

# INSTRUCTOR OF BEGINNER ARCHERS

WORKBOOK



## 1.0 Introduction to Competency-Based Coach / Instructor Education

Introduce yourself  
Years involved in archery  
Involvement in coaching/instructing  
Why you are taking this clinic – your experience

### 1.1 The NCCP (National Coaching Certification Program)

Your coach developer will show the NCCP model and how it applies archery.

### 1.2 Training and Certification

Your coach developer will explain how training leads to certification and also explain the pathways in training and certification.

### 1.3 NCCP Instructor Pathway for Instructor of Beginner Archers

The pathway to certification, learning opportunities and Professional Development.

### 1.4 NCCP Philosophy

The NCCP Philosophy, LTAD

### 1.5 Responsible Coaching Movement, True Sport, Safe Sport

The Responsible Coaching Movement (RCM) is coordinated by the Coaching Association of Canada and the Canadian Centre for Ethics in Sport. The goal is to make sport safer for children and the vulnerable sector. To reduce risk in sport, the RCM focuses on three key areas: Rule of Two, Background Screening, and Ethics & Respect Training.

<https://www.coach.ca/responsible-coaching-movement-s17179>

#### **True Sport**

##### **What is True Sport?**

True Sport is a series of programs and initiatives designed to give people, communities and organizations the means by which to leverage the many benefits of good sport from a platform of shared values and principles. True Sport is dedicated to the notion that good sport can make a great difference.

##### **What are the True Sport Principles?**

<https://truesportpur.ca/true-sport-principles>

Other resources available are Parent Guide and Calendar

## Safe Sport

For any Archery Canada registered participant, unless directed by your PTSO, "Respect in Sport" training is available on a voluntary basis and strongly recommended for coaches, any support staff, officials, volunteers as well as parents across the country, on a user-pay basis.

### Respect in Sport for Activity Leaders

For: Coaches, Team Leaders, Managers, Officials, Club Volunteers

Cost: \$30 per person

Duration: 2.5 hours online, does not have to be completed in one sitting

Coaches with a NCCP number will receive 3 PD points upon completion

### Respect in Sport for Parents

For: Parents and Family of Athletes

Cost: \$12 per household

Duration: 1 hour online, does not have to be completed in one sitting

## 2.0 Managing a Sport Program

### 2.0.1 In your opinion, what is "coach/instructor"? What does it mean to instruct someone?

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### 2.0.2 Why do you want to become an instructor at the Beginner Instructor level?

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## 2.1 What Are Some of the Aspects of Your Coaching Philosophy?

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## 2.2 Qualities of the coach: prioritize the list.

Honesty \_\_\_\_\_

Team Spirit \_\_\_\_\_

Reliability \_\_\_\_\_

Enthusiasm \_\_\_\_\_

Sincerity \_\_\_\_\_

Loyalty \_\_\_\_\_

Discuss this with the group.

Friendship \_\_\_\_\_

Patience \_\_\_\_\_

Confidence \_\_\_\_\_

Integrity \_\_\_\_\_

Technical Knowledge \_\_\_\_\_

## 2.3 Coaching Functions and Tasks

Using the content in Coaching Functions and Tasks, add to the aspects of your coaching philosophy in 2.3.

## 2.4 Parents Roles and Involvement (Post Workshop if Working with Youth)

How would you like parents of athletes to be involved in your program? Make a list.

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Page 117 of the Reference Manual contains a sample of a Parental Code of Conduct.

### 2.4.1 Outline a letter to your participant’s parents for the beginning of your program. (post workshop, if coach working with youth)

Letter to Parents

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## 2.5 What Do You Think Are the Reasons Why Young People Are Involved in Sport?

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## 2.6 Why Young People Quit Sport.

List some of the reasons why you think young people quit sport.

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Look at the results from a 2014 Study for George Washington University by Amanda Visek and Coaching Through a Gender Lens by the Women’s Sports Foundation. Does this change your view on why children quit sport?

## 2.7 Self Esteem

**2.7.1 List some of the ways a coach can influence an athlete’s self-esteem and ways they can build an athlete’s self-esteem.**

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The coach developer will go over some of the main influences on self-esteem.

## 3.0 Planning a Practice

Coaches and Instructors at all levels have the responsibility to teach athletes the skills they need in order to perform at their best on a consistent basis. Whether you are coaching an individual or a group, developing practice plans allows the coach to be consistent in their explanation, observation and feedback concerning skills. Practice plans also give the coach or instructor the opportunity to evaluate any drills used and their effectiveness.

Developing a practice plan is one of the main focuses in this workshop.

## 3.1 Planning Decisions

**3.1.1 List a number of items that you feel may be your responsibility in instructing.**

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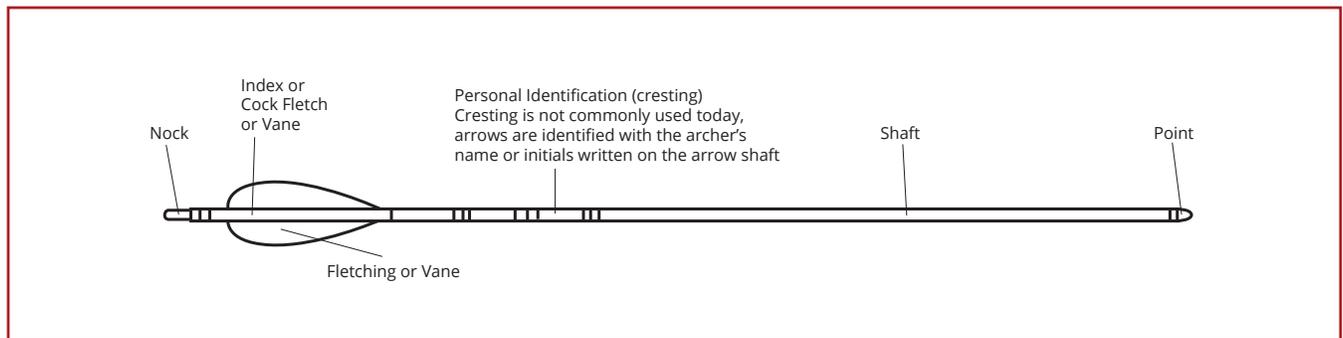
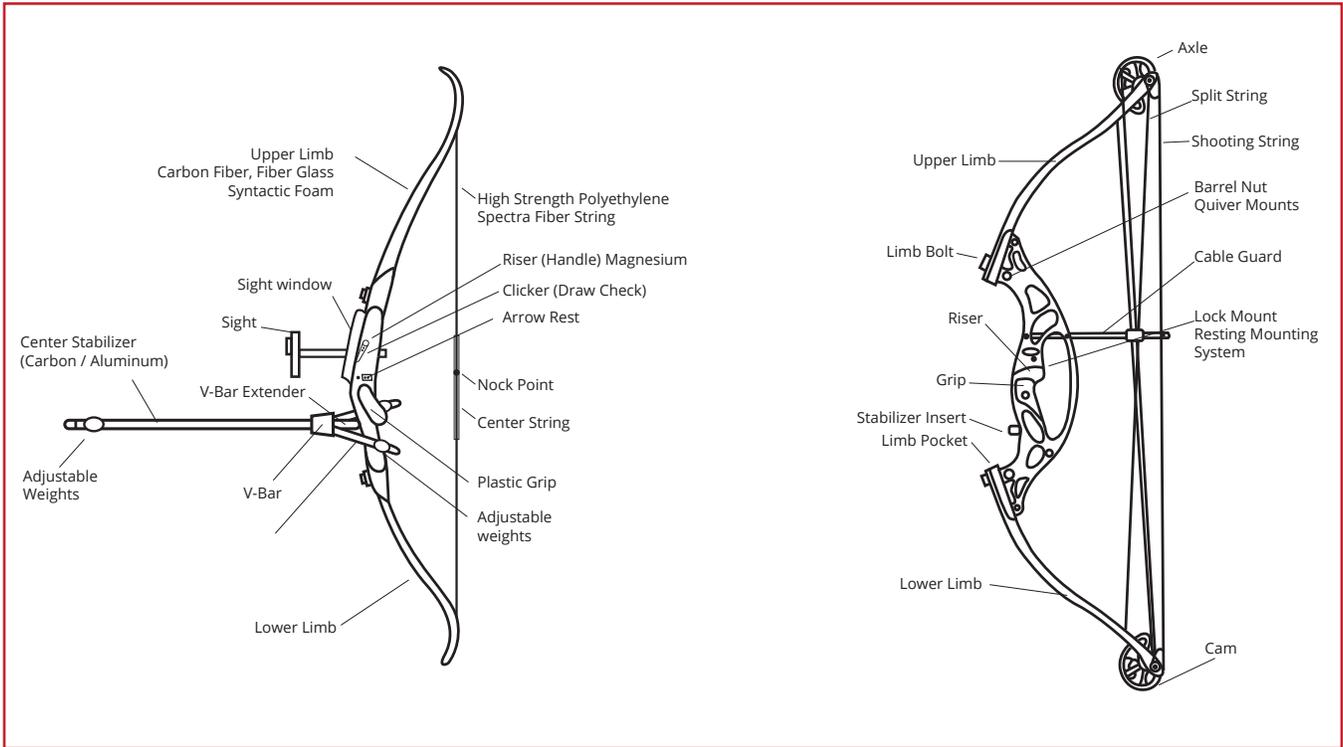
**3.1.2 Now refer to Coaching Functions & Tasks and add items that you may not have included in your list of responsibilities.**

## 3.2 The Structure of Your Practice

The Reference Material contains “The Structure of a Practice” and “Key Elements of a Practice” to plan in each Part. We will be using this format as we develop a Practice Plan. On page 104 of the Reference Material is a template for creating a Practice Plan. You will also have a copy of this template that you can copy in order to create your Practice Plans for your Portfolio submission.



### 3.5 Equipment Selection



### 3.5.1 Comment on the appropriateness of the following archery items as they relate to Beginner Archers

**Bows** – type and weight \_\_\_\_\_

\_\_\_\_\_

**Arrow rests** – style \_\_\_\_\_

\_\_\_\_\_

**Arrow type** – material and length \_\_\_\_\_

\_\_\_\_\_

**Sights** – when to start \_\_\_\_\_

\_\_\_\_\_

**Arm guards** – long or short \_\_\_\_\_

\_\_\_\_\_

**Finger tabs** – type \_\_\_\_\_

\_\_\_\_\_

**Bow slings** – when to use \_\_\_\_\_

\_\_\_\_\_

**Chest protector** (clothing guard) \_\_\_\_\_

\_\_\_\_\_

### 3.6 Safety Considerations – Prevention, Emergency Response and Liability

As an instructor, knowledge of the risks of participation in archery as well as preventative measures is invaluable. In the follow chart, list some the risks associated with archery and the actions you would take to make practices as safe as possible.

Risks in Archery	Actions to Make Practices as Safe as Possible



# Emergency Action Plan

Team \_\_\_\_\_

Date \_\_\_\_\_

Event \_\_\_\_\_

Location \_\_\_\_\_

## Responsibilities

### Charge Person

1. Take control, assess situation, need for ambulance
2. Keep area clear of bystanders, athletes
3. Don't move injured athlete or equipment
4. Decide how to move athlete if not too serious
5. Bring in call person if needed
6. Stay with injured athlete
7. Fill out accident report
8. Location of participant medical profiles

## Responsibilities

### Call Person

1. Know location of telephones and how to access them
2. Prepare a list of needed phone numbers
3. Know directions to facilities
4. Be able to provide information to ambulance dispatcher
5. Report to charge person

## Number Card

Location of phones \_\_\_\_\_

### Phone numbers

Parents \_\_\_\_\_

Doctor \_\_\_\_\_

Hospital \_\_\_\_\_

Police \_\_\_\_\_

Fire Department \_\_\_\_\_

Ambulance \_\_\_\_\_

Description of location \_\_\_\_\_

Directions of location \_\_\_\_\_

Map of location:

## 3.8 Concussion Awareness

Developments in recent years has brought attention to the impact concussion has on an individual and what can be done to mitigate the consequences.

To this end, Archery Canada has developed a Concussion and Return to Sport Protocol.

The full document can be found at:

<http://archerycanada.ca/wp-content/uploads/2019/07/Concussion-Policy-and-Protocol-Final-Updated.pdf>

### 3.8.1 How does concussion impact archery and what can we do to mitigate the consequences? Write your answer below.

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The Reference Material contains a Pocket Concussion Recognition Tool and a flow chart showing protocol that should be followed should a concussion be suspected. Parachute Canada contains information concerning concussions and should be used as a resource. <http://www.parachutecanada.org/> In the form section of your reference manual is also Archery Canada's Concussion Follow-up and Communication Form (page 120) and Medical Assessment Letter (page 118).

### 3.8.2 All archery coaches should complete the Canadian Coaching Associations free online module, Making Headway, <https://thelocker.coach.ca/onlinelearning#MHW-SP-E>, to learn about concussion recognition, as well as return to sport protocols.

This module can also be used for 5 Professional Development points towards maintaining certification.

## 3.9 Fill out a Facility Inspection Form for your Facility.

### 3.9.1 Portfolio requirement: fill out a Facility Inspection Form for your facility.

# Facility Inspection Form

Facility: \_\_\_\_\_

Date: \_\_\_\_\_

Inspected by: \_\_\_\_\_

Item	Adequate	Inadequate	Corrective measures	Observations
<b>Equipment</b>				
Club security				
Shooting line				
Buttresses				
Stands				
Safety nets				
Timing lights				
Target faces				
Target pins				
<b>Individual</b>				
Bows				
Sights				
Stabilizers				
Arrows				
Quivers				
Arm guards				
Finger tabs				
<b>First Aid Kit</b>				
Procedures				
Others				

Corrections: add replace modify discard clean repair check

The facilities manager gets one copy, and the instructor/coach keeps a copy for his/her files.

Facility Manager Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Name of Instructor: \_\_\_\_\_ Date (dd/mm/yy): \_\_\_\_\_

Signature of Instructor: \_\_\_\_\_

## 3.10 Planning for Basic Skills

**3.10.1 Using the Form Analysis Inventory of the Reference Material and handout “Archery Skills’, indicate the skill(s) that you feel indicate an optimal shot process**

### Core

Foot Placement: \_\_\_\_\_

Lean and Sway: \_\_\_\_\_

Balance: \_\_\_\_\_

Head position: \_\_\_\_\_

### Bow Side

Wrist: \_\_\_\_\_

Fingers: \_\_\_\_\_

Shoulder: \_\_\_\_\_

Elbow: \_\_\_\_\_

### String Side

Draw hand action: \_\_\_\_\_

Anchor: \_\_\_\_\_

String elbow: \_\_\_\_\_

### Release and follow through

String side: \_\_\_\_\_

Core: \_\_\_\_\_

Bow side: \_\_\_\_\_

**Relax and reflect:** \_\_\_\_\_

**3.10.2 As a group, and using the Form Analysis Inventory and Archery Skill handout, choose a basic skill that we will use when planning a practice. Describe the skill in Box A below and the activity you will use to develop the skill.**

You will be required to apply this process to two other basic skills for your portfolio.

Skill to be developed: \_\_\_\_\_

**Box A**

### 3.10.3 Stages of Skill Development

The Reference Material refers to the Stages of Skill Development and Needs of an Athlete at each Stage. Based on this information, indicate in the following chart the stage most of your athletes are at for the skill you have chosen to develop. Also, indicate what evidence enables you to reach this conclusion.

Stage of Development that your Athletes are at for this skill	Evidence that allows you to reach this conclusion
Most of your athletes  <input type="checkbox"/> Initiation <input type="checkbox"/> Acquisition <input type="checkbox"/> Consolidation	
The second largest number of athletes  <input type="checkbox"/> Initiation <input type="checkbox"/> Acquisition <input type="checkbox"/> Consolidation	

## 4.0 What Athletes Have to Train in Archery

In the Reference Material, using 'The Importance of Physical and Motor Abilities by Sport Family', complete the Table to make a basic analysis of the athletic abilities needed to perform in archery.

**Note:** *Mental Abilities will be covered in other NCCP workshops.*

Use the information on page 57 and 58 of the Reference document to fill out the chart.

Athletic Ability	This means the ability to.....	Actions or situations in archery that require this ability	Importance in archery Low, mod, high
<b>Speed</b>	Perform quick movements or cover a given distance in the shortest possible time (e.g. all-out efforts lasting up to 8 seconds)		___ Low ___ Moderate ___ High
<b>Speed Endurance</b>	Sustain efforts at near maximum speed for as long as possible (e.g. very intense efforts lasting between 10 and 60 seconds)		___ Low ___ Moderate ___ High
<b>Aerobic Stamina</b>	Sustain a dynamic effort over an extended period of time (e.g. efforts lasting several minutes, or even hours)		___ Low ___ Moderate ___ High
<b>Maximum Strength</b>	Make a muscle or muscle group generate the highest level of tension during a maximum contraction		___ Low ___ Moderate ___ High
<b>Speed Strength</b>	Perform a muscle contraction or overcome a resistance as fast as possible (normally very brief efforts of 1 – 2 seconds)		___ Low ___ Moderate ___ High
<b>Strength Endurance</b>	Perform repeated muscle contractions at intensities below maximum strength (15- 30 repetitions)		___ Low ___ Moderate ___ High
<b>Flexibility</b>	Perform movements of large amplitude at a joint without sustaining injury		___ Low ___ Moderate ___ High
<b>Motor Abilities</b>			
<b>Coordination</b>	Perform movements in the correct order and at the right time		___ Low ___ Moderate ___ High
<b>Balance</b>	Achieve and maintain stability or keep control of the body during the execution of movements		___ Low ___ Moderate ___ High

## 4.1 The Physical Maturity of Your Athletes

The physical maturity of you athletes also plays an important part in determining what is important to emphasize during your practice. To begin the process in this area, describe your athletes by answering the questions below.

Gender: \_\_\_\_\_ all male \_\_\_\_\_ all female \_\_\_\_\_ male and female

Young children: 3 – 5 years \_\_\_\_\_

Puberty, stage 1: 12 – 15 years \_\_\_\_\_

Children: 6 – 7 years \_\_\_\_\_

Puberty, stage 2: 15 – 18 years \_\_\_\_\_

Children: 8 – 9 years \_\_\_\_\_

Young adult: 19 – 20 years \_\_\_\_\_

Pre-puberty: 10 – 11 years \_\_\_\_\_

Adult: 22 years or more \_\_\_\_\_

Average number of years participants are involved in archery: \_\_\_\_\_ years.

## 4.2

In question 4.0, we went over the importance of specific athletic abilities in archery. Copy the abilities that have a MEDIUM or HIGH rating in the left column in the table below. Using the Reference Manual section 'Training Athletic Abilities and Participants' Age: Guidelines" enter for each of the athletic abilities that you have on the list, which can be trained and which should be avoided (because they are unsafe, or because the athletes' bodies will not yet respond to this type of training) given the age of your athletes.

Athletic abilities to be trained in archery	...to develop given the age of my athletes	...to avoid given the age of my athletes
<b>Physical Abilities</b>		
<b>Motor Abilities</b>		

### 4.3 Making Your Practice Fun, Motivating and Challenging

We know as instructors the importance of making practices fun and motivating for your athletes. What does this mean for you as an instructor? Complete this sentence in as many ways as you can:

Athletes are motivated at practice when...

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Consult the Reference Material section “Five Criteria to Develop Challenging Activities That Motivate Athletes to Learn”. Can you add ideas to the list?

### 4.4 Developing your Practice Plan

Using the Practice Planning Worksheet, design a practice that is consistent with the concepts introduced in this workshop. Using Practice Planning Tips and Steps in Choosing/Designing Activities for a Practice in your Reference Material to guide your planning. Also, take into consideration the guidelines that apply to the age group that you instruct and the abilities you want to train.

**Step 1.** What is it you want the athletes to be able to do? \_\_\_\_\_

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**Step 2.** Assess the nature of the task. \_\_\_\_\_

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**Step 3.** Is it appropriate for the age and development stage of your athletes as well as the stage of skill development they are at? \_\_\_\_\_

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**Step 4.** Task to be broken down or executed as a whole? \_\_\_\_\_

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**Step 5.** Type of practice that is most appropriate. \_\_\_\_\_

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**Step 6.** Practice conditions that are most appropriate. \_\_\_\_\_

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**Step 7.** Logistics and equipment available. \_\_\_\_\_

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**Step 8.** Define the measure of success for the activity. \_\_\_\_\_

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**Step 9.** Potential risks. \_\_\_\_\_

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**Step 10.** Explanations and instructions. \_\_\_\_\_

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# Practice Plan

**Athletes** \_\_\_\_\_

**Dates** \_\_\_\_\_

**Location** \_\_\_\_\_

**Equipment needed** \_\_\_\_\_

**Start** \_\_\_\_\_

**Finish** \_\_\_\_\_

**Goals** \_\_\_\_\_

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## Introduction

**Key messages/safety points**

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## Warm up

Include general and specific warm-up and stretching exercises

**Key messages/safety points**

**Equipment needed**

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## Main part

Pay attention to the order of the activities

**Key messages/safety points**

**Equipment needed**

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## Cool down

**Key messages/safety points**

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## Conclusion

**Key messages/safety points**

## 5.0 The Beginner Archer

5.0.1 What do you have to consider when giving initial instruction?

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5.0.2 What other details do you have to consider when starting with a new class?

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## 6.0 Giving Instruction

6.0.1 Using the handout 'Archery Skills', rate the skills in the order from 1-11, that you believe they should be introduced to the Beginner Archer.

- \_\_\_\_\_ Stance
- \_\_\_\_\_ Drawing the Bow – External Effort
- \_\_\_\_\_ Nocking
- \_\_\_\_\_ Anchoring - Transition
- \_\_\_\_\_ Finger Placement
- \_\_\_\_\_ Holding
- \_\_\_\_\_ Bow Hand Placement
- \_\_\_\_\_ Aiming
- \_\_\_\_\_ Raising Bow Arm
- \_\_\_\_\_ Release
- \_\_\_\_\_ Follow-through

Discuss this as a group.

**6.0.2 While working with Beginner Archers, you may be required to develop a lesson program consisting of multiple lesson plans.**

Develop an outline for a 6-week archery course for Beginner Archers.

Week 1 \_\_\_\_\_  
\_\_\_\_\_  
Week 2 \_\_\_\_\_  
\_\_\_\_\_  
Week 3 \_\_\_\_\_  
\_\_\_\_\_  
Week 4 \_\_\_\_\_  
\_\_\_\_\_  
Week 5 \_\_\_\_\_  
\_\_\_\_\_  
Week 6 \_\_\_\_\_  
\_\_\_\_\_

## 7.0 Demonstration, Organization and Presentation

People learn by observation, examples, knowledge, advice emphasized by mimicking, and error and repetition. List the method an instructor can use to give a demonstration.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

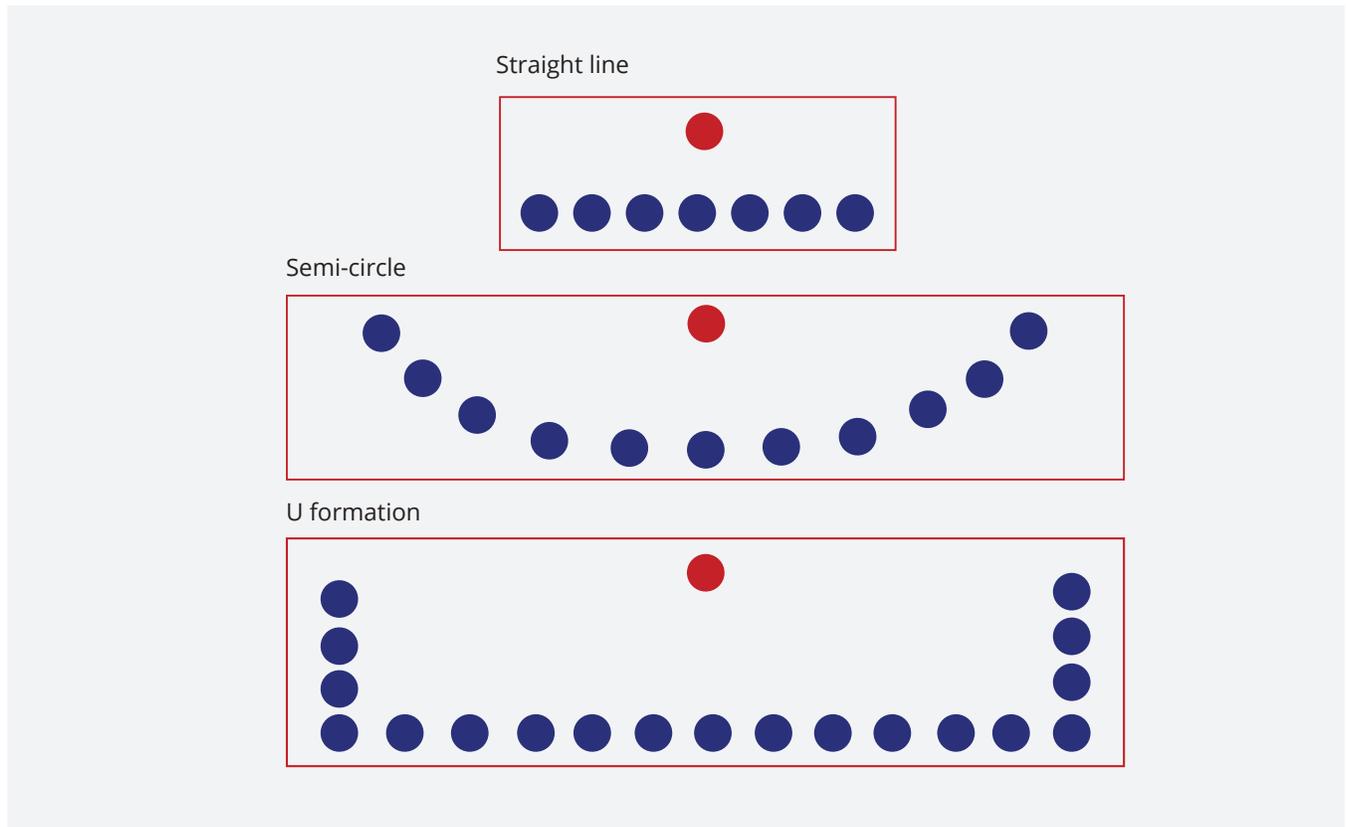
## 8.0 Observation and Feedback

Observation is one of the most fundamental instructing skills for archery. Using our knowledge of the skill and its key elements we can define observation by answering the following questions:

What? How? From Where? How much?

## Choosing a Formation

Giving an Explanation



## 8.1 Observation Plan

As a group, we will develop an Observation Plan for the skill chosen for Planning a Practice.

As part of your portfolio, you will be required to submit an Observation Plan for each of the skills you chose for your Practice Plans.

## 8.2 Feedback

Give a description of the following terms relating to feedback

Intrinsic Feedback: \_\_\_\_\_

\_\_\_\_\_

Extrinsic Feedback: \_\_\_\_\_

\_\_\_\_\_

Descriptive Feedback: \_\_\_\_\_

\_\_\_\_\_

Prescriptive Feedback: \_\_\_\_\_

\_\_\_\_\_

Summary Feedback: \_\_\_\_\_

\_\_\_\_\_

Bandwidth Feedback: \_\_\_\_\_

\_\_\_\_\_

“Sandwiching” Feedback: \_\_\_\_\_

\_\_\_\_\_

## 9.0

As part of your evaluation, you will be delivering a short presentation on how you would introduce a component of good archery form as it pertains to the beginner archer.

Using the reference manual, “Demonstration, Organization and Presentation”, make note of how you are going to handle the following: demonstration, instruction, viewing arrangement, feedback, teaching aids.

Skill: \_\_\_\_\_

\_\_\_\_\_

Demonstration: \_\_\_\_\_

\_\_\_\_\_

Instruction: \_\_\_\_\_

\_\_\_\_\_

Viewing Arrangement: \_\_\_\_\_

\_\_\_\_\_

Feedback: \_\_\_\_\_

\_\_\_\_\_

Teaching Aids: \_\_\_\_\_

\_\_\_\_\_

# Observation Plan

1. Make an observation plan for an instructing session.

Daily Goal: \_\_\_\_\_

Skill to be worked on (i.e. stance, release, etc.): \_\_\_\_\_

2. How will the correct skill be demonstrated by the athlete? (i.e. What is it you want to see?)

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3. List the methods (tools) and observation location to be used.

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Illustration:

4. Intervention: Identify the desired change to be made:

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5. How will you communicate the rationale for the change to the athlete:

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6. How will you involve the athlete in the process?

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A template for Observation Plans can be found in the forms and diagrams section of your Reference Manual on Page 102.

## 10.0 Archers with a Disability

Archery is an inclusive sport. Anyone can participate in archery. This makes the sport accessible to all. Inclusion is about enabling participation.

**10.0.1 What are some of the things we, as instructors, can do to ensure that our club and instruction program is inclusive?**

**10.0.2 Video on coaching disabled archers.**

## Reference

<http://www.archerygb.org/wp-content/uploads/2017/05/AGuidetoIncludingDisabledArchers-21474.pdf>  
<https://www.youtube.com/watch?v=bNVptyQrtTs>

## Case Studies

Using the Archery Technical Section “arrow faults”, fill out the possible causes for the issues the beginner archery is experiencing.

### Case #1 Grouping moving left to right

A young right handed shooter with 1-year experience is shooting at 10 meters with groups of 7 or better. The group tend to move left to right as the practice progresses. What could be the cause? \_\_\_\_\_

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### Case #2 Hitting bow arm above elbow

A beginner in your class tends to hit his bow arm above the arm guard with the sting. How would you correct this problem? \_\_\_\_\_

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### Case #3 Hitting bow arm at wrist

A beginner in your class tends to hit his bow arm below the arm guard near the wrist. What might you look at to correct the situation? (form and equipment) \_\_\_\_\_

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**Case #4 String hitting elbow of bow arm**

A beginner in your class tends to hit the bow arm on the elbow bone. What might you look at to correct this problem?

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**Case #5 Shooting off the target**

You have a beginner group of kids (9 – 11 years of age). They all say they shoot right-handed. Two of the students have difficulty in hitting the target. They shoot off to the side consistently. What is the problem? How would you correct it?

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**Case #6 Arrows hitting high and low**

A relatively new shooter has trouble with arrows going high and low on the target. What four items would you look at?

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**Case #7 Harassment**

Two teenage shooters are on the line in practice. One of the shooter makes a smart (rude) remark to the other shooter. The comment has upset the first archer. You, as the coach, notice something is wrong. How would you approach the situation and how would you handle it?

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**Case #8 String Shy**

A 14 year-old relatively new archer has the problem of shutting their eyes and cringing dramatically upon release. Form starts out well until it is time to release. Then the form breaks down, eyes shut, face cringes and shoulders hunch up. What could be the problem? How would you handle it?

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**Case #9 Growing Spurts**

A 12 year- old participant is a recurve shooter holding 20# at her draw length of 26" on a 54" bow. She is in a growth spurt and has grown quite a bit recently. In assessing her equipment needs, what must the coach take into consideration? Draw length? Draw weight? Bow length? Arrow selection (length)? Arrow selection (spine)?

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**Case #10 Scoring Anxiety**

Becky is a beginner who appears to have all the skills necessary to advance in archery. She practices regularly, and appears to enjoy the lesson at the club. For no apparent reason, Becky started missing the target completely during lessons where scoring is required. Though she claimed there was nothing wrong, her form and timing of the shot are different when scoring. At time she cannot get the string to her anchor position, hold and aim. What might this situation be developing? What would be your approach to help this archer? Where would you begin?

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**Case #11 Plucking the String**

A young archer consistently plucks (pulling the hand to the side away from the face) the string upon release. How can the coach help the archer develop a better release?

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**Case #12 Arrow Falling off Rest during draw**

When drawing the bow, the arrow keeps falling off of the rest of a young female archer. What can the coach do to solve this problem?

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