

## WK1 Eagle Lesson 22 Staying Well for Life

Coach Name: \_\_\_\_\_ Chapter: North Florida Facility: TFTNF Date: SPRING 2018

# of Coaches/Volunteers: \_\_\_\_\_ # Participants: \_\_\_\_\_ Age Range: 13-18 Skill Level: EAGE

PLAYer-to-Coach ratio: 1 to 4 # of Stations/# of Holes: 2 × On-course  Off-course Duration (mins) 75

Equipment and supplies needed: golf clubs and golf balls

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

Warm-up				
<b>Time Allotted: 20 mins</b>		<b>Location(s): BOOK PGS 5-23</b>		<b>HOMEWORK PGS 5-23 AND 24-37 FOR NEXT WEEK</b>
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i>				
<ul style="list-style-type: none"> <li>Staying well for life- --HOW DO YOU BUILD PHYSICAL WELLNESS ?? How do you improve your health??</li> </ul>				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
<b>Strength</b> SQUATS 10--15	<b>Flexibility/Mobility</b> SIDEWAYS WALK, AND FOOT CROSSOVERS 30FT UP AND BACK 3X	<b>Agility/Coordination</b> BEAR CRAWL 30 FT UP AND BACK 3X	<b>Balance</b> WALKING LUNGES 30 FT UP AND BACK 3X	<b>Object Control</b> BOUNCE BALL OFF SIDE SLOPE AND CATCH
<i>Safety – Review and emphasize; connect to Healthy Habit: <b>MIND</b>-----THE ELEMENT, PART OF THE BRAIN THAT THINKS, FEELS, PERCEIVES, WILLS AND REASONS. IT IS THE PART OF THE BRAIN THAT HELPS CONTROL OR EMOTIONS OR BEHAVIOR.....HELPS US HEAL IE. MIND OVER MATTER,.....HELPS OR CAN HURT OUR CONFIDENCE.....HELPS US WITH SELF-IMPROVEMENT AND HELPS US MAINTAIN PERSPECTIVE</i>				

Life Skills Experience	
<b>Time Allotted: 50MINS</b>	
<i>List what players will learn in each component</i>	
<b>LIFE SKILLS OBJECTIVE(S): WELLNESS FOR LIFE</b>	<b>GOLF SKILLS OBJECTIVE(S): DISTANCE RESPONSE</b>
<ul style="list-style-type: none"> <li>STAY WELL FOR LIFE- MEANS YOU ARE PHYSICALLY HEALTHY AND FIT.</li> <li>IT MEANS YOUR MIND IS SHARP/HAVE GOOD ATTITUDE</li> <li>YOUR EMOTIONS ARE BALANCED AND APPROPRIATE</li> <li>YOU HAVE A HEALTHY SOCIAL LIFE, YOU RESPECT AND GET ALONG WITH OTHERS. YOU HAVE STRENGTH, FLEXIBILITY, ENDURANCE ,AND HAVE A HEALTHY BODY, MIND AND HEART.</li> </ul>	<ul style="list-style-type: none"> <li>VARYING THE AMOUNT OF ENERGY IN THE SWING</li> <li>Distance Response</li> <li>Size and length of swing.....club selection</li> </ul>
<b>Guiding Questions:</b> <i>Ask questions to connect activities and lesson objectives</i>	
<ul style="list-style-type: none"> <li>How do you...think of wellness? Is wellness important to you?</li> <li>What happens when...You don't stretch before doing a physical activity?</li> <li>What would happen if... You don't energize your body properly?</li> </ul>	

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 checked="" type="checkbox"/> Distance--CONTROL  <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 checked="" type="checkbox"/> Size or length of motion <input checked="" type="checkbox"/> Club Selection <input checked="" type="checkbox"/> Variable amount of energy...  <input checked="" type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Reaction 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"/> Balanced during swing  <input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> Impact position  <input type="checkbox"/> Swing tempo <input type="checkbox"/> Swing sequencing  <input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Variable playing conditions  <input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> Memory storage of desirable process  <input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature  <input type="checkbox"/> Self-management <input type="checkbox"/> Course management	Determine how far a target is from you. Fairway markers, yardage books, and rangefinders help with determining distance. Pacing off distance is also used

**Etiquette/Rules of Golf: RULE 2-4 CONCESSION OF A MATCH, HOLE OR NEXT STROKE—IN MATCH PLAY---**

A PLAYER MAY CONCEDE THE MATCH, AT ANY TIME BEFORE THE START OR CONCLUSION OF THE MATCH. THE PLAYER MAY CONCEDE A HOLE PRIOR TO THE START OF OR THE CONCLUSION OF THE HOLE. THE PLAYER MAY CONCEDE HIS NEXT STROKE AT ANY TIME PROVIDED THE OPPONENTS BALL IS AT REST. THE PLAYER IS CONSIDERED HOLED OUT AND THE BALL CAN BE PICKED UP AT ANY TIME BY EITHER SIDE. A CONCESSION MAY NOT BE DECLINED OR WITHDRAWN.

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

**MIND**—THE PART OF THE BRAIN IN AN INDIVIDUAL THAT FEELS, PERCEIVES, THINKS, WILLS AND REASONS.....MIND HAS A STRONG INFLUENCE OVER EMOTIONS, AND BEHAVIOR BUT IT CAN BE USED FOR SELF IMPROVEMENT, HEALING, BUILDS CONFIDENCE AND MAINTAINS PERSPECTIVE

**Wrap-up**

**Time Allotted: 10 mins**

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

1. *What did you learn today?*
2. *How can what you learned today help you on and off the golf course?*
3. *What is something you will use to keep your body well?*

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 DETERMINE HOW FAR THE TARGET IS FROM YOU.**

**Putt**

**Title of game: THROUGH THE GATES**

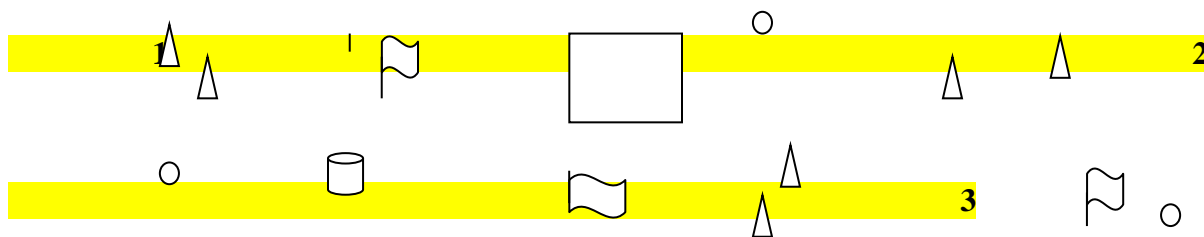
**Objectives of game:** To become aware of what you do as a PLAYer to prepare for a shot and determine how far the Target is from you. How do you get the ball to go where you want it to??

**Objectives of golf fundamental:** To develop an efficient and repeatable pre-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 DETERMINE HOW FAR THE TARGET IS AND HOW TO GET THERE.**

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. DETERMINE HOW FAR THE TARGET IS FROM YOU AND HOW TO GET THERE.

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 SHOTS .....SHORTER SWING SHOTS EASIER TO CONTROL??

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<b>Good-Better-How Feedback (at least 3 Goods and 1 Better/How)</b>
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What was GOOD?
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What could have been BETTER?
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HOW would I improve it next time?
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## WK2 Eagle Lesson23 BUILD A GO TO TEAM

Coach Name: \_\_\_\_\_ Chapter: North Florida Facility: \_\_\_\_\_ Date: SPRING 2018

# of Coaches/Volunteers: \_\_\_\_\_ # Participants: \_\_\_\_\_ Age Range: \_\_\_\_\_ Skill Level: EAGLE

\_\_\_\_\_ PLAYER-to-Coach ratio: 6:1 # of Stations/# of Holes: \_\_\_\_\_

\_\_\_\_\_ x On-course  Off-course \_\_\_\_\_ Duration (mins): 75

Equipment and supplies needed: \_\_\_\_\_

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

Warm-up				
<b>Time Allotted:</b> 20 MINS	<b>Location(s):</b> BOOK PGS 24-37	HOMEWORK PGS 38-47		
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
<b>Strength</b> PLANKS 190 SECS 3X	<b>Flexibility/Mobility</b> SIDEWAYS WALK, AND FOOT CROSSOVERS 30FT UP AND BACK 3X	<b>Agility/Coordination</b> BEAR CRAWL 30 FT UP AND BACK 3X	<b>Balance</b> STANDING STUNTS X 5 ON EACH LEG	<b>Object Control</b> STANDING STUNTS X 5 ON EACH LEG
<i>Safety – Review and emphasize; connect to Healthy Habit: <b>ENERGY</b>—THE CAPACITY OF A BODY OR PHYSICAL SYSTEM TO DO WORK. HAVE AVAILABLE POWER.....WHAT YOU CHOSE TO EAT, DRINK AND HOW MUCH SLEEP DO YOU GET.....HELPS DETERMINE HOW MUCH ENERGY YOU HAVE.</i>				

Life Skills Experience			
<b>Time Allotted:</b> 50MINS		<i>List what players will learn in each component</i>	
<b>LIFE SKILLS OBJECTIVE(S): BUILD GO TO TEAM</b>		<b>GOLF SKILLS OBJECTIVE(S): BODY BALANCE</b>	
<ul style="list-style-type: none"> <li>TO HAVE PARTICIPANTS UNDERSTAND THE IMPORTANCE OF HAVING A SUPPORT NETWORK</li> <li>TO HAVE PARTICIPANTS UNDERSTAND HOW TO CREATE A BUILD THEIR SUPPORT NETWORK</li> <li>TO HAVE PARTICIPANT UNDERSTAND THE IMPORTANCE OF ASKING FOR HELP</li> </ul>		<ul style="list-style-type: none"> <li>TO STAY BALANCED THROUGHOUT THE SWING INTO A BALANCED FINISH</li> <li>TO UNDERSTAND THE IMPORTANCE OF SWINGING WITHIN RHYTHM TO KEEP YOUR BALANCE THROUGHOUT THE SWING</li> <li>TO LEARN TO SWING WITHIN YOURSELF</li> </ul>	
<b>Guiding Questions:</b> <i>Ask questions to connect activities and lesson objectives</i>			
<ul style="list-style-type: none"> <li>How would it feel if you swung out of control?? Would you be in control of your swing or even your golf ball?</li> </ul>			
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 type="checkbox"/> Distance-response <input type="checkbox"/> Target Awareness <input type="checkbox"/> Get Ready to Swing <input checked="" type="checkbox"/> <b>Body Balance</b> <input type="checkbox"/> Clubface and Ball Contact <input type="checkbox"/> Swing Rhythm Routines: <input type="checkbox"/> PRE-SHOT <input type="checkbox"/> POST-SHOT <input type="checkbox"/> <b>Ball Flight</b> <input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> <b>Variable amount of energy...</b> <input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> <b>Reaction to target</b> <input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment <input checked="" type="checkbox"/> <b>Balanced finish</b> <input checked="" type="checkbox"/> <b>Balanced start</b> <input checked="" type="checkbox"/> <b>Balanced during swing</b> <input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> <b>Impact position</b> <input type="checkbox"/> Swing tempo <input type="checkbox"/> <b>Swing sequencing</b> <input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> <b>Variable playing conditions</b> <input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> <b>Memory storage of desirable process</b> <input type="checkbox"/> <b>Trajectory</b> <input type="checkbox"/> <b>Curvature</b> <input type="checkbox"/> <b>Self-management</b> <input type="checkbox"/> <b>Course management</b>	MAKE SURE YOU STAY BALANCED THROUGHOUT THE SWING AND THRU THE FINISH
<b>Etiquette/Rules of Golf: RULE 4-2 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</b>			
<b>Physical Healthy Habits:</b> <input checked="" type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety		Energy-available power. What do we do to power up our bodies? How do we keep them powered up? Are all sources of energy, good sources of energy?	
<input checked="" type="checkbox"/> <b>Other Healthy Habit(s): ENERGY</b>			

Wrap-up	Time Allotted: 5 mins
<b>Ask players questions to review what they learned and how they can apply what they learned to school, home, etc.</b>	
<ol style="list-style-type: none"> <li>1. What did you learn today?</li> <li>2. How can what you learned today help you on and off the golf course?</li> <li>3. What is something you will use to keep your body well? Who is important in your life to reaching your goals?</li> </ol>	

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

20 mins

DO WARM UP EXERCISES

**GO OVER LAST WEEKS WORK AND TALK ABOUT BUILDING YOUR GO TO TEAM.....**

WHO DO YOU FEEL GIVES YOU SUPPORT.....WHO DO YOU FEEL STANDS BY YOU THE MOST.....WHO DO YOU NEED FOR EMOTIONAL SUPPORT.....WHO DO YOU NEED FOR PHYSICAL SUPPORT.....WHO WOULD YOU WANT ON YOUR TEAM.....WHO ARE THE TYPES OF PEOPLE YOU WOULD THINK BELONG ON A GO TO TEAM

**EXAMPLES:**

Parents	Personal Trainer	Golf Director	Who would you pick and why?? Make your GO TO TEAM
Grandparents	Exercise coach	Friends	
Teachers	golf Pro/coach	Siblings	
Doctor	Counselor	Nutritionist	

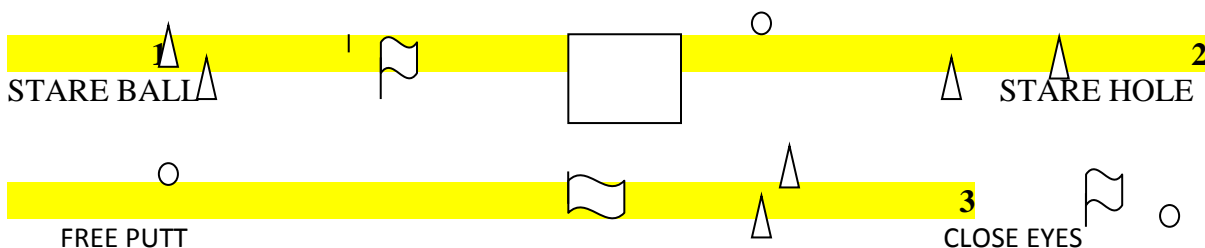
**LIFE SKILL EXPERIENCE**

TIME

LESSON PROGRESSION:

55mins

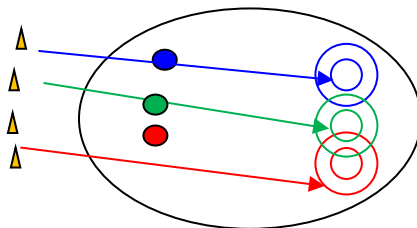
**DIAGRAM:** (Identify number of stations and location, equipment needed for each, and brief description for each station activity.)



**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?? IS IT HARD TO KEEP YOUR BALANCE WITH YOUR EYES CLOSED OR OPEN....REALLY CONCENTRATE AND **FEEL** YOUR STANCE AND YOUR PUTT. CONCENTRATE ON STAYING BALANCED

**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 STAY BALANCED THROUGHOUT YOUR SWING.

**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.

**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.

.\*\*\*Players MUST stay balanced throughout their swing. What happens if you are not balanced when you swing??

# WK3 Eagle Lesson24 APPRECIATING DIVERSITY

Coach Name: \_\_\_\_\_ Chapter: North Florida Facility: TFTNF Date: SPRING 2018  
 # of Coaches/Volunteers: \_\_\_\_\_ # Participants: \_\_\_\_\_ Age Range: \_\_\_\_\_ Skill Level: EAGLE  
 PLAYer-to-Coach ratio: \_\_\_\_\_ # of Stations/# of Holes: \_\_\_\_\_ × On-course  Off-course Duration \_\_\_\_\_  
 (mins): 75MINS Equipment and supplies needed: \_\_\_\_\_

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

Warm-up				
<b>Time Allotted: 20 MINS</b>	<b>Location(s):</b>	<b>BOOK PGS 38-47</b>	<b>HOMEWORK FOR NEXT WEEK. PGS 48-57</b>	
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
<b>Strength</b> Planks 90 sec hold 3-5 times	<b>Flexibility/Mobility</b> Arm stretches/ Side Stretches	<b>Agility/Coordination</b> crossover steps 30 ft helicopters	<b>Balance</b> Walk Straight Lines One foot in front of the other	<b>Object Control</b> Bounce Ball off the Side of a Hill and Catch
<i>Safety – Review and emphasize; connect to Healthy Habit: <b>.COMMUNITY--A SET OF PEOPLE WITH A SHARED ELEMENT SUCH AS GEOGRAPHIC LOCATION, OR CHURCH, OR A SCHOOL, ETC.....HAVING COMMON RIGHTS, PRIVILAGES, OR INTERESTS. How can one give back to your community.....care for the environment.....its health and safety</b></i>				

Life Skills Experience	
<b>Time Allotted: 50 MINS</b>	<i>List what players will learn in each component</i>
<b>LIFE SKILLS OBJECTIVE(S): APPRECIATING DIVERSITY</b> <ul style="list-style-type: none"> <li>IDENTIFY THE MANY WAYS GOLFERS DIFFER.....HOW PEOPLE DIFFER</li> <li>WHAT ARE AND DESCRIBE THE PITFALLS OF STEREOTYPES.....OR STEREOTYPING</li> <li>DESCRIBE HOW INDIVIDUAL DIFFERENCES CAN CONTRIBUTE TO A TEAMS SUCCESS</li> <li>DESCRIBE HOW EXPOSURE TO DIVERSE INDIVIDUALS AND VIEWPOINTS CAN CONTRIBUTE TO A RICHER LIFE EXPERIENCE</li> </ul>	<b>GOLF SKILLS OBJECTIVE(S): CLUBFACE AND BALL CONTACT</b> <ul style="list-style-type: none"> <li>PLAYERS CONCENTRATE ON KEEPING THE CLUBFACE SQUARE TO THE TARGET LINE----TRY AND CONTACT SWEET SPOT</li> <li>HAVE PLAYERS UNDERSTAND HOW THEIR GOLF SKILLS AND ATTITUDES DIFFERE FROM OTHERS IN THE GROUP AND HOW THEY ARE ALIKE</li> <li>HAVE PLAYERS UNDERSTAND THERE ARE MANY DIFFERENT WAYS TO HIT THE BALL WITH DIFFERENT SHOT TRAJECTORIES,BALL FLIGHTS, CHOICE OF CLUB ETC</li> </ul>

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

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 type="checkbox"/> Body Balance <input checked="" type="checkbox"/> Clubface and Ball Contact <input type="checkbox"/> Swing Rhythm Routines: <input type="checkbox"/> PRE-SHOT <input type="checkbox"/> POST-SHOT <input checked="" 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"/> Variable amount of energy... <input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Reaction 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"/> Balanced during swing <input checked="" type="checkbox"/> Clubface direction at contact <input checked="" type="checkbox"/> Centerness of hit <input checked="" type="checkbox"/> Impact position <input type="checkbox"/> Swing tempo <input type="checkbox"/> Swing sequencing <input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Variable playing conditions <input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> Memory storage of desirable process <input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature <input type="checkbox"/> Self-management <input type="checkbox"/> Course management	<b>CONCENTRATE ON MAKING BALL CONTACT ON THE SWEET SPOT. KEEP THE CLUBFACE SQUARE TO THE TARGET LINE. PLAYERS CAN USE TEE GATES TO HELP WITH KEEPING THE IMPACT SQUARE TO THE TARGET</b>

**Etiquette/Rules of Golf: TALK READY GOLF RULE 2-1,RULE 3 RULES OF MATCH PLAY AND STROKE PLAY PGS 37-41 USGA RULE BOOK**

<b>Physical Healthy Habits:</b> <input type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Other Healthy Habit(s): <b>COMMUNITY</b>	<i>.COMMUNITY--A SET OF PEOPLE WITH A SHARED ELEMENT SUCH AS GEOGRAPHIC LOCATION, OR CHURCH, OR A SCHOOL, ETC.....HAVING COMMON RIGHTS, PRIVILAGES, OR INTERESTS</i>
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<b>Wrap-up</b>	<b>Time Allotted: 5 mins</b>
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Ask players questions to review what they learned and how they can apply what they learned to school, home, etc.

1. What did you learn about ball contact today? What is the sweet spot??
2. How can what you learned today about diversity help you on and off the golf course?
3. What is something you will use to increase the diversity in your life?

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

20 minutes

SEE ABOVE.....  
 CONTINUED DISCUSSION.....WHAT MAKES PEOPLE DIFFERENT..... AGE, ETHNIC BACKGROUND, ( WHERE THEY GREW UP, WHERE THEY CAME FROM, DIFFERENT STATES, DIFFERENT COUNTRIES).....RELIGION,SKILLS, HOBBIES, SPORTS SKILLS, ARTISTIC OR MUSICAL SKILLS, WORKING SKILLS, VOLUNTEER SKILLS  
 WHAT MAKES GOLFERS DIFFERENT FROM EACH OTHER? WHAT MAKES STUDENTS DIFFERENT FROM EACH OTHER??

**The more variety you are exposed to in life the greater the diversity, the broader your exposure , the richer your life**

**LIFE SKILL EXPERIENCE**

TIME LESSON PROGRESSION:

50 MINS

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**

**Board Silly- USE NOODLES OR YARD STICKS TO STAND ON .....CAN BE PITCH OR RANGE**

**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

**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.

Step 1

- 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.

Step 2

- 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.

Step 3

- 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.

Step 4

- 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.

Step 5 (Optional)

- PLAYers can now try to lean on their front foot and hit a shot with the weight finishing on the back foot.

## 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)**

## WK4Eagle Lesson25 DEALING W CONFLICTS

Coach Name: \_\_\_\_\_ Chapter: North Florida Facility: TFTNF Date: SPRING 2018  
 # of Coaches/Volunteers: 2+ # Participants: \_\_\_\_\_ Age Range: 13+ Skill Level: EAGLE  
 PLAYer-to-Coach ratio: 6-1 # of Stations/# of Holes: 3+  On-course  Off-course  Duration (mins): 75MINS  
 Equipment and supplies needed \_\_\_\_\_  
 Additional Notes: \_\_\_\_\_

Warm-up				
<b>Time Allotted: 20</b>	<b>Location(s):</b> <u>BOOK PGS 48-57</u>	<b>HOMEWORK FOR NEXT WEEK PGS 58-69</b>		
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
<b>Strength</b> SQUAT AND JUMP 10X	<b>Flexibility/Mobility</b> Arm Circles forward and back	<b>Agility/Coordination</b> CROSSOVER FOOT WORK 30 FT UP AND BACK	<b>Balance</b> STRAIGHT LINE WALK HEEL-- TOE 30 FT UP AND BACK	<b>Object Control</b> BALL ON TEE WALK UP AND BACK 15 FT
<i>Safety – Review and emphasize; connect to Healthy Habit: <b>FAMILY</b>—A GROUP OF RELATED OR IN SOME CASES UNRELATED PEOPLE HELD TOGETHER BY BONDS OF LOVE AND AFFECTION. Family members participate in activities together.....share meals.....responsibilities.....communicate and establish roles----they are likely more successful in achieving their goals and health related goals</i>				

Life Skills Experience	
<b>Time Allotted: 50</b>	<i>List what players will learn in each component</i>
<b>LIFE SKILLS OBJECTIVE(S): DEALING WITH CONFLICT</b>	<b>GOLF SKILLS OBJECTIVE(S): SWING RHYTHM,SEQUENCE</b>
<ul style="list-style-type: none"> <li>RESOLVE WITH <b>CARE—COMMUNICATE, ACTIVELY LISTEN,</b></li> <li><b>REVIEW OPTIONS, END—WIN-WIN</b></li> </ul>	<ul style="list-style-type: none"> <li>SWING RHYTHM AND SEQUENCING</li> <li>LEARN TO HAVE A SAYING OR A COUNT OR A SONG THAT KEEPS YOUR SWING CONSISTENT</li> <li>GET A SET PRE-SHOT ROUTINE THAT KEEPS THE ELEMENTS OF YOUR SWING IN SEQUENCE</li> </ul>

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

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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 <input type="checkbox"/> Variable amount of energy...	
	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Reaction to target	
	<input type="checkbox"/> Get Ready to Swing	<input checked="" type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input checked="" type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start <input type="checkbox"/> Balanced during swing	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> Impact position	
	<input checked="" type="checkbox"/> <b>Swing Rhythm</b>	<input checked="" type="checkbox"/> <b>Swing tempo</b> <input checked="" type="checkbox"/> <b>Swing sequencing</b>	
	Routines: <input type="checkbox"/> PRE-SHOT	<input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Variable playing conditions	
	<input type="checkbox"/> POST-SHOT	<input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> Memory storage of desirable process	
	<input type="checkbox"/> <b>Ball Flight</b>	<input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature	
<input type="checkbox"/> <b>On-course Strategies</b>	<input type="checkbox"/> Self-management <input type="checkbox"/> Course management		

**Etiquette/Rules of Golf:** **PACE OF PLAY** **RULE 17-4 BALL AGAINST FLAGSTICK** Players ball rests up against the Flagstick and the hole but the ball does not drop....it is not holed. The flagstick may be removed. If the ball falls in the ball is deemed to be holed. If the ball does NOT DROP then the ball may be placed on the lip of the hole and the Player can putt the ball in with the next stroke. **Pg 74 USGA RULE BOOK**

<b>Physical Healthy Habits:</b> <input checked="" type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety <input checked="" type="checkbox"/> <b>Other Healthy Habit(s):</b> <u>FAMILY</u>	<b>FAMILY</b> —A GROUP OF RELATED OR IN SOME CASES UNRELATED PEOPLE HELD TOGETHER BY BONDS OF LOVE AND AFFECTION.
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Wrap-up	Time Allotted: 5 mins
<b>Ask players questions to review what they learned and how they can apply what they learned to school, home, etc.</b>	
<ol style="list-style-type: none"> <li>1. <i>What did you learn today?</i></li> <li>2. <i>How can what you learned today help you on and off the golf course?</i></li> <li>3. <i>What is something you will use to help you deal with conflicts?</i></li> </ol>	

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

20 minutes

**C.A.R.E.**

**COMMUNICATE**—DESCRIBE OBJECTIVELY WHAT HAPPENED, HOW YOU FEEL ABOUT IT, WHAT YOU WANT AND WHY.

**ACTIVELY LISTEN**—LISTEN AND BE OPEN TO WHAT THE OTHER PERSON WANTS AND FEELS

**REVIEW OPTIONS**—TALK IT OUT TOGETHER AND LOOK FOR SEVERAL OPTIONS TO RESOLVE THE ISSUE

**END WITH A WIN—WIN**—FIND A SOLUTION WHERE BOTH SIDES WIN SOMETHING OR AT LEAST UNDERSTAND EACH OTHER BETTER. COME UP WITH A SOLUTION THAT IS AGREEABLE TO BOTH SIDES IF POSSIBLE

COACHES BREAK PLAYERS INTO PAIRS AND COME UP WITH A CONFLICT THEY MUST RESOLVE WITH **CARE**.

**LIFE SKILL EXPERIENCE**

TIME LESSON PROGRESSION:

50

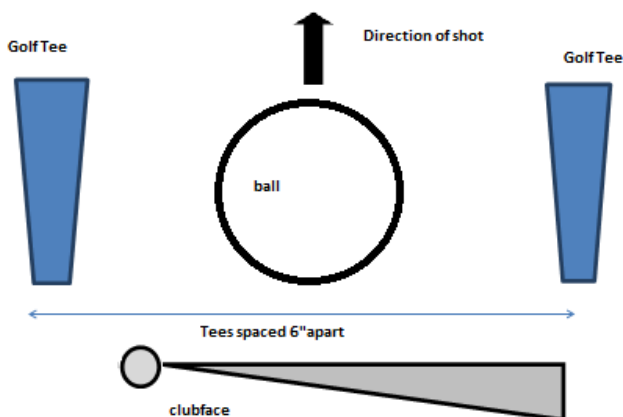
**GO OUT AND PLAY ON THE COURSE IF AVAILABLE**

**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 Eagle Lesson26 BE THE GO TO PERSON

Coach Name: \_\_\_\_\_ Chapter: North Florida Facility: TFTNF Date: SPRING 2018  
 # of Coaches/Volunteers: 2+ # Participants: \_\_\_\_\_ Age Range: 13+ Skill Level: EAGLE  
 PLAYer-to-Coach ratio: 6:1 # of Stations/# of Holes: 3+ × On-course  Off-course Duration (mins): 75MINS  
 Equipment and supplies needed: \_\_\_\_\_  
 Additional Notes: \_\_\_\_\_

Warm-up				
<b>Time Allotted:</b>	<b>20MINS</b>	<b>Location(s):</b> <u>BOOK PG 58-69 HOMEWORK PGS 70-86</u>		
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
<b>Strength</b> SQUATS 10X	<b>Flexibility/Mobility</b> HELICOPTERS, WAIST TWISTS 20X	<b>Agility/Coordination</b> Jump and turns 15X	<b>Balance</b> Standing Stunts, stand on one leg as long as possible w/o losing balance	<b>Object Control</b> Walk with a Ball on the Tee 15 ft up and back
<p><i>Safety – Review and emphasize; connect to Healthy Habit: FRIENDS—PEOPLE WHO WE KNOW, LIKE AND TRUST. People who we get along with, feel a bond with, who support you no matter what in any situation good or challenging including bullying and navigating the digital age with social media, or in school, or on the golf course, etc.</i></p>				

Life Skills Experience	
<b>Time Allotted:</b> 50 MINS	<i>List what players will learn in each component</i>
<b>LIFE SKILLS OBJECTIVE(S):</b> <u>BE THE GO TO PERSON</u>	<b>GOLF SKILLS OBJECTIVE(S):</b> <u>PRE-SHOT ROUTINE</u>
<ul style="list-style-type: none"> <li>BE THE PERSON OTHER PLAYERS WANT ON THEIR GO TO PERSON</li> <li>BEING A HELPFUL, RESPECTFUL PERSON</li> <li>BEING A PERSON WHO HAS EMPATHY</li> </ul>	<ul style="list-style-type: none"> <li>GO THROUGH ALL THE PARTS OF YOUR PRE-SHOT ROUTINE</li> <li>LEARN TO CONTROL YOUR EMOTIONS WHEN YOU HIT A POOR SHOT</li> <li>EMOTIONALLY NEUTRAL WHEN PLAYING BUT HAVE FUN—IT’S A GAME!!!</li> </ul>

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

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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 <input type="checkbox"/> Variable amount of energy...	<b>LEARN TO ADAPT THE PRE-SHOT ROUTINE TO CHANGING CONDITIONS. IS IT WINDY...LOWER YOUR BALL FLIGHT, IF IT RAINING KEEP EVERYTHING AS DRY AS POSSIBLE, CHECK YOUR BALL POSITION TO MAKE IT EASIER FOR YOU TO MAKE CONTACT. REACT TO THE CONDITIONS, ACCOMMODATE YOUR PLAY TO THE CONDITIONS</b>
	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Reaction 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"/> Balanced during swing	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> Impact position	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo <input type="checkbox"/> Swing sequencing	
	<b>Routines: <input checked="" type="checkbox"/> PRE-SHOT</b>	<input checked="" type="checkbox"/> Mental and emotional aspects <input checked="" type="checkbox"/> Variable playing conditions	
	<input checked="" type="checkbox"/> POST-SHOT	<input checked="" type="checkbox"/> Emotionally neutral response <input checked="" type="checkbox"/> Memory storage of desirable process	
	<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: SAFE ON THE COURSE RULE 14-3 ARTIFICIAL DEVICES AND UNUSUAL EQUIPMENT. ABNORMAL USE OF EQUIPMENT Can't use Rangefinders on the Tour.....for Juniors and amateur golfers there are specific rules at tournaments. Any equipment that aids in their play or making a stroke, measures distance, determines condition of play, assists with club gripping---except gloves, resin and towels are allowed, CANNOT be used. Breach of this rule is disqualification**

<b>Physical Healthy Habits:</b> <input type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Other Healthy Habit(s): <u>FRIENDS</u>	<b>FRIENDS—PEOPLE WHO WE KNOW, LIKE AND TRUST.</b>
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<b>Wrap-up</b>	<b>Time Allotted:</b> 5 mins
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Ask players questions to review what they learned and how they can apply what they learned to school, home, etc.

1. What did you learn today?
2. How can what you learned today help you on and off the golf course?
3. What is something you will use to keep calm, steadfast and a good GO TO PERSON?

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

20  
minutes

**A GO TO PERSON IS :**

RESPECTFUL OF OTHERS.  
IS A GOOD LISTENER  
IS ABLE TO FEEL WHAT OTHERS ARE FEELING ( HAS EMPATHY )  
HELPS OTHERS LOOK FOR SOLUTIONS TO ISSUES, CONFLICTS, OR PROBLEMS

**SKILLS USEFUL FOR GO TO PEOPLE TO HAVE:**

HAS GOOD COMMUNICATION SKILLS  
CONTROLS EMOTIONS AND KEEPS A POSITIVE ATTITUDE USES 4 Rs  
MAKES GOOD DECISIONS USING **STAR**  
HELPS ONE FIND THEIR PERSONAL PAR  
HELPS IDENTIFY GOALS AND BUILDING GOAL LADDERS  
CHOOSES BEHAVIORS THAT PROMOTE WELLNESS  
USES **CARE AS A CONFLICT RESOLUTION SKILL**

**LIFE SKILL EXPERIENCE**

**TIME**      **LESSON PROGRESSION:**

**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 (1<sup>st</sup> down)
- Phase II: Partner hits a shot in 75 yard zone (2<sup>nd</sup> down)
- Phase III: Partner hits a shot in 100 yard zone (3<sup>rd</sup> 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.

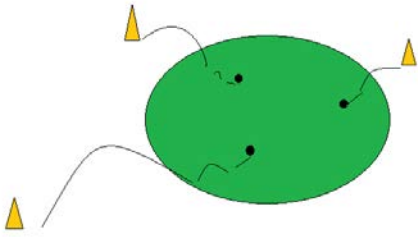
Clean up  
Wrap up

**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



Aprox. 10 yards



1st Down	2nd Down	3rd Down	TD!!!
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**Good-Better-How Feedback (at least 3 Goods and 1 Better/How)**

## WK6 Eagle Lesson27 PLANNING FOR THE FUTURE

Coach Name: \_\_\_\_\_ Chapter: North Florida Facility: TFTNF Date: SPRING 2018  
 # of Coaches/Volunteers: 2+ # Participants: \_\_\_\_\_ Age Range: 13+ Skill Level: EAGLE  
 PLAYer-to-Coach ratio: 6:1 # of Stations/# of Holes: 3+  On-course  Off-course Duration (mins): 75MINS  
 Equipment and supplies needed: \_\_\_\_\_  
 Additional Notes: \_\_\_\_\_

### Warm-up

**Time Allotted:** 20 MINS **Location(s):** BOOK PGS 70-86 **HOMEWORK NEXT WEEK PGS 5-23**

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

Strength	Flexibility/Mobility	Agility/Coordination	Balance	Object Control
PLANKS hold as long as possible	ARM CIRCLES front and back	SIDE STEPS 30 ft up and back	WALK STRAIGHT LINE with arms straight out	One hand toss while jogging

*Safety – Review and emphasize; connect to Healthy Habit:* **VISION**—THE ABILITY TO THINK ABOUT AND PLAN FOR THE FUTURE, USING INTELLIGENCE **AND** IMAGINATION An Individual needs to learn from the past,value the present, and create their own vision, plan, for the future using their talents, characteristics and abilities.

Commented [AGX1]:

### Life Skills Experience

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

**LIFE SKILLS OBJECTIVE(S): PLAN FOR THE FUTURE**

**GOLF SKILLS OBJECTIVE(S): BALL FLIGHT AND TRAJECTORY**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>PLANNING FOR THE FUTURE- Life throws curve balls and its best to be informed in order to make your next move and understand where it is you want to go. Think of it as a game of checkers or chess.</li> </ul> | <ul style="list-style-type: none"> <li>WHAT EFFECTS BALL FLIGHT-- Finish your follow through low the ball flight will be low.....short back swing, short follow through ball flight will be low.</li> <li>Finish your follow through high ball flight will be high.....elongate your backswing and your follow through your ball flight will be high.</li> </ul> |
|---|--|

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

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input checked="" type="checkbox"/> Putt	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> Variable amount of energy...	
<input type="checkbox"/> Chip	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Reaction to target	
<input type="checkbox"/> Pitch	<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"/> Full-swing	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start <input type="checkbox"/> Balanced during swing	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> Impact position	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo <input type="checkbox"/> Swing sequencing	
	Routines: <input type="checkbox"/> PRE-SHOT	<input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Variable playing conditions	
	<input type="checkbox"/> POST-SHOT	<input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> Memory storage of desirable process	
	<input checked="" type="checkbox"/> Ball Flight	<input checked="" 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 8-2 INDICATING LINE OF PLAY**—DURING THE COURSE OF PLAY A PLAYER CAN NOT ASK FOR OR GIVE ADVICE TO THE COMPETITION INCLUDING CADDIES, YOU CAN TO YOUR PLAYING PARTNER OR CADDIE. POINTING OUT A LINE OF PUTT ON THE PUTTING GREEN IS ALLOWED BY A PLAYING PARTNER OR CADDIE BEFORE BUT NOT DURING THE STROKE.GREEN CANNOT BE TOUCHED NOR CAN A MARK BE PUT DOWN INDICATING THE LINE OF PUTT. BREACH 2 STROKE PENALTY IN MATCH PLAY LOSS OF HOLE

**Physical Healthy Habits:**  Energy  Play  Safety  
 **Other Healthy Habit(s): VISION** **VISION**—THE ABILITY TO THINK ABOUT AND PLAN FOR THE FUTURE, USING INTELLIGENCE **AND** IMAGINATION

Commented [AGX2]:

### Wrap-up

**Time Allotted:** 5 mins

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

1. What did you learn today?
2. How can what you learned today help you on and off the golf course?
3. What is something you will use to help you think about your future?



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

20 minutes

**PLANNING FOR THE FUTURE:**

What do you enjoy doing?... do you like to fix things, work with computers, sing or paint, --things like this give you clues on what you may want to do for a living.  
 How would you describe yourself?—are you outgoing, shy, aggressive, cheerful, honest, organized, a book worm, like to be outdoors?  
 What can you do very well?? Do you have a natural talent or ability.....have you led a sports team, are you naturally excellent at Golf, Tennis, Basketball,.....are you very skilled with an instrument, a computer, fixing things.  
 What is important to you??—Is it money, being around people, helping others, wanting to use your talents to the max, wanting to have a lot of free time.....blocks of time.....(seasonal job—being a teacher)

**LIFE SKILL EXPERIENCE**

LESSON PROGRESSION: **\*\*PLAY HOLES ON THE COURSE IF COURSE IS AVAILABLE\*\***

TIME  
50 mins

**Title of game: *I Can't Hear You* ON THE RANGE**

**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

**Objectives of golf fundamental:** CONCENTRATE ON YOUR FINISH FOLLOW THROUGH HIGH, THEN FOLLOW THROUGH LOW **SEE HINTS ABOVE** 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.

**Birdie Level (variations)—How to Play:** Same as the PLAYer Level with the following intention:

- Develop a pre shot routine that identifies the area of the intended shot—HIGH TRAJECTORY, LOW TRAJECTORY
- The most favorable club for that shot
- LARGER BACKSWING AND FOLLOW THROUGH--HIGH TRAJECTORY
- SHORTER BACKSWING AND FOLLOW THROUGH—LOW TRAJECTORY
- PUNCH SHOT LOW TRAJECTORY

All within 25 seconds after reaching their ball.

**Title of game: *Happy Dance* PUTTING**

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

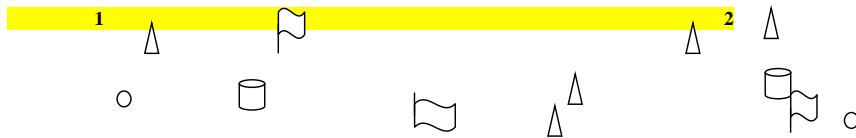
**Objectives of golf fundamental:** To develop an efficient and repeatable pre-shot and post-shot routine AND a Consistent Swing Tempo and Rhythm

**Supplies:** Putters, golf balls, cones, noodles, white rope, range baskets, assortment of toys such as small stuffed animals, flying discs, etc.

**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.

**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 Eagle Lesson 22 Staying Well for Life II

Coach Name: \_\_\_\_\_ Chapter: North Florida Facility: TFTNF Date: SPRING 2018

# of Coaches/Volunteers: \_\_\_\_\_ # Participants: \_\_\_\_\_ Age Range: 13-18 Skill Level: EAGE

PLAYer-to-Coach ratio: 1 to 4 # of Stations/# of Holes: 2 × On-course  Off-course Duration (mins) 75

Equipment and supplies needed: golf clubs and golf balls

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

Warm-up				
<b>Time Allotted: 20 mins</b>		<b>Location(s): BOOK PGS 5-23</b>		<b>HOMEWORK PGS 5-23 AND 24-37 FOR NEXT WEEK</b>
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i>				
<ul style="list-style-type: none"> <li>Staying well for life- --HOW DO YOU BUILD PHYSICAL WELLNESS ?? How do you improve your health??</li> </ul>				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
<b>Strength</b> SQUATS 10---15	<b>Flexibility/Mobility</b> SIDEWAYS WALK, AND FOOT CROSSOVERS 30FT UP AND BACK 3X	<b>Agility/Coordination</b> BEAR CRAWL 30 FT UP AND BACK 3X	<b>Balance</b> WALKING LUNGES 30 FT UP AND BACK 3X	<b>Object Control</b> BOUNCE BALL OFF SIDE SLOPE AND CATCH
<i>Safety – Review and emphasize; connect to Healthy Habit: <b>PLAY—AN ACT PERFORMED AND ENJOYED FOR ITS OWN SAKE, WHICH ENLIVENS AND ENVIGORATES THE SPIRIT.</b> PLAY HELPS THE BODY STAY STRONG, FIT AND LEAN. IT IS FUN AND IT RECHARGES THE BODY AS WELL AS SLEEP.</i>				

Life Skills Experience	
<b>Time Allotted: 50MINS</b>	
<i>List what players will learn in each component</i>	
<b>LIFE SKILLS OBJECTIVE(S): WELLNESS FOR LIFE</b>	<b>GOLF SKILLS OBJECTIVE(S): ON COURSE STRATEGIES</b>
<ul style="list-style-type: none"> <li><b>STAY WELL FOR LIFE- MEANS YOU ARE PHYSICALLY HEALTHY AND FIT.</b></li> <li><b>IT MEANS YOUR MIND IS SHARP/HAVE GOOD ATTITUDE</b></li> <li><b>YOUR EMOTIONS ARE BALANCED AND APPROPRIATE</b></li> <li><b>YOU HAVE A HEALTHY SOCIAL LIFE, YOU RESPECT AND GET ALONG WITH OTHERS. YOU HAVE STRENGTH, FLEXIBILITY,ENDURANCE ,AND HAVE A HEALTHY BODY, MIND AND HEART.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>COURSE MANAGEMENT--THINK ABOUT WHAT SHOTS YOU WILL MAKE. WHAT SIDE OF THE FAIRWAY IS FAVORABLE? WHERE SHOULD YOU PLACE YOUR SHOT TO HAVE YOUR BEST SHOT AT MAKING IT ON THE GREEN IN THE FEWEST STROKES.</b></li> <li><b>MANAGE YOURSELF—HOW ARE YOU TO MANAGE YOUR EMOTIONS AND FEELINGS ON THE GOLF COURSE . HOW DO YOU KEEP YOUR CONCENTRATION ON YOUR GAME?</b></li> </ul>
<b>Guiding Questions:</b> <i>Ask questions to connect activities and lesson objectives</i>	
<ul style="list-style-type: none"> <li><i>How do you...think of wellness? Is wellness important to you?</i></li> <li><i>What happens when...You don't stretch before doing a physical activity?</i></li> <li><i>What would happen if... You don't energize your body properly?</i></li> </ul>	<ul style="list-style-type: none"> <li><i>What happens if you have no plan for a hole?</i></li> <li><i>Do you think its important to think about the kind of shot you want to hit?</i></li> <li><i>Do you think having a plan on how to play will help the consistency of your game?</i></li> </ul>

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--CONTROL <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 checked="" type="checkbox"/> Preshot <input checked="" type="checkbox"/> Postshot	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> Variable amount of energy... <input checked="" type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Reaction 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"/> Balanced during swing <input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> Impact position <input type="checkbox"/> Swing tempo <input type="checkbox"/> Swing sequencing <input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Variable playing conditions <input checked="" type="checkbox"/> Emotionally neutral response <input checked="" type="checkbox"/> Memory storage of desirable process	<b>COURSE MANAGEMENT.ACTUALLY PLANNING YOUR WAY AROUND THE COURSE. THINKING ABOUT YOUR PERSONAL PAR ON EACH HOLE. THINKING ABOUT HOW YOU WANT TO PLAY THAT PARTICULAR HOLE AND WHAT KIND OF SHOTS YOU WANT TO HIT</b>

<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature
<input checked="" type="checkbox"/> On-course Strategies	<input checked="" type="checkbox"/> Self-management <input checked="" type="checkbox"/> Course management

**Etiquette/Rules of Golf: RULE 19-2 BALL IN MOTION DEFLECTED OR STOPPED BY A PLAYER, PARTNER, CADDIE OR EQUIPMENT**-- IF THE BALL IS STRUCK AND AS IT ROLLS IT IS INFLUENCED BY AN OUTSIDE AGENCY 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 INTERFERED WITH ANY MOVING OR ANIMATE AGENT THE BALL MUST BE REPLACED TO ORIGINAL SPOT AND REPLAYED.

<b>Physical Healthy Habits:</b> <input type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety <input checked="" type="checkbox"/> <b>Other Healthy Habit(s):</b> PLAY	<b>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.</b> <b>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.</b>
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<b>Wrap-up</b>	<b>Time Allotted: 5 mins</b>
<p><b>Ask players questions to review what they learned and how they can apply what they learned to school, home, etc.</b></p> <ol style="list-style-type: none"> <li>1. <i>What did you learn today?</i></li> <li>2. <i>How can what you learned today help you on and off the golf course?</i></li> <li>3. <i>What is something you will use to manage your Golf game and yourself?</i></li> </ol>	

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 ON SELF-MANAGEMENT FOR BOTH PROPER GRIP & AIM AND ALIGNMENT THRU THE GATES ON THE RANGE --- SAME AS ABOVE PLUS INCLUDE THESE 3 BASICS WITHIN YOUR PRE-SHOT ROUTINE HOW DOES BEING PREPARED, AND GOING THROUGH YOUR ROUTINES HELP YOU WITH COURSE MANAGEMENT?? WHAT ARE YOU THINKING ABOUT IN YOUR PRE-SHOT ROUTINE?? IN YOUR POST??
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 and Post-shot Routines—HOW DO THEY HELP WITH SELF AND COURSE MANAGEMENT**

### **PUTT**

**Title of game: THROUGH THE GATES**

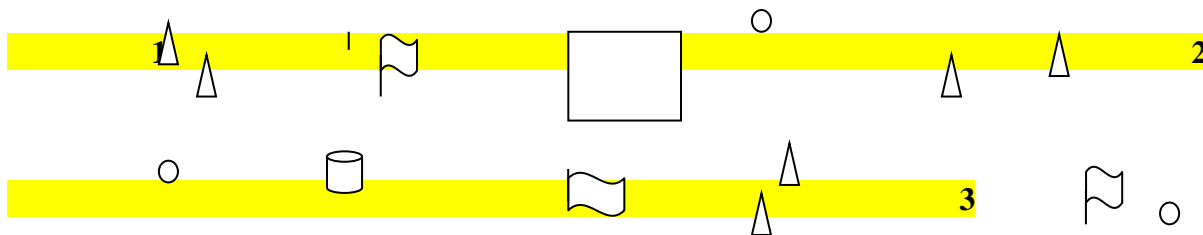
**Objectives of game:** To become aware of what you do as a PLAYER to prepare for a shot and to respond after a shot. HOW DO THESE ROUTINES HELP YOU WITH MANAGING YOUR GAME?

**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. THE PLAYER IS CONCENTRATING ON HOW THEY WILL MANAGE THEIR SHOT AND THEMSELVES-- 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 Eagle Lesson23 BUILD A GO TO TEAM II

Coach Name: \_\_\_\_\_ Chapter: North Florida Facility: \_\_\_\_\_ Date: SPRING 2018

# of Coaches/Volunteers: \_\_\_\_\_ # Participants: \_\_\_\_\_ Age Range: \_\_\_\_\_ Skill

LEVEL: EAGLE PLAYER-to-Coach ratio:6:1 # of Stations/# of Holes:  On-course

Off-course \_\_\_\_\_ Duration (mins): 75

Equipment and supplies needed: \_\_\_\_\_

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

### Warm-up

**Time Allotted:** 20MINS **Location(s):** **BOOK PGS 24-37** **HOMEWORK PGS 38-47**

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

Strength	Flexibility/Mobility	Agility/Coordination	Balance	Object Control
PLANKS 190 SECS 3X	SIDEWAYS WALK, AND FOOT CROSSOVERS 30FT UP AND BACK 3X	BEAR CRAWL 30 FT UP AND BACK 3X	STANDING STUNTS X 5 ON EACH LEG	STANDING STUNTS X 5 ON EACH LEG

*Safety – Review and emphasize; connect to Healthy Habit: SAFETY—THE ACTION OF KEEPING SAFE , AVERTING, AVOIDING, OR REDUCING INJURY, DANGER OR LOSS. BEING SAFE INCLUDES PLAYING IN A SAFE ENVIORNMENT, PLAYING BY THE RULES, PROTECTING THE BODY WITH PROPER EQUIPMENT, DO WARM UPS AND COOL DOWNS, WEAR SUN PROTECTION, HAT SUNGLASSES, SUNSCREEN*

### Life Skills Experience

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

**LIFE SKILLS OBJECTIVE(S): BUILD GO TO TEAM**

- TO HAVE PARTICIPANTS UNDERSTAND THE IMPORTANCE OF HAVING A SUPPORT NETWORK
- TO HAVE PARTICIPANTS UNDERSTAND HOW TO CREATE A BUILD THEIR SUPPORT NETWORK
- TO HAVE PARTICIPANT UNDERSTAND THE IMPORTANCE OF ASKING FOR HELP

**GOLF SKILLS OBJECTIVE(S): POST-SHOT ROUTINES**

- TO UNDERSTAND THE IMPORTANCE OF SWINGING WITHIN YOURSELF AND WITH RHYTHM INTO A BALANCED FINISH WATCHING YOUR BALL
- DO YOUR BEST AT KEEPING A NEUTRAL RESPONSE TO YOUR SHOTS AT FINISH
- KEEP A POSITIVE ATTITUDE AND REMEMBER GOLF IS A GAME---HAVE FUN

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

- How do you stay positive while playing? How do you have fun but continue to stay neutral in your feelings after a bad shot?

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 type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> Variable amount of energy...	THINK ABOUT YOUR SHOTS. STORE POSITIVE SHOTS IN YOUR MEMORY.....REMEMBER WHAT IT FEELS LIKE, THE EMOTION IT CAUSES....FILE IT INTO YOUR MEMORY. FOR POOR SHOTS LET THEM GO COMPLETELY. CONCENTRATE ON THE FACT THAT YOUR NEXT SHOT WILL BE BETTER
	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Reaction 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"/> Balanced during swing	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> Impact position	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo <input type="checkbox"/> Swing sequencing	
	Routines: <input type="checkbox"/> PRE-SHOT	<input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Variable playing conditions	
	<input checked="" type="checkbox"/> POST-SHOT	<input checked="" type="checkbox"/> Emotionally neutral response <input checked="" type="checkbox"/> Memory storage of desirable process	
<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature		
<input checked="" type="checkbox"/> On-course Strategies	<input checked="" type="checkbox"/> Self-management <input checked="" type="checkbox"/> Course management		

**Etiquette/Rules of Golf: RULE 20-6 LIFTING BALL INCORRECTLY SUBSTITUTED, DROPPED OR PLACED—IF DROPPED OR PLACED BALL IS PLACED IN THE WRONG PLACE OR OTHERWISE NOT IN ACCORDANCE WITH THE RULES BUT IT IS NOT AS YET PLAYED, IT MAY BE**

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

LIFTED WITHOUT PENALTY , AND THE PLAYER MUST THEN PROCEED CORRECTLY AND PLACE OR DROP THE BALL IN THE PROPER PLACE.

**Wrap-up** Time Allotted: 5 mins

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

1. What did you learn today?
2. How can what you learned today help you on and off the golf course? How do you keep the feeling of positive outcomes?
3. What is something you will use to keep positive no matter what? Who is important in your life to reaching your goals?

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

20 mins

DO WARM UP EXERCISES

**GO OVER LAST WEEKS WORK AND TALK ABOUT BUILDING YOUR GO TO TEAM.....**

WHO DO YOU FEEL GIVES YOU SUPPORT.....WHO DO YOU FEEL STANDS BY YOU THE MOST.....WHO DO YOU NEED FOR EMOTIONAL SUPPORT.....WHO DO YOU NEED FOR PHYSICAL SUPPORT.....WHO WOULD YOU WANT ON YOUR TEAM.....WHO ARE THE TYPES OF PEOPLE YOU WOULD THINK BELONG ON A GO TO TEAM

**EXAMPLES:**

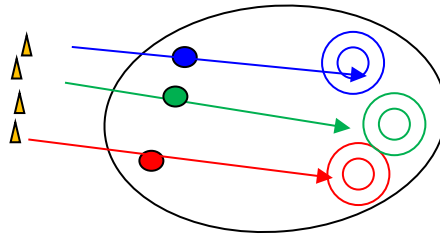
Parents	Personal Trainer	Golf Director	Who would you pick and why?? Make your GO TO TEAM
Grandparents	Exercise coach	Friends	
Teachers	golf Pro/coach	Siblings	
Doctor	Counselor	Nutritionist	

**LIFE SKILL EXPERIENCE**

<b>TIME</b>	<b>LESSON PROGRESSION:</b>
55mins	<p><b>DIAGRAM:</b> (Identify number of stations and location, equipment needed for each, and brief description for each station activity.)</p>
	<p><b>PUTTING FOR EXCELLENCE:</b></p> <p><b>Birdie Level (variation)—How to Play:</b> 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?? HOW DO YOU KEEP THE POSITIVE FEELING AFTER SINKING A DIFFICULT PUTT?? HOW DOES YOUR PUTTING ROUTINE HELP YOU WITH SHOT AND COURSE MANAGEMENT??</p>



## 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. HOW DOES THIS ROUTINE HELP YOU MANAGE YOUR SHOT AND YOUR OVERALL GAME?

**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.

## WK9 Eagle Lesson24 APPRECIATING DIVERSITY II

Coach Name: \_\_\_\_\_ Chapter: North Florida Facility: TFTNF Date: SPRING 2018  
 # of Coaches/Volunteers: \_\_\_\_\_ # Participants: \_\_\_\_\_ Age Range: \_\_\_\_\_ Skill Level: EAGLE  
 PLAYer-to-Coach ratio: \_\_\_\_\_ # of Stations/# of Holes: \_\_\_\_\_ × On-course  Off-course Duration  
 (mins): 75MINS Equipment and supplies needed: \_\_\_\_\_

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

Warm-up				
<b>Time Allotted: 20 MINS</b>	<b>Location(s):</b>	<b>BOOK PGS 38-47</b>	<b>HOMEWORK FOR NEXT WEEK—ANY QUESTIONS</b>	
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
<b>Strength</b> Planks 90 sec hold 3-5 times	<b>Flexibility/Mobility</b> Arm stretches/ Side Stretches	<b>Agility/Coordination</b> crossover steps 30 ft helicopters	<b>Balance</b> Walk Straight Lines One foot in front of the other	<b>Object Control</b> Bounce Ball off the Side of a Hill and Catch
<i>Safety – Review and emphasize; connect to Healthy Habit: <b>SCHOOL—A PLACE OR INSTITUTION FOR TEACHING AND LEARNING.</b> LEARNING BUILDING RELATIONSHIPS AND CONTRIBUTING TO THE SCHOOL ENVIORNMENT LEADS TO OVERALL SUCCESS IN LIFE.</i>				

Life Skills Experience	
<b>Time Allotted: 50 MINS</b>	<i>List what players will learn in each component</i>
<b>LIFE SKILLS OBJECTIVE(S): APPRECIATING DIVERSITY</b> <ul style="list-style-type: none"> <li>IDENTIFY THE MANY WAYS GOLFERS DIFFER.....HOW PEOPLE DIFFER</li> <li>WHAT ARE AND DESCRIBE THE PITFALLS OF STEREOTYPES.....OR STEREOTYPING</li> <li>DESCRIBE HOW INDIVIDUAL DIFFERENCES CAN CONTRIBUTE TO A TEAMS SUCCESS</li> <li>DESCRIBE HOW EXPOSURE TO DIVERSE INDIVIDUALS AND VIEWPOINTS CAN CONTRIBUTE TO A RICHER LIFE EXPERIENCE</li> </ul>	<b>GOLF SKILLS OBJECTIVE(S): TARGET AWARENESS</b> <ul style="list-style-type: none"> <li>PLAYERS CONCENTRATE ON PICKING A TARGET PRIOR TO HITTING ANY SHOT. TARGET MUST BE CHOSEN FROM BEHIND THE BALL</li> <li>HAVE PLAYERS UNDERSTAND HOW THEIR GOLF SKILLS AND ATTITUDES DIFFERE FROM OTHERS IN THE GROUP AND HOW THEY ARE ALIKE</li> <li>HAVE PLAYERS UNDERSTAND THERE ARE MANY DIFFERENT WAYS TO HIT THE BALL WITH DIFFERENT SHOT TRAJECTORIES,BALL FLIGHTS, CHOICE OF CLUB ETC</li> </ul>

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

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 checked="" type="checkbox"/> <b>Target Awareness</b> <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"/> PRE-SHOT <input type="checkbox"/> POST-SHOT <input checked="" type="checkbox"/> <b>Ball Flight</b> <input checked="" type="checkbox"/> <b>On-course Strategies</b>	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> Variable amount of energy... <input checked="" type="checkbox"/> <b>Target selection</b> <input checked="" type="checkbox"/> <b>Distance to target</b> <input checked="" type="checkbox"/> <b>Reaction to target</b> <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"/> <b>Balanced during swing</b> <input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> Impact position <input type="checkbox"/> Swing tempo <input type="checkbox"/> <b>Swing sequencing</b> <input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> <b>Variable playing conditions</b> <input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> <b>Memory storage of desirable process</b> <input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature <input type="checkbox"/> Self-management <input type="checkbox"/> Course management	<b>CONCENTRATE ON PICKING A TARGET AND KEEPING YOUR CLUBFACE SQUARE TO YOUR TARGET LINE. ONCE YOU PICK YOUR TARGET USE AN ALIGNMENT STICK AND SET IT ON YOUR TARGET LINE. STEP BACK AND MAKE SURE IT LINES UP.</b>

**Etiquette/Rules of Golf: TALK READY GOLF RULE 26-2 BALL PLAYED WITHIN WATER HAZARD—IF A BALL COMES TO REST WITHIN A WATER HAZARD , IF THE PLAYER ELECTS NOT TO PLAY THE BALL AS IT LIES, PLAYER MAY UNDER PENALTY OF 1 STROKE, USE A REFERENCE POINT**

<b>Physical Healthy Habits:</b> × Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety <input checked="" type="checkbox"/> <b>Other Healthy Habit(s): SCHOOL</b>	WHERE THE BALL LAST CROSSED THE MARGIN OF THE HAZARD (h2o) DROP THE BALL BEHIND THE WATER HAZARD KEEPING THE POINT WHERE THE BALL CROSSED THE MARGIN DIRECTLY BETWEEN THE HOLE AND WHERE THE BALL IS DROPPED AND IT DOESN'T MATTER HOW FAR BEHIND THE HAZARD YOU MAY GO. <b>OR</b> —YOU MAY PLAY THE BALL FROM THE SAME SPOT YOU HIT THE ORIGINAL SHOT--- <b>OR--</b> FROM THE POINT WHERE THE BALL CROSSED THE MARGIN OF THE HAZARD THE PLAYER TAKES A 2 CLUB LENGTH DROP AND PLAYS THE BALL AS IT LIES ONCE DROPPED. IF THE BALL ROLLS IT MAY BE PLACED AFER THE 3 ATTEMPTED DROP
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<b>Wrap-up</b>	<b>Time Allotted: 5 mins</b>
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Ask players questions to review what they learned and how they can apply what they learned to school, home, etc.

1. *What did you learn about today?                      What questions do you have about anything gone over this session?*
2. *How can what you learned today about diversity help you on and off the golf course?*
3. *What is something you will use to increase the diversity in your life?                      What have you learned today about picking a target ?*

<b>Warm-up</b> (Identify location; activities; number of stations; equipment needed; rotation, etc.)	
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20 minutes	<p>SEE ABOVE.....</p> <p>CONTINUED DISCUSSION.....WHAT MAKES PEOPLE DIFFERENT..... AGE, ETHNIC BACKGROUND, ( WHERE THEY GREW UP, WHERE THEY CAME FROM, DIFFERENT STATES, DIFFERENT COUNTRIES).....RELIGION,SKILLS, HOBBIES, SPORTS SKILLS, ARTISTIC OR MUSICAL SKILLS, WORKING SKILLS, VOLUNTEER SKILLS</p> <p>WHAT MAKES GOLFERS DIFFERENT FROM EACH OTHER?    WHAT MAKES STUDENTS DIFFERENT FROM EACH OTHER??</p> <p>The more variety you are exposed to in life the greater the diversity, the broader your exposure , the richer your life</p> <p>What is the best way to pick a Target?.....How important is picking the Target and lining up your Target line?</p>
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<b>LIFE SKILL EXPERIENCE</b>	
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TIME	LESSON PROGRESSION:
50 MINS	<p><b>LESSON PROGRESSION:</b> List bullet points for time allotted, lesson flow, and location.</p> <p>Warm Up</p> <p><b>***** USE THE GOLF COURSE IF AVAILABLE AND PLAY HOLES.....</b></p> <p><b>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</b></p> <p><b>Board Silly- USE NOODLES OR YARD STICKS TO STAND ON .....CAN BE PITCH OR RANGE</b></p> <p><b>Objectives of game:</b> 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><b>Objectives of golf fundamental:</b> 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"> <li>• The first PLAYer will stand on the balance board with the board “In balance” (not tilting).</li> <li>• 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.</li> </ul> <p>Step 2</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Step 3</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Step 4</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Step 5 (Optional)</p> <ul style="list-style-type: none"> <li>• PLAYers can now try to lean on their front foot and hit a shot with the weight finishing on the back foot.</li> </ul> <p><b>ON THE RANGE</b></p> <p><b>Check point Charlie- Objectives of game:</b> To see who can remember the most number of check-points in the address position, before hitting a ball.</p> <p><b>Objectives of golf fundamental:</b> 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!</p> <p>Step 1</p> <ul style="list-style-type: none"> <li>• 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.               <ul style="list-style-type: none"> <li>○ Take Grip</li> </ul> </li> </ul>

- 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)**

**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?

It was good to discover the participants view on what "holistic" means.  
They had fun with drawing trees and discussing the different trees drawn.  
It was good for them to see how much work they need to do on their swings inside of 100 yds.

What could have been BETTER? Could have included putting into the assessment.

HOW would I improve it next time? Make sure to do a complete game assessment instead of pitching and full swing.

## WK10 EAGLE Lesson ASSESSMENT /REVIEW AND Play Day

Coach Name: \_\_\_\_\_ Chapter: TFTNF Facility: TFTNF Date: SPRING 2018

# of Coaches/Volunteers: 3 # Participants: \_\_\_\_\_ Age Range: 13-18 Skill Level: EAGLE

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				
<b>Time Allotted:</b> 10 MINS		<b>Location(s):</b> 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"> <li>EAGLE REVIEW CONFLICT RESOLUTION WITH CARE, COMPARE TO STAR AND THE 4 Rs</li> </ul>				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
<b>Strength</b> SQUAT AND JUMP 10X	<b>Flexibility/Mobility</b> Arm Circles forward and back	<b>Agility/Coordination</b> CROSSOVER FOOT WORK 30 FT UP AND BACK	<b>Balance</b> STRAIGHT LINE WALK HEEL--- TOE 30 FT UP AND BACK	<b>Object Control</b> BALL ON TEE WALK UP AND BACK 15 FT
<i>Safety – Review and emphasize; connect to Healthy Habit:</i> <b>NAME 3 HEALTHY HABITS AND DESCRIBE THEM.....QUESTION FOR INTERVIEW</b>				

Life Skills Experience	
<b>Time Allotted:</b> 65 MINS	
<i>List what players will learn in each component</i>	
<b>LIFE SKILLS OBJECTIVE(S):</b> REVIEW PLANS FOR FUTURE	<b>GOLF SKILLS OBJECTIVE(S):</b> PLAYING
<b>REVIEW LIFE SKILLS EXPLORED THIS SEMESTER</b>	<ul style="list-style-type: none"> <li>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</li> </ul>

**Guiding Questions:** Ask questions for the assessment interview--

NAME THE 4 GUIDELINES TO CREATE A GOAL NAME THINGS THAT YOU CAN DO TO STAY HEALTHY IN MIND, BODY AND SPIRIT. WHAT ARE SOME BENEFITS OF EXERCISE? NAME 3 OUT OF 7 CONCEPTS THAT MAKE UP THE FOOD GROUP PYRAMID. WHO WOULD YOU WANT ON A GO TO TEAM & LIST THEIR QUALITIES. ?

- What happens when YOU DON'T HAVE GOALS? WHAT ARE SOME DIFFERENCES BETWEEN PEOPLE THAT MAKE THEM DEVERSE?
- What IS A PERFORMANCE GOAL.....A PROCESS GOAL.....AN OUTCOME GOAL?? WHAT IS CARE.....HOW AND WHEN WOULD YOU USE IT??
- COMPARE CARE, STAR AND THE 4 Rs.. 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"/> Size or length of motion <input type="checkbox"/> Club Selection	<b>GO OUT AND PLAY ANY HOLES THAT ARE NEEDED TO COMPLETE THE 9 HOLE PLAYING REQUIREMENT FOR THE EAGLE ASSESSMENT</b>
	<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"/> <b>Balanced start</b>	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> <b>Centerness of hit</b>	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	
	<b>Routines:</b> <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:** DESCRIBE 2 RULES GONE OVER IN CLASS

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

NAME 3 HEALTHY HABITS AND DESCRIBE THEM

**Wrap-up**

**Time Allotted:**

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

*WHAT IS THE FIRST TEE CODE OF CONDUCT??*

1. *Can what you learned IN EAGLE be used in school, at home and in other areas of your life off the golf course?*
2. *DO YOU WHAT YOU LEARNED WILL BE HELPFUL IN YOUR LIFE IN AND OUT OF GOLF HOW AND WHY???*