

Teacher Name: Ryan BlakesleeUnit: Golf

Central Focus of Lesson:

Lesson Date: 3/18Lesson: 1 of 5 Grade Level: Elementary# of students: 5 students

Equipment needed (with quantity stated): 5 tee mats/5 hoops, 5 golf clubs, bag of tennis balls, 3 targets, set of bowling pins.

References (where did you find the information included within this lesson plan?): Cheshire first tee curriculum

PSYCHOMOTOR DOMAIN:

National Physical Education Content Standard: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade Level Outcome (GLO): Strikes an object with a long-handled implement (e.g., hockey stick, bat, golf club, bat, tennis or badminton racket) while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane, and follow through). (S1.E25.4)

Learning Objective

- Behavior: Strike an object
- Condition: Towards a target
- Criteria: From a variety of distances
 - (written together): SWBAT Strike an object towards the target from a variety of distances.

COGNITIVE DOMAIN:

National Physical Education Content Standard: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Grade Level Outcome (GLO): Applies the concepts of direction and force to strike an object with a long-handled implement. (S2.E3.5b)

Learning Objective

- Behavior: Strikes an object
- Condition: Towards the target
- Criteria: from a variety of different distances and directions
 - (written together): SWBAT Strike an object towards a target from a variety of different distances and directions

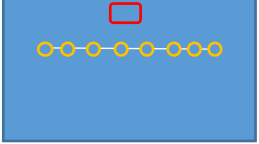
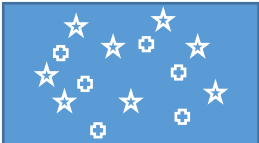
AFFECTIVE DOMAIN:

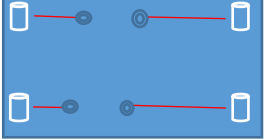
National Physical Education Content Standard: Exhibits responsible personal and social behavior that respects self and others

Grade Level Outcome (GLO): Works safely with peers and equipment in physical activity settings. (S4.E6.4)

Learning Objective

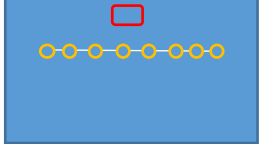
- Behavior: Strikes an object
- Condition: Towards a target from multiple distances
- Criteria: Using the correct cues to remain safe in the PE environment
 - (written together): SWBAT Strike an object towards a target from multiple distances, using the correct cues to remain safe in the PE environment.

LEARNING EXPERIENCES & ACTIVITIES For each task include - Labels of Task Type - Including informing, refinement, extension, or application / assessment as well as transition - Teacher Emphasis/Performance Summary Cues	ORGANIZATION and MANAGEMENT (diagram of space, people, & equipment,) List the Graphic number in this column & attach graphic	SAFETY (Identify all safety concerns and explain how they will be addressed)	TIME For how long?
<u>Introduction/Set Induction</u> What: Today we will be developing our skills on moving an object towards a target. We will begin in this lesson by focusing on throwing, rolling, and bouncing the ball towards the target using strictly our hands. Towards the end of the lesson, we will introduce the golf clubs and attempt to accomplish the same goals with a putter instead of our arms and hands. Why: We will start this lesson only using our arms and hands so we can begin to focus on the types of pathways we should move the ball in order to accomplish a goal. Each way of throwing corresponds to a particular golf club and a particular situation in which you would use each of them. How: We will throw the ball from various distances towards a target, using the different ways of throwing depending on the distance to stick the tennis ball to the target. We will then set up bowling pins at the end of the lesson and practice rolling the ball towards the pins, trying to knock them down. We will then incorporate the putters which are directly associated with the rolling motion and try the activity again.		No safety concerns for this section Students should be sat on the line waiting for instructions and demonstrations from the teacher.	10 minutes
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. Repeat and continue until students can recognize the safe zones. “Safe zones are very important in golf so we can ensure the safety of all students when we start to incorporate real golf clubs and golf balls in future grades and this year in golf lessons.”		Students will be moving throughout general space shared by peers. Students should be aware of others and ensure they do not run into each other. When students end up on safe zones, they should remain on those safe zones until the music restarts. Students should partner up and label themselves as the caddie or the player. Should be emphasized	10 minutes (around 3 and 7 minutes)

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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. “Caddies are students who are not currently participating in a skill and need to be in a safe zone in case any safety issues should arise. Players are those who are participating in an activity. Students everyone switches their identity during the activity to make sure everyone gets a chance to participate” How many balls can each pair retrieve while alternating places as the player and the caddie? “Now that we have the basic components of golf down (caddies and safety zones) we are going to start practicing moving the balls we just gathered towards targets from a few different distances.”		that only players are allowed to move out into general space to gather the tennis balls Caddies should remain on the safe zone to ensure the safety of all players.	
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. “Roll: putting, Putter Bounce: chip, Wedge Throw: full swing, Driver” Cues: Using dominant hand...at farther targets... 1 – FACE the target 2 – RAISE arm 3 – STEP towards target 4 – SNAP arm forward 5 – RELEASE ball		Students will be throwing tennis balls towards the targets Students may miss and hit objects or other people in the gym. Students should always be aware of incoming balls from other stations.	20 minutes

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Cues: Using dominant hand...at closer targets... 1 – FACE the target 2 – SWING arm backwards 3 – STEP towards target 4 – SWING arm forward 5 – RELEASE ball Have students focus on the direction of their throw by pointing and saying “target” as they release their roll, bounce, or throw. - Same cues but insert “target” after the STEP cues. - 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. - Cues: Using dominant hand...sideways...at all targets 1 – SHOULDER towards the target 2 – RAISE arm 3 – ROCK back and forth towards target 4 – SNAP arm forward 5 – RELEASE ball Will be watching students for feedback especially on safety for this early in the unit. As the unit progresses, I will watch for correct cues as well as safety - Make sure students are staying in their caddie shack until partner high fives them - Make sure everyone waits until all the balls are thrown to go and retrieve their ball. “Now that we have focused on moving the ball towards the target in a face forward and sideways motion using just our hands, we are going to			

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incorporate the golf clubs using very similar cues to the sideways motion of throwing we just practiced.”			
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. Cues: Using dominant hand...towards bowling pins 1 – FACE the target 2 – SWING arm backwards 3 – STEP towards target 4 – KNEEL to get low to the ground 5 – SWING arm forward 6 – RELEASE ball in rolling fashion Have students use a putter, facing sideways towards the target and strike a ball towards the target. Cues: Using putter...towards bowling pins 1 – FACE tennis ball 2 – SHOULDER to target 3 – FEET shoulder width apart 4 – GRIP putter handle 5 – SWING arms to back leg 6 – SWING arms to ball 7 – STRIKE ball - Can students accurately strike the ball, so it knocks down at least one pin? Several pins?		Students rolling the ball towards the bowling pins may go astray and hit other pins or other players. Students should always be looking for objects entering their area from other players Students using the putters may swing back their club and hit other students, may let go by accident and hit other players, may strike the ball too hard and hit other players, etc. Students should be taught the safe way to use putters and all golf clubs in general using the performance cues Students should be operating golf clubs in the correct manner in order to avoid injuring other players with their club or with the tennis ball.	10 minutes

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Watching students to make sure they are waiting to retrieve their balls until everyone has gone. Students aren't leaving their caddie shack unless prompted. "Now that we have learned the basic motion of swinging a golf club and striking the ball towards a target, in the future we can begin to use bigger clubs from farther distances to increase our focus on accuracy."			
<u>Closure</u> <u>Major Review of Points (Have your students met your lesson objectives?)</u> 1: What are the safe zones we discussed earlier in class today? - What is the difference between a caddie and a player? 2: Can someone tell me the cues for throwing a ball towards the target? - The cues for striking a ball towards a target? 3: What do the different types of throwing motions correlate to? - Which clubs do each correlate to? Take Home: You can practice all of these skills and cues we discussed today, even the bowling activity (just use anything that stands on its own, don't need bowling pins), at home, with friends, and in free time by just repeating the cues in your head and moving your body to the commands. Preview into next lesson: Next lesson we will begin using actual golf clubs to strike the ball towards the targets instead of using our arms and hands. We will also begin practicing the order of play in a typical golf game by partnering up and playing a modified golf competition. Prompt to be active for 60 minutes of day		N/A	5 minutes

