

**ARCHERY STANDARDS-BASED  
UNIT OF STUDY  
GRADES 6-8**



**Alabama Department of Education**

**2006**

**This is a collaborative project between  
The Alabama Department of Education  
And  
The Alabama Department of Conservation and National Resources  
Division of Wildlife and Freshwater Fisheries**

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**ON TARGET FOR LIFE**  
**GRADES: 6-8**  
**ARCHERY**

**IMPORTANT NOTE: THIS ARCHERY UNIT MAY BE USED ONLY IN CONJUNCTION WITH *TEACHING A NEW ARCHER* INSTRUCTOR'S COURSE MANUAL PUBLISHED BY THE NATIONAL ARCHERY IN THE SCHOOLS PROGRAM (NASP). THE INSTRUCTOR MUST BE AUTHORIZED BY (NASP) PRIOR TO CLASSROOM IMPLEMENTATION.**

**Overview:** As a result of this unit you will learn the history, physical, emotional, and social benefits, safety strategies, skills, and techniques of archery necessary to participate in and enjoy the sport as a lifetime activity.

**Note to Instructor:** The activities, enhancements, and timeframe in this unit may be adapted to meet specific student needs. The safety procedures and instructional guidelines for teaching archery skills from the *Teaching a New Archer* published by NASP must be taught.

**Refer to the Appendix for adaptations for children with disabilities participating in archery activities and other supplemental materials to be used with the unit.**

**Archery Activities in Physical Education for Middle School:**

Instruction within the middle school curriculum should be conducted in a safe and inclusive learning environment. This environment allows the early adolescent to experience positive, challenging, and enjoyable physical activity while learning about the benefits and importance of physical activity and sports.

In grades 6-8, as students participate in sports and game-type activities and spend time watching these events, their interactive behavior focuses on respecting officials, observing proper safety practices, and playing fairly with fellow students in and out of school. Students recognize physical activity as a positive opportunity for social and group interaction and develop necessary cooperative and competitive behaviors.

**The Goal in Motor Skill Development (in archery activities) is sixth, seventh, and eighth grade students will:**

- Demonstrate competency and proficiency in movement forms (used in archery activities)
- Apply movement concepts and principles to learning and development of motor skills (used in archery activities).

**Sixth Grade Content Standards in Motor Skill Development, the students will:**

**Skill**

1. Apply the critical elements of opposition, balance, weight transfer, and fluid movement patterns for all manipulative and nonlocomotor skills in game situations (used in archery activities).

**Knowledge**

3. Describe similarities and differences between manipulative skills and nonlocomotor skills in a game or sport activity (archery activities).

**Application**

5. Design small-group activities in a cooperative setting (archery games).

**Seventh Grade Content Standards in Motor Skill Development, the students will:**

**Skill**

1. Apply critical elements for all locomotor, nonlocomotor and manipulative skills in modified game situations (in archery activities).

**Knowledge**

3. Analyze manipulative skills for specific sports or recreational activities (archery activities).
4. Identify applications of motor skills in both recreation and sport (archery activities).
  - Transferring between skills
  - Selecting relevant performance cues
  - Moving efficiently
  - Achieving goals and outcomes

**Eighth Grade Content Standards in Motor Skill Development, the students will:**

**Skill**

1. Demonstrate competence in (archery) activities.
2. Incorporate striking skills (arrow to target) that demonstrate accuracy, distance, trajectory, and consistency in (archery) activities.

**Knowledge**

3. Discuss the concepts that affect motor skill development and performance.
  - Stages of development
  - Complexity of skill
4. Analyze the critical elements of skills associated with sports and recreational activities to determine which are specific to the (archery) activity.

**Application**

5. Critique game strategies for innovative or cooperative group (archery) activities.

**The Goal in Health-Enhancing Activities (in archery activities) is sixth, seventh, and eighth grade students will:**

- Exhibit a physically active lifestyle.
- Achieve and maintain a health-enhancing level of fitness.

**Sixth Grade Content Standards in Health-Enhancing Activity, the students will:**

**Knowledge**

7. Identify factors that affect physical activity and exercise preferences of participants.

**Seventh Grade Content Standards in Health-Enhancing activity, the students will:**

**Knowledge**

7. Define the principles of training and conditioning, including warm-up, conditioning, cool-down, overload, frequency, duration, intensity, and flexibility.
9. Identify cardiovascular endurance, muscular strength, muscular endurance, speed, power, and agility as the components of fitness.

**Application**

11. Apply the principles of training and conditioning necessary for a specific sport or recreational activity (archery).

**Eighth Grade Content Standards in Health-Enhancing activity, the students will:**

**Knowledge**

8. Define the components of fitness, including muscular strength, agility, speed, power, flexibility, cardiovascular endurance, and muscular endurance.

**Application**

9. Predict outcomes in terms of the body's response during phases of selected activities.

**The Goal in Interactive Behavior (in archery activities) is sixth, seventh, and eighth grade students will:**

- Demonstrate responsible personal and social behavior in physical (archery) activity settings.
- Demonstrate understanding and respect for differences among people in physical activity settings.
- Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

**Sixth Grade Content Standards in Interactive Behavior, the students will:**

**Knowledge**

12. Describe positive interactions of group members in numerous activity settings.
  - Establishing leadership and service

- Collaborating cooperatively on efforts for individual benefit
  - Establishing etiquette through adherence to rules
13. Identify safety concerns for physical activities.
- Reducing risk of injury
  - Identifying potential hazard
  - Isolating environmental risks
  - Making modifications for at-risk health conditions

**Application**

14. Present a cooperative game or activity to a group with a set goal or task to be completed.
15. Promote awareness of fitness benefits while working cooperatively with others in the school community.

**Seventh Grade Content Standards in Interactive Behavior, the students will:**

**Knowledge**

13. Identify the characteristics of both good and poor sportsmanship.

**Application**

16. Apply appropriate methods for communicating with confrontational opponents.
17. Exhibit attributes needed to accomplish a set goal in a competitive and cooperative environment.
- Remaining on task in a group activity
  - Applying problem-solving skills
  - Practicing safety procedures
18. Identify promotional techniques for securing community participation in a physical education-related project.

**Eighth Grade Content Standards in Interactive Behavior, the students will:**

**Knowledge**

12. Identify positive influences related to participation in different forms of physical activities in modern culture by exploring self-expression and social benefits and developing positive peer relationships.
13. Identify similarities and differences among cultures for specific games, sports and recreational activities.
- Identifying characteristics of sports that have influenced American culture

**Application**

14. Engage regularly in physical activities based on personal interest for the development of a healthy lifestyle.
15. Solve problems in initiative activities and cooperative games by determining causes and testing solutions.

16. Plan a community service project related to physical education for the purpose of encouraging the development of health habits.
  - Working independently or with a group to establish goals, objectives, rules, and procedures for a project
  - Identifying parties that will receive benefits from a project
  - Evaluating a community service project

**Organizer:**

How can I be "on target for life" through developing skills and participating in the sport of archery?

**Essential Questions:**

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

**Enabling Knowledge**

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

**Enabling Skills and Processes**

- Research skills

- Listening observation skills
- Hand-eye coordination
- Refinement of motor skills
- Self-evaluation
- Following directions
- Effective group participation and practicing responsibility and respect
- Communication skills
- Cooperation skills



# Instructional Plan 1

**Title: Shoot Straight - Be Safe**

**Number of days:** 3 to 4 days

**Essential Content:**

## **(1) Archery Skills and Techniques**

**The Goal of Motor Skill Development in archery activities is the students will:**

- Demonstrate competency in movement forms.
- Apply movement concepts and principles to learning and development of motor skills.

**Content Standards in Motor Skill Development, the students will:**

Apply the critical elements of opposition, balance, weight transfer, and fluid movement patterns for all manipulative and nonlocomotor skills used in archery activities in game situations.

Describe similarities and differences between manipulative skills and nonlocomotor skills in an archery game or sports activity

Apply critical elements for all locomotor, nonlocomotor and manipulative skills in archery activities in modified game situations.

Demonstrate competence in archery activities.

Incorporate striking skills, arrow to target, that demonstrate accuracy, distance, trajectory, and consistency in archery activities.

Discuss the concepts that affect motor skill development and performance.

- Stages of development
- Complexity of skill

Analyze the critical elements of skills associated with sports and recreational activities to determine which are specific to the archery activity.

**The Goal of Health-Enhancing Activities in archery activities is the students will:**

- Exhibit a physically active lifestyle.
- Achieve and maintain a health-enhancing level of fitness.

**Content Standards in Health-Enhancing Activity, the students will:**

Identify factors that affect physical activity and exercise preferences of participants.

Define the principles of training and conditioning, including warm-up, conditioning, cool-down, overload, frequency, duration, intensity, and flexibility.

Identify cardiovascular endurance, muscular strength, muscular endurance, speed, power, and agility as the components of fitness.

Apply the principles of training and conditioning necessary for a specific sport or recreational activity (archery).

Define the components of fitness, including muscular strength, agility, speed, power, flexibility, cardiovascular endurance, and muscular endurance.

## **(2) Strategies for Archery Safety**

**The Goal in Interactive Behavior in archery activities is the students will:**

- Demonstrate responsible personal and social behavior in physical (archery) activity settings.

**Content Standards in Interactive Behavior, the students will:**

Identify safety concerns for physical activities.

- Reducing risk of injury
- Identifying potential hazard
- Isolating environmental risks
- Making modifications for at-risk health conditions
- Establishing etiquette through adherence to rules

## **(3) The History of Archery**

**(Interactive Behavior Activity Standard)**

Identify similarities and differences among cultures for specific games, sports and recreational activities.

- Identifying characteristics of sports that have influenced American culture

**Essential Questions:**

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

**Enabling Knowledge:**

- Safety strategies
- Archery equipment
- Archery techniques

- Basic shooting form
- Archery rules
- Scoring procedures
- History of archery

**Enabling Skills and Processes:**

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

**Activity 1**

**Materials:**

- Bow rack
- Arrows
- Arrow quiver (e.g., cones)
- Bows
- Masking tape
- Targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Archery Journal

**Note to Instructor: Refer to the Appendix for information from *Teaching a New Archer* manual and a Glossary of Archery Terms.**

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

Following your instructor's directions you will establish your dominate eye for shooting by completing one of the following activities:

- With your index finger point at an object 10 to 20 feet away.
- Close your left eye – if by looking at the object with only your right eye, your index finger still appears to be pointing at the object, you are right eye dominate.

- Close your right eye – if by looking at the object with only your left eye, your index finger appears to be pointing at the object, you are left eye dominate.

**OR**

- Form a circle by touching the tips of both index fingers and thumbs together and extend your arms.
- With both eyes open, view in the center of the circle an object located 10 to 20 feet away.
- Close your right eye – if the object disappears from your line of vision, you are right eye dominate.
- Close your left eye – if the object disappears from your line of vision you are left eye dominate.

**Note to the Instructor: Refer to the *Teaching a New Archer* manual for a Shooting Range Set-Up and Safety.**

You will listen to your instructor describe the boundaries and lines of the shooting range.

As a group you will receive your archery equipment and place the bow on the bow rack and arrows in your quiver.

**Note to the Instructor: Refer to the Appendix for Archery Range Rules, Whistle Commands, and Archery Safety Procedures.**

You will discuss with your instructor the procedures for the following "whistle" commands:

- a. Two Blasts - Archers may walk to the shooting line.
- b. One Blast - Archers may load their bows and begin shooting.
- c. Three Blasts - Archers may walk to the target line to retrieve arrows.
- d. Four or More Blasts - STOP SHOOTING and put your arrows back in your quivers.

Standing behind the waiting line with your bow in the bow rack and your arrows in the quiver, you will watch your instructor demonstrate shooting an arrow.

At the sound of two whistles, you will move to the shooting line with your bow and arrows.

At the sound of one whistle, you will load your bow and wait for your instructor to observe your shooting technique.

With your instructor's consent, you will shoot your remaining arrows, return to the waiting line, and place your bow on the bow rack.

After hearing the three-whistle command you will walk to the target line.

Standing behind the target line you will observe your instructor demonstrate the procedure for retrieving arrows from the target.

Advancing to the target in pairs, you will retrieve your arrows from the target and return the arrows to the arrow quiver.

### **Archery Journal Entry**

Answer the following Open Response question in your Archery Journal:

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

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

### **Activity 2**

#### **Materials:**

- Bow rack
- Arrows
- Arrow quiver (e.g., cones)
- Bows
- Masking tape
- Targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Archery Journal

You will review safety procedures and whistle commands with your instructor.

You will be divided into groups of 2 or 3 students.

Following safety procedures and commands you will begin by shooting at a target placed at a close distance (10 yards). Targets will not be moved back until all students have become proficient at this distance of ten yards.

You will be striving to develop correct form and technique in your shooting. Your instructor will assist you in this by making helpful suggestions. You will encourage and assist other students in your group as they shoot.

As the class progresses, you will be shooting at targets that are moved back based on the ability of the class.

You will receive a scorecard and direction from your instructor on scoring procedures using the rings on the target.

**Note to the Instructor: Refer to the Appendix for a Sample Archery Scorecard, Sample Target, and suggested Archery Geometry Activity to be used for enrichment in collaboration with the mathematics teacher.**

### **Archery Journal Entry**

Record the scores in your Archery Journal for your last end of arrows (3 arrows).

You will also record the following:

List and define the 11 steps of shooting.

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

### **Activity 3**

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

#### **Materials:**

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

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

**OR**

Select from one of the following topics:

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

**Note to the Instructor, suggestion for enrichment activities:**

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

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

## Instructional Plan 2

**Title: Practice Makes Perfect**

**Number of days:** 6 to 7 days

### **(1) Archery Skills and Techniques**

**The Goal of Motor Skill Development in archery activities is students will:**

- Demonstrate proficiency in movement forms.
- Apply movement concepts and principles to learning and development of motor skills.

**Content Standards in Motor Skill Development, the students will:**

Apply the critical elements of opposition, balance, weight transfer, and fluid movement patterns for all manipulative and nonlocomotor skills in game situations used in archery activities.

Describe similarities and differences between manipulative skills and nonlocomotor skills in an archery game or sports activity.

Apply critical elements for all locomotor, nonlocomotor and manipulative skills in archery activities.

Demonstrate competence in archery activities.

Incorporate striking skills (arrow to target) that demonstrate accuracy, distance, trajectory, and consistency in archery activities.

Discuss the concepts that affect motor skill development and performance.

- Stages of development
- Complexity of skill

Analyze the critical elements of skills associated with sports and recreational activities to determine which are specific to the archery activity.

### **(2) Archery Skills and Techniques Refined In Game Activities**

Apply critical elements for all locomotor, nonlocomotor and manipulative skills in archery activities in modified game situations.

Analyze manipulative skills for specific sports or recreational activities (archery activities).

Identify applications of motor skills in archery activities, both recreation and sport.

- Transferring between skills
- Selecting relevant performance cues
- Moving efficiently



- Achieving goals and outcomes

Critique game strategies for innovative or cooperative group archery activities.

Design small-group activities in archery games in a cooperative setting.

### **Interactive Behavior Standard**

Present a cooperative game or activity to a group with a set goal or task to be completed.

Solve problems in initiative activities and cooperative games by determining causes and testing solutions.

Predict outcomes in terms of the body's response during phases of selected activities.

### **Health-Enhancing Activity Standard**

Present a cooperative game or activity to a group with a set goal or task to be completed.

### **(3) Strategies for Archery Safety**

**The Goal in Interactive Behavior in archery activities is the students will:**

- Demonstrate responsible personal and social behavior in physical (archery) activity settings.
- Demonstrate understanding and respect for differences among people in physical activity settings.
- Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

**Content Standards in Interactive Behavior, the students will:**

Identify safety concerns for physical activities.

- Reducing risk of injury
- Identifying potential hazard
- Isolating environmental risks
- Making modifications for at-risk health conditions

Describe positive interactions of group members in numerous activity settings.

- Establishing leadership and service
- Collaborating cooperatively on efforts for individual benefits
- Establishing etiquette through adherence to rules

### **(4) Physical Benefits of Participation in Archery Activities**

**The Goal in Health-Enhancing Activities in archery activities, is the students will:**

- Exhibit a physically active lifestyle.
- Achieve and maintain a health-enhancing level of fitness.

**Content Standards in Health-Enhancing Activities, the student will:**

Identify factors that affect physical activity and exercise preferences of participants.

Apply the principles of training and conditioning necessary for a specific sport or recreational activity (archery).

Predict outcomes in terms of the body's response during phases of selected activities.

**Interactive Behavior**

Promote awareness of fitness benefits while working cooperatively with others in the school community.

Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

**(5) Social Benefits from Participation in Archery Activities**

**The Goal in Interactive Behavior in Archery Activities is the students will:**

- Demonstrate responsible personal and social behavior in physical (archery) activity settings.
- Demonstrate understanding and respect for differences among people in physical activity settings.
- Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

**Content Standards in Interactive Behavior, the students will:**

Describe positive interactions of group members in numerous activity settings.

- Establishing leadership and service
- Collaborating cooperatively on efforts for individual benefit
- Establishing etiquette through adherence to rules

Identify positive influences related to participation in different forms of physical activities in modern culture by exploring self-expression and social benefits and developing positive peer relationships.

**(6) Character Development from Participation in Archery Games and Sports**

**Interactive Behavior Standards**

Identify the characteristics of both good and poor sportsmanship.

Apply appropriate methods for communicating with confrontational opponents.

Exhibit attributes needed to accomplish a set goal in a competitive and cooperative environment.

- Remaining on task in a group activity

- Applying problem-solving skills
- Practicing safety procedures
- 

Plan a community service project related to physical education for the purpose of encouraging the development of health habits.

- Working independently or with a group to establish goals, objectives, rules, and procedures for a project
- Identifying parties that will receive benefits from a project
- Identifying promotional techniques for securing community participation in a physical education-related project
- Evaluating a community service project

Identify positive influences related to participation in different forms of physical activities in modern culture by exploring self-expression and social benefits and developing positive peer relationships.

### **Essential Questions:**

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

### **Enabling Knowledge**

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

### **Enabling Skills and Processes**

- Research skills

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

### **Activity 1**

#### **Materials:**

- Bow rack
- Arrows
- Arrow quiver (e.g., cones)
- Bows
- Masking tape
- Targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Score Card
- Archery Journal

As a class you will brainstorm what communication, cooperation, rules, and respect mean to you and how these will be applied when participating in archery activities.

Depending on the size of your class and the available equipment, you will be placed in a group of three or four students to share the same target.

Following safety procedures and commands, you and each of your group members will repeatedly shoot one end (3 arrows) throughout the class period.

You will work on developing proper form and techniques with the assistance of your instructor and encouragement from your group.

You will record all of your scores on your scorecard.

### **Archery Journal Entry**

You will record the scores in your Archery Journal.

Answer the following Open Response Question in your Archery Journal:

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

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

### **Activity 2**

#### **Materials:**

- Bow rack
- Arrows
- Arrow quiver (e.g., cones)
- Bows
- Masking tape
- Targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Score Card
- Archery Journal

You will discuss with your instructor the principles of practice and the importance of practice in improving your skill in any sport.

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

**OR**

You may challenge willing classmates to a friendly competition.

### **Archery Journal Entry**

Answer the following Open Response question in your Archery Journal:

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

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

### **Activity 3**

#### **Materials:**

- Bow rack
- Arrows
- Arrow quiver (e.g., cones)
- Bows
- Masking tape
- Targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Archery Journal

**Note to Instructor: See the Appendix for a tournament diagram.**

You will brainstorm with the class positive sportsmanship procedures to follow as a participant or as a spectator of any team activity. You will practice good sportsmanship during the following tournament.

You will be placed in a single elimination seeding by your instructor based on your previous scores recorded on a scorecard and turned in to your instructor.

You will be given three arrows for a practice round.

Following the reviewed safety procedures and commands, you will shoot in a one-on-one fashion to determine the winner.

You will record your score after each shot.

#### **Archery Journal Entry**

Record your scores from the score card in your journal.

Answer the following Open Response question in your Archery Journal:

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

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

#### **Activity 4**

##### **Materials:**

- Bow rack
- Arrows
- Arrow quiver (e.g., cones)
- Bows
- Masking tape
- Targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- “100 Benefits of Exercise” sheet from Appendix
- Archery Journal

You will be placed on a team of three by your instructor. Each team will have students designated as A, B, and C players as determined by previous scores.

Each team will shoot several rounds to determine the seeding for the follow day.

You will practice good sportsmanship during the following tournament.

You will participate in a double-elimination tournament. (Your instructor will post a tournament diagram.)

Two teams will compete at a time. The rest of the class will watch the match and support the competitors. You may invite other students, parents, and/or staff members to watch the tournament.

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

**OR**

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

Your instructor will hand out “100 Benefits of Exercise.”

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

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

Chose one physical, one emotional, and one social benefit that can be gained through participation in archery activities.

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

**Note to the Instructor: Collaborate with the Language Arts and Media Specialist in the students' completion of the following out-of-class activities. These writing activities are appropriate for a portfolio piece. Refer to the Appendix for the Kentucky Department of Education Writing Assessment Holistic Scoring Guide.**

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

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

**OR**

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

**OR**

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

### **Archery Journal Entry**

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

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

### **Activity 5**



**Materials:**

- Bow rack
- Arrows
- Arrow quiver (e.g., cones)
- Bows
- Masking tape
- Targets
- Whistle
- Safety rules posters
- Clearly defined shooting range
- Other materials will be determined by game selected.
- Archery Journal

**Assessment Activity**

**Note to the Instructor: Refer to the Appendix and the *Teaching a New Archer* manual for information to use in the development of the archery assessment questions.**

You will complete a written test developed by your instructor covering the content learned in the Archery Unit including but not limited to archery safety procedures, 11 steps to shooting, archery range, target, equipment. .

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

During the remainder of the class period(s) you will be participating in archery games for fun.

**Resources:**

[http://www.ping.be/olivier\\_plcard/medieval/](http://www.ping.be/olivier_plcard/medieval/)

<http://www.horsearchery.com>

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

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

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

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

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

## Scoring Guide

Performance Level	Indicator
<b>Olympian (4)</b>	-Student identifies at least 4 safety procedures -Student demonstrates an extensive understanding of why each procedure identified is important to safety
<b>Master Archer (3)</b>	-Student identifies four safety procedures -Student demonstrates a broad understanding of why each of the three safety procedures is important
<b>Bowman (2)</b>	-Student identifies three safety procedures -Student demonstrates a basic understanding of why each safety procedure is important
<b>Yeoman (1)</b>	-Student identifies one or two safety procedures -Student demonstrates a minimal knowledge of safety procedures that are identified
<b>(0)</b>	-Student response is totally incorrect or irrelevant

See Appendix for Archery Safety Procedures

## Scoring Guide

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

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

## Scoring Guide

Practice is important for improving skills and reaching goals for participation in any sport.

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

## Scoring Guide

Good sportsmanship needs to be practiced both as a participant and a spectator of a team activity.

Performance Level	Indicators
<b>Olympian (4)</b>	<p>-Student describes three behaviors a <b>participant</b> can demonstrate to show good sportsmanship. This description shows an extensive understanding of good sportsmanship for participants.</p> <p>-Student describes three behaviors a <b>spectator</b> can demonstrate to show good sportsman ship. This description shows an extensive understanding of good sportsmanship for spectators.</p>
<b>Master Archer (3)</b>	<p>-Student describes two behaviors a <b>participant</b> can demonstrate to show good sportsmanship. This description shows a broad understanding of good sportsmanship for participants.</p> <p>-Student describes two behaviors a <b>spectator</b> can demonstrate to show good sportsman ship. This description shows a broad understanding of good sportsmanship for spectators.</p>
<b>Bowman (2)</b>	<p>-Student describes one behavior a <b>participant</b> can demonstrate to show good sportsmanship. This description shows a basic understanding of good sportsmanship for participants.</p> <p>-Student describes one behavior a <b>spectator</b> can demonstrate to show good sportsman ship. This description shows a basic understanding of good sportsmanship for spectators.</p>
<b>Yeoman (1)</b>	<p>-Student describes one behavior a <b>participant</b> can demonstrate to show good sportsmanship. This description shows a minimal understanding of good sportsmanship for participants.</p> <p style="text-align: center;"><b>OR</b></p> <p>-Student describes one behavior a <b>spectator</b> can demonstrate to show good sportsman ship. This description shows a minimal understanding of good sportsmanship for spectators.</p>
<b>(0)</b>	-Student response is totally incorrect or irrelevant.

# Appendix

## Grades 6-8

