



Drive4Success

Lesson 11

Lesson Overview:

- **Life Skill:** Staying Cool: The 4Rs
 - **Etiquette:** Spirit of the Game #1
 - **Golf Fundamental:** Body Balance: Balanced Finish
 - **Workbook:** 32-34
 - **Warm-Up & Games:** One-Legged Corn Hole, Driving Range, Freeze Putt
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30 minutes

Opening Questions & Snack:

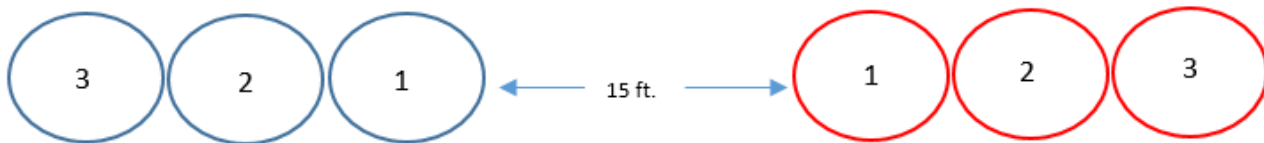
- Life Skill: Staying Cool- What does this mean to you? The First Tee's Definition: Being in control of yourself in anything you do; in golf, other sports, at home, or school.
 - How did you display this life skill this week at school, at home, and/or in your community?
 - Complete Staying Cool: The 4Rs Worksheet
 - Etiquette Bit: Conduct yourself in a disciplined manner, demonstrating courtesy and sportsmanship at all times, irrespective of how competitive they may be.
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10 minutes

Warm-Up: One-Legged Corn Hole

Equipment: Six hula hoops and twelve beanbags per game board. Can also draw circles with sidewalk chalk.

Diagram of Set-Up:



How to Play: 4 players per game board. One teammate stands in their hoop #1, stands on one leg, and tosses one beanbag to the other team's hoop #1. Player must remain on one foot until the beanbag lands. If player makes it in the hoop while still on one foot, his or her partner attempts the same shot. If the hoop is missed or the player's foot touches down, the other team gets a turn. If both partners make the hoop, they move back to the middle hoop. Play continues this way until one team gets two beanbags into each of the three hoops while playing on one leg.

5 minutes

Golf Fundamental Cues: Body Balance refers to how a player stands, moves and maintains stability before, during, and after swinging a club. When PUTTING, a player's weight is similarly balanced as it was prior to the stroke. When CHIPPING, the weight is slightly more on the target-side shoe. In PITCHING or FULL SWING motions, the weight is almost entirely on the target-side shoe. Additionally, after the ball is hit, the toe of the non-target-side shoe is lightly balanced on the ground, belt buckle is facing the target, and balance is maintained until after the ball lands or stops rolling.

Video Link for Fundamental: <https://www.youtube.com/watch?v=Zt033KFNWel>

20 minutes

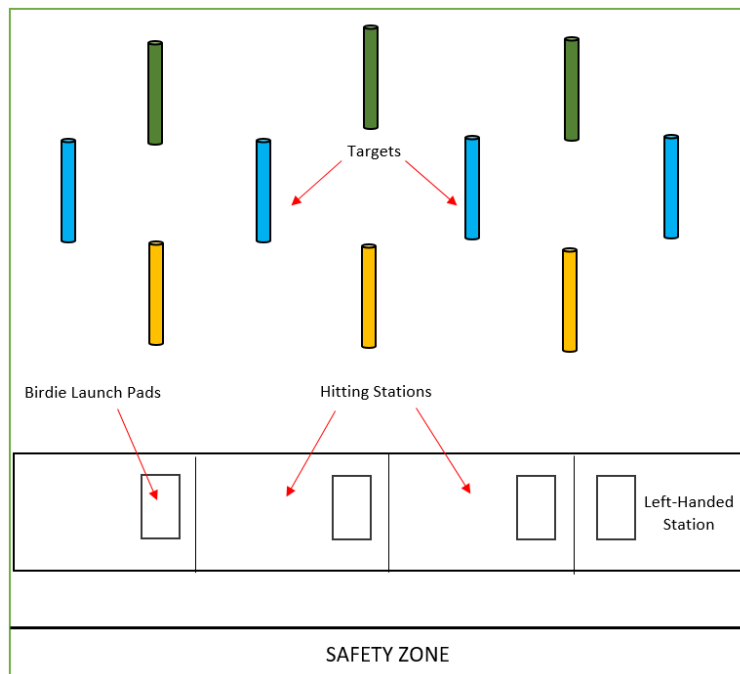
Golf Activity 1: Driving Range

Skill Objectives & Cues: Focus on Balanced Finish using cues in description above for Chips, Pitches, and Full Swings.

Game Objectives: Hit at least 3 of each stroke while focusing on Balanced Finish.

Equipment: Birdie balls and launch pads (use the yellow side of the Rolleramas to hit off of), regular golf clubs, cones, alignment sticks and pool noodles.

Description/Diagram of Set-Up:



How to Play: While hitting each style of stroke, notice if you are more or less balanced the farther you attempt to hit the ball (the bigger the swing). Try hitting one of each style with your eyes closed. Try hitting one of each stroke with either your front or back foot elevated (rest foot on a section of pool noodle), like as if you're hitting off a slope. How do these changes affect your balance?

20 minutes

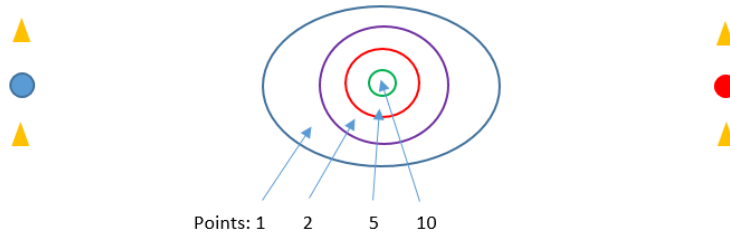
Golf Activity 2: Freeze Putt

Skill Objectives & Cues: Focus on remaining still and balanced until the ball stops rolling.

Game Objectives: Score the most points by landing your balls on the most valuable rings of the target.

Equipment: Snag putters and 10 balls (5 of two different colors), cones, poly-spots, sidewalk chalk

Description/Diagram of Set-Up:



How to Play: Draw 4-5 boards on the blacktop so that 8-10 kids can play at a time. Ideally, two kids play at one board at a time to minimize wait times. Each player gets 5 balls to putt per round. Player 1 putts a ball but freezes in their finishing stance until their ball stops rolling. Player 2 then takes a turn, but also has to freeze in their finishing stance until their ball stops rolling. If the player does not freeze, any points scored by that putt do not count. Highest score at the end of 5 putts wins.

10 minutes

Clean Up, Wrap Up

Bridge to Life: Use the following questions to help participants apply their “on-course” work to their “off-course” activities and experiences.

1. How did you use today’s Life Skill or Etiquette Bit during class?
2. Was there a component of maintaining balance that you kept forgetting to include (weight shift between feet, belly button towards target, hold position until ball stops rolling)?
3. To end the class, have everyone put their hands in for a “First Tee” cheer before heading to parent pickup.