

5

Coaching Techniques



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Lesson Objectives

The instructor will demonstrate how to move about a new archer using non-threatening techniques and motivational language to help the archer achieve greater levels of success.

Classroom Application

This lesson is designed for adult instructors. However, many teachers will present this material to student archers after they've enjoyed a few days of archery. Teaching the student how to coach a fellow archer improves understanding and retention of the lessons for everyone.

Discussion

It is the rare archer who is able to immediately transfer what he sees and hears about proper shooting form, to perfect technique on the range. The instructor needs the ability to recognize movements the student archer can improve upon. The instructor should help the archer make the adjustments necessary to improve performance of the Eleven Steps to Archery Success.



In some instances, the learning process may be accelerated if the instructor guides the student by demonstrating or modeling proper technique. Physically touching the archer is unnecessary and ill-advised, even with the archer's permission. The instructor must realize it is necessary to move about the student archer to determine if the archer is executing proper shooting technique. When the archer's technique needs improvement, direction should be provided in a motivational manner.

Most new archers want to participate, especially when it comes to shooting arrows. Occasionally, an archer may disobey archery range rules or instructions. If this occurs, it can disrupt the class or create safety concerns. These types of behaviors need to be recognized and remedied as quickly and as positively as possible.

Materials Needed

- *The archery range must be set up and equipped to operate. Each student should have his personal String Bow®. The instructor should have a whistle.*

Classroom Set-Up

Bows and arrows will be unnecessary during this lesson. In fact, this lesson can be performed without an archery range. It will be helpful to have a waiting line for all students to stand behind.

Conducting the Lesson

The archery range should be set up with bows on racks and arrows in a storage container (they will be unused during this lesson). Students will be behind the waiting line.

Coaching Positions

Sample Introduction:

“The title of this lesson is Coaching Positions. During this lesson, I will describe four positions a coach safely moves about an archer to observe if the Eleven Steps to Archery Success can be performed better. Correct performance of the Eleven Steps is vital to an archer’s success. Certain aspects of the Eleven Steps may only be observed from specific positions.”

It should be explained to the student archers that the instructor will be moving to different “Coaching Positions” in order to observe and assist with the performance of the 11 Steps to Archery Success.

The instructor will blow two whistles and have one student (or assistant) bring their String Bow® to the shooting line to be a model. The instructor will blow one whistle so the model may simulate selecting an arrow and begin shooting the String Bow®. The instructor should move about the archer showing where to stand and describing the various form components that can be observed from each position. Following range safety protocol, the instructor should always keep at least one foot behind the shooting line. **(Teaching Suggestion 5.1)**

Coaching Position “Face to Face”: 1/2 to 1 yard or meter from the archer on the shooting line, looking at the front of the archer’s torso. **(Figure 5.1)** From here the instructor can see the stance, how the arrow is nocked, how the hands are set on the string and bow, the anchor, if the archer is standing up straight, and if the drawing hand thumb touches the shoulder upon release. This is the most common coaching position when first teaching an archer to shoot.

Coaching Position “Behind Drawing Elbow”: 1/2 to 1 yard or meter behind the archer’s draw hand elbow. At this location the instructor can also observe the stance, vertical posture, and if the draw hand shoulder, arm, and elbow move rearward during the release. It is also easy to see if the thumb ends up close to or touches the shoulder during follow-through. The instructor can observe if the bow arm properly falls to the left (opposite for LH shooters) upon follow-through. **(Figure 5.2)**

Coaching Position “Archer’s Back”: 1/2 to 1 yard or meter behind the archer on the shooting line looking at the archer’s back. From here the instructor can see the shoulder blade move rearward before the arrow is released and during follow-through. The archer’s posture and stance can also be observed from this position. **(Figure 5.3)**

Coaching Position “Well Behind Archer’s Elbow”: 4 yards or meters behind the archer’s drawing arm elbow. When in this position the instructor can determine if the archer is standing vertical throughout the shot. The flight of the arrow can also be observed at this position. This is



Teaching Suggestion 5.1 Video Camera to Show Form

If time and equipment availability permits, the instructor could set up a video camera to document the student’s form. Sometimes it helps the students to see for themselves what they could do better.



Fig. 5.1



Fig. 5.2

an effective position to observe the overall follow-through technique of both arms after the shot is released. In NASP® where every archer uses the same bow and arrow but at different draw lengths and weights, arrow flight may be imperfect from archer to archer. However, the flight of an archer's arrow from shot to shot should be consistent and can be seen from this position. **(Figure 5.4)**

Positive Reinforcement & Feedback -- CPR

Sample Introduction:

During this lesson called "CPR", I'm going to use a 3-step process to correct performance of the Eleven Steps to Archery Success. It is important these steps be followed so the archer will know what they are doing well, what can be done better, and to assure the archer understands each step of shooting.

The instructor should use a three-step process to correct an archer's performance of the Eleven Steps to Archery Success. To help remember the 3 steps the acronym, CPR is used. The "C" stands for compliment, the "P" for positive correction, and the "R" for review.

Explain to the archer that the instructor may observe something in the archer's form that needs to be improved. The instructor will use positive oral communication or modeling and demonstration techniques to convey the needed improvement. It is unneces-



Fig. 5.3



Fig. 5.4



Teaching Suggestion 5.2 Model Positive Reinforcement & Feedback

It might be useful to have a volunteer or an assistant help model this technique. The model should be whistled to "get bow" and whistled to "shoot," before demonstrating. If using a student to model this technique, the String Bow® should be used rather than bows and arrows. Some instructors might also find it useful to use a video camera or carefully handled mirror to help the student archer see what they are doing in contrast with what correct form or shot execution should look like.



Teaching Suggestion 5.3 Students Correct the Instructor

To help the students understand this procedure, the instructor could shoot an arrow. During the shot, the instructor would do one thing that should obviously be improved such as a non-vertical bow, leaning body, low drawing elbow, failed follow-through, etc. The class would be asked to provide the proper correction. The instructor should insist upon hearing a meaningful compliment first, then a positively stated improvement instruction, and review the next shot to assure improvement was achieved.



Teaching Suggestion 5.4 CPR

Properly correcting an archer should always begin with a descriptive **C**ompliment, followed by **P**ositive correction. The instructor should **R**eview the archer's next shot to make sure the advice was understood.

sary and ill-advised for the instructor to physically touch the student archer. To be most effective, whenever the instructor observes something the archer should do differently, it is important that the instructor's suggestion be communicated constructively to the student. It is more helpful to reinforce what you want the student to do rather than emphasize what they are doing incorrectly.

Before corrective advice is provided, the instructor should first Compliment the archer on some aspect of his technique. For example, the instructor might compliment the archer on having anchored the tip of the index finger at the corner of the mouth. It is important that the compliment be descriptive. For instance, if the archer's anchor was "good", what was "good" about it? It was "good" because, for example, the tip of the index finger was touching the corner of the mouth.

Then the instructor can reinforce the desired action by providing Positive corrective advice describing the desired action the archer should work on. For instance, if the string and thumb was not touching or near the drawing arm shoulder at follow-through, the instructor could remind the student of the String Bow® lesson and to keep muscles active during the shot so the thumb will come near or touch the shoulder during follow-through. It is counter-productive for the instructor to refer to, describe, or demonstrate what the archer did incorrectly. Drawing attention to incorrect technique reinforces the wrong thing.

Finally, the instructor should observe or review the student's next shot sequence to provide

feedback about whether or not the improvement was achieved. If the instructor merely leaves the archer after providing positive correction, the archer may get the impression the instructor cares too little about the archer to stay and make sure the correction was achieved. When actually shooting arrows, if the student is unable to perform the correction after the next few shots, have the student return the bow to the rack, walk behind the waiting line and practice with the String Bow®. **(Teaching Suggestions 5.2, 5.3, 5.4 and, 5.5)**

Managing Disruptive Students

Sample Introduction:

"In order to have a safe archery experience everyone must follow every safety rule. During this lesson called "Managing Disruptive Students" I'm going to demonstrate techniques that can be used to keep everyone safe and having fun."

It is important that students follow range rules and signals to maintain a safe and constructive learning environment. If a student fails to follow a rule, such as stepping over a line before the proper whistle signal is given, this must be addressed. It is worth remembering that most students want to participate in archery. Some students with a reputation for being disruptive in other venues will gladly behave in archery class. Because they want to shoot, archery class can be used as an opportunity to motivate students to follow rules.

Example: Imagine an archer with toes over the waiting line before the "get bow" whistle signal. The instructor can blow the two whistle command to "get bows" only when every archers' toes are behind the waiting line.

1st - Repeat the Rule: The instructor should remind the class by repeating the "toes behind the waiting line rule". Sometimes the anticipation of shooting is so great that some students forget to follow the rule or maybe they misunderstood the rule.

2nd - Peer Pressure: If the student persists in being over the waiting line, the instructor could



Teaching Suggestion 5.5 One Compliment & One Positive Correction Per Shot

Provide only one compliment or one positive correction at a time.

If a student is performing several aspects of the eleven steps correctly, compliment the student on one item per shot. The same goes for correction. If the student needs to improve more than one aspect of the eleven steps, give positive correction on only one at a time.

apply peer pressure. When everyone's toes are behind the waiting line like this (the instructor becomes the "peer" and steps behind the waiting line), I will blow the whistle twice so you may get bows.

3rd - Teamwork: If the student still disobeys the rule, the instructor could quietly ask this student's help by asking him or her to signal the instructor when everyone's toes, including his own, are behind the waiting line. The instructor must approve of the signal the student offers to give. **(Teaching Suggestion 5.6)**

4th - Remove Shooting Privileges: If these methods fail to achieve compliance, begin removing shooting privileges from the offending student until the rule is followed. Reduce the number of arrows or number of sessions (ends) in which a student is allowed to shoot. The penalty or reduction in shooting privileges must be enforced. If the student follows the rule the next time, then shooting privileges can be restored.



Checks for Understanding

Why is it useful for the archery instructor to observe the archer from different positions?

Instead of touching, how should the instructor let the student know how to improve his form?

Why is it more helpful to be informed what to do rather than what not to do?

Why is it important that every student follow all the safety procedures?



Teaching Suggestion 5.6 Partnering with the Disruptive Student

Be clear that the student will not enforce this rule, but merely signal the instructor when everyone (including this student) is following the rule. To help motivate the student, allow the student to determine an appropriate signal (touch chin, ear, nose, etc.)