



BOXING CANADA

NATIONAL COACHING CERTIFICATION PROGRAM

APPRENTICE COACH CONTEXT

COACH WORKBOOK

(Version 1.2 – June 20th, 2016)





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 Coach Workbook was produced by a working group that included the following individuals:

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WORKSHOP OUTLINE

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Section 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.	Use the space below to complete the Individual reflections (Section 2.4). Reference Material: pages 18-21
1- Boxing is ...	
2- In order to be good at Boxing, the athlete needs to train hard in order to develop his or her ...	

1.2- Share your views with other coaches.

Section 2 – Long-Term Athlete Development (LTAD) 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.

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.	Use the space below to complete the Individual reflections (Section 2.4) RM: pp. 33-35
To meet the needs of these participants and to help them develop in Boxing, the programs offered by the club focus on...	

- 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 Material: Pages 25; 33-35).

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 Reference Material.

- 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 LTAD

Take a few moments to reflect about what you have learned so far. Compare what you wrote in Section 1.1 (page 7) and in Section 2.1 (page 8) to:

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

Note your comments or your thoughts in the right column of the tables (pages 7 and 8), or use the space below.

Section 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

3.2- The Boxer's Protective Equipment (Reference Material: Pages 38-41)

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	

3.3- Safety Inspection Checklist (RM = Reference Material)

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

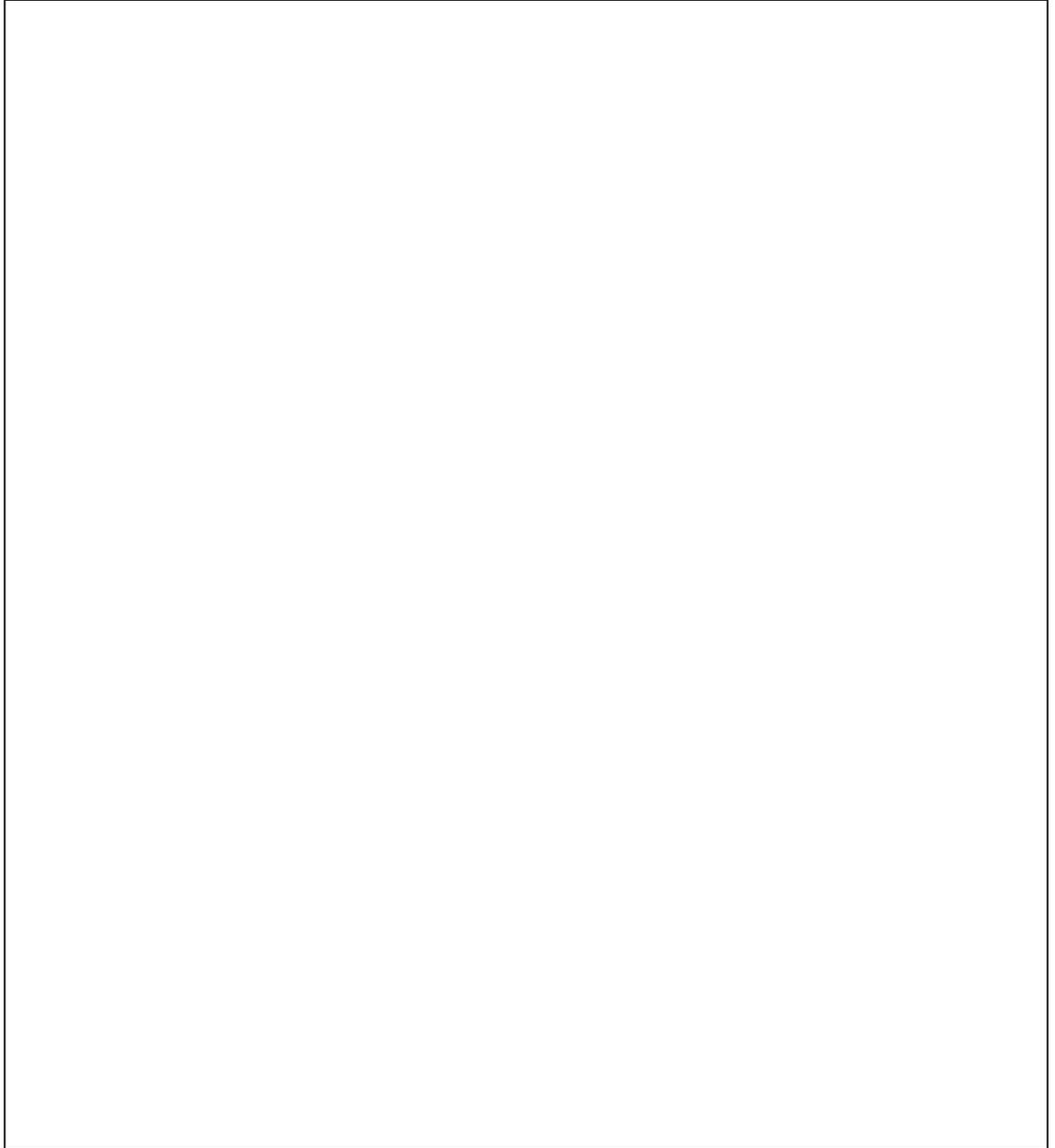
Check for:	Notes:
Environment RM: page 37	
Facility and Gym Equipment RM: page 38	
Equipment provided to Boxers RM: pages 38-41	
Human Factors RM: pages 41-44	
Emergency Action Plan RM Annex 2: Pages 117-121	
Other aspects	

3.4- Individual Reflection – Safety and Risk Management

Reference Material: Pages 36-48

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.

A large, empty rectangular box with a thin black border, intended for the user to write their reflections on safety and risk management in boxing.

Section 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 **Worksheets 1A, 1B or 1C** at the end of this Workbook.
- 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 **Worksheets 3 and 4** 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.

Use the left column of the table below to note the comments you provide to the other coaches in your group during learning activity 4.1.

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 **Worksheet 6**, 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 on the previous page.

4.3- Running the Warm-Up Activity

Take a few moments to look at the key points of Worksheet 5: Observation.

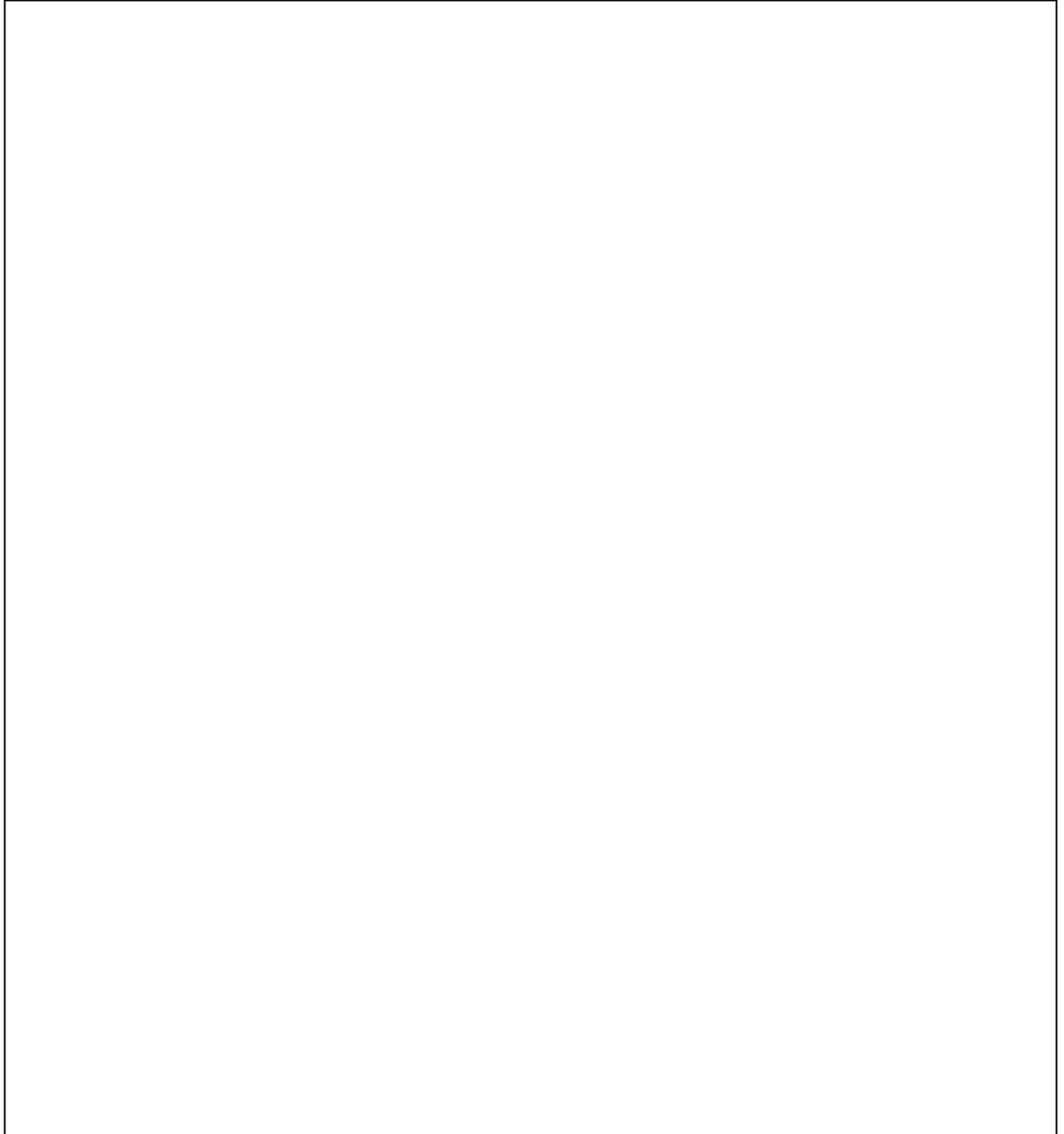
You must now organize, explain, and run the Warm-Up activity you worked on in 4.1. This time, coaches from the other groups will be involved as participants.

During the activity, you must practice applying the concepts outlined on **Worksheets 2 to 6**. Each coach from your group must also be involved in the following steps of the coaching process:

- Organization
- Explanation/demonstration
- Observation
- Feedback process

4.4- 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.

A large, empty rectangular box with a thin black border, intended for the user to write their reflections on basic teaching principles.

Section 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 **Worksheet 7 (Stance)** and **Worksheet 8 (Basic Footwork)** at the end of this workbook (the same information is also featured in the Reference Material).
- Take a few minutes to consult your Worksheet and to think about how you will 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!*

5.2- Learning Styles

Think about how differently you could teach each skill if the athlete you were working with were:

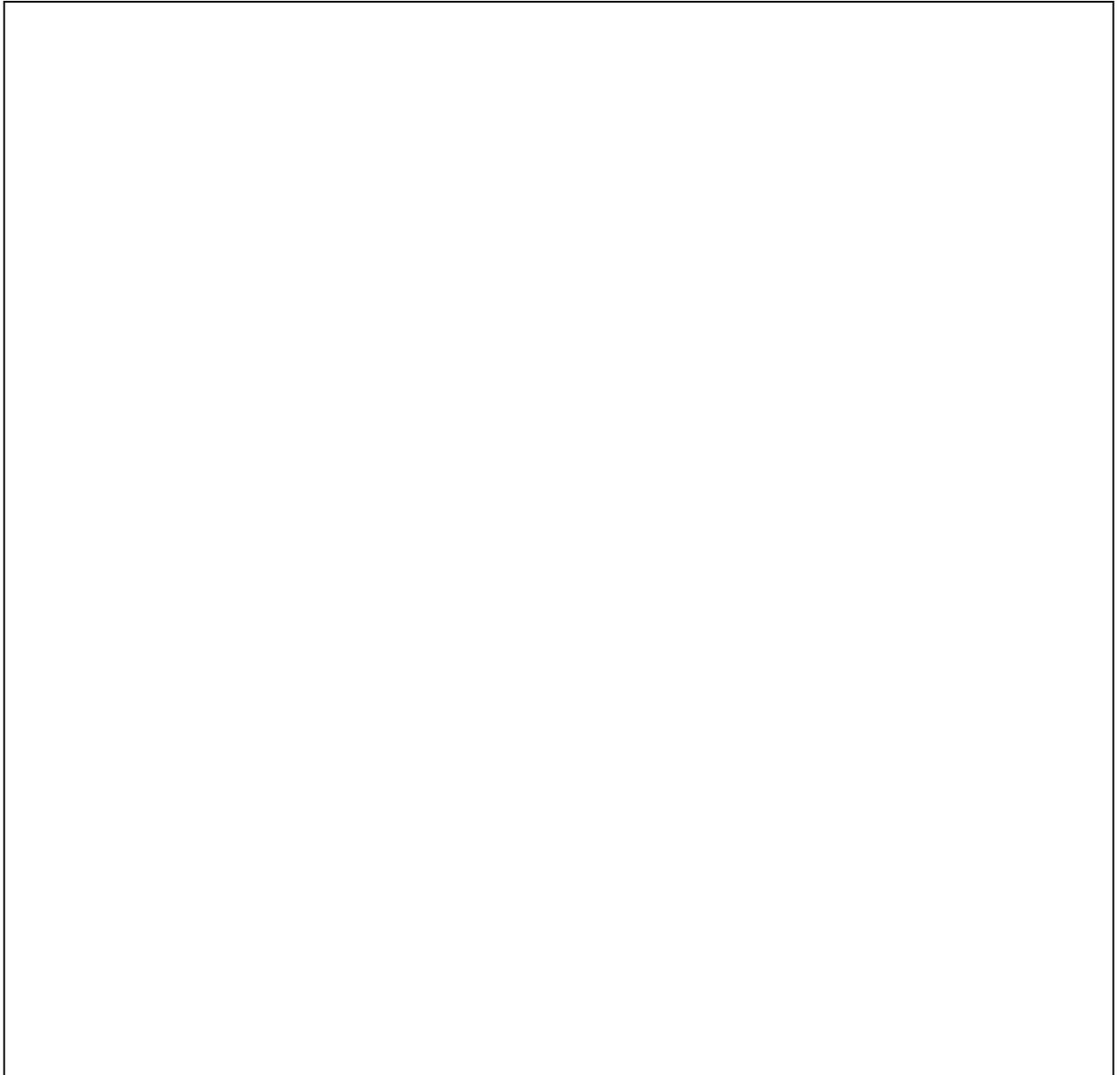
- A visual learner
- A kinaesthetic learner
- An auditory learner

Consult **Worksheet 9** for information about the learning styles, and specific strategies to use in each case to promote learning.

5.3- Individual Reflection – Teaching Basic Boxing Skills 1

Take a few moments to reflect about what you have learned so far regarding teaching basic boxing skills (stance and footwork) and adapting your approach to different learning styles.

Note your comments or your thoughts in the space below.

A large, empty rectangular box with a thin black border, intended for the user to write their reflections on teaching basic boxing skills.

5.4- 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 **Worksheet 10: Jab to the Head** and **Worksheet 11: 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!***
- When you are done with these two skills, go to Section 5.5.

5.5- Learning Progressions

Use **Worksheets 12 and 13**, 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 5.4.

As you do this, take into account the various learning styles (**Worksheet 9**).

5.6- 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 5.4 with the following skills:

Attacking Skills	Associated Defences	Pages of the Reference Material
Jab to the Body	Defences Against the Jab to the Body	76
Straight Power Punch to the Head	Defence Against the Straight Power Punch to the Head	77, 78
Straight Power Punch to the Body	Defence Against the Straight Power Punch to the Body	79

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.

5.7- 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	80
Basic Combinations Using the Straight Power Punch	81
Counter Punching with the Straight Power Punch	82
Covering Up	82

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

5.8- 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.

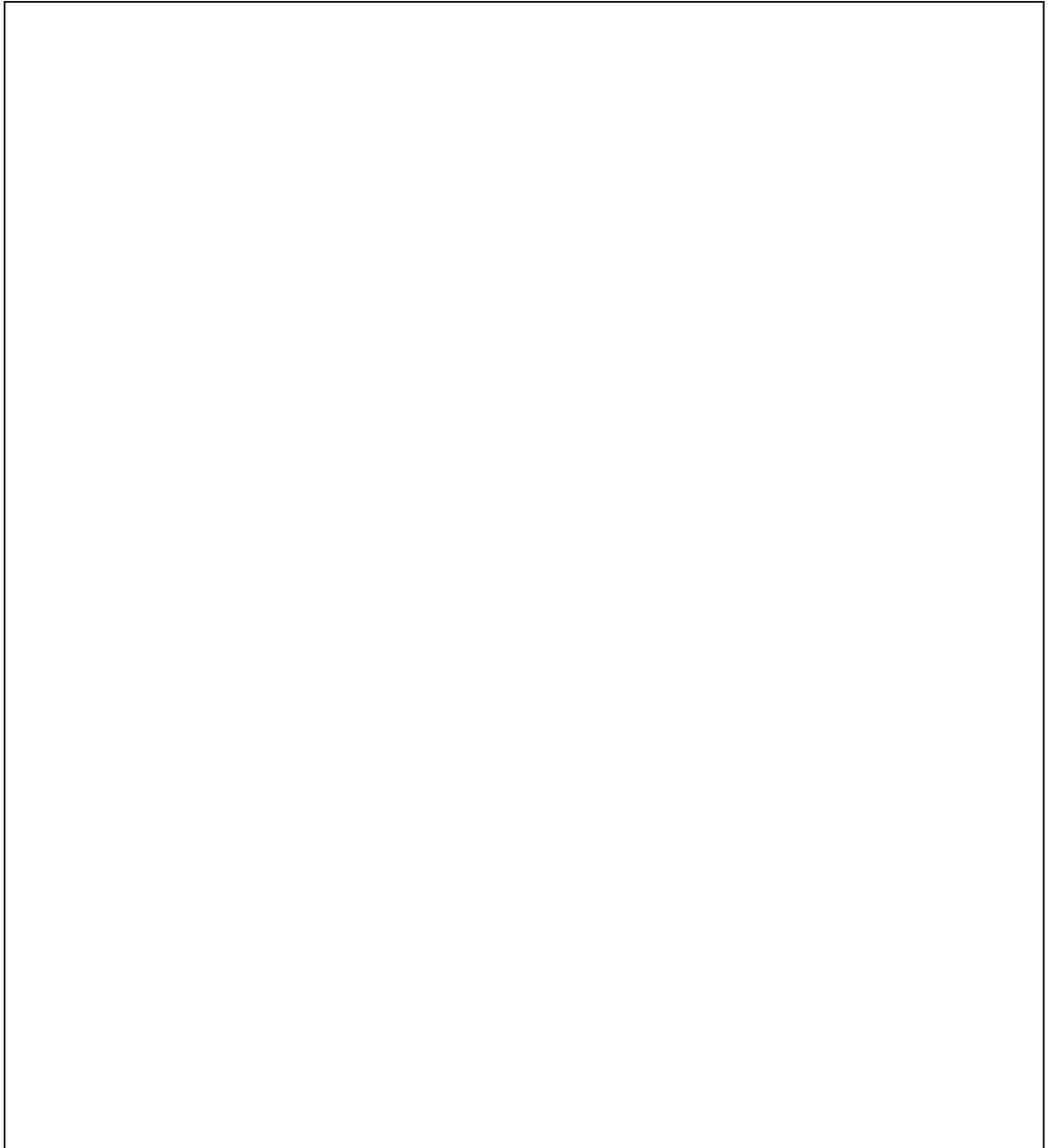
Practical things I learned about teaching attacking and defence skills, and about progressions ...

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

Section 6- Emergency Action Plan

(Reference Material: Pages 46; 121-125)

Take a few moments to reflect about what you have learned concerning the implementation of an EAP. Note your comments or your thoughts in the space below.

A large, empty rectangular box with a thin black border, intended for the user to write their reflections on the EAP implementation.

Section 7- 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

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

Traditional Scoring System	Computerized Scoring System

Action Card

Date: _____

I will START:

I will CONTINUE:

I will STOP:

Worksheets

Worksheet 13 – 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 12 – 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 11 – Defence Against the Jab to the Head

Desired outcomes:

Block: Boxer protects head by using the palm of dominant hand to intercept opponent punch (jab) and avoid getting hit or scored upon. **Parry:** Boxer protects head by using dominant hand to direct opponent’s punch (jab) away from the scoring area.

Skill may be observed in technical sparring, work on focus pads, or technical drills with a partner.

Key points about the skill	Common errors	Technical corrective measures
<p>Block – The Boxer:</p> <ul style="list-style-type: none"> Moves his or her dominant hand from guard and rotates it outwards with the palm facing opposition jab. Intercepts the opposing jab in the open palm of dominant hand. Keeps the forearm rigid so that the glove is not forced back into the face. Keeps glove close to chin during interception. Ensures proper footwork and maintains a balanced stance. Sees opportunity to counter attack or to retreat. 	<p>Both Block and Parry:</p> <p>Athlete unable to maintain precision or consistency when executing skill.</p> <p>One or more key performance factors is deficient (see left column).</p> <p>Head throws back / flinch / head moves up.</p> <p>Stance and footwork fails or is not maintained (i.e balance shifts too far to rear leg).</p>	<p>Use demo to reinforce appropriate key factor.</p> <p>Explain key factor enabling the boxer to progress further with the skill.</p> <p>Apply defence teaching progression principles (see Chapter 7 of Reference Material). Reduce speed of attack to ensure key factor is performed successfully.</p> <p>Work on maintaining a proper stance and footwork throughout, to enable effective block or counter punch.</p>
<p>Parry - The Boxer:</p> <ul style="list-style-type: none"> Allows the opposing jab to within a fraction of the target With a slight pivot, moves the forearm and rigid palm of the rear hand across the body to deflect the jab. Deflects at the opposing wrist. Ensures the parry remains in center line, with minimal movement. 	<p>Parry:</p> <p>Over rotation of pivot / over extension of parry hand / ineffective redirect of opponent punch.</p>	<p>Have the boxer go through various footwork drills to improve coordination and agility.</p> <p>Work on the athlete’s balance (see guidelines in Section 7 of the RM).</p>



Block



Parry

Worksheet 10 – Jab to the Head (attack)

Desired outcome: Boxer attacks / engages opponent while maintaining range / distance to put defender in a vulnerable position to enable opportunities to score points (connect) with dominant hand.

The skill may be observed in technical sparring, bag work or focus pads, or technical drills with a partner.

Key points about the skill	Common errors	Technical corrective measures
<p>The Boxer:</p> <ul style="list-style-type: none"> • 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 • Retracts the jabbing hand quickly along the same path as the delivery • Ensures proper footwork to maintain a balanced stance • Recognizes opportunity to continue attack or retreat 	<p>One or more key performance factors is deficient (see left column).</p> <p>Incorrect stance to begin with.</p> <p>Chin too high.</p> <p>Proper stance is not maintained when executing the jab.</p> <p>Boxer unable to maintain precision or consistency when executing the jab.</p> <p>Boxer lowers his or her rear guard. Chin not protected with dominant hand.</p> <p>Jabbing shoulder too low.</p> <p>Stance and footwork fails or is not maintained (i.e front leg straightens).</p> <p>Incorrect knuckle position on contact.</p>	<p>Use demo to reinforce appropriate key factor.</p> <p>Explain key factor enabling the boxer to progress further with the skill.</p> <p>Adjust or simplify activity to ensure key factor is performed successfully.</p> <p>Work on maintaining a proper stance throughout.</p> <p>Have the boxer go through various footwork drills to improve coordination and agility.</p> <p>Work on the athlete's balance (see guidelines in Section 7 of the Reference Material).</p>

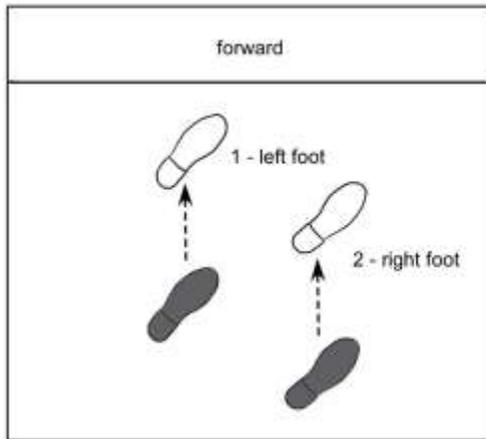


Worksheet 9 - Learning styles, and strategies for teaching them.

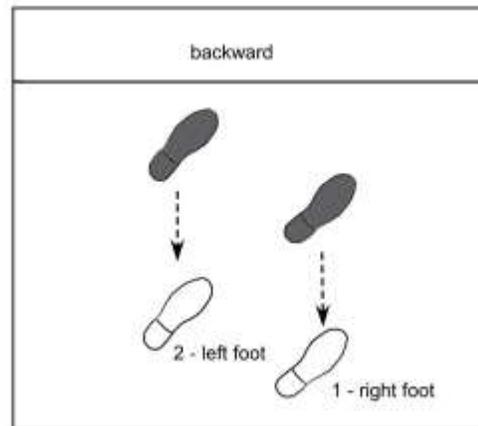
	Key Characteristics	Strategies
Auditory Learners	<ul style="list-style-type: none"> • Often referred-to as “talkers”; seldom quiet. They tell jokes, tall tales, and are full of excuses why something is not done. • Follow oral instructions easily. • May have difficulty with written work and copying. They often have rather poor handwriting, drawing and other art work. They have trouble reproducing seen figures and letters, and generally they have poor visual memory. • Remember spoken words or ideas quite well. They may answer better when questions are explained to them verbally compared to when they must read them. • Like musical and rhythmic activities. • Tend to memorize easily, and they often know all the words to songs. • Often have poor perception of time and space and often do not keep track of time easily. • May appear physically awkward. They often have a poor perception of space and may get lost in unfamiliar surroundings. • Often have mixed laterality (left hand – right footed) 	<ul style="list-style-type: none"> • Teach them to talk through the steps in a task or activity. • Encourage them to think out loud, and listen to what they are saying. • Utilize tape-recorded instruction for information. • Use lots of audio equipment in the learning process. • Pair the individual with a visual learner.
Kinaesthetic-Tactual Learners	<ul style="list-style-type: none"> • Are often quite literally a “mover”, and considered hyperactive. • Appear to want to feel and touch everything, rub their hands over objects; they can’t keep hands to themselves. • Are usually quite well coordinated. • Enjoy doing things with their hands. They like to take things apart and to put things together. • May truly enjoy writing things down. • Utilize concrete objects as learning aids, especially those that can be manipulated easily. • Learn best by doing and exploring the environment. 	<ul style="list-style-type: none"> • Use movement exploration. • Have them tap tempos and rhythms. • Use all the concrete, manipulative devices possible in the teaching/learning mode. • Employ role playing where possible. • Let them assist you in creating learning aids.
Visual Learners	<ul style="list-style-type: none"> • Often do better when you <u>show</u> them rather than <u>tell</u> them. • May have difficulty with oral directions, or appear confused with a great deal of auditory stimuli. • Have a tendency to watch your face when they are spoken to. • Like to look at books and pictures. • Like things orderly and neat. They often dress in an attractive manner. • Can generally find things that are lost; seldom misplace their own things. • Often can recall where they saw something some time ago. • Notice details. They are good proofreaders; see typing errors, notice if your clothing has a flaw. • Can find pages and/or places in a book quite easily. • Often draw reasonably well – at least with good balance and symmetry. • May use minimal words when responding to questions; may rarely talk in a group situation. 	<ul style="list-style-type: none"> • Give visual directions and demonstrations as often as possible. • Use visual aids such as film, videos, images, overheads, books, magazines, slides, panel boards, etc. • Use colour-coding systems and highly visual aids.

Worksheet 8 – Basic Footwork (2 of 2)

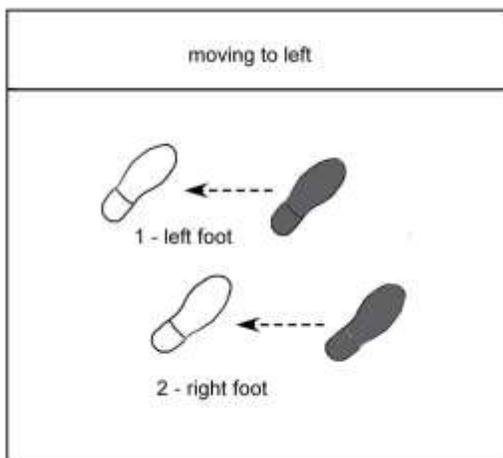
Basic Footwork Movements for an Orthodox (i.e. right handed) Boxer.



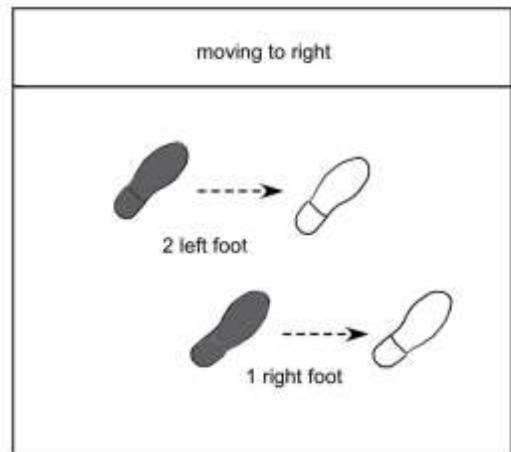
Advancing



Retreating



Moving to the left



Moving to the right

Basic Drills for the Footwork



In the initial learning stages, introduce partner games to stimulate interest and enjoyment.

For instance, dodging a mark with boxer A (the attacker) trying - with effective footwork - to keep his or her leading foot within striking distance of boxer B throughout the drill (Picture 5.6).

Toe fencing also helps to develop fleetness of foot and balance, so important for successful boxing technique.

Worksheet 8 – Basic Footwork (1 of 2)

Desired outcome: Boxer can advance, retreat, move laterally and circle in all directions to achieve a balanced position in which to attack or defend.

Key points about the skill	Common errors	Technical corrective measures
<p>Advancing</p> <ul style="list-style-type: none"> The foot movements should be short, one foot being in contact with the floor at all times. 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. 	<p>One or more key performance factors is deficient (see left column).</p> <p>Incorrect stance to begin with.</p>	<p>Use demo to reinforce appropriate key factor.</p> <p>Explain key factor enabling the boxer to progress further with the skill.</p>
<p>Retreating</p> <ul style="list-style-type: none"> 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. 	<p>Proper stance is not maintained when moving.</p> <p>Boxer unable to maintain precision or consistency when executing the skill.</p>	<p>Adjust or simplify activity to ensure key factor is performed successfully.</p> <p>Ensure proper stance throughout.</p> <p>Have the boxer go through various footwork drills to improve coordination and agility.</p>
<p>Moving right (Lateral / Circling)</p> <ul style="list-style-type: none"> 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. 	<p>Boxer crosses legs.</p> <p>Boxer hops while moving.</p>	<p>Work on the athlete's balance (see guidelines in Section 7 of the Reference Material).</p>
<p>Moving left (Lateral / Circling)</p> <ul style="list-style-type: none"> 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. 		<p>Have the boxer focus on keeping the knees flexed, and on sliding the feet when moving.</p>

Worksheet 7 – Boxing Stance (1 of 2)

Desired outcome: Boxer can maintain balance at all times to ensure that he or she can defend or attack in static and dynamic (pendulum movements) positions.

Key points about the skill	Common errors	Technical corrective measures
<p>Lower body position</p> <ul style="list-style-type: none"> • Standing position with feet shoulder width apart • 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. 	<p>Athlete unable to maintain precision or consistency in assuming the correct stance.</p> <p>One or more key performance factors is deficient (see left column). For instance, the stance may be too wide – this will inhibit movement ability.</p>	<p>Use demonstrations to reinforce appropriate key factor.</p> <p>Provide feedback explaining key factor enabling the boxer to progress further with the skill.</p>
<p>Shoulder position</p> <ul style="list-style-type: none"> • The trunk should be kept as upright as possible with the front shoulder slightly elevated to protect the chin. 	<p>The athlete assumes a correct stance in the static position, but cannot maintain the correct stance while moving.</p>	<p>Place athlete in front of a mirror, so he or she can see his or her body position, and experience what the correct position should “feel” like.</p>
<p>Head position</p> <ul style="list-style-type: none"> • Should be still with the boxer watching his opponent “through the eyebrows” to avoid lifting his or her chin. 		
<p>Hand position.</p> <ul style="list-style-type: none"> • 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 		<p>Begin by focusing on the position of the lower body and ensure athlete is positioned correctly. Then, while maintaining the proper lower body position, work on shoulders, head, and then hand position.</p>

Worksheet 7 – Boxing Stance (2 of 2)



Worksheet 6 - Workbook activity 4.3: 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Higher! (general) • Get your left arm higher! (specific)
Descriptive	The coach describes to the athlete what he/she has just done	<ul style="list-style-type: none"> • 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. did I use simple words?

Worksheet 5 - Workbook activity 4.3: 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 4 (1 of 2)

Workbook activity 4.1: 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.

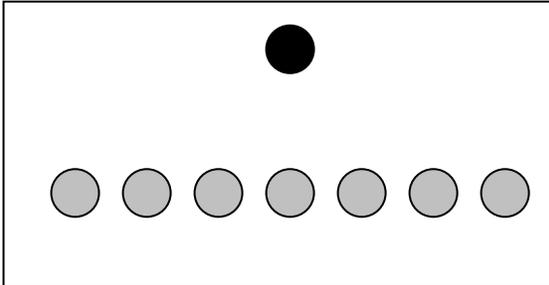
Coaches do not have to perform the demonstrations themselves all the time. Sometimes, it is preferable to use an athlete, a video, etc.

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

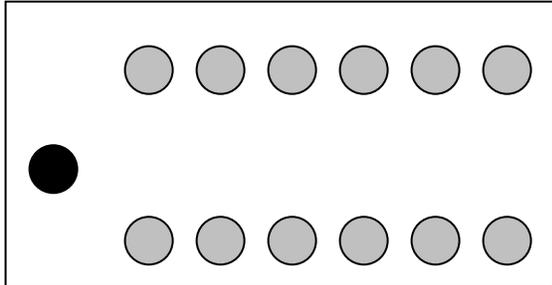
Worksheet 4 – Explanation and Demonstration (2 of 2)

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

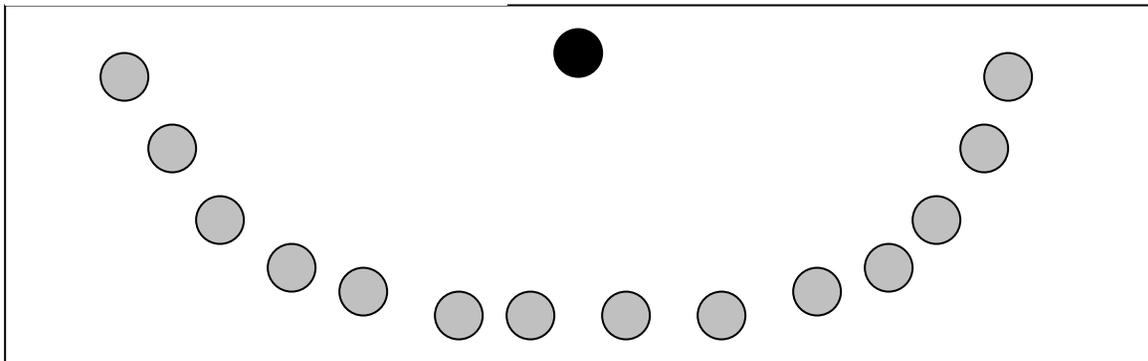
Straight line



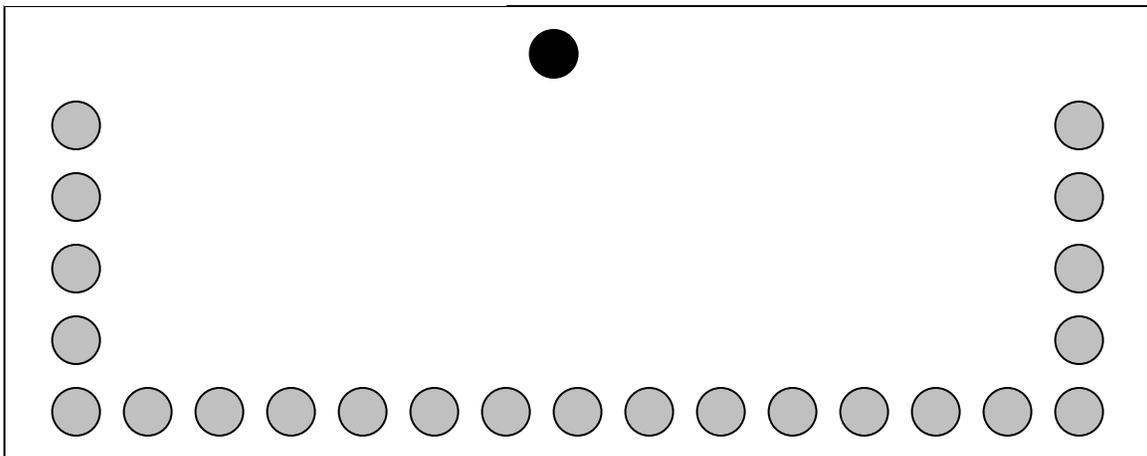
Two lines



Semi-circle



U formation



Worksheet 3

Workbook activity 4.1: 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 2C - Group F: Flag Game

Name and Purpose	Equipment needed and organization	Instructions, activity management, and variations
<ul style="list-style-type: none"> Name of Activity: Flag game Purpose: Development of footwork, utilizing the in/out movement <p><i>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.</i></p> <p><i>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.</i></p>	<p>Equipment</p> <ul style="list-style-type: none"> 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 <p>Organisation</p> <ul style="list-style-type: none"> 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. <p><i>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.</i></p>	<p>Instructions to the participants:</p> <ul style="list-style-type: none"> 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. <p>Management - During the activity, Coaches must ensure that:</p> <ul style="list-style-type: none"> Flags are properly tucked into participants' trunks. Participants remain in their upright boxing stance. This will avoid boxers hitting heads together. The beginning and end of each round are clearly signalled. <p>Additional comments:</p> <ul style="list-style-type: none"> 2 to 3 coaches are ideal to supervise this activity. Each coach 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 levels. <p>Variations:</p> <ul style="list-style-type: none"> The first participant to steal 10 flag wins. The winner counts out a predetermined number of exercises the losing partner must perform (push ups, sit ups, chin ups, etc). If it is tied at the end of the round, both participants perform a predetermined number of push ups, sit ups, chin ups, etc. before the next round begins. 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.

Worksheet 2B – 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.

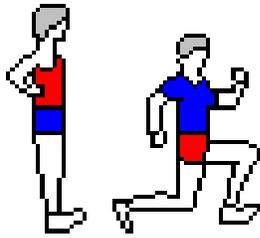


- Starting from the basic boxing stance*, shadow boxing with short steps forward, backwards, or laterally, while following the movements of a group leader (or group leaders). The group leader(s) must determine the order of the movements and their direction, and must call them to the group.

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

Worksheet 2A – General Warm-Up Exercises

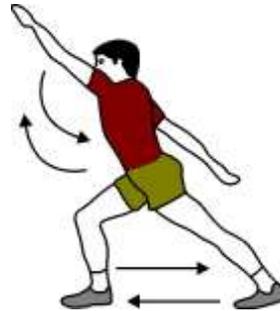
Group A - Organize, explain, and demonstrate the following exercises:



1



2



3

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



1



2



3

Participants stand back to back, and "hook" arms with their partner. Partners flex their knees slowly at 90 degrees. 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 on place, with progressively higher knee elevations.



2



3

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 - APPRENTICE COACH

Workbook

National Coaching Certification Program

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