

Week 1 Par Core Lesson Meeting and Greeting with ALR

Coach Name: _____ Chapter: North Florida _____ Facility: TFTNF Date: SPRING 2018
 # of Coaches/Volunteers: 2+ # Participants: _____ Age Range: 9 + _____ Skill Level: PAR _____
 PLAYer-to-Coach ratio: _____ 3-hole 6-hole 9-hole # of Stations/# of Holes: _____ On-course Off-course
 Duration (mins.): 75 mins _____ Equipment and supplies needed _____

Warm-up

Time Allotted: 10 **Location(s):** **lesson #12** **BOOK PGS 16-21 HOMEWORK PGS 16-21 AND 4-9**

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

- Coaches demonstrate the incorrect way to introduce yourself (poor eye contact, mumbling, frowning, weak handshake) and then the correct way (pg. 16—19 in yardage book) Discuss the differences and which is more interesting. What makes you want to get to know people?
- Split into partners, one group at a time go through an introduction and have others observe and give feedback.
- Discuss open and closed ended questions. How do open ended questions keep ALR going?

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

Strength Push ups 10	Flexibility/Mobility ARM, NECK AND BACK STRETCHES	Agility/Coordination CROSSOVER WALK 30 FT UP AND BACK	Balance STRAIGHT LINE HEEL TO TOE WALK 30 FT UP AND BACK 3X	Object Control BOUNCE ball walk and catch while weaving
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*Safety – Review and emphasize; connect to Healthy Habit: **PLAY:** an act performed for its own sake, which enlivens and invigorates the spirit. Getting together with others to have fun and play games, a sport, bike ride, skate etc.*

Life Skills Experience

Time Allotted: 70 *List what players will learn in each component*

LIFE SKILLS OBJECTIVE(S): MEETING AND GREETING WITH A-L-R	GOLF SKILLS OBJECTIVE(S): Clubface and ball contact and clubface direction at contact
<ul style="list-style-type: none"> Participants learn how to properly introduce themselves and use open ended questions to stimulate conversation 	<ul style="list-style-type: none"> What do players do to aim the clubface? Getting ready includes: grip/hold, setup and aiming the clubhead at the target CLUBFACE—does the direction of the club head influence ball direction

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

- How do you...hold the golf club? HOW MANY GRIPS ARE THERE?? BASEBALL, OVERLAP AND INTERTWINED, go over aim and alignment of CLUBHEAD
- What happens when... you smile at someone you have not met?
- What would happen if... you use close ended questions?

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input type="checkbox"/> Putt <input checked="" 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	"Shake hands with the target" "baseball, interlock, overlap"
	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target	
	<input type="checkbox"/> Get Ready to Swing	Hold & Set-up Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish	
	<input checked="" type="checkbox"/> Clubface and Ball Contact	<input checked="" type="checkbox"/> Clubface direction at contact	How and when do you aim the clubhead? Does the direction of the club face effect when the ball goes.....how?? Introduce Draw and Fade terms. Introduce PRE_SHOT ROUTINE
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	
	Routines: <input type="checkbox"/> Preshot routine	<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"/> On-course Strategies	<input type="checkbox"/> Self-management		

Etiquette/Rules of Golf: RULE 11-1 TEEING THE BALL...player can stand outside the tee box as long as the ball is in. Talk about taking a stroke and missing (counts as a stroke) vs the ball blowing or falling off the tee w no stroke.
ETIQUETTE:INTRODUCE YOURSELF AT THE START OF A ROUND OF GOLF BEFORE OR AT THE TEEING GROUND

Healthy Habit—Physical: <input type="checkbox"/> Energy <input checked="" type="checkbox"/> Play <input type="checkbox"/> Safety XXX Other Healthy Habit(s): PLAY	<i>Play.....an activity done for enjoyment with others</i>
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Wrap-up	Time Allotted: 10 mins
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Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:
*What did you LEARN about meeting someone new?? What is The First Tee Code of Conduct? Does that apply when meeting someone new?? What is ALR?? How did the direction of the clubface influence your shot??
 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.)
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Homework for week 2 pgs 4-9 Lesson 10
TALK ABOUT A—L---R GO OVER MEETING AND GREETING.
DO WARMUP EXERCISES

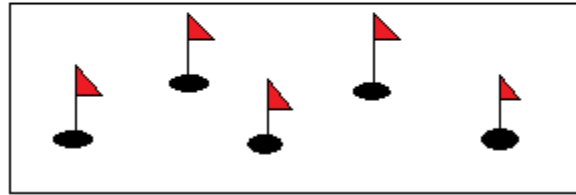
LIFE SKILL EXPERIENCE

TIME	LESSON PROGRESSION: List bullet points for time allotted, lesson flow, and location.
10mins	Warm up activities and Meeting and Greeting using ALR
20mins	“Shaking Hands with your CLUB ON THE RANGE Need: 5 stations, a landing area (green or roped), 3 balls each, clubs. Partner up –INTRODUCE YOURSELF W ALR and each turn coach instructs players to feel a different AIMING OF THE CLUB FACE, . After each turn, coach needs to change the partners “one partner move one space to the right...left...etc...” and each move they re-introduce themselves to their new partner. Players must ask (A) a question and (L) listen to the partner’s response and (R) respond to that person’s statement. USE DIFFERENT CLUB HEAD DIRECTIONS....RIGHT ----CENTER-----LEFT AT EACH PITCH STATION and make the pitch with that particular DIRECTION you are trying. Change location
5mins	
20mins	
10mins	Noodle Silly UNDER/OVER CHIPPING Need: noodles, MAKE HORIZONTAL NOODLE TARGETS WITH AIM STICKS HOLDING THEM UP. Players must aim R/CENTER/L at different targets to get the ball over and then under the noodle while pitching. Set NOODLES up 30-50 yards out depending on PLAYER SKILL.....3 balls each, 5 hitting stations. Partner up and each player has to hit their 3 balls (golf or snag) AIMING CLUBFACE AT THE TARGET NOODLE “what happens when you change the direction of the clubface?” Coach also shifts partners and hitting stations by partners “one partner move one space to the right...left...etc...” and each move they re-introduce themselves to their new partner. . Players must ask (A) a question and (L) listen to the partner’s response and (R) respond to that person’s statements. USE YOUR PREFERRED GRIP. Clean up/ wrap up

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

Shake Hands with Your CLUB (baseball/interlock/overlap)

Noodle Silly



PITCH ON GREEN



hitting out to range or field

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

Week 2 Par Core Lesson10 Exploring the GAME

Coach Name: _____ Chapter: North Florid _____ Facility: TFTNF Date: SPRING 2018
 # of Coaches/Volunteers: 3 # Participants: _____ Age Range: 9 ---11 Skill Level: PAR
 PLAYer-to-Coach ratio: 6:1 3-hole 6-hole 9-hole # of Stations/# of Holes: _____XXX On-course Off-course
 Duration (mins.): 75 mins _____ Equipment and supplies needed _____

Warm-up

Time Allotted: 10 **Location(s):** BOOK PAGES 4-9 HOMEWORK NEXT WEEK 10-15

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:
Give overview of elements to be covered in Par Level (see book page 2). Encourage Players to review the content for that day's lesson after each class. HOMEWORK FOR NEXT WEEK PGS 10-15
 Discuss GAME technique – and how it can be used to try new activities in golf or in school/at home/different sports/different extra-curricular activities.
Go play
And explore
My interests
Enjoy what's fun for me!

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

Strength Frog jumps 10X	Flexibility/Mobility Arm circles/ STRETCHES	Agility/Coordination Sprints 30FT UP AND BACK	Balance Standing stunts STAND ONE FOOT BRACED ON OTHER LEG HOLD 20 SECS SWITCH	Object Control THROW a Ball while you are walking
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Safety – Review and emphasize; connect to Healthy Habit: ENERGY—the capacity of a body or physical system to do work.....available power. What and how much we eat and drink and sleep and rest to refuel our bodies to have energy.

Life Skills Experience

Time Allotted: 70

<p>LIFE SKILLS OBJECTIVE(s):</p> <ul style="list-style-type: none"> Self-management technique called GAME to explore what's fun for them and how to explore new things that might be outside of their comfort zone Go play And explore My interests Enjoy what's fun for me! 	<p>GOLF SKILLS OBJECTIVE(s):</p> <ul style="list-style-type: none"> Putting and Chipping- Distance RESPONSE-the ability to produce the optimal range of motion and/or energy combined with club selection to roll or propel the ball the desired speed or distance INTRODUCE Swing Rhythm- is a visual flow, or internal timing among parts of a swing, that occurs as one continuous swinging motion. Swing Rhythm has a steady or smooth application of speed without a sudden burst of effort. Two big influences on Swing Rhythm are swing tempo and swing sequencing
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Guiding Questions: Ask questions to connect activities and lesson objectives

- How do you...know you can do certain things? What is exploring or experimenting?? Do you learn from exploring or experimenting or investigating??
- What happens when...you have never tried something before? Is this a way you can find out what you like and what you don't??
- What would happen if...?

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
Xx Putt	<input checked="" type="checkbox"/> Distance response	<input type="checkbox"/> Size or length of motion <input checked="" type="checkbox"/> Club selection	HAVE PLAYERS CONCENTRATE ON Y TO Y SWING AND VARYING THE LENGTH AND THEN FORCE OF THE SWING TO SEE HOW IT EFFECTS THE DISTANCE THE BALL TRAVELS
XX Chip	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target	
<input type="checkbox"/> Pitch	<input type="checkbox"/> Get Ready to Swing	<input type="checkbox"/> Hold & Set-up <input type="checkbox"/> Aim/alignment	
<input type="checkbox"/> Full-swing	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish	

<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact	GO OVER RULE 16.-1 NOT TOUCHING A LINE OF PUTT....FACT THAT THEY CAN REMOVE LOOSE IMPEDIMENTS, LEAVES,ROCKS,SAND ETC....LIFTING AND PLACING THE BALL WITH BALL MARKING....REPAIRING PITCH MARKS, OLD HOLE MARKS NOT SHOE MARKS.....ALLOWED TO CLEAN YOUR BALL....CANNOT TEST THE SURFACE.....CANNOT PUTT WHILE ANOTHER BALL IS IN MOTION ON THE GREEN
<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	
Routines: <input type="checkbox"/> Preshot	<input type="checkbox"/> Mental and emotional aspects	
<input type="checkbox"/> Postshot	<input type="checkbox"/> Emotionally neutral response...	
<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory	
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management	

Etiquette/Rules of Golf: Pace of Play. Rule: The Putting Green 16-1

Healthy Habit—Physical: <input checked="" type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety	ENERGY—THE ABILITY OF A BODY TO DO WORK. Taking care of the body.....feed it well.....drink water.....get enough sleep and play
<input type="checkbox"/> Other Healthy Habit(s):	

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? What is The First Tee Code of Conduct?
How can you apply what you learned today in school, at home and in other areas of your life off the golf course?

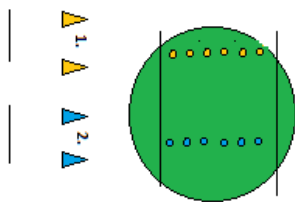
Warm-up (Identify location; activities; number of stations; equipment needed; rotation, etc.)

- On putting green – practice seeing breaks on green and where to aim for different putts. Divide players into groups. Look at predetermined hole from off the green. Each player rolls a ball by hand on the target line they think is best for the break on the green.
- GIVE HOMEWORK PGS 10-15 PLEASE REVIEW AND KNOW THE FIRST TEE CODE OF CONDUCT.

LIFE SKILL EXPERIENCE LESSON PROGRESSION: (LIST BULLET-POINTS FOR TIME ALLOTTED, LESSON FLOW, AND LOCATION OF LESSON ACTIVITIES/STATIONS.)

TIME	
15 mins	Warm Ups
20 Mins	CHIP
5 Mins	Change stations
20 Mins	PUTT
5 mins	Clean up
10 mins	Wrap up/review

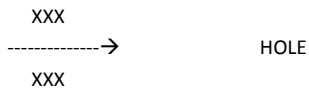
DIAGRAM: (Identify number of stations and location, equipment needed for each, and brief description for each station activity.)



CHICKEN LINE CHIPPING NOTE COACHES SHOULD HAVE SHORT TEES OR BALL MARKERS SO PLAYERS CAN MARK THE CHIP

- 1.Objective of the Game: Have the ball stop before each line set across the green.
- 2.Golf Fundamental: learning to alter distance the ball travels
- 3.Players get one ball and chip it onto the green. Marks where it lands, and then goes back and chips the ball again, trying to get it as close to the line without going over. Successive lines can be drawn across the Green. **FOR LARGE CLASSES PLAYERS CAN HIT 3 BALLS AND LEAVE EACH BALL ON THE GREEN TO SEE HOW CLOSE OR FAR FROM THE LINE THEY ARE.....ROTATE STATIONS**

THROUGH THE GATES: PUTTER HEAD SWINGS FREELY THROUGH 2 TEES SET UP 2 TO 3 INCHES WIDER THAN THE PUTTER HEAD. SET UP TEES IN 3 STATIONS AROUND EACH HOLE. USE 3 HOLES AND 3 STATIONS EACH HOLE PER GROUP OF 4 NO MORE THAN 6 PLAYERS..... IF THE PUTTER HITS ONE OF THE TEES GO BACK TO STATION ONE AND START OVER IF TIME ALLOWSFOR A BIG CLASS PLAYERS PUTT 3 BALLS AT EACH TEE GATE AND THEN TRY AND PUTT TO THE HOLE PLAYING THE BREAK WITHOUT THE GATES.....PAY ATTENTION TO HOW THE BALL BREAKS AS IT MOVES TO THE HOLE. ROTATE HOLES PER GROUP OF 4-6 PLAYERS
ONCE YOU PUTT WITHOUT HITTING THE GATES 3 TIMES TRY AND MAKE THE PUTT , PLAYING THE BREAK.....DO NOT USE THE GATES



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

Week 3 Par Lesson RESPECT THE RULES/ PLAY DAY

Coach Name: _____ Chapter: North Florida Facility: TFTNF Date: SUMMER 2018
 # of Coaches/Volunteers: _____ # Participants: _____ Age Range: 9+ Skill Level: PAR
 PLAYer-to-Coach ratio: _____ 3-hole 6-hole 9-hole # of Stations/# of Holes: _____ On-course Off-course
 Duration (mins.): 75 mins _____ Equipment and supplies needed _____

Warm-up

Time Allotted: 10 Location(s): ***** GO OVER PAGES 10-15 IN BOOK AND HOMEWORK PGS 22-27 FOR NEXT WEEK**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: Discuss the differences between Match Play and Stroke Play. Also define what a Scramble is and ask if the PLAYers want to play a Scramble?

Physically engage PLAYers in a fitness circuit (Recommend one activity from each category): Warm up circuit, and hit balls on range

Strength	Flexibility/Mobility	Agility/Coordination	Balance	Object Control
Lunges/ frog jumps	Arm circles	Sprint\ bunny hops Up and back	Single leg stand like triangle w opp foot	Walk 20 ft with ball on Tee

Safety – Review and emphasize; connect to Healthy Habit: SAFETY—THE ACT OF KEEPING SAFE, AVERTING OR REDUCING THE CHANCE OF INJURY, DANGER OR LOSS

Life Skills Experience

Time Allotted: 70 List what players will learn in each component

LIFE SKILLS OBJECTIVE(S): RULES	GOLF SKILLS OBJECTIVE(S):
<ul style="list-style-type: none"> Go out and play a new format and try something different. (club selection, teeing order, etc..) BE READY TO PLAY WHEN ITS YOUR TURN---GO OVER PACE OF PLAY AND READY GOLF Make sure Players are using the proper GRIP for them 	<ul style="list-style-type: none"> Playing On-Course- includes both (a) self management and (b) course management with a focus on golf performance. Self management – the internal aspect of playing on course; involves learning skills that help young people become aware of whom they are as PLAYers and individuals. Course management- the external aspect of play on the course; involves planning and decision –making while playing golf.

Guiding Questions: Ask questions to connect activities and lesson objectives.....FOR GRIP, AIM ALIGNMENT AND SWING

- How do you...?
- What happens when...?
- What would happen if...?

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	CONCENTRATE ON PRE-SHOT ROUTINE... PROPER GRIP, SET-UP AND AIM AND ALIGNMENT MAKE SURE PLAYERS STAY BALANCED IN THEIR SWINGS
	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target	
	<input checked="" type="checkbox"/> Get Ready to Swing	<input checked="" type="checkbox"/> GRIP/Hold & Set-up <input type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish	MAKE SURE HOLES ARE PROPER DISTANCE FOR PLAYERS TO SUCCEED. MOVE UP TEEING GROUND AND TRY AND HAVE CLASS COMPLETE 3 HOLES GO OVER RULE 2-1,3 MATCH PLAY GENERAL MATCH PLAY, HALVED HOLES, HOW YOU WIN, CONCESSION OF HOLE, PUTT OR POINT
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	
	Routines: <input type="checkbox"/> Preshot	<input type="checkbox"/> Mental and emotional aspects	
	<input type="checkbox"/> Postshot	<input type="checkbox"/> Emotionally neutral response...	
	<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory	
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management		

Etiquette/Rules of Golf: difference between Match Play and Stroke Play. Also define what a Scramble is. WHERE DO WE STAND WHEN SOMEONE ELSE IS HITTING?? GO OVER "FORE"

Healthy Habit—Physical: Energy Play Safety
 Other Healthy Habit(s): SAFETY

SAFETY---HOW DO WE STAY SAFE ON THE COURSE? WHERE DO WE STAND WHILE OTHERS ARE HITTING? LIGHTNING AND THE HORN---3 BLASTS GET OFF 1 BLAST ALL CLEAR

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? What is The First Tee Code of Conduct?
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.)



LIFE SKILL EXPERIENCE LESSON PROGRESSION: (LIST BULLET-POINTS FOR TIME ALLOTTED, LESSON FLOW, AND LOCATION OF LESSON ACTIVITIES/STATIONS.)

TIME	LESSON PROGRESSION:
20	Warm up
50	PLAY GOLF
5	Warp up

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

PLAY DAY. If course is not available game Listed below or simulate playing a Hole on the Range.
 Have Players Tee off , then simulate hitting a fairway shot with Wood/Hybrid Then 75 yrd approach and then chip to imaginary green

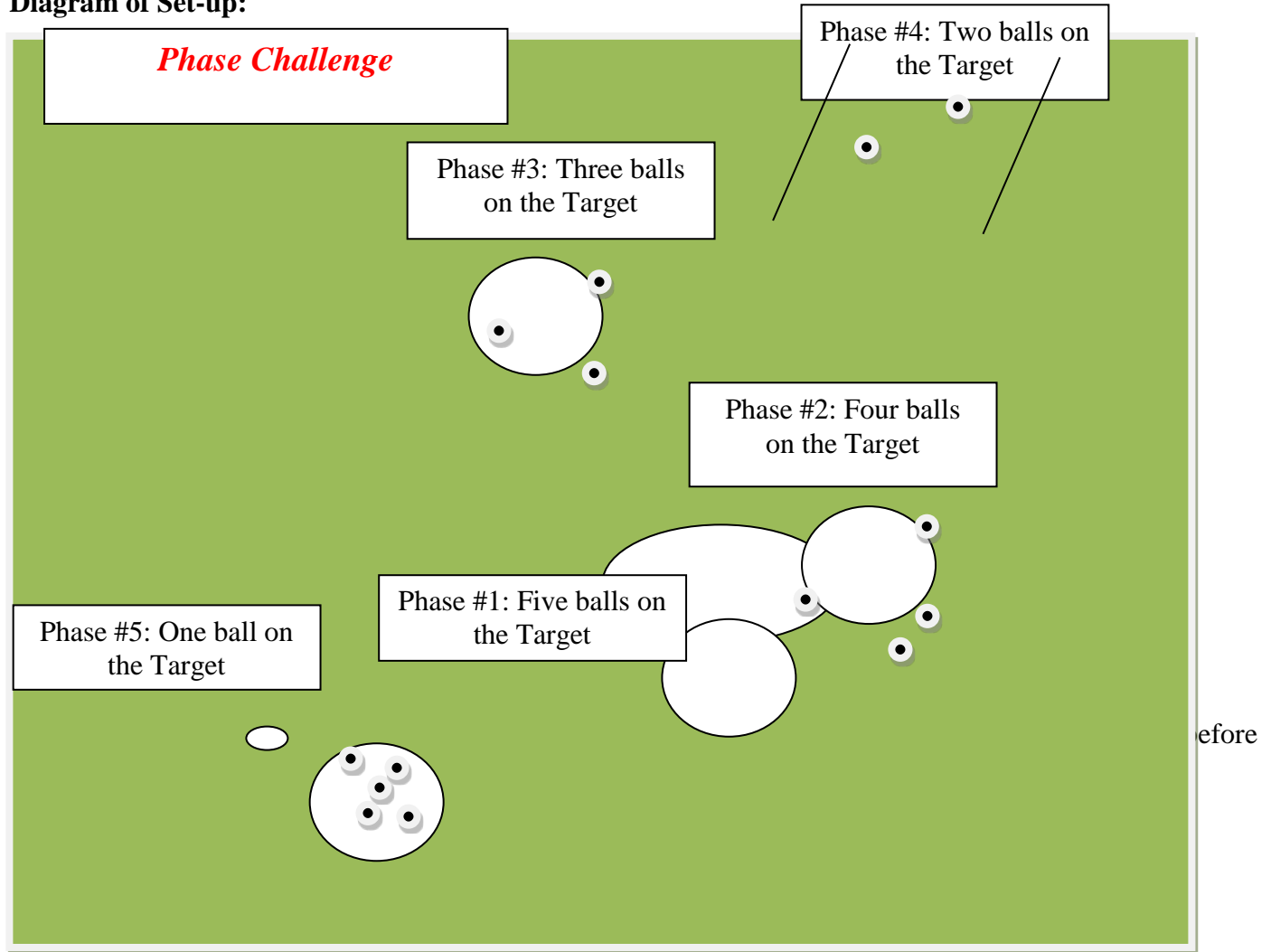


PHASES: FULL SWING RANGE:

Description of Set-up: Each participant will need 35 range balls (using a set amount each time will allow for measuring progress/success against a standard—Personal Par). Five of the shots will be used for practice and warm-up. Each player will only hit 2 consecutive shots and then wait until it is their turn to hit again. The

idea set-up would start with a 5 successful wedge shots (70–85 yds), then 4 successful scoring iron shots around (100–125yds), then 3 successful mid iron shots (150–165 yds), then 2 considerable distance shots into a defined fairway, then “an impossible shot” (hit a range basket from 80 yards). The set-up can be adjusted to match the age and skill level of the participant. The plan is to have them hit various shots with an emphasis on the scoring clubs first and build a bit of nervous energy awaiting their turn.

Diagram of Set-up:



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

What was GOOD?

What could have been BETTER?
HOW can I improve next time?

Week 4 Par Core Lesson 13: Having Fun While You Learn

Coach Name: _____ Chapter: North Florida ___ Facility: TFTNF Date: SPRING 2018
 # of Coaches/Volunteers: 3 # Participants: _____ Age Range: 9 + _____ Skill Level: PAR _____
 PLAYer-to-Coach ratio: 6:1 XX 3-hole XX 6-hole XXX 9-hol # of Stations/# of Holes: XX On-course Off-course
 Duration (mins.): 75 mins _____ Equipment and supplies needed _____

Warm-up

Time Allotted: 10 Location(s): **BOOK PGS 22-27 HOMEWORK FOR NEXT WEEK PGS 28-31**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: REVIEW HOMEWORK FROM LAST WEEK A—L—R. .

Physically engage PLAYers in a fitness circuit:

Strength	Flexibility/Mobility	Agility/Coordination	Balance	Object Control
PLANKS hold 25 SEC AND DO 4 TIMES MORE	Arm circles, stretches arms , neck, torso	SIDESTEPS 30 FT UP AND BACK	STANDING STUNTS hold for as long as you can on each leg	Ball on Tees walk 15 ft up and back

Safety – Review and emphasize; connect to Healthy Habit: **VISION—THE ABILITY TO THINK ABOUT AND PLAN FOR THE FUTURE USING INTELLIGENCE AND IMAGINATION.....ALSO THE ABILITY TO VISUALIZE-----TO SEE THINGS IN YOUR MIND.**

Life Skills Experience

Time Allotted: 70 List what players will learn in each component

LIFE SKILLS OBJECTIVE(S): HAVING FUN WHILE YOU LEARN	GOLF SKILLS OBJECTIVE(S):
How to have fun in challenging situations or when learning something new; Three keys for having fun while learning something new 1. Be patient, 2. Be positive, 3. Ask for help	TARGET AWARENESS-----DISTANCE TO THE TARGET. GO OVER FIGURING OUT HOW FAR FROM THE TARGET A PLAYER IS AND HOW THAT TIES INTO WHAT CLUB TO CHOOSE AND WHY. TALK ABOUT HOW TO PICK A TARGET, WHAT THINGS CAN BE USED AS TARGETS, WHY HAVING A TARGET IS IMPORTANT.

Guiding Questions: Ask questions to connect activities and lesson objectives

- How do you...PICK A TARGET?
- What happens when...YOU DO A PRE-SHOT ROUTINE AND LOOK AT WHATS IN FRONT OF YOU?
- What would happen if...YOU DECIDED NOT TO PICK A TARGET.....OR IF YOU CAN'T FIGURE OUT HOW FAR AWAY YOUR TARGET IS??

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input type="checkbox"/> Putt XX Chip <input type="checkbox"/> Pitch XX Full-swing	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club selection	SEE ABOVE. GO OVER CHOOSING A CLUB AFTER CHOOSING A TARGET.....AND DISTANCE TO TARGET
	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Target Awareness	<input checked="" type="checkbox"/> Target selection <input checked="" type="checkbox"/> Distance to target	
	<input type="checkbox"/> Get Ready to Swing	<input type="checkbox"/> Hold & Set-up <input type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	
	Routines: <input type="checkbox"/> Preshot	<input type="checkbox"/> Mental and emotional aspects	
	<input type="checkbox"/> Postshot	<input type="checkbox"/> Emotionally neutral response...	
	<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory	
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management		

Etiquette/Rules of Golf: RULES 2-1 MATCH PLAY ETIQUETTE—BEING QUIET AND STANDING STILL WHILE OTHERS ARE PLAYING

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

Friends – People who like, trust and support each other; often share common interests

Wrap-up

Time Allotted: 10

Can you name some things you did today where you had to stay patient...positive? Did anyone ask for help? When do you think you should stay patient and positive in golf? When should you ask for help in golf? Are there other areas in your life you could use these three tips? Can anyone share an experience when they were patient, positive or asked for help?

Warm-up (Identify location; activities; number of stations; equipment needed; rotation, etc.) 10 MINS

LIFE SKILL EXPERIENCE

TIME
10

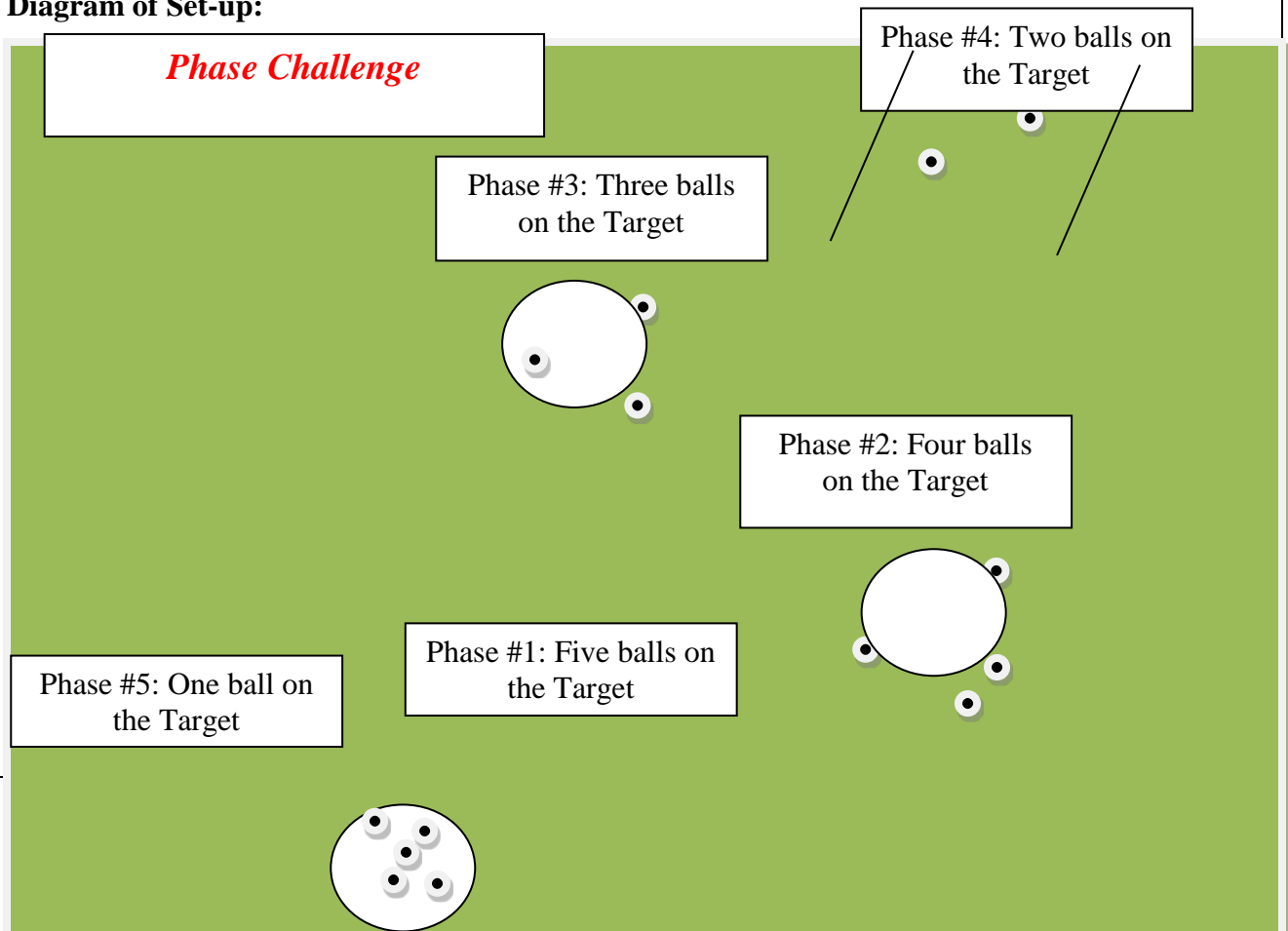
LESSON PROGRESSION:
Warm Up

PHASES: FULL SWING

25MINS

Description of Set-up: Each participant will need 35 range balls (using a set amount each time will allow for measuring progress/success against a standard—Personal Par). Five of the shots will be used for practice and warm-up. Each player will only hit 2 consecutive shots and then wait until it is their turn to hit again. The idea set-up would start with a 5 successful wedge shots (70–85 yds), then 4 successful scoring iron shots around (100–125yds), then 3 successful mid iron shots (150–165 yds), then 2 considerable distance shots into a defined fairway, then “an impossible shot” (hit a range basket from 80 yards). The set-up can be adjusted to match the age and skill level of the participant. The plan is to have them hit various shots with an emphasis on the scoring clubs first and build a bit of nervous energy awaiting their turn.

Diagram of Set-up:



Par Level (variations)—How to Play: Hit until you get the number of golf balls stated at that target before moving on to the next target.

Phase I: Hit five balls on a green (or designated target area) about 25–50 yards away.

Phase II: Hit four balls in a designated fairway area about 50–75 yards away.

Phase III: Three balls must at some point touch, roll through, or land on the target area about 75 yards away.

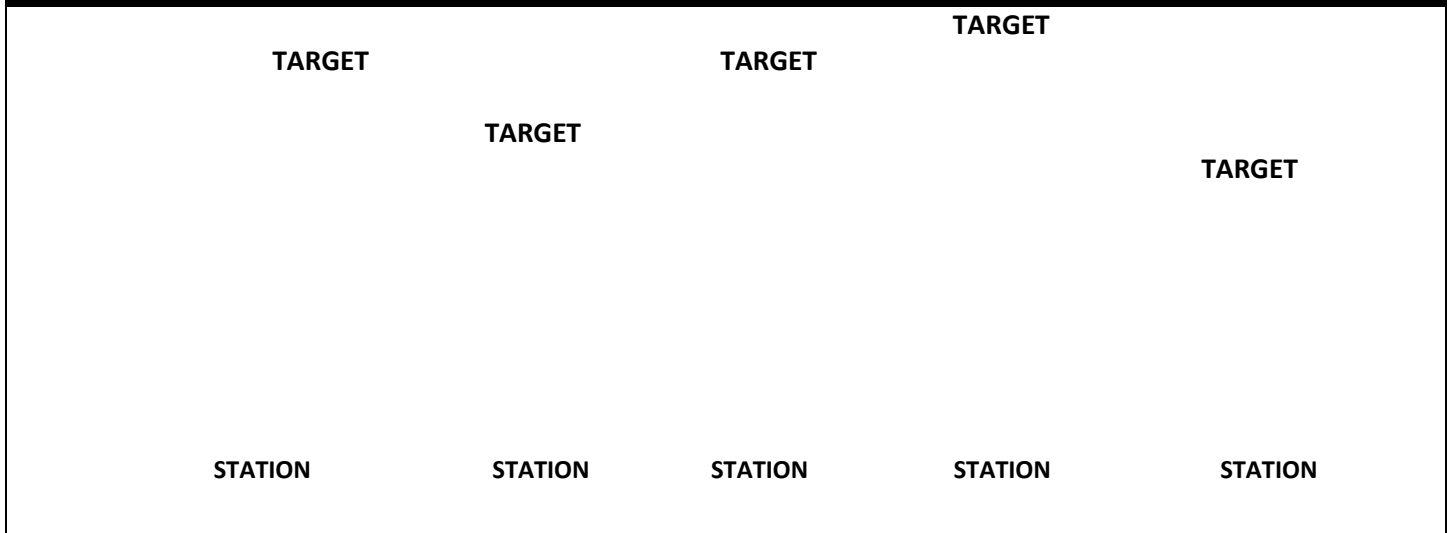
Phase IV: Two balls must travel into or through a designated area or fairway lane about 100 yards away.

Phase V: One ball must hit a target appx. 5 feet tall x 3 feet wide about 50 yards away.

THE BUCKET GAME OR JUNK YARD CHIP/PITCH

SET UP A VARIETY OF TARGETS.....HOOLA HOOPS, BUCKETS, TRASH CAN TOPS, ANYTHING THAT CAN BE A TARGET PLAYERS CAN LAND ON OR AT , AT VARIOUS DISTANCES. HOW MANY OUT OF 10 BALLS CAN YOU GET INTO THE TARGET. *MAKE IT COMPETITIVE PICK THE PLAYERS WHO SCORE HIGHEST AND MAKE THEM PLAY OFF AGAINST EACH OTHER TILL THERE IS ONE WINNER**

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)

Week 5 Par Core Lesson 14 Staying Cool Using the 4 R's

Coach Name: _____ Chapter: North Florida _____ Facility: TFTNF Date: SPRING 2018
 # of Coaches/Volunteers: 3 # Participants: _____ Age Range: 9 + _____ Skill Level: PAR _____
 PLAYer-to-Coach ratio: 6:1 XX 3-hole XX 6-hole XXX 9-hole # of Stations/# of Holes: XXX On-course Off-course
 Duration (mins.): 75 mins _____ Equipment and supplies needed _____

Warm-up

Time Allotted: 15 Location(s): **BOOK PGS 28-31 HOMEWORK FOR NEXT WEEK PGS 16-21**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: Imagine a difficult situation or something that might make you frustrated or angry. You can “keep cool” and try to calm yourself down by using what we call the 4Rs to stay cool.

Physically engage PLAYers in a fitness circuit (Recommend one activity from each category): Warm up circuit, and hit balls on range

Strength Lunges 10 ON EACH LEG	Flexibility/Mobility Stretches—ARMS, WRISTS, QUADS AND HAMSTRINGS	Agility/Coordination Sidesteps 30 ft up and back/Coordination	Balance Straight line walk Heel to toe 30 ft up and back	Object Control Bounce ball on side of hill catch while shifting to the right
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Safety – Review and emphasize; connect to Healthy Habit: **FAMILY—A GROUP OF RELATED OR UNRELATED PEOPLE HELD TOGETHER BY BONDS OF LOVE AND AFFECTION. FAMILY MEMBERS DO ACTIVITIES TOGETHER---SHARE MEALS, COMMUNICATE AND ESTABLISH ROLES AND RESPONSIBILITIES---THEY ARE MORE LIKELY TO SUCCEED IN HEALTH AND GOALS**

Life Skills Experience

Time Allotted: 70 *50List what players will learn in each component*

LIFE SKILLS OBJECTIVE(S): THE 4 R's	GOLF SKILLS OBJECTIVE(S): READY TO SWING---SET-UP
How to handle anger and frustration; how to “keep cool” in frustrating or difficult situations? (Self-Management) <ol style="list-style-type: none"> 1. Replay 2. Relax 3. Get Ready 4. Redo 	<ul style="list-style-type: none"> • SET-UP.....GRIP, AIM AND ALIGNMENT • Preshot and Postshot Routine- • Preshot Routine- is a repeatable and purposeful process that best prepares PLAYers physically, mentally and emotionally before each shot. Postshot Routine- is a physical, mental and emotional process that help PLAYers learn and build confidence from the previous experience.

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
XX Putt <input type="checkbox"/> Chip <input type="checkbox"/> Pitch XX Full-swing	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club selection	TALK ABOUT THE IMPORTANCE OF STANDING BEHIND THE BALL. AND SURVEYING WHAT'S IN FRONT OF THEM IT'S THE EASIEST WAY TO PICK A TARGET
	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Target Awareness	<input checked="" type="checkbox"/> Target selection <input checked="" type="checkbox"/> Distance to target	
	Get Ready to Swing	SET-UP, Hold & Set-up <input type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	
	Routines: <input type="checkbox"/> Preshot	<input type="checkbox"/> Mental and emotional aspects	
	<input type="checkbox"/> Postshot	<input type="checkbox"/> Emotionally neutral response...	
	<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory	
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management		

Etiquette/Rules of Golf OUT OF BOUNDS RULE 27-1 HAVING TO RE TEE THE BALL WHEN YOU HIT IT OUT FROM THE TEE BOX. EXPLAIN PROVISIONAL BALLS.....OB FROM THE FAIRWAY ETC YOU MUST HIT THE BALL FROM THE EXACT SPOT THAT YOU HIT YOUR ORIGINAL BALL ETIQUETTE—STAND STILL AND BEHIND AND TO THE SIDE OF THE PLAYER WHO IS HITTING

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 today ABOUT OUT OF BOUNDS? What is The First Tee Code of Conduct?—REVIEW IT

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

REVIEW PREVIOUS WEEKS HOMEWORK.

NEW HOMEWORK: PG 16-21

THE 4 R'S

REPLAY: In your head, replay what happened. What did you want to happen? What actually happened? Why do you think that happened?

RELAX: Take a deep breath or whatever you do to relax.

READY: Think about what you need to do better next time. Say "next time I'm in this situation I will _____"

REDO: Try again or imagine yourself doing it better.

The 4Rs will help you think about what you need to do to improve-not what you did wrong. They will help you be patient, positive and have more fun.

Then have a coach role play the 4Rs. Roll a three foot putt three feet past the hole; or chip a ball such that it doesn't get up in the air.

REPLAY: What happened there? I was nervous and I rushed. My form could have been better.

RELAX: Take a deep breath-okay. Forget it. Let it go and try to do better.

READY: Walk over and address the ball. This time I'll relax and stay still over the ball/address the club better. Focus on what you can do positively to get the result that you are looking for.

REDO: (Stroke the putt or chip again and hopefully it will either go in the hole or be a good shot) If not, indicate positively that the second one felt a lot better. I want to remember how I did that.

LIFE SKILL EXPERIENCE

TIME	LESSON PROGRESSION:
15	Warmup
20	Checkpoint Charlie: To see who can remember the most number of check-points in the address position, before hitting a ball.
5	Change stations
20	Through the gates: To see who can swing their club through the narrowest gap (marked by two golf tees) and still make solid contact with the ball
5	Clean up
10	Wrap Up/Review

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

REMINDE PLAYERS TO PICK THEIR TARGETS.....SMALLER THE TARGET THE SMALLER THE MISS.....

Check point Charlie ON THE RANGE: 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 loud 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, 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

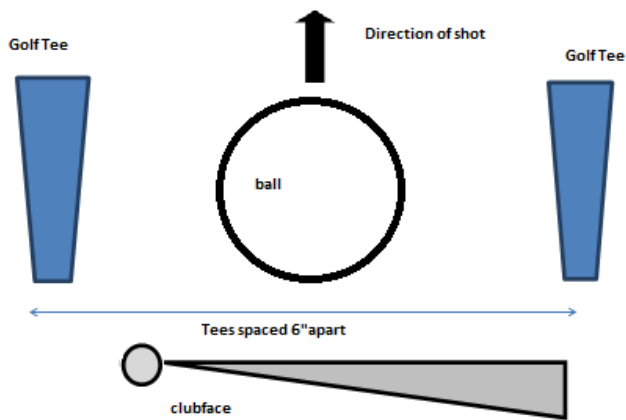
Step 2. The PLAYER will then hit a ball.

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

PUTTING THRU THE GATES: SET UP 2 TEES SLIGHTLY BIGGER THAN THE PUTTER HEAD. MAKE SURE THE TEES ARE IN LINE WITH THE LINE OF PUTT. HAVE PLAYER PUTT WITHOUT HITTING ONE OF THE GATES (TEES). OBJECTIVE IS TO KEEP THE PUTTER HEAD SQUARE TO THE TARGET LINE

PUTTING:

Through the Gates:



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

Week 1/6 Par Core Lesson12 Meeting and Greeting with ALR

Coach Name: _____ Chapter: North Florida _____ Facility: TFTNF Date: SPRING 2018
 # of Coaches/Volunteers: _____ # Participants: _____ Age Range: 9 + _____ Skill Level: PAR _____
 PLAYer-to-Coach ratio: _____ XX 3-hole XX 6-hole XX 9-hole # of Stations/# of Holes: _____XX On-course Off-course
 Duration (mins.): 75 mins _____ Equipment and supplies needed _____

Warm-up

Time Allotted: 10 **Location(s):** **lesson #12** **BOOK PGS 16-21 HOMEWORK PGS 16-21 AND 4-9**

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

1. Coaches demonstrate the incorrect way to introduce yourself (poor eye contact, mumbling, frowning, weak handshake) and then the correct way (pg. 16—19 in yardage book) Discuss the differences and which is more interesting. What makes you want to get to know people?
2. Split into partners, one group at a time go through an introduction and have others observe and give feedback.
3. Discuss open and closed ended questions. How do open ended questions keep ALR going?

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

Strength Push ups 10	Flexibility/Mobility ARM, NECK AND BACK STRETCHES	Agility/Coordination CROSSOVER WALK 30 FT UP AND BACK	Balance STRAIGHT LINE HEEL TO TOE WALK 30 FT UP AND BACK 3X	Object Control BOUNCE ball walk and catch while weaving
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*Safety – Review and emphasize; connect to Healthy Habit: **Mind**—the element of the individual that feels, perceives, thinks ,wills and reasons. One’s mind can influence ones, health, emotions, behaviors, and can be used for self-improvement, building confidence, and maintaining perspective*

Life Skills Experience

Time Allotted: 70 *List what players will learn in each component*

LIFE SKILLS OBJECTIVE(S): **MEETING AND GREETING WITH A-L-R**

GOLF SKILLS OBJECTIVE(S): Clubface and ball contact and clubface direction at contact

- Participants learn how to properly introduce themselves and use open ended questions to stimulate conversation

- Getting ready includes: grip/hold, setup and aiming the clubhead at the target

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

- How do you...hold the golf club? HOW MANY GRIPS ARE THERE?? BASEBALL, OVERLAP AND INTERTWINED, go over aim and alignment of CLUBHEAD
- What happens when... you smile at someone you have not met?
- What would happen if... you use close ended questions?

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
X Putt <input type="checkbox"/> Chip XX Pitch <input type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club selection	“Shake hands with the target” “baseball, interlock, overlap”
	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target	
	XX Get Ready to Swing	<input type="checkbox"/> GRIP/Hold <input checked="" type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish	Go over standing behind the ball and surveying what is in front of them then step into the set-up....make sure the grip and hold is good.....aim the club head and align the body
	Clubface and Ball Contact	Clubface direction at contact	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	
	Routines: XXX Preshot routine	<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"/> On-course Strategies	<input type="checkbox"/> Self-management		

Etiquette/Rules of Golf: RULE 3-1 : BE READY TO PLAY WHEN ITS YOUR TURN. RULE 3-1 STROKE PLAY....HOW DO YOU PLAY STROKE PLAY-1 PLAYER AGAINST THE FIELD..DON'T HOLE OUT—DISQUALIFIED..LOWEST SCORE WINS Breach 2strokes

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

MIND---THE PART OF OUR BRAIN THAT THINKS, REASONS, WILLS AND PERCEIVES

Wrap-up

Time Allotted: 10 mins

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

*What did you LEARN about meeting someone new?? What is The First Tee Code of Conduct? Does that apply when meeting someone new?? What is ALR?? How Does your set-up effect your shot??
 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.)

GO OVER THE 4 R's THEN TALK ABOUT A—L--R GO OVER MEETING AND GREETING WHAT ARE THE 5 STEPS TO MEET AND GREET
 DO WARMUP EXERCISES

LIFE SKILL EXPERIENCE

50mins

LESSON PROGRESSION: List bullet points for time allotted, lesson flow, and location.
 Warm up activities and Meeting and Greeting using ALR

EYES CLOSED PUTTING:

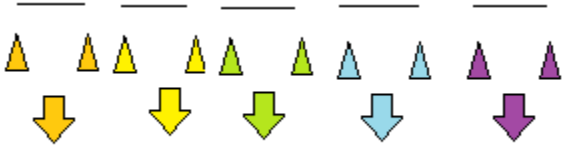
GET READY TO PUTT BY TAKING YOUR STANCE. TAKE PRACTICE SWINGS WHILE STARING AT THE HOLE WHICH IS YOUR TARGET.ONCE YOU FEEL SECURE IN YOUR SET-UP AND YOU ARE READY TO SWING (READY TO PUTT) CLOSE YOUR EYES AND PUTT THE BALL. BE HONEST CLOSE YOUR EYES COMPLETELY!!! TRY AND SEE HOW MANY YOU CAN HOLE OUT . ALSO SEE HOW CLOSE YOUR MISSES COME TO THE HOLE. COMPARE WITH YOUR CLASSMATES. *** MAKE A COMPETITION—TAKE THE PLAYERS WHO HOLED OUT THE MOST AND HAVE THEM COMPETE AGAINST EACH OTHER TILL YOU GET A WINNER WHO SINKS THE MOST PUTTS WITH THEIR EYES CLOSED.

OBSTACLE CHIPPING/PITCHING:

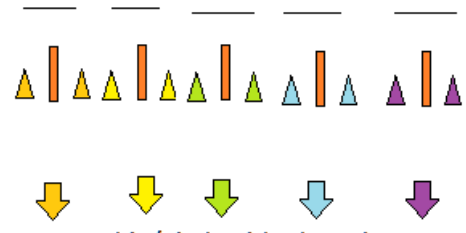
PLAYERS TRY TO CHIP OR PITCH AT A GREEN OR TARGET ON THE GREEN WITH OBSTACLES IN FRONT OF THEM. OBSTACLES CAN BE DIRECTLY IN FRONT BEHIND OR TO THE SIDE OF THE PLAYER. PLAYER MUST AVOID THE OBSTACLE WITH THEIR SHOT EITHER GOING OVER, OR UNDER , OR MUST CHIP WITHOUT HITTING A NOODLE THAT MAY INTERFERE WITH THEIR SWING....IE ...IT MAY SHORTEN THEIR BACKSWING OR THEIR FOLLOWTHROUGHHOW DOES THE OBSTACLE EFFECT THEIR SHOT??? COULD THAT OBSTACLE BE A TREE OR BUSH ON THE GOLF COURSE?? SET UP A VARIETY OF STATIONS WITH DIFFERENT OBSTACLES!!!!

Clean up/ wrap up

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



PUTTING ON THE GREEN



OBSTACLE CHIP/PITCH

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

Week 2 Par Core Lesson10 Exploring the GAME

Coach Name: _____ Chapter: North Florid _____ Facility: TFTNF Date: SPRING 2018
 # of Coaches/Volunteers: 3 # Participants: _____ Age Range: 9 ---11 Skill Level: PAR
 PLAYer-to-Coach ratio: 6:1 3-hole 6-hole 9-hole # of Stations/# of Holes: _____XXX On-course Off-course
 Duration (mins.): 75 mins _____ Equipment and supplies needed _____

Warm-up

Time Allotted: 10 **Location(s):** BOOK PAGES 4-9 HOMEWORK NEXT WEEK 32-37

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:
ENCOURAGE Players to review the content for that day's lesson after each class. HOMEWORK FOR NEXT WEEK PGS 32-37
 Discuss GAME technique – and how it can be used to try new activities in golf or in school/at home/different sports/different extra-curricular activities.
 Go play
 And explore
 My interests
 Enjoy what's fun for me!

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

Strength Frog jumps 10X	Flexibility/Mobility Arm circles/ STRETCHES	Agility/Coordination Sprints 30FT UP AND BACK	Balance Standing stunts STAND ONE FOOT BRACED ON OTHER LEG HOLD 20 SECS SWITCH	Object Control THROW a Ball while you are walking
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Safety – Review and emphasize; connect to Healthy Habit: **SAFETY—THE ACTION OF STAYING SAFE.....AVOIDING, AVERTING OR REDUCING INJURY, HARM OR LOSS TO ONES SELF OR OTHERS.**

Life Skills Experience

Time Allotted: 70

LIFE SKILLS OBJECTIVE(S): GAME

GOLF SKILLS OBJECTIVE(S):

- | | |
|---|---|
| <ul style="list-style-type: none"> Self-management technique called GAME to explore what's fun for them and how to explore new things that might be outside of their comfort zone Go play
And explore
My interests
Enjoy what's fun for me! | <ul style="list-style-type: none"> Putting and FULL SWING-
HAVE PLAYERS STAY BALANCED THRU THE SWING AND HELP THEM TO A BALANCED FINISH INTRODUCE Swing Rhythm- is a visual flow, or internal timing among parts of a swing, that occurs as one continuous swinging motion. Swing Rhythm has a steady or smooth application of speed without a sudden burst of effort. Two big influences on Swing Rhythm are swing tempo and swing sequencing |
|---|---|

Guiding Questions: Ask questions to connect activities and lesson objectives

- How do you...know you can do certain things? What is exploring or experimenting?? Do you learn from exploring or experimenting or investigating??
- What happens when...you have never tried something before? Is this a way you can find out what you like and what you don't??
- What would happen if...?

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	HAVE PLAYERS CONCENTRATE ON Y TO Y SWING AND STAY BALANCED THROUGHOUT THE SWING INCLUDING THE FINISH. HAVE PLAYERS DO FULL SWING AND L TO L SWINGS ON THE RANGE IN
	<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 & Set-up <input type="checkbox"/> Aim/alignment	
	<input checked="" type="checkbox"/> Body Balance	<input checked="" type="checkbox"/> Balanced finish	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	

	Routines: <input type="checkbox"/> Preshot	<input type="checkbox"/> Mental and emotional aspects	BALANCE AND HELP PLAYERS GET TO BALANCED FINISH
	<input type="checkbox"/> Postshot	<input type="checkbox"/> Emotionally neutral response...	
	<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory	
	<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management	

Etiquette/Rules of Golf: LIGHTNING.....HORN 3 BLASTS OFF AND 1 BLAST ALL CLEAR Rule: 26-1 WATER HAZARD.....PGS 32-35

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

SAFETY—THE ACTION OF KEEPING SAFE, AVOIDING, AVERTING OR REDUCING INJURY, HARM OR LOSS

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? What is The First Tee Code of Conduct?

How can you apply what you learned today in school, at home and in other areas of your life off the golf course?

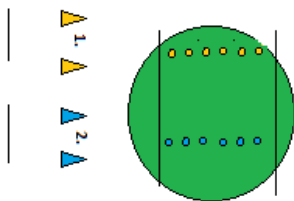
Warm-up (Identify location; activities; number of stations; equipment needed; rotation, etc.)

- GO OVER WATER HAZARD RULES IN THE BOOK PGS 32-35
- GIVE HOMEWORK PGS 10-15 PLEASE REVIEW AND KNOW THE FIRST TEE CODE OF CONDUCT.

LIFE SKILL EXPERIENCE LESSON PROGRESSION: (LIST BULLET-POINTS FOR TIME ALLOTTED, LESSON FLOW, AND LOCATION OF LESSON ACTIVITIES/STATIONS.)

TIME	
10 mins	Warm Ups
20 Mins	CHIP
5 Mins	Change stations
20 Mins	PUTT
5 mins	Clean up
10 mins	Wrap up/review

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



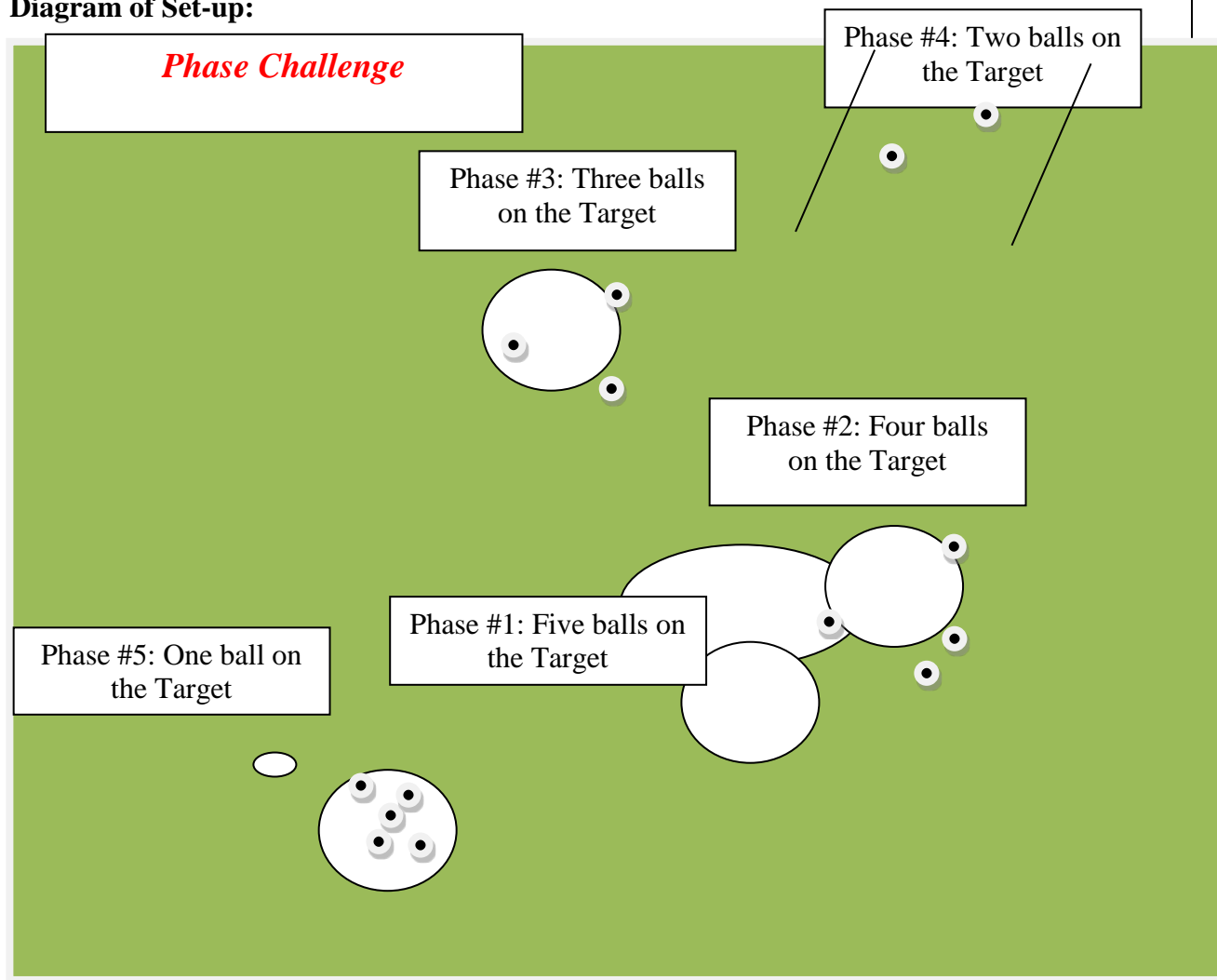
OBJECTIVE FOR PLAYERS TO STAY BALANCED THROUGHOUT THEIR SWING IN THE GAMES

PHASES: FULL SWING RANGE:

Description of Set-up: Each participant will need 35 range balls (using a set amount each time will allow for measuring progress/success against a standard—Personal Par). Five of the shots will be used for practice and warm-up. Each player will only hit 2 consecutive shots and then wait until it is their turn to hit again. The idea set-up would start with a 5 successful wedge shots (70–85 yds), then 4 successful scoring iron shots around (100–125yds), then 3 successful mid iron shots (150–165 yds), then 2 considerable distance shots into a defined fairway, then “an impossible shot” (hit a range basket from 80 yards). The set-up can be adjusted to match the age

and skill level of the participant. The plan is to have them hit various shots with an emphasis on the scoring clubs first and build a bit of nervous energy awaiting their turn.

Diagram of Set-up:

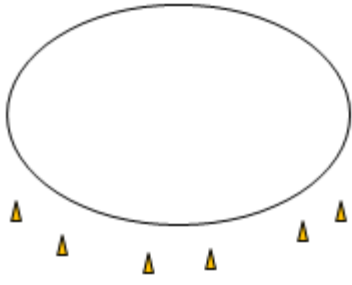


BALANCE GAME: CHIP

Flamingo, Bat, Penguin: 1. PLAYers get one ball and hits chip with an iron. PLAYers chip ball as a PENGUIN (i.e., feet close together), while visualizing a penguin flipping an egg onto the ice with their beak. 2. standing on one leg like a FLAMINGO 3. chip shots with eyes closed or blindfolded like a BAT. PLAYERS ROTATE TO EACH STATION....PENGUIN....FEET TOGETHER, FLAMINGO....STANDING ON ONE LEG, STANDING WITH EITHER LEG BACK.FIRST L THEN R.....BAT.....CHIP WITH EYES CLOSED

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)

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

Week 8 Par Core Lesson 14 Staying Cool Using the 4 R's

Coach Name: _____ Chapter: North Florida _____ Facility: TFTNF Date: SPRING 2018
 # of Coaches/Volunteers: 3 # Participants: _____ Age Range: 9 + _____ Skill Level: PAR _____
 PLAYer-to-Coach ratio: 6:1 XX 3-hole XX 6-hole XXX 9-hole # of Stations/# of Holes: XXX On-course Off-course
 Duration (mins.): 75 mins _____ Equipment and supplies needed _____

Warm-up

Time Allotted: 15 Location(s): **BOOK PGS 32-37 HOMEWORK FOR NEXT WEEK PGS 38-43**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: Imagine a difficult situation or something that might make you frustrated or angry. You can "keep cool" and try to calm yourself down by using what we call the 4Rs to stay cool.

Physically engage PLAYers in a fitness circuit (Recommend one activity from each category): Warm up circuit, and hit balls on range

Strength Lunges 10 ON EACH LEG	Flexibility/Mobility Stretches—ARMS, WRISTS, QUADS AND HAMSTRINGS	Agility/Coordination Sidesteps 30 ft up and back/Coordination	Balance Straight line walk Heel to toe 30 ft up and back	Object Control Bounce ball on side of hill catch while shifting to the right
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*Safety – Review and emphasize; connect to Healthy Habit: **FAMILY**—A GROUP OF RELATED OR UNRELATED PEOPLE HELD TOGETHER BY BONDS OF LOVE AND AFFECTION. FAMILY MEMBERS DO ACTIVITIES TOGETHER---SHARE MEALS, COMMUNICATE AND ESTABLISH ROLES AND RESPONSIBILITIES---THEY ARE MORE LIKELY TO SUCCEED IN HEALTH AND GOALS*

Life Skills Experience

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

LIFE SKILLS OBJECTIVE(S): THE 4 R's	GOLF SKILLS OBJECTIVE(S): READY TO SWING---SET-UP
How to handle anger and frustration; how to "keep cool" in frustrating or difficult situations? (Self-Management) <ol style="list-style-type: none"> 1. Replay 2. Relax 3. Get Ready 4. Redo 	<ul style="list-style-type: none"> • SET-UP.....GRIP, AIM AND ALIGNMENT • Preshot Routine- HOW TO PICK A TARGET • Preshot Routine- is a repeatable and purposeful process that best prepares PLAYers physically, mentally and emotionally before each shot. Postshot Routine- is a physical, mental and emotional process that help PLAYers learn and build confidence from the previous experience.

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
XX Putt <input type="checkbox"/> Chip <input type="checkbox"/> Pitch XX Full-swing	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club selection	TALK ABOUT THE IMPORTANCE OF STANDING BEHIND THE BALL. AND SURVEYING WHAT'S IN FRONT OF THEM IT'S THE EASIEST WAY TO PICK A TARGET
	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input checked="" type="checkbox"/> Distance to target	
	Get Ready to Swing	SET-UP, Hold & Set-up <input type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	
	Routines: <input type="checkbox"/> Preshot	<input type="checkbox"/> Mental and emotional aspects	
	<input type="checkbox"/> Postshot	<input type="checkbox"/> Emotionally neutral response...	
	<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory	
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management		

Etiquette/Rules of Golf OUT OF BOUNDS RULE 27-1 HAVING TO RE TEE THE BALL WHEN YOU HIT IT OUT FROM THE TEE BOX. EXPLAIN PROVISIONAL BALLS.....OB FROM THE FAIRWAY ETC YOU MUST HIT THE BALL FROM THE EXACT SPOT THAT YOU HIT YOUR ORIGINAL BALL ETIQUETTE—STAND STILL AND BEHIND AND TO THE SIDE OF THE PLAYER WHO IS HITTING

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 today ABOUT OUT OF BOUNDS? What is The First Tee Code of Conduct?—REVIEW IT

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

REVIEW PREVIOUS WEEKS HOMEWORK.

NEW HOMEWORK: PG 16-21

THE 4 R'S

REPLAY: In your head, replay what happened. What did you want to happen? What actually happened? Why do you think that happened?

RELAX: Take a deep breath or whatever you do to relax.

READY: Think about what you need to do better next time. Say "next time I'm in this situation I will _____"

REDO: Try again or imagine yourself doing it better.

The 4Rs will help you think about what you need to do to improve-not what you did wrong. They will help you be patient, positive and have more fun.

Then have a coach role play the 4Rs. Roll a three foot putt three feet past the hole; or chip a ball such that it doesn't get up in the air.

REPLAY: What happened there? I was nervous and I rushed. My form could have been better.

RELAX: Take a deep breath-okay. Forget it. Let it go and try to do better.

READY: Walk over and address the ball. This time I'll relax and stay still over the ball/address the club better. Focus on what you can do positively to get the result that you are looking for.

REDO: (Stroke the putt or chip again and hopefully it will either go in the hole or be a good shot) If not, indicate positively that the second one felt a lot better. I want to remember how I did that.

LIFE SKILL EXPERIENCE

TIME	LESSON PROGRESSION:
10	Warmup
20	Checkpoint Charlie: To see who can remember the most number of check-points in the address position, before hitting a ball.
5	Change stations
20	Through the gates: To see who can swing their club through the narrowest gap (marked by two golf tees) and still make solid contact with the ball
5	Clean up
10	Wrap Up/Review

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

REMINDE PLAYERS TO PICK THEIR TARGETS.....SMALLER THE TARGET THE SMALLER THE MISS.....

Check point Charlie ON THE RANGE: 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 loud 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, 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)

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.

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

Week 9 Par Core Lesson 15: Personal Par (PLAYDAY)

Coach Name: _____ Chapter: North Florida _____ Facility: TFTNF Date: SPRING2018

of Coaches/Volunteers: 3 # Participants: _____ Age Range: 9 ----11 Skill Level: PAR _____

PLAYer-to-Coach ratio: 6:1 XX 3-hole XX 6-hole XX 9-hole # of Stations/# of Holes: XXX On-course Off-course

Duration (mins.): 75 mins _____ Equipment and supplies needed _____

Warm-up

Time Allotted: 10 **Location(s):** BOOK PGS 38-43 PREPARE QUESTIONS FOR NEXT WEEKS REVIEW BEFORE TEST

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: Define the meaning of par for a course. While par may be a "standard" for pros and top amateurs, most players shoot "above" par. "Personal Par" is a measure of performance that differs from one player to the next. "Personal Par" is based on each player's own abilities – everyone has his/her own Personal Par. Discuss what a Personal Par is to each participant – use golf holes as examples (Par 3 – maybe you score a 5 here usually, etc). Once players determine their "Personal Par" now, they can challenge themselves and work on certain elements to improve.

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

Strength	Flexibility/Mobility	Agility/Coordination	Balance	Object Control
Squats	Arm circles/ Stretches	Crossover walk 30 ft up and back	Standing stunts	Walk with Ball on Tee
10---15				15 ft

Safety – Review and emphasize; connect to Healthy Habit: *PLAY—AN ACT PERFORMED AND ENJOYED FOR ITS OWN SAKE WHICH ENLIVENS AND INVIGORATES THE SPIRIT..PLAY HELPS THE BODY STAY STRONG, BUILDS BONDS WITH OTHERS,RELEASES STRESS AND RECHARGES*

Life Skills Experience

Time Allotted: 70 *List what players will learn in each component*

LIFE SKILLS OBJECTIVE(S): PERSONAL PAR	GOLF SKILLS OBJECTIVE(S):
What Par means in golf. Players will determine where they are now and where they wish to be by the end of the sessions. Also, they will use the goal ladder to help achieve a goal of beating their personal par. Self-management and resilience skills will be addressed in this lesson.	Players will be taught how to calculate their personal par and how to challenge themselves and work on certain aspects of their games to improve. On Course Skill: (a) Preshot and Post Shot Routines. Develop and repeat routines. (b) Target-Focused. Learn to prepare to hit the desired target on course.

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

- How do you...?
- What happens when...?
- What would happen if...?

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input type="checkbox"/> Putt <input type="checkbox"/> Chip <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing	<input checked="" type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input checked="" type="checkbox"/> Club selection	PLAY THE COURSE ****IF COURSE NOT AVAILABLE SIMULATE HOLES ON THE RANGE USE DRIVER.....THEN COACH YELLS OUT 200 YDS TO THE HOLE PICK A CLUB.....THEN 75 YDS TO THE HOLE.....30 YRDS TO THE HOLE.....ON THE GREEN. 20 MINS GO TO PUTTING GREEN AND PUTT HOLES WITH BREAKS
	<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 & Set-up <input type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	
	Routines: <input type="checkbox"/> Preshot	<input type="checkbox"/> Mental and emotional aspects	
	<input type="checkbox"/> Postshot	<input type="checkbox"/> Emotionally neutral response...	
	<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory	
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management		

Etiquette/Rules of Golf: Pace of Play, RULE 6-6 Scorecards,

Healthy Habit—Physical: <input type="checkbox"/> Energy <input checked="" type="checkbox"/> Play <input type="checkbox"/> Safety XXX Other Healthy Habit(s):	HOW TO RECORD YOUR SCORE.....SIGN AND RETURN THE CARD.....MUST PUT THE RIGHT SCORE FOR THE RIGHT HOLE OR YOU ARE DISQUALIFIED.....MUST TURN IN A SIGNED SCORE CARD AT THE SCORING TABLE AFTER A TOURNAMENT
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Wrap-up Time Allotted: 10

Review Personal Par. Did they have a preshot and postshot routine? Were they able to hit to the desired target? Do they think they would improve with a better preshot/postshot routine and/or more focus on targets? What shots do they feel that they hit well? Did they stay positive?

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

REVIEW FOR ASSESSMENTS.....tell Players to know their Player and Par books. FINISH UP YOUR VOCABULARY WORDS

Define the meaning of par for a course. While par may be a “standard” for pros and top amateurs, most players shoot “above” par. “Personal Par” is a measure of performance that differs from one player to the next. “Personal Par” is based on each player’s own abilities – everyone has his/her own Personal Par. Discuss what a Personal Par is to each participant – use golf holes as examples (Par 3 – maybe you score a 5 here usually, etc). Once players determine their “Personal Par” now, they can challenge themselves and work on certain elements to improve.

LIFE SKILL EXPERIENCE

TIME	LESSON PROGRESSION:
10	Warm up
70	On course time
10	Clean up
	Warp up/Review

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

PLAY THE COURSE

Players will play and keep their own individual scores. Determine if the score was the result of unusual circumstances (out of bounds, bunker, etc.).

Then, as time allows, continue to either play the same hole again, or a new hole, depending on number of players, course conditions, etc., and address the following on-course fundamental elements:

On Course Fundamentals: Preshot and Postshot Routines. “Steady As You Go.” Objective is to learn how to establish routines that students can rely on and repeat; allow them to prepare physically, mentally, emotionally for playing golf. Review the elements of set-up and preparing to hit the shot. Imagine carrying a “scientist’s lab coat” while they play the hole. After playing a shot, student imagines putting on the lab coat and analyzing the shot as an observer, using neutral or factual phrases – the shot is an outcome, not good or bad. How does student feel after the shot. How does student feel about his entire routine? How does student react after shot?

On Course Fundamentals: Target-Focused. “See it, Picture It, Frame It.” Students identify where they want the ball to go; adjust club selection, swing length and force to reach the target. Have students pick out a target and stare at it for a few seconds while looking through their hands like a “picture frame.” Close their eyes and visualize the target. Now, they prepare to hit the shot at the target. Hit the shot before they lose the “picture.” Determine whether they “kept the target” or “lost the target.”

To the extent possible, then try to put these elements together to create good, reliable routines and to establish a personal par and/or improve on what they do now.

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?

Week 10 Par Core Lesson: Assessments

Coach Name: _____ Chapter: North Florida Facility: TFTNF Date: SPRING 2018
 # of Coaches/Volunteers: _____ # Participants: _____ Age Range: 9+ Skill Level: PAR
 PLAYer-to-Coach ratio: _____ 3-hole 6-hole 9-hole # of Stations/# of Holes: _____ On-course Off-course
 Duration (mins.): 75 mins _____ Equipment and supplies needed **TESTING DAY AND PLAY HOLES NEEDED TO FINISH UP THE 9 HOLE PLAYING REQUIREMENT** _____

Warm-up

Time Allotted: 10 Location(s): ***** TESTING DAY AND PLAY HOLES NEEDED TO FINISH 9 HOLE PLAY**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: REVIEW ANY QUESTIONS PLAYERS MAY HAVE

Physically engage PLAYers in a fitness circuit (Recommend one activity from each category): Warm up circuit, and hit balls on range

Strength Lunges	Flexibility/Mobility Arm circles and Stretches	Agility/Coordination Sprint Up and back	Balance Single leg stand like triangle w opp foot	Object Control Walk 20 ft with ball on Tee
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Safety – Review and emphasize; connect to Healthy Habit: SAFETY—THE ACT OF KEEPING SAFE, AVERTING OR REDUCING THE CHANCE OF INJURY, DANGER OR LOSS

Life Skills Experience

Time Allotted: 70 List what players will learn in each component

<p>LIFE SKILLS OBJECTIVE(S):</p> <p>IF HOLES NEED TO BE PLAYED MAKE THEM ACCESSIBLE TO THE PLAYERS SKILLS</p> <ul style="list-style-type: none"> BE READY TO PLAY WHEN ITS YOUR TURN---GO OVER PACE OF PLAY AND READY GOLF 	<p>GOLF SKILLS OBJECTIVE(S):</p> <ul style="list-style-type: none"> Playing On-Course- includes both (a) self management and (b) course management with a focus on golf performance. Self management – the internal aspect of playing on course; involves learning skills that help young people become aware of whom they are as PLAYers and individuals. Course management- the external aspect of play on the course; involves planning and decision –making while playing golf.
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Guiding Questions: Ask questions to connect activities and lesson objectives.....**GO PLAY HOLES SO PLAYERS MEET THE 9 HOLE REQUIREMENT**

- How do you...?
What happens when...?
-
- What would happen if...?

IF THEY HAVE PLAYED WITH AN ADULT THIS PART CAN BE SKIPPED OTHERWISE FINISH UP HOLES NEEDED

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
XX Putt XX Chip XX Pitch XX Full-swing	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club selection	GIVE WRITTEN TESTS FIRST THEN DO 10-15 MIN INTERVIEWS VARIETY OF QUESTIONS WHAT IS GAME??.... EXPLAIN MEET AND GREET W ALR.....HOW DO YOU HAVE FUN WHILE YOU LEARN?.....WHAT ARE THE 4 Rs IN ORDER PLEASE.....TALK ABOUT 1 RULE YOU WERE GIVEN IN CLASS.....WHAT IS THE FIRST TEE CODE OF CONDUCT.....EXPLAIN WHAT PERSONAL PAR IS.....
	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target	
	XX Get Ready to Swing	X GRIP/Hold & Set-up <input type="checkbox"/> Aim/alignment	
	XX Body Balance	X Balanced finish	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	
	Routines: <input type="checkbox"/> Preshot	<input type="checkbox"/> Mental and emotional aspects	
	<input type="checkbox"/> Postshot	<input type="checkbox"/> Emotionally neutral response...	
	<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory	
	<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management	

Etiquette/Rules of Golf: QUIET DURING TESTING.....NO BOOK

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

TAKE PLAYERS NEEDING TO PLAY OUT AS QUICKLY AS POSSIBLE AFTER THEIR TEST AND INTERVIEW.

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? What is The First Tee Code of Conduct?

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.)

LIFE SKILL EXPERIENCE LESSON PROGRESSION: (LIST BULLET-POINTS FOR TIME ALLOTTED, LESSON FLOW, AND LOCATION OF LESSON ACTIVITIES/STATIONS.)

TIME	LESSON PROGRESSION:
10	Warm up
70	Assessments
10	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)

What was GOOD?