



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.

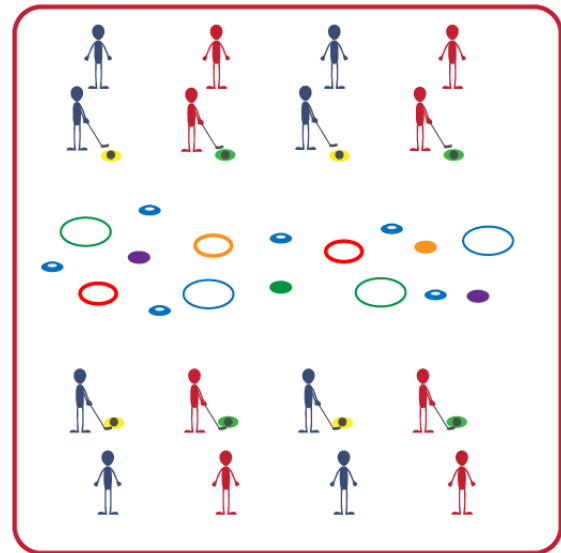
EQUIPMENT & SET-UP

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?