

HMS 292 – Exploring the Teaching of Physical Education

Developmental Analysis Chart (DAC) Assignment

<u>Extensions</u>	<u>Refinements</u>	<u>Applications</u>
LESSON PLAN 1		
Students begin by playing a move and freeze warmup. When music starts playing, students should move throughout the designated area, traveling freely. Once the music stops, students need to find one of the “safety areas” (tee mats or hoops) and freeze. This activity should repeat and continue until students have the ability to recognize the safe zones.	Students should find a partner and identify themselves as either the player or the caddie. A player can go out into general space and retrieve a ball for their tee while the caddie waits in the hoop.	How many balls can each pair retrieve while alternating places as the player and the caddie.
Set up 4 stations throughout the gym and have students split up into equal groups. Each station will be using roll, bounce, and throw motions. At one station, students will need to roll a ball from 6’ away to a target. At the next they will bounce a ball from 10’ away to a target. At the third station students will underhand toss a ball to a 30’ target and finally overhand toss a ball from 50’ away to a target.	Have students focus on the direction of their throw by pointing and saying “target” as they release their roll, bounce, or throw.	Can students perform this task in the same manner but sideways? This will help with building their golf swing, as golf swings do not face the target.
Students will incorporate these skills into a bowling activity. Students will get into groups and take turns rolling a ball into bowling pins. After 2 throws like a normal bowling game, the next person in line will go and repeat the process until everyone has a turn.	Have students use a putter, facing sideways towards the target and strike a ball towards the target.	Can students accurately strike the ball, so it knocks down at least one pin? Several pins?
LESSON PLAN 2		

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Have students warm up again using the move and freeze game. When music starts playing, students should move throughout the designated area, traveling freely. Once the music stops, students need to find one of the “safety areas” (tee mats or hoops) and freeze. This activity should repeat and continue until students have the ability to recognize the safe zones.	Students should once again find a partner (different than last class) and identify themselves as either the player or the caddie. A player can go out into general space and retrieve a ball for their tee while the caddie waits in the hoop.	Can you and your partner retrieve the most balls before time expires.
Set up 4 stations throughout the gym and have students split up into equal groups. Each station will be using roll, bounce, and throw motions. At one station, students will need to roll a ball from 6’ away to a target. At the next they will bounce a ball from 10’ away to a target. At the third station students will underhand toss a ball to a 30’ target and finally overhand toss a ball from 50’ away to a target. While students are participating in the stations, the non-participating students will be getting a feel for putters and wedges.	Have students focus on the swing cues needed for each type of club as well as the safety protocols for using these clubs.	Can students safely swing the golf club in their own personal space while their peer is performing the tasks from the various distances.
At each station, students will repeat the same activity but with golf clubs instead of the rolls and tosses. Shorter distances will use the putter and longer distances will use the wedge.	Reinforce the golf swing cues and have the students strike the ball in a bound flow manner at first, and build their way up to a free flow.	Can students use the golf club cues to strike the ball towards the target in an accurate manner.
Add in a game called “putt it out” for the stations involving the putter. In this game, students will strike the ball multiple times until it reaches the target, so they practice their putts at different distances (similar to	Reinforce the safe and proper way to use a club.	Have students keep score on who takes the fewest amounts of strokes to get the ball to the target.

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real golf). To incorporate this game into the wedge stations, have them use the wedge only once, and use the putter for shorter distances.		
LESSON PLAN 3		
Have students get into pairs and determine on their own which type of golf club they should use to get the ball to the target as easily and quickly as possible.	Have students identify targets that could incorporate multiple clubs and determine which one is more effective.	Students should rotate between stations working on the different motions of each golf club.
Have students get a club of their choice and along with their partners start at one station hitting the ball towards the target. Students should specifically pick the club they feel would work best for each distance.	Reinforce the ABC cues for the students to effectively strike the ball towards the target.	Can students use the correct club and cues in order to strike a ball to a target in a consecutive fashion.
Give students a tennis racket at the chipping station and have them strike the ball over a barrier to their partner. Have the partner retrieve the ball and strike it back. Repeat.	Replace the rackets with the correct golf club and do the same activity. Strike the ball over the barrier back and forth.	Can students adjust their swing to correctly chip the ball over a barrier to their partner consecutively without fail.
LESSON PLAN 4 Students select a golf hole (multiple per each golf hole if necessary) and stand near the tee mat facing the target (distance varies per hole). Students should take turns rolling, throwing, and bouncing the ball towards the target. Once they reach the target in however many attempts, they should go to the next hole and repeat the process.	Have students alternate between ways of moving the ball depending on the distance from the target. If they are a long distance, have them focus on throwing the ball. Short distance, they should roll the ball and at a medium distance they should bounce the ball towards the target.	Can students announce how many attempts it will take to reach the target (“I can hit the target in 2 long throws” or “I can hit the target it one long throw and 2 short rolls) with accuracy.

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Using a golf club now, have students repeat the same activity. Instead of rolling, throwing, and bouncing, have students full swing, chip, and putt depending upon their distance from the target.	When trying to strike the ball with a certain amount of force, have students focus on the size of their backswing. A shorter backswing leads to less force and a longer backswing leads to more force	Can students reach the target in a predetermined number of strokes (depending on the hole) with their club using each type of hit (full swing, chip, putt)
Have students get in pairs to practice order of play in a typical golf match. Using safety zones, have one student hit the ball using a club, watching to see where it stops, while the other waits patiently in the safety zone. Once the ball stops, one student hands the club to the next, and they enter the safety zone. After the next student strikes the ball, they should determine which is closest to the target and the player who is closer takes the next turn. Repeat this process until one student reaches the target.	Have students keep score of how many times they need to reach the target. Have the students understand that the person with the lower score wins.	Can students reach the target in the fewest number of strokes in order to beat their opponent (while using full swing, chips, and putts)
LESSON PLAN 5 Have students get into pairs and set up along the baseline and outfield across from each other to play catch (30-60 ft distance). Using a high underhand toss, students should loft the ball to their partners consecutively without dropping.	Have students focus on the direction of their throws and less on the distance it travels. Once students are accurately tossing the ball, they can focus on increasing the strength in their throws.	Can the student reach their partner consecutive times with accuracy and distance.

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Using “L-pitch-L” students will practice the pitch shot to their caddie across the diamond or to the opposite baseline (wherever the caddie is positioned). One student pitches the ball to their caddie, who catches it using a safety hoop or baseball glove, at least three times and then the students switch places. Students should begin the “L-pitch-L” at a slow speed in order to get the motions down correctly (bound flow)	Have students increase the speed of their golf pitch, connecting all the parts into one flow and motion.	Can students pitch the ball to their caddie at least three times in a row in a fast and accurate motion.
Have students participate in a game of golf baseball. Students should be split up into two teams with multiple diamonds if necessary. The batter uses a wedge club to strike the ball into the field of play, and the fielders must use the underhand toss in order to get the ball to whichever base is closest to being an out. Runs are scored the same as in regular baseball as well as outs. If a ball is struck into foul territory that should also be called an out.	Have students focus on the aim cues so they can direct their hits to different parts of the field depending on where the baserunners are. (someone on second base, you should try and strike the ball to the right side to move the runner over)	Can students score multiple runs per inning using Aim and “L-pitch-L” for distance and direction of their strikes.