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**Put-Put (Golf)**

**Equipment**: Striking implement: golf-club, hockey stick, adapted hockey stick, racket, baseball bat,

 floor hockey sticks, tape the stick to a walker or wheel-chair.



From left to right: club with movable-hinged foot, large foot hockey stick, golf club with enlarged grip using a pool noodle and grip markings, crocket mallet, half a pool noodle, junior golf club

Ball: yarn-ball, large golf ball in a bright color, old tennis ball, variety of colors, sizes and rolling speeds.

Targets: Velcro-targets (homemade or commercially available), boxes on their side, putting-cup made from cardboard, bucket behind an incline mat, hula-hoops.



From left to right raised Ts with larger balls, hole #1 made from card board, low ring target, box-lid with one side taped down.

**Set-up**: Skill practice: All students push/swing/put in the same direction for safety.

 Putting course: Use your imagination. Mats, boards, card-board cups, chairs, boxes.

 Allow players a designated maximum number of strokes per hole.

 Return the ball to the tee before each put.

 Involve students: Have students design the putting course.

 Ask what a student needs to be successful.

 Ask a student what changes might help them be successful.

 Provide choices in equipment and course lay-out.

**Adaptations**: Grip: Enlarge with tape or rubber tubing.

 Mark club or tubing with marker for thumb placement.

 Functional use of one arm: use either left or right handed club with forearm

 swing, or the opposite with backhand swing.

 Stance: Mark foot placement with flour or chalk.

 Provide support as needed. Chair, crutch, remove arm-rest and/or foot plate.

 Swing: Decrease arc of the swing to negate balance issues.

 Raise the ball (design a higher of the ground tee).

 Target: Shorten the distance.

 Make the cup larger.

 Make it interesting and fun.



**Golf Score Card**

Count how many times you had to put the ball before it rolled into the “hole”.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Buddy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. 1 2 3 4 5 1. \_\_\_\_\_
2. 1 2 3 4 5 2. \_\_\_\_\_
3. 1 2 3 4 5 3. \_\_\_\_\_
4. 1 2 3 4 5 4. \_\_\_\_\_
5. 1 2 3 4 5 5. \_\_\_\_\_
6. 1 2 3 4 5 6. \_\_\_\_\_
7. 1 2 3 4 5 7. \_\_\_\_\_
8. ☺ ☺ ☺ ☺ ☺ 8. \_\_\_\_\_

**If there is time left you can try and improve your score.**

**Adaptations to the score card:** Prewrite name or use a picture.

 Instead of counting use a stamp to indicate the student finished the “hole”.

 Use tallies.

 Cross out the pre-written numbers.