



CORE LESSON 13: HAVING FUN WHILE YOU LEARN

The First Tee wants everyone in the program to enjoy the game of golf. The primary message in Core Lesson 13 is that learning, whether golf or an academic subject, can often be challenging, but the process will be more enjoyable if you have the right attitude and approach. Coaches should encourage PLAYers to recall what they explored in Core Lesson 10 that made golf and other activities fun, and then emphasize that Core Lesson 13 will teach them a way to keep the game fun regardless of how well they are playing.

Classes on this core lesson introduce PLAYers to the idea that controlling attitude and emotions not only allows them to have more fun, but also impacts how well they perform. It can be viewed as an introduction to the mental game aspects of learning and playing golf. Specifically, PLAYers are taught a self-management strategy called the three tips for having fun: (1) Be Patient, (2) Be Positive and (3) Ask for Help.

Soon the three tips for having fun will become part of a PLAYER's mindset when s/he is engaged in a challenging activity on or off the golf course.

GENERAL LEARNER OBJECTIVES

After completing multiple classes on Core Lesson 13, Par-level PLAYers should be able to:

- State the three tips for having fun.
- Understand (Par 3) the purpose and meanings of the three tips for having fun.
- Understand (Par 3) that attitude impacts enjoyment and performance.
- Demonstrate (Par 4) how to use the three tips for having fun in a golf setting.
- Exhibit (Par 5) the three tips for having fun on one or more occasions in a golf setting.
- Experience and understand the importance of having good body balance, as well as explore different ways to improve body balance when playing golf.
- Utilize the three tips for having fun on more than one occasion in a non-golf setting; share experiences with coach and other PLAYers in follow-up classes on this core lesson.
- Understand (Par 3), demonstrate (Par 4) and exhibit (Par 5) the physical healthy habits of energy, play and safety.

LIFE SKILL CATEGORY ADDRESSED

- Self-management

SPECIFIC LIFE SKILL STRATEGY DEVELOPED THROUGH THIS CORE LESSON:

- Three tips for having fun

SUGGESTED PAR PROGRESSION FOR GOLF SKILL CATEGORIES AND GOLF FUNDAMENTAL



- Body balance (for putt, chip, pitch, full-swing)

COACHES' SEAMLESS DELIVERY TIP



EXAMPLE Coaches help PLAYers develop self-management by integrating Par Core Lesson 13 (Having Fun While You Learn) with golf skill categories—putt, chip, pitch and/or full-swing; and golf fundamental—body balance. In this example, coaches could create three separate games that require PLAYers to maintain their balance, while at the same time learning to (1) Be Patient—putt with their eyes closed while listening for the ball to go in the hole; (2) Be Positive—chip using stances of different widths on uphill, downhill and side hill lies; and (3) Ask for Help—make full-swings on both legs, then right leg and then left leg from challenging lies.



Bridge to Golf & Life by asking questions such as: *What impact could being positive on the golf course have on your performance?*

LIFE SKILL CORE ACTIVITIES

During the first class on Core Lesson 13, deliver at least one core activity below seamlessly with at least two golf skill categories (putt, chip, pitch and full-swing) and one of The First Tee Nine Golf Fundamentals. (See previously suggested progression as well as Golf Skills section of this guide for more information.)

Depending upon time available per class and the total number of classes, coaches may save some activities for subsequent classes. Coaches are encouraged to deliver each core activity and, as they gain experience, develop additional activities for their PLAYers.

Life Skill Core Activity 13.1: Having Fun While You Practice

PLAYers apply the three tips for having fun in a golf game or drill

Life Skill Core Activity 13.2: Checking Your Attitude

PLAYers learn and apply a method for monitoring negative self-talk and behavior

Life Skill Core Activity 13.3: Asking and Trusting

A blindfolded PLAYER attempts to hole a putt based on partner's verbal directions

Life Skill Core Activity 13.4: Positive/Negative Practice or Play

PLAYers first use only positive and then only negative statements while practicing golf skills

Life Skill Core Activity 13.5: Ask for Help Card

PLAYers use an "Ask for Help Card" with their coaches during class

Life Skill Core Activity 13.6: Using the Tips at Home or School

PLAYers are urged to use the three tips for having fun at home or at school

CORE LESSON 13 INTRODUCTION:

Three Tips for Having Fun

Supplies needed: The First Tee Par Yardage Books

1. Ask PLAYers these questions:

- *What things do you enjoy most at The First Tee or at school? Why do you enjoy them?*
- *Do you think learning is fun? Why or why not? When is it not fun?*

2. Tell a personal story about a time when you had difficulty learning or performing some aspect of the game of golf. Maybe it was something technical in your swing or difficulty reading putts. Whatever example you give, it should be one where you realized you were not having fun anymore. Then, explain how you handled the problem by being patient and continuing to practice, by changing your attitude or by getting help from someone.

3. Have PLAYers turn to the three tips for having fun in their Yardage Books and explain how the tips can help them have more fun. The three tips for having fun are:

Be Patient—Stay calm while you wait and give yourself lots of chances to succeed.

Be Positive—Enjoy what you are doing regardless of the outcome.

Ask for Help—You can learn from others when you ask them to give you a hand.

4. Discuss the first tip—*Be Patient*.

Emphasize that being patient means staying calm while you wait. Make the connection to the value of purposeful play outside of The First Tee classes. Being patient can help PLAYers maintain their joy and passion in golf and life while learning new skills. Patience means staying calm while you wait, whether that's waiting to improve in golf or waiting in other areas of your life.

Patience means giving yourself lots of chances to succeed by trying again and again.

5. Discuss the second tip—*Be Positive*.

PLAYers can choose to enjoy what they are doing regardless of the outcome. Emphasize that a positive attitude will not only make them feel better, it will help them do better. Being positive can help PLAYers deal with disappointment or lack of performance by looking through a different lens. For example, when the golf ball does not go as far or as straight as PLAYers would like, rather than get upset, turn the picture around and look at what they did right. Then, figure out what they could do better next time. They should stand up straight and walk down the fairway with their chins up high. If they have a good attitude and stay positive, it will help them enjoy what they are doing. And guess what—even help them play better. It is a lot harder to hit the ball well when you are tense and angry.

6. Discuss the third tip—*Ask for Help*.

Ask PLAYers to describe what it means to ask for help. Then, share with them that it is okay to ask for help because that is how we learn. Encourage PLAYers to ask their coaches for help. That is why they are here. For example, ask them what to do to get the golf ball into the air or to get the ball to go farther or straighter. They can also ask one of the other PLAYers if they can help. Also, if they are out on the golf course and do not know where to go or what to do, ask someone. And remember, we can all help each other by showing support and respect.

LIFE SKILL CORE ACTIVITY 13.1:

Having Fun While You Practice

Supplies needed: Clubs, golf balls

The goal of this activity is to remind PLAYers about the three tips for having fun as they engage in a golf skill game or activity. Some suggestions appear below. Coaches are encouraged to use any golf skill activity that matches the skill level of your group.

1. Begin a practice session with the PLAYers, at first making it an easy success activity. For example:
 - Rolling the ball into the hole from a close distance
 - A putting drill, such as holing three three-foot putts in a row
 - A chipping session in which PLAYers have to get three out of five balls on the green from a relatively close distance
2. Next, make the drill or game more challenging, by increasing the distance, for example.
3. Check to see how everyone is doing. Periodically interrupt the activity and ask the group to shout out one of the three tips. For example, say, *Give me tip number two!* The kids should shout, *Be positive!* Near the end of the session ask for all three tips, holding up one, two and then three fingers.
4. Reassemble the group for a five-minute discussion. Debrief them with questions, such as:
 - *How did you feel when you were doing the first drill?*
 - *How did you feel when you were doing the second drill?*
 - *Did you have to use one of the three tips for having fun?*
 - *How did you feel then? Did you do any better?*