

DOWNEY UNIFIED SCHOOL DISTRICT
Instructional Services

MIDDLE SCHOOL COURSE OUTLINE

Course Title: Physical Education

Grade Level: 6

Prerequisites: None

Course Description:

The aim of physical education is to promote total physical fitness through selected activities designed to meet the developmental characteristics and needs of each student. The Physical Education Department will offer activities and experiences leading to the social, mental, emotional, and physical development of the individual student.

Students in grade 6 will develop a variety of physical education objectives according to more specific goals. Now accuracy and speed, focus on targets, eye-hand, eye-foot, and other forms of coordination begin to come together. Students combine various skills with social development which is required for cooperative effort toward a common goal. Knowledge and application of lifetime fitness as well as personal conditioning will be introduced.

Emphasis at Grade 6: Working cooperatively to achieve a common goal.

PROGRAM GOALS

Physical Activity - To develop interest and proficiency in movement skills to lifelong participation in physical activity.

Physical Fitness and Wellness - To develop and maintain the highest level of physical fitness and wellness necessary to meet the demands of high-level physical performance during work, play, and emergency situations.

Movement Skill and Movement Knowledge - To develop increasingly effective motor skills and to understand the fundamentals of movement by practicing and analyzing purposeful movement.

Social Development and Interaction - To develop appropriate social behaviors by working independently and cooperatively during planned physical activity.

Positive Self-Image - To develop and maintain a positive self-image through planned physical activities.

Student Performance

Objectives for this

Course:

PHYSICAL ACTIVITY

Students will

1. explain the general rules of the various activities in which students will participate.
2. participate at a grade-appropriate level in a wide variety of activities.

Physical Education - continued

PHYSICAL FITNESS AND WELLNESS

Students will

1. demonstrate 6th grade minimum standards for the 1/2 mile, mile, sit and reach, sit-up, pull-up, and sum of skinfolds (optional).
2. measure resting and exercise heart rate by taking their own pulse.
3. define physical fitness and explain each component of fitness.
4. identify proper warm-up techniques.
5. demonstrate the relationship between nutrition and exercise.

MOVEMENT SKILL AND MOVEMENT KNOWLEDGE

Students will

1. demonstrate the skills listed for each sport (refer to P.E. activity unit outlines, beginning on page 5).

SOCIAL DEVELOPMENT AND INTERACTION

Students will

1. participate in class activities that focus upon gaining appreciation for the individual differences among students.
2. identify strengths of character and/or performance in other individuals.
3. recognize the role games, sports, and dance have in getting to know and understand people of diverse cultures.

SELF-IMAGE

Students will

1. demonstrate moral development by participating fairly in dual competition.
2. demonstrate self-direction, independence, and the ability to evaluate achievement.
3. demonstrate positive self-image through proper physical education attire.

Physical Education - continued

Instructional Strategies

- Directed lessons
- Lectures
- Skills rubrics
- Study guides
- Journals/self-check lists
- Progress charts
- Cooperative learning & student center
- Computer utility programs
- Demonstrations
- Performances
- Audio-visual materials
- Portfolios
- Games strategies

Instructional Units

<u>Weeks</u>	<u>Unit</u>
3-4	Soccer Lead-Up/Modified Soccer
3-4	Volleyball Lead-Up/Modified Volleyball
3-4	Basketball Lead-Up/Modified Basketball
3-4	Flag Football Lead-Up/Modified Flag Football
3-4	Softball Lead-Up/Modified Softball
2-3	Individual Sport Units <ul style="list-style-type: none">a. Track and Fieldb. Gymnasticsc. Archeryd. Fitness Training
2-3	Combative Units <ul style="list-style-type: none">a. Wrestlingb. Introduction to Self-Defense

Physical Education - continued

Instructional Units - continued

<u>Weeks</u>	<u>Unit</u>
2-3	Recreational Units
	a. Hockey
	b. Frisbees
	c. Paddle Tennis
	d. Croquet
	e. Badminton
	f. Jai Lai
	g. Cricket
	h. Shuffleboard
	i. Horseshoes
	j. Yolf
	k. Hackey Sack
	l. Juggling
2-3	Dance Unit
2-3	Field and Large Game Units
2-3	Cooperative Games Unit
	a. Project Adventure
1-2	Health Unit
	a. Nutrition
	b. Drug and Substance Abuse
	c. Alcohol

Evaluation

Student progress will be evaluated by:

Class participation

Student performance

Class preparation

Teacher evaluation

Teacher observation

Written tests

Skills test

Oral tests (for evaluation of LEP, special education students)

Homework

Contracts

Improvement (through pre- and post- testing)

Portfolios

DOWNEY UNIFIED SCHOOL DISTRICT
Middle School Course Outline

Course Title: Basketball
Grade Level: 6
Prerequisites: None
Course Description:

**Student Performance
Objectives for this
Course:**

Students will

1. identify and discuss the basic rules of basketball.
2. demonstrate knowledge in the brief history of Basketball.
3. discuss how spin can be applied to basketball (by applying force off center).
4. demonstrate the following correct techniques for the following techniques:
 - a. passing
 - b. dribbling
 - c. shooting
 - d. catching and holding the ball

Basketball - continued

Instructional Strategies

Instructional Units

Weeks Unit

- A. Brief history of the game
 - a. Dr. James A Naismith, inventor of basketball
 - b. Basketball invented in Springfield, Massachusetts at Y.M.C.A. College
 - c. Invention Date - January 20, 1892
 - d. First rules were a combination of Lacrosse and football

- B. Purpose of the game and general game concepts

- C. Basic Rules of the Game
 - a. Length of game
 - b. Players
 - c. Play
 - d. Boundary lines
 - e. Scoring and timing

- D. Basic Terminology
 - a. Teamwork
 - b. Dribble
 - c. Foul
 - d. Pass
 - e. Field goal
 - f. Shooting a basket

- E. Basic Movement Skills
 - a. Lateral movement
 - b. Explosive sprinting/jumping

- F. Basic Fundamental Skills
 - a. Passing
 - b. Catching and holding the ball
 - c. Dribbling
 - d. Shooting

- G. Practice Related Drills
 - a. Baskets in a minute

Basketball - continued

Instructional Units - continued

Weeks Unit

- H. Lead-Up Games
 - a. Horse
 - b. "21"
 - c. Dribble tag
 - d. Around the world
 - e. Sideline basketball (passing only)
 - f. Relays

Evaluation

Student progress will be evaluated by:

Written quiz
Skills test
Teacher observation
Social skills

Materials and Resources

Course Title: Volleyball

Grade Level: 6

Prerequisites: None

Course Description:

Student Performance

Objectives for this

Course:

Students will

1. demonstrate the following correct techniques for the following skills:
 - forearm pass
 - underhand serve
2. describe the basic rules for volleyball.
3. demonstrate basic rotation for the volleyball.
4. demonstrate knowledge in the brief history of volleyball.

Volleyball - continued

Instructional Strategies

Instructional Units

History - (4) key points:

game originated in the United States in 1895
started at YMCA
business man's game
inventor, William C. Morgan

Weeks Unit

- A. Brief History
- B. Conditioning Aspects
 - a. Stretching
 - b. Drills
- C. Basic Game Concepts
 - a. Court
 - b. Safety
 - c. Equipment
- D. Basic Movement Skills
 - a. Stance
 - b. Lateral movement
 - c. Back pedal
 - d. Forward movement
- E. Basic Fundamental
 - a. Underhand serve
 - b. Forearm pass skills
- F. Practice Related Drills
- G. Take Lead-Up Games

Evaluation

Student progress will be evaluated by:

Brief written tests
Basic skills test

Course Title: Soccer
Grade Level: 6
Prerequisites: None
Course Description:

**Student Performance
Objectives for this
Course:**

Students will

1. verbally use and define the basic terminology associated with the game of soccer.
2. demonstrate the following skills and techniques: kicking, trapping, dribbling, throw-in.
3. identify basic rule(s) governing the skills in which the students will participate.
4. recognize and accept differences in games/drills through peer teaching and group interaction.
5. use proper safety precautions.

Soccer - continued

Instructional Strategies

Instructional Units

Weeks Unit

- A. Conditioning Aspects
 - a. Running
 - b. Stretching

- B. Terminology
 - a. Clear
 - b. Dribble
 - c. Throw-in
 - d. Trap

- C. Basic Rules Pertaining to Skills Taught

- D. Basic Game Concepts
 - a. Equipment
 - b. Safety

- E. Fundamental Skills
 - a. Kicking
 - 1. Inside of foot push pass
 - 2. Instep
 - b. Trapping (receiving)
 - 1. Sole of foot
 - 2. Inside of foot
 - 3. Chest
 - c. Dribbling
 - 1. Inside of foot
 - 2. Outside of foot
 - d. Throw-in (standing throw-in)

- F. Soccer lead-Up Games

Soccer - continued

Terminology

- Clear:** Playing (kick or head) the ball a great distance attempting to move it out of a danger area.
- Dribble:** The technique of the player moving the ball with the foot so that he/she maintains control while moving from one spot to another.
- Throw-in:** The technique used for restarting the game when it goes out of play, over the sideline.
- Trap:** The technique used for receiving the ball and bringing it under control.

Equipment

- Soccer ball
- Two goals
- Colored vests

Lead-up Games

Ball Out: (7) players have one ball each in a large rectangular area while the remaining players are waiting on the edge of the area. On the command "GO", the players run into the area, dispossess the ball from the dribblers and kick them out of the area. Once a dribbler loses his/her ball, they must find a teammate and offer themselves as a target for a pass. Time is kept until every ball is removed from the area. Teams switch roles and play continues with each trying to achieve the longest time in possession.

Hit the Cone: Group players in pairs with one ball and one cone per pair. Players position themselves from 5-20 yards apart with a cone in between. They take turns trying to hit the cone with the ball utilizing the inside of the foot kick. Since players are kicking the ball toward each other, while trying to hit the cone, there should be little need to spend time retrieving the ball. Points may be kept.

Kick-Out: Each player starts in a circle with a ball. On the command "DRIBBLE", everyone dribbles. Then at the moment when everyone is not bunched up, the command "GO" is given. Players then must keep their ball in the circle while trying to knock other player's balls out of the circle. Once a player's ball leaves the circle, for whatever reason, that player is eliminated and stays out of the circle. The winner is the last remaining player.

Variation: If no winner is desired, players can stay out for a short time, then return.

Soccer - continued

Kick-Out - continued

Teaching Points: Caution players to not kick each other's ankles or legs. Players may be tempted to leave their ball alone while going after other players. If they do, the teacher can warn them and subsequently kick their ball out.

Ladder: Three players (defenders) are separated into three 10 x 10 yard grids in a row. One player, the dribbler, with a ball attempts to progress past each player (defender) one at a time. If the dribbler gets past one grid, then he or she continues to the next grid, etc. Should the defender win the ball, he or she becomes the dribbler and the dribbler becomes the defender. Defenders cannot leave their grid to chase.

Teaching Points: Should dribblers not experience success, enlarge the grids. Rotate the defenders if they are in a grid too long, or shrink the grids. A goal and a goalie can be added after the last grid which will then allow for a culminating shot.

Four-Goal Dribble: Set up two teams, with three to eight players each, and play a game with four goals. Each team defends two of the goals and attacks the other team's two goals. The goals are placed at four corners of playing area. Each goal can have a goalkeeper, or can be just made smaller and not have a goalie.

Variation: Allow teams to score from both side of the goals. Move the goals into the playing area a short distance, so that the ball can be played from the backside of the goal and not be out of bounds.

2 V 2: One pair of players play against another pair attempting to score goals. Each team utilizes only one side of a small goal (4 feet wide) and can only score from their side. Anything else is a pass.

Scramble: Three to five goals are set up with goalkeepers. Five to ten players are given three balls and attempt to score goals. There are no teams, thus players function independently. Players without a ball attempt to gain possession of a ball and in so doing prevent others from scoring. If a player scores a goal or misses, play continues. If the goalie catches the ball or stops a shot, he/she trades places with the player who shot it. There is virtually no need for boundaries. Goalies can return the ball to play by throwing or punting it.

Course Title: Football
Grade Level: 6
Prerequisites: None
Course Description:

**Student Performance
Objectives for this
Course:**

Students will

1. identify differences in equipment and basic rules between flag football and touch football.
2. take proper safety precautions.
3. demonstrate the various skills and techniques including: 3 point stance, upright stance, ball carrying, hand-offs, passing, receiving, flag pulling (tackling), two-hand touch, and snapping the ball.
4. verbally use and define the basic terminology associated with the game of flag football.

Football - continued

Instructional Strategies

Instructional Units

WeeksUnit

- A. Terminology
- B. Conditioning Aspects
 - a. Stretching
 - b. Agilities
- C. Basic Game Concepts
 - a. Equipment
 - b. Safety
- D. Basic Rules of the Skills (discuss when appropriate)
- E. Fundamental Skills
 - a. 3 point stance, upright stance
 - b. Ball carrying
 - c. Hand-offs
 - d. Pass and receive
 - e. Snapping the ball
 - f. Techniques of flag pulling and touch
- F. Football Terminology
 - a. Hand-offs
 - b. Spiral
 - c. Forward pass
 - d. Turnover
 - e. Reception
 - f. Interception
 - g. Lateral Pass
 - h. Incomplete pass
 - i. Touchdown
 - j. Fumble

Course Title: Yolf
Grade Level: 6, 7, 8
Prerequisites: None
Course Description:

**Student Performance
Objectives for this
Course:**

Students will

1. discuss the introduction of yolf.
2. demonstrate and discuss the basic rules of yolf.
3. demonstrate proficient skills in the following areas: putting, pre-swing fundamentals, full-swing techniques, special shots, and strategies.
4. recognize and accept differences in game/drills through peer teaching and group interaction.
5. identify and discuss related terminology.
6. demonstrate proper safety techniques and proper etiquette of yolf.

Yolf - continued

Instructional Strategies

Instructional Units

Weeks Unit

- A. Introduction to "Yolf"
- B. Conditioning Aspects
 - a. Stretching
- C. Rules and Etiquette of Yolf
- D. Basic Game Concepts
 - a. Course markings
 - b. Safety equipment
- E. Skills and Techniques
 - a. Putting
 - 1. Grip
 - 2. Stance
 - 3. Alignment
 - 4. Reading greens
 - 5. Rules and etiquette
 - b. Pre-swing
 - 1. Grip
 - 2. Club face alignment
 - 3. Body alignment
 - 4. Stance
 - 5. Target
 - c. Full-swing
 - 1. Backswing
 - 2. Downswing
 - 3. Follow-through
 - 4. Balance
 - d. Special shots
 - 1. Chipping
 - 2. Sand trap shots
 - e. Strategies (best taught on the "yolf" course deemed most appropriate for learning)
- F. Terminology
- G. Games/Drills

Yolf - continued

Introduction

Yolf: Yard yolf

Objective of the game: Hit your yolf ball into the yole (hole) using the fewest number of yokes (strokes).

You must avoid penalty areas, you must hit around obstacles and follow designated fairways.

At the end, the yolfer with the fewest yokes wins.

Yolf Rules

- Rule #1 You may move your yolf ball up to one yolf club head length sideways or backwards in order to improve your lie.
- Rule #2 Always mark your yolf ball or move it out of another yolfers way if he or she asks you to do so. This rule is only enforced on yolf shots and yutts located close to the yole. Then replace your yolf ball in it's original spot before you hit your next yolf shot.
- Rule #3 After all yolfers have hit their first shot or yee shot, the yolfer furthest from the yole always goes first. The same format continues until all yolfers in the group have hit their yolf ball into the yole. Always remove your yolf ball after it drops into the yole or is declared a yimme (gimme) by your competitor, so it doesn't interfere with the other yolfers shots.
- Rule #4 Be sure to explain all designated penalty areas before each yee shot on every yole. Example: on yole #3 before you yee off, you might designate an area as a water yazard (hazard). So if your yolf ball touches the penalty area, you must add on a yoke (stroke) to your score because your yolf shot landed in penalty.
- Rule #5 There are two methods for dealing with penalty areas. The first is to simply return your yolf ball to the point at which it first crossed into or touched the penalty area. The second method makes the game a bit more challenging because you would have to return your yolf ball back to its original position where you hit it. Add penalty yoke to your score.
- Rule #6 Take turns going first, replace all yivots allowed per yolfer per round.
- Rule #7 Most important rule of them all. ALWAYS LAUGH AND HAVE FUN!

Yolf - continued

Terminology

Yolfer	Yolfer
Yolf pro	Professional yolf player
Yolf course	Yolf playing area
Yimple	Dimple on the yolf ball
Yee shot	First shot of the course
Yoke	Stroke
Yutt	Putt
Yeagle	Eagle - two strokes under par
Yirdie	Birdie - one stroke under par
Yar	Par - standard score for a score
Yogey	Bogey - one over par score
Double yogey	Two over par score

Course Title: Shuffleboard
Grade Level: 6
Prerequisites: None
Course Description:

Student Performance Objectives for this Course:

Students will

1. demonstrate the following correct techniques in these skills: pushing the disc, scoring.
2. describe the rules for shuffleboard.
3. recognize and accept differences during games/drills through peer teaching and group interaction.
4. identify and discuss related terminology.
5. demonstrate proper safety techniques and etiquette for shuffleboard.

Shuffleboard - continued

Instructional Strategies

Instructional Units

<u>Weeks</u>	<u>Unit</u>
	A. Conditioning Aspects
	a. Stretching
	B. Basic Game Concepts
	a. Court
	b. Equipment
	c. Safety
	C. Fundamental Skills (Teach in sequence when possible)
	a. Pushing disc
	b. Scoring
	D. Terminology
	a. Cue
	b. Hesitation shot
	c. Round
	d. Head of court
	e. Foot of court
	E. Drills on Skills
	G. Games

Evaluation

Student progress will be evaluated by:

Written tests

Skills tests

Shuffleboard - continued

Basic Sport Concepts

Court:

Equipment:

Cue: Stick used to propel discs toward target. Measuring (6) feet, (3) inches.

Disc: Two sets of discs, four in each set. One red and the other black. The discs are 6" in diameter and 3/4" to 1" thick.

Safety: Players are to use their cues on their discs only. Players are to make sure all players are at the same end of the court before beginning play.

Fundamental Skills

Pushing the disc: In executing the push or forward thrust of the cue, it is important to place the cue against the disc before the pushing action begins. Do not jab at the disc, this will result in a loss power.

Learning Cues: The handle is held at the end, weight is forward on the feet, body weight slightly forward. Push by straightening out the elbow, the opposite foot steps forward, the arm straightens and follows-through toward the target, with knees flexed.

Scoring

The scoring area contains one 10-point area, two 8-point areas, two 7-point areas, and one 10-Off area. In order to count, a disc must lie entirely within one of the scoring areas with no part of the disc touching any side line, except that the separation line in the 10-Off area is not considered. A game may end at 50, 75, or 100 points. Play continues until all discs have been shot, even if game point has been reached during the early part of a half round. In match play, the winner is determined on the basis of the best two out of three games.

Shuffleboard - continued

Terminology

Cue:	Stick used to propel discs toward the target.
Hesitation Shot:	This is illegal. The forward motion of the disc must be continuous (no starting or stopping during the attempt).
Head of Court:	The end of the court from which play starts to begin a match.
Foot of Court:	The end of the court opposite the head.
Round:	The playing of all discs from one end of court and back constitutes a round.

Drill on Skills

Have students line up in squads, one behind the other. Place one student at the end of the court to retrieve discs and push them back to students awaiting their turn. Rotate students from pushing position to retrieving position.

Place discs in different scoring areas, and allow the students to practice pushing the disc out of the area with their own disc.

Practice shooting for position. Develop "feel" for the push by attempting to push the disc to various boxes. Begin with no competition and then add competition.

Course Title: Archery
Grade Level: 6, 7, 8
Prerequisites: None
Course Description:

Student Performance Objectives for this Course:

Students will

1. demonstrate the following correct techniques for the following skills: stringing a bow, use of safety commands and equipment, basic shooting steps, retrieving arrows, scoring.
2. describe the rules for archery.
3. demonstrate proper safety techniques and etiquette for archery.
4. identify and discuss related terminology.
5. demonstrate knowledge in the history of archery.
6. recognize and accept differences during shooting, through peer teaching and group interaction.

Archery - continued

Instructional Strategies

Instructional Units

Weeks Unit

- A. Brief History of Archery
- B. Conditioning Aspects
 - a. Stretching
- C. Basic Sport Concepts
 - a. Target and shooting area
 - b. Equipment
 - c. Safety
- D. Fundamental Skills (Teach in sequence when possible)
 - a. Stringing a bow
 - b. Retrieving arrows
 - c. Ten basic steps to shooting
 - d. Scoring
- E. Terminology
 - a. Addressing the target
 - b. Anchor point
 - c. Arm guard
 - d. Arrow rest
 - e. Bow arm
 - f. Index feather
 - g. Draw
 - h. End
 - i. Finger tab
 - j. Hen feathers
 - k. Hold
 - l. Nock
 - m. Nocking point
 - n. Notch
 - o. Over draw
 - p. Point
 - q. Pinch
 - r. Plucking
 - s. Quiver
 - t. Release
 - u. Round
 - v. Shaft
 - w. Target face

Archery - continued

Instructional Units - continued

Weeks Unit

- F. Shooting
 - a. 10 yards
 - b. 20 yards

- G. Games
 - a. Flu-flu arrows
 - b. Balloons
 - c. Archery yolf

Evaluation

Student progress will be evaluated by:

Written tests

Skills tests

Archery - continued

Nature and Purpose

For the past several years, not only has interest in archery grown tremendously throughout the world, but many schools and colleges include archery in their physical education programs. Consequently, archery has become a modern sport form. In the 1972 Olympic Games held at Munich, archery appeared as an Olympic event for the first time. Several archers from the United States have captured Olympic medals and medals from other international competitions.

Archery is an easy-to-learn activity, and it is possible for both sexes of all ages to develop proficiency in archery skills in a relatively inexpensive and can be practiced year-round. The benefits of archery are both physical and emotional.

Basic Sport Concepts

Target: The four color target is used for the majority of rounds shot in target archery. It is made of paper, heavy paper, toughened paper, and oil cloth.

	<u>Color</u>	<u>Point Value</u>
A.	Gold	9
B.	Red	7
C.	Blue	5
D.	Black	3
E.	White	1

The petticoat has no point value and is not recorded as a hit.

Arrow: The arrows are made of fiberglass or aluminum shafts with insert target points. The nocks are plastic or nylon. The fletching is made of feathers or a synthetic material.

Bow: The bows are made of laminated woods and glass. The design is that of a re-curve to a full working re-curve bow.

Arm Guard: Arm guards are made of leather, leather with steel reinforcement, plastic, and in some cases, wood.

Finger Tab: Finger tabs are made of leather or plastic. They are made in one or more layers of material.

Archery - continued
Basic Sport Concepts - continued

Quivers: Quivers are made of leather, plastic, metal, pressed paper, or wood.

Safety: Check bow and string to see if it is properly placed at both ends. Shoot **only** at the target. Don't draw the bow.....

Fundamental Skills

Stringing the Bow:

(Push-Pull Method)

1. Take the bow handle in your left hand with the back of the bow toward you.
2. Holding the left arm in front of the body and angling the bow's upper limb toward the right, place the lower nock against the instep of the left foot, but not touching the ground.
3. Place the right hand on the upper limb just below the upper loop of the bowstring; then keeping both arms straight, pull with the left hand and push with the heel of the right hand, and slide the string into the upper nock with fingers. While stringing, keep your face away from the bow.

(Step-Through Method)

1. Hold the bow in your right hand and the string with the other hand.
2. Place the back of the lower limb of the bow across the handle of your left foot.
3. Step through the bow with your right thigh.
4. Place the bow handle high on your right thigh.
5. Press the upper limb of the bow forward with the open right hand and slide the string in the nock with the left hand. Always check both notches for proper string insertion and alignment after each stringing.

Shooting - Ten Basic Steps:

Step #1 Establishing Proper Stance

The stance establishes the foundation of good archery form. The archer's weight should be equally distributed upon both feet, and the knees should be locked to maintain balance. Once you decide on a stance - you should take the same stance each time you shoot.

1. *Square Stance* - The archer's feet straddle the shooting line with both feet parallel to each other, and toes line up with the center of the target. The body should be upright with head turned toward the target.
2. *Open Stance*

Archery - continued

Fundamental Skills - continued

Step #2 Nocking the Arrow

Nocking the arrow means placing the arrow on the bowstring in preparation for drawing.

Learning Cues - The right hand holding the shaft of the arrow, with index finger pointing upward, slip the nock onto the string at a 90 degree angle with the string.

Step #3 Setting the Hook

After nocking the arrow, the archer must establish a proper hook. The hook is set using three fingers (index, middle, and fourth fingers) of the archer's right hand. Hook first three fingers around the string at the first knuckles of these fingers. (Do not squeeze the arrows). It is important to keep the back of the right hand straight.

Step #4 Establishing a Bow Hold

Consistency is required in establishing a proper bow hold. Extend your left arm at the shoulder height toward the target with left hand in a "handshake" position. Now the handle of the bow should rest against the base of the thumb, and other fingers should be placed lightly around the handle. This keeps the bow from falling at release of arrow. Make sure you do not grip the bow.

Step #5 Raising the Head

Before raising the unit (bow and arrow), the archer's head should be in a natural position turned to look directly at the center of the target without any tilt.

Step #6 Raising the Unit

The archer raises the entire unit (bow with nocked arrow) to shoulder height. The bow is now in an upright position facing the target, bow arm is extended toward target, and the drawing arm is forming an extension of the arrow. The elbow of the drawing arm is better slightly higher than lower in relation to the arrow.

Archery - continued
Fundamental Skills - continued

Step #7 Drawing and Anchoring

Drawing is the act of pulling the bowstring into the shooting position, and anchoring is the point where the drawing hand is placed. The drawing and the anchoring should be done in one smooth deliberate motion.

Learning Cues: At the full draw, the string should make contact with the center of the nose, lips, and chin.

Step #8 Aiming and Holding

Shooting with a bow sight is the most accurate aiming technique. Point-of-arm shooting is aiming at the same spot with the arrow. The spot may be in front of, on, or above the target. The selection of the aiming spot depends upon the height of the archer, length of the arrow, and bow weight. When shots are low, move the spot up; when shots are high, move the spot down.

Concentration may be the single most important part of aiming. You should hold your breath and relax a few seconds until arrow is released.

Step #9 Release

Releasing the arrow should be done with unconscious effort. The archer simply relaxes the entire drawing hand and lets the string roll off the fingers by it-self.

Step #10 Follow-Through

During the act of release and follow-through, the archer must continue aiming at the target center rather than the flight of the arrow.

Retrieving Arrows

To retrieve an arrow from the target, place the palm of your left hand against the target face with the arrow resting between the index and the middle finger, and push the target face lightly. With your right hand grasp the arrow by the shaft close to the target and, twisting it slightly counterclockwise, pull the arrow directly backward. If the arrow goes through the target but the fletchings (feathers) remain inside the mat, go to the back of the target and pull the arrow carefully forward without any twisting motion.

Archery - continued

Scoring

The scoring values of target are (9) points for gold; (7) points for red; (5) points for blue; (3) points for black; (1) point for white rights. An arrow that goes completely through the target or that bounces off the target counts (7) points regardless of the part of the target it passes or hits. An arrow that lands on the line between two rings counts as hitting the higher scoring ring.

Terminology

Addressing the target:	Standing ready to shoot with a proper shooting stance
Anchor point:	Specific location on the archer's face to which the index finger comes while holding and aiming.
Arm guard:	A piece of leather or plastic that is worn on the inside of the forearm to protect the arm from the bowstring.
Arrow rest:	A small projection at the top of the bow handle where the arrow rests.
Bow arm:	The arm that holds the bow. This would be the left arm for a right-handed player.
Draw:	The act of pulling the bow string back into the anchor position.
End:	A specified number of arrows shot at one time or from one position before retrieval of arrows.
Finger tab:	A leather flap worn on the drawing hand to protect the fingers and provide a smooth release of the bow string.
Hen feathers:	The two feathers that are not set at right angles to the arrow nock.
Hold:	Steadily holding the arrow at full draw before release.
Nock:	The groove at the end of the arrow in which the string is placed.
Nocking point:	The point on the string at which the arrow is placed.
Notch:	The grooves of the upper and lower tips of the limbs into which the bow string is fitted.

Archery – continued

Terminology - continued

Overdraw:	Drawing the bow so that the pile of the arrow is inside the bow.
Point:	The pointed metal tip of the arrow.
Pinch:	To squeeze the nock of the arrow.
Plucking:	Jerking the drawing hand laterally away from the face on the release, which will cause arrow flight to the left.
Quiver:	A receptacle for carrying or holding arrows.
Release:	The act of letting the bowstring slip off the fingertips.
Round:	Shooting a designated number of arrows at a designated distance(s).
Shaft:	The long body part of the arrow.
Target Face:	The painted front of a targer, usually replaceable.