

Basic Fencing Body Positioning

by
Kelly E. Duell, M.A.

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 the proper body positioning for fencing.
- 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:

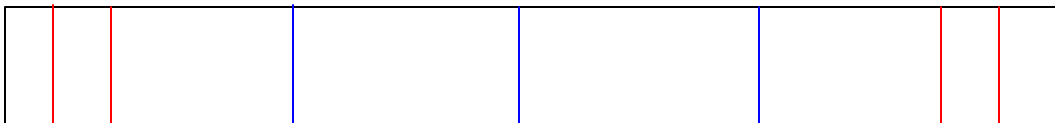
- One foil per student.
- One jersey per student.
- One set of flag football belts per student.
- Optional: Rubber, flexible balance beams.

Alternative Equipment:

- Foils (may be made out of swim noodles)

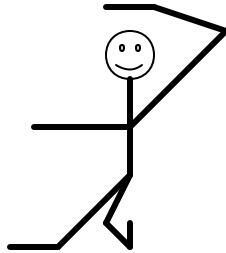
Set-Up:

- 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.
- Review safety rules and precautions.
- Partners (opposite gender)
- Each student wears a flag football belt.
- The pair must stay in their court (or between the lines).
- 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 shake hands.
- Students must stay in the correct body position while trying to pull the flag from their partner's belt. Students may only use their dominate hand to pull the flag.
- At the end of the: "bout" (when the flag has been pulled), 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 to pull flags. What worked and what did not work?
- Did anyone change their strategy?
- How many bouts were played and what numbers of flags were pulled, in total?