

Archery

DRC 2017

OVERVIEW:

The invention of the bow and arrow played an invaluable role in the progression and growth of the human race. Students will not only learn a history of archery; they will demonstrate basic safety and shooting techniques, applying their knowledge firsthand on our range.

OBJECTIVES:

Students will be able to:

-) Describe the history of the bow including native and modern hunters
-) Summarize the interdependence between native hunting, modern hunting, and our communities
-) List the major parts of the modern long bow and arrow
-) Explain the rules of range safety
-) Demonstrate the proper techniques for shooting

VOCABULARY:

Arrow	Arrow Rest	Bow
Dry Release	Firing Line	Fletching
Handle	Junior Long Bow	Nock
Nocking Point	Odd Flight	Quiver
Shaft	String	Target
Tip	Upper/Lower Arm	

MATERIALS:

Bows
Arrows

PROCEDURES:

1. Introduction: [Serrano Skills Challenge](#) (Archery 1)
 - A. Sit students on log in archery area
 - B. Ask students to name the native people who lived in the area long ago (discussed in Team Discovery Hike). *Serrano*. Ask them how Serranos got their food. *Hunting/gathering*. Ask what weapons were used in hunting. *Answers vary: spears, rocks, sticks, bows/arrows, and even guns. Address each briefly: guns invented much later, rocks/sticks/spears ineffective for large fast game like deer (too much strength needed and must be close range).*
 - C. Explain the bow and arrow was the weapon of choice. Why? *Bow/Arrow generates tremendous deadly power and accuracy even against fast targets long distances away.*
 - D. Ask students if they think young Serranos learned how to use bows and arrows. *Yes*. Ask if students believe young Serranos were born with bow/arrow skills. *No. They had to learn just like students will today.*
 - E. Emphasize that it's irrelevant whether students have used bow/arrow many times or never. They will learn 'technique' – how to send the arrow down the range with power and stick it into the target. Stress hitting a Bull's Eye as a bonus and consistent accuracy comes with practice. *Note: some students will get Bull's Eyes, but most will spray arrows all over. Cool either way.*
2. Equipment Discussion
 - A. Introduce archery equipment to students. As you are talking about each piece of equipment show the actual equipment.
 - B. Describe the **Junior Longbow**. What are the other types of bows? *Recurve and compound bows.*
 - C. Tell the students there are three rules of range safety. Introduce and emphasize the first rule of range safety: Always point the bow and arrow down range.
 - D. Point out the **upper/lower arm, the handle, the arrow rest** (flat portion of the handle for resting the arrow on), **the string**, and **the nocking point** (metal bead midway on the string). Make sure that while demonstrating parts of the bow, the bow is pointed down range at all times.

- E. Describe the **arrow** and its parts. **The shaft, the tip** (the end of the arrow serving as the point), **the nock** (the notch where the string on the bow is placed), and **the fletchings** (similar to feathers but made of plastic, used to help the arrow fly straight), including **the odd flight** (the odd colored fletching, placed facing away from the string on the bow).
- F. Introduce the features of the archery range:
 - i. **The firing line.** Introduce the second rule of range safety: *Never ever cross the firing line even when an arrow is dropped across.* If an arrow is dropped, do not bend down and reach for it! The firing line may only be crossed when the instructor has indicated “the range is clear” and has given explicit permission to cross the line. Also, there is only one firing line. Everyone will fire from the same line.
 - ii. **The quiver.** All arrows are kept in the quiver unless being shot.
 - iii. **The targets.** The targets at Archery 2 are much further away than the targets at Archery 1.

3. Shooting Procedure

- A. As you are teaching students, demonstrate the appropriate behavior accompanying each command. These directions are all range commands given to students as they shoot. They cannot take the next step until they hear the command.
- B. **Take your stance.** Students approach the firing line and stand perpendicular to the target with just their heads turned towards the target. Their feet should be about shoulder width apart. Remind them of the 2nd rule of range safety: never cross the firing line.
- C. **Pick up your bow.** Students pick up their bows with their non-dominant hand by the handle. Pretend to fist bump the target so the bow is lying horizontally as if on a table. The handle is next to their thumb, the string below their arm and in-between their bodies and the handle. Remind them of the 1st rule of range safety: the bow is always pointed down range.
- D. **Nock your arrow.** Pick up the arrow by the nock. Using the “rainbow” technique, put the arrow on top of the bow with the string in the notch of the nock and the odd flight facing upwards away from the “table.” If there is a nocking point on the string place the nock below the nocking point. Place the shaft on the arrow rest. Make sure the bow and arrow stay pointed down range at all times.
- E. **Place your fingers.** Make a peace sign with the dominant hand that is not holding the bow. Turn the peace sign palm up. From underneath the string, curl one finger around the string on either side of the nocked arrow. Only the fingertips, not the whole fist, should be wrapped around the string.
- F. **Fire when ready.** Turn the bow vertical, keeping the bow arm straight and parallel to the ground. Pull the string back all the way to the corner of the mouth with the elbow high, opening up the chest perpendicular to the target. To release the arrow, flick the fingers of the peace sign open.
 - i. *Note:* Archery 1 is not a proper archery range therefore arrows should never actually be shot while demonstrating at Archery 1. This provides an ideal opportunity to introduce the 3rd rule of range safety: *never dry release the bow.* This is when the bowstring is pulled back, but no arrow is nocked. The potential energy of the drawn bow is released back into the fiberglass of the bow instead of an arrow. This can potentially cause the bow to shatter or splinter.
 - ii. After the students have shot their first arrow, place the bow on the quiver and squat down.
- G. **You may shoot the rest of the arrows.** After all the students have shot their first arrow and squatted down, the instructor will go through all the range commands again followed by the command “you may shoot the rest of the arrows” indicating that the students may empty their quiver at their own speed. Once their quiver is empty, the students should place the bow on the quiver and squat down.
- H. **The range is clear. Retrieve your arrows.** With this command the students know that no one is holding a bow and it is now clear to walk down range to the targets. This is the one and only time the students are allowed to cross the firing line.
 - i. Students WALK to the target, brace one hand on the target, and with the other hand twist and pull the arrow out of the target. Pull from as close to the target as possible. Lay the arrows on the ground in a pile until all are collected.
 - ii. Place the tips of the arrows in the palm of the hand so the fist is covering the tips. Walk back to the quivers with the arrows behind your back like peacock feathers. Place the arrows in the quiver and have a seat.
 - iii. Review with the students the proper procedure by having students give the commands and tell the instructor proper technique. As an instructor, make common mistakes (but not a comedy show) to reinforce proper procedure. Make sure to reemphasize the rules of range safety.

4. Safety Discussion

- A. Make it clear that if students do not follow the safety rules they will not be able to participate.
- B. Review the rules of range safety:
 - i. Always point the bow and arrow down range.
 - ii. Never cross the firing line.
 - iii. Never dry release the bow.
- C. Whenever the students hear “FREEZE” they must immediately stop whatever they are doing. If they are holding the bow and arrow have the students gently place them on the quiver.
- D. Students must always be walking when in the archery range.
- E. When it is not a student’s turn they must wait quietly while seated on the log. Explain to the students why they should not distract the archers that are shooting.
- F. Have all students give a verbal contract by giving a thumbs up if they agree to follow all safety rules and understand they will have to sit out a round of shooting or longer if they break these rules.
- G. Move entire group (and personal items) to Archery 2.

5. Shoot Those Arrows! (Archery 2)

- A. Seat students on downed logs. Before students have their turn, review the shooting procedure and basic safety rules. Demonstrate the shooting procedure, this time actually releasing an arrow into the target. Remember to demonstrate retrieval.
- B. Divide the students into groups that are as even as possible and fit the number of targets available at the range.
- C. Students take turns shooting arrows.
- D. Debrief: Think about your shooting experience. Was shooting the bow what you expected? Was it easier or more difficult than you thought it would be? Share with a partner. What would happen if you had more practice?

6. Wrap Up

- A. [*What?*] Concisely review the major points of the lesson, all the way back from the introductory activity.
- B. [*So what?*] What was important for you to discover from the lesson? Why was it important for all of us to take this class?
- C. [*Now what?*] What can you now do with this information? What changes can you make in your life? What can you teach to others? Who will you tell? What will you say?
- D. Pass out beads after all students have contributed.

THINGS TO THINK ABOUT:

Special Needs: Left handed students: Students stance will be facing the opposite direction. Student must grab the bow with their right hands and flip the bow for the proper arrow rest.

Time Fillers: Bulls eye contest with the students. Use points for different colored rings on the targets.

Challenge the class against the instructor.

Weather: Teach all the steps and procedures inside until the students are ready to shoot.