

PLAYer Core Lesson # 1 Welcome & Showing Respect

Coach Name: Lundy Chapter: Indiana Facility: Gongaware Date: 4/14/15
 # of Coaches/Volunteers: 1 Coach # Participants: 15 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, circles, flash cards, Duct tape strips,
 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>Welcome Parents and tour facility for bathrooms</p> <p>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.</p>				
Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category):				
Strength Frog Jumps	Flexibility/Mobility Elbow to knee touches	Agility/Coordination Skipping	Balance Flamingo bends to pick up balls	Object Control Soccer ball slalom
<p>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 to make the ball go a certain distance. Used very few golf balls for first lesson</p>				

Life Skills Experience—The Nine Core Values			
Time Allotted: 40 minutes			
PLAY (Games/Activities PLAYers will experience)	LEARN (Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)	APPRECIATE	YOUR GAME
Activity: Get the ball in the areas by rolling first then putting next. Calling zone to hit it in. The Game: Putting Getting the ball into the zones. By rolling the ball. Putting the ball with golf course words	Life Skill—Objective & Behaviors: Welcome and Showing Respect. Golf Skills: Select at least two skills <input checked="" type="checkbox"/> Putt <input type="checkbox"/> Chip <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing Golf Fundamental (Factor of Influence): <input checked="" type="checkbox"/> Distance-response (Size or length of motion) Target Awareness (Target Selection) <input type="checkbox"/> Get Ready to Swing (Hold-Set-up-Aim and Alignment) Physical Healthy Habits: Energy <input type="checkbox"/> Play <input checked="" type="checkbox"/> Safety	Game of Golf: Parts of the course Etiquette: Not running on the green and fixing divots and taking care of the course. Rules of Golf: Where to start, Definition of the terms that relate to the course. (bunker, teeing ground, through the green, hazards)	<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): Station #1 = From 4 different spots roll a ball into the designated areas. All will start at the same spot with a partner. Want to have one player go while the other is in the safe zone hula hoop. Uphill, Downhill, Curve Right, Curve Left. How many can the group get into the areas. Station #2 = 4 hole putting course with parts of the course signs for identification purposes. After they putt their ball into the circle they will be shown a picture of the part of the course. Clues are on the back. Move to the next spot. Safety zones are set up for the next person to wait their turn. Can also introduce to the players the concept of scorekeeping by keeping track of how many it takes to get into the hole. Guiding Questions – (Ask questions to connect activities and lesson objectives) <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
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Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

1. *What did you experience today about...? What was fun?*
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.)

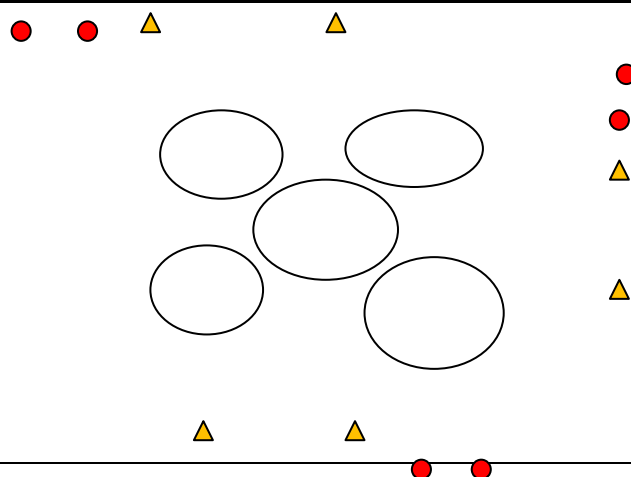
- 5:45-6:15**
- 10 minutes Golf Skill - Distance Response – Rolling 3 different types of balls into grid marked by cones and golf baskets
 - Golf Fundamental – Set-up – Stand to the side with feet and legs in shape of an A
 - 10 minutes Golf Skill – Distance Response – Putting balls with putter into 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.
 - 10 minutes Golf Skill – Distance Reponse & Target Awareness – 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 (Target Awareness) & 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)

● =Hula Hoop



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 some so they can practice where to start and where to stand and being patient and quite during the activity.