

PLAYer Core Lesson # 1 Welcome & Showing Respect

Coach Name: Lundy Chapter: Indiana Facility: Gongaware Date: 4/14/15
 # of Coaches/Volunteers: 1 Coach # Participants: 4 Age Range: 7-11 Skill Level: 3 Player 1 Par
 PLAYer-to-Coach ratio: 4 to 1 3-hole 6-hole 9-hole # of Stations/# of Holes: 1 On-course Off-course
 Duration (mins.): 60 Equipment and supplies needed: Cones, Range Baskets, Various types of balls, Putters & Irons

Additional Notes: Just used putting green and area next to putting green to make swings with club.

Warm-up				
Time Allotted: 15 Minutes		Location(s): Putting Green		
<p><i>Welcome Parents and tour facility for bathrooms</i></p> <p><i>Name and Fruits: Introduce yourself and give favorite fruit. Go in a circle and listen to others and remember what they say so later in the game you can say person next to you their name and favorite fruit.</i></p>				
<p><i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category):</i></p>				
Strength Bowling swing	Flexibility/Mobility Toe to knee touches	Agility/Coordination Walk to pick up balls	Balance Flamingo bends to pick up balls	Object Control Different weighted balls
<p><i>Safety – Healthy habit is safety and explain where to start, where to stand, when to move forward. At first without clubs, rolling the balls and next with clubs after they have the idea of energy needed to make the ball go a certain distance. Used very few golf balls for first lesson</i></p>				

Life Skills Experience—The Nine Core Values			
Time Allotted: 40 minutes			
PLAY <i>(Games/Activities PLAYers will experience)</i>	LEARN <i>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</i>	APPRECIATE	YOUR GAME
<p>Activity: Get the ball in the areas by rolling first then putting next. Calling zone to hit it in.</p> <p>The Game: Putting Putting into a hole from 1 putter away 2 putters lengths away 3 putter lengths with who could make most in a row out of 3 attempts.</p>	<p>Life Skill—Objective & Behaviors: Welcome and Showing Respect.</p> <p>Golf Skills: Select at least two skills X Putt X Chip <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing</p> <p>Golf Fundamental (Factor of Influence): X Distance-response (Size or length of motion) X Target Awareness (Target Selection) <input type="checkbox"/> Get Ready to Swing (Hold-Set-up-Aim and Alignment)</p> <p>Physical Healthy Habits: X Energy <input type="checkbox"/> Play X Safety</p>	<p>Game of Golf: Parts of the course</p> <p>Etiquette: Not running on the green and fixing divots and taking care of the course.</p> <p>Rules of Golf: Where to start, Definition of the terms that relate to the course. (bunker, teeing ground, through the green, hazards)</p>	<p><i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i></p>
<p>Purposeful Play Activities/Games Description(s): Pick 3 different balls out of the basket (heavy, tennis, wiffle, golf, putting training aid oversize balls) Roll the balls into the different distance zones from behind the starting line. Repeat 3 times changing from all balls in one zone to 1 ball into each zone. Station #2 was for 5 minutes and we took an iron and made just swings with no balls and asked them to hit imaginary distance shots and observed how big their swings would be to make the ball go those distances. What happens when you hit the ground and take a divot.</p> <p>Guiding Questions – (Ask questions to connect activities and lesson objectives)</p> <ul style="list-style-type: none"> • Asked what was different about each time they rolled the ball? Asked what made it hard? Asked what ball they liked best. Asked the same questions when they were using the putter. • Ask how type of ball requires a different size or length of motion to advance the "ball" • Asked about divots? What to do? How to fix a divot? Why taking a divot is okay to do? What happens to the ball if you hit the ground? 			

Wrap-up	Time Allotted: 10 Minutes
<p>Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:</p> <p>1. What did you experience today about...? What was fun?</p>	

2. *What did you LEARN about...? What will you do at home tonight to show respect and courtesy?*
3. *Go home and report back 3 things you did to show respect at home, at school, and playing with your friends.*

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

5:30-5:45 Introduction for the Parents about the program, where the bathrooms are located, where we will meet each class, rain policies and what to expect.
 Passed out Player Yardage books.
 Formed a circle and played the name and fruit memory game. Asked each person to introduce themselves and give their favorite fruit. Asked each person to give the person to the left of them name and favorite fruit and then go the opposite direction giving that person's name and fruit.
 Explained it was respectful to know everyone in the classes name. It was fun to know if they could come up with a different fruit.

Time	Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.)
5:45-6:15	<ul style="list-style-type: none"> 10 minutes Golf Skill - Distance Response – Rolling 3 different types of balls into grid marked by cones and golf baskets Golf Fundamental – Set-up – Stand to the side with feet and legs in shape of an A <ul style="list-style-type: none"> 10 minutes Golf Skill – Distance Response – Putting balls with putter into 3 different zones with different type of balls. Golf Fundamental – Aim & Set- up – Stand to the side of ball with feet and legs in shape of an A, Point face of club where we want ball to go. <ul style="list-style-type: none"> 10 minutes Golf Skill – Distance Reponse – Putting 3 golf balls into hole from one putter, two putters and 3 putters away. Playing the game of how many in a row can you do? Golf Fundamental – Aim & Set-up – aiming the club in the direction they wanted to the ball to go & making the ball roll the proper distance based on moving back different club lengths (Distance Response)
6:15 - 6:20	Golf Club Swings with no ball to show different shot distances and what effect hitting the ground with the club will do using same set up they used in putting.

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)

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

What was GOOD? 1. Kids were engaged in remembering each others names and fruits. 2. Kids understood the directions on where to start and they had a good understanding of the names of the parts of the course. 3. Understood about being safe and taking care of the golf course.

What could have been BETTER? Could have set up a second station away from the grid when we start putting at holes and made it more of a game on how many putts to make 3 balls instead of how many in a row out of 3 could they make. Need to work on our fitness circuit for next Class but I tried to incorporate fitness into each activity like NSP program does and will continue to do that.

HOW would I improve it next time? Probably will set up a 3 or 4 hole course on the green and play in 2 somes so they can practice where to start and where to stand and being patient and quite during the activity.

