

## WK1 BIRDIE Lesson16 DREAMS AND GOALS

Coach Name: \_\_\_\_\_ Chapter: NORTH FLORIDA Facility: TFTNF Date: SPRING 2019 \_\_\_\_\_

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

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

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

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

Warm-up				
<b>Time Allotted:</b> 20 MINS		<b>Location(s):</b> GIVE OUT BIRDIE BOOKS <b>WORK YARDAGE BOOK IN CLASS PGS 4-6</b>		
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: REVIEW CORE VALUES, AND PAR BASICS</i>				
<ul style="list-style-type: none"> <li>INTRO TO BIRDIE CLASS WHAT WE WILL COVER, INTRODUCE THE BOOK AND THAT THERE WILL BE CLASS BOOK WORK, GOAL LADDER HOMEWORK AND SOME BOOK HOMEWORK</li> </ul>				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :15 MINS</i>				
<b>Strength</b> SQUATS 10---15	<b>Flexibility/Mobility</b> SIDEWAYS WALK, AND FOOT CROSSOVERS 30FT UP AND BACK 3X	<b>Agility/Coordination</b> BEAR CRAWL 30 FT UP AND BACK 3X	<b>Balance</b> WALKING LUNGES 30 FT UP AND BACK 3X	<b>Object Control</b> BOUNCE BALL OFF SIDE SLOPE AND CATCH
<i>Safety – Review and emphasize; connect to Healthy Habit: <b>FRIENDS..... a group of unrelated people brought together by ties of love , affection and trust. They are also bonded by similar interests and goals.</b></i>				

Life Skills Experience			
<b>Time Allotted:</b> 50MINS		<i>List what players will learn in each component</i>	
<b>LIFE SKILLS OBJECTIVE(S):</b> <b>DREAMS AND GOALS</b>		<b>GOLF SKILLS OBJECTIVE(S):</b> <b>DISTANCE</b>	
<ul style="list-style-type: none"> <li><b>USE YARDAGE BOOK HERE PGS 4-6</b></li> <li>TO HAVE PARTICIPANTS UNDERSTAND THE DIFFERENCE BETWEEN DREAMS AND GOALS.</li> <li>TO HAVE PARTICIPANTS DEVELOP A DREAM FOR BOTH GOLF AND OUTSIDE OF GOLF</li> </ul>		REMIND PLAYERS THE LENGTH AND SPEED OF THEIR STROKE EFFECTS DISTANCE WHETHER PUTTING, CHIPPING, PITCHING OR FULL SWING.  <b>GO OVER GRIP/HOLD....AIM/ALIGNMENT</b>	
<b>Guiding Questions:</b> <i>Ask questions to connect activities and lesson objectives</i> <ul style="list-style-type: none"> <li>How do you... differentiate a dream from a goal</li> <li>What happens when... you really set goals for specific things in Golf and outside of Golf. Do you think it makes life easier???</li> <li>What would happen if... ? You really concentrated when you practice, or study.</li> </ul>			
Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input checked="" type="checkbox"/> <b>Putt</b> <input type="checkbox"/> Chip <input type="checkbox"/> Pitch <input checked="" type="checkbox"/> <b>Full-swing</b>	<input type="checkbox"/> <b>Distance-response</b> <input type="checkbox"/> Target Awareness <input type="checkbox"/> <b>Get Ready to Swing</b> <input type="checkbox"/> Body Balance <input type="checkbox"/> Clubface and Ball Contact <input type="checkbox"/> <b>Swing Rhythm</b> Routines: <input type="checkbox"/> Preshot <input type="checkbox"/> Postshot <input type="checkbox"/> Ball Flight <input type="checkbox"/> On-course Strategies	<input checked="" type="checkbox"/> <b>Size or length of motion</b> <input checked="" type="checkbox"/> <b>Club Selection</b> <input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> <b>Hold</b> <input type="checkbox"/> <b>Set-up</b> <input type="checkbox"/> <b>Aim/alignment</b> <input type="checkbox"/> Balanced finish <input checked="" type="checkbox"/> <b>Balanced start</b> <input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> <b>Centerness of hit</b> <input type="checkbox"/> <b>Swing tempo</b> <input type="checkbox"/> <b>Mental and emotional aspects</b> <input type="checkbox"/> <b>Emotionally neutral response</b> <input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature <input type="checkbox"/> Self-management <input type="checkbox"/> Course management	REMIND PLAYERS THAT THE SIZE OF THEIR SWING IMPACTS THE DISTANCE THEY ACHIEVE.
<b>Etiquette/Rules of Golf:</b> <b>RULE 11.3 ----DELIBERATE ACTIONS TO AFFECT A BALL IN MOTION NEW RULE</b>			

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

**FRIENDS....** a group of unrelated people brought together by ties of love , affection and trust. They are also bonded by similar interests and goals.

### Wrap-up

Time Allotted: 5MINS

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

1. What did you experience today about THE SWING?
2. What did you LEARN about ways to control your distance?
3. How can what you learned today be used in school, at home and in other areas of your life off the golf course?

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

**WELCOME BACK:** Welcome back to First Tee lets introduce ourselves. Coaches review what we will cover in Birdie. **MAKE SURE PLAYERS BRING PAPER AND PEN OR PENCIL TO CLASSES**

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

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

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

**LIFE SKILL EXPERIENCE**

TIME	LESSON PROGRESSION: List bullet points for time allotted, lesson flow, and location.
20 MINS	DISCUSSION TIME---BOOK PAGES 4-6 IN CLASS WORK
50 MINS	PUTTING ACTIVITY: IMAGINE THAT PUTT THRU THE GATES ON THE RANGE --- PLAYERS PAY ATTENTION TO SIZE OF THEIR SWING AND CLUB SELECTION TO CONTROL DISTANCE
5 mins	CLEAN UP//WRAP UP

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

*If needed, attach diagram on separate sheet)*

**Golf Game—DISTANCE CONTROL**

**Putt**

**Title of game:** IMAGINE THE PUTT

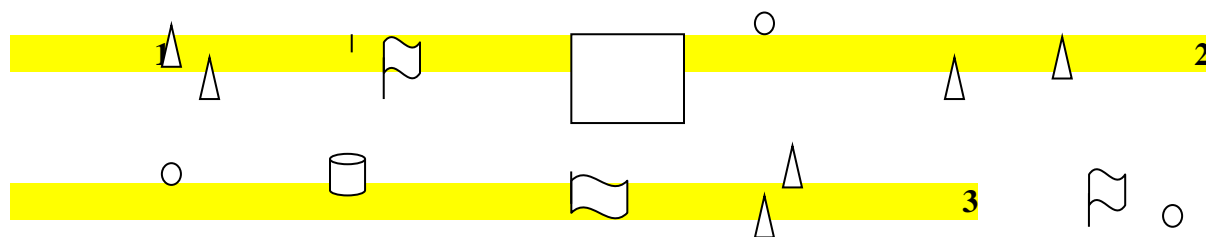
**Objectives of game:** To become aware of what you do as a PLAYer to attain proper distance control to the Target.

**Objectives of golf fundamental:** To develop a feel for different distances on the putting green.

**Supplies:** Putters, golf balls, cones,

**Description of Set-up:** Set-up a three-, six- or nine-hole putting challenge. Coach will decide teeing ground and assign holes.

**Diagram of Set-up:**



**Birdie Level (variation)—How to Play:** PLAYers will pair into a team of 2. The Player putting will concentrate on their set up , line of Putt and focus closely on the hole. That Player will then turn their club upside down like a cane, close their eyes and be guided by their team mate so they don't fall .The Player walks toward the HOLE . The guiding teammate must allow the Player to do any starting and stopping till they think they are to the HOLE. If the Player makes it to the HOLE their grip will fall into the Hole as they walk. See how close you come to the hole, whether you stop short, find it, or go past. Then walk back to the tee area and play the Putt at first with your eyes open, then once with your eyes closed and again see how close you come to the hole. Mark your last Putt. SWITCH PARTNERS AND THE SECOND TEAMMATE REPEATS THE PROCESS. The second Player marks their last Putt. SEE WHO GETS CLOSER!!

### **ON THE RANGE---CHANGE THE SIZE OF SWING**

CONCENTRATION IS TO CHANGE THE SIZE AND FORCE OF YOUR SWING. MAKE SURE YOU HAVE THE PROPER GRIP. USE THE SAME CLUB, EXAMPLE YOUR 7 IRON. HIT BALLS, THEN CHANGE THE SIZE OF YOUR SWING MOTION, THEN CHANGE THE FORCE OF YOUR SWING MOTION, THEN CHANGE A COMBINATION OF BOTH....EXAMPLE SHORT SWING BUT FAST, SHORT SWING AND SLOW, ETC. MAKE NOTE OF WHAT HAPPENS. THINK ABOUT SHOTS WHERE YOU HAVE TO VARY YOUR LENGTH OR FORCE OF SWING. LEARN WHAT **YOU ARE CAPABLE OF.**

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

What was GOOD?

What could have been BETTER?

HOW would I improve it next time?

## WK2 Birdie Lesson17 GOALS POSITIVELY/IMPORT

Coach Name: \_\_\_\_\_ Chapter: NORTH FLORIDA Facility: TFTNF Date: SPRING 201  
 # of Coaches/Volunteers: 6:1 \_\_\_\_\_ # Participants: \_\_\_\_\_ Age Range: 11+ \_\_\_\_\_ Skill Level: BIRDIE  
 PLAYer-to-Coach ratio: 6:1 \_\_\_\_\_ # of Stations/# of Holes: \_\_\_\_\_ XX On-course  Off-course Duration (mins): 75 MINS \_\_\_\_\_  
 Equipment and supplies needed: STUDENTS USUALLY HAVE OWN CLUBS, SAFETY CONES,TEES, BALLS,YARN OR STRING, BALL MARKERS\_ \_\_\_\_\_  
 Additional Notes: \_\_\_\_\_

Warm-up				
<b>Time Allotted:</b>	20MINS	<b>Location(s):</b> <b>BOOK PGS 22-25</b>	<b>READ PGS 26 AND 29</b>	
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i>				
<b>STATE GOALS POSITIVELY AND GOALS HAVE TO BE IMPORTANT TO YOU</b>				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :15 MINS</i>				
<b>Strength</b> PLANKS 190 SECS 3X	<b>Flexibility/Mobility</b> SIDEWAYS WALK, AND FOOT CROSSOVERS 30FT UP AND BACK 3X	<b>Agility/Coordination</b> BEAR CRAWL 30 FT UP AND BACK 3X	<b>BALANCE</b> STANDING STUNTS X 5 ON EACH LEG	<b>Object Control</b> BOUNCE BALL OFF SIDE SLOPE AND CATCH
<i>Safety – Review and emphasize; connect to Healthy Habit: <b>ENERGY—THE CAPACITY OF A BODY OR PHYSICAL SYSTEM TO DO WOTK.....AVAILABLE POWER. ITS IMPORTANT TO MAKE HEALTHY CHOICES ABOUT WHAT TO EAT AND DRINK IN ORDER TO FUEL YOUR BODY TO BE ABLE TO ACCOMPLISH WHAT YOU WANT</b></i>				

Life Skills Experience	
<b>Time Allotted:</b> 50MINS	<b>STATING YOUR GOALS POSITIVELY AND ARE THEY IMPORTANT TO YOU.</b>
<b>LIFE SKILLS OBJECTIVE(S): GOALS POSITIVE AND IMPORTANT</b>	<b>GOLF SKILLS OBJECTIVE(S): GET READY TO SWING</b>
<ul style="list-style-type: none"> <li>TO HAVE PARTICIPANTS UNDERSTAND THE IMPORTANCE OF STATING YOUR GOALS POSITIVELY. DO NOT USE NEGATIVE WORDS</li> <li>IS THE GOAL IMPORTANT TO YOU?? DO YOU RELATE TO IT?</li> <li>TO HAVE PARTICIPANTS DEVELOP A GOAL FOR BOTH GOLF AND OUTSIDE OF GOLF</li> </ul>	<p>GET READY TO SWING—GRIP,SETUP, AIM AND ALIGN                      CONCENTRATE ON ONE ASPECT AT A TIME FOR GET READY TO SWING. KEEP A POSITIVE SWING THOUGHT...IE...IT WILL CONTACT THE BALL IN THE MIDDLE OF THE CLUBFACE..</p> <ul style="list-style-type: none"> <li>AIM JUST PAST THE HOLE TO INSURE GETTING TO THE HOLE WHEN PUTTING</li> </ul>
<b>Guiding Questions:</b> <i>Ask questions to connect activities and lesson objectives</i>	
<ul style="list-style-type: none"> <li>How do you... STATE YOUR GOALS POSITIVELY AND ARE THE GOALS IMPORTANT TO YOU</li> <li>What happens when... you really set goals for specific things in Golf and outside of Golf. ? Do you think it makes life easier???</li> <li>What would happen if... ? You really concentrated when you practice, or study.</li> </ul>	

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input checked="" type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection	KEEP POSITIVE SWING THOUGHTS IN YOUR HEAD WHEN SETTING UP.
	<input type="checkbox"/> Target Awareness	Target selection <input type="checkbox"/> Distance to target	
	<input checked="" type="checkbox"/> Get Ready to Swing	<input checked="" type="checkbox"/> Hold <input checked="" type="checkbox"/> Set-up <input checked="" type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	
	<b>Routines:</b> <input checked="" type="checkbox"/> Preshot	<input type="checkbox"/> Mental and emotional aspects	
	<input type="checkbox"/> Postshot	<input type="checkbox"/> Emotionally neutral response	
	<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature	
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management <input type="checkbox"/> Course management		

**Etiquette/Rules of Golf: RULE: 4.1A CLUBS ALLOWED IN MAKING A STROKE**

**Physical Healthy Habits:**  Energy  Play  Safety  
 Other Healthy Habit{: ENERGY

**Wrap-up**

**Time Allotted: 10**

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

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

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

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

**LIFE SKILL EXPERIENCE**

TIME

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

20 MINS

DISCUSSION TIME

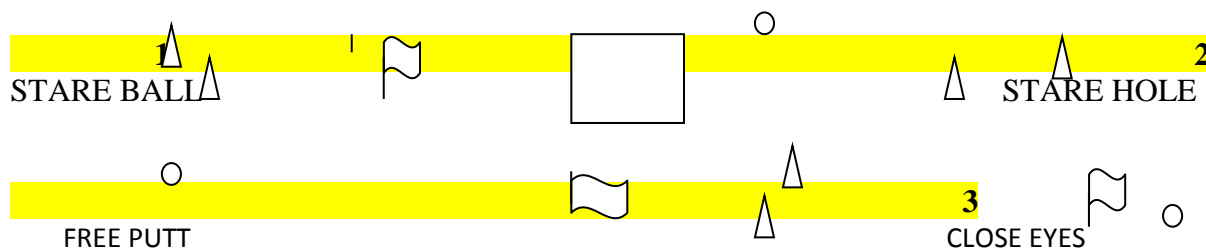
50 MINS

ON THE COURSE OR IF COURSE IS NOT AVAILABLE PUTTING ACTIVITY: THROUGH THE GATES— AND FOOTBALL PITCHING OR FULL SWING

5 mins

CLEAN UP//WRAP UP

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



**PUTTING FOR EXCELLENCE:**

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

## Golf Game

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

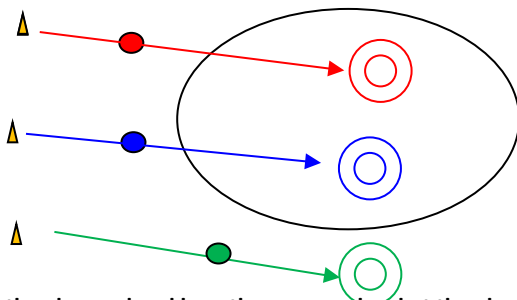
**How to Play:** As an individual, PLAYer gets three shots to hit his/her zone. Once a PLAYer has hit a zone, the next PLAYer on the team can go for the next zone. For an additional challenge, you can play as a match play competition with the group.

Phase I: Partner hit shot 50 yard zone (1<sup>st</sup> down)

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

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

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



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

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

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

What was GOOD?

What could have been BETTER?

HOW would I improve it next time?





## WK3 Birdie Lesson18 Setting Goals Under Your Control

Coach Name: \_\_\_\_\_ Chapter: TFTNF\_ Facility: TFTNF \_\_\_\_\_ Date: SPRING 2019  
 # of Coaches/Volunteers: 6;1 \_\_\_\_\_ # Participants: \_\_\_\_\_ Age Range: 11 Skill Level: BIRDIE  
 PLAYer-to-Coach ratio: 6:1 \_\_\_\_\_ # of Stations/# of Holes: \_\_\_\_\_  On-course  Off-course Duration (mins): 90  
 Equipment and supplies needed: \_\_\_\_\_  
 Additional Notes: \_\_\_\_\_

Warm-up				
<b>Time Allotted:</b> 20 mins		<b>Location(s):</b> <b>BOOK PGS 38-40</b>		
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i> GO OVER GOAL LADDERS AGAIN.				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
<b>Strength</b> Planks 90 sec hold 3-5 times	<b>Flexibility/Mobility</b> Arm stretches/ Side Stretches	<b>Agility/Coordination</b> crossover steps 30 ft helicopters	<b>Balance</b> Walk Straight Lines One foot in front of the other	<b>Object Control</b> Bounce Ball off the Side of a Hill and Catch
<i>Safety – Review and emphasize; connect to Healthy Habit:</i> <b>COMMUNITY—A SET OF PEOPLE WITH SOME SHARED ELEMENT, SUCH AS GEOGRAPHY....THEY LIVE IN THE SAME AREA, HAVING COMMON RIGHTS, INTERESTS AND PRIVILAGES. EXPLORE HOW TO GIVE BACK TO ONES COMMUNITY FOR ITS HEALTH AND ENVIORNMENT.....VOLUNTEER AT A SOUP KITCHEN, VOLUNTEER AT A CHURCH OR HOSPITAL, BOYSCOUTS, GIRL SCOUTS ETC.</b>				

Life Skills Experience			
<b>Time Allotted:</b> 50mins		<i>List what players will learn in each component</i>	
<b>LIFE SKILLS OBJECTIVE(S):</b> <b>UNDER YOUR CONTROL</b>		<b>GOLF SKILLS OBJECTIVE(S):</b> <b>BODY BALANCE</b>	
Participants will learn more about goal setting in this lesson by understanding how to state a goal that will be under their control. They will learn the difference between being under their control and out of their control. (Control of what club they can use vs Out of Control is the weather)		BALANCED START AND BALANCED FINISH. CONCENTRATE ON WHAT IT FEELS LIKE TO BE BALANCED.	
<b>Guiding Questions:</b> <i>Ask questions to connect activities and lesson objectives</i> <ul style="list-style-type: none"> <li>How do you...KEEP YOUR BALANCE?</li> <li>What happens when...YOU BECOME UNBALANCED IN A SHOT?</li> <li>What would happen if...you closed your eyes so you can FEEL YOUR BALANCE ?</li> <li>What does it mean for something to be under your control.....how do things under your control and not under your co??</li> </ul>			
Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input type="checkbox"/> Putt <input type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response <input checked="" type="checkbox"/> Target Awareness <input type="checkbox"/> Get Ready to Swing <input checked="" type="checkbox"/> Body Balance <input type="checkbox"/> Clubface and Ball Contact <input type="checkbox"/> Swing Rhythm Routines: <input type="checkbox"/> Preshot <input type="checkbox"/> Postshot <input type="checkbox"/> Ball Flight <input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment <input checked="" type="checkbox"/> Balanced finish <input checked="" type="checkbox"/> Balanced start <input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> Swing tempo <input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature <input type="checkbox"/> Self-management <input type="checkbox"/> Course management	DIFFERENCE BETWEEN STROKE AND MATCH PLAY  HOW DO YOU KEEP YOUR BALANCE??  DOES EVERYONE DO THE SAME THING TO KEEP THEIR BALANCE OR IS IT INDIVIDUAL??

**Etiquette/Rules of Golf: RULE 14.7 PLAYING FROM THE WRONG PLACE**

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

COMMUNITY

**Wrap-up**

**Time Allotted: 5MINS**

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

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

20 mins

**PAGES 38-40 IN YARDAGE BOOK. DO IN CLASS W PLAYERS.**

**Go over goal ladders**

**INFORM PLAYERS TO DO THEIR GOAL LADDERS ON PAPER AND COPY IT INTO THEIR BOOKS ONCE CORRECTED. GOAL LADDERS MUST BE HANDED IN FOR COACHES TO REVIEW AND CORRECT**

**LIFE SKILL EXPERIENCE**

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

Warm Up

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

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

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

**Objectives of game:** To see who can hit the golf ball and stay in balance the best while standing on a balance board, NOODLES, YARD STICK

**Objectives of golf fundamental:** To help participants detect how their balance is during the swing and what adjustments they need to make to stay in balance. Plus, to see how the shot is influenced when they change their body balance.

Step 1

- The first PLAYer will stand on the balance board with the board "In balance" (not tilting).
- The PLAYer will then hit a ball and try to keep the board balanced. If he is successful, the PLAYer will go to step 2. If unsuccessful the other PLAYer will take their turn.

Step 2

- The PLAYer will lean on their right foot and try to hit a ball, keeping the weight on the right foot. If they are successful they will go to step 3, if not successful the next PLAYer will take a turn at step 2.

Step 3

- The PLAYer will lean on the left foot and try to hit a ball, keeping the weight on the left foot. If they are successful they will go to step 4, if not successful the next PLAYer will take a turn at step 3.

Step 4

- The PLAYer will lean on the right foot and try to hit a ball finishing with their weight on the front foot. If they are successful, they have completed the task. The next PLAYer will then come up and try it.

Step 5 (Optional)

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

**THIS CAN BE USED AS A CHIPPING GAME FROM DIFFERENT HILLY LIES.....SIDEHILL LIE, UPHILL, DOWNHILL ETC SO THAT PLAYERS ARE TRYING TO STAY BALANCED**

**ON THE RANGE CONCENTRATION IS STARTING BALANCED AND FINISHING BALANCED UP ON BACK TOES**

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

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

**Step 1**

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

**Step 2**

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

**Step 3**

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

Clean up

Wrap up

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

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

## Wk4 Birdie Core Lesson19 Different Types of Goals

Coach Name: \_\_\_\_\_ Chapter: TFTNT Facility: TFTNF Date: SPRING 2019

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

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

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

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

Warm-up				
<b>Time Allotted:</b> 10 MINS	<b>Location(s):</b> <b>BOOKS PG 52-55</b>		<b>READ AND DO PGS 60,61 AND 62</b>	
<p><i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives: DIFFERENT TYPES OF GOALS.....</i></p> <p><b>OUTCOME</b>----THE END PRODUCT OF WHAT YOU WANT TO ACHIEVE, YOUR DREAM, THE RESULT OF PLAYING A GAME.</p> <p><b>PROCESS GOALS</b>---FOCUS ON IMPROVING SKILLS AND TECHNIQUES, HEALTHY HABITS, AND PLAYING STRATIGIES FOR A MORE FAVORABLE OUTCOME.</p> <p><b>PERFORMANCE GOAL</b>---IDENTIFY PERSONAL BESTS AND STANDARDS OF IMPROVEMENT BASED ON PRACTICE AND ACHIEVING PROCESS GOALS</p>				
<p><i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i></p>				
<b>Strength</b> SQUAT AND JUMP 10X	<b>Flexibility/Mobility</b> Arm Circles forward and back	<b>Agility/Coordination</b> CROSSOVER FOOT WORK 30 FT UP AND BACK	<b>Balance</b> STRAIGHT LINE WALK HEEL-- TOE 30 FT UP AND BACK	<b>Object Control</b> BALL ON TEE WALK UP AND BACK 15 FT
<p><i>Safety – Review and emphasize; connect to Healthy Habit</i> <b>FAMILY—A GROUP OF RELATED AND SOMETIMES UNRELATED PEOPLE HELD TOGETHER BY BONDS OF LOVE AND AFFECTION. When family members share activities together, meals, game nights etc, and communicate well with one another they are more likely to achieve their goals.</b></p>				

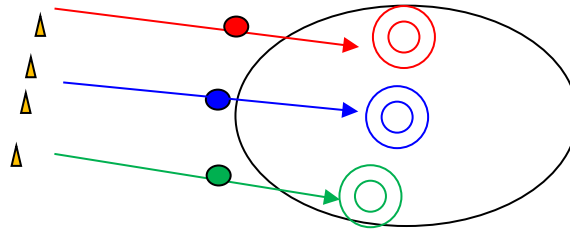
Life Skills Experience			
<b>Time Allotted:</b> 30 MINS WITHIN WARMUP <i>List what players will learn in each component</i>			
<b>LIFE SKILLS OBJECTIVE(S):</b> <b>DIFFERENT GOALS</b>		<b>GOLF SKILLS OBJECTIVE(S):</b> <b>CLUBFACE AND BALL CONTACT</b>	
<ul style="list-style-type: none"> <li><b>PERFORMANCE, PROCESS AND OUTCOME GOALS.....</b>WHAT ARE THE DIFFERENCES AND WHY ARE ALL 3 IMPORTANT. EACH GOAL FOCUSES ON SPECIFIC FUNCTIONS. PROCESS AND PERFORMANCE GOALS MUST FOLLOW ALL THE GUIDELINES FOR MAKING A GOAL. OUTCOME GOALS MAY OR NOT BE FULLY UNDER YOUR CONTROL, FOR EXAMPLE YOUR DREAMS, WHICH MAYBE PARTIALLY OUT OF YOUR CONTROL</li> </ul>		<ul style="list-style-type: none"> <li><b>Playing on course</b></li> <li><b>PROCESS GOALS -PROVIDE YOU WITH THE KNOWLEDGE TO PLAY SMART AND MAKE GOOD DECISIONS ABOUT YOUR SHOT</b></li> <li><b>PERFORMANCE GOALS—SETTING GUIDELINES FOR PRACTICE “I WILL MAKE 10 5 FOOT PUTTS</b></li> </ul>	
<p><b>Guiding Questions:</b> <i>Ask questions to connect activities and lesson objectives</i></p> <ul style="list-style-type: none"> <li>How do you...</li> <li>What happens when...</li> <li>What would happen if... ?</li> </ul>			
Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input type="checkbox"/> Putt <input type="checkbox"/> Chip <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection	
	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target	
	<input type="checkbox"/> Get Ready to Swing	<input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> <b>Body Balance</b>	<input type="checkbox"/> <b>Balanced finish</b> <input type="checkbox"/> <b>Balanced start</b>	
	<input checked="" type="checkbox"/> <b>Clubface and Ball Contact</b>	<input checked="" type="checkbox"/> <b>Clubface direction at contact</b> <input checked="" type="checkbox"/> <b>Centerness of hit</b>	
	<input type="checkbox"/> <b>Swing Rhythm</b>	<input type="checkbox"/> <b>Swing tempo</b>	
	<b>Routines:</b> <input type="checkbox"/> <b>Preshot</b>	<input type="checkbox"/> <b>Mental and emotional aspects</b>	

	<input type="checkbox"/> Postshot	<input type="checkbox"/> Emotionally neutral response	
	<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature	
	<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management <input type="checkbox"/> Course management	
<b>Etiquette/Rules of Golf: RULE 15.2 RELIEF FROM MOVEABLE OBSTRUCTIONS.</b>			
<b>Physical Healthy Habits:</b> <input type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety <input type="checkbox"/> Other Healthy Habit(s):		<b>FAMILY FAMILY—A GROUP OF RELATED AND SOMETIMES UNRELATED PEOPLE HELD TOGETHER BY BONDS OF LOVE AND AFFECTION</b>	

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

**GO OUT AND PLAY ON THE COURSE IF AVAILABLE CONCENTRATION CENTER CLUBFACE CONTACT.**

## Golf Game Chip



**Title of game:** *Lily Pads*

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

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

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

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

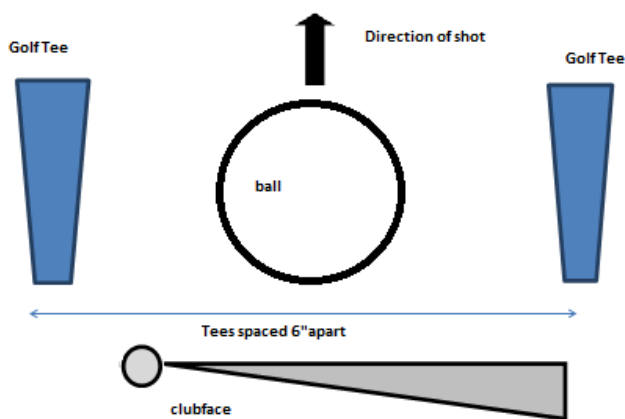
**Diagram of Set-up:** SEE ABOVE

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

Color code small circles and align them with larger circles.

PLAYer places smaller one on fringe or green based on club and where they plan to land the ball. PLAYer must hit both colors of lily pads with chip to get a point. If ball misses a lily pad, then PLAYer must switch with partner and allow them to go. Continue to chip, alternating colors and count how many lily pads the ball (frog) hits.

**Through the Gates: PUTTING**



CAN BE DONE WITH EYES OPEN/CLOSED

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

## WK5 Birdie Lesson20 Getting to your goal

Coach Name: \_\_\_\_\_ Chapter: TFTNF Facility: TFTNF Date: SPRING 2019  
 # of Coaches/Volunteers: 3 # Participants: \_\_\_\_\_ Age Range: 11-17 Skill Level: BIRDIE  
 PLAYer-to-Coach ratio: 6:1 # of Stations/# of Hole XXX On-course  Off-course Duration (75mins)  
 Equipment and supplies needed: BALLS, TEES, BALL MARKER, DIVOT TOOL,GLOVE, STRING OR YARN, CONES, MARKERS  
 Additional Notes: \_\_\_\_\_

Warm-up				
<b>Time Allotted:</b> 20mins		<b>Location(s):</b> <b>BOOK PGS 64—67 IN CLASS</b>		
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i> <b>GETTING TO THE GOAL/GOAL LADDERS</b>				
<ul style="list-style-type: none"> <li>Participants will go over the four guidelines to a goal. In addition, coaches spend time looking at their goal ladder draft to make sure it is progressing. BE POSITIVE, SPECIFIC, IMPORTANT, UNDER YOUR CONTROL</li> </ul>				
<i>Physically engage PLAYers in a fitness circuit:</i> <b>Warm-up Circuit: Jump and Turn, Lunges, Frog Jumps, Sprints.</b>				
<b>Strength</b> SQUATS 10X	<b>Flexibility/Mobility</b> HELICOPTERS, WAIST TWISTS 20X	<b>Agility/Coordination</b> Jump and turns 15X	<b>Balance</b> Standing Stunts, stand on one leg as long as possible w/o losing balance	<b>Object Control</b> Walk with a Ball on the Tee 15 ft up and back
<i>Safety – Review and emphasize; connect to Healthy Habit:</i> <b>MIND: THE ELEMENT IN THE BRAIN IN AN INDIVIDUAL THAT FEELS, PERCEIVES, THINKS, WILLS AND REASONS.</b> ONE’S MIND INFLUENCES THE PERSONS EMOTIONS AND BEHAVIORS AND CAN BE USED FOR SELF IMPROVEMENT, BUILDING CONFIDENCE AND MAINTAINING PERSPECTIVE.				

Life Skills Experience	
<b>Time Allotted:</b> 50mins <span style="float: right;"><i>List what players will learn in each component</i></span>	
<b>LIFE SKILLS OBJECTIVE(S):</b> <b>GETTING TO YOUR GOAL----LADDERS</b>	<b>GOLF SKILLS OBJECTIVE(S):</b> <b>SWING RHYTHM AND TEMPO</b>
To have participants be able to state smaller goals to accomplish a larger goal. To know what is reasonable and what might not be accomplishable. USE THE OUTLINE OF A LADDER TO MAKE SMALLER REACHABLE GOALS TO ACCOMPLISH THE LARGER GOAL	<ul style="list-style-type: none"> <li>Participants will learn about game management.</li> <li><b>CONCENTRATE ON THE TIMING OF ONES SWING. WHAT RHYTHM DOES IT HAVE, WHAT KIND OF BEAT OR COUNT TO IT??</b></li> </ul>

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

- How do you...figure out smaller goals needed to reach your ultimate goal??
- What happens when...you actually have a plan to accomplish something or get somewhere like a road map.?
- What would happen if... you went through life with no plan? How could you get somewhere new without a road map.....directions? Look at your Goal Ladders as a road map to where you want to get to.....what you want to accomplish.

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response <input type="checkbox"/> Target Awareness <input type="checkbox"/> Get Ready to Swing <input type="checkbox"/> Body Balance <input type="checkbox"/> Clubface and Ball Contact <input checked="" type="checkbox"/> Swing Rhythm Routines: <input checked="" type="checkbox"/> Preshot <input type="checkbox"/> Postshot <input type="checkbox"/> Ball Flight <input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment <input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start <input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input checked="" type="checkbox"/> Swing tempo <input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature <input type="checkbox"/> Self-management <input type="checkbox"/> Course management	CONCENTRATE ON THE TIMING OF YOUR SWING. IS IT FAST, SLOW , IS IT A COMBINATION OF BOTH??  DO YOU THINK TIMING TIES INTO A GOOD SWING.??  CAN YOU COME UP WITH A COUNT THAT FITS YOUR SWING FOR EXAMPLE..... A LONG COUNT OF 1 ON THE BACKSWING AND A QUICK COUNT OF 2 ON YOUR FOLLOW THROUGH. SEE IF YOU CAN FIGURE OUT YOUR TIMING AND LET A COACH KNOW.

Etiquette/Rules of Golf: **RULE 19.2 UNPLAYABLE BALL**

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

**MIND THE ELEMENT IN THE BRAIN IN AN INDIVIDUAL THAT FEELS, PERCEIVES, THINKS, WILLS AND REASONS.**

**Wrap-up**

Time Allotted:5mins

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



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

20 MINS

**IN CLASS PAGES 64—67**

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

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

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

**LIFE SKILL EXPERIENCE**

TIME  
50 MINS

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

### Golf Game—DISTANCE CONTROL

#### Putt

**Title of game: IMAGINE THE PUTT**

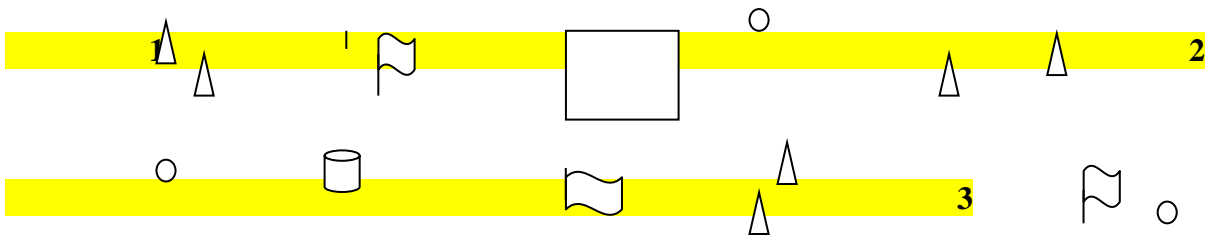
**Objectives of game:** To become aware of what you do as a *PLAYEr* to attain proper swing rhythm in their putting stroke. Back and through.

**Objectives of golf fundamental:** To develop a feel for different distances on the putting green and how that coincides with the rhythm of their swing..

**Supplies:** Putters, golf balls, cones,

**Description of Set-up:** Set-up a three-, six- or nine-hole putting challenge. Coach will decide teeing ground and assign holes.

**Diagram of Set-up:**



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

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

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

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

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

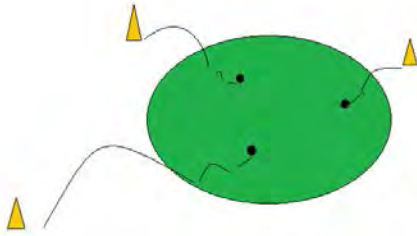
**CONCENTRATE ON YOUR Y CHIP Y RHYTHM**

Clean up  
Wrap up

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

*If needed, attach diagram on separate sheet)*

Chips and Bump and Runs



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

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

Coach Name: \_\_\_\_\_ Chapter: North Florida Facility: \_\_\_\_\_ TFTNF Date: SPRING 2019  
 # of Coaches/Volunteers: 3 # Participants: \_\_\_\_\_ Age Range: 11-17 Skill Level: BIRDIE  
 PLAYER-to-Coach ratio 6:1 # of Stations/# of Holes  On-course  Off-course Duration : 75MINS  
 Equipment and supplies needed: \_\_\_\_\_  
 Additional Notes: \_\_\_\_\_

### Warm-up

<b>Time Allotted: 10</b>		<b>Location(s):</b> <span style="background-color: yellow;">BOOK PAGES 78—81 IN CLASS</span>		
<i>Mentally and socially engage PLAYERS in activities that build rapport and connect to Learner Objectives:</i> Participants will learn more about dealing with challenges that may arise when dealing with achieving goals. Will introduce players to <span style="background-color: yellow;">STAR</span> , Stop, Think, Anticipate, Respond Go over the 4 R's (Replay, Relax, Ready, and Redo) AND RELATE THE TWO.				
<i>Physically engage PLAYERS in a fitness circuit (Recommend one activity from each Category) :</i>				
<b>Strength</b>	<b>Flexibility/Mobility</b>	<b>Agility/Coordination</b>	<b>Balance</b>	<b>Object Control</b>
PLANKS hold as long as possible	ARM CIRCLES front and back	SIDE STEPS 30 ft up and back	WALK STRAIGHT LINE with arms straight out	One hand toss while jogging
Safety – Review and emphasize; connect to Healthy Habit: <b>VISION: THE ABILITY TO THINK ABOUT AND PLAN FOR THE FUTURE USING INTELLIGENCE AND IMAGINATION</b> INDIVIDUAL LEARNS FROM THE PAST, V TO LEAVE A FOOTPRINTALUES THE PRESENT, AND CREATES THEIR VISION OF THEIR FUTURE AND ULTIMATELY LEAVES A FOOTPRINT ON THIS EARTH. YOUR VISION TAKES INTO CONSIDERATION YOUR TALENTS, CHARACTERISTICS AND ABILITIES.				

### Life Skills Experience

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

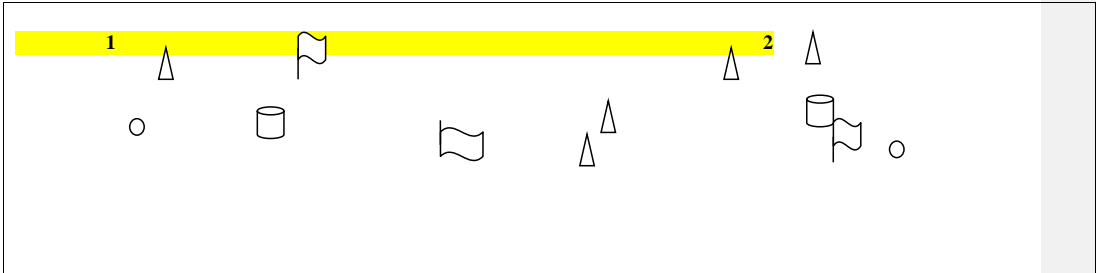
Commented [AGX1]:

<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management <input type="checkbox"/> Course management
<b>Etiquette/Rules of Golf: RULE: 8.1 THE COURSE IS PLAYED AS IT IS FOUND</b>	
<b>Physical Healthy Habits:</b> <input type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety xxx <b>Other Healthy Habit(s):</b> VISION	<b>VISION.....WHAT IS MEANT BY HAVING VISION</b>

<b>Wrap-up</b>	<b>Time Allotted: 5 mins-10 mins</b>
<p>Does everyone swing at the golf ball the same? Does everyone approach playing the game of golf the same? In what way may specific golfer's style of golf differ?          How can we improve our current ability yo focus on the shot we are about to hit? Does the technique of S.T.A.R. helps us with school ?          What are some other ways we can use S.T.A.R. in and outside of Golf ?</p>	
<b>Warm-up</b> (Identify location, activities, number of stations, equipment needed, rotation, etc.)	
15-20 mins	<b>PAGES 78—81 IN CLASS review STAR WHY DO WE USE STAR.....HOW DO WE USE IT</b> <b>Coaches make up scenerios where PLAYERS broken out into groups of 2 or 4 can practice using STAR</b>

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

<b>DIAGRAM:</b> (Identify number of stations and location, equipment needed for each, and brief description for each station activity.)
Happy Dance:



Good-Better-How Feedback (at least 3 Goods and 1 Better/How)
What was GOOD?
What could have been BETTER?
HOW would I improve it next time?

## WK7 Birdie Lesson16 DREAMS AND GOALS II

Coach Name: \_\_\_\_\_ Chapter: NORTH FLORIDA Facility: TFTNF Date: SPRING 2019 \_\_\_\_\_

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

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

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

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

Warm-up				
<b>Time Allotted:</b> 20 MINS		<b>Location(s):</b> BIRDIE BOOKS PGS 7—8 IN CLASS HW: READ PG 10 AND PAGE THRU AND READ UP TO 19		
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i> GO OVER DREAMS VERSUS GOALS				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :15 MINS</i>				
<b>Strength</b> SQUATS 10---15	<b>Flexibility/Mobility</b> SIDEWAYS WALK, AND FOOT CROSSOVERS 30FT UP AND BACK 3X	<b>Agility/Coordination</b> BEAR CRAWL 30 FT UP AND BACK 3X	<b>Balance</b> WALKING LUNGES 30 FT UP AND BACK 3X	<b>Object Control</b> BOUNCE BALL OFF SIDE SLOPE AND CATCH
<i>Safety – Review and emphasize; connect to Healthy Habit: <b>PLAY—AN ACT PREFORMED AND ENJOYED FOR ITS OWN SAKE, WHICH ENLIVENS, AND INVIGORATES THE SPIRIT. THINGS WE DO TO HAVE FUN....GAMES, ACTIVITIES LIKE BIKE RIDING OR CLIMBING, THINGS THAT ARE FUN!!!</b></i>				

Life Skills Experience	
<b>Time Allotted:</b> 50MINS <span style="float: right;"><i>List what players will learn in each component</i></span>	
<b>LIFE SKILLS OBJECTIVE(S):</b> DREAMS AND GOALS	<b>GOLF SKILLS OBJECTIVE(S):</b> TARGET AWARENESS
<ul style="list-style-type: none"> <li>TO HAVE PARTICIPANTS UNDERSTAND THE DIFFERENCE BETWEEN DREAMS AND GOALS.</li> <li>TO HAVE PARTICIPANTS DEVELOP A DREAM FOR BOTH GOLF AND OUTSIDE OF GOLF</li> </ul>	<b>TARGET AWARENESS</b> --SELECT A TARGET OR MULTIPLE TARGETS. WHAT MAKES A GOOD TARGET? --WHAT IS THE DISTANCE TO THAT TARGET?? HOW AM I GOING TO REACH THAT TARGET?? --WHAT KIND OF SHOT WILL I NEED TO MAKE, WHAT CLUB WILL I CHOOSE TO MAKE IT TO THAT TARGET.
<b>Guiding Questions:</b> <i>Ask questions to connect activities and lesson objectives</i> <ul style="list-style-type: none"> <li>How do you... differentiate a dream from a goal</li> <li>What happens when... you really set goals for specific things in Golf and outside of Golf. Do you think it makes life easier???</li> <li>What would happen if... ? You really concentrated when you practice, or study.</li> </ul>	

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <b>Putt</b> <input type="checkbox"/> Chip <input type="checkbox"/> Pitch <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <b>Full-swing</b>	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection	<b>PICK YOUR TARGET</b> <b>DISTANCE TO TARGET?</b> <b>WHAT'S THE SWING TO USE</b>
	<input checked="" type="checkbox"/> <b>Target Awareness</b>	<input checked="" type="checkbox"/> <b>Target selection</b> <input checked="" type="checkbox"/> <b>Distance to target</b>	
	<input type="checkbox"/> Get Ready to Swing	<input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish <input type="checkbox"/> <b>Balanced start</b>	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> <b>Centerness of hit</b>	
	<input type="checkbox"/> <b>Swing Rhythm</b>	<input type="checkbox"/> <b>Swing tempo</b>	
	<b>Routines:</b> <input type="checkbox"/> <b>PRESHOT</b>	<input type="checkbox"/> <b>Mental and emotional aspects</b>	
	<input type="checkbox"/> <b>POSTSHOT</b>	<input type="checkbox"/> <b>Emotionally neutral response</b>	
	<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature	
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management <input type="checkbox"/> Course management		

**Etiquette/Rules of Golf: RULE :10.2b CADDIES**

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

PLAY

### Wrap-up

Time Allotted: 5MINS

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

1. *What did you experience today about THE SWING?*
2. *What did you LEARN about TARGET AWARENESS ?*
3. *How can what you learned today ABOUT DREAMS AND GOALS THAT CAN be used in school, at home and in other areas of your life off the golf course?*

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

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

**PAGES 7—8 IN YARDAGE BOOK LIFE SKILLS:** Why we all need Dreams and Goals for Golf and Life, The difference between dreams and reachable GOALS, Four guidelines for stating your GOALS, How GOAL LADDERS can help you reach your Goals, What to do when you have trouble reaching your GOALS. Talk about DREAMS VS GOALS FIRST ASSIGNMENT MUST CREATE A DREAM FOR GOLF

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

**LIFE SKILL EXPERIENCE**

**TIME**

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

50 MINS

**DISCUSSION TIME IN CLASS YARDAGE BOOK PGS 7—8 HOMEWORK PGS 10---19**

PLAY ON COURSE IF AVAILABLE **OR** PUTTING ACTIVITY: AND CHIP/PITCH OR FULL SWING CHOICE----PICK THE ACTIVITY THE CLASS NEEDS PRACTICE WITH THE MOST

CLEAN UP//WRAP UP

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

*If needed, attach diagram on separate sheet)*

**PLAY ON COURSE IF AVAILABLE**

**Golf Game**

**PUTT**

**Title of game:** THROUGH THE GATES

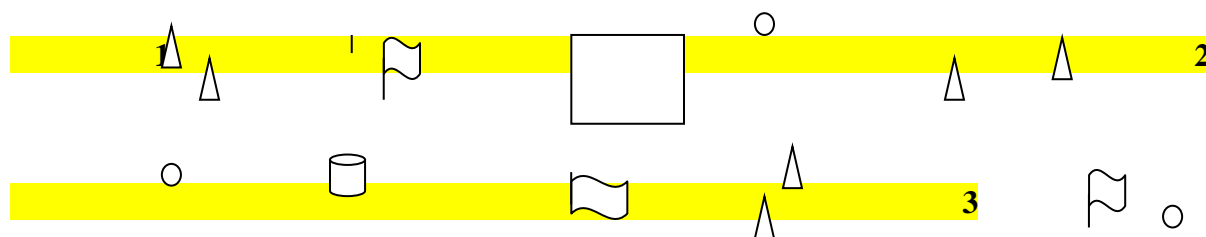
**Objectives of game:** To become aware of what you do as a PLAYer to prepare for a shot and to respond after a shot.

**Objectives of golf fundamental:** To develop an efficient and repeatable swing to reach their TARGET.

**How big a swing to make it to different putting distances and the Target they pick. Are you aiming at a point before the flag or beyond it??** **Supplies:** Putters, golf balls, cones,

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

**Diagram of Set-up:**





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

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

SET UP A SERIES OF VERY DIFFICULT LIES AND ASK THE PLAYER TO FIGURE OUT HOW TO MAKE IT TO THEIR TARGET.. EXAMPLE— SET THE BALL IN HIGH GRASS DEEP DOWN IN THE GRASS-----DO YOU NEED A STEEPER OR SHALLOWER ANGLE OF SWING TO MAKE CONTACT WITH THE BALL?? USE A Y TO Y SWING.....HINT FOR PLAYER--THINK ABOUT STEEP. WHERE IS THE BALL POSITION—FORWARD OR BACK.....HINT FOR PLAYER:-- BALL SLIGHTLY BACK AND WEIGHT ON LEFT FOOT 60 PERCENT

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

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

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

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

What was GOOD?

What could have been BETTER?

HOW would I improve it next time?

## WK8 Birdie Lesson17 GOALS POSITIVELY/IMPORTANT II

Coach Name: \_\_\_\_\_ Chapter: NORTH FLORIDA Facility: TFTNF Date: SPRING 2019  
 # of Coaches/Volunteers: 6:1 \_\_\_\_\_ # Participants: \_\_\_\_\_ Age Range: 11+ \_\_\_\_\_ Skill Level: BIRDIE  
 PLAYer-to-Coach ratio: 6:1 \_\_\_\_\_ # of Stations/# of Holes: \_\_\_\_\_  On-course  Off-course Duration (mins): 75 MINS \_\_\_\_\_  
 Equipment and supplies needed: STUDENTS USUALLY HAVE OWN CLUBS, SAFETY CONES,TEES, BALLS,YARN OR STRING, BALL MARKERS\_  
 Additional Notes: \_\_\_\_\_

Warm-up				
<b>Time Allotted:</b> 20 MINS		<b>Location(s):</b> BOOK PGS 26 AND 28 IN CLASS		<b>HW:</b> PAGE 27
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i>				
<b>STATE GOALS POSITIVELY AND GOALS HAVE TO BE IMPORTANT TO YOU</b>				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :15 MINS</i>				
<b>Strength</b> PLANKS 190 SECS 3X	<b>Flexibility/Mobility</b> SIDEWAYS WALK, AND FOOT CROSSOVERS 30FT UP AND BACK 3X	<b>Agility/Coordination</b> BEAR CRAWL 30 FT UP AND BACK 3X	<b>BALANCE</b> STANDING STUNTS X 5 ON EACH LEG	<b>Object Control</b> BOUNCE BALL OFF SIDE SLOPE AND CATCH
<i>Safety – Review and emphasize; connect to Healthy Habit:</i> <b>SAFETY—THE ACTION OF KEEPING SAFE, AVOIDING OR AVERTING INJURY OR HARM, DANGER OR LOSS</b>				

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

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input checked="" type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection	<b>CONCENTRATE ON YOUR COMPLETE SETUP.</b>
	<input type="checkbox"/> Target Awareness	Target selection <input type="checkbox"/> Distance to target	
	<input checked="" type="checkbox"/> Get Ready to Swing	<input checked="" type="checkbox"/> Hold <input checked="" type="checkbox"/> Set-up <input checked="" type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo	
	<b>Routines:</b> <input type="checkbox"/> Preshot	<input type="checkbox"/> Mental and emotional aspects	
	<input type="checkbox"/> Postshot	<input type="checkbox"/> Emotionally neutral response	
	<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature	
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management <input type="checkbox"/> Course management		

**Etiquette/Rules of Golf: RULE : 16.3**

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

**SAFETY**

**Wrap-up**

**Time Allotted: 10**

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

**IN CLASS YARDAGE BOOK PAGES 26 AND 28 AND HOMEWORK PAGE 27 ,31,33,35**

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

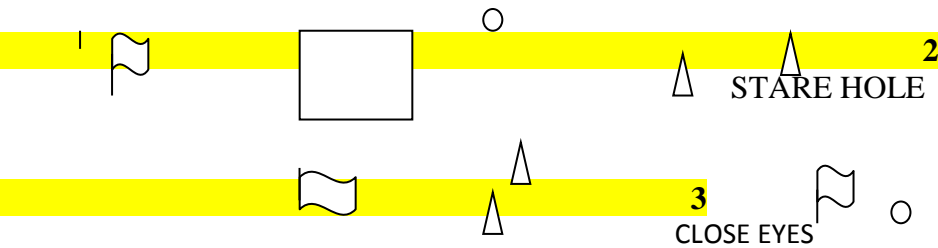
**How GOAL LADDERS can help you reach your Goals, What to do when you have trouble reaching your GOALS. Talk about GOALS IN AND OUT OF GOLF TALK ABOUT HOW TO KEEP GOALS POSITIVE AND WHY ITS IMPERITIVE THAT GOALS MEAN SOMETHING TO YOU.....THAT THEY ARE IMPORTANT TO YOU**

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

**LIFE SKILL EXPERIENCE**

TIME	LESSON PROGRESSION: List bullet points for time allotted, lesson flow, and location.
15 MINS	DISCUSSION TIME YARDAGE BOOK PAGES 26 AND 28 IN CLASS HOMEWORK PG 27
50 MINS	ON THE COURSE <b>OR</b> PUTTING ACTIVITY: THROUGH THE GATES— AND ADD CHIPPING TO ACCOMPLISH UP AND DOWN
10 mins	CLEAN UP//WRAP UP

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



ENCE:

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

## ON CHALLENGE

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

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

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

*ARN about how to set Goals?*

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

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

What was GOOD?

What could have been BETTER?

HOW would I improve it next time?

## WK9 Birdie Lesson18 Setting Goals Under Your Control II

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

Warm-up				
<b>Time Allotted:</b> 10mins		<b>Location(s):</b> <b>YARDAGE BOOK PGS 40—41 IN CLASS READ/DO HW: 42-49</b>		
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i> GO OVER HOMEWORK AND GOAL LADDERS TURN IN ALL GOAL LADDERS NEXT WEEK				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
<b>Strength</b> Planks 90 sec hold 3-5 times	<b>Flexibility/Mobility</b> Arm stretches/ Side Stretches	<b>Agility/Coordination</b> crossover steps 30 ft helicopters	<b>Balance</b> Walk Straight Lines	<b>Object Control</b> Bounce Ball off the Side of a Hill and Catch
<i>Safety – Review and emphasize; connect to Healthy Habit: <b>SCHOOL—A PLACE OR INSTITUTION FOR TEACHING AND LEARNING. SUCCESS IN SCHOOL LEARNING, BUILDING RELATIONSHIPS, AND CONTRIBUTING TO THE SCHOOL ENVIORNMENT LEADS TO SUCCESS LATER IN LIFE</b></i>				

Life Skills Experience			
<b>Time Allotted:</b> 50mins		<i>List what players will learn in each component</i>	
<b>LIFE SKILLS OBJECTIVE(S):</b> <b>UNDER YOUR CONTROL</b>		<b>GOLF SKILLS OBJECTIVE(S):</b> <b>BODY BALANCE</b>	
Participants will learn more about goal setting in this lesson by understanding how to state a goal that will be under their control. They will learn the difference between being under their control and out of their control. (Control of what club they can use vs Out of Control is the weather)		Participants will work on the following golf fundamentals: CONCENTRATE ON STAYING BALANCED THROUGHOUT THE SWING AND STAY INTO A BALANCED FINISH	
<b>Guiding Questions:</b> <i>Ask questions to connect activities and lesson objectives</i>			
<ul style="list-style-type: none"> <li>How do you...<i>STAY BALANCED?</i></li> <li>What happens when...<i>you swing in an unbalanced manner?</i></li> <li>What would happen if...<i>you swing too hard , or in too quick a tempo or not in rhythm ?</i></li> <li>What does it mean for something to be under your control.....<i>how do things under your control and not under your control differ??</i></li> </ul>			
Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input type="checkbox"/> Putt <input type="checkbox"/> Chip <input checked="" type="checkbox"/> <b>Pitch</b> <input checked="" type="checkbox"/> <b>Full-swing</b>	<input type="checkbox"/> Distance-response <input type="checkbox"/> Target Awareness <input type="checkbox"/> Get Ready to Swing <input checked="" type="checkbox"/> <b>Body Balance</b> <input type="checkbox"/> Clubface and Ball Contact <input type="checkbox"/> Swing Rhythm Routines: <input type="checkbox"/> Preshot <input type="checkbox"/> Postshot <input type="checkbox"/> Ball Flight <input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment <input checked="" type="checkbox"/> <b>Balanced finish</b> <input checked="" type="checkbox"/> <b>Balanced start</b> <input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> <b>Centerness of hit</b> <input type="checkbox"/> Swing tempo <input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature <input type="checkbox"/> Self-management <input type="checkbox"/> Course management	<b>CONCENTRATE ON STAYING BALANCED THROUGHOUT THE SWING AND INTO A BALANCED FINISH</b>
<b>Etiquette/Rules of Golf: RULE: 13.3 BALL OVERHANGING THE HOLE</b>			

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

**SCHOOL**—A PLACE OF TEACHING AND LEARNING

**Wrap-up**

**Time Allotted: REVIEW ALL 4 GUIDELINES TO SET GOALS**

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

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

**IN CLASS DISCUSSION PAGES 40--41 YARDAGE BOOK DO TOGETHER.**

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

**LIFE SKILL EXPERIENCE**

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

Warm Up

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

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

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

**Objectives of game:** To see who can hit the golf ball and stay in balance the best while standing on a balance board, NOODLES, YARD STICK

**Objectives of golf fundamental:** To help participants detect how their balance is during the swing and what adjustments they need to make to stay in balance. Plus, to see how the shot is influenced when they change their body balance.

Step 1

- The first PLAYer will stand on the balance board with the board "In balance" (not tilting).
- The PLAYer will then hit a ball and try to keep the board balanced. If he is successful, the PLAYer will go to step 2. If unsuccessful the other PLAYer will take their turn.

Step 2

- The PLAYer will lean on their right foot and try to hit a ball, keeping the weight on the right foot. If they are successful they will go to step 3, if not successful the next PLAYer will take a turn at step 2.

Step 3

- The PLAYer will lean on the left foot and try to hit a ball, keeping the weight on the left foot. If they are successful they will go to step 4, if not successful the next PLAYer will take a turn at step 3.

Step 4

- The PLAYer will lean on the right foot and try to hit a ball finishing with their weight on the front foot. If they are successful, they have completed the task. The next PLAYer will then come up and try it.

Step 5 (Optional)

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

## ON THE RANGE

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

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

### Step 1

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

### Step 2

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

### Step 3

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

Clean up  
Wrap up

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

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



## WK10 Birdie Lesson ASSESSMENT /REVIEW AND Play Day 3

Coach Name: \_\_\_\_\_ Chapter: TFTNF Facility: TFTNF Date: SPRING 2019

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

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

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

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

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

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

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

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

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

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

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