

## Lesson Plan 7 • On Your Mark, Get Set, Goals!

### Lesson Intentions:

Players will learn to mark their golf ball on a putting green.

Players will set goals with activities provided and discuss how they could reach them.

Players will continue to work on different sizes and lengths of motion = different distances with their golf ball.

Due to the active use of 'frogs' in the day - use 'Frogger' as the discussion focus! Frogger has a goal in mind in the game - to get to the other side. Sometimes he jumps a short distance, sometimes he jumps far.

### Warm Up:

Frog jumps - set goals for as many as they can in 2 minutes

Arm Circles - 30 sec

High Knees - set goals for as many as possible in 1 minute

Hot Potato toss - partners step back each time they catch it

Guiding Question: Which activity was easiest to set a goal for? Hardest? Why?

What did you have to change as you and your partner got farther away from each other in the hot potato toss? Did you achieve any goals during the warmup?

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: Pro Side Putting

Modeling: Golf Skill: Putting; Get Ready to Swing (deciding on a length of swing for each putt); Y-Putt-Y

Activity: Coaches set up breaking putts of various degrees & lengths. This can be set up as a course holes used as stations. A marker such as a tee, ball marker, or other item is placed at the point of the break requiring players to putt their ball around the marker then allowing it to curve towards the hole. String or a series of markers may be used to better define the curve of the ball on the ground. This is a great way to introduce an intermediate target and learn how to aim at something other than the hole. It's also a good time to introduce how speed determines line and their distance control will play a role in their chances of making breaking putts.

Golf Knowledge Objective: Players must learn how to properly mark their ball and choose a target to putt at. Understand that having a target is even important in putting.

**Rules & Etiquette:** You can identify your ball by seeing where it came to rest or seeing your identifying mark on the ball; If you need to lift the ball to identify it, it must first be marked, cannot be cleaned beyond what is needed to identify it, and must be replaced in its original spot and condition.

Guiding Questions: How did you determine your target to putt at? How can marking your ball on the putting green help you setup for a better stroke? Why might marking your ball be a courteous thing to do when playing with others?

### Key Terms:

Identifying Markh

#### Lead Coach:

**Lesson Length:** 90 minutes

**Key Commitment:** Pursuing Goals

**Golf Fundamental/Factor of Influence:**

Target Awareness / Distance to Target

**Character Behaviors:**

Participants understand that goals are a way of setting expectations.

Participants learn that the process of pursuing goals is important because there is much to learn from achievements and setbacks.

Participants demonstrate pursuing goals by sharing goals with their coaches and friends and working toward achieving them.

Age 7-9

## Lesson Plan 7

### Chipping Green: Up & Out

**Modeling:** Golf Skill: Chipping; Get Ready to Swing (demonstrate visualizing the target distance and the length of swing you'll need for the next shot); Y-Chip-Y

**Activity:** Up & Out is designed to introduce the concept of getting the ball out of the bunker on the first shot. Targets may be placed on the green, or simply award points for getting out of the bunker and additional points for getting on the green. For first time bunker attempts, coaches can award points for players who blast the sand out of the bunker, or use the "Erase the Face" challenge. Other considerations for safety & initial success are the type of balls used.

**Golf Knowledge Objective:** Players will need to learn to adjust their length of swing according to the distance from their target area.

**Guiding Questions:** How big of a swing did you need to make the first section? The second? What was your goal? Did you make it to 21? Did you 'bust' at any point? What did you learn from 'busting'?

**Rules & Etiquette:** You can identify your ball by seeing where it came to rest or seeing your identifying mark on the ball; if you need to lift the ball to identify it, it must first be marked, cannot be cleaned beyond what is needed to identify it, and must be replaced in its original spot and condition.

### Driving Range: Wedge Time Telling

**Modeling:** Golf Skill: Full-Swing; Get Ready to Swing (what helps us determine the distance to a target; how to we prepare for the next swing); L-Hit-L, L-Pitch-L

**Activity:** Coaches introduce participants to various lengths of swings utilizing a clock method. Zones are set up with varying distances and is at the discretion of the coaches and the space they have to work with. Players then attempt to make swings from 7:30, 9:00, & 10:30 to see how far each one goes. If a participant has more than one wedge, they should attempt this with each one. As a challenge, coaches can call out certain zones to hit and have participants determine which time to swing from, and which club to use to create the proper distance.

**Golf Knowledge Objective:** Players must identify a distance from their target and determine the length of swing necessary to reach their target.

**Rules & Etiquette:** You can identify your ball by seeing where it came to rest or seeing your identifying mark on the ball; if you need to lift the ball to identify it, it must first be marked, cannot be cleaned beyond what is needed to identify it, and must be replaced in its original spot and condition.

**Guiding Questions:** What tools can help you determine how far your shot is? Are there markers on the course that can help you? What if your target isn't the flag? What goals did you set for yourself here? Are goals always related to your performance?

### Wrap Up:

What is a goal? Why are goals important? What are some goals you have at home or school? What can you learn from accomplishing a goal? What can you learn from missing a goal? How does the distance from your target affect your swing? How can you determine the distance from your target? What kind of items can you use to mark your ball on the putting green? Off the putting green? How do you mark your ball if you need to identify it somewhere off of the putting green? Why is it important to have an identifying mark? What does an identifying mark look like?

**Good  
Better  
How**

Good #1:  
Good #2:  
Good #3:

Better:  
  
How: