

NOTTS SCHOOL & GAMES

#stayinworkout

#stayhomestayactive

RESOURCE PRODUCED
IN PARTNERSHIP BETWEEN



For additional challenges and ideas on how to keep physically active visit the Active Notts [website](#) or your School Games Organiser page.

The School Games Organiser network and Active Notts are working together to create and publish a weekly programme of activities to help support schools to assist parents and carers to maintain an active routine for children and young people whilst at home or when socially distancing in essential care.

The weekly activities will be sport themed and include golf, football, tennis, orienteering, athletics, cricket, gymnastics, boccia, netball and badminton. All activities have been developed so everyone can have a go using equipment found in the home and in whatever space you have available.

Children and young people should engage in moderate-to-vigorous intensity physical activity for an average of at least 60 minutes per day across the week. This weekly resource will give simple ideas on how to be physically active with a different sport theme for 30 minutes each day. For ideas on how to achieve the remaining 30 minutes please visit Active Notts [website](#) or contact your local School Games Organiser by clicking on their logo within this resource.

This pack contains a schedule of suggested activity challenges for the week and daily activity cards. You do not have to do them in the suggested order or in fact do them all, if you really enjoy one day there is nothing stopping you doing that activity every day! However, if you do the personal challenge, we would encourage you to have a go at it each day and aim for improvement. There will be a virtual competition each Friday, details of how to enter are shown on the schedule page and on the Friday activity card. There will be prizes for schools with the highest percentage of entries based on pupils on roll, certificates for all entrants and a prize draw after the last week for those who have entered 100% of the virtual competitions. Please make sure that all activities are carried out in a safe manner.

We are very interested to receive your feedback so we can continue to do what works well but also make amendments to future weeks to ensure the resource is relevant and useful. Please send any feedback to nottsschoolgames@Activenotts.org.uk

Active Notts and the SGOs cannot be responsible for any risk associated with activities suggested. Please click [here](#) for more details.

INTRODUCTION TO

GOLF

THE HISTORY OF THE GAME

Golf is a precision club and ball sport in which competing players, called golfers, use various clubs to hit balls into a series of holes on a course using as few strokes (shots, or swings) as possible. The oldest course is over 400 years old and the game may have been created as early as 2,000 years ago! Why not find out more about golf?

What is the oldest course in the world? _____

What is the longest course in the world? _____

How many holes on a golf course? _____

SOME FAMOUS PLAYERS



Tiger Woods (USA)

Find out more....

How many major tournaments has Tiger won?



Rory McIlroy (Ireland)

Find out more...

Which was Rory's last tournament win?



Lee Westwood (England)

Find out more...

Where in England is Lee Westwood from?



30mins

CHIPPING THE BALL



PUTTING THE BALL



FROM TEE TO GREEN



WRITE DOWN WHAT YOU KNOW ALREADY?

SOME KEY WORDS IN GOLF

Find out what these words mean

Tee _____

Par _____

Chip _____

Putt _____

Drive _____

Bogey _____



SPORT THEME

GOLF

PRIMARY

60 minutes of moderate to vigorous physical activity each day helps us stay mentally and physically healthy

MONDAY MOVERS

! Physical literacy/skills

Activity overview

Putting Accuracy:
Finders Keepers
Dominoes
Zone Ball

Equipment needed

Club: bat, racket, frying pan, umbrella or homemade equivalent.
Ball: small ball, tin foil ball or rolled up socks.
Markers: shoes, cereal boxes, tin cans or plant pots.
School Games value focus
Determination

TUESDAY CHALLENGE

! Personal challenge

Activity overview

Create a Golf Course around the home -
Create a mixture of par three, four and five holes

Equipment needed

Club: bat racket, frying pan, umbrella or homemade equivalent.
Hole: mug, bowl or saucepan
Ball: mall ball, tin foil ball or rolled up socks.
Obstacles: books, food tins
School Games value focus
Honesty

#stayhomestayactive

WEDNESDAY WORKOUT

! Links to numeracy/literacy

Activity overview

Physical & mental well-being
Golf skittles workout
Golf Bingo

Equipment needed

Club: bat, racket, frying pan, umbrella or homemade equivalent
Ball: small ball, tin foil ball or rolled up socks.
Skittles: shoes, cereal boxes, tin cans or plant pots.
School Games value focus
Self-Belief

#stayinworkout

THURSDAY THINKING

! Problem solving

Activity overview

Putting Distance Control
Challenges:
Tunnel Ball, Building Bridges, Cliffhanger

Equipment needed

Club: bat, racket, frying pan, umbrella or homemade equivalent
Ball: small ball, tin foil ball or rolled up socks.
School Games value focus
Respect

FRIDAY FUN

! Virtual competition

Activity overview

Design and draw a nine-hole golf course. It could be the course you used on Tuesday. The crazier, the better! When complete, submit your entry to the competition [here](#) before 9am Friday 8th May 2020. Earn points for your school and download your certificate and if you enter all Friday virtual competitions you will be entered into a prize draw
Equipment needed
Paper, pencil/crayons, computer (optional)
School Games value focus
Passion

RESOURCE PRODUCED
IN PARTNERSHIP BETWEEN



For additional challenges and ideas on how to keep physically active visit the Active Notts [website](#) or your School Games Organiser page.

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MONDAY MOVERS

! Physical skills

PUTTING ACCURACY



10mins

FINDERS KEEPERS

ACTIVITY

- Set out three lines of markers starting approx. 3m away from a players' line. Players 'putt' a ball aiming to hit one of the markers, if successful run to collect the first marker hit
- Markers on the first line are worth one point, the second line two points, the third line three points
- Each player gets five or ten shots, see how many markers you can collect. Repeat the game to see if their score can be beaten
- Extend the Activity: This time nominate some markers as 'bombs', if they are hit the player returns their collection

EQUIPMENT NEEDED

- Club: If you don't have a golf club try using a tennis racket, cricket bat, umbrella, saucepan or you could even make something
- Ball: any small ball, marble, scrunched up tin foil or a rolled-up sock!
- Markers: shoes, plant pots, cereal boxes or plastic bottles

! TOP TIPS

- Swing the club back and through the same distance.
- Make sure there is no-one close to you when swinging your club, use a soft ball if playing indoors.

Why not try this now

- Complete the Dominoes and Zone Ball activities to move towards your 30 active minutes

SCHOOL GAMES VALUE

How can you demonstrate DETERMINATION throughout this challenge?

This may be your first time trying Golf. Keep trying to improve your accuracy by repeating the challenge



MAKE IT EASIER...

- Use a larger ball
- Move closer to the targets

MORE OF A CHALLENGE

- Move further away from the targets
- If you have the correct equipment try chipping the ball forwards by aiming for the bottom of your ball

MAKE IT INCLUSIVE

- Using a 'club' with a larger head, such as a broom, will make this easier
- You could try rolling/throwing the ball

LEAD OTHERS

- Could you come up with a new points scoring system for this game? What if some markers took points away?

TUESDAY CHALLENGE

CREATE A COURSE

! Personal Challenge

ACTIVITY

- Create a golf course around your home – one hole per room
- Set the 'par' (expected number of shots to get the ball in the hole) for each hole i.e. hole one: kitchen – par three, hole two: lounge – par four
- Go and play each hole and record your score
- Total up your score and try and give a total 'x' under or over par
- Repeat the course every day and try and beat your score

EQUIPMENT NEEDED

- Club: if you don't have a golf club try using a tennis racket, cricket bat, umbrella, saucepan or you could even make something
- Hole: mug, bowl or saucepan on their side
- Ball: any small ball, marble, scrunched up tin foil or a rolled-up sock!
- Obstacles: furniture, books

! TOP TIPS

- The more you play, the better your score will get
- Be creative - you could design inside and outside courses

Why not try this now

- For more Golf activity ideas, visit the Golf Foundation toolkit:
<https://www.golf-foundation.org/media/1555/tri-golf-skills-festival-pack.pdf>



30mins

SCHOOL GAMES VALUE

How can you demonstrate HONESTY throughout this challenge?

Make sure you keep a record of your score and make sure it is done accurately



MAKE IT EASIER...

- Make it easier by widening the target/hole (cup v saucepan)
- Use less obstacles and shorten the length of the holes

MORE OF A CHALLENGE

- Add lots of obstacles and make the target/hole smaller
- Use your non-dominant hand/grip

MAKE IT INCLUSIVE

- Design holes based on ability, age and experience
- Remove obstacles to create clear access around each hole

LEAD OTHERS

- Can you show your siblings or parents your course and challenge them?

WEDNESDAY WORKOUT

PHYSICAL & MENTAL WELL-BEING

! [Links to numeracy](#)



30mins

ACTIVITY

GOLF SKITTLES

- Set out ten markers or 'skittles' in a triangle (like ten pin bowling) & write a workout activity & number on paper inside each. E.g. ten push ups, five burpees, 15 sit-ups, 25 star-jumps etc
- Players take it in turns to putt or chip towards the markers – when a marker is hit players complete the activity for the stated number of repetitions before taking their next shot.
- Golf Bingo: Draw a grid to make a bingo card using all the numbers written on your skittles. When you hit a number cross it off your bingo card, who can get a line, row or full-house first?

EQUIPMENT NEEDED

- Club: if you don't have a golf club try using a tennis racket, cricket bat, umbrella, saucepan or you could even make something
- Ball: any small ball, marble, scrunched up tin foil or a rolled-up sock!
- Markers: shoes, plant pots, cereal boxes or plastic bottles.

! TOP TIPS

- Swing your club in a smooth, continuous motion.
- Think about what you have done today, how did it make you feel?

Why not try this now

- Why not research some exercises you haven't done before for your workout?

SCHOOL GAMES VALUE

How can you demonstrate **SELF BELIEF** throughout this challenge?

Challenge yourself by writing high targets for each exercise, push yourself to achieve them!



MAKE IT EASIER...

- Move closer to the skittles
- Reduce the number of repetitions for each activity.

MORE OF A CHALLENGE

- Practice your putting by using mugs turned on their side – this time your ball must go into the mug to count!

MAKE IT INCLUSIVE

- Roll a ball towards the skittles. Or arm/leg raises, seated shadow boxing, squats or seated shoulder presses are all great alternatives!

LEAD OTHERS

- Can you come up with fitness challenges for each person in your house? How would you change the activities to suit each person?

THURSDAY THINKING

! Problem solving

PUTTING CONTROL



10mins

ACTIVITY

TUNNEL BALL

- Play Tunnel Ball – set up a semi-circle or half a hoop to act as a target/hole
- Next, mark three tees in a straight line back from the target
- The first tee should be 2m from the target, the second tee 3m away and the third tee 4m away
- Choose which tee you would like to play from and score as follows:
2m = one point 3m = five points 4m = ten points
- The ball must stay in the semi-circle/half hoop to score
- See how many points you can score in five or ten shots

EQUIPMENT NEEDED

- Club: if you don't have a golf club try using a tennis racket, cricket bat, umbrella, saucepan or you could even make something
- Ball: any small ball, marble, scrunched up tin foil or a rolled-up sock!
- Semi-circle/half hoop: socks/clothes

! TOP TIPS

- Swing the club back and through the same distance
- Make sure the ball is in the middle of your feet before you swing

Why not try this now

- Now try playing two more putting games – [Building Bridges](#) and [Cliffhanger](#)
- Both can be found at the back of this resource and should take 10 mins to set up and play

SCHOOL GAMES VALUE

How can you demonstrate RESPECT throughout this challenge?

If playing against someone else in the house, congratulate them when they play a good shot and don't worry if you don't win



MAKE IT EASIER...

- Start on the tee closest to the semi-circle target – 2m
- Make the target larger and have some practice shots

MORE OF A CHALLENGE

- Start on the tee furthest away or create your own tee even further away
- Make the semi-circle target smaller

MAKE IT INCLUSIVE

- Ensure the playing space is clear of obstacles
- Adjust the distance according to age, ability and experience

LEAD OTHERS

- Can you show your siblings or parents the games and challenge them?

FRIDAY FUN

DESIGN A COURSE



30mins

! Virtual competition

ACTIVITY

- Design and draw on paper or on a computer, a nine-hole golf course
- It could be based on the course you used for Tuesday's Personal Challenge, or you could make it up or use any past experiences of crazy golf
- The course could be indoors at home or outdoors using a proper golf course
- Think creatively, the crazier the better!!
- When complete, submit your entry to the competition [here](#) before 9am Friday 8th May 2020. Earn points for your school and download your certificate and if you enter all Friday virtual competitions you will be entered into a prize draw

EQUIPMENT NEEDED

- White piece of paper
- Pencils, crayons
- Computer (optional)

! TOP TIPS

- Think of any golf courses/crazy golf course you have played
- What was special about them?

Why not try this now

- For more great golf ideas, visit the Golf Foundation website: www.golf-foundation.org

SCHOOL GAMES VALUE

How can you demonstrate **PASSION** throughout this challenge?

Use your inspiration to achieve and succeed by entering the virtual competition



MAKE IT EASIER...

- Reduce the number of holes you design – e.g. it could be a six hole course

MORE OF A CHALLENGE

- Can you create a 3D version, e.g. using sculptures for obstacles such as bunkers?

MAKE IT INCLUSIVE

- You could ask somebody to help you
- Describe it to somebody else and ask them to draw or create the course

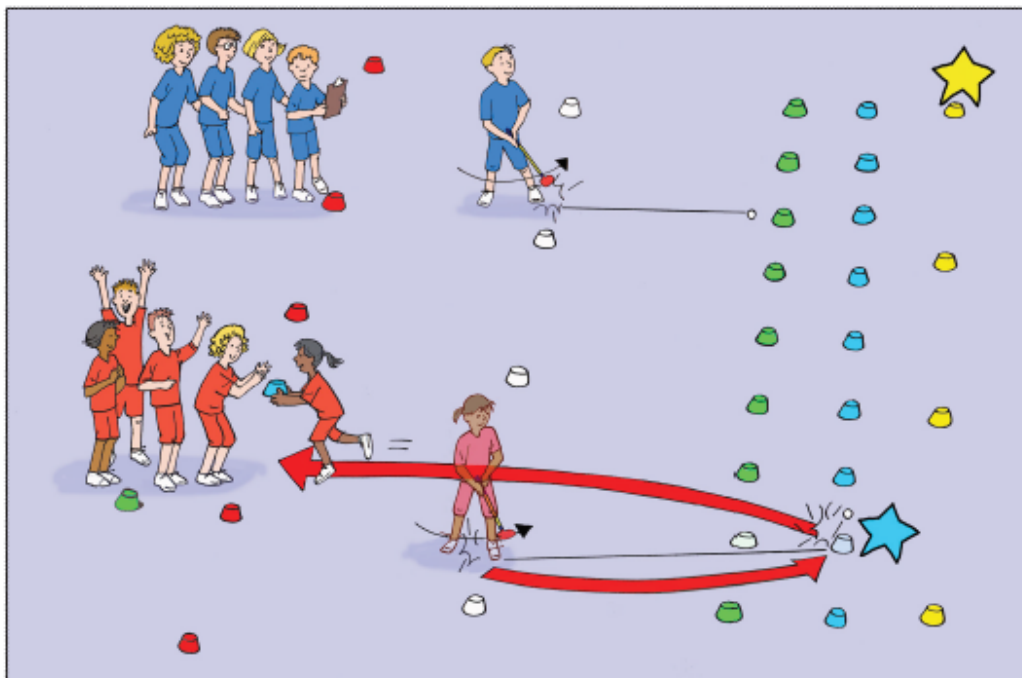
LEAD OTHERS

- Can you work with someone else in your family to create a joint golf course?

Finders Keepers

Equipment

1 x Tri-Golf putter per team, 1 ball per team, 5 green cones, 5 red cones, 5 blue cones, 3 yellow cones, 2 white cones (tee), red markers to denote safety zone.



Think Inc.

Players with vision impairments or limitations with colour recognition may need verbal or tactile assistance. The guide should help before the shot is made and withdraw to a safe distance.

Some players with mobility needs may need additional stability support and shorter distances for putting.

Putting for points – aim for a cone and keep it



Set Up

- > Players help to lay out a safety zone with red markers a minimum of 3 putter lengths from the hitting line of white tee cones then spread all the remaining cones on the floor in front of the tees at least 3 putter lengths away.
- > Divide the group into small teams up to 5 players giving each a putter and a ball.

Activity - How it works

- > Taking turns, players take aim and putt towards the cones.
- > Any cones that the player strikes are collected until all of them have been 'found'.
- > Players pick up only the cones that they have hit and the team counts them.
- > The team should remember the score and then spread the cones out again trying to beat the previous score and work towards a Personal Best (PB).
- > Ask at the end of the second round "Did you beat your team score?"
- > Each team discusses what they did well and how they can improve next time.

STEP

- S - Space** – Reduce the distance between the tee and the scoring cones and place the cones closer together to make it easier. Increase the distance and spread the cones out to develop accuracy and make the challenge harder.
- T - Task** – Set mathematical challenges scoring a specific number of points for example play 21 PONTOON with all the teams in the group. Give each colour cone a point rating, for example green = 1 point, blue = 5 points, yellow = 10 points. The team needs to decide whether to keep playing to score ('twist') or stop playing ('stick') to get the closest to, or achieve 21 points.
- E - Equipment** – Change the size of the ball, larger (easier), smaller (harder). Yellow cones can be worth 10 points. Blue cones can become a water hazard and mean points are deducted (-1).
- P - People** – Players take it in turns to be coaches observing and giving feedback to help their teammates improve. Coaches can stand in line with the player in the safe zone to give direct feedback.

Skills for Life



- > “Why do we have rules in a game?”
- > Talk about the concept of ‘Personal Best’ and achieving a ‘PB’. How can that help you to improve?

Peer assessment: Who would you give a Skills for Life sticker to for Honesty today?

Self Assessment: How would you rate yourself for Perseverance today?

Tri-Golf Links

Ideas for **L**iteracy and **N**umeracy

- L - Feedback** – Taking the role of a Coach, use words to encourage and support, learning to give simple feedback and tips to improve. What phrases and words help the other players to improve? How should you say things that help your teammates? Does “well done!” say enough? Try 2 stars and a wish e.g. “That was a straight shot, you nearly reached the target try a bigger tick-tock next time”.
- L - Most Improved or Valuable Player** – Nominate a player in your team who has improved or has been the most valuable through the Finders Keepers activity; describe in 3 words only why the player has been chosen.
- N - Target Score Challenge** – to link to simple mathematical challenges to achieve a set score, requiring addition and subtraction, decision-making linking to probability.
- N - Positive and negative numbers** – Coloured cones are allocated + or – scores, for example green and red are +5, blue (water hazard) and yellow (bunker) are -1. Players continue usual Finder Keepers Game trying to avoid the water and bunkers. Calculate the team score. A time limit could be used for this activity.

Key Points for Success

- > Get the putter ready and aimed using the red part of the club.
- > Practise the tick-tock action then swing to control the roll of the ball.
- > Concentrate on how big a tick-tock you need to play.

“Which cone shall I aim for:

- > the closest to be sure to gain points?”
- > the furthest one to score more points?”

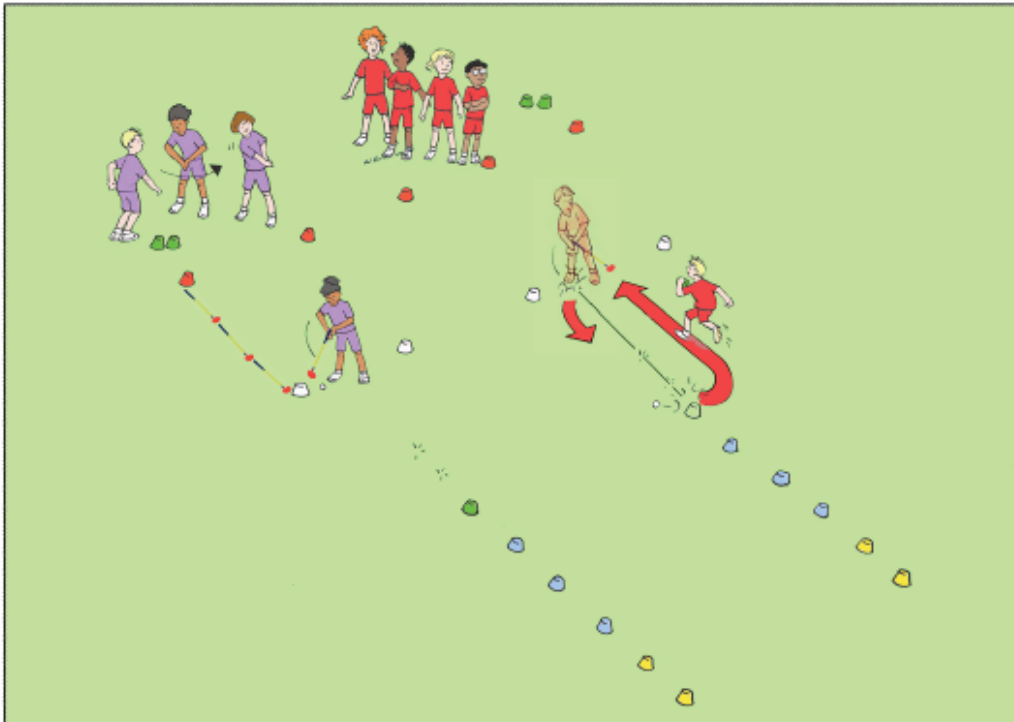
“That was a really straight putt! Well done!”

“Go for the yellow one, play a bigger tick-tock swing.”

Dominoes

Equipment

1 x Tri-Golf putter per team, 1 ball per team, 3 green cones, 3 blue cones, 2 yellow cones, 2 white cones (tee), red markers to denote safety zone.



Think Inc.

Some players may need to roll the ball with their hand to practise for accuracy before they use the putter. Some players may need additional stability support and shortened distances for putting.

Absolute accuracy – short and long putting



Set Up

- > Players help to lay out a safety zone with red markers a minimum of 3 putter lengths from the hitting line of white tee cones.
- > The coloured cones – 'Dominoes' – are placed starting from 2 putter lengths away from the tee, in order of increasing distance in a straight line: 3 green cones, 3 blue cones, 2 yellow cones.
- > Divide the group into small teams up to 5 players giving each a putter and a ball.

Activity - How it works

- > Taking turns, players take aim and putt, rolling the ball towards each cone in order.
- > If the nearest cone is hit the player collects it, retrieves the ball and passes the putter to the next player.
- > When all the Dominoes have been completed the players lay out the line again using the putter as a measure.
- > When appropriate a small competition can be introduced to complete the Dominoes challenge.
- > Each team discusses what they did well and how they can improve next time.
'Does playing at speed bring the best results?' *'What do I need to do to be more accurate?'*

STEP

- S - Space** – Reduce the distance between the tee and each cone to make it easier.
Increase the distance between the tee and each cone to develop putting accuracy and make the challenge harder.
- T - Task** – Play Reverse Dominoes starting with the furthest cone and adding cones in to finish with the closest green cone.
- E - Equipment** – Allow for some players to practise without a putter rolling the ball by hand to help to improve their accuracy.
- P - People** – Teams can pair up to play a Dominoes match – the best of 3 or 5 games.

Skills for Life



- > How can you help to encourage your teammates?
- > What should you say and do when other players are finding the challenge difficult?

Peer assessment: Who would you give a Skills for Life sticker to for Confidence today?

Self Assessment: How would you rate yourself for your Perseverance in Dominoes today?

Tri-Golf Links

Ideas for **L**iteracy and **N**umeracy

- L - Most Improved or Valuable Player** – Nominate a player in your team who has improved or has been the most valuable through the Domino activity, one person has 15 seconds to describe why the player has been chosen to the whole group. Emphasis on adjectives, Skills for Life and Key Points for Success vocabulary.
- L - Dominoes Spelling Challenge** – Spell out the word DOMINOES or any 8 letter word from a spelling list by putting to each cone's letter in order. Reinforces the learning of new vocabulary.
- N - Multiplication tables** – Leader nominates each cone to be multiplied by a factor. Players score for each cone they hit and calculate their team total.
- N - Accumulator** – each cone has a number value and each successful putt attracts a mathematical operation (e.g. + - x ÷ squared doubled) revealed to the player by the leader. Players work together to find the solution.

Key Points for Success

- > Get the putter ready and aimed using the red part of the club.
- > Practise the tick-tock action then swing to control the roll of the ball.
- > Concentrate on how big a tick-tock you need to play – swing same distance back and same distance forward.

"This one is really close, I am taking care to control the roll of the ball"

"This one is far away, I must aim and follow through with the putter to control the roll"

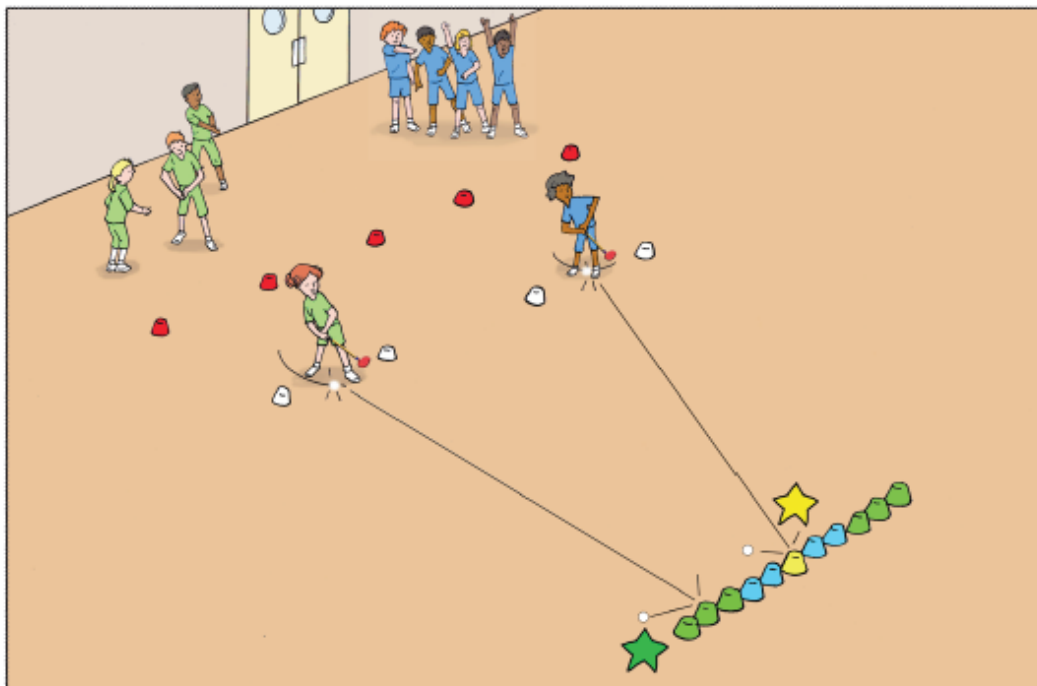
"I try to stay in balance, head over the ball, when I play the shot"

"My feet and my body are in line with the target"

Zone Ball

Equipment

1 x Tri-Golf putter per team, 1 ball per team, 6 green cones, 4 blue cones, 1 yellow cone, 2 white cones (tee), red markers to denote safety zone.



Think Inc.

Players with vision impairments may need verbal or tactile assistance. The guide should help before the shot is made and withdraw to a safe distance. Some players with range of movement limitations may need additional stability support and shortened distances for putting.

Absolute accuracy – long putting for points



Set Up

- > Players help to lay out a safety zone with red markers a minimum of 3 putter lengths from the hitting line of white tee cones.
- > The remaining cones are placed 8 putter lengths away with the high scoring yellow cone in the middle and the other cones touching to make a zone to aim at.
- > Divide the group into small teams of up to 5 players giving each a putter and a ball.

Activity - How it works

- > Taking turns, players take aim and putt towards the cones.
- > The highest scoring zone is yellow = 10 points. The blue zones score 5 points and the green zones 1 point.
- > Players collect the ball after their turn and hand over to the next player.
- > Players practise to improve their aim and accuracy over a longer distance, trying to beat their score each time 'My Personal Best was....'.
- > When appropriate a time limit can be introduced with only one attempt allowed per turn. The team with the highest score wins.
- > Each team discusses what they did well and how they can improve next time.

STEP

- S - Space** – Reduce the distance between the tee and the scoring zones or add in more coloured cones to each zone to make it easier. Increase the distance between the tee and the scoring zones to develop longer putting accuracy and make the challenge harder.
- T - Task** – Add in more colours and set mathematical challenges scoring a specific number of points.
- E - Equipment** – Use hoops and ropes instead of cones, allocate letters to the scoring zones to spell out key words.
- P - People** – Players take it in turns to be coaches observing and giving feedback to help their teammates improve. Coaches can stand in line with the player in the safe zone to give direct feedback. Teams can pair up to play a Zone Ball match – the best of 3 or 5 games.

Skills for Life



- > How can you help each other to score more quickly on this activity?
- > How did you show confidence in this activity? Did you go for the high score target? What happened? What did you learn?

Peer assessment: Who would you give a Skills for Life sticker to for Cooperation today?

Self Assessment: How would you rate yourself for your confidence today?

Tri-Golf Links

Ideas for **L**iteracy and **N**umeracy

- L - Wordsearch** – Each cone is allocated a letter for example use GOLF COURSE. Teams spell out words given by the teacher/leader or written on a task card. Who can spell each word with the fewest attempts keeping accuracy?
- L - Hangman** – One player collects a mini whiteboard and creates a word to use from the letters allocated to the cones (see Wordsearch). Teammates putt towards the cones to choose a letter by hitting the target and guess the Hangman word. Players swap roles. (The vocabulary could be themed to areas of the curriculum).
- N - Play 21 PONTOON** – Give each colour zone a point rating, for example green = 1 point, blue = 5 points, yellow = 10 points. The team needs to decide whether to keep playing to score ('twist'), or stop playing ('stick'), to get the closest to 21 points.
- N - Missing Numbers** – To link to simple mathematical challenges requiring addition and subtraction with decision making and probability use additional coloured cones and each is given a point rating, for example green = 1 point, orange = 3 points, blue = 5 points, yellow = 10 points. Solve mathematical problems from a task card by putting and scoring the correct Zone Ball points for example $3 + ? \times 5 = 40$.

Key Points for Success

- > Get the putter ready and aimed using the red part of the club.
- > Practise the tick-tock action then swing to control the roll of the ball.
- > Concentrate on how big a tick-tock you need to play – swing same distance back and same distance forward.

"I'm choosing the 5 point zone, it is quite a long way, I must follow through with the putter"

"I try to stay in balance when I play the shot"

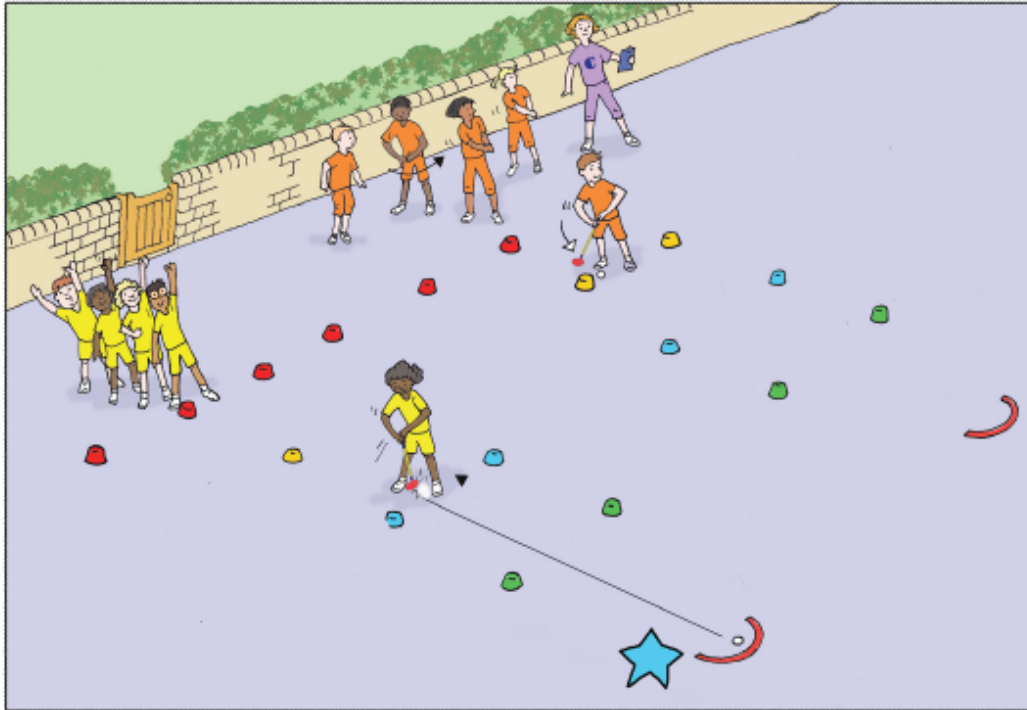
"I am turning my body to get in line with the 1 point target"

(to a teammate) "Go for the highest score in the middle, line up the putter's red part at the target"

Tunnel Ball

Equipment

1 x Tri-Golf putter per team, 1 ball per team, 1 half hoop (made from 3 sections in the Tri-Golf Bag), 2 yellow, 2 blue, 2 green cones, red markers for safe zone.



Think Inc.

Players with vision impairments may need additional guidance to gauge the distance and verbal feedback. Some players may need shortened distances for putting and may need more time to practise to achieve success with this activity.

Distance putting challenge – In the Hoop!



Set Up

- > Players place the half hoop as the target.
- > Players set out the tees at 2 putter lengths intervals from the hoop.
- > The green tee is closest, blue tee is in the middle, yellow tee is furthest (6 putter lengths) from the hoop.
- > The safe zone of red markers is a minimum of 3 putter lengths from the yellow tee.
- > Each pair/team has one putter and a ball.

Activity - How it works

- > The players take turns to try to putt the ball so that it lands and stays within the hoop.
- > Players choose which colour tee to start from, the further away the tee the more points can be scored.
- > Green tee = 1 point; blue tee = 5 points; yellow tee = 10 points.
- > The ball should roll from the chosen tee towards the hoop without touching any other cones.

STEP

- S - Space** – Increase the size of the hoop to make it easier and shorten the tee distances. Increase the putting distance to the target hoop and make the tunnel of tees narrower to make the challenge harder.
- T - Task** – Play Tunnel Ball with additional tees so that the tunnel is longer and increases the challenge of putting the ball for distance without touching any other cone. The activity leader sets the total number of points to be achieved; the team decides how they will score the total ensuring everyone has their fair number of turns but also planning a strategy to achieve the total.
- E - Equipment** – Allow a choice for some players to practise without a putter rolling the ball by hand to help to improve their accuracy.
- P - People** – Teams of 4 play each other, in a time limited game. The teams keep points tally for each shot that successfully lands in the hoop.

Skills for Life



- > How will you celebrate and congratulate a teammate on a good shot?
- > Did you stay calm before each shot? Did you take a risk and think 'I can do this?'

Peer assessment: Who would you give a Skills for Life sticker to for Confidence today?

Self Assessment: How would you rate yourself for your Cooperation in

Tunnel Ball today?

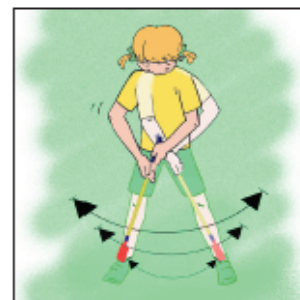
Tri-Golf Links

Ideas for **L**iteracy and **N**umeracy

- L - Team talk** – Decision making and strategy. What choices does the team have? How will you decide which tees to putt from? Who will take a risk? Who will stretch themselves? What is the team's plan? Linking to the Skills for life – Confidence and Cooperation.
- L - Positive Self Talk** – What options do I have? I can be successful if I practise first. I will try at least one longer tee shot. I am not going to take the easy option. I will concentrate and think of the key points. Linking to the Skills for Life – Confidence.
- N - Tee Values** – Assign different number values to each tee to bring a challenge to keeping score for example counting in 5s, 8s, 10s or fractions and decimals.
- N - Target Total** – Assign number values to the tees and set a team target total to achieve. Can be time limited.

Key Points for Success

- > Get the putter ready and aimed using the red part of the club.
- > Practise the tick-tock action then swing to control the roll of the ball.
- > Concentrate on how big a tick-tock you need to play for the distance to be covered – swing same distance back and same distance forward.



"It's in the hoop, I score 5 points!"

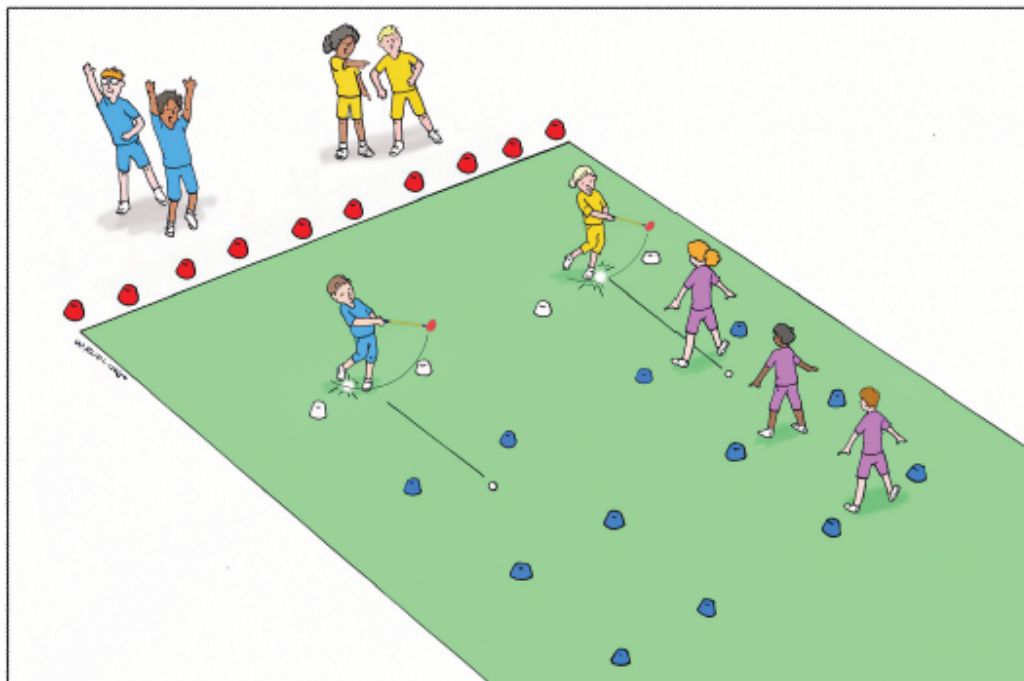
"Oh! The ball didn't reach the hoop; I know what to do next time!"

"That was too short; I must tick-tock swing a little harder."

Building Bridges

Equipment

1 x Tri-Golf putter per team, 1 ball per team, 1 set of same colour cones and 2 white cones (tee), and red cones for the safety zone.



Think Inc.

Some players may need to roll the ball with their hand to practise for accuracy before they use the putter. Players with range of movement limitations may need additional stability support and shortened distances for putting.

*A simple putting challenge
increasing in distance*

Set Up

- > Players lay out a hitting line with 2 white cones for tee and a safety zone with red markers a minimum of 3 putter lengths behind the tee.
- > Place 2 coloured cones to form a 'gate' 2 putter lengths from the tee.
- > Each pair has one putter and a ball.



Activity - How it works

- > The first player tries to putt the ball to pass through the gate, if successful another gate is added beyond the first.
- > The second player now tries to putt the ball to pass through both gates and if successful adds a third gate.
- > Play continues in turn with gates being added for every successful putt until a bridge is built to a given finishing point.
- > On completion the players run across the bridge to the finish line.
- > When pairs have practised, a small competition can be introduced to complete the Building Bridges challenge.
- > Each pair discusses how they can work better together to build the bridge focusing on controlling the distance of their putts. Coach each other to improve, or ask the leader for help: 'What do I need to do to send the ball further through the gate?'

STEP

- S - Space** – Increase the width of each gate or shorten the distance to the finish point of the bridge to make it easier. Decrease the width of each gate or increase the distance to the finish point of the bridge to make the challenge harder.
- T - Task** – Play Building Bridges with 4 players. After the first successful putt through the gate the player stands behind it with legs astride. The next player aims through the gate and legs of the first player and if successful goes to join behind to create the next gate. Continue until the whole team reach the other side and finish point.
- E - Equipment** – Allow a choice for some players to practise without a putter rolling the ball by hand to help to improve their accuracy.
- P - People** – Teams of 4 can play each other to build the fastest bridges.

Skills for Life



- > Do you support your teammates with tips to help them improve?
- > What should you say and do when other players are finding the challenge difficult?
- > Do you listen well to others in your team?

Peer assessment: Who would you give a Skills for Life sticker to for Cooperation today?

Self Assessment: How would you rate yourself for your Communication in Building Bridges today?

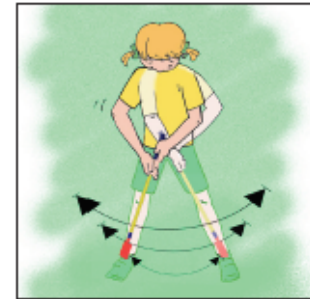
Tri-Golf Links

Ideas for **L**iteracy and **N**umeracy

- L - Cue Cards** – One player as coach uses a whiteboard to note down the 3 key words or short phrases to say to their playing partner to help him/her to improve. Share with partner. Swap roles on next game.
- L - Key Skills** – Use a simple app (for example Comic Life) or similar to support capturing the key points needed for success.
- N - Build the Bridge** – In fractions, decimals and percentages, how much of the bridge is built successfully in a time limited activity? If the bridge is one whole, how far do players get across the bridge?
- N - Changing Number Values** – Can you reach a score of 30 counting in 2s, 4s, 5s? How many bridges did you build?

Key Points for Success

- > Get the putter ready and aimed using the red part of the club.
- > Practise the tick-tock action then swing to control the roll of the ball.
- > Concentrate on how big a tick-tock you need to play for the distance to be covered – swing same distance back and same distance forward.



"For this first gate I am controlling the roll of the ball with a gentle tick-tock swing."

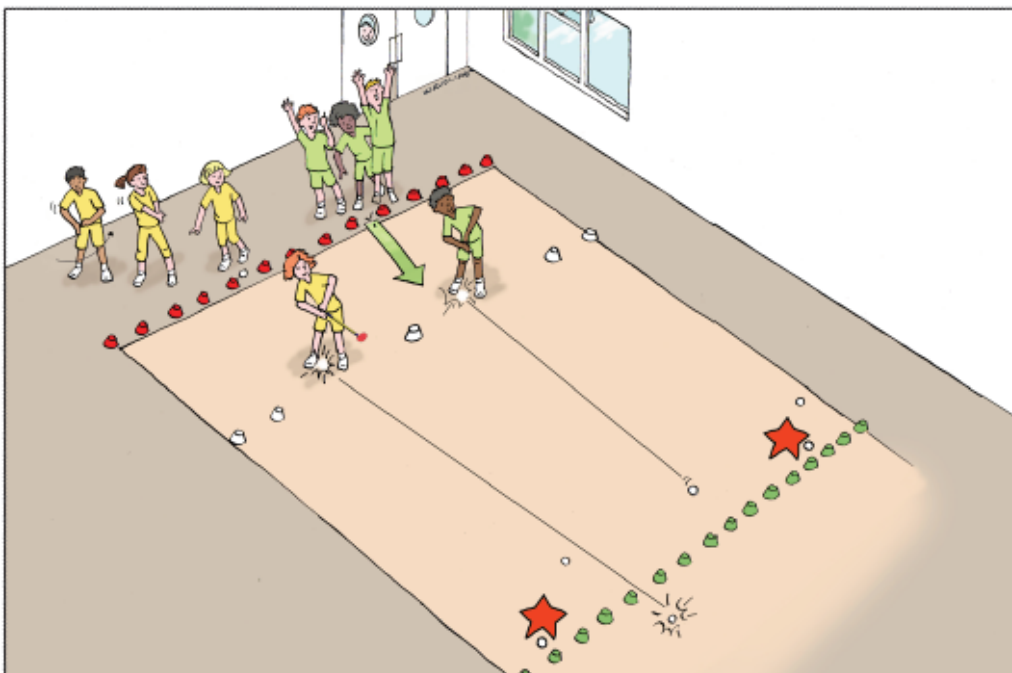
"I try to stay in balance, head over the ball, when I play the shot."

"My feet and my body are in line with the target, the red club head is behind the ball."

Cliffhanger

Equipment

1 x Tri-Golf putter per team, 1 ball per team, 2 white cones (tee), a line – rope, chalk, line markers or cones.



Think Inc.

Players with vision impairments may need additional guidance to gauge the distance and verbal feedback. Some players may need additional stability support and shortened distances for putting.

Control the putt:
Can I stop the ball going over the edge?

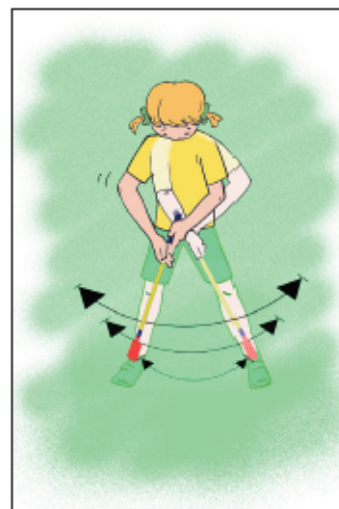
Set Up

- > Players lay out a hitting line with 2 white cones for tee and a safety zone with red markers a minimum of 3 putter lengths behind the tee.
- > A line is placed at a set distance from each team.
- > Each pair or team has one putter and a ball.



Activity - How it works

- > The players take turns to try to putt the ball as close to the target line as possible but without going over it.
- > Players and teams score Cliffhanger points for being the closest to the line.



STEP

- S - Space** – Reduce the hitting distance to the line or mark out a zone to make it easier. Increase the putting distance to the target line to make the challenge harder.
- T - Task** – Play Cliffhanger so that players are encouraged to putt the ball over the line or as close to it as possible. Alternative variation to play Boules or Bowls with each player putting towards a 'jack' (a large ball rolled to a distance from the tee).
- E - Equipment** – Allow a choice for some players to practise without a putter rolling the ball by hand to help to improve their accuracy.
- P - People** – Teams of 4 play each other, taking turns. The opponents challenge each other in pairs and the player who putts closest to the line scores a point for their team.

Skills for Life



- > How well did you cope with the challenge? Did you learn from each attempt you made?
- > How hard did you concentrate before each shot?
- > Did you stay calm before each shot? Did you think... 'I can do this?'

Peer assessment: Who would you give a Skills for Life sticker to for Confidence today?

Self Assessment: How would you rate yourself for your Perseverance in Cliffhanger today?

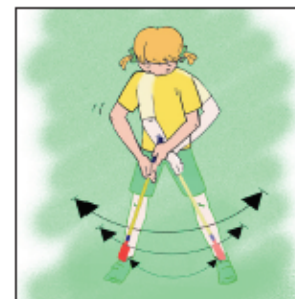
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Ideas for **L**iteracy and **N**umeracy

- L - Cliffhanger Stories** – Describe the putts each player makes articulating how close the shot was to the cliff edge using adjectives, similes, metaphors.
- L - Coaching Cliff** – Players take the role of Coach Cliff for their team giving simple feedback using the key points for success and understanding of estimation. How close did your players get?
- N - How far?** – Distance problems and estimation. How far away is the target/cliff edge? How far short was the shot? Estimate and compare to actual distance.
- N - Balancing Act** – Each team has to balance the number of shots that stay in front of the line with those that go beyond the line. If the cliff line is an equals sign, use each of the shots to build simple equations according to a cue card.

Key Points for Success

- > Get the putter ready and aimed using the red part of the club.
- > Practise the tick-tock action then swing to control the roll of the ball.
- > Concentrate on how big a tick-tock you need to play for the distance to be covered – swing same distance back and same distance forward.



"I'm the closest, I score a point!"

"Oh! It's gone over; I know what to do next time!"

"That was too short, I must swing through a little harder."