

Golf Unit



Student Teaching

Northern Lincoln Elementary

TCWS
8/10

Unit Plan for Student Teaching in Physical Education

2nd - 5th Grade

Primary Goal:

NASPE: Standard #2- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

This unit will provide the students with the opportunity to engage in a lifetime sport. Golf is played by both men and women of all ages, ethnicity, and socioeconomic status. Introducing golf at a young age will help expose the students to something new and may allow for them to further their interest in the sport. This unit focuses on the short game aspect of golf and the skill/technique of putting. A mini golf course is created to allow for students to use a variety of strategies and tactics associated with putting. This unit will allow for students to become exposed to new activities outside of school whether it's going to a mini golf course or playing an eighteen hole round.

RIPTS: Standard #5- Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.

During this unit students are given a variety of instructional opportunities to develop critical thinking, problem solving, performance skills, and literacy across content areas. During this unit students will be using score cards to keep track of the points they are receiving. This will require the students to use their math skills in order to receive a total. Also during the unit students will be introduced to a variety of golf courses around the world. A map will be hung on the wall with each golf course's location. The students will also be exposed to fun facts about each golf course including how much it costs to play their and how many members the golf course has. The students will also be given the opportunity to develop critical thinking and problem solving skills during the mini golf course. The students will first experience one or two holes of the golf course without any explanation on how to be successful. The students will

then be asked how they were able to be successful at the hole and what were the different strategies they used. Throughout the course each hole will have a different level of difficulty. The students must be able to use these skills to be successful at each hole.

General Behavioral Objectives

A. Affective

Students will be able to follow all proper golf etiquette throughout the unit.

During the unit, students will be able to act responsibly regarding set up, participation, and clean up.

B. Cognitive

Students will be able to recite the proper cues for the golf putt by the end of the unit.

As a result of the unit, students will be able to design strategies on putting the golf ball around obstacles throughout a mini golf course.

C. Psychomotor

By the end of the unit, students will be able to demonstrate the golf putt by using the proper cues.

Students will be able to distinguish the amount of force needed to putt the golf ball as close to the hole as possible.

General Equipment

1 large target, golf clubs, plastic golf balls, rubber yellow small balls, carpet squares, eye wear for all students, score cards, small golf pencils, putting holes/cups, arches, pool noodles, green grass strips, pool noodles

Motivational Devices

A variety of visual aids will be used during this unit. Posters of cues will be placed in the gymnasium for the students to refer back to. Pictures of each cue will be along side of the words to help remind the student of each cue. A poster of "golf etiquette" will be placed on the gymnasium wall to remind the students what is expected of them. Also a poster of golf courses around the world will be up on the wall to help integrate other disciplines into our unit on golf.

Points will be used throughout the unit to allow for students to become motivated during the lessons. Students will putt toward a target labeled with different numbers. The numbers represent the amount of points they receive when their golf ball lands in that section of the target. This will allow for all students to keep motivated while practicing their putt. Also students were given score cards throughout the unit to help keep score at different stations and throughout the mini golf course. This allows for the students to stay focused in the game and try and do better at each hole. Scoring in golf will be introduced during the last lesson. The students in each class will be given a challenge to try and putt the lowest score when going through the mini golf course. This will also keep the students motivated because they will be competing with themselves throughout the course.

Health and Safety Precautions

Students:

All students must use the golf clubs properly with little back swing and little follow through.

Students must wait for all classmates to putt the ball before retrieving the golf balls.

All students must listen and follow all directions in order to be safe in the gymnasium.

Students must be aware of others around them before putting at each hole.

All students must be a safe distance away from each other when at each station.

Teacher:

Stress the safety issues to the students and make them aware of all the correct things to be doing with the golf club.

Wait until I have the entire class's attention before continuing with the lesson.

Keep eyes on all the students in the class at all times.

Discipline any student who is using the golf club incorrectly.

Check gymnasium floor for any liquids or objects that students to get hurt on.

Assessment**Psychomotor**

At the end of the unit students will be placed around a large target in the center of the gym. Each student will be given a golf club, 5 golf balls, and eye wear. The students will perform the putt by using the proper cues. Each student will be assessed by how well they are performing the proper cues. If the student performs the cue **incorrectly** they will receive a check next to their name in the designated box. The students will continue to perform the putt until all students have been assessed.

Grip -place non dominant hand on the club toward the top followed by the dominant hand right below your non dominant on the club and place club behind ball with it facing the target

Eyes -stand with feet shoulder width apart keeping the eyes on the ball

Elbows -bend the elbows

Triangle -shoulders, arms, hands, and putter form a triangle. The triangle swing forward together. There should be very little back swing and very little follow through

Student Names	Grip	Eyes	Elbow	Triangle
#1				
#2	✓			
#3				✓
#4				
#5				
#6	✓	✓		
#7				

Cognitive

A written quiz will be given to each student at the end of the unit. The post test will count for 100 points toward their unit grade.

10 correct= 100pts, 9 correct= 90pts, 8 correct= 80pts, 7 correct= 70pts ...

Name _____ Class _____

A. True or False. Circle the correct answer.

1. The correct way to grip a golf club is with the non dominant hand at the top of the club and the dominant hand underneath.

True False

2. Your arms are straight when putting.

True False

3. When putting your eyes should be focused on the hole.

True False

4. Par in golf is the number of shots it should take to get the ball into the hole.

True False

5. A birdie in golf is when you completed the hole in 3 shots over the par.

True False

B. Fill in the blank.

6. There are _____ holes on a golf course.
7. The four cues for putting are _____, eyes, elbows, and triangle.
8. The three areas of the body that make up the triangle are the shoulders, arms, and _____.

C. Multiple choice. Circle the correct answer.

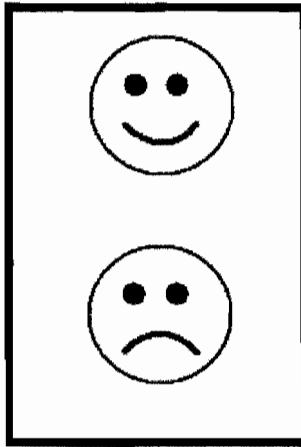
9. Which one is an example of golf etiquette?
- A. Always run when on the golf course.
 - B. Golfer whose ball is farthest from the hole hits first.
 - C. Do not touch the other person's ball.
10. Which one is a golf course in the USA?
- A. Shore side
 - B. Waterville Valley
 - C. Pebble Beach

Affective

During the unit golf etiquette will be introduced. Each student will be expected to follow the golf etiquette throughout the unit. At the end of each lesson the students will grade themselves on how well they did with following all of the golf etiquette. They will be given a sticker to place on either a happy face or a sad face. The happy face will represent if student followed all of the golf etiquette throughout the class. The sad face will represent if the student did not follow the golf etiquette throughout the lesson. The teacher will be watching for students who are not following the rules and if they see someone who is not they must go and place their sticker on the sad face immediately.

Golf Etiquette

- Never talk during the other players turn.
- Do not swing your club when someone is walking around you.
- Always walk when on the golf course.
- Wait until others are out of the way before hitting your golf ball.
- Play fairly!



Final Grade:

Cognitive= 100pts

Psychomotor= 100pts

Affective= 30pts

Participation/ Effort= 20pts

Overall grade

A= 225- 250pts

B= 200- 224pts

C= 175- 199pts

D= 150- 174pts

F= 149- 0pts

References:

Teacher:

Jahnsen, M. (2009). *All About Golf: Discover the Fundamentals, Strategies & Insider Secrets You Need to Know to Start Playing Golf Like a Pro Even if You Have No Golf Experience at All.*

PE Central. (NA). Lesson Plans for Physical Education.

<http://www.pecentral.org/lessonideas/searchresults.asp?category=53>

Stanford P.E. Golf. (NA). Virtual Lessons.

http://www.stanford.edu/~jimiller/virtual_lessons.html

Student:

Bundorf, N. (March 1997). *The ABC's of Golf.* Excel Publishing. ISBN 0965110001

Greene, S. (June 2000). *Consider It Golf: Golf Etiquette and Safety Tips for Children!* Excel Publishing. ISBN 0965110079

Smith, J&L. (1999). *My First Golf Book.* CTL Publishing. ISBN 0966911601

LESSON

#1

NAME:

DATE: February 22-26 **TIME:** 50 mins

LESSON #: 1 OUT OF 3 LESSONS **CLASS SIZE:** Aprox. 23 **GRADE LEVEL:** 2-5

UNIT: Golf

FACILITY: Gymnasium

EQUIPMENT: stereo, 1 large target, 23 golf clubs, 30 plastic golf balls, 30 rubber yellow small balls, score cards, small pencils

FOCUS OF THE LESSON: The golf putt and golf etiquette

STUDENT PERFORMANCE OBJECTIVES (SPO):

Psychomotor:

As a result of this lesson, students will be able to demonstrate the golf putt by using the proper cues. (NASPE 1, RIPTS 2)

Cognitive:

As a result of the lesson, students will be able to name at least three different types of golf etiquette. (NASPE 1, RIPTS 2)

As a result of the lessons, students will be able to recite the proper cues given for the golf putt. (NASPE 1, RIPTS 2)

Affective:

As a result of the lesson, students will be able to follow all directions given by the teacher. (NASPE 5, RIPTS 6)

As a result of the lesson, students will be able to act responsibly when retrieving their ball from the inside of the target. (NASPE 5, RIPTS 6)

TEACHER PERFORMANCE OBJECTIVES:

During the lesson, I will:

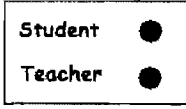
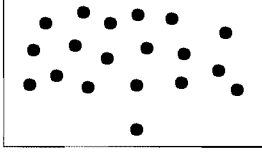
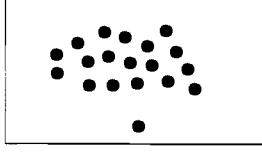
1. Circulate the gymnasium and provide knowledge of performance feedback to the students.
2. Explain each cue of the golf putt to the students for them to easily understand.

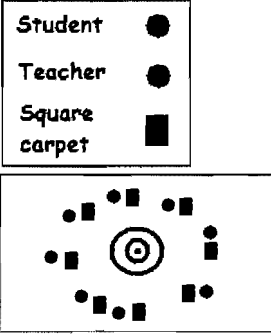
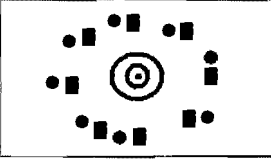
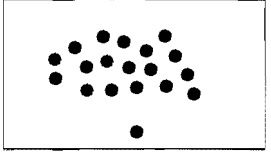
SPECIAL CONSIDERATIONS: List the safety concerns. What do you need to remember about this class that is unique or different?

1. All students must use the golf clubs properly with little back swing and little follow through.
2. Students must wait for all classmates to putt the ball before retrieving the golf ball.
3. All students must walk around any classmate with a club and all students who are putting must look behind them to make sure no one is behind them before putting.

REFERENCES:

Pena, B. (2008) PED 207 Binder. Golf Research paper.

TIME	SEQUENCE OF LESSON	ORGANIZATION OF STUDENTS	FOCUS OF OBSERVATION
50min	<p>Introduction:</p>		
10min	<p>Warm up: Students will perform a teacher led cardio warm up to music.</p>		<p>If all students are working hard to increase their heart rate.</p>
	<p>Yoga</p>		
	<p>Lesson Content: Students will walk and sit under the basketball hoop.</p>		
5min	<p>Students will be introduced to golf. Golf is a sport using golf clubs and a golf ball. The object of the game is to get the lowest number of shots at every hole. A standard golf course if 18 holes. Today we will be working on the golf putt. You use this shot when you are close to the hole.</p>		<p>If students are paying attention.</p>
	<p>When playing golf there is common etiquette for the players. Does any one know what etiquette is? <u>rules for socially acceptable behavior</u></p>		
	<p>Breakdown: what does social mean? What does acceptable mean? Etiquette is the type of behavior that is expected when on the golf course.</p>		<p>If students understand what proper gold etiquette means.</p>
	<p>Golf Etiquette-</p>		
	<ul style="list-style-type: none"> • Golfer whose ball is farthest from the hole hits first. • Never talk during the other players turn. • Do not swing your club when someone is walking around you. • Always walk when on the golf course. • Wait until others are out of the way before hitting your golf ball. • Replace any chunks of grass removed by club. • Play fairly! 		<p>If students know what the proper golf etiquette is.</p>
	<p>Putting-Cues:</p>		
5min	<p>Grip (place non dominant hand on the club toward the top followed by the dominant hand right below your non dominant on the club and place club behind ball with it facing the target)</p>		
	<p>Eyes (stand with feet shoulder width apart keeping the eyes on the ball)</p>		
	<p>Elbows (bend the elbows)</p>		
	<p>Triangle (shoulders, arms, hands, and putter form a triangle. The triangle swing forward together. There</p>		
			<p>If students know the proper cues for the putt.</p>

10min	<p>should be very little back swing and very little follow through)</p> <p>Students will walk to an open carpet square located around the target. At each carpet square there will be a golf club and a cone filled with 4 golf balls. On the teachers command each student will pick up their golf club. They will practice their putt without a golf ball a couple of times. The teacher will walk around to see how the students are doing. On the teachers command the students will begin putting one of the golf balls in their cone. Once they have completed one putt they will wait for the teachers command to putt their second golf ball.</p>		<p>If students are gripping the club correctly.</p> <p>If students are able to putt the ball using the proper cues.</p>
15min	<p>Closing Activity: Students will stay at their carpet square. They will each be given a score card and a small pencil. Each time they putt the ball they will receive points. They will record their points after each shot. 3 if there ball goes past the inner circle. 2 points if their ball reaches the second circle. 1 points if their ball reaches the first circle.</p> <p>After 4 minutes the students will add up their score and will be given another chance to try and beat their first score.</p>		<p>If students are reciting the cues to help them be successful.</p> <p>If students are keeping their eyes on the ball and their elbows bent throughout the putt.</p>
3min	<p>Closing Questions:</p> <p>What are the cues for the golf swing? <u>Grip</u> <u>Eyes</u> <u>Elbows</u> <u>Triangle</u></p> <p>Who can name one of the golf etiquettes we talked about? <u>Golfer whose ball is farthest from the hole hits first.</u> <u>Never talk during the other players turn.</u> <u>Do not swing your club when someone is walking around you.</u> <u>Always walk when on the golf course.</u> <u>Wait until others are out of the way before hitting your golf ball.</u> <u>Replace any chunks of grass removed by club.</u> <u>Play fairly!</u></p>		

LESSON

#2

NAME:

DATE: 3/1- 3/5

TIME: 50 mins

LESSON #: 2 OUT OF 3 LESSONS

CLASS SIZE: aprox. 20

GRADE LEVEL: 2-5

UNIT: Golf

FACILITY: Gymnasium

EQUIPMENT: Music, 15 yoga mats, 1 large target, 20 small carpet squares, 100 small plastic golf balls, 20 putters, 20 small cones, 20 pairs of eye wear, 10 putting cups, 10 croquet arches.

FOCUS OF THE LESSON: Accuracy

STUDENT PERFORMANCE OBJECTIVES (SPO):

Psychomotor:

As a result of this lesson, students will be able to putt the golf ball with accuracy.

(RIPTS 2, NASPE 2)

As a result of the lesson, students will be able to perform the golf putt using the proper cues.

(RIPTS 2, NASPE 2)

Cognitive:

As a result of the lesson, students will be able to judge how to putt the golf ball in order to be accurate. (RIPTS 5, NASPE 2)

As a result of the lesson, students will be able to calculate the amount of points they receive at each station and record it onto their score card. (RIPTS 5, NASPE 2)

Affective:

As a result of the lesson, students will be able to be aware of others around them at all times.

(RIPTS 6, NASPE 5)

As a result of the lesson, students will follow all instructions given at each station. (RIPTS 6, NASPE 5)

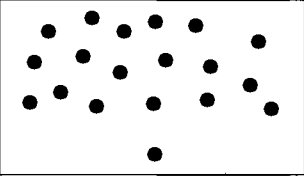
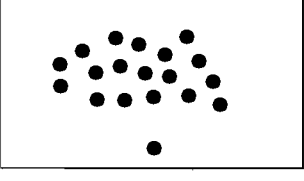
TEACHER PERFORMANCE OBJECTIVES:

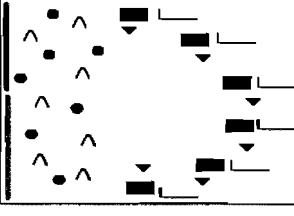
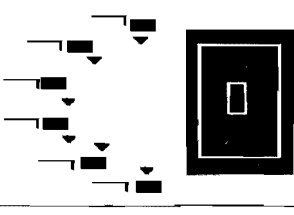
During the lesson, I will:

1. Circulate from station to station and provide knowledge of performance feedback to the students.
2. Stress the safety issues to the students and make them aware of all the correct things to be doing with the golf club.
3. wait until I have the attention from the entire class before continuing.

SPECIAL CONSIDERATIONS:

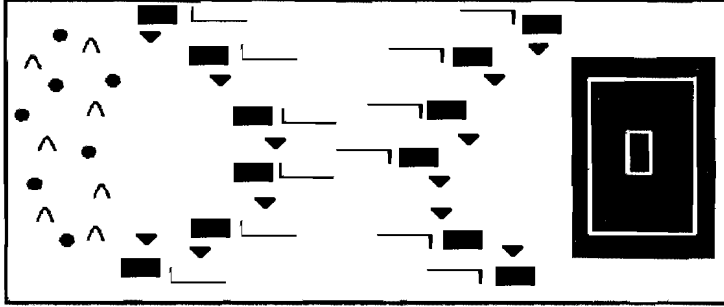
1. All students must use the golf clubs properly with little back swing and little follow through.
2. Students must wait for all classmates to putt the ball before retrieving the golf ball.
3. All students must be a safe distance away from each other when at each station.

TIME	SEQUENCE OF LESSON	ORGANIZATION OF STUDENTS	FOCUS OF OBSERVATION
50min			
15min	<p>Warm Up: Students come in and find an exercise spot in personal space. Teacher starts the music and students follow along with the teacher for a cardio warm up. Students pair up and follow a teacher led yoga warm up.</p> <p>Introduction: Students will now be focusing on the accuracy when putting. Accuracy- being able to hit the ball to where you want it to go. Today students will practice their accuracy with a giant target and with golf cups and croquet goals.</p>	 	<p>If students are working hard to increase their cardio during the warm up.</p> <p>If students are paying attention when the teacher is talking.</p>
5min	<p>The cues of the putt will be reintroduced.</p> <p>Grip (place non dominant hand on the club toward the top followed by the dominant hand right below your non dominant on the club and place club behind ball with it facing the target)</p> <p>Eyes (stand with feet shoulder width apart keeping the eyes on the ball)</p> <p>Elbows (bend the elbows)</p> <p>Triangle (shoulders, arms, hands, and putter form a triangle. The triangle swing forward together. There should be very little back swing and very little follow through)</p> <p>Students will also learn a number of golf courses located around the world and a fact about each one. A map will be provided for the students to locate where the golf course is located on the map.</p> <p>Morfontaine Location: Outside of Paris, France Number of Members: Only 450</p> <p>Pebble Beach Location: Pebble Beach, California, USA Cost to play: \$495 per player</p> <p>San Lorenzo Location: San Lorenzo, Portugal Cost to play: \$165</p>		<p>If students know the CFU's.</p> <p>If students remember the 4 golf cues.</p>

15min	<p>Kawana Location: Tokyo, Japan Cost to play: \$382</p> <p>Mayakoba Location: Playa del Carmen Cost to play: \$230</p> <p>Durban Country Club Location: Durban, South Africa View: Indian Ocean</p> <p>Students will be placed into two groups. One group will start at station 1 and the other at station 2. After 10 minutes the groups will switch stations.</p> <p>Lesson Content: Station 1: <u>Golfing Around the World</u></p> <p>Students will start at a carpet square located at station 1. They will be given 3 golf balls in a dome cone. Each student will try and get the golf ball into the objects in front of them. The objects will be golf cups with flags on them and croquet goals. Each time a student hits a golf ball through a goal or into a cup they will receive 1 point. At the end of their 3 golf balls they will tally up their score and mark it on a score card provided to them.</p> <p>Once they have hit their 3 golf balls they must wait for the entire group to be finished before they place their golf club down and collect another 3 golf balls and return to their station. 2nd and 3rd graders will remain at their carpet square which 4th and 5th graders will rotate squares in a clockwise rotation to allow for all angles for the students to help practice their accuracy.</p>		<p>If students are using the golf cues to practice the golf putt correctly.</p> <p>If students are being accurate with their putt.</p> <p>If students are using strategies to increase their accuracy.</p>
15min	<p>Station 2: <u>Target Practice</u></p> <p>Each student will start at a carpet square. They will also be given 3 golf balls. They must try and hit the golf ball onto the target. Located on the target will be different amounts of points. The students will try and get as many points as they can with their 3 golf balls. After they have hit all 3 they must wait for all others at their station to be complete and place their golf clubs down to go and collect the golf balls. 2nd</p>		<p>If students are able to putt the golf ball onto the target.</p> <p>If students are able to aim the golf ball at the target and be accurate with their putt.</p>

and 3rd graders will remain at their carpet square while 4th and 5th graders will rotate in a clockwise rotation to allow for an opportunity to put from all angles.

Gymnasium



Closing Questions:

What are the four golf putting cues?

Grip

Eyes

Elbows

Triangle

What does accuracy mean?

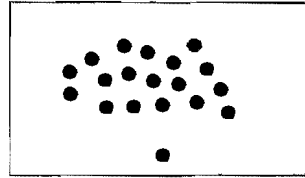
To hit the golf ball close to where you want it to go. The closer you are to the target the more accurate you were.

What are some strategies you used at the stations to be accurate?

Aim, angle the club, tap it lighter or harder ...

Who can name me a golf course located around the world and what country it is located in?

2 min



If students know the closing questions.

If not the same students are answering the questions.

If students were using strategies while at the stations.

If students begin to think critically about the sport now.

Morfontaine



Location: Outside of Paris, France

Number of Members: Only 450

Pebble Beach



**Location: Pebble Beach, California
USA**

Cost to play: \$495 per player

San Lorenzo



Location: San Lorenzo, Portugal

Cost to play: \$165

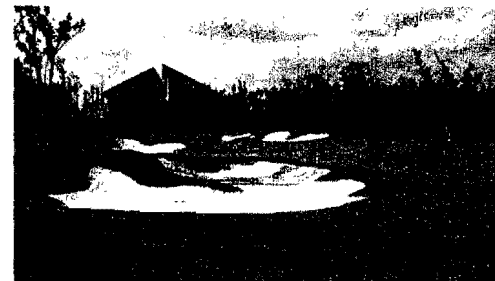
Kawana



Location: Tokyo, Japan

Cost to play: \$382

Mayakoba



Location: Playa del Carmen

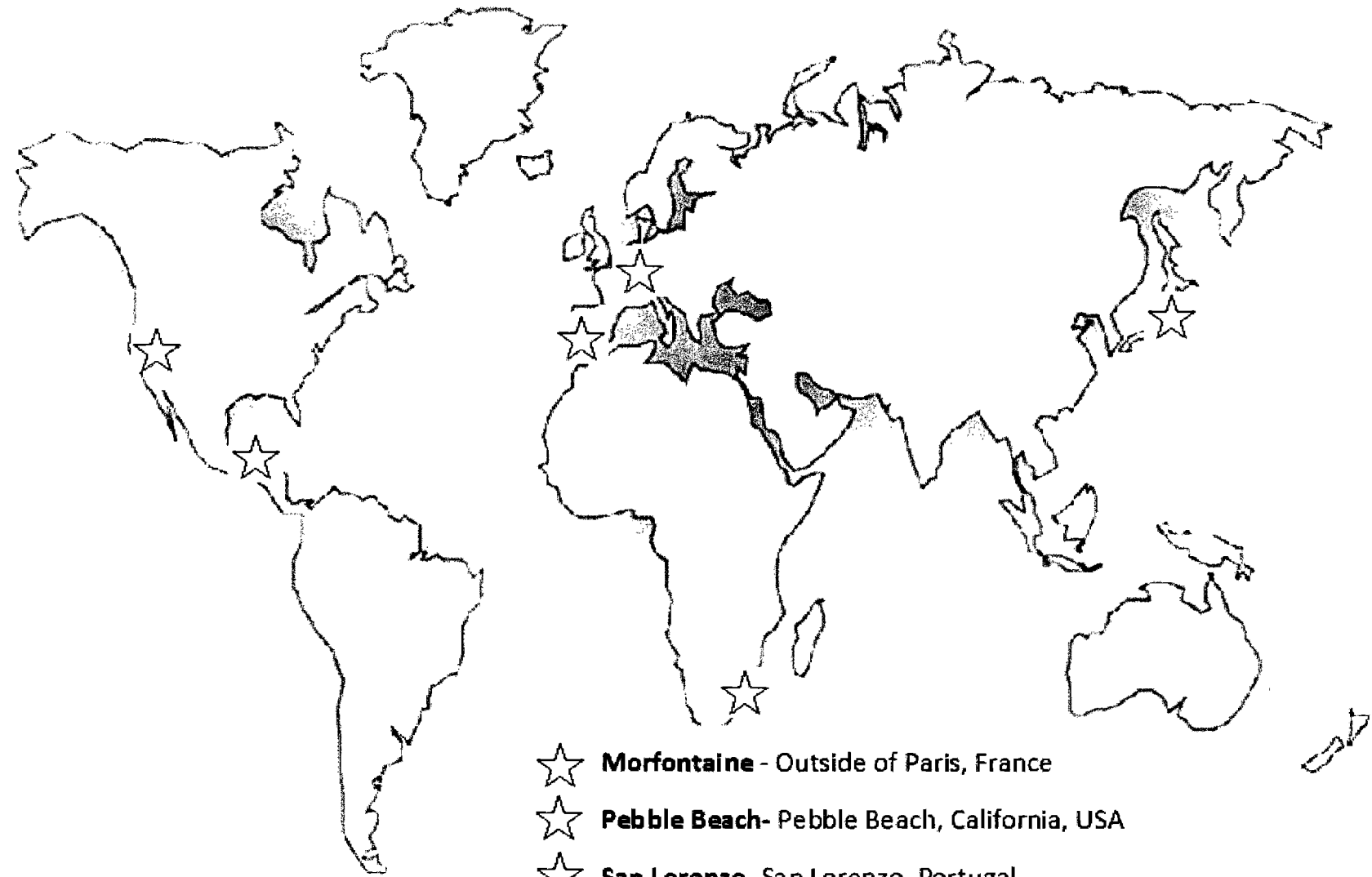
Cost to play: \$230

Durban Country Club



Location: Durban, South Africa

View: Indian Ocean



- ★ **Morfontaine** - Outside of Paris, France
- ★ **Pebble Beach**- Pebble Beach, California, USA
- ★ **San Lorenzo**- San Lorenzo, Portugal
- ★ **Kawana**- Tokyo, Japan
- ★ **Mayakoba**- Playa del Carmen, Mexico
- ★ **Durban Country Club**- Durban, South Africa

LESSON

#3

NAME:

DATE: 3/8 – 3/12

TIME: 50 mins

LESSON #: 3 OUT OF LESSONS 3 **CLASS SIZE:** aprox 23 **GRADE LEVEL:** 2-5

UNIT: Golf

FACILITY: Gymnasium

EQUIPMENT: 8 golf putters, 8 large carpet stripes, 8 golf cups, plastic golf balls, golf pencils, score cards, 8 small cones, 16 pool noodles, 8 foam hurdles.

FOCUS OF THE LESSON: Strategies in putting

STUDENT PERFORMANCE OBJECTIVES (SPO):

Psychomotor:

As a result of this lesson, students will be able to perform the golf putt correctly using the cues throughout the mini golf course. (RIPTS 2, NASPE 2)

Cognitive:

As a result of the lesson, students will be able to design strategies on putting the golf ball around the obstacles throughout the mini golf course. (RIPTS 5, NASPE 2)

Affective:

As a result of the lesson, students will be able to take turns with their partner at each hole. (RIPTS 6, NASPE 5)

As a result of the lesson, students will be able to collaborate with their partner at each hole. (RIPTS 6, NASPE 5)

TEACHER PERFORMANCE OBJECTIVES:

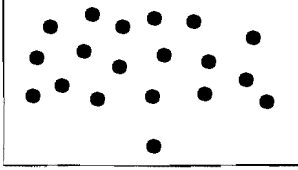
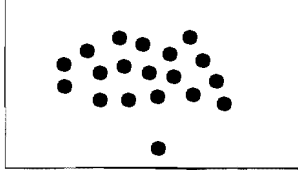
During the lesson, I will:

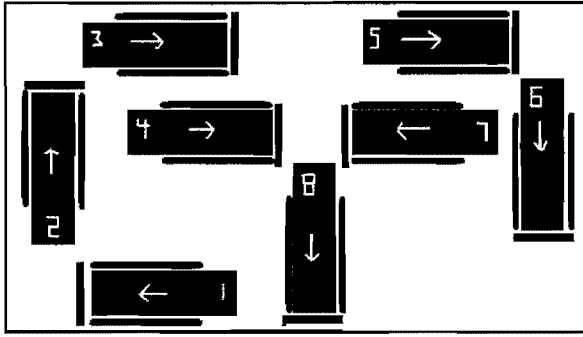
1. Circulate around the entire gymnasium to provide feedback to the students.
2. Wait until I have the entire class's attention before continuing with the lesson.

SPECIAL CONSIDERATIONS: List the safety concerns. What do you need to remember about this class that is unique or different?

1. All students must listen and follow all directions in order to be safe in the gymnasium.
2. Students must use the golf club properly when at each hole.
3. Students must be aware of others around them before putting at each hole.

REFERENCES:

TIME	SEQUENCE OF LESSON	ORGANIZATION OF STUDENTS	FOCUS OF OBSERVATION
50min			
7 min	<p>Warm up- Students come in and find an exercise spot in personal space. Teacher starts the music and students follow along with the teacher for a cardio warm up.</p> <p>Students pair up and follow a teacher led yoga warm up.</p>		<p>Are students performing the cardio warm up?</p>
5 min	<p>Introduction: Students will be using the skills they learned about putting to play a mini golf course.</p>		<p>Are students working hard to get their heart rate up?</p>
	<p>The cues of the putt will be reintroduced.</p> <p>Grip (place non dominant hand on the club toward the top followed by the dominant hand right below your non dominant on the club and place club behind ball with it facing the target)</p> <p>Eyes (stand with feet shoulder width apart keeping the eyes on the ball)</p> <p>Elbows (bend the elbows)</p> <p>Triangle (shoulders, arms, hands, and putter form a triangle. The triangle swing forward together. There should be very little back swing and very little follow through)</p> <p>- 4th and 5th graders will learn about common terms used on a golf course.</p> <p>Par- the number of shots it should take to get the ball into the hole.</p> <p>Birdie- when you complete the hole in one shot under the par.</p> <p>There are 18 holes on a golf course. Today we will be putting on a modified course of only 8 holes.</p>		<p>Do students know the four putting cues?</p>
35min	<p>Lesson Content: Students will be playing on a mini golf course. Each hole will be set up. The students will be assigned a hole. At each hole will be a golf putter and a golf pencil. Each student will receive a golf ball and a score card to take with them from hole to hole. The other equipment will stay at each hole.</p>		



Each student will putt the ball and continue putting their ball until they have gotten it into the cup. Once they have finished their partner may go. They will putt also until they get their ball into the hole. After each student completes the hole they will record on their score card how many shots it took them to get the ball into the hole. Once the entire class has finished their hole the entire class will all rotate to the next hole. Each hole will be numbered.

After two rotations the students will be asked to take a seat. Questions will be asked to the students.

3 min

What are some strategies you are using on this golf course to help you putt your ball into the hole?

How are some of you getting around the objects placed on the green?

What could you do differently this time?

The students will then stand up and continue the mini golf course.

After all students have rotated through the course the students will be asked to bring their score card and golf ball to the stage.

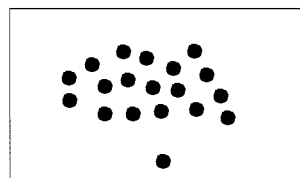
Closing Questions:

Did you find it easy to putt the ball into the hole? Why or why not?

What did you find difficult about the course?

If students know the CFU's.

If students are able to form strategies throughout the course.



If students are able to answer the questions

Are students able to think strategically about the game of golf?

Which hole was easier for you? The most difficult?

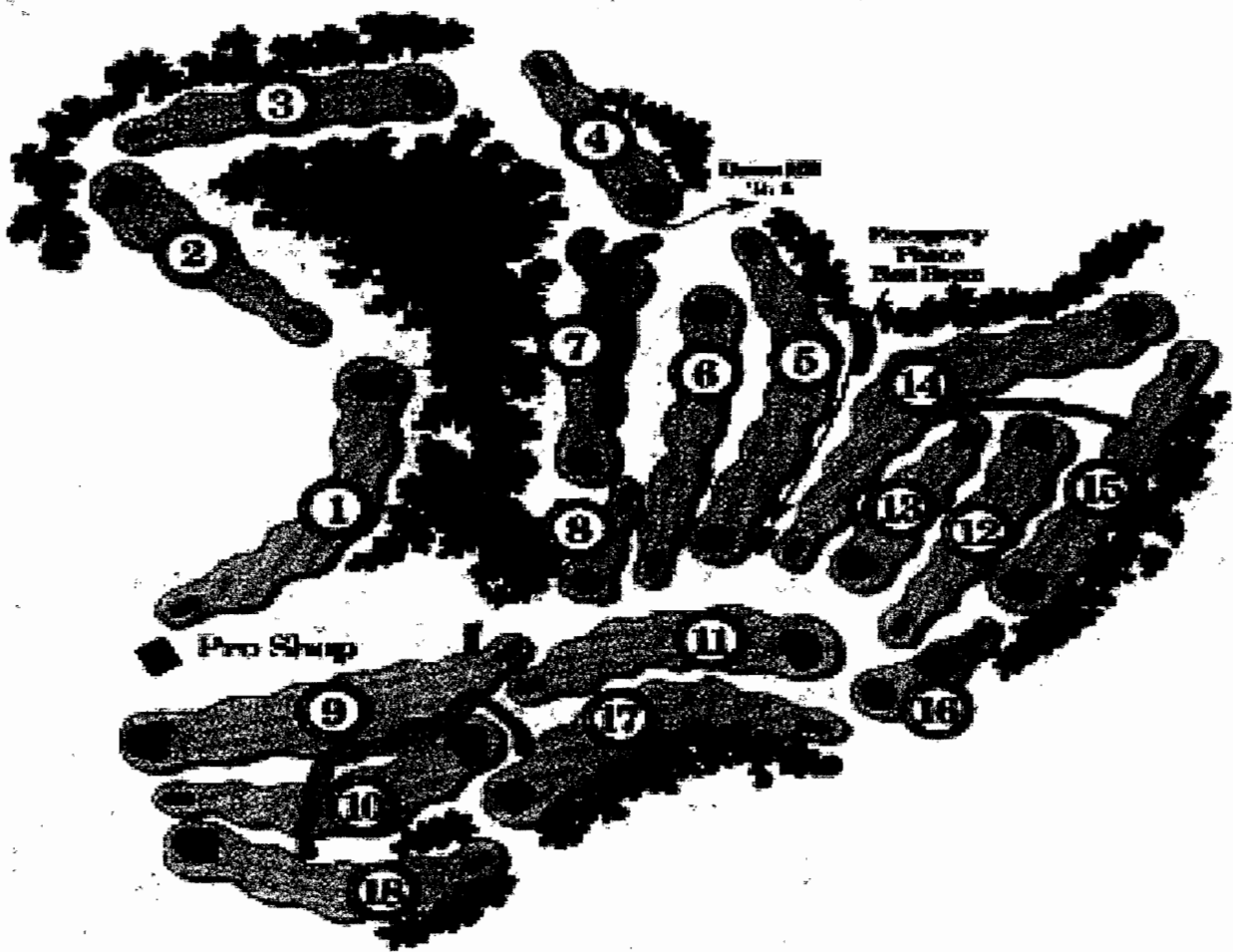
What strategies did you use throughout the course?

What did you do that was different from hole to hole?

Terms used in golf

Par- the number of shots it should take to get the ball into the hole.

Birdie- when you complete the hole in one shot under the par.





Family Involvement/ Communication with parents

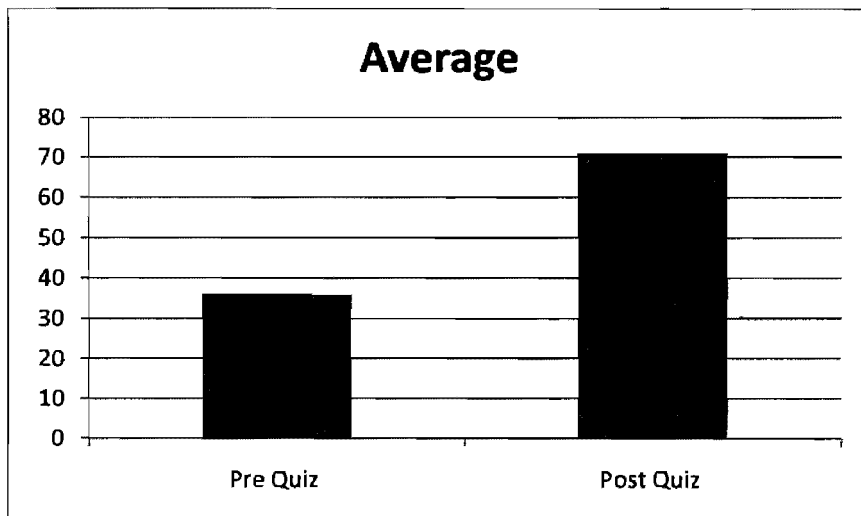
While at my placement I was able to be involved in a major school wide event “The Vancouver Winter Olympics”. I created and designed large banners depicting the sports venues the students were going to compete in. The entire week of February 8, 2010 was dedicated to this event. Each day different events took place including an opening ceremony on Monday February 8th. On the Thursday and Friday of this week the students participated in Olympic venues that were located both indoors and outdoors. The school wide event was open for all to come and either volunteer their time or support their children during the events. This gave me a great opportunity to communicate with the students family members. I was able to greet them once they arrived at the event. Throughout the two days I was able to discuss my experience at the school with them. They were all very supportive of me and where interested in what I had planned for my unit with the students. I feel fortunate to have met so many influential families in the community of Manville.

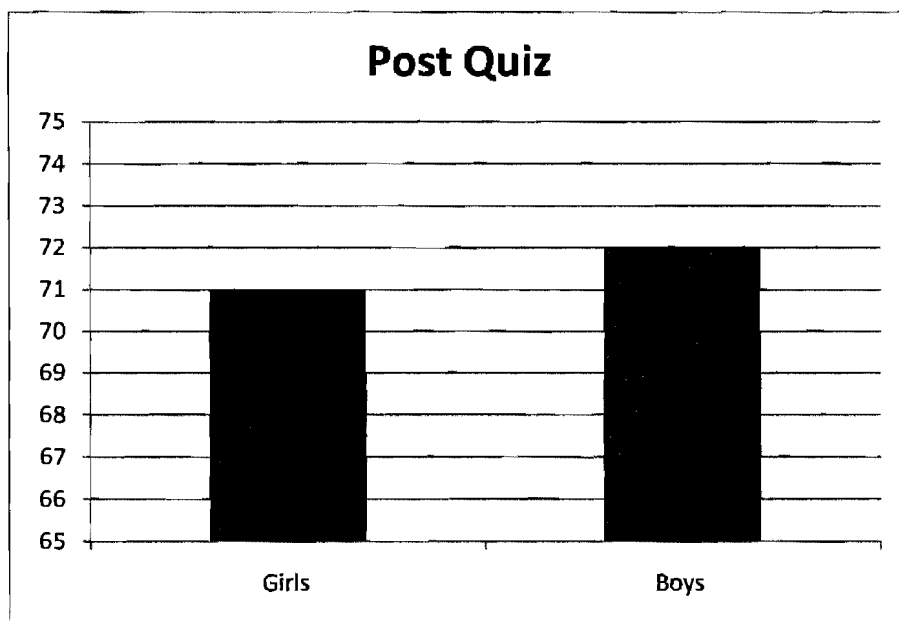
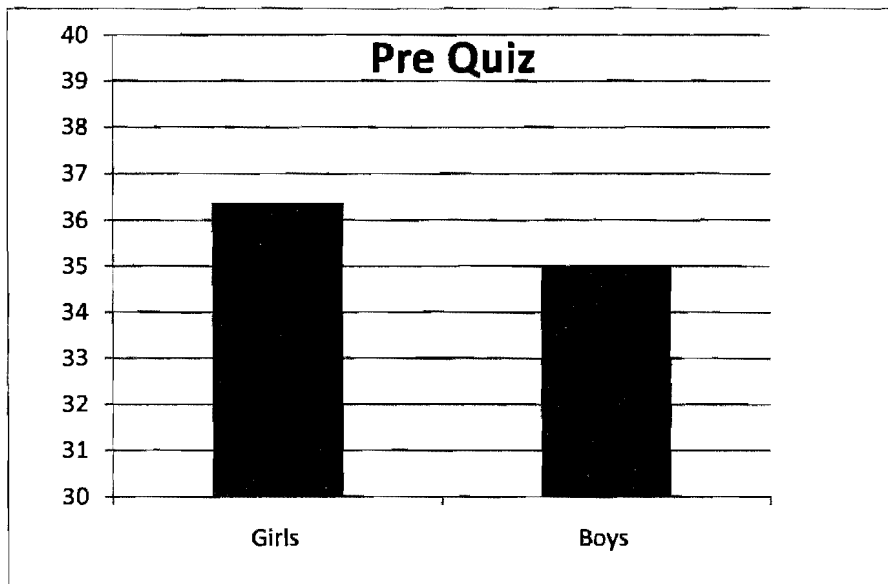


Impact Statement

The students were given a pre and post quiz during the unit on golf. Having a pre and post quiz shows exactly which information the student knew before the unit and which information they learned throughout the unit. Each student's scores were recorded along with the number of points they increased from the pre quiz to the post quiz. Every student in the class had a point increase except for one who had a zero point increase. This shows that almost everyone in the class improved their knowledge about the sport of golf. The overall average point increase was 36. This shows a great improvement and allows for me to feel successful as a teacher. The scores were also compared between girls and boys. Each student has a G or B labeled next to their score. Scores from both the pre and post quizzes were compared and there was no significant difference in scores between the girls and the boys.

Student	Pre Quiz	Post Quiz	Point Increase
1- B	40	80	40
2-G	70	80	10
3-G	60	80	20
4-G	30	70	40
5-G	30	70	40
6-G	20	70	50
7-G	40	80	40
8-G	10	70	60
9-G	30	60	30
10-B	20	70	50
11-B	40	70	30
12-B	40	80	40
13-B	30	90	60
14-B	40	80	40
15-B	20	60	40
16-B	60	80	20
17-B	50	50	0
18-B	10	60	50
19-G	30	60	30
20-G	30	60	30
21-G	50	80	30
Avg.	36	71	36
Girls	36	71	35
Boys	35	72	37





Name _____ Class _____

A. True or False. Circle the correct answer.

1. The correct way to grip a golf club is with the non dominant hand at the top of the club and the dominant hand underneath.

True False

2. Your arms are straight when putting.

True False

3. When putting your eyes should be focused on the hole.

True False

4. Par in golf is the number of shots it should take to get the ball into the hole.

True False

5. A birdie in golf is when you completed the hole in 3 shots over the par.

True False

B. Fill in the blank.

6. There are _____ holes on a golf course.

7. The four cues for putting are _____, eyes, elbows, and triangle.

8. The three areas of the body that make up the triangle are the shoulders, arms, and _____.

C. Multiple choice. Circle the correct answer.

9. Which one is an example of golf etiquette?

- A. Always run when on the golf course.
- B. Golfer whose ball is farthest from the hole hits first.
- C. Do not touch the other person's ball.

10. Which one is a golf course in the USA?

- A. Shore side
- B. Waterville Valley
- C. Pebble Beach

Name Answer Key Class _____

A. True or False. Circle the correct answer.

1. The correct way to grip a golf club is with the non dominant hand at the top of the club and the dominant hand underneath.

True False

2. Your arms are straight when putting.

True False

3. When putting your eyes should be focused on the hole.

True False

4. Par in golf is the number of shots it should take to get the ball into the hole.

True False

5. A birdie in golf is when you completed the hole in 3 shots over the par.

True False

B. Fill in the blank.

6. There are 18 holes on a golf course.

7. The four cues for putting are grip, eyes, elbows, and triangle.

8. The three areas of the body that make up the triangle are the shoulders, arms, and hands.

C. Multiple choice. Circle the correct answer.

9. Which one is an example of golf etiquette?

A. Always run when on the golf course.

B. Golfer whose ball is farthest from the hole hits first.

C. Do not touch the other person's ball.

10. Which one is a golf course in the USA?

A. Shore side

B. Waterville Valley

C. Pebble Beach

Name _____

Class _____

Grade 4
VASS

A. True or False. Circle the correct answer.

1. The correct way to grip a golf club is with the non dominant hand at the top of the club and the dominant hand underneath.

X ~~True~~ False

40

2. Your arms are straight when putting.

✓ True ~~False~~

3. When putting your eyes should be focused on the hole.

X True ~~False~~

4. Par in golf is the number of shots it should take to get the ball into the hole.

✓ True ~~False~~

5. A birdie in golf is when you completed the hole in 3 shots over the par.

X True ~~False~~

B. Fill in the blank.

✓ 6. There are 18 holes on a golf course.

X 7. The four cues for putting are _____, eyes, elbows, and triangle.

X 8. The three areas of the body that make up the triangle are the shoulders, arms, and _____.

C. Multiple choice. Circle the correct answer.

9. Which one is an example of golf etiquette?

- ✓
B. Golfer whose ball is farthest from the hole hits first.
A. Always run when on the golf course.
C. Do not touch the other person's ball.

10. Which one is a golf course in the USA?

- X
A. Shore side
B. Waterville Valley
C. Pebble Beach

Name _____

Class VASE

A. True or False. Circle the correct answer.

✓ 1. The correct way to grip a golf club is with the non dominant hand at the top of the club and the dominant hand underneath.

True False

✓ 2. Your arms are straight when putting.

True False

✓ 3. When putting your eyes should be focused on the hole.

True False

✓ 4. Par in golf is the number of shots it should take to get the ball into the hole.

True False

✓ 5. A birdie in golf is when you completed the hole in 3 shots over the par.

True False

80

B. Fill in the blank.

✓ 6. There are 18 holes on a golf course.

✓ 7. The four cues for putting are SPIT, eyes, elbows, and triangle.

✓ 8. The three areas of the body that make up the triangle are the shoulders, arms, and WAX.

C. Multiple choice. Circle the correct answer.

✓ 9. Which one is an example of golf etiquette?

A. Always run when on the golf course.

B. Golfer whose ball is farthest from the hole hits first.

C. Do not touch the other person's ball.

10. Which one is a golf course in the USA?

A. Shore side

B. Waterville Valley

C. Pebble Beach

Name _____

Class Grade 4 Mrs. Vass

A. True or False. Answer.

1. The correct way to grip a golf club is with the non dominant hand at the top of the club and the dominant hand underneath.

X True False

2. Your arms are straight when putting.

X True False

10

3. When putting your eyes should be focused on the hole.

X True False

4. Par in golf is the number of shots it should take to get the ball into the hole.

X True False

5. A birdie in golf is when you completed the hole in 3 shots over the par.

X True False

B. Fill in the blank.

6. There are 9 holes on a golf course.

X 7. The four cues for putting are Shoulders, eyes, elbows, and triangle.

X 8. The three areas of the body that make up the triangle are the shoulders, arms, and elbows.

C. Multiple choice. Circle the correct answer.

9. Which one is an example of golf etiquette?

✓

A. Always run when on the golf course.

B. Golfer whose ball is farthest from the hole hits first.

C. Do not touch the other person's ball.

10. Which one is a golf course in the USA?

X A. Shore side

B. Waterville Valley

C. Pebble Beach

Name _____

Class Mrs. Vase

A. True or False. Circle the correct answer.

1. The correct way to grip a golf club is with the non dominant hand at the top of the club and the dominant hand underneath.

True False

2. Your arms are straight when putting.

True False

3. When putting your eyes should be focused on the hole.

True False

4. Par in golf is the number of shots it should take to get the ball into the hole.

True False

5. A birdie in golf is when you completed the hole in 3 shots over the par.

True False

70

B. Fill in the blank.

6. There are 18 holes on a golf course.

7. The four cues for putting are grip, eyes, elbows, and triangle.

8. The three areas of the body that make up the triangle are the shoulders, arms, and

knees.

C. Multiple choice. Circle the correct answer.

9. Which one is an example of golf etiquette?

A. Always run when on the golf course.

B. Golfer whose ball is farthest from the hole hits first.

C. Do not touch the other person's ball.

10. Which one is a golf course in the USA?

A. Shore side

B. Waterville Valley

C. Pebble Beach

Name _____

Class Grade 6 Mrs. [unclear]

A. True or False. Circle the correct answer.

1. The correct way to grip a golf club is with the non dominant hand at the top of the club and the dominant hand underneath.

X True False

2. Your arms are straight when putting.

✓ True False

3. When putting your eyes should be focused on the hole.

X True False

4. Par in golf is the number of shots it should take to get the ball into the hole.

X True False

5. A birdie in golf is when you completed the hole in 3 shots over the par.

X True False

30

B. Fill in the blank.

X 6. There are 9 holes on a golf course.

X 7. The four cues for putting are ankles, eyes, elbows, and triangle.

X 8. The three areas of the body that make up the triangle are the shoulders, arms, and eyes.

C. Multiple choice. Circle the correct answer.

9. Which one is an example of golf etiquette?

- ✓ A. Always run when on the golf course.
- B. Golfer whose ball is farthest from the hole hits first.
- C. Do not touch the other person's ball.

10. Which one is a golf course in the USA?

- ✓ A. Shore side
- B. Waterville Valley
- C. Pebble Beach

Name _____

Class _____

4/1/55

A. True or False. Circle the correct answer.

1. The correct way to grip a golf club is with the non dominant hand at the top of the club and the dominant hand underneath.

True

False

90

2. Your arms are straight when putting.

True

False

3. When putting your eyes should be focused on the hole.

True

False

4. Par in golf is the number of shots it should take to get the ball into the hole.

True

False

5. A birdie in golf is when you completed the hole in 3 shots over the par.

True

False

B. Fill in the blank.

6. There are 18 holes on a golf course.

7. The four cues for putting are grip, eyes, elbows, and triangle.

8. The three areas of the body that make up the triangle are the shoulders, arms, and hands.

C. Multiple choice. Circle the correct answer.

9. Which one is an example of golf etiquette?

A. Always run when on the golf course.

B. Golfer whose ball is farthest from the hole hits first.

C. Do not touch the other person's ball.

10. Which one is a golf course in the USA?

A. Shore side

B. Waterville Valley

C. Pebble Beach