



BOXING CANADA

NATIONAL COACHING CERTIFICATION PROGRAM

INSTRUCTION-BEGINNERS
LEARNING FACILITATORS GUIDE





The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



The programs of this organization are funded in part by the Government of Canada



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Acknowledgements

It has been said that many hands make light work, and the production of the Instruction Beginners Reference Material is proof of that. Boxing Canada would like to thank the team of volunteers who wrote, edited and reviewed the contents of this manual. We would also like to acknowledge the cooperation and financial support from the Coaching Association of Canada and Sport Canada. Coaching development is a lifelong journey and with this manual we wish you success as you begin your career in coaching. For further information on coaching development please contact:

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Instruction-Beginners workshop: Overview

Duration: 12 hours (4 blocks of 3 hours each)

Classroom setting (block 1; second half of block 4)

Gym environment setting (blocks 2, 3, and first half of block 4)

The tables on the following four pages provide an outline of the various learning activities that were developed for the *Instruction-Beginners Workshop*. Each page lists the activities for a separate 3-hour block of coach training; the overall workshop duration is set at 12 hours.

Some activities are workbook-based. In this case, coaches must work individually or in small groups to do specific tasks. In some instances, e.g. when doing individual reflections, coaches rely on their personal experiences and knowledge to answer the questions that are proposed in the workbook. This serves to establish each coach's "starting point" relative to the topic studied. In other instances, coaches will refer to specific pages of the Reference Material to do their work or will take into consideration information brought up during small or large group discussions with other coaches. The workbook is also used by the coaches to note personal reflections about what they learned at various points during the workshop.

The Learning Facilitator (LF) will play a key role in ensuring the proper set up, management, and direction for the learning activities throughout the workshop, and in providing ongoing support and leadership to the participants. While the LF will present some information at various points throughout the workshop, for the most part coaches should be actively involved in learning activities, working with each other and using the material to complete particular coaching tasks.

Basic teaching principles and methods are introduced early in the second 3-hour block and must be put into practice in successive learning activities throughout the rest of the workshop. These activities were designed to give coaches various opportunities to integrate basic teaching skills as they work with the more technical aspects of the sport of boxing. For this reason, it is important to follow the process that is outlined in the summary tables and throughout this document, to ensure an adequate progression in (1) the amount of information coaches must process and integrate, and (2) the complexity of the tasks coaches will be exposed to. Throughout these activities, the LF will play a key role in guiding and supporting the learners, in providing feedback to them, and in modeling sound teaching and coaching behaviours.

While the timelines are offered as general points of references, the LF must ensure an adequate time management throughout the workshop, and keep coaches focused on the tasks at hand where necessary.

The following abbreviations are used throughout the materials:

LF = Learning Facilitator **LF Guide** = Learning Facilitator Guide

WB P. = Coach Workbook (**WB P.16** = refer to page 16 of the coach workbook)

RM P. = Reference Material (**RM P.23** = consult page 23 of Reference Material)

LA = Learning Activity **AC** = Action Card (found in the workbook)

Detailed timelines

Block 1 (3 hours) – Location : Classroom	245 minutes
Introduction to the workshop, overview of the logistics and schedule	5 minutes
Boxing Canada Coaching Development System	10 minutes
Ice-Breaker	15 minutes
Learning Activity 1 - What is Boxing all about? What does it take to perform?	50 minutes
Learning Activity 2 – Training What and When (Introduction)	15 minutes
Break	10 minutes
Learning Activity 2 – Training What and When	45 minutes
Learning Activity 3 - Risk Factors and Risk Management in Boxing	35 minutes
Lunch	60 minutes
Block 2 (3h) – Location: Gym	180 minutes
Learning Activity 4 – Safety in the Gym	40 minutes
Learning Activity 5 - Basic Teaching Methodology: Application to a Warm-Up Activity (preparation)	45 minutes
Break	10 minutes
Learning Activity 5 - Basic Teaching Methodology: Application to a Warm-Up Activity.	20 minutes
Learning Activity 6 - Skill Development Model - Introduction to Skill Analysis and Correction	55 minutes
Conclusion of the day	10 minutes

Block 3 (3 hours) – Location : Gym	180 minutes
Learning Activity 7: Introduction, straight punch and progressive teaching	40 minutes
Learning Activity 7: Jab to the Head and associated defense	20 minutes
Learning Activity 7: Additional attacking skills and associated defenses – Part 1	30 minutes
Break	10 minutes
Learning Activity 7: Additional attacking skills and associated defenses – Part 2	30 minutes
Learning Activity 8: Working with Pads - 190	50 minutes
Block 4 (3 hours) – Location: Gym and Classroom	145 minutes
Learning Activity 9 - Guidelines and Principles for Shadow Boxing	25 minutes
Learning Activity 10 - Guidelines and Principles for Developing Balance and Coordination	25 minutes
Learning Activity 11 - Simulating the role and duties of the “second”	45 minutes
Break	10 minutes
Learning Activity 12: Basic ringcraft and boxing tactics	20 minutes
Workshop Conclusion	20 minutes

Additional Considerations Regarding the Approach Used in the Workshop

Learning by Doing

Competency-based education and training is founded on the concept of learning by doing. Coaches learn good coaching habits when they have the opportunity to practice effective coaching behaviors. This workshop is designed to give participants plenty of opportunities to do and think for themselves. One of your responsibilities as a learning facilitator is to ensure that these opportunities are both dynamic and constructive. This guide provides you with a sample method for each module of the workshop.

As long as you respect the principles of the learning process at each step of the way, you may guide your group any way you wish. You may use your own choice of presentation methods when, for example, you need to highlight certain aspects of the reference material or facilitate a group discussion.

One of the principal characteristics of a good facilitator is to be able to adapt to the needs of the moment while still respecting the learning process and meeting the objectives of each step along the way.

These are some general tips that will help you achieve these aims:

- At the beginning of certain steps in the process, a few minutes have been set aside for coaches to answer some questions in their workbook. This will enable them to determine their “starting point.” It is preferable to allow them to answer first in their own way. Get the coaches to write down their reflections and answers so that they can then do a “before and after” comparison.
- Give the coaches enough time to consult the reference material.
- In this module, a large part of the work is done by the coaches. However, there are also opportunities for discussion and exchanges of opinion.
- Give the coaches time to make note of how their viewpoint may change as a result of discussing with others and using the reference material.
- Go back over the material or specific activities (debrief) with the group so as to highlight the main points that have been learned.
- Allow time for the coaches to add to their Action Cards.

Managing the Group Discussions or Activities

Most of the time you will lead or “orchestrate,” rather than present information. You will know you are doing a good job when you see the following:

- All the coaches are working at the task
- All the coaches are using their present coaching situation as a point of reference for the tasks being done in the workshop
- The coaches have plenty of occasions to discuss and exchange ideas
- You are managing the environment and the time
- You are only having to speak to answer a question, clarify a task, give a resume of a section from the reference material, review a topic, or introduce the next topic
- You draw on the experience of the coaches rather than your own
- There is little or no dead time (the coaches don’t need to wait for each other or to be told what to do next)
- You sense that the coaches are enthusiastic about what they are doing, and you hear them talking with each other
- The coaches listen to what other coaches have to say and work together to form their ideas

Intervene in a group discussion only if you observe that:

- It is off topic
- Discussion is being led by one person
- The conclusions being reached by the group are different from those being described in the reference material
- Most of the group is ready to move on to the next task

Generally, you should also:

- Get the participants to complete the tasks as quickly as possible
- Make sure that learning happens as much as possible without your intervention
- Give relevant positive feedback
- Move around the room or facility
- Praise the good efforts publicly, but correct errors privately

**Remember that the coaches will tend to do what you do,
rather than what you say!**

Equipment needed for the Workshop

Teaching equipment used by the LF

- Personal sport clothes for gym work
- Flip charts (2)
- Markers (10-12)
- Screen, or unobstructed wall (light colour)
- Lap-top computer and electronic projector
- Slides
- Rolls of masking tape
- Pointer (optional)

Gym equipment

Make sure the gym selected for the workshop has the following equipment:

- Mirror
- Heavy bags
- Wall bags
- Maise/bean bags
- Focus pads
- Various types of boxing gloves
- Jumping ropes

Boxer's Equipment

Have samples of the following available. You will discuss proper selection/sizing of equipment for individual athletes.

- Large sport bag
- Clean training shirts or vests
- Athletic support and cup for male boxers
- Athletic support and cup for female boxers
- Chest protector for female boxers
- Trunks
- Socks
- Personally fitted mouth guard
- Track training shoes and boxing boots
- Sweat suit
- Skipping rope*
- Personal head guard for competition and training*
- Spar gloves 12, 14 or 16 oz, depending on the weight of the boxer*
- Fight gloves

Equipment for the learning activities

- Chairs, tables
- Hand bandages (1 per participant)
- Flags (or ropes) for the flag game (20); length: approximately 40 cm each
- Cones for the flag game (20)
- BOSU ball
- Balance board
- Foam rollers (round and half-round)
- Swiss or Balance ball
- Clean towels (7 to 10, depending on the number of coaches: 1 per group of 3)
- New sponges (7 to 10, depending on the number of coaches: 1 per group of 3)
- New and clean water bottles (7 to 10, depending on the number of coaches: 1 per group of 3)
- Rubber gloves (7 to 10 pairs, depending on the number of coaches: 1 per group of 3)
- Mouthpieces (7 to 10, depending on the number of coaches: 1 per group of 3)
- Bucket

Design of the LF Guide

The learning activities that follow the *Workshop Introduction* are organized and presented as follows:

- Each learning activity is identified by the *key theme* it focuses on.
- Within a given learning activity, the various *steps* coaches will go through are identified and outlined separately.
- In each step, a description of what coaches do, the key messages the LF should deliver, and/or particular aspects the LF should pay attention to are outlined.
- The approximate duration it should take to complete each step is also indicated.
- The material or documents used during a particular step are listed in the Resources column.
- The LF Guide was designed to be a “stand alone piece”. Some key pieces of information contained in the RM P. that should be presented or discussed with the participants have been inserted into the LF Guide.
- Most learning activities of the coach workbook have been inserted in the LF guide, so the facilitator can have a snapshot view of the tools coaches use to complete them. Wherever the sign shown to the right appears, this means that the information beside it is an excerpt from the coach workbook.



Section 1 – Understanding Boxing and Its Demands

Learning Activity 1 - What is Boxing all about? What does it take to perform in Boxing?

Time	Resources	LF notes
LA1 Step 1 (15 min)	WB P. 5	Ice Breaker <ul style="list-style-type: none"> • After this introduction, conduct a short icebreaker to get everyone moving and to ensure participants get to know each other. <ul style="list-style-type: none"> • Invite coaches to go to Section 1 of the WB P.5. • Introduce the learning activity: Our first learning activity will focus on explaining to a parent what boxing is all about. • Read the situation in Section 1.1. • Ask coaches to take a few minutes and to answer individually the first general question asked by the parent in the situation presented in 1.1: Boxing is ... (see WB P. excerpt below). They must use only the left column.

My Starting Point

During an information meeting held by your Club, a parent asks the following questions:

My 11-year-old child wants to try Boxing. I know nothing at all about this sport. Please describe to me what Boxing is all about, and what it takes to be good at it.

Use the space below to outline what you would answer to this parent. <i>Do not write anything yet in the right column.</i>	Use the space below to complete the Individual reflections
1- Boxing is ...	Reference Materials p. 10 Section 1.1

Time	Resources	LF notes
LA1 Step 2 10 mins	WB P. 5	<ul style="list-style-type: none"> • Invite coaches to work in small groups of 3 and to share what they would answer this parent.
LA1 Step 3 10 mins	WB P. 5 RM P. 10, Section 1.1	<ul style="list-style-type: none"> • Lead a discussion with the whole group. • Start by mentioning that, as coaches, they must anticipate that people may ask them this kind of question. • Ask the groups to outline key aspects of their answers. • Make sure the key points indicated in Section 1.1 of the RM P.10 get mentioned.

Time	Resources	LF notes
LA1 Step 4 15 mins	WB P. 5	<ul style="list-style-type: none"> Invite coaches to answer the <u>second</u> general question asked by the parent: <i>What does it take to be good in Boxing</i> (see WB P. excerpt below). Again, they must use only the <u>left</u> column.

1.1 My Starting Point

During an information meeting held by your Club, a parent asks the following questions:

My 11-year-old child wants to try Boxing. I know nothing at all about this sport. Please describe to me what Boxing is all about, and what it takes to be good at it.

Use the space below to outline what you would answer to this parent. <i>Do not write anything yet in the right column.</i>	Use the space below to complete the Individual reflections
1- Boxing is ...	Reference Materials p. 10 Section 1.1
2- In order to be good at Boxing, the athlete needs to train hard in order to develop his or her ...	Reference Materials p. 10-13; Table 1.2.2

Time	Resources	LF notes
LA1 Step 5 (15 min)	RM P. 10 Section 1.2 Table 1.2.1, RM P.11	<ul style="list-style-type: none"> Introduce the concept of athletic abilities: When the boxer executes specific skills, or when the boxer is involved in a competition, performance is supported by a variety of factors or <i>athletic abilities</i>. The term <i>athletic ability</i> refers to the aptitude a person has to carry out certain types of efforts, movements, or tasks that support performance in sport. Quickly review the groupings (physical, motor, tactical, mental) and what each grouping is about (left column of RM P.11). Mention that in this workshop, the focus will be on: <ol style="list-style-type: none"> motor abilities: <i>basic boxing skills</i> that include balance and coordination <i>basic tactical</i> athletic abilities Indicate that methods for developing the <i>physical</i> and <i>mental athletic abilities</i> will be dealt with in the NCCP multisport workshops and in Boxing Canada’s Competition-Introduction workshop. Quickly review the definitions of the athletic abilities under physical, motor and tactical (RM P11). As you do this, outline a few boxing situations where specific athletic abilities support performance (see examples provided in Table 1.2.2, RM P.12).

Time	Resources	LF notes
LA2 Step 2 (10-12 min)	RM P. 14-15	<p>Short LF presentation about Long Term Development and key LTD concepts</p> <ul style="list-style-type: none"> • Introduce the topic: We saw briefly what boxing is all about, and which athletic abilities support performance in Boxing. In order to develop good athletes, it is very important to take a progressive approach, and to offer programs and activities that are adapted to the needs, interests, and capabilities of the participants. • Introduce the concept of LTD: <ul style="list-style-type: none"> ○ Like many other sports in Canada, Boxing has recently been involved in a major reflection about Long Term Development, or LTD. • Describe what LTD is about: <ul style="list-style-type: none"> • LTD is a model outlining the specific training and competitive activities that are deemed the most effective in the process of developing a successful athlete over several years. • The model is based on a seven-stage progression, with each stage having a specific relationship to the important biological, psychological and social development periods in a person’s life.
LA2 Step 2 Continued	RM P. 14-15	<ul style="list-style-type: none"> • Outline some key LTD concepts: <ul style="list-style-type: none"> • A key feature of the LTD model is the recognition that not all children develop and mature at the same rate. Also, there are important differences in the way boys and girls develop and reach maturity. Training programs and activities must therefore be developed and adjusted accordingly, particularly during adolescence because huge developmental differences may be observed between individuals of the same age groups. These developmental differences are due, in part, to the fact that some children begin their growth spurt at a young age, while others are late maturer. • Other key points of the LTD model relate to (1) the time in the life of the developing athlete when it is most effective to work on specific athletic abilities such as coordination, balance, agility, skills, speed, endurance, strength, etc. and (2) the major differences that exist between boys and girls regarding the developmental process, and the implications this has on training. • In summary: <ul style="list-style-type: none"> • LTD is about offering optimal training, competition and recovery programs and activities throughout an athlete’s career, particularly in relation to the important maturation years of young people, in order that the athletes can reach their full potential throughout all stages of their career.

Pause, approximately 10 minutes

Time	Resources	LF notes
LA2 Step 3 (15 min)	WB P. 8 Section 2.2 RM P. 14- 15 Boxing Canada LTD	<ul style="list-style-type: none"> • Invite coaches to consult the LTD information pertaining to the age group assigned to them, which can be found on the Sport for Life website (Boxing Canada LTD). • They must prepare a short, point-form presentation summarizing the key LTD information that relates to the age group previously assigned to them. They will then present their information to the rest of the group. • As they work on preparing their presentation, ask coaches to compare what they thought programs for participants of this particular age group should focus on with the information contained in the Reference Material.
LA2 Step 4 (25 min)	WB P. 8 Section 2.3 RM P. 14- 15 Boxing Canada LTD	<ul style="list-style-type: none"> • Invite each group to present the LTD information they summarized. • Reinforce key points pertaining to each stage; if necessary, complete important aspects that may have been left out • Aspects to emphasize during the wrap-up: <ul style="list-style-type: none"> • During childhood, chronological age (i.e. the actual age of the child) can be used as a good point of reference when determining the “windows of trainability”. • During adolescence, the main point of reference for determining the “windows of trainability” is peak height velocity (PHV), or the period in life during which growth rate is maximal, not the athlete’s age. The reason for this is that the development and maturation rates vary greatly from one individual to another during adolescence. • There are differences between boys and girls with regards to the optimal trainability windows. • The “windows of trainability” are general trends based on average values for each sex; there can be important variations in the actual “timing” of the trainability windows depending on whether the athlete is an early or a late maturer. • There are tools available to estimate when PHV occurs. This can help coaches make better informed decisions about which aspects to focus on in the athlete’s training program. • The LTD model represents an “ideal” progression for an athlete who would enter the sport at a young age and develop optimally through it. For this reason, it must be viewed as a series of guidelines that will help our sport develop.

Time	Resources	LF notes
LA2 Step 4 continued		<ul style="list-style-type: none"> • Some athletes may be fortunate and follow all these stages in the right sequence and with the right type of athletic experiences throughout, but in reality, many participants we work with in boxing enter the sport without having followed an optimal athletic development process. • For these individuals, chronological or developmental ages are not the only factors coaches must take into account in determining what to train. The overall athletic background and experience of the participant are also important factors to keep in mind. • Often, remedial training programs may be needed to address motor or physical shortcomings, and to ensure a suitable foundation is there before any serious boxing training can be initiated. Also, in terms of skill acquisition, participants with no background in boxing must always begin with the basics, regardless of their age.
Transition and bridging comments to introduce the next theme (5 min)	WB P.8 Section 2.4 or Right columns in the tables of WB P. 5 and WB P.6	Outline briefly to the group what has been done so far: <ul style="list-style-type: none"> • So far, we have reflected on the fundamental nature of boxing as well as the general demands of boxing. Athletic abilities that support performance have been introduced, and specific instances where these abilities come into play in boxing have outlined briefly. • We have also looked at the What-When, and now have a general feel for which athletic abilities and which aspects of boxing should be emphasized with participants of various age groups. • Before we move on to our next major theme which will be Safety and Risk Management, take a few minutes to reflect on what you have learned so far. Write your comments or your thoughts in the space provided on page 7 of the workbook or use the right column of the tables on pages 5 and 6 of the workbook.

Section 3 –Safety in Boxing

Learning Activity 3: Risk Factors and Risk Management in Boxing

Time	Resources	LF notes
LA3 Step 1 (15 min)	WB p. 9	<ul style="list-style-type: none"> • Introduce the topic: We will now deal with one of the most important aspects you will be responsible for as Boxing coaches: <i>Safety and Risk Management</i>. • Ask coaches to form groups of 3 or 4, and to work with people they have not yet had a chance to work with. • Ask coaches to go to Section 3.1 on page 9 of the WB. Read the situation to them. • Then, ask coaches to work together and to outline what they would answer to this parent.

3.1- Risk Factors and Risk Management

At the end of the meeting, the parent who asked a few questions earlier comes to you for additional information:

I’m quite impressed with what I have heard so far about Boxing and about the programs offered by your Club. However, before I register my child into your Club, there is one more aspect I would like to discuss with you: Safety.

- 1- What are the risks involved in Boxing? and
- 2- What actions do you take to make the program as safe as possible for the young boxers?”

Use the space below to outline what you would answer to this parent.

Risks Involved in Boxing	Making Boxing Programs as Safe as Possible: Actions/Measures to Reduce & Manage Risks

Time	Resources	LF notes
<p>LA3</p> <p>Step 2</p> <p>(20 min)</p>	<p>Flip chart</p> <p>RM P. 16-26</p>	<p>Have 5 large flip chart sheets ready and posted on a wall. Make sure you can write on them without marking the wall!</p> <ul style="list-style-type: none"> • One sheet should be entitled Environmental risks, the other Facility and equipment risks, and the third Human factors. Post a blank sheet under Facility and equipment risks, and another under Human factors as you are likely to need more space to record information for these. • Ask the various groups to indicate the various risk factors they have identified. As they do this, group them in the appropriate category. • If necessary, probe coaches to ensure all major risk factors get listed. Most risk factors should be in the facility and equipment and human factors categories. • Then, ask coaches to identify specific measures or actions they could take to reduce these risks. <p>Focus the discussion on the <i>Facility and equipment</i> and <i>Human factors</i> categories. Begin with Facility and equipment. Lead the group discussion, validate and complete where necessary.</p> <p>Facility & Equipment: Outline the importance of ensuring the gym is free of obstacles, and that bags and other equipment must be securely fit in place and in good working order. Quickly review the boxer’s protective equipment (Table 3.3.3, p.20 of the RM) and outline their purpose. Mention that some time will be set aside during the afternoon to go over equipment inspection and adjustment.</p> <p>Then, go over the human risk factors. Ask the groups which measures and actions they have identified for safety in this area. Make sure the items listed below are dealt with, along with strategies to manage potential risk (RM p.22-26):</p> <ul style="list-style-type: none"> • Group Size • Participants’ Attitude, Behaviour and Discipline (draw participants’ attention to the sample Boxer’s code of conduct on RM P.23) • Health Status of the Participants • Prohibited Blows (draw participants’ attention to the table on RM P.24; emphasize the type of blows that are illegal, but do not get into the details of the potential injuries that could result) • Matching of Partners • Group Control and Management • Progressions • Sparring • Physical preparation

Time	Resources	LF notes
LA3 Step 2	RM P.27	<p>To wrap up the discussion about safety, draw the attention of the participants to the summary table on page 27 of the Reference Material. This table lists specific measures that can be implemented to manage the main risk factors.</p> <p>Emphasize the importance of the EAP and mention that it must be practiced in the Gym, so everyone including the participants know what to do when an emergency situation occurs. Please reference the NCCP Emergency Action Plan Training and NCCP Making Headway in Sport available on the CAC Locker.</p> <p>Conclude by mentioning that additional safety applications will be discussed during the next portions of the workshop.</p>

Conclusion of Block 1

Time	Resources	LF notes
		<p>Provide coaches with the details pertaining to the logistics and timelines for lunch.</p> <p>Mention that they should be dressed adequately for a gym session when they reconvene for the second 3-hour block.</p> <p>The afternoon will focus on discussions about gym equipment, teaching methods and principles, and teaching basic boxing skills.</p>

End of block 1, and lunch (45 to 60 minutes).

Block 2

Section 3 (Continued) - Safety in Boxing

Learning Activity 4 - Safety in the Gym

Note: Before the afternoon session begins, the LF must set-up the gym and some pieces of equipment in order to ensure the learning activities can begin quickly and efficiently. Things to do include:

- 1- Making sure all the pieces of protective equipment used by the boxer in training and in competition are available, and ready for demonstration (see LA4 Step 2).
- 2- Setting up some “flaws” in the gym equipment and environment (ex. Bags improperly secured; obstacles on the floor, etc.) for the gym inspection in LA4 Step 3.
- 3- Ensuring the cones and the flags used in the Flag game activity are there, in sufficient number (see LA5 step 3).

Time	Resources	LF notes
LA 4 Step 1 Introduction to the afternoon’s activities (5 min)		Introduce the afternoon’s activities: The next 7.5 hours or so of the workshop will be spent in the Gym. This afternoon’s session will begin with some additional discussions about safety in the gym. The focus will be on ensuring that the boxer’s equipment is adequate and well adjusted. We will also go over a gym inspection. Then, we will practice some teaching skills and start working on the teaching of boxing skills. We will continue dealing with Boxing skills for the best part of tomorrow as well. Before we get going, are there any questions regarding what we have done so far?
LA 4 Step 2 Ensuring the protective equipment is adequate and properly adjusted (20 min)	WB P.10 RM P. 20 RM P. 76	Invite coaches to go to WB P.10, and to take notes as needed. Outline each piece of protective equipment used by the boxer, its purpose, proper selection, and how to make sure it is well adjusted Outline the different types of headgears and gloves for training and competition. Although most clubs supply bag gloves, boxers should be encouraged to buy their own. This will ensure that gloves are of the appropriate size and weight and fit properly. Also, because athletes with different hand sizes use “club gloves”, the quality of the padding can be disrupted. This can lead to incorrect punching and to some injuries to the hands and wrists. Outline the importance of using bandages for the hands. Make sure each coach has a piece of bandage. Go over the step-by-step procedure described on RM p. 76 (Appendix 1), and have coaches practice bandaging one of their hands.

Time	Resources	LF notes
<p>LA 4 Step 3</p> <p>Gym inspection (10 min)</p>	<p>WB P.11 RM P. 18</p>	<p>Introduce the activity: Because the gym is the primary training site of the boxer, coaches must ensure the facility is safe. We will now do a quick inspection of the gym.</p> <p>Invite coaches to go to WB P.11 and to take notes as needed during the inspection.</p> <p>Walk over specific sections of the Gym with the group. Go over the following aspects, while probing coaches about certain “safety deficiencies” you have purposely set-up during lunch time. Emphasize the points below:</p> <ul style="list-style-type: none"> • Environment: The temperature in the gym should be comfortable, 20 C or so. If temperature is too high, fatigue can set in prematurely due to dehydration. Proper hydration is always important during physical activity, and boxers should be encouraged to drink regularly even if gym temperature is comfortable. If participants train outdoors in hot and humid conditions, proper hydration is critical. • Facility and equipment: In certain circumstances (e.g. water spill), the gym floor may become slippery, which can cause some injuries such as falls, sprains, etc., in addition to making boxers more vulnerable to the moves of their training partner. Similar consequences may occur if there are obstacles or debris on the floor. Coaches should inspect the gym before each session, and ensure the training surface is clean, and clear of any debris or obstacle. <p>The Gym must also have adequate lighting to ensure optimal visibility for the participants.</p> <ul style="list-style-type: none"> • Heavy bags, wall bags, and maise (or bean) bags are commonly used to help the boxer improve his or her repertoire of punches. All suspended fittings and springs should be checked before each session, as accidents or injuries can occur when using defective gym apparatus. Note: as you review the safety aspects, outline briefly the type of training that can be done of the various types of bags).
<p>LA 4 Step 4</p> <p>Individual reflection (5 min)</p>	<p>WB P.12</p>	<p>Invite coaches to take a few moments and to reflect about what they have learned so far regarding safety and risk management in Boxing.</p> <p>They can note their thoughts on page 12 of the Workbook.</p>

Time	Resources	LF notes
LA 5 Step 2 20 minutes	CW, p., 13-14, Sections 4.1 & 4.2 & Appendix 1, p. 24-27 RM P. 33- 35	<p>Organize groups</p> <p>Ask coaches to take their workbook and to form groups of 3.</p> <p>Position yourself so everyone can see and hear you, and that there are no distractions facing the participants (e.g. sun in the face; etc.)</p> <p>Ask them to go to CW, Appendix 1 Assign general warm-up activities to 3 groups (groups A, B and C). Each group has 3 exercises.</p> <p>Then, assign specific warm-up activities to 2 other groups (groups D and E). Each group also has 3 exercises.</p> <p>Assign the Flag Game activity to the last group (F) but ensure there is at least one person with more experience in this group. (Note: Prepare a sheet with additional warm-up exercises if your group is larger than 18).</p> <p>Provide instructions to coaches about the activity and check for understanding:</p> <ul style="list-style-type: none"> • For the moment, coaches must focus on the first 2 steps of the teaching process: (1) Organisation and (2) Explanation/Demonstration. • They must use the guidelines on RM P. 33-35 and practice organizing and explaining their exercises, assuming they deal with a group of 15 to 20 participants. Tell them they will run their activity with the rest of the group later. • They should take a few minutes to prepare, and then take turns as the “group leader” and put things into practice. The “group leader” must set up the activity and explain it to the 2 other coaches. Those who play the role of the “athletes” must take mental notes and provide comments to the “group leader” regarding specific aspects of his or her teaching. • Check for understanding and clarify if necessary. <p>Observe and manage the activity</p> <p>Ensure a quick transition to the tasks after you provided your instructions.</p> <p>Walk amongst the groups and ensure they understand what they must do and are on task.</p> <p>After 10 minutes or so, start validating that the coaches are correctly applying the teaching principles that apply to Organisation and Explanation/Demonstration. Provide feedback as necessary. Make sure <u>YOU</u> follow the guidelines about effective feedback in order to be a good model!</p>

Time	Resources	LF notes
LA 5 Step 3 5 mins		<p>After coaches have had a chance to practice the <i>Organization</i> and <i>Explanation/Demonstration</i> steps for their warm-up exercises or activity, take a few moments to go back to the steps that YOU followed with them with regard to this particular learning activity.</p> <p>Make reference to:</p> <ol style="list-style-type: none"> 1- how you introduced the topic of teaching methodology 2- how you organized groups, and assigned a specific task to each 3- how you made sure coaches had what they needed for the activity (their workbook and a pen); also, the equipment required for the Flag game was set up beforehand and readily available for Group F 4- the specific instructions you gave about what had to be done 5- the questions you asked the group at the end to check for understanding <p>Mention that in this case, a demonstration was not necessary.</p> <p>Emphasize the importance of a quick transition into the activity after the explanation and the demonstration have been dealt with.</p>

Time	Resources	LF notes
LA 5 Step 4 10 mins	RM P. 36-38	<p>Provide an overview of the Observation and Feedback steps and of factors influencing the quality of interactions with athletes presented in the RM p. 36-38.</p> <p>Draw the attention of coaches to those pages in the RM.</p>

Time	Resources	LF notes
LA 5 Step 5 5 mins	RM P. 36-38 CW P. 14, Section 4.2	<p>Invite coaches to reflect about how they provided feedback to their colleagues when they were practicing the Organization and Explanation/Demonstration steps, and how the feedback provided compares to the guidelines provided on RM p. 37.</p> <p>Ask them to write their comments or thoughts in the space provided on page 14 of the WB, (right column). They can also think about some of their comments could be formulated differently.</p>

Break – 10 minutes

Time	Resources	LF notes
LA 5 Step 6 20 mins	RM P.33-38	<p>Invite the groups to run their warm-up exercises/activity. Begin with the groups responsible for general warm-up activities, then follow with the groups responsible for specific-warm-up activities, and lastly, with the group that was assigned the Flag game.</p> <p>When a group runs its exercises/activity, other participants follow the instructions, as would athletes/participants.</p> <p>Offer short comments and feedback after each activity re. how it took place and how the key points identified in the RM P.32, about the teaching process were implemented.</p> <p>Model quality feedback, and make sure the comments you make are specific, clear, and directly related to the behaviours you wish to point out, and that they are offered in a constructive and respectful manner.</p>

Time	Resources	LF notes
<p>LA 6 Step 1 Continued</p>	<p>RM P. 41</p>	<p>Provide an example of a technical referent for Balance</p> <p>Indicate to coaches that the information about balance is included on page 41 of the RM. Go over the key aspects of the information on that page.</p> <p>Introduce the topic of balance: Outline briefly the following:</p> <p>1- What is Balance, 2- Types of Balance, and 3- Why Balance is important in Boxing. (See next page for the specific points to emphasize).</p> <p>Emphasize the referent for Balance and clarify some key concepts:</p> <ul style="list-style-type: none"> • The boxer’s feet constitute the base of support: wider base = more stability. • To achieve adequate balance while boxing, the athlete must: <ol style="list-style-type: none"> 1. flex his/her knees; 2. ensure his/her support base is adequate; this is done by keeping a sufficient gap between his/her feet, and by keeping one foot ahead of the other; 3. “slide” with his or her knees flexed when moving, as opposed to “hopping”. <p>Conclude:</p> <p>The 3 ways to improve balance in boxing must be achieved to an “optimal degree”, given the specific movements performed by the athlete. For instance, the flexion of the knees or the gap between the feet must not be over exaggerated: even though this would result in a greater stability, the boxer might not be able to move as quickly in the ring.</p> <p>Coaches should always pay attention to balance when they observe their athletes: if the legs are straight and the feet kept close together, the boxer will not be able to maintain proper balance and will be vulnerable.</p>

Time	Resources	LF notes
LA 6 Step 3 10 mins	WB P. 16 Section 5.2	<p>Conclusion for the day</p> <ul style="list-style-type: none"> • Conclude the day by mentioning that during the 3rd block we will continue working on the teaching of basic Boxing skills, so they should dress for gym work again. The focus of the next part of the workshop will be on teaching attacking and defensive actions, and on implementing progressions for these skills. As we work on this, we will also continue applying the teaching process and the skill analysis process we saw today. • Ask the group if there are questions or comments about Day 1 or about any other aspect of the Workshop so far. • Ask coaches to take a few moments to reflect about what they learned regarding teaching basic boxing skills (stance and footwork). • Invite them to write their comments or thoughts in the self-reflection box of section 5.2 on page 16 of the Workbook.

Block 3

Section 4 Teaching Basic Boxing Skills (Continued)

Learning Activity 7: Teaching Basic Boxing Skills 2

Using progressions and skill development model to teach offensive and defensive moves

Time	Resources	LF notes
<p>LA 7 Step 1 5 min</p>	<p>Flip chart, slides</p>	<p>Welcome coaches to Day 2 of the Workshop. Do a re-cap of day 1, e.g.:</p> <ul style="list-style-type: none"> • We started the workshop by reflecting about the fundamental nature of Boxing, and about the athletic abilities that support performance. We saw that motor abilities such as balance and coordination are very important in our sport, and that many physical abilities are also critical for performance, in particular speed, aerobic stamina, strength-endurance, speed-strength, and flexibility. • We then looked at what Boxing programs we need to consider the age of the participants in order to foster their long-term development. We saw that young boxers must not be trained as though they were adults. We also mentioned that there are “windows of optimal trainability” for the various athletic abilities, i.e. periods in life during which the response to training is very good. It is important to capitalize on these “windows” and offer the right type of programs to young athletes. We also discussed the important variations that can be seen in the rate at which children grow and mature during adolescence, and that this has serious repercussions on the choice of training activities and programs for optimal athletic development. • We also talked about risk factors and specific strategies to ensure participants can learn and practice our sport safely. Inspecting facilities and gym equipment, ensuring boxers use protective equipment that is well adjusted, having an Action Plan to address emergency situations in a timely manner, having a Code of Conduct for the boxers, ensuring adequate supervision and group control, proper matching of partners, and never exposing a boxer to attacks for which the appropriate defenses have not been learned are all important measures and steps coaches can take to ensure proper safety. • We worked with a process that has been proven effective for teaching, and saw the importance of steps such as Organization, Explanation/Demonstration, Observation and providing Feedback, and applied it to various general and specific warm-up exercises and activities. • Then, we looked at how we could use a simple process to analyze skill performance. As you will recall, performance analysis occurs during the Observation stage of the teaching process. We used the teaching process and the skill analysis model to go over fundamental skills such as the stance and footwork, which both require good balance.

		<p>Outline the focus of the 3rd block:</p> <p>This morning, we will continue applying the teaching process, the skill analysis model, and the information about learning styles, and do so for the teaching of basic offensive and defensive skills. We will also see progressions that can be used to ensure skills are learned in a safe environment.</p>
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Time	Resources	LF notes
LA 7 Step 2 10 minutes	Gym equipment	<p>Equipment used by the boxer to learn and to perfect the punching techniques</p> <p>Provide a quick overview of the various pieces of equipment used by the boxers to work on their punching technique in the Gym (heavy bags; maise bags; mirror for shadow boxing; wall bags; pads).</p> <p>Mention that there will be specific time set aside for pad work later in this block.</p> <p>Outline the specific types of gloves used by the boxers when they train on specific types of bags, and when they do pad work.</p>

Time	Resources	LF notes
LA 7 Step 3 15 minutes	RM P. 49- 50 RM P. 51	<p>The mechanics for the straight punch and teaching progressions for attacking moves</p> <p>Go over the <i>mechanics</i> of the straight punch. Emphasize the points outlined on the Reference Materials P. 49-50.</p> <p>Then, go over the progressions to teaching the Mechanics of the Straight Punch, RM P. 51</p> <p>As you do this, illustrate each step of the progressive approach using the appropriate gym equipment, where applicable. Make sure to be a good model.</p> <p>Check for understanding regularly, and answer questions.</p>

Time	Resources	LF notes
LA 7 Step 4 10 minutes	RM P.69	<p>Teaching progressions for defenses against specific attacking moves</p> <p>Go over the steps involved in the progressive teaching of the defenses against specific punching techniques (RM P. 69)</p> <p>As you do this, illustrate each step of the progressive approach using one of the participating coaches as the attacker (select one type of punch that the participant should use, e.g. jab to the head). Mention the type of protective equipment boxers should use. Important: <i>Here the focus should be on illustrating the various <u>steps in the progressive approach</u> used, NOT the specifics of the defense against the type of punch used by the attacker.</i></p> <p>Make sure to be a good model.</p> <p>Check for understanding regularly, and answer questions.</p>

Time	Resources	LF notes
LA 7 Step 5 20 minutes	<p>WB P. 17, Section 5.3</p> <p>RM P. 52- 55.</p> <p>RM P. 32- 38</p>	<p>Provide the following instructions to coaches:</p> <ul style="list-style-type: none"> • You will work in pairs, and practice teaching basic attacking skills, along with the associated defense. Pair-up with a new coach this time. • You will begin with the Jab to the Head and the Defences against the Jab to the Head (Block and Parry). One coach will teach the attacking move, the other the associated defenses. • When teaching your skill, you must: <ol style="list-style-type: none"> 1. Use the technical guidelines and principles pertaining to the skill that are provided on RM P. 52-55. 2. Implement the steps of the teaching process you worked on in the RM P. 32-38. • Take a few minutes to prepare and think about how you would go about teaching the skill assigned to you. • Within each pair, when one person plays the role of the “coach”, the other acts as the athlete. The “athlete” takes mental notes, and then provides feedback about the teaching process followed by his or her colleague. Important: <i>think about the way you are providing your feedback!</i> • When you are done with these two skills, go to Section 5.4 page 17 of CW of the Workbook, and think about how you would apply the principles of progressions that we just saw, and which are described on RM 54-55.

		<p>Observe and manage the activity Ensure a quick transition to the task after you provided your instructions.</p> <p>Walk amongst the groups and ensure they understand what they must do and are on task.</p> <p>After 10 minutes or so, start validating that the coaches are correctly applying the teaching principles and the technical guidelines pertaining to their skill.</p> <p>Provide feedback as necessary. Make sure <u>YOU</u> follow the guidelines about effective feedback in order to be a good model!</p>
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Time	Resources	LF notes												
LA 7 Step 6 30 minutes	WB P. 18, Section 5.5 RM P. 56- 59	<p>Additional attacking skills and associated defenses</p> <p>When the majority of coaches are done with the <i>Jab to the head</i> and the <i>Defences against the jab to the head</i>, move on to other skills (see below):</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Attacking Skills</th> <th style="width: 33%;">Associated Defences</th> <th style="width: 34%;">Pages of the RM P.</th> </tr> </thead> <tbody> <tr> <td>Jab to the Body</td> <td>Defences Against the Jab to the Body</td> <td>56</td> </tr> <tr> <td>Straight rear hand punch to the head</td> <td>Defence against the Straight rear hand punch to the head</td> <td>57-58</td> </tr> <tr> <td>Straight rear hand punch to the body</td> <td>Defence against the Straight Power Punch to the body</td> <td>59</td> </tr> </tbody> </table> <p>Provide the following instructions to coaches:</p> <ul style="list-style-type: none"> • Pair-up with a new coach. • Go to section 5.5 of the WB P. 18 and start working on other offensive and defensive skills. • Consult the RM for the technical guidelines (see table for list of skills and pages of the RM pages). • Coaches who still need to work on the Jab can continue to do so, but should consider wrapping up shortly in order to move on to other skills. • Each time you start working on a new skill, you should teach the defense if you were teaching the attack the previous time, and vice versa for your partner. • Continue applying the teaching process and practicing providing quality feedback. 	Attacking Skills	Associated Defences	Pages of the RM P.	Jab to the Body	Defences Against the Jab to the Body	56	Straight rear hand punch to the head	Defence against the Straight rear hand punch to the head	57-58	Straight rear hand punch to the body	Defence against the Straight Power Punch to the body	59
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		<p>Observe and manage the activity</p> <p>Ensure a quick transition to the task after you provided your instructions.</p> <p>Walk amongst the groups and ensure they understand what they must do and are on task.</p> <p>After 10 minutes or so, start validating that the coaches are correctly applying the teaching principles and the technical guidelines pertaining to their skill.</p> <p>Provide feedback as necessary. Make sure <u>YOU</u> follow the guidelines about effective feedback in order to be a good model!</p>
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Break: 10 minutes at the mid-point of block 3 of the workshop

Time	Resources	LF notes
LA 7 Step 7 10 minutes		<p>General group discussion</p> <p>Upon returning from the pause, engage into a general discussion with the group about:</p> <ol style="list-style-type: none"> 1- the various Boxing skills covered so far, 2- the application of the teaching principles, 3- the skill analysis model/technical guidelines, and 4- the progressive steps in teaching offensive and defensive moves <p>Clarify points or concepts as needed.</p>

Time	Resources	LF notes										
LA 7 Step 8 20 minutes	WB P. 18, Section 5.6 RM P. 60- 61	<p>Attacking skills and associated defenses: continued</p> <p>Invite coaches to continue their work with the attacking and defensive skills.</p> <p>When they are done with the Jab to the Body, Straight rear hand punch to the head, Straight rear hand punch to the body, and their associated defenses, they can move on to other skills.</p> <p>Depending on the available time, they should work on the following techniques:</p> <table border="1"> <thead> <tr> <th>Technique</th> <th>Pages of the RM P.</th> </tr> </thead> <tbody> <tr> <td>Basic Combination Punching with the Jab</td> <td>60</td> </tr> <tr> <td>Basic Combinations Using the Straight rear hand punch</td> <td>60</td> </tr> <tr> <td>Counter Punching with the Straight Power Punch</td> <td>61</td> </tr> <tr> <td>Covering Up</td> <td>61</td> </tr> </tbody> </table>	Technique	Pages of the RM P.	Basic Combination Punching with the Jab	60	Basic Combinations Using the Straight rear hand punch	60	Counter Punching with the Straight Power Punch	61	Covering Up	61
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Basic Combinations Using the Straight rear hand punch	60											
Counter Punching with the Straight Power Punch	61											
Covering Up	61											

		<p>Remind coaches:</p> <ul style="list-style-type: none"> • Each time you start working on a new skill, you should teach the defense if you were teaching the attack the previous time, and vice versa for your partner. • Continue applying the teaching process and practicing providing quality feedback. • Also, keep on thinking about how to apply sound offensive and defensive progressions <p>Observe and manage the activity See previous comments about observing and managing the activity, and about providing feedback to the coaches.</p> <p>Give a “heads-up” to the coaches when there are about 5 minutes left in this particular learning activity.</p>
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Learning Activity 8: Working with Pads

Time	Resources	LF notes
LA 8 Step 1 5 minutes	RM P. 62-64	<p>Introduce the topic</p> <p>Our next activity will focus on the effective use of pads as a training tool for technical work in the Gym.</p> <p>Provide a quick overview of the points below (see following pages for specific technical information to emphasize):</p> <ul style="list-style-type: none"> • What are pads? • Type of work that can be done with pads • Benefits of using pads as a training tool
LA 8 Step 2 10 minutes	RM P. 62-64	<p>LF demonstration: how to use pads effectively</p> <p>Go over the key aspects coaches must focus on to use pads effectively as a technical teaching tool:</p> <ul style="list-style-type: none"> • Equipment the boxer must use when working on pads (gloves) • How the coach should position himself/herself and his or her hands • Instructions and feedback during a pad session • Caution for coaches • Practical tips for coaches • Common mistakes • How to use pads effectively in the boxer’s program

Time	Resources	LF notes
LA 8 Step 3 20 minutes	RM P. 62-64	<p>Practical session: Using Pads Effectively</p> <p>Equipment needed: pads (if available) and boxing gloves, or boxing gloves only.</p> <p>Invite coaches to pair-up with a coach they have not worked with yet, to pick-up the equipment, and to break up into the gym, ensuring sufficient space between groups.</p> <p>Their task consists in practicing a session with pads: one coach leads the activity and must apply the technical guidelines about effective use of the pads, while the other follows his or her instructions. The jab should be the main attacking skill used during the session.</p> <p>The coach who leads the session must: (1) ensure the “boxer” has a sound stance, footwork, and jab technique; (2) apply the skill analysis model pertaining to these skills and analyze the “boxer’s” performance while he or she works on pads; and (3) use appropriate strategies to provide feedback to the “boxer”, based on the preferred learning style of the athlete (the coach who plays the role of the “boxer” tells his or her colleague what his or her preferred learning style is).</p> <p>Note: This is an activity during which coaches are expected to “integrate” a lot of the information and skills they have worked on since the beginning of the workshop.</p> <p>After approximately 8 minutes of pad work, coaches debrief this activity with each other for about 2 minutes, then switch roles.</p> <p>Observe and manage the activity as before, providing feedback to coaches as they work.</p>

Time	Resources	LF notes
LA 8 Step 4 10 minutes	WB P.19	<p>Individual reflection</p> <p>Invite coaches to complete the individual reflection on page 19 of the Workbook.</p> <p>They must reflect about what they have learned concerning teaching attacking and defense skills, the use of progressions, and the effective use of pads.</p>

Time	Resources	LF notes
<p>LA 8 Step 5 5 minutes</p>		<p>Wrap-up</p> <p>Wrap-up the 3rd 3-hour block by mentioning that coaches have covered a lot of technical material about how to teach boxing skills during the past 6 hours.</p> <p>Back home, they should take the time to go over these points again, and practice using the teaching principles, the information about learning styles, the skill analysis model, the technical guidelines, and the guidelines for progression. While this may seem like a lot of information to integrate, pretty soon they will start applying these principles naturally.</p> <p>The key is to use the skills they have learned regularly, and to reflect critically about their own approach to coaching, in order to keep improving.</p> <p>Mention that the basic Boxing skills should be taught in the order that they appear in the Reference Material. This will ensure a sound progression in technical development.</p> <p>Mention that the last 3-hour block will be split in half between Gym work and classroom type work. They will go over: (1) some exercises for developing balance and coordination, (2) the role of the Second during a fight, and (3) ringcraft principles and how the scoring system can influence some of the tactics used during a fight.</p>

Block 4

Section 4 Teaching Basic Boxing Skills (Continued)

Time	Resources	LF notes
5 minutes		<p>Introduction to Block 4 of the Workshop</p> <p>Welcome coaches and introduce the topics that will be dealt with in Block 4.</p> <p>The last 3-hour block will be split in half between Gym work and classroom-type work. We will begin with gym work and continue practicing our work with pads. Then we will go over: (1) some exercises for developing balance and coordination, (2) the role of the Second during a fight, and (3) ringcraft principles and how the scoring system can influence some of the tactics used during a fight.</p> <p>Notes to the LF:</p> <p>Depending on where things stand with the workshop schedule at the beginning of Block 4, the above may have to be adjusted. For instance, if the technical aspects that were scheduled to be covered in Block 3 could not all be dealt with, make sure the learning activities that focus on the teaching of boxing techniques can be completed as thoroughly as possible, and that participants have sufficient time to practice their coaching skills. If necessary, cancel the activity that deals with developing balance and coordination.</p> <p>Then, invite coaches to go get the equipment needed for the pad session, and continue practicing working with pads.</p>

Learning Activity 9: Guidelines and Principles for Shadow Boxing

Time	Resources	LF notes
LA 9 Step 1 5 minutes		<p>Introduce the activity</p> <p>Mention that the next activity will focus on shadow boxing, and what to do to lead an effective shadow boxing activity.</p> <p>Ask the group to describe:</p> <ol style="list-style-type: none"> 1- what shadow boxing is 2- the reasons why boxers shadow box
LA 9 Step 2 5 minutes		<p>Validate the information provided by the coaches, and complete if necessary.</p> <p>Then present briefly the following key points:</p> <ul style="list-style-type: none"> • Purpose of shadow boxing • Equipment needed • When to use shadow boxing within a session, and the learning process of the boxer • Duration of a shadow boxing session

Time	Resources	LF notes
LA 9 Step 3 15 minutes		<p>Leading a shadow boxing session</p> <p>Walk coaches through the steps of how to lead a shadow boxing session effectively. You act as the group leader, and they follow your guidelines as you go through each step. Aspects to deal with:</p> <ul style="list-style-type: none"> • Position of the coach relative to the group • Position of the participants in the gym relative to each other and the mirror • Type of instructions to give to participants before and during the activity • Specific aspects to watch for during the activity • How best to communicate with the group and with individual athletes <p>Invite small groups of coaches (4-5) to be the activity leaders for a few minutes. Rotate until everyone has had a chance to play the role of the group leaders.</p> <p>Activity wrap-up: Recap the purpose and the benefits of shadow boxing, and how best to include this training technique in the learning process of a young, developing boxer.</p>

Learning Activity 10: Guidelines and Principles for Developing Balance and Coordination

Time	Resources	LF notes
LA 10 Step 1 5 minutes	RM P. 65-68	<p>Note to LF: This section outlines some guidelines for improving Balance and Coordination, two important motor abilities in Boxing. Sample pieces of equipment that can be used for balance exercises are also shown.</p> <p>Introduce the topic</p> <ul style="list-style-type: none"> • Earlier in the workshop, we saw that balance is an important motor ability supporting performance in Boxing, and that the proper execution of most skills requires the boxer to remain balanced throughout. • Many participants you will meet in your gyms may not have had the chance to experience a sound motor and general athletic development before; as a result, they may have shortcomings in the areas of balance and coordination. • While these abilities can be improved at any age with training, there are critical times in life when they should be emphasized, and it is when the athletes are young. • For these reasons, you may have to incorporate some exercises for improving balance in your boxers’ program, regardless of their age.

Time	Resources	LF notes
LA 10 Step 2 10 minutes	RM P. 65-68 Flip chart	<p>Outline the types of activities that athletes should do to improve stability and balance:</p> <ul style="list-style-type: none"> • Unusual or difficult positions can be assumed and maintained for some time. • Familiar movements can be performed in unusual positions (e.g. walking backwards or in a “squatted” position) or conditions (e.g. walking on a narrow beam; standing on one foot with the eyes closed, walking backwards with the eyes closed; etc.) • Balance may also be challenged by external factors, in such a way that an effort is required to stabilize the body and maintain balance during the execution of certain movements. <p>Have coaches experiment with some of the exercises and movements that are outlined on RM P. 67: standing upright on one foot; bending forward while standing on one foot; and doing any of these exercises with the eyes closed.</p>

Time	Resources	LF notes
<p>LA 10</p> <p>Step 3</p> <p>10 minutes</p>	<p>RM P.65-68</p>	<p>Present various types of equipment that could be used to improve stability:</p> <ul style="list-style-type: none"> • Balance board • Foam rollers (round and half-round) • Swiss or Balance ball • BOSU ball <p>Mention that when using this type of equipment, the athlete’s balance is challenged, and an effort is required to stabilize the body during the execution of specific movements.</p> <p>Invite coaches to try using the equipment (in this case, with one foot).</p> <p>Mention that this equipment can be used to perform specific balance drills (e.g. standing on one foot on a BOSU ball), but it can also be used when performing certain resistance training exercises, such as half or full squats, pulling or pushing movements, etc.</p> <p>Ask volunteers to try to perform a squat or a half squat on a balance board or foam roller.</p> <p>Ask them how different it feels compared to performing the same exercise on the gym floor.</p> <p>Mention that working harder to maintain a stable body position when performing a particular exercise does several things for an athlete’s balance:</p> <ol style="list-style-type: none"> 1. It promotes the involvement of specific muscles in the legs, feet and core that serve to stabilize the body, teaches the muscles how to work together, and helps to strengthen them. 2. It trains the proprioceptors in the joints and muscles. Proprioceptors convey information relevant to posture from the musculoskeletal system to the brain. Balance training enhances the response of these receptors, which helps the athlete maintain a proper body position during exercise without the need for conscious control. 3. It forces the athlete to <i>look ahead</i> while performing the exercise, not <i>down at the ground</i> ; this helps the athlete to use and process visual clues to remain balanced. <p>Wrap up: Mention that doing these activities can add some fun and variety to regular gym sessions, while also achieving important training goals. Some activities, such as walking or jogging backwards or doing certain activities with the eyes closed, can also be incorporated into the boxer’s warm up.</p>

Section 5 - Providing support to a boxer in competition

Learning Activity 11: Simulating the role and duties of the “second”

Time	Resources	LF notes
LA 11 Step 1 5 minutes		<p>Introduce the topic</p> <ul style="list-style-type: none"> • We will now move on to some of the responsibilities Coaches have when they provide support to boxers during a competition. • During a competition, a boxer can be supported by up to three coaches depending on the level of competition. For club shows and local competitions, two coaches are typical but at international events and Major Games, three coaches are the norm. In the corner, you will have a head coach, and the other coach(es) are referred to as the “Second”. • Instruction-beginner coaches will often be involved as “Seconds” during competitions, and they must therefore be familiar with the key roles and responsibilities of this position. It should be noted that the Head Coach may vary the roles assigned to the Second so always make sure to go over your assigned duties before each bout. • For the next few minutes, we will focus on the role of the Second.

Time	Resources	LF notes
LA 11 Step 2 10 minutes	<p>Clean towels</p> <p>New sponges</p> <p>New and clean water bottles</p> <p>Cheap mouthpieces</p> <p>Rubber gloves</p> <p>Chairs</p> <p>WB P. 20</p>	<p>Get ready for the activity:</p> <ul style="list-style-type: none"> • Ask the coaches to form groups of 3, and to get together with people they have not had a chance to work with up until now. • Hand over a plastic bag containing the following items to one member of each group: a new and clean water bottle, a new sponge, a mouthpiece, a pair of rubber gloves, and a clean towel. Groups will also require a chair for this activity. • Groups should spread around the room. <p>Provide instructions to the coaches:</p> <ul style="list-style-type: none"> • Each group must simulate what the Second does to assist the boxer between rounds. • Within each group, one person must play the role of the Second, one person the role of the boxer, and the third person will be an observer/recorder. • Invite coaches to determine who will play each role within their group. • The LF will give 3 signals: • At the first signal, the person who plays the role of the second will have 2 minutes to think about what he/she will do; during this time, the person who plays the role of the boxer will jog or exercise, to be a bit out

		<p>of breath when they sit down in the corner; the observer must make sure everything is ready for the activity and prepare to record the job.</p> <ol style="list-style-type: none"> 1. At the second signal, those who play the role of the boxer will go back quickly to their group. 2. At the third signal, the simulation begins <u>and will last one minute, which is the length of the rest period between rounds</u>. During this time, the Second will provide support to the boxer, and the observer will record what transpires. Refer to page 20 of the WB. <p>Check for understanding and get the activity under-way.</p>
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Time	Resources	LF notes
LA 11 Step 3 5 minutes	WB P. 20	<p>When the simulation is completed, the Boxer and the Second do a personal reflection about what took place and write their comments on WB P. 20. They should reflect about how they felt, what was done, etc.</p> <p>The recorder may use this time to complete their notes or organize the information.</p>

Time	Resources	LF notes
LA 11 Step 4 10 minutes	WB P. 20	<p>Invite the coaches of each group to share their comments about what took place when the Second was providing support to the boxer during the simulation.</p> <p>The Boxer should go first.</p> <p>The person who played the role of the recorder/observer should validate the observations of the others.</p>

Role of the Second

Follow the instructions of the Learning Facilitator. You will work in groups of 3 and go through the duties of the Second during the break between rounds.

Use the space below to record your observations or your comments.

My role during the activity: () Boxer () Second Observer/recorder ()



Time	Resources	LF notes
LA 11 Step 5 5 minutes	WB P. 20	<p>Debrief with the whole group.</p> <ul style="list-style-type: none"> • Start with the “boxers”: <i>How did they feel?</i> • Then, the observers: What was, in their opinion, the <u>best thing</u> the Second did to provide support to the Boxer? • And then, the Seconds: Name one thing you would do differently next time.

Time	Resources	LF notes
LA 11 Step 6 10 minutes	RM P. 71-72	<p>Invite coaches to go to pages 71-72 of the Reference Material.</p> <p>Go quickly over the key points about what is expected of the Second:</p> <ul style="list-style-type: none"> • The principal duty is to see that the boxer gets the necessary rest and aid during the breaks. • The Second must remain calm and project a reassuring attitude. • The Second needs to be well organized, and time efficient is a must because of the limited time between the rounds. • During the fight, the Second will often talk with the Coach and discuss how the boxer and the opponent are doing. However, the Second should keep in mind that the person ultimately in charge is the Coach, it is important to adopt a professional attitude with regards to the technical decisions or interventions made by the Coach. • Similarly, the Second must always have a respectful attitude towards the referee and judges. <p>Go quickly over the equipment used by the Second.</p> <p>Review the procedure that should be followed by the Second between rounds. This can be done with one of the participants playing the role of the Boxer.</p> <p>Conclude by outlining the other responsibilities of the Second:</p> <ul style="list-style-type: none"> • If the boxer has been injured in one way or another during the fight, the second must consult with the doctor as soon as possible after the end of the match. • If a boxer is knocked out during a fight, the Second must follow the doctor’s directive to ensure the athlete receives the most suitable treatment without delay.

10-minute break

Learning Activity 12: Understanding and teaching the scoring systems used in boxing. Impact of the scoring system in use on basic tactics during a competition

Time	Resources	LF notes
LA 12 Step 1 20 minutes	RM P. 73-74 WB P. 21-22	In plenary, lead a group discussion on basic ringcraft and boxing tactics. Invite coaches to take notes as necessary in their WB P.21-22 For instance, you may ask the group: <ul style="list-style-type: none"> • What basic ringcraft, attitudes, or tactical principles would you teach young boxers in the early stages of their competitive careers? Make sure the key points about Basic Ringcraft principles (RM P. 73) and Boxing Tactics and the Scoring system (RM P.74-75) are covered.

Workshop Conclusion and Wrap-up

Time	Resources	LF notes
20 minutes	Instruction-Beginner development system RM P.9	<ul style="list-style-type: none"> • Congratulate the coaches on their hard work throughout the workshop and ask them if they have comments to make, or questions to ask. • Encourage coaches to reflect regularly on their coaching, and to consult the RM regularly. The RM contains a lot of practical information not only about Boxing skills and techniques, but also about important coaching responsibilities such as safety, being a good role model, and teaching. • Mention that the LTD guidelines present important information about what to emphasize in a boxing program. It is critical to take a long-term approach in the athletic development of young boxers. • Encourage coaches to make things fun for their athletes, with the right dose of challenge. They should be creative in their coaching and should not be afraid to innovate and to try new methods as long as those are safe for the athletes and respect the basic principles we have discussed in this workshop. • Tell the coaches that they will be registered as “Instruction-beginners coaches in Training” in the CAC Database. It may take some time before their records can be consulted online. <i>Optional: quickly review the requirements for completing training in this context:</i> <ul style="list-style-type: none"> • After this workshop, coaches will be entered in the NCCP database as Boxing Instruction-Beginners Coaches – In training. • If they want to enter the Competition-introduction program, they must first do the online “<i>making ethical decisions</i>” evaluation. They do not have to be “fully certified” to continue their training as Competition-introduction coaches. • The additional training available to Competition-introduction Coaches includes one more Boxing-specific workshop, plus an additional Multisport workshop: part B. If coaches do all this training, they will be considered Competition-introduction Trained in the NCCP database. • When <u>all six evaluation requirements</u> in place for Instruction-Beginner Coaches have been successfully completed, they will become Competition-introduction Certified. Any evaluation done as an Instruction-beginners also counts toward the Competition-introduction certification process. • Mention how coaches can find out about the schedule of multisport modules offered in their area, and how they can get the information about the second Boxing-specific workshop. This information is also available online through Boxing Canada’s and the Coaching Association of Canada’s respective web sites.

Time	Resources	LF notes
Continued	Evaluation forms for workshop	<ul style="list-style-type: none"> • Distribute the workshop evaluation forms. These forms may be kept anonymous, if they wish. • Give coaches a few minutes to fill out the forms; then, ask them to return them to you before they go. • Thank the coaches for a great workshop and wish them a successful coaching career! <p>Note: Make sure to take the appropriate information (e.g. emails, etc.) to follow-up with the coaches after the workshop, as per any commitment made to them during the weekend.</p>