

Summer 1.1 - Par Core Lesson #12 - Meeting and Greeting with ALR

Coach Name: _____ Chapter: North Florida _____ Facility: TFTNF Date: SUMMER 2019
 # of Coaches/Volunteers: 2+ # Participants: _____ Age Range: 9 + _____ Skill Level: PAR _____
 PLAYer-to-Coach ratio: _____ 3-hole 6-hole 9-hole # of Stations/# of Holes: _____ On-course Off-course
 Duration (mins.): 75 mins _____ Equipment and supplies needed _____

Warm-up

Time Allotted: 10 **Location(s):** **lesson #12**

Mentally and socially engage PLAYers in activities that build rapport and connect to Learner Objectives:
 COACHES ENGAGE PLAYers IN HOW TO MEET NEW PEOPLE. WHAT IS THE PROPER WAY TO INTRODUCE YOURSELF?? HOW DO YOU WANT TO APPEAR TO OTHERS?? DOES CONFIDENCE AND A POSITIVE ATTITUDE BECOME IMPORTANT

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

| Strength | Flexibility/Mobility | Agility/Coordination | Balance | Object Control |
|----------------|---------------------------------|-------------------------------------|---|---|
| Push ups 10 | ARM, NECK AND BACK STRETCHES | CROSSOVER WALK 30 FT UP AND BACK | STRAIGHT LINE HEEL TO TOE WALK 30 FT UP AND BACK 3X | BOUNCE ball walk and catch while weaving |

Safety – Review and emphasize; connect to Healthy Habit: **SAFETY—FOLLOWING RULES AND DIRECTIONS GIVEN BY COACHES IN ORDER TO AVOID HARM TO YOURSELF OR ANOTHER CLASSMATE.**

Life Skills Experience

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

| | |
|--|---|
| LIFE SKILLS OBJECTIVE(S): MEETING AND GREETING WITH A-L-R | GOLF SKILLS OBJECTIVE(S): GET READY TO SWING....EXAMINE GRIP |
| <ul style="list-style-type: none"> Participants learn how to properly introduce themselves and use open ended questions to stimulate conversation | <ul style="list-style-type: none"> grip/hold, setup and aiming the clubhead at the target CLUBFACE—does the direction of the club head influence ball direction |

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

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

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

Etiquette/Rules of Golf: RULE 6.1 TEEING Area...player can stand outside the tee box as long as the ball is in. Talk about taking a stroke and missing....that counts as a stroke.....OR ball falling off the tee because of wind or improper placement = no stroke
ETIQUETTE:INTRODUCE YOURSELF AT THE START OF A ROUND OF GOLF BEFORE OR AT THE TEEING GROUND

| | |
|--|---|
| Healthy Habit—Physical: <input type="checkbox"/> Energy <input type="checkbox"/> Play <input checked="" type="checkbox"/> Safety XXX Other Healthy Habit(s): | <i>Safety---following directions and rules so as to avoid injury. This includes safety zones, being aware of where other Players are around you, being aware of when someone is swinging a club, not cutting in front of someone hitting , etc.</i> |
|--|---|

| | | |
|----------------|------------------------|----------------------------|
| Wrap-up | Time Allotted: 15 mins | YARDAGE BOOK PGS 19 |
|----------------|------------------------|----------------------------|

Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:
*What did you LEARN about meeting someone new?? What is The First Tee Code of Conduct? Does that apply when meeting someone new?? What is ALR?? How did the direction of the clubface influence your shot??
 How can you apply what you learned today in school, at home and in other areas of your life off the golf course?*

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

1. Coaches demonstrate the incorrect way to introduce yourself (poor eye contact, mumbling, frowning, weak handshake) and then the correct way (pg. 16—17 in yardage book) Discuss the differences and which is more interesting. What makes you want to get to know people? FACE THE PERSON, SMILE, GIVE A FIRM HANDSHAKE, STATE YOUR NAME CLEARLY AND LOUD ENOUGH TO BE HEARD, ASK A QUESTION THAT GETS MORE THAN A YES OR NO ANSWER.
2. Split into partners, INTRODUCE YOURSELF AND FIND OUT ONE THING ABOUT YOUR CLASSMATE THEN ROTATE TO THE NEXT PERSON. You should know one thing about each other by the end of the activity. Give feedback once everyone has rotated through..
3. Discuss open and closed ended questions. How do open ended questions keep ALR going?

LIFE SKILL EXPERIENCE

| | |
|----------------|--|
| TIME 10mins | LESSON PROGRESSION: List bullet points for time allotted, lesson flow, and location. Warm up activities and Meeting and Greeting using ALR |
| 20mins | “Shaking Hands with your CLUB ON THE RANGE Need: 5 stations, a landing area (green or tape area), 3 balls each, clubs. Partner up –INTRODUCE YOURSELF W ALR and each turn coach instructs players to feel a different GRIP when moving station to station . After each turn, coach needs to change the partners “one partner move one space to the right...left...etc...” and each move they re-introduce themselves to their new partner. Players must ask (A) a question and (L) listen to the partner’s response and (R) respond to that person’s statement. USE DIFFERENT GRIPS and make the pitch with that particular GRIP you are trying. Make sure Players are aiming the Clubhead at the Target. |
| 20mins | |
| 10 mins | Change location CORE ACTIVITY USE YARDAGE BOOK HERE PG 19 OR WRAPUP |
| 20 mins | |
| 10 mins | <p style="text-align: center;">COLLECT THE BALLS: use the solid color plastic balls at your location., tape and cones for tee boxes</p> <p>Coaches make a box with Tape can be 6 foot by 6 foot and Put a station at each side of the box... One station on each side. Have the color of the station match up to a color of the plastic balls you will be placing in the box. So you will have a red tee box/ team, a purple tee box/ team, a blue tee box/team and a yellow tee box/team or orange tee box/team team....whatever colors match up. Have no more than 4 Players on each team. Fill the box with the different color plastic balls. The OBJECT OF THE GAME is for each team Player to PUTT AT THE SAME TIME TO START and hit THEIR COLOR plastic ball . IF THEY HIT THEIR BALL THEY COLLECT IT AND PULL IT OUT OF THE BOX , THE NEXT PLAYER GOES. IF THEY MISS THE NEXT PLAYER GOES. Each team continues rotating till the coach calls TIME WHEN THE GAME WILL BE OVER. The only time the Players all putt at once is to START the game. They continue putting alternating each team member as fast as they can to collect as many balls as possible. The team with the most collected balls will win.</p> <p>Clean up/ wrap up</p> |

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

| | |
|--------------------------|--------------------|
| COLLECT THE BALLS | SHAKE HANDS |
|--------------------------|--------------------|

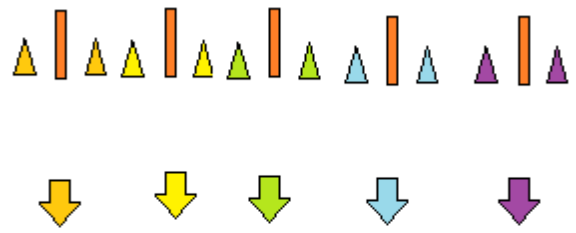
RED TEE BOX

BALLS PLACED INSIDE
match balls with tee box
colors.

YELLOW TEE BOX

P= PURPLE TEE BOX

BLUE



hitting out to range or field

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

Summer 1.2 - Par Core Lesson #10 - Exploring the GAME

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

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

PLAYER-to-Coach ratio: 6:1 3-hole 6-hole 9-hole # of Stations/# of Holes: _____ On-course Off-course

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

Warm-up

Time Allotted: 10

Location(s):

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

Give overview of elements to be covered in Par Level (see book page 2). Encourage Players to review the content for upcoming classes. The first 2 pages of each section are covered per week.

Discuss GAME technique – and how it can be used to try new activities in golf or in school/at home/different sports/different extra-curricular activities.

Go play

And explore

My interests

Enjoy what's fun for me!

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

| Strength | Flexibility/Mobility | Agility/Coordination | Balance | Object Control |
|-------------------|------------------------|-----------------------------|---|---------------------------------------|
| Frog jumps 10X | Arm circles/ STRETCHES | Sprints 30FT UP AND BACK | Standing stunts STAND ONE FOOT BRACED ON OTHER LEG HOLD 20 SECS SWITCH | THROW a Ball while you are walking |

*Safety – Review and emphasize; connect to Healthy Habit: **ENERGY—the capacity of a body or physical system to do work.....available power. What and how much we eat and drink and sleep and rest to refuel our bodies to have energy.***

Life Skills Experience

Time Allotted: 70

LIFE SKILLS OBJECTIVE(s):

- Self-management technique called GAME to explore what's fun for them and how to explore new things that might be outside of their comfort zone
- Go play
And explore
My interests
Enjoy what's fun for me!

GOLF SKILLS OBJECTIVE(s):

- **Putting and Chipping**- Distance RESPONSE-the ability to produce the optimal range of motion and/or energy combined with club selection to roll or propel the ball the desired speed or distance
- INTRODUCE different clubs to chip with. Use of a hybrid or fairway wood, lower irons chip and run more, higher irons fly higher and roll much less.

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

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

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

| | | |
|---|--|--|
| <input type="checkbox"/> Swing Rhythm | <input type="checkbox"/> Swing tempo | GO OVER RULE 2.2 AREAS OF THE COURSE NOT TOUCHING A LINE OF PUTT....FACT THAT THEY CAN REMOVE LOOSE IMPEDIMENTS, LEAVES,ROCKS,SAND ETC....LIFTING AND PLACING THE BALL WITH BALL MARKING....REPAIRING PITCH MARKS, OLD HOLE MARKS ,SHOE MARKS ARE NOW ALLOWED.....ALLOWED TO CLEAN YOUR BALL.....CANNOT TEST THE SURFACE.....CANNOT PUTT WHILE ANOTHER BALL IS IN MOTION ON THE GREEN |
| Routines: <input type="checkbox"/> Preshot | <input type="checkbox"/> Mental and emotional aspects | |
| <input type="checkbox"/> Postshot | <input type="checkbox"/> Emotionally neutral response... | |
| <input type="checkbox"/> Ball Flight | <input type="checkbox"/> Trajectory | |
| <input type="checkbox"/> On-course Strategies | <input type="checkbox"/> Self-management | |

Etiquette/Rules of Golf: HOW TO REPAIR BALL MARKS AND DIVOTS. Rule : 2.2 AREAS OF THE COURSE

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

| | | |
|----------------|-------------------|-----------------------------|
| Wrap-up | Time Allotted: 10 | YARDAGE BOOK PAGES 7 |
|----------------|-------------------|-----------------------------|

Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:
*What did you LEARN about the Game of Golf? What is The First Tee Code of Conduct?
 How can you apply what you learned today in school, at home and in other areas of your life off the golf course?*

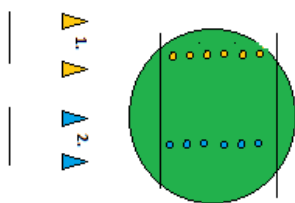
Warm-up (Identify location; activities; number of stations; equipment needed; rotation, etc.)

- **CORE ACTIVITY**— USE YARDAGE BOOK PAGES 7 IN BETWEEN ACTIVITIES OR IN WRAPUP
- What did you enjoy about Playing Golf at the Player Class? What do you enjoy in general about Golf?? Are there other sports you enjoy, what are they and why do you enjoy them.
- What makes Golf different from other Sports?? Do you think its harder or easier than other Sports??
- How do you know whether you like something or not?? What does it bring out in you if you like something and how about if you don't like something.
- TRY SOMETHING NEW THIS WEEK AND BE PREPARED TO BRIEFLY TALK ABOUT IT NEXT WEEK.

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

| TIME | |
|---------|-----------------|
| 15 mins | Warm Ups |
| 20 Mins | CHIP |
| 5 Mins | Change stations |
| 20 Mins | UP/DOWN |
| 5 mins | Clean up |
| 10 mins | Wrap up/review |

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



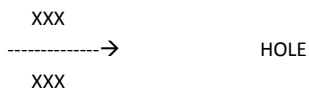
CHICKEN LINE CHIPPING NOTE COACHES SHOULD HAVE SHORT TEES OR BALL MARKERS SO PLAYERS CAN MARK THE CHIP

- 1.Objective of the Game: Have the ball stop before each line set across the green.
- 2.Golf Fundamental: learning to alter distance the ball travels
- 3.Players get one ball and chip it onto the green. Marks where it lands, and then goes back and chips the ball again,

trying to get it as close to the line without going over. Successive lines can be drawn across the Green. **FOR LARGE CLASSES PLAYERS CAN HIT 3 BALLS AND LEAVE EACH BALL ON THE GREEN TO SEE HOW CLOSE OR FAR FROM THE LINE THEY ARE.....ROTATE STATIONS**

UPS AND DOWNS:

- Create a 3 hole chipping area (MORE IF NEEDED FOR A LARGE CLASS).....3 chips to a hole. Players pair up as a team. Make a fun list about what they like about playing, each Player takes a shot at each hole and their teammate writes what is fun for them then they switch finish the hole and moves to the next hole.
- Once everyone has played each hole get together and share the lists.
- Coach ask open ended questions—share the experience
- **IF TIME ALLOWS : Have Player do Up and Downs.....Chip onto the green then Putt it out. One Ball per Player** . This set-up will be at the chipping area. If there are no Flags present place a cone where the hole would be and have the Player putt to the cone. ONE CHIP IS ALLOWED THEN HOW MANY PUTTS TO GET INTO THE HOLE,? THAT IS THE SCORE FOR THE UP AND DOWN. PAR PLAYERS NEED A SCORE OF NO MORE THAN 4 EACH HOLE ON THEIR ASSESSMENT. USE THIS AS GOOD PRACTICE TIME.



CHIP ONTO THE GREEN AND PUTT IT OUT = UP AND DOWN

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

Summer 1.3 - Par Core Lesson #11 – Respect the Rules/Play Day

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

of Coaches/Volunteers: _____ # Participants: _____ Age Range: 9+ Skill Level: PAR

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

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

Warm-up

Time Allotted: 10 **Location(s):**

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

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

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

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

Life Skills Experience

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

| LIFE SKILLS OBJECTIVE(S): RULES OF MATCH PLAY 3.2 | GOLF SKILLS OBJECTIVE(S): |
|---|---|
| <ul style="list-style-type: none"> Go out and play a new format and try something different. (club selection, teeing order, etc..) BE READY TO PLAY WHEN ITS YOUR TURN---GO OVER PACE OF PLAY AND READY GOLF Make sure Players are using the proper GRIP for them | <ul style="list-style-type: none"> Playing On-Course- includes both (a) self management and (b) course management with a focus on golf performance. Self management – the internal aspect of playing on course; involves learning skills that help young people become aware of whom they are as PLAYers and individuals. Course management- the external aspect of play on the course; involves planning and decision –making while playing golf. |

Guiding Questions: Ask questions to connect activities and lesson objectives.....FOR TARGET AWARENESS AND SELECTION

- How do you...?.....What happens when??.....What would happen if??
- USE YARDAGE BOOK HERE PGS 12—13 RIGHT BEFORE OR AFTER PLAYING**
- Why are rules important in golf and in life?.....why do we need rules?.....Why do we need rules and etiquette in sports?.....Why do we need rules at the First Tee?? Are Rules associated with Respect and Courtesy?? Tie in the Code of Conduct.

| Golf Skill Category | Golf Fundamental | Factors of Influence | Cues |
|---|--|---|---|
| <input checked="" type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing | <input type="checkbox"/> Distance-response | <input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club selection | CONCENTRATE ON PRE-SHOT ROUTINE... PROPER GRIP, SET-UP AND AIM AND ALIGNMENT MAKE SURE PLAYERS ARE PICKING TARGETS FOR EACH SHOT. |
| | <input checked="" type="checkbox"/> Target Awareness | <input checked="" type="checkbox"/> Target selection <input checked="" type="checkbox"/> Distance to target | |
| | <input type="checkbox"/> Get Ready to Swing | <input type="checkbox"/> GRIP/Hold & Set-up <input type="checkbox"/> Aim/alignment | |
| | <input type="checkbox"/> Body Balance | <input type="checkbox"/> Balanced finish | MAKE SURE HOLES ARE PROPER DISTANCE FOR PLAYERS TO SUCCEED. MOVE UP TEEING GROUND AND TRY AND HAVE CLASS COMPLETE 3 HOLES |
| | <input type="checkbox"/> Clubface and Ball Contact | <input type="checkbox"/> Clubface direction at contact | |
| | <input type="checkbox"/> Swing Rhythm | <input type="checkbox"/> Swing tempo | |
| | Routines: <input type="checkbox"/> Preshot | <input type="checkbox"/> Mental and emotional aspects | |
| | <input type="checkbox"/> Postshot | <input type="checkbox"/> Emotionally neutral response... | |
| | <input type="checkbox"/> Ball Flight | <input type="checkbox"/> Trajectory | |
| <input type="checkbox"/> On-course Strategies | <input type="checkbox"/> Self-management | GO OVER RULE 3.2 MATCH PLAY GENERAL MATCH PLAY, HALVED HOLES, HOW YOU WIN, CONCESSION OF HOLE, PUTT OR POINT | |

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

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

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

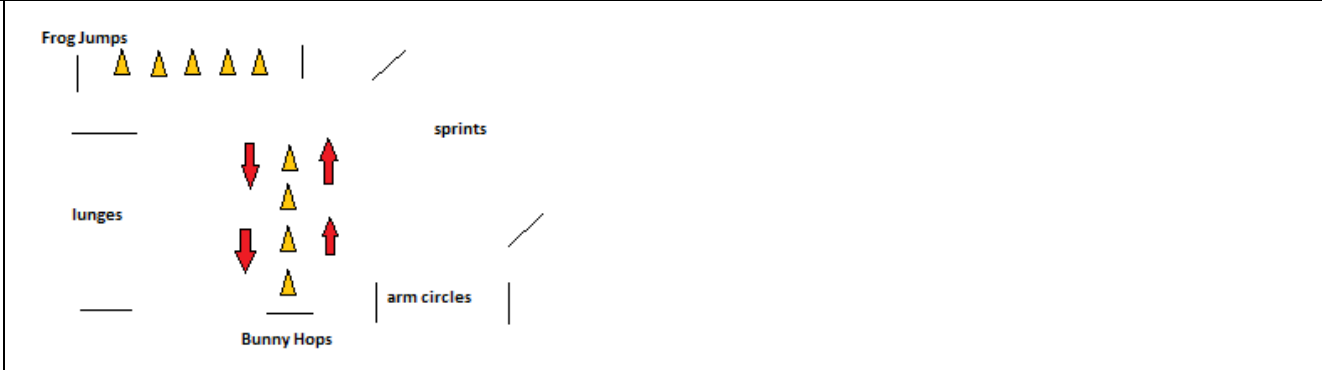
Wrap-up

Time Allotted: 10

*** YARDAGE BOOKS PGS: 12--13

Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:
What did you LEARN about the Game of Golf? What is The First Tee Code of Conduct?
How can you apply what you learned today in school, at home and in other areas of your life off the golf course?

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



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

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

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

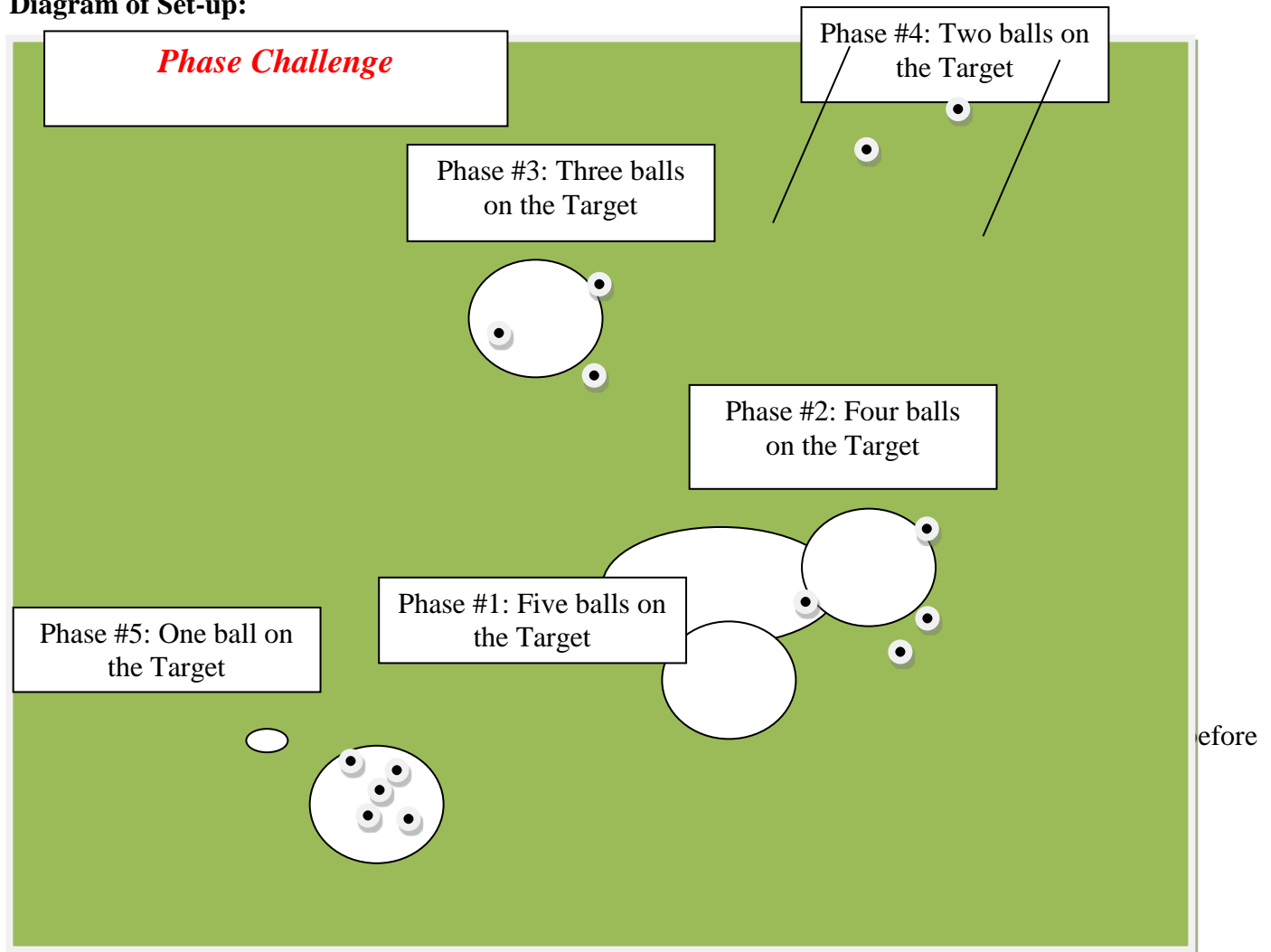
PLAY DAY. If course is not available game Listed below or simulate playing a Hole on the Range.
 Have Players Tee off , then simulate hitting a fairway shot with Wood/Hybrid Then 75 yrd approach and then chip to imaginary green . COACHES CAN FINISH THE CLASS OUT ON THE PUTTING GREEN.



PHASES: FULL SWING RANGE: IF COURSE UNAVAILABLE

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

Diagram of Set-up:



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

What was GOOD?

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

Summer 1.4 - Par Core Lesson #13 - Having Fun While You Learn

Coach Name: _____ Chapter: North Florida ___ Facility: TFTNF Date: SUMMER 2019
 # of Coaches/Volunteers: 3 # Participants: _____ Age Range: 9 + _____ Skill Level: PAR _____
 PLAYer-to-Coach ratio: 6:1 XX 3-hole XX 6-hole XXX 9-hol # of Stations/# of Holes: XX On-course Off-course
 Duration (mins.): 75 mins _____ Equipment and supplies needed _____

Warm-up

Time Allotted: 10 **Location(s):**

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

Physically engage PLAYers in a fitness circuit:

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

Safety – Review and emphasize; connect to Healthy Habit: **FRIENDS: People who you know , like and trust. Healthy relationships with others that help support each other, handle challenging situations together, people who stand up for each other including when you see someone being bullied.**

Life Skills Experience

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

| LIFE SKILLS OBJECTIVE(S): HAVING FUN WHILE YOU LEARN | GOLF SKILLS OBJECTIVE(S): |
|---|--|
| How to have fun in challenging situations or when learning something new; Three keys for having fun while learning something new 1. Be patient, 2. Be positive, 3. Ask for help | BODY BALANCE AND BALANCED FINISH: what adjustments do you make to keep balanced, and how are your shots influenced when you change your body balance. |

Guiding Questions: *Ask questions to connect activities and lesson objectives with STAYING IN BALANCE.*

CORE ACTIVITY-- **USE BOOK PGS 24—25 IN BETWEEN ACTIVITIES OR IN WRAPUP**

- **BE PATIENT....BE POSITIVE....ASK FOR HELP>>>> TIPS FOR HAVING FUN.**
- **DRILLS: USE THESE ON THE RANGE IN THE FIRST FULL SWING ACTIVITY**
- **BE PATIENT..... DO THE EYES OPEN/EYES CLOSED ON THE RANGE WHEN THEY ARE DOING FULL SWING. SEE IF PLAYERS CAN HIT THEIR BALLS AFTER THEY SET THEMSELVES COMPLETELY UP AND CLOSE THEIR EYES BEFORE THEIR BACKSWING.**
- **Be Positive.....DIFFERENT STANCES.....ONE WITH WIDE STANCE, ONE WITH NARROW STANCE, ONE WITH FEET TOGETHER**
- **ASK FOR HELP.....HAVE PLAYERS ASK FOR HELP IF THEY HAVE DIFFICULTY WITH THE ABOVE.**

| Golf Skill Category | Golf Fundamental | Factors of Influence | Cues |
|--|---|--|--|
| <input checked="" type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing | <input type="checkbox"/> Distance-response | <input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club selection | CONCENTRATE ON PLAYERS KEEPING THEIR BODY IN BALANCE DURING THEIR SWING. |
| | <input type="checkbox"/> Target Awareness | <input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target | |
| | <input type="checkbox"/> Get Ready to Swing | <input type="checkbox"/> Hold & Set-up <input type="checkbox"/> Aim/alignment | |
| | <input checked="" type="checkbox"/> Body Balance | <input checked="" type="checkbox"/> Balanced finish | |
| | <input type="checkbox"/> Clubface and Ball Contact | <input type="checkbox"/> Clubface direction at contact | |
| | <input type="checkbox"/> Swing Rhythm | <input type="checkbox"/> Swing tempo | |
| | Routines: <input type="checkbox"/> Preshot | <input type="checkbox"/> Mental and emotional aspects | |
| <input type="checkbox"/> Postshot | <input type="checkbox"/> Emotionally neutral response... | | |

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

Etiquette/Rules of Golf: RULES 10.2 ADVICE AND OTHER HELP..... ETIQUETTE—BEING QUIET AND STANDING STILL WHILE OTHERS ARE PLAYING

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

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

Wrap-up

Time Allotted: 15

YARDAGE BOOK PGS 24–25

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

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

LIFE SKILL EXPERIENCE

TIME
10

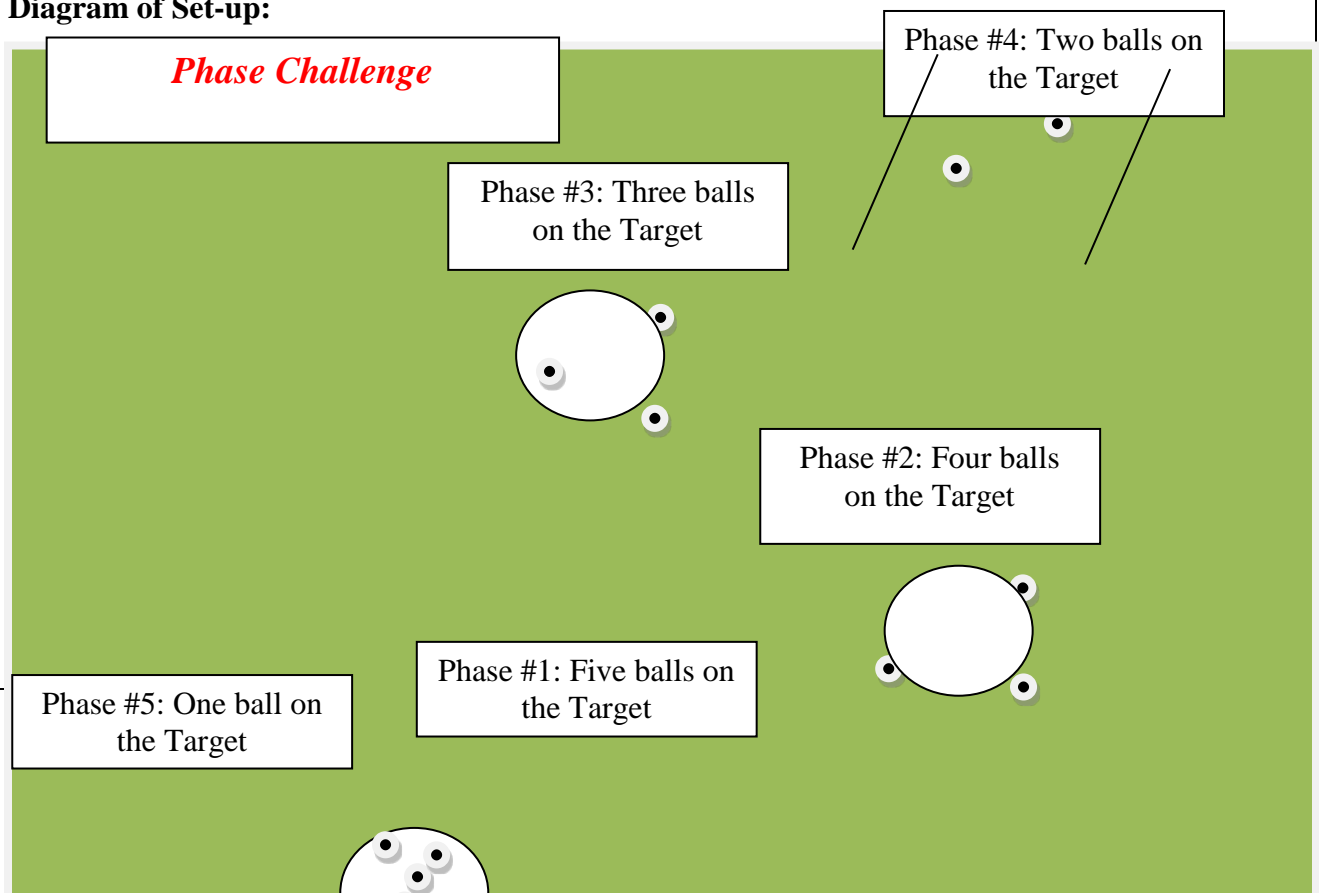
LESSON PROGRESSION:
Warm Up

PHASES: FULL SWING

25MINS

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

Diagram of Set-up:



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

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

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

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

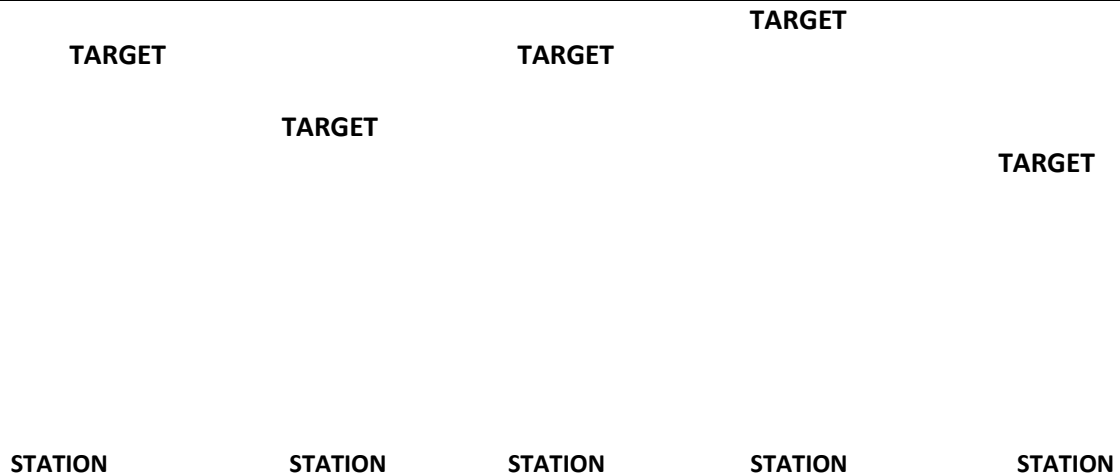
Phase IV: Two balls must travel into or through a designated area or fairway lane about 100 yards away.

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

THE BUCKET GAME OR JUNK YARD CHIP/PITCH

SET UP A VARIETY OF TARGETS.....HOOLA HOOPS, BUCKETS, TRASH CAN TOPS, ANYTHING THAT CAN BE A TARGET PLAYERS CAN LAND ON, IN OR AT VARIOUS DISTANCES. HOW MANY OUT OF 10 BALLS CAN YOU GET INTO THE TARGET. FIRST TEE BUCK GIVEN TO EACH PLAYER THAT HITS THEIR TARGET. THE PLAYER WITH THE MOST BUCKS WINS.....*MAKE IT COMPETITIVE PICK THE PLAYERS WHO SCORE HIGHEST (MOST BUCKS) AND MAKE THEM PLAY OFF AGAINST EACH OTHER TILL THERE IS ONE WINNER.**

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



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

Summer 2.1 - Par Core Lesson #12 - Meeting and Greeting with ALR

Coach Name: _____ Chapter: North Florida _____ Facility: TFTNF Date: Summer 2019
 # of Coaches/Volunteers: _____ # Participants: _____ Age Range: 9 + _____ Skill Level: PAR _____
 PLAYer-to-Coach ratio: _____ XX 3-hole XX 6-hole XX 9-hole # of Stations/# of Holes: _____ XX On-course Off-course
 Duration (mins.): 75 mins _____ Equipment and supplies needed _____

Warm-up

Time Allotted: 10 **Location(s):** **lesson #12**

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

1. Coaches demonstrate the incorrect way to introduce yourself (poor eye contact, mumbling, frowning, weak handshake) and then the correct way using A_L_R (pg. 20 in yardage book) Discuss the differences and which is more interesting. What makes you want to get to know people?
2. ACT OUT DIFFERENT GOLF COURSE SCENERIOS.....GOING TO REGISTER TO PLAY AND THEN GOING TO MEET 3 NEW PLAYERS TO MAKE A 4SOME.....ORDERING RANGE BALLS AT THE PROSHOP.....ASKING ABOUT AVAILABLE TEE TIMES TO PLAY. COACHES GUIDE PLAYERS IN THE ACTIVITY AND BREAK THE CLASS INTO GROUPS SO THEY CAN ACT OUT A SCENARIO OR 2.
3. Discuss open and closed ended questions. How do open ended questions keep ALR going?

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

| Strength | Flexibility/Mobility | Agility/Coordination | Balance | Object Control |
|----------------|---------------------------------|-------------------------------------|---|---|
| Push ups 10 | ARM, NECK AND BACK STRETCHES | CROSSOVER WALK 30 FT UP AND BACK | STRAIGHT LINE HEEL TO TOE WALK 30 FT UP AND BACK 3X | BOUNCE ball walk and catch while weaving |

*Safety – Review and emphasize; connect to Healthy Habit: **SCHOOL—**a community of people that attend an institution where learning takes place. Where people gather to learn the same principles to further their education*

Life Skills Experience

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

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

GOLF SKILLS OBJECTIVE(S): GET READY TO SWING

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

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

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

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

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

Etiquette/Rules of Golf: ETIQUETTE : BE READY TO PLAY WHEN ITS YOUR TURN. RULE 3.3 STROKE PLAY...HOW DO YOU PLAY STROKE PLAY-1 PLAYER AGAINST THE FIELD..

| | |
|---|--|
| Healthy Habit—Physical: <input type="checkbox"/> Energy <input type="checkbox"/> Play <input type="checkbox"/> Safety XXX Other Healthy Habit(s): | SCHOOL-- SCHOOL —a community of people that attend an institution where learning takes place. Where people gather to learn the same principles to further their education |
|---|--|

| | | |
|----------------|------------------------|----------------------------|
| Wrap-up | Time Allotted: 15 mins | YARDAGE BOOK PGS 20 |
|----------------|------------------------|----------------------------|

Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:
*What did you LEARN about meeting someone new?? What is The First Tee Code of Conduct? Does that apply when meeting someone new?? What is ALR?? How Does your set-up effect your shot??
 How can you apply what you learned today in school, at home and in other areas of your life off the golf course?*

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

DO A-L-R SCENERIOS AS LISTED ABOVE HERE REVIEW BOOK PG 17-18

LIFE SKILL EXPERIENCE

50mins **LESSON PROGRESSION:** List bullet points for time allotted, lesson flow, and location.
 Warm up activities and Meeting and Greeting using ALR

ACTIVITY: CAPTURE THE FLAG PUTTING

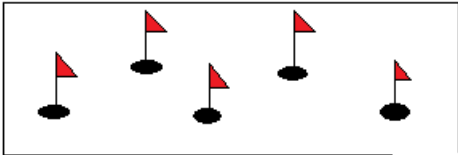
Play in teams of 2 or 3 Players. Make 3-5 stations if possible.....meaning use 3 to 5 holes on practice putting green and make a circle or box around the FLAG approx. 5 ft around. Players pick a Target and must pick a new target each time, no target twice in a row. Ball must stay within a 5 foot circle of the FLAG for the FLAG to be captured. First team to capture all 3 or 4 out of 5 FLAGS WINS!! COACHES CAN USE FIRST TEE BUCKS HERE.....FOR EVERY FLAG CAPTURED THE TEAM WINS FIRST TEE BUCKS AND THE TEAM WITH THE MOST FIRST TEE BUCKS WINS.

Then mingle teams and do it again UNTIL THERE HAS BEEN A FULL MINGLE OF CLASSMATES. Players can discuss strategy with each other. They must introduce themselves to each other at the start of the game and shake hands at the end. Congratulations and high 5's to the winners , naturally.

RELAY CHIPPING:
 PLAYERS WILL PLAY IN TEAMS OF NO MORE THAN 3 PLAYERS.
 Coaches will set up a variety of shapes to chip to on the Putting Green. Make TRIANGLES, BIG =5 FIRST TEE BUCKS, A SMALLER TRIANGLE WORTH 10 FIRST TEE BUCKS, A VERY LARGE RECTANGLE WORTH 2 BUCKS AND A SMALL SQUARE WORTH 20 BUCKS. Each Player in the team will tell their teammates what shape they are going for. If they make it they tell a coach and get their BUCKS, THE PLAYERS will continue to CHIP each stating which shape they will go to. Players have to be HONEST, HAVE RESPONSIBILITY AND SPORTSMANSHIP FOR THIS ACTIVITY and they must work together to accumulate the most First Tee Bucks promoting camaraderie. THE TEAM WITH THE MOST BUCKS WINS

Clean up/ wrap up

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



2.5 DIAMETER TAPE AROUND FLAG

PUTTING ON THE GREEN

PLAYERS STATIONS



MOVE SHAPES
AROUND ON GREEN

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

Summer 2.2 - Par Core Lesson #14 - Staying Cool Using the 4 R's

Coach Name: _____ Chapter: North Florida _____ Facility: TFTNF Date: SUMMER 2019
 # of Coaches/Volunteers: 3 # Participants: _____ Age Range: 9 + _____ Skill Level: PAR _____
 PLAYer-to-Coach ratio: 6:1 XX 3-hole XX 6-hole XXX 9-hole # of Stations/# of Holes: On-course Off-course
 Duration (mins.): 75 mins _____ Equipment and supplies needed _____

Warm-up

Time Allotted: 15 **Location(s):**

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

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

| | | | | |
|--|---|---|--|--|
| Strength Lunges 10 ON EACH LEG | Flexibility/Mobility Stretches—ARMS, WRISTS, QUADS AND HAMSTRINGS | Agility/Coordination Sidesteps 30 ft up and back/Coordination | Balance Straight line walk Heel to toe 30 ft up and back | Object Control Bounce ball on side of hill catch while shifting to the right |
|--|---|---|--|--|

Safety – Review and emphasize; connect to Healthy Habit: **FAMILY—A GROUP OF RELATED OR UNRELATED PEOPLE HELD TOGETHER BY BONDS OF LOVE AND AFFECTION. FAMILY MEMBERS DO ACTIVITIES TOGETHER---SHARE MEALS, COMMUNICATE AND ESTABLISH ROLES AND RESPONSIBILITIES---THEY ARE MORE LIKELY TO SUCCEED IN HEALTH AND GOALS**

Life Skills Experience

Time Allotted: 70

LIFE SKILLS OBJECTIVE(S): THE 4 R's USE BOOK HERE PGS 29--31 **GOLF SKILLS OBJECTIVE(S): CLUBFACE-BALL CONTACT**

| | |
|---|---|
| <p>How to handle anger and frustration; how to “keep cool” in frustrating or difficult situations? (Self-Management)</p> <ol style="list-style-type: none"> 1. Replay—replay in you mind what just happened. If it's good remember what you did and file it away. If it is not what you wanted then continue to 2. Relax—take some deep breaths or take a few steps and walk off and breathe to RELAX. Make your exhale longer than your inhale. THEN 3. Get Ready—Think about what you need to do differently the next time. 4. Redo—Visualize, Imagine yourself doing it better, Practice doing it better and then DO IT BETTER | <ul style="list-style-type: none"> • CHECK AIM AND ALIGN FOR KEEPING THE CLUBFACE SQUARE • Preshot and Postshot Routine- • Preshot Routine- is a repeatable and purposeful process that best prepares PLAYers physically, mentally and emotionally before each shot. Postshot Routine- is a physical, mental and emotional process that help PLAYers learn and build confidence from the previous experience. |
|---|---|

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

Etiquette/Rules of Golf OUT OF BOUNDS/BALL LOST RULE 18.2 HAVING TO RE TEE THE BALL WHEN YOU HIT IT OUT FROM THE TEE BOX. EXPLAIN PROVISIONAL BALLS.....OB FROM THE FAIRWAY ETC YOU MUST HIT THE BALL FROM THE EXACT SPOT THAT YOU HIT YOUR ORIGINAL BALL ETIQUETTE—STAND STILL AND BEHIND AND TO THE SIDE OF THE PLAYER WHO IS HITTING

Wrap-up

Time Allotted: 15

YARDAGE BOOK PGS 29–31

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

What did you LEARN about the Game of Golf today ABOUT OUT OF BOUNDS? What is The First Tee Code of Conduct?—REVIEW IT

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

USE THE YARDAGE BOOK PGS 29–31 IN BETWEEN ACTIVITIES OR IN WRAPUP

THE 4 R'S

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

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

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

REDO: Try again or imagine yourself doing it better.

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

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

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

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

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

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

LIFE SKILL EXPERIENCE

| <u>TIME</u> | <u>LESSON PROGRESSION:</u> |
|-------------|---|
| 15 | Warmup |
| 20 | Hands lead |
| 5 | Change stations |
| 20 | Through the gates: To see who can swing their club through the narrowest gap (marked by two golf tees) and still make solid contact with the ball |
| 5 | Clean up |
| 10 | Wrap Up/Review |

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

REMINDE PLAYERS TO PICK THEIR TAREGTS.....SMALLER THE TARGET THE SMALLER THE MISS.....AIM CLUBFACE ALONG TARGET LINE.

AIMING THE CLUBFACE....DRAW, FADE, STRAIGHT:

HANDS LEAD THE CLUBHEAD!!!

HANDS LEAD THE CLUBHEAD INTO THE BALL GIVING A DOWNWARD ANGLE TO HIT THE BALL WHICH WILL GET IT UP IN THE AIR. HAVE A SLIGHT FORWARD LEAN WITH THE IRONS AND HYBRIDS.

STRAIGHT—KEEP THE CLUBHEAD STRAIGHT DOWN THE TARGET LINE IN THE SWING.

FADE—BALL FLIES FROM LEFT TO RIGHT. (RIGHT TO LEFT FOR A LEFT HANDER) ALSO CALLED A CUT.

AIM THE CLUBFACE AT THE TARGET AND KEEP IT THERE. OPEN YOUR STANCE TO THE LEFT....(FRONT FOOT PULLED BACK A BIT AND TOES OUT.) SWING ALONG YOUR TARGET LINE WHILE KEEPING THE CLUBFACE SLIGHTLY OPEN

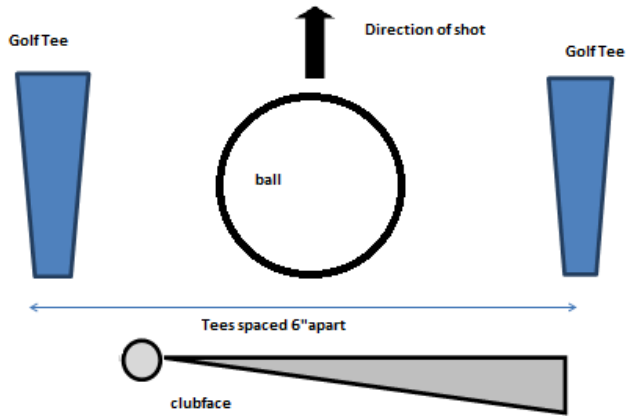
DRAW—BALL FLIES RIGHT TO LEFT. (LEFT TO RIGHT FOR A LEFT HANDER) FAR OUT TO THE RIGHT IS CALLED A SLICE.

AIM CLUBFACE STRAIGHT AT THE TARGET AND KEEP IT THERE. ALIGN YOUR FEET OUT TO THE RIGHT. FRONT FOOT IS POINTED A BIT IN AT YOUR STANCE , BOTH FEET AIMED OUT TO THE RIGHT SWING IN LINE WITH YOUR FEET NOT DOWN THE TARGET LINE AND LET YOUR RIGHT HAND ROLL OVER YOUR LEFT CLOSING THE CLUBFACE A BIT.

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

PUTTING:

Through the Gates:



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

Summer 2.3 - Par Core Lesson #15 - Personal Par

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

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

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

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

Warm-up

Time Allotted: 10

Location(s):

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

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

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

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

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

Life Skills Experience

Time Allotted: 70

List what players will learn in each component

LIFE SKILLS OBJECTIVE(S): PERSONAL PAR USE YARDAGE BOOK 40-41

GOLF SKILLS OBJECTIVE(S):

What Par means in golf. Players will determine where they are now and where they wish to be by the end of the sessions. Also, they will use the goal ladder to help achieve a goal of beating their personal par. Self-management and resilience skills will be addressed in this lesson.

Players will be taught how to calculate their personal par and how to challenge themselves and work on certain aspects of their games to improve.

On Course Skill: (a) Preshot and Post Shot Routines. Develop and repeat routines. (b) Target-Focused. Learn to prepare to hit the desired target on course.

Guiding Questions: Ask questions to connect activities and lesson objectives

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

| Golf Skill Category | Golf Fundamental | Factors of Influence | Cues |
|---|---|---|---|
| <input checked="" type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input checked="" type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing | <input type="checkbox"/> Distance-response | <input type="checkbox"/> Size or length of motion <input type="checkbox"/> Club selection | PLAY THE COURSE ****IF COURSE NOT AVAILABLE SIMULATE HOLES ON THE RANGE USE BOOK EITHER BEFORE OR RIGHT AFTER PLAYING |
| | <input type="checkbox"/> Target Awareness | <input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target | |
| | <input type="checkbox"/> Get Ready to Swing | <input type="checkbox"/> Hold & Set-up <input type="checkbox"/> Aim/alignment | |
| | <input type="checkbox"/> Body Balance | <input type="checkbox"/> Balanced finish | |
| | <input checked="" type="checkbox"/> Clubface and Ball Contact | <input checked="" type="checkbox"/> Clubface direction at contact | |
| | <input type="checkbox"/> Swing Rhythm | <input type="checkbox"/> Swing tempo | |
| | Routines: <input type="checkbox"/> Preshot | <input type="checkbox"/> Mental and emotional aspects | |
| | <input type="checkbox"/> Postshot | <input type="checkbox"/> Emotionally neutral response... | |
| | <input type="checkbox"/> Ball Flight | <input type="checkbox"/> Trajectory | |
| <input type="checkbox"/> On-course Strategies | <input type="checkbox"/> Self-management | | |

Etiquette/Rules of Golf: Pace of Play, RULE 3.3B SCORING IN STROKE PLAY

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

HOW TO RECORD YOUR SCORE....SIGN AND RETURN THE CARD.....MUST PUT THE RIGHT SCORE FOR THE RIGHT HOLE OR YOU ARE DISQUALIFIED.....MUST TURN IN A SIGNED SCORE CARD AT THE SCORING TABLE AFTER A TOURNAMENT

Wrap-up

Time Allotted: 15

YARDAGE BOOK PGS 40-41

Review Personal Par. Were they able to hit to the desired target? Do they think they would improve with better concentration on keeping the clubface square at impact and/or more focus on targets and swinging the clubface down the Target line?? What shots do they feel that they hit well? Did they stay positive?

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

CORE ACTIVITY--- USE YARDAGE BOOK HERE PGS 40--41

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

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

LIFE SKILL EXPERIENCE

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

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

PLAY THE COURSE (If available)

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

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

On Course Fundamentals: GET READY TO SWING.....CLUBFACE AND BALL CONTACT. Concentrate on keeping the Clubface square at impact and keep swinging it down the TARGET LINE

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

PLAYERS MUST CONCENTRATE ON SWINGING THE CLUBFACE DOWN THE TARGET LINE OF THE TARGET THEY HAVE CHOSEN

IF COURSE IS NOT AVAILABLE PLEASE SIMULATE A HOLE ON THE RANGE AND MOVE TO THE PRACTICE PUTTING GREEN TO FINISH OUT THE HOLE PUTTING.

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?

Summer 2.4 - Par Core Lesson #10 - Exploring the GAME

Coach Name: _____ Chapter: North Florid _____ Facility: TFTNF Date: SUMMER 2019

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

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

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

Warm-up

Time Allotted: 10

Location(s):

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

ENCOURAGE Players to review the content for that day's lesson after each class.

Discuss GAME technique – and how it can be used to try new activities in golf or in school/at home/different sports/different extra-curricular activities.

Go play

And explore

My interests

Enjoy what's fun for me!

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

| Strength | Flexibility/Mobility | Agility/Coordination | Balance | Object Control |
|-------------------|------------------------|-----------------------------|---|---------------------------------------|
| Frog jumps 10X | Arm circles/ STRETCHES | Sprints 30FT UP AND BACK | Standing stunts STAND ONE FOOT BRACED ON OTHER LEG HOLD 20 SECS SWITCH | THROW a Ball while you are walking |

Safety – Review and emphasize; connect to Healthy Habit: SAFETY—THE ACTION OF STAYING SAFE.....AVOIDING, AVERTING OR REDUCING INJURY, HARM OR LOSS TO ONES SELF OR OTHERS.

Life Skills Experience

Time Allotted: 70

LIFE SKILLS OBJECTIVE(s): GAME

GOLF SKILLS OBJECTIVE(s):

- Self-management technique called GAME to explore what's fun for them and how to explore new things that might be outside of their comfort zone
- Go play
- And explore
- My interests
- Enjoy what's fun for me!

**DISTANCE RESPONSE
DETERMINE LENGTH OF SWING TO REACH YOUR
TARGET**

**NEW RULES IN USGA 2019 RULES APP ON
SMARTPHONES**

Guiding Questions: Ask questions to connect activities and lesson objectives

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

| Golf Skill Category | Golf Fundamental | Factors of Influence | Cues |
|---|---|---|--|
| <input type="checkbox"/> Putt <input checked="" type="checkbox"/> Chip <input type="checkbox"/> Pitch <input checked="" type="checkbox"/> Full-swing | <input checked="" type="checkbox"/> Distance-response | <input checked="" type="checkbox"/> Size or length of motion <input checked="" type="checkbox"/> Club selection | HAVE PLAYERS CONCENTRATE ON Y TO Y SWING AND HOW LARGE A SWING MUST THEY TAKE FOR THE BALL TO TRAVEL THE DISTANCE THEY WANT. HAVE PLAYERS DO FULL SWING AND L TO L SWINGS ON THE RANGE AGAIN HOW LARGE AND HOW HARD DO THEY NEED TO SWING. |
| | <input type="checkbox"/> Target Awareness | <input type="checkbox"/> Target selection <input type="checkbox"/> Distance to target | |
| | <input type="checkbox"/> Get Ready to Swing | <input type="checkbox"/> Hold & Set-up <input type="checkbox"/> Aim/alignment | |
| | <input type="checkbox"/> Body Balance | <input type="checkbox"/> Balanced finish | |
| | <input type="checkbox"/> Clubface and Ball Contact | <input type="checkbox"/> Clubface direction at contact | |
| | <input type="checkbox"/> Swing Rhythm | <input type="checkbox"/> Swing tempo | |
| Routines: <input type="checkbox"/> Preshot | <input type="checkbox"/> Mental and emotional aspects | | |

| | | |
|--|---|--|
| | <input type="checkbox"/> Postshot | <input type="checkbox"/> Emotionally neutral response... |
| | <input type="checkbox"/> Ball Flight | <input type="checkbox"/> Trajectory |
| | <input type="checkbox"/> On-course Strategies | <input type="checkbox"/> Self-management |

Etiquette/Rules of Golf: LIGHTNING.....HORN 3 BLASTS OFF AND 1 BLAST ALL CLEAR RULE 18.2 LOST BALL 2MINS INSTEAD OF 5 AND OUT OF BOUNDS RULES

Healthy Habit—Physical: Energy Play Safety
 Other Healthy Habit(s): **SAFETY—THE ACTION OF KEEPING SAFE, AVOIDING, AVERTING OR REDUCING INJURY, HARM OR LOSS**

Wrap-up Time Allotted: 15 **YARDAGE BOOK PAGES 8**

Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life:
*What did you LEARN about the Game of Golf? What is The First Tee Code of Conduct?
How can you apply what you learned today in school, at home and in other areas of your life off the golf course?*

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

USE YARDAGE BOOK PGS 8 IN BETWEEN ACTIVITIES OR IN WRAPUP

CORE ACTIVITY—EXPLORE THE GOLF COURSE—EITHER EXPLORE A HOLE OR WALK THE PRACTICE AREAS OR CREATE A HOLE IN AN OPEN SPACE.

TEEING AREA—What is interesting about it?,,,why is it important??....what new thing can you try the next time you tee it up??

FAIRWAY—What is interesting about it//....is it easier to hit from the fairway or the rough or a bunker?? What are the various ways we play golf??(stroke, match, scramble,alternate shot, shotgun start)

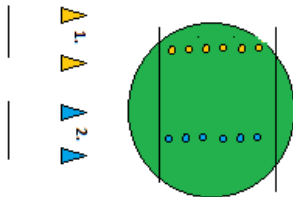
Examine rough and bunkers and ask the same questions.

PUTTING GREEN—What is important about the putting green? What is something new that you can try or do on the putting green that you couldn't before.....that includes the new rules!!

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

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

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



OBJECTIVE---HOW BIG A SWING AND HOW HARD DO YOU HIT THE BALL TO MAKE IT GO THE DISTANCE YOU WANT.

RANGE:

Check point Charlie ON THE RANGE: To see who can remember the most number of check-points in the address position, before hitting a ball. To help participants develop muscle memory for their most reliable address position. Plus, to see how the shot is influenced when they think too much! How to Play: PLAYers will be in pairs, one hits and the other watches. The winner of the game is the person who can remember the most number of points in the get ready position!

How it Works:

Step 1: The first PLAYer will address the ball and go through their address position check points and say them out aloud one at a time so their partner can hear. The PLAYer will also make a visible motion of the check point (i.e., "tail feathers out" wiggle their rear end). The partner counts these different check points:
Pick your TARGET from a few feet behind the ball, Walk into your shot, Aim Your Clubface, Make sure your ball is in proper position for the club you are hitting (off left heel—Driver, Woods, Hybrids forward of Center, Irons around the middle of stance, wedges further back in stance), Take your Stance, Hold Grip Soft---adjust up or down the shaft/handle, Firm up Grip/Hold Position

Step 2. The PLAYer will then hit a ball.

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

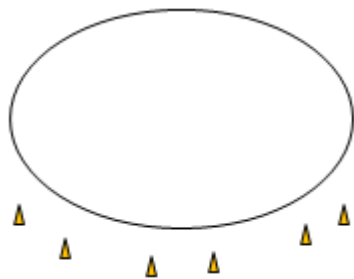
Step 4—For every position remembered and stated the player gets a First Tee Buck. The Player with the most wins the competition

BALANCE GAME: CHIP

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

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

Penguin, Bat, Flamingo



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

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