

British Academy of Fencing **ACADEMY NEWS**

**July 2018
Issue 96**

"Run by coaches for coaches"



MAGIC RESULT

Those of you who have met Tony Middleton on previous Denstone courses, or saw him on "Penn & Teller; Fool Us", will know that, as well as being a BAF coach, he is also a skilful magician. But no trickery was needed at an examination at the end of May, when he successfully passed the Diploma Foil exam. We contacted him afterwards, in order to get his thoughts and reactions, and this is what he had to say:

"On Sunday 27th May, after months of practice and broken foils, I was both delighted and relieved to hear the words 'you've passed', and to have earned the title

Maître d'Escrime. I started coaching over 10 years ago at my local club in Leicester, before moving down to St Albans, where I live today. It was actually fight directing for theatre that got me into it, as I wanted to learn more of the technical aspects of the sport to deepen my knowledge, and increase my repertoire of strokes. Thereafter, I discovered a talent and enthusiasm for coaching, and attended a number of Academy courses. Previously I studied Drama & Theatre at Royal Holloway, and Theatre Directing for my Masters at Birkbeck (University of London). I am now the head coach at Hitchin Fencing Club, the Chairman of the Hertfordshire Fencing Association, and a visiting coach at a number of other clubs in the county. Whilst most of my coaching is still at the 'grass roots', it has nevertheless been a joy to see people who have never picked up a sword before walk away with medals at county or London Region events, after a year or so of training. I hope I can build on those small successes, and take my fencers on to greater things in the future. I certainly feel that my skills have increased, but I also feel I have an awful lot more still to learn. Gaining a title of 'Master' gives the impression that you are a master of your subject, when in fact I feel this is just the beginning of my understanding of what it takes to be a good coach.

"Training towards the Diploma has taken regular and committed practice. I am indebted to Professor Liam Harrington who gave up several hours every week, since I passed my Advanced award over a year ago, to help me achieve the standard, without asking for a penny. I hope one day that I will be able to return the favour to one of my students, and see them pass a Diploma exam too. But for now there is much work to do to whip them into shape for the new season!"



Tony is congratulated by our President, Peter Northam, after the exam

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Contributions by August 10th, please.

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BRITISH ACADEMY OF JUDO

PRIVACY NOTICE FOR MEMBERS

Introduction

We take the management of your information very seriously. Every reasonable effort is taken to ensure your information is kept secure and intact. However if at any point you wish to discuss how the Academy manages your information please get in touch via the contact details below.

How we use information

To administer your membership: We collect minimal personal details in order to be able to identify you as an individual member. This includes your name, address, job title, contact details and payment information. Your membership information is processed as part of your membership agreement, which can be cancelled at any time.

Formal notices about your membership will be sent to your designated email address unless you request a paper copy. Such notices typically consist of membership confirmation and renewals, annual reports, details of the AGM.

Potential employers may also enquire with us to validate your membership status (including qualifications). We verify status only; no copies of information are given out for this purpose.

If you leave the Academy, details about your membership are kept on record for 6 years from the date of your membership lapse. This enables us to verify your membership with us should you need to prove membership during that time frame. We will retain indefinitely details of examination passes obtain from the Academy.

The categories of member information that we collect, process, hold and share include:

- personal information (such as name, address)
- special categories of data including characteristics information such as gender, age)
- coaching qualifications
- address and contact numbers

Why we collect and use this information

We use membership data to:

- administer your membership
- to make you aware of your benefits of membership
- administer coaching qualifications
- send you information regarding coaching courses, events
- budgetary purposes

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We process this information under the Data Protection Act 1998 (DPA) and “Article 6” and “Article 9” of the General Data Protection Regulation (GDPR)

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Why we share membership information

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If you would like to discuss anything in this privacy notice, please contact the **BAF Membership Secretary**

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Special exams, consult the Course
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DOCUMENTATION

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Key Teaching Points Épée		
Key Teaching Points Sabre		
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**

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THE PRESIDENT WRITES.....



The final session of 'Practical Coaching Days' was held at the Nuffield Health Sports and Fitness Centre, The Royal Masonic School for Girls, Chorleywood Road, Rickmansworth, Herts. The Masters who turned out were myself, Liam Harrington, Peter Stewart, Louisa Miller, Lance Larsen and Chris Norden. There were eight training coaches, a ratio of nearly one to one. It was a very good day with four passes at Level 1 Foil and very good training for the Advanced and Diploma trainees. Well done to those coaches and very heartfelt thanks to the Masters who gave of their time free of charge. There seems to be an appetite for another series of Coaching Days. Liam has agreed that another session must be held in Chorleywood!

I went to the British Youth Championship Finals on Saturday May 5th, a three-day event held in Sheffield. The purpose of my visit was not only a meeting with a Master but also to have a general wander around to see who was coaching there. Fortunately, as soon as I entered the building, I met said Master and we went for a coffee and had a very interesting chat. As I went into the main hall it was a situation where I took two steps and met a coach followed by another two steps and another coach and so on. Later, on looking around the main hall from up on the balcony, I saw a good number of Academy members and counted nine Masters, one of whom was refereeing.

The Academy 'old-fashioned and out of date', I don't think so!

Last year an Academy Master ran a mini coaching course. A member of that course now wants the Academy to put on a more advanced course. It is what he said in his email that impressed me, his view being that 'I found the course extremely beneficial, both because of its logical progression and intensity, but also its flexibility!'. I couldn't agree more.

It was a pleasure for me to be present at a Special Diploma Foil Examination for Tony Middleton. Supported by his coach, Prof Liam Harrington as his pupil, Tony was successful in passing the exam. Well done Tony!

Child Protection is very important to us and as previously mentioned, having your name on the British Fencing Coaches Register is the way to go. At the last count 50% of Academy members are now on the Register.

Give yourselves a 'treat' with some enjoyable CPD (Continual Personal Development) at Denstone this summer; 'day visitors' welcome, contact the Course Officer, Mrs Jackie Redikin.

Prof Peter Northam, President, British Academy of Fencing.

COMMITTEE NEWS UPDATE JUNE 2018

The committee has continued to work on the action plan. The following is a brief update on the key areas identified

- Re-establishment of the Associate/Recognised Body status of the BAF with British Fencing

Positive discussions and meetings continue to take place with British Fencing. A joint statement between Peter Northam and Georgina Usher has been issued.

- Child protection and safeguarding policies and procedures

A full review of the policies and procedures has taken place. Final legal comments are currently being sought.

- Improve the image and standing of the BAF with regards to the wider fencing community

This ongoing. Several positive links and contacts have already been made.

- Improve communications with the membership

Hopefully, members will feel that this has improved. The role of the members' representative has been expanded and given greater responsibility.

- Running more frequent coaching courses

To date there have been coaching courses run in Birmingham, Ashby-de-la Zouch and London. Fencing Masters and other high-level coaches have assisted in running the sessions as has been detailed in previous editions of the Academy News. Further courses are being looked at and a number of venues considered. Several members have specifically asked for courses in their area of the country, others have offered help in finding venues.

If you feel you can be of assistance to the committee, have ideas or suggestions please get in touch. Constructive criticism is always welcomed, encouraged and will be listened to.

A ROLL OF THE DICE

By Nick Chapman

(Editor's note: In the May issue of Academy News, Nick Chapman suggested that members could share ideas they use with their pupils. He offered his own idea, but there was insufficient room to publish it in May. Here it is now and it is to be hoped that it inspires more similar contributions in the future.)

Let's start with the idea I suggested back at that November training day. On the face of it it's a really simple little thing. I had been running a summer camp and on one afternoon we were concentrating on Direct Elimination (DE) fights. Given that a DE fight (including breaks) could take 15 to 20 minutes (we were doing *Epée!*) we might only get three done in an hour, practice is repetition and given a two hour slot, this actually didn't give much opportunity for adaptation. So we needed to distil the important elements of the fight and find a system that focused on those. The question we asked is 'which is the most important hit in the fight?' Among the answers we got were, 'the last hit', 'the winning hit', and 'the first hit' (oh and 'the hit where I look really good in the photo').

Now I can see the thought behind 'the last hit' however in reality the last hit might be totally irrelevant. If you are 14-3 up and running out of time when you score your 15th hit, it is probably not very important at all. After all, your margin of victory is irrelevant to your placing; DE's are after all binary, win or don't.

'The winning hit' is a bit harder to define; is it the hit where you took the lead the final time, the hit that convinced your opponent that there was no coming back, or the hit that set up the context for the tactic that went on to win the match? In any of these situations the winning hit may not be apparent until the fight is over, presenting a problem if trying to train fencers of its relevance in the fight. Now 'the first hit' makes real sense to me as that may well be the hit that sets the tactical context for a significant part of the fight.

So if we want to work on the first hit and consider how it sets the context, we need to be able to repeat that part of the fight, but for it to be real, for it to have a tangible significance we also need the end of the fight. Now the question becomes how we square the circle of having the start, the end, and lots of repetition, within a limited time. Well, we decided to miss out the middle, of course.



We set up DE fights, fenced to 5 then added 5 to both scores and fenced through to the end. There is plenty of scope for variation, fence to 4 add 7 fence to the end for example, or fence the first five hits, (i.e. to a score of 4-1 for instance) add a number of hits then fence to the end. OK this works, and the fencers got the idea quickly, but in effect you could argue that all we were doing is fencing to 10 instead of 15. So once the fencers had the idea we decided to have a bit more fun with it and added a bit more randomness to the middle of the fight. We fenced first to 5 then each fencer rolled a die and added the result of their roll to their score, then fenced on to 15. This proved to be a lot of fun whilst also providing useful training (again there is scope for variation, fence to 4 add a die roll plus 2 then fence to the end for instance, or you can introduce a handicap system, by adding a die role plus 2 for your lesser fencers and a die role minus one for your better fencers, whatever is appropriate to provide the right level of challenge).

A simple idea, creating opportunity to focus on specific aspects of a fight, executed within a limited time, whilst still having fun. Even if you don't accept the premise that the first hit of a fight has added tactical significance, the game is fun and even serious fencers need a bit of fun in their training. We will certainly be doing it again, why don't you give it a try?

OK, so I stuck my head above the parapet, your turn now, send in your ideas for publication in the next issue.

Nick Chapman

WHAT ARE THE SCOTS UP TO NOW?

By Phil Carson

At the end of 2016 I was persuaded (arm twisted!) to take a lead on coach education for Scottish Fencing. At the time, I was reluctant to take on the role in addition to running a full time coach programme, schools, university and community programmes, and training three of the five women selected this year for the Senior European Championships and fencers at both junior and cadet European and World Championships. Not bad for a small club in a remote part of Scotland, just north of the wall! But I think it was because of my “reluctance” that I was able to say to Scottish Fencing that if I was to take on the role I needed the space to have a look at the best of the best of modern coaching practice and to make changes to modernise and upgrade our coaching system. And I think it was because of my success competitively that I was able to take the fencing community with me on this journey.

I took a number of steps, some of which are logical and some of which take a bit of practice to realise the benefit. But all of it is evidence based.

I made three changes that have had a profound effect. I ensured the programme was delivered by coaches who were qualified as sport educators; I changed the teaching style from one that was about the course leader’s knowledge, to that of the learning experience of the coach candidate; and I changed the focus of the entire programme from technical to tactical.

The Scottish Fencing Coach Programme now adopts what is grandly termed as a non-linear pedagogy to help coaches develop an understanding of how fencers learn movement, timing and the tactical game of fencing. Briefly, what that means is encapsulated in the following six principles underpinning the system:

1. Coaching opportunities arise from the interactions between fencers, the task and the environment.
2. If you’re telling them what to do, you’re not coaching.
3. It’s about the fencers exploration and learning experience (not the coach’s knowledge).
4. All games, constraints and scenario training to be both challenging and appropriate to the fencer’s development.
5. Keep it simple and take small steps to build game-sense over time.
6. Ensure we are coaching problem-solving and not “solutions looking for a problem”.

When I speak to coaches outside our system, there is one misconception that is repeated without failure, so let me comment as follows. The idea of letting kids explore aspects of the game of fencing does not include leaving them alone with kit and 20 minutes later working out that maybe they should have put masks on first! That would be irresponsible. Rather what I would say, is that a safe and well run session taking a games (tactical) approach to teaching kids how to fence is one of the most exciting developments in recent years.

For coaches like myself who have been steeped in the BAF approach for over 20 years, the non-technical approach has been difficult to learn. I constantly find myself wanting to jump in and tell the coaches what to do. But by training and qualifying as a sport educator I have found the benefit stepping back, keeping my mouth shut and letting the coaches explore. I am facilitator, not a dictator! The resulting rate of development of our coaches has been quite astonishing.

None of this is new and if you’d like to get a further insight into this approach I’d urge you to get on to YouTube and watch the video entitled “Maestro Livio Di Rosa about learning fencing”.

So are the Scots on and Independence ticket? Is this in direct competition with BAF? Has the frozen north affected their senses? Well, no to all of that. As alluded to above, I’ve been lucky enough to have a free rein to look at the coaching and the fencing, unencumbered by any politicking. If it is about the fencing, then it’s an obvious place to go to look for answers to the question of how to coach better. Does it have relevance for the BAF? Of course, but so long as we focus on teaching technique and call it coaching, we won’t be able to move our position. I liken that approach to teaching dance moves without the music. There is an opportunity at this point in its history for the BAF, rather than throwing the baby out with the bath water, to change its focus to coaching the modern game of fencing. Otherwise I fear it will be relegated to the position of a classical fencing school.

Phil Carson

(For a pupil’s reaction to this methodology, Phil has passed on a letter he has received and we have printed this on page 8)

UNDERSTANDING THE COMPULSORY ELEMENTS

By Liam Harrington

This article is based on a session I presented at a BAF coach educators' conference in 2015.

One of the features of BAF exams for many years now has been the Compulsory Elements. These are designed to test the coach's ability to give a short technical exercise. In principle that sounds like a reasonable idea. Unfortunately, I've often found that coaches studying for their exams find some of the compulsory elements frustrating, partly because some of the exercises they are asked to give are so far removed from their experience that they can't get a handle on how they are supposed to work.

One solution I often hear is to change the Compulsory Elements. However, given that there are a total 120 compulsory exercises, there's never going to be a set of exercises that everybody is going to agree with. In any case, all the questions, including the compulsory elements, are refreshed every few years, and I still meet coaches who say they get frustrated by them.

At a BAF coach educator's conference a few years ago I was asked to run a short session on the Compulsory Elements. I decided I'd start everybody with what I hoped would be a familiar exercise, and then gradually change it to same level of complexity as one of the Diploma Compulsory Elements.

The point of my session was twofold. Firstly, to demonstrate one method of helping coaches come to grips with the Compulsory Elements, and secondly to illustrate, that even with the same starting point and the same general guidance of how to change the exercise, everybody in the room would come up with a different end result.

You might want to try this for yourself, and then compare what you come up with against the actual Diploma exercise.

The starting point is a counter-riposte exercise where the pupil has to parry and riposte direct, parry and riposte indirect and then parry and riposte compound or by prise-de-fer. Once the starting point is established the ripostes are all going to remain the same, the only thing that will change are the parries and the footwork.

For example the pupil's actions could be:

<i>Foil</i>	<i>Epée</i>	<i>Sabre</i>
Parry Quarte; riposte direct	Parry Quarte; riposte direct	Parry Quarte; riposte direct (cheek)
Parry Quarte; riposte by disengage	Parry Quarte; riposte by disengage	Parry Quarte; riposte flank
Parry Quarte; riposte by One-Two	Parry Quarte; riposte by Bind	Parry Quarte; riposte feint flank cut chest

Once you've got that working, change the second and third parries. This should be done by the coach changing the line they are trying to hit into. So, the pupil's actions could become something like this.

<i>Foil</i>	<i>Epée</i>	<i>Sabre</i>
Parry Quarte; riposte direct	Parry Quarte; riposte direct	Parry Quarte; riposte direct (cheek)
Parry Sixte; riposte by disengage	Parry Sixte; riposte by disengage	Parry Tierce; riposte flank
Parry Sixte; riposte by One-Two	Parry Sixte; riposte by Bind	Parry Tierce; riposte feint flank cut chest

Then change the first parry from a single parry to successive parries, to defend against a compound attack from the coach.
e.g.

<i>Foil</i>	<i>Epée</i>	<i>Sabre</i>
Parry Quarte - counter Quarte; riposte direct	Parry Quarte - counter Quarte; riposte direct	Parry Quinte -Quarte; riposte direct (cheek)
Parry Sixte; riposte by disengage	Parry Sixte; riposte by disengage	Parry Tierce; riposte flank
Parry Sixte; riposte by One-Two	Parry Sixte; riposte by Bind	Parry Tierce; riposte feint flank cut chest

For the next progression, change the third parry to successive parries. I'm not going to give an example this time because I don't want to guide your thoughts too much, and hopefully by this point you've got the idea.

Next add a preparation by the pupil to the start of the exercise, so that the pupil starts the sequence by doing something to draw the coach's attack

Finally change the footwork used by the pupil.

What you should now have is still a counter-riposting exercise that has a direct riposte, followed by an indirect riposte, followed by a compound or prise-de-fer riposte, but with different parries to those you started with. It will also now be roughly the same level of complexity as one of the Diploma compulsory exercises; see if you can work out which one. It almost certainly won't be the same as the exercise you came up with, but the basic principle will be the same.

To finish off, I'd just like to run through a different example. Think about a continuity hitting exercise where the pupil has to make six hits. What would you put in it?

In my experience this isn't exactly an unusual exercise for a coach to give a pupil, and the Diploma compulsories contain such an exercise. However I'd would hazard a guess that the exercise you've just thought of isn't the same as the one in the exam questions. Even if I was going to give you general guidance and say the pupil's actions need to be: Counter-Attack, Renew Indirect, Renew Compound, Parry-Riposte, Renew Compound, Parry-Riposte, everybody would come up with something at least slightly different.

If you get confused next time you look at a compulsory element, remember that at heart they are nearly always variations on standard exercises. Sometimes the current set, which are usually very specific about the exact actions to be used, can create the impression of a level of difficulty which isn't necessarily there. However, with a bit of thought and experimentation you can learn to understand them.

WHAT ARE THE SCOTS UP TO NOW? - A REACTION FROM A PUPIL

Dear Prof Carson,

Greetings to you from Michael Hawkins. I am secretary of Elgin Duellist Fencing club, and at 66 the oldest fencer. My son, Casper, 15, also fences with this Club.

Last night, Head Coach Robin Paterson talked about the Conference he attended on the previous Saturday and I have watched a video clip of the Maestro. This film is apparently the philosophy that underpins the emerging Scottish Fencing model of development.

So I thought it might be helpful to share our experience as Robin conducted a social experience on us, fresh from the conference.

First and crucially there were no instructions, i.e., no familiar 'today we will learn 1-2 attacks', or 'keep your sword straight', 'keep the movements small'.

Robin, started moving up and down, I followed and found myself executing disengages and one-two attacks. The thing is I **wasn't thinking about it**. Yes, I have been fencing four years but this felt wholly different. I could feel the difference, from a usual mechanistic type session, as I made the moves, and interestingly the force of my stroke, how it landed on Robin, was much stronger than usual. The feel was much more instinctive. Interestingly I had planned to ask Robin for a session on one to one attacks, and here it came and without specific instruction.

Robin himself seemed profoundly affected both by my session and my son's.

Casper said, 'it's the best session I have had with Robin'....and this over four and a half years of being with the club!

I mentioned our ages so you could see that this model works for both young and old.

There was something special about silent, uncoaxed fencing.

Kind Regards, Michael

STEFAN SPEAKS

The thought of your Members' Rep.



The idea really came to me the day I got my new false tooth fitted. As I sat contemplating the out of date magazines a thought from came from nowhere “how many professors are in the BAF”? Also, being membership secretary, I could look this up when I got home, and a little novocaine numbed research proved the answer to be one sixth of the membership are professors.

After commenting on this to my wife, interrupting her singing the third verse of the hedgehog song, she asked “Do you know them all then?” Now I have been a member of BAF for 10 years yet whilst some I knew, others I had heard only their names mentioned, and a few I had no knowledge of at all. And it struck me that unless they are involved in running BAF, write an article for the Academy News or running a BAF course, the only time I would find out about them would eventually be when sadly someone writes their obituary.

So to find out a bit more about our professors I decided to ask them 10 questions (nice round number, although I guess as it is fencing I should have asked 15!), some to find out who they are, some for them to pass on their wisdom and question 10 was for fun and to see if there was a film/show I had missed.

15% have answered so far and all those will be published in due course. I guess the rest are struggling with question 1 or perhaps waiting to see what others put first. Anyway, with no further ado here are the first couple of replies.

1. Name - Peter Stewart
2. When and why did you start coaching - in the late '50's - because our club's coach emigrated
3. As a competitive fencer what is/was your preferred weapon – Sabre; in those days it wasn't constrained.....
4. Where do you coach or are you retired - Cardiff
5. When did you become a professor of BAF - May 1960
6. Which coach inspired you as either a fencer or a coach - Can't pick one, luckily have been, and continue to be, inspired by many.
7. The best advice you were given (fencing or coaching) - Have an enquiring mind and be prepared to work.
8. What is the one piece of advice you would give a beginner coach - Always teach the tactics related to the stroke, otherwise you have only told half of the story.
9. What do you wish you had known when you began your fencing/coaching journey - That my knees had a 'shelf life'
10. Favourite film/tv show involving swordplay – “Mask of Zorro”; the fencing's not special, but Catherine Zeta Jones makes up for that.

1. Name - Angela Goodall
2. When and why did you start coaching - 1968, Roy Goodall
4. Where do you coach or are you retired - Retired
5. When did you become a professor of BAF - 1976
6. Which coach inspired you as either a fencer or a coach - Roy Goodall and Pat Pearson
8. What is the one piece of advice you would give a beginner coach - Nobody ever got anywhere in fencing (or life for that matter) without hard work. But the most important requirement for doing well is wanting to. Then the enthusiasm to do the hard work is there. So first of all a coach should inspire, pass on enthusiasm and enjoyment.
9. What do you wish you had known when you began your fencing/coaching journey - How hard it is to make a living at it but what the rewards can be.
10. Favourite film/tv show involving swordplay - The Court Jester (1955, Danny Kaye)

Coach enunciation training for this month: repeat after me in true Danny Kaye style ...

“The pellet with the poison's in the vessel with the pestle; the chalice from the palace has the brew that is true! Right?”

“Right. But there's been a change: they broke the chalice from the palace! The pellet with the poison's in the flagon with the dragon; the vessel with the pestle has the brew that is true”

Stefan Leponis,

FOAM SABRES

Games to increase enjoyment & participation - by Kevin Nelson

The first question I am greeted by when I walk into a class of juniors is “have you brought the foam sabres today”. The kids just love playing with them (so do adults), any tag related game can be adapted to use a foam sabre as the tagging mechanism. And along with your greeting rituals when they arrive, the first game you play with juniors can set the tone for the rest of the session.

I've listed a few of my favourite foam sabre related games below. In most of these games I limit the target area from shoulder to waist (includes arms) unless they put on a mask. Sometimes you will need to guide them that hitting gently with a straight arm and the tip is much more successful, than trying to hit with force, having the shoulder & elbow behind the blow.

Sabre Strike : Essentially British Bulldogs, but you tag with a foam sabre.

The players all line up against one wall. On a signal they all have to run to the other side of the room. Initially one player is on, and has to tag the others with the foam sabre. When a player has been tagged they have to stand still in the place where they were tagged, becoming an obstacle. The final player to be tagged is the next one on (unless they have been on before when they select the next player)

Variation 1 : More than one player tagging or a reduced playing area.

Variation 2 : The obstacles may lunge tag, as long as their back foot remains on the floor, they may tag the players still in the game.

One Hit : Variation of Duster Hockey

The players are split into two teams sitting opposite each other a couple of metres apart (playing area), such as in the tramlines of a badminton court. A chair is placed at each end of the hall. On each chair is placed a mask and a foam sabre. Each team is given a chair to run to. Every player is numbered, starting at the end that is closest to their own chair. So that there are numbered pairs. When their number is called out they have to run to their chair, put the mask on, and then pick up the sabre. If they pick up the sabre first they automatically lose. The first one to hit the other wins; Standard sabre target.

Line Tag : Variation of Packman

If you have a hall with lines on the floor then they can be used for line tag. The players use fencing footwork to move along the lines, but must keep one foot on the line. One player is on, and chases the others. When they are hit (out) they sit down and block the line, other players cannot go past or over them, but the player who is on may go past.



Variation : Limit the players to certain coloured lines, but not the tagger.

Last Man Standing

If you are in the lucky position that every fencer has a foam sabre. Then spread everyone out around the hall with their sabres: basic rules are one hit received and you are out. Any arguments then both fencers are out. Once out then stand against the side of the wall, sabre point downwards. Last person standing wins.

Other things to do with foam sabres, I give them as leaving presents to longstanding members of school fencing clubs or fencing captains. Using a fabric marker it is easy to get the rest of the club to sign the guard. Also a pair of foam sabres make an ideal wedding present for fencers, for settling those little differences that are bound to crop up from time to time.

I am always looking for new games to add more variation and interest to my junior classes. Each game that we play must have a learning objective which relates back to fencing. Also the Juniors must enjoy playing them. The fundamental idea being to engage their learning through enjoyment thereby increasing participation, because they will tell their friends. If you have any good ideas for games, then please send them in.

Kevin Nelson.

DIPLOMA IN SPORTING EXCELLENCE

A SCHEME FOR YOUNG FENCERS, AVAILABLE THROUGH BRITISH FENCING

As some Academy members may be aware, British Fencing is running a government-funded training programme that may be of interest to your fencers.

The qualification on offer is a Diploma in Sporting Excellence (DiSE), part of British Fencing's athlete development pathway and leading to a qualification recognised by UCAS for University admission. It is suitable for all ambitious fencers, normally those going into school year 12 (doing GCSEs in 2018).

What is the Diploma in Sporting Excellence?

It is a Level 3 qualification designed for fencers who have the realistic potential to achieve excellence and are seeking to perform at the highest level. The programme will cover all areas of training, will help development as an athlete and fencer, and lead to a UCAS-recognised qualification on completion.

The Diploma in Sporting Excellence is a direct replacement for the Sporting Excellence Award and the Advanced Apprenticeship in Sporting Excellence (AASE) in non-professional sports such as fencing. There are currently 76 British fencers enrolled in this programme.

The Diploma is notionally a 2-year programme for fencers aged 16-18 on the 1st September 2018. They can be studying other academic qualifications at a school or college of further education. Fencers must have completed their GCSE level qualifications and cannot combine this with University education or other Level 4 qualification. So normally fencers start at the beginning of year 12.

All 16-18 year olds who have completed their GCSE year and are ranked in the top 40 (for their age on any national ranking list) are eligible to apply for this British Fencing programme.

Programme Information

The DiSE programme reflects the broad range of skills, knowledge and performance required by elite level sports people. It is designed to measure the athlete's ability to plan, apply and evaluate their development in the technical, tactical, physical and psychological aspects of their sport. It also addresses wider issues such as lifestyle, career development, communication, and health and safety.

British Fencing Programme

The programme offers fencers the ability to stay at their current school or college. The majority of the programme will be delivered through 20-25 contact days at weekends or in school holidays. It will begin in October 2018 and run as an 18-month programme, finishing in February 2020.

- Available to fencers resident in England only, we cannot accept applicants who do not have an address in England
- Fencers must be aged 16, 17, or 18 on the 1st September in the academic year (for September 2017 intake born between 2/9/1999 & 1/9/2002)
- Fencers should have completed their GCSE year before starting
- Applicants must be in the top 40 in Britain or England at their age group
- Fencers will need to commit to attending training days (approx. 20-25 days a year), to maintaining a portfolio of their learning and training activity, and to completing the course.

How to register?

Fencers can find more information and an application form on the British Fencing web site at <http://www.britishfencing.com/development/aaseprogramme/>

Or contact:

Stuart Haw | Athlete Development Pathway Administrator

British Fencing, 1 Baron's Gate, 33-35 Rothschild Road, London W4 5HT

M: +44 (0) 7525 277071 T: 020 8742 3032

MORE USEFUL BITS.....

British Academy of Fencing Residential Course

Monday 23rd July to Saturday 28th July 2018

The Course

The British Academy of Fencing's residential course is open to all fencing coaches irrespective of whether they are members of the BAF.

The course is designed for fencing coaches who wish to improve or enhance their practical skills, increase their technical/tactical knowledge or to simply meet other coaches and share ideas and experiences. The course is also ideal for those wishing to prepare and take BAF examinations. Optional examinations are held on the Saturday 28th July, for those who wish to take BAF coaching awards.

There will be nightly optional specialist training events which will look at the wider aspects of coaching and the sport of fencing. The sports hall at the venue is available for use by course members until late in the evening for those who wish to practise further.

The highly experienced course tutors for this course will be Profs. Peter Northam, Andrew Vincent and Peter Cormack, who will be assisted by other BAF coach educators depending upon numbers attending the course.

There is also a non-residential option if you do not wish to stay at Denstone College; for further information on this, please contact the Course Officer.

Whilst the course might be considered to be intense, there is also a strong wish that learning should be fun and enjoyable.

The Venue

Denstone College, Denstone, Uttoxeter, Staffordshire, ST14 5HN

Accommodation

The accommodation at Denstone will be single rooms in a self contained block of the college. There is use of a common room which has a TV and kitchen facilities available, which you will be able to use if required, (washing machine etc).

Cost: British Academy of Fencing Members : £444 Non Academy Coach: £499 .This fee includes full board (breakfast, lunch and evening meals), tuition and course documentation. Examination fees are extra.

If you wish to apply for the course or obtain further information please contact the Course Officer, Mrs Jacqueline Redikin: jredikin@hotmail.co.uk or via post 10 Beverley Ave, Davyhulme, Urmston, Manchester, M41 0RY, England, United Kingdom. Please Note: You must be aged over 18 to attend the course

Luso Fencing Academy - Coaching Opportunity

Luso Fencing Academy is a young, but fast growing and dynamic, fencing club. We run not only club sessions for children and adults, but we are also involved with many schools in the Berkshire, Buckinghamshire and Surrey areas.

If you would like to know more about us, please visit our website at www.lusofencingacademy.co.uk

We are looking to have two new coaches on board from September 2018.

Interested? Send your CV to lusofencingacademy@gmail.com or contact 07864 278112 for more details

Applications will close by the 14th July



KINGSTON FENCING CLUB STAYS OPEN ALL SUMMER!

We fence every Tuesday from 07:00 to 9:30 pm at Coombe Boys School in New Malden (KT3 6NU)

Visitors Welcome

<http://www.kingstonfencing.co.uk/>