

## Lesson Plan 25 • Who am I? Embracing Identity & Demonstrating an Understanding of Self

### Lesson Intentions:

Review importance of being trustworthy and surrounding yourself with trustworthy people.  
Review Get Ready to Swing and connect them to Ball Flight.  
Experience and explore ways to make the ball curve; identify shots that are more natural.  
Consider things that make you YOU. Build positive self-identity on your strengths.  
Introduce that players may ask to have a ball marked if it interferes with play anywhere on the course.

### Warm Up:

Opposite elbow to knee 1 minute  
Toss 2 tennis balls and attempt to catch both 10 times  
Walking Lunges 5 per leg  
Quad Stretch with eyes closed  
If you could pick one motor skill as your best area, which one is it? Is it also your favorite?

To end the warmup, coaches should demonstrate a proper handshake, then ask players to give a handshake to at least 3 other people in their group.

### Putting Green: Lag Box Putting

Modeling: Golf Skill: Determining curvature when reading the green. Matching speed and line.

Activity: Coaches set up putts with different distances that vary from 10-40 feet. This can be set up as a course or as stations for each putt. Participants explore swing lengths, tempo, & energy for each distance. Boxes can be created with string, survey tape, or simply use flat hoops. They should be set up to allow for uphill and downhill putts.

Key Commitment: Build positive self-identity by playing the way YOUR brain processes information.

Golf Knowledge Objective: Understand the relationship between speed the ball travels and curvature in putting.



**Rules & Etiquette:** Introduce players may remove loose impediments anywhere on the course as long as they do not move their ball while doing so. If it moves they must replace it adding a 1-stroke penalty.

Guiding Questions: Which putting style fits your mind's eye best? Are you more aggressive or a lag putter? What are benefits of both?



**Key Commitment:** Embracing Identity & Demonstrating an Understanding of Self

**Golf Skill(s):** Putting, chipping, and full swing

**Golf Fundamental/Factor of Influence:** Ball flight/ Curvature

**Character Behaviors:**

Participants identify qualities, characteristics, attributes and skills that make them unique.

Participants are developing a greater understanding of self as they explore identity and the impact they want to have on the world.

Participants express positive self-identity.

### Key Terms:

Wrong Spot  
Embedded Ball  
Pitch Mark  
General Area

## Lesson Plan 25

### Chipping Green: Landing Spots

**Modeling:** Golf Skill: Ball Flight/Trajectory. How Get Ready to Swing elements can affect Ball Flight, including club selection.

**Activity:** : Coaches set up a variety of targets wit large hoops, string, survey tape, or other targets that are large enough to hit. Participants are introduced to carry distance and how to find and hit a landing spot. This should include exploring different clubs & swing lengths. Coaches can create point values based on the size of the target and/or how far the landing spot is.

**Key Commitment:** Players continue to build positive self-identity as they explore their way to play.

**Golf Knowledge Objective** Players explore their way to change trajectory for pitch shots.

**Guiding Questions:** How did you change the trajectory on your shot? What did you see of feel before your shot? (Practice swing for feel & visualization?) How do you feel when asked to describe yourself?

**Rules & Etiquette:** Introduce players may ask to have a ball marked if it interferes with play anywhere on the course. Introduce if your ball is embedded in the general area you are entitled to relief.

### Driving Range: Tee it High Let it Fly

**Modeling:** Golf Skill: Ball Flight using trajectory and curvature. How Get Ready to Swing can influence Ball Flight.

**Activity:** Participants learn how the driver differs from other clubs in their bag and how to maximize their distance. This includes swing length, solid contact, swing speed, balance, etc. If possible, coaches set up markers that allow participants to see how far they hit each drive.

**Key Commitment:** Understand your golf self-identity and your way to play.

**Golf Knowledge Objective:** Intentionally create curvature adn trajectory changes with full swings.

**Rules & Etiquette:** Introduce that to take relief from an embedded ball, take one club length no closer to the hole from the point immediately behind the embedded ball.

**Guiding Questions:** What did you do to create curvature? How did you change the trajectory of shots? Which type of shot comes more naturally?

### Wrap Up:

How can understanding more about yourself help you have a positive self-identity? What are some unique qualities about yourself that you are proud of? What are some things you can do to change your shot trajectory? How do uneven lies affect shot trajectory and curvature?

**Good  
Better  
How**

Good #1:

Good #2:

Good #3:

Better:

How: