BOXING CANADA

NATIONAL COACHING CERTIFICATION PROGRAM

COMPETITION INTRODUCTION TRAINING

LEARNING FACILITATORS GUIDE

(Version 1.2 – August 28th, 2018)

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ACKNOWLEDGEMENTS

This Learning Facilitators Guide has been compiled from resources produced by the Coaching Association of Canada (2006), as well as from several other national sport organizations.

The Learning Facilitators Guide was produced by Daniel Trépanier, Boxing Canada High Performance Director, and Alain Marion M.Sc., Contractor.

Boxing Canada would like to thank all the coaches, athletes, volunteers, employees, administrators and friends who provided support, assistance, expertise, enthusiasm and advice throughout the development stages of the Coach Education and Training workshop.

This document was produced with the cooperation and financial assistance of the Coaching Association of Canada and Sport Canada.

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Competition introduction Workshop: Overview

Duration: 13 hours and 30 minutes Format: Classroom and Gym

The tables on the following pages provide an outline of the various learning activities that were developed for Boxing Canada's *Competition introduction Workshop*.

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.

Because this is a Boxing-specific coach training workshop, many learning activities will be taking place in the gym. To facilitate the delivery of these activities, some of the information featured in the Reference Material has been packaged into *Worksheets*, and inserted at the end of the Coach Workbook. Coaches should refer to and use the appropriate worksheets when completing specific activities.

In addition to the Coach Workbook and the Reference Material, participants to this workshop will also receive a copy of Boxing Canada's *Physical Preparation Manual* or PPM. They will use the PPM when they complete the learning activities that deal with fitness and conditioning.

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.

The teaching principles and methods that were dealt with during the Instruction beginners workshop are reviewed briefly in the first 3-hour block, and it is expected that they will be put into practice by the participants 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 this document:

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

WB = Coach Workbook (**WB 16** = refer to page 16 of the Coach Workbook)

RM = Reference Material (**RM 23** = consult page 23 of the Reference Material)

WS = Worksheet (WS 2 = use Worksheet 2 which is inserted at the end of the Workbook)

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

Competition introduction Workshop – Overview

Block 1 (3 hours: 09h00-12h00)

Themes/duration	Description	T tot (min)
Introduction to the Workshop (10 min)	Welcome of participants; overview, timelines and logistics	10
Certification (10 min)	LF provides quick overview of the Competition introduction certification requirements	20
Icebreaker (10 min)		30
Theme 1 - Performance analysis (80 minutes)		
Review of the Skill Analysis Model and fundamental boxing skills featured in the Instruction beginners manual. Referent for balance. (17 min)	LF introduces the topic and makes link with the teaching process (e.g. 2 of the most important things a coach does are to (1) teach athletes a variety of skills and tactics; and (2) observe and analyze the athletes' performance, in order to correct mistakes or errors. LF quickly reviews the Teaching Process, and positions Performance Analysis in the *Observation* stage. LF reviews the basic skill analysis model covered in the Instruction beginners workshop. LF provides a referent for balance, which is critical for the correct execution of all Boxing skills. The factors that affect balance are outlined, and the correct boxing stance is presented to provide a practical example	47
WB Task 1 – Performance analysis. Debrief and discussion (18 min)	WB Task 1- The LF performs 5 basic skills in front of the group, and deliberately includes a variety of technical flaws during the execution. Each skill is presented from a variety of angles, performed slowly at first, and then performed at training or competition speed. (**Note**: alternatively, a video can be shown). The coach's tasks are to: (1) name the skill that the LF is performing; (2) identify major errors in technique or skill execution; (3) identify possible corrective measures. This is an individual exercise done by the coaches. After each demonstration, the LF gives a few minutes to coaches to complete their analysis, and then engages the group into a discussion. For each skill, the name, the errors, and some corrective measures are outlined through the discussions with the coaches	65
Comprehensive perf. analysis model (10 min)	LF introduces and presents the more comprehensive performance analysis model.	75
Application of the comprehensive performance analysis model (15 min)	Coaches work in small groups (2-3), and analyze a variety of scenarios that deal with various causes of errors (environment; equipment; cognitive; emotional; tactical; technical). Each scenario features a series of pictures, as well as a short description providing a context for the situation to analyze.	90
Break (10 min)		100
Debrief and discussion (15 min)	LF engages the group into a discussion, and goes over each scenario. For each situation, the likely cause(s) of errors, and some corrective measures are outlined.	115

Block 1 (3 hours: 09h00-12h00) - Continued

Themes/duration	Description	T tot (min)
Theme 2 - Intermediate Boxing skills part 1 (55 minutes)		
Teaching process review (5 min)	LF goes quickly over the teaching methodology worksheets included in the workbook. He or she reminds participants that this was dealt with extensively during the Instruction beginners workshop, but it is expected that Competition introduction coaches will continue to apply this process systematically whenever they teach.	120
Side steps (15 min)	The LF explains and makes a demo of the **Side steps** and emphasizes the key technical aspects of this move, as well as why and when it is used. Coaches then work in pairs and teach each other the side steps (lead foot direction; rear foot direction). They pay attention to the organization, explanation/demonstration, observation and feedback steps. The time allocated serves not only to deal with the skills, but also to make sure everyone is re-acquainted with the teaching process and the key aspects to take into account in each step.	135
Pivot (5 min)	The LF explains and makes a demo of the **Pivot** and emphasizes the key technical aspects of this move, as well as why and when it is used. Coaches perform a few pivots on each side. Then, they work in pairs and analyze each other's Pivot using the performance analysis model and the technical guidelines for the skill.	140
Hook to the Head and Defences against the Hook to the Head Progressions in skills teaching (30 min)	The LF explains and makes a demo of the **Lead hand hook to the head** and emphasizes the key technical aspects of this punch. He or she also outlines the key points of the progressions that can be used when teaching attacking skills. Some demonstrations regarding the application of these guidelines applied to the hook are also done with a few participants. Coaches then form new pairs, and go over the main technical aspects of the **Lead hand hook to the head** as they practice applying the progression guidelines to this punch. The LF then demonstrates the basic **Defences against the lead hand hook to the head (forearm bloc; ducking)**, and goes over the key technical points of each. He or she also makes a short presentation outlining the key points of the **progressions** that can be used when teaching defensive skills. Some demonstrations involving participants are also done. Coaches then work in pairs and go over the main technical aspects of the **forearm bloc and ducking** as they practice applying the progression guidelines for these defensive moves.	170
Hook to the body (10 min)	The LF explains and makes a demo of the **Lead hand hook to the body** and emphasizes the key technical aspects of this punch. Some demonstrations regarding the application of the offensive progression guidelines applied to this skill are also done with a few participants. Coaches then work in pairs and go over the main technical aspects of the **lead hand hook to the body** as they practice applying the progression guidelines to this punch.	180
Debrief and Overview of Block 2 (5 min)	LF debriefs the work done in the area of teaching skills so far, making links between the teaching methodology, technical content/information, and performance analysis. LF provides an overview of block 2, which will focus on (1) additional intermediate boxing techniques and (3) an introduction to the boxer's program. Q & A if necessary.	185
Lunch (60 min)		

Block 2 (3h30: 13h00-16h30)

Themes / duration	Description	T tot (min)
Overview of Block 2 (2 min)	LF provides an overview of block 2, which will focus on the teaching of additional intermediate boxing techniques as well as the boxer's preparation program.	2
Questions/comments from block 1 (5 min)	LF answers questions or clarifies aspects pertaining to what was done in Block 1.	7
Theme 2 (continued)- Intermediate Boxing skills part 2 (70 minutes)		
Defences against the Hook to the head and the Hook to the body. Progressions in skills teaching (20 min)	The LF re-emphasizes the key points regarding the **lead hand hook to the body**, and then describes/demonstrates the **defence against this punch (elbow bloc)**, going over the key technical points of each. He or she also makes a short presentation outlining the key points of the progressions that can be used when teaching defensive skills. Some demonstrations involving participants are also done. Coaches then work in pairs and go over the main technical aspects of the **elbow bloc** as they practice applying the progression guidelines for these defensive moves. LF validates throughout to ensure proper application of the guidelines, and does a short debrief at the end of the activity.	27
Review: Power Punch to the Head (5 min)	As a review, the LF makes a brief review of the correct execution of the Jab and the Power Punch to the Head and goes over the key technical aspects.	32
Combinations with the Lead Hand Hook (33 min)	The LF outlines the key aspects to keep in mind when teaching combinations. Coaches form groups of 3, and go over the specific aspects of teaching the following combinations (correct execution; use of adequate progression; performance analysis): 1. Jab, Step and Lead Hand Hook to the Head 2. Double Hook: The Lead Hand Hook to the Body and to the Head 3. Jab, Straight Power Punch and Lead Hand Hook to the Head 4. Jab to the Head, Straight Power Punch to the Head, and Lead Hand Hook to the Body For each skill, one coach focuses on the explanation of the key points, one coach on the correct demonstration, and one coach on analyzing the performance. Coaches change roles after each combination. LF validates and intervenes with groups as necessary.	65
Debrief (7 min)	LF and coaches debrief the technical work done so far; LF clarifies and answers questions where necessary. LF reminds coaches that in real life, when they analyze the performance of their athletes, they should not restrict their analyses to the technical factors, but take into consideration other factors such as equipment, environment, cognitive and emotional factors, tactical intentions, and fitness.	72
Individual reflection (3 min)	Coaches reflect about what they have learned regarding the teaching of intermediate boxing skills.	75
Transition break (5 min)	Coaches transition to the classroom setting, and relax for a few minutes.	80

Block 2 (3h30: 13h00-16h30) - Continued

Themes/duration	Description	T tot (min)
Theme 3 - The boxer's program (85 minutes)		
Introduction and overview (10 min)	The LF introduces the next topic: the boxer's preparation program. He or she provides a brief overview of the characteristics of a sport program. The LF mentions that coaches will not design a program per se during the workshop, as this would take too much time; however, they will reflect on how the specifics of programs should vary according to the age and training background of the boxers. Sample programs will also be outlined, consistent with the general LTAD guidelines of Boxing Canada.	90
Reflections about the programs for groups of participants who have widely different needs (12 min.)	In small groups, coaches are invited to reflect on the major differences that should be found between the programs of a 12 year old who joins a boxing club for the first time and the program of a 16 year old who has been involved in Boxing for 2 or 3 years, and who is involved in 3 or 4 fights during the season, including a regional/provincial championship.	102
Debrief (10 min)	The debrief is done in plenary. The LF make linkages with Boxing Canada's LTAD and outlines the recommendations for young participants.	112
Pause (8 min)		120
The boxer's program (45 min)	LF presents the classification of skills. Then, the LF clarifies the various types of exercises and provides boxing-specific examples. LF goes over the key features of what the boxer's training and preparation program should be depending on age and experience. 4 sample programs are discussed briefly: (1) new boxer (no fight for several months); (2) boxer who has been in a club for a while, and who prepares for a first fight; (3) competition introduction-level boxer; (4) adult recreational boxer. LF makes links with LTAD information, and clarifies/answers questions where necessary while going over each program.	165
Individual reflection (3 min)	Coaches reflect about what they have learned regarding the Boxer's program.	168
Transition to the gym setting (2 min.)		170
Theme 4 - Intermediate Boxing skills part 3 (40 minutes)		
Rear hand uppercut to the head and to the body. (20 min)	The LF introduces the rear hand uppercut, and reminds coaches that this is an Intermediate skill that is more advanced, hence its classification as Intermediate 3 in Chapter 7. The LF explains and makes a demo of the **Rear Hand Uppercut to the Chin** and emphasizes the key technical aspects of this punch. He or she also outlines the key points of the progressions that can be used when teaching attacking skills. Some demonstrations regarding the application of the progression guidelines are also done with a few participants. He or she then repeats for the **Rear Hand Uppercut to the Body**. Coaches then form new pairs, and go over the main technical aspects of the **Rear Hand Uppercut to the Head and to the Body** as they practice applying the teaching progression guidelines to these punches.	190

Block 2 (3h30: 13h00-16h30) - Continued

Themes / duration	Description	T tot (min)
Defences against the rear hand uppercut to the head and to the body. (15 minutes)	The LF then explains and makes a demo of the **Defence against the Rear Hand Uppercut to the Chin (Lead Hand Block)** and emphasizes the key technical aspects of this move. He or she then repeats for the **Defence against the Lead Hand Uppercut to the Body (Elbow Block)**. Coaches work in groups of 3: • one is the attacker performing one of the uppercuts, • another defends using the appropriate defence, and • the third coach analyzes the performance of the others. The attacker and the defender perform a few movements under controlled conditions while the observer analyzes from different angles. Then, the 3 coaches share the key points they would emphasize about each skill, and discuss possible challenges when teaching them. Coaches take turns as the attacker, defender, and observer.	205
Wrap up for the day (5 min)	LF provides an overview of the next day, which will focus on (1) additional intermediate boxing techniques, (2) Boxing tactics, (3) Physical preparation; and (4) support to the boxer in preparation for, during, and after a fight. Q & A if necessary. Task to be completed before Block 3 begins: Coaches must read pages 64-68 and 74-76 of Chapter 4 “Tactics” before the beginning of Block 3.	210

Block 3 (3h30: 8h30 to 12h00)

Themes / duration	Description	T tot (min)
Intro and overview of the day (5 min)	LF provides an overview of the day, which will focus on (1) Physical preparation; (2) additional intermediate boxing techniques, (3) Boxing tactics, and (4) support to the boxer in preparation for, during, and after a fight.	5
Questions/comments from day 1 (5 min)	LF invites participants to comment about day 1, or to ask questions pertaining to what was covered during the first day of the workshop.	10
Theme 5 - Physical preparation (120 minutes)		
Introduction and key concepts (15 min)	LF introduces this segment of the workshop which will focus on the training methods to develop physical athletic abilities that are important in competitive boxing, i.e. aerobic stamina, speed, speed-endurance, flexibility, strength-endurance, and strength. The LF provides an overview of the key training principles and concepts. He or she also provides an overview of common methods used when training the athletic abilities: Continuous Training, Interval Training, Fartlek, and Circuit Training.	25

Block 3 (3h30: 8h30 to 12h00) - Continued

Themes / duration	Description	T tot (min)

Explanation of Coach's Task, WB Section 5 (5 min)	LF distributes the Physical Preparation Manual (PPM) and explains the task:
	• coaches will work in small groups (3-4);
	• each group will be assigned one athletic ability (AA) and must prepare a 10-min presentation outlining:
	  • what this athletic ability is about
	  • why it is important in boxing,
	  • methods to develop it (including loading protocols),
	  • when to train it in the competitive boxer's program
	
	In Section 5 of the WB, a specific worksheet is provided for each AA; it can be used to record the key points about how to train the AA. For each key point, the pages of the PPM where the information can be found are also indicated.
	
	Depending on the AA, some groups must also select and demonstrate certain training exercises. The LF refers coaches to Annex 3 (Stretching) and Annex 4 (Resistance Training) of the PPM which include sample exercises.
	
	The LF assigns one AA to each working group. Due to time constraints, only 6 AAs can be dealt with:
	1. Aerobic stamina-endurance
	2. Aerobic stamina-maximal aerobic power
	3. Speed of movement and reaction time
	4. Flexibility
	5. Strength-endurance
	6. Maximum strength
		30

Coaches' task re. physical preparation (25 min)	Coaches work in small groups and complete their workbook task, using their worksheet and the PPM.	55
Coaches' presentations re. physical preparation (30 min)	Coaches present their information re. how to train the AA assigned to their group. LF validates and completes the information provided by each group where necessary. Effective time management is critical here.	85
Pause (10 min)		95
Coaches' presentations re. physical preparation - continued (40 min)	Coaches present their information re. how to train the AA assigned to their group. LF validates and completes the information provided by each group where necessary. Effective time management is critical here.	135
Summary and wrap-up of the Physical Preparation Theme (5 min.)	The LF wraps up the Theme by emphasizing: • the need to focus on specific athletic abilities during particular stages of the athletic development process (c.f. LTAD) • the importance of always applying the training principles, in particular progressions • the importance of recovery to promote adaptations • the sequence for training the AAs in the boxer's program • the safety guidelines that relate to Flexibility and Resistance Training • the contents of Annexes 3 and 4 (stretching and RT exercises) of the PPM	140
Individual reflection (3 min)	Coaches reflect about what they have learned regarding physical preparation.	143
Transition to the Gym setting (2 min)		145

Block 3 (3h30: 8h30 to 12h00) - Continued

Themes / duration	Description	T tot (min)
Theme 6 - Intermediate Boxing skills part 4 (60 minutes)		
Combinations with the Rear Hand Uppercut (15 min.)	The LF explains and makes a demo of the **Combinations with the Rear hand Uppercut** and emphasizes the key technical aspects of this move using participants as demonstrators. The LF uses different participants for each combination: 1. The Rear Hand Uppercut to the Body and Lead Hand Hook to the Head. 2. The Hook with the Lead Hand to the Head, Rear Hand Uppercut to the Body and Hook with the Lead Hand to the Head. Coaches work in groups of 2. They apply the progression guidelines for teaching each combination. One coach performs one of the combinations, following the instructions of the other, and then the 2 coaches share the key points they would emphasize about this skill, and discuss possible challenges when teaching them. Coaches then switch roles for the second combination.	160
Blind Jab and associated defences (20 min.)	The LF explains and makes a demo of the **Blind Jab** and emphasizes the key technical aspects of this move. Coaches then perform a few repetitions of the Blind Jab individually. The LF then explains and makes a demo of the **Defenses against the blind jab** and emphasizes the key technical aspects of these move using one participant as the attacker using the blind jab. 1. Ducking 2. Swaying Back 3. Rear to Front Parry of the Jab 4. The Step Back Coaches then work in groups of 3: • one is the attacker performing one of the Blind Jab, • another defends using one defence, and • the third coach analyzes the performance of the others. The attacker and the defender perform a few movements under controlled conditions while the observer analyzes from different angles. Then, the 3 coaches share the key points they would emphasize about each skill, and discuss possible challenges when teaching them. Coaches take turns as the attacker, defender, and observer to cover all 4 defensive moves.	180
Various counters (25 min.)	Given the available time remaining, the LF explains and makes a demo of as many of the following counters below, and emphasizes the key technical aspects of each move. 1. Counter against the Straight Power Punch: The Front to Rear Parry/Str. Pwr. Punch 2. Counter against the Lead Hand Hook: the Jab to the Head 3. Counter against the Lead Hand Hook: The Straight Power Punch to the Head 4. Counter against the Jab: the Slip to the Front Foot Side and Hook 5. Counter against the Jab: the Rear to Front Parry and Hook to the Body 6. Counter against the Jab: Ducking and Delivering the Lead Hand Hook to the Head 7. Counter against the Jab: Straight Power Punch to the Body 8. Counter against the Hook to the Body: the Jab to the Head 9. Counter against the Hook to the Body: the Straight Power Punch to the Head After each demo, coaches form pairs. One coach performs the attacking move under controlled conditions, and the other performs the counter. Then they switch.	205
Conclusion of Block 3	Wrap-up of the morning's activities, and overview of the afternoon session.	210
Lunch 60 minutes		

Block 4 (3h30: 13h00 to 16h30)

Themes / duration	Description	T tot (min)
Intro and overview of the afternoon (5 min)		5
Theme 7 – Boxing Tactics (105 minutes)		
Introduction (5 min)	LF introduces the topic of Tactics and makes a distinction between strategy and tactics. Using a flip chart or a slide, he or she then lists the tactical principles that can be used when implementing tactical actions, and when teaching them. Note: Coaches should have read this information the pervious evening).	10
Tactical principles (25 min)	Coaches complete exercise 7.1 in the workbook whereby they must (1) indicate the purpose of or the main intent behind each tactic and (2) link each action to one or more tactical principles.	35
Debrief (10 min)	The exercise is debriefed in plenary	45
Guidelines for Teaching tactics (10 min.)	The LF goes over the guidelines that are proposed for the teaching of tactics to young boxers. These guidelines move from “understanding key concepts”, to “knowing the intentions behind the use of a particular tactic”, to “linking the skills with the intentions”, to “recognizing whether the conditions are favourable for the tactical action”, to “practicing in easy conditions”, to “critical reflection”, to “practicing in more complex conditions”, to “critical reflection”, to “expanding the repertoire of tactics”.	55
Designing an activity to teaching a tactic or to improve a boxer’s tactical sense (20 min)	In small groups, coaches complete exercise 7.2 in the workbook whereby they must apply the above guidelines in the teaching of a particular tactical move.	75
Teaching tactics (15 min)	Groups share their activity with the group. Depending on the time available, they either present/explain it to the group, or run their activity with the group (note: the latter would require at least 10 minutes per activity; if this format is used, coaches should be expected to apply the teaching principles during their activity, and each member of the team should be actively involved). The LF validates, and provides feedback about the process and about the boxing-specific elements involved.	90
Pause 10 min		100
Teaching tactics, cont. (15 min)	Groups continue to present/explain their activity according to the above format. The LF validates, and provides feedback about the process and about the boxing-specific elements involved.	115
Wrap-up, Tactics (5 min.)	The LF wraps up the Theme on tactics by making again a distinction between strategy and tactics, by underlying the tactical principles, and by encouraging coaches to apply the proposed guidelines for the teaching of tactics in their own Club setting.	120
Individual reflection (3 min)	Coaches reflect about what they have learned regarding the teaching of Boxing tactics.	123

Block 4 (3h30: 13h00 to 16h30) - Continued

Themes / duration	Description	T tot (min)
Theme 8 – Assessing readiness for a competition, and supporting the competitive experience (75 minutes)		
Introduction (3 min)	The LF introduces the theme, then asks coaches to reflect individually on the following question: *How do you know that a boxer is ready for his or her first competition?*	126
Exchange in plenary (12 min)	After the individual reflection, the LF engages the group in a discussion. Several flip chart sheets with the following categories: *Technical*, *Tactical*, *Physical*, and *Mental* have been prepared beforehand, and are placed on the walls. 2 participants are invited to note the comments from their colleagues while the LF leads the discussion. There should be elements in each major category. The LF concludes the discussion by commenting on the need for the coach to *assess the status of the boxer in each of these 4 areas prior to allowing the athlete to participate in any fight*, particularly his or her first combat. The LF also insists on the fact that an assessment should also be done before involving the athlete in sparring sessions, and for selecting the type of sparring that is most adapted to the boxer's skill and fitness level. The LF then asks the group *WHY is this type of assessment important?* The key points that should come up include: responsible coaching; safety of the participants; ensuring a positive experience in competition.	138
Overview of the Bronze, Silver and Gold assessment systems (10 min)	The LF mentions that assessments can be either informal, or on the other hand, more structured and formal. The LF draws the attention of the participants to Chapter 6 of the Reference Material which provides a gradation of assessments for Competition introduction-level boxers: Bronze, Silver and Gold. The LF presents a quick overview of the key features of each gradation, without going into the details. This gradation is an example of a formal assessment system designed to help coaches. For each skill or tactic featured in the assessment, the coach should apply the *advanced performance analysis model* presented during the early part of the workshop, and use the technical guidelines covered throughout the workshop as the point of reference for evaluating the performance of the boxer. Boxers should meet the expectations/standards of the Silver Medal before their first competition.	148
Building the boxer's confidence (22 min)	The LF introduces the topic of "building the boxer's confidence", and outlines the importance of this particular aspect in a sport like boxing, in particular for young athletes who take part in their first competitions. The LF invites the coaches to share their ideas and experiences about effective strategies for building confidence in their boxers. 3 scenarios are outlined: (1) new boxer preparing for his or her first fight; (2) Competition introduction-level boxer preparing for an important fight; (3) boxer who was very confident about winning a fight, but who ended up losing it cleanly and by a large margin. The LF concludes by outlining some key points about steps that can be used in building confidence in a boxer, and which are outlined in Chapter 10. Coaches are invited to read this information on their own at home.	170

Block 4 (3h30: 13h00 to 16h30) - Continued

Themes/ duration	Description	T tot (min)
Role of the coach in preparation for a fight: video analysis (15 min)	LF introduces the topic. Coaches are shown a video or a boxing movie that shows a coach providing support to an athlete before, during, and after a fight. Their task is to note down the key things this coach is doing to provide support to the athlete and to provide a critical analysis of what was and was not done well, what was not done but should have been.	185
Debrief (15 min)	The LF debriefs by asking coaches if they saw examples for each of the behaviours listed. • *What did they like about the way this coach was providing support to his/her athlete? Why?* • *What did they not like about the way this coach was providing support to his/her athlete? Why?* As he or she manages the debrief, the LF makes links with some of the key responsibilities of the coach before, during, and after the fight. To conclude, the LF draws the attention of coaches to Chapter 8, which outlines specific things coaches should do before, during, and after a fight. However, the LF does not go into specific details. The LF also outlines the recovery plan which can be found at the end of this Chapter, and encourages coaches to use it with their boxers.	195
Wrap up and concluding remarks (7 min)	Workshop wrap-up and recap. General Q & A	202
Individual reflection (3 min)	Individual reflection by the coaches about what they learned during this workshop.	205
Workshop evaluation (5 min)	Coaches fill-out the workshop assessment form and hand them over to the LF	210

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 or the worksheets.

- 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” learning activities, 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 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!

Material needed for the Competition introduction Workshop

Documents

- Your copy of this LF Guide
- Copies of the Competition introduction Reference Material (one for each participant)
- Copies of the Physical Preparation Manual (one for each participant)
- Copies of the Competition introduction Workbook (one for each participant)

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, or transparency projector
- Slides or transparencies (if transparency projector is used)
- 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
- Medicine balls, Swiss or Balance ball, BOSU balls
- Resistance training equipment such as bars, barbells, dumbbells, benches, etc.

Equipment for the learning activities

- Chairs, tables
- Extra pens or pencils
- Extra sheets of paper
- 1 meter ruler for the “Drop Test”

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 activities, 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 that should be presented or discussed with the participants have been inserted into the LF Guide.
- Most learning activities of the coach workbook have also been included in the LF guide, so the facilitator can have a snap shot view of the tools coaches use to complete them.

Boxing Canada

Competition introduction Workshop

Block 1: 3 Hours

WORKSHOP INTRODUCTION (30 MINUTES)

TIME	RESOURCE	LF NOTES
2 minutes		**Welcome and Introduction to the workshop** • Welcome the participants to the Boxing Canada NCCP Competition introduction training workshop. • Introduce yourself, and outline your experience in Boxing and as an LF. • Mention that: - this two day workshop completes the Boxing-specific training Competition introduction coaches need to get ready for the certification requirements; it builds upon what was covered in the Instruction beginners workshop, and focuses on **intermediate skills and tactics** and the **preparation of competitive boxers** - this workshop is divided into 4 blocks; the first block will last 3 hours, and the other blocks will each be 3.5 hours long - some learning activities will take place in the classroom, but for about 50% of the time we will work in a gym environment - there will be short breaks at the half point of each block • Indicate the location of the restrooms, change facilities, and other logistical details if necessary.
15 minutes	**Flip chart**	• Briefly outline the main objectives of the workshop (the points below can be listed on a flip chart or a slide) - To **review** some important **basic boxing skills** through an **application** of the **performance analysis** model presented during the Instruction beginners workshop - To use a more **comprehensive performance analysis model** to analyze a variety of training situations - To apply the **teaching principles and methodology** dealt with during the Instruction beginners workshop when teaching various **intermediate** level boxing **skills** and **techniques** - To outline the key **characteristics of typical club-based programs** that should be offered to a variety of participants, with particular emphasis on two scenarios: (1) teenage boxer who will be involved in his or her first fight; and (2) teenage boxer who has 2 or 3 ears of boxing experience, and who prepares for a provincial championship. - To become familiar with the **training principles, method, and exercises** that can be used to improve the **athletic abilities** that are important in competitive boxing - To become familiar with **tactical principles** applicable to combat sports, to analyze several boxing tactics, and to reflect on **how to teach boxing tactics** to athletes**.** - To reflect how the coach can determine whether a **boxer is ready** for his or her first fight. - To discuss the **type of support** a Competition introduction must provide a boxer **before, during,** and **after a fight.**

WORKSHOP INTRODUCTION (continued)

TIME	RESOURCE	LF NOTES
	WB **RM 13-16**	Draw participants' attention to the coach workbook (WB) and to the reference material (RM). Mention that these documents will be used throughout the workshop. Some key pieces of information in the RM have also been packaged into worksheets that will be used in certain learning activities. **Overview of Boxing Canada's Competition introduction Development System (CDS)** • All the information about Boxing's coaching development system is described on pages 13 to 16 of the RM. Only key points will be outlined here. • Boxing Canada's coaching education and certification system is part of the National Coaching Certification Program (NCCP), which is a partnership involving over 60 sports, the Coaching Association of Canada, the federal government (through Sport Canada), and the provincial/territorial governments. • Boxing is a Club-based sport. For this reason, Competition introduction coaches play a critical role in the growth and development of the sport in Canada. For this reason, Boxing Canada has invested significant resources in re-designing its Competition introduction training programs, and in establishing the certification standards. **Draw the participants' attention to the diagram on p. 16 of the RM, and provide an overview of Boxing Canada's CDS.** Key points to emphasize: • A person who wishes to become a Competition introduction will initially be considered an *Instruction beginners coach*. Many of you are already familiar with the Instruction beginners program, particularly if you attended the Instruction beginners workshop. • *Instruction beginners coaches* work under a certified Competition introduction, who plays the role of a mentor. As you develop into a Competition introduction, you must therefore expect to play a mentoring role with up and coming coaches. • ***Ask how many participants have already attended Part A of the NCCP multisport workshop. Remind coaches that both Part A and Part B of NCCP multisport workshops are part of the complete training package required for Competition introduction coaches.*** • If you have already attended the Instruction beginners workshop and the NCCP multisport workshop Part A, your NCCP database record will show that you are a "Trained Boxing Instruction beginners". • At the end of this workshop, your NCCP database record will show that you are a "Competition introduction in Training".

WORKSHOP INTRODUCTION (continued)

TIME	RESOURCE	LF NOTES
	RM 13, 15, 16 **Flip chart or slide**	• To be certified, a Competition introduction must complete the 3 evaluation requirements in place for Instruction beginners coaches (RM 13), plus 3 additional requirements that are specific to Competition introduction coaches (RM 15). • All the details concerning the certification requirements, how you can register for the evaluation, the costs, etc. can be seen on Boxing Canada's web site. ***Note to the LF****: do not get into the specifics of the evaluation requirements.* • Re-emphasize the focus of the Competition introduction workshop.
10 minutes		**Ice Breaker** After this introduction, run a **short icebreaker** to get everyone moving and to ensure participants get to know each other.
2 minutes		**Transition to Learning Activity 1**

Learning Activity 1: Review of basic Boxing skills through the application of the performance analysis model dealt with during the Instruction beginners workshop

TIME	RESOURCE	LF NOTES
LA1 Step 1 *(15 min)*		• Introduce the learning activity: *Two of the most important things a coach does are (1) teaching athletes various skills and tactics; and (2) observing and analyzing their performance, in order to correct mistakes or errors. As a refresher, we will start with a quick review the Teaching process and of the Performance analysis model that were dealt with in the Instruction beginners workshop.*
	RM 20	• Quickly review all the steps of the Teaching Process (see page 27), and position **Performance Analysis** in the ***Observation*** stage. Mention to coaches that this information is included in the RM and in Worksheet 1 at the end of the Workbook.
	RM 22	• Then, go over the Performance Analysis model covered in the Instruction beginners workshop (see page 28 of this guide, RM 22). • Start by explaining the concept of a "referent", which is critical to the process. This is outlined in Step 1: *To analyze the boxer's performance, the coach must first have a clear picture of what a good performance is. In other words, the Coach must know exactly <u>what</u> the athlete should do in order to perform the skill effectively, and <u>how</u> this should be done. This information becomes the point of reference or the <u>referent</u> used by the Coach in the analysis.* • Then, go over the other steps. ***Note to the LF**: at this stage, the emphasis is on reviewing the basic performance analysis model dealt with during the Instruction beginners workshop, so in Step 5 Causes of Errors the focus must still be on the <u>technical aspects of the performance</u> only.*
	RM 39-40	• Provide an example of a "referent" for Balance (see pages 29-30 of this Guide, RM 39-40). • Conclude by emphasizing that coaches must always ensure their athletes assume a sound boxing stance at all times, even the more experienced boxers, as an inadequate position is often at the root of incorrectly executed skills and tactics.

Representation of the Coaching/Teaching Process
Worksheet 1, WB 79 and RM page 20

1- Organization and Set-up

- Includes safety measures, and how the activity starts and finishes
- Requires at least 50% motor involvement
- Coach is able to move around and supervise

2- Explanations and Demonstrations

- Describe the aim of the exercise
- Outline *what* is to be done and *how*
- Describe points of reference/cues
- Identify criteria of successful performance

3- Observation

- Ensure that the athletes are actively engaged and achieve a good rate of success
- Move around without interfering with athletes
- Observe both individual and group performance
- Verify if success criteria are achieved

4- Intervention and Feedback

- Identify the cause of failure/error
- Adapt the activity as needed
- Help athletes by reassuring them when needed, or by providing clear/specific information about key aspects of their performance
- Explain and demonstrate again if necessary.
- Question athletes

5- Assess the Effects of the Feedback

- Give athletes time to practise again
- Check whether they have acted on the feedback

RM page 22 **Table 2.1-** Performance Analysis Process

Steps	This step involves that…
Step 1: Having a clear picture of what the desired performance should be	The coach must *know what the desired outcome* of the performance should be. In other words, the Coach must know exactly *what* the athlete should do in order to perform the skill effectively, and *how* this should be done. This information becomes the point of reference or the *referent* used by the Coach in the analysis. The information presented in this chapter represents a referent for specific Boxing skills.
Step 2: Observing the athlete's performance	The Coach must observe the performance from an appropriate vantage point, in order to see clearly the various components of the skill(s) being executed by the athlete.
Step 3: Comparing the athlete's performance with a referent	As he or she observes the performance, the Coach makes a *mental comparison* between (1) what the athlete is actually doing and (2) the "referent" for the skill in question, i.e. what a "good performance" should be.
Step 4: Deciding whether or not to make an intervention	As the Coach compares the athlete's performance with the referent (i.e. the "desired performance"), he or she must answer the following question: *"Does the gap between the athlete's performance and the referent justify an intervention"?* and make a judgment call. If the answer is "no" or "not yet", then the coach should not intervene. However, if the answer is "yes", then an intervention should be made. The key question is, of course, *"When does the gap reach the critical point that makes a coaching intervention necessary?"* There are no easy answers here, and it is only with experience that Coaches will get to learn "where to draw the line", and establish their own "threshold for intervention". However, as a general rule, coaches should intervene when: • The safety of a participant may be at risk. In this case, the activity the boxer is involved in should be stopped immediately. • Fundamental aspects of the skills are involved. • Behaviours that can lead to "bad habits" are repeated over and over by the boxer.
Step 5: Identifying the potential causes of errors	Once it has been determined that the quality of the athlete's performance is such that an intervention is necessary, the Coach must push the analysis further and *identify the potential causes of errors*. The Coach must also *rank these causes in order of priority*, as this will have clear implications on the *type of intervention* that should be made. Table 2.2 lists a series of potential factors to consider when analyzing the athlete's performance. Coaches should go through this list in the recommended sequence, as this may help them to identify causes that are *external* to the athlete (environment, equipment), as well as causes that are not necessarily *technical* in nature (e.g. affective, cognitive, physical).
Step 6: Selecting appropriate corrective measure(s)	The last step in the process is the selection of the appropriate corrective measure(s), and their implementation. Tables 5.2 to 5.x show how the performance analysis process described in this section can be applied to specific Boxing skills.

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RM 39-40
3.2- Review of Fundamental Boxing Skills: Stance and Footwork

Importance of a Proper Stance, Balance, and Footwork

As was emphasized in the Instruction beginners manual, a proper stance, balance, and effective footwork are critical in Boxing. Without them, boxers cannot execute offensive or defensive moves correctly, and therefore become highly vulnerable.

Balance is the ability to achieve and maintain stability. There are two types of balance relevant to Boxing: (1) **static balance**: adopting a controlled body position in a stable environment (2) **dynamic balance**: maintaining control of the body during movement, and/or stabilizing the body by performing muscular contractions to offset the effect of an external force.

Because the success of nearly all boxing skills depends upon the stability of the athlete's stance and the ability to remain in balance when moving in the ring, key factors affecting balance will be discussed in the next section.

Factors Determining Balance

There are two things to watch for when analyzing if the boxer's position allows him or her to be in balance:

1- the *size* of the base of support, and

2- the location of the *center of gravity* (C of G) relative to the base of support

The key points coaches should know about these factors are listed below.

- The boxer's feet constitute his or her base of support. A wider base leads to more stability.
- The C of G is an imaginary point around which body weight is evenly distributed; in the standing position, the C of G is located around the belly button.
- The position of the C of G moves as the configuration of the body changes:
    - it gets *higher* if the arms are raised or the legs are extended, and
    - it moves *away* from the belly button if the upper body is bent over or to the side
- The position of C of G relative to the base of support is what determines balance:
    - lower = more stable; and
    - the C of G must always remain inside the base of support, otherwise the body falls down.

To achieve adequate balance while boxing, the athlete must therefore:

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;

Of course, this must be done to an “optimal degree”, and the boxer must experiment to find the position of the feet that gives him or her the best balance base, that is, the position that enables to move the upper body from side to side, as well as forward and backward, without having to move the feet (Pictures 3.1 and 3.2).

Picture 3.1- Boxing Stance (front view)

Picture 3.2- Boxing Stance (side view)

The stance pictured above enables the boxer to (1) launch a wide variety of punches both singly and in combination, (2) feint effectively, and (3) execute defensive moves, while constantly keeping his or her centre of gravity inside the support base, therefore remaining in balance and in control of his or her body.

Coaches must ensure that their athletes, even the more experienced ones, assume a sound boxing stance at all times, and are capable of executing forward and backward steps, as well as steps to the left and to the right, with fluidity and with complete control and balance.

TIME	RESOURCE	LF NOTES
LA 1 **Step 2** *(20 min)*	**WB 7 - 11** **Section 1.1**	• **Invite coaches to go to Section 1 of the WB on page 7.** *Our first learning activity will consist in reviewing some basic boxing skills. We will review these skills by using the performance analysis model that we just reviewed.* • **Explain the task:** *I will perform 5 different skills from a variety of angles, so you can see from different vantage points. Look at what I will be doing before, during, and after the execution. Your task is to:* *(1) name the skill,* *(2) identify the errors in the way I execute the movements, and* *(3) indicate what the correct performance should be* *Use pages 7 to 11 of the Workbook to note your observations. You do this task individually.* ***Note**: Alternatively, you may use excerpts from Boxing Canada's Instruction beginners evaluation CD. In this case, make sure you also have a copy of the marking guide for the list of errors shown in each video segment.* After the first demonstration (Boxing stance) or video segment, give coaches a few minutes to write their analysis and corrective measures. Then, debrief with the group. Start by asking coaches to name some of the technical flaws they noted. When an error is identified, repeat the "incorrect movement" and ask if others agree. If the coaches have accurately identified a flaw, ask what the correct execution should be, and validate. You should also demonstrate the correct execution. Continue the debriefing until most of the major flaws that you performed are identified. This should occur fairly rapidly. If you notice that coaches can no longer identify technical flaws, even though some remain to be identified, go over the remaining errors, explain what the correct execution or movement is, and provide a demonstration. ***Notes to the LF:*** 1. *The skills and the technical flaws you should perform in front of the group for this exercise are listed on pages 32 to 36. Make sure the flaws are fairly obvious, and perform the movements from at least 2 different angles so all participants can have a good view.* 2. *For some skills, you may also consider performing the movements slowly at first, and then at a faster speed.* 3. *You should practice performing these flaws a few times in front of a mirror <u>before</u> the Workshop, to make sure they are obvious enough for the participants to see. You should also wear clothes that allow the coaches to have a good view of the position and movements of your arms and legs.*

WB 7 Section 1 – Performance Analysis

1.1- My Starting Point

Observe carefully each skill shown on the video or demonstrated by the Learning Facilitator. Each demonstration contains some technical errors.

You must: (1) name the skill; (2) identify the error(s) you see; (3) indicate what the boxer should do to execute the skill correctly. To help you identify the error(s), look at what the performer does *before*, *during*, and *after* the execution.

No. 1- Skill demonstrated: Boxing Stance

Errors by the performer	What the performer should do to execute the skill correctly
Lower body position • Standing position with feet too wide • Body weight more on the rear foot • Both knees are straight	**Lower body position** • Standing position with feet shoulder width apart (too wide a stance will inhibit movement ability) • Body weight is evenly distributed between both feet (centered) • Rear heel is raised and should be offset from the midline of body • Both knees are slightly flexed with the rear knee flexed at a greater angle than the front knee. • Feet are offset at approx 45° in relation to the opponent.
Head position Watching the opponent straight, as opposed to "through the eyebrows"	**Head position** Should be still with the boxer watching the opponent "through the eyebrows" to avoid lifting his or her chin
Hand position • Forward hand carried below shoulder height. • The rear hand is also too low, and placed too much on the outside. • Elbows are not tucked in to protect the ribs	**Hand position** • The forward hand is carried at shoulder height in the same plane that will enable boxer to pivot and punch, with the knuckles loosely clenched, and turned slightly inwards. • The rear hand is offset from the collar bone, with palm slightly open for catching yet ever ready for punching • Wrist straight for both hands. • Both elbows should be comfortably tucked in to protect the ribs
Trunk position The trunk is bent forward.	**Trunk and shoulder position** The trunk should be kept as upright as possible with the front shoulder slightly elevated to protect the chin.

WB 9 No. 2- Skill demonstrated: Jab to the Head

Errors by the performer	What the performer should do to execute the skill correctly
<u>Before</u> the execution begins… Assume the Boxing stance but make sure the following aspects are incorrectly performed: **Lower body position** • Standing position with feet too narrow • Both knees are straight **Hand position** • The forward hand is carried too high, and it is turned slight outwards • The rear elbow is not tucked in to protect the ribs	**Lower body position** • Standing position with feet shoulder width apart • Both knees are slightly flexed with the rear knee flexed at a greater angle than the front knee. **Hand position** • The forward hand is carried at shoulder height in the same plane that will enable boxer to pivot and punch, with the knuckles loosely clenched, and turned slightly inwards. • Both elbows should be comfortably tucked in to protect the ribs
<u>During</u> the execution … • No pivot is executed during the punch. • Forearm is rotated inwards *at the very beginning of the movement*, and then the arm is extended. • Jab is performed too low. • Guarding hand is lowered during the execution.	• Aims for the opponent's head with the back knuckles • Points the knuckles down by slightly flexing wrist • Snaps the jabbing arm with a slight pivot at hip and shoulder • Rotates forearm inward in the last third of the distance to the target • Slides front foot forward before impact • Guards chin with dominant hand with elbow tucked in to protect the body
<u>After</u> the execution… • Balance is not maintained, and the performer's body is too much forward. • The arm stays extended for about 2 seconds at the end of the movement, and the jabbing hand is retracted very slowly.	• Retracts the jabbing hand quickly along the same path as the delivery • Ensure proper footwork to maintain a balanced stance • Recognize opportunity to continue attack or retreat

WB 10 No. 3- Skill demonstrated: Block against the Jab

Mention that for this skill, the boxer is defending against a jab to the head.

Errors by the performer	What the performer should do to execute the skill correctly
<u>Before</u> the execution begins… Assume the Boxing stance but make sure the following aspects are incorrectly performed: **Lower body position** • Standing position with feet too wide • Both heels are off the floor, so the boxer is standing on the toes; there is also an up and down jumping movement from this position **Head position** The head is positioned too low, and does not allow the boxer to have a good view of the opponent **Hand position** • The hands are correctly placed, but both elbows are pointing outwards.	**Lower body position** • Standing position with feet shoulder width apart • Both knees should be slightly flexed with the rear knee flexed at a greater angle than the front knee. **Head position** Should be still with the boxer watching the opponent "through the eyebrows" to avoid lifting his or her chin **Hand position** • The forward hand is carried at shoulder height in the same plane that will enable boxer to pivot and punch, with the knuckles loosely clenched, and turned slightly inwards. • Both elbows should be comfortably tucked in to protect the ribs
<u>During</u> the execution … • Block is done with the wrong hand (i.e. the lead hand, as opposed to the rear hand). • Interception movement not done with the open palm.	• Dominant hand moves from guard to rotate outwards with the palm facing opposition jab. • Intercept the opposing jab in the open palm of dominant hand • Keep the forearm rigid so that the glove is not forced back into the face. • Keep glove close to chin during interception
<u>After</u> the execution… Boxer moves his or her body towards the rear and, shifts weights towards the heels, and is therefore off balance.	• Ensure proper body position and feet placement to maintain a balanced stance

WB 11 No. 4- Skill demonstrated: Footwork

Errors by the performer	What the performer should do to execute the skill correctly
<u>Before</u> the execution begins… Assume a perfect Boxing stance at the beginning.	Nothing to correct.
<u>During</u> the execution … **Advancing:** No pushing off; little jumps forward. **Retreating:** Front foot is moved back and crosses the rear foot, as though walking backwards. **Moving sideways:** Legs cross each other; Proper stance is not maintained throughout: lead and rear hands get progressively lower, and the knees do not remain sufficiently flexed.	**Advancing** • Pushing off with the ball of the back foot, slide the front foot forward bringing the back foot up quickly into the original stance position. • The foot movements should be short, one foot being in contact with the floor at all times. **Retreating** • Push off the ball of the front foot, the rear foot takes a slightly longer sliding pace back than in the equivalent forward movement. • The front foot slides into position to maintain the balanced stance. **Moving right (Lateral / Circling)** • Push off of left foot while right foot shuffles laterally. • To circle, the right foot rotates slightly counter clockwise and the left foot is slid back into boxing stance. **Moving left (Lateral / Circling)** • Push off of right foot, while left foot shuffles laterally. • To circle, the left foot rotates slightly clockwise and the right foot is slid back into boxing stance. Proper boxing stance must be maintained throughout.

No. 5- Skill demonstrated: Parry of the Jab

Note to the LF: For this demo, mention that you are defending against a jab to the head.

Errors by the performer	What the performer should do to execute the skill correctly
<u>Before</u> the execution begins… Assume a perfect Boxing stance.	Nothing to correct.
<u>During</u> the execution … No pivot is performed. Arm movement is exaggerated.	• Allow the opposing jab to within a fraction of the target • With a slight pivot move the forearm and rigid palm of the right glove to deflect the jab over the left shoulder. • Deflect at the opposing wrist to commit the jabber to counter with jab, left hook or straight punch with dominant hand • Ensure parry remains in center line, minimal movement.
<u>After</u> the execution… Boxer is slow to return to the proper position/stance, and hands are placed too low.	Boxer must resume proper boxing position immediately after the parry. **Hand position** • The forward hand is carried at shoulder height in the same plane that will enable boxer to pivot and punch, with the knuckles loosely clenched, and turned slightly inwards. • Both elbows should be comfortably tucked in to protect the ribs

Learning Activity 2 – Using the comprehensive performance analysis model

TIME	RESOURCE	LF NOTES
LA2 **Step 1** Comprehensive Performance Analysis model *(10 min)*	**RM 23- 25** **Flip chart or slide**	• Introduce the more comprehensive performance analysis model. *In the exercise we just did, we focused primarily on analyzing and correcting the technical aspects of the movements. Many coaches consider only this aspect when they work with athletes. However, a faulty technical execution can sometimes be caused by a variety of factors. To select and implement the most effective strategy to correct the errors, the coach must be able to identify the factors that are at the root of the problem.* • Quickly go over the 7 Factors that can affect negatively an athlete's performance, and explain what each factor is about (see Table 2.2 on the next page; the factors may be listed on a flip chart, or displayed on a slide during the explanation). • Outline the four typical scenarios likely to occur when an athlete is asked to perform a training task are that he or she: 1. Does not engage in the task proposed by the coach. 2. Engages in the task, but does not achieve the intended outcome at all. 3. Engages in the task, and achieves only parts of the intended outcome. 4. Engages in the task, and achieves the intended outcome perfectly. (The 4 scenarios may be listed on a flip chart, or displayed on a slide during the explanation). • Then, mention that the training process aims at making the boxer (1) **consistent**, i.e. capable of achieving a high degree of precision and success when performing a given offensive or defensive move, and (2) **efficient**, i.e. capable of using correct form when executing the movements, as this will allow optimal power output for the amount of energy expanded, and reduce the risk of sustaining an injury as a result of the high number of repetitions performed in training. • Draw the attention of coaches to Figures 2.1 and 2.2 on RM 24, or show a slide of these diagrams. • Then, go over the strategies the coach can implement when the performance errors or inconsistencies are due to (1) the environment, the equipment used by the athlete, and (2) to cognitive, affective, tactical or technical factors (RM 25).

RM 23 **Table 2.2-** Factors that can affect performance and that should be considered when conducting in-depth performance analyses.

Factors	This Factor Relates to …
1- Equipment	Boxing- specific gear that could be a limiting factor on the performance, e.g. poor footwear, poor fit, gloves that are too heavy, etc.
2- Environment	Any environmental cause that could lead to performance deficiencies, e.g. surface, lighting, temperature, etc.
3- Affective	Internal issues that could be related to the performer's perception of the task or activity, e.g. fear, lack of motivation/interest, etc.
4- Cognitive / mental	The thoughts or thought processes the performer must use when executing a given task or action, e.g. lack of understanding, confusion, choice of decision, concentration, etc.
5- Physical / Motor	Physical athletic abilities that could have limiting effects on the athlete's performance given the particular demands of the task or activity he or she is involved in, e.g. strength, stamina, flexibility, speed, etc.
6- Tactical	The intent of the skill execution, given the sport-specific circumstances that prevail at a particular moment. For instance, a particular tactic an athlete may be trying to apply can be too demanding for his or her current technical or skill level: even if it is a good thing to do given the circumstances, it is beyond the athlete's capabilities at the present time.
7- Technical	The execution and or biomechanics of skill execution.

Figure 2.1 illustrates certain aspects the Coach can detect when using a Performance Analysis Process. The four scenarios likely to occur when an athlete is asked to perform a training task are that he or she:

1. Does not engage in the task proposed by the coach.
2. Engages in the task, but does not achieve the intended outcome.
3. Engages in the task, and achieves only parts of the intended outcome.
4. Engages in the task, and achieves the intended outcome perfectly.

To evaluate the degree to which the intended outcome is achieved, the coach should consider variables such as (1) ***consistency and predictability*** i.e. the task can be accomplished all or most of the time, and in a variety of conditions that may range from simple to more complex; and (2) ***efficiency***, i.e. the outcome is achieved using the correct form of movement, which is characterized by optimal power output for the amount of energy expanded, and a lower risk of sustaining an injury as a result of a high number of repetitions. These concepts are shown in Figure 2.2 on the following page.

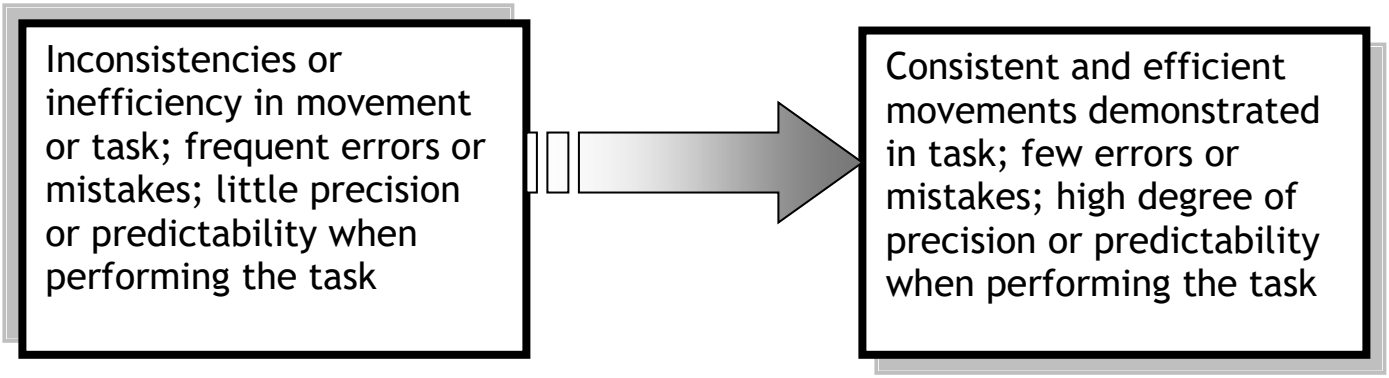
One of the key purposes of the training process is to make the boxer capable of achieving a high degree of precision and predictability when performing a given offensive or defensive move, through the execution of efficient movements.

RM 24 Figure 2.1- Aspects the Coach can detect when using a performance analysis process.

Detectable Signs *What is observed?*	Analyze Potential Causes	
	CAUSES	**GAPS**
Participant does not engage in task	**1. Equipment**	A. Equipment Issue fit / size / weight
Participant engages in the task but the desired outcome is not achieved	**2. Environment**	B. Environmental factor – temperature / lighting
	3. Affective	C. Fear or hesitation
		D. Motivation or interest level
Participant engages in the task and achieves the outcome, or demonstrates appropriate form when executing movements	**4. Cognitive / Mental**	E. Comprehension of concepts or instructions, or confusion
		F. Amount or type of information or information processing
		G. Level of concentration or arousal
		H. Choice of decision
Continuum of Effectiveness Key Factors / Elements	**5. Physical / Motor**	J. Demands of the task
		I. Motor or physical ability(ies) required to complete task
	6. Tactical	K. Intention behind actions, or ability to recognize opportunities
	7. Technical	L. Positioning of body segments or technical execution

Figure 2.2- Continuum of Effectiveness when Performing a Task.

Continuum of Effectiveness when Performing a Task



RM 25- 2.3- Coaching Interventions Following the Performance Analysis

Depending on the factor or factors that negatively impact the athlete's performance, the coach has several options: the activity can be adjusted to suit the current capabilities of the performer, and/or specific teaching interventions can be initiated.

When the main factors causing performance errors or inconsistencies are due to the environment, the equipment used by the athlete, and/or the physical demands involved, the coach can make one or more of the following interventions:

- Makes adjustments to the equipment to ensure size, weight, quality, and fit are appropriate to the athlete.
- Change the place where the activity/drill is taking place, or ask the athlete to move to another spot, to reduce the negative effect of particular environmental or facility factors.
- Reduce the physical or perceptual demands of the task, by making them easier or simpler (e.g. by decreasing the speed/ intensity of movements, the duration of each effort, or the timing/coordination required).
- Adjust the work to rest ratios, to allow more recovery between repetitions or series of repetitions.
- Adjust the progression used for teaching the skill or the activity (e.g. by reducing the degree of uncertainty involved in the task, the number of variables the athlete has to process or think about, etc.; see Chapter 7 of the Instruction beginners manual for more details).

When performance errors or inconsistencies are due to cognitive, affective, tactical or technical factors, the coach can make one or more of the following interventions:

- Ask questions to the athletes to find out what he or she think has to be done, is trying to do when performing the task, is not clear about, is concerned with, etc.
- Help or reassure the athlete if necessary (in the case of affective causes, for instance).
- Re-explain the purpose and the nature of the task, using individualized strategies (e.g. taking into consideration the athlete's preferred learning style).
- Demonstrate the correct technique /tactic again.
- Simplify - use an analogy or example to get the message across
- Use re-focusing or visualization strategies.
- Ask the athlete to focus on the desired outcome (i.e. what he or she is trying to accomplish), rather than on the process (how to do it, when he or she is doing it).

Learning Activity 2 – Using the comprehensive performance analysis model (cont.)

TIME	RESOURCE	LF NOTES
LA2 **Step 2** Application of the Comprehensive Performance Analysis model *(15-20 min)*	**WB 13-19** **RM 23-25**	**Introduce WB Task 1.2:** You will now practice using the comprehensive performance analysis model we just saw. On pages 14, 16 and 18 of the Workbook, different training scenarios are proposed. Looking at the pictures and reading the accompanying text, you should quickly grasp what each situation is about! For each situation, you must: (1) Identify the main technical errors involved. (2) Identify possible causes (environment; equipment; affective issues; cognitive aspects; tactical understanding; physical preparation) that could explain *why the execution is incorrect from a technical point of view*. Fill in the appropriate sections of the table on the opposite page with your observations. If necessary, refer to Table 2.2 on page 23 of the Reference Material and to Figure 2.1 on page 24 of the Reference Material for more details about potential factors that could impact performance negatively. (3) Identify the three (3) <u>most important causes</u> that seem to have an effect on the athlete's performance, and rank them. (4) As a last step, propose some corrective measures or interventions that could be made to address the situation. Indicate whether the solution(s) you propose can be implemented right away by the athlete, or whether some time will be necessary for the desired effect to occur. For this exercise, you will work in small groups of 3.

Note: *After Step 2 of LA 2, you should be approximately 90 minutes into the first 3-hour block.*

BREAK – 10 minutes

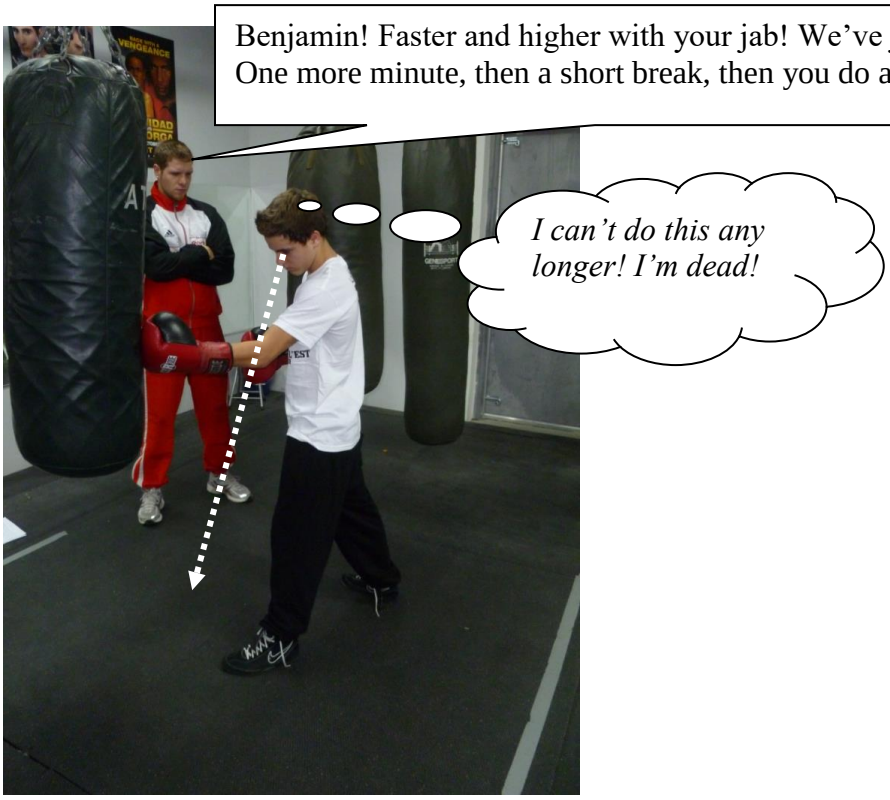
Learning Activity 2 – Using the comprehensive performance analysis model (cont.)

TIME	RESOURCE	LF NOTES
LA 2 **Step 3** Debrief of WB exercise 1.2 *(15 min)*	**WB 13-19** **RM 23-25**	Debrief WB activity 1.2 in plenary. Start by asking coaches to indicate the technical flaws they noted in scenario *1.2.1- Benjamin in the Gym.* When an error is identified, validate, and ask if others noted the same flaw. Then invite other participants to list the errors they noted. Continue until most of the major flaws for the scenario are identified. This should occur fairly rapidly. If you notice that coaches can no longer identify technical flaws, even though some important ones remain to be identified, ask a few questions to draw their attention on a few specific aspects of the picture or text. Then, ask the group to outline the specific factors or issues that come into play in this particular situation. As a last step for debriefing the scenario, ask coaches what their ranking of the most important factors were. Then, ask them what corrective measures they would implement (1) right away, and (2) in a longer term approach. When the first scenario is done, repeat the same process for the other two. **Notes to the LF:** Use the answers on the following pages as a guide to debrief each scenario. Here, it may be important to recognize that the priority ranking may vary between groups. There are not necessarily “right or wrong answers” for these scenarios. The most important things are that coaches: (1) identify the key causes and factors that negatively impact the athletes’ performance in each scenario, and (2) recognize the factors that can be addressed immediately (3) realize that there are some corrective measures that will require time and a planned approach to have an impact (i.e. improving fitness, confidence, tactical knowledge, etc.) You may also refer to the 3 points above as a concluding remark for this activity.

WB 14 – 19 1.2.1- Benjamin in the Gym

1

2



3

Major technical errors or flaws in this situation:

- Many aspects of the boxing stance are not good to begin with.
- Benjamin is not looking at the target throughout the movement.
- No pivot is performed at the time of executing the jab.
- The forearm does not rotate as the arm is extended to perform the jab.
- As the activity progresses, he is no longer punching at the target (the head) and he is looking at the floor.

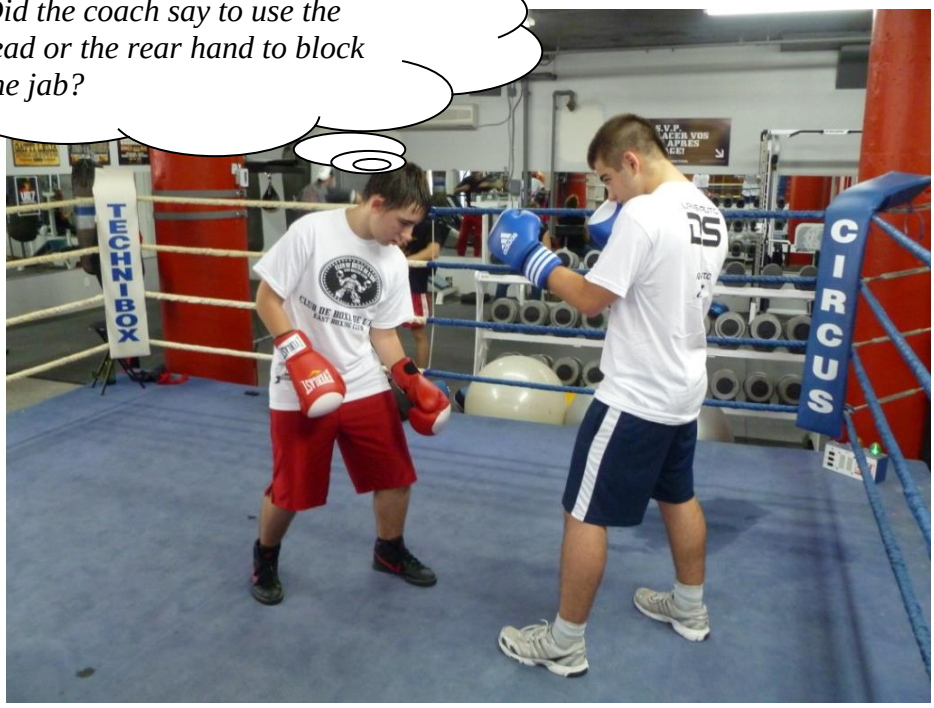
Causes that may impact performance	Specific factors or issues in this situation
Equipment	• Benjamin's shoes are not tied. • His gloves seem too big and too heavy for his hands. • Benjamin should wear shorts in order for the coach to see easily whether the knee flexion is adequate during the movements.
Environment	Not a factor in this scenario.
Affective	Benjamin is not motivated to do this exercise because of fatigue.
Cognitive/mental	Even though Benjamin may be able to understand what he has to do, he may not be capable of processing the information provided by the coach due to his low motivation and fatigue.
Physical/motor	Benjamin seems to lack the stamina and the strength-endurance required to perform many repetitions of the skill correctly while sustaining the required intensity. This may be partially compounded by the use of gloves that are too heavy for him.
Tactical	Not a major factor in this scenario.

Causes to deal with in priority	Corrective measures or interventions in this situation
1- Equipment	Use lighter gloves; ties shoes; roll up pants so coach can see the knees. (X) immediate effect ( ) some time needed to see an effect
2- Physical	(X) immediate effect Reduce the demands of the task (intensity and amount of work), the duration of the task, and give Benjamin more time to recover (X) some time needed to see an effect Ensure Benjamin is involved in a suitable aerobic and strength endurance training program.
3- Affective	Ask Benjamin how he feels after adjusting his equipment, giving him a break, and reducing the demands of the task. Provide Benjamin with some encouragement for the rest of the session. Inform him that this type of exercise will not be perceived as so demanding once he is in good shape, and tell him that at the end of the session he will be provided with some training guidelines for improving his fitness. (X) immediate effect ( ) some time needed to see an effect

1.2.2- Learning a new defence against the jab

Did the coach say to use the lead or the rear hand to block the jab?

1-



***OUCH**! I did not see this one coming…*

That hurts!

2-

Major technical errors or flaws in this situation:

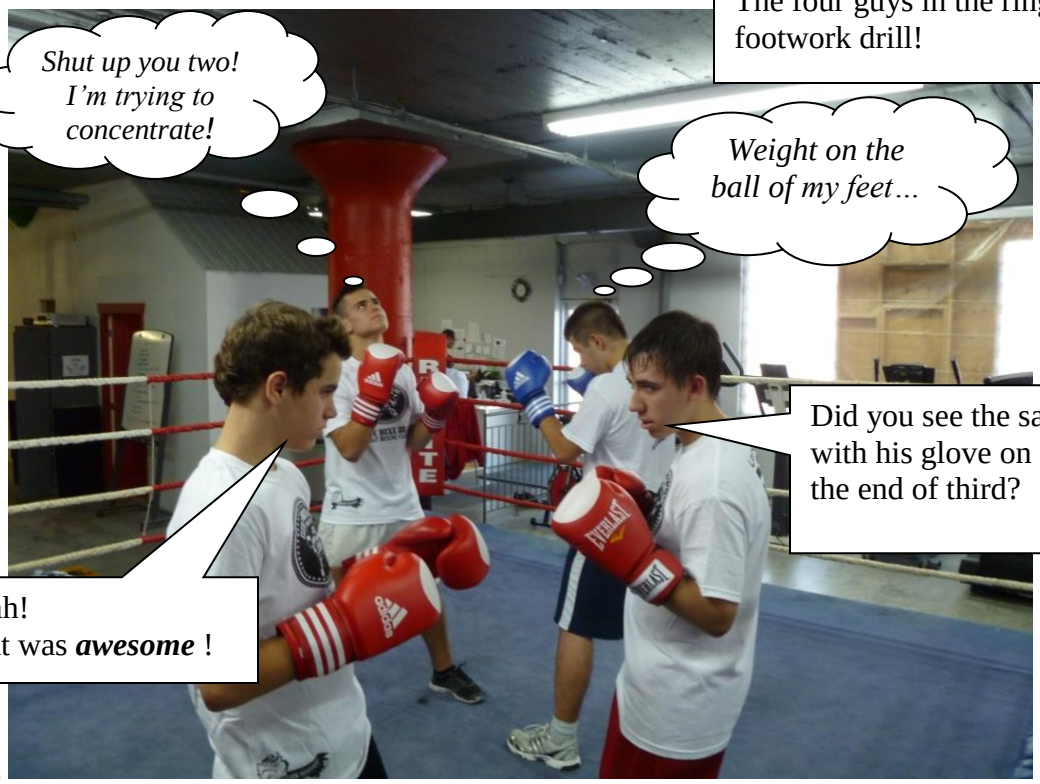
- Many aspects of the defending boxer' stance are clearly incorrect, thus exposing him to the opponent's punch: poor head, body, arm, and hand position.
- Also, he is looking at the floor, not at the opponent.

Causes that may impact performance	Specific factors or issues in this situation
Equipment	The boxers should wear a helmet and a mouth guard for this type of exercise.
Environment	Not a major factor in this scenario.
Affective	Now that he has been hit and that it hurts him, the defending boxer may become hesitant or develop some fear of being hit again.
Cognitive/mental	The defending boxer did not have a good idea of how to execute the movement.
Physical/motor	Not a major factor to deal with at this stage in this scenario.
Tactical	The defending boxer must realize that, even though he may not know precisely what to do in a given situation, he must always assume a sound boxing stance in order to avoid being in a highly vulnerable position.

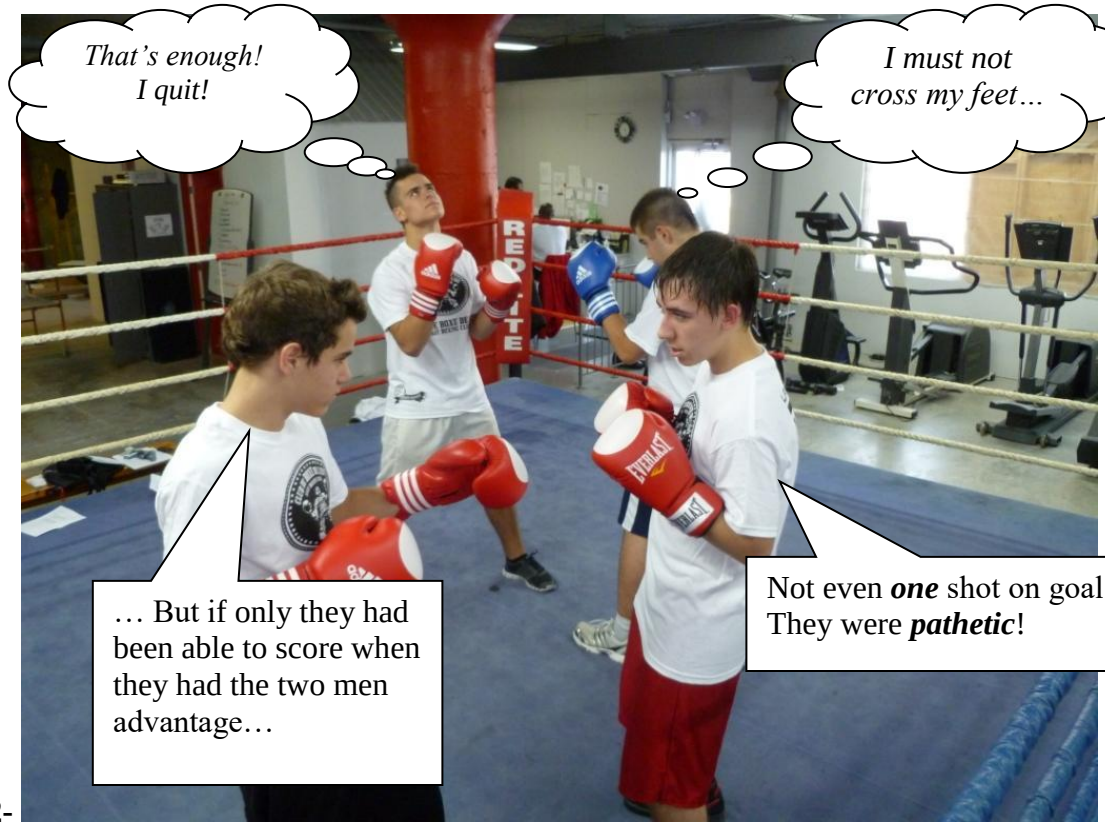
Causes to deal with in priority	Corrective measures or interventions in this situation
1- Affective	Verify if the boxer is not injured seriously, and check for signs of a head injury. Help or reassure the athlete if necessary. Ask him how he feels, and if he is capable of getting on with the activity once both participants have their protective gear, or if he prefers to take a break. Stay with the athlete and observe his behaviors. (X) immediate effect If the athlete is hesitant or is afraid, the coach should withdraw the athlete from this activity, or modify the demands to make it simpler/more predictable for the defender, and ensure the boxer experiences some success and builds up his confidence. (X) some time needed to see an effect
2- Equipment	Ask both boxers to wear their protective equipment (headgear and mouthpiece. (X) immediate effect ( ) some time needed to see an effect
3- Tactical/cognitive	Ask the boxers to assume the boxing stance and verify that it is adequate. Explain the nature of the task and go over the specific movements to be performed by each boxer, and check for understanding. Apply the progression guidelines for learning defensive skills (see Instruction beginners manual), and assess the boxer's performance at each step preceding the stage at which the boxers currently are. (X) immediate effect ( ) some time needed to see an effect

1.2.3- Foot in the mouth

1



2-



Major technical errors or flaws in this situation:

Note to the LF: *The pictures show primarily the lack of interest and involvement in the task at hand of the two boxers who are talking to each other about last night's hockey game, and the impact this may have on another participant. The actual aspects of the footwork drill are not really emphasized, with the exception of a few key points one of the boxer is thinking about during the activity.*

The boxing stance of the two boxers at the front is not adequate; they are not performing the drill at all and are talking to each other instead.

The boxer to the right in the background has a good stance and appears to be performing the exercise seriously. His partner is being distracted by those who are talking, to the point of losing interest, which affects his stance and most likely the quality of his footwork.

Causes that may impact performance	Specific factors or issues in this situation
Equipment	Not a major factor in this scenario. The focus of the drill is the footwork, and no punches will be thrown.
Environment	There may not be enough room for 4 boxers to perform footwork drills at the same time in the ring. The presence of too many people may become a source of distraction.
Affective	The two boxers who are talking are clearly not interested or motivated by the task at hand. The boxer in the background who is looking at the ceiling is losing interest because he is being distracted by those who are talking. As a result, only one boxer appears to be focused and working seriously at the task.
Cognitive/mental	Given the information provided, this is likely not a major factor in this scenario.
Physical/motor	This does not appear to be a factor in this scenario.
Tactical	Given the information provided, this is likely not a major factor in this scenario.

Causes to deal with in priority	Corrective measures or interventions in this situation
1- Affective	The intervention of the coach should be directed primarily at the two boxers at the front. They should be reminded to focus on the task at hand, and to show respect for their colleagues who are trying to work hard. (X) immediate effect If necessary, the two boxers at fault may also be reminded about the principles of work ethics in place in the Club. (X) some time needed to see an effect
2- Environment	The coach could change the pairings, so that the two guys who were talking about the hockey game are separated, and must now work with a participant who is focused on the task at hand. The coach could also ask 2 participants to perform the drill on the floor, so everyone has more room. (X) immediate effect ( ) some time needed to see an effect
3- Cognitive	The coach could also re-explain the purpose and the nature of the task and its importance, and ask the participants if they are clear about what they must do. (X) immediate effect ( ) some time needed to see an effect

Learning Activity 2 – Using the comprehensive performance analysis model (cont.)

TIME	RESOURCE	LF NOTES
LA 2 Step 4 Wrap up *(2 min)*	**Action Card WB 68**	Wrap up the activity by asking coaches to reflect about what they have learned as a result of the work done so far in the area of performance analysis, and invite them to note their thoughts on the **Action Card** on page 68 of the Workbook.

Learning Activity 3 - Intermediate Boxing Skills (part 1)

TIME	RESOURCE	LF NOTES
LA 3 Step 1 Intermediate Boxing Skills (part 1) Teaching process (5 min)	**WS 1 to 5 (WB 79-73)** ***WS 1 is on the last page; WS 2 is on the second last page, etc.***	Invite coaches to get ready for the first gym session, which will focus on applying the teaching process to a variety of intermediate boxing skills, in particular: 1- the side step 2- the hook to the head and the defence against the hook to the head 3- the hook to the body Quickly go over the worksheets included in the workbook that deal with Organization (WB 78), Explanation/Demonstration (WB 76-77), Observation (WB 74), and Feedback (WB 73), linking each to the appropriate step of the teaching process. Remind participants that each step of the Teaching Process was dealt with extensively during the Instruction beginners workshop; as a result, it is expected that Competition introduction coaches are familiar with this process and will continue to apply it systematically whenever they teach. **Notes**: 1- The Teaching process (WB 79) may be displayed on a slide as you review briefly each step. 2- The worksheets dealing with the Organization, Explanation/Demonstration, Observation, and Feedback steps of the Teaching Process are included on pages 50 to 54 of this LF Guide.

Worksheet 5 - Feedback

Feedback is used to inform the athlete or the group about: their performance (what to improve, and how to do it if necessary). There are 3 types of feedback:

Types	Definitions	Examples
Evaluative	The coach assesses the quality of the performance; he/she makes some kind of assessment or judgment	• That's fine! • Good job! • No, not like that! • Not good enough!
Prescriptive	The coach tells the athlete how to execute the skill next time	• Higher! (general) • Get your left arm higher! (specific)
Descriptive	The coach describes to the athlete what he/she has just done	• The move was too slow (general) • Your arm was really well extended (specific)

- Timing is everything for giving feedback: the athlete needs to be open to hearing it, and near enough to hear the coach.

- To promote skill improvement, the information provided must be directly linked to the most important aspects of the skill or the behavior to be improved.

- The amount of information provided must be adequate. It must be as easy to understand, as accurate and as specific as possible.

- Let the athletes practice without always interrupting them. The more you talk, the less they can practice! Although feedback is important and contributes to learning, giving feedback too often, or too much at any one time, should be avoided.

COACHES: ASK YOURSELF THESE QUESTIONS
DURING AND AFTER THE PRACTICE- WAS MY FEEDBACK

1. **Specific**, not general, for example: "You did _____perfectly!" instead of "That's fine!"?

2. **Positive and constructive**, not negative and humiliating?

3. Directly linked to the **skill or behaviour** to be improved?

4. Informative and relevant to the **most important performance factors**?

5. **Balanced**, i.e. it contained information on what has been done well, and also on what still has to be improved? For example: "Your _____(movement) is better than last time. The next thing to do would be to _____ (add another level of complexity to the movement, or a particular piece to refine)"?

6. **Clear, precise and easy to understand** by the athlete, e.g. were the words I used simple?

Worksheet 4 - Observation

During the activity, observe what is going on, i.e. ***what*** the athletes are actually doing and ***how*** they are doing it.

Things to look for:

- athletes get involved in the activity quickly (rapid transition)
- athletes have a clear understanding of the task at hand, in view of the instructions that were given (they do what they should be doing)
- the activity is running safely and no participant is at risk
- the activity or drill is appropriate for the skill level of the participants, and that it is not beyond their current abilities
- there is a good rate of success among the athletes, i.e. most of the athletes are able to achieve the desired outcome
- athletes have fun - they are not bored or discouraged

Scan the group and move around to watch what is going on from different vantage points.

Watch each athlete, so to be aware of the individual differences in performance.

Determine whether or not an intervention/clarification/correction is necessary.

Be prepared to make adjustments to the activities to ensure:

1. Safety standards are respected.
2. Training and learning objectives are being met.
3. Participants remain focused and interested.

Worksheet 3 (1 of 2) Explanations and Demonstrations

1- Control potential distractions – Position athletes with potential distractions behind them. *Example of distractions: Sun in the eyes, Activity in the street, other athletes training or talking, spectators, etc.*

2- Choose an effective formation for the group – See examples on the back.

3- Explanation - The *explanation* serves to:

- Describe the aim of the movement, exercise, or activity about to be performed
- Outline ***what*** is to be done and ***how***
- Describe ***key points of reference/cues*** for the athletes

The explanation often comes *before* the demonstration. It should be brief, clear, and use words all athletes can understand.

The athletes must have a clear idea of *what they should be trying to do* during the activity or the movement (the *intention* behind the action).

4- Demonstration - The purpose of the *demonstration* is to *show* athletes how a particular skill or activity should be done, and to give them a good visual model.

- The skill or movement must be demonstrated as accurately as possible, a few times, and from a variety of angles and speeds. This will ensure that a mental picture of the movement, and of the speed and accuracy required, is left with the group.

- A few key descriptive points *about* the execution movement should also be emphasized verbally as the demonstration is being performed, as well as *how* it should be performed.

- A few key criteria of successful performance or execution should be emphasized.

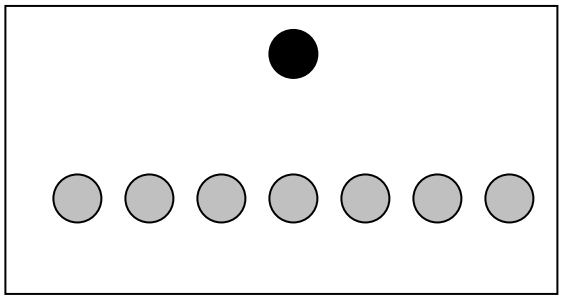
Coaches do not have to perform the demonstrations themselves all the time. Sometimes, it is preferable to use an athlete, a video, etc.

Avoid repeating the demonstration too many times, as athletes who have already seen it enough may “switch off”.

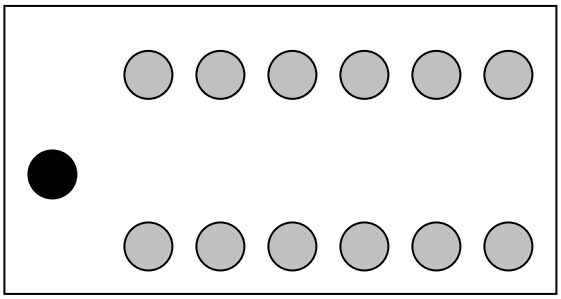
Worksheet 3 – Explanation and Demonstration (2 of 2)

Group formations that can be used with athletes during explanations and demonstrations.

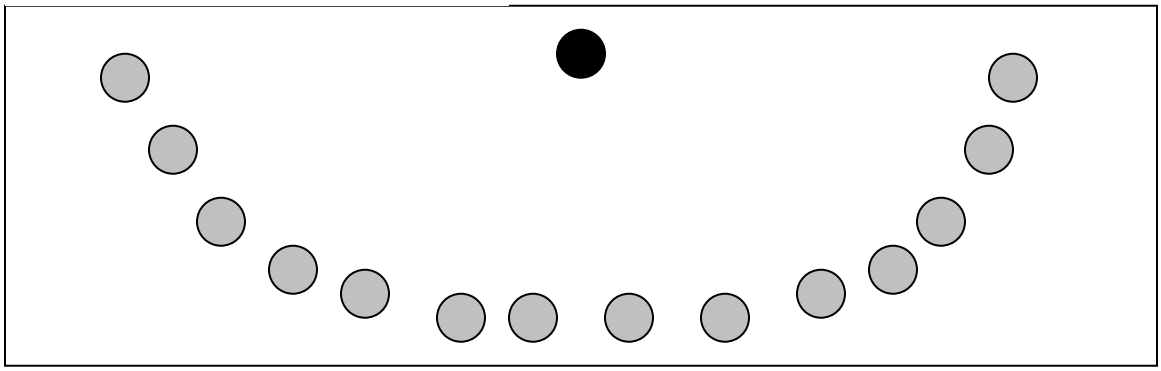
Straight line



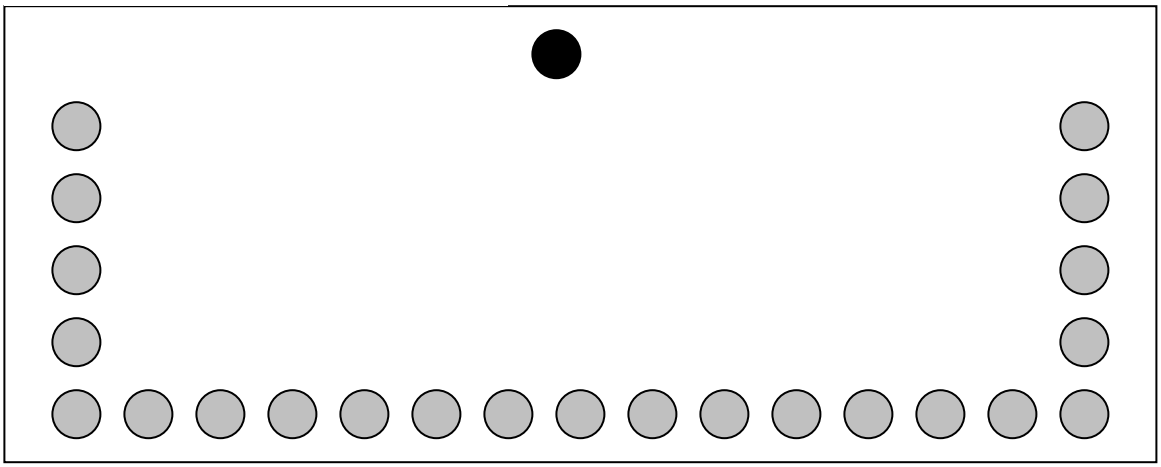
Two lines



Semi-circle



U formation



Worksheet 2 - Organization

When organizing an activity:

- Think about how to *begin* and *finish* the activity or a drill.
- Take into account the safety issues of the activity or drill.
- Plan for the equipments that will be necessary *before* the activity or the drill takes place. The equipment must be verified for safety before the session, and prepared ahead of time so that it is available at the time of the activity.
- Organize the activity in a way that allows each athlete to remain active during at least 50% of the practice time allowed; more is desirable, unless pauses are required for recovery.
- Ensure athletes can progress at their own pace whenever possible.
- Ensure participants can begin the activity quickly and efficiently after the instructions are given.
- Ensure individual boxers, pairs, or groups have sufficient space to perform the training task safely and correctly.
- Set up the environment in such a way as to allow yourself to move around, and see every boxer without interfering with the activity.

Learning Activity 3 - Intermediate Boxing Skills (part 1) - cont.

TIME	RESOURCE	LF NOTES
LA 3 Step 2 Intermediate Boxing Skills (part 1) Side step (15 min)	**WS 6 (WB 72)**	• Explain and make a demo of the **Side step.** • As you do this, emphasize the key technical aspects of this move, as well as why and when it is used. • Next, ask coaches to form pairs, and to teach each other the side step. During this exercise, they must pay attention to the organization, explanation/demonstration, observation and feedback steps of the teaching process, as well as to the technical guidelines. ***Note to the LF:*** *The time allocated serves not only to deal with the skill, but also to make sure everyone is re-acquainted with the teaching process and the key aspects to take into account in each step.*

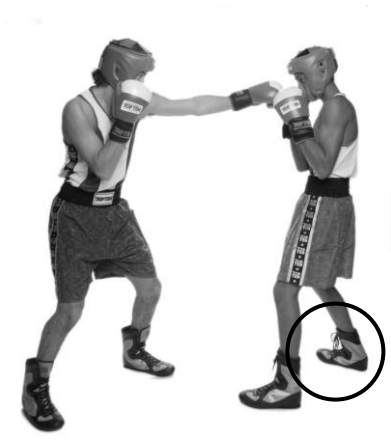
Worksheet 6 - The Side-Step

This movement can be very useful to the boxer as a defensive move against the jab.

To perform the side-step with the front foot, the boxer:

- moves the front foot quickly back toward the rear foot (Picture 1);
- steps off swiftly to the rear foot direction, transferring the weight to that foot (Picture 2);
- pivots back into the normal stance and either resumes the attack or continues to side-step to the rear foot direction. As can be seen in Picture 3, by side-stepping the defending boxer has moved to the outside to avoid the opponent's jab.

Picture 1- Side-Step



Picture 2- Side-Step

Picture 3- Side-Step

Boxers should practice this footwork skill in pairs, taking turns to shift out of the line of the partner's shuffling advance.

Learning Activity 3 - Intermediate Boxing Skills (part 1) - cont.

TIME	RESOURCE	LF NOTES
LA 3 Step 3 Intermediate Boxing Skills (part 1) Pivot (5 min)	**RM 42** **WS 5** ***(WB 73)***	• Mention to coaches that the key technical points regarding each Boxing skill dealt with during the workshop are in the Reference Material. However, if they wish to take notes, there is some space available to do so in the Workbook. • Explain and make a demo of the **Pivot.** • As you do this, emphasize the key technical aspects of this move, as well as why and when it is used. • Next, invite coaches to perform a few pivots on each side. • Then, ask coaches to work in pairs; they must look at each other's Pivot and provide **feedback** to their colleague in a manner that is consistent with the recommended guidelines.

RM 42 - 3.4- Pivot

The pivot is a relatively simple manoeuvre to learn. It is based on "economy of movement", and is performed with the front foot, either in a clockwise or anti- clockwise direction. To execute the Pivot, the Boxer:

- Transfers his or her weight to the ball of the front foot.
- Rotates in a half circle, thus cutting down the ring space with a minimum of energy expenditure.

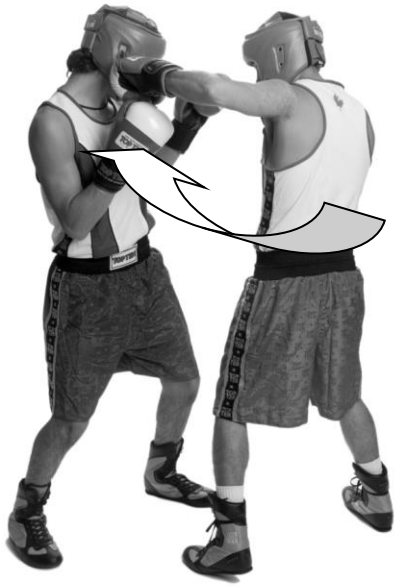
When the boxer uses the Pivot, the opponent must use additional footwork to circle, thus expanding more energy in the ring.

Learning Activity 3 - Intermediate Boxing Skills (part 1) - cont.

TIME	RESOURCE	LF NOTES
LA 3 Step 3 Intermediate Boxing Skills (part 1) Lead Hand Hook to the Head (15 min)	**RM 42** **WS 7** ***(WB 71)***	• Explain and makes a demo of the **Lead Hand Hook to the Head.** You may also ask a skilled participant to do the demo. • As this is being done, emphasize the key technical aspects of this move, as well as why and when it is used. • After the demo, draw the coaches' attention to WS7 on WB71: Progression principles when teaching punches. • Take a few moments to illustrate how these principles can be applied to the teaching of the Lead Hand Hook to the Head. • Then, ask coaches to form new pairs. • When the groups are formed, participants must go over the main technical aspects of the Lead hand hook to the head as they practice applying the progression guidelines to this punch.

RM 42 3.5- The Lead Hand Hook

The hook with the lead hand is perhaps the most effective punch in the boxing repertoire if it is delivered correctly. As the name "hook" suggests, it is a bent arm blow which is used mainly as a counter punch or as part of a combination of punches. It is a difficult punch to defend against as it is thrown from outside the main line of vision. Surprise is the key factor of its success – the opponent rarely sees it coming.



Picture 3.6- Lead Hand Hook to the Head

To perform the Lead Hand Hook to the head, the Boxer:

- Shifts the weight to the rear leg.
- Pivots explosively at the hip and shoulders, using the firm rear side of the body as a hinge.
- Keeps the front arm relaxed in a hook shape, and quickly whips it in an arc through the target.

Key points:

- To enable the hips to swivel, the front foot pivots inwards on the ball of the foot.
- At the moment of impact, the rear knuckles are in contact with the target. The palm is facing the floor.
- Keep the rear hand in a high guarding position.

Learning Activity 3 - Intermediate Boxing Skills (part 1) - cont.

TIME	RESOURCE	LF NOTES
LA 3 Step 4 Intermediate Boxing Skills (part 1) Defences against the Lead Hand Hook to the Head (15 min)	**RM 43** **WS 8** ***(WB 70)***	• Explain and makes a demo of the **Defences against the Lead hank Hook to the Head.** You may also ask a skilled participant to play the role of the attacker during the demo. • As this is being done, emphasize the key technical aspects of this move, as well as why and when it is used. • After the demo, draw the coaches' attention to WS8 on WB70: Progression principles when teaching defensive moves. • Take a few moments to illustrate how these principles can be applied to the teaching of the Forearm Block and the Ducking moves. Use participants to illustrate the various stages of progression. • Then, ask coaches to work in pairs, and to go over the main technical aspects of the Forearm Block and the Ducking as they practice applying the progression guidelines to these defences. • Circulate in the groups to validate that the coaches are following the instructions, and give clarifications if needed.

3.6- Defence against the Lead Hand Hook to the Head

To defend against a Lead hand Hook to the head, the boxer can use the following moves:

1. Forearm block
2. Ducking

These techniques are described in the pages that follow.

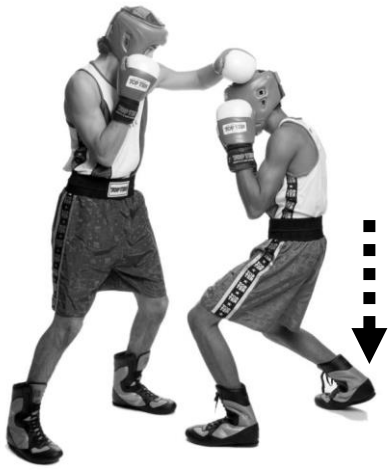
Forearm Block

Picture 3.7- Forearm block

To perform this defence, the boxer:

- Blocks the opponent's blow with his or her forearm, tucking the elbow in to protect the body.
- Holds the open glove slightly away from the head to avoid a jarring effect.

Ducking



Picture 3.8- Ducking

When ducking, the boxer:

- Bends the body very slightly forward from the waist
- Flexes the knees to drop the head under the oncoming hook
- Carries the hands high, keeps the chin down, and watches the opponent

The boxer can duck from all distances, short, medium, long.

WB 70 - Worksheet 8– Progression principles (Defence)

1. The proper mechanics of the movement should first be learned in controlled and easy conditions, with the boxer practicing the technique individually and at slow speed. At this stage the boxer normally receives feedback and comments from the coach, or from a partner.

2. The boxer should then practice the technique in stable and predictable conditions, with a partner executing the punch at a slow, controlled speed. At this stage, the defending boxer should know what the target of the punch will be *before* the attacker executes it. At this stage the head must be completely excluded from the target area.

3. The speed of the attacker's movements should then be increased progressively, but the defending boxer should still know what the target of the punch will be before the attacker executes it. At this stage the head must continue to be excluded from the target area.

4. Some elements of uncertainty can then be progressively added in the attack (e.g. the defender does not know when it will take place, or what the target will be). At this stage the head must still be excluded from the target area, and the speed of the attack must be controlled, i.e. not maximal.

5. When the boxer's defence is deemed sufficiently stable and effective against a particular punch, the head of the defender can be included as a possible target, but attacks to this part of the body should be done at controlled, less than maximal speed. Initially, the defender should also know when the attacker will attempt a blow at the head.

6. Elements of uncertainty can then be added as above.

7. When this type of progression has been followed, the attacker can punch at full speed and the defender should be in a position to counter his or her moves effectively. However, the attacker must always be prepared to stop if he or she realizes that the partner cannot cope with the attack.

Learning Activity 3 - Intermediate Boxing Skills (part 1) - cont.

TIME	RESOURCE	LF NOTES
LA 3 Step 5 Intermediate Boxing Skills (part 1) Hook to the Body (10 min)	**RM 44**	• Ask coaches to think about the key technical aspects of the **Lead Hand Hook to the Body.** • Invite a skilled participant to make a demonstration. • As he or she is doing this, emphasize the key technical aspects of a correctly executed **Lead Hand Hook to the Body,** as well as why and when this move is used. You may ask the participant to repeat certain phases of the movement as you do your explanation, or perform a demo yourself. • After the demo, discuss briefly how the progression principles can be applied to the teaching of this punch. • Then, ask coaches to work in pairs, and to go over the main technical aspects of the Lead Hand Hook to the Body, as they practice applying the progression guidelines to this punch. • Whenever coaches provide feedback to each other, they must remember to apply the guidelines of WS5 on WB71.

RM 44 - 3.7- The Lead Hand Hook to the Body

The Lead Hand Hook to the Body (Picture 3.9) is strictly a counterpunch. It is sometimes referred to as a uppercut with the lead hand (Picture 3.10) because of the steep angle of the attack. The punch lands either in the solar plexus or in the area of the liver.

Note: The pictures below show variations of hook to the body

Picture 3.9- Hook with the Lead Hand

Picture 3.10- Hook with the Lead Hand

Executing the hook is dangerous because of the need to drop the lead hand before delivery, thus creating a brief opening for the opposition's rear hand.

To deliver the hook with the lead hand to the body, the boxer:

- tilts the T shape of the shoulders forward and sideways to the front foot direction;
- carries the front arm in a flexed position; the forearm is roughly parallel to the floor; the boxer should try to maintain a 90° angle at the elbow joint with the palm upward; hand slightly flexed
- makes sure that the front foot is well inside the opponent's leading foot, that is, beneath his chin;
- pivots explosively at the hip and shoulder during the hook upward into the solar plexus;
- brushes the flexed guarding arm against the hip as the weight transfers to the rear foot.

This particular skill will need constant practice because the punch must be precise and accurate to be effective. A careless lead hand hook to the body (for example, one that lands *below* the belt), can result in warning or instant disqualification.

Wrap up of the morning and overview of the afternoon

TIME	LF NOTES
Wrap up of the morning and overview of the afternoon (5 min)	• Summarize the work done during the first 3-hour block. This morning, we did the following things: ○ Review of the teaching process ○ Review of the Basic performance analysis model, which focuses on the technical execution of the movements, and application of this model to basic Boxing skills. ○ Apply a more comprehensive performance analysis model, which takes into account factors such as the **equipment**, the **environment**, the **affective state** of the performer, the **cognitive and tactical aspects** of the performance, i.e. his or her understanding of what has to be done, as well as the physical demands of the task, in addition to the technical execution. As we noted when going over the 3 scenarios in the workbook, these factors may all impact the quality of a performance, and the coach must be able to identify which ones come into play in order to implement effective corrective measures or strategies. ○ Applied specific steps of the Teaching process as well as progression guidelines in the teaching of the following intermediate Boxing skills: ○ Side step ○ Pivot ○ Hook to the head and to the body ○ Defences against the Hook to the head: Forearm Block and Ducking • Outline the focus of the afternoon session: 1- continue working on Intermediate Boxing skills, and 2- go over key aspects of the boxer's preparation program. • Ask coaches if they have any questions or comments at this stage.

LUNCH – 60 minutes (or less if the morning activities took more time than expected)

Introduction to Block 2

TIME	LF NOTES
Overview of the afternoon (1 min)	• Welcome coaches to the second block of the workshop. Outline the focus of the afternoon session: 1- continue working on Intermediate Boxing skills, and 2- go over key aspects of the boxer's preparation program.
Questions or comments regarding block 1 (6 min)	• Ask coaches if they have any questions or comments to make regarding the work done during the morning session. ***Note**: limit the time for this to 5-6 minutes maximum.*

Learning Activity 4 - Intermediate Boxing Skills (part 2)

TIME	RESOURCE	LF NOTES
LA 4 Step 1 Intermediate Boxing Skills (part 2) Defence against the Lead Hand Hook to the Body (elbow block) Progressions in the teaching of defensive skills (20 min)	**RM 45** **WS 8** ***(WB 70)***	• To begin, ask coaches what are the key technical aspects of the **Lead Hand Hook to the Body.** This will serve as a review of this skill, which was dealt with during the morning session. • Invite a participant to assist you for the demonstration. He or she will play the role of the attacker attempting a **Lead Hand Hook to the Body.** • As he or she is doing this move at a slow/controlled speed, emphasize the key technical aspects of a correctly executed **elbow block.** You may ask the participant to repeat the whole movements a few times, or certain phases of the movement, as you do your explanation and demonstration. • Then, take a few moments to go again over the key points of the progressions that can be used when teaching defensive skills. Some demonstrations of specific elbow block drills that learning boxers can do at specific stages should then be done quickly. • Next, invite coaches then work in pairs and go over the main technical aspects of the **elbow block** as they practice applying the progression guidelines for this defensive move. • Remind coaches that, whenever they provide feedback to each other, they should apply the guidelines of WS5 on WB71. • Circulate in the gym and observe the groups. Validate the work of coaches to ensure proper application of the guidelines, and answer questions as needed. • Do a short debrief at the end of the activity.

RM 45 - 3.8- Defence against a Lead Hand Hook to the Body: Elbow Block

The boxer performs the elbow block (Figure 3.11) by:

- pivoting at the waist to block the hook with either elbow (right elbow in this example);
- turning the body to meet the punch, *without* moving the arms;
- keeping the chin down throughout the movement.

Picture 3.11- Elbow Block

Learning Activity 4 - Intermediate Boxing Skills (part 2)

TIME	RESOURCE	LF NOTES
LA 4 Step 2 Intermediate Boxing Skills (part 2) Review: Power Punch to the Head (5 min)	**LF**	• Ask coaches what are the key technical aspects to keep in mind when teaching the **Jab** and the **Power Punch to the Head.** **Note**: This will serve as a review of these skills which were dealt with during the Instruction beginners workshop, and are part of the various combinations that will be presented next. • Invite a participant to make a demonstration of these two punches, or make the demo yourself. Emphasize the key technical aspects of each punch during the demo, including: o the correct stance o the pivot, and o the weight transfer ***Note**: Pages 66 to 69 are excerpts of the Instruction beginners manual dealing with the Fundamental aspects of punching, the Jab, and the Straight Power Punch to the Head.*

Excerpt from the Instruction beginners Manual

5.4- Fundamental Aspects of the Straight Punch

Introduction

Early on, beginner boxers must learn the correct execution of the straight punch, as well as the defences against straight punches, as these are two of the most fundamental boxing skills. Good balance, footwork, and straight punches are the main tools of a technically sound boxer.

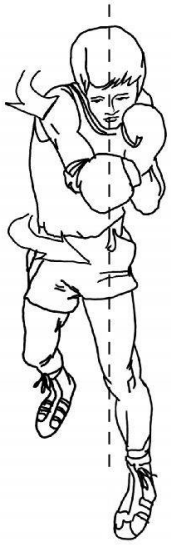
The correct execution of a straight punch involves a series of movements by separate parts of the body, and each must work in a certain sequence. As mentioned in Chapter 1, some coordination is required for effective execution.

There are two types of straight punches: the *jab* and the *straight power punch*. However, they all have the same mechanics. The information provided in this section is therefore valid for all types of straight punches, and for each hand.

Basic Mechanics of the Straight Punch: the Pivot

In punching, the arm and the hand act as the vehicles of force transmission. The explosiveness of the movement comes from a sharp pivot of the hips and shoulders.

To project the fist at maximum speed, the torso rotates around the vertical axis, as the knees flex to lower the center of gravity. The rear leg is in contact with the floor, and its drive assists the rotary movement of the torso (Picture 5.7).



To get the feel of the pivot principle, boxers should imagine a rod running through the head, down the spine and into the floor.

A rod so placed would allow one movement: a turning or pivot of the body to the left or to the right. The rod would prevent swinging, swaying or bending in any direction.

It is important to make the boxer understand the basic mechanics of the pivot principle. This movement must be practiced over and over until it becomes perfect, and natural.

Picture 5.7- Pivot During a Punch.

Excerpt from the Instruction beginners Manual

Key Components of the Straight Punch

Pictures 5.8 and 5.9 show front views of punches correctly executed. During the execution, both sides of the body remain firm, yet relaxed. Each picture outlines a straight punch to the head.

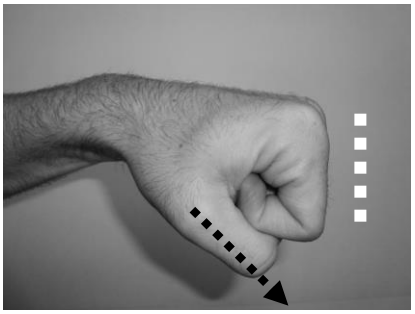
Picture 5.8- Straight Punch with the Right Hand.

Picture 5.9- Straight Punch with the Left Hand.

When executing the straight punch:

- The boxer must make the fist, by folding the thumb comfortably on the outside between the first and second joints of the forefinger (Picture 5.10).
- The arm is extended <u>after</u> the hips and shoulders have turned through the central axis (pivot).
- For straight punching, the boxer rotates the forearm inward, toward the center line. Contact is made with the back knuckles, with the wrist slightly flexed. The thumb, if extended, would be pointing to the floor (Picture 5.11).
- The punch must be made directly to the target. The hand returns to the punching position on the same line, and the boxer bends the arms so that the elbows are close to the ribs, as in the normal stance.

Picture 5.10- Fist Position.



Picture 5.11- Wrist Position.

Excerpt from the Instruction beginners Manual

5.5 - The Jab to the Head

Sound technical boxers rely heavily on the use of the jab. This straight punch is performed with the front hand, which of course is carried nearest to the opposing target in the normal orthodox stance. This punch, and its many variations, is really the foundation on which to base the boxer's attacking technique.

Picture 5.12- Jab to the Head (side view).

The main purpose of the jab is to keep the opponent off balance, and to expose him/her to a series of more punches (Picture 5.12).

Successful jabbing depends upon judgment of distance, timing and deception.

When teaching the jab, coaches should ensure that boxers:

- Aim for the point of the chin of the opponent.
- Keep the jabbing hand relaxed, and snap it away from the body with a slight pivot at hip and shoulder.
- Rotate the forearm in the last third of the distance to the target.
- Punch at the target (point of the opponent's chin), landing with the knuckles; as with the straight power punch, the wrist of the jabbing hand must be slightly flexed with the thumb, if extended, pointing toward the floor.
- Hold the rear hand in a guard position, with the elbow tucked in to protect the body.
- Retract the jabbing hand quickly, along the same path as the delivery.
- Perform smooth movements throughout, and remain in a balanced stance.

Note: *The jab must be thrown at maximum speed.*

Picture 5.13- Jab to the Head (rear view).

Excerpt from the Instruction beginners Manual

5.9- Straight Power Punch to the Head

***Note**: Arguably, the premature discovery of the rear hand's hitting power is one of the biggest handicaps for a learning boxer to overcome. Coaches should be aware of this, and always emphasize correct execution over the sheer power of the blow.*

Introduction

The straight power punch is a hard punch, which should be used sparingly in a competition. It is essentially a counter punch or follow-up punch when the target has been opened up with the leading hand.

Technique and Key Points

Effective power punching with the rear hand is obtained from a strong contraction in the rear leg, which in turn initiates a powerful rotation of the hip and shoulder around the imaginary central axis. The front side of the torso acts as the hinge, as the rear hand drives to the target.

- After driving off the rear foot, the boxer's hips and shoulders rotate explosively, using the forward side of the body as a hinge.
- The boxer's body weight is quickly shifted to the front foot, and the back arm extends completely as it is being driven to the target in a powerful movement.
- At impact, the boxer's forearm rotates: the knuckles are facing up, and the thumb side of the fist is turned inward.
- Throughout the execution, the boxer keeps the leading hand high in a guarding position.
- The "T" shape formed by the shoulders must remain horizontal, and balance must be maintained throughout the execution.

Picture 5.19- Straight Power Punch to the head

Initially, the Straight Power Punch to the head should be practiced on the punching bag, the wall bag, or the palm of the partner's gloved hand

Learning Activity 4 - Intermediate Boxing Skills (part 2)

TIME	RESOURCE	LF NOTES
LA 4 Step 3 Intermediate Boxing Skills (part 2) Combinations with the Lead Hand Hook (33 min)	**RM 45** **RM 45** **WS7, *WB71*** **RM 46-49** **WS3** ***WB 76-77*** **WS5 *WB73***	• Ask coaches what are the key aspects to keep in mind when teaching combinations. • Validate, and complete if necessary (see key points on the next page under Balance and Rhythm). • Remind coaches about the guidelines for teaching offensive skills progressively (RM45; WS7-WB71). • Then, invite coaches form groups of 3. They must work with different people for this exercise. • Explain the task: o Coaches will work on the following combinations, which are described on pages 46-49 of the RM: - Jab, Step and Lead Hand Hook to the Head - Double Hook: The Lead Hand Hook to the Body and to the Head - Jab, Straight Power Punch and Lead Hand Hook to the Head - Jab to the Head, Straight Power Punch to the Head, and Lead Hand Hook to the Body o For each combination, **Coach 1 will focus on explaining** the key points of the skill, **Coach 2 will do the demonstration**, and **Coach 3 will focus coach on analyzing the performance of his or her colleagues**. As they do their task, Coaches 1 and 2 must respect the guidelines of WS 3: Explanation & Demonstration. Coach 3 therefore has a complex task, as he or she must look critically at the teaching process of Coach 1 and also at the technical execution of Coach 2. Coaches should therefore take a few moments to revisit each WS if necessary before starting the activity. o After each combination, coaches take a few minutes to debrief and discuss. The discussion is lead by Coach 3, who must make sure to provide feedback to his or her colleagues in a way that is consistent with the guidelines of WS 5 on p. 71 of the WB. o Coaches change roles after each combination. • Circulate in the gym and observe the groups. Validate the work of coaches to ensure proper application of the guidelines concerning the technique, the progression, demonstration/explanation, and feedback. Answer questions as needed.

RM 45-49

3.9- Combinations with the Lead Hand Hook

Balance and Rhythm are Key Factors to Effective Combination Punching

Once the boxer knows the techniques required for the basic punches, he/she should be taught sequences or *combinations* of punches, and learn to deliver them without upsetting his/her balance. Rhythm and balance are the keys to good combination punching. To sustain bursts of punching, the boxer must have a high level of fitness.

Progressions when Teaching Combination Punches

The boxer should first develop the basic patterns of combination punching through individual repetitions at low speed. Then, he or she should move on to working on the heavy bag in controlled conditions. The next level of progressions should then be: (1) pad sessions led by the coach (see Chapter 7 of the *Instruction beginners* manual), or (2) partner work in which the other boxer uses the palms of his/her gloves as pads. However, the coach should make sure that the pads or gloves are held in the correct position for punching, i.e. in the centre of the body, in order to provide the boxer with a realistic target.

After a few sessions, the boxer should have progressed from acquiring the basic patterns, to punching the bag, to punching pads or a partner's gloves. The next progression – before the boxer tests the skill in sparring – requires that the coach use a glove to jab with his/her leading hand. Because most combinations are performed as a counter to a lead, this stage is transitional; when performing this type of drill, the coach leads and the boxer slips into range to deliver the required pattern of punches.

In combination punching, the boxer must remember to:

- not deliver each blow of the combination with full power; only the last one or two punches of the sequence should be delivered at maximal intensity;
- let his or her feet follow the opponent; as the punches connect, the opponent will naturally move away if he/she can; the boxer's feet must follow the opponent if the boxer is to stay in punching range;
- work on flexibility in the hip and shoulder joints; lack of flexibility will inhibit the range and variety of combination punches possible.

The Jab, Step and Lead Hand Hook to the Head

The jab, step and hook with the lead hand to the head (Pictures 3.12 and 3.13) are some of the basic moves in boxing. Executed properly, this move is a symbol of true class. This move must be made smoothly and quickly, and to do so the boxer:

- steps in with a fast, light jab to the head;
- withdraws the jab along the same path;
- slides the front foot forward quickly to stay in punching range;
- turns the hip and shoulder, and delivers a lead hand hook to the head while pivoting on the ball of the front foot and transferring the body weight to the rear foot.

Picture 3.12- Combination: Jab

Picture 3.13- Followed by a Hook

The Double Hook: The Lead Hand Hook to the Body and to the Head

To deliver a double hook (Pictures 3.14, 3.15 and 3.16), the boxer must punch in a steep path to the body and switch immediately to hook on a more horizontal position to the head. To do so, he or she:

- slips to the front foot direction against the jab, sliding the front foot into punching range;
- tilts the shoulders sideways over the hip, and drives the hook with the lead hand into the opponent's solar plexus;
- keeping the rear guarding hand high, delivers the second hook with the lead hand to the head, and transfers the weight to the rear foot.

Picture 3.14- Slip to the Front Foot

Picture 3.15- First Hook with the Lead, to the Body

Picture 3.16- Second Hook with the Lead, to the Head

The Jab, Straight Power Punch and Lead Hand Hook to the Head

The Jab to the head, Straight Power Punch to the head and Lead Hand Hook to the head (Pictures 3.17, 3.18 and 3.19) is the first basic three-punch combination involving the Lead Hand Hook. This combination should become a conditioned reflex that the boxer uses when the opening presents itself. This move requires rhythm and timing.

To perform this combination, the boxer:

- steps in with a light jab to find his/her range;
- pivots at the hip and shoulder to drive a straight Power Punch to the head;
- staying in punching range with the front foot, pivots back with a Lead Hand Hook hand to the head;
- recovers to the guarding position.

Picture 3.17- Jab to the Head

Picture 3.18- Straight Power Punch to the Head

Picture 3.19- Lead Hand Hook to the Head

The Jab to the Head, Straight Power Punch to the Head, and Lead Hand Hook to the Body

The boxer delivers the jab to the head, straight right to the head and hook with the lead hand to the body (Pictures 3.20, 3.21, and 3.22) as he/she did the previous three-punch combination except that this time, he/she finishes with a Lead Hand Hook to the Body. The boxer must keep his/her guarding hand high as he/she delivers the hook.

Picture 3.20- Jab to the Head

Picture 3.21- Straight Power Punch to the Head

Picture 3.22- Hook with the Lead Hand to the Body

Learning Activity 4 - Intermediate Boxing Skills (part 2)

TIME	RESOURCE	LF NOTES
LA 4 Step 4 Intermediate Boxing Skills (part 2) Debrief (7 min)	**LF**	• Engage the coaches in a large group discussion, and debrief the technical work done so far during Block 2. • Clarify where necessary, and answer questions. • As a concluding remark for LA 4, make a link between the exercise that the coaches just completed, and the work that was done earlier during the performance analysis task: remind coaches that when they analyze the performance of their athletes, they should not restrict their analyses to the technical factors only, but they should also take into consideration variables such as equipment, environment, cognitive and emotional factors, tactical intentions, and fitness.

TIME	RESOURCE	LF NOTES
LA 4 Step 5 Intermediate Boxing Skills (part 2) Individual reflection (3 min)	**WB 28** **Or Action Card WB68**	• Invite the coaches to reflect about what they have learned so far regarding the teaching of intermediate boxing skills.

Break and transition to the classroom setting (5 minutes)

Learning Activity 5 – The Boxer's Program (85 minutes)

TIME	RESOURCE	LF NOTES
LA 5 Step 1 Introduction and overview (10 min)		• Introduce the topic by asking participants what the words *Boxing Program* means to them: *For the next 75 to 90 minutes, we will go over the topic of the Boxer's Program.* *When someone talks about a Boxing Program, what are the key things that spontaneously come to your mind? In other words, what is a program for you, or what are the key features of a program?*
	Flip chart	• Note the key points that are mentioned by the coaches, or acknowledge their input verbally.
	Flip chart or slide **RM 93**	• After a few minutes, use a slide or a flip chart to show the definition of a sport program that appears in the RM on page 93 (see below). **A *Sport Program* is a series of planned and purposeful activities that are organized, sequenced, and implemented over time in order to achieve particular training and performance goals.** • Make linkages with the key points identified by the coaches, and emphasize the key words of this definition: **Series of activities**: this implies that participants will do a variety of things **Planned and organized**: some thinking is necessary to put a program together and to give it a sound structure **Sequenced**: the activities take place in a logical and progressive order **Implemented**: participants will do a certain number of things **Time**: the program may span over several weeks, or months. **Achieve training and performance goals**: There is a purpose behind the entire process, which is to improve in certain areas or to achieve a certain level of performance.
	RM 94	• Draw the attention of the participants to the table on RM 94, which outlines the key characteristics of sport programs. Do not get into the details of this table, but focus on the major components and features of a well-structured program.

RM 94 - **Table 7.1** - Some characteristics common to successful sport programs.

Time Dimension: A program…

- Usually has a well-defined beginning and end.
- Is of varying length (ranging from a few weeks to several months).
- Is part of the long-term development of the participants/athletes: their starting point, what they have done before, and what they should be able to do at the end of the program are all aspects taken into account.

Events: A program consists of different types of events…

- Sport-specific (training sessions, in-club competitions/sparring, inter-club competitions, tests, tournaments/boxing galas, championships, etc.).
- Social (suppers, parties, awards ceremonies, etc.).
- School related (holidays; exams; trips; etc.)
- Administrative (registration, equipments purchase, fund raising, parents meetings, meetings with club or federation administrators, etc.).

Intentions, Objectives, and Priorities: A program…

- Takes into account the participants, their interests and their particular needs.
- Reflects the technical and competitive demands of the sport.
- Outlines its purpose and philosophy (why it exists), its focus (what it will emphasize, i.e. participation, development, excellence), the desired outcomes (goals and objectives), and how it will be operated (e.g. Club rules, policies, procedures).
- Prioritizes particular aspects (objectives, events, time devoted to certain activities, etc.) given certain constraints that may apply.
- Makes its intentions, objectives, and priorities public, which helps justify choices and decisions.
- Has intentions, objectives, and priorities that are coherent with the values of the coach and the organization.

Structure: A program…

- Proposes activities that are organized and planned (level of detail and sophistication may vary).
- Proposes a framework for services to participants.
- Proposes a link and some consistency between its various components (vision and objectives, philosophy, priorities, participants' needs, activities, and events).

Progression: A program is characterized by…

- Intentions, objectives, and priorities that may change at various points of the season.
- An evolution in terms of training activities and content, so as to take into account the intentions, objectives, and priorities that apply at a given point in time.

Adjustment and Evaluation: Within a program…

- The participants progress from a given starting point; this progression may occur in different ways: group/team cohesion; technical/tactical mastery; physical condition and tolerance of fatigue; attitudes (work habits; participants behaviour; commitment; discipline); performance, etc.
- The coach must assess the participants' starting point so as to identify what can realistically be accomplished in the short-, mid- and long-term, and choose the appropriate methods for doing so: such decisions normally require some form of evaluation.
- It must be understood and acknowledged that adjustments will most likely have to be made en route, even if the initial plans were carefully laid out.

Learning Activity 5 – The Boxer's Program (cont.)

TIME	RESOURCE	LF NOTES
LA 5 Step 2 Reflections about the programs for groups of participants who have widely different needs (12min)	**WB29**	• After quickly going over the Table on RM 94, mention that: *Programs can be designed either for a group of athletes or for an individual boxer.* *A program that applies to a group of athletes is, by definition, more general. It deals with the needs a majority of participants in a particular age group or ability level usually have.* *On the other hand, an individual program is aimed at addressing the specific needs of a single boxer, and to prepare him or her for optimal performance in competition.* *For the vast majority of Competition introduction-level boxers, a general program is adequate during their first few years of training and competition. For this reason, only general programming guidelines will be discussed today.* • Invite coaches to form small groups. • Ask them to go to page 29 of the WB, and explain the task. They must compare and contrast the goals, content, and priorities of 2 programs: 1- the program of a 12 year old kid who joins a boxing club for the first time; and 2- the program of a 16 year old who has been involved in Boxing for 2 or 3 years, and who is involved in 3 or 4 fights during the season, including a regional/provincial championship. • For this exercise, they should not get too specific, and the focus should be on the major aspects of each participant's program.

WB 29 Section 3 – The Boxer's Preparation Program

3.1- Use the table below to compare the programs of two boxers: (1) a 12 year old kid who joins a boxing club for the first time, and (2) a 16 year old athlete who has been involved in competitive boxing for 2 or 3 years, and who prepares for a championship. Do no get too specific, and focus on the major aspects of each participant's program.

Program Components	12 Year Old Kid New To Boxing	16 Year Old Club Boxer
Duration (Weeks)	Variable, but can range between 10-12 weeks.	Variable, but can range between 30-35 weeks.
# Of Competitions	None	3 or 4, including a major event.
Objectives and Priorities	Expose the participant to the basics of boxing so he or she can get a general feel of what the sport is about, and develop an interest for it. Ensure the Boxing experience fun and enjoyable.	Optimize physical preparation and Boxing-specific skills. Increase the competitive experience. Seek to accomplish performance objectives in selected competitions.
Technical Aspects/ Skills	Learn the safety measures and the proper use of protective and gym equipment. Focus on the fundamental skills, and on some basic skills.	Consolidate and refine fundamental, basic and many intermediate skills. Learn and master more advanced skills. Demonstrate the ability to use skills efficiently even while under competitive pressure.
Tactical Aspects	Focus on hard work, value effort and perseverance. Reward creativity and autonomy.	Consolidate and refine fundamental and basic tactics. Learn and master more advanced tactics. Demonstrate tactical sense in competition. Develop the ability to adapt versus a variety of opponents and styles.
Physical Preparation And Development	Focus on motor development (agility, coordination, balance), with some forms of training to improve flexibility; aerobic stamina, and speed.	Develop all athletic abilities that are important in boxing. Achieve a high degree of boxing-specific fitness through increased volume and intensity of training compared to previous years. Plan for adequate recovery within program.
Mental Preparation	Learning of appropriate gym behaviours, sportsmanship, and boxing etiquette. Improve self-esteem and confidence.	Develop self confidence, set training and performance goals/objectives, refine concentration and emotion management skills.
Coach-Parents Interaction	Meet with the parents at the beginning of the program, to explain the objectives and what will be emphasized. Outline the Code of Conduct expected to be respected and applied by all club boxers.	Ensure adequate parental support for the long-term athletic development of the boxer. Involve the athlete and his/her parents in the planning process.
Other Aspects	Emphasize safety, fun, and a healthy environment within the club, so the participants want to remain involved in boxing, and their parents support the idea.	Manage the academic and boxing demands, as well as emerging social needs, through a carefully planned program.

Learning Activity 5 – The Boxer's Program (cont.)

TIME	RESOURCE	LF NOTES
LA 5 Step 3 Large group debrief – reflections about the programs for groups of participants who have widely different needs (10 min)	**RM 96** **RM 98-99** **WB29**	• Begin by mentioning that Boxing Canada has produced a Long Term Athlete Development model (LTAD) which provides a general framework for the design and implementation of Competition introduction-level programs for participants of various age groups and athletic backgrounds. Boxing's LTAD is based on a seven stage progression, with each stage having a specific relationship to the important biological, psychological and social development periods in the participant's life. • Draw the attention of participants to table 7.2 of RM 96, which presents a summary of each stage of Boxing Canada's LTAD model. However, do not explain these stages. • Mention that the two programs coaches were asked to compare and contrast in the previous exercise would typically apply to participants in **STAGE 3 – Learn to Box (12 year old kid)** and in **STAGE 4 – Train to Box (16 year old competitive boxer)**. • Debrief the previous exercise. **Note**: Refer to the information on the previous page for the key points to outline in each program. Conclude by mentioning that after the break, the focus will be on examples of programs for boxers of different age groups and skill levels.

Pause 8 minutes

Learning Activity 5 – The Boxer's Program (cont.)

TIME	RESOURCE	LF NOTES
LA 5 Step 4 Sample Boxing programs for participants of different age groups, experience, and skill levels. Introduction and classification of skills (5 min)	**RM 102** **RM 104-108**	**Introduce the topic** • Begin by mentioning that the general process and steps that a coach typically follows when **designing** a sport program are outlined on page 102 of the RM. ***Note****: Coaches can go to that page of the RM, but do not spend any time on the process itself.* • Designing a sport program is a fairly complex exercise, and it takes some time and a fair amount of reflection. Clearly, there is not enough time to do that today. Rather, we will go over a variety of sample Boxing programs designed for participants of different age groups, experience, and skill levels. **Explain the classification of Boxing skills** • When we look at these programs, you will notice that references will be made to terms such as *Fundamental*, *Basic*, and *Intermediate* skills, or such as *General*, *Specific*, and *Competition* exercises. • This is a classification that has been made to help coaches select the right types of skills and exercises for their program, or at specific times within their programs. Let's take a few minutes to go briefly over these groupings. We will begin with the classification of skills. • Invite coaches to go to page 104 of the RM. • Go quickly over the list of skills that have been listed under each category: 1. Fundamental skills (Table 7.8) 2. Basic skills (Table 7.9), and 3. Intermediate skills (Tables 7.10 to 7.12) ***Note****: Do not spend too much time on this; the purpose is primarily to make sure coaches know to which skills we are referring to when mentioning Fundamental, Basic, or Intermediate skills.* • Fundamental and Basic Boxing skills were dealt with during the Instruction beginners workshop. This workshop focuses on Intermediate level skills. • Within each category, skills are listed in the order in which they should be taught to the boxer to ensure sound and effective learning. • Because they are more complex, Intermediate boxing skills have been further divided into three groups, to ensure a proper progression when teaching them.

RM 102 - 7.4- Designing an Appropriate Preparation Program for the Boxer

Important note: The NCCP Multisport Module entitled *Designing a Sport Program* goes through a step by step approach to build a basic preparation and competition program. It also guides coaches through a series of critical reflections that should help them manage and prioritize the training activities based on the actual time athletes have available and can realistically commit to their preparation.

When attending the *Designing a Sport Program* Multisport Module, Boxing Coaches should bring this manual with them, and use it to complete some of the activities.

Key Steps in Designing a Boxer's Program

To design a program that will help boxers develop effectively, coaches must follow certain steps.

1. First, the **needs of the athletes** must be determined. For the purposes of a general Competition introduction-level boxing program, the overall training and competition guidelines provided in the LTAD model should apply. ***Note****: To position participants in the appropriate stage of the LTAD process, an assessment of their developmental and maturation process, as well as of their training and athletic background, should be made. To help in this process, some of the tools featured in Boxing Canada's LTAD posters can be used.*

2. Once this has been established, the **skills, tactics** and **other athletic abilities** that should be emphasized throughout the program must be singled out. These will represent the core elements of the program.

3. Third, **important events** that are scheduled to happen during the program or that must be taken into account at the planning stage, must be identified and positioned. The inclusion of events (e.g. competitions; tournaments; holidays; exams; etc.) may impact what should or can realistically be accomplished or emphasized at specific times within the program.

4. Fourth, given the events and the performance factors/athletic abilities featured in the program, the coach must determine what the training priorities and objectives should be at different times. In other words, the coach must **outline <u>what</u> will be emphasized <u>when</u> during the program, and for how long**. This is a critical step in order to allow the athlete to learn, progress, and perform optimally given (1) the time it generally takes to learn skills or to improve a particular ability, and (2) the amount of training the athlete can actually and realistically accomplish.

   In the case of boxers who have progressed beyond the initial learning stages and who are competing on a regular basis, the program can be divided into different *Periods* and *Phases* that each emphasize particular aspects of the overall preparation. These periods generally consist in the following: Preparation, Competition, and Transition. More specific information about this will be provided in the following section.

5. Fifth, when all the above steps have been carefully taken care of, the coach can reflect about the specific types of **exercises, training methods,** and **workloads** that should be used. (Note: Chapter 8 deals with various methods that can be used to improve the athletic abilities that are important in Boxing.)

RM 104-109 7.5 - Classification of Boxing Skills

To help coaches select the right types of activities for their program, Boxing skills and training exercises have been grouped into major categories. This classification is used to outline the specific content of the sample programs featured in Section 7.6.

Boxing skills have been grouped into three (3) main categories:

1- Fundamental skills (Table 7.8)
2- Basic skills (Table 7.9), and
3- Intermediate skills (Tables 7.10 to 7.12)

Because they are more complex, Intermediate boxing skills have been further divided into three groups, to ensure a proper progression when teaching them. Within each category, skills are listed in the order in which they should be taught to the boxer to ensure sound and effective learning.

Table 7.8- Fundamental Boxing Skills
1. Placement of the feet in the boxing stance (hands lowered or on the hips at this stage of learning).
2. Improved position of the feet in the boxing stance (bounding in place on the toes with exaggerated bending of the legs at the ankle and knee joints).
3. Boxing steps: • Forward • Backward • To the lead foot side • To the rear foot side
4. Boxing stance.
5. Mechanics of the straight punches from the boxing stance.
6. Footwork exercises in the boxing stance: • Advancing and retreating. • Doing exercises in pairs (moving to both sides using boxing steps and resting the arms on the partner's shoulders). • Doing exercises in pairs (footwork, moving either way, and keeping the appropriate distance from the partner). • Performing the known elements of footwork on a signal (oral, hand sign or whistle) from the coach.

Table 7.9- Basic Boxing Skills

Note: *The boxer must first learn the attacking move, and then the associated defence.*

Attacking moves	Defence
1- Jab to the head	2-Defence against the Jab to the head
3- Jab to the body	4- Defence against jab body
5- Straight Power Punch to the head	6- Defence against the Straight Power Punch to the head
7- Straight Power Punch to the body	8- Defence against the Straight Power Punch to the body
9- Straight punches combined with boxing steps: forward, backward, to the front foot side and to the rear foot direction (during actions, priority must be given to steps except in the case of the jab with a step forward; the step forward and jab are executed simultaneously).	10- Use of appropriate defences against an attacker performing forward or backward steps.
11- Straight punches delivered to a target (bag, partner, pads) while in place and in motion: *in place* • Jab to the head • Jab to the body • Straight power punch to the head • Straight power punch to the body *in motion* • Jab to the head with a step forward • Jab to the head after a step back • Jab to the head with a step forward, a step back, and a straight power punch to the head	
12- Combinations of straight punches to the target while in place and in motion: • Double jab to the head • Jab to the head and jab to the body • Jab to the body and jab to the head • Jab to the head and straight power punch to the head • Jab to the body and straight power punch to the body • Jab to the head and straight power punch to the body • Double jab and straight power punch to the head • Straight power punch to the body and jab to the head	13- Use of appropriate defences against an attacker performing various combinations of straight punches, including the following additional techniques: • Counter punching with the Straight power punch • Covering up
14- Shadow boxing of all the preceding techniques (presentation, demonstration and application in boxing training).	

<table>
<tr><th colspan="2">Table 7.10- Intermediate Boxing Skills 1

Note: The boxer must first learn the attacking move, and then the associated defence.</th></tr>
<tr><th>Attacking moves</th><th>Defence</th></tr>
<tr><td>1- Diversionary or blind jab</td><td>2- Defence against the Jab to the head (as in basic skills).</td></tr>
<tr><td rowspan="8"></td><td>3- Advanced defences against straight punches while in place, and then while in motion:
Duck down, to the front foot side and to the rear foot side
Sway back
Step back</td></tr>
<tr><td>4- Circling away from the rear hand</td></tr>
<tr><td>5- Slipping to the rear foot direction against a straight power punch to the head</td></tr>
<tr><td>6- Front to rear parry/straight power punch against rear hand lead</td></tr>
<tr><td>7- Blocking an opponent’s straight punch to the head with the forearm, and countering with a straight punch (jab or straight power punch) to the head or to the body, while in place and in motion.</td></tr>
<tr><td>8- Blocking an opponent’s straight punch to the body with the elbow, and countering with a straight punch (jab or straight power punch) to the head or to the body, while in place and in motion.</td></tr>
<tr><td>9- Parrying a jab to the head or body and a straight Power Punch to the head or body while in place or in motion;</td></tr>
<tr><td>10- Further elements of footwork – stepping aside from the opponent’s line of attack:
Side-step to the front foot direction.
Side-step to the rear foot direction.
Step back with both feet.
Move both ways, using small forward and backward steps.</td></tr>
<tr><td>11- Feints:
Feint with a jab and straight Power Punch to the head.
Feint with a straight Power Punch to the body and jab to the head.
Feint with a jab to the body and straight Power Punch to the head.</td><td></td></tr>
</table>

<table>
<tr><th colspan="2">Table 7.11- Intermediate Boxing Skills 2

Note: The boxer must first learn the attacking move, and then the associated defence.</th></tr>
<tr><th>Attacking moves</th><th>Defence</th></tr>
<tr><td>1- Hook with the lead hand to the head and to the body (short and long range).</td><td>2- Defences against hooks:

• block against the lead hand hook to the head

• elbow block against the lead hand hook to the body

• rotary duck against the hook with the lead hand</td></tr>
<tr><td>3- Combinations of straight and hook punches:

• Jab to the head, straight Power Punch to the head and hook with the lead hand to the head.

• Jab to the head, straight Power Punch to the head and hook with the lead hand to the body.

• Jab to the head, straight Power Punch to the body and hook with the lead hand to the body.</td><td rowspan="4">4- Active defences against combinations with hooks:

• Blocking the lead hand hook hand and counter-punching with the jab.

• After the rotary duck, counterpunching with lead hand hook hand to the head or to the body.</td></tr>
<tr><td>5- Jab to the head immediately followed by:

• Hook with the lead hand to the head.

• Hook with the lead hand to the body.

• Hook with the lead hand to the body and to the head.</td></tr>
<tr><td>6- Jab to the head, hook with the lead hand to the head and short straight Power Punch to the head.</td></tr>
<tr><td>7- Jab to the head, hook with the lead hand to the body, hook with the lead hand to the head and straight Power Punch to the head.</td></tr>
</table>

Table 7.12- Intermediate Boxing Skills 3

Note: *The boxer must first learn the attacking move, and then the associated defence.*

Attacking moves	Defence
1- Rear hand uppercut to the head and to the body (individually and with a partner).	2- Defences against uppercuts: • Elbow block and forearm block • Step back • Counterpunch with a straight blows (taking a lead)
3- Lead hand uppercut to the head and to the body (individually and with a partner).	
4- Combinations of straight punches, hooks and uppercuts: • Jab to the head, hook with the lead hand to the head and rear hand uppercut. • Hook with the lead hand to the head, Power Punch right to the head, hook with the lead hand and rear hand uppercut. • After ducking, lead or rear hand uppercut followed by hooks to the head.	
5- Delivering punches from long range, medium range and short range.	
6- Infighting: getting into infighting range, positioning of the body, punching, getting out from infighting.	7- Defences against infighting.

Note*: The techniques listed under Intermediate boxing skills 3 should only be introduced when the boxer can meet the Gold Level of skill assessment (see Chapter 6 of the RM).*

Learning Activity 5 – The Boxer's Program (cont.)

TIME	RESOURCE	LF NOTES
LA 5 Step 5 Classification of exercises (3 minutes)	**RM 111**	**Explain the classification of exercises** • Invite coaches to go to table 7.13 on page 111 of the RM. • Go quickly over the definitions of General, Specific and Competition exercises (Column 1), and provide examples (Column 2). • Explain the distinction between simple and complex specific exercises. Competition exercises are by definition complex.

TIME	RESOURCE	LF NOTES
LA 5 Step 6 Sample program outline for young participant (11-12 years old) who has never boxed, and who is joining a Club for the first time. (5 minutes)	**RM 114**	• Invite coaches to go to RM 114. This page outlines a sample program for a young participant (11-12 years old) who has never boxed, and who is joining a Club for the first time. • Mention that the key aspects of this type of program have already been dealt with during the previous exercise, and therefore will not be repeated here. • Draw the attention of participants to the bullets 1, 2, 6 and 7 (which are circled on page 92 of this Guide).

Table 7.13 - Types of Exercises and their Emphasis at Different Stages of the Boxer's Program

Type of Exercises	Characteristics	Examples	Mostly Used …
1- General exercises	Movements or exercises have little or no boxing-specific elements *per se*, yet they support the athletic development of the boxer. Exercises may be borrowed from various forms of physical activity or other sports	• Strength training exercises for different parts of the body • Team sports, cycling, running, rope skipping • Exercises for balance, agility, coordination	During the off-season when the boxer trains individually; at the beginning of the preparation period.
2- Specific Exercises	These exercises feature boxing-specific movements and/or certain technical or tactical elements performed in competition, but are not carried out in competition-specific conditions.		
Simple	Boxing-specific technical movement executed in a way that is consistent with the rules, proper technical form, and tactical intent. However, only one or two predetermined movements are usually performed, and the exercise conditions are characterized by a very low level of risk or uncertainty.	• Performing basic footwork individually in the boxing stance. • Practicing the mechanics of the straight punch. • Punching on the heavy or wall bags. • Practicing various attacking or defensive movements individually.	A few weeks after the beginning of the program, until approximately the middle of the preparation period.
Complex	Execution of a variety of boxing-specific movements or tasks in the right order, and at speeds and intensities that are progressively closer to those encountered in competition. However, the conditions are such that the level of intensity or risk is lower than in a competition.	• Shadow boxing • Some advanced forms of individual work on bags (e.g. interval workouts; work using a variety of punch combinations; etc.) • Working with a partner on specific offensive and defensive moves, and at progressively higher speeds. • Pad work at progressively higher speeds and intensities.	During the second half of the preparation period, and during the competition period
3- Competition Exercises	Execution of boxing-specific movements or tasks in competition-like conditions, taking into account particular aspects such as equipments, rules, the opponent, speed of execution, risk, uncertainty, etc.	• Technical sparring • Conditioned Sparring • Open Sparring	From the second half of the preparation period onwards; used extensively during the weeks leading to a competition.

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RM 114- Sample Program- 12 year old new to Boxing

Scenario 1: Young participant (11-12 years old) who has never boxed, and who is joining a Club for the first time

The suggestions below should be considered when offering programs and activities for this type of participant:

- Regroup sessions for young participants of this age group on specific days of the week (e.g. Saturday morning; weekday after school; weekday early evening), so all kids can come together at the same time. If possible, make separate groups for boys and girls, but if there are not enough girls, they should be involved in the same group as the boys.

- Frequency: 1 or 2 sessions per week. Restrict duration of each session to 75-90 minutes or so.

- Meet with the parents at the beginning or prepare short flyer to provide an overview of the program, its objectives, and what will be emphasized during the program. Clearly outline the Code of Conduct expected to be respected and applied by all club boxers (see the Safety Chapter of the Instruction beginners manual).

- Establish an 8 to 12 week progression that will initiate the young participants to the sport of Boxing and promote the of the following, as outlined in stages 2 and 3 of the LTAD model:

    - learning the safety measures and the proper use of protective and gym equipment
    - focus on the fundamental skills, and learning of some basic skills
    - learning of appropriate gym behaviours, sportsmanship, and boxing etiquette
    - in the area of fitness and conditioning, focus on motor development (agility, coordination, balance), with some forms of training to improve flexibility; aerobic stamina, and speed.

- Emphasize fun, participation, respect of the rules and of others, and value hard work. Promote self-esteem and self confidence by ensuring that participants experience success and realize the progresses they are making as a result of their involvement in the program.

- If necessary, make sub-groups based on sex, age, ability level when conducting certain activities.

- At the end of the 8 to 12 weeks of activity, assess the participants based on the expectations of the Bronze level outlined in Chapter 6.

- Provide a certificate to participant at the end of the 8 to 12 weeks of activity, and verify their interest and motivation to continue in Boxing. Organize a brief meeting with the parents and the participants at the conclusion of the last lesson to outline the next steps of involvement as a Club boxer. Outline the available options: (1) regular training at club level, with the option to do some controlled sparring; or (2) regular training at club level, with the option to do some controlled sparring and participate in selected competitions.

Learning Activity 5 – The Boxer's Program (cont.)

TIME	RESOURCE	LF NOTES
LA 5 Step 7 Sample program outline for a teenage boxer who has been training for about 4 months at club level, and who will be participating in his or her first competition in an inter-club gala scheduled 6 weeks from now. (15 minutes)	**RM 116-118** **Slide**	• Invite coaches to go to RM 116. This page outlines a sample program for a teenage boxer who has been training for approximately 4 months at club level, and who will be participating in his or her first competition in an inter-club gala scheduled 6 weeks from now. **Provide the context of this example:** • The participant has been involved in a program aimed predominantly at learning fundamental and basic boxing skills, and at improving fitness in areas such as aerobic stamina, flexibility, and speed. • The program began in early September, and was not designed to prepare the participant for a competitive season. However, early after the Christmas break, the boxer has an opportunity to be involved in his first fight. The coach feels it might be a good learning experience for the participant, who has been making good progress. **Provide an overview of the program by going over the diagram outlining the organization and sequencing of training activities** • Let us look at what the program for this type of boxer could look like. • Draw the attention of participants to the diagram on RM 118. If possible, show a slide of this diagram. • Start by explaining how the information is organized in the diagram, and show each aspect slowly to the coaches. Key points to outline are listed below. o The diagram is like a calendar, with each vertical line representing a week. The months, the date of the first Monday of each week, and the number of weeks elapsed since the beginning of the year are shown at the top. o Do not pay attention to what is shown under Period and Phase for the moment; focus only on the number of weeks of the program. o Just below the Weeks line, a list of technical training terms appears, beginning with Aerobic and finishing by Intermediate skills 1. This refers to the Contents of the program, i.e. the type of activities and training the participant will be doing throughout. o The series of terms just below, which begins with Shadow boxing, refers to some of the training methods the coach could use during the program to prepare the boxer. o Start again from the top of the diagram to recap the main groupings used to organize the information in the sample program.

Learning Activity 5 – The Boxer's Program (cont.)

TIME	RESOURCE	LF NOTES
LA 5 Step 7 Sample program outline for a teenage boxer who has been training for about 4 months at club level, and who will be participating in his or her first competition in an inter-club gala scheduled 6 weeks from now. *continued*	**RM 116-118** **Slide**	**Provide an overview of the program by going over the diagram outlining the organization and sequencing of training activities** • Once coaches have a feel for the general structure of the diagram and how the elements of information are organized, move on to explaining the meaning of the horizontal bars. • The horizontal bars serve to show: 1. the **importance** of each variable listed below the "Weeks line" at a given point in time during the program; that is reflected by the thickness of the band. 2. the general training **objective** sought; that is reflected by the colour of the band. • This system makes it possible to see how the training priorities may vary throughout the program, and how long it may be necessary to work on specific performance factors and athletic abilities to obtain the desired training effects. • Remember that each vertical grid corresponds to a week of the program. • Explain the colour code used in the diagram (see page 96). • Take a few minutes to describe the general characteristics of this sample program by outlining how specific athletic abilities and categories of skills (Fundamental, Basic, Intermediate) are emphasized throughout. At the beginning of your explanation, focus on the period of the program included between September and Christmas. Key points to emphasize as you do this include: o This is only a model aimed at showing general trends within the program; however, all the information included is consistent with the recommendations of Boxing Canada's LTAD model that was mentioned before. o In the area of skill development, there is a progression from the Fundamental skills, to the Basic skills, and eventually to some Intermediate skills; it takes time to master Boxing skills and it is important to revisit them periodically o With regards to athletic abilities, the focus should at first be on motor abilities such as balance, coordination and agility, as those will support the acquisition of Boxing skills; aerobic endurance and flexibility should also be trained right from the beginning, although it is not on the development of these abilities that the emphasis will be. Training for strength endurance should begin a few weeks into the program, once the boxer has had a chance to improve his or her fitness through aerobic and flexibility training. o Specific methods to improve the athletic abilities will be dealt with later during this workshop.

Learning Activity 5 – The Boxer's Program (cont.)

TIME	RESOURCE	LF NOTES
LA 5 Step 7 Sample program outline for a teenage boxer who has been training for about 4 months at club level, and who will be participating in his or her first competition in an inter-club gala scheduled 6 weeks from now. *continued*	**RM 116-118** **Slide**	• You will remember that this program is for a boxer who is relatively new to the sport, so the program outlined between September is Christmas serves as an example of how basic skill and fitness development could occur for this type of participant, and how boxing-specific training tools and methods could be used. • Things will change a bit after Christmas. In the week of January 10, the coach is informed that there is an opportunity for the athlete to be involved in his or her first competition. While the coach may already have a general idea about the progress accomplished by the athlete, he or she does not want to leave things to chance, and decides to make a fairly comprehensive assessment of the boxer. This is what A1 means in the Assessment line, for the week of January 10. This is a very good idea, and every coach should first determine whether or not it makes sense to embark into the preparation process for a fight by evaluating the boxer. • Once the coach has determined that the boxer is sufficiently skilled and fit to do a fight in 6 weeks or so, he or she should adjust the program slightly to ensure an adequate preparation while keeping in mind that this is not a major championship, and that the boxer is competing at a low level for the moment. This being said, during the weeks leading to the fight, the program should give more emphasis to aspects such as: o Improving aerobic stamina so the boxer can sustain the required intensity throughout each round of the fight. o Speed training o Ensuring Fundamental skills are OK, consolidating the Basic skills, and perhaps continuing the work on a few selected Intermediate skills that had been introduced before Christmas. o More time should be spent on basic tactical knowledge and moves. o The coach should work with the athlete in the area of mental preparation: establishing specific goals and objectives for the fight, working on skills such as concentration, control of distractions, and managing emotions. o Athletic abilities such as Flexibility and Motor skills should be dealt with from a "maintenance mode". o With regards to training methods, there will be a greater emphasis on bag work, and progressively more and more pad work will also take place. o Technical and Conditioned sparring will be used frequently as a means of providing "competition type exercises" to the boxer. Open sparring will also be introduced progressively, with the major emphasis taking place 2 weeks before the fight. Open sparring should then stop. The coach should do a second assessment of the boxer 2 weeks before the scheduled fight, and determine if it is a go. o After the fight, the skill and fitness training activities should resume progressively.

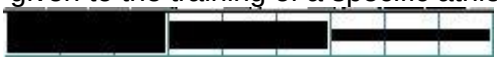
Scenario 3: Teenage boxer who has been training for approximately 4 months at club level, and who will be participating in his or her first competition in an inter-club gala scheduled 6 weeks from now.

- Typically, participants involved in this type of program are boys aged 15 years or so. However, some girls may also be involved.
- The participants have already been exposed to the fundamental and basic Boxing skills for over 15 to 20 weeks, and master most of them relatively well. They are also reasonably familiar with the use of Gym equipment, safety measures, and Boxing etiquette, although these aspects must continue to be emphasized and monitored closely at all times.
- Participants are involved on a regular basis in boxing-specific training activities at a frequency of 3 times a week, and up to 4 times a week in certain cases. Each session lasts between 90 to 120 minutes.
- Overall, the seasonal program lasts approximately 30 weeks.
- Because of their relatively serious involvement in the sport, these participants already have been exposed to certain controlled aspects of competitive Boxing through a variety of exercises such as work with a partner, pad work, technical sparring and conditioned sparring. They have also been assessed by their Competition introduction, and deemed to be sufficiently skilled to pass the “Silver Level”. They are at a stage of their development where they are ready to participate in their first inter-club fight in order to expand their learning through the experience of a competition.

Figure 7.1 outlines how the training activities of this type of participant could be organized and sequenced. In this figure:

- The various athletic abilities dealt with in the programs are listed on the left.
- Each vertical line of the grid also represents one week of the program.
- A code is used to represent (1) the *importance* given to the training of each athletic ability, and (2) the training objective sought for a particular athletic ability at various stages of the program.

Importance Given to the Training of Athletic Abilities

For each week of the program, the importance given to the training of a specific athletic ability is indicated by the thickness of a band: 

- Thick band = very important
- Medium-thickness band = moderately important
- Thin band = not as important

Training Objectives

The intention and training objective for a specific athletic ability are indicated using the following colours: black, dark grey, and light grey.

For *Technical and Tactical* abilities, the following code is used:

- Black = introduction and acquisition (i.e. learn how to correctly perform new movements and skills).
- Dark Grey = consolidation (i.e. be able to perform the skill adequately in a variety of conditions, at various speeds, and under stress).
- Light grey = refinement (i.e. improve the style, consistency, or accuracy with which the movements are performed in a variety of conditions).

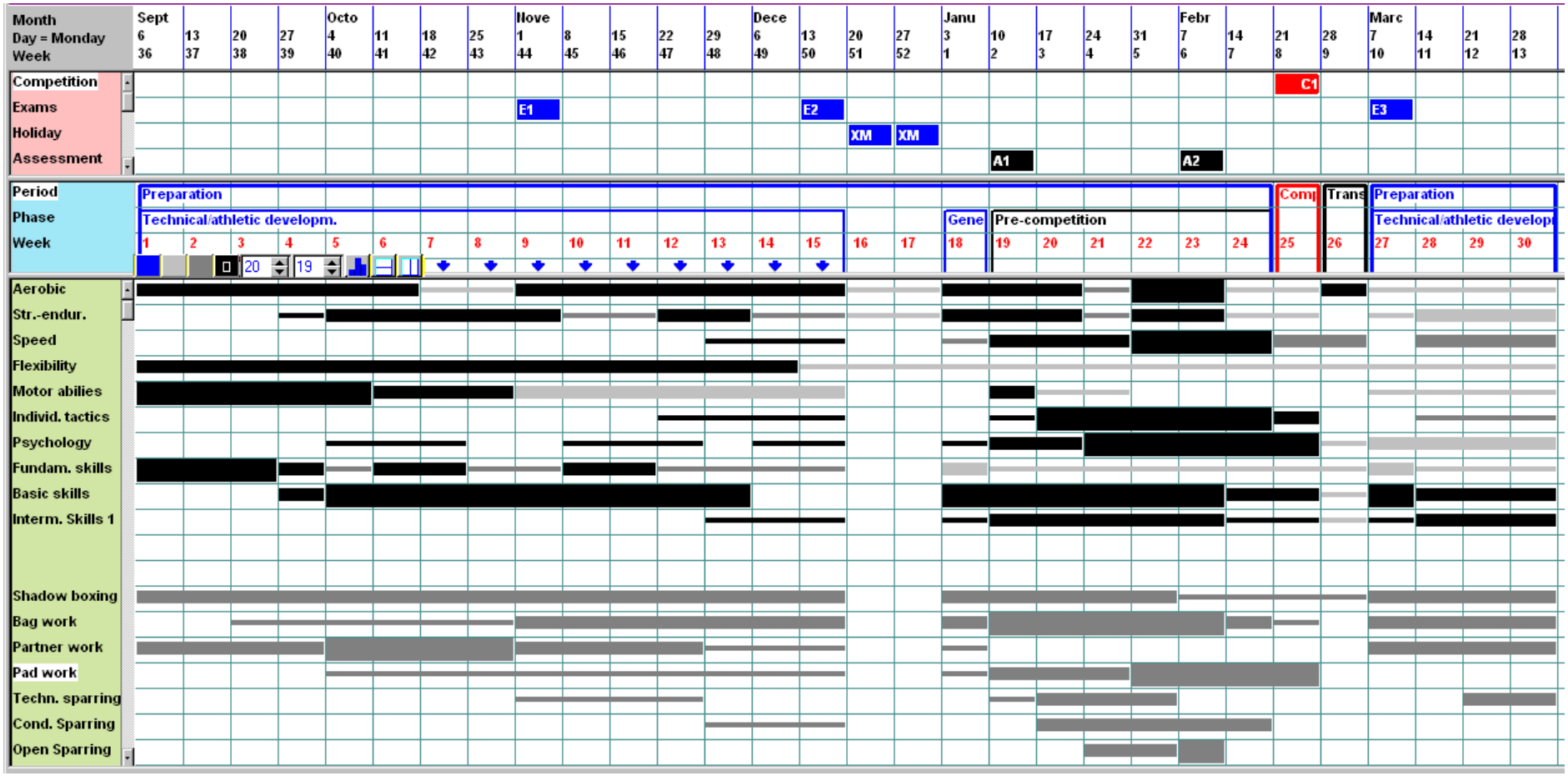
For *Physical and Motor* abilities, the following code is used:

- Black = development (i.e. work to *improve* the level of the ability).
- Light Grey = maintenance (i.e. keep the level of development of a particular ability from declining).

Examples

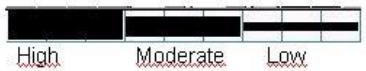
- *A thick black band for "basic skills" means that activities and drills that support the learning of the skills listed in table 7.9 should be included, and that a large proportion of the available training time should be devoted to these skills during the week.*
- *A thin, light grey band for "Fundamental skills" means that activities that contribute to refining the type of skills listed in Table 7.8 should be included, but that only a small proportion of the available time should be devoted to these specific skills during the week. It also means that these skills are expected to be executed properly at all times when they are used, for instance in the case of combination punches.*
- *A thick black **band** for "aerobic end." means that activities that contribute to developing aerobic stamina should be included, and that a large proportion of the available time should be devoted to this type of training during the week.*

Figure 7.1- Sample Program, Teenage Boxer Involved in His or Her First Competition



Note: The bands associated with Shadow Boxing, Bag Work, etc. at the bottom of the figure serve to outline how much a particular form of training is used at specific stages of the boxer's program.

The **training emphasis given to a specific athletic ability** is shown by the thickness of the band:



The **training objective for a specific athletic ability** is shown by a colour code:

Learning Activity 5 – The Boxer's Program (cont.)

TIME	RESOURCE	LF NOTES
LA 5 Step 8 Sample program outline for a teenage competitive boxer involved in 4 competitions, including a Championship.	**RM 119**	• **Provide the general context for this type of athlete and program. Typically, participants:** o Are boys aged 16 years or so. However, some girls and young women may also be involved. o Are involved on a regular basis in boxing-specific training activities at a frequency of 3 times a week, and up to 4 times a week in certain cases. Each session lasts between 90 to 120 minutes. Overall, their seasonal program lasts approximately 30 to 35 weeks. o Have a good mastery of all the *fundamental* and *basic* Boxing skills. They have learned several intermediate skills, and are in the process of learning the more complex intermediate skills. o They are very familiar with the use of Gym equipment, safety measures, Boxing etiquette, work on pads and with partners, and with the procedures of technical, conditioned, and open sparring; however, all these aspects must continue to be improved and monitored closely at all times. o Have already been involved in a few club-level competitions, and are now involved in a regular competition structure that culminates with a major event at the end of their program, such as a provincial championship or a major tournament.
	Slide of sample program on RM 120	• **Show a slide of the sample seasonal program for this boxer, and outline the following:** o The band and colour codes used in the diagram are the same as in the other program that was outlined previously. o The program begins during the week of Sept. 6, and lasts 40 weeks. o There are 4 competitions in the program: the1st is scheduled during the week of December 13, the 2nd during the week of Febr. 7, the 3rd during the week of March 28, and the Championship takes place towards the end of the program, in mid-May. o There are about 15 weeks of training and preparation before the first competition. Let's focus on the structure of the program, from the beginning in September until the first competition. o The 15 weeks are divided into 2 main **Periods**: 14 weeks of **Preparation** and 1 week of **Competition**. o The Preparation period is sub-divided into 3 Phases: General Preparation (7 weeks), Specific Preparation (3 weeks), and Pre-Competition (4 weeks). The Pre-competition phase is an extension of the Specific Preparation Phase, during which the training gets very focused to simulate the demands of the competition.
	RM 121-122	o At this stage, draw the attention of coaches to Table 7.15 on RM 121. Outline the key points about the 3 main phases of the Preparation Period: General, Specific, and Pre-Competition.

Learning Activity 5 – The Boxer's Program (cont.)

TIME	RESOURCE	LF NOTES
LA 5 Step 8 Sample program outline for a teenage competitive boxer involved in 4 competitions, including a Championship (continued).	**Slide of sample program on RM 120**	• **Show a slide of the sample seasonal program for this boxer, and outline the following (continued)** o Next, outline the approach taken for the training of aerobic stamina. A high importance is given to the training of aerobic endurance throughout the general preparation period; this means that a lot of the available training time, both in the gym and out of the gym, should be spent in this area. The amount of time dedicated to the training of aerobic endurance will decrease during the Specific Preparation Phase, and will decrease even more as we get closer to the competition. Conversely, the training of MAP will begin during the Specific Preparation Phase, and will be emphasized throughout the Pre-Competition Phase. o Provide a quick overview of the sequencing, training emphasis, and objectives of the other physical athletic abilities. The key points here are (1) to highlight that it is not possible to train everything at the same time, all the time during the program; and (2) to show the pattern of progression from general to specific as we get closer to the competition. o Then, do the same with regard to skills. Fundamental, Basic, and Intermediate 1 skills (as classified in Tables 7.8 to 7.10) will be revisited and emphasized during the General Preparation Phase. Then, these skills will be maintained and refined, but the emphasis will shift on learning and consolidating Intermediate 2 Skills. Intermediate Skills 3, which are more advanced, will also be trained a little. At this stage, ask coaches if they have any question, and check for understanding. o With regards to the Boxing-specific training methods used, the colour code used for Physical and Technical/tactical abilities does not apply. The only thing to pay attention to here is the thickness of the bands. o Early in the program, Shadow Boxing and Partner work will be the main methods used. Bag work will become more important in the second half of the General Preparation Phase, and will be used extensively throughout the Specific and Pre-Competition Phases for both skill and MAP development. We will see later in the workshop how interval training can be done using bag work to develop aerobic fitness. o Pad work should begin with the Specific Preparation Phase, and its use should become more and more important as we get closer to the fight.

Learning Activity 5 – The Boxer's Program (cont.)

TIME	RESOURCE	LF NOTES
LA 5 Step 8 Sample program outline for a teenage competitive boxer involved in 4 competitions, including a Championship (continued).	**Slide of sample program on RM 120**	**Show a slide of the sample seasonal program for this boxer, and outline the following (continued)** ○ Because this is a more experienced athlete, technical sparring will begin a few weeks into the General Preparation Phase and will be done pretty much until the first competition. Keep in mind that the first competition should be viewed as a Preparation Competition to test and assess the athlete's progress, and it is therefore not a very important event. Conditioned sparring should be done during the Specific Preparation Phase. For both Cond. And Techn. Sparring, the band is narrow, so some will be done, but not too much. However, Open sparring will be emphasized during the first 3 weeks of the Pre-Competition Phase, but no Open sparring should take place during the 2 weeks preceding the fight to avoid injuries. ○ Along with the use of Sparring, the importance given to the tactical and the mental components of the boxer's preparation will increase progressively throughout the Specific and Pre-Competition Phases. ○ At this stage, ask coaches if they have any question, and check for understanding. **Next, go quickly over the structure and key features of the program after the first fight.** ○ A Transition Period of 2 weeks will follow the first fight in this example. The purpose is to allow the boxer to recover from the fight, and go back to more general forms of training. In this example, this also coincides with the Christmas Holidays, so not much training will really be done, and the focus should be on athletic abilities that the athlete can train on his or her own, such as aerobic endurance, flexibility and strength endurance. ○ The Preparation for the 2nd fight will begin in the first week of January. ○ You will notice that there is no longer a General Preparation Phase. This was done at the beginning of the program, and from now on the activities are more Boxing-specific. **Provide an overview of the sequencing, training emphasis, and objectives for the physical athletic abilities, the Skills and the Tactics leading to the second and third fights.** ○ The key here is to outline the increased in the specificity of training, keeping in mind that performing in the competition is not the only goal, and the athlete must continue to learn new skills and tactics, consolidate them, and refine skills and tactics already learned. The Boxer must also work on improving weakness revealed during the fight.

TIME	RESOURCE	LF NOTES
LA 5 Step 8 Sample program outline for a teenage competitive boxer involved in 4 competitions, including a Championship (continued).	**Slide of sample program on RM 120** **WB 32 or** **Action Card WB68**	**Next, outline the structure and key features of the program during the 6 weeks preceding the major performance objective.** ○ From the beginning of April until the Championship, physical athletic abilities such as Aerobic endurance, max. strength, strength endurance, flexibility, and motor abilities will all be on a maintenance mode. ○ MAP, speed-endurance, and speed will continue to be trained though, but at this stage of the program, the focus is really on providing the boxer with a highly specific technical, tactical, and mental preparation for the provincial championship tournament. ○ This will also be reflected in the choice of training methods, as pad work and open sparring will be the main ones used. ○ Here again, there should be no Open sparring during the two weeks preceding the major competition. ○ During the last 2 weeks before the Championship, the overall amount of training done by the boxer should be reduced, to avoid excessive fatigue and promote recovery for the main performance objective. However, the quality of training must remain very high and specific during this period. It is the duration of the workouts that should be shorter, with frequent pauses within the sessions to ensure the quality of training remains high. **Ask Coaches if they have any questions or comments.** **Invite Coaches to look at the information contained in Table 7.14 (RM 112) and Table 7.15 (RM 121 and 122) for more information about the structure of a program, and about how the activities of the program can change throughout to promote the development of the athlete.** **To conclude, invite coaches to reflect on what they have learned, and to note their thoughts on page 32 of the WB, or on the Action Card (WB 68).**

RM 103 *General Structure of the Competitive Boxer's Program*

The program of a competitive boxer is usually divided into three (3) major parts, or *Periods*: *Preparation*, *Competition*, and *Transition*.

The *Preparation Period* is usually subdivided into *Phases*:

1. General preparation phase (GPP): a wide range of activities and forms of training are used in order to build a solid training foundation and address known weaknesses.

2. Specific preparation phase (SPP): training activities become more specific to Boxing; the intensity of workouts also increases progressively.

3. Pre-competition phases (PCP): this phase lasts a few weeks, and culminates with a fight; the training activities are very specific to Boxing and the demands replicate what will be encountered in competition. Contrary to many other sports, there can be several *Pre-Competition Phases* in Boxing, depending on the number of fights the athlete will be involved in during the season.

The *Competition Period* can also be divided into *Phases*:

1. Phase of "Regular Competitions" (RCP), i.e. several weeks of the program featuring a number of fights, each being preceded by its own *Pre-competition phase*.

2. The Major Competition Phase (MCP), which is usually a Championship or a high-profile tournament scheduled toward the end of the program, and in which competition is expected to be of a fairly high calibre.

The RCP must therefore be planned carefully, as it serves to prepare the boxer progressively for the demands and the performance objectives of the MCP.

Lastly, a *Transition Period* should be planned at the end of the program. The *Transition Period* begins after the last competition, and normally lasts a few weeks. It consists essentially of a few weeks of active rest, during which the athlete is involved in a variety of low to moderate intensity activities other than Boxing. The *Transition Period* ends when the athlete resumes his or her training, either for another sport or for Boxing.

Figures 7.1 and 7.2 show sample programs for young boxers, and reflect the general structure of *Periods* and *Phases* outlined above.

Important note: *Participants who are new to Boxing, or who are not involved in a formal competitive structure, do not need programs that are structured in Periods and Phases.*

For these participants, the focus should be on implementing a sound and progressive skill learning program, with a variety of activities that will help them improve motor athletic abilities, as well as aerobic endurance, flexibility, and strength-endurance.

RM 119

Scenario 4: Boxer with 2 years of experience who takes part in 3 or 4 competitions per year, including a regional or a provincial championship.

Typically, the boxers involved in this type of program:

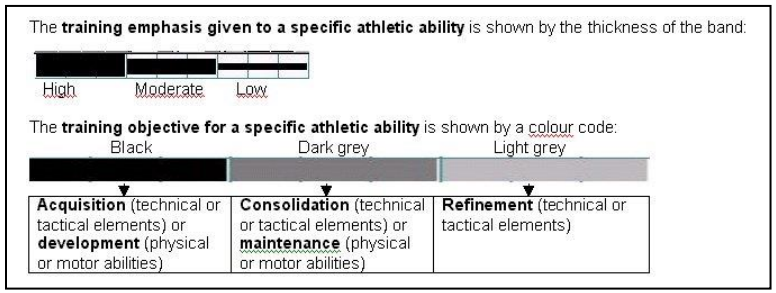
- Are boys aged 16 years or so. However, some girls and young women may also be involved.
- Are involved on a regular basis in boxing-specific training activities at a frequency of 3 times a week, and up to 4 times a week in certain cases. Each session lasts between 90 to 120 minutes. Overall, their seasonal program lasts approximately 30 to 35 weeks.
- Have a good mastery of all the *fundamental* and *basic* Boxing skills. They have learned several intermediate skills, and are in the process of learning the more complex intermediate skills. They are very familiar with the use of Gym equipment, safety measures, Boxing etiquette, work on pads and with partners, and with the procedures of technical, conditioned, and open sparring; however, all these aspects must continue to be improved and monitored closely at all times.
- Should have met, or be very close to meeting, the “Gold Level” of technical assessment (see Chapter 6).
- Have already been involved in a few club-level competitions, and are now involved in a regular competition structure that culminates with a major event at the end of their program, such as a provincial championship or a major tournament.

Figure 7.2 outlines how the training activities of this type of participant could be organized and sequenced. The code used is the same as in Figure 7.1.

Table 7.15 presents detailed information about the objectives and the methods used throughout the various Periods and Phases of the program.

Figure 7.2- Sample program - Teenage Competitive Boxer involved in 4 competitions per year, including a Provincial Championship.

Note: The bands associated with Shadow Boxing, Bag Work, etc. at the bottom of the figure serve to outline how much a particular form of training is used at specific stages of the boxer's program.



RM 121-122 **Table 7.15-** Main Characteristics of Periods and Phases of Seasonal Competitive Programs for Teenage Competitive Boxers.

	Phases	Objectives And Priorities	Training Methods
Preparation Period	**General preparation phase (GPP).** Begins when the boxer resumes training, either individually or with the club, after a few weeks of active recovery. Recommended length: 6 to 8 weeks, or more	When training individually: • General development of physical and motor athletic abilities. • Progressive increase in the quantity of work done during training. • Improvement of the athletes' weak points (physical, motor abilities). When training with the Club: • Establishment of general objectives related to athletic development. • Improvement of the athletes' known weak points (motor; physical; technical). • Consolidation of already acquired technical and tactical abilities. • Acquisition of new technical abilities and skills. • General development of physical, motor, and mental athletic abilities. • Development of interpersonal bonds within the other members of the training group.	• Large proportion of general activities and exercises; small proportion of specific and competition activities and exercises. • Training and practice conditions fairly stable and predictable, or controlled by the coach. • Lots of repetitions. • Average intensity lower than what will be done later in the program. • Use of Continuous Training predominates over Interval Training.
	Specific preparation phase (SPP) Commences when the coach determines that the athlete is ready to begin more specialized forms of training. Recommended length: 5 to 8 weeks, or more	• Progressive development of physical conditioning adapted to the Boxing. • Specific development of the primary physical, motor, and mental athletic abilities required in Boxing. • Improvement of the Boxer's weak points (focus on technical and tactical aspects). • Consolidation of already acquired technical and tactical abilities. • Acquisition of new tactical abilities and knowledge. • Progressive increase in the amount of work done during training. • Progressive increase in intensity, so as to get closer to competition intensity toward the end of this phase.	• Progressive increase in the proportions of specific training exercises (bag work; shadow boxing; pad work; work with a partner), and decrease in the proportion of general exercises. • More specific and less predictable training and practice conditions; large proportion of training done in conditions that are controlled or determined by the coach. • Increase in the proportions of Interval Training.
	Pre-competition phase (PCP) Preparation of the boxer for a fight. Begins several weeks before a scheduled fight. Recommended length: 6 to 8 weeks, or more	• Identification of specific performance objectives, including the key aspects that will be emphasized in the boxer's preparation. • Maintenance of physical and motor athletic abilities developed during the GPP and SPP such as balance, coordination, agility, flexibility, strength-endurance, aerobic endurance. • Specific development of the primary physical, motor, and mental athletic abilities required in competition: maximal aerobic power, speed of movement, speed-endurance, focusing and control of distraction, self-confidence; stress management and emotional control. • Consolidation of already acquired technical and tactical abilities, with emphasis on speed of execution and accuracy; adjustments in tactics to reflect the opponent. • Increase in activity intensity so as to be at competition-level intensity toward the end. • Progressive decrease in the overall amount of work done during practices as the date of the fight gets closer, due to increased intensity of workouts, and to avoid excessive fatigue .	• Large proportion of specific or competition exercises done using Interval Training, virtually no general exercises. • Specific training and practice conditions. • Decrease in the proportion of exercises whose conditions are controlled by the coach; increased degree of uncertainty during training to promote adaptability and effective decision-making. • Frequent pad work sessions and sessions with a partner; inclusion of sparring sessions during training.

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Table 7. 15- Main Characteristics of Periods and Phases of Seasonal Competitive Programs for Teenage Competitive Boxers. **(Cont.)**

	Phase	Objectives And Priorities	Training Methods
Competition Period	**Recovery** Recommended length: 1 to 2 weeks.	• To recover from the demands of the first fight. • To analyze/review the outcome of the fight in order to plan adequately for the remainder of the competitive season.	• Return to more general and less intensive forms of training to ensure active recovery. • Progressive increase in the duration and intensity of workouts.
	Competition phase Length: variable There should be at least 8 to 10 weeks between each fight in the case of beginning Club Boxers.	• Validation and confirmation of learning and progress made by the Boxer. Adjustment of performance goals if necessary based on outcome of the first fight. • Maintenance of the primary physical, motor, and mental athletic abilities required in Boxing. • Consolidation of already acquired technical and tactical abilities; maintenance of recently acquired ones. • Improvement of the weaknesses identified during the fight. • Continued skill and tactical learning, reflecting a progressive approach for long-term athletic development. Increase in speed and accuracy of skill execution. • Plateauing or slight decrease in the amount of work done during practices, and maintenance of an adequate level of intensity to ensure the continued progression of the boxer. • Work on improving mental abilities such as confidence, stress management and emotional control in preparation for next fight..	• Very large proportion of specific or competition exercises, and very small proportion of general activities and exercises, unless the latter are required to correct certain persistent shortcomings. • Regular use of training conditions that aim at replicating competition demands (pad work; conditioned sparring; open sparring); training conditions controlled by the coach less frequent, although still used on an as-needed basis. • Simulation of tactical situations likely to be encountered in competition to promote adaptation and quick decision-making, as well as proper selection and execution of skills at high speed in a variety of situations.
	PCP Phase	• Refer to the information under *Pre Competition Phase* for the objectives and methods used during the weeks leading to a fight	
	Leading to a major competition phase	• Implementation of combat plan with the aim of achieving a performance in competition. Stress management and emotional control when the outcome is very important. • Decrease in the length of sessions, while maintaining both frequency and intensity of training high. • Recovery from fatigue and stress between workouts. • Seek a high success rate when performing a variety of technical and tactical moves at high speed in training.	• Very large proportion of competition exercises (sparring) and specific work with partners or on pads. The focus is on exercises and drills performed at high speed, and intended to refine preparation. • Inclusion of frequent breaks during training sessions to avoid fatigue and maintain a high degree of intensity.
Transition	**Length: variable (2 to 8 weeks)**	• Recovery from several months of training and competition. • Complete healing of injuries sustained during the program. • Decrease in the length, frequency, and intensity of all training activities; no competition.	• Active rest. Participation in a variety of general activities. • Participation in sports with different physical and motor requirements than Boxing, with or without competition, and exclusive of excessive stress.

RM 123 - Scenario 5: Adult who joins a club for the first time and wishes to learn boxing skills and improve his or her fitness.

The suggestions below should be considered when offering programs and activities for this type of participant:

- Regroup sessions for these participants on specific days of the week, taking into account that they may have work or family obligations. If possible, create specific groups for female participants.

- Frequency: 1 or 2 sessions per week. Restrict duration of each session to 75-90 minutes or so.

- Meet with the participants at the beginning of the program or prepare short flyer to provide an overview of the program, its objectives, and what will be emphasized during the program. Clearly outline the Code of Conduct expected to be respected and applied by all club boxers (see the Safety Chapter of the Instruction beginners manual).

- Establish an 8 to 12 week progression that will initiate the participants to the sport of Boxing and promote the of the following:

    - learning the safety measures and the proper use of protective and gym equipment
    - focus on the fundamental skills, and learning of some basic skills
    - learning of appropriate gym behaviours, sportsmanship, and boxing etiquette
    - in the area of fitness and conditioning, focus on flexibility and aerobic stamina, with some forms of training to improve strength-endurance and motor abilities (agility, coordination, balance),

- Keep in mind that the level of fitness of these participants and their motivation for joining a Boxing Club may vary greatly from one person to the other; however, being adults, they have an extensive life experience, their critical sense is well-developed, and their expectations and goals are likely very clear.

- Emphasize fun through serious and well-structured work, participation, respect of the rules and of others, and value their efforts. Promote self-esteem and self confidence by ensuring that participants realize the progresses they are making as a result of their involvement in the program.

- If necessary, make sub-groups based on sex, age, ability level when conducting certain activities.

- Use the experience and expertise of some participants certain activities, e.g. people with some background in Boxing may assist during teaching certain skills, others with a background in the health professions may be invited to share their expertise in areas such as balanced nutrition and lifestyle, etc.

- At the end of the program, assess the participants based on the expectations of the Bronze level outlined in Chapter 6.

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RM 124 - Scenario 6: Recreational adult boxer who has been in a Club for 2 years.

Most of the suggestions listed under Scenario 5 on the previous page still apply for these participants.

However, because of their greater level of knowledge and experience in Boxing, their program should include challenges that are adapted to their skill level and to their interest. For instance, some individuals may want to get involved in sparring, while others will prefer to focus on individual skill development and training.

The suggestions below should therefore be considered when offering programs and activities for this type of participant:

- The frequency of their training may be increased to 2 or 3 sessions per week, each session lasting between 75 and 90 minutes, sometimes even longer.

- Some participants may wish to train individually in the gym outside the structured sessions for their group, and should be allowed to do bending availability of time and space in the facility.

- These participants may not need a lot of supervision when doing individual exercises on bags, shadow boxing, etc., although they will continue to expect some individual attention by the Coach to correct certain aspects of their technique.

- When fundamental and basic skills are well sufficiently mastered, a variety of intermediate skills should be taught. These participants will likely want to be exposed to new things on a fairly regular basis, so the coach must exercise judgment, and balance the desire for novelty with the need to ensure safety and sound progressions at all times. In particular, the pairing of partners is critical both during the learning of specific attacking and defensive moves and during sparring.

- The coach should not hesitate to ask participants who are more skilled, fit, or experienced to “take it easy” with some partners that they may have to work with. However, some form of individual attention should be paid to these “skilled recreational participants”, as they may lose interest if they feel they are not sufficiently challenged. A little bit of extra time with them on the pads, or some individual attention to refine particular skills may help to keep them motivated and satisfied with their involvement in the program.

- The participants should be assessed periodically during the program, and specific improvement goals and strategies should be established on an individual basis. The expectations of the Silver or Gold levels outlined in Chapter 6 may be good points of reference to use with them.

- Some of these participants may be encouraged to play a more active role within the Club, for instance by helping organize inter-club competitions, or in becoming involved as Instruction beginners coaches.

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Learning Activity 6 - Intermediate Boxing Skills (part 3) – 40 minutes

TIME	RESOURCE	LF NOTES
LA 6 Step 1 Intermediate Boxing Skills (part 3) Rear hand uppercut to the head and to the body. (20 min)	**RM 50** **WS7, WB71**	• Introduce the skills coaches will now be working on: Rear hand uppercut to the head and to the body. Mention that the Uppercut is an Intermediate skill that is more advanced, hence its classification as *Intermediate 3* in the skills table. • Ask coaches what they think the key technical aspects to keep in mind are when teaching the **Rear Hand Uppercut.** • Validate, and complete if necessary (see key points on the next page). • Invite a participant to make a demonstration of the Rear hand Uppercut to the Chin, or make the demo yourself. Emphasize the key technical aspects during the demo. • Then, repeat for the Rear hand Uppercut to the Body. • Ask coaches what type of progressions they might consider when teaching the Uppercut, consistent with the progression guidelines for offensive skills (WS7, WB69). • Then, invite coaches to form pairs; they must go over the main technical aspects of the **Rear Hand Uppercut to the Head and to the Body** as they practice applying the teaching progression guidelines to these punches. • Circulate in the gym and observe the groups. Validate the work of coaches to ensure proper application of the guidelines concerning the technique, the progression, demonstration/explanation, and feedback. Answer questions as needed.

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RM 50 - 3.10- The Rear Hand Uppercut

The rear hand uppercut is a medium or short range punch. It is used in the main as a counter punch to either the chin or the body (Pictures 3.23 and 3.24).

This punch is particularly effective against an opponent who boxes from a crouch position. It also becomes an important punch in the short range repertoire. T o execute the Rear Hand Uppercut, the boxer:

- transfers the weight over the rear side;
- carries the dominant arm in a half bent position, forearm parallel to the floor, with the palm up;
- rotates the hip and shoulders explosively to the front foot direction, whipping the punch up to the opponent's chin or body;
- connects with the back knuckles on target, with the palm slightly flexed, and facing the puncher;
- carries the lead hand in a high guard position.

Picture 3.23- Uppercut to the Chin

Picture 3.24- Uppercut to the Body

The rear hand uppercut is a medium-range counter that should normally be delivered on the retreat. The boxer should never "telegraph" this punch to his or her opponent.

To practice the Rear Hand Uppercut in training, the coach or partner should advance, holding the glove or pad on the right hand, while the boxer retreats yet occasionally anchors his/her back foot, and snaps the uppercut at the advancing target. The boxer should also do this drill while retreating side to side.

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Learning Activity 6 - Intermediate Boxing Skills (part 3)

TIME	RESOURCE	LF NOTES

LA 6 Step 2
 	
Intermediate Boxing Skills (part 3)
 	
Defence against the rear hand uppercut to the head and to the body.
 	
(15 min)
	RM 51
	
	WS8, WB70
		• Introduce the skills coaches will now be working on: Defences against the uppercut to the head and to the body.
		
		• Explain and make a demo of the **Defence against the Rear Hand Uppercut to the Chin (Lead Hand Block)** and emphasize the key technical aspects of this move.
		
		• Check for understanding.
		
		• Next, repeat for the **Defence against the Lead Hand Uppercut to the Body (Elbow Block)**.
		
		• After the demos, ask coaches to work in groups of 3:
		  • one is the attacker performing one of the uppercuts,
		  • another defends using the appropriate defence, and
		  • the third coach analyzes the performance of the others.
		
		The attacker and the defender perform a few movements under controlled conditions while the observer analyzes from different angles.
		
		Then, the 3 coaches share the key points they would emphasize about each skill, and discuss possible challenges when teaching them.
		
		Coaches take turns as the attacker, defender, and observer.
		
		• Circulate in the gym and observe the groups. Validate the work of coaches to ensure proper application of the guidelines concerning the technique, the progression, demonstration/explanation, and feedback. Answer questions as needed.

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RM 51 - Defence against the Rear Hand Uppercut

3.11- To the Chin: Lead Hand Block

To defend against the Rear Hand Uppercut to the Chin, the boxer quickly lowers his or her lead hand, and catches the opponent's punch in a blocking move (Picture 3.25).

The defender's hand must be lowered sufficiently to catch the blow before it reaches his or her chin, but not too much as this would expose the upper body.

When performing this defence, the lead hand always remains high enough to protect the head.

Picture 3.25- Lead Hand Block

3.12- To the Body: Elbow Block

The boxer performs the elbow block by:

- pivoting at the waist to block the uppercut with the front elbow;
- turning the body to meet (intercept) the punch, *without* moving the arms;
- keeping the chin down throughout the movement.

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Wrap-Up for Day 1

TIME	RESOURCE	LF NOTES
5 minutes	**RM 64-68** **RM 74-76**	• Thank coaches for their hard work throughout Day 1. • Provide an overview of the next day, which will focus on (1) Physical preparation; (2) additional intermediate boxing techniques, (3) Boxing tactics; and (4) providing support to the boxer in preparation for, during, and after a fight. • Ask coaches to read pages 64-68 and 74-76 of RM Chapter 4 “Tactics” before the beginning of Block 3. • Q & A if necessary.

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DAY 2

Introduction to Block 3

TIME	LF NOTES
Overview of the morning (1 min)	• Welcome coaches to the second day of the workshop. Outline the focus of the morning's session: 1- physical preparation methods to develop the boxer's fitness 2- completion of the work on Intermediate Boxing skills
Questions or comments regarding blocks 1 and 2 (10 min)	• Ask coaches if they have any questions or comments to make regarding the work done during Day 1. ***Note**: limit the time for this to 8-10 minutes maximum.*

Learning Activity 7 – Physical Preparation (120 minutes)

TIME	RESOURCE	LF NOTES
LA 7 Step 1 Physical Preparation Introduction and key concepts (15 min)	**PPM 14** **Slides**	• **Introduce the Theme**: In a previous activity, we have looked at various examples of Boxing programs. In each, some reference was made to the training of physical athletic abilities. We will now spend the next 2 hours or so going over specific **methods** and **procedures** for developing the physical athletic abilities that are the most important in Boxing. • **Distribute the Physical Preparation Manual** (PPM) • **Mention that the PPM is a comprehensive document that deals with physical conditioning and training methodology**. • **Provide an overview of the training principles.** Before getting into the specifics, let's take a few minutes to go over a few important concepts that apply to the training of all physical athletic abilities. • **Draw the attention of coaches to PPM 14: Training principles**. You may show a slide listing all the principles. • Mention that while all principles are important, the key ones are: Adaptation, Overload, Recovery, Progression, Specificity, and Individualization. Go briefly over the meaning of each term (see next page).

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PPM 14 - Training Principles

Whether the coach is designing a training program or reflecting about the use of particular training methods for improving a particular athletic ability, the principles that govern sport preparation should always be taken into account. These principles are described in the table below.

Table 2.1- Training Principles and Their Implications for the Athletic Preparation Process.

This Principle…	Has these implications for training activities…
Adaptation	Training represents a stress for the body. In response to this stress, the body adapts: it recovers and becomes better at dealing with this form of stress.
Overload	For adaptation to occur, an appropriate stimulus, or training load, must be applied at regular intervals. The training load must represent a challenge for the athlete, and it must create some fatigue and a temporary decrease in the athlete's performance
Recovery	Adaptations that follow the application of a training load take place only if the body can recover from the training load and the resulting fatigue
Progression	Overloading must be progressive; e.g., athletes must move from easy to more difficult activities, from simple to complex activities, and from lower to higher intensities
Specificity	Adaptations are specific to the training load applied, the muscle groups involved, the exercise conditions in place, and the energy systems used
Individualization	The training objectives, loads used, or choice of method must be a function of the individual athlete's current work capacity The response to training, in terms of both the rate and magnitude of the adaptation, may vary greatly from athlete to athlete
Variation	To have maximum effect, the training stimulus must be varied from time to time, even though the target athletic ability or energy system may remain the same.
Non-uniformity	Adaptations do not always occur in a linear and predictable fashion; in fact, they are usually rapid and more noticeable at the beginning of a program, but they usually *plateau* after several weeks or months of training When athletes are less fit, it is possible to achieve significant fitness gains with a variety of training stimuli; but as fitness increases, the training stimulus must become more specific to produce the desired training effect
Reversibility	Adaptations may regress if there isn't an appropriate training stimulus
Maintenance	Once an adaptation has occurred, its regression can be prevented, even if the amount and frequency of training are reduced, as long as the *intensity* and the *specificity* of workloads remain adequate, i.e. at the level of development the athlete seeks to maintain

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Learning Activity 7 – Physical Preparation (continued)

TIME	RESOURCE	LF NOTES
LA 7 Step 1 Physical Preparation Introduction and key concepts (cont.)	**PPM 15-16** **Slides**	**Next, explain briefly the 4 key training variables that coaches can manipulate when they design training programs for their athletes: *intensity*, *volume*, *frequency*, and *progressions.*** **1- Intensity**: *Intensity* refers to the degree of difficulty or the magnitude of effort felt by the athlete when performing a particular task. A higher speed of movement or a greater resistance to overcome are two ways intensity can be increased. Working at the right intensity is critical to obtain the desired adaptations. Regardless of the type of training done, the optimal development of athletic abilities and their subsets requires that athletes work at critical thresholds, or intensities. Coaches and athletes therefore need to know how to estimate exercise intensity as precisely as possible, and how to correctly apply this knowledge during training. Exercise intensity must be based on each athlete's capabilities. Training loads must be prescribed in a manner that is consistent with the *Individualization* principle. In other words, they must take into account *what each athlete is actually capable of doing* at a given point in time. **2- Volume**: *Volume* refers to the amount of work done by the athlete when performing a particular task. A longer duration of effort and a higher number of repetitions of a particular exercise are two ways volume can be increased. **3- Frequency**: *Frequency* refers to the number of times a particular athletic ability is trained during a given period of time, usually one week. The optimal training frequency depends on the ability trained, the athlete's training status, the athlete's ability to recover, and the training load. As a general rule, training frequency must be *higher* when the goal is to *develop or improve* the level of an athletic ability than when the goal is to *maintain* an athletic ability at a given level. **4- Progressions**: Training activities should progress from general to specific, and from simple to complex. Workloads must also be increased gradually.

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Learning Activity 7 – Physical Preparation (continued)

TIME	RESOURCE	LF NOTES
LA 7 Step 2 Physical Preparation Coaches prepare a presentation dealing with one athletic ability (5 min)	**WB 35-53** **PPM**	**Explain the Task coaches will be doing in the area of Physical Preparation.** • You will form small groups (2 or 3 coaches per group, to a maximum of 6 groups). • Each group will work on <u>one</u> athletic ability, and prepare a 10-min presentation dealing with the following aspects: - definition of the athletic ability (AA) – what it means - why it is important in boxing, - methods to develop this AA (including loading protocols), - when to train this AA during the seasonal program of a provincial level teenage boxer. • For some AAs, groups may have to select and demonstrate certain training exercises. Sample exercises are included in the annexes of the PPM: Annex 3 (Stretching) and Annex 4 (Resistance Training). **Assign one AA to each group. Due to time constraints, only 6 groups and 6 AAs can be dealt with:** 1. Aerobic stamina-endurance 2. Aerobic stamina-maximal aerobic power 3. Speed of movement and reaction time 4. Flexibility 5. Strength-endurance 6. Maximum strength **Direct coaches to the worksheet they should use to prepare their presentation** • Starting from page 36 of the Workbook, there are specific worksheets for each athletic ability. • Use the appropriate worksheet and record **key points about training your athletic ability**. • Detailed information about how to train each athletic ability can be found in the "**Physical Preparation Manual**" (PPM). • The specific pages of the PPM you should consult as you prepare your presentation are listed on each worksheet. **Check for understanding.**

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TIME	LF NOTES
How to estimate the intensity of aerobic exercises using heart rate (HR) (8 min)	**Before coaches get to work, take a few moments to explain how aerobic training intensities can be managed using heart rate.** **1- Introduce the MAP concept, e.g.:** Before you get to work, let's look at how aerobic training intensities can be set and controlled using heart rate. We just saw that it was very important to prescribe intensity as precisely as possible. The most accurate way of prescribing aerobic training intensities is to use *percentages of the athlete's maximum aerobic power or MAP*. MAP is the highest power output an individual can generate while producing energy aerobically. A workload corresponding to 100% of MAP can usually be sustained for approximately 5 to 8 minutes. Lower intensities can be sustained for much longer, depending on the athlete's endurance and training status. A Scandinavian physiologist named Karvonen has developed a formula to estimate the percentages of MAP a person is working at during exercise based on heart rate (HR). This is a simple and practical method coaches and athletes can use when training. **2- Show a slide of the Karvonen formula, and explain the method, e.g.:** The Karvonen formula is: ***% of MAP = (HR during exercise – Resting HR) ÷ (Max HR – Resting HR)*** Don't worry, we will not be doing lots of maths here! To use this formula, you need some information about the athlete's heart rate, i.e. his or her: 1. Resting HR 2. Max HR 3. HR during exercise The procedure for determining each HR value is described in detail in Annex 1 of the PPM on pages 78-81. Pages 27 and 28 of the PPM include a series of tables with target HR values already computed. We will now see how to use these tables: it is very simple. **3- Ask coaches to go to page 40 of the Workbook and do the exercise** **Follow the step-by-step procedure described on page 40 of the Workbook, so coaches can estimate what their own target HR should be to work a specific percentages of their MAP (see next page).** **For Step 5.4.2** Determining resting HR: follow the simple procedure on page 81 of the PPM. **For Step 5.4.4**, adjusting HR value: mention that the target value obtained should be increased by a few beats after 15 or 20 minutes of exercise to account for cardiovascular adjustments that take place in the body during exercise.

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WB 40 - 5.4- Using Heart Rate to estimate aerobic exercise intensity

Follow the directions of the Learning Facilitator for this activity. You will use the *Heart Rate Reserve* formula, also known as the *Karvonen* formula, to determine your target heart rate (HR) in beats per minute (bpm) for various aerobic workouts.

5.4.1- Determine your **Maximal HR** (PPM pages 78 to 80). For the purpose of this exercise, we will assume that your maximum HR equals 220 – your age, plus 5 (ex.: if you are 40 years old, your max HR would be estimated as 220 - 40 = 180; 180 + 5 = 185 bpms). However, please note that this method, while it is simple and convenient to use, *is not very accurate*. With young, healthy athletes, it is recommended to use one of the tests described in Annex 1 of the Physical Preparation Manual to determine the maximal HR.

My maximal HR is _____ bpm

5.4.2- Determine your **resting HR** (PPM page 81). For the purpose of this exercise, assume you are taking your HR measurements at rest, in the morning.

My resting HR is _____ bpm

5.4.3- Determine your target HR during exercise.

5.4.4- **Step 1:** Go to page 27 or 28 of the *Physical Preparation Manual*, and select the table that corresponds (or is the closest) to your estimated maximal HR value.

Step 2: In this particular table, select the row that corresponds or is the closest to your resting HR value. What should be your target HR during an aerobic workout if you wish to train at:

65 % of your maximal aerobic power: _____ bpm

75 % of your maximal aerobic power: _____ bpm

90 % of your maximal aerobic power: _____ bpm

100 % of your maximal aerobic power: _____ bpm

6.4.4- How should your target HR value be adjusted after 15 or 20 minutes of exercise (Annex 2, PPM page 82)?

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PPM 81 - Determining HR at Rest

Resting HR can be obtained by recording HR during sleep with an HR monitor or by recording HR manually after waking up.

In the latter case, HR *should not* be taken immediately after the alarm has rung or after getting out of bed, as HR is likely to be higher than during sleep. Instead, the athlete should:

- Stay in bed and relax for a few minutes while taking deep, slow, controlled breaths.
- Avoid any brisk movement.
- Take his or her HR over a 15-second period at a radial (thumb-side of the wrist) or carotid (junction of the head and neck) site. If the count is between two heart beats at the end of the 15-second period, add 0.5 to the count.
- Multiply the count by 4 to get resting HR in bpm. For instance, if there are 12.5 beats in a 15-second period, resting HR is estimated at 50 bpm (12.5 x 4 = 50).

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PPM 27-28 – Tables for determining target heart rates (HR) during aerobic training

The following tables are based on the Karvonen formula, which uses HR to estimate the intensity of an aerobic exercise. Intensities are expressed as percentages of the individual's MAP. To use these tables, the athlete's resting HR and max HR values must be known. First, select the table that corresponds to the athlete's max HR. Then, select the row that corresponds to his or her HR at rest. Lastly, determine the target HR given the desired workout intensity.

Example: The athlete's max HR is 205 bpms, and his or her resting HR is 55 bpms. To work at an intensity of 75% of MAP, the target HR should be 168 bpms (range: 165-170 bpms).

Use this table to estimate target heart rates during exercise if the athlete's **maximum HR is 210 bpm**.

If HR at rest is…	…and max HR is 210 bpm: target HR during exercise to work at an estimated intensity of …									
	55 % MAP	60 % MAP	65 % MAP	70 % MAP	75 % MAP	80% MAP	85 % MAP	90 % MAP	95 % MAP	100 % MAP
50 bpm	138	146	154	162	170	178	186	194	202	210
55 bpm	140	148	156	164	171	179	187	195	202	210
60 bpm	143	150	158	165	173	180	188	195	203	210
65 bpm	145	152	159	167	174	181	188	196	203	210
70 bpm	147	154	161	168	175	182	189	196	203	210
75 bpm	149	156	163	170	176	183	190	197	203	210

Use this table to estimate target heart rates during exercise if the athlete's **maximum HR is 205 bpm**.

If HR at rest is…	…and max HR is 205 bpm: target HR during exercise to work at an estimated intensity of …									
	55 % MAP	60 % MAP	65 % MAP	70 % MAP	75 % MAP	80% MAP	85 % MAP	90 % MAP	95 % MAP	100 % MAP
50 bpm	135	143	151	159	166	174	182	190	197	205
55 bpm	138	145	153	160	168	175	183	190	198	205
60 bpm	140	147	154	162	169	176	183	191	198	205
65 bpm	142	149	156	163	170	177	184	191	198	205
70 bpm	144	151	158	165	171	178	185	192	198	205
75 bpm	147	153	160	166	173	179	186	192	199	205

Use this table to estimate target heart rates during exercise if the athlete's **maximum HR is 200 bpm**.

If HR at rest is…	…and max HR is 200 bpm: target HR during exercise to work at an estimated intensity of …									
	55 % MAP	60 % MAP	65 % MAP	70 % MAP	75 % MAP	80% MAP	85 % MAP	90 % MAP	95 % MAP	100 % MAP
50 bpm	133	140	148	155	163	170	178	185	193	200
55 bpm	135	142	149	157	164	171	178	186	193	200
60 bpm	137	144	151	158	165	172	179	186	193	200
65 bpm	139	146	153	160	166	173	180	187	193	200
70 bpm	142	148	155	161	168	174	181	187	194	200
75 bpm	144	150	156	163	169	175	181	188	194	200

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Use this table to estimate target heart rates during exercise if the athlete's **maximum HR is 195 bpm**.

If HR at rest is…	…and max HR is 195 bpm: target HR during exercise to work at an estimated intensity of									
	55 % MAP	60 % MAP	65 % MAP	70 % MAP	75 % MAP	80% MAP	85 % MAP	90 % MAP	95 % MAP	100 % MAP
50 bpm	130	137	144	152	159	166	173	181	188	195
55 bpm	132	139	146	153	160	167	174	181	188	195
60 bpm	134	141	148	155	161	168	175	182	188	195
65 bpm	137	143	150	156	163	169	176	182	189	195
70 bpm	139	145	151	158	164	170	176	183	189	195
75 bpm	141	147	153	159	165	171	177	183	189	195

Use this table to estimate target heart rates during exercise if the athlete's **maximum HR is 190 bpm**.

If HR at rest is…	…and max HR is 190 bpm: target HR during exercise to work at an estimated intensity of …									
	55 % MAP	60 % MAP	65 % MAP	70 % MAP	75 % MAP	80% MAP	85 % MAP	90 % MAP	95 % MAP	100 % MAP
50 bpm	127	134	141	148	155	162	169	176	183	190
55 bpm	129	136	143	150	156	163	170	177	183	190
60 bpm	132	138	145	151	158	164	171	177	184	190
65 bpm	134	140	146	153	159	165	171	178	184	190
70 bpm	136	142	148	154	160	166	172	178	184	190
75 bpm	138	144	150	156	161	167	173	179	184	190

Use this table to estimate target heart rates during exercise if the athlete's **maximum HR is 185 bpm**.

If HR at rest is…	…and max HR is 185 bpm: target HR during exercise to work at an estimated intensity of …									
	55 % MAP	60 % MAP	65 % MAP	70 % MAP	75 % MAP	80% MAP	85 % MAP	90 % MAP	95 % MAP	100 % MAP
50 bpm	124	131	138	145	151	158	165	172	178	185
55 bpm	127	133	140	146	153	159	166	172	179	185
60 bpm	129	135	141	148	154	160	166	173	179	185
65 bpm	131	137	143	149	155	161	167	173	179	185
70 bpm	133	139	145	151	156	162	168	174	179	185
75 bpm	136	141	147	152	158	163	169	174	180	185

Use this table to estimate target heart rates during exercise if the athlete's **maximum HR is 180 bpm**.

If HR at rest is…	…and max HR is 185 bpm: target HR during exercise to work at an estimated intensity of …									
	55 % MAP	60 % MAP	65 % MAP	70 % MAP	75 % MAP	80% MAP	85 % MAP	90 % MAP	95 % MAP	00 % MAP
50 bpm	122	128	135	141	148	154	161	167	174	180
55 bpm	124	130	136	143	149	155	161	168	174	180
60 bpm	126	132	138	144	150	156	162	168	174	180
65 bpm	128	134	140	146	151	157	163	169	174	180
70 bpm	131	136	142	147	153	158	164	169	175	180
75 bpm	133	138	143	149	154	159	164	170	175	180

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TIME	RESOURCE	LF NOTES
LA 7 Step 3 Physical Preparation Coaches prepare a presentation dealing with one athletic ability (25 min)	**PPM** **Slides**	• Coaches work in small groups and prepare their presentation, using the appropriate worksheet and consulting the Physical Preparation Manual as necessary. • Supervise the work, ensure coaches are on task, and answer questions where necessary. • **Note**: One of the goals of this activity is to make coaches familiar with how the information about is organized in the Physical Preparation Manual. All the information they need for their presentation and for answering each question is clearly indicated on their worksheet. You should not give them the answers, but rather make sure they go to the appropriate section of the PPM, and extract the information that is relevant for their presentation.

TIME	RESOURCE	LF NOTES
LA 7 Step 4 Physical Preparation Coaches present (part 1) (30 min)	**PPM** **Slides** **RM 120**	• Coaches present their information re. how to train the AA assigned to their group. • Each member of the group must be actively involved in the presentation, either by presenting some information, or by demonstrating specific exercises. • As they present or demonstrate, validate the information provided by each group, and complete where necessary. Use the forms on pages 126 to 157 of this LF Guide to validate. • Each presentation should last 10 minutes or less. Effective time management is critical here. • The sample program on p. 120 of the RM should be used to determine appropriate times during which specific athletic abilities should be emphasized throughout the season. ***Note**: The time allocated for this particular block is approximately 30 minutes, which would be sufficient for 3 presentations. A break should follow the third presentation, which should conclude at approximately 85 minutes into the morning's session. However, if time allows, do a 4th presentation before the break.*

Pause – 10 minutes

TIME	RESOURCE	LF NOTES
LA 7 Step 5 Coaches present (part 2; 40 min)		• The remaining groups of coaches present their information re. how to train the AA assigned to their group.

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5.2- Aerobic Stamina - Endurance

What it means / definition	The ability to sustain a dynamic effort over an extended period of time (in boxing, efforts lasting several minutes).
Importance in Boxing, and reason(s) why	Importance = High. Aerobic endurance helps the boxer accomplish high volumes of training, and recover more quickly from training and competition. Given the nature of Boxing, the duration of each round, and the number of rounds in a fight, the boxer's aerobic fitness will be a key factor determining his or her performance. Aerobic fitness will allow the boxer to sustain a high level of intensity and to remain "mobile" throughout a round, as well as round after round. It will also help to delay the onset of general fatigue that the boxer may feel as the fight progresses, and play an important role in the recovery process between rounds - and between fights in the case of a tournament.
Age groups and LTAD stages during which this ability should be emphasized	This athletic ability can be trained by all participants.
Training Methodology: Continuous training	**Exercise mode(s):** Dynamic activities involving large muscle groups should be used. Whenever possible, the legs should be involved in the aerobic training activities done by the boxer. The most specific forms of exercises would be running, rope jumping, stairs climbing, and elliptical trainer. **Range of intensities for effective development:** 70 to 85 or 90% of Maximal Aerobic Power; efforts performed at 60% or so may have to be very long to improve the endurance of trained athletes. **Range of workout durations for effective development:** 45 to 75 minutes, depending on the intensity. Frequency: **3 times per week** Noticeable improvements in **6 to 8 weeks** Can be maintained by training **once per week**
Safety/aspects to consider for a sound progression	Ensure proper hydration throughout sessions, particularly when exercising in hot and humid conditions. Carbohydrate should be ingested every 20 minutes or so during continuous efforts lasting 75 minutes or more. Appropriate clothing and footwear should be used.
Emphasized when during the program – check all that apply	**(x) Beginning of the program/general preparation** **(x) Several weeks into the program/specific preparation: *progressive decrease at this stage of the program*** ( ) During the weeks leading to the first competition: *no, as this form of training is not specific enough* **(x) Between competitions: *for 1 or 2 weeks after a fight, as training resumes progressively*** ( ) During the weeks leading to an important competition: *no, as this form of training is not specific enough*

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PPM 24 – **Section 4.5, Table 4.2** General Guidelines for Training Aerobic Stamina

Variables	Key points …
Exercise modes/ movements	Dynamic activities involving large muscle groups should be used. Whenever possible, the legs should be involved in the aerobic training activities done by the boxer.
Methods	Continuous Training, Interval Training, Fartlek, Circuit Training, and Boxing-specific exercises can all be used to train aerobic stamina. Circuit Training will tend to become less effective for aerobic training as the athlete gets fitter.
Exercise characteristics	Continuous efforts lasting several minutes, or intermittent efforts in which the W:R is 3:1, 2:1, or 1:1 can all be used to improve aerobic stamina. The W:R ratio depends of exercise intensity and the length of work intervals. When the intensity is high, work intervals are shorter, and the recovery period can even be the same or even a bit longer than the work interval.
Setting intensity	Whether the goal is to develop aerobic endurance or maximal aerobic power (MAP), the best way to prescribe training intensities is to use percentages of the athlete's own MAP. This applies for all exercise modes. Methods to estimate aerobic training intensities based on heart rate are presented in the next section.
Time to exhaustion at various intensities	On average, an intensity corresponding to 100 % of MAP can be sustained for approximately 5 to 8 minutes during a single maximum effort. Lower intensities can be sustained progressively longer, but the basic principle that follows always applies: the higher the intensity, the shorter the effort. The actual time a particular sub-maximal intensity can be sustained (e.g. 60, 70, or 80 % of MAP) may vary greatly between athletes, depending on their respective level of *endurance*. Because of the recovery periods between efforts, interval training makes it possible for an athlete to do a fairly high volume (or amount) of training at high intensity. The resulting fatigue is also usually *less* than if the same amount of work were done continuously, which allows quality sessions to be planned more often in the athlete's program.
Position in a session or a day	In a training session, or if more than one training session is scheduled during the day, aerobic training should take place *after* activities aimed at training motor abilities, sport-specific skills, as well as most forms of resistance training. Aerobic training can also take place *before* a flexibility-specific training session.
Programming considerations	Training for aerobic stamina should begin early in the athlete's general preparation program. Aerobic endurance should be trained before MAP. CT should be used at the beginning of the program, then Fartlek and IT sessions should be introduced progressively. Progression should be through an increase in exercise duration first, *then* intensity. **Development**: 3 sessions per week **Significant improvements** in 6 – 8 weeks **Maintenance:** 1 session per week
Safety considerations	Ensure proper hydration throughout CT, Fartlek, or IT sessions, particularly when exercising in hot and humid conditions. Carbohydrate should be ingested every 20 minutes or so during continuous efforts lasting 75 minutes or more.

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PPM 30- Table 4.10- Effect of Continuous Training at Various Intensities on Aerobic Endurance and MAP

Intensity (% of MAP)	Duration (minutes)	Expected Feeling of Fatigue at the End of the Session	Effect on the Development of…	
			Aerobic endurance	MAP
≤ 30 - 50 *	15 – 30 +	Easy	Very low	None
60	≤ 20	Easy	Low	Low
	30 - 45	Easy to Moderate	Some	Low
	45 – 60	Somewhat demanding	Moderate	Low
	75 – 90 +	Demanding	Good to very good	Low
70	≤ 20	Easy	Low	Some **
	30 - 45	Moderate to somewhat demanding	Some to moderate	Some **
	45 - 60	Somewhat demanding to demanding	Good	Some **
	75 +	Demanding to very demanding	Very good	Some **
75 - 80	≤ 20	Moderate to somewhat demanding	Moderate	Moderate **
	30 - 45	Somewhat demanding to demanding	Good to very good	Moderate **
	45 - 60	Demanding to very demanding	Very good to excellent	Moderate **
	75 +	Very demanding	Excellent	Moderate **
85 - 90	15 - 20	Demanding	Good to very good	Good **
	20 +	Very demanding	Very good to excellent	Good **

* This range of intensities is appropriate for active recovery sessions or activities.

** The fitter the athlete, the lower the resulting training effects on MAP at these intensities.

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5.2- Aerobic Stamina – Endurance (continued)

Training Methodology: Interval training (non boxing-specific)	**Exercise mode(s):** Dynamic activities involving large muscle groups should be used. Whenever possible, the legs should be involved in the aerobic training activities done by the boxer. The most appropriate forms of exercises would be running, rope jumping, stairs climbing, and elliptical trainer. **Range of intensities for effective development:** 80 to 90% of MAP Sample workouts for effective development (duration and number of work periods, number of reps per set, number of sets, recovery between reps, recovery between sets; type of recovery): **See Table 4.11 on page 32 of PPM: 16 examples of IT sessions for the development of aerobic endurance are outlined.** **Development**: 3 sessions per week **Significant improvements** in 6 – 8 weeks **Maintenance:** 1 session per week
Safety/aspects to consider for a sound progression	When working on aerobic endurance, start with sessions of lower intensity, e.g., 80 % of MAP, and increase intensity to 85 %, then 90 %. Given the selected intensity, use sessions that feature a high number of repetitions but shorter work intervals at the start of the training program, and then progress to longer work intervals but fewer repetitions.
Emphasized when during the program – check all that apply	( ) Beginning of the program/general preparation **(x) Several weeks into the program/specific preparation, after several weeks of continuous training** ( ) During the weeks leading to the first competition **(x) Between competitions, as more specific training resumes** ( ) During the weeks leading to an important competition

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PPM 32- Table 4.11 - 16 examples of IT Sessions for Aerobic Endurance

Protocol	Intensity (% MAP)	Sets	Repetitions/ Set	Repetitions (min:s)	Recovery (min:s) between		Duration of the Session*
					Repetitions	Sets	
END 1	85	4	6	1:30	1:00	3:00	1 h 08 min
END 2	90 †	3	6	1:30	2:00	5:00	1 h 12 min
END 3	85	3	5	2:30	2:00	5:00	1 h 17 min
END 4	90 †	2	6	2:00	3:00	10:00	1 h 16 min
END 5	90 †	2	5	2:30	3:00	10:00	1 h 09 min
END 6	90 †	2	4	3:00	3:00	10:00	1 h 02 min
END 7	85	2	5	3:00	3:00	8:00	1 h 10 min
END 8	85	2	5	3:30	3:00	10:00	1 h 19 min
END 9	85	2	4	5:00	3:00	10:00	1 h 18 min
END 10	80	2	4	5:00	2:00	8:00	1 h 08 min
END 11	90 †	1	6	3:30	4:00	-----	45 min
END 12	90 †	1	5	4:00	4:00	-----	40 min
END 13	90 †	1	3	5:00	4:00	-----	27 min
END 14	85	1	7	4:30	4:00	-----	1 h 00 min
END 15	85	1	5	6:00	4:00	-----	50 min
END 16	85	1	4	7:00	4:00	-----	55 min

* Excluding the warm-up and cool-down † Will also contribute to the development of MAP

Important note: The name of the sessions (e.g., END1; END2; etc.) does not mean that they are a progression from each other. The number of sets and repetitions are presented as guidelines only, and may have to be modified depending on the athlete's level of fitness. See Progression guidelines later in this section.

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5.3- Aerobic Stamina – Maximal Aerobic Power

What it means / definition	This subset of aerobic stamina refers to the ability to produce intense efforts lasting between 2 and 10 minutes without interruption.
Importance in Boxing, and reason(s) why	Importance = High. Aerobic power helps the boxer to sustain a high level of intensity throughout each round of a fight.
Age groups and LTAD stages during which this ability should be emphasized	The systematic development of this athletic ability can be introduced towards the end of LTAD stage 4: Train to Box (between the ages of14 to 16, depending on sex and maturation level. All competitive boxers older than 16 must train this ability. Healthy adult recreational boxers can train this ability, although as they get older the emphasis should be on training aerobic endurance.

General Considerations, Training Methodology	Interval training	Range of intensities for effective development: 95 to 100% of MAP is the best range of intensities to improve this athletic ability. Work to rest ratios: Work : Rest ratios of 2:1 or 1:1 are typically used when training this ability. **Development**: 3 sessions per week **Significant improvements** in 6 – 8 weeks **Maintenance:** 1 session per week
	Safety/aspects to consider for progression	When working on MAP, start with sessions of lower intensity, e.g., 95 % of MAP, and progressively increase intensity to 100 %. Given the selected intensity, use sessions that feature a high number of repetitions but shorter work intervals at the start of the training program, and then progress to longer work intervals but fewer repetitions. Ensure the athlete has done several weeks of continuous and interval training aerobic endurance training prior to beginning MAP training.
Training, Non Boxing Specific	Training Methodology –	**Exercise mode(s):** Dynamic activities involving large muscle groups should be used. Whenever possible, the legs should be involved in the aerobic training activities done by the boxer. The most appropriate forms of exercises would be running, rope jumping, stairs climbing, and elliptical trainer. **Sample workouts for effective development** (duration and number of work periods, number of reps per set, number of sets, recovery between reps, recovery between sets; type of recovery): **See Table 4.12 on PPM 34: 15examples of IT sessions for the development of MAP are outlined.**
	Emphasized when during the program – check all that apply	( ) Beginning of the program/general preparation **(X) Several weeks into the program/specific preparation** **(X) During the weeks leading to the first competition** ( ) Between competitions ( ) During the weeks leading to an important competition

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PPM 34 - Table 4.12- Examples of IT Sessions for Maximum Aerobic Power

Example #	Intensity (% MAP)	Sets	Repetitions/ Set	Repetitions (min:s)	Recovery (min:s) between		Duration of the Session*
					Repetitions	Sets	
MAP 1	100	3	6	1:00	2:30	5:00	1 h 02 min
MAP 2**	100	3	8	0:30	1:30	5:00	35 min
MAP 3	95	4	6	1:00	1:00	3:00	55 min
MAP 4	100	2	6	1:15	2:00	10:00	55 min
MAP 5	95	3	6	1:15	2:00	5:00	1 h 08 min
MAP 6	100	2	5	1:30	3:00	10:00	59 min
MAP 7	95	2	8	1:30	3:00	10:00	1 h 26 min
MAP 8	100	2	4	1:45	3:00	10:00	52 min
MAP 9**	100	1	5	1:45	4:00	-----	29 min
MAP 10	95	2	6	1:45	3:00	10:00	1 h 11 min
MAP 11	100	1	6	2:00	4:00	-----	36 min
MAP 12	95	2	5	2:00	3:00	10:00	1 h 04 min
MAP 13	100	1	4	2:30	4:00	-----	26 min
MAP 14	95	1	6	2:30	4:00	-----	39 min
MAP 15	95	1	4	3:00	4:00	-----	28 min

* Excluding the warm-up and cool-down ** Also benefits the training of speed endurance

Important note: The name of the sessions (e.g., MAP1; MAP2; etc.) does not mean that they are a progression from each other. The number of sets and repetitions are presented as guidelines only, and may have to be modified depending on the athlete's level of fitness. See Progression guidelines later in this section

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Training, Boxing Specific	Training Methodology	Exercise mode(s): Simulated fight on the heavy bag. The boxer must assume a correct boxing stance throughout the workout; he or she throws a variety of punches (jabs, straight power punches, uppercuts, hooks, combinations, etc.) with very little rest between each hit, and keeps moving around the target as would be the case in a real fight. The intensity must be very high throughout each work interval, the athlete working at or very close to his or her max HR. **Sample workouts** for effective development (duration and number of work periods, number of reps per set, number of sets, recovery between reps, recovery between sets; type of recovery): **See table 4.14 on PPM 37**
	Emphasized when during the program – check all that apply	( ) Beginning of the program/general preparation ( ) Several weeks into the program/specific preparation **(X) During the weeks leading to the first competition** **(X) Between competitions** **(X) During the weeks leading to an important competition**

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PPM 37 **Table 4.14-** Examples of Boxing-specific IT aerobic conditioning workouts

*** Work interval**	15 seconds	Repeat 4 times to complete 1 round of 2 minutes, and 6 times to complete 1 round of 3 minutes.	Follow each round or set by a 1-minute active rest. †	Repeat 3 or 4 times to complete the number of rounds scheduled in the fight
Recovery	15 seconds			

*** Work interval**	30 seconds	Repeat twice to complete 1 round of 2 minutes, and 3 times to complete 1 round of 3 minutes	Follow each round or set by a 1-minute active rest. †	Repeat 3 or 4 times to complete the number of rounds scheduled in the fight
Recovery	30 seconds			

Work interval	30 seconds	Repeat 2 or 3 times to complete 1 round of 1 min 30 sec or 2min 15 sec, and 4 times to complete 1 round of 3 minutes	Follow each round or set by a 1-minute active rest. †	Repeat 3 or 4 times to complete the number of rounds scheduled in the fight
Recovery	15 seconds			

Work interval	40 seconds	Repeat twice to complete 1 round of 2 min, and 3 times to complete 1 round of 3 minutes	Follow each round or set by a 1-minute active rest. †	Repeat 3 or 4 times to complete the number of rounds scheduled in the fight
Recovery	20 seconds			

Work interval	45 seconds	Repeat twice to complete 1 round of 2 min	Follow each round or set by a 1-minute active rest. †	Repeat 3 or 4 times to complete the number of rounds scheduled in the fight
Recovery	15 seconds			

Work interval	60 seconds	Repeat 2 or 3 times to complete a round (set)	Follow each round or set by a 1-minute active rest. †	Repeat 3 or 4 times to complete the number of rounds scheduled in the fight
Recovery	30 seconds			

Work interval 1	30 seconds	Follow each round or set by a 1-minute active rest. †	Repeat 2 or 3 times
Recovery 1	10 seconds		
Work interval 2	30 seconds		
Recovery 2	20 seconds		
Work interval 3	30 seconds		
Recovery 3	30 seconds		
Work interval 4	30 seconds		

† The duration of the active rest may be increased if necessary, up to 2 minutes.

5.5- Speed of Movement

What it means / definition	**Speed of movement:** The highest rate at which a movement or a series of movements can be executed. This is the most important type of speed needed in boxing. ***Note:*** *During the presentation, you may contrast the above with speed of locomotion, which is the ability to cover a given distance in the shortest possible time during an all-out effort of very short duration (8 seconds or less).*
Importance in Boxing, and reason(s) why	**Importance = High:** Boxers must execute a variety of fast movements, and speed supports performance in moves such as: footwork, blocks, parries, punches, combinations, etc. Without adequate speed, the athlete cannot deliver blows that will score, or perform the movements that are necessary to defend effectively against a skilled opponent.
Age groups and LTAD stages during which this ability should be emphasized	**First window for speed training:** during childhood (ages 6 to 9) – speed and quickness should be trained through fun games **Second window of optimal trainability for speed**: generally between the ages of 11-15 in girls, and 13-16 in boys. All competitive boxers aged 16 and up should train this ability. Adult recreational boxers should have sufficient muscle strength and flexibility before being involved in speed training.
Training Methodology:	**General**: Speed training must always be viewed as quality work, and recovery between efforts must be long enough to preserve proper technique. **Type of movements**: The movements used must be (1) very specific to boxing (ex. Punching); (2) well mastered by the boxer from a technical point of view. Movements can be a single action (i.e. a jab) or a series of actions performed as fast as possible for 6 to 8 seconds (i.e. repeated punches or combinations). **Range of intensities** for effective development: as fast as possible. **Work to rest ratio**: long pauses between each repetition: 1: 12 to 1:15 or even longer e.g. movement of 1 second, followed by a recovery of 15 to 20 seconds. **Sample workouts** for effective development (duration and number of work periods, number of reps per set, number of sets, recovery between reps, recovery between sets; type of recovery): **See table 5.2 on PPM 44** The overall amount of work performed during a speed training session should be relatively low. The key word here is *quality*, not quantity. Maintaining good technique is critical to the development of muscular coordination. When signs of fatigue appear (e.g., the frequency of movements or the quality of the technical execution decline), speed training should be stopped. **Development**: 2-3 sessions per week **Significant improvements** in 4-6 weeks **Maintenance:** 1 session per week

Safety/aspects to consider for a sound progression	• A thorough warm-up must precede any form of speed training. • Speed training should be scheduled early during the main part of the training session, when the athlete is not yet tired. Due to the very high intensity required, a thorough warm-up must also precede any form of speed training to avoid injury. • Speed work should be scheduled when the athlete is not too tired from previous training sessions. • In the athlete's program, speed training should be preceded by several weeks of other forms of preparatory training (strength-endurance, strength, aerobic stamina).
Emphasized when during the program – check all that apply	( ) Beginning of the program/general preparation ( ) Several weeks into the program/specific preparation **(X) During the weeks leading to the first competition** **(X) Between competitions** **(X) During the weeks leading to an important competition**

PPM 44 - Table 5.2- Example of Training Methods for Speed of Movement

This Variable…	Should be…
Type of training	Interval training with long pauses
Activities/movements	Ultra-specific sport movements performed against low or no resistance. For offensive or defensive movements involving the arms, no gloves should be used initially, so movements can be executed without any resistance. Then, progress to executing the movements with light gloves, and lastly with the gloves used in competition.
Intensity	As fast as possible
Duration of each repetition	• Less than 1 s for a single-action (e.g. jab, power punch, etc. with or without gloves). • About 6 to 8 s for movements performed at a high frequency (e.g. repeated punches on a bag using gloves).
Number of repetitions per set	4 - 5
Number of sets	2 - 4
Total number of repetitions	8 - 20
Duration of recovery between repetitions	15 to 20 times longer than the effort
Type of recovery between repetitions	Active, very low-intensity recovery, followed by passive recovery for 20 s or so
Recovery between sets	Active, low-intensity recovery for 2 - 3 minutes
Stop if…	Quality of execution or speed of movement decreases
Total time (repetitions and recovery)*	5 to 16 minutes (excluding warm-up and cool-down)
Frequency**	
• Development	2 - 3 X per week
• Maintenance	1 X per week
Significant improvement in…	4 - 6 weeks
Other training effects, including degree	Coordination, agility

* Excluding warm-up and cool-down

5.5- Speed of Movement / Reaction time

What it means / definition	Reaction time is the interval between (1) the presentation or detection of an unanticipated stimulus and (2) the beginning of the response. Ex.: The time elapsed between the moment the boxer sees an opening in the opponent's defense, and the moment he or she *initiates* a jab.
Importance in Boxing, and reason(s) why	A short reaction time allows the boxer to exploit his or her speed of movement, to capitalize on openings that can be created during a fight, and to apply successfully a variety of tactics that are based on detecting a flaw in the opponent's defence or a particular movement he or she does.
Age groups and LTAD stages during which this ability should be emphasized	All age groups, particularly during childhood.
Training Methodology:	Type of exercises and training activities (PPM page 46) : Methods that can be used to improve the athlete's reaction time include: 1. Repeating the ruler drop test regularly, using both hands. 2. Playing video games that require quick decisions to be made, as well as eye-hand coordination. 3. Pad work games requiring the boxer to throw a particular type of punch to the target as quickly as possible when the coach moves one hand or provides another cue that is likely to occur during a fight. This will work the boxer's observation skills and reaction time to a particular stimulus. 4. Sparring sessions in which the two boxers are kept at a distance such that they cannot hit each other. When one attacks, the other one must use the appropriate defence, and vice versa. The focus must be on quick actions and movements throughout. 5. Real sparring sessions.
Emphasized when during the program – check all that apply	( ) Beginning of the program/general preparation ( ) Several weeks into the program/specific preparation (X) During the weeks leading to the first competition (X) Between competitions (X) During the weeks leading to an important competition

When all your key pieces of information are ready for the presentation, you must also explain and demonstrate the "ruler drop test" (PPM 45-46).

PPM 45-46 - Ruler drop Test

To assess reaction time, a simple method called the “ruler drop test” can be used. To perform this test, the only piece of equipment required is a one 1 metre ruler and an assistant. The test is conducted as follows:

1. The ruler is held by the assistant between the outstretched index finger and thumb of the athlete's dominant hand; the top of the athlete's thumb must be level with the zero centimetre line on the ruler.
2. The athlete is instructed to catch the ruler as soon as possible after it has been released. No count down is used by the assistant. The assistant checks that the athlete is ready, and releases the ruler shortly thereafter.
3. The distance between the bottom of the ruler and the top of the athlete's thumb where the ruler has been caught is then recorded. This is the athlete’s result to the test.
4. The shorter the distance, the better the performance. The test can be repeated 2 or 3 times, and the best result is used to determine the athlete’s reaction time.

From this measurement, and knowing the acceleration due to gravity (9.81m/s²), a physics formula can be used to determine the athlete’s reaction time. The table below shows reaction times estimated from various results obtained during the “ruler drop test”.

Table 5.3- Reaction times estimated from the “ruler drop test” results.

Distance on the rules (cm)	Estimated reaction time (seconds)	Distance on the rules (cm)	Estimated reaction time (seconds)
5	0.10	15	0.18
7	0.12	17	0.19
9	0.14	19	0.20
11	0.15	23	0.22
13	0.16	27	0.24
14	0.17	30	0.25

Results can be analyzed by comparing with the results to previous tests, or to normative data.

The following are norms available for the 16 to 19 age group. No distinctions are made between males and females.

Table 5.4- Normative Data for Reaction Times.

Excellent	Above Average	Average	Below Average	Poor
< 7.5 cm	7.5 - 15.9 cm	15.9 - 20.4 cm	20.4 – 28 cm	> 28 cm

Table Reference: Davis B. et al; Physical Education and the Study of Sport; 2000

It is expected that, with appropriate training, the analysis would indicate an improvement from test to test, until an adequate score is achieved.

5.6- Flexibility

What it means / definition	The ability to perform movements of large amplitude about a joint without sustaining injury.
Importance in Boxing, and reason(s) why	**Importance = moderate to high.** Flexibility allows the boxer to perform each offensive or defensive movement with the required amplitude. It also helps to protect specific body parts against injuries such as muscle tears that can occur while performing very quick movements, or during misses.
Age groups and LTAD stages during which this ability should be emphasized	All age groups can train this athletic ability on a regular basis. However, it should be emphasized during the growth spurt of the adolescence, as well as in adult boxers, both competitive and recreational, particularly in older participants.
3 types of stretches that can be used in training with beginners, and key points about each	**Static**: To perform a static stretch, the participant must: - Get into the starting position for the stretching exercise - Assume the stretched position slowly and in a controlled manner; at this point, the muscles are stretched only slightly - Increase the intensity of the stretch progressively and in a controlled manner until the limit of the range of motion is reached; at this point, some tension is felt, but no pain - Hold the position for 20 to 30 seconds, more if possible - At the end of the stretch, release the tension slowly, and get into the starting position again - Stay relaxed, and breathe normally throughout **Active**: To perform an active stretch, the participant must: - Do the same general steps as in static stretching, except that the *person's own force* is used to move the body part to be stretched and brings it into the appropriate stretching position - Stretch in a controlled manner - Hold the stretch position for 10 to 20 seconds **Assisted Stretching with Self-Applied Force** To perform this type of stretch, the participant performs either a static or an active stretch, but also applies force towards the end of the movement to increase range of motion.
Safety or other important aspects to consider during flexibility training	Key safety aspects to keep in mind when doing flexibility training are: ***warm muscles***, ***controlled movements*** *during stretching*, and ***no pain*****.** - Stretching should not be done as a warm-up activity, as the muscles are not yet ready to be stretched; stretching should be done at the end of a session or after an adequate warm-up that has elevated both whole body and local muscle temperature. - Avoid jerky movements when doing stretching exercises - Keep muscle stretching under control at all times - If any pain occurs while stretching, slowly decrease the intensity of the stretch and return to the resting position - Breathe slowly and stay relaxed when stretching - Stretching must be viewed as an individual activity; athletes must not compete against one another when doing flexibility training

Safety or other important aspects to consider during flexibility training Continued	- At the beginning of a training program, focus on static stretching - After a few sessions of static stretching, start extending the stretch slightly beyond the limit of the range of motion; for example, if trying to touch the toes, grasp the ankles to pull the body a bit closer to the toes - Then progressively introduce active stretching, and assisted stretching, over time — in that order
Training Methodology	Flexibility is joint-specific. **Stretch duration :** Up to 30 seconds or more for static stretching Up to 20 seconds for active stretching **Recovery time**: a few seconds between each stretch # **of reps** of the same stretch: 3 or 4 # **of different stretches during a session**: At least one exercise for each of the major muscle groups; Where applicable, do the exercise on both the right and the left sides of the body **Frequency of training**: 4 + times per week **Noticeable improvements** in 6-8 weeks **Can be maintained** by training 2 time(s) per week
Emphasized when during the program – check all that apply	**(X) Beginning of the program/general preparation** **(X) Several weeks into the program/specific preparation** **Then, maintenance for the rest of the program** ( ) During the weeks leading to the first competition ( ) Between competitions ( ) During the weeks leading to an important competition

When all your key pieces of information are ready for the presentation, you must also select and demonstrate two stretching exercises for each of the following body parts:

- Neck and upper back
- Shoulders and chest
- Trunk and lower back
- Core
- Hips
- Hamstrings and buttocks
- Groin

See Annex 3 of the PPM for sample stretching exercises, progressions, and variations.

PPM 53-54 **Table 7.2 –** Guidelines for Flexibility Training

Variable	Key points…
Type of training	- Individually (or with the assistance of a partner in the case of some advanced methods).
Activities/ movements	- Reaching the limit of the range of motion under control and with no pain - Stretching the muscles and connective tissues
Intensity	Performed so that some tension is felt in the muscle being stretched, but no pain

Duration of each repetition	- Varies with the training status of the individual and type of stretching performed:
	  - Up to 30 seconds or more for static stretching
	  - Up to 20 seconds for active stretching

Number of repetitions	- At least one exercise for each of the major muscle groups - Where applicable, do the exercise on both the right and the left sides of the body - 3 to 4 reps of each exercise, using the same kind of stretching (passive, active, etc.) for all reps
Duration of recovery between repetitions	- A few seconds
Duration of recovery between sets	- Optional; relatively short
Type of recovery	- Passive, or gentle, relaxed movements

Position in training session	- Stretching should *follow* an adequate general warm-up, and athletes should:
	  o Do moderately intense aerobic activity lasting at least 10 to 15 minutes; this can vary, depending on the time it takes to elevate the temperature of the muscles and connective tissue, especially in a hot or cold environment
	  o During the warm up, use the muscle groups that will be stretched
	  o Be sweating by the time flexibility training starts
	- If **different types of stretches are performed the sequence should be**: static stretching exercises first, then active stretching exercises, then assisted stretching exercises.
	- Within a flexibility training session, move from the general (major joints) to the specific (sport-specific joints and ranges of motion)
	- Specific flexibility training should take place late in the session, when the muscles are warm

Safety considerations	- Stretch muscles only when they're warm - Avoid jerky movements when doing stretching exercises - Keep muscle stretching under control at all times - If any pain occurs while stretching, slowly decrease the intensity of the stretch and return to the resting position - Breathe slowly and stay relaxed when stretching - Stretching must be viewed as an individual activity; athletes must not compete against one another when doing flexibility training
Position in the training program	- At the beginning of a training program, focus on static stretching - After a few sessions of static stretching, start extending the stretch slightly beyond the limit of the range of motion; for example, if trying to touch the toes, grasp the ankles to pull the body a bit closer to the toes - Then progressively introduce active and assisted stretching, over time — in that order - Boxers should perform a minimum of 3 flexibility-specific training sessions per week; these sessions can be performed at the end of a gym session, or when the athlete is training on his or her own.

5.7- Strength-Endurance

What it means / definition	The ability to perform repeated muscle contractions at intensities below maximum strength *(normally, 15 to 30 repetitions, or more).*
Important in boxing, and reason(s) why	**Importance = very high.** Strength -endurance allows the boxer to execute many repetitions of certain movements throughout a fight, without a marked decrease in the amount of muscular tension that can be generated each time (i.e. punches; jabs; etc.).
Age groups and LTAD stages during which this ability should be emphasized	All athletes/participants can train this athletic ability.
3 types of muscle contractions that can be performed during resistance training, and key points about each	**Concentric**: Contractions in which 1) muscles *shorten* under tension and 2) movement occurs at a joint **Isometric**: Contractions in which muscles develop tension but *joint angles* remain the same. In other words, muscles contract but *no movement occurs*. **Eccentric**: Contractions in which 1) muscles *lengthen* under tension and 2) movement occurs at a joint
Safety or other important aspects to consider during strength-endurance training	• Include a thorough warm-up and cool-down in every resistance training session. • Emphasize proper technique at all times, and stop an exercise when the quality of technical execution starts to break down. Pay particular attention to proper alignment of body segments when performing exercises. • When setting loads as a function of the participant's maximum strength, great care is necessary to determine maximum strength safely (see PPM 63-65). In the case of children, beginners, or during puberty, maximum strength should be estimated from the results to 10 RM tests. • In exercises with free weights, the barbells or dumbbells must always be equally loaded on each side.
Training Methodology	**# of reps**: 15-30 **Intensity**: 30 to 50% (or +) of max strength for the exercise **Tempo/execution**: Regular and controlled, e.g., 2-1-2 or 2-1-3 **# of sets of a given exercise** 2 or more **Recovery between set**s 0:30-2:00 **# of different exercises during a session**: 6 to 12 **Frequency of training**: 2-3 times per week **Noticeable improvements** in 4 to 6 weeks **Can be maintained** by training once per week

5.7- Strength-Endurance (continued)

Emphasized when during the program – check all that apply	**(X) Beginning of the program/general preparation** **(X) Several weeks into the program/specific preparation** **Then, maintenance for the rest of the program** ( ) During the weeks leading to the first competition ( ) Between competitions ( ) During the weeks leading to an important competition

When all your key pieces of information are ready for the presentation, you must also design a circuit that will help develop the strength-endurance of teenage boxers who have never done any systematic resistance training before. (PPM pages 66 to 68)

- For your circuit, use the equipment available in the gym where this workshop is taking place.
- Your circuit must feature 8 different exercises, and be a good workout for all the major muscle groups.
- You must also explain briefly and demonstrate each exercise to the other coaches, and encourage them to perform these exercises.

Sample resistance training exercises are presented in Annex 4 of the PPM.

PPM 66-68– Circuit Training

Circuit Training to Improve Strength-Endurance and Base Strength

Circuit training or circuit weight training is a conditioning approach in which the athlete completes stations of exercises with his or her own body weight (push-ups, sit-ups, jumping jacks, squat thrusts, chin-ups, dips, etc.) or resistance-training equipment such as free weights or machines. Other forms of exercise can also be included, such as stretching, running, bicycling, and rope skipping. Successive stations are arranged close to one another. Athletes usually exercise different muscle groups at each station, which allows some recovery to occur.

Circuit training can be used by all athletes. However, this method is particularly effective with beginners to improve strength-endurance or to introduce them to resistance training. In the latter case, the main benefits are:

- Learning to execute specific resistance-training movements and exercises with proper form using relatively low weights.
- Developing a level of base strength and inducing some adaptations in the musculoskeletal system that prepare the athlete to sustain the stress of higher loads.

Circuit training is therefore a good way of introducing children or lesser trained individuals to resistance training. It can also be used by experienced athletes at the beginning of a resistance training program. However, if athletes have a good resistance-training background, the effectiveness of circuit weight training may be limited. The table below outlines the general features of circuit training.

Table 8.8- General Guidelines for Circuit Training.

Circuit-Training Variable	Key Points
Number of Stations	May vary, but is usually between 6 and 10 - 12.
Exercises	Stations should be planned so that the athlete will have worked each body part upon completion of a circuit. As a rule, stations should alternate exercises that work the whole body, the upper body, the lower body, and the core/trunk, in this order. The following table presents a list of basic exercises for each body part that can be included in a circuit-training.
Exercise Intensity	In exercises using resistance-training equipment, intensity is normally set at 30-40% of maximum strength for beginners, at 40-60% of maximum strength for more experienced athletes.
Activities at a Station	In stations where resistance-training exercises are performed, athletes perform either a fixed set of repetitions (12-15) at a regular cadence *OR* work non-stop and try to perform as many reps of the exercise as possible in a designated time period (e.g., 20 or 45 seconds). In this case, the movements are not executed explosively as they would be in speed-strength training, but at a fast, regular cadence.
Recovery between Stations	Rest intervals between stations can be in the order of 45 to 60 seconds OR kept to a minimum (15-20 seconds or so). In the latter case, the athlete normally walks or jogs from one station to the next; this promotes near-continuous effort throughout the circuit, which increases the demands on the aerobic system.
Completion of a Circuit and Circuit Duration	A circuit is completed once the athlete has performed the exercises at all the stations. The time to complete a circuit depends on the type and the number of exercises, and may range between 5 and15 minutes.
Recovery between Circuits	The rest period between each circuit can be short (1 or 2 minutes) or long (3-5 minutes). Shorter recovery is associated with greater aerobic demands.
Number of Circuits	The number of circuits depends on the time available, the training objectives, and the athlete's fitness level. Athletes usually complete 2 or 3 circuits, but they may do as many as 5 if there are fewer stations in a circuit.
Progression	See table 8.10 on the next page for an example.

Table 8.9 provides an example of Circuit Training exercises for various body parts. Additional resistance training exercises are listed and described later in Annex 4, and can also be used in designing a circuit.

Table 8.9- Sample Circuit Training Exercises.

Body part	Exercises
Whole body	Squat thrusts; Jumping jacks; Rope Skipping; Jogging; Stationary Bicycling; Elliptical Machine; Treadmill Walking or Running
Upper-body	Push-ups; Chin-Ups; Bench Press; Lat Pull Down; Biceps Curls; Pa Bar Dips; Seated or Upright Row; Shoulders Shrugs;
Lower-body	Leg Press; Leg Extension; Squats; Squats with Swiss Ball; Leg Curl Step Ups
Core and trunk	Sit Ups; Back Extension; Side Flexions; Russian Twists; Trunk Rotations; Side Raises; Leg Raises

The table below provides an example of Circuit Training progression over 8 weeks.

- There should be 2 sessions in week 1, and 2 to 3 sessions per week from weeks 2 to 8, depending on the athlete's schedule.
- There should be at least 48 hours of recovery between each Circuit Training session.
- Week 4 is an example of "easy week" in the progression, to allow for recovery.
- If the athlete is doing on-horse training on the same day as a circuit session, Circuit Training should be performed last, and there should be a suitable recovery period between the two sessions.

Table 8.10- Sample Circuit Training Progression Over 8 Weeks.

Weeks	Number of stations	Workload at each station		Number of circuits and recovery between circuits	
		Work	Rest	Number	Rest (minutes)
1	8	20 sec	20 sec	2	2
2	8	30 sec	30 sec	2	2
3	8	45 sec	45 sec	2	3
4	10	20 sec	20 sec	3	2
5	10	30 sec	30 sec	3	2
6	10	30 sec	30 sec	4	2
7	10	45 sec	30 sec	3	3
8	10 - 12	30 sec	30 sec	3	2

5.8 – Strength

What it means / definition	The highest level of tension generated by a muscle or muscle group during a maximum contraction, regardless of the duration of the contraction.
Important in boxing, and reason(s) why	Importance = Moderate. Strength is required is the hands, arms, shoulders, torso, core, and legs. Along with speed, strength is necessary to generate powerful punches. An adequate level of muscular strength also contributes to protecting the boxer's body and articulations against injuries that could result from the opponent's blows.
Age groups and LTAD stages during which this ability should be emphasized	Initiation to RT in Stage 3 Learn to Box; since participants are young, the focus will be on Strength-Endurance but strength gains will nonetheless be obtained. For many athletes, the end of LTAD Stage 4 Train to Box represents a critical period in which major and rapid strength gains can occur. Due to the completion of the physical maturation processes during LTAD Stage 5 Training to Compete, this is also a critical period of the athlete's career during which strength training should be emphasized.
3 types of muscle contractions that can be performed during resistance training, and key points about each	**Concentric**: Contractions in which 1) muscles *shorten* under tension and 2) movement occurs at a joint **Isometric**: Contractions in which muscles develop tension but *joint angles* remain the same. In other words, muscles contract but *no movement occurs*. **Eccentric**: Contractions in which 1) muscles *lengthen* under tension and 2) movement occurs at a joint
Safety or other important aspects to consider during strength training	**Safety**: See general guidelines on the next page. Those are the key points coaches should outline in their presentation. There are additional safety considerations on pages 63, 69 (bullet 6) and 76 (bullet 1) of the PPM. You may refer the coaches to these guidelines, but do not get into the details. **Procedure for determining max strength:** For the step by step procedure to determine the athlete's maximum strength, refer coaches to pages 63-65 of the PPM. However, do not go over the procedure itself in details.

PPM 62 - Safety Guidelines when Doing Resistance Training

- Include a thorough warm-up and cool-down in every resistance training session.
- Emphasize proper technique at all times, and stop an exercise when the quality of technical execution starts to break down. Pay particular attention to proper alignment of body segments while performing exercises.
- Using methods that are too advanced or loading patterns that are too intense can result in potentially serious injuries.
- When the resistance training method used makes it necessary to know the athlete's maximum strength, great care is necessary to set the loads correctly and safely. Methods for determining the athlete's maximum strength in a safe and progressive manner are outlined in Annex 5. In the case of children, beginners, or during puberty, maximum strength should be estimated from the results to 10 RM tests.
- In exercises with free weights, the barbells or dumbbells must always be equally loaded on each side.
- Except for strength-endurance and speed-strength exercises done with low to moderate weights (50% or less of maximum strength), free-weight exercises require one or more spotters. This includes exercises in which a bar:
    - Moves over the head
    - Is positioned on the back
    - Is racked at the front of the shoulders
    - Passes over the face
- Spotters should:
    - Ensure the lifting area is clear of objects and that the athlete can do the movements without being distracted or affected by the presence of others
    - Be at least as strong as the lifter
    - Use an alternated hand grip when holding a bar
    - Assume a straight back and stable position; it optimizes leverage
    - Spot at the wrists or dumbbells when this equipment is used
- Athletes training without spotters should use machines or reduce exercise intensity.

PPM 63 Safety precautions and procedures when determining max strength

8.7- Methods for Determining Maximal Strength

Purpose of the Procedure

The purpose of maximal strength tests is to measure or to estimate the highest load that an athlete can lift while performing a particular resistance training exercise. In some strength-training methods, workloads are prescribed in percentages of maximal strength, or 1 RM. This corresponds to the weight that can be lifted with proper form and control only once. Because strength gains can take place fairly quickly in a well-designed program, loads may have to be adjusted on a regular basis to ensure continued progress. For these reasons, knowing the 1-RM value for an exercise (or estimating it as precisely as possible) is an important information to have when designing certain types of resistance training programs.

General safety Aspects

- Prepubescent athletes should not attempt maximal lifts.
- Athletes should not attempt maximal lifts until they have:
    - Developed good general conditioning
    - Acquired sound lifting technique for the movements where maximal strength will be measured
    - Been involved in a progressive training program with low to moderate loads for 15 to 20 sessions
- Performing overhead exercises with heavy weights is potentially dangerous. Inexperienced individuals should not attempt such lifts.
- With athletes new to strength training, it is advisable to assess the 1-RM value for a given exercise by extrapolating from the results to a 10-RM test (see next page).
- It might initially be advisable to use a machine as opposed to free weights when attempting to determine maximal strength in some exercises. A high degree of coordination and involvement from the stabilizing muscles is needed to lift heavy loads with free weights, and this may be challenging for inexperienced athletes. If a machine is used, the results will tend to be *10 to 15% higher* than with free weights for the same movement.
- The area where the test takes place must be clear of equipment or other athletes, with the exception of spotters.
- In movements such as the bench press or squat, where a heavily loaded bar can inflict very serious injuries, maximal lifts should never be attempted alone. Experienced spotters should be present during the attempt, and they should be ready to intervene quickly if necessary. Some movements should also be performed in racks that protect the athlete from being injured if failure occurs.

Training Methodology for the **"Extensive approach"**

PPM pages 70 – **See column 1 below.**

PPM 70 - Table 8.11- General Training Guidelines for Improving Maximal Strength.

This Variable…	Has this value for developing strength mainly through hypertrophy and increases in muscle mass…		Has this value for developing strength mainly through increased neural drive…
	Extensive Approach	***Intensive Approach***	***Maximum Weights***
Number of Repetitions per Set (when using the RM method for intensity)	10-15	6-10	1-5
Intensity (when expressed relative to maximum strength)*	≈ 60-75% of maximum strength	≈ 75-85% of maximum strength	≈ 85-100% of maximum strength
Tempo (seconds) **Concentric phase** **Eccentric phase**	 2-3 ** 3-4		 2-5 4-5
Number of Sets per exercise	2-4	2-4	3-5
Recovery between Sets (min:s)	2:00	2:00-3:00	2:00-5:00
Sessions per Week	2-3		
Number of Weeks before Method is Varied	4 or 5 weeks	3 or 4 weeks	2 or 3 weeks

* May vary with muscle group and training status.

** Some advanced methods emphasize longer concentric contractions.

5.8- Strength (continued)

Guidelines for progressive inclusion in a program and for long-term development	See next page of this guide.
Emphasized when during the program – check all that apply	( ) Beginning of the program/general preparation **(X) Several weeks into the program/specific preparation** ( ) During the weeks leading to the first competition **(X) Between competitions** ( ) During the weeks leading to an important competition

When all your key pieces of information are ready for the presentation, you must also select and demonstrate two exercises that can be used for improving the strength of the following body parts:

- Neck and upper back
- Shoulders and chest
- Arms
- Core
- Legs

Sample resistance training exercises are presented in Annex 4 of the Physical Preparation Manual.

PPM 75, 76 - 8.11- Guidelines for Adolescent or Adult Athletes who Have No or Very Limited Background in Resistance Training

When designing programs for adolescents and adults who have no or limited backgrounds in resistance training, or who have not been involved in this type of training for a long period of time, coaches should consider the following:

- In an athlete's long-term development, strength-training methods usually follow this progression:

  Strength-endurance methods ➔ hypertrophy methods ➔ the method of maximum weights ➔ speed-strength methods, including serious plyometric

- The time spent emphasizing each type of training depends upon a variety of factors, including the age of the athlete, and his or her training background.

- The development of both maximal strength and speed-strength should be viewed in the mid- to long-term perspective of athletic development (i.e. several years), as opposed to the short term (one season).

- Athletes new to resistance training should start with body weight exercises and progress to free weights. During their first year of resistance training, these athletes should focus on general muscular development, be exposed to a variety of exercises and training modes, and avoid training programs that are too specific. Advanced methods such as maximum weights for relative strength, speed-strength, and demanding plyometric *should not be used*.

- At the start of a resistance training program using free weights or machines, many experts recommend to focus on strength-endurance for several weeks initially, particularly with adolescents. For these athletes, circuit weight training can also be used as an effective introduction to resistance training. This allows low to moderate resistances to be used, and to emphasize proper technique and execution throughout each repetition of individual exercises.

- Following a basic introductory phase and several weeks of strength-endurance training, these athletes may progress to a more intense phase and work on the development of maximal strength. When this is done, it is important to ensure that an appropriate transition occurs in the intensity from the end of the strength-endurance phase and the start of maximal strength training. Similar strength gains can be obtained using a variety of approaches with beginners. For instance, in participants with no prior resistance training background comparable improvements in maximal strength have been reported when using intensities ranging from 5 to 10 RMs. To ensure safety and proper progression, loading patterns that range between 8 and 12 RMs should therefore be used, 8 RMs representing the highest intensities.

5.9- Speed-Endurance

What it means / definition	Speed endurance is the ability to perform efforts at very high speed for an extended period.
Importance in Boxing, and reason(s) why	Boxers may have to perform tens of short bursts at near maximum intensity throughout a fight. Speed endurance is needed to avoid a progressive decrease in the power or speed of the boxer's blows as the fight progresses. The nuance between stamina and speed endurance may not be obvious, but it exists: stamina will allow the boxer to "keep fighting" round after round even when he or she is tired, but speed endurance will make him or her "fight hard, fast, and accurately" longer.
Age groups and LTAD stages during which this ability should be emphasized	The systematic development of speed-endurance before puberty is NOT recommended. The systematic training of this athletic ability will therefore begin towards the end of LTAD stage 4, i.e. ages 15-16 depending on sex and maturation level. Adult competitive boxers should train this ability regularly as part of their program. This ability should not be emphasized in older, adult recreational boxers, who should rather focus on aerobic fitness.
Training Methodology:	**Exercises for leg muscles:** • Repeated sprints lasting between 10 to 20 seconds • Repeated runs at a very high pace, or alternative elevations of the knees while running quickly on place, with repetitions lasting between 20 to 75 seconds or so • Repeated stop-and-go type efforts of various durations **Exercises for upper body:** To develop the speed-endurance of their arm, back, and torso muscles, boxers can do sets of high-frequency/all-out punching on a heavy or wall bag, with repetitions lasting between 15 to 30 seconds or so. **Range of intensities** for effective development: very high intensities, just below maximum speed. **Work to rest ratios**: 1:6 to 1:12, depending on the duration of efforts (higher ratios in the case of shorter efforts). **Sample workouts** for effective development (duration and number of work periods, number of reps per set, number of sets, recovery between reps, recovery between sets; type of recovery): **See Table 6.1, PPM 49.** **Frequency**: 2-3 times per week **Noticeable improvements** in 4-6 weeks **Can be maintained** by training once per week, 1 or 2 sets

Safety/aspects to consider for a sound progression	The systematic development of speed-endurance before puberty is NOT recommended. Some form of aerobic conditioning and also some resistance training should *precede* the use of specific methods designed to improve speed-endurance.
Emphasized when during the program – check all that apply	( ) Beginning of the program/general preparation ( ) Several weeks into the program/specific preparation **(X) During the weeks leading to the first competition** **(X) Between competitions** **(X) During the weeks leading to an important competition**

TIME	RESOURCE	LF NOTES
LA 7 Step 6 Summary and wrap-up of the Physical Preparation theme (5 minutes)		**Wrap up the Physical Preparation theme by mentioning:** • The athletic abilities that are particularly important in Boxing, i.e. Aerobic stamina (endurance and MAP); strength-endurance; speed; maximum strength; flexibility; speed endurance. • That Speed-strength, although very important in Boxing, was not dealt with during the workshop, because it is a more advanced form of training; athletes should first work on developing good levels of strength endurance and max strength before beginning serious speed-strength and plyometric training. However, detailed guidelines are provided in the PPM on pages 71 to 74, and coaches are invited to read this information on their own time. • The need to focus on specific athletic abilities during particular stages of the athletic development process (c.f. LTAD model) • The importance of always applying the training principles, in particular sound progressions • The importance of ensuring proper recovery within the program and the training week, to promote adaptations • The sequence for progressive training the athletic abilities in the boxer's program (cf. sample competitive boxer programme; show slide but do not go in the details) • The importance to keep in mind the safety guidelines that relate to Flexibility and Resistance Training • The sample stretching and RT exercises shown in Annexes 3 and 4 of the PPM.

TIME	RESOURCE	LF NOTES
LA 7 Step 7 Individual reflection about the Physical Preparation theme (3 minutes)	**WB 68**	• Invite the coaches to go to take a few minutes and to reflect about what they have learned in the area of physical preparation. • They can note their thoughts on page 54 of the WB, or on the Action Card on WB 68.

Transition to the Gym setting (2 minutes)

Learning Activity 8 - Intermediate Boxing Skills (part 4)

TIME	RESOURCE	LF NOTES
LA 8 Step 1 Intermediate Boxing Skills (part 4) Combinations with the Uppercut (15 min)	**RM 52-53** **WS7, WB71**	• Introduce the skills coaches will now be working on: Combinations with the Uppercut. Mention that these Intermediate skills are more advanced, hence their classification as *Intermediate 3* in the skills table. • Explain and make a demo of the **Combinations with the Rear hand Uppercut** below, and emphasizes the key technical aspects of these move using participants as demonstrators. Use different participants for each combination: 1. The Rear Hand Uppercut to the Body and Lead Hand Hook to the Head. 2. The Hook with the Lead Hand to the Head, Rear Hand Uppercut to the Body and Hook with the Lead Hand to the Head. • Then, ask coaches work in groups of 2. They must apply the progression guidelines for teaching each of the above combination. Their task is as follows: ○ One coach follows the instructions of the other, and performs one of the combinations. ○ The 2 coaches then share the key points they would emphasize about this skill, and discuss possible challenges when teaching them. ○ Coaches then switch roles for the second combination. • Circulate in the gym and observe the groups. Validate the work of coaches to ensure proper application of the guidelines concerning the technique, the progression, demonstration/explanation, and feedback. Answer questions as needed.

RM 52-53 - 3.13- Combinations with the Rear Hand Uppercut

With the addition of the uppercut to his/her repertoire of punches, the boxer can use great variety in his/her punches. He/she should never forget that the first one or two punches in a combination serve to confuse the opponent, so that the final blow can find a clean opening. Combinations take advantage of the fact that even the best defender can block only a small proportion of the blows delivered by a skilled boxer.

The Rear Hand Uppercut to the Body and Lead Hand Hook to the Head

To deliver the Rear Hand Uppercut to the body and Lead Hand Hook to the Head (Pictures 3.26 and 3.27), the boxer:

- slips to the front foot direction against the opponent's jab;
- drives the Rear Hand Uppercut to the opponent's solar plexus, transferring the weight to the front foot;
- pivots at close to medium range with a Lead Hand Hook to the head;
- recovers to the guarding position.

Picture 3.26- Uppercut to the Body

Picture 3.27- Hook to the Head with the Lead Hand

The Hook with the Lead Hand to the Head, Rear Hand Uppercut to the Body and Hook with the Lead Hand to the Head

This three-punch combination (Pictures 3.28, 3.29, and 3.30) is an effective power combination against the opponent's Jab that the boxer can build upon at a later stage of his or her technical development. To deliver this three-punch combination, the boxer:

- slips to the front foot direction inside the opponent;
- delivers a Hook with the Lead Hand to the Head at medium range;
- pivots into the Rear Hand Uppercut to the Body, transferring the weight forward;
- transfers his/her weight to the back foot, and pivots with a Lead Hand Hook to the Head.

Picture 3.28- Hook with the Lead Hand

Picture 3.29- Rear Hand Uppercut to the Body

Picture 3.30- Hook with the Lead Hand to the Head

Learning Activity 8 - Intermediate Boxing Skills (part 4, continued)

TIME	RESOURCE	LF NOTES
LA 8 Step 2 Intermediate Boxing Skills (part 4) Blind Jab and associated defences (20 min)	**RM 54-57**	• **Introduce the skills** coaches will now be working on: the Blind Jab, and the defences associated with it. • **Explain and make a demo** of the **Blind Jab** and emphasizes the key technical aspects of this move. • Next, invite coaches to perform a few repetitions of the Blind Jab individually. How would they teach this differently from the “regular jab”? • Then, explain and make a demo of the **Defences against the blind jab** and emphasize the key technical aspects of these moves using one participant as the attacker using the blind jab. 1. Ducking 2. Swaying Back 3. The Step Back • **Next, ask coaches to work in groups of 3.** • **Explain the task:** o One coach is the attacker performing the Blind Jab. o Another coach defends using one of the three skills explained previously. o The third coach analyzes the performance of his or her colleagues. o The attacker and the defender must perform a few movements under controlled conditions while the observer analyzes from different angles. o Then, the 3 coaches share the key points they would emphasize about each skill, and discuss possible challenges when teaching them. o Coaches take turns as the attacker, defender, and observer to cover all 4 defensive moves.

RM 54 - 3.14- Variation of the Jab

General Considerations

The jab or basic lead, is the foundation on which a boxer's skill is based. The coach should therefore now try to develop variations of this punch. In boxing, it is fatal to be predictable, for it enables an opponent to block or slip the punch easily and gives him/her an opportunity to set up a counterattack. Consequently, the jab should be thrown at varying speeds and along different paths to make defensive moves difficult for the opposition.

The following variations should be practiced using the bag or the partner's guarding hand as the target. The coach may find that individual coaching using a punch pad will reinforce any points he/she has made in the session. The boxer should also add the skill to his/her shadow boxing repertoire, checking his/her technique in the mirror.

The Diversionary Jab or "Blind Jab"

The diversionary jab, or "blind jab" (Picture 3.31), is very much an arm punch. The punch is thrown with a loosely clenched fist to confuse and obscure the opponent's vision before scoring with a straight Power Punch or lead hand hook .The speed and path of the punch can be varied to confuse the opposition.

Picture 3.31- Blind Jab

To execute the "Blind Jab", the boxer:

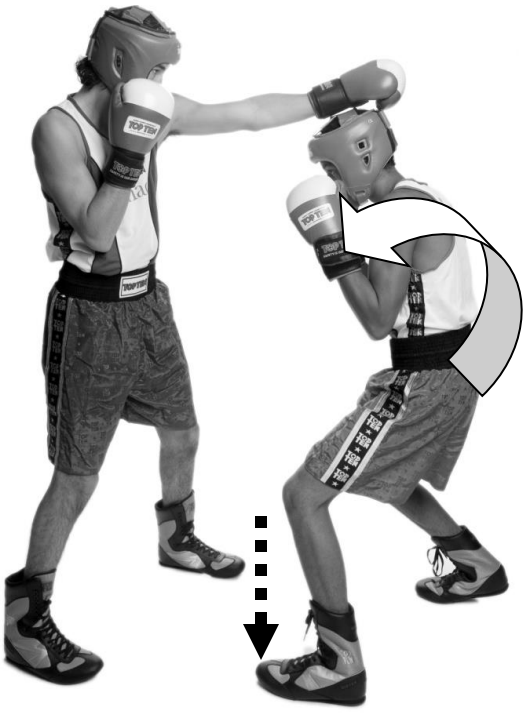
- leads the jab with a minimum of hip and shoulder pivot, making sure that the leading foot is in punching range;
- aims to strike the target, the loosely clenched knuckles obscuring the opponent's vision in the process;
- returns to the normal guarding position to avoid exposing himself to a countering with rear hand.

RM 55-57 3.15- Advanced Defences against the Jab to the Head

Ducking

Carried out efficiently, ducking (Picture 3.32) opens the opponent's body to counterattack. The boxer can counterpunch most effectively with a jab or straight power punch.

This form of defence should be practiced by having the coach or group partner lead a light jab with a punch pad or a glove held in position.



The boxer ducks by:

- bending the body forward from the waist;
- flexing the knees, allowing the head to drop under the opposing lead hand;
- raising the arms with the gloves held against the cheekbones; the fore arms and elbows protect the body;
- making sure that the head is not lowered below waist height;
- watching the opponent throughout the move.

Picture 3.32- Ducking

Swaying Back

Swaying back (Picture 3.33) is an advanced defensive move that requires a wide, well-balanced base. Having committed the opponent to his/her lead by swaying back, the boxer can counter with any of the basic punches. For the relative newcomer, the jab following swaying back is the more natural counter.

Picture 3.33- Swaying

The boxer sways back by:

- dropping the weight sharply onto the back foot as the opponent leads with his/her jab;
- ensuring that the front foot is stationary as the boxer leans back from the waist;
- swaying back into countering distance as the opposing jab falls short.

The Step Back

Although this move may appear simple, it requires balance and specific leg strength. Because the opponent is in a weak, stooped position, the boxer is ideally placed to counter with uppercuts from either hand. The boxer steps away as follows:

- as the opposing jab is led to the head or body, he/she applies pressure on the ball of the front foot and pushes away just out of range;
- the rear foot slides away backward and to the rear foot side;
- as the punch falls short, the boxer pushes back into range from the rear foot.

Learning Activity 8 - Intermediate Boxing Skills (part 4, continued)

TIME	RESOURCE	LF NOTES
LA 8 Step 3 Intermediate Boxing Skills (part 4) Various counters (25 min)	**RM 57-63**	• Introduce the skills coaches will now be working on: various types of Counters. • Mention that this will conclude the series of Intermediate Boxing skills dealt with in this workshop. • Given the time remaining, try to explain and make a demo of as many of the following counters as possible, while emphasizing the key technical aspects of each move. 1. Counter against the Straight Power Punch: The Front to Rear Parry/ Straight Power Punch 2. Counter against the Lead Hand Hook: the Jab to the Head 3. Counter against the Lead Hand Hook: The Straight Power Punch to the Head 4. Counter against the Jab: the Slip to the Front Foot Side and Hook 5. Counter against the Jab: the Rear to Front Parry and Hook to the Body 6. Counter against the Jab: Ducking and Delivering the Lead Hand Hook to the Head 7. Counter against the Jab: Straight Power Punch to the Body 8. Counter against the Hook to the Body: the Jab to the Head 9. Counter against the Hook to the Body: the Straight Power Punch to the Head • After each demo, coaches form pairs. One coach performs the attacking move under controlled conditions, and the other performs the counter. • Then they switch for the next move.

RM 57-63 - 3.16- Various Counters

Counter against the Straight Power Punch: The Front to Rear Parry/Straight Power Punch

To counter a rear hand lead with a front to rear parry and straight Power Punch, the boxer does the following:

- as the opponent leads a Straight Power Punch to the head (Picture 3.34), the boxer parries the lead to the rear hand side with the lead hand;
- the boxer then counters immediately with a hard Straight Power Punch to the Head inside the path of the opposing rear hand (Picture 3.35).

Picture 3.34- Front to Rear Parry

Picture 3.35- Straight Power Punch Counter

Counter against the Lead Hand Hook: the Jab to the Head

Picture 3.36- Jab against a Hook

Because the hook with the lead hand is a short- or medium-range punch, the jab to the head (Picture 3.36) will land before the hook, throwing the opponent off balance.

As the opponent leads the hook, the boxer:

- steps forward to the front foot direction;
- drives a straight jab to the head;
- carries the rear hand (guard) high

It is critical to perform the whole movement quickly.

Counter against the Lead Hand Hook: The Straight Power Punch to the Head

Picture 3.37- Straight Power Punch Against a Hook

Although the lead hand hook can be a natural defence against a straight Power Punch, the Straight Power Punch (Picture 3.37) is also a natural counter against a lead hand hook.

To perform this move, the boxer:

- steps to the front foot direction and forward inside the path of the oncoming hook;
- pivots sharply at the hip and shoulder through the central axis and drives a hard straight Power Punch to the head inside the hook with the lead hand;
- drives a lead hand hook to the head if the opportunity is there.

Counter against the Jab: the Slip to the Front Foot Side and Hook

The boxer slips to the front foot direction (Picture 3.38) and delivers the Lead Hand Hook against a Jab (Picture 3.39) as follows:

- he or she pivots at the hip and shoulder to slip the head inside the oncoming jab;
- he or she pivots back around the central axis with a short lead hand hook to the head;
- he or she makes sure that the lead foot has moved into punching range, and carries the rear hand high in a guarding position.

Picture 3.38- Slip to the Front Foot

Picture 3.39- Lead Hand Hook Counter

Counter against the Jab: the Rear to Front Parry and Hook to the Body

To counter a jab with a Rear to Front Parry (Picture 3.40) followed by a Hook with the Lead Hand to the Body (Picture 3.41), the boxer:

- first parries the opposing jab to the front foot direction using the palm of the rear hand;
- delivers the lead hand hook steeply into the opponent's solar plexus, transferring the weight to the back foot;
- carries the rear hand high to guard or to deliver a Straight Power Punch to the opponent's chin.

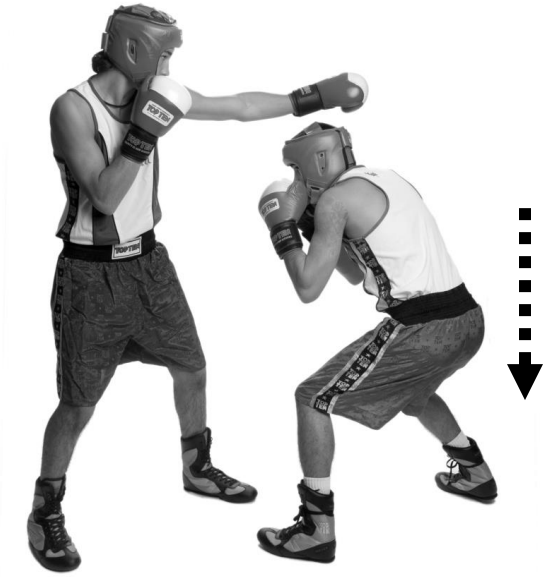
Picture 3.40- Parry

Picture 3.41- Hook after the Parry

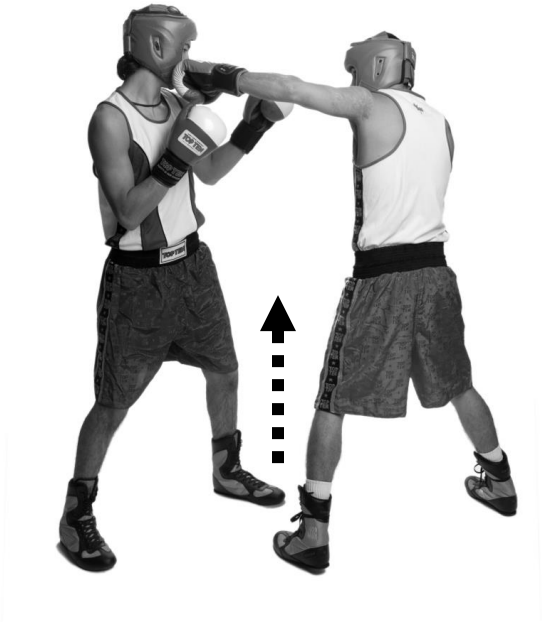
Counter against the Jab: Ducking and Delivering the Lead Hand Hook to the Head

To duck under the jab (Picture 3.42) and counter with a Lead Hand Hook to the Head (Picture 3.43), the boxer:

- flexes the knees to drop the body under the jab;
- drives from the legs upward and pivots with Lead Hand Hook to the head;
- carries the rear hand high in guard position, and watches the opponent throughout the movement.



Picture 3.42- Ducking



Picture 3.43- Lead Hand Hook Counter

Counter against the Jab: Straight Power Punch to the Body

To execute this counter against the jab, the boxer:

- Steps to the front foot direction and drops the body by flexing the knees in anticipation of the opponent's jab.
- With the shoulders in line with the opponent's body, drives a Straight Power Punch to his or her body (Picture 3.44).
- Exaggerates the guard with the front hand, to ensure a good protection against a possible counter by the opponent.

Picture 3.44- Straight Power Punch to the Body

Counter against the Hook to the Body: the Jab to the Head

To counter a Lead Hand Hook to the Body with the Jab to the Head (Picture 3.45), the boxer:

- must first detect the opponent's intent to deliver a hand hook to the body *while the oncoming lead is still at a reasonable distance from scoring*;
- counters with a quick jab to the head as soon as he/she sees the oncoming lead hand;
- leaves the front elbow in position to guard.

Picture 3.45- Jab against a Lead Hand Hook to the Body

Counter against the Hook to the Body: the Straight Power Punch to the Head

To counter a Lead Hand Hook to the Body with the Straight Power Punch to the Head (Picture 3.46), the boxer:

- must first detect the opponent's intent to deliver a hand hook to the body *while the oncoming lead is still at a reasonable distance from scoring*;
- counters with a hard straight power punch to the head as the opponent starts the hook.

Picture 3.46- Straight Power Punch to the Head

Wrap-Up of Block 3

TIME	RESOURCE	LF NOTES
2-3 minutes		• Thank coaches for their hard work throughout the morning. • Provide an overview of the last segment of the workshop, which will focus on (1) Boxing tactics; and (2) providing support to the boxer in preparation for, during, and after a fight.

Lunch 60 minutes

Block 4

Learning Activity 9 - Boxing Tactics

TIME	RESOURCE	LF NOTES
LA 9-Step 1 Introduction 5 minutes	**RM 65-68**	**Introduce the topic of Tactics and make a distinction between strategy and tactics.** **Strategy** is the overall plan of action the boxer has for a bout, and it is usually determined in advance. It is the “big picture” that the boxer and the coach have in mind for the fight. **Tactics** relate to the way specific engagements with the other boxer are being conducted. They are the specific actions undertaken by the boxer during the competition to secure an advantage over the opponent, or to prevent him or her from gaining an advantage. Examples of tactics include: feints, drawing the opponent, circling around the opponent, etc. **Clarify the links between strategy, tactics, and skills:** The tactics employed by a boxer are generally linked to the strategy established for the fight. If boxers are to carry out a particular strategy successfully, they must be able to (1) correctly apply a variety of *tactics*, and (2) execute correctly the specific *skills* or *techniques* that support each tactic. They must also display a level of fitness that will make it possible for them to sustain the physical demands of the strategy or tactics employed.

RM 65-68 – Strategy and Tactics

4.2- Strategy and Tactics: Definitions

By Alain Marion, M.Sc.

Strategy

Strategy is the overall plan of action the boxer has for a bout, and it is usually determined in advance. It is the “big picture” that the boxer and the coach have in mind for the fight.

For instance, a boxer’s strategy may be to go all out at the opponent right from the beginning of each round in order to destabilize him or her, and score as many points as possible early in each engagement. Conversely, another strategy could be to slow down an opponent during the early stages of the fight, by adopting a more defensive style of boxing. Yet another strategy could be to capitalize on a high level of fitness, and force the opponent to keep moving around constantly in the ring in order to fatigue him or her, launching attacks when the other boxer is tired and therefore less effective at defending himself or herself.

It is important to stress that if boxers are to carry out a particular strategy successfully, they must be able to (1) correctly apply a variety of *tactics*, and (2) execute correctly the specific *skills* or *techniques* that support each tactic. They must also display a level of fitness that will make it possible for them to sustain the physical demands of the strategy or tactics employed.

Tactics

Tactics relate to the specific choices and the selection of moves by the boxer during the fight to gain an advantage over the opponent, or to prevent him or her from gaining an advantage. The tactics employed by a boxer are generally linked to the strategy established for the fight. As a result, there must be a clear intention behind each tactic used. Examples of tactics include: feints, drawing the opponent, circling around the opponent, etc.

To successfully implement a given tactic, the boxer must master thoroughly the various skills it may involve. There is no point in trying to teach or implement tactical elements, even simple ones, if the boxer cannot properly execute the basic techniques which are required.

As each competitor has different strengths and weaknesses, boxers must also employ tactics that take into account:

- their own skill level and experience
- their level of fitness
- the abilities, tactics, fitness, and experience level of the opponent

4.3- Tactical Principles

By Alain Marion, M.Sc.

In Boxing as in most sports, there are eight basic principles that should be respected in order to successfully apply tactical actions: intent and purpose, surprise and deception, effective use of space and time, consolidation, commitment, calculated risk, exploitation of the opponent's weaknesses, and economy of energy. Each will be described briefly in the following pages.

Principle 1: Intent and Purpose

Any tactical action undertaken by the boxer should be done with a particular *purpose* in mind. The purpose can be to test the opponent's reaction, to lure him or her in order to create an opening, to gain a specific position in the ring, etc. Without a clear purpose, the actions initiated by the boxer will likely not allow him or her to take full advantage of the situations that may have been created, because he or she often has only a very short time to capitalize on the resulting openings or on the effect of surprise produced.

Principle 2: Surprise and deception

This is a key principle in combative/duel sports. It implies that the boxer should seek to:

1. create situations whereby he or she will either catch the opponent unawares, and/or
2. confuse or mislead the opponent regarding his or her own intentions.

Ideally, the actions or moves by the boxer should be such that the opponent will either hesitate or initiate a response that will put him or her at a disadvantage. Feinting is an example of this tactical principle. Surprise and deception in boxing require the following: observation and analysis of the opponent; unpredictability of and variety in the moves employed; changes in patterns; adequate timing; recognition of opportunities; and speed of execution.

Principle 3: Effective use of space and time

This principle implies that the boxer must constantly seek to occupy the most advantageous position in the ring relative to the opponent, and that he or she must recognize opportunities in a timely fashion, and react accordingly

Examples of effective use of space include trying to maneuver the opponent into a corner where he or she will have less mobility and fewer defensive options and conversely, avoiding being trapped in a corner. It also means that the boxer should find the optimal distance between himself/herself and the opponent, in order to carry out particular attacking and defensive actions, and always seek to occupy the zone of the ring where most judges have a clear view of the blows he or she delivers to the opponent.

In most instances, the boxer only has a very short time to capitalize on opportunities that present themselves or that have been created, while against particular opponents, there are only a few opportunities to take a decisive advantage during a fight. The boxer must therefore make the most of these openings. The effective use of time also relates to the type of actions the boxer should seek to undertake at certain stages of the fight – particularly towards the end - and to the risks he or she should take considering who is in the lead or how close the fight is.

Principle 4: Playing on strengths and weaknesses

The tactical actions chosen must be such that they will exploit any weaknesses of the opponent, and all the strengths of the boxer who is implementing them. Therefore, information must be gathered on the opponent whenever possible (previous performances; injuries; technical strengths and weaknesses; favorite tactical moves; etc.). When this type of information is not available, the boxer must be extremely vigilant right from the onset of the bout, and look for any cue that may reveal a weakness or a preference in the opponent.

The boxer must also be aware of his/her own strengths and weaknesses, and avoid being confronted to situations where he or she may be particularly vulnerable. As mentioned earlier, the boxer must also be capable of properly executing all the skills required to implement the chosen tactics, and must display a level of physical conditioning that is adequate for the effective implementation of the selected strategies or tactics.

Principle 5: Calculated risks

Boxing is never predicable. Though common sense may suggest that opponents will react in a particular way to a given situation, they may do just the opposite. This is especially true with more experienced opponents, who have seen many competitive situations and learned from them.

As much as possible, the boxer should have a general game plan for his or her fight, and the plan should be fully understood and applied (see strategy). However, the situation during a fight may evolve whereby an alternative must be brought into action, as the pre-set course of action is no longer appropriate. The boxer must therefore be able to adapt to new situations, analyze how the bout is actually developing and how relevant the original plan of action remains, and take the initiative of implementing a creative solution whenever appropriate. Often, this will involve taking some risks. Lowering the rear guard or exposing deliberately certain parts of the body to the opponent by feigning fatigue are examples of “calculated risks” a boxer may take during a match, in order to test or tempt the opponent, and create opportunities that he or she will exploit.

Principle 6: Commitment

Once a tactical opportunity has been created, it must be exploited, particularly if it has been designed to lead to a decisive result. Therefore, once initiated, the tactical action should be carried out entirely and at the appropriate intensity.

Many athletes lose their chance of winning by not bringing to an end the tactical moves they have initiated. They can recognize the correct moment and set off the appropriate action, but fail to make a 100% commitment as they are afraid they will not be able to go all the way.

Principle 7: Consolidation

This principle is closely related to the previous one, *Commitment*. Once the boxer has gained a tactical advantage over his/her opponent, it is important to maintain this superiority or control, to capitalize on it, and to defend against other tactics that could be used by the opponent. It is not sufficient to have the opponent react the way the boxer wanted him or her to: the advantage must be converted into scored points through appropriate attacking moves.

In certain situations (i.e. if the score is very close during a match, or when the opponent has a higher ranking or is more experienced) a temporary gain is not likely to be sufficient to secure victory; under such conditions, the boxer should seek to maintain or improve any advantage achieved over the opponent. In other words, the advantage must be consolidated to set up additional scoring opportunities, or even a winning move that will secure victory ultimately.

Principle 8: Economy of strength and energy

Unnecessary or excessive energy expenditure at the wrong moment in a bout may lead to premature fatigue, leaving the boxer increasingly vulnerable to attacks by the opponent.

Fatigue in the ring is usually characterized by a decrease in the boxer’s mobility and power output, a reduced concentration, slower reaction times, and overall a less effective defense. Often, it is also associated with a feeling of pain or discomfort, which can negatively impact the intensity of the efforts the athlete can sustain. Therefore, tactical actions should be executed in such a way that (1) the athlete will not expand his or her energy needlessly during the match, and (2) at critical moments of the fight, the boxer should be stronger, more powerful and/or faster than the opponent in order to score points, or "deliver the winning blow".

A good technique will contribute to reducing the energy expenditure required to carry out specific moves during a boxing match.

TIME	RESOURCE	LF NOTES
LA 9-Step 2 Reflection on the Tactical Principles and how they apply to Boxing 25 minutes	**WB 60-61** **RM 69-70**	• Use a flip chart or a slide to lists the 8 tactical principles that can be used when implementing tactical actions, and when teaching them. ***Note**: Coaches should have read the information on pages 65-68 of the RM the previous evening. Do not go over each tactical principle in detail; simply list them on a slide.* • Ask the group if there are any comments or reactions regarding the tactical principles outlined in the RM. • Invite coaches to complete exercise 6.1 in the workbook. • For each tactic listed, coaches must (1) indicate the purpose of the action; and (2) identify the tactical principle(s) that come into play.

WB 61-62

Tactic	Purpose	Tactical principle(s) that apply
Knee Feint (R.M. page 69)		(X) Surprise/deception ( ) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy (X) Calculated risks ( ) Commitment ( ) Consolidation
Body Drop (R.M. page 69)		(X) Surprise/deception (X) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy (X) Calculated risks ( ) Commitment ( ) Consolidation
Up-Down Feint (R.M. page 69)		(X) Surprise/deception (X) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks ( ) Commitment ( ) Consolidation
Draw-Back Feint (R.M. page 69)		( ) Surprise/deception ( ) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks ( ) Commitment ( ) Consolidation
Drawing (R.M. page 70)		(X) Surprise/deception (X) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks ( ) Commitment ( ) Consolidation
Exposing the Body and Head to Attack (R.M. page 70)		(X) Surprise/deception (X) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy (X) Calculated risks (X) Commitment ( ) Consolidation
Circling away from the Rear Hand (R.M. page 70)		( ) Surprise/deception (X) Playing on strengths and weaknesses (X) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks ( ) Commitment ( ) Consolidation

Tactic	Purpose	Tactical principle(s) that apply
Gaining the inside position		( ) Surprise/deception (X) Playing on strengths and weaknesses (X) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks (X) Commitment ( ) Consolidation
Boxing at close range		( ) Surprise/deception (X) Playing on strengths and weaknesses (X) Effective use of space and time ( ) Economy of strength and energy (X) Calculated risks (X) Commitment (X) Consolidation
Switching attacks from body to head		(X) Surprise/deception ( ) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks (X) Commitment (X) Consolidation
Moving constantly		( ) Surprise/deception (X) Playing on strengths and weaknesses (X) Effective use of space and time ( ) Economy of strength and energy (X) Calculated risks (X) Commitment (X) Consolidation
Punching in specific areas of the ring		( ) Surprise/deception ( ) Playing on strengths and weaknesses (X) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks ( ) Commitment ( ) Consolidation
Drawing the lead, then slipping inside		(X) Surprise/deception (X) Playing on strengths and weaknesses (X) Effective use of space and time ( ) Economy of strength and energy (X) Calculated risks (X) Commitment ( ) Consolidation
Using the hook or uppercut in a combination		(X) Surprise/deception ( ) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks (X) Commitment (X) Consolidation
		( ) Surprise/deception ( ) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks ( ) Commitment ( ) Consolidation
		( ) Surprise/deception ( ) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks ( ) Commitment ( ) Consolidation

Learning Activity 9 - Boxing Tactics (continued)

TIME	RESOURCE	LF NOTES
LA 9-Step 3 Debrief - Reflection on the Tactical Principles and how they apply to Boxing 10 minutes	**WB 62 - 63**	• Debrief the previous exercise in plenary. • Make sure coaches have a good understanding of how the various tactical principles come into play in each situation.

TIME	RESOURCE	LF NOTES
LA 9-Step 4 Guidelines for teaching Boxing tactics 10 minutes	**WB 64**	• Explain the guidelines that are proposed on page 64 the Workbook for the teaching of tactics to young boxers (see next page). • These guidelines move from “understanding key concepts”, to “knowing the intentions behind the use of a particular tactic”, to “linking the skills with the intentions”, to “recognizing whether the conditions are favourable for the tactical action”, to “practicing in easy conditions”, to “critical reflection”, to “practicing in more complex conditions”, to “critical reflection”, to “expanding the repertoire of tactics”.

WB 64 7.2- Teaching Specific Offensive Tactics to Young Competitive Boxers

Steps:

1. *Explain the concepts of strategy, tactics to the athlete, and discuss the 7 tactical principles.*

2. *Select a tactic that is suitable given the number of boxing techniques mastered by the boxer, and his or her skill level.*

3. Outline the main intentions behind the tactical action or move being taught (what is the boxer trying to accomplish, and why?); make linkages with the skills supporting the effective implementation of the tactic, and with the tactical principles that apply.

4. Have the athlete practice individually the technical elements/moves that support the tactic, while mentally creating an image of what he or she is trying to accomplish against the opponent.

5. At the same time as step 4, engage the athlete in a reflection where he or she can appreciate the circumstances and conditions in which this tactic could be used successfully, and those in which it may not be an effective choice. Have the athlete visualize these particular situations.

6. Create simple training conditions with a partner or during pad work in which the athlete can learn to (a) recognize and decide whether or not it would be appropriate to use this particular tactic, and (b) try to execute the move(s) in a no risk environment.

7. At the same time as step 6, engage the boxer into a critical reflection about his or her own tactical actions (intention + timing + execution + effectiveness of action), in order that he or she can learn to decide whether the resulting situation (a) should be exploited further by continuing the attack (in which case appropriate follow-up moves or actions should be executed), or (b) calls for a retreat.

8. Increase progressively the complexity of the conditions in which the tactic is being employed, e.g. the action takes place at a faster pace; there are more unknowns in the situation and therefore less predictable conditions for the learner (when, where, how certain cues are given); increased consequences of errors (i.e. Opponent can counter attack). To do so in a realistic manner, progress from pad work to technique sparring to conditioned sparring. Continue to engage the boxer into a critical reflection about his or her own tactical actions.

9. *Repeat steps #2 to 8 above to other tactics.*

10. *When the boxer has a sufficient range of skills and tactics, engage him or her into open sparring. Continue to engage the boxer into a critical reflection about his or her own tactical actions and decisions by discussing with him during or after each sparring session, and by promoting a dialogue between the sparring partners.*

TIME	RESOURCE	LF NOTES
LA 9-Step 5 Designing an activity for teaching a tactic or to improve a boxer's tactical sense 20 minutes	**WB 64-65**	• After the explanation, invite coaches to form small groups. • Assign a tactical move to each group from the following 4 options: 1. Knee feint 2. Body Drop 3. Up-down feint 4. Infighting • Specific information pertaining to each of the above tactical move can be consulted in the pages of the RM listed besides each term. • Coaches complete exercise 7.2 in the Workbook, which consists in applying the previous guidelines to the teaching of one of the above tactics. • Coaches use the standardized format outlined in the Workbook. They must **focus only on steps 3 to 8 of the process**.

WB 65- CHECK THE TACTIC YOU WILL BE WORKING ON:

Tactics	Pages of the Reference Material
( ) Knee Feint	69
( ) Body Drop	69
( ) Up-Down Feint	69
( ) Infighting	71 and 72

Steps	Specific Activity/Drill, etc. to Teach the Selected Tactic
3	
4	
5	
6	
7	
8	

Learning Activity 9 - Boxing Tactics (continued)

TIME	RESOURCE	LF NOTES
LA 9-Step 6 Discussion on the teaching Boxing tactics 15 minutes	**WB 62-63**	• For the debrief, invite each group to share how they would teach their tactic. • Depending on the time available, they either present/explain it to the group, or run their activity with the group (note: the latter could require at least 10 minutes per activity…). • Validate as each group presents, and provides feedback about how the process was implemented, and about the boxing-specific elements involved.

Pause 10 minutes

TIME	RESOURCE	LF NOTES
LA 9-Step 7 Discussion on the teaching Boxing tactics (continued)	**WB 64-65**	Complete the debrief after the pause.

TIME	RESOURCE	LF NOTES

LA 9-Step 8
 	
Wrap up and individual reflection
 	
8 minutes
	WB 68	• Wrap up the Theme on tactics by:
		  ○ Linking strategy, tactics, and technique/skills
		  ○ underlying the 8 tactical principles, and
		  ○ referring to the proposed guidelines for the teaching of tactics
		
		• Invite coaches to reflect about what they have learned regarding the teaching of Boxing tactics by noting some thoughts on their Action Card (WB 68).

Learning Activity 10 – Assessing readiness for a competition, and supporting the competitive experience (75 minutes)

TIME	RESOURCE	LF NOTES
LA 10-Step 1 Introduction 3 minutes		• Introduce the theme: for the last portion of our workshop, we will discuss how Competition introduction coaches can support effectively the competitive experience of their boxers. • Then, ask coaches to reflect individually on the following question: *How do you know that a boxer is ready for his or her first competition?*

TIME	RESOURCE	LF NOTES
LA 10-Step 2 Exchange in plenary 12 minutes	**Flip charts**	• Several flip chart sheets with the following categories: *Technical*, *Tactical*, *Physical*, and *Mental* must be prepared beforehand, and placed on the walls. The headings must be covered. • After the individual reflection, engage the group in a discussion. • Uncover the flip charts, and invite 2 participants to note the comments from their colleagues. • Lead the discussion and ask coaches to share their thoughts. Make sure that the points brought up by the participants are noted in the correct category. • Conclude the discussion by commenting on the need for the coach to *assess the status of the boxer in each of these 4 areas prior to allowing the athlete to participate in any fight*, particularly if this is his or her first contest. • Insist also on the fact that an assessment should be done before involving the athlete in sparring sessions, and for selecting the type of sparring that is most adapted to the boxer's skill and fitness level. • Thank the two coaches who recorded the information on the flip charts. • Then, ask the group *WHY this type of assessment is important?* • The key points that should come up include: responsible coaching; safety of the participants; ensuring a positive experience in competition.

TIME	RESOURCE	LF NOTES
LA 10-Step 3 Overview of the Bronze, Silver, and Gold assessment systems 10 minutes	**RM 86-91**	• To make the link with the Bronze-Silver-Gold assessment levels, start by mentioning that assessments can be either informal, or on the other hand, more structured and formal. • Draw the attention of the participants to Chapter 6 of the Reference Material which provides a gradation of assessments for Club-level boxers: Bronze, Silver and Gold. • Present a quick overview of the key features of each gradation, without going into the details. • Mention that this gradation is an example of a formal assessment system designed to help coaches. • For each skill or tactic featured in the assessment, the coach should apply the *advanced performance analysis model* presented during the early part of the workshop, and use the technical guidelines covered throughout the workshop as the point of reference for evaluating the performance of the boxer. • Conclude by mentioning that it is highly recommended that boxers should at least meet the expectations and standards of the Silver level before being involved in their first competition.

RM 86 -91 Assessing Boxers: Bronze, Silver, and Gold Levels

6.2- Assessment Level - Bronze

Specific Aspects Assessed: Shadow boxing; sparring; knowledge of the rules.

1- Shadow Boxing (1 – 1.5 min.)

The coach should look for proper execution of the following technical aspects:

- the boxing stance
- basic footwork (moving forward, backward, to the left, to the right)
- straight jab
- double jab
- defensive actions against the jab to the head (blocking and parrying)

Hints for the boxer's assessment: The coach should look for style and proper technique of straight punching. The boxer must use the proper boxing stance - guard up. All moves must be accurate, and boxer should demonstrate a variety of punches and change of directions, as well as "pendulum movement".

2- Sparring

The boxer spars for three one-minute rounds against appropriately selected opponent, using the left hand only. The rest between rounds lasts 30 seconds.

Hints for assessment: Attention should be paid to self-control, skills, appearance, behaviour and fitness. The coach should assess each move carefully until he/she feels confident that the skill has been evaluated properly.

3- Knowledge of the rules

Basic questions concerning the rules of amateur boxing should be asked. For instance:

1) What is the scoring zone, and when does a punch score?
2) How many rounds are there in your category, and how long is each round?
3) Tell me what you know about the "traditional" scoring system used in boxing.
4) What must you do when the Referee says "BREAK"?
5) What must you do when the Referee begins a count?
6) What happens if you or the other boxer gets a warning during a fight?

6.3- Assessment Level - Silver

Specific Aspects Assessed: Skipping, Bag Punching, Shadow Boxing, Sparring

(2 minutes at each activity followed by 1-minute rest intervals).

1- Skipping

The coach should check for coordination of the feet and variation of speed and direction in the boxer's skipping.

Hints for assessment

Skipping will probably progress more slowly than either bag punching or shadow boxing. Coach should let their boxers skip to music, and this will help them acquire the essential rhythm.

2- Bag Punching

In bag punching, the coach should look for sustained effort, variety of attacks, good style in the retention of defence, and good timing in delivering the blows.

Hints for assessment

The coach must assess each move carefully and conscientiously, using the referent models and technical guidelines provided in both the Instruction beginners and the Competition introduction manuals. Coaches should avoid being over critical, and focus on providing quality feedback to help their boxers progress.

3- Shadow Boxing

During the shadow boxing activity, the coach should assess the boxer's footwork, effort, variety, and realism.

Hints for assessment

See above.

4- Demonstration Contest and Sparring

This portion of the assessment should consist in 3 rounds of 1.5 min each, followed by a 1-min pause.

The first round should be for demonstration of technique. Four demonstrations should be performed by the boxer, and any of the following could be requested: swaying back, skipping, ducking, sidestepping, the one-two combination, the left hook, and uppercuts.

Two defences against a straight right (for example, stopping or using the forearm block) should also be requested. The boxer must also be asked to execute counters: two against a jab, two against a straight power punch.

The other two rounds should be reserved for ordinary sparring. The coach will assess the boxer's use of the ring, footwork, defence, style, skills used, behaviour, and appearance.

Hints for assessment

During the both the technical demonstrations and the sparring session, the coach must assess each move carefully and conscientiously, using the referent models and technical guidelines provided in both the Instruction beginners and the Competition introduction manuals. Here again, coaches should avoid being over critical, and focus on providing quality feedback to help their boxers progress.

During the sparring, boxers must be matched according to age, weight, and ability. Style should also be an important element of the evaluation. The boxer must balance on both feet, and the hands must return the same path the punch was delivered. The jab is the most important punch in boxing, and speed and skill during the execution of this punch are essential.

6.4- Assessment Level - Gold

Specific Aspects Assessed: Boxers will be assessed on a full training session of 10 x 1 - 1.5 minute rounds, a warm-up routine, and a variety of boxing exercises and drills.

1- The Warm-Up Routine

Assessment will be based on movements and exercises aimed at thoroughly preparing the boxer physically and mentally for the work to come. Training evaluated in other parts of assessment (for example - skipping) cannot be part of the warm-up routine.

Hints for assessment

The boxer should demonstrate warm-up exercises of the right intensity in the correct order. The warm-up routine must gradually bring muscle groups to play.

2- Skipping

In two rounds of skipping, the coordination of the boxer's feet and the variation of speed and direction will be assessed. Style and ease of variation in particular will be looked for during assessment.

Hints for assessment

Practice should have made boxers quite proficient by now. The coach will look for finer points and a balanced and erect posture. Variety is essential.

3- Shadow Boxing

The boxer should perform two rounds of shadow boxing. Demonstration of any of the following skills may be requested:

- footwork - moving forward, backward, to the left, to the right, side- stepping
- the straight lead to the head and defences against this punch (blocking, parrying, skipping, ducking, swaying back)
- the straight lead to the body and defences against this punch (elbow blocks, forearm parrying, stepping away)
- double lead and combination punches of speed jabs
- the straight right to the head and defences against this punch (stopping, shoulder blocks, wedge blocks, parrying)
- the left hook to the head and defences against this punch (forearm block, ducking, circling left)
- uppercuts to the body (left and right) and defences against these punches (stepping away, parrying, forearm block)

- counters - four against a straight lead, four against a right cross
- combination punching - four combination punches using the left lead, right cross,
- left hook, and left and right uppercuts.

In such theme work, the boxer might be asked to demonstrate skills throughout the entire round. For example, the coach may ask the boxer to constantly switch attacks or to change direction often during the round. The coach would then assess how well the boxer has adapted his/her skills during the entire round to the set theme. In addition, variations in methods of shadow boxing could be set. Some understanding of the reasons for the variations would be expected.

Hints for assessment

Fast, crisp punching and movements will be looked for. A variety of skills is essential.

4- Bag Punching

The boxer does punching for three rounds.

In the first round, the boxer may be asked to demonstrate any boxing skill while punching the bag.

In the second and third rounds, the boxer may be asked to demonstrate a variety of skills of his/her own choice.

Hints for assessment

All punches and moves will be assessed, but the straight lead is the most important.
All-out effort will be looked for. The boxer must switch the attack, hit through the bag, change direction, and side-step. All movements and punches must be purposeful.

5- Demonstration Contest and Sparring

(3 x 1 - 1.5 minutes with 1-minute rests)

The boxer will be given set conditions by the coach. The conditions must be used in the bout. An example of such a condition is defence only, showing the use of a estep. Any boxing skill could be set as a condition. Assessment will be based on

- ringcraft - the use of the ring, footwork, and defence
- skill - the application of technique, style, and attack
- the extent to which the condition is fulfilled
- behaviour and appearance

Hints for assessment:

The coach should go over all the moves, one at a time, and use each as the theme of sparring session. Using a new move in sparring is very difficult; the more complicated the move, the more difficult it is to incorporate into sparring. Coaches must always be ready to discuss difficulties with their boxers. The importance of fitness cannot be overemphasized.

6- Boxing Exercises

A sequence of five exercises or movements with or without apparatus will be required of the boxer. The sequence will be the boxer’s choice and may include work with a partner. Originality, effort, and flow will be assessed.

TIME	RESOURCE	LF NOTES
LA 10-Step 4 Building the Boxer's condifence 22 minutes	 **Flip chart** **RM 187-193**	• Introduce the topic of "building the boxer's confidence" by outlining the importance of this particular aspect in a combat sport like boxing, in particular for young athletes who take part in their first competitions. • Next, invite coaches to share their ideas and experiences about effective strategies for building confidence in their boxers. • Consider 3 distinct scenarios for this discussion: (1) new boxer preparing for his or her first fight; (2) Competition introduction-level boxer preparing for an important fight against a tough opponent; (3) boxer who was very confident about winning a fight, but who ended up losing it cleanly and by a large margin. • Conclude the discussion by outlining some key points about steps that can be used in building confidence in a boxer, and which are outlined in Chapter 10 of the RM. Invite coaches to read this information on their own at home.

TIME	RESOURCE	LF NOTES
LA 10-Step 5 Role of the coach in during a fight: video analysis 15 minutes	**WB 67** **Video**	• **Introduce the activity:** For the last activity of the workshop, we will look at a video showing a coach doing some work with an athlete before, during, and after a fight. • **Explain the task:** Your task will be to observe what this coach does, and to note down the key things he is doing to provide support to the athlete. You must indicate the things you believe this coach (1) did effectively, (2) did not do effectively, and (3) did not do (or were not shown in the video), but should have been done to provide quality support to the boxer. • Mention that coaches may use the check list that is provided on page 67 of the WB.

WB 67 - SECTION 9- SUPPORTING THE COMPETITIVE EXPERIENCE

Observe carefully the video, and focus on how the coach provides support to the boxer before, during, and after the fight.

In the table below, indicate the things you believe this coach (1) did effectively, (2) did not do effectively, and (3) did not do (or were not shown in the video), but should have been done to provide quality support to the boxer.

	Before the fight	During the fight	After the fight
Done effectively			
Not done effectively			
Not done, but should have been done			

TIME	RESOURCE	LF NOTES
LA 10-Step 6 Debrief - Role of the coach in preparation for a fight: video analysis 15 minutes	**RM Chapter 9**	• Debrief the video analysis by asking coaches the following questions for each of the major segments: before, during, and after the fight. *(1) What did they like about the way this coach was providing support to his/her athlete? Why?* *(2) What did they not like about the way this coach was providing support to his/her athlete? Why?* *(3) What aspects were missing or were not shown in the video?* • As you manage the discussion, make links with some of the key responsibilities of the coach before, during, and after the fight, which are outlined in Chapter 9 of the RM (consult this chapter, which is not included in the LF Guide). • To conclude, draw the attention of coaches to Chapter 9 of the RM, which outlines specific things coaches should do before, during, and after a fight. • However, do not get into specific details.

Workshop Conclusion and Wrap-up

TIME	RESOURCES	LF NOTES
10 minutes	**Reference Material** **Competition introduction development system** **RM14**	• 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 own coaching, and to consult the RM on a regular basis and as needed: it contains a lot of practical information not only about Boxing skills and techniques, but also about teaching. They should also refer to the PPM for specific information about physical conditioning methods. • Remind coaches to make things fun and enjoyable 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 them that they will now be registered as "Competition introduction coaches in Training" in the CAC Database. It may take some time before their records can be consulted online. ***Optional****: quickly review the requirements for completing training in this context:* ▪ When they complete the Multisport A and B workshops (one weekend each) they will be registered as **Competition introduction coaches – Trained.** ▪ Upon successful completion of the all evaluation requirements applicable, they will become **Competition introduction coaches – Certified.** • Mention how coaches can find out about the schedule of multisport modules offered in their area. This information is also available online through the Coaching Association of Canada's web site.

TIME	RESOURCES	LF NOTES
5 minutes	**Evaluation forms for workshop**	• 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! ***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.*

BOXING CANADA

Competition introduction LF Guide

National Coaching Certification Program

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