

Teacher Name: Ryan Blakeslee

Unit: Golf

Central Focus of Lesson: _

Lesson Date: 3/25 and 3/27

Lesson: 2 of 5

Grade Level: Elementary

of students: 4 - 6

Equipment needed (with quantity stated): 4 tee mats/targets, one golf club per student, one tennis ball per student,

References (where did you find the information included within this lesson plan?): 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 with a golf club
- Condition: towards a target
- Criteria: from a variety of distances with the correct club
 - (written together): SWBAT Strike an object with a golf club, towards a target from a variety of distances using the correct club.

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: Strike an object with a variety of golf clubs
- Condition: towards a target
- Criteria: from a variety of different distances and directions with the correct club
 - (written together): SWBAT Strike an object with a variety of golf clubs that require different uses of force and direction towards a target from several distances that require a specific club.

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: Strike an object with a variety of golf clubs
- Condition: towards a target from multiple distances
- Criteria: using the correct cues to safely use equipment in a PE setting
 - (written together): SWBAT Strike an object with a variety of golf clubs towards a target, from multiple distances, using the correct cues to safely use equipment in a PE setting.

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 the throwing, rolling, and bouncing motions we used in the previous lesson and start to incorporate the golf clubs associated with each motion. Why: We will begin to incorporate golf clubs into the lesson to accelerate the students' golf skills. Students need to understand which motor skill used in lesson plan 1 corresponds to which golf club. As students get more comfortable with the golf clubs and importance of safe use, they will begin to participate in full scale golf games in later lessons. How: We will strike the ball towards a target at 4 different stations. Each station will have a different golf club corresponding to the golf shot recommended for hitting the target. At the end of the lesson, students will have the opportunity to strike a ball towards bowling pins using a putter. In the intro I will explain the safety rules of the golf club and why we always need to be careful when using them. "Made out of hard plastic and can cause serious injuries if you are hit with them" "Always look around before you swing to make sure nobody is in your immediate area, once you have checked your surroundings multiple times, then you are safe to swing" "On the grip of the golf club, for right-handed, place the grip at the end of the palm and beginning of the fingers in your left hand, and place your hand at the end of the grip. Do the same thing for your right hand and then place it directly above the left hand."		No safety concerns for this section Students should be sat on the line waiting for instructions and demonstrations from the teacher.	10 minutes

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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 today and in the future” 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 switch during with partners 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? TEACHER: Will be operating the music and telling students when to freeze and when to move throughout the gym. - Watching students to make sure they understand which areas of the gym are safe zones. “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.”		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 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.	10 minutes (around 3 and 7 minutes)

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Set up 4 stations throughout the gym and have students split up into equal groups. Each station will be using a putt and chip. At one station, students will need to putt a ball from 6' away to a target representing a hole. At the next they will chip a ball from 6' away to multiple targets representing golf holes. At the third station students will once again putt a ball to a target with multiple points from left to right. Finally, students will chip a ball from 10-15' away into a hoop. At each station: "Can anyone remember which mode of throwing the ball we used for this station? And which golf shot do you think that would correspond to?" Start one or two times just rolling, throwing, or bouncing the ball towards the target to get the students familiar with the way the ball should be traveling. Go over the grip again: "On the grip of the golf club, for right-handed, place the grip at the end of the palm and beginning of the fingers in your left hand, and place your hand at the end of the grip. Do the same thing for your right hand and then place it directly above the left hand." At one station we will be chipping a golf ball into a hoop placed in the corner of the gym. Each student will hit once, wait for their peer to hit, retrieve the ball, high five their partner, and that partner will then take their turn. Make sure to focus on using more power in their swings (bring golf club farther back during backswing) At the next station, students will be putting from a short distance towards a target in the station's center. Each student will hit once, wait for their peer to hit, retrieve the ball, high five their partner, and that partner will then take their turn. Make sure to focus on using less power in the students' swing (only bring club back a small amount).		Always look around before you swing to make sure nobody is in your immediate area, once you have checked your surroundings multiple times, then you are safe to swing Caddies should remain in their hula hoops until high fived by their partner. Students should not retrieve their balls until everyone has hit their ball.	20 minutes

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At the third station, students will be chipping again, but this time focusing more on getting the ball over a low target, aiming towards the corner but no specific target. Each student will hit once, wait for their peer to hit, retrieve the ball, high five their partner, and that partner will then take their turn. At the final station, students will put again, but this time to a target with multiple numbers indicating scores (lower score the better). We will be focusing on accuracy to get the best score. Each student will hit once, wait for their peer to hit, retrieve the ball, high five their partner, and that partner will then take their turn. Cues for striking the ball with golf club: 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 Make sure to differentiate the force needed at each station and how that changes the golf swing; More force needed = higher the club needs to be raised. Refinement: Have students line up the ball with the arrow on the tee mat and point the tee mat towards the target. Students can use this as a guide towards the target. If the students are succeeding in their aim but lacking in distance, have them raise the club higher as mentioned before. Can students hit the target multiple times at each station using the different clubs and amounts of force?			

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TEACHER: Will be watching for correct grip among all the students as well as following all the cues for striking an object with a golf club. If one error is common among all the students, stop the lesson and provide corrective feedback on whatever is being done wrong. Will watch for safety with all students. Make sure students are staying in their caddie shack until partner high fives them and those students retrieving the ball do not go until everyone has struck their ball. “Now that we have struck the ball towards a target with multiple different golf shots, we will play a game of golf bowling only using the putt shot.”			
Students will incorporate these skills into a bowling activity. Students will get into groups and take turns putting a ball towards bowling pins. After 2 putts like a normal bowling game, the next person in line will go and repeat the process until everyone has a turn. After one person goes, they should retrieve their ball and stand up the bowling pins for their partner. Have students use a putter, facing sideways towards the target and strike a ball towards the pins. 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		Always look around before you swing to make sure nobody is in your immediate area, once you have checked your surroundings multiple times, then you are safe to swing Other partners should remain in their hula hoops placed several feet behind the tee mat, waiting for the current player to finish.	10 minutes

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Refinement: Have the bowling pins placed at the end of a line connecting to the tee mat so students have a guide towards the target. - If the students are succeeding in their aim but lacking in distance, have them raise the club higher as mentioned before. Can students accurately strike the ball, so it knocks down at least one pin? Several pins? TEACHER: Will be watching for correct grip among all the students as well as following all the cues for striking an object with a golf club. - If one error is common among all the students, stop the lesson and provide corrective feedback on whatever is being done wrong. Will watch for safety with all students. Make sure students are staying in their hula hoops until partner high fives them and those students retrieving the ball and standing up the pins do not go until everyone has struck their ball. “Now that we have begun to learn how to strike the ball using golf clubs, we can begin to play larger scale golf games in the future, using the correct rules of play, and differentiating between golf clubs depending on the situation”			
<u>Closure</u> <u>Major Review of Points (Have your students met your lesson objectives?)</u> 1: Can anyone tell me the correct way to grip a golf club? - The correct cues for striking a ball with a golf club? 2: Can anyone tell me where students who aren't currently playing should be during an activity? - What should active players do before swinging their club? 3: Which club should be used for shorter distance strokes?		N/A	5 minutes

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- Longer distance? Take Home: Those who have golf clubs can practice putting or chipping any time in their backyard or at local athletic fields. Another place you can go to practice putting and have a fun time is during Mini golf. To practice full swinging, you can go to a driving range. Make sure to remember the cues for swinging the golf club as well as the safety measures recommended for avoiding injury. Preview into next lesson: Next lesson we will continue with striking the ball towards a target and begin to implement the rules of a typical golf game. Prompt to be active for 60 minutes of day			