

Lviv State University of Physical Culture named after Ivan Boberskyj

Department of shooting and technical sports

Subject

*"Theory and Methodology of the Selected Sport
and Improvement of Sports Skill – archery"
for 4 courses students*

LECTURE:

**"ENTRY LEVEL PROGRAMME &
ARCHERY CLASSES"**

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ENTRY LEVEL PROGRAMME & ARCHERY CLASSES

4.1. Preparation of a Level 1 Archery Training Program

4.1.1. Programme planning and preparation

An entry-level programme is based on the teaching the steps required to shoot an arrow towards a target in the proper sequence. "Practice session sequencing" provides an example of a sequence of such steps.

You can use these steps for your sessions with novices. With no further knowledge on their part you can practice archery on a recreational level with your students, always keeping safety in mind.

If you want to educate your novices to perform to their highest level, you have to organise your archery programme in a structured way, to proceed step by step to the eventual best performance of your archers. As a result, your practice sessions with your novices will give both you and your students satisfaction and enjoyment.

You need to set the following:

- The length of the programme:
 - A complete beginner archery programme consists of at least 15 practice sessions.
- The number of practice sessions scheduled:
 - A novice should practice at least once a week, more is better.
- Location(s), dates and starting time:
 - A booking process may be required.
- Length of the practice sessions:
 - Usually an entry level archery class lasts one to two hours.
- The archery equipment available:
 - Usually from your archery organisation or local club.
- The human resources available:
 - Will you be alone or assisted? An experienced coach can operate with one or several assistant-coaches.
- The number of novices in the course:
 - The size of the class depends on the ability of the coach. Ideally there is a ratio of 1 coach to 6 novice archers.
 - Pending the profile of the novices, the available equipment and your experience in archery coaching, 6 to 12 may be acceptable.

- The age range of the archers:
 - All ages from eight and up are acceptable. However, younger archers may require more coaches
- Finance/budget:
 - Including the financial participation of the novices.
- Anything else that might pertain to your particular situation.

Knowing the above elements, you can now prepare the various classes of your programme and your promotional campaign.

4.1.2. Practice session sequencing

An archery programme should be structured in a methodical way. To get results, the novice first has to learn to shoot correctly. The learning process follows a natural and logical progression. In the beginning a novice often finds it difficult to find or control the muscles necessary for good posture and shot control. With training the required muscular movements will become controlled and refined. Depending on the body awareness of the novice, it may take several training sessions for the shooting sequence to become automatic.

During an entry-level archery course the coach follows a systematically organized programme to teach the basic shooting skills. These skills may be taught in the following order, in the case where the program starts with the shaft aiming method (see 6.9. FACIAL MARKS OR REFERENCES):

1. Stance and Body-pre-setting
2. Hand positions
3. Bow raising
4. Pre-draw
5. Draw (Bow opening)
6. Full draw activity
7. String clearance
8. Bow hand (introduction of the sling)
9. Release
10. Follow-through
 - With any aiming method other than using the shaft (straight line), the three following skills may be taught earlier
11. Facial marks (face/draw-hand position), also called Anchor Point
12. String alignment
13. Sight setting (use of the quadrilateral method)

For all methods and techniques, finish with:

14. Final overview of the novice

Note 1: Some of these basic skills may require many sessions and many different exercises. Build your own plan of teaching themes. In chapter #6, this manual will provide suggestions for teaching each of these basic themes.

Note 2: In this manual we have mainly used the shaft or straight line aiming technique. But many of these basic skills are also taught when using any other aiming method from the beginning, including the use of a sight.

4.1.3. BAP, a world Archery tool to build your entry level programme from

The World Archery Beginner Award Programme (BAP) described in chapter 13, is a great assistance to track an archer's development. If the BAP system is not used, a bespoke file for the development for each novice can be made. Learning to shoot with a bow effectively takes time. It requires the learning and mastery of many different details and actions. Therefore, divide the total process into logical principles or steps. The progress of the novice's development and any flaws the novice is working on can be recorded and archived.

The main principles for building an entry-level programme include:

- Always focussing on doing things right rather than avoiding mistakes
- Assuming a proper stance and posture without a bow
- Assuming the correct posture with the bow
- Maintaining correct posture whilst shooting and follow through (including back tension), resulting in a passive release
- Making effective use of skeletal structures (bones) instead of using muscle power
- "Paying attention to what you are doing in the here and now; thinking about this step only and how to do it correctly."
- Proper evaluation considering the quality of the shot first instead of looking at the target for the results

After some time the coach will find out that each novice has his/her strong and weak points. At this time the advice of the coach will become tailored to each archer's needs.

If a novice moves or gets a new coach he/she can take this chart with them and the new coach will know at what point to continue teaching.

4.1.4. Promoting your programme

Before you start an archery class or course you need to interest people in the sport of archery. A promotional campaign can be useful, and should include the programme duration, location of the facility, schedule, cost, etc. Examples of successful marketing techniques include:

A promotional article in a local newspaper is often enough to garner public interest. A promotional article in a local paper.

- A poster in the window or on a publication board of large stores or other public facilities. (Ask permission first.)
- A small advertisement on the inside of the window of your car.
- E-advertisement: Website, Social media...
- A Come-and-Try event

Usually people enter their name on a list if they want to attend an archery course. As them for their address or telephone number as well, in case you have to contact them, e.g. for the exact start date of the new course. You may have to make a waiting list.

4.1.5. Registration and Data Banking

You, as a coach, have to keep track of all kinds of information which you can subsequently retrieve, and which may be used or needed for membership and/or during a training session. Some of this information will require regular updating as it will possibly be used for future training sessions. We call this administration activity "Data Banking." Your database will usually be in a notebook form, or recorded electronically. Remember that information can be confidential; in some countries it is even forbidden by law to publish personal data without permission.

In a later stage you might need the following information as well:

- Equipment required by the archers
- Equipment needed by you as the coach

As a coach, ensure that you are up-to-date about insurance and liability considerations.

Upon registration, inform the novices of clothing recommendations for the shooting sessions.

4.1.5.1. File of participants

Preparing simple forms like a File of Participants or Participants Chart is useful for administration. Ask the novices and parents to provide the necessary information. When the directory is complete, remove any confidential or non-public information and make photocopies to give to each archer or family group. Parents often appreciate having a copy

so they can get to know the names of the archers their child is shooting with.

The coach should know all his archers. A list of names is useful to get to know all novices by name as quickly as possible. Use a File of Participants with, among others, the following attributes:

- Given name and family name
- The name the novice wishes to be known as
- Sex
- Date of birth
- Address. Useful for arranging carpools, for example
- Phone number
- Email address. Have a question on the intake form asking whether they mind sharing their email address with the group
- Shooting side
- A picture of the novice would be useful for future memory

4.1.5.2. File of equipment

An inventory can be made so that the coach will know what equipment is available and what is still needed and should be purchased before the programme starts.

It is recommended to start with no target face, but if you use any, give preference to large target faces, 80cm minimum. Don't forget to ensure the tackle box is well filled with repair materials such as arrow rests and spare nocks, strings and dental floss or thread to make proper nocking points.

Repair the equipment where necessary. And last but not least: don't make a dustbin of your tackle box!

In an Equipment File or Equipment Inventory Chart we store the information about the stock of bows, such as

- Identification of bow
- Left or right-hand
- Bow weight
- Bow length

Mark the identification of the bow on the riser. You can have a similar file for the stock of arrows and other equipment such as arm guards and finger tabs as well.

4.1.5.3. Equipment assignment file

An Equipment Assignment File or Equipment Assignment Chart is recommended. It indicates the equipment that novices use and it will include:

- Name of the archer
- Arrow length and size
- Identification of the club equipment used

4.1.5.4. Medical information card

Having a Medical Information Card for each novice is important for safety. A blank novice Medical Information Card is provided at the end of this chapter. Copy the required number, and then ask parents to complete one for their child at the beginning of the programme.

Review all the cards when parents return them, and ask for any additional information needed. Knowing these details helps to prevent problems and allows you to deal with injuries or accidents more effectively if they occur. Assure parents the information will be kept confidential.

4.2. Preparation of an archery class

4.2.1. Come-and-Try event versus the first class of an entry level program

Below we have made suggestions for the first class of an entry level programme. For a Come-and-Try event our recommendations would be different since we have to get the participants shoot arrows within a short time. Safety is the main concern, while proper shooting form is not so important. The idea is that people shoot arrows for as long as possible and hit what they are aiming at.

The shaft aiming method is particularly appropriate to a Come-and-Try event, because it is easy to hit the target at a short shooting distance with minimal technical acquisition and equipment adjustment.

The first class of an entry-level programme is quite different from a Come-and-Try event. In a class, it is important to take the time to help the novice get a firm grasp of proper basic archery form. This will allow them to build efficient shooting form for however long they participate in archery.

4.2.2. Educational concept

Like any training, there is in archery coaching a lasting debate on global and analytic instruction of the novice. Let us look a little at these two concepts, that have the same final goal: to teach to teach a single person a shooting sequence.

4.2.2.1. Global learning

A pre-determined sequence is taught to the novices. Very often it is "a movement or a path" starting from the bow elevation to the release. Its main advantages and disadvantages are:

Advantages:

- For the novice:
 - Allows an early fluid execution
- For the coaches:
 - Only one form to be instructed; hence an easier coaching education also an easier task
 - Facilitate harmony among coaches

Disadvantages:

- This pre-determined sequence cannot fit some novices; hence some later changes may be required for customization
- Some details can escape the novices

4.2.2.2. Analytic learning

The shooting sequence is built and instructed by steps. The advantages and disadvantages are the opposite ones of the Global Learning, i.e.:

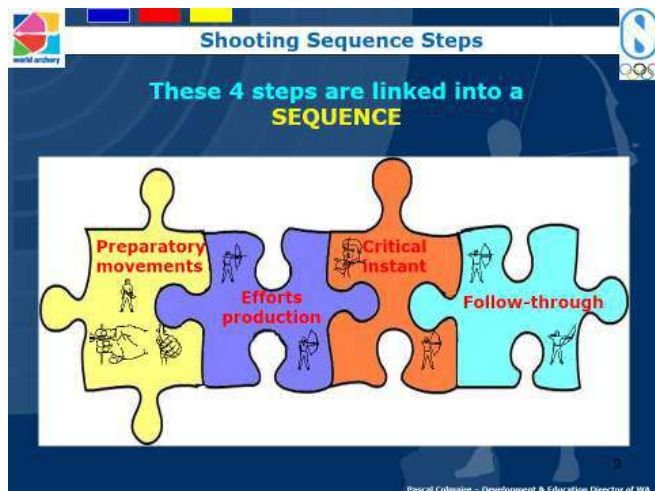
Advantages:

- Allows the coach to individualise/customise each component of the shooting sequence; hence the complete shooting sequence of each person
- Allows the novice to understand what is important in each step

Disadvantages:

- Possible lack of fluidity; hence post-work on linking the steps is often required
- The coach needs a strong coaching education to be able to individualise/customise while still respecting the fundamental bases

In this manual we are using the analytical approach to allow the apprentice coaches to individualise and customise the shooting sequence for a potentially diverse group of beginners. Furthermore this study will augment the development of a global process of teaching archery to novices.



Individual steps learned analytically are joined to form a complete shooting sequence.

In fact even each piece of the above sequence/puzzle is made of various pieces of puzzle. These pieces and "sub-pieces" are detailed in chapter 6 of this manual.

Similar to the common technique of assembling a puzzle by starting with the edge pieces, the various archery classes provide a structure to organizing the instruction and development of novices. Nevertheless, in the same way we sometimes find a piece of the puzzle that fits inside the puzzle frame, one can have a novice implementing some skills correctly that we have scheduled to teach later (for instance a still top body, a correct string grip or bow hand, a correct release...)

Since we are all different customization should also be part of our teaching delivery.

4.2.3. Introduction / Pre-practice tasks

In this section we consider the tasks and activities of the coach who will be conducting a level 1 archery session. We describe the tasks of the coach, which will be helpful to prepare such a session. To be a successful coach, you will have to simultaneously prepare the course as a whole and the unique content of each individual session while keeping the goals you want to achieve in mind. Preparation of a session includes, among other things, writing (briefly) the intended content of the session and preparing the equipment and teaching aids you plan to use in that session.

There are several things to do before each practice session. The following is a suggested list of things to do:

- Secure the shooting range by posting signs, locking doors and inspecting permanent signs as necessary
- Prepare target faces

- Have any scorecards necessary ready with clipboards and pencils
- Have any special equipment needed for the session ready, such as teaching aids: elastic bands, video cameras, etc.
- Open the equipment cabinet or storage area
- Have the tackle box and first aid kit ready

A beginner archery session is a 45-minute to two hour gathering of archers, conducted by a coach, with the following objectives:

- To discover the sport of archery
- To learn the basics of archery
- To have a good time with a bow and arrows

Afterwards we will suggest you how to plan an archery programme at entry level. In chapter 3, "Coach's role and what is coaching", we went into more detail about to the role of the coach.

4.2.4. Typical tasks for the first session

Actions such as choosing the shooting side and determination of arrow length are typical for the first session only.

4.2.4.1. Shooting side choice

Before giving out equipment determine whether the novice is right- or left-handed. There are two possible criteria to consider when choosing the shooting side, and there have been long-standing differences of opinion as to which criterion is more appropriate: the hand or the eye? Good results have been achieved using either criterion.

The shooting side or drawing hand could be chosen on the basis of the most agile hand. Since this hand is generally the strongest, the novice would be able to control the bow weight better, facilitating the learning of the shooting process.

Manual ease and dexterity should not be neglected when choosing the shooting side. You probably remember how awkward you felt the first time you handled a bow; particularly when loading the arrow on the bow. This awkwardness increases when a right-hander is asked to shoot left-handed, or the other way round. But because of the fact that the act of shooting is new for the novice it is hardly an overriding influence in the process of learning this new skill at all.

Consequently, some novices slow down the entire group, giving them an uncomfortable feeling of being clumsy. It is a task for the

coach to be inventive with such minor problems.

If the novice is physically weak on one side, especially in the arm or shoulder, give priority to the side with greater dexterity, because performing some actions, such as nocking the arrow, are easier and generally the balance will be more solid.

If you choose the dominant hand for determining the archer's shooting side, be sure the novice uses the proper eye. Right eye for those who draw the string with the right hand, and the opposite for the left eye. By using the "shaft or straight line" aiming method (see Chapter 6) this control is easy to ensure. Otherwise you may have to block the vision for the eye that is not used for aiming.

If you decide to choose the shooting side based on eye dominance, you may use one of the following methods, or another you know of, to determine the master eye.

Method #1:

Have the novice overlap their hands and hold them out in front of their face as illustrated below.



Have the novice look, with both of their eyes open, through a small hole in their crossed hands directly at the tutor, as shown in "figure 1". Then get them to gradually bring their hands back to their face, keeping both of their eyes open and you will see the hands will come back to the eye that is their "master eye", as shown in "figure 2". There are many methods of determining the master eye but this is a simple and quick method.



Figure 1

Figure 2

Method #2:

It is a similar method as #1 above, but it can be done by the novice alone; without the assistance of the coach.

The novices hold their arms out at arms' length and look through a small hole in their crossed hands at an object in the distance. Keeping the hands steady, close the left eye. If the object is still visible through the hole, then the right eye is the dominant eye. To confirm this, with both eyes open the novice slowly brings hands back towards the face; the hole will be in front of the dominant eye.

This method also works having the novice look through the hole in the middle of a CD or DVD instead of using the novice's crossed hands. If a disc is not available, a piece of cardboard approximately 15cm square with a 1.5-2cm hole in the middle can be substituted.



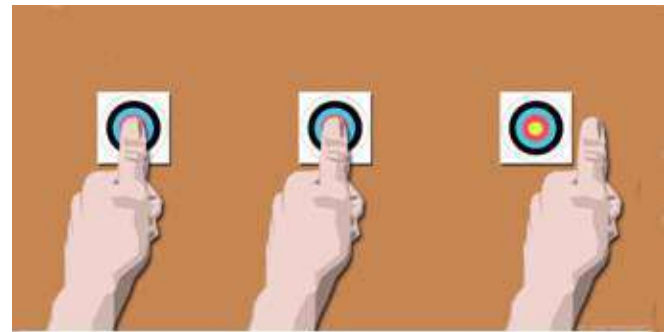
Method #3:

Using a set-up similar to method #1, have the novice look at you through the hole.

An alternative is to have the novice at about 2-4 m from the coach. Ask the novice to point, with the extended arm, with the index finger (or with the thumb) to your own dominant eye without moving his head and keeping both eyes open. The coach can now see under which eye the novice has his index finger placed. That eye is the dominant eye. You may check that with his other arm. Take care the novice doesn't move his head while he repeats the procedure.

Method #4:

Extend one arm and with both eyes open, point a finger, or thumb, at an object (left illustration).



Close the left eye. If your finger stays in line with the object, the right eye is dominant (Central illustration). Reverse the procedure and close the right eye to prove the left eye is not dominant (right illustration). For a left-eye the obvious adjustments to the above result are true.

To summarize, when the right eye is used for aiming, the string is drawn with the right hand, the bow held in the left hand. The reverse is true when the left eye is used for aiming.

Those who do not have a "dominant" eye for shooting may close one eye while aiming.

Some novices cannot close the "non-dominant" eye, but though it is open during shooting, aiming can be done in the correct manner because of the extra strength and visual control the dominant eye has over the other eye. Alternately, the archer in this case could go with his/her dominant eye rather than hand. If this is not possible and the novice cannot close an eye, an eye patch may be used. If a novice has a very weak eye, the shooting side can be the side of the more able eye.

In cases where the beginner novices are really unsure, let them try both Right-handed and Left-handed bows and let them decide which feels better.

4.2.4.2. Determining draw and arrow length

Use an elastic string over the string bracing the bow, and a very long arrow that can be graduated. The use of the elastic string, or a very light bow, is recommended to avoid any top body deformation under the weight of a regular bow. The novice pulls the elastic string to full draw, in front of a target, keeping the bow shoulder down and the head straight.

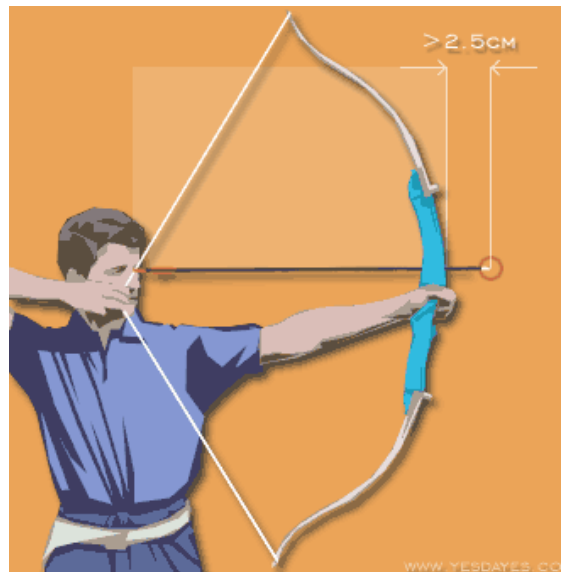


While the novice holds the draw, the coach or an assistant marks the arrow shaft at the back of the bow handle (ideally 1 inch in front of the shaft contact with the arrow-rest). The archer's draw length is the distance from the mark put on the arrow shaft to the bottom of the nock groove.

Draw length depends on the body size and the form of the archer. Usually the measured draw length increases with the experience of the archer, so keep that in mind when determining the arrow length.

Determining arrow length

To determine the arrow length for a novice archer, simply add at least 2.5 cm (1") to the draw length (illustration below). Bow length and weight can then be selected.



4.2.4.3. Choice of equipment

Please refer to chapter 9 for further advice on equipment.

For a level 1 course most bows will be fine as long as the bow is in good condition and is low poundage. The bows to be used in level 1 sessions must not be stronger than 22 Lbs.

Having determined the draw length in inches, you simply add 40 to get the desired bow length. For instance a novice with a draw length of 28" needs a $(28+40=)$ 68" bow.

Unfortunately there is not always a big choice of bows available for the level 1 classes, so you should be aware of not taking too many novices into one class. You could give several sessions one after the other. Some equipment can also be made, including bows from PVC tubes. For further details about equipment, see Chapter 9 - Equipment and Facilities.

4.3. Archery class

4.3.1. First practice session

The first practice session is in many cases a novice's first impression of participating in archery. Thus it is important to ensure that the experience is positive, engaging and fun while providing the necessary instruction for success. Here are some items to include to help your first session to be a smooth one:

1. Introduce the coaches and archers. To keep overall supervision during the first couple of sessions a 1:6 coach:archer ratio is ideal. Check that all the forms are completed. If not done yet, do it now.

2. Introduce the facilities and the equipment to be used. Also remind the novices about the recommendations regarding clothing.

3. Introduce warming-up.

4. Demonstrate how to shoot, having positioned the novices so they may properly and safely observe. Provide safety rules throughout the demonstration. Tell the novices the meaning of "Let Down!" Explain the differences in shooting for left-handed individuals.

If you have distributed the equipment beforehand (not recommended, see step 7), ask the novices to put their bows down, then perform the demonstration, first from one shooting side, then with the opposite side in case there are both right- and left-handed novices in your class.

5. For each novice determine the shooting side.

6. If necessary, divide the novices into workable pairings/groups bearing in mind space, equipment and coaches available.

7. Through mimicking and simulations, in front of a mirror if one is available, either hands free or using an elastic resistance band, have the beginners implement a proper shooting sequence. That is, ensure that each novice is using technically good shooting form and technique before they shoot any arrows. This is imperative as it is usually much more difficult to rectify form errors once the archer has progressed to using a set of archery equipment. Only after the novices' form is adequate may they progress to the next step.

8. For each participant:

- Measure the arrow length required
- Issue a quiver and show the novice how to affix/adjust it.
- Issue six arrows of the length to suit the bow weight and draw length of the archer, preferably fletched (or crested) in the same pattern. Remind the class that the arrow must be loaded on the string only when on the shooting line.
- Estimate the bow weight and length
- Distribute a strung bow that fits their physical requirements. Immediately emphasize and explain why *dry firing* is forbidden. Bows should have an identification number so that the novice can readily identify the bow for the next session. At this stage a bow is rarely too

light, on the contrary it is often too heavy, therefore encourage the use of lightweight bows

- Distribute an armguard and show the novice how to affix/adjust it.
- Determine if a chest guard is required and show the novice how to affix/adjust it.
- Check if clothing is suitable, if not fix the clothing and provide recommendations for the next session.

Note: two items are not mandatory for the first session:

- A finger tab since few arrows will be shot during this first session and since the bows are very light. If/when you issue one, explain:
 - Why a tab is required. Shooting without a tab will soon result in sore fingers which will cause release mistakes.
 - How to grip the string with this item
- A bow sling because during the first session the focus of the novices should be kept on the setting of the body. Any extra item to handle can divert their attention from the setting of the body. Furthermore during the first session the novices are generally so tense while pulling the string back that they are not able to have a relaxed bow hand.

9. Choose a shooting distance between 4 and 10 m (*), depending on the physical size of the archers.

(*) *Be aware, when using a very close target, that arrows that do not stick into the target may rebound back toward the archer.*

10. Assign two to four novices per target.

11. Initially do not use a target face on the target butt; if you want to use one, an 80-cm target face will do.

12. The novices must each take their turn in shooting under supervision.

13. Watch the overall posture.

- Pay attention to:
 - Draw/arrow length
 - String clearance in relation to the positions of the bow hand, elbow and bow shoulder
- Assist the novices with shooting their first arrow.
- Change equipment if necessary
- Ask the beginners to advise you immediately if they feel any pain from

the string striking either the forearm or chest, or discomfort in the string fingers.

- At your discretion, give them permission to shoot without supervision when they demonstrate a safe shooting style and an adequate grasp of the basics.

14. The physical actions of the shooting sequence are not always easy to learn and you as the coach may have to:

- Emphasize the necessity to maintain the body in an upright position, keeping the shoulders low and draw the bow in the way you have explained otherwise safety is at risk.
- Physically assist beginners to achieve the desired positions and actions. Alternating shooting with mimetics (the act of mimicking the body position and shot without using the bow) or using a rubber band is recommended at the start.

15. When the first end is over, explain:

- How to leave the shooting line
- Where to put the bow
- Where to wait for the signal to retrieve arrows

16. To retrieve arrows:

- Blow a whistle as a signal.
- Take the class to a target, cautioning them to watch for arrows in the ground or on the floor.
- Demonstrate the correct method of pulling arrows, and where to stand while retrieving them.
- Caution that, at the target, *nobody should stand in front of the arrows at any time*. Arrows sometimes require some force to remove them from the target and consequently they may come out of the target with a backwards jerk. Someone standing in line with such an arrow, could be seriously injured.
- When you are using a scoring board (not recommended for the first lesson, a game should have preference), and leaving it at the target, you need to put it behind the target stand or at least 2 meters in front of the target. Novices may hurt themselves, for instance getting poked in the eye, when bending over to pick it up off the ground or floor.

17. After the first end when the novices are back on the shooting line, review one technical point briefly using a short demonstration. The technical point you choose could be an aspect you wish to

highlight / reinforce, or be a fault you have observed in the class.

18. During the next end, assist those who have special difficulties (if any exist), and provide individual assistance to no more than two novices at a time.

19. Depending on the time available a game could be organised, if so we suggest "Elimination by colour zones" in chapter #12. This game does not necessitate point counting and helps beginners memorise the different colour zones. Elimination games allow a rest for those who are dropped out as well as a chance to observe the "best".



20. After each end of the game, when the novices are back on the shooting line, recall the next step of the game. With each eliminated archer, make participation possible by letting them observe, or score, or take down and store the equipment.

21. At the conclusion evaluate the session briefly with the participants. Discuss the "feel" of the session and invite suggestions from the participants. Ask if there are parts of the session that can be improved. You as a coach are also learning continuously, if you want to refine your coaching skills.

22. The session length is between 45 minutes to two hours, depending on the average maturity of the group.

4.3.2. Second practice session

After the warming-up, review the finer points of form especially the upper body: head straight, flat chest and back, shoulders low, relaxed arms and hands. The novices should start to observe their own form; a mirror is a good tool to for this purpose. Intensive controlled practice is needed to reinforce the correct form details.

For the shooting part of this session the targets are set up at 10 m from the shooting line for teenagers and adults, or closer (around 6 m) for younger novices.

From this second session on, the following class plan is suggested:

Instruction
Plan of a Class

- 1 coach for 6 to 12 beginners
- The sections in a typical session in Archery are:
 - Preparation
 - Welcome
 - Warming Up
 - Review of the previous session
 - Teaching of an ability.
 - Introduction: *Demonstration and simulation.*
 - Assimilation of the ability by the increment of the difficulties: *Auto-observation, sensation of discovery, shooting without a target, shooting at empty targets.*
 - Evaluation of resistance (of ability):
 - *Shooting with a target, a duel, counting points or a game.*
- Return to more "regular" and controlled shots;
- Evaluation of the session – equipment storage.

Patric Cabre - Training and Development Coaching Director of WA

4.3.3. Following practice sessions

In the sessions to come, the novices also learn the correct procedures of assembling, stringing and unstringing the bow.

As mentioned in section 4.1.2 above, the shooting part of each session will concentrate on one skill from the list below:

1. Stance and Body pre-setting
2. Hand positions
3. Bow raising
4. Pre-draw
5. Draw (Bow opening)
6. Full draw activity
7. String clearance
8. Bow hand (introduction of the sling)
9. Release
10. Follow-through
11. Facial reference position (face/draw-hand position)
12. String alignment
13. Sight setting (use of the quadrilateral method)
14. Final overview of the novice

You have to accept that the novices will make many mistakes in their performance of the shooting sequence and that perfection is not the goal of a level 1 course.

This means that you as a coach have to help the novice to focus on doing the steps in the shooting sequence properly instead of thinking of scoring or hitting the centre of the target.

Once they start active shooting, novices may need to be given feedback about their mistakes if their scores are not in accordance with their expectations. Refocus these novices on their shooting skills. If they are result-orientated then looking for grouping is much more important than scoring. Remind the novices that they have to use the proper technique to get small groups. If they can shoot small groups they will be able to hit the centre.

In conclusion of this chapter, one can say that following a structured plan of classes will help your programme to flourish and your novices to have the best success possible.

The following is a suggested format for a "Medical Information Document".

Archer's Medical Information		
Year		
Family Name:	First Name:	Date of birth: D.....M.....Y.....
Age Category:	Equipment Division:	
Person to be contacted in case of emergency:	Last name:	First name:
	Phone day:	Phone evening:
Alternative contact:	Last name:	First name:
	Phone day:	Phone evening:
Family Doctor:	Phone day:	Phone evening:
Health Insurance Number:	Contact Lenses: Y N	
Relevant Medical History:		
Medications:		
Allergies:		
Previous injuries:		
Does the novice carry and know how to administer their own medications? Y N		
Other conditions:		
* Medical information is confidential. Only authorised individuals should have access to this card.		