

Par Core Lesson # 11 Respecting the Rules

Coach Name: Lundy _____ Chapter: Indiana _____ Facility: Gongaware _____ Date: May 3, 2017 _____
 # of Coaches/Volunteers: 1 _____ # Participants: 4 _____ Age Range: 9-11 _____ Skill Level: Par _____
 PLAYer-to-Coach ratio: 4:1 _____ x Par 3 Par 4 Par 5 # of Stations/# of Holes: 1 & 1 _____ On-course Off-course
 Duration (mins.): 60 _____ Equipment and supplies needed: Targets, Swim Noodles, Hula Hoops, Golf balls, _____

Additional Notes: **Done on a total outdoor washout day at our Indoor Training Room.**

Warm-up				
Time Allotted: 5 Min.		Location(s): Indoor Teaching Room		
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i>				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each category):</i>				
Strength Frog Jumps	Flexibility/Mobility Toe Touches	Agility/Coordination Skaters Hops	Balance Jump & land on 1 foot	Object Control Balance ball on club
<i>Safety – Review and emphasize; connect to Healthy Habit:</i>				

Life Skills Experience			
Time Allotted: 5 minutes		<i>List what players will learn in each component</i>	
LIFE SKILLS OBJECTIVE(S): RESPECTING THE RULES		GOLF SKILLS OBJECTIVE(S): Distance Response, Body Balance	
<ul style="list-style-type: none"> Respecting the Rules: Rule Book How many rules? Understanding importance of rules. 		Pitching different types of swings.	
Guiding Questions: <i>Ask questions to connect activities and lesson objectives</i>			
<ul style="list-style-type: none"> How do you... What happens when... What would happen if... ? 			
Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input type="checkbox"/> Putt <input type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club selection	Aim is pointing clubface in direction you want ball to go.
	<input checked="" type="checkbox"/> Target Awareness	<input checked="" type="checkbox"/> Target selection <input type="checkbox"/> Distance to target	
	<input type="checkbox"/> Get Ready to Swing	<input checked="" type="checkbox"/> Hold <input checked="" type="checkbox"/> Set-up <input checked="" type="checkbox"/> Aim/alignment	Holding the club correctly
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish	Forming the proper Pitch Swing Motion
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact	Practicing a proper set up.
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	
	Routines: <input type="checkbox"/> Preshot	<input type="checkbox"/> Mental and emotional aspects	
	<input type="checkbox"/> Postshot	<input type="checkbox"/> Emotionally neutral response...	
<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory		
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management		
Etiquette/Rules of Golf: Scoring, Pace of Play,			
Healthy Habit—Physical: <input type="checkbox"/> Energy <input checked="" type="checkbox"/> Play <input type="checkbox"/> Safety			
Other Healthy Habit(s):			

Wrap-up	Time Allotted: 5 Minutes
<p>Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:</p> <ol style="list-style-type: none"> 1. What did you experience today about...? 2. What did you LEARN about...? 3. How can what you learned today in school, at home and in other areas of your life off the golf course? 	

Warm-up (Identify location; activities; number of stations; equipment needed; rotation, etc.)

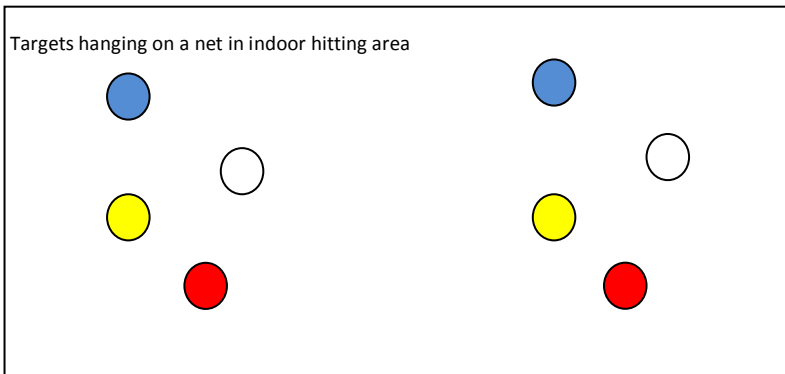
7:15-7:25	Warm Up Rules to cover <ul style="list-style-type: none"> • Teeing Ground • Playing by the rules

LIFE SKILL EXPERIENCE

TIME	LESSON PROGRESSION: List bullet points for time allotted, lesson flow, and location.
7:25-7:35	<ul style="list-style-type: none"> • Make up a game with the following parts: Pitching, Targets, how to play, who wins, length of game, and healthy habit Play • The first step of the game was to give it a name. We had 2 alternatives and the final name by vote was "Pitching Power" • The game has 4 targets hanging from the indoor net. Each target had a different point value from 5 points to 20 points. • The game would last 10 minutes. During that time each player would pitch 4 balls at the targets to accumulate points to the team total during the time that the game was going on. Teams in this case had 2 players. • Other life skills were being practiced such as honesty & sportsmanship and respecting the rules of the game. By letting the participants make up the game there were no arguments or questions about the rules. We wrote the rules of the game on a white board to make sure everyone knew the rules and could follow them.
7:35-8:05	Played 3 10-minute games. Made teams up by drawing different colored tees from a hat.

DIAGRAM: (Identify number of stations and location, equipment needed for each, and brief description for each station activity.)

If needed, attach diagram on separate sheet)



Teeing Ground behind cones



Hula Hoops for safety zone



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

What was GOOD? The group was energetic about the game. They asked if they could do this game everytime. They loved making up the rules to the game. It was fair and fun.

What could have been BETTER? I think I could have set up this type of game for long distance putting as well to help with that skill

HOW would I improve it next time? Expand the games to more activities or give them the task to make up a game to use at the next class.