

First Tee Program



Commitment to **Being a Game Changer**



Pursuing Goals

I am excited to grow and learn.

I am not afraid to fail.

I am learning from both my achievements and setbacks.



Growing through Challenge

I am discovering my inner strength.

I am developing resilience.

I can dig deep when things get tough.



Collaborating with Others

I respect other perspectives, especially when they are different from mine.

I show kindness, consideration, and care for others.

I know that my attitude and how I treat others have an impact.



Building Positive Self-Identity

I am finding my self-confidence.

I am discovering what I'm capable of.

I feel safe to be myself.



Using Good Judgment

I respect rules in golf and in life.

I am honest with myself and with others.

I have the courage to do what's right, even when it's hard.

I can change the game and change the world
by simply being the best version of myself.

I am a Game Changer.

Age 7-9



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Age 7-9 Overview

The goal of the Age 7-9 content is to introduce the game of golf to participants in fun, engaging and exciting ways. The program should encourage physical activity that allows participants to expend energy and have fun with their peers. This is a safe and encouraging place where players feel excited to come and learn new skills. Being the best is not important, rather kids enjoy being with other participants, having fun, and being active while exploring the game of golf.









For Coaches:

Age 7-9 is the introductory course of the First Tee Program. Coaches will introduce and teach the game of golf through active learning experiences that help to build inner strength, self-confidence, and an enthusiasm for the sport, while encouraging and supporting the development of positive Game Changing behaviors in fun and meaningful ways. Participants at this level are immediately introduced to the golf course, as well as simulated courses, and are provided with opportunities to play golf as they learn new skills in a fun, safe, and empowering environment. The lessons should encourage physical activity that allows participants to be active and have fun with their peers in a safe and encouraging manner, focusing on being with other players while exploring the game of golf. As a nod to the history of the game and to the equipment used to play golf, naming conventions have been provided for identification, class management, and a reference to groupings within classes and the First Tee Program. The suggested names are intended for the purpose of coaches to manage classes, create a sense of belonging, and to make a connection to the history of the game. The Age 7-9 group can be referred to as **Flatsticks**.





First Tee believes that golf is a perfect practice ground for learning skills that go far beyond the fairways. At all levels, players have the opportunity to play, learn, and appreciate the game of golf and how it relates to life, as they focus on the key commitments to becoming a Game Changer: Pursuing Goals, Growing through Challenge, Collaborating with Others, Building Positive Self-Identity, and Using Good Judgment.

Core Lesson Title	Pursuing Goals	Growing through Challenge	Collaborating with Others	Building Positive Self-Identity	Using Good Judgment
1 Welcome to First Tee: Let's Work Together!					
2 I Can Be Responsible: Respecting the Rules					
3 Make Good Choices: Doing the Right Thing					
4 I'm a Good Sport: Being a Team Player					
5 Developing Confidence: I Can Do It!					
6 Using Good Judgment and Making Smart Decisions					
7 On Your Mark, Get Set, Goals!					
8 Play with Perseverance: Commit, Don't Quit!					

Recommended Lesson Length: 60-90 Minutes

Golf Skills for Age 7-9

Participants in the 7-9-year-old age group are sampling different sports. First Tee recommends that players in this age group focus on mastering three golf fundamentals and factors of influence:

- **Distance Response:** size or length of motion
- **Target Awareness:** target selection
- **Get Ready to Swing:** hold, set-up, aim, and alignment

As coaches teach these golf fundamentals, they should keep in mind that players are just beginning to learn golf swing movements. As a result, their movements can be uncoordinated and jerky, and they may require consistent reminders to follow their swing cues. This is OK. It is recommended that coaches balance skill exploration with technical feedback to help develop skills in this age group. As participants progress through the program, we will build upon these fundamental skills by adding more advanced golf fundamentals and factors of influence. Mastering these golf fundamentals will provide a golf skill foundation for coaches to build upon as they advance within the program.



Fundamental	Factor of Influence		
Target Awareness	Target Selection		
Distance Response	Size or Length of Motion		
Get Ready to Swing	Hold	Set Up	Aim and Alignment

Example Swing Cues

When teaching the four golf skills to this age group – putt, chip, pitch, and full swing – coaches should focus on using simple swing cues. Examples of set up cues and swing cues are provided below:

Set Up Cues:

Legs A, Arms Y, Dot the I

- “Roll on the Ground” Hold (putt):
 - Hold the club in the air in the middle with your favorite hand
 - Buddy hand-bottom, favorite hand-top
 - Slide the favorite hand to meet its buddy, thumbs point straight down the shaft
- “Get It in the Air” Hold (chip/pitch/full swing):
 - Hold club in the air in your favorite hand
 - Buddy hand-bottom, favorite hand-top
 - Slide the favorite hand to meet its buddy, thumbs cross down the shaft
- Aim Cues
 - Clubface to target

Swing Cues:

- Putting Cues: Y-Putt-Y
- Chipping Cues: Y-sweep-Y
- Pitching Cues: L-sweep-Y
- Full Swing Cues: Circle Away- sweep the ground-Circle High

Fundamental Tips

When creating lessons, keep these tips in mind:

- When teaching **Distance Response**, focus on having players explore making swings of different sizes: small, medium, and large.
- When teaching **Target Awareness**, focus on having players select their target.
- **Get Ready to Swing** should be reinforced in every lesson. Learning the proper grip, stance, aim and alignment will set the proper foundation for all golf skills as players progress.
 - When teaching **Get Ready to Swing** with **Distance Response**, omit the aim cues. This will allow players to be focused on controlling the distance the ball travels rather than hitting a specific target.
 - When teaching **Get Ready to Swing** with **Target Awareness**, reinforce aim by having players point their clubface where they want the ball to go once they have selected their target.

Coach Tips

Coaches for the ages 7-9 are encouraged to provide positive encouragement and assistance that is both developmentally and age-appropriate for participants:

- Use active learning experiences that encourage physical activity
- Be very specific and clear with instructions
- Provide a balance of activities which can be done alone or in small groups that allow for individual attention
- Involve participants in activities in mixed-gender groups
- Use the senses to help players experience things (What does it feel like, sound like, etc.?)
- Plan a wide variety of activities, including some that take a short time to complete, with each experience building on previous activities
- Provide a variety of short and specific learning activities with concrete concepts (ideas that can be practiced vs. visualized) and hands-on concepts
- Move from one activity to another, alternating high, low and moderate activity
- Allow for exploration and spontaneity in activities
- Provide positive encouragement and assistance
- Plan hands-on learning activities where participants can experience success
- Set up systems that foster teamwork rather than competition
- Offer support to participants

On-Course Tips


- Setting up holes between 25 and 75 yards creates an optimal challenge for this age group.
- Coaches can reinforce golf fundamentals on the course by reinforcing one golf fundamental per hole for the whole group.
- Coaches can reinforce **Get Ready to Swing** by asking participants about their hold, set-up and aim/alignment cues.
- Coaches can reinforce **Distance Response** by asking participants about their swing size, particularly on short game shots.
- Coaches can reinforce **Target Awareness** by encouraging participants to select a target on every shot.



Keep It Safe

Safety with all age groups starts with having clearly defined expectations regarding behavior. These expectations should focus on what coaches want participants to do instead of what they don't want participants to do. We recommend coaches remind participants of these expectations in every class. Coaches can set their own expectations using the following ideas as a starting point:

- Participants should stop, look and listen on the signal of the coach.
 - This can be a sound (whistle), a cue word or phrase (“safety” or “1, 2, 3, all eyes on me”)
 - We recommend coaches use the same cue word across all classes for consistency.
- Participants should stay in the safety zone when they are not hitting.
- Participants should check on all sides before they hit.
- Participants should only swing when they are in the hitting area.
- Activity set up is also a key component of safety. To create safe environments coaches can:
 - Create clearly defined safety zones that are separate from hitting areas. Keep clubs in hitting areas.
- A good rule of thumb is to provide a minimum of 10-12 feet between each hitting station and each safety zone
- Golf balls can be placed halfway between safety zones and hitting areas. This helps keep players from raking and hitting and keeps them honest about how many turns they have taken.
 - Left-handed participants should be set up at the end of a hitting line (right-hand side if standing behind set up). They will be facing the other participants.
 - Coaches can pair left-handed participants together

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- Set up multiple stations for each activity. A good rule of thumb is to have two to three players per station.
 - Ex: A class with 12 players would have six stations per activity.
 - Make safety zones bright, colorful and fun.
 - Engage with participants while they are in the safety zone by getting to know them or reviewing key concepts.
 - Encourage players in safety zones to “caddie for” or encourage their partner.
 - Set participants up for success by keeping them active and engaged in activities quickly.
 - If participants misbehave, coaches should have consequences. Many times, chapters will have their own behavior policy. Check with your Program Director if you are unsure. An example behavior policy is:
 - First offense: verbal warning
 - Second offense: five-minute time out
 - Third offense: time out for the rest of class and contact with parent or guardian
 - Fourth offense (recurring problem): parent or guardian is contacted, and player faces possible suspension from program

In addition to the safety measures mentioned above, each chapter has specific policies and guidelines around incident reporting. Coaches should be familiar with Safe Sport policies and procedures as well as their chapter policies. Coaches who are unfamiliar with these policies should contact their Program Director for more information.

Tie It All Together

There is a lot of information to cover in a First Tee lesson. To help break up this information into more digestible chunks, the golf knowledge and etiquette portions of each lesson at this level are written with sub lessons A, B and C. Here are some guidelines for using this format:

- Sub-Lesson A- contains ideal content for participants who are 7 years old
- Sub-Lesson B- contains ideal content for participants who are 8 years old
- Sub-Lesson C- contains ideal content for participants who are 9 years old
- Each sub-lesson has corresponding activities in the app to enhance the content and learning
- Each sub-lesson builds upon the information delivered in the previous sub-lesson
- To provide ample opportunities for learning, golf knowledge and etiquette are reviewed in multiple lessons and sub-lessons
- The Rules of Golf are contained within each sub-lesson with age-appropriate objectives. Coaches are empowered to teach rules and etiquette in a different sequence if they wish, with sub-lessons serving as a guide.
- The goal of this level is to teach participants how to keep their own score honestly and introduce that, in golf, we demonstrate **Growing through Challenge** by calling penalties on ourselves. Coaches are encouraged to avoid focusing on teaching specific penalties and procedures associated with rules (this will be addressed in further levels) unless a coachable moment presents itself. To ensure participants play by the rules, coaches and parents can assist players if they experience rules situations and help apply strokes to their score appropriately.



first tee Age 7-9 Quick Glance

Core Lesson Title	Game Changing Behaviors	Key Commitments	Golf Fundamentals	Suggested Golf Skills	Rules of Golf
1 Welcome to First Tee: Let's Work Together!	Respect other perspectives. Show kindness, consideration and care for others.	Collaborating with Others	Distance Response/Size or Length of Motion	Putt and Chip	1.1, 1.3a, 1.3b, 6.1b, 6.2b, 6.4b, 6.5
2 I Can Be Responsible: Respecting the Rules	Respect rules in golf and in life	Using Good Judgment	Target Awareness/ Target Selection	Pitch and Full Swing	1.2a, 1.3c, 6.1b, 6.2b, 6.4b, 6.5
3 Make Good Choices: Doing the Right Thing	Being honest with self and with others. Having the courage to do what's right.	Using Good Judgment	Distance Response/Size or Length of Motion	Putt and Full Swing	3.3 a, c
4 I'm a Good Sport: Being a Team Player	Respecting other perspectives. Respecting rules.	Collaborating with Others	Target Awareness/ Target Selection	Putt and Chip	8.2, 8.3, 9.1a, 10.1a, 10.1d
5 Developing Confidence: I Can Do It!	Developing Self-Confidence. Discovering your capabilities.	Building Positive Self-Identity	Develop Routine for Get Ready to Swing	All – Recommended Play Day	13.1a, b, 15.1 a, b
6 Using Good Judgment and Making Smart Decisions	Making good choices. Showing discernment.	Using Good Judgment	Distance Response/Size or Length of Motion	Chip and Pitch	17.1a, 18.2a, 18.2 b
7 On Your Mark, Get Set, Goals!	Learning from achievements and setbacks.	Pursuing Goals	Target Awareness/ Distance to Target	Pitch and Full Swing	7.2, 7.3
8 Play with Perseverance: Commit, Don't Quit!	Developing Resilience	Growing through Challenge	Clubface and Ball Contact/ Direction at Contact	All – Recommended Play Day	5.3a, 5.6a, b

Recommended Lesson Length: 60-90 Minutes

Age 7-9

Lesson Overviews



Lesson 1 • Welcome to First Tee: Let's Work Together

Lesson Overview:

At First Tee, we care about the impact of our words and actions. The things we say and do matter, and when we show care for how our words and actions make others feel, we demonstrate **respect** and **courtesy**. First Tee participants are encouraged to not only collaborate and work with others, but also to learn from and appreciate both our similarities and our differences, accepting fellow players for who they are and the unique qualities and characteristics they bring to the course.

Our world is filled with opportunities to learn from and **Collaborate with Others**, while having fun! When we treat one another with respect, we help them to feel valued and important, and when we act with courtesy, we show kindness, consideration, and care. In the game of golf, and in the game of life, we have opportunities to demonstrate respect and courtesy for ourselves, others, and our surroundings each and every day. Welcome to First Tee: Let's Work Together!

Coaching Overview:

In this lesson, coaches will create multiple opportunities for participants to play the game, collaborating with one another, and learning behaviors that show respect and courtesy. This also provides a chance for them to learn about their fellow participants, recognize things they have in common with one another, as well as appreciate the differences among them.

For many participants, this lesson will be their first introduction to the game of golf, and it is recommended that coaches focus on the golf fundamental of **Distance Response**. Specifically, they can help players explore how swings of different sizes (small, medium, and large) affect the distance their ball travels.

The game of golf, like all games, has specific rules and procedures. Golf is one of the few sports in which players are responsible for recording their own score and calling penalties on themselves. It is important that players get to know the parts of the golf course, as well as the rules and etiquette of the game. This allows players to maintain a good pace of play, show respect and courtesy for the course and fellow competitors, and to enjoy the game of golf as it should be played. In this lesson, coaches can emphasize to players that they are collaborating with others using respect and courtesy by following the safety rules, taking turns, and being still and quiet while others are hitting.



Learning Goals:

Key Commitment: Collaborating with Others

Character Behaviors:

- Participants understand the impact of their words and actions and can show respect and courtesy to themselves, others, and their surroundings.
- Participants can recognize things that they have in common with their peers and appreciate their differences.
- Participants understand that collaborating with others is better when they show respect and demonstrate courtesy.

Lesson 1

Golf Skills & Fundamentals:

Recommended Golf Skills: Putt and Chip

- Players are introduced to the concept of **Distance Response** by experimenting with small, medium and large swings.
- Remember to demonstrate golf skills. Coaches can use the example cues from the golf skill overview as a guide.
 - Design in box:
 - Pro tip: It can be helpful to have older or more advanced students model golf skills.
- When players are experimenting with **Distance Response**, they should be introduced to and allowed to explore: how to hold the club and where to set up to the ball in order to get ready to swing.
 - Players may not hold the club or stand “correctly” on their first attempt. Coaches should **Empower Youth** and be **Activity Based** by allowing players to explore different holds and stances. If a particular hold or stance is causing frustration, coaches can step in and remind players of their hold cues using open-ended questions such as “tell me about your hold” or “what do you think would happen if you tried this?”

Golf Etiquette & Rules of the Game:

- Players are introduced to the purpose of the game and different parts of the golf course: tee box, hole, putting green, etc.
- Players are introduced to the order of play
- Players can demonstrate a proper handshake

Key Terms:

- Teeing area
- Tee box
- Putting green
- Fairway
- Rough
- Bunker

Coaching Tips:

1. Coaches are encouraged to refer to the First Tee Commitment to **Being a Game Changer** and the Key Commitments for **Collaborating with Others**:
 - I respect other perspectives, especially when they are different from mine.
 - I show kindness, consideration and care for others.
 - I know that my attitude and how I treat others have an impact.
2. Coaches can emphasize the importance of respect for others regardless of our similarities or differences.
3. Keep things simple. When teaching the parts of the course, start with the tee box and putting green and add in fairway and rough as you go. There will be plenty of opportunities to introduce more parts of the course as players progress and experience being on the course. **Distance Response** is a foundational element of developing the golf swing. Use activities that allow participants to experience swings of different lengths.

Guiding Questions

1. What does collaborating well with others look, sound, and feel like?
2. What does NOT collaborating well with others look, sound, and feel like?
3. Why are respect and courtesy important on the golf course? At school? At home?
4. What are some ways we can have a positive impact with our words and actions?
5. What did you learn about small, medium, and large swings today?
6. What golf skills did you learn today?
7. What did you learn about the parts of the golf course?
8. What does a proper handshake consist of?

Lesson 1

Sub-Lessons A-B-C:

	Golf Knowledge	Golf Etiquette	Golf Rules
Sub-Lesson A is suggested content for classes with mostly beginner level players.			
A	Introduce that the game of golf is usually played in 18 holes or less by striking a ball and hitting it into the hole	Introduce the order of play and handshake	1.1, 6.1b, 6.4b, 6.5
	Introduce areas of the course including teeing area, green, rough, fairway and bunker		
	Introduce that we start the hole on the tee box, and we end the hole by hitting into the hole on the putting green.		
	Introduce order of play: the person farthest from the hole goes first after we start.		
Sub-Lesson B is suggested content for classes with a mix of skill and age levels in the group.			
B	All knowledge from A plus the following:	Reinforce the order of play. Players should be able to demonstrate a proper handshake.	1.1, 1.3a, 1.3b, 6.1b, 6.4b, 6.5
	Introduce that on the tee box we select the order randomly		
	Introduce that golf is different from other sports because we call penalties on ourselves.		
Sub-Lesson C is suggested content for classes with mostly older and advanced level players.			
C	All knowledge from A and B plus the following:	Players should be able to exhibit the correct order of play and proper handshake	1.1, 1.3a, 1.3b, 6.1b, 6.2b, 6.4b, 6.5
	Introduce the tee box by outlining it.		

Lesson 2 • I Can Be Responsible: Respecting the Rules

Lesson Overview:

A **responsibility** is something you are expected to do or even a way that you are expected to act. Whether you are on or off the golf course, demonstrating responsibility and **respect** for rules is a way of **Using Good Judgment**.

- You can have responsibilities.
- You can act responsibly.
- You can take responsibility for your actions.

Responsibility is a choice. Acting responsibly is a commitment. Choosing to play the game of golf includes accepting the responsibility to respect the rules and keep the golf course and its surroundings in better shape than you found them, and to keep up with the pace of play.

Coaching Overview:

In this lesson, coaches will create multiple opportunities for participants to play the game, demonstrating behaviors that are reflective of responsibility, and to learn and appreciate the etiquette and Rules of Golf while emphasizing responsibility for the course they are playing.

Players will focus on the golf fundamental of **Target Awareness** by picking a target and swinging toward it. They will also learn the parts of the golf club and the importance of taking turns during play. During this lesson, coaches can take the opportunity to reinforce using good judgment and showing responsibility through games and activities.

As First Tee participants learn to play the game of golf, they will also learn how their personal choices and commitments contribute to their overall success and enjoyment of the game.



Learning Goals:

Key Commitment: Using Good Judgment

Character Behaviors:

- Participants understand that demonstrating responsibility and respecting rules is a way of showing good judgment
- Participants can demonstrate good judgment through responsible actions and constructive choices
- Participants look for ways to demonstrate responsibility in all areas of their life and can identify the positive impact of those choices and commitments

Lesson 2

Golf Skills & Fundamentals:

Recommended Golf Skills: Pitch and Full Swing

- Players explore **Target Awareness** by learning to select a target, aim their clubface and swing toward it.
- When teaching **Target Awareness** and **Get Ready to Swing**, coaches can add aim and alignment by demonstrating how to point the club face toward their target.
- Players learn to identify the parts of the golf club.
- Players learn how to take turns on the golf course.

Golf Etiquette & Rules of the Game:

- Players understand the importance of keeping up with the pace of play by being ready when it's their turn.
- Players understand how to take care of the golf course by repairing ball marks and replacing divots.
- Players understand the importance of taking care of their equipment by keeping it clean and ready to play.

Coaching Tips:

1. Coaches are encouraged to refer to the First Tee Commitment to **Being a Game Changer** and these Key Commitments for **Using Good Judgment**:
 - I respect rules in golf and in life.
 - I am honest with myself and with others.
 - I have the courage to do what's right, even when it's hard.
2. Developing good judgment requires not only the ability to make good choices, but also the ability to engage in reflection on those choices. Each of us is responsible for the personal choices we make. Coaches can support participants in engaging in this reflection.
3. As you introduce rules, think of creative ways to allow participants to experience the rules scenario. Example: In Sub-Lesson C, have participants tee off in front of the tee box and go back and fix the mistake to demonstrate why choosing to tee off in front of the markers is not using good judgment.
4. Remember learning to aim in this age group means that they learn how to point their clubface toward their target. They may not always hit the ball where their clubface is pointed, but getting players to start in the correct position is important. It can be helpful if you have players aim their face and then set their feet to get them used to getting into a starting position as opposed to moving around. As with many things in this age group, repetition of concepts is key to success.

Key Terms:

- Divot
- Clubface
- Shaft
- Hosel
- Grip
- Toe
- Heel
- Sole
- Stroke

Guiding Questions

1. What are some examples of responsible actions and good choices?
2. How can you show personal responsibility?
3. How can you demonstrate responsibility on the golf course?
4. How can you tell if someone is respecting the rules?
5. In what way is being responsible an example of using good judgment?
6. What are the parts of the golf club?
7. Why is it important to take turns on the golf course?
8. What did you learn about aiming today?

Lesson 2

Sub-Lessons A-B-C:

	Golf Knowledge	Golf Etiquette	Golf Rules
Sub-Lesson A is suggested content for classes with mostly beginner level players.			
A	Golfers show consideration for others by taking care of the course. Demonstrate how to replace a divot.	Introduce that golfers show consideration for others by taking care of the course/ their equipment and maintaining pace of play by being ready when it's their turn.	1.2a, 6.1b, 6.2b, 6.4b, 6.5
	Review the tee box, order of play and putting green.		
	Introduce parts of the golf club and how to keep them clean.		
Sub-Lesson B is suggested content for classes with a mix of skill and age levels in the group.			
B	All knowledge from A plus the following:	Reinforce that golfers show consideration for others by taking care of the course and their equipment and maintaining pace of play by being ready when it's their turn. Introduce that players should also move quickly between shots.	1.2a, 1.3c, 6.1b, 6.2b, 6.4b, 6.5
	Introduce that if a golfer or their caddie breaks a rule penalty "strokes" can be applied to their score		
	Review the definition of a "stroke"		
Sub-Lesson C is suggested content for classes with mostly older and advanced level players.			
C	All knowledge from A and B plus the following:	Players should be able to demonstrate and exhibit consideration for others by taking care of the course and their equipment and maintaining pace of play by being ready when it's their turn and moving quickly between shots. Introduce that golfers should let faster players play through.	1.2a, 1.3c, 6.1b, 6.2b, 6.4b, 6.5
	Introduce that if you do not start the ball from within the tee box, you must add strokes to your score.		
	Introduce that your ball must be in the tee box, but the player can stand outside the tee box to hit the ball.		

Lesson 3 • Make Good Choices: Doing the Right Thing

Lesson Overview:

Life is full of choices. Each and every day, you have the opportunity to practice **Using Good Judgment** and choosing honest behaviors. What does this mean?

- You choose to do and say things that are truthful, not only when playing golf, but in everything you do.
- You tell the truth to others, and you are also truthful with yourself.
- Being honest means you act in a way that you know is right.

Sometimes acting and behaving honestly isn't easy or fun, but it is the right thing to do. When you have the courage to do what's right, even when it's hard when no one is looking, you have Integrity. Golf is the perfect sport to practice being honest because it relies on you and your fellow players to keep your own score, and to call penalties on yourselves when needed. Unlike other sports, there is no referee. You must put your good judgment skills to use! Acting with both **honesty** and **integrity** is one of the most important commitments you can make as a Game Changer both on and off the course.

Coaching Overview:

In this lesson, coaches will create a variety of opportunities for participants to use good judgment to learn and demonstrate behaviors that are reflective of honesty and integrity. Players will learn to appreciate the etiquette and Rules of Golf related to scoring while exploring the entire golf course.

Players will focus on the golf fundamental of **Distance Response** by continuing to explore making swings of different sizes. We will review how to get ready to swing, how to hold the club, and how to stand as they prepare to take swings.



Learning Goals:

Key Commitment: Using Good Judgment

Character Behaviors:

- Participants understand the importance of honesty and integrity in the game of golf and in life
- Participants recognize that doing the right thing is not always the easy thing
- Participants demonstrate good judgment by choosing to demonstrate honest behaviors with themselves and others and exhibiting integrity

Lesson 3

Golf Skills & Fundamentals:

Recommended Golf Skills: Putt and Full Swing

- Players continue to explore distance response by making swings of different sizes.
- Players understand that bigger swings go farther and smaller swings go shorter
- Players continue to learn about **Get Ready to Swing** by learning how to hold the club and how to stand.

Golf Etiquette & Rules of the Game:

- Introduce how to keep your score
- Introduce scoring terms

Coaching Tips:

1. Coaches are encouraged to refer to the First Tee Commitment to **Being a Game Changer** and these specific Key Commitments for **Using Good Judgment**:
 - I respect rules in golf and in life.
 - I am honest with myself and with others.
 - I have the courage to do what's right, even when it's hard.
2. Did you know that the average kid makes nearly 3,000 choices in any given day? Adults make an average of 35,000 choices each day! Remind participants that life is full of choices, and they have the opportunity to demonstrate both honesty and integrity every day through the choices they make on and off the golf course.
3. Keeping score can be challenging for kids in this age group, especially when they are just starting out because of their limited attention span. Any score-keeping activities should move quickly. If participants are struggling to keep score accurately, have them count backwards from the hole to help jog their memory.

Key Terms:

- Double Bogey
- Bogey
- Par
- Birdie
- Eagle
- Ace
- Scorecard

Guiding Questions

1. What does being honest look like?
2. Is integrity something you have or something you do?
3. Why do you think it sometimes takes courage to do what is right?
4. Why is it important to play by the rules?
5. How do players demonstrate honesty and integrity when playing golf?
6. If your ball does not go the distance you wanted, what can you change?
7. What did you learn about keeping score today?
8. How do you know you have finished a hole?

Lesson 3

Sub-Lessons A-B-C:

	Golf Knowledge	Golf Etiquette	Golf Rules
Sub-Lesson A is suggested content for classes with mostly beginner level players.			
A	Introduce how to keep score and that the lowest score wins	Introduce that golfers make good choices and do the right thing when they keep score honestly	3.3a, 3.3c
	Review that the hole is finished when the ball goes in the hole		
	Review parts of the course around the green: putting green, fringe, apron, bunker, flagstick, etc.		
	Review order of play and taking turns.		
Sub-Lesson B is suggested content for classes with a mix of skill and age levels in the group.			
B	All knowledge from A plus the following:	Reinforce that golfers make good choices and do the right thing when they keep score honestly.	3.3a, 3.3c
	Introduce scoring terms, par, birdie, eagle, ace, bogey and double bogey.		
	Introduce how to read a scorecard.		
Sub-Lesson C is suggested content for classes with mostly older and advanced level players.			
C	All knowledge from A and B plus the following:	Golfers should be able to demonstrate and exhibit that golfers make good choices and do the right thing when they keep score honestly. Introduce how to politely keep track of another person's score. Also introduce how to politely tell someone your score.	3.3a, 3.3c
	Reinforce tips to help players keep their own score accurately.		

Lesson 4 • I'm a Good Sport: Being a Team Player

Lesson Overview:

Winning is fun, isn't it? It feels good to celebrate an achievement or a victory! But, is winning the most important thing?

"It doesn't matter whether you win or lose; it's how you play the game."

Being a good sport and demonstrating **sportsmanship** is an important part of **Collaborating with Others**. We know that our personal attitudes and how we treat others have an impact. When you are being a good sport, you are:

- Congratulating somebody when they do a good job
- Being honest and not cheating
- Being kind and not name-calling
- Giving positive feedback to your teammates and fellow players
- Learning how to listen to feedback from others without getting upset
- Showing respect to your fellow players
- Having a positive attitude even when you lose
- Not bragging if you win the competition
- Understanding how the other person is feeling if they did not win
- Accepting the results if you lose
- Not giving up when you're losing the game
- Shaking hands with your teammates, no matter the outcome

It's normal to feel disappointed if you don't win, but it's not OK to be rude or disrespectful to others because of it. A good sport understands the importance of playing fair, following the rules, and respecting your fellow players.

Coaching Overview:

In this lesson, coaches will create multiple opportunities for players to demonstrate good sportsmanship, kindness and respect while always collaborating with others. This behavior is so important that players are expected to demonstrate sportsmanship – be a good sport – as part of the etiquette of the game. The Rules of Golf explicitly state that all players are expected to act in the “spirit of the game” by acting with integrity, showing consideration for others, and taking good care of the course. In some instances, players can be disqualified for poor sportsmanship and acting against the spirit of the game. It is important that First Tee participants learn to win and lose respectfully, and focus on protecting the spirit of the game by enjoying it.

Players will continue to learn about **Target Awareness**. Coaches should emphasize selecting a target on every shot, reminding players that aiming their club can help their ball travel toward the target.



Learning Goals:

Key Commitment: Collaborating with Others

Character Behaviors:

- Participants understand the importance of sportsmanship and being a good sport
- Participants recognize that how they play the game is more important than whether they win or lose
- Participants demonstrate sportsmanship both on and off the course when collaborating with and encouraging others

Lesson 4

Golf Skills & Fundamentals:

Recommended Golf Skills: Putt and Chip

- Players continue to learn about **Target Awareness** by selecting a target on every shot.
- Players continue to learn about **Get Ready to Swing** by learning how to hold the club, stand and aim their clubface.
- Learning to aim in this age group means players learn that where the club is pointed is where the ball goes.

Golf Etiquette & Rules of the Game:

- Players learn that you must wait until your ball stops moving before you can hit it again.
- Players are introduced to the idea that we play the course as we find it.
- Players are introduced to the concept of playing the ball as it lies.
- Players learn that they can't mess with another player's lie.
- Players are introduced to the concept that the ball has to be struck with the club head.

Coaching Tips:

1. Coaches are encouraged to refer to the First Tee Commitment to **Being a Game Changer** and these Key Commitments for **Collaborating with Others**:
 - I respect other perspectives, especially when they are different from mine.
 - I show kindness, consideration, and care for others.
 - I know that my attitude and how I treat others have an impact.
2. Good sportsmanship is often learned best when it is modeled by others. As you work with players, be sure to call out positive behaviors and good sportsmanship when you see them exhibited by participants. You should also take the time to pause and correct instances where poor sportsmanship is being demonstrated and help the player with a "do-over" and a second chance to choose an appropriate behavior or response.
3. In golf, we all play by the same rules to keep the game fair. Encourage players to come up with their own rules for some of your activities, reminding them that the rules will need to be fair for everyone. This will help players feel more personally invested in the activity and foster a **Mastery Driven** environment.

Key Terms:

- Lie
- At-rest

Guiding Questions

1. What does good sportsmanship look and sound like?
2. What are some examples of poor sportsmanship, and what could a player say or do instead?
3. Why is it sometimes hard to demonstrate good sportsmanship?
4. How does being a good sport help you collaborate well with others?
5. How does it make you feel when being a good sport?
6. How do rules make games fair and fun for everyone?
7. What does it mean to play the ball as it lies?
8. What part of the club should point toward your target?
9. Why is it important to keep your clubs clean?

Lesson 4

Sub-Lessons A-B-C:

	Golf Knowledge	Golf Etiquette	Golf Rules
Sub-Lesson A is suggested content for classes with mostly beginner level players.			
A	Introduce that we cannot strike a ball that is moving	Players begin to understand the concept of "playing the ball as it lies" by learning to wait until the ball has stopped to hit it again.	10.1d
	Review how to keep score		
	Review parts of the club and how to keep them clean		
Sub-Lesson B is suggested content for classes with a mix of skill and age levels in the group.			
B	All knowledge from A plus the following:	Reinforce playing the course as we find it and the ball as it lies. It is also bad sportsmanship to worsen another player's lie.	8.2, 8.3, 9.1a, 10.1d
	Introduce players to playing the course as we find it and the ball as it lies, which means you cannot pick your ball up and move it around or improve where your ball sits.		
	Introduce that you cannot move another player's ball or worsen another player's lie.		
Sub-Lesson C is suggested content for classes with mostly older and advanced level players.			
C	All knowledge from A and B plus the following:	Players can demonstrate sportsmanship by playing the ball as it lies and the course as they find it.	8.2, 8.3, 9.1a, 10.1a, 10.1d
	Introduce that everyone has to strike the ball with the club head. This keeps the game fair because everyone is playing by the same rule.		

Lesson 5 • Developing Confidence: I Can Do It!

Lesson Overview:

Self-confidence is a belief in yourself and in your abilities. When you are confident, you know what you are good at and you're excited to try new things. The good news is, the more you try new things and practice new skills, the better you get! Confidence is not something you are born with; it is something that develops over time. In the game of golf and in life, confidence in yourself and your abilities comes when you have the chance to try new things, learn new skills and then practice what you have learned successfully.

When you have self-confidence, you appreciate your unique skills and talents, and you accept yourself as you are. But what happens when you aren't feeling confident? Sometimes it's hard to believe in yourself when you are busy comparing yourself to others. Developing self-confidence comes with practice and will require you to keep a positive attitude and push away negative thoughts that might come into your mind. Remind yourself that *"I Can Do This!"*, even if it takes time and practice to get it right.

Coaching Overview:

In this lesson, coaches will create opportunities for participants to practice games and activities that help them develop their skills and self-confidence.

Self-confidence for participants at this age is developed when they:

- Feel secure and safe to try new things
- Know that they can rely on their skills and strengths to accomplish a task
- Feel ready and prepared for everyday challenges like assessments or competitions
- Believe that "I Can Do This" instead of "I Can't Do This"

As you work with your participants, remind them that their first try probably won't be perfect. Instead, point out the things they are doing well and encourage them to build on those small successes. Self-confidence grows when we work to strengthen and develop it, through the cycle of trying, failing and trying again until the goal is achieved. Help your participants set small and realistic goals and targets for their skills. Work with them to find a level of success that will ultimately help them develop confidence, and most importantly, have fun and enjoy the game of golf.



Learning Goals:

Key Commitment: Building Positive Self-Identity

Character Behaviors:

- Participants understand that developing self-confidence is a process, and failing often precedes success
- Participants understand the importance of maintaining a positive "I can" attitude regardless of how they are playing
- Participants recognize that self-confidence is an important part of Building Positive Self-Identity
- Participants can develop self-confidence by identifying things they are doing well

Lesson 5

Golf Skills & Fundamentals:

Recommended Golf Skills: All

This lesson is a recommended **Play Day**.

Coaches should allow players to demonstrate everything they have learned in the previous four lessons by setting up 3-4 holes under the following parameters:

- They have a tee box and putting green to review basic golf terminology.
- Players can play any format.
- Suggested hole length: 25-75 yards
 - Par 3 ~25 yards
 - Par 4 ~50 yards
 - Par 5 ~75 yards
- Players should check their hold, set up and aim on every shot.

Golf Etiquette & Rules of the Game:

- Players learn when their ball is on the putting green and when it isn't.
- Players learn how to mark, lift, and clean their ball on the putting green.
- Players learn where to stand while waiting to putt.
- Players learn how to walk around someone else's line.
- Players learn how to correctly move loose impediments from their line on the putting green.

Key Terms:

- Putting green
- Apron/
Collar/
Fringe
- Ball marker
- Divot repair tool
- Ball mark/
pitch mark

Lesson 5

Coaching Tips:

1. Coaches are encouraged to refer to the First Tee Commitment to **Being a Game Changer** and these Key Commitments for **Building Positive Self-Identity**:
 - I am finding my self-confidence.
 - I am discovering what I'm capable of
 - I feel safe to be myself.
2. a) As participants explore their own skillsets and discover their strengths, they'll begin to build self-confidence in their abilities both on and off the course. Allow them to learn from their mistakes and offer them encouragement and correction, asking questions like, "What could you have done differently here? What might you try next?"
b) Provide players with recognition and give them opportunities to work with and teach other participants. Kids and teens develop self-assuredness and build their confidence by demonstrating newly learned skills when interacting with others.
3. Inevitably, some players will be more confident than others. Coaches can try using more confident players as models for skills or mentors for less confident participants. Confident players can add another layer of confidence and learning by explaining their process to others. Less confident players can gain further confidence by having a peer they can ask for help.

Guiding Questions

1. What are you good at? How did you become good at doing those things?
2. Why do you think believing that "You Can" is important?
3. How can you help others develop their own self-confidence?
4. How can having self-confidence help you in golf and in life?
5. What are some things you learned on the course today?
6. When should you mark your ball on the putting green?
7. How do you know when your ball is on the putting green?
8. Which golf skills did you use today?

Lesson 5

Sub-Lessons A-B-C:

	Golf Knowledge	Golf Etiquette	Golf Rules
Sub-Lesson A is suggested content for classes with mostly beginner level players.			
A	Introduce that your ball is on the putting green when any part of it touches the green	Players begin to understand the concept of where to stand on the putting green. They are introduced to the concept that it is unsportsmanlike to stand in someone else's line.	13.1a, 13.1b
	Introduce that when your ball is on the green, you can mark, lift and clean it		
	Introduce where to stand when not putting		
	Review putting green terms		
Sub-Lesson B is suggested content for classes with a mix of skill and age levels in the group.			
B	All knowledge from A plus the following:	Reinforce where to stand on the putting green while waiting for your turn. Also introduce that it is poor etiquette to move leaves, sand, etc. onto someone else's line. Players should begin to feel confident about demonstrating correct etiquette around the putting green.	13.1a, 13.1b, 13.1c
	Introduce that on the putting green, you can move leaves, sand, etc. off your line. These things are called loose impediments.		
Sub-Lesson C is suggested content for classes with mostly older and advanced level players.			
C	All knowledge from A and B plus the following:	Players can demonstrate self-confidence by properly marking their golf ball on the putting green and standing in the correct place while waiting for their turn.	13.1a, 13.1b, 13.1c, 15.1a, 15.1b
	Introduce that you can also move loose impediments anywhere on the course as long as you don't move your ball while doing so.		

Lesson 6 • Using Good Judgment and Making Smart Decisions

Lesson Overview:

In Lesson 3, we talked about the importance of **Using Good Judgment** when making choices and doing the right thing. Using good judgment also relies on your ability to make smart decisions. Decisions can be hard, but you actually have a lot of experience making decisions! Whether you are deciding where to sit, which color cup to drink out of, which shirt to wear, or which clubs to use on a variety of golf shots, you are making decisions all the time. Some decisions are simple, but some will be bigger. At First Tee, it's important for our participants to learn to make smart decisions both on and off the golf course.

How do you decide what to choose? We learn through practice, and learning to use good judgment and make smart decisions is no different. By practicing your decision-making skills with smaller decisions, you'll find that it's not so tough when bigger decisions come along. Sometimes you can rely on others to support you in making a decision, whether it's a parent, coach, teacher or other trusted adult. In the game of golf, you can also use resources like the Rules of Golf to help you decide what to do. Even if your decisions (or golf skills) aren't perfect, the more you practice, the better you'll get!

Coaching Overview:

In this lesson, coaches should provide opportunities for players to face situations in play that require them to understand and appreciate the Rules of Golf and etiquette. As a coach, you will want to help them make informed decisions, practice using good judgment, and make smart decisions while they are playing. Coaches can engage players with questions to help them understand the potential consequence of their behaviors when they take chances, decide on a strategy, or even fail to follow the Rules of Golf. By helping them weigh the risks and rewards associated with their decisions, participants are supported in refining their decision-making skills. These skills are like "tools in their toolbox" that they can reflect on later when faced with a similar situation on or off the course.



Learning Goals:

Key Commitment: Using Good Judgment

Character Behaviors:

- Participants are gaining an understanding and appreciation for the Rules of Golf and etiquette of the game related to scoring
- Participants can use this understanding and appreciation to make informed decisions while playing golf, such as making decisions to avoid hitting their ball into penalty areas or out-of-bounds.
- Participants understand and demonstrate that they can make decisions about which type of club to use on different areas of the course or how big of a swing they need to make for different shot types.
- Participants practice using good judgment on and off the golf course.

Lesson 6

Golf Skills & Fundamentals:

Recommended Golf Skills: Chip and Pitch

- Players continue to explore **Distance Response** by making swings of different sizes.
- Players begin to understand that bigger swings go farther and smaller swings go shorter.
- Players continue to learn about **Get Ready to Swing** by learning how to hold the club and how to stand.
- Remember a chip is a short shot that mostly rolls on the ground. A pitch is a short shot that goes high in the air with little roll.
 - To exaggerate the difference, consider playing a game where players must hit under one target and over another.

Golf Etiquette & Rules of the Game:

- Players learn when their ball is out-of-bounds, and what to do if this happens.
- Players learn what to do if their ball is lost.
- Players learn to help others search for their ball.
- Players learn to use good judgment to avoid penalty areas.
- Players learn about different types of penalty areas.

Coaching Tips:

1. Coaches are encouraged to refer to the First Tee Commitment to **Being a Game Changer** and these Key Commitments for **Using Good Judgment**:
 - I respect rules in golf and in life.
 - I am honest with myself and with others.
 - I have the courage to do what's right, even when it's hard.
2. The game of golf is all about making decisions. Sometimes we make great decisions and sometimes we do not. Remember, most things are still new to this age group, so decisions to be made should be relatively simple. It is OK for coaches to provide several options for players to pick from in their activities or on the course. Example: Would you rather be in the rough or on the fairway? Would you rather chip or putt from off the green?

Key Terms:

- Out-of-bounds
- Penalty area
- Lost ball

Guiding Questions

1. What types of decisions do you have to make at home? At school? On the golf course?
2. Why do you think it can be hard to make decisions?
3. What does responsible decision-making look like?
4. How do you practice making smart decisions?
5. What can you learn from a decision that did not turn out like you thought it might?
6. How do you know when your ball is out-of-bounds?
7. How many parts of the golf course can you name?
8. What is the difference between a chip and a pitch?
9. How long can you search for a lost ball?

Lesson 6

Sub-Lessons A-B-C:

	Golf Knowledge	Golf Etiquette	Golf Rules
Sub-Lesson A is suggested content for classes with mostly beginner level players.			
A	Introduce that your ball is out-of-bounds when the whole ball is outside the white line	Reinforce where to stand when someone is hitting to emphasize using good judgment.	18.2a
	Review all parts of the course		
	Review parts of the club and how to keep them clean		
Sub-Lesson B is suggested content for classes with a mix of skill and age levels in the group.			
B	All knowledge from A plus the following:	Reinforce that standing in a safe place while others are hitting demonstrates good judgment. Introduce that it is good sportsmanship to help others look for their ball.	17.1a, 18.2a
	Introduce that your ball is in a penalty area when it lies in the red or yellow lines.		
Sub-Lesson C is suggested content for classes with mostly older and advanced level players.			
C	All knowledge from A and B plus the following:	Participants can demonstrate using good judgment by choosing to stand in a safe position when others are hitting. Participants also begin to understand how making good choices can help them avoid penalties.	17.1a, 18.2a, 18.2b
	Introduce that if your ball is lost, you have three minutes to search for it.		
	Introduce that if your ball is lost or out-of-bounds, you must go back and hit from the previous spot again		

Lesson 7 • On Your Mark, Get Set, Goals!

Lesson Overview:

Have you ever worked hard to achieve something? Then you probably already know what it feels like to reach a goal. A goal is something that you want to do, be or have, but it's not something that you can do, be or have right at this moment. A **goal** is something you must work to get in the future, and you can apply that same effort to any challenge in life. For example, have you ever worked to save up your money for a toy or game that you really wanted? Maybe you wanted to get a good grade on a test in school. What steps did you need to take to accomplish that? How good did it feel once you accomplished it?

At First Tee, Game Changers pursue goals as a way to grow, and you will learn from both your achievements and your setbacks, from both the wins and the losses. Goals are a way of setting expectations, and that starts with identifying the things you are good at, as well as the things you would like to improve. Once you have identified those, you can begin to set goals for what you want to accomplish, and then decide what steps you need to take to do it. Ultimately, by focusing on what you want to achieve and taking steps every day toward achieving that goal, you are bringing your best self to the game.

Coaching Overview:

In this lesson, coaches should provide players with opportunities to identify things they have accomplished and recognize the steps they took to accomplish them. As participants begin to make connections between setting expectations and goals for themselves, as well as the steps it takes to meet these expectations and accomplish these goals, they will become more comfortable with the idea of goal setting and feel excited to achieve their goals, but also safe to fail. It is the process of **Pursuing Goals** that matters most, and participants will learn from both their achievements and setbacks. Coaches can provide opportunities for players to engage in activities and games that require them to set goals and work toward achieving them.



Learning Goals:

Key Commitment: Pursuing Goals

Character Behaviors:

- Participants understand that goals are a way of setting expectations.
- Participants learn that the process of pursuing goals is important because there is much to learn from achievements and setbacks.
- Participants demonstrate pursuing goals by sharing goals with their coaches and friends and working toward achieving them.

Lesson 7

Golf Skills & Fundamentals:

Recommended Golf Skills: Pitch and Full Swing

- Players set goals for their own play based on what they have learned about target awareness and selecting targets.
 - Players set goals for how many times they can pick a target, swing toward it and hit it.
- Players continue to learn about **Get Ready to Swing** by learning how to hold the club, how to stand and how to aim their clubface.
 - Remember learning to aim in this age group means they learn that where the club is pointed is where the ball tends to go.

Golf Etiquette & Rules of the Game:

- Players learn how to properly put identifying marks on their golf ball.
- Players learn why it is important to put identifying marks on their golf ball.

Coaching Tips:

1. Coaches are encouraged to refer to the First Tee Commitment to **Being a Game Changer** and these Key Commitments for **Pursuing Goals**:

- I am excited to grow and learn.
- I am not afraid to fail.
- I am learning from both my achievements and setbacks.

2. Goal setting with this age group should be relatively simple and short term.

Coaches can help players set goals by asking open-ended questions. Remember that First Tee coaches focus on creating **Mastery Driven** environments by balancing process and outcome feedback. Coaches can do this even when helping players achieve outcome goals by praising the effort or process involved rather than the outcome. Example: instead of saying "Good shot!" when a player hits their ball, say "Awesome job picking your target!" or "That was a great sized swing." This will help players focus on the things they can control, like their effort, as opposed to focusing on things they have relatively little control over, like outcomes.

Guiding Questions

1. Why is it important to set goals and work toward achieving them?
2. What can you learn from accomplishing a goal?
3. What can you learn from failing to accomplish a goal?
4. Why is the process of pursuing your goals most important? What can you learn from that?
5. Who is responsible for identifying their golf ball?
6. Why is it important to put markings on your golf ball?
7. How many times did you select your target?
8. How many parts of the club can you name?

Lesson 7

Sub-Lessons A-B-C:

	Golf Knowledge	Golf Etiquette	Golf Rules
Sub-Lesson A is suggested content for classes with mostly beginner level players.			
A	Introduce that it is important to put identifying marks on your golf ball	Introduce that marking your golf ball can help you use good judgment and help with your pace of play.	7.2, 7.3
	Review how to keep score		
Sub-Lesson B is suggested content for classes with a mix of skill and age levels in the group.			
B	All knowledge from A plus the following:	Reinforce that marking your golf ball can help you use good judgment and help with your pace of play.	7.2, 7.3
	Review how to mark and lift your golf ball		
	Introduce that if you cannot identify your ball, you can mark and lift it to confirm that it is yours		
Sub-Lesson C is suggested content for classes with mostly older and advanced level players.			
C	All knowledge from A and B plus the following:	Participants can demonstrate using good judgment by marking their golf ball.	7.2, 7.3
	Review how to mark your ball and why it is important		

Lesson 8 • Playing with Perseverance: Commit, Don't Quit!

Lesson Overview:

Life is full of challenges and struggles, and you are likely to face many of them whether they are struggles at home, school, or on the golf course. Learning to dig deep when things get tough and continue even when things are hard is called **perseverance**, and it is an important life skill to have. Without it, you might want to give up, but learning to work and **Growing through Challenge** will make you stronger.

You might think you've never had to persevere before, but you have! Think about when you learned to tie your shoe or ride your bike. Were you able to do that on your first try? Or did you have to practice? You may have failed many times before you were successful? See? You already know how to persevere!

Just because you can't do something on your first try doesn't mean you won't be able to do it soon. You just can't do it yet! But if you keep going, keep working and keep trying your best, you will succeed.

Coaching Overview:

In this lesson, coaches should provide opportunities for players to play the game, learn, and demonstrate behaviors that show perseverance. If players make statements that they "can't do this," emphasize that they can't do this yet, and encourage them to continue to try. Playing with perseverance requires resilience, self-determination and an understanding that we grow and learn when we are challenged. In the game of golf and in life, First Tee players will deal with errant shots and mistakes and will face challenges that feel like roadblocks. Coaches have the opportunity to support the players as they learn to appreciate and accept these challenges as a chance to try something new, to assess and appreciate the resources they have available to them, and adjust their goals in order to improve and find success.



Learning Goals:

Key Commitment: Growing through Challenge

Character Behaviors:

- Participants understand the importance of persevering through challenges and struggles.
- Participants will demonstrate perseverance on and off the golf course by doing their best and not giving up, even when obstacles make it difficult.



Lesson 8

Golf Skills & Fundamentals:

Recommended Golf Skills: All

This lesson is a recommended **Play Day**.

- Players will practice setting up for each shot to improve consistency and increase self-confidence in golf performance.
- Coaches should allow players to demonstrate everything they have learned in the previous four lessons by setting up 3-4 holes under the following parameters:
 - They have a tee box and putting green to review basic golf terminology.
 - Players can play any format.
 - Suggested hole length: 25-75 yards
 - Par 3 ~25 yards
 - Par 4 ~50 yards
 - Par 5 ~75 yards
 - Players should check their hold, set up and aim on every shot.

Golf Etiquette & Rules of the Game:

- Players learn about keeping Pace of Play by being ready when it is their turn to hit and moving quickly between shots and holes.
- Players learn the importance of being on time for a tee time.
- Players learn when they can practice during a round.
- Players learn that they can be penalized for slow play.

Key Terms:

- Pace of play
- Tee time

Lesson 8

Coaching Tips:

1. Coaches are encouraged to refer to the First Tee Commitment to **Being a Game Changer** and these Key Commitments for **Growing through Challenge**:
 - I am discovering my inner strength.
 - I am developing resilience.
 - I can dig deep when things get tough.
2. Perseverance can be hard when frustration sets in. As participants work through challenges, they might require additional support.
 - a) Encourage them to focus on what they can do, versus what they cannot do in the moment.
 - b) Use the word "yet." If participants say they "can't do this," add the word yet to their statement and remind them to keep going. They might not be able to perform a task or a skill yet, but with practice and perseverance they will learn and improve.
 - c) Celebrate the small successes and how they are continuing to try. As long as they continue to practice and not give up, they are exhibiting perseverance and growing through the challenge.

Guiding Questions

1. What does it mean to persevere?
2. What does it feel like after you persevere through something difficult?
3. Think about something that might feel challenging for you. What can you say to yourself to help you persevere in that moment?
4. How have you grown through challenges?
5. How can you make sure you maintain pace of play?
6. What is a tee time?
7. Why is it important to be on time for your tee time?
8. Which golf skill requires you to persevere the most? Which is easiest for you?

Lesson 8

Sub-Lessons A-B-C:

	Golf Knowledge	Golf Etiquette	Golf Rules
Sub-Lesson A is suggested content for classes with mostly beginner level players.			
A	Introduce that players should make sure they maintain pace of play by being ready to go when it is their turn, moving quickly between shots and moving to the next hole when they finish playing the last one	Introduce that it is important to maintain pace of play, even if we are playing poorly; we must persevere and keep moving so we do not hold up play.	5.6a, 5.6b
	Review how to keep score		
Sub-Lesson B is suggested content for classes with a mix of skill and age levels in the group.			
B	All knowledge from A plus the following:	Reinforce the importance of keeping pace of play even if we are not playing well.	5.3a, 5.6a, 5.6b
	Introduce that you must be on time for your tee time or you can be disqualified		
	Introduce that we may make practice swings during a round in between shots (so long as we maintain pace of play), however you cannot hit practice shots during a round.		
Sub-Lesson C is suggested content for classes with mostly older and advanced level players.			
C	All knowledge from A and B plus the following:	Participants can demonstrate proper pace of play by being ready when it is their turn and moving quickly between shots.	5.3a, 5.6a, 5.6b
	Introduce that participants can be penalized if they do not maintain pace of play.		

Age 7-9

Warm Up Guide





The following pages contain FMS and fitness activities designed to enhance players' overall fitness and should be implemented in every class. It is recommended that each warm up circuit include one activity from each FMS and fitness category for a total of five station activities. By incorporating the same circuit four to five consecutive times, players can become familiar with the activities and will have an opportunity to learn and gain coordination for the specific movements.

To assist coaches as they get started, two sample circuits are provided.

Coaches should select activities that are appropriate for their specific facility. For example, some activities could cause distractions at locations where members and patrons will be playing golf.

In addition, coaches should keep in mind the following when implementing FMS and fitness activities into their program:

Time

- Circuits are designed to take 10 to 15 minutes to complete.
- Rotate to the next station every 2 to 3 minutes.
- Adjust activities (distance, time, level of challenge) if they are taking too long for players to complete.

Safety

- Before starting, ask players if they have any injuries or allergies. Limit participation, if warranted.
- Select or modify games to accommodate conditions such as wet grass, participants wearing golf shoes, etc.
- Allow players to work at a pace that is comfortable for them.
- Provide plenty of water.
- Allow rest (or interval periods), when appropriate.

Note: Older participants may be challenged to do more advanced activities that are represented in older age groups. However, it is NOT recommended for younger players to engage in activities designed for older players.

Activity Areas and Set-up

- Activities can be set up on most open grassy areas.
- Each activity is one station.
- For large numbers of players in one group, consider dividing them into five equal teams and have them shotgun start.
- Display signage that reminds players what they are to do when they get to a station.

Equipment and Supplies

List of equipment needed for the activities:

- Red rubber balls (10"), soccer balls, footballs, tennis balls, balloons, etc.
- Foam bats, hockey sticks, tennis rackets, etc.
- Balance beams (2'x 4's), hurdles (PVC), cones, chalk/marketing paint (to mark lines)

Warm Up 1 • Strength: Core

Lunge

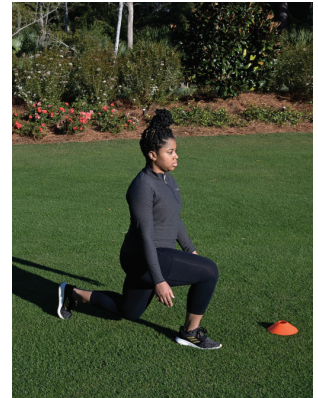
Two elongated steps with back knee touching ground each step

Age 7-9: Lunge approx. 15 ft.

Age 10-11: Lunge approx. 25 ft.

Age 12-13: Lunge approx. 45 ft.

Age 14+: Lunge approx. 60 ft.



Plank

Straight body—balance on forearms and toes

Age 7-9: Hold up to 30 seconds

Age 10-11: Hold up to 1 minute

Age 12-13: Hold up to 1 minute, 30 seconds

Age 14+: Hold up to 2 minutes



Push-ups

Arms to 90°—on feet or on knees

Age 7-9: Hold 90° for up to 30 seconds

Age 10-11: Hold 90° for up to 1 minute

Age 12-13: Perform 10 full push-ups

Age 14+: Perform 20 full push-ups



Bicycles

Lie on back and alternate quickly peddling legs in bicycle motion

Age 7-9: Perform up to 30 seconds

Age 10-11: Perform up to 1 minute

Age 12-13: Perform up to 2 minutes

Age 14+: Perform up to 3 minutes



Warm Up 1 • Strength: Large Muscles

Frog Jumps

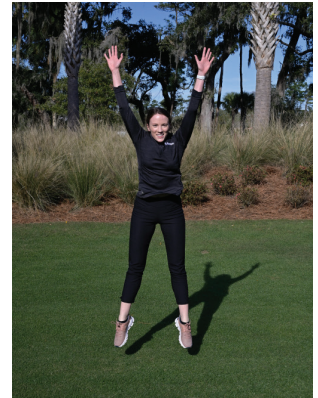
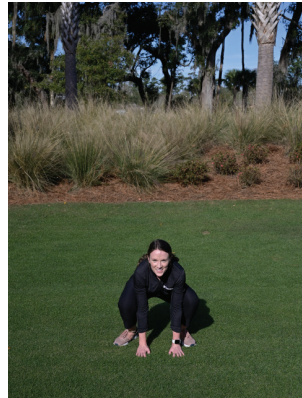
From full squat, jump as high as possible and land in squat position

Age 7-9: Perform 5 jumps

Age 10-11: Perform 8 jumps

Age 12-13: Perform 10 jumps

Age 14+: Perform 12 jumps



Leap Frog

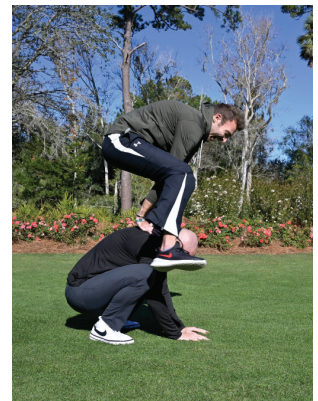
With partner—fingers face inward on ground; head tucked

Age 7-9: Distance of approx. 30 ft.

Age 10-11: Distance of approx. 60 ft.

Age 12-13: Distance of approx. 75 ft.

Age 14+: Distance of approx. 100 ft.



Crabwalk

Belly up on hands and feet

Age 7-9: Distance of approx. 30 ft.

Age 10-11: Distance of approx. 60 ft.

Age 12-13: Distance of approx. 75 ft.

Age 14+: Distance of approx. 100 ft.



Bear Crawl

Belly down on hands and feet

Age 7-9: Distance of approx. 30 ft.

Age 10-11: Distance of approx. 60 ft.

Age 12-13: Distance of approx. 75 ft.

Age 14+: Distance of approx. 100 ft.



Warm Up 2 • Flexibility & Mobility: Bend/Stretch/Extend

Toe Touches

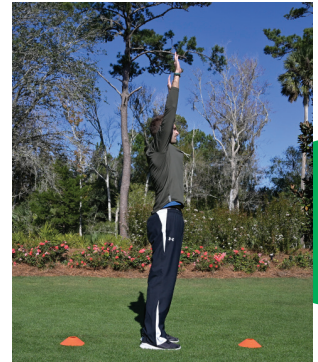
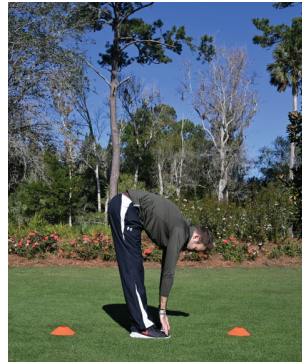
Slight knee bend

Age 7-9: Hold up to 3 seconds, repeat 3 times

Age 10-11: Hold up to 3 seconds, repeat 5 times

Age 12-13: Hold up to 3 seconds, repeat 5 times

Age 14+: Hold up to 3 seconds, repeat 5 times



Arms: Extend Out and Reach Up

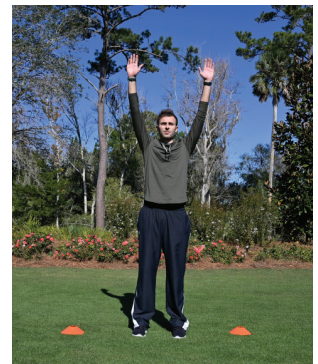
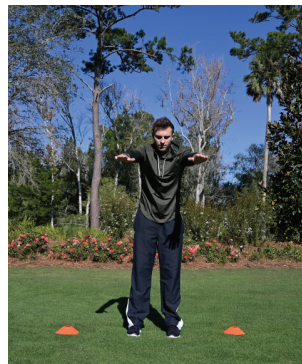
Slow to medium speed

Age 7-9: Repeat 3 times

Age 10-11: Repeat 5 times

Age 12-13: Repeat 5 times

Age 14+: Repeat 5 times



Arm Circles

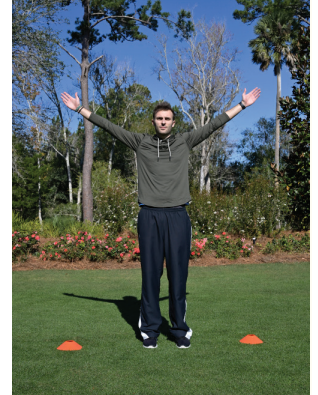
Slow to medium speed

Age 7-9: Large forward and backward (10x each)

Age 10-11: Large forward and backward (10x each);
Small forward and backward (10x each)

Age 12-13: Large forward and backward (20x each)
Small forward and backward (20x each)

Age 14+: Large forward and backward (20x each);
Small forward and backward (20x each)



Over/Under with Ball

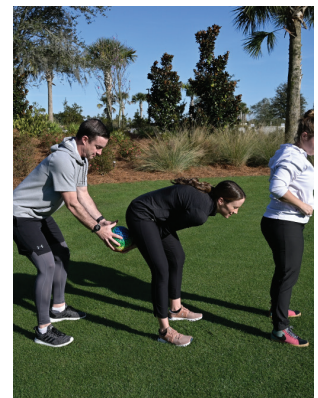
Single file line—pass ball overhead then under legs alternating

Age 7-9: 8 per line; last person run to front, begin again

Age 10-11: 10 per line; last person run to front, begin again

Age 12-13: 12 per line; last person run to front, begin again

Age 14+: 15 per line; last person run to front, begin again



Age 7-9

Warm Up 2 • Flexibility & Mobility: Twist/Rotate

Knee to Opposite Elbow

Standing Position

Age 7-9: Left knee to right elbow 5 times;
Right knee to left elbow 5 times

Age 10-11: Left knee to right elbow 5 times;
Right knee to left elbow 5 times

Age 12-13: Left knee to right elbow 8 times;
Right knee to left elbow 8 times

Age 14+: Left knee to right elbow 10 times;
Right knee to left elbow 10 times



Hoop

Slow to medium speed

Age 7-9: Up to 30 seconds

Age 10-11: Up to 1 minute

Age 12-13: Up to 1 minute

Age 14+: Up to 2 minutes



Jump and Turn

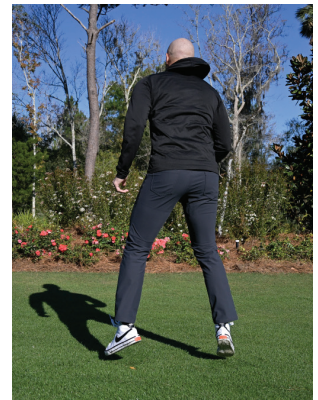
Feet parallel and shoulder width apart

Age 7-9: Jump up and ½ turn in air and land feet parallel

Age 10-11: Jump up and ½ turn in air and land feet parallel

Age 12-13: Jump up and ½ turn in air and land feet parallel; Jump and full turn (360°) land with feet parallel

Age 14+: Jump up and ½ turn in air and land feet parallel;
Jump and full turn (360°) land with feet parallel



Side to Side with Ball

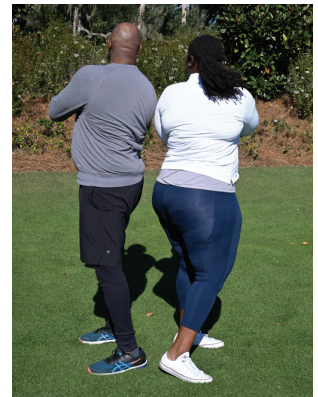
Single file line—pass ball twisting to side to hand off—
alternating sides each pass

Age 7-9: 8 per line; last person run to front, begin again

Age 10-11: 10 per line; last person run to front, begin again

Age 12-13: 12 per line; last person run to front, begin again

Age 14+: 15 per line; last person run to front, begin again



Age 7-9

Warm Up 3 • Agility & Coordination: Speed

Sprint

Rest intervals of 20 to 30 seconds between each sprint

Age 7-9: Distance of approx. 30 ft.; 4 times

Age 10-11: Distance of approx. 60 ft.; 4 times

Age 12-13: Distance of approx. 75 ft.; 6 times

Age 14+: Distance of approx. 100 ft.; 8 times



Shuttle Run

Two parallel lines 20' apart; one tennis ball on line; race to pick up ball and sprint back to start line

Age 7-9: Time for individual improvement

Age 10-11: Time for individual improvement

Age 12-13: Time for individual improvement

Age 14+: Time for individual improvement



Spot Jump/Hop

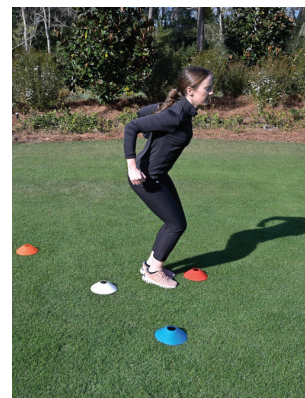
Color cones or spots placed in pattern of 5-point star—one at each point and in center; Start on center spot—Coach calls out colors to jump to quickly; return to center between each color

Age 7-9: Spots 2 ft. apart Counter-Clockwise

Age 10-11: Spots 2 to 3 ft. apart Clockwise/Counter-Clockwise

Age 12-13: Spots 3 ft. apart Clockwise/Counter-Clockwise; Right foot/left foot

Age 14+: Spots 3 to 4 ft. apart Clockwise/Counter-Clockwise; Right foot/left foot



Ladder/Jump

Set up a ladder pattern on the ground with 12 rungs/chalk lines; All done as quickly as possible keeping feet together

Age 7-9: Jump forward quickly landing two feet in each box. Repeat.

Age 10-11: Jump forward quickly landing two feet in each box. Repeat backwards.

Age 12-13: Start on side of first box—jump sideways into box and then out other side—continue side to side length of ladder

Age 14+: Start on side of first box—jump sideways into box and then out other side continue side to side length of ladder



Warm Up 3 • Agility & Coordination: Footwork

Ladder/Hop-Step

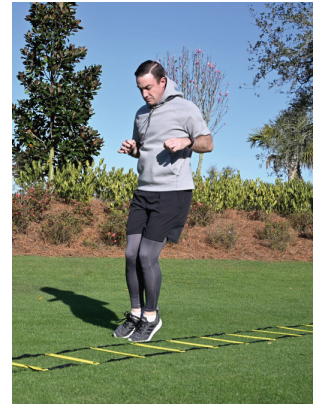
Set up a ladder pattern on the ground

Age 7-9: Hop right foot through ladder; Repeat left foot; Step through ladder "hitting" each box

Age 10-11: Hop right foot through ladder; Repeat left foot; Step through ladder "hitting" each box

Age 12-13: Step through ladder "hitting" each box; side step in and out of ladder with each foot hitting each box

Age 14+: Step through ladder "hitting" each box; side step in and out of ladder with each foot hitting each box



Hurdles

PVC low hurdles at 6" height and 2' x 4' boards or agility cones

Age 7-9: 6 hurdles: Run and leap each hurdle

Age 10-11: 10 hurdles: Run and leap each hurdle

Age 12-13: 12 hurdles: leap using right foot as lead over each hurdle—repeat with left foot leading

Age 14+: 15 hurdles: jump over all hurdles; leap using right foot as lead over each hurdle—repeat with left foot leading



Locomotor 1

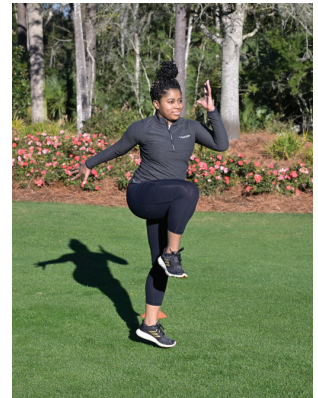
Perform beginning at a medium speed and then quick speed once control of movement is attained

Age 7-9: Distance up to 20 ft.: Skip

Age 10-11: Distance up to 40 ft.: Skip; Skip high knees

Age 12-13: Distance up to 60 ft.: Skip; Skip high knees

Age 14+: Distance up to 75 ft.: Skip; Skip high knees



Locomotor 2

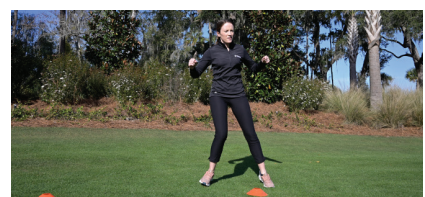
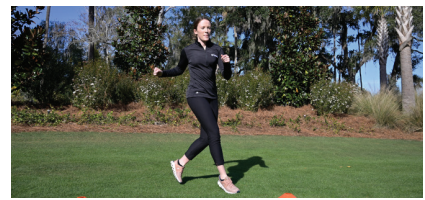
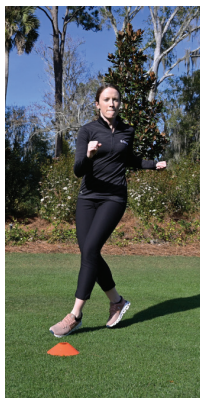
Perform beginning at a medium speed and then quick speed once control of movement is attained

Age 7-9: Distance up to 20 ft; Hop (one foot)

Age 10-11: Distance up to 40 ft.; Hop (one foot)

Age 12-13: Distance up to 60 ft; Hop (one foot); Grapevine

Age 14+: Distance up to 75 ft; Grapevine



Age 7-9



50

Warm Up 4 • Balance: Body Awareness

Balance Beam

Use 2' x 4' boards on the ground—create angles/bends

Age 7-9: Walk approx. 20 ft. balance one right foot/left foot; Slide sideways

Age 10-11: Walk approx. 20 ft. forward/backward; Balance right foot, lean forward, extend leg back; Repeat left

Age 12-13: Walk appx. 40 ft. forward/backward; Squat-turn 180°and stand

Age 14+: Walk approx. 40 ft. forward/backward; Squat-turn 180°and stand



Floor Stunts

Performed starting from a sitting position

Age 7-9: Sit cross-legged style and stand up without using hands; V-Seat: Lift legs and feet off floor and extend arms out

Age 10-11: Sit on knees and jump to feet

Age 12-13: Sit on knees and jump to feet

Age 14+: Sit on knees and jump to feet



Standing Stunts

Performed starting from a standing position

Age 7-9: Balance 2 hands and 1 foot; Balance 1 knee and 1 hand

Age 10-11: Extend left leg back, lean forward; Repeat other side

Age 12-13: Stand right foot, extend left leg forward: Lower hips to sitting position, Repeat other side

Age 14+: Stand right foot, extend left leg forward: Lower hips to sitting position; Repeat other side



Dynamic Stunts

Inchworm: Legs remain straight — bend touch floor with hands—walk hands out as far as possible then walk feet to hands; repeat

Age 7-9: Inchworm up to 10 ft.

Age 10-11: Inchworm up to 20 ft.

Age 12-13: Inchworm up to 30 ft.

Age 14+: Inchworm up to 40 ft.



Warm Up 5 • Object Control: Dribble/Kick

Dribble

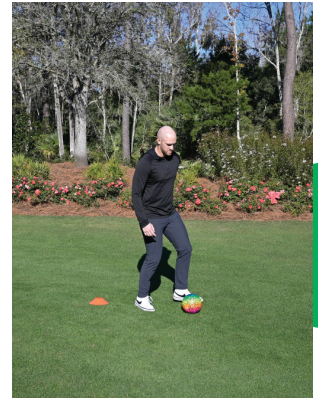
Foot dribble using right and left foot at medium speed then more quickly

Age 7-9: Dribble soccer ball through cones spaced 10 ft. apart

Age 10-11: Dribble soccer ball through cones spaced 8 ft. apart

Age 12-13: Dribble soccer ball through cones spaced 6 ft. apart

Age 14+: Dribble soccer ball through cones spaced 4 ft. apart



Kick

Kick with right and then left foot; target is 6 ft. wide; kick as hard as possible

Age 7-9: Stationary ball to target at 6 ft. and 8 ft. away

Age 10-11: Stationary ball to target at 15 ft. away

Age 12-13: Dribble ball to target at 15 ft. away

Age 14+: Dribble ball to target at 25 ft. away



Pass

Partners work together

Age 7-9: While jogging 6 ft. to 8 ft. apart, partners pass the ball back and forth

Age 10-11: While jogging 6 ft. to 8 ft. apart, partners pass the ball back and forth

Age 12-13: While jogging 8 ft. to 10 ft. apart, partners pass the ball back and forth

Age 14+: Medium sprint at 8 ft. to 10 ft. apart, partners pass the ball back and forth



Punt

Red balls, soccer balls, soft footballs; punt as far as possible

Age 7-9: Use red rubber or soft soccer ball—10" size

Age 10-11: Use red rubber ball—10" size or soft soccer ball (player choice)

Age 12-13: Use football—punt for different distances (short, medium, long)

Age 14+: Use football—punt for different distances (short, medium, long)



Age 7-9



Warm Up 5 • Object Control: Throw/Catch

Throw to Stationary Target

Use nets or suspend hoop targets:
one 3 ft. and one 6 ft. above ground

Age 7-9: Throw a ball distance of 4 ft., 6 ft. and 8 ft.
(player choice)

Age 10-11: Throw a ball distance of 8 ft., 10 ft. and 12 ft.
(player choice)

Age 12-13: Throw football or tennis ball distance of 8 ft.,
10 ft. and 20 ft.

Age 14+: Throw football or tennis ball distance of 20 ft.,
35 ft. and 50 ft.



Throw to Moving Target

6" rubber ball, tennis ball and footballs

Age 7-9: Partner roll hoop—run and throw ball through
moving hoop

Age 10-11: Partner roll hoop—run and throw ball through
moving hoop

Age 12-13: Partners: throw to partner who is jogging away
to right; then left

Age 14+: Partners: throw to partner who is jogging away
to right; then left



Catch While Stationary

10" red rubber balls and tennis balls

Age 7-9: To Self: throw in air and catch 10" red rubber ball high,
medium and low before it hits the ground

Age 10-11: Partners: catch before it drops below shoulders;
catch the ball when it is close to the ground

Age 12-13: Partners: catch ball at shoulder level, at waist level,
at knee level

Age 14+: Partners: catch ball at shoulder level, at waist level,
at knee level



Catch While Moving

10" red rubber balls and tennis balls

Age 7-9: To Self: throw and catch while jogging

Age 10-11: To Self: throw and catch while jogging

Age 12-13: Partners: Catch while jogging away from thrower
away to right; then left

Age 14+: Partners: Catch while jogging away from thrower
away to right; then left



Age 7-9

Warm Up 5 • Object Control: Strike

Short Implement

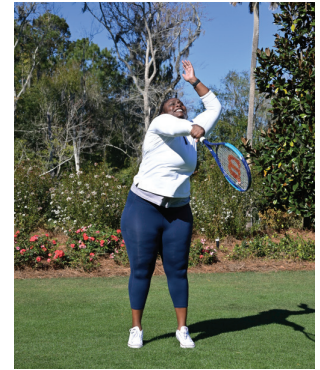
Use full speed

Age 7-9: Keep beach ball or balloon in the air batting it with right and left hand

Age 10-11: Toss to self: Use tennis racket to strike ball

Age 12-13: Toss to self: Use tennis racket to strike ball to target at 90 ft.

Age 14+: Toss to self: Use tennis racket to strike ball to target at 120 ft.



Moving Ball

Short implement

Age 7-9: Use tennis racket to bounce/dribble a ball on hard surface

Age 10-11: Bounce tennis ball on ground with tennis racket 20x each hand

Age 12-13: Bounce tennis ball in air with tennis racket 10x each hand

Age 14+: Bounce tennis ball in air with tennis racket 20x each hand



Stationary Ball

Long implement; Use full speed

Age 7-9: Strike large ball off a tee using a bat

Age 10-11: Strike large, then small ball off a tee using a bat

Age 12-13: Strike large, then small ball off a tee using a bat

Age 14+: Strike small ball off a tee using bat to a target



Moving Ball

Long implement

Age 7-9: Move red ball through series of cones spaced 12 ft. apart using a modified golf club or hockey stick

Age 10-11: Move red ball through series of cones spaced 10 ft. apart using a modified golf club or hockey stick

Age 12-13: Move tennis ball through series of cones spaced 8 ft. apart using a modified golf club or hockey stick

Age 14+: Move tennis ball through series of cones spaced 6 ft. apart using a modified golf club or hockey stick



Warm Up • Example: Circuit 1

Strength: Lunge

Age 7-9: Lunge approx. 15 ft.

Age 10-11: Lunge approx. 25 ft.

Age 12-13: Lunge approx. 45 ft.

Age 14+: Lunge approx. 60 ft.

Flexibility & Mobility: Arm Circles

Age 7-9: Large forward and backward (10x each)

Age 10-11: Large forward and backward (10x each);
Small forward and backward (10x each)

Age 12-13: Large forward and backward (20x each)
Small forward and backward (20x each)

Age 14+: Large forward and backward (20x each);
Small forward and backward (20x each)

Agility & Coordination: Locomotor 1

Age 7-9: Distance up to 20 ft.: Skip

Age 10-11: Distance up to 40 ft.: Skip; Skip high knees

Age 12-13: Distance up to 60 ft.: Skip; Skip high knees

Age 14+: Distance up to 75 ft.: Skip; Skip high knees

Balance: Balance Beam

Age 7-9: Walk approx. 20 ft. balance one right foot/left foot;
Slide sideways

Age 10-11: Walk approx. 20 ft. forward/backward;
Balance right foot, lean forward, extend leg back; Repeat left

Age 12-13: Walk appx. 40 ft. forward/backward;
Squat-turn 180° and stand

Age 14+: Walk approx. 40 ft. forward/backward;
Squat-turn 180° and stand

Object Control: Stationary Ball

Age 7-9: Strike large ball off a tee using a bat

Age 10-11: Strike large, then small ball off a tee using a bat

Age 12-13: Strike large, then small ball off a tee using a bat

Age 14+: Strike small ball off a tee using bat to a target



Warm Up • Example: Circuit 2

Strength: Frog Jumps

Age 7-9: Perform 5 jumps

Age 10-11: Perform 8 jumps

Age 12-13: Perform 10 jumps

Age 14+: Perform 12 jumps

Flexibility & Mobility: Over/Under with Ball

Age 7-9: 8 per line; last person run to front, begin again

Age 10-11: 10 per line; last person run to front, begin again

Age 12-13: 12 per line; last person run to front, begin again

Age 14+: 15 per line; last person run to front, begin again

Agility & Coordination: Sprint

Age 7-9: Distance of approx. 30 ft.; 4 times

Age 10-11: Distance of approx. 60 ft.; 4 times

Age 12-13: Distance of approx. 75 ft.; 6 times

Age 14+: Distance of approx. 100 ft.; 8 times

Object Control: Kick

Age 7-9: Stationary ball to target at 6 ft. and 8 ft. away

Age 10-11: Stationary ball to target at 15 ft. away

Age 12-13: Dribble ball to target at 15 ft. away

Age 14+: Dribble ball to target at 25 ft. away

Object Control: Throw to Stationary Target

Age 7-9: Throw a ball distance of 4 ft., 6 ft. and 8 ft. (player choice)

Age 10-11: Throw a ball distance of 8 ft., 10 ft. and 12 ft. (player choice)

Age 12-13: Throw football or tennis ball distance of 8 ft., 10 ft. and 20 ft.

Age 14+: Throw football or tennis ball distance of 20 ft., 35 ft. and 50 ft.

Age 7-9
Character
Activities



Activity 1.1 • Recognizing Similarities & Appreciating Differences

The purpose of this activity is to help participants understand the importance of respecting one another, no matter their differences. This can be used as a warm up to working together.

1. Discuss the definition of similarities and differences with participants.
 - Similarities: *having characteristics that are alike*
 - Differences: *having characteristics that are unique*
2. Ask the students to look around the room and observe how they are different and similar to each other. These first observations will probably be entirely superficial based on clearly identifiable characteristics (Ex: gender, height, hair color, etc.)
3. Ask participants whether these characteristics make them more important than the others in the class. Emphasize with participants that even though they are different in some ways, they are also alike in many other ways. Brainstorm with participants on some things that the group has in common such as: all in elementary school, all in the same First Tee class, all live in the same community, all are wearing shoes, etc.
4. Ask the participants to consider if differences are important in how people should be treated or whether all people should be treated the same.
5. Define and discuss the importance of respect for others and emphasize that at First Tee, it is important that we show respect to one another, as well as exemplifying kindness, consideration, and care. Have participants give examples of how they will act toward one another on and off the golf course if they have respect for each other.
6. As participants work together throughout the lesson, coaches can highlight respectful behaviors that are being exhibited.

Supplies:

None needed

Activity 1.2 • Getting to Know & Appreciate Your Fellow Participants & Players

The purpose of this activity is to provide opportunities for participants to meet and get to know one another, discovering their similarities and appreciating their differences.

1. During and in between activities, provide opportunities for participants to meet and encourage them to get to know one another, to discover their similarities and the things they have in common, and to appreciate their differences.
2. While participants are engaged in activities, share sample questions they might ask their partner or group member:
Example: What is your favorite flavor of ice cream? What month were you born? Do you have a pet? What is your favorite food? What TV character would you like to meet? What is your favorite school subject? When was the last time you were nervous? What is your favorite restaurant? What do you want to be when you grow up? What is your favorite hobby?
3. At the end of the class, encourage participants to share something new they learned about a fellow participant today. Did they find more similarities than they expected? What do they appreciate about the differences they discovered?

Supplies:

- Golf balls
- Golf clubs

Activity 2.1 • Responsibility Starts with Me

The purpose of this activity is to support participants in reflecting on the choices they have made, regardless of the outcome.

1. Remind participants that developing good judgment capabilities requires not only the ability to make good choices, but also the ability to reflect on the choices they made. Each of us is responsible for the personal choices we make.
2. Have participants decide to go over or under the noodle. Allow them to discover various ways to chip the ball with the intention of getting it over or under the noodle. Upon hitting the three balls, allow participants to switch to the other chipping station where they can hit another three balls. Allow participants to use tees to assist in getting some loft on the shot which goes over the noodle.
3. During and in between activities, engage with participants around the topics of **Responsibility** and **Using Good Judgment**. The goal is to give participants experience in making decisions, and make sure they have opportunities to reflect on them and learn. What decision did you make here? What happened as a result? What might you do differently next time? How are you responsible for the outcome? What did you learn?

Supplies:

- Golf balls
- Golf club
- Pool noodles

Activity 2.2 • Taking Care of the Course

The purpose of this activity is to explore ways that participants can make good choices by caring for the golf course.

1. Take participants on the course in small groups, first to a fairway and then to a putting green. Coaches will demonstrate how to repair a ball mark on a putting green and fill a divot with sand on the fairway.
2. On the fairway, teach participants how to fill a divot with sand. Then have each participants find two or three divots to fill with sand on their own.
3. On the putting green, walk participants through how to repair a ball mark using a divot repair tool or a tee. Then have them each find two or three ball marks to repair on their own (under coach supervision).
4. Talk about how caring for the course is a way that participants can demonstrate responsibility and use good judgment. Responsible participants want to keep the golf course and its surroundings in better shape than they found them.

Supplies:

- Divot repair tools or tees
- Sand

Activity 3.1 • Decisions, Decisions

The purpose of this activity is to support participants practicing using honesty and integrity as they make decisions.

1. Ask participants if they know that the average kid makes nearly 3,000 choices in a given day? Adults make an average of 35,000 choices each day! Life is full of choices, and on and off the course, participants have the opportunity to demonstrate both honesty and integrity through the choices they make.
2. Introduce the game or activity as usual. Outline how to play the game, where the safety zones are, etc.
3. As participants go through the activity, engage them in conversations about the importance of being a person of honesty and integrity. What does that look like here at First Tee? What does that not look like? What might that look like at home or in school? What would that not look like?
4. At the end of the class, ask participants to recall what decisions they made on the course. Did they demonstrate honesty and integrity? How might they encourage others to demonstrate honesty and integrity? What are some examples of things they might say or do to encourage this behavior in themselves or others?

Supplies:

Golf equipment and balls for golf activity chosen

Activity 3.2 • Back-to-Back Putting Course

The purpose of this activity is to give participants the opportunity to practice being honest while they keep their score.

1. Set up a putting course between 3 and 9 holes depending on skill level. Holes should be between 5 and 30 feet in length with clearly defined teeing areas.
2. Participants will play the course and keep your own score, but when your partner is playing their shot, you must keep your back to them. This will give participants the opportunity to be honest or dishonest about their score, including if they start the hole outside the tee markers, whiff a ball or make an additional stroke while their partner isn't looking.
3. When participants are done, ask them if they were honest about their score while their partner's back was turned. If they were, they just demonstrated honesty and integrity! If not, use this as a coachable moment to discuss why being honest about your score is a good thing in golf and in life.

Supplies:

- Scorecards
- Pencils
- Putters
- Golf balls
- Cones

Activity 4.1 • Yes, No, Sometimes

The purpose of this activity is to help participants understand what it looks like to model good sportsmanship.

1. Tell participants that you are going to ask them a series of questions. Ask them to answer **Yes**, **No** or **Sometimes** to see if they know how to display good sportsmanship.

- *Whenever I win a game, I congratulate the other person for playing a good game, and I don't brag.*
- *I follow the rules whenever I play a game, and I don't cheat.*
- *Even though I might be losing a game, I can still have a positive attitude.*
- *I don't trash talk or call others names when I'm playing a game with them.*
- *I show respect and support to my teammates and coach.*
- *I listen to everyone's ideas about how to play the game.*
- *Even if I know I am going to lose, I finish playing the game.*
- *Whenever I lose, I congratulate the other person or team.*
- *I use my words to encourage others instead of tearing them down.*
- *If I disagree with something, I share my feelings in a kind and respectful way.*
- *I cheer on my teammates even if I'm not in the game.*

2. If participants answered **Yes** to all of these questions, they model good sportsmanship all of the time. If they answered **No** or **Sometimes**, then they have areas to improve on. Remind them of the saying, "It's not whether you win or lose; it's how you play the game." At First Tee, we will focus on "how" and encourage good sportsmanship.

3. As participants practice skills and collaborate with one another, encourage them to demonstrate good sportsmanship. Celebrate when you see good sportsmanship being demonstrated and take the opportunity to correct any examples of poor sportsmanship that you see.

Supplies:

None needed

Activity 4.2 • Good Sport or Bad Sport?

The purpose of this activity is to give participants practice in self-monitoring their attitude and exhibiting good sportsmanship while they practice or play.

1. Pair off participants for a putting, chipping or full swing practice session, or have partners do the activity during a round of golf. Ask participants to be aware of how they feel as they are going through the exercises.
2. Have one player putt, chip or hit 3-5 shots while the partner watches from a safety zone. Partners are allowed to only make positive statements demonstrating good sportsmanship after each shot, no matter how it turns out. Examples: "Nice shot!" or "That was a good try!"
3. Have the participants hit 3-5 more shots. This time the partner is required to make negative statements demonstrating bad sportsmanship no matter how it turns out. Partners then switch roles.
4. If participants are playing holes on the golf course, they should use all positive talk and good sportsmanship on one hole and then switch to all negative talk and bad sportsmanship on the next hole.
5. Bring the group back together for a five-minute discussion, debriefing the learning today.
 - a. *How did you feel during this exercise?*
 - b. *Did you play better or worse depending on the types of statement your partners were making?*
 - c. *When did you have more fun?*
 - d. *What type of talk felt more encouraging and supportive?*
 - e. *Did you learn and improve more from the positive or negative statements?*
 - f. *Why is it important to demonstrate good sportsmanship?*

Supplies:

- Clubs
- Balls

Activity 5.1 • Teach a Skill

The purpose of this activity is to help participants explore their own skillsets and discover their strengths by teaching a skill or strategy they are confident in to a fellow teammate.

1. Inform participants that today they will become official Caddie Coaches and will have the opportunity to teach a skill to another participant.
2. Help participants identify the skill or strategy by asking them which skill they are best at: putting, chipping, pitching or full swing? The key is to find something for everyone whether it is skill-based or knowledge-based. Use questions like:
 - a. "Who thinks they are a good putter?"
 - b. "Who can show me an 'L' on their full swing?"
 - c. "Who can show me how to hold a golf club?"
 - d. "Who can name all of the parts of the club or parts of the course?"
3. Participants who are confident in a particular skill will coach their partner in that activity for the day. Coaches should give them guidelines as to where to stand to be safe when coaching, but let them explore the instruction.
#ProTip: Sometimes people learn best by teaching skills to others. At this age level someone's swing will not be broken even if the instruction given is totally wrong.

Supplies:

- Clubs
- Golf balls

Activity 5.2 • Personal Mantra of Confidence: “I Am”

The purpose of this activity is to have participants identify positive characteristics about themselves that they can use as positive self-talk to help build their confidence and a positive self-identity.

1. Have the participant write their name on a piece of paper. Around their name, they are to write positive words that describe them. Then ask them to write down positive words that other people say about them. Afterward, the participants can discuss how each one relates to them.
2. Ask participants to choose three words they are most proud of. Example: I am smart. I am kind. I am happy. Explain that positive thinking skills often start with using positive self-talk. This means using the voice in their head to say good things about themselves or a situation they are in.
3. As participants putt, chip or hit the ball during the practice today, they should repeat those positive phrases about themselves. Part of developing confidence is believing in themselves, and using positive self-talk is a way to help them focus on what makes them great!

Supplies:

- Paper
- Pencils

Activity 6.1 • Decisions through Obstacles

The purpose of this activity is to support participants in making decisions when faced with obstacles.

The game of golf is all about making decisions. Sometimes we make great decisions and sometimes we do not. Remember, most things are still new to this age group so decisions to be made should be relatively simple. It is OK for coaches to provide several options for participants to pick from in their activities or on the course.

1. Set up three separate obstacle courses: easy, moderately difficult, and hard. Participants can choose which obstacle course to go through first, but they will attempt all three.
 - a. Example: Participants must go over obstacles of different heights and then toss an item into a bucket. In the easy course, the obstacles are low to the ground and the bucket is large and close to them. As the courses progress, the obstacles become higher off the ground and the bucket becomes smaller and farther away.
2. Participants complete all three obstacle courses.
3. Once participants have completed the obstacle courses, ask questions like:
 - a. "Which course was easiest and which was hardest?"
 - b. "Did you have to make different decisions on the easy course vs the hard course?"
 - c. "Why did you choose to start on a particular course?"

Supplies:

- Cones
- Pool noodles
- Buckets
- Sports balls

Activity 6.2 • This or That?

The purpose of this activity is to encourage participants to use good judgment and make positive and healthy decisions.

1. Coaches will set up a course that contains a series of choices. At each stop, participants must choose between two items (i.e. one healthy activity or food choice and one unhealthy choice).

Example decisions:

- *Candy bar vs. apple or banana*
- *Water vs. soda*
- *Playing video games vs. playing outside*
- *Potato chips vs. carrots*
- *Watching YouTube videos vs. going to bed on time*

2. At the end of the course, participants can see all of their choices and understand how small choices can add up quickly. Coaches can then give the option to go back and change one small choice to illustrate that we can also change small things to make a big difference.
3. Coaches can make the activity more active by adding fitness skills or exercises between each station. Ex: Bunny hop or bear crawl from one choice to the next.

Supplies:

- Flagging tape
- Cones
- Poster board or paper

Activity 7.1 • Setting Expectations with Leap Frog Chipping

The purpose of this activity is to support participants in setting small goals and working to achieve them.

1. Remind participants that goal setting starts with setting expectations for what they want to learn or get better at. Today they're going to practice their chipping skills and set goals for themselves as they practice their skill.
2. How many forward leaps can your frog get? Have each participant draw a frog face on their golf ball with a permanent marker and name it. Participants get one ball and hit their chip onto the green (use putter or iron).
3. Participants will mark their ball, pick it up and then putt or chip from the same spot again. The next ball must go farther (yet still on the green) than the mark from their previous ball.
4. Continue until the ball goes off green on the other side or comes up short of their previous mark. Tell participants to see how many times they can chip the ball past the ball they just chipped without going off the green.
5. Once they complete one round, have them set a goal for how many times they will chip the ball past their previous ball in their next round. Repeat the activity and see how close they get to their goal.

Supplies:

- Rope or string
- Cones or tees
- Ball markers
- Golf balls
- Putter or irons
- Permanent marker

Activity 7.2 • Goal Setting Starts with Setting Expectations

The purpose of this activity is to introduce participants to early goal setting strategies by having them set expectations for themselves on and off the golf course.

1. Explain to participants that in order to achieve our goals, we have to first set expectations. That starts with identifying the things you are good at, as well as the things you would like to improve. Once you have identified those, you can begin to set goals for what you want to accomplish, and then decide what steps you need to take to do that.
2. Have participants complete the following statements on a piece of paper:
 - **Here's what I can do now at First Tee:**
(Pick one skill they feel confident about.)
 - **This is what I want to learn or get better at:**
(Pick a skill or strategy they want to work on.)
 - **Here's how I plan to do that:**
(Have them begin to consider what they might need to do to achieve that goal.)
3. Participants can also complete the three statements above for school and home.
4. Encourage participants to post their sheet somewhere at home where they can see it every day (on a bulletin board, their mirror, on their wall, etc.). Remind them that by focusing on what they want to achieve and taking steps every day toward achieving that goal, they are bringing their best selves to the game and becoming Game Changers!

Supplies:

- Paper
- Pencils

Activity 8.1 • Ladder Toss

The purpose of this activity is to teach participants to show perseverance and continue to try even if they do not succeed on their first attempts.

1. Put out a ladder on a short-game area or on the fringe of a green.
2. Place a cone or other fun object at the top of the ladder.
3. Goal of the game: Be the first person to throw a golf ball or knock a cone off the top of the ladder. Participants must hit the cone directly. If a participant hits the ladder and the shaking knocks the cone off, it does not count.
4. Participants can begin throwing from a distance. Set up appropriate distance stations such as 5 yards away for younger players and up to 15 yards away for older players.
5. After a few minutes of missed attempts, ask the participants to keep trying. Offer the idea that aiming for a target on a lower step of the ladder might be easier until they build up the skills to hit the top target.
6. Have everyone attempt to hit the target. Celebrate the small successes and how they are continuing to try. As long as they continue to practice, they are exhibiting perseverance and growing through the challenge.
7. For more challenge, this game can be played using golf clubs to hit the cone off the steps of the ladder.

Supplies:

- Ladder
- Cones or some fun objects such as a baseball mitt, bucket or pool float

Activity 8.2 • Bunker Challenge

The purpose of this activity is to support participants in developing perseverance and listening to directions.

1. Drop the golf ball in a bunker.
2. Instruct participants to try to hit the ball out of the bunker.
3. Have a short discussion and ask open-ended questions such as: *How frustrating was it to hit the ball out of the bunker? How many attempts did it take you? How did you have to use perseverance to get your ball out of the bunker?*
4. Next provide some instruction to get the ball out of the bunker using “Erase the Face” or a similar game.
 - a. Round 1: Participants practice hitting sand out of the bunker
 - b. Round 2: Participants draw a face and practice erasing it out of the bunker
 - c. Round 3: Participants put a ball where the nose should be on their face and practice erasing the face to get the ball out.
5. Remind them of the instructions for the challenge and have them play the challenge again: Hit your ball out of the bunker.
6. Ask them questions like *“Is it easier to persevere when you are being successful?”*
“Why is it more challenging to keep trying when you are not succeeding?”
“How did hitting the ball out of the bunker change after we played Erase the Face?”

Supplies:

- Clubs
- Balls
- Bunker

Age 7-9 Lesson Plans



Lesson Plan 1 • Welcome to First Tee: Let's Work Together

Lesson Intentions:

- Introduce how to hold the club and where to stand to **Get Ready to Swing**.
- Introduce **Distance Response** by allowing players to explore swings of different sizes.
- Introduce that players start the hole on the tee box and end the hole on the putting green.
- Introduce the number of holes, and order of play.
- Teach players how to give a proper handshake.

Warm Up: 10 Minutes

Players will complete an obstacle course that explores **Distance Response** by creating small, medium and large movements at each station. They will **Collaborate with Others** by encouraging other players as they complete the course. Set up enough stations to have half of the class participating at one time. Each activity starts at a set of cones representing the "tee box."

- **Strength:** Players leap over objects of different sizes; alignment rod, pool noodle and box.
- **Flexibility/Mobility:** Players complete arm circles 5 small, 5 medium, and 5 large.
- **Agility/Coordination:** Set up two ladders for players to bunny hop through the rungs of a ladder. Ladder 1, hop in each rung. Ladder 2, hop in every other rung.
- **Balance:** Players walk on a balance beam/line broken into three sections. On the first section they must walk have their feet touch, next they must walk normally, and third they must take big steps.
- **Object Control:** Players toss balls into targets set up at three different distances, short, medium and long. Use large targets such as SNAG Velcro targets and tennis balls.

To end the warm up course, players must give a handshake to each player on their team. Teammates say "good job!"

Tie in the warm up to your lesson objectives by asking the following questions:

- How did you encourage each other? How did you feel when others were encouraging you? How did it feel to encourage others?
- Where did you start each station?
- What did you have to change to make a small/medium/large movement?



Lead Coach: Ali Miller, First Tee HQ

Lesson Length: 60 Minutes

Number of Kids: 24

Skill Level: A

Key Commitment: Collaborating with Others

Golf Skill(s): Chipping and Putting

Golf Fundamental/Factor of Influence:
Distance Response/Size of Motion

Lesson Plan 1

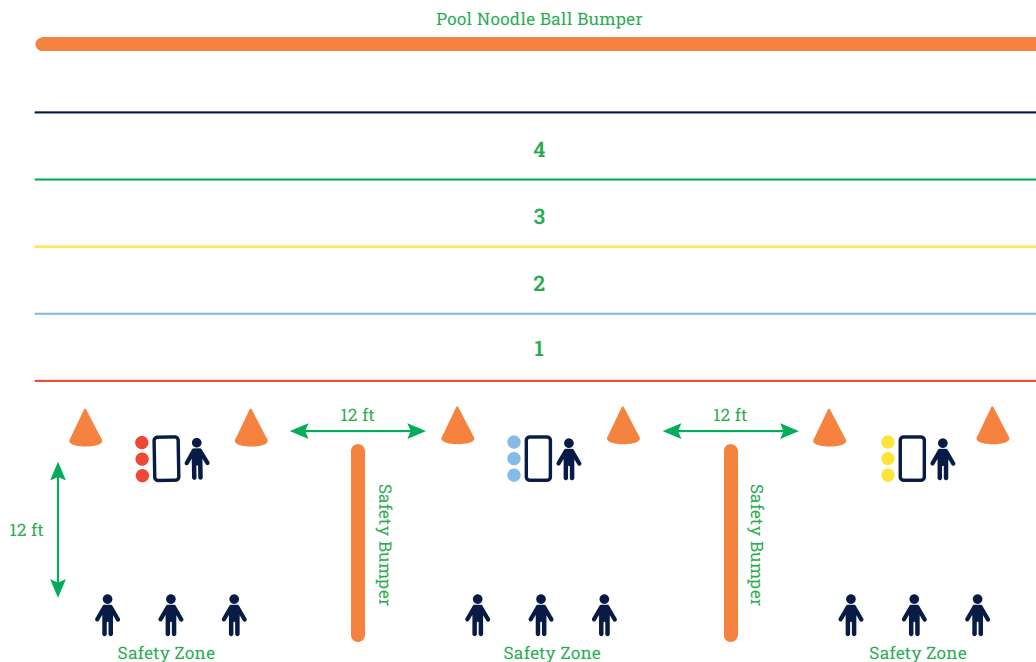
Activity 1: Leap Frog

10 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Getting Ready to Swing:** Roll it on the Ground Hold: hold the club in the air in your favorite hand near your belly button, buddy hand-bottom, favorite hand-top; slide the favorite hand to meet its buddy, thumbs point straight down the shaft.
 - **Putting:** Y-Putt-Y
- **Activity Description:** Players work with their teammates to putt the ball different distances between two lines. Players hit one shot each and each shot must finish past the previous shot (coach determines rule). Set up two lines of flagging tape or chalk to serve as the starting point and end point that players must putt between.
- **Key Commitment Objective:** Players work with their teammates to hit as many putts as possible between the two lines. Encourage players to learn more about their teammates by asking them questions; What is your favorite flavor of ice cream? What month were you born? Do you have a pet? What is your favorite food? What TV character would you like to meet? What is your favorite school subject?
- **Golf Knowledge Objective:** Introduce that the part of the course players are on is called the putting green. This is where the hole is, and it is also where we end each hole.

Equipment & Materials:

- Flagging tape or chalk line (9-12 ft per station)
- Tees
- Cones
- Golf balls



Guiding Questions

1. What golf skill did we just learn? How do you make it happen?
2. How did you work with your teammates?
3. What did you learn about putting with different sized swings?
4. Where do we end the hole?

Age 7-9

Lesson Plan 1

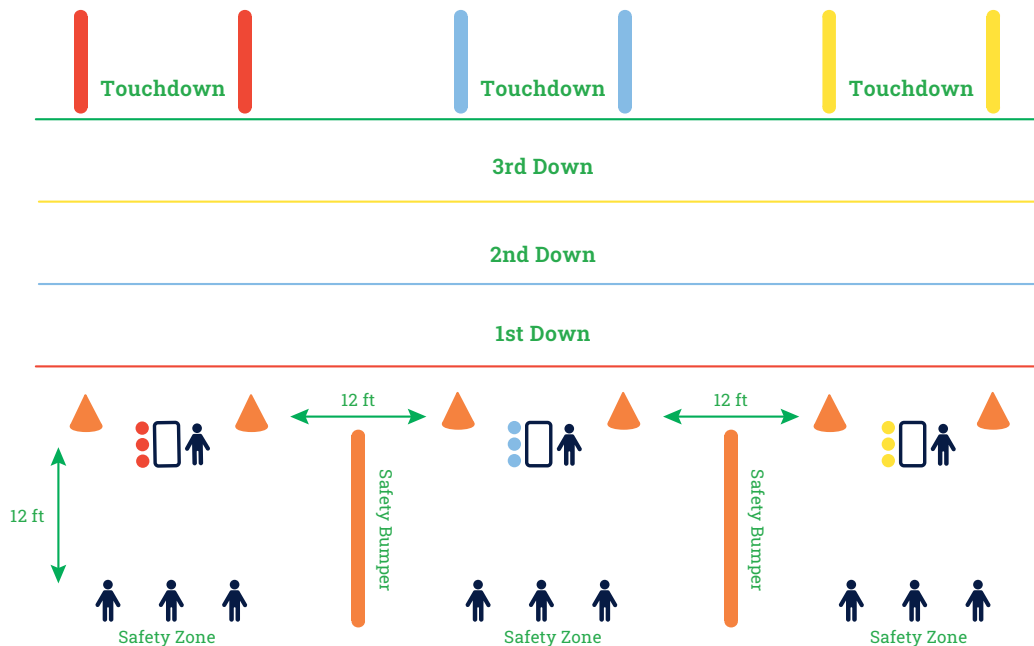
Activity 2: Football Golf – Chipping

10–15 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Getting Ready to Swing:** Get it in the Air Hold: hold the club in the air in your favorite hand near your belly button, buddy hand-bottom, favorite hand-top; slide the favorite hand to meet its buddy, thumbs cross down the shaft.
 - **Chipping:** Y-sweep-Y
 - **Distance Response:** Hit one ball short, one ball medium and one ball long by changing the size of your swing.
- **Activity Description:** Set up a series of lines representing all four downs with an endzone at the end; make lines long enough so several teams can play at the same time.
- **Rules:** Players must work as a team to make a first down by putting into first zone before they can putt into next section, they score a touchdown by hitting getting a first down, then second down, the third down before hitting it into the endzone.
- **Key Commitment Tie In:** Players work together as a team to get touchdowns and encourage each other by giving proper handshakes. Encourage players to learn more about their teammates by asking them questions: When was the last time you were nervous? What is your favorite restaurant? What job do you want to have when you're an adult? What is your favorite hobby?
- **Golf Knowledge Tie In:** Emphasize that when you are standing between the cones, you are in the tee box.

Equipment & Materials:

- Flagging tape (preferably different colors) or chalk line (9–12 ft per station)
- Cones
- Safety zones
- Golf balls (preferably different colors)



Guiding Questions

1. How did you work with your team to get touchdowns?
2. How did you encourage your teammates?
3. What did you learn about adjusting the size of your swing?
4. Where do we start the hole?

Lesson Plan 1

Activity 3: Take it to the Course

15–20 Minutes

Activity Description: Set up a few holes 5-10 yards off the green (group participants in groups of 3-4). Players will chip and putt until they make it in the hole. Review starting the hole on the tee box and ending it on the green and introduce order of play. Play more than once if time permits.

Guiding Questions

1. Where do we start the hole?
2. Where do we end the hole?
3. Who plays first once we have started the hole?
4. How can we show collaborate with others when we're playing a hole? (Wait for our turn, play in the correct order, tell them nice shot etc.)

Wrap Up:

5 Minutes

1. What golf skills did you learn? Can someone show me how to hold the club?
2. What did you learn about working with others?
3. How did it feel when your teammates encouraged you?
4. How did it feel to encourage your teammates?
5. What did you learn about playing golf? Where do we start the hole? Where do we end it?
How do we know who plays next once we tee off?
6. What are some things you learned about your teammates? What did you have in common?
What did you learn that was different?

Coach Notes:

Good-Better-How

After the lesson, pull any assistant coaches or volunteers together and conduct a Good-Better-How. Start with three goods:

Good 1:

Good 2:

Good 3:

Identify one better:

Better:

Identify one how:

How:



Download a printable version of Good-Better-How

Lesson Plan 2 • I Can Be Responsible: Respecting the Rules

Lesson Intentions:

- Remind players that they are responsible for taking care of many things while playing golf such as replacing divots, fixing ball marks, and taking care of their equipment. When we do this, we are **Using Good Judgment**.
- Introduce to players what “stroke” means in golf
- Introduce **Target Awareness** – Target Selection and **Get Ready to Swing** – Aim and alignment to players.
- Reinforce pace of play by reminding players to be ready when it is their turn and moving quickly between shots

Warm Up: 10 Minutes

Set up five separate stations that players will rotate through. Coaches should encourage players to **Use Good Judgment** by picking the version of each activity that works best for them.

- **Strength:** Players will do 5 push ups. They can choose to do regular push ups, push ups on their knees, or hold a push up position for 10 seconds.
- **Flexibility/Mobility:** Players do 10 toe touches and choose how fast to go; coaches model that going slowly is better than going quickly.
- **Agility/Coordination:** Call out 10 to 15 different jump directions and have the players follow your voice. Example: if you say jump forward, they jump forward; if you say jump to the left, they jump to the left, etc. Players are choosing to listen and follow directions.
- **Balance:** Players choose to do 3, 4, or 5 inchworms.
- **Object Control:** Set players up in two lines. Each player should be 5 steps away from their partner. Players will choose how big to make the steps, knowing that they have to try to catch five balls in a row.

Tie in the warm up to your lesson objectives by asking the following questions:

- What were some choices you made in the warm up? How did you use good judgment?
- Why do we warm up before First Tee class?
- Is it better to be fast at an activity or slower and more accurate?

Separate players into two equal groups for activities 1 and 2. Two coaches should be assigned to each group. Players will complete activity 3 together as time allows.



Lead Coach: Ali Beam, First Tee – Indiana

Lesson Length: 60 Minutes

Number of Kids: 24

Skill Level: B

Key Commitment: Using Good Judgment

Golf Skill(s): Pitch and Full Swing

Golf Fundamental/Factor of Influence:
Target Awareness/Target Selection

Lesson Plan 2

Activity 1: Target Practice with Dice

15 Minutes

• **Modeling:** Use a volunteer, assistant coach or participant to model:

- **Getting Ready to Swing:** Get it in the air

- Hold club in the air in your favorite hand
- Buddy hand-bottom, favorite hand-top
- Slide the favorite hand to meet its buddy, thumbs cross down the shaft
- Aim clubface to target

- **Pitching:** L-Sweep-Y

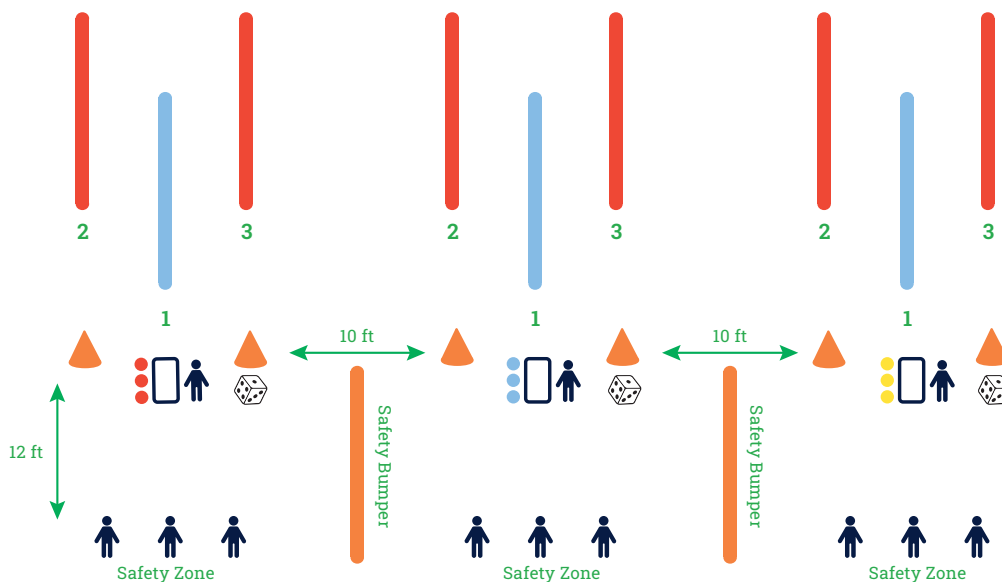
• **Activity Description:** Set up hitting stations, targets, and dice to allow players to practice selecting targets for their pitch shots by rolling their dice. Targets should be relatively close and can be bullseye targets, buckets, or swimming pools to encourage pitching rather than a full swing. Every time a player rolls their dice to select their target, they get a point for their team, if they hit their target they get two points. The team with the most points wins.

• **Key Commitment Objective:** Players will have to choose a target each time which demonstrates using good judgment by following the rules of the game.

• **Golf Knowledge Objective:** Introduce the concept of a stroke by giving players three chances to hit the ball. Each time they attempt to hit the ball counts as a chance, whether they hit the ball or not.

Equipment & Materials:

- Cones
- Hoops
- 3 noodles per station with numbers on them
- Dice
- Clubs
- Golf balls



Players roll dice and hit toward the corresponding numbered target.
Players get 3 chances to hit and must roll the dice each time then switch out with their partner.

Guiding Questions

1. What choices did you have to make in this game?
2. How did you follow the rules in this game?
3. What is the first thing you do to aim at your target?
4. What counts as a stroke in golf?

Age 7-9

Lesson Plan 2

Activity 2: Golf Baseball

20 Minutes

• **Modeling:** Use a volunteer, assistant coach or participant to model:

- **Getting Ready to Swing:** Get it in the air

- Hold club in the air in your favorite hand
- Buddy hand-bottom, favorite hand-top
- Slide the favorite hand to meet its buddy, thumbs cross down the shaft
- Aim clubface to target

- **Full Swing:** Circle Away-Sweep the ground-Circle High

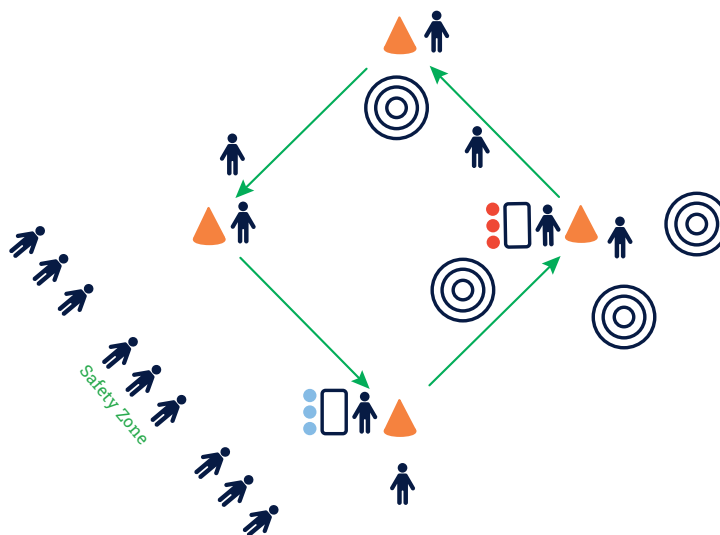
• **Activity Description:** Divide the group into 2 groups (one group will be up to bat and one group will be out in the field). One player will hit the “golf” (tennis) ball off a launch pad. In order to be able to run toward a base they must hit the bullseye target for that base. They will then place the bat on the ground to run the bases. If players choose not to follow the rule and place the bat on the ground before running, this counts as a strike/foul ball and they lose one of their 3 tries to hit the ball.

• **Key Commitment Objective:** Players will use good judgment when choosing where to hit the ball onto the field and choosing to follow the rules of the game.

• **Golf Knowledge Objective:** In golf, if a golfer or their caddie breaks a rule, penalty “strokes” can be applied to their score.

Equipment & Materials:

- Cones
- SNAG equipment
- Rope for safety zone



Players on teams play a game of baseball using SNAG equipment. They get 3 attempts to hit the ball and run around the bases. Modify game so that each team gets a chance to hit (ex: once through the order and no outs switch sides). Team with most points “wins”.

Guiding Questions

1. What was one good choice you made in this game?
2. What penalties could you get based on your choices in this game?
3. What golf skill did we learn in this game?
4. How do you aim in golf?

Age 7-9



Lesson Plan 2

Activity 3: Take it to the Course

10 Minutes

Activity Description: Set up six short mock-golf holes – less than 25 yards long and about the same distance – using a hoop and noodle for the hole and flag. Players will roll or throw their ball towards the hole, which is the target. To finish the hole, players must get their ball (which can be a golf ball, tennis ball, or sports ball) into the hoop. The goal of this activity is to practice keeping pace of play. Have players play multiple holes. On the first hole, have them play in a safe and fun manner while timing them. On the second hole, have them play to see if they can play faster. Remember that players keep pace of play by being ready to go when it is their turn, and moving quickly between shots. Remind them what a stroke means, and that it is the player's responsibility to keep score while also keeping up with pace of play.

Guiding Questions

1. What choices did you make on the golf course today?
2. How were you following the rules when you were playing today?
3. What choices can you make to keep up with pace of play?
4. Where does the hole start and where does it finish?

Wrap Up:

5 Minutes

1. What game was your favorite?
2. What golf skills did we focus on today?
3. How can you show responsibility by following the rules at home or at school?
4. What are some ways you can use good judgment at home or at school?
5. When did you see someone making good choices today?
6. What is one thing you learned today?

Coach Notes:

Good-Better-How

After the lesson, pull any assistant coaches or volunteers together and conduct a Good-Better-How. Start with three goods:

Good 1:

Good 2:

Good 3:

Identify one better:

Better:

Identify one how:

How:



Download a printable version of Good-Better-How

Lesson Plan 3 • Making Good Choices and Doing the Right Thing

Lesson Intentions:

- Demonstrate how **Get Ready to Swing** stance and hold is different in your putter vs. other clubs
- Review different ways to hold the club for putting (roll ball on ground) vs. full swing (ball in the air)
- Explore how different clubs carry different distances in the air
- Explore **Distance Response** in putting through different length of swings and in full swing by trying different clubs
- Explore **Using Good Judgment** by choosing to be honest when keeping your own score. Remind players that the lowest score wins.
- Identify the difference between stroke and match play in golf.

Warm Up: 10 Minutes

Divide class into 4 groups of 6 to start and move through a circuit of stations for lunges, jump & turn, ball toss and balance. Coach can have a sign at each station with task and number of reps. Final station is a shuttle run competition between the 4 groups. Set up two shuttle run stations; two groups compete while the other two groups encourage them; then they switch. Winners compete against each other. This will serve as an introduction to match play because players who win matches move on to compete against the winners of other matches to determine the overall winner.

- **Strength:** Lunges from cone to cone set 15 feet apart
- **Flexibility/Mobility:** Jump and turn 8 times. Vary “distance” of turn, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, full.
- **Agility/Coordination:** Shuttle Run is a whole group activity; it should be completed last
- **Balance:** Standing stunts Superman. Complete each of the following variations, standing on right foot, standing on left foot, and standing on your favorite foot with your eyes closed.
- **Object Control:** Individual ball toss. Start with low tosses and increase to higher and higher. Toss 15 times keeping track of how many balls you caught/dropped. Players must choose to be honest in their scores.

Tie in the warm up to your lesson objectives by asking the following questions:

- What did you have to change to make your jump turns bigger or smaller? ($\frac{1}{4}$ vs. full)
- Did you keep track of how many balls you caught? You are responsible for reporting your own score honestly.
- How did you feel competing in the Shuttle Run? Describe how this was like match play in golf.



Lead Coach: Coach PJ, First Tee — Northern Michigan

Lesson Length: 60 Minutes

Number of Kids: 24

Skill Level: C

Key Commitment: Using Good Judgment

Golf Skill(s): Putt and Full Swing

Golf Fundamental/Factor of Influence:
Distance Response/Size of Motion



Lesson Plan 3

Activity 1: Fringe Putting

15 Minutes – 12 Players

• **Modeling:** Use a volunteer, assistant coach or participant to model:

- **Getting Ready to Swing:** Coach reviews putting hold and stands closer to the ball than with other clubs, but not too close to where they can't move the Y.
- **Golf Skill:** Y-Putt-Y

• **Activity Description:** Starting on the inside portion of the putting green, players will putt toward the fringe. Their goal is to get the ball to finish as close to the fringe as possible without going over. Each player will set up 3-5 balls (depending on time and space) set 3-6 feet apart before starting (or two big steps). Depending on the size of the green, all players can participate at once. Players will practice 2-3 rounds of hitting their 3-5 balls towards the fringe before playing a game.

GAME: Players will play two rounds putting 3 balls towards the fringe. The first round will be a stroke play round where players collect a total score and the lowest score wins. The second will be a match play round. In the match play round, players will each putt their ball and the player with the lowest number of points wins that "ball." The player who wins the most head-to-head matches wins the match play round. For both rounds, each player will keep their own score accurately and honestly. If the player's ball finishes within one putter length from the fringe, they earn 0 points. If their ball finishes farther than one putter length away from the fringe, they get 1 point. If players putt their ball too far and it goes onto the fringe, they get 2 points. **Remember in golf, we are trying to get the lowest score!**

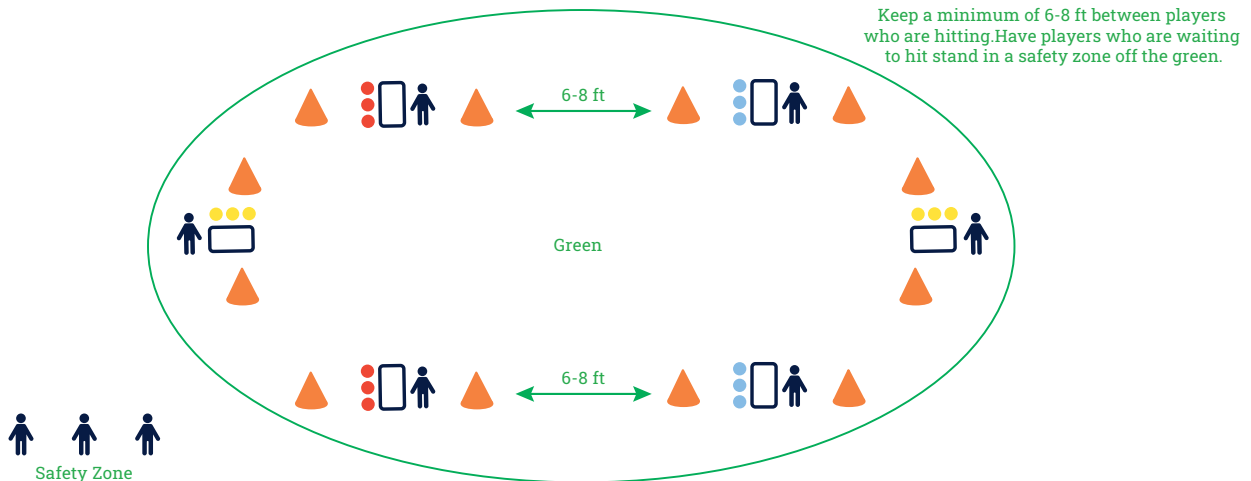
• **Key Commitment Objective:** Players work individually to explore distance in putting. Players are responsible to be honest as they keep track of their own score while using good judgment to determine what size of swing to make to get the ball close to the fringe.

• **Golf Knowledge Objective:** Players are responsible for keeping their own score including calling penalties on themselves. If their ball goes over onto the fringe, they must penalize themselves with 2 points.

Equipment & Materials:

- Balls
- Putters and cones or markers for starting spot references

Optional: tees to mark ball placement



Guiding Questions

1. What did you do to putt the ball different distances? Do you take a practice stroke in between? Why or why not?
2. Name another sport where the highest score wins. How about the lowest score? Tie to stroke play.
3. When you keep your own score, what is a benefit for keeping an honest score? How does it feel to give an honest score, even if it's not the winning score?

Lesson Plan 3

Activity 2: Home Run Derby

15 Minutes – 12 Players

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Getting Ready to Swing:** Hold for full swing, stand different distances from the ball because clubs are different lengths.
 - **Golf Skill:** Distance Response in Full Swing: Understanding different clubs go different distances. CUE: Circle away–sweep the ground–circle high. Your longest club may not be the club you hit the farthest. Explore the club that flies the farthest in the air.
- **Activity Description:**
 - All players rotate to have an opportunity to explore which club they most consistently hit the farthest.
 - Create teams and set up so that 2 teams play one another. Larger classes can have two games going simultaneously. Each team creates an order of play or “batting order” with waiting players in the safety zone or “on deck” circle. Each player hits one ball and “bats” attempting to hit “over the fence” in the air. One run is scored for each successful shot. The team gets an “out” for each foul ball or ball short of the fence. After three outs, the next team comes to bat. Coaches can also move through the batting order once, and then switch to keep both teams moving. To be more activity-based, the waiting team can continue to practice. Consider adding a second, “infield” home run designation for players who do not carry the ball as far. Coaches can tie this to the concept of multiple tee boxes. Coaches should engage with players in the safety zone, asking questions to get to know them, making up a team handshake, or asking questions about parts of the golf course or new golf facts they have learned.
- **Key Commitment Objective:** Use good judgment in choosing the club you carry the farthest in the air.
- **Golf Knowledge Objective:** Connect stroke play with final score in baseball.

Equipment & Materials:

- Noodles and sticks
- Large cones or other markers to create home run line
- Cones for stations
- Balls
- Tees
- Safety area markings



Guiding Questions

1. What club do you carry farthest in the air?
2. If your ball is not going in the air, do you think your swing circle is too low or too high?
3. How big of a swing do you need to hit the ball far? Is it always the biggest swing you can make?

Lesson Plan 3

Activity 3: Take it to the Course

15–20 Minutes

Activity Description: Play a hole on the driving range. Set up boundaries for a fairway and a green. On the green, place two distance zones to indicate whether it is a one-putt or a two-putt. Players will play the hole multiple times with a partner. The first time they play, they should play stroke play. The second time they play, it should be match play.

Guiding Questions

1. Are the rules the same for match play and stroke play?
2. Why is it important to choose to be honest about our score?
3. Who plays first in match play?
4. How can you change the distance your ball goes when making a full swing?

Wrap Up:

5 Minutes

1. Describe the difference in match play and stroke play.
2. What do you like about match play? What do you like about stroke play?
3. How did you use honesty in the Fringe Putting Game?
4. If someone else uses a different club, should you change the club you think is best for you? How would you use good judgment in this situation?
5. Where else might you experience a situation where someone does something different than you? If someone is doing something you know is wrong at school, what would you do? Would you follow along or use good judgment to make a different choice? Integrate the values of integrity and honesty into this discussion.

Coach Notes:

Good-Better-How

After the lesson, pull any assistant coaches or volunteers together and conduct a Good-Better-How. Start with three goods:

Good 1:

Good 2:

Good 3:

Identify one better:

Better:

Identify one how:

How:



Download a printable version of Good-Better-How

Lesson Plan 4 • I'm a Good Sport: Being a Team Player

Lesson Intentions:

- Allow players to collaborate with and show respect for each other and demonstrate courtesy.
- Sportsmanship and respecting rules – positively responding to good play/good behavior, encouraging others
- Target awareness – selecting a target and working to aim towards that target.
- Playing the ball as it lies – discussing only hitting your ball once it has come to rest

Warm Up: 10 Minutes

Players will complete an obstacle course as four teams of three. Coaches and volunteers should monitor each transition point. Set up four sets of stations so that each group can compete at the same time. Players who are waiting should be encouraging their teammates.

- **Strength:** Crab walks, 20 ft. long
- **Flexibility/Mobility:** Hula hoop for 20 seconds; place a coach with a stop watch here.
- **Agility/Coordination:** Hopscotch 4 grids
- **Balance:** Walking on balance line, 15 ft. long
- **Object Control:** Throw three different sized balls to three different sized targets.

Tie in the warm up to your lesson objectives by asking the following questions:

- Which activities asked you to select targets?
- How do you congratulate or encourage other players? Should this be the same whether you win or lose?
- Does everyone feel more warmed up, stretched, and ready for class?



Lead Coach: Katie Harris, First Tee – Greater Dallas

Lesson Length: 90 Minutes

Number of Kids: 12

Skill Level: A

Key Commitment: Collaborating with Others

Golf Skill(s): Putting, Chipping

Golf Fundamental/Factor of Influence:
Target Awareness/Target Selection

Lesson Plan 4

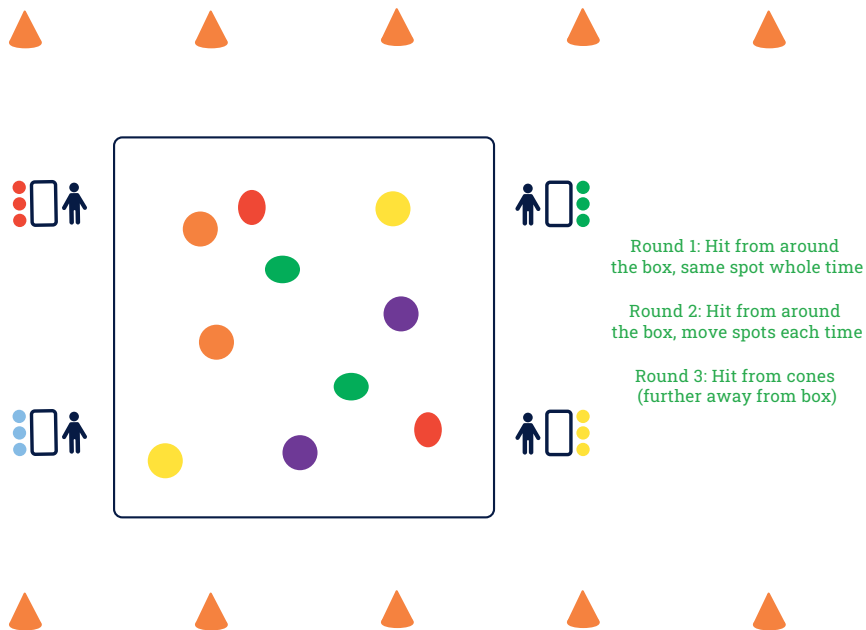
Activity 1: Hungry, Hungry Hippos

20 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Getting Ready to Swing:** Roll it on the Ground Hold: hold the club in the air in your favorite hand near your belly button, buddy hand-bottom, favorite hand-top; slide the favorite hand to meet its buddy, thumbs point straight down the shaft.
 - **Golf Skill:** Y-Putt-Y
- **Activity Description:** Divide players into teams of 2 or 3 players, and place large colorful sports balls, such as SNAG balls, randomly within a box that is at least 10'x10'. Teams are given a golf ball that they can clearly identify as their own. Teams are given 2 minutes to try to putt from outside the box and hit one target ball within the box at a time. They must select which ball they are putting for before they hit. To make this more difficult, coaches can have each team hit for only one color of ball, have all teams only hit to the same color ball, add 'dud' balls that don't count for any points, or change the distance that players are from the box.
- **Key Commitment Objective:** Players have to communicate with their team and select their target before they hit their putt otherwise it does not count.
- **Golf Knowledge Objective:** Players must wait until their putt stops to collect their ball

Equipment & Materials:

- Flagging tape or chalk
- SNAG balls
- Cones
- Golf balls



Guiding Questions

1. How difficult was it to choose a target and hit your ball towards it?
2. How did you work with your team to collect points or select targets?
3. How did you encourage your teammates in this game? How did you congratulate your competitors?

Lesson Plan 4

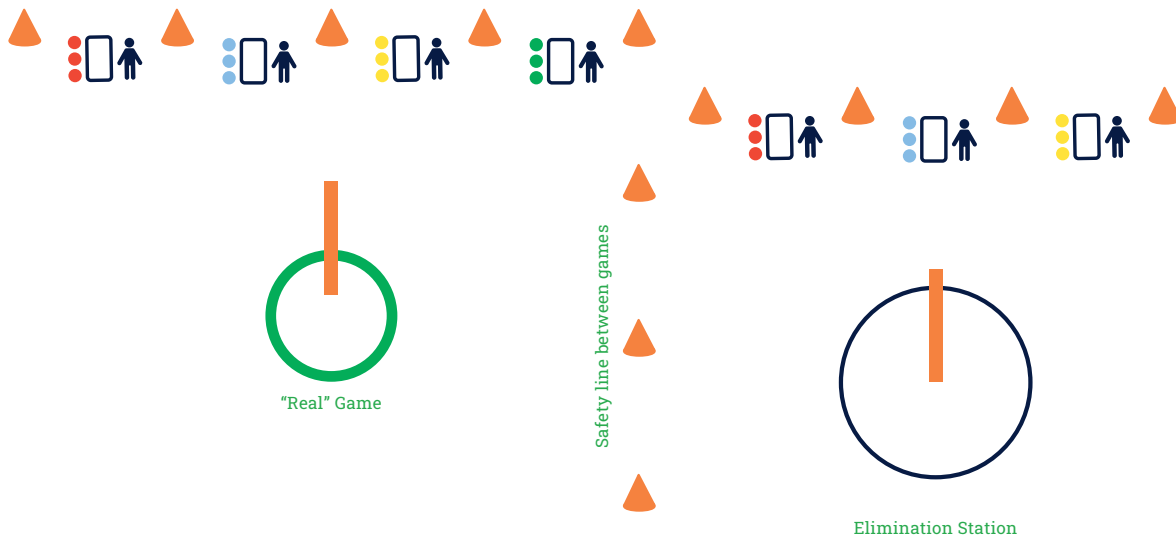
Activity 2: Second Chance Chipping

20 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Getting Ready to Swing:** Get it in the Air Hold: hold the club in the air in your favorite hand near your belly button, buddy hand-bottom, favorite hand-top; slide the favorite hand to meet its buddy, thumbs cross down the shaft.
 - **Golf Skill:** Y-Chip-Y
- **Activity Description:** There are two separate rounds or flights in this activity. They are “first chance” and “second chance.” Players will start on the championship side which is a single flag target with a 5 ft. box around the flag. All players will hit one ball towards the target. The ball that is furthest away is ‘eliminated’ and sent to the second chance challenge, which is set up right next door. The elimination area in the second chance challenge is a larger box (8 ft.) where the participant must hit their ball and have it stop in the box to be able to go back to the first chance challenge. Coaches and players stationed in the second chance area should give positive feedback and help support the players trying to make their shot and return to the original game.
- **Key Commitment Objective:** This activity requires collaborating with others by encouraging them to do their best.
- **Golf Knowledge Objective:** Players must make sure to select their target so that the ball will end up in the box.

Equipment & Materials:

- Flags
- Flagging tape
- Cones
- Golf balls (different colors)



Guiding Questions

1. Why do we want to get the ball close to our target?
2. How did you support others and demonstrate good sportsmanship while playing the game?
3. What did you change to help your ball get to your target?

Age 7-9

Lesson Plan 4

Activity 3: Take it to the Course

20 Minutes

Activity Description: Players will play a 50-yard hole in partners through a scramble format.

Guiding Questions

1. When do we hit the ball? Can we hit it when it's moving?
2. How can you encourage other players while you're on the golf course?
3. Are you allowed to move the ball at any time from where it stops?
4. What should you do when you finish a competition on a golf course?

Wrap Up:

5 Minutes

1. What does good sportsmanship look like? Sound like? Does it look or sound different at home or at school?
2. What does "play the ball as it lies" mean?
3. What part of the club points towards your target?
4. How does being positive help good sportsmanship?
5. What does it mean to be respectful of your competitors? How do you do this at home or at school?

Coach Notes:

Good-Better-How

After the lesson, pull any assistant coaches or volunteers together and conduct a Good-Better-How. Start with three goods:

Good 1:

Good 2:

Good 3:

Identify one better:

Better:

Identify one how:

How:



Download a printable version of Good-Better-How

Lesson Plan 5 • Developing Confidence: I Can Do It!

Lesson Intentions:

- Players will feel safe to try new things with confidence on the golf course.
- Players will develop a routine on the golf course when playing
- Players will learn what can be removed from their line on the putting green.

Warm Up:

10 Minutes

All players will complete all warm up exercises together in a circle with the exception of the ball toss and agility exercises. Coaches should encourage players to stay positive even if exercises get tough.

- **Strength:** Planks – players should hold for as long as they feel confident, up to 30 seconds.
- **Flexibility/Mobility:** Knee to opposite elbow, 10 on each side.
- **Agility/Coordination:** Set up 12 poly spots about 3 feet apart for about 4 yards. Players will jump between the poly spots in several different ways to experiment with what makes them feel the most confident. Have them place both feet on each spot, one foot on each spot, or alternating feet on every other spot.
- **Balance:** Balance on one leg for 10 seconds for four times then 20 seconds on each leg. They should try something new each round: 1) stick your opposite foot in front of you, 2) stick your opposite foot behind you, 3) stick both arms out to the side, 4) close your eyes.
- **Object Control:** Use the poly spots that you have set for the spot jumping and have one player per spot with 12 kids per line. See if the kids can toss the ball to each other all the way down the line and back without dropping it. Players should encourage the other players in their line to help them develop confidence.

Tie in the warm up to your lesson objectives by asking the following questions:

- What new exercises did you try during the warm up?
- Which exercise made you feel the most confident?
- How did you help your teammates stay confident during the ball toss?



Lead Coach: Ali Beam, First Tee – Indiana
Lesson Length: 60 Minutes
Number of Kids: 24
Skill Level: B
Key Commitment: Building Positive Self-Identity
Golf Skill(s): Play Day
Golf Fundamental/Factor of Influence:
All Recommended Play Day



Lesson Plan 5

Activity 1: Play Day

45 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Getting Ready to Swing:** Players will be using all the golf swings that they have learned in the previous classes.
 - **Golf Skill:** Remind players of cues as they are playing golf holes.
- **Activity Description:** Set up 3 or 4 holes for the players to play. Ideally, a par-3 should be 25 yards; a par-4 should be 50 yards; and a par-5 should be 75 yards. Make sure there is a tee box and a green for each hole. Before players swing, have them check their hold, set up, and aim/alignment.
- **Key Commitment Objective:** Staying positive on the golf course even when things get tough.
- **Golf Knowledge Objective:** Remind players how to mark their ball, be careful of someone's line, and where to stand when someone else is hitting. Demonstrate how to move loose impediments such as leaves and twigs off their line.

Equipment & Materials:

- Tee markers
- Cups
- Flags
- Balls
- Clubs



Guiding Questions

1. What can be removed from your line?
2. How do you mark your ball on the green?
3. Why is it important to aim for a target on the golf course?
4. What are some new things you tried today?

Lesson Plan 5

Wrap Up:

5 Minutes

1. Did you try anything new on the golf course today?
2. What are some new things you can try at home or at school?
3. How can trying something new help you build confidence in yourself and your abilities?
4. When something is hard, how can you stay positive?
5. What are some things that you did well on the golf course?
6. What are some things that you did well today at school or at home?

Coach Notes:

Good-Better-How

After the lesson, pull any assistant coaches or volunteers together and conduct a Good-Better-How. Start with three goods:

Good 1:

Good 2:

Good 3:

Identify one better:

Better:

Identify one how:

How:



Download a printable version of Good-Better-How

Lesson Plan 6 • Using Good Judgment & Making Smart Decisions

Lesson Intentions:

- Demonstrate how **Get Ready to Swing**-stance can be different in chipping and pitching
- Explore Distance response in chipping and pitching through different length of swings
- Explore **Using Good Judgment** by choosing to avoid penalty areas in golf.

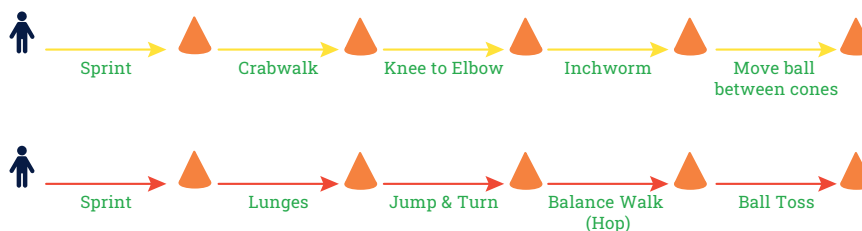
Warm Up: 10 Minutes

Create a circuit that includes options for players to choose from. For a large group, create 2 circuits. All players begin the circuit at the same, starting line sprinting from start cone to exit cone. Once at the exit cone, a player can choose from 2 routes marked by 2 different colored cones (red and yellow, for example). See below for descriptions on how to set up the lines.

- **Strength:** Yellow – Crabwalk between cones; Red – Lunges between cones
- **Flexibility/Mobility:** Yellow – knee to opposite elbow 20 times; Red – Jump and turn 8 times. Vary “distance” of turn, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, full.
- **Agility/Coordination:** All players begin with a sprint
- **Balance:** Yellow – Inchworm cone to cone; Red – Balance walk (hop) – hop with one foot on tape
- **Object Control:** Yellow – Use a club to move the ball around cones; Red – Individual ball toss to several different cones set at various distances. Players return balls when completed.

Tie in the warm up to your lesson objectives by asking the following questions:

- What did you change to do different turns ($\frac{1}{4}$ vs. full) or to throw the ball different distances?
- What choices did you make and how did that turn out for you?
- Who was responsible for your choice?



Lead Coach: Coach PJ, First Tee – Northern Michigan

Lesson Length: 60 Minutes

Number of Kids: 24

Skill Level: C

Key Commitment: Using Good Judgment

Golf Skill(s): Chip and Putt

Golf Fundamental/Factor of Influence:
Distance Response/Size of Motion

Lesson Plan 6

Activity 1: Pick Your Spot Chip

15 Minutes – 12 Players

• **Modeling:** Use a volunteer, assistant coach or participant to model:

- **Getting Ready to Swing:** Demonstrate narrow stance and choking down on the club for more control.
- **Golf Skill:** Chipping using Y-Sweep-Y

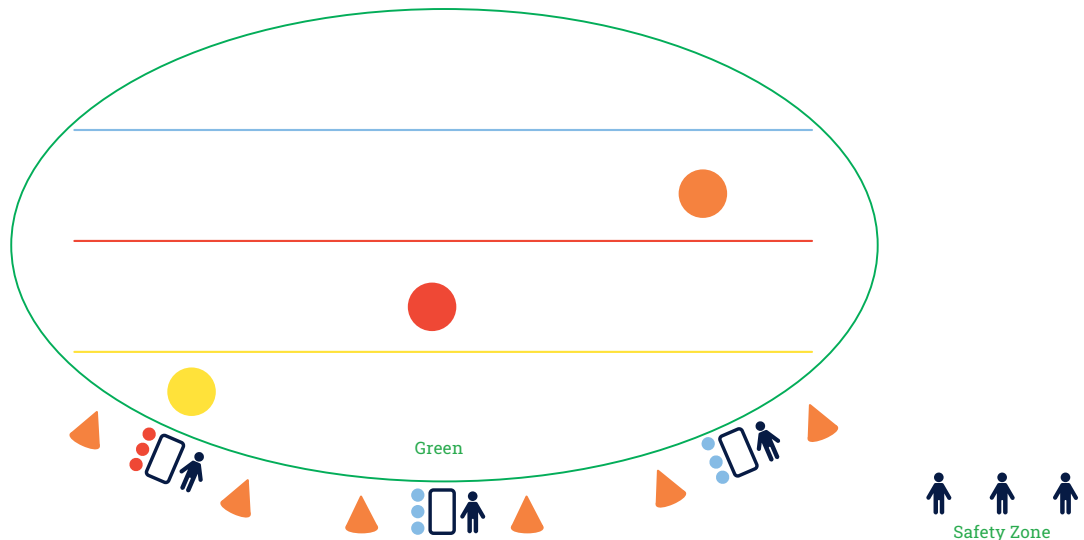
• **Activity Description:** Players will chip balls into various zones using the Play-Learn-Play coaching technique before playing a game. Set up 3-5 distance zones using flagging tape. **Play** – All players go through 2 rotations of 3-5 balls to practice sweeping the club through the ball using various length swings. **Learn** – Players put their clubs down and coach reviews chipping motion. Coach will pick *one distance zone* for all players to play towards on their next rotation. They will then give all players a different color disc or marker and ask players to place their marker where they think they will need to land the ball in order for it to finish in the designated zone. After placing their markers, each player will toss (a chip-like, low toss) 3 balls trying to land near their marker. Players observe where their ball finishes after it is done rolling. Coach asks if they would like to adjust their marker (landing reference) based on what they just experienced. If they would like to change the landing area, have players place a different colored marker there. **Play** – Play 1 more rotation judging landing areas and swing length based on their **Learn** experience.

GAME: Add a scoring element with 1 point for each successful play into the designated zone and 1 point for choosing where to land the ball. Play 1 ball per round, then switch with their partner. Coach will change zones for each round. Player with the most points wins.

- **Key Commitment Objective:** Players work individually to explore distance as it relates to length of motion and landing zone in chipping. Players will use their best judgment to select their own landing zone for the best outcome.
- **Golf Knowledge Objective:** Players use the same club to explore and choose length of swing for different distances.

Equipment & Materials:

- Colored discs or markers
- Lines or tape to represent distance zones
- Balls
- Cones or marker for starting spot references and safety zones



Guiding Questions

1. What did you do to create different distances? Do you take a practice stroke in between? Why or why not?
2. How does changing your stance width or hold position on club (hold down) affect your distance?
3. What ways do you prefer to use to judge distance in chipping?

Lesson Plan 6

Activity 2: Pitch Ladder and Zone Pitch

15 Minutes – 12 Players

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Getting Ready to Swing:** Demonstrate narrow stance and holding down on the club for more control.
 - **Golf Skill:** Distance Response using L-Sweep-Y

• **Activity Description:** Set up several stations with pitching challenges on a driving range or in an open grassy area.

Station 1) Pitching practice station. Players focus only on practicing the L-Sweep-Y motion. Players must take a practice swing brushing the grass. If they do not brush the grass, they must repeat the practice swing. Players then pitch the ball into a large designated area, such as a box made of flagging tape.

Station 2) Set up a pitching ladder for players to practice hitting pitch shots (using L-Sweep-Y) with swings of different lengths.

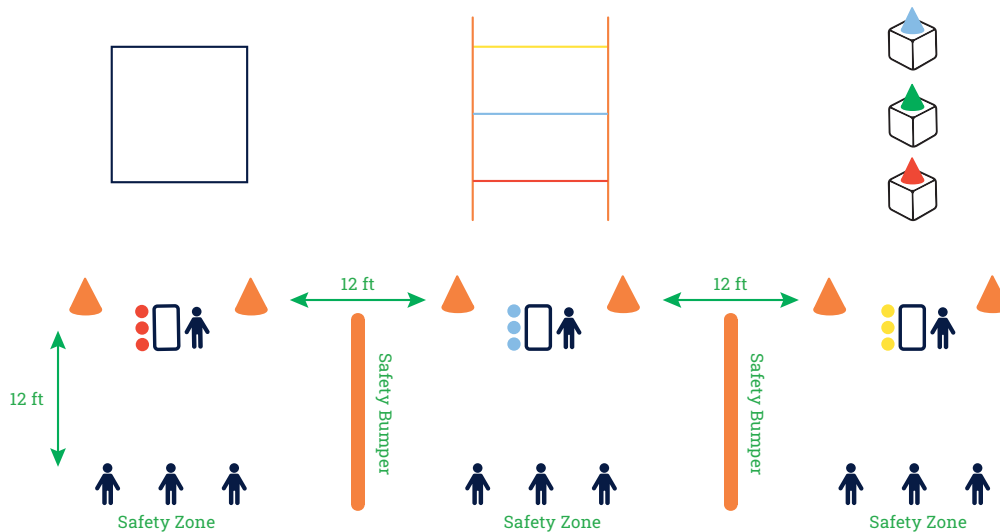
Station 3) Set up a step ladder or several large boxes for players to pitch over. Place a cone or fun headcover on top of each run of the ladder or each box for players to try to knock off.

Players will rotate through the 3 stations multiple times, after the first time add a scoring element to stations 1 and 2. Beyond the pitch Box or Pitch Zones is a penalty area. Players earn points when in the zone and lose points in the penalty area.

- **Key Commitment Objective:** Players work individually to explore distance as it relates to length of motion and landing zone in pitching. Players will use judgment to select their own length of swing.
- **Golf Knowledge Objective:** Connect stroke play with final score in baseball.

Equipment & Materials:

- Step Ladder or cardboard boxes
- Tape or rope
- Cones for stations
- Balls and safety area markings
- SNAG clubs and balls for Station 2



Guiding Questions

1. When you think about pitching different distances what are things you do differently?
2. If your ball is not going in the air what can you do to change that?
3. Remind players to use judgment to determine how big of a swing to make.

Lesson Plan 6

Activity 3: Take it to the Course

15–20 Minutes

Activity Description: Set up a few holes 10-15 yards off the green (group players in groups of 3-4) with several “penalty” areas that players can choose to pitch over or go around. Players will then pitch and putt until they make it in the hole. Review that we have to add strokes to our score if our ball goes into a penalty area.

Guiding Questions

1. How can you use good judgment and what choices can you make to avoid penalty areas?
2. What happens when your ball goes into a penalty area?
3. What can you change about your swing to make the ball go shorter or farther?

Wrap Up:

5 Minutes

1. What choices did you make in the warm up and how did that change what you did?
2. How do you change distances in pitching and chipping?
3. When you placed a marker for your landing zone, how did that change your focus on distance and length of swing?
4. How do you determine how big of a swing to take when chipping or chipping in a particular zone? Do you picture the ball flying? Do you “go with your gut”? Do you just swing and hope it works out?
5. How does having a penalty area change your thinking and strategy?
6. When you have to make a decision, how do you use good judgment to consider the consequences? How do you do this at home or at school?
7. What are some of the penalty areas on a golf course?

Coach Notes:

Good-Better-How

After the lesson, pull any assistant coaches or volunteers together and conduct a Good-Better-How. Start with three goods:

Good 1:

Good 2:

Good 3:

Identify one better:

Better:

Identify one how:

How:



Download a printable version of Good-Better-How

Lesson Plan 7 • On Your Mark, Get Set, Goals!

Lesson Intentions:

- Players will learn to mark their golf ball on a putting green
- Players will set goals with activities provided and discuss how they could reach them
- Players will continue to work on different sizes and lengths of motion = different distances with their golf ball
- Due to the active use of 'frogs' in the day – use 'Frogger' as the discussion focus! Frogger has a goal in mind in the game – to get to the other side. Sometimes he jumps a short distance, sometimes he jumps far.

Warm Up: 10 Minutes

Players will complete an activity circuit. Coach is at each activity station to help communicate the activity and help players set goals.

- **Strength:** Players set goals to do as many frog jumps as they can in 2 minutes.
- **Flexibility/Mobility:** Players set goals to do as many rounds of 10 toe touches, 10 arm circles, and 10 jump and turns in 2 minutes.
- **Agility/Coordination:** Players set goals to go up and down the ladder as many times as they can in 2 minutes.
- **Balance:** Players set a goal for how fast they can inchworm to a target 30 ft. away.
- **Object Control:** Hot potato toss between partners, backing up one step each time. Players work with their partner to set a goal for how many tosses they can make without dropping the ball.

Tie in the warm up to your lesson objectives by asking the following questions:

- Which warm up activity was easiest for you to pick a goal? Which was hardest? Why?
- What did you have to change to toss the ball to your partner when they were far away? How far away did you get?
- Did you achieve your goals at each activity?



Lead Coach: Katie Harris, First Tee – Greater Dallas

Lesson Length: 90 Minutes

Number of Kids: 15

Skill Level: A

Key Commitment: Pursuing Goals

Golf Skill(s): Pitch and Full Swing

Golf Fundamental/Factor of Influence:
Distance Response/Size of Motion

Lesson Plan 7

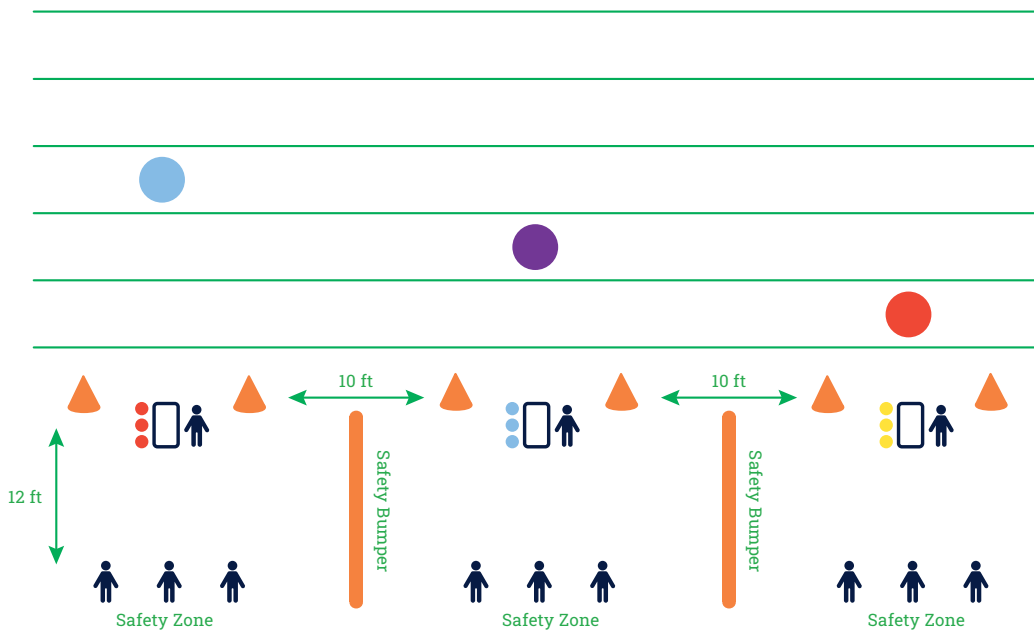
Activity 1: Frogger Pitching

15 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Getting Ready to Swing:** Get it in the Air Hold: hold the club in the air in your favorite hand near your belly button, Buddy hand-bottom, favorite hand-top, slide the favorite hand to meet its buddy, thumbs cross down the shaft.
 - **Golf Skill:** L-Sweep-L
- **Activity Description:** Players will be climbing the ladder – each team will get a colored poly spot as their ‘frog’ to cross the road. Set up 4-5 roads for participants to cross. Allow players to hit 3 balls and switch with partners. Teams hit one ball into each road in order to move the ‘frogger poly spot’ up. The first team to make it across the road wins!
- **Key Commitment Objective:** Players can set goals to cross the road in a certain number of rounds, discuss with their coach how to work towards completing that goal, things they can ask/learn from their partner or coach to reach the other side.
- **Golf Knowledge Objective:** Players will need to learn to add/subtract size/length of motion to be able to hit to the next ‘road’ up to be able to get ‘across.’

Equipment & Materials:

- Cones
- Flagging tape
- Poly-spots
- 3 balls per station
- 50 yd. space



Guiding Questions

1. How big of a swing did you need to make the first road? The second?
2. What was your goal? Did you make a goal to cross the road?
3. How did you mark your spot? Is that similar to how we mark our ball on the course?

Lesson Plan 7

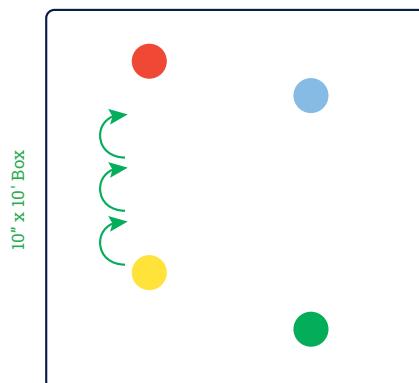
Activity 2: Leap Frog Putting + Marks

20 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Getting Ready to Swing:** Roll it on the Ground Hold: hold the club in the air in your favorite hand near your belly button, Buddy hand-bottom, favorite hand-top, slide the favorite hand to meet its buddy, thumbs point straight down the shaft.
 - **Golf Skill:** Y-Putt-Y
- **Activity Description:** A 10' x 10' box is placed on the green with cones around it. Players work alone or in pairs depending on the size of the group. Each will receive a ball marker – a participant will putt their ball into the box, and mark that ball. Each player will mark their ball and go back to their spot. They will then try to hit the ball past that mark without going outside the box. If they do not go past the mark, they start over. If they hit the same distance, no penalty, continue putting, but don't add leap points. For each 'leap', a partner will receive 'leap points' – the pair who has the most leap points at the end wins. For more advanced groups, add a challenge mid-game by making the players move to different parts of the box, pause the game, and move the tee box further away from the box.
- **Key Commitment Objective:** Players can create their own goal of how many times they can 'leap frog' their mark spot. They can also create this goal with their partner.
- **Golf Knowledge Objective:** Players will work to add or subtract size or length of motion to get just enough distance to 'leap' their ball mark on the green.

Equipment & Materials:

- Cones
- Flagging tape
- Ball marks
- Golf balls
- Chalk (if wanted or needed to make more difficult)



Guiding Questions

1. How big was your first swing to hit into the box? How much more swing did you need to leap frog that?
2. What was your leap point goal? How many leaps do you think someone could do?
3. What's the right way to mark a ball? Where does the mark go? When can you pick up the mark?

Age 7-9



Lesson Plan 7

Activity 3: Take it to the Course

20 Minutes

Activity Description: Players will play a 50 yd. hole in pairs, playing a scramble format. Coaches will use guiding questions to direct conversation towards the focus for the day. Groups will be given ball markers to make sure to reinforce use of marks.

Guiding Questions

1. What's your goal number of strokes for you and your partner?
2. What's the biggest swing you think you'll need playing this hole? What's the smallest?
3. Can you mark your ball out on the course other than the putting green?
4. What can you use to mark your ball on the green?

Wrap Up:

5 Minutes

1. What is a goal?
2. Why are goals important? What are some goals you have at home or at school?
3. What can you learn from accomplishing a goal? What can you learn from missing a goal?
4. How does how big your swing is affect your shot?
5. How else can you change your distance?
6. What kind of items can you use to mark your ball on a green?

Coach Notes:

Good-Better-How

After the lesson, pull any assistant coaches or volunteers together and conduct a Good-Better-How. Start with three goods:

Good 1:

Good 2:

Good 3:

Identify one better:

Better:

Identify one how:

How:



Download a printable version of Good-Better-How

Lesson Plan 8 • Playing with Perseverance: Commit, Don't Quit

Lesson Intentions:

- Players will understand the importance of preserving through challenges and struggles
- Players will develop an understanding that skills and objectives might not be obtained on the first try, but they can learn from working through the challenges they face
- Players will demonstrate persevering on the golf course and growing through challenge by trying their best
- Players will work on setting up to the ball and making good contact for consistent shots
- Players will understand the importance of pace of play

Warm Up: 10 Minutes

Players will go through this warm up in stations before they go on the course to play.

- **Strength:** Set up 2 rows of noodles about 5 yards apart and have the players frog jump from one noodle to the next.
- **Flexibility/Mobility:** Players complete 5 arm circles forwards and 5 arm circles backwards making small, medium and large circles.
- **Agility/Coordination:** Set up 2 ladders and have players move as quickly as they can doing the following agility exercises: hop with both feet in each rung, hop with one foot per rung, and hop in every other rung.
- **Balance:** Put a flat line on the ground for the participants to jump over and have the participants hop over the line and try to land on one foot and hold their balance for a count of three 10 times.
- **Object Control:** Using the rows of noodles from frog jumps, have half the participants stand in on one side and half on the other. Players will pass a soccer ball back and forth with their partner for 2 minutes.

Tie in the warm up to your lesson objectives by asking the following questions:

- What did you do if you had trouble with one of the activities in the warm up?
- Which activity did you find the most challenging and why?
- What did you tell yourself if you felt like giving up or stopping?



Lead Coach: Ali Beam, First Tee – Indiana

Lesson Length: 60 Minutes

Number of Kids: 24

Skill Level: B

Key Commitment: Growing Through Challenge

Golf Skill(s): All

Golf Fundamental/Factor of Influence: All

Lesson Plan 8

Activity 1: Play Day

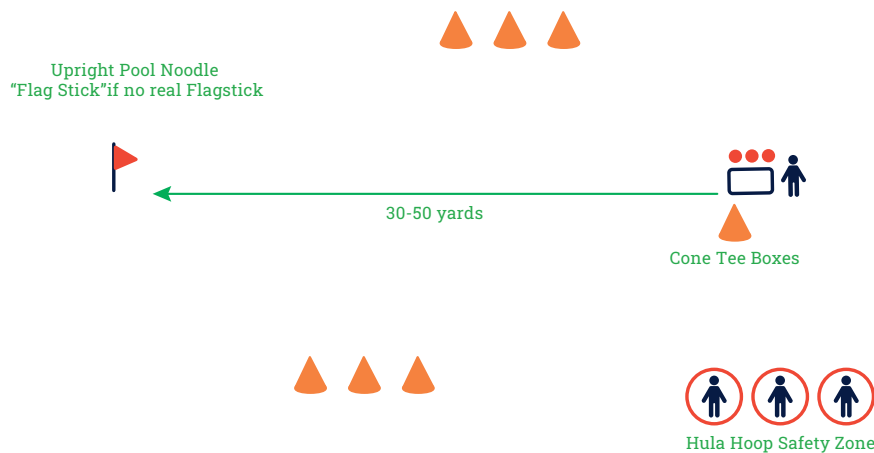
45 Minutes

- **Activity Description:** Set up 3 or 4 holes for the players to play. Ideally a par-3 should be 25 yards, a par-4 should be 50 yards, and a par-5 should be 75 yards. Make sure there is a tee box and a green for each hole. Help players remember to pick a target and check their hold, set up, and aim on every shot. Have the players focus on pace of play and being ready when it is their turn and moving quickly between shots.
- **Key Commitment Objective:** Growing through Challenge – Not every shot will go straight, so golfers might not be in the fairway. Players will need to grow from all the different challenges that golf courses present.
- **Golf Knowledge Objective:** Work on the importance of pace of play

Equipment & Materials:

- Cones for tee boxes
- Flags and cups for holes

If setting up in a field, the coach may need to set up different obstacles or challenges, balls, and clubs.



Players play a hole of golf using real clubs and real golf balls

Guiding Questions

1. What was the hardest part of today's activity?
2. What were the biggest challenges and obstacles you faced on the course? How did you work through them?
3. What does pace of play mean?
4. What is a good way to keep up with the group in front of you?

Age 7-9



Lesson Plan 8

Wrap Up:

5 Minutes

1. What is one thing you can tell yourself when things get tough?
2. What does perseverance mean to you?
3. How do you keep pace of play?
4. Where should the clubface be aimed?
5. What should you do if things become challenging at school or at home?
6. What is some advice you can give a friend that is going through a challenge?

Coach Notes:

Good-Better-How

After the lesson, pull any assistant coaches or volunteers together and conduct a Good-Better-How. Start with three goods:

Good 1:

Good 2:

Good 3:

Identify one better:

Better:

Identify one how:

How:



Download a printable version of Good-Better-How

Lesson Plan:

Lesson Intentions:

Use the space below to remind yourself of your intentions for the day.

-
-
-
-
-

Warm Up:

10 Minutes

Warm up Description:

- **Strength:**
- **Flexibility/Mobility:**
- **Agility/Coordination:**
- **Balance:**
- **Object Control:**

Tie in the warm up to your lesson objectives by asking the following questions:

- **Question 1:**
- **Question 2:**
- **Question 3:**



Lesson Length:
Number of Kids:
Skill Level:
Key Commitment:
Golf Skill(s):
Golf Fundamental/Factor of Influence:

Lesson Plan:

Activity 1:

Minutes:

• **Modeling:** Use a volunteer, assistant coach or participant to model:

- **Getting Ready to Swing:**

- **Golf Skill:**

• **Activity Description:**

• **Key Commitment Objective:**

• **Golf Knowledge Objective:**

Equipment & Materials:

-
-
-
-
-

Activity Diagram:

Guiding Questions

- 1.
- 2.
- 3.
- 4.

Lesson Plan:

Activity 2:

Minutes:

• **Modeling:** Use a volunteer, assistant coach or participant to model:

- **Getting Ready to Swing:**

- **Golf Skill:**

• **Activity Description:**

• **Key Commitment Objective:**

• **Golf Knowledge Objective:**

Equipment & Materials:

-
-
-
-
-

Activity Diagram:

Guiding Questions

- 1.
- 2.
- 3.
- 4.

Lesson Plan:

Activity 3: Take it to the Course

Minutes:

Activity Description:

Guiding Questions

- 1.
- 2.
- 3.
- 4.

Wrap Up:

5 Minutes

Use the space below to plan your open-ended wrap up questions.

- 1.
- 2.
- 3.
- 4.
- 5.

Good-Better-How:

After the lesson, pull any assistant coaches or volunteers together and conduct a Good-Better-How. Start with three goods:

Good 1:

Good 2:

Good 3:

Identify one better:

Better:

Identify one how:

How:

