

# PLAYer Core Lesson # 3 Responsibility for the Course

Coach Name: Lundy Chapter: Indiana Facility: Gongaware Date: 4/21/15  
 # of Coaches/Volunteers: 1 # Participants: 4 Age Range: 8-11 Skill Level: Player  
 PLAYer-to-Coach ratio: 4 to 1 x 3-hole  6-hole  9-hole # of Stations/# of Holes: 2  On-course  Off-course  
 Duration (mins.): 60 Equipment and supplies needed: Target Nets (2), Soccer Ball, Tennis Ball, Golf Balls (2 large baskets) Clubs

Additional Notes: \_\_\_\_\_

Warm-up				
<b>Time Allotted: 15 Minutes</b>		<b>Location(s): Training Room</b>		
<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>				
<b>Strength</b>	<b>Flexibility/Mobility</b>	<b>Agility/Coordination</b>	<b>Balance</b>	<b>Object Control</b>
<b>Frog Jumps 5</b>	<b>Arm Circles both directions-10</b>	<b>Jumping Jacks 5 Scissor Jacks 5</b>	<b>One legged toe touches</b>	<b>Pass the ball to partner</b>
<i>Safety – Review and emphasize; connect to Healthy Habit: Healthy Habit is Energy. Go over Safety again since we will be swinging clubs.</i>				

Life Skills Experience—The Nine Core Values			
<b>Time Allotted: 40 minutes</b>			
<b>PLAY</b> <i>(Games/Activities PLAYers will experience)</i>	<b>LEARN</b> <i>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</i>	<b>APPRECIATE</b>	<b>YOUR GAME</b>
<b>Activity: Chipping to Targets with different clubs</b>  <b>The Game: Toss game</b> <b>Toss the ball into targets under hand and over hand</b> <b>Chipping Game</b> <b>Chip ball into the targets</b>  <b>Playing a hole by tossing the ball.</b>	<b>Life Skill—Objective &amp; Behaviors:</b> Responsibility – Taking Care of the Course, Taking care of your equipment, Following the rules.  <b>Golf Skills:</b> Select at least two skills <input type="checkbox"/> Putt <input type="checkbox"/> Chip <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing <b>Golf Fundamental (Factor of Influence):</b> x Distance-response (Size or length of motion) x Target Awareness (Target Selection) x Get Ready to Swing (Hold-Set-up-Aim and Alignment)  <b>Physical Healthy Habits:</b> <input type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety	<b>Game of Golf: Parts of the course review. Putting the flag into the hole</b> <b>Where to lay the flag, where to walk on the green.</b>  <b>Etiquette: Repairing Ball marks, Replacing Divots, Pace of play</b> <b>Where to stand, Quiet, Order of Play</b>  <b>Rules of Golf: Ball striking the flagstick when on the green</b> <b>Teeing Ground: Where to start.</b>	<i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan.</i> <i>Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i>
<b>Purposeful Play Activities/Games Description(s):</b> We will keep track of how many the group can toss into the target underhand vs. over hand. Each lasting about 1 minute- 2 different clubs Then we will attempt to chip the balls into the targets 15 minutes We will walk a hole tossing our ball, watching where it goes, finding the ball, who goes first, 10 minutes  <b>Guiding Questions – (Ask questions to connect activities and lesson objectives)</b> <ul style="list-style-type: none"> <li>Ask what...? How ...? What is ...? What do the ...?</li> <li>Ask how type of ball requires a different size or length of motion to advance the "ball"</li> </ul>			

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

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

5:30-5:45	<p>Play the name game, name a part of the course, &amp; with an exercise attached Twice around the circle so we will do 10 exercises</p> <p>Talk about responsibility during this activity.</p> <p>Go through this twice.</p> <p>Station #1 – Small Circle arm length apart – Give your name and a part of the course and do 5 frog jumps</p> <p>Station #2 – Small Circle arm length apart – Give your name and a part of the course and do 5 big arms circle forward &amp; 5 backward</p> <p>Station #3 – Small Circle arm length apart – Give your name and a part of the course and do 5 Scissor Jacks</p> <p>Station #4 – Small Circle arm length apart – Give your name and a part of the course and do 1 legged toe touches</p> <p>Station #5 – Straight Line – Give your name and a part of the course and do pass the ball under legs, to the side, and over head</p>
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Time	Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.)
5:45-5:55	<p>Station #1 Tee Station with 2 targets set at 10 Yards and 20 yards away.</p> <p>The first minute we will toss the balls under hand into the first target and as a group record how many we get.</p> <p>The second minute we will to the balls under hand into the second target and as a group record how many we get.</p> <p>The third minute we will stand with our toes pointed forward and see how many we can toss in the first target overhand</p> <p>The fourth minute we will stand with our toes pointed forward and see how many we can toss in the second target overhand</p> <p>The fifth minute we will stand with our toed pointed forward and see how many the group can toss underhand into the first tar get</p> <p>The sixth minute we will stand with our toes pointed forward and see how many the group can toss underhand into the second target</p>
5:55-6:15	<p>Practice with just golf clubs hitting balls at the targets Starting off of tees</p> <p>Then off the ground</p>
6:15-6:25	<p>Walk and toss a ball on par 3 hole and discuss etiquette, pace of play, order of play, where to set your clubs, how to carry the bag, etc..</p>
6:25-6:30	<p>Wrap UP</p>

**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? Kids liked the warmup. When tossing the balls they really got the sense of controlling the distance the ball will go and how much energy it takes. Worked on balanced finish and golf fundamental (Hold, Set-Up and Aim)

What could have been BETTER? So much to do in so little time. Playing on the course could be an entire class.

HOW would I improve it next time? I think a little less time on the warmup and more time on the course.