

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

*Par Yardage Book (pp. 22-27)*

Coach Name: **Roger Lundy** The First Tee of: **Indiana** Facility: **Riverside Academy** Date: **3/1/2018**

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: **Putting green, Swing Cage, Match Game Cards, Duct Tape Strips, cones, golf balls.**

### Warm-up

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

- [Want Par players to experience new ways to have fun while they are learning.](#)

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

- [Energy and using energy to learn and having fun.](#)

### Life Skills Experience

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

- [Click here to briefly state what participants learn through this core lesson.](#)
- [Click here to briefly state what participants will learn about Golf Fundamental and Factor of influence delivered seamlessly.](#)

**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"/> Chip <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing	<input type="checkbox"/> <b>Distance-response</b> <input type="checkbox"/> <b>Target Awareness</b> <input type="checkbox"/> Get Ready to Swing <input type="checkbox"/> <b>Body Balance</b> <input type="checkbox"/> <b>Clubface and Ball Contact</b> <input type="checkbox"/> Swing Rhythm Routines: <input type="checkbox"/> Preshot <input type="checkbox"/> Postshot <input type="checkbox"/> Ball Flight <input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> <b>Club selection</b> <input type="checkbox"/> Variable amount of energy... <input type="checkbox"/> Target selection <input type="checkbox"/> <b>Distance to target</b> <input type="checkbox"/> Reaction to the target <input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment <input type="checkbox"/> <b>Balanced finish</b> <input type="checkbox"/> Balanced start <input type="checkbox"/> Balanced during swing <input type="checkbox"/> <b>Clubface direction at contact</b> <input type="checkbox"/> Centeredness of hit <input type="checkbox"/> Impact position <input type="checkbox"/> Swing tempo <input type="checkbox"/> Swing sequencing <input type="checkbox"/> Mental and emotional aspects... <input type="checkbox"/> Variable playing conditions... <input type="checkbox"/> Emotionally neutral response... <input type="checkbox"/> Memory storage of desirable process... <input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature <input type="checkbox"/> Self-management <input type="checkbox"/> Course management	<a href="#">Click here to list coaching cues to help participants learn.</a>
Healthy Habit	Etiquette/Rules of Golf		
<b>Healthy Habit—Physical:</b> <input type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety <b>Other Healthy Habit(s):</b> <input type="checkbox"/> Family <input type="checkbox"/> Friends <input checked="" type="checkbox"/> School <input type="checkbox"/> Vision <input type="checkbox"/> Mind <input type="checkbox"/> Community	<a href="#">Identify Etiquette and/or Rule(s) for the core lesson</a>		

### **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.):** [Click here to enter time.](#)

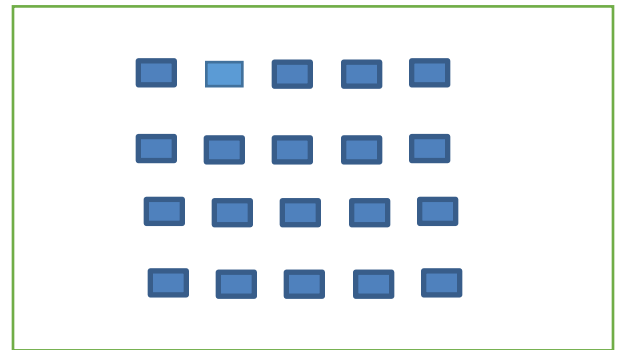
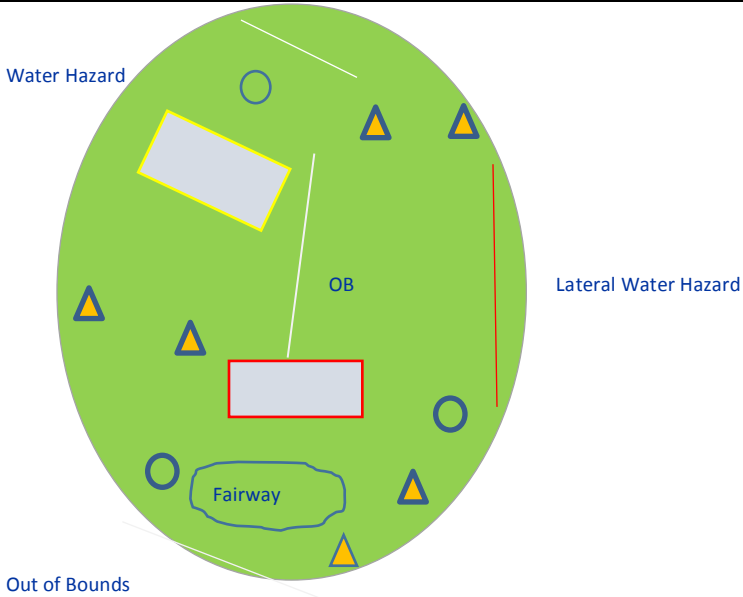
STATION #1 ON THE PUTTING GREEN SET UP 3 HOLES OUTLINED WITH DUCT TAPE STRIPS IN DIFFERENT COLORS. THE COLORS REPRESENT PARTS OF THE COURSE.

- 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 TO ALSO EMPHASIZE PACE OF PLAY, MARKING THEIR BALL, GOING IN THE RIGHT ORDER. GETTING READY TO PLAY WILL COME INTO PLAY WHEN THEY HAVE TO AIM, SET UP AND WORK ON THEIR HOLD.

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.](#)