

Birdie Core Lesson – #18 - Setting Goals that are Specific and Under Your Control

Birdie Yardage Book (pp. 38-51)

Coach Name: [Roger Lundy](#) The First Tee of: [Indiana](#) Facility: [Riverside Golf Academy](#) Date: **2/22/2018**

Duration (mins): **60 minutes** # of Coaches/Volunteers: **4** # Participants: **20** PLAYer-to-Coach ratio: **5:1** Age Range: **7-14** Skill Level: **Beginner** # of Stations/# of Holes: **2** Equipment/supplies needed: **Match Game Cards, Balls, Duct Tape Strips, Cones, Balls**

Warm-up

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

- [Want to set Specific goals that are specific and under your control](#)

Safety – Review and emphasize; connect to Healthy Habit:

[Play and Mind](#), [How can you use your mind to help you set goals.](#) [How much time do you set aside to think about setting goals.](#)

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

- [How do you...have one specific goal that you're trying to accomplish? Does each activity you do demand a different goal?](#)
- [What happens when... you set a specific goal? Does it help](#)
 - [How can you use this lesson to putt better](#)
 - [What specific goal do you have for pitching](#)
 - [Trying to get started setting goals that are specific](#)
 - [Want this goal to be in writing](#)
 -

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

[you focus? Does it mean anything to you that you have control of it?](#)

- [What would happen if... Things don't go your way? Something else comes up? Something has a higher priority.](#)

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
✓ Putt	☐ Distance-response	☐ Size or length of motion ☐ Club selection ☐ Variable amount of energy...	Start every shot from behind
☐ Chip	☐ Target Awareness	☐ Target selection ☐ Distance to target ☐ Reaction to the target	
✓ Pitch	☐ Get Ready to Swing	☐ Hold ☐ Set-up ☐ Aim/alignment	L-Pitch-L and Y-Putt-Y
☐ Full-swing	☐ Body Balance	☐ Balanced finish ☐ Balanced start ☐ Balanced during swing	
	✓ Clubface and Ball Contact	☐ Clubface direction at contact ✓ Centeredness of hit ☐ Impact position	Gather feedback after every shot. Did I hit it on the center of the club
	☐ Swing Rhythm	☐ Swing tempo ☐ Swing sequencing	
	☐ Routines: ☐ Preshot	☐ Mental and emotional aspects... ☐ Variable playing conditions...	
	☐ Postshot	☐ Emotionally neutral response... ☐ Memory storage of desirable process...	
	☐ Ball Flight	☐ Trajectory ☐ Curvature	
	☐ On-course Strategies	☐ Self-management ☐ Course management	

Healthy Habit

Etiquette/Rules of Golf

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

Hazards – Water, Bunker, Lateral Water – Drop procedures

Out of Bounds – Drop procedure

Through the Green- Anywhere on course except teeing ground, putting green and all hazards

On hole being played.

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):** 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	Knee to Opposite Elbow	Ladder/Jump	Floor 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.): 40 Minutes

STATION #1 ON THE PUTTING GREEN SET UP 3 HOLES OUTLINED WITH DUCT TAPE STRIPS IN DIFFERENT COLORS. THE COLORS REPRESENT PARTS OF THE COURSE.

GREEN TAPES = FAIRWAY, ROUGH, PUTTING GREEN

WHITE TAPE = OUT OF BOUNDS

BLUE TAPES = WATER HAZARDS

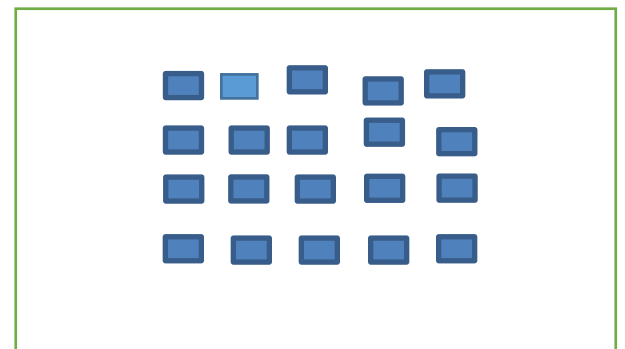
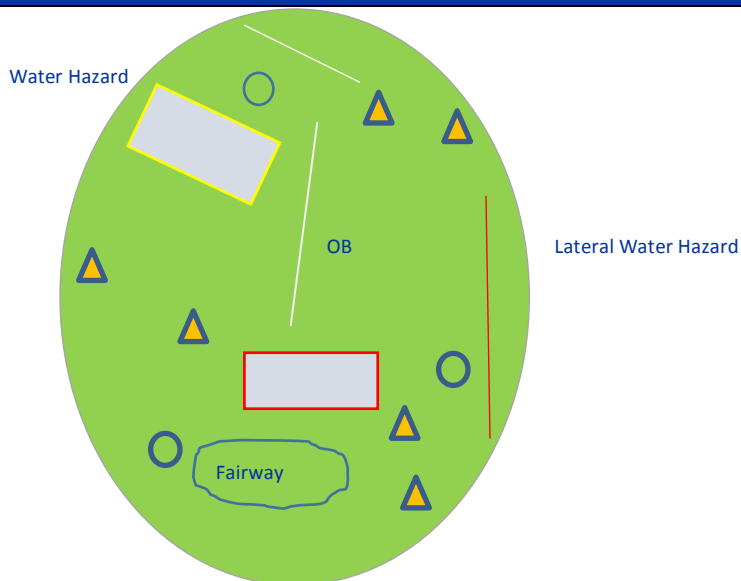
YELLOW TAPES= REGULAR WATER HAZARDS

RED TAPES= LATERAL WATER HAZARDS

THE GREEN CONES WILL BE TEE MARKERS. EACH PLAYER WILL PLAY 3 HOLES KEEPING TRACK OF THEIR SCORE AND ADDING ANY PENALTY STROKES TO THEIR SCORE BASED ON WHERE THEY HIT THEIR BALL. WANT EACH PLAYER TO SET A SPECIFIC GOAL FOR EACH HOLE PLAYED.

STATION #2 IN THE INDOOR HITTING GOLF COURSE MATCH GAME. WITH THE TARGETS HANGING ON THE NET MAKE A FULL SWING WITH CLUB OF CHOICE. ONCE YOU HIT A TARGET YOU WANT TO HIT THE MATCH THAT IS ALSO HANGING ON THE NET. ONCE YOU HIT THE MATCH THEN TELL YOUR COACH WHICH ONE YOU HIT AND GIVE THEM A DESCRIPTION OF WHAT YOU HIT. FOR EXAMPLE PUTTING GREEN = PART OF THE COURSE THAT IS THE END OF EVERY HOLE AND THAT WE ROLL THE BALL ON. HELP EXPLAIN WHAT PARTS OF THE COURSE ARE IF THE STUDENT IS HAVING TROUBLE. IF THEY STRUGGLE HITTING THE SAME MATCHING TARGET REINFORCE THE GET READY TO PLAY PARTS OR HOLD, SETUP, AIM AND ALIGNMENT.

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



Targets of Various colors and all have parts of the course on them
Hit a target then go for the match to it.
How many matches can you get before the end of the game.

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.](#)