

## Lesson Plan 3: Making Good Choices and Doing the Right Thing

### Lesson Intentions:

- Demonstrate how **Get Ready to Swing** stance and hold is different in your putter vs. other clubs
- Review different ways to hold the club for putting (roll ball on ground) vs. full swing (ball in the air)
- Explore how different clubs carry different distances in the air
- Explore **Distance Response** in putting through different length of swings and in full swing by trying different clubs
- Explore **Using Good Judgment** by choosing to be honest when keeping your own score. Remind players that the lowest score wins.
- Identify the difference between stroke and match play in golf

### Warm up: 10 Minutes

Divide class into 3 even groups to start and move through a circuit of stations for lunges, jump & turn, ball toss and balance. Coach can have a sign at each station with task and number of reps. Final station is a shuttle run competition between the 4 groups. Set up two shuttle run stations; two groups compete while the other two groups encourage them; then they switch. Winners compete against each other. This will serve as an introduction to match play because players who win matches move on to compete against the winners of other matches to determine the overall winner.

- **Strength:** Lunges
- **Flexibility/Mobility:** Jump and turn 8 times. Vary distance of turn  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ , and full.
- **Agility/Coordination:** Shuttle Run is a whole group activity; completed last
- **Balance:** Standing stunts Superman. Complete each of the following variations, standing on right foot, standing on left foot, and standing on your favorite foot with your eyes closed.
- **Object Control:** Individual ball toss. Start with a low toss and increase higher and higher.

Tie in the warm up to your lesson objectives by asking the following questions:

- What did you have to change to make your jumps bigger or smaller?
- How did you feel competing in the Shuttle Run? Describe how this was like match play in golf?

**Key Commitment:** Using Good Judgment  
**Golf Skills:** Putting, Chipping, Pitching  
**Golf Fundamental/Factor of Influence:** Distance Response/Size of Motion

## Activity 1: Mini Putt Golf Course

15 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
  - **Getting Ready to Swing:** Coach reviews putting hold and stands closer to the ball than with other clubs, but not too close to where they cant move the Y
  - **Golf Skill:** Y-Putt-Y
- **Activity Description:**

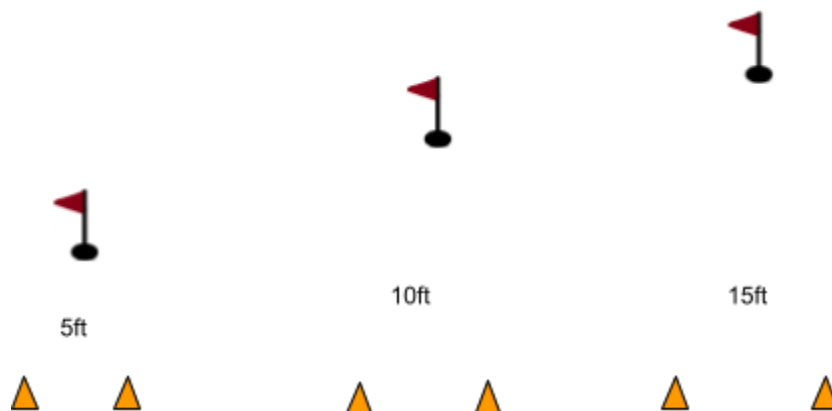
**Stroke Play Round:** Players will be put into groups of two (if possible). They will play 3 holes on the putting green. Introduce how you keep score for stroke play in golf and that the low score wins. Holes should be set up at various distances with the longest putt being no more than 15 ft.

**Match Play Round:** Players will play the same three holes, but this time they will score using match play. Explain that in match play, players keep track of their score on the hole, and the player who gets the low score on that hole wins a point for that hole.
- **Key Commitment Objective:** Players work individually to explore distance in putting. Players are responsible to be honest as they keep track of their own score while using good judgment to determine what size of swing to make to get the ball close to the fringe.
- **Golf Knowledge Objective:** Players are responsible for keeping their own score including calling penalties on themselves.

### Equipment & Materials:

- Balls
- Putters and Cones or Markers for starting spot reference

Optional: tees to mark ball placement



### Guiding Questions:

1. What did you do to putt the ball different distances? Do you take a practice stroke in between? Why or why not?
2. Name another sport where the highest score wins. How about the lowest score? Tie to stroke play
3. When you keep your own score, what is a benefit for keeping an honest score? How does it feel to give a honest score, even if it's not the winning score?

## Activity 2: Home Run Derby

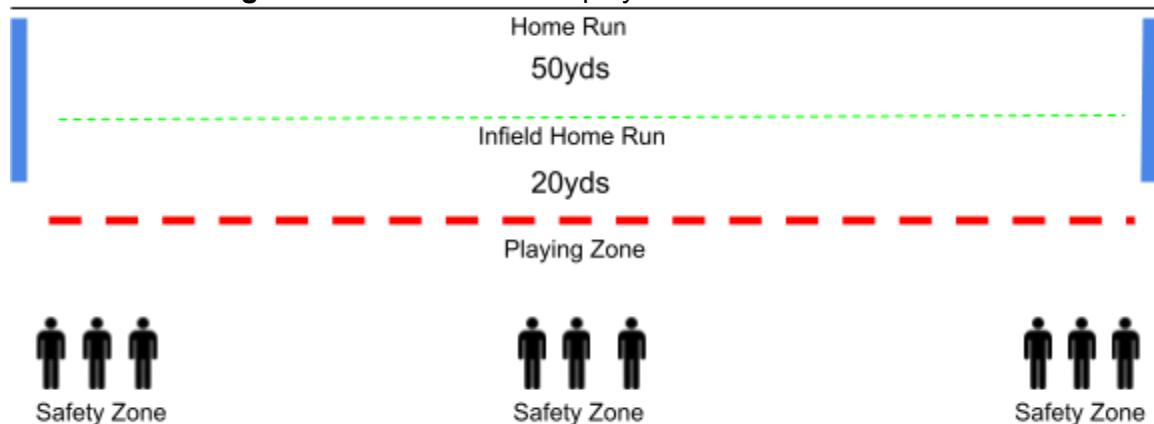
15 Minutes

- **Modeling:** Use a volunteer, asst. Coach, or participant to model:
  - **Getting Ready to Swing:** Hold for full swing, stand different distances from the ball because clubs are different lengths
  - **Golf Skill:** Distance Response in Full Swing: Understanding different clubs go different distances. CUE: Circle away-sweep the ground-circle high. Your longest club may not be the club you hit the farthest. Explore the club that flies the farthest in the air.
- **Activity Description:**
  - All players rotate to have an opportunity to explore which club they most consistently hit the farthest.
  - Create teams and set up so that 2 teams play one another. Larger classes can have two games going simultaneously. Each team creates an order of play or “batting order” with waiting players in the safety zone or “on deck” circle. Each player hits one ball and “bats” attempting to hit “over the fence” in the air. One run is scored for each successful shot. The team gets an “out” for each foul ball or ball short of the fence. After three outs, the next team comes to bat. Coaches can also move through the batting order once, and the switch to keep both teams moving. To be more activity based, the waiting team can continue to practice. Consider adding a second, “infield” home run designation for players who do not carry the ball as far. Coaches can tie this to the concept of the multiple tee boxes. Coaches should engage with players in the safety zone, asking questions to get to know them, making up a team handshake, or asking questions to get to know them, making up a team handshake, or asking questions about parts of the golf course or new golf facts they have learned.
- **Key Commitment Objective:** Use good judgment in choosing the club you carry the farthest in the air.
- **Golf Knowledge Tie In:** Connect stroke play with final score in baseball.

### Equipment &

#### Materials:

- Cones
- SNAG equipment
- Rope for safety zone



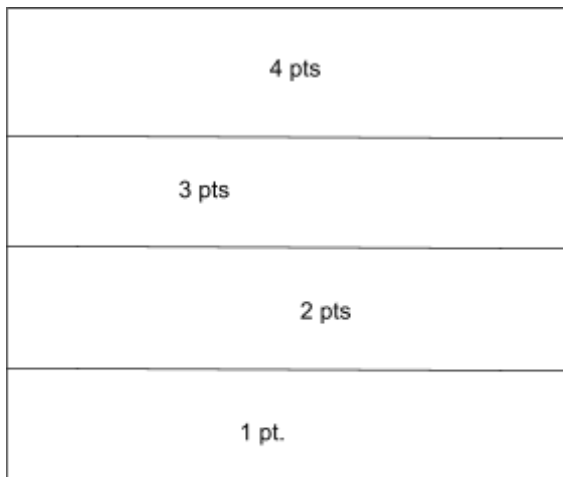
#### Guiding Questions:

1. What club do you carry farthest in the air?
2. If your ball is not going in the air, do you think your swing circle is too low or too high/
3. How big of a swing do you need to hit the ball far? Is it always the biggest swing you can make?

### Activity 3: Chip to 21 - 15-20 Minutes

- **Modeling:** Use a volunteer, asst. Coach, or participant to model:
  - **Getting Ready to Swing:** Hold for chipping, explore narrower stance than full swing stance. Give brief instructions for chipping, then let players try it out themselves.
  - **Golf Skill:** Distance Response in chipping. Players learn that the length of their swing affects how far the ball goes.
- **Activity Description**

Players will work with a teammate by chipping their colored golf balls into different zones to earn points. Coaches will set up a large square 20 ftX20ft, and create 4-5 zones within that square. The first zone will be worth 1 point, zone 2 is worth two points, etc., Start with a practice round so participants can get an idea of the game and how to get their ball to land in the different zones. After a practice round, the challenge begins! Coach can make the game more challenging by making the rule that players must get exactly 21 points; if they go over 21, they go back down to 15.



### Wrap up:

5 Minutes

1. Ask someone to describe the difference in match play and stroke play
2. What do you like about match play? What do you like about stroke play?
3. How did you use honesty on the mini putt course?
4. If someone else uses a different club, should you change the club you think is best for you? How would you use good judgment in this situation?
5. Where else might you experience a situation where someone does something different than you? If someone is doing something you know is wrong at school, what would you do? Would you follow along or use good judgment to make a different choice? Integrate the values of integrity and honesty into this discussion.