

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 10-11



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Age 10-11 Overview

The goal of the First Tee Program's Age 10-11 content is to support the exploration of both character and golf skills in active and collaborative ways. This group will contain participants ages 10 and 11 of mixed skill levels. For some, this will be their first introduction to the game of golf. Others will enter with multiple years of experience in the First Tee Program. Coaches can introduce and teach the game of golf through a wide variety of active and group 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. Players at this age level are still new to the game, but many have begun to master the basics of the golf swing, etiquette, and rules. The lessons and activities will provide multiple opportunities for coaches to engage with participants as they explore golf skills and character concepts that are valuable on and off the course.













For Coaches:

This age group thrives with good coaching and mentorship, specifically a positive relationship with a coach that will keep them excited to come to class. Participants at this age enjoy being called out and recognized for successes in front of peers and parents. Friendships become very important at this age, and kids like to be with members of their same gender when paired for activities. Participants in this age group enjoy being active, prefer learning in a group setting, and appreciate experiencing a variety of learning activities. Tracking and keeping records is often not seen as valuable by participants at this age and typically won't be something they do willingly on their own. It is recommended that coaches work closely with this age group if you do want to have them keep records or track their own stats and scores and emphasize the value of this information to them.

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 10-11 group can be referred to as Niblicks.

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
9 Meeting & Greeting with A-L-R					
10 Learn & Grow with Grit					
11 Staying Cool					
Playing the Course					
12 Finding your Personal Par					
13 Dreams & Goals					
14 Appreciating & Valuing Diversity					
Staying the Course					

Recommended Lesson Length: 60–90 Minutes

Golf Skills for Age 10–11

Participants in this age group are still exploring and sampling a variety of sports. Some players will start to pick golf as their sport, and others may shift their focus to other games and activities. The goal at this level is to still make golf fun and engaging while adding a few more fundamentals and factors of influence to advance their golf skill.

Most participants in this age group are still in the beginning stages of learning the game, whether they started with First Tee in the Age 7-9 level or they are beginning here at the Age 10-11 level. Coaches can expect that players at this level will still need to be given consistent feedback on golf swing cues, aim and alignment, hold and set up. Coaches will also observe players starting to become more proficient in their golf skills. Their golf swing will start to become more fluid as they continue to master new elements of First Tee’s golf fundamentals and factors of influence.



Fundamental	Factor of Influence	
Distance Response	Size or Length of Motion	Club Selection
Target Awareness	Target Selection	Distance to Target
Get Ready to Swing	Hold	Set up Aim and Alignment
Body Balance	Balanced Finish	
Clubface Awareness	Prerequisite: Target Selection, Aim and Alignment	Clubface Direction at Contact

Example Swing Cues

As we begin to refine each golf skill, cues can become more targeted toward developing each golf fundamental within a specific golf skill as opposed to the overall skill itself. Coaches can refer back to the example cues from the Age 7-9 level for guidance on overall skill development. Below are some example cues to develop the golf fundamental for each skill:

General cues:

- Target Awareness - Distance to the target
 - Verbalize a target
 - Reinforces target selection
 - Determine how far to get there
 - Reinforces distance response
- Get Ready to Swing
 - Hold: feels comfortable, hands touch on grip
 - Set up: Athletic posture weight balanced back to front and side to side
 - Aim & Alignment: Clubface to target, body parallel to target

Putt:

- Distance Response - Size or length of motion
 - Short, medium, or long “tic-toc, like a clock”
 - The bigger the tic-toc, the farther the ball goes
- Body Balance - Balanced Finish
 - Y-putt-Y, Hold the Y
- Clubface Awareness - Clubface direction at contact
 - Clubface to the target

Chip:

- Distance Response - Club selection
 - Explore hitting different clubs from different distances
- Body Balance - Balanced finish
 - Y-sweep-Y, Hold the Y
- Clubface Awareness - Clubface direction at contact
 - Clubface to the target
 - Ball first, ground second

Pitch:

- Distance Response - Club selection
 - Explore hitting different clubs from different distances
- Body Balance - Balanced finish
 - L-sweep-Y, Hold the Y
- Clubface Awareness - Clubface direction at contact
 - Clubface to the target
 - Ball first, ground second

Full Swing:

- Distance Response - Club selection
 - Know your distances for your three most used clubs
- Body Balance - Balanced finish
 - Circle away-sweep the ground-circle high, Hold your finish on your front foot*
 - Front foot can also be expressed as the target foot. It is the foot closest to the target (left foot for right-handed players and right foot for left-handed players).
- Clubface Awareness - Clubface direction at contact
 - Clubface to the target
 - Ball first, ground second

Fundamental Tips

- When creating lessons, keep these tips in mind:
 - **Distance Response** gains another layer of complexity by adding club selection - the idea that different clubs go different distances.
 - **Target Awareness** becomes more advanced when we add distance to target into the mix.
 - Remember that golf is one of the only sports where our goal is to hit the ball **TO** the target and not through the target. Coaches should review this concept with players when teaching **Target Awareness**.
 - **Distance Response** and **Target Awareness** become interconnected in this level via the added layer of distance to target. It is recommended that coaches continue to teach distance response and target awareness separately to promote mastery of the individual concepts.
 - Remember, each golf fundamental is part of the whole for each golf skill. By focusing on mastering each part of the whole, First Tee coaches are creating a **Mastery-Driven** learning environment.
 - Introduce **Body Balance** by having players focus on having a balanced finish.
 - Introduce **Clubface Awareness** by focusing on the direction the clubface is pointed at impact.
 - **Body Balance** and **Clubface Awareness** can be introduced to all players at this level, regardless of skill level.
 - When introducing **Clubface Awareness** to players, reinforce target selection and aim and alignment as these factors of influence form the basis for this more advanced concept.

- Coaches can use the following suggestions as a guide for classes with true beginners or mixed skill levels:
 - In general, 10-11 year-olds can master concepts more quickly regardless of their familiarity with sport specific skills. This is because they are more physically developed and have had more experiences to draw from when learning new skills.
 - For classes with true beginners, coaches can consider reverting to the golf fundamental and factor of influence progression from the Age 7-9 level if participants are struggling. This helps us demonstrate the **Empower Youth** coach building block by meeting players where they are.
 - For classes with mixed skill levels, coaches can consider setting up activities that review previous concepts and introduce new ones at the same time. There is no harm in reviewing previously learned factors of influence and golf fundamentals when introducing more advanced factors of influence to help reinforce the learning process.
 - Ex: When teaching **Target Awareness**, set up activities that cause players to select targets of different distances. This will allow beginning players to experience target selection and more experienced players to experience distance to target in the same activity.

Working with this Age Group

Coaches are encouraged to provide developmentally and age-appropriate support for 10-11 year-old participants:

- Work closely with this age group, providing assistance and guidance
- Emphasize active and group learning experiences
- Provide a wide variety of brief learning experiences to keep participants engaged
- Share simple and short directions
- Provide information on necessary steps to complete an activity as well as clear expectations of how participants are expected to do something
- Encourage learning experiences to be done with members of the same gender when possible in a group experience to best encourage participation
- Avoid competitions between genders
- Actively engage participants in the exploration of concepts and the discovery of answers and solutions
- Encourage them to learn by finding some answers on their own and sharing that knowledge with the group (instead of answering all their questions)
- Refrain from comparing participants to each other, but rather compare their present to past performance
- Provide activities that offer opportunities for success
- Assist and supervise the completion of written records if needed
- Recognize accomplishments and successes in front of peers and parents



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 do not want participants to do. Remind participants of their expectations in every class. Coaches can set their own expectations using the following ideas as a starting point:

- Players should stop, look, and listen upon the signal of the coach.
 - This can be a sound (whistle) or a cue word or phrase (“safety” or “1, 2, 3, all eyes on me”)
 - Use the same cue word across all classes for consistency.
- Players should stay in the safety zone when they are not hitting.
- Players should check on all sides before they hit.
- Players 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.
 - Plan to provide a minimum of 10-12 feet between each hitting station and each safety zone
 - Golf balls can be placed in between safety zones and hitting areas. This helps keep players from raking and hitting.
 - Keep clubs in hitting areas.
 - Left-handed players 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 players together if there are multiple players in the class.

On-Course Tips

- Setting up holes between 75 and 150 yards creates an optimal challenge for this age group.
 - For groups that are more or less advanced, adjust yardages to create optimal challenges that fit the dynamics of their group
- As skill levels progress, consider introducing additional formats such as match play and alternate shot.
- Begin to reinforce decision-making around golf fundamentals by asking players what their individual commitment is for each hole.
- Use on-course opportunities to reinforce rules situations.
- Use the first two of the 4Rs to introduce a post-shot routine.



Tie It All Together

One challenge that coaches will have beginning with this age group is facing classes with a wider array of golf skills and knowledge. To help coaches better organize their classes, the golf knowledge and etiquette portion of each lesson at this level is written with Sub-Lessons A, B, and C. Here are some guidelines for using this format.

- Sub-Lesson A- contains the ideal content for participants who are 10-11 years old and just beginning the game.
- Sub-Lesson B- contains the ideal content for participants who are 10 years old and new to this level.
- Sub-Lesson C- contains the ideal content for participants who are 11 years old.
- Each sub-lesson has corresponding activities in the app that support the material covered in class.
- 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 throughout the level in multiple lessons and sub-lessons.

To help coaches better understand which sub-lesson the participants in their classes fit into, First Tee recommends the use of a pre-session and post-session golf skill and golf knowledge challenge. Golf knowledge quizzes are available in print and digital format in the First Tee App. An example pre-session golf skill challenge is available in Lesson 9, Sub-Lesson A, and an example post-session golf skill challenge is available in the Review: Staying the Course section.



- Set up multiple stations for each activity. There should be no more than two-three players per station.
 - Ex: A class with 12 players would have six stations per activity.
 - Make safety zones bright, colorful, fun, and consistent.
 - Engage with players 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 to keep them engaged, even when they are not hitting.
 - Coaches can set players up for success by keeping them active and getting them into activities quickly.
- If participants misbehave, their actions should have consequences, which should be consistently enforced. Many times, chapters will have their own behavior policy. Coaches who are unfamiliar with these policies should contact their Program Director for more information. 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 and fully Safe Sport compliant in addition to understanding their chapter policies. Coaches who are unfamiliar with these policies can contact their Program Director for more information.

first tee® Age 10-11 Quick Glance

Core Lesson Title	Game Changing Behaviors	Key Commitments	Golf Fundamentals	Suggested Golf Skills	Rules of Golf
9 Meeting & Greeting with A-L-R	Showing kindness, consideration, and care for others.	Collaborating with Others	Distance Response: size or length of motion & club selection	Putt, Chip, Pitch	1.1, 1.3a, 1.3b, 1.3c, 3.1a, 4.1b, 6.3a
10 Learn & Grow with Grit	Discovering Inner strength. Digging deep when things get tough. Finding Grit.	Growing through Challenge	Body Balance: balanced finish	Chip, Pitch, Full Swing	5.3a, 5.4, 5.6a, 6.1b, 6.2b
11 Staying Cool	Using good judgment. Demonstrating emotional control.	Using Good Judgment	Target Awareness: distance to target	Putt, Chip, Pitch	6.6, 8.1a, 8.1b, 8.1c, 8.2, 8.3, 9.4, 10.1a, 10.1d
Playing the Course	Learning what it means to be a Game Changer.	Growing through Challenge, Collaborating with Others, Using Good Judgment	Review Target Awareness–target selection and Get Ready to Swing Aim and Alignment	All	12.1, 13.1c, 13.1d, 13.2a, 13.3a, 13.3b
12 Finding your Personal Par	Discovering what they are capable of. Growing self-confidence.	Building a Positive Self-Identity	Clubface Awareness–clubface direction at contact	Putt, Chip, Pitch	14.1a, 14.1b, 17.1b, 17.1c, 17.1d
13 Dreams & Goals	Growing and learning by setting goals.	Pursuing Goals	Combine Distance Response–club selection and Body Balance–balanced finish	Chip, Pitch, Full Swing	7.4, 19.1, 19.2a, 19.2b, 19.2c
14 Appreciating & Valuing Diversity	Appreciating differences. Respecting other perspectives.	Collaborating with Others	Clubface Awareness–clubface direction at contact	Chip, Pitch, Full-swing	6.3c, 18.3a, 18.3b, 18.3c
Staying the Course	Learning what it means to be a Game Changer.	Building Positive Self-Identity, Pursuing Goals, Collaborating with Others	All	All-recommended Play Day	15.1a, 15.2a (1), 15.2a (2), 15.a (3), 16.1a, 16.1b, 16.1d

Recommended Lesson Length: 60-90 Minutes

Age 10–11

Lesson Overviews



Lesson 9 • Meeting and Greeting with A-L-R

Lesson Overview:

Working with and **collaborating with others** is more enjoyable when everyone feels valued and important. At First Tee, our words and actions matter and how we treat one another has an impact. One way you can show consideration and care is by meeting and greeting others with kindness and **courtesy**. Greeting one another is a basic communication and social skill that is a combination of what you say and how you say it. It involves the tone and pitch of our voice, as well as our expressions and our body language. When you greet one another with this in mind, you make everyone feel welcomed and acknowledged.

Collaborating well with others starts with getting to know your peers. In this lesson, you are going to focus specifically on **First Tee's Five Steps for Meeting Someone New**, as well as important conversation and listening skills in the **Ask-Listen-Reflect & Respond (ALR)** model. When you ask open-ended questions and listen to understand, you can respond in thoughtful and respectful ways that help you learn more about others, understand, and build positive relationships with them.

Coaching Overview:

In this lesson, coaches can support participants in learning, developing, and improving their interpersonal and communication skills, specifically when meeting and greeting others, as well as the ways in which they listen to one another. By modeling and encouraging effective communication skills and integrating them with golf skill categories, coaches can create seamless opportunities for participants to practice meeting and greeting one another as well as getting to know fellow participants as they collaborate on and off the course.

Getting Started with Lesson 9:

During the first class on Lesson 9, it is suggested that coaches incorporate the Five Steps for Meeting Someone New into the warm up.



Learning Goals:

Key Commitment: Collaborating with Others

Character Behaviors:

- Participants understand and can demonstrate the First Tee Five Steps for Meeting Someone New
- Participants can state, understand the meaning of A-L-R, and can demonstrate how to use it in a golf setting and away from the course
- Participants practice active listening and listening to understand

Five Steps for Meeting Someone New

- **Explain how to greet new people**

When meeting new people for the first time, it is important to introduce yourself properly. This is the ideal way at First Tee to introduce yourself:

- **Step 1:** Face the other person
- **Step 2:** Smile and look them in the eye
- **Step 3:** Give a firm handshake
- **Step 4:** State your name clearly and loudly enough to be heard
- **Step 5:** If you need information, ask a question

- **Demonstrate new procedures**

Coaches should demonstrate the Five Steps for Meeting Someone New with another staff member or a volunteer participant. The other person should respond in the same manner. Repeat the demonstration, but ask participants to call out each step before you act it out.

- **Demonstrate an improper way to greet someone**

Have a staff member play the role of someone you are meeting on the tee for the first time prior to playing a round of golf together. Go through one or more introductions in which you fail to face the other person or look them in the eye. Coaches should mumble, keep your hands in your pockets, pretend you are bored, angry, shy, or rude. Ask participants to identify how you could have greeted the other person better.

In the remaining time, have pairs of participants introduce themselves to each other while the rest of the group watches using the Five Steps for Meeting Someone New.

A-L-R Model

Once participants are comfortable meeting and greeting one another, coaches should introduce the **A-L-R Model** to your classes. The ability to carry on a conversation is an important skill for First Tee participants. To be successful in life, you have to learn to communicate with others so they can understand you and you can understand them. Getting to know people well involves more than just introducing yourself with kindness and courtesy. You have to carry on a conversation, even with people you don't know very well. Learning to communicate effectively is an important part of collaborating well with others.

A good conversation usually involves the following elements, a process that we call **A-L-R**.

1. Asking Questions
2. Listening to understand the reply
3. Reflect and Respond to the reply

• Asking Questions

Asking the right types of questions is a good way to start or keep a conversation going. Questions are also a way you can learn more about someone. Coaches should explain the difference between open-ended and closed-ended questions. Participants will want to practice asking open-ended questions to encourage dialogue and conversation.

- Open-Ended Question: Typically starts with Who? What? Where? When? How? The answer needs more than one word to be complete and encourages conversation.
- Closed-Ended Question: The answer is typically Yes or No.

• Listening to Understand the Reply:

To carry on a good conversation, you need to be willing to talk, but also willing to listen to understand and respond properly. When you ask a question, it is important to listen carefully to what the person is saying. To be a good listener, try not to think about what you are going to say next. Instead, focus on what is being said, and listen to understand, not just to respond. You can let the other person know that you are interested by looking them in the eye and nodding your head.

• Reflect and Respond to the Reply

When a person has answered your question, you should respond to keep the conversation going. One way to respond is to restate in your own words what you think you heard the person say. Another way is to reflect on what the person said, that is, to say what you think or feel about it, or ask another open-ended question that has something to do with what the person said.

Lesson 9

Golf Skills & Fundamentals:

Recommended Golf Skills: Putt, Chip, Pitch

- Players will experience **Distance Response** in multiple ways.
- When putting, players will still experiment with different sizes and lengths of motion. Their strokes should become more fluid with the addition of the pendulum stroke concept. Coaches can use a “tic-toc” as a cue word to help players make a stroke that is the same length back and through.
- When chipping or pitching, players will experiment with the idea that different clubs go different distances.
- For guidance on developing **Distance Response** in different golf skills, coaches can review the cues at the beginning of this level.
- Although the suggested golf fundamental for this lesson is **Distance Response**, coaches should review **Get Ready to Swing**, hold and set up as well.

Golf Etiquette & Rules of the Game

- Players learn about the different levels of penalties.
- Players will learn about the 14-club limit.
- Players will learn that there are other forms of play apart from stroke play.
- Players will learn that in match play, we keep score by holes won instead of total strokes.
- Players will learn that they must use the same ball for the entire hole unless it becomes lost or damaged.

Optional Pre-Session Skill Challenge

- Coaches will begin to see a wider range of skill levels within this age group. One way to place players into the correct lesson content is to implement a skills challenge. We recommend using a skills challenge in conjunction with the golf knowledge review in lesson 9a of this age group. An example format is as follows:
- Beginning players who accomplish all the following requirements can move to the B level content.
 - Play a nine-hole putting course
 - Use the following guidelines when setting up holes:
 - Three short holes (5-10 ft)
 - Three medium holes (10-20 ft)
 - Three long holes (20-30 ft)
 - Players should keep score accurately, take turns appropriately, and move quickly.
 - Play a three-hole short game challenge
 - Use the following guidelines when setting up holes:
 - One hole (3-5 yards off the green)
 - One hole (5-7 yards off the green)
 - One hole (7-9 yards off the green)
 - Players should keep track of how many balls they keep on the green. Passing target score 2 of 3 balls kept on the green.
 - Players can take golf knowledge quizzes.
 - Players who score 80% or above on both knowledge tests can move to the B level content.

Key terms:

- Teeing area
- Green
- Rough
- Fairway
- Bunker
- Tee box
- Stroke play
- Match play
- Alternate shot
- Four ball
- Penalty
- Stroke

Lesson 9

Sub-Lessons A-B-C:

Golf Knowledge		Character Demonstration	Golf Rules
Sub-Lesson A is recommended for groups containing beginners.			
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.	Review how to demonstrate a proper handshake and introduce yourself at the beginning of a round using the Five Tips for Meeting Someone New.	Reviews 1.1, 1.3a, 1.3b, 6.1b, 6.2b, 6.4b, 6.5
	Introduce different areas of the course including teeing area, green, rough, fairway, and bunker.		
	Introduce that we start the hole on the tee box, usually in a random order, and we end the hole by hitting the ball into the hole on the putting green.		
	Introduce order of play and where to stand when someone else is hitting. Reminder: the person farthest from the hole goes first after we start the hole.		
	Introduce that golf is different from other sports because we call penalties on ourselves.		
	Introduce the tee box by outlining it.		
Sub-Lesson B contains content that is appropriate for returning participants who are new to this level. It is also appropriate for classes with mixed experience in the First Tee Program.			
B	Review order of play and parts of the course.	When prompted by a coach, players ask open-ended questions when they meet someone new using A-L-R and introduce themselves at the beginning of a golf round/activity using the Five Steps for Meeting Someone New.	1.1, 1.3a, 1.3b, 3.1a, 4.1b, 6.3a
	Review that the game of golf is played in 9-18 holes by hitting a ball with a club and that we must play the ball as it lies in most situations.		
	Review that golf is different from other sports because players call penalties on themselves and add strokes to our score if necessary.		
	Introduce that when you start a round, you are limited to 14 clubs max.		
	Introduce that you must play the same ball for an entire hole unless it is lost or damaged.		
Sub-Lesson C is for participants who are 11 years old and have experience with the First Tee Program.			
C	All knowledge from B plus the following:	Participants should be able to exhibit the use of A-L-R by asking open-ended questions when they meet someone new and introducing themselves at the beginning of a golf round/activity. They can also give examples of using A-L-R and the Five Steps for Meeting Someone New to meet new friends away from First Tee.	1.1, 1.3a, 1.3b, 1.3c, 3.1a, 4.1b, 6.3a
	Introduce that there are several forms of play apart from stroke play such as match play, alternate shot, and four ball.		
	Introduce that in match play the player with the lowest score on the hole wins the hole.		
	Introduce that there are 3 levels of penalty: 1 stroke for a minor rules breach or taking relief, 2 strokes for a major breach or when taking relief gives a major advantage, or disqualification for a serious rule breach that gives an unfair advantage.		

Lesson 9

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. Active listening is an important skill for participants to learn. It has been shown to promote mindful thinking, can reduce anxiety and depression, helps build relationships, and can promote empathy. We want to teach our participants to practice actively listening versus listening to simply respond.
3. Reviewing fundamentals is an important theme in all sports. Golf is no different. If participants are struggling with distance response and club selection, consider shifting gears back to distance response and size or length of motion or checking for understanding of get ready to swing to help relieve frustration.

Guiding Questions

1. What are the five steps for meeting someone new?
2. In what other areas of your life could using the five steps for meeting someone new be helpful?
3. Why is it important to ask open-ended questions?
4. What does it mean to listen to understand?
5. What did you learn about chipping and pitching with different clubs??
6. What did you learn about different types of penalties?
7. What did you learn about match play?
8. How many clubs can you have in your bag?

Lesson Overview:

The goal of any sport is to have fun and enjoy playing, and at First Tee, we want everyone to enjoy the game of golf! Sometimes learning a new lesson or skill can be challenging, whether you are on or off the golf course. You might feel frustrated or confused. You might even feel like quitting or giving up at times. This is when you want to have grit and dig deep! Having grit means you demonstrate a positive attitude that helps you push through obstacles and keep going even when it's tough. Sometimes, the most learning happens when you are facing challenges. You can choose to go through it with a negative attitude, or you can grow through it and learn by facing the obstacle with a positive mindset and demonstrating grit!

First Tee participants should remember these **Three Tips for Developing Grit**:

- 1. Be Patient**-When you are patient, you are staying calm and giving yourself a chance to succeed by trying again and again.
- 2. Be Positive**-When you are being positive, you are choosing to enjoy what you are doing regardless of the outcome.
- 3. Ask For Help**-Asking for help from your coaches or other players is always encouraged at First Tee, because that is how we learn. You can learn from others when you ask them to give you a hand.

First Tee celebrates growing through challenges. It helps you discover your inner strength, develop resilience, and dig deep when things get tough. But while we are learning and growing, we want to remember to have fun along the way.

Coaching Overview:

In this lesson, coaches will support participants learning and using the Three Tips for Developing Grit as a technique that can be utilized in **Growing Through Challenge**. Developing this self-management technique can be supportive on and off the golf course and coaches can integrate this lesson with golf skills and challenges that encourage players to show grit by being patient, being positive, and asking for help.



Learning Goals:

Key Commitment: Growing through Challenge

Character Behaviors:

After completing multiple classes on Lesson 10:

- Participants can state and demonstrate the Three Tips for Developing Grit
- Participants understand that attitude impacts enjoyment and performance
- Participants develop and demonstrate grit in a golf setting as they face and grow through challenges

Lesson 10

Getting Started with Lesson 10:

During the first class of Lesson 10, coaches are encouraged to introduce and discuss the Three Tips for Developing Grit with participants. Coaches could create scenarios where players are being challenged to demonstrate the three behaviors without knowing and call out and celebrate participants who are being patient, positive, showing grit, and asking for help.

Three Tips for Developing Grit

- 1. Tip 1: Be Patient**-Emphasize that being patient means staying calm while you wait and giving yourself a chance to succeed by continuing to try again and again. Being patient can help participants maintain their joy and passion in golf and in life while learning new skills.
- 2. Tip 2: Be Positive**-Being positive is a mindset and a choice. Participants can choose to enjoy what they are doing regardless of the outcome. Emphasize that a positive attitude will not only make them feel better, but it will also help them perform better. Being positive can help players deal with disappointment or lack of performance by choosing to look at it through a different lens. For example, when a golf ball does not go as far or as straight as a player would like, rather than getting upset, the player could look at what they did right. Then, they can figure out what they could do better next time. They should stand up straight and walk down the fairway with their heads held high. If players have a good attitude and stay positive, it will help them enjoy what they are doing, and help them play better. Emphasize that it is a lot harder to hit the ball well when you are frustrated and angry. Celebrate their grit, the effort and their positive attitude that helps them push through a challenge as they stay in the game.
- 3. Tip 3: Ask for Help**-Ask participants what it means to ask for help. Share that it is OK to ask for help because that is how they learn. Encourage players to ask their coaches for help. That is why they are here! For example, they can ask coaches what to do to get the golf ball into the air, or to get the ball to go farther and straighter. They can also ask one of the other players for their help. We can all help each other by showing support and respect as we learn and grow.

Lesson 10

Golf Skills & Fundamentals:

Recommended Golf Skills: Putt, Chip, Full Swing

- Players will experience a new golf fundamental and factor of influence; **Body Balance**-balanced finish.
- Coaches should focus on having players hold their finish by having them “pose for a picture” or “count to three” when they finish.
- Although the suggested golf fundamental for this lesson is **Body Balance**, coaches should review **Get Ready to Swing**, hold, setup, aim and alignment as well.

Golf Etiquette & Rules of the Game

- Players learn that they must stay with the same group once they start a round in match play and stroke play.
- Players learn that the tee box is the only place they can put the ball on a tee, but they do not have to do so.
- Players learn that the tee markers cannot be moved by players.

Key terms:

- Divot
- Clubhead
- Shaft
- Grip
- Hosel
- Clubface
- Toe
- Heel
- Iron
- Driver
- Wedge
- Putter
- Tee markers
- Pace of play

Lesson 10

Sub-Lessons A-B-C:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson A is recommended for groups containing beginners.			
A	Review that players are responsible for following the rules and calling penalties on themselves.	Review that players show consideration for others by taking care of the course and their equipment and maintaining pace of play by being ready when it is their turn, moving quickly between shots, and writing their score down on the next tee box. Playing quickly and being considerate of others helps us have fun.	1.2a, 1.3c, 6.1b, 6.2b, 6.4b, 6.5
	Review tee box, order of play, and putting green.		
	Players show consideration for others by taking care of the course. Demonstrate how to replace a divot.		
	Introduce parts of the golf club and how to keep them clean.		
	Introduce that if a player or their caddie breaks a rule, penalty "strokes" can be applied to their score.		
Sub-Lesson B is for participants who are 10 years old and have experience with the First Tee Program.			
B	Introduce that you must tee off from the tee box on every hole or you will have strokes added to your score. The player can stand outside the box but the ball must be teed up inside the box.	Begins to use the Three Tips for Developing Grit during golf activities. Players are patient when waiting for their turn. They are positive and demonstrate grit, especially when their performance is not going to plan. They also ask for help to help themselves improve.	5.3a, 5.4, 6.1b, 6.2b
	Review that players must be on time for their tee time or they can be disqualified.		
	Introduce that in stroke play, we must play with the same group the whole time.		
	Introduce that the tee box is the only place where you can put the ball on a tee, but that you do not have to.		
	Introduce that the tee markers cannot be moved, and there is a 2-stroke penalty for doing so.		
Sub-Lesson C is for participants who are 11 years old and have experience with the First Tee Program.			
C	Review content from lesson B plus the following:	Shows proficiency in using the Three Tips for Developing Grit during golf activities. Players are patient when waiting for their turn. They are positive and demonstrate grit, especially when their performance is not going to plan. They also ask for help to improve.	5.3a, 5.4, 5.6a, 6.1b, 6.2b
	Introduce that if a player does not maintain pace of play, they can be penalized as follows: 1st offense = 1 stroke 2nd offense = 2 additional strokes 3rd offense = DQ		

Coaching Tips:

1. Coaches are encouraged to refer to the First Tee Commitment to **Being a Game Changer** and the 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. The Three Tips for Developing Grit help participants develop confidence and persist even when facing challenges. When helping participants develop these intangible qualities, it can be helpful to share your own experiences. Share a time when you had to ask someone for help on or off the golf course and how that helped you get better and learn. How have you developed grit in your life?
3. Sometimes participants may not always be positive, and that's OK. When coaching players whose gut reaction is to be negative, encourage them to at least be neutral and approach their efforts with a learning mindset. Part of positive youth development is the understanding that mistakes are OK. As a coach, it is important to build relationships with your players to help understand what being positive means to them. Ask open-ended questions, genuinely get to know your participants, and make sure all participants feel safe making mistakes. Remember, First Tee coaches are also mentors who **Empower Youth** to be their best.

Guiding Questions

1. What does grit mean to you?
2. How can the Three Tips for Developing Grit help you on and off the golf course?
3. Is it easier to think positive thoughts or negative thoughts? Why?
4. How can you show grit away from First Tee?
5. Why is it important to ask for help in golf and in life?
6. What happens if you are late for your tee time?
7. How did you demonstrate a balanced finish today?
8. Who can you ask for help with your golf swing or the rules of golf?
8. What happens if you move the tee markers?

Lesson 11 • Staying Cool

Lesson Overview:

You're about to take your shot. You pick your target, set up to the ball, swing your club, and you miss. What happens now? You want to have fun and do your best, and sometimes, in order to play your best, you have to choose how to respond when you face challenging or frustrating situations. The good news is that you're in control! How you choose to respond is up to you! Will you learn from the challenge or will you get frustrated and give up?

First Tee has a tip called the **4Rs** to help players use good judgment and stay cool on and off the golf course whether things go your way or not. In this lesson, you are going to focus specifically on the first **2Rs: Relax and Replay**. When specifically applied to the game of golf, you can use these Rs to help you start to develop your post-shot routine, which is what you think, say, or do immediately after hitting the ball. All of our shots won't be perfect or even good, but you can remember a few tips to help you use good judgment and respond in a way that is helpful.

First, you want to **Relax!** Take a couple deep breaths and shake off the shot. You can count slowly to yourself while breathing to help you let go of any frustration you might feel in the moment.

Next, you want to **Replay** what happened in your mind. What did you want to happen? What actually happened? Do they match? If so, awesome! Take a few seconds to enjoy what you did well and store it in your memory so you can try to do it again in the future. If you did not have the outcome you hoped for, replay that shot for just a second in your mind and think about what you might do differently next time and what you can learn from your shot today.

Using good judgment and showing emotional control will help you learn from what you do and work to do even better the next time you attempt it. In golf and in life, practice makes progress, and your progress depends on you!

Coaching Overview:

In this lesson, coaches will support players in learning the first **2Rs: Relax and Replay** - and how it applies to the game of golf as they start to develop a post-shot routine. As participants focus on Using Good Judgment and demonstrating emotional control, coaches can teach them to learn from their shots rather than being negative or critical about mistakes they have made. These skills will support participants and players on and off the golf course and help them to stay cool even in the face of challenging situations.



Learning Goals:

Key Commitment: Using Good Judgment

Character Behaviors:

After completing multiple classes on Lesson 11 at the Age 10-11 level:

- Participants can state and define the first 2Rs - Relax and Replay
- Participants understand how these 2Rs can be applied to learning and playing golf
- Participants recognize that the 2Rs are valuable on and off the golf course and demonstrate emotional control as they attempt to stay cool

Lesson 11

Getting Started with Lesson 11:

During the first class of Lesson 11, coaches are encouraged to introduce and discuss that First Tee uses the **4 Rs: Relax, Replay, Ready, Redo** as a technique to stay cool. In the Age 10-11 level, you will focus specifically on the first 2 Rs to support players in starting to develop their post-shot routine as they Relax and Replay to learn from, rather than being critical of, their efforts.

1. Coaches should role-play a situation in which they mess up a shot. If you are on a putting green, miss a short putt or pretend to be practicing chip shots and keep hitting the ball fat or thin. Pretend to completely whiff a full swing. Express anger and frustration. Say things like:
 - I hate this game!
 - What a lousy putt!
 - I stink! I quit!
2. Spend a few minutes discussing with players a few of the following questions:
 - Do you ever get angry or frustrated with yourself when you practice or play? Do you lose your temper? Call yourself names? Start blaming other people?
 - Do you ever get really nervous when you are trying to hit the ball?
 - Does getting angry or nervous make you play better or worse?
 - Are you having fun when you are feeling angry or nervous?
 - What are the first two Tips for Developing Grit? (Be patient; Be positive)
 - Is it hard to be patient and positive when you are angry and frustrated?
3. Now, go through the same role-play scenario, but apply the first 2Rs effectively - Relax and Replay - rather than losing your cool. Talk through the process with the players.
4. Explain that if you are frustrated and lose your temper, you are not demonstrating good golf etiquette, or using good judgment. The 4Rs are a strategy that can be used to stay cool on and off the golf course, and particularly at this level, we can choose to exhibit emotional control and learn from our shot as we focus on the first 2Rs: **Relax and Replay**.

#ProTip Deep breathing exercise: 6-2-7 breath. Have players inhale for 6, hold for 2, and exhale for 7. When inhaling players should inhale through their nose into their bellies, and not their chest (they can double check this by putting their hand on their belly button and making it rise and fall). When exhaling, they can exhale through their nose, or their mouth whichever is more comfortable/natural.

Lesson 11

Relax: One way to relax is to take a couple deep breaths.

- Tell participants to inhale and count slowly - one, two, three - to themselves. When they exhale, have them count slowly - five, four, three, two, one - to themselves. Make sure their exhale is longer than their inhale and this can help them to relax.
- Counting to themselves while breathing can also help to take their mind off what just happened so the mind is clear, and they can think about what to do next.

Replay: When participants replay, have them think through what just happened.

- If what they wanted to happen actually did, have them take a few seconds to enjoy what they did well and store it in their memory so they can try to do it again in the future. Many players use a physical movement, such as a fist pump or a simple twirl of the club to help them store away the good shot in their long-term memory.
- If you did not have the outcome you hoped for, replay that shot for just a second in your mind and think about what you might do differently next time and what you can learn from your shot today. Was it a mental or a physical error? Their response might be, *I swung too hard and wasn't able to stay balanced throughout my swing. Next time I need to hold my balanced finish.*

Note: We will focus on the last 2Rs, Ready and Redo in the Age 12-13 level to help players develop their full post-shot routine.

Lesson 11

Golf Skills & Fundamentals:

Recommended Golf Skills: Putt, Chip, Pitch

- In this lesson, players will experience a new factor of influence related to **Target Awareness**. Players will build upon target selection by determining the distance required to reach their target.
- Make sure to review the **Get Ready to Swing** concepts of hold, set up, and aim and alignment with this lesson, particularly that we aim by 1) pointing our clubface to the target and 2) aligning our body with the clubface. This will help set up future lessons on clubface awareness.
- For more advanced players, coaches can begin to tie **Distance Response** and **Target Awareness** through club selection using open-ended questions. For example: if a player is consistently falling short of their target, consider asking the following questions: “what do you think would happen if you picked a different club?” or “what do you think would happen if you picked a different target?”

Golf Etiquette & Rules of the Game

- Players learn what to do if their ball accidentally moves.
- Players learn what to do if they accidentally improve their lie by altering ground conditions.
- Players learn what to do if they hit their ball twice.
- Players learn what to do if an outside agency moves their golf ball.
- Players are reminded that it is against the rules to intentionally move your ball or improve your lie.

Key terms:

- Par
- Birdie
- Eagle
- Ace
- Bogey
- Double bogey
- Scorecard
- Play the ball as it lies
- Outside agency
- Accidentally
- Deliberately

Lesson 11

Sub-Lessons A-B-C:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson A is recommended for groups containing beginners.			
A	Introduce how to keep score and that the lowest score wins.	Players should be able to keep their own score accurately and politely ask another person for their score.	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 such as: putting green, fringe, apron, bunker, flagstick, etc.		
	Review order of play and taking turns.		
	Introduce scoring terms like par, birdie, eagle, ace, bogey, and double bogey.		
	Introduce how to read a scorecard.		
Sub-Lesson B is for participants who are 10 years old and have experience with the First Tee Program.			
B	Review how to keep score for yourself.	Players learn and begin to understand that it is important to have good etiquette even if we are frustrated. Players begin to use the first two of the 4Rs to stop and recenter after they hit a shot.	9.4, 9.6, 10.1a
	Review that you cannot improve your lie.		
	Introduce that if you accidentally move your ball, there is no penalty as long as you put the ball back where it was.		
	Introduce that if an outside agency (such as a dog) moves your ball, there is no penalty as long as you put the ball back where it was.		
	Introduce that you cannot intentionally "scoop" the ball.		
Introduce that if you accidentally hit the ball twice, there is no penalty.			
Sub-Lesson C is for participants who are 11 years old and have experience with the First Tee Program.			
C	Review all content from Lesson B plus the following:	Players can maintain good etiquette even if they are frustrated. Players can also consistently use the first two of the 4Rs to stop and recenter after hitting a shot.	8.1a, 8.1b, 8.1c, 8.2, 8.3, 9.4, 6.6, 10.1a, 10.1d
	Review that you must wait until a ball has stopped moving before you can hit it again. If you do this, there is a penalty of two strokes.		
	Introduce that, if you <i>accidentally</i> improve your lie by altering ground conditions, you must recreate the original conditions and put your ball back. If you do not do this, there is a 2-stroke penalty.		
	Introduce that if a player <i>deliberately</i> alters their lie or the lie of another player by altering ground conditions (except for when caring for the golf course such as when fixing a ball mark), the penalty is two strokes.		

Lesson 11

Coaching Tips:

1. Coaches are encouraged to refer to the First Tee Commitment to **Being a Game Changer** and the 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. Recentering after a shot is tough for many golfers. By teaching participants to relax by taking a deep breath and replaying their last shot, we are beginning to teach them a productive response to a variety of situations, good and bad. Coaches can make this concept fun and engaging by adding a fun gimmick into the routine. Example: players can work together to come up with a handshake or move they will do after they take a deep breath and before they replay their shot. This **Empowers Youth** by giving them more ownership in the learning process (and will make them more likely to remember and use the technique).
3. Players may not always remember to practice the 2Rs on their own. Coaches may have to remind them to do so after every shot. One way to help coaches do this is to put reminders, such as laminated cards, in hitting areas and safety zones. Players can also help to keep each other accountable by working in pairs where the player in the safety zone "caddies" for the player in the hitting area by reminding them to Relax and Replay. This helps coaches create a **Mastery Driven** environment by keeping players active and creating different forms of feedback.

#ProTip It is important to use the 2Rs on every shot, good or bad. We often think about relaxing when we're frustrated but relaxation can be just as helpful when we're overly excited. It's important to practice things in small moments so they show up in big moments. Consider having players experience the 2Rs in both situations.

Guiding Questions

1. How can you relax on the course or in between shots?
2. What is your replay routine?
3. How can emotional control help you play a better game of golf?
4. How might the 4Rs help you off the golf course?
5. How do we measure distance in golf?
6. What did you learn about hitting targets that are close? Far away?
7. What happens if you accidentally move your ball?
8. How do we aim towards our target?

Playing the Course

Lesson Overview:

In lessons 9-11, you have been learning new golf skills as well as exploring a few of First Tee's Key Commitments to **Being a Game Changer** including **Collaborating with Others**, **Growing through Challenge**, and **Using Good Judgment**. You are gaining experience and new knowledge and putting in effort on and off the course every single day. You are unlocking your potential!

You are respecting other perspectives, especially when they are different from yours. You are showing kindness, consideration, and care for others. You know that your attitude and how you treat others have an impact.

You are discovering your inner strength. You are developing resilience. You are digging deep when things get tough. You are respecting rules in golf and in life. You are being honest with yourself and with others. You are finding the courage to do what is right, even when it's hard.

You are growing in new ways and learning what it means to be a Game Changer. Keep up the great effort!

Coaching Overview:

In this lesson, coaches can encourage a review of both the character and golf concepts explored in lessons 9-11 and support participants as they integrate the learning into the planned play day. At First Tee, we are Building Game Changers, but Game Changers aren't built in a day. Game Changers are developed daily through intentional actions and effort. In this review lesson and play day, coaches will want to remind players to:

- Meet and greet fellow participants
- Use A-L-R to carry on conversations with fellow participants and players
- Apply the Three Tips for Developing Grit to their golf play
- Use their Rs (Relax and Replay) to stay cool

Learning Goals:

Key Commitments: Collaborating with Others, Growing through Challenge, Using Good Judgment

Character Behaviors:

After completing multiple classes of Lessons 9-11:

- Participants understand and can demonstrate the First Tee Five Steps for Meeting Someone New
- Participants can state and understand the meaning of A-L-R, and can demonstrate how to use it in a golf setting and away from the course
- Participants practice active listening and listening to understand
- Participants understand and can state and demonstrate the Three Tips for Developing Grit
- Participants understand that attitude impacts enjoyment and performance
- Participants develop and demonstrate grit in a golf setting as they face and grow through challenges
- Participants can state and define the first 2Rs - Relax and Replay
- Participants understand how these 2Rs can be applied to learning and playing golf
- Participants recognize that the 2Rs are valuable on and off the golf course and demonstrate emotional control as they attempt to stay cool

Playing the Course

Golf Skills & Fundamentals:

Recommended Golf Skills: All-PlayDay

- Players will have the opportunity to take what they have learned to the course.
- Coaches should use this opportunity to review rules situations covered in lessons 9-11.
- The course should be set up in the following parameters:
 - Hole should be set up between 75 and 150 yards in length.
 - Par 3 ~75 yards
 - Par 4 ~100 yards
 - Par 5 ~150 yards
- Prompt participants to ask open-ended questions at the beginning of each hole to learn about their playing partners.
- Guide players to match clubs to different yardages.
- Players should practice determining how far they are from their target.
- Remind players to hold their finish on each shot.

Rules of Golf

- Players will learn what to do with the flagstick on the putting green.
- Players will learn what to do when their ball is hanging on the lip.
- Players will learn how to tell when their ball is in a bunker.

Key terms:

- Flagstick
- Lip
- Tending the flag
- Bunker

Playing the Course

Sub-Lessons A-B-C:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson A is recommended for groups containing beginners.			
A	Introduce that we cannot strike a ball that is moving.	Players review and reflect on what they have learned in previous lessons. They should begin to use A-L-R to interact with their playing partners and the first 2Rs to recenter themselves after a shot (good or bad). If they struggle, they should use the Three Tips for Developing Grit to make playing golf more enjoyable.	Review 8.2, 8.3, 9.1a, 10.1a, 10.1d
	Review how to keep score.		
	Review parts of the club and how to keep them clean.		
	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.		
	Introduce that everyone has to strike the ball with the clubhead. This keeps the game fair because everyone is playing by the same rule.		
Sub-Lesson B is for participants who are 10 years old and have experience with the First Tee Program.			
B	Review what it means to play the ball as it lies and the course as you find it.	Players review and reflect on what they have learned in previous lessons. They should begin to use A-L-R to interact with their playing partners and the first 2Rs to recenter themselves after a shot (good or bad). If they struggle, they should use the Three Tips for Developing Grit to persevere.	13.2a, 13.3a, 13.3b
	Review that a ball must be "at rest" before we can take another stroke.		
	Introduce that you do not have to take the flagstick out of the hole when putting on the green. The choice is up to you, but you must make the choice before you hit your putt.		
	If you choose to leave the flagstick in when putting, you cannot have someone remove it to affect the outcome of your shot. If you do, the penalty is 2 strokes.		
	Introduce that if you accidentally move someone's ball or ball mark on the putting green, there is no penalty as long as you put it back.		
Sub-Lesson C is for participants who are 11 years old and have experience with the First Tee Program.			
C	Review all content from Lesson B.	Players review and reflect on what they have learned in previous lessons. They should consistently use A-L-R to interact with their playing partners and the first two Rs to recenter themselves after a shot (good or bad). If they struggle, they should use the Three Tips for Developing Grit to persevere.	12.1, 13.1c, 13.1d, 13.2a, 13.3a, 13.3b
	Review that you can move loose impediments or repair damage on the putting green to restore it to its original condition.		
	Introduce that your ball is in a bunker if it is touching sand inside the bunker or rests inside the bunker where sand would normally be.		
	Introduce that if your ball is hanging on the "lip" of the hole you may wait 10 seconds for it to fall. If it falls within 10 seconds, it is holed.		

Playing the Course

Coaching Tips:

1. Coaches are encouraged to refer to the First Tee Commitment to **Being a Game Changer** and the Key Commitments for **Using Good Judgment**:

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.

Growing through Challenge:

- I am discovering my inner strength.
- I am developing resilience.
- I can dig deep when things get tough.

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. Coaches can consider playing a wide variety of formats with participants at the Age 10-11. Formats like match play and alternate shot can provide different perspectives that allow players to develop grit and practice using the 4Rs by pulling participants out of their comfort zone.

Guiding Questions

1. What does it mean to have someone "tend the flag"?
2. Do you have to remove the flagstick when you are putting?
3. How did you use the Three Tips for Developing Grit today?
4. Which club do you typically hit 100 yards?
5. Were you successful at using your 4Rs today? Why or why not?
6. What are you learning about yourself as you apply these skills to your golf game?
7. How are you demonstrating your Key Commitments to Being a Game Changer: Collaborating with Others, Growing through Challenge, and Using Good Judgment on the golf course?

Lesson 12 • Finding your Personal Par

Lesson Overview:

How can you learn what you're capable of? The word capable means that you have the skill or power needed to accomplish something. At First Tee, you've been working hard to grow your skills on and off the course, and each day as you learn and grow, you are discovering what you are capable of, and what you are ready and able to do. You are uncovering *your personal par!*

In the game of golf, **par** is a measurement that is used by professional and elite players to show them the number of strokes it should take to get the ball into the hole. While it is a standard measure of performance, shooting par is something that few players attain regularly! Instead, it is a goal and something they can work towards on each and every hole.

First Tee encourages Game Changers like you to take a deeper look at your own performance - in golf, at home, and in school - to help you measure your own personal par. This is a tool which will allow you to appreciate your own abilities and achievements, instead of comparing yourself to what others are achieving. If you can determine where you are now, you can work hard to repeat your best performances on and off the course, and even improve your personal par!

As you discover what you're capable of, your confidence will grow. You'll believe in yourself, trust in yourself, and feel empowered to face new challenges head on!

Coaching Overview:

In this lesson, coaches will support participants' understanding of the concepts of par and personal par, both in the game of golf and away from the golf course. Personal par is a way to encourage confidence that will support a player's development at First Tee and beyond. As you provide opportunities for building positive self-identity, players will discover what they are capable of and find greater self-confidence.



Learning Goals:

Key Commitment: Building Positive Self-Identity

Character Behaviors:

After completing multiple classes on Lesson 13:

- Participants understand that par is a personal measure that varies from one player to another, and each player will work to find their own "personal par" as they discover what they are capable of
- Participants recognize that par is a standard measure of performance for players on the course and one's "personal par" can be applied to non-golf tasks and situations to acquire and develop self-confidence on and off the course
- Participants recognize the value of self-confidence and how it contributes to Building Positive Self-Identity

Getting Started with Lesson 12:

During the first class of Lesson 12, coaches are encouraged to introduce the concept of par in golf and how it is used as a standard measure of performance and scoring, as well as how one's personal par can support their own performance on and off the course. Coaches can create games that require players to establish and modify their personal par from a scoring perspective, while at the same time exploring what they can do to improve.

Defining Par

Par: In the game of golf, par is the standard measure that golfers use to measure their performance. We think of par as the total number of strokes it would usually take to get the ball in the hole by hitting the green and getting the ball in the hole in two strokes. It is relative to the overall length of the hole. For example, on Par 3 most people are capable of getting the ball on the green using their tee shot and getting the ball in the hole in two putts for a score of 3. A Par 4 usually takes two shots to hit the green and two putts to get in the hole and a Par 5 usually takes three shots to hit the green and two putts to get in the hole. Everyone is capable of making a par, but some players make pars more frequently than others. Players who make pars more frequently often use par as a measure of their performance, but others will set their own **personal par** that fits their current skill and ability.

• There are names for other scores as well:

- **Ace:** A score in golf that is one stroke to get the ball in the hole, also known as a Hole-in-one
- **Double Eagle:** A score in golf that is three strokes less than par on a hole. Can happen on a par 5, also known as an albatross
- **Eagle:** A score in golf that is two strokes less than par on a hole
- **Birdie:** A score in golf that is one stroke less than par on a hole
- **Bogey:** A score in golf that is one stroke more than par on a hole
- **Double-Bogey:** A score in golf that is two strokes more than par on a hole

1. Coaches can engage players in a discussion about what the word “par” means in golf. Teach the basics of scoring and explain that for every hole, a golf course will show you the number of strokes it *can* take the average player to get the ball into the hole. For example, for short holes, it takes players three strokes. If the player does it in three, we say that they have shot par for the hole.
2. On a longer hole, it can take an average player four strokes, and on the longest holes, it should take an average player five strokes. Those holes are called Par 4s and Par 5s.
3. When players add up the par 3s, 4s, and 5s, they get a total par for the whole golf course. On an 18-hole golfcourse, total par is usually around 72. On shorter courses, it might be less. Professional players, and even some amateurs and college players will often shoot par or better when they play. These players practice and play often, so remember, that if you continue to practice, you can make more pars too.

• What Personal Par Means in Golf

Personal par is a measure of how you usually perform in golf, at home, or at school. The performance varies from one player to another, and it is based on each person's current abilities. When participants determine “where they are now,” they can strive to match or improve their personal par.

1. Coaches should help players connect the concept of personal par with this lesson's Key Commitment: Building Positive Self-Identity, and specifically that they are *discovering what they are capable of every day*. As they discover this, their confidence in their own abilities will grow.
2. Emphasize that Personal Par is just that, it's personal. Each person will have their own measurement, looking at what they are doing today, and working hard to improve as they focus on their own performance rather than what others are achieving.

Lesson 12

Golf Skills & Fundamentals:

Recommended Golf Skills: Putt, Chip, Pitch

- In this lesson, players will be introduced to **Clubface Awareness** for the first time.
- Coaches should focus on developing an awareness of the direction the clubface is pointing when they make contact with the ball.
- **Clubface Awareness**-clubface direction at contact is where players begin to merge the fundamentals of **Get Ready to Swing** and **Target Awareness**.
 - Thus, if players struggle with this, coaches can review **Get Ready to Swing**-aim and alignment, and **Target Awareness**-target selection to help players begin to develop this golf fundamental and factor of influence.
- It is recommended to start players off with smaller swings in this lesson and progress to the full swing toward the end of the lesson. Players will have an easier time seeing and feeling where their clubface is pointed at contact if they experience it while chipping or pitching first.

Rules of Golf

- Players will learn when and where they can mark their golf ball when they are off the putting green.
- Players will learn how to mark their golf ball off the putting green.
- Players will learn the proper way to drop a golf ball.
- Players will learn how to move a ball mark on the putting green if it is in their line.
- Players will learn their options for penalty area relief.

Key terms:

- Red penalty area
- Yellow penalty area

Lesson 12

Sub-Lessons A-B-C:

Golf Knowledge		Character Demonstration	Golf Rules
Sub-Lesson A is recommended for groups containing beginners.			
A	Introduce that your ball is on the putting green when any part of it touches the green.	Players learn about setting their own personal par. They are introduced to the idea that their personal par may not match what the scorecard says yet, but that if they practice parts of their game, they can improve their overall score.	Review 13.1a, 13.1b, 13.1c, 15.1a, 15.1b
	Introduce that when your ball is on the green, you can mark, lift, and clean it.		
	Review where to stand when it is not your turn to hit.		
	Review putting green terms.		
	Introduce that on the putting green you can move leaves and other loose impediments off your line.		
	Introduce that you can also move loose impediments anywhere on the course, as long as you do not move your ball while doing so.		
Sub-Lesson B is for participants who are 10 years old and have experience with the First Tee Program.			
B	Review when your ball is in a penalty area and when it is not.	Players learn about setting their own personal par. They are introduced to the idea that their personal par may not match what the scorecard says yet, but that if they practice parts of their game, they can improve their overall score.	14.1a, 14.1b, 14.3a, 14.3b
	Introduce how to take a drop properly by dropping it from knee height.		
	Review how to properly mark, lift, and replace a golf ball on the green.		
	Introduce that sometimes you can mark your golf ball off the putting green (such as to take relief under a rule). To do this, follow the same procedure as marking the ball on the green.		
	Introduce how to move a ball mark that is in your line.		
Sub-Lesson C is for participants who are 11 years old and have experience with the First Tee Program.			
C	Review all content from Sub-Lesson B.	Players exhibit setting their own personal par. They are comfortable with the idea that their personal par may not match what the scorecard says yet, but that if they practice parts of their game, they can improve their overall score.	14.1a, 14.1b, 17.1b, 17.1c, 17.1d
	Introduce the two types of penalty areas - red and yellow.		
	Introduce that when your ball is in a penalty area you may play it out (if doing so is safe), but you also have 2-3 other options depending on the penalty area color.		
	Introduce that your relief options from a penalty area are: <ul style="list-style-type: none"> • Replay the ball from its previous spot (known as stroke and distance relief), • Take the ball back on a line, keeping the point at which the ball entered the penalty area and the flagstick in line (known as back on the line relief) • Two club lengths from the point of entry (known as lateral relief) (red penalty area only). 		
	The penalty for any of these options is one stroke. If you are sure your ball is in a penalty area but can't find it, you may take relief from the penalty area. Once you take relief, the old ball is no longer in play.		

Lesson 12

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. Participants at this level often struggle with record-keeping, however tracking their strokes and calculating their personal par is an important aspect of this lesson and will support their knowledge of the game of golf and further development of their golf skills. Coaches will want to assist participants to ensure they are able to track accurately to support their learning.

Guiding Questions

1. How will you use personal par while playing golf?
2. How can you use personal par away from the golf course, at home, or at school?
3. What does it mean to be confident?
4. How can you grow your self-confidence?
5. When and where can you clean your golf ball?
6. In which golf swing is it easiest to control the direction of the clubface?
7. Where on the clubface do you want to hit the ball?
8. Why is it important to clean your golf ball?

Lesson Overview:

Do you have big dreams? Are there things you wish you could achieve? What would you do if you knew you couldn't fail? No matter what age you are, it is never too early to begin to dream about what you want to accomplish in life. Unfortunately, there is no magic wand or secret formula to help you achieve your dreams. Dreams become reality through hard work and many little steps called goals that lead you to where you want to be.

Goals are a strategy that you can use in life to help you work toward achieving your dreams. There are short-term goals – goals that do not take a long time to accomplish, but help you take small steps and build your confidence. And there are long-term goals – goals that are not accomplished right away and require many short-term goals and steps to reach them.

The important thing to remember about dreams and goals is that they take time. With motivation and hard work, as well as patience and persistence, you will grow and learn along the way from **Pursuing Goals** from both the things you accomplish and achieve as well as from your setbacks and failures. First Tee is excited to support you as you learn and grow, and as you set and pursue your dreams and goals.

Coaching Overview:

In this lesson, coaches will support participants in understanding that goal-setting is one of life's most important skills. Participants who have the ability to set and pursue their own goals have a greater sense of purpose, direction, and motivation in their lives. This lesson will help participants identify personal goals and develop strategies for reaching their goals by first identifying their dreams. The core lessons take players through the entire goal-setting process, using all four golf skill categories (putt, chip, pitch, and full swing) to illustrate ways to see and set goals.



Learning Goals:

Key Commitment: Pursuing Goals

Character Behaviors:

After completing multiple classes on Lesson 13 at the Agw 10-11 level:

- Participants understand the difference between a dream and a goal and how goals can turn dreams into reality
- Participants can explain why it is important to have goals both in golf and in life
- Participants understand the difference between short-term and long-term goals

Getting Started with Lesson 13:

During the first class of Lesson 13, coaches are encouraged to support participants differentiating between dreams and goals, as well as how goals and goal-setting on and off the course can be used to support players in taking steps to accomplish their dreams. Coaches can create games that allow players to experiment with distance-response to a specific zone by changing the length of their swing or by selecting a different club to reach the target. Players can set goals regarding the number of times they can hold their finish using their new golf fundamental of body balance.

Definitions:

- **Dream:** A story we tell ourselves about the things we wish for. It might be a wish that we could do or be something, or a wish that things could be different than they are today.
 - **Wish:** Something you hope for
 - **Goal:** A dream that you work hard to make come true
 - **Short-term goals:** Goals that do not take a long time to accomplish, but help you take small steps and build your confidence
 - **Long-term goals:** Goals that are not accomplished right away and require many short-term goals and steps to reach them
1. Coaches can tell a personal story about a dream you had when you were growing up..
 2. Lead a discussion on dreams – conscious dreams as opposed to dreams that occur during sleep. Ask questions like:
 - What are dreams? Dreams are stories we tell ourselves about things we wish for. A dream might be a wish that we could do or be something or a wish that things could be different than they are today.
 - Why do you think we have daydreams about our wishes? They make us feel better, and it is fun to dream.
 - What can dreams tell us? They can tell us about things we really want or how we feel about ourselves and our lives.

Lesson 13

Golf Skills & Fundamentals:

Recommended Golf Skills: Chip, Putt, Full Swing

- In this lesson, coaches can combine **Distance Response** and **Body Balance** through **Club Selection** and **Balanced Finish**.
- To achieve this combination, coaches can focus on setting up activities that allow players to pick clubs that match different distances and then have them focus on holding their finish.
- Although the suggested golf fundamental for this lesson is **Body Balance**, coaches should also review **Get Ready to Swing**, hold, set up, aim, and alignment.

Rules of Golf

- Players will learn that if they are searching for their golf ball and they accidentally move it, they can replace it without penalty.
- Players will learn what it means to have an unplayable ball.
- Players will learn when and how they can take relief when their ball is unplayable.

Key terms:

- Lost ball
- Unplayable lie
- Penalty area
- Back on the line relief
- Lateral relief

Lesson 13

Sub-Lessons A-B-C:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson A is recommended for groups containing beginners.			
A	Introduce that your ball is out-of-bounds when the whole ball is outside the white line	Players are introduced to the concept of developing goals to help them reach their dreams	Review 17.1a, 17.b, 17.1c, 17.1d, 18.2a, 18.2b, 14.3a, 14.3b, 14.3c, 14.3d
	Review all parts of the course.		
	If your ball is in a penalty area you have 2-3 options to get it out.		
	Introduce that your ball is in a penalty area when it lies in the red or yellow lines.		
	Introduce that if your ball is lost, you have 3 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.			
Sub-Lesson B is for participants who are 10 years old and have experience with the First Tee Program.			
B	Review all content from Sub-Lesson A.	Participants learn about setting goals to make their own dreams come true. They understand that dreams are far away but that by focusing on goals that are in the present we set ourselves up to achieve our dreams.	7.4
	Review how to take a proper drop.		
	Review how long you can search for a lost ball.		
	Introduce that if you are searching for a lost ball and accidentally move it in the process you may replace it without penalty.		
Sub-Lesson C is for participants who are 11 years old and have experience with the First Tee Program.			
C	Review all content from Sub-Lesson B.	Participants understand that they can set goals to help make their dreams come true. They understand that dreams are far away but that by focusing on goals that are in the present we set ourselves up to achieve our dreams.	7.4, 19.1, 19.2a, 19.2b, 19.2c
	Introduce what it means have an unplayable ball.		
	Introduce that you can take relief for an unplayable ball anywhere on the course except a penalty area.		
	Introduce the three options for unplayable ball relief: 1. Stroke and distance 2. Back on the line relief (only if you know the position of the original ball) and 3. Lateral relief (2 club lengths). The penalty for all of these is one stroke.		

Age 10-11

Lesson 13

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. At this age, it is important for participants to begin to think about and “see” their dreams and make some first attempts at setting goals they think might help them achieve their dream. In future lessons, we will focus specifically on goal-setting and using goal ladders to support the achievement of goals.

Guiding Questions

1. What is the difference between a dream and a goal?
2. What is the difference between a short-term and long-term goal?
3. Why are goals important to have?
4. What can you do today to start to make your dream a reality?
5. How does having a balanced finish help you control distance?
6. What are your options if your ball is unplayable?
7. What does it mean to take back on the line relief?
8. In which golf skill (putt, chip, pitch, or full swing) is it easier to control distance and/or balance?

Lesson 14 • Appreciating & Valuing Diversity

Lesson Overview:

"When we seek to discover the best in others, we somehow bring out the best in ourselves."

- William Arthur Ward, Writer & Poet

First Tee believes that you can change the game and change the world by simply being the best version of yourself. One way that you can be your best self is by **Collaborating with Others** and valuing those who might be different from you. People differ in many ways, from the way they look to the way they speak, or even the beliefs they hold. Every person has their own strengths and weaknesses, personal thoughts, and attitudes. Respecting other perspectives, even when they differ from yours, is one way that you can **appreciate and value diversity** - or differences - on and off the golf course.

Wouldn't the world be boring if everyone was the same? What makes us unique are our differences! Teams are stronger when they consist of individuals with different talents and abilities. When we recognize our differences as strengths, we can appreciate and show kindness, consideration, and care as we learn to work together and learn from others on and off the course.

Coaching Overview:

In this lesson, coaches will support participants in learning to acknowledge and appreciate the value of diversity, both on and off the golf course. A Key Commitment at First Tee is **Collaborating with Others**, and learning to respect other perspectives, especially when they differ from their own, while showing kindness, consideration, and care. First Tee participants have an opportunity to have a greater impact on the world by recognizing their own attitudes and considering the ways that they treat others. Coaches can demonstrate the value of diversity and how we can learn from and appreciate diversity in the world around us.



Learning Goals:

Key Commitment: Collaborating with Others

Character Behaviors:

After completing multiple classes on Lesson 15:

- Participants understand and can explain diversity.
- Participants demonstrate an appreciation of diversity.
- Participants recognize and value diversity and differences as strengths rather than challenges.

Lesson 14

Getting Started with Lesson 14:

During the first class of Lesson 14, coaches are encouraged to support participants by introducing the value of diversity and the ways that having an appreciation of diversity relates to First Tee's Key Commitment of **Collaborating with Others**. Players can recognize and celebrate their differences on the golf course by playing in different formats such as alternate shot. This can allow players to see the course from a different perspective than they normally would and help them appreciate their partner's strengths and their differing skill sets.

1. Introduce the notion that people differ in many ways and are similar in other ways, and we all have strengths and weaknesses. It is important to understand, accept, and appreciate your own strengths and weaknesses, but it is equally important to do the same with others.
2. Remind players that First Tee's Commitment to **Being a Game Changer** emphasizes Collaborating with Others and specifically that participants:
 - Respect other perspectives, especially when they are different than mine
 - Show kindness, consideration, and care for others
 - Know that my attitude and how I treat others have impact
3. Ask players how appreciating diversity can help us collaborate with others.
4. Read this quote on "Appreciating Diversity": "*When we seek to discover the best in others, we somehow bring out the best in ourselves.*" Lead a class discussion about what this quote means and allow participants to share any of their related experiences.

Lesson 14

Golf Skills & Fundamentals:

Recommended Golf Skills: Chip, Pitch, Full Swing

- In this lesson, players will be exposed to **Clubface Awareness** for a second time using the factor of influence of clubface direction at contact.
- It is recommended that coaches reinforce the golf fundamental of **Get Ready to Swing**, specifically the concept of aim and alignment, when teaching **Clubface Awareness**.
- Coaches can refer to the suggested cues for this level to teach **Clubface Awareness** in an age-appropriate way for each golf skill.

Rules of Golf

- Players will learn what happens if you strike a ball that is not yours.
- Players will learn what to do if their ball goes out-of-bounds.
- Coaches can review previous content regarding rules and procedures for penalty areas, lost ball, and unplayable ball.

Key terms:

- Wrong ball
- Out-of-bounds
- Stroke
- Distance relief

Lesson 14

Sub-Lessons A-B-C:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson A is recommended for groups containing beginners.			
A	It is important to mark your golf ball so you can identify it.	Players begin to discover the diversity of their classmates using A-L-R to ask open-ended questions related to understanding each other's strengths, weaknesses, and differences.	Review 7.2, 7.3
	If you cannot tell that a ball is yours, you can mark and lift it to identify it.		
Sub-Lesson B is for participants who are 10 years old and have experience with the First Tee Program.			
B	Review how to mark your golf ball so you can identify it.	Players continue to discover the diversity of their classmates using A-L-R to ask open-ended questions related to understanding each other's strengths, weaknesses, and differences.	18.3a, 18.3b, 18.3c
	Review that a ball is lost if you have searched for three minutes and haven't found it.		
	Introduce that if a ball is lost or out-of-bounds, a player must take stroke and distance relief by hitting from the previous spot and adding one penalty stroke.		
Sub-Lesson C is for participants who are 11 years old and have experience with the First Tee Program.			
C	Review all content from Sub-Lesson B.	Players exhibit collaborating with others and gain an appreciation for diversity by using A-L-R to ask open-ended questions related to understanding strengths, weaknesses, and differences of their classmates.	18.3a, 18.3b, 18.3c
	Review what to do when your ball is in a penalty area.		
	Review lesson 6 (unplayable ball).		
	Review what to do when your ball is lost or out-of-bounds.		

Lesson 14

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 create games that allow players to explore their strengths and identify areas for improvement. Coaches can then pair players together based on these skill sets, allowing players who are more skilled in one area to model and help teach those who are less skilled.

Guiding Questions

1. What is diversity?
2. How can you demonstrate an appreciation for diversity?
3. How can diversity and our differences be strengths?
4. Why does collaborating with others depend on our ability to value and appreciate diversity?
5. What should you do if you hit the wrong ball?
6. Why is it important to put identifying marks on your golf ball?
7. How does the direction of your clubface affect where your ball goes?
8. Which golf skill is easiest for you to aim your clubface? Which is the hardest? ?

Staying the Course

Lesson Overview:

In First Tee's Age 10-11 level, you have been learning about yourself and your abilities on and off the golf course. You're committed to:

- Pursuing Goals
- Growing through Challenges
- Collaborating with Others
- Building Positive Self-Identity
- Using Good Judgment

In recent lessons, you've been discovering what you are capable of as you determine your personal par on and off the golf course. You are learning that goals are a strategy that you can use in life to help you work toward achieving your dreams. You are also recognizing the value of diversity and how you can learn and grow by appreciating differences in others.

Each lesson and activity are contributing to your growth both in golf and in life. You are recognizing that you can change the game and change the world by simply being the best version of yourself. We are proud to call you Game Changers!

Coaching Overview:

In this lesson, coaches can encourage a review of both the character and golf concepts explored in the Age 10-11 level Lessons 12-14 and support participants as they integrate the learning into the planned play day. At First Tee, we are Building Game Changers, but Game Changers aren't built in a day. Game Changers are developed daily through intentional actions and effort. In this review lesson and play day, coaches will want to remind players to:

- Meet and greet fellow participants
- Use A-L-R to carry on conversations with fellow participants and players
- Apply the Three Tips for Developing Grit to their golf play
- Use their Rs (Relax and Replay) to stay cool

Learning Goals:

Key Commitments: Building Positive Self-Identity, Pursuing Goals, Collaborating with Others

Character Behaviors:

After completing multiple classes on Lesson 13-15:

- Participants understand that par is a personal measure that varies from one player to another, and each player will work to find their own "personal par" as they discover what they are capable of
- Participants recognize that par is a standard measure of performance for players on the course and one's "personal par" can be applied to non-golf tasks and situations to acquire and develop self-confidence on and off the course
- Participants recognize the value of self-confidence and how it contributes to Building Positive Self-Identity
- Players understand the difference between a dream and a goal and how goals can turn dreams into reality
- Players can explain why it is important to have goals both in golf and in life
- Players understand the difference between short-term and long-term goals
- Players understand and can explain diversity
- Players demonstrate an appreciation for diversity
- Players recognize diversity and differences as strengths rather than challenges

Staying the Course

Golf Skills & Fundamentals:

Recommended Golf Skills: All-Play Day

- Players will have the opportunity to take what they have learned to the course.
- Coaches should use this opportunity to review rules situations covered in this level.
- The course should be set up in the following parameters:
 - Hole should be set up between 75 and 150 yards in length.
 - Par 3 ~75 yards
 - Par 4 ~100 yards
 - Par 5 ~150 yards
- Prompt participants to get to appreciate diversity by using A-L-R to get to know their playing partners.
- Guide participants to match clubs to different yardages.
- Participants should practice determining how far they are from their target.
- Remind participants to hold their finish on each shot.
- Reinforce understanding of clubface awareness by asking participants what direction they think their club is pointing when they hit the ball.

Rules of Golf

- Players will learn when they can move loose impediments.
- Players will learn when and how to take relief from movable obstructions, abnormal ground conditions, and dangerous animals.

Key terms:

- Movable obstructions
- Loose impediments
- Abnormal course conditions

Staying the Course

Sub-Lessons A-B-C:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson A is recommended for groups containing beginners.			
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.	Review all other lessons with emphasis on golf etiquette and pace of play.	Review 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 actually hit practice shots during a round.		
	Review how to keep score.		
	When playing you may make a practice stroke in between shots on a hole but cannot hit practice shots.		
	In between holes you can practice chipping and putting so long as you do not hold up play.		
	Players can be penalized for holding up play.		
Sub-Lesson B is for participants who are 10 years old and have experience with the First Tee Program.			
B	Review Sub-Lesson A.	Players have the opportunity to demonstrate all they have learned in this level including A-L-R, the first two of the 4Rs, the Three Tips for Developing Grit, and meeting and greeting fellow participants.	15.1, 15.2, 16.1
	Introduce that you are allowed to move loose impediments anywhere on the golf course as long as it does not improve your lie or move your golf ball in the process.		
	If your ball moves while moving loose impediments, you must replace it and take a one stroke penalty (unless you are in the teeing area or on the putting green).		
	You are entitled to free relief from any movable obstruction.		
	The process for this relief off the putting green is to take one club length of relief, no closer to the hole and drop the ball from knee height.		
	Any time we take relief on the putting green the ball must be placed and not dropped, otherwise the relief taking process is the same.		

Staying the Course

Sub-Lessons A-B-C continued:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson C is for participants who are 11 years old and have experience with the First Tee Program			
C	Review all content from Sub-Lesson B.	Players have the opportunity to exhibit all they have learned in this level including A-L-R, the first two of the 4Rs, the Three Tips for Developing Grit, and meeting and greeting fellow participants.	15.1a, 15.2a (1), 15.2a (2), 15.a (3), 16.1a, 16.1b, 16.1d
	Introduce that you are entitled to one club length of free relief from abnormal course conditions (such as standing water) as long as you are not in a penalty area or your ball is clearly not playable.		
	Introduce that on the putting green, you are entitled to relief if the abnormal course conditions affect your line of play.		
	Introduce how to take relief from abnormal course conditions (find the nearest point of relief and take one club length from there).		
	Introduce that if your ball is near a dangerous animal (such as an alligator) you may take relief in the same way as an abnormal course conditions.		

Staying the Course

Coaching Tips:

1. Coaches are encouraged to refer to the First Tee Commitment to **Being a Game Changer** and the 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.

Pursuing Goals

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

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. Players in the Age 10-11 level have learned more about the Rules of Golf. While completing the Review and Reflect lessons on the golf course, coaches can take the opportunity to allow participants to experience rules situationally which will help them work through these challenges. Consider setting up holes where out-of-bounds and penalty areas are in play to challenge players to respond to those situations with the first two of the 4Rs, Three Tips for Developing Grit, and by asking for help.

Guiding Questions

1. How do you take relief from abnormal course conditions?
2. Can you tell me one success you had on the course today?
3. How many times were you able to hold your finish on the course today?
4. What are some dangerous animals you might find on the golf course?
5. How are you demonstrating your Key Commitments to Being a Game Changer: Building Positive Self-Identity, Pursuing Goals, and Collaborating with Others on and off the golf course?
6. What are you learning about yourself through the game of golf?
7. What are some dreams and goals you have for yourself now that you are learning and growing in your confidence on and off the course?

Staying the Course

Optional Post-Session Skill Challenge

- **Putting:** 9-hole putting assessment with a maximum of 27 strokes with holes set at the following length:
 - Three short holes between 4 and 9 feet
 - Three medium holes between 10 and 24 feet
 - Three long holes between 25 and 50 feet
- **Short Game:** Three hole up and down challenge with a maximum score of 12 strokes with holes of the following length and low to moderate difficulty. Teeing areas should be set up using the following requirements:
 - One hole 2-4 yards from the edge of the green
 - One hole 8-10 yards from the edge of the green
 - One hole 16-20 yards from the edge of the green
- **Nine-Hole Playing Requirement:** Have participants turn in a nine-hole score card with score of 72 or below. Holes should meet the following minimum guidelines, however, coaches can set new guidelines to create an optimal challenge:
 - Holes should be set up between 75 and 150 yards in length:
 - Par 3 ~75 yards
 - Par 4 ~100 yards
 - Par 5 ~150 yards

Age 10-11 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 Setup

- 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/markings paint (to mark lines)

Warm Up 1 • Strength: Core

Lunge

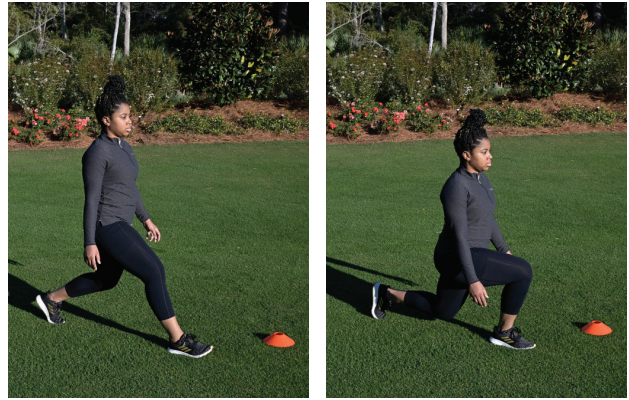
Two elongated steps with back knee touching ground each step

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

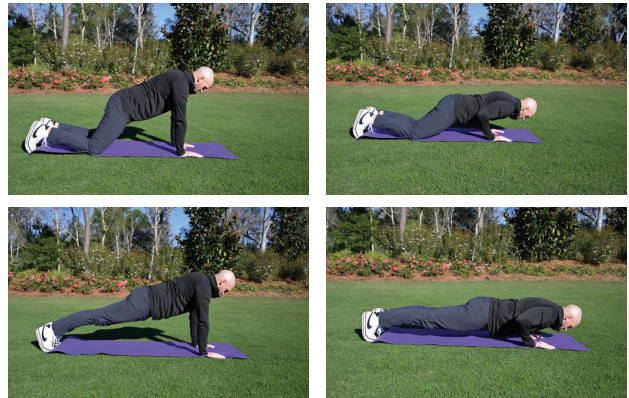
Arms to 90°—on feet or on knees

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: Core

Frog Jumps

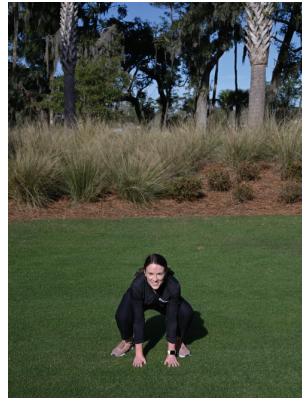
From full squat, jump as high as possible and land in squat position

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

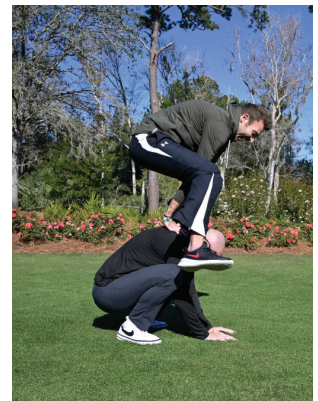
With partner—fingers face inward on ground; head tucked

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

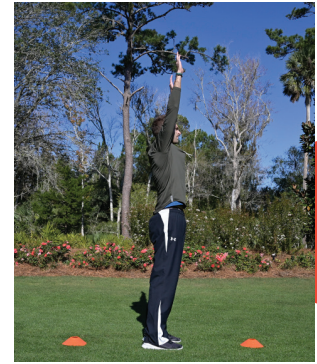
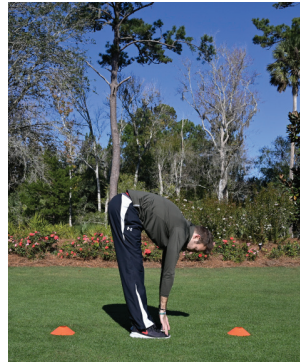
Slight knee bend

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

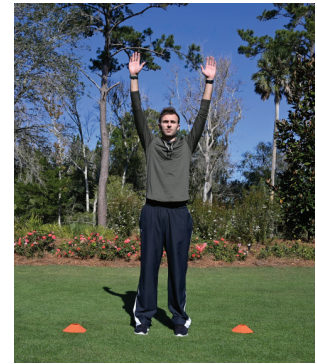
Slow to medium speed

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

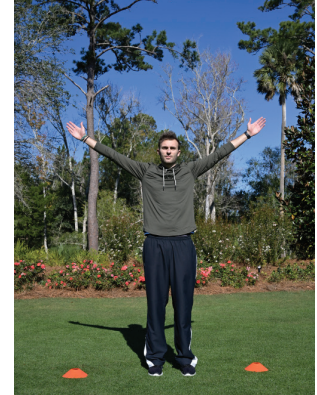
Slow to medium speed

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

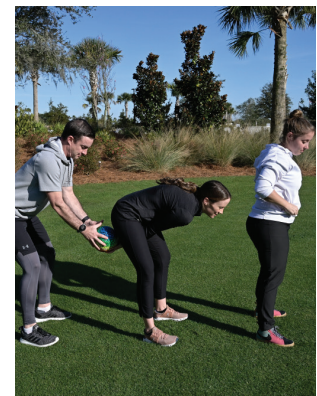
Single file line—pass ball overhead then under legs alternating

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 10-11

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

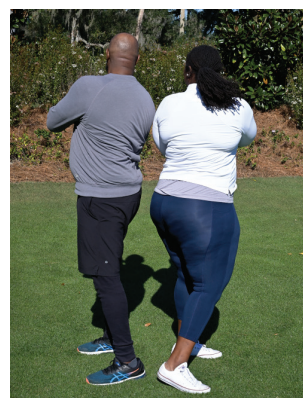
Single file line—pass ball twisting to side to hand off—
alternating sides each pass

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 10-11



Warm Up 3 • Agility & Coordination: Speed

Sprint

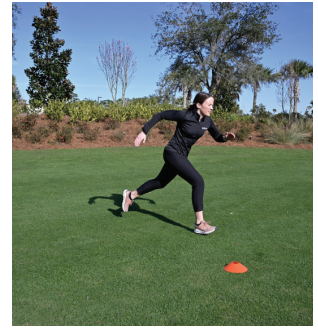
Rest intervals of 20 to 30 seconds between each sprint

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

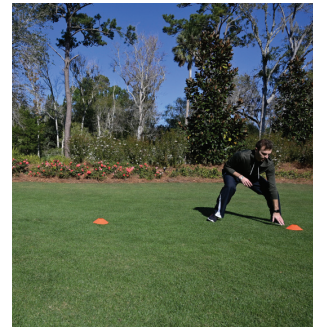
Two parallel lines 20' apart; one tennis ball on line; race to pick up ball and sprint back to start line

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

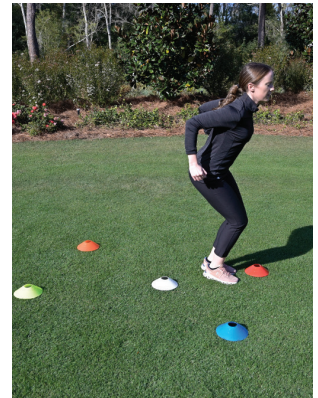
Color cones or spots placed in pattern of 5-point star—one at each point and in center; Start on center spot—Coach calls out colors to jump to quickly; return to center between each color

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

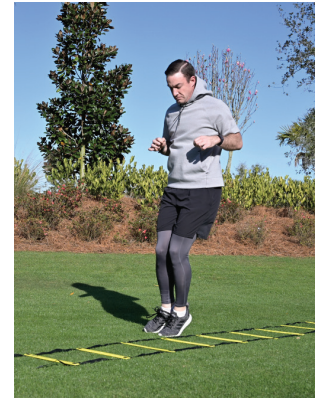
Set up a ladder pattern on the ground

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

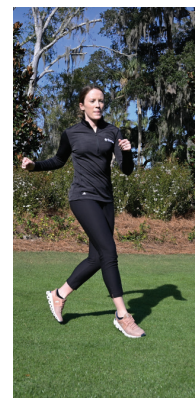
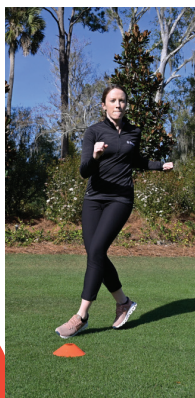
Perform beginning at medium speed and then quick speed once control of movement is attained

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 10-11



70

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

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)



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 10-11



Warm Up 5 • Object Control: Strike

Short Implement

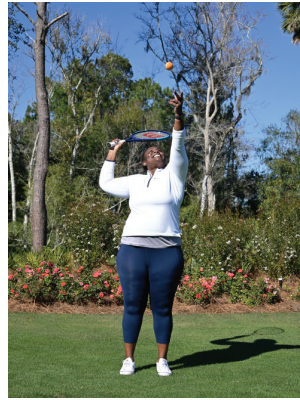
Use full speed

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

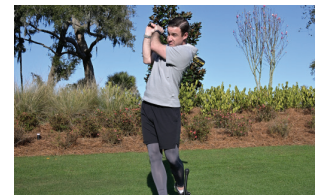
Long implement; Use full speed

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 10-11

Character Activities



Activity 9.1 • Using the Five Steps for Meeting Someone New to Say, "Hello"

Activity incorporation notes: Either have players waiting in the safety zone role play or have players switch places by using the Five Steps for Meeting Someone New.

In this activity, participants role play, introducing themselves as they check in at the pro shop to get a tee time. After they check in, they practice greeting other members of the foursome.

1. Coaches and other staff members or volunteers will play the role of the golf professional behind the counter in the pro shop.
2. Have each participant come up to the counter and ask whether they can play on the course. Tell them what to say and remind them to follow the steps they have just learned.
3. After players have checked in, have them walk to another area to meet or wait for other members of the foursome. Have participants practice introducing themselves to each other. If possible, have another staff member or volunteer observe the group to make sure everyone follows all the steps. Players should face each other, look each other in the eye, give a firm handshake, and speak loudly and clearly. When all four have met, have them return to the check-in area to observe other players checking in or have them engage in a golf game or activity together.
4. When everyone has gone through the process, answer any questions and discuss what was learned. Depending on the facility and available time and staff, coaches could take participants into the pro shop or designated check-in area to practice this scenario.

Activity 9.2: Conversations: Asking Good Questions with A-L-R

Activity incorporation notes: Coaches make flash cards with open-ended and closed-ended questions on them. As players switch places, they must draw a card and ask a question using A-L-R. At the end of the activity, teams earn points for how many of their partner's answers they can remember.

In this activity, participants practice carrying on a conversation by asking questions and reflecting and responding.

1. Discuss the difference between open-ended and closed-ended questions with the group. Give examples of questions and ask participants to tell you whether a question is open-ended or closed-ended.
 - *Do you like golf?* (closed)
 - *What are your favorite healthy snacks?* (open)
 - *What is your tee time?* (closed)
 - *Do you go to school?* (closed)
 - a) For any questions that are closed-ended, have them restate it as an open-ended question.
 - b) What are some sample questions you could ask people when you meet them? Create your own open-ended questions.
2. Pick two participants to volunteer. Invite one participant to start and keep a conversation going by asking only open-ended questions. When a closed-ended question is asked and the partner replies with a one or two-word answer, have the participants switch roles.
3. You can continue to have participant pairs practice in front of the whole group or divide the whole group into pairs and have them do the exercise.

Activity 9.3: Actively Listening

Activity incorporation notes: Coaches incorporate this activity into the warm up as part of a relay race. The first person in line gets a statement that they must relay to the next person in line and so on. See how the message ends up at the end (or if it even makes it to the end). Then use the questions under #1 to guide a quick discussion and try the relay again.

The purpose of this activity is to teach participants that it is important to be a good listener.

1. Ask participants if they have ever done any of the following while listening to others as they speak:
 - Pretended to listen
 - Only heard what you wanted to hear
 - Started talking without letting the other person finish
 - Heard the words but didn't really understand what they meant
2. What happens when you aren't really listening to what is being said? To demonstrate how quickly communication can break down, play a quick game of "broken telephone" with participants. Have them sit or stand in a circle. The coach whispers a message (be sure to include a lot of descriptive detail) to the first participant and then the same message is whispered from one participant to the next. The final participant says the message out loud - it is often dramatically different from the original message. This game demonstrates what can happen when we aren't actively listening, and instead are listening to respond.
3. Play the game of telephone again. This time encourage the participants to actively listen: to listen closely to the details being shared before passing the message to the next participant. See how much their listening has improved from the first round and discuss why they think that is.

Activity 9.4 • Listening & Responding with A-L-R

Activity incorporation notes: Set up targets

The purpose of this activity is to give participants practice in carrying on a conversation, a communication skill that goes beyond just meeting and greeting.

1. Remind participants that a good conversation usually involves the following elements, a process that we call A-L-R.
 - Asking Questions
 - Listening to understand the reply
 - Reflect & Respond to the reply
2. Do a brief role play with an assistant which can be another coach, a volunteer, or a participant that illustrates listening and responding.
 - **Coach:** You didn't seem like you were having fun playing golf today. Are you open to sharing a little about your experience?
 - **Assistant:** I want to be a good golfer, but I make too many mistakes and don't hit the ball where I want it to go.
 - **Coach:** I think I know what you mean. You let yourself get angry and you want to give up.
 - **Assistant:** Right.
 - **Coach:** Sometimes I feel that way, too. What can we do to have more fun when we play?
3. Divide the group into pairs. Have one person talk for a minute about a favorite hobby or something they have learned to do at First Tee. The other person listens and then must restate three things that the speaker said. The speaker confirms whether these were accurate. Coaches will want to circulate around the group, listening to conversations, and offer feedback and support where needed.

On-Course Variation

Supplies needed: Golf club, golf balls, pocket items (Tees, ball marker, divot tool)

1. Play the golf course in threesomes or foursomes. Play as many holes as time allows.
2. While playing a hole, one or two players in the group are designated to only speak in question form. Those players are not allowed to make a statement; only ask questions.
3. After the hole, have the players go to the next tee box. The players who were listeners write down which questions they heard the designated players ask. (No need to keep golf score during this game)
4. On the next hole, a different player or players in the group are the questioners and all others become listeners.
5. At the wrap up, acknowledge the player who was able to recall the most questions.

Activity 10.1 • Having Fun While You Practice

The purpose of this activity is to remind players about the Three Tips for Developing Grit as they engage in a golf skill game or activity. Some suggestions appear below. Coaches are encouraged to use any golf skill activity that matches the skill level of your group.

1. Begin a practice session with the players in your group, at first making it an easy success activity. For example:
 - Rolling the ball into the hole from a close distance
 - A putting drill, such as holing three 3-foot putts in a row
 - A chipping session in which players have to get three out of five balls on the green from a relatively close distance
2. Next, make the drill or game more challenging by increasing the distance.
3. Check to see how everyone is doing. Call out accomplishments and successes of participants who are demonstrating the Tips for Developing Grit. Periodically interrupt the activity and ask the group to shout out one of the tips. For example, say *Give me tip number two!* The participants should answer with, *Be positive!* Near the end of the session ask participants to share all three tips, holding up one, two, and then three fingers.
4. Bring the group back together for a five-minute discussion, debriefing the lesson with questions such as:
 - How did you feel when you were doing the first drill?
 - How did that change when you were doing the second drill?
 - Did you have to use one of the Three Tips for Having Fun?
 - How did you feel then? Did you do any better?
 - How do you think “having grit” might help you to stay positive?
 - Why do you think it’s possible to grow through challenges?

Supplies:

- Clubs
- Golf balls

Activity 10.2 • Checking Your Attitude

The purpose of this activity is to further emphasize the importance of maintaining a positive attitude. It gives participants a method for monitoring negative self-talk and behavior.

1. Review the reasons why a positive attitude is important in golf and in life. Share with players that the way they act or the words they use can impact the way they play. At times, success is 90% attitude and 10% ability! When players are angry, nervous, frustrated, or tense, it can influence the way they swing or putt. Players could say that if their head is on straight, the ball will go straight - or at least there is a better chance that it will!

- Ask players: *What are some things you can say to yourself to stay positive when you are playing golf or facing challenges in life?*
- Then ask players if they tend to say more negative than positive things if things aren't going well on the course, in school, or at home. Ask if anyone is willing to give an example of something they might say to themselves in this situation that is not particularly positive or helpful. What might they say instead?

2. Introduce a self-monitoring strategy involving paper clips or other tokens that players can utilize the next time they are playing a round of golf:
 - Give players 10 paper clips and have them put them into their right pocket. As they play and catch themselves saying or feeling something negative, like acting angry or frustrated, they should take one of the paper clips out and put it into their left pocket.
 - At the end of the practice, have them take note of how many times they let negative thoughts, feelings or words impact their game. What situations created the greatest trouble? Did their thoughts depend on how they were playing? Were they able to maintain more positive thoughts than negative? What did they learn and how might they improve their attitude next time they play or face challenges?.

Supplies:

- Paper clips
- Plastic ball markers
- Other tokens



Activity 10.3 • Ask for Help Card

The purpose of this activity is to support participants in learning to ask for help.

1. Participants are given an index card. They will write “Asking for Help” on it and will carry it with them to each activity they do throughout the entire class.
2. The coaches introduce the activity as usual: outline how to play the game, where the safety zones are, etc.
3. After players begin doing the activity, coaches are only allowed to speak and give feedback when a player flashes their “Asking for Help” card.

Note: Coaches may jump in without a card if safety is compromised. Otherwise, they should wait for the player to “Ask for Help” before giving any further instruction.

4. After class, review with the players how the game was without the coach jumping in to instruct. How was the game when they “Asked for Help”?

Supplies:

- 3x5 index cards
- Markers
- Golf equipment and balls for golf activity chosen

Activity 10.4 • Recognizing Grit

The purpose of this activity is to highlight grit and recognize behaviors that lead to developing grit while participants practice and play.

1. Begin a practice session with players in your group and assign an activity that is designed to intentionally induce purposeful frustration. Ex: Using their non-dominant hand and putting opposite of their usual setup. Left-handed golfers now putt as right-handed golfers, etc.
2. Players will be frustrated! Add more complexity to their game to induce more frustration. For example, on their next attempt, they should use one hand instead of two.
3. During the activity, be aware of how you are encouraging your players. Comments like *"That was so smart!"* or *"You are so talented!"* can often promote a fixed mindset, though they are well-intentioned compliments. Instead, use comments like *"You are working very hard!"* or *"Way to stick with it, even though this is really challenging!"*
4. The goal is to highlight and encourage their continued effort, persistence, and focus instead of the end results. These comments will support the development of grit and a growth mindset, encouraging students to take more risks and approach challenges positively in the future.
5. At the end of the activity, bring the group together to debrief and discuss. Emphasize that First Tee encourages participants to dig deep when things get tough, and one way to do that is by strengthening their grit. Encouraging continued effort, persistence, and positivity even when feeling challenged is the key to growth and success

Supplies:

- Clubs
- Golf balls

Activity 11.1 • Practicing the 4Rs

The purpose of this activity is for players to apply the first 2Rs while performing golf skills. Coaches can use any golf skill game or activity that is appropriate for the skill level of the participants.

1. Begin a golf skill practice session with the players. Make the task fairly challenging for the group. For example, have them:
 - Roll the ball into the hole from more than 10 feet
 - Sink three puts in a row from six feet; chip three out of five balls within three feet of the hole
 - Hit five balls up in the air with a full swing
2. Let them practice for a few minutes. Ask them to be mindful of how they feel when they achieve or do not achieve the goal of the activity.
3. Stop the practice and have players pair up, with one partner hitting and the other observing.
4. Tell them to apply the first 2Rs after each putt, chip, or full swing: Relax and Replay. Each participant should talk through the first 2Rs while the partner listens. After doing this a few times, the player and partner should reverse roles.

Coaches should circulate through the group to see how well the players are applying the first 2Rs. When the need arises, help them to use the first 2Rs.
5. At the end of the activity, bring the group together to debrief and discuss. Close the activity with a wrap up including questions such as:
 - Does everyone understand how to use the first 2Rs?
 - What was our experience like using the first 2Rs? How did you feel after using them? How did using the first 2Rs affect the results?

Supplies:

- Clubs
- Golf balls

Activity 11.2 • Testing Your Cool

The purpose of this activity is to have players explore feelings of self-doubt and anxiety and learn how to deal with them.

1. Ask for a volunteer to help you demonstrate the activity. Give the participant who volunteers a bucket of balls.
2. Have the participant stand over the empty bucket and drop a ball into it. Then ask the participant to begin moving a little farther away and toss another ball into the bucket. Have the participant continue to move away until they begin to doubt that they can toss the ball into the bucket successfully.
3. Ask the participant to describe what they are feeling. Then have the participant move closer until they feel confident again. Ask the participant how they are feeling now and have them toss a few more balls into the bucket.
4. Encourage the participant to move farther away again and try to take the feelings of confidence with them.
5. Give each participant a bucket of balls and an empty bucket and have them go through the exercise individually or divide the class into pairs or small groups and have players take turns.

Supplies:

- Bucket of range or tennis balls
- Empty bucket (Alternate setup requires putters and balls)

Alternative Setup: This exercise can also be conducted on the putting green. Start with a six-inch putt, and then move progressively farther from the hole.

Activity 11.3 • Starting to Develop a Post-Shot Routine

The purpose of this activity is to explain to participants how they can apply the first 2Rs as they start to develop a post-shot routine to help control their emotions and ultimately help them play better

1. Explain what a post-shot routine is, and that most professional as well as competitive amateur players have one. You might mention elements of post-shot routines such as taking a deep breath, using a physical anchor to help store a good process or shot, taking a post-shot rehearsal swing, or imagining the ideal shot.
2. Go through a post-shot routine for the group, talking through each element. Focus specifically on the first 2Rs as the guide, the physical aspects of the post-shot routine.
3. Explain how a post-shot routine helps players anchor, or store, the good swings and strokes (so they can recall them later when they need a confidence boost). A post-shot routine also helps them to delete, or let go of, the not so good ones which allows them to move on to the next shot and play one shot at a time.
4. Have players practice a post-shot routine using the first 2Rs as their guide: Relax and Replay.
5. Then have them try hitting some balls two different ways:
 - Hitting ball after ball with no post-shot routine
 - Going through a post-shot routine after hitting each ball

When doing this activity, be sure to have players go to a different target or use a different club on each shot.

6. Ask players how the two experiences differed: Were they more relaxed and confident when they used a post-shot routine? Were they more successful when using a post-shot routine?

Remind them that using a post-shot routine does not guarantee all good shots, but it is something that players use to help them let go of previous shots and stay focused on their game. A post-shot routine is an effective tool that will increase your chances of playing your best!

Alternative Setup: This activity could be done with short-game or putting.

Supplies:

- Clubs
- Golf balls

Activity 11.4 • Designing Your Replay

The purpose of this activity is to support players in practicing Replay and creating a physical movement to help anchor their good shots.

1. Give players five minutes to work with a partner or in small groups to come up with their own personal physical movement they will use when they practice the second R- Replay, to celebrate a good shot. Have them practice this movement with their partner or small group. Volunteers can demonstrate their chosen Replay movement to the class.
2. The coaches introduce the game/activity as usual: outline how to play the game, where the safety zones are, etc.
3. As players go through the activity, encourage them to practice their Replay moment every time they are successful at their shot.
4. If they aren't successful, encourage them to practice the first R - to Relax, practice their breathing, and then try again.
5. At the end of the class, remind players of the value of the Replay in both learning from and celebrating their efforts. How can they use the Rs in other situations when they're not at First Tee?

Supplies:

- Golf equipment and balls for golf activity chosen

Activity 12.1 • Personal Par Card

The purpose of this activity is to have players focus on their feelings about their playing, whether or not they're having fun, rather than the number of strokes within a round of golf.

1. Have players look at the example "Personal Par Card for Fun" page in their Age 10-11 Level Yardage Book. (Yardage Books also contain extra cards they can fill in later for future rounds)
2. Explain to players that as they play, instead of recording the number of strokes it takes to complete a hole, players should draw a happy face if they had fun on the hole or a sad face if they did not have fun. An option on this activity is to have players record a "slash" if they are feeling neutral.
3. Remind players that having fun is not about how many strokes they took to complete the hole. They can have fun or enjoy playing because they:
 - Stayed positive
 - Focused on something they did well on the shot
 - Tried their very best
 - Socialized with their friends and classmates between shots
 - Anything else that is fun to them about playing golf
4. At the end of the round, players should add up the number of happy faces. They can analyze several cards to see, on average, how many holes they enjoyed or had fun playing. This average is their "Personal Par Card for Fun."
5. Encourage players to find ways to increase this type of personal par for fun as they play.
6. Discuss how and why personal par is a valuable concept for increasing confidence on and off the golf course.

Supplies:

- Printed score card
- Pencils
- Golf clubs

Practice Area Variation

Supplies needed: The Personal Par Card can be used at any station or activity conducted in the practice areas

1. Coaches can set up any game or challenge in the practice area and have players assign happy faces or sad faces rather than a score.
2. For example:
 - a. Range: Set a target, such as making the ball stop in a zone that is 25 yards away but no more than 50 yards and 25 yards wide. Hit six shots. Record with a smile or frown how you did with your Rs.
 - b. Short game area: Play 3-hole up-and-down challenge. Record how you felt about your results, your positive attitude, and your ability to "Be patient, Be positive, and Ask for Help."



Activity 12.2 • Personal Par on the Course

The purpose of this activity is to support players with determining their Personal Par as a measurement of where they are today.

1. Have players turn to the Personal Par Scorecard in their Age 10-11 Level Yardage Book. The scorecard shows nine holes, with space to record scores from three rounds. It also has a Personal Par line.
2. Explain that when they play a round at First Tee, they should keep score on each hole for at least three rounds, using the blank scorecard in their Yardage Book. (Note that the number of holes will depend on the course being used by the chapter)
3. After they have played the course three times, players should figure out the average score for each hole and record it in their Yardage Book. This will be their current Personal Par (Coaches may need to assist players in calculating their average scores)
4. There is an extra scorecard that players can use to play three more rounds and then calculate their updated Personal Par.
5. Suggest that players look at their First Tee Personal Par scores to see if they are improving.
6. Be sure to check in regularly to see how your players are doing with their personal par on the golf course.

Supplies:

- First Tee Age 10-11 Yardage Books
- Pencils

Activity 12.3 • Par for a Putting/Short-Game Course

The purpose of this activity is to practice scoring on a short-game course to help players begin to track their own Personal Par.

1. Prior to the start of the lesson, set up a 3-hole putting course on the practice green. For variety, coaches could set up a 3-hole chipping course, painting a 3-foot circle on the ground to serve as the green or target area. Depending on the number of players, you may have to set up more than one course or allow more time for this activity and the one that follows.

Vary the distances for each hole. Have a Par-2, a Par-3, and a Par-4 for a total par of nine.

2. Have players pull out a scorecard. Tell them to keep track of their strokes as they play the game and try to shoot par.
3. Have players go through the putting or chipping course once. Then, reassemble the whole group to discuss the scores they achieved and transition to another discussion of personal par.

Review for understanding option:

4. Have players put down a realistic number on the Personal Par line. This number should be based on how they did in the rounds they completed.
5. Explain to players that they can figure out their Personal Par on any golf course in a similar way, by recording their scores when they play and saving their scorecards.

Supplies:

- Scorecards
- Pencils
- Clubs
- Golf balls

A Review of Personal Par

1. Have players add up their scores for the round that they recorded in their Yardage Book. Ask if anyone shot par on the first hole, the second, or the third. Ask if anyone shot par for the whole round.
 - It is OK if your score is different
2. Review and explain the concept of Personal Par to players. Reiterate that:
 - You can set your own Personal Par based on how many strokes it usually takes you to finish a hole or a round
 - In golf, you should play to your Personal Par, instead of the par for the course, or others' Personal Pars.
 - Personal Par is a measurement of your current abilities and a way for you to watch your progress as you grow and learn new skills and practice your game
 - It is a challenge to shoot par
 - Everyone had a different score, and your score may be different from the scores of others

Activity 12.4 • Personal Par at Home or School

The purpose of this activity is to support participants with applying the concept of Personal Par outside of First Tee.

1. Explain that Personal Par can also be used away from First Tee when participants are at home or at school. For example, participants could keep track of how many times they:
 - Were on time for school every day
 - Completed chores at home in a one-week period
 - Completed homework assignments in a one-month period
 - Offered to help someone in the family once a week
 - Brushed their teeth twice a day in a one-week period
2. Have participants think of one activity or task that they do at home or school - preferably one where they would like to improve - and write the activity on their paper or in the note section of their Yardage Book.
3. Have them estimate how many times they think they do the activity and write that number down as their Personal Par for the activity.
4. Ask some participants to share their chosen activity and Personal Par with the group.
5. Encourage them to try to improve on these Personal Pars at home and at school.
6. Take a few minutes at the beginning of a future class on this core lesson to see if they are making any progress on improving their Personal Pars in these non-golf areas.

Supplies:

- Paper
- Pencils

Activity 13.1 • See Your Dream

The purpose of this activity is to help participants understand how they need to imagine their dreams and wishes to set a goal they want to achieve.

Part 1: Visualizing

1. Have participants sit or lie back and think about a personal dream they have related to the game of golf. It should be something they really wish would happen to them. Tell them to try to “see” and form a clear mental image in their mind of this dream, using all of their senses. As they close their eyes and “see” this dream, what does it look like? Feel like? What do they hear?

Examples of golf dreams:

- Playing as a professional golfer in a big tournament
 - Being the top junior golfer in the state
 - Playing golf with a professional golfer you admire
 - Getting a hole-in-one
 - Playing on a great golf course on a beautiful day with three best friends
2. After players have clearly visualized their dream in their minds, ask players to write down their golf dream in their Age 10-11 Level Yardage Book.

Note: Core Activity 13.4 specifically includes non-golf dreams and goals

Part 2: Making Your Dreams Come True

1. Ask a volunteer to share their golf wish with the group. Coaches will have a chance to do a little acting. Wave your “magic wand” (the old club or prop) and pretend to grant the wish. When nothing happens, point out that there are no magic wands in real life. Ask players what they could do to make their dreams come true. Gather these responses and then lead a discussion on the relationship between goals and dreams by sharing the following:
 - We all have dreams. Some of us dream of becoming a great golfer, a famous musician, or a doctor. Dreams are things that you want to accomplish or be, but making your dreams come true takes more than just wishing or stumbling upon good luck. In real life, there are no magic wands. It is up to you to turn your dreams into goals, and then to work hard to achieve those goals, one at a time

Supplies:

- Yardage Books
- Pencils
- Old golf club (prop)
- Whiteboard or other easel chart (optional)

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Activity 13.1 • See Your Dream Continued

Part 2: Making Your Dreams Come True *continued*

2. Ask participants to share what a goal is. How do dreams and goals differ?
Make the following points:
 - Goals are the things we can actually do to make our dreams come true
 - You usually have to achieve many smaller goals before you reach your big dream
 - Goals have a target date or a specific task to accomplish
3. Summarize by making sure that participants understand the following:
 - **A goal is a dream that you work hard to make come true.**
 - Some examples you can use to compare dreams to goals:
 - **Dream:** To earn a golf scholarship to college
 - **Goal:** To make my high school golf team
 - **Dream:** To play in a Junior Golf Tournament one day
 - **Goal:** To complete the First Tee Age 10-11 level and apply everything I learn
4. Ask participants why they think it is important to set goals. You can write down these reasons on your whiteboard or easel, or just repeat them to the group. Review some of the reasons they have shared. Try to reiterate the following in your group discussion:
 - Goals motivate us
 - Goals help us plan for the future
 - Goals give us purpose and direction
 - Goals make us feel proud and satisfied when we reach them
5. Remind participants that they will have a chance to learn more about goals in the classes and levels ahead. Pursuing goals is a Key Commitment at First Tee!

Activity 13.2 • See That Shot

1. On the range or short-game area, ask players to get with a partner and select a club to hit. Have players hold up an empty picture frame or form a frame with their hands in front of them so they can see their target through the opening where the picture usually goes. Ask them to picture (imagine) their shot and describe it to their partner.
2. Ask players to step up and hit the shot they just described. Partners will take some notes in their Yardage Book about what players said they imagined and what really happened.
3. These notes will help players develop their goals to help them create their dream shots.

Supplies:

- 8x10 picture frame
- Assorted golf clubs
- Range balls
- Tees
- Yardage Books
- Pencils

Activity 13.3 • Roll and Tell

The purpose of this activity is to give players more practice in differentiating concrete goals from wishes and dreams.

1. Divide players into small groups. Have players in a group stand and spread out either on the back of the putting green or in an open area. Choose one participant to be the roller. Have them stand a few feet off the front edge of the green.
2. The person rolling the ball selects one of the players and tries to roll the ball so it stops close to that person's feet. Wherever the ball stops, whoever is closest to it has to come up with a goal, as described in the next step.
3. Describe a dream and ask the participant to come up with a goal (either short-term or long-term) that could help turn the dream into reality. Here are some examples:

Supplies:

- Golf or tennis balls
- Buckets

Dreams	Goals
Be proud of the way I play golf	- Always walk with my head high and keep a positive attitude
Be a better golfer	- Imagine every shot before I hit it - Use your 2Rs to stay cool on the course - Practice three times a week
Improve my grades in school	- Do my homework every night

4. Give someone else a chance to roll the ball and continue as time allows. Ask players to record the dreams and goals in their Age 10-11 Level Yardage books
5. Share with players that it is possible to have multiple dreams for golf and other aspects of their life, as long as they set goals and work hard to achieve their goals.

***Optional Format for Activity:** Have players write dreams on paper prior to the activity and drop in a bucket. After player rolls or putts the ball to a selected player, that player picks a dream out of the bucket and comes up with a goal that could help turn the dream into reality.*



Activity 13.4 • Dream and Goals On and Off the Course

The purpose of this activity is to guide players to start to think about their dreams and learn to start setting goals.

1. Explain that the purpose of this activity is for players to come up with their own dreams related to golf. They will want to practice seeing the dream in their mind and imagining how it might feel if that dream came true. Point out that it might be the same dream and goal they wrote in their Yardage Book earlier or it could be something entirely new.
2. Have players write their new golf dream in their Age 10-11 Level Yardage Book, as well as a few sentences describing how it will feel to have that dream come true.
3. Ask players to write down one thing they can start to do now to help their dream come true.

Example:

Dream: I want to earn a golf scholarship to college

Goal: I am going to practice my golf skills every day

4. Next, have players come up with a dream that is not related to golf. It might be career-related, school-related, or something personal to them. Have them imagine how it might feel if that dream came true.
5. Have players write their non-golf related dream in their Yardage book, as well as a few sentences describing how it will feel to have that dream come true.
6. Ask players to write down one thing they can start to do now to help their non-golf dream come true.

Example:

Dream: I want to be a scientist one day

Goal: I am going to read four science books a year

Dream: I want to get straight A's this school year

Goal: I am going to study and review for all my tests

7. Let players know that the first step to setting and achieving goals is to have a vision for what they want to accomplish in the future. Once they have this dream, they can start to work hard to make that dream come true by setting goals, short-term and long-term, that help them begin to take steps to accomplish those goals. Reiterate that sometimes we achieve goals, and sometimes we fail to achieve them, but we learn from the journey and should not be afraid to fail.

Supplies:

- First Tee Age 10-11 Yardage Books
- Pencils

Activity 14.1 • Guess Who Is Like You?

The purpose of this activity is to support players in an exploration of ways they are similar and different from one another. Ask players to imagine putting together a team for a scramble tournament. Have players identify characteristics they would want to have on their team. Gather responses and, if not mentioned, ask if they would want someone who drives the ball a long way, another person who is good at hitting irons, another who is good at chipping, and another who is a great putter.

Something to think about and share: Although most players at First Tee are interested in golf, there are differences in the way you play the game. Players each have their own set of strengths and skill sets. Some can hit the ball a long way. Others may have a strong short game and can putt exceptionally well. The same is true outside of golf! Some of you may be strong at math, while others do better in reading.

1. Coaches will pose a series of questions to players regarding various physical, emotional, and social aspects of the game of golf. For each question, have players go to your left or right and group themselves depending on their responses.

Before coaches read the questions aloud, have players look around at their fellow participants and guess who might wind up in the same group as them. After each question, have them look around to see who is similar to them and who is different. Then ask the next question. Each time, ask whether anyone was surprised about who was or was not in their group.

Suggested questions:

- Are you better at putting or driving the ball?
- Do you often get angry when you hit a bad shot?
- Do you get nervous hitting off the first tee when others are watching?
- What do you (or do you think you would) enjoy more - competing in a tournament or just playing a round for fun?
- Do you like to practice and work on getting better?
- Do you prefer playing golf by yourself or with others?

Supplies:

- None required

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Activity 14.1 • Guess Who Is Like You? *Continued*

2. Ask if anyone in the group has ever been unfairly stereotyped, excluded, made fun of, or hurt based on some aspect of their appearance, ethnicity, or other characteristic.

Have they ever seen it happen to someone else? Ask how it felt and how it affected them.

Discuss some of the consequences of stereotyping, such as making assumptions about people based on their appearance, gender, or other superficial characteristics. Point out that stereotyping is at the heart of prejudice, intolerance, and bigotry. Participants might need support in understanding the meaning of those words. At this age, you can share that prejudice, intolerance, and bigotry is essentially having negative thoughts or feelings about an individual or group of people based on certain characteristics, and treating them differently because of it.

3. Share that all are welcome at First Tee and as part of our Commitment to **Being a Game Changer**, we work to **Collaborate with Others**. Share what that looks like and reiterate those expectations.

Activity 14.2 • Diversity in Golf

The purpose of this activity is to help players explore the idea that golfers differ in age, size, gender, nationality, race or ethnic background, swing style and relative strengths and skill sets.

1. Ask players to consider some examples of how golfers can differ. Allow players time to record their thoughts and responses in their yardage book.
2. Allow players to share their examples with a partner. As a large group, ask them, "What ideas did your partner have that differed from yours?"

Point out that despite such differences, many have become successful golf professionals, and that anyone can learn and enjoy the game.

Prepare a representative list and background material of professional golfers to share with class participants. The list should represent a diverse cross-section of ages, genders, physiques, ethnic backgrounds, playing strengths, and other various characteristics that will demonstrate the diversity of professional golfers.

Describe one of the professional players in terms of physical characteristics, personal background and some outstanding performance variable, such as career record, average drive distance, etc. See if anyone can guess the player's name.

As an alternative, you can describe the player but leave out one variable such as gender, age, height, etc. After citing one of the player's accomplishments or performance statistics, ask whether they think the player is male or female, under or over 50 years of age, etc.

3. See if players can come up with other examples of the way golfers differ, including temperament, attitude during play, physical health, devotion to practice, dress, etc. Discuss which of these characteristics seem to be related to playing the game well.

Supplies:

• Yardage Book

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Activity 14.2 • Diversity in Golf *Continued*

4. Now ask players which differences they think would be important to consider in putting together a competitive team for a tournament. Which differences or characteristics do players think would be important if they were selecting a partner to play with them in a scramble golf tournament? What skills would you look for to complement your own?

Possible Answers:

- A strong putter
 - A strong driver
 - Someone who can get the ball out of the sand
 - Someone with a good sense of humor to make the tournament fun
 - Someone who can hit a shot out of deep rough
 - Someone who can help the team stay focused
 - Someone who is an expert on the Rules of Golf
 - Someone with more experience in tournament competition
5. Ask players how they would decide between two possible team players if one person has a funny looking swing and another has a smooth swing, but they both hit the ball just as far and straight. *Does it matter what their swings look like? How do we decide which differences are important?*
6. *What about having fun while playing?* For example, say a player's goal for golf is to have fun and they must choose between a teammate who is a good golfer, but is always disrespecting others and putting them down, or another golfer who is not as good, but tells a lot of jokes that make you relax and enjoy playing the game?

In golf and in life, we can all benefit from teaming up with people who have different ideas and skills than we do, from partnering with people who have differing ways of dealing with challenges, and from others who have skills in areas in which we are not as strong. We can appreciate the diversity of others and the talents and abilities they bring to the table. They can open our eyes, help us learn, and help us succeed.

Activity 14.3 • Diversity Scramble

The purpose of this activity is to help players form diverse teams for a scramble-format play, as they learn to appreciate differing abilities and skills.

1. Help players form four-person teams for a scramble-format play. Try to create teams that reflect varying skill strengths and levels as well as other diverse characteristics such as size, gender, age, or even personality or attitude differences, to the extent that you know them (calm and steady, aggressive and risk-taking, cheerful and positive, etc.). The idea is to create teams that benefit from the varying strengths of each team member.
2. Have teams participate in a scramble competition of at least three holes or more if time allows.
3. If more time is available and/or during follow-up classes using this core activity, coaches can have players team up and play one or more of these additional formats which, similar to a scramble format, accentuate the importance of diversity in individuals and their skills/strengths:
 - **Rotating Three-Club Scramble:** Play scramble format in threesomes or foursomes, however on each hole, the group must decide which three clubs they will play the hole with. The three clubs must be the same for all players in the group.
 - **Follow the Leader:** A player on each hole is designated the leader, and the rest of the group tries their best to imitate the leader's shot, regardless of the outcome. The group plays a scramble from the leader's ball, so they are always playing their next shot from the leader's ball position. Closest to the leader's ball gets to hit first after the leader and so on.

Supplies:

- Golf clubs
- Golf balls

Continued Next Page

Activity 14.3 • Diversity Scramble *Continued*

- **Team Play Golf:** Each player is a position player for each hole. Each hole the roles are: Drive, Approach, Pitch, Chip, and Putt. One person drives, another hits the fairway shots, another hits the ball inside 100 yards, and another only putts. Each person grabs one club from the bag to play their portion of the hole. Switch roles after each hole.

- **Coaching Tip:** To create an optimal challenge for this option, alter the distance of each hole to fit the skill level of players. Coaches can use the “Taking it to the Course” tips for this level as a guide.

4. After the scramble, discuss the results and ask if players enjoyed the game and the team effort. Be sure to include questions that emphasize how individual differences contributed to the team’s success.

Activity 14.4 • Diversity Inventory

The purpose of this activity is to help players identify examples of diversity in their First Tee class, school, or local community.

1. The Yardage book lists examples of diversity characteristics that players might take note of including ethnic background, religion, and skill sets. Ask players to consider those around them - in their First Tee class, their school, and their community - and how they might benefit from interacting with diverse individuals. Take some time to write your answers in your Yardage Book.
2. Ask players to describe an example where diversity of people's skills and experiences outside of golf have benefitted (or could benefit) the people around them. The example could involve individuals in their school, church, community, or on other sports teams for instance.
3. Coaches could also set up a 9-hole putting, short game, or simulated golf course that pairs an example of diversity with each hole. As players play each hole with their partners, they could ask each other a question related to the example of diversity assigned to the given hole. If the example is artistic skills, then players could ask their partners an open-ended question such as "What artistic skills do you have?"
4. Preferably, players will be paired with someone who they don't know very well or with someone who they think is "most different" from themselves.
5. Ask players if they learned something new about a fellow player today. What else could they learn from working with others?

Supplies:

- Yardage book
- Pencil
- Golf clubs
- Golf balls

Age 10-11 Lesson Plans



Lesson Plan 9 • Meeting & Greeting with ALR

Lesson Intentions:

- Review Get Ready to Swing. Allow players to explore setting up with a narrower stance and choking down on the club for more control in putting, chipping and pitching.
- Explore pitching and chipping different distances based on club selection and length of swing.
- Experience ALR (Ask-Listen-Respond) in various playing scenarios.
- Use ALR to help collaborate with your partner for greater success.
- Golf Rules: The consequences for penalties can be 1 or 2 strokes or loss of hole in match play.

Warm Up: 10 Minutes

All players start at the Object Control Over & Under ball toss station. Players each get their own SNAG ball & toss them over and under a series of swim noodle arches. Players will say “Chip” for the under toss and “Pitch” for the over toss. Once two players get through Under/Over, they become partners for the next four stations. Each station has a choice of activities and each partner must do one of the activities. Partners use ALR to decide which activity they will do. After their final station, players will pick a subject and use ALR to learn one unique thing about their partner.

Equipment: Swim noodles, sticks, cones, SNAG balls, tape for balance line

- **Strength:** Use ALR to decide between 15 push-ups or 30-second plank
- **Flexibility/Mobility:** Use ALR to decide between toe touches (hold 3 seconds then reach to sky x 5) or 10 Arm Circles forward & backward. Do big and small
- **Agility/Coordination:** Use ALR to decide between skip high knees 40 feet or hurdles (10 leaps)
- **Balance:** Use ALR to decide between hopping on a line with one foot or inchworm 20 feet
- **Object Control:** Use ALR to decide between using a SNAG ball to toss the ball under (chip) or over (pitch) swim noodle arches.

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

- What is the difference between a Chip and Pitch based on your ball toss experience?
- How did you and your partner make activity decisions and how did that turn out for you?
- Did you feel “listened to” by your partner? Why or why not?



Lead Coach: Coach PJ, First Tee — Northern Michigan

Lesson Length: 60 minutes

Number of Kids: 24

Skill Level: C

Key Commitment: Collaborating with Others

Golf Skill(s): Putting, Chipping and Pitching

Golf Fundamental/Factor of Influence:
Distance Response/Size of Motion and Club Selection

Lesson Plan 9

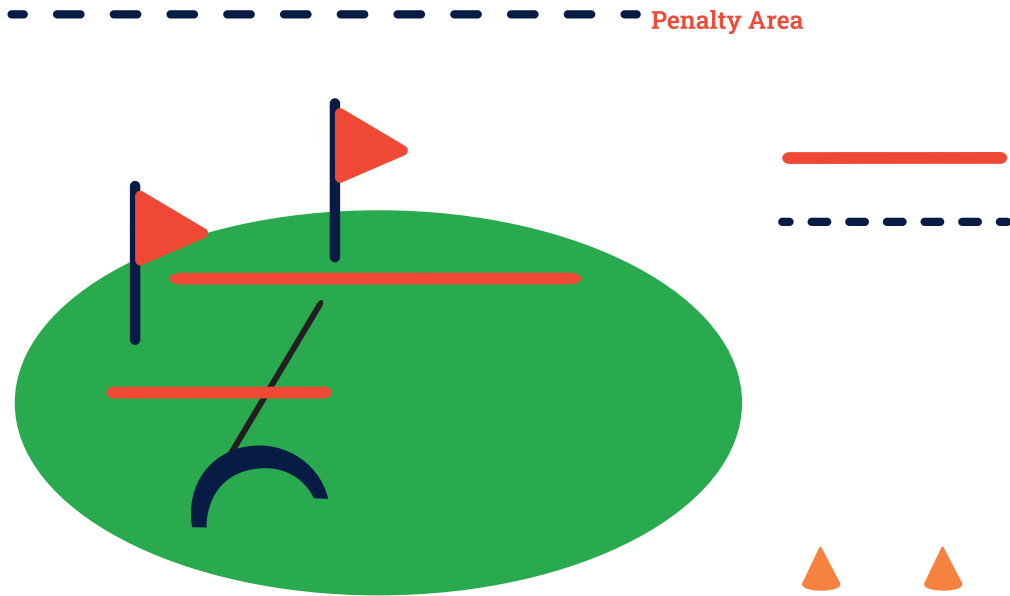
Activity 1: Chip or Pitch Team Challenge

- **Modeling:** Use a volunteer, assistant coach or players to model:
 - **Get Ready to Swing:** Demonstrate narrow stance and holding down on the club for more control.
 - **Golf Skill:** Distance Response using Pitch L- Sweep-Y or Chip Y-Sweep-Y. Influence of club selection on distance. Demonstrate using 3 different clubs to the same target on the green. Refer to length of swing changes per club.
 - **Activity Description:** Players will work in pairs and will play as a team.
 - **Round 1) Practice:** Each player will practice pitching or chipping to each target zone. Partners observe where balls finish after each shot. When finished with individual practice, partners can discuss the strategy they will each choose to get the most balls in the zones. Options include playing one club for all zones, changing clubs and changing length of swings. Work together so your team is most successful.
 - **Round 2) Practice:** Play a second practice session using the strategy you and your partner discussed.
 - **Round 3) (optional depending on time) Practice:** Make other adjustments as needed.
 - **Round 4) Competition! Alternate shot:** Players collaborate to create a strategy for who will play to each zone based on practice experience. Players earn a point for each successful shot into the designated zone. Add a penalty area over the green. Players lose a point for going into the penalty area. Coach will demonstrate how to drop a ball after taking relief. Players will use the proper way to drop their ball from relief to set up their next shot at their station.
- ***Alternate scoring. No point assigned for successfully playing into the designated zone. Add 1 point if the ball misses the zone and 2 points for going into the penalty area. Lowest score wins.
- **Key Commitment Objective:** Players will collaborate to explore shot selection and distance. Players will use judgment to select their own length of swing.
 - **Golf Knowledge Objective:** Penalty areas and how to properly drop a ball when taking relief. Coach will demonstrate how to drop a ball after taking relief. Players will use the proper way to drop their ball from relief to set up their next shot at their station.

Equipment:

- Sand wedge or pitching wedge
- 7 or 8 irons
- Balls
- Cones
- Tape or string for lines
- Safety zones
- Alternate activity: noodles and sticks to create arches

Lesson Plan 9



Activity 1



Guiding Questions

1. What clubs do you prefer to use to chip?
2. What clubs do you prefer to use to pitch?
3. How can using ALR help you to learn more about your partner?
4. How can using ALR help you to learn more about yourself?

Lesson Plan 9

Activity 2: Take it to the Course - 9-Hole Penalty Putting Course

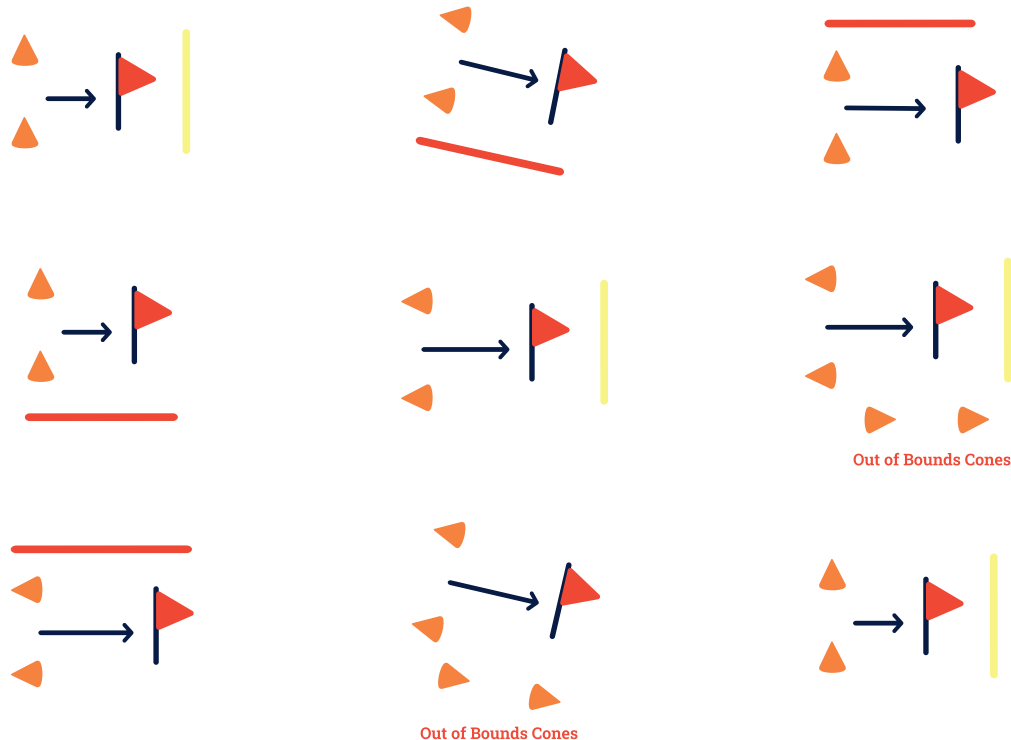
20 Minutes | 12 Players

- **Modeling:** Use a volunteer, assistant coach or player to model:
 - **Get Ready to Swing:** Review stance so that eyes are over the ball or just inside the ball and posture enables ease of Y-putt-Y movement.
 - **Golf Skill:** Putting using Y-putt-Y.
- **Activity Description:** Shotgun start players on different holes of the course. Players will play alternate shot as they putt their way through the course (alternate who begins each hole). Players will discuss strategy as they negotiate very challenging holes with penalty areas throughout. Players will ask open-ended questions as they play and will keep an accurate score for strokes taken. In addition, player teams/groups must write down 3 things they discovered about each other while playing.
- **Key Commitment Objective:** Players will play alternate shot and collaborate as a team to navigate around a challenging putting course. Use ALR as they play and create strategy.
- **Golf Knowledge Objective:** Penalty areas: Coaches outline and explain penalty areas on various putting holes.

Equipment:

- Colored discs or markers for start of each hole
- Lines or tape to represent hole boundaries
- Balls
- Scorecard and pencils
- Any equipment to indicate penalty areas

9-Hole Putting Course



Lesson Plan 9

Wrap Up:

5 Minutes

1. What are your thoughts about the warm up? How did you use ALR to select the different exercises you each chose?
2. What is your way to change distances in pitching and chipping? Do you picture the ball flying? Do you “go with your gut” and feel the swing before you hit? Do you just swing and hope it works out? What could you do better?
3. How does having a penalty area change your thinking and strategy?
4. What are some of the penalty areas on a golf course?
5. Why is it important to be able to communicate with others?
6. When you used ALR today, what did you learn about another person?
7. Describe a social situation that can be awkward for you. How could using ALR help in that situation? Where else could you use ALR?

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 working with your partner to strategize help your team?
3. When you use ALR, what unique things are you discovering about your partner?

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 10 • Learn & Grow with Grit

Lesson Intentions:

- Players will learn 3 Tips for Developing Grit: Be Patient, Be Positive, and Ask for Help.
- Players understand that attitude impacts enjoyment and performance.
- Players will experience good body balance and a balanced finish.
- Players will learn the importance of clean clubs.
- Players will learn that tee markers are not allowed to be moved by players.

Warm Up: 10 Minutes

When doing the warm up, start to review the 3 Tips for Developing Grit: Be patient, be positive, and ask for help.

- **Strength:** Bear crawl for 10 yards. If a player is having trouble, tell them to stop, be patient, and try it again.
- **Flexibility/Mobility:** Jump and do a half turn, 10 times. If a player is having trouble, have them try to complete quarter jumps first and slowly progress to a half turn.
- **Agility/Coordination:** Using the noodles or cones that you have set up for bear crawl, have the players skip and see how high they can jump. Allow players to do this twice to see if they can stay positive and try and go a little higher the second time.
- **Balance:** Inch worms for 10 yards. Remind players to be patient and positive even if the exercise is hard.
- **Object Control:** Have the players partner up with a hula hoop and tennis ball. One player will roll the hula hoop and the other will toss the ball through it. Have them try different distances. If players find this challenging, remind them to be patient, positive, and ask for help.

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

- Which warm up was the most challenging?
- What are the 3 Tips for Developing Grit?
- Which of the 3 Tips for Developing Grit did you use the most?



Lead Coach: Ali Beam, First Tee — Indiana

Lesson Length: 60 minutes

Number of Kids: 24

Skill Level: A

Key Commitment: Growing Through Challenge

Golf Skill(s): Chipping, Pitching and Full Swing

Golf Fundamental/Factor of Influence:
Body Balance: Balanced Finish



Lesson Plan 10

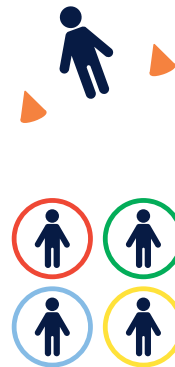
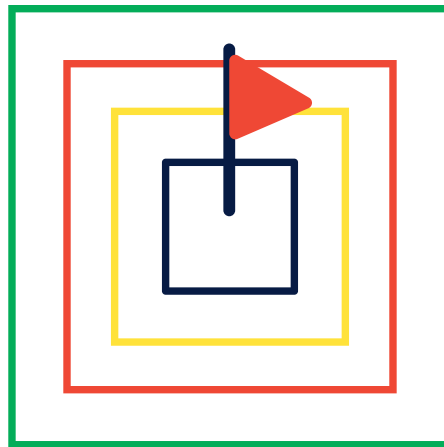
Activity 1: Bulls-eye Chipping

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:**
 - Hold: Feels comfortable, hands touch on grip
 - Set up: Athletic Posture
 - Aim and Alignment: Clubface to target, body parallel to target
 - **Golf Skill:** Chipping with balanced finish
 - Y-Sweep-Y, Hold the Y
- **Activity Description:** Set up a grid on the green or in the grass. Players will try to get into the blue square. To make it more challenging, have the players try to get a ball in each square.
- **Key Commitment Objective:** As the players are at this station, remind them to be patient, be positive, and ask for help while dealing with challenges.
- **Golf Knowledge Objective:** Tee markers can't be moved by players, even if they are not aimed where you want them to go.

Equipment:

- Flagging tape or chalk lines
- A flag and stick
- Cones
- Hoops
- Clubs
- Golf balls

Lesson Plan 10



Guiding Questions

1. Which of the 3 tips did you use the most at this activity?
2. Which of the 3 tips is the hardest to use?
3. What did you have to do if the tee markers were not pointed at the target?
4. How long did you hold your finish?

Lesson Plan 10

Activity 2: Skee Ball Pitching

15 minutes

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

- **Get Ready to Swing:**

- Hold: Feels comfortable, hands touch on grip
- Set up: Athletic Posture
- Aim and Alignment: Clubface to target, body parallel to target

- **Golf Skill:** Pitching

- L-Sweep-Y, Hold the Y

• **Activity Description:** Players will be in groups of 3 or 4. Each player will get 3 golf balls. After all the players hit their 3 golf balls, the team will add up their total. Remind players of the 3 Tips for Developing Grit: Be patient (when waiting for their turn), be positive (if you don't get it the first time it will be okay), and ask for help (if you are having trouble, it's OK to ask for help).

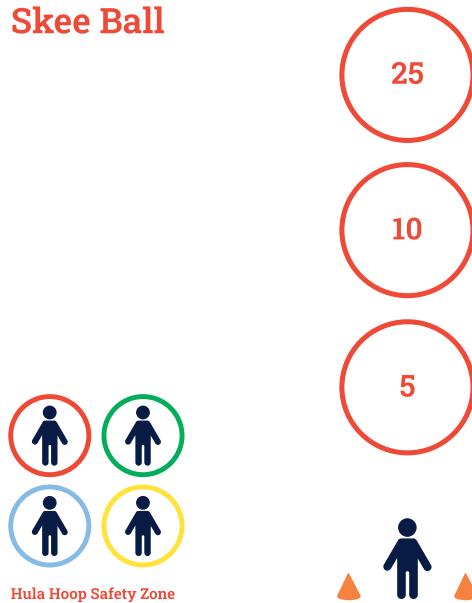
• **Key Commitment Objective:** An activity can be challenging. Remember to be patient when waiting for your turn, stay positive when hitting the ball, and ask for help if you are having trouble.

• **Golf Knowledge Objective:** When pitching, clubs can get dirty. It is important that the club stays clean. The grooves on the club are what helps the ball spin. So let's clean the club after our turn.

Equipment:

- Ape or chalk (Make 3 circles in different distances; can also be different sizes)
- Cones
- Balls
- Clubs

Skee Ball



Guiding Questions

1. Did you use the 3 Tips to help you?
2. How did you do with holding and having a balanced finish?
3. Which of the 3 Tips did you use the most?
4. Was it easier to hit a ball if you were happy, upset, or another emotion? Which of the 3 Tips helps you manage your emotions?

Activity 3: Take it to the Course

15 minutes

• **Activity Description:** Participants will play a three-hole up-and-down course setup using the following parameters. Coaches should reinforce that players cannot pick up and move the tee markers, and that doing so is a penalty we must call on ourselves if it happens.

- Use the following guidelines when setting up holes:

- Hole 1: 3-5 yards off the green
- Hole 2: 5-7 yards off the green
- Hole 3: 7-9 yards off the green

Wrap Up:

5 Minutes

1. How does having grit help you dig deep when things get tough?
2. How did you use the 3 Tips for Developing Grit to help you today?
3. How can you use the 3 Tips in school or at home?
4. What is an example of being patient on and off the course?
5. What is an example of staying positive on and off the course?
6. Who are some people you can ask for help on and off the course?

Guiding Questions

1. Did anyone have to call a penalty on themselves? If so, why?
2. How long do you like to hold your finish?
3. Did using the 3 Tips help you in this challenge?
4. Were you able to stay patient when it was not your turn?

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 11 • Staying Cool

Lesson Intentions:

- Players will start using and understanding the first 2Rs – Relax and Replay.
- Players will discuss another part of target awareness, factoring in distance to their target.
- Players will discuss the way in which the ball is struck – no scooping, pushing, or scraping.

Warm Up: 10 Minutes

Break players into small groups of 3-4, depending on the number of coaches or volunteers you can place at each station. Players will complete an activity circuit, with the coach at each activity station to help communicate the activity. After completing each activity, coaches will prompt players to stop and take a deep breath to reinforce the first R, Relax.

- **Strength:** Plank for 30-45 seconds.
- **Flexibility/Mobility:** Over-Under/Side-to-Side: using a dodgeball, players will pass side-to-side and over-under for 45 seconds.
- **Agility/Coordination:** Ladder Jumps: Using 12 rungs, have players jump between rungs, keeping their feet together.
- **Balance:** Inchworms: Set up cones 20 ft apart and allow players to race between them.
- **Object Control:** Use a tennis racket to strike a tennis ball to velcro targets of different distances. No scooping, pushing, or scraping! The ball must be struck.

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

- Were any of the activities difficult for you? Did stopping and taking a deep breath help you relax between activities?
- Which race activity was the longest distance?
- How did you get your tennis ball to the different targets? Which targets were easier to hit? Which targets were more difficult?



Lead Coach: Katie Harris, First Tee – Greater Dallas

Lesson Length: 90 minutes

Number of Kids: 16

Skill Level: B

Key Commitment: Using Good Judgment

Golf Skill(s): Chipping, Putting

Golf Fundamental/Factor of Influence:
Target awareness/distance to target

Lesson Plan 11

Activity 1: Putt Putt Challenge Course

20 Minutes

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

- **Get Ready to Swing:**

- Roll it on the Ground Hold: hold the club in the air in your favorite hand near your belly button with your buddy hand on the bottom, and your favorite hand on top. Slide the favorite hand to meet its buddy, thumbs point straight down the shaft.
- Introduce the 2Rs by having players stop, take a deep breath, and ask themselves if what happened was what they wanted to happen.

- **Golf Skill:** Y-Putt-Y

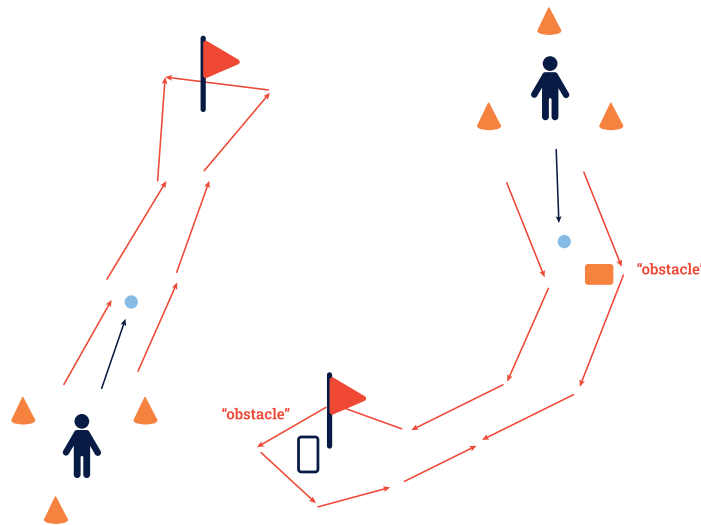
• **Activity Description:** Players will play a putting course that uses flagging tape/chalk to create out-of-bounds areas and using miscellaneous items to create obstacles to the best angle towards the target hole.

• **Key Commitment Objective:** Players must use good judgment and make good choices about selecting their target and lining up to it to avoid the obstacles.

• **Golf Knowledge Objective:** Incorporate keeping score and not being able to improve the lie if there are obstacles in front of a shot.

Equipment:

- Tees
- Flagging tape/ chalk
- Cones
- Misc. items to create obstacles



Guiding Questions

1. Did any of those holes frustrate you? Did that change how you played them?
2. How did using those first 2Rs help when you played the holes over again?
3. What was the most difficult obstacle on the putting course? How did you plan for it?
4. How long was the longest hole? How did you figure that out?

Lesson Plan 11

Activity 2: SNAG Target Chipping

20 Minutes

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

- **Get 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-sweep-Y

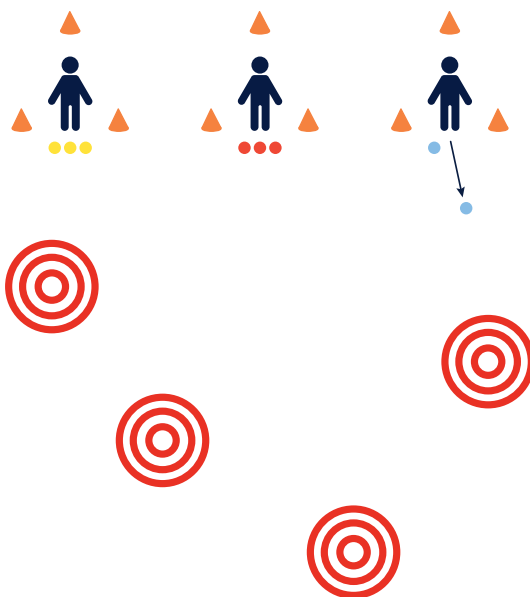
• **Activity Description:** Players will hit from a hitting line set up with safety areas, SNAG equipment, and color-coded SNAG balls towards different SNAG targets littered around a space of about 25 yd. at the longest shot. Coach will choose the target that is the focus for that round of hitting. Players should discuss with each other how far away the target is and aim towards their target.

• **Key Commitment Objective:** Players begin to choose to use the 2Rs to recenter after each shot and before selecting their next target.

• **Golf Knowledge Objective:** Players will be expected to choose how big of a swing they need to use to hit the targets based on their distance.

Equipment:

- SNAG clubs
- SNAG balls
- SNAG targets (at least 3-5)
- Cones and flagging tape for stations and safety



Guiding Questions

1. How far was the closest target? How far was the furthest target from you?
2. How do you make sure you don't push the ball when you take a swing?
3. How did using the 2Rs help you hit your target?

Lesson Plan 11

Activity 3: Take it to the Course

20 Minutes

- **Activity Description:** Players will play a scramble from 100 yd. in, discussing how far each shot is to their target and making appropriate club and shot choices.

Wrap Up:

5 Minutes

1. What are the 2Rs that we discussed? How can you use them outside of golf?
2. Tell me about how many different ways you can aim your shot?
3. What was the most difficult activity you went through today? How did you handle it?
4. How can you measure distances on the golf course?
5. How are you supposed to strike the ball?

Guiding Questions

1. Does every shot go the way you want it to? How can the 2Rs help?
2. How should you strike the ball? Can you scoop or push the ball?
3. How do we aim towards our target?
4. How can you relax between shots on the course?

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 12 • Finding Your Personal Par

Lesson Intentions:

- Review how “Get Ready to Swing” stance is narrower for pitching than full swing.
- Experience and explore greater clubface awareness.
- Understand and use Personal Par in full swing and pitching.
- Players can use Personal Par for process as well as outcome.
- Golf Rules: Red and Yellow penalty areas; understand par in golf; become familiar with birdie, bogey, and double-bogey.

Warm Up:

10 Minutes

Divide players into two groups. One group will start with plank, arm circles, and Superman. The second group will start with spot jump/hop and ball bounce on a club, then the groups will switch. Be sure to give players plenty of space for the ball bounce on the clubface, and set this station up on level ground. Players will keep track of their own score to determine their Personal Par for Superman balance and ball bounce on clubface.

- **Strength:** Plank for 30-45 seconds.
- **Flexibility/Mobility:** 10 arm circles forward and backward.
- **Agility/Coordination:** 1 min. spot jump/hop.
- **Balance:** 2 min. Superman right foot 30 seconds then left foot 30 seconds. Repeat. Players will time themselves (Count out 1,001... 1,002) to find their average time between both attempts.
- **Object Control:** 2-3 min. Bounce SNAG ball on SNAG clubhead or bounce golf ball on normal golf clubhead. Keep track of how many you can do in a row.

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

- What do you think the term Personal Par means? Discuss par in golf and the concept of Personal Par.
- Each person will compare their personal best time for Superman and ball bounce on their clubface to their average time or number. Were they the same or different? Which side was easier to Superman?
- When you were bouncing the ball on the clubface and your clubface was facing the sky, where did your ball bounce? When it faced another direction, where did your ball bounce?
- How is knowing what you do different from what you can do? How can knowing this help you think more positively about yourself?



Lead Coach: Coach PJ, First Tee — Northern Michigan

Lesson Length: 75 minutes

Number of Kids: 24

Skill Level: C

Key Commitment: Building Positive Self-Identity

Golf Skill(s): Pitching and Full Swing

Golf Fundamental/Factor of Influence:
Clubface and Ball contact, clubface direction at contact



Lesson Plan 12

Activity 1: Club Rotation Face Awareness and Full Swing Personal Par Penalty Challenge

18 Minutes | 12 Players

Equipment:

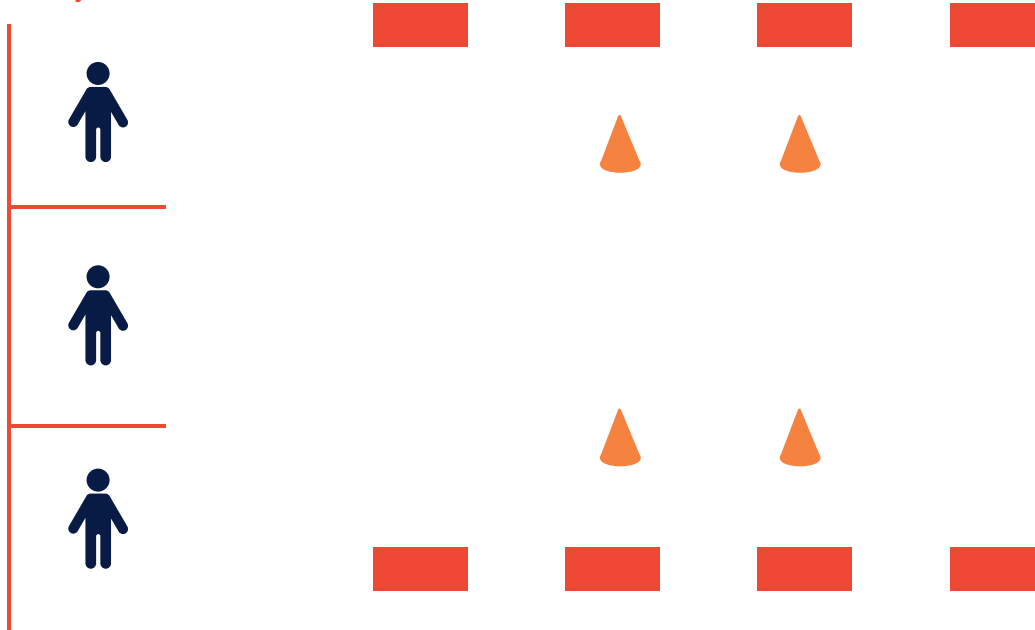
- Tees
- Balls
- Red noodles or cones
- Yellow noodles or cones
- Sticks to set swim noodles, discs or cones for safety zones

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:** Review hold and how it can change clubface direction at impact.
 - **Golf Skill:** Full swing with various clubs with focus of square clubface impacting the ball.
- **Activity Description:** On the practice range, set up a series of red swim noodles or cones along one or both sides of the range, (to represent red penalty areas) and a line of yellow cones or noodles across the range (to represent yellow penalty areas). Divide the group on the driving range in half. One group will be hitting balls and the other group will work in pairs in a waiting zone to develop clubface awareness.
 - **Hitting group:** Play 5-6 balls with a short iron, 5-6 balls with a medium iron, and 5-6 balls with a long club such as a driver. Players will keep track of how many balls they keep inside of the range (or out of the penalty areas), with each club to determine their Personal Par. Before players hit, they will place their ball so that the name, number, or logo sits at 3:00 or directly behind the target. When players swing, they will focus on striking that spot squarely with the clubface. Players can also create a Personal Par for how many times they are able to strike the ball squarely with the club.
 - **Waiting station:** Players will work in pairs to create feel for their clubhead and clubface. Player 1 will close their eyes and hold a club very lightly (1 on a scale of 1-10) with the club parallel to the ground. Player 2 will gently rotate the clubhead around in any direction. When Player 2 is finished, Player 1 will tell their partner which direction the toe of the club is pointing using the face of a clock as a reference. If the toe is pointing to the ground it is 6:00; if it is straight up to the sky, then it is pointed at 12:00.
- **Key Commitment Objective:** Players will build positive self-identity by understanding and accepting their current ability compared to their own performance.
- **Golf Knowledge Objective:** Understand the difference between red and yellow penalty areas.

Lesson Plan 12

Full Swing Personal Par

Safety line



Guiding Questions

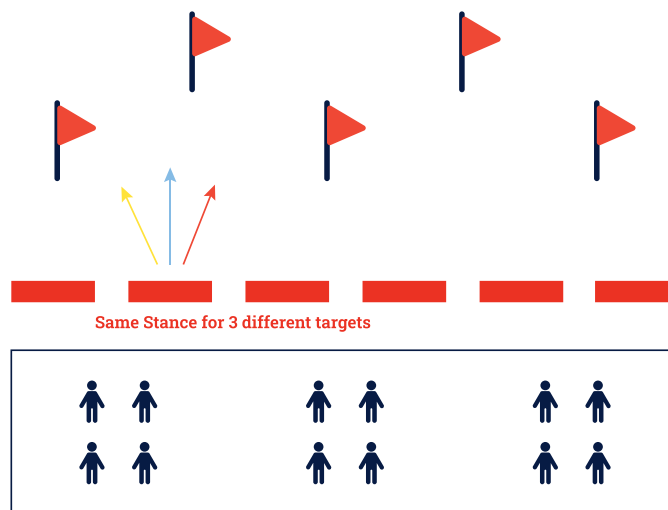
1. What does it feel like when the club is pointed to 6:00? 12:00? Where on the clock do you want the club to be when you hit a golf ball?
2. How does focusing on hitting the back of the ball with a square clubface impact what your ball does? What does it look like, sound like, or feel like?
3. When you think about understanding your Personal Par, do you factor in what you wish you could do? What other people can do? What you (or someone else) thinks you should do? Is it OK to be where you are right now?

Lesson Plan 12

Activity 2: Face Awareness Pitching

17 Minutes (model 1 min., play 5 min., learn 1 min., play 10 min.) | 12 players

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:** Review narrower stance for pitch shots and how a player's hold can affect their clubface direction at impact.
 - **Golf Skill:** Pitch to various targets by changing the direction of the clubface.
- **Activity Description:** Players will pitch to several different targets.
 - **PLAY:** Round 1) players can choose only one stance position and must only change the clubface direction to go to various targets. Round 2) Players can adjust their stance and set-up for each target. Players will place the ball on the grass so the number or logo is at the back of the ball. (or 3:00). Players will focus on squarely hitting the back of the ball when they play to various targets.
 - **LEARN:** Coach will take 1 minute to discuss the difference in the first 2 rounds. Ask players what they will focus on for round 3.
 - **PLAY:** Round 3) Play to 1 target. Players will pitch 7 balls to their target and eliminate the farthest 3 balls and closest 3 balls. The "in between" ball is their "average" or Personal Par. Stop play as players remove the farthest and closest 3 balls. Walk off the fourth or "average" ball's distance from the hole. Go through as many rotations as time allows to determine Personal Par for that challenge.
- **Key Commitment Objective:** Players will build a positive self-identity by understanding and accepting their current ability compared to their own performance and no one else's.



Guiding Questions

1. What does it feel like to stand facing one direction and use your clubface to go another direction?
2. What is your tension level like when you try to be like someone else? What is it like when you are just being you? Personal Par is all about being you!
3. If I (the coach) said there is nothing more important in golf than the target and impact, do you agree or disagree? Why or why not?

Lesson Plan 12

Activity 3: Take it to the Course

15 Minutes

• **Activity Description:** Players will play several holes with a partner on the driving range while avoiding the penalty areas from activity 1. Allow players to set their own Personal Par based on what they have learned today. Reinforce that players may not have the same Personal Par as their friends, and that is OK!

- Holes should be set up 75-150 yd. in length

- Par 3 ~75 yards
- Par 4 ~100 yards
- Par 5 ~150 yards

Wrap Up:

5 Minutes

1. Coach will refer to a scorecard from their course. Describe PAR as experienced players being able to be on the green in 1 + 2 putts = Par 3. On in 2 + 2 putts = Par 4. On in 3 + 2 putts = Par 5. Why or why not compare your scores with an experienced player?
2. What are some of the golf terms we associate with scoring? (Par, Bogey, etc.) What do they mean?
3. How can knowing your own Personal Par help your attitude? Your motivation? Your confidence?
4. What other ways can knowing your Personal Par help you? What did you experience about the clubface today?

Guiding Questions

1. What do you do if your ball goes into a penalty area?
2. How many times did you hit the ball with your clubface pointed towards your target?
3. What was your personal par for each hole?

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 13 • Dreams & Goals

Lesson Intentions:

- Players will understand the difference between a dream and a goal.
- Players will understand how to turn a dream into reality.
- Players will understand the difference between a short-term goal and a long-term goal.
- Players will understand how to make a bigger swing to make the ball go a farther distance.
- Players will learn how to determine if a ball is in or out-of-bounds.
- Players will learn how long to look for a golf ball.

Warm Up:

10 Minutes

Warming up helps individuals reach their goals. A warm up can help you become stronger, more flexible, help with balance, help with agility, and work on hand-eye coordination.

- **Strength:** Walking lunges for 15 yards
- **Flexibility/Mobility:** 15 toe touches
- **Agility/Coordination:** Hop for 15 yards
- **Balance:** Balance on each leg for 30 seconds
- **Object Control:** Dribble a soccer ball between cones for 15 yards

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

- How did warming up help you reach your goals?
- How do you think doing these warm ups relates to the golf swing?
- Why do you think working on your balance is important?



Lead Coach: Ali Beam, First Tee – Indiana

Lesson Length: 60 minutes

Number of Kids: 24

Skill Level: A

Key Commitment: Pursuing Goals

Golf Skill(s): Putting, Chipping, and Pitching

Golf Fundamental/Factor of Influence:

Combining Distance Response-club selection and Body Balance-balanced finish

Lesson Plan 13

Activity 1: Lily Pad Putting

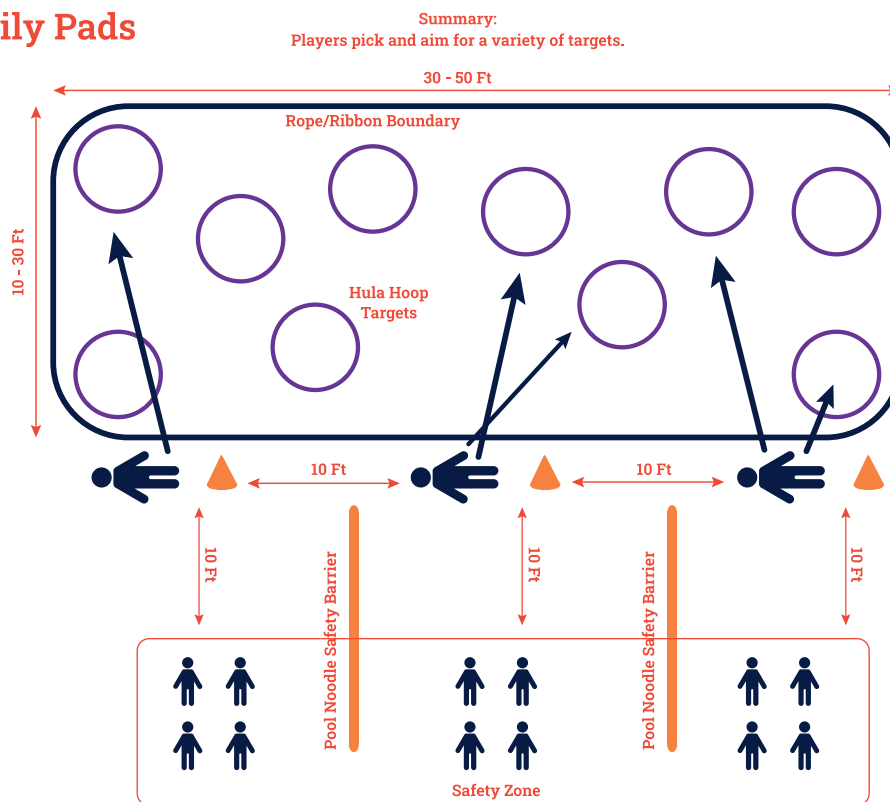
15 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:** Determine how far to get to the target. Reinforce distance response.
 - **Golf Skill:** Short, medium, or long "tic-toc" like a clock. The bigger the tic-toc the farther the ball goes.
- **Activity Description:** Players will putt to different lily pads using different clubs. Have the players set goals to see how many lily pads they can get into.
- **Key Commitment Objective:** To pursue a goal you must have a goal. Have the players set goals for how many lily pads they can hit.
- **Golf Knowledge Objective:** Players will learn that a ball cannot touch the line to be considered out.

Equipment:

- Tape or flat hula hoops (to make circles)
- Hoops
- Rope
- Cones
- Noodles
- Balls
- Clubs

Lily Pads



Game Modification:

1. Individual v.s. Team
2. Distance from the grid
3. Size of Targets
4. Add Points in target

Players should experience:

1. Identifying Target
2. Different length of swing for different targets

Guiding Questions

1. What were some things you did to make the ball go different distances?
2. What did you do to set your goal?
3. When you are holding your finish, how long do you think you should hold it?

Lesson Plan 13

Activity 2: Ladder Chipping and Pitching

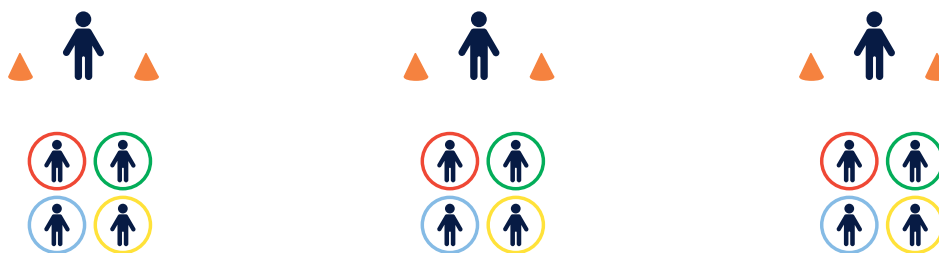
15 Minutes

Equipment:

- Hoops
- Cones
- Clubs
- Balls
- Noodles

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:** Distance Response-club selection. Explore hitting different clubs from different distances. Body balance--balanced finish.
 - **Golf Skill: Pitching** L-sweep-Y: Hold the Y.
 - **Golf Skill: Chipping** Y-sweep-Y: Hold the Y.
- **Activity Description:** Set up enough stations so there are only 2 players per spot. Players will use different clubs to chip and pitch. The goal of this activity is to hit one shot then go past it with the next shot. Players must alternate between chipping and pitching with their partner. Players repeat this cycle until they reach the noodle or they do not pass their last shot.
- **Key Commitment Objective:** Each time the player has a turn, have them set a goal and pursue it.
- **Golf Knowledge Objective:** Players must watch their ball. If they have trouble finding their ball, they only have 3 minutes to look for it.

Set noodle about 60 yards out



Guiding Questions

1. What clubs did you use?
2. What was your goal? Did you accomplish it?
3. How long should you hold your finish?
4. How long do you have to look for your ball?

Lesson Plan 13

Activity 3: Take it to the Course

15–20 Minutes

• **Activity Description:** Players will play a scramble from 50 yds in, discussing how far each shot is to their target and making appropriate club and shot choices.

Wrap Up:

5 Minutes

1. What are your dreams?
2. If someone set a short-term goal today and accomplished it, what was it?
3. Can anyone share their long-term goal with the group?
4. What do you think dreams are telling us?
5. How do we know if a ball is in or out-of-bounds?
6. What is the difference between a goal and a dream?
7. What is the difference between long-term and short-term goals?

Guiding Questions

1. Who is on your dream scramble team?
2. Who can you work with to set a goal for your team?
3. Does everyone on your team hit the same club for each shot?
4. Is a dream a short-term or long-term goal?

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 14 • Appreciating & Valuing Diversity

Lesson Intentions:

- Players will learn how the direction of the clubface at contact affects where the ball goes.
- Players will learn about the diversity of their classmates and how their knowledge can help them learn more.

Warm Up:

10 Minutes

Players will complete an obstacle course. Set up enough stations for 50% of players to be able to participate at the same time. The player who is not going should be encouraging their teammate to reinforce working together. Set up out-of-bounds lines for certain parts of the activity to integrate the out-of-bounds rule.

- **Strength:** 25 ft. of crab walks with an out-of-bounds at the end.
- **Flexibility/Mobility:** Hula hoop for 40 seconds.
- **Agility/Coordination:** Set up 12 rows of hopscotch and challenge players to hopscotch back and forth as fast as possible without making any mistakes. Be careful! If you go too fast, you could run out-of-bounds.
- **Balance:** Walk on a balance beam (or line) for 25 ft. with an out-of-bounds area on either side. If players go too quickly, they may fall off and have to start over.
- **Object Control:** Use a tennis racquet or baseball bat to strike three different sized balls to three different targets left, right, and center.

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

- Were certain warm ups easier for some people? Harder for some people?
- What happened if someone went out-of-bounds on our course?
- How did you encourage your teammates?



Lead Coach: Katie Harris, First Tee — Greater Dallas

Lesson Length: 90 minutes

Number of Kids: 16

Skill Level: B

Key Commitment: Collaborating with Others

Golf Skill(s): Chipping, Pitching

Golf Fundamental/Factor of Influence:
Clubface Awareness/Clubface direction at ball contact

Lesson Plan 14

Activity 1: Chipping Challenge

20 Minutes

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

- **Get 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-sweep-Y

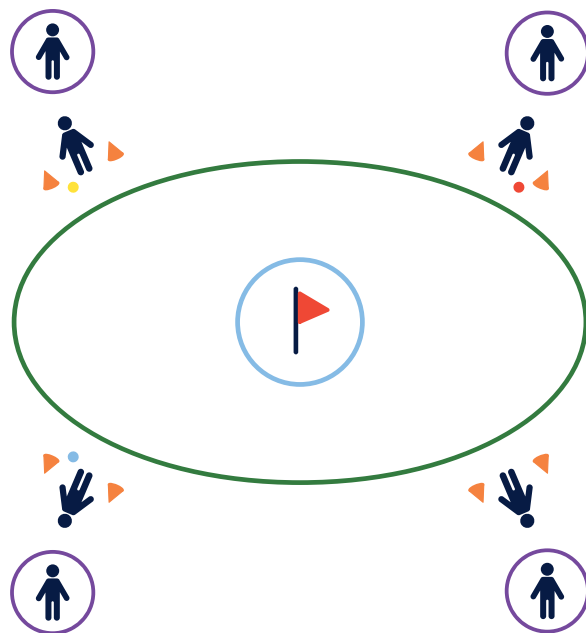
• **Activity Description:** Using one green space, set up a couple of different tees for shots around the green to one specific target space, preferably with about 8-10 ft. square. Players will partner up and each hit one shot from each set of tees, then transition to the next spot. Each ball hit from a set of tees that stops in the circle is a point. The team with the most points at the end of the game wins! If you want to add another level of challenge, balls that don't stop on the green are out-of-bounds, which removes a point.

• **Key Commitment Objective:** Players will be partnered for a competition and must collaborate to make the most points.

• **Golf Knowledge Objective:** Use impact tape, duct tape, sunscreen, or foot spray on the player's clubfaces to discuss ball contact from their shots and where they're hitting the balls on their club.

Equipment:

- Cones
- Flagging tape/ chalk
- Hula hoops
- Colored golf balls
- Impact tape (or duct tape, sunscreen, or foot spray)



Guiding Questions

1. What did your partner do well?
2. Which direction (left, right, center) does your clubface usually point when you hit the ball?
3. Did the out-of-bounds change your discussions with your partner?

Lesson Plan 14

Activity 2: SNAG Pitching Course

20 Minutes

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

- **Get 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.

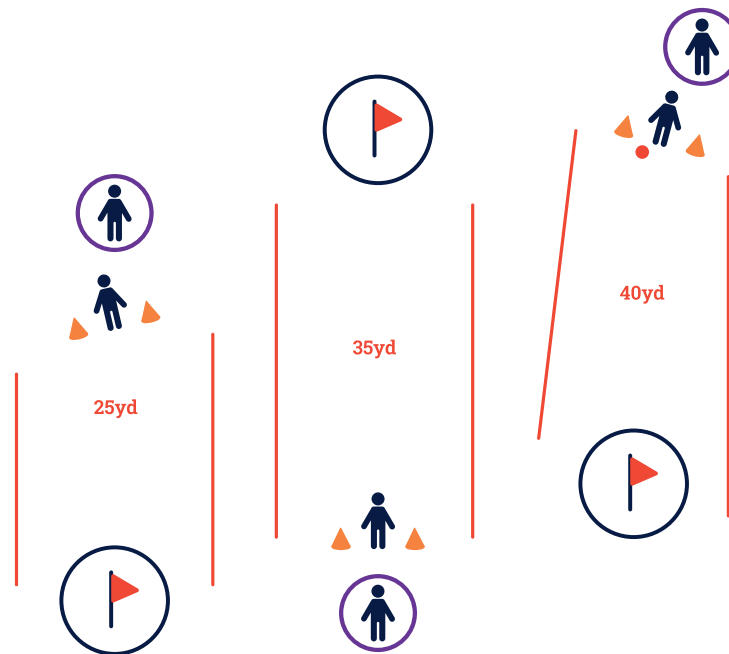
- **Golf Skill:** L-sweep-L

• **Activity Description:** Set up a short pitching course using SNAG targets as the 'holes' – have players partner with a new partner, but have them play alternate shot – they will need to discuss and rely on their partner to help them have the best score over the set number of holes. Make sure to set out-of-bounds lines on each hole so to discuss the rules around out-of-bounds. If you have the option, use foot spray on the clubface to see where the players are hitting the club.

• **Key Commitment Objective:** Players will have to collaborate in an alternate shot style structure.

Equipment:

- Cones
- Hula hoops
- SNAG clubs, balls, and targets
- Flagging tape
- Tees
- Foot spray, if available



Guiding Questions

1. How much more difficult was it to play this game when you had to rely on your partner for the next shot?
2. Was it easier or harder to hit in the middle of the clubface with bigger clubheads?

Lesson Plan 14

Activity 3: Take it to the Course

20 Minutes

- **Activity Description:** Players will partner together for a small competition scramble from 100 yd. in.

Wrap Up:

5 Minutes

1. Which golf skill is easiest for you to aim your clubface? Which is the hardest?
2. How does the direction of your clubface affect where your ball goes?
3. What are some things you learned today about your partners' strengths?
4. How many shots do you add to your score when you go out-of-bounds?

Guiding Questions

1. How do you know which partner is better at hitting a shot?
2. Where was your clubface pointed after each shot?
3. What are the steps you have to take when you hit out-of-bounds? Did anyone do that on the course?

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:

Age 10–11 Reflections

Three things I learned today:

1.

2.

3.

Two things I did well:

1.

2.

One thing I'd like to practice more or work on:

