

PLAYER Lesson # 1 Welcoming and SHOW RESPECT

Coach Name: _____ Chapter: TFT North Florida Facility: TFTNF Date: Spring 2018

of Coaches/Volunteers: 2+ # Participants: _____ Age Range: 7+ Skill Level: PLAYER

PLAYER-to-Coach ratio: 3-hole 6-hole 9-hole # of Stations/# of Holes: _____ On-course Off-Course

Duration (mins.): 90 mins Equipment and supplies needed: Balls, Cones, Ball markers, hoola hoops, string, launchers, putters_

Warm-up

Time Allotted: 10

Location(s): Field and/or putting green

*Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: **Respect** (Yardage Book Pages 4-7)*

1. Go over The First Tee Code of Conduct: Respect for myself, respect for others, and respect for my surroundings. **Code of Conduct** (Yardage Book Page 4)
2. Ask Students to Stand up, pass ball around and introduce themselves. Say one thing they like or like to do (sports, food, pets, colors, etc...)

Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category): Frog Jumps, Sprints, Arm circles, lunges, hopping

| Strength | Flexibility/Mobility | Agility/Coordination | Balance | Object Control |
|------------------------|---|--|-----------------|--------------------------------|
| Bear Crawl 15-20 FT | Arm circles each way Lunges forward and back | Bunny hopping forward Lunges backward | Sideways lunges | Toss ball to stationary target |

HEALTHY HABIT: Safety – Review and emphasize; connect to Healthy Habit: Safety

Safety - playing in a safe environment and by the rules (by showing respect). The action of keeping safe, averting or reducing injury, danger, loss, or getting hurt.

Life Skills Experience—The Nine Core Values

Time Allotted: 70

| PLAY <small>(Games/Activities PLAYers will experience)</small> | LEARN <small>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</small> | APPRECIATE | YOUR GAME |
|--|--|--|--|
| <p>Activities: Putting Chipping</p> <p>The Game: Simon Says and Hopscotch Putting (can be modified to Tic Tac Toe Putting)</p> | <p>Life Skill—Objective & Behaviors: RESPECT: To be nice and kind in ones actions Code of Conduct and etiquette on the greens</p> <p>Golf Skills: Select at least two skills <input checked="" type="checkbox"/> <u>Putt</u> <input checked="" type="checkbox"/> <u>Chip</u> <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing</p> <p>Golf Fundamental (Factor of Influence): <input type="checkbox"/> Distance-response (Size or length of motion) <input type="checkbox"/> Target Awareness (Target Selection) <input checked="" type="checkbox"/> <u>Get Ready to Swing</u> (<u>Hold (Grip)</u>-Set-up-Aim and Alignment)</p> <p>Physical Healthy Habits: <input type="checkbox"/> Energy <input type="checkbox"/> Play <input checked="" type="checkbox"/> <u>Safety</u></p> | <p>Game of Golf: - Definition of the green</p> <p>Etiquette: -Walking on the greens instead of running, not stepping on the hole, no knees on the green/scuffing</p> <p>-Respecting others by holding club in safety position, not talking or moving while other are putting/chipping</p> <p>Rules of Golf: -The Game 1.1: Playing a ball with a club from a teeing ground into the hole by a stroke or successive strokes.</p> | <p><i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3- hole and 6-hole markers, and 9-hole certification.</i></p> |

Complete during class or assign for homework: PLAYER Yardage Book pages 4-7

Purposeful Play Activities/Games Description(s): SIMON SAYS CHIPPING – Go over different types of grips (ten-finger, overlap, interlock)

Objectives of game: For PLAYers to complete and comprehend coaching commands as quickly as possible. The coach will add false commands by not mentioning “Simon Says.” For example “Simon says grip the golf club.” Next the coach will say, “Take a swing.” Whoever took a swing would have to sit out the game for a couple of cycles. Don’t have PLAYers be “out” for too long. Other examples can be, “Simon says aim your clubface, Simon says aim the clubface to the right, Simon says pick a target and tell the coach what it is, Simon says take a swing and hit the ball, get another ball.” A PLAYer would be out if they got another ball. Continue using “Simon says...” instructions so that PLAYers hear about **respect, grip, and safety**. The winner of the game is the last PLAYer who has successfully followed all of the given correct commands.

HOPSCOTCH PUTTING

- Objective of the Game:** Putt a ball into the numbered spaces or pattern of circles until there is a ball in each space (OR TIC TAC TOE).
- Golf Fundamental:** Learning to develop the size of swing to roll the ball to different distances. Also learns “feel” if this is set up of different surfaces (green, rough, concrete).
- How to play:** PLAYers putt their ball and have it stop in a certain circle or box and replace it with a ball marker. PLAYers need to have their ball go in the designated boxes in order from closest box to farthest. Have PLAYers make one shot at a time and alternate between five types of putting grips: 10-finger, interlock, overlap, reverse overlap, and left hand low. Encourage PLAYers to find the grip that works best for them. First player to putt a ball into each area in order wins the game. Make as many hopscotch boards as needed so that PLAYers are active.

Guiding Questions – (Ask questions to connect activities and lesson objectives)

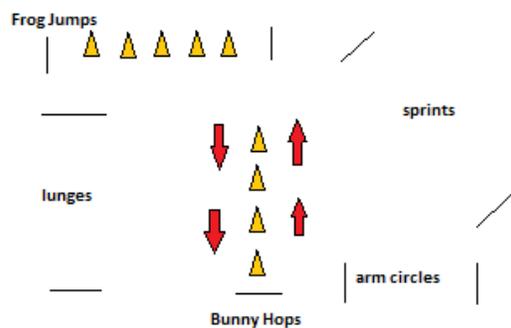
- Which grip did you think was best and why? Which grip was your least favorite? Why? How do we show respect for the putting green? For others?

| | |
|----------------|--------------------------|
| Wrap-up | Time Allotted: 10 |
|----------------|--------------------------|

Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

- What did you LEARN about the Game of Golf (putting and chipping)? What Core Value is in The First Tee Code of Conduct?
- What does it mean to them to be respectful to others? Where else should you be respectful?
- How can you apply what you learned today 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.) |
|--|



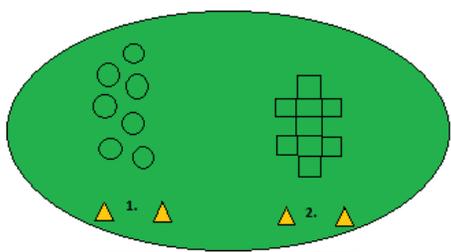
| | |
|-------------|---|
| Time | Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.) |
|-------------|---|

- | | |
|----|--------------------------------------|
| 10 | Warm up exercise and go over Respect |
| 3 | Change stations |
| 33 | Simon Says/Hopscotch Putting |
| 2 | Transition between stations |
| 32 | Simon Says/Hopscotch Putting |
| 10 | Clean up/Wrap up/Review |

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)

Hopscotch Putting:



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

PLAYer Core Lesson # 2 Courtesy towards others

Coach Name: Chapter: TFT North Florida Facility: TFTNF Date: Spring 2018
 # Of Coaches/Volunteers: 2+ _____ # Participants: _____ Age Range: 7+ _____ Skill Level: PLAYER _____
 PLAYer-to-Coach ratio: _____ 3-hole 6-hole 9-hole # of Stations/# of Holes: On-course Off-course
 Duration (mins.): 90 mins _____ Equipment and supplies needed: _____

Warm-up

Time Allotted: 10

Location(s):

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:

Review the First Tee Code of Conduct and Respect from Lesson 1.

Discuss COURTESY. What does it mean; how can you show COURTESY to others – on the golf course, in school, at extra-curricular activities, at home, etc. Why is it important to be courteous?

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

| Strength | Flexibility/Mobility | Agility/Coordination | Balance | Object Control |
|---------------------|-----------------------------------|----------------------|--------------|---|
| Forward walk Lunges | Toe Touches, side to side touches | Sprints | Balance Beam | Ball Toss between 2 Players running 20 feet |

Safety – Review and emphasize; connect to Healthy Habit: Play: Lively activity or exercise performed for fun, recreation and enjoyment; often spontaneous

Life Skills Experience—The Nine Core Values

Time Allotted: 65

| PLAY <small>(Games/Activities PLAYers will experience)</small> | LEARN <small>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</small> | APPRECIATE | YOUR GAME |
|--|--|--|---|
| <p>The Games: 3-3-3 Putting Course Pitching for Points</p> | <p>Life Skill—Objective & Behaviors: Courtesy: being or acting polite to others</p> <p>Golf Skills: Select at least two skills <input checked="" type="checkbox"/> Putt <input type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input type="checkbox"/> Full-swing</p> <p>Golf Fundamental (Factor of Influence): <input checked="" type="checkbox"/> Distance-response (Size or length of motion) <input type="checkbox"/> Target Awareness (Target Selection) <input type="checkbox"/> Get Ready to Swing (Hold-Set-up-Aim and Alignment)</p> <p>Physical Healthy Habits: <input type="checkbox"/> Energy <input checked="" type="checkbox"/> Play <input type="checkbox"/> Safety</p> | <p>Game of Golf: Show Courtesy towards others by: 1. Remaining still and quiet while others are playing 2. Being friendly and shaking hands when greeting others</p> <p>Etiquette: Show Courtesy by knowing where to stand and being quiet while others play their shots</p> <p>Rules of Golf: Teeing Ground (11-1)</p> | <p><i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i></p> |

Complete during class or assign for homework: PLAYer Yardage Book pages 8-11

Purposeful Play Activities/Games Description(s):

3-3-3: How to Play: PLAYers will play the course against other PLAYers. During their putting stroke, they must keep their eye on the target throughout their stroke. PLAYers will keep score.

Objectives of game: For PLAYers to get the lowest score while utilizing specific techniques when making a stroke for all shots. (Techniques are described at each level.) Set up a nine-hole course on the putting green with 3 short holes, 3 medium holes, and 3 long holes.

Objectives of golf fundamental: To develop awareness and feel for the placement of the target

PITCHING FOR POINTS SEE BELOW

Guiding Questions – (Ask questions to connect activities and lesson objectives)

- Ask what...makes the ball travel farther or shorter? How ... can you affect how fast or slow the ball rolls? What is a way of showing courtesy toward others on the golf course? Off the golf course? What do the different clubs make the ball do?

| | |
|----------------|--------------------------|
| Wrap-up | Time Allotted: 10 |
|----------------|--------------------------|

Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

1. What did you LEARN about the Game of Golf? What is The First Tee Code of Conduct?
2. What does it mean to them to be respectful to others? Where else should you show courtesy?
3. How can you apply what you learned today in school, at home and in other areas of your life off the golf course?



| Time | Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.) |
|------|--|
| 10 | Warm up |
| 3 | Change stations |
| 33 | 3-3-3/Pitching for Points |
| 2 | Change stations |
| 32 | 3-3-3/Pitching for Points |
| 10 | Clean up/wrap up/review |

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

Supplies: Tee markers, putters, golf balls

PITCHING FOR POINTS-----FIRST TO REACH 10

Set up as many stations needed to have no more than 4 to 5 Players per station. Set up stationary targets for each of the amount of Stations.

Instruct Players on how to control distance when playing shots. How can we use size or length of motion to change distances of shots?

Make the Targets close enough for Players to have a chance to make contact with the target. Adjust for the level of Players.



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

PLAYER Core Lesson # 3 Responsibility

Coach Name: _____ Chapter: TFT North Florida Facility: TFTNF Date: Spring 2018
 # of Coaches/Volunteers: 2+ # Participants: _____ Age Range: 7+ Skill Level: PLAYER
 PLAYER-to-Coach ratio: _____ 3-hole 6-hole 9-hole # of Stations/# of Holes: _____
 Duration (mins.): 90 mins Equipment and supplies needed: Rope/string, cones/tees, ball markers, golf balls, putter/irons, permanent marker

Warm-up

Time Allotted: 10 Location(s): **Any large open area**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:

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

| Strength | Flexibility/Mobility | Agility/Coordination | Balance | Object Control |
|--|---|---|--------------------------------------|---|
| Standing on toes and change to heels 10X | Toe touches and arm circles, 15 of each | Knee to opposite elbow while walking 15 ft. | Lunges in a straight line for 20 ft. | Practice Y to Y swing without ball and full swing 10 X each |

Safety – Review and emphasize; connect to Healthy Habit: ENERGY: The body's fuel for living; including sleep.

Life Skills Experience—The Nine Core Values

Time Allotted: 70

| PLAY <small>(Games/Activities PLAYers will experience)</small> | LEARN <small>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</small> | APPRECIATE | YOUR GAME |
|--|--|--|---|
| <p>The Game: Lilly Pads Leap Frog</p> | <p>Life Skill—Objective & Behaviors: Responsibility:</p> <p>Golf Skills: Select at least two skills <input checked="" type="checkbox"/> Putt <input type="checkbox"/> Chip <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing</p> <p>Golf Fundamental (Factor of Influence): <input type="checkbox"/> Distance-response (Size or length of motion) <input checked="" type="checkbox"/> Target Awareness (Target Selection) <input type="checkbox"/> Get Ready to Swing (Hold-Set-up-Aim and Alignment)</p> <p>Physical Healthy Habits: <input checked="" type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety</p> | <p>Game of Golf: Putting green; definition of a putting green and flagstick</p> <p>Etiquette: Where to lay the flagstick near the putting green</p> <p>Rules of Golf: The Flagstick (Rule 17-1): Before making a stroke from anywhere on the course, the player may have the flagstick attended, removed or held up to indicate the position of the hole.</p> | <p><i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan.</i></p> <p><i>Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i></p> |

Complete during class or assign for homework: PLAYER Yardage Book pages 12-15

Purposeful Play Activities/Games Description(s):

Leap Frog Diagram #2

How to Play: How many forward leaps can your frog get? Have each PLAYER draw a frog face on his/her golf ball with a permanent marker and name it. This can be a putting or chipping game. PLAYers get one ball and hit their chip onto green (use putter or iron). PLAYers mark their ball, pick it up and then putt/chip again. The next ball must go farther (yet still on the green) than the mark from previous ball. Continue until the ball goes off green on other side or comes up short of their previous mark.

Lilly Pads Diagram #1 CHIPPING GAME

How to Play: How many frogs can PLAYers get to hop across the lily pads? Have each PLAYER draw a frog face on his/her golf ball with a permanent marker and name it.

PLAYers get one ball and hits chip with putter or iron. Color code small circles and align them with larger circles. Place smaller circle off edge of the green; in line with the teeing ground and the larger circle, which is on the putting green. PLAYers get another ball if chip hits the closer circle (lily pad) or the larger circle (lily pad). If ball misses a lily pad, then PLAYers must go swimming for frog (ball) and retrieve. Continue to chip and count how many lily pads the frog hits. Option: Use SNAG® and Launch Pad (lily pad) to assist with aiming/target awareness.

Wrap-up

Time Alloted: 10

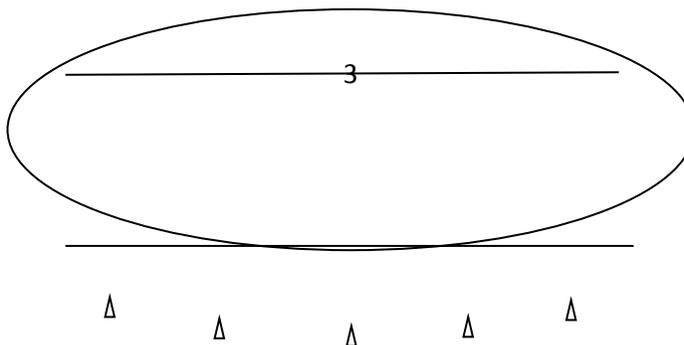
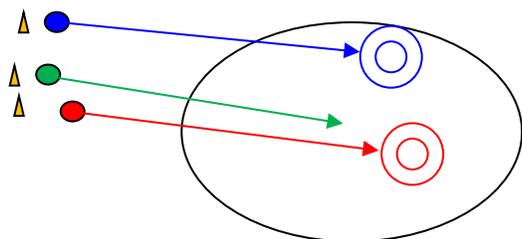
Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

1. *What is RESPONSIBILITY? I am the one myself and others depend on to make something happen..... What does it mean to the students? How can you show Responsibility while on the golf course? How can it be used outside of Golf?*
2. *What does it mean to them to be RESPONSIBLE to others? Where else should you be RESPONSIBLE beside the golf course?*
3. *How can you apply what you learned today in school, at home and in other areas of your life off the golf course?*

Time Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.)

| | |
|----|-------------------------|
| 10 | Warm up |
| 3 | Change stations |
| 33 | Lilly Pads/Leap Frog |
| 2 | Change Stations |
| 32 | Lilly Pads/Leap Frogs |
| 10 | Clean up/review/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)

PLAYer Core Lesson #4 Honesty

Coach Name: _____ Chapter: TFTNF Facility: _____ Date: _____
 # of Coaches/Volunteers: _____ # Participants: _____ Age Range: _____ Skill Level: PLAYer
 PLAYer-to-Coach ratio: _____ 3-hole 6-hole 9-hole # of Stations/# of Holes: 2 On-course Off-course
 Duration (mins.): 90 Equipment and supplies needed: Golf clubs and golf balls

Additional Notes: _____

| Warm-up | | | | |
|---|--|---|---|---|
| Time Allotted: 10 minutes | | Location(s): Large open area | | |
| <i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i> | | | | |
| Discuss Honesty and what it means. How can we show Honesty while playing golf? What about other situations outside of golf? Can we move the golf ball if we don't like where it ends up? Discuss some situations – ball in a clump of grass, ball under a tree branch, close to a rock, etc. Discuss Honesty in keeping score. | | | | |
| <i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category):</i> | | | | |
| Strength Broad Jumps Jump as far as they can feet together 5X | Flexibility/Mobility Toe touches 10Xmid and each side | Agility/Coordination Jump and turn in place 10X | Balance Heel to Toe walk like on a balance beam | Object Control Practice L to L Swing without a ball |
| <i>Safety – Review and emphasize; connect to Healthy Habit: SAFETY: Actions done to stay out of danger and lower the chance of a PLAYer getting hurt.</i> | | | | |

| Life Skills Experience—The Nine Core Values | | | |
|--|---|--|--|
| Time Allotted: 70 minutes | | | |
| PLAY <small>(Games/Activities PLAYers will experience)</small> | LEARN <small>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</small> | APPRECIATE | YOUR GAME |
| The Games: Aim at the Target Golf Basketball | Life Skill—Objective & Behaviors: Honesty: to tell the truth Golf Skills: Select at least two skills <input checked="" type="checkbox"/> Putt <input type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input type="checkbox"/> Full-swing Golf Fundamental (Factor of Influence): <input type="checkbox"/> Distance-response (Size or length of motion) <input type="checkbox"/> Target Awareness (Target Selection) <input checked="" type="checkbox"/> Get Ready to Swing (Hold-Set-up-Aim and Alignment) Physical Healthy Habits: <input type="checkbox"/> Energy <input type="checkbox"/> Play <input checked="" type="checkbox"/> Safety | Game of Golf: A PLAYer shows Honesty by: 1) Calling a penalty on himself/herself when the Rules say a penalty is due, and 2) writing and reporting the correct score which includes counting all strokes and penalties Etiquette: Be ready to play when it is your turn Rules of Golf: Scoring in Stroke Play (Rule 6-6): After each hole the marker should check the score with the competitor and record it. On completion of the round the marker must sign the score card and return it to the competitor. | <i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i> |
| Complete during class or assign for homework: PLAYer Yardage Book pages 16-19 | | | |
| Purposeful Play Activities/Games Description(s): Distances: To provide PLAYers with the opportunity to explore swing changes to determine distance to hit. PLAYers goal is to have a proper SET-UP so that they can aim at the target and hit towards the target. Coaches can have competitions with each group seeing who can get the most points. | | | |
| Title of game: <i>See the Target On Range or Chipping area</i> | | | |

Objectives of game: PLAYers learn that anything can be a target on a golf course. PLAYERS ARE TAUGHT PROPER SET –UP BEFORE ENGAGING IN THE SWING. Players receive points for getting towards their target and additional points for PROPER SET-UP. Coaches can create point system or have players create their own scoring system

Objectives of golf fundamental: Keep your thoughts on your SET-UP and the target. (Keep eyes on target to increase the challenge of the game).

Supplies: baskets or buckets 3 different sizes, SNAG equipment, traditional golf equipment, golf balls, tarp, blanket, rope cones noodles.

PLAYer Level—How to Play: PLAYers hit pitch shots toward their target. The goal is to see how many pitch shots players can hit towards the target, while staying inside the cone. Players should have an opportunity to attempt hitting large target first, and progressively attempt to hit towards smaller targets. ALL PLAYERS MUST HAVE A COACH APPROVE THEIR SET-UP BEFORE SWINGING

Title of game: *Golf Basketball On Range MAIN OBJECTIVE IS PROPER SET-UP BEFORE SWINGING*

Objectives of game: To get the most shots to hit the hoop (target) or any target. A COACH CAN PUT ON THE RANGE FOR FULL SWING. EMPHASIZE ½ SWING, L TO L SWING, ¾ SWING AND HOW FAR THE BALL TRAVELS. HAVE PLAYERS TRY DIFFERENT CLUBS--- HIGHER THE NUMBER LESS IT TRAVELS AND VISA VERSA. MAKE SURE EACH PLAYER HAS PROPER SET-UP AND GRIP.

Objectives of golf fundamental: To gain awareness of how to play pitch shots or full swing shots of varying distances.

Supplies: Variety of Clubs, golf balls, tee markers, rope and target. Note: Target can be hoop, rope, tub, roped circle or any circular target

Description of Set-up: Set up practice tees areas with varying distances to the target. Place new tee markers approximately every 10 yards. Coaches can also set up a free-throw lane with rope on the ground to provide a more visual appeal to PLAYers.

PLAYer Level—How to Play: PLAYers hit pitch shots toward their target. The goal is to see how many pitch shots players can towards the target, while staying inside the cone. Players should have an opportunity to attempt hitting large target first, and progressively attempt to hit towards smaller targets.

Guiding Questions – *(Ask questions to connect activities and lesson objectives)*

- Ask what...? How ...? What is ...? What do the ...?
- Ask how type of ball requires a different size or length of motion to advance the "ball"

Wrap-up

Time Allotted: 10 minutes

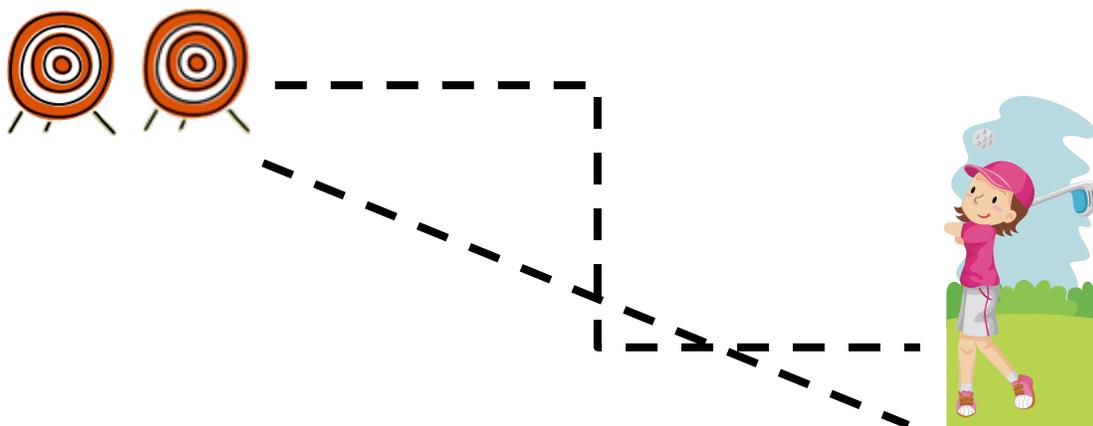
Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

1. *What did you LEARN about the Game of Golf? What is The First Tee Code of Conduct?*
2. *What does it mean to them to be respectful to others? Where else should you be respectful?*
3. *How can you apply what you learned today in school, at home and in other areas of your life off the golf course?*

| Time | Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.) |
|------|--|
| 10 | Warm up |
| 3 | Change stations |
| 33 | Aim at the Target/Golf Basketball |
| 2 | Change stations |
| 32 | Aim at the Target/Golf Basketball |
| 10 | Clean up/review/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)



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?

PLAYer Core Lesson # 6 Confidence

Coach Name: _____ Chapter: TFT North Florida Facility: TFTNF Date: Spring 2018

of Coaches/Volunteers: _____ # Participants: _____ Age Range: 7+ Skill Level: PLAYER

PLAYer-to-Coach ratio: _____ 3-hole 6-hole 9-hole # of Stations/# of Holes: ___ On-course Off-course

Duration (mins.): 90 mins Equipment and supplies needed: _____

Warm-up

Time Allotted: 10 **Location(s): Large open area**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: **Confidence**

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

| Strength | Flexibility/Mobility | Agility/Coordination | Balance | Object Control |
|--|---|--|---|--|
| Palm Squeezes count to 15 Up on toes count to 15 Up on heels count to 15 | Toe touches and hold, side to side toe touches, arm stretches | Hopping down, side stepping back to starting point | Heel to Toe walk like on a balance beam 20 feet up and back | Practice Putting stroke w/o balls concentrate of keeping club head square, Y to Y putt/chip swing w/o ball |

Safety – Review and emphasize; connect to Healthy Habit: **Energy** - the capacity for a body to do work. Having Energy to do what you do every day. Eating and drinking properly. Getting enough sleep.

Life Skills Experience—The Nine Core Values

Time Allotted: 70

| PLAY <small>(Games/Activities PLAYers will experience)</small> | LEARN <small>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</small> | APPRECIATE | YOUR GAME |
|--|--|---|---|
| The Game: 8 BALL POOL GAME AROUND THE WORLD Lily Pads | Life Skill—Objective & Behaviors: Confidence: a feeling of "I can do it!" Golf Skills: Select at least two skills <input checked="" type="checkbox"/> Putt <input type="checkbox"/> Chip <input type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing Golf Fundamental (Factor of Influence): <input type="checkbox"/> Distance-response (Size or length of motion) <input checked="" type="checkbox"/> Target Awareness (Target Selection) <input type="checkbox"/> Get Ready to Swing (Hold-Set-up-Aim and Alignment) Physical Healthy Habits: <input type="checkbox"/> Energy <input checked="" type="checkbox"/> Play <input type="checkbox"/> Safety | Game of Golf: Marking ball properly Etiquette: Leave the course in better shape than we found it (rake bunkers) Rules of Golf: Ball in Hazard (Rule 13-4) Except as provided in the Rules, before making a stroke at a ball that is in a hazard (whether a bunker or a water hazard) or that, having been lifted from a hazard, may be dropped or placed in the hazard, the player must not: a. Test the condition of the hazard or any similar hazard; b. Touch the ground in the hazard or water in the water hazard with his hand or a club; or c. Touch or move a loose impediment lying in or touching the hazard. | <i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i> |

Complete during class or assign for homework: PLAYer Yardage Book pages 24-27

Putting Coaches can choose 8 Ball/Pool or Around the World whichever you have supplies for. FOR 8 BALL YOU NEED A MARKER TO MAKE STRIPED BALLS AND AN 8 BALL

Purposeful Play Activities/Games Description(s):

8 BALL/POOL: Have each PLAYER mark their ball before putting to show they know how to mark a ball. Ensure PLAYERS get in the habit of marking their ball, and make sure PLAYERS do it correctly. **STAY AWARE OF THE TARGET---THE HOLE**
 8 Ball as in pool have 12 white balls....6 stripe/6 without and one colored ball that is the 8 ball. The 8 ball gets putted in last. Break Players into groups of 4 and have multiple sets of the 8 ball setup.....Coaches can put an 8 on a white ball so players can see it. Each group gets a hole on the Putting Green and the balls are dropped, 6 with stripes, 6 without stripes and the 8. Each Team of 2 tries to make a putt. The first ball that drops belongs to that Team is a striped ball goes in so that is the ball Team 1 putts and Team 2 putts the solids. The Teams alternate putting. If a team makes their putt they keep going till they miss then the other team of 2 putts again till they miss. The first Team to putt in all their balls gets to try and putt in the 8 Ball. Whatever team sinks the 8 ball wins.

Title of game: *Around the World*

Objectives of game: For PLAYERS to learn the break of putts. PLAYERS will have one practice round to learn the break. PLAYERS will putt from each location around the hole, scoring one point for every putt they make.

Objectives of golf fundamental: To adjust the target line for breaking putts.

Supplies: Putters, golf balls, tees

Description of Set-up: Choosing a hole with strong breaks, set up eight tees around the hole, distance dependent on level. PLAYER level: three-feet from hole. Par level: four-feet from hole. Birdie level: five-feet from hole. Eagle level: six-feet from hole.

PLAYER Level—How to Play: From 3-feet out, PLAYERS will start at each tee and have one shot to make the putt. PLAYERS scores one point if they make the putt. PLAYERS will then move counter-clockwise to the next tee and putt from there. This continues until PLAYERS have tried all eight locations “around the world.” The PLAYER with the most points wins the game.

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.

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.

PLAYER Level—How to Play: How many frogs can PLAYERS get to hop across the lily pads? Have each PLAYER draw a frog face on his/her golf ball with a permanent marker and name it.

PLAYERS get one ball and hits chip with putter or iron. Color code small circles and align them with larger circles. Place smaller circle off edge of the green; in line with the teeing ground and the larger circle, which is on the putting green. PLAYERS get another ball if chip hits the closer circle (lily pad) or the larger circle (lily pad). If ball misses a lily pad, then PLAYERS must go swimming for frog (ball) and retrieve. Continue to chip and count how many lily pads the frog hits. Option: Use SNAG® and Launch Pad (lily pad) to assist with aiming/target awareness.

Wrap-up

Time Allotted: 10

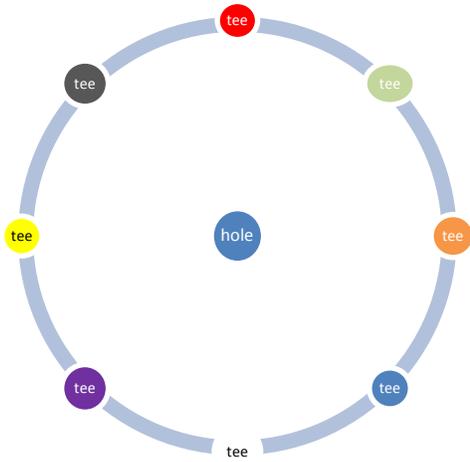
Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

1. What did you learn about being CONFIDENT? Why is it important to have Confidence in hitting shots?
2. What other areas in your life do you need confidence? Why is it important to have confidence on the golf course?
3. What does a confident person look like? Sound like? How can you be confident at school, home, other activities, etc.? Did you feel confident today?

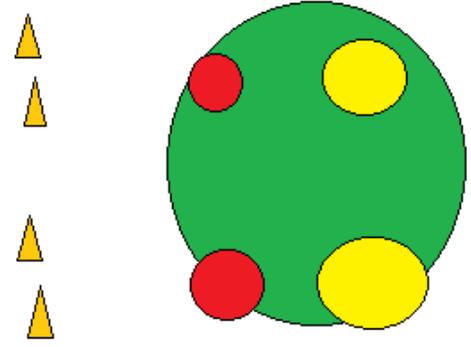
| Time | Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.) |
|------|--|
| 10 | Warm up |
| 2 | Change stations |
| 32 | Around the World & Lily Pads |
| 3 | Change stations |
| 33 | Around the World & Lily Pads |
| 10 | Cleanup/Wrap up/Review |

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

Around the World



Lily Pads



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

PLAYer Core Lesson # 7 Using good Judgement

Coach Name: _____ Chapter: TFT North Florida Facility: TFTNF Date: Spring 2018

of Coaches/Volunteers: _____ # Participants: _____ Age Range: 7+ Skill Level: PLAYer

PLAYer-to-Coach ratio: 2+ 3-hole 6-hole 9-hole # of Stations/# of Holes: _____ On-course Off-course

Duration (mins.): 90 mins Equipment and supplies needed: Chalk/string, rope, tees, golf balls, swim noodles, hoops, long tees, putter/irons/all clubs, SNAG clubs, traditional golf clubs (wedges and short irons), golf balls, tees, noodles

Warm-up

Time Allotted: 10 **Location(s): Large open area**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: **Judgment**

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

| Strength | Flexibility/Mobility | Agility/Coordination | Balance | Object Control |
|--------------|----------------------|---------------------------------|--|---|
| Squats – 10x | Jumping Jacks – 20x | Mini obstacle course with cones | Stand on one leg, count to 10, switch legs | Practice swings w/o golf clubs keeping head still |

Safety – Review and emphasize; connect to Healthy Habit: **Safety** - the action of keeping safe, averting or reducing injury, danger or loss. How do we keep our body safe

Life Skills Experience—The Nine Core Values

Time Allotted: 70

| PLAY <small>(Games/Activities PLAYers will experience)</small> | LEARN <small>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</small> | APPRECIATE | YOUR GAME |
|---|---|---|---|
| <p>The Games:</p> <ul style="list-style-type: none"> - Over-Under Chipping - Aiming on the Range | <p>Life Skill—Objective & Behaviors:</p> <p>Judgment: to make a decision or form an opinion</p> <p>Golf Skills: Select at least two skills <input type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing</p> <p>Golf Fundamental (Factor of Influence):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distance-response (Size or length of motion) <input type="checkbox"/> Target Awareness (Target Selection) <input checked="" type="checkbox"/> Get Ready to Swing (Hold-Set-up-Aim and Alignment) <p>Physical Healthy Habits:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Energy <input type="checkbox"/> Play <input checked="" type="checkbox"/> Safety | <p>Game of Golf:</p> <p>Parts of the Course Body Balance during the swing</p> <p>Etiquette:</p> <p>Be aware of other PLAYers position before swinging (Safety)</p> <p>Rules of Golf:</p> <p>Water Hazard (Rule 26-1) - If a ball is found in a water hazard or if certain to be in the hazard, the player may under penalty of one stroke: a. Play a ball as near as possible to where the original ball was played; or b. Drop a ball behind the water hazard keeping the point where the original ball entered the hazard directly between the hole and the spot where the ball is dropped, with no limit to how far behind the water hazard the ball is dropped; or c. Drop a ball outside the water hazard within two club-lengths of and not nearer the hole than the point where ball entered the hazard or on the opposite side of the hazard no closer to the hole.</p> | <p><i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan.</i></p> <p><i>Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i></p> |

Complete during class or assign for homework: PLAYer Yardage Book pages 28-31

Purposeful Play Activities/Games Description(s):

Range style with targets between 10 and 30 yards away, have participants focus on aim and alignment

Title of game: *Over-Under Chipping*

Objectives of game: To chip golf balls either over or under a swim noodle, concentration is on aim and alignment

Objectives of golf fundamental: Aiming while chipping. Does it change for going under or going over?

Supplies: Chalk/string, rope, tees, golf balls, swim noodles, hoops, long tees, putter/irons/all clubs

Description of Set-up: Near the putting green, set up a variety of swim noodles either lying on the ground (staked in with the long tees or aim sticks) or curved to create an arch. Next place tee markers to create the hitting stations.

Finally, with either rope, mason’s chalk, baby powder or string, hoops, create circles, or targets, for the PLAYers to aim toward. As the PLAYers become more experienced, the coach can either make the circles smaller or have the circle surround holes.

Title of game: *Aiming on the Range*

Objectives of game: How to aim at your target when making a full-swing

Objectives of golf fundamental: Learn how the body is positioned in relation to the target when making a full swing. Have the PLAYers select different targets every 3-5 golf shots. Encourage them to be aware of aim and alignment on every swing. If available, use alignment sticks to help PLAYers properly position their feet to their target.

Supplies: SNAG clubs or traditional golf clubs (wedges and short irons), golf balls, tees, noodles, alignment sticks

Description of Set-up: Range style with targets between 10 and 30 yards away

Wrap-up

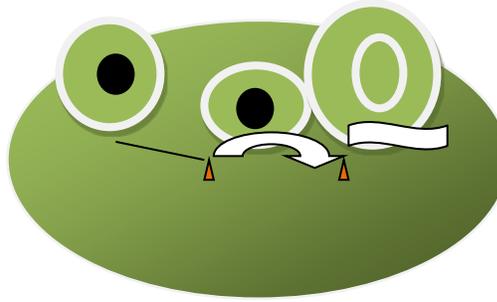
Time Allotted: 10

Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

1. How do you decide where you want a shot to go? What is your pre-shot routine? Does that help? What grip do you use? What is your set-up, aim and alignment? Does that influence where your shot goes?
2. What does it mean to use good judgment? What are some situations where you have had to use judgment? How can you use better judgment at school, home, during other activities?

| Time | Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.) |
|---|--|
| 10 | Warm Up |
| 3 | Change stations |
| 32 | Over-Under Chipping/Aiming on the Range |
| 2 | Change stations |
| 33 | Over-Under Chipping/Aiming on the Range |
| 10 | Clean up/wrap up/review |
| DIAGRAM: (Identify number of stations and location, equipment needed for each, and brief description for each station activity.) | |

Over-Under Chipping

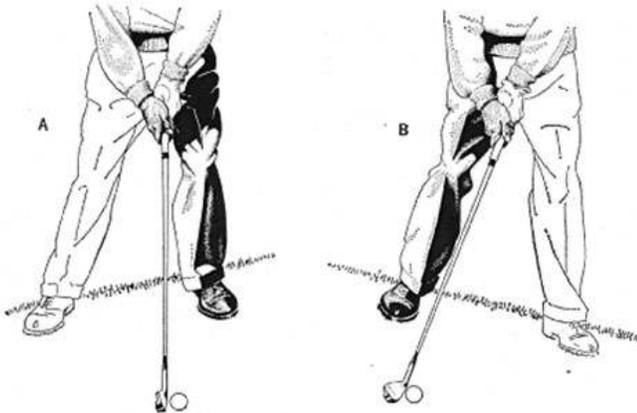


PLAYer Level—How to Play: How to contact ball to get over the noodle and under the noodle

PLAYers will use a wedge or sand wedge at both stations. Allow PLAYers to discover various ways to chip the ball with the intention of getting it over or under the noodle. Upon hitting the three balls, have PLAYers switch to the other chipping station where they can hit another three balls. Allow PLAYers to use tees to assist in getting some loft on the shot which goes over the noodle.

Getting Balanced

Diagram of Set-up:



PLAYer Level—How to Play: Using SNAG clubs or wedges and hit shots with the following set-ups: 1) feet together, 2) alternate swinging on one leg, 3) super-wide stance, and 4) standing on a noodle. Concentration is on set-up and trying different set-ups. Ask PLAYers: *How do you feel on your feet after each one of these activities and swinging small, medium and large swings?*

SEE INSTRUCTIONS ABOVE IN DESCRIPTION.

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

PLAYer Core Lesson # 8 Perseverance

Coach Name: _____ Chapter: TFT North Florida Facility: TFTNF Date: Summer2018

of Coaches/Volunteers: _____ # Participants: Age Range: 7+ _____ Skill Level: PLAYer

PLAYer-to-Coach ratio: _____ 3-hole 6-hole 9-hole # of Stations/# of Holes: _____ On-course Off-course

Duration (mins.): 90 mins Equipment and supplies needed: Golf balls, carpenter tape or string, practice area or golf course

Warm-up

Time Allotted: 10 **Location(s): Large open area** **PERSEVERANCE PGS 32-35 IN CLASS PGS 38-41**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: Perseverance

Physically engage PLAYers in a fitness circuit:

| | | | | |
|-------------------------------|---|--|-----------------------------|---|
| Strength Squats 10X | Flexibility/Mobility Cross legged toe touches, side stretches, arm stretches | Agility/Coordination High knees, up and back in a straight line 20 feet | Balance Inch worm | Object Control Practice L to L swing w/o ball keeping head still and maintaining square club head |
|-------------------------------|---|--|-----------------------------|---|

Safety – Review and emphasize; connect to Healthy Habit: Play – lively activity or exercise for fun, recreation and enjoyment; often spontaneous

Life Skills Experience—The Nine Core Values

Time Allotted: 70

| PLAY <small>(Games/Activities PLAYers will experience)</small> | LEARN <small>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</small> | APPRECIATE | YOUR GAME |
|--|--|---|---|
| Activities: Darts The Game: | Life Skill—Objective & Behaviors: Perseverance : to persist with an idea, purpose or task despite obstacles. To keep going no matter what Golf Skills: Select at least two skills <input checked="" type="checkbox"/> Putt <input type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input type="checkbox"/> Full-swing Golf Fundamental (Factor of Influence): <input checked="" type="checkbox"/> Distance-response (Size or length of motion) <input type="checkbox"/> Target Awareness (Target Selection) <input type="checkbox"/> Get Ready to Swing <small>(Hold-Set-up-Aim and Alignment)</small> Physical Healthy Habits: <input type="checkbox"/> Energy <input checked="" type="checkbox"/> Play <input type="checkbox"/> Safety | Game of Golf: Understand areas of the golf course that have less than favorable consequences Etiquette: Wait until PLAYers ahead have cleared before hitting Rules of Golf: Provisional Ball (27-2): If a ball may be lost outside a hazard or may be out of bounds a PLAYer may play a provisional ball. The PLAYer must: a. announce to other PLAYers that he/she is playing a provisional ball; and b. play the provisional ball before he goes forward to search for the ball | <i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i> |

Complete during class or assign for homework: PLAYer Yardage Book pages 38-41

Purposeful Play Activities/Games Description(s): Range/Chipping area
 Have players focus on the distance to the desired target.

Title of game: *Darts---GET OUT OF THE BUNKER (can be played as a pitching game if practice bunker is not available)*

Objectives of game: The key to this game is to determine distance to the target to hit the bulls-eye. Instruct players to hit 1 to 1 ½ inches behind the ball taking sand and the ball out of the bunker toward the bullseye.

Objectives of golf fundamental: A PLAYer may change clubs as they see needed. This can also be played from a Fairway bunker. HAVE Player try Sand Wedge first if they succeed in getting out of the bunker have them try with their 7 iron to see the difference and how loft is needed.

Supplies: Golf balls, carpenter tape or string, practice area or golf course

Description of Set-up: Set up a simulated “over-sized” dart board for participants to hit approach shots with varying levels of difficulty. The most difficult shot will be rewarded the highest point value. The second in difficulty will be rewarded the next highest point value and so on.

Title of game: SHARKS AND MINNOWS

****May need more than one setup depending on class size* (OR BATTLESHIP!! SEE NEXT PAGE BELOW)**

Players all start with a yellow golf ball and pick a starting point—a designated area marked off with tape or string...THE OCEAN..... (Make it pretty big on putting surface). A Coach will start as the GREAT WHITE SHARK with a white golf ball and announce all Minnows swing away!! All Players putt one putt anywhere inside the OCEAN... Minnows all step out of the OCEAN after they putt and then THE GREAT WHITE gets a putt. The GREAT WHITE must try and hit one of the minnows golf balls to “EAT” them and get them out of the OCEAN ...BUT that Minnow then becomes the next GREAT WHITE and the game goes on until there is ONE MINNOW Left..... THAT MINNOW WINS..... MORAL its best to be the small fish in the ocean!!! If a MINNOW putts outside of the OCEAN that MINNOW is out of the game. Players must control their distance and their aim to keep playing.

Wrap-up

Time Allotted: 10

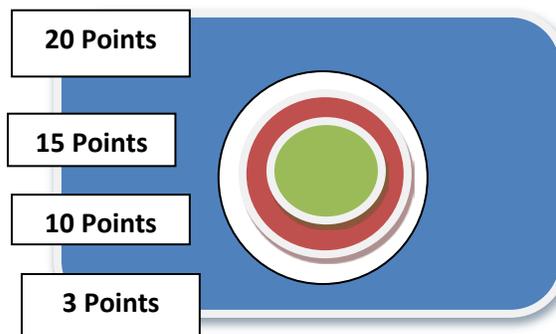
Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

1. What happens if your shot doesn't go where you want it, or you have some trouble getting a ball out of a bunker or thick rough – what will you do? Did you get frustrated at all today? How did you handle that frustration?
2. What are some situations where you have had to use perseverance? How can you “persevere” at school, home, other activities,
3. How do you keep positive and have fun when you have to persevere? (Think about the things you do well!!)

| Time | Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.) |
|------|--|
| 10 | Warm up |
| 3 | Change stations |
| 32 | Darts and Sharks & Minnows |
| 2 | Change stations |
| 33 | Darts and Sharks & Minnows |
| 10 | Clean up/wrap up/review |

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

BUNKER SHOT TO DART BOARD



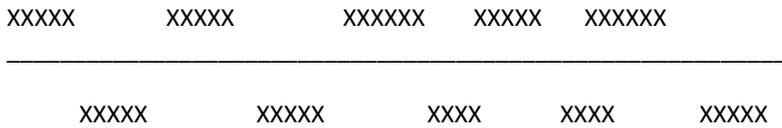
Practice Tee

BATTLESHIP:

Knock out Targets on the Opposite side of the line or tape. Set up with 2 teams of no more than 3 Players each side. Multiple Teams and Targets maybe needed. Check your Course for little targets. If your course is not equipped change to SHARKS AND MINNOWS PUTTING GAME.

PLAYER 1
side and Player 2 tries to get
all Battleship Targets WINS!!

Player 1 tries to knock out Targets on Player 2's
Targets on Player 1's side. First Team to knock down



Player 2

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

PLAYER Core Lesson # 9 Integrity

Coach Name: _____ Chapter: TFT North Florida Facility: TFTFNF Date: Spring 2018

of Coaches/Volunteers: _____ # Participants: _____ Age Range: 7+ Skill Level: PLAYER

PLAYER-to-Coach ratio: _____ 3-hole 6-hole 9-hole # of Stations/# of Holes: _____ On-course Off-course

Duration (mins.): 90 mins _____ Equipment and supplies needed: _____

Warm-up

Time Allotted: 20 **Location(s):** **INTEGRITY PGS 36-37 AND 42-43 IN CLASS 38-41**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: Review all of the Nine Core Values.
INTEGRITY – showing the core values even when no one is watching – knowing what’s right and wrong and how to act; being responsible for your own conduct when others aren’t looking; maintaining composure and etiquette.

CLASS REVIEW: Go over parts of the course – where on the course are some of the “unfavorable” places to be hitting from? (Bunkers, deep rough, having hit in the water or out of bounds). Why is being in the fairway the best place to be? Briefly review what to do if the ball goes in the water hazard (lateral) or out of bounds (review of prior classes) How would you handle it if your ball did go in an unfavorable place while you were alone?? Would you move it or play it as it lies or take a drop....you must use JUDGMENT as well as INTEGRITY

FITNESS CIRCUIT: *Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category): Practice swinging without a club – to get the body ready and simulate what you will be doing. Do some standing twists – simulate a backswing – keep balanced. Get the leg muscles ready for walking – do several squats, alternating toes touches left, middle, right, do cross legged toe touches and keep balance. Dynamic warm-up: Travel ahead about 20 feet by doing high knee lifts.*

Safety – Review and emphasize; connect to Healthy Habit: Safety- the action of keeping safe, averting or reducing injury, danger or loss. PLAY; an activity done for enjoyment and relaxation and invigoration with friends or family, indoors or outside. Energy—the ability of the body to do the work of the day....eating, drinking and sleeping well.

Life Skills Experience—The Nine Core Values

Time Allotted: 50

| PLAY <small>(Games/Activities PLAYers will experience)</small> | LEARN <small>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</small> | APPRECIATE | YOUR GAME |
|---|---|---|---|
| <p>Activities: Core Value Putting/REVIEW</p> <p>The Game:</p> <p>Putting Assessment practice</p> | <p>Life Skill—Objective & Behaviors: PLAYers learn about the Code of Conduct and he/she lives with integrity by: (1) maintaining his/her composure and etiquette even when he/she thinks others are not watching. Integrity- knowing the difference between right and wrong and doing the right thing even when no one is looking. Golf Fundamental (Factor of Influence): <input checked="" type="checkbox"/> Target Awareness-involves (A) target selection, (B) distance to the target, and (C) reaction to the target. Remind the PLAYers the ball is not a target. Physical Healthy Habits: REVIEW ALL 3 <input type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety</p> | <p>Game of Golf: Areas of the course; terminology for different forms of Stroke Play</p> <p>Etiquette: Show concerns for safety for self and others on the course: where to stand when others are hitting, use of “fore” as necessary Consideration for others and the course Plays safe, fast, and courteous; pace of play When to record the score (after leaving the green)</p> <p>Rules of Golf: Scoring in Stroke Play (6-6) Signing and Returning Score Card (6-6b) Undue Delay, Slow Play (6-7)</p> | <p style="text-align: center;"><i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan.</i></p> <p style="text-align: center;"><i>Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i></p> |

Purposeful Play Activities/Games Description(s):
Core Value Putting-

The putting green will be setup similar to 3-3-3, at each tee marker will be a printout with a core value definition on it. PLAYers will be split up into teams, they will discuss the definition and putt out the hole (each hole should be rotated by PLAYers). Before leaving the hole, they will write the answer to the definition on the ball or a piece of paper and place into a bag at the tee marker. Each team should have a scorecard so they can keep track of number of putts as a team.

Assessment Putting- this may count as the Players 9 hole putting course if there are enough Coaches to properly watch the Player, the Player must keep their own scorecard and hand it in signed and the coach must also sign. Player MUST DEMONSTRATE THE ATTRIBUTES BELOW WITH NO HELP FROM THEIR COACHES:

Putting with Integrity – PLAYers will be in small groups and go through a putting course as part of assessment. 3 putting holes for 5, 10, 15+ feet will be used. PLAYers must demonstrate etiquette on the greens (marking ball correctly, order of play, not walking through lines, being respectful, and keeping score). Coaches please write on roster if they have demonstrated these traits on the course or if they need additional work. OR CONTACT COACH ANNE OR COACH KYLE ****GIVE THE COMPLETED SCORE CARD TO THE STUDENT TO BRING TO THEIR ASSESSMENT ON WEEK 10** MAKE SURE PLAYERS UNDERSTAND WHAT STROKE PLAY MEANS AND KNOW THE MARKER COLORS. REVIEW FOR ASSESSMENTS THE REST OF CLASS BY ASKING QUESTIONS AND GOING OVER THEIR BOOKS. MAKE SURE BOOKS ARE COMPLETE FOR WEEK 10 ASSESSMENT.**

Wrap-up

Time Allotted: 20

Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

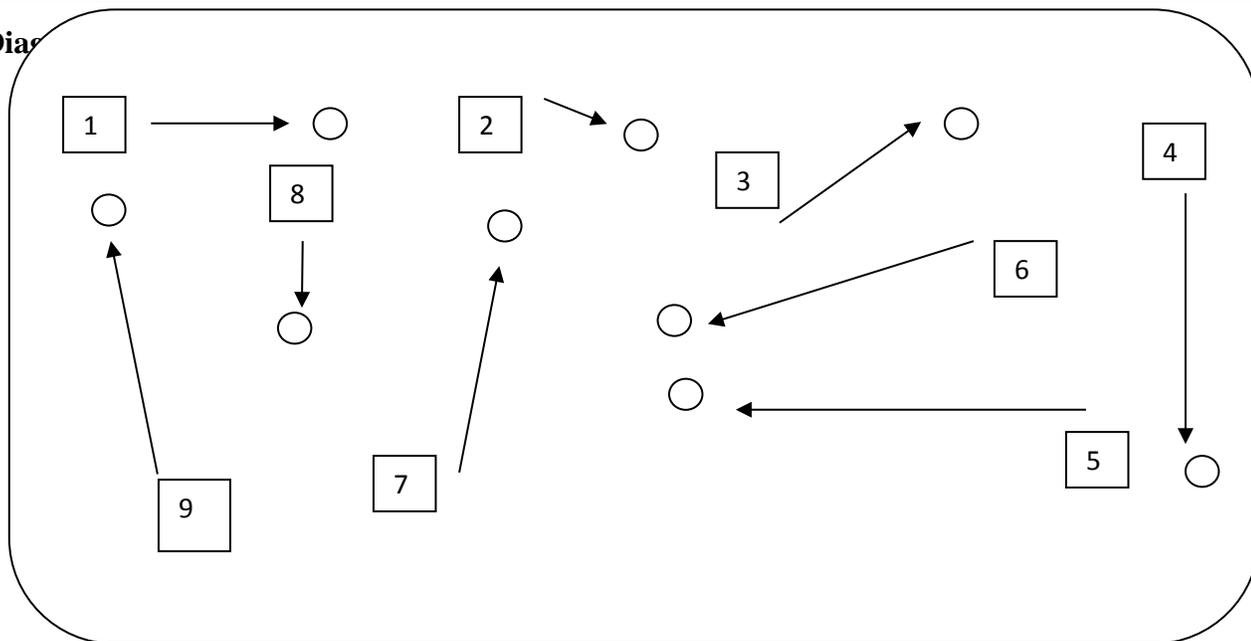
1. Which of the Nine Core Values did you use while you were playing today?
2. What does it mean to play with integrity? How can you live with integrity at school, home, other activities, etc.?

USE CLASS TIME TO REVIEW FOR WK 10 ASSESSMENTS!!

| Time | Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.) |
|------|--|
| 20 | Warm up |
| 50 | Putting courses/REVIEW |
| 20 | Wrap up/ review |

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

Diagram



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

| |
|--|
| |
| |

PLAYER Core Lesson #10 ASSESSMENT

Coach Name: _____ Chapter: TFT North Florida Facility: TFTNF Date: Spring 2018
 # of Coaches/Volunteers: _____ # Participants: _____ Age Range: 7+ _____ Skill Level: PLAYER _____
 PLAYER-to-Coach ratio: _____ 3-hole 6-hole 9-hole # of Stations/# of Holes: _____ On-course Off-course
 Duration (mins.): 90 mins Equipment and supplies needed: _____

Warm-up

Time Allotted: 20

Location(s):

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:

ASSESSMENT DAY.....WRITTEN TEST GIVEN AND PLAYERS TAKEN ONTO COURSE TO FINISH THEIR PLAYING FOR THE PLAYER LEVEL (if they have not played with a parent.)

Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category): lunges, hopping, arms out and reach, arm circles

| Strength | Flexibility/Mobility | Agility/Coordination | Balance | Object Control |
|---|--|----------------------|---|--|
| Palm Squeezes, Up on toes count to 60 Up on Heels count to 60 | Arm circles, arm stretches, wrist stretches, toe touch and hold 5X | side steps 15 feet, | stand on one leg count to 15 and switch | Slowly practice Putt, Y to Y, L to L and Full Swing w/o a ball |

Safety – Review and emphasize; connect to Healthy Habit: safety, Play and Energy Review

Life Skills Experience—The Nine Core Values

Time Allotted: 30mins + ASSESSMENT WRITTEN

| PLAY <small>(Games/Activities PLAYers will experience)</small> | LEARN <small>(Behaviors reflective of The First Tee Code of Conduct and Nine Core Values)</small> | APPRECIATE | YOUR GAME |
|--|---|--|---|
| <p>Activities:</p> <p>On Course: Play IF NEEDED TO ADVANCE</p> | <p>Life Skill—Objective & Behaviors:</p> <p>Golf Skills: all <input checked="" type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing</p> <p>Golf Fundamental (Factor of Influence): TESTING DAY Distance response, Target Awareness, Get Ready to Swing—(grip, setup, aim and alignment Physical Healthy Habits: SAFETY, PLAY AND ENERGY</p> | <p>Game of Golf:</p> <p>Etiquette: Waiting for your turn, being mindful of others when they are hitting, etiquette on the green</p> <p>Rules of Golf: Undue delay, slow play</p> <p>OB stakes are White, Hazard Stakes are RED Yellow Stakes are Water Hazard</p> | <p><i>...the outcomes of integrating PLAY, LEARN and APPRECIATE into each lesson plan.</i></p> <p><i>Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</i></p> |

Purposeful Play Activities/Games Description(s):

PLAY: take the PLAYers to course and play some holes, work on pace of play and sportsmanship. OBSERVE ETIQUETTE ON THE GREEN, OVERALL GOLF ETIQUETTE try and shorten holes so Player can get their Playing requirement done.

Wrap-up

Time Allotted: 10-15 MINUTE INTERVIEW. Interview right after written test!!!

Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:

1. *What did you LEARN about the Game of Golf that is important to you? What is The First Tee Code of Conduct?*
2. *What does it mean to them to be respectful to others? Where should you be respectful? What is your favorite Core value and why?? Ask Player to define 3 other Core Values. Have the Player name one Rule that was gone over in class. Have the Player name the color of OB, Hazard and Water Markers. Have the Player explain how to do a drop.*
3. *How can you apply what you learned today in school, at home and in other areas of your life off the golf course?*

| Time | Lesson Progression: (List bullet-points for time allotted, lesson flow, and location of lesson activities/stations.) |
|------|--|
| 05 | Warm up |
| 30+ | Written test and INTERVIEW |
| 55 | Playing 9 holes |

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)