



LEVEL 1 COMMUNITY COACH PRE-LEARNING

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Module 1

Safety and Etiquette

**Personal
Range Equipment
Etiquette
Risk Management**

Archery when conducted by applying the correct safety measures will minimise the risk of injury to participants and spectators alike and therefore ensure the continued enjoyment of those undertaking the activity. As a coach you must always be vigilant particularly with participants undertaking the sport for the first time

To enable you to participate fully in the workshop presentation it is important that you review the following information.

PERSONAL SAFETY

- All participants must be aware of their responsibilities towards theirs and fellow participants safety.
- Coaches are responsible to ensure all participants are made aware of the rule requirements and to enforce these rules.
- No participant should commence shooting without a coach being satisfied these rules are understood and will be followed.
- Injury prevention is a key component of the safety rules being applied

KEY SAFETY MEASURES

- No mindless behaviour
- Loaded bows must only be pointed towards the target
- Bows should only be drawn and released if arrow is nocked
- Do not touch or strike other people with your equipment
- Do not throw objects or display distracting behaviour
- Only shoot arrows at the designated target
- Only walk whilst on the archery field
- Only shoot if the range is clear do do so
- If a participant is not following these rules, stop the shooting immediately and reinforce the relevant safety instructions

IMPORTANT BEHAVIOURS

- Alcohol and drugs must NEVER be consumed before or during archery activities
- Participants must ALWAYS use allocated equipment
- Participants must NEVER select equipment without assistance
- Participants must NEVER swap or use other equipment without confirmation from the coach/instructor
- Participants must ALWAYS step back behind the waiting line until the signal to move forward is given by the coach/instructor
- Participants must ALWAYS approach targets from the side of the target butts
- Participants must ALWAYS be instructed on the correct method of removing, retrieving arrows from the target butts and arrows lodged in the ground.

CLOTHING FOR SAFETY

- Participants should wear clothing which is comfortable to stand in
- Participants should wear clothing that is fitted and not restrictive
- Avoid loose fitted clothing with pockets or zippers
- Participants should wear closed in shoes – NO THONGS OR SANDALS
- If wearing necklaces, earrings or facial jewellery, consider if these will interfere with shooting

RANGE SAFETY

SHOOTING CONTROLS

- All participants when shooting are under the control of a Director of Shooting if at an event or a coach if attending a class/program.
- All shooting should be controlled by sound signals, such as a whistle.
- The standard archery signal system is recommended:
 - Two blasts/beeps – move to the shooting line to prepare to shoot
 - One blast/beep – shoot
 - Three blasts/beeps – stop shooting and proceed to targets when advised it is safe
 - Five blasts/beeps or more – stop shooting immediately

RANGE LAYOUT

- Range layout is paramount for participant safety and should be considered a priority
- Coaches are responsible for the safety of participants, observers, bystanders and club members

ALWAYS

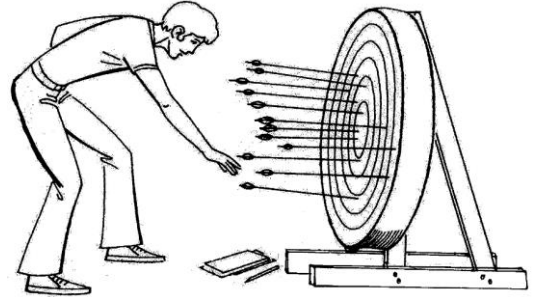
- provide an adequate overshoot area
 - Ideally the field of play should have a backstop such as mound or fence or both behind the target to stop arrows that may miss the target.
 - If a backstop and /or fence are not available there must be a cleared area of no less than 50m behind the longest target. This area should be fenced, or sign posted or both to prevent vehicle or pedestrian access
- ensure there is no access onto the field of play
 - There should be a clear zone of no less than 20m either side of the Field of play
- ensure venue is sign posted and fenced off
- ensure butts are firmly anchored and secured
- check target stands for damage or wear and tear
- set up a common shooting line
- set up waiting lines
 - waiting line should be set 5.0m behind the shooting line and kept clear of any archery equipment
- provide ground quivers
- control shooting with sound signals

In the case of archery activities being undertaken in an indoor environment attention should be taken to ensure that the venue can only be accessed from behind the waiting line and all other access points secured.

TARGET BUTTS

TARGET BUTTS - Note this is where there is potential for accidents to occur

- Target butts should be ideally set up at ground level
- ALWAYS provide an adequate overshoot area
- ALWAYS ensure there is no pedestrian or vehicle access behind the butts
- ALWAYS provide a minimum of 1.5 metres spacing between targets



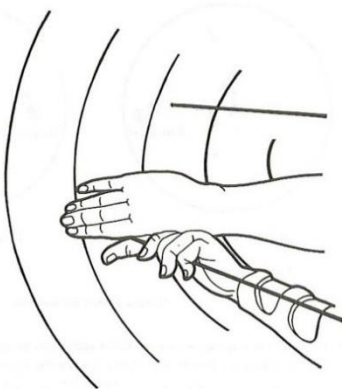
APPROACHING THE TARGET

Removing arrows is where the highest probability of injuries can occur whilst involved in archery.

- Always walk towards the target.
- When approaching the target, walk to the side of the target to avoid any arrows in the ground or the arrows protruding from the target.
- When scoring beware of arrows protruding from the target butt.
- Ensure no one is standing behind the arrows when they are being withdrawn from the target butt.

REMOVAL OF ARROWS

The use of the correct technique in removing arrows from the target butt is very important as it prevents damage to arrows such as bending, and damage to the target face, as well as reducing fatigue to the archer caused by struggling when attempting to remove arrows. The technique is quick and simple, requiring little effort on the part of the archer. The technique incorporates the use of the archer's weight and natural levers.



Place one hand flat against the target with the shaft between the thumb and index finger, this helps to support the target butt when withdrawing the arrow shaft. Now grip the arrow shaft with the other hand as close as possible to the entry point into the target. To assist with gripping the arrow an arrow puller may be used.

Now withdraw the arrow with a slight twisting motion along the line of entry into the target butt, remembering to support the target with one hand.

Some butts are very tight or butt material may have melted onto the shaft, it may be necessary to lean the body against the butt for added support and use both hands to grip the

arrow shaft at the point of entry to remove the arrow. In this case the archer rests their forearm against the butt and uses their elbow as a lever to exert additional force onto the arrow. It may even be necessary for two archers to work together to remove arrows.

The important point is to remember to support the target butt to ensure it does not pull forward when withdrawing arrows. Never hold the arrow along the shaft or at the fletched end of the arrow; this may cause the arrow to bend, but most importantly, you will not be able to exert enough force to easily remove the arrows from the target butt.

EQUIPMENT SAFETY

Coaches are responsible to ensure the equipment being used by participants is safe and in good working order

It is recommended participants are included in this inspection to assist them in identifying potential equipment hazards

EQUIPMENT SAFETY REQUIREMENTS

- Equipment should ALWAYS be damage free to prevent injuries from occurring
- ALWAYS ensure an equipment inspection is completed before commencing any archery activities
- ALWAYS ensure equipment and participants are matched to suit individual requirements
- ALWAYS ensure equipment is matched to the participant (size, poundage, eye dominance)

ETIQUETTE

Archery participants MUST be aware of archery etiquette whilst considering the rights and feeling of others.

Regardless of age, appropriate archery etiquette should be included as part of the safety education process

Archery etiquette is a lifelong consideration in any archery activities

Participants should NOT

- talk or disturb other participants on the shooting line
- smoke or drink on the shooting line
- remark on another archers performance during shooting
- complain on the field

Participants should ALWAYS

- encourage other participants
- signal the Director of Shooting (DOS) or coach if a problem occurs
- pay attention to and co-operate with coaches
- exercise care when scoring
- on completion of shooting, step back quietly to the waiting line to allow other participants to finish without interruption

Participants should NEVER

- touch or remove other participants arrows from the target unless advised to do so
- presume the duties of a DOS or coach
- touch, move or alter another participants equipment
- retrieve a bow or arrow which has fallen in front of the shooting line until all shooting has ceased and the appropriate signal has been given

Additional Information should be reviewed under Archery Australia Guidelines Policy 1018

RISK MANAGEMENT

It is recommended you access and complete this course:

www.playbytherules.net.au/got-an-issue/child-protection/child-protection-online-course

The following information is from Play By the Rules www.playbytherules.net.au

GUIDELINES FOR INTERACTING WITH CHILDREN

These guidelines are for coaches and other personnel to protect them from risk and to keep children safe. It is recommended that sporting organisations develop guidelines tailored to the needs and context of their sport.

Maintain appropriate boundaries

Coaches and other personnel in positions of authority should maintain clear:-

Physical boundaries

- Use drills to develop fitness, not as a punishment
- Only use physical contact that is appropriate for the development of a particular skill and has the permission of the athlete
- Work within sight of others at all times

Emotional boundaries

- Use positive feedback on performance, not negative feedback about the person
- Be encouraging and avoid put-downs

Social boundaries

- Attend sport related events such as sponsorship and fundraising events, celebrations and annual meetings but do not socialise with athletes outside sporting functions
- Do not socialise with athletes via social media

Sexual boundaries

- Do not have sexual relationships with athletes you are coaching
- Do not touch athletes in ways likely to make them feel uncomfortable

Minimise physical contact

Generally, physical contact with players or participants should be to:

- Develop sport skills
- Give sports massage
- Treat an injury
- Prevent or respond to an injury
- Meet the specific requirements of the sport

All physical contact by personnel should fulfil the following criteria:

- Physical contact should be appropriate for the development of a sport skill/s
- Permission from the player or participant should always be sought
- Players or participants should be congratulated or comforted in public not in an isolated setting

Avoid being alone with a child

To protect yourself and the child from risk:

- Do not isolate yourself and a child and avoid being alone with any particular child
- If a child approaches you and wants to talk to you privately about a matter, do so in an open area and in sight of other adults (e.g. other coaches, officials or parents/guardians)
- Before going into change rooms knock or announce that you will be coming in. Try to have at least one adult with you in a change room with children.

Play by the Rules is supported by the Australian, state and territory governments. The information on *Play by the Rules* is not intended as a substitute for legal or other professional advice.

Module 2

Equipment

Eye Dominance
Compound & Recurve Components
Stringing a Recurve Bow

EYE DOMINANCE AND BOW HAND

Within the 'Come N Try' format where participants are in general 'just want to experience archery' and enjoy the experience, bows can generally be allocated based on the handedness of the individual.

However, it is essential the coach understands the importance of eye dominance regarding the future development of the archer. Eye dominance has a great deal to do with control of body co-ordination, and so will greatly control the manner in which the archer is to shoot.

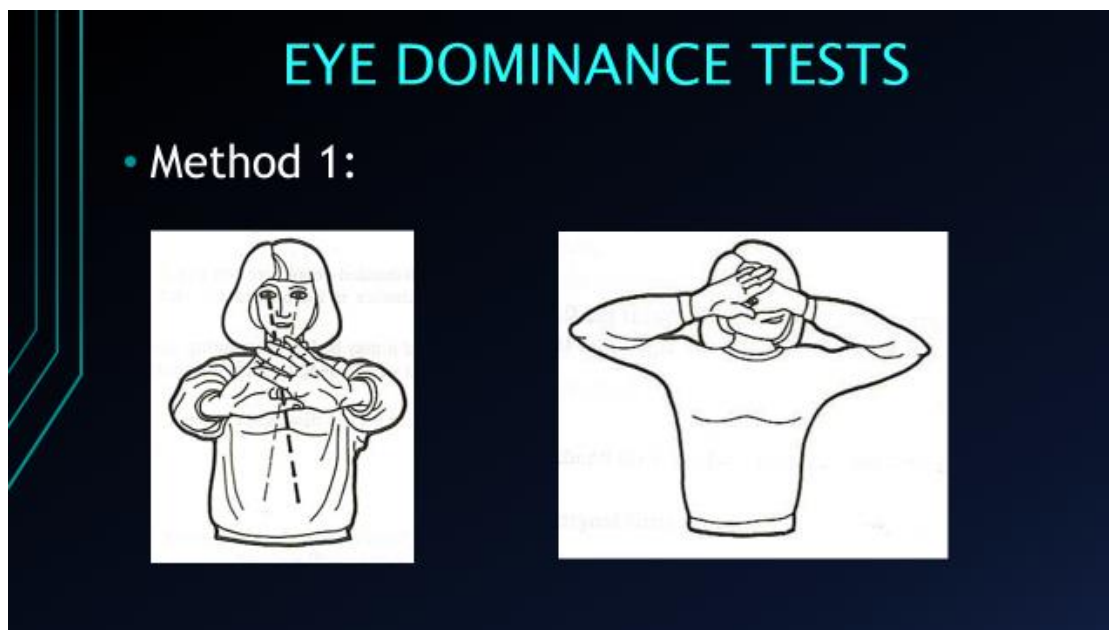
It is usual that right-handed people will have a dominant right eye and that left-handed people will be left eye dominant. However, this is not always the case, so it is essential that with each student the dominant eye be established.

It is important for the coach to assist each participant in the process of determining eye dominance to ensure the process is carried out correctly

The dominant eye is the eye that the arrow is drawn under therefore aligning the string in front of that eye and assisting in improving accuracy

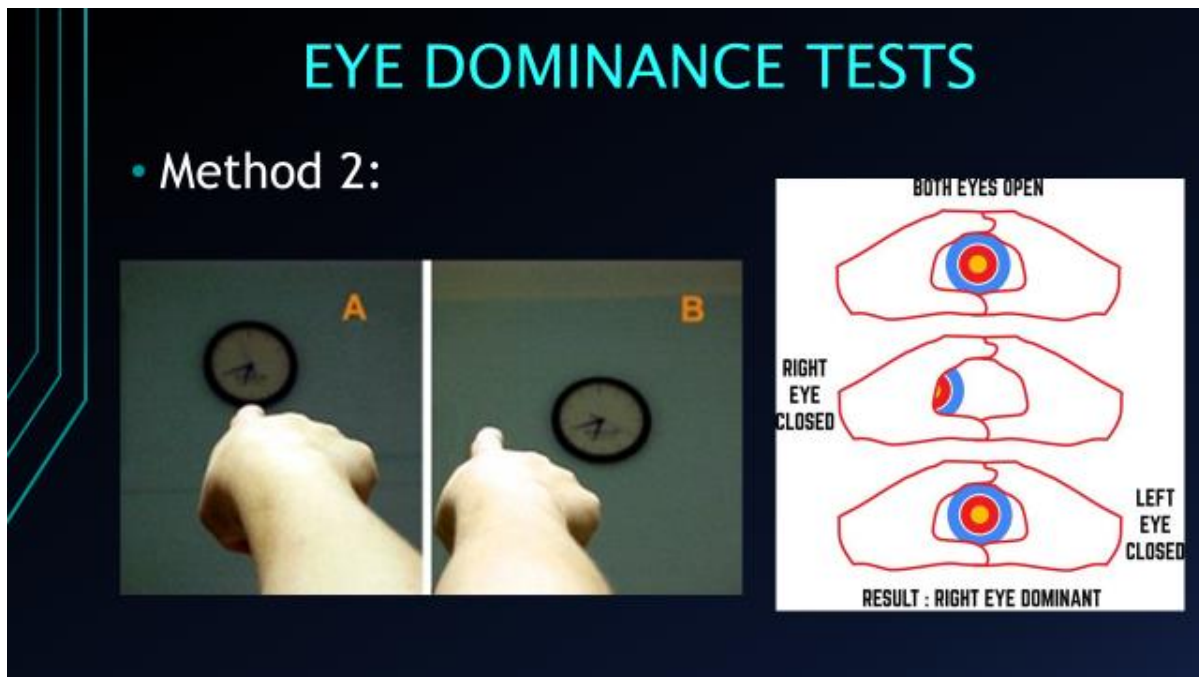
There are a number of methods used to check for the dominant or master eye.

Method 1: Draw hands to face



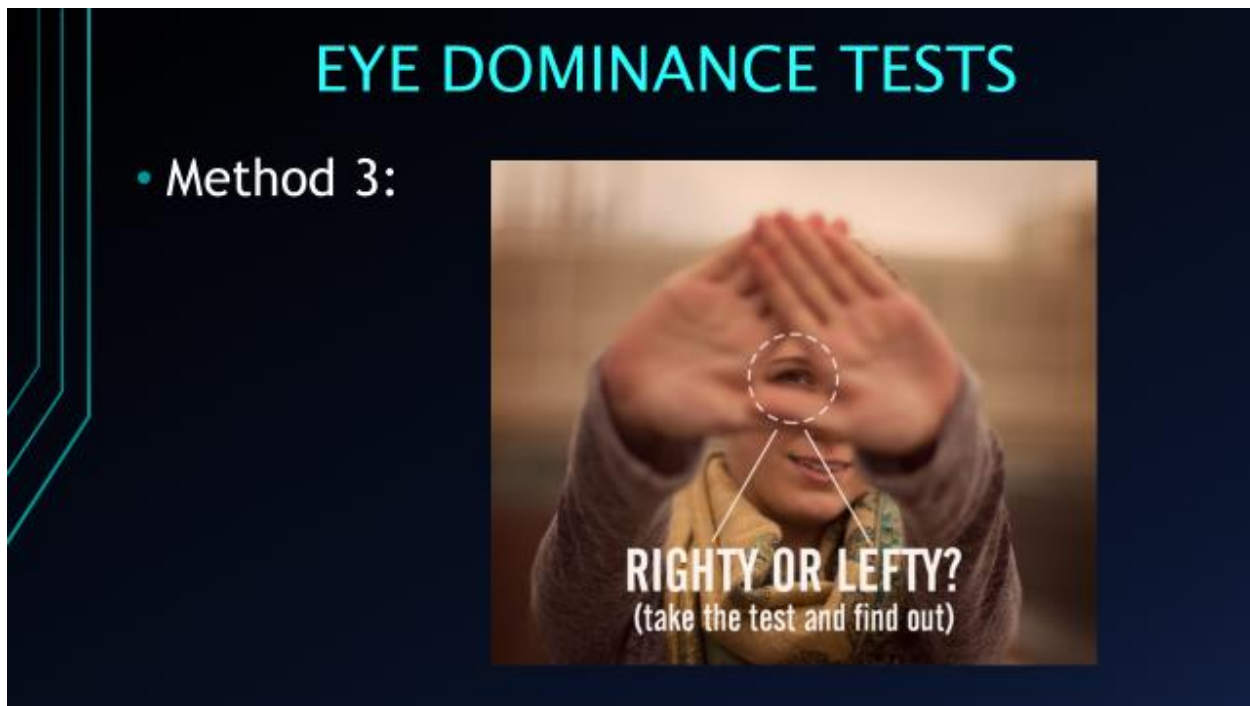
- Extend both arms out in front with palms facing away.
- Make a small hole between thumb and forefinger.
- With both eyes opened, align an object through this opening.
- Gradually draw the hands back to the face keeping the object in view.
- The opening will align itself in front of the dominant eye.

Method 2: Pointing



- Point finger at a distant object.
- Close your left eye. If the finger is still pointing at the selected object, then you are right eye dominant. Therefore, the participant will hold the bow in their left hand and draw the bow with their right hand.
- Now close your right eye. If the finger is still pointing at the selected object, then you are left eye dominant. Therefore, the participant will hold the bow in their right hand and draw the bow with their left hand.
- If participants are having difficulty closing one eye independently, coaches can supply a card with a small hole placed in the middle of the card.
- Participants can use the card to look through when arm is outstretched, whilst using the free hand to cover either eye.

Method 3: Find the coach



- With both eyes open fully extend arms with hands together, creating a small opening between both thumbs and forefingers as seen in method 1.
- Coaches are to look at the participant through the opening, while arms are extended to identify dominant eye.
- This method will put more emphasis on the coach to identify the dominant eye instead of the participant. This is also a good method to confirm or check results of previous methods actioned by the participant.

Occasionally you will come across a participant who is not comfortable using their dominant eye. If this is the case, simply identify if they are left or right-handed and issue them the appropriate equipment. Ensure the participant closes or covers their dominant eye whilst shooting.

Remember, it is important to still complete the eye dominance test for these participants to assist you with making coaching corrections. Eye dominance is one of the first correction tools a coach will consider when a participant is having difficulty hitting the target.

Please note that there will be some participants who have equal strength from either eye and they can be taught to shoot either hand, dependent on their personal preference.

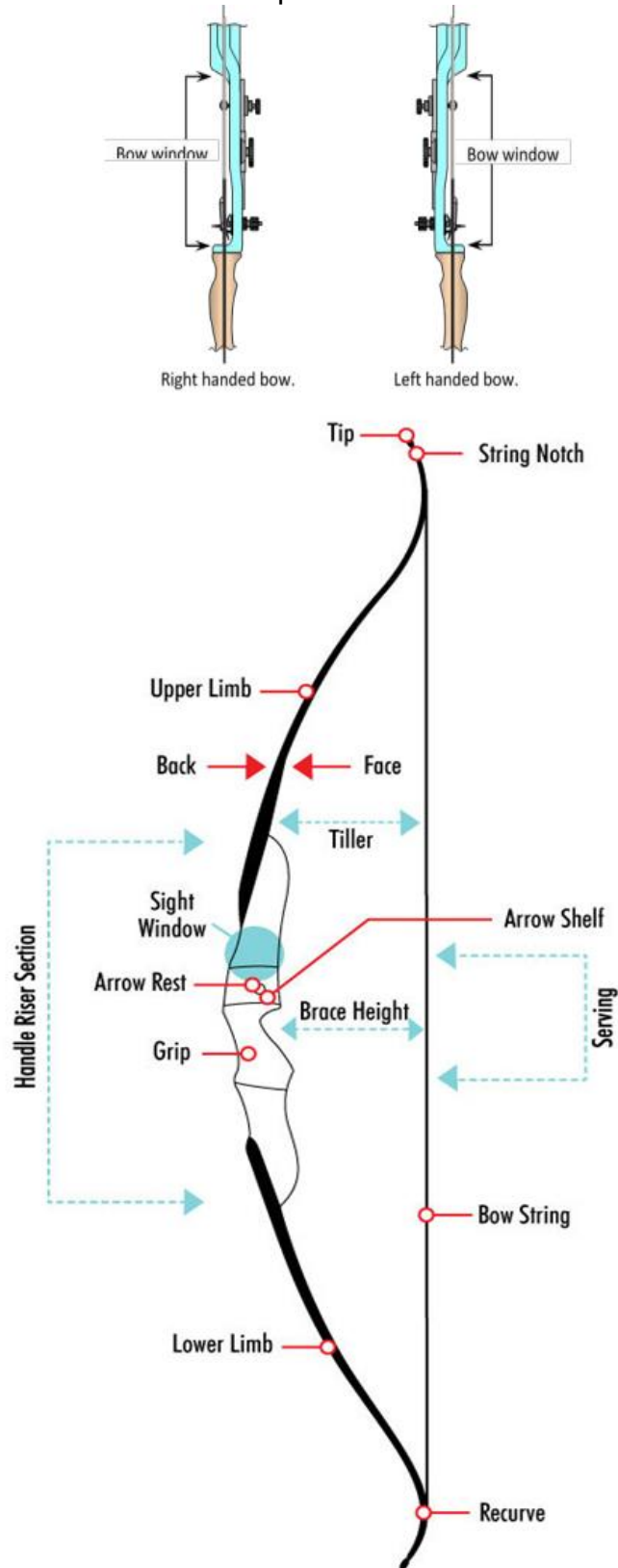
Right-handed equipment is more readily available, and this may influence the decision to shoot right or left handed.

To identify left-handed and right-handed bows:-

Right-handed bow window cut out on left hand side facing archer
Left-handed bow window cut out on right hand side facing archer

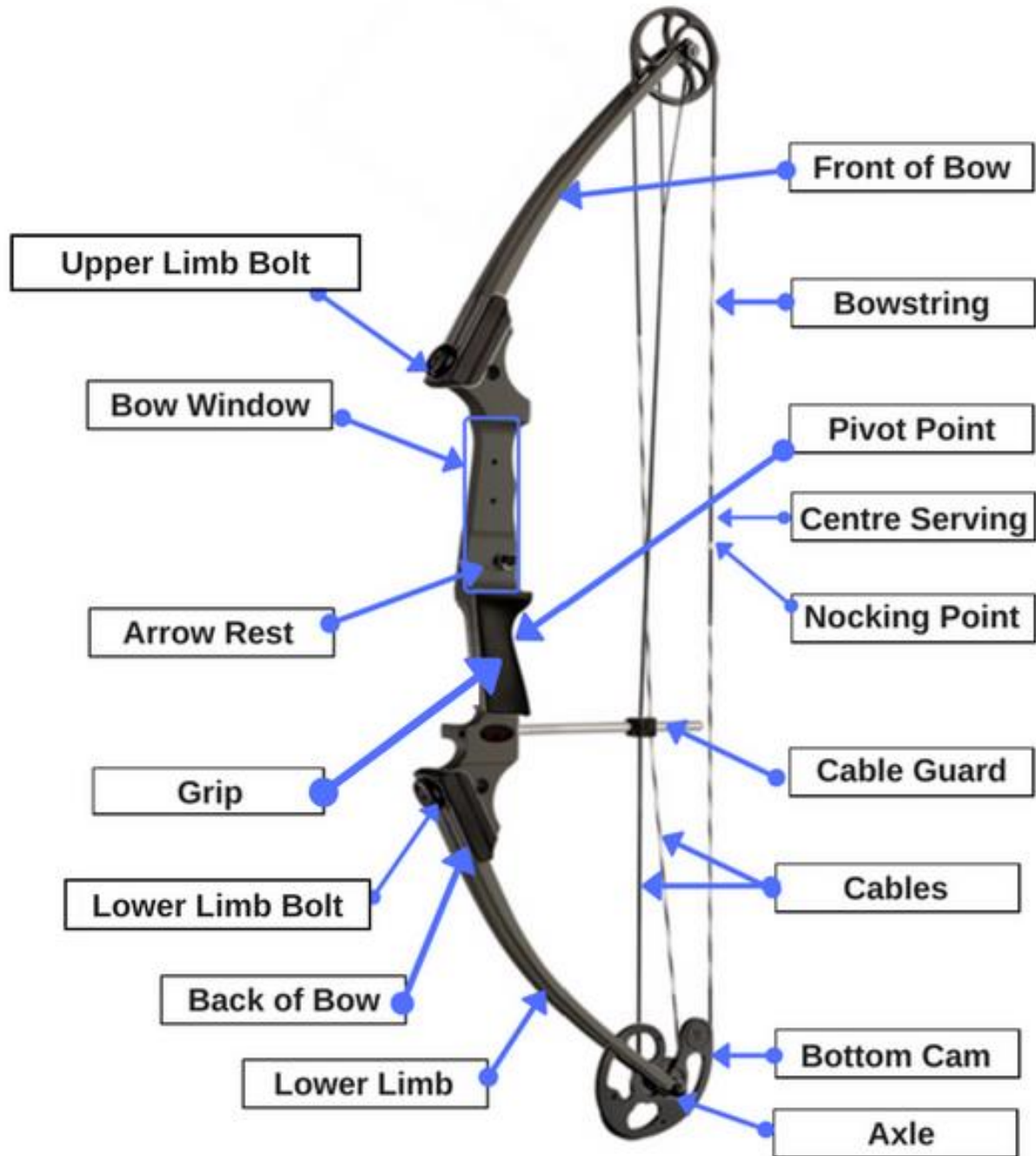
RECURVE BOW

Here are the components of a Recurve Bow:



COMPOUND BOW

Here are the components of a beginning compound bow (Genesis):



EQUIPMENT DESCRIPTION

EQUIPMENT DESCRIPTION

- ❑ **Recurve Bows** –
 - ❑ A bow with a limb tips that are curved forward, away from the archer in the unstrung position.
- ❑ **Compound Bows** –
 - ❑ A bow where the string is attached to pulleys, wheels or cams to increase the kinetic energy when an arrow is released and to decrease the bow weight at full draw.
- ❑ **Arrows**–
 - ❑ A projectile shot from a bow.



EQUIPMENT DESCRIPTION

- ❑ **Arm Guards**-
 - ❑ A protective shield, usually leather or plastic, worn on the inner side of the forearm of the bow arm.
- ❑ **Finger Tabs**-
 - ❑ A piece of leather worn on the drawing hand to protect the fingers and give a smoother release to the string.
- ❑ **Chest Guards**-A protective device that covers the side of the archer's chest that is nearest to the bow.



EQUIPMENT DESCRIPTION

- ❑ **Ground Quivers**-
 - ❑ An arrow holder that sits on or sticks into the ground, may also hold a bow.
- ❑ **Target Butts**-
 - ❑ A device on to which the target face is fixed and which stops the arrow.



STRINGING THE BOW

There are several methods used to string a recurve bow although using an incorrect stringing method could cause damage to the bow in the form of twisted limbs or splitting of the limbs due to misaligned pressure or personal injury from the recoil of the limbs if control is lost during the stringing process.

The use of a bow stringer is the method recommended by equipment manufacturers.

The Bow String

Modern bow strings are made from several strands of bow string material; the ends are bound into loops which fit onto the bow's nocks (notches) fitted to the ends of the bow limbs.

Usually the top loop is larger than the bottom loop as the top loop needs to be slid down the bow limb for storage and stringing of the bow. The larger top loop makes it easier to identify the top from the bottom of the string which is important when stringing a bow.

The centre of the string is bound with serving which protects the string from wear. Nocking points are fitted to the serving to provide a consistent point to place the arrow on the string prior to shooting.

If the top and bottom string loops are manufactured the same size you can determine the top of the string by folding the string in half. The upper loop is that loop which is on the side of the string-half to which nock points are applied.

The Bow Stringer

A bow stringer is a device designed to string bows. Bow stringers come in two basic designs, double pocket or saddle type. Both types have a strong nylon cord which has on one end a large leather (or rubber) pocket which fits over the bottom limb tip and at the other end, in the case of the "double pocket type", a smaller leather (or rubber) pocket or in the case of the "Saddle Type", a saddle made of rubber or leather having a dimpled rubber surface.

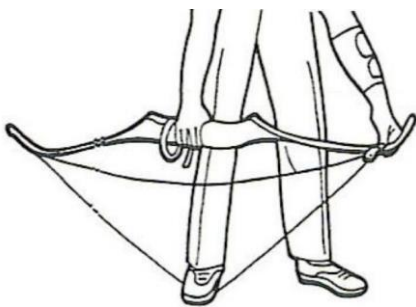
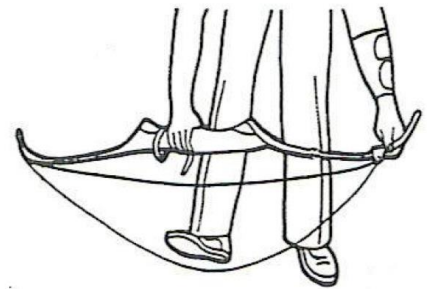
With both style of bow stringers, the larger pocket fits onto the bottom limb tip over the string and helps in keeping the string in place.

The smaller pocket on the "Double Pocket" type fits over the top limb tip and allows the string to be placed into the string groove of the upper limb.

The Saddle of the "Saddle" type stringer fits just behind the string which should be looped around the upper limb.

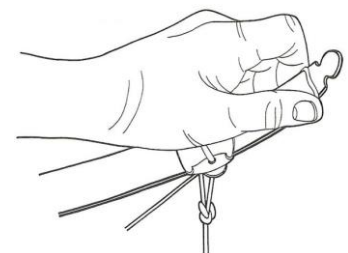
Procedure to string a recurve bow;

- Firstly, identify the top string loop and slide the top loop over the upper limb of the bow and locate the lower loop in the lower string-nock.
- Check the position of the bottom loop ensuring that it is located in the string groove of the limb and then slide the large pocket of the stringer over the bow tip and string loop.
- With the bow held horizontally and the string underneath, place the small pocket of the bow stringer over the top bow tip. If using the saddle type bow stringer place the dimpled saddle of the stringer over the upper limb and below the bowstring loop. Slide the dimpled saddle of the stringer along then upper limb of the bow and locate it directly behind the upper string loop.
- While holding the bow by the handle around the grip with one hand (if using the saddle type stringer) position the dimpled saddle with the other hand. Allow the cord of the stringer to touch the ground and place the ball of one or preferably both feet onto the cord. Under no circumstances should the cord be located under the arch of the foot, as this will allow the cord to slip when the tension is taken up. It is recommended that children use both feet.



- Take up the slack in the cord and place the thumb and index finger of your free hand on each edge of the bow limb located just behind the string loop and take up the slack in the bow string.

- In one action draw up using the hand holding the bow. This causes the limbs to bend downwards. At the same time, slide the string up the limb with the other hand until it engages with the string nock.



- Using your finger, check that the string is seated correctly in the bow nock.
- Step off the cord and, at arm's length, rotate the bow, string toward the body with the limb tips pointing away from the body and vertical to the ground, this will ensure if there is an accident the limb and string will move away from the body. Inspect the string is correctly seated in both limb tips in particular, the upper limb nock groove.

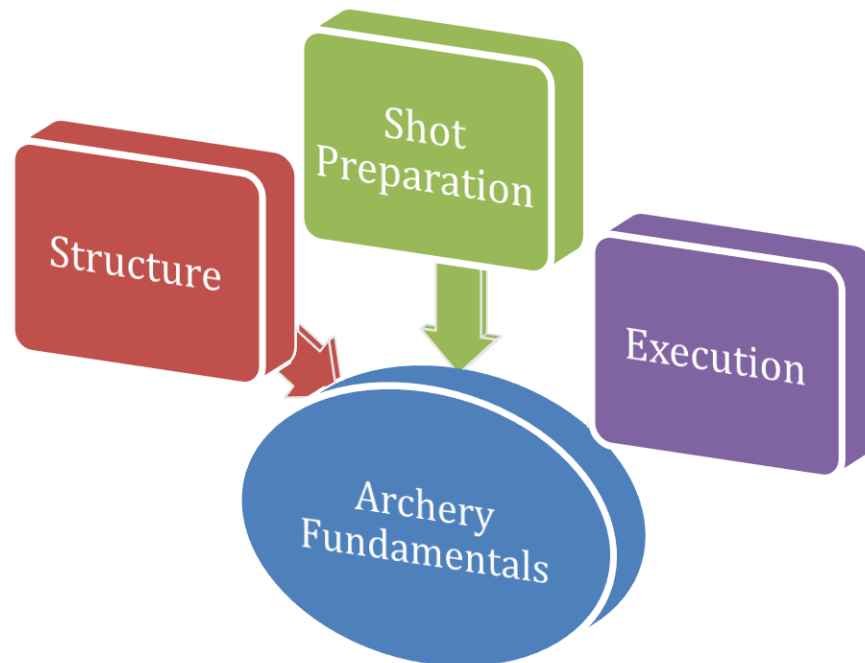
If correct, remove the bow stringer and check that the lower string loop has not moved and is still seated correctly.

Module 3

Archery Fundamentals

Structure
Shot Preparation
Execution

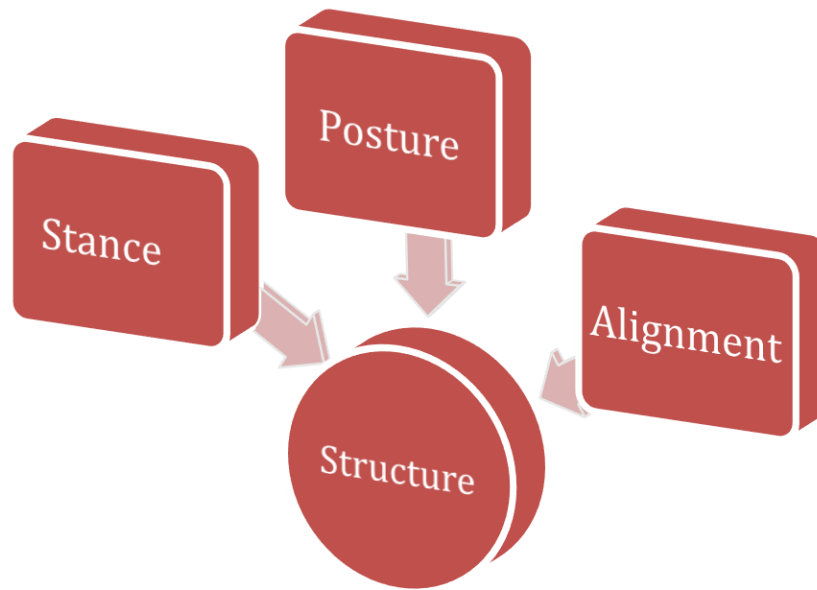
Initially the Archery Fundamentals are broken down into three core elements as follows



These components identify the elements that in combination will develop a basic skill set for the beginner archer to understand and build on. As a coach you should have an understanding of these core elements and be able to explain and demonstrate to the beginner the relevance of each component

These foundation components are now expanded to give the coach a better understanding of each individual element.

STRUCTURE



Stance:

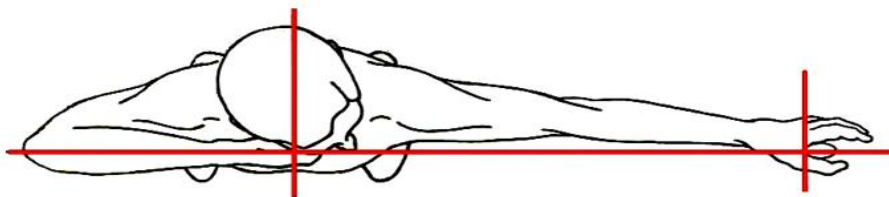
This element includes the position of the student's feet relative to the target, balance and the distribution of weight on their feet

Posture:

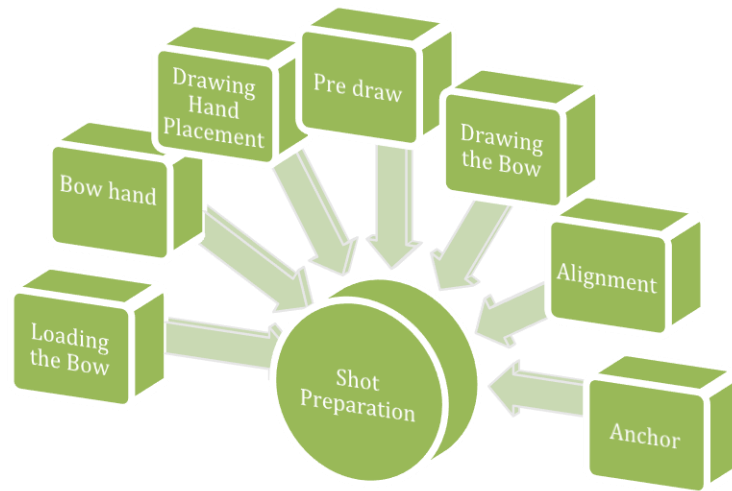
This is a natural standing position for the body to be in. It will then allow for the development of a stable position to allow development of the correct drawing and shooting technique

Alignment:

This relates to the position of the shoulders, drawing arm and bow arm that will allow for loads to be distributed evenly during the drawing and shot execution



SHOT PREPARATION



The shot preparation stage is critical in developing a consistent shot sequence for the 'Come N Try' archer

These elements are as follows:

Loading the Bow:

The process for nocking an arrow on the bow

Bow Hand:

Relates to the positioning of the hand in the bow grip

Drawing Hand:

The positioning of the fingers on the drawing hand on the string relative to the arrow nock for a 'Come N Try' archer

Pre-Draw:

The beginning of the draw cycle and covers the final preparation prior to fully drawing the bow

Drawing the Bow:

Combining the previous elements that maintains a good structure during the drawing process (as this is where the 'Come N Try' archer experiences the full load of the bow).

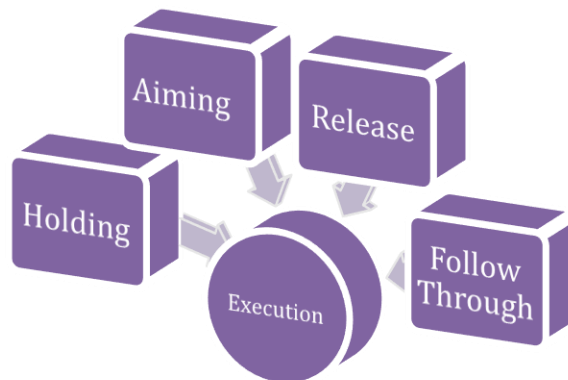
Alignment:

Includes all the structural elements previously noted to achieve a biomechanical position that allows for the loads to be controlled at full draw

Anchor:

The anchor is the term used when the drawing hand connects with the face. The anchor point is where the index finger of the drawing hand contacts with the corner of the mouth. A consistent anchor point is vital to achieving technical accuracy and should be considered as a rear sight.

SHOT EXECUTION



Holding:

Holding is maintaining a stable position under tension at full draw. Allows final execution of the shot to occur.

Participants to be made aware of rather than practicing 'holding'
This is the part of the process where final aiming can take place.

Aiming:

The final process prior to release, this will involve either point of aim (using the point of the arrow as an aiming device whilst at full draw) or positioning the sight affixed to the bow on the proposed target

Release:

The string "escapes" the drawing fingers. This is achieved **not** by letting go of the string but rather **no longer holding** it. The muscle tension in the back and shoulders is maintained during the whole process.

Follow Through:

The follow through should be a natural reaction as a result of the loads placed on the body being released. The drawing hand should move in a backward action, whilst the bow arm and bow will move slightly forward for a right-handed archer.



Coaching Point:

It is important to ensure the participant maintains focus by continuing to look at the target, whilst keeping the head still, until the arrow strikes the target. After the arrow, has hit the target, lower the bow arm and drawing hand to the side of the body.

DEMONSTRATING A SKILL

Tips for demonstrating a skill

- Make sure all the participants can see the demonstration. Be aware of distractions such as the sun, traffic, or other groups.
- The coach does not always have to do the demonstration. Other options include one of the players who you know can perform the skills, or a picture, diagram or video may help.
- Ensure that the skill is demonstrated in the context of the game situation, so that participants understand 'why' as well as 'how' it is done.
- Highlight the main points of the skill. Keep explanations simple and brief. Try not to emphasise more than two or three key points at a time.
- Avoid pointing out things 'not to do' as this will only overload the players.
- You can break the skill into separate components for the purpose of the demonstration, but ensure you demonstrate the complete skill at normal speed first and at the end.
- Let the participants practice. New information stays with people for only a short period of time unless they are able to try the skill.
- Verbal instructions are sometimes unclear - accompany verbal instructions with a complimentary visual.
- Always show the correct skill last. If you are showing a player the difference between what they are doing and what you want them to do, demonstrate the correct skill after you have shown them their current method.

Module 4

Problem Solving

Behavior
Physical
Structure
Technical

PROBLEM SOLVING

Problem solving tends to focus on issues revolving around the actual shooting of the bow/arrow however there are other issues that you can be faced with when running a group or individual training course. You will predominately be involved in conducting and running 'Come N Try' courses so group management and having strategies for dealing with behaviours is a priority.

This document also looks at some of the more common archery specific issues that you may be presented with whilst coaching this 'Come N Try' format and will be explored further during the Level 1 workshop. In the main you will have little time to correct deficiencies in the archery specific skills, however, it is important to ensure that any issue impacting on the physical enjoyment of the activity is addressed as soon as you are aware of it.

CORRECTION STRATEGIES - BEHAVIOUR

Behaviour management

Good behaviour management and strategies to deal with misbehaviour are essential to carrying out a coaching session. Strategies aimed at conducting effective and safe sessions go a long way to preventing misbehaviour.

Common causes of misbehaviour, inappropriate behaviour and/or a lack of interest and attention may be caused by:

- insufficient equipment for group size
- limited supervision and lack of interest shown by the coach
- activities which are slow to start, due to too much talking by the coach
- activities that run for too long
- children waiting in long lines for their turn
- activities that are boring and not challenging enough
- unclear rules and expectations.

In other words, sometimes the coach's program, organisation or style can contribute to disruptive behaviour.

Strategies to prevent misbehaviour

- Create a team atmosphere, be positive and encouraging, and give feedback. Ensure children have a clear understanding of rules, routines and appropriate behaviour.
- Manage inappropriate behaviour as soon as it occurs.
- Understand pre-existing rules and routines, and what strategies and approaches work well with a particular group or individual.
- Learn about any children with physical, behavioural, emotional or social problems.
- Look for good behaviour and reward through praise and privileges.
- Provide fun and variety, and high levels of activity.
- Challenge more experienced children and make discrete allowances for those less skilled.
- Use inclusive coaching practices, that is, adapt and modify coaching practices to ensure all children have the opportunity to participate.
- Remember to use the CHANGE IT principle.

- Plan activities that follow on from each other, thus reducing waiting time.

Behaviour Management

- Quietly correct depending on the severity of the misbehaviour, it may be appropriate to address the behaviour in front of the group, to demonstrate the standards expected.
- Do so without delay.
- Non-verbal cues may be appropriate.
- Join in and partner with the misbehaving child without comment.
- Divert the child's attention.
- Ask a skill-related question, such as: "how is that release coming along?"
- Remind the child discretely of group rules and appropriate behaviour.
- Address the behaviour of the child, not their character.

Misbehaviour still an issue

- The coach's next step...
- Relate the problem back to team rules.
- Explain how their behaviour is impacting others.
- Ask the child: "What are you doing?" and: "Is this against the rules?"
- Follow on with: "What should you be doing?"

Misbehaviour continues

- Explain the consequences
- Be polite, calm, brief and specific.
- Do not use punishment, blame, shame, sarcasm or cause pain.
- Do not ignore the child.

Forgive and forget.

- Remove the child from the activity; use a time-out away from other children but close enough to supervise.
- Provide an opportunity for the child to re-join the group, if they agree to abide by the rules.

Referral

If the problem is not rectified, refer the matter to an appropriate person

CORRECTION STRATEGIES - PHYSICAL

Participant's dominant hand is on the other side of their dominant eye? Otherwise known as cross dominance:

This may occur for your participant who will have difficulty perfecting technique and/or hitting targets when their dominant eye and hand are on opposite sides of their body. For instance, your participant may be right eye dominant but must draw their bow left handed.

As a result, participants may be unable to close their dominant eye independent of their non-dominant eye.

Coaching Point:

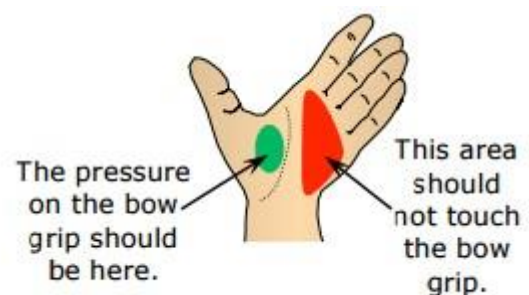
- Utilise an eye patch to cover the dominant eye
- Utilise a small opaque shield in a medium density colour fixed to the peak or brim of a hat and lowered in front of the dominant eye

String hits the Bow Arm

If the string hits any part of the arm it can be painful and increase anxiety of re-occurring and reduce enjoyment for the participant. Participants can distort the position of the bow arm to try to ensure clearance of the string.

Coaching Point:

- Ensure the bow arm elbow joint is vertical at full draw.
- To assist the participant in understanding the correct position of the bow arm elbow use the following process:
 1. Without a bow, have the participant extend the bow arm towards the target.
 2. Position the elbow joint, when the arm is bent the hand touches the chest
 3. Extend the bow arm back towards the target whilst focusing on maintaining elbow position.
- Check bow does not have a low brace height.
- Ensure correct placement of the hand on the bow.

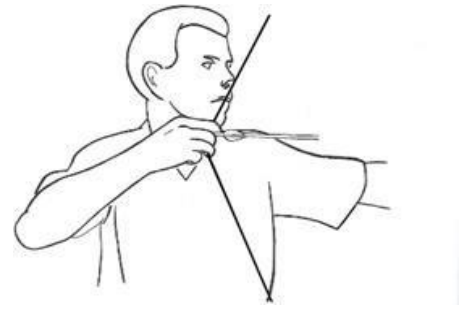


- Ensure the participant is not gripping the bow too tightly. Hand and fingers should be relaxed with knuckles facing away from the bow and the heel of the hand not touching the bow.
- Ensure bow shoulder is not rolling inwards towards the bow. Shoulder joint should be held in its natural position.

CORRECTION STRATEGIES - STRUCTURAL

Drawing with a Low Elbow:

This is one of the most common errors of a new participant. During the introductory phase with the 'resistance band', stress the importance of drawing with a slightly high elbow.



Coaching Point:

- If required return to this training aid to correct technique and then resume with bow and arrow.
- With the 'resistance band' reverse learn the drawing process by assisting the student to locate and hold the 'anchor' position and the coach pulling forward on the 'resistance band'.

Bow Shoulder High/Low and Out of Alignment:

This technical fault will cause the participant to lean back, placing additional pressure on the rear foot at full draw. Drawing the bow above or below shoulder height forces the shoulder to raise when drawing the bow.

Long-term, this will contribute to fatigue and potential shoulder injuries and inconsistent results.

Coaching Point:

- Using the 'resistance band' reinforce the pre-draw set up position, by raising the bow hand, drawing hand and drawing elbow above shoulder height.
- By setting up the correct pre-draw position and drawing the bow in a straight line forces the drawing shoulder to remain in a low position.

Leaning Forward at Full Draw:

A problem caused by participants pushing the front hip forward instead of pushing from the bow shoulder. Generally associated with a bow that is too heavy in draw weight or is too heavy for the participant to lift to the correct height.

Coaching Point:

- Emphasis having equal weight on both feet at full draw.
- Use a light draw weight bow
- Use a 'resistance band' to practice the drawing action.



Leaning Back at Full Draw:

A problem caused by participants transferring their body weight onto the back foot instead of evenly distributed over both feet.

Coaching Point:

- At pre-draw have the participant exert more of their body weight onto the front foot. As the bow is drawn the body weight should evenly distribute to both feet and assist them in standing up straight at full draw.
- A facial reference needs to be established for the participant to come to full draw without moving their weight towards the rear foot.
- Use a light draw weight bow or 'resistance band' to aid draw length and facial reference.
- Ensure bow shoulder pushes forward to take the force generated by the bow being drawn.
- Ensure upright posture is being maintained.
- Lack of strength in abdominal muscles.



Bow Shoulder Moving Upwards and Backwards:

A problem caused when:

- Participants commence the draw with the draw arm below shoulder height.
- Lifting the bow arm with the bow shoulder
- Participants have lack of control of their shoulder-stabilising muscles

Coaching Point:

- Utilise a 'resistance band' to ensure the participant understands and can maintain shoulder stability throughout the shooting process
- Draw the bow with the drawing arm slightly above the bow shoulder.
- Ensure bow shoulder is relaxed and held down.
- Pushing forward with the shoulder while keeping bow arm relaxed

CORRECTION STRATEGIES - TECHNICAL

Drawing with the Arm instead of the Back:

Another common problem that cannot be solved if participant is using a bow with any substantial draw weight.

Coaching Point:

- Gain correct feeling of drawing bow using muscles in the back, without a bow.
- Use a 'resistance band' to introduce a light load to the drawing action, ensure correct technique is maintained.
- As confidence increases, continue to introduce bows with load additions until the appropriate bow weight is being technically correctly used.
- Focus mainly on the beginning of the draw, followed by closed eyes to better feel the action. Aim for as little as possible tension in the drawing hand or arm.

Finger Pressure on String:

Finger slipping, lifting off the tab or not gripping the string consistently can be associated with a poor pre-setting of the wrist and fingers.

Coaching Point:

- Check pre-setting of the wrist and fingers
- If continued, ask participant to lift the middle finger when gripping the string. With the middle finger lifted, the other two fingers should work the same.



- Place string in the first joint of the index and ring fingers, then place the middle finger on the string where the string lays naturally (between the first and second joints).
- Ensure draw elbow position is consistent. Variations in the draw elbow position will alter the pressure on the fingers of the draw hand. A high elbow will result in more pressure on the ring finger, while a low elbow will alter the pressure on the index finger.

Grabbing the Bow on Release:

This occurs when participants are concerned with dropping the bow as it jumps forward on release. The bow's movement should be natural and dynamic on release without being influenced by the bow hand.

Coaching Point:

- Use a finger or wrist sling
- Promote a relaxed bow hand
- Ensure focus of participant is on "following through" rather than watching the arrow impact the target.

General coaching points:

- Ensure participants are at ease by being positive in your coaching approach
- Participants learn by doing, don't talk too much.
- Focus on one point at a time. Avoid overwhelming participants with too much information.
- Ensure participants are not at full draw when adjusting technique.
- Remember mistakes are commonplace and are essential to the learning process. Mistakes can be corrected easily whilst ensuring participants are having a go and having fun.

Module 5

Session Planning

**Purpose
Preparation
Session
Templates**

WHAT IS THE PURPOSE OF THE TRAINING PROGRAM?

Learning occurs where there is a need and the need has been accurately identified. People sometimes participate in training that is irrelevant to their interests, when this happens, learning is unlikely to occur. It is important to develop a 'Come N Try' session plan that meets the identified needs of the participants, for example, a coach operating with 'beginner' level participants will need a different plan from working with a more advanced club archer.

The following information is to assist the Level 1 community coach in organising, planning and running an archery 'Come N Try' course.

Plans are a reference to ensure that the relevant content is covered and to ensure the participants have a safe and enjoyable experience but must be flexible enough to adapt to the particular learning and development stage of the participants.

Overview

Participants

Once people express an interest in participating in a 'Come N Try' course, it is important to maintain their interest by organising a course as soon as possible. If possible, have no more than six students to each coach. When a large number of people are interested in taking lessons, divide them into groups of similar age to facilitate teaching.

The Coach

The coach conducting a 'Come N Try' course, will need to ensure that appropriate plans are put in place to ensure that the course objectives are met.

Venue

Prior to commencement of the course it is important that the appropriate facility is available that meets all relevant safety requirements.

Equipment

Prepare lecture notes and other instructional aids.

Provide nametags for beginners and coaches.

Make sure there is sufficient equipment available (and it is in good order).

Plan to issue equipment as quickly as possible.

EXAMPLE COURSE AND LESSON PLAN

The objectives of the course are to introduce archery as a sport, fun and safe activity that course participants will want to engage further at club level.

This will be achieved by developing some core competencies in the participants. When planning the content of the course it is important to allow time to review activities prior to and at the conclusion of each session.

Safety is of paramount importance and adequate time must be allocated to ensure compliance and understanding of the relevant Archery Australia safety rules.

When developing the basic archery fundamentals with the students ensure that they have gained an understanding and can demonstrate the skill prior to moving to the next element.

The coach must also be aware that the students will want to have a bow in their hands and shoot arrows as soon as possible (even prior to any skill development) so each session should focus as much as possible on practical activities rather than long theoretical sessions.

PREPARATION

Administration:

- Advise suitable clothing requirements (closed shoes, close fitting shirts/tops)
- Ascertain if any pre-existing injuries or limitations
- Ensure all forms and payments are completed
- Venue location – any specific information i.e. parking
- Start time
- Contact number (Coach) for session

Equipment:

- Bows – dependent on club – Compound bow (Genesis), Light poundage Recurve bow
- Bow strings and serving checked for safety
- Bows fitted with arrow rests and nocking points
- Right and left-hand bows (ratio minimum 4:1)
- Variety of arrow shafts (varying draw lengths)
- Arm guards
- Finger tabs (left and right)
- Chest guards

Venue: Target Co-ordinator

- Set target range for short distance
- Secure target butts
- Place ground quivers

COME N TRY' SESSION

Introduction (10 mins)

- Introduce coaches and participants
- Introduce facilities and equipment to be used
- Safety briefing to cover
 - o Bow and arrow safety
 - o Voice/whistle commands - load, draw and shoot bow
 - o Shooting line position
 - o Reminder that an arrow must only be loaded on the string on the shooting line
 - o Arrow retrieval safety
 - o Removal of arrows from target butt
 - o Collection of arrows from ground

Distribute Equipment to Participants – (5 to 10 mins)

- Identify dominant eye (eye dominance test)
- Estimate bow weight and length
- Issue appropriate handed strung bow
- Measure arrow length required
- Issue three arrows suitable for bow weight and draw length
- Issue armguard and show participant how to affix/adjust
- Advise participant to inform coach if any pain from string striking forearm or chest, or discomfort in the string fingers
- Determine if a chest guard is required and show participant how to affix/adjust
- Issue finger tabs and show participant how to place on drawing hand
- Check each participant's final equipment allocations

Shooting Line (majority of mins)

- Stretching – refer to link for stretching techniques
<http://www.cardiotrek.ca/2013/04/archery-warmup-exercises-stretches.html>
- Walk participants along the shooting line
- Complete full demonstration of loading and shooting bow – repeat
 - o Ensure all participants can observe demonstration safely
 - o Ensure all participants place equipment on ground whilst observing demonstration
 - o Provide safety rules through demonstration
 - o Explain differences for left-handed participants
 - o Allow opportunity for questions
- Participants to load bows
 - o Assist any participants having difficulty
 - o Ensure all participants are comfortable with loading process
- On command
 - o Load bow
 - o Draw bow
 - o Shoot bow

- Repeat command for remaining two arrows
- Step back from shooting line
- Advise how to leave shooting line
- Advise where to place bow
- Reminder of safety procedure for arrow collection
- Reminder of arrow retrieval
 - o Ground
 - o Target butt
- Walk participants to target butt – via the side of target butt
- Demonstrate arrow retrieval – remind/ensure participants do not stand in front of arrows while being withdrawn from the target
- Collect arrows from target butt
- Walk participants back to shooting line
- Review one technical point to highlight/reinforce shooting action
- Repeat shooting cycle
- Assist any participants encountering difficulty

Additional Activities:

- Balloons on target
- Scoring target faces
- Family group competitions
- Flu Flu arrows (allows participants to shoot an arrow into the sky safely)

Conclusion of Session: (5 to 10 mins)

- Evaluate session briefly with participants
- Invite feedback from session
- Encourage return session or club memberships

Coaching Points:

- Check overall posture
- Emphasize upright body position, shoulders low and correct drawing action
- Check draw/arrow length
- Check if 'resistance band' required to assist drawing action
- Check string clearance in relation to bow arm and chest
- Assist participants in shooting if required
- Change equipment if required

TEMPLATES

You will find two session/planning templates attached. These can be used as a checklist and session preparation. As you gain in confidence and experience you may decide that you do not require these templates to be completed.

- 'Come N Try' Session Template
- Coaching Session Training Plan

To further your understanding access this site:

http://www.ausport.gov.au/participating/resources/coaches/tools/coaching_children/how_to_motivate_young_people

It discusses the importance of motivation in successful participation, but also contains links to fact sheets that may support your coaching and session planning.

Planning a training session

How to structure a training session

It is important a coach takes time to plan each training session. Training sessions should be developed from two or three goals that have been identified for that session. The elements of a training session that all coaches should include are:

- session introduction
- warm up
- games, skill and fitness activities
- cool down
- review

Gathering information and setting goals

Before planning a training session, coaches should gather information about the participants, and set goals. If you are working with a new group, the type of information you might need includes:

- previous experience in the sport
- level of development, both with the technical and tactical skills of the sport as well as their level of physical fitness
- why they like to play the sport and what motivates them
- goals and aspirations in the sport
- any illness, injury or medical condition that might restrict their ability to participate.

Goals should be established for the season as well as each training session. Goals help to guide the program and provide a reference point to monitor progress throughout the season.

Tips for planning training activities

Session content:

- Over-plan rather than under-plan. It is easier to omit drills than to add unplanned drills.
- The session must have variety of activities to ensure the participants stay active and enthusiastic. Look for new ideas and adapt old favorites or games from other sports.

Appropriate activities:

- Avoid activities that require inactivity or drills that eliminate participants. It is likely that the participants to be first eliminated will be the less skilled, who are the ones that need most practice.
- Use more groups with a small number of participants rather than a few groups containing large numbers.
- The activities must be appropriate for the participant's ability and age.
- Even younger participants are capable of working independently in small groups. Develop activity station cards that explain the drill to be practiced.

Progression:

- Plan so that activities flow from one to the next smoothly. Have equipment close at hand and develop routines so that participants know what to do next.

Practice:

- Ensure enough time for participants to practice and experiment with activities. Practice in small sided games is beneficial as it allows skills as well as technique to develop.

Conducting a training session

During the session

- Briefly introduce the session, explain what is going to happen and establish a few basic rules.
- Get things moving quickly.
- Spend the first few minutes on the warm-up - make sure this becomes a habit and fun to complete.
- Ensure that you allow plenty of time for game play and select a range of games that will develop skills, using questions and challenges to assist the participants to learn.
- Use skill demonstrations at key points to assist participants to understand techniques that may assist them to perform better. Ensure that techniques are shown in the context of how they will be performed in a match, and not in isolation.
- Making mistakes is a natural part of the learning process. Provide lots of opportunities to practice and learn to master a skill.

After the session

- Conclude the session properly. Include a slower game activity, or a ski walk if the session has been particularly strenuous.
- Encourage stretching at the end of the session as it can be beneficial for developing flexibility, as well as reducing muscle soreness.
- Talk to the players as they cool down and revise the key points of the session through questioning, provide lots of praise.
- Remind participants of the time and venue of the next practice session or competition.
- Distribute any flyers, information or other items that you may have for them.
- Evaluate the session by asking yourself:
 - Was it fun?
 - Did the players enjoy themselves?
 - What might be done to improve the session?
 - Did the players participate enough?

The warmup and cool down

Warm-up and cool-down activities should be incorporated into training and competition routines. The warm-up prepares the body for activity, as well as helping to prevent injury to muscles, which can be more susceptible to injury when cold. The cool-down helps the body clear lactic acid that builds up during any activity. Less lactic acid means less soreness and stiffness the next day!

What is the ideal warm-up?

The ideal warm-up will depend on the sport, the level of competition and the age of the participants. The warm-up should incorporate the muscle groups and activities that are required during training or competition. The intensity of the warm-up should begin at a low level gradually building to the level of intensity required during training or competition.

For most athletes, 5 to 10 minutes is enough. However, in cold weather the duration of the warm-up should be increased.

The warm-up aims to:

- prepare the body and mind for the activity
- increase the body's core temperature
- increase heart rate
- increase breathing rate.

What about the cool-down?

Too many coaches neglect the cool-down at the end of a session. It is just as important, especially after vigorous exercise because the body needs time to slow down and it is an important step in aiding recovery. The cool down should occur immediately after training activities and should last 5 to 10 minutes.

The cool-down can be the same sort of exercise as the warm-up but with low intensity body movement such as jogging or walking substituted for running. Stretching after activity helps to ensure maximum flexibility, relax the muscles, return them to their resting length and helps develop long-term attitudes to maintaining healthy lifestyles.

Stretching

Stretching activities can be included in the warm-up and cool down. There is now less emphasis on static-stretching during the warm-up, so stretches should move the muscle groups through the full range of movement required in the activity being performed (active stretching).

Static stretching is still appropriate during the cool-down and can be used to improve flexibility.

Some rules when stretching:

- warm-up the body prior to stretching
- stretch before and after exercise (active stretching during the warm up, static stretching during the cool down)
- stretch all muscle groups that will be involved in the activity
- stretch gently and slowly
- never bounce or stretch rapidly
- stretch gently to the point of mild discomfort, never pain
- do not hold your breath when stretching; breathing should be slow and easy.
- do not make stretches competitive.

Organising a group

Establishing Routines

By establishing routines and giving the responsibility for routines to the participants the coach can devote more time to nurturing the sport skill development of the players.

Coaches should:

- establish set-up and put away systems for the equipment and facility that participants can assist with. These must be supervised by the coach.
- use consistent warm-up and warm-down routines.
- set up areas and equipment in advance for specific elements of the program.
- ask more experienced participants to help the less experienced ones.
- have a consistent routine for moving between coach instruction and activity to reduce management time. If the players know where to go, how quickly they need to be there and what behaviour is expected of them on arrival, then more time can be devoted to activity.

Formations

Coaches should position themselves so that they can observe all participants. To maintain a formation, particularly when introduced for the first time, it is recommended that coaches use markers to define the formation. Care should be taken that the markers don't hinder performance by distracting the participant or causing an injury.

Engaging the participant

The following strategies can be used to engage participants:

- Voice and expression – by varying voice quality and volume to suit the situation coaches can gain the participants attention, and add qualities such as excitement, concern and annoyance.
- Eye contact - by maintaining eye contact, the coach can personalise things, give the impression of confidence, and add expression to the message.
- Signal for attention - some coaches use a whistle and others use a variety of commands Whatever the method, it should be loud, different and gain attention.

Ironically it is possible to gain attention by being quiet. This usually happens when players are expecting noise and it does not happen.

- Ask questions- using questioning and discussion techniques shifts the focus from the coach to the participant. The participant takes on some responsibility and becomes more involved in the learning process.
- Praise and compliment - sincere and equitable praise and compliments to the group and individuals provides incentive and motivation to the participants.
- Quality instructions - Combining brief clear instructions with demonstrations enables the coach to maintain the interest of participants. One of the most difficult things for many coaches is to limit instructions to one or two key points and then return to the activity.
- Increase participation - long lines of participants waiting for a turn, and 'adult' games with large playing areas and large numbers of players on each team, greatly reduces the opportunities for players to be actively involved and the level of enjoyment for participants.

Come N Try Session Plan					
Coach/Coaches					
Date		Participants		RH	LH
Location					
Administration					
Equipment Requirements					
Bows					
Arrows					
Finger Tabs					
Arm Guards					
Ground Quivers					
Other					
Target Butts					
'COME N TRY' SESSION				Time	
Introduction					
Safety Briefing					
Demonstration					
Shooting & Coaching					
Conclusion					
Feedback					

Coaching Session Training plan							
Date		Venue		Duration		No of participants	
Session Goals				Personal Coaching Goals			
Equipment							
Content	Time	Task and group management			Coaching Points		
Introduction Warm Up							
Skill Development/ Practice							