

Teacher Name: Ryan Blakeslee

Unit: Golf

Central Focus of Lesson: chipping/putting

Lesson Date: 4/1 and 4/3

Lesson: 3 of 5

Grade Level: elementary

of students: 4-6

Equipment needed (with quantity stated): tee mats, tennis balls, hula hoops, putting and chipping clubs (righty/lefty), pool noodles, gymnastics mats, cones, golf holes, poly spots, barriers.

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
- Condition: towards a target, from multiple distances
- Criteria: in the fewest number of strokes possible
 - (written together): SWBAT Strike an object towards an object, from multiple distances, in the fewest number of strokes possible

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
- Condition: towards the target, from multiple distances
- Criteria: using the correct amount of force and direction at different points in the game
 - (written together): SWBAT strike an object towards a target, from multiple distances, using the correct amount of force and direction at different points in the game

AFFECTIVE DOMAIN:

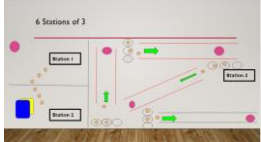
National Physical Education Content Standard: Exhibits responsible personal and social behavior that respects self and others

Grade Level Outcome (GLO): Works cooperatively with others (S4.E4.3a).

Learning Objective

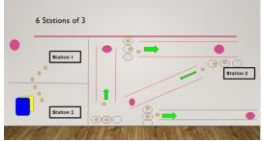
- Behavior: Strikes an object
- Condition: towards the target, taking turns
- Criteria: with partners in a cooperative environment
 - (written together): SWBAT Strike an object towards an object, taking turns with partners in a cooperative environment.

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,)	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 continue practicing the different golf shots we started learning last week and begin to incorporate them into a real game situation. We will practice chipping with the same stations we used last week and then students will have the opportunity to practice putting in a mini golf game. Why: This is the natural progression in the game of golf. Since we have started practicing moving the ball towards target in a variety of ways in the last few lessons, we now need to start incorporating the common rules of golf. Students should understand the rules of cooperation when playing with others and start learning the ability to judge distance from the target and make the appropriate reads in order to reach that target. How: there will be two stations designated for chipping the ball. These will be the same stations we used in the last few lessons, one with the goal of getting the tennis ball into a hoop from a certain distance, and the other just trying to chip the ball over a target. This will take up 1/3 of the gym. In the other 2/3 of the gym there will be a mini golf course set up for the kids to practice putting. At this station, students will be in their groups of 2-3 and each student will get chances to strike the ball towards a target in the same way mini golf is played. In the intro I will again 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". "ABC" Reminder on grip: "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 area. Students should be listening to instruction and sitting still.	5 minutes
Students will be reminded on the safety zones in the golf environment by playing the move and freeze game again. When music starts playing, students should move throughout the designated area, traveling freely. Once the music stops or the teacher says "Caddie Shack" students need to find one of the "safety areas" (tee mats or hoops) and freeze. - This will be repeated 3 times until students understand the safety zones and end up with a partner. - Once students end with their partner (one at a tee and one at a caddie shack) we will begin the stations		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.	10 minutes (3/7)

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“Safety zones are especially important for this class because we will begin playing with others in a mini golf game which requires us to be aware of our surroundings at all times, so we don’t accidentally hit someone in our group.” For the chipping stations we will need to reinforce the Caddie system in the warmup. 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 remember all the safety zones and safety cues, we will begin practicing putting and chipping at a variety of different stations.”		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.	
There will be 3 stations set up throughout the gym (one will be split into multiple parts to allow for multiple groups to be participating at once). At the chipping stations, students will be tasked with chipping the ball over a target placed on the floor and then at the next station, into a hoop.		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	25 minutes

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At the chipping stations, “Can anyone remember if we should increase or decrease the amount of force we use when trying to chip a ball towards a target?” “And how do we accomplish that?” (more backswing) “Never increase your backswing to above your waist, though” 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.” Quickly will go over the cues for striking a ball: 1 – BELLY BUTTON lined up with tennis ball 2 – SHOULDER to target 3 – FEET shoulder width apart 4 – GRIP putter handle 5 – SWING arms to be lined up with waist 6 – SWING arms to ball 7 – STRIKE ball and follow through At the first chipping station, groups will be split up into 3 (so around 6 groups of 2-3 students). Students will be hitting a ball over a low obstacle, just focusing on getting air on the ball; no need for accuracy. Each student will strike their ball using the correct cues and then once all the balls have been hit, everyone will go and retrieve their ball and return to the tee mats. - REFINEMENT: When students aren’t hitting the ball into the air, have them focus on getting under the ball by aiming for the tee instead of the actual tennis ball. “Remember we want to try and hit the bottom half of the ball, so try and aim for the tee instead of the tennis ball this time” - EXTENSION: increase the height of the obstacle to give students more of a challenge if the station is becoming too easy.		Students should not retrieve their balls until everyone has hit their ball at the chipping stations To prevent students from swinging wildly upwards on either side of their swing, have them focus on “keeping the club below the waist during the backswing and then point at your target when following through” Those who are not actively swinging in the mini golf game should be waiting in a hula hoop near the tee mat. At the mini golf station, everyone will get a chance to strike the ball once and then one at a time, students will take their turn moving down range to hit their ball again.	

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At the second chipping station, students will strike the ball from their tee mats towards a hoop in the corner of the gym. Students will be trying to hit the ball into this hoop, focusing more on accuracy than the last station. Each student will strike their ball using the correct cues and then once all the balls have been hit, everyone will go and retrieve their ball and return to the tee mats. - REFINEMENT: Have the students swing their club and point towards the target in their follow through if they are struggling with accuracy - EXTENSION: increase distance between tee mat and hoop if the distance becomes too easy. At the mini golf station, students will stay in their groups of 2-3 people and start practicing the order of play in a common golf game. One student will start at the tee mat and strike towards the target (hole) while the other two group members are waiting in their hula hoops. After the first person has struck their ball, they will switch with one of their partners and allow them to strike their ball towards the target. This will continue until everyone in the group has hit once. After everyone has taken a turn, the first student will strike their ball towards the target again (if they didn't get a hole in one) and then switch with one of their group members who will take their turn hitting their ball, etc. - There will be one putter, so each group member will use the same club and hand it off to the next player when it is no longer their turn “At this station, should we be using more or less force than at the chipping stations?” Quickly go over cues again. 1 – BELLY BUTTON lined up with 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			

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7 – STRIKE ball and follow through 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 hoop at the mini golf station until it is their turn to swing and everyone else has returned to their hula hoop.			
At the mini golf station, students will play a game of mini golf with larger groups (4-5) and move from hole to hole trying to get the least possible score in order to win. One student will take their turn and then practice the same safety precautions as in the original mini golf putting station... “One student will start at the tee mat and strike towards the target (hole) while the other two group members are waiting in their hula hoops. After the first person has struck their ball, they will switch with one of their partners and allow them to strike their ball towards the target. This will continue until everyone in the group has hit once. After everyone has taken a turn, the first student will strike their ball towards the target again (if they didn't get a hole in one) and then switch with one of their group members who will take their turn hitting their ball, etc.” “There will be one putter, so each group member will use the same club and hand it off to the next player when it is no longer their turn” Quickly go over cues again. 1 – BELLY BUTTON lined up with 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		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 Those who are not actively swinging in the mini golf game should be waiting in a hula hoop near the tee mat.	25 minutes (with other stations)

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7 – STRIKE ball and follow through Students will keep track of their scores and at the end, the student with the lowest score wins their group If time permits, the winners of each group will play each other in a game. 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.			
<u>Closure</u> <u>Major Review of Points (Have your students met your lesson objectives?)</u> 1: “At the chipping stations, should we be using more or less force as opposed to the putting stations?” “Which way of striking the ball is best for when you are farther away from the target?” 2: “What strategy do we use to avoid hitting other players with our clubs when swinging?” “What should we be focusing on to ensure that our clubs do not go above the waist during our backswing and follow through?” 3: “When playing mini golf, are we trying to get a higher score or lower score?” “Is putting more about accuracy or force?” 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 playing Mini Golf like we did today.		N/A	5 minutes

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To practice full swinging, you can go to a driving range. Remember the cues for swinging the golf club and the safety measures recommended for avoiding injury. Preview into next lesson: Next lesson we are going to try and incorporate full swings into our lesson so we can focus on getting the most power in our swings. Prompt to be active for 60 minutes of day			