

OPEN



TOOLS FOR TEACHING

GOLF

MIDDLE SCHOOL (6-8)

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TOOLS FOR TEACHING **GOLF** MIDDLE SCHOOL (GRADES 6-8)

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MODULE OVERVIEW

ABOUT THIS MODULE:

Introducing middle school students to golf brings with it opportunities for both physical and mental growth. As we embark on this exciting journey through the OPEN golf module, students will not only learn the fundamental techniques of putting and chipping, but they will also develop essential life skills such as patience, perseverance, and sportsmanship. Through engaging activities and structured lessons, students will discover the joys of mastering a new skill while fostering a lifelong appreciation for the game of golf and the importance of maintaining an active and healthy lifestyle. Join us as we tee off on a journey of discovery and enrichment, both on and off the green!

The activities within this module develop and reinforce responsible behaviors. All participants are given the opportunity to explore golf in a fun and engaging environment where everyone can feel successful. This allows students to build connections with their classmates that can extend beyond physical education.

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PRIORITY OUTCOMES:

Etiquette:

- Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities or games.
- Identifies the rules and etiquette for physical activities/games and dance activities.

Personal Challenge:

- Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks.

Social Interaction:

- Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.
- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

Working with Others:

- Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.
- Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.
- Uses communication skills and strategies that promote positive team/group dynamics.

SUGGESTED BLOCK PLAN

Lesson #	Activities	Suggested Academic Language
1	Instant Activity: Golf Bowling Golf Focus: Golf 301	Alignment, Etiquette, Grip, Stance, Putt, Accountability, Communication, Teamwork
2	Instant Activity: Top Golf Golf Focus: Bullseye	Chipping, Follow Through, Safety, Respect, Accuracy, Distance, Cooperation, Encourage
3	Instant Activity: R,P,S Victory Lap Golf Focus: Bucket Golf	Chipping, Follow Through, Par, Course
4	Instant Activity: G-O-L-F-E-R Golf Focus: Sink Holes	Duplicate, Target, Safety, Challenge, Strategy, Cooperation
5	Golf Focus: Putt Putt	Rules, Creativity, Communication



MATERIALS LIST

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QTY	NAME OF ITEM	USG ITEM #
18	Right Hand Club	1476086
6	Left Hand Club	1476087
3	Putting Cups (set of 6)	1137545
3	32" Putting Set (set of 6 Color My Class)	1345285
6	Portable Hitting Mat	1393595
1	Bucket Golf 6-Hole Set	1476082
1	Bucket Golf 9-Hole Set	1476083
4	Plastic golf balls (set of 6)	3199
3	Foam Balls (set of 6 Color My Class)	1181555
6	Spot Markers (set of 6 Color My Class)	1309973
3	Low Profile Cones (set of 12 Color My Class)	1255690
2	Gamecraft Mini Markerz (48-pack)	1256307
4	Slot Cones (set of 6)	1453543
1	24" Hoops (dozen)	1246087
1	36" Hoops (dozen)	1274646
3	Flat hoops (set of 12)	1257939
1	6-foot parachute (set of 6)	1242652
4	Handleless jump rope (set of 6)	1172539
3	Sling rings (set of 6)	1454879
3	Cones (18" set of 6 Color My Class)	1245875
3	Task Tents (set of 6)	1389878
2	Swim Noodles (set of 9)	1457042

Additional Instructional Resources

The following materials can be downloaded and printed for free from this module's landing page on OPENPhysEd.org.

NAME OF RESOURCE
Activity Plans
Academic Language Cards
Universal Design Adaptations
Academic Language Quiz
Holistic Performance Rubric



GOLF BOWLING

STUDENT TARGETS

- **Skill:** I will use proper grip and stance when putting.
- **Cognitive:** I will identify the basic rules and etiquette of golf.
- **Fitness:** I will stay actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will support teammates by communicating with respectful and encouraging language.

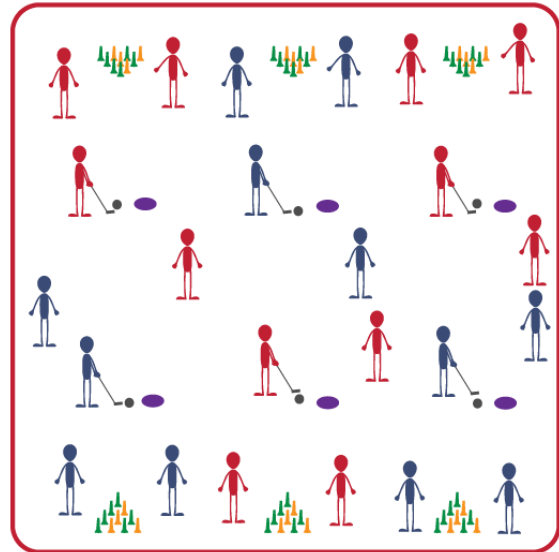
EQUIPMENT & SET-UP

Equipment:

- 1 club per 4-5 students
- 1 plastic golf ball per 4-5 students
- 1 spot marker per 4-5 students
- 10 Mini Markerz cones per 4-5 students

Set-Up:

- Create activity areas that are approximately 8-10 feet long.
- Set up the Mini Markerz cones like bowling pins (in a triangle) and place the spot marker about 8-10 feet away from the cones.
- Create groups of 4-5 students; each group begins by a spot marker with one club and one ball. Students will rotate through 4 roles: putter, pin setter, ball returner, and putter on deck.



ACTIVITY PROCEDURES

1. This activity is called Golf Bowling. The object of the game is to knock down as many of the cones as possible in two tries, just like traditional bowling.
2. Today we are going to work on putting. You will work with your team and rotate through 4 different team roles: putter, pin setter, ball returner, and putter on deck.
3. On the start signal, the putter will begin by the spot marker and putt the ball to try and knock down all of the pins (cones). If you knock them all down on the first try you get a score of 10. Just like in bowling, if you don't knock them all down on the first try you get a second attempt.
4. After the putter has completed their attempts, everyone will rotate to the next spot and the putter on deck now becomes the putter. You will continue to rotate through the 4 roles until everyone has had 10 attempts or time expires.
5. When you hear the stop signal, we will discuss our successes and challenges before we play again.

GRADE LEVEL PROGRESSION

- **Grade 6:** Play as described above.
- **Grades 7-8:** Increase the distance between the spot marker and the cones.

TEACHING CUES

- **Cue 1:** Stand with feet shoulder width apart.
- **Cue 2:** Align the face of the putter square to your target.
- **Cue 3:** Use a smooth and controlled "tick tock" motion when swinging.



GOLF BOWLING (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Alignment, Etiquette, Grip, Stance, Putt

PRIORITY OUTCOMES

Etiquette:

- Identifies the rules and etiquette for physical activities/games and dance activities.

Social Interaction:

- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

DEBRIEF QUESTIONS

- **DOK 1:** What does it mean to show etiquette during the game of golf?
- **DOK 2:** What are some golf rules that are related to golf etiquette?
- **DOK 3:** How can etiquette impact a person's success during golf?



TOP GOLF

STUDENT TARGETS

- **Skill:** I will use proper grip and stance when chipping.
- **Cognitive:** I will identify when chipping is used in golf.
- **Fitness:** I will stay actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will show respect for my teammates and follow safety protocols during the activity.

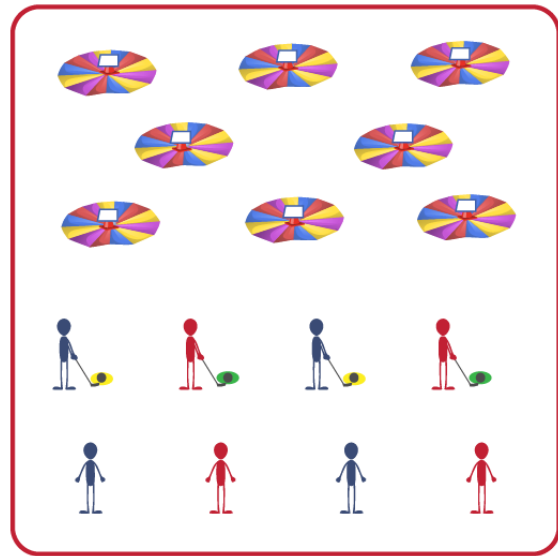
EQUIPMENT & SET-UP

Equipment:

- 1 club per 2 students
- 3 plastic golf balls per 2 students
- 1 spot marker per 2 students (or hitting mats)
- 6-foot parachutes
- 1 cone/task tent for each parachute

Set-Up:

- Arrange 6-foot parachutes in the middle of the activity space. Space them out so some are closer to and some are further away from where students will be hitting from. Identify the number of points for each parachute with a cone/task tent.
- Spread out spot markers (or hitting mats) on the perimeter of the parachutes.
- Create groups of 2 students; each group begins by a spot marker with one club and one ball.



ACTIVITY PROCEDURES

1. This activity is called Top Golf. The object of the game is to score as many points as possible by chipping the golf ball onto the targets (parachutes).
2. Today we are going to work on chipping. You will work with your partner to score points by chipping the golf ball onto the parachute targets. Each parachute is worth a different number of points, so you will need to decide which one you want to aim for.
3. On the start signal, one partner will attempt to chip the ball onto a parachute target. If the ball lands on a parachute and stays there, that is how many points you earned for your team. If the ball lands on a parachute but rolls off, you do not get any points for that attempt.
4. The partner will wait a safe distance behind the chipper, and then on my signal will go and retrieve the ball and bring it back to the spot marker. You will continue to rotate through the 2 roles until everyone has had 12 attempts or time expires.
5. *Teacher Note: Have a signal for all partners to retrieve the ball for their team at the same time to ensure students are not in the middle while other students are hitting toward the targets.*
6. When you hear the stop signal, we will all find a new partner before we play again.

GRADE LEVEL PROGRESSION

- **Grade 6:** Allow students to choose between putting and chipping toward the parachute targets.
- **Grades 7-8:** Play as described above.

TEACHING CUES

- **Cue 1:** Stand with feet closer than shoulder width apart and with the ball close to the back foot.
- **Cue 2:** Back swing letter L, follow through letter Y.
- **Cue 3:** Use soft hands on the club.



TOP GOLF (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Chipping, Follow Through, Safety, Respect

PRIORITY OUTCOMES

Etiquette:

- Identifies the rules and etiquette for physical activities/games and dance activities.

Social Interaction:

- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

DEBRIEF QUESTIONS

- **DOK 1:** How does chipping differ from putting?
- **DOK 2:** What are some scenarios in golf when chipping would be used?
- **DOK 2:** What were things you needed to consider to stay safe during the Top Golf activity today?



BUCKET GOLF

STUDENT TARGETS

- **Skill:** I will focus on accuracy and distance when chipping a golf ball.
- **Cognitive:** I will identify ways to chip for accuracy and distance.
- **Fitness:** I will stay actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will use positive self-talk and encouraging language with my partner during Bucket Golf challenges.

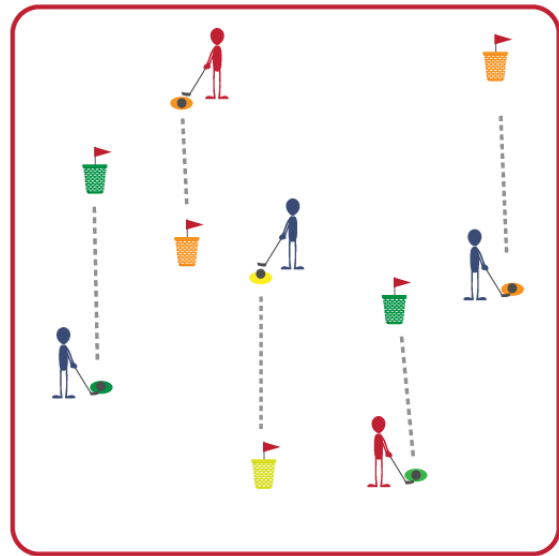
EQUIPMENT & SET-UP

Equipment:

- Bucket Golf 6-Hole or 9-Hole Set
- 1 club and one plastic golf ball per 2 students
- 1 spot marker per 2 students (or hitting mats) if indoors

Set-Up:

- Set up the Bucket Golf course so that each hole is 10-20 feet in distance from the tee box to the bucket. Buckets are pinned to the ground using the flag sticks; you can use a gymnastics mat (pin goes in the seam) to pin the buckets indoors.
- Design the course so the end of each hole is where the next hole begins.
- Create groups of 2 students; each pair begins by a tee box with a club and a ball.



ACTIVITY PROCEDURES

1. This activity is called Bucket Golf. The object of the game is to keep your score as low as possible. This happens by chipping the ball into the bucket or needing as few hits as possible to get to the bucket.
2. Every hole in Bucket Golf is a par 3, which means you have 3 shots to get to the bucket to get a par for that hole. Hitting any part of the bucket will end the hole, but chipping into the bucket subtracts one stroke off your score for that hole. For example, if you hit the outside of the bucket on your third shot your score would be a 3 for that hole. If you hit the ball into the bucket on your third shot, your score would be a 2 for that hole.
3. On the start signal, one partner will attempt to chip the ball into the bucket. Once they have hit the ball into the bucket or hit any part of the bucket, you will determine their score and switch roles. Once both of you have completed that hole, you will move on to the next one. All of the tee boxes have numbers to help guide you from one hole to the next as you complete the course.
4. When you hear the stop signal, we will all find a new partner before we play again.

GRADE LEVEL PROGRESSION

- **Grade 6:** Allow students to choose between putting and chipping.
- **Grades 7-8:** Play as described above. You can increase the distance between the tee box and the bucket to be 20-40 yards if space allows.

TEACHING CUES

- **Cue 1:** Stand with feet closer than shoulder width apart and with the ball close to the back foot.
- **Cue 2:** Back swing letter L, follow through letter Y, and use soft hands on the club.
- **Cue 3:** Stay safe by ensuring you are a safe distance from anyone else before you swing the club.



BUCKET GOLF (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Chipping, Force, Follow Through, Par, Course

PRIORITY OUTCOMES

Etiquette:

- Identifies the rules and etiquette for physical activities/games and dance activities.

Social Interaction:

- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

DEBRIEF QUESTIONS

- **DOK 1:** What are some strategies that can help with accuracy in golf?
- **DOK 1:** What are some strategies that can help with hitting the ball the correct distance to get close to the hole?
- **DOK 2:** Sometimes golf can be a challenging activity. What are some examples of positive self-talk or encouraging language that you experienced or observed during the activity?



BULLSEYE

STUDENT TARGETS

- **Skill:** I will focus on accuracy and distance when putting a golf ball.
- **Cognitive:** I will identify strategies to putt for accuracy and distance.
- **Fitness:** I will stay actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will demonstrate safe and cooperative behaviors during the activity.

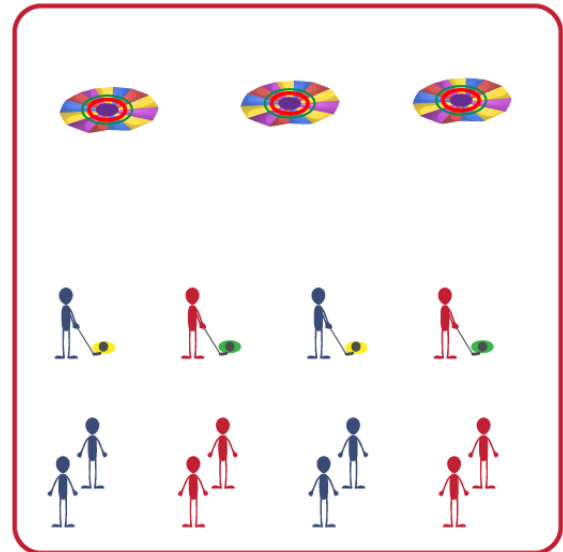
EQUIPMENT & SET-UP

Equipment:

- 1 plastic golf ball per student
- 1 club per 3-4 students
- 1 spot marker per 3-4 students (or hitting mat)
- 1 6-foot parachute, flat hula hoop, sling ring, and spot marker to create the course per 3-4 students

Set-Up:

- Set up Bullseye course so that it is 10-20 feet from the spot marker or hitting mat. Bullseye course has a parachute flat on ground, with a flat hula hoop, sling ring, and spot marker in the center of it. Identify how many points are associated with each zone.
- Teacher Note: you can use FloormarX as another option to draw/set up target zones if used indoors on gym floor.
- Create groups of 3-4 students; each group by a spot marker (or hitting mat) with a club and plastic balls (different ball color for each group member if possible).



ACTIVITY PROCEDURES

1. This activity is called Bullseye. The object of the game is to putt your golf ball to land in one of the Bullseye zones.
2. Every bullseye course has 4 zones, ranging from 2-5 points. If you putt your ball into a bullseye zone, you receive the points associated with that zone. Your teammates will assist with identifying your points after each putt and helping retrieve the ball before the next putter takes their turn.
3. On the start signal, one partner will attempt to putt the ball into the bullseye course. Once they have attempted their putt, you will determine their score, retrieve the ball, and switch roles. You will continue taking turns putting and accumulating points until time expires. The student with the most points before the time expires wins!
4. When you hear the stop signal, the student with the highest points will stay and everyone else will rotate clockwise to the next course before we play again.

GRADE LEVEL PROGRESSION

- **Grade 6:** Play as described above. You can increase the distance between tee and bullseye course if space allows.
- **Grades 7-8:** Allow students to choose between putting and chipping.

TEACHING CUES

- **Cue 1:** Stand with feet shoulder width apart.
- **Cue 2:** Align the face of the putter square to your target.
- **Cue 3:** Use a smooth and controlled “tick tock” motion when swinging.



BULLSEYE (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Accuracy, Distance, Cooperation, Encourage

PRIORITY OUTCOMES

Etiquette:

- Identifies the rules and etiquette for physical activities/games and dance activities.

Social Interaction:

- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

DEBRIEF QUESTIONS

- **DOK 1:** What are some strategies that can help with accuracy in golf?
- **DOK 2:** What are some adjustments that can help if the ball lands in front of the target? If it lands past the target?



G-O-L-F-E-R

STUDENT TARGETS

- **Skill:** I will use proper grip and stance when putting or chipping.
- **Cognitive:** I will discuss strategies to help cope when facing challenges.
- **Fitness:** I will remain focused and stay actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will use positive and encouraging words with my partner.

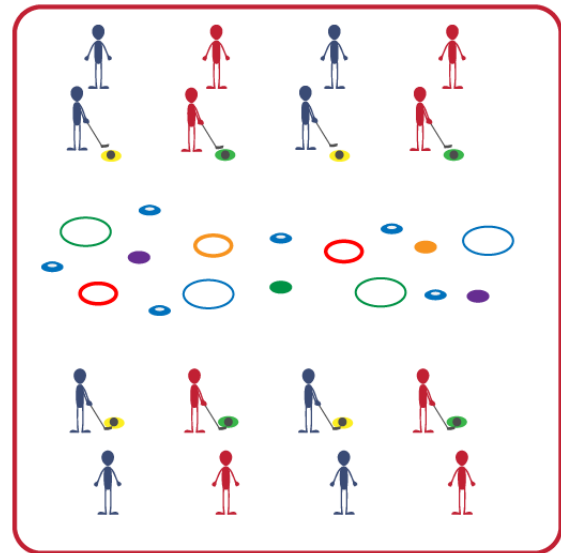
EQUIPMENT & SET-UP

Equipment:

- 1 club per 2 students
- 1 plastic golf ball per 2 students
- 1 spot marker per 2 students
- Color My Class set of hula hoops
- 6-12 flat hoops
- Putting Cups

Set-Up:

- Spread out hula hoops, flat hoops, and putting cups in the middle of activity space. Space them out so some are closer to and some are further away from where students will be hitting from.
- Spread out spot markers where students will hit from on the perimeter of the targets.
- Create pairs of 2 students; each group begins by a spot marker with one club and one plastic golf ball.



ACTIVITY PROCEDURES

1. This activity is called G-O-L-F-E-R. The object of the game is to make golf shots that your partner is unable to duplicate so they earn all 6 letters of G-O-L-F-E-R before you do.
2. Today's activity is played like the game of H-O-R-S-E in basketball. You and your partner will play Rock, Paper, Scissors to determine who will go first.
3. On the start signal, one partner will attempt to hit the ball into the target of their choice. They must identify the target they are aiming for prior to attempting the shot (e.g., red hoop, blue putting cup). If the ball lands in the target that was chosen prior to the shot, the other partner must now attempt the exact same shot. If they are not able to duplicate the shot made by their partner, they will receive one letter of the word G-O-L-F-E-R.
4. You will continue to rotate until someone has all letters of G-O-L-F-E-R or time expires.
5. *Teacher Note: Have a signal for all students to retrieve the ball for their team at the same time to ensure students are not in the middle while other students are hitting toward the targets.*

GRADE LEVEL PROGRESSION

- **Grade 6:** Play as described above. Allow students to choose between putting and chipping toward the parachute targets.
- **Grades 7-8:** Move the spot markers to increase the distance students are hitting from.

TEACHING CUES

- **Cue 1:** Apply cues for putting and/or chipping.
- **Cue 2:** Use positive and encouraging language with your partner.
- **Cue 3:** Wait for teacher's signal to retrieve the ball.



G-O-L-F-E-R (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Duplicate, Target, Safety, Patience, Challenge

PRIORITY OUTCOMES

Personal Challenge:

- Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks.

Working with Others:

- Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.

DEBRIEF QUESTIONS

- **DOK 1:** Did you or your partner face any challenges during the activity today?
- **DOK 2:** If you or your partner were struggling make a successful shot, what are some things that could make coping with those challenges easier?
- **DOK 3:** How does being able to cope in a positive way with challenges, or a lack of success, impact someone's willingness to continue playing golf? Why?



GOLF 301

STUDENT TARGETS

- **Skill:** I will hit a golf ball to a target for accuracy, distance, and power.
- **Cognitive:** I will identify ways to be accountable for my words and actions.
- **Fitness:** I will stay actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will show respect for my teammates and follow safety protocols during the activity.

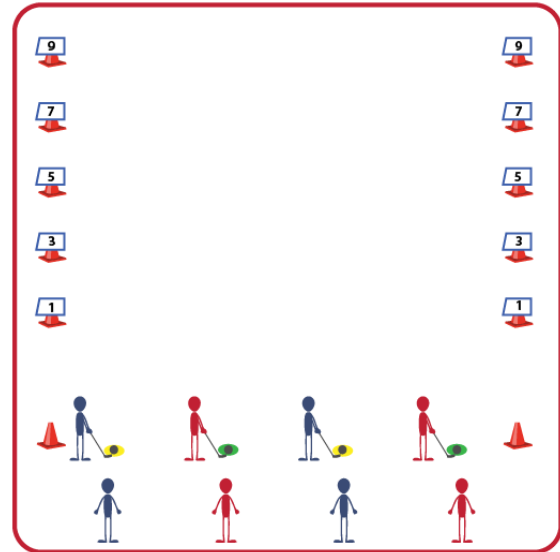
EQUIPMENT & SET-UP

Equipment:

- 1 club per 2 students
- 1 plastic golf ball per 2 students
- 1 spot marker per 2 students (or hitting mats)
- 12 large cones (for starting line, and to delineate each point zone)
- 5 medium cones & task tents

Set-Up:

- Use large cones to create a starting line for students to hit from, and to delineate each point zone. Point zones are 1, 3, 5, 7, and 9 points. Identify the number of points for each zone with a cone/task tent (zone 1 closest to starting line).
- Create pairs of 2 students; each pair begins behind the starting line with a club and a plastic golf ball.



ACTIVITY PROCEDURES

1. This activity is called Golf 301. The object of the game is to get your score down to "0" before time expires.
2. Each pair begins with 301 points. You will work with your partner to putt or chip the golf ball into one of the point zones. Each zone is worth a different number of points, so you will need to decide which one you want to aim for. If your ball successfully lands in a point zone, you will deduct that many points from your score until your team gets to "0" points.
3. On the start signal, one partner will attempt to putt or chip the ball into a point zone. If the ball lands in a point zone and stays there, you deduct that many points from your score and switch roles.
4. On my signal, the hitter will go and retrieve the ball and bring it back to their partner. You will continue to rotate until you get to "0" points or time expires.
5. *Teacher Note: Have a signal for all partners to retrieve the ball for their team at the same time to ensure students are not in the middle while other students are hitting toward the zones.*
6. When you hear the stop signal, we will all find a new partner before we play again.

GRADE LEVEL PROGRESSION

- **Grade 6:** Play as described above.
- **Grades 7-8:** Have students play individually, and multiply their points by 2 before they subtract them from 301.

TEACHING CUES

- **Cue 1:** Apply cues for putting and/or chipping.
- **Cue 2:** Use positive and encouraging language with your partner.
- **Cue 3:** Wait for teacher's signal to retrieve the ball.



GOLF 301 (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Accountability, Communication, Distance, Teamwork

PRIORITY OUTCOMES

Etiquette:

- Identifies the rules and etiquette for physical activities/games and dance activities.

Social Interaction:

- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

DEBRIEF QUESTIONS

- **DOK 1:** How would you describe being accountable for your words and actions?
- **DOK 2:** Why is it important to be accountable with your teammates?
- **DOK 3:** Describe how you could communicate in a positive and respectful way with a teammate who you feel isn't owning their responsibilities.



SINK HOLES

STUDENT TARGETS

- **Skill:** I will participate in friendly golf competitions and team events.
- **Cognitive:** I will discuss ways cooperation can lead to success.
- **Fitness:** I will remain focused and stay actively engaged throughout the activity.
- **Personal & Social Responsibility:** I will use positive and encouraging words with my partner.

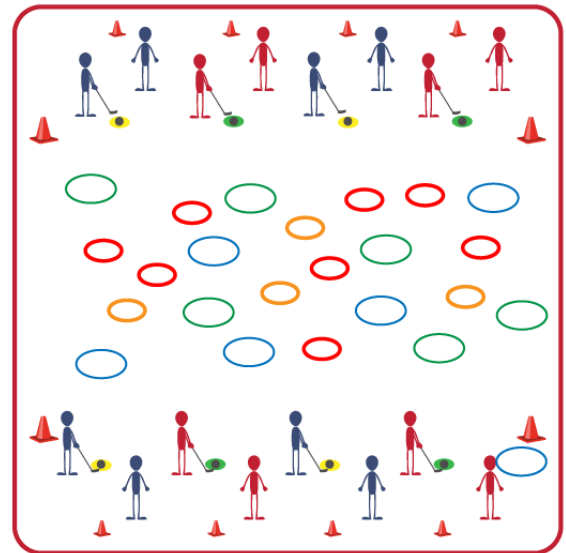
EQUIPMENT & SET-UP

Equipment:

- 1 club per 2 students
- 1 plastic golf ball per 2 students
- 1 spot marker and 1 small cone per 2 students
- 12 hula hoops
- 12 sling rings
- 4 large cones for boundaries

Set-Up:

- Set up 4 large cones as boundaries and scatter hula hoops and sling rings in the middle of activity space. Space them out so some are closer, and some are further away from where students will be hitting from.
- Spread out spot markers where students will hit from outside of the boundary cones.
- Create pairs of students. Each pair by a spot marker with one club and one plastic golf ball. Small cone is placed a safe distance behind the spot marker.



ACTIVITY PROCEDURES

1. This activity is called Sink Holes. The object of the game is to make golf shots in order to eliminate and collect the “sink holes” for your team.
2. You and your partner will play Rock, Paper, Scissors to determine who will go first.
3. On the start signal, one partner will attempt to hit the ball into the target of their choice. If their ball goes into a hoop or sling ring, you have eliminated that sink hole and will bring the hoop/sling ring back to your team’s spot marker and place it around the small cone.
4. *Teacher Note: Have a signal for students to retrieve their balls (and hoops) at the same time to ensure students are not in the middle while other students are hitting toward the targets.*
5. Students continue to rotate until all of the sink holes are eliminated, or time expires.

GRADE LEVEL PROGRESSION

- **Grade 6:** Play as described above. Allow students to choose between putting and chipping toward the targets.
- **Grades 7-8:** Move the spot markers to increase the distance students are hitting from.

TEACHING CUES

- **Cue 1:** Apply cues for putting and/or chipping.
- **Cue 2:** Use positive and encouraging language with your partner.
- **Cue 3:** Wait for teacher’s signal to retrieve the ball and hoop targets.



SINK HOLES (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase/decrease the activity space as needed.
- **UDL 2:** Use modified equipment as needed.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Target, Safety, Strategy, Cooperation

PRIORITY OUTCOMES

Personal Challenge:

- Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks.

Working with Others:

- Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.

DEBRIEF QUESTIONS

- **DOK 1:** What is a strategy?
- **DOK 2:** Share a strategy your team used and if it was successful.
- **DOK 3:** How are teamwork and cooperation related to successfully executing a strategy? Give specific examples.



PUTT PUTT

STUDENT TARGETS

- **Skill:** I will apply Golf skill cues and strategies to the development of a putt putt hole.
- **Cognitive:** I will discuss the importance of cooperation.
- **Fitness:** I will remain focused and actively engaged during development and while playing putt putt holes developed by other teams.
- **Personal & Social Responsibility:** I will use positive and encouraging words with my team.

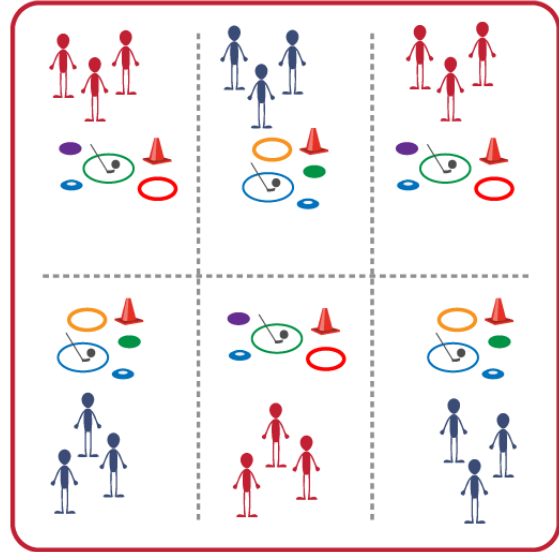
EQUIPMENT & SET-UP

Equipment:

- Variety of equipment requested by each team (e.g., golf clubs, plastic golf balls, spot markers, cones, putting cups, etc.)
- Create a Putt Putt Hole Worksheet for each group

Set-Up:

- Each group should have a designated area for creation of a putt putt hole. At the end of the development process, the putt putt holes from each team should be spaced in order to be played together as one large course.
- Create groups of 2-3 students. Each group will complete the Create a Putt Putt Hole Worksheet at the beginning of class.



ACTIVITY PROCEDURES

1. It's time for the students to become the teacher! This activity is called Putt Putt, and each team will develop their own unique putt putt hole. Each team will also present their creation to the rest of the class so we can all play the entire course!
2. Each team will use the Create a Putt Putt Hole Worksheet as a guide. Once you have the chart filled in, your group will play the hole that you created.
3. After you have experienced the putt putt hole with your team, discuss if you want to make any changes to the rules, equipment, etc. before you demonstrate your putt putt hole to the other teams.
4. On the stop signal, each team will demonstrate the hole they created for the class and then we will rotate around and play each of the putt putt holes created as a course.

GRADE LEVEL PROGRESSION

- **Grade 6:** Play as described above.
- **Grades 7-8:** Have students complete a peer evaluation of the putt putt holes created by each team. They should rank the difficulty, the creativity, and the number of strokes needed for par.

TEACHING CUES

- **Cue 1:** Be an active listener during group discussions.
- **Cue 2:** Be open to ideas from your teammates.
- **Cue 3:** Be creative and have FUN!
- **Cue 4:** Use the worksheet to ensure you are addressing all development considerations and requirements.



PUTT PUTT (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Ensure any assistive technology that is needed is available on the day of this activity.
- **UDL 2:** Provide equipment of different sizes, textures, and weights.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.

ACADEMIC LANGUAGE

Rules, Respect, Creativity, Communication

PRIORITY OUTCOMES

Personal Challenge:

- Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks.

Working with Others:

- Uses communication skills and strategies that promote positive team/group dynamics.

DEBRIEF QUESTIONS

- **DOK 1:** What is something you found challenging about creating your own putt putt hole?
- **DOK 2:** How did your team communicate and work through making a final decision if there were multiple ideas being shared in the beginning of the conversation?



SAMPLE LESSON PLAN

FOCUS OUTCOMES	<p>Etiquette:</p> <ul style="list-style-type: none"> Identifies the rules and etiquette for physical activities/games and dance activities. <p>Social Interaction:</p> <ul style="list-style-type: none"> Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.
LESSON TARGETS	<ul style="list-style-type: none"> Skill: I will hit a golf ball to a target for accuracy, distance, and power. Cognitive: I will identify the basic rules and etiquette of golf. Fitness: I will stay actively engaged throughout the activity. Personal & Social Responsibility: I will support teammates by communicating with respectful and encouraging language.
ACADEMIC LANGUAGE	<ul style="list-style-type: none"> Alignment, Etiquette, Grip, Stance, Putt, Accountability, Communication, Teamwork
SELECTED ASSESSMENT	<ul style="list-style-type: none"> DOK Questions

LESSON MAP

	TRANSITION NOTES	ACTIVITY NAME	DEBRIEF
1 Instant Activity	Have equipment needed for both activities on the perimeter of activity space for easy access. For Golf Bowling, create groups of 4-5 students and assign each student with their starting role.	Golf Bowling	<ul style="list-style-type: none"> DOK 1: What does it mean to show etiquette during the game of golf? DOK 2: What are some golf rules that are related to golf etiquette? DOK 3: How can etiquette impact a person's success during golf?
2 Learning Task	Create pairs of 2 students. Set up point zones and the starting line and identify point zones with a cone/task tent in each one. Students can choose their club and ball from perimeter while point zones are being set up.	Golf 301	<ul style="list-style-type: none"> DOK 1: How would you describe being accountable for your words and actions? DOK 2: Why is it important to be accountable with your teammates? DOK 3: Describe how you could communicate in a positive and respectful way with a teammate who you feel isn't owning their responsibilities.
3 Assessment	Students will find a shoulder partner and discuss each of the DOK questions from the 2 activities.	<ul style="list-style-type: none"> DOK Questions 	

ACCOUNTABILITY

(noun)

The quality of being responsible for your actions and words.

Joseph held himself **accountable** to his team when he lost focus during the activity.



ACCURACY

(noun)

The quality of being correct, precise, or on target.

Harry made time to practice so he could improve his putting **accuracy**.



ALIGNMENT

(noun)

The correct or appropriate relative positions.

Danny was focused on his **alignment** to the target while putting.



CHALLENGE

(noun)

Something that presents difficulty and requires effort to master or achieve.

The accuracy required for success in golf can sometimes be a **challenge** for people who have never played before.



CHIPPING

(verb)

A low shot that is typically played when close to the green; used to get ball started before it rolls out on the green towards the hole like a putt.

Kendra determined that **chipping** was the best option for her next shot because of how close she was to the green.



COMMUNICATION

(noun)

The exchange of information from one person or group to another.

Coach Johnson gave the class helpful feedback about how they can improve their teamwork and **communication**.



CONTROL

(verb)

To manage or regulate the movement or actions of something.

You need to **control** the force of your swing to help with accuracy of your shot.



COOPERATION

(noun)

The process of working together for a common goal or outcome.

Julius and Drew knew that **cooperation** was important if their team wanted to complete the task.



CREATIVITY

(noun)

The ability to generate, evaluate, and refine ideas, alternatives, or possibilities.

Thomas enjoyed getting to use his **creativity** when coming up with unique ways to use equipment for the putt putt hole.



DISTANCE

(noun)

An amount of space between two things or people.

Cammy estimated the **distance** between the tee and the hole very well and made a hole in one.



DUPLICATE

(noun)

Two things that are exactly alike; to make an exact copy of a movement.

Sam was able to **duplicate** Josh's movements during the activity.



ENCOURAGE

(verb)

To offer support, confidence, or hope to someone else.

Marcus **encouraged** Lisa to complete one more attempt at the putt.



ETIQUETTE

(noun)

The set of customary or acceptable behaviors among members of a group or in a specific setting.

Both teams displayed proper **etiquette** through their sportsmanship and adherence to the spirit of the game.



FORCE

(noun)

**An influence of energy/strength that changes the motion of an object or produces movement of a stationary object.
[Force = Mass X Acceleration].**

Bethany attempted to use more **force** when putting the ball.



FOLLOW THROUGH

(verb)

To continue moving after an object has been kicked, struck, or thrown.

Follow through during your putts so that your form is consistent and repetitive.



GRIP

(verb)

To hold something.

My shots are more accurate when I **grip** the golf club using the cues we learned in physical education class.



PAR

(noun)

The number of strokes a skilled golfer is expected to take to complete a hole.

This hole is a **par** 4 and should take four strokes to get the ball in the hole.



PUTT

(verb)

To hit a golf ball so that it rolls along the ground toward the hole.

Every time Henry looks to **putt** the ball, he is focused on the distance in order to use the right amount of force.



RESPECT

(verb)

To appreciate someone or something as a result of their abilities, qualities, or achievements.

I **respect** my teammates because they come to class and work hard to improve.



RULES

(noun)

A set of understood laws or commands that keep a space or activity under control.

The **rules** of golf are important to follow so that the game is played fairly and with integrity.



SAFETY

(noun)

The condition of being protected against physical, social, and emotional harm.

During physical education class, John follows all rules related to **safety** so that no one will get hurt.



STRATEGY

(noun)

A plan of action for achieving a goal.

The team's **strategy** was working really well, and they were able to complete the challenge.



TARGET

(noun)

An object selected as the aim of attention or attack.

The bucket golf **target** allows a golfer to putt or chip to complete the hole.



TEAMWORK

(noun)

The combined action and effort of a group of people working toward a goal or purpose.

Taylor and her partner displayed excellent **teamwork** during the activity.





UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet every need, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design for Learning considerations intended to serve as baseline recommendations for inclusive learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area. The table below offers considerations to move us closer to the ideal of Universal Design for Learning.

Universal Design for Learning Considerations for Golf

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> • Provide equipment of different sizes, colors, and weights (e.g., plastic golf balls, foam golf balls) • Place a buzzer on the hole or target • Make target larger • Provide assistive technology as needed to ensure activity is inclusive for all • Use bright and colorful floor markers or signs to help students identify task cards or directions 	<ul style="list-style-type: none"> • Minimize or eliminate scoring and focus on each individual success or learning opportunity • Allow for peer partner or group assistance if needed • Allow for rolling instead of striking with a golf club • Allow extra strokes if needed • Increase/decrease the size of the activity area 	<ul style="list-style-type: none"> • Create activity areas with plenty of space for student movement and that <u>do not</u> put students on “center stage” to perform in front of their peers • Allow area within activity space where students can participate seated vs. standing • Allow for use of noise cancelling headphones if students have difficulty with loud noises or environments 	<ul style="list-style-type: none"> • Use visual demonstrations with verbal instruction • Display diagrams and visual instructions whenever possible • Provide hand-over-hand assistance when necessary • Use auditory and visual start/stop signals • Allow for peer partners to assist with visual instructions and activity participation if needed

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.)*. Champaign, IL: Human Kinetics.



Academic Language Quiz

Choose the vocabulary word that best matches the definition.

NAME:

DATE:

<p>1</p>	<p>The quality of being responsible for your actions and words.</p> <ul style="list-style-type: none"> a. Advantage b. Accountability c. Communication d. Cooperation 	<p>2</p>	<p>Something that presents difficulty and requires effort to master or achieve.</p> <ul style="list-style-type: none"> a. Compete b. Anticipate c. Challenge d. Putt
<p>3</p>	<p>The ability to generate, evaluate, and refine ideas, alternatives, or possibilities.</p> <ul style="list-style-type: none"> a. Creativity b. Cooperation c. Encouragement d. Strategy 	<p>4</p>	<p>The set of customary or acceptable behaviors among members of a group or in a specific setting.</p> <ul style="list-style-type: none"> a. Target b. Safety c. Teamwork d. Etiquette
<p>5</p>	<p>To hit a golf ball so that it rolls along the ground towards the hole.</p> <ul style="list-style-type: none"> a. Putt b. Chip c. Par d. Target 	<p>6</p>	<p>The combined action and effort of a group of people working toward a goal or purpose.</p> <ul style="list-style-type: none"> a. Compete b. Teamwork c. Tracking d. Partner
<p>7</p>	<p>A plan of action for achieving a goal.</p> <ul style="list-style-type: none"> a. Etiquette b. Challenge c. Communication d. Strategy 	<p>8</p>	<p>An object selected as the aim of attention or attack.</p> <ul style="list-style-type: none"> a. Pass b. Target c. Stroke d. Putt



Create a Putt Putt Hole Worksheet

Your team is taking over as the teacher! You will create a putt putt golf hole. Please be prepared to teach and demonstrate the hole to the other students in your class.

Development Considerations:

- What type of putt putt hole do you want to create?
- What equipment will you need?
- How will teams or groups be determined?
- What are the rules? You must include a minimum of 4 rules.
- How many strokes will be needed?

Complete the chart below:

Name of Putt Putt Hole	
Equipment Needed	
Rules	1. Must have a tee area.
	2. Must need at least 3 strokes.
	3. Must use at least 3 different pieces of equipment.
	4. Must include at least one hazard.
	5.
	6.
Par (maximum number of strokes to complete hole)	

Visual of Putt Putt Hole Created:



TEACHER SELF-REFLECTION GUIDE

Teaching Dates of Module:	School Year:
General Comments / Notes for Planning Next Year's Module	
<ul style="list-style-type: none"> ✓ Comment 1 ✓ Comment 2 ✓ Comment 3... 	
Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Self-Rating with Rationale	
Choose One:	
Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
Provide rationale:	
<ul style="list-style-type: none"> ✓ Evidence 1 ✓ Evidence 2 ✓ Evidence 3 	