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## NATIONAL COACHING DEVELOPMENT PROGRAMME

### INTRODUCTORY LEVEL COACH EDUCATION COURSE OUTLINE

#### **Aims**

The aims of IAAA Introductory Level Coach Education Course are to:

1. Equip coaches with the skills necessary to develop beginner archers
2. Arouse interest in coaching archery.
3. Provide basic coaching skills.
4. Promote awareness of the necessity for safety

In a safe, fun, and progressive way.

## DAY 1

<b>Syllabus Outcomes</b> <i>By the end of the session the coaches will be able to:</i>	<b>Session Outcomes</b> <i>By the end of the course the coaches will be able to:</i>	<b>Module/Content</b>	<b>Methods of Delivery</b> <i>Group exercises, tasks, discussions, practical demonstrations, presentations etc.</i>	<b>Resources</b> <i>Flipcharts, Video, White Board, Sports Equipment</i>	<b>Time/Venue</b> <i>Shooting Range Classroom</i>
Be aware of the NCDP and the goals of the IAAA	Outline the role of the NCTC, NCDP and the IAAA  Describe exactly what they hope to achieve on this course.  Understand the reason for this course	Role of NCTC and IAAA NCDP coaching programme Course outline – why are you here? What do you want from this course?	Icebreaker Introduce self, topic and course outcomes Brief presentation on the role of NCTC, IAAA and the NCDP Discussion – why are you here? What do you hope to achieve from the course? Redefine outcomes, if necessary	OHP/PowerPoint Flipchart Pens Icebreaker Handout with abbreviations and definitions	20 min 9.30-09.50 Pat   A SESSION
List the roles and responsibilities of an Introductory coach  Identify the skills and qualities of an effective coach	Discuss and list the qualities of a good coach  Discuss and list the qualities of a bad coach  Identify the skills of coaching  Explain the role of the coach	Think of a coach you know ...? List the qualities of a good coach List the qualities of a bad coach What are the main skills of coaching? E.g. plan, organize communicate What is the role of the coach?	Small groups – think of a coach you know who inspired you: what qualities did they possess. Group brainstorms on flipchart the qualities of a good coach Combine group ideas and discuss why these qualities are important Discussion: Identify skills of coaching – plan, organize, communicate etc What is the role of the coach?	OHP flipchart, pens, etc. handout, bluetac, markers.	30 min 0950-10.20 Vinny   B SESSION

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<p>Identify the various methods by which people learn (adults and children)</p> <p>Demonstrate an awareness of participant individuality within Archery</p>	<p>Identify the various methods by which people learn (adults and children)</p> <p>Identify that each participant is different and adapt coaching style depending on the participant</p>	<p>Creating a good learning environment – methods by which people learn (adult and child learning principles)</p> <p>Tell-Show-Do principle Tell me, I forget Show me, I understand Involve me, I remember</p> <p>Participant individuality and adaptation of coaching style</p>	<p>Discussion: How do people learn best? Factors that affect learning of a skill (Tutor Manual Section M). Discuss the need to develop confidence in archers through positive reinforcement, realistic goal setting etc</p> <p>Presentation: Tell-Show-Do principle to convey that involving archers in their own learning (i.e. providing them with opportunities to practice skills) is the best way of learning</p> <p>Presentation: Participant individuality and adaptation of coaching style</p>	<p>Flipchart OHP Handout Tutor manual – Section M Skill Development</p>	<p>30 min 10.20-10.50 Emmanuel</p> <p>C SESSION</p>
<p>Demonstrate and implement appropriate warm-up and cool-down</p>	<p>Identify importance of warm-up and cooldown.</p> <p>Deliver a warmup and cooldown with suitable stretching exercises</p>	<p>Warmup, cooldown and stretching</p>	<p>Carry a 15 kg weight to demonstrate forces exerted on the body during execution of a shot and to emphasise the importance of warming up for archery Presentation: Reasons for warmup, cooldown and stretching.</p> <p>Identify warmup and cooldown activities and</p>	<p>15kg weight Handout on warmup exercises</p>	<p>30 min 1050-11.30 Vinny</p> <p>D SESSION</p>

			<p>suitable stretches</p> <p>Coaches perform exercises. 1 coach leads the group. Tutor observes correct execution of moves. Draw coaches attention to potential errors/discrepancies</p>		
<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>15 min 1130-1145</b>
List the archer capacities at the FUNDamental phase of the Archery LTPAD pathway	<p>List the archer capacities at the FUNDamental phase of the archer pathway</p> <p>Outline and discuss how coaches can develop these capacities in archers</p>	<p>Technical, tactical, physical, mental, lifestyle and personal capacities at FUNDamental phase</p> <p>Implications for coaches: How coaches can develop these capacities in beginner archers</p>	<p>Presentation on archer capacities to explain what coaches need to develop in beginners and to show the importance of holistic development in archers i.e. technical/tactical, physical, mental, lifestyle and personal development</p> <p>Discussion on how coaches can develop these capacities in beginner archers</p>	<p>Flipchart OHP</p>	<p>40 min 11.45-12.25 Vinny</p> <p>E SESSION</p>

<p>Identify possible safety concerns surrounding equipment and fixtures</p> <p>Create a safe environment taking account of safety issues concerning clothing, footwear, the environment, supervision, space available and activities</p> <p>Promote and ensure safe practices among archers</p>	<p>Explain the importance of a safe environment in archery</p> <p>Identify possible safety concerns and how to ensure a safe environment</p> <p>Secure a location for the safe practice of archery</p> <p>Establish a shooting range</p>	<p>Safety issues in archery and how to overcome them</p> <p>Range set up. Secure location. External concerns. Control of the range</p>	<p>Group task: Identify possible safety issues in archery relating to</p> <ul style="list-style-type: none"> <li>• Training venue</li> <li>• Equipment used to set up the range – butts, stands, net, tape, markings, lines</li> <li>• Planning and organising the session</li> <li>• Delivering the session</li> </ul> <p>Discuss how to ensure a safe environment – Tutor collates FB and discusses main principles</p> <p>Group Task: Break into 2 groups. One group sets up a shooting range considering external concerns and controlling the range. Other group observes. Groups swap after 10 min. Tutor asks questions on possible scenarios – what if... Coaches provide recommendations</p>	<p>Flipchart, butts, hall, net, stands, measuring tape, line marking tape</p> <p>Handout on 18m range and outdoor range</p>	<p>30 min 12.25 -12.55 Emmanuel</p> <p>F SESSION</p>
<p>Explain the basics of equipment</p> <p>Identify appropriate clothing and safety equipment</p>	<p>Identify basic bow and arrow components, different types of bows, stringing a bow and other archery equipment (e.g.</p>	<p>Equipment selection and inspection. How to read the Easton chart. Correct draw length. Shooting line discipline.</p>	<p>Presentation and demonstration on</p> <ul style="list-style-type: none"> <li>• Basics of bow and arrow and other equip</li> <li>• Appropriate clothing for archery</li> </ul>	<p>Archery equipment Butts Easton Chart Projector &amp; screen</p>	<p>45min 12.55-1.40 Pat</p>

<p>Explain and apply basic rules and ethics of archery</p> <p>Engender deep respect for the bow among archers</p>	<p>fingertab, forearm bracer, quiver, stabilizers)</p> <p>Select, inspect and care for equipment</p> <p>Do a simple test to check for eye dominance</p> <p>Communicate the need for a deep respect for the bow</p> <p>Explain and apply basic rules and ethics of archery</p>	<p>Basic rules and ethics of archery – shooting etiquette</p> <p>Respect for bow and others</p>	<ul style="list-style-type: none"> <li>• Selecting appropriate equipment</li> <li>• Inspection of equipment</li> <li>• Caring for equipment</li> </ul> <p>Give coaches two possible tests for eye dominance. Get them to use either. 1 group does the task, the other group observes.</p> <p>Discuss basic rules and ethics of archery and shooting etiquette</p>	<p>Handout – Checklist for equipment inspection</p> <p>Handout on shooting discipline/etiquette</p>	<p>G SESSION</p>
<p><b>LUNCH</b></p>	<p><b>LUNCH</b></p>	<p><b>LUNCH</b></p>	<p><b>LUNCH</b></p>	<p><b>LUNCH</b></p>	<p><b>1 hr 1.40-2.40</b></p>
<p>Communicate effectively with archers, parents, other coaches and NGB personnel</p>	<p>Identify the elements of good communication and different methods of communicating</p>	<p>Methods of communication</p> <p>Elements of good communication</p>	<p>Group task: Identify different people and different contexts coaches have to communicate e.g. archers, parents, other coaches, coaching complex skills, speaking after win/loss</p> <p>Task: In pairs one person gives the other the command to stand. The other can only do as directed. List how each participant felt. Relate</p>	<p>Flipchart OHP</p>	<p>20mins 0240-0300 Pat</p> <p>H Session</p>

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			<p>this to a beginner with a 20/30lb bow. This task highlights the difficulties with using just verbal communication</p> <p>Presentation and discussion: Identify different methods of communication (verbal and non-verbal) and elements of good communication (e.g. 'sandwich method', demo, asking questions, listening, positive and encouraging)</p>		
Demonstrate basic mimetics of the shot	<p>Understand the usefulness of mimetics</p> <p>Outline Korean method</p> <p>Demonstrate basic mimetics of the shot – stance, set up, raise bow, draw, follow through</p>	<p>Mimetics of the shot and its use</p> <p>Korean method</p>	<p>Outline the usefulness of mimetics (What are the advantages? Why would you use it? When would you use it? With Whom?)</p> <p>Demonstrate 5 steps of the Korean method – stance, set up, raise bow, draw to anchor, follow through</p> <p>Divide into groups. 1 person coaches the others. 2<sup>nd</sup> group observes. Suggest points of interest to observers</p>	Dynabands	<p>40 min 3.00-3.40 Pat</p> <p>I SESSION</p>
Demonstrate basic Bare Bow Form	Demonstrate basic bare bow form - stance, set	Reasons for bare bow	Demonstrate basic bare	Archery equipment	45 min 3.40-4.25

<p>Deliver a basic session taking account of safety issues</p> <p>Organise participants in such a way as to maximize the training effect of the session</p> <p>Demonstrate correct techniques</p> <p>Explain key coaching points of skills</p> <p>Set up activities to practice and develop skills</p> <p>Develop the coaching skills of observation and analysis – observe and analyse various aspects of archers’ techniques</p> <p>Identify and apply basic progressions with a skills</p> <p>Provide appropriate feedback in a positive and constructive manner</p> <p>Observe other coaches coaching skills</p>	<p>up, alignment, draw to anchor/facial position, follow through</p> <p>Identify reasons why this may be a better option in some cases</p> <p>Outline advantages of this technique</p> <p>Outline main coaching points of bare bow form – stance, setup, alignment, drawing, follow through</p> <p>Apply IDEAL principle to the coaching of basic bow form</p> <p>Identify and apply basic progressions with the skill</p> <p>Observe and analyse archer’s performance of the techniques</p> <p>Provide appropriate feedback in a positive and constructive manner</p> <p>Observe other coaches</p>	<p>technique</p> <p>Elements of bare bow technique</p> <p>Coaching points of bare bow technique</p> <p>IDEAL principle and its application to coaching basic bow form</p> <p>Observation, analysis and provision of feedback</p> <p>Observation of other coaches using observation sheets</p>	<p>bow form</p> <p>Ask questions about bare bow form – What is it? Why do you use it? What are the advantages/ disadvantages?</p> <p>Coaches identify main coaching points of the bare bow technique</p> <p>Coaches apply the IDEAL principle to the coaching of the bare bow form. 1 person = coach, 1 person = observes coach, others = participants. Switch roles so each person gets to coach and observe</p> <p>Observe, analyse and provide appropriate feedback to the participant</p> <p>Identify and apply basic progressions, if necessary</p> <p>Use observation sheet to observe other coaches’ application of the IDEAL principle, their organization, safety and communication</p>	<p>Shooting range</p> <p>Coach observation sheet</p>	<p>J SESSION Emmanuel</p>
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	coaching skills		Group discussion: Identify progressions within the basic bow form and variety of activities/drills to develop the skill		
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>15 min</b>
Demonstrate basic FITA form  Deliver a basic session taking account of safety issues  Organise participants in such a way as to maximize the training effect of the session  Demonstrate correct techniques  Explain key coaching points of skills  Set up activities to practice and develop skills  Develop the coaching skills of observation and analysis – observe and analyse various aspects of archers’ techniques  Identify and apply basic	Demonstrate basic FITA form  Outline advantages of this technique and when to use it  Outline main coaching points of FITA form – stance, nock, setup, pre-draw, alignment, draw/facial position, aim, release, follow through  Apply IDEAL principle to the coaching of basic FITA form  Identify and apply basic progressions with the skill  Observe and analyse archer’s performance of the techniques	Reasons for FITA form  Elements of FITA form  Coaching points of FITA technique  IDEAL principle and its application to coaching basic FITA form  Observation, analysis and provision of feedback  Observation of other coaches using observation sheets	Demonstrate basic FITA form.  Coaches identify main coaching points of the FITA technique  Coaches identify main coaching points of the bare bow technique  Coaches apply the IDEAL principle to the coaching of the bare bow form. 1 person = coach, 1 person = observes coach, others = participants. Switch roles so each person gets to coach and observe  Observe, analyse and provide appropriate feedback to the participant  Identify and apply basic progressions, if necessary	Archery equipment  Shooting range  Coach observation sheet	45 min 4.40-5.25 Vinny  K SESSION

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<p>progressions with a skills</p> <p>Provide appropriate feedback in a positive and constructive manner</p> <p>Observe other coaches coaching skills</p>	<p>Provide appropriate feedback in a positive and constructive manner</p> <p>Observe other coaches coaching skills</p>		<p>Use observation sheet to observe other coaches' application of the IDEAL principle, their organization, safety and communication</p> <p>Group discussion: Identify progressions within the FITA form and variety of activities/drills to develop the skill</p>		
<p>Evaluate a basic session in terms of safety, aims and objectives achieved and implications for the following session</p> <p>Self-reflect on personal coaching performance (e.g. planning, safety, organization, variety, communication)</p>	<p>Evaluate a session and consider implications for next coaching session</p>	<p>Evaluating a session and self-reflection</p>	<p>Individual task: Coaches self-reflect on their earlier performance and fill out evaluation form for the coaching session delivered. Coaches evaluate all aspects of the session – planning, safety, organization, demonstration, communication/feedback , observation and analysis, variety of drills and activities etc</p> <p>Group discussion on coaches' performances</p>	<p>Evaluation form</p>	<p>20 min 5.25-5.45 Pat</p> <p>L SESSION</p>
<p>Plan a basic safe session taking account of the time available, facilities, equipment, participants and overall aim of the session</p>	<p>Plan a session</p>	<p>Planning a session – elements of a session plan</p>	<p>Presentation: Elements of session plan – aim, content, equipment etc</p> <p>Homework: Using blank session planner, coaches</p>	<p>Blank session planners</p>	<p>25 min 5.45-6.00 Emmanuel</p> <p>M SESSION</p>

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			plan a 15 min session to coach various aspects of the basic bow form or basic FITA form. Coaches will deliver the session the next day.		
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## DAY 2

<b>Syllabus Outcomes</b> <i>By the end of the session the coaches will be able to:</i>	<b>Session Outcomes</b> <i>By the end of the course the coaches will be able to:</i>	<b>Module/Content</b>	<b>Methods of Delivery</b> <i>Group exercises, tasks, discussions, practical demonstrations, presentations etc.</i>	<b>Resources</b> <i>Flipcharts, Video, White Board, Sports Equipment</i>	<b>Time/Venue</b> <i>Shooting Range Classroom</i>
<p>Implement activities to develop basic flexibility e.g. dynabands, miming</p> <p>Implement activities to develop basic resistance using appropriate equipment e.g. dynabands</p> <p>Implement FUN games and activities to develop balance and co-ordination</p> <p>Implement FUN games and activities to develop 'bow fitness' i.e. ability of archers to control bow at full draw</p> <p>Implement activities to develop basic core stability e.g. washboard exercise</p>	<p>Identify and implement activities to develop flexibility, strength, balance, coordination and core stability</p>	<p>Activities to develop physical fitness components</p>	<p>Identify suitable exercises to develop flexibility. Identify that stretches need to be held for 30 seconds and performed at least 3 times a week in order to develop flexibility</p> <p>Identify suitable exercises to develop strength in arms and shoulders using appropriate equipment e.g. dynabands, bow</p> <p>Identify suitable exercises to develop balance, coordination and core stability</p> <p>Identify progressions for each exercise mentioned</p>	<p>Equipment required to demonstrate exercises</p>	<p>30 min 9.30-10.00 Vinny</p> <p>N SESSION</p>
<p>Display a working knowledge of and agree to comply with the Code</p>	<p>Be aware of the need for care when dealing</p>	<p>Code of Ethics and Child Protection Policies</p>	<p>Brief presentation on Code of Ethics (see tutor manual section J/K)</p>	<p>Tutor Manual section J/K for info on child</p>	<p>30 min 10.00-10.30 Pat</p>

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<p>of Ethics and Child Protection policies</p> <p>Agree to comply with the IAAA Coaches Code of Conduct</p>	<p>with children</p> <p>Identify the needs of each child</p> <p>Discuss the main elements of the Code of Ethics and child protection policies</p> <p>Identify reporting procedures</p> <p>Comply with the IAAA Coaches Code of Conduct</p>	<p>IAAA Coaches Code of Conduct</p>	<p>Identify reporting procedures</p> <p>Group discussion and task cards with possible scenarios. Coaches apply knowledge learnt about the Code to provide solutions to the scenarios. Each group gets a different scenario and comes up with a group solution. Discuss scenario and solution with wider group</p> <p>Present Coaches Code of Conduct</p>	<p>welfare and protection and coaches code of conduct</p> <p>Task cards</p> <p>IAAA Coaches Code of Conduct</p>	<p>O SESSION</p>
<p>Include all participants into their coaching without discrimination</p>	<p>Identify practical ways of adapting sessions to cater for people with disabilities</p> <p>Identify support organisations for different disabilities</p>	<p>Practical ways of including people with disabilities in archery</p> <p>Contact details for support organisations</p>	<p>Group task: Identify practical ways of adapting archery sessions to include people with different types of disabilities – physical, sensory, mental disabilities etc</p> <p>Identify support organisations for different disabilities</p>	<p>Coaches Manual – chapter on the disabled archer</p>	<p>30 min 10.30-11.00 Emmanuel</p> <p>P SESSION</p>
<p>Determine the correct arrow spine for a particular bow</p> <p>Identify the differences in poundage and arrow</p>		<p>Easton Chart</p>	<p>Outline the Easton chart</p> <p>Question coaches on Easton spine chart – selecting draw length and correct spine</p>	<p>Beiter Video/DVD</p>	<p>30 min 11.00-11.30 Vinny</p> <p>Q SESSION</p>

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spine			Discuss differences in poundage and arrow spine		
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>15 min</b>
Identify and communicate good nutrition and hydration e.g. follow the food pyramid	Give archers simple guidelines on nutrition and hydration	The Food Pyramid	Discussion	Food Pyramid Charts	20 min 11.45-12.05 Emmanuel  R SESSION
Demonstrate a working knowledge of an emergency plan  Identify elements of an injury report sheet.	Be able to react calmly and responsibly in the event of an emergency  Outline FITA emergency plan  Outline elements of an injury report sheet	FITA emergency plan  Injury report sheet	Present FITA emergency plan  Discussion Group tasks	Coaches Manual – section on First Aid  Emergency Plan Handout	30 min 12.05-12.35 Pat  S SESSION
<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>Break</b>	<b>10 min</b>
Assessment: Written Exam		Coaches complete a written questionnaire in an open book exam format		Questionnaire	45 min 12.45-1.30
<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>1 hr 1.30-2.30</b>
Assessment: Deliver a basic session		Coaches are observed delivering the coaching session they planned as part of their homework from day 1. Coaches must show evidence of a session plan. Coaches will be assessed on their ability to apply the IDEAL principle to the coaching of certain		Archery equipment  Shooting range	2 hours 2.30-4.30

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	aspects of either the bare bow form or FITA form. Coaches will be assessed on their ability to plan a session, organise and deliver a session in a safe manner, demonstrate a skill (or part of), analyse archer's performance of the skill, provide appropriate feedback, communicate effectively with archers, set up and deliver a safe session, use a variety of activities/drills and apply basic progressions		
Review of course outcomes Complete a course evaluation form	Review course outcomes Questions and answers session Coaches complete a course evaluation form	Course evaluation form	30 min Pat 4.30-5.00