



starting new at golf



Games Manual



SNAG COACHING SYSTEM

Based on Physical Education National Standards

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The Importance Of Games



Play - Practice - Play

PLAY-PRACTICE-PLAY is an excellent teaching method that will help you to determine where your students are in their skill development. It basically involves a style of teaching where, after brief introduction, demonstration (Whole-Part Method, see below) and instructions, students begin the PLAY portion of the lesson or session by playing and “experimenting” with the skills you wish them to learn in the activities you have set up for them. During this time, your role is to observe the students and make a general determination of their present skill level. The actual teaching of skills occurs in the PRACTICE portion of your lesson. You will work with small groups or individuals on how to refine and extend the skills they are working on or, in some cases, simplify the skill for those students who are having difficulty with the basics. Then you allow the students to PLAY and work on the skills again on their own. The point is to take students where they are and move them along at a pace that meets them at their developmental level and ability. This keeps the lessons challenging and FUN for all students with their varying abilities.

PLAY-PRACTICE-PLAY is an excellent teaching method for large groups and stations. After introducing the SNAG skills and giving your students the mental pictures they need to navigate each of the skills, they are equipped to work on their own to “self-teach” recalling the images you have given them. Your time then is spent with those who need the extra attention and help. Everyone is challenged to progress at the appropriate pace and developmental level.

SNAG games are the tools for making PLAY-PRACTICE-PLAY possible. Whether it is through traditional golf-oriented games, athletic games for the more agile students, skill-focused games or academic games to enhance teaching, SNAG games offer a wide variety of options to help make learning the game of golf fun and rewarding for teachers and students.



1. STROKE PLAY (Add 'em Up)

- Each player counts every point on each SNAG hole.
- Add up the scores at the end of the round.
- The student with the lowest total over all the SNAG Holes wins

2. SCRAMBLE

- Every player starts a sticky by launching a ball. They select the best one and from there they all play again selecting the best one again. This process is repeated until they SNAG out. The group with the lowest number of points at the end wins.
- For younger SNAGsters, this format will reinforce the section on decision making as they have to make continuous selections.
- Place different obstacles on each of the stickys to emphasize the importance of making the right decisions.
 - They will need to practice course management.
 - Observe those that demonstrate the ability to use strategy

3. BEST BALL

- The lowest score from each group with everyone playing their own ball.
- Have each group play every sticky and the lowest score from each group counts.
- Add up the scores at the end of the round.
- Place different obstacles on each of the stickys to emphasize the importance of making the right decisions.
 - They will need to practice course management.
 - Observe those that demonstrate the ability to use strategy.

4. ALTERNATE SHOT

- Divide each group into two pairs.
- One of each pair hits first. From where the SNAG ball stops, the other member of the pair hits the next shot. Each pair alternates shots from the first launch through to the SNAG out.
- The pair that wins the most SNAG holes wins.
- Have the students count how many times they actually launched and rolled the ball.

5. MATCH PLAY

- Pair the students at each color group.
- Have them play against the other student paired with them, and then playing all of the SNAG holes.
- The winners are determined by how many SNAG holes they win, not by the total strokes taken.

Many of these games involve students moving in scattered patterns and at different times. Safety considerations must be discussed so that students move responsibly and alertly as they “cross paths” with their classmates. Before swinging any club, students should be taught to check their personal space. Also, some of the games require children to move with their launchers or rollers in hand. Make sure you caution students to be careful as they move with their launchers or rollers in their hands.



1. SNAG 500

EQUIPMENT

- Launchers, Launch pads, SNAG balls

HOW TO PLAY

Have up to four students launching SNAG balls into an open area one at a time. Several students spread out into the open area and try to catch the launched balls. Each ball caught in the air is worth 100 points, and each ball caught as it rolls or bounces is worth 50 points. Once someone reaches 500 points, they change places with one of the students launching the balls.

2. BULLSEYE

EQUIPMENT

- Launchers, Launch pads, SNAG balls, 2 Bullseye Targets

HOW TO PLAY

Two students stand in the middle of the playing area. Have students who will launch balls on one side and those who will catch on the opposite side. Students launch balls and try to snag the bullseye. The students holding the targets try to snag the balls also working with the “launchers.” The “catchers” retrieve any balls that do not snag the target. After 2-3 minutes, rotate and switch positions.

3. 50 YARD DASH

EQUIPMENT

- Launchers, Launch pads, SNAG balls, cones

HOW TO PLAY - review safety swing zones

Use cones to mark and starting line and a finish line 50 yards apart (adjust for age of students). Students launch their SNAG ball as far and as straight as possible. When all have launched, on the teacher’s signal, they go to their ball, set it on the launch pad and launch again. This continues until all have crossed the finish line. Students count the number of strokes and challenge themselves to make it to the finish line in fewer strokes next time.

4. “TEAM DASH”

EQUIPMENT

- Launchers, Launch pads, SNAG balls, cones

HOW TO PLAY

This is played just like “50 Yard Dash”, except students are in teams of two to four and take turns launching shots. The object is to play it like a relay and work as a team to get to the finish line in the fewest strokes possible.



1. ROLLING, ROLLING, ROLLING

SKILL

- Rolling

EQUIPMENT

- Rollers, SNAG balls, Flagsticky

HOW TO PLAY

Create a long rolling area of 30'. Players attempt long rolls of 20' to 30' from one end of the play area to the Flagsticky at the other end. Play closest to the Flagsticky or fewest rolls wins.

2. PATHWAYS

SKILL

- Rolling

EQUIPMENT

- Rollers, SNAG balls, Flagsticky, cones, Hoop Clocks, jump ropes

HOW TO PLAY

Students create a "putt-putt"-style rolling area with obstacles. Teacher provides cones, Hoop Clocks and jump ropes for boundaries. Students may change the design each time. (*K-2 students are asked what kind of pathways did the ball travel.*)

3. SNAGOUT

SKILL

- Rolling

EQUIPMENT

- Rollers, SNAG balls, Flagsticky, tape for creating lines

HOW TO PLAY

Create a rolling area with lines 6', 8', 10' and 12' from a line from where the students will roll the SNAG ball. Place a Flagsticky on each line, staggered so that students can roll to each one. The object is to try to roll the ball to "SNAGout" at each distance in order to get a feel for the stroke for various distances.

4. "32"

SKILL

- Rolling

EQUIPMENT

- Rollers, SNAG balls, Flagsticky, Rolleramas, tape for lines

HOW TO PLAY

Set up rolleramas. Rolling distance varies with age. Students play "32." The object is to roll as many times as needed to score exactly 32 without going over. If a student score goes over 32, they must go back to 20, and try to score 32 exactly.



5. "SNAGGY"

SKILL

- Rolling

EQUIPMENT

- Rollers, SNAG balls, Flagsticky

HOW TO PLAY

Like the basketball game "HORSE", students choose spots to from which to roll. If they SNAGout, then the next person in order must attempt exactly the same roll. If they do not, then they get the next available letter in the word "SNAGGY."

6. "AROUND THE WORLD"

SKILL

- Rolling

EQUIPMENT

- Rollers, SNAG balls, Flagsticky, cones

HOW TO PLAY

Arrange the cones in a circular pattern surrounding the flagsticky. The distance from the flagsticky varies with age. Each student begins at a designated starting cone and attempts to SNAGout from that point. If they are successful, they move to the next cone, continuing until they miss, at which point they must stop and wait until their turn comes again. Then the next student attempts to go as far as possible. The first student to go "around the world" is the winner.

7. LOLLIPOP

SKILL

- Pitch Shot

EQUIPMENT

- Launchers, Launch pads, SNAG balls, Bullseye Target (suspended on wall)

HOW TO PLAY

- Suspend a Bullseye Target to a level one foot off the ground. SNAGsters pitch the ball and "snag" the suspended target for score. Challenge others from distances of 30'-40'. Play for one minute and pitch as many balls as possible. Add the score at the end of one minute.

8. "SNAG A TAC"

SKILL

- Pitch /Chip Shot

EQUIPMENT

- Launchers, Launch Pads, SNAG balls, chalk or rope for grid lines

HOW TO PLAY

Two SNAGsters have different color SNAG balls. A Tic-Tac-Toe-like grid is placed on the ground. Adjust size of grid to student age (larger for younger players). SNAGsters chip or pitch and attempt 3 in a row. *Variation: Suspend a bullseye target. Attach yarn to the target to create a Tic-Tac-Toe board.*



9. HOOPSTERS

SKILL

- Chip Shot

EQUIPMENT

- Launchers, Launch pads, SNAG balls, Hoop Clocks, Flagstickys or Rolleramas or Bullseye Target

HOW TO PLAY

Set target 20' away. One student holds the Hoop Clock feet in front of the Launch Pad, so partner can ship it to the target. The object is to keep the ball low for the chip shot. Partners take turns.

10. "OVER THE TOP"

SKILL

- Chip Shot

EQUIPMENT

- Launchers, Launch pads, SNAG balls, large cones or similar, Bullseye Target

HOW TO PLAY

Set target 30'-40' feet away. Place cone 5'-6' in front of the launch pad. Students must pitch SNAGball over cone to Bullseye Target.

11?. "SNAG 500"

SKILL

- Pitch Shot

EQUIPMENT

- Launchers, Launch pads, SNAG balls, Bullseye Target, Net (tennis, badminton or volleyball)

HOW TO PLAY

Suspend net across an area. One SNAGster stands on one side pitches the ball over the net. On the other side of the net, the partner holds a Bullseye target and attempts to "SNAG" the SNAGball. SNAGsters and their partners receive points when successful. More than one SNAGster may be set up to snag the ball so the partner who snags the ball gets a point. The first one to get to 5 points gets to pitch next.



SNAG games can be set up and designed to help children recognize letters, words and build sentences that will aid them in learning to spell and read. Also, we have designed games to help in the areas of creative and higher level thinking. As classroom and physical education teachers work together, the concepts being learned in the classroom can be reinforced during PE. Making it fun is the key.

Math Games

1. HOOPS

Lay Hoop Clocks on the ground and place numbers in them appropriate for the age of the students. Students launch to the hoops and add their score. First one to 25 wins. Another variation is to have students start with 25 and subtract the numbers they launch in the hoops until they get to zero. Multiplication can be used here also. Adjust the winning number to the age of the students.

2. EQUATION

Numbers zero through nine are placed in hoops and spread out across the playing area. Students are placed in teams of four. The teacher says a math equation without giving the answer. The students work together to launch into the hoops to get the answer to the equation. For example, the teacher says 4×5 . Each team, then must find a way to use the numbers to get 20. They may add or subtract or multiply. Adjust the type of equations and expectations for the age of the students.

Variation: put plus, minus, etc., symbols in hoops so that students work to get the entire equation with the answer.

3. NUMBER LINE

Numbers zero through nine are placed in hoops and spread out across the playing area. Students are placed in teams of four. The teacher provides a math equation without giving the answer. The students work together to launch into the hoops to get the answer to the equation. For example, the teacher says 4×5 . Each team, then must find a way to use the numbers to get 20. They may add or subtract or multiply. Adjust the type of equations and expectations for the age of the students.

Variation: put plus, minus, etc., symbols in hoops so that students work to get the entire equation with the answer.

3. BAR GRAPH

Set up a target with numbers. (The target may be used for rolling, chipping or pitching.) Students set up and roll (chip or pitch) to the target and write down the number they snag. This is repeated five times by each student so that they have five numbers to work with. When each student has their numbers they create a bar graph of those numbers.

Variation: Use other types of graphs to record numbers.



Reading & Literature Games

1. ALPHABET SOUP

Draw a large letter grid (or place letters in hoops) on the ground using all the letters in the alphabet. The grid may “shrink” as the age and skill of the student increases. Students take turns chipping, pitching or launching their SNAG balls onto the grid. The letter the ball lands on, or is closest to, is the letter the student must say and then say a word that begins with that letter.

Variation: Students must use that word in a sentence. If working in partners or on teams, they must create a story about the word they came up with. Another option is to place words, vocabulary or spelling words if desired, in the grid and have students make up a funny sentence or story using the word and recite it to the class.

2. SECRET SENTENCE

Spread Hoop Clocks out over a large area of the field. Write a variety of words, nouns, verbs, adjectives, etc., anything needed for a complete sentence, on cards and place them in the hoops. Students work in teams to launch, pitch, chip and/or roll their SNAG ball into the hoops to land on words that would allow them to form a complete sentence. The words may be grouped by parts of speech, that is, all the nouns in one area, verbs in another and so on. Students can pick up the cards out of the hoops they land on their SNAG ball into and bring them back to their starting area to create their sentence.

Variation: After students create a sentence, they write a short story at home and bring it in to read, if desired, for the class. As always, adjust the level of difficulty for the age of the group. Make sure its fun and safe.

3. SNABBLE

Place letters on cards and place cards in hoops that are spread all over the playing area. Students are challenged to launch their SNAGball into different hoops to collect letters that form words. Stipulations may be placed on the length of the words or that they must spell one of their weekly vocabulary or spelling words. Partners or small teams work together to take turns chipping, pitching or launching and figuring out how to gather the right letters in the amount of time given.



Social Studies, Geography & Science Games

1. STUDENT PROJECTS

- Design a SNAG golf course and draw it out on poster board, one SNAG hole or the whole course.
- Read and report on golfers who use one brand of equipment versus those using another. Make comparisons of win-loss records, scoring averages, earnings and number of tournaments played. Predict outcomes and draw conclusions about the equipment based on the evidence.
- Report on scores in different types of climate. In high altitude or low humidity or various other conditions, what is the effect on the average driving distances as compared to what happens at sea level or in high humidity.
- Report on a professional golfer, his or her country of origin and the culture.

2. STATES

Set up two large launching areas. In one of the areas, lay 50 hoops on the ground. Group tightly, but do not overlap. In each of the hoops put the name of a state. In the other area, do the same thing except, put the names of the state capitals. One half of the students launch, pitch or chip their ball into the “state” hoops. They must continue to launch until their SNAGball is in one of the hoops. Each student or team of students identifies the state their ball landed in and then must come up with the capital. The other half of the group is launching, pitching or chipping into the state capitals and trying to identify the states. *Variation: Identify countries and capitals, continents, mountains, rivers.*

3. NUMBER LINE

As a science project, have students measure the average distance the SNAG ball travels when launched in various weather conditions. Does cold or humidity or wind play a roll in the distance the ball travels? What other factors apart from weather conditions may cause changes in the outcomes?

Teacher Note:

Paralleling academic integration in physical education with the information being covered in the classroom can create an invaluable support to the classroom teacher. The applications of integrating the academic areas into the SNAG curriculum are endless. Obtaining resources from the classroom teacher will help with planning and also with continuity for the student-another win-win situation.