BOXING CANADA

NATIONAL COACHING CERTIFICATION PROGRAM

COACH WORKBOOK

(Version 1.2 – August 28th, 2018)

National Coaching Certification Program

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How to be a better coach

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- Daniel Trépanier, Boxing Canada
- Alain Marion, Contractor

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WORKBOOK OUTLINE

THEMES	Pages
Section 1- Performance Analysis	7
Section 2- Intermediate Boxing Skills	19
Section 3- The Boxer's Preparation Program	28
Section 4- Intermediate Boxing Skills	32
Section 5- Physical Preparation	34
Section 6- Intermediate Boxing Skills	54
Section 7- Boxing Tactics	59
Section 8- Assessing Readiness for a Competition	64
Section 9- Supporting the Competitive Experience	65
Action Card	66
Worksheets	67

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: _____

Errors by the performer	What the performer should do to execute the skill correctly
<u>Before</u> the execution begins…	
<u>During</u> the execution …	
<u>After</u> the execution…	

No. 2- Skill demonstrated: _____

Errors by the performer	What the performer should do to execute the skill correctly
Before the execution begins…	
During the execution …	
After the execution…	

No. 3- Skill demonstrated: _____

Errors by the performer	What the performer should do to execute the skill correctly
Before the execution begins…	
During the execution …	
After the execution…	

No. 4- Skill demonstrated: _____

Errors by the performer	What the performer should do to execute the skill correctly
Before the execution begins…	
During the execution …	
After the execution…	

No. 5- Skill demonstrated: _____

Errors by the performer	What the performer should do to execute the skill correctly
Before the execution begins…	
During the execution …	
After the execution…	

1.2- Using the comprehensive performance analysis model, go over each of the three scenarios proposed in the following pages.

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 with your observations.

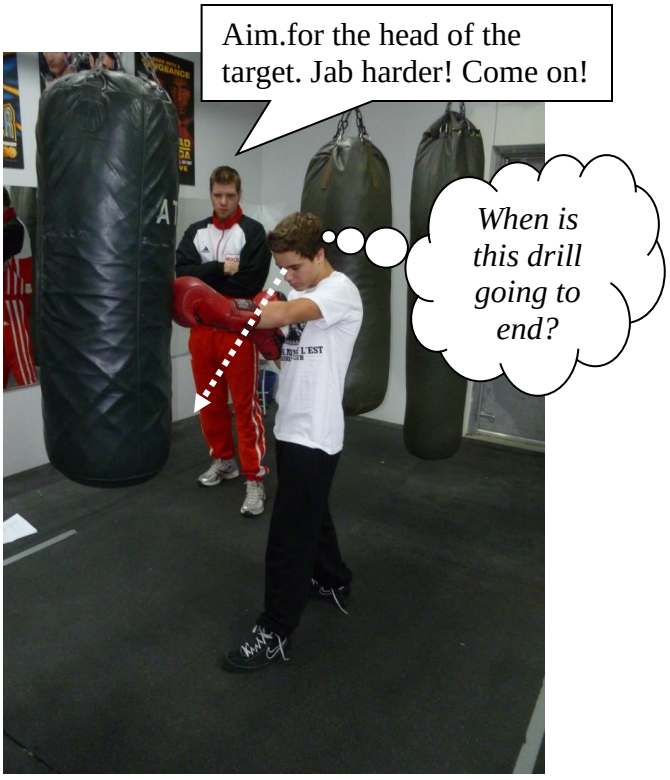
If necessary, refer to Table 2.2 on page 23 of the Reference Material and to Figure 2.1 on page 24 of the Reference Material for more details about potential factors that could impact performance negatively.

(3) Then, identify the three (3) most important causes that seem to have an effect on the athlete's performance, and rank them.

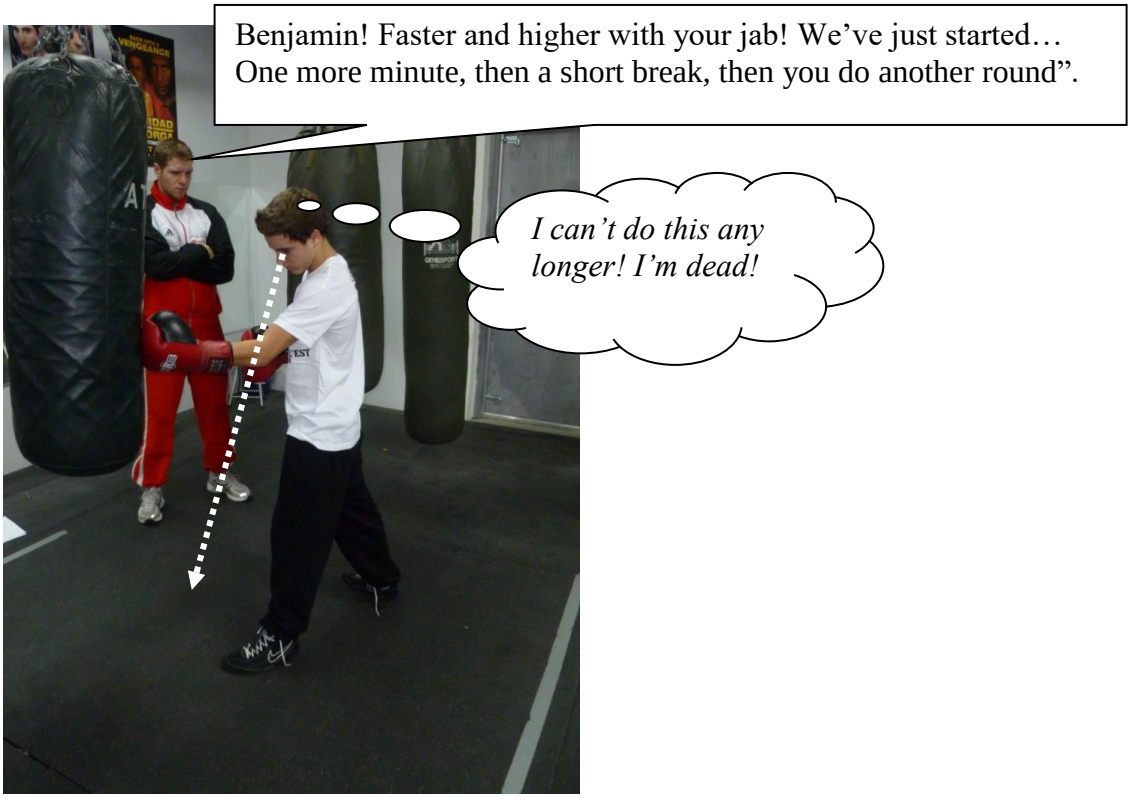
(4) As a last step, propose some corrective measures or interventions that could be made to address the situation. Indicate whether the solution(s) you propose can be implemented right away by the athlete, or whether some time will be necessary for the desired effect to occur.

1.2.1- Benjamin in the Gym

1



2



3

Major technical errors or flaws in this situation:

Causes that may impact performance	Specific factors or issues in this situation
Equipment	
Environment	
Affective	
Cognitive/mental	
Physical/motor	
Tactical	

Causes to deal with in priority	Corrective measures or interventions in this situation
1-	( ) immediate effect ( ) some time needed to see an effect
2-	( ) immediate effect ( ) some time needed to see an effect
3-	( ) 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-

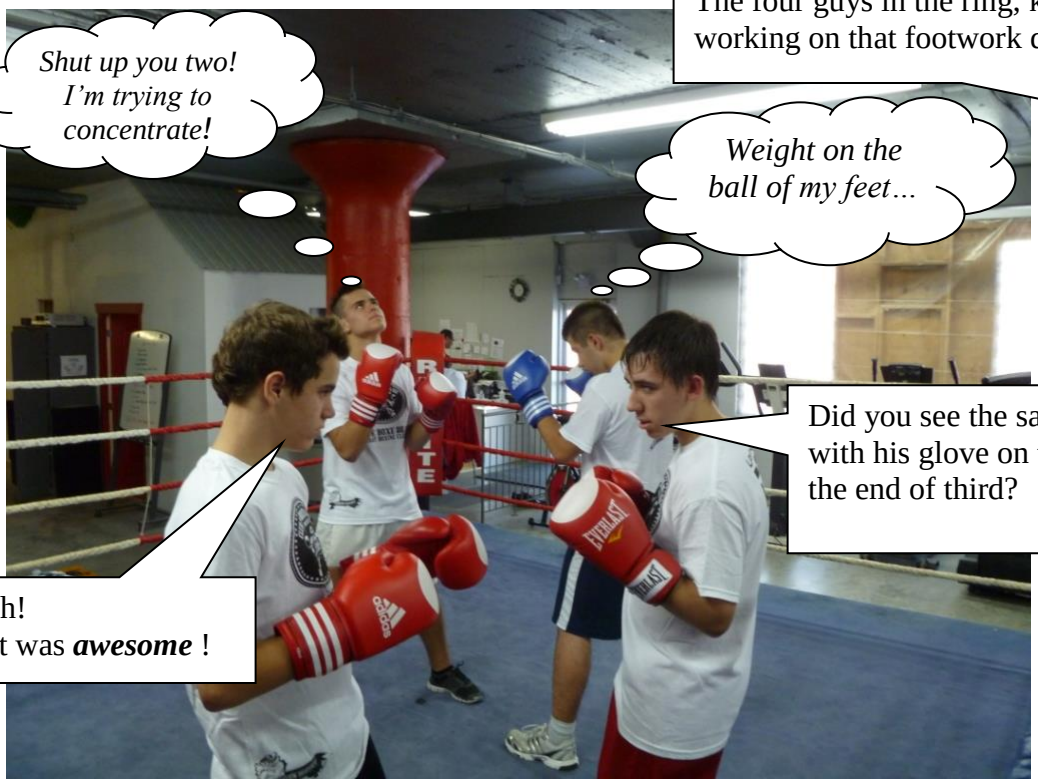
Major technical errors or flaws in this situation:

Causes that may impact performance	Specific factors or issues in this situation
Equipment	
Environment	
Affective	
Cognitive/mental	
Physical/motor	
Tactical	

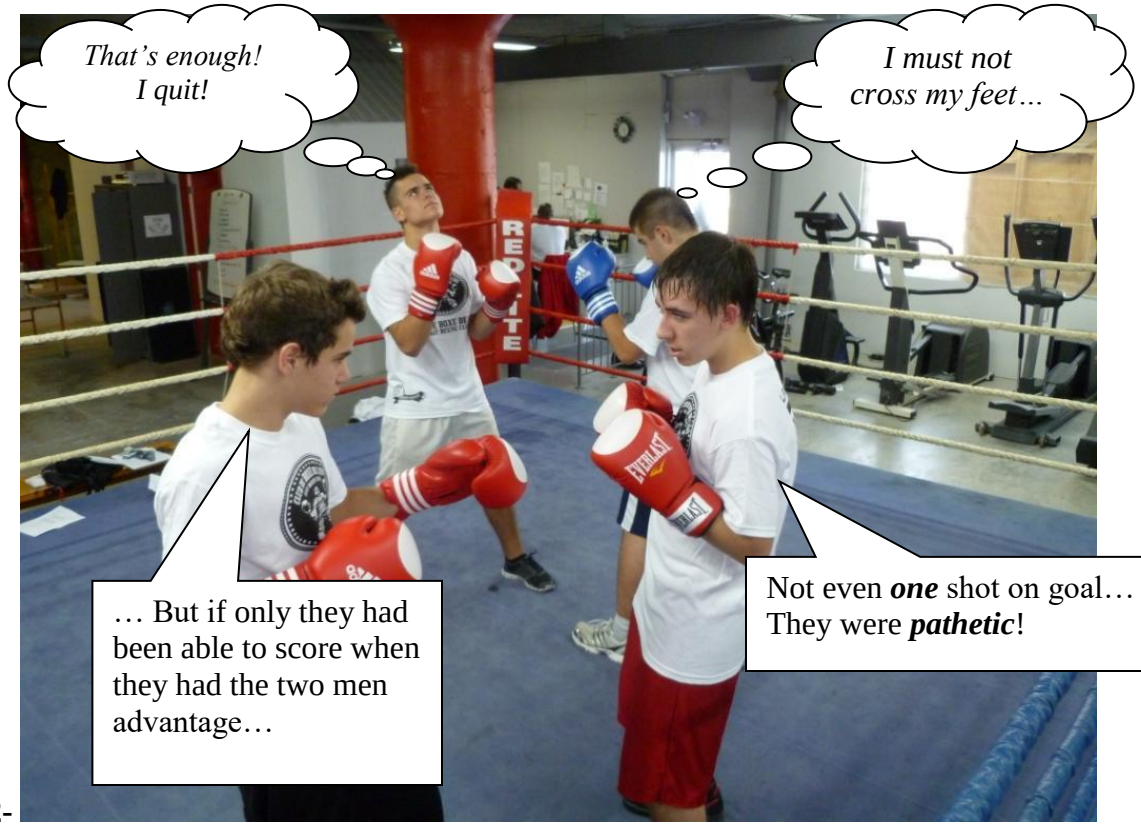
Causes to deal with in priority	Corrective measures or interventions in this situation
1-	( ) immediate effect ( ) some time needed to see an effect
2-	( ) immediate effect ( ) some time needed to see an effect
3-	( ) immediate effect ( ) some time needed to see an effect

1.2.3- Foot in the mouth

1



2-



Major technical errors or flaws in this situation:

Causes that may impact performance	Specific factors or issues in this situation
Equipment	
Environment	
Affective	
Cognitive/mental	
Physical/motor	
Tactical	

Causes to deal with in priority	Corrective measures or interventions in this situation
1-	( ) immediate effect ( ) some time needed to see an effect
2-	( ) immediate effect ( ) some time needed to see an effect
3-	( ) immediate effect ( ) some time needed to see an effect

Section 2 – Intermediate Boxing Skills

2.1 – Teaching the Side Step (RM, Section 3.3, page 41)

Follow the instructions of the Learning Facilitator.

During this learning activity:

- You will work in pairs and practice teaching the ***Side Step in the Rear Foot Direction***, starting from the boxing stance.
- When one person plays the role of the "Coach", the other acts as the "Boxer".
- The person "coaching" must pay particular attention to the *Organization* and the *Explanation/Demonstration* stages of the teaching process.
- The "Boxer" must take mental notes about the teaching of his or her colleague, and provide some *specific Feedback* at the end of the micro teaching session.
- Before starting, take a few minutes to go over the following worksheets at the end of this Workbook, and think about how you will go about teaching the skill:
    - Worksheet no. 2: key points about *Organization*.
    - Worksheet no. 3: key points about *Explanation/Demonstration*
    - Worksheet no. 5: key points about *providing effective Feedback*
    - Worksheet no. 6: key points about *teaching the Side Steps*

***Note**: You should already be familiar with the steps of the teaching process, which have been dealt with in detail during both the Instruction beginners Workshop and the NCCP Multisport module on Teaching & Learning.*

2.2- Individual Reflection

How did this first micro-teaching session go? What aspects went really well, and which ones will you try to improve next time?

Note your thoughts below.

Aspect	Went really well…	Next time I will try to do this better …
The skill itself (Side step)		
Organization Phase		
Explanation and Demonstration Phase		
Feedback provided to my colleague		

2.3- Pivot (RM, Section 3.4, page 42)

Key points I want to note about teaching the Pivot:

2.4- Lead Hand Hook to the Head (RM, Section 3.5, page 42)

Key points I want to note about teaching the Lead Hand Hook to the Head:

2.5- Defences against the Lead Hand Hook to the Head (RM, Section 3.6, page 43)

Key points I want to note about teaching the Defences against Lead Hand Hook to the Head:

Forearm Block

Ducking

2.6- Lead Hand Hook to the Body (RM, Section 3.7, page 44)

Key points I want to note about teaching the Lead Hand Hook to the Body:

Lead Hand Hook to the Body

2.7- Defence against the Lead Hand Hook to the Body (RM, Section 3.8, page 45)

Key points I want to note about teaching the Defence against Lead Hand Hook to the Body:

Elbow Block

2.8- Basic Punching Skills: Review

Key points I want to note about teaching the Jab and the Straight Power Punch to the Head:

Jab

Straight Power Punch to the Head

2.9- Combinations with the Lead Hand Hook

Key points I want to note about teaching Combinations with the Lead Hand Hook:

General points for all combinations (RM, Section 3.9, pages 45 and 46)

Jab, Step and Lead Hand Hook to the Head (RM, Section 3.9, page 46)

Double Hook: The Lead Hand Hook to the Body and to the Head (RM, Section 3.9, page 47)

Jab, Straight Power Punch, and Lead Hand Hook to the Head (RM, Section 3.9, page 48)

Jab to the Head, Straight Power Punch to the Head, and Lead Hand Hook to the Body (RM, Section 3.9, page 49)

2.10- Individual Reflection

Take a few moments to reflect about what you have learned so far regarding the teaching of intermediate boxing skills. Use the space below to note your thoughts, or the **Action Card** on page 68 of this Workbook.

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 Competition introduction Boxer
Duration (weeks)		
# of competitions		
Objectives and priorities		
Technical aspects/ skills		
Tactical aspects		
Physical preparation and development		
Mental preparation		
Coach-parents interaction		
Other aspects		

3.2- Use the space below if necessary to note important points concerning the program of *teenage boxers who prepare for their first fight*.

3.3- Use the space below if necessary to note important points concerning the program of *teenage athletes who have been boxing for a few years, and who prepare for a championship*.

3.4- Individual Reflection

Take a few moments to reflect about what you have learned regarding preparation programs in Boxing.

Use the space below or the **Action Card** on page 68 of this Workbook.

Section 4- Intermediate Boxing Skills

Follow the instructions of the Learning Facilitator regarding the grouping of partners.

4.1- Rear Hand Uppercut to the Chin (RM Section 3.10, page 50)

Key points I want to note about teaching the Rear Hand Uppercut to the Head:

4.2- Rear Hand Uppercut to the Body (RM Section 3.10, page 50)

Key points I want to note about teaching the Rear Hand Uppercut to the Body:

4.3- Defence against the Rear Hand Uppercut to the Chin (RM Section 3.11, page 51)

Key points I want to note about teaching the Lead Hand Block:

4.4- Defence against the Lead Hand Uppercut to the Body (RM Section 3.11, page 51)

Key points I want to note about teaching the Elbow Block:

Section 5- Physical Preparation

5.1- General instructions

Follow the instructions of the Learning Facilitator regarding the grouping of participants for this activity.

Each small group will work on one athletic ability. Your group must prepare a short presentation about how to train this ability, as though you were dealing with a group of athletes. You must outline the following aspects:

1. *what* it means, i.e. a brief definition of the athletic ability
2. *why* this athletic ability is important in boxing
3. *who should and who should not* train this athletic ability, i.e. recommended age and/or training background participants should have to be involved in a systematic training program for this athletic ability
4. *how* to train this athletic ability: i.e. type of effort, examples of exercises or activities, amount of work, intensity, # of training sessions per week, etc.
5. *how long* it usually takes to see a noticeable improvement in fitness
6. safety considerations when training this athletic ability, or aspects to consider for a sound progression
7. *when* to focus on this ability in the boxer's program

To help you get ready for your presentation, use the specific worksheets designed for the athletic ability you are working on:

The worksheets for these athletic abilities…	are on…
Aerobic stamina - Endurance	Pages 36, 37
Aerobic stamina – Maximal aerobic power	Pages 38, 39
Speed of movement / Reaction time	Pages 40, 41
Flexibility	Pages 42, 43
Strength-endurance	Pages 44, 45
Strength	Pages 46, 47
Speed-endurance	Page 48

Comprehensive information about how to train athletic abilities can be found in the document entitled "**Physical Preparation Manual**" (PPM). The specific pages you should consult as you prepare your presentation are listed on each worksheet.

5.2- Aerobic Stamina - Endurance

What it means / definition (PPM page 11)	
Importance in Boxing, and reason(s) why (PPM pages 12, 20, 21)	
Age groups and LTAD stages during which this ability should be emphasized (RM pages 98 to 101)	
Training Methodology: Continuous training (PPM pages 18; 130)	Exercise mode(s) (PPM pages 22, 23) : Range of intensities for effective development (PPM p. 29, 30): Range of workout durations for effective development (PPM page 30): Frequency: _____ times per week (PPM page 24) Noticeable improvements in _____ weeks Can be maintained by training _____ time(s) per week
Safety/aspects to consider for a sound progression (PPM page 29)	
Emphasized when during the program – check all that apply (PPM page 136)	( ) Beginning of the program/general preparation ( ) Several weeks into the program/specific preparation ( ) During the weeks leading to the first competition ( ) Between competitions ( ) During the weeks leading to an important competition

5.2- Aerobic Stamina – Endurance (continued)

Training Methodology: Interval training (non boxing-specific) (PPM page 18)	Exercise mode(s) (PPM pages 22, 23) : Range of intensities for effective development (PPM page 32): 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) (PPM page 141): Frequency: _____ times per week (PPM page 24): Noticeable improvements in _____ weeks Can be maintained by training _____ time(s) per week
Safety/aspects to consider for a sound progression (PPM page 35)	
Emphasized when during the program – check all that apply (PPM page 136)	( ) Beginning of the program/general preparation ( ) Several weeks into the program/specific preparation ( ) During the weeks leading to the first competition ( ) Between competitions ( ) During the weeks leading to an important competition

5.3- Aerobic Stamina – Maximal Aerobic Power

What it means / definition (PPM page 11)	
Importance in Boxing, and reason(s) why (PPM pages 12, 20, 21)	
Age groups and LTAD stages during which this ability should be emphasized (RM pages 98 to 101)	

General Considerations, Training Methodology	Interval training (PPM page 18)	Range of intensities for effective development (PPM pages 33, 34): Work to rest ratios (PPM pages 33, 34): Frequency: _____ times per week (PPM pages 24): Noticeable improvements in _____ weeks Can be maintained by training _____ time(s) per week
	Safety/aspects to consider for progression (PPM page 35)	
Training, Non Boxing Specific	Training Methodology –	Exercise mode(s) (PPM page 22, 23) : 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) (PPM page 34):
	Emphasized when during the program – check all that apply (PPM page 136)	( ) Beginning of the program/general preparation ( ) Several weeks into the program/specific preparation ( ) During the weeks leading to the first competition ( ) Between competitions ( ) During the weeks leading to an important competition

Training, Boxing Specific	Training Methodology (PPM pages 36, 37)	Exercise mode(s) (PPM page 36) : 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) (PPM page 37):
	Emphasized when during the program – check all that apply (PPM page 136)	( ) Beginning of the program/general preparation ( ) Several weeks into the program/specific preparation ( ) During the weeks leading to the first competition ( ) Between competitions ( ) During the weeks leading to an important competition

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)?

5.5- Speed of Movement

What it means / definition (PPM page 11)	
Importance in Boxing, and reason(s) why (PPM pages 12, 39, 40)	
Age groups and LTAD stages during which this ability should be emphasized (RM pages 98 to 101)	
Training Methodology: (PPM pages 41, 42, 44)	Type of movements (PPM pages 41, 44) : Range of intensities for effective development (PPM pages 41, 44): Work to rest ratio (PPM page 41): 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) (PPM p. 44): Frequency: _____ times per week (PPM page 44): Noticeable improvements in _____ weeks Can be maintained by training _____ time(s) per week
Safety or other aspects to consider for a sound progression (PPM pages 41, 42, 45)	
Emphasized when during the program – check all that apply (PPM page 136)	( ) Beginning of the program/general preparation ( ) Several weeks into the program/specific preparation ( ) During the weeks leading to the first competition ( ) Between competitions

	( ) During the weeks leading to an important competition

5.5- Reaction time

What it means / definition (PPM pages 11; 45)	
Importance in Boxing, and reason(s) why (PPM page 45)	
Age groups and LTAD stages during which this ability should be emphasized (RM pages 98 to 101)	
Training Methodology: (PPM pages 45, 46)	Type of exercises and training activities (PPM page 46) : General training conditions:
Emphasized when during the program – check all that apply (PPM page 136)	( ) Beginning of the program/general preparation ( ) Several weeks into the program/specific preparation ( ) 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 explain and demonstrate the **"ruler drop test"** (see next page; the test is also described in the Physical Preparation Manual).

5.5- Ruler drop test: procedure, estimated results, and normative data

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. The presence of an assistant is also required. 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/s^2), 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”.

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 table below shows norms available for the 16 to 19 age group. No distinctions are made between males and females.

Normative Data for Reaction Times

Excellent	Above Average	Average	Below Average	Poor
≤ 7,5 cm	7,6 – 15,9 cm	16,0 – 20,4 cm	20,5 - 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 (PPM page 11)	
Importance in Boxing, and reason(s) why (PPM pages 12, 50)	
Age groups and LTAD stages during which this ability should be emphasized (RM pages 98 to 101)	
3 types of stretches that can be used in training with beginners, and key points about each (PPM p. 50, 51, 52)	Static: Active: Assisted:
Safety or other important aspects to consider during flexibility training (PPM pages 50, 53, 54)	
Training Methodology (PPM page 53, 54)	Stretch duration _____ sec Recovery time _____ sec # of reps of the same stretch _____ # of different stretches during a session: _____ Frequency of training: _____ times per week Noticeable improvements in _____ weeks Can be maintained by training _____ time(s) per week

5.6- Flexibility (continued)

Emphasized when during the program – check all that apply (PPM page 136)	( ) Beginning of the program/general preparation ( ) Several weeks into the program/specific preparation ( ) 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

Sample stretching exercises are included in Annex 3 of the Physical Preparation Manual.

5.7- Strength-Endurance

What it means / definition (PPM page 11)	
Importance in Boxing, and reason(s) why (PPM page 12)	
Age groups and LTAD stages during which this ability should be emphasized (RM pages 98 to 101)	
3 types of muscle contractions that can be performed during resistance training, and key points about each (PPM pages 57, 58)	Concentric: Isometric: Eccentric:
Safety or other important aspects to consider during strength-endurance training (PPM page 62)	
Training Methodology (PPM pages 66-68)	# of reps _____ Intensity _____ Tempo/execution _____ # of sets of a given exercise _____ Recovery between sets _____ # of different exercises during a session: _____ Frequency of training: _____ times per week Noticeable improvements in _____ weeks Can be maintained by training _____ time(s) per week

5.7- Strength-Endurance (continued)

Emphasized when during the program – check all that apply (PPM page 136)	( ) Beginning of the program/general preparation ( ) Several weeks into the program/specific preparation ( ) 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 6 to 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 included in Annex 4 of the Physical Preparation Manual.

5.8 – Strength

What it means / definition (PPM page 11)	
Importance in Boxing, and reason(s) why (PPM page 12)	
Age groups and LTAD stages during which this ability should be emphasized (RM pages 98 to 101)	
3 types of muscle contractions that can be performed during resistance training, and key points about each (PPM pages 57, 58)	Concentric: Isometric: Eccentric:
Safety or other important aspects to consider during strength training (consult PPM pages in this order: 62; 63; 69 bullet 6; 76 bullet 1)	
Equipment: PPM p. 56-57 Key resistance training variables: PPM p. 59 Training Methodology for the “extensive Approach” (explain the key points of this method) PPM p. 70	# of reps _____ Intensity _____ Tempo/execution _____ # of sets of a given exercise _____ Recovery between sets _____ # of different exercises during a session: _____ Frequency of training: _____ times per week Noticeable improvements in _____ weeks Can be maintained by training _____ time(s) per week

5.8- Strength (continued)

Guidelines for progressive inclusion in a program and for long-term development (PPM pages 75-76 bullets 1, 3, 4, 5, 6)	
Emphasized when during the program – check all that apply (PPM page 136)	( ) Beginning of the program/general preparation ( ) Several weeks into the program/specific preparation ( ) 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 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.

5.9- Speed-Endurance

What it means / definition (PPM page 11)	
Importance in Boxing, and reason(s) why (PPM pages 12, 47)	
Age groups and LTAD stages during which this ability should be emphasized (RM pages 98 to 101)	
Training Methodology: (PPM pages 48, 49)	Exercise mode(s) : Range of intensities for effective development: Work to rest ratio: 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): Frequency: _____ times per week Noticeable improvements in _____ weeks Can be maintained by training _____ time(s) per week
Safety/aspects to consider for a sound progression (PPM page 48)	
Emphasized when during the program – check all that apply (PPM page 136)	( ) Beginning of the program/general preparation ( ) Several weeks into the program/specific preparation ( ) During the weeks leading to the first competition ( ) Between competitions ( ) During the weeks leading to an important competition

5.10- Individual Reflection

Take a few moments to reflect about what you have learned regarding physical preparation methods.

Use the space below or the **Action Card** on page 68 of this Workbook.

Section 6- Intermediate Boxing Skills

Follow the instructions of the Learning Facilitator regarding the grouping of partners.

6.1- Combinations with the Rear Hand Uppercut

Rear Hand Uppercut to the Body and Lead Hand Hook to the Head (RM Section 3.13, p. 52)

Key points I want to note about teaching this combination

Hook with the Lead Hand to the Head, Rear Hand Uppercut to the Body and Hook with the Lead Hand to the Head (RM Section 3.13, p. 53)

Key points I want to note about teaching this combination

6.2- Blind Jab

Key points I want to note about teaching the Blind Jab (RM Section 3.14, p. 54)

6.3- Advanced Defences against the Jab to the Head

Key points I want to note about teaching defences against the Blind Jab:

Ducking (RM Section 3.15, p. 55)

Swaying Back (RM Section 3.15, p. 56)

Rear to Front Parry (RM Section 3.15, p. 56)

Step Back (RM Section 3.15, p. 57)

6.4- Counters

Key points I want to note about teaching specific Counters:

Counter against the Straight Power Punch: The Front to Rear Parry/Straight Power Punch (RM Section 3.16, p. 57)

Counter against the Lead Hand Hook: the Jab to the Head (RM Section 3.16, p. 58)

Counter against the Lead Hand Hook: The Straight Power Punch to the Head (RM Section 3.16, p. 58)

Counter against the Jab: the Slip to the Front Foot Side and Hook
(RM Section 3.16, p. 59)

Counter against the Jab: the Rear to Front Parry and Hook to the Body
(RM Section 3.16, p. 60)

Counter against the Jab: Ducking and Delivering the Lead Hand Hook to the Head (RM Section 3.16, p. 61)

Counter against the Jab: Straight Power Punch to the Body (RM Section 3.16, p. 62)

Counter against the Hook to the Body: the Jab to the Head (RM Section 3.16, p. 63)

Counter against the Hook to the Body: the Straight Power Punch to the Head
(RM Section 3.16, p. 63)

Section 7- Boxing Tactics

7.1- For each tactical action listed in the following tables, identify

(1) the purpose/intent, and

(2) the tactical principle(s) that apply.

At the bottom of the second table, identify two additional tactics you think could be useful to teach to a teenage competitive boxer. Indicate the purpose/intent of each, and the tactical principle(s) that apply.

Tactic	Purpose	Tactical principle(s) that apply
Knee 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
Body Drop (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
Up-Down 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
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)		( ) Surprise/deception ( ) 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)		( ) Surprise/deception ( ) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks ( ) Commitment ( ) Consolidation
Circling away from the Rear Hand (R.M. page 70)		( ) Surprise/deception ( ) Playing on strengths and weaknesses ( ) 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 ( ) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks ( ) Commitment ( ) Consolidation
Boxing at close range		( ) Surprise/deception ( ) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks ( ) Commitment ( ) Consolidation
Switching attacks from body to head		( ) Surprise/deception ( ) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks ( ) Commitment ( ) Consolidation
Moving constantly		( ) Surprise/deception ( ) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks ( ) Commitment ( ) Consolidation
Punching in specific areas of the ring		( ) Surprise/deception ( ) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks ( ) Commitment ( ) Consolidation
Drawing the lead, then slipping inside		( ) Surprise/deception ( ) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks ( ) Commitment ( ) Consolidation
Using the hook or uppercut in a combination		( ) 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
		( ) Surprise/deception ( ) Playing on strengths and weaknesses ( ) Effective use of space and time ( ) Economy of strength and energy ( ) Calculated risks ( ) Commitment ( ) Consolidation

7.2- Teaching Specific Offensive Tactics to Young Competitive Boxers

Follow the instructions of the Learning Facilitator concerning grouping and selection of tactics.

Apply steps #3 to #8 of the progressive approach described below to the teaching of one of the following tactics: (1) Knee feint; (2) Body Drop; (3) Up-down feint; (4) Infighting

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.*

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

Step	Specific activity/drill, etc. to teach the selected tactic
3	
4	
5	
6	
7	
8	

Section 8- Assessing Readiness for a Competition

Use the table below if necessary to take notes about each assessment Level (Bronze, Silver, Gold).

Bronze Level (RM Page 86)
Silver Level (RM Pages 87; 88)
Gold Level (RM Page 89 to 91)

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			

Action Card

Date: _____

I will START:

I will CONTINUE:

I will STOP:

Worksheets

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.

Worksheet 7 – Progression principles (Punches)

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. Gloves are not worn at this stage.

2. Then, the boxer should perform the movements *at progressively higher speeds* in front of a mirror. At this stage, he or she still works alone.

3. Depending on the type of punch, the boxer can then move on to a heavy bag, bean bag, or wall bag, and perform various repetitions of the punch in controlled conditions, varying the speed/power of the blows. On the wall and heavy bags, the target of each punch can also be varied. Gloves are worn at this stage.

4. When the boxer has a reasonably good mastery of the technique for that particular punch, he or she can work with a partner. *At this stage, all blows should be aimed at the palm of the gloved guarding hand of the partner.* Both boxers should wear their protective equipment for this type of exercise, as they should alternate roles. Alternatively, the punch can be practiced with the coach or the partner using focus pads.

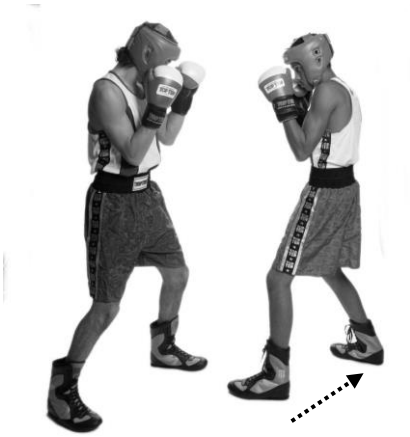
5. The boxer should then progress to learning the appropriate defensive moves against the punching technique he or she has learned (see next section for more details)

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.

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 behaviour 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.

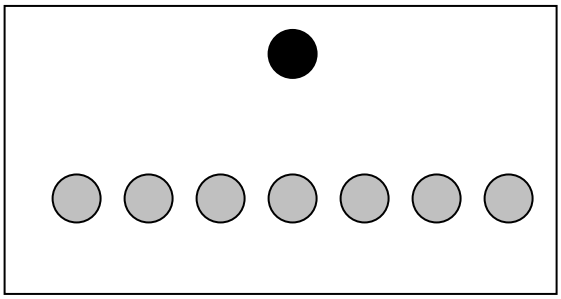
Coaches do not have to perform the demonstrations themselves all the time. Sometimes, it is preferable to use an athlete, a video, etc.

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

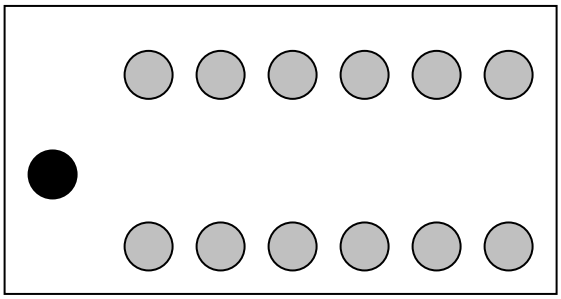
Worksheet 3 – Explanation and Demonstration (2 of 2)

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

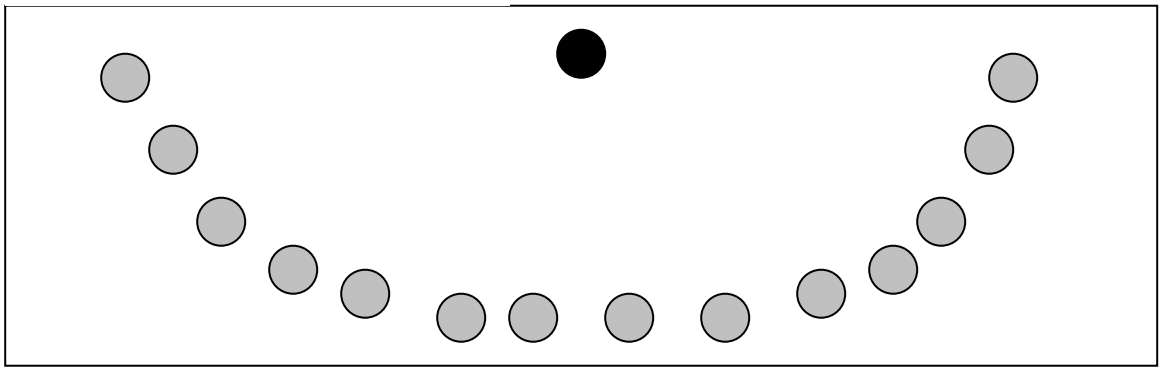
Straight line



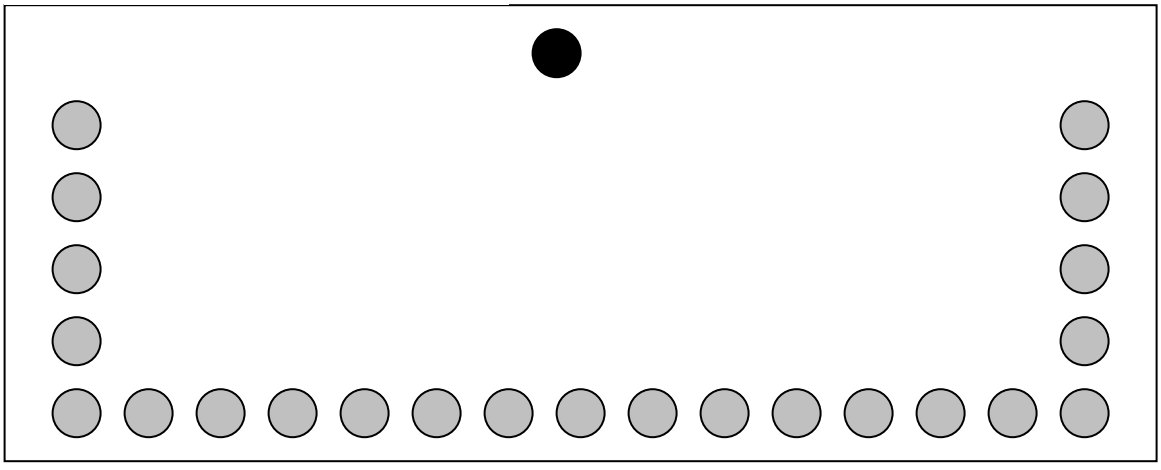
Two lines



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.

Worksheet 1 - Representation of the coaching/teaching process.

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
- Consider different learning styles

3- Observation

- Ensure that the athletes are actively engaged and achieve a good rate of success
- Move around without interfering with athletes
- Observe both individuals and the group
- 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 or by providing clear/specific information about key aspects of their performance
- Explain and demonstrate again if necessary.
- Question athletes
- Recognize successful performance

5- Assess the Effects of the Feedback

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

BOXING CANADA

Workbook Competition introduction

National Coaching Certification Program

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