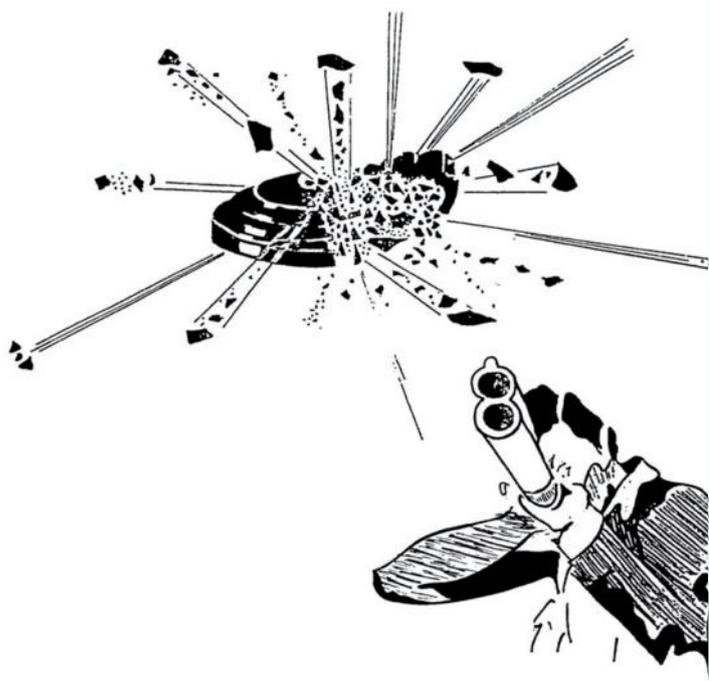


Australian Clay Target Association Inc.



2012

CLUB COACH MANUAL

COMPILED SEPTEMBER 2012
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Compiled by Tricia Van Nus
Thanks also to Murray Alexander

Introduction

Since its introduction into Australia in 1924 and the eventual inauguration of the present governing body known as the Australian Clay Target Association Inc (ACTA), the sport has grown to its present strength.

The rules and regulations governing the sport are determined by the ACTA in line with ISSF Rules, with which every shooter and coach must abide before entering into competitive shooting. .

The ACTA has, since the late 1970's, had an Australia wide Coaching scheme set up with a National Director of Coaching through State Coaching Directors to Zone Coaches down to Club Coaches. This coaching system is there for use by you – the AISL/ACTA registered Coach.

Australian Clay Target Association



Coaching in ACTA

Clay Target Shooting is a sport that can be enjoyed by the whole family as a recreation at a local gun club, or at a competition level from registered club events to regional, state, national and international competitions. These include World Championships, Commonwealth and Olympic Games.

Clay Target Shooting has different disciplines to try which include: Trap, Skeet, ISSF and Sporting Clays. Each discipline varies in its approach and delivery of targets to give a choice and different experience with Clay Target Shooting.

Acknowledgements

ACTA would like to thank Ms Tricia Van Nus of "Coaching Excellence" for her assistance in the preparation of this manual and other support material for this course.

Also thanks to the numerous coaches whose thoughts and content has been incorporated.

Level	Purpose	Target group	Course
AISL / ACTA CLUB COACH	<ul style="list-style-type: none"> • an introduction to the principles of coaching and provides training in the skills required for coaches of club shooters • includes the conducting of training programs for club competitive shooters 	<ul style="list-style-type: none"> • club coaches 	<ul style="list-style-type: none"> • combined coaching principles and sport specific syllabus • coaching practice (10 hrs)
Accreditation at this level will take approximately 3 months to complete, including the practical components			
AISL / ACTA COMPETITION COACH	<ul style="list-style-type: none"> • involves the knowledge at greater depth, for the coach at a State level. • includes effective administration, and skills that aim to promote a process of self-improvement. • Includes the conducting of training programs for club / State competitive shooters 	<ul style="list-style-type: none"> • coaches seeking more knowledge at a higher than basic context • coaches seeking to coach at a higher level 	<ul style="list-style-type: none"> • combined coaching principles and sport specific coaching • active Club Coach accreditation for a minimum of 12 months
Accreditation at this level will take approximately 6 months to complete, including the practical components			
AISL / ACTA ADVANCED COACH	<ul style="list-style-type: none"> • involves the advanced theory and marksmanship, coaching and advanced instructional management specific to a national and international level 	<ul style="list-style-type: none"> • experienced coaches working at the elite level • coaches of junior or senior national squads and/or teams 	<ul style="list-style-type: none"> • further theory and practice of coaching • practical coaching • coaching research • active Competition Coach accreditation for a minimum of 12 months
Accreditation at this level will take approximately 12 months to complete, including the practical components			

There is also the intention to implement a High Performance Coach Course in the future.

In the longer term, the expected minimum requirements will be as follows:

club coaches Club Coaches

state coaches Competition Coach

national coaches Advanced Coach & High Performance Coach

REFERENCE LIST - Due to uncertainty of availability over time, this list is a suggested list only. Course Co-ordinators will be able to better direct participants to current available resources.

Australian Sports Drug Agency	DRUGS IN SPORTS HANDBOOK	ASDA
International Shooting Sports Federation (ISSF)	ISSF RULES / SHOOTERS JOURNAL	website
ACTA Coaching Council	VARIOUS PUBLICATIONS	ACTA

AISL Club Coach

The Australian International Shooting Ltd (AISL) Club Coach Program is a training program accredited with the Australian Sports Commission (ASC) and part of the National Coaching Accreditation Scheme (NCAS).

To become an AISL Club Coach, Participants need to complete the AISL Club Coach program and then be assessed against the identified competencies using the assessment tasks within the discipline specific environment.

Participants need to be an AISL Club Coach for a minimum of 12 months as a pre-requisite before commencing the next coaching accreditation

The required Coaching General Principles components are integrated into this program. The AISL Club Coach competencies fall within the following General Principle competency statements:

- Explain the roles and ethical responsibilities of the coach.
- Develop strategies to work with parents, officials and sports administrators.
- Plan and review coaching sessions for beginner level athletes.
- Assess and manage the risks of coaching.
- Safely conduct training sessions, ensuring fun and maximum participation through games and activities.
- Utilise a range of communication, teaching and behaviour management strategies to help athletes learn basic skills and tactics.
- Cater for the physical and social development of athletes.

Enrolment pre-requisites

Participants are not required to have completed any other courses as a pre-requisite for this training program. They should however, have a minimum of 12 months solid practical experience in the sport. Participants may be asked to demonstrate this practical knowledge prior to being accepted into the course.

Participants must be registered and financial members of the appropriate Member Association affiliated to AISL. Minimum age of 18 years generally applies to accreditation.

Awards

Upon successful completion of the course, the coach will receive an endorsed ID card documenting the level and validity of accreditation from Australian International Shooting Ltd. This may take 6-8 weeks.

Updating

AISL Accreditation is valid for a period of four years only. To maintain the accreditation, each coach shall comply with the published AISL/ACTA Up-date policy during that time, and may be required to return an Activity Statement to your State/Territory Coaching Director for endorsement at the end of the period.

All coaches will be required to sign the AISL Coaches Code of Ethics Agreement Form when completing an approved course, or applying for re-accreditation. The practical coaching requirement may be documented in an ACTA Log Book, or submitted by written statement when applying for re-accreditation.

The names of the coaches who have completed the update process shall be sent to the Australian Sports Commission for re-accreditation. A fee is payable to AISL for the renewal of the accreditation.

To maintain accredited status, coaches must remain “active” within the sport, by:

- a) participating in appropriate coaching activities during the 4 year period,
- b) being assessed as competent in line with the published assessment criteria, and
- c) be a financial member of the organisation

Assessment

Assessment will consist of completion of the following:

1. Participants will be assessed (observed) in a practical coaching situation or simulated situation (within the discipline that they will be accredited) against the performance criteria on at least 2 occasions. Assessment #1
2. Written Workbook tasks and a Rules Quiz are to be undertaken during the program. Assessment #2.
3. Participants will be expected to complete a Diary during the practical program and discuss entries/comments with a coach/mentor. Assessment #3

Coaches who are assessed as ‘not yet competent’ on any of the above assessment tasks will have the opportunity to re-submit at a time to be negotiated with the course coordinator

Competency Statements

Club Coach

The club coach will be able to demonstrate the following competencies in the discipline that they are seeking accreditation;

- Teach shooters to shoot in a safe manner
- Instruct shooters regarding appropriate conduct on the range
- Teach range standing orders and club rules
- Teach the basic shooting techniques of the individual discipline to a beginner
- Explain the roles and ethical responsibilities of the coach.
- Develop strategies to work with parents, officials and sports administrators.
- Plan and review coaching sessions for beginner level athletes
- Assess and manage the risks of coaching.
- Safely conduct training sessions relevant to the specific discipline, ensuring fun and maximum participation through games and activities.
- Utilise a range of communication, teaching and behaviour management strategies to help athletes learn basic skills and tactics.

ACTA Manual

This manual has been produced for the benefit of you, the participant, in the AISL/ACTA Club Coaching course. It is by no means a complete guide, only a starting point, from which you can build a resource that will help you later in your coaching.

Do not be afraid to add to this collection, and gain a broader outlook on coaching. There are many young and not so young people who have the personal ability and commitment to become champions. Your challenge is therefore to help them achieve their goal and at the same time enjoying within yourself, the challenge of being a good coach.

Sample Program for Club Coach Course

DAY 1		
	8.30 – 8.45am	Introduction & paperwork
M1 – Unit1	8.45 – 9.30am	Role of the Coach
M1 – Unit 2	9.45 – 10.30am	Communication
Refreshment break		
M3 – Unit 3	10.50 – 11.40pm	Developing the Physical Shooter
M1 – Unit 3	11.40 – 12.45pm	Firearms Safety and Local Legislation
Lunch		
M2 – Unit 2	1.30 – 2.15pm	Utilizing Resources / Coaching Kits
M3 – Unit 2 M3 – Unit 4	2.15 – 3.45pm	Shooting Techniques & Practical Coaching Assessing Shooters
Refreshment break		
M2 – Unit 2	4.00 – 4.45pm	Basic Equipment Maintenance
DAY 2		
M3 – Unit 1	8.30 – 9.45am	Coaching Shooters
M2 – Unit 1	9.45 – 10.30am	Coach Planning
Refreshment break		
M3 – Unit 2 M3 – Unit 4	10.45-1.00pm	Shooting Techniques & Practical Coaching Assessing Shooters
Lunch		
M2 – Unit 2	1.45 – 2.45pm	Technology devices - HRM / Video
M3 – Unit 4 M4 – Unit 1	2.45 – 4.00pm	Assessing Shooters Reviewing Coaching Sessions
Refreshment break		
	4.00pm	Coffee & Summary / Accreditation Procedures

M1 U1 ROLE OF THE COACH

UNDERSTAND YOUR ROLE AS A COACH – WHAT IS THAT ROLE?

Coaching is not just about improving the physical performance of an athlete. In taking on the role of the coach you must accept that the development of the athlete as a 'whole' person is as important as the athlete's success in sport. As a coach you can have a considerable impact on the development and lives of your athletes.

The role of the coach is wide ranging and varied.
At times you may be asked to be a person of many parts!

Teacher...passing on knowledge, teaching new skills.

Trainer...improving athletes' fitness.

Motivator...providing positive reinforcement.

Manager...organising practice, planning competitions.

Counsellor...providing advice, settling disputes.

Fund Raiser...finding sponsorship, running raffles.

Friend...providing empathy and support.

Disciplinarian...being firm but fair.

Scientist...applying sport science to the training programme.

Leader...providing a philosophy and vision for your athletes.



THE ADVANTAGES AND DISADVANTAGES OF VARIOUS COACHING STYLES

Following are some different coaching styles that you may identify. These coaches have a range of qualities, some of which you will recognise in your own coaching. While there are disadvantages and advantages to any coaching style, all these coaches can be successful. It should be noted that the coaching styles presented are examples only. Most coaches, rather than fitting neatly within any of the described styles, will have a mixture of qualities from all of the styles.

“Enthusiastic but lacks experience” Coach

- Loves the sport and sees coaching as a way to be involved.
- Enthusiasm is contagious - can get over-excited at competitions.
- Transmits anxiety by being too tense.
- Has difficulty understanding the casual player who does not share their enthusiasm.
- Lacks knowledge on analysing and coaching skills.
- Tends to speak quickly and loudly when giving instructions.



“Nice guy” Coach

- Is always positive and rarely gets upset.
- Is interested in being a 'buddy' to the athletes and develops a good rapport with the athletes on an individual basis.
- May concentrate too much on social aspects during practice.
- Tends to be 'soft' when at times more discipline is required.
- Can sometimes be dominated by athletes.

“Singleminded or fanatical” Coach

- Lives and breathes the sport.
- Has good sport-specific knowledge but is not necessarily an effective coach.
- May demand long and arduous practices.
- Good “team” spirit when winning, frustration when losing.
- May take an authoritarian approach in disciplining athletes.
- May spend many hours during the week on planning and administration, and documents everything

“The Effective and Respected Coach”

The effective and respected coach will share some characteristics with all of the above coaching styles. However, their knowledge and approach to coaching allow them to adapt the skills to meet the needs of the athletes.

**The effective and respected coach:**

- continually seeks coaching knowledge from a variety of sources
- is very organised and has planned ahead.
- has learnt from previous experiences of coaching (and perhaps playing) the sport
- understands and appreciates the strengths and weaknesses of individual athletes
- is a good communicator
- is concerned about winning but focuses more on the performance of the athletes.

Approaches to Coaching

Your style of coaching will, to some extent, determine your approach to coaching. There are many different approaches to coaching that cover a wide range – from pure task to a totally social orientation:

The Task-Oriented Approach

The task-oriented coach is one who strives to achieve goals. They learn as much about the sport as possible and focus on teaching skills effectively. The task coach aims to play the sport well, overcoming barriers to success.

The Social-Oriented Approach

The social-oriented coach is one who emphasises the athlete’s need for affiliation. They focus on group belonging, forming friendships, having fun, and working cooperatively.

There are few coaches who are entirely task, or totally socially oriented. The approach you take as a coach will change with time and experience and will largely depend on the athletes being coached. It should be consistent with the athletes’ ages and abilities, with the goals of the team and with your own coaching philosophy.

As a coach you should endeavour to satisfy both the task and the social needs of your athletes as both of these needs exist (to varying degrees) at all levels of sport. Therefore, by taking an athlete-centred approach the coach can deal with these needs as they arise.

DEVELOP YOUR OWN COACHING PHILOSOPHY AND UNDERSTAND HOW IT IMPACTS ON YOUR ATHLETES

Every coach should have a coaching philosophy.

A philosophy is a set of values or beliefs that govern your actions, help you make decisions and set your priorities. A philosophy is based on ideas formed from your personal experiences, opinions gained from the knowledge you acquire, and your hopes and aspirations for the future. Your coaching philosophy will reflect what you believe is your role as a coach. In developing an effective coaching philosophy you should consider the following:

What are your reasons for coaching?

Following are some reasons often given by coaches for why they coach:

- To put something back into sport.
- To help others achieve.
- Love the sport and want to stay involved.
- For the recognition.
- Enjoy coaching.
- For the sense of control.
- To do something worthwhile with their spare time.
- To win.
- To learn more about the coaching process.

Remember why athletes participate in sport....

Athletes participate in sport for many different reasons. It is important as a coach to consider why your athletes are participating, and what they want to achieve over the season/year and beyond.

Addressing this issue reduces the chance of future misunderstandings, and the athletes are more likely to stay involved in the sport.

Following are some reasons why athletes may participate in sport:

- Achievement of goals.
- Health and fitness.
- Having fun.
- Friendship and social activities.
- Sense of belonging.
- Sense of direction and control.
- The thrill.
- Fame and money.

DUTY OF CARE

Each Coach has the responsibility to be aware of the implications of the often used phrase "duty of care".

Ultimately the coach needs to respect the privacy of all shooters while at the same time instructing them in current safe practices with appropriate information being given to them prior, during and after the conduct of the sport.

It must be remembered that often coaches will need to work with shooters of differing ages and genders and this in itself can pose a challenge. It is fact that a younger person will usually require closer monitoring and support than an adult.

Area of attention:

- Explain what you are doing and/or what you wish to do.
- Minimise physical contact with the shooter - essential contact only.
- Establish good communication with the shooter prior to range work
- Minimise risk by knowing your shooter and their capabilities
- Stay alert to the potential risks of the range and the sport
- Provide accurate and reliable information to the shooter

Each Coach takes on the responsibility of ensuring that not only the personal physical safety of each shooter in their care is assured, but that the shooter is able to enjoy the sport without undue harassment or fear.

RISK MANAGEMENT

Risk Management involves an assessment of the risks of shooting – and have an evolving working plan to minimise or eliminate risk to the shooter or visitor to the sport. This should include an ongoing review of procedures at the range, and during training sessions, and/or of the range structure itself, which can highlight issues that require attention.

These can then be documented and presented to the club management for action. The responsibility of individuals should be clarified, and that of the officials of the sport, respected.

Shooter injuries are more often self-induced, caused by other persons or objects in the place where the activity takes place. The effective coach should be prepared to deal with minor situations, and know when to refer shooters to seek professional medical advice.

To specifically minimise potential injury risk to the shooter, the coach should:

- be informed about the health of the shooter.
- encourage a fitness program in the shooter, that includes a warm-up routine and stretching before shooting.
- be familiar with the range environment

LEGISLATION THAT HAVE IMPACT ON THE COACH

1. WORKING WITH CHILDREN

While each State has a varied approach to working with children, the concept is the same. Those coaches who work with children (any person under the age of 18 years) must respect a standard level of conduct.

To this end, it is recommended that every accredited coach obtain a Working With Children card (or each State's equivalent if available)

Note: Some States at this point only recommend a Police check be undertaken.

2. CODE OF BEHAVIOUR

AISL is fully committed to providing a safe sporting environment in which the principles contained within the **Coach's Code of Behaviour** are respected and promoted.

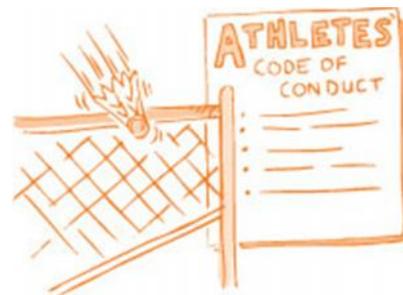
This form requires Coaches to:

- agree to abide by the AISL Code of Behaviour
- acknowledge that AISL may take disciplinary action, if they breach the code of behaviour (In the event of an allegation, AISL have implemented a complaints handling procedure in accordance with the principles of natural justice)

- acknowledge that disciplinary action against them may include de-registration from the Accreditation Scheme.

Code of Conduct for Athletes

Establish a code of conduct for athletes at the start of the coaching program outlining what is acceptable and what is unacceptable behaviour. It is important that each athlete understands and accepts the code of conduct, so include your athletes in the decision making.



A Code of Conduct May Include the Following:

- The rules of the training session or competition.
- Attendance and expected attitude at training and competitions.
- Attitude and behaviour towards others, e.g. officials, spectators, other athletes.
- Disciplinary action.
- Promote the fair play philosophy.
- Recreational and/or performance enhancing drugs.

3. FIREARMS LEGISLATION

It is important that the coach fully understands his/her local firearms regulations in terms of

- Handling your shooter's firearms
- Whether a permit is required when travelling interstate
- Whether a junior can obtain a permit or licence, and under what conditions

As the State Firearms regulations vary, it is impossible to collate definitive information in this document.

INCLUSIVE COACHING

Shooting is a sport which presents few boundaries when it comes to:

Gender – both females and males are able to compete on an equal basis within Australia. Shooting is not a power sport to be influenced by gender strength, and while there may be a gender membership bias, this is not translated to performance.

Age – from 12 to 84+yrs, shooting is one of the truly life-long sports

Skills – with the observance of a grading system, all shooters compete with their “skill level” peers

Disability services. The shooting sports are well equipped to involve the disabled.

M1 U2 COMMUNICATION

The measure of the coach ultimately lies in the performance of the shooter.

The knowledge known by the coach is of little value if the knowledge cannot be clearly communicated to the shooter and hence influence the performance.

Apart from the coach having a clear picture of what is required, the shooter also needs clear vision of the proposed direction.

Communicate more the "WHAT TO DO" for the future and not upon mistakes that occur along the way. This does not mean that it is not valuable to direct the attention of the shooter at times, to the discrepancy between his efforts and the required performance.

Coaches are often in the situation where they are instigators of changes in training or tactics. People differ in the extent to which they accept change. Some shooters are more receptive to change, while others resist any change.

Good coaching is often the result of effective communication. Effective verbal communication involves asking good and effective questions, encouraging expression, and good listening.

Good listening is the ultimate key to success. Posture, facial expression and gestures go hand in hand with the listening process.

communication is . . .

A balance of... VOICE....TIMING....MANNER....INVOLVEMENT....CONFIDENCE

Listening Skills...The manner of the questions being asked of the competitor is relative to the answer you will receive.

OPEN QUESTIONS – questions that can only be answered with a sentence, or leads the athlete to further discussion. The OPEN question is very effective.

ie "walk me through the first part of the competition today" (this has to have a sentence answer and gives the coach more time to LISTEN)

CLOSED QUESTIONS – easily answered with one or two words, and closes discussion.

ie "how did you go today" (easily answered with a shrug and/or OK" – invites the coach to talk, which is not the intention)

Think about how you interact with athletes – your questions, and how much time you give them to work through their thoughts.

USEFUL GUIDELINES

- * BE POSITIVE IN YOUR APPROACH
 - give good feed-back
 - have realistic expectations
 - praise effort as much as results
- * HOW TO GET POSITIVE THINGS TO HAPPEN
 - set a good example
 - encourage effort and give meaningful encouragement
 - encourage shooters to be supportive of each other
- * CREATE A GOOD LEARNING ATMOSPHERE
 - set clear, realistic goals
 - give instructions clearly and concisely
 - ensure that instructions are understood
 - be patient and acknowledge effort and progress
- * COMMUNICATING EFFECTIVELY
 - encourage shooters to express their concerns to you
 - be sensitive to their individual needs
 - communicate when the shooter is most receptive
 - resist using the technical jargon too soon – keep the phrases clear
 - remember that all those at the range are there for a purpose
 - listen, and check that you have it right, before diving in with an answer
- * HOW TO GAIN RESPECT
 - be a fair and considerate person to your shooters and range personnel
 - lead by good example
 - don't demand respect ... earn it**

Remember the old saying – “we have two ears, and one mouth....for a reason”

- ✓ **The coach is the translator of knowledge to the shooter. The coach must speak in the same language as the shooter and speak in a clear and concise manner.**
- ✓ **Be calm and sure of yourself - the shooter will respond to this reassurance and presence.**
- ✓ **Use varying methods in the communication process.**
- ✓ **Communication involves listening. Listening includes - attentive hearing, paraphrasing, restating, and clarification.**
- ✓ **Communication involves TALKING and LISTENING, and when to use each wisely. Learn the balance.**
- ✓ **Non-verbal communication demonstrates HOW more than WHAT - you say.**

M1 U3 FIREARMS & SAFETY

As well as the more obvious firearms and range safety, the coach has a wider responsibility to be aware of, and promote occupational health and safety regulations as appropriate to the personal safety of all those attending a rifle range. Further information can often be obtained from your local OHS department, and is very useful.

Safety must include providing a training atmosphere that is felt to be physically and mentally secure for all age groups and sexes. Intimidating actions or phrases cannot be tolerated.

Safety

Safety can never be stressed too much, and with the Australian Clay Target Association a firearm is always treated as loaded unless seen to be different.

You, the coach and individual, become the safety catch of all firearms and everything else on the firearm becomes a mechanical device.

It is therefore essential that safe firearm handling becomes the first rule for all participants. You, as coach must support these visions.

1. Treat any firearm with the respect due to a loaded gun.
2. Never point a firearm in fun or jest.
3. Carry the firearm so that you control the barrel even if you stumble.
4. Become the safety catch of the firearm.
5. Load the firearm only when it is your turn to shoot.
6. Always unload when the red flag is shown or at the referees command.
7. Ensure you have the correct calibre cartridge for the gun in use.
8. Do not play with or modify firearm mechanisms.
9. If a firearm misfires keep the barrels to the front and wait for the referee.
10. Firearms and alcohol do not, and never will, mix.

Safety is your responsibility not someone else's

It is also highly desirable that the Club Coach be an accredited Range Officer as well. The coach must be fully familiar with both the rights and responsibilities of competitors, coaches and officials, as specified in the ISSF and ACTA Rules.

Shooting Etiquette for Athletes & Coaches

- Club Officers and Committee members - they respect constructive criticism and expect your assistance and co-operation.
- It is your responsibility to ascertain squad timing and layout - be on time.
- Respect the other shooters' rights to perform without interference.
- In the all disciplines, stay in your station until the shooter on your right has shot.
- In the Skeet discipline, unload before leaving the shooting station.
- Remain on the layout until the last shooter has finished.
- Dress in a clean, neat and tidy manner.
- Respect the referee's decision and do not obstruct his/her vision.

It is not possible to list the firearm regulations in this document, as each State varies. Please ensure that you, as the coach, seek accurate information from the Firearms Dept or your State Association, ESPECIALLY regarding the handling of firearms by coaches.

CARTRIDGES

With the ever-increasing number of cartridge manufacturers, the choice of cartridges in Australia today, is increasing. This large range offers competitors an infinite choice in quality, speed and shot size. A cartridge can be selected to meet individual needs, both for the discipline and the physical stature of the person.

A cartridge should be selected for the right reasons and with thought given to the best cartridges for that particular purpose.

These purposes could be:

- i. Discipline being shot i.e. Standard Skeet as against ISSF Skeet
- ii. Physical stature of a competitor
- iii. Style of shotgun being used
- iv. Experience and the ability of the individual

For the novice shooter, care should be taken to select a cartridge with minimal recoil, so as not to create problems which excessive recoil may cause. It is a fact in our sport that the slowest competition cartridge available will break clay targets, if the shotgun is pointed and controlled correctly.

It is the coach's task not to allow the pupil to lose confidence because of poor cartridge choice.

Down the Line	28 gram (1 oz)	7, 7 1/2, 8
Skeet	28 gram (1 oz)	8, 9
ISSF Trap	24 gram (7/8 oz)	7, 7 1/2, 8
ISSF Skeet	24 gram (7/8 oz)	9

12 gauge is the most commonly used shotgun gauge in Australia, followed by the 20 gauge in small numbers.

EMERGENCY ACTION PLAN

All Coaches should be aware of the most appropriate ACTION PLAN in the case of a range emergency. It is of little value to wait until there is a situation, before trying to establish a plan of action.

Emergency Action Plans should consist of

- method of evacuation of the range and the range site
- noting established evacuation points
- the procedure for dealing with minor injury
- the location of the range medical kit
- the procedure for dealing with unexpected serious medical situations
- the procedure for calling in outside medical assistance or other emergency services
- the location of the main power switches / water supply etc
- the procedure for communication during an emergency
- the location of any emergency equipment ie fire-fighting / axe / hose



Emergency Action Plans are local documents that relate specifically to the club and range for which they are created. Know the range where you are coaching, and, if need be, help formulate an appropriate Emergency Action Plan.

RANGE COMMANDS

Coaches must ensure that they are familiar with the standard ISSF/ACTA range commands for the conduct of an event or practice. Within those commands is an implied safety procedure, and the coach should understand both the commands, intentions and implications of the command/s.

Having stated that, it is then imperative for all range officials across Australia to work within a similar framework, and use similar phrases as prescribed within the Rules.

It is anticipated that during both the theory and practical component of this course, all coaches will experience first hand, the common range commands and directions.

M2 U1 PLANNING – for the coach

If a coach is to perform at anything like full potential, he/she first needs to clarify:

- what his/her job is (Clarification)
- what standard of achievement is expected of him/her (Expectations)
- how he/she is getting on. (Evaluation & Review)

Unless the coach has a clear understanding of what he/she is trying to achieve, of what standard he/she is expected to maintain, and how well he/she is standing up to those requirements, his/her performance will be significantly lower than it could be.

PLANNING – coaching shooters

The coach should firstly determine, in consultation with the shooter, an OVERALL OBJECTIVE, and under this, a number of OUTCOME OBJECTIVES and outcome statements.

THE OVERALL OBJECTIVE SUMS UP THE TOTAL FUNCTION OF THE JOB IN HAND. THE OUTCOME OBJECTIVES WILL EACH DEAL WITH A PARTICULAR PART OF THE OVERALL OBJECTIVE.

Objectives should be written. If this is done, the shooter and coach are ready to correctly identify the aspects of each role. Outcomes statements and objectives can then be compared with evaluation standards, and the coach can be assured that the objectives selected are well suited to the shooter concerned.

PERSONAL GOALS ARE THEN SET WHICH WILL HELP THE SHOOTER TO ACHIEVE HIS OUTCOME OBJECTIVE.

When setting personal goals, these questions must be answered.

- how many are appropriate and achievable?
- over what period?
- how easily are they to be achieved?
- how precise are the goals?
- how readily are the goals subject to change?
- can the goals be measured?

REVIEWING THE TARGETS/GOALS

When a review takes place at an appropriate time, the following check list should be made.

- a) Whether the goal was achieved, and if so, can you learn anything from the methods used to achieve it.
- b) If it was not achieved, was this due to
 - failure on the coach's part
 - failure on the shooter's part due to lack of interest/motivation
 - unattainable goals – lack of time
 - unforeseen circumstances (illness)
- c) If it was not achieved, should the time limit have been reviewed or extended.

Goals must be SMART

S = Specific. Saying,.. "I'll go to training," is not a specific goal. Better to be.. "Next week I will work on head position on the stock" or "next session is a practice competition"

M = Measurable. Set goals that are measurable in quality or quantity, and keep records of sessions. These are powerful and motivating tools to assuring a new habit becomes a long term behaviour

A = Attainable. In the enthusiasm of the moment we often make promises that are difficult to keep when enthusiasm wanes. If you're looking for a magic bullet the chances are you'll end up shooting yourself in the foot. Realizing that change doesn't happen overnight will help you set realistic goals you can achieve. It's the SMALL changes that are the key to permanent change.

R = Realistic. Goals should reflective of values and compatible with lifestyle. If not they can be the source of distress. Success is about learning how to customize activities to find the right fit. For example, if your athlete doesn't enjoy working out with others it's unrealistic to push them to join an aerobic exercise class.

T = Timely. Work within an appropriate time-frame to implement change.

Most important – goals are established jointly by Coach and Athlete

THE TRAINING PLAN

The training plan is the key to achieving the long and short term goals, as determined by the shooter, in consultation with the coach.

Important key words in any training plan should include:

- objectives & goals
- length of time
- method of training
- physical component
- mental training
- shooting technique training
- shooting diary
- specific session elements
- individual differences
- evaluation and review.

Having taken these key phrases into consideration, then the process of assembling a suitable Training Plan can begin.

Create all specific Training Plans with the individual athlete in line with all the areas mentioned above. However, having said that, it is also essential for the Club Coach to have in their "bag of tricks" a general set of session plans (perhaps for a month or so) that can be pulled out and used for the novice to shooting.

Be prepared to use the resources of mentor coaches and others in the club.

A successful Training Plan is vital for the growth of both the athlete and coach. Both can be confident in the positive development of the plan, and use it to advantage.

M2 U2 UTILISING RESOURCES

The shotgun is a piece of precision equipment, that should be treated as such, and will reward the owner with many years of reliable service.

CLEANING SHOTGUN (OVER & UNDER)

The cleaning of a shotgun should be conducted at the conclusion of each day's competition or training.

a. There are two variations to cleaning barrels.

- a) First by the use of a Bore Snake (pull through), which is specially designed to remove fresh plastic and lead from the barrels. This is not a substitute for a full clean but is used if shooting is to continue the next day.

With the barrels separated from the action, drop the weighted end of the bore-snake into the chamber and out through the muzzle end. Pull briskly through. Repeat several times.

- b) Second using a correct cleaning kit of rods, brushes, solvents and oils.

With the barrels separated from the action, use a chamber mate brass brush to clean into the chambers and cartridge forcing cones. Also, using the same brush and from the muzzle end clean the choke system.

Then from the chamber end using the rod and brass brush run through the length of the barrel several times. Change the brush to a loop with cloth patches and add nitro solvent, work the patch up and down several times. Change cloth and repeat.

To complete use a dry patch and remove any excess solvent.

A fine coating of oil may be used when storing, although it is generally recommended to leave shotgun barrels internally dry.

b. Action

With the action separated from the barrels, use an action cleaning brush (toothbrush style) and remove all grit and carbon residue from the barrel recess, as well as the locking system and hinge pin area. Lightly oil the inside walls. Using a quality gun grease put a match head size portion on the hinge pins and fore-end to action bearing surface. Using a silicon cloth wipe all parts wood and metal over before placing in gun case.

NOTE: If barrels are equipped with removal chokes, the barrel must be cleaned with these chokes remaining in the barrel.

After the barrel is cleaned they then can be removed and cleaned separately before putting a "thin" film of oil on them and then replacing the chokes into the barrel with only a "wrist tight" final lock.

c. Triggers

If the shotgun is equipped with removal triggers they can be removed and cleaned separately with a cleaning agent, dried, then a few drops of oil placed on the sears before re-installing to the action.

CLEANING ITEMS REQUIRED:

1. 1x12g Bore Snake
2. 1x 12g Cleaning Kit (complete with rods, brushes, oil & patches)
3. 1x 12g Chamber Mate (brass brush) and handle
4. 1 x gun grease
5. 1 x solvent
6. 1 x action cleaning spray

TOOLKIT

A coaching kit consists of all those items that assist the coach in the performance of his/her duties.

Over time, coaches may assemble a collection of physical items in a small bag or toolbox and simply take the collection to the coaching session as a whole kit.

Items that would be deemed to be of use include:

Stopwatch	ISSF Rule Book	Blue tack
Screwdrivers	Allen keys	Masking tape
Pen knife	Cleaning patches	Ear Plugs
Black texta	Solvent/oil	Shooting calendar
Pen	Tissues/cloth	

For most situations that may arise in competition or training, the coach has then an item that may assist in the resolution and improvement.

COACHING AIDS

These may include:

Pre-recorded dvd/videos – check what is available on the internet, or other shooters/coaches

Books - specifically on shooting or other self-improvement. There are always new aspects on the sport being published. There are often good diagrams or phrases that may be extracted and used in the practical coaching.

Visual aids - these may take the form of photographs of the shooter, or photographs of other elite performers, recorded video sessions of the athlete, diagrams to assist learning. Many good visual aids have been made by coaches who see a particular need to show, rather than tell.

Websites – In this electronic age, the most exciting area of development is that of the internet. There are numerous websites with a mountain of material that can be of use to the astute coach.

TECHNOLOGY

This area is one of the most challenging and exciting new areas of coaching support. The use of technology has given insights to the coach that were previously not available.

The specific items discussed shall include:

DIGITAL CAMERA – provides the opportunity for the shooter to see themselves in position. A digital image is ideal to re-enforce the shooter's positive actions and detect minor errors.

VIDEO CAMERA - it is still one of the most valid pieces of equipment that a coach may utilise. It provides a visual record of the shooter's actions, which may be viewed many times, either to consolidate a given pattern, or reviewed with a view to the adoption of a new procedure. The video is a valuable tool in coaching, as it allows the coach to record what the shooter cannot see.....themselves!

Once familiar with the operation of the particular camera, there are a few simple guidelines:

- For filming over a short or extended period of time, always set the camera on a tripod or firm table. There is no value in trying to show the shooter his/her stable standing position, if the camera waves like a flag in a breeze.
- Film slowly if there is to be any movement - the human eye reacts much faster than a video camera. Zooming should be done very slowly (if at all).
- Do you wish to record a commentary..... have you worked out a script.
- Video session also need objectives.
- There is no value in simply aiming the camera at a shooter and squeezing the ON button.
- Both the coach and shooter must know
 - why the camera is recording.
 - What elements can the camera best record ?
 - the complete shot routine - ie the rhythm
 - follow-through - in other words, the outer position, or the outwardly visible items.

It is a valuable resource that takes little engineering expertise to action, and in consultation with the shooter, can provide valuable insights.

M3 U1 COACHING ATHLETES - HOW TO GET READY TO INSTRUCT

Break down the instruction. Do the job or rehearse the subject beforehand.
Divide the learning into STAGES. Select the KEY POINTS.

SAFETY FACTORS ARE ALWAYS KEY POINTS

GET EVERYTHING READY AND PROPERLY ARRANGED.

Step 1 PREPARE

- put shooter at ease and state the task clearly
- check existing knowledge
- create interest in learning

Step 2 PRESENT AN EFFECTIVE DEMONSTRATION OF THE SKILL

- tell, show, illustrate, one step at a time
- say as little as possible – show!
- stress KEY POINTS - instruct clearly, completely and patiently
- give essential information at a suitable pace

Step 3 PROVIDE OPPORTUNITY TO PUT INTO ACTION

- indicate personal responsibility
- check understanding of KEY POINTS and continue until satisfied
- provide further resources
- encourage questions and provide means of feed-back

Step 4 RECAP/RESTATE AND INVITE FEEDBACK

- check that your instruction points have been understood
- give time for questions and comments

ANALYSING THE TASK

Each task will demand a particular type of behaviour:

- one may require a physical skill
- one may require a mental skill
- or demand great concentration

Complex tasks may demand a combination of these. The process of assessing these various skills and knowledge components is TASK ANALYSIS, and it is vital to the design of a training or coaching program.

It aims to answer the following questions regarding each task performed.

What level of ability and aptitude is required?

What degree of knowledge and skill is required?

What degree of decision making is entailed?

Answers to these questions will assist in the design of training.

ACQUISITION OF SKILL

❖ LEARNING

LEARNING is a relatively permanent change in performance resulting from practice.

SKILL is the degree of success in achieving an objective with efficiency and effectiveness.

Skill is specific and involves several characteristics.

- it is an organised sequence of movements
- it requires spatial and temporal organisation
- it involves accuracy and uniformity of execution
- it is done to accomplish a purpose

❖ THE LEARNING PROCESS

Many skills are learned by trial and error. It is the job of the coach to short circuit the trial and error process with appropriate information leading to skill transfer from the known to unknown..

The Learning stages:

COGNITIVEthe beginner will first attempt to understand the task and its demands. Verbal instructions and demonstrations are very important at this stage.

ASSOCIATIVEerrors are gradually eliminated.

Such factors as prior experience, difficulty of the skill, practice schedules, and motivation of the learner will determine the length of this phase of skill learning. The coach should provide feedback and motivation.

AUTONOMOUS ...practice tends to automate skills beyond level of attention

❖ PRACTICE

1. Practice is essential to acquiring skill in any motor task.
2. The most obvious effects of practice
 - increasing the fluency
 - increasing accuracy
 - reducing errors
3. Practice alone, is not sufficient for improvement.
Without
- knowledge of effective outcomes
- interest and attention to detail
- the usefulness of the task
- readiness to learn
- and a degree of practice routine
....the skill is not retained



M3 U2 SHOOTING TECHNIQUES

NOTE:

While coaches may be familiar with the following discipline information, please remember that Club Coaches need to be familiar with ALL the disciplines of Shotgun – hence the brief descriptions within this unit.

Coaching Novices

The first and most important objective to achieve with novice shooters is that they receive a satisfying introduction to target shooting. To attain this, the novice will need to shoot comfortably, and achieve success early.

The novice is at the range because they want to shoot and break targets. To ensure a successful start, the coach will need to make some basic assessments quickly and without unnecessarily distracting the shooter.

These will include

- **Check eye dominance – it is a major factor to successful shooting.**
- **Clothing - no excess bulk on the shoulder or loose ends to catch the gun coming into and out of the shoulder.**
- **Hat, Ear and Eye protection - ear protection is a must and effective eye protection is recommended - lenses should be of safety glass or impact-resistant plastic. Closed footwear should be worn.**
- **Gun fit - never perfect with a novice, but should be within reasonable limits**
- **Stance - as well balanced as possible, gun mounted with butt firmly into the shoulder, cheek landing solidly on the gun.**

The Shotgun



Gun Fit

In order to be able to shoot well with a shotgun, it is essential to use one which “fits” the person. The factors which determine whether or not a gun is a correct fit are stock length, comb height, drop at heel, angle of the butt, balance and cast. Two of the more important are stock length and comb height. These two factors are closely linked.

For the novice in particular, there will be so many of the fundamentals requiring attention that it will be difficult to determine gun fit with any real accuracy in the early stages.

Provided the novice's gun is a reasonably fair fit, any temptation to make dramatic changes to its configuration should be resisted until such time as the shooter has more skill level.

DEFINING WORDS

*Stock length - Fore-end - Pitch - Butt - Cast - Comb - Grip
Choke - Barrels - Balance – Swing – Heel – Toe - Trigger*

NOTE: these phrases are part of the shooting “lingo” and coaches are aware of the meaning, without a second thought. To the newer shooter, most are phrases “from another planet” Use the terms, then show/explain

Characteristics of Shotguns

The range of shotguns available to the competitive shooter is both large and varied. It is imperative that the coach has a sound basic knowledge of their basic characteristics and fundamental differences, so that they may utilise this knowledge to benefit their pupils.

When advice is given, careful attention should be taken of the physical makeup of the novice and directly relate it to the firearm. Items such as left or right handed, height, weight, neck and arm length should be noted. These individual characteristics should mate to the firearms dimensions i.e. flat trap or skeet stock, barrel length, chokes and overall weight.

A wrong choice can make the process of learning the sport of clay target shooting difficult. The individual may have preconceived ideas of a preferred brand, use this knowledge, coupled with logical explanations to enable them to make the right choice.

Stock Length

Stock length is given as the length of pull measured from the face of the trigger to the centre of the butt. This measured length varies according to individual characteristics and may be calculated using various methods.

One method is to measure the distance between the leading finger (of the hand holding the pistol grip) and nose. Average measurement will be 30 mm to 40 mm. Another is by measuring the distance between the rollover of the thumb (of the pistol-gripped hand) and the nose. Average measurement will be 25 mm to 40 mm. Measurements are taken with the shotgun in the mounted position.

Butt & Forend

The end of the stock to which the recoil pad is fitted. The upper point (heel) and the lower point (toe). By altering the angle between the two, the required barrel pitch is obtained when the gun is shouldered. The forend forward of the action enables the user to grip, balance and direct the shotgun. The shape and size of forends are varied and the individuals hand will dictate choice.

Grip

The section of the stock held with the rear hand. This grip hand is used to bring the stock to the face and hold the firearm to the shoulder. A semi pistol grip style is generally designed into Skeet and Trap shotguns. As with the forend, the individuals hand will dictate the size and shape.

Gun Balance

Most of the 'off the shelf' over and under shotguns have a balance point at or around the barrel / action hinge pin. Work with your shooter to confirm this point.

Barrels

Depending on the discipline being shot, barrel dimensions are reasonably static.

Skeet	70 cm	choked, Skeet and Skeet
Trap	76 cm	choked, Modified (1/2 choke) & Full

Barrel weights are becoming increasingly important in the choice of shotgun. Individual characteristics, styles and discipline being shot will dictate the required weight.

Chokes

Simple definition: The easiest way to describe the variation of choke bores to a novice, is to state "as the inside diameter or bore is decreased at the muzzle, the shot charge is held more tightly together over a longer distance. Conversely, the more open the bore is at the muzzle, the more spread the shot charge will be at a similar distance".

Pitch

Pitch is the relationship between the flat line of the barrel rib and the heel and toe of the butt. The measurement is obtained by placing the gun against a 90 degree upright with the butt / recoil pad flat on its base. When the area of the top lever touches the upright, the gap between the rib at the muzzle and the upright is the PITCH.

Trap	40 mm
Skeet	60 mm

The amount of pitch required is dependant on the individuals physical proportions i.e. shoulder, neck and chest. Too much toe may cause the muzzle to rise. Too much heel may cause the muzzle to drop.

Cast

The deviation of the butt/stock from the centre line in either the vertical or horizontal plane. This is termed "Cast at the heel or cast at the toe".

Individuals with wide shoulders may require more cast than a person of average build. This may average out at 5 degree at heel and 10 degree at toe. Cast can become technical and should be discussed with an expert. Talk to a coach whose opinion you value.

SHOOTING METHODS

The shotgun as distinct from a rifle, is a smooth bore pointing firearm, used for shooting moving targets. Shotguns fire a cartridge containing a quantity of lead shot, unlike a rifle which fires one projectile. Because of the time lapse between pulling of the trigger and breaking the moving target, a different style of shooting is required. This style has become known as Lead, Swing or Forward Allowance.

- i. **Swing -Through**
This method possibly gives the best results. The gun muzzle starts from behind the target and is swung through the target. The trigger is pulled as the muzzle passes the target; the momentum carries the muzzle through to obtain lead. Care must be taken not to stop the swing as the trigger is pulled.
- ii. **Pointing Out**
Here, the shooter passes the muzzle through the target and when the required lead is obtained, pulls the trigger maintaining the lead. The muzzle must not stop after the trigger is pulled.

- iii. Sustained Lead
The shooter positions the gun with the muzzle in front of the target obtains the correct lead and pull the trigger. This is a similar style to 'Pointing Out', and often used in Skeet.
- iv. Spot Shooting
With this style the shooter estimates the required forward allowance and pulls the trigger while the muzzle is stationary. This method is extremely difficult to master and is least used.

All four (4) methods may be used as occasion demands, but as experience is gained, the Swing Through method will generally offer more consistent results.

The Fundamentals

Mention is often made of the need for shooters to concentrate on the fundamentals to the exclusion of all other things if they are to attain peak performance. What are these fundamentals that are so important?

For clay target shooting they are:

- **Stance & Balance**
- **Mounting the gun to the shoulder**
- **Gun position and hold**
- **Movement, swing and Follow-through**

To assist a shooter to improve his/her skills and attain best performance, the coach must strive to achieve the development of a correct routine based on the fundamentals.

Stance & Balance

To shoot well and comfortably with a shotgun requires a well-balanced, upright stance. Balance involves maintaining a stance which is comfortable, stable and which promotes a smooth swing. Everyone must find a personal stance which is comfortable and effective.

Good balance will allow the shooter to move smoothly with the target and to control recoil.

Balance can be improved by the adoption of a good basic technique, and further enhanced by practice on awkward targets and on awkward ground. Balance can also be improved by physical fitness. In shooting, a certain level of strength in the arms, shoulders and legs is important.

Exercises such as swimming, running, and cycling will improve balance and general fitness, as will games like tennis and badminton, which have the added advantage of improving hand-eye co-ordination.

Shoulder mount

When instructing a novice shooter, start the training with the gun mounted firmly on the shoulder. With this the shooter should hold the gun firmly with both hands. The butt should be placed to the shoulder, inside the point of the shoulder. If the gun is mounted to the shoulder correctly, then the eye should be directly in line with the rib of the gun, with no undue pressure placed on the neck or arms to obtain alignment.

If this alignment cannot be obtained in a relaxed manner, then the reason may often be found by checking whether the stock is too long or short.

Gun position and hold

Once mounted, the gun should point away from the shooter's master eye towards where the shooter first sees the target.

Swing

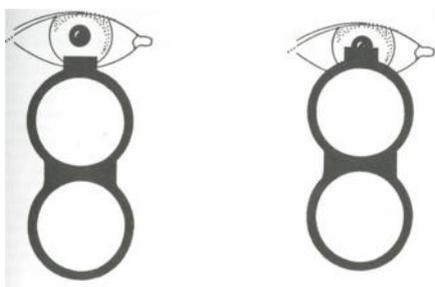
Because a shotgun is designed for shooting at fast moving targets at close ranges, and the time it takes between pulling the trigger and when the shot pattern reaches the target, it is obvious that the muzzle must be pointing well ahead of the moving target at the instant that the shot leaves the muzzle. Once clear of the muzzle, the shooter can no longer exercise any control over the shot pattern.

Rhythm.

Essentially, good rhythm concerns the business of shooting smoothly, as if to a beat. Good rhythm is unhurried and promotes both an elegant style and consistency.

Cultivating a good rhythm is one of the most challenging, yet important skills of good shooting. The first stage of developing a good rhythm is to recognize its importance and the elements required.

Visual contact.



The sighting in the left diagram is more correct. While the position of the eye above rib/breech is a matter for debate, the eye on the right is almost certainly too low, but much depends on the regulation of the gun. (Illustration from: Michael Yardley, *Gun fitting: The Quest for Perfection*, Sportsman's Press, 1993)

Use of the Eyes

One eye open - or both eyes?

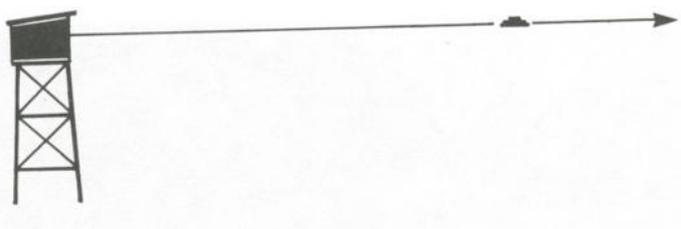
The use of the eyes is not quite as simple as this question implies. To estimate the lead required for a target the shooter needs to estimate how far away the target actually is. To do this requires the use of both eyes, which after years of everyday experience automatically applies telescopic vision to provide a distance estimate. To sight a gun barrel however requires the use of only one eye and in most people this sighting can be done instinctively even though both eyes are open at the time.

First, both the shooter and the coach must determine beyond doubt which of the shooter's eyes is his/her command or master eye. The master eye will dictate whether the shooter should use a gun right or left handed; e.g. right eye = right shoulder, left eye = left shoulder.

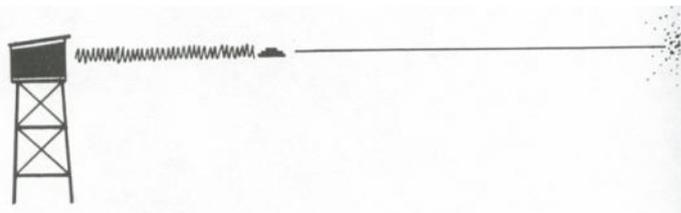
It is essential to test for master eye with any new shooter to the range, whether they are a novice or an experienced shooter. Many of the latter have been found to have been shooting for a considerable time, and often doing quite well except for certain angling targets, using the wrong eye. They will have got into the habit of closing the master eye just before firing.

Even the best athletes sometimes fail to achieve adequate visual contact with the target. There are many ways to improve visual discipline. As a coach – remind your shooters to 'watch the target' can be effective, especially in the early stages of learning. Reminding them to keep looking at the target, and especially the leading edge - which might be the front, top or bottom of the bird rather than just a vague shape, is also important.

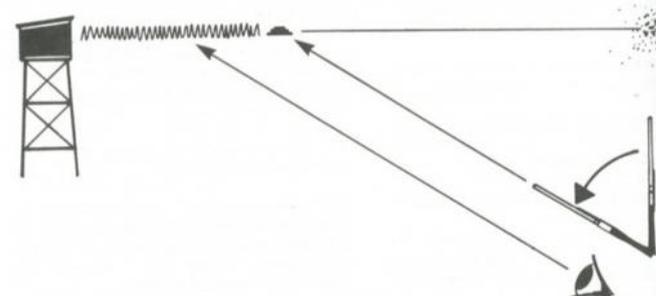
The Positive Shooting Method



a) *If possible, watch the target before shooting it.*



b) *Establish where to set the target as a blur, where it's first seen as a solid object, and approximately where it is to be hit.*



c) *Set the stance towards this point; rules permitting, mount the gun on it and wind back along the line of flight to the point where one first sees the target as a solid object. Keeping the muzzles just under the line, lower the butt from the shoulder and direct the eyes to where the target is first seen as a blur.*

Swing Through

This is the simplest and most widely used method. Its simplicity stems from the fact that the target itself becomes the reference point for pulling the trigger.

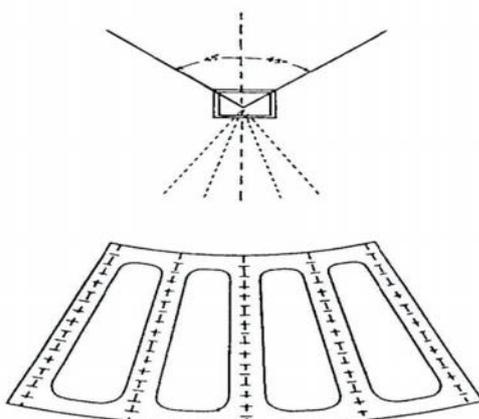
Sustained pull-away lead

This method is commonly used by Skeet shooters. While the target is used as a reference point, there is no automatic assurance of the correct lead. The shooter must use their judgement on this. Therefore some experience is required.

Follow-through

Follow-through means that the shooter should maintain the swing, ready to adjust, until he/she sees the target break.

Disciplines - Down the Line (DTL)



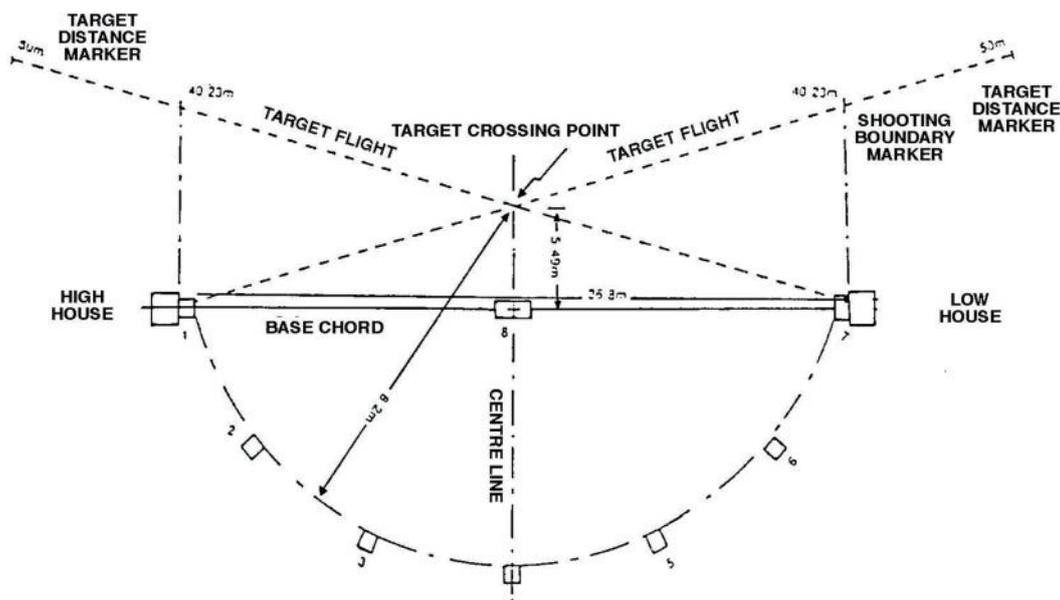
The secret to Trap is in gaining muzzle control. This can only be obtained if the following points are learnt and practiced.

- i. Correct gun fit in relation to the shoulder, arms and face
- ii. Body position
- iii. Feet position
- iv. Gun aim position in relation to the trap house
- v. Correct eye focus

Hints to assist in DTL

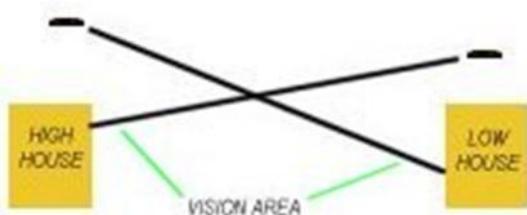
- Always use the central lane marker to set basic feet position. This will enable the body to easily move equally left and right, thereby covering any angle at which the target may appear.
- Heel of the feet should be approximately as wide as the shoulders. As a guide – use a mental clockface....Foot position should be approx. (for a RH shooter)....left foot pointing between 12-1 and right foot pointing between 2-3. Check body balance and ease of turning.
- Depending on the track, position the gun on the top rear of the trap-house (a practical demo of the “fifths process” can explain further) to be pointing approximately at where the centre of the trap machine is and from where the target will appear.
- A firm cheek pressure to stock of the gun.
- The forward hand should be approximately halfway along the fore-end, with a firm but comfortable grip applied.
- Allow the eyes to relax and look forward to see the target.
- Wait till the target appears before moving – **resist anticipation**.

Skeet Discipline



This discipline is shot over a standardized eight pad system, set between a High and Low trap-house. This semi-circular layout starts with number one pad at the High House through to number seven pad at the Low House. The number eight pad is set midway between the flight line of the targets.

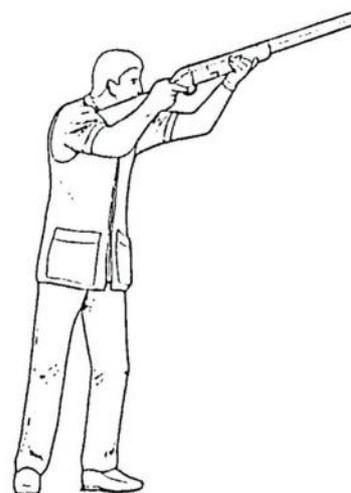
The targets are also crossing clays with varied angles set to challenge the competitor.



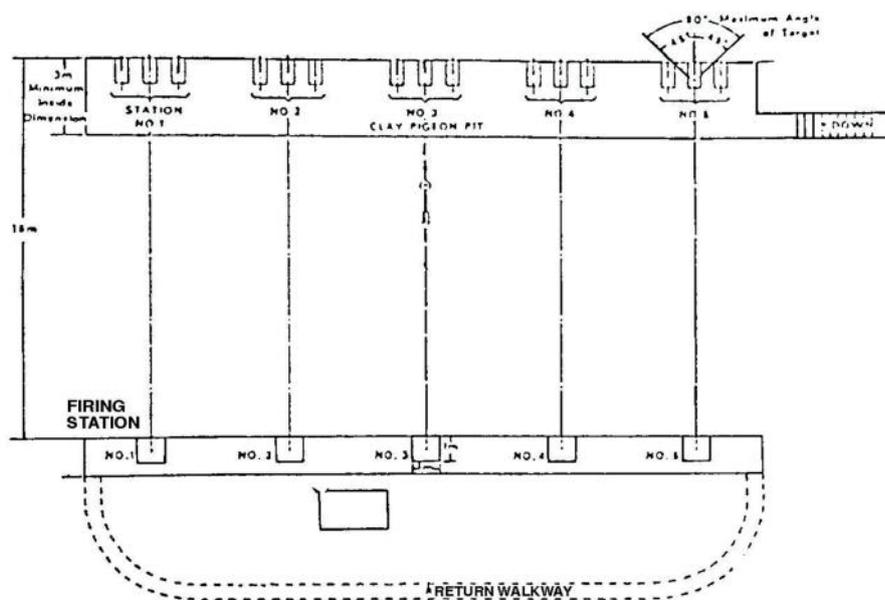
Each competitor knows where the target will appear from, going to and what speed it will attain. The challenge is the constantly changing angles, with neither left or right handed shooters having the advantage by the end of the round.

Hints to assist in Skeet Shooting

- Use number eight pad to position the feet, thereby gaining the basic stance. The body will have a balanced and equal swing. Remember the feet position for best balance.
- From this basic stance, turn the body to the trap-house, stopping the gun muzzle approximately five metres from the target release aperture.
- Hold the gun muzzle on or fractionally below the flight line and allow the eyes to look for the target.
- Maintain the hold position until the target actually appears.
- A relaxed, but controlled grip of the shotgun.
- A good shot requires a good sight picture, “watch for, and track the target”.
- Maintain follow through then completing the shot.
- Use ear protection, comfortable clothing and comfortable shoes.
- Always use shooting glasses when Skeet Shooting to avoid chips and dust from broken targets.



ISSF Trap



ISSF Trap is one of the Olympic Disciplines of ACTA. This layout is also a five pad system, but only 15m is used and set straight across the rear of the ground level trap-house.

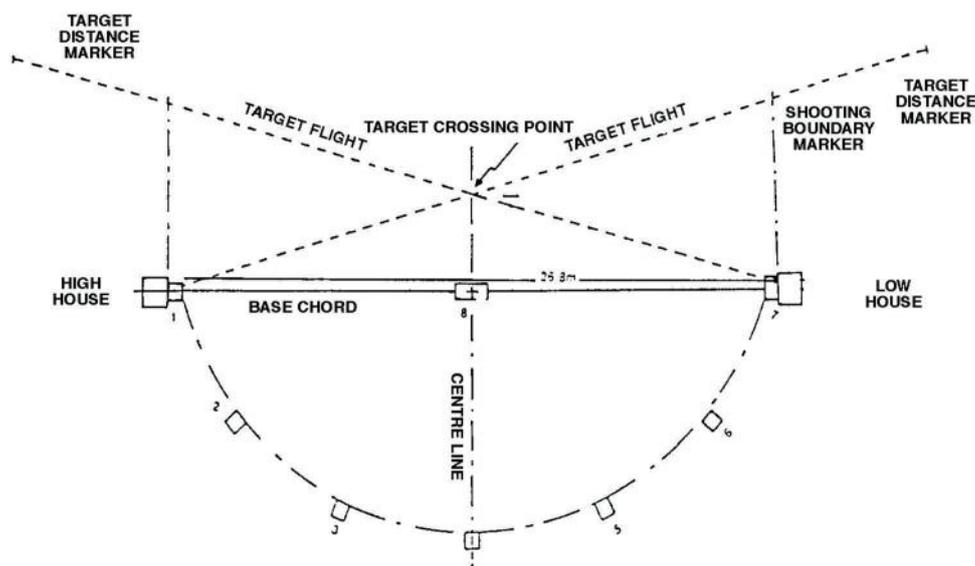
Inside this trap-house are 15 machines set in five (5) banks of three (3). Each machine being set to a predetermined height, angle and distance, called a program, varying from machine to machine.

With the traps of an ISSF layout being mounted below the ground level, a different sighting picture is presented to the shooter. Because of increased target speed, greater variety of height and angles in the ISSF targets, this sight factor cannot be over emphasized. It is further compounded because the target does not appear at one point in relation to the trap house.

Hints to assist in ISSF Trap Shooting

- Place your feet in as natural a stance as possible, facing to the direct front so that your body has equal swing left and right.
- Hold the muzzle on a mark found on the front of the trap roof (one for each pad). This mark indicates the centre of a bank of three machines.
- Allow your eyes to relax and look forward into an area at the front of the trap roof to allow the target to appear into your vision.
- A good **sight picture** of the exiting target is essential.
- Do not move the muzzle until the target is correctly visualized. **Resist anticipation.**
- A firm cheek pressure on the stock, with a firm but controlling grip of the forend is only required.
- A controlled swing and follow through is important.
- Use hearing protection, wear comfortable clothing with comfortable footwear.

ISSF Skeet



ISSF Skeet is the discipline style at World Cup and Olympic level.

Like Skeet, the rounds are shot in brackets of twenty five (25) targets, but from this point there is little similarity. Although the ground layouts are the same distance, the targets thrown are quite different in speed. Three other differences that become visible are gun position, time delay on target release and the sequence of target release.

The gun is held in a down position where the toe of the stock must touch a mark on the hip until the target visually appears. This position is held from the command "pull" until the target appears, which is within a time delay of zero (0) to three (3) seconds.

All these variations with the ISSF Skeet make for a higher degree of difficulty.

Hints to assist in ISSF Skeet Shooting

- Practice mounting the gun from the down position (in front of a mirror) until you can mount the gun in a smooth manner.
- Work out where you basically break each target, place your stance to face that basic point, then turn towards the traphouse.
- Use practice rounds to calculate the distance you require to hold the muzzle from the traphouse to effect a well timed gun mount and smooth swing.
- A firm but controlling grip of the gun is only required.
- Practice the art of controlled readiness.
- Use hearing protection, wear comfortable shoes and clothing with a well fitted jacket.
- Always use shooting glasses when Skeet shooting to avoid chips and dust from broken targets.



ISSFSkeet Ready Position

Basic mental approach

Mental approach can be described in two words, “concentration” and “single-mindedness”.

Concentration for the task at hand, which is being ready for the target when the command “pull” is given and completing the shot correctly.

Single-mindedness on shooting at the targets you call for one at a time for as many times as required, letting the score and other shooters look after themselves.

Practice at these two words is essential to gain the confidence required to be a successful competitor.

Equipment - Shotgun “Trap”

Generally is a 12G which has a 76cm length barrel in an over and under configuration. However, single barrel magazine fed shotguns (semi-auto) are sometimes used.

The stock of a trap gun is set at a high level so that when the cheek is placed on the stock the eye is positioned to look down onto the rib. Thereby the shooter is able to see the target yet have the shot pattern over the target. These guns are single trigger, which after firing one barrel selects the second so the trigger can be re-pulled. Generally, the guns are equipped with ejectors to remove from the chamber the fired cartridge case.

Weight of an average over and under trap gun is 3kg. Barrels, generally choked modified or full.



Shotgun “Skeet”

Generally is a 12G which has a 71cm length barrel in an over and under configuration. As with the trap gun the single barrel magazine fed shotgun is sometimes used. The stock of a skeet gun is set at a lower plane so that when the cheek is placed on the stock the eye is positioned to look flat along the rib or slightly above it. This allows the target to be seen above the muzzle but permits a closer gun target relationship on a crossing target. These guns are single trigger, as in the trap gun, and equipped with ejectors for the removal from the chamber of the fired cases. Weight of an average over and under skeet gun is 3kg. Barrels generally choked Skeet and Skeet.



M3 U3 DEVELOPING THE ATHLETE - PHYSICAL CONDITIONING

There are many components of physical fitness. Many sports are mainly concerned with power and flexibility. These can be described”

Endurance - Sustaining or repeating intense effort while resisting fatigue.

Speed - Moving the body rapidly (maximum velocity)

Strength - Applying force against resistance.

Power - Producing explosive force (a combination of speed and strength)

Flexibility - The range of movement around joints.

UNDERSTAND THE IMPORTANCE OF WARMING UP, COOLING DOWN AND STRETCHING

WARMING UP

The aim of the warm-up is prepare the mind, heart, muscles and joints for physical activity. Warming up helps to mobilise the joints and reduces the chance of injury to athletes. Prior to competition, how well the warm-up is organised can have a significant impact (physically and psychologically) on the athlete's performance.

There are three stages to a complete warm-up:

1. Aerobic exercise – 5-10 minutes of non-specific exercise, for example very light jogging to bring the body up to its optimum working temperature.
2. Mobility exercises – stretching, taking the body through the full range of movement beginning with general stretches and ending with more specific stretches.
3. Specific exercises – practising the basic movements and skills of the sport or activity.

The length of warm-up prior to stretching will depend on the temperature. Generally 5-10 minutes of aerobic exercise is sufficient, however cold days may require longer.

COOLING DOWN

Cooling down is an important but often neglected part of training and competition. The aim of the cool-down is to aid recovery by gradually returning the body to its resting state.

The length of the cool-down depends on the intensity of the workout. Generally 5-10 minutes of low-intensity exercise is sufficient. An active cool-down will also help flush waste products such as lactic acid out of the muscles, reducing stiffness.

Stretching of muscles during the cool-down is also important, as cooling muscles shorten rapidly, potentially reducing flexibility. The cool-down is the optimal time for athletes to work on improving their flexibility.

STRETCHING

Stretching is essential to improving flexibility. Regular stretching lengthens the muscles and tendons around a joint, thereby increasing the range of movement available. The greater the range of movement the more effective the athlete's performance, and the less chance there is of injury (it is possible to be too flexible in some cases).

Stretching should be performed before and after any physical activity and during any prolonged hold up in a match or exercise session. During the warm-up, stretching prepares the joints, muscles and connective tissue for physical activity. During the cool-down stretching aids recovery by helping to reduce muscle stiffness and soreness and prevent muscle shortening.

GUIDELINES FOR STRETCHING

- Always warm up the body before stretching.
- Stretch both before and after physical activity.
- Stretch gently and slowly.
- Breathe slowly and rhythmically as each stretch is performed.
- Stretch to slight discomfort but never to the point of pain.
- Stretch alternate muscle groups.
- Begin with general stretching and then more specific.
- Never force a stretch or stretch rapidly.
- In some events over-stretching can lead to poor performance.

STRETCHES FOR SHOOTERS**Essential....****TRAINING FOR HEART/LUNG ENDURANCE**

SPOT RUNNING:- Lifting the feet only a few centimetres off the ground, run on the spot at a pace where the objective is warming up, rather than puffing.

CYCLING IN THE AIR:- Lay on the back; legs above the head; place hands under the raised hips for support; legs make large pedalling movements with effort and speed.

STEP-UPS:- Height of the step to be between 20-30cm from the ground. The exercise is simply to step up and then down again. Change the LEADING leg every two minutes or so.

DUMB BELL CURLS:- Hold the weights by your sides, maintain an erect position, bend arms at the elbow and bring the weights to the chest in a slow steady movement. Hold for a count of 3 and return weights slowly down to the sides. Weights of 1-2kg.

DUMB BELL LIFTS:- Hold weights by the side, raise the bells up and forward in an arc until arms are horizontal. Hold for a count of three and then bring weights to the chest. Hold for a count of three, then lower slowly to the sides.

SWIMMING:- Build up to a program of 20 x 50 metre laps in one session. Swimming is a very COMPLETE exercise.

RUNNING:- Build up to 5km within 30 minutes OR **BRISK WALKING:-** 30 minutes per day.

CYCLING:- Road cycling or Cycling on a static machine - at least 15 minutes working, using a warm-up, maximum pace, then a cool-down phase.

NUTRITION - THE TRAINING DIET

Once the baseline eating plan is established, fine tuning of the athlete's eating pattern should be planned appropriate to their needs and goals. The assistance of a personal nutritionist may be useful to the elite performer.

Athletes should consider the increased energy requirements of training, as many do not meet their recommended energy intake. This may result in reduced training levels, training intensities and endurance.

Remember everyone is an individual with their own particular likes and dislikes. To be effective, nutritional advice should be easily incorporated into the athlete's current eating pattern. Drastic changes are not recommended as they may cause discomfort and create problems with compliance. Make any changes gradually.

COMPETITION AND TRAVEL

Nutrition should be a year-round consideration. No last-minute efforts or magic formulas before a competition will replace any nutritional deficiencies during training.

Energy used during competition comes mainly from foods consumed in the days immediately prior to the event. When preparing for competition the athlete should eat only familiar foods, emphasising the energy content in the diet (competition is not the time to try anything new).

Food provided at competitions is often in the form of chips and snack bars, which are not conducive to a good performance. It is a good idea to have the athletes take their own snacks. For example, fruit, yoghurt and muffins make a good snack between events.

Most athletes compete away from home at some stage. Being 'on tour' is no reason to neglect nutrition and risk poor performance. Plan ahead by either preparing personal food and snacks or arranging for lunch to be prepared at a local bakery (to your specifications).

FLUID

Being well hydrated is critical to athletic performance. By the time an athlete feels thirsty they are already partially dehydrated. Research has shown that a loss of 2% body weight through dehydration can adversely affect sports performance.

As a general rule, everyone should drink two litres or eight glasses of water daily (in addition to tea, coffee and other beverages). Athletes who are in training may well need more – particularly in hot conditions. Have your athletes become accustomed to drinking water before, during and after training and competition. All athletes should have their own drink bottles immediately available to constantly maintain their fluid intake.

RECOVERY

The intake of fluids and carbohydrates immediately following competition or training replenishes the athletes' glycogen stores and reduces the effects of fatigue.

Water is the best fluid for rehydration, although sports drinks and fruit juice are also suitable for recovery.

During repeated bouts of exercise over the same day or a number of days, (for example in a Trap or D/Trap event), it is important to replace glycogen during the recovery phase with small carbohydrate snacks between races. A post-competition meal high in carbohydrate also aids the recovery.

M3 U4 ASSESSING ATHLETES

The external factors are the easiest to identify - internal are less easy. The “hits” at the target is the result of a number of factors.

The role of the coach is to assist the shooter to develop a process for methodically identifying those factors which facilitate a good shot.

MECHANICAL - Once the firearm’s barrel quality, tightness of screws etc have all been checked out, one source of potential concern is eliminated. If there are still doubts about the firearm, it should be test fired by a competent and/or experienced shooter or coach, using good ammunition.

ENVIRONMENTAL - Range brightness (light) and weather conditions need to be observed for possible effects. For instance, the shooter may not be aware of the effect or the impact point, of shadows or of alternating bright sunshine and overcast skies

POSITIONAL - Sometimes small positional changes can make a remarkable difference to the outcome. The golden rule however, is to makes changes one at a time, test thoroughly and document well before adoption in the longer term.

SIGHTING - Correct head position can be established by checking the height of the comb so that the sights and target can be lined up easily and quickly when the head settles.

TECHNICAL - Some aspects of technique such as follow-through, can be checked by observation. Other aspects need to be checked by a combination of judicious questioning and observation.

INTERNAL - Effectiveness of emotional control is the most difficult aspect for the coach to evaluate. Only by establishing a relationship of trust with the shooter, can the coach begin to know and understand the way the shooter prepares for, and executes shots. Where trust exists, the shooter will often reveal to the coach, any difficulties in dealing with situation..... eg anxiety or distractions that impede performance.

The coach can then make suggestions about differing strategies, that may work - the final responsibility then lies with the shooter to discuss and determine the method/s that he/she may wish to try.

CONCLUSION

As long as you bear in mind the BASICS of shooting, *visual contact*, *balance* and *rhythm*, diagnosis and fault elimination are relatively simple

- ✓ **Analyse, think, formulate, then speak in positive terms.**
- ✓ **Equipment should be checked periodically. A good cleaning and maintenance routine on the firearm’s components will prolong the life of the firearm, and develop good habits in the shooter.**
- ✓ **Error correction works on a series of “maybes” and should be treated as an investigation of discovery.**

M4 U1 - EVALUATION AND REVIEW

You have created a good 3 month training program for an shooter who wants to succeed at the State Championships.....the shooter is supportive and eager....the timing of the program is perfect....the shooter is working towards the goals listed....what's next?

All the way through any program it is essential to continually review the program and evaluate the level of success thus far. Ask the shooter....look for clues in their work.

Why review? Why evaluate? How else will your training plan be deemed a success (or require tweaking) other than by having a strong hard look at what you have proposed with, and for your shooter/s.

This leads to a number of questions that must be considered.....and answered.

What is the point of completely travelling a path that may lead to a dead-end.

Leaving any review to the end of a program is a potential recipe for disaster.

Is the work level and intensity appropriate.

If none of the goals are being achieved...first look at the plan and its components.

Is the work too hard / too easy.

Too hard....shooter may lose interest. Too easy...shooter may lose interest.

Are the goals being met or well within reach.

There needs to be a reason for striving to reach the goals....talk to your shooter to find out the solution. You both write the plan....they do the work.....it's a joint effort

Is the shooter still maintaining the required level of interest and enthusiasm.

What motivators (incentives) have you placed in the plan to ensure that the shooter still finds reason to keep working.

Has the shooter other priorities that take precedence over training at the moment.

Work or family concerns can easily change an shooter's perception and priorities. Accept and work with those distractions.

By way of reminder...

We do not drive on unfamiliar street to travel to a new place without charting some type of route. The map is checked and confirmed....perhaps once or twice before heading out, and quite often during the journey. With the GPS available, a review of the route is undertaken at least every 30 seconds....they're on to something there.

What to review and in what format.

Some coaches go all the way (and then some) and have graphs of training control matches and competition scores.

The improvement graph with the most merit is the competition score graph. This work develops over time, culminating in the improvement in the competitions undertaken. What has happened in training means little, if it cannot be translated to the competition arena.

Then the question....what have I, as coach achieved today?

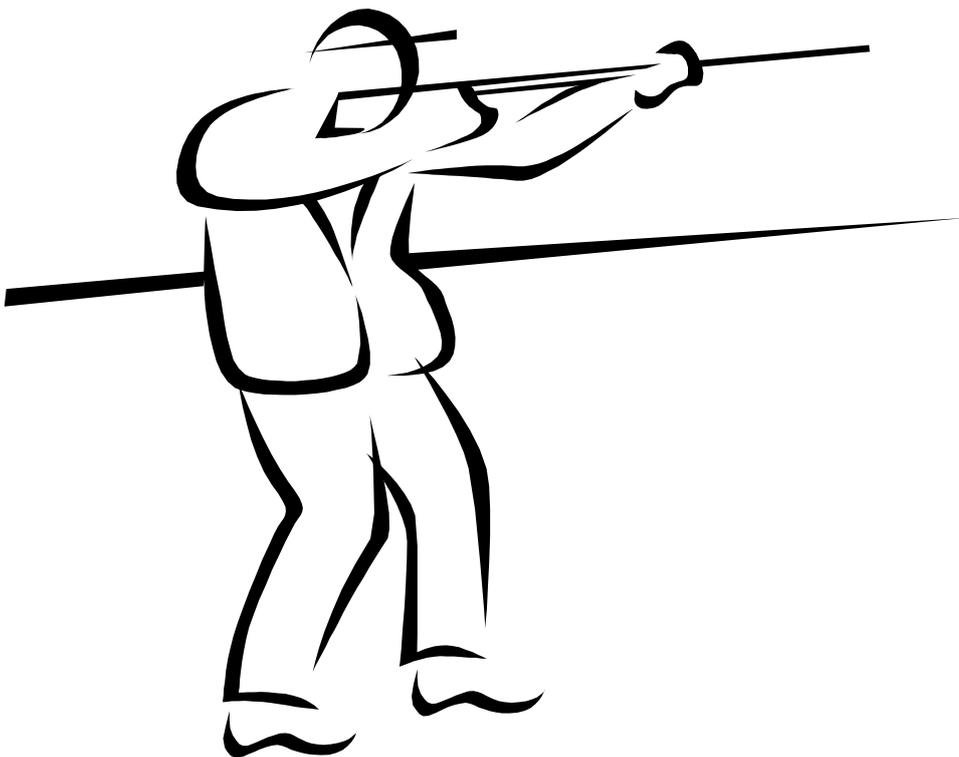
To successfully answer this question....receive, discuss and respond to feedback on your personal coaching performance from shooter and others. From this we learn and grow.

Modify future coaching sessions or tasks to be completed, if necessary.

Work WITH the shooter, rather than over them. Plan the program based on feedback from Shooter, and modify future sessions to better meet their needs.

Please remember that your coaching is an ongoing learning process and should you continue to pursue coaching, there are many benefits to be gained.

**ONLY ONE THING LEFT TO DO ...
GET OUT AND ENJOY BEING A COACH**



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