

## Strategy Scenario

**Strategy:** Rehearsal  
(Repetition)

**Content:** Japanese archery (*Kyuudou*)

**Title:** Can Robin Hood rotate his arm?

**Time Required:** Approximately 4 lessons (50 minutes for each lesson)      **Number of Participants:** 10 students

**Target Audience:** High school students and up.

**Goal of Activity:** To execute the elbow movement to draw a bow.

**Purpose of Script:** To demonstrate the use of repetition to facilitate the students' execution of the important movement of *Kyuudou*.

**Learning Outcome(s), Gagne's Taxonomy:** Motor skill

**Learning Outcome(s), HEO Taxonomy:** Psychomotor skill

**Learner Characteristics:** High school students and older who are interested in a Japanese martial art and Japan.

**Entry Skills:** Average motor skills at the high school level

**Setting:** *Kyuudou* field, or a big room with a mirror (like a dance studio)

**Media:** Bows, arrows, special gloves for Japanese archery, breastplate (*Muneate*) for female students, beginner training tools which are made of bamboo and a bicycle tube, a live teacher, and a mirror.

### Process:

1. An teacher will explain the differences between western archery and Japanese archery by showing a bow, arrows, breastplate, gloves, etc. The teacher will say, "One of the differences between the two is that Japanese players never wear a forearm guard to protect their arms when shooting an arrow." The teacher will ask the students, "How do you think that Japanese protect their arms from a bowstring?"
2. The teacher will listen to the students' guesses. Then, he or she will walk to the wall to put the left hand on the wall. Then, the teacher will show the students that his or her elbow is being rotated to the outside without moving the left shoulder.
3. The instructor will say to the students, "For the first time, it is difficult, but after repeatedly practicing this elbow movement, you will be able to easily execute this movement." The

instructor will add, “This is important movement to protect your arms, too. In order to achieve this execution, repeated practice is important.”

4. Then, ask the students to practice the movement by using the wall. The teacher should provide the students feedback while the students are practicing (making sure that the student’s left shoulder will not move when the student rotates the left elbow). Since this exercise is a little bit painful, the instructor should constantly give the students encouragement and support.

5. The students will be asked to practice the elbow movement by using any walls after the first lesson.

6. The students will be able to use the beginner tool to practice the next step if they get approval from the teacher.

**Strategy Assessment:** After the teacher explains how to use beginner training tool to practice the next step, the teacher will observe whether the students voluntarily repeat the next step to practice or not.

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**References:**

West, C. K., Farmer, J., & Wolf, P. (1991). *Instructional Design: Implications from Cognitive Science*. Englewood Cliffs, NJ: Prentice Hall.