Participant driven learning.

Sample Activities:

Self directed partner work. Demos. Question and answer

## **Evening Classroom Session 2**

See Evening Sessions Electives

## **Day 3**

Session 5 (group lesson focus)

Topic: Adding Blade Work

Goals: Add basic blade actions over the drills from day 2. Emphasis on parries and feints

Sample Activities:

Basic parry box patterns, exchange drill: standing with metronome, stepping, adding lunge, add feints, add stop hit, double step, advance lunge. Return to call and answer format to introduce any new skills.

Session 6 (individual lesson focus)

Topic: Adding blade work

Goals: Integrate parries and feints into lessons

Sample Activities:

Review footwork framework, add blade cues. Build lessons that incorporate parries and feints.

Session 7 (workshop)

Topic: Footwork/Bladework relationship

Goals: Be able to build basic drills or lessons incorporating the principles from sessions 1-6

Sample Activities:

Small group work with feedback, demos, question and answer

Evening Classroom Session 3

See Evening Sessions Electives

## **Day 4**

Session 8 (group lesson focus)

Topic: The 10 Games

Goals: Learn the 10 French Blade patterns

Sample Activities:

Games 1-10 with variation

Session 9 (individual lesson focus)

Topic: integrating beats and scales into lessons

Goals: Add components from the 10 games into lessons to round out middle tempos and create better body structure

Sample Activities:

Build off lesson cues from sessions 1-8 to integrate beats and scales.

Session 10 (workshop)

Topic: Putting it together

Goals: Combine ideas to create lesson or drill frameworks using material from sessions 1-9.

Integrate tactical ideas into drills or lessons

Sample Activities:

Small group work with feedback, demos, question and answer

Evening Classroom Session 4

See Evening Sessions Electives

## **Day 5**

Session 11 (group/individual focus as appropriate)

Topic: Making the Games Playable

Goals: Show the linking nature of the 10 games and where the choice points are

Sample Activities:

Link 1,2,3,4 Game 4,5 Game 2,6,7 Choice of 1 or 2 Choice point from 1 to 5 etc.

Session 12 (workshop)

Topic: Tactics

Goals: Putting concepts together to solve tactical problems on the strip

Sample Activities:

Group work with feedback, demos, sample lessons

# UW-Whitewater Fencing Coach Camp 2022

## Evening Sessions

### List of Electives for Evening Sessions

- creating culture in teams and clubs
- coaching boys, coaching girls and what works with both and either.
- strip coaching
- season periodization
- team tactics
- NCAA recruiting
- appropriate physical development/long-term athlete development/self care
- mental preparation
- running a club as a business
- roundtable of state of fencing
- club culture/coach influence/changing bad
- integration of parents into club
- coaching resources outside the world of fencing
- building and running camps and clinics

	6/15	6/16	6/17	6/18	6/19	NOTES
	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY	
7:00 AM						Breakfast only served 7:00-8:15
7:30 AM		Breakfast: We're scheduled to arrive at 7:30				
8:00 AM						
8:30 AM						
9:00 AM						
9:30 AM		Session 2, 9:00-11:00 (group lesson focused)	Session 5, 9:00-11:00 (group lesson focused)	Session 8, 9:00-11:00 (group lesson focused)	Session 11, 9:00-11:00 (group/private lesson focused)	
10:00 AM						
10:30 AM						
11:00 AM						
11:30 AM		Lunch Break: We're scheduled to arrive at 11:30	Lunch only served 11:30-1:00			
12:00 PM						
12:30 PM						
1:00 PM	Staff Check-In	Session 3, 12:30-2:30 (private lesson focused)	Session 6, 12:30-2:30 (private lesson focused)	Session 9, 12:30-2:30 (private lesson focused)	Session 12, 12:30-2:30 (workshop)	
1:30 PM	Participant Check-In/Orientation					
2:00 PM						
2:30 PM		Break	Break	Break	Camp Wrap Up	
3:00 PM	Session 1, 3:00-4:45 (footwork and	Session 4, 3:00-4:45 (workshop)	Session 7, 3:00-4:45 (workshop)	Session 10, 3:00-4:45 (workshop)		

3:30 PM	body focused)				Check Out	
4:00 PM						
4:30 PM						Dinner only served 4:30-6:00
5:00 PM	Dinner Break: We're scheduled to arrive at 5:10					
5:30 PM						
6:00 PM						
6:30 PM	All-Camp Meeting with UWW Staff @ Starin					
7:00 PM						
7:30 PM	Evening Classroom Session 1	Evening Classroom Session 2	Evening Classroom Session 3	Evening Classroom Session 4		
8:00 PM						
8:30 PM						
9:00 PM						
9:30 PM	Free Time	Free Time	Free Time	Free Time		
10:00 PM						
10:30 PM	Dorms Locked	Dorms Locked	Dorms Locked	Dorms Locked		Dorms locked 10:30pm to 6:30am, but everyone will have a key card