

Birdie Core Lesson – #21 - Dealing with Challenges

Birdie Yardage Book (pp. [Enter page number\(s\) from YB.](#))

Coach Name: [Lundy](#) The First Tee of: [Indiana](#) Facility: [Riverside Academy](#) Date: **12/12/2017**

Duration (mins): [Select or enter time.](#) # of Coaches/Volunteers: [Enter number.](#) # Participants: [Enter number.](#) PLAYer-to-Coach ratio: [Enter ratio.](#) Age Range: [Enter age range.](#) Skill Level: [Select or enter skill level.](#) # of Stations/# of Holes: [Enter # of Stations or Holes to be played.](#)

Equipment/supplies needed: [Enter supplies needed for lesson/stations.](#)

Warm-up

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

- [Solving our problems using STAR and how that will help us get closer to attaining our goals.](#)

Safety – Review and emphasize; connect to Healthy Habit:

- [Safety zones will be established with cones and our Healthy Habit is Energy](#)

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

- *How do you...[Click here to write open-ended questions to guide PLAYers' experience?](#)*
- *What happens when... [Click here to write open-ended](#)*
- Simple process to overcome obstacles
- How to handle the adversity systematically
- Gain target awareness using STAR. 3 step process
- Continue to work on target in steps Stop, think, anticipate and respond.

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

questions to help PLAYers self-reflect on experience?

- *What would happen if... [Click here to write open-ended questions to help PLAYers do something different?](#)*

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
☐ Putt ☐ Chip ☐ Pitch ☐ Full-swing	☐ Distance-response ☐ Target Awareness ☐ Get Ready to Swing ☐ Body Balance ☐ Clubface and Ball Contact ☐ Swing Rhythm ☒ Routines: ☐ Preshot ☐ Postshot ☐ Ball Flight ☐ On-course Strategies	☐ Size or length of motion ☐ Club selection ☐ Variable amount of energy... ☐ Target selection ☐ Distance to target ☐ Reaction to the target ☐ Hold ☐ Set-up ☐ Aim/alignment ☐ Balanced finish ☐ Balanced start ☐ Balanced during swing ☐ Clubface direction at contact ☐ Centeredness of hit ☐ Impact position ☐ Swing tempo ☐ Swing sequencing ☒ Mental and emotional aspects... ☐ Variable playing conditions... ☐ Emotionally neutral response... ☐ Memory storage of desirable process... ☐ Trajectory ☐ Curvature ☐ Self-management ☐ Course management	Click here to list coaching cues to help participants learn.

Healthy Habit

Etiquette/Rules of Golf

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

[Identify Etiquette and/or Rule\(s\) for the core lesson](#)

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: 5 mins. **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	Arm Circles	Locomotor 1-Skip	Balance Beam	Catch-Stationary
Quantity	Quantity	Quantity	Quantity	Quantity

Station Rotation/Circuit

Briefly describe how participants will move through rotation or circuit.

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

TIME (MINS.): 40 minutes

FULL SWING 21 – TWO TEAMS TRYING TO SCORE 21 BY HITTING THE TARGETS THAT IS IN FRONT OF THEM.

- EACH PLAYER WILL GET 2 SHOTS AT THE TARGET ACCUMULATING POINTS FOR THEIR TEAM. 1 PT HAT, 3 POINTS-HEAD, 5 POINTS UPPER BODY, 10 PTS LOWER BODY
- CAN USE ANY CLUB AND CAN CHANGE CLUBS IN BETWEEN TURNS
- ON EACH TURN WANT TO WORK ON STAR.
 - STOP – TAKE A DEEP BREATH
 - THINK – WHAT ARE ALL THE OPTIONS
 - ANTICIPATE – WHAT COULD HAPPEN GOOD AND BAD AS A RESULT OF CHOICES
 - RESPOND – MAKE THE BEST CHOICE POSSIBLE

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.](#)*