



Australian Government
Australian Sports Commission



GolfAustralia



Golf lesson plans

Eight curriculum-aligned lesson plans to help primary school teachers deliver an engaging physical education program

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OVERVIEW

The Australian Sports Commission (ASC) has partnered with Golf Australia to develop 8 curriculum-aligned lesson plans for primary school teachers. These lessons are appropriate for students in Years 5 and 6. Some games may require teacher modification to ensure they are accessible for all students.

The lesson plans aim to build students' confidence and competence to participate in golf over the 8-week game-based program. Students will be introduced to the fundamental movement skills of running, jumping and throwing. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of golf.

This resource is based on the Playing for Life and Game Sense concepts. These contemporary approaches to teaching and coaching use a game-centred approach to develop fundamental movement skills for games and sports. The use of skilled questioning will enable students to reflect on and refine their movement skills as they progress.

For each lesson, the following is included:

- Learning intentions – outcomes of each lesson
- Skill focus – skills to develop
- Duration, area, equipment – information to assist with the preparation and successful delivery for each lesson
- Activities – a range of developmentally appropriate, engaging activities that will make up each lesson
- CHANGE IT – simple ideas to ensure activities are engaging and adaptable for students of all abilities
- Links to curriculum – alignment to the Australian Curriculum 9.0, achievement standards and content descriptors
- Assessment ideas – a range of easy to use and adaptable assessment ideas

Assessment

A range of tools are available for teachers to assess student achievement against AC:HPE achievement standards.

- Student self-reflection assessment
- Student peer assessment
- Teacher assessment rubric
- Teacher formative assessment – ‘What did you learn?’ questions at the end of each lesson link to the learning intentions.

Teachers can select the tool/s that best suit their environment, adapt existing tools, or create alternative assessment tools to meet the needs of their students.

Tips for delivery

The lessons aim to make the sport accessible and engaging for all students. Adjust activities where possible to ensure they meet the individual needs of everyone. For example:

- Keep instructions brief to hold students' attention.
- Keep group sizes to a minimum to ensure maximum participation of all students.
- Run activities with several groups at once or set up stations with different activities and rotate the groups.
- Be creative and add your own flair to the lesson plans provided.

Safety considerations

- Your duty of care to your students extends to lesson delivery. Always prioritise student safety and supervise play directly.
- At the start of every lesson, confirm that the surface of the playing area is appropriate for the activities outlined. Clear a safe distance from hazards, walls and other fixed objects.
- Set a safe distance between groups of students.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Always give clear instructions for activities and the use of equipment.
- Spread teams evenly across the playing area to prevent accidents during relay races.
- For throwing activities, have students throw away from one another. Alternatively, spread students evenly along a line and have them throw equipment in the same direction.
- Students throwing with their left hand should always be positioned on the left-most side of the group.
- Space students at least 5m apart when performing slinging throws. For all other throws, space students at least 2m apart.
- Always use a throw and a retrieve signal or command for throwing activities.
- During activities where not all students are engaged at once, mark a safe zone for non-students to stand while others are throwing.
- When collecting thrown equipment, encourage students to carry objects back to the playing area.



Playing for Life

Playing for Life is based on the Game Sense approach, with the objective to develop a love of movement and physical activity in students that will empower them to play for life. All Playing for Life activities are game-based and generate a safe, inclusive and challenging environment.

The Game Sense approach

The Game Sense approach is a way of teaching where:

- Students develop tactical and movement skills together to promote problem solving and decision-making
- The learning environment typically involves games and match simulations [but can also include other skill-building activities]
- Students are guided using instructions and questioning from the teacher, as well as reflection and group discussion prompts

The Game Sense approach – how to use it

The typical Game Sense approach uses the following structure:

- **Gameplay:** use of games or match simulations that represent a tactical and movement skill of match-play with a specific outcome guiding the gameplay
- **Question:** teacher asks the students questions about a tactical concept, movement skill or aspect of personal and social development from the gameplay to guide learners to solve problems they have experienced
- **Play practise:** use of activities [i.e. games, scenarios, or drills] that guide students to achieve the tactical or movement skill objective
- **Question:** teacher again asks students about a tactical concept, movement skill or aspect of personal and social development from the play practise they have just completed to guide students to solve problems they have experienced and identify how they have solved these problems

- **Gameplay:** students are placed into a game or match simulation to try and achieve the original objective [or a potentially slightly more challenging one] to use the tactical and movement skills they have learned from previous gameplay and play practises
- **Conclusion:** the teacher and the students discuss or think about what has taken place, whether the lesson outcomes have been achieved and what can be done in the future

The Game Sense approach – key points

- Plan each session around developing a particular tactical concept and movement skill
- Teachers provide an environment for students to successfully solve the challenges that gameplay provides, rather than instructing students how to perform a particular skill
- Minimise teacher instructions and demonstrations to allow play to continue and support students in developing their skills

CHANGE IT

CHANGE IT – Vary one or more of the following game elements to maximise participation and meet student needs and game objectives.

How you score/win

Increase opportunities to score, e.g. allow passing to a student to score or pass into an end zone, instead of shooting at a goal; vary the size of/distance to a target.

Numbers

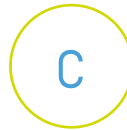
Consider using different team sizes or varying the number of turns, e.g. decreasing team sizes can increase student involvement by maximising participation. When introducing defence into a game, 3 v 1 or 4 v 2 gives attackers more options to deal with an added defender. Increasing the number of turns helps students learn new skills.

Equipment

Vary the size and type of the equipment used, e.g. change to a larger and/or softer ball if the student is having difficulty catching, or to a smaller ball if they are having problems throwing; introduce a batting tee (a stationary ball) if a student is having difficulty hitting a moving ball.

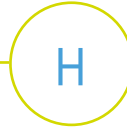
Time

Reduce or extend the time to perform actions, e.g. see how many passes students can complete in 5 or 30 seconds. Increase possession time to allow students more time to decide what to do next.



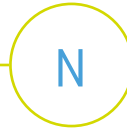
Coaching style

Use questions to set challenges for specific aspects of a game, e.g. 'When should you move to receive a pass?'. Provide discrete coaching, without interrupting the game, where required. Use student role models to highlight skilful play. Vary how you communicate (simple or more complex language; visual, auditory, or kinaesthetic cues) according to student needs (such as age, cultural background, intellectual and sensory ability).



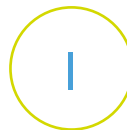
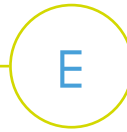
Area

Increase or decrease game difficulty by changing the shape and/or size of the playing area, e.g. long and narrow, short and wide, smaller/larger.



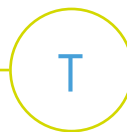
Game rules

Change the rules slightly, e.g. introduce a no-tackling rule to give students more time to play the ball; allow 2 bounces before catching or stopping the ball; specify that 3 team members must touch the ball before scoring a point; allow a student to roll rather than throw the ball, or walk rather than run.



Inclusion

Engage students to modify the activities using any of the outlined game elements (or others) to maximise their involvement. Ask students individually how the game could be improved for them and/or how their involvement could be increased; or provide options they could choose from to encourage agency.



IF IT'S NOT WORKING... CHANGE IT!

It is more important to remember the concept of CHANGE IT than to remember what each letter represents.

CURRICULUM LINKS

These lesson plans are aligned to the Australian Curriculum: Health and Physical Education (AC: HPE) Version 9.0 strand of Movement and Physical Activity [MPA] and aspects of related achievement standards.

Content descriptions

Each lesson identifies one or more content descriptions, which indicate how the lesson is aligned to the AC:HPE in each band.

Each lesson provides a series of games the teacher can deliver to help students learn the fundamental movement skills of golf. For each lesson, years 5 and 6 have been identified and colour coded red.

Years 5 and 6

At any year level, students are likely to demonstrate considerable differences in the fundamental movement skills proficiency.

Links to the [Australian curriculum](#), content descriptions and detail on relevant sections of the achievement standards.
Links to the [NSW curriculum](#) and [Victorian curriculum](#).

Specific curriculum linkages for these lessons:

Lessons 1-8:

Australian curriculum-relevant content descriptions

Years 5 and 6	AC9HP6M03
	AC9HP6M07
	AC9HP6M09

YEARS 5 AND 6

Curriculum links:

Relevant sections of the achievement standard

Students refine and modify movement skills and apply movement concepts across a range of situations.

They transfer movement strategies between situations and evaluate the impact on movement outcomes.

They describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.

Relevant content descriptions

[AC9HP6M03](#)

Investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes.

[AC9HP6M07](#)

Predict and test the effectiveness of applying different skills and strategies in a range of movement situations.

[AC9HP6M09](#)

Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities

INTRODUCTION TO GOLF

RULES

- Students play as individuals.
- The aim is to move the ball from the teeing ground into the hole on the putting green in the fewest possible number of strokes.
- A game of golf consists of playing 18 holes.
- A ball must not be played from out-of-bounds. If a ball is hit out-of-bounds, it must be hit again from the same spot.
- There are three important principles to remember when playing golf:
 - Play the course as you find it.
 - Play the ball as it lies.
 - And if you can't do either, do what's fair.

PLAYING FIELD

A standard golf course has 18 holes. The outer boundary of the course is usually marked by a fence, line or stakes. Each hole has a tee-off area, fairway, rough, hazards and

a green. Hazards include physical features of the course such as sand bunkers or water that are designed to add difficulty to the course. The green is where the flag sits in the hole.

A short golf course can be set up on an oval, school hall or gymnasium. Include the following elements:

Teeing area

Use marker cones or rope to define the area. Students start the course here.

Greens/holes

Holes can be created using hoops or rope. Students aim to hit their ball into the hole.

Hazards/obstructions

Introduce hazards or obstacles slowly. Items such as bins and wickets can be used to increase the difficulty of the course.

EQUIPMENT

Equipment used in this program includes:

- marker cones
- rope
- a variety of balls
 - golf balls
 - pvc balls
 - tennis balls
 - medium-sized balls
- golf clubs
 - putter
 - 7-iron
 - wedge
- golf tees
- bibs or sashes
- a variety of targets
 - baseball bases
 - mats
 - towels
 - beach balls
 - exercise balls
 - hoops
- obstacles such as bins or wickets
- baseballs [optional]
- batting tees [optional]
- baseball bats [optional]
- racquets [optional]
- flying discs [optional].

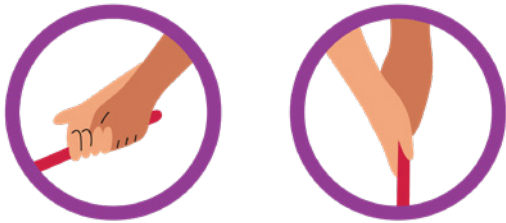
BASIC SKILLS

GRIP

The 'ten finger' or 'baseball' grip is recommended for primary school students.

Coach your students through the following movements:

- Hold club in both hands with no gap between the hands.
- Place thumbs on top.



SETTING UP

Setting up in golf involves positioning the ball, taking a stance and aiming.

Coach your students through the following movements:

- Position the ball level with the inside of the front foot.
- Grip the club.
- Stand with a straight back and feet shoulder-width apart.
- Spread weight evenly across both feet.
- Bend at the hips and flex the knees slightly.
- Position feet, knees, hips and shoulders parallel to the target.
- Take aim.

TAKING A SHOT

Taking a shot in golf is the action of hitting the ball. A full swing is used to make long shots, while a short swing, such as a chip or putt, is used to make short shots.

Coach your students through the following movements:

- Full swing
 - gradually lower the club until it brushes the ground
 - swing the golf club like a baseball bat.
- Chip shot
 - stand with feet 10cm apart
 - shift weight into the front foot
 - arms form and maintain a 'Y' shape
 - the stroke should not go above the height of the hands
 - the backswing and follow-through should be roughly equal in length.
- Putting
 - keeping the face of the club square to the hole
 - eyeline should be directly over or slightly inside the ball
 - use a short stroke to roll the ball into the hole.



FULL SWING



CHIP SHOT



PUTTING

LESSON 1

LESSON 1

LEARNING INTENTIONS

To introduce golf to students. To enable students to practise applying the correct grip, setting up and taking a shot in golf.

Equipment

- Marker cones
- Hoops
- Rope
- One target per pair
- One small beach ball per group of 4 to 6
- One large target ball per group of 4 to 6
- One light, medium-sized ball per team of 4
- One tennis ball per pair
- One golf club (or alternative) per student
- 3 to 4 golf balls per pair (or alternative)
- Bibs or sashes
- Bean bags (optional)

Activities

[HOW MANY BEAN BAGS?](#)

[STORK TAG](#)

[KOLAP](#)

[SNAKES ALIVE](#)

[BOMBARD](#)

[WHAT DID YOU LEARN?](#)

Skill focus

- Grip
- Setting up
- Taking a shot

Duration

60 minutes

Area

Oval, gymnasium or school hall.

Links to curriculum

Years 5 and 6	AC9HP6M03	NSW curriculum VIC curriculum
	AC9HP6M07	
	AC9HP6M09	

HOW MANY BEAN BAGS?

SUMMARY

In pairs, students race to collect the most balls.
Play with 4 teams of 2.

Detail

Warm-up
5 minutes

Equipment

- 10 to 15 golf balls
- One hoop or rope per game
- 4 marker cones per game

CHANGE IT

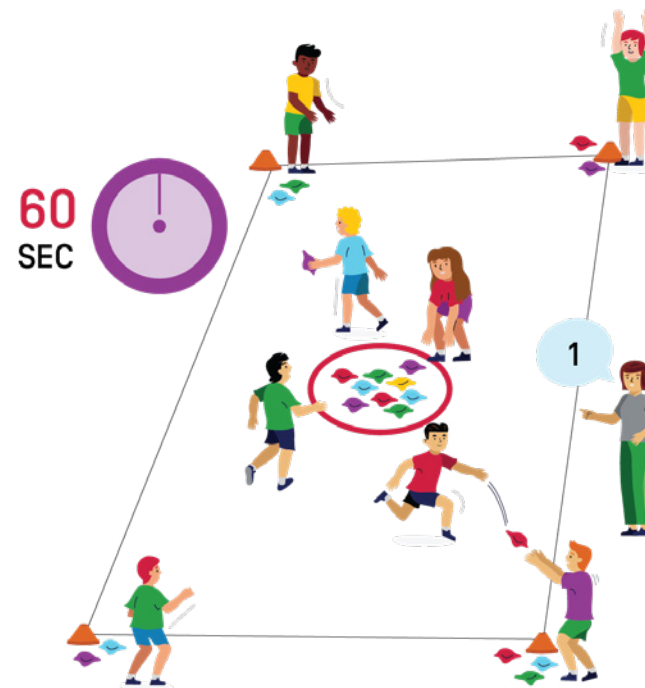
- Change the size of the teams and adjust the playing space as needed.
- Change the time limit.

What to do

- Use marker cones to define the boundaries. Balls are placed in the centre of the playing area.
- Form 4 teams of 2 for each game area.
- In pairs, students take turns running to the centre to collect one ball at a time.
- Students run back to home base with the ball before tagging their team mate to take their turn.
- Pairs collect as many balls as possible in 60 seconds.
- Call 'STOP!' when all balls have been collected from the centre.
- The pair that collects the most balls wins.

Tips

- Choose an area away from walls and other obstructions.
- Ensure students have completed other space awareness activities (e.g. All in tag and Look out for others!).
- Enforce a 'lost ball' strategy. Students signal their intent to enter another playing area.
- Use CHANGE IT to accommodate different student abilities.



STORK TAG

SUMMARY

Taggers chase runners. When runners are tagged, they stop to stand on one leg like a stork. A tagged runner can be freed by another runner by catching a ball thrown by another runner. Either a stork or a free runner can throw the ball. Play with 8 or more.

Detail

Warm-up
5 minutes

Equipment

- Marker cones
- Bibs or sashes
- One golf ball for every 4 students

What to do

- Define the playing area with marker cones.
- Divide students into 2 teams.
- Taggers wear bibs.
- If a runner drops the ball, both students become storks.
- The game stops after a set period or when all the runners are tagged.
- Change runners and taggers frequently.

TAGGERS



CHANGE IT

- To free a stork, both the stork and the runner must successfully throw and catch their balls, otherwise both students become storks.
- Introduce tag-free islands or safe zones.
- Change the size of playing area.
- Replace the stork pose with another position.
- For students still learning to throw and catch, allow one bounce.

KOLAP

SUMMARY

This is a modified version of a target game that was played on Mer Island in the Torres Strait. The game is named after the beans of the kolap tree, which were used as the throwing objects. Students hit their kolaps onto a target and aim to reach a set score. Play with teams of 2.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
10 minutes

Equipment

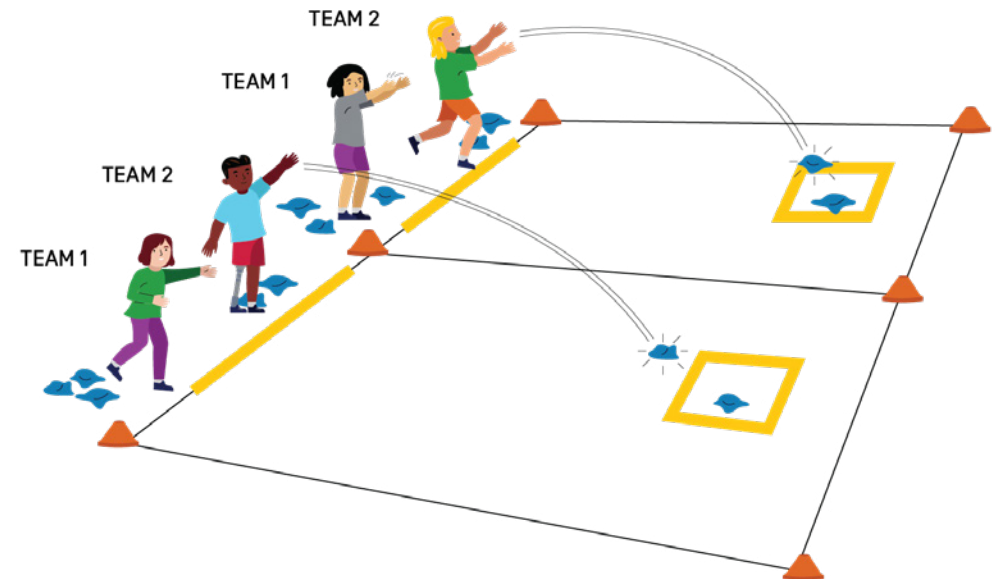
- Marker cones
- One or 2 golf clubs per pair [or alternative]
- Targets for each pair: softball bases, mats or towels
- 4 golf balls [or similar] per student

CHANGE IT

- Change the distance of the target from the throwing line.
- Change the size of the target.
- Set a time limit for each round of 4 kolaps thrown.
- Use bean bags instead of golf balls.
- Set up targets at different distances, with different values.
- Play as individuals, with each student aiming for their own target.

What to do

- Define the playing field with marker cones.
- The first student in each pair uses the golf club to putt or chip their 4 kolaps onto the target.



SNAKES ALIVE

SUMMARY

In teams, students hit balls one at a time and try to form the longest snake. Play in teams of 4 or more.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
15 minutes

Equipment

- Marker cones
- One golf ball (or alternative) per student
- One or 2 clubs (or alternative) per team

CHANGE IT

- Play with a minimum distance from the start line for the position of the snake's head.
- Set a maximum length for the snake. All balls must land within this distance.
- Students use a lightweight bat and a tennis ball or frisbee.
- Students use a golf club to chip the ball.

What to do

- Define the playing area with marker cones.
- Divide students into teams of 4 or more.
- Create a line in front of each team that the final ball must go beyond for the ball to be counted.
- On your call, the first student on each team plays their ball.
- The first ball hit becomes the head of the snake.
- One by one, students in each team take turns aiming to hit their ball so that it lands behind the previous ball hit.



PUTTING

BOMBARD

SUMMARY

Teams hit golf balls at a large target ball and try to move the target ball over a goal line. Play with 4 or more students.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
20 minutes

Equipment

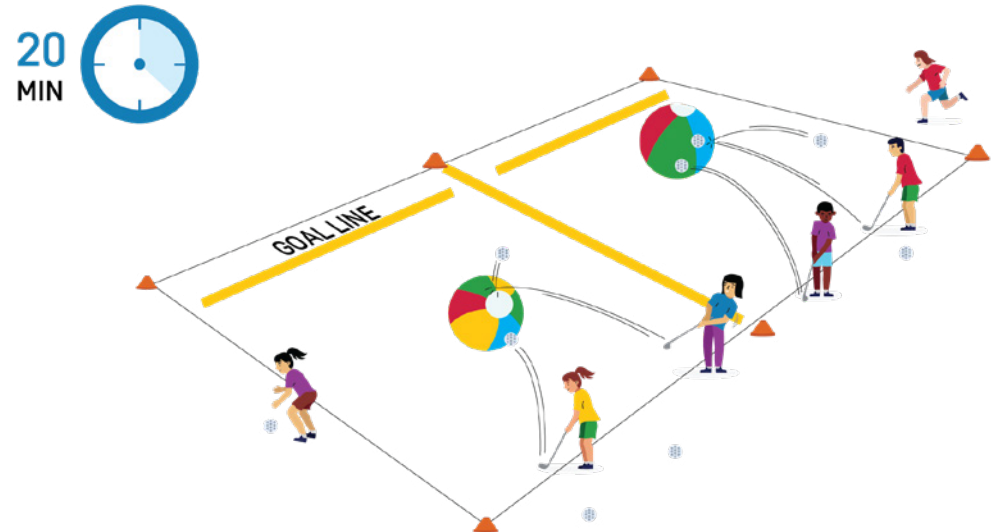
- Marker cones
- 2 golf balls (or similar) per student
- One to 2 golf clubs (or alternative) per student
- One large target ball per team

CHANGE IT

- Have students use a bat or racquet to hit the ball.
- Change the size of the target ball.

What to do

- Define the playing area with marker cones.
- Divide students into teams.
- Each student is given 2 balls.
- When you call 'PLAY BALL!' students hit the balls at the target.
- Restart play once all students have moved back out of the playing area.
- First target ball to cross the goal line scores a point.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson

Details

5 minutes

What to do

In pairs, students discuss:

- What grip do you use to hold a golf club?
- What does setting up in golf involve?
- What other sports or games do you aim at targets?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle



LESSON 2

LESSON 2

LEARNING INTENTIONS

To introduce chipping and putting techniques. To develop the skills of chipping and putting through play. To work well with a partner in a range of games.

Skill focus

- Grip
- Setting up
- Taking a shot

Duration

60 minutes

Area

Oval, gymnasium or school hall.

Equipment

- Marker cones
- 5 to 6 targets (of different heights)
- If indoors, one rubber mat, towel or bucket per student
- One medium-sized ball per pair
- One golf ball per student (or similar)
- One golf club (or alternative) per student
- Obstacles (optional)
- One frisbee per student (optional)

Activities

[UNTIE THE KNOT](#)

[BOUNDARY PASS](#)

[HIT THE SQUARE](#)

[THROLF](#)

[GREAT WORK](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 5 and 6

[AC9HP6M03](#)

[AC9HP6M07](#)

[AC9HP6M09](#)

[NSW curriculum](#)

[VIC curriculum](#)

UNTIE THE KNOT

SUMMARY

Students join hands with 2 other students and must work as a team to untangle the knot without letting go. Play in groups of 6 or more.

Detail

Warm up
5 minutes

Equipment

- Bibs or sashes (optional)

CHANGE IT

- Students hold a bib or sash each instead of joining hands.

What to do

- Divide students into groups of 6 to 10 and have them stand in a circle.
- Each student joins hands with 2 other students – but not the students standing next to them!
- Once the knot is formed students must work together to untangle the knot without letting go.
- Students move slowly to untie their knot by stepping over and moving under their joined hands.
- To ensure safety, the game should not be played as a race.



BOUNDARY PASS

SUMMARY

In pairs, students try to make as many passes to each other as they can in 60 seconds. To add a challenge, the pass has to be across a different boundary line every pass.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Warm-up
5 minutes

Equipment

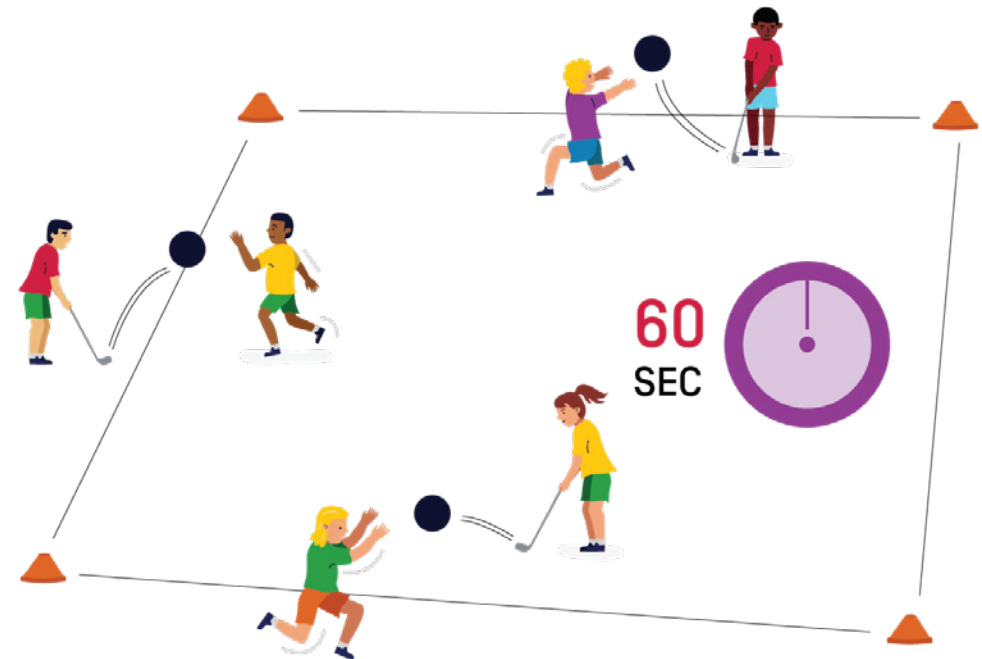
- Marker cones
- One golf ball (or similar) per pair
- One golf club (or alternative) per student

CHANGE IT

- Allow more than one pass across a boundary.
- Pairs swap positions, the inside student now runs along the outside of the playing field and vice versa.
- Play with groups of 3 and adjust the size of the playing field accordingly.
- Play with a smaller playing area and smaller group.

What to do

- Use marker cones to define the playing field and boundary lines.
- Pairs start within the marked area near the centre.
- On your call, students move in the same direction around the playing field, chipping or putting the ball across the boundary lines to pass it back and forth with their partner.
- Each pass must be across a different boundary line.
- Play for several rounds.
- The activity can be repeated with pairs attempting to beat their score while running in the opposite direction.



HIT THE SQUARE

SUMMARY

Two pairs of students stand on opposite sides of a square. From a standing position, a ball is chipped or putted between the pairs. Each student attempts to land their shots in the middle of the square. Play in groups of 4.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
15 minutes

Equipment

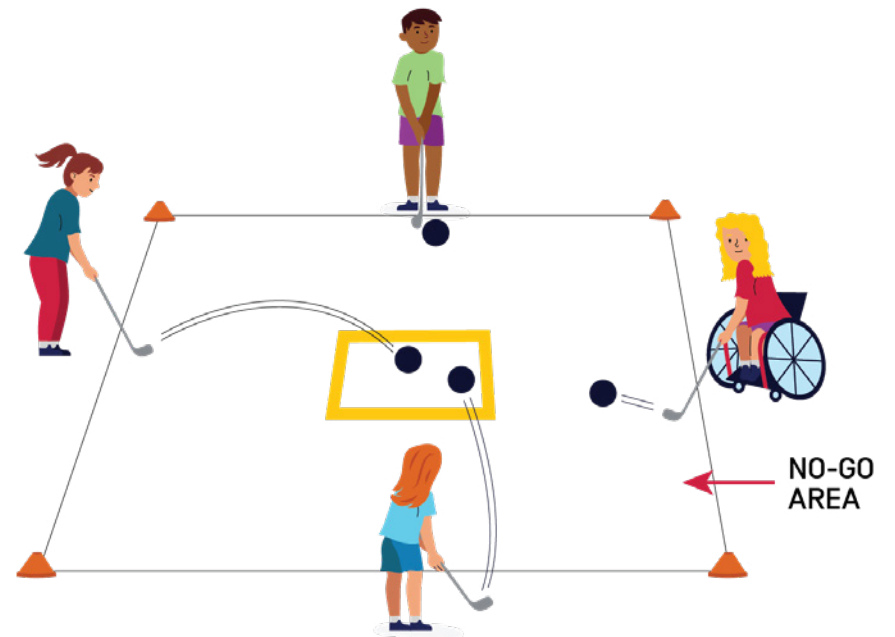
- Marker cones
- One hoop or rope per group
- One golf ball (or similar) per pair
- One golf club (or alternative) per student

CHANGE IT

- Use a lightweight bat and a larger, lightweight ball.
- Change the size of the playing area.
- Place a bucket in the middle of the target and ask students to chip balls into the bucket.
- Change the size of the target.

What to do

- Define the playing area with marker cones.
- Pairs take turns gently putting or chipping the ball towards the target area.



THROWLF

SUMMARY

As in golf, a course with holes is established. Students will move around the course attempting to reach the target in the least number of hits.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

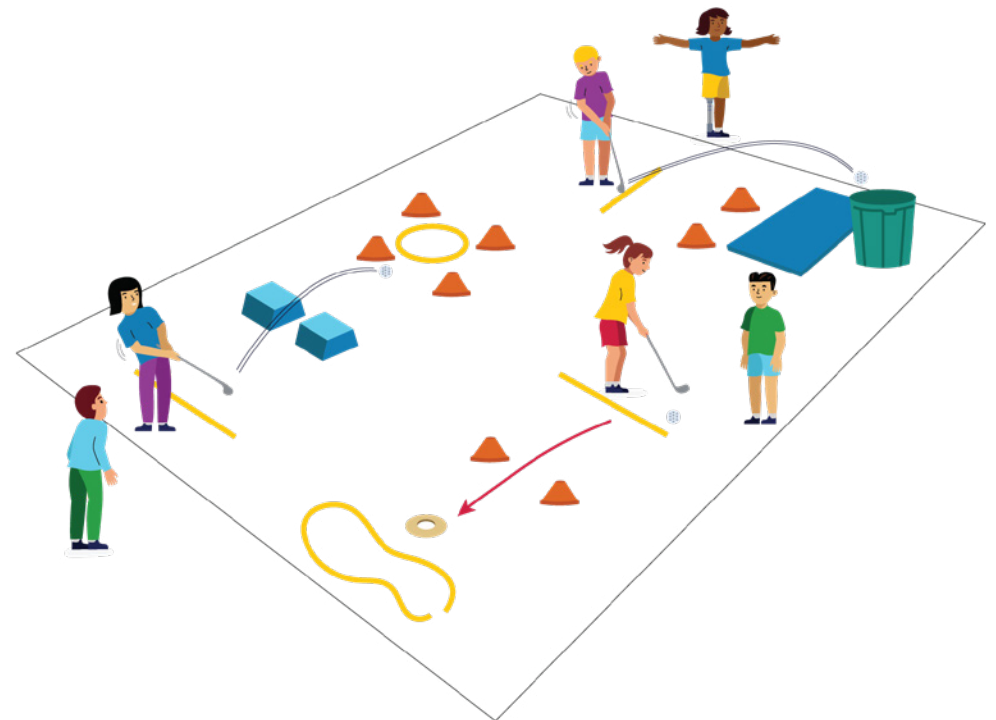
Skill development
25 minutes

Equipment

- One golf ball (or similar) per student
- One golf club (or alternative) per student
- 5 to 6 targets
- Obstacles such as bins, buckets or wickets
- One frisbee per student [optional]

What to do

- Set up the course with obstacles of different heights.
- Spread students across the course.
- Students chip or putt a ball around the course.
- Students chip or putt from a start line next to each target.
- The next shot is taken from where their ball lands.
- When throwing, students hold the frisbee away from the body and deliver from a forward-facing position.
- The next shot is taken from where their frisbee lands.
- Students aim to reach the targets with the fewest hits possible.



CHANGE IT

- Use a frisbee instead of a ball and club.
- Change the distance between the targets.

GREAT WORK

SUMMARY

Give students feedback and encouragement.

Details

Finishing up

5 minutes

What to do

- Share examples of times students worked well as a team.
- Share individual feedback and emphasise improvement rather than best all-round performance.
- Ask students to give themselves some positive feedback.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson

Details

5 minutes

What to do

In pairs, students discuss:

- What shape do you form and maintain with your arms when taking a chip shot?
- How did you support others today?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle



LESSON 3

LESSON 3

LEARNING INTENTIONS

To practise chipping and putting. To apply the skills of chipping and putting in target games. For students to self assess their putting and chipping skills [see the printable student self assessment on page 35].

Skill focus

- Grip
- Setting up
- Taking a shot

Duration

60 minutes

Area

Oval, gymnasium or school hall.

Equipment

- Marker cones
- 4 golf balls [or similar] per student
- One target ball
- One golf club [or alternative] per student
- One frisbee per student [optional]
- One tennis ball per group of 10

Activities

[FUN ON THE SPOT](#)

[TUNNEL AND LAPS](#)

[WEME](#)

[BOCCIA](#)

[ENGAGE ALL](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 5 and 6	AC9HP6M03	NSW curriculum VIC curriculum
	AC9HP6M07	
	AC9HP6M09	

FUN ON THE SPOT

SUMMARY

A quick energiser where students perform short bursts of a specified movement.

Detail

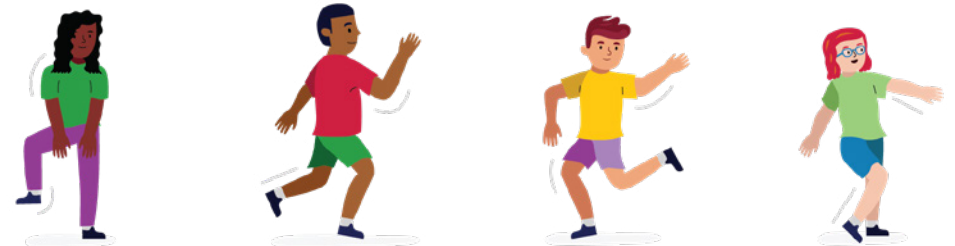
Warm-up
5 minutes

Equipment

- Marker cones
- One ball per student

What to do

- Define the playing area with marker cones.
- Students spread out across playing area and start with easy jogging.
- On your call, students perform short 15 second bursts of a specified movement.
- Have students demonstrate chipping and putting.
- Add dynamic flexibility activities such as lunge walks.



TUNNEL AND LAPS

SUMMARY

Students on the striking team score points by chipping or putting a lightweight ball and running around team mates standing shoulder to shoulder. At the same time, the fielders come together to make a tunnel. The fielded ball is rolled through the tunnel, and the last student runs to the front with the ball and calls 'STOP!'. Play in groups of 8.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Warm-up
10 minutes

Equipment

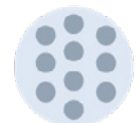
- One golf ball (or similar) per game
- One golf club (or alternative) per student

CHANGE IT

- Change the ball used.
- Have the fielding team putt the ball through the tunnel.

What to do

- The striking team chips or putts the ball and runs around the team as many times as possible until a fielder calls 'STOP!'.
- The fielding team forms a line behind the student who fielded the ball.
- Students stand with their legs apart to create a tunnel.
- The original fielder rolls the ball through the tunnel.
- The student on the end of the tunnel collects the ball, runs to the front and calls 'STOP!'.
- The game continues this way until everyone has had a turn as striker and then there's a changeover.



WEME

SUMMARY

The Walbiri people of central Australia played a stone bowling game called Weme. A stone thrown by the first student is used as a target by the second student. Students take alternate turns with each aiming at the other's stone. In the variations described, balls replace stones and the balls are chipped or putted rather than thrown.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

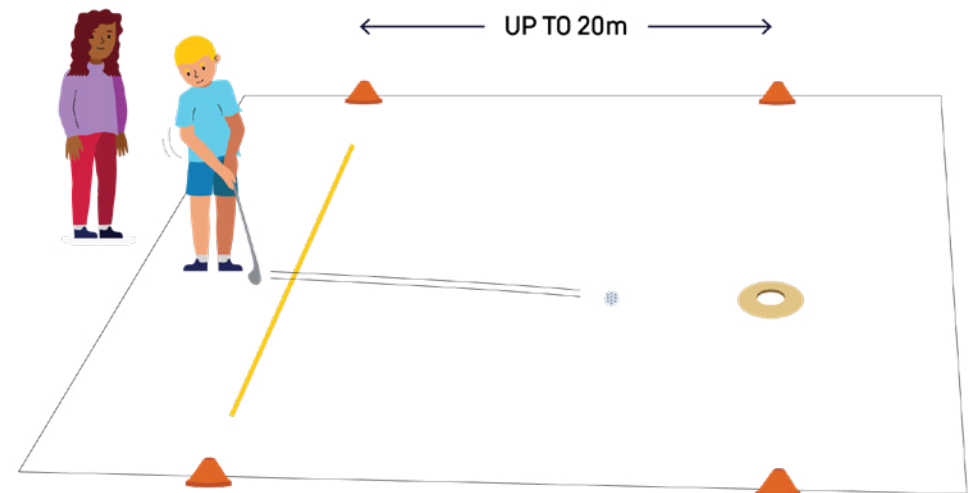
Skill development
10 minutes

Equipment

- Marker cones
- One golf ball (or similar) per student
- One golf club (or alternative) per student

What to do

- Define the playing field using marker cones.
- Students take turns putting a ball towards the boundary line.
- If the ball passes beyond the line, the other student scores a point.
- After the first student takes a shot, the second student putts their ball to try to hit the first ball.
- A point is scored if the second ball hits the first.
- Both students then collect their balls and the game starts from the opposite end of the playing area.
- Students alternate turns each round. The second student has the first turn.



CHANGE IT

- Use a lightweight bat and a tennis or foam ball.
- Change the size of the playing area.
- 2 v 2 variation
- Play with 2 teams of 2.
- One student from each pair stays at each end.
- The game that is played from each end is the same as the one v one variation except partners share and add their points together.
- Teams alternate turns.

BOCCIA

SUMMARY

Pronounced botch-ya. In this target game, students chip or putt as many of their balls as close to the jack as possible. Students play in even teams of 2 or 3, or as individuals [see the printable student self assessment on page 35].

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
15 minutes

Equipment

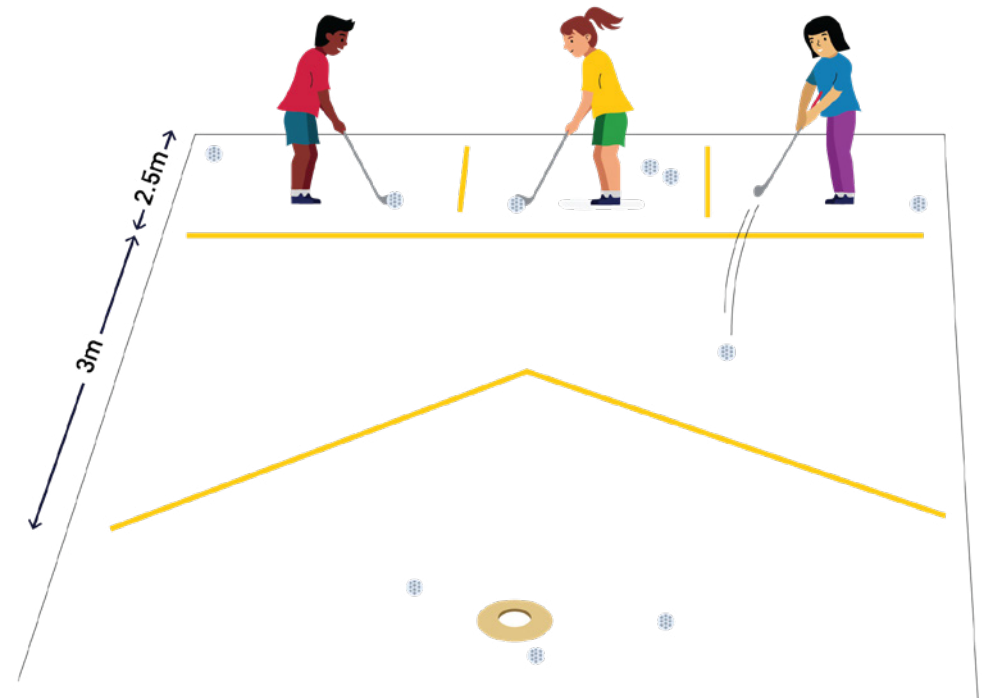
- 4 golf balls (or similar) per student
- One golf club (or alternative) per student
- One target ball (jack) per game
- One frisbee per student (optional)

CHANGE IT

- Change the size of the jack.
- Students use a frisbee instead of a ball and club.

What to do

- Divide students into even teams and allocate team colours: red or blue.
- The red team starts the game by throwing the jack onto the playing area.
- The first student on the red team putts or chips their balls towards the jack.
- The blue team then putts or chips their first ball onto the playing area.
- Teams take turns for a nominated number of shots or until everyone has had a putt.
- If the jack is thrown or knocked out of bounds, it is placed in the centre of the playing area and the game continues.
- A tiebreaker is used if scores are level at the end.
- The jack ball is placed in the centre of the playing field and sides flip a coin to determine the order of play.



ENGAGE ALL

SUMMARY

A ball is chipped or putted into the field. The batter runs around team mates and all fielders run to the ball to touch it at the same time. The batter keeps on running until someone from the fielding team calls 'STOP!'. Play with teams of no more than 5.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
15 minutes

Equipment

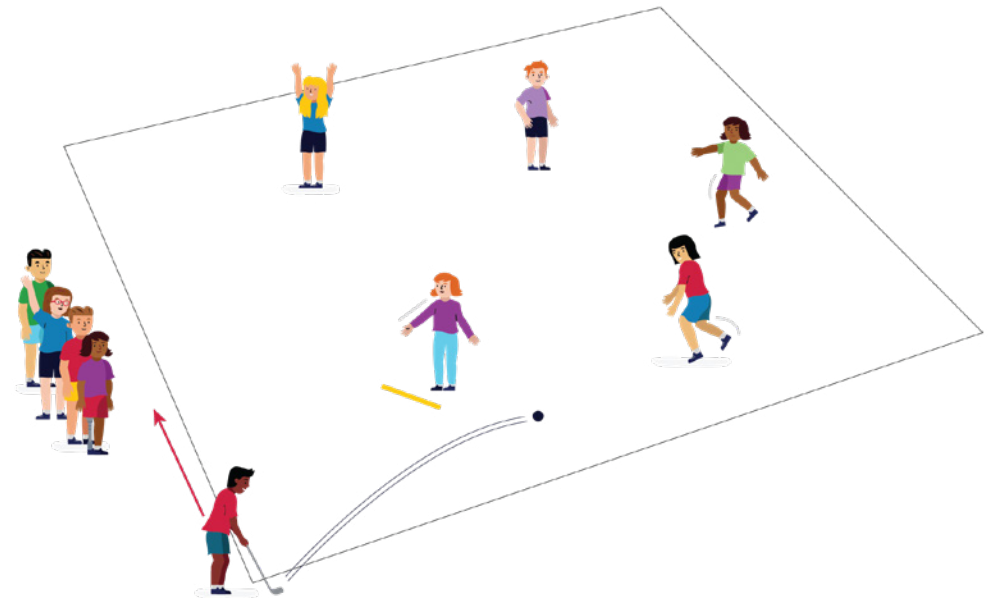
- Marker cones
- One golf ball (or similar) per game
- One golf club (or alternative) per student
- One frisbee per student (optional)

CHANGE IT

- Students throw a frisbee into the playing area using their non-dominant arm.
- Students use a bat or racquet instead of a club.
- For an added challenge, have the batter chip one-handed or while standing on one foot.

What to do

- Define the playing field using marker cones.
- Divide the group into batters and fielders.
- The batting team forms a line as shown.
- The student at the front of the line chips or putts the ball into the playing area.
- All fielders run to the ball to touch it at the same time.
- The batter runs around their team mates until someone from the fielding team calls 'STOP!'.
- Fielders call 'STOP!' once all fielding students have touched the ball.
- The batting team scores a point for each lap of their team mates.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson

Details

5 minutes

What to do

In pairs, students discuss:

- Where do you position the ball in relation to your front foot when setting up to make a chip?
- How should your weight be spread when setting up to play a shot?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle or thumbs in middle



SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Lesson 3 - Golf – Boccia

Circle the face that matches how you feel about each of the statements below:



Always



Sometimes



Rarely

Movement skills	I can putt the ball accurately, getting the ball within a metre of the target: = 4 out of 4 times = 3 out of 4 times = 2 or less times	
	I can chip the ball accurately, getting the ball within putting range of the target. = 4 out of 4 times = 3 out of 4 times = 2 or less times	
Strategy and tactics	I understand when to use a putt rather than a chip shot.	
	I understand when it is best to use power or try to be accurate.	
Personal and social responsibility	I encouraged my team mates as we took turns in our game of Boccia.	

LESSON 4

LESSON 4

LEARNING INTENTIONS

To practise chipping and putting with accuracy over varying distances. To apply chipping and putting while playing target games.

Equipment

- Marker cones
- Tape or chalk
- Hoops or ropes
- One medium-sized ball per pair
- 2 golf balls (or similar) per student
- One golf club (or alternative) per student
- Bibs or sashes
- One cricket ball

Activities

[STORK TAG](#)

[BACK-TO-BACK PASS](#)

[BULLSEYE](#)

[HIT AND CATCH](#)

[CORNER BOWLS](#)

[LET'S SEE IT](#)

[WHAT DID YOU LEARN?](#)

Skill focus

- Grip
- Setting up
- Taking a shot

Duration

60 minutes

Area

Oval, gymnasium or school hall.

Links to curriculum

Years 5 and 6	AC9HP6M03
	AC9HP6M07
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

STORK TAG

SUMMARY

Taggers chase runners. When runners are tagged, they stop to stand on one leg like a stork. A tagged runner can be freed by another runner by catching a ball thrown by another runner. Either a stork or a free runner can throw the ball. Play with 8 or more.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

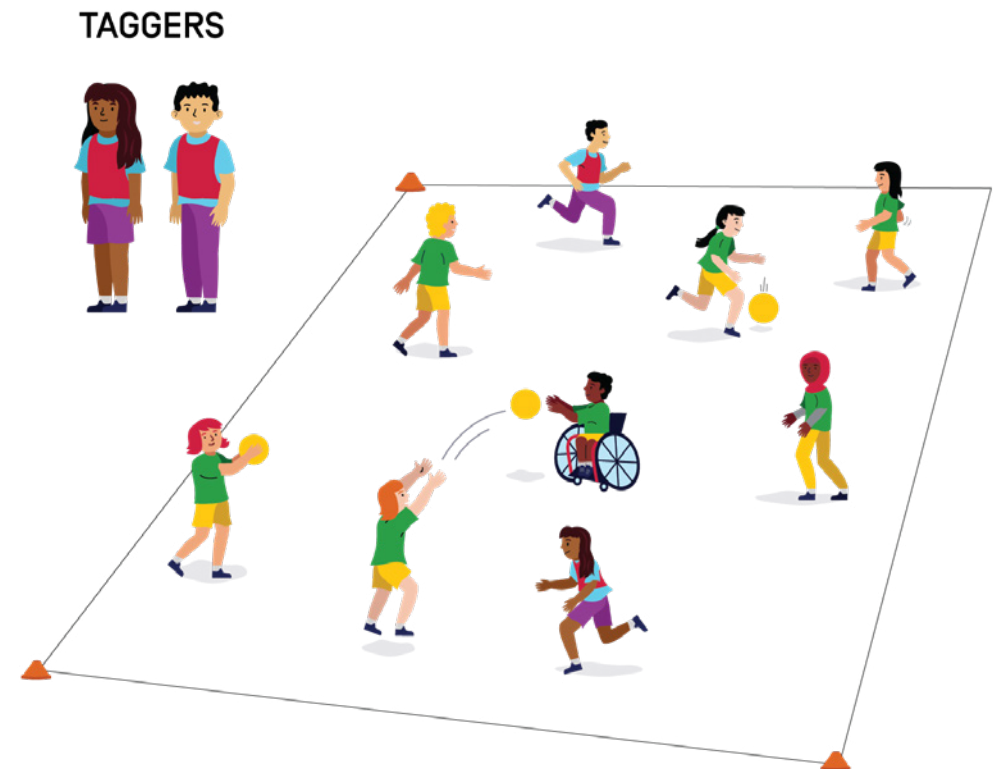
Warm-up
5 minutes

Equipment

- Marker cones
- Bibs or sashes
- One golf ball for every 4 students

What to do

- Define the playing area with marker cones.
- Divide students into 2 teams.
- Taggers wear bibs.
- If a runner drops the ball, both students become storks.
- The game stops after a set period or when all the runners are tagged.
- Change runners and taggers frequently.



CHANGE IT

- To free a stork, both the stork and the runner must successfully throw and catch their balls, otherwise both students become storks.
- Introduce tag-free islands or safe zones.
- Change the size of playing area.
- Replace the stork pose with another position.
- For students still learning to throw and catch, allow one bounce.

BACK-TO-BACK PASS

SUMMARY

In pairs, students pass a ball to one another while back-to-back. Play with 4 or more.

Detail

Warm-up
5 minutes

Equipment

- One ball per pair

CHANGE IT

- Swap partners.
- Change the distance between students.
- Ask students to develop new challenges for their peers to try.
- Change the direction of the pass.

What to do

- Divide students into pairs.
- Students pass the ball back and forth.
- The ball must change hands completely.
- Challenge students to see how many passes they can make in 20 seconds.



BULLSEYE

SUMMARY

Students in small groups chip or putt the ball onto a target, aiming to score maximum points.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
10 minutes

Equipment

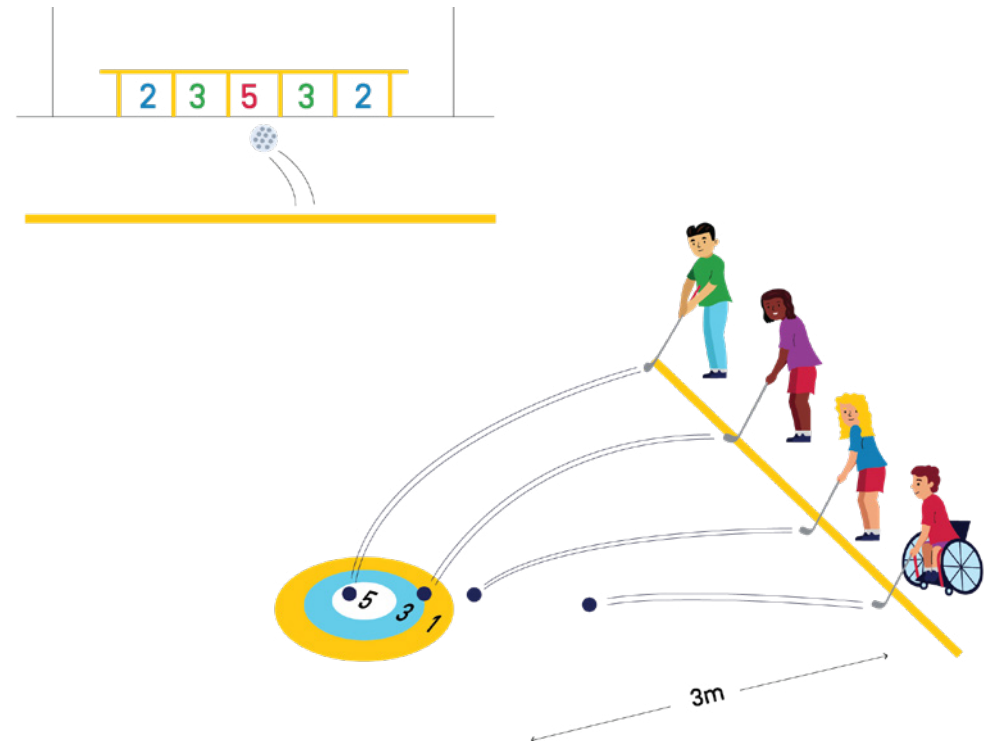
- Marker cones
- One golf ball (or similar) per student
- One golf club (or alternative) per student
- Rope or hoops

CHANGE IT

- Students use a lightweight bat and a tennis ball or foam ball instead of a golf club.
- Change the size of the targets.
- Change the distance between the targets and the throwing line.

What to do

- Create one target per group of 3 to 4 students.
- Create targets as shown using rope or hoops.
- Use marker cones to create a throw line 3m from the target.
- Students stand 2m apart.
- One by one, students putt or chip their ball at the target.
- Balls are retrieved after all students have had a turn throwing.
- Repeat for a set number of rounds.



HIT AND CATCH

SUMMARY

In pairs, students take turns playing a chip shot for their partner to catch without moving from a spot.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
15 minutes

Equipment

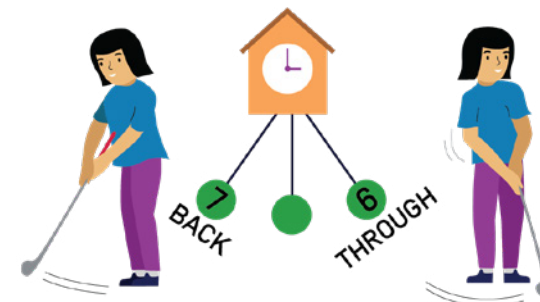
- One golf ball (or similar) per pair
- One golf club (or alternative) per student
- One hoop per student
- One beanbag per student [optional]

CHANGE IT

- Challenge the hitter to stand on one leg.
- Challenge the receiver to keep one foot stationary, balance on one leg or catch one-handed.
- Students repeat the activity with a bean bag on their head.

What to do

- Students stand inside their hoop facing their partner, spaced 5m apart.
- Students take turns using a club to chip the ball back and forth.
- The receiving partner tries to catch the ball without moving from their hoop.



CORNER BOWLS

SUMMARY

In pairs, students work together to beat their opponents by hitting balls close to a target and hitting opponents' balls away from the target. Play in groups of 4.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
15 minutes

Equipment

- 2 golf balls (or similar) per student
- One golf club (or alternative) per student
- Target ball

CHANGE IT

- On your call, all students putt their ball at the same time.

What to do

- Divide students into groups with 2 teams of 2.
- Pairs take turns putting one ball at a time towards the target until all students have had 2 turns.
- Only one student putts the ball at a time.
- Complete 4 games, with each student taking a turn to play first.



LET'S SEE IT

SUMMARY

Students demonstrate skills and tactics.

Details

Finishing up

5 minutes

What to do

- Choose one key point or skill and ask students to demonstrate.
- Give feedback and encouragement.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson

Details

5 minutes

What to do

In pairs, students discuss:

- When making a chip shot, describe three things that you need to do to successfully chip the ball towards a target?
- What challenged you today?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle



LESSON 5

LESSON 5

LEARNING INTENTIONS

To introduce hitting a ball off a tee. To practise chipping, putting and hitting a ball off a tee.

Skill focus

- Grip
- Setting up
- Taking a shot

Duration

60 minutes

Area

Oval, gymnasium or school hall.

Equipment

- Marker cones
- A variety of targets per group of 3 or 4
- One tennis ball or similar per group of 8
- 2 golf balls (or similar) per student
- One golf club (or alternative) per student
- One paddle bat per student
- Golf tees
- Hoop
- Bucket

Activities

[PARTNER TAG](#)

[CONTINUOUS TENNIS](#)

[HIT THE TARGET](#)

[6 OR SAFE](#)

[BEAT THE BUCKET](#)

[LOW 5S, HIGH 5S](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 5 and 6

[AC9HP6M03](#)

[AC9HP6M07](#)

[AC9HP6M09](#)

[NSW curriculum](#)

[VIC curriculum](#)

PARTNER TAG

SUMMARY

Students form pairs. One student in each pair is the tagger and the other tries to avoid being tagged.

Detail

Warm-up
5 minutes

Equipment

- Marker cones
- Bibs or sashes
- One golf ball for every 4 students

CHANGE IT

- Students can only move by:
 - skipping
 - hopping
 - jumping.
- Change partners.
- The student being chased must try to reach each boundary line before being tagged.

What to do

- Define the playing area with marker cones.
- The tagger counts to 5 to give their partner time to get away.
- When a person is tagged they swap roles with their partner and play continues.

TAGGERS



CONTINUOUS TENNIS

SUMMARY

This rallying activity requires students to practise batting accurate shots to the team on the other side of the court.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Warm-up
5 minutes

Equipment

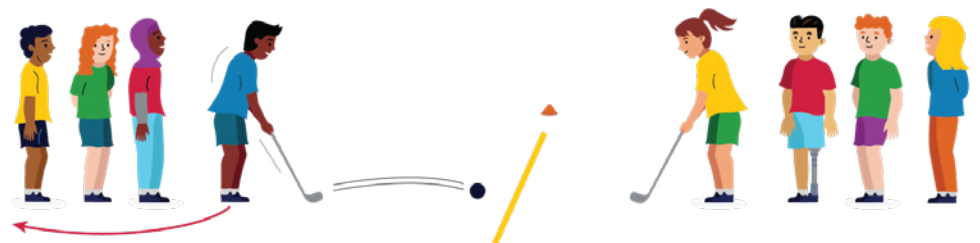
- Marker cones
- One paddle bat per student
- Tennis ball or similar for each group

CHANGE IT

- Change the size of the bat or racquet.
- Use a slower ball.
- Change the size of the playing area.
- Each student runs to the right to join the back of the opposite team. How long can the rally be maintained?

What to do

- Define the playing area with marker cones.
- Students form small groups, lining up to face their opposing team.
- The student at the front of each line hits a ball over the net and runs to the back of the line, making way for the next student to receive a ball and hit it.
- Start with underarm hits.
- After the first ball is hit, the batter moves to the right and then to the back of the line.
- For a team challenge with more skilled students, total points scored after 2 rounds.
- For an individual challenge with less skilled students, the first student to 4 points calls 'FOUR!', only count successful returns.



HIT THE TARGET

SUMMARY

The batting team hits 6 balls off a tee. Batters have the choice of running to a safe zone for 2 points or completing the round trip for 6 points. Play in 2 teams of 4.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
15 minutes

Equipment

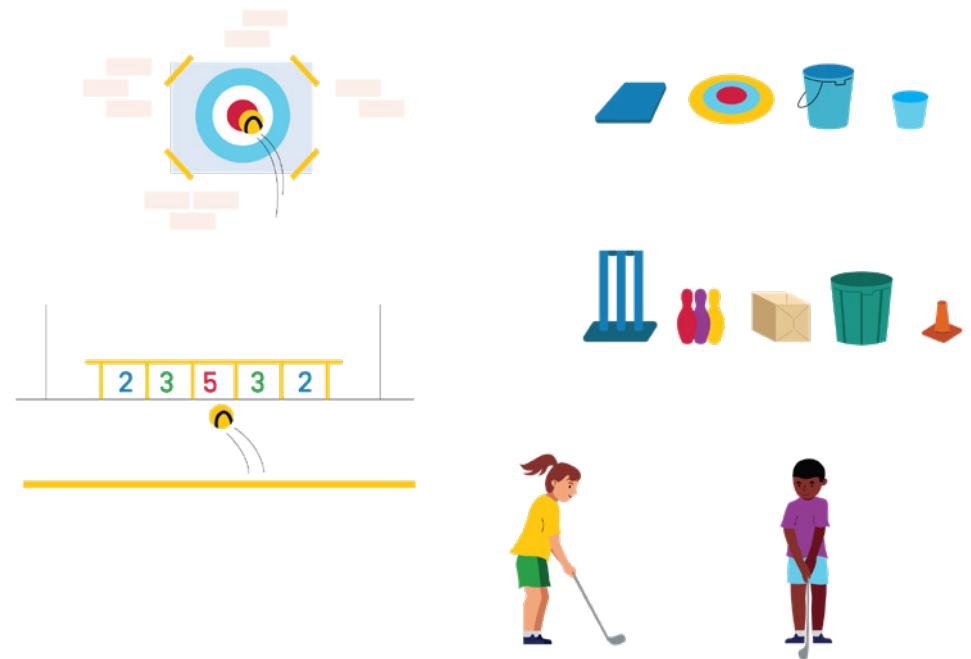
- Marker cones
- 2 golf balls (or similar) per student
- One golf club (or alternative) per student
- A variety of targets

CHANGE IT

- Students use a lightweight bat, tennis or foam ball.
- Change the size of the targets.
- Change the distance between the targets.
- Play in pairs with one student hitting and another fielding. Swap roles after each complete turn.

What to do

- Set up a variety of targets.
- Use marker cones to define the hitting line.
- Students chip or putt balls to hit or land in targets.
- Each student has a set number of hits.
- The aim is to score as many points as possible in 60 seconds.
- Stop play to reposition targets that have been knocked over.



6 OR SAFE

SUMMARY

The batting team hits 6 balls off a tee. Batters have the choice of running to a safe zone for 2 points or completing the round trip for 6 points. Play in 2 teams of 4.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
10 minutes

Equipment

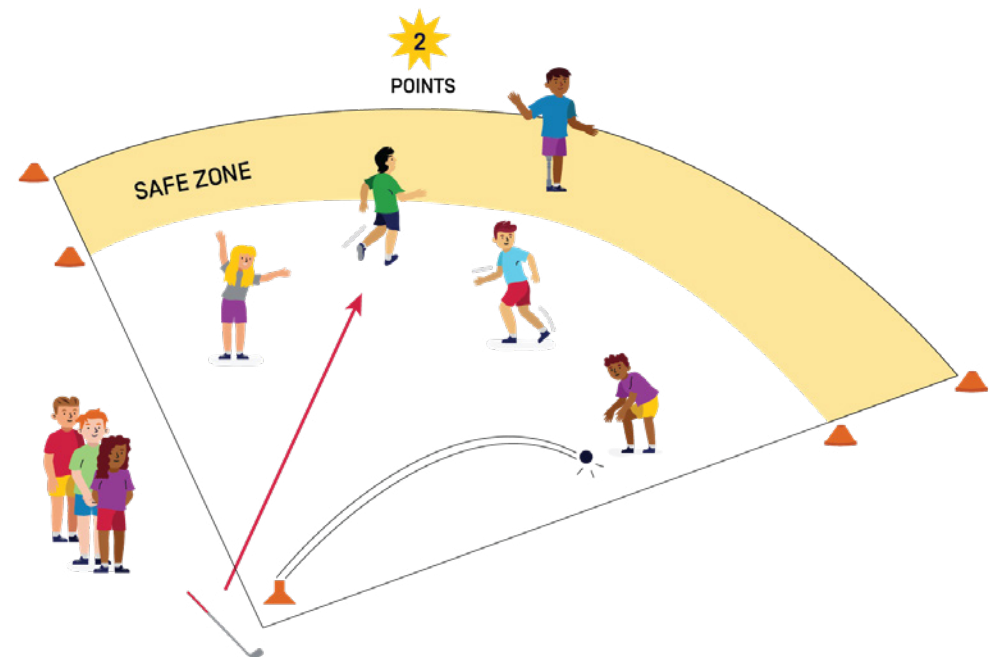
- Marker cones
- 2 golf balls (or similar) per group
- One golf club (or alternative) per student
- One golf tee (or alternative) per group of 8

CHANGE IT

- Fielders alternate between underarm and overarm passes.
- Fielders roll the ball instead of throwing it when making a pass.

What to do

- Define the playing area with marker cones.
- Divide students into 2 teams: batters and fielders.
- The fielding team nominates one team mate to stand in the safe zone. The rest of the team spread out across the playing area.
- The batting team hits 6 balls off a tee.
- While the balls are being fielded, batters run to the safe zone, or to the safe zone and back.
- Batters score 2 points if they reach the safe zone before the balls are returned to the fielder in the safe zone.
- If batters make the return run for 6 points, fielded balls are thrown to a fielder on the edge of the playing area. The fielder runs along the edge of the playing field and returns the balls to the tee.
- Rotate fielding positions each round.



BEAT THE BUCKET

SUMMARY

A base runner chips or putts 3 balls into the field and then tries to run around 4 markers before fielders place all 3 balls in a bucket and call 'STOP!'. Play with teams of 6 to 10.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
15 minutes

Equipment

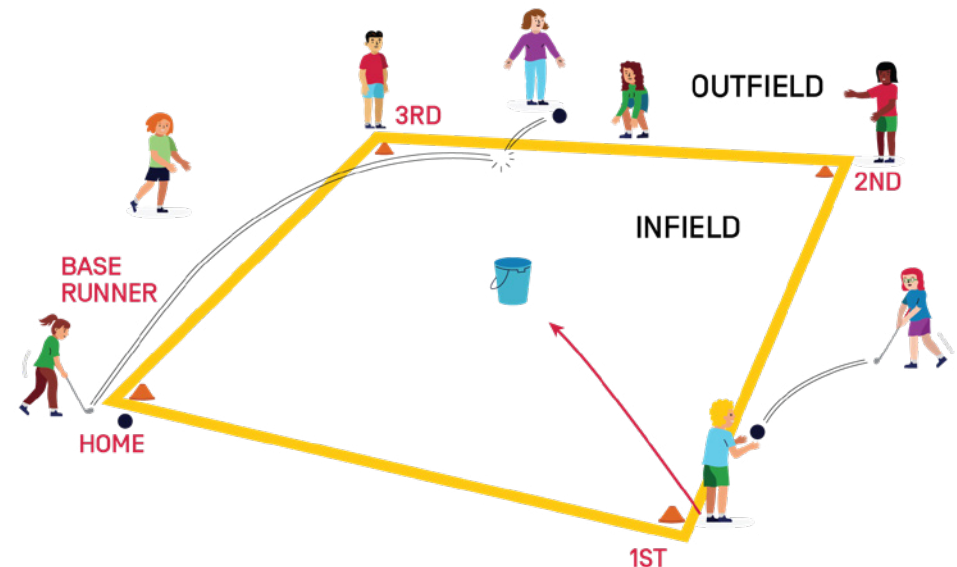
- Marker cones
- 3 golf balls (or similar) per game
- One golf club (or alternative) per game
- Golf tee

CHANGE IT

- Place 2 fielders near the bucket and the other fielders in any suitable fielding position.

What to do

- Use marker cones to define a diamond-shaped playing field.
- A base runner chips or putts 3 balls to either the out-field or in-field.
- The base runner then runs to the first cone as soon as the third ball is thrown and continues to the next cone until a fielder calls 'STOP!'.
- The base runner then changes places with someone in the field when 'STOP!' is called.
- The new runner starts at home base.
- Fielders catch and collect balls and throw them to one of the fielders on the bases.
- Base-fielders run fielded balls to the bucket in the centre of the diamond.
- When all 3 balls have been returned to the bucket, a fielder calls 'STOP!'.



LOW 5S, HIGH 5S

SUMMARY

Students perform the nominated number of low 5s or high 5s with 4 other students. Play with 8 or more.

Detail

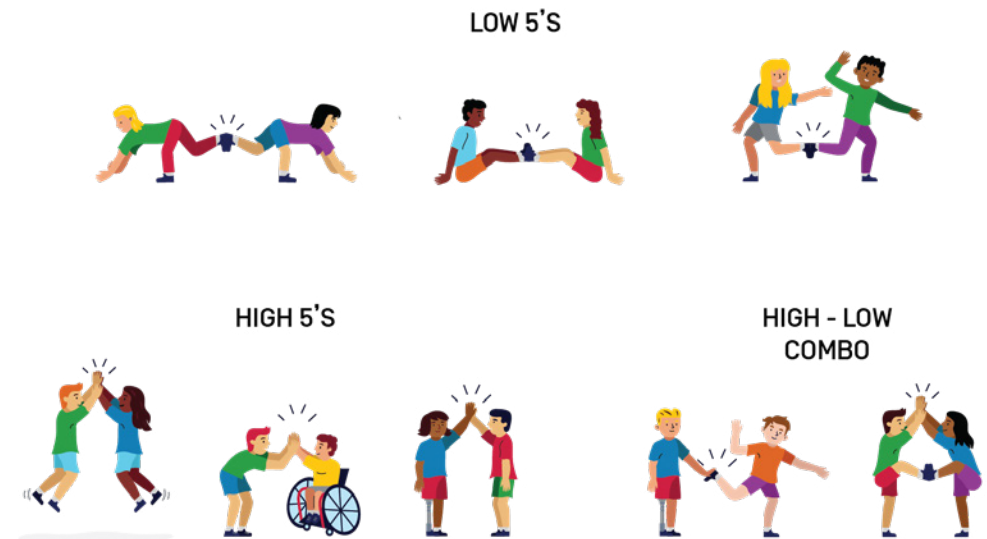
Finishing up
5 minutes

Equipment

- Marker cones

What to do

- Define the playing area with marker cones.
- Students spread out across the playing area.
- Call on different pairs to demonstrate the actions the first time the activity is performed.
- On your call, students perform the action you decide with 4 other students.
- Repeat the game with different actions.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson

Details

5 minutes

What to do

In pairs, students discuss:

- How is your swing different when chipping compared to putting?
- What do you need to remember to play golf safely?
- Which activity did you enjoy playing most in today's lesson?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle



LESSON 6

LESSON 6

LEARNING INTENTIONS

To practise taking a shot with a full swing technique.
To peer assess another student's chip shot technique [see the printable student peer assessment on page 61].

Equipment

- Marker cones
- 3 to 4 hoops or rope
- Chalk
- Bins or buckets
- 15 to 20 small balls
- 4 golf balls (or similar) per pair
- One golf club (or alternative) per student
- One golf tee per pair
- One frisbee per student (optional)

Activities

[HOW MANY BEAN BAGS?](#)

[BUCKET AND HOOP](#)

[RUNNERS V PASSERS](#)

[CONTINUOUS CRICKET](#)

[WHAT DID YOU LEARN?](#)

Skill focus

- Grip
- Setting up
- Taking a shot

Duration

60 minutes

Area

Oval, gymnasium or school hall.

Links to curriculum

Years 5 and 6	AC9HP6M03
	AC9HP6M07
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

HOW MANY BEAN BAGS?

SUMMARY

In pairs, students race to collect the most balls.
Play with 4 teams of 2.

Detail

Warm-up
5 minutes

Equipment

- 10 to 15 golf balls
- One hoop or rope per game
- 4 marker cones per game

CHANGE IT

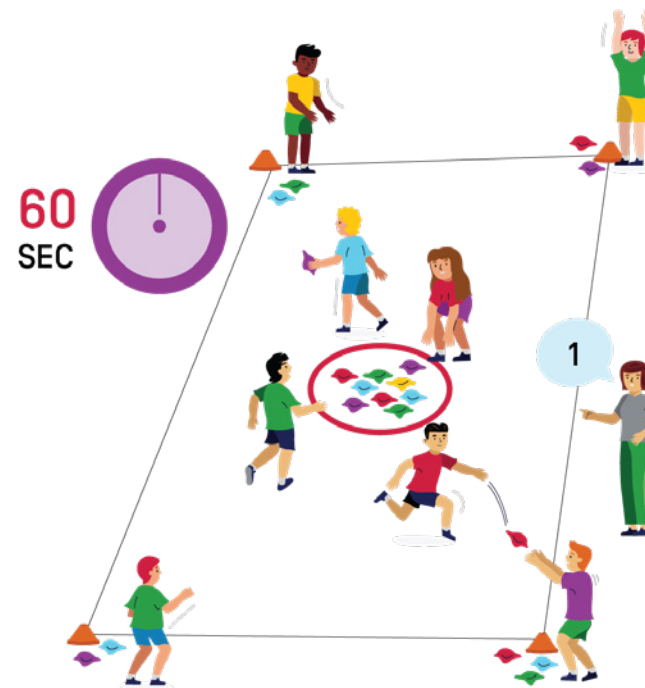
- Change the size of the teams and adjust the playing space as needed.
- Change the time limit.

What to do

- Use marker cones to define the boundaries. Balls are placed in the centre of the playing area.
- Form 4 teams of 2 for each game area.
- In pairs, students take turns running to the centre to collect one ball at a time.
- Students run back to home base with the ball before tagging their team mate to take their turn.
- Pairs collect as many balls as possible in 60 seconds.
- Call 'STOP!' when all balls have been collected from the centre.
- The pair that collects the most balls wins.

Tips

- Choose an area away from walls and other obstructions.
- Ensure students have completed other space awareness activities (e.g. All in tag and Look out for others!).
- Enforce a 'lost ball' strategy. Students signal their intent to enter another playing area.
- Use CHANGE IT to accommodate different student abilities.



BUCKET AND HOOP

SUMMARY

A ball is hit into a hoop or a bucket to score points. Students play in pairs (see the printable student peer assessment on page 61).

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Warm-up
10 minutes

Equipment

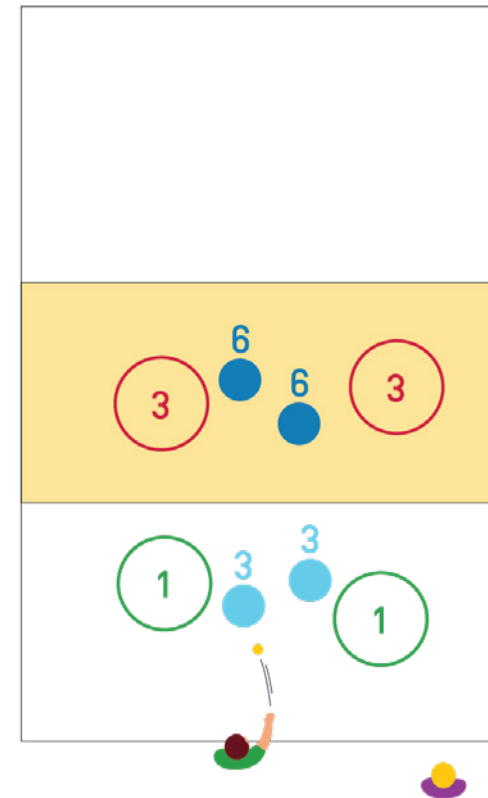
- Marker cones
- 4 golf balls (or similar) per pair
- One golf club (or alternative) per student
- One frisbee per student (optional)
- Hoops or buckets
- Golf tees

CHANGE IT

- The ball must stay in the hoop to score points.

What to do

- Define the playing field with marker cones.
- Set up targets of different distances and values.
- In pairs, students take turns chipping the ball towards the targets.
- The first student in each pair takes 6 hits before pairs swap roles.
- While their partner is hitting, the other student collects hit balls and rolls them back to the tee.
- Students score points for hitting the targets.



BATTERS V FIELDERS

SUMMARY

A ball is hit into the field. The batting team runs around the markers as a group. The fielders gather the ball and pass it to everyone in their team. When all the fielders have touched the ball, they call out 'STOP!'. Play with 4 or more per team.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
20 minutes

Equipment

- Marker cones
- One golf ball (or similar) per game
- One golf club (or alternative) per student
- One golf tee per game

What to do

- Define the playing field using marker cones.
- Divide students into 2 teams: batters and fielders.
- Batters take turns using a full swing to hit the ball into the field from the tee.
- All batters attempt to run as a group to the finish position.
- If the ball goes wide, the shot is taken again.
- The fielding team collects the ball and moves onto the infield.
- Fielders stand at least 2m apart and pass the ball to each member of the team.
- The last fielder to receive a pass calls 'STOP!'
- The batting team scores a point for each marker they passed.
- The ball is passed to the next batter.



FULL SWING ACTION

CONTINUOUS CRICKET

SUMMARY

Students take turns hitting balls off a tee and running between 2 wickets. Play with 2 teams of 3 to 5.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
20 minutes

Equipment

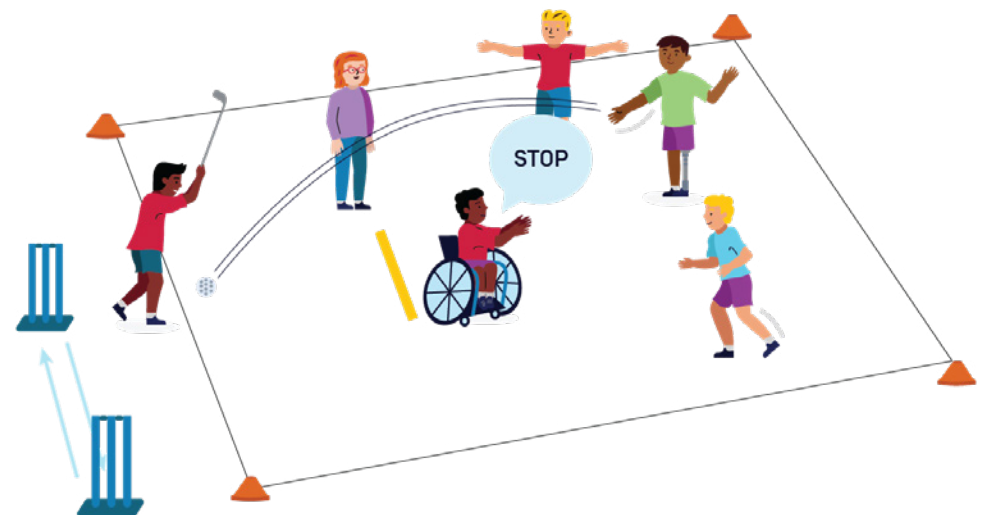
- Marker cones
- One golf ball (or similar) per game
- One golf club (or alternative) per game
- One golf tee per game
- 2 wickets (or alternative) per game

CHANGE IT

- Change the ball used.
- Change the distance between the wickets.
- Create scoring zones.

What to do

- Define the playing area with marker cones and wickets as shown.
- A batter hits a ball off a tee using a full swing.
- The batter runs between the wickets while the ball is being fielded.
- Fielders work together to field the ball and return it to the fielder standing by the tee.
- When the final fielder receives the ball, they call 'STOP!'.
- The batter is out if they do not beat the ball back to the tee.
- Students score a point for each run they complete between the wickets.
- Once the batter is out, students rotate positions until everyone has had a go at bowling, batting and fielding.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson

Details

5 minutes

What to do

In pairs, students discuss:

- How does a full swing differ from a chip shot swing?
- What challenged you today?
- How can you support your peers, even in an individual sport like golf?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle



PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Unit focus: Golf – Bucket and hoop
Skill: Chip shot

Any areas for improvement?

Feedback on Movement Skills

Watch another student complete a chip shot and record how they go with each part of the skill below:

Skill	Keep trying	Almost there	Got it!
The ball is positioned level with the inside of the front foot			
Holding the club using the 'ten finger' grip			
Weight is evenly spread across both feet			
Hips are bent and knees are flexed slightly			
Feet, knees, hips and shoulders are parallel to the target			

Movement Skills

Skill	Keep trying	Almost there	Got it!
Feet are 10cm apart			
Weight shifts onto the front foot			
Arms form and maintain a 'Y' shape			
Stroke does not go above the height of the hands			
The backswing and follow-through are roughly equal in length			

LESSON 7

LESSON 7

LEARNING INTENTIONS

To practise chipping, putting and full swing techniques.
To introduce how and when to use chipping, putting and the full swing techniques in a game of golf.

Skill focus

- Grip
- Setting up
- Taking a shot

Duration

60 minutes

Area

Oval, gymnasium or school hall.

Equipment

- Marker cones
- Wickets (or similar)
- Ropes
- Variety of targets
- One medium-sized ball per group of 5 or 6 students
- 2 golf balls (or similar) per pair
- One golf club (or alternative) per student
- One frisbee per student (optional)

Activities

[FUN ON THE SPOT](#)

[RUN THE CIRCLE](#)

[ROLL A COURSE](#)

[FOOTY GOLF](#)

[BEAT THE BALL](#)

[UNTIE THE KNOT](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 5 and 6	AC9HP6M03
	AC9HP6M07
	AC9HP6M09

[NSW curriculum](#)

[VIC curriculum](#)

FUN ON THE SPOT

SUMMARY

A quick energiser where students perform short bursts of a specified movement.

Detail

Warm-up
5 minutes

Equipment

- Marker cones
- One ball per student

What to do

- Define the playing area with marker cones.
- Students spread out across playing area and start with easy jogging.
- On your call, students perform short 15 second bursts of a specified movement.
- Have students demonstrate chipping and putting.
- Add dynamic flexibility activities such as lunge walks.



RUN THE CIRCLE

SUMMARY

In a circle, 2 balls are passed from student to student. The aim is for one ball to catch up to the other. An easy version starts with hand-to-hand passing. Play in groups of 6 to 8 students.

Detail

Warm-up
5 minutes

Equipment

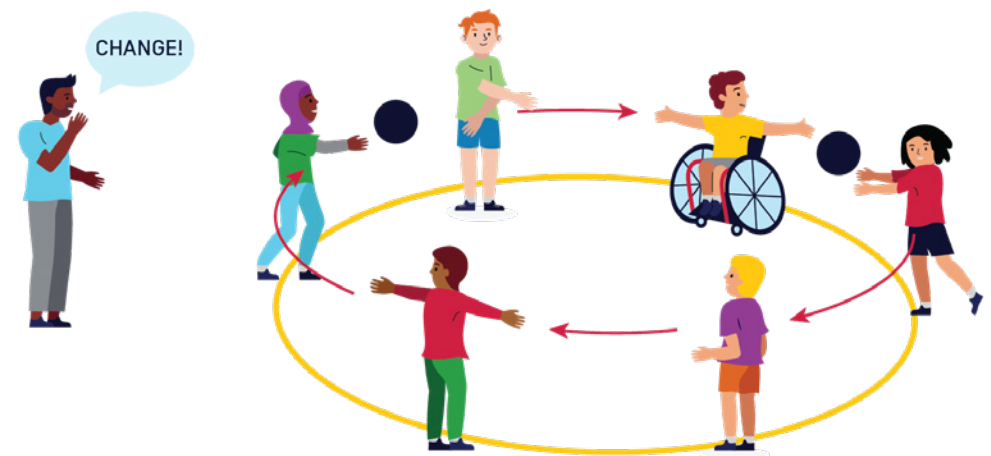
- 2 golf balls (or similar) per group

CHANGE IT

- Change the size or spacing of the circle.
 - Play with 3 balls.
 - Students catch, do something and throw. For example, students:
 - bounce the ball
 - pass the ball around the body
 - feed the ball through the legs.
 - After passing the ball, students run around the circle in an attempt to beat the ball.
- Variation**
- Choose one student to be the feeder and stand in the centre of the circle.
 - Students walk or run around a circle receiving a single ball from the feeder.
 - Receivers return the ball as they run.
 - An easy option starts with walking and rolling the ball.
 - Change the type of ball based on the ability of the group.
 - Change the feeder often.
 - Students with limited mobility or less developed throwing and catching skills can stand just outside the circle.
 - The receiver closest to this student passes the ball back and forth with the first student before sending it back to the feeder.

What to do

- Students pass the balls around the circle, trying to overtake the ball in front.
- Call 'CHANGE!' to change the direction.
- Students should be spaced based on how much room is needed for the pass being used.



ROLL A COURSE

SUMMARY

In pairs, students move cooperatively through the course, completing each activity. Play in groups of 8.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
20 minutes

Equipment

- Marker cones
- Variety of targets
- 4 golf balls (or similar) per group
- One golf club (or alternative) per pair
- One frisbee per student (optional)

What to do

- Students complete each activity in the course by chipping or putting the ball.
- Before moving to the next station all equipment must be placed in the starting position ready for the next pair.

Bullseye

- One student chips or putts the ball while the other fields.
- Students aim to hit the ball onto the target area to score 10, 5 or 2 points.

Hit the target

- Students chip or putt a ball to hit or land on targets.
- Each student has a set number of hits each turn.

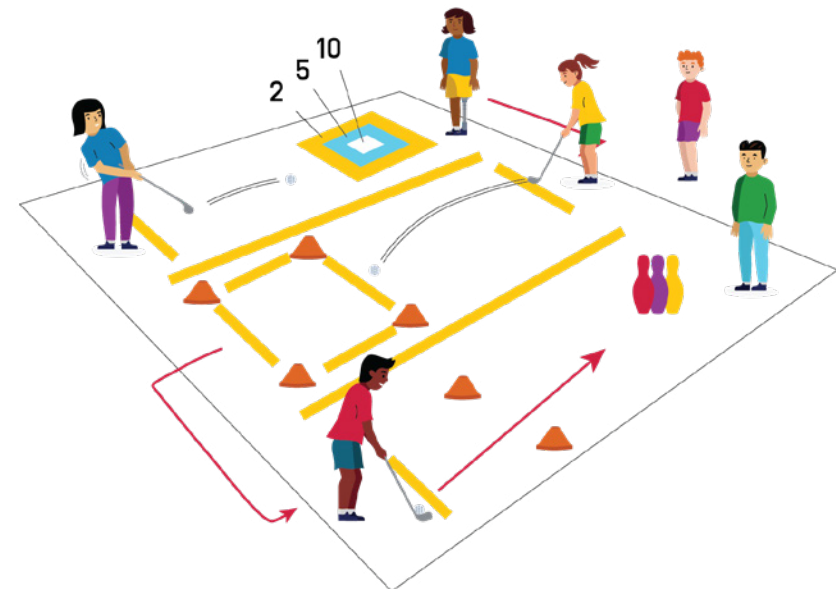
- Play is stopped to re-position targets that have been knocked over.

Through the gate

- One roller and one fielder, swap roles.
- Roll through one of 2 gates to score points.

Skittles down

- One roller and one fielder, swap roles.
- A tennis ball, softball or similar is rolled at skittles.
- Count the number knocked over, one point for each skittle down.



FOOTY GOLF

SUMMARY

Students aim to score points by hitting a ball through the goal posts. Play in teams of 2 to 4.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

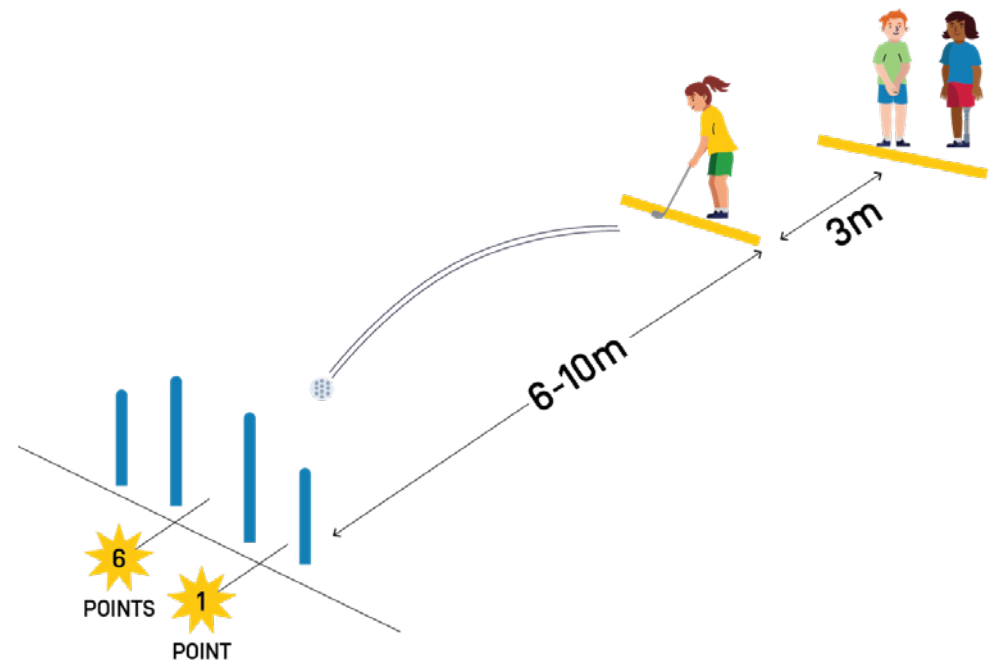
Skill development
10 minutes

Equipment

- Marker cones
- 4 wickets (or alternative) per group
- 5 golf balls (or similar) per group
- One club (or alternative) per group
- One goal per team of 2 to 4
- One golf tee per game (optional)
- One frisbee per student (optional)

What to do

- Use marker cones and wickets to define the playing area as shown.
- Divide students into teams of 2 to 4.
- Each student takes 5 shots at the goal using the full swing technique.
- On your call, students collect hit balls and the next student takes their turn.



CHANGE IT

- Add an out-of-bounds area behind the goals and penalties to encourage students to learn distance control.
- Students score points if the ball rolls through goals.
- Change the distance between the tee-off area and the goals.

BEAT THE BALL

SUMMARY

Divide students into 2 teams: a batting team and a fielding team. A batter chips or putts the ball into the field. The batter runs around the bases while the fielders pass the ball around the bases in the opposite direction. Play in 2 teams of 5.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
10 minutes

Equipment

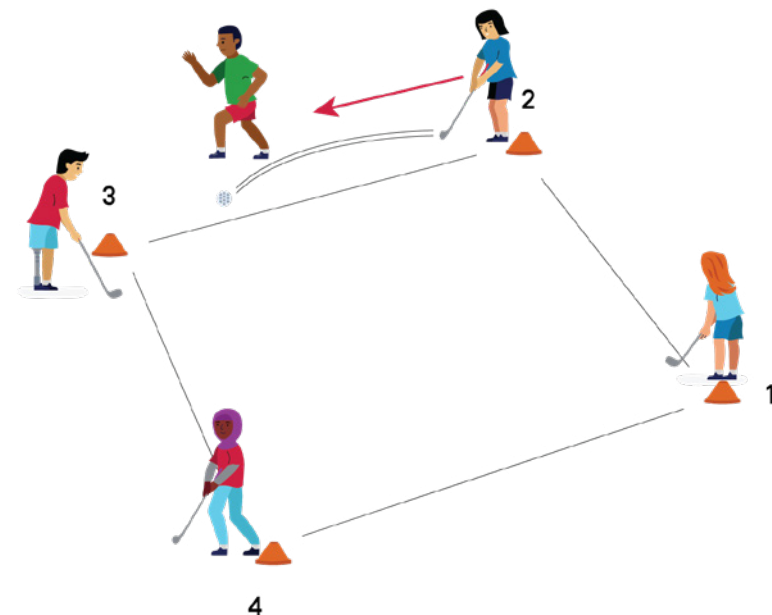
- Marker cones
- One golf ball (or similar) per game
- One golf club (or alternative) per student
- One golf tee per game
- One frisbee per game (optional)

CHANGE IT

- Change the distance between fielders.
- The batter can run around cones more than once.
- The batter is out if the ball is caught on the full.

What to do

- Use marker cones to define the field as shown.
- Divide students into 2 teams: batters and fielders.
- The batter chips or putts the ball into the field.
- All batters attempt to run around the bases as a group to the finish position [1, 2, 3, 4].
- The ball must be hit within the boundary area, otherwise the hit is taken again.
- At the start of play, fielders must stand in the outfield at least 1m away from the bases.
- A fielder retrieves the ball. This is the signal for the other fielders to run to a base. Fielders pass the ball around the bases towards the finish position in the opposite direction of the batters [3, 2, 1, 4].
- The last fielder to receive a pass calls 'STOP!'.
- Batters score a point for each base they pass before 'STOP!' is called.
- Batters receive a point if 'STOP!' is called too early.
- After each round, the club is passed to the next batter.



UNTIE THE KNOT

SUMMARY

Students join hands with 2 other students and must work as a team to untangle the knot without letting go. Play in groups of 6 or more.

Detail

Finishing up
5 minutes

Equipment

- Bibs or sashes (optional)

CHANGE IT

- Students hold a bib or sash each instead of joining hands.

What to do

- Divide students into groups of 6 to 10 and have them stand in a circle.
- Each student joins hands with 2 other students – but not the students standing next to them!
- Once the knot is formed students must work together to untangle the knot without letting go.
- Students move slowly to untie their knot by stepping over and moving under their joined hands.
- To ensure safety, the game should not be played as a race.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson

Details

5 minutes

What to do

In pairs, students discuss:

- When is the best time to use these shots in a game of golf:
 - Full swing
 - Chip shot
 - Putting
- Why would you use these shots at different stages of each hole?
- Which activity did you enjoy the most today

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle or thumbs in middle



LESSON 8

LESSON 8

LEARNING INTENTIONS

To practise chipping, putting and full swing techniques.
To introduce how and when to use chipping, putting and the full swing techniques in a game of golf.

To provide an opportunity for teachers to observe and record student attainment (see the printable teacher assessment rubric on page 79).

Skill focus

- Grip
- Setting up
- Taking a shot

Duration

60 minutes

Area

Oval, gymnasium or school hall.

Equipment

- Marker cones
- Tape or chalk (optional)
- Hoops or ropes
- Wickets
- Variety of targets and hazards
- One medium-sized ball per pair
- 2 golf balls (or similar) per pair
- One golf club (or alternative) per group
- One frisbee per student (optional)

Activities

[SHUTTLE BALL](#)

[BACK-TO-BACK PASS](#)

[IN THE ZONE](#)

[MINI GOLF](#)

[STAY TUNED](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 5 and 6	AC9HP6M03	NSW curriculum
	AC9HP6M07	VIC curriculum
	AC9HP6M09	

SHUTTLE BALL

SUMMARY

A ball is thrown to a catcher. The thrower runs to take the place of the catcher and the catcher runs to join students on the throwing line. Play in teams of 3 or more.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Warm up
5 minutes

Equipment

- Marker cones
- One ball per team of students

CHANGE IT

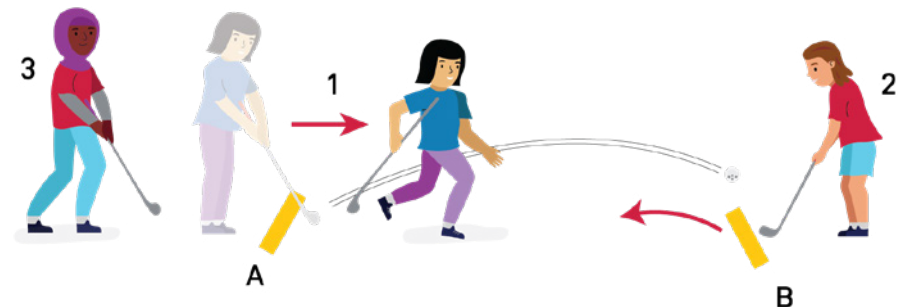
- Students throw at any time between lines A and B – underarm and slow is better.
- Other – change the distance between the lines, change type of pass, roll the ball, use preferred or non-preferred hand.
- Change the type of ball.

Variation

- A student with limited mobility or passing ability [student 2] could start at line B with a team mate [student 3].
- The first throw is sent to student 2, who passes it to student 3.
- The game continues with student 3 running back to line A with the ball and student 4 passing to student 2 and running to line B to repeat the pattern.

What to do

- Use marker cones to define 2 lines about 3m apart.
- Student one throws the ball to student 2 and runs to line B, as shown.
- Student 2 throws the ball to student 3 and runs to line A.
- Play for a set period or until you call 'STOP!'.



BACK-TO-BACK PASS

SUMMARY

In pairs, students pass a ball to one another while back-to-back. Play with 4 or more.

Detail

Warm-up
5 minutes

Equipment

- One ball per pair

CHANGE IT

- Swap partners.
- Change the distance between students.
- Ask students to develop new challenges for their peers to try.
- Change the direction of the pass.

What to do

- Divide students into pairs.
- Students pass the ball back and forth.
- The ball must change hands completely.
- Challenge students to see how many passes they can make in 20 seconds.



IN THE ZONE

SUMMARY

Students attempt to hit the ball into target zones to score points. Play in groups of 6.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development
10 minutes

Equipment

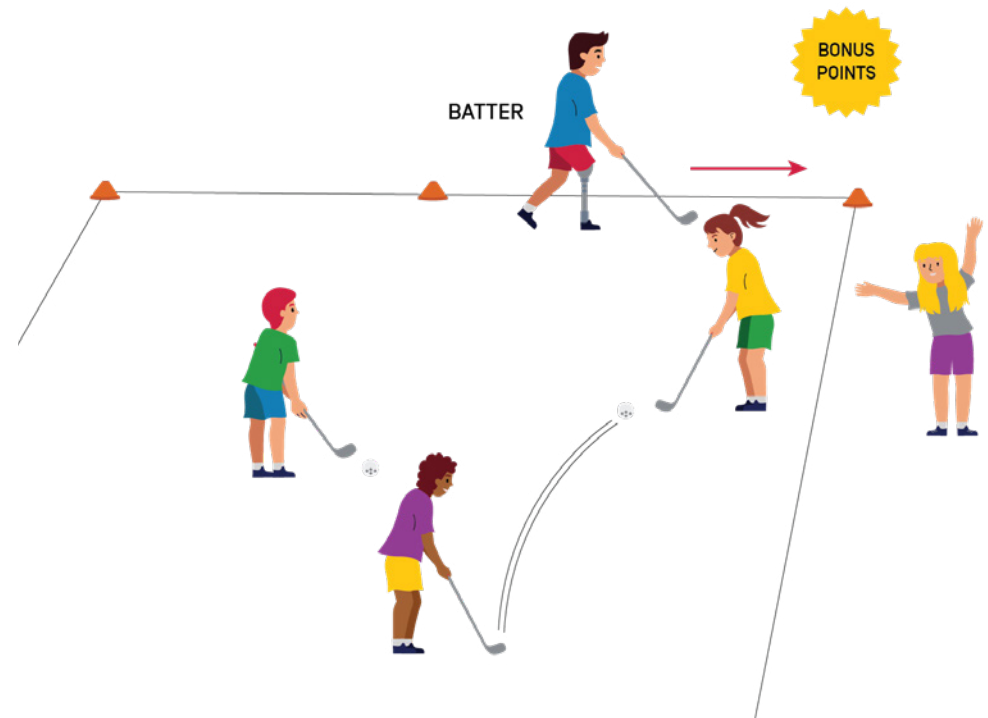
- Marker cones
- 2 golf balls (or similar) per group
- One golf club (or alternative) per group
- One golf tee per group (optional)

CHANGE IT

- Change the size of the playing area according to the ability and mobility of the students
- Students hit off a golf tee.
- Add obstacles and/or targets.

What to do

- Define the playing field with marker cones as shown.
- Divide students into groups of 6: one batter and 5 fielders.
- Students chip or putt the ball into the scoring zones.
- Fielders return the ball to the batters area each time.
- If the hitter chooses to run for a bonus point, the fielders return the ball to the batting area and call 'STOP!'.
- If the hitter is not back in time, they are out.
- 5 hits are allowed before the students rotate.



MINI GOLF

SUMMARY

Students play a game of golf on a mini course.

Skill focus

- Grip
- Setting up
- Taking a shot

Detail

Skill development

30 minutes

Equipment

- Marker cones
- Hoops or ropes
- A boundary line at the edge of the playing area to mark out-of-bounds
- Roped areas or mats to act as hazards
- Obstructions [e.g. milk crates, bins, chairs]
- One hitting implement per team
- One ball per student
- Optional: One frisbee per student

What to do

- Set up a course outside, with around 5 to 9 holes, depending on the time available.
- Each hole should be the length of around 2 to 3 shots to reach the green, based on the ability of the students and the hitting implement used. Change this between holes.
- For each hole, set up a tee, hazards, obstructions and a green using available equipment.
- Each team starts at a different tee.
- All students hit their first shot.
- Students then pick the best shot and all hit their second shot from that spot.
- This continues until the ball is on the green.
- A ball is considered holed out when it lands on the green.
- Make sure the 'holes' are not too close to each other.
- Students waiting to hit must be at least 3m from the hitter.
- If a ball strays onto another hole, it must be dropped back in play.



CHANGE IT

- Students use a lightweight racquet or bat with a larger, lighter ball.
- Use a frisbee or allow students to roll, throw or kick a ball.
- Change the length and design of the course according to ability.
- Change the number of obstacles or hazards.
- If space is restricted, set up shorter holes that only require chipping or putting, no full swing.
- Incorporate parts of the natural or built environment outdoors as obstacles at each hole.

STAY TUNED

SUMMARY

Short announcements and handouts about where to from here, provide information on how to get involved in golf in the local area.

Details

Finishing up
5 minutes



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson

Details

5 minutes

What to do

In pairs, students discuss:

- What skill do you think you have improved most?
- What skill are you going to continue to focus on?
- Did you have fun learning new golf skills?

Ask the class:

- Did you enjoy today's lesson? Thumbs up, thumbs down, or thumbs in middle



GOLF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 5 AND 6

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	<u>AC9HP6M09</u> Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities.	The student sometimes participates positively in groups and teams by contributing to group activities and encouraging others.	The student usually participates positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities.	The students always participates positively in groups and teams and always contributes to group activities, encourages others and negotiates roles and responsibilities.
Movement skill development	<u>AC9HP6M03</u> Investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes.	The student at times investigates how one or two of the following movement concepts (effort, space, time, objects and people) can be applied to improve their play in golf.	The student investigates how movement concepts related to effort, space, time, objects and people can be applied to improve their play in golf.	The student investigates and applies how movement concepts related to effort, space, time, objects and people can be applied to improve their play in golf and other target games.
Strategy and tactical development	<u>AC9HP6M07</u> Predict and test the effectiveness of applying different skills and strategies in a range of movement situations.	The student sometimes predicts and tests the effectiveness of applying different skills and strategies in games such as golf.	The student predicts and tests the effectiveness of applying different skills and strategies in a range of target games such as golf.	The student accurately predicts and tests the effectiveness of applying different skills and strategies in a range of target games including golf.

WHERE TO FROM HERE?

Join a club

Did your students enjoy learning about golf?

Sharing information with parents is a great way to encourage students to join a community club.

The Australian Sports Commission has information on their website about different opportunities.

Visit www.golf.org.au/mygolf/home/



APPENDICES

New South Wales curriculum links:

NSW curriculum-relevant course content outcomes

YEARS 5 AND 6

Relevant course content outcomes

PD3-11

Selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences.

PD3-10

Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections.

Victorian curriculum links:

Victorian curriculum-relevant content descriptions

YEARS 5 AND 6

Content descriptions

VCHPEM119

Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences.

VCHPEM117

Propose and apply movement concepts and strategies.

VCHPEM120

Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities.

BEHAVIOURAL CONSIDERATIONS

Behaviour	Identifying behaviours	What you can do	Example
<p>Over competitiveness</p> <p>The desire to always be successful can promote harmful behaviours and hinder the cooperation and participation of others.</p>	<ul style="list-style-type: none"> • Not cooperating during group activities • Breaking rules to win the game • Criticising other students and their abilities • Disrespectfully celebrating a win 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Highlight examples of cooperative play and good sportsmanship. • Issue bonus points to reward desirable behaviour. • Use small group activities, or circuits, to narrow students' attention to their own performance. • Encourage team building routines, such as handshakes and three cheers at the end of the game. • Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges. • Select a 'spotter' who rewards sportsmanship. 	<p>During a netball game, one of the students, Rachel, was becoming increasingly frustrated and yelling at her team mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.</p> <p>This behaviour escalated until the teacher, Roger, decided to stop the game, and introduce a game of Numbers Netball where the focus was on teamwork and cooperation.</p> <p>Roger strongly encouraged the team's supportive behaviour until Rachel started providing positive comments, even when a team mate missed their shot. Roger then rewarded Rachel's behaviour through praise and felt ready to try another game of netball.</p>
<p>Domineering behaviour</p> <p>Groups can include students of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the teacher and affect the involvement of others.</p>	<ul style="list-style-type: none"> • Assuming team leader roles and direct other students • Dominating discussions and questions by the teacher • Continually influencing the pace and direction of activities • Intentionally or unintentionally ignoring those less skilled in the group • Dominating the games or activities 	<ul style="list-style-type: none"> • Use smaller groups and evenly space out more experienced students between teams. • Highlight examples of cooperative play and issue bonus points to reward desirable behaviours. • Score in a way that allows students to individually challenge themselves to achieve success. • When questioning students about changing an element of an activity, use responses such as, 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing. • Delegate extra roles to more experienced students as part of an activity, such as keeping count of the number of passes, to provide more of a challenge. 	<p>Susie decided that the students would play a game of 'End to End' as part of the day's hockey session. She knew that a couple of the students, Jodie and Ryan, had played for the school team and had a greater skill level than the others.</p> <p>Susie broke the group into two teams, with Jodie in one and Ryan in the other.</p> <p>As the session progressed, Susie observed students losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the group what changes could be made, to ensure every student got to touch the ball, including considering better positioning.</p> <p>They decided if the ball was passed to three different team mates before scoring, that team should receive bonus points.</p> <p>Once the game started again Susie saw a big change, Jodie and Ryan were doing their best to include their team mates to get those bonus points.</p>

Behaviour	Identifying behaviours	What you can do	Example
<p>Non-participation</p> <p>Students have different motivations when it comes to their involvement in sport and some may not want to participate at all. As these reasons may not be obvious, understanding and patience are essential, to ensure everyone has an opportunity to get involved.</p>	<ul style="list-style-type: none"> • Refusing to participate in activities • Refusing to play certain roles as part of games • Making no effort or attempt to engage with other students 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities. • Think of different roles that can be played, for example, scorer or umpire. • Look for signs of interest during the activities, to invite participation. • Use changes that increase or decrease complexity of the activity to provide more opportunities for success. • Ensure the fun and the joy of movement are emphasised. • Engage students by: <ul style="list-style-type: none"> – asking for suggestions on how to improve or change that activity, or – providing choices for how they may participate. • Encourage students' efforts rather than focusing on the results once the student becomes involved. 	<p>Sarah brought her group of students together to introduce the next activity: volleyball.</p> <p>Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'.</p> <p>The last time Peter played volleyball he was unable to serve the ball over the net, but the other students could. Peter wanted to avoid further embarrassment so he sat out.</p> <p>After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow students to serve from different spots around the court.</p> <p>Sarah made the rule for the whole group, not just Peter, so all the students could choose the spot they felt most comfortable with to make a serve.</p> <p>After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.</p>