



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.

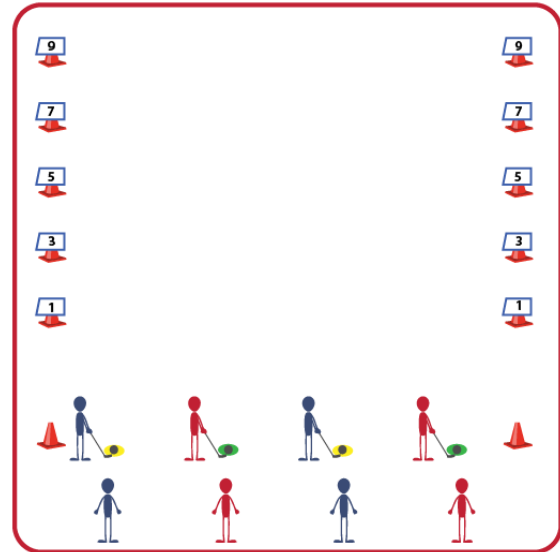
EQUIPMENT & SET-UP

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.