

Par Core Lesson – #12 - Meeting and Greeting with A-L-R

Par Yardage Book (pp. 16-21)

Coach Name: **Roger Lundy**. The First Tee of: **Indiana** Facility: **Riverside 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: **Intermediate** # of Stations/# of Holes: **2** Equipment/supplies needed: **Duct Tape Strips, match Game Cards, Balls, Clubs, Cones**

Warm-up

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

- **Introducing themselves to others and using ALR to be able to start a conversation. Learn how to ask questions**

Safety – Review and emphasize; connect to Healthy Habit:

- **Energy – How does energy have to do with ALR and playing golf?**

Life Skills Experience

- **Should learn to approach another player with a welcoming attitude**
- **Learn to listen for the answer**
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For each component of the Life Skills Experience, identify

- **How to start every shot and then after each shot how to ask a good question that pertains to the next shot.**
- **How to ask for rules clarifications**
- **See skill level high enough to pass short game test.**

LIFE SKILLS OBJECTIVE

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

- *How do you...ask someone to mark their ball on the green? Ask if it needs to be marked?*
- *What happens when... You are waiting for group in front of you to play? How can you pass that time?*
- *What would happen if... You hit a good shot and someone asks you how you did it? A bad shot?*

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
✓ 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	Y-Putt-Y
✓ Pitch	✓ Get Ready to Swing	✓ Hold ✓ Set-up ✓ Aim/alignment	
<input type="checkbox"/> Full-swing	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start <input type="checkbox"/> Balanced during swing	Every good shot starts from behind.
	<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: ✓ Energy Play Safety

Other Healthy Habit(s): Family Friends School

Vision Mind Community

Out of Bounds, Water Hazards, Marking your ball, Asking for a score.

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: Click here to select or type in time allotted. **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
Choose activity.	Choose activity.	Choose activity.	Choose activity.	Choose activity.
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

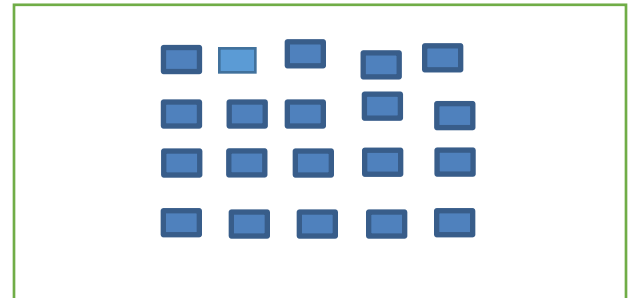
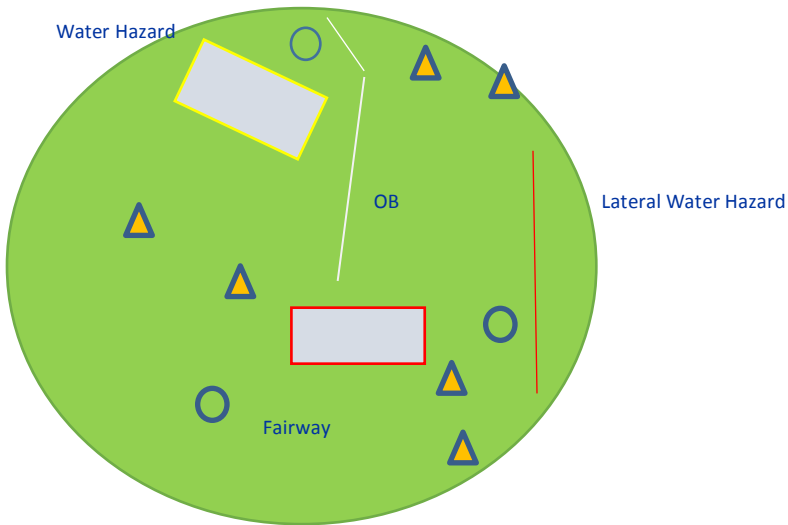
STATION #1 ON THE PUTTING GREEN SET UP 3 HOLES OUTLINED WITH DUCT TAPE STRIPS IN DIFFERENT COLORS. THE COLORS REPRESENT PARTS OF THE COURSE.

- 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. EVERY GOOD SHOT STARTS FROM BEHIND.

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.