



PHE Canada
Physical & Health Education Canada



archery

in focus

TERRITORY
NET + WALL
RACING
STRIKING
+ FIELDING
TARGET



PHYSICAL LITERACY THROUGH GAMES AND SPORT

ACKNOWLEDGEMENTS

Physical and Health Education Canada (PHE Canada), founded in 1933, is a national not-for-profit organization. PHE Canada's vision is for "all Canadian children and youth living physically active and healthy lives." PHE Canada is committed to improving the quality of life for all children and youth through initiatives that contribute to greater participation in physical activity.

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PART A Introduction

Purpose

The Move Think Learn resource series has been designed to support physical educators in their planning of game-play experiences for children and youth. The series targets educators working with children and youth approximately 9–15 years of age (grades 4–9); its goal is to increase students' knowledge, confidence, and competence so they become further engaged in physical activity and/or sport.

Physical and Health Education Canada (PHE Canada) advocates for **Quality Daily Physical Education** (QDPE) in all Canadian schools. Well-planned opportunities to improve game-play abilities are part of a QDPE program. The Move Think Learn resource series promotes these opportunities through a Teaching Games for Understanding (TGfU) approach, contributes to the development of physical literacy, and aligns with Canada's Long-Term Athlete Development (LTAD) model.

Physical Literacy

Individuals who continue to develop their ability to move with competence and confidence in a wide variety of physical activities in multiple environments to benefit the healthy development of their whole self are individuals who are developing their physical literacy (PHE Canada).

The concept of physical literacy refers to the ongoing development of our embodied dimension, our disposition, and our ability to move and interact in different environments (Whitehead, 2010). Fundamental to the concept is the interrelated and interdependent nature of the many dimensions of one's self. Developing physical literacy therefore can positively influence and be influenced by the development of other capabilities such as cognition, creativity, and self-confidence.

One of the many aspects of physical literacy is the development of game-play abilities, or the ability to read and respond to different situations. This aspect of physical literacy is supported by the Move Think Learn resource series. The game experiences described in the resources include all learners, are developmentally appropriate, and facilitate the refinement of movement skills. Positive, purposeful, and engaging game-play experiences in childhood can contribute to the individual's motivation and confidence to pursue physical activity opportunities for a lifetime. Provincial physical education curricula across Canada promote the development of physical literacy for children and youth.



Resources to learn more about physical literacy

- Website and videos: **Physical literacy educational strategies**. PHE Canada (2014).
- Article: The concept of physical literacy. Whitehead, M. (Ed.) (2006). *European Journal of Physical Education* 6(2), 127–138.
- Book: **Physical literacy throughout the lifecourse**. Whitehead, M. (2010). London, UK: Routledge.

PART A

Teaching Games for Understanding (TGfU)

The Move Think Learn resource series embraces a Teaching Games for Understanding (TGfU) approach.

Originally outlined by Bunker and Thorpe in the 1980s, TGfU is a student-centred instructional model designed to actively engage learners in problem solving and decision making while gaining an appreciation of game strategies, tactics, and skills.

Through participation in small-sided games, students learn how tactical solutions can be transferred from one game or sport to another. Students develop the ability to make decisions about “what to do,” “when to do it,” and “how to do it” in response to game situations (Griffin & Patton, 2005). Learning games this way, students develop game literacy and gain competence in a wide range of activities (Mandigo, Butler, & Hopper, 2007).

TGfU focuses on fostering tactical awareness before skill development. Tactics refer to “what to do” during specific game-play situations (Bunker & Thorpe, 1982). Tactical problems (e.g., how to maintain possession of an object) emerge during game play and force participants to make decisions about what to do (e.g., dribble or pass? what kind of pass? to whom?). Tactics differ from game strategies, which refer to the elements of the overall game plan discussed before play begins (Gréhaigne, Godbout, & Bouthier, 1999).

To facilitate learning, games are grouped into broad categories based on common structures, features, and goals (i.e., target games, net and wall games, striking and fielding games, and territorial games). For the purpose of the Move Think Learn resource series, a “racing games” category is added to include those games with the goal of moving efficiently to cover a pre-determined distance in the shortest amount of time. The games categories can be described as follows.

Target Games

The main goal of target games is to send away an object and make contact with a specific target (Mandigo et al., 2007). Examples of unopposed target games include archery, bowling, and golf. Opposed target games include curling and bocce.

Net and Wall Games

The main goal of net and wall games is to send an object to the opponents so they are unable to return it or are forced to make an error (Mandigo et al., 2007). Examples include badminton, jai-alai (played using a scoop-like implement), tennis, volleyball, sepak takraw (also known as kick volleyball), and squash.

Striking and Fielding Games

The main goal of striking and fielding games is to strike an object away from fielders in order to score points and limit the number of points scored by the opponent (Mandigo et al., 2007). Examples include baseball, cricket, kickball, softball, and rounders.



Resources to learn more about TGfU

- Book: ***Teaching games for understanding: Theory, research, and practice***. Griffin, L., Butler, J. (Eds.) (2005). Champaign, IL: Human Kinetics.
- Website: [Teaching Games for Understanding](#)
- Website: [Playsport](#)
- Video: [Teaching Games for Understanding – Lesson Demonstration](#). The Physical Educator (2012).
- Articles: Physical and Health Education Journal. (2007). [TGfU feature issue](#).

PART A

Invasion/Territorial Games

The main goal of territorial games is to invade the opponent's area to score a goal while simultaneously protecting your own goal (Mandigo et al., 2007). Examples include basketball, team handball, soccer, goal ball, hockey, ringette, water polo, and rugby.

Racing Games

The main goal of racing games is to move efficiently to cover a pre-determined distance in the shortest amount of time. Racing games can also involve set tasks (e.g., going through a gate, staying in bounds). Examples include cycling, speed skating, canoe/kayak, rowing, swimming, and cross-country skiing.

Sport as a Vehicle for Learning

Canada's Long-Term Athlete Development (LTAD) model outlines a framework for athlete development. The seven stages of the model identify the role of play, physical education, school sport, recreational physical activity, and competitive sport in the development of athletes (Balyi, Cardinal, Higgs, Norris, & Way, n.d.). LTAD underlines the importance of opportunities for children and youth to participate in a wide variety of physical activities and sports. Many national sport organizations in Canada have designed a sport-specific LTAD model.

The sport focus of each resource in the Move Think Learn series provides a lens through which to facilitate purposeful game-play experiences. Although each resource focuses on a single sport, it emphasizes the transferability of tactical solutions from one sport to another. The small-sided games described in each resource align with the stages of LTAD by promoting participation in developmentally appropriate games as opposed to mature forms of the sport.



Resources to learn more about Canada's Long-Term Athlete Development Model

- Website: [Canadian Sport for Life](#)
- Website: [PHE Canada Long Term Athlete Development Curriculum Links](#)

PART B Planning for Teaching and Learning

Resource Overview

Each resource in the series is organized into three sections: Move, Think, and Learn. The resources support teacher planning, but do not provide complete or sequential lesson plans.

Move

The Move section describes six different games. Each game highlights a different tactical problem relevant to the games category of the sport in focus. These games can serve as an entry point to a lesson and are designed to help students understand “what to do” in the context of the game. The template used to describe each game is outlined below.

TITLE: title of the game

TACTICAL FOCUS: the tactical problem students will experience during game play

OBJECTIVE: what students will learn as a result of the game-play experience

SPORT RATIONALE: the relevance of the tactical problem to the sport in focus

PARTICIPANTS: the organization of students during game play (e.g., partners, 3 v. 3)

EQUIPMENT: a list of equipment needed to play

SET UP: how to organize the activity area for participation in the game, including diagrams

DESCRIPTION: the rules and details for playing the game

MODIFICATIONS: changes that can be made to the game to increase or decrease the level of challenge and complexity to better meet the needs of students

Think

The Think section includes tactical questions teachers can ask students. Each series of questions relates directly to the preceding Move game, and is intended to engage students in critical and creative thinking to identify the tactical problem, solutions to the tactical problem, and the movement skills required to carry out the tactical solutions. Building on student understanding of “what to do” in the context of the game, this section explores “how to do it.”

Student answers will inform the next steps in learning that should provide an opportunity to develop the skills needed to carry out tactical solutions. These next steps can include practising motor skills, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game. Students need both tactical awareness and skill proficiency to become skillful game players. Teachers will decide the best way to engage students in skill practice based on developmental level and readiness. Providing opportunities for students to develop skills in a game-like context is an effective way to facilitate the carryover of these skills to a game situation.

The following resources describe fundamental movement skills and, where possible, sport-specific movement skills in detail to support skill practice. The movement skills are identified in the description of each game in the Move section.



Resources to learn more about fundamental movement skills

- Book: [PHE Canada Fundamental Movement Skills Resource Series](#)
- Videos: [PHE Canada Fundamental Movement Skills Video Collections](#)
- Website: [Active for Life Lesson Plans and Resources](#)

PART B

Learn

Each Learn section describes two games. These games are more complex than those in the Move section, and are intended to move participants toward the mature form of the sport in focus. During game play, students apply solutions to tactical problems and decision-making abilities. These games can serve as a culminating game to a lesson or unit.

After the game description, to extend tactical awareness, the resource identifies questions to engage students in critical and creative thinking. It also identifies specific ways the tactical solutions can be transferred to other games or sports in the same category. Emphasizing the transferability of tactical solutions from one game to another in the same games category will deepen student understanding and competence, despite the fact that different movement skills are required to play different games.

BELOW IS A SUMMARY OF WHAT TEACHING AND LEARNING COULD LOOK LIKE IN EACH SECTION OF THE RESOURCE.

Action	What students will do	What teachers will do
MOVE Game to highlight a tactical problem.	Engage in small-sided, developmentally appropriate play with lots of opportunity for active involvement.	Facilitate game play in a safe environment. Observe student play.
THINK Questions to allow students to identify the tactical problem from the MOVE game and begin to identify solutions and required skills.	Consider and share answers to questions based on game-play experiences and ask new questions. Practise and refine movement skills and tactical solutions.	Ask questions to highlight the tactical problem and relevant solutions. Encourage multiple and varied answers, be open to new ideas, ask probing questions to refine student answers. Use answers to inform next steps in learning. Facilitate an opportunity to practise and refine movement skills needed to carry out tactical solutions.
LEARN More complex game emphasizing the use of tactical solutions during game play.	Engage in small-sided, developmentally appropriate play and make decisions to achieve the goal of the game.	Facilitate game play in a safe environment. Observe student play, pausing games periodically as appropriate to ask questions to support student decision making and use of tactical solutions.

PART B

Pedagogical Considerations

A number of pedagogical considerations are important to help ensure learning experiences are purposeful, engaging, and inclusive for all students. Structuring inclusive game-play opportunities that allow all students to participate in a positive and appropriately challenging way will contribute to student learning and increase confidence and competence.

The games in the Move Think Learn resource series are developmentally appropriate in that they are small-sided (e.g., 3 v. 3), allowing all students to be actively involved in the game experience. However, it is important to note that the games are merely samples. Teachers will need to ensure games are structured in a way that matches the needs and abilities of their students. The description of each game provides modifications to the equipment, space, and rules to give teachers ideas about how to increase or decrease the level of challenge or complexity to better match the abilities of students. **In some cases (e.g., archery, squash, cycling, canoe/kayak), the games do not involve the use of sport-specific equipment or facilities. Teachers with the relevant training and/or access to equipment and facilities can choose to incorporate these elements as appropriate.**

In a student-centred model such as Teaching Games for Understanding, it is critical that teachers be able to ask questions after a game in a way that facilitates learning and empowers students to make good tactical decisions. It is important to ask questions that help students understand what they need to do to solve a tactical problem and why, followed by questions that identify how to carry out the solution (Mitchell, Oslin, & Griffin, 2013). The type and number of questions asked by the teacher is based on the readiness of students.



Resources to learn more about effective questioning

- Book: **Instructional models for physical education** (3rd ed.). Metzler, M. W. (2011). Scottsdale, AZ: Holcomb Hathaway.
- Book: **Teaching sport concepts and skills: A tactical approach for ages 7–18**. Mitchell, S. J., Oslin, J. L., & Griffin, L. L. (2013). Champaign, IL: Human Kinetics.

PART B

The **Move Think Learn** resource series is intended to inform teacher planning, and is not a sequential or complete series of lessons. As a result, teachers will use the resource in different ways. Here are two examples of how teachers could use the Move Think Learn Team Handball resource to plan a unit using a TGfU approach.

Example 1: Team Handball Unit

Mr. Smith plans a two-week team handball unit. The single-sport focus will provide an in-depth experience with the tactical problems associated with team handball before highlighting the transferability of tactical solutions to other invasion/territorial games (Mitchell et al., 2013).

Mr. Smith uses the Move Think Learn Team Handball resource to identify tactical problems that will provide the focus for his unit and matches these to provincial/territorial learning outcomes. Curricular learning outcomes inform the assessment criteria and strategies. When designing the sequence of learning, Mr. Smith uses the games in the Move section and the modification ideas to identify a game that will start each of his lessons. Then he adjusts the Think questions to match the needs of the students in his class. He is unsure of the performance cues for the overhand throw, so refers to the [PHE Canada Fundamental Movement Skills Video Collection](#) before designing game-like opportunities for skill practice. Finally, Mr. Smith chooses a culminating Learn game for each lesson that will allow students to apply the tactical solutions and decision-making abilities. Sometimes, the Learn game is a modified version of the initial Move game. Mr. Smith is ready to begin and adjust his plan as necessary to support student learning.

1

Example

Invasion/Territorial Games Unit

Ms. Bahn plans a two-week invasion/territorial games unit. She adopts a game sampling focus to provide a variety of game-play experiences that help students transfer learning from one territorial game to another (Mitchell et al., 2013).

Ms. Bahn also uses the Move Think Learn Team Handball resource to identify tactical problems that will provide the focus for her unit, matches these to provincial/territorial learning outcomes, and articulates assessment criteria. When designing the sequence of learning, Ms. Bahn incorporates the transferability ideas from the games in the Learn section into each of her lessons. Sometimes she plans for games with the same tactical focus to be played at the beginning of two consecutive lessons, or within the same lesson with different movement skills. For example, students could play Boundary Ball, throwing and catching with hands (Team Handball), then play again, kicking and trapping with feet (Soccer). Ms. Bahn also adjusts the Think questions to match the needs of the students in her class and designs game-like opportunities for skill practice. Finally, Ms. Bahn chooses a culminating Learn game for each lesson that will allow students to apply their tactical solutions and decision-making abilities. Ms. Bahn is ready to begin and adjust her plan as necessary to support student learning.

In both examples, teachers plan to facilitate a sequence of learning that will encourage students to become more skillful game players, having developed both tactical awareness and movement skills. Students gain an understanding of what to do in game situations, when to do it, and how to do it to achieve the goal of the game.

2

Example

PART B

Safety

An inherent level of risk exists in all physical activities. A safe physical, emotional, mental, and spiritual learning environment is essential if students are to learn while participating in movement activities. Teachers must facilitate well-planned and developmentally appropriate game-play experiences to minimize the risk of accident and injury. In addition to knowing the developmental level of students and acting with common sense and foresight, teachers should have an in-depth understanding of up-to-date safety guidelines in their province/territory and jurisdiction.

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- Balyi, I., Cardinal, C., Higgs, C., Norris, S., & Way, R. (n.d.) [Canadian Sport for Life: Long-term athlete development resource paper v 2.](#)
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- Whitehead, M. (2010). **Physical literacy throughout the lifecourse.** London: Routledge.



PART C Setting the Context

Sport in Focus

The information below about the sport in focus can generate student interest and engagement prior to the first learning experience. For example, teachers can share information about archery and

- have small groups complete a T-P-E chart (Nosich, 2009), identifying what they think (T) they know about archery, what puzzles (P) them about archery, and how they want to explore (E) the things that puzzle them;
- make connections with local, provincial, national, or international events.

Sport in Context

DID YOU KNOW?

- The word archery comes from the Latin term *arcus* meaning bow and arrows.
- Different types of bows are used in archery, including longbows, crossbows, pyramid bows, recurve bows and compound bows.
- When archers compete in the Olympics they must write their initials on each arrow.
- Archers shoot according to their dominant eye, not their dominant hand.
- Splitting your own arrow or your competitor's arrow is known as a "Robin Hood," based on the legend of Robin Hood once winning an archery contest with this feat.
- Archery is practised by people with many forms of disability. The world record for distance and precision belongs to Matt Stuzman, an armless archer.

HISTORY

- The earliest individuals known to have engaged in archery were the Egyptians, who used bows and arrows for the purpose of hunting and warfare.
- The first official competition in archery was held in England in 1583 with 3,000 participants.
- During the time of the Thirty Years War (1618–48), the introduction of gunfire led to the decline of archery as a form of weaponry.
- Archery then became more prominent as a competitive sport or recreation activity.
- Archery first became an Olympic event in 1900.
- In 1904, women archers competed in the Olympics, making archery one of the first sports to include women.

RULES

- Archery is an unopposed target sport played by archers with a bow and arrow trying to send arrows at a target using aim and accuracy.
- The object of archery is to try to hit the middle of the target and score more points than your opponents.
- Archery has two disciplines: target archery and field archery.

PART C

AN OVERVIEW OF SIMPLIFIED RULES FOR TARGET ARCHERY:

- Rules for Indoor:
 - o The face size of the target is 40 cm.
 - o The target is 18 m distance away from the archer.
 - o Each archer shoots 60 arrows in 20 ends; each end consists of 3 arrows, in a time limit of 2 minutes.
- Rules for Outdoor:
 - o The face size of the target is 80 cm or 122 cm.
 - o The distance between the shooting line and the target varies between 30 m and 90 m (depending on the competition).
 - o The archers have 4 minutes to shoot 6 arrows.
- Points are awarded depending on where the arrow strikes the target, ranging from the outer white ring to the inner gold ring (points range from 1 to 10).
- Arrows that strike the target on the line are awarded the higher score.

AN OVERVIEW OF SIMPLIFIED RULES FOR FIELD ARCHERY:

- Targets of varying marked or unmarked distances are set up in woodland and rough terrain.
- Four target face sizes are specified: 80 cm, 60 cm, 40 cm and 20 cm.
- Six target faces of each size are used on the course.
- Competitors shoot from 5m - 60m away, depending on the division, and at both uphill and downhill targets.

- Competitors walk from target to target around a set course.
- Points are awarded depending on where the arrow strikes the target, ranging from the outer black ring to the inner yellow spot (points range from 1 to 6).
- In 3D archery, a popular type of field archery, archers use life-size models of game animals such as deer as targets.

EXAMPLES OF HOW TO MODIFY RULES FOR DIFFERENT TEACHING ENVIRONMENTS AND ABILITIES

- Set up targets of different sizes and at different distances to allow for a diverse level of challenge (farther distance and smaller target makes the task more difficult).
- Before introducing the bows and arrows, incorporate some lead-up activities into the lesson to build the skills of aim and accuracy.
 - o Practice the proper stance and positioning of your shooting arm.
 - o Tape a hula hoop, disc, or use tape to make different size targets on the wall and try aiming to hit them from different distances with various equipment (e.g., small balls, scoops and bean bags).
- Remove the time limits associated with shooting a certain number of arrows to reduce pressure on students and allow more time for skill development.

For more information on rules, visit:
www.archerycanada.ca website or
www.archery.org



CANADIAN ATHLETE HIGHLIGHTS Marie-Pier Beaudet

- Born: December 12, 1986
- Birthplace: Québec, QC
- Event Type: Recurve Archery
- Youngest ever Canadian archer to qualify for the Olympics Games at age 17
- Won a silver medal at the 2007 Pan American Games
- Won a bronze medal at the 2010 Commonwealth Games



CANADIAN ATHLETE HIGHLIGHTS Christopher Perkins

- Born: May 1, 1992
- Birthplace: Athens, ON
- Event Type: Compound Archery
- Won the individual gold medal at the 2011 World Archery Championships
- Won his first senior World Archery competition while he was still a junior
- Is the defending 2013 Canadian Archery Champion
 - o Set a new world record (with a score of 715 out of 720) for a 720 round at 50 m with a compound bow during the Canadian National Archery Championships

PART C

CROSS-CURRICULAR CONNECTIONS

The resource is student-centred, providing students opportunities to MOVE, THINK, and LEARN and supporting the tactical understanding for target games. Adding cross-curricular connections is a great way to support student learning in other subject areas.

CROSS-CURRICULAR CONNECTIONS FOR ARCHERY

- History: Discuss the significance of the bow and arrow for Aboriginal peoples in Canada in the early 1800s. Ask students write a creative story about what life would have been like for their family to live at that time.
- Math: Addition (mentally calculating the score of each archer)
- History: Review the different uses of the bows and arrows and by different groups (from warfare, hunting to recreation and sport).



Supplementary Reading

RESOURCES

- LTAD Resource - [Shoot for Fun, Shoot to Excel, Shoot for Life](#)

WEBSITES

- [Archery Canada](#)
- [World Archery Federation](#)
- [International Field Archery Association](#)
- [International Paralympic Committee for Archery](#)

PROVINCIAL ASSOCIATIONS

- [British Columbia Archery Association](#)
- [Alberta Target Archers Association](#)
- [Saskatchewan Archery Association](#)
- [Archers and Bowhunters Association of Manitoba](#)
- [Ontario Association of Archers](#)
- [Fédération de Tir à L'arc du Québec](#)
- [Archers Association of Nova Scotia](#)
- [Archery New Brunswick](#)

BIG EVENTS

- World Cup
- World Championships
- Indoor World Cup
- Olympic and Paralympic Games

PART C

Summary of Activities

Archery, an unopposed target game, is the sport through which this resource will explore the tactical problems related to target games. The goal of target games is to send away an object and make contact with a specific target (Mandigo, Butler, & Hopper, 2007).

THE MOVE THINK LEARN ACTIVITIES TO SUPPORT THE DEVELOPMENT OF SKILLFUL TARGET GAME PLAYERS ARE SUMMARIZED IN THE TABLE BELOW.

<i>Tactical Focus</i>	<i>Move</i>	<i>Think</i>	<i>Learn</i>
Throwing for accuracy – implementing a pre-shot routine	Get in the Gold	<p>Student answers to the tactical questions after each game will inform the next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions.</p> <p>For more information to support development of the movement skills needed for archery, refer to the resources listed on page 6.</p>	
Throwing for accuracy – deciding when to shoot	Focus Focus		
Aim and accuracy for distance – estimating distance to a target	On the Mark		
Aim and accuracy for distance and direction – hitting targets uphill and downhill	High Low		Field Course
Aim and accuracy for distance – selecting equipment	You Got the Right Stuff		3D Indoor Team Challenge
Aim and accuracy in pressure situations	In the Zone		

PART

D

Move Think Learn Activities



MOVE



1: Get in the Gold

TACTICAL FOCUS:

Throwing for accuracy

OBJECTIVE:

Students will develop and practise implementing a consistent, pre-shot routine.

SPORT RATIONALE:

Good form is the foundation of accurate shot making in archery, and good form begins with a technically strong and balanced pre-draw position to initiate the sequence of movements. The ability of an archer to focus on and prepare for each shot in a consistent way is essential to maintaining accuracy.

PARTICIPANTS:

Pairs

EQUIPMENT PER PAIR:

- 1 target (e.g., brick on the wall, hoop, painted target)
- 1 hoop or bucket
- 2 pylons
- 3 self-selected objects that will not roll away (e.g., bean bags, koosh balls, fleece balls)
- lists of game conditions (see below) posted in the activity area

DESCRIPTION:

- Establish pairs and assign each pair to a target.
- Communicate to students the distance from each pylon to the target so they begin to recognize distance to a target. Students choose the distance from which they feel comfortable throwing.
- Students may choose the objects they would like to throw, but should choose three of the same objects that will not roll away.
- Pairs take turns throwing three objects overhand from behind a pylon, attempting to hit the target three times in a row.
 - One student throws; the second student chooses the condition for the thrower and retrieves the objects. The condition describes what the thrower will do before each throw. Students can refer to a list of conditions identified by the teacher and posted in the activity area. Conditions could include the following:
 - o Throw without moving your feet.
 - o Take a deep breath before each throw.
 - o Throw the three objects in a 10 second time limit.
 - o Count slowly to 10 before each throw.
 - o Do five tuck jumps before each throw.
 - o Visualize hitting the target before each throw.
 - The term end means that both students have had one turn throwing three objects. Continue play for four ends.
 - Pairs choose a different condition for each end.
 - Each student in the pair tries to score more points. The thrower scores 1 point for every three hits in a row on the target.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- When your partner changed the action before your throw, how did it affect your shot?
- What helped you to hit the target?
- What can you do before you throw to increase your chance of hitting the target?
- What weather conditions could affect your throw if you were practicing outside?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

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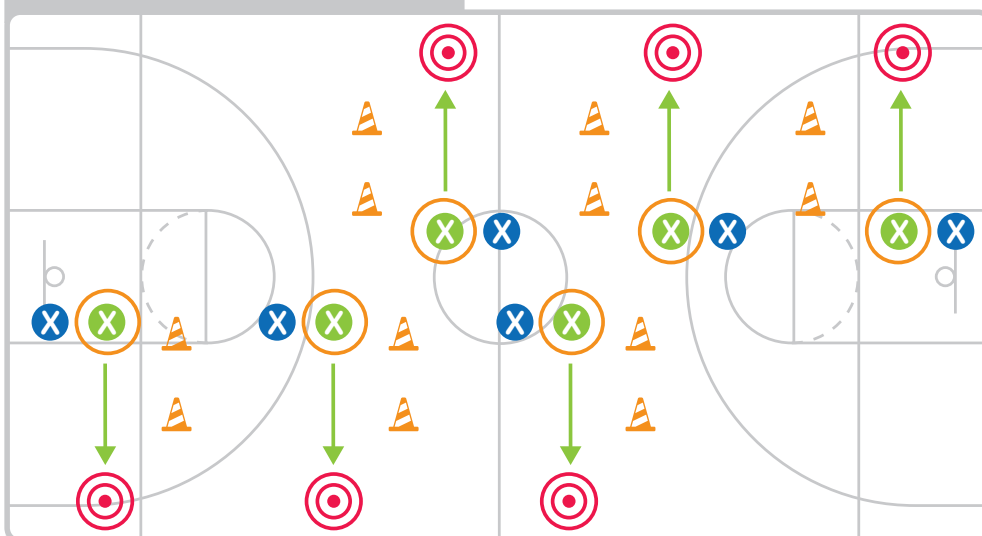
MOVE



1: Get in the Gold (continued)

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GET IN THE GOLD SET-UP



MODIFICATIONS:

- Increase or decrease the distances from which students throw.
- Increase or decrease the size of the target.
- Change the object students throw (e.g., half-lengths of a pool noodle).
- One of the pair moves on the spot in a moderate-to-vigorous way while the other throws.
- Students create new game conditions.

- Identify or place targets on the wall around the perimeter of the activity area at eye level/horizontal to the students.
- Place the pylons in front of the targets at intervals (e.g., a distance of 2 m, 3 m, and 4 m from the target) to designate the spots from which students can choose to throw.
- Place a hoop or bucket on the floor beside the pylons in which groups will place their three objects.
- Post lists of game conditions in prominent places.

TARGET
 THROWER
 RETRIEVER
 HOOP

MOVE



2: Focus Focus

TACTICAL FOCUS:

Throwing for accuracy

OBJECTIVE:

Students will determine the best time to shoot at a target.

SPORT RATIONALE:

During target archery competitions, archers must shoot their arrows for each end in a pre-determined amount of time (e.g., 2 minutes to shoot three arrows). Several factors may influence the choices archers make about when to shoot each arrow. The ability of an archer to focus on the shot and manage distractions is essential to maintain accuracy and safety in all conditions.

PARTICIPANTS:

Pairs

EQUIPMENT PER PAIR:

- 1 target (e.g., hula hoop or shoebox secured to a chair)
- 1 hoop or bucket
- 2 pylons
- 8–10 lightweight objects (e.g., ping pong balls, half-lengths of a pool noodle)

DESCRIPTION:

- Designate pairs and assign each pair to a target.
- Both students have three turns to throw objects overhand at a target from within the throwing area (three ends). Communicate to students the distance of the throwing area (e.g., 2 m – 5 m) from the target so they can begin to recognize distance to a target.
- The throwing student has 1 minute to throw the lightweight objects and attempt to hit the target. The thrower can hold and throw only one object at a time. The second student (the retriever) retrieves and returns the objects to the bin/hoop and keeps track of the number of hits.
- Create conditions that influence when each student will throw (e.g., open exterior doors to create a draft, play music at random intervals, set up targets outdoors on a windy day, encourage partners to clap and cheer for accurate shots).
- After each minute, the teacher signals for the students to switch roles and rotate one target to the right. Students must return all objects to the bin/hoop before rotating to the next target.
- Each student in the pair tries to score more points. The thrower scores 1 point for every hit on the target.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- What did you think about when deciding to throw?
- How did the conditions (e.g., wind, loud noises) affect your throw?
- How can you focus to make an accurate throw?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

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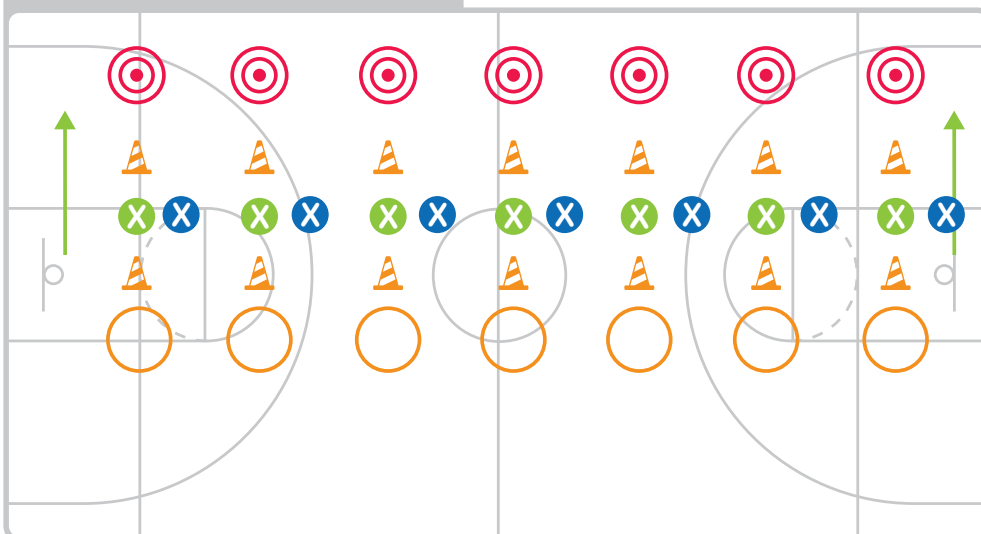
MOVE



2: Focus Focus (continued)

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FOCUS FOCUS SET-UP



MODIFICATIONS:

- Decrease the size of the target.
- Create a smaller target zone within the target worth more points (similar to outer and inner rings on an archery target).
- Increase or decrease the size of the throwing area.
- Increase or decrease the time students have to throw objects.

- Identify or create one target at eye level/horizontal to the students.
- Place all targets beside each other in a long line.
- Place the two pylons in front of each target at intervals (e.g., one pylon 2 m and the second one 5 m from the target) to designate a throwing area.
- Place the hoop or bucket behind the throwing area and put the lightweight objects in it.

TARGET **THROWER** **RETRIEVER** **HOOP**

MOVE



3: On the Mark

TACTICAL FOCUS:

Aim and accuracy for distance

OBJECTIVE:

Students will establish and practise a system for estimating distance to a target an unknown distance away.

SPORT RATIONALE:

Field archery, 3D archery, and bowhunting offer the challenge of having to determine the distance to a target. Over- or underestimating the distance to a target can significantly impact the accuracy of each shot. The ability to accurately estimate distance to a target and adjust the shot accordingly is critical to the success of an archer.

PARTICIPANTS:

Pairs

EQUIPMENT PER PAIR:

- target (e.g., paper taped to the wall, hoops secured to a chair, or objects in the environment such as a garbage can, bench, or fence post outdoors)
- pylon
- 6 objects that will not roll away (e.g., bean bags, koosh balls, fleece balls)
- 2 scorecards and pencils

DESCRIPTION:

- Establish pairs and assign each pair to a starting target. Each student selects three objects to throw.
- Each student records the estimated distance to the target (in metres) on the scorecard and then students take turns throwing objects overhand at the target.
- Each thrower can hold and throw only one object at a time.
- When both students have thrown their three objects, they each record their score for the target on the scorecard, retrieve the objects, and move to a different available target.
- Continue play until all pairs have thrown at eight different targets.
- Each student in the pair tries to score more points. The thrower scores 1 point for every hit on the target.
- Provide students with the actual distance to each target and have them return to the same eight targets for a second round to try to improve their score.

SAMPLE SCORECARD:

NAME:				
Target #	Estimated Distance	Actual Distance	Score Round 1	Score Round 2
1.				
2.				
3...				

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- How did your throw change when aiming at targets that were close compared to targets that were farther away?
- What else should you think about when deciding how to adjust your throw?
- How can knowing the distance to a target help increase the accuracy of shots?
- How can you determine the distance to a target?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

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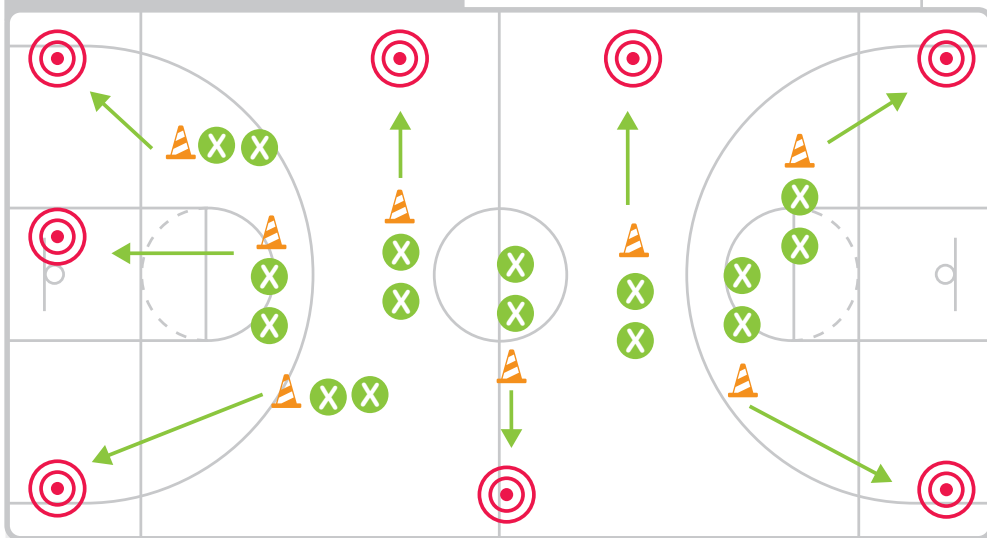
MOVE



3: On the Mark (continued)

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ON THE MARK SET-UP



- Identify or create one target for each pair around the perimeter of the activity area at eye level/horizontal to the students. Assign each target a number.
- Place a pylon to identify a throwing area for each target. Vary these distances for different targets.

TARGET **THROWER**

MODIFICATIONS:

- Increase or decrease the size of the target.
- Create a smaller target zone within the target worth more points (similar to outer and inner rings on an archery target).
- Place landmarks (e.g., pylons, chairs, poly spots) between the throwing area and the target to help participants estimate the distance to the target.
- Change the object students throw (e.g., half-lengths of a pool noodle).
- Implement a time restriction at each target.
- Ask students to throw the objects with the same speed for differing distances by changing the curve or arc of the throw.

MOVE



4: High Low

TACTICAL FOCUS:

Aim and accuracy for distance and direction

OBJECTIVE:

Students will determine how to adjust trajectory to accurately hit targets placed uphill and downhill.

SPORT RATIONALE:

Field archery, 3D archery, and bowhunting offer the challenge of having to aim at targets in a variety of positions including uphill and downhill. It is critical for archers to accurately estimate the distance to these targets and adjust their body position while maintaining good form to experience success.

PARTICIPANTS:

Pairs

EQUIPMENT PER PAIR:

- target (see set-up on next page)
- pylons
- hoop or bucket for each throwing area
- 6 objects that will not roll away per target (e.g., bean bags, koosh balls, fleece balls, half a pool noodle)

DESCRIPTION:

- Establish pairs and assign each pair to a starting target.
- Students take turns throwing objects overhand at the target. They have three minutes to throw as many times as possible at each target.
- The thrower can hold and throw only one object at a time.
- When the pair have thrown all objects in the hoop, they retrieve the objects, return to the throwing area, and continue throwing.
- Each student in the pair tries to score more points. The thrower scores 1 point for every hit on the target.
- After 3 minutes, the teacher signals the pairs to rotate to a different available target. Pairs must return the throwing objects to the hoop before moving to the next target.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- How did your throw change when aiming at a target above you compared to a target below you?
- How did taking your time affect your accuracy?
- What type of angle (trajectory) increases the chances of hitting a target above you or a target below you?
- How does the trajectory needed to hit an uphill target differ from that needed to hit a downhill target or a horizontal target?
- How can you estimate the distance to a target above you and a target below you?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

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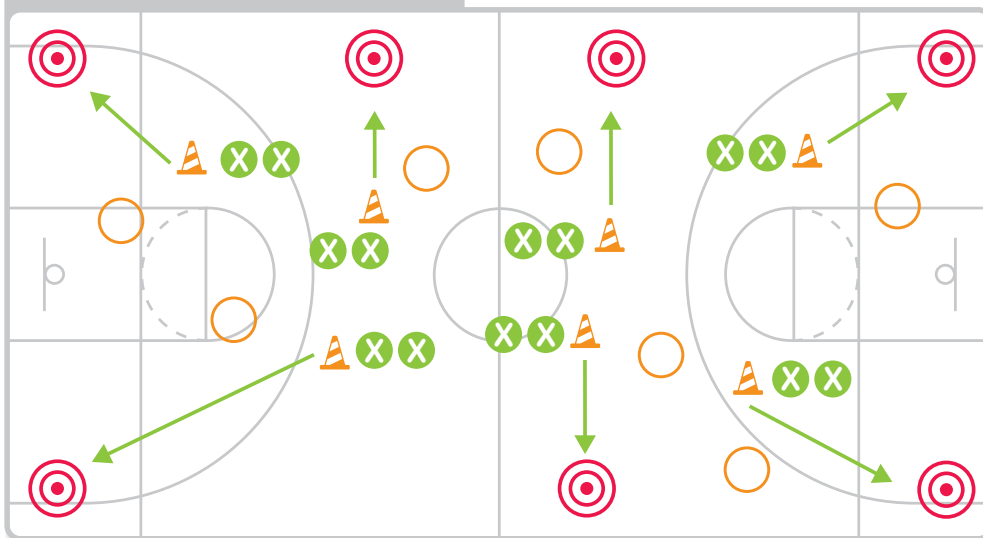
MOVE



4: High Low (continued)

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HIGH LOW SET-UP



MODIFICATIONS:

- Identify a smaller target zone (worth more points) within each target.
- Place landmarks (e.g., chairs, poly spots, equipment carts) between the throwing area and the target to help participants estimate distance.
- Increase or decrease the size of the target.

- Identify or create one target for each pair around the perimeter of the activity area, indoors or out.
- Targets should be higher (e.g., painted image on the wall, backboard of a basketball hoop, door frame, top of a post on the playground) or lower than where students will stand to throw. Where possible, make use of existing structures on which students can safely stand to aim downhill (e.g., bleachers, stage, bench, playground structure).
- Use pylons to identify a throwing area for each target, at varying levels and varying distances from the target.
- Provide a hoop or bucket near each throwing area to hold the 6 throwing objects. Students can use a variety of objects that will not roll away.

TARGET **HOOP** **THROWER**

MOVE



5: You Got the Right Stuff

TACTICAL FOCUS:

Aim and accuracy for distance

OBJECTIVE:

Students will determine the best object to throw to hit targets at varying distances.

SPORT RATIONALE:

Archers make decisions about the equipment to use based on their individual size and strength, the type of archery in which they are participating, as well as the conditions in which they will shoot. Having equipment well suited to an individual archer contributes to good form and accurate shots. Archers are not allowed to change the equipment they are using throughout a competition.

PARTICIPANTS:

Groups of 3–4

EQUIPMENT FOR EACH COURSE (2 GROUPS OF 3–4 STUDENTS PER COURSE):

- 3 targets (e.g., paper taped to the wall, hoops secured to a chair, or objects in the environment such as garbage cans, benches, or fence posts outdoors)
- 6 pylons/flags

EQUIPMENT FOR EACH STUDENT:

- 3 self-selected objects to throw (e.g., half-length of a pool noodle, bean bags, foam balls)

DESCRIPTION:

- Communicate to students the shortest and longest distance to the targets without indicating the distance to each target (e.g., longest target is 15 m from the throwing area, shortest target is 3 m).
- Each student must choose three of the same object to throw on the course.
- Divide students into groups of 3–4 and assign two groups to different targets on the same three-target field archery course.
- Students take turns throwing an object overhand at each target and try to score the most points. The thrower scores 1 point for each hit on target.
- Students can throw only one object at a time.
- After all group members have thrown three objects, participants retrieve their objects and advance to the next target in numerical order.
- Repeat the same three-target course for a second round. Allow students to choose a different object to throw, or to choose a variety of objects to throw.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- What did you think about when choosing your objects to throw at the targets?
- How did your choice of object affect your throws?
- Why should the choice of object be an individual choice?
- What makes some objects better for longer throws and some better for shorter throws?
- What object(s) will allow you to throw with accuracy?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

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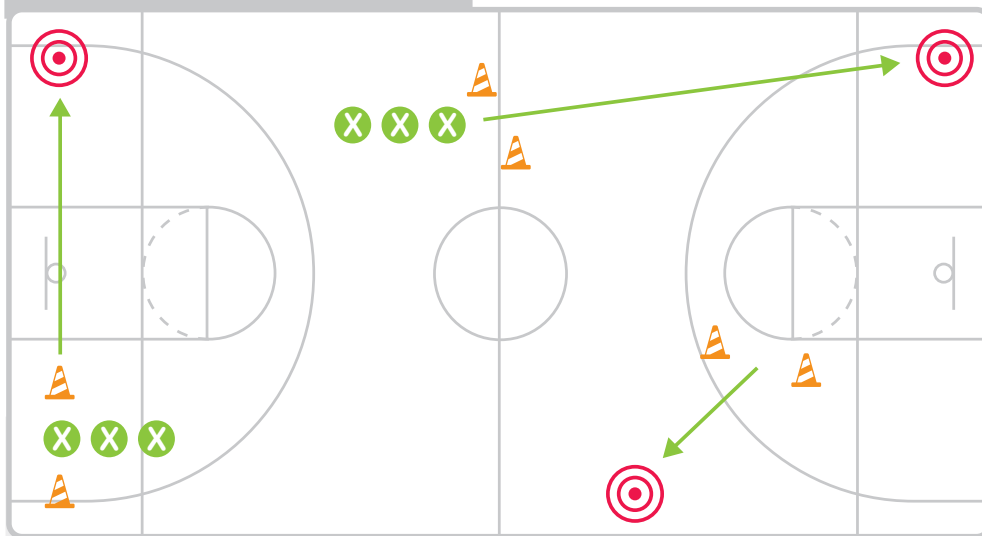
MOVE



5: You Got the Right Stuff

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YOU GOT THE RIGHT STUFF SET-UP



MODIFICATIONS:

- Create a smaller target zone (worth more points) within each target.
- Increase or decrease the size of the targets.
- Indicate the distance to each target from the throwing area.
- Provide scorecards to keep track of points.
- Provide an opportunity for students to design and create a 3-target field archery course.

- Create a 3-target outdoor field archery course for every 6–8 students (two groups per course). Where possible, make use of existing outdoor courses with targets (e.g., disc golf course).
- Set targets at varying distances and assign a number to each target.
- Identify a throwing area (approximately 2 m in length) for each target with pylons/flags. Ensure the throwing zone for each target is away from the previous target to eliminate the possibility of students getting struck by an object.



TARGET



STUDENT



MOVE



6: In the Zone

TACTICAL FOCUS:

Aim and accuracy

OBJECTIVE:

Students will determine how to maintain aim and accuracy in a pressure situation.

SPORT RATIONALE:

Archers participating in many disciplines (e.g., ski archery, run archery, 3D archery, bowhunting) are under pressure to make every shot count or incur a penalty (e.g., having to complete a penalty lap, injuring instead of killing prey). The ability to set up for and focus on every shot is critical to success.

PARTICIPANTS:

Pairs

EQUIPMENT PER PAIR:

- 3 pylons
- 3 foam balls
- 3 self-selected objects that will not roll away (e.g., bean bags, koosh balls, fleece balls)
- 1 hoop or bucket
- field pylons/ropes

DESCRIPTION:

1. Establish pairs and assign each pair to a throwing line.
2. Each pair chooses three objects that will not roll away to throw at the targets and places the objects in the hoop/bin at the throwing line.
3. One student throws three objects overhand at the targets, attempting to knock one foam ball off a pylon with each throw. The thrower can hold and throw only one object at a time.
4. In each end, the first ball knocked off a pylon is worth 1 point, the second ball worth 2 points, and the third ball worth 3 points for a total of 6 possible points. Missed throws count as zero.
5. While one student throws, the second student moves in a moderate-to-vigorous manner around a pre-determined track.
6. After throwing, the first student repositions the foam balls on top of the pylons, places the objects inside the hoop, and moves to the track to signal (e.g., high five) to the second student the switching of roles.
7. Once both students have completed two ends (approximately 4 minutes), they rotate to the next station.
8. Each student in the pair tries to score more points.
9. Repeat for three ends.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- What did you think about or consider before your first shot?
- How did the outcome of the first shot influence your preparation for the second and third shots?
- What can you do before each throw to increase your chances of hitting the targets?

NOTE: Student answers will inform next steps in learning. This process should provide an opportunity to develop the skills needed to carry out tactical solutions. This can include practising motor skills in a game-like context, and/or playing a modified version of the game to address areas for improvement, and/or replaying the game.

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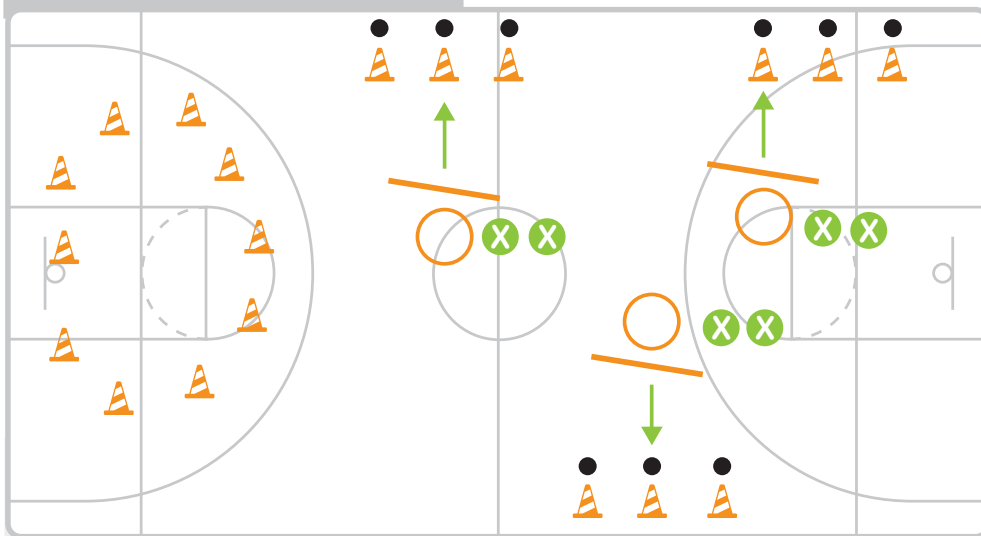
MOVE



6: In the Zone (continued)

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IN THE ZONE SET-UP



MODIFICATIONS:

- Play the game again. Students choose a different object to throw, or choose a variety of objects to throw.
- Students choose the size of the balls on top of the pylons (e.g., beach balls, tennis balls, golf balls).
- Increase or decrease the distance from the throwing line to the targets.
- Implement a time limit for each end (e.g., students have 20 seconds to complete 3 throws).

- Place three pylons 30 cm–60 cm apart, beside each other on the floor; place one foam ball on top of each pylon.
- Designate a throwing line with field pylons or ropes and indicate the distance to the target. One side of the throwing line can be closer to the target than the other to allow students to choose the distance from which they will throw.
- Place a hoop/bucket on the floor behind the throwing line to contain the pair's self-selected objects.
- Designate a "track" with pylons around which non-throwing students can move without interfering with throwing students.

○ HOOP X THROWER ● BALL

LEARN



1: Field Course

TACTICAL FOCUS:

Aim and accuracy

OBJECTIVE:

Students will throw with aim and accuracy to hit targets at varying distances to score points.

SPORT RATIONALE:

Field archery courses require archers to move along the terrain of a course, stopping to aim at targets uphill and downhill. Archers must develop the ability to adjust shooting positions while maintaining good form to successfully hit targets in a variety of locations.

PARTICIPANTS:

Two pairs in a group of 4

EQUIPMENT:

- targets (e.g., paper taped to the wall, hoops secured to a chair, or objects in the environment such as garbage cans, benches, or fence posts outdoors)
- pylons/flags
- 1 scorecard and pencil per pair
- 3 self-selected objects to throw per student (e.g., half-length of a pool noodle, foam balls, bean bags)

DESCRIPTION:

- Divide students into groups of four and identify two pairs within each group. Provide a scorecard to each pair. Sample field archery scorecards are available on the International Field Archery Association website by [clicking here](#).
- Communicate to groups the shortest and longest distance to the targets on the course without indicating the specific distance to each target. Students each choose three objects to throw.
- Assign each group to start at a numbered target. Groups will rotate through the targets in numerical order.
- Students take turns throwing their three objects overhand at the targets.
- Students in each pair work as a team to support each other and score as many points as possible. The pair scores 1 point for each hit on the target.
- The other pair in the group is not allowed to intentionally distract the thrower.
- After all group members have thrown, students retrieve their objects and advance to the next target.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

- What did you do to hit the targets?
- How does knowing the distance to a target affect how you throw?
- How did your performance at one target affect your throw at the next target?
- How can you prepare to throw an object when the target is in a different place each time?

TRANSFERABILITY:

You could play this game again with a focus on:

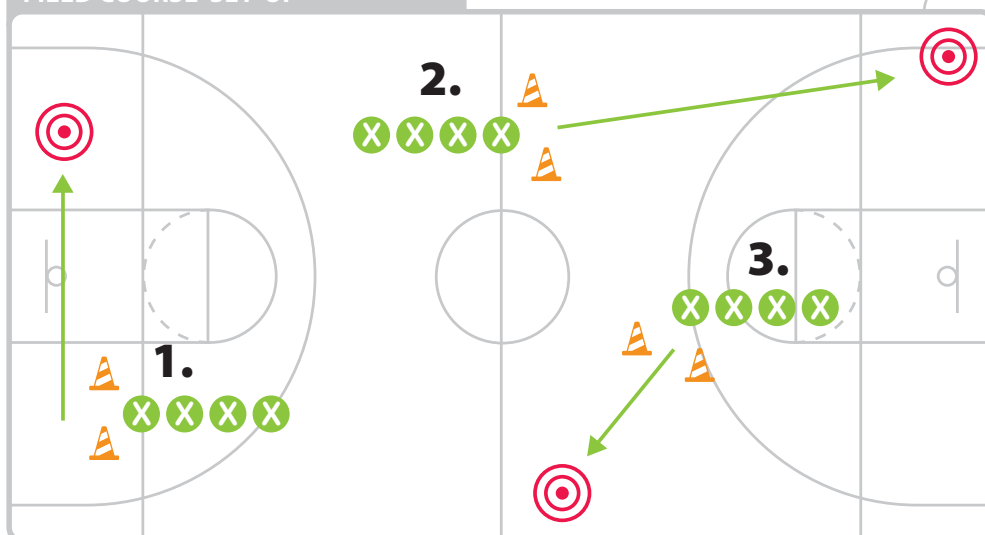
- disc golf – throwing a disc at the targets;
- golf – hitting a ball with a club at the targets.

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FIELD COURSE SET-UP



MODIFICATIONS:

- Create a smaller target zone (worth more points) within each target (similar to the rings of an archery target).
- Indicate the distance to each target.
- Students could design and create a field archery target for the course.

- Create an outdoor field archery course with one target for every four students plus two extra. Where possible, make use of existing outdoor courses with targets (e.g., disc golf course).
- Identify a throwing area (2 m in length) for each target with pylons/flags. Ensure the throwing area for each target is away from the previous target to eliminate the possibility of students getting struck by an object.
- Place targets uphill, downhill, and horizontal to the throwing area.
- Assign each target a number.

TARGET STUDENT

LEARN



2: 3D Indoor Team Challenge

TACTICAL FOCUS:

Aim and accuracy

OBJECTIVE:

Students will choose and aim at targets from unknown distances to score points.

PARTICIPANTS:

Groups of 6 (or 12 depending on class size)

SPORT RATIONALE:

3D Archery evolved from bowhunting and is an activity in which archers aim at 3D targets, usually life size representations of animal species that are hunted. The ability to estimate distance to a target, determine what part of the target to hit, and shoot with aim and accuracy is essential for success

EQUIPMENT NEEDED FOR EACH COURSE:

- 9 targets (see set-up on the next page)
- 12 objects that will not roll away (e.g., bean bags, koosh balls, fleece balls)
- 3 hoops or buckets
- 3 benches or ropes

EQUIPMENT NEEDED FOR EACH PAIR:

- 1 scorecard and pencil

DESCRIPTION:

- Establish groups of six and assign each group to a course. Divide each group into three pairs.
- In each pair, one student will be the thrower and the second student will be time keeper/recorder.
- Assign each pair to a throwing lane to start.
- The throwing student begins behind the throwing line in the lane. Throwers have no more than 30 seconds in each throwing lane
 - o to choose an object from the hoop,
 - o choose a target,
 - o estimate the distance to the target, and
 - o throw overhand before moving to the next lane.
- The second student monitors the time, giving warning if the thrower is taking too long and watches each throw to record the appropriate number of points on the scorecard.
- When all throwers in the larger group have thrown one object in each lane, they can retrieve the objects and rotate through to the next lane (with their partner).
- A hit on any target is worth 5 points, a hit in the smaller target zone (or a throw through the hole if cut out of the target) is worth 10 points, a miss is worth 0 points. Pairs must agree on the score to be recorded.
- Once the first thrower of the pair has thrown in all three lanes, students switch roles.
- Pairs work together to reach the highest cumulative score.
- Repeat for three rounds.

THINK



TACTICAL QUESTIONS FOR STUDENTS:

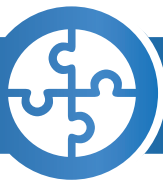
- What did you think about when choosing the target to aim at?
- How did you adjust your throw to hit targets in different zones?
- How did the distance to the target influence your choice of where to throw?
- How can scoring points for your group influence your choice about which target to hit?

TRANSFERABILITY:

You could play this game again with a focus on:

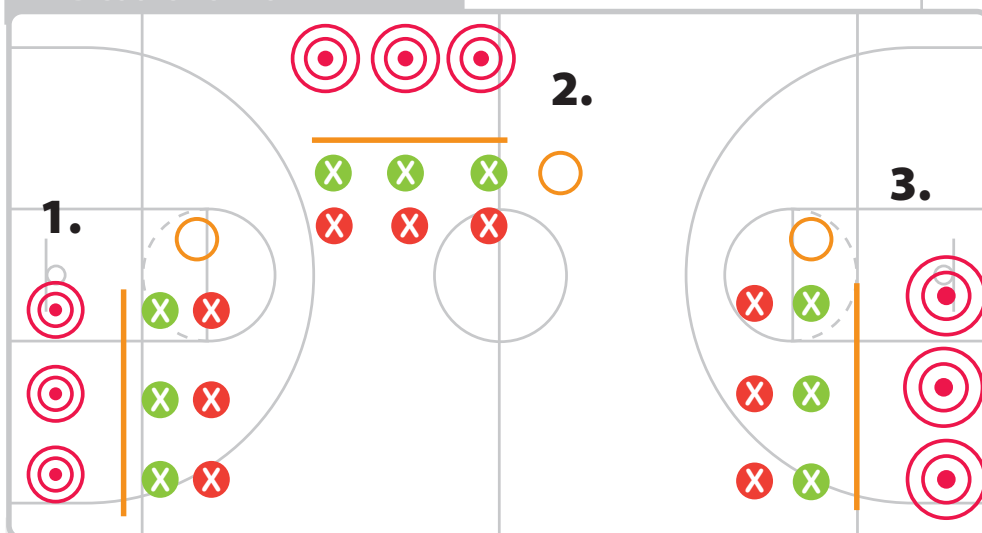
- bowling – rolling a ball at a target;
- golf – hitting a ball with a club at a target.

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FIELD COURSE SET-UP



MODIFICATIONS:

- Place targets of any size in each zone and adjust the scoring so small targets in zone 3 are worth more points than large targets in zone 1.
- Elevate some targets and place a box at the throwing line on which students can stand to allow for uphill and downhill throws.
- Use balls of various sizes (e.g., beach ball, exercise ball, omnikin ball) for the targets and challenge students to hit moving targets.
- Include landmarks (e.g., poly spots, field pylons) among the targets to help students estimate distance.

- Create one 9-target course for every group of 6 students.
- Each course will have 3 zones with 3 throwing lanes. Each zone will be 2 m–5 m farther away from the throwing line. Identify the throwing line for each throwing lane with a bench or rope. Place one hoop/bucket near each throwing line and place 4 objects inside each.
- Place 3 small targets (e.g., pylons) in the first zone, 3 medium targets (e.g., chairs) in the second zone, and 3 large targets (e.g., equipment cart, unfolded accordion mat standing on end) in the third zone.
- On each target, identify a smaller target zone the size of a tennis ball. If desired, use images of animal targets available on the International Field Archery Association website by [clicking here](#). A hole can be cut in the smallest target area on animal or paper targets, at which participants can aim.

TARGET
 THROWER
 RECORDER
 HOOP
 THROWING LINE