



SZKOLA FECHTUNKU ARAMIS CLUB ESGRIMA AGORA GÖTEBORS HISTORIKAFÄKSTOLA

EUROPEAN PROJECT FENCE4YOU

ERASMUS +



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GUIDANCE DOCUMENT OF THE THREE ENTITIES.

1. Presentation of the Agora Fencing Club

The Agora Fencing Club was founded in 2013 as a result of the concern of a group of young women who have been practising this sport since their childhood and whose main objective is to bring our sport closer to everyone.

Our desire has been to provide our experience and training to be able to integrate into the decision-making bodies of a club, with the main objective of being able to help other young athletes to meet their sporting goals, as well as promoting our sport as a generator of values and as a way of facing the everyday life challenges.

The Club opens fencing to all ages. We have open doors for all people willing to start in our sport. We encourage through various programs promote and encourage gender equality in the sport of fencing as a tool to make visible equality between both genders. Our aim is promoting the presence of women in positions of responsibility in the different schools and clubs of the Royal Spanish Fencing Federation, especially in the territory of the Valencian Community. Moreover, we also aim for creating a healthy attitude of collaboration and teamwork between the club's fencers. As a result of enjoying fencing, strong friendships and a second family have been formed.

The Agora Fencing Club offers free fencing opportunities at community events, scholarships to students who notify you, and organizes classes in the "bring a friend to the room" program. To help recruit new members, the club offers its classes as an after-school activity and summer camps.

The club also organizes school sessions, participates in the September Open Days, and offers brochures with information on classes and summer camps in local schools throughout the year.

We have managed to bring together an exceptional and like-minded staff who works together on this journey, and we form a team where personal growth through perseverance, intelligence, dedication, responsibility and integrity are our priority and play a fundamental role in the training of all our athletes.

1.1 Framework of reference for the sports club and its target audience.

The Agora Fencing Club is an entity attached to the federation of Fencing of the Valencian Community and inscribed in the registry of sport entities of the Valencian Community.

According to our legalized Statutes, our sole objective is the promotion and practice of fencing. It is expressly excluded as the purpose of the club the profit motive.



The club is composed of a board of directors that governs the operation, management and organization of the entity and its members who represent us in their various groups. Currently we have four groups that include about 50 members of all ages.

1.2 Location and coverage performed by the club.

Our club's sphere of action is the district of Cabanyal in Valencia, and by extension the district of Grao, where many of our athletes come from. Currently our training headquarters is located in the Cabanyal sports center where our fencing room is located.

We also have some influential schools in which we work with early age groups who learn our sport from a recreational and initiation setting as corresponds to school-age sport.

In the competitive sphere, the club carries out provincial, regional and national competitions in the different categories that represent us. In the social sphere we have signed agreements with different entities that help us to carry out interventions in different associations in order to favour the social integrity of all groups.

2. Description of the Fencing that we developed in our club.

Our entity is specialized in fencing and wheelchair fencing, Olympic sport with long tradition, is one of the oldest physical activities that exists. It has evolved throughout history depending on the weapons used.

Its development has been accompanied by a large number of treaties that studied both technique and tactics, so we can almost say certainly that it has been the most studied physical activity in antiquity because weapons were used in war and these have been very present throughout the history of humanity. Over time, as war evolved, fencing became a sport. This made the technique and tactics of this sport already very developed in the early twentieth century.

With the emergence of sport and the Olympics, fencing continues to take centre stage, changing its purpose but still playing a role of some importance, since from the beginning - Athens 1896 - it has been included in the programme of the modern Olympic Games.

The wheelchair modality was developed by Sir Ludwig Guttman in Stoke Mandeville, where British soldiers wounded in World War II were rehabilitated.

Chair fencing was first introduced at the Stoke International Games in 1954 by a paraplegic with a spinal column who was a university shooter and his teacher Sir Reynold Ludwig Guttman, who quickly unveiled the potential of this discipline, which led to its introduction into the programme of the Rome Paralympic Games in 1960.



Over the years, this discipline has been strengthened through the different committees and different situations such as the World Championship in Turin in 2006 and the World Championship in Paris in 2010.

2.1 Characteristics

Both fencing and adapted fencing are one of the most complete sports in terms of physical exercise and one of the most attractive for intellectual development. This is the key to its success: the balance derived from its practice between mental and physical qualities.

It is a sport full of emotion, in which concentration, speed, balance and coordination are promoted above all. It is a practice of evasion that speeds up reflexes and sharpens intelligence. It's the art of touching without being touched.

On the physical plane, your practice increases speed, dexterity and strength. All the physical qualities are worked on: endurance (the duration of a combat must be endured with efficiency), strength (arms are strengthened, as well as the trunk, to be able to bear the weight of the weapon and the technical positions that are required in fencing), speed (the faster the execution of the actions the greater the success in achieving hits) and flexibility (the greater the amplitude you can perform with the body segments the greater the mobility to be able to achieve touch-two).

On the intellectual level, the most important psychic qualities are educated: will, self-control, initiative, security, intelligence and ability to overcome, self-confidence and the ability to face conflicts in a fast and effective way.

Chair fencing is a practice that is developed with the fixation or anchorage of the chair to the ground, in fixations adapted for this, allowing greater mobility in the arms, this sport greatly develops agility and stimulates reflexes in a surprising way.

In both fencing and wheelchair fencing, three disciplines are practiced: sabre, sword and foil.

Sword

The modern sword derives from the French sword, which in turn comes from the ropera sword. Sword duels are the most realistic, because they are more similar to classical fencing, in the sword there is no preference, only who plays before counts, in the chronological order between one hit and another, there may be double hits. The valid

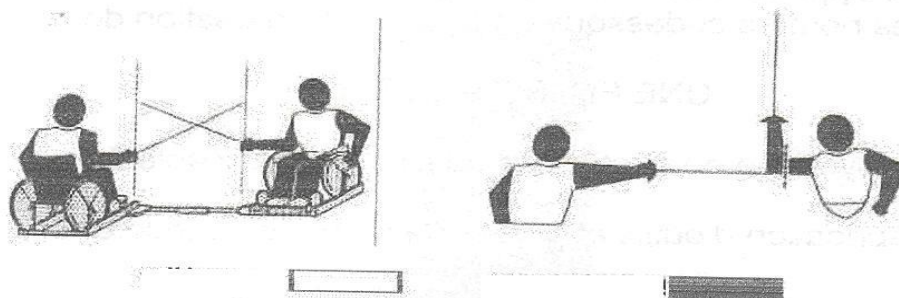
zone where they can be done in fencing is the whole body, in chair is from waist up and the shooters are covered with a layer to cover the invalid zone.



Foil

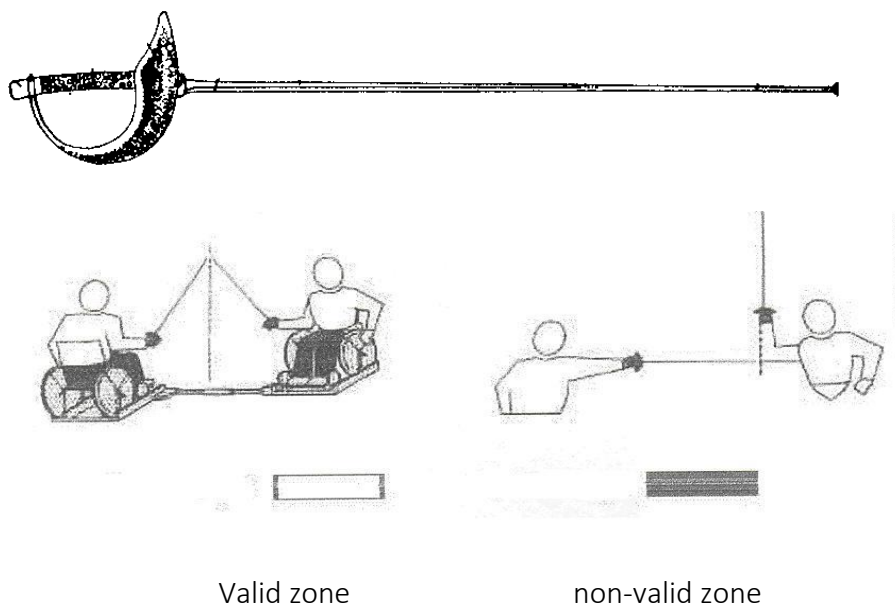
This weapon was developed during the 17th century as a light combat training weapon. Developed as a practice and sports weapon, foil is considered the basic one. It is light and flexible and is used to get headaddresses hitting with its blunt tip. It's considered a stab weapon. The blade is rectangular in cross section. The valid headdress area for florists is the torso and chin of the mask. In addition, it is a convention weapon, that is to say, priority is given to attacks, and in no case is there a double headgear.

In the world of fencing, the floretists are considered more skilled because this weapon is the most technical of the three and requires more mental and physical dexterity, as their movements (stops and responses) require greater skill and speed.



Sabre

The modern sabre derives from the weapon used by cavalry soldiers. It has a bowl-shaped protector, which curves under the hand, and a rectangular leaf in cross section. The hits or points can be achieved by hitting with the tip or by hitting with the edge or with the counterfoil. The torso, head and arms are considered valid white. Just as foil is a convention weapon, in which attacks are given priority and there are no double hits.



3. Structure of the activity we develop.

The club works in two aspects, the one that we dedicate to the formation of sportsmen oriented to the competition, where we work since they are children in an educational sports program until they are adults, in the different formative stages we introduce the values that are derived intrinsically from the practice of the fencing: the respect to oneself, to the rivals, to the companions, to the teacher and to the materials used. As well as the different techniques and tactics on which our sport is based and which increase their difficulty progressively until they complete their adult training.

The second aspect is based on the work of wheelchair fencing aimed at women and men with functional diversity. Through the teaching of theoretical and practical classes they will learn the sport discipline "Fencing". These theoretical and practical classes, beyond favouring social integration, seek to contribute and promote self-improvement, improve confidence and motor, sensory and mental functions, stimulating the harmonious growth of our users.

Adapted fencing is intended for people with functional diversity that have motor impairments. They have to practise it in the wheelchair with the material adapted for them. The objective is the same as the standing fencing.

In the club we build our teaching through the development of theoretical and practical classes, making known not only the strictly sporting part of the activity but also the cultural part of our activity and the theoretical training of the rules that everyone must know to know the game works.



With these classes and the practice of fencing sport we aim to improve and promote social integration, as both disciplines train and work together with their respective groups implementing diversity and promoting the inclusion and socialization of all our students.

In general, students, taking into account their different abilities, improve motor, sensory and mental functions, stimulating the harmonic growth of all our users, as well as significantly improving the knowledge of the body, sense of balance and speed of decision and reaction of the students and they are considered prepared to face the challenges that are planned for them in the different disciplines that we work in the club.

- Knowledge and assessment of the different effects of the habitual practice of fencing and wheelchair fencing on the personal development of students.
- Increase in the motor performance of the student, through physical conditioning and improvement of the general and specific physical abilities presented by the student body.
- Development of attitudes of cooperation and respect among all students. The objective is learning the value of consideration with the different students and their physical aptitudes that presented worse conditions, favouring cordiality, honour, respect and courtesy.
- Encouragement of the independence of students in wheelchairs, as they went to training on their own most of them being self-sufficient and working as a team to pick up material, dress each other and place themselves on the track.

3.2 Specific objectives:

- Transmission of the different intrinsic values of fencing to students.
- Development of the techniques of situation on the track and in the space between the shooters, according to the actions they had to carry out at each moment.
- Acquisition of the different actions of fencing; Offensive, defensive and counteroffensive, through theoretical and practical classes.
- Knowledge of the different weapons used in fencing and which are convention weapons.
- Learning about the concrete position of initiation of the sport and the different taking of the arms, in the disciplines of the sport fencing. Three disciplines, three weapons: Sword, foil and sabre.



- Knowledge of scenic fencing.
- Approach to the fundamental elements of arbitration, its rules, as well as the rules of sport.
- Respect for the rules of the regulation, the customs rooted in the sport of fencing and its application.
- The execution of as many actions and fencing positions are necessary in our sport.
- The importance and development of lateral movements and displacements: Direct Simple Attacks, Indirect Simple Attacks, They have learned to see the valid surfaces discovered, Stops and answers, the difficulty of the actions of the adversary, all this through theoretical and practical classes.

3.3 Psychosocial objectives:

- Encouragement of student, self-responsibility regarding the dynamics of individual training (self-improvement and determination).
- To face and assume both victory and defeat after a fight with sportsmanship.
- The promotion of social integration with the rest of the sportsmen and women sharing common objectives. For example, inclusive trainings among all club members through our practical and theoretical classes, with the rest of the club users.
- Analysis and reflection on actions in combat, in order to improve gradually.
- Learning focused on a victory always with fair play and respecting the opponent.
- Respect for the decisions of the Master or arbitrators in an assault even if they do not share his decision.
- Value and confidence in the decisions of the Maestr@ from the respect and self-determination, as well as, the importance of the rapport with the Maestr@.



4. Employee Methodology

The Methodological principles have been applied as follows:

We always try to make our students feel comfortable in the classes and in the different cultural and social activities carried out by the club, where we involve everyone and they are welcome to all the activities that we organize during the year.

We try to have influence in the daily life of our students through the acquired knowledge of fencing, benefiting from sport and teaching values and knowledge for use in their benefit, as exercises of self-control, relaxation, coordination among others, through the constancy and perseverance of our technicians.

We always take into consideration the students' basic physical abilities, the stage of growth and maturation in which the students find themselves, their personality and behaviour, their motivation towards sports practice and their previous experience in physical activity or sport, their learning capacity, the physical, psychic and social health conditions they present, in order to continue with their sports development.

We develop different forms of learning during the classes such as exercises for couples, circuits, guided trips, games, fencing assaults, individual classes with a teacher, talks etc.. The sessions are always proposed by the technicians who will pursue specific objectives in each of the sessions that will influence the training of the student throughout the season.

We use debate as a means of learning the rules, arbitral decisions, making them see the logic of the rules or the arbitrator and reasoning with the students so that they understand and understand the bases on which the fencing rules are based.

All the students know all the fencing modalities, so that they have the maximum variability of motor experiences and cultural formation that can be experienced in our sport.

We use teamwork, group training and different leisure activities organised by the club as a means to favour the autonomy of the students in the tasks carried out and the union of the whole group.

We strengthen the motivation of the students, by means of challenges to prepare a competition or an exhibition. A motivation achieved through the classes that we develop during the year in which students can experience their progress in training as athletes.



Establishment of the student teacher link through the constancy of the trainings and the personal treatment to each student. Through individual time and dedication as well as teamwork and the transmission of a motto, "If you want, you can".

5. Coaches' strategy.

The coaches must have an impact on the acquisition of the most relevant values in the initiation of our sport, but all this through fun. To enhance these aspects, we must never forget that we work with people with different characteristics and we are the ones who should be at their height and not the other way around. In order to enhance interaction

with the student, we should not separate learning from play in training and whether to have the right measure.

It is important to carry out activities, typical of fencing, short, very varied and simple.

The students as such have a certain time of attention in an exercise, prolonging it leads them to boredom and boredom. Classes should be pleasant and agile.

We must look for exercises that are within the reach of athletes, the success in achieving the exercise strengthens their confidence. If we demand of a student beyond his possibilities, it is very probable that the experience of failure will weaken his confidence and end up abandoning it. We must adapt ourselves to individual differences and capacities.

It is positive to give instructions in a clear and concise way. The trainer acts as a model and referent for their students, we must always carry out practical demonstrations of the task to be carried out, a correct warning, a technical action, a displacement, etc., always adapting the language to the level of understanding of the sportsmen and women.

We must always tell students that we value their effort and willingness to improve and learn every day. Tell your athletes that you appreciate and value their efforts to achieve the goals set. It is important to reward, not only the technical aspects, but also the emotional and social skills, it is interesting that athletes appreciate values such as cooperation, responsibility, ethics, discipline and respect.

5.1 Ways to develop Technical training.

- **No Opposite**

They are developed with the aim of establishing and perfecting the positions and movements.

The main ones:



They are the most profitable for the improvement of the guard, the displacements, o the fund, the dominion of the weapon and other movements that constitute the base of the fencing. The exercises are necessary for the establishment and improvement of

the technique of the fencer's leg work and should occupy a certain place in teaching and training.

At the beginning of the teaching they are organized in rows under the order of the Master and then, according to the tasks, they are carried out independently (in front of the mirror, execution under the order of the companion, etc.).

- o Directed Displacements (no weapon/with weapon)
 - o Complex (no weapon/with weapon)
 - o Shadows (unarmed/armed)
 - o Mirror (unarmed/armed)
- **With auxiliary devices** (Precision, Visual Field, Concentration, Attention, Reaction, Speed, Resistance). They are used for the development and improvement of the specific coordination of the movements, strengthening the visual analysis that helps to determine the distance correctly.
 - o Plastron
 - o Pet
 - o Arm
- **With opposite**
Peer exercises represent a fundamental species in group work and should be used in one of the first places in the teaching and training process.

They are used for setting and perfecting technology and tactics, and for developing reaction speed. In the exercises with companion, all the mechanical practices worked previously, find their meaning and their application in the assault.

This is where the ability to execute actions depending on the positions and behaviour of the opponent is developed, tactical thinking is developed. The exercises with companion, depending on the teaching task that is raised, can be of different species:

- o Couple work (conditioned / unconditioned)
They are mainly used in the study of new actions. They consist on creating specific conditions to the companion for the educational realization of any studied action, which ends with the action of touching the partner. The actions are marked by the Master, and are performed in turns.



o Mutual classes

They consist in that one of the fencers, according to the objective marked by the Master, develop the role of coach. At set intervals, colleagues exchange roles.

Depending on the degree of assimilation of the shares, the realization of the same will begin to develop at a faster rate, approaching the rate of assault.

o Counter-attack exercises

They have a more competitive character. This technique consists of one of the partners attacking and the other is the one who defends himself. The first, independently choosing the time of initiation, strives to conduct attacks or indeterminate and the second strives to stop them. When doing the work in pairs, the master must be attentive, making the necessary corrections and observing if there is an insufficient understanding of the task.

The partners will be changed during the exercises. In all exercises fencers must maintain the exact fencing positions, performing the movements correctly. The exercises with a partner are in accordance with the exercises that are carried out in the individual classes with the Master and are subject to the same demands.

Once the actions have been technically fixed and fine-tuned, you perform these actions under variable conditions that lead to the assault conditions.

The exercises for couples are a magnificent way to pass from the exercises fixed to the combative actions and must be carried out in all the activities categories.

Fencers who have sufficiently worked in pairs, in the first assaults, a correct understanding of the actions and an ability to use them in the assault.

Individual classes with teacher

Individual classes are presented as one of the most important methods of teaching and training of fencing. In these classes the Master develops exercises, playing the opposite role and creating certain conditions for the execution of the actions.

In an individual class there is a certain methodological sequence for teaching which works in this way:

- The main positions and displacements are checked.
- The main attack actions are checked, first in the short distance and then from the medium and long distance. The main defensive actions are checked.



- The actions studied are trained in difficult conditions, in combination with other actions, in different tactical variants (the introduction of attacks, counterattacks, false and repeated attacks, unexpected actions for the student, etc.).
- New actions or new variants of already known actions are studied, constantly complicating conditions.
- These new actions or variants are carried out in combination with others, varying the rhythm.
- The main actions of attack and defence are repeated again, with a high demand for accuracy in execution, with the decrease of speed and load. A constant demand for correct execution must be maintained throughout the class, as well as checking the understanding of the meaning of each action. The duration and intensity of the individual lessons depend on the preparation of the fencer and the specific tasks of the teaching and training period. Individual classes can have technical, tactical and competitive direction.

- o Techniques

- Technical-Tactics

- o Tactics

- Mudas, Warming, Summary, Review and Repertory

Their main task is to develop and improve tactical thinking and the ability to suppress the opponent tactically. Here the understanding of the rules of assault is established by perfecting the abilities to react correctly to different combat situations.

For these purposes the so-called silent classes work perfectly. They are directed towards the establishment of the understanding of the mutual dependence on the actions of the opponents in the assault and of the ability to foresee such actions. The Master establishes the preliminary conditions under which the fencer must react to the proposed actions with a certain method. Then, the Master creates conditions for the fencer to apply one or the other action. Depending on the fencer's preparation, the tasks for a silent lesson can be more simple, complex and diverse.

This type of class develops the ability to evaluate the actions of the opponent, the ability to observe, the speed of reactions, the practice of choosing and applying them. They demand a considerable tension of the attention on the part of the pupil. For this reason, at first they will be brief, for later, depending on the degree of preparation of the fencer, to prolong them and to complicate them arriving at endowing them with a competitive character.

- o Competitive

They are directed to the development of the ability to use all the acquired knowledge, with a view to its application in the assault. In these classes the Master behaves like an

opponent with initiative, but somewhat naive at first. The Teacher makes different technical and tactical errors so that they are warned and used by the student for the execution of a headdress.

The individual classes of the Master must deliver the material for the subsequent work of the fencer with his partner, becoming accustomed constantly to active and conscious actions.

Assaults

- Teachers

They test the actions studied, consolidating them with the initiative of each fencer, acquiring the ability to lead the assault.

They are used for the improvement of technique and tactics, for the development of the ability to use in the assault the knowledge acquired against different opponents.

The assault score doesn't matter. Students, at the direction of the teacher, may agree on actions to be taken by one or the other.

The ability to find and create the best conditions for the application of certain technical actions (invites, preparations, false attacks, etc.) will be developed.

- Study
- Competitive

They must determine the effectiveness of the actions in conditions similar to the competition ones. Each fencer has to make an effort to win the assault. In these assaults the experience of conducting the assaults with different opponents is accumulated, a specific resistance is developed, tactical thinking is educated, the necessary psychic qualities are acquired (intelligence, capacity to foresee the actions of the opponent, initiative, will, and others).

After finishing the competitive assaults, an analysis of these assaults should be carried out with each student, to check the errors and the successes made, giving the Master the possible solutions and the pertinent indications.

Competitions

6. Experience gained in the Fence4all project

The visit made to the partners, has given us the knowledge of new methodologies to apply the fencing techniques we already knew, the main differences we have found are the wide variety of weapons they use and the development of their competitions, very different from those of fencing.

When you change your competition rules you change your tactics and use techniques that in fencing are less common. The main difference with regard to the regulations we have found in the field is that in the assaults will take place inside a 4m radius circle, with two signs indicating the



place of guard, symmetrically located 2 m from the centre, each, and 4 m from each other. Our terrain is made up of an area of 14 meters long, 2 meters wide so the way to move finds variants, in the disciplines of our partners are constantly working the change of guard and lateral movements, while our displacements are from front to back, though for attack actions the displacements we use are the same with small variations that are used with tactical base.

Another aspect, in which we find great differences, are the characteristics of their weapons, their weapons are replicas of certain historical periods adapted to carry out the combat activity. For that reason they must have a protected or rounded tip and be equally devoid of edge. Even with these security measures, they are very heavy weapons and you must be in great physical shape to use them. This conditions the use of protective materials that are more numerous than in fencing. They use a protective vest that protects against sharp blows and that descends below the waist and usually wear a protective bib. They also wear a protector at the nape of the neck and neck and they finally use elbow pads and sometimes knee pads that protect the joints against any sharp or pointed blow.

The sportsmen of these disciplines usually have a technique with the quite refined weapons, because they work the headdresses as much of tip as of edge reason why the register of the movements and the techniques that are used is extended, in our disciplines each weapon has its characteristics and rules and usually is formed to the sportsmen on the basis of these reason why the training is usually much more specialized in the techniques used to touch to the contrary, whereas the disciplines of our partners the techniques employed are more general.

The methodology that they use the most is exercises without opposite and a wide variety of exercises by couples in which they work technical exercises that the teacher explains them. Then, they execute them with a number of repetitions and tactical exercises where it is marked a certain way of realizing the hit to the rival and the sportsmen have to think the best way to realize it. During the trainings, they always have programmed a part for the accomplishment of combats with the different weapons that they practice.

7. Presentation of the Historical Fencing School

7.1. Reference framework of the club and addressees

GHFS was started in 2003 and focuses on the study of Historical European Martial Arts (HEMA). HEMA is an umbrella term for all martial arts that stem from the European continent and have its roots in historical time. Most of them are dead lineages, meaning that they have to be reconstructed. To qualify as HEMA, there has to be source material.

Within HEMA, all martial arts are based off historical treatises, except those with living masters.

GHFS was founded as a non-profit fencing club by Head Instructor Anders Linnard. It is democratically run, and the Board and the Head Instructor are elected by the General Assembly.

7.2. Club Location and Coverage

GHFS has about 170 members and 17 instructors. There are classes in the disciplines of longsword beginners, longsword advanced, longsword junior, rapier and dagger, sword and buckler, 19th century Swedish military sabre, and medieval wrestling.

GHFS is a member of the Swedish National HEMA Federation (SvHEMAF). SvHEMAF was started in 2012 and is a member of the Swedish Martial Arts Federation (SB&K). SB&K in turn is a member of the Swedish National Sports Confederation (RF). These memberships mean that HEMA is a recognized sport in Sweden and that GHFS is a recognized club.

- **Organisation**



8. Structure of the activity that we develop in the Historical Fencing School

- **Study groups**

The purpose of the study group is to explore new areas in HEMA and thereby expand our curriculum with new courses. The study group is freer than a course and it doesn't have to fulfil the same requirements when it comes to a curriculum or formalised training. The mission is instead to gain knowledge within the group in the most efficient way.



The study group is ready to become a course when it can fulfil the course requirements and the instructors are considered competent enough to teach the source material. Study groups should not accept students, instead all participants should learn from each other and take part in the study and research of the source material. All study groups must also have a dedicated leader who is responsible for making sure that the group moves forward.

- **New courses**

Today, an individual who wants to start a new course in GHFS has a much easier job than a few years ago. There is much more experience and support from the club and other instructors to draw from. The following requirements are here so that we can better help and maintain a high standard in our courses, instead of having to start from square one every time someone wants to start a new course.

- **Group leader and instructors**

There should be a group leader and one or more instructors for every course in GHFS. The group leader's responsibilities include ensuring that the curriculum is followed and that the standard of training meets the GHFS requirements.

- **Course description**

The group leader will provide a short description of the course. The course description has to include: clearly stated goals; either requirements or recommendations regarding equipment; previous skill requirements; and any specific safety issues.

- **Course curriculum**

Every course in GHFS is required to have a curriculum. The Head Instructor will review the curriculum for approval before implementation. The curriculum shall span over two 7 semesters and include clear goals for the students. If the curriculum is changed, a copy should be sent to the Head Instructor for review.

- **Course material**

GHFS is a historical martial arts club and all courses should have a historical basis that is interpretable, and thus contains a system. The group leader should therefore present what the course is based upon in terms of original historical material, and also any translations, texts, etc.

- **Instructor bio**

The instructors will provide a biography that should include previous experience in martial arts, sports, leadership and pedagogy. The instructors should take part in the instructor courses provided by GHFS. Examination It is not necessary for a GHFS course to include examinations or tests. However, it is still important that students have the opportunity to showcase their skills and have these examined. Therefore, the group leader should inform the Head Instructor about how he intends to follow up the training, and how students advance within the course.



- **Training of instructors**

GHFS instructors are annually offered training within the club, SvHEMAF and through RF. The training sessions are usually over a weekend and comprise of everything from basic training, physical training, training people with special needs, training top athletes, training children etc. We have participated in training specifically aimed at fostering more female leaders as well as young leaders.

9. Methodology used in the Historical Fencing School

HEMA is different from other sports and martial arts since it has an eternal search for a truth that we will never know if we have found. This means that our perspective on the historical material will change from time to time. It can be about both smaller and larger changes. If the instructor then has built his authority on claiming an absolute truth it means that eventually he will have to back down from that position (and therefore lose authority) or stick to an outdated version of the art. Both of these scenarios are destructive for the development of HEMA, for the students and for the instructor. Instead we want to encourage students to think actively about HEMA. The role of the instructor is more to guide the students into the martial art rather than control every step, movement and thought.

This model of guidance and encouragement is demanding on both the instructor and the students. And it does not mean that students are allowed to interrupt class with unnecessary comments at the expense of other people's training time. In this chapter we will attempt to show how you can have a structured training that at the same time builds upon effective individual learning. We also hope that we can contribute with a terminology so that we as instructors learn how to talk about our method.

If we were to describe our overarching goal of the training in GHFS then it is that it should be fun. Not in such a way that the training does not contain tough aspects and hard training, rather the opposite, but the purpose is never to make students suffer just for the sake of it. There must always be relevance in what we do. Fun in this context therefore means rewarding and engaging.

- **Motivation**

People come to HEMA and to us for many different reasons and with varying ideas of what it is that we do. What motivates these people is something we should value, even if it also must be mentioned that some misconceptions need to be erased in order for us to grow as an activity.

To strengthen motivational forces is important, since a student with an inner desire to learn, who trains and studies on his own outside of class, will progress quicker and further than all those who do not. To strengthen that drive it is important that the instructor builds up confidence and goals, so that such a will can exist. In other words, remember not to focus on.



10. Pedagogy used in Historical Fencing School

- Values

GHFS has a number of core values. These values shall permeate everything we do and function as guidelines for our activities:

- Comradeship – we respect each other.
- Skill – we maintain a high standard in everything we do and always aim to develop further.
- Historicity and academic excellence – the training is built on a serious and thorough interpretation of the historical source material.
- Democracy – we are a democratic organisation that is open to everyone and follows good Swedish sport customs.

- Physicality – we practice martial arts that put mental and physical pressure on the practitioners.

How do you behave in the club?

We have a more informal description for the members of the club to follow:

“Be a brilliant person. Take it easy when others flare up. Be the person who keeps a cool head when things get heated and who is more prone to talk about other people’s positive sides than their negative ones. See the positive sides when other people’s points of view differ from yours, even when they are wrong; sooner or later the good ideas will win on their own merits. No one likes an arsehole, but everyone likes a person who makes them feel good. Remember that no matter how good you are, there are people who are better than you at many things; some are smarter, some are funnier, some are faster, some are better looking. And that’s a good thing for you, because you have something to strive for. It is not much fun to be with people who dislike others because of skin colour, sexual orientation, gender and things like that. In GHFS we like everybody, until they have proven that they deserve the opposite. And even then, we are ready to forgive. As a member you are part of a collective. We all become stronger if you are with us. That means that your behaviour also reflects on us. When you are fantastic, we are fantastic – when you are a bit stupid, we are a bit stupid. It is (by the way) perfectly fine if you are a bit stupid from time to time, we like you anyway, even when we are mad at you. Cheating is not being a brilliant person. Winning is only worth it if you are worth it. Show your appreciation when someone has done something well and congratulate other clubs when they have performed well. Any good performance deserves recognition. Drugs, alcohol, tobacco and things like that damage your health, as you already know. You also know that some people can handle it and others can’t. Show consideration and if anyone has problems, they should be able to participate in our activities without feeling bad. In other words, skip the booze rather than the person. It is really rather simple. Be a brilliant person.”



Guidelines by the National Sports Confederation (RF)

The idea of Swedish sport

The Swedish sports movement adheres to the UN's Universal Declaration of Human Rights, the UN Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities.

“Sport wills - aims and guidelines for the sports movement” is the name of the policy programme for Swedish sport. It represents a common system of values for the entire sports movement and provides guidelines for the organization of sports activities in federations and clubs.

Sport is physical activity that we undertake with a view to performing better, having fun or feeling good. Sport consists of training and fun, competition and display.

We categorize sport according to age and level of ambition. Children's sport is normally considered to be up to the age of twelve. Youth sports are normally up to the age of twenty. Adult sports are for those over twenty.

In children's sport we play and let children learn different sports. The child's all-round sporting development is the norm for children's sport. Competition is an aspect of the game and must always be conducted on the children's own terms.

In youth and adult sports we distinguish between competitive, performance sports and The idea of sport: We want to organize sport at all levels so that it develops people positively both physically and mentally, socially and culturally.

Sport is to be organized so that it promotes:

- Democracy
- Development
- Gender equality
- Universal right to participate
- Respect for others
- Voluntary commitment
- Fair play
- Good health
- Sound finances
- Environmental awareness

Guiding documents for training

GHFS uses a document called How we train to instruct our instructors and guide them in how to develop the club. It defines how we train and teach, their role as instructors, how we set up development ladders for students, psychological and physical aspects and much more.

The club also works with translations and interpretation of source material, for example medieval handbooks on how to fence.



11. Activities and events of the club historical fencing school.

GHFS hosts the world's premier HEMA event every year, called Swordfish. It's often referred to as the unofficial world championships.

On top of this event, we also organize internal events for club members, with seminars, competitions and so on. As well as smaller open events with guests from other clubs around the world. We also seek out groups where we come train with them, for various reasons. One such example is our collaboration with a school for children with hearing impairment, where we have trained them in how to fence.

the flaws of your students, but let them know when you have noticed that they are improving. Finally, let the student take responsibility for his/her own learning by having them form opinions on various problems.

12. Presentation of Aramis Fencing School

Abbreviations used in the document:

SFA – Szkoła Fechtunku Aramis (Aramis Fencing School)

MCF – Modern Classical Fencing

Szkoła Fechtunku Aramis (SFA) teaches Modern Classical Fencing. SFA was founded in 1998. The founder of the school was a fencer, Marek Jeziorski, a man with many years of experience in fencing and martial arts. Observing development trends, the level of popularization in society and the directions in which sports fencing was conducted by the authorities of this discipline, Marek Jeziorski decided to split off and introduce fencing into a completely new formula, thus responding to the need to modernize the European Martial Art, which fencing is and adapt it to the requirements of modern times.

Fencing in its broadest meaning is the ability to use hand weapons in the combat. Of course, this does not fulfill the definition. There are many variations of fencing, the most popular are sport fencing, stage combat (for shows and movies), historical fencing and finally Modern Classic Fencing.

Modern Classical Fencing is an extreme sport, developing in parallel with sport fencing. We use the abbreviation MCF- Modern Classical Fencing, instead of name in Polish, due to the fact that the promotion of a sport discipline requires an international name. We refer directly to the tradition of a duel and real fight with sharp weapons. We train competitors in a realistic way.



One of the main objectives of the SFA is to make fencing as widely practiced as possible and to be a sport accessible to everyone.

MCF has its own championships, competitions altogether with detailed rules set. The weapons used in this sport are a smallsword, a saber and a rapier with a dagger. The rules are subordinated to the assumption that every fight must be carried out as if the weapon was sharp and real. Bout at the competitions level is a full contact fight, where hand combat techniques are welcomed and allowed.

Modern Classical Fencing requires a proper physical and mental preparation, commitment and effort as well as the thorough theoretical foundation from the coaches.

In training, in addition to the technique and tactics of the fight, we emphasise a comprehensive physical preparation, both general and specific. We work on speed, endurance, and strength, treating them as a set of abilities that allows you to win in a fight

at the competition. We verify our skills in sparrings and competitions, strongly believing that they are the best and only way to check the real value of our preparation.

Probably and hopefully most of us will never use the skills in real sharp weapons duel, but we practice as if duels were everyday occurrence – it brings realistic attitude and makes it more fun in the end. In order to create conditions similar to the real fight, at least when it's about the level of stress, emotions, and involvement, SFA organizes competitions. They are organized into the Polish MCF Cup. This is a series of competitions held in different cities in Poland throughout the year. Since 2005, we also organize a National Polish Championships in MCF.

We participate in demonstrations, presentations, workshops, and lectures presenting the MCF in all its aspects. We prepare educational materials. We work with companies and institutions in Poland and around the world, dealing with the development of this beautiful sport.

In the first years of the operation (1998- 2005), SFA operated only in Krakow. We practiced altogether fencing and martial arts, working on the creation of a coherent martial arts discipline.

In 2005, the 1st Polish MCF Championship took place (at that time under the name "Classical Fencing"). They collected a dozen or so players. Nowadays, in 2018 Polish Cup in the MCF collects almost one hundred competitors. SFA operates in 12 Polish cities and is constantly growing. It is difficult to determine the exact number of people in the exact moment because continuous recruitment is conducted. We estimate that in SFA train around 400 people. We are the largest club in Poland, currently, we have dozens of instructors working with students of all ages and at all levels of advancement.



13. Fencing in the 21st century

At the end of the twentieth and the early part of the twenty-first century, sport becomes something completely different. Hundreds (thousands?) of new sports are created. Technology and huge availability of knowledge mean that people are looking for new, interesting ways to compete. Thus, the popularity of traditional sports is at stake. Fencing is one of the activities that accompanies humanity in various forms from the time when the primal man decided to hit his first opponent with a stick. From this solemn reason, it deserves a special place among other sports.

But we must not forget that, like new disciplines, we have the technology of the 21st century available. We can use it to improve our teaching methodology, research methods of competitors development, and finally to use modern, lightweight protectors that increase the level of security and at the same time allow competitions to be closer to real combat. We must popularize fencing in the interesting, fresh way to attract new adepts using all these methods. This is what MCF is.

14. The term - Modern Classic Fencing (MCF)

The term Classical Fencing itself began to be used by the SFA in 2005. Previously, we had used terms 'old fencing', 'duelling fencing', even 'historical fencing'. However, this had led to many misunderstandings, because these terms are (at least partially) describing a certain specific approach to fencing, and none of them fully reflects what we do. The word "Modern" was added later to distinguish this sport from the nineteenth-century historical fencing, often called in English - Classical Fencing. So what's classical in MCF? The desire to best reproduce the real fight. Modern, however, is the approach to training methods and using the theory of sport.

15. The structure of the club

15.1. Main structure

At present, the structure of the club has changed from a single fencing school to a kind of federation connected by a common organizational core. We formally operate as the Fundacja Szermierki Klasycznej ARAMIS („ARAMIS” Classic Fencing Foundation). Such legal form corresponds best to what we do, and it's well based in the Polish legal system. All raised funds are for the development of the school and MCF.

All branches affiliated under the banner of the SFA, use similar training methods, preparing competitors for the annual MCF competitions season.



15.2. Coaches and a teaching structure

All coaches teaching in SFA undergo the same training cycle. The important thing is that it is not a training that can be finished by any means. New training methods are constantly

emerging, it is necessary to constantly stay up to date with them and improve. At the same time, coaches in their branches have a free hand on the training issue. This causes some differences in training methods in between branches. Those are widely discussed during workshops and the results of those methods are evaluated at competitions. It can be said that training methods are subjected to verification based on an evolutionary algorithm of competitions.

The basis for training instructors is instructor courses, 2-day workshops and training camps- three of them each year. Two of them during summer holidays season, the third one during the winter holidays.

The teaching structure adopted in SFA is directly related to the method of development and promotion of the MCF as a sport. We want to teach and train as many students as possible so that they reach the level sufficient to take part in competitions. In the same time, we need to teach coaches in the shortest possible time without any harm to their skill level. We divide students into beginner, intermediate and advanced groups. The latter needs to learn as soon as possible the basics of teaching methodology and from the start, they help to train new students. There is no way to be an advanced student in the school

and not take part in the teaching process. Above the advanced group, we have junior and senior coaches. They have ranks which depend on their skill level, and courses they have finished.

In practice, by going to any group above the beginner group, the student becomes a part of the teaching system. Under the guidance of the coach leading intermediate group, advanced students perform exercises in pairs with beginners. Both parties benefit from such 'exchange'. The beginner learns much faster, and the advanced student has the opportunity to focus on practicing the basics, which- as in any sport- are always needed. He is also forced to fully understand basics what translates later into precision and perfect execution of the technique. Getting to know correct signals at such an early stage affects a lot in a positive way his skills of teaching when he reaches a coach level.

16. MCF principles

16.1. Mapping a real fight

The basic assumption that survived to this day was to accurately reproduce the real fight, with particular emphasis on a duel fight. Colloquially speaking, the point is that competitors behave in a fight as they would in a real combat situation while maintaining full safety rules.

16.2. Full - Contact fight

A fight in OPEN and Women categories is a full contact fight. For Kids category it is a semi-contact fight. Hand to hand techniques are allowed, the range of acceptable techniques is similar to MMA. These are not frequent situations, most often a weapon hit lands a lot

earlier, and then the fight is stopped by the main judge. Despite this, competitors must have skills in this field too. Sometimes it happens that both competitors will miss and they will be close enough that such techniques are justified. Even the theoretical possibility that hand to hand combat will happen affects drastically the way competitors fight. They can't recklessly go into short range.

16.3. Weapons are similar to historical equivalents

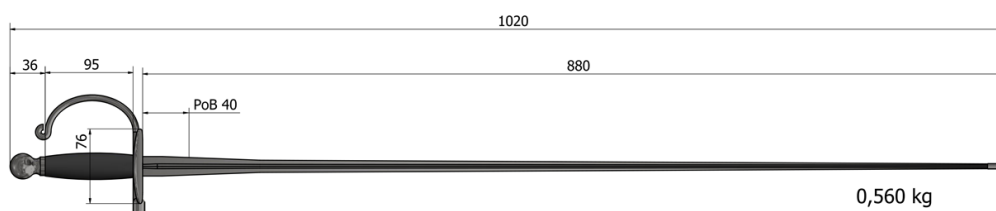
Weapons MCF use are an approximate copy of real weapons, the only changes are enforced by safety rules. MCF chose a dueling smallsword, a saber and a rapier with a dagger as optimal representatives to achieve our goal. They show complete skillset of a competent fencer.

16.4. A brief description of MCF weapons.

a) Smallsword

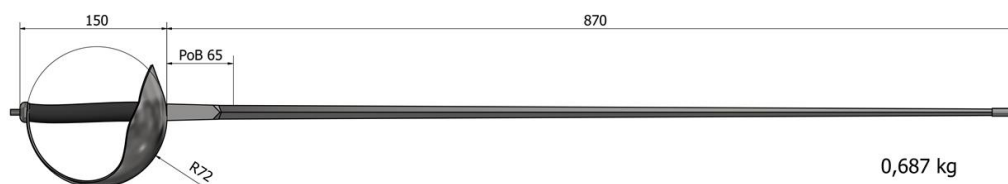
A smallsword we use is only for thrusts. The guard is a copy of a historical one giving far less protection to the hand than a sport epee, thus requiring a bit more complicated

fencing technique. It leaves a much smaller margin of error for parries. The blade is a sports blade, standard length. It is slightly longer than historical equivalents, but the last generations of humans are slightly taller, so the sword of this length is appropriate.



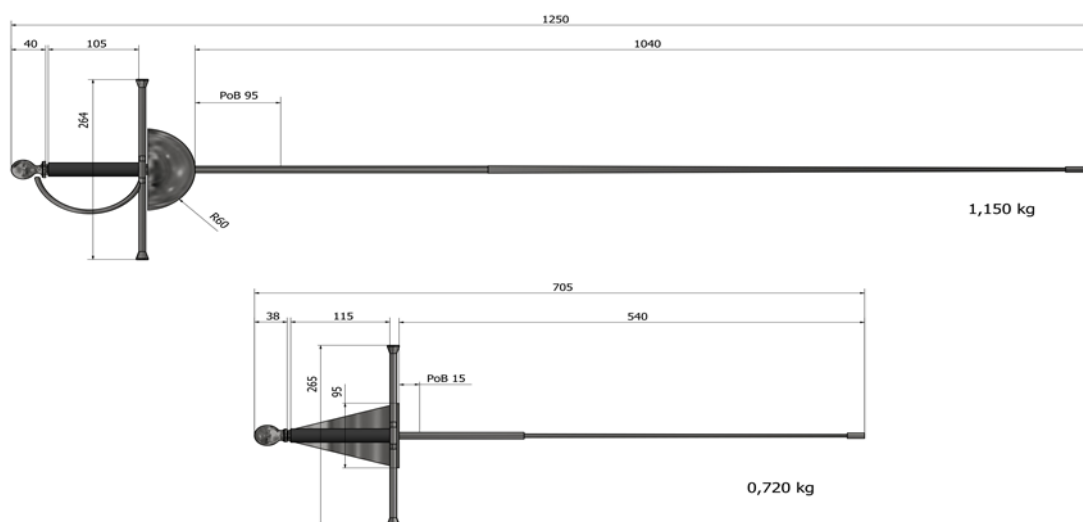
b) Saber

A saber is suitable both for thrusts and cuts, but the latter are more frequent. The saber used by us resembles light dueling sabers, thus it is slightly heavier than the sport saber. This results in a better approximation of the real, sharp saber fight and eliminates a possibility to hit using a fact that the blade bends too much.



c) Rapier & Dagger

A rapier and a dagger are suitable only for thrusts. A rapier has a hybrid blade consisting of a rigid initial part, the so-called 'strong' part of the blade. Parts, so-called 'medium' and 'weak' are flexible. Such a blade arrangement gives the ability to perform parries using a stiff part of the blade (as in a real weapon), and a relatively flexible weak part ensures the safety of fighters.



16.5. Primum Vivere - 'Survive above all'

Speaking of MCF, about fighting in a duel, you can not escape the fact that even a sport, friendly competition is to resemble a real fight.

A well-trained fencer aims in a fight to avoid getting hit and he hits his opponent when the opportunity arises. Defensive action has the highest priority. Defensive action is used here as a wide term. It can include defense per se, like parries, but it can be some aggressive action, keeping opponent unable to attack. Or a dodge, using distance to avoid hit and so on. Hence the situation in which one of the fighters ignores the opponent's attack, only to land his own hit is treated as the worst possible scenario. For practical reasons, we are forced to punish both players when this occurs. They leave a piste with a negative result of the fight. Due to the imperfection of human perception (I mean the judges), some exceptions from this rule are allowed (one double hit is

allowed per bout). Next double hit we treat as a definite end of the fight due to lack of skill of competitors.

Why not judge more severely? Recognizing each double hit as the end of the fight? Because the excessive stress factor causes the blockade of the competitors, and the inability to properly conduct the technique, a kind of "paralysis". A similar situation was probably found in fencing training in the past when fencing masks for face protection were not used yet. Fencers feared deep attacks (in spite of their high efficiency). The training was used to overcome this fear, probably this is how the foil rules were created, forcing a deep attack on the opponent's chest. We currently face the opposite situation. Fully

"armored", protected competitors are not afraid to attack deeply, they tend to ignore the threat from the enemy's weapon. Hence the set of rules enforcing a proper behavior from the point of view of the duel.

16.6. The hit quality does not matter

Bout at competitions does not pretend to be a real fight. Weapons are not sharp, we do not want to take into account the 'luck' of the competitor thou we do not want to fight to the only one hit. We want to assess competitors skills in terms of real combat.

The lack of analysis of the hit quality is the principle that distinguishes MCF from other fencing styles. Many people consider assessing the quality of hits as a matter of importance. To put it briefly, we have to decide if the hit would make a big, small or medium harm, would it keep the opponent from moving and so on. At MCF, we assume that it is not so much important whether the fencer lands the correct hit, it is important whether he took the correct defensive action. If not - in the competition will be punished by losing a point, in a duel- the matter would be obvious. We do not score in our competitions landing a proper hit. Competitors lose a point when they fail to defend themselves. This makes assessing the impact of the hit unnecessary. Analyzing available historical materials and contemporary fighting with weapons (even with a knife) we come to interesting conclusions. A hit can strike a nerve, an artery or an important muscle and exclude one of the fighters, on the other hand, it can penetrate the bone, graze, do nothing important. No one, judge or competitor, is able to evaluate such a hit before it was given. It means that the competitor needs to defend himself against any hit going in

his direction. If the competitor is unable to do so, his ability to use the weapon (in the way MCF fencer should do) is worse than his opponent's, hence, he should lose the fight. Of course, the hit has to be landed in some way, but it's not important if it was light, or strong, if the blade bends a lot or not. Even slide is counted because sharp weapons would not slide.

16.7. Evaluation of skills, not luck

And what about elements such as luck occurring in a real duel? Slippery grass, better or worse moment for fighters? We try to eliminate them. We fight in the gym, not on the slippery ground. We fight till three points are scored. We assess the potential skills of a person, not whether competitor was lucky in a given second. Why just three? Our experience shows that given the



number of bouts at competitions, those involved in this sport are able to maintain a state of full concentration and mobilization through a fight that takes more or less time which takes to lose three points. With more hits, the luck element is even more reduced, but competitors start to develop tactics that can be briefly described by saying: "it's better to get hit one or two times, but evenly distribute strength because we are fighting up to 15 points." In a duel fight, the struggle for life, such reasoning can not take place.

16.8. Sparring rules define the way competitors fight

It gets more and truer when the stakes get higher, money or prestige involved. The tendency of competitors to abuse rules in their favor will not be changed by any training, sooner or later there will be people who want to win in a certain set of rules, regardless of whether it makes sense in a real fight (sharp weapon) or not. For several dozen years of experiments, this has been observed so well that there is no need to discuss this thesis anymore. Hence we had two options.

Ignore realism, simplifying the rules- then there will be no controversy, playing the competition will be much easier. It's a simplification of the problem but more or less this is the way we get it in a sport fencing. It's a very interesting sport but it lost a connection with a real fight or a duel.

The second option which has been chosen by MCF. We have to reconcile with a more complex set of rules, allowing for controversy and related problems. To name a few- the difficulty of refereeing, the lack of understanding of the sport for viewers (especially not experienced), training difficulties, and contentious situations at the competitions (as in any arbitrarily judged sport, practically any martial art).

17. Competitive and training season

17.1. Dividing of the year to seasons

A competition season lasts from September to January. A training season is ongoing from February to June. During July and August SFA organize longer training camps.

17.2. Purpose of competitions

In MCF competitions are not the main target of training, but rather an element of the training methodology. Competitions and sparrings, contrary to popular opinion, are not meant to reflect one hundred percent of the real fight for sharp weapons even though they are trying to get as close to it as possible. This is impossible to achieve, due to the used sparring weapons, protectors and other elements of a fight, which eliminate even fear of pain or death. The appropriate rules for sparrings applicable to competitions are established to simulate this. They force a fencer to behave in a way that closely resembles the way in which we see a real fight, with real weapons.



In order for competitions to be a part of the training, they must guarantee the greatest possible amount of bouts, even for a beginner. Therefore, the competition system is designed so that even a beginner plays a large number of fights. We do this by 'collecting' points throughout the competition and a lot of elimination rounds. The knock-out tournament system is used only for the last 4 bouts of the finals. The goal of this is to make a better show for the audience.

17.3. Refereeing

MCF competitions are judged by five referees, one main judge, and four side referees. The main judge is responsible for the course of the fight, decides whether to start or stop it, issues commands to the competitors. The other referees are focused on whether or not a hit has been scored. The final decision belongs to the main judge, indications from side referees are a hint for him. This system has many disadvantages compared to an electric apparatus. It also has many advantages and that's why MCF decided to introduce it.

In MCF, it is important for competitors to behave in the 'right way' from a real fight or a duel point of view. This means that the little difference in time between hits is not as important as the difference in tempo. This can only be judged by the main judge, just like in saber in sport fencing, where 'right of way' rule is in use.

17.4. MCF Triathlon

This is the most important competition of MCF. Competitors fight with three weapons and total points scored are counted. To achieve high results one must earn high results in all three categories of weapons (a smallsword, a saber, a rapier with a dagger). We believe that all those three constitute a complete swordsman's training. Each of these weapons accent another important characteristic. Of course, all these characteristics are important in every weapon, but some differences are noticeable. Smallsword- requires perfect 'feeling' of the distance and very precise thrusts. Saber needs perfecting the skill of cutting and requires incredibly dependable parries. A rapier with a dagger demands the skill of the fight in a circle instead of in a line, and at the same time requires using both hands, at the highest level completely independently.

The requirement to fight with different weapons is also of great importance for the health and fitness of the competitors. Each weapon has different specifics and rewards a slightly different body type. As a result, MCF is a discipline available to a wide group of people. Lack of strict specialization which is a curse of many sports disciplines causes that MCF is a sport available to almost everyone, allowing to compete until late age (late for sports).



17.5. Polish MCF National Championships

The biggest and most significant event of this sport. Polish MCF National Championships gathers dozens of players and are a summary of the Polish MCF Cup. In this event takes part 50 competitors with the highest number of points scored in the Polish MCF Cup.

17.6. The Polish MCF Cup

An annual series of MCF competitions. Points obtained by the competitor in MCF Triathlon events are gathered for the whole season. It is the best indicator of the skill level and fencing preparation of each competitor. The Cup itself is the prize for the best swordsman in a given year.

18. Availability and inclusiveness of MCF

18.1. General description of availability of MCF

MCF is a sport discipline with wide social accessibility. OPEN, Women and Children categories exist, and we plan to create rules and possibilities of practicing our discipline by disabled people. Emphasis on the importance of the MCF Triathlon results in the lack of body type needed to be an MCF fencer. It is a huge difference to a lot of sports, including sport fencing. A competitor who must have a set of three weapons combat skills and general fitness needed for differentiated combat methods must have appropriate general preparation. There is also no type of a winner body type, it does not matter if the competitor is tall or short, only what matters is if he has the proper preparation.

Advantages of fencing in general, are widely described in the literature, work of the whole body and mind is required, the ability to make instant, tactically complex decisions and adaptation to changing conditions and opponents.

SFA coaches are trained to pay attention to the needs and abilities of each student while conducting classes

18.2 Availability for seniors

There are competitors in their forties who achieve high results. On an amateur level, MCF can be practiced regardless of age or physical fitness, we had students over 75 years old.

In seniors training, coaches focus on different health aspects, trying to maintain or restore general physical fitness. Of course, we skip professional sport training here, leading exercises in the direction of general fitness and pleasure of taking part in sport activities.



18.3. Availability for children

MCF is a great sport even for the smallest children due to the lack of such strong lateralization as in sport fencing and the greater importance of general fitness. Even children aged 5-6 start to train. Till the age of 12, classes conducted for them are focused mainly on general sports activities with fencing elements. It is dictated by health reasons. Strong professional training of the youngest is not a good practice because of their health. We take care of children's physical and mental development by adapting many sport games that require thinking and physical abilities at the appropriate level. Fencing motivates the youngest children to a friendly rivalry in achieving sports goals and builds both physical and mental fitness.

18.4. Availability for women

Fencing due to the superiority of technique over strength, is a great martial art sport for women, allowing them for an equal fight with men. In MCF, women have the opportunity to take part in competitions both in the OPEN category (with significant success) and in the dedicated Women category.

In SFA classes are, of course, co-educational, women constitute about 40% of practitioners. Coaches conducting classes in a mixed group are trained to pay attention to differences in training needs. A well-conducted MCF training makes the competition extremely even, even in the OPEN category (in OPEN category men and women take part together).

18.5. Availability for disabled people

MCF has developed so much in recent years that we plan to increase the availability of this discipline for disabled people. This requires, of course, adjusting the rules of competitions, but it is possible. The biggest challenge we face is to adjust places we train in (and which are most often gyms rented from public institutions like schools and universities). We believe that it is the sport for everybody and we have to make it possible for everyone to take part in.

19. Strategies for MCF development

The development of MCF takes place on several different levels. First of all, we are constantly working on modernizing the training method, the way how we conduct classes, increasing the effectiveness of training. The thing of most importance is the development of the competition as a method of verification of achievements. The cooperation between coaches of different SFA branches is of a great importance here. We achieve this through integration of coaches, and joint education (training camps and workshops for coaches).



Another thing is the development of the SFA organizational structure. We increase the number of branches and affiliated schools, trying to promote both fencing and training methods in the widest possible way.

And finally, perhaps the most important part of our activity, namely the promotion of fencing, both MCF and fencing in general. Without this, there are no new competitors, students or coaches. We use all available methods, focusing mainly on internet promotion. We create materials about fencing, both educational and advertising. We try to show people that fencing is a great, still alive sport, available to everyone.

There are many places where fencing is not available or known. We develop methods for the rise of locally active sport groups, allowing them to start their adventure with fencing.

We provide training methods, complete know-how, and support at every stage of their advancement.

20. Fencing education

MCF fencing education takes place in several ways. The most important is, of course, a direct education, where a coach has the opportunity to work with a student. In principle, you can not replace it with anything.

Manuals. Of course, written sources are excellent training material, especially when it comes to the training methodology, the general development of the competitor and other issues relatively easy to describe. The main problem with manuals is that they demand from the reader to understand the same fencing 'language' as the writer, and to be on a relatively high level of education.

Video materials, training videos, analysis of recorded bouts. Even the best-recorded video materials, of course, do not replace the coach, but if we want to develop MCF as fast as possible, we must rely on them where it is impossible to reach directly with regular classes conducted by fully qualified coaches. There are fencing groups who try to train on their own and then using our help, participating in camps, workshops, and training, they become fully valuable members of the fencing community, achieving significant success in competitions. But, even in places where we have a full coaches team, the analysis of recorded bouts is an extremely important tool for coaches work.

Currently, at SFA, we focus on creating video training materials in sufficient quantity and quality to support teaching in regions with limited access to direct training. This is a task for years, both due to the technical possibilities and the large budget of such a venture. But we are already achieving our first successes, reaching with fencing where it was not possible before.



21. International development of MCF

No sport discipline that wants to develop can stay within its own country. MCF is becoming an international sport, our competitions host guests from different countries, both EU and Eastern Europe. The foundations of MCF are learned thanks to Internet channels in the most remote corners of the globe.

The Fence 4U project, the first fencing project supported by the EU, gathered under the chairmanship of Club Esgrima Agora, three clubs- from Spain, Poland, and Sweden. The exchange of fencing and organizational experiences between these groups is yet another significant step in the international development of MCF.

22. Closing remarks

SFA is growing constantly. Directions of this development are now clearly defined and will be consistently implemented. The level of MCF increases with an increasing number of trained competitors taking part in more events each year. There is no indication that the process is going to stop anywhere in the near future.