



**OLYMPIC ARCHERY IN SCHOOLS**

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## Curriculum Guide for Instructors

A PROGRAM OF THE  
**EASTON**  
FOUNDATIONS

**For Sport. For All. For Life.**

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# How to Use This Curriculum—Introduction/Welcome

**WELCOME** to the coaches and leaders who will guide students in the sport of Olympic style archery.

## The Curriculum Revised

Each page in the curriculum represents a different activity practice for 16 weeks—a single front and back page for each weekly practice. (Practices can be repeated more than once during the season.)

The front page will always have an overview of the activity that will include:

- ▶ **Value/Theme (color coded)**
- ▶ **An introductory Game/Activity that corresponds with the Value/Theme**
- ▶ **An overview of the Activity/Lesson of the day**
- ▶ **Range Setup**
- ▶ **Debrief Question Preview**
- ▶ **Rules or guidelines to be reviewed**

### Acknowledgments:

Easton Foundations

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Steps of NTS—USA Archery

Curriculum Redesign—Al Ferreira



The back of the page will always have the actual plan for use with participants. Activity and Drill times are suggested. Activity plan will include:

- ▶ **Activity assignments**
- ▶ **Practice guidelines**
- ▶ **Drills**
- ▶ **Materials**
- ▶ **Definitions**
- ▶ **Procedure**
- ▶ **Debrief Question**
- ▶ **Values Quote**
- ▶ **Preview for Next Practice**



The back of the curriculum has additional resources including:

- ▶ **Additional Introductory Games**
- ▶ **Additional Values Based Group Activities**
- ▶ **Additional Values Quotes**



The Olympic Archery in Schools new curriculum and recognition program utilizes 16 items from the Search Institute's 40 Developmental Assets® framework, which identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into healthy, caring, and responsible adults.

The 40 Developmental Assets® are protective factors that have consistently been shown by research to safeguard youth from risk. The more assets our youth have, the higher the possibility that youth will not be involved in problem behaviors such as: teen pregnancy, school dropout, substance abuse, delinquency, violence, and bullying. Through the 40 Development Assets®, Positive Youth Development strives to make OAS a community of individuals who share goals, visions and accountability for youth success through the sport of archery.

## LEADERSHIP

### #IAMALEADER

#### Empowerment



**No. 8—Youth as Resources—**Young person is given useful role in the community.

**No. 9—Service to Others—**Young person serves in the community 1 hour or more per week.

**No. 10—Safety—**Young person feels safe at home, school, and in the neighborhood.

## HONOR

### #IAMHONORABLE

#### Positive Values



**No. 26—Caring—**Young person places high value on helping other people.

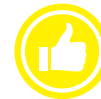
**No. 28—Integrity—**Young person acts on convictions and stands up for her or his beliefs.

**No. 30—Responsibility—**Young person accepts and takes personal responsibility.

## CONFIDENCE

### #IAMCONFIDENT

#### Positive Identity



**No. 37—Personal Power—**Young person feels he or she has control over “things that happen to me.”

**No. 38—Self-esteem—**Young person reports having a high self-esteem.

**No. 39—Sense of Purpose—**Young person reports that “my life has a purpose.”

## RESPECT

### #IAMRESPECTFUL

#### Boundaries and Expectations



**No. 12—School Boundaries—**School provides clear rules and consequences.

**No. 13—Neighborhood Boundaries—**Neighbors take responsibility for monitoring young people's behavior.

**No. 14—Parent(s) and other adults model positive, responsible behavior.**

## COMPETENCE

### #IAMCOMPETENT

#### Social Competencies



**No. 32—Planning and Decision Making—**Young person knows how to plan ahead and make choices.

**No. 35—Resistance Skills—**Young person can resist negative peer pressure and dangerous situations.

**No. 36—Peaceful Conflict Resolution—**Young person seeks to resolve conflict nonviolently.

\*Search Institute, 40 Developmental Assets®

# I AM an Archer Recognition Program

The Olympic Archery in Schools new curriculum and I AM an Archer recognition program utilizes 16 of the Search Institute's 40 Developmental Assets® framework, which identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into healthy, caring, and responsible adults. Through life skills and positive youth development, OAS strives to make a community of individuals who share goals, visions and accountability for youth success through the sport of archery.

The I AM an Archer recognition program is designed to recognize accomplishments and to reward positive traits in youth. It begins with the opportunity of rewarding archers with a merit pin. Youth can earn pins during the school archery season. Once a pin is earned, it cannot be earned again.

## OAS Recognition Pins:



## Recognize:

Use this guide to identify traits that are encouraged to recognize and reward:

- ▶ **RESPECT PIN:** For youth who shows respect for peers and adults, understands clear rules and consequences. Youth shows respect for equipment and school environment.
- ▶ **COMPETENCE PIN:** For youth who demonstrates planning and decision making. He or she can resist negative peer pressure and seeks a peaceful resolution to conflict.
- ▶ **LEADERSHIP PIN:** For youth who shows service to others, understanding of a safe environment, is a positive influence, and models responsible behavior.
- ▶ **HONOR PIN:** For youth who places a high value on helping other people. He or she acts on convictions and stands up for his or her beliefs.
- ▶ **CONFIDENCE PIN:** For youth who demonstrates that he or she has control over “things that happen to themselves” and demonstrates self-esteem. Youth understands that life has a purpose.

## Requirements:

- ▶ The I AM an Archer recognition program is an optional program.
- ▶ Must be an OAS participating school.
- ▶ The student should be a full participant in their school OAS program.
- ▶ The student must uphold the OAS Athlete Code of Conduct.
- ▶ Coach must submit a nomination form to the OAS national office by May 15th of every year.

## Reward:

Coaches and peers can nominate members of their team for each category. Coaches can submit nominations to the OAS national office at [OAS@esdf.org](mailto:OAS@esdf.org). I AM an Archer nominations forms can be found at [www.olympicarcheryinschools.org](http://www.olympicarcheryinschools.org).

## Award:

Pins can be awarded during the season or during a special awards ceremony at the discretion of the school and/or coach.





**WELCOME** to the sport of Olympic style archery.

### Introductions:

Have everyone introduce themselves.

“My name is \_\_\_\_\_  
and a person that supported me when growing up is \_\_\_\_\_  
(and they tell why this person became a positive role model).”

**I AM HERE TO DEMONSTRATE RESPECT.”**

### ACTIVITY:

#### Archery Safety—(10 min.)

#### Introduce the **RANGE** Rules:

1. Always walk on the **R**ange.
2. Keep your **A**rrows in your quiver until told to shoot.
3. Only release the bow string when an arrow is **N**ocked and safely pointed toward the target.
4. Leave dropped arrows on the **G**round until instructed to retrieve them.
5. If there is an **E**mergency on the **R**ANGE immediately alert the instructor.

### SUGGESTION

**UTILIZE** 2nd or 3rd year students by asking them for Rules and fill in what may be missed.

### Introduce the **WHISTLE** Commands:

- ▶ 2 whistles—Approach Line
- ▶ 1 whistle—Shoot
- ▶ 3 whistles—Retrieve Your Arrows
- ▶ 5+ whistles—EMERGENCY—Retreat to the waiting line

### SUGGESTION

**UTILIZE** 2nd or 3rd year students to demonstrate whistle commands and actions.

### ACTIVITY:

#### Introduction to NTS

1. STANCE
2. NOCK
3. HOOK AND GRIP
4. SET
5. SETUP
6. DRAW TO LOAD
7. ANCHOR
8. TRANSFER TO HOLD
9. EXPAND/AIM
10. RELEASE/FOLLOW THROUGH
11. FEEDBACK

**BY THE END OF TODAY’S ACTIVITY, WE WILL:**


- ▶ Be confident in range rules
- ▶ Be confident in whistle commands
- ▶ Know eye dominance
- ▶ Be introduced to NTS
- ▶ Be introduced to Holding

### RANGE SETUP FOR TODAY:

- ▶ Range Rules
- ▶ Stretch Band
- ▶ Target Stand, Bale and Face
- ▶ Safety Net



### DEBRIEF TOPIC:

 Based on Search Institute 40 Developmental Assets® framework Boundaries and Expectations

**Q** Explain one way that you demonstrated respect toward your coach today.

continued on next page

**ACTIVITY:****Demonstrate the First Shot—(5 min.)****ACTIVITY:****Demonstrate Arrow Retrieval—(5 min.)****PRACTICE:****Eye Dominance—(10 min.)****Aperture Method**

1. Have the student form a small window with their hands by overlapping the fingers and thumbs to form a triangle.
2. Extend the arms at shoulder height.
3. Center a distant object within the window.
4. Bring the window toward the face, keeping both eyes open and the object in sight.
5. The window will come to the student's dominant eye.

**ACTIVITY:****Equipment Overview and Selection (15 min.)****Briefly describe the equipment.****Bow Selection**

1. Left-Hand or Right-Hand bow based on Eye Dominance
2. Draw Weight based on Middle School and High School bows
  - ▶ **Equipment Rules listed in the OAS Handbook**

**Arrow Selection**

1. Have the archer stand up straight and hold their arms out in front of them parallel to the ground.
2. Place an arrow (nock first) on the archer's chest and have the archer place their palms on either side of the arrow.
3. The point of the arrow should extend at least 1 inch beyond the archer's fingertips.

**Closing Debrief and Guided Discussion (5 min.)**

**Adult Role Models is Asset 14 under Boundaries and Expectations of Search Institute's 40 Developmental Assets**, the qualities, experiences, and relationships that help young people grow up healthy, caring, and responsible. Research shows that young people are more likely to exhibit positive, responsible behavior when they have parents and other adults in their lives who model positive, responsible behavior. Have students stand in a circle and have each student respond:

**Explain one way you demonstrated respect toward an adult today.**



“Knowledge will give you power, but character respect.”

Bruce Lee

**Activity Week 2 Preview****Holding**

Demonstrate Holding: Ask for a 2nd year volunteer and get them to the full draw position (extend and move their bow arm up, get their draw hand up to the anchor position, and adjust their draw elbow). (This is a quick intro or commercial for next week.)

**THANK YOU—CLEAN UP AND GOOD-BYE**

**#IAMRESPECTFUL**



**WELCOME** back, and today we will learn more about Holding and the National Training System (NTS).

### Introductions:

Start by having everyone in a standing circle, and discuss how honor and integrity tie in with sportsmanship.

“My name is \_\_\_\_\_ and a time I stood up for someone or my own belief is \_\_\_\_\_ (and tell why).

**I AM HERE TO DEMONSTRATE HONOR.”**

### ACTIVITY:

#### Archery Safety—(10 min.)

#### Review RANGE Rules:

1. Always walk on the **R**ange.
2. Keep your **A**rrows in your quiver until told to shoot.
3. Only release the bow string when an arrow is **N**ocked and safely pointed toward the target.
4. Leave dropped arrows on the **G**round until instructed to retrieve them.
5. If there is an **E**mergency on the **R**ANGE immediately alert the instructor.

#### SUGGESTION

**REVIEW** rules and ask all students to volunteer—fill in what may be missed.

### Review the WHISTLE Commands:

- ▶ 2 whistles—Approach Line
- ▶ 1 whistle—Shoot
- ▶ 3 whistles—Retrieve Your Arrows
- ▶ 5+ whistles—EMERGENCY—back to the waiting line

#### SUGGESTION

**UTILIZE** 2nd and 3rd year students to demonstrate whistle commands.

### REVIEW:

#### Steps of NTS

1. STANCE
2. NOCK
3. HOOK AND GRIP
4. SET
5. SETUP
6. DRAW TO LOAD
7. ANCHOR
8. TRANSFER TO HOLD
9. EXPAND/AIM
10. RELEASE/FOLLOW THROUGH
11. FEEDBACK

**BY THE END OF TODAY’S ACTIVITY, WE WILL:**

- ▶ Review Archery Safety Range Rules and Whistle Commands
- ▶ Review NTS
- ▶ Know definition of Holding and how it improves a shot
- ▶ Shoot at a Target
- ▶ Be introduced to Stance, Nock, Hook and Grip
- ▶ Be introduced to the Stretch Band

#### RANGE SETUP FOR TODAY:

- ▶ Range Rules
- ▶ Equipment Form Available in the OAS Handbook
- ▶ Stretch Band
- ▶ Target Stand, Bale and Face
- ▶ Safety Net

#### DEBRIEF TOPIC:

Based on Search Institute 40 Developmental Assets® framework Positive Values

**Q** Explain how you cared for someone today.

continued on next page

**ACTIVITY:****Holding—(5 min.)**

**Definition:** the ability to brace the bow at full draw from the body's bone alignment.

**DRILL:****Transfer to Hold: Squeeze Drill—(10 min.)**

Materials—1 Stretch Band per Student

1. With a stretch band, go through the steps of shooting, up to Step 8: Transfer to Hold.
2. The instructor should then apply force to the drawing elbow toward the target while at the same time applying force to the bow hand away from the target to make the archer's arms come forward and collapse.
3. The archer should resist the force and remain stable.

**PRACTICE: (30 min.)**

Put it all together, and have each student practice at a bale.

**Closing Debrief and Guided Discussion (5 min.)**

**Caring is Asset 26 under Positive Values of Search Institute's 40 Developmental Assets**, the qualities, experiences, and relationships that help young people grow up healthy, caring, and responsible. Research shows that young people who place a high value on caring are more likely to promote and model positive rather than negative behaviors. About 50 percent of young people ages 11–18 say they place a high value on helping others, according to Search Institute surveys. If *everyone* cared for one another, the world would be a safer, happier, more peaceful place. Have students stand in a circle and everyone respond, starting with the coach/leader.

**Explain how you cared for someone today.****Activity Week 3 Preview****Stance, Nock, Hook and Grip**

**Demonstrate:** Ask for a 2nd year volunteer and show proper stance, nock an arrow, and position hand for hook and grip.



“Every job is a self-portrait of the person who does it. Autograph your work with excellence.”

Ted Key



**THANK YOU—CLEAN UP AND GOOD-BYE**

**#IAMHONORABLE**

**WELCOME** back, and today we will learn more about Stance, Nock, Hook and Grip Steps of NTS.

**Introductions:**

*Introduce group by having everyone in a standing circle, and discuss the concept of how practicing archery relates to personal power. When we learn to control our actions, we can do so in every aspect of life.*

“My name is \_\_\_\_\_  
and a time I had to exercise control is when \_\_\_\_\_  
I AM HERE TO DEMONSTRATE CONFIDENCE.”

**ACTIVITY:**  
**Archery Safety—(5 min.)**


Range Behavior—Range Rules—Whistle Commands

**Review RANGE Rules:**

Refer to Practice 1 and 2

**SUGGESTION**

**REVIEW** rules and ask all students to volunteer—fill in what may be missed.




**Review the WHISTLE Commands:**

Refer to Practice 1 and 2

**SUGGESTION**

**UTILIZE** 2nd and 3rd year students to demonstrate whistle commands.



**ACTIVITY:**  
**Review NTS**

**ACTIVITY:**  
**Warm-up and Stretch—(5 min.)**

1. Begin with a warm-up, like jogging or jumping jacks.
2. Stretch.

**ACTIVITY:**  
**Introduce, Explain, and Demonstrate Stance—(5 min.)**

**Definition:** Stance is the correct foot position of an archer.

The goal of stance is to provide a solid foundation for the shot.

An archer is most stable in an open stance.

**The Shot Process:**

1. Straddle the Shooting Line with 1 foot on either side.
2. Feet should be shoulder width apart.
3. Move the foot closest to the target back about 3 inches.
4. Turn the toes of both feet toward the target approximately 30 degrees.

**BY THE END OF TODAY’S ACTIVITY, WE WILL:**

- ▶ Review Archery Safety Range Rules and Whistle Commands
- ▶ Review NTS
- ▶ Know definition of Stance, Nock, Hook and Grip
- ▶ Shoot at a Target
- ▶ Be introduced to Posture/Alignment (Set), Raise Bow (Setup), Draw

**RANGE SETUP FOR TODAY:**

- ▶ Range Rules
- ▶ Equipment Form Available in the OAS Handbook
- ▶ Stretch Band
- ▶ Target Stand, Bale and Face
- ▶ Safety Net



**DEBRIEF TOPIC:**

 Based on Search Institute 40 Developmental Assets® framework Positive Identity

**Q What have you done today that you have never done or accomplished before?**

continued on next page

**DRILL:**

**Stance: Reset the Stance Drill—(10 min.)**

**PROCEDURE:**


1. Mark the foot position of an archer's proper stance using a marker, example: golf tees or tape.
2. On the count of 3 have all archers walk to the waiting line.
3. On the instructor's "go," have all archers return to the Shooting Line and get into their proper stance using a marker.
4. **REPEAT**

**ACTIVITY:**

**Introduce, Explain, and Demonstrate Nock—(5 min.)**

**Definition:** To nock an arrow is to securely place the arrow onto the bowstring. When an arrow is securely placed on the bowstring, the archer feels and/or hears the arrow "snap" into place.

**The Shot Process:**

1. Grasp the arrow below the nock. 
2. Bring the arrow up and over the bow and place it on the arrow rest.
3. Spin the arrow so the index vane points out or away from the riser toward the archer's body.
4. Push the nock into place on the bowstring directly below the nocking point.

**PRACTICE:**

Put it all together, and have each student shoot at least once.


**ACTIVITY:**

**Introduce, Explain, and Demonstrate Hook and Grip—(15 min.)**


The only 2 places archers touch the bow are the bowstring when they "hook" it and the grip when they "grip" it.

**Definition:** 1) **Hook** is when an archer curls 3 fingers around the bowstring directly beneath the arrow. 2) The **Grip** on a bow is where the archer places their hand on the bow.

**The Shot Process for Hook**

1. Curl the index, middle, and ring fingers around the bowstring underneath the arrow. 
2. Pull the bowstring back enough to apply a little tension.

**The Shot Process for Grip**

1. Center the meaty part of the thumb on the back of the bow grip. 
2. Point the thumb toward the target, and angle your knuckles 45 degrees. Check to make sure that the grip is relaxed.

**DRILL:**

**Hook: The Stretch Band Drill—(10 min.)**

Material: 1 Stretch Band per Student

**PROCEDURE:**

1. Step on one end of the stretch band, so that the band is under the ball of the foot and the other end is held with the draw hand.
2. Hook the fingers of the draw hand under the stretch band, as though it were the bowstring of the bow.
3. Keep the arm straight down the side of the body.

“When you have confidence, you can have a lot of fun. And when you have fun, you can do amazing things.”

Joe Namath

4. Raise the hand up along the body without bending the elbow, keeping the hand flat and relaxed.
5. **REPEAT.**

**PRACTICE:**

Put it all together, and have each student shoot at least once.

**Closing Debrief and Guided Discussion (5 min.)**

**Personal Power is Asset 37 of Search Institute's 40 Developmental Assets**, the qualities, experiences, and relationships that help young people grow up healthy, caring, and responsible. Young people are more likely to grow up healthy if they feel a sense of control over the things that happen to them. A sense of personal power gives young people the confidence to embrace positive attitudes and behaviors, and walk away from risky situations and behaviors.

**What have you done today that you have never done or accomplished before?**

**Activity Week 4 Preview****Set, Setup, and Draw**

Ask for a 2nd year volunteer to demonstrate Set, Setup, and Draw.

**THANK YOU—CLEAN UP AND GOOD-BYE**

**WELCOME** back, and today we will learn more about the Posture/Alignment, Raise Bow, and Draw steps of NTS.

**Introductions:**

“A leader I admire is \_\_\_\_\_ (and tell why).”

*(Coaches should lead a discussion on leadership roles appropriate to your program. Discuss team assignments to get in the mindset of different aspects of leadership.) Example: Team Captain, Club President, VP, Treasurer, etc....*


**ACTIVITY:**  
**Archery Safety—(5 min.)**

Range Behavior—Range Rules—Whistle Commands

**Review RANGE Rules:**

**SUGGESTION**


**REVIEW** rules and ask all students to volunteer—fill in what may be missed.



**Review the WHISTLE Commands:**

**SUGGESTION**

**UTILIZE** 2nd and 3rd year students to demonstrate whistle commands.



**ACTIVITY:**  
**Review NTS**

**ACTIVITY:**  
**Warm-up and Stretch—(5 min.)**

1. Begin with a warm-up, like jogging or jumping jacks.
2. Stretch.

**ACTIVITY:**  
**Introduce, Explain, and Demonstrate Set (Posture and Alignment)—(10 min.)**

**Definition:** The goal of Set is to prepare the archer to complete the rest of the shot process. Once the archer ensures his or her Stance and Hook and Grip are correct, the archer can use Set to establish posture and upper body alignment. Once those have been established, the archer turns his or her head toward the target.




**BY THE END OF TODAY’S ACTIVITY, WE WILL:**


- ▶ Review Archery Safety Range Rules and Whistle Commands
- ▶ Review NTS
- ▶ Know about Set, Setup and Draw
- ▶ Know about the Draw step of NTS
- ▶ Shoot at a Target
- ▶ Be introduced to Anchor and Transfer to Hold
- ▶ Have selected leadership roles within our team

**RANGE SETUP FOR TODAY:**

- ▶ Range Rules
- ▶ Equipment Form Available in the OAS Handbook
- ▶ NTS Outline
- ▶ Stretch Band
- ▶ Target Stand, Bale and Face
- ▶ Safety Net



**DEBRIEF TOPIC:**

 Based on Search Institute 40 Developmental Assets® framework Empowerment

**Q** How did you use an experience here to help someone else in the group?

continued on next page

**The Shot Process:**

1. Rotate the bow arm elbow away from the bowstring.
2. Turn head toward the target.

**DRILL:**

**Posture/Alignment: 1-2-3 Drill—(10 min.)**

**PROCEDURE:**

1. Stand up straight, and straddle an imaginary Shooting Line.
2. Hold your arms out from your body to form a “T.”
3. Turn your head toward the target while keeping your shoulders down.
4. Fold your draw arm at the elbow, and place your index finger in the corner of your mouth (the anchor point).
5. **REPEAT.**

**PRACTICE:**

Put it all together, and have each student practice.

**ACTIVITY:**

**Introduce, Explain, and Demonstrate Setup (Raise Bow)—(10 min.)**

**Definition:** The archer raises the bow in preparation for drawing back the bowstring. This gives the archer a sense of direction, by knowing where the bow is in relation to the target. While an archer is raising his or her bow, it is important to keep the rest of the body still in order to maintain proper stance, hook and grip.

**The Shot Process:**

1. Lift both arms up from the ground.
2. The bow arm is extended.
3. Stop when the bow hand is at shoulder height.
4. Keep the bow vertical.

**PRACTICE:**

Put it all together, and have each student shoot at least once.



**ACTIVITY:**

**Introduce, Explain, and Demonstrate Draw (Draw to Load)—(10 min.)**

**Definition:** The act of pulling the bowstring back in a straight line toward the face. The goal of Draw is to be seamless and smooth.



**The Shot Process:**

1. Pull the bowstring back toward the face.

**PRACTICE:**

Put it all together, and have each student shoot at least once.

“A leader is one who knows the way, goes the way, and shows the way.”

John C. Maxwell

**Closing Debrief and Guided Discussion (5 min.)**

**Service to Others is Asset 9** under Empowerment of Search Institute’s **40 Developmental Assets**, qualities, experiences, and relationships that help young people grow up healthy, caring, and responsible. Young people who serve others in the community for one or more hours a week are more apt to be respectful of others, helpful and kind, and patient. They also tend to value diversity. Have students stand in a circle and each student answer the question:

**How did you use an experience here to help someone else in the group?**

**Activity Week 5 Preview**

**Anchor, Transfer to Hold**

Demonstrate: Ask for a 2nd year volunteer, and show proper anchor and holding.

**THANK YOU—CLEAN UP AND GOOD-BYE**

#IAMALEADER

**WELCOME** back, and today we will learn more about the Anchor and Transfer to Hold steps of NTS.

**Introductions:**

Introduce group by having everyone in a standing circle.

“My name is \_\_\_\_\_.

**I AM HERE TO HELP DEMONSTRATE COMPETENCE.”**

(Each participant picks a number between 1 and 5 and then holds 1 hand up with that number. They must then share that number of things that they already know. For example, 3 fingers up and they must share: I learned to play piano, ride a horse and do the alphabet backwards. The intention is to demonstrate that each already comes to the group with a certain number of competencies.)

**ACTIVITY: Archery Safety—(5 min.)**

Range Rules and Whistle Commands

**Review RANGE Rules:**

**SUGGESTION**

**REVIEW** rules and ask all students to volunteer—fill in what may be missed.

**Review the WHISTLE Commands:**

**SUGGESTION**

**UTILIZE** 2nd and 3rd year students to demonstrate whistle commands and action.

**ACTIVITY: Review NTS**

**ACTIVITY: Warm-up and Stretch—(5 min.)**

1. Begin with a warm-up, like jogging or jumping jacks.
2. Stretch.

**ACTIVITY: Introduce, Explain, and Demonstrate Anchor—(10 min.)**



**Definition:** The archer should pull the bowstring back to a consistent anchor point every time to maintain accuracy. For beginning archers, the corner of the mouth is the recommended anchor point. As students progress, the anchor point shifts under the jaw as shown in picture. The top of the index finger should be under the jaw with the string firmly contacting the front of the nose and the corner of the chin.

**The Shot Process:**

1. Settle the index finger of the draw hand into the corner of the mouth.
2. Keep the draw hand relaxed and up against the face.

**BY THE END OF TODAY’S ACTIVITY, WE WILL:**

- ▶ Review Archery Safety Range Rules and Whistle Commands
- ▶ Review NTS
- ▶ Know and Understand the concepts of Anchor and Transfer to Hold and how it improves a shot
- ▶ Shoot at a Target
- ▶ Be introduced to Aim, Release/ Follow Through, and Feedback

**RANGE SETUP FOR TODAY:**

- ▶ Range Rules
- ▶ Equipment Form Available in the OAS Handbook
- ▶ NTS Outline
- ▶ Stretch Band
- ▶ Target Stand, Bale and Face
- ▶ Safety Net



**DEBRIEF TOPIC:**

Based on Search Institute 40 Developmental Assets® framework Social Competencies

**Q Can you tell us about a time when you had to resist peer pressure?**

continued on next page

**DRILL:****Anchor and Release: 1-2-3 Release Drill****PROCEDURE:**

1. Using a stretch band, go through the steps of shooting, up to Step 7: Anchor.
2. The draw hand should be flat and relaxed against the face with the index finger settled into the corner of the mouth.
3. Relax the fingers in the release motion while keeping the hand against the face. The hand should finish just behind the ear.
4. **REPEAT.**

**PRACTICE: (10 min.)**

Put it all together by practicing with a bow at a target.

**ACTIVITY:****Introduce, Explain, and Demonstrate Transfer to Hold—(10 min.)**

**Definition:** Transfer to hold moves the holding power from the archer's arms to his or her back muscles. This small movement may be seen with a slight motion of the draw elbow toward the archer's back. Hold is when the archer can brace the draw weight of a recurve bow.

**The Shot Process:**

Move the draw arm elbow slightly behind the arrow to brace the draw weight of the bow. The "tension" of holding the bow is now transferred from the shoulder and arm muscles to the back muscles.

**DRILL:****Holding Drill****PROCEDURE:**

1. Lie on left side with legs straight—  
For RH Archers
2. Lie on right side with legs straight—  
For LH Archers
3. Prop the upper body on the lower arm. The lower arm (support) represents the bow arm. If the arm is moved at all, the individual cannot support his or her weight.
4. Brace the core by contracting the abs forcefully.
5. Raise the hips until the body forms a straight line from the ankles to the shoulders.

**PRACTICE: (10 min.)**

Put it all together, and have each student shoot at least once.

**Closing Debrief and Guided Discussion (5 min.)**

**Resistance Skills is Asset 35 under Social Competencies of Search Institute's 40 Developmental Assets**, the qualities, experiences, and relationships that help young people grow up healthy, caring, and responsible. Young people who can resist negative peer pressure and dangerous situations are more likely to avoid risky behaviors and focus on positive attitudes. Briefly discuss how historical figures such as

“To accomplish great things, we must not only act, but also dream; not only plan, but also believe.”

Anatole France

Rosa Parks, Gandhi, etc....stood up for their values and resisted what everyone else was doing. Have students stand in a circle and each student answer the question:

**Can you tell us about a time when you had to resist peer pressure?**

**Activity Week 6 Preview****Aim (Expand/Aim), Release/Follow Through, Feedback**

Demonstrate: Ask for a 2nd year volunteer and show proper aim, release/follow through, and feedback.

**THANK YOU—CLEAN UP AND GOOD-BYE**

**#IAMCOMPETENT**



**WELCOME** back, and today we will learn more about the Expand/Aim, Release/Follow Through, and Feedback steps of NTS.

**Introductions:**

*Pair off students. Have them take turns discussing a time when they positively influenced a friend or peer.*


**“I AM HERE TO HELP DEMONSTRATE LEADERSHIP:”**

**ACTIVITY:**  
**Archery Safety—(5 min.)**

**Review RANGE Rules:**

**SUGGESTION**

**REVIEW** rules and ask all students to volunteer—fill in what may be missed.





**Review the WHISTLE Commands:**

**SUGGESTION**

**UTILIZE** 2nd year students to demonstrate action.

**UTILIZE** 3rd year student to demonstrate whistle.



**ACTIVITY:**  
**Warm-up and Stretch—(5 min.)**

1. Begin with a warm-up, like jogging or jumping jacks.
2. Stretch.

**ACTIVITY:**  
**Introduce, Explain, and Demonstrate Aim (Expand/Aim)—(20 min.)**

**Definition:** Aim is lining the arrow up to the target.

**The Shot Process:**

1. Place the point of the arrow on the intended target area.
2. Eye focus should be on the target.



**DRILL:**  
**Aim: Thumb Drill**

Materials:

- ▶ Tape or Target Pins for Each Target
- ▶ Paper Plate or Balloon for Each Target

**BY THE END OF TODAY’S ACTIVITY, WE WILL:**


- ▶ Review Archery Safety Range Rules and Whistle Commands
- ▶ Review feedback steps of NTS
- ▶ Know about the Aim (Expand/Aim), Release/Follow Through
- ▶ Shoot at a Target
- ▶ Be introduced to Archery Equipment and Care

**RANGE SETUP FOR TODAY:**

- ▶ Range Rules
- ▶ Equipment Form Available in the OAS Handbook
- ▶ NTS Outline
- ▶ Stretch Band
- ▶ Target Stand, Bale and Face
- ▶ Safety Net
- ▶ Balloons or Disposable Plates
- ▶ Target Pins



**DEBRIEF TOPIC:**

 Based on Search Institute 40 Developmental Assets® framework Empowerment

**Q** What are some ways you can get involved in school or in your community?

*continued on next page*

**PROCEDURE:**

1. Tape a balloon or paper plate to a target.
2. Raise the bow arm to shoulder height and give a thumbs up to the target.
3. Looking through the thumb, cover the paper plate or balloon with the thumb. Stare at the balloon or paper plate through the thumb with both eyes open.
4. Eye focus should be on the target.
5. Lower the bow arm and repeat.

**PRACTICE:**

Balloon Shoot. Balloons are a great way to have fun with shooting while not being overly distracted by aiming.

**ACTIVITY:****Introduce, Explain, and Demonstrate Release/Follow Through—(20 min.)**

**Definition:** Release occurs when the archer relaxes the tips of the fingers that are hooking the bowstring, allowing the bowstring to push the fingers out of the way. Follow through is the finish position.

**The Shot Process:**

1. Relax the fingertips to allow the bowstring to push the fingers out of the way.
2. Keep the bow arm up.
3. Finish the shot by allowing the draw hand to fall between the ear and the shoulder.

**DRILL:****Release: Slip Release Drill****PROCEDURE:**

1. Fold both arms at the elbow, and hook the index, middle, and ring fingers of both hands together.
2. Relax the fingers on the draw, while pulling the fingers apart to simulate the bowstring pushing the fingers out of the way upon release.
3. REPEAT.

**PRACTICE:**

Put it all together, and have each student shoot at least once.

**ACTIVITY:****Feedback—(10 min.)**

**Definition:** Feedback is the archer's reflection on the shot process and what he or she could do better or differently. The goal is to self-critique and to improve upon technique and focus.

**PROCEDURE:**

Pair off students. Have 1 student shoot while the other observes. Switch places. Have each student self-critique and compare notes.

**PRACTICE: (15 min.)**

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Maya Angelou

**Closing Debrief and Guided Discussion (5 min.)**

Youth as Resources is Asset 8 under Empowerment of Search Institute's 40 Developmental Assets, the qualities, experiences, and relationships that help young people grow up healthy, caring, and responsible. Research shows when young people have useful roles in their community they feel good about themselves and their future, do better in school, and get into less trouble. Everyone deserves to have their voice heard and appreciated.

**What are some ways you can get involved in school or in your community?**

**Activity Week 7 Preview****Archery Equipment and Proper Care****THANK YOU—CLEAN UP AND GOOD-BYE**

#IAMALEADER

**WELCOME** back, and today we will learn more about the parts of the bow and arrows.

**Introductions:**

*The range has a clear set of rules and consequences that are applied consistently. Looking out for each other, for the equipment and property, shows respect. Work with your team to understand clear rules and norms about appropriate behavior.*


“I AM HERE TO HELP DEMONSTRATE RESPECT.”

**ACTIVITY:**  
Archery Safety—(5 min.)

Review **RANGE** Rules:

**SUGGESTION**

REVIEW rules and ask all students to volunteer—fill in what may be missed.





Review the **WHISTLE** Commands:

**SUGGESTION**

UTILIZE 2nd year students to demonstrate action.

UTILIZE 3rd year student to demonstrate whistle.



**ACTIVITY:**  
Review parts of the Bow—(5 min.)

**ACTIVITY:**  
Review parts of the Arrow—(5 min.)

**ACTIVITY:**  
Basic Care and Repairs—(15 min.)

Review all equipment with the students, discussing things to inspect on the bow prior to use, common problems, and basic care/repair.

**ACTIVITY:**  
Warm-up and Stretch—(5 min.)

1. Begin with a warm-up, like jogging or jumping jacks.
2. Stretch.

**PRACTICE: (10 min.)**

Have the students inspect all the equipment, do basic care and repairs.

BY THE END OF TODAY’S ACTIVITY, WE WILL:

- ▶ Review Archery Safety Range Rules and Whistle Commands
- ▶ Review parts of the bow and arrow
- ▶ Shoot at a Target
- ▶ Be introduced to Eye Control

RANGE SETUP FOR TODAY:

- ▶ Range Rules
- ▶ Equipment Form Available in the OAS Handbook
- ▶ NTS Outline
- ▶ Stretch Band
- ▶ Target Stand, Bale and Face
- ▶ Safety Net



**DEBRIEF TOPIC:**

Based on Search Institute 40 Developmental Assets® framework Boundaries and Expectations

**Q** Knowing that respect is important, tell us about a rule and consequence here at school.

continued on next page

**PRACTICE: (15 min.)**

Have the students practice shooting and/or continue Equipment Review below.

**Equipment Use**

1. **Remember range rules**—Arrow should be in quiver until told to shoot, and bow should always be pointed down range.
2. **Dry fire**—A dry fire is when you release the bow string from full draw without an arrow. This damages the equipment and should not be done.
3. **High draw**—An archer should not point the bow high as they draw. With proper technique, the bow should stay relatively level.
4. **“Let down”**—If a student is at full draw and you say to “let down” that means to let the bow string down without letting go. This is important when doing form corrections and you need the student to start the shot over.
5. **Pulling Arrows**—4 steps to pulling arrows: 1 hand on the target near the base of arrow; other hand grabs the base of arrow; most importantly, check behind that it is clear, and pull out the arrow slowly.
6. **Finger Tab**—This is worn on the archer’s draw hand.
7. **Arm Guard**—This is worn on the archer’s bow arm and will protect it from the string.
8. **Quiver**—This holds the archer’s arrows and is worn at the hip, typically by the dominant hand.



9. **Nock**—Be sure to hear the arrow click onto the string. It should go right underneath the nock locator with the index vane pointing toward you.
10. **Hook and grip**—Archers should do their hook first. 2 fingers go under the arrow and 1 goes on top. The thumb and pinky should be tucked back so that they do not get in the way. The string should basically sit in the first groove of the fingers. Remember to keep the back of the hand flat. Then do the grip. The bow hand goes into the grip with the knuckles at a 45° angle. The grip should press against the pressure point which is the area at the base of the thumb. The hand should be aligned so that the thumb points down range and the bow force lines up with the arm.

**Closing Debrief and Guided Discussion (5 min.)**

**School Boundaries is Asset 12 under Boundaries and Expectations of Search Institute’s 40 Developmental Assets**, the qualities, experiences, and relationships that help young people grow up healthy, caring, and responsible. Young people who attend schools with clear rules and consequences are more likely to display positive behaviors and attitudes, rather than engage in risky behaviors. Have students stand in a circle, and have everyone respond, starting with the coach/leader:

**Knowing that respect is important, tell us about a rule and consequence here at school.**

“Give to every other human being every right that you claim for yourself.”

Thomas Paine

**Activity Week 8 Preview****Eye Control**

Ask for a 2nd year student to help demonstrate.



**THANK YOU—CLEAN UP AND GOOD-BYE**

**#IAMRESPECTFUL**

**WELCOME** back, and today we will learn more about eye control and the National Training System (NTS).

**Introductions:**

Have students form small groups. Ask them to develop a 1-minute or less skit about responsibility. Have each group present their skit in less than 5 minutes. Have the groups point out the responsible behavior.

**“I AM HERE TO HELP DEMONSTRATE HONOR.”**

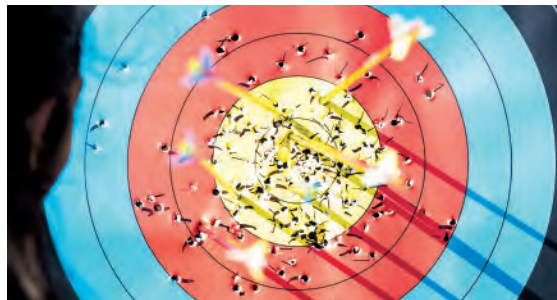
**ACTIVITY:**  
**Archery Safety—(5 min.)**

Range Behavior—Range Rules—Whistle Commands

**Review RANGE Rules:**

**SUGGESTION**

**REVIEW** rules and ask all students to volunteer—fill in what may be missed.



**Review the WHISTLE Commands:**

**SUGGESTION**

**UTILIZE** 2nd year students to demonstrate action.

**UTILIZE** 3rd year student to demonstrate whistle.

**ACTIVITY:**  
**Review NTS**

**ACTIVITY:**  
**Warm-up and Stretch—(5 min.)**

1. Begin with a warm-up, like jogging or jumping jacks.
2. Stretch.



**BY THE END OF TODAY’S ACTIVITY, WE WILL:**

- ▶ Review Archery Safety Range Rules and Whistle Commands
- ▶ Review NTS
- ▶ Know definition of Eye Control and how it affects a shot
- ▶ Shoot at Target
- ▶ Be introduced to the concept of Shot Rhythm

**RANGE SETUP FOR TODAY:**

- ▶ Range Rules
- ▶ Equipment Form Available in the OAS Handbook
- ▶ NTS Outline
- ▶ Stretch Band
- ▶ Target Stand, Bale and Face
- ▶ Safety Net

**DEBRIEF TOPIC:**

Based on Search Institute 40 Developmental Assets® framework Positive Values

**Q** Tell everyone how you took responsibility today.

continued on next page

**ACTIVITY:****Eye Control—Principle of Eye Control—(10 min.)**

**Definition:** The position of our eyes can influence our body position. Today we are focusing on biomechanics and understanding how to properly set up our body to make the best shots we can. To start, we have a neat activity about the Principle of Eye Control.

1. Demonstrate with a volunteer. Have the student face you and stick their arms out to their sides. Now gently try to push their arms down (push down from the wrists) while they try to keep them up. Next, keep their head facing you and have them look out of the corners of their eyes. Again push down on their arms, but this time they will find it very difficult to keep them up.
2. Students try it: have them pair up to try it with each other.
3. This drill teaches us 2 things:
  - a. If a tiny thing like eye position can have a big impact upon the rest of our body, what about our posture, scapula movement, or the muscles we use? Therefore, training aids are very important. Archery is especially challenging because it involves a lot of body awareness and control. We need these training aids to help us understand how our body works and to train it to perform these movements with a high level of control.

- b. In terms of archery, the Principle of Eye Control shows how important head position is. If the head is set in an awkward position that has us looking out of the corners of our eyes, then that will affect the rest of our body.

**DRILL:****Address the Target—(5 min.)**

1. Divide students into pairs.
2. Have students face each other, eyes forward with feet straddling the shooting line.
3. Have 1 student hold their arms out at shoulder height forming a T.
4. Have the other student attempt to push down their arms.
5. Next, have the student look at the target by shifting the eyes. The head remains facing the other student.
6. Again, have the other student attempt to push down their arms.

**PRACTICE: (30 min.)**

Have the students practice shooting.



“No person was ever honored for what he received. Honor has been the reward for what he gave.”

Calvin Coolidge

**Closing Debrief and Guided Discussion (5 min.)**

**Responsibility is Asset 30 under Positive Values of Search Institute’s 40 Developmental Assets**, the qualities, experiences, and relationships that help young people grow up healthy, caring, and responsible. Research shows that young people are more likely to succeed if they accept and take personal responsibility for their actions. Have students stand in a circle and everyone respond, starting with the coach/leader.

**Tell everyone how you took responsibility today.**

**Activity Week 9 Preview****Shot Rhythm**

Ask for a 2nd year volunteer and demonstrate.

**THANK YOU—CLEAN UP AND GOOD-BYE**

**#IAMHONORABLE**

**WELCOME** back, and today we will learn more about Shot Rhythm and the National Training System (NTS).

### Introductions:

*Introduce students to the Shot Rhythm.*

**“I AM HERE TO HELP DEMONSTRATE COMPETENCE.”**

### Today’s activity is called All Aboard:

Participants are challenged to get the group to balance on a 2'x2' chalk box drawn on pavement (known as the “platform”) and hold a position for at least 5 seconds. Extend time for greater sense of team effort.

### ACTIVITY: Archery Safety—(5 min.)

### Review RANGE Rules:

SUGGESTION

**REVIEW** rules and ask all students to volunteer—fill in what may be missed.



### Review the WHISTLE Commands:

SUGGESTION

**UTILIZE** 2nd year students to demonstrate action.


**UTILIZE** 3rd year student to demonstrate whistle.

### ACTIVITY: Review NTS

### ACTIVITY: Warm-up and Stretch—(5 min.)

1. Begin with a warm-up, like jogging or jumping jacks.
2. Stretch.

### DEBRIEF TOPIC:

 Based on Search Institute 40 Developmental Assets® framework Social Competencies

**Q** When 2 young people argue, it is best to stop and take a deep breath. Once they’re calmer, they can think about why they are mad, before they start talking again. Being calm helps to focus on the solution and not on attacking one another. **Have students discuss a situation where this can come into play.**

### BY THE END OF TODAY’S ACTIVITY, WE WILL:

- ▶ Review Archery Safety Range Rules and Whistle Commands
- ▶ Review NTS
- ▶ Know definition of Shot Rhythm and how it improves a shot
- ▶ Shoot at a Target
- ▶ Be introduced to Aiming

### RANGE SETUP FOR TODAY:

- ▶ Range Rules
- ▶ Equipment Form Available in the OAS Handbook
- ▶ NTS Outline
- ▶ Stretch Band
- ▶ Target Stand, Bale and Face
- ▶ Safety Net
- ▶ Shot Timing Sheet (1 per student) Available in the OAS Handbook



continued on next page

**ACTIVITY:**  
**Shot Rhythm Practice—(50 min.)**

**Definition:** Shots should have the same rhythm each time, so that your body is consistent with every shot. The shot should be slow enough that each step is being completed properly, but fast enough so that it remains efficient and not overly careful.

1. So far, we have been emphasizing each of the NTS steps and breaking them down to examine more closely. Now we are going to tie it all together into one smooth shot. Shots should have the same rhythm each time so that your body is consistent with every shot. The shot should be slow enough that each step is being completed properly, but fast enough so that it remains efficient and not overly careful.
2. Also, after Holding is taken, the release should occur within 3 seconds. Any longer and the mind will lose focus.

**DRILL:**  
**Shot Timing**

1. Have archers pair up.
2. 1 archer will shoot, while the other will time from Holding to release.
3. Have the archer record the time on the sheet.
4. Switch and repeat.

**Closing Debrief and Guided Discussion (5 min.)**

**Peaceful Conflict Resolution is Asset 36 under Social Competencies of Search Institute's 40 Developmental Assets**, the qualities, experiences, and relationships that help young people grow up healthy, caring, and responsible. When 2 young people argue, it is best to stop and take a deep breath. Once they're calmer, they can think about why they are mad, before they start talking again. Being calm helps to focus on the solution and not on attacking one another.

**Have students discuss a situation where this can come into play.**



**“Competence is a great creator of confidence.”**

Mary Jo Putney

**Activity Week 10 Preview****How do I Aim?**

Ask for a 2nd year volunteer and demonstrate.



**THANK YOU—CLEAN UP AND GOOD-BYE**

**#IAMCOMPETENT**



**WELCOME** back, and today we will learn about basic aim and sight use and the National Training System (NTS).

**Introductions:**

Introduce group by having everyone in a standing circle.

“My name is \_\_\_\_\_ and a person that shows leadership is \_\_\_\_\_ (and they tell why).”

**I AM HERE TO HELP DEMONSTRATE CONFIDENCE.”**

(The “trust-fall” activity helps build trust. Have participants stand a few feet from each other, with 1 person standing upright with feet together and back to their partner. With hands across their chest and resting on their shoulders, the faller proceeds to drop back, leaving their partner—hands extended—to catch them. Participants should take turns in both roles. Alternately, both partners face each other, extend their arms, and fall toward each other, connecting hands.)



**ACTIVITY:**  
**Archery Safety—(5 min.)**

Range Behavior—Range Rules—Whistle Commands

**Review RANGE Rules:**

**SUGGESTION**

**REVIEW** rules and ask all students to volunteer—fill in what may be missed.

**Review the WHISTLE Commands:**

**SUGGESTION**

**UTILIZE** 2nd year students to demonstrate action.

**UTILIZE** 3rd year student to demonstrate whistle.

**ACTIVITY:**  
**Review NTS**

**ACTIVITY:**  
**Warm-up and Stretch—(5 min.)**

1. Begin with a warm-up, like jogging or jumping jacks.
2. Stretch.

**BY THE END OF TODAY’S ACTIVITY, WE WILL:**


- ▶ Review Archery Safety  
Range Rules and Whistle Commands
- ▶ Review NTS
- ▶ Know more about aiming, the shot cycle, sight use, string alignment/blur, eye focus and timing
- ▶ Shoot at a Target
- ▶ Be introduced to Back Tension and Movement

**RANGE SETUP FOR TODAY:**

- ▶ Range Rules
- ▶ Equipment Form  
Available in the OAS Handbook
- ▶ NTS Outline
- ▶ Stretch Band
- ▶ Target Stand, Bale and Face
- ▶ Safety Net



**DEBRIEF TOPIC:**

 Based on Search Institute 40 Developmental Assets® framework Positive Identity

**Q Share something that shows your BEST SELF either here at school or other activities you do. Sharing your best self is a way of feeling good about what you do and what you can accomplish.**

continued on next page

**ACTIVITY:****Aiming—(15 min.)**

**Discussion:** “When do you think aiming occurs during the shot cycle?”

Answer: Aiming should not start until after you have taken Holding and should last at most 3 seconds, as any longer and the mind will become distracted and lose focus. It is crucial that you continue to focus on your form and not become distracted with over-aiming. Think of how you throw a football. It is your body that makes the shot and not your mind alone.

**PRACTICE:**

Put it all together, and have each student practice.

**ACTIVITY:****Sight Use—(10 min.)**

Move the sight in the direction of your groups (i.e., if the arrows are landing high, move the sight up; and if the arrows are landing to the left, move the sight to the left).

1. Focus on form and shooting groups. You don't want to chase your arrows around with your sight, but rather make small deliberate adjustments (unless the sight setting is way off).
2. Write down your sight setting so that you have it for future practices.
3. Keep the target in focus, not the sight pin. Eye focus should be kept on the target until the end of the follow-through.

**PRACTICE:**

Put it all together, and have each student practice.

**ACTIVITY:****String Alignment/Blur—(15 min.)**

**Discussion:** “Is it enough to aim with the sight pin on the target?”

Answer: No, you need a rear sight. The sight pin may be on the target, but if the back of the arrow (your anchor) is not aligned, then the shot will not go where your sight is aiming.

1. A consistent anchor and body position is most important. Another factor is string alignment/blur. When you anchor, the string will touch your face and will make a blurry line in your vision. For a right-handed archer, this blur should go just to the right of the sight pin. Archers should not micro-manage this, but rather if their form is good it will consistently line up without extra effort. The first several tries might take some adjusting, so restart your shot if it is off, and try again.
2. All other form concepts (Posture, Holding, Alignment, etc.) should not be compromised.

**PRACTICE:**

Put it all together, and have each student shoot at least once.

**Activity Week 11 Preview****Back Tension and Movement**

Demonstrate: Ask for a 2nd year volunteer to demonstrate.

“Each time we face our fear, we gain strength, courage, and confidence in the doing.”

Theodore Roosevelt

**Closing Debrief and Guided Discussion (5 min.)**

**Self-Esteem is Asset 38 under Positive Identity of Search Institute's 40 Developmental Assets**, the qualities, experiences, and relationships that help young people grow up healthy, caring, and responsible. Young people who feel good about themselves have positive relationships with parents and peers, increased academic achievement, and a decreased susceptibility to negative peer pressure. Loving yourself is as important as loving other people. Have students stand in a circle and everyone answer the question, starting with the coach/leader:

**Share something about your BEST SELF that you are really good at.**

**THANK YOU—CLEAN UP AND GOOD-BYE**

**#IAMCONFIDENT**

**WELCOME** back, and today we will learn more about Holding and the National Training System (NTS).

**Introductions:**

Introduce group by having everyone in a standing circle.

“My name is \_\_\_\_\_ and today

**I AM HERE TO HELP DEMONSTRATE RESPECT.”**

**Today’s activity is called People 2 People—** Have everyone get a partner. Stand in a circle of pairs, with the facilitator in the middle. Call out things like “hand to hand,” “back to back,” “finger to finger,” “shoes to shoes,” “elbow to elbow”—depending on age. The pairs perform each task; when the next 1 is called, they can release the previous position. After a few calls, shout out “People 2 People” and everyone finds a new partner, forming a new circle of pairs. The participant in the middle also finds a partner, leaving 1 extra to be the new caller. This is a de-inhibiter as it gets participants touching in a safe and respectful manner during play, helping to break down barriers.



**ACTIVITY:**  
**Archery Safety—(5 min.)**

Range Behavior—Range Rules—Whistle Commands

**Review RANGE Rules and WHISTLE Commands:**

**SUGGESTION**

**UTILIZE** 2nd year students to demonstrate action.

**UTILIZE** 3rd year student to demonstrate whistle.



**ACTIVITY:**  
**Review NTS**

**ACTIVITY:**  
**Warm-up and Stretch—(5 min.)**

1. Begin with a warm-up, like jogging or jumping jacks.
2. Stretch.



**BY THE END OF TODAY’S ACTIVITY, WE WILL:**

- ▶ Review Archery Safety  
Range Rules and Whistle Commands
- ▶ Review NTS
- ▶ Know definition of Back Tension and Movement and how it improves a shot
- ▶ Shoot at a Target
- ▶ Be introduced to Feedback

**RANGE SETUP FOR TODAY:**

- ▶ Range Rules
- ▶ Equipment Form  
Available in the OAS Handbook
- ▶ NTS Outline
- ▶ Stretch Band
- ▶ Target Stand, Bale and Face
- ▶ Safety Net
- ▶ Balloons



**DEBRIEF TOPIC:**

Based on Search Institute 40 Developmental Assets® framework Boundaries and Expectations

**Q** Part of our lives is being a part of our community, school, or neighborhood. Tell us how you can be responsible in one of these areas of your life.

continued on next page

**ACTIVITY:**  
**Back Tension and Scapula Movement—**  
**(20 min.)**

**Definition:** The transfer of weight to our back muscles during the shot process.

**DRILL:**  
**Back Tension**

1. Place your draw hand on your chest with your draw elbow parallel to the ground.
2. Move your draw elbow back without moving the hand on your chest.
3. Place your bow hand on your back near your draw side scapula.
4. Come to the Setup position with your draw side.
5. Load and feel your scapula move with your bow hand.
6. Continue the shot to follow-through.
7. At the end of follow-through, archer should still feel their back tension.

**GAME:**  
**Balloon Shoot—(30 min.)**

1. Balloons are a great way to have fun with shooting while not being overly distracted by aiming. Students may blow up balloons and put them on their target.
2. This activity gives students an opportunity to assess student form and progress.

**Closing Debrief and Guided Discussion**  
**(5 min.)**

**Neighborhood Boundaries is Asset 13 under Boundaries and Expectations of Search Institute's 40 Developmental Assets**, the qualities, experiences, and relationships that help young people grow up healthy, caring, and responsible. Research shows that young people will focus more of their energy on positive activities than on negative ones, if they live in a neighborhood in which neighbors take responsibility for monitoring young people's behavior. Have students stand in a circle and everyone answer the questions, starting with the coach/leader.

Part of our lives is being a part of our community, school, or neighborhood—Do you know what boundaries are? Do you care for your neighborhood, community, and school and how other young people behave there? How can you be responsible in one of these areas of your life?

**(Have student state “I am respectful because...” using the example they have shared.)**

**Activity Week 12 Preview**

**Feedback**

Analyze relationships between form and results on the target and cooperate with team to accomplish goal.

“I firmly believe that respect is a lot more important, and a lot greater, than popularity.”

Julius Erving



**THANK YOU—CLEAN UP AND GOOD-BYE**

**#IAMRESPECTFUL**

**WELCOME** back, and today we will learn more about Feedback and the National Training System (NTS).

**Introductions:**

Introduce group by having everyone in a standing circle and playing the name game.

“My name is \_\_\_\_\_ and today

I AM HERE TO DEMONSTRATE COMPETENCE.”

**ACTIVITY:**

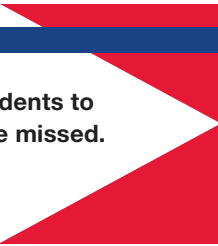
**Archery Safety—(5 min.)**

Range Behavior—Range Rules—Whistle Commands

**Review RANGE Rules:**

**SUGGESTION**

**REVIEW** rules and ask all students to volunteer—fill in what may be missed.





**Review the WHISTLE Commands:**

**SUGGESTION**

**UTILIZE** 2nd year students to demonstrate action.

**UTILIZE** 3rd year student to demonstrate whistle.




**ACTIVITY:**  
**Review NTS**

**ACTIVITY:**  
**Warm-up and Stretch—(5 min.)**

1. Begin with a warm-up, like jogging or jumping jacks.
2. Stretch.

**DEBRIEF TOPIC:**

 Based on Search Institute 40 Developmental Assets® framework Social Competencies


**Q** Committing to participate in competition events involves planning and preparation, decision making and choices. Please share a decision you need to make, then rank how important it is to a future goal. (Have student state “I am competent because...” using the example they have shared.)

**BY THE END OF TODAY’S ACTIVITY, WE WILL:**

- ▶ Review Archery Safety Range Rules and Whistle Commands
- ▶ Know more about Feedback
- ▶ Identify and Analyze relationship between form and results on the target
- ▶ Cooperate with team to accomplish goal
- ▶ Be introduced to Scoring and Competition

**RANGE SETUP FOR TODAY:**

- ▶ Range Rules
- ▶ Equipment Form Available in the OAS Handbook
- ▶ NTS Outline
- ▶ Stretch Band
- ▶ Target Stand, Bale and Face
- ▶ Safety Net
- ▶ Feedback Form Available in the OAS Handbook



continued on next page

**ACTIVITY:  
Form and Feedback—(20 min.)**

Discuss the connections that archers can find between their form and where their arrows land on the target.

**PRACTICE: Shot Plots**

Pass out Shot Plots sheet, and have students get into pairs. During practice students should plot each arrow on their sheet and include form observations on the shots.

**ACTIVITY:  
Game—21—(25 min.)**

21 is a fun game to build teamwork. Teams of 3 archers get 2 arrows each and must shoot 21 points exactly. Each ring color is a set amount of points (gold is 5, red is 4, blue is 3, black is 2, and white is 1). This game is especially great for every skill level because each score is valuable.

**PROCEDURE:**

1. Have the class get into teams of 3.  
Each archer will get to shoot 2 arrows.
2. Each colored ring is a score.
  - a. Gold is 5 points
  - b. Red is 4
  - c. Blue is 3
  - d. Black is 2
  - e. White is 1
6. The teams must get a combined score of exactly 21 during that end. Each time a team gets exactly 21 during an end, they get a Game Point. You can play until a certain number of Game Points or see who has the most at the end.

**Closing Debrief and Guided Discussion  
(5 min.)**

**Planning and Decision Making is Asset 32 under Social Competencies of Search Institute's 40 Developmental Assets**, the qualities, experiences, and relationships that help young people grow up healthy, caring, and responsible. Research shows that young people who learn to make good decisions and plan ahead do better in school, are less likely to engage in drinking, smoking, or using other drugs, and are better able to accomplish more of what they want. Have students stand in a circle and everyone respond, starting with the coach/leader.

Committing to participate in competition events involves planning and preparation, decision making and choices. Please share a decision you need to make, then rank how important it is to a future goal.

**(Have student state “I am competent because…” using the example they have shared.)**

**Activity Week 13 Preview**

- ▶ **Introduce Scoring Basics**
- ▶ **Introduce Competition format within OAS**
  - Ranking Round
  - Team Round
  - Olympic Round

“Trust has two dimensions: competence and integrity. We will forgive mistakes of competence. Mistakes of integrity are harder to overcome.”

Simon Sinek



**THANK YOU—CLEAN UP AND GOOD-BYE**

**#IAMCOMPETENT**

**WELCOME** back, and today we will learn more about Scoring basics and competition.

**Introductions:**

*Introduce group by having everyone in a standing circle and playing the name game.*

“My name is \_\_\_\_\_ and today

**I AM HERE TO DEMONSTRATE HONOR.”**

**ACTIVITY:**

**Archery Safety—(5 min.)**

Range Behavior—Range Rules—Whistle Commands

**Review RANGE Rules:**

**SUGGESTION**

**REVIEW** rules and ask all students to volunteer—fill in what may be missed.



**Review the WHISTLE Commands:**

**SUGGESTION**

**UTILIZE** 2nd year students to demonstrate action.

**UTILIZE** 3rd year student to demonstrate whistle.



**ACTIVITY:**  
**Review NTS**

**ACTIVITY:**  
**Warm-up and Stretch—(5 min.)**

1. Begin with a warm-up, like jogging or jumping jacks.
2. Stretch.



**BY THE END OF TODAY’S ACTIVITY, WE WILL:**

- ▶ Review Archery Safety Range Rules and Whistle Commands
- ▶ Review NTS
- ▶ Know more about Scoring and competition
- ▶ Be introduced to Qualifications/ Ranking Round

**RANGE SETUP FOR TODAY:**

- ▶ Range Rules
- ▶ Equipment Form Available in the OAS Handbook
- ▶ NTS Outline
- ▶ Stretch Band
- ▶ Target Stand, Bale and Face
- ▶ Safety Net



**DEBRIEF TOPIC:**

Based on Search Institute 40 Developmental Assets® framework Positive Values

**Q** Ask students or participants to tell about a time when they acted with integrity, even though it was difficult. Congratulate each person.

continued on next page

**ACTIVITY:**  
**Scoring Basics—(20 min.)**

**Target Face:**

- ▶ Target face goes from 1–10 Points
- ▶ X-ring—innermost ring in the gold

**Rules:**

- ▶ If an arrow touches the line, then it goes to the higher score.
- ▶ Each group of arrows we shoot is known as an end.
- ▶ First write down the scores from highest to lowest.
- ▶ 2 archers will write down scores on score cards.
- ▶ Another archer calls out scores. (Each person scoring should be recording for each archer.)
- ▶ The last double checks.
- ▶ 2 score cards are used to double check the math and scores.
- ▶ If an archer misses the scoring rings on the target, then it is written down as an “M.”

**PRACTICE:**

Have students shoot several ends. After each end, have the archers practice scoring.  
**Tip:** Mix up experienced and inexperienced archers, so that new archers can learn from the experienced ones.

**ACTIVITY:**  
**Introduction to Competition Formats—(25 min.)**

- ▶ Ranking Round
- ▶ Team Round
- ▶ Olympic Round
- ▶ Use Target Face for High School
- ▶ Use Target Face for Middle School
- ▶ 9 meters distance for Middle School
- ▶ 18 meters distance for High School

**GAME:**  
**King of the Hill**

1. Have the students get into teams of 3. Each archer will shoot 2 arrows. They must shoot 1 at a time, so it is important to decide which side they will enter/exit from so that they do not run into each other.
2. Each match will consist of 1 end. Each end is 2 minutes.
3. The winning team moves to the bale on their right. The losing team stays. The goal is to get to the “top of the hill,” which is the furthest right bale. Any team that loses at the “top” of the hill goes all the way down to the left.
4. Play until time is finished.

**Activity Week 14 Preview**  
**Qualification/Ranking Round**

“Dignity does not consist in possessing honors, but in deserving them.”

Aristotle

**Closing Debrief and Guided Discussion (5 min.)**

**Integrity is Asset 28** under Positive Values of Search Institute’s 40 Developmental Assets, the qualities, experiences, and relationships that help young people grow up healthy, caring, and responsible. Research shows that young people who have honor feel good about themselves, make thoughtful decisions, and lead others through their positive influence. Have students stand in a circle and each person speaks, starting with the coach/leader.

**Ask students or participants to tell about a time when they acted with integrity, even though it was difficult. Congratulate each person. I am honorable because...(using the example they have shared).**

**THANK YOU—CLEAN UP AND GOOD-BYE**

**#IAMHONORABLE**



**WELCOME** back, and today we will learn about Qualification/Ranking Round.

**Introductions:**

Introduce group to “Things I Do Well” by having everyone in a standing circle.

This introductory activity reminds youth of their strengths.

Every participant should have a pen and paper. Each participant has 15 seconds to tell their partner a set number of things they do well. The recipient will write down what they hear. This list is to be taken home and placed somewhere convenient where they can be reminded of their strengths on a regular basis.

The list can be specific and include things done well personally, in sports, and/or in school.

Desired results: Seeing the list every day will help youth feel a greater sense of confidence, pride, and accomplishment.



For this practice, ask 2nd and 3rd year students to help beginner archers with scoring. This will give the 2nd and 3rd year students a sense of purpose, as well as model what it means to help others.

I AM CONFIDENT BECAUSE \_\_\_\_\_.

**ACTIVITY:**  
**Archery Safety—(5 min.)**

Range Behavior—Range Rules—Whistle Commands

**Review RANGE Rules:**

**SUGGESTION**

**REVIEW** rules and ask all students to volunteer—fill in what may be missed.

**Review the WHISTLE Commands:**

**SUGGESTION**

**UTILIZE** 2nd year students to demonstrate action.

**UTILIZE** 3rd year student to demonstrate whistle.

**BY THE END OF TODAY’S ACTIVITY, WE WILL:**

- ▶ Review Archery Safety Range Rules and Whistle Commands
- ▶ Review NTS
- ▶ Complete a qualification/ranking round
- ▶ Shoot at a Target
- ▶ Be introduced to Team Rounds

**RANGE SETUP FOR TODAY:**

- ▶ Range Rules
- ▶ Equipment Form Available in the OAS Handbook
- ▶ NTS Outline
- ▶ Stretch Band
- ▶ Target Stand, Bale and Face
- ▶ Safety Net
- ▶ Ranking Round Score Card Available in the OAS Handbook
- ▶ Clipboards
- ▶ Pen or Pencil



**DEBRIEF TOPIC:**

 Based on Search Institute 40 Developmental Assets® framework Positive Identity

**Q** Ask young people what inspires or excites them. How can you use concepts from 1 of our other values to grow or learn? (Have student state “I am confident because...” using the example they have shared.)

continued on next page

**ACTIVITY:**  
**Review NTS****ACTIVITY:**  
**Warm-up and Stretch—(5 min.)**

1. Begin with a warm-up, like jogging or jumping jacks.
2. Stretch.

**ACTIVITY:**  
**Ranking Round—(40 min.)****Rules:**

1. Have score cards, clipboards, and pens or pencils ready.
2. Give the students 2 ends of official practice.
3. Start scoring—36 arrows. 12 ends of 3 arrows (2 minutes per end) OR 6 ends of 6 arrows (4 minutes per end).
4. Once all scores are collected, archers will be ranked from highest to lowest.
5. If archers have the same score, then ties are broken by comparing the number of 10s shot by each archer. The archer with the highest total number of 10s is ranked higher. Note that Xs also count as 10s. Should archers be tied, a single arrow shoot-off will be required.
6. Official copy of score card stays with you, and participants keep the archer's copy.

7. For single arrow shoot off, each archer shoots 1 arrow (40 sec.). The archer with the highest score wins the tie breaker. If the score remains the same, the arrow closest to the center of the target face wins.

**Closing Debrief and Guided Discussion**  
**(5 min.)**

**Sense of Purpose is Asset 39 under Positive Identity of Search Institute's 40 Developmental Assets**, the qualities, experiences, and relationships that help young people grow up healthy, caring, and responsible. Research shows young people who have a sense of purpose feel good about themselves, get along better with their parents, and get into less trouble. About 57 percent of young people ages 11–18 say their life has a purpose, according to Search Institute surveys. For those who do not, caring adults can help them identify what matters most to them and what they find meaningful. Have students stand in a circle and each person answer the question, starting with the coach/leader.

**Ask young people what inspires or excites them. How can you use concepts from one of our other values to grow or learn? (Have student state "I am confident because..." using the example they have shared.)**

“One important key to success is self-confidence. An important key to self-confidence is preparation.”

Arthur Ashe

**Activity Week 15 Preview****Team Rounds**

**THANK YOU—CLEAN UP AND GOOD-BYE**

**#IAMCONFIDENT**

**WELCOME** back, and today we will learn about Team Rounds.

“My name is \_\_\_\_\_ and

**I AM HERE TO DEMONSTRATE EMPOWERMENT THROUGH LEADERSHIP.”**

(Have all participants stand in a circle, facing inward—right foot into circle. Tell everyone to reach their right arm toward the center and grab someone else’s hand. Make sure no one grabs the hand of the person right next to them. Next, have everyone reach their left arm in and grab someone else’s hand. Again, make sure it’s not the person right next to them. Now, the fun begins! The participants need to work together to untangle the human knot without letting go of any hands. The goal is to end up in a perfect circle again. They can go over or under each other’s arms, or through legs if needed! Encourage them to do whatever they want, as long as they don’t break the chain in the process.)



**ACTIVITY:**  
**Archery Safety—(5 min.)**

Range Behavior—Range Rules—Whistle Commands

**Review RANGE Rules and WHISTLE Commands:**

**SUGGESTION**

**UTILIZE** 2nd year students to demonstrate action.

**UTILIZE** 3rd year student to demonstrate whistle.



**ACTIVITY:**  
**Review NTS**

**ACTIVITY:**  
**Warm-up and Stretch—(5 min.)**

1. Begin with a warm-up, like jogging or jumping jacks.
2. Stretch.

**BY THE END OF TODAY’S ACTIVITY, WE WILL:**


- ▶ Review Archery Safety Range Rules and Whistle Commands
- ▶ Know and participate in Team Rounds
- ▶ Shoot at a Target
- ▶ Be introduced to Olympic Attitude

**RANGE SETUP FOR TODAY:**

- ▶ Range Rules
- ▶ Equipment Form Available in the OAS Handbook
- ▶ NTS Outline
- ▶ Stretch Band
- ▶ Target Stand, Bale and Face
- ▶ Safety Net
- ▶ Team Round Score Card Available in the OAS Handbook



**DEBRIEF TOPIC:**

 Based on Search Institute 40 Developmental Assets® framework Empowerment

**Q** Discuss with students what it means to be safe at school and in archery practice. Encourage them to tell you—or other caring adults—if their safety ever feels threatened.

continued on next page

**GAME:**  
**Team Round—(50 min.)**

This game introduces team rounds.

1. 3 archers in a triples team
2. Each archer shoots 2 arrows per END (2 Minutes per END) for a total of 6 arrows as a team. 2 Minutes total
3. All archers stand behind the shooting line.
4. 2 Whistles: Get Ready
5. After 1 Whistle: First archer goes up to the shooting line.
6. First archer shoots 2 arrows, goes back behind the waiting line. The second archer goes up to the shooting line and shoots 2 arrows, and then the third archer does the same.
7. After each END, archers go to score all their arrows.
8. First team to get 5 or more set points wins the match!

**Closing Debrief and Guided Discussion**  
**(5 min.)**

**Safety is Asset 10** under empowerment of Search Institute's 40 Developmental Assets, the qualities, experiences, and relationships that help young people grow up healthy, caring, and responsible. Young people who feel threatened, unsafe, or scared often spend a lot of time trapped in fear or in their attempts to protect themselves. They're less likely to venture forth and take some healthy risks. On the other hand, young people who feel safe are more likely to feel secure enough to try new things. That's why safety is an important part of feeling empowered. Fear, both imaginary and real, is a normal part of growing up. The key is learning to overcome it. Research shows that young people who feel safe in their surroundings are more likely to make positive contributions. Have students stand in a circle, and each person speak, starting with the coach/leader.

**In our program: Discuss with students what it means to be safe at school and in archery practice. Encourage them to tell you—or other caring adults—if their safety ever feels threatened. (Have student state “I am a Leader because...” using the example they have shared.)**

**Activity Week 16 Preview**  
**Olympic Attitude**

“I’ve missed more than 9,000 shots in my career. I’ve lost almost 300 games. Twenty-six times I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.”

**Michael Jordan**



**THANK YOU—CLEAN UP AND GOOD-BYE**

**#IAMALEADER**

**WELCOME** back, and today we will work on our Olympic Attitude.

**Introductions:**

*Introduce group by having everyone in a standing circle.*

“My name is \_\_\_\_\_, and today we are going to play a game called **2 Truths and a Dream.**”

(Have everyone sit in a circle. Each person prepares 3 statements, 2 of which are true and 1 of which is a Dream OR Wish. In any order, the person shares the 3 statements with the entire group. The object of the game is to figure out which statement is the Dream. The rest of the group votes on each statement, and the person reveals which 1 is the Dream. The person can say something that is not true, but something that they wish to be true. For example, someone that has never been to Hawaii might say: “I visited Hawaii when I was young.” This interesting spin often leads to unexpected, fascinating results, as people often share touching wishes about their lives.)



**ACTIVITY:**  
**Archery Safety—(5 min.)**

Range Behavior—Range Rules—Whistle Commands

**Review RANGE Rules:**

**SUGGESTION**

**REVIEW** rules and ask all students to volunteer—fill in what may be missed.

**Review the WHISTLE Commands:**

**SUGGESTION**

**UTILIZE** 2nd year students to demonstrate action.

**UTILIZE** 3rd year student to demonstrate whistle.



**BY THE END OF TODAY’S ACTIVITY, WE WILL:**

- ▶ Review Archery Safety Range Rules and Whistle Commands
- ▶ Know more about Olympic Attitude
- ▶ Shoot at a Target

**RANGE SETUP FOR TODAY:**

- ▶ Range Rules
- ▶ Equipment Form  
Available in the OAS Handbook
- ▶ NTS Outline
- ▶ Stretch Band
- ▶ Target Stand, Bale and Face
- ▶ Safety Net
- ▶ Olympic Round Score Card  
Available in the OAS Handbook



**DEBRIEF TOPIC:**

Based on Search Institute 40 Developmental Assets®

**Q** What have you learned in our sessions that you can apply to your life?

continued on next page

**ACTIVITY:**  
Review NTS

**ACTIVITY:**  
Warm-up and Stretch—(5 min.)

1. Begin with a warm-up, like jogging or jumping jacks.
2. Stretch.

**ACTIVITY:**  
Olympic Round—(50 min.)

1. Give students their target assignment and have score cards, clipboards, and pens/pencils ready.
2. Review rules for scoring and competition round.
3. Give 2 ends of official practice. Olympic Rounds are 3 arrows, 4 ends, 2 minutes OR 6 arrows, 2 ends, 4 minutes for each match (depending on time constraint).
4. Proceed with the matches.



**Closing Debrief and Guided Discussion**  
(5 min.)

Have students stand in a circle and each person answers the question starting with the coach/leader.

**What have you learned in our sessions that you can apply to your life? (Have student state “I live an Olympic Attitude toward life because...” using the example they have shared.)**

**NEXT STEPS**

Thank you—What’s Next?—Demonstrate: Encourage all participants to share what they’ve learned.



“The most important thing in the Olympic Games is not winning but taking part; the essential thing in life is not conquering but fighting well.”

Pierre de Coubertin



**THANK YOU—CLEAN UP AND GOOD-BYE**

**#ILIVEANOLYMPICATTITUDE**

## Group Games That Encourage Getting to Know One Another (Respect Building)

**Name Games**—These are designed to get to know one another and learn names. The topics can be anything (favorite color, movie, sport, sports hero, ice cream). The idea is to stand in a circle and say your name and the topic and pass it around the circle. It can be enhanced by having each person say the name and topic of all the preceding participants. See who can make it around the entire circle knowing everyone's name and topic.

**Smile If You Like Me**—“Please, Please Smile.” “I Like You but I Just Can't Smile.” This game is done in a circle, appropriate for older kids. The middle person chooses someone and walks up so as to be face to face and says, “If you like me...Please, Please Smile.” The chosen person attempts to respond, without smiling, with “I like you but I just can't smile.” If successful they stay put; if not, they are in the middle.

**Speed Ball Circle Name Game**—Pass ball or handheld item to another person and call out their name—they pass to another until it has been passed to everyone, and then it goes back to the first person. (Increase speed or add another item.)

**Screaming Shoes**—Have group form a small circle; everyone stares down at someone else's toes. Call out when to look up, and everyone looks up at the eyes of the person whose shoes they were looking at. If you and the person whose shoes you were staring at

are now staring at each other, i.e. A Match, SCREAM loudly. Then repeat. Variation 1: when a match is made they scream, then high 5, then switch places. Variation 2: suitable for large groups. You may only look at the person to your right, the person to your left, or the person directly across—determined at the start.

**Mingle**—Large group mixer. Have participants mill around and introduce themselves by shaking hands and exchanging names; to begin this the facilitator often calls out “Mingle, Mingle, Mingle.” The facilitator then calls out favorite “whatever.” Example categories: favorite toothpaste, TV Show, cereal, color, soft drink, footwear, etc. Participants try to find others that match their selection. These matches form groups, and once almost everyone is in a group they sit down. The facilitator goes around and has each group (as loudly as possible) announce their selection. Then begin the mingling again.

**People 2 People**—Have everyone get a partner. Stand in a circle of pairs with the facilitator in the middle. Call out things like “hand to hand,” “foot to foot,” “back to back,” “finger to finger,” “shoes to shoes,” —depending on age. The pairs perform each task, and when the next 1 is called they can release the previous position. After a few calls, shout out “People 2 People” and everyone finds a new partner, forming a new circle of pairs; the participant in the middle also finds a partner, leaving 1 extra to be the new caller. This is a de-inhibitizer as it gets participants touching in a safe manner during play, helping to break down barriers.

## Group Work That Builds Trust

**Back Writing:** Teams of 5–10 individuals are lined up single file, front to back, in rows. Symbolic messages are drawn on the back of the person in front and passed down the line “silently.” No verbal communication of the message is allowed. The last person in the line writes out the message they received. An effective initial activity that illustrates trust and communication.

**Have You Ever:** Individuals are set up in a circle around a piece of paper. The person in the center starts the game by asking “Have you ever...?” Anyone who has ever done the named task is required to move to a new location. Much like musical chairs, there is a scramble for available locations. The person left without a spot on the circle goes to the center and proposes the next question.

**TP Shuffle:** Each person in the group randomly steps onto a line or bench pole (may sit). From this position they are challenged with rearranging or shuffling their order on the “pole” in any possible fashion: by height, alphabetically by first name or last name, or any other possible order...without stepping off the pole!

**Disclaimer:** *The Group Games by Values on this curriculum are suggested and are free to access and use. Discretion, common sense, and all safety precautions are recommended. The Easton Foundations are not responsible or liable for damages, losses, diseases, or injuries incurred by people using the group games by values as a resource.*

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## Group Work That Builds Leadership

**Beaver Retriever:** Standing outside a circle approximately 30 feet in diameter, whose center point is a large tree, the group is challenged to create a system of retrieving randomly placed objects inside the circle. The group is provided with a 100-foot length of rope. Neither the rope nor any person may make contact with the ground inside the circle.

**Blind Square:** All participants are blindfolded and challenged to find the length of rope positioned somewhere in the room. Once found, the group is challenged to construct a “perfect square” out of the rope. Once achieved, the group is challenged with more difficult symbols to replicate with the rope.

**Blind Mile:** The group is asked to partner into groupings of 2. 1 partner is then blindfolded and led by their partner on a walk with some obstacles to navigate around. Then the partners switch blindfolds, and the other partner walks a different course, led by their partner, going over and under some obstacles. This activity initiates trust, differing forms of communication, and interpretation of communication within the group.

**Frenzy:** Groups are placed into teams and challenged to gather all the tennis balls from the center hoop and place them into their team’s hoop within a given amount of time.

**Mine Field:** Teams of 2 individuals are created around a defined area containing all manner of objects (balls, Frisbees, rubber chickens, etc.). 1 individual is chosen to negotiate the “Mine Field” blindfolded, listening to the voice of their partner. If any object in the “Mine Field”

is touched, the participant exits and re-starts until they have successfully negotiated the entire area.

**Knotty Business:** Participants are split into groups of 6 people. They each hold the end of a rope and then are asked to create the largest, nastiest knot possible without letting go of their ropes.

**Moonwalk:** Participants are lined up single file and given carpet squares. The group must go from 1 location to another location, only stepping on the carpet squares, and reach their destination with their group in its entirety with all of the original carpet squares.

**All Aboard:** Participants are challenged to get the group to balance on a 2'x2' chalk box drawn on pavement (the “platform”) and hold a position for at least 5 seconds. Extend time for greater sense of team effort.

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## Group Work That Enhances Integrity

**Order Up**—Like Simon Says—Order Up—Middle School groups like this game! Just like Simon Says with a twist. The callers says “Order \_\_\_\_\_”; if they don’t say “Order” and you do it, you’re out. Here are the commands: Order Up—palms up, Order Down—palms down, Order Nose—finger on nose, Order Lobes—hands on ear lobes, Order Nibbly Bibble—Hands on the top of head waving fingers saying “blblblblblblblb,” Order Bows—Elbows shoot up, Order Knees—hands on

knees, Order Toes—hands on feet. In no particular order call out places with and without order, and try to confuse players.

**Flinch**—This is a game of honor. Everyone stands in a circle with 1 person in the middle (usually the facilitator to begin with). Participants need to assume the position of arms crossed in front of them. The person in the middle has a ball (nerf, fleece, knotted bandanas, something soft). The rules are: If the person in the middle throws the ball to someone and they catch it, they are safe. If the person in the middle throws the ball to someone and they don’t catch it, they sit down. If the person in the middle fake throws the ball to someone and they flinch, they sit down. The goal is to remain standing as long as possible. So, where’s the honor? Well, this is based on a Native American skill game: introduce honor and what it means. Discuss that each participant knows whether they flinched, and the group will not point and say anything about whether someone flinched. Each person is on their honor to do the right thing if they flinch.



**Camouflage**—The facilitator, IT (prey) yells “1,2,3 CAMOUFLAGE!!!!!!” and counts to 20 with their eyes shut. Participants (predators) hide. They may only go so far that they can still see the IT, or whatever boundaries you set. When done counting, the prey opens their eyes and sees who they can spot. They must stay in 1 spot rather than walk around and look for folks. Once a player is called out by name, clothing, or location description, they come and sit by the IT. Once about half the players have been found, the IT shuts eyes and yells, “1,2,3 COME CLOSER!!!!!!” and counts to 20. The players try to find a new hiding spot closer to the IT without being seen. Players are once again called out if seen. The IT then holds up a number on their hand, from 1–5, so that anyone still out might be able to see the number. The IT then calls “EVERYBODY IN,” and the first predator who can run up and whisper the right number to the IT is the winner.

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## Group Work That Enhances Competency

**3 Group Consensus**—3 groups—each group has a designated amount of time to make up a noise/motion and teach it to the other 2 groups. The other groups then present the noise/motion back, as in a mimicking role. Groups then split up to decide which 1 of the 3 presented motions they will present to the others. Simultaneously each group presents the motion they have selected. The object is for all 3 teams to present the same motion without prior communication between groups. Continue the huddle, decision, presentation

steps until a consensus is reached or enough time has elapsed.

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## Group Work That Enhances Communication and Leadership

**Gotchya:** Participants stand in a circle, arms out to the side. Left hand palm up, right index finger pointing down and touching neighbor’s outstretched palm. When facilitator says the word “Gotchya,” participants must do 2 things...grab the finger in their left hand, and prevent their right finger from being grabbed.

**Human Knot:** Have all participants stand in a circle, facing inward. Tell everyone to reach their right arm toward the center and grab someone else’s hand. Make sure no one grabs the hand of the person right next to them. Next, have everyone reach their left arm in and grab someone else’s hand. Again, make sure it’s not the person right next to them. Now, the fun begins! The participants need to work together to untangle the human knot without letting go of any hands. The goal is to end up in a perfect circle again. They can go over or under each other’s arms, or through legs if needed! Encourage them to do whatever they want, as long as they don’t break the chain in the process.

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## Group Work That Enhances Confidence

**Wind in the Willows**—This particular trust building exercise goes by different names, but usually illustrates the same idea. This exercise is best suited for participants who already know each other fairly well. 1 participant must volunteer or be chosen to be the “willow.” The willow must stand in the middle of a group with their eyes closed, their feet together, and body upright. They will perform a series of “trust leans” against the other participants, whose job is to hold up the willow and pass them around without allowing them to fall or feel frightened that they’re going to fall. Before beginning, the instructor should discuss “spotting” techniques with all participants. Those who are not the willow must have 1 foot in front of the other, have their arms outstretched, elbows locked, and fingers loose, as well as be ready and alert. This will ensure that they will successfully pass the willow around without any trouble. Various participants can take turns being the willow. This technique helps participants establish and build trust with each other in an open, fun environment.

**WELCOME** to the Quote resources page. You will find additional quotes organized by values.

## Respect

“We must learn to live together as brothers or perish together as fools.”

Martin Luther King, Jr.

“I speak to everyone in the same way, whether he is the garbage man or the president of the university.”

Albert Einstein

“Respect is a two-way street, if you want to get it, you’ve got to give it.”

R.G. Risch

“One of the most sincere forms of respect is actually listening to what another has to say.”

Bryan H. McGill

“A person’s a person no matter how small.”

Dr. Seuss

“Give to every other human being every right that you claim for yourself.”

Thomas Paine

“Without feelings of respect, what is there to distinguish men from beasts?”

Confucius

“I’m not concerned with your liking or disliking me...All I ask is that you respect me as a human being.”

Jackie Robinson

“I firmly believe that respect is a lot more important, and a lot greater, than popularity.

Julius Erving

## Honor/Integrity

“Real integrity is doing the right thing, knowing that nobody’s going to know whether you did it or not.”

Oprah Winfrey

“All honor’s wounds are self-inflicted.”

Andrew Carnegie

“We learned about honesty and integrity—that the truth matters...that you don’t take shortcuts or play by your own set of rules...and success doesn’t count unless you earn it fair and square.”

Michelle Obama

“Dignity does not consist in possessing honors, but in deserving them.”

Aristotle

“It is better to deserve honors and not have them than to have them and not deserve them.”

Mark Twain

“Act well your part; there all honor lies.”

Alexander Pope

“No person was ever honored for what he received. Honor has been the reward for what he gave.”

Calvin Coolidge

“Nobody can acquire honor by doing what is wrong.”

Thomas Jefferson

“Honor is the reward of virtue.”

Marcus Cicero

## Confidence

“One important key to success is self-confidence. An important key to self-confidence is preparation.”

Arthur Ashe

“Because one believes in oneself, one doesn’t try to convince others. Because one is content with oneself, one doesn’t need others’ approval. Because one accepts oneself, the whole world accepts him or her.”

Lao Tzu

“Each time we face our fear, we gain strength, courage, and confidence in the doing.”

Theodore Roosevelt

“Life is not easy for any of us. But what of that? We must have perseverance and above all confidence in ourselves. We must believe that we are gifted for something, and that this thing, at whatever cost, must be attained.”

Marie Curie

“To love yourself right now, just as you are, is to give yourself heaven. Don’t wait until you die. If you wait, you die now. If you love, you live now.”

Alan Cohen

“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure.”

Marianne Williamson

“You are the only person on earth who can use your ability.”

Zig Ziglar

“Have confidence that if you have done a little thing well, you can do a bigger thing well too.”

David Storey

“With realization of one’s own potential and self-confidence in one’s ability, one can build a better world.”

Dalai Lama

## Leadership

“I alone cannot change the world, but I can cast a stone across the water to create many ripples.”

Mother Teresa

“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Maya Angelou

“Whether you think you can or you think you can’t, you’re right.”

Henry Ford

“Perfection is not attainable, but if we chase perfection we can catch excellence.”

Vince Lombardi

“Remember no one can make you feel inferior without your consent.”

Eleanor Roosevelt

“Too many of us are not living our dreams because we are living our fears.”

Les Brown

“I’ve missed more than 9,000 shots in my career. I’ve lost almost 300 games. Twenty-six times I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.”

Michael Jordan

“A person who never made a mistake never tried anything new.”

Albert Einstein

“The only person you are destined to become is the person you decide to be.”

Ralph Waldo Emerson

“Everything you’ve ever wanted is on the other side of fear.”

George Addair

## Competence

“Success demands a high level of logistical and organizational competence.”

George S. Patton

“A moment of choice is a moment of truth. It’s the testing point of our character and competence.”

Stephen Covey

“Competence Brings Confidence.”

Anonymous

“If you think you can do it, that’s Confidence; if you do it, that’s Competence.”

Morris Code

“Competence, like truth, beauty, and contact lenses, is in the eye of the beholder.”

Laurence J. Peter

“Diligence Leads to Competence.”

Jeffrey Benjamin

“Competence is a great creator of confidence.”

Mary Jo Putney

“Trust has two dimensions: competence and integrity. We will forgive mistakes of competence. Mistakes of integrity are harder to overcome.”

Simon Sinek

“Competence is the enemy of change!”

Seth Godin

“Competence is the ability to detect and satisfy the personal tastes of your superiors.”

Laurence J. Peter

“Competence goes beyond words. It’s the leader’s ability to say it, plan it, and do it in such a way that others know that you know how—and know that they want to follow you.”

John C. Maxwell



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## STEPS OF NTS

1. STANCE
2. NOCK
3. HOOK AND GRIP
4. SET
5. SETUP
6. DRAW TO LOAD
7. ANCHOR
8. TRANSFER TO HOLD
9. EXPAND/AIM
10. RELEASE/FOLLOW THROUGH
11. FEEDBACK



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