

WK1 BIRDIE Lesson16 DREAMS AND GOALS

Coach Name: _____ Chapter: NORTH FLORIDA Facility: TFTNF Date: SPRING 2018 _____

of Coaches/Volunteers: 6:1 _____ # Participants: _____ Age Range: 11+ _____ Skill Level: BIRDIE

PLAYer-to-Coach ratio: 6:1 _____ # of Stations/# of Holes: _____ XX On-course Off-course Duration (mins): 75 MINS _____

Equipment and supplies needed: STUDENTS USUALLY HAVE OWN CLUBS, SAFETY CONES,TEES, BALLS,YARN OR STRING _____

Additional Notes: _____

Warm-up				
Time Allotted: 20 MINS		Location(s): GIVE OUT BIRDIE BOOKS PGS 4-21 TODAY PGS 22-37 NEXT WEEK PLEASE READ ALL		
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: REVIEW CORE VALUES, AND PAR BASICS</i>				
<ul style="list-style-type: none"> INTRO TO BIRDIE CLASS WHAT WE WILL COVER, INTRODUCE THE BOOK 				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :15 MINS</i>				
Strength SQUATS 10---15	Flexibility/Mobility SIDEWAYS WALK, AND FOOT CROSSOVERS 30FT UP AND BACK 3X	Agility/Coordination BEAR CRAWL 30 FT UP AND BACK 3X	Balance WALKING LUNGES 30 FT UP AND BACK 3X	Object Control BOUNCE BALL OFF SIDE SLOPE AND CATCH
<i>Safety – Review and emphasize; connect to Healthy Habit: SAFETY---AVOIDING, AVERTING OR REDUCING INJURY. ACT OF STAYING SAFE</i>				
<ul style="list-style-type: none"> REVIEW SAFETY ZONES AND WHEN TO YELL FORE WHY DO WE USE BOTH 				

Life Skills Experience	
Time Allotted: 50MINS	
<i>List what players will learn in each component</i>	
LIFE SKILLS OBJECTIVE(S): DREAMS AND GOALS	GOLF SKILLS OBJECTIVE(S): SET-UP
<ul style="list-style-type: none"> TO HAVE PARTICIPANTS UNDERSTAND THE DIFFERENCE BETWEEN DREAMS AND GOALS. TO HAVE PARTICIPANTS DEVELOP A DREAM FOR BOTH GOLF AND OUTSIDE OF GOLF 	<p>** GO OVER GRIP/HOLD....AIM/ALIGNMENT Pre and Post shot routines will be examined and discussed and we can talk about in Golf and outside of Golf ie using routines before a Test. Work on Ball Flight in their GAME. Have Golfers set goals for specific aspects of their game in Practice & Play. Practice visualization of general Golf performance and of specific Golf shots.</p>
Guiding Questions: <i>Ask questions to connect activities and lesson objectives</i>	
<ul style="list-style-type: none"> How do you... differentiate a dream from a goal What happens when... you really set goals for specific things in Golf and outside of Golf. Do you think it makes life easier??? What would happen if... ? You really concentrated when you practice, or study. 	

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Putt	<input type="checkbox"/> Distance-response	<input checked="" type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection	REMIND PLAYERS OF PROPER GRIP.....STANCEAIM AND ALIGNMENT.....TIE IT INTO PRE-SHOT ROUTINE
<input type="checkbox"/> Chip	<input type="checkbox"/> Target Awareness	<input checked="" type="checkbox"/> Target selection <input type="checkbox"/> Distance to target	
<input type="checkbox"/> Pitch	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Get Ready to Swing	<input checked="" type="checkbox"/> Hold <input checked="" type="checkbox"/> Set-up <input checked="" type="checkbox"/> Aim/alignment	
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Full-swing	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish XX Balanced start	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit	
	<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"/> Curvature	
	<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management <input type="checkbox"/> Course management	

**Etiquette/Rules of Golf: RULE 1-2 EXERTING OUTSIDE INFLUENCE ON BALL IN MOTION/ALTERING PHYSICAL CONDITIONS----
PLAYING BALL AS IT LIES AND NOT ALTERING ANYTHING AROUND THE BALL THAT WILL EFFECT THE PLAYING OF THE HOLE OR
THE MOVEMENT OF THE BALL WHILE IN PLAY....2 STROKE PENALTY**

Physical Healthy Habits: Energy Play Safety
 Other Healthy Habit(s):

**SAFETY – THE ACTION OF KEEPING SAFE , AVOIDING, AVERTING OR REDUCING
INJURY, DANGER OR LOSS. Lightning warning 3 blasts horn to leave course....1
Blast....all clear**

Wrap-up

Time Allotted: 5MINS

Ask players questions to review what they learned and how they can apply what they learned to school, home, etc.

1. *What did you experience today about THE SWING?*
2. *What did you LEARN about ways to "Hold" the club?*
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.)

WELCOME BACK: Welcome back to First Tee lets introduce ourselves. Coaches review what we will cover in Birdie.

Advanced putting and Short Game, How do we improve your full swing, whether to chip, putt or pitch or use a hybrid off the Green, What clubs can we use for chip and pitch, The difference between carry and total distance, How to READ the BREAKS on the GREENS, How to mark your ball when you lift it on the Green, More Golf Etiquette and RULES, How to keep up with PACE OF PLAY.

LIFE SKILLS: Why we all need Dreams and Goals for Golf and Life, The difference between dreams and reachable GOALS, Four guidelines for stating your GOALS, How GOAL LADDERS can help you reach your Goals, What to do when you have trouble reaching your GOALS. Talk about DREAMS VS GOALS **FIRST ASSIGNMENT MUST CREATE A DREAM FOR GOLF**

DISCUSSION: Coaches must give homework assignment create a short term (2years out) DREAM and a 6 STEP GOAL LADDER for a short term Goal . DO ONE EACH FOR GOLF and OUTSIDE OF GOLF **** IF THIS IS 2ND OR 3RD TIME THRU MUST CHANGE GOALS. ULTIMATE GOAL IS FOR THE GOLFER TO HAVE COMPLETED THEIR 10 STEP GOAL LADDERS IN GOLF AND IN LIFE

LIFE SKILL EXPERIENCE

TIME	LESSON PROGRESSION: List bullet points for time allotted, lesson flow, and location.
20 MINS	DISCUSSION TIME
50 MINS	PUTTING ACTIVITY: THROUGH THE GATES—CONCENTRATION FOR BOTH IS PROPER GRIP , AIM AND ALIGNMENT THRU THE GATES ON THE RANGE --- SAME AS ABOVE PLUS INCLUDE THESE 3 BASICS WITHIN YOUR PRE-SHOT ROUTINE
5 mins	CLEAN UP//WRAP UP

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)

Golf Game—PRE-SHOT Routines SET-UP,GRIP (HOLD), AIM,ALIGN GET READY TO SWING.

Putt

Title of game: THROUGH THE GATES

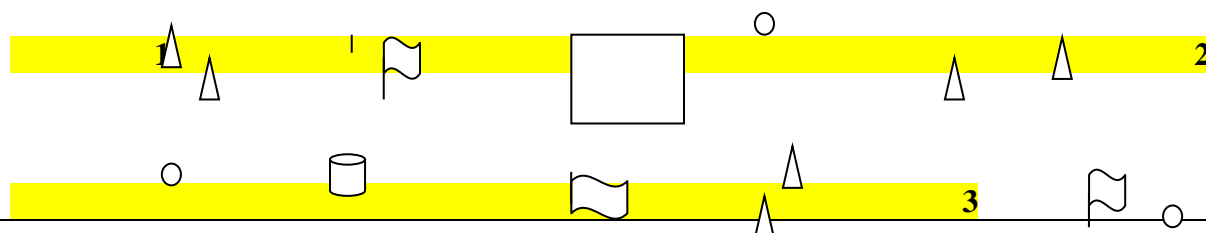
Objectives of game: To become aware of what you do as a PLAYer to prepare for a shot and to respond after a shot.

Objectives of golf fundamental: To develop an efficient and repeatable pre-shot and post-shot routine.

Supplies: Putters, golf balls, cones,

Description of Set-up: Set-up a three-, six- or nine-hole putting challenge. Place two tees slightly bigger than putter head width so putter will swing through the Tees toward the hole. Coach will decide teeing ground and assign holes.

Diagram of Set-up:



Birdie Level (variation)—**How to Play:** PLAYers will play three holes while looking at the target, three holes with eyes closed during their putting stroke and three holes using their putting routine.

ON THE RANGE---THROUGH THE GATES

IRONS ARE THE PREFERRABLE CLUB BECAUSE TEES CAN BE SET UP ON EITHER SIDE OF THE CLUB HEAD SLIGHTLY LARGER THAN THE CLUB FACE. CONCENTRATION IS TO SWING THRU THE GATES WITHOUT HITTING EITHER TEE. HELPS KEEP CLUB HEAD SQUARE TO THE TARGET.....HELPS WITH AIM AND ALIGNMENT. MAKE SURE YOU HAVE THE PROPER GRIP.
HIT RANGE BALLS TO A VARIETY OF TARGETS. USE ALL IRONS IN THE BAG.....ARE FULL SWINGS HARDER OF EASIER TO KEEP SQUARE TO THE TARGET LINE?? ARE SHORTER SHOTS IE.....L TO L OR PUNCH SHOTSSHORTER SWING SHOTS EASIER TO CONTROL??

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?

WK2 Birdie Lesson17 GOALS POSITIVELY/IMPORT

Coach Name: _____ Chapter: NORTH FLORIDA Facility: TFTNF Date: SPRING 2018
 # of Coaches/Volunteers: 6:1 _____ # Participants: _____ Age Range: 11+ _____ Skill Level: BIRDIE
 PLAYer-to-Coach ratio: 6:1 _____ # of Stations/# of Holes: _____ XX On-course Off-course Duration (mins): 75 MINS _____
 Equipment and supplies needed: STUDENTS USUALLY HAVE OWN CLUBS, SAFETY CONES,TEES, BALLS,YARN OR STRING, BALL MARKERS_ _____
 Additional Notes: _____

Warm-up				
Time Allotted:	20MINS	Location(s): BOOK PGS 22-37	AND HOMEWORK FOR NEXT WEEK PGS 38-51	
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i> STATE GOALS POSITIVELY AND GOALS HAVE TO BE IMPORTANT TO YOU				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :15 MINS</i>				
Strength PLANKS 190 SECS 3X	Flexibility/Mobility SIDEWAYS WALK, AND FOOT CROSSOVERS 30FT UP AND BACK 3X	Agility/Coordination BEAR CRAWL 30 FT UP AND BACK 3X	BALANCE STANDING STUNTS X 5 ON EACH LEG	Object Control BOUNCE BALL OFF SIDE SLOPE AND CATCH
<i>Safety – Review and emphasize; connect to Healthy Habit: VISION—THE ABILITY TO THINK ABOUT AND PLAN FOR THE FUTURE USING INTELLIGENCE AND IMAGINATION INDIVIDUAL LEARNS FROM THE PAST, V TO LEAVE A FOOTPRINTALUES THE PRESENT, AND CREATES THEIR VISION OF THEIR FUTURE AND ULTIMATELY LEAVES A FOOTPRINT ON THIS EARTH. YOUR VISION TAKES INTO CONSIDERATION YOUR TALENTS,CHARACTERISTICS AND ABILITIES.</i>				

Life Skills Experience	
Time Allotted: 50MINS	STATING YOUR GOALS POSITIVELY AND ARE THEY IMPORTANT TO YOU.
LIFE SKILLS OBJECTIVE(S): GOALS POSITIVE AND IMPORTANT	GOLF SKILLS OBJECTIVE(S): DISTANCE RESPONSE
<ul style="list-style-type: none"> TO HAVE PARTICIPANTS UNDERSTAND THE IMPORTANCE OF STATING YOUR GOALS POSITIVELY. DO NOT USE NEGATIVE WORDS IS THE GOAL IMPORTANT TO YOU?? DO YOU RELATE TO IT? TO HAVE PARTICIPANTS DEVELOP A GOAL FOR BOTH GOLF AND OUTSIDE OF GOLF 	<ul style="list-style-type: none"> DISTANCE RESPONSE IN THE SHORT GAME. TARGET FOCUSED/KNOWING THE DISTANCE. Target focused also helps with goal setting AIM JUST PAST THE HOLE TO INSURE GETTING TO THE HOLE
Guiding Questions: <i>Ask questions to connect activities and lesson objectives</i>	
<ul style="list-style-type: none"> How do you... STATE YOUR GOALS POSITIVELY AND ARE THE GOALS IMPORTANT TO YOU What happens when... you really set goals for specific things in Golf and outside of Golf. ? Do you think it makes life easier??? What would happen if... ? You really concentrated when you practice, or study. 	

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input checked="" type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing	<input checked="" type="checkbox"/> Distance-response	<input checked="" type="checkbox"/> Size or length of motion <input checked="" type="checkbox"/> Club Selection	KNOW YOUR DISTANCE TO YOUR TARGET.....MARKERS ON THE COURSE.....RANGE FINDERS.....YARDAGE BOOKS
	<input type="checkbox"/> Target Awareness	Target selection <input type="checkbox"/> Distance to target	
	<input checked="" type="checkbox"/> Get Ready to Swing	<input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	
	Routines: <input checked="" 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"/> Curvature	
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management <input type="checkbox"/> Course management		

Etiquette/Rules of Golf: RULE 4-3 DAMAGED CLUBS/REPAIR OR REPLACEMENTS—SEE BELOW

Physical Healthy Habits: Energy Play Safety
 Other Healthy Habit(s): VISION

CAN USE THE DAMAGED CLUB.....W/O DELAY CAN BE REPAIRED.....CAN BE REPLACED W/O DELAY, NEW CLUB CAN NOT BE BORROWED.....CLUB MUST BE CONFORMING.....BREACH OF RULE IS DISQUALIFICATION

Wrap-up

Time Allotted: 10

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

Four guidelines for stating your GOALS, SET A GOAL THAT IS POSITIVE, IMPORTANT TO YOU, BE SPECIFIC AND BE UNDER YOUR CONTROL.

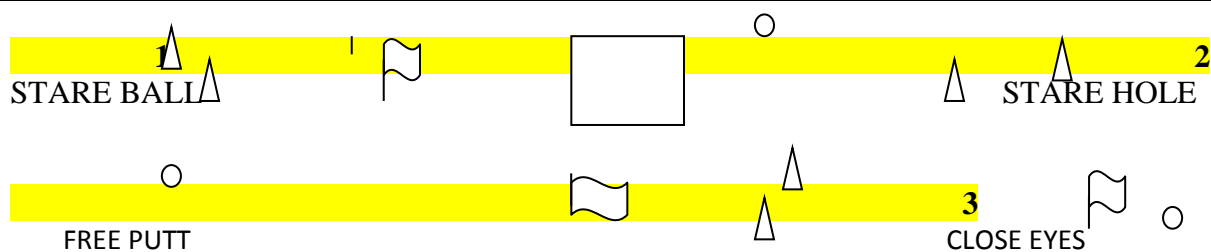
How GOAL LADDERS can help you reach your Goals, What to do when you have trouble reaching your GOALS. Talk about GOALS IN AND OUT OF GOLF TALK ABOUT HOW TO KEEP GOALS POSITIVE AND WHY ITS IMPERATIVE THAT GOALS MEAN SOMETHING TO YOU.....THAT THEY ARE IMPORTANT TO YOU

DISCUSSION: Coaches KEEP WORKING AND REFINING YOUR 6 STEP GOAL LADDER for a short term Goal . DO ONE EACH FOR GOLF and OUTSIDE OF GOLF **** PERFECT IT |

LIFE SKILL EXPERIENCE

TIME	LESSON PROGRESSION: List bullet points for time allotted, lesson flow, and location.
20 MINS	DISCUSSION TIME
50 MINS	PUTTING ACTIVITY: THROUGH THE GATES— AND ADD CHIPPING TO ACCOMPLISH UP AND DOWN
5 mins	CLEAN UP//WRAP UP

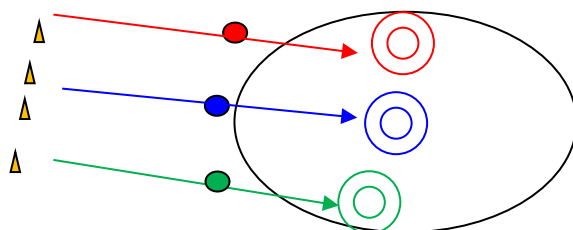
DIAGRAM: (Identify number of stations and location, equipment needed for each, and brief description for each station activity.)



PUTTING FOR EXCELLENCE:

Birdie Level (variation)—**How to Play:** PLAYers will play three holes while looking at the target, three holes while looking down at the ball only, three holes with eyes closed (after starring at the hole) during their putting stroke and three holes using their putting routine not one we went over.....however they want to do it. IS THERE A DIFFERENCE IN THE SUCCESS OF SINKING THE PUTTS?? WHICH WORKS BETTER?? SHOULD YOU PERFECT THAT PUTTING STROKE??

Golf Game Chip



Title of game: *Lily Pads*

Objectives of game: To chip each ball on to the Lily Pad. Count how many balls end up on the Lily Pad.

Objectives of golf fundamental: To learn ways to focus on target and the aim/direction of the chip and how far does it have to travel to the Target.

Supplies: String or color circles, hoops, tees/cones, golf balls, putter/irons, permanent marker

Description of Set-up: Near green, set up two tees/cones as the starting point. Place various size circles on the green, all at same distance but some to left, center and right from starting point. The size and distance of targets will vary by skill level—larger and closer for beginning PLAYers and smaller and farther for advanced PLAYers.

Diagram of Set-up: SEE ABOVE

Birdie Level (variations)—How to Play: PLAYers get multiple balls and chip toward circles with various clubs (5/7/9 iron and Wedge).

Color code small circles and align them with larger circles.

PLAYer places smaller one on fringe or green based on club and where they plan to land the ball. PLAYer must hit both colors of lily pads with chip to get a point. If ball misses a lily pad, then

PLAYer must switch with partner and allow them to go. Continue to chip, alternating colors and count how many lily pads the ball

(frog) hits.

Ask players questions to review what they learned and how they can apply what they learned to school, home, etc.

1. *What did you experience today with the putting game.....did you notice differences?*
2. *What did you LEARN about how to set Goals?*
3. *How can what you learned today be used in school, at home and in other areas of your life off the golf course?*

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?



WK3 Birdie Lesson18 Setting Goals Under Your Control

Coach Name: _____ Chapter: TFTNF_ Facility: TFTNF _____ Date: SPRING 2018
 # of Coaches/Volunteers: 6;1 _____ # Participants: _____ Age Range: 11 _____ Skill Level: BIRDIE
 PLAYer-to-Coach ratio: 6:1 _____ # of Stations/# of Holes: _____XXX On-course Off-course Duration (mins): 90
 Equipment and supplies needed: _____
 Additional Notes: _____

Warm-up				
Time Allotted: 20 mins		Location(s): BOOK PGS 38-51 HOMEWORK NEXT WEEK 52-63		
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i> GO OVER HOMEWORK AND GOAL LADDERS AGAIN. GIVE NEXT WEEKS HOMEWORK PAGES IN BOOK PAGES 52-63				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
Strength Planks 90 sec hold 3-5 times	Flexibility/Mobility Arm stretches/ Side Stretches	Agility/Coordination crossover steps 30 ft helicopters	Balance Walk Straight Lines One foot in front of the other	Object Control Bounce Ball off the Side of a Hill and Catch
<i>Safety – Review and emphasize; connect to Healthy Habit:</i>				
<ul style="list-style-type: none"> • MIND—THE ELEMENT IN AN INDIVIDUAL THAT FEELS , PERCEIVES, THINKS , WILLS AND REASONS. PART OF OUR BRAIN 				

Life Skills Experience	
Time Allotted: 50mins <i>List what players will learn in each component</i>	
LIFE SKILLS OBJECTIVE(S): UNDER YOUR CONTROL	GOLF SKILLS OBJECTIVE(S): Target awareness
Participants will learn more about goal setting in this lesson by understanding how to state a goal that will be under their control. They will learn the difference between being under their control and out of their control. (Control of what club they can use vs Out of Control is the weather)	Participants will work on the following golf fundamentals: Picking a Target and Aiming and Aligning to that Target. How does having a specific Target effect our set-up

- Guiding Questions:** *Ask questions to connect activities and lesson objectives*
- How do you...pick a Target and know its distance from you?
 - What happens when...you pick an unclear Target.....or you can't decide between 2 Targets?
 - What would happen if...you choose to swing without a target ?
 - What does it mean for something to be under your control.....how do things under your control and not under your control differ??

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input type="checkbox"/> Putt <input type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input checked="" type="checkbox"/> Club Selection	BECOME AWARE OF THE TARGET AND HOW FAR IT IS FROM YOU.....FAIRWAY MARKERS, RANGEFINDERS, YARDAGE BOOKS.....
	<input checked="" type="checkbox"/> Target Awareness	<input checked="" type="checkbox"/> Target selection <input checked="" type="checkbox"/> Distance to target	
	<input type="checkbox"/> Get Ready to Swing	<input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit	WHATS A GOOD TARGET?? DIFFERENCE BETWEEN STROKE AND MATCH PLAY
	<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"/> Curvature		
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management <input type="checkbox"/> Course management		

Etiquette/Rules of Golf: RULE 11-4A PLAYING OUTSIDE THE TEE BOX IN MATCH PLAY-----IF THE BALL IS PLAYED OUTSIDE THE TEEING GROUND THERE IS NO PENALTY BUT IF THE OPPONENT OBJECTS THE PLAYER MUST CANCEL THE SHOT AND PLAY

AGAIN FROM WITHIN THE TEE BOX. IN STROKE PLAY IF THE BALL IS TEED UP OUTSIDE THE TEE BOX AND PLAYED IT IS A 2 STROKE PENALTY.

Physical Healthy Habits: Energy Safety Play
 Other Healthy Habit(s): MIND

MIND –THE PART OF THE BRAIN THAT THINKS, FEELS, PERCEIVES.....IT CAN CONTROL OUR , EMOTIONS, BEHAVIORS.... MAKE US CONFIDENT AND STRONG WILLED. CAN HELP US HEAL

Wrap-up	Time Allotted: 5MINS
<p>Did you guys enjoy the challenges of playing with only two clubs? How did the 2 club players feel when you were stacked up against the full bag players? Was that fair? Could you control it? What could you control? If you were to have a full match with only 2 clubs vs. a full bag player do you think you would be at a disadvantage? Do you think you would have a tougher time defeating your opponent? Do you think the same could occur if we didn't have control over our goals? Do you think the more we have the opportunity to control the better the chance we have to reach out goals?</p>	

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

20 mins	<p>Participants will receive a golf ball and be instructed to mark the golf ball with a unique mark so that they will know it is their own. Then each ball will be randomly thrown on a hole. Each player will then have to find their identified golf ball and finish the hole out.</p> <p>Go over homework and goal ladders</p> <p>INFORM PLAYERS TO DO THEIR GOAL LADDERS ON PAPER AND COPY IT INTO THEIR BOOKS ONCE CORRECTED. GOAL LADDERS MUST BE HANDED IN FOR COACHES TO REVIEW AND CORRECT</p>
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LIFE SKILL EXPERIENCE

	<p>LESSON PROGRESSION: List bullet points for time allotted, lesson flow, and location.</p> <p>Warm Up</p> <p>***** USE THE GOLF COURSE IF AVAILABLE AND PLAY HOLES.....</p> <p>HAVE PLAYERS KEEP A SCORE CARD AND KEEP THE CARD TO USE ALL SESSION . COUNT THE HOLES PLAYED TOWARD THEIR 9 HOLE PLAYER REQUIREMENT FOR ASSESSMENT</p> <p>Board Silly- USE NOODLES OR YARD STICKS TO STAND ONCAN BE PITCH OR RANGE FULL SWING</p> <p>Objectives of game: To see who can hit the golf ball and stay in balance the best while standing on a balance board, NOODLES, YARD STICK</p> <p>Objectives of golf fundamental: To help participants detect how their balance is during the swing and what adjustments they need to make to stay in balance. Plus, to see how the shot is influenced when they change their body balance.</p> <p>Step 1</p> <ul style="list-style-type: none"> • The first PLAYer will stand on the balance board with the board “In balance” (not tilting). • The PLAYer will then hit a ball and try to keep the board balanced. If he is successful, the PLAYer will go to step 2. If unsuccessful the other PLAYer will take their turn. <p>Step 2</p> <ul style="list-style-type: none"> • The PLAYer will lean on their right foot and try to hit a ball, keeping the weight on the right foot. If they are successful they will go to step 3, if not successful the next PLAYer will take a turn at step 2. <p>Step 3</p> <ul style="list-style-type: none"> • The PLAYer will lean on the left foot and try to hit a ball, keeping the weight on the left foot. If they are successful they will go to step 4, if not successful the next PLAYer will take a turn at step 3. <p>Step 4</p> <ul style="list-style-type: none"> • The PLAYer will lean on the right foot and try to hit a ball finishing with their weight on the front foot. If they are successful, they have completed the task. The next PLAYer will then come up and try it. <p>Step 5 (Optional)</p> <ul style="list-style-type: none"> • PLAYers can now try to lean on their front foot and hit a shot with the weight finishing on the back foot.
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ON THE RANGE

Check point Charlie- Objectives of game: To see who can remember the most number of check-points in the address position, before hitting a ball.

Objectives of golf fundamental: To help participants develop muscle memory for their most reliable address position. Plus, to see how the shot is influenced when they think too much!

Step 1

- The first PLAYer will address the ball and go through their address position check points and say them out aloud one at a time so their partner can hear. The PLAYer will also make a visible motion of the check point (i.e., “tail feathers out” wiggle their rear end). The partner counts the different check points.
 - Take Grip
 - Hold soft
 - Hold up (or down) handle
 - Hold position
 - Aim clubface
 - Ball position (forward, middle or back)
 - Align Body
 - Toes out
 - Feet wide (narrow/medium)
 - Etc.
- The PLAYer will then hit a ball.
- The second PLAYer will then step up to hit (switching roles)

Step 2

- The second PLAYer will repeat the same process as above hoping to increase on the number of check points.

Step 3

- The PLAYers keep rotating until the PLAYers cannot remember any more points and the PLAYer who wins will be the person who says the most number of check points out aloud!

Clean up

Wrap up

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

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

Wk4 Birdie Core Lesson19 Different Types of Goals

Coach Name: _____ Chapter: TFTNT Facility: TFTNF Date: SPRING 2018

of Coaches/Volunteers: 3 # Participants: _____ Age Range: 11-17 Skill Level: BIRDIE

PLAYer-to-Coach ratio:: 6:1 # of Stations/# of Holes: _____XXX On-course Off-course Duration (mins): 75

Equipment and supplies needed: BALLS, TEES, DIVOT TOOL, BALL MARKER, GLOVE, CLUBS

Additional Notes: _____

Warm-up

Time Allotted:10 MINS **Location(s):** **BOOKS PG 52-63** **HOMEWORK PGS 64-77**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: DIFFERENT TYPES OF GOALS.....

OUTCOME----THE END PRODUCT OF WHAT YOU WANT TO ACHIEVE, YOUR DREAM, THE RESULT OF PLAYING A GAME.

PROCESS GOALS---FOCUS ON IMPROVING SKILLS AND TECHNIQUES, HEALTHY HABITS, AND PLAYING STRATEGIES FOR A MORE FAVORABLE OUTCOME.

PERFORMANCE GOAL---IDENTIFY PERSONAL BESTS AND STANDARDS OF IMPROVEMENT BASED ON PRACTICE AND ACHIEVING PROCESS GOALS

Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :

Strength	Flexibility/Mobility	Agility/Coordination	Balance	Object Control
SQUAT AND JUMP 10X	Arm Circles forward and back	CROSSOVER FOOT WORK 30 FT UP AND BACK	STRAIGHT LINE WALK HEEL-- TOE 30 FT UP AND BACK	BALL ON TEE WALK UP AND BACK 15 FT

*Safety – Review and emphasize; connect to Healthy Habit: **PLAY**—AN ACT PREFORMED FOR ITS OWN SAKE WHICH ENLIVENS AND INVIGORATES THE SPIRIT
Helps the body stay fit and is a way to have FUN and is way of recharging the body and mind.*

Life Skills Experience

Time Allotted: 30 MINS WITHIN WARMUP *List what players will learn in each component*

LIFE SKILLS OBJECTIVE(S): DIFFERENT GOALS

- **PERFORMANCE, PROCESS AND OUTCOME GOALS.....**WHAT ARE THE DIFFERENCES AND WHY ARE ALL 3 IMPORTANT. EACH GOAL FOCUSES ON SPECIFIC FUNCTIONS. PROCESS AND PERFORMANCE GOALS MUST FOLLOW ALL THE GUIDELINES FOR MAKING A GOAL. OUTCOME GOALS MAY OR NOT BE FULLY UNDER YOUR CONTROL, FOR EXAMPLE YOUR DREAMS, WHICH MAYBE PARTIALLY OUT OF YOUR CONTROL

GOLF SKILLS OBJECTIVE(S): BALANCE START AND FINISH

- **Playing on course**
- **PROCESS GOALS -PROVIDE YOU WITH THE KNOWLEDGE TO PLAY SMART AND MAKE GOOD DECISIONS ABOUT YOUR SHOT**
- **PERFORMANCE GOALS—SETTING GUIDELINES FOR PRACTICE “I WILL MAKE 10 5 FOOT PUTTS**

Guiding Questions: *Ask questions to connect activities and lesson objectives*

- *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 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	FOCUS ON KEEPING YOUR BODY BALANCED THROUGHOUT THE SWING. MAKES SURE THE PLAYER GETS TO A BALANCED FINISH
	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target	
	<input type="checkbox"/> Get Ready to Swing	<input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment	
	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Body Balance	<input checked="" type="checkbox"/> Balanced finish <input checked="" type="checkbox"/> Balanced start	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit	
	<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"/> Curvature
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management <input type="checkbox"/> Course management
Etiquette/Rules of Golf: RULE 17-2 IF SOMEONE (CADDIE) TENDS THE FLAGSTICK WITHOUT THE OPPONENTS APPROVAL OR A FELLOW COMPETITORS APPROVAL THE PLAYER WILL INCUR A PENALTY BECAUSE THAT PERSON MAY INFLUENCE THE BALL. PENALTY—MATCH PLAY---LOSS OF HOLE STROKE PLAY---2 STROKE PENALTY	
Physical Healthy Habits: <input type="checkbox"/> Energy <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Play <input type="checkbox"/> Safety <input type="checkbox"/> Other Healthy Habit(s):	PLAY—AN ACT PERFORMED FOR ITS OWN SAKE THAT IS FUN AND ENLIVENING

Wrap-up	Time Allotted: 5MINS
<p>Ask players questions to review what they learned and how they can apply what they learned to school, home, etc.</p> <ol style="list-style-type: none"> 1. <i>What do you understand the difference between the types of Goals???</i> 2. <i>What did you LEARN ABOUT GOAL SETTING for each one??</i> 3. <i>How can what you learned be used in school, at home and in other areas of your life off the golf course?</i> 4. <i>WHAT ARE SOME OF THE DIFFERENT HEALTHY HABITS WE LEARNED THIS SEMESTER???</i> DO YOU THINK THEY WILL BE HELPFUL IN YOUR LIFE IN AND OUT OF GOLF HOW AND WHY??? 	

GO OUT AND PLAY ON THE COURSE IF AVAILABLE

Check point Charlie: To see who can remember the most number of check-points in the address position, before hitting a ball. To help participants develop muscle memory for their most reliable address position. Plus, to see how the shot is influenced when they think too much! How to Play: PLAYers will be in pairs, one hits and the other watches. The winner of the game is the person who can remember the most number of points in the get ready position!

How it Works:

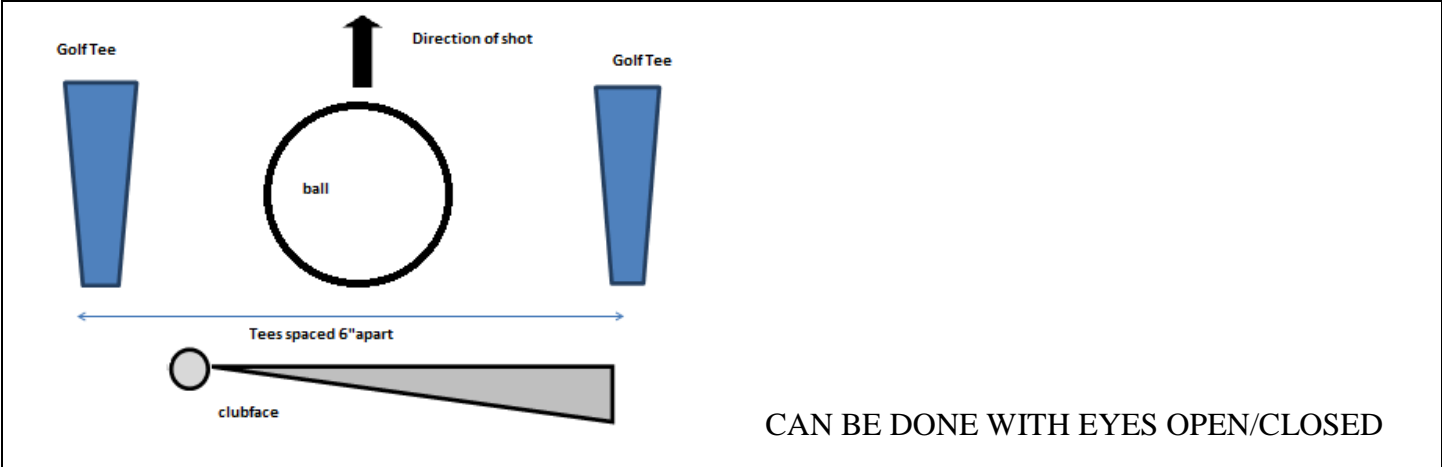
Step 1: The first PLAYER will address the ball and go through their address position check points and say them out aloud one at a time so their partner can hear. The PLAYER will also make a visible motion of the check point (i.e., “tail feathers out” wiggle their rear end). The partner counts these different check points:

Pick your TARGET from a few feet behind the ball, Walk into your shot ,Take your Grip, Aim Your Clubface, Make sure your ball is in proper position for the club you are hitting (off left heel—Driver , Woods, Hybrids forward of Center, Irons around the middle of stance, wedges further back in stance), Take your Stance, Hold Grip Soft---adjust up or down the shaft/handle, Firm up Grip/Hold Position

Step 2. The PLAYER will then hit a ball.

Step 3. The second PLAYER will then step up to hit (switching roles)

Through the Gates: PUTTING



CAN BE DONE WITH EYES OPEN/CLOSED

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

WK5 Birdie Lesson20 Getting to your goal

Coach Name: _____ Chapter: TFTNF Facility: TFTNF Date: SPRING 2018
 # of Coaches/Volunteers: 3 # Participants: _____ Age Range: 11-17 Skill Level: BIRDIE
 PLAYer-to-Coach ratio: 6:1 # of Stations/# of Hole XXX On-course Off-course Duration (75mins)
 Equipment and supplies needed: BALLS, TEES, BALL MARKER, DIVOT TOOL,GLOVE, STRING OR YARN, CONES, MARKERS
 Additional Notes: _____

Warm-up				
Time Allotted: 20mins		Location(s): BOOK PGS 64-77 HOMEWORK FOR NEXT SESSION PGS 78-90		
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: GETTING TO THE GOAL/GOAL LADDERS</i>				
<ul style="list-style-type: none"> Participants will go over the four guidelines to a goal. In addition, coaches spend time looking at their goal ladder draft to make sure it is progressing. BE POSITIVE, SPECIFIC, IMPORTANT, UNDER YOUR CONTROL 				
<i>Physically engage PLAYers in a fitness circuit: Warm-up Circuit: Jump and Turn, Lunges, Frog Jumps, Sprints.</i>				
Strength SQUATS 10X	Flexibility/Mobility HELICOPTERS, WAIST TWISTS 20X	Agility/Coordination Jump and turns 15X	Balance Standing Stunts, stand on one leg as long as possible w/o losing balance	Object Control Walk with a Ball on the Tee 15 ft up and back
<i>Safety – Review and emphasize; connect to Healthy Habit: ENERGY—THE ABILITY OF THE BODY OR A PHYSICAL SYSTEM TO DO WORK.</i>				
<ul style="list-style-type: none"> MAKE HEALTHY CHOICES ABOUT EATING THE RIGHT FOODS, GETTING ENOUGH WATER, SLEEP AND EXERCISE 				

Life Skills Experience			
Time Allotted: 50mins		<i>List what players will learn in each component</i>	
LIFE SKILLS OBJECTIVE(S): GETTING TO YOUR GOAL----LADDERS		GOLF SKILLS OBJECTIVE(S): CLUBFACE CONTACT/CENTERDNESS	
To have participants be able to state smaller goals to accomplish a larger goal. To know what is reasonable and what might not be accomplishable. USE THE OUTLINE OF A LADDER TO MAKE SMALLER REACHABLE GOALS TO ACCOMPLISH THE LARGER GOAL		<ul style="list-style-type: none"> Participants will learn about game management. MAKING SOLID CONTACT AND HITTING CENTER SPOT OR “SWEET” SPOT OF THE FACE. 	
Guiding Questions: <i>Ask questions to connect activities and lesson objectives</i>			
<ul style="list-style-type: none"> How do you...figure out smaller goals needed to reach your ultimate goal?? What happens when...you actually have a plan to accomplish something or get somewhere like a road map.? What would happen if... you went through life with no plan? How could you get somewhere new without a road map.....directions? Look at your Goal Ladders as a road map to where you want to get to.....what you want to accomplish. 			
Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response <input type="checkbox"/> Target Awareness <input type="checkbox"/> Get Ready to Swing <input type="checkbox"/> Body Balance <input checked="" type="checkbox"/> Clubface and Ball Contact <input type="checkbox"/> Swing Rhythm Routines: <input checked="" type="checkbox"/> Preshot <input type="checkbox"/> Postshot <input type="checkbox"/> Ball Flight <input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment <input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start <input checked="" type="checkbox"/> Clubface direction at contact <input checked="" type="checkbox"/> Centerness of hit <input type="checkbox"/> Swing tempo <input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature <input type="checkbox"/> Self-management <input type="checkbox"/> Course management	CONCENTRATE HITTING SQUARE ON THE CLUBFACE. HIT SQUARE TO THE TARGET LINE. FIND THE SWEET SPOT IN ALL YOUR CLUBS. AIM AND ALIGNMENT PLAY A PART HERE. SET UP THRU THE GATES TO HELP YOU WITH KEEPING THE CLUBFACE SQUARE

Etiquette/Rules of Golf: RULE 12-1 SEARCHING FOR A LOST BALL----5 MINS TOPS TO SEARCH.....PLAY PROVISIONAL BALL IF YOU THINK YOUR BALL WENT OB. MUST PLAY FROM ORIGINAL SPOT. If ball is under loose impediments you may move those to see

if your ball is underneath, you may clear off debris, identify ball and replace it. If buried under sand you may move the sand and pull out the ball to identify but the ball must be replaced as close to the original spot as possible

Physical Healthy Habits: Energy Play Safety
XXXX **Other Healthy Habit(s):**

ENERGY--- THE ABILITY OF A BODY TO DO WORK

Wrap-up

Time Allotted:5mins

Were you able to predict your outcomes successfully? How could this activity help you moving forward with your goal ladder? Do you think you can do self-evaluation tools like this as a step on your ladder?

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

20 MINS

Participants will go over the four guidelines to a goal. In addition, coaches spend time looking at their goal ladder draft to make sure it is progressing.

GO OVER THE IDEA THAT THE GOAL LADDER IS LIKE A ROAD MAP GIVING YOU STEPS TO MAKE IT TO YOUR ULTIMATE GOAL.

INFORM PLAYERS GOAL LADDERS NEED TO BE DONE ON A SEPARATE SHEET OF PAPER TO BE HANDED IN AND REVIEWED AND CORRECTED BY COACHES. THEN THEY CAN BE ENTERED INTO THEIR YARDAGE BOOKS

LIFE SKILL EXPERIENCE

TIME
50 MINS

*******GO ON THE GOLF COURSE TO PLAY HOLES IF THE COURSE IS AVAILABLE.*******

Football pitching (or full swing) - Objectives of game: Hit shots that progressively go farther in order in order to win the game. The game can be played as individuals or as teams. **Objectives of golf fundamental:** To help participants understand the how to manage their swing when you must hit full-swing different distances.

How to Play: As an individual, PLAYer gets three shots to hit his/her zone. Once a PLAYer has hit a zone, the next PLAYer on the team can go for the next zone. For an additional challenge, you can play as a match play competition with the group.

Phase I: Partner hit shot 50 yard zone (1st down)

Phase II: Partner hits a shot in 75 yard zone (2nd down)

Phase III: Partner hits a shot in 100 yard zone (3rd Down)

Phase IV: Partner hits to 125 yard zone. (TD)

Chips and Bump and Runs- Objectives of game: To chip ball on to green while using different strategies to manage chip shots.

Objectives of golf fundamental: To learn various options to play chip shots. By definition, a chip shot is struck with an iron or hybrid, gets in the air for a short distance, then lands on the green and rolls out to the hole. A "Bump and Run" is when a chipping motion is used with an iron or hybrid but the ball lands short of the green (bumps into a hill, or longer grass) and then runs out and onto the green. Each can be effective depending on the situation the course provides.

How to Play: PLAYers get three balls to play a chipping course. PLAYers will chip, putt and bump and run toward circles with various clubs (5/7/9 iron and Wedge).

PLAYers explore playing each hole by landing chips shots in three distinct locations from various distances from the green using different clubs.

PLAYers keep track of their scores for each ball and compare which club and shot was most effective for each situation the hole presented.

Clean up

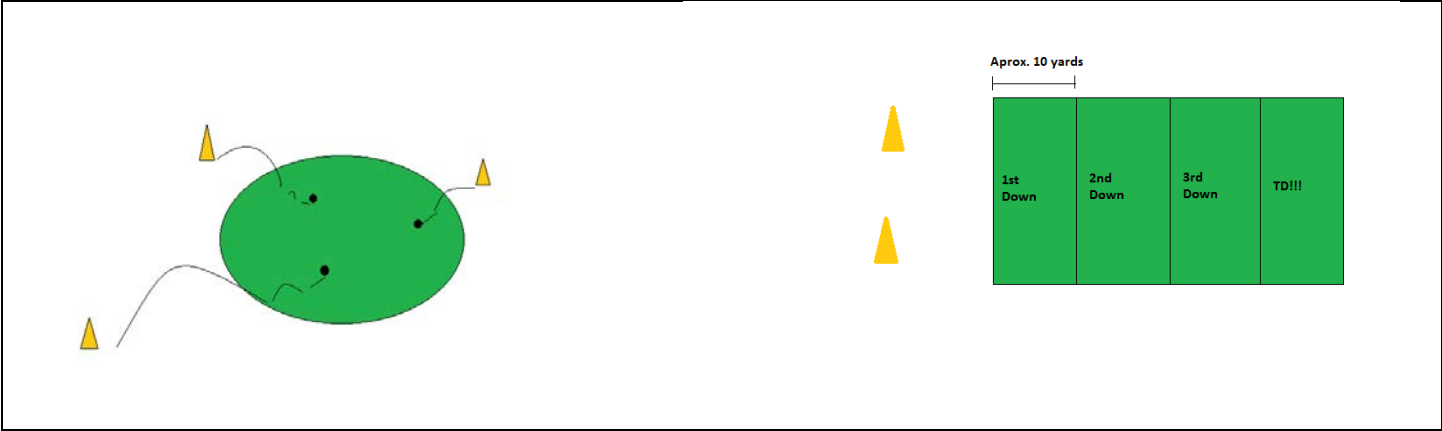
Wrap up

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)

Chips and Bump and Runs

Football Pitching



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

WK6 Birdie Lesson21 Dealing with Challenges S.T.A.R

Coach Name: _____ Chapter: North Florida Facility: _____ TFTNF Date: SPRING 2018

of Coaches/Volunteers: 3 # Participants: _____ Age Range: 11-17 Skill Level: BIRDIE

PLAYer-to-Coach ratio 6:1 # of Stations/# of Holes XXXX On-course Off-course Duration : 75MINS

Equipment and supplies needed: _____

Additional Notes: _____

Warm-up

Time Allotted: 10	Location(s):	BOOK PGS 78—90	HOMEWORK PG 4--21
<p><i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i> Participants will learn more about dealing with challenges that may arise when dealing with achieving goals. Will introduce players to STAR , , Stop, Think, Anticipate, Respond Go over the 4 R's (Replay, Relax, Ready, and Redo) AND RELATE THE TWO.</p>			
<p><i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i></p>			
Strength PLANKS hold as long as possible	Flexibility/Mobility ARM CIRCLES front and back	Agility/Coordination SIDE STEPS 30 ft up and back	Balance WALK STRAIGHT LINE with arms straight out
Object Control One hand toss while jogging			
<p><i>Safety – Review and emphasize; connect to Healthy Habit: FAMILY--- A GROUP OF RELATED OR SOMETIMES UNRELATED PEOPLE HELD TOGETHER BY BONDS OF LOVE AND AFFECTION.</i></p>			

Life Skills Experience

Time Allotted: 50	List what players will learn in each component			
LIFE SKILLS OBJECTIVE(S): STAR	GOLF SKILLS OBJECTIVE(S): SWING RHYTHM			
<p>Understanding how and why to use S.T.A.R. STOP—and take a breath breath and relax THINK—of all your choices ANTICIPATE—what could happen good or bad as a result of each choice RESPOND—Respond by selecting the best choice of what to do.</p>	<ul style="list-style-type: none"> To have participants understand how their golf skills and attitudes differ from others in the group and how they are alike To have participants understand the many ways to hit the ball with different shot trajectories and ball flights Think of a sentence, song or number count that goes with your swing and makes your swing FLOW. A metronome may be used to help a player get a count that FLOWS with their swing 			
<p>Guiding Questions: <i>Ask questions to connect activities and lesson objectives</i></p> <ul style="list-style-type: none"> How do you... prepare to hit a golf shot? How do you prepare to take a test? What happens when... What happens when you don't feel prepared? What would happen if... you had steps to follow to help you feel more confident? 				
Golf Skill Category	Golf Fundamental	Factors of Influence		Cues
<input checked="" type="checkbox"/> Putt <input type="checkbox"/> Chip <input type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection		Go over how to have a smooth rhythm and that will be improved by having a set swing tempo. Have a rhythm in your head that you want to hit your shots to....1 mississippi 2 mississippi etc USE STAR WHEN YOU HIT A BAD SHOT
	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target		
	<input type="checkbox"/> Get Ready to Swing	<input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment		
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start		
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit		
	<input checked="" type="checkbox"/> Swing Rhythm	<input checked="" type="checkbox"/> Swing tempo		
	Routines: <input checked="" type="checkbox"/> Preshot	<input type="checkbox"/> Mental and emotional aspects		
	<input checked="" type="checkbox"/> Postshot	<input type="checkbox"/> Emotionally neutral response		

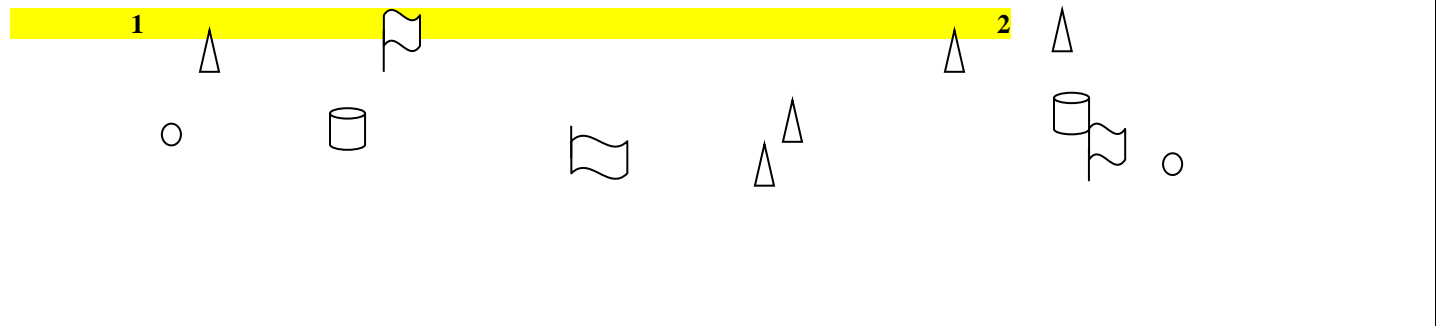
	<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature	
	<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management <input type="checkbox"/> Course management	
Etiquette/Rules of Golf: RULE 6-2 HANDICAP YOU MUST ANNOUNCE YOU HAVE A HANDICAP BEFORE PLAY.....IF YOU STATE THE WRONG HANDICAP IN MATCH PLAY YOU ARE DISQUALIFIED.....IN STROKE PLAY PLAYER IS ALSO DISQUALIFIED BY IN STROKE PLAY THE HANDICAP MUST BE RECORDED ON THE SCORE CARD			
Physical Healthy Habits: <input type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety			
XXX Other Healthy Habit(s): FAMILY			

Wrap-up		Time Allotted:5 mins-10 mins
<p>Does everyone swing at the golf ball the same? Does everyone approach playing the game of golf the same? In what way may specific golfer's style of golf differ?</p> <p>How can we improve our current ability yo focus on the shot we are about to hit? Does the technique of S.T.A.R. helps us with school ?</p> <p>What are some other ways we can use S.T.A.R. in and outside of Golf ?</p>		
Warm-up (Identify location, activities, number of stations, equipment needed, rotation, etc.)		
15-20 mins	<p>Go over homework.....review STAR WHY DO WE USE STAR.....HOW DO WE USE IT</p> <p>Coaches make up scenerios where PLAYERS broken out into groups of 2 or 4 can practice using STAR</p>	

LIFE SKILL EXPERIENCE	
TIME 50 mins	<p>*****PLAY HOLES ON THE COURSE IF AVAILABLE</p> <p>Title of game: <i>I Can't Hear You</i> ON THE RANGE</p> <p>Objectives of game: Explore different levels of distraction, time, and reflection to develop "Personal Routines" that best fit the individual PLAYer and encourage an accelerated pace of play</p> <p>Objectives of golf fundamental: By CREATING A CONSISTENT SWING TEMPO AND RHYTHM AND, empowering Pre- and Post-shot Routines, we can speed the pace of play, improve shot-making, and complement course management. Each of these benefits builds confidence and ownership of one's game.</p> <p>Birdie Level (variations)—How to Play: Same as the PLAYer Level with the following intention:</p> <ul style="list-style-type: none"> • Develop a pre shot routine that identifies the area of the intended shot • The most favorable club for that shot • GET A SWING TEMPO AND SWING RHYTHM IN YOUR HEAD AND BRING IT TO YOUR SWING <p>All within 25 seconds after reaching their ball.</p> <p>Title of game: <i>Happy Dance</i> PUTTING</p> <p>Objectives of game: To become aware of what you do as a PLAYer to prepare for a shot and to respond after a shot.</p> <p>Objectives of golf fundamental: To develop an efficient and repeatable pre-shot and post-shot routine AND a Consistent Swing Tempo and Rhythm</p> <p>Supplies: Putters, golf balls, cones, noodles, white rope, range baskets, assortment of toys such as small stuffed animals, flying discs, etc.</p> <p>Description of Set-up: Set-up a three-, six- or nine-hole putting challenge. Coach will decide teeing ground and assign holes. PLAYers will set up the obstacles on the way to the hole.</p>

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

Happy Dance:



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?

WK7 Birdie Lesson16 DREAMS AND GOALS II

Coach Name: _____ Chapter: NORTH FLORIDA Facility: TFTNF Date: SPRING 2018 _____

of Coaches/Volunteers: 6:1 _____ # Participants: _____ Age Range: 11+ _____ Skill Level: BIRDIE

PLAYer-to-Coach ratio: 6:1 _____ # of Stations/# of Holes: _____ On-course Off-course Duration 75 MINS

Equipment and supplies needed: STUDENTS USUALLY HAVE OWN CLUBS, SAFETY CONES,TEES, BALLS,YARN OR STRING _____

Additional Notes: _____

Warm-up

Time Allotted: 20 MINS **Location(s): BIRDIE BOOKS PGS 4-21 TODAY PGS 22-37 NEXT WEEK PLEASE READ ALL**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: GO OVER DREAMS VERSUS GOALS

Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :15 MINS

Strength	Flexibility/Mobility	Agility/Coordination	Balance	Object Control
SQUATS 10---15	SIDWAYS WALK, AND FOOT CROSSOVERS 30FT UP AND BACK 3X	BEAR CRAWL 30 FT UP AND BACK 3X	WALKING LUNGES 30 FT UP AND BACK 3X	BOUNCE BALL OFF SIDE SLOPE AND CATCH

*Safety – Review and emphasize; connect to Healthy Habit: **VISION—THE ABILITY TO THINK ABOUT AND PLAN FOR THE FUTURE USING INTELLIGENCE AND IMAGINATION.** IT USES ONES GIFTS AND TALENTS, CHARACTERISTICS AND ABILITIES, WHAT ONES HAS LEARNED FROM THE PAST, VALUES IN THE PRESENT AND THEN CAN CREATE THEIR VISION FOR THE FUTURE.*

Life Skills Experience

Time Allotted: 50MINS *List what players will learn in each component*

LIFE SKILLS OBJECTIVE(S): DREAMS AND GOALS

GOLF SKILLS OBJECTIVE(S): PRE-SHOT ROUTINE

- TO HAVE PARTICIPANTS UNDERSTAND THE DIFFERENCE BETWEEN DREAMS AND GOALS.
- TO HAVE PARTICIPANTS DEVELOP A DREAM FOR BOTH GOLF AND OUTSIDE OF GOLF

**** PRE-SHOT ROUTINES** Pre and Post shot routines will be examined and discussed and we can talk about in Golf and outside of Golf ie using routines before a Test.. Have Golfers set PEROFRMANCE goals for specific aspects of their game in Practice & Play. Practice visualization of general Golf performance and of specific Golf shots.

Guiding Questions: *Ask questions to connect activities and lesson objectives*

- How do you... differentiate a dream from a goal*
- What happens when... you really set goals for specific things in Golf and outside of Golf. Do you think it makes life easier???*
- What would happen if... ? You really concentrated when you practice, or study.*

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Putt <input type="checkbox"/> Chip <input type="checkbox"/> Pitch <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response	<input checked="" type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection	REMIND PLAYERS OF PROPER GRIP.....STANCEAIM AND ALIGNMENT..... WHICH IS ALL PART OF THE PRE-SHOT ROUTINE. PLAYERS SHOULD PREFORM THE SAME ROUTINE OVER AND OVER SO IT BECOMES PART OF THEIR PLAY .
	<input 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	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish XX Balanced start	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	
	Routines: <input checked="" type="checkbox"/> PRESHOT	<input checked="" 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"/> Curvature	
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management <input type="checkbox"/> Course management		

Etiquette/Rules of Golf: RULE 19- OUTSIDE AGENCY INFLUENCE ON BALL IN MOTION—IF THE BALL IS STRUCK AND AS IT ROLLS IT IS INFLUENCED BY AN OUTSIDE AGANECY THE BALL ON A GREEN MUST BE PLACED ON THE GREEN OR IF THROUGH THE GREEN OR IN A HAZARD

THE BALL MUST BE PLACED AS CLOSE TO THE SPOT WHERE THE BALL CAME TO REST IN OR ON THAT OUTSIDE AGENCY. IF ON THE PUTTING GREEN THE BALL IS INTEREFERED WITH ANY MOVING OR ANIMATE AGENT THE BALL MUST BE REPLACED TO ORIGINAL SPOT AND REPLAYED.

Physical Healthy Habits: Energy Play Safety
 Other Healthy Habit(s): VISION

IF A BALL IS DEFLECTED BY A PLAYER, PARTNER, OR CADDIE OR EQUIPMENT THE BALL MUST BE PLAYED WHERE IT LIES. AND A ONE STROKE PENALTY APPLIES. IF BY A COMPETITOR THE BEGINNING OF THE RULE APPLIES.

IF THE BALL IS DEFLECTED BY ANOTHER BALL IN PLAY OR AT REST THE BALL MUST BE PLAYED AS IT LIES.....NO PENALTY . IF BOTH BALLS ARE ON THE GREEN TO START WITH AND ONE BALL HITS THE OTHER THE PLAYER WHO HIT GETS A 2 STROKE PENALTY. IN MATCH PLAY THERE IS NO PENALTY FOR ANY OF THE ABOVE.....RULE ON PGS 78-80 IN USGA RULE BOOK.

Wrap-up

Time Allotted: 5MINS

Ask players questions to review what they learned and how they can apply what they learned to school, home, etc.

1. *What did you experience today about THE SWING?*
2. *What did you LEARN about THE PRE-SHOT ROUTINE?*
3. *How can what you learned today ABOUT DREAMS AND GOALS THAT CAN 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.)

REMINDER OF WHAT WE DO IN BIRDIE FOR GOLF SKILLS: Advanced putting and Short Game, How do we improve your full swing, whether to chip, putt or pitch or use a hybrid off the Green, What clubs can we use for chip and pitch, The difference between carry and total distance, How to READ the BREAKS on the GREENS, How to mark your ball when you lift it on the Green, More Golf Etiquette and RULES, How to keep up with PACE OF PLAY.

LIFE SKILLS: Why we all need Dreams and Goals for Golf and Life, The difference between dreams and reachable GOALS, Four guidelines for stating your GOALS, How GOAL LADDERS can help you reach your Goals, What to do when you have trouble reaching your GOALS. Talk about DREAMS VS GOALS **FIRST ASSIGNMENT MUST CREATE A DREAM FOR GOLF**

DISCUSSION: Coaches must give homework assignment create a short term (2years out) DREAM and a 10 STEP GOAL LADDER for a short term Goal . DO ONE EACH FOR GOLF and OUTSIDE OF GOLF **** IF THIS IS 2ND OR 3RD TIME THRU MUST CHANGE GOALS. ULTIMATE GOAL IS FOR THE GOLFER TO HAVE COMPLETED THEIR 10 STEP GOAL LADDERS IN GOLF AND IN LIFE

LIFE SKILL EXPERIENCE

TIME

LESSON PROGRESSION: List bullet points for time allotted, lesson flow, and location.

50 MINS

DISCUSSION TIME

PUTTING ACTIVITY: AND CHIP/PITCH OR FULL SWING CHOICE----PICK THE ACTIVITY THE CLASS NEEDS PRACTICE WITH THE MOST

CLEAN UP//WRAP UP

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)

PLAY ON COURSE IF AVAILABLE

Golf Game—Pre-shot and Post-shot Routines

PUTT

Title of game: THROUGH THE GATES

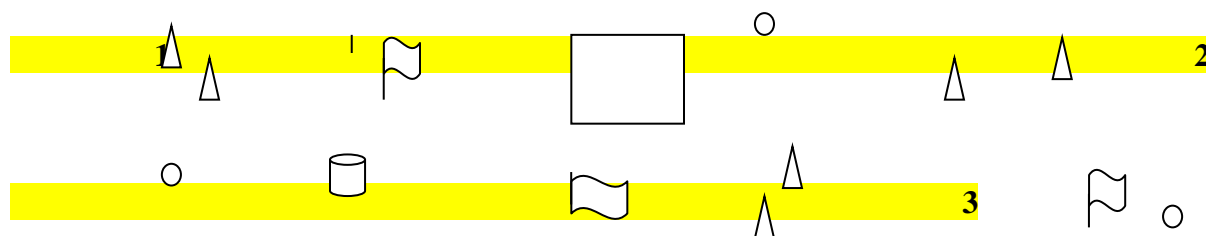
Objectives of game: To become aware of what you do as a PLAYer to prepare for a shot and to respond after a shot.

Objectives of golf fundamental: To develop an efficient and repeatable pre-shot and post-shot routine.

Supplies: Putters, golf balls, cones,

Description of Set-up: Set-up a three-, six- or nine-hole putting challenge. Place two tees slightly bigger than putter head width so putter will swing through the Tees toward the hole. Coach will decide teeing ground and assign holes.

Diagram of Set-up:



Birdie Level (variation)—**How to Play:** PLAYers will play three holes while looking at the target, three holes with eyes closed during their putting stroke and three holes using their putting routine.

CHALLENGE LIES: CHIP/PITCH OR FULL SWING---- COACHES CHOICE

SET UP A SERIES OF VERY DIFFICULT LIES AND ASK THE PLAYER TO GO THROUGH THEIR PRE-SHOT SWING ADJUSTMENTS TO ACCOMMODATE THE LIE. HAVE THE PLAYER CREATE A PLAN DURING THE PRE-SHOT ROUTINE TO PLAY THE BALL. EXAMPLE—SET THE BALL IN HIGH GRASS DEEP DOWN IN THE GRASS-----DO YOU NEED A STEEPER OR SHALLOWER ANGLE OF SWING TO MAKE CONTACT WITH THE BALL?? USE A Y TO Y SWING.....HINT FOR PLAYER--THINK ABOUT STEEP. WHERE IS THE BALL POSITION— FORWARD OR BACK.....HINT FOR PLAYER:-- BALL SLIGHTLY BACK AND WEIGHT ON LEFT FOOT 60 PERCENT

PLACE THE BALL ON FLUFFY GRASS WITH BALL SITTING ON TOP.....SHALLOW OR STEEP SWING.....HINT— MORE OF A SWEEPING CHIP OR PITCH --SHALLOW.....FOOT POSITION—HINT SLIGHTLY FORWARD ----WEIGHT 60 PERCENT R FOOT

BALL BY A BUSH OR TREE--- WHAT KIND OF SHOT DO THEY NEED TO HIT.....BALL POSITION AND FOOT PLACEMENT.....HOW FAR CAN THEY ADVANCE THE BALL.

THIS GAME DOES NOT NECESSARILY NEED TO BE PLAYED ON THE COURSE. IT CAN BE PLAYED ON A GRASSY AREA WHERE YOU CAN CREATE DIFFERENT LIES. IF THE GOLF COURSE IS AVAILABLE PLAY IT ON THE COURSE AND CREATE THESE LIES FOR THE GROUP ONE LIE AT A TIME.

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?

WK8 Birdie Lesson17 GOALS POSITIVELY/IMPORTANT II

Coach Name: _____ Chapter: NORTH FLORIDA Facility: TFTNF Date: SPRING 2018
 # of Coaches/Volunteers: 6:1 _____ # Participants: _____ Age Range: 11+ _____ Skill Level: BIRDIE
 PLAYer-to-Coach ratio: 6:1 _____ # of Stations/# of Holes: _____ XX On-course Off-course Duration (mins): 75 MINS _____
 Equipment and supplies needed: STUDENTS USUALLY HAVE OWN CLUBS, SAFETY CONES,TEES, BALLS,YARN OR STRING, BALL MARKERS_ _____
 Additional Notes: _____

Warm-up				
Time Allotted: 20 MINS		Location(s): BOOK PGS 22-37 AND HOMEWORK FOR NEXT WEEK PGS 38-51		
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i> STATE GOALS POSITIVELY AND GOALS HAVE TO BE IMPORTANT TO YOU				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :15 MINS</i>				
Strength PLANKS 190 SECS 3X	Flexibility/Mobility SIDEWAYS WALK, AND FOOT CROSSOVERS 30FT UP AND BACK 3X	Agility/Coordination BEAR CRAWL 30 FT UP AND BACK 3X	BALANCE STANDING STUNTS X 5 ON EACH LEG	Object Control BOUNCE BALL OFF SIDE SLOPE AND CATCH
<i>Safety – Review and emphasize; connect to Healthy Habit: MIND—THE ELEMENT OF THE BRAIN THAT THINKS, FEELS, PERCEIVES, WILLS,AND REASONS</i>				
<ul style="list-style-type: none"> THE MIND HELPS US HEAL, CONTROL OUR EMOTIONS AND BEHAVIORS, GIVES US DRIVE AND INCENTIVE TO ACHIEVE 				

Life Skills Experience	
Time Allotted: 50MINS	
STATING YOUR GOALS POSITIVELY AND ARE THEY IMPORTANT TO YOU.	
LIFE SKILLS OBJECTIVE(S): POSITIVE AND IMPORTANT TO YOU	GOLF SKILLS OBJECTIVE(S): PRE/POST SHOT ROUTINES
<ul style="list-style-type: none"> TO HAVE PARTICIPANTS UNDERSTAND THE IMPORTANCE OF STATING YOUR GOALS POSITIVELY. DO NOT USE NEGATIVE WORDS IS THE GOAL IMPORTANT TO YOU?? DO YOU RELATE TO IT TO HAVE PARTICIPANTS DEVELOP A GOAL FOR BOTH GOLF AND OUTSIDE OF GOLF 	<ul style="list-style-type: none"> PERFECT PRE-SHOT AND POST-SHOT ROUTINES STAY TARGET FOCUSED./KNOW THE DISTANCE TO THE TARGET Target focused also helps with goal setting AIM JUST PAST THE HOLE TO INSURE GETTING TO THE HOLE. ALL OF THESE STEPS ARE PART OF THE PRE-SHOT ROUTINE. KEEP YOUR FEELINGS NEUTRAL—THE GOAL OF YOUR POST-SHOT ROUTINE
Guiding Questions: <i>Ask questions to connect activities and lesson objectives</i>	
<ul style="list-style-type: none"> How do you... STATE YOUR GOALS POSITIVELY AND ARE THE GOALS IMPORTANT TO YOU What happens when... you really set goals for specific things in Golf and outside of Golf. Do you think it makes life easier??? What would happen if... ? You really concentrated when you practice, or study. 	

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
XX Putt XX Chip <input 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	HOW TO INCORPORATE PRE-SHOT AND POST-SHOT ROUTINES INTO A PLAYERS GAME FOR POST-ROUTINE.....WE WANT THE PLAYER TO HAVE A NEUTRAL REACTION TO THEIR SHOTS WHETHER IT'S A GOOD OR BAD SHOT. THE ULTIMATE GOAL IS FOR THE PLAYER TO BE UNREACTIVE TO A BAD SHOT
	<input type="checkbox"/> Target Awareness	Target selection <input type="checkbox"/> Distance to target	
	<input checked="" type="checkbox"/> Get Ready to Swing	<input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	
	Routines: <input checked="" type="checkbox"/> Preshot	<input checked="" type="checkbox"/> Mental and emotional aspects	
	<input checked="" type="checkbox"/> Postshot	<input checked="" type="checkbox"/> Emotionally neutral response	
<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature		
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management <input type="checkbox"/> Course management		

Etiquette/Rules of Golf: RULE 24-3 BALL IN OBSTRUCTION NOT FOUND. IF THE BALL IS HIT AND IT CAN NOT BE FOUND IT IS ASSUMED TO BE IN THE OBSTRUCTION. FOR A MOVEABLE OBSTRUCTION THE PLAYER MUST SUBSTITUTE ANOTHER BALL , TAKE A DROP AT NEAREST POINT OF RELIEF W/O PENALTY. FOR A NON MOVEABLE OBSTRUCTION—PLAYER TAKES RELIEF FROM THE OUTER MOST LIMIT OF THE NON-MOVABLE OBSTRUCTION.....PLAYER SUBSTITUTE THE BALL AND TAKE A DROP.....NO PENALTY FOR COMPLETE DESCRIPTION OF THE RULE PGS

Physical Healthy Habits: Energy Play Safety
 Other Healthy Habit(s): MIND

PGS 91-93 IN THE USGA RULE BOOK

Wrap-up

Time Allotted: 10

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

Four guidelines for stating your GOALS, SET A GOAL THAT IS POSITIVE, IMPORTANT TO YOU, BE SPECIFIC AND BE UNDER YOUR CONTROL.

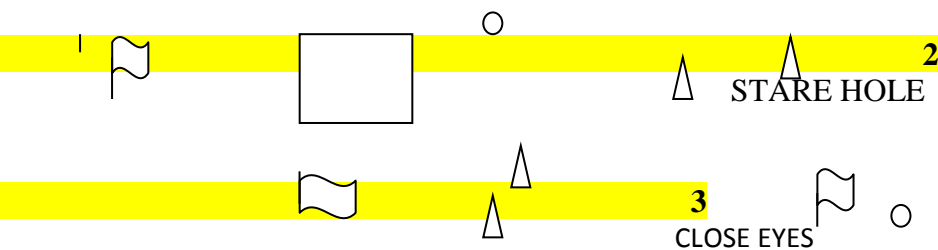
How GOAL LADDERS can help you reach your Goals, What to do when you have trouble reaching your GOALS. Talk about GOALS IN AND OUT OF GOLF TALK ABOUT HOW TO KEEP GOALS POSITIVE AND WHY ITS IMPERITIVE THAT GOALS MEAN SOMETHING TO YOU.....THAT THEY ARE IMPORTANT TO YOU

DISCUSSION: COACHES KEEP WORKING AND REFINING YOUR 10 STEP GOAL LADDER for a short term Goal . DO ONE EACH FOR GOLF and OUTSIDE OF GOLF **** PERFECT IT |

LIFE SKILL EXPERIENCE

TIME	LESSON PROGRESSION: List bullet points for time allotted, lesson flow, and location.
15 MINS	DISCUSSION TIME
50 MINS	PUTTING ACTIVITY: THROUGH THE GATES— AND ADD CHIPPING TO ACCOMPLISH UP AND DOWN
10 mins	CLEAN UP//WRAP UP

er of stations and location, equipment needed for each, and brief description for each station activity.)



ENCE:

(tion)—How to Play: PLAYers will play three holes while looking at the target, three holes while looking down at the ball only (staring at the hole) during their putting stroke and three holes using their putting routine not one we went over.....however they EXPERIENCE IN THE SUCCESS OF SINKING THE PUTTS?? WHICH WORKS BETTER?? SHOULD YOU PERFECT THAT PUTTING ROUTINE??

ON CHALLENGE

STATION" ALL PLAYERS PLAY TO ONE TARGET THE PLAYER FURTHERST FROM THE TARGET IS ELIMINATED AND GOES TO THE
E REMAINING PLAYERS KEEP HITTING AND PRODUCING ELIMINATED PLAYERS. AT THE **"ELIMINATION STATION"** PLAYERS PLA
Y GET THE BALL INTO THE TARGET AREA....3 SHOTS EACH PLAYER..... IF THEY GET A BALL INTO THE DESIGNATED TARGET AR
CHALLENGE AREA. THE WINNER OR WINNERS AT EACH STATION ARE THE ONES CLOSEST TO THE TARGET AT THE END OF TIME
ACH CALL END OF GAME

to review what they learned and how they can apply what they learned to school, home, etc.

erience today with the putting game.....did you notice differences?

ARN about how to set Goals?

u learned today be used in school, at home and in other areas of your life off the golf course?

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?

WK9 Birdie Lesson18 Setting Goals Under Your Control II

Coach Name: _____ Chapter: TFTNF_ Facility: TFTNF _____ Date: SPRING 2018
 # of Coaches/Volunteers: 6;1 _____ # Participants: _____ Age Range: 11 _____ Skill Level: BIRDIE
 PLAYer-to-Coach ratio: 6:1 _____ # of Stations/# of Holes: _____XXX On-course Off-course Duration (mins): 75
 Equipment and supplies needed: _____
 Additional Notes: _____

Warm-up				
Time Allotted: 10mins		Location(s): BOOK PGS 38-51 HOMEWORK BRING QUESTIONS FOR REVIEW		
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i> GO OVER HOMEWORK AND GOAL LADDERS TURN IN ALL GOAL LADDERS NEXT WEEK				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
Strength Planks 90 sec hold 3-5 times	Flexibility/Mobility Arm stretches/ Side Stretches	Agility/Coordination crossover steps 30 ft helicopters	Balance Walk Straight Lines	Object Control Bounce Ball off the Side of a Hill and Catch
<i>Safety – Review and emphasize; connect to Healthy Habit: COMMUNITY—A SET OF PEOPLE WITH A SHARED ELEMENT OF GEOGRAPHY HAVING COMMON RIGHTS, INTERESTS, PRIVILAGES OR SHARED RESPONSIBILITY FOR AN AREA.</i>				

Life Skills Experience			
Time Allotted: 50mins		<i>List what players will learn in each component</i>	
LIFE SKILLS OBJECTIVE(S): UNDER YOUR CONTROL		GOLF SKILLS OBJECTIVE(S): BODY BALANCE	
Participants will learn more about goal setting in this lesson by understanding how to state a goal that will be under their control. They will learn the difference between being under their control and out of their control. (Control of what club they can use vs Out of Control is the weather)		Participants will work on the following golf fundamentals: CONCENTRATE ON STAYING BALANCED THROUGHOUT THE SWING AND STAY INTO A BALANCED FINISH	
Guiding Questions: <i>Ask questions to connect activities and lesson objectives</i> <ul style="list-style-type: none"> How do you...<i>STAY BALANCED?</i> What happens when...<i>you swing in an unbalanced manner?</i> What would happen if...<i>you swing too hard , or in too quick a tempo or not in rhythm ?</i> What does it mean for something to be under your control.....<i>how do things under your control and not under your control differ??</i> 			
Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input type="checkbox"/> Putt <input type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response <input type="checkbox"/> Target Awareness <input type="checkbox"/> Get Ready to Swing <input checked="" type="checkbox"/> Body Balance <input type="checkbox"/> Clubface and Ball Contact <input type="checkbox"/> Swing Rhythm Routines: <input type="checkbox"/> Preshot <input type="checkbox"/> Postshot <input type="checkbox"/> Ball Flight <input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment <input checked="" type="checkbox"/> Balanced finish <input checked="" type="checkbox"/> Balanced start <input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> Swing tempo <input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature <input type="checkbox"/> Self-management <input type="checkbox"/> Course management	CONCENTRATE ON STAYING BALANCED THROUGHOUT THE SWING AND INTO A BALANCED FINISH
Etiquette/Rules of Golf: RULE 5-3 BALL UNFIT FOR PLAY IF ITS VISIBLY CUT, CRACKED OR VISIBLY OUT OF SHAPE..SCRATCHED OR SCRAPED IS NOT UNFIT.....IF A PLAYER THINKS THE BALL IS UNFIT THE PLAYER MAKES THAT ANNOUNCEMENT AND CAN PICK UP THE BALL W/O			

PENALTY AND CHECK IT. IT CAN NOT BE CLEANED IF BOTH PLAYERS AGREE THE BALL IS UNFIT THE BALL CAN BE SUBSTITUTED. IF THE PLAYER LIFTS THE BALL W/O GOING THRU THE PROCEDURE AND TALKING TO THE OTHER PLAYER HE GETS A 1 STROKE PENALTY. IF THERE IS A COMPLETE BREACH OF RULE IT'S A 2 STROKE PENALTY

Physical Healthy Habits: COMMUNITY Safety
 Other Healthy Habit(s): Community

Community—people with shared geography and interests.....the area in which we live, work and or go to school is a community

Wrap-up

Time Allotted: REVIEW ALL 4 GUIDELINES TO SET GOALS

WHAT ARE THE 4 GUIDELINES TO SET GOALS?.....POSITIVE,SPECIFIC , IMPORTANT TO YOU, UNDER YOUR CONTROL
 WHAT IS STAR.....WHY AND HOW WOULD YOU USE IT??
 WHY IS IT USEFUL TO MAKE GOAL LADDERS.....WHY IS IT IMPORTANT TO HAVE GOALS IN GOLF AND LIFE?

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

Participants will receive a golf ball and be instructed to mark the golf ball with a unique mark so that they will know it is their own. Then each ball will be randomly thrown on a hole. Each player will then have to find their identified golf ball and finish the hole out.

REVIEW AND GO OVER GOAL LADDERS.....ANY QUESTIONS PLAYERS MAY HAVE

LIFE SKILL EXPERIENCE

LESSON PROGRESSION: List bullet points for time allotted, lesson flow, and location.
 Warm Up

******* USE THE GOLF COURSE IF AVAILABLE AND PLAY HOLES.....**

HAVE PLAYERS KEEP A SCORE CARD AND KEEP THE CARD TO USE ALL SESSION . COUNT THE HOLES PLAYED TOWARD THEIR 9 HOLE PLAYER REQUIREMENT FOR ASSESSMENT

Title of game: THROUGH THE GATES

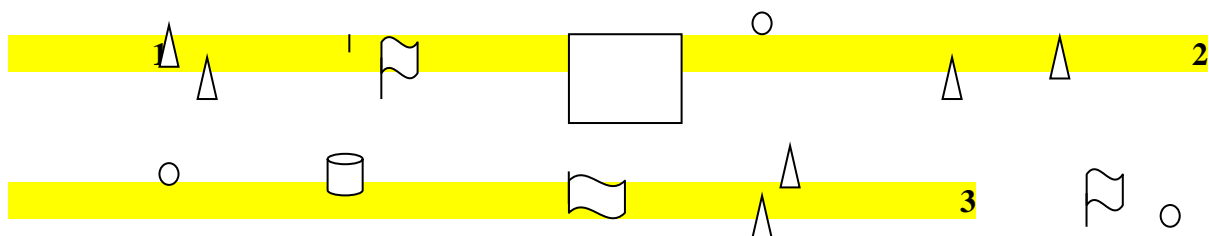
Objectives of game: To become aware of what you do as a PLAYer to prepare for a shot and to respond after a shot. **CONCENTRATE ON STAYING BALANCED THROUGHOUT THE SWING AND THE FINISH**

Objectives of golf fundamental: To develop an efficient and repeatable pre-shot and post-shot routine. **CONCENTRATE ON STAYING BALANCED THROUGHOUT THE SWING.....WHAT STANCE IS BEST....WIDE/NARROW/SHOULDER WIDTH.....IN WIND USE A WIDE STANCE AND DROP YOUR CENTER OF GRAVITY**

Supplies: Putters, golf balls, cones,

Description of Set-up: Set-up a three-, six- or nine-hole putting challenge. Place two tees slightly bigger than putter head width so putter will swing through the Tees toward the hole. Coach will decide teeing ground and assign holes.

Diagram of Set-up:



Birdie Level (variation)—**How to Play:** PLAYers will play three holes while looking at the target, three holes with eyes closed during their putting stroke and three holes using their putting routine.

ON THE RANGE

Check point Charlie- Objectives of game: To see who can remember the most number of check-points in the address position, before hitting a ball.

Objectives of golf fundamental: To help participants develop muscle memory for their most reliable address position. Plus, to see how the shot is influenced when they think too much!

Step 1

- The first PLAYer will address the ball and go through their address position check points and say them out aloud one at a time so their partner can hear. The PLAYer will also make a visible motion of the check point (i.e., “tail feathers out” wiggle their rear end). The partner counts the different check points.
 - Take Grip
 - Hold soft
 - Hold up (or down) handle
 - Hold position
 - Aim clubface
 - Ball position (forward, middle or back)
 - Align Body
 - Toes out
 - Feet wide (narrow/medium)
 - Etc.
- The PLAYer will then hit a ball.
- The second PLAYer will then step up to hit (switching roles)

Step 2

- The second PLAYer will repeat the same process as above hoping to increase on the number of check points.

Step 3

- The PLAYers keep rotating until the PLAYers cannot remember any more points and the PLAYer who wins will be the person who says the most number of check points out aloud!

Clean up
Wrap up

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

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

WK10 Birdie Lesson ASSESSMENT /REVIEW AND Play Day 3

Coach Name: _____ Chapter: TFTNF Facility: TFTNF Date: SPRING 2018

of Coaches/Volunteers: 3 # Participants: _____ Age Range: 11-17 Skill Level: BIRDIE

PLAYer-to-Coach ratio:: 6:1 # of Stations/# of Holes: _____ XXX On-course Off-course Duration (mins): 75

Equipment and supplies needed: BALLS, TEES, DIVOT TOOL, BALL MARKER, GLOVE, CLUBS

Additional Notes: _____

Warm-up				
Time Allotted: 10 MINS		Location(s): REVIEW.....ASSESSMENT WRITTEN.....INTERVIEW.....PLAY HOLES		
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i>				
<ul style="list-style-type: none"> BIRDIE REVIEW 				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
Strength SQUAT AND JUMP 10X	Flexibility/Mobility Arm Circles forward and back	Agility/Coordination CROSSOVER FOOT WORK 30 FT UP AND BACK	Balance STRAIGHT LINE WALK HEEL--- TOE 30 FT UP AND BACK	Object Control BALL ON TEE WALK UP AND BACK 15 FT
<i>Safety – Review and emphasize; connect to Healthy Habit: NAME 3 HEALTHY HABITS AND DESCRIBE THEM.....QUESTION FOR INTERVIEW</i>				

Life Skills Experience	
Time Allotted: 30 MINS WITHIN WARMUP <i>List what players will learn in each component</i>	
LIFE SKILLS OBJECTIVE(S): REVIEW GOALS	GOLF SKILLS OBJECTIVE(S): PLAYING
REVIEW LIFE SKILLS EXPLORED THIS SEMESTER	<ul style="list-style-type: none"> Playing on course as many holes as needed to finish the 9 hole playing requirement if Player did not play with family member for assessment
Guiding Questions: <i>Ask questions for the assessment interview--</i>	
<ul style="list-style-type: none"> How do you tell the difference between DREAMS AND GOALS?? NAME THE 4 GUIDELINES TO CREATE A GOAL HOW DO YOU MAKE A GOAL SPECIFIC? What happens when YOU DON'T HAVE GOALS? WHAT IS THE DIFFERENCE BETWEEN A GOAL UNDER YOUR CONTROL AND NOT UNDER YOUR CONTROL? What IS A PERFORMANCE GOAL.....A PROCESS GOAL.....AN OUTCOME GOAL?? WHAT IS STAR.....HOW AND WHEN WOULD YOU USE IT?? NAME 3 HEALTHY HABITS AND DESCRIBE THEM.....NAME 2 RULES GONE OVER IN CLASS AND DESCRIBE THEM 	

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input checked="" type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response <input type="checkbox"/> Target Awareness <input type="checkbox"/> Get Ready to Swing <input type="checkbox"/> Body Balance <input type="checkbox"/> Clubface and Ball Contact <input type="checkbox"/> Swing Rhythm Routines: <input type="checkbox"/> Preshot <input type="checkbox"/> Postshot <input type="checkbox"/> Ball Flight <input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment <input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start <input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> Swing tempo <input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature <input type="checkbox"/> Self-management <input type="checkbox"/> Course management	GO OUT AND PLAY ANY HOLES THAT ARE NEEDED TO COMPLETE THE 9 HOLE PLAYING REQUIREMENT FOR THE BIRDIE ASSESSMENT

Etiquette/Rules of Golf:	
Physical Healthy Habits: <input type="checkbox"/> Energy <input type="checkbox"/> Play <input checked="" type="checkbox"/> Safety <input type="checkbox"/> Other Healthy Habit(s):	

Wrap-up**Time Allotted: 30MINS INCLUDED IN THE WARMUP**

Ask players questions to review what they learned and how they can apply what they learned to school, home, etc.

1. *Can what you learned be used in school, at home and in other areas of your life off the golf course?*
2. *WHAT ARE SOME OF THE DIFFERENT HEALTHY HABITS WE LEARNED THIS SEMESTER???. DO YOU THINK THEY WILL BE HELPFUL IN YOUR LIFE IN AND OUT OF GOLF HOW AND WHY???*