

PLAYer Core Lesson – #1 - Welcome and Showing RESPECT

PLAYer Yardage Book (pp. 1-7)

Coach Name: Roger Lundy The First Tee of: Indiana Facility: Riverside Academy Date: 11/14/2017

Duration (mins): 60 min. # of Coaches/Volunteers: 4 # Participants: 12

PLAYer-to-Coach ratio: 3:1 Age Range: 8-13 Skill Level: Intermediate # of Stations/# of Holes: 2 Equipment/supplies needed: Cones,Swim Noodles, Duck tape Strips, Alignment Sticks, Goal Post, Golf Balls, Clubs, Dice,

Warm-up

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

- Provide a game to meet each other and learn how to Welcome others into the group by shaking hands correctly. Code of Conduct

Safety – Review and emphasize; connect to Healthy Habit:

- Explain Safety to the group and what will be expected at every lesson

Life Skills Experience—The Nine Core Values

PLAY – Games/Activities PLAYers will experience to introduce to lesson

Game #1 21 putting challenge

Game #2 Golf Football

LEARN – Behaviors reflective of The First Tee Code of Conduct and Nine Core Values

Life Skills – Nine Core Value Observable Behaviors

1. Want the group to show respect for themselves, for others and for the surroundings during the lesson
2. Should witness taking turns, picking up equipment and encouraging their partners, and trying to do their best

Golf Skill Category

- Putt
- Chip
- Pitch
- Full-swing

Golf Fundamental

- Distance-response
- Target Awareness
- Get Ready to Swing

Factors of Influence

- Size or length of motion Club selection Variable amount of energy...
- Target selection Distance to the target Reaction to the target
- Hold Set-up Aim & Alignment

Healthy Habits – Physical:

- Energy Play Safety

APPRECIATE – Expose PLAYers to areas of the course, terminology, etiquette and Rules of Golf

Game of Golf:

The Game is played on a course that has boundaries, parts of the course, different clubs (putter, irons, woods) and it is played by rules

Etiquette:

Standing still and quiet, standing in a safe place, walking instead of running, following the rules

Rules of Golf:

Teeing ground, Pace of Play, The Game, Who makes the Rules (United States Golf Assn. and Royal & Ancient Club of St. Andrews)

YOUR GAME – Ask PLAYers about their experiences that will help them on and off the course

Guiding Questions: Ask questions to connect activities and lesson objectives

- How do you...? How do you know how big of a swing to make, How do you know who goes first?, How do you know when it is your turn?
- What happens when...? What happened when the ball didn't go far enough?, to far? What happens when you stand in the wrong place?
- What would happen if...? Tell me what you can do to make the ball go farther? What can you do to make it go shorter? What would happen if you followed the rules all the time? (Game would go faster and we'd get more chances to do it)

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 Core Lesson.

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

TIME: 15 minutes **LOCATION(s):** Near Putting Green

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

Strength	Flexibility/Mobility	Agility/Coordination	Balance	Object Control
Push-ups	Toe Touches	Ladder/Hop-Step	Standing Stunts	Catch Stationary
Quantity	Quantity	Quantity	Quantity	Quantity

Station Rotation/Circuit

We'll roll the dice for each activity to see how many repetition we'll do for each activity. Have the kids roll the dice.

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

TIME (MINS.): 40 minutes

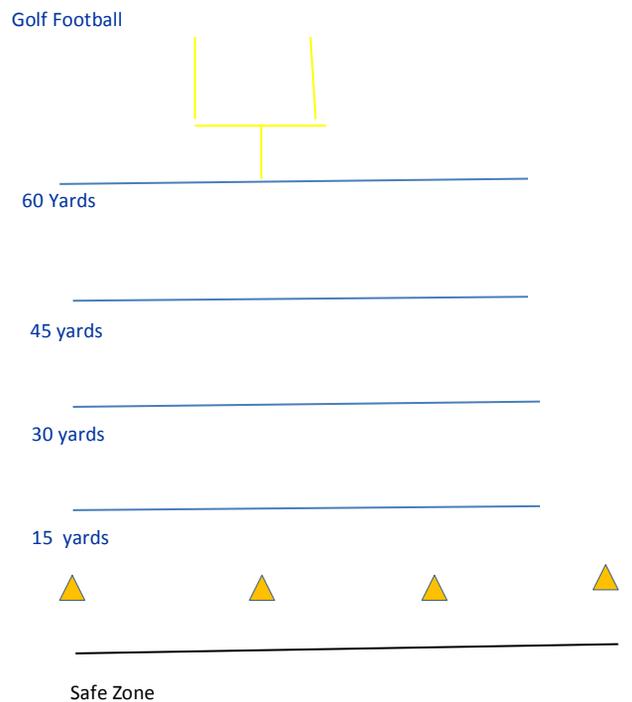
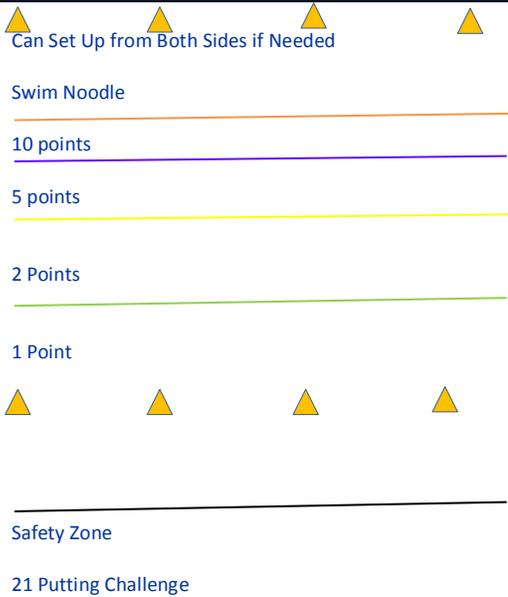
21 PUTTING CHALLENGE GAME

- PARTNERS OF 2 OR 3 (CAN PLAY ALONE). ONE BALL PER TURN. ADD SCORE UP AS YOU GO. FIRST PLAYER TO 21 WINS.
- USE Y – PUTT – Y METHOD TO CONTROL THE SIZE OF THE MOTION AND TO HELP WITH GOLF FUNDAMENTAL AND FACTOR OF INFLUENCE (DISTANCE CONTROL)
- POINTS ARE AWARDED AS FOLLOWS: FROM TEE STATION TO FIRST LINE = 1 POINT, BETWEEN LINE 1 AND LINE 2 = 2 PTS, BETWEEN LINE 2 AND LINE 3= 5 POINTS, PAST LINE 3 BUT BEFORE SWIM NOODLE IS 10 POINTS. IF THE BALL HITS THE SWIM NOODLE IT IS ZERO POINTS. IF THEY GO OVER 21 WHILE PLAYING THE GAME THEY GO BACK TO 13.
- SHOWING RESPECT DURING THE GAME BY TAKING TURNS, STANDING IN THE SAFE ZONE, NOT RUNNING ON THE GREEN, SHOW RESPECT PAYING ATTENTION TO PARTNER, FOLLOWING DIRECTIONS
- WORKING ON DISTANCE CONTROL USING SIZE OR LENGTH OF MOTION

GOLF FOOTBALL

- PARTNERS OF 2 OR 3 (CAN PLAY ALONE) 4 BALLS PER TURN. CAN USE A TEE IF THEY WANT. USE IRONS IF POSSIBLE. HYBRIDS ONLY IF THEY HAVE TO.
- FIRST BALL = PAST THE FIRST NOODLE AND SHORT OF THE SECOND NOODLE. THIS WILL BE ON 1ST DOWN IF IT HAPPENS ITS WORTH 1 POINT, OUTSIDE OF THIS IS 0. CAN ROLL IT ON THE GROUND
- SECOND BALL = PAST THE SECOND NOODLE AND SHORT OF THE THIRD NOODLE. THIS WILL BE SECOND DOWN IF IT HAPPENS ITS WORTH 2 POINTS, OUTSIDE IS 0 CAN ROLL IT ON THE GROUND
- THIRD BALL = PAST THE THIRD NOODLE AND SHORT OF THE GOAL POSTS. THIS IS THIRD DOWN. IT HAPPENS IT IS WORTH 3 POINTS, OUTSIDE IS 0. ROLL ON THE GROUND IS OKAY
- FOURTH BALL = HIT IT THRU THE UPRIGHTS = IF IT GOES THROUGH THE UPRIGHTS IT'S A TOUCHDOWN WORTH 7 POINTS. IN ORDER TO SCORE TOUCHDOWN THE BALL HAS TO GET AIRBORNE.
- EACH PLAYER WILL HIT 4 BALLS 4 TIMES (EACH QUARTER). ADD THE SCORE UP AT THE END OF THE FOURTH QUARTER TO SEE WHO WINS THE GAME.
- DISTANCE CONTROL SHOULD BE DEMONSTRATED WITH THE SCORING. USE THE CIRCLE AWAY- SWISH – CIRCLE HIGH METHOD TO EXPLAIN THE FULL SWING.
- SHOW RESPECT BY TAKING TURNS, FOLLOWING SCORING RULES, STANDING IN THE SAFE ZONES, SHOW RESPECT BY PAYING ATTENTION TO PARTNER, FOLLOWING DIRECTIONS

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 ...?* What did you learn today about respect?
2. *What did you LEARN about ...?* What did you learn about distance control? Size and length of swing? Safety?
3. *How can what you learned today be used in school, at home and in other areas of your life off the golf course?*
How can you show respect at school based on what you learned today? How can you show respect at home? How can you show respect if you go to a friends house. Challenge is to before our class on Saturday to show respect at least 2 different times and be able to tell us about that next time. Can also show respect by telling your parents about the experience you had today.