



Outdoor Adventures Education

Bass Pro Shops Cabela's Outdoor Fund is proud to sponsor the greatest Outdoor Adventures education course in the country. In a joint effort with the Outdoors Tomorrow Foundation (OTF), Outdoor Adventures is now available to any school in the north America. Outdoor Adventures is a regular K-12th in-school course that is taught as a Physical Education class, local school elective, or as an Ag. Science Wildlife Management course.

- Outdoor Adventures can also be in your school! Thanks to many private donors, the OTF is providing a limited number of restricted funds to help schools incorporate an outdoor education class into their curriculum!
- Inform your teachers, coaches, principals, school board members and superintendents. Just imagine, Fishing, Archery, Boater Education, Camping, Backpacking and Wildlife Conservation being taught as a P.E. class.
- Outdoor Adventures classes are offered in hundreds of schools across north America. Your students can enjoy the greatest P.E. class ever offered.

Your school can be next!

Creating Adventures – One school at a time!



General Description of “Outdoor Adventures”

Outdoor Adventures K-12 is a fun and exciting all inclusive physical education course, local elective, or Ag. Science Wildlife Management class. Students are taught life-long skills by using an integrated curriculum of science, math, writing, critical thinking skills, and computer technology. The focus is on outdoor activities including: Fishing, Archery, Boater Education, Orienteering, Survival Skills, First Aid/CPR, Trip Planning, Tackle Crafts, Hiking, Backpacking, Camping, Outdoor Cooking, Mountain Bike Camping, Hunter Education, ATV Safety, Sling Shots, Fauna/Flora/Wilderness Medicine, Paddle Sports, Wildlife Conservation and Quail Conservation.

Rationale and Justification

The Outdoor Adventures K-12 curriculum is not your traditional PE course. Instead of teaching PE with basketballs and tennis rackets, we use rods and reels, and bows and arrows. The Outdoor Adventures course is designed to change young people’s lives forever by exposing them to the many great opportunities of the outdoors. With today’s accelerated curriculum, full of benchmark testing and academic pressures, students need a fun class that will motivate them to stay in school and concentrate on their studies. The Outdoor Adventures curriculum is already being taught in hundreds of schools that have reported many positive attributes associated with the class. School Principals

report virtues such as improved self-esteem, improved attendance, less discipline issues and improved grades for students while enrolled in the course.

Many students are not involved in extracurricular activities and the Outdoor Adventures program helps those students become engaged in the educational system. As a result of Outdoor Adventure's popularity, some schools have even established after school archery teams, fishing clubs and competitive shooting teams. There are no racial, physical, gender or socio-economic boundaries and therefore all students enjoy an equal opportunity to participate and become engaged in extracurricular activities.

I WANT OUTDOOR ADVENTURES AT MY SCHOOL

Your school can offer Outdoor Adventures if you can say **YES** to **ANY** of these questions:

- 1) Does your school offer P.E.? **YES**

Outdoor Adventures curriculum is aligned to the National P.E. standards and can be taught in any secondary school (Middle, Junior or High School) (Private, Public or Charter School). Elementary schools incorporate Outdoor Adventures throughout K-6th grade.

- 2) Does your school offer Local Elective courses? **YES**

Outdoor Adventures is a great hands-on, real world experience, cross-curricular course.

- 3) Does your school emphasis STEM education? **YES**

Outdoor Adventures has built in interdisciplinary and applied approach to STEM education.

- 4) Does your school offer Ag. Science Wildlife Management? **YES**

Outdoor Adventures curriculum aligns with Wildlife Management.

**Outdoor Adventures can be taught
in any school in North America!**

Curriculum and course selections for most school districts are determined by decision makers for the local school district. Share this content with your teachers, principals, superintendents, school board and PTA/O.

Steps to get started

- 1) Inform the school
- 2) Get course approved
- 3) Purchase curriculum

**Apply for \$1000.00 per school in Matching
Equipment Funds**

- 4) Get teachers trained
- 5) Change Student's Lives Forever!

(Contact OTF for assistance on any of the steps above.)

Contact Scot McClure

Outdoors Tomorrow Foundation Director of Education

Scot@GoOTF.com

817-410-5054

Course Accreditation and Curriculum

Outdoor Adventures curriculum is aligned to the National Standards NPE K-12.1-5. New for 2020 all lessons have distance learning ideas and suggestions.

The curriculum includes:

- 1) Complete Scope and Sequence and Course Syllabus
- 2) Complete daily lesson plans for 290 lessons that include: NPE K-12 objectives, detailed lesson plans, cardiovascular elements, writing activities, enrichment opportunities, modifications, assessments, beginning class/bell work assignments, and end-of-unit exams.
- 3) Many lessons incorporate technology, cross-curricular opportunities, math, science, writing, and standardized test applications
- 4) Units include:
 - a. Hunter Education
 - b. Angler Education
 - c. NASP® National Archery in Schools Program
 - d. Boater Education
 - e. Orienteering and GPS
 - f. Wilderness Survival
 - g. Outdoor Cooking
 - h. Camping
 - i. Challenge Course
 - j. CPR/ First Aid
 - k. Ice Fishing
 - l. Backpacking
 - m. Paddle Sports
 - n. Mountain Bike Camping
 - o. Fauna//Flora/Wilderness Medicine
 - p. Quail Conservation
 - q. ATV Safety
 - r. Fly Tying
 - s. Trapping
 - t. Sling Shots

4) Elementary Outdoor Adventures include:

K – 5th Hiking; Camping; Backpacking; Fishing; Orienteering

4th-5th NASP® Archery; Wildlife Conservation

Mission Statement

OTF's Outdoor Adventures

The mission of the OTF is to teach outdoor education and to promote and fund conservation of wildlife worldwide.

The goal of the OTF Outdoor Adventures curriculum is to provide and expose students and their parents to a wide range of outdoor activities, to engage the community, and to partner with local conservation groups to ensure that the learning experiences offered in-school and out-of-school are highly effective, meaningful and relevant.

Research has clearly shown that:

- Students involved in extracurricular activities tend to engage in more appropriate behavior and perform better academically in school.
- Students who are actively engaged in the educational process have greater attendance and academic achievement.
- Students tend to stay away from drugs and other destructive behaviors when the parents are actively participating in activities with their child.
- Students engaged in outdoor activities:
 - Are healthier physically and mentally.
 - Perform better in school.
 - Have higher self-esteem.
 - Have good self-discipline.
 - Feel more capable and confident.
 - Are good problem-solvers.
 - Are more cooperative with others.
 - Are more creative.
 - Feel connected to nature.
 - Are tomorrow's conservation leaders (Lifesbetteroutside.org)

Curriculum

The Outdoors Tomorrow Foundation's Outdoor Adventures K-12th curriculum order form is available under the education tab at www.GoOTF.com. Contact Scot McClure for details on purchasing the curriculum. Curriculum is \$1000.00 per school. There are a limited number of grants available to offset the curriculum cost if needed. The curriculum is a one-time cost to help ensure school accountability with the program.

Teacher Training

The Outdoor Adventures teacher training is provided by individual state's Departments of Natural Resources. These state agencies provide instructor training for many of the units including, but not limited to: Hunter Education, Angler Education, Boater Education, National Archery in Schools Program and ATV Safety. Many of these training opportunities are free for educators. The OTF will assist in connecting new teachers with their respective state Department of Natural Resources.

Visit the OTF webpage www.GoOTF.com to learn more, watch teacher videos, order Outdoor Adventures.

Class Size and Safety

The recommended class size for a safe and successful Outdoor Adventures program is 25 students. Safety is the primary focus in Outdoor Adventures with all units. A teacher to student ratio of 20:1 is recommended when working with archery, fishing equipment, paddle craft, and outdoor cooking.

Additional safety guidelines:

- Firearms are never brought onto a campus.
- No broadheads, knives or ammo are brought onto a campus by students.
- At school, students are never taught how to load, unload or fire a firearm.
- All archery equipment should be locked with bows and arrows locked in separate areas.
- Students are taught safety and survival skills.
- Follow all NASP safety guidelines.
- Follow all paddle craft guidelines.
- Always wear a PDF as instructed.
- Students are taught about SAFETY.
- Students are taught about ethics.
- Students learn about wildlife conservation and management of our land.

THE FACTS ABOUT OUTDOOR ADVENTURES

The Outdoors Tomorrow Foundation engaged Responsive Management, a premier survey analysis company, to conduct a research study involving a representative sample of 4,957 students. The 2013 survey results OTF definitively and quantitatively support what Outdoor Adventures students report.

- “The material covered in Outdoor Adventures cannot be found in any other class. It gives students a different view on the outdoors and teaches them how important the world around them really is,” said a student of Arlington Martin High School.
- “I have learned more about the outdoors in the first six weeks than I have known my whole life,” said a student of Stone Middle School.
- The survey rating for each of the 10 overall units and OA in general proved the OA program to be highly popular with 90% of the respondents.
- A whopping 92% of students responded that the OA prepared them to hunt, fish, shoot, camp, or go boating on their own or with a family member.
- Over 90% learned “a lot” or “a little” about wildlife management, ethics, values and wilderness stewardship.
- More importantly, pre- and post-program survey comparisons indicated a positive shift from “good” to “excellent” when students were asked to rate their ability to participate in sports or physical activities, to develop friendships with other students, to maintain good relationships with their teachers, to stay out of trouble, and to get good grades.

PRINCIPAL TESTIMONIAL

The Outdoor Adventures program has been a great addition to the programs available for our students. It has provided opportunities for students in so many areas. The course provides an excellent option for all students to obtain a PE credit, but for us it has proven to be much more than a PE credit. As a byproduct of the course, we have started three different clubs that continue to grow in interest. The Archery, Competitive Shooting, and Fishing clubs have become extremely popular for students in our district. Students from middle school to seniors have found a niche that gives them a place to belong. The vision of providing a safe and productive activity for our students that had nowhere to go after school has turned into a State Championship Archery Team for our school. Our students can be found in the Archery Arena practicing from early in the morning and well after the final bell. Students have been committed to practice, but what I see more as an administrator is parents of the middle school students excited about their students' involvement resulting in a willingness to bring them to early morning practice which allows themselves to be involved in ways they hadn't had in the past. The students are committed to building strong teams that continue to grow and include all levels of students. All the barriers have disappeared when they are together. Our program has grown to over 600 students participating in the Outdoor Adventures courses each year, after only being in existence for three years. The key to the success of our program begins with an excellent educator that is committed to the well-rounded success of all of our students regardless of their economic standing or rank in their class.

Jill Stafford
Principal, Lowery Freshman Center
972-396-6975



2020

Outdoor Adventures Semester - Yearly Plan

18 Weeks One Semester or 36 Weeks Full Year

Outdoor Adventures Units – Pick the Units You Want to Teach	Approximate Days of Instruction
1. Challenge Course	10 Days (2 Weeks)
2. Hunter Education	20 Days (4 Weeks) or more (Teacher Discretion)
3. Angler Education	23 Days (4 Weeks) or more (Teacher Discretion)
4. Archery in the Schools Program - NASP®	20 Days (4 Weeks) or more (Teacher Discretion)
5. Camping	8 Days (1+ Weeks)
6. Camp Cooking	5 Days (1 Week)
7. Orienteering and GPS – Basic Course	10 Days (2 Weeks)
8. Orienteering and GPS – Advanced High School Course	10 Days (2 Weeks)
9. Boater Education	10 Days (2 Weeks)
10. Survival Skills Short Course	10 Days (2 Weeks)
11. Survival Skills Long Course	15 Days (3 Weeks)
12. CPR/First Aid	5 Days (1 Week)
13. Ice Fishing	11 Days (2+ Weeks)
14. LV Project – Be Buoyant	4 Days (1 Week)
15. Wildlife Conservation – North American Model – Short Course	6 Days (1 Week)
16. Wildlife Conservation – North American Model - Long Course	18 Days (3+ Weeks)
17. Paddle Sports	8 Days (1+ Weeks)
18. Backpacking	12 Days (1+ Weeks)
19. Fauna/Flora/Wilderness Medicine	5 Days (1 Week)
20. Mountain Bike Camping - Bikepacking	5 Days (1 Week)
21. Rock Climbing	5 Days (1 Week)
22. Shooting Sports	8 Days (1 Week)
NEW UNITS FOR 2020	
23. Quail Conservation	12 Days (2 Weeks)
24. ATV Safety	10 Days (2 Weeks)

25. 3-D Archery	5 Days (1 Week)
26. Fly Tying	5 Days (1 Week)
27. Sling Shots	10 Days (2 Weeks)
28. Live Trapping	5 Days (1 Week)
ELEMENTARY OUTDOOR ADVENTURES K – 5th Grade	
29. Hiking K- 5th	5 Days (1 Week)
30. Camping and Backpacking K-5th	10 Days (2 Weeks)
31. Orienteering K-5th	5 Days (1 Week)
32. Angler Education K-5th	10 Days (2 Weeks)
33. NASP®– 4th and 5th	10 Days (2 Weeks) or more (Teacher Discretion)
34. Wildlife Conservation – North American Model for Wildlife Conservation	5 Days (1 Week)

- Each daily lesson plan is designed to be flexible for the individual teacher may shorten, expand, provide enrichment or modifications to achieve effective skill and knowledge acquisition.
- The teacher can select any of the units in the Outdoor Adventures 2020 curriculum to meet the needs of the students, school and community.
- Outdoor Adventures can be taught as a semester (half credit) or year-long course (one credit). Teachers can determine which units they prefer to teach for the semester or year-long course. Many schools repeat archery and angling each semester if desired.
- Elementary Outdoor Adventures K-5th is designed for a week or two weeks unit for each grade level. P.E. teachers can select which unit best meets their student’s needs for each grade level. Elementary Outdoor Adventures is also designed to build an “Outdoor Education” emphasis for each grade level.

Each Unit has an Introduction with the following information:

Table of Contents and Unit Overview

Job/Career Opportunities

STEM Considerations

Cross-Curricular Opportunities

Community Service Projects

Equipment Needed for Unit

New 2020 – Lessons have Distance Learning Applications included in the Enrichment Section

18 Week – 1 Semester Course - Sample Units	
Outdoor Adventures Units – Pick the Units You Want to Teach	Approximate Days of Instruction
Challenge Course	10 Days (2 Weeks)
Hunter Education	20 Days (4 Weeks) or more (Teacher Discretion)
Angler Education	23 Days (4 Weeks) or more (Teacher Discretion)
National Archery in the Schools Program - NASP®	15 Days (3 Weeks) or more (Teacher Discretion)
Camping	7 Days (1+ Weeks)
Camp Cooking	5 Days (1 Week)
Survival Skills Short Course	10 Days (2 Weeks)
CPR/First Aid	5 Days (1 Week)
	18 Weeks or 1 semester
36 Weeks – Full Year/2 Semester Course – Sample Units	
Challenge Course	10 Days (2 Weeks)
Hunter Education	20 Days (4 Weeks) or more (Teacher Discretion)
Angler Education	23 Days (4 Weeks) or more (Teacher Discretion)
National Archery in the Schools Program - NASP®	20 Days (4 Weeks) or more (Teacher Discretion)
3-D Archery	5 Days (1 Week)
Orienteering and GPS – 2 Units	
7 Orienteering and GPS – Basic Course	10 Days (2 Weeks) or
8 Orienteering and GPS – Advanced High School Course	10 Days (2 Weeks)
Camping	7 Days (1+ Weeks)
Camp Cooking	5 Days (1 Week)
Boater Education	10 Days (2 Weeks)
LV Project – Be Buoyant	4 Days
Survival Skills Long Course	15 Days (3 Weeks)
Paddle Sports	7 Days (1+ Weeks)
Backpacking	8 Days (1+ Weeks)
Fauna/Flora/Wilderness Medicine	5 Days (1 Week)
Rock Climbing	5 Days (1 Week)
Fly Tying	5 Days (1 Week)
Repeat Angler Education Unit for Spring Fishing Season for one week	5 Days (1 Week)
Sling Shots	5 Days (1 Week)
Wildlife Conservation – North American Model – Short Course	5 Days (1 Week)

Quail Conservation	10 Days (2 Weeks)
Mountain Bike Camping - Bikepacking	5 Days (1 Week)
	36 weeks or 2 semesters
Wildlife Conservation – Ag. Science Sample Units	
Challenge Course	10 Days (2 Weeks)
Hunter Education	20 Days (4 Weeks) or more (Teacher Discretion)
Wildlife Conservation – North American Model for Wildlife Conservation - 2 Units	
-Wildlife Conservation – North American Model – Short Course	5 Days (1 Week) or
-Wildlife Conservation – North American Model - Long Course	16 Days (3+ Weeks)
Quail Conservation	10 Days (2 Weeks)
Trapping	10 Days (2 Weeks)
Angler Education	23 Days (4 Weeks) or more (Teacher Discretion)
Fly Tying	5 Days (1 Week)
National Archery in the Schools Program - NASP®	15 Days (3 Weeks) or more (Teacher Discretion)
3-D Archery	5 Days (1 Week)
Survival Skills Long Course	15 Days (3 Weeks)
Fauna/Flora/Wilderness Medicine	5 Days (1 Week)
Camp Cooking	5 Days (1 Week)
Ice Fishing	11 Days (2+ Weeks)
ATV Safety	10 Days (2 Weeks)
Shooting Sports	7 Days (1 Week)
Sling Shots	5 Days (1 Week)

2020

Angler Education - Lesson 3: Know Your Knots



Course	Unit	Objective of lesson:	Estimated Time Frame
Outdoor Adventures	Angler Education	The student is expected to demonstrate how to tie a variety of knots used for fishing and the appropriate application for each.	45 minutes (2 days with added activities)

TEKS/Student Expectations	Materials Needed:	Resources/Web links:
<p>TEKS 116.63 The student is expected to:</p> <p>c1(A) demonstrate execution of basic skills in lifetime recreation and outdoor pursuits.</p> <p>c1(B) apply the rules and strategies of the selected lifetime recreation and outdoor pursuits.</p> <p>c1(C) design a conditioning program for the selected lifetime recreation and outdoor pursuits.</p> <p>c2(A) modify movement during performance using appropriate internal and external feedback.</p> <p>c2(B) identify critical elements for a successful performance during a specific activity.</p> <p>c3(A) participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge.</p> <p>c3(B) describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.</p> <p>c3(C) establish realistic and challenging health-related fitness goals.</p> <p>c3(D) select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness.</p> <p>c5(A) list and describe safety equipment used in selected lifetime recreation and outdoor pursuits.</p> <p>c5(B) explain and follow safety procedures during selected lifetime recreation and outdoor pursuits.</p> <p>c5(G) design safe practices and procedures to improve skill during an activity.</p>	<p>Angler Education Student Handbook: <u>"Take Me Fishing"</u> A basic guide for the beginning angler</p> <p>Get Fit Fishing Log in resource section</p> <p>Material for knot tying:</p> <ol style="list-style-type: none"> 1. Cotton cord or shoe lace- two-foot sections 2. Eye Bolts 3. Monofilament line 4. Paper Clips <p>quizlet.com flashcards</p>	<p>An Introduction to Fishing (mo.gov) Knot tying pictures and information</p> <p>Guide on How to Tie a Fishing Knot --knot tying</p> <p>Animated Knots by Grog Learn how to tie knots with step-by-step animation --animated demonstration of all knots for easy step by step directions (WARNING: some ads on site may not be suitable for student audience - better to download or go to YouTube.)</p> <p>http://quizlet.com/ - online resource for building flashcards, study, self-test and playing games while learning new terms</p>

Learning Experiences:

Day 3

Cardiovascular/Physical Education component: Students will estimate how far they can walk in a 5 minutes period; record their estimated time in their “Get Fit Fishing Log.” Have students walk over a measured distance for a 5-minute period; record the distance traveled in their log. Discuss the importance of cardiovascular fitness when hiking on a fishing trip. The students will then establish a goal for the next walking session. This activity could also be completed using pedometers. The students can estimate how many steps they will take in the 5-minute period; complete the walk, and then establish a new goal for more steps.

Warm-up: Journal Entry: List 4 pieces of terminal fishing tackle you learned about while completing your “Gallery Walk”. Explain the specific use of each in setting up your rod and reel for fishing. When you have finished your journal entry login to quizlet.com to review rods, reels, and terminal tackle.

Activities:

1. Discuss warm-up.
2. Cardiovascular/Physical Education component.
3. Discuss how knots are used in fishing and the importance of using the correct knot. <https://www.takemefishing.org/how-to-fish/how-tie-fishing-knots/>
4. Show students examples of knots you would use in fishing; use actual examples, suggested internet sites, or Junior Angler Ed. manual.
5. Demonstrate and practice knot tying.
Give each student a cotton cord/shoe string and eye bolt.
Demonstrate the knot or use <http://www.animatedknots.com> and have the students follow step by step to complete each knot.
Recommended knots: Improved clinch knot; arbor knot; palomar; simplified blood knot

Additional Activities:

1. Students will pair up and complete the following tasks:
Assemble rod and reel
Attach weight, bobber and hook using the appropriate knot
2. Peer teaching assignment: assign each student a knot to learn. They must watch the appropriate video and master tying prior to coming to class. Place students into pairs and have each student teach their partner the knot they mastered.
blood knot, arbor knot, palomar knot, improved clinch knot
3. Students will complete each of the knots used to attach hook to the fishing line. Use fishing line and a paperclip as the hook. Tape the completed knot to a paper; label it; choose your favorite and explain why it is your favorite.
4. Guest speaker: invite a guest angler to discuss terminal tackle, rod & reels, knot tying, lures and bait.

Vocabulary

arbor knot, palomar knot, simplified blood knot, improved clinch, cardiovascular

Formative Assessments:

Participation in physical activity, Journal Entry, Teacher observation, quizlet activities, Demonstration of successful knot tying, Peer teaching assignment

Summative Assessments

Angler Education Unit Test

Suggested Modifications

Written copy of class notes
Peer Assistance for knot tying
Hand over hand assistance
Enlarged picture directions
Extended time for completion of task
Shortened assignment

Enrichment/Distance Learning

- Know Your Knots Poster: Create a poster illustrating 5 knots used for fishing. Label each knot and describe how it is used in fishing.
- Guest speaker: invite a guest angler to discuss terminal tackle, rod & reels, knot tying, lures and bait. They can bring additional items to display for the students.
- Have students record tying 3 – 5 tying knots and submit the video.

2020

Archery - Lesson 1: Introduction to Archery



Course	Unit	Objective of lesson	Estimated Time Frame
Outdoor Adventures	Archery	The student is expected to understand the importance of archery throughout history. The student is expected to understand and demonstrate the importance of proper physical training for archery success. The student will understand how to determine eye dominance and use a string bow tool to improve archery skills.	45-90 minutes (2 days with added activities)
TEKS/Student Expectations		Materials Needed	Resources/Web links
<p>TEKS 116.63 The student is expected to:</p> <p>c1(A) demonstrate execution of basic skills in lifetime recreation and outdoor pursuits.</p> <p>c1(B) apply the rules and strategies of the selected lifetime recreation and outdoor pursuits.</p> <p>c1(C) design a conditioning program for the selected lifetime recreation and outdoor pursuits.</p> <p>c2(A) modify movement during performance using appropriate internal and external feedback.</p> <p>c2(B) identify critical elements for a successful performance during a specific activity.</p> <p>c3(A) participate in lifetime recreational and outdoor pursuits that provide for enjoyment and challenge.</p> <p>c3(B) describe training principles for enhancing flexibility, muscular strength and endurance, and cardiorespiratory endurance.</p> <p>c3(D) select and use appropriate technology tools to evaluate, monitor, and improve health-related fitness.</p> <p>c3(E) analyze health and fitness benefits derived from participation in lifetime recreational and outdoor pursuits.</p> <p>c4(E) design a personal wellness plan that includes time engaging in outdoor pursuits.</p> <p>c5(A) list and describe safety equipment used in selected lifetime recreation and outdoor pursuits.</p> <p>c5(B) explain and follow safety procedures during selected lifetime recreation and outdoor pursuits.</p> <p>c5(G) design safe practices and procedures to improve skill during an activity.</p>		<p>*PowerPoint- Gallery walk posters - Exercises to Improve Archery Fitness and Performance</p> <p>*PowerPoint: The History and Sport of Archery</p> <p>“Archery Safety Insight” PDF</p> <p>11 steps to Archery Success</p> <p>NASP® instruction video/DVD</p> <p>1/8-inch diameter non-elastic cord 84-90 inches long (one for each student).</p> <p>Painters tape to mark range lines to simulate shooting technique using bow strings while in the classroom.</p>	<p>NASP®- Information/Learning Center</p> <p>NASP®- National Curriculum Grades 9-12</p> <p>Video: 11 STEPS TO ARCHERY SUCCESS</p> <p>Archery Safety Insight- Archery Safety Insight</p> <p>Video: Dominant Eye</p>

Learning Experiences

Day 1

Bellringer: Gallery Walk -Exercises to improve archery fitness and performance. Students will complete Gallery Walk.

Discussion question: Why is it important to complete a warm-up activity before participating in physical activities or competition?

Cardiovascular/Physical Education component: The student will understand the importance of warm-up before participating in physical activity and be able to perform at least six exercises that are beneficial in preparing for archery participation. (See six exercises from the NASP manual or gallery walk)

Activities: Outline of class discussion for lesson one. **To teach this unit, instructors must be NASP® – BAI (Basic Archery Instructor) trained and must use NASP certified equipment.**

1. Chapter One – NASP manual. Explain the mission of NASP® and Archery safety record.
 - a. Archery Safety Insight (Teacher Resources)
2. Discuss how bows and arrows have evolved from primitive hunting technique to competitive tournament
 - a. The History and Sport of Archery (PowerPoint -Teacher Resources)
3. Discuss three areas of physical conditioning especially important to archers: flexibility, muscular strength, and stamina.
 - a. Discuss Gallery walk question and exercises (Gallery Walk-Teacher Resources)
4. Demonstrate and explain the importance of knowing your dominant eye. Video: [Dominant Eye](#)
5. Have students determine their own eye dominance.
6. Discuss the importance of proper practice with the string bow.
7. Watch video: NASP® instruction video (stop the video after instructions on making a string bow).
8. Give each student a piece of cord and have them make their own string bow.
9. Explain the muscles and joints involved in drawing a bow. Discuss proper draw length and demonstrate the proper way to draw a bow.
10. Discuss and demonstrate correct posture and shooting form.
11. Go over the 11 steps to archery success and demonstrate how to use the string bow. Video: [11 STEPS TO ARCHERY SUCCESS](#)
 - a. 11 Steps to Archery Success (teacher resources)

Vocabulary

Dominant eye, draw hand, bow hand, string bow, archery, bow, arrow, nock, anchor, reflect, draw, aim,

Formative Assessments

Summative Assessments

Suggested Modifications

Enrichment/Distance Learning

Self-evaluation
Group participation
Peer teaching.
Teacher observation
Notes over video recorded in each student's journal

Archery in Schools Unit Test

- Copy of written notes
- Peer buddy
- Shortened Assignments
- Extended time to complete assignments

Create a manual depicting a timeline of the history of archery.
Journal entry
Write a comparative article describing the value and safety of participation in archery compared to other sports.