



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.

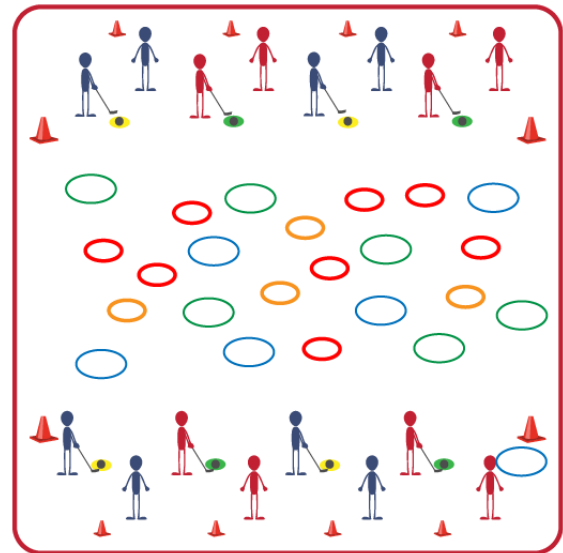
EQUIPMENT & SET-UP

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.