

PLAYER Core Lesson # 4 Honesty of the Players

Coach Name: Lundy Chapter: Indiana Facility: Gongaware Golf Academy Date: 4/28/15
 # of Coaches/Volunteers: 1 # Participants: 3 Age Range: 7-11 Skill Level: Player/Par
 PLAYer-to-Coach ratio: 4:1 x 3-hole 6-hole 9-hole # of Stations/# of Holes: 1 Station/1 Hole On-course Off-course
 Duration (mins.): 60 Equipment and supplies needed: Cones, Duck Tape tapes, Scorecards, Pencils,

Additional Notes: _____

Warm-up				
Time Allotted: 10 minutes		Location(s): Putting Green		
<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 Hop Skipping	Balance Hop to one foot	Object Control Balance ball on face of club
<i>Safety – Review and emphasize; connect to Healthy Habit: Play by being ready to play when it is your turn.</i>				

Life Skills Experience—The Nine Core Values			
Time Allotted: 45 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
Activity: Putting Course rolling ball, then with club. Swings with using hold and balance cues. The Game: 3 hole putting course to keep score and to reinforce the way the game is to be played. One hole playing on the course.	Life Skill—Objective & Behaviors: Keeping score honestly Knowing the rules better each class. Golf Skills: Select at least two skills X Putt X Chip <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing Golf Fundamental (Factor of Influence): <input type="checkbox"/> Distance-response (Size or length of motion) <input type="checkbox"/> Target Awareness (Target Selection) <input type="checkbox"/> Get Ready to Swing (Hold-Set-up-Aim and Alignment) Physical Healthy Habits: <input type="checkbox"/> Energy <input type="checkbox"/> Play X Safety	Game of Golf: Taking Turns, watching your ball, keeping score, Etiquette: When is it your turn. Standing still, where to stand, who goes first. Rules of Golf: Out of bounds rule. Teeing Ground.	<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>
Purposeful Play Activities/Games Description(s): The group will walk the course on the putting green, then they will play by rolling, kicking and keeping score, then they will play using their putters. After putting we will transition to a hole and us our full swing and other distance response skill to play one hole of golf.			
Guiding Questions – (Ask questions to connect activities and lesson objectives) <ul style="list-style-type: none"> Ask what...? How ...? What is ...? What do the ...? Ask how type of ball requires a different size or length of motion to advance the "ball" 			

Wrap-up	Time Allotted: 5 minutes
Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life: <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 be used 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.)

5:30-5:40	Talk about parts of the course, parts of the club, stuff you need to play a round of golf. After each answer we will do one of the exercises X-# of times.
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Time **Lesson Progression:** (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.)

5:40-5:50	Walk the putting course so we know where to go and explain out of bounds, water hazards, etc.
5:50-6:00	Roll the ball on the course recording your score after every hole.
6:00-6:10	Putt the ball on the course recording your score after every hole.
6:10-6:25	Play a short hole and keep score. After this is complete the players can add their score up and sign their scorecard.

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?
What could have been BETTER?
HOW would I improve it next time?