

Par Core Lesson – #15 - Finding Your Personal Par

Par Yardage Book (pp. 38-43)

Coach Name: **Roger Lundy** The First Tee of: **Indiana** Facility: **Riverside Academy** Date: **2/20/2018**

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: **1** Equipment/supplies needed: **Tic Tac Toe Wall, Golf Balls, Clubs**

Warm-up

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

- Working toward deciding what our personal par is and how or what are we going to do to improve that at golf, home, school, community

Safety – Review and emphasize; connect to Healthy Habit:

- School and building relationships that match your own personal par. What positive contributions will you be making.

Life Skills Experience

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

- Personal Par is developing where you're at now and where do you want to get. We are at this level and through practice we'll work to get to the next level.
- Working on club selection to improve on how well our shots go. What changes are you making to help your personal par in regard to using small, medium and big swings and what do we learn from those each time we use them.

Guiding Questions: Ask questions to connect activities and lesson objectives

- How do you...create your Personal Par?
- What happens when... You evaluate where you are at? How will it help you improve?
- What would happen if... once you know your personal par you have to adjust your goals?

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues	
<input type="checkbox"/> Putt <input type="checkbox"/> Chip <input type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing	<input checked="" type="checkbox"/> Distance-response <input type="checkbox"/> Target Awareness <input type="checkbox"/> Get Ready to Swing <input type="checkbox"/> Body Balance <input type="checkbox"/> Clubface and Ball Contact <input type="checkbox"/> Swing Rhythm <input type="checkbox"/> 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"/> Target selection <input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment <input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start <input type="checkbox"/> Balanced during swing <input type="checkbox"/> Clubface direction at contact <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	<input checked="" type="checkbox"/> Club selection <input type="checkbox"/> Variable amount of energy... <input type="checkbox"/> Distance to target <input type="checkbox"/> Reaction to the target	Click here to list coaching cues to help participants learn.
Healthy Habit	Etiquette/Rules of Golf			
Healthy Habit—Physical: <input type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety Other Healthy Habit(s): <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	<input type="checkbox"/> Unplayable Lie <input type="checkbox"/> Obstructions			

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

PLAYING THE GAME STAR. THIS GAME IS JUST LIKE THE GAME OF HORSE IN BASKETBALL. YOU MUST CALL YOUR SHOT BEFORE YOU HIT IT.

- WHAT CLUB YOU WILL USE – SHORT IRON, MID IRON, LONG IRON, HYBRID, OR WOOD
- WHAT IS YOUR PERSONAL PAR (WHAT CLUB WORKS THE BEST) ?
- HIT YOUR SHOT, IF IT GOES THROUGH THE TARGET YOU PICKED THEN YOU PLAYING PARTNER GETS A TURN. IF THEY MISS THEY GET A LETTER. IF THEY GO THROUGH THE TARGET THEN THE FIRST PLAYER GETS A LETTER. IF THE FIRST PLAYER MISSES THE TARGET THE SECOND PLAYER THEN GETS TO PICK THE NEXT TARGET. IF A PLAYER ACCOMPLISHES THE TASK THE SECOND PLAYER DOES NOT HAVE TO TELL THE OTHER PLAYER WHAT THE TARGET AND CLUB IS. THAT WOULD BE A GIVEN.
- USE THE STAR PROCEDURE AND PRESHOT ROUTINE BEFORE EVERY SHOT. PRE-SHOT ROUTINE WILL HELP YOU WITH PERSONAL PAR.
- CAN PLAY MULTIPLE GAMES
- WORKING ON PRE SHOT ROUTINE AND PROBLEM SOLVING
- GAME IS OVER WHEN ONE PLAYER GETS TO STAR.

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



Tic Tac Toe Wall to Play the Game Called STAR or PAR or PLAY

15 Yards away- Hitting through the specific row or square depending on skill level.



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.](#)