

Basic Fencing Attack & Defensive Sequence

by
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Grade Level: 3rd-12th Grade

National Standards:

- Standard 1: Demonstrates motor skills and movement patterns to perform a variety of physical activities.
- Standard 2: Understands movement concepts, principles and tactics as they apply to the learning and performing of physical activities
- Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.
- Standard 6: Chooses physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Learning Objectives:

- The students will practice a defensive sequence.
- The students will practice an attack sequence.
- The students will work cooperatively with a partner.
- The students will develop basic offensive and defensive strategies.
- The students will develop social skills in a game situation.

Space Needed:

- Any level, flat surface; wooden floors are best.

Equipment & Materials Needed:

- One foil per student.
- One jersey per student.
- Optional: Rubber, flexible balance beams.

Alternative Equipment:

- Foils (may be made out of swim noodles)

Set-Up:

- If on blacktop or other surfaces which may be written on: draw the fencing courts with chalk on the ground.
- If using grass: use cones to form the boundaries of each fencing court.
- Alternative: use rubber balance beams to mark the boundaries of the fencing courts.

Description of Learning Activities:

- Discussion:
 1. Fencing is not fighting or sword play.
 2. Fencing is about tradition, ceremony, etiquette, and sportsmanship.
 3. Target is ONLY the chest and back areas.
- Review safety rules and precautions.
- Review thrust, lunge, and parry.
- Body Positioning:
 1. Foot placement: dominate foot forward, toe pointing to the target; non-dominate foot behind, toe perpendicular to the target.
 2. Non-dominate hand/arm is above and behind head; fingers pointing to the target (above head).
 3. Dominate hand/arm extended, pointing to the target.
- Partners (opposite gender).
- The pair must stay in their court (or between the lines).
- May use the jersey to indicate the target area.
- Teach attack sequence: Students practice independently.
 1. Thrust.
 2. Lunge.
 3. Thrust.
 4. Students may make up their own sequence.
- Partners shake hands.
- Teach/Practice defensive sequence:
 1. Parry, then use thrust-lunge-thrust.
 2. Parry, then allow the students to use their own attack sequence.
- If time allows, let the students try a “bout” with their partner.
- Alternative: students are in foursomes or triads with the non-participants officiating.
- At the end of the: “bout”, partners shake hands.
- Repeat activity.
- Rotate partners so each student works with different partners.

Authentic Assessment:

- Teacher observation of correct body positioning.
- Teacher observation of student's social interactions.

Debriefing & Reflection:

- Discuss the different strategies used in the attack sequence. What worked and what did not work?
- Discuss the different strategies used in the defensive sequence. What worked and what did not work?
- Did anyone change their strategy?
- What process did you use to design your own sequence?