

LESSON PLAN: TRI GOLF: YEAR 1: WEEK 2

LESSON OBJECTIVE: Learn how to play golf without equipment.

LESSON

WARM UP (10 MINS)

Re-Cap on Course Awareness:

Lay out different areas of a golf course using colour coded cones:

- Bunker – Yellow cones
- The Green – Green Cones
- Water – Blue Cones
- Tees – Red cones
- ▶ Holes – Place flags

Call out each area and pupils have to run and stand in that area.

MAIN LESSON (20 MINS)

Keeping the cones and flags out from the warm up add a hoop over the flags. Split the class into groups and ask them to line up behind a tee. Individually the pupils have to choose a hole and see how many rolls it takes for them to stop the ball in a hoop. Once they hit the target they go back to the tee and to the back of the group. Rotate the groups round so they have a go from each of the tees. Ensure each group picks a different hoop for each tee.

GAME/COMPETITION (15 MINS)

Complete the task above again, but this time a member of the group must count how many rolls it takes for each pupil to roll the ball into a target. The lowest scored group, wins!

EQUIPMENT

- Balls
- Flags
- Cones

KEYWORDS

- Bunker
- Green
- Water
- Tees
- Holes

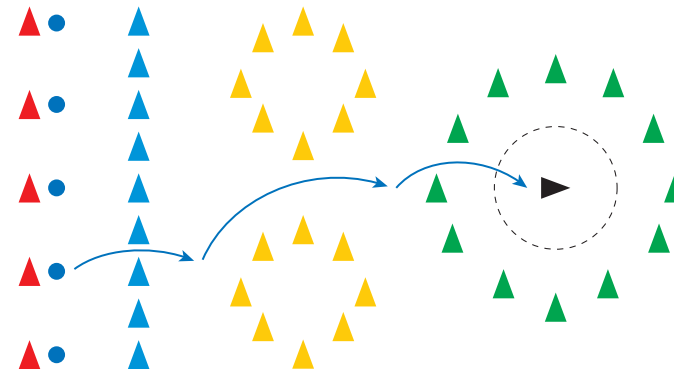
DIFFERENTIATION

LESS ABLE

Don't count how many shots it takes to hit the target.

MORE ABLE

Set a shot limit for each target.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	3	Can they roll the ball with some accuracy to a high ability?
	2	Can they roll the ball with a certain degree of control?
	1	Can they roll the ball, but to a low ability?
Tactics, Rules & Teamwork	3	Works in a team & demonstrates rolling a ball & also shows understanding of different areas of the course
	2	Can work in a team & understands where different areas of a golf course are.
	1	Starts communicating within a team.
Show & Link	3	Can they link the skills : rolling a ball into a hoop to a high ability?
	2	Can they show and link : rolling a ball into a hoop with some accuracy?
	1	Show how to roll a ball underarm.
Describe Ways to Improve	3	Are able to describe and improve performance.
	2	Are able to describe performance.
	1	Are able to see differences in performance against a simple model.
Fitness & Health	3	Shows a solid understanding of why physical activity has health benefits.
	2	Has some knowledge of why physical activity has health benefits.
	1	Has little knowledge of why physical activity has health benefits.