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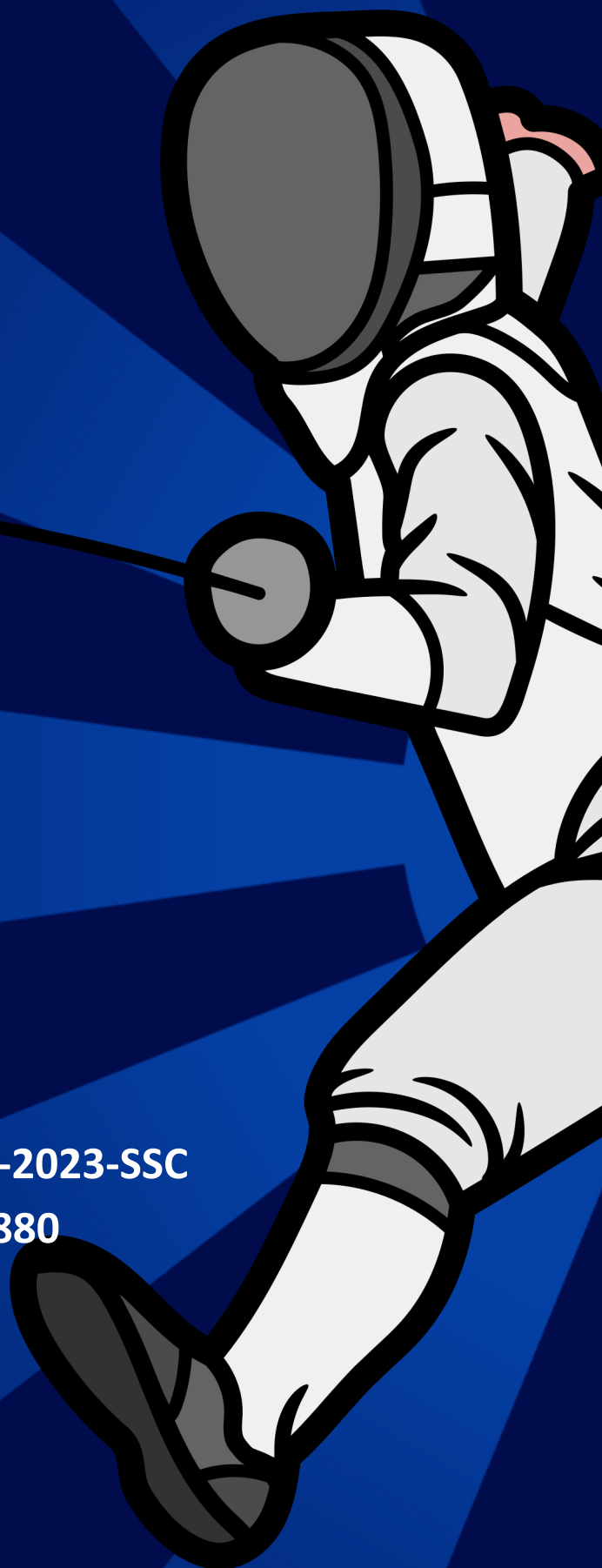


FENCING GUIDE



**EDUCATIONAL
PROPOSAL FOR
LEARNING.**

**CROSS2SWORDS ERASMUS-SPORT-2023-SSC
PROJECT NUMBER: 101133880**





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1. JUSTIFICATION

Fencing, a sport with a rich history and fundamental values such as respect, discipline, and sportsmanship, is not as present in school physical education as one would hope. In addition to these values, fencing offers numerous benefits for the holistic development of students, such as improved coordination, agility, concentration, and problem-solving skills. However, one of the main challenges to its inclusion lies in the lack of specific teacher training.

This manual is presented as a tool to address this training gap, providing teachers with the basic concepts for an initial understanding of our sport. Additionally, it aims to highlight fencing's accessibility and inclusiveness, characteristics that define it as a sport adaptable to various ages, skill levels, and physical abilities. For example, wheelchair fencing demonstrates how this sport can be practiced by individuals with physical disabilities.

The limited presence of fencing in schools is attributed to several factors, among which the following stand out:

- Lack of teacher training: Many physical education teachers lack the specific training required to teach fencing safely and effectively.
- Resource limitations: Fencing equipment can be difficult to obtain and highly specialized, making it challenging for educational institutions to acquire it.
- Misconceptions: One of the main obstacles is the association of fencing with violence. This perception, far from the reality of the sport, is based on a superficial view that overlooks fencing's essential values such as respect, discipline, and sportsmanship. Additionally, there is the misconception that fencing is an elitist sport or exclusive to certain social sectors, ignoring its accessibility and inclusiveness.

With our proposal, we aim to address these challenges through:

- Specialized teacher training: Providing teachers with the tools and knowledge necessary to teach basic introductory fencing in a safe and effective manner, with access through a digital platform to facilitate consultation and learning.
- Access to resources: Facilitating access to materials and suitable spaces for practicing fencing in educational centers or offering creative and cost-effective alternatives for students to create their own weapons and protective gear, making fencing more viable in schools.
- Awareness and promotion: Encouraging a greater understanding of fencing's multiple benefits and countering misconceptions



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This project aims to overcome existing barriers and highlight the potential of fencing as a comprehensive and valuable sport for physical education. By providing specialized training, facilitating access to resources, and promoting a greater understanding of the benefits of fencing, we aspire to transform the perception of this sport and increase its presence in schools, thereby contributing to the physical, mental, and social development of students.

2. FENCING: A COMPREHENSIVE SPORT FOR PHYSICAL EDUCATION.

Fencing stands out as a comprehensive sport with great potential for the physical, mental, and social development of school-age students. Beyond being merely a combat sport, fencing offers a wide range of benefits that make it a complete and enriching activity.

Accessibility for All:

Fencing is distinguished by its inclusive nature. Unlike other combat sports, it does not rely on weight categories. Its compensable nature across different physical variables makes it an activity open to all body types, allowing students with diverse physical characteristics to compete against each other equitably. Additionally, fencing includes a wheelchair modality, making it accessible to individuals with disabilities.

Psychological Benefits:

The practice of fencing has a positive impact on students' psychological development. It enhances self-confidence, as its individual practice allows students to build greater confidence in their abilities. Moreover, the nature of combat with direct opposition demands emotional control in various situations, thereby fostering self-control. The high number of stimuli and constant interaction with the opponent require a high level of focus from the student, improving their attention and concentration.

Psychomotor Contributions:

Fencing also significantly contributes to psychomotor development. It promotes laterality and the structuring of body schema due to its asymmetry, helping students define their laterality and improve their perception of their own bodies. Additionally, it develops dynamic balance and spatial organization, as it requires constant balance control and an understanding of space in relation to the opponent. Executing fencing techniques demands excellent hand-eye coordination and high precision in movements, thus promoting hand-eye coordination and precision. It also stimulates information processing, as students must analyze and quickly respond to multiple combat situations during practice.



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Intrinsic Values of Fencing:

Fencing not only provides physical and psychological benefits but also instills fundamental values. It promotes respect for the opponent, both on and off the piste, as well as consideration for the referee and deference to the coach. It encourages honesty in play, care for equipment, and the sportsmanship to acknowledge defeat gracefully. Additionally, it teaches humility in victory, celebrating modestly and respecting the defeated opponent.

Development of Physical Fitness:

The practice of fencing contributes to the development of various physical qualities. It works on explosive strength and the power of movements, as well as gestural speed and quickness in actions with the weapon. It also enhances endurance—the ability to maintain effort throughout the bout—and flexibility, which is essential for correct technical execution.

Importance of the Technical-Tactical Component:

One of fencing's most notable features is its high technical-tactical component. While good physical fitness is important, fencing balances out physical differences between students through this aspect. It requires quick and precise decision-making, making it a kind of "high-speed mental chess." For example, during a bout, the fencer must constantly analyze the opponent's actions and quickly adapt to various situations to make the best tactical decision.

Comprehensive Development of Thinking:

Fencing is a sport that uniquely combines physical and cognitive abilities. It demands strategic thinking and adaptability to diverse situations. As a "situational sport," students must learn to quickly analyze their environment and make decisions accordingly. This combination of physical and mental skills makes fencing an activity that promotes comprehensive thinking development.

3. CORE COMPETENCIES

Fencing, as a sports discipline, provides a conducive environment for the development of various fundamental skills in students. Through its practice, competencies such as communication, mathematical skills, interaction with the physical environment, social and civic competence, cultural and artistic awareness, and the ability to learn how to learn can be enhanced.



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Linguistic Communication Competence:

- Introduction to the Sport: The history, rules, techniques, and equipment of fencing are introduced using specific and precise vocabulary.
- Interaction with the Coach and Peers: Effective communication is encouraged to give and receive instructions, collaborate in exercises, and address questions.
- Video Analysis: The technique of other athletes is observed and analyzed using appropriate technical language.

Mathematical Competence:

- Scoring: Students learn to calculate scores in different types of bouts, following the official rules of the International Fencing Federation.
- Data Analysis: Performance data (hits, reaction time, etc.) are recorded and analyzed to refine technique.
- Decision Making: Mathematical concepts such as distance and speed are applied to make strategic decisions during a bout.

Competence in Knowledge and Interaction with the Physical World:

- Understanding the Environment: Students develop the ability to perceive and react to stimuli in the combat environment, such as the opponent's position, distance, and line of attack.
- Development of Motor Skills: Coordination, speed, strength, and flexibility are practiced, all necessary for executing fencing techniques.
- Safety: Instruction is given on the safe and responsible use of equipment, as well as adherence to safety rules in the classroom.

Social and Civic Competence:

- Teamwork: Collaboration and mutual respect are fostered when working with peers, whether in exercises or competitions.
- Conflict Resolution: Students are taught to resolve conflicts peacefully and through dialogue, following the sport's rules.
- Sportsmanship: Sportsmanship is cultivated, along with respect for the opponent and acceptance of defeat.
- Inclusion: Participation of all students is promoted, regardless of skill level or physical characteristics.



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Cultural and Artistic Competence:

- History and Tradition: In-depth exploration of the history and tradition of fencing as both a sport and martial art.
- Aesthetic Appreciation: Development of the ability to appreciate the beauty and elegance of fencing movements.
- Body Expression: Use of the body expressively and creatively to convey ideas and emotions through fencing.

Competence in Initiative and Entrepreneurship:

- Decision Making: Development of the ability to make quick and strategic decisions during fencing bouts.
- Problem Solving: Encouragement of skills to identify and solve technical and tactical problems in fencing practice.
- Creativity: Stimulation of creativity in developing new techniques, strategies, and innovative solutions within the context of fencing.
- Leadership: Promotion of leadership skills by taking on roles such as team captain, mentor to less experienced peers, etc.

Learning to Learn Competence:

- Autonomy: Encouragement of autonomous learning, including planning training, seeking information and resources, and assessing personal progress.
- Reflection: Reflection on one's learning experience, identifying strengths and weaknesses, and seeking strategies for improvement.
- Motivation: Fostering intrinsic motivation for learning and the continuous pursuit of improvement in fencing practice.

4. GENERAL OBJECTIVES

- Solving Motor and Tactical Problems: Selecting attack and defense movements and tactics in fencing, assessing both one's own physical possibilities and limitations as well as those of the opponent.
- Improving Basic Motor Skills and Abilities: Developing the coordination, speed, strength, and flexibility necessary for executing fencing techniques.
- Participating in Games and Physical Activities Cooperatively: Promoting collaboration and mutual respect when working with peers, both in exercises and in competitions.



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- Value Physical Activity as a Resource for Organizing Free Time: Promote regular practice of fencing as a healthy and recreational physical activity.
- Use All Movement Capabilities to Value and Accept One's Own Physical Reality: Adapt fencing techniques to each individual's unique characteristics.
- Achieve Maximum Personal Performance in Any Activity: Develop the capacity for effort and personal improvement in fencing practice.
- Adapt Spatial-Temporal Perception to Complex Situations: Anticipate the opponent's movements and make strategic decisions during bouts.
- Understand, Appreciate, and Practice Various Sports: Introduce students to the knowledge and practice of fencing and wheelchair fencing.
- Know the Basic Strategies of the Game: Learn the fundamental rules and strategies of fencing for effective competition.
- Practice Movements of a Certain Complexity Based on Established Models: Develop fencing techniques through model imitation and regular practice.

5.SPECIFIC OBJECTIVES

Basic Elements of Footwork:

- Define and execute the different basic footwork movements in fencing: advance, retreat, and lunge.
- Practice coordination and body control in footwork.
- Adapt footwork to various combat situations.

Handling the Weapon:

- Identify the parts of the weapon and the correct grip.
- Adopt an appropriate stance for fencing.
- Perform grip and handling exercises with the weapon.

Familiarization with Wheelchair Fencing:

- Understand the specific rules and regulations of wheelchair fencing.
- Adapt fencing techniques to wheelchair use.
- Experience the practice of wheelchair fencing.



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Individual Distance with the Épée:

- Define and understand individual distance in fencing.
- Practice controlling distance in various combat situations.
- Use distance as a strategic tool in combat.

Basic Techniques:

- Define and execute the main techniques of attack, parry, and riposte in fencing.
- Practice coordination and precision in executing techniques.
- Combine different techniques in combat situations.

Fencing Actions:

- Differentiate between offensive, defensive, and counter-offensive actions in fencing.
- Practice decision-making and execution of various actions.
- Adapt actions to different combat situations.

Refereeing:

- Understand the basic principles of refereeing in fencing.
- Become familiar with the referee's signals and commands.
- Respect the referee's decisions and maintain a sportsmanlike attitude.

Sports Values:

- Foster respect toward teammates and opponents.
- Show sportsmanship in both victory and defeat.
- Value the importance of teamwork and collaboration.

6. CONTENTS

Knowledge (Knowing):

- History and Evolution of Fencing: Study of the origins and historical development of fencing, including its inclusion in the Olympic Games and the evolution of the different weapons.
- Fencing Disciplines: Detailed description of the three main weapons: épée, foil, and sabre, along with their regulatory and technical differences.
- Wheelchair Fencing: Knowledge of regulatory and technical adaptations for practicing wheelchair fencing.
- Rules and Refereeing: Study of the basic rules of fencing, including the referee's responsibilities and the code of conduct in competitions.



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Skills (Knowing How to Do):

- Basic Fencing Techniques: Learning and practicing fundamental attack and defense techniques, such as thrusts, parries, and counter-attacks.
- Fencing Footwork: Exercises to develop skills in basic footwork: advance, retreat, and lunge.
- Weapon Handling: Instruction on how to properly grip the weapon, maintain correct posture, and perform precise movements.
- Application of Tactics in Combat: Combat simulations to apply strategies and tactics, adjusting actions based on the opponent and combat circumstances.

Attitudes and Values (Being):

- Sportsmanship and Respect: Encouragement of respect toward peers, opponents, and referees, promoting sportsmanship in both victory and defeat.
- Teamwork: Activities that foster collaboration and teamwork, highlighting the importance of communication and mutual support.
- Inclusion and Diversity: Awareness of the importance of inclusion in sports, valuing diversity, and promoting equal opportunities in the practice of fencing.
- Self-Control and Emotional Management: Exercises and reflections to develop self-control and effective emotional management during competitions and daily practice.

7.METHODOLOGY

The methodology employed in this fencing guide is based on meaningful learning and the constructivist approach, considering the importance of motivating students as they experience a new sport and the use of positive reinforcement. Exercises and games will be used to build transferable skills that can be applied in combat situations.

To enrich the learning experience and align with the principles of the LOMLOE, Project-Based Learning (PBL) will be incorporated as a complementary methodological strategy.

Projects related to fencing will be designed to allow students to apply the knowledge and skills they have acquired in an integrated and contextualized way. For example, students will plan and carry out a fencing tournament, applying the knowledge and skills gained during the unit.



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The student, based on the general guidelines provided in the explanation of the exercises, will need to be able to develop them, adapting them to their starting level. Teamwork, variety in exercises, and student responsibility will be encouraged to maintain motivation.

Direct instruction will be used for concept explanation and task setting, along with teaching styles such as direct style, task assignment, individualized teaching, problem-solving, and reciprocal teaching among team members. Special attention will be given to diversity, considering different learning styles, paces, and specific needs of students, with adapted activities and resources that allow all students to participate and progress according to their abilities.

Group and task organization will mainly be conducted in small groups of two or three students, promoting teamwork, practice time, progression, group organization, decision-making, and activity control. Proactive, interactive, and post-active decisions will be shared between the Physical Education teacher and the students.

7.1 STRATEGIES FOR TEACHING AND LEARNING FENCING

Progressive Teaching:

Fencing requires a high level of precision and coordination in movements. Therefore, it is essential to dedicate time to teaching and practicing basic techniques, such as the guard position, footwork, attacks, and defenses. Direct instruction and demonstration by the teacher are crucial at this stage.

Progression from Simple to Complex:

Fencing instruction should follow a logical progression, beginning with the simplest movements and techniques and gradually advancing to more complex actions and dynamic combat situations. This progression allows students to build a solid foundation before facing more advanced challenges.

Repetitive and Varied Practice:

Repetition is key to automating movements and improving precision. However, it is important to include variations in exercises to prevent monotony and develop students' adaptability. Different rhythms, distances, targets, and combinations can be used to keep practice challenging and motivating.

Reciprocal Teaching and Partner Work:

Fencing is an opposition sport, so it is essential for students to practice with a partner. Reciprocal teaching, where students take turns executing and observing techniques, allows them to learn from their own mistakes and those of their peers. Additionally, partner work fosters cooperation and communication.



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Use of Technology:

Incorporating technology can enhance the teaching and learning process in fencing. For example, video analysis can be used to examine techniques and bouts of athletes.

Simulation of Combat Situations:

As students master basic techniques, it is important to expose them to simulated combat situations. This allows them to apply their skills in a more realistic context, make tactical decisions, and develop adaptability. Free fencing exercises, conditioned bouts, or problem-solving situations can be used.

8. EVALUATION

We will monitor the teaching and learning process through assessment. Students will be clearly informed in accessible language of the aspects that will be considered for evaluation and grading. We will assess basic knowledge acquired in fencing, including new vocabulary and concepts, progress in technical skills, and the attitude demonstrated throughout the guide's activities.

Since this guide is continually evolving, it will be important to evaluate both the instructor and the teaching process to determine whether the methods and resources used are effective. To this end, at the end of the unit, each student will complete a voluntary and anonymous questionnaire to assess the methodology and materials used and to offer suggestions for improving the guide in its final version.

The evaluation system will consider three areas of student learning:

- **Motor Skills:** Through the practice of exercises and bouts.
- **Cognitive Skills:** By acquiring basic knowledge about fencing (history, disciplines, equipment, and basic techniques).
- **Attitudinal-Affective-Relational Skills:** Evaluation of teamwork, respect for peers, rules, and equipment.

An initial assessment will be conducted through open-ended questions about students' prior knowledge and experiences in fencing.

Throughout the unit, formative assessment will be carried out through systematic observation and a class journal, where participation and attitude in activities (respect for peers, care for equipment, respect for the environment, etc.) will be recorded.



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At the end of the unit, we will conduct a final summative assessment consisting of:

- A theoretical multiple-choice test, provided in this guide.
- A practical assessment to measure the skills acquired during the course, conducted during fencing exercises with specific evaluation sheets to assess the technical and practical aspects covered.

The evaluation objectives that students should achieve by the end of the instructional unit are as follows:

- Know the origins, equipment, basic rules, and fencing disciplines.
- Understand basic fencing techniques, including weapon handling, footwork, and basic tactics.
- Recognize the main differences between fencing and wheelchair fencing.

To ensure effective monitoring of the teaching and learning process, it is essential to implement a comprehensive evaluation system. This system will assess not only the knowledge acquired about fencing but also progress in technical skills and attitude throughout the unit.

9. CURRICULAR MATERIALS

Curricular materials are the resources we will use in the teaching and learning process to facilitate and enrich students' acquisition of knowledge, skills, and attitudes.

Through our proposal, we aim to provide both teachers and students with access to the necessary materials for developing this fencing instructional unit. To this end, we will make all the content developed for the guide available on our website.

Materials for Students:

- Adapted fencing masks and épées for athletes.
- Gloves and protective gear.
- Illustrated summary notebook available for download, covering all the content students will go through during the sessions. This will serve as a support and reference material to facilitate the study and assimilation of key concepts.
- Templates of the fencing guide sessions, along with explanatory videos for each activity. This will allow students to review and reinforce the content covered in class.
- Presentation on the basics of fencing (origins, disciplines, equipment, rules).
- Additional alternative materials: balloons, foam balls, hoops, cones, ropes.



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Materials for Teachers:

- Instructional plan for the fencing unit.
- Templates of the fencing guide sessions, along with explanatory videos for each activity.
- Observation sheets and rubrics for assessing students' procedural skills.
- Presentation on the basics of fencing (origins, disciplines, equipment, rules).
- Projector and computer.

10. ANNEXES INCLUDED IN THE FENCING GUIDE

To ensure the effective development of school fencing sessions, we have prepared a set of materials and annexes designed to facilitate the teaching and learning of this sport. These resources are intended to provide both instructors and students with a complete and enriching educational experience.

Below is a list of the materials provided:

Sword Construction Document (Annex I): A detailed manual with instructions and necessary materials for students to build their own swords. This option is designed for cases where adapted fencing swords cannot be provided. [Download](#)

Introduction to Fencing Presentation (Annex II): A presentation covering the origins of fencing, necessary equipment, basic concepts, fundamental rules, and the different disciplines within the sport. This resource serves as a visual learning tool to introduce students to the world of fencing. [Download](#)

Student Notebook (Annex III): This notebook compiles all the information and activities contained in the guide. It includes exercises designed to help assimilate both theoretical and practical fencing knowledge, ensuring a comprehensive learning experience. [Download](#)

Fencing Card Game (Annex IV): Intended for the final session, this card game aims to review and reinforce the knowledge acquired during the course. Through a fun and dynamic format, students can review concepts in an enjoyable way. [Download](#)

Evaluation Templates for Teachers (Annex V): Contains various sheets for evaluating student progress. These include items to assess basic fencing knowledge, progress in technical skills, and attitude during sessions: [Download](#)

- Sheet 1: Evaluation of theoretical knowledge.
- Sheet 2: Evaluation of technical skills.
- Sheet 3: Evaluation of attitude and behavior.



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11. STRUCTURE AND DEVELOPMENT OF THE SESSIONS

Fencing sessions are designed to be conducted over six classes, following a progressive methodology that combines theory and practice. Each session consists of three distinct parts: warm-up, main part, and cool-down, culminating in reflection questions to consolidate learning. Before starting the sessions, it is recommended that instructors allow students to access the teaching guide's website.

This will help them familiarize themselves with the student workbook content and provide a preliminary understanding of the sport of fencing.

Session Breakdown:

- **First Session:** Held in the classroom, it will include a brief presentation of the fencing project, followed by a presentation covering the fundamentals of the sport, including history, equipment, and various disciplines.
- **Second Session:** Held in the school gym, this session will focus on learning basic movements and their coordination.
- **Third Session:** Activities designed to master the handling of the weapon, executing correct touches along with the movements learned.
- **Fourth Session:** Practice of touches and introductory bouts. Exercises to practice body touches and a first approach to fencing bouts.
- **Fifth Session:** Offensive and defensive techniques. Delving deeper into offensive and defensive techniques, implementing fencing bouts, and understanding the roles of the referee.
- **Sixth Session:** A playful-sportive game designed to reinforce and evaluate the knowledge acquired throughout the course.

12. FENCING SESSIONS

SESSION 1

Objectives: Introduce students to the sport of fencing and wheelchair fencing, exploring its history, different disciplines (foil, épée, and sabre), characteristics, and the potential it offers for physical and mental development.

Contents: Introduction to the sport of fencing, videos, and demonstration of equipment.

Methodology: Large group.

Materials: Presentation, student notebook, projector.

WARM-UP

Introduction: We welcome the students and introduce the instructional unit on fencing, inviting them to share what they know or have heard about this sport.

Video Presentation: We show a short, dynamic video about fencing and wheelchair fencing.

MAIN PART

Through a downloadable presentation, which will be shown during the session and provided in this guide, we will better visualize and understand the basic concepts of the sport.

At the end of the presentation, we will hold a group discussion to allow for any doubts or questions to be expressed. We will be available to answer questions and facilitate understanding of the topics covered. This moment will also help students overcome shyness, interact with each other, and promote a positive group dynamic.

COOL DOWN

We provide students with a workbook designed to deepen their knowledge of the sport. This workbook will include exercises, reflection questions, and space to note new insights. This material will enrich both their understanding and language use through the specific terminology of fencing and wheelchair fencing.



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SESSION 2

Objectives: Understand the three basic footwork movements: advance, retreat, and lunge; improve body schema.

Wheelchair modality: Learn the three basic movements: forward, backward, and lunge.

Contents: Basic footwork in fencing and wheelchair fencing.

Methodology: Large group, small groups, and pairs.

Materials: Agility ladder, cones, poles.

WARM UP

Coordinative Exercises with Ladder: We will perform 3 or 4 variations, each with 3 sets of coordination passes, adjusting the difficulty of the exercises based on the students' skill level.

MAIN PART

Explanation of the Guard Position in Fencing.

- **Exercise 1:** Move freely around the space, and at the teacher's signal, everyone must get into guard position.

Explanation of Advance and Retreat in Fencing.

- **Exercise 2:** Using the agility ladder, practice the advance and retreat movements, and combine them with a sequence of two advances followed by one retreat.
- **Exercise 3:** One student leads; when they advance, the fencers retreat, and vice versa, using specific fencing footwork. The leading student controls the pace and the number of repetitions.
- **Exercise 4:** Blindfolded Movements: Student A stands in front of their partner (eyes open) and gently pulls forward or backward. Student B, with eyes closed, advances or retreats based on what they feel.

Explanation of the Lunge.

- **Exercise 5:** From the guard position, students stand facing each other with arms extended, touching each other's fingertips. Student A withdraws their arm to shoulder height, and Student B, from the guard position with an extended arm, performs a lunge to touch Student A's shoulder.
- **Exercise 6:** From the guard position, Student A taps Student B's hand and performs an advance to try to touch their shoulder. Student B must retreat to avoid being touched. Variation: From the guard position, Student A taps Student B's hand and performs a lunge. Student B must perform two retreats to avoid being touched.
- **Exercise 7:** In pairs, positioned three meters behind a center line, each student is assigned the name of an animal. At the teacher's command, the student whose animal name is called uses fencing footwork to try to catch their partner before they reach their zone. Example: The teacher says "lion," and the designated student advances toward their partner with marching steps while the other retreats using retreats to avoid being tagged before reaching their zone.

COOL DOWN

In pairs: Student A positions Student B in the guard position, adjusting and guiding them until they achieve the correct guard stance.



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SESSION 3

Objectives: Understand the basic technical characteristics of the épée. Coordinate fencing footwork with specific situations. Learn the correct grip of the weapon. Practice making a valid touch.

Contents: Footwork, weapon grip, touches.

Methodology: Large group, pairs, small groups.

Materials: Gloves, adapted weapon, mask.

WARM UP

A playing area is defined, and the students form a circle. Each student attaches a glove or handkerchief to their waist (like a tail). At the teacher's signal, the students move within the designated space, attempting to grab as many tails as possible. The student who collects the most tails wins the game. Repeat 2 or 3 times.

MAIN PART

Exercise 1: In pairs, Student A drops a glove, and Student B catches it with an arm extension while remaining in guard position.

- Variation 1: Catch the glove with an extended arm and then retreat.
- Variation 2: Catch the glove with an extended arm and advance.
- Variation 3: Student A maintains a distance from Student B, and when Student A drops the glove, Student B performs a lunge to catch it. The focus of this exercise is to emphasize arm extension before any footwork.

Exercise 2: In pairs, Student A holds a glove in their weapon hand and moves freely while Student B maintains the distance. When Student B chooses, they attempt to snatch the glove with an attacking lunge, while Student A may evade by retreating. This exercise allows the student to take the initiative by performing an attack.

Exercise 3: The student balances the épée on the palm of their hand and attempts to perform the learned footwork while keeping the weapon balanced. If the student is very skilled, they may attempt this exercise balancing the weapon on their fingertip, aiming to maintain the balance for at least 20 seconds.

[Explanation of the weapon grip.](#)

Exercise 4: Divide the class into 3 or 4 groups and give each team two weapons and a small cone. Students place the cone on the weapon's tip and must transport it through a marked course using fencing footwork without letting it fall off the tip. They pass the weapon to the next teammate using only their weapon hand.

[Explanation of making a valid touch.](#)

Exercise 5: Students find a smooth wall and use chalk or colored tape to mark three targets where they will practice touches. At the teacher's signal, the student, in guard position, extends their arm and makes a touch on a target, each time on a different spot, ensuring correct positioning. (10 repetitions).

- Variants: Repeat the same exercise with arm extension and a retreat (5 repetitions), or with arm extension and an advance.

Exercise 6: Student A stands by the wall, and Student B stands opposite them in guard position. When Student A drops the glove along the wall, Student B must try to catch it with the weapon tip before it hits the ground.

- Variations: Student A stands by the wall while Student B moves using advance and retreat footwork. When Student A drops the glove, Student B must catch it by extending their arm or using footwork as needed.



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COOL DOWN

A group of three or four students must use their bodies to form a fencing figure drawn on the ground. Then, another group must guess which figure has been created, and they will switch roles.



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SESSION 4

Objectives: Perform offensive and defensive actions with coordination, overcome the fear of giving and receiving touches to the body, and engage in fencing in a playful way. Learn the basic rules of refereeing.

Contents: Footwork, fencing actions, refereeing, and strengthening the concept of distance.

Methodology: Large group, pairs, small groups.

Materials: Gloves, adapted weapon, mask, cones, hoops.

WARM UP

We form groups of 5 or 6 people and play a game of tic-tac-toe in motion. Following the teacher's designated footwork, students must reach the board and move a piece to try to achieve three in a row. The team that completes three in a row first wins the point. The pieces are small plastic cones of the same color for each team. The board will be placed on a table so that pieces can be moved from a seated position.

MAIN PART

Explanation of Offensive, Defensive, and Counter-Offensive Actions

Exercise 1: In pairs, Student A remains in guard position, and Student B throws a glove, prompting Student A to choose one of the three learned distances:

- If the glove is thrown to the body, Student A extends the arm and retreats, performing a defensive action.
- If the glove is thrown within advance distance, Student A extends the arm and catches the glove, performing an offensive action.
- If the glove is thrown at mid-distance, Student A extends the arm and lunges to catch it, performing an offensive action.
 - Variation: While both students move to maintain distance, after a brief pause, Student B throws the glove, choosing one of the three previously learned distances. Student A must evaluate the distance of the glove and perform the correct footwork and action.

Exercise 2: In pairs. Student A holds a weapon, and Student B has a cone. Student B takes the initiative and performs movements. A must maintain distance, and after a brief pause, B presents a target that A must touch, selecting the correct footwork based on the distance.

Exercise 3: In pairs with weapons, one student faces the other. Student A remains in guard and touches the partner by extending the arm. Student B opens the target, allowing A to touch at shoulder height.

- Variation: Student A stays in guard and touches Student B, then retreats with the arm extended.
- Variation: Student A remains in guard and performs a lunge to touch Student B.

Exercise 4: Partner exercises with weapons, performing the following variations (10 to 15 repetitions per student):

- Student A takes three consecutive advances. Student B performs two retreats, and at the start of Student A's third advance, Student B performs a lunge.
- Student A remains stationary in guard. Student B advances toward Student A until they reach the appropriate distance to perform a lunge.
- Student A approaches Student B with an advance. Student B remains in guard and, upon reaching lunge distance, performs a lunge.

Explanation of Basic Bout Rules (Referee Roles)

Students are grouped in teams of 3 or 4, where two students will perform a three-touch bout, one will take the role of the referee, and the fourth student will assist the referee and keep score. All students will rotate through each role.



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Explanation of Basic Bout Rules.(Referee Roles).

Students are grouped into teams of 3 or 4. In each group, two students will engage in a three-touch bout, one student will act as the referee, and another student will support the referee by keeping score. All students will rotate through each role.

COOL DOWN

Comments on the bouts performed and clarifications on rules and refereeing, as well as addressing any questions that may arise regarding technique.

Drill: Students pair up with a ball. One student holds the ball with both hands, while the other places their hands on top of their partner's. Without warning, the student holding the ball releases it, and the other must catch it before it hits the ground.



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SESSION 5

Objectives: Perform footwork smoothly, understand the appropriate distance for each movement, and learn defensive and offensive actions.

Contents: Footwork, fencing actions, refereeing.

Methodology: Large group, pairs, small groups.

Materials: Gloves, adapted weapon, mask, cones, hoops, ropes, balls.

WARM UP

We divide the class into two groups and perform rope jumps in different positions (regular jump, half-turn jump, full-turn jump, passing without touching the rope, passing in pairs, passing with advance steps, passing with retreat steps, etc.). Simple complex footwork drills (series of movements) are also included, such as two advances, a retreat, and then an advance.

MAIN PART

Exercise 1: Each student, in guard position and holding a tennis ball, must catch the ball on the first bounce with an arm extension.

- Variation: Bounce the ball, extend the arm, and retreat. Bounce the ball, extend the arm, and advance.

Exercise 2: In pairs, one student faces the other with a weapon. Student A can perform the following actions: lunge, advance-lunge, or two advances-lunge. Student B must try to avoid being touched by retreating. Then, they switch roles, with Student B as the attacker and Student A as the defender. The first to score 3 touches wins.

- Wheelchair modality: In pairs with a weapon, Student A can perform the following actions: lunge, advance, and lunge. Student B must try to avoid being touched by retreating. Then, they switch roles, with Student B as the attacker and Student A as the defender. The first to score 3 touches wins.

Explanation of Circular Parry in Sixth and the Riposte (Defensive and Offensive Actions).

Exercise 3: In pairs with weapons, one student faces the other. Student A attacks directly with a lunge to the inside line of Student B. Student B must parry in sixth position and perform a direct riposte on the spot.

Exercise 4: In pairs with weapons, one student faces the other. Student B advances, while Student A attacks directly with a lunge. Student B parries in sixth and performs a direct riposte on the spot.

Exercise 5: In pairs with weapons, on Student B's forward step, Student A attacks directly with a lunge aiming at a specific target. Student B must parry and respond.

Explanation of the Indirect Straight Thrust, the Feint (Offensive Action).

Exercise 6: The pair's blades are in contact at the center. Student A applies moderate pressure on Student B's blade. Student B responds to the pressure.

Exercise 7: The pair's blades are in contact at the center. Student A applies moderate pressure on Student B's blade. Student B responds to Student A's pressure, and Student A disengages.

Exercise 8: Student A attacks Student B directly with a straight thrust in advance. Student B performs a parry. Student A disengages from the pressure on Student B's blade and makes the touch.



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COOL DOWN

Comments on the bouts performed and clarifications on the rules and refereeing for students, as well as addressing any questions that may arise regarding technique.

Drill: Students pair up with a ball. One student holds the ball with both hands, while the other places their hands on top of their partner's hands. Without warning, the student holding the ball releases it, and the other must catch it before it hits the ground.



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SESSION 6

Objectives: Consolidate acquired learning, promote educational competition based on fair play values, and provide a fun experience centered on fencing.

Contents: Footwork, fencing actions, refereeing.

Methodology: Small groups.

Materials: Gloves, adapted weapon, mask, cones, cards, die.

WARM UP

Explanation of a dynamic and educational game designed to consolidate the knowledge and skills developed throughout this guide. This game is divided into four thematic blocks, each represented by a different color, covering various aspects of fencing learning:

- Blue: Technical and coordination challenges, such as eye-foot coordination, static and dynamic balance, and spatial and temporal perception.
- Purple: Questions on rules, equipment, or fencing history to reinforce acquired conceptual knowledge.
- Brown: Fencing-specific vocabulary games, where students try to guess objects and equipment used in fencing, described without using prohibited words.
- Pink: Mime activities where students must help their teammates guess words or concepts related to fencing through gestures and sounds.

MAIN PLACE

Play the game in groups of 4 or 5 students, taking turns to roll the die and select cards from the corresponding category. Teams will accumulate points by completing the tasks described on the cards, and the game will end when a team reaches a predefined point total, such as 10. This format allows for variations depending on the available time and desired dynamics. (DOWNLOAD).

We will conduct a poule, a fencing competition system. Students are grouped into teams of 5 or 6, where two students will engage in three-touch bouts, another will act as the referee, and a fourth student will assist the referee and keep score. All students will rotate through each role.

The teacher can use this session to evaluate students, utilizing the downloadable assessment sheets for support. (DOWNLOAD)

COOL DOWN

Students complete the final ranking of the poule, followed by a group discussion to review the results. The sessions are evaluated, and the teacher encourages students to visit a fencing club to continue learning and progressing in our sport.



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13. WHEELCHAIR FENCING SESSIONS

SESSION 1

Objectives: Introduce students to the sport of fencing and wheelchair fencing, exploring its history, different disciplines (foil, épée, and sabre), characteristics, and the potential it offers for physical and mental development.

Contents: Introduction to the sport of fencing, videos, and equipment demonstration.

Methodology: Large group.

Materials: Presentation, student workbook, projector.

WARM UP

We welcome the students and introduce the instructional unit on fencing, inviting them to share what they know or have heard about this sport.

We show a short, dynamic video about fencing and wheelchair fencing.

MAIN PLACE

Through a downloadable presentation, provided in this guide and shown during the session, we will better visualize and understand the basic concepts of the sport.

At the end of the presentation, we will hold a group discussion to allow for any questions or doubts to be expressed. We will be available to respond and facilitate understanding of the topics covered. This moment will also help students overcome shyness, interact with each other, and foster positive group dynamics.

COOL DOWN

We provide students with a workbook designed to deepen their knowledge of the sport. This workbook will include exercises, reflection questions, and space to record new insights. This material will enrich both their understanding and language skills, using specific terminology for fencing and wheelchair fencing.



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SESSION 2

Objectives: Improve body awareness. Learn the three basic movements: advance, retreat, and lunge.

Contents: Basic wheelchair fencing movements.

Methodology: Large group, small groups, and pairs.

Materials: Cones, poles.

WARM UP

Coordinative Relay Exercises: We will perform 3 or 4 variations, each with 3 sets.

MAIN PLACE

Explanation of the Guard Position.

- **Exercise 1:** Body movement in the chair. At the teacher's signal, all students must assume the guard position.

Explanation of Advance and Retreat in the Chair.

- **Exercise 2:** The student has two markers, one in front of the chair and one behind. Using hip movement, the student performs advance and retreat movements or a combination of both as directed by the teacher.
- **Exercise 3:** One student leads; when they advance, the other fencers retreat, and vice versa, using specific fencing movements. The student leading controls the pace and number of repetitions.
- **Exercise 4:** Blindfolded Movements: Student A stands in front of their partner (eyes open) and gently pulls them forward or backward. Student B, with eyes closed, advances or retreats based on what they feel.

Explanation of the Lunge in the Chair.

- **Exercise 5:** From the guard position, students extend their arms facing each other, touching fingertips. Student A withdraws their arm to shoulder height, and Student B, from the guard position with an extended arm, performs a lunge to touch Student A's shoulder.
- **Exercise 6:** From the guard position, Student A taps Student B's hand and advances with the intent to touch their shoulder. Student B must retreat to avoid the touch. Variation: From the guard position, Student A taps Student B's hand and performs a lunge. Student B must retreat to avoid being touched by Student A.
- **Exercise 7:** In pairs, separated by a central line, at the call of an animal name from the teacher, one student will try to catch their partner using fencing movements, while the other retreats until they can touch their shoulder to a pole. The winner is the student who touches the pole before being caught or the student who catches their partner before they reach the pole.

COOL DOWN

In pairs: Student A positions Student B in the guard position, adjusting and guiding them until they achieve the correct guard stance, advance position, and lunge position.



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SESSION 3

Objectives: Understand the basic technical characteristics of the épée. Coordinate fencing movements with specific situations. Learn how to grip the weapon. Practice making a valid touch.

Contents: Movements, weapon grip, touches.

Methodology: Large group, pairs, small groups.

Materials: Gloves, adapted weapon, mask.

WARM UP

Place the students in a chair in a circle. We will use a soft foam rubber ball or similar to perform the exercise. In the first variant, a student will call out the name of a partner and throw the ball quickly. The partner who receives it must continue the dynamic by calling out the name of another participant and throwing the ball to him/her. In the second variant, the ball is thrown directly to a partner without saying his/her name, which requires all participants to be more attentive and ready to react quickly. Finally, in the third variant, we will introduce a second ball. Both balls will be thrown simultaneously between participants, which will add dynamism and difficulty to the exercise, encouraging coordination, attention and quick decision making. translate this into English

MAIN PLACE

Exercise 1: In pairs, Student A drops a glove, and Student B catches it by extending the arm while remaining in guard position.

- Variation 1: Catch the glove with an extended arm and retreat.
- Variation 2: Catch the glove with an extended arm and advance.
- Variation 3: Student A maintains a distance from Student B; when Student A drops the glove, Student B performs a lunge to catch it. The focus of this exercise is to emphasize arm extension before any movement.

Exercise 2: Student A holds a glove in their non-weapon hand and moves freely while Student B maintains distance. When Student B chooses, they attempt to snatch the glove from Student A with a lunge, while Student A may avoid the touch by retreating.

Exercise 3: The student places the épée on the palm of their hand and attempts to perform the learned footwork while keeping the weapon balanced. If the student is very skilled, they may try balancing the weapon on their fingertip, aiming to hold it for at least 20 seconds.

- **Variation:** The teacher can direct the footwork that students perform while balancing the weapon.

Explanation of Weapon Grip.

Exercise 4: In pairs, Student A has two markers. The first has a cone and a small Chinese cone placed by Student B, and the second has a cone with a pole. Student A must pick up the cone with the weapon tip and advance to place it through the pole ring, extending their arm.

- **Variation:** Starting from an advanced position, Student A picks up the small cone and places it through the pole ring while retreating.

Explanation of Making a Touch.

Exercise 5: Students find a smooth wall and use chalk or colored tape to mark three targets where they will practice touches. At the teacher's signal, students in guard position extend their arm to make a touch on each target, ensuring correct form. (10 repetitions).

- **Variants:** Repeat the same exercise with arm extension and retreat (5 repetitions) or with arm extension and advance.

Exercise 6: Student A stands by the wall, and Student B stands opposite in guard position. When Student A drops the glove close to the wall, Student B must try to catch it with the weapon tip before it hits the ground.

- **Variations:** Student A stands by the wall, and Student B moves using advance and retreat. When Student A drops the glove, Student B must catch it by extending the arm or using appropriate footwork.



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COOL DOWN

In groups of four, we will distribute cards containing an action or term learned in fencing. Students must draw it, trying to get their teammate to guess correctly within one minute. The team that completes the most challenges wins.



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SESSION 4

Objectives: Perform offensive and defensive actions with coordination, overcome the fear of giving and receiving body touches, and engage in fencing in a playful way. Learn the basic rules of refereeing.

Contents: Footwork, fencing actions, refereeing, and strengthening the concept of distance.

Methodology: Large group, pairs, small groups.

Materials: Gloves, adapted weapon, mask, cones, hoops.

WARM UP

We form groups of 5 or 6 people and play a game of tic-tac-toe in motion. Following the teacher's designated footwork, students must reach the board and move a piece to try to complete three in a row. The team that achieves three in a row first wins the point. The pieces are small plastic cones of the same color for each team. The board will be placed on a table so that pieces can be moved from a seated position.

MAIN PLACE

Explanation of Offensive, Defensive, and Counter-Offensive Actions

Exercise 1: In pairs, Student A remains in guard position, and Student B throws a glove, prompting Student A to choose one of the three learned distances:

- If the glove is thrown to the body, Student A extends the arm and retreats, performing a defensive action.
- If the glove is thrown within advance distance, Student A extends the arm and catches the glove, performing an offensive action.
- If the glove is thrown at mid-distance, Student A extends the arm and lunges to catch it, performing an offensive action.
- **Variation:** While both students move to maintain distance, after a brief pause, Student B throws the glove, choosing one of the three previously learned distances. Student A must evaluate the glove's distance and perform the correct footwork and action.

Exercise 2: In pairs. Student A holds a weapon, and Student B holds a cone. Student B takes the initiative and moves. Student A must maintain distance, and after a brief pause, Student B presents a target, which Student A must touch by selecting the appropriate movement according to their distance.

Exercise 3: In pairs with weapons, one student faces the other. Student A remains in guard position and touches their partner by extending the arm. Student B opens the target and allows Student A to touch at shoulder level.

- **Variation:** Student A stays in guard, touches Student B, then retreats with the arm extended.
- **Variation:** Student A remains in guard and performs a lunge to touch Student B.

Exercise 4: Partner exercises with weapons, performing the following variations (10 to 15 repetitions per student):

- Student A takes three consecutive advances. Student B performs two retreats, and on Student A's third advance, Student B performs a lunge.
- Student A remains stationary in guard. Student B advances toward Student A until they reach the appropriate distance to perform a lunge.
- Student A approaches Student B with an advance. Student B remains in guard and, upon reaching lunge distance, performs a lunge.

Explanation of Basic Bout Rules (Referee Roles)

Students are grouped in teams of 3 or 4, where two students will perform a three-touch bout, one will take the role of the referee, and a fourth student will assist the referee by keeping score. All students will rotate through each role.



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COOL DOWN

Comments on the bouts performed and clarifications on the rules and refereeing for students, as well as addressing any questions that may arise regarding technique.

Drill: Students pair up with a ball. One student holds the ball with both hands, while the other places their hands on top of their partner's hands. Without warning, the student holding the ball releases it, and the other must catch it before it hits the ground.



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SESSION 5

Objectives: Perform movements smoothly, understand the appropriate distance for each movement, and learn defensive and offensive actions.

Contents: Movements, fencing actions, refereeing.

Methodology: Large group, pairs, small groups.

Materials: Gloves, adapted weapon, mask, cones, hoops, ropes, balls.

WARM UP

Joint Mobility and Coordination Exercises performed in pairs and individually.

MAIN PLACE

Exercise 1: Each student holds a tennis ball in guard position and must catch it on the first bounce with an arm extension.

- **Variation:** Bounce the ball, extend the arm, and retreat. Bounce the ball, extend the arm, and advance.

Exercise 2: In pairs, with weapons, Student A can perform the following actions: lunge, advance, and lunge. Student B must try to avoid being touched by retreating. Then, they switch roles, with Student B as the attacker and Student A as the defender. The first to make 3 touches wins.

Explanation of Circular Parry in Sixth and the Riposte (Defensive and Offensive Action).

Exercise 3: In pairs with weapons, facing each other. Student A attacks directly with a lunge to the inside line of Student B. Student B must parry in sixth and deliver a direct riposte on the spot.

Exercise 4: In pairs with weapons, facing each other, Student B advances. Student A attacks directly with a lunge. Student B parries in sixth and delivers a direct riposte on the spot.

Exercise 5: In pairs with weapons, as Student B advances, Student A attacks directly with a lunge aimed at a specific target. Student B must parry and respond.

Explanation of the Indirect Straight Thrust, the Feint (Offensive Action).

Exercise 6: The pair's blades are in contact at the center. Student A applies moderate pressure on Student B's blade. Student B responds to the pressure.

Exercise 7: The pair's blades are in contact at the center. Student A applies moderate pressure on Student B's blade. Student B responds to Student A's pressure, and Student A disengages.

Exercise 8: Student A attacks Student B directly with a straight thrust while advancing. Student B performs a parry. Student A disengages from the pressure on Student B's blade and makes the touch.



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COOL DOWN

In pairs, one partner traces a shape or writes an element covered in practice on the back of the other, who must try to identify it. Then, they switch roles.



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SESSION 6

Objectives: Consolidate acquired learning, promote formative competition based on fair play values, and provide a fun experience centered on fencing.

Contents: Footwork, fencing actions, refereeing.

Methodology: Small groups.

Materials: Gloves, adapted weapon, mask, cones, cards, die.

WARM UP

Explanation of a dynamic and educational game designed to consolidate the knowledge and skills developed throughout this guide. This game is divided into four thematic blocks, each represented by a different color, covering various aspects of fencing learning:

- Blue: Technical and coordination challenges, such as eye-foot coordination, static and dynamic balance, and spatial and temporal perception.
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- Brown: Fencing-specific vocabulary games, where students try to guess objects and equipment used in fencing, described without using prohibited words.
- Pink: Mime activities where students must help their teammates guess words or concepts related to fencing through gestures and sounds.

MAIN PLACE

Play the game in groups of 4 or 5 students, taking turns to roll the die and select cards from the corresponding category. Teams will accumulate points by completing the tasks described on the cards, and the game will end when a team reaches a predefined point total, such as 10. This format allows for variations depending on the available time and desired dynamics. (DOWNLOAD).

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The teacher can use this session to evaluate students, utilizing the downloadable assessment sheets for support. (DOWNLOAD)

COOL DOWN

Students complete the final ranking of the poule, followed by a group discussion to review the results. The sessions are evaluated, and the teacher encourages students to visit a fencing club to continue learning and progressing in our sport.



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