

## Birdie Core Lesson – #17 - Setting Goals that are Positive and Important to You

*Birdie Yardage Book* (pp. Enter page number(s) from YB.)

Coach Name: **Lundy** The First Tee of: **Indian** Facility: **Riverside Academy** Date: **11/18/2017**

Duration (mins): **60 minutes** # of Coaches/Volunteers: **2** # Participants: **12** PLAYer-to-Coach ratio: **6:1** Age Range: **10-13** Skill Level: **Beginner** # of Stations/# of Holes: **Enter # of Stations or Holes to be played.** Equipment/supplies needed: **PVC Tuding, Hula Hoops, Golf Balls, Emoji Posters, Clubs, Tees, yardage books, bag tags, cones,**

### Warm-up

*Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:*

- Setting Goals that are Positive and Important can mean as little as hitting one target during class time. Or Win the game, or Get better at hitting the ball in the air or on the face of the club. Or staying in balance the whole time.

*Safety – Review and emphasize; connect to Healthy Habit:*

- Healthy habit is School and Community and how setting positive goals that are important to you. An example would be if I get the best grades I can help me get into the college of my choice. The best grades will help me stay eligible to play sports. My positive goal will help me give back to the community in the way of leadership and scholarship. I can become a role model to younger people.

**Guiding Questions:** Ask questions to connect activities and lesson objectives

- How do you...How do you accomplish a goal. How hard will you work toward a goal that you set that is positive.
- What happens when... What happens when you play on a sport and young kids look up to you.
- The student should learn that it is better to go after a goal that is worth going after. How will accomplishing that goal help you personally? What is the first step in doing this.
- Golf Fundamental of Body Balance and how it affects your shots and you being able to accomplish your goals. What does balance promote? (Solid Contact with the Ball)

### Life Skills Experience

*For each component of the Life Skills Experience, identify what players will learn in each component*

#### LIFE SKILLS OBJECTIVE

#### GOLF SKILLS OBJECTIVE

- What would happen if... What would happen if we played from an unbalanced position.

| Golf Skill Category                                                                                                                                                      | Golf Fundamental                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Factors of Influence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Cues                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| <input type="checkbox"/> Putt<br><input checked="" type="checkbox"/> Chip<br><input checked="" type="checkbox"/> Pitch<br><input checked="" type="checkbox"/> Full-swing | <input type="checkbox"/> Distance-response<br><input type="checkbox"/> Target Awareness<br><input type="checkbox"/> Get Ready to Swing<br><input checked="" type="checkbox"/> <b>Body Balance</b><br><input type="checkbox"/> <b>Clubface and Ball Contact</b><br><input type="checkbox"/> <b>Swing Rhythm</b><br><input type="checkbox"/> <b>Routines:</b> <input type="checkbox"/> Preshot <input type="checkbox"/> Postshot<br><input type="checkbox"/> Ball Flight<br><input type="checkbox"/> On-course Strategies | <input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club selection <input type="checkbox"/> Variable amount of energy...<br><input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Reaction to the target<br><input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment<br><input checked="" type="checkbox"/> Balanced finish <input checked="" type="checkbox"/> <b>Balanced start</b> <input checked="" type="checkbox"/> Balanced during swing<br><input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> <b>Centeredness of hit</b> <input type="checkbox"/> Impact position<br><input type="checkbox"/> <b>Swing tempo</b> <input type="checkbox"/> Swing sequencing<br><input type="checkbox"/> <b>Mental and emotional aspects...</b> <input type="checkbox"/> Variable playing conditions...<br><input type="checkbox"/> <b>Emotionally neutral response...</b> <input type="checkbox"/> Memory storage of desirable process...<br><input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature<br><input type="checkbox"/> Self-management <input type="checkbox"/> Course management | Weight on Inside of Feet at address |

#### Healthy Habit

#### Etiquette/Rules of Golf

- Healthy Habit—Physical:** ☐ Energy ☐ Play ☐ Safety
- Other Healthy Habit(s):** ☐ Family ☐ Friends ☒ School  
☐ Vision ☐ Mind ☒ Community

Equipment, Clubs and the Ball

### Good-Better-How Feedback (at least 3 Goods and 1 Better/How)

**Good:** *After delivery of Core Lesson, identify Goods with coaches/volunteers.*

**Better:** *After delivery of Core Lesson, is there anything that you/coaches/volunteers identify that could be Better.*

**How:** *If a Better is identified, describe How you would make a change to this lesson.*

## WARM-UP (Identify number of stations, equipment needed, rotation, etc.)

**TIME:** [Click here to select or type in time allotted.](#) **LOCATION(s):** [Identify where Warm-ups will take place.](#)

*Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :*

| Strength                         | Flexibility/Mobility                   | Agility/Coordination             | Balance                        | Object Control                      |
|----------------------------------|----------------------------------------|----------------------------------|--------------------------------|-------------------------------------|
| Frog Jumps<br>Target<br>Quantity | Knee to Opposite Elbow<br><br>Quantity | Locomotor 1-Skip<br><br>Quantity | Dynamic Stunts<br><br>Quantity | Throw to Stationary<br><br>Quantity |

### Station Rotation/Circuit

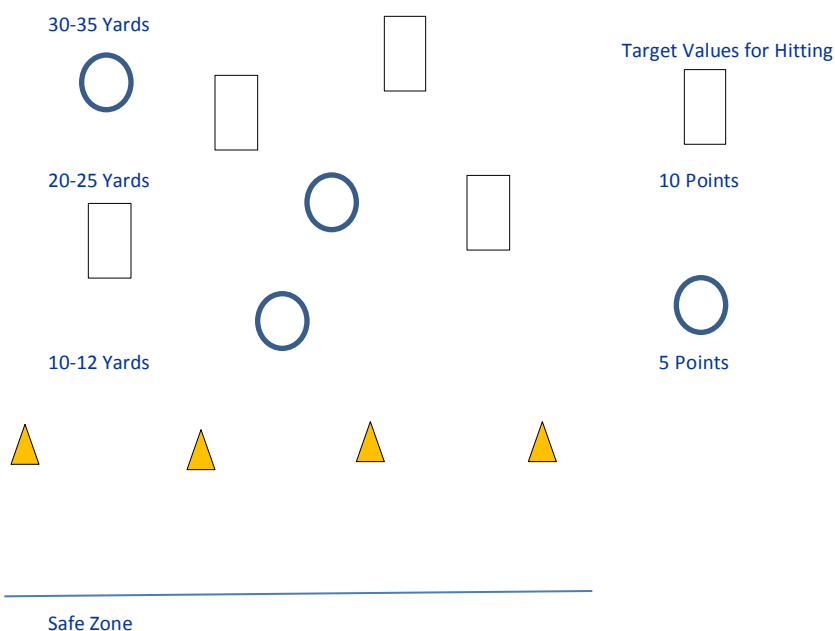
We will start at Frog Jumps, then Knee to Opposite Elbow, then Skipping, The dynamic stunts and lastly throw to a stationary target

## LIFE SKILL EXPERIENCE (List bullet points for time allotted, lesson flow, and location)

**TIME (MINS.):** 40 Minutes

TARGET CHALLENGE – PITCH SWING / FULL SWING– L PITCH L. HIT 2 BALLS AT SPECIFIC TARGET IN ORDER. START WITH A HIGH LOFTED CLUB. 2 BALLS AT ANY TARGET SCORING IS HULA HOOP TARGET IS 5 POINTS EMOJI TARGET IS 10 POINTS. IF THE BALL GETS IN THE AIR THEY GET A POINT. IF THE BALL TOUCHES THE TARGET THEY GET 2 POINTS. DO THE TARGETS IN ORDER 1-7. ADD UP TOTAL AT THE END FOR A STROKE PLAY SCORE. IF TIME ALLOWS PLAY THE GAME AGAIN THIS TIME PICKING TARGET BEFORE THEIR TURN. PLAYER 1 GOES THEN PLAYER 2 GOES WITH THE ONE GETTING THE HIGHER POINTS WINS THAT ROUND. THERE WILL BE SEVEN ROUNDS. THE SECOND ROUND WILL BE MATCH PLAY. AFTER EACH GAME THE PLAYERS WILL SHAKE HANDS

## DIAGRAM: (Draw stations for set-up with safety zones. If needed, attach diagram on separate sheet.)



## Wrap-up

Ask players questions to review what they learned and how they can apply what they learned to school, home, etc.

1. What did you experience today about ...? [Click here to enter text.](#)
2. What did you LEARN about ...? [Click here to enter text.](#)
3. How can what you learned today be used in school, at home and in other areas of your life off the golf course? [Click here to enter text.](#)