

LESSON PLAN: TRI GOLF: YEAR 4: WEEK 2

LESSON OBJECTIVE: To explore when and how to use the putter in a controlled manner.

WARM UP (10 MINS)

Create an area and give half the class a ball. Each pupil begins to move around the area and pupils with the balls must roll them to a person without one. Pupils are only allowed to hold the ball for 3 seconds and pupils must be moving at all times. When the teacher blows the whistle, they decide whether the pupils with or without the ball have to do star jumps.

MAIN LESSON (20 MINS)

Place a flag or hole a short distance away from the pupils. In pairs one person putts to get the ball to stop within 1 foot of the target if this happens 3 times in a row they move the target back 1 meter. If they fail the other partner has a go.

Develop: Get pupils to try and get the ball to stop on a line marked on the playground to focus on power. Talk to the pupils about how much power to use and how to use the 'tick-tock' technique.

- Tick = bringing the putter back behind the ball.
- Tock = how far the club goes forward after hitting the ball.

The tick & tock should be the same distance going back from the ball as going forwards after hitting the ball. If the target is far away then this should be a bigger tick-tock to generate more power.

Now practise this by varying the distances of the target, allow pupil to explore using the tick-tock technique.

GAME/COMPETITION (15 MINS)

Scatter all of the cones around an area. Using the putter pupils take in turns to try and hit each cone. When a cone is hit they collect it, the pair with the most cones wins.

EQUIPMENT

- Putters
- Cones
- Flags
- Balls

KEYWORDS

- Tick-tock
- Swing
- Power
- Accuracy

DIFFERENTIATION

LESS ABLE

- If unable to use the putter then allow to carry on using under arm roll.
- Use large targets.

MORE ABLE

- Put targets at different angles.
- Add obstacles between targets.



ASSESSMENT FOR LEARNING

CRITERIA		SKILLS
Fundamental Skills & Movement	6	Can they perform the skills to use a putter to a high ability?
	5	Can they perform the skills to use a putter with a certain degree of control?
	4	Can they perform the skills to use a putter, with very little control?
Tactics, Rules & Teamwork	6	Works with their partner & demonstrates knowledge & understanding of when and how to use the putter.
	5	Can work with a partner & understands when to use the putter.
	4	Starts communicating with a partner about putting.
Show & Link	6	Can they link: the different skills and technique required to use the putter with power?
	5	Can they show and link: some of skills required to use the putter?
	4	Show how to putt.
Describe Ways to Improve	6	Are able to describe and improve performance.
	5	Are able to describe performance.
	4	Are able to see differences in performance against a simple model.
Fitness & Health	6	Shows a solid understanding of why physical activity has health benefits.
	5	Has some knowledge of why physical activity has health benefits.
	4	Has little knowledge of why physical activity has health benefits.