



OLYMPIC  
ARCHERY IN  
SCHOOLS

# Physical Educators Guide for Olympic Archery in Schools

*1st Edition Olympic Archery Curriculum*  
9/20/2011

**EASTON FOUNDATIONS**

## Introduction

Welcome to Olympic Archery in Schools! Our program is committed to providing you with the resources and support needed to have a safe and fun archery program. This guide provides you with lessons, worksheets, and exams so that your students can have a rich experience in your class.

Olympic style archery in the U.S. is unique because we have adopted a National Training System (NTS), so that archers on every level, from the Junior Dream Team to the Resident Athletes at the Olympic Training Center, are using the same shooting technique. This creates a great opportunity for youth at the grassroots level, because they can learn the fundamentals of NTS which can take them all of the way to the Olympic Level if they choose to pursue it. NTS is best learned when approached in a methodical way. This has allowed us to create very specific lessons that build upon each other. Students will be working with form straps, then stretch bands, and finally with the archery equipment. Not only will they learn the technique better, but this also creates a very safe learning environment as all of the skills are practiced with training aids before they work with a bow. However, it is through these training aids that students will learn a lot about how their bodies work and how we can more efficiently use them to shoot a bow.

From their experience in OAS, we hope that students will:

- Value sport and physical activity
- Learn more about biomechanics and how their bodies work
- Develop social and leadership skills
- Learn the fundamentals of Olympic style archery
- Be a Toxophilite!

Again, welcome to OAS and happy shooting from all of us here at the Easton Sports Development Foundation.

~ the OAS Staff



## How to use the OAS Curriculum

This curriculum is designed with 40-60 students in mind with a 1 hour class period. The lessons and their order are very specific so that you can see how skills build upon each other and how students would progress. However we encourage you to customize the curriculum to best match your program. The materials were designed with several key aspects in mind.

### *Skills*

The technique and skills used are a part of the National Training System (NTS) which was developed by our National Head Coach, Kisik Lee. Students will learn the fundamentals of NTS which prepares them for a life-long enjoyment of the sport.

### *Classroom Management*

Activities have been designed so that you can effectively organize and teach a large number of students. This includes the use of training aids, student leadership, peer coaching, stations and games.

### *Standards and Assessments*

It is important that we ask ourselves “What do we want our students to learn from the lesson and how do I assess if this was accomplished?” All of our lessons were designed around the NASPE Standards for physical education. Specific learning objectives are also included that summarize what students should be able to accomplish after each lesson. A variety of assessments are used including peer and teacher assessments, worksheets, exams and competitions.

## Components of the Lesson Plans

Each lesson includes:

NASPE Standards – standards addressed are included as well as a place for including State standards

Learning Objectives – specific student outcomes from the lesson

Equipment and Setup – list of equipment needed for the lesson and how it should be setup

Teaching Strategy – description of activities

Lesson Assessments – opportunities for you to assess the class and individual performance



## Moving into the Future: National Standards for Physical Education, 2nd Edition

Use the physical education national standards to develop physically-educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. The purpose of the National Standards document is to provide the framework for a quality physical education.

### **Standard 1:**

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

### **Standard 2:**

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

### **Standard 3:**

Participates regularly in physical activity.

### **Standard 4:**

Achieves and maintains a health-enhancing level of physical fitness.

### **Standard 5:**

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

### **Standard 6:**

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

\*Quoted from the National Association for Sport and Physical Education\*

# Olympic Archery in Schools

## Course Syllabus



**Title:** *Beginning Olympic Style Archery*

**Instructor:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

**School:** \_\_\_\_\_

### Instructional Materials:

- Form straps, stretch bands, archery equipment, OAS Curriculum, OAS website resources, video

Lessons and Activities	Brief Summary
<p><b>Lesson 1 ~ Introduction to Archery</b></p> <ul style="list-style-type: none"> <li>• Introduce Olympic Style Archery</li> <li>• Eye Dominance</li> <li>• Equipment Assignment</li> </ul>	<p>Students are introduced to the OAS Program and archery as an Olympic Sport. They will learn how to determine their eye dominance and discuss why it is important. Then they will watch a video on the 1996 Olympic Games to get an overview of archery competition. During that time equipment assignments will be given.</p>
<p><b>Lesson 2 ~ Fundamentals First</b></p> <ul style="list-style-type: none"> <li>• Archery Safety</li> <li>• Concept and practice of Holding</li> </ul>	<p>Behavior on the archery range, range rules, and range commands will be discussed and practiced. Then they will learn the concept of Holding and do the squeeze drill in groups.</p>
<p><b>Lesson 3 ~ Taking Baby Steps</b></p> <ul style="list-style-type: none"> <li>• Bow arm elbow rotation</li> <li>• Steps of the National Training System</li> </ul>	<p>Students will learn how to properly rotate the bow arm elbow. Then they will go through the steps of the National Training System with form straps. Groups will help lead the class.</p>
<p><b>GAME 1</b></p> <ul style="list-style-type: none"> <li>• Bow arm holds</li> </ul>	<p>The class is split in half. One half does the bow arm hold with good alignment and the other out-of alignment. The groups compete to see who can hold it the longest. Purpose is to understand how our bone structure is used.</p>
<p><b>Lesson 4 ~ Tidying Up</b></p> <ul style="list-style-type: none"> <li>• Principle of eye control</li> <li>• Importance of training aids</li> <li>• Focus on Holding, posture, shoulder positions, and bow arm alignment</li> </ul>	<p>The principle of eye control is a neat way to see how a small thing like eye position can affect the rest of our body. Thus training aids are important for proper practice. Use training aids and various drills to reinforce holding, posture, shoulder positions, and bow arm alignment.</p>
<p><b>GAME 2</b></p> <ul style="list-style-type: none"> <li>• Simon Says</li> </ul>	<p>Play Simon Says to review the steps of NTS.</p>

<p><b>Lesson 5 ~ Dress Rehearsal</b></p> <ul style="list-style-type: none"> <li>• Practicing form and range commands/safety together</li> <li>• Archery Equipment (parts and use)</li> </ul>	<p>Students will practice with form straps and stretch bands while also obeying the range commands to simulate an actual practice session. Then they will learn about the archery equipment and its proper use.</p>
<p><b>QUIZ</b></p> <ul style="list-style-type: none"> <li>• Archery Safety</li> <li>• Holding</li> <li>• Steps of NTS</li> </ul>	
<p><b>Lesson 6 ~ Give it a shot!</b></p> <ul style="list-style-type: none"> <li>• Practice with a bow at blank bale</li> </ul>	<p>Students will practice with a bow at blank bale. Students have a worksheet to complete as they do different stations.</p>
<p><b>Lesson 7 ~ Application</b></p> <ul style="list-style-type: none"> <li>• Focus on Holding, posture, shoulder positions, and bow arm alignment with a bow</li> </ul>	<p>Practice with a bow while focusing on Holding, posture, shoulder positions, and bow arm alignment. Peers will evaluate each other to provide feedback.</p>
<p><b>Lesson 8 ~ Shot Execution</b></p> <ul style="list-style-type: none"> <li>• Re-visit release &amp; follow-through with bow</li> </ul>	<p>Use training aids and various drills to work on release and follow-through while practicing with a bow.</p>
<p><b>MIDTERM</b></p> <ul style="list-style-type: none"> <li>• Covers lessons 1-8</li> </ul>	
<p><b>GAME 3</b></p> <ul style="list-style-type: none"> <li>• Balloon shoot</li> </ul>	<p>Balloons are a fun way to practice form without the distractions of scoring or over-aiming.</p>
<p><b>Lesson 9 ~ Put Your Back Into It!</b></p> <ul style="list-style-type: none"> <li>• Back-tension and scapula movement</li> </ul>	<p>Challenge students to feel back tension and expand their sense of body awareness.</p>
<p><b>Lesson 10 ~ Shooting with Rhythm</b></p> <ul style="list-style-type: none"> <li>• Shot rhythm</li> <li>• Singing the shot cycle</li> </ul>	<p>Learn about shot rhythm and develop a smooth shot cycle. Students will observe and time each other.</p>
<p><b>Lesson 11 ~ How DO I Aim?</b></p> <ul style="list-style-type: none"> <li>• Revisit aiming in the shot cycle and sight use</li> <li>• String alignment/blur</li> <li>• Eye focus</li> <li>• Timing</li> </ul>	<p>Now that students have been practicing the mechanics of the shot for awhile, aiming can be re-visited in more detail. This will include aiming in the shot cycle, sight use, string alignment/blur, eye focus, and timing.</p>
<p><b>GAME 4</b></p> <ul style="list-style-type: none"> <li>• 21</li> </ul>	<p>Students are put into teams of 3 and must shoot a collective score of exactly 21. This game is good for all skill levels as every score is important (ie. shooting a 1 can get you to 21 without busting).</p>

<p><b>Lesson 12 ~ Feedback</b></p> <ul style="list-style-type: none"> <li>• Getting feedback from ourselves and target</li> <li>• Common errors and results</li> </ul>	<p>Students plot where each of their arrows land along with form observations. They are challenged to make connections between their form and the results on the target.</p>
<p><b>Lesson 13 ~ Go for Gold</b></p> <ul style="list-style-type: none"> <li>• Scoring Basics</li> <li>• Competition formats</li> <li>• Opportunities for youth in archery</li> </ul>	<p>A classroom session to go over scoring basics, competition formats, and videos of archery matches.</p>
<p><b>Lesson 14 ~ Qualification/Ranking Round</b></p> <ul style="list-style-type: none"> <li>• 36 arrow scoring round</li> <li>• OAS Achievement Pins</li> </ul>	<p>Students will shoot a qualification/ranking round for score. OAS Achievement Pins are available for students who shoot the qualifying scores.</p>
<p><b>Lesson 15 ~ Team Round</b></p> <ul style="list-style-type: none"> <li>• Matches between teams of 3 archers each</li> </ul>	<p>Students will be put into teams of 3. These teams will have matches against each other.</p>
<p><b>GAME 5</b></p> <ul style="list-style-type: none"> <li>• King of the Hill</li> </ul>	<p>The team round format is used. If a team wins the end, then they 'move up' one bale. The team that lost 'moves down'. The goal is to get to the top of the hill which is the furthest right bale.</p>
<p><b>Lesson 16 ~ Olympic Round</b></p> <ul style="list-style-type: none"> <li>• Individual Matches</li> </ul>	<p>Olympic rounds are when archers go head to head in elimination matches.</p>
<p><b>OAS Mail-in Tournament</b></p>	<p>OAS holds an annual Mail-in Tournament during the Fall Semester of each school year. Students may submit 1 score each and at the end of the semester, all of the entries will be collected and medals sent out to the winners.</p>
<p><b>FINAL EXAM</b></p> <ul style="list-style-type: none"> <li>• Covers lesson 1-16</li> </ul>	

## **Assessment Tools**

- ✓ Participation (individual and group activities)
- ✓ Worksheets
- ✓ Form assessments (with training aids and bow)
- ✓ Peer Evaluations
- ✓ Games
- ✓ Scores
- ✓ OAS Mail-in Tournament and other OAS Competitions
- ✓ Quiz
- ✓ Exams

## **Skills Assessment Rubric**

A rubric has been included to serve as a guide for assessing skills. Assessments should be done with both stretch bands and bows. Often students are able to demonstrate the skills with a training aid, but need more practice or strength with a bow. Large classes may not have time for individual assessments, but this rubric can still give you a better sense of how to gauge skill levels.

## **Grading Scale**

Worksheets and other assessments will be evaluated on a 4 point scale.

4 points -- work shows understanding of the concepts and introduces original thought. Performance is consistent and demonstrates the movements perfectly.

3 points -- work meets the objectives and shows understanding. Performance shows clear understanding of the movements, but needs improvement on consistency.

2 points -- work is complete but provides the minimum required. Performance needs improvement with understanding and application.

1 point -- work is incomplete. Performance shows a lack of understanding and effort.

## **Grading Policy**

Grading is broken down to:

- 25% -- Behavior
- 20% -- Participation
- 20% -- Form Assessments (teacher and peer)
- 5% -- Score Assessment
- 5% -- Quiz
- 10% -- Midterm
- 15% -- Final Exam



# Olympic Archery in Schools

## Skills Assessment Rubric: Beginning Archery



Skill assessments should be done with both stretch bands and bows. Many times students understand the concepts and are able to demonstrate them with a training aid, but need more practice to be able to do it with a bow.

Rating	4	3	2	1
<b>Stance</b>	Places feet into correct position consistently (one foot on either side of shooting line, parallel, shoulder width apart).	Consistently does 2/3 key points for stance (one foot on either side of shooting line, parallel, shoulder width apart).	Places one foot on either side of the shooting line, but with incorrect positions (ie. feet spread open instead of parallel).	Forgets to do stance and places feet in incorrect place (ie. two feet on one side of shooting line) and position.
<b>Posture</b>	Able to do 3 steps to good posture and maintain it consistently during entire shot.	Able to perform the 3 steps, but needs a little improvement when practicing shot (ie. starts with good posture, but hollow back when Loading).	Able to do the 3 steps to good posture, but has a hollow back during practice of shot.	Does not know the 3 steps to good posture and has a hollow back.
<b>Set</b>	Does correct hook and grip as well as bow arm elbow rotation. Also brings bow arm and draw arm to correct positions (bow arm slightly out in front and draw hand by stomach area).	Hook, grip, elbow rotation, and set position are all generally correct and only need slight adjustments and reminders.	Grip and hook is partially correct, but needs adjustments. Remembers to turn bow arm elbow and that there is a Set position, but does not know where to position arms.	Incorrect grip and hook. Forgets to turn bow arm elbow. Bow arm and draw arm positions incorrect.
<b>Setup</b>	Barrel of the gun is set at Setup. Both shoulders remain down and draw hand is about cheek height.	Able to keep shoulders down or get bow arm alignment. Needs to work on one or other to get the proper draw side position.	Knows the proper setup position, but needs assistance to get into the proper position.	Skips the Setup position and the barrel of the gun is not set (bow arm alignment). Shoulders come up and draw side is positioned incorrectly.
<b>Load</b>	Loads back muscles by moving LAN 2 (draw side unit) around. Draw hand comes 1-2" below chin and draw elbow is back around arrow line.	Feels back tension when loading and is able to get the draw elbow towards the arrow line. Needs practice to get exact position.	Understands how to do a proper load but cannot feel back tension. Movement needs practice in order to get draw elbow around more.	Draws straight back to anchor and draw elbow is way outside of the arrow line. Concept of back tension or scapula movement is not understood.
<b>Anchor</b>	String makes contact with the nose, lips, and chin. The draw hand has solid bone to bone contact along jaw line.	Able to get string and draw hand contact against face consistently. Needs adjustments to get exact position.	Able to get string or hand to touch the face, but has inconsistent anchor points.	Anchor is inconsistent and archer does not know what reference points to use (string and draw hand touches face).
<b>Transfer</b>	Draw elbow continues around after anchor to complete the archer's alignment. This is a small movement that allows the archer to take Holding.	Does transfer in their shot cycle, but needs adjusting to get it to be the proper motion (ie. moves draw elbow up instead of around).	Understands what transfer is but has difficulty applying it to their shot.	Does not remember to do transfer and does not understand what it is.
<b>Holding</b>	Archer takes Holding both physically and mentally. Understands the importance of Holding and how the bone structure is used.	Archer understands the concept and importance of Holding. Needs more practice to fully achieve Holding, but is making the proper motions to get there.	Knows what the concept of Holding is, but does not know how to apply it in their shot.	Archer does not take Holding. Nor do they know what Holding is or why it is important.
<b>Release</b>	Archer relaxes draw fingers to release while maintaining back tension. Release leads directly to follow-through and fingers remain curled and relaxed.	Release is consistent, but still has slight tension in draw hand.	Knows to relax fingers, but fingers remain straight after release.	Actively opens fingers to release the string.
<b>Follow-through</b>	Tension and direction are maintained. Bow arm stays up, LAN 2 (draw side unit) continues around, and back tension is maintained. Eye focus is maintained on the target until the end of the shot.	Archer understands how to follow-through with both the bow arm and draw side. Practice is needed to get consistency and 'cleaner' movements.	Knows how to do the follow-through, but only able to do one or the other (bow arm or draw side).	Does not follow through (ie. releases and immediately starts the next shot).

# Olympic Archery in Schools

*Grade Book:* Example grade book to keep track of individual assessments



Lesson:		1		2	3		6		7		10	12		14	15	16	
Last Name	First Name	Equipment Assignment Written down	1996 Olympic Games Video Worksheet	Groups of 3 Holding and Squeeze Drill	Groups leading the class (Steps of NTS)	Stretch Band: Skill Assessment (use rubric)	QUIZ	Peer Evaluation 1	Peer Evaluation 2	Midterm	Shot Timing	Shot Plots	Bow: Skill Assessment (use rubric)	Indoor Round	Team Round	Olympic Round	Final Exam
--	EXAMPLE	4	4	4	4	40	25	4	4	70	4	4	40	4	4	4	70

## Grading Scale

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1 point -- work is incomplete. Performance shows a lack of understanding and effort.

# Lesson Plan 1 ~ Introduction to Archery

This lesson introduces students to the sport of Olympic style archery. We want students to value sport and realize that there are many opportunities available to them. Before assigning equipment, a lesson on eye dominance and its importance will be given. Then the class will watch a video on the 1996 Olympics that give them an overview of the sport. During this video you will call students back to you one at a time to assign them equipment. This ensures that all students are occupied.

## Learning Objectives

By the end of the lesson, students can...

- ✓ Identify the significance of archery as an Olympic Sport and the opportunities that youth have through archery
- ✓ Explain why eye dominance is important and how to determine it
- ✓ Have their equipment assignment written down (bow and arrow set)

## Physical Education Standards

### NASPE

Eye Dominance: 2

Archery as an Olympic Sport: 6

### State Standards

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## Equipment and Setup

- Place to watch video (classroom)
- Video equipment (dvd player/tv or computer/projector)
- Video: [Archery Olympics Technical Film - Archives 1996](#)
- An arrow of each length
- A bow of each length
- Print Equipment Assignment Sheet
- Print 1996 Olympic Games Video Worksheet
- Students need writing utensil and something to write on
- Students will watch the video near the front of the room so that the instructor can call students to the back for equipment assignment

## Teaching Strategy

**Lesson:** *Introduction to the OAS Program and Archery – (10 min.)*

1. Welcome to the **Olympic Archery in Schools Program**, started by the Easton Sports Development Foundation. Jim Easton's vision with the program is to see Olympic style archery become a mainstream sport in middle schools and high schools.
2. The mission of OAS is *"to develop Olympic style archery in middle schools, high schools and to further develop college programs aimed at fostering the growth of Olympic Archery nationwide"*.
3. The vision of OAS is *"to provide programs, facilities and opportunities for youth to enjoy sports participation, improve health and offer direction toward a lifetime of competitive excellence"*.
4. Archery is a unique sport in that anyone can participate and excel in it. Did you know that the youngest archer to compete in the Olympics was Denise Parker from the USA at age 14! She won a bronze medal in the team competition at the 1988 games in Seoul, Korea. The oldest archer is Butch Johnson from the USA and he was 52 when he competed at the Beijing games in 2008. He has a gold and bronze medal for team competition and continues to compete today!

5. Youth have a lot of opportunities in archery all the way from the local level to the Olympic Games.
  - JOAD club -- you can join a local JOAD club (**J**unior **O**lympic **A**rchery **D**evelopment)
  - Competitions -- there are many local, state, national, and international competitions
  - Jr./Cadet USAT -- you can make the Jr./Cadet **U**nited **S**tate **A**rchery **T**eam by getting ranking points at competitions
  - JDT -- the **J**unior **D**ream **T**eam is comprised of the nation's best young archers
  - Youth World Championships -- the YWC are held every two years and are an amazing way to travel the world as they are held in different countries each time
  - USCA -- many universities have archery clubs that are part of the U.S. College Archery program. Competitions (both domestic and international), club support, and scholarships are available through USCA
  - Youth Olympic Games -- the first YOG was held in 2010 in Singapore where youth from all over the world came to compete in a venue fitting of the Olympic Games. The games will continue to be held every 4 years
  - Olympic Games -- the epitome of sports. As noted early, Denise Parker competed in the 1988 Olympic Games when she was 14 years old. Right now young archers all across the nation have the Olympic dream and are training to make the team
  
6. During this course you will be challenged both physically and mentally. Archery can be a very tough sport because every arrow counts. You must be able to focus for each shot and have a well-matured sense of body awareness so that you can execute each shot consistently. Through these lessons we will teach you the fundamentals of the sport so that you are well equipped to enjoy and excel in archery. We hope that you enjoy the course and are able to get a lot out of it.

*Specifically:*

  - Enjoy archery and learn about the many opportunities available to you through the sport. If you put your heart into it, you too can pursue the Olympic Dream!
  - Develop character and discipline through group and individual activities
  - Demonstrate archery safety
  - Learn the fundamentals of the National Training System
  - Develop body awareness through training aids, drills, and practice
  - Identify parts of the archery equipment and their proper use

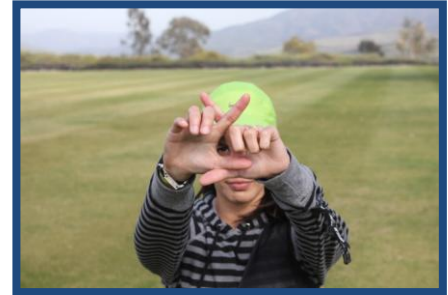
**Lesson: Eye Dominance – (15 min.)**

1. Before assigning equipment, we need to check eye dominance. Eye dominance can have a big impact upon an archer and is important when identifying whether you will be shooting RH or LH.
2. Students try it: hold out your thumb in front of you and line it up with an object further away. Now close one eye, one at a time. *They will notice that the image shifts for one of those eyes (the thumb will 'move' left or right).*
3. Discussion Question: After doing the eye dominance drill, what did you notice about what you saw? How would that affect an archer?

*Answer: For one of the eyes they close, the thumb will stay on the object they are looking at (this is their dominant eye). However, for the other eye the thumb will 'move' to the left or right. When shooting it is best to shoot with both eyes open. However, if*

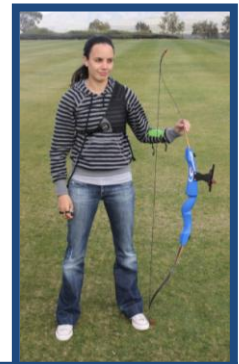
*the brain uses the wrong eye when aiming, then the image you see will shift resulting in arrows going way to the left or right. Therefore we are checking for cases of cross-dominance where the dominant hand and eye do not match. Extra care will be taken for those cases.*

4. Teacher's Test: have all of the students make a small window with their hands and look at your nose through it. The eye you see is their dominant eye. Have the students write down their eye dominance as you say it out loud so that you can record it later with their equipment assignment.



**Lesson: Archery in the Olympics & Equipment Assignments – (30 min.)**

1. Pass out the 1996 Olympic Games Video Worksheet
2. Introduce the video and equipment assignment
  - This video is a short documentary on archery at the 1996 Olympic Games. Please fill in worksheet while you watch
  - As you watch, instructor will call you one at a time to the back of the room to give you your equipment assignment. We will be checking for what bow you will use as well as arrow set
    - ✓ For RH or LH bow, please give me your hand and eye dominance -- start with the dominant hand but watch out for cross-dominance
    - ✓ For the bow length we will check by standing it next to you
    - ✓ For arrow length we'll have you put the arrow at your chest and then extend your arms out (should go 2-3" beyond finger tips)
3. Play video: [Archery Olympics Technical Film - Archives 1996](#)
4. Start assigning equipment. Be sure to write down assignments on the Equipment Assignment Sheet
5. Students may collaborate to finish the worksheet for parts they missed while assigning their equipment



**Closing Discussion Questions – (5 min.)**

- ✓ What are two opportunities available to you in archery?
- ✓ How do you check eye dominance and why is it important for archers?
- ✓ What are two things you learned from the 1996 Olympics Video?

**Lesson 1 Assessments**

- ✓ Video and discussion on archery in the Olympics and opportunities for youth
- ✓ Practice and discussion on eye dominance
- ✓ Equipment assignment written down
- ✓ Completed 1996 Olympic Games Video Worksheet

# Olympic Archery in Schools

## Equipment Assignments



Instructor: \_\_\_\_\_

Grade Level/Class: \_\_\_\_\_

	Last Name	First Name	Eye Dom.	Hand Dom.	Bow	Arrows
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						

# Olympic Archery in Schools

## 1996 Olympic Games Video Worksheet



Name: \_\_\_\_\_

*Complete this worksheet as you watch the video on the 1996 Olympic Games. During this video, your teacher will call you back for your equipment assignment. At the end you may work with your peers to complete any sections that you missed.*

1. How many countries participated in these games? \_\_\_\_\_
2. How many days of competition does the archery event last? \_\_\_\_\_
3. How many competitors in the men's division? \_\_\_\_\_
4. How many competitors in the women's division? \_\_\_\_\_
5. At which games did archery become part of the Olympic Program? \_\_\_\_\_
6. Why was archery then discontinued from the Olympics after 1920? \_\_\_\_\_
7. What year and games did archery return to the Olympics? \_\_\_\_\_
8. How many arrows are shot to determine rankings? \_\_\_\_\_
9. How far are the archers shooting? \_\_\_\_\_
10. How are ties decided? \_\_\_\_\_
11. Who won the gold in the individual women's division? \_\_\_\_\_
12. Who won the gold in the individual men's division? \_\_\_\_\_
13. For team rounds, how many archers are there per team? \_\_\_\_\_
14. Which team won the women's team competition? \_\_\_\_\_
15. Which team won the men's team competition? \_\_\_\_\_

# Lesson Plan 2 ~ *Fundamentals First*

This lesson focuses on the archery safety and Holding. Involve your students with questions and discussions on safety and have them do the range commands with you. Then they will learn about the most important concept of NTS which is Holding. Using the squeeze drill they will feel Holding and learn how their body structure can be used to more efficiently shoot a bow.

## Learning Objectives

By the end of the lesson, students can...

- ✓ Demonstrate proper range behavior and can name the range rules
- ✓ Explain and demonstrate how the range commands work and how they keep everybody safe on the range
- ✓ Explain what the definition of Holding is and how it improves the archery shot
- ✓ Perform the squeeze drill and explain how it demonstrates the concept of Holding

### Physical Education Standards

#### NASPE

Archery Safety: 5

Holding: 2

Squeeze Drill (group activity): 1, 2, 3, 4, 5, 6

#### State Standards

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## Equipment and Setup

- Room or field for students to move around in
- Cones or rope to setup waiting, shooting, and target lines
- Whistle
- Print out *Range Behavior, Rules, and Commands* sheet
- Setup the range lines on the ground. Your demonstrations and discussions should be back behind the waiting line, so leave enough space for those activities

## Teaching Strategy

### Lesson: *Archery Safety – (25 min.)*

1. Range behavior: ask your students, "how can we be safe and responsible on the archery range?" See following sheet, *Range Behavior, Rules, and Commands*, for full list.
2. Range Rules: to build off of those ideas about good range behavior, now ask your students, "what are some good archery range rules?" See following sheet, *Range Behavior, Rules, and Commands*, for full list.
3. Range Commands: get your students up and have them do the range commands with you. Include the range layout (waiting, shooting, target lines) and where students should be during these commands (ie. behind the waiting line until 2 whistles).
  - a. 2 whistles - archers may go up to the shooting line (keep arrows in quiver)
  - b. 1 whistle - archers may begin shooting
  - c. 3 whistles - go up to target line and collect arrows
  - d. 5+ whistles - STOP SHOOTING, emergency



**Lesson: Holding – (30 min.)**

1. The shooting technique we are learning is known as the National Training System which is used by all of the programs in USA Archery, from the JDT to the National Team ("what does JDT stand for?"). Today, we will be learning about the most important part of NTS which is the concept of Holding.
2. Demonstrate Holding: ask for a 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). You perform the squeeze drill by gently squeezing the archer's bow hand and draw elbow together. First show how incorrect alignment leads to a collapse. Then with an additional volunteer, show that with good alignment two people can do the squeeze drill but the archer will **not** collapse and in fact can be relaxed in that position.



3. Discussion Question: ask your students how this works. Why is it stronger to have good alignment? How is it that the archer could in fact relax while in that position and did not have to work very hard to not collapse?

*Answer: Being in alignment lines up your bone structure so that your bones are holding the weight instead of your muscles. While maintaining the proper back tension an archer can efficiently use their muscles and bone structure to better shoot the bow. This is especially important during stressful conditions like in tournaments. Archers who take Holding can remain calm which allows for better shots.*

4. Holding is defined as the ability to brace the bow at full draw from the body's bone alignment.

5. Group Practice: split the class up into groups of three, labeling them as 1, 2, and 3. Have them do the squeeze drill with each other starting with the 1's. They should try both incorrect and correct alignment. Go around to each group and have them explain and demonstrate Holding and the squeeze drill to you for assessment.



**Closing Discussion Questions – (5 min.)**

- ✓ How should we behave on the range?
- ✓ What are five range rules?
- ✓ Explain the range commands.
- ✓ What is Holding and what drill do we use to feel it?
- ✓ Why is Holding important for an archer?

**Lesson 2 Assessments**

- ✓ Discussion and practice of Safety
- ✓ Group practice of Holding and squeeze drill

# Olympic Archery in Schools

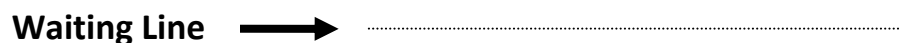
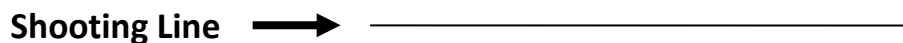
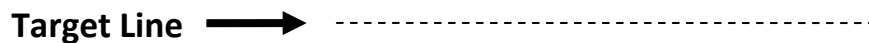
## Archery Safety



*Use this sheet to help you cover all of the key points for archery safety.*

### Range Setup

1. Use cones or rope to make the range lines. Remember if using rope, do not tie the ends down as students may trip on it.
2. Make sure the bales sit completely on the stands so that they do not fall over.
3. For spacing between the lines, make sure there is enough space so that students are clearly following the rules. 2-4 meters is a good starting point.
4. INDOOR RANGE - lock un-used doors and place signs outside stating that archery is in session. The arrow curtain should not be used to protect life or property. Let it hang freely with enough space behind it and with 6-12" left over on the floor.
5. OUTDOOR RANGE - have your entire range with safety zones roped/gated off. There should be at least 15 meters on the sides and 50 meters behind the targets (or a large hill).



## Range Behavior

1. Come ready to learn and participate
2. Respect: your teacher, your peers, your equipment, yourself
3. Responsible: safety is everyone's responsibility

## Rules

1. Know and obey all range commands
2. Always keep your arrows pointed down range and towards the target. Shoot only your target. Also no high draws
3. Always check to see that no one is down range or behind the targets when shooting
4. Always walk at the archery range; no running at any time
5. Horseplay will not be tolerated
6. Keep your arrows in your quiver until you are instructed to shoot
7. Always wear your arm guard and finger tab when shooting
8. If you drop an arrow while on the shooting line, leave it on the ground until you are told to get your arrows or the instructor retrieves it
9. Only use the arrows the instructor gave you. Remember what they look like.
10. Keep your bow vertical when carrying it and on the shooting line

## Commands

1. CHECK: all students are behind the waiting line and the range is clear
  - a. 2 WHISTLES: archers may come up to the shooting line
2. CHECK: all students have made their stance and are keeping their arrows in their quiver
  - a. 1 WHISTLE: begin shooting
3. CHECK: shooting line is empty and all students are back behind the waiting line
  - a. 3 WHISTLES: retrieve arrows
4. CHECK: all students pause at the target line and pull arrows properly. Only two students should go up at a time and should stand at either side of the target. Then they should return back behind the waiting line.

5+ WHISTLES: STOP SHOOTING. emergency



# Lesson Plan 3 ~ *Taking Baby Steps*

This lesson goes over bow arm elbow rotation and introduces the steps of NTS. Students will learn ways to practice their elbow rotation and be able to self-check themselves. To go over the steps of NTS, have the students follow along with form straps. Focus on the movements and positions. Groups of students will help you lead the class while you coach.

## Learning Objectives

By the end of the lesson, students can...

- ✓ Demonstrate bow arm elbow rotation and explain why it is important
- ✓ Say the steps of NTS in their proper order with help from their peers
- ✓ Roughly demonstrate the positions and movements of NTS with a form strap

## Equipment and Setup

- Empty space (room or field)
- Form Straps
- Print Steps of NTS sheet

## Teaching Strategy

### Review Questions: *Safety and Holding – (10 min.)*

1. How should we behave on the archery range?
2. What are our range rules?
3. Range Commands: have students walk you through range commands as you do them
4. What does NTS stand for and what is the most important part of NTS?
5. What is Holding? Why is it important?
6. Squeeze Drill: have 3 volunteers show the class the squeeze drill.

### Lesson: *Elbow Rotation – (10 min.)*

1. Before going into the steps of NTS, we are going to learn how to rotate our bow arm elbow to the correct position.
2. Demonstrate proper bow arm elbow rotation (the joint should be vertical). Have the students try it themselves. They can also grab a wall or a peer's arm to help keep their bow hand in place while they try to rotate their bow arm.
3. Self check: with the bow arm extended out to your side, bend your arm towards your body. If your hand comes to your chest then you rotated your elbow properly. If your hand comes to your head then the elbow was not rotated properly.
4. Correct bow arm rotation is important for several reasons:
  - a. Provides better stability and bone alignment
  - b. Bow string will be less likely to strike the archer's arm upon release

## Physical Education Standards NASPE

Bow arm elbow rotation: 1, 2  
Steps of NTS (student leadership and cooperation): 1, 2, 3, 4, 5, 6

## State Standards

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**Lesson: Steps of NTS – (35 min.)**

1. Now that we have learned about Holding, we will continue with the rest of the NTS steps.
2. Form Straps: introduce the form strap and show students how to set the length properly. To use the form strap, it is looped around the bow hand and the draw hand uses three fingers to hook onto it (the thumb and pinky are not used).
3. Demonstrate the steps of NTS and have students mimic the positions with their form straps. Remember to keep explanations to a minimum and focus on the movements while molding your students as needed.

**Steps of NTS:**

1. Stance
  2. Nock
  3. Hook & Grip
  4. Set
  5. Setup
  6. Draw/Load
  7. Anchor
  8. Transfer/Holding
  9. Expansion/Aiming
  10. Release/Follow-through
  11. Relaxation & Feedback
4. Have the group call out the steps for you as you go around and coach.
  5. Now have 2-4 students go to the front and lead the class while you coach. Then rotate and have the next group of students go to the front. Assess the group of students that are leading on their ability to name the steps and roughly do the positions.



**Closing Discussion Questions – (5 min.)**

- ✓ How should the bow arm elbow be rotated? How can I check this myself?
- ✓ Why is it important to rotate the bow arm elbow?
- ✓ What are the steps of NTS in their proper order?

**Lesson 3 Assessments**

- ✓ Bow arm elbow rotation practice
- ✓ Student groups lead the class in Steps of NTS practice

# Olympic Archery in Schools

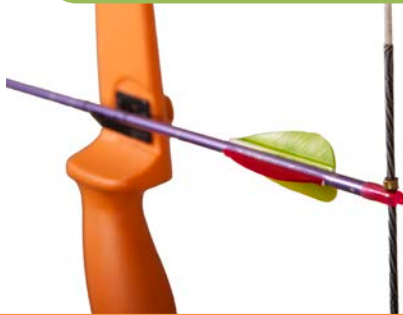
## Steps of NTS



Intro to NTS: this sheet outlines several key points for each step of the National Training System. These steps should be used both for form strap/stretch band practice as well as with a bow.

### 1) Stance

- One foot on either side of the shooting line
- Shoulder width apart
- Parallel

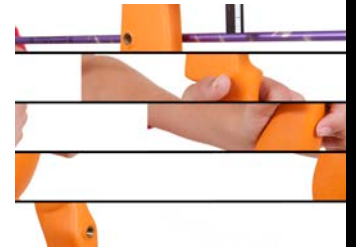


### 2) Nock

- Nock goes under the nock locator
- Index vane points towards you
- Hear it click onto string

### 3) Hook & Grip

- Three fingers on string in first groove (thumb and pinky tucked back)
- Back of hand flat and wrist bent slightly out
- Bow hand at 45° angle
- Bow grip presses against pressure point
- Pinky knuckle tucked back and thumb pointed down range



### 4) Set

- Extend bow arm out in front (just to the left)
- Rotate bow arm elbow
- Draw hand by stomach with wrist bent out slightly
- Check Posture (straight back)
  - Tuck hips under
  - Chest down
  - Settle weight down into hips
- Set head towards target

### 5) Setup

- Bow arm raises up and gets in line with the back
- Draw hand raises up and will settle just below chin height, just past the arm pit
- Keep both shoulders down!





### 6) Draw/Load

- Draw the bow by moving the entire draw unit around (draw elbow and scapula move together)
- Loading the back (building back tension) by moving scapula out and down towards spine
- Load finishes with draw hand 1-2" below chin

### 7) Anchor

- Draw hand makes solid contact with jaw
- Keep draw hand vertical
- Bow string will touch nose, lips and chin



### 8) Transfer/Holding

- Draw unit continues around to achieve Holding
- Transfer is a small movement
- Anchor should not slide
- Draw arm relaxed
- Take Holding – brace the bow with body's bone alignment

### 9) Expansion/Aiming

- Draw unit continues movement (very small)
- Watch arrow that it does not creep forward but continues to move back slightly
- Aiming lasts 1-3 sec.
- Sight pin on your target with string aligned



### 10) Release/Follow-through

- Relax draw fingers to release the string
- Maintain back tension and bow arm alignment
- Draw hand and elbow continue around along neck

### 11) Relaxation & Feedback

- Reset for your next shot

## Olympic Archery in Schools

### GAME 1 ~ Bow Arm Planks



This game shows students the advantage to having proper bow arm alignment and how the body's skeletal structure can be used.

NASPE: 1, 2, 3, 4, 5, 6

### Procedure

1. Split the class into two groups.
2. One group will do the Bow Arm Planks with good alignment (relax and let bone structure hold the weight) while the other half does it out of line.
3. The challenge is to see which group can hold that position the longest.



### Closing Discussion Questions

1. Why would bone structure be important in archery?
  - a. *Using your bone structure means that less muscles have to be used. This is also a stronger position and less prone to collapses. When more muscles are used it is easier for the shot to collapse and for the shot to go off center.*
2. Why is this important during competitions?
  - a. *During competitions it is easy to get nervous and for the heart rate to go up. By taking Holding and getting this bone alignment, the archer can relax more which makes for a more calm and controlled shot.*



# Lesson Plan 4 ~ Tidying Up

*The Principle of Eye Control is a neat activity to get students interested, especially during this time of practice with training aids. It shows students how complex our bodies are and why training aids are essential. Students will continue to learn more about biomechanics by doing posture and alignment drills. Focus on having students experience these concepts and feeling why concepts are important.*

## Learning Objectives

By the end of the lesson, students can...

- ✓ Demonstrate the principle of eye control
- ✓ Explain why training aids are important
- ✓ Demonstrate the 3 steps to good posture and explain why it is important
- ✓ Demonstrate proper bow arm alignment and shoulder position as well as explain how this proper alignment affects archers

## Equipment and Setup

- Open space (gym or field)
- Form straps
- Stretch bands
- Print GAME 1: Bow Arm Planks sheet

## Teaching Strategy

**Lesson:** *Principle of Eye Control – (10 min.)*

1. 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.
2. 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.
3. Students try it: have them pair up to try it with each other
4. This drill teaches us two 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? This is why training aids are so 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 at in an awkward position that has us looking out of the corners of our eyes, then that will affect the rest of our body.

### Physical Education Standards

#### NASPE

Principle of Eye Control: 2, 5, 6

Posture: 1, 2

Bow arm alignment: 1, 2, 3, 4, 5, 6

#### State Standards

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**Lesson: 3 Steps to good posture – (10 min.)**

1. Question: What is the second step of NTS? (posture)
2. Use a volunteer to show the 3 steps to good posture
  - a. Tuck hips under
  - b. Chest down
  - c. Settle weight down into hips
3. Good posture allows us to be more stable and use our core muscles. If the 3 steps to good posture are not taken, then archers typically end up with a hollow back
4. Students try the 3 steps together



**GAME 1: Bow Arm Planks – (10 min.)**

1. For our next topic, bow arm alignment, we are going to play a game. See [GAME 1: Bow Arm Planks](#) sheet.
2. Discussion: See discussion questions on [GAME 1: Bow Arm Planks](#) sheet

**Lesson: Bow shoulder and bow arm/shoulder alignment (barrel of the gun) – (20 min.)**

1. It is crucial that both shoulders stay down and that the bow arm is in line with the back. These two components are important for getting to Holding and getting that biomechanical advantage from proper bone alignment.
2. Alignment Drill: use the stretch band to practice bow arm alignment. Pull the stretch band behind your head while extending your bow arm out to your side. This helps you feel the proper bow arm and shoulder position. Then bring your draw hand over your head to the load position while keep the bow arm in place. Finally bring the draw hand to the setup position. From setup to the finish of the shot, the bow arm should maintain its alignment.



3. Have the students practice this drill by calling out the positions: behind the head, load, setup

**Practice: Quick practice review – (5 min.)**

1. Practice the steps of NTS with stretch bands

**Closing Discussion Questions – (5 min.)**

- ✓ Why is this practice with training aids so important?
- ✓ What are the 3 steps to good posture?
- ✓ How should my bow arm and shoulder be positioned?
- ✓ What are the steps of NTS in their proper order?

#### **Lesson 4 Assessments**

- ✓ Principle of Eye Control pair practice
- ✓ Practice of the 3 steps to good posture
- ✓ Participation and understanding from *GAME 1: Bow Arm Planks*
- ✓ Practice and understanding of alignment drill with stretch band
- ✓ Quick practice review of NTS steps

## Olympic Archery in Schools

### GAME 2 ~ Simon Says



Play a game of Simon Says to review the steps of NTS. If a student gets out (moves when you didn't say "Simon Says...") then they will help you watch the remaining students.

NASPE: 1, 2, 5, 6

### Procedure

1. Have all of the students stand on the waiting line with their stretch bands.
2. Start with "Simon says...Stance". Then do posture and set.
3. Continue with a mix of the steps. Release is an especially fun one to get students on as you will hear the stretch band if they accidentally release it.

### Closing Discussion Questions

1. Along with the name of each step, can you associate a feeling with it too now? What are ways that we know our body is at the correct position? (ie. at Load I feel my right scapula, or at anchor I can feel my knuckle bone press against my jaw bone)
2. When you throw a ball what do you think about? Eventually the goal is to not have to think about these individual steps because they will be in your muscle memory. What are ways that we can develop muscle memory?

# Lesson Plan 5 ~ Dress Rehearsal

*This lesson introduces peer coaching. Peer coaching is a great way to build cooperation as well as develop body awareness. By seeing these concepts in their peers it grows their own understanding as they apply it to themselves. This session also has students doing a mock practice session with stretch bands to ensure that they are proficient with range commands and safety. Finally a lesson on equipment parts and use will be covered.*

## Learning Objectives

By the end of the lesson, students...

- ✓ Can say the steps of NTS in their proper order on their own
- ✓ Can demonstrate the positions and movements of NTS with a stretch band
- ✓ Are able to identify form cues and coach their peers
- ✓ Are proficient at following the range commands
- ✓ Can name the parts of the archery equipment and explain how to use them properly

## Equipment and Setup

- Gym or field
- Cones or rope for range lines
- Form straps
- Stretch bands
- One set of archery equipment (bow, arrows, finger tab, arm guard, quiver, arrows)
- Whistle
- Print GAME 2: Simon Says sheet
- Print Equipment sheet
- Setup the range lines (waiting, shooting, and target) so that students can practice the range commands

## Teaching Strategy

### GAME 2: Simon Says – (10 min.)

1. To review the steps of NTS we are going to play a game of Simon Says. See GAME 2: Simon Says sheet

### Practice: Peer Coaching – (20 min.)

1. Today we will be practicing our shot with stretch bands. Stretch bands have some resistance and bring us a step closer to the feel of a real bow. Pass out stretch bands and keep form straps available if needed.
2. Pair practice: group the students into pairs labeling them as a 1 or 2. Have the 1's go first as the archer and the 2's call out the steps for them. For the first round have them go from stance to Holding. When at Holding, the 2's should do the squeeze drill. They should sit down when they are finished.
3. Pair practice: Now have them do the entire shot from stance to follow-through

### Physical Education Standards NASPE

Peer Coaching: 1, 2, 3, 4, 5, 6

Rehearsal: 1, 2, 3, 4, 5, 6

Archery Equipment: 2, 5

### State Standards

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4. Demonstrate: use a volunteer to show the students specific visual cues that they should be looking for.
  - a. Proper stance
  - b. Posture: 3 steps to good posture (hips under, chest down, weight down)
  - c. Shoulders are down
  - d. Bow arm is in line with the back
  - e. Holding: in addition to the above, the draw elbow should be inside the arrow/stretch band line
  
5. Peer coaching: have the student pairs peer coach each other, looking for the visual cues above

**Practice: Rehearsal of Range Commands and Steps of NTS – (10 min.)**

1. Next lesson we will be practicing with the archery equipment. To prepare we are going to simulate a real practice session with range commands.
  - a. Have the students start behind the waiting line with their stretch bands.
  - b. Blow 2 whistles to have them come up to the shooting line. Remind them to 'keep their arrows in their quivers'
  - c. Now blow 1 whistle to have the students begin shooting. Have them do 6 shots with their stretch bands. When they are done they should go back behind the waiting line.
  - d. Blow 3 whistles and have them go up to the target line and pretend to get their arrows. They should return back behind the waiting line
  - e. Blow 5+ whistles to STOP SHOOTING, emergency

**Lesson: Archery Equipment – (10 min.)**

1. Now we are going go through parts of the archery equipment and their use
  
2. See Equipment sheet

**Closing Discussion Questions – (5 min.)**

- ✓ What are two things you saw your partner do well?
- ✓ When can I take my arrow out of my quiver?
- ✓ Can you name two parts of the equipment?
- ✓ What is a dry fire and can we do it?

**Assign Homework – (5 min.)**

- ✓ Study for QUIZ on Safety, Holding, and Steps of NTS

**Lesson 5 Assessments**

- ✓ Participation in *GAME 2*
- ✓ Able to call out the steps of NTS and perform the movements on their own during peer coaching
- ✓ Ability to identify specific visual cues for Holding, shoulder positions, and alignment during peer coaching
- ✓ Discussion on equipment (parts and use)

# Olympic Archery in Schools

## Archery Equipment



*This sheet summarizes equipment parts and use.*

### Equipment Parts



**Form Strap**



**Stretch Band**



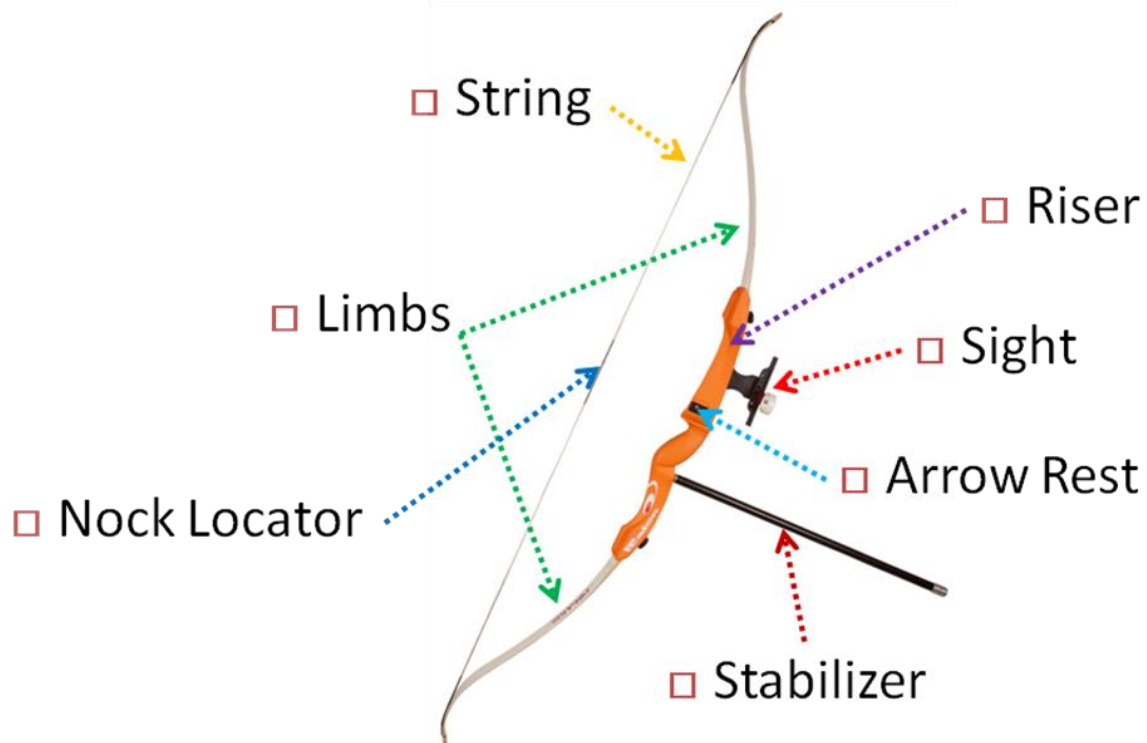
**Finger Tab**



**Arm Guard**



**Quiver**





## 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** - four steps to pulling arrows: one hand on target near base of arrow, other hand grabs base of arrow, most importantly check behind that it is clear, pull out 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 towards you.
10. **Hook and grip** - archers should do their hook first. Two fingers go under the arrow and one 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<sup>0</sup> 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.





# QUIZ

## Olympic Archery in Schools

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Score: \_\_\_\_\_ / 25 Points

### Archery Safety (12 points)

1. How should we behave on the archery range? Give an example:

\_\_\_\_\_

2. Name 3 range rules

a. \_\_\_\_\_

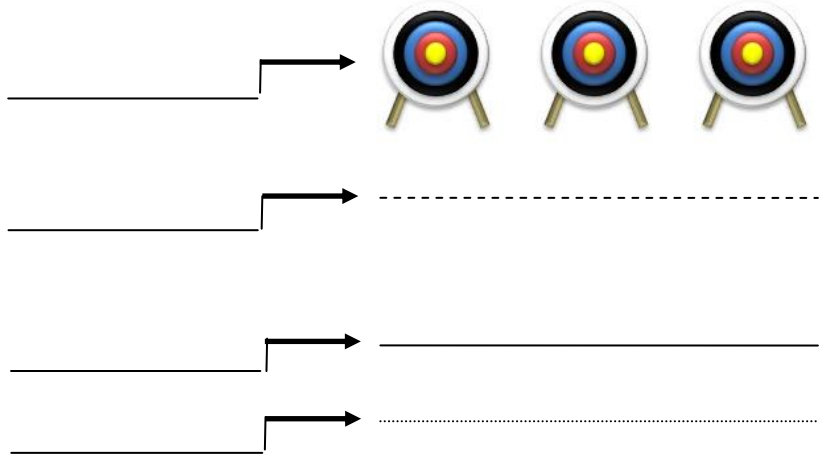
b. \_\_\_\_\_

c. \_\_\_\_\_

3. Label the archery range:

**WORD BANK:**

- Waiting Line
- Targets
- Target Line
- Shooting Line



4. Put the range commands into their proper order and give the meaning.

a. \_\_\_\_\_ whistle(s) = \_\_\_\_\_

b. \_\_\_\_\_ whistle(s) = \_\_\_\_\_

c. \_\_\_\_\_ whistle(s) = \_\_\_\_\_

d. \_\_\_\_\_ whistle(s) = \_\_\_\_\_

**Holding (3 points)**

1. What is the definition of Holding?

\_\_\_\_\_

2. We use the \_\_\_\_\_ drill to feel and practice Holding.

3. Why is Holding important for archers?

\_\_\_\_\_

**Steps of the National Training System (10 points)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

**WORD BANK:**

- Release
- Set
- Holding
- Posture
- Follow-through
- Load
- Stance
- Anchor
- Setup
- Transfer

# Lesson Plan 6 ~ Give it a shot!

Students are now practicing with a bow. To enable you to watch a smaller group of students do their first shots, the class will be split in to 3 groups to rotate through stations. A worksheet is also provided so that students have something to fill out as they do the activities.

## Learning Objectives

By the end of the lesson, students are...

- ✓ Proficient with the practice routine (how to get their equipment, warm-up/stretch, and shooting procedure)
- ✓ Able to use all of the archery equipment properly
- ✓ Able to roughly demonstrate NTS with a bow
- ✓ Able to consistently shoot the target at a short distance

## Equipment and Setup

- Archery range (cones/rope for lines, targets, curtain as needed)
- Archery equipment (bows, arrows, quivers, finger tabs, arm guards)
- Equipment Assignments Sheet (from Lesson #1)
- Whistle
- Clipboards and pens/pencils
- Print QUIZ
- Print Peer Evaluation 1 sheet

## Teaching Strategy

**QUIZ – (15 min.)**

**Warm-up & Stretch – (5 min.)**

1. Begin with a warm-up like jogging or jumping jacks
2. Stretch. See example stretches in appendix

**Practice: First shots – (35 min.)**

1. Split the class into 3 groups and have the students find a partner. They will help each other complete the Peer Evaluation 1 sheet as the groups rotate through the stations.
2. The first group will do pair practice with form straps (one calls out steps while other practices). They will also do the squeeze drill at Holding.
3. The second group will work on alignment and posture with stretch bands as well as NTS steps.
4. The third group will do their first shots with the instructor. This practice will be at blank bale (about 7 meters with no target face). Walk the students methodically through the steps. It is also important to double check arrow length at this point that they are long enough. Also review the 4 steps to pulling out arrows from the target.



## Physical Education Standards NASPE

First shots: 1, 2, 3, 4, 5, 6

## State Standards

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**Closing Discussion Questions – (5 min.)**

- ✓ How was it going from a form strap to stretch band to shooting?

**Lesson 6 Assessments**

- ✓ QUIZ on Safety, Holding, and Steps of NTS
- ✓ Completed Peer Evaluation 1 sheet
- ✓ Student groups are able to do form strap and stretch band practice on their own
- ✓ Students are using the archery equipment properly during their first shots and are following the range commands correctly
- ✓ Students are able to hit the target consistently from a close distance during their first shots

# Olympic Archery in Schools

## Peer Evaluation #1



Archer: \_\_\_\_\_

Peer Coach: \_\_\_\_\_

During this activity you will rotate between 3 stations. One will focus on Holding, another on alignment/shoulders/posture, and at the last one you will take your first shots with a bow. Find a partner to complete this evaluation with.

NASPE Standards: 1, 2, 3, 4, 5, 6

### Holding

At this station you will work with form straps. Complete the following activities together.

✓ Check off when complete	Activity
	Do all of the steps together from Stance to Follow-through. Do this 5 times together.
	One of you is the archer and the other calls out steps. Go from stance to Holding. When at Holding do the squeeze drill. Then switch. Do this 3 times each.
	Form check. Come to Holding. Your partner will check your draw elbow alignment (is it inside the arrow line?). Then switch.

### Alignment, shoulders, and posture

At this station you will work with stretch bands. Complete the following activities together.

✓ Check off when complete	Activity
	Use stretch bands to do the alignment drill (pull it behind your head, then come to Load and then Setup). Do all 3 steps three times.
	Practice the 3 steps to good posture. Do these 3 times.
	Now with your partner, go from Stance to Setup. Have your partner check that your bow arm is in line with your back and that your shoulders are staying down at this position. Do this 5 times and then switch.
	Now do the entire shot cycle and have your partner watch your posture. Do these 5 times and then switch.

## **First Shots**

Time to take your first shot! The goal right now is to get comfortable with the equipment, be able to demonstrate good form like you did with the training aids, and to hit the target consistently from a close distance.

**Teacher Assessment:** (give the student two specific things that they did well and that need improvement)

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**Self Assessment:** (write your thoughts about shooting with a bow. Was it challenging? What are two specific things you want to improve?)

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# Lesson Plan 7 ~ Application

In this lesson we want to evaluate student performance with a bow. Then they will use training aids and drills to work on a specific skill and then re-assess their form with a bow.

## Learning Objectives

By the end of the lesson, students can...

- ✓ Identify visual cues for proper form including Holding, shoulder position, posture, and alignment
- ✓ Identify the correct drill to use to correct form errors

## Equipment and Setup

- Archery Range
- Archery Equipment
- Whistle
- Stretch Bands/Form Straps
- Clipboards and pens/pencils
- Print Peer Evaluation #2 sheet

## Teaching Strategy

### Warm-up & Stretch – (5 min.)

1. Begin with a warm-up like jogging or jumping jacks
2. Stretch. See example stretches in appendix

### Practice: Peer Coaching – (20 min.)

1. Have students get into pairs and handout the Peer Evaluation #2 sheet.
2. Review the visual cues for what good Holding, alignment, shoulders, and posture are.
  - a. Holding – is their draw elbow inside the arrow line
  - b. Alignment – is their bow arm in line with their back
  - c. Shoulders – are they down
  - d. Posture – is their back straight
3. Students should watch each other shoot and evaluate their performance and prioritize which skill to work on. This exercise challenges the student's ability to see these concepts in other archers. This visual image will help develop their sense of body awareness as they apply the same concepts to themselves. The emphasis of the Peer Evaluation #2 sheet is to see responses and evaluations that are very specific and show their understanding. We want to see if students can identify form concepts, connect with what drill should be used, and then to see improvement in the last practice.

### Physical Education Standards NASPE

Peer Coaching: 1, 2, 3, 4, 5, 6

Drills: 1, 2, 3, 4, 5, 6

Application: 1, 2, 3, 4, 5, 6

### State Standards

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**Practice: Drills – (10 min.)**

1. Now the students pick one skill to work on. They will go to a station to work on their chosen skill and find a new partner:
  - a. Holding and squeeze drill – students use the form strap and go from stance to Holding. While at Holding, their partner does the squeeze drill.
  - b. Posture - students go through shot with a stretch band. They should take extra time to do the 3 steps to good posture deliberately. While they do their shot, their partner will watch their posture to make sure it stays in place until the finish.
  - c. Alignment and shoulders – students will use the stretch band to work on alignment (pull it behind the head). Then they will practice their shot while their partner watches their shoulders and alignment. Shoulders should stay down the entire time, and alignment (barrel of the gun) should be set at the Setup position.

**Practice: Application – (20 min.)**

1. Discussion: Students find their original partner (who did the Peer Evaluation #2 sheet with them) and discuss what they worked on and what drill they used.
2. Return to shooting. Students should assess each other for improvement with the skill they worked on during the drills session.

**Closing Discussion Questions – (5 min.)**

- ✓ Were you able to identify those visual cues in your partner's form?
- ✓ How did you prioritize what your partner needed to work on?
- ✓ Did you see an improvement after doing the drills?

**Lesson 7 Assessments**

- ✓ Completed Peer Evaluation #2 sheet



# Olympic Archery in Schools

## Peer Evaluation #2



Archer: \_\_\_\_\_

Peer Coach: \_\_\_\_\_

This activity is designed to give you practice in identifying visual cues for the skills we have been working on. Then you will use drills to reinforce a skill of your choice. Finally we will re-assess your performance.

NASPE Standards: 1, 2, 3, 4, 5, 6

### Peer Coaching

Have your partner watch you shoot and assess you on the following 3 skills. They should circle the description under each skill that best describes your performance. Then prioritize the skills (what should they work on first)

	Skills		
Rating	Holding	Posture	Alignment & Shoulders
4	Archer takes Holding and draw elbow is inside the arrow line consistently	Posture is consistent. The 3 steps are taken each time resulting in a flat back.	Bow arm is in line starting from the Setup position and shoulders remain down consistently
3	Draw elbow is in line with the arrow line	Are able to do the 3 steps for good posture. Posture could use some improvement, but archer is able to maintain it until end of shot	Able to get bow arm in line by the time they take Holding and are able to keep both shoulders down the entire time.
2	Draw elbow is just outside of the arrow line	Are able to do the 3 steps for posture, but have difficulty maintaining good posture throughout the shot (ie. starts with good posture, but when going from setup to load, posture gets worse)	Alignment is close but could use improvement. Able to keep bow shoulder down entire time, but draw shoulder needs improvement.
1	Draw elbow is very far outside of the arrow line	Archer has a hollow back and is unable to do the 3 steps for good posture	Bow arm is not in line and shoulders are up
<b>Priority (1, 2, or 3) →</b>			

## Drills

*Complete this section yourself after doing the drills at your chosen station.*

1. What skill did you work on? (circle one)

Holding

Posture

Alignment and Shoulders

2. Describe the drill/activity you did to work on this:

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## Application

*Find your Peer Coach again. We will now re-assess your performance.*

1. Archer (you) – did you feel an improvement after doing drills for your chosen skill?

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2. Peer Coach (partner) – did your archer improve with the skill that they worked on during the drills section?

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# Lesson Plan 8 ~ Shot Execution

*So far students have been working on their body structure and stability. This lesson now focuses on shot execution. Use drills and peer coaching to work on the release and follow-through.*

## Learning Objectives

By the end of the lesson, students can...

- ✓ Consistently release and follow-through properly
- ✓ Identify release and follow-through errors and assist their peers with drills to help correct them

## Equipment and Setup

- Archery Range
- Archery Equipment
- Whistle

## Teaching Strategy

### Warm-up & Stretch – (5 min.)

1. Begin with a warm-up like jogging or jumping jacks
2. Stretch. See example stretches in appendix

### Lesson: Release & Follow-through – (45 min.)

1. Revisit the topic of Release and Follow-through. Ask your students, “what are signs of a good release and follow-through?”
  - a. Release – just relax the fingers to let the string go. Sign of a good release is that the fingers will remain curled. If the fingers are straight, then they were consciously opened
  - b. Follow-through – this is a reaction and results from maintained back-tension. The draw hand should stay close to the neck and the draw elbow /LAN 2 should continue around. The bow arm should maintain its alignment. Other sports like baseball or tennis have follow-throughs as well, and archer’s follow-through is just as important. Tension and direction must be maintained until the end of the shot.
2. Demonstrate the drills:
  - a. Release drill: put the stretch band under your foot and pull up with your draw hand. Relax everything but the fingers. The back of the draw hand should be flat and the wrist will bend out slightly. Now relax your fingers to let the stretch band go. Did your fingers stay curled?

### Physical Education Standards NASPE

Release & Follow-through: 1, 2, 3, 4, 5, 6

### State Standards

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- b. Follow-through: As the archer does their shot, a partner can put their hand behind the archer's draw elbow. The archer should hit the partner's hand with the draw elbow upon release. This helps the archer feel where the follow-through should end up. The partner can also place a hand near the archer's draw hand while at anchor. Upon release, the draw hand should not fly out and hit the partner's hand. Rather, it should stay close to the neck instead of flying out.



3. Students pair up and do these drills with stretch bands
4. Now the students try it while shooting (hand behind the draw elbow for follow-through or beside the draw hand while at anchor)

**Closing Discussion Questions – (5 min.)**

- ✓ Why do you think we just relax our fingers to let the string go?
- ✓ What are the signs of a good release and follow-through?

**Assign Homework – (5 min.)**

- ✓ Study for Midterm

**Lesson 8 Assessments**

- ✓ Student's understanding of the concepts and drills for release and follow-through
- ✓ Ability for students to help each other during practice with release and follow-through drills



Midterm

# Olympic Archery in Schools

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

SCORE: \_\_\_\_\_ / 70

## SAFETY (\_\_\_/24 points)

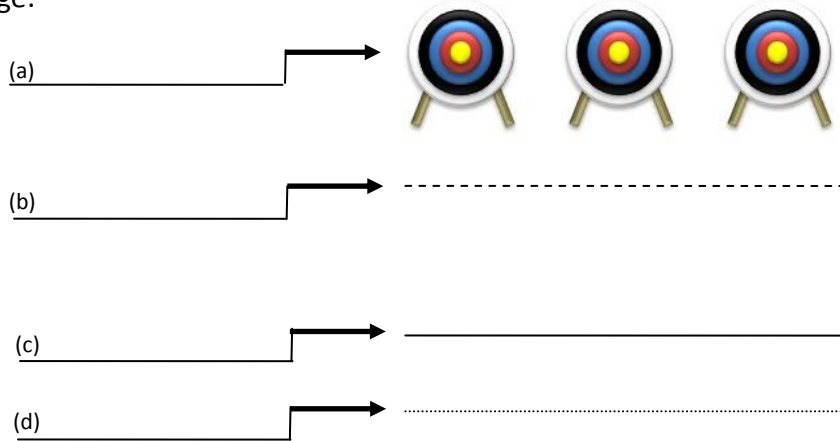
1. Write down five range rules:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_

2. Label the archery range:

**WORD BANK:**

- Waiting Line
- Targets
- Target Line
- Shooting Line



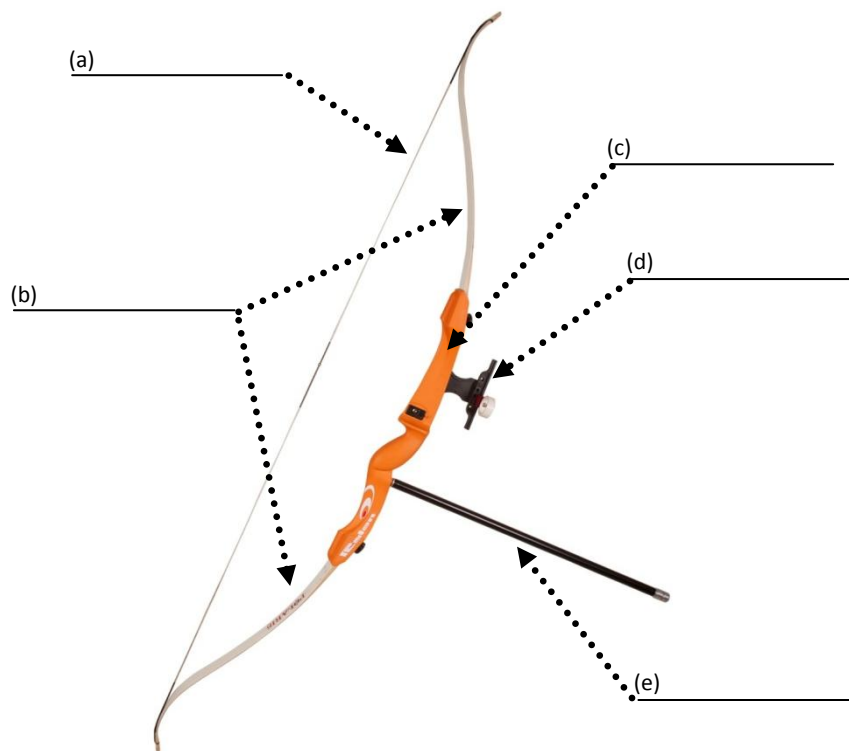
3. Put the range commands into their proper order and give the meaning

- a. \_\_\_\_\_ whistle(s) = \_\_\_\_\_
- b. \_\_\_\_\_ whistle(s) = \_\_\_\_\_
- c. \_\_\_\_\_ whistle(s) = \_\_\_\_\_
- d. \_\_\_\_\_ whistle(s) = \_\_\_\_\_

4. (Circle one) Before blowing 2 whistles, students should be **IN FRONT OF / ON / BEHIND** the waiting line.
5. (Circle one) – After hearing 2 whistles, you should go up to the shooting line and **PULL OUT AN ARROW / DO YOUR STANCE / DRAW YOUR BOW**.
6. TRUE / FALSE -- After hearing 3 whistles, you may rush up to the targets and crowd around them while pulling the arrows.
7. Write the four steps to pulling out arrows from the bale safely:
  - (1) \_\_\_\_\_
  - (2) \_\_\_\_\_
  - (3) \_\_\_\_\_
  - (4) \_\_\_\_\_

**ARCHERY EQUIPMENT ( \_\_\_/20 points)**

8. Parts of a bow:



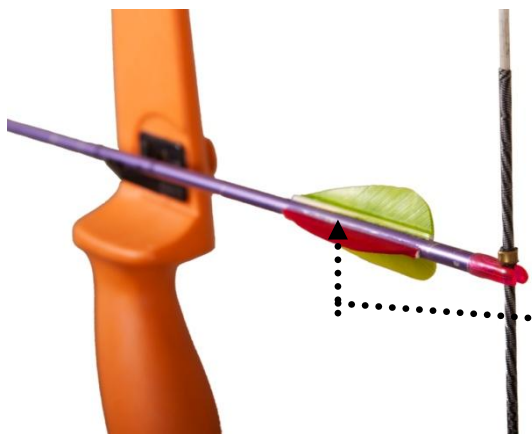
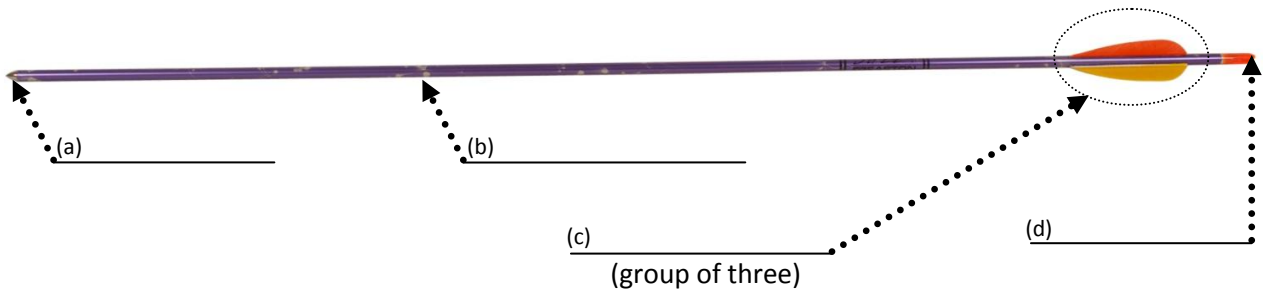
**WORD BANK:**

- Riser
- Sight
- Limbs
- String
- Arrow Rest
- Stabilizer
- Nock Locator

(question 8 continued...)



9. Parts of an arrow:



**WORD BANK:**

- Nock
- Fletching
- Arrow Shaft
- Point
- Index Vane

(d) \_\_\_\_\_  
(single one, off-colored one pointing out)

10. Accessories: (Word bank: Quiver, Arm Guard, Finger Tab)



(a) \_\_\_\_\_



(b) \_\_\_\_\_



(c) \_\_\_\_\_

11. What is a dry-fire and is it okay to do? (2 points)

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12. TRUE / FALSE -- It is okay to do a high draw.

13. (Circle one) – The arrow should be nocked **ABOVE / BELOW** the nock locator.

14. TRUE / FALSE – When nocking the arrow, you want to hear it click onto the string.

**SHOOTING TECHNIQUE (\_\_\_/26 points)**

15. \_\_\_\_\_ is the most important part of N.T.S.

16. Holding is defined as the ability to:

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17. Why is eye dominance important for an archer?

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18. Draw the lines showing (picture on the right):
- (a) Bow arm in-line with the back with a solid line
  - (b) Draw elbow inside the arrow line with a dotted line

19. To demonstrate and feel Holding, use the \_\_\_\_\_ drill.

20. Give the steps of NTS in their proper order:

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_
- (6) \_\_\_\_\_
- (7) \_\_\_\_\_
- (8) \_\_\_\_\_
- (9) \_\_\_\_\_
- (10) \_\_\_\_\_



**WORD BANK:**

- Release
- Set
- Holding
- Posture
- Follow-through
- Load
- Stance
- Anchor
- Setup
- Transfer

21. TRUE / FALSE -- One foot should be on either side of the shooting line for the stance.

22. (Circle one) – For the bow arm, the elbow joint should be rotated so that it is **HORIZONTAL / VERTICAL**.

23. TRUE / FALSE -- The shoulders should be scrunched up during the shot.

24. (Circle) – To release, just **RELAX / OPEN** the draw fingers while maintaining **ARM / BACK** tension.

25. TRUE / FALSE -- A hollow back is good.

26. Write the three steps to good posture:

(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

27. TRUE / FALSE -- The bow arm should be in line with the back (known as the barrel of the gun)

### Fun Facts!

*\*You will not be tested on these\**

*Did you know that...*

- ✓ The youngest archer to go the Olympics was Denise Parker from the USA at age 14, during the 1988 games in Seoul Korea. There she won a bronze medal for the team competition with teammates Melanie Skillman and Debra Ochs.
- ✓ The oldest archer to compete in the Olympics is Butch Johnson from the USA. He was 52 when he competed in Beijing 2008, which was his fifth consecutive Olympic Games. He currently has a gold and bronze medal for team competition.
- ✓ For the 1992 Barcelona games, Antonio Rebollo shot a flaming arrow to light the Olympic Torch
- ✓ In a FITA round which is typically used for qualification, the longest distance for women is 70 meters and for men is 90 meters. That is just about the length of a football field with the gold being the size of a grapefruit!
- ✓ Are you a toxophilite? (Greek -- *toxos* bow, arrow + *philos* dear, loving: a person fond of or expert at archery; a student of archery)
- ✓ Youth have a lot of opportunities in Olympic style archery. They can shoot at a local JOAD (Junior Olympic Archery Development) club, compete at local, State, and National competitions (like JOAD Nationals), shoot for the JDT (Junior Dream Team), rank high enough to make the Cadet/Junior USAT (United States Archery Team), and even compete internationally like at the YOG (Youth Olympic Games).

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# EASTON FOUNDATIONS

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## Olympic Archery in Schools

### GAME 3 ~ Balloon Shoot



Balloons are a fun way to enjoy shooting while not having the distractions of scoring or over-aiming. The challenge is to continue focusing on doing good form.

NASPE: 1, 2, 6

### Procedure

1. Give the students balloons to blow up and pin to the targets. They should be placed randomly within the black ring or better (avoid balloons on the edge of the target).
2. The emphasis is to continue to focus on good form. By having the balloons randomly on the target there is a greater chance for hitting one which lessens the pressure to over-aim on a single one.

### Closing Discussion Questions

1. Were you able to focus on your form while shooting balloons?
2. What things may have distracted you?
3. What sort of distractions do you think there are during competitions? (crowd, other loud noises, cameras, large tv screen, weather, score, etc.)
4. In earlier lessons we talked about getting the shot into muscle memory. Why would that help with these distractions?

# Lesson Plan 9 ~ Put Your Back Into It!

This lesson challenges students to feel their back tension and scapula movement. It finishes with a balloon shoot as it is a fun activity while not distracting students with over-aiming.

## Learning Objectives

By the end of the lesson, students can...

- ✓ Feel their scapula movement
- ✓ Explain how maintained back tension leads results in the follow-through

## Equipment and Setup

- Archery Range (9 meters, 122cm target faces)
- Archery Equipment
- Whistle
- Print *Game 3: Balloon Shoot*
- Balloons and golf tees to pin them up

## Teaching Strategy

### Warm-up & Stretch – (5 min.)

1. Begin with a warm-up like jogging or jumping jacks
2. Stretch. See example stretches in appendix

### Lesson: Back Tension and Scapula Movement – (20 min.)

1. Back tension is key to shooting. Today we are going to work on feeling our scapula movement and maintaining back tension with two activities.
2. First let's feel our scapula. Place your draw hand on your chest with your draw elbow parallel to the ground. Now move your draw elbow back without moving the hand on your chest.



## Physical Education Standards

### NASPE

Back tension and scapula: 1, 2, 3, 4, 5, 6

Balloon Shoot: 2, 3, 4, 5, 6

### State Standards

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3. Now let's feel it with more of the shot. Place your bow hand on your back near your draw side scapula. Now come to the Setup position with your draw side. Now load and feel your scapula move with your bow hand. When we Load, we are loading our back muscles (lower trapezius). Continue the shot to follow-through. At the end of the follow-through, students should still feel their back tension.
4. Now do your shot with a stretch band and see if you can still feel your back.

**Game 3: Balloon Shoot – (30 min.)**

1. Balloons are a fun 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 you an opportunity to coach and assess student form and progress thus far

**Closing Discussion Questions – (5 min.)**

- ✓ Could you feel your back and scapula movement?
- ✓ Was it difficult to feel it with a bow? What does this tell you about your sense of body awareness?

**Lesson 9 Assessments**

- ✓ Back tension and scapula movement exercises and discussions
- ✓ Coaching during balloon shoot

# Lesson Plan 10 ~ *Shooting with Rhythm*

*So far the steps have been worked on in parts. Now they will be tied together into one fluid shot. Students will time each other to see how long their shots take as well as see how consistent they are.*

## Learning Objectives

By the end of the lesson, students can...

- ✓ Perform their shot with good rhythm
- ✓ Explain why shot rhythm is important
- ✓ Identify when Holding has been taken

## Equipment and Setup

- Archery Range (9 meters, 122cm target face)
- Archery Equipment
- Whistle
- Clip boards and pens/pencils
- Print *Shot Timing* sheet

## Teaching Strategy

### Warm-up & Stretch – (5 min.)

1. Begin with a warm-up like jogging or jumping jacks
2. Stretch. See example stretches in appendix

### Lesson: *Shot Rhythm* – (50 min.)

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.
3. Pass out Shot Timing Sheet. Have students pair up and time how long their partner's shot takes. Also time how long between Holding and release. We want to see how consistent the timing is between each shot.

### Closing Discussion Questions – (5 min.)

- ✓ On average, how long did your shot take?
- ✓ On average, how long did you take between Holding and Release?
- ✓ What is the time difference between your longest and shortest shot?

## Lesson 10 Assessments

- ✓ Completed Shot Timing Sheet.
- ✓ Peer Assessment during Shot Rhythm Lesson.

### Physical Education Standards

#### NASPE

Shot Rhythm: 1, 2, 3, 4

#### State Standards

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# Olympic Archery in Schools

## Shot Timing



Archer: \_\_\_\_\_

Peer Coach: \_\_\_\_\_

Today we are working on shot rhythm and timing. Our goal is to tie all of the individual steps we have been working on into one smooth shot. Your partner will watch you shoot and time your shot. They will count 1-one thousand, 2-one thousand, etc. You will do this for your overall shot (from the Set position to Follow-through) and again for your aiming (from Holding to Release).

Shot	Overall Shot (from Set to Follow-through)	Aiming (from Holding to Release)
1		
2		
3		
4		
5		
6		
<b>Average Timing</b>		
<b>Difference between longest and shortest time</b>		

# Lesson Plan 11 ~ *How DO I Aim?*

*Basic aiming and sight use have already been introduced in earlier lessons. However, by now students have become more proficient with their shot and can learn more about aiming. If aiming is emphasized too soon, then it distracts students from doing proper form.*

## Learning Objectives

By the end of the lesson, students can...

- ✓ Explain how aiming fits into the shot cycle
- ✓ Use and adjust the sight properly
- ✓ Explain why string alignment/blur is important
- ✓ Incorporate aiming into their shot cycle without forgetting other fundamentals

## Equipment and Setup

- Archery Range (9 meters, 122cm target face)
- Archery Equipment
- Whistle

## Teaching Strategy

### Warm-up & Stretch – (5 min.)

1. Begin with a warm-up like jogging or jumping jacks
2. Stretch. See example stretches in appendix

### Lesson: Aiming – (50 min.)

1. Discussion: “when do you think aiming is during the shot cycle?”
  - a. 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.
2. Sight use
  - a. Move the sight in the direction of your groups (ie. if they are landing high, move it up; and if to the left, move it to the left)
  - b. 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)
  - c. Write down your sight setting so that you have it for future practices
  - d. Keep the target in focus, not the sight pin. Eye focus should be kept on the target until the end of the follow-through (it is tempting to look instead at where the arrow flies to)

### Physical Education Standards NASPE

Aiming: 1, 2, 3, 4, 6

### State Standards

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3. String alignment/blur

- a. Discussion: "is it enough to aim with the sight pin on the target?"
  - i. 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
  
- b. A consistent anchor and body position is most important. Another factor though 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.
  
- c. All other form concepts (posture, Holding, alignment, etc.) should not be compromised



**Closing Discussion Questions – (5 min.)**

- ✓ If my arrows are landing high and to the left, which way do I move my sight?
- ✓ At most how long should aiming be?
- ✓ What is string blur/alignment? Why is it important?

**Lesson 11 Assessments**

- ✓ Practice using the sight and discussion

## Olympic Archery in Schools GAME 4 ~ 21



This game challenges students to work together to hit exactly 21 points. It is especially good for newer archers because every score is valuable. A 1 can be just what the team needs to hit exactly 21.

NASPE: 1, 2, 3, 4, 5, 6

### 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
3. 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 Discussion Questions

1. What was the most challenging part about this game?
2. Was your team able to work together to figure out what color you needed to shoot?
3. How was it aiming for colors other than the gold in the center? In windy conditions archers must often aim off center to compensate for the wind (which can be a big factor when they are 35+ mph winds!)

# Lesson Plan 12 ~ Feedback

Now we want students to make connection between their form and the results on the target. Then they will play a game of 21. This game is great because every score counts and encourages students to work together.

## Learning Objectives

By the end of the lesson, students can...

- ✓ Identify and analyze relationships between form and results on the target
- ✓ Cooperate with team to accomplish goal

## Equipment and Setup

- Archery Range (9 meters, 122cm target face)
- Archery Equipment
- Whistle
- Clip boards and pens/pencils
- Print Shot Plots sheet
- Print Game 4: 21

## Teaching Strategy

### Warm-up & Stretch – (5 min.)

1. Begin with a warm-up like jogging or jumping jacks
2. Stretch. See example stretches in appendix

### Practice: Form and Feedback – (20 min.)

1. Today we are looking at what connections we can find between our form and where our arrows land on the target.
2. Discussion: what are some connections we might look for? This assumes that you have set your sight correctly, and now the groups are shifting or you have several that go off differently. Some examples:
  - a. Up and down errors could be your anchor position (if it is sliding up or down), release and follow-through (bow arm collapses or release goes forward instead of back or back tension is lost), alignment, etc.
  - b. Left and right could be head position/string alignment, eye dominance, alignment, release (draw hand flying out known as plucking), etc.
3. 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 with those shots

### GAME 4: 21 – (30 min.)

1. 21 is a fun game to build team work. Teams of three archers get two 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.

### Physical Education Standards

#### NASPE

Feedback: 1, 2, 3, 4, 5

21: 3, 4, 5, 6

#### State Standards

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**Closing Discussion Questions – (5 min.)**

- ✓ What patterns did you see from your plots?
- ✓ What connections did you find between form and feedback from the target?
- ✓ Was it challenging working in a team to shoot 21?

**Lesson 12 Assessments**

- ✓ Completed Shot Plots sheet
- ✓ Discussion on form and feedback
- ✓ Peer coaching
- ✓ Participation and performance in GAME 4: 21

# Olympic Archery in Schools

## Shot Plots

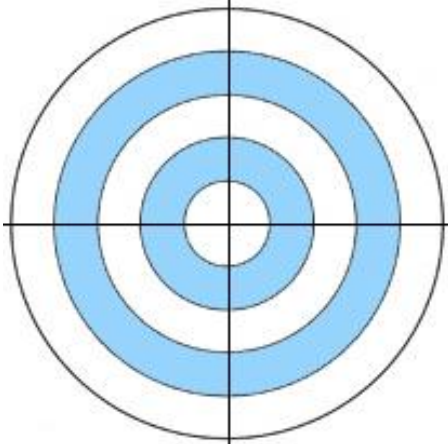


Archer: \_\_\_\_\_

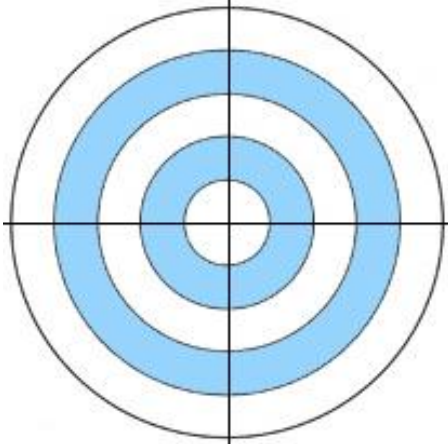
Peer Coach: \_\_\_\_\_

During this exercise you will be plotting the location of your shots and including observations from yourself and your partner for each of them. Be specific in your observations.

Shot	Score	Observations
1		
2		
3		
4		
5		
6		



Shot	Score	Observations
1		
2		
3		
4		
5		
6		



# Olympic Archery in Schools

## Shot Plot Score Sheet



Archer: \_\_\_\_\_

Date: \_\_\_\_\_

NOTES:

End	Distance: _____ Meters						End Score	Running Score	
1									
2									
3									
4									
5									
6									

End	Distance: _____ Meters						End Score	Running Score	
1									
2									
3									
4									
5									
6									

# Lesson Plan 13 ~ Go for Gold

*This is a classroom lesson that can be used for rainy days. If this lesson is not used then the topics can be covered in subsequent lessons. A DVD of these videos is included with this Curriculum.*

## Learning Objectives

By the end of the lesson, students can...

- ✓ Explain how scoring works
- ✓ Explain the rules for the different competition rounds
- ✓ Identify challenges in archery

## Equipment and Setup

- Classroom
- Equipment to watch videos
- DVD of competition videos

## Teaching Strategy

**Lesson:** *Scoring Basics – (10 min.)*

1. The target face goes from 1 to 10 points. The inner most ring in the gold is the x-ring and is used for tie-breakers (still worth 10 points)
2. If an arrow touches the line then it goes to the higher score
3. Each group of arrows we shoot is known as an end.
4. When we score we first write down the scores (don't touch the arrows) from highest to lowest. Two archers will write down scores on score cards while another archer calls out the scores and the last archer double checks. Two score cards are used to double check the math and scores.
5. If an archer misses the target face, then it is written down as an 'M'

**Lesson:** *Competition Rounds – (25 min.)*

1. Ranking round
  - a. Indoor - typically 4 rounds of 30 arrows shot at 18 meters (120 arrows total)
  - b. Outdoor - 36 arrows are shot at 4 different distances (144 arrows total). For example, the men shoot 90m, 70m, 50m, and 30m
2. Team Round
  - a. 3 archers per team
  - b. Each archer shoots 2 arrows
  - c. Archers must shoot one at a time. You must decide which side you will enter/exit from so that you don't run into each other.
  - d. 4 ends are shot for each match.
3. Olympic Round
  - a. Individual, head to head matches
  - b. 12 arrows are shot per match (either 2 ends of 6 arrows or 4 ends of 3 arrows)

### Physical Education Standards

#### NASPE

Scoring Basics: 5, 6

Competition Challenges: 6

#### State Standards

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4. Example Matches (note in these finals matches, the format changes a little; shooting alternates)
  - a. Indoor OR Match:  
<http://www.youtube.com/user/archerytv?blend=2&ob=4#p/u/35/RTPIZCigQxw>  
*Archery World Cup Indoor Challenge 2011 - Nimes - Ind. Match #8*
  - b. Outdoor OR Match:  
<http://www.youtube.com/user/archerytv?blend=2&ob=4#p/u/56/qXdFv2IhbNw>  
*Archery World Cup 2010 - Final Stage - Ind. Match #8*
  - c. Team match:  
<http://www.youtube.com/user/archerytv?blend=2&ob=4#p/u/16/3YCpAZSuUuc>  
*Archery World Cup 2011- Stage 3 - Team Match #8*

**Lesson: Competition Challenges – (20 min.)**

1. Discussion: "What are some challenges that you think archers have to face at competitions?"
2. Rain: <http://usarchery.org/news/2010/08/27/u-s-men-continue-winning-streak/38271>  
The rain affects your arrow flight as well as you on the line. You must be prepared with rain gear and ways to keep your equipment dry.
3. Wind: <http://www.youtube.com/user/archerytv#p/u/94/3BKGB04NSiM>  
Not only will the wind blow your arrows, but you as well!  
*Archery World Cup 2011 - Stage 2 - Ind. Match #8*
4. Crowd: [http://www.youtube.com/watch?v=qVKe1qWW2\\_w](http://www.youtube.com/watch?v=qVKe1qWW2_w)  
Lots of background noise. *Archery World Cup 2006 - Stage 4 - Ind. Match #8*  
  
or crowd cheering for you: <http://www.youtube.com/watch?v=PqYQyMVrnAg>  
*Outdoor World Championships 2009 - Ulsan - Team Match#8*
5. Shooting venue
  - a. Over water- [http://www.youtube.com/watch?v=y\\_kDgoxxyjQ](http://www.youtube.com/watch?v=y_kDgoxxyjQ)  
*Archery World Cup 2010 - Stage 1 - Ind. Match #8*
  - b. Canal - <http://www.youtube.com/watch?v=qogihNgagXQ>  
*Archery World Cup 2009 - Final Stage - Ind. Match #6*
  - c. Night - <http://www.youtube.com/watch?v=8kxUPCA2JYk>  
*Archery World Cup 2008 - Stage 4 - Ind. Match #6*

**Closing Discussion Questions – (5 min.)**

- ✓ The points on the target face go from 1 to what?
- ✓ If my arrow is between a 7 and 8 and it touches the line, what is my score?
- ✓ How many archers make up a team in team rounds?
- ✓ What are some challenges during archery competitions?

**Lesson 13 Assessments**

- ✓ Discussions



# Lesson Plan 14 ~ Qualification/Ranking Round

*Students will shoot a qualification/ranking round as their first competition experience.*

## Learning Objectives

By the end of the lesson, students have...

- ✓ Completed a qualification/ranking round
- ✓ Earned an OAS Achievement Pin

## Equipment and Setup

- Archery Range (9 meters for Middle, 18 meters for High; 122cm face)
- Archery Equipment
- Whistle
- Print Score Cards (print one copy on colored paper as official copy and other copy on white for archer to keep)
- Clip boards
- Pens/pencils

## Teaching Strategy

### Warm-up & Stretch – (5 min.)

1. Begin with a warm-up like jogging or jumping jacks
2. Stretch. See example stretches in appendix

### Lesson: Indoor Round – (50 min.)

1. Have Score Cards, clipboards, and writing utensils ready.
2. Review rules for scoring and competition round
3. Give the students 2 ends of official practice
4. Start scoring -- 36 arrows. 12 ends of 3 arrows (2 min. per end) OR 6 ends of 6 arrows (4 min. per end)
5. Official copy of score card stays with you and students keep the archer's copy.
6. Pass out OAS Achievement pins to those who earned one.

### Closing Discussion Questions – (5 min.)

- ✓ Was it different now that the scores count?

## Lesson 14 Assessments

- ✓ Scoring Round
- ✓ Goal is for students to get all arrows on the target
- ✓ OAS Individual Achievement Pins

### Physical Education Standards NASPE

Qualification/Ranking Round:  
1, 2, 3, 4, 5, 6

### State Standards

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Olympic Archery in Schools  
Qualification/Ranking Round



Name: \_\_\_\_\_

Date: \_\_\_\_\_

End	<i>Distance: ____ meters</i>			End Score	Running Score
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
		10's		TOTAL	

Signatures - Archer: \_\_\_\_\_

Scorer: \_\_\_\_\_ Scorer: \_\_\_\_\_

Olympic Archery in Schools  
Qualification/Ranking Round



Name: \_\_\_\_\_

Date: \_\_\_\_\_

End	<i>Distance: ____ meters</i>			End Score	Running Score
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
		10's		TOTAL	

Signatures - Archer: \_\_\_\_\_

Scorer: \_\_\_\_\_ Scorer: \_\_\_\_\_

Olympic Archery in Schools  
Qualification/Ranking Round



Name: \_\_\_\_\_ Date: \_\_\_\_\_

End	<i>Distance: ____ meters</i>						End Score	Running Score
1								
2								
3								
4								
5								
6								
						<b>10's</b>	<b>TOTAL</b>	

Signatures - Archer: \_\_\_\_\_ Scorer: \_\_\_\_\_ Scorer: \_\_\_\_\_



Olympic Archery in Schools  
Qualification/Ranking Round



Name: \_\_\_\_\_ Date: \_\_\_\_\_

End	<i>Distance: ____ meters</i>						End Score	Running Score
1								
2								
3								
4								
5								
6								
						<b>10's</b>	<b>TOTAL</b>	

Signatures - Archer: \_\_\_\_\_ Scorer: \_\_\_\_\_ Scorer: \_\_\_\_\_

# Lesson Plan 15 ~ Team Round

Setup team matches. Team rounds are extremely fun and encourage students to work together.

## Learning Objectives

By the end of the lesson, students have...

- ✓ Competed in Team Round and are proficient with the procedures

## Equipment and Setup

- Archery Range
- Archery Equipment
- Whistle
- Print Team Round Score Cards
- Clip boards and pens/pencils

## Teaching Strategy

### Warm-up & Stretch – (5 min.)

1. Begin with a warm-up like jogging or jumping jacks
2. Stretch. See example stretches in appendix

### Lesson: Team Round – (50 min.)

1. Have students get into their teams of 3 and review their order and enter/exit strategies
2. Review rules for scoring and competition round
3. Scores from the Indoor Round can be used to give each team a ranking (add the scores from the 3 archers together and rank the teams by their totals)
4. Give the teams 2 ends of official practice. Team Rounds: 3 archers, 2 arrows each, 4 ends, 2 minutes. Each archer must go up one at a time to shoot their 2 arrows
5. Begin matches

### Closing Discussion Questions – (5 min.)

- ✓ Was the timing a challenge?
- ✓ How did you encourage your teammates?
- ✓ Did the order of when you shot make a difference to you?

## Lesson 15 Assessments

- ✓ Student performance and cooperation during team round

### Physical Education Standards NASPE

Team Round: 1, 2, 3, 4, 5, 6

### State Standards

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# Olympic Archery in Schools

## Team Round



Team Name: \_\_\_\_\_

Archers: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

End	1/16 Round						End Score	Running Score
1								
2								
3								
4								
<b>TOTAL</b>								

Opponent's Score: \_\_\_\_\_

*Tie break*

Our score: \_\_\_\_\_

Opponent: \_\_\_\_\_

Signatures - Team: \_\_\_\_\_ Opponent: \_\_\_\_\_

End	1/8 Round						End Score	Running Score
1								
2								
3								
4								
<b>TOTAL</b>								

Opponent's Score: \_\_\_\_\_

*Tie break*

Our score: \_\_\_\_\_

Opponent: \_\_\_\_\_

Signatures - Team: \_\_\_\_\_ Opponent: \_\_\_\_\_

End	Quarter Finals						End Score	Running Score
1								
2								
3								
4								
<b>TOTAL</b>								

Opponent's Score: \_\_\_\_\_

*Tie break*

Our score: \_\_\_\_\_

Opponent: \_\_\_\_\_

Signatures - Team: \_\_\_\_\_ Opponent: \_\_\_\_\_

End	Semi-Finals						End Score	Running Score
1								
2								
3								
4								
							<b>TOTAL</b>	

**Opponent's Score:**  
\_\_\_\_\_

*Tie break*  
**Our score:** \_\_\_\_\_

**Opponent:** \_\_\_\_\_

*Signatures -* Team: \_\_\_\_\_ Opponent: \_\_\_\_\_

End	Gold Medal Match						End Score	Running Score
1								
2								
3								
4								
							<b>TOTAL</b>	

**Opponent's Score:**  
\_\_\_\_\_

*Tie break*  
**Our score:** \_\_\_\_\_

**Opponent:** \_\_\_\_\_

*Signatures -* Team: \_\_\_\_\_ Opponent: \_\_\_\_\_

End	Bronze Medal Match						End Score	Running Score
1								
2								
3								
4								
							<b>TOTAL</b>	

**Opponent's Score:**  
\_\_\_\_\_

*Tie break*  
**Our score:** \_\_\_\_\_

**Opponent:** \_\_\_\_\_

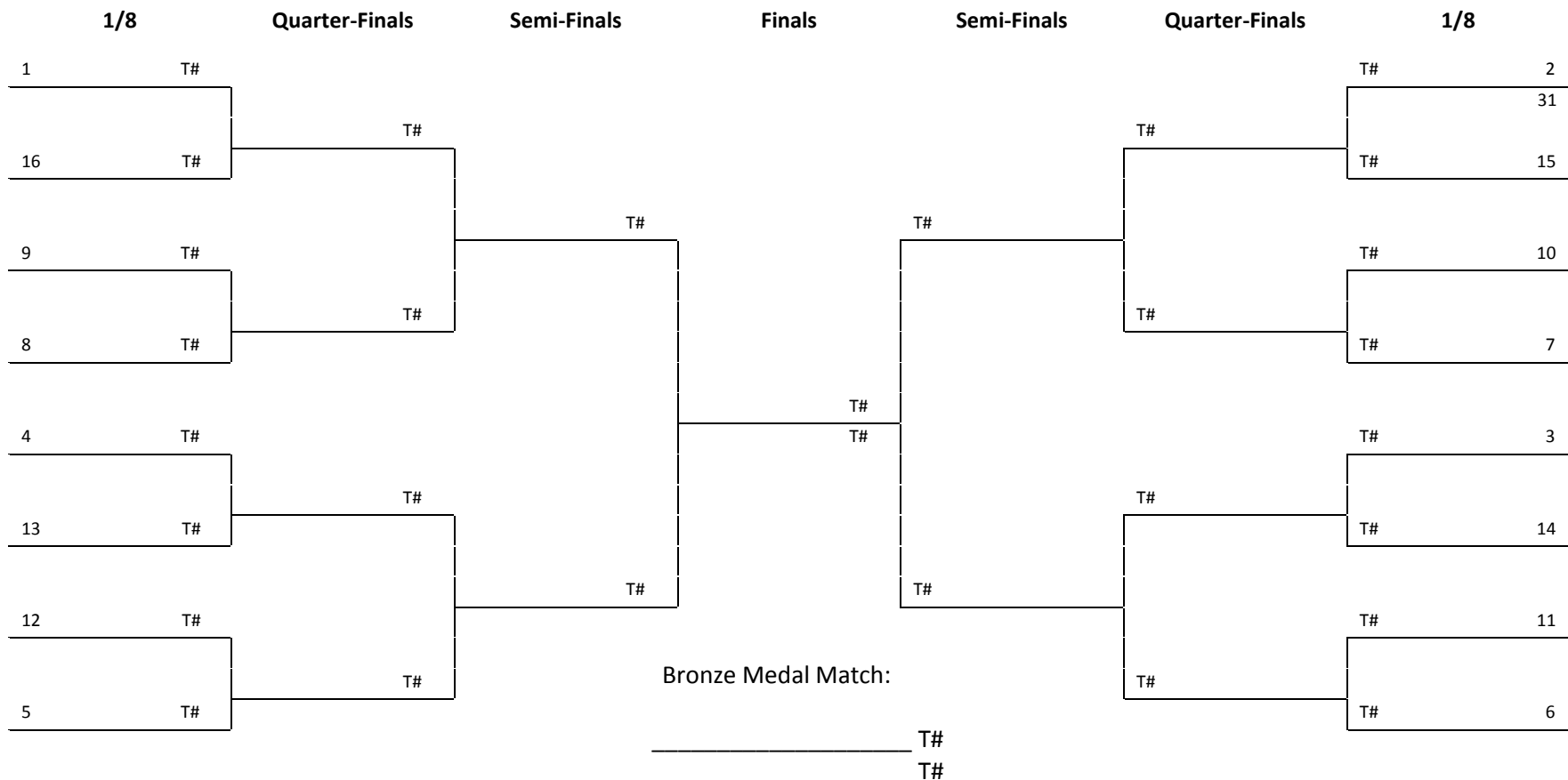
*Signatures -* Team: \_\_\_\_\_ Opponent: \_\_\_\_\_

# Olympic Archery in Schools

## Team Round Single Elimination Bracket



Remember to give target assignments (T#\_)   
 Each team will get their own target.



GOLD: \_\_\_\_\_

BRONZE: \_\_\_\_\_

SILVER: \_\_\_\_\_

4th: \_\_\_\_\_

## Olympic Archery in Schools

### GAME 5 ~ King of the Hill



This game allows students to practice team rounds with fast paced matches. It also has them shoot against many other teams.

NASPE: 1, 2, 3, 4, 5, 6

### **Procedure**

1. Have the students get into their teams of 3. Each archer will shoot 2 arrows. They must shoot one 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 one end. Each end is 2 minutes.
3. The winning team 'moves up' to the bale on their right. The losing team 'moves down' to the bale on the left. The goal is to get to the 'top of the hill' which is the furthest right bale. Any team that loses at the hill goes all the way down to the left.
4. Play until time is finished.

### **Closing Discussion Questions**

1. What strategies worked best for you team? (enter/exit strategies, encouragements, timing)
2. Did you get nervous as you got closer to the top of the hill?
3. Was it challenging to face a different team each end?



# Lesson Plan 16 ~ *Olympic Round*

*Setup individual matches for the students.*

## Learning Objectives

By the end of the lesson, students...

- ✓ Have competed in the Olympic Round
- ✓ Are proficient with the format for the Olympic Round
- ✓ Exhibit good sportsmanship

## Equipment and Setup

- Archery Range
- Archery Equipment
- Whistle
- Print Olympic Round Score Cards
- Clipboards
- Pens/Pencils

## Teaching Strategy

### Warm-up & Stretch – (5 min.)

1. Begin with a warm-up like jogging or jumping jacks
2. Stretch. See example stretches in appendix

### Lesson: *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 your time constraints).
4. Proceed with the matches.

### Closing Discussion Questions – (5 min.)

- ✓ Was it challenging going head to head?

### Assign Homework – (5 min.)

- ✓ Study for Final Exam

## Lesson 16 Assessments

- ✓ Olympic Round competition

### Physical Education Standards *NASPE*

Olympic Round: 1, 2, 3, 4, 5, 6

### State Standards

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# Olympic Archery in Schools

## Olympic Round



Name: \_\_\_\_\_

End	1/32 Round						End Score	Running Score
1								
2								
10's							TOTAL	

Signatures -

Archer: \_\_\_\_\_

Opponent: \_\_\_\_\_

Tie: Archer \_\_\_\_\_ / Opp. \_\_\_\_\_

End	1/16 Round						End Score	Running Score
1								
2								
10's							TOTAL	

Signatures -

Archer: \_\_\_\_\_

Opponent: \_\_\_\_\_

Tie: Archer \_\_\_\_\_ / Opp. \_\_\_\_\_

End	1/8 Round						End Score	Running Score
1								
2								
10's							TOTAL	

Signatures -

Archer: \_\_\_\_\_

Opponent: \_\_\_\_\_

Tie: Archer \_\_\_\_\_ / Opp. \_\_\_\_\_

End	Quarterfinals						End Score	Running Score
1								
2								
10's							TOTAL	

Signatures -

Archer: \_\_\_\_\_

Opponent: \_\_\_\_\_

Tie: Archer \_\_\_\_\_ / Opp. \_\_\_\_\_

End	Semi-Finals			End Score	Running Score
1					
2					
3					
4					
10's				TOTAL	

Archer: \_\_\_\_\_ Opp.: \_\_\_\_\_

Tie: Archer \_\_\_\_\_ / Opp. \_\_\_\_\_

End	Finals			End Score	Running Score
1					
2					
3					
4					
10's				TOTAL	

Archer: \_\_\_\_\_ Opp.: \_\_\_\_\_

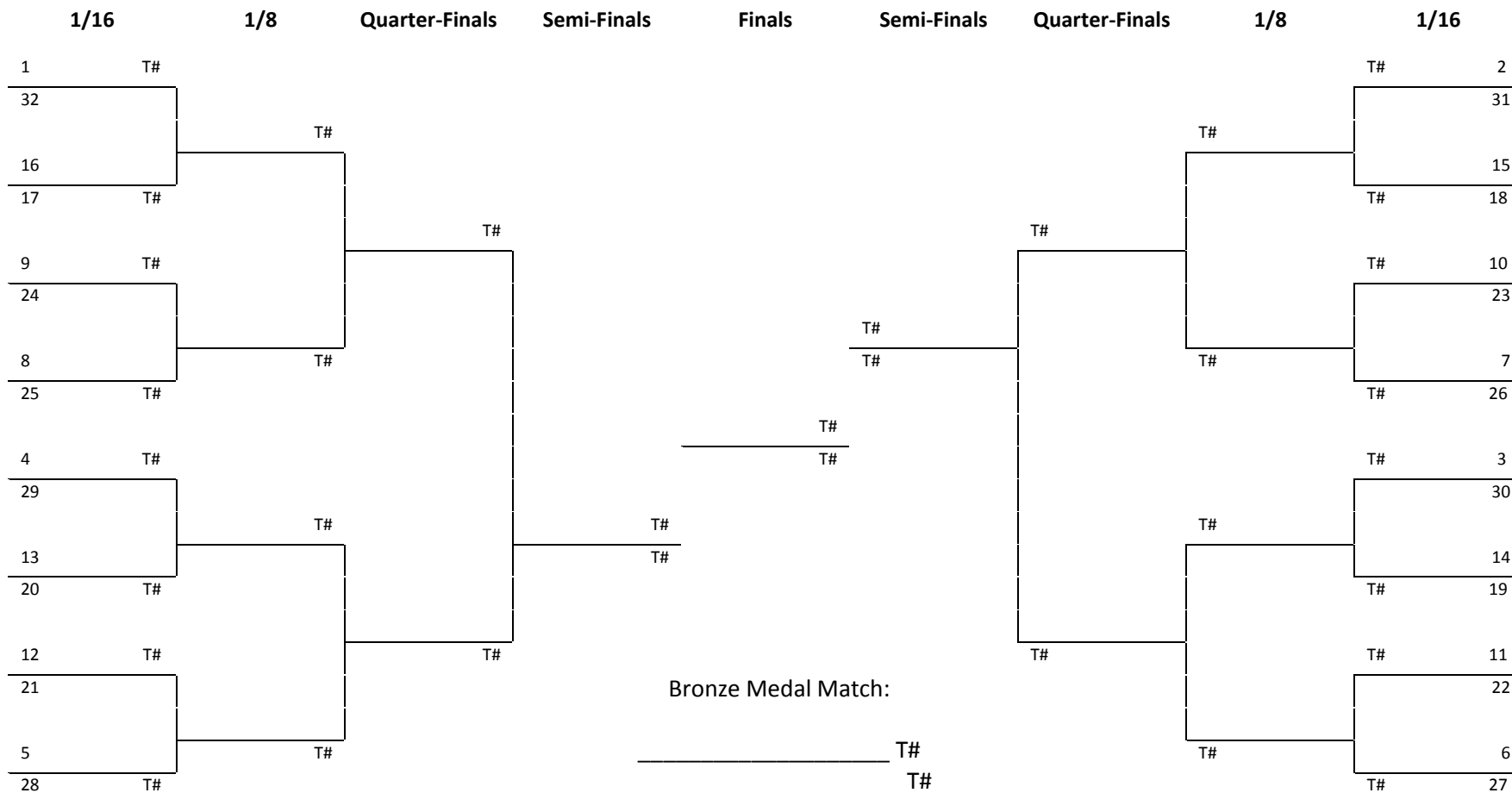
Tie: Archer \_\_\_\_\_ / Opp. \_\_\_\_\_

# Olympic Archery in Schools

## Olympic Round Single Elimination Bracket



Remember to give target assignments (T#)  
Archers share a target up to the Semi-Finals



## Olympic Archery in Schools Annual Mail-in Tournament



Each year, OAS holds a Mail-in Tournament during the fall and spring semesters. Each student may submit one score. At the end, all of the scores will be compiled and awards sent out to the winners. Be sure to sign up for our OAS mailing list to receive announcements.

**Dear Olympic Archery Schools,**

We are excited to have our annual Mail-in Tournaments. We hope students will enjoy the experience of competing with others from all across the nation. All OAS programs are encouraged to participate so we look forward to a great turnout.

**Happy shooting!**  
- OAS Staff

### **Tournament Information:**

- All OAS Programs are encouraged to participate.
- Registration will be online
- Online score submission open during the fall and spring semesters.
- Each student may only submit one score
- Awards: all students have a chance to earn [OAS Achievement Pins \(order here\)](#). After all of the scores are compiled, the top 10 in each division (boys/girls) will receive a medal.

### **Tournament Format:**

- 36 arrows -- either [6 ends of 6 arrows](#) or [12 ends of 3 arrows](#)
- 122cm target face
- 9 meters for Middle School; 18 meters for High School
- 2 minutes for 3 arrow ends or 4 minutes for 6 arrow ends



Final Exam

# Olympic Archery in Schools

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

SCORE: \_\_\_\_\_ / 45

## SAFETY (\_\_\_/20 points)

1. Give two range rules

a. \_\_\_\_\_

b. \_\_\_\_\_

2. Fill in the range commands, and circle the proper answer for what archers should be doing.

a. Archers should start **BEHIND / IN FRONT OF / ON** the waiting line

i. \_\_\_\_ Whistle(s): \_\_\_\_\_

b. TRUE / FALSE - after doing their stance archers may now take out an arrow and nock it.

i. \_\_\_\_ Whistle(s): \_\_\_\_\_

c. When finished shooting, archers should go \_\_\_\_\_

i. \_\_\_\_ Whistle(s): \_\_\_\_\_

d. Archers should pause at the \_\_\_\_\_ line before pulling arrows.

3. For emergencies, \_\_\_\_\_ + whistles are blown.

4. What is a dry-fire and is it okay to do? (2 points)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. TRUE / FALSE -- It is okay to do a high draw.

6. List the four steps to properly pulling out an arrow from the target

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

**SHOOTING TECHNIQUE (\_\_\_/15 points)**

1. List the 3 steps to good posture

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. TRUE / FALSE - both shoulders should remain down during the shot

3. Why is it beneficial to have the bow arm in line with the back?

\_\_\_\_\_  
\_\_\_\_\_

4. When should bow arm alignment be established? (which NTS step?)

\_\_\_\_\_

5. Holding is defined as \_\_\_\_\_

\_\_\_\_\_

6. During peer coaching, how could you tell that your archer had taken holding?

\_\_\_\_\_  
\_\_\_\_\_

7. TRUE / FALSE -- the longer I aim at full draw, the better my shot will be.

8. TRUE / FALSE -- I should maintain eye focus on the target until the end of the shot

9. When you anchor, the bow string touches your face and is a blurry line. What do I do with this line and why is it important? (2 points)

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10. (Circle one) -- to release, **RELAX / OPEN** the draw fingers while maintaining **ARM / BACK** tension.

11. During the feedback lesson, we looked for connections between our form and the target. If my arrows are suddenly going high, what might this tell me about my form?

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**COMPETITION BASICS (\_\_\_/10 points)**

1. The scores on the target face go from 1 to \_\_\_\_\_.
2. (Circle one) – A miss is written on the score card as a **0 / M**
3. Scores on the score card should be written down from \_\_\_\_\_ to \_\_\_\_\_.
4. TRUE / FALSE – If an arrow touches the line, it is the higher score.
5. TRUE / FALSE – I can pull the arrows out as the scores are written down.
6. For a Team Round match there are \_\_\_\_\_ archers per team who shoot \_\_\_\_\_ arrows each.
7. During the Olympic Round we did head to head, matches. A match consisted of \_\_\_\_\_ arrows.
8. What is a challenge that you might face in competition?

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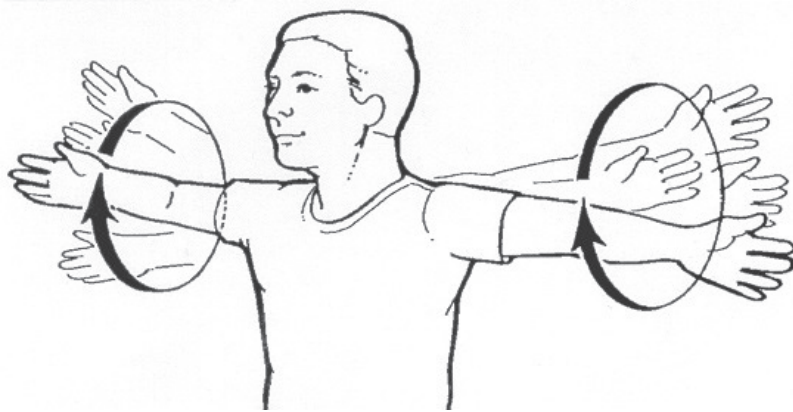
# Lesson Interlude: Archery Warm-Up



## Lesson Components

Explain Importance of Getting Muscles Warm and stretched before Practicing a Skill

Lead a Series of Stretches



## Arm Circles

Arm circles utilize many of the same muscles involved in archery, and are therefore recommended before every shooting session. Have students keep their shoulders down when doing the circles - this will help stretch the appropriate muscles while reinforcing proper shoulder position for archery.

Have the students start out making very large circles and slowly draw tighter and tighter circles in the air. Ask them to see how small they can get their circles.

This is a five-minute warm up routine that you will see recommended in every lesson that has a shooting component. This time can be used fruitfully to take attendance or attend to other class management issues.

## General Warm-Up

Have the students do 20 Jumping Jacks (other aerobic exercises may be substituted)

## Stretching

Arm Circles

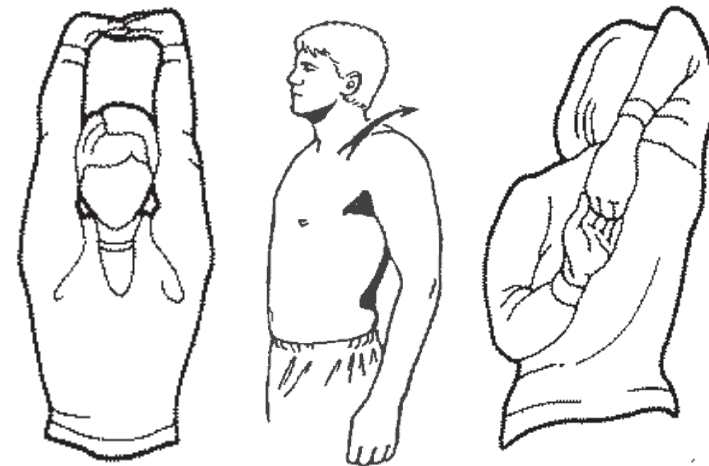
Shoulder Rolls

Pull Arms Across

Arms Behind Head

Wrists (Flexors, Extensors, Left, Right)

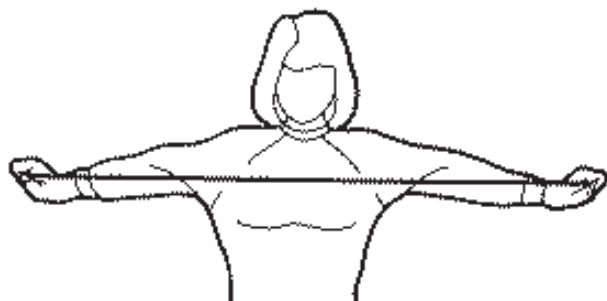
Touch Toes



## Shoulder Stretches

Shoulder stretches are important before any archery session. The stretches above are good examples.





### Stretch Band Exercises

With stretch bands, archery stretching becomes more dynamic. The exercises above can replace the traditional "Arms Behind Head" and "Pull Arms Across" stretches.



### Wrist Flexors and Extensors

Having relaxed hands and wrists is essential to achieving proper archery technique, so occasionally stretching the hands and wrists helps prevent them from getting too tight or stiff during shooting.

### Stretching Notes:

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OLYMPIC  
ARCHERY IN  
SCHOOLS

# Achievement Pin Qualification Scores



white



black



blue



red



gold

## 122cm Target

30 arrows, 9 meters  
36 arrows, 9 meters

185 / 225	215 / 265	245 / 295	275 / 335	295 / 355
155 / 195	185 / 225	215 / 265	265 / 315	285 / 335

30 arrows, 15 meters  
36 arrows, 15 meters

## 80cm Target

30 arrows, 9 meters  
36 arrows, 9 meters

175 / 210	200 / 245	230 / 280	265 / 325	285 / 345
150 / 185	175 / 215	205 / 255	250 / 305	270 / 325

30 arrows, 15 meters  
36 arrows, 15 meters

## 60cm Target

30 arrows, 9 meters  
36 arrows, 9 meters

155 / 185	175 / 215	205 / 255	245 / 305	265 / 325
145 / 175	165 / 205	195 / 245	235 / 295	255 / 315

30 arrows, 15 meters  
36 arrows, 15 meters

Key: Indoor Scores / Outdoor Scores



## ASSUMPTION OF RISK, WAIVER AND INDEMNIFICATION AGREEMENT

*This is an important document which affects your rights, please read it carefully.*

**1. Consent & Assumption of Risk.** I, \_\_\_\_\_ (parent's/guardian's name [please Print]), consent to my son's/daughter's (Participant) attendance at and participation in the Olympic Archery in Schools (OAS) program (Program). In doing so, Participant and I understand that Participant's participation in or attendance at the Program is, and at all times will continue to be, at his/her and my own risk. Participant and I understand the numerous risks of injury or damage to person and property (including but not limited to injury or death) involved in the Program. We understand OAS has taken steps to reduce the chance of injury and damage, but we also understand the risks associated with participation in or attendance at the Program cannot be eliminated. Participant and I acknowledge and agree that OAS and Easton make no representations or warranties, express or implied, regarding the Program. We knowingly and voluntarily assume full and complete responsibility for any and all injuries and damages of any kind that relate to or arise out of the Program or any related events, including but not limited to injuries and damages related to or arising from participation in or attendance at the Program, the use of equipment, or the activities of others.

**2. Non-Liability, Waiver & Release.** Participant and I, on behalf of our ourselves and our heirs, estates, executors, successors and assignees, agree that OAS and Easton Sports Development Foundation (Easton), inclusive of all of their owners, managers, directors, officers, instructors, affiliates, partners, joint ventures, parent companies, subsidiaries, predecessors, successors, assignees, insurers, reinsurers, claims administrators, employees, and agents of any kind (Released Parties), shall not be liable for any injuries, damages, costs or expenses of any kind that relate to or arise from the Program or any related events, including but not limited to injuries and damages related to or arising from participation in or attendance at the Program, the use of equipment, or the activities of others.

Participant and I, on behalf of ourselves and our heirs, estates, executors, successors and assignees, fully and forever waive, release and discharge, to the fullest extent permitted by law, all claims, suits, charges, demands, or actions of any kind against the Released Parties, that relate to or arise from the Program or any related events, including but not limited to injuries and damages related to or arising from participation in or attendance at the Program, the use of equipment, or the activities of others.

**3. Indemnification & Hold Harmless.** Participant and I further agree to defend, immediately, and hold harmless Released Parties from and against all claims, suits, charges, demands, or actions of any kind that relate to or arise from the Program or any related events, including but not limited to injuries and damages related to or arising from participation in or attendance at the Program, the use of equipment, or the activities of others.

**4. Rules of Conduct & Play.** Participant and I agree that Participant shall follow the rules of conduct and play as may be set forth by OAS, or others, for the Program and any related events. We understand that any failure to do so may result in suspension from or dismissal from the Program.

**5. Physical Condition, Medical Treatment Consent & Assistance.** Participant and I represent and warrant that Participant is in good and sufficient physical and mental condition to participate in the Program. We hereby consent to medical treatment and grant authority to OAS and Easton to exercise their judgment concerning any medical assistance or hospital care that may be necessary for Participant in the event of an accident or illness during his/her participation in or attendance at the Program. We understand and agree that we shall remain solely liable for the cost and expense of any medical treatment rendered to Participant, including but not limited to ambulance transport, hospital stays, physician and pharmaceutical goods and services.

**6. Entire Agreement.** This Assumption of Risk, Waiver and Indemnification Agreement (Agreement) constitutes the entire agreement between the parties regarding the subject matter covered in this Agreement, and supersedes any prior or contemporaneous agreement, understandings or negotiations. This Agreement may not be amended or modified, by course of conduct or otherwise. Participant and I acknowledge and agree that this Agreement governs the legal rights and responsibilities of the parties and that Released Parties may use this Agreement as an affirmative defense to bar or to dismiss any claim, suit or action, present or future, against them.

*By signing below, Participant and I acknowledge we have carefully read and understand this Assumption of Risk, Waiver and Indemnification Agreement and agree to be bound by its terms. We understand that entering into this Agreement is voluntary. Participant is not required to participate in the Program, nor are we required to enter into this Agreement. I further acknowledge that I am the parent/legal guardian of Participant and that I have the authority to enter into this Agreement.*

<b>Name of Participant:</b>		
<b>Street Address:</b>		
<b>City:</b>	<b>State:</b>	<b>Zip:</b>
<b>Telephone:</b>		
<b>Signature of Parent/Guardian of Participant:</b>	<b>Date:</b>	
<b>Signature of Participant:</b>	<b>Date:</b>	