



National Archery in the Schools Program

National Curriculum

Grades 4-5

Revised 2019



© 2006

The National Archery in the Schools Program does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or in the provision of services.

NASP® Revised 2019

“On Target for Life”

Grades 4-5

Archery

Important note: This archery unit may be used ONLY in conjunction with the National Archery in the Schools certification training and training materials.

Overview: As a result of this unit, the history, physical, emotional and social benefits will be learned. In addition, safety strategies, skills and archery techniques necessary to participate in and enjoy archery as a lifetime activity will be fully addressed.

Note to instructor: The activities, enhancements and timeframe of this unit may be adapted to fit specific student or classroom needs. However, the safety procedures and instructional guidelines for teaching archery as developed by the National Archery in the Schools Program MUST be taught throughout the unit. For adaptations for special needs students, please see the Appendix.

Major focus:

- National Standards:
 - Physical Education (SHAPE America, 2013)
 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
 2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
 3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.
 5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
 - Social Studies
 1. US History – Understands comparative characteristics of societies in the Americas that increasingly interacted after 1450 (NSS-USH.5-12.1)
 2. History/Culture – Understanding the biological and cultural processes that gave rise to the earliest human communities (NSS.USH.5-12.1)
 3. History/Culture – Understanding major global trends from 1750 to 1914 (NSS.USH.5-12.7)
 - Mathematics
 1. Understand numbers, ways of representing numbers, relationships among numbers and number systems (NM-NUM.9-12.1)
 2. Judge the effects of operations such as multiplication and computation powers on the magnitudes of quantities (NM-NUM.9-12.2)

3. Judge the reasonableness of numerical computations and their results (NM-NUM.9-12.3)
4. Apply appropriate techniques, tools and formulas to determine measurements (NM-MEA.9-12.2)
5. Formulate questions that can be addressed with data and collect, organize and display relevant data to answer (NM-DATA.9-12.1)
6. Select and use appropriate statistical methods to analyze data (NM-DATA.9-12.2)
7. Develop and evaluate inferences and predictions based upon data (NM-DATA.9-12.3)
8. Understand and apply basic concepts of probability (NM-DATA.9-12.4)
9. Create and use representations to organize, record and communicate mathematical ideas (NM-PROB.REP.PK-12.1)

- Essential Core Content:

Social Studies: The history of archery. Students will understand, analyze and interpret historical events, conditions, trends and issues to develop historical perspective.

- History is a series of connected events, shaped by cause and effect relationships, tying the past to the present.
- As early hunters and gatherers developed new technologies, they settled into organized civilizations.

Strategies for archery safety: Using safety strategies in archery activities reduces the possibility of injury.

- *Archery skills and techniques:* Techniques (including practice and self-evaluation) are used to develop skills related to performance in games and/or sports.
- Principals of motor skills refinement such as accuracy, technique and movement require a logical and sequential approach.

Character Development through Archery : Physical, emotional and social benefits can be gained from regular participation in leisure/recreational and/or competitive physical activities.

- Communication, cooperation, rules and respect are important to the effective functioning of groups.
- Behaviors such as constructive communication, fulfilling commitments and cooperation show respect and responsibility to self and others.

Mathematical Concepts through Archery: Basic mathematical concepts can be addressed, taught and real-life connections formed through the use of archery.

- Organizer: How can I be “on target for life” through developing skills for, and participating in, the sport of archery?
- Essential Questions:
 - How do I participate in archery in a safe and responsible manner?
 - How do I successfully perform archery skills?
 - How does participation in archery activities promote my character development?
 - How does participation in archery activities enhance my physical, emotional and social well-being?
- Enabling knowledge
 - Safety strategies
 - Archery equipment
 - Archery techniques
 - Basic shooting form
 - Archery rules
 - Scoring procedure
 - Archery etiquette and sportsmanship
 - Archery history
 - Physical, social and emotional benefits of archery
- Enabling skills and processes:
 - Research skills
 - Listening skills
 - Observation skills
 - Hand-eye coordination

- Refinement of motor skills
- Self-evaluation
- Following directions
- Scoring
- Skill improvement through practice
- Effective group participation
- Communication skills
- Cooperation skills
- Practicing responsibility and respect

Instructional Plan 1

Title: String Bow™ Success

Time: 2 to 3 days

Physical Education Standards Addressed:

- Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance
- S2.E3.5 Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions).

Example: Use non-stretch 1/8 inch diameter string (“84-90” long) to train and practice the 11 Steps to Archery Success. Pair students up to analyze each other’s form and movement. Encourage students to practice with the String Bow at home in front of a mirror.

S2.E4 Alignment and Muscular Tension- applies skill

Example: use old bicycle inner tubes (or exercise tubing) cut up in smaller lengths for students to practice using muscular effort and tension to control the tube and body alignment during the pre-draw, draw, anchor, aim, shot set-up and follow through steps.

- Standard 4: Exhibits responsible personal and social behavior that respects self and others.

S4.E3.4 Listens respectfully to corrective feedback from others.

S4.E3.5 Gives corrective feedback respectfully to peers.

S4.E2.5a Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.

Example: Stress the importance of responsible personal behavior while giving feedback to peers; a good way to remember that is to give one positive comment before each negative comment. Model and/or role play on how to give and receive constructive advice while using a string bow.

S4.E6.4 Works safely with peers and equipment in physical activity settings.

Example: Demonstrate personal space inside the archer’s half of the shooting lane. Remind the archer to keep his body, bow, arrows and quiver in the space provided in the lane. Arrows should only point in the direction of the floor or target when being placed on the bow and always aimed below the top of curtain line.

(National Standards and Grade-Level Outcomes for K-12 Physical Education (2014).
Champaign, IL: Human Kinetics)

Essential Content:

Archery skills and techniques:

- Techniques (including practice and self-evaluation) are used to develop skills related to performance in games and/or sports.
- Principles of motor skills refinement such as accuracy, technique and movement require a logical and sequential approach.

Essential Questions:

How can I participate in archery in a safe and responsible manner?

How do I successfully perform archery skills?

How can I use the string bow tool to improve my archery skills?

Enabling Knowledge: Safety
strategies Basic
shooting form Archery
techniques History of
Archery

Enabling Skills and Processes:

Listening skills
Observation skills
Hand-eye coordination
Refinement of motor skills
Following directions

Effective group participation
Self-evaluation
Practicing responsibility and respect

Materials needed:

String bow™ (approximately 90” of 1/8” diameter, non-elastic string or cord) for each student

Painter’s tape

Whistle

Eleven Steps to
Archery Success

poster

Television

DVD/VCR

Archery Journal

Note to instructor: Refer to the Appendix for Glossary of Archery terms. Also refer to the Basic Archery Instructor manual for more information on the specific lessons.

I. Establishing Eye Dominance

(Note to instructor: Establishing eye dominance is crucial to ensure that you have children’s dominant eye matched to their bowstring drawing hand. However, according to industry reports, only 10% of bows sold are left-handed. Cross-dominant students (right-handed and left-eyed) can either be: a) taught left-handed (or right-handed, whichever eye is dominant) to begin with; b) be taught with their dominant hand and use a patch or flip-down to block their dominant eye; c) taught to close their dominate eye in order to aim with their non-dominant eye; and d) allowed to experiment with both methods to see which works best for them.) It is not absolutely necessary that an archer shoot with both eyes open. However, with both eyes open an archer will have better depth perception (binocular vision), better peripheral vision, and in some cases improved balance. If an archer shoots a bow that doesn’t match the dominant eye (i.e. left-eye dominant person shooting a right-handed bow), the dominant eye must be closed or masked to achieve proper form and sight picture. For a right-handed shooter with a left dominant eye, if the left eye isn’t closed the archer will either miss very badly to the left (opposite for left-handed/right-eyed persons) or the archer will exhibit improper posture leaning the head over the bow string to aim with the left eye instead of the right.

Early in the archery lesson it is beneficial to help a new archer determine if his dominant eye and string hand are on the same side. There are various methods of doing this.

You will begin participating in the sport of archery by completing either of the following activities:

Aperture Method (NASP® Preferred)

The instructor will stand about 10 feet in front of each archer. The archer will form a golfball-sized triangle using the index finger and thumb of both hands. With the student facing the instructor, the student will extend and raise both arms and look through the aperture (triangle) at the instructor's nose. The instructor will see, in most cases either the student's left or right eye in the aperture. The eye that is observed in the aperture is the archer's dominant eye. Sometimes the instructor will see the student's nose instead of an eye centered in the aperture. In such cases the archer is likely has "co-dominant" eyes and should try both left and right-handed bows to see which the archer shoots most accurately.

Pointing and Winking:

With both eyes open have the students extend their right or left hand with their index finger pointing at a small, distant object. Then have the student close one eye at a time. For most people when the dominant eye is closed, the finger will appear to move to the right or left of the object. For example, for a right-eye dominant person, when the left eye is winked the object remains under the index pointer finger. When the right eye is winked the finger moves.

OR

Pointing at the Instructor:

Some students will have trouble or will resist these procedures and force the eye they want to be dominant to pass the “point and wink” test. In these cases it can be helpful to have the student stand 10-20 feet from the instructor and with both eyes open, have the student point the index finger of either hand toward the instructor’s face. The instructor should be able to see the pointing finger naturally line up under the student’s dominant eye.

II. Building a String Bow™

The use of the String Bow™ enables the instructor to teach the student what is needed to enjoy archery success without interference or distraction by the target, bow, or arrow. It helps to avoid having the student judge performance by where the arrow hits the target (results) during the beginning stages of learning the **process** of shooting archery...

Use of the String Bow™ will enable the student to determine personal draw length and bow hand and string hand placement. The student can use the String Bow™ to practice proper archery form. The student can also use the String Bow™ to perform warm-up and warm-down exercises.

With the String Bow™ you can teach the new archer proper hand and finger position on the bow’s string. You can guide archers to proper hand placement and knuckle angle alignment on the bow’s grip. Use of the String Bow™ is also used to teach the student how to rotate the elbow to prevent the bow string from hitting the forearm.

The String Bow™ can be used to teach proper archery shooting dynamics. Students can learn which muscles they need to activate and how to keep them active so the arrow will clear the bow before the bow moves. Learning the proper way to release the string is very easy with the String Bow™. It will allow you to observe the student’s follow-through and provide instant feedback whether or not the student is keeping her muscles properly active throughout the shot. By using the String Bow™ you can emphasize the importance of working on shot technique and developing a repeatable form. Without the actual bow and arrow in hand, the student can concentrate on learning proper form without the distraction

of scoring well on a target. Strive to teach the archer to feel the shot. Introduce the idea of shooting to learn rather than thinking about where the arrows land.

(Note to instructor: Please refer to the BAI manual you receive as part of your certification process for more detailed instructions on how to construct and use the String Bow™.)

Activity 2:

Once students have properly constructed a string bow, then instruction may begin on the “Eleven Steps to Archery Success.” This approach allows students to concentrate on executing a correct shot, instead of being focused on the target and result of their shot. (See the Basic Archery Instructor’s manual for further information.)

Eleven Steps to Archery Success

Lesson Objective:

Student archers will learn 11 steps to perform and execute ideal shooting form, shot execution, and follow through.

Discussion: There are many keys to enjoying success in archery. It is important that the archer’s equipment fits and that bows, arrows and accessories are well tuned for effective arrow flight. The archer must also execute consistent shooting process from shot to shot. The archer’s shooting process is most effective when it allows the shooter to be stable, relaxed and comfortable to maintain proper muscle activity throughout each shot.

During this lesson the archer will learn 11 consecutive steps to follow to achieve life-long archery success. These steps will guide the archer from initial form on the shooting line, through execution and reflection of each shot.

This lesson will rely heavily upon the String Bow™ previously constructed. New archers should master these steps using the String Bow™ before moving on to using bows, arrows and targets.

Occasionally, any archer will find it helpful to review their performance of these 11 steps, even using the String Bow™, to improve or maintain the level of performance they desire.

Materials Needed

- Each student needs a properly constructed and fitted String Bow™.

Why 3 Fingers? Some experienced archers will question placing three fingers under the arrow nock rather than one finger above and two below a.k.a “split finger”. Explain that three fingers under prevents twisting of the bow string and reduces the likelihood that the arrow will fall off the arrow rest.

Practicing Turning Elbow to Protect Arm For students who have a difficult time keeping the bow string from hitting the bow arm and who can’t turn the elbow down and to the left (or right for left handed shooter), have them put their bow

hand palm against a wall and turn the elbow under and to the side. It is certainly acceptable for any student to wear an arm guard while shooting.

Classroom Set-Up: No actual shooting will take place during this lesson and this session may be held in a classroom, hallway or gymnasium. However, it is important that there be a waiting and shooting line and target direction for the students to simulate shooting. All students should be behind the waiting line.

Conducting the Lesson: The instructor should first show and explain the Eleven Steps to Archery Success to the class. The class will stand behind the waiting line while the instructor, using the String Bow™, stands at the shooting line. After the steps have been explained and students have followed the instructor through each step, have the students call them out for the instructor to demonstrate again. Then blow two whistles to move students to the shooting line. Next have the students perform the steps. Then have the class call them out as they do them together. If a student has difficulty with a particular step, refer them to more practice of this step using the String Bow™.

Form

Stance: Each student should straddle the shooting line with one foot on either side. If the archer is right-handed, the left foot should be over the shooting line toward the target line. To establish correct foot placement begin with both feet together and toes even or “closed.” Then move the foot closest to the target (front foot) back so these toes are even with the mid-point of the back foot. Then, while maintaining this mid-point toe placement, move the front foot toward the target so the feet are shoulder-width apart. Then turn (open) the front foot toward the target. Imagine the shooter is facing a 12 o’clock position. The toes of the back foot should be pointed to 12 o’clock, parallel to the shooting line. The toes of the front foot should be pointing toward 10 o’clock for a right-handed shooter and 2 o’clock for a left-handed shooter. The archer should stand vertical and relaxed, without the body leaning to the front, back, or from side to side.

Nock Arrow: With your bow in your bow hand, withdraw an arrow from the floor quiver by grasping the arrow below the fletching. Keeping your bow as vertical as possible, carry the arrow up and over the top of the bow. Care should be taken to keep the arrow point, pointed safely towards the target as soon as it is removed from the quiver. With the different colored “index fletching” pointed toward you, away from the bow, snap the arrow’s nock under and against a single nock locator or between a pair of nock locator(s). The arrow shaft should be placed on the arrow rest.

Drawing Hand Set: With your bow at arm’s length and pointed down, grasp the string immediately under the nock at least to the first joint of the 1st and 3rd finger and slightly inside the joint of the middle finger, forming a hook. This is called the “archer’s groove”. Keep the back of the hand flat, the thumb down towards and relaxed. This is done exactly the same for the String Bow™ and the real bow.

Bow Hand Set: Place your hand in the bow grip with the meaty part of your thumb inside the grip to the lifeline of your palm. The lifeline should be aligned over the center of the bow's grip. When set properly the knuckles of your bow hand should form a 30- to 45-degree angle. The hand and wrist should form an "L". At the same time your bow hand is set, rotate your elbow down to the left (for right-handed archer). This hand and elbow position allows for improved string clearance of the bow arm. This is done exactly the same for the String Bow™ and the real bow.

SHOT EXECUTION

Pre-Draw: Starting with your bow arm hanging relaxed at your side, lift your arm allowing it to hinge at your shoulder so your shoulder will remain level. Your drawing hand will remain hooked around the bow string with the bow un-drawn. The drawing arm will be slightly higher than the bow arm. Both hands should be nearly touching as the string is not drawn during this step. The drawing hand, arm and elbow should be parallel to the floor or ground. This is done exactly the same for the String Bow™ and the real bow.

Draw: Pull or draw the string smoothly toward the right side of your face (right-handed archer) by rotating your hips and your shoulder around until your elbow is slightly in front of the arrow line. You want the feeling of getting in behind the bow. You should feel your upper back muscles being activated. This is done exactly the same for the String Bow™ and the real bow.

Anchor: Anchor by touching your index finger to the corner of your mouth. Keep muscles active while maintaining full draw. This is done exactly the same for the String Bow™ and the real bow.

Aiming: Your master eye is your rear sight and needs to be consistent in location as it relates to the anchor. Think of sighting as an alignment between your eye, the string and your front sight. In bare bow archery (without sights) your front sight would be either your arrow or some part of your bow riser or both.

Allow your bow to move naturally—a perfectly still bow is unnatural. Be aware of the target and the sight. Keep your muscles active during the aiming process. This is done exactly the same for the String Bow™ and the real bow.

Shot Set-Up: After you have reached your anchor and begun your aiming alignment, you need to create a slight movement from your drawing shoulder and/or arm to the rear. The archer should be able to feel the muscles move the shoulder blade toward the center of the back, on the drawing side. You can initiate the release anytime during this rearward movement. This is done exactly the same for the String Bow™ and the real bow.

Release: The release is a combination of relaxing your fingers and the back of your hand all at once. All your arm and back muscles remain active during this process. This is done exactly the same for the String Bow™ and the real bow.

Follow-Through/Reflection: Upon release, your drawing hand will move rearward, along the face and under the ear, with your fingers relaxed and end up with your thumb touching or near your drawing shoulder. The drawing shoulder should hinge so your elbow can move down. The bow arm is allowed to move naturally a bit forward then slightly both left (right for left-handed shooter) and down. After follow-through, reflect upon the position of your drawing and bow hand to see that they are in the proper ending positions as a result of having kept your muscles active throughout the shot sequence. This is done exactly the same for the String Bow™ and the real bow. The archer should pause after follow-through to reflect positively on how the shot felt and how the archery might, if necessary improve the process on the next arrow.

Instructional Plan 2

Title: Shoot Straight Be Safe Number
of days: 3 to 4 days

Physical Education Standards Addressed:

- Standard 1: Demonstrates competency in a variety of motor skills and movement patterns
S1.M24.6 Demonstrates correct technique for basic skills in 1 self-selected individual-performance activity. (Note- We know this is a 6th grade level outcome, but it can apply to 4th and 5th grade students, especially with archery, as they learn to apply skills in individual-performance activities).
Example: At the beginning, have students practice loading arrows without shooting. Students stand at the shooting line and wait for the whistle command to “shoot.” But instead of shooting, they just load an arrow, take it off, put it back in the quiver, and do it again five times.
- Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance
S2. E3.5 Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions).
Example: Videotape students shooting and then have students watch themselves. Students will then analyze and self-assess one part of their shooting (e.g. draw to anchor, follow through).
- Standard 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
S3.E2.5 Actively engages in all the activities of physical education
Example: At the elementary level, build the anticipation and excitement of doing archery in PE by having younger students watch a demonstration by 5th grade students. Then when those students reach 4th grade, they are more than eager to do archery by following the 11 steps.
- Standard 4 Exhibits responsible personal and social behavior that respects self and others
S4.E6.5 Applies safety principles with age-appropriate physical activities
Example: Have students be safety monitors during class. Pick a few students each round (maybe some who have 3 shooters in their group) to watch and gently remind classmates to walk on the archery range and to pull arrows from the target correctly.

(National Standards and Grade-Level Outcomes for K-12 Physical Education (2014).
Champaign, IL: Human Kinetics)

Essential Content:

- Strategies for archery safety –Using safety strategies (e.g., in archery activities) reduces the possibility of injury.
- Archery skills and techniques –Techniques (e.g., practice, self-evaluation) used to develop skills are related to performance in games and/or sports. Principles of motor skills refinement (e.g., accuracy, technique, movement) require a logical and sequential approach.
- The history of archery:
 - Students understand analyze, and interpret historical events, conditions, trends, and issues to develop a historical perspective.
 - History is a series of connected events shaped by cause-and-effect relationships, tying the past to the present.
 - As early hunters and gatherers developed new technologies, they settled into organized civilizations.
- Communication, cooperation, rules, and respect are important to the effective functioning of groups.
- There are behaviors (e.g., constructive communication, fulfilling commitments, cooperation) that show respect and responsibility to self and others.)

Essential Questions:

- How do I participate in archery in a safe and responsible manner?
- How do I successfully perform archery skills?

Enabling Knowledge:

- Safety strategies
- Archery equipment
- Archery techniques
- Basic shooting form
- Archery rules
- Scoring procedures
- History of archery

Enabling Skills and Processes:

- Research skills
- Listening skills

- Observation skills
- Hand-eye coordination
- Refinement of motor skills
- Following directions
- Effective group participation
- Self-evaluation
- Practicing responsibility and respect

Activity 1

Materials:

- Bow rack
- Easton 1820 Aluminum arrows
- Floor quivers for arrows (e.g., cones)
- Genesis Bow
- Blue painter's tape
- Targets (covered or blank faces until later in lesson, then use FITA 80cm faces)
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Archery Journal

(Instructor note: Refer to the Appendix or Basic Archery Instructor Manual for Shooting Range Diagram, Archery Range Rules, Whistle Commands, Archery Safety Procedures and a Glossary of Archery Terms.)

Steps:

- Describe the boundaries and lines of the shooting range.
- Explain archery equipment safety rules and location of equipment.
- Explain and demonstrate “whistle commands.”
 - o Two blasts - Archers may “get bow” and walk to the shooting line.
 - o One Blast - Archers may load their bows and begin to “shoot”.
 - o Three Blasts - Archers may walk to the target line to “go get arrows”.
 - o Five or more blasts –EMERGENCY SITUATION - STOP SHOOTING and put your arrows back in your quivers.

Archery Journal Entry

Answer the following Open Response question in your Archery Journal:

Archery is a safe and enjoyable lifetime physical activity when safety procedures are followed.

- a. Identify four safety procedures you must follow when participating in archery activities.
- b. Explain why each of these are important.

Rubric for scoring open response:

Performance Level	Indicator
International Archer (4)	-Student identifies at least four safety procedures -Student demonstrates an extensive understanding of why each procedure identified is important to safety -Student connects learning to personal experiences or expands his or her explanation of the importance of safety and procedures.
Master Archer (3)	-Student identifies four safety procedures -Student demonstrates a broad understanding of why each of the three safety procedures is important
Bowman (2)	-Student identifies three safety procedures -Student demonstrates a basic understanding of why each safety procedure is important
Yeoman (1)	-Student identifies one or two safety procedures -Student demonstrates a minimal knowledge of safety procedures that are identified
(0)	-Student response is totally incorrect or irrelevant

Activity 2

Materials:

- Bow rack
- Easton 1820 Arrows
- Floor quiver for arrows (e.g., cones)
- Genesis bows
- Blue Painter's Tape
- 80 cm FITA faces - Targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Archery Journal

Steps:

- Review safety procedures and whistle commands.
- Divide students into groups with two or three students.
- Begin actual shooting instruction with a target placed at a close distance. Targets will not be moved back until all students have become proficient at this distance
- Observe and correct any form or technique issues that arise through positive reinforcement. For example, if an archer fails to come to a proper anchor point, provide a specific compliment on about something the archer performed correctly (shoulder width stance), then remind the archer to bring the index finger to touch the corner of the mouth like we did with the String Bow. The teacher should stay with the archer through the next shot to "review" that the archer understood and performed the correction. (See CPR in the NASP® Manual.

Objectives:

- You will be striving to develop correct form and technique in your students' shooting by making helpful suggestions. Students will encourage and assist other students in your group as they shoot.
- As the classes progress, you will move the targets back based on the ability of the class until you reach the NASP® competition distances of 10 and 15 meters.
- Once students can perform the Eleven Steps to Archery Success process, scoring protocols may be addressed, using the rings on the target.

(Note to the Instructor: Refer to the Appendix for a Sample Archery Scorecard and Sample Target.)

Archery Journal Entry

Record the scores in your Archery Journal for your last end (or round) of arrows (5 arrows).

You will also record the following:

List and define the "Eleven Steps to Archery Success."

Describe two things I learned today as I worked on my archery techniques that will help me improve my shooting skills.

Activity 3

Note to the Instructor: You may collaborate with the Language Arts, Social Studies, and/or Media Specialist in the completion of the research activity.

Materials:

- Summary of the History of Archery (Appendix)
- Resource materials on the history of archery
- Computer Lab
- Book-marked Internet sites

You will read a summary of the history of archery provided by your instructor. Choose a topic from these materials and using reference books from the library or the internet prepare a two-page report on the impact of archery on society at a particular time in history, contrasting the place archery had then and in the world today.

OR

Select from one of the following topics:

- History of Olympic archery,
- Archery in contemporary bow hunting,
- Compound bow versus recurve bow,
- Compare one historical period of archery with another, or
- Another archery topic with instructor's approval.

Note to the Instructor, suggestion for enrichment activities:

Collaborate with the art teacher for students to create a mural depicting a timeline of the history of archery.

Collaborate with the English teacher in the selection of literature or reading materials that include archery activities from historical time periods.

Instructional Plan 3

Title: Practice Makes Perfect Number
of days: 6 to 7 days

Physical Education Standards Addressed:

- Standard 2: Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance
- S2.E3.5 Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions).
- Standard 4 Exhibits responsible personal and social behavior that respects self and others

S4.E3.4 Listens respectfully to corrective feedback from others

S4.E3.5 Gives corrective feedback respectfully to peers

Example: Using video with students is a great way to analyze movement and apply concepts. Combining that with a peer assessment reinforces behavior that respects self and others. Have students video each other and do a peer assessment. To start with, they will discuss one thing their partner is doing well and mention one thing they need to correct.

- Standard 3 Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

S3.E1.4 Analyzes opportunities for participating in physical activity outside physical education class

Example: Introduce students to archery clubs in the area that have programs for elementary students to participate in open shooting and/or competitions. Use guest speakers or go on a field trip to the club.

- Standard 5 Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

S5.E3.5 Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response

Example: Collaborate with the ELA teacher to develop a writing assignment comparing and contrasting archery and one other activity of the student's choice.

(National Standards and Grade-Level Outcomes for K-12 Physical Education (2014).
Champaign, IL: Human Kinetics)

Academic Expectation:

- Students demonstrate skills that promote individual well-being.
- Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- Psychomotor Skills - Students perform physical movement skills effectively in a variety of settings.
- Lifetime Physical Activities - Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives.

Essential Core Content:

- Strategies for archery safety - Using safety strategies (e. g., in archery activities) reduce the possibility of injury.
- Archery skills and techniques - Techniques (e.g., practice, self-evaluation) used to develop skills are related to performance in games and/or sports.
- Principles of motor skills refinement (e.g., accuracy, techniques, movement) require a logical and sequential approach.
- Character development through archery participation - Physical, emotional, and social benefits can be gained from regular participation in leisure/recreational and/or competitive physical activities.
- Communication, cooperation, rules, and respect are important to the effective functioning of groups.
- There are behaviors (e.g., constructive communication, fulfilling commitments, cooperation) that show respect and responsibility to self and others.

Essential Questions:

- How do I participate in archery activities in a safe and responsible manner?
- How does participation in archery activities promote my character development?
- How does participation in archery activities enhance my physical, emotional, and social well-being?

Enabling Knowledge

- Safety strategies
- Archery equipment
- Archery techniques
- Basic shooting form
- Archery rules
- Scoring procedures
- Archery etiquette and sportsmanship
- Physical, emotional, and social benefits of archery

Enabling Skills and Processes

- Research skills
- Listening skills

- Observation skills
- Refinement of motor skills
- Self-evaluation
- Effective group participation
- Communication skills
- Cooperation skills
- Sportsmanship
- Practicing responsibility and respect

Activity 1

- Bow rack
- Easton 1820 arrows
- Floor arrow quiver (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm faced targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Score Card
- Archery Journal

Steps:

- Whole group: Brainstorm what communication, cooperation, rules, and respect mean to students and how these will be applied when participating in archery activities.
- Depending on the size of your class and the available equipment, place students in a group of two to four students to share the same target.
- Following safety procedures and commands, students will repeatedly shoot one end (5 arrows) throughout the class period.
- "Non-shooting groups" will rotate through centers to develop core-strength and flexibility and be able to work with their string bows on proper shot execution.
- Students record their scores on their scorecard.

Archery Journal Entry: You will record the scores in your Archery Journal.
 Answer the following Open Response Question in your Archery Journal:

Communication, cooperation, rules, and respect are important to the effective functioning of a group.

- a. Give two examples of how a person uses communication skills and applies these skills effectively in a group archery activity.
- b. Provide two examples of opportunities to cooperate with others in a group archery activity and explain how these examples impact the group.

Rubric for scoring open response:

Performance Level	Indicators
International Archer (4)	<ul style="list-style-type: none"> -Student identifies two ways a person can use communication skills in a group archery activity. -Student demonstrates an extensive understanding of how these skills impact the function of the group. -Student proposes two examples of opportunities to cooperate with others in a group archery activity. -Student demonstrates an extensive understanding of how these examples impact the function of the group.
Master Archer (3)	<ul style="list-style-type: none"> -Student identifies two ways a person can use communication skills in a group archery activity. -Student demonstrates a broad understanding of how these skills impact the function of the group. -Student proposes two examples of opportunities to cooperate with others in a group archery activity. -Student demonstrates a broad understanding of how these examples impact the function of the group.
Bowman (2)	<ul style="list-style-type: none"> Student identifies one or two ways a person can use communication skills in a group archery activity. -Student demonstrates a basic understanding of how these skills impact the function of the group. -Student proposes two examples of opportunities to cooperate with others in a group archery activity. -Student demonstrates a basic understanding of how these examples impact the function of the group.
Yeoman (1)	<ul style="list-style-type: none"> Student identifies one way a person can use communication skills in a group archery activity. -Student demonstrates minimal understanding of how these skills impact the function of the group. -Student proposes one example of opportunities to cooperate with others in a group archery activity. -Student demonstrates a minimal understanding of how these examples impact the function of the group.
(0)	-Student response is totally incorrect or irrelevant.

Activity 2

Materials:

- Bow rack
- Easton 1820 arrows
- Floor arrow quivers (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm faced targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Score Card
- Archery Journal

Discuss with students the principles of practice and the importance of practice in improving their skill in any sport.

To enhance their archery skills through practice, they will be allowed to shoot with a group of students of your choice.

OR

Allow students to challenge willing classmates to a friendly competition.

Archery Journal Entry

Answer the following Open Response question in your Archery Journal:

Martha is excited about joining an Archery Club. She wants to be on a competitive team but knows she has to practice in order to improve her shooting skills and reach her goal.

- a. List two important principles of practice to be considered when practicing any sport.
- b. How can Martha apply these two principles of practice to improve her skill level in archery?

Rubric for scoring open response:

Performance Level	Indicators
International Archer (4)	-Student identifies two principles of practice to be considered when practicing any sport. -Student demonstrates an extensive understanding of how the application of these two principles of practice will affect the level of archery skills.
Master Archer (3)	-Student identifies two principles of practice to be considered when practicing any sport. -Student demonstrates a broad understanding of how the application of these two principles of practice will affect the level of archery skills.
Bowman (2)	-Student identifies two principles of practice to be considered when practicing any sport. -Student demonstrates a basic understanding of how the application of these two principles of practice will affect the level of archery skills.
Yeoman (1)	-Student identifies one principle of practice to be considered when practicing any sport. -Student demonstrates a limited or no understanding of how the application of this one principle of practice will affect the level of archery skills.
(0)	-Student response is totally incorrect or irrelevant.

Activity 3

Materials:

- Bow rack
- Easton 1820 arrows
- Floor quivers (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Archery Journal

Students will brainstorm with the class a list of positive sportsmanship procedures to follow as a participant or as a spectator of any team activity. They will be required and expected to practice good sportsmanship during the following tournament.

Steps:

- Place students in a single elimination seeding based on their previous scores recorded on a scorecard and turned in.
- Review safety procedures and commands.
- Give each student five arrows for a practice round.
- Allow students to perform in a one-on-one tournament to determine the winner, scoring after each end.

Archery Journal Entry

Record your scores from the score card in your journal.

Answer the following Open Response question in your Archery Journal:

Ben enjoys participating in sports activities and is a good athlete, but he needs to improve his sportsmanship.

- a. Describe three behaviors Ben can demonstrate as a participant in a team activity to show good sportsmanship.
- b. Describe three behaviors Ben can demonstrate as a spectator of a team activity to show good sportsmanship.

Rubric for scoring open response:

Performance Level	Indicators
International Archer (4)	-Student describes three behaviors a participant can demonstrate to show good sportsmanship. This description shows an extensive understanding of good sportsmanship for participants. -Student describes three behaviors a spectator can demonstrate to show good sportsman ship. This description shows an extensive understanding of good sportsmanship for spectators.
Master Archer (3)	-Student describes two behaviors a participant can demonstrate to show good sportsmanship. This description shows a broad understanding of good sportsmanship for participants. -Student describes two behaviors a spectator can demonstrate to show good sportsmanship. This description shows a broad understanding of good sportsmanship for spectators.
Bowman (2)	-Student describes one behavior a participant can demonstrate to show good sportsmanship. This description shows a basic understanding of good sportsmanship for participants. -Student describes one behavior a spectator can demonstrate to show good sportsmanship. This description shows a basic understanding of good sportsmanship for spectators.
Yeoman (1)	-Student describes one behavior a participant can demonstrate to show good sportsmanship. This description shows a minimal understanding of good sportsmanship for participants. OR -Student describes one behavior a spectator can demonstrate to show good sportsman ship. This description shows a minimal understanding of good sportsmanship for spectators.
(0)	-Student response is totally incorrect or irrelevant.

Activity 4

Materials:

- Bow rack
- Easton 1820 arrows
- Floor quivers (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm faced targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- "100 Benefits of Exercise" sheet from Appendix
- Archery Journal

Steps:

- Place students in teams of three. Each team will have students designated as A, B, and C players as determined by previous scores.
- Each team will shoot several rounds to determine the seeding for the follow day, practicing good sportsmanship during the following tournament.
- Students will participate in a double-elimination tournament.
- Two teams will compete at a time. The rest of the class will watch the match and support the competitors. You may invite other students, parents, and/or staff members to watch the tournament.

Archery Journal Entry: As a class you will brainstorm and make a list of the short- and long-term physical, emotional, and social benefits of exercise.

OR

Create an individual list of physical, emotional, and social benefits of exercise to share with the class. Compile a class list.

Your instructor will hand out "100 Benefits of Exercise."

Compare the class list with the "100 Benefits of Exercise" list.

Circle 30 items on either list that have the most relevance to you. Discuss why these benefits are important.

(Note to Instructor: See Appendix for handout.)

Archery Journal Entry: Choose one physical, one emotional, and one social benefit that can be gained through participation in archery activities.

In your Archery Journal explain why you chose these benefits and how they are important to you.

(Note to the Instructor: Collaborate with the Language Arts and Media Specialist in the students' completion of the following out-of-class activities. These writing activities are appropriate for a portfolio piece.)

As an out-of-class assignment you will research the possible physical, emotional, and social benefits of participating in archery activities. Select and complete one of the following writing activities.

You will write an article for the school newspaper that will convince students and school staff of the physical, emotional, and social benefits of participating in archery activities.

OR

You will write a letter to your school-based council convincing them that archery should become a permanent part of your school's curriculum. Site and explain the physical, emotional, and social benefits of participating in archery activities.

OR

You will write a letter to a large business or corporation (e.g., bank, manufacturing company) in your community requesting funding for an archery club in your school. Site the physical, emotional, and social benefits students will experience as a result of participating in the sport of archery. Explain the effect that these benefits will have on the community as a whole.

Archery Journal Entry

(Note to the Instructor: Collaborate with the mathematics teacher in the development of appropriate types of graphs for this activity.)

Using all of your recorded scores, create a graph for your journal that demonstrates the change in your skill level over time.

Activity 5

Materials:

- Bow rack
- Easton 1820 arrows
- Floor quivers (e.g., cones)
- Genesis bows
- Blue painter's tape
- FITA 80cm faced targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Other materials will be determined by game selected
- Archery Journal

Assessment Activity

(Note to the Instructor: Refer to the Appendix and the Archery Instructor Manual for information to use in the development of the archery assessment questions.)

Students will complete a written test developed by you, as the instructor, covering the content learned in the Archery Unit including but not limited to archery safety procedures, "Eleven Steps to Archery Success," archery range, target, equipment, and other archery-related topics.

(Note to the Instructor: Refer to the Appendix for a list of Sample Games and Activities.)

During the remainder of the class period(s) students may participate in archery games for fun.

Resources:

http://www.ping.be/olivier_plcard/medieval/

<http://www.horsearchery.com>

<http://www.centenaryardners.gil.com.au/history.htm>

<http://library.thinkquest.org/27344/history.htm>

<http://www.usarchery.org/naapub/history.htm>

<http://www.schuetzenbund.de/archery/history/histo/histo.htm>

<http://www.abc.het.au/olympics/archery/about/history.htm>

NASP® Archery Assessment- This rubric can be used by the teacher and student

NASP® Archery Assessment

Name: _____ Class/Grade/Period: _____

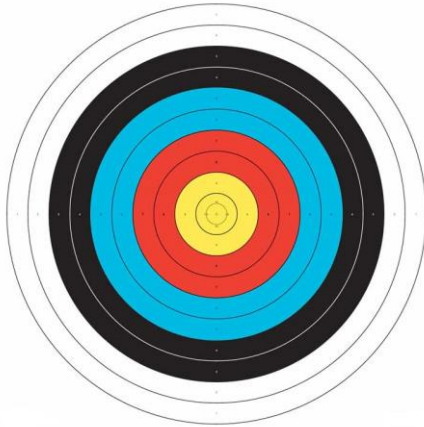
Task	Mastery 4	Advancing 3	Developing 2	Beginning 1	Date/ Score		
String Bow	Consistently uses string bow to improve form, shooting and aiming. Follows all 11 Steps to Archery Success.	Mostly works with string bow. Follows most of 11 Steps. Attempts to improve a consistent release.	Sometimes works with string bow.	Rarely works with string bow.			
Shooting Preparation Steps 1-5	Consistent preparation; stance, nock, draw hand set, bow hand set, and pre-draw.	Mostly prepares for shooting using 3-4 steps correctly.	Sometimes prepares for shooting using 1-2 steps correctly.	Rarely prepares for shooting using 0-1 steps correctly.			
Shooting Steps 6-11	Consistently uses the last 6 steps; draw, anchor, aim, shot set-up, release & follow through/reflect	Mostly uses shooting steps by using 4-5 steps correctly.	Sometimes uses shooting steps by using 2-3 steps correctly.	Rarely uses shooting steps by using 0-1 steps correctly.			
Safety	Consistently follows all whistle commands and arrow safety in nocking, aiming, retrieval and carrying.	Mostly follows the previously mentioned safety rules.	Sometimes follows the previously mentioned safety rules.	Rarely follows previously mentioned safety rules.			
Scoring	Consistently follows scoring protocol; remain on feet, accurately call out and score partner's arrows, remain aware of partner calling out and scoring your arrows, initial box after each end, stay behind target waiting line while partner is pulling arrows.	Mostly follows scoring protocol; following 3-4 guidelines.	Sometimes follows scoring protocol; following 1-2 guidelines.	Rarely follows scoring protocol; following 0-1 guidelines.			
Etiquette	Consistently follows etiquette procedures; remain in half of the lane, remain quiet while shooting, and positive interactions with partner.	Mostly follows etiquette procedures; Some talking while shooting or exciting/discouraging sounds after shots.	Sometimes follows etiquette procedures; doesn't pay attention to half of the lane, talking to partner while shooting, shows frustration in shots.	Rarely follows etiquette procedures; horsing around while waiting, "trash-talking", putting others down.			

Date: _____



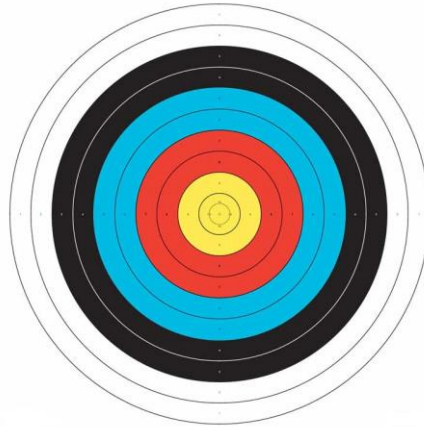
Group Circumference: _____
Score: _____

Date: _____



Group Circumference: _____
Score: _____

Date: _____



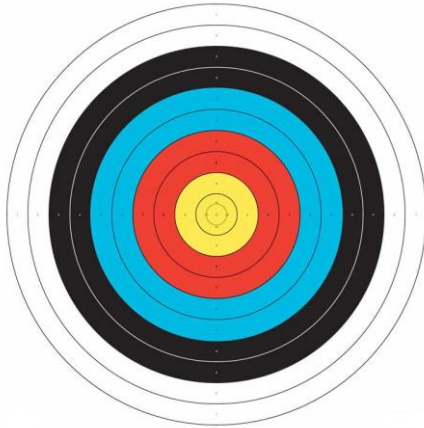
Group Circumference: _____
Score: _____

Date: _____



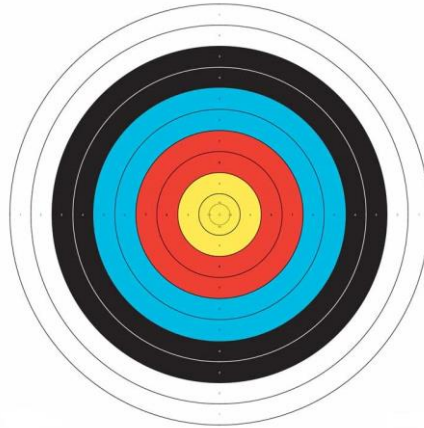
Group Circumference: _____
Score: _____

Date: _____



Group Circumference: _____
Score: _____

Date: _____



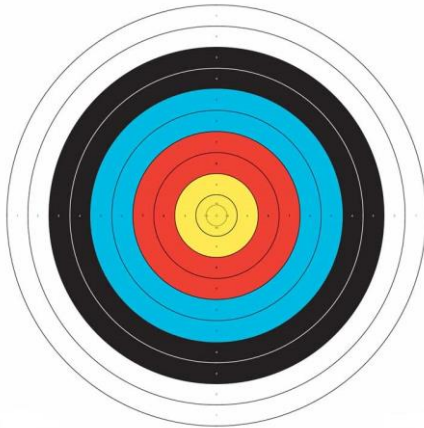
Group Circumference: _____
Score: _____

Date: _____



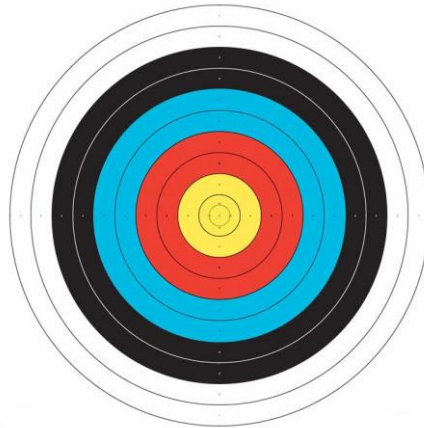
Group Circumference: _____
Score: _____

Date: _____



Group Circumference: _____
Score: _____

Date: _____



Group Circumference: _____
Score: _____



National Archery in the Schools Program

Appendix of Resources

Student Participation in NASP®

Reducing barriers so more students can experience NASP®!

The National Archery in the Schools Program (NASP®) continually receives emails and phone calls from educators, coaches, and parents, inquiring about how they can enable participation in NASP® for individual students with specific physical challenges. NASP® certainly wants to see as many students as possible enjoy archery. This document was compiled from the shared experiences of others that have successfully helped a specific student experience the joy of archery. It is no way intended to be a comprehensive guide for every situation, but more of a starting point based on the previous success of others. This document is intended to provide insights into student support examples with issues such as hearing, vision, stance, draw hand set, and bow hand set. The National Archery in the Schools Program is an in-school archery program for students in grades 4-12. Safety is the ultimate priority. Any participating student must be capable of safely operating the Genesis bow and maintaining its direction toward the intended target. Students must be capable of comprehending and following NASP® rules and safety protocols. While this may not be possible for every student, this guide was certainly intended to increase participation for many. As each child is a unique individual with individual circumstances, anyone seeking options to enable participation by a student in NASP®, should first consult with the student's parents, teachers, and school administrators. These trusted individuals would know best as to the specifics of any existing educational support or modification plan that is in place for an individual student seeking to experience archery.

Please visit:

<https://www.naspschools.org/wp-content/uploads/Student-Participation-in-NASP12142018final.pdf>

HISTORY

The bow and arrow are two of the oldest tools known to mankind, dating back to the Stone Age. As the bow and arrow became dominant, history began to change. Creating lore and legends of Attila, King of the Huns, Genghis Khan, Robin Hood and William Tell, the bow and arrow literally changed the world.

Modern American archery history began in 1828 with the first organized recreational archery club formed in Philadelphia, growing to over six million archers today.

Archery adapts easily to individual physical needs and archers face only the challenge of improving their own score, competing against others or testing their skills in pursuit of wild game.

Excellent physical condition is not required for beginning archery classes. Upper body, shoulder and arm strength can be developed, as can hand-eye coordination, and both gross and fine motor skills.

For a student, competitive shooting matches provide an opportunity to both compete against one's self and to share in personal achievements, team spirit and team pride in competition with others. Participating with a team can create feelings of unity between students and their peers and allows students to develop disciplined self-control.

Students' knowledge of shooting can enhance their enjoyment of the outdoors thanks to the many options that shooting presents.

A More Detailed Archery History

Experts believe the bow and arrow are one of the three most important inventions in human history – right alongside the discovery of fire and the development of speech. Once, sticks and stones were man's only weapons against bigger, stronger and faster predators. But armed with the bow and arrow, man suddenly became the most efficient hunter on Earth, able to shoot his prey accurately from a safe distance. The bow and arrow gave humans greater protection, a diet richer in protein, and also a more abundant supply of the raw materials like bone, sinew and hide, upon which early man depended for survival.

The bow and arrow were crucially important to man's survival at one time. Even though guns replaced bows as a weapon almost 400 years ago, archery has evolved as a sport because it is now a unique and rewarding challenge. There are now at least five million archers in the English-speaking world.

Today, the "twang" of the bowstring can be heard at schools, municipal parks, club ranges and in the programs of various youth groups. The reasons for this popularity are simple. It is a sport that can be practiced at any time of the year, indoors or out, in any part of the world, with friends or alone. It is relatively inexpensive. Unlike athletes in

many other sports, an archer can improve with age, since endurance and skill are far more important than brute strength. Archers in their 80s have won competitions!

Primitive cave paintings, such as those discovered in Eastern Spain, prove that man has hunted with a bow and arrow for at least 12,000 years. Ancient arrowheads found at Bir-El-Atir in Tunisia date back even further, some as early as forty thousand years ago.

3500 BC: The ancient Egyptians used two kinds of wooden longbows, the simple one-piece or “self” bow and the double recurve type. They also used the shorter composite bows, made of Oryx horn and wood. Many of these bows were imported from master bowyers in Syria and Asia Minor. The Egyptians’ leaf-shaped and diamond-shaped arrowheads were made of flint and later bronze.

1700 BC: The Assyrians, who dominated the Middle East for centuries, were the first to use mounted archers. Their powerful composite bows were uniquely triangular in shape and short enough to be easily handled by archers on horseback.

1200 BC: The Hittites’ skillful use of archery from chariots was an effective form of mobile warfare. Their light, fast chariots enabled them to out-manuever and out-shoot their opponents in many Middle Eastern battles.

100 BC: Although the Romans were great soldiers, unparalleled in hand-to-hand combat, they were ineffective archers. To compensate for this, they hired professional bowmen from nations within their frontiers, who fought under the Latin name: Cohortes Sagittariorum.

AD 100: The Parthians were Asiatic horse-archers who invented the art of twisting around in the saddle and shooting backward while at full gallop. Known as the “Parthian Shot,” this acrobatic maneuver enabled the lightly armored Parthians to ride swiftly through enemy ranks, shooting arrows in any direction.

AD 1066: The Vikings introduced the longbow to the French when they settled in Normandy in the 8th century. The Normans became expert bowmen, and the archers led by William, Duke of Normandy, use the longbow to defeat King Harold’s Saxon army at the Battle of Hastings in 1066. The superiority of the longbow persuaded later generations of Englishmen to adopt it as their main weapon.

AD 1200: The Mongols, armed with powerful composite bows and iron-tipped arrows, conquered most of the world known to them. All of Asia and Europe trembled before these fierce, disciplined, nomadic horse-archers, who, led by the military genius, Genghis Khan, perfected the art of mobile warfare.

AD 1400: English archers, shooting the mighty longbow and “cloth yard” (37 inches) shafts, gained everlasting fame and respect in the 13th and 14th centuries by defeating the French in such historical battles as Crecy, Poitiers and Agincourt.

AD 1600: The bow and arrow began as a weapon in ancient Japan, but by the 17th century, had evolved into a ceremonial archery or kyudo. Still very much a tradition, archers shoot arrows that are one meter long, and bows that are often seven feet or more in length and asymmetrical in shape.

Early tournament archery

By the time of the 17th century in England, lead bullets and gunpowder had replaced the bow as a weapon, but there were still large numbers of trained archers, and interest in the bow remained strong.

Fairs and festivals included contests that captured the fun and challenge of archery. Archers competed by shooting balls tossed in the air, by shooting for distances or shooting arrows into and through armored shields.

Tournaments were held, and target archery evolved as a competitive sport. In 1781, the Toxophilite Society was formed. Women wanted to join men in archery competitions and in 1787, the Royal British Bowmen became the first archery society to admit female contestants.

But the British weren't the only people interested in competitive archery. Many countries in Europe and Asia also included archery in their national sports. In Turkey, the Archery Guild – founded in 1453 – set aside large areas for distance for “flight” shooting. Incredible distances were shot and recorded on stone markers. The farthest distance occurred in 1798 when Sultan Selim shot a flight arrow 972 yards and two inches – a record that stood until as recently as 1968.

In the United States, the Civil War was partly responsible for the rise in interest in archery. After the war, Confederate soldiers were not permitted to own firearms. This forced two veterans, brothers Will and Maurice Thompson to learn to hunt with a bow and arrow. Maurice's book, The Witchery of Archery, described their hunting exploits and captured their love of the sport. The book was widely read and interest in archery spread throughout the country.

In 1879, the Thompsons helped organize the National Archery Association, and Maurice was elected president. The first tournament was held the next year. Will won, and he won the following five tournaments as well.

Although an archer – the mystical Greek hero Hercules, supposedly founded the Ancient Olympic Games – archery did not become an official event until the modern Olympics, held in Paris, France, in 1900.

The French hosts had no standard rules to follow, so they tried to accommodate the different countries' styles and rules. For example, they included an archery event called “la perche,” or the Popinjay,” which is still popular in France today. The “popinjay” targets are brightly colored “birds” made of feathers tied to the top of a mast. The French won three gold medals in the contest, while Belgium won two and Austria took one.

Archery was also in the next Olympiad, held at the St. Louis Worlds Fair in 1904. Rain turned the tournament grounds into a quagmire, but the determined archers shot

anyway. Few foreign archers registered for the tournament and the Americans won all the medals.

Competitors donned their best sporting finery for the 1908 Olympics in England. As the chief archery authority of the host country, the Royal Toxophilite Society set the rules for the competition, which included 25 ladies and 15 gentlemen from Great Britain, 11 gentlemen from France and one American. The rules established by the Society covered more than shooting. Manners on the field were also a concern. For example, rule #8 read: “The gentlemen will not be allowed to smoke at the ladies’ targets.” Great Britain won six medals that year, France four and the lone American gentleman, Henry Richardson, returned home with a bronze.

Sweden chose not to include archery in the 1912 Stockholm Olympics and in 1916, due to World War I, the Olympics were not held. But in 1920, when the games were held in Belgium, the host country included archery because it was popular there. “Popinjay” was a major event. Not surprisingly, Belgium swept six medals, with the Netherlands, France and England each winning one.

After the 1920 Olympiad, archery was not a part of the Olympic Games for more than a half century. Archery enthusiasts, anxious to compete in international tournaments, knew that universal rules needed to be established. The breakthrough came in 1931, when Poland hosted the first international archery tournament, and with the help of France and Poland organized the Federation Internationale de Tir A L’Arc. Now known as FITA, it is the central authority for international archery competition today.

Later tournament archery

By the 1972 Olympics in Munich, FITA rules were recognized throughout the world, and the “FITA round” was adopted for Olympic competition. In the single FITA round, men competitors shot six sets of arrows from distances of 90, 70, 50, and 30 meters; the women, the same number of arrows from 70, 60, 50, and 30 meters. Olympic archers shot two FITA rounds in the four days’ competition, and the top three men and women with the highest combined totals were awarded gold, silver or bronze medals, respectively.

This format continued unchanged in the ensuing Olympics, held in 1976, 1980 and 1984. Then, in the 1988 Games, the competition was changed to feature two new rounds – the Grand FITA and Grand FITA Team Event.

The Grand FITA round consisted of an Open Round shot as a FITA round, and the Finals Round, in which the 24 men and 24 women with the highest scores in the Open FITA compete. The Finals Round was an elimination in which archers shot nine arrows from each of four distances of the FITA Round. After 36 arrows, six archers were dropped and those left would move on to the next round. This process of elimination continued until only eight men and eight women remained for the exciting final 36 arrows.

In the Grand FITA Team Round, teams from each country are made up of the top three archers from the Open Round shooting at the same time. The scoring was cumulative, and the eight best teams in the Grand Finals shot their final arrows starting at the shortest distance.

In 1992, a more challenging round was developed. The 'New Olympic Round' featured match competition among the competitors. During the first two days of the competition, the archers shot a single FITA round as before. The top 32 archers advanced to single elimination match play, shooting one-on-one against their competition. Twelve arrows, shot at 70 meters determined who competed for a medal. A single arrow broke ties closest to the center, in a shoot-off. The new Olympic Round provided spectators with a fast-paced competition that often came down to the last arrow to determine the winner.

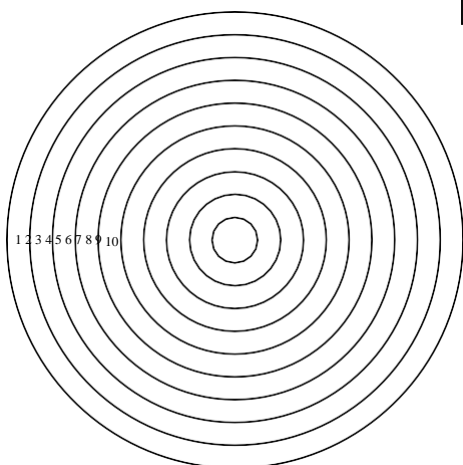
Sample 80cm target face

Scoring is from 1 (outside ring) to 10 points for the inner yellow ring. Anytime the arrow cuts and is touching the line of the next higher

scoring ring – the higher ring value (score) is awarded.



Note: This may be made into a poster for use in the classroom and/or gym.



NASP® scoring instructions

After each stand of arrows, the target should have 10 arrows in each face. Five will be of similar colored nocks (STUDENT 1); five will be of another color (STUDENT 2). Please go by the scoring rings above. If an arrow touches a line, it is counted as the next higher score. If the arrow is outside the total target circle or misses entirely, it is a zero. Arrows that hit the target and bounce off should be left blank and then after all shooting is over, students will be allowed to shoot again for “bounce outs.” No scorer should pull arrows until after they are scored and marked on the score sheets/clipboards. Indicate the number of 10s/Xs for final ranking purposes. Upon completion of the 15 meter round, scorers and students will check the accuracy of the scores and then sign the scorecard before turning them in to the scorers table. See below for an example of a student’s scorecard.

NAME: Bill Smith						Date: 2/12		
Gender: M F Male		GRADE LEVEL: <u>7</u>				Shooting Lane: <u>6</u>		
10 M. SETS	1	2	3	4	5	End Total	Running Total	X
	7	8	9	10	10	44	44	2
	9	9	6	10	8	42	86	1
	10	9	8	9	10	46	132	2
TOTAL SCORE							132	5
15 M. SETS	1	2	3	4	5	End Total	Running Total	X
	7	8	9	10	10	44	176	2
	10	9	6	10	9	44	220	2
	6	8	9	10	10	43	263	2
TOTAL SCORE							263	6
OVERALL TOTAL SCORE							263	11

Glossary of Archery Terms

- Aim:* Any method used to point the arrow in the directions you want it to go.
- Anchor:* Consistent placement of the drawing hand to a position on the face, mouth or jaw.
- Arm Guard:* A piece of stiff material such as leather used to protect the bow arm of the bowstring upon release. It is worn on the inside of the forearm of the bow arm.
- Arrow rest:* The horizontal projection on the bow upon which the arrow lies.
- Back:* The side of the bow away from the bowstring.
- Bare bow:* A style of shooting – without a bow sight.
- Blunt tip:* An arrow point usually made of rubber and used in some archery activities.
- Bow:* A device made of a piece of flexible material with a string connecting the two ends, used to propel an arrow.
- Bow sight:* A mechanical device placed on the bow, which the archer uses for aiming at the target.
- Bow square:* A “T” shaped device used to measure brace height and for placing nock locaters.
- Bow stringer:* A device used to string a bow safely.
- Brace height:* The distance between the pivot point to the string when the bow is strung. (Also called the string height and once called the fistmele.)
- Broadhead:* A sharp, razor bladed arrow point used for hunting
- Butt:* Any backstop to which a target face is attached.
- Cant:* To tilt the bow left or right while at full draw.
- Cast:* The ability of a bow to propel an arrow at a given distance.
- Center serving:* The material in the center of the bowstring where the arrow is nocked. Protects the string from wear.
- Composite bow:* A bow made of several materials.
- Compound bow:* A hand-held, hand-drawn bow that uses a pair of cables and wheels to store more energy.
- Crest:* The colored bands around the shaft of an arrow, which aid in its identification.
- Draw:* To pull the bow string back. Also the distance the bowstring is pulled back.
- Draw weight:* The weight, measured in pounds, used to bring the bow to full draw. Also the weight on a bow, using 28 inches to front of bow as the standard draw length.
- End:* A set number of arrows that are shot before going to the target to score and retrieve them.
- Finger Tab:* A flat piece of smooth material, which protects the fingers of the drawing

hand.

Finger Sling: A small strap that attaches to the thumb and index finger of the bow hand.

Fletching/Fletch: The feathers, plastic vanes or other devices attached to the arrow shaft, which stabilize the flight of an arrow.

Flu-Flu: An arrow with large untrimmed feathers, which restrict the distance it will travel; used for shooting aerial targets.

Follow-through: Maintaining the motion of the upper body muscles after releasing the string.

Full-draw: The position of the archer when the bowstring has been drawn to the anchor point.

Group: To shoot arrows in a pattern, or the pattern of the arrows in the target.

Laminated bow: A bow made of several layers of material glued together, usually two layers of fiberglass and a hardwood core.

Let down: Returning from full draw to the undrawn position with control and not releasing the string.

Limb: Upper or lower part of the bow that bends when the string is drawn back. The part of the bow where the energy is stored.

Nock: To place the arrow on the string. Also the attachment to the rear end of an arrow, which is placed on the bowstring and holds the arrow on the string.

Nock locator: The mark or device that indicates where the arrow is to be placed on the string.

Recurve bow: A bow with limbs that bend away from the archer when the bow is held in the shooting position

Serving: The wrapping of material around the loops and center of the bowstring to protect it from wear.

Spine: The stiffness or amount an arrow bends, determined by hanging a 2# weight from the center of the arrow and measuring the bend.

Stabilizer: A rod attached to the handle riser. Usually has a weight on the end of the rod. Absorbs the vibration of the bow when the string is released.

Toxophilite: A lover of the bow: an archer.

Tune: To adjust the variables in the bow and arrow system to achieve the best arrow flight and arrow groups.

Vane: Any fletching made of a material other than feathers, usually plastic.

Windage: The left-right adjustment of the bow sight.

Archery Range Rules

1. Know and obey all range commands and instructors.
2. Always keep your arrows in your quivers until told to shoot with the “one whistle” command.
3. Only use the arrows your instructor gave you. Remember what they look like.
4. When removed from the quiver, always keep your arrows pointed at the target.
5. Only shoot a bow with an arrow nocked on the string.
6. Only aim and shoot at your target downrange.
7. If you drop an arrow, leave it on the ground until you are told to retrieve all your arrows.
8. Always walk on the archery range.
9. Always be courteous to the shooter next to you.
10. Stand behind the waiting line when you are finished or not shooting.
11. Only one archer may retrieve their arrows from the target at a time.
12. Be sure no one is too close behind you when removing your arrows.
13. After removing arrows from the targets, with arrow points covered, walk to return your arrows to your quivers and go behind the waiting line.
14. SAFETY IS ALWAYS FIRST PRIORITY!

Whistle Commands

Two Blasts – “Archers may walk to “get bows” and go to the shooting line.”

One Blast – “Archers may load their bows and begin to “shoot”.”

Three Blasts – “Archers may walk to the target line to “go get arrows.”

Five or More Blasts – “STOP SHOOTING and put your arrow back in your quiver, bow on the rack and walk behind the waiting line.”

Archery Safety Procedures

- Always listen to the archery range instructor.
- Always inspect equipment for cracks or damaged areas on the bow limbs, strings, and arrows; remove any damaged materials from the shooting area.
- Observe courtesy and sportsmanship ideals.
- Only approach the shooting line after hearing two whistle blasts.
- Keep your arrows in your quiver until a whistle is blown one time to load your bows and begin shooting.
- Your arrows should always be pointed downrange while loading the bow.
- Only shoot a bow with an arrow nocked on the string.
- Shoot only at the target directly in front of you.
- Always look downrange and beyond your target to be sure that there are no obstructions and the range is clear beyond the targets.
- Shoot with one foot on each side of the shooting line.
- Stop shooting immediately and set your bow down if there are five or more whistle blasts.
- Only approach the target after hearing three whistles and hearing the command to walk to the targets.
- Always carry arrows with one hand covering the points and the other hand placed around the shafts just below the fletching.
- Always store the archery equipment in a secure and locked area with only adult access.
- Store all gear including bows, targets and arrows in a dry area with moderate temperatures.

100 Benefits of Exercise

1. Enhances your immune system.
2. Increases your self-confidence and self-esteem.
3. Improves digestion.
4. Helps you sleep better.
5. Gives you more energy.
6. Adds a sparkle and radiance to your complexion.
7. Improves your body shape.
8. Burns up extra calories.
9. Tones and firms up muscle.
10. Provides a more muscular definition.
11. Improves circulation and helps reduce blood pressure.
12. Lifts your spirits.
13. Reduces tension and stress.
14. Enables you to lose weight and keep it off.
15. Makes you limber.
16. Builds strength.
17. Improves endurance.
18. Increases your body's lean muscle tissue.
19. Improves your appetite for nutritious foods.
20. Alleviates menstrual cramps.
21. Improves muscle chemistry.
22. Increases metabolic rate.
23. Improves coordination and balance.
24. Improves your posture.
25. Eases and possibly eliminates back problems and pain.
26. Improves your body's efficiency to use calories.
27. Lowers your resting heart rate.
28. Increases muscle size through an increase in muscle fibers.
29. Enables your body to utilize nutrients more efficiently.
30. Improves the body's ability to burn fat.
31. Enhances oxygen transport through the body.
32. Improves liver functioning.
33. Strengthens the heart.
34. Improves blood flow through the body.
35. Helps to eliminate varicose veins.

36. Increases maximum cardiac output due to an increase in stroke volume.
37. Strengthens your bones.
38. Increases the weight of the heart.
39. Increases heart size.
40. Improves contractile function of the whole heart.
41. Deters heart disease.
42. Decreases cholesterol.
43. Decreases triglycerides.
44. Increases total hemoglobin.
45. Improves the body's ability to remove lactic acid.
46. Improves the body's ability to decrease heart rate after exercise.
47. Increases the number of open capillaries.
48. Improves blood flow to the active muscles at the peak of training.
49. Enhances the functioning of the cardiovascular system.
50. Enhances the functioning of the respiratory system.
51. Improves efficiency in breathing.
52. Increases lung capacity.
53. Improves bone metabolism.
54. Decreases the changes of osteoporosis.
55. Improves the development of and the strength of connective tissue.
56. Increases strength of ligaments.
57. Enhances neuromuscular relaxation thus reducing anxiety and tension
58. Enables you to relax more quickly and completely.
59. Alleviates depression.
60. Enhances clarity of the mind.
61. Improves emotional stability.
62. Makes you feel good.
63. Increases efficiency of your sweat glands.
64. Makes you better able to stay warm in cold environments.
65. Helps you respond quicker to heat in that sweating begins at a lower body temperature.
66. Improves your body composition.
67. Increase bone density.
68. Decreases fat tissue more easily.
69. Helps you become more agile.
70. Instills a positive attitude about yourself and about life.

71. Alleviates constipation.
72. Increases the efficiency of utilizing oxygen.
73. Enables you to meet new friends and develop fulfilling relationships.
74. Enables you to socialize and get in shape at the same time.
75. Helps you move past self-imposed limitations.
76. Gives you a great appreciation for life as a result of feeling better about yourself.
77. Enables you to better enjoy all types of physical activity.
78. Makes your clothes look better on you.
79. Makes it easier to exercise consistently because you like how you look and feel and don't want to lose it.
80. Gives you a greater desire to fully participate in life and to take more risks as a result of increased confidence and self-esteem.
81. Improves athletic performance.
82. Improves the whole quality of your life.
83. May add a few years to your life.
84. Is the greatest tune-up for your body.
85. Reduces joint discomfort.
86. Increases your range of motion.
87. Gives you a feeling of control or mastery over your life and a belief that you can create any reality you want.
88. Stimulates and improves concentration.
89. Brings color to your cheeks.
90. Decreases appetite when you work out from 20 minutes to one hour before a meal.
91. Gets your mind off of minor irritations.
92. Stimulates a feeling of well-being and accomplishment.
93. Invigorates the body and mind.
94. Is a wonderful way to enjoy nature and the great outdoors.
95. Increases the body's awareness of itself.
96. Reduces or precludes boredom.
97. Increases your ability to solve problems more easily.
98. Gives you a clear perspective of ideas, issues, problems and challenges.
99. Releases blockages and limitations in thinking.
100. Helps you to save money on doctor bills and insurance premiums.

Sample games and activities

Tic-tac-toe

Cover the target with a tic-tac-toe target about three feet square. Shoot three arrows trying to get three in a row. Score three points for each. You can also play this head to head with another archer.

Twenty-One

Shoot at the standard, 10-ring NASP® target face. Provide each archer 5 arrows. Each archer shoots as many of his 5 arrows as necessary to reach a score of 21 without going over 21 or missing the target.

Score as follows:

Each arrow is scored according to the ring it lands or the ring it touches.

An archer stops shooting when her score, seen from the shooting line, appears to be as close to 21 as she dares.

If an archer's score exceeds the 21, the archer loses.

Color shoot

First person shoots one arrow and goes to the target to score. This archer and all of that team will aim for that particular color. Each team may be aiming for a different color. Score one point for each arrow in the right color area. Instructor may select color and archers shoot and score only the hits within that color.

Musical arrows

When the music starts, each archer shoots until the music stops. Score and retrieve arrows and move to the next target.

Score as follows: Target #1: All arrows that hit red count one point.

Target #2: All arrows that touch any part of the target count one point. The black dot counts three.

Target #3: Arrows that hit the gold count one point.

Target #4: Arrows that hit the black count one point.

Target #5: Arrows that hit the blue count one point.

Bingo

Make target face to represent a Bingo card on a brown paper bag or wrapping paper. A scorecard can be made by having the students fill in number on the squares before the shooting begins.

Shoot six arrows; and as they are removed from the target, the corresponding number is crossed off the scorecard. Winner is the first to get any combination of numbers crossed.

Bottle Shoot

Target: A half-gallon plastic bottle hung by the neck or handle. The hanging bottle should be within a hands-width of a safe backstop.

Distance: 10 meters

Number of arrows: four

Scoring: 15 if the arrow sticks in the bottle, 10 if it strikes the bottle and rebounds,

and 0 if it misses the bottle.

Shoot the instructor's hat

Hang your hat on the target for the archers to shoot at.

Balloon elimination shoot

After a scoring round, rank the archers from lowest to highest. Hang a balloon in the center of the target. Starting with the lowest scoring archer, each archer shoots one

arrow at the balloon. If the archer pops the balloon, they move to the winners' circle until all archers in turn have shot three arrows. Prizes are awarded to the balloon breakers.

Holidays

If classes are taught as the different holidays approach, it is fun to make special targets in the shape of an item that represents the holiday. For example, the students can shoot at pumpkins, witches, and cats at Halloween, a turkey at Thanksgiving, a bell at New Year's, a shamrock on St. Patrick's Day, eggs at Easter, and flowers at May Day. The scoring areas can follow the outline of the target, giving higher values as the arrows come nearer whatever "center" there may be for that shape. At the completion of the event, it might be fun to award silly prizes appropriate to the holiday.

For the 4th of July, archers can shoot at balloons filled with flour or confetti to simulate fireworks.

Tablecloth shoot

Target: a regular target covered with a checkered oilcloth with two-inch squares; squares randomly numbered from one to nine.

Distance: 15 meters

Number of arrows: four

Scoring: as marked

Wand Shoot

Target: a three-inch string of masking tape placed vertically on the target mat

Distance: 10 meters

Number of arrows: twelve

Scoring: five points for each hit

Battle ship

Use index cards sized accordingly to the ability of the archers. Draw different ships on the cards and assign points from one to five. You can also include blank cards. Each individual or team will pin the cards up with the blank side showing on the target of their competitor. Archer shoots three to six arrows each or 12-15 as a team. Points are scored by the value of the ship they hit.