

Basketball Golf

Equipment: As many basketballs as possible, 6 basketball goals preferably, Premade scorecard, pens/pencils, paper with hole numbers assigned

Number of Participants: Class Roster

Age of participants: Elementary, Middle, High

Skill Objective: Basketball shooting form, Golf vocabulary, Golf scoring , problem solving, Basic addition skills

NASPE Essential Standards of Lesson: Standard 2, Standard 3, Standard 4

Description

1. Place your assigned hole numbers at the basketball goals. For the most efficient gameplay transition/rotation place the number, starting with hole #1, at the main goal and work around to all six goals in a clockwise direction. Once the first six holes are numbered continue this clockwise sequence until all 18 holes are labeled. Each goal should have 3 holes. Each hole should be a varied level of shooting (i.e. layup, short range, mid range, corner, free throw, 3 pointer, elbow, etc.)
2. Distribute the basketballs evenly at each goal. The more basketball available to use the better. The basketballs should stay at the corresponding basketball goal during gameplay, students should not travel with them unless there are enough basketballs for each student to have.
3. Pass out the scorecards and pens/pencils to the students. Students should write their name on the paper to start. Go over all rotations and scoring rules prior to gameplay.
4. Each hole is a PAR 2. 18 total holes for a TOTAL PAR SCORE OF 36. Each hole has a maximum of 5 attempts (strokes) at each hole. The student will attempt to make the shot. When successful, they must write down the number of attempts it took for them to make the hole. If they are unsuccessful after 5 attempts then they should write down 5 in the corresponding hole box.
5. At the end of each row on the scorecard there is a total for that group of holes (1-6,7-12,13-18). This is for easy adding at the end of the game to calculate the final score.
6. Students should play the course in ascending order until all 18 holes are played. If a student starts at a hole other than hole #1, when they finish hole #18 they should circle back to hole #1 and finish the course. Once all 18 holes are played, the student should calculate their total score and write it down in the respective box. The final result will be for the students to assess their PAR RESULT.

7. If the TOTAL SCORE is 36 of 36, the student should write EVEN (0). If the TOTAL SCORE is LESS THAN 36, the student should write UNDER PAR (- INSERT NUMBER). If the TOTAL SCORE is MORE THAN 36, the student should write OVER PAR (+ INSERT NUMBER).
8. After rules are explained, assign the students to a hole number (1-18) and begin gameplay.
 - a. Larger classes will have multiple students at the same hole at the start.
9. At the end, students should share their results with the teacher and turn in scorecards.

Considerations:

- This can be done with multiple classes/rosters. Not ideal as it may slow down gameplay but it is possible.
- This is a student centered activity. Teacher is facilitating and providing reminders.
- Be mindful of students with diagnosed anxiety disorders as this may overstimulate them.
- Remind students to get their own rebound and be proactive when at a hole. Some students can be passive and let other students play ahead of them or not seek to get a basketball.
- Instruct students to be alert and aware of their surroundings at all times with basketballs constantly in motion.
- More golf elements can be added such as partner, quad or team scores.