



GUIDE FOR TEACHING FENCING

Dințică Gabriela, Vărzaru Carmen,
Mănușu Eduard, Vasiliu Ana-Maria,
Vărzaru Dorin, Costache Raluca,
Lupascu Elvira , Tătăran Amalia,
Dințică Mihai, Dicu Laura



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GENERAL PRESENTATION OF THE PROJECT



Sport Fencing for Coaches (SF coaches). Sports Fencing for Coaches (SF Coaches) is an Erasmus + SPORT (Small Collaborative Partnership) project that was carried out by four organizations from Romania, France and Spain. The partnership involved organizations active in the field of writing and beyond: a coaching school and three sports associations from three different countries.

The aim of the project is to promote fencing at school level among children, but also to organize training sessions for physical education teachers with the aim of learning the basic elements of fencing, which activates them. Another objective of the project is to promote education through sports, with a special focus on developing the skills of fencing coaches for children.

GENERAL PRESENTATION OF THE PROJECT



At the end of the project, the most optimal methods and means of learning fencing will be selected which will be introduced in the SF coaches Guide.

SF Guide for Coaches is offered as an educational resource open to other sports professionals (instructors, teachers and fencing coaches) and which will be available in four languages (Romanian, French, Spanish and English), and is expected to have a long-term positive transversal effect: on fencing Editing and publishing the Guide for parents and the Guide for children. Another goal of the SF coaches project through which we want a more faithful explanation of fencing and the benefits that this sport can have on children.

DETAILS ON THE CONSORTIUM



Association School of Coaches „Ioan Kunst Ghermănescu”(România)

The National University of Physical Education and Sport in Bucharest (it is the oldest specialized institution in Romania) and has developed a partnership with the Ioan Kunst Ghermănescu Coaching School that offers professional training services. The Ioan Kunst Ghermănescu Coaching School Association runs various programs that ensure the initial training and improvement of sports specialists. The school has all the necessary resources in order to carry out its mission at the highest quality standards: human resources that are highly qualified, teaching staff with teaching experience in university education, as well as trainers specialized in different sports branches. It also has modern educational spaces: sports halls and fields, lecture halls, library, research laboratory.



ACS Excalibur (Romania)

ACS Excalibur is a fencing club, established in 2018 in Bucharest, with the desire to promote fencing at school level, with the perspective of continuing with athletes selected for performance. Since 2020, the club is affiliated to the Romanian Fencing Federation.

ACS Excalibur tries to promote and develop the training system in schools, before or after school program for children. For better development, they are trying to attract new collaborators as fencing coaches in as many schools in Bucharest as possible.



Club de Esgrima Granollers (Spain)

Club de Esgrima Granollers is a fencing club for children and adults in Granollers, 30 kilometers from Barcelona, in the northeastern part of Spain.

It works as a sports association, established in 2013. In 2014, the club was affiliated to the Spanish Fencing Federation.

Currently, Club de Esgrima Granollers has 60 practitioners: 40 children and 20 adults, participants in national and international level competitions. Club de Esgrima Granollers was created to promote fencing in a district of Barcelona without this type of activity. Since the foundation of the club, athletes have won more than 120 medals in Cataluña and 20 medals in Spanish tournaments and championships. 2 medals were also won at the Mediterranean Championship in the U15 and U17 Categories.



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SCO Escrime Angers (France)



SCO Escrime Angers is the fencing section of SCO Omnisports d'Angers since 1919. The club practices all three weapons (foil, epee and sword) at all levels (from beginners to advanced, performance and leisure). The club collaborates with schools, nursing homes (EHPAD) and partner health clinics (ICO Paul Papin, Clinic Anjou). The club has unique opportunities at the Regional League Pays de la Loire level.

It has more than 200 members of all age groups. There is also a collaboration with two state university masters, offering more than 40 hours of courses per week. The club has an artistic fencing section: King René's Swords and also has the necessary equipment to practice fencing for people with disabilities labeled "Health Sport". SCO Escrime Angers regularly offers departmental and regional internships for its members.

It has an infrastructure that can host major competitions: 8 metal tracks, 5 non-metal tracks. departmental and regional referees and nationally trained, parking and changing rooms. There are also well-known annual competitions organized by the club: Departmental Cup, Departmental Championship, Regional Youth Day, League Championship, Regional Fencing Meetings, Challenge Scaramouche



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PART A



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SECTION 1. GENERAL PRESENTATION OF FENCING



- “Fencing is an exercise where man spends himself stormily and generously, feeling that he lives with intensity. The blood flows tumultuously through his veins, his head is alert, the arteries vibrate, the lungs swell, the pores open. And if we think that this vital pleasure is united with the happiness of feeling the release of strength and suppleness, if we think of the ardent joys of satisfied self-love, the pleasure of fighting, even the rage of being defeated, as well as the thousands of vicissitudes of a contest that ends and begins with each blow, we will understand why we can find in fencing a true existential state". - says the French academician Ernest Legouve. In the past, fencing was a means of carrying out duels, today it has become a purely conventional fight, embodied in the assault between athletes

SECTION 1. GENERAL PRESENTATION OF FENCING



- Fencing, which is a very old sport, has gone through different periods of development, becoming a sport of strength - endurance, a sport of speed - skill. Progress is highlighted by finer, faster and more precise executions and by the formation of a more complex tactical thinking, and less by changing the fencing technique.
- In the practice of fencing competitions, three weapons were differentiated: foil, sword and sword. Between these three there are small technical, tactical, effort differences, which is why they are treated separately.

THE PRACTICE OF FENCING REQUIRES:



- **THE COGNITIVE SPHERE**, because it is necessary to integrate the rules of safety and the conventions of combat that determine the priorities and the surfaces to be reached
- **THE MOTOR SPHERE**, because gestures and movement are what give the reality of the game
- **THE PSYCHOLOGICAL SPHERE**, because there is an opposition to accept, a relationship of respect towards the other that goes through confrontation.
- **THE PSYCHOMOTOR SPHERE**, because due to a very special coordination, priority rules are applied.

SECTION 2. VALUES OF FENCING



- **Sportsmanship «fair – play»** = don't cheat, to win.
- **Politeness**
- **Respect for others** = opponent, referee, coach, audience.
- **Perseverance** = to have the will, to fight when you feel it's harder.
- **Attention** = focused and responsive to all created situations.
- **Mastery** = being able to control emotions in any situation (victory or defeat).
- **The «taste» of effort** = to always be motivated to progress.
- **Cooperation** = promotion of fencing, participation in events, competitions, camps.



SECTION 3. EQUIPMENT AND SPORTS FACILITIES

- Sports fencing means a purely conventional fight in which three weapons are used: foil, epee, sword, the competition taking place in accordance with the rules established by the international regulations. During the fight, each of the two athletes aims to give the opponent the maximum amount of blows (5 in groups or 15 in direct elimination) in the shortest time (maximum 3 min. in round or 3x3 min. in direct eliminations), without being hit, or be touched less times than he hits the opponent.

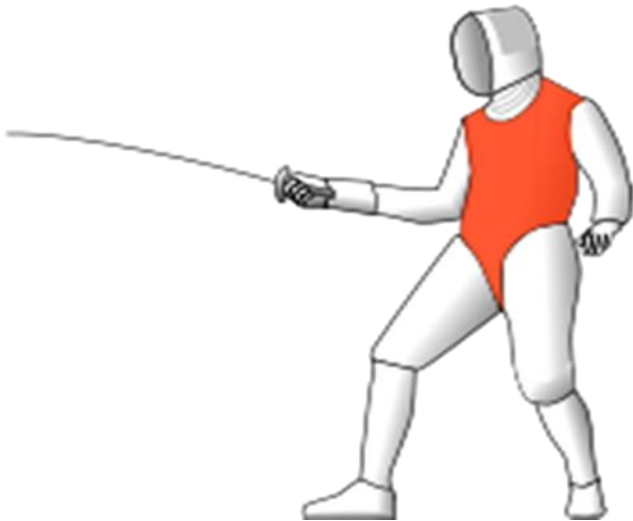


SECTION 3. EQUIPMENT AND SPORTS FACILITIES - FOIL



- **FOIL** weighs 500 gr; it has a thin and light blade
- considered, study weapon of learning technical procedures.
- **Conventional weapon, priority that does not allow "simultaneous touch"**
- **Blade** with rectangular section 90 cm long, total weight 500 g, max. 110.
- **Guard** = must have a circumference between 9.5 - 12 cm.
- **The handle** = can be: straight (used in the process of learning technical procedures), orthopedic "pistol" (in the process of improvement).
- **Armed arm in the guard position** - sixt (hand supination position)
- **Valid surface** – trunk, only on blade. (vest with metallic fabric)
- **Hitting areas: top line** (sixt, quarter)
bottom line (octave, seventh)

FEATURES AND PECULIARITIES OF FOIL



- **"Convention"** set of rules. We can compare it to a **"conversation"**, between two people, called **"arms phrase"**
- **Typology of the foil player:** rigorous, engages in long exchanges, trying to have and maintain priority over the opponent. The weapon represents his way of expression during the assault



SECTION 3. EQUIPMENT AND SPORTS FACILITIES - SABER



- **SABER** is the only weapon in which the blows are executed with, « the blade and the counter-blade » and with the tip)
- **Conventional weapon** (striker has priority)
- **Weight** – 500 g / **total length** of 105 cm
- **Blade** – has a triangular section and is flexible
- **The handle** is straight
- **Guard** - is concave in shape and protects the hand holding the sword with the point up
- **The valid surface** consists of: **trunk, arms and head.**
- **Armed arm in guard position** – **third** (3rd hand position, **in pronation**)
- **Valid area:** upper body (from the belt up) on the blade only. (vest coat with metallic fabric)

FEATURES AND PECULIARITIES OF SABER



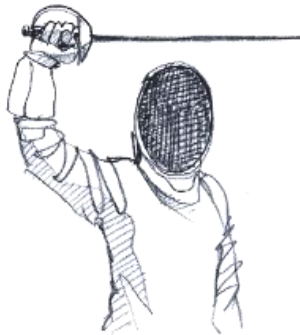
Assaults are very fast (weapon range is very short) so it is essential to prepare good slot attack.

Saber typology: fast and explosive, exploits all opportunities very quickly offered by the opponent during the assault, able to make decisions very quickly.

FEATURES AND PECULIARITIES OF SABER



Strike zones:



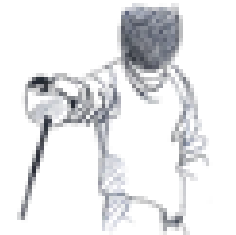
Head (quinta)



Chest (quart)



Flanc (tert)



Armed arm



SECTION 3. EQUIPMENT AND SPORTS FACILITIES - EPEE



- **EPEE** is considered the noble weapon of fencing (the weapon used in a duel).
- **The rules** - remain the closest to those of the duel, without convention and priority
- **Weight** - 770 gr / **length** 110 cm,
- **Guard waist** - 13.5 cm / 3-5 cm in depth (protective role)
- **Handle** - can be: straight or **orthopedic** (pistol)
- **Valid surface** - full body shots, carried with the tip.
- **The position of the armed arm in the guard** – **sixt** (supination position of the hand)
- **Hit zones:** top line (sixth and fourth) or bottom line (seventh, octave, first, second)

FEATURES AND PECULIARITIES OF EPEE



- **The main rule of the sword:** "strike without being hit"
- **«Double touch»:** action carried out at the same time (simultaneous) and the point is awarded to both shooters
- **Typology of the Swordsman:** calm, good tactician and observer, trying to expose all the flaws and errors of the opponent.
- The asset, are the precision shots on the "cuff" and "leg",

THE COMPLETE COMPETITION EQUIPMENT



- Fencing jacket or blouse
- Plastron or thin
- Chest protectors
- Glove
- Pants
- Socks
- Special sneakers
- The mask
- Weapon
- The metal jacket or blade, which coincides with the valid surface (sword and foil)
- The body wire, which connects the gun and the reel cable
- Mask thread (sword and foil)
- Gun bag



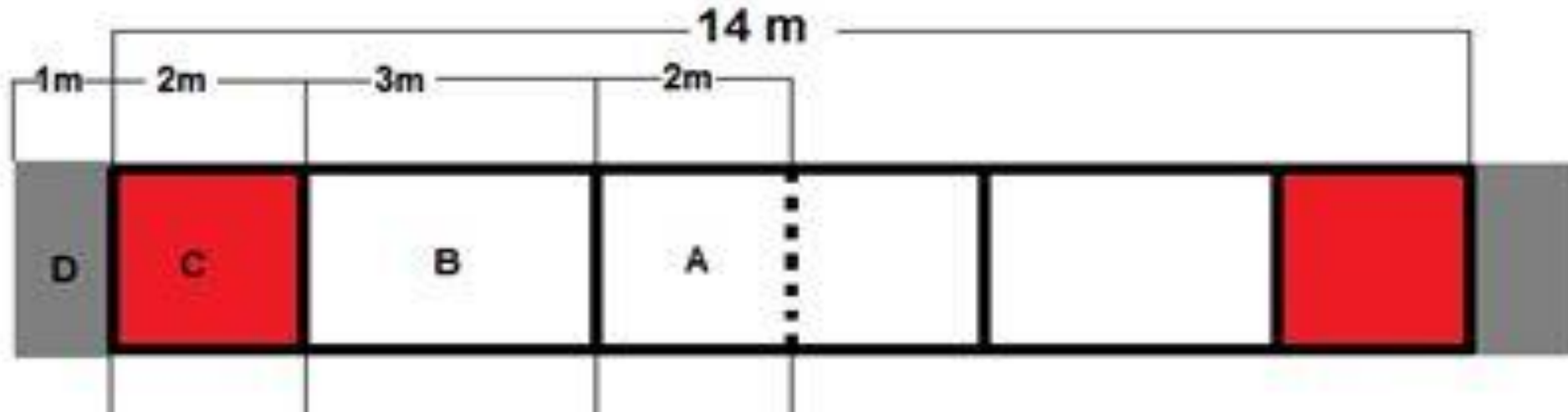
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FENCING AREA - PISTE

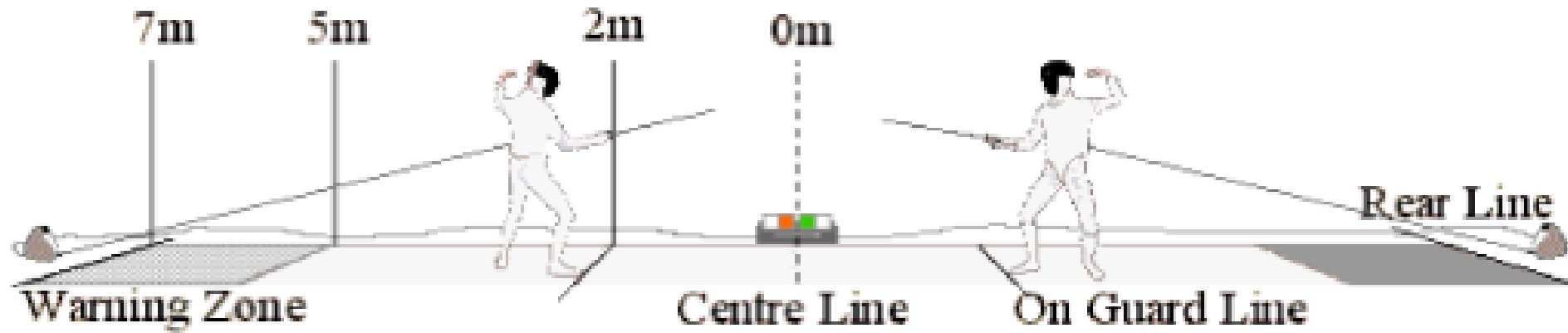


Assaults take place on a 14/2 m board, on which the fencer can move back and forth, from one end to the other, but never around the opponent. The board is metallic, to prevent the athletes from slipping and to prevent the device from signaling when the tips of the weapons hit the battlefield.

A bout starts with the fencers in the en-garde position, 4 meters apart. A referee stands opposite the piste, facing the scoring box, in order to judge the bout.



FENCING AREA - PISTE



- Two metres from each end of the piste is a warning line, and the warning zone in the last two metres of the piste is often coloured differently
- Two metres either side of the centre line are two en garde lines, where fencing starts at the beginning of every fight and after each successful hit is scored.
- A bout starts with the fencers in the en-garde position, 4 metres apart.
- A referee stands opposite the piste, facing the scoring box, in order to judge the bout.

FENCING AREA - PISTE



The electrical equipment signals by a sound and by activating a lamp every time a valid (colored lamp) or invalid (white lamp) surface has been touched by the weapon. The referee is needed to determine priority, to watch out for technical equipment errors and to check and validate the correct touches.

EQUIPMENT



The equipment of beginner athletes is adapted according to their age.
There are currently plastic kits that allow practicing fencing at very young ages (6-7 years)



RULES OF REFEREEING



At the start of every new point, both fencers must stand behind their respective en garde lines. The referee stands on the outside of the piste, level with the centre line; these positions are taken at the beginning of every fight, and after a successful hit has been awarded.

The referee's commands are:

- **“En garde”** –to ask both fencers to come to their positions.
- **“Are you ready?”** –say “no” if you’re not.
- If there are no objections from either fencer at this point, the ref will say one of any of the following...**allez, fence, fight, play!**
- Whenever the bout needs to be stopped, the ref will say **“halt”!**

COMPETITION SYSTEM



- Groups with multiple shooters who each battle with each 5 touches (points).
- Fencers are listed with a number on the sheet. Each horizontal line corresponds to a fencer.
- Each horizontal line corresponds to a shooter. The duration of an assault is 5 minutes. If at the end of the time the 5 points are not given, the fight will be won by the athlete who has more points given at that moment. In case of a tie, 1 minute of battle is given and the one who gives 1 touch first or the one whose priority is established by the device will win.

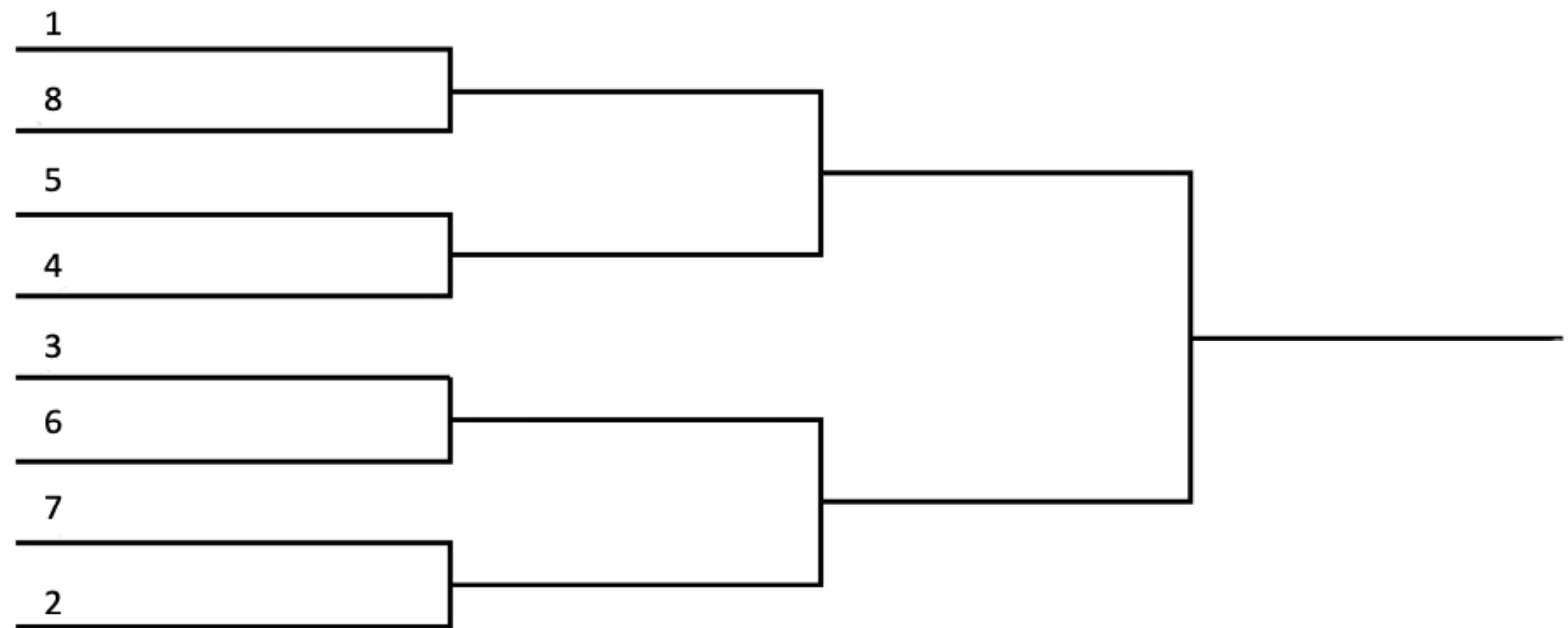
Nr.	Nume	1	2	3	4	5	V	TD	TP	TD-TP	Clas
1	Paul		2	0	2	0	0	4	12	-8	5
2	Ana	V		2	1	V	2	9	10	-1	4
3	Maria	V	V		V	V	4	12	5	7	1
4	Rareș	V	V	2		0	2	8	9	-1	3
5	Ionut	V	2	1	3		2	9	6	3	2

D = Touches given TP = Touches received V = Victory

COMPETITION SYSTEM



- Direct elimination table (TED), fencers enter the table according to their group results, eliminating each other until the last one, « the winner »
- The athlete who reaches 15 points first wins. The duration of the assault is 3 X3 minutes (3 minutes fighting and 1 minute break between rounds). In case of a tie, the group rule is followed. Lower time rules and maximum points may be established for novice athletes in eliminations.



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SECTION 4. SECURITY RULES



- **No one takes off their mask without the teacher's permission**
- **Before each exercise or assault, check if the masks are in good condition and well fixed**
- **Before the exercises begin, the weapons are distributed by the teacher when each student has the suit and mask**
- **No one is to take the weapon without the teacher's permission**
- **During explanations or breaks, waiting will be done with the tip of the foil pointed towards the ground**
- **The activity stops if a mask falls**
- **No contact between weapons is tolerated outside of attacks or parries**
- **Don't point the gun at someone who doesn't have a mask on**
- **Correct closure of fencing blouses is checked.**

SECTION 5. LEARNING OBJECTIVES



Cognitive

The child must be able to:

- know the basic rules in arbitration, the rule of priorities
- recognise the attacker or defender so as to create assault sequences
- know the safety rules



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SECTION 5. LEARNING OBJECTIVES



Motor

The child must be able to use:

- the guard position, i.e. the balanced position that allows him to be ready to attack or defend immediately
- moving forward in a guard position to approach the opponent and attack
- moving backwards into a guard position to move away from the opponent and defend himself
- two attacks (one direct to hit quickly, one indirect)
- two parades (one for the outside and one for the inside of the body)



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SECTION 5. LEARNING OBJECTIVES



Psychomotorically

- The coordination between arm and leg action will be worked on
- Balance in movements that allows the child to respond to all requests
 - Accuracy of driving the shot, which must touch a reduced valid surface and avoid touching an invalid surface

SECTION 5. LEARNING OBJECTIVES



Psychologically

The arbitration function in which children will be involved will be a central and transversal objective, as it will allow:

- assessment of the understanding of the rules
- to develop self-confidence in such a way that the children assert their way of judging the phrases of weapons
- respect for others, especially shooters who will have to accept the referee's
- completing a results sheet that will make it possible to calculate the place of the competitors

On the other hand, the use of greetings and handshakes after an assault, the use of civilized gestures demonstrates respect for others.

SECTION 6. RULES OF COURTESY IN FENCING



- Before the fight, greeting between opponents is mandatory. Otherwise, the assault cannot begin.
- During the fight, players must not use inappropriate or dangerous words or gestures:
- The opponent is not voluntarily disarmed;
- In case of disarming, do not try to touch the opponent or raise the weapon;
- Not to intervene in the jury's debate and accept its decisions;
- Athletes stop instantly when the referee says "stay" or "halt";
- Avoiding brutal gestures;
- After the assault, greeting the opponent and the referee, shaking hands are mandatory;



PART B



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PART B. INTRODUCTION



- The duration of lessons for beginners might vary between 60-90 minutes.

Assembly Checking the status of health	Warming up	The fundamental part Themes of the lesson	Final part
5 minutes	20 minutes	30 minutes	5 minutes

PART B. INTRODUCTION



Assembly. Health check

Attendance is made and possible problems that children may have are checked

Warming up

It is intended for physical exercises that prepare and progressively engage the body in effort.

Exercises from the running school, analytical exercises for the neck/head, arms, trunk, legs are used.

Assistive materials can be used: ladder, gymnastic benches, hoops, balls, gymnastic sticks, fixed ladder, exercises in pairs.

PARTEA B. INTRODUCERE



The fundamental part

It aims to solve the main theme previously proposed. These themes can be: the formation and improvement of general and specific fencing qualities and motor skills; learning and perfecting different technical procedures (attack, defense, etc.); the formation and improvement of various tactical actions and the sense of battle; education of mental processes and qualities, of special skills for fencing and in general of athletes' personalities; development of the body's effort capacity. As a rule, a training session has a main theme and one or two secondary tasks.

End

Exercises for body recovery: walking, running, games. The final part of the training session also has a "psychological" aspect: through the discussions held by the coach with the athletes - training analysis, recommendations, praise - the shooter's interest in participating in the next training session is stimulated.



GUIDELINES FOR FENCING TEACHERS

- Request the athlete's medical record (if available).
 - Use the initial assessment to create firm short-term and long-term goals.
 - Keep written records of your daily schedule.
 - Rate your lesson to get feedback. This feedback will allow you to modify and adapt parts of the lesson.
 - Keep a journal. This will help you reflect.
 - Monitor the progress of your athletes. Check the achievement of the objectives
 - Cooperate with parents. Share your child's progress with them. Recognise their effort, their contribution
 - Do not combine groups during teaching - do not teach adults and children at the same time or a very large number of children (ideally 12-14 maximum in a group)
 - Break down complex movements into smaller components and practice the components in independent order
-
- Use aids that are attractive to children
 - Be creative when designing exercises to practice the movement components
 - Ask your peers for input on mistakes your athletes might be making.
 - Take into account the particularities of age, strength, balance, physical or learning ability

METHODICAL SUCCESSION



Learning a new procedure begins by making known to the students its name (technical content, tactical use depending on distance, positions, etc.) after which a series of means are used in the following sequence

- demonstration;
- execution by the student;;
- repetition;;
- perfecting and applying the procedure in conditions of exercises with the partner and then in the assault.

The demonstration of the procedure is done in the following way:

- fully and at normal speed;
- slow and broken down, with verbal explanations for clarity;
- again fully but at medium speed;
- full at high speed

METHODICAL SUCCESSION



The execution of the procedure by the student can be done as follows

- slow execution, decomposed in order to fix the details and form the most accurate sensations;
- full execution, no speed;
- high speed execution;
- relaxed execution to verify correctness and precision;
- again execution at high speed, close to that of assault.

The procedure is repeated systematically under the following conditions

- individually (with or without assistive devices);
- group lesson;
- exercises with a partner;
- individual lesson with the coach;
- conventional assaults
- free assaults

LESSON 1



Establishing the rules of the fencing room. The main rules of behaviour, hygiene, respect and familiarization with the environment will be presented

Specific objective

Learning the salute and guard position

Value: Respect

Preparatory position (initial position) – legs at right angles, heels close together, front foot pointed towards the opponent, back foot perpendicular to the shooter's line, knees extended, body still on the hips, shoulders relaxed and at the same height, front arm extended in the direction of the same side leg, hand in supination, weapon in arm extension, tip 10 cm above the ground, rear arm extended back with open palm, head up, looking at opponent.



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GREETING



From the initial position (1), raise the armed hand with the tip of the weapon facing forward obliquely - up (2), bend the elbow until the foil reaches a vertical position, so that the guard reaches the level of the chin with the palm facing the athlete (3), the armed arm extends until it reaches a horizontal position, with the tip towards the direction of the person to be saluted (4). The salute is performed before and at the end of each battle (exercise or assault).



1



2



3

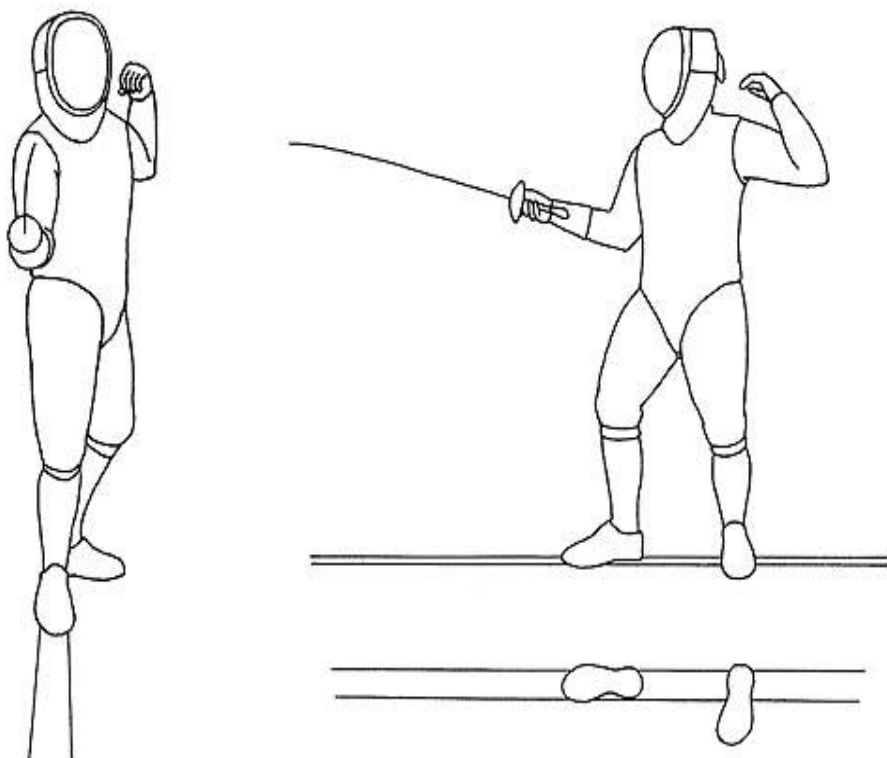


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GUARD POSITION



From the starting position, the armed arm rises horizontally with the toe pointed at the opponent, the front foot is placed in front approximately one and a half feet long (the soles are placed on the line of battle, the sole of the front foot with the toes pointed at the opponent and the sole rear leg perpendicular to the first), the legs bend at the knees in such a way that they are above the toes. At the same time as placing the front leg, the armed arm is slightly bent at the elbow, the tip of the blade is at shoulder level directed towards the opponent's chest, the shoulders are in a horizontal position, and the elbow is away from the body at approx. 15 cm. The unarmed arm is raised with the elbow at shoulder level, with the forearm pointing up and the palm with the fingers pointing down forming an arc of a circle. The guard position is the only position that allows the shooter to be ready at any moment, for attack and defence.



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EXERCISE SUGGESTIONS



- squats from the starting position
- guard squats, return to guard
- from the correct guard position, lifting the legs in turn
- straight jumps from the guard position and landing back in the guard
- small jumps from the guard position with a slight advance
- from the guard position, on the spot, running with the knees up
- walking in a normal gait at the signal taking the guard position

Alternative activities

- Games and exercises for the development of attention, coordination

LESSON 2



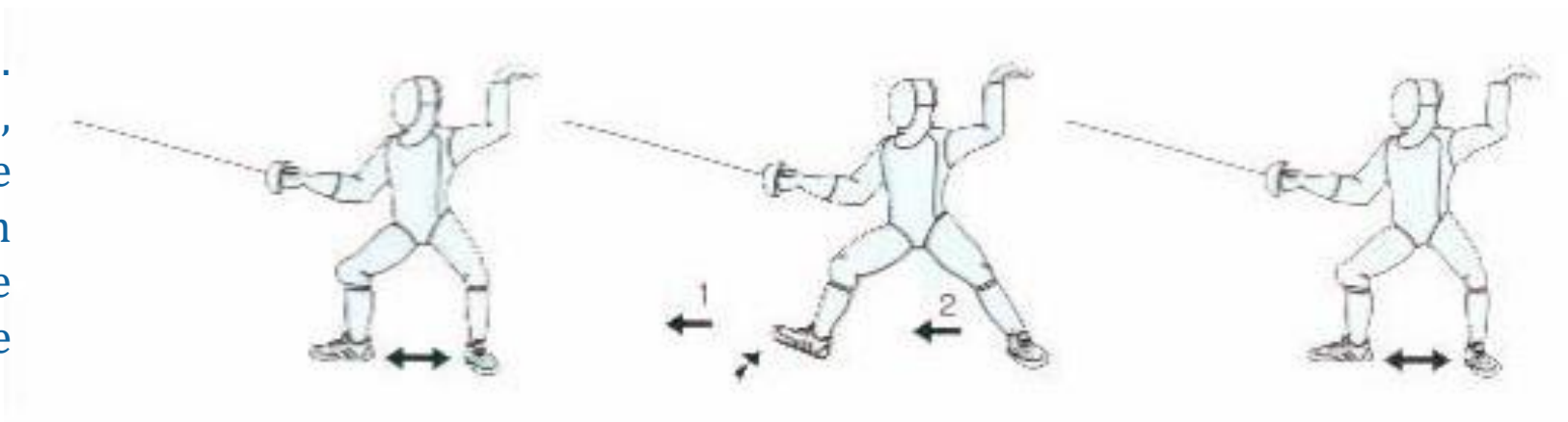
Specific objective:

Repetition of initial position and greeting

Learning Fencing Moves (Steps Forward and Back)

Value: Attention

Step forward – it is performed 1. moving the front foot forward, approximately one length of the sole by placing it first on the heel, then completely on the ground, 2. the rear foot is raised and placed in the normal guard position.

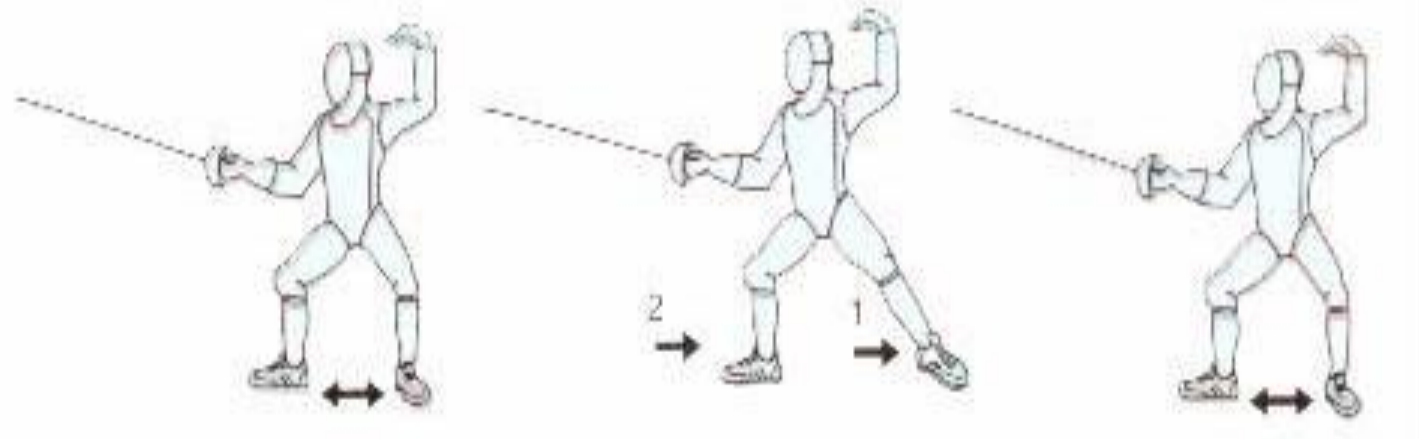


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LESSON 2



Step back – start with a smooth push of the front foot, and at the same time, the back foot moves back, a length of the sole, then the front foot comes into the guard position, on the whole sole, with more emphasis on the place at the base finger.





PRACTICING STEPPING FORWARD AND STEPPING BACK

- step forward - step back from the guard position at the command of the teacher-pas
- step backward that starts slowly and ends quickly
- step back and forth with knees up
- sequence steps forward or back with pause after each step, 2 steps pause, 3 steps pause
- steps performed in front of the mirror
- steps performed at the coach's command
- reverse order
- keeping your distance from the trainer
- keeping the distance from the partner
- sequence of steps imposed by the coach
- performing the steps on the ladder

Alternative activities

- Games and exercises to develop coordination, endurance

LESSON 3



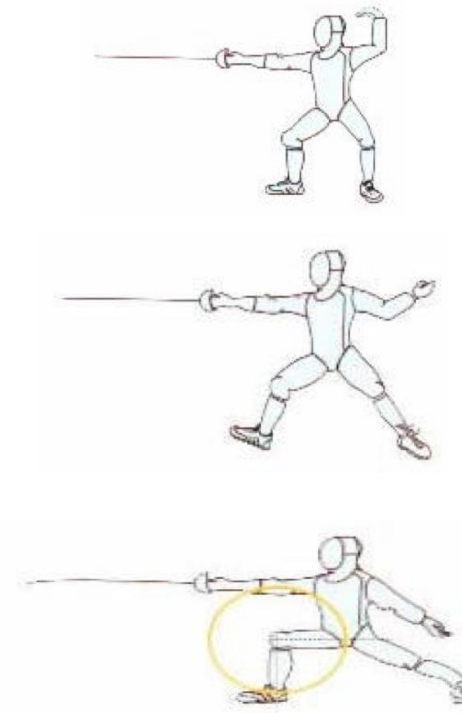
Specific objective:

Repetition of starting position, greeting and steps

Learning to forge and step forge

Value: motivation for progress

Lunge – it is performed through a sequence of movements, which are ensured only by a very good coordination of the movements of the arms and legs. The execution begins with a slight extension of the armed arm, followed in a very short time by bringing the front leg forward, touching the ground, simultaneously with the extension of the back leg. The landing of the front leg is performed on the heel after the back leg is fully extended. Once the heel is on the ground, the rest of the foot will not settle until the knee forms a right angle between the shin and the thigh, with the projection of the knee on the ankle. The armed arm with the hand with the nails up and at shoulder level. The unarmed arm stretches right at the beginning of the lunge, through an energetic back-down extension, forming in the final position an extension of the shoulder line with the palm in supination and the fingers outstretched.



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LESSON 3



- **The return from the lunge to the guard position** – the front leg pushes the trunk back, simultaneously with bending the knee of the back leg to reach the guard position faster. The unarmed arm bends in a circular arc as the front leg is brought to the guard position.



PRACTICING THE LUNGE AND THE LUNGE STEP

- short lunge in place
- semi-long lunge in place
- maximum-long lunge in place
- lunges with arching
- performing in front of the mirror
- lunge executed from the guard position as a jump, front leg to front-back leg to back, with the lunge fixed and returning to the guard position
- lunge – three arches-return to guard (rear foot remains stuck and still)
- the introduction of the lunge within the movements
- step with lunge on the spot
- introduction of the lunge step in combination with the steps



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LESSON 4



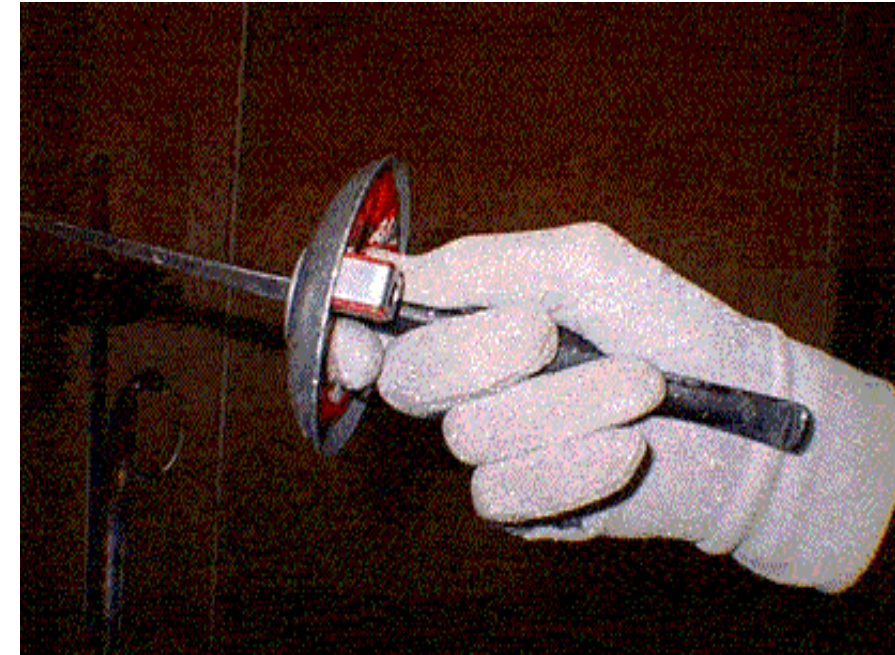
Specific objective

Practicing learned movements

Weapon grip and armed arm positions

Value: Attention

- **Holding the weapon.** For beginners, holding the weapon is learned with the French-type handle, and after a certain period of time, the pistol grip is used. The handle is held in the hand, the thumb above and close to the guard, the bottom of the handle resting on the 3rd phalanx of the index finger, the other fingers bent on the handle, ready to support the action of the first two or help them to support an action adverse. The handle does not touch the palm, it is held in the fingers with equal force support from each finger.



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ARMED ARM POSITIONS



In each line, the armed arm can take 2 positions: one in supination and one in pronation. On the other hand, the blade in relation to the hand can have the following positions: the tip above the hand, the tip at the level of the hand and the tip below the hand. For beginners we will learn four positions: sixt, quart, octav and septim.



sixtă



quartă



octavă



septimă

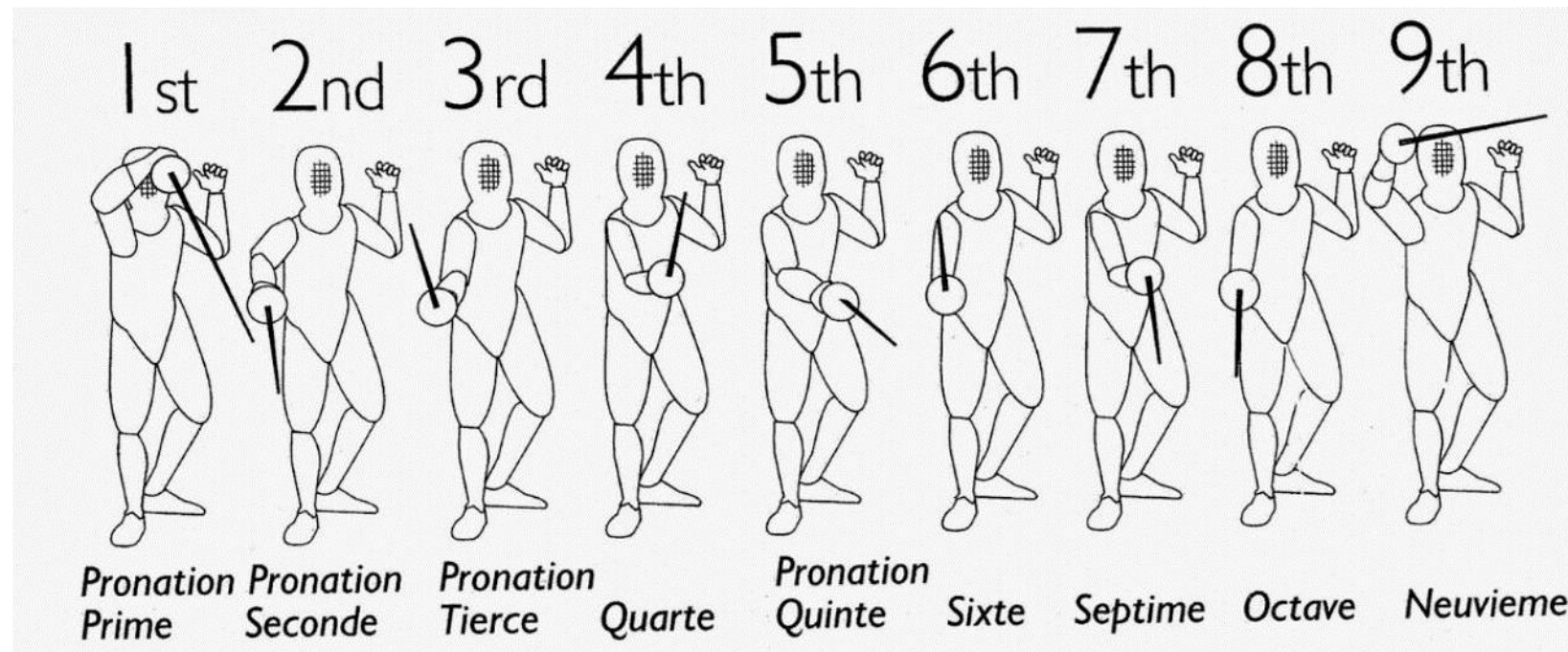


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ARMED ARM POSITIONS



The 9 basic positions shown in the diagram below from a right-hander's perspective



PRACTICE SUGGESTIONS



- Practicing arm positions in front of the mirror at the teacher's command;
- Practicing arm positions together with the teacher;
- Practicing arm positions while traveling;
- Simple engagement exchange with the teacher/partner in the top lines on the spot;
- Simple engagement exchange with the teacher/partner in the upper lines one step ahead;
- Double commitment exchange with the teacher/partner in the upper lines on the spot;
- Double commitment exchange with the teacher/partner in the upper lines one step ahead;
- The same sequence is used for the bottom lines

LESSON 5



Specific objectives

Practicing learned movements.

Weapon holding, armed arm positions and thrusting.

Value: Attention

Direct insertion. Most of the time, it is done at the beginning with the trainer or the helper mannequin. From the guard position, in one of the armed arm positions (at the beginning of sixt), the index fingers drive the tip of the weapon directly inward. At the level of the other three fingers, there is a tightening of the handle, keeping the weapon on the direction. The fist is held with the nails pointing upwards. The advance of the tip of the weapon inwards is achieved simultaneously with the action of the fingers by stretching the elbow joint. The arm will be extended at the level of the shoulder, without it being contracted or raised. In its forward motion, the tip will touch the opponent's chest before the arm is fully extended. In the strike the blade will curve upwards, in a plane that must always be oblique to the side of the own armed arm, due to the twisting of the fist with the nails obliquely upwards (supination). We often tell children that the kick is given "at 1 o'clock" (referring to the clock face).

PRACTICING THE THRUST



- Hits with the trainer to fix the position;
- Dummy kicks step forward, lunge, step lunge
- Practicing the poke
- Push-ups with the trainer to fix the position;
- Forward lunge pushups, lunge, lunge step.
- Forward step pushups, lunge, lunge step from different arm positions
- Mannequin thrusts by step combination
- Pushes in different areas

LESSON 6



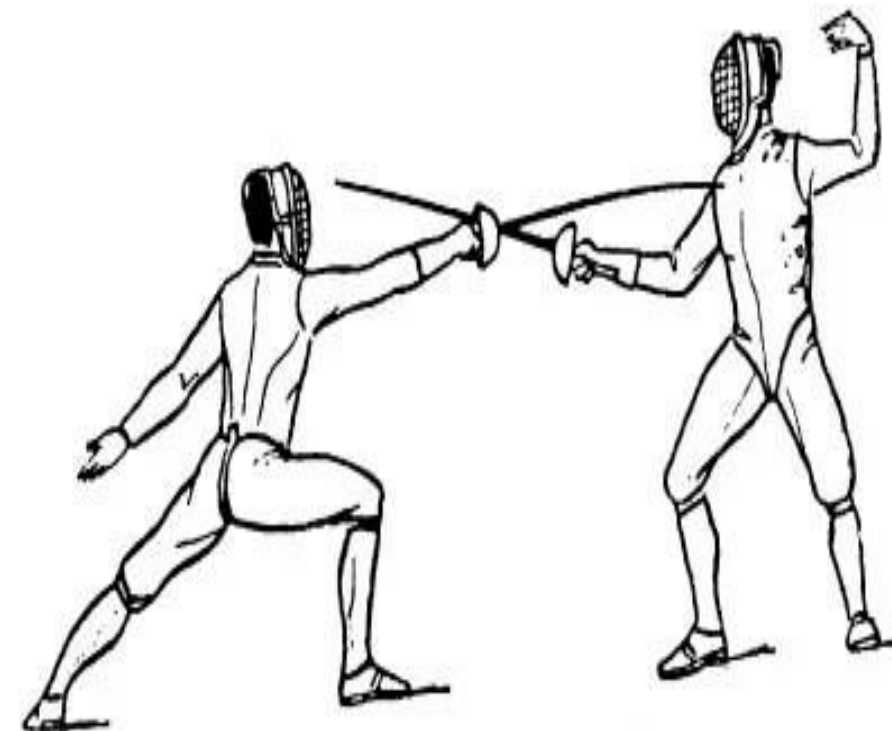
Specific objectives

Repetition of learned movements

Learning the direct attack

Value: courage, respect

Direct attack - it is identical, from a technical point of view, to the "straight blow" or "direct thrust" method, but the varied conditions of the fight turn it into an offensive action, which must take into account the appropriate choice of distance, moment and speed of execution.



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PRACTICING DIRECT ATTACK



- The exercises will be done in pairs
- Practicing the direct attack from the sixt position with lunging from the spot
- Practicing the direct attack from the quart position with a standing lunge
- Practicing the direct attack from the sixt position with lunge step from the spot
- Practicing the direct attack from the quart position with lunge step from the spot
- Practicing the direct attack from the sixt position with an away lunge led by one of the athletes. It attacks at the teacher's signal or at the partner's signal. Determines what the attack signal is
- Practicing the direct attack from the quart position with an away lunge led by one of the athletes. It attacks at the teacher's signal or at the partner's signal. Determines what the attack signal is
- Assault without parade
- Athletes will first observe the refereeing rules, after which they will be allowed to referee (with the supervision of the teacher).

LESSON 7



Learning the right parades (sixt and quart) and righteous retaliation

Value: courage, respect

Straight parades remove the attack by moving the blade in straight-horizontal lines. It is executed from the top line to the top line and from the bottom line to the bottom line (eg: sixtă - quartă, septimă - octavă).

Quart parade: it is executed from the position of sixt, by slightly pronating the forearm and turning the palm inwards. The elbow moves very little and the shell of the weapon reaches the position of quart where it is fixed closing the line. In the final position, in the quarter position, the tip of the weapon rises a bit more than usual to allow contact with the opponent's blade, with the hard part of one's own blade.



LESSON 7



Sixt parade: it can be performed from the quart position by the pronounced supination of the forearm, with the fist moving with the nails pointing upwards to the outside, up to the sixt position.

Riposte consists of a return blow given by any thrusting method, after the opponent's attack has been parried. It is very much related to the parade that the terminology of fencing and in the practice of trainers speak of the action of parry-retaliation as a single term.

Since exposing the procedures would be very difficult if done globally, they must be linked



SIXTE (6)



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PRACTICE SUGGESTIONS



- Practicing the direct attack from the sixt position with lunge from the spot, quart parade and direct counterattack
- Practicing the direct attack from the quart position with lunge from the spot, sixt parade and direct counterattack
- Practicing the direct attack from the position of sixt with lunge step from the place quart parade and direct counterattack
- Practicing the direct attack from the quart position with lunge step from the spot, sixt parade and direct counterattack
- Practicing the direct attack from the sixt position with an away lunge led by one of the athletes, quart parade and direct response. It attacks at the teacher's signal or at the partner's signal. Determines what the attack signal is
- Practicing the direct attack from the quart position with lunging from the distance led by one of the athletes, sixt parades and direct ripostes Attack at the teacher's signal or at the partner's signal. Determines what the attack signal is
- Theme Assault: Right Parade and riposte

LECȚIA 8



Specific Objectives

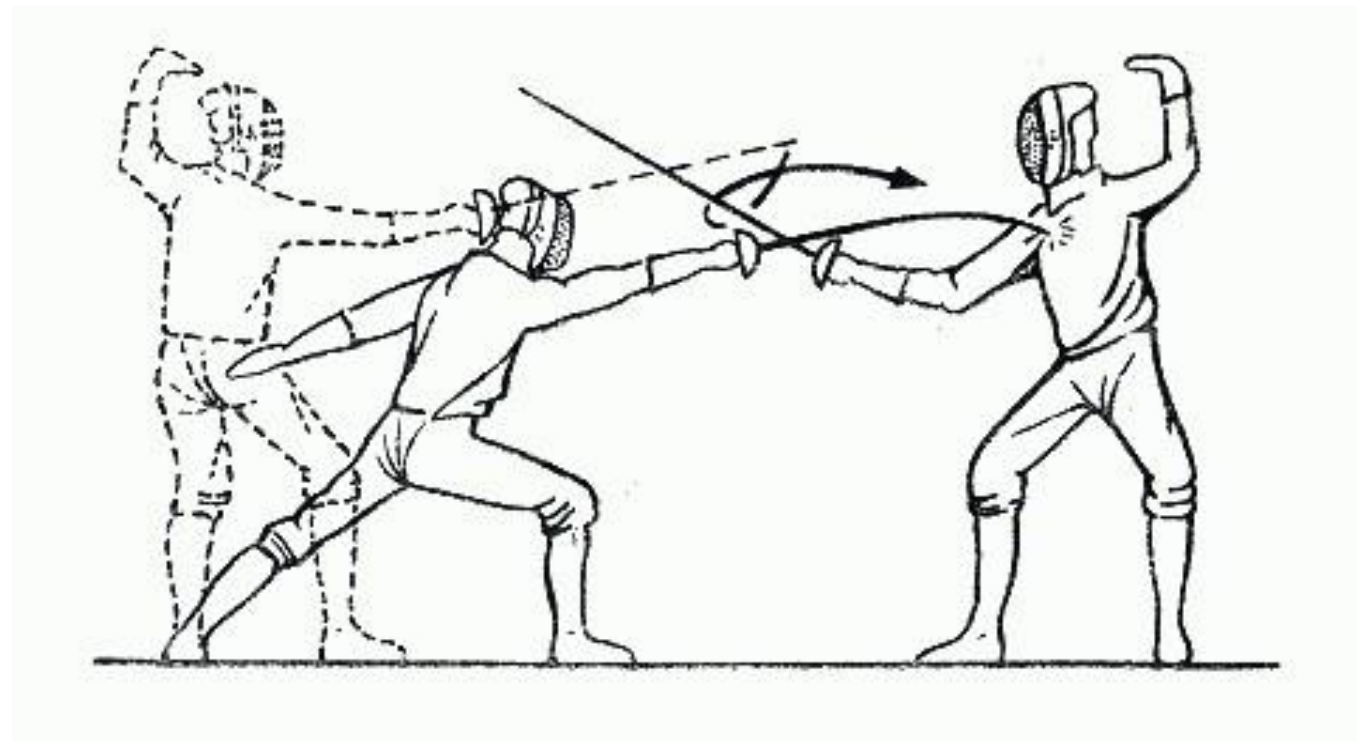
Repeating direct attack moves

Learning indirect attacks

Value: courage, respect

Indirect attacks:

clearance - progressive gesture, bypassing the opponent's blade (around the opponent's guard), to hit the valid surface, **when the opponent's blade protects a valid area.**



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LECȚIA 8



Indirect attack « COUPE » - movement of passing one's tip, over the opponent's tip, to hit the valid surface, arm extension and kick, when the opponent's blade is already protecting a valid area



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EXERCISE



- From the commitment of sixt/quart/neutral clearance with split to the pressure of the opponent's blade from the spot
- Clearance on looking for the opponent's blade on the spot
- From engagement of sixt/quart/neutral clearance with split on one of the steps ahead of the opponent
- Clearance on the pursuit of the away opponent's blade led by the athlete who looks for the blade
- Movement led by one of the two athletes, search for the blade on which the release is made

LESSON 9



Specific objectives

Practicing learned movements

Learning the straight **clearance slit attack**

Value: courage, respect

Right slot attack clearance is executed from own commitment, neutral or without commitment, against opponents who execute a straight parry, being composed of a straight slot, clearance and shot in the opposite line. It is usually executed in the upper lines, the completion of the attack can also be done in the lower line.

PRACTICING THE ATTACK IN EXERCISES WITH A PARTNER



- Sixt position, medium distance - right slot attack clearance, shot in the open line (sixt), with lunge;
- Quarter position, medium distance– right slot attack clearance, shot in the open line (quart), with lunge;
- Sixth position, long distance - right slot attack clearance, open line shot (sixt), with lunge step;
- Quarter position, long distance - straight slot attack release, open line shot (quart), with lunge step
- Quarter commitment, medium distance, at the opening of the line, the partner executes the split in the open line and the clearance shot in the opposite line;
- Sixt commitment, medium distance, at the opening of the line, the partner executes the split in the open line and the shot with clearance in the opposite line
- The same exercises will be performed from the movement, athlete 1 (S1) leads the movement, athlete 2 (S2) keeps the distance, and when the athlete S1 stops, S2 executes the attack;

LESSON 10



Specific objectives

Practicing learned movements

Learning to defend against the **2-straight parry and counter attack**

Value: courage, respect

The parry composed of two straight parries is executed against the right slit attack clearance in the upper lines (quart –sixt-riposte or sixt –quart riposte)



- From the position of sixt, right slot clearance with lunge from the spot and quarter-sixt parade - right counterattack
- From the position of sixt right slit clearance and clearance with step lunge from the spot and parade of quarter-sixt – right counterattack
- From the position of quarter right cleft clearance with lunge from place and parry of sixt - quarter–right riposte
- From the position of quarter right cleft clearance with lunge step from place and sixt parade - quarter–right counterattack
- The same exercises executed from the movement led by the defending athlete (the attack is executed on signal)
- Free attacks

LESSON 11



Specific objectives

- Checking the concepts learned
- Free attacks
- Arbitration

Contest

- Applying the concepts learned in competition conditions
- Verification of the appropriation of the arbitration rules
- Knowledge verification equipment

HELPFUL GAMES



It is considered that the level of motor skills and general movement skills directly conditions the achievement of superior sports results.

The possibilities at an individual level - technical, tactical and psychological of a particular fencer - are not sufficient in the competition, if they are not based on a solid "support", consisting of motor qualities such as: strength, speed (of simple and complex reaction, movement , of execution), dexterity, resistance and coordination. Even if the motor qualities develop independently of each other, in activity they influence each other: the manifestation of speed - at its true value - depends on the level of dynamic force at a certain moment and at another moment on the physical resistance capacity of the athlete in question.

HELPFUL GAMES



In the activity with beginner children, the development of motor skills and complex movement skills specific to fencing is a main objective. The development of sportsmanship is all the faster and more durable the more varied the physical development exercises.

For beginners, emphasis will be placed on the most varied means for developing motor skills, movement games being very useful and often used.

HELPFUL GAMES



- ***Cockfighting*** - standing/crouching/standing on one leg with a partner face to face, arms bent palms at the level of the chest, straight jumps simultaneously with the attempt to push the partner with the palms, aiming to unbalance him. Each unbalance is scored and the player who managed to unbalance his partner several times will win.
- ***Slap with one hand*** - the athlete designated to touch the others keeps one hand placed on the place where he was touched by the previous catcher until the moment he manages to touch another player.
- ***Directed dash*** - players run on the surface designated for the game, establishing a catcher. The catcher determines everyone's mode of movement and announces it out loud. Example: straight jumps on one leg or both legs, running with the legs swinging forward or backward, squat walking, etc. The touched player becomes the catcher and is required to keep his hand on the touched spot until he touches another player.

HELPFUL GAMES



- ***Touch the knees*** - Players sit in pairs with knees slightly bent. Each player tries to touch one or both knees with the palm. A point is awarded for each touch. The winner is the player who has more points.
- ***Slap on the palm by numbers*** - the players are seated in pairs, facing each other, with folded arms. Behind each team, at a distance of about 5m is a finishing line. At the coach's signal (1 or 2), the respective player touches the partner with his palm by extending his arm on his palm, after which he runs to the finish line. If the partner catches up and touches it they will lose the point if they don't touch it they will win the point. Everyone's points are tallied and the player with the most points will win.

HELPFUL GAMES



- **Potato picking** - The children stand in a column one by one, behind a line, the first in each team having 3-4 plastic markers. In front of each team, at a distance of 5-8 m, there are spaces previously marked with chalk. At the teacher's signal, the first in each team run to the first space where they leave a marker, then run to the second space where they leave another marker, reach the third and so on, then run another 2-3m to a marker , they turn and collect each milestone in turn, passing the baton to the next one. The team that completes the route first wins the game. The distance between the spaces for planting the stakes is about 2 m. The game can be repeated two or three times.
- **Bouquets** - The players run all over the surface provided for the game, and when the coach calls a certain number (for example 2 or 4), the players gather in a "bunch" according to the number called (3 - players gather in 3). The coach sets certain tasks for the players who will remain on the outside and will not be in any group (jumps, squats)

HELPFUL GAMES



- ***Who gets there first*** - The players are placed in a circle formation, at a distance of 2m from each other; a player runs around the circle and at some point touches one of the players with his hand; the one touched leaves the circle and runs in the opposite direction; the first to reach the vacant place wins, and the other continues the game in the same way (occupying the vacant place).
- ***Race by numbers in star formation*** - The students sit in groups, one by one in a column, in the shape of a star and they are numbered. The teacher calls out a number - the students with that number leave the group and run once around the circle, returning to their place. The first to reach the place wins a point for his team; at the end of the game, the team with the most points wins.

HELPFUL GAMES



- ***Competition by numbers*** - The players are placed in a star pattern behind each other, Each player in each row corresponds to a number. When the coach calls out a number, the players with that number run around the circle to their place. The player who reaches his place first will win a point for his team. At the end, the team with the most points will be declared the winner.
- ***Jump over the rope*** - The coach rotates by spinning a rope held at one end. Players will jump over this without being touched. If they are hit the coach sets a specific task that they must perform before re-entering the game.
- ***Hunting with obstacles*** - Students spread out on a volleyball-like court. The players (with the exception of 2-3) draw a small circle on the ground with chalk, which they are not allowed to leave, and pass a ball between them trying to hit the two or three students who circulate between them. After a few minutes, the players change. Those who are not hit or who have fewer hits win.

HELPFUL GAMES



- ***The ball obliges*** - The game takes place on a limited field, in the form of a "leapsa". A student has a ball (the chaser) and another student aims to touch it with his hand. To escape pursuit, the one with the ball passes it to another who is forced to receive it, becoming pursued. If the student with the ball has been touched, he takes the place of the one who has to catch his colleagues. After the correct acquisition of the game, 2-3 balls can be used.
- ***White and red*** - The players are divided into two teams, placed face to face on 2 lines. Behind the teams is established the "house" of the teams. The teams will be called "white" and "red". When the coach calls a team's name, the respective players must run as fast as possible to their "home" without being caught by the other team's players. Those who are caught will be taken to that team. The team that will have more players caught at the end wins.

HELPFUL GAMES



- **White ball - green ball** - Children sitting in a circle with folded arms at the level of the pool numbered 2 by 2. One player will have a white ball, the player next to him will have a green ball. Children will pass the ball to the right (white ball), to the left (green ball) only to the numbers on their team. The team that finishes the round of passes to the first children who had the ball wins.
- **The jumping goat** - A player places himself in a circle with a diameter of 1m. In front and behind him, at about 4m, there are two other players who alternately throw the ball in a circle to hit his legs. To avoid the hit, the one in the circle ("the goat") jumps with his knees as high as possible, then turns to face the player who is in possession of the ball.

HELPFUL GAMES



- ***Mirror*** - (in pairs, face to face), one of the students performs certain movements, and his partner tries to imitate him.
- ***Shoot the deer*** - The students are arranged in two teams, one sits in the shape of a circle, the other inside the circle. The outside team rolls a small medicine ball from one to the other with the intention of hitting the feet.
The "deer" in the circle, they will avoid hitting the ball by jumping. The teams change places after 5 minutes.

HELPFUL GAMES



- ***Race with jumps*** - Students will be grouped in circles of 6-7 players. One player from each group starts the competition by jumping on one leg around the circle at the teacher's signal. When he reaches his place, the one on his right starts jumping around the circle. The circle whose students finish jumping first wins the game.
- ***The turtledove without a nest*** - The class group forms two concentric circles, the students facing inwards, one of them in the center "turtle". On signal, the students in the outer circle run around the inner circle. At the second signal, the students in the outer circle stop, and those in the inner circle plus the turtle try to pair up with the students in the outer circle. The student left without a "nest" moves to the center.

HELPFUL GAMES



- ***The fight for possession of the ball*** - The athletes are divided into two teams, which spread across the field. One of the teams starts to pass the ball and the other team tries to recover the ball. Passers are allowed to take three steps with the ball, three dribbles or pass from the spot. The team that makes the most passes without losing the ball wins.
- ***Ball to the captain*** - The children (players) sit in a circle. A player (the captain) is placed in the middle. The captain passes the ball to the player he wants, and he must pass it back to him. The captain passes the ball to all players, in a certain order. The players who make the fewest mistakes (takeovers, wrong passes) win. The game can be played with or without taking over the ball.

HELPFUL GAMES



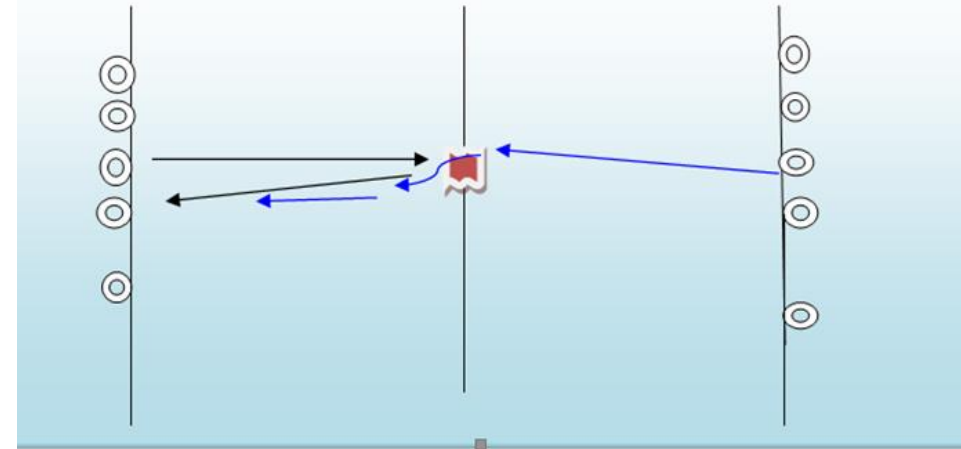
- ***Cattle*** - The players sit in a circle formation (if there are many, more circles can be made), and one or two children are in the center. The players in the center will try to catch the ball passed by those in the sky. The player who made the wrong pass and lost the ball will replace the child who recovered it.

HELPFUL GAMES



- **The glove** - Students are divided into two teams, sitting face to face, at a distance of 8-10 m from each other. A line is drawn on the ground in front of each team. A "glove" is placed on the ground in the middle of the field. Each player (from each team) is assigned a number. The teacher calls out a certain number. The students from the two teams with the respective number approach the center of the field and try to take the "glove" without being touched or caught by the opponent. If he crosses the line delimiting his team's field without being touched by the chaser, he wins a point for his team.

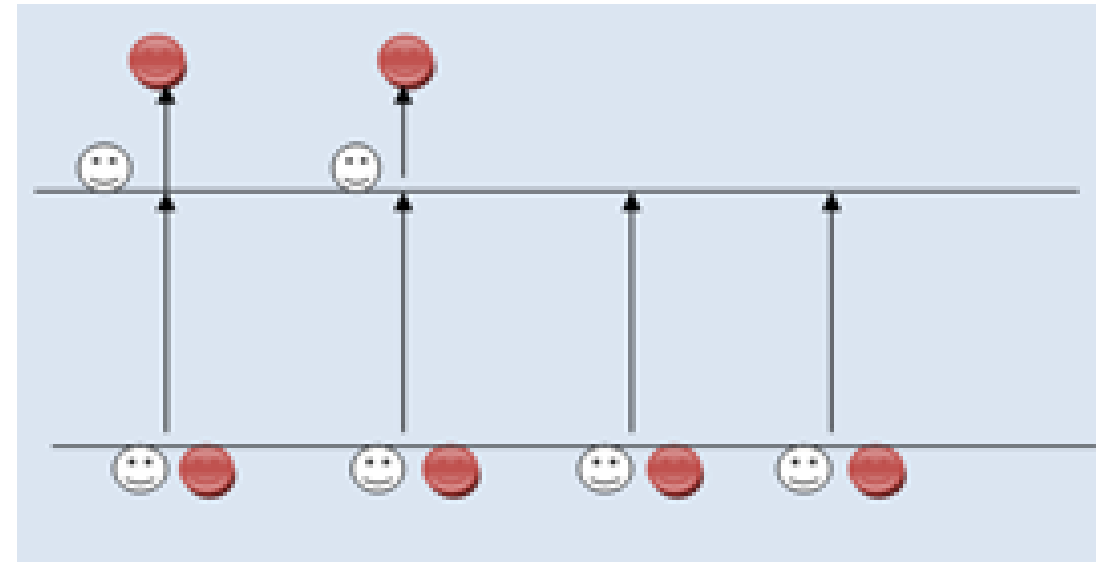
The game continues in the same way, until all students run. The team with more points is declared the winner.



HELPFUL GAMES



- ***The numbers run*** - Children, numbered by 2, are seated in a line facing the teacher; at a signal, both perform speed running to a previously established landmark, then only those wearing the number shouted by the teacher continue running and the others remain in place for a few seconds, after which, at the teacher's signal, they also run, trying to catch up the others. When he manages to catch up with his partner, he wins a point.



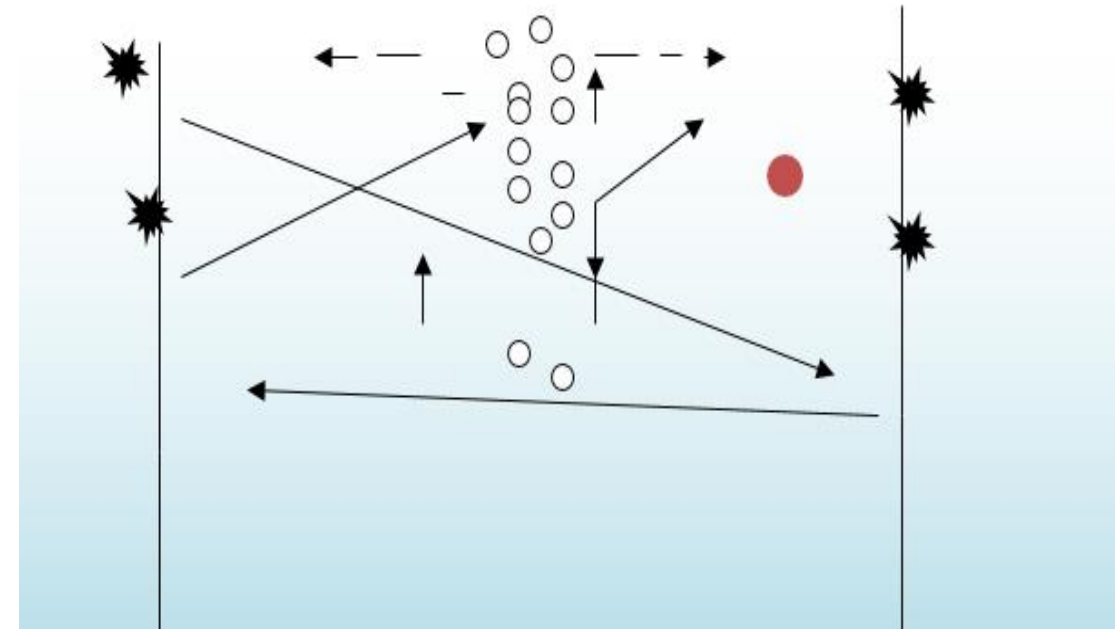
HELPFUL GAMES



- ***Ducks and hunters*** - Four hunters are chosen who stand face to face, two by two at a distance of 10-15m. The other students stand in the middle and try to avoid the ball so as not to be hit by the hunters. The one hit by the ball leaves the game or becomes the hunter.

If a player manages to catch the ball without dropping it, he wins a life.

To make the game more difficult, another ball can be inserted.



PHYSICAL TRAINING



Physical training is the development of basic (physical) motor qualities: resistance, strength, speed and skill, as well as the formation of new skills and motor skills. This has an essential role in educating certain skills - general and special movement skills, in developing the plasticity of the nervous system and the body's functional capacity.

PHYSICAL TRAINING



In a well-organized training program, physical training has two major stages:

- **general physical training (GPT)**, which has as its main objective the improvement of effort capacity. This develops at the beginning of the preparatory phase, where the volume of training is increased and the intensity is moderate, but with the approach of the competitive phase, the level of intensity increases considerably, for a better adaptation of the athlete's body to the effort during the actual competition
- **specific physical training (SPT)** aims to develop the motor skills necessary for the type of effort characteristic of fencing.

The dosage of the exercises will be done according to the level of the athletes and an initial assessment.

TRAINING NO. 1



1. Long run at a moderate pace
2. Warm-up exercises of the joints of the lower and upper limbs trunk
3. From sitting, with the medium level elastic band above the ankle, are performed adductions and abductions in the coxo-femoral joint. (fig 1)



Figure no. 1 – abductions and adductions

TRAINING NO. 1



4. From sitting, knees slightly bent, with elastic band under the feet, walk with added step laterally (5 steps to the left-5 steps to the right)
5. Standing laterally next to a wall, with a medium-level elastic band attached under the sole, perform lifts of the lower limb opposite the wall until an angle of 90° in the ankle, knee and coxo-femoral. (fig. 2)

Figure no. 2

TRAINING NO. 1



6. Hops on two feet in and out of a circle sitting on the floor, arms are flexed at the elbow.
7. The same exercise, but with shearing legs forward.
8. In lunging position, the lower back limb resting on a 15cm high box, the lower limb on which it lunges is on the ground, flexions and extensions are performed in the knee joint.
9. Standing facing a box with a height of 25-30cm, perform lifts on one leg and return
10. Standing facing a box with a height of 25-30cm with one leg resting on it, jumps with the change of the supporting leg.

TRAINING NO. 2



1. Long run at a moderate pace
2. Warm-up exercises of the joints of the lower and upper limbs.
3. From standing shoulder-width apart with a stick (or weapon) grasped by the ends, arms stretched high, flexion of the arms with the stick down to the back of the head
4. From standing shoulder-width apart with a gripped stick (or weapon) bend and extend the arms forward
5. Jumps on two feet over small hoops (8-10 pieces) with a height of 15 cm, jumps to be performed with extended knees

TRAINING NO. 2



6. Jumps on one leg over small hoops (8-10 pieces) with a height of 10 cm, the jumps are performed on the same leg, and on the last jump they land in a kneeling position
7. From lying face down, flexion of the calf on the thigh is performed by hitting a ball. The ball is held by a teammate or coach.
8. From lying face down, hands on the back of the head, trunk extension
9. Lying on your back, raising your legs outstretched to 90 degrees
10. Back support on the palms of a gym bench, legs outstretched, flexion and extension of the arms
11. Support on the palms and the tip of the feet, movement on the left-right palms, the legs remain in place

TRAINING NO. 3



1. Long run at a moderate pace
2. Warm-up exercises of the joints of the lower and upper limbs.
3. On the agility ladder: ankle game is performed Forward and sideways in each square.
4. On the agility ladder: jumps on one leg, positioned laterally facing the direction of travel, the jump is performed on the leg opposite to the direction of travel
5. On the agility ladder: 2 jumps forward 1 backward from 2 on 2 feet
6. Jumps on two legs on crates with a height between 15-40 cm. The jumps are up-down-up, that is, jumping on the crate-on the ground-on the crate. The number of boxes and their arrangement remains at the coach's discretion
7. Jumps on two feet on crates between 15-40 cm high. The jumps are up-down-up, that is, jumping on the crate-on the ground-on the crate. The number of boxes and their arrangement remains at the coach's discretion

TRAINING NO. 3



8. With a belt positioned at the level of the abdomen, fastened with an elastic band to the trellis, lunges are performed
9. Jumping rope in a fencing suit and mask. During the jumps, the athlete is distracted by the coach.
10. Face to face with the coach/colleague, in guard position, each holding one end of an elastic band, lunge is performed. The band is held in tension by the trainer or fellow partner, who also gives the signal for the lunge.
11. Weapon in hand, jumping from two feet over 3 hoops, finishing with a lunge and hitting a dummy

TRAINING NO. 4



1. Long run at a moderate pace,
2. Warm-up exercises of the joints of the lower and upper limbs.
3. Sitting on the rubber side of a Bosu ball, perform joint flexions knee simultaneously with throwing a ball forward to a partner
4. Standing with one leg supported on the Bosu ball, jumps with the change of supporting leg
5. Legs scissor jumps in the air against the clock.
6. Circuit: jumps on two feet between 10 pegs placed on the ground, at a distance of 15 cm from each other, followed by 5 jumps up and down on the aerobic stepper, running for a distance of 10 m, followed by 2 series of jumping on two feet over 4 small hoops arranged in a square shape (the hoops are 10cm high), running over a distance of 5m, long-close jumps

TRAINING NO. 5



1. Long run at a moderate pace
2. Warm-up exercises of the joints of the lower and upper limbs.
3. Step forward with the back leg bent. It is performed alternately with each leg
4. Squat with one leg extended to the side, bending the extended leg and extending the bent leg (shifting the weight from one leg to the other without lifting in standing apart)
- 5 . Squat with one leg out to the side, shifting weight from one leg to the other the other with passing through the standing position
6. Lying on your back, with your heels resting on the aerobic stepper, perform pelvic ups and downs.

TRAINING NO. 5



7. Lying face down with support on the palms and toes. Legs are shoulder-width apart. The lifting of one arm extended forward is performed simultaneously with the lifting of the opposite lower limb. At each execution, the arm and the lower limb are changed.
8. From a guard position, the lower back limb with support on a Bosu ball or a rubber balance board, perform lunges on a 10-15 cm high box.
9. In the guard position, the armed hand holds a suspended elastic band, level environment. A lunge step is performed with the arm extended forward
10. Standing on the hard side of a Bosu ball, pick up the items requested by the coach (e.g. glove, court tennis ball, table tennis ball, mask, etc.)

GLOSSARY OF FENCING



- **Prime, seconde, tierce, quarte, quinte, sixte, septime, octave, neuvieme:** positions in fencing.
- **Absence of blade:** when the blades are not touching; opposite of engagement.
- **Attack:** The initial offensive action made by extending the sword arm and continuously threatening the valid target of the opponent with the point (or blade at sabre).
- **Attaque au fer:** an attack that is prepared by deflecting the opponent's blade, e.g. beat, froissement, pressure.
- **Balestra:** a forward hop or jump, typically followed by a lunge or flèche.
- **Beat:** an attempt to knock the opponent's blade aside or out of line by using one's foible or middle against the opponent's foible.

GLOSSARY OF FENCING



- **Black card:** A severe penalty. A black card is used to indicate the most serious offences in a fencing competition. The offending fencer is expelled immediately from the event or tournament, regardless of whether they had any prior warnings. A black card can also be used to expel a third party disrupting the match.
- **Corps-à-corps:** physical contact between the two fencers during a match.
- **Counter-parry:** a parry made in the opposite line to the attack; i.e. the defender first comes around to the opposite side of the opponent's blade.
- **Counter-riposte:** an attack that follows a parry of the opponent's riposte.
- **Coulé:** an attack or feint that slides along the opponent's blade.
- **Derobement:** An avoidance of an attempt to take the blade. A derobement is a reaction to the opponent's attempt to entrap, beat, press or take the blade, in a circular, lateral, vertical or diagonal motion.

GLOSSARY OF FENCING



- **Direct:** an attack or riposte that finishes in the same line in which it was formed, with no feints out of that line.
- **Disengage:** a circular movement of the blade that deceives the opponent's parry, removes the blades from engagement, or changes the line of engagement.
- **Engagement:** when the blades are in contact with each other, e.g. during a parry, attack au fer, prise de fer, or coul  .
- **Feint:** attacking into one line with the intention of switching to another line before the attack is completed.
- **(Fencing) Time:** the time required to complete a single, simple fencing action.

GLOSSARY OF FENCING



- **Line:** the main direction of an attack (e.g. high/low, inside/outside), often equated to the parry that must be made to deflect the attack; also point in line.
- **Neuvieme:** Parry #9 (literally, French for 'ninth'); blade behind the back, pointing down; alternatively, similar to elevated sixte. Originally used in sabre, to defend the back against a passing or overtaking opponent. Covers the outside line on the back.
- **Octave:** Parry #8; blade down and to the outside, wrist supinated. The point is lower than the hand. Covers the outside low line.
- **Parry:** using the forte of your blade to block an incoming attack. A simple defensive action designed to deflect an attack, performed with the forte of the blade

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- **Point in line:** or just "line"; an extended arm and blade that threatens the opponent.
- **Prime:** Parry #1: blade down and to the inside, wrist pronated. The point is significantly lower than the hand. Covers the inside low-line. (This is a rare sabre parry.)
- **Quarte:** Parry #4; blade up and to the inside, wrist supinated. The point is higher than the hand. Covers the inside high line.
- **Quinte:** Parry #5; blade up and to the inside, wrist pronated. The point is higher than the hand. This parry, more than any other, is subject to different interpretations in different schools (in foil and épée). In foil and épée, this parry generally covers the inside high line, since the pronated wrist can push further down than the supinated wrist (in Quarte).
- **Retreat:** The basic backwards movement. Rear foot reaches backwards and is firmly planted, then front leg pushes body weight backwards smoothly into 'en garde' stance.
- **Riposte:** hitting your opponent after parrying their attack.

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- **Seconde:** Parry #2; blade down and to the outside, wrist pronated. The point is significantly lower than the hand. Covers the outside low line in sabre, replacing octave lower than the hand. Covers the outside low line in sabre, replacing octave.
- **Second Intention:** a false action used to draw a response from the opponent, which will open the opportunity for the intended action that follows, e.g. a counter-riposte.
- **Septime:** Parry #7; blade down and to the inside, wrist supinated. The point is lower than the hand. Covers the inside low line.
- **Simultaneous:** (foil and sabre) when two fencers hit each other at the same time, with neither having established priority.

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- **Sixte:** Parry #6; blade up and to the outside, wrist supinated. The point is higher than the hand. Covers the outside high line. This is generally the parry taught as the basic en garde position in foil and épée.
- **Target area:** The area delimited for valid hits in that weapon. Foil target area consists of the entire torso, including the groin and the bottom of the mask which covers the lame, and down to the waist in back. Head, arms and legs are considered off-target in foil. Épée uses the entire body for target. Sabre uses all the body area above the waist, except the hands and the back of the head.
- **Tierce:** Parry #3; blade up and to the outside, wrist pronated. The point is significantly higher than the hand. Covers the outside high line. This is the basic en garde position in sabre.

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Co-funded by the
Erasmus+ Programme
of the European Union



