

INSTRUCTOR OF BEGINNER ARCHERS

WORKBOOK

1.0 Introduction to Competency-Based Coach / Instructor Education

Introduce yourself
Years involved in archery
Involvement in coaching/instructing
Why you are taking this clinic – your experience

1.1 The NCCP (National Coaching Certification Program)

Your coach developer will show the NCCP model and how it applies archery.

1.2 Training and Certification

Your coach developer will explain how training leads to certification and also explain the pathways in training and certification.

1.3 NCCP Instructor Pathway for Instructor of Beginner Archers

The pathway to certification, learning opportunities and Professional Development.

1.4 NCCP Philosophy

The NCCP Philosophy, LTAD

1.5 Responsible Coaching Movement, True Sport, Safe Sport

The Responsible Coaching Movement (RCM) is coordinated by the Coaching Association of Canada and the Canadian Centre for Ethics in Sport. The goal is to make sport safer for children and the vulnerable sector. To reduce risk in sport, the RCM focuses on three key areas: Rule of Two, Background Screening, and Ethics & Respect Training.

<https://www.coach.ca/responsible-coaching-movement-s17179>

True Sport

What is True Sport?

True Sport is a series of programs and initiatives designed to give people, communities and organizations the means by which to leverage the many benefits of good sport from a platform of shared values and principles. True Sport is dedicated to the notion that good sport can make a great difference.

What are the True Sport Principles?

<https://truesportpur.ca/true-sport-principles>

Other resources available are Parent Guide and Calendar

Safe Sport

For any Archery Canada registered participant, unless directed by your PTSO, "Respect in Sport" training is available on a voluntary basis and strongly recommended for coaches, any support staff, officials, volunteers as well as parents across the country, on a user-pay basis.

Respect in Sport for Activity Leaders

For: Coaches, Team Leaders, Managers, Officials, Club Volunteers

Cost: \$30 per person

Duration: 2.5 hours online, does not have to be completed in one sitting

Coaches with a NCCP number will receive 3 PD points upon completion

Respect in Sport for Parents

For: Parents and Family of Athletes

Cost: \$12 per household

Duration: 1 hour online, does not have to be completed in one sitting

2.0 Managing a Sport Program

2.0.1 In your opinion, what is "coach/instructor"? What does it mean to instruct someone?

2.0.2 Why do you want to become an instructor at the Beginner Instructor level?

2.1 What Are Some of the Aspects of Your Coaching Philosophy?

2.2 Qualities of the coach: prioritize the list.

Honesty _____

Team Spirit _____

Reliability _____

Enthusiasm _____

Sincerity _____

Loyalty _____

Discuss this with the group.

Friendship _____

Patience _____

Confidence _____

Integrity _____

Technical Knowledge _____

2.3 Coaching Functions and Tasks

Using the content in Coaching Functions and Tasks, add to the aspects of your coaching philosophy in 2.3.

2.4 Parents Roles and Involvement (Post Workshop if Working with Youth)

How would you like parents of athletes to be involved in your program? Make a list.

Page 117 of the Reference Manual contains a sample of a Parental Code of Conduct.

2.4.1 Outline a letter to your participant's parents for the beginning of your program. (post workshop, if coach working with youth)

Letter to Parents

2.5 What Do You Think Are the Reasons Why Young People Are Involved in Sport?

2.6 Why Young People Quit Sport.

List some of the reasons why you think young people quit sport.

Look at the results from a 2014 Study for George Washington University by Amanda Visek and Coaching Through a Gender Lens by the Women's Sports Foundation. Does this change your view on why children quit sport?

2.7 Self Esteem

2.7.1 List some of the ways a coach can influence an athlete’s self-esteem and ways they can build an athlete’s self-esteem.

The coach developer will go over some of the main influences on self-esteem.

3.0 Planning a Practice

Coaches and Instructors at all levels have the responsibility to teach athletes the skills they need in order to perform at their best on a consistent basis. Whether you are coaching an individual or a group, developing practice plans allows the coach to be consistent in their explanation, observation and feedback concerning skills. Practice plans also give the coach or instructor the opportunity to evaluate any drills used and their effectiveness.

Developing a practice plan is one of the main focuses in this workshop.

3.1 Planning Decisions

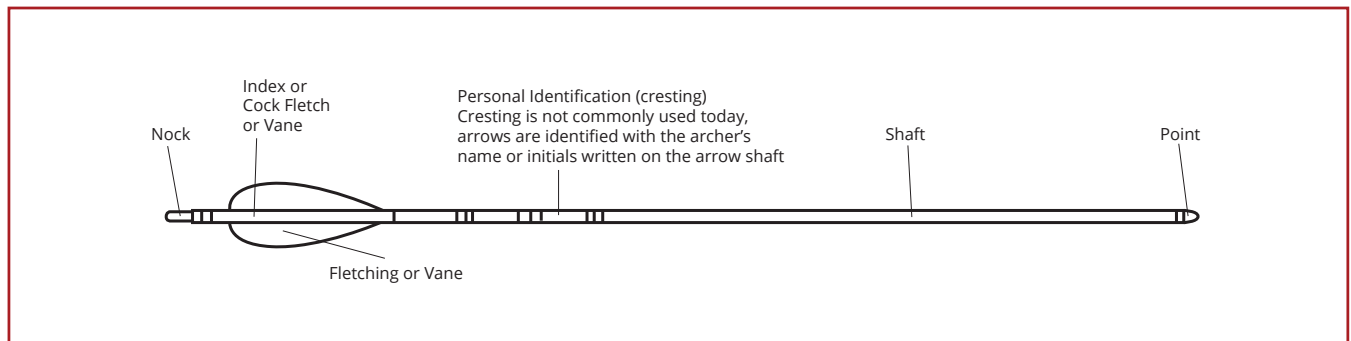
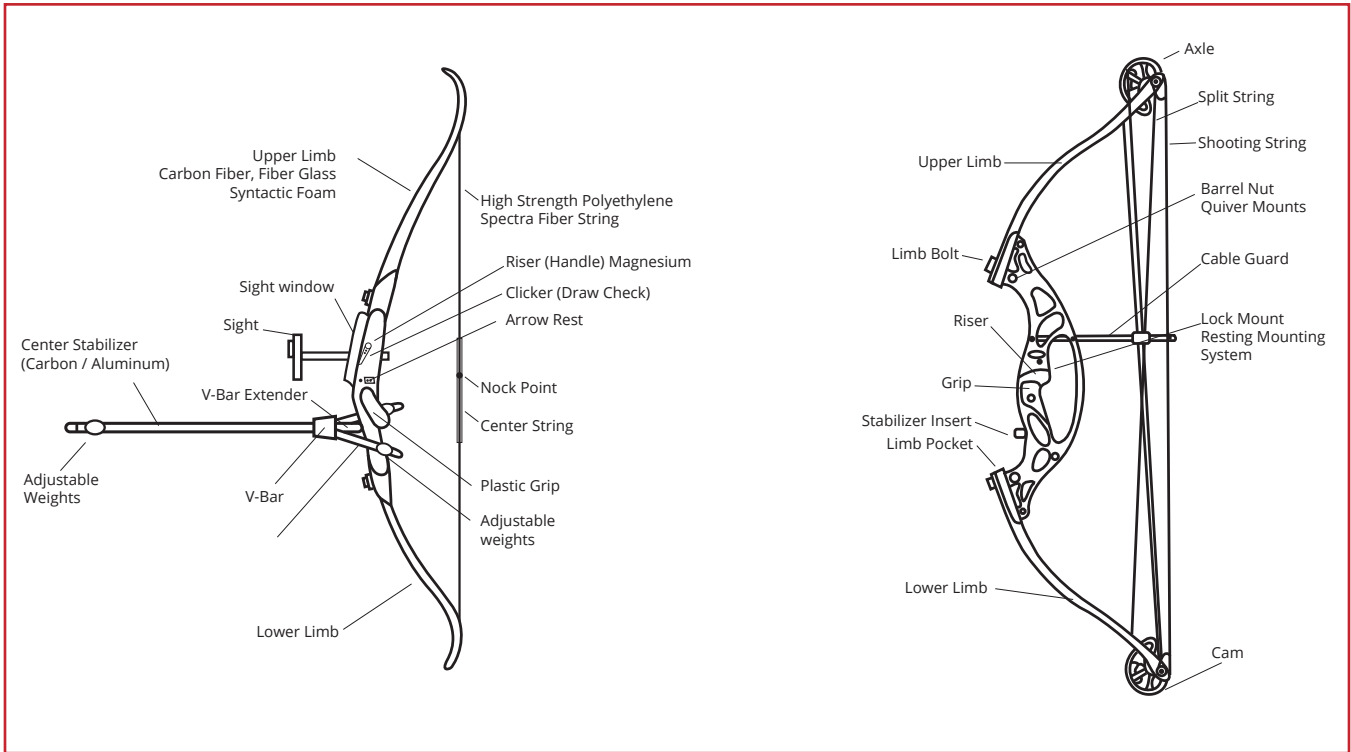
3.1.1 List a number of items that you feel may be your responsibility in instructing.

3.1.2 Now refer to Coaching Functions & Tasks and add items that you may not have included in your list of responsibilities.

3.2 The Structure of Your Practice

The Reference Material contains “The Structure of a Practice” and “Key Elements of a Practice” to plan in each Part. We will be using this format as we develop a Practice Plan. On page 104 of the Reference Material is a template for creating a Practice Plan. You will also have a copy of this template that you can copy in order to create your Practice Plans for your Portfolio submission.

3.5 Equipment Selection



3.5.1 Comment on the appropriateness of the following archery items as they relate to Beginner Archers

Bows – type and weight _____

Arrow rests – style _____

Arrow type – material and length _____

Sights – when to start _____

Arm guards – long or short _____

Finger tabs – type _____

Bow slings – when to use _____

Chest protector (clothing guard) _____

3.6 Safety Considerations – Prevention, Emergency Response and Liability

As an instructor, knowledge of the risks of participation in archery as well as preventative measures is invaluable. In the follow chart, list some the risks associated with archery and the actions you would take to make practices as safe as possible.

Risks in Archery	Actions to Make Practices as Safe as Possible

3.6.2 Read the Reference Material units on Sport Safety Through Risk Management and Managing Risks.

Are there some risk factors that you had forgotten, or additional items? Add them to the table above.

3.6.3 Range Safety and Etiquette

An integral part of safety is informing your participants of range rules and shooting etiquette. List below range safety and etiquette rules that you would teach to your participants.

Refer to page 46 of your Reference Material. Add to your list if necessary.

3.7 Emergency Action Plan (EAP)

3.7.1 As part of your portfolio, you will be required to submit an EAP for your facility.

The EAP can be used to guide your response in the event of an accident during a practice.

On page 47 of the Reference Manual is an example of an Emergency Action Plan.

3.7.2 If an injury were to occur during your practice session, what are the steps that you take? List them below.

The Reference Manual contains the Steps to Follow when an Injury Occurs. Are there any steps that you were not aware of or missed? If so, add them to your list.

Emergency Action Plan

Team _____

Date _____

Event _____

Location _____

Responsibilities

Charge Person

1. Take control, assess situation, need for ambulance
2. Keep area clear of bystanders, athletes
3. Don't move injured athlete or equipment
4. Decide how to move athlete if not too serious
5. Bring in call person if needed
6. Stay with injured athlete
7. Fill out accident report
8. Location of participant medical profiles

Responsibilities

Call Person

1. Know location of telephones and how to access them
2. Prepare a list of needed phone numbers
3. Know directions to facilities
4. Be able to provide information to ambulance dispatcher
5. Report to charge person

Number Card

Location of phones _____

Phone numbers

Parents _____

Doctor _____

Hospital _____

Police _____

Fire Department _____

Ambulance _____

Description of location _____

Directions of location _____

Map of location:

3.8 Concussion Awareness

Developments in recent years has brought attention to the impact concussion has on an individual and what can be done to mitigate the consequences.

To this end, Archery Canada has developed a Concussion and Return to Sport Protocol.

The full document can be found at:

<http://archerycanada.ca/wp-content/uploads/2019/07/Concussion-Policy-and-Protocol-Final-Updated.pdf>

3.8.1 How does concussion impact archery and what can we do to mitigate the consequences? Write your answer below.

The Reference Material contains a Pocket Concussion Recognition Tool and a flow chart showing protocol that should be followed should a concussion be suspected. Parachute Canada contains information concerning concussions and should be used as a resource. <http://www.parachutecanada.org/> In the form section of your reference manual is also Archery Canada's Concussion Follow-up and Communication Form (page 120) and Medical Assessment Letter (page 118).

3.8.2 All archery coaches should complete the Canadian Coaching Associations free online module, Making Headway, <https://thelocker.coach.ca/onlinelearning#MHW-SP-E>, to learn about concussion recognition, as well as return to sport protocols.

This module can also be used for 5 Professional Development points towards maintaining certification.

3.9 Fill out a Facility Inspection Form for your Facility.

3.9.1 Portfolio requirement: fill out a Facility Inspection Form for your facility.

Facility Inspection Form

Facility: _____

Date: _____

Inspected by: _____

Item	Adequate	Inadequate	Corrective measures	Observations
Equipment				
Club security				
Shooting line				
Buttresses				
Stands				
Safety nets				
Timing lights				
Target faces				
Target pins				
Individual				
Bows				
Sights				
Stabilizers				
Arrows				
Quivers				
Arm guards				
Finger tabs				
First Aid Kit				
Procedures				
Others				

Corrections: add replace modify discard clean repair check

The facilities manager gets one copy, and the instructor/coach keeps a copy for his/her files.

Facility Manager Name: _____ Signature: _____

Name of Instructor: _____ Date (dd/mm/yy): _____

Signature of Instructor: _____

3.10 Planning for Basic Skills

3.10.1 Using the Form Analysis Inventory of the Reference Material and handout “Archery Skills’, indicate the skill(s) that you feel indicate an optimal shot process

Core

Foot Placement: _____

Lean and Sway: _____

Balance: _____

Head position: _____

Bow Side

Wrist: _____

Fingers: _____

Shoulder: _____

Elbow: _____

String Side

Draw hand action: _____

Anchor: _____

String elbow: _____

Release and follow through

String side: _____

Core: _____

Bow side: _____

Relax and reflect: _____

3.10.2 As a group, and using the Form Analysis Inventory and Archery Skill handout, choose a basic skill that we will use when planning a practice. Describe the skill in Box A below and the activity you will use to develop the skill.

You will be required to apply this process to two other basic skills for your portfolio.

Skill to be developed: _____

Box A

3.10.3 Stages of Skill Development

The Reference Material refers to the Stages of Skill Development and Needs of an Athlete at each Stage. Based on this information, indicate in the following chart the stage most of your athletes are at for the skill you have chosen to develop. Also, indicate what evidence enables you to reach this conclusion.

Stage of Development that your Athletes are at for this skill	Evidence that allows you to reach this conclusion
Most of your athletes <input type="checkbox"/> Initiation <input type="checkbox"/> Acquisition <input type="checkbox"/> Consolidation	
The second largest number of athletes <input type="checkbox"/> Initiation <input type="checkbox"/> Acquisition <input type="checkbox"/> Consolidation	

4.0 What Athletes Have to Train in Archery

In the Reference Material, using 'The Importance of Physical and Motor Abilities by Sport Family', complete the Table to make a basic analysis of the athletic abilities needed to perform in archery.

Note: *Mental Abilities will be covered in other NCCP workshops.*

Use the information on page 57 and 58 of the Reference to fill out the chart.

Athletic Ability	This means the ability to.....	Actions or situations in archery that require this ability	Importance in archery Low, mod, high
Speed	Perform quick movements or cover a given distance in the shortest possible time (e.g. all-out efforts lasting up to 8 seconds)		___ Low ___ Moderate ___ High
Speed Endurance	Sustain efforts at near maximum speed for as long as possible (e.g. very intense efforts lasting between 10 and 60 seconds)		___ Low ___ Moderate ___ High
Aerobic Stamina	Sustain a dynamic effort over an extended period of time (e.g. efforts lasting several minutes, or even hours)		___ Low ___ Moderate ___ High
Maximum Strength	Make a muscle or muscle group generate the highest level of tension during a maximum contraction		___ Low ___ Moderate ___ High
Speed Strength	Perform a muscle contraction or overcome a resistance as fast as possible (normally very brief efforts of 1 – 2 seconds)		___ Low ___ Moderate ___ High
Strength Endurance	Perform repeated muscle contractions at intensities below maximum strength (15- 30 repetitions)		___ Low ___ Moderate ___ High
Flexibility	Perform movements of large amplitude at a joint without sustaining injury		___ Low ___ Moderate ___ High
Motor Abilities			
Coordination	Perform movements in the correct order and at the right time		___ Low ___ Moderate ___ High
Balance	Achieve and maintain stability or keep control of the body during the execution of movements		___ Low ___ Moderate ___ High

4.1 The Physical Maturity of Your Athletes

The physical maturity of you athletes also plays an important part in determining what is important to emphasize during your practice. To begin the process in this area, describe your athletes by answering the questions below.

Gender: _____ all male _____ all female _____ male and female

Young children: 3 – 5 years _____

Puberty, stage 1: 12 – 15 years _____

Children: 6 – 7 years _____

Puberty, stage 2: 15 – 18 years _____

Children: 8 – 9 years _____

Young adult: 19 – 20 years _____

Pre-puberty: 10 – 11 years _____

Adult: 22 years or more _____

Average number of years participants are involved in archery: _____ years.

4.2

In question 4.0, we went over the importance of specific athletic abilities in archery. Copy the abilities that have a MEDIUM or HIGH rating in the left column in the table below. Using the Reference Manual section 'Training Athletic Abilities and Participants' Age: Guidelines' enter for each of the athletic abilities that you have on the list, which can be trained and which should be avoided (because they are unsafe, or because the athletes' bodies will not yet respond to this type of training) given the age of your athletes.

Athletic abilities to be trained in archery	...to develop given the age of my athletes	...to avoid given the age of my athletes
Physical Abilities		
Motor Abilities		

4.3 Making Your Practice Fun, Motivating and Challenging

We know as instructors the importance of making practices fun and motivating for your athletes. What does this mean for you as an instructor? Complete this sentence in as many ways as you can:

Athletes are motivated at practice when...

Consult the Reference Material section “Five Criteria to Develop Challenging Activities That Motivate Athletes to Learn”. Can you add ideas to the list?

4.4 Developing your Practice Plan

Using the Practice Planning Worksheet, design a practice that is consistent with the concepts introduced in this workshop. Using Practice Planning Tips and Steps in Choosing/Designing Activities for a Practice in your Reference Material to guide your planning. Also, take into consideration the guidelines that apply to the age group that you instruct and the abilities you want to train.

Step 1. What is it you want the athletes to be able to do? _____

Step 2. Assess the nature of the task. _____

Step 3. Is it appropriate for the age and development stage of your athletes as well as the stage of skill development they are at? _____

Step 4. Task to be broken down or executed as a whole? _____

Step 5. Type of practice that is most appropriate. _____

Step 6. Practice conditions that are most appropriate. _____

Step 7. Logistics and equipment available. _____

Step 8. Define the measure of success for the activity. _____

Step 9. Potential risks. _____

Step 10. Explanations and instructions. _____

Practice Plan

Athletes _____

Dates _____

Location _____

Equipment needed _____

Start _____

Finish _____

Goals _____

Introduction

Key messages/safety points

Warm up

Include general and specific warm-up and stretching exercises

Key messages/safety points

Equipment needed

Main part

Pay attention to the order of the activities

Key messages/safety points

Equipment needed

Cool down

Key messages/safety points

Conclusion

Key messages/safety points

5.0 The Beginner Archer

5.0.1 What do you have to consider when giving initial instruction?

5.0.2 What other details do you have to consider when starting with a new class?

6.0 Giving Instruction

6.0.1 Using the handout 'Archery Skills', rate the skills in the order from 1-11, that you believe they should be introduced to the Beginner Archer.

- _____ Stance
- _____ Drawing the Bow – External Effort
- _____ Nocking
- _____ Anchoring - Transition
- _____ Finger Placement
- _____ Holding
- _____ Bow Hand Placement
- _____ Aiming
- _____ Raising Bow Arm
- _____ Release
- _____ Follow-through

Discuss this as a group.

6.0.2 While working with Beginner Archers, you may be required to develop a lesson program consisting of multiple lesson plans.

Develop an outline for a 6-week archery course for Beginner Archers.

Week 1 _____

Week 2 _____

Week 3 _____

Week 4 _____

Week 5 _____

Week 6 _____

7.0 Demonstration, Organization and Presentation

People learn by observation, examples, knowledge, advice emphasized by mimicking, and error and repetition. List the method an instructor can use to give a demonstration.

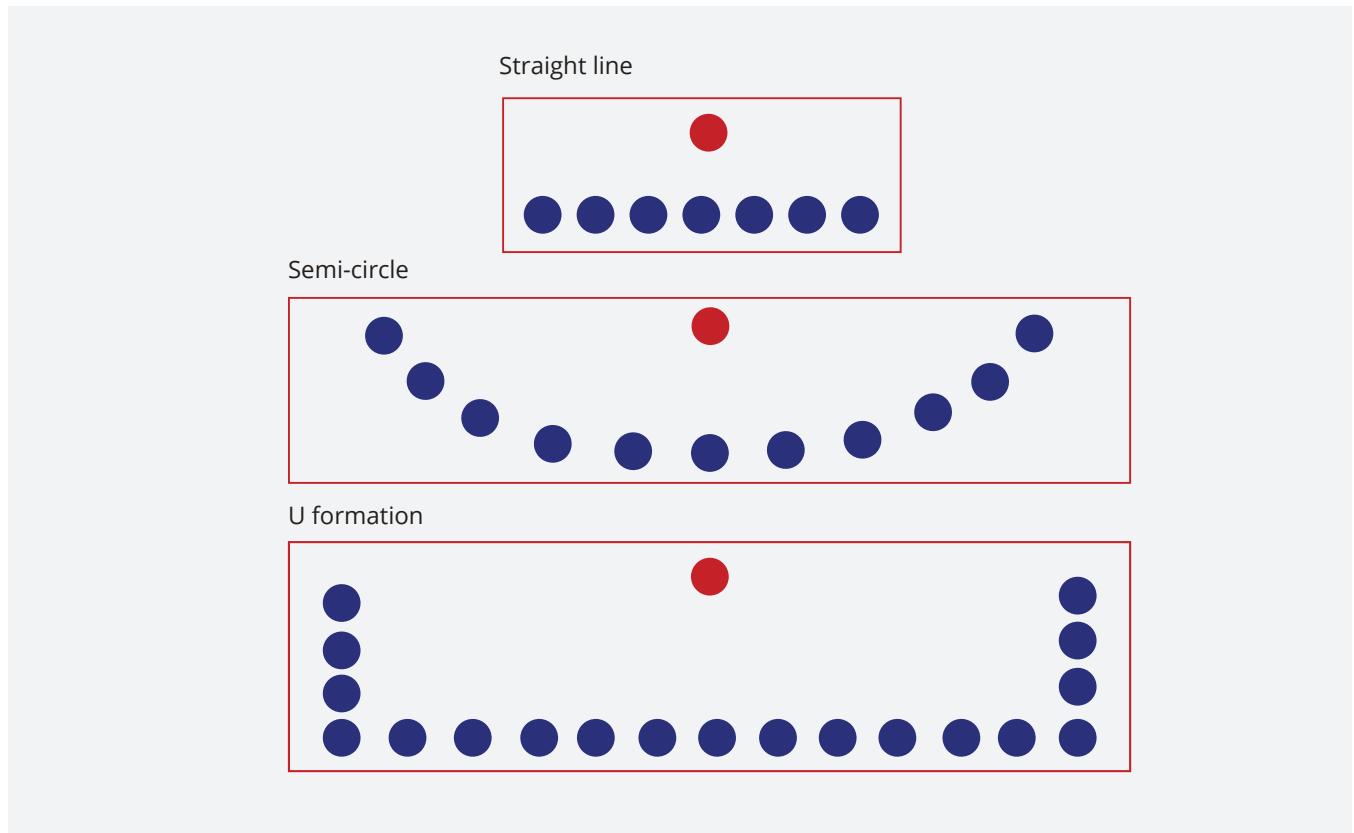
8.0 Observation and Feedback

Observation is one of the most fundamental instructing skills for archery. Using our knowledge of the skill and its key elements we can define observation by answering the following questions:

What? How? From Where? How much?

Choosing a Formation

Giving an Explanation



8.1 Observation Plan

As a group, we will develop an Observation Plan for the skill chosen for Planning a Practice.

As part of your portfolio, you will be required to submit an Observation Plan for each of the skills you chose for your Practice Plans.

8.2 Feedback

Give a description of the following terms relating to feedback

Intrinsic Feedback: _____

Extrinsic Feedback: _____

Descriptive Feedback: _____

Prescriptive Feedback: _____

Summary Feedback: _____

Bandwidth Feedback: _____

“Sandwiching” Feedback: _____

9.0

As part of your evaluation, you will be delivering a short presentation on how you would introduce a component of good archery form as it pertains to the beginner archer.

Using the reference manual, “Demonstration, Organization and Presentation”, make note of how you are going to handle the following: demonstration, instruction, viewing arrangement, feedback, teaching aids.

Skill: _____

Demonstration: _____

Instruction: _____

Viewing Arrangement: _____

Feedback: _____

Teaching Aids: _____

Observation Plan

1. Make an observation plan for an instructing session.

Daily Goal: _____

Skill to be worked on (i.e. stance, release, etc.): _____

2. How will the correct skill be demonstrated by the athlete? (i.e. What is it you want to see?)

3. List the methods (tools) and observation location to be used.

Illustration:

4. Intervention: Identify the desired change to be made:

5. How will you communicate the rationale for the change to the athlete:

6. How will you involve the athlete in the process?

A template for Observation Plans can be found in the forms and diagrams section of your Reference Manual on Page 102.

10.0 Archers with a Disability

Archery is an inclusive sport. Anyone can participate in archery. This makes the sport accessible to all. Inclusion is about enabling participation.

10.0.1 What are some of the things we, as instructors, can do to ensure that our club and instruction program is inclusive?

10.0.2 Video on coaching disabled archers.

Reference

<http://www.archerygb.org/wp-content/uploads/2017/05/AGuidetoIncludingDisabledArchers-21474.pdf>
<https://www.youtube.com/watch?v=bNVptyQrtTs>

Case Studies

Using the Archery Technical Section “arrow faults”, fill out the possible causes for the issues the beginner archery is experiencing.

Case #1 Grouping moving left to right

A young right handed shooter with 1-year experience is shooting at 10 meters with groups of 7 or better. The group tend to move left to right as the practice progresses. What could be the cause? _____

Case #2 Hitting bow arm above elbow

A beginner in your class tends to hit his bow arm above the arm guard with the sting. How would you correct this problem? _____

Case #3 Hitting bow arm at wrist

A beginner in your class tends to hit his bow arm below the arm guard near the wrist. What might you look at to correct the situation? (form and equipment) _____

Case #4 String hitting elbow of bow arm

A beginner in your class tends to hit the bow arm on the elbow bone. What might you look at to correct this problem?

Case #5 Shooting off the target

You have a beginner group of kids (9 – 11 years of age). They all say they shoot right-handed. Two of the students have difficulty in hitting the target. They shoot off to the side consistently. What is the problem? How would you correct it?

Case #6 Arrows hitting high and low

A relatively new shooter has trouble with arrows going high and low on the target. What four items would you look at?

Case #7 Harassment

Two teenage shooters are on the line in practice. One of the shooter makes a smart (rude) remark to the other shooter. The comment has upset the first archer. You, as the coach, notice something is wrong. How would you approach the situation and how would you handle it?

Case #8 String Shy

A 14 year-old relatively new archer has the problem of shutting their eyes and cringing dramatically upon release. Form starts out well until it is time to release. Then the form breaks down, eyes shut, face cringes and shoulders hunch up. What could be the problem? How would you handle it?

Case #9 Growing Spurts

A 12 year- old participant is a recurve shooter holding 20# at her draw length of 26" on a 54" bow. She is in a growth spurt and has grown quite a bit recently. In assessing her equipment needs, what must the coach take into consideration? Draw length? Draw weight? Bow length? Arrow selection (length)? Arrow selection (spine)?

Case #10 Scoring Anxiety

Becky is a beginner who appears to have all the skills necessary to advance in archery. She practices regularly, and appears to enjoy the lesson at the club. For no apparent reason, Becky started missing the target completely during lessons where scoring is required. Though she claimed there was nothing wrong, her form and timing of the shot are different when scoring. At time she cannot get the string to her anchor position, hold and aim. What might this situation be developing? What would be your approach to help this archer? Where would you begin?

Case #11 Plucking the String

A young archer consistently plucks (pulling the hand to the side away from the face) the string upon release. How can the coach help the archer develop a better release?

Case #12 Arrow Falling off Rest during draw

When drawing the bow, the arrow keeps falling off of the rest of a young female archer. What can the coach do to solve this problem?

ArcheryCanada.ca

© @Archery_Canada

  @ArcheryCanada