

WK1 Eagle Lesson 22 Staying Well for Life

Coach Name: _____ Chapter: North Florida Facility: TFTNF Date: SPRING 2019
 # of Coaches/Volunteers: _____ # Participants: _____ Age Range: 13-18 Skill Level: EAGE
 PLAYer-to-Coach ratio: 1 to 4 # of Stations/# of Holes: 2 On-course Off-course Duration (mins) 75
 Equipment and supplies needed: golf clubs and golf balls
 Additional Notes: _____

Warm-up				
Time Allotted: 20 mins	Location(s): YARDAGE BOOK PGS 4-9	HOMEWORK READ/DO PGS 8—14, 16,18,19		
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i>				
<ul style="list-style-type: none"> Staying well for life- --HOW DO YOU BUILD PHYSICAL WELLNESS ?? How do you improve your health?? 				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
Strength SQUATS 10---15	Flexibility/Mobility SIDEWAYS WALK, AND FOOT CROSSOVERS 30FT UP AND BACK 3X	Agility/Coordination BEAR CRAWL 30 FT UP AND BACK 3X	Balance WALKING LUNGES 30 FT UP AND BACK 3X	Object Control BOUNCE BALL OFF SIDE SLOPE AND CATCH
<i>Safety – Review and emphasize; connect to Healthy Habit: MIND-----THE ELEMENT, PART OF THE BRAIN THAT THINKS, FEELS, PERCEIVES, WILLS AND REASONS. IT IS THE PART OF THE BRAIN THAT HELPS CONTROL OR EMOTIONS OR BEHAVIOR.....HELPS US HEAL IE. MIND OVER MATTER,.....HELPS OR CAN HURT OUR CONFIDENCE.....HELPS US WITH SELF-IMPROVEMENT AND HELPS US MAINTAIN PERSPECTIVE</i>				

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

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input checked="" type="checkbox"/> Putt <input type="checkbox"/> Chip <input type="checkbox"/> Pitch <input checked="" type="checkbox"/> FULL SWING	<input checked="" type="checkbox"/> Distance--CONTROL <input type="checkbox"/> Target Awareness <input type="checkbox"/> Get Ready to Swing <input type="checkbox"/> Body Balance <input type="checkbox"/> Clubface and Ball Contact <input type="checkbox"/> Swing Rhythm Routines: <input type="checkbox"/> Preshot <input type="checkbox"/> Postshot <input type="checkbox"/> Ball Flight <input type="checkbox"/> On-course Strategies	<input checked="" type="checkbox"/> Size or length of motion <input checked="" type="checkbox"/> Club Selection <input checked="" type="checkbox"/> Variable amount of energy... <input checked="" type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Reaction to target <input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment <input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start <input type="checkbox"/> Balanced during swing <input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> Impact position <input type="checkbox"/> Swing tempo <input type="checkbox"/> Swing sequencing <input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Variable playing conditions <input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> Memory storage of desirable process <input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature <input type="checkbox"/> Self-management <input type="checkbox"/> Course management	Determine how far a target is from you. Fairway markers, yardage books, and rangefinders help with determining distance. Pacing off distance is also used

Etiquette/Rules of Golf: **RULE : 20.1 RESOLVING RULES ISSUES DURING A ROUND.**

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

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

Wrap-up

Time Allotted: 10 mins

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

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

TIME	LESSON PROGRESSION: List bullet points for time allotted, lesson flow, and location.
20 MINS	DISCUSSION TIME YARDAGE BOOK IN CLASS PAGES 4-9 HOMEWORK READ/DO PAGES 8—14 ,16,18,19
50 MINS	PUTTING ACTIVITY: THROUGH THE GATES—CONCENTRATION ON SIZE,LENGTH AND STRENGTH OF SWING AND HOW THAT EFFECTS DISTANCE RESPONSE--DISTANCE CONTROL
5 mins	THRU THE GATES ON THE RANGE 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

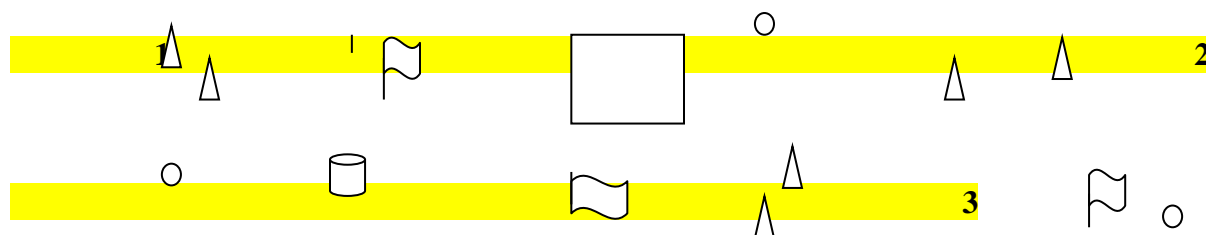
Objectives of game: To become aware of what you do as a PLAYer *to attain proper distance control to the Target.*

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 Eagle Lesson23 BUILD A GO TO TEAM

Coach Name: _____ Chapter: North Florida Facility: _____ Date: SPRING 2019
 # of Coaches/Volunteers: _____ # Participants: _____ Age Range: _____ Skill Level: EAGLE
 _____ Player-to-Coach ratio: 6:1 # of Stations/# of Holes: _____
 _____ On-course Off-course _____ Duration (mins): 75

Equipment and supplies needed: _____
 Additional Notes: _____

Warm-up				
Time Allotted: 20 MINS	Location(s): YARDAGE BOOK PGS 24--25		HOMEWORK PGS READ/DO 26--38	
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
Strength PLANKS 190 SECS 3X	Flexibility/Mobility SIDEWAYS WALK, AND FOOT CROSSOVERS 30FT UP AND BACK 3X	Agility/Coordination BEAR CRAWL 30 FT UP AND BACK 3X	Balance STANDING STUNTS X 5 ON EACH LEG	Object Control STANDING STUNTS X 5 ON EACH LEG
<i>Safety – Review and emphasize; connect to Healthy Habit: ENERGY—THE CAPACITY OF A BODY OR PHYSICAL SYSTEM TO DO WORK. HAVE AVAILABLE POWER.....WHAT YOU CHOSE TO EAT, DRINK AND HOW MUCH SLEEP DO YOU GET.....HELPS DETERMINE HOW MUCH ENERGY YOU HAVE.</i>				

Life Skills Experience	
Time Allotted: 50MINS <i>List what players will learn in each component</i>	
LIFE SKILLS OBJECTIVE(S): BUILD GO TO TEAM	GOLF SKILLS OBJECTIVE(S): BALL FLIGHT
<ul style="list-style-type: none"> TO HAVE PARTICIPANTS UNDERSTAND THE IMPORTANCE OF HAVING A SUPPORT NETWORK TO HAVE PARTICIPANTS UNDERSTAND HOW TO CREATE A BUILD THEIR SUPPORT NETWORK TO HAVE PARTICIPANT UNDERSTAND THE IMPORTANCE OF ASKING FOR HELP 	<ul style="list-style-type: none"> TO FINISH WITH HIGHER TRAJECTORY HAVE YOUR FOLLOW THROUGH FINISH HIGH HAVE BALL FORWARD IN YOUR STANCE AND INCREASE LOFT IF POSSIBLE WITH THE CLUB YOU ARE USING TO FINISH WITH A LOW PUNCH SHOT ABBREVIATE YOUR FOLLOW THROUGH AND FINISH LOW PLACE THE BALL BACK IN THE STANCE AND HAVE HANDS SLIGHTLY AHEAD OF THE BALL AT IMPACT THIS DELOFTS THE CLUBFACE. TO LEARN DRAW THE BALL.....BALL GOES RIGHT TO LEFT. AIM CLUBFACE DOWN TARGET LINE THEN ALIGN FEET ALONG THE LINE YOU WANT THE BALL TO START DO NO CHANGE CLUBFACE. SWING ALONG THE LINE OF YOUR FEET. TO FADE THE BALL MAKING IT MOVE LEFT TO RIGHT....AIM THE CLUBFACE AT THE TARGET.ALIGN YOUR FEET IN THE DIECTION YOU WANT TO START AND MAKE A NORMAL SWING BUT DELAY YOUR HABDS A BIT BEFORE IMPACT AND MAKE SURE THE FACE IS A BIT OPEN AT IMPACT.

Guiding Questions: *Ask questions to connect activities and lesson objectives*
 • How would it feel if you swung out of control?? Would you be in control of your swing or even your golf ball?

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input checked="" type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> Variable amount of energy...	CONTROLLING BALL FLIGHT.....HIGH FINISH HIGH SHOTLOW FINISH LOW SHOT.....DRAW AND FADE
	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Reaction to target	
	<input type="checkbox"/> Get Ready to Swing	<input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start <input type="checkbox"/> Balanced during swing	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> Impact position	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo <input type="checkbox"/> Swing sequencing	
	Routines: <input type="checkbox"/> PRE-SHOT	<input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Variable playing conditions	
	<input type="checkbox"/> POST-SHOT	<input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> Memory storage of desirable process	
	<input checked="" type="checkbox"/> Ball Flight	<input checked="" type="checkbox"/> Trajectory <input checked="" type="checkbox"/> Curvature	
	<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management <input type="checkbox"/> Course management	

Etiquette/Rules of Golf: **RULE 15.3 BALL OR BALL MARKER HELPING OR INTERFERING WITH PLAY**

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

Energy-available power. What do we do to power up our bodies? How do we keep them powered up? Are all sources of energy, good sources of energy?

Wrap-up

Time Allotted: 5 mins

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

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

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

20 mins

DO WARM UP EXERCISES

YARDAGE BOOK IN CLASS PAGES 24---25 TALK ABOUT BUILDING YOUR GO TO TEAM.....

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

EXAMPLES:

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

HOMEWORK READ/DO 26--38

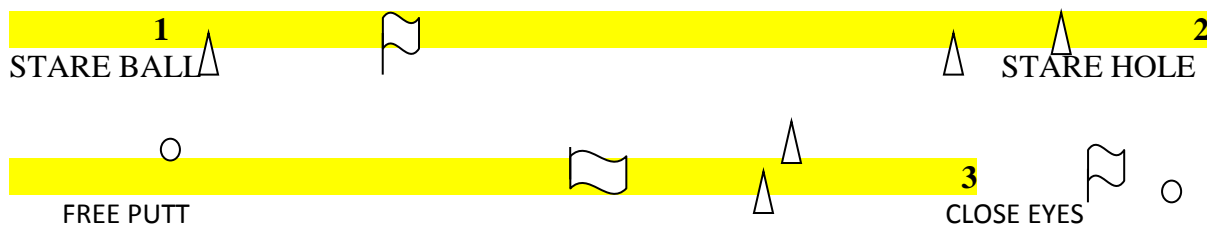
LIFE SKILL EXPERIENCE

TIME

LESSON PROGRESSION:

55mins

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



PUTTING FOR EXCELLENCE:

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

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.

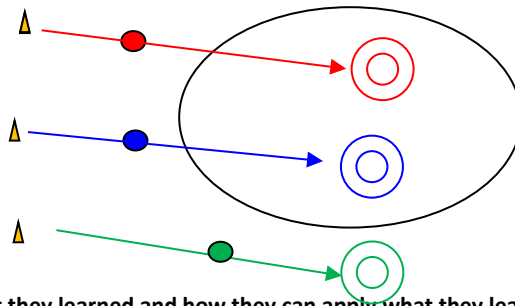
How to Play: As an individual, PLAYer gets three shots to hit his/her zone. Once a PLAYer has hit a zone, the next PLAYer on the team can go for the next zone. For an additional challenge, you can play as a match play competition with the group.

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

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

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

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



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?*

9 WK3 Eagle Lesson24 APPRECIATING DIVERSITY

Coach Name: _____ Chapter: North Florida Facility: TFTNF Date: SPRING 2019
 # of Coaches/Volunteers: _____ # Participants: _____ Age Range: _____ Skill Level: EAGLE
 PLAYer-to-Coach ratio: _____ # of Stations/# of Holes: _____ On-course Off-course Duration _____
 (mins): 75MINS Equipment and supplies needed: _____

Additional Notes: _____

Warm-up				
Time Allotted: 20 MINS	Location(s): YARDAGE BOOK PGS 38--39 IN CLASS	HOMEWORK READ/DO PAGES 41--45		
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
Strength Planks 90 sec hold 3-5 times	Flexibility/Mobility Arm stretches/ Side Stretches	Agility/Coordination crossover steps 30 ft helicopters	Balance Walk Straight Lines One foot in front of the other	Object Control Bounce Ball off the Side of a Hill and Catch
<p><i>Safety – Review and emphasize; connect to Healthy Habit: .COMMUNITY--A SET OF PEOPLE WITH A SHARED ELEMENT SUCH AS GEOGRAPHIC LOCATION, OR CHURCH, OR A SCHOOL, ETC.....HAVING COMMON RIGHTS, PRIVILAGES, OR INTERESTS. How can one give back to your community.....care for the environment.....its health and safety</i></p>				

Life Skills Experience	
Time Allotted: 50 MINS	<i>List what players will learn in each component</i>
LIFE SKILLS OBJECTIVE(S): APPRECIATING DIVERSITY	GOLF SKILLS OBJECTIVE(S): BODY BALANCE
<ul style="list-style-type: none"> IDENTIFY THE MANY WAYS GOLFERS DIFFER.....HOW PEOPLE DIFFER WHAT ARE AND DESCRIBE THE PITFALLS OF STEREOTYPES.....OR STEREOTYPING DESCRIBE HOW INDIVIDUAL DIFFERENCES CAN CONTRIBUTE TO A TEAMS SUCCESS DESCRIBE HOW EXPOSURE TO DIVERSE INDIVIDUALS AND VIEWPOINTS CAN CONTRIBUTE TO A RICHER LIFE EXPERIENCE 	<p>BALANCED START AND BALANCED FINISH. CONCENTRATE ON WHAT IT FEELS LIKE TO BE BALANCED.</p>

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

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input type="checkbox"/> Putt <input type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> Variable amount of energy...	START OUT BALANCED AND FINISH BALANCED
	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Reaction to target	
	<input type="checkbox"/> Get Ready to Swing	<input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment	
	<input checked="" type="checkbox"/> Body Balance	<input checked="" type="checkbox"/> Balanced finish <input checked="" type="checkbox"/> Balanced start <input checked="" type="checkbox"/> Balanced during swing	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> Impact position	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo <input type="checkbox"/> Swing sequencing	
	Routines: <input type="checkbox"/> PRE-SHOT	<input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Variable playing conditions	
	<input type="checkbox"/> POST-SHOT	<input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> Memory storage of desirable process	
	<input 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: TALK READY GOLF **RULE 4 MODIFIED FOR PLAYERS WITH INTELLECTUAL DISABILITIES**

Physical Healthy Habits: Energy Play Safety
 Other Healthy Habit(s): **COMMUNITY** **.COMMUNITY**--A SET OF PEOPLE WITH A SHARED ELEMENT SUCH AS GEOGRAPHIC LOCATION, OR CHURCH, OR A SCHOOL, ETC.....HAVING COMMON RIGHTS, PRIVILAGES, OR INTERESTS

Wrap-up	Time Allotted: 5 mins
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Ask players questions to review what they learned and how they can apply what they learned to school, home, etc.

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

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

20 minutes

YARDAGE BOOK PAGES 38---39 READ/DO HOMEWORK PAGES 41--45

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

WHAT MAKES GOLFERS DIFFERENT FROM EACH OTHER? WHAT MAKES STUDENTS DIFFERENT FROM EACH OTHER??

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

LIFE SKILL EXPERIENCE

TIME LESSON PROGRESSION:

50 MINS

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

Warm Up

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

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

Board Silly- USE NOODLES OR YARD STICKS TO STAND ONCAN BE PITCH OR RANGE

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

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

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Step 5 (Optional)

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

CONCENTRATION DURING GAMES IS KEEPING ONES BALANCE. HOW DO YOU KEEP YOUR BALANCE?? HOW DO YOU MAINTAIN THAT BALANCE THROUGHOUT THE SWING??

ON THE RANGE

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

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

Step 1

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

Step 2

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

Step 3

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

Clean up

Wrap up

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

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

WK4Eagle Lesson25 DEALING W CONFLICTS

Coach Name: _____ Chapter: North Florida Facility: TFTNF Date: SPRING 2019
 # of Coaches/Volunteers: 2+ # Participants: _____ Age Range: 13+ Skill Level: EAGLE
 PLAYer-to-Coach ratio: 6-1 # of Stations/# of Holes: 3+ On-course Off-course Duration (mins): 75MINS
 Equipment and supplies needed _____
 Additional Notes: _____

Warm-up				
Time Allotted: 20		Location(s): YARDAGE BOOK PGS 48---50 IN CLASS HOMEWORK READ/DO PGS 51--57		
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
Strength SQUAT AND JUMP 10X	Flexibility/Mobility Arm Circles forward and back	Agility/Coordination CROSSOVER FOOT WORK 30 FT UP AND BACK	Balance STRAIGHT LINE WALK HEEL-- TOE 30 FT UP AND BACK	Object Control BALL ON TEE WALK UP AND BACK 15 FT
<p><i>Safety – Review and emphasize; connect to Healthy Habit:</i> FAMILY—A GROUP OF RELATED OR IN SOME CASES UNRELATED PEOPLE HELD TOGETHER BY BONDS OF LOVE AND AFFECTION. Family members participate in activities together.....share meals.....responsibilities.....communicate and establish roles----they are likely more successful in achieving their goals and health related goals</p>				

Life Skills Experience	
Time Allotted: 50 <i>List what players will learn in each component</i>	
LIFE SKILLS OBJECTIVE(S): DEALING WITH CONFLICT	GOLF SKILLS OBJECTIVE(S): CLUBFACE AND BALL CONTACT
<ul style="list-style-type: none"> GO OVER PG 50 RESOLVE WITH CARE CARE—COMMUNICATE, ACTIVELY LISTEN, REVIEW OPTIONS, END—WIN-WIN 	<ul style="list-style-type: none"> CONCENTRATE ON CENTER HITS ON CLUBFACE—IMPACT POSITION CAN YOU REPEAT GETTING BACK TO THE SAME IMPACT POSITION HOW DOES MISSING THE SWEET SPOT EFFECT YOUR SHOTS DOES CHANGING ALIGNMENT CHANGE YOUR SHOT IE FADE OR DRAW

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

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input checked="" type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> Variable amount of energy...	
	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Reaction to target	
	<input type="checkbox"/> Get Ready to Swing	<input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start <input type="checkbox"/> Balanced during swing	
	<input checked="" type="checkbox"/> Clubface and Ball Contact	<input checked="" type="checkbox"/> Clubface direction at contact <input checked="" type="checkbox"/> Centerness of hit <input checked="" type="checkbox"/> Impact position	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo <input type="checkbox"/> Swing sequencing	
	Routines: <input type="checkbox"/> PRE-SHOT	<input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Variable playing conditions	
	<input type="checkbox"/> POST-SHOT	<input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> Memory storage of desirable process	
<input 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: PACE OF PLAY RULE: 16.2 DANGEROUS ANIMAL CONDITION

Physical Healthy Habits: Energy Play Safety
 Other Healthy Habit(s): FAMILY—A GROUP OF RELATED OR IN SOME CASES UNRELATED PEOPLE HELD TOGETHER BY BONDS OF LOVE AND AFFECTION.

Wrap-up	Time Allotted: 5 mins
<p>Ask players questions to review what they learned and how they can apply what they learned to school, home, etc.</p> <ol style="list-style-type: none"> 1. What did you learn today? 2. How can what you learned today help you on and off the golf course? 3. What is something you will use to help you deal with conflicts? 	

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

20
minutes

YARDAGE BOOK PAGES 48--50 IN CLASS

C.A.R.E.

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

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

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

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

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

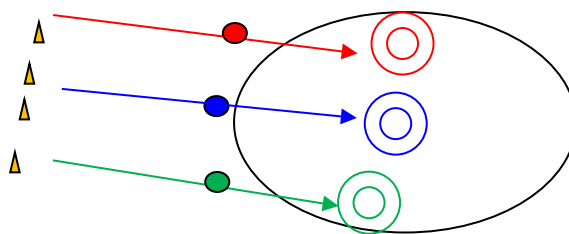
LIFE SKILL EXPERIENCE

TIME LESSON PROGRESSION:

50

GO OUT AND PLAY ON THE COURSE IF AVAILABLE

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.

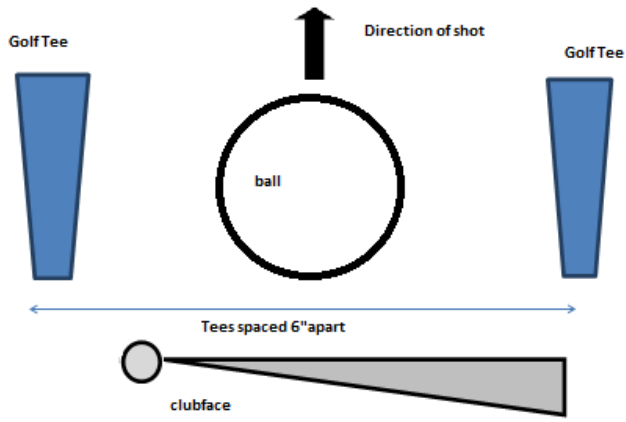
Diagram of Set-up: SEE ABOVE

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 Eagle Lesson26 BE THE GO TO PERSON

Coach Name: _____ Chapter: North Florida Facility: TFTNF Date: SPRING 2019
 # of Coaches/Volunteers: 2+ # Participants: _____ Age Range: 13+ Skill Level: EAGLE
 PLAYer-to-Coach ratio: 6:1 # of Stations/# of Holes: 3+ On-course Off-course Duration (mins): 75MINS
 Equipment and supplies needed: _____
 Additional Notes: _____

Warm-up				
Time Allotted:	20MINS	Location(s): YARDAGE BOOK PG 58--61 HOMEWORK READ/DO PGS 62-65		
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
Strength SQUATS 10X	Flexibility/Mobility HELICOPTERS, WAIST TWISTS 20X	Agility/Coordination Jump and turns 15X	Balance Standing Stunts, stand on one leg as long as possible w/o losing balance	Object Control Walk with a Ball on the Tee 15 ft up and back
<p><i>Safety – Review and emphasize; connect to Healthy Habit:</i> FRIENDS—PEOPLE WHO WE KNOW, LIKE AND TRUST. People who we get along with, feel a bond with, who support you no matter what in any situation good or challenging including bullying and navigating the digital age with social media, or in school, or on the golf course, etc.</p>				

Life Skills Experience	
Time Allotted: 50 MINS	<i>List what players will learn in each component</i>
LIFE SKILLS OBJECTIVE(S): BE THE GO TO PERSON	GOLF SKILLS OBJECTIVE(S): SWING RHYTHM AND SEQUENCE
<ul style="list-style-type: none"> BE THE PERSON OTHER PLAYERS WANT ON THEIR GO TO PERSON BEING A HELPFUL, RESPECTFUL PERSON BEING A PERSON WHO HAS EMPATHY 	<ul style="list-style-type: none"> CONCENTRATE ON THE COUNT OF YOUR SWING RHYTHM. IS IT A QUICK COUNT, A SLOW COUNT, A COMBINATION OF COUNTS?? HOW DO YOU FLOW FROM YOUR BACKSWING INTO YOUR IMPACT ZONE TO YOUR FOLLOW THROUGH “FEEL” THE FLOW OF YOUR SWING.....ARMS GOING BACK, LEGS DIPPING, KEEPING YOUR SPINE ANGLE AROUND YOUR TURN

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

-

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input checked="" type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input type="checkbox"/> Pitch <input type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> Variable amount of energy...	Count the rhythm of your swing. HOW DOES YOUR SWING FLOW FROM YOUR BACKSWING INTO YOUR IMPACT ZONE AND THEN INTO YOUR FOLLOW THROUGH
	<input type="checkbox"/> Target Awareness	<input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Reaction to target	
	<input type="checkbox"/> Get Ready to Swing	<input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start <input type="checkbox"/> Balanced during swing	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> Impact position	
	<input checked="" type="checkbox"/> Swing Rhythm	<input checked="" type="checkbox"/> Swing tempo <input checked="" type="checkbox"/> Swing Sequencing	
	Routines: <input type="checkbox"/> PRE-SHOT	<input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Variable playing conditions	
	<input type="checkbox"/> POST-SHOT	<input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> Memory storage of desirable process	
<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature		
<input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Self-management <input type="checkbox"/> Course management		

Etiquette/Rules of Golf: SAFE ON THE COURSE	RULE : 7.4 BALL ACCIDENTALLY MOVED IN TRYING TO FIND OR IDENTIFY IT
Physical Healthy Habits: <input type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Other Healthy Habit(s): FRIENDS	FRIENDS —PEOPLE WHO WE KNOW, LIKE AND TRUST.

Wrap-up	Time Allotted: 5 mins
<p>Ask players questions to review what they learned and how they can apply what they learned to school, home, etc.</p> <ol style="list-style-type: none"> 1. What did you learn today? 2. How can what you learned today help you on and off the golf course? 3. What is something you will use to keep calm, steadfast and a good GO TO PERSON? 	

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

20 minutes

IN CLASS PAGES 58-61 READ/DO HW: PAGES 62--65

A GO TO PERSON IS :

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

SKILLS USEFUL FOR GO TO PEOPLE TO HAVE:

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

LIFE SKILL EXPERIENCE

TIME LESSON PROGRESSION:

TIME
50 MINS

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

Golf Game—DISTANCE CONTROL

Putt

Title of game: IMAGINE THE PUTT

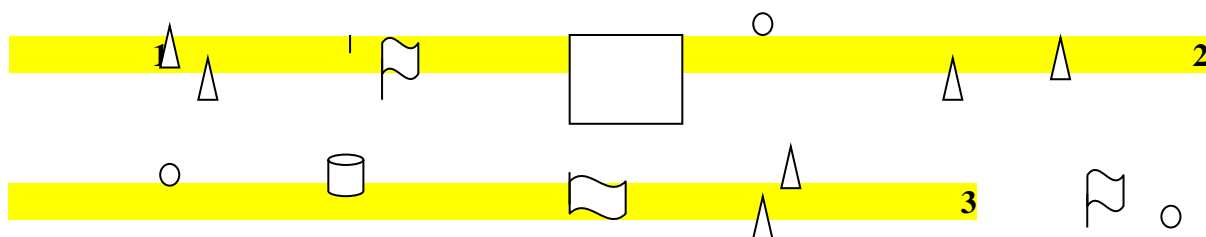
Objectives of game: To become aware of what you do as a **PLAYer** to attain proper swing rhythm in their putting stroke. *Back and through.*

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.

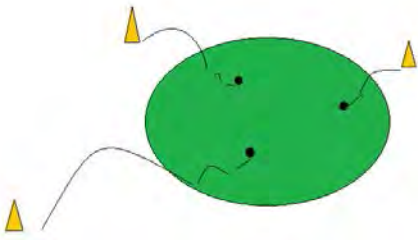
PLAYers keep track of their scores for each ball and compare which club and shot was most effective for each situation the hole presented.

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 Eagle Lesson27 PLANNING FOR THE FUTURE

Coach Name: _____ Chapter: North Florida Facility: TFTNF Date: SPRING 2019
 # of Coaches/Volunteers: 2+ # Participants: _____ Age Range: 13+ Skill Level: EAGLE
 PLAYer-to-Coach ratio: 6:1 # of Stations/# of Holes: 3+ On-course Off-course Duration (mins): 75MINS
 Equipment and supplies needed: _____
 Additional Notes: _____

Warm-up

Time Allotted: 20 MINS **Location(s):** YARDAGE BOOK PGS 70--72 HOMEWORK READ/DO PGS 73--79

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

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

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

Commented [AGX1]:

Life Skills Experience

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

LIFE SKILLS OBJECTIVE(S): PLAN FOR THE FUTURE

- PLANNING FOR THE FUTURE- Life throws curve balls and its best to be informed in order to make your next move and understand where it is you want to go. Think of it as a game of checkers or chess.

GOLF SKILLS OBJECTIVE(S): BALL FLIGHT AND TRAJECTORY

- TO FINISH WITH HIGHER TRAJECTORY HAVE YOUR FOLLOW THROUGH FINISH HIGH HAVE BALL FORWARD IN YOUR STANCE AND INCREASE LOFT IF POSSIBLE WITH THE CLUB YOU ARE USING
- TO FINISH WITH A LOW PUNCH SHOT ABBREVIATE YOUR FOLLOW THROUGH AND FINISH LOW PLACE THE BALL BACK IN THE STANCE AND HAVE HANDS SLIGHTLY AHEAD OF THE BALL AT IMPACT THIS DELOFTS THE CLUBFACE.
- TO LEARN DRAW THE BALL.....BALL GOES RIGHT TO LEFT. AIM CLUBFACE DOWN TARGET LINE THEN ALIGN FEET ALONG THE LINE YOU WANT THE BALL TO START DO NO CHANGE CLUBFACE. SWING ALONG THE LINE OF YOUR FEET.
- TO FADE THE BALL MAKING IT MOVE LEFT TO RIGHT....AIM THE CLUBFACE AT THE TARGET.ALIGN YOUR FEET IN THE DIRECTION YOU WANT TO START AND MAKE A NORMAL SWING BUT DELAY YOUR HADBS A BIT BEFORE IMPACT AND MAKE SURE THE FACE IS A BIT OPEN AT IMPACT.

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

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

Etiquette/Rules of Golf: RULE : 5.2 PRACTICING ON COURSE BEFORE OR BETWEEN ROUNDS

Physical Healthy Habits: <input type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Other Healthy Habit(s): VISION	VISION —THE ABILITY TO THINK ABOUT AND PLAN FOR THE FUTURE, USING INTELLIGENCE AND IMAGINATION
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Commented [AGX2]:

Wrap-up Time Allotted: 5 mins

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

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

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

20 minutes

IN CLASS YARDAGE BOOK PAGES 70—72 HOMEWORK READ/DO PAGES 73—79

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

LIFE SKILL EXPERIENCE

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

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

What could have been BETTER?

HOW would I improve it next time?

WK7 Eagle Lesson 22 Staying Well for Life II

Coach Name: _____ Chapter: North Florida Facility: TFTNF Date: SPRING 2019

of Coaches/Volunteers: _____ # Participants: _____ Age Range: 13-18 Skill Level: EAGLE

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

Equipment and supplies needed: golf clubs and golf balls

Additional Notes: _____

Warm-up				
Time Allotted: 20 mins		Location(s): YARDAGE BOOK PGS 81--84 HOMEWORK PGS 80		
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i>				
<ul style="list-style-type: none"> Staying well for life- --HOW DO YOU BUILD PHYSICAL WELLNESS ?? How do you improve your health?? 				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
Strength SQUATS 10--15	Flexibility/Mobility SIDEWAYS WALK, AND FOOT CROSSOVERS 30FT UP AND BACK 3X	Agility/Coordination BEAR CRAWL 30 FT UP AND BACK 3X	Balance WALKING LUNGES 30 FT UP AND BACK 3X	Object Control BOUNCE BALL OFF SIDE SLOPE AND CATCH
<i>Safety – Review and emphasize; connect to Healthy Habit:</i> PLAY—AN ACT PERFORMED AND ENJOYED FOR ITS OWN SAKE, WHICH ENLIVENS AND ENVIGORATES THE SPIRIT. PLAY HELPS THE BODY STAY STRONG, FIT AND LEAN. IT IS FUN AND IT RECHARGES THE BODY AS WELL AS SLEEP.				

Life Skills Experience	
Time Allotted: 50MINS <i>List what players will learn in each component</i>	
LIFE SKILLS OBJECTIVE(S): WELLNESS FOR LIFE	GOLF SKILLS OBJECTIVE(S): ON COURSE STRATEGIES
<ul style="list-style-type: none"> STAY WELL FOR LIFE- MEANS YOU ARE PHYSICALLY HEALTHY AND FIT. IT MEANS YOUR MIND IS SHARP/HAVE GOOD ATTITUDE YOUR EMOTIONS ARE BALANCED AND APPROPRIATE YOU HAVE A HEALTHY SOCIAL LIFE, YOU RESPECT AND GET ALONG WITH OTHERS. YOU HAVE STRENGTH, FLEXIBILITY, ENDURANCE, AND HAVE A HEALTHY BODY, MIND AND HEART. ROLE OF SPORTS IN YOUR COLLEGE CAREER PGS 81--84 	<ul style="list-style-type: none"> COURSE MANAGEMENT--THINK ABOUT WHAT SHOTS YOU WILL MAKE. WHAT SIDE OF THE FAIRWAY IS FAVORABLE? WHERE SHOULD YOU PLACE YOUR SHOT TO HAVE YOUR BEST SHOT AT MAKING IT ON THE GREEN IN THE FEWEST STROKES. MANAGE YOURSELF—HOW ARE YOU TO MANAGE YOUR EMOTIONS AND FEELINGS ON THE GOLF COURSE. HOW DO YOU KEEP YOUR CONCENTRATION ON YOUR GAME?

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

- | | |
|--|--|
| <ul style="list-style-type: none"> How do you...think of wellness? Is wellness important to you? What happens when...You don't stretch before doing a physical activity? What would happen if... You don't energize your body properly? | <p><i>What happens if you have no plan for a hole?</i></p> <p><i>Do you think its important to think about the kind of shot you want to hit?</i></p> <p><i>Do you think having a plan on how to play will help the consistency of your game?</i></p> |
|--|--|

Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input checked="" type="checkbox"/> Putt <input type="checkbox"/> Chip <input type="checkbox"/> Pitch <input checked="" type="checkbox"/> FULL SWING	<input type="checkbox"/> Distance--CONTROL	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> Variable amount of energy...	COURSE MANAGEMENT. ACTUALLY PLANNING YOUR WAY AROUND THE COURSE. THINKING ABOUT YOUR PERSONAL PAR ON EACH HOLE. THINKING ABOUT HOW YOU WANT TO PLAY THAT PARTICULAR HOLE
	<input type="checkbox"/> Target Awareness	<input checked="" type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Reaction to target	
	<input type="checkbox"/> Get Ready to Swing	<input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment	
	<input type="checkbox"/> Body Balance	<input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start <input type="checkbox"/> Balanced during swing	
	<input type="checkbox"/> Clubface and Ball Contact	<input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> Impact position	
	<input type="checkbox"/> Swing Rhythm	<input type="checkbox"/> Swing tempo <input type="checkbox"/> Swing sequencing	
	Routines: <input checked="" type="checkbox"/> Preshot	<input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Variable playing conditions	

	<input checked="" type="checkbox"/> Postshot	<input checked="" type="checkbox"/> Emotionally neutral response	<input checked="" type="checkbox"/> Memory storage of desirable process	AND WHAT KIND OF SHOTS YOU WANT TO HIT
	<input type="checkbox"/> Ball Flight	<input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature		
	<input checked="" type="checkbox"/> On-course Strategies	<input checked="" type="checkbox"/> Self-management	<input checked="" type="checkbox"/> Course management	
Etiquette/Rules of Golf: RULE : 6.3 BALL USED IN PLAY of HOLE				
Physical Healthy Habits: <input type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety			PLAY	
<input checked="" type="checkbox"/> Other Healthy Habit(s): PLAY				

Wrap-up	Time Allotted: 5 mins
<p>Ask players questions to review what they learned and how they can apply what they learned to school, home, etc.</p> <ol style="list-style-type: none"> 1. <i>What did you learn today?</i> 2. <i>How can what you learned today help you on and off the golf course?</i> 3. <i>What is something you will use to manage your Golf game and yourself?!</i> 	

TIME	LESSON PROGRESSION: List bullet points for time allotted, lesson flow, and location.
20 MINS	DISCUSSION TIME IN CLASS YARDAGE BOOK PAGES 81—84 ROLE OF SPORTS IN YOUR COLLEGE CAREER
50 MINS	PUTTING ACTIVITY: THROUGH THE GATES—CONCENTRATION ON SELF-MANAGEMENT FOR BOTH PROPER GRIP & AIM AND ALIGNMENT THRU THE GATES ON THE RANGE --- SAME AS ABOVE PLUS INCLUDE THESE 3 BASICS WITHIN YOUR PRE-SHOT ROUTINE HOW DOES BEING PREPARED, AND GOING THROUGH YOUR ROUTINES HELP YOU WITH COURSE MANAGEMENT?? WHAT ARE YOU THINKING ABOUT IN YOUR PRE-SHOT ROUTINE?? IN YOUR POST??
5 mins	CLEAN UP//WRAP UP

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

If needed, attach diagram on separate sheet)

Golf Game—ON COURSE STRATEGIES—HOW DO THEY HELP WITH SELF AND COURSE MANAGEMENT

PUTT

Title of game: THROUGH THE GATES

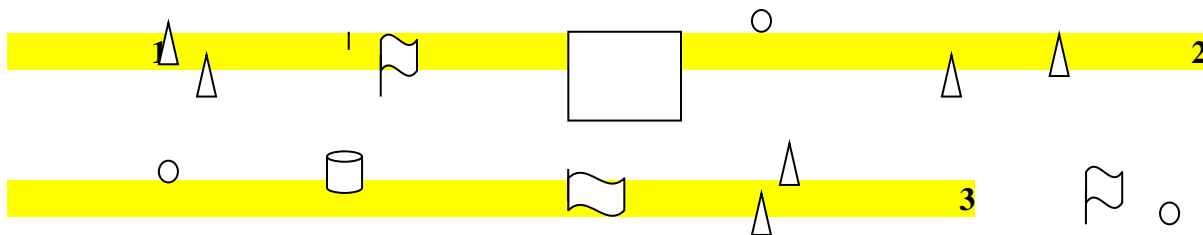
Objectives of game: To become aware of what you do as a PLAYer to prepare for a shot and to respond after a shot. HOW DO THESE ROUTINES HELP YOU WITH MANAGING YOUR GAME?

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

Supplies: Putters, golf balls, cones,

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

Diagram of Set-up:



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

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

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

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

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

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

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

What was GOOD?

What could have been BETTER?

HOW would I improve it next time?

WK8 Eagle Lesson23 BUILD A GO TO TEAM II

Coach Name: _____ Chapter: North Florida Facility: _____ Date: SPRING 2019

of Coaches/Volunteers: _____ # Participants: _____ Age Range: _____ Skill

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

Off-course _____ Duration (mins): 75

Equipment and supplies needed: _____

Additional Notes: _____

Warm-up

Time Allotted: 20MINS

Location(s): **YARDAGE BOOK PGS 26 IN CLASS** **HOMEWORK PGS 27**

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

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

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

Life Skills Experience

Time Allotted: 50MINS

List what players will learn in each component

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

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

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

- TO UNDERSTAND THE IMPORTANCE OF SWINGING WITHIN YOURSELF AND WITH RHYTHM INTO A BALANCED FINISH WATCHING YOUR BALL
- DO YOUR BEST AT KEEPING A NEUTRAL RESPONSE TO YOUR SHOTS AT FINISH
- KEEP A POSITIVE ATTITUDE AND REMEMBER GOLF IS A GAME---HAVE FUN
- TO USE MEMORY STORAGE OF A DESIRABLE, OR GOOD PROCESS OR OUTCOME

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

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

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

Etiquette/Rules of Golf: RULE : 19.3 RELIEF OPTIONS FOR UNPLAYABLE BALL IN BUNKER

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

SAFETY

Wrap-up

Time Allotted: 5 mins

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

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

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

20 mins

DO WARM UP EXERCISES

IN CLASS YARDAGE BOOK PAGES 26 HOMEWORK PAGE 27

TALK ABOUT BUILDING YOUR GO TO TEAM.....

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

EXAMPLES:

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

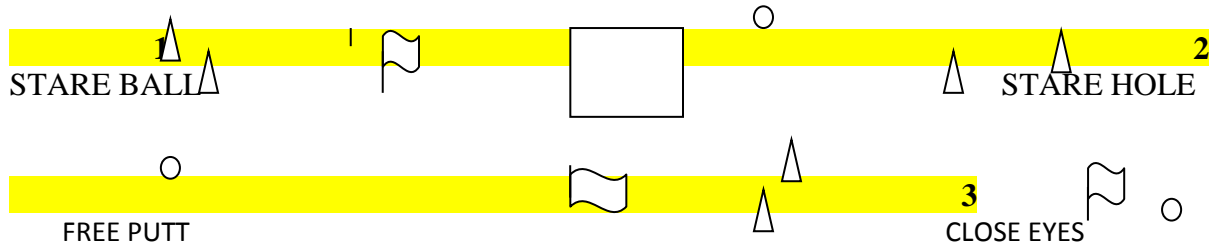
LIFE SKILL EXPERIENCE

TIME

LESSON PROGRESSION:

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

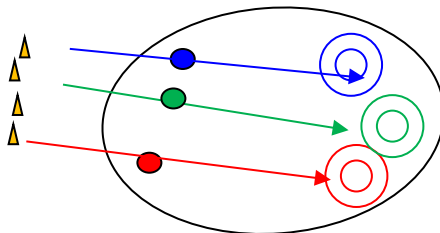
55mins



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?? HOW DO YOU KEEP THE POSITIVE FEELING AFTER SINKING A DIFFICULT PUTT?? HOW DOES YOUR PUTTING ROUTINE HELP YOU WITH SHOT AND COURSE MANAGEMENT??

Golf Game Chip



Title of game: *Lily Pads*

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

Objectives of golf fundamental: To learn ways to focus on target and the aim/direction of the chip. **HOW DOES THIS ROUTINE HELP YOU MANAGE YOUR SHOT AND YOUR OVERALL GAME?**

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

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

Diagram of Set-up: SEE ABOVE

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

Color code small circles and align them with larger circles.

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

GOOD BETTER HOW:

WK10 EAGLE Lesson ASSESSMENT /REVIEW AND Play Day

Coach Name: _____ Chapter: _____ TFTNF Facility: _____ TFTNF Date: _____ SPRING 2019

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

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				
Time Allotted: 10 MINS		Location(s): REVIEW.....ASSESSMENT WRITTEN.....INTERVIEW.....PLAY HOLES		
<i>Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:</i>				
<ul style="list-style-type: none"> EAGLE REVIEW CONFLICT RESOLUTION WITH CARE, COMPARE TO STAR AND THE 4 Rs, HOW DO YOU PICK A GO TO TEAM, DESCRIBE DIVERSITY AND WHY ITS IMPORTANT 				
<i>Physically engage PLAYers in a fitness circuit (Recommend one activity from each Category) :</i>				
Strength SQUAT AND JUMP 10X	Flexibility/Mobility Arm Circles forward and back	Agility/Coordination CROSSOVER FOOT WORK 30 FT UP AND BACK	Balance STRAIGHT LINE WALK HEEL--- TOE 30 FT UP AND BACK	Object Control BALL ON TEE WALK UP AND BACK 15 FT
<i>Safety – Review and emphasize; connect to Healthy Habit:</i> NAME 3 HEALTHY HABITS AND DESCRIBE THEM.....QUESTION FOR INTERVIEW				

Life Skills Experience			
Time Allotted: 65 MINS		<i>List what players will learn in each component</i>	
LIFE SKILLS OBJECTIVE(S): REVIEW PLANS FOR FUTURE		GOLF SKILLS OBJECTIVE(S): PLAYING	
. REVIEW LIFE SKILLS EXPLORED THIS SEMESTER		<ul style="list-style-type: none"> Playing on course as many holes as needed to finish the 9 hole playing requirement if Player did not play with family member for assessment 	
Guiding Questions: <i>Ask questions for the assessment interview--</i>			
NAME THE 4 GUIDELINES TO CREATE A GOAL NAME THINGS THAT YOU CAN DO TO STAY HEALTHY IN MIND, BODY AND SPIRIT. WHAT ARE SOME BENEFITS OF EXERCISE? NAME 3 OUT OF 7 CONCEPTS THAT MAKE UP THE FOOD GROUP PYRAMID. WHO WOULD YOU WANT ON A GO TO TEAM & LIST THEIR QUALITIES. ?			
<ul style="list-style-type: none"> What happens when YOU DON'T HAVE GOALS? WHAT ARE SOME DIFFERENCES BETWEEN PEOPLE THAT MAKE THEM DEVERSE? What IS A PERFORMANCE GOAL.....A PROCESS GOAL.....AN OUTCOME GOAL?? WHAT IS CARE.....HOW AND WHEN WOULD YOU USE IT?? COMPARE CARE, STAR AND THE 4 Rs.. NAME 3 HEALTHY HABITS AND DESCRIBE THEM.....NAME 2 RULES GONE OVER IN CLASS AND DESCRIBE THEM 			
Golf Skill Category	Golf Fundamental	Factors of Influence	Cues
<input checked="" type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing	<input type="checkbox"/> Distance-response <input type="checkbox"/> Target Awareness <input type="checkbox"/> Get Ready to Swing <input type="checkbox"/> Body Balance <input type="checkbox"/> Clubface and Ball Contact <input type="checkbox"/> Swing Rhythm Routines: <input type="checkbox"/> Preshot <input type="checkbox"/> Postshot <input type="checkbox"/> Ball Flight <input type="checkbox"/> On-course Strategies	<input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club Selection <input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target <input type="checkbox"/> Hold <input type="checkbox"/> Set-up <input type="checkbox"/> Aim/alignment <input type="checkbox"/> Balanced finish <input type="checkbox"/> Balanced start <input type="checkbox"/> Clubface direction at contact <input type="checkbox"/> Centerness of hit <input type="checkbox"/> Swing tempo <input type="checkbox"/> Mental and emotional aspects <input type="checkbox"/> Emotionally neutral response <input type="checkbox"/> Trajectory <input type="checkbox"/> Curvature <input type="checkbox"/> Self-management <input type="checkbox"/> Course management	GO OUT AND PLAY ANY HOLES THAT ARE NEEDED TO COMPLETE THE 9 HOLE PLAYING REQUIREMENT FOR THE EAGLE ASSESSMENT
Etiquette/Rules of Golf: DESCRIBE 2 RULES GONE OVER IN CLASS			

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

NAME 3 HEALTHY HABITS AND DESCRIBE THEM

Wrap-up

Time Allotted:

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

WHAT IS THE FIRST TEE CODE OF CONDUCT??

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