BOXING CANADA

NATIONAL COACHING CERTIFICATION PROGRAM

INSTRUCTION-BEGINNERS

Coach workbook

National Coaching Certification Program

PARTNERS IN COACH EDUCATION

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

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

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Acknowledgements

It has been said that many hands make light work, and the production of the Instruction Beginners Reference Material is proof of that. Boxing Canada would like to thank the team of volunteers who wrote, edited and reviewed the contents of this manual. We would also like to acknowledge the cooperation and financial support from the Coaching Association of Canada and Sport Canada.
Coaching development is a lifelong journey and with this manual we wish you success as you begin your career in coaching.
This document is aimed at boxing coaches wanting to learn about teaching the sport to athletes. This reference manual supports the learning of coaches wishing to initiate their practice in a boxing club.
The updates of the reference material will be taken care of by Boxing Canada.
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Workshop Outline

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1. Understanding Boxing and Its Demands

1.1 My Starting Point

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

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

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

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1.2 Share your views with other coaches.

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2. Long-Term Athlete Development (LTD) in Boxing

During the information meeting, you must also outline what the programs offered to participants of various age groups focus on in your Boxing Club. You can refer to the LTD here.

2.1 Check the age group that is assigned to you.

Age groups (years): ( ) 6 to 9 ( ) 9 to 12 ( ) 12 to 15 ( ) Recreational adult boxers

Use the space below to list the key points you would outline to parents. **Do not use the right column at this time**.	
To meet the needs of these participants and to help them develop in Boxing, the programs offered by the club focus on…	

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2.2 Prepare a short, point form presentation that will provide a snap shot overview of what a sound Boxing program should focus on for participants of this particular age group (Reference Boxing Canada LTD).

As you do this, compare what you thought programs for participants of this particular age group should focus on with the information contained in the Boxing Canada LTD model.

2.3 Follow the instructions of the Learning Facilitator and present your key points to the group.

2.4 Individual Reflection – The Demands of Boxing and LTD

Take a few moments to reflect about what you have learned so far. Compare what you wrote in Section 1.1 (page 5) and in Section 2.1 (page 7) to:

1- the key points that were brought up during the group discussions, and
2- the information contained in the Reference Material p. 14-15, Section 2

Note your comments or your thoughts in the right column of the tables (pages 5 and 6) or use the space below.

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3. Safety in Boxing

3.1 Risk Factors and Risk Management

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

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

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

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

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

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3.2 The Boxer's Protective Equipment

Use the table below to take notes pertaining to the boxer's protective equipment, as necessary.

Protective Equipment	Notes:
Headgear	
Cup Protectors	
Chest Protectors	
Mouth Guard	
Gloves	
Others	

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3.3 Safety Inspection Checklist

Use the checklist below to verify that the gym provides a safe environment for the participants.

Check for:	Notes:
Environment Reference Materials P. 17-22	
Facility and Gym Equipment Reference Materials P. 17-22	
Equipment provided to Boxers Reference Materials P. 17-22	
Human Factors Reference Materials P. 22-26	
Emergency Action Plan Reference Materials P.26 NCCP Emergency Action Plan course. NCCP Making Head Way in Sport	
Other aspects	

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Individual Reflection – Safety and Risk Management

Reference Material: Page 27

Take a few moments to reflect about what you have learned so far regarding safety and risk management in Boxing.

Note your comments or your thoughts in the space below.

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4. Basic Teaching Principles

4.1 Organizing and Explaining a Group Activity

Follow the instructions of the Learning Facilitator. For this learning activity:

- You will work in small groups.
- Each group will be assigned a series of warm-up exercises or activities from **Appendix 2, of the Reference Material (p. 78-80)**.
- Within each group, your tasks consist in (1) organizing/setting up this particular series of exercises or activities, and (2) explaining it to a group of young boxers. Take a few minutes to prepare using **the Reference Material p.33-35** that outline important points to keep in mind about Organization and Explanation & Demonstration. *(**Note**: assume that the group for whom you will set up the activity is the same size as the group of coaches involved in this coaching workshop).*
- When you are done preparing, take turns as the "group leader" and put things into practice. The "group leader" must organize the activity and explain it.
- In each small group, while one person plays the role of the "coach", the others take notes, and then provide comments about the organization and the explanation and demonstration of the activity. If necessary, use the left column of the form on the next page to write the comments you will share with your colleague.

Note: In 4.3, you will run your activity with the entire group.

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Use the left column of the table below to note the comments you provide to the other coaches in your group during learning activity 5.1.

4.1- Initial series of comments	4.2- Second series of comments

4.2 Critical Review of the Feedback I Provided

Based on the information provided by the Learning Facilitator about feedback, and using the key points outlined in the **Reference material p. 37**, think about the way you provided your initial feedback to the other coaches in your group during activity 4.1.

What modification would you now make to the initial series of comments provided to your colleagues? Why?

Take a few moments to re-formulate your feedback where necessary, in order to make it consistent with the general guidelines provided. Use the right column of the table above.

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4.3 Running the Warm-Up Activity

Take a few moments to look at the key points of **Page 36 of the Reference Material**: Observation.

You must now organize, explain, and run the Warm-Up activity you worked on in 5.1. This time, coaches from the other groups will be involved as participants.

During the activity, you must practice applying the concepts outlined on **Reference Material p.33-38.** Each coach from your group must also be involved in the following steps of the coaching process:

- Organization
- Explanation/demonstration
- Observation
- Feedback process

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5. Teaching Basic Boxing Skills

5.1 Boxing Stance and Basic Footwork

Follow the instructions of the Learning Facilitator. During this learning activity:

- You will work in pairs and practice teaching basic skills one on one. In each pair, one coach will focus on the ***Boxing Stance***, the other on ***Basic Footwork***.

- When teaching your skill, you must: (1) apply the teaching process you worked on in Section 4, and (2) use the technical guidelines and principles pertaining to the skill that are provided on the **Table 5.1.3 of the Reference Material, p.44 (Stance)** and **Table 5.2.3 of the Reference Material, p.48 (Basic Footwork)**.

- Take a few minutes to consult your reference materials and to think about how you will go about teaching the skill assigned to you.

- Within each pair, one person plays the role of the "coach", the other acts as the athlete. The "athlete" takes mental notes, and then provides feedback about the teaching process followed by his or her colleague. ***Important****: think about the way you are providing your feedback!*

5.2 Individual Reflection – Basic Teaching Principles

Take a few moments to reflect about what you have learned so far regarding basic teaching principles. Note your comments or your thoughts in the space below.

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5.3 Teaching Basic Boxing Skills 2

Follow the instructions of the Learning Facilitator:

- You will work in pairs, and practice teaching basic attacking skills, along with the associated defence.

- You will begin with the ***Jab to the head*** and the ***Defences against the jab to the head (block and parry)****.* One coach will teach the attacking move, the other the associated defences.

- When teaching your skill, you must: (1) use the technical guidelines and principles pertaining to the skill that are provided on **Table 5.4.3 of the Reference Material, p.53: Jab to the Head** and **Table 5.5.3 of the Reference Material, p.55: Defence against the Jab to the Head** and (2) implement the steps of the teaching process you worked on in Section 4.

- Take a few minutes to prepare and think about how you would go about teaching the skill assigned to you.

- Within each pair, when one person plays the role of the "coach", the other acts as the athlete. The "athlete" takes mental notes, and then provides feedback about the teaching process followed by his or her colleague. ***Important****: think about the way you are providing your feedback (RM, p. 37)!*

- When you are done with these two skills, go to Section 5.4.

5.4 Learning Progressions

Use your Reference Material, p. 68-70, and go over the progression principles you could use when teaching your attacking or defensive skill.

Practice applying these principles with the skills you worked on in Section 5.2.

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5.5 Teaching Basic Boxing Skills 3

Follow the instructions of the Learning facilitator regarding the pairing of partners for this activity.

Repeat what you did in 5.2 with the following skills:

Attacking Skills	Associated Defences	Pages of the Reference Material
Jab to the Body	Defences Against the Jab to the Body	56
Straight rear hand punch to the head	Defence Against the Straight rear hand punch to the head	57-58
Straight rear hand punch to the body	Defence Against the Straight rear hand punch to the body	59

Note: Each time you work on a new skill, make sure you teach the defence if you were teaching the attack the previous time, and vice versa for your partner.

5.6 Teaching Basic Boxing Skills 4

Depending on the available time, you should then work on the following techniques:

Technique	Pages of the Reference Material
Basic combination punching with the jab	60
Basic combinations using the straight rear hand punch	60
Counter punching with the straight power punch	61
Covering Up	61

Try to go over as many skills as possible given the time allowed. It is not critical if all skills cannot be covered.

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5.7 Individual Reflection – Teaching Attacking and Defensive Moves

Take a few moments to reflect about what you have learned concerning teaching attacking and defence skills, progressions, and the effective use of pads.

Note your comments or your thoughts in the space below.

Practical things I learned about teaching attacking and defence skills, and about progressions …

Practical things I learned about using pads effectively in the gym…

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6. Role of the Second - Simulation

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

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

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

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7. Scoring Systems and Implications on Tactics

7.1 Teaching the scoring systems to young boxers

Follow the instructions of the Learning facilitator. Use the table below to (1) list key points about the scoring system assigned to your group, and (2) identify a fun and challenging activity to teach this scoring system to young boxers.

Scoring Systems: RM page 82

Key points about this scoring system	Activity for teaching this scoring system to young boxers
	( ) Game-based ( ) Skill-based How this game helps young boxers learn key points about the scoring system:

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7.2 Implications of the scoring system in use on basic tactics to use during a fight

Scoring System

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Action Card

Date: _____

I will START:

I will CONTINUE:

I will STOP:

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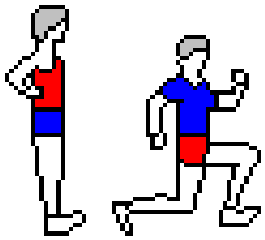
Appendix 1 – Warm-up activities

General Warm-Up Exercises

Group A - Organize, explain, and demonstrate the following exercises:



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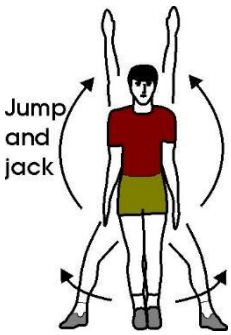

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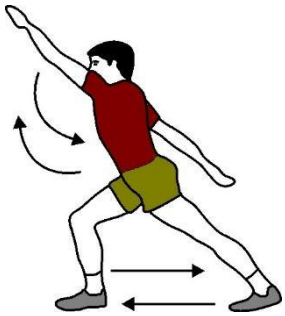

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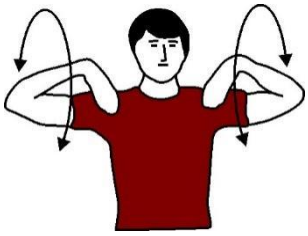
Group B - Organize, explain, and demonstrate the following exercises:



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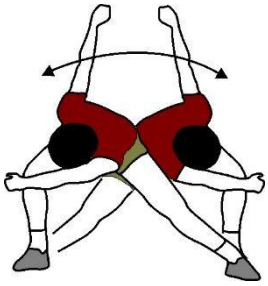

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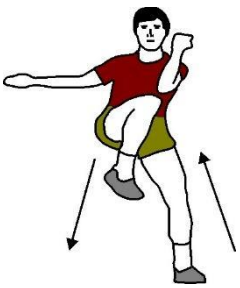
3

Participants stand back-to-back, and "hook" arms with their partner. Both participants then flex their knees slowly at 90 °. In this position, they (1) move 5 steps in one direction, then 5 steps in the other; (2) stand up and relax for a few seconds; (3) repeat 2 to 4 times.

Group C - Organize, explain, and demonstrate the following exercises:

1- Rope skipping while running in place, with progressively higher knee elevations.



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2 3

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Specific Warm-up exercises

Group D - Organize, explain, and demonstrate the following exercises:

- From the basic stance position, participants perform slow extensions of the arms in front of their body, as in straight punching. Return to the initial position between each movement. Right and left arms alternate. Cadence is increased progressively but remains sub-maximal.

- From the basic stance position, extensions of the arms *across* the body, as in punching to the left with the right hand, or vice versa. Controlled trunk rotation and stretch at the end of the movement and return to the initial position. Movements are performed to the right and left alternatively. Cadence is increased progressively but remains sub-maximal.

- Running on place while performing extensions of the arms in front of the body, as in straight punching. Cadence is increased progressively but remains sub-maximal.

- Same as above but running backwards.

Group E - Organize, explain, and demonstrate the following exercises:

- Standing in the upright position, feet shoulder width apart. (1) Arms are extended on each side of the body with palms facing forward (cross position); (2) both elbows are bent at 90°; (3) hands make fist, so knuckles are pointing up with palms still facing forward. In this position, arms are extended towards the ceiling alternatively, as in punching straight up. Cadence is increased progressively but remains sub-maximal.

- Toe fencing with hands together behind the back. Change leading foot after 1 minute.

- Starting from the basic boxing stance*, shadow boxing with short steps forward, backwards, or laterally, while following the movements of a group leader (or group leaders). The group leader(s) must determine the order of the movements and their direction and must call them to the group.

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* It is assumed that participants involved in this particular warm-up activity would already be familiar with the proper boxing stance.

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Group F: Organize, explain, and demonstrate the following game

Name and Purpose	Equipment and organization	Instructions, activity management, and variations
Name of Activity: **Flag game** **Purpose:** Development of footwork, utilizing the in/out movement **Note:** This game can also be used as a talent identification drill with young, beginner boxers, as it can reveal natural abilities such as coordination, quickness, hand-eye coordination, and decision-making. As boxers progress forward with the structured teaching of footwork, this game will be a good way of assessing whether they master basic footwork skills.	Equipment ● A large surface that can accommodate several square zones of 5 feet by 5 feet each. ● Cones should be used to mark out each zone. ● Flags 2 x 16 inches. If flags are not available, 16-inch ropes can be used Organisation ● Participants are paired. ● Each participant is provided with one flag. ● Each pair is assigned to one of the 5 feet by 5 feet area marked off by cones. **Note:** The working areas can be located next to each other. When in the ring there will be a third person, a referee, that may at some point represent an obstacle; for this reason, young boxers should learn to cope with limited space or unexpected obstructions.	Instructions to the participants: ● Participants insert their flags into their trunks at the waist, and on the side. ● Flags must hang out about 30 cm outside a participant's trunks. They must flow loosely as the boxers move around and be easy to "steal". ● The intent of the game is to take as many flags as possible away from the other participant during the allocated time for each "period" or "round". ● Each "round" should last between 1 and 2 minutes, and the number of rounds should vary between 2 and 4 depending on the age and fitness level of the participants. There should be a 30 to 60 second break between rounds. ● Both boxers must square off in the centre of their assigned area. They must face each other in a competition stance, remain upright, and never lean over. ● Each round begins and ends when the coach gives a signal (e.g. whistle blow). ● Each round, boxers alternate the hip that is placed closest to the opponent. Management- During the activity, Coaches must ensure that: ● Flags are properly tucked into participants' trunks. ● Participants remain in their upright boxing stance. This will avoid boxers hitting their heads. ● The beginning and end of each round are clearly signalled. Additional comments: ● 2 to 3 coaches are ideal for this activity. Each is assigned an area of the gym to supervise. ● Anyone can do this drill, but participants should be paired according to size, skill and fitness. Variations ● The first participant to steal 10 flag wins. ● Have the flags hanging behind the back. ● For first timers to this game, it is a good idea to plan for shorter rounds, until they acquire the skills and endurance to sustain the drill for 2 min or more.

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