



## BEST PRACTICE AND LESSON PLAN IDEAS

Category: Core Values/Technology

Suggested Grade Level: 4<sup>th</sup>-5<sup>th</sup>

Title: National School Program Lesson #1- 4<sup>th</sup>-5<sup>th</sup>

Submitted by: John Wyatt, Fairforest Elementary School, South Carolina

### Equipment/Materials:

- Projector
- Laptop
- National School Program golf equipment and curriculum manual (core value and healthy habit cards, 4<sup>th</sup> – 5<sup>th</sup> lesson #1 lesson plan card)

### Standards Met:

- Indicator(s): NASPE Standard 5-1.1: Demonstrate mature form of all manipulative skills (for example, twisting, turning, and balance).
- NASPE Standard 5-2.1: Identify critical elements/learning cues of a skill to improve personal performance and provide feedback to others in fundamental movement skills and specialized game skills (making the L to putt or Y to chip).
- NASPE Standard 5-2.3: Recognize movement concepts that have an effect on the quality of complex movement performance. (Transfer of weight during a swing)
- NASPE Standard 5-5.1: Work cooperatively and productively in a small group to accomplish a set goal in both cooperative and competitive physical activities.
- NASPE Standard 5-5.2: Identify and demonstrate the characteristics of good sportsmanship (e.g. handshake to a partner after they make a good putt)
- NASPE Standard 5-5.4: Participate in the establishment of rules, procedures, and standards of etiquette that are safe and effective for specific activity situations.
- NASPE Standard 5-5.6: Participate willingly in physical activities with others who may be different in gender, race, ethnicity, and/or skill level.
- NASPE Standard 5-6.2: Recognize that effort and practice contribute to improvement and success.
- NASPE Standard 5-6.3: Celebrate personal physical-activity successes and achievements along with those of others.

### Objectives:

1. The students will comprehend the first two core values (Respect and Courtesy) of the First Tee Curriculum.
2. The students will comprehend the first two Healthy Habits (Safety and Play).
3. The students will understand how the movement concept of putting applies to golf.
4. The students will demonstrate competence in the movement pattern of putting in the sport of golf.

- a. Students should comprehend how to putt by means of auditory learning, visual learning and use of learning cues (informal assessment).

Essential question: What is the First Tee Program?

Content (focus) questions:

1. What does Respect mean?
2. What does Courtesy mean?
3. What is Safety in the game of golf?
4. How often should we use the Healthy Habit 'Play'?
5. What is putting in the game of Golf?
6. How do we putt?

### Assessment

Pre-assessment – Use the Activating Prior Knowledge Section to assess the students' cognitive ability to recognize the key vocabulary.

Formative – Assess the students' abilities to answer the questions (cognitive domain) when they are introduced to the new material. Assess their movement patterns (psychomotor domain) during the mimetics section and learning activities session. Also assess the students on how well they are able to work in a group atmosphere and staying with the coach's cadence (affective domain).

Summative – Use the lesson closure session to assess the student's cognition on the content material introduced to them in today's lesson.

### Lesson procedures

Key vocabulary:

1. Respect
2. Courtesy
3. Safety
4. Play
5. Set-Up

Career and Real Life Connection: Ask the students where else we can use the Nine Core Values besides the Physical Education Classroom?

1. "Where else can you show respect by wearing proper attire? What will you do tomorrow to show respect by wearing proper attire? How can you demonstrate being courteous at school? What will you do this week to be courteous at school or home?"

Activating Prior Knowledge: Ask the students questions to get their minds thinking about the content material.

1. Have you ever heard of the sport of golf before?
2. Have anyone ever played golf before?
3. Has anyone ever played putt-putt before?
4. Does anyone know what respect is?
5. Does anyone know what courtesy is?
6. Can anyone tell me what it means to be safe?
7. Can anyone tell me what it means to be 'fit'?

Instructional Procedures:

1. Warm-Up
  - a. Flexibility (Stretching)
  - b. Muscular Endurance (Push-Ups/Curl-Ups)
  - c. Cardiovascular Exercise (Jumping Jacks)
2. Projector Area

- a. PowerPoint outlining the Nine Core Values and introduce our Core Value for today's lesson; and the Golf Skill/Concept: Set-Up.
  - b. Introduce the First Tee Nine Healthy Habits. Explain the first two Healthy Habits:
  - c. HH #1: SAFETY: Safety is not just about using appropriate equipment during an activity; it is about injury prevention so you can be at your best while you play.
  - d. HH #2: PLAY: Play involves keeping your body ready for activity. Being ready for physical activity includes setting aside time during practice to "Get Fit." Getting Fit begins with knowing how to build strength in big muscles: arms, shoulders, legs, stomach and back.
    - i. RESPECT: Wear Proper Attire
      1. Players respond that it shows respect when you wear proper attire to physical education class.
      2. Respect is shown by following rules and by honoring game traditions. Another game "tradition" and a way to show respect is wearing the proper attire while at the golf course. Many golf courses require collared golf shirts and slacks or shirts/skirts that are a longer length such as to the knee. For example, many golf courses do not allow jeans and t-shirts.
    - ii. COURTESY: Remain Still and Quiet
      1. Caddies remain still and quiet while others are taking their turn in golf.
      2. Courtesy is demonstrated through considerate behaviors towards others. During the golf activities when players are preparing to swing or in the act of swinging, it is courteous to remain still and quiet.
    - iii. Discuss Player Safety, YOUR Golf Area, and Consequences
    - iv. Mimetics
      1. [Practice]: before swinging the club to strike the ball, players set-up so the body is in a side orientation in relationship to the ball and the clubface is aimed at the target.
        - a. Holding Cues
        - b. Set-Up Cues: "Arrow on Target – Legs A – Arms Y – Dot the Eye" players point the tee mat arrow toward the target and stand in a "side-orientation" to the ball; similar to how a batter stands in baseball. Legs are placed about shoulder width apart and the club and arms form a letter "Y." The dot on the club is placed behind the ball which is referred to as the "eye" for the cue "dot the eye."
        - c. Putt Cues: "Y-Putt-Y" The motion should be one continuous swing from "Y..." as club moves away from target through to final "...Putt-Y" as the club swings towards the target and finishing past point where the ball was set.
      2. [Practice] Putt and Putter: The putt is used in golf to roll the ball to the target. The club used is a "putter."
      3. [Reinforce]: Golf is a TARGET sport.
3. Activity Time: Description:
- a. Players putt at Station #1 and #2 using Set-Up and Putt Cues. At station #3 underhand toss the ball into the hoops and throw the ball high in the air at Station #4 attempting to focus on the target and stop the ball in the target area in one throw. As players participate, prompt them with questions to think about how proper attire at school and in physical education is one way to show respect not only for themselves but also for others.
  - b. For further station(s) description, see Lesson 1 Learning Activity Description.
4. Closure/Water
- a. Core Value – What did you learn about respect today?
    - i. Name some examples of proper attire for PE class → (example, sneakers vs. sandals, shirt tucked in, shoe laces tied).
  - b. Golf Skill/Concept – What did you learn about golf today? What did you learn about how to set-up the ball?
  - c. Application – Bridge to Life

- i. Core Value
  - 1. Where else can you show respect by wearing proper attire?
  - 2. What will you do tomorrow to show respect by wearing proper attire?
  - 3. How do the following rules honor the game of golf?
- d. Core Value – What did you learn about being courteous today?
  - i. How did you or your caddy demonstrate being courteous during activity? Why is it important to be courteous in golf?
- e. How can you demonstrate being courteous at school? What are you going to do this week to be courteous at school?

Lesson Closure (Summarizing activity): Ask students questions to assess their cognitive domain and what they learned in physical education today.

1. Closure/Water

- a. Core Value – What did you learn about respect today?
  - i. Name some examples of proper attire for PE class → (example, sneakers vs. sandals, shirt tucked in, shoe laces tied).
- b. Golf Skill/Concept – What did you learn about golf today? What did you learn about how to set-up the ball?
- c. Application – Bridge to Life
  - i. Core Value
    - 1. Where else can you show respect by wearing proper attire?
    - 2. What will you do tomorrow to show respect by wearing proper attire?
    - 3. How do the following rules honor the game of golf?
- d. Core Value – What did you learn about being courteous today?
  - i. How did you or your caddy demonstrate being courteous during activity? Why is it important to be courteous in golf?
- e. How can you demonstrate being courteous at school? What are you going to do this week to be courteous at school?

2. Allow students to get water after activity.

Accommodations for Differentiated Instruction

- |  |  |  |  |   |
|--|--|--|--|---|
| <input type="checkbox"/> vary completion time            | <input checked="" type="checkbox"/> pair-share | <input checked="" type="checkbox"/> technology       | <input type="checkbox"/> independent research        | <input checked="" type="checkbox"/> music |
| <input checked="" type="checkbox"/> choices for products | <input checked="" type="checkbox"/> group work | <input checked="" type="checkbox"/> reflection       | <input checked="" type="checkbox"/> student movement | <input type="checkbox"/> video            |
| <input type="checkbox"/> tiered assignments              | <input type="checkbox"/> graphic organizer     | <input type="checkbox"/> journaling                  | <input type="checkbox"/> enrichment/extensions       | <input type="checkbox"/> games            |
| <input type="checkbox"/> study guides                    | <input type="checkbox"/> guided notes          | <input checked="" type="checkbox"/> learning centers |  | <input type="checkbox"/> puzzles          |
| <input type="checkbox"/> other describe                  |  |  |  |   |

1. Choices for Products: First Tee Golf equipment tailored for use for 4<sup>th</sup> – 5<sup>th</sup> Graders.
2. Pair-Share: Students will be required to share equipment with their caddies and each person will depend on one another to make the activity successful.
3. Group Work: Students will be required to communicate with others throughout activity time.
4. Technology: PowerPoint introducing the Nine Healthy Habits, Nine Core Values, Player Safety, and Putting.
5. Reflection: Lesson Closure
6. Learning Centers: 4 Activity Learning Centers introducing students to putting and golfing skills.
7. Student Movement: Students will be required to use different movement patterns and concepts all throughout class.
8. Music: Music will be used during the 4 Activity Learning Centers.

## Materials

Resources: The First Tee of Spartanburg, The First Tee Website ([www.thefirsttee.org/NSP](http://www.thefirsttee.org/NSP))

Supplies: The First Tee Golf Equipment

Technology: The First Tee 4-5 Lesson 1 - PowerPoint

## Reflection

What went well with this lesson?

What changes need to be made before teaching this lesson again?