

GOLF UNIT PLAN



KURT MCCONNELL

&

CHADD BLASKO

EDCI 429

TABLE OF CONTENTS

Contextual Factors	3
Global Goals	7
Objectives	8
Block Plan	11
Unit Final Exam	36
Assessments	39
Fitness Activities	47
Culminating Games / Activities	52
Technology	55
Resources	56

CONTEXTUAL FACTORS

North Montgomery High School

North Montgomery High School is located just north of Crawfordsville, Indiana. There are not many recreational places within the area, because of the rural setting. Such places like golf courses are scarce. There is only one golf course within the area that's reasonably close to the school (Rocky Ridge Golf Course). With being in a rural area, unit plans such as golf, can be a tough unit to cover with limited accessibility.

North Montgomery tends to get students from different areas within region. Many of the students come from a farm background, but the others live in smaller towns within the area. North Montgomery has to compete with other surrounding schools like South Montgomery, Crawfordsville, and McCutcheon High School. There is an enrolment of 684 students at North Montgomery consisting of 97% white, 2% Multiracial, and 1% Hispanic. The school has a graduation rate of 87.1%, which is very good amongst the schools in Indiana. The families of the students have a median household income of \$41,452 dollars, and this is about \$10,000 less than the average of the state of Indiana. The majority (77%) of the students have paid lunches, (13%) of the students get free lunches, and (10%) have reduced lunches.

North Montgomery High School has a trimester schedule for the year. Each trimester consists of twelve weeks. Students are required to complete and pass two semesters of physical education, and one trimester of health. For most of the students, this is completed within the freshman year. This is very minimal compared to the other classes they have to take. I think that these classes should be increased on how many trimesters they have to complete, or at least spread the trimesters out. For most of

these students, this will be the only type of fitness they will receive throughout their high school careers.

North Montgomery's has many facilities that are relatively new. Plus, most of their facilities are located within 100 yards from the school. They have a football field, baseball/ softball fields, soccer field, and a track outside. Indoors, there is a field house (which is primarily used for physical education classes), weight room, a gym and wrestling room. This is very helpful to have as a physical education, because it gives you access to many different options to what units you can cover within your curriculum.

The school has a lot of technology. They have two computer labs within the school. These are constantly being used during the school day for classes such as business, word processing, and web page development. Most of the classrooms contain televisions, and overhead projectors, but physical education has very little access to these rooms. If I were teaching at a school like North Mount, I would definitely figure a way out use this technology. My students could use these computer labs to gain information about health and nutrition, create physical education/health web pages and projects. For example I could use some of this technology to provide my students with a better (professional) visual aide for the more complex units such as golf.

Parent involvement is very minimal with this school. With being in such a rural area, parents are often driving longer distances to work, and they have little time to be involved. So as a teacher at a school like this one, I need to be more than just a teacher. In my opinion, I believe that students look to teachers for the support and guidance from the teachers.

West Lafayette Junior/Senior High School

There are many factors that affect the way this golf unit is planned and assessed. These factors range from the community, location, and socio-economic profile to race, ethnicity, and local support, and they all play a part in writing a golf unit plan.

West Lafayette Junior/Senior High School, better known as West Side, is one of the best academic schools in the state. In 2007 West Side was a four star, blue ribbon school, and the graduation rate was 86.1%. In the previous school year, West Side had a 94% average pass on the ISTEP exams. That is over 20 percentage points higher than the state average of 73.3%. In the 2007-2008 school year, 90% of the students paid for their own lunch. This data was collected from the Indiana Department of Education website.

The aforementioned data reveals a couple of things about the school. A very high percentage of families are in the middle class or higher, and the students at WLHS are very intelligent. Both of these factors contribute greatly to the golf unit plan. Golf is not an easily playable sport in a high school PE classroom due to both financial restrictions and it's not very practical. The equipment that is needed is very expensive, and it would only get used once a year. However, in this community, that may turn out to not be a factor. The high socio-economic profile of this community signals that there is a good chance that, if done well, the golf unit could continue to be in the PE curriculum for a long time to come.

Also, the students would need to be bussed to a golf course somewhere off of school grounds. This is a feasible option because for the tennis unit the students got bused to a nearby elementary school so there would be enough courts for everyone to play on. The closest, most accessible golf course would probably be the Birck Boilermaker Golf Complex – Ackerman Hills, which is a few minutes from the school. The biggest hindrance to bussing the students someplace is the lost time spent on the bus traveling.

Purdue University provides a heavy influence on West Side in many different ways. Many professors' kids are in this school district, which is one possible reason why the academic scores are so high. That also contributes to the middle to upper

class wealth that we see at the school. The last major influence that Purdue provides is the diversity. The racial and ethnic breakdown at West Side is as follows: 73% white, 16% Asian, 4% black, 3% Hispanic, and 3% multiracial (Indiana Department of Education). Without foreign Purdue professors and administrators, West Side would probably have an even higher proportion of white students.

From a technological standpoint, it doesn't get much better than West Side. Most of the classrooms are equipped with a Smartboard. Even though I would not use the Smartboard that frequently, it is still an incredibly nice tool to have at my disposal for when I need to show an introductory video. In golf it would be of great help because it would allow me to show students videos of correct and incorrect swings. The Smartboard would also give me the opportunity to sit down and individually review the swings of the students.

There is very strong parent involvement at West Side, and the students are concerned about their grades. Motivation doesn't appear to be a big obstacle, which is always a good thing. There will most likely be a few students in every class who have prior golfing experience. This has the potential to be good or bad. Hopefully it will be a good thing, and the student will enjoy coming to class and helping others as well as being able to show off a little! However, the flip side to that coin is an apathetic student who sees PE golf as a complete waste because they don't feel there is any learning to be had for them. They are used to working with a golf pro or their high school coach and don't see myself as someone who can help improve their golf game. My intent will be to use these experienced golfers as much as possible. Golf is such an individual sport I will be stretched thin as I try and work with all of the students in my class. If I can tap into the golfing knowledge of some of my students it will benefit everyone in the long run. There will be several lesson plans that I specifically plan into the schedule the use of these experienced golfers.

The high socio-economic profile, parent involvement, and prior student experiences will be the most influential factors in planning and implementing a golf unit plan.

UNIT PLAN GLOBAL GOALS

Psychomotor: SWBAT successfully perform correct swing techniques for all the types of shots used during a game of golf (approach, chip, drive, irons, putts, and sand shots).

- **National Standard: Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Benchmark: 9.1.1** Demonstrate the ability to use and appreciate activity specific skills. Play a round of golf using the correct swing techniques and modifying that technique for the different shots.
- **Benchmark: 9.1.3** Develop outdoor and lifelong leisure pursuits.
- **Benchmark: 9.1.4** Develop specific skills at an advanced or skilled performance level.
- **Assessment:** Teacher observation checklists, and peer assessments

Cognitive: SWBAT display an understanding of the rules, regulations, etiquette, and the swing during the unit of golf, by using these factors properly during a round of golf.

- **National Standard: Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- **Benchmark: 9.2.1** Synthesize previously learned strategies into advanced game strategies.
- **Assessment:** Tests, quizzes, teacher observation, formal peer assessments.

Affective: SWBAT demonstrate proper etiquette with others students by playing multiple rounds of golf while respecting other golfers.

- **National Standard: Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings
- **Benchmark: 9.5.1** Demonstrate safe and appropriate use and care of equipment and facilities. Equipment is used properly while respecting the rules of the course.
- **Assessment:** Game play, teacher observation, quizzes, and tests

OBJECTIVES

Psychomotor:

1. SWBAT perform the drive and successfully hit the ball into the fairway at least 60% of the time off the tee.
2. SWBAT chip successfully onto a targeted green from 20 yards away 6 out of 10 times.
3. SWBAT putt a ball into a hole from distances 4,8,10,12 ft. away 5 out of 10 times.
4. SWBAT perform all the iron shots successfully by hitting the ball onto the green from between 50 – 120 yards away.
5. SWBAT hit a sand shot successfully out of a bunker and onto a green from 10 yards away 4 out of 10 times.
6. SWBAT properly use the correct swinging techniques for all shot types during a round of golf.
7. SWBAT score 10 points using chip shots from the rough by landing the ball in one of the target zones lined up around the hole.
8. SWBAT utilize a variety of shots (drive, chip, pitch, sand, putt) throughout the golf scramble as needed.
9. SWBAT score 20 points using putts from various distances on the green by putting the ball and keeping it within the target zones lined up around the hole
10. SWBAT score 10 points by driving the ball off a tee into the zones marked by flags on the fairway.

Cognitive:

1. SWBAT display proper gripping for each shot type when called upon by the teacher.
2. SWBAT identify the correct iron to use when shooting to the green from the fairway.
3. SWBAT show competency of the rules, regulations, and etiquette by displaying these factors in a round of golf.
4. SWBAT explain the correct set-up and grip of a tee-shot by answering the teacher when called upon.
5. SWBAT explain the difference between a chip shot and a pitch shot.
6. SWBAT display understanding of all the terminology, rules, regulations, and etiquette used during the unit of golf by receiving an 80% or higher on the test.

Affective:

1. SWBAT display proper sportsmanship with other students during a round of golf by using positive and appropriate comments.
2. SWBAT cooperatively work with a partner during various partner activities throughout lesson.
3. SWBAT provide positive pointers and cues to another student after any mistakes they are displaying with each shot.
4. SWBAT use proper team work skills during different partner/group activities.
5. SWBAT cooperate with the teacher by not swinging clubs inappropriately at any time during each class period.

Fitness Objectives:

1. SWBAT accumulate at least 3000 steps while participating in the Fitness Stations.
2. SWBAT build muscular and cardiovascular endurance by performing the entire “song” without stopping.
3. SWBAT complete one exercise before entering another game of 4 square.
4. SWBAT accumulate at least 2500 steps during the two by two activity.
5. SWBAT dribble the tennis ball without getting tagged for thirty seconds.
6. SWBAT achieve their highest step count on the pedometer at the end of the fitness activity.
7. SWBAT get their heart rate into their THZ by performing the plyometric exercises.
8. SWBAT accumulate over 2000 steps during this activity.
9. SWBAT use multiple exercises to reach 4000 steps on the pedometer.
10. SWBAT knock over at least 3 other person’s bowling pin before they have to jog twice.
11. SWBAT get at least 500 steps per game played by chasing after loose gator balls and defending their own pins.
12. SWBAT accumulate 4000 steps within the period of one interval training workout.

BLOCK PLANS

Day 1

Introductory Activity	Introduction to golf unit plan
Fitness Activity	Fitness Stations
Lesson Focus	Putting
Culminating Activity	Target putting
Assessment	Scoring sheet to assess putting consistency
Objectives	(F) – SWBAT accumulate at least 3000 steps while participating in the Fitness Stations. (P) - SWBAT putt a ball into a hole from distances 4,8,10,12 ft. away 5 out of 10 times. (P) - SWBAT score 20 points using putts from various distances on the green by putting the ball and keeping it within the target zones lined up around the hole (A) - SWBAT cooperate with the teacher by not swinging clubs inappropriately at any time during each class period.
National Standard	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Benchmark	9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.
Adaptations	Shorten the distances for students who are casual performers and challenge those who are already skilled in golf
Equipment	Putters, golf balls, paper targets (taped to floor), putting lines with arrows (pointing in direction of target)

Fitness Activity:

Fitness Stations – Concept: muscular and cardiovascular endurance. There will be 6 different stations: squat jumps, jump ropes, skipping, jogging, high steps, and step aerobics. Each station will be 30 seconds long with an 10 second break to rotate stations. Divide the class into 6 groups (apprx. 3-5 students each). Students wear the pedometer for the entire circuit. After completion of the stations have students record the pedometer steps. At the end of the circuit have the students record their grand total for the entire activity.

Lesson Focus:

- Putting
 - Proper grip
 - Stance
 - Head position
 - Stroke control
 - Reading putt

Culminating Activity:

Target Putting – Around the gym (or putting green) there will be targets set up for students to putt towards. Set the targets up at varying distances from the starting lines. On each target will be a point value (the farther away, the more points). Students will try to score as many points in the time allotted.

Day 2

Introductory Activity	Video – Proper grip + full swing
Fitness Activity	The Twelve Steps of Fitness
Lesson Focus	Proper full swing grip, preparation, flight of ball
Culminating Activity	H O R S E
Assessment	Teacher assesses grip by randomly asking students to show the proper grip technique
Objectives	(F) – SWBAT build muscular and cardiovascular endurance by performing the entire “song” without stopping. (C) - SWBAT display proper gripping for each shot type when called upon by the teacher (A) - SWBAT cooperatively work with a partner during various partner activities throughout lesson.
National Standard	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Benchmark	9.1.4 Develop specific skills at an advanced or skilled performance level.
Adaptations	Pair students of equal ability together
Equipment	TV (with correct video capability)7-irons, target flags, golf balls

Fitness Activity:

The Twelve Steps of Fitness – Concepts: Muscular and cardiovascular endurance -

This activity is a pun of the “Twelve Days of Christmas.” A good way to intro this would be to have your students sing the song Twelve Days of Christmas. Make sure your students know what each of the 12 activities are. Designate twelve leaders, one per activity. The activities are:

1. *Push-up* (first student leader does)
2. *Sit-ups* (second leader adds on and then repeats #1)
3. *Coffee-grinders* (extend one arm on the ground supporting the body weight while walking the feet 360 degrees around the arm. Students can alternate arms when needed. In this example, students perform 3 coffee-grinders each time it comes up then do 2 sit-ups) (third leader adds on then repeat #2, #1)
4. *Crab kicks* (fourth leader adds on then repeat #3 - #1)

5. *Golden rest* (This is a rest period where students get a break between exercises by walking slowly around the area chanting "one golden rest, two golden rests, three golden rests, four golden rests, five golden rests". After they complete the fifth golden rest, they move to #4. (fifth leader adds on then repeat #4 - #1)
6. *Leaping leaps* (sixth leader adds on then repeat #5 - #1)
7. *Jumping jacks* (seventh leader adds on then repeat #6 - #1)
8. *Forward lunges* (eighth leader adds on then repeat #7 - #1)
9. *Carioca* (or grapevine/crossover) steps (students move sideways with arms held out and parallel to the ground using a crossover step in front and a return step, a crossover step in back, and finally another step (this is considered one complete carioca step). (ninth leader adds on then repeat #8 - #1)
10. *Skipping skips* (tenth leader adds on then repeat #9 - #1)
11. *Rooster hops* (Simply hopping on one foot. Students can alternate legs if needed.) (eleventh leader adds on then repeat #10 - #1)
12. *Running steps/stairs* (last student leader adds on then repeat #11 - #1)

Lesson Focus:

- Full Swing
 - o Proper full swing grip
 - o Preparation
 - o Flight of ball

Culminating Activity:

HORSE – One person will call a shot and will attempt it. Their partner will attempt the same shot. Whoever is farther from the goal gets a letter (H O R S E, etc). The winner is the person with the least amount of letters when HORSE gets spelled.

Day 3

Introductory Activity	Demonstrate, discuss, and practice approach shots to the green
Fitness Activity	Fitness 4 Square
Lesson Focus	Full swings using a short iron
Culminating Activity	Shooting onto the green from medium distances
Assessment	Shots made onto the green
Objectives	(F) - SWBAT complete one exercise before entering another game of 4 square. (P) - SWBAT perform all the iron shots successfully by hitting the ball onto the green from between 50 – 120 yards away. (C) - SWBAT identify the correct iron to use when shooting to the green from the fairway.
National Standard	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Benchmark	9.1.4 Develop specific skills at an advanced or skilled performance level.
Adaptations	Move students who lack ability to shoot the ball medium distances. Allow them to move forward for an easier shot.
Equipment	Irons (8, 9), golf balls, practice green for introductory activity

Fitness Activity:

Fitness 4 Square – Concept: cardiovascular endurance and flexibility. Divide the class into 4 groups and assign each group to a four-square court. Students will play four-square. Once a student is declared “out” they must perform the first fitness activity. The next time they get out, they perform the next fitness activity and so on and so forth. Once the exercise has been completed, the student may join a game at a different court. Any student who is waiting in line should be stretching.

Sample fitness activities:

- 20 jumping jacks
- Sprint up the bleachers/stairs and back down
- Jump rope 20 times
- 6 mountain climbers

- Touch all 4 walls
- Back pedal the length of the court

Lesson Focus:

- Using short irons
 - o Swing consistency
 - o Power level
 - o Distance from the hole

Culminating Activity:

Shooting onto the green from medium distances – From approximately 50 – 120 (depending on student's skill level) yards away students will practice shooting onto the green using 8 or 9 iron. Students will shoot five consecutive shots and their partners will record how many reach the green. Keep track of your total number of shots on the green.

Day 4

Introductory Activity	Demonstrate, discuss, and practice long iron shots
Fitness Activity	Two by Two
Lesson Focus	Full swings using a long iron
Culminating Activity	Long iron shots between the flags
Assessment	60% of shots hit between the flags
Objectives	(F) – SWBAT accumulate at least 2500 steps during the two by two activity. (P) - SWBAT perform the drive and successfully hit the ball into the fairway at least 60% of the time off the tee. (S) - SWBAT provide positive pointers and cues to another student after any mistakes they are displaying with each shot.
National Standard	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Benchmark	9.1.4 Develop specific skills at an advanced or skilled performance level.
Adaptations	Allow students with less power to move forward to take their long shots
Equipment	Irons (3 – 6), golf balls, flag markers

Fitness Activity:

Two by two – Concepts: muscular and cardiovascular endurance, muscular strength. This activity is very similar to an icebreaker or getting to know you worksheet. Each student has a worksheet with 15 different tasks to complete. Students are to find a partner, complete a fitness activity with that partner, and then sign each other's sheet. This should be repeated until someone fills all of the blanks. You can only sign someone's sheet once.

Lesson Focus:

- Using long irons
 - o Full swing grip
 - o Full swing consistency
 - o Club choice
 - o Aiming for consistency

Culminating Activity:

Long iron shots between the flags – Students will attempt to hit shots approximately 100 – 200 yards and land it in between the flags. The flags will be marking the fairway, and are designed to give the students a designed place to lay up their ball in a fairway.

Partners are to observe the swing and also keep track of the highest consecutive shots hit between the flags.

Day 5

Introductory Activity	Show a video of professional golfers hitting drives and woods. Students practice form and swing on air (no balls)
Fitness Activity	Dribble Tag
Lesson Focus	Hitting off the tee using woods
Culminating Activity	Teeing Up!
Assessment	Distance + Accuracy
Objectives	(F) – SWBAT dribble the tennis ball without getting tagged for thirty seconds. (P) - SWBAT score 10 points by driving the ball off a tee into the zones marked by flags on the fairway. (C) - SWBAT explain the correct set-up and grip of a tee-shot by answering the teacher when called upon.
National Standard	Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
Benchmark	9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.
Adaptations	Pair up students of equal skill level for assessment
Equipment	Drivers, woods, golf balls, tees, flag markers

Fitness Activity:

Dribble Tag – Concept: cardiovascular endurance, muscular strength. Students will be given a tennis ball or other type of ball (student’s choice). When the whistle blows they will begin dribbling their ball. The person who is it is also dribbling and tries to tag the other students. If a dribble is lost students must do 10 pushups. If the students are tagged, they must do 15 pushups. Start the game with ½ of the game as taggers.

Lesson Focus:

- Driving
 - o Proper wood use
 - o Head positioning
 - o Consistent stroke

Culminating Activity:

Teeing Up! – Students practice hitting tee shots onto the fairway (if no fairway, use flags to simulate a fairway). Have students score each of their shots. Scoring is as follows: 1 point for outer zone of flags, 1.5 points for medium zone of flags, 2 points for middle zone of flags, and divide yardage of drive by 100. Scores should range from 1 to 5.

Day 6

Introductory Activity	Drive off – who can drive the farthest off the tee!
Fitness Activity	Speedball
Lesson Focus	Chip shots
Culminating Activity	Chipping to targets
Assessment	Betting chips
Objectives	(F) SWBAT achieve their highest step count on the pedometer at the end of the fitness activity. (P) SWBAT chip successfully onto a targeted green from 20 yards away 6 out of 10 times. (P) - SWBAT score 10 points using chip shots from the rough by landing the ball in one of the target zones lined up around the hole. (C) - SWBAT explain the difference between a chip shot and a pitch shot.
National Standard	Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
Benchmark	9.1.4 Develop specific skills at an advanced or skilled performance level.
Adaptations	Change the angle of the chip for those students who are struggling
Equipment	Drivers, wedges, golf balls, tees, string (for targets)

Fitness Activity:

Speedball – Concepts: cardiovascular endurance. Speedball is very similar to Ultimate Frisbee. There will be 2 teams, and one ball. The goal of the game is to move the ball down the playing field by throwing it to your teammates. The person with the ball cannot move, but those students who don't have the ball should be moving to get open.

Lesson Focus:

- Chip shots
 - o Aiming direction
 - o Power differences
 - o Judging distance based on practice
 - o Which wedge to choose
 - What's the difference between them

Culminating Activity:

Chipping to targets – Using the string, make circles around the cup approximately 1 to 2 feet away from the next ring. Students will shoot from various spots around the cup. Chips will be awarded as follows: 10 chips for landing in the cup, 5 chips for the first circle around the cup, 4 chips for the next circle, etc. Students keep track of their total chips; the person with the most chips at the end of the activity wins the pot!

Day 7

Introductory Activity	Pitch shot practice
Fitness Activity	Plyometrics
Lesson Focus	Sand shots
Culminating Activity	H O R S E sand shots
Assessment	Sand shot partner assessment
Objectives	(F) – SWBAT get their heart rate into their THZ by performing the plyometric exercises. (P) - SWBAT hit a sand shot successfully out of a bunker and onto a green from 10 yards away 4 out of 10 times. (A) - SWBAT display proper sportsmanship with other students during a round of golf by using positive and appropriate comments.
National Standard	Standard 1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
Benchmark	9.1.1 Demonstrate the ability to use and appreciate activity-specific skills.
Adaptations	Pair up students with similar ability
Equipment	Wedges, golf balls, assessment sheets, writing utensils, clipboards

Fitness Activity:

Plyometrics – Concept: muscular endurance and strength. Have the students get in lines with enough room to do the workouts. The first three exercises can be done without a box or any equipment. If boxes are available, the last two can be included.

- *Squat jumps* – stand with feet shoulder width apart. Lower body where thighs are parallel to ground and immediately explode upwards vertically and drive arms up.
- *Split squat jumps* - Stand with feet hip width apart. Take left leg and step back approximately 2 feet standing on the ball of back foot. Lower body by bending at right hip and knee until thigh is parallel to floor then immediately explode vertically. Switch feet in the air so that the back foot lands forward and vice versa.
- *Tuck jumps* - Stand with feet shoulder-width apart, knees slightly bent, with arms at sides. Jump up bringing knees up to chest. Land on balls of feet and repeat immediately.

- *Jump to box* - Stand facing box with feet slightly wider than hip-width apart. Lower body into a semi-squat position and immediately jump up onto box.
- *Lateral jump to box* - Stand with side to box with feet slightly wider than hip-width apart. Lower body into a semi-squat position and jump up onto box. Step down on opposite side, and repeat.

Lesson Focus:

- Sand shots
 - o Feet balance
 - o Contact with the sand
 - o Proper lift angle
 - o Arch

Culminating Activity:

HORSE Sand shots – Very similar to the HORSE played earlier, except the only shots students can take are from the sand. One person will call a shot and will attempt it. Their partner will attempt the same shot. Whoever is farther from the goal gets a letter (H O R S E, etc). The winner is the person with the least amount of letters when HORSE gets spelled.

Sand shot partner assessment sheet

Name of sand shooter:

Your Name:

-Your partner takes 5 shots from the sand.

-Mark "yes" if action is met every time

-Mark "sometimes" if action is done more than once

-Mark "no" if action is not performed

- Proper grip on the club
 - Yes Maybe No
- Head of club does not come onto contact with the sand before the shot
 - Yes Maybe No
- Golfer makes contact with sand first
 - Yes Maybe No
- Golfer uses correct swing techniques:
 - Shoulders down Yes Maybe No
 - Level swing plane Yes Maybe No
 - Good follow through Yes Maybe No

Day 8

Introductory Activity	Driving range practice
Fitness Activity	Football Bingo
Lesson Focus	Golf rules, etiquette, strategies – part 1
Culminating Activity	Discussion of strategy and rules while walking the course
Assessment	Verbal quiz covering golf rules, etiquette, and strategies
Objectives	(F) – SWBAT accumulate over 2000 steps during this activity. (C) - SWBAT show competency of the rules, regulations, and etiquette by displaying these factors in a round of golf.
National Standard	Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
Benchmark	9.2.1 Synthesize previously learned strategies into advanced game strategies.
Adaptations	Switch location to gym if more convenient (or weather is bad)
Equipment	Drivers, golf balls, tees, worksheets

Fitness Activity:

Football Bingo – Cardiovascular endurance. Students partner up. Each group has a hula hoop and a football inside the hula hoop. When play begins, students are to move around the playing area trying to grab a football and return it to their hula hoop. Only one football can be grabbed at a time and there is no guarding hoops. The first team to get 3 footballs in their hoop must yell “Bingo” to end the game. If the game is too quick, make it more challenging by requiring more footballs in the hula hoops to win.

Lesson Focus:

- Golf Rules Part 1
 - o All applicable rules they might see in a golf game
- Etiquette
 - o Quiet
 - o Playing through
- Strategies
 - o Club selection
 - o Desired location realistic?

Culminating Activity:

Discussion of strategy and rules – While walking the course (probably will walk through 3 – 5 holes), the teacher will be reviewing etiquette and covering strategy as they move from hole to hole. Rules will also be discussed at this time so students can play a hole through tomorrow.

Day 9

Introductory Activity	Putting green practice
Fitness Activity	Fitness 500
Lesson Focus	Golf rules, etiquette, strategies – part 2
Culminating Activity	Play one hole through
Assessment	Preparing to tee off quiz
Objectives	(F) – SWBAT use multiple exercises to reach 4000 steps on the pedometer. (P) - SWBAT properly use the correct swinging techniques for all shot types during a round of golf.
National Standard	Standard 5. Demonstrates responsible personal and social behavior in physical activity settings.
Benchmark	9.1.3 Develop outdoor and lifelong leisure pursuits.
Adaptations	Mix and match students with experience and inexperience. Instruct experienced students to help with rules and etiquette
Equipment	Golf clubs (all), golf balls, tees, scorecards, quiz sheet, pencils

Fitness Activity:

Fitness 500 – Concept: Cardiovascular endurance. Give every student a hula hoop with objects in it (a ball, jump rope, and scooter). Instruct them that this is their home hoop and they need to return to it to change equipment. The students jog for 45 seconds. When the whistle blows, the students will use whatever object they pick for 45 seconds (dribble ball, jump rope, or slide around on scooter). When the whistle blows the students will return to their hoop (a 20 second break). This process will be repeated until all of the actions have been performed by everyone.

Lesson Focus:

- Golf Rules Part 2
 - o Teeing off
 - Placement of tee
 - Different colored stakes
- Etiquette
 - o Specific to playing 9 holes
 - o Appropriateness

- Strategies
 - o Know your limits

Culminating Activity:

Play one hole through – Put the students in groups of 4. Treat this activity as if it were a real golf match. Students complete their own scorecard and turn it in at the end of the hole. If it is done correctly, 2 bonus points will be added to the quiz grade.

Preparation for Teeing off Quiz:

Name:

1. What do the different stakes indicate?

White

Red

Yellow

2. If you are teeing the ball on the teeing ground, how far back can you place the ball?

3. What determines the order of who tees off first?

Bonus: correct and completed scorecard = 2 points

Day 10

Introductory Activity	Chipping and putting practice
Fitness Activity	Calorie Blaster
Lesson Focus	Putting it all together
Culminating Activity	Golf scramble
Assessment	Scorecard is submitted
Objectives	(F) – SWBAT knock over at least 3 other person’s bowling pin before they have to jog twice. (S) - SWBAT utilize a variety of shots (drive, chip, pitch, sand, putt) throughout the golf scramble as needed.
National Standard	NASPE Standard 1. Demonstrates competency in many movement forms and proficiency in a few movement forms. NASPE Standard 5. Demonstrates responsible personal and social behavior in physical activity settings.
Benchmark	9.1.3 Develop outdoor and lifelong leisure pursuits. 9.5.1 Demonstrate safe and appropriate use and care of equipment and facilities.
Adaptations	Place the top golfers in separate groups so the scores amongst the groups are similar
Equipment	Golf clubs (all), golf balls, tees, scorecards, pencils

Fitness Activity:

Calorie Blaster – Concept: muscular endurance. Each student has one bowling pin and one bean bag. The bowling pin is to represent calories taken into the body and is supposed to sit between the legs. When the whistle blows, the object is to knock down the pins of others by sliding the bean bag across the floor. If a student’s bowling pin gets knocked over they are to remove their pin and bean bag, set it next to the court, and begin jogging around the basketball court. During this activity, make sure to remind students where calories come from and what foods offer “empty” calories and that exercise is needed to maintain a healthy balance in the body.

Lesson Focus:

- Putting it all together
 - o Etiquette
 - o Rules
 - o Strategies
 - o Scoring on scorecard
- Playing a full hole, no restrictions

Culminating Activity:

Golf scramble – Students will play in groups of 3. Groups will stagger start on different holes. In a golf scramble each person takes a shot and the best shot/shot closest to the cup is where everyone shoots the next time. Once the green is reached, each student putts as if they were on their own. Each student will turn in a scorecard.

Day 11

Introductory Activity	Driving range and putting green practice
Fitness Activity	Pin Destroyer
Lesson Focus	Regulation 18 holes of golf
Culminating Activity	9 holes of golf
Assessment	Turn in score card
Objectives	(F) – SWBAT get at least 500 steps per game played by chasing after loose gator balls and defending their own pins. (A) - SWBAT use proper team work skills during different partner/group activities. (P) - SWBAT properly use the correct swinging techniques for all shot types during a round of golf.
National Standard	Standard 1. Demonstrates competency in many movement forms and proficiency in a few movement forms.
Benchmark	9.1.3 Develop outdoor and lifelong leisure pursuits.
Adaptations	Provide a cart if student is handicapped or unable to walk the entire 9 holes
Equipment	Golf clubs (all), golf balls, tees, scorecards, pencils

Fitness Activity:

Pin Destroyer – Concept: Cardiovascular and muscular endurance. Students are divided into two teams. The playing area is divided in half; one team on one side, the other on the opposite side. Students cannot cross the middle line. Pins are set up at the baseline on each side of the court. The object is for the students to toss gator balls at the opposing teams pins and knock them down. If students need more of a challenge, use Frisbees instead of gator balls. Make sure to check to see how many people are meeting their desired mark for steps per game.

Lesson Focus:

- Regulation 18 Holes
 - o Play as many holes as possible. Unlikely to get through even 9 holes
 - o Rules, Etiquette, and strategy

Culminating Activity:

9 Holes of golf – Students will play nine holes of golf (or as many as possible until class ends). All rules and etiquettes apply. Students are to fill out their own scorecard and turn it in when the class period ends. Teacher will be walking the courses checking to make sure students are following the rules and abiding by the etiquette they've been taught.

Day 12

Introductory Activity	Review of rules, etiquette, strategy, and definitions
Fitness Activity	Interval Workout
Lesson Focus	Unit final exam
Culminating Activity	Golf ball juggling
Assessment	Unit final exam
Objectives	(F) – SWBAT accumulate 4000 steps within the period of one interval training workout. (A) - SWBAT display understanding of all the terminology, rules, regulations, and etiquette used during the unit of golf by receiving an 80% or higher on the test.
National Standard	Standard 2: Applies movement concepts and principles to the learning and development of motor skills.
Benchmark	9.2.1 Synthesize previously learned strategies into advanced game strategies.
Adaptations	Allow for extra time for students with learning disabilities
Equipment	Final exam, pencils, golf clubs, golf balls

Fitness Activity:

Interval Workout – Concept: muscular strength and endurance, cardiovascular endurance. Students will participate in an interval workout in which they do many different challenges. These challenges are short, intense bursts of energy followed by brief periods of rest. Here is the interval workout the students will follow:

1. Sprint 30 seconds, Walk briskly 30 secs. to recover
2. Tuck Jumps for height for 30 seconds (tuck knees to chest, land with bend in knees), Walk briskly 30 secs. to recover
3. Push-ups for 30 seconds, Walk briskly 30 secs.
4. High Knee Sprint for 30 seconds, Walk briskly 30 secs.
5. Wall Push-up 30 seconds (bend elbows, keep body straight), Walk briskly 45 secs.
6. Sprint 30 seconds, Walk briskly 45 secs. to recover
7. Grapevine sprint 30 seconds (keep shoulder pointing forward), Walk briskly 30 secs.

8. Alternating Lunges 30 seconds (make sure knees do not go past toes), Walk briskly 30 secs.
9. High Knee Skipping 30 seconds, Walk briskly 30 secs.
10. Crunches for 60 seconds WALK to cool down
11. Stretch all muscle groups

Lesson Focus:

- Unit Final Exam

Culminating Activity:

Golf juggling – If time allows after the tests have been completed, give each student a golf club and a golf ball. Try and bounce the golf ball on the head of the club as many times in a row as you can.

GOLF TEST

Name _____

1. When a player hits the ball in an undesired direction towards a group of persons or person, that player who hit the ball must yell:

A. Hey!	C. Fore!
B. Look Out!	D. Heads Up!
2. If a player scores a 5 on a par 3, what is this called?

A. Birdie	C. Birdie
B. Double Bogey	D. Bogey
3. If player A scores a Par, player B scores a Birdie, Player C scores a Par, and Player D scores a Bogey, which player gets to tee off first for the next hole?

A. Player C	C. Player D
B. Player A	D. Player B
4. If your ball has landed about 10 yards from the green in the rough, which of these clubs would be best to use?

A. Driver	C. Putter
B. Pitching Wedge	D. 6 Iron
E. Turkey Club	
5. You have just chipped onto the green and created a divot in the green. What is the proper procedure when something like this occurs?

A. Leave it for the Ground Keeper	C. Use divot repair tool
B. Use your tee to repair it	D. Step on the Divot

6. Match the word accordingly with the correct description (Right-Handed golfer).

- | | |
|---|-------------|
| ___ ball flight-small bend to right | A. Mulligan |
| ___ ball flight-small bend to the left | B. Chip |
| ___ ball flight-sharp bend to the right | C. Fade |
| ___ ball flight-sharp bend to the left | D. Cut |
| ___ re-do shot (friendly play) | E. Muff |
| ___ to miss-hit a shot | F. Hook |
| ___ ball flight with low trajectory | G. Slice |
| ___ ball stops immediately on the green | H. Draw |

True or False

7. If a player takes a swing at a ball, the ball moves, but the club doesn't make contact with the ball, that player still receives 1 stroke for shot.
8. The person furthest from the hole goes first.
9. A birdie is 2 strokes under par.
10. If a player hits a ball into any water hazard, the player is penalized a stroke, and they must drop a new ball at the point of entry to the water.
11. When teeing off at any hole, you can tee your ball up anywhere on the tee box.

12. When adding the following scores, how many over par was Tom for the front nine holes?

Hole	1	2	3	4	5	6	7	8	9	Total
Par	4	5	3	3	4	5	3	4	5	36
Players	Scores									Out
Tom	6	6	3	5	4	4	6	5	5	

(Short Answer)

13. What do the white stakes on a hole indicate?

14. Define a “mulligan”.

15. List the 5 shots used in golf, and 3 cues for each one.

16. List 4 correct etiquette rules used during a round of golf.

SWING RUBRIC

	Addressing the Ball	Backswing	Swing-Contact	Follow Through
4	<ul style="list-style-type: none"> ● Knees Bent Slightly ● Back Straight/Flat ● Head Down ● Slight Bend of Arms ● Ball Near Center Line of Body/ Inside Front Heel ● Shoulders Relaxed ● Clubs Length Away 	<ul style="list-style-type: none"> ● Knees Bent ● Back Straight/Flat ● Head Down ● Front Knee Collapses ● Front Arm Straight ● Back Arm Bent ● Hips Turn Away From Target 	<ul style="list-style-type: none"> ● Clean Contact w/ Ball 75% of the Time ● Head Down ● Shifts Weight from Back Foot-Front Foot ● Arms Straighten as Club Falls ● Knees Bent ● Back Straight 	<ul style="list-style-type: none"> ● Knees Slightly Bent ● Back Flat ● Weight Shifted onto Front Foot ● Hips Pointed at the Target ● Arms Move Past Shoulders ● Rear Toe, Tip Toe Position ● Head is Pointed at Target
3	<ul style="list-style-type: none"> ● Knees Bent Slightly ● Back Straight/Flat ● Head Down ● Slight Bend of Arms ● Ball Is Somewhere Between The Feet ● Tensed Shoulders ● Clubs Length Away 	<ul style="list-style-type: none"> ● Knees Bent ● Back Flat ● Head Down ● Front Knee Collapses Slightly ● Front Arm Straight ● Back Arm Bent Slightly ● Hips Turn Away From Target Slightly 	<ul style="list-style-type: none"> ● Clean Contact w/ Ball 50% of the Time ● Head Down ● Shifts Weight from Back Foot-Front Foot ● Arms Slightly Bent as Club Falls ● Knees Slightly Bent ● Back Straight/Flat 	<ul style="list-style-type: none"> ● Knees Slightly Bent ● Back Flat ● Weight Shifted onto Front Foot ● Hips Rotate Slightly towards Target ● Arms Move Past Shoulders ● Rear Toe Off the Ground
2	<ul style="list-style-type: none"> ● Knees Bent Slightly ● Back Rounded ● Head Down ● Arms Slightly Flexed ● Ball Is Somewhere Between The Feet ● Tight Shoulders ● Too Close to Ball 	<ul style="list-style-type: none"> ● Knees Bent ● Back Rounded ● Head Pulls Back w/ Club ● No Collapse of Knee ● Front Arm Straight ● Back Arm Bent Slightly ● No Hip Turn 	<ul style="list-style-type: none"> ● Clean Contact w/ Ball 25% of the Time ● Head Up ● Back Rounded ● Arms Slightly Bent as Club Falls ● Knees Slightly Bent ● Imbalance 	<ul style="list-style-type: none"> ● Knees Straight ● Back Rounded ● False Step With Front Foot ● Rear Toe Off the Ground ● Weight Shifts Away From Target ● Arms Stay Close To Body
1	<ul style="list-style-type: none"> ● Knees Straight/ No Bend ● Back Rounded ● Head Up ● Arms Flexed ● Tight Shoulders ● Too Close to/ Far from the Ball 	<ul style="list-style-type: none"> ● Knees Straight ● Back Rounded ● Heads Pulls Back w/ Club ● No Collapse of Knee ● Front/Back Arm Straight ● No Hip Turn/ All Arms 	<ul style="list-style-type: none"> ● Poor Ball Contact 90% of the Time ● Head Up/ Follows Ball ● Back Rounded ● Imbalance ● Knees Slightly Bent ● Arms Slightly Bent 	<ul style="list-style-type: none"> ● Knees Straight ● False Step With Front Foot ● Rear Toe Doesn't Move ● Hips Don't Move ● Arms Stay Close To Body

PEER SHOT ASSESSMENT

Name _____
(Person Performing)

Partner Name _____
(Person Assessing)

Drive

Watch your partner as they take 5 shots off the tee box with a driver. Next to each statement, circle Yes if they perform that description correctly every time, circle Maybe if they sometimes perform that description (3 out of 5), and circle No if they don't do it any time.

- | | | | |
|-----|-----------|----|--|
| Yes | Sometimes | No | Stance is shoulder width apart |
| Yes | Sometimes | No | Shifts weight from back foot to front foot |
| Yes | Sometimes | No | Follows through |
| Yes | Sometimes | No | Makes clean contact with ball |
| Yes | Sometimes | No | Keeps the head down |
| Yes | Sometimes | No | Rotates hips towards target |

Sand Shot

Watch your partner as they perform 5 shots from a sand trap. Next to each statement, circle Yes if they perform that description correctly every time, circle Maybe if they sometimes perform that description (3 out of 5), and circle No if they don't do it any time.

- | | | | |
|-----|-----------|----|---|
| Yes | Sometimes | No | Positions the ball towards the front foot |
| Yes | Sometimes | No | Has the proper grip |
| Yes | Sometimes | No | Contacts the sand first |
| Yes | Sometimes | No | Follows through (doesn't stop club in the sand) |
| Yes | Sometimes | No | Keeps the head down |

Putting

Watch your partner as they perform 5 putts from 8ft. away. Next to each statement, circle Yes if they perform that description correctly every time, circle Maybe if they sometimes perform that description (3 out of 5), and circle No if they don't do it any time.

- | | | | |
|-----|-----------|----|---|
| Yes | Sometimes | No | Has the proper grip |
| Yes | Sometimes | No | Keeps the wrist firm |
| Yes | Sometimes | No | Rotates from the shoulders (not the wrists) |
| Yes | Sometimes | No | Reads the putt from at least 1 angle |
| Yes | Sometimes | No | Keeps the head down during the entire putt |

Chipping

Watch your partner as they perform 5 shots from the rough, 10-15 yards away from the green. Next to each statement, circle Yes if they perform that description correctly every time, circle Maybe if they sometimes perform that description (3 out of 5), and circle No if they don't do it any time.

- | | | | |
|-----|-----------|----|--|
| Yes | Sometimes | No | Has the proper grip |
| Yes | Sometimes | No | Positions the ball closer to the front foot |
| Yes | Sometimes | No | Follows through |
| Yes | Sometimes | No | Makes contact with the ball about 1 inch from the ball |
| Yes | Sometimes | No | Keeps the head down |

PEER ETIQUETTE ASSESSMENT

Name _____
(Person Performing)

Partner Name _____
(Person Assessing)

During the round of golf played with your partner, circle "yes" or "no" for the description given.

- | | | |
|-----|----|--|
| YES | NO | Waits until it's their turn to hit. |
| YES | NO | Is quiet when others are preparing to hit. |
| YES | NO | Provides positive feedback to other players. |
| YES | NO | Keeps golf cart away from green and hazards. |
| YES | NO | Repairs all divots. |
| YES | NO | Yells "Fore" if they hit the ball in the direction of other players. |
| YES | NO | Uses inappropriate language on the course. |
| YES | NO | Throws clubs after a bad shot. |
| YES | NO | Waits until the group ahead is out of range before hitting. |

ASSESSMENT PLAN TABLE: 9TH GRADE

Learning Goals	Assessments	Format of Assessment	Adaptations
<p>Learning Goal 1</p> <p>Using the correct putting technique, students will be able to putt a ball into a hole from 5 feet away 3 out of 5 times.</p>	<p>Pre-Assessment: Teacher & partner will provide cue and drills during class.</p> <p>Formative Assessment: Peer Assessment Sheet</p> <p>Post-Assessment: Peer Assessment Sheet</p>	<p>Partner assessment of process of the stroke and product assessment of number of successful putts out of five.</p> <p>Teacher observation during skill rotations.</p>	<p>Repeat and modify instructions, as needed. Demonstrate and assist w/ stroke. Provide lots of practice. Move st's closer to hole. Use a larger-faced putter.</p>
<p>Learning Goal 2</p> <p>Students will be able to demonstrate the correct swing technique for a drive, sand shot, chip, and putting while a partner assesses them on a rubric.</p>	<p>Pre-Assessment: Teacher & partner will provide cue and drills during class.</p> <p>Formative Assessment: Peer Assessment Sheet</p> <p>Post-Assessment: Peer Assessment Sheet</p>	<p>Each student will be given a checklist, which has different cues listed for the sand shot. While their partner is taking 5 shots, they will mark if they correctly complete the step all the time, some of the time or never. These checklists will be handed into the teacher at the end of class</p>	<p>Repeat and modify instructions, as needed. Demonstrate and assist w/ stroke. Provide lots of practice. Move the students closer to the intended target.</p>
<p>Learning Goal 3</p> <p>Students will be able to demonstrate knowledge of the rules, regulations, and etiquette of the game golf by scoring an 80% or higher on the golf quizzes.</p>	<p>Pre-Assessment: Each day the teacher will ask questions pertaining to the golf rules, regulations, and etiquette.</p> <p>Formative Assessment: Golf Quizzes/ Peer Assessment Sheet</p> <p>Post Assessment: Golf Test</p>	<p>At the end of different classes the teacher will ask the class different q's about the rules and regulations.</p> <p>Questions on quizzes pertain to the knowledge of the rules.</p> <p>The questions on the quizzes will be repeated on the test.</p>	<p>Students will be given as much time needed to finish the quiz. Students can ask for clarification of questions they don't understand.</p> <p>Review questions after the every student has finished.</p>

<p>Learning Goal 4</p> <p>Students will be able to demonstrate correct etiquette during a round of golf while a partner assesses them on an assessment sheet.</p>	<p>Pre-Assessment: Golf etiquette pre-test</p> <p>Formative Assessment: Golf Quizzes/ Peer Assessment</p> <p>Post Assessment: Golf Test</p>	<p>Pre-test will assess how much knowledge the st's have about the etiquette used in golf.</p> <p>Each student will have a checklist of different etiquette rules, they will mark if they correctly perform these rules.</p> <p>Teacher observation during rounds.</p>	<p>Repeat all the etiquette rules before, during, and after each class.</p> <p>Allow the students as much time needed to complete the test</p>
<p>Lesson Goal 5</p> <p>Students will be able to receive a 80% or higher on the golf test.</p>	<p>Pre-Assessment: Each day the teacher will ask questions pertaining to the golf rules, regulations, and etiquette.</p> <p>Formative Assessment: Golf Quizzes/ Peer Assessment Sheet</p> <p>Post Assessment: Golf Test</p>	<p>Review material.</p> <p>All the material that was covered from lesson1 will be covered on the test.</p> <p>The questions on the quizzes will be repeated on the test.</p>	<p>Students will be given as much time needed to finish the test. Students can ask for clarification of questions they don't understand. Students that do poorly on the test can take the test home and correct the answers for half the credit.</p>

ALTERNATIVE ASSESSMENT

Physical Fitness Brochures

Purpose of Activity: To determine if students understand how they might improve on the various items of the Standardized Fitness Tests.

Materials Needed: Materials suitable for creating a brochure (paper, markers, pictures to cut out, paste, scissors).

Description of the Activity: Over the summer a lot of kids get out of shape. When they are tested on fitness tests in the fall they do poorly. The students' task is to develop and write a booklet describing some of the ways they might maintain their fitness over the summer.

Each of student will take one test--mile run, sit and reach, curl-up or pull-ups and list a series of fun activities that kids their age might do to help them stay in shape over the summer. Each student is responsible for one page, but you can work on the whole brochure together. Also, design a cover for your brochure. Try to make it interesting and fun to read.

Scoring Rubric: Level (1=D, 2=C, 3=B, 4=A)

Level 1: The students don't do the brochure because they don't know how children their age might stay in shape over the summer.

Level 2: One or two of the pages are accurate, developmentally appropriate, realistic and fun ways of keeping in shape over the summer and accurately reflect the concepts that are being tested on the standardized physical fitness tests.

Level 3: Three of the pages are accurate, developmentally appropriate, realistic and fun ways of keeping in shape over the summer and accurately reflect the concepts that are being tested on the standardized physical fitness tests.

Level 4: All four of the pages are accurate, developmentally appropriate, realistic and fun ways of keeping in shape over the summer and accurately reflect the concepts that are being tested on the standardized physical fitness tests.

FITNESS ACTIVITIES

Day 1

Fitness Stations – There will be 6 different stations: squat jumps, jump ropes, skipping, jogging, high steps, and step aerobics. Each station will be 30 seconds long with an 10 second break to rotate stations. Divide the class into 6 groups (apprx. 3-5 students each). Students wear the pedometer for the entire circuit. After completion of the stations have students record the pedometer steps. At the end of the circuit have the students record their grand total for the entire activity.

Day 2

The Twelve Steps of Fitness – Concepts: Muscular and cardiovascular endurance - This activity is a pun of the “Twelve Days of Christmas.” A good way to intro this would be to have your students sing the song Twelve Days of Christmas. Make sure your students know what each of the 12 activities are. Designate twelve leaders, one per activity. The activities are:

1. *Push-up* (first student leader does)
2. *Sit-ups* (second leader adds on and then repeats #1)
3. *Coffee-grinders* (extend one arm on the ground supporting the body weight while walking the feet 360 degrees around the arm. Students can alternate arms when needed. In this example, students perform 3 coffee-grinders each time it comes up then do 2 sit-ups) (third leader adds on then repeat #2, #1)
4. *Crab kicks* (fourth leader adds on then repeat #3 - #1)
5. *Golden rest* (This is a rest period where students get a break between exercises by walking slowly around the area chanting "one golden rest, two golden rests, three golden rests, four golden rests, five golden rests". After they complete the fifth golden rest, they move to #4. (fifth leader adds on then repeat #4 - #1)
6. *Leaping leaps* (sixth leader adds on then repeat #5 - #1)
7. *Jumping jacks* (seventh leader adds on then repeat #6 - #1)
8. *Forward lunges* (eighth leader adds on then repeat #7 - #1)

9. *Carioca* (or grapevine/crossover) steps (students move sideways with arms held out and parallel to the ground using a crossover step in front and a return step, a crossover step in back, and finally another step (this is considered one complete carioca step). (ninth leader adds on then repeat #8 - #1)
10. *Skipping skips* (tenth leader adds on then repeat #9 - #1)
11. *Rooster hops* (Simply hopping on one foot. Students can alternate legs if needed.) (eleventh leader adds on then repeat #10 - #1)
12. *Running steps/stairs* (last student leader adds on then repeat #11 - #1)

Day 3

Fitness 4 Square – Concept: cardiovascular endurance and flexibility. Divide the class into 4 groups and assign each group to a four-square court. Students will play four-square. Once a student is declared “out” they must perform the first fitness activity. The next time they get out, they perform the next fitness activity and so on and so forth. Once the exercise has been completed, the student may join a game at a different court. Any student who is waiting in line should be stretching.

Sample fitness activities:

- 20 jumping jacks
- Sprint up the bleachers/stairs and back down
- Jump rope 20 times
- 6 mountain climbers
- Touch all 4 walls
- Back pedal the length of the court

Day 4

Two by two – Concepts: muscular and cardiovascular endurance, muscular strength. This activity is very similar to an icebreaker or getting to know you worksheet. Each student has a worksheet with 15 different tasks to complete. Students are to find a partner, complete a fitness activity with that partner, and then sign each other’s sheet. This should be repeated until someone fills all of the blanks. You can only sign someone’s sheet once.

Day 5

Dribble Tag – Concept: cardiovascular endurance, muscular strength. Students will be given a tennis ball or other type of ball (student's choice). When the whistle blows they will begin dribbling their ball. The person who is it is also dribbling and tries to tag the other students. If a dribble is lost students must do 10 pushups. If the students are tagged, they must do 15 pushups. Start the game with ½ of the game as taggers.

Day 6

Speedball – Concepts: cardiovascular endurance. Speedball is very similar to Ultimate Frisbee. There will be 2 teams, and one ball. The goal of the game is to move the ball down the playing field by throwing it to your teammates. The person with the ball cannot move, but those students who don't have the ball should be moving to get open.

Day 7

Plyometrics – Concept: muscular endurance and strength. Have the students get in lines with enough room to do the workouts. The first three exercises can be done without a box or any equipment. If boxes are available, the last two can be included.

- *Squat jumps* – stand with feet shoulder width apart. Lower body where thighs are parallel to ground and immediately explode upwards vertically and drive arms up.
- *Split squat jumps* - Stand with feet hip width apart. Take left leg and step back approximately 2 feet standing on the ball of back foot. Lower body by bending at right hip and knee until thigh is parallel to floor then immediately explode vertically. Switch feet in the air so that the back foot lands forward and vice versa.
- *Tuck jumps* - Stand with feet shoulder-width apart, knees slightly bent, with arms at sides. Jump up bringing knees up to chest. Land on balls of feet and repeat immediately.
- *Jump to box* - Stand facing box with feet slightly wider than hip-width apart. Lower body into a semi-squat position and immediately jump up onto box.

- *Lateral jump to box* - Stand with side to box with feet slightly wider than hip-width apart. Lower body into a semi-squat position and jump up onto box. Step down on opposite side, and repeat.

Day 8

Football Bingo – Cardiovascular endurance. Students partner up. Each group has a hula hoop and a football inside the hula hoop. When play begins, students are to move around the playing area trying to grab a football and return it to their hula hoop. Only one football can be grabbed at a time and there is no guarding hoops. The first team to get 3 footballs in their hoop must yell “Bingo” to end the game. If the game is too quick, make it more challenging by requiring more footballs in the hula hoops to win.

Day 9

Fitness 500 – Concept: Cardiovascular endurance. Give every student a hula hoop with objects in it (a ball, jump rope, and scooter). Instruct them that this is their home hoop and they need to return to it to change equipment. The students jog for 45 seconds. When the whistle blows, the students will use whatever object they pick for 45 seconds (dribble ball, jump rope, or slide around on scooter). When the whistle blows the students will return to their hoop (a 20 second break). This process will be repeated until all of the actions have been performed by everyone.

Day 10

Calorie Blaster – Concept: muscular endurance. Each student has one bowling pin and one bean bag. The bowling pin is to represent calories taken into the body and is supposed to sit between the legs. When the whistle blows, the object is to knock down the pins of others by sliding the bean bag across the floor. If a student’s bowling pin gets knocked over they are to remove their pin and bean bag, set it next to the court, and begin jogging around the basketball court. During this activity, make sure to remind students where calories come from and what foods offer “empty” calories and that exercise is needed to maintain a healthy balance in the body.

Day 11

Pin Destroyer – Concept: Cardiovascular and muscular endurance. Students are divided into two teams. The playing area is divided in half; one team on one side, the other on the opposite side. Students cannot cross the middle line. Pins are set up at the baseline on each side of the court. The object is for the students to toss gator balls at the opposing teams pins and knock them down. If students need more of a challenge, use Frisbees instead of gator balls. Make sure to check to see how many people are meeting their desired mark for steps per game.

Day 12

Interval Workout – Concept: muscular strength and endurance, cardiovascular endurance. Students will participate in an interval workout in which they do many different challenges. These challenges are short, intense bursts of energy followed by brief periods of rest. Here is the interval workout the students will follow:

1. Sprint 30 seconds, Walk briskly 30 secs. to recover
2. Tuck Jumps for height for 30 seconds (tuck knees to chest, land with bend in knees), Walk briskly 30 secs. to recover
3. Push-ups for 30 seconds, Walk briskly 30 secs.
4. High Knee Sprint for 30 seconds, Walk briskly 30 secs.
5. Wall Push-up 30 seconds (bend elbows, keep body straight), Walk briskly 45 secs.
6. Sprint 30 seconds, Walk briskly 45 secs. to recover
7. Grapevine sprint 30 seconds (keep shoulder pointing forward), Walk briskly 30 secs.
8. Alternating Lunges 30 seconds (make sure knees do not go past toes), Walk briskly 30 secs.
9. High Knee Skipping 30 seconds, Walk briskly 30 secs.
10. Crunches for 60 seconds WALK to cool down
11. Stretch all muscle groups

CULMINATING GAMES / ACTIVITIES

Day 1

HORSE – One person will call a shot and will attempt it. Their partner will attempt the same shot. Whoever is farther from the goal gets a letter (H O R S E, etc). The winner is the person with the least amount of letters when HORSE gets spelled.

Day 2

Target Putting – Around the gym (or putting green) there will be targets set up for students to putt towards. Set the targets up at varying distances from the starting lines. On each target will be a point value (the farther away, the more points). Students will try to score as many points in the time allotted.

Day 3

Shooting onto the green from medium distances – From approximately 100 – 140 (depending on student's skill level) yards away students will practice shooting onto the green using 8 or 9 iron. Students will shoot five consecutive shots and their partners will record how many reach the green. Keep track of your total number of shots on the green.

Day 4

Long iron shots between the flags – Students will attempt to hit shots approximately 150 – 200 yards and land it in between the flags. The flags will be marking the fairway, and are designed to give the students a designed place to lay up their ball in a fairway. Partners are to observe the swing and also keep track of the highest consecutive shots hit between the flags.

Day 5

Teeing Up! – Students practice hitting tee shots onto the fairway (if no fairway, use flags to simulate a fairway). Have students score each of their shots. Scoring is as follows: 1 point for outer zone of flags, 1.5 points for medium zone of flags, 2 points for middle zone of flags, and divide yardage of drive by 100. Scores should range from 1 to 5.

Day 6

Chipping to targets – Using the string, make circles around the cup approximately 1 to 2 feet away from the next ring. Students will shoot from various spots around the cup. Chips will be awarded as follows: 10 chips for landing in the cup, 5 chips for the first circle around the cup, 4 chips for the next circle, etc. Students keep track of their total chips; the person with the most chips at the end of the activity wins the pot!

Day 7

HORSE Sand shots – Very similar to the HORSE played earlier, except the only shots students can take are from the sand. One person will call a shot and will attempt it. Their partner will attempt the same shot. Whoever is farther from the goal gets a letter (H O R S E, etc). The winner is the person with the least amount of letters when HORSE gets spelled.

Day 8

Discussion of strategy and rules – While walking the course (probably will walk through 3 – 5 holes), the teacher will be reviewing etiquette and covering strategy as they move from hole to hole. Rules will also be discussed at this time so students can play a hole through tomorrow.

Day 9

Play one hole through – Put the students in groups of 4. Treat this activity as if it were a real golf match. Students complete their own scorecard and turn it in at the end of the hole. If it is done correctly, 2 bonus points will be added to the quiz grade.

Day 10

Golf scramble – Students will play in groups of 3. Groups will stagger start on different holes. In a golf scramble each person takes a shot and the best shot/shot closest to the cup is where everyone shoots the next time. Once the green is reached, each student putts as if they were on their own. Each student will turn in a scorecard.

Day 11

9 Holes of golf – Students will play nine holes of golf (or as many as possible until class ends). All rules and etiquettes apply. Students are to fill out their own scorecard and turn it in when the class period ends. Teacher will be walking the courses checking to make sure students are following the rules and abiding by the etiquette they've been taught.

Day 12

Golf juggling – If time allows after the tests have been completed, give each student a golf club and a golf ball. Try and bounce the golf ball on the head of the club as many times in a row as you can.

TECHNOLOGY

Pedometers

Pedometers will be used and assessed at the end of each week. Students will be able to see how far they travel each day on the golf course. This will provide the teacher with another form of a fitness assessment. Pedometers will serve as a reminder for the students to keep moving throughout each class to increase their steps. At the end of each week, the teacher can take the class into a computer lab in the school and view the progress results with the students. Students will be required to wear pedometers every day in class.

Video Recorder/ TV

Students will be videoed taped individually. The students will be able to sit down with the teacher and analyze their swings. This will be the best visual aide for the students to increase the quality of their swing. After analyzing the videos, students can focus on certain parts of their swing during each class. Also the teacher will try and increase student's motivation to visit a local driving range and work on their swings.

RESOURCES

Indiana Department of Education. *School snap shot – West Lafayette Junior/Senior High School*. Retrieved from <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=8129>

Sports Fitness Advisor. *Lower Body Plyometric Exercises*. (2008). Retrieved from <http://www.sport-fitness-advisor.com/plyometricexercises.html>

www.Pecentral.org

Zakrajsek, D. (2005). *Quality Lesson Plans for Secondary Physical Education*. Carenes & Pettigrew.