

# LESSON PLAN: TRI GOLF: YEAR 6: WEEK 3

**LESSON OBJECTIVE:** To focus on power and accuracy when using the chipper.

## WARM UP (10 MINS)

Place pupils into pairs and scatter all of the cones around the area. Using the putter pupils take in turns to try and hit as many cones as they can in 2 minutes. When a cone is hit they go and collect it. The pair with most cones at the end wins.

## MAIN LESSON (20 MINS)

Discuss the chipper.

**Question:** What's the difference between the putter and chipper?

In pairs, using the chipper the class challenge each other to see who can hit the ball the furthest. The ball must leave the floor and tees can be used.

Using cones create 3 fences, 1 line of blue cones for water, 1 line of yellow for a bunker and 1 line of green cones for the green. The aim is for groups to chip the ball over each fence without touching the different areas.

**Question:** Can you get the ball to land in each area?

**Develop:** Move the lines closer together, this makes power and accuracy essential.

## GAME/COMPETITION (15 MINS)

Using hoops, place them randomly around an area, in the same pairs, the aim is to chip the ball and get as close to the hoops as possible. The group furthest away is out. Last group remaining wins.

## EQUIPMENT

- Chippers
- Putters
- Balls
- Cones
- Flags

## KEYWORDS

- Target
- Accuracy
- Decisions

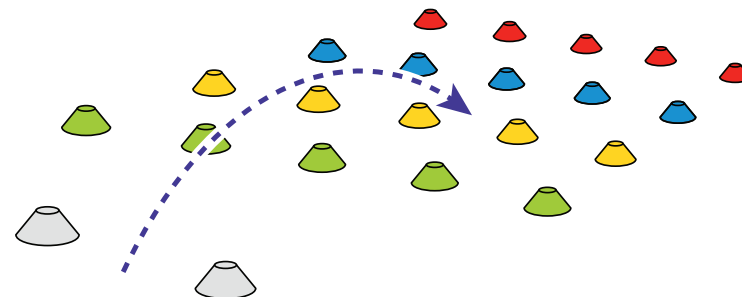
## DIFFERENTIATION

### LESS ABLE

- Fences don't affect them and they can just focus on getting ball off the floor.

### MORE ABLE

- Area chosen for them to get the ball to land.



# ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	8	Can they perform chipping showing high ability with use of elevation of the ball?
	7	Can they perform chipping showing a certain degree of control?
	6	Can they perform chipping with very little control?
Tactics, Rules & Teamwork	8	Works with their partner & demonstrates knowledge & understanding of the task.
	7	Can work with a partner & understands the task set.
	6	Starts communicating with a partner.
Show & Link	8	Can they link: a perfect swing when chipping showing elevation of the ball?
	7	Can they show and link: some of skills required to perform chipping?
	6	Show they can chip the ball.
Describe Ways to Improve	8	Are able to describe and improve performance.
	7	Are able to describe performance.
	6	Are able to see differences in performance against a simple model.
Fitness & Health	8	Shows a solid understanding of why physical activity has health benefits.
	7	Has some knowledge of why physical activity has health benefits.
	6	Has little knowledge of why physical activity has health benefits.