

# PLAYer Core Lesson – #1 - Welcome and Showing RESPECT

PLAYer Yardage Book (pp. 4-7)

Coach Name: Bill Pollert Robert O'Rourke The First Tee of: Indiana Facility: Highland Date: 3/10/2018

Duration (mins): 90 minutes # of Coaches/Volunteers: 3 # Participants: 7

PLAYer-to-Coach ratio: 3:1 Age Range: 5-12 Skill Level: Beginner # of Stations/# of Holes: 2 Equipment/supplies needed: Cones, Balls, Duct Tape, Noodles, Hula Hoops, SNAG clubs, Alignment Sticks Tennis balls, Wiffle Balls, Golf Balls.

## Warm-up

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

Ability to understand the Code of Conduct – Respect yourself, respect others and respect your surroundings

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

Safety – being safe in all activities and can follow all safety instructions.

## Life Skills Experience—The Nine Core Values

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

Putting 21 challenge and Chipping Leap Frog.

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

### Life Skills – Nine Core Value Observable Behaviors

Want them to follow all rules and respect the others in the class

Look at the instructor when instructions are being given. Good Listening.

#### 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:

Having respect for the game by following all the rules and understanding the parts of a club and different clubs and length of swing

#### Etiquette:

Standing still and being quiet while others are playing. Waiting your turn. Putting Green etiquette.

#### Rules of Golf:

Teeing Ground, where to start,

**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...? [Click here to write open-ended questions to guide PLAYers' experience.](#)
- What happens when...? [Click here to write open-ended 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, if needed.](#)

## 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:** 10 mins. **LOCATION(s):** Putting Green

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

Strength	Flexibility/Mobility	Agility/Coordination	Balance	Object Control
Lunges Target	Arm Circles	Spot Jump/Hop	Standing Stunts	Throw to 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.):** 60 Minutes

9:15 – 9:45 STATION #1 PUTTING 21 CHALLENGE

- TEAMS WILL BE FORMED. EACH TEAM WILL START FROM TEEING GROUND AND ROLL THE DIFFERENT BALLS TO THE GRID SET UP. THE GRID HAS POINT VALUES FOR EACH AREA.
  - AREA CLOSEST TO TEE = 1 POINT
  - SECOND AREA TO TEE = 3 POINTS
  - 3<sup>RD</sup> AREA TO TEE = 5 POINTS
  - 4<sup>TH</sup> AREA TO TEE AND BEFORE SWIM NOODLE = 10 POINTS

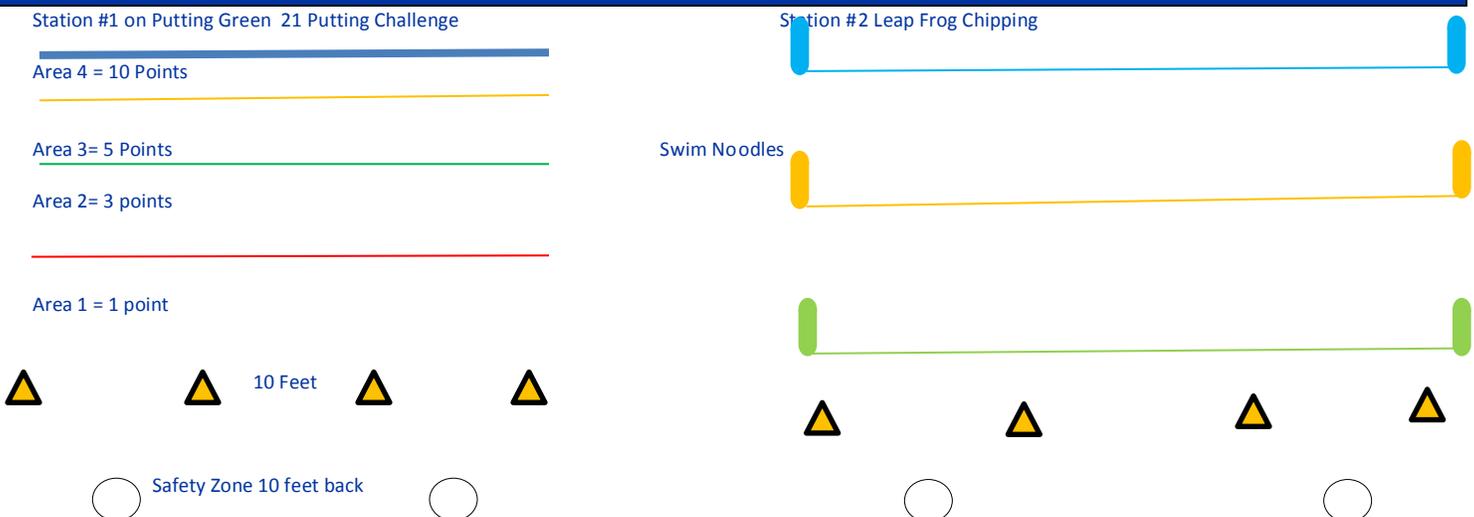
OBJECT OF THE GAME IS TO SCORE 21 POINTS EXACTLY USING THE Y-PUTT-Y STROKE. THE FIRST GAME WILL BE DONE BY ROLLING THE BALL WITH YOU HAND. EACH TIME YOU HAVE A TURN WE WILL SWITCH THE BALL THEY USE. FIRST TIME WILL BE WIFFLE BALL, SECOND TIME WILL BE TENNIS BALL AND 3<sup>RD</sup> TIME WILL BE GOLF BALL.

THE SECOND GAME YOU CAN USE THE SAME BALLS BUT INTRODUCE THE PUTTER TO THE PLAYERS GIVING THEM THE PARTS OF THE CLUB. THE PUTTING STROKE CAN BE DESCRIBED AS BEING MOVING THE HEAD OF THE CLUB FROM SHOE TO SHOE. YOU CAN ALSO START WITH SNAG ROLLERS THE FIRST GAME WITH A CLUB THEN A REAL CLUB THE NEXT GAME. THE PURPOSE OF THIS GAME IS TO FOCUS ON DISTANCE CONTROL AND SAFETY.

9:45- 10:15 STATION #2 CHIPPING LEAP FROG.

BREAK INTO 2 GROUPS AND INTRODUCE THE IRON CLUBS TO THE PLAYERS. USING ALIGNMENT STICKS AND NOODLES SET AT DIFFERENT DISTANCE TRY TO HIT A BALL INTO FIRST AREA, ONCE IN THERE GO FOR THE NEXT AREA, THEN TO THE THIRD AREA, THEN PAST THE THIRD AREA. WANT TO EXPLAIN Y-CHIP –Y SWING TO HAVE THE BALL GO DIFFERENT DISTANCES. YOU WILL TALK BRIEFLY ABOUT HOW TO HOLD THE CLUB AND HOW TO STAND SAFELY TO GET THE BALL TO GO FORWARD AND OUT OF THE BUILDING. EACH PLAYER WILL GET 1 BALL THEN ROTATE

**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.](#)