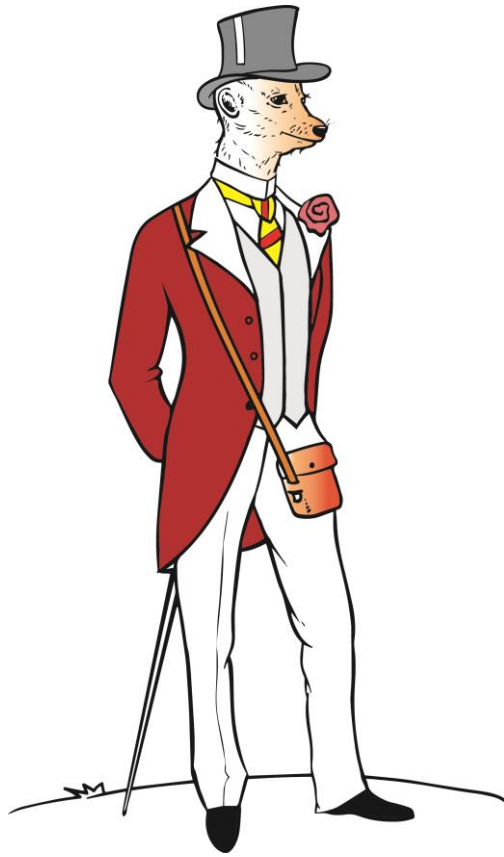


# Mr. Meerkat's

## Poetry for Children



Teacher's Companion

Stage 3: Grades 5 and 6

By

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And

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# Playing Golf with Dad

Playing golf with Dad  
Is always a star event  
With drinks and sweets  
And trolley in tow  
We set off in the sunshine  
To give it a go  
It's always a show  
This one-man tournament

He says he's just a hacker  
But I know better  
My Dad says he plays  
Three sorts of rounds  
The two ball, three ball  
And five ball game  
But he's my champion Dad  
All the same

I've seen him do some  
Marvellous shots  
Although some go  
In the bushes  
Some in the hole  
And some just get lost

We stop for a drink  
He lets me take a swing  
"Great shot"  
Says my Dad  
"Fifteen more like that  
And you'll sink it in"

It takes my Dad four holes  
out of nine  
To get in the swing  
And hit down the line  
But he gets so excited  
When his game's on top  
And tells me  
He has three kinds of shots  
Where's that?  
How's that?  
And his Pro-Am Green Jacket

My Dad and I  
Have such fun  
We'll be back in a month  
To take another run  
With clubs and drinks  
And a pocket full of balls  
We'll shoot the breeze  
And hack at it some more.

## Explanatory Notes

Subject:	Spending quality time with Dad
Theme/s:	The importance of family/Fathers Play Good sportsmanship Heroes
Mood:	Humorous
Persona:	A child
Description:	7 irregular stanzas that narrate a day spent playing golf
Style:	Free verse, narrative, light verse
Rhyme:	ABCDEDDDB, AABCDEF, ABCDEF, ABCDEF, ABCB, ABCDEEF, ABCBDEFG
Rhythm:	An irregular rhythm complemented by strong sounds that close off each stanza
Features:	Exaggeration, rhyme, euphemism, metaphor, synecdoche, metonymy, symbolism, idiom

## Lesson Objectives

Key language focus: Characterisation

Culminating activity: Describe the effect of good sportsmanship

This lesson draws on both English and Health and Physical Education key learning areas. Students explore the use of characterisation in the poem and how the character of the father is represented. They also look at how good sportsmanship is represented and its importance for having a fun family outing. An additional logic activity, drawing on the [Critical and creative thinking](#) capability, is also provided.

Students will meet the following ACARA content descriptors for English – Year Six:

- Make connections between the text and students' own experience or other texts
- Find specific literal information
- Use prior knowledge and textual information to make inferences and predictions
- Answer questions
- Identify how authors use language to position the reader and give reasons

Students will meet the following ACARA content descriptors for HPE – Year Five and Six:

- Recognise how individual personalities and teamwork contribute to achieving success in physical activities
- Explore how family influences how individuals interact
- Explore ways people can connect with other members of their community through participating in physical activities in natural settings
- Demonstrate an understanding of ethical behaviour and fair play

## Cross-Curriculum Links (ACARA)

- Arts
  - o Media arts
    - [Explore representations, characterisations and points of view of people in their community, including themselves, using settings, ideas, story principles and genre conventions in images, sounds and texts](#)
      - Create a media text depicting the golf match
- Technologies
  - o Digital technologies
    - [Acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information](#)
      - Use suitable software to develop a data tracking system to record golf scores and create visual representations of the data
- HPE
  - o Communicating and interacting for health and wellbeing
    - [Recognise how media and important people in the community influence personal attitudes, decisions, beliefs and behaviours](#)
      - Evaluate positive and negative role models in sport
  - o Contributing to healthy and active communities
    - [Explore how participation in outdoor activities supports community health and wellbeing and creates connections to natural and built environments](#)
      - Examine the positive effects of the golf day
  - o Understanding movement
    - [Practice specialised movement skills and apply them in a variety of movement sequences and situations](#)

## General Capabilities and Cross-Curriculum Priorities (ACARA)

- [Literacy](#)
  - o Use subjective, objective and evaluative language, and identify bias
  - o Use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning
- [Numeracy](#)
  - o Solve problems and check calculations using efficient mental and written strategies
  - o Collect, compare, describe and interpret data
- [Critical and creative thinking](#)
  - o Identify and clarify relevant information and prioritise ideas
  - o Assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome

## **Extension Activities:**

- Discuss sportsmanship, comparing good and bad sportsmanship. Identify the effects of both types of sportsmanship on teammates, opponents and others. Discuss the influence of emotions on behaviour when playing sport and what types of emotions cause bad sportsmanship. Develop and practice strategies for managing emotions when playing sport. Brainstorm ways to deal with bad sportsmanship in others and to encourage good sportsmanship in opponents and teammates.
- Evaluate positive and negative role models in sport when it comes to good sportsmanship. Watch sports and read newspaper articles about different examples of sportsmanship and discuss the effect of the actions on the person's public image. Consider the effect of these role models on children and on the image of the sport. Debate the topic: Bad sportspeople should be banned from playing.
- Create a media text, such as a video, based on the poem that uses the conventions of a sports commentary or sports-action movie to create humour.
- In Digital Technologies, use suitable software to develop a data tracking system to record, track and compare golf scores. Input data and use software to create visual representations of the information.
- Identify the personal qualities that contribute to good sportsmanship, e.g. resilience, positivity, etc. Develop strategies to build and practice these qualities when participating in sport.
- Identify the use of facts and commentary in the poem (see p.96) and rewrite a description of the golf match from an objective viewpoint.

## **Differentiation Options:**

- Learn the basic movements associated with golf and play a game of golf or practice putting/driving. Alternatively, if equipment is not available, play Frisbee golf.
- Focus on how participation in outdoor activities supports health and wellbeing. Discuss the positive effects of the golf day and identify how it also builds the relationship between father and child. Ask students to recall something they have done with a parent or other important adult which has helped build their relationship and support health and wellbeing. Have students write a recount about the activity and explain how it had a positive effect. Students could then make and implement a plan for a positive, relationship building activity to do with a parent or important adult over a weekend or holiday.

## Discussion Points

### Pre-reading

- What is this poem going to be about?
- Who's played golf before?
- Who's watched it on TV?
- Who can describe the game?
- How do you win? What are you trying to do?
- Are there any rules?
- How many balls should a player need?

### During reading

- Stanza 1
  - o What phrase tells us that the child enjoys playing golf with their Dad?
  - o What do they take to the golf course with them?
  - o What is the family's attitude towards golf?
  - o Is this an example of good sportsmanship?
  - o Why?
  - o What is the show?
  - o How might Dad make golf a show?
  - o Why is it a "one-man tournament"? Who is playing?
  - o Can you have a tournament with only one person?
  - o What makes the game like a tournament then?
  - o Why do you think the child isn't playing?
- Stanza 2
  - o What is a hacker? In golf it's a poor player. Hackers are also usually thought of as showing poor sportsmanship.
  - o Do you think the father is a hacker? Why or why not?
  - o Does the child think their father is a good or a bad player?
  - o How many balls does the father usually take to get it in the hole?
  - o Are you supposed to need more than one ball?
  - o Why not?
  - o What does this tell us about how good the father is at golf?
  - o How does the child describe their father?
  - o What does this tell us about the father?
  - o Does it matter to the child whether their father is good at golf?
  - o What might a champion Dad do or be like?
- Stanza 3
  - o Does the child think their father is good at golf?
  - o Where do some shots go?
  - o Is that where they're meant to go?
  - o Is the father good at golf?
- Stanza 4
  - o What tells us that the father is a good sportsman?
  - o What shows that he's a good Dad?

- What tells the reader that the child wasn't very good at golf?
- Stanza 5
  - How long until Dad starts getting in the swing of things?
  - How does he improve by hole 5?
  - What do you think "hit down the line" means?
- Stanza 6
  - How do we know the father enjoys golf?
  - How many kinds of shots does he have?
- Stanza 7
  - Does the family have a nice time?
  - How often do they go golfing?
  - Why do they need a "pocket full of balls"?
  - What does "shoot the breeze" mean?

#### Post-reading

- Does the family have a good day?
- Why is the day fun?
- Are the child and their father good at golf?
- Does it matter?
- How do the child and their father show good sportsmanship?
- How does good sportsmanship make the game more fun?
- Describe the child's relationship with their father.
- What shows that the father is a good Dad?

# Activities

Literal

96. What are two lines that tell us the child enjoys playing golf with their father?

a. \_\_\_\_\_

b. \_\_\_\_\_

97. What are two lines that show the father isn't very good at golf?

a. \_\_\_\_\_

b. \_\_\_\_\_

98. Describe the Dad in the poem. What is he like?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Inferential

99. Is Dad a hacker? Use an example from the poem to explain your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evaluative/Applied

100. What is good sportsmanship?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

101. How does the father show good sportsmanship in the poem?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

102. How does being good sportsmen make the golf day more fun?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# The ninth hole

Dad played nine holes of golf. He took 24 balls with him. Can you use the clues to work out what his score was on each hole, and how many balls he used? Use the table to help you.



<p><b><u>Golf Terms</u></b>  <b>Par</b> – The number of hits a good golfer needs to get the ball in the hole. Each hole has a par, which is the score golfers are aiming for.  <b>Par</b> – The score a player gets when they get the ball in the hole in the same number of strokes as par  <b>Strokes</b> – Each time a golfer hits the ball, that is a stroke  <b>Eagle</b> – Getting the ball in the hole in 2 strokes less than par  <b>Birdie</b> – Getting the ball in the hole in 1 stroke less than par  <b>Bogey</b> – Getting the ball in the hole in 1 stroke more than par  <b>Double bogey</b> – Getting the ball in the hole in 2 strokes more than par  <b>Triple bogey</b> – Getting the ball in the hole in 3 strokes more than par</p>	Par	Number of balls used	Number of strokes
Hole			
1	2		
2	3		
3	4		
4	3		
5	3		
6	2		
7	3		
8	4		
9	2		

1. Dad's only score that was named after a bird was on the 8<sup>th</sup> hole. A bogey is not a bird.
2. Dad had a score of 5 each on 3 of the first 4 holes.

3. On the odd-numbered holes where the number is divisible by 3, the number of balls Dad used on each hole is the number that you would times 3 by to get the number of the hole
4. Two of the hole numbers can be added to get 17. On these holes, Dad got 5 shots over par and 1 shot under par.
5. Where the hole number times the par for that hole make a number divisible by 5, Dad scored par.
6. On the first 4 holes, Dad uses half of his golf balls.
7. On each hole divisible by 2, except the 8<sup>th</sup>, Dad scored a double bogey.
8. On Dad's worst scoring hole, he used half the number of balls as he took strokes.
9. Where the hole number plus par equals 5, Dad used 3 balls.
10. Where the hole number can be divided by the par for that hole, the answer is the number of balls used on that hole.
11. On the holes where the hole numbers times each other equal 35, Dad only used 1 ball.
12. Dad's first hole took 8 strokes to sink.
13. On hole 7 and hole 9, Dad scored a bogey and a triple bogey.
14. On hole 2 and hole 4, Dad used 3 and 4 balls respectively.

A golfer's score is the total number of strokes they took to complete the course. What was Dad's score