

Par Core Lesson – #13 - Having Fun While You Learn

Par Yardage Book (pp. 22-27)

Coach Name: **Keith Vandeventer** The First Tee of: **Indiana** Facility: **Rocky Ford Par 3** Date: **9/18/2017**
 Duration (mins): **60 minutes** # of Coaches/Volunteers: **2** # Participants: **3** PLAYER-to-Coach ratio: **2:1** Age Range: **9-11** Skill Level: **Beginner** # of Stations/# of Holes: **2** Equipment/supplies needed: **Hula hoops, Cones, SNAG Equipment, Duct Tapes, Noodles, Balance Discs**

Warm-up

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

- Want to focus on doing things differently to make it fun to learn. Focus on Patience, be positive and ask for help so you have more fun.

Safety – Review and emphasize; connect to Healthy Habit:

- Energy is the healthy habit and want to emphasize staying hydrated and eating healthy snacks to have energy

Life Skills Experience

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

- Participants should learn the you can do different things to make the games fun. Don't be afraid to experiment. When doing things differently want them to develop patience, want them to be positive and want them to asking questions or asking for help. Positive or Negative Practice or Play
- Using the activities of Pitching and Full Swing I want them to learn about body balance and having a balanced finish.

Noo

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?](#)

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input type="checkbox"/> Putt	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club selection <input type="checkbox"/> Variable amount of energy...	L-Pitch-L
<input type="checkbox"/> Chip	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Reaction to the target	Circle Away
<input checked="" type="checkbox"/> Pitch	<input type="checkbox"/> Get Ready to Swing	<input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment	Swoosh the Grass
<input checked="" type="checkbox"/> Full-swing	<input checked="" type="checkbox"/> Body Balance	<input checked="" type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start <input type="checkbox"/> Balanced during swing	Circle High and hold finish.
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centeredness of hit <input type="checkbox"/> Impact position	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo <input type="checkbox"/> Swing sequencing	
	<input type="checkbox"/> Routines: <input type="checkbox"/> Preshot	<input type="checkbox"/> Mental and emotional aspects... <input type="checkbox"/> Variable playing conditions...	
	<input type="checkbox"/> Postshot	<input type="checkbox"/> Emotionally neutral response... <input type="checkbox"/> Memory storage of desirable process...	
	<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature	
	<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management <input type="checkbox"/> Course management	
Healthy Habit		Etiquette/Rules of Golf	
Healthy Habit—Physical: <input checked="" type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety		Rule 14-4 Striking The Ball – More than once	
Other Healthy Habit(s): <input type="checkbox"/> Family <input type="checkbox"/> Friends <input type="checkbox"/> School			
<input type="checkbox"/> Vision <input type="checkbox"/> Mind <input type="checkbox"/> Community			

Keith Vandeventer

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

Good: Kids liked the different pitching stations, having 2 coaches for 3 players gave more 1 on 1 time with kids, easily identified what what was the easiest and hardest shots to hit.

Better: Have more competitions, like up and downs, and to have more and different targets to hit to in the pitching area.

How: Will add more targets on the green and also on the range to hit to.

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

TIME: 10 mins. **LOCATION(s):** Behind clubhouse in open area

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

Strength	Flexibility/Mobility	Agility/Coordination	Balance	Object Control
Lunges	Toe Touches	Spot Jump/Hop	Standing Stunts	Choose activity.
Quantity	Quantity	Quantity	Quantity	Quantity

Station Rotation/Circuit

Will be spending about 2 minutes doing each activity.

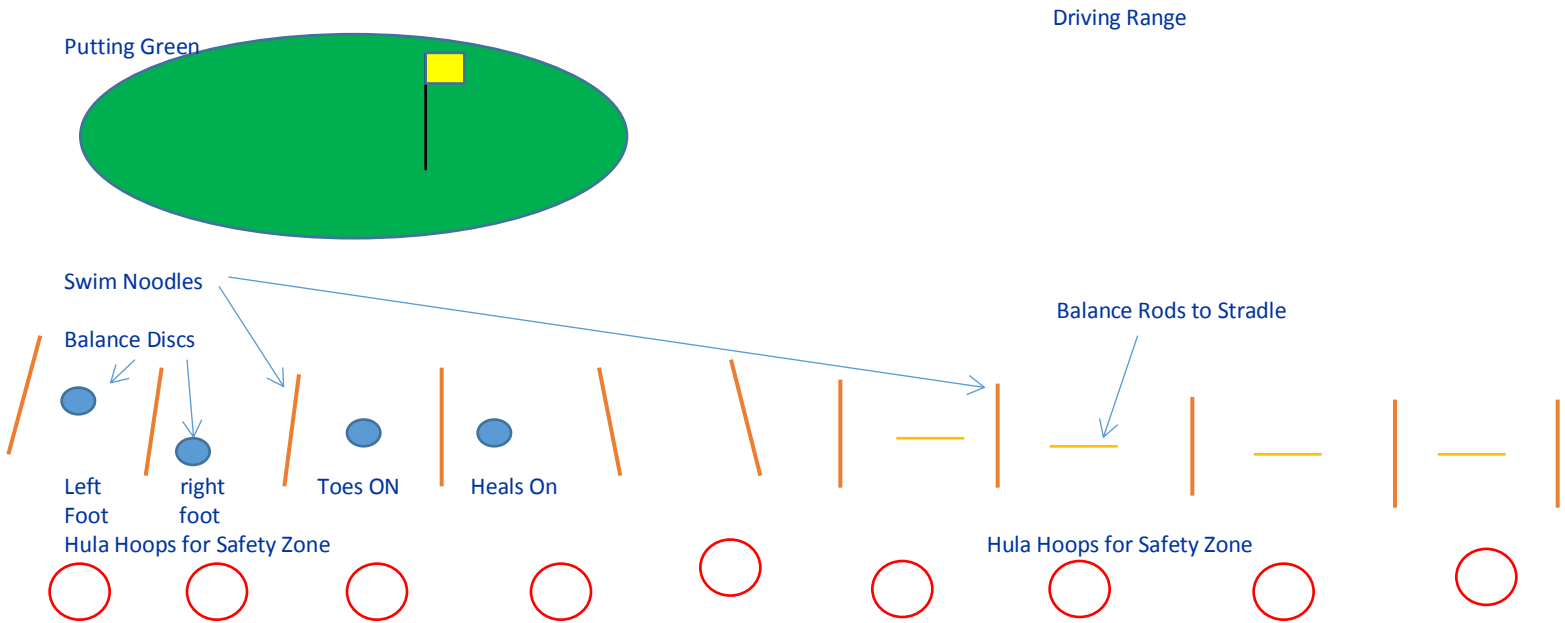
LIFE SKILL EXPERIENCE (List bullet points for time allotted, lesson flow, and location)

TIME (MINS.): 40 Minutes for 2 Stations of 20 minutes each.

STATION #1 PITCHING TO A GREEN WITH DIFFERENT TYPES OF STANCES AND BLUE BALANCE DISCS TO BE STANDING ON TO CREATE IMBALANCE. WORKING TO KEEP BALANCE USING THE L-PITCH-L SWING CUES FOR A PITCH SHOT. WE'LL HAVE 5 DIFFERENT PITCHING SPOTS WITH 4 OF THEM WITH BALANCE DISKS. SWINGS WILL BE WITH LEFT FOOT ON DISK, RIGHT FOOT ON DISK, TOES ONLY ON DISK AND HEALS ONLY ON DISK AND THEN ONE SPOT THAT IS NORMAL. THIS WE HOPE HELPS THEM LEARN TO ADJUST SET UP AND SWING TO HIT THE BEST SHOT. EACH PLAYER WILL HIT 2 BALLS AND THEN MOVE TO THE NEXT SPOT. WILL CONTINUE ROTATION OF SPOTS DURING THE ENTIRE TIME ALLOWED.

STATION #2 WE'LL BE ON THE DRIVING RANGE. AT EACH SPOT THE PLAYERS WILL USE THE BALANCE RODS TO WORK ON MOVING DURING THEIR SWING GETTING TO AND MAINTAINING A BALANCED FINISH. EMPHASIS WILL BE ON FULL SWING CUE WORDS CIRCLE AWAY-SWISH THE GROUND-CIRCLE HIGH AND HOLD FINISH.

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



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 ...? Having Fun While you learn? What did you experience about Balance?
2. What did you LEARN about ...? What did you learn about Rules, Etiquette and making adjustments that are positive.
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 make learning more fun at school and what can you do to make things more fun at home. How can you help your friends have more fun learning.