

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 14+



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Age 14+

Overview

The goal of the Age 14+ content is to provide multiple opportunities for participants to elaborate on, apply, and extend developing ideas and skills of both golf and character through new activities on and off the course both in a group context and at an individual level.

Because participants enter the First Tee Program according to their age and not their acquired golf skills, Age 14+ lessons and activities place a greater emphasis on the personal development of the participant. As participants learn more about who they are and what they are capable of, they have the opportunity at First Tee to begin to look towards the future and plan their own paths.













For Coaches:

In the 14+ age group, participants may desire encouragement and support for personal development, both mental and social. Rather than giving detailed instructions, offer suggestions or alternatives to these participants. Coaches can continue to serve as mentors, offering guidance rather than directions and demands, as well as creating plenty of opportunities for discussion. Real life problem-solving opportunities are valuable to help participants discover ideas, make decisions, and evaluate outcomes. Coaches will want to encourage participants and counteract and redirect any feelings that are not positive in terms of self-worth. For youth at this age, coaches can allow participants the time to explore and express their own philosophies, as well as welcoming different perspectives. Activities and information for life-planning is exciting and interesting to youth at this age, and many of the 14+ activities support participants engaging in this work. It is recommended that program directors and coaches look to create opportunities for teens to participate in the mentoring of younger participants, as the transfer of both character and golf knowledge and skills in new contexts helps participants to develop a deeper understanding of the content and engage with it in new ways.



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 14+ group can be referred to as **Brassies**.

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
21 Dealing with Conflicts: Making a Positive Impact					
22 Learning from Failure & Dealing with Adversity					
23 Getting to Your Goal: Take Ownership over Goal Achievement					
Playing the Course: Review & Reflect					
24 Being a Trustworthy Person & Building a Trustworthy Team					
25 Who am I? Embracing Identity & Demonstrating an Understanding of Self					
26 Planning for the Future: A Game Changer's Game Plan					
Staying the Course: Review & Reflect					

Recommended Lesson Length: 90-120 Minutes

Golf Skills for Age 14+

The majority of players in this age group may have picked golf as their sport. Players may be competing in tournaments and increasing their golf-specific knowledge rapidly. Coaches will notice that players' golf skill movements are more fluid, and they may see players continue to self-diagnose or explain swing flaws in technical terms. Because of this advanced skill, many of the golf fundamentals and factors of influence that were previously taught separately are combined at this age level. The goal is to keep players engaged in the game while helping them develop their own unique processes and plan for the future on and off the golf course.

Coaches will see a rather large skill gap when new players come in at this age group. Coaches should keep in mind that, in general, players at this age have more general sports knowledge and tend to pick skills up more quickly as a result. To help bridge this gap, the more advanced golf fundamentals and factors of influence have been given prerequisites to help coaches review previously covered concepts. Remember, reviewing fundamental skills is important at every age so there is no harm in revisiting a previously learned concept. Additionally, coaches can add another layer of learning by having advanced players mentor or coach their peers. Coaches should also remember that players in this group enjoy spending time with friends their own age. This enjoyment will help bridge the skill gap and keep teens engaged by creating an optimal social environment.



Fundamental	Factor of Influence		
Distance Response	Size or Length of Motion	Club Selection	Speed or Energy
Target Awareness	Target Selection	Distance to Target	Reaction to Target
Get Ready to Swing	Hold	Set up	Aim and Alignment
Body Balance	Balanced Start	Balanced Finish	Balance During Swing
Clubface Awareness	Clubface Direction at Contact	Centeredness of Hit	Impact Position
Swing Rhythm	Prerequisite: Distance Response, Size or Length of Motion	Swing Tempo	Swing Sequencing
Routines: Pre-shot	Prerequisite: Physical Aspects – Get Ready to Swing	Mental and Emotional Aspects	Analyzing Variable Playing Conditions
Routines: Post-shot	Prerequisite: Introduced to the 4 Rs	Ideal Emotional Response: Emotionally neutral response to an undesirable process and/or outcome	Good Memory Storage: Learn to use the 4Rs to store memories of desirable processes and outcomes
Ball Flight	Prerequisite: Clubface Direction at Contact, Centeredness of Hit	Trajectory	Curvature
On-Course Strategies	Prerequisite: Get Ready to Swing	Self-Management	Course Management

Example Swing Cues

General cues:

- Target Awareness - Reaction to Target
 - See the target, hit the target
- Get Ready to Swing
 - Hold: Palms match, club in fingers
 - This allows the hands to work together to deliver the club to the ball in a proper impact position.
 - Set up: Athletic posture-weight balanced back to front and side to side
 - Aim & Alignment: reinforce clubface to target, body parallel to target
- Clubface Awareness
 - Clubface direction at contact
 - Clubface to the target
 - This is extremely important in putting because clubface direction determines ball direction.
 - **Chip/Pitch/Full Swing:** Ball first, ground second
 - Centeredness of hit
 - Strike the ball with the center of club.
 - Impact Position
 - **Pitch/Chip:** bottom of the club slides through the ball
 - **Full Swing:** club shaft before clubface
- Swing Rhythm
 - Swing Tempo
 - Overall Tempo: total time to complete swing, can be slow, medium, or fast.
 - Regardless of how fast the swing is, the rhythm should follow a 2:1 or 3:1 ratio depending on the golf skill. This ratio is backswing to downswing.
 - Example: full swing backswing is three, and downswing one. The backswing always takes longer than the downswing/forward swing because the club transitions and accelerates through impact in the downswing.

- Putting and chipping: 2:1 backswing to forward swing ratio is ideal
 - Example cues: tic toc or 1, 2
- Pitching 2:1 backswing to downswing ratio is ideal.
 - Example cue: Backswing “one, two” downswing “one”
- Full swing 3:1 backswing to downswing ratio is ideal.
 - Example cue: Backswing “one hundred” downswing “one”
- Swing Sequencing
 - **Pitch/Full Swing:**
 - Backswing: club, arms, torso, hips, feet.
 - Down swing: feet, hips, torso, arms, club.
- Routines: Pre-shot
 - Mental and Emotional Aspects
 - Use STAR to anticipate possible outcomes and build awareness of thoughts and emotional responses.
 - Analyzing Variable Playing Conditions
 - Customize STAR to adjust to playing variable playing conditions.
- Routines: Post-shot
 - Ideal Emotional Response
 - Uses the 4Rs to manage emotions after outcomes, good or bad.
 - Bad shots = emotionally neutral.
 - Good shots = amped up, happy, or excited, then refocus.
 - Good Memory Storage
 - Customize 4Rs to include positive memory storage and negative memory erasing.
- On-Course Strategies
 - Self-management: Use STAR, 4Rs, Goal Ladders, 3 Tips for Having GRIT etc. to improve performance.
 - Course Management: Track putt, chip, pitch, and full swing statistics when playing.

Putt:

- Distance Response
 - Size or Length of Motion
 - Adjust size of motion as needed
- Encourage players to keep their tempo throughout the swing, regardless of the size of motion. See **Swing Rhythm** for example cues.
- Speed or Energy
 - Adjust energy or speed to match course conditions or playing situations.
 - Encourage players to experiment with how this interacts with length of motion and swing tempo to allow the ball to travel different distances.
 - When adjusting the amount of speed or energy, swing rhythm should be consistent.
- Body Balance
 - Balanced Start
 - Weight is between 50/50 and 60/40
 - Balanced Finish
 - Weight stays between 50/50 and 60/40
 - Hold your finish (Hold the Y)
 - Balanced During Swing
 - Weight stays balanced and stable for whole stroke

Chip:

- Distance Response
 - Club selection
 - Select different clubs to match the desired distance
 - Explore hitting the same club different distances
 - Speed or Energy
 - Adjust energy or speed to match course conditions or playing situations.
 - Encourage players to experiment with how this interacts with club selection, length of motion, swing tempo to allow the ball to travel different distances.
 - When adjusting the amount of speed or energy, swing rhythm and tempo should be maintained.

- Body Balance
 - Balanced start
 - Experiment with weight between 50/50 and 60/40 and feet narrower than shoulder width
 - Balanced finish
 - Weight between 60/40 and 70/30
 - Hold your finish (Hold the Y)
 - Pose for the camera
 - Balanced during swing
 - Weight starts on the front foot and stays there if weight is distributed 60/40 in set up.
 - If weight starts 50/50, weight shifts very slightly shift to front foot.
- Ball Flight
 - Trajectory: Explore how club selection, ball position, slope, variable playing conditions, balanced start, shaft lean, set up, clubface position at address vs impact, and bounce effect shot height.

Pitch:

- Distance Response
 - Club selection
 - Select different clubs to match the desired distance
 - Explore hitting the same club different distances
 - Speed or Energy
 - Adjust energy or speed to match course conditions or playing situations.
 - Encourage players to experiment with how this interacts with club selection, length of motion, swing tempo to allow the ball to travel different distances.
 - When adjusting the amount of speed or energy, swing rhythm and tempo should be maintained.

- Body Balance
 - Balanced Start
 - Weight 50/50-60/40
 - Balanced Finish
 - Weight 70/30-90/10 depending on length of shot.
 - Hold your finish (Hold the Y, trail palm to the sky)
 - Balanced During Swing
 - Weight shifts from balanced start to the inside of the back foot and finishes mostly on the front foot.
- Ball Flight
 - Curvature: Explore how set up, aim and alignment, variable course conditions, clubface direction at impact, centeredness of hit etc. effect the curvature of the golf ball.
 - Trajectory: Explore how club selection, ball position, slope, variable playing conditions, balanced start, shaft lean, and set up effect shot height and backspin.

Full Swing:

- Distance Response
 - Club selection
 - Select different clubs to match the desired distance
 - Explore hitting the same club different distances
 - Speed or Energy
 - Adjust energy or speed to match course conditions or playing situations.
 - Encourage players to experiment with how this interacts with club selection, length of motion, swing tempo to allow the ball to travel different distances.
 - When adjusting the amount of speed or energy, swing rhythm and tempo should be maintained.

- Body Balance

- Balanced Start

- Driver: Ideal weight distribution 40/60-50/50 left to right for right-handed players. Right to left for left-handed players.
- Irons/wedges: Ideal weight distribution 50/50 left to right for right-handed players. Right to left for left-handed players.

- Balanced Finish

- Weight 90/10-95/5
- 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).
- Club finishes over the left shoulder or clubhead in your back pocket.

- Balanced during swing

- Weight shifts from balanced start to the inside of the back foot and finishes on the front foot.
 - Coaches can use target and non-target foot in place of front and back foot.
- Body maintains Get Ready to Swing position, particularly spine angle, throughout swing.

- Ball Flight

- Curvature: Explore how set up, aim and alignment, variable course conditions, clubface direction at impact, and centeredness of hit effect the curvature of the golf ball.
- Trajectory: Explore how club selection, ball position, slope, variable playing conditions, balanced start, shaft lean, set up etc. effect shot height.

Fundamental Tips

- When developing lesson plans for groups with mixed abilities, more advanced fundamentals and factors of influence can be covered in the same lesson using the same activity. Coaches can meet kids where they are by personalizing their feedback to the individual player and their needs.
 - a. Example: When teaching **Ball Flight**-trajectory, coaches can set up targets of different heights and distances on the driving range where players/teams get points for hitting targets. Advanced players who are able to do so, can focus on controlling trajectory by manipulating different aspects of their swing. Players who are less advanced can focus on combining **Get Ready to Swing** and **Target Awareness** together by working on their hold, set up, aim and alignment, and matching different clubs to their selected targets.
- Coaches should also note that factors of influence that were previously taught separately can now be combined when developing a particular golf fundamental. This is possible because players in this age group have better control over the movement of their bodies than younger, less physically developed players do, and thus, are able to combine gross and fine motor skills together at the same time.
 - a. Example: When developing **Distance Response** with putting, coaches can combine the factors of influence of size or length of motion with swing tempo to create overall distance control.
 - b. This can also help coaches manage skill disparities between beginning and advanced players because they can use the same activity and tailor their feedback to the individual player's needs.
- Because the recommended lesson length for this level is 90-120 minutes, it is recommended that coaches teach all four golf skills in each lesson.
- Remember that **Get Ready to Swing** has a great effect on distance, direction, and the effectiveness of all other Golf Fundamentals. If players are struggling with advanced concepts, reviewing hold, set up, aim and alignment can help set them up for success.
- The fundamental of **Ball Flight** is an advanced concept. Coaches should consider reviewing **Clubface Awareness**, **Get Ready to Swing**, and club selection before introducing **Ball Flight** for the first time.

- **Target Awareness** and **Distance Response** can be taught together by matching club selection and size or length of motion with distance to target and reaction to target.
- When teaching **Swing Sequencing**, it can be helpful to attach numbers to the different portions of the sequence for the backswing and downswing.
 - a. Example: during the back swing the sequence is club, arms, torso, hips and feet, this would become 1, 2, 3, 4, 5. During the downswing the ideal sequence is to reverse the process feet, hips, torso, arms, club or 5, 4, 3, 2, 1.
- In this age group, coaches may find that they want to combine golf fundamentals and factors of influence for a variety of reasons, depending on the length of a particular session at their chapter or the developmental needs of their players. Remember that First Tee's Golf Fundamentals help organize our lesson intentions. Below are some tips for combining golf fundamentals to help players progress without overloading your lesson plans or confusing players.
 - a. When doing this, coaches should consider creating separate activities for each golf fundamental.
 - b. Coaches can also teach each golf fundamental in a Whole-Part-Whole sequence where each fundamental is a part of the whole golf skill.
 - c. When doing this, keep in mind that even the most advanced golfers can only keep 1-2 swing thoughts in their head at a time. As a result, First Tee strongly recommends combining no more than two golf fundamentals at a time.
 - d. It is recommended that these golf fundamentals be combined in sessions with less than 8 lessons:
 - Pre- and post-shot routines
 - Distance response and swing rhythm
 - Distance response and body balance
 - Target awareness and distance response
 - e. Additionally, it is recommended that the following advanced concepts have their own lesson:
 - Clubface Awareness
 - Ball Flight

Working with this Age Group

Coaches are encouraged to provide developmentally and age-appropriate support for age 14+ participants by:

- Placing an emphasis on personal development wherever possible
- Providing guidance, suggestions, and alternatives rather than detailed instructions
- Engaging in frequent use of discussion method around topics
- Making sure participants are encouraging their peers and setting up an environment that is conducive to encouragement
- Empowering participants by having more advanced players help coach their peers
- Putting participants into real-life problem-solving situations to allow them to fully discover ideas, make decisions, and evaluate outcomes
- Countering any feelings of inferiority and inadequacy by encouraging participants and helping them see their positive self-worth
- Allowing time for participants to explore and express their own philosophies
- Including activities and information regarding life planning



Keep It Safe

Safety with all age groups starts with having clearly defined expectations regarding behavior. These expectations should focus on what coaches want players to do instead of what they do not want players to do. It is recommended that coaches 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 such as a whistle or a cue word or phrase such as “safety” or “fore.” It is recommended that coaches 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.
 - A good rule of thumb is to provide a minimum of 10-12 feet between each hitting station and each safety zone.
 - Golf balls can be placed 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.
 - Set up multiple stations for each activity. A good rule of thumb is to have two to three players per station.
 - Ex: a class with 12 players would have six stations per activity.
 - Make safety zones bright, colorful, and fun.
 - Engage with 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 and those consequences should be consistently enforced. Many times, chapters will have their own behavior policy. Check with your Program Director. An example behavior policy is:
 - First time: verbal warning
 - Second time: written notice to parent
 - Third time (recurring problem): parent or guardian is contacted, and player faces possible suspension from program

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

On-Course Tips

- Players at this age may be able to play standard tees, even if they are the forward tees.
 - For groups that are more or less advanced, coaches can adjust yardages to create optimal challenges that fit the dynamics of their group.
- Coaches should plan to spend a minimum of 50% of their class time on course with this age group.
- Players in this age group can explore many concepts on their own, including STAR, 4Rs, the Three Tips for Developing GRIT, etc. as **On-Course Strategies**. Coaches should reinforce the use of these concepts whenever they are on the golf course.
- Coaches are encouraged to reinforce rules and situations on course to help players prepare for tournament situations.
- Coaches are encouraged to help players set goals and practice plans based on their time on the golf course.

Tie It All Together

One challenge that coaches will continue to see with this age group is that they will face 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 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 14+ years old and just beginning the game.
- Sub-Lesson B-contains the ideal content for participants who are 14+ years old and new to this level.
- Sub-Lesson C-contains the ideal content for participants who are 14+ 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 in multiple lessons and sub-lessons.

In order 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 21, sub-lesson A and an example post-session golf skill challenge is available following Review and Reflect: Staying the Course.

Core Lesson Title	Game Changing Behaviors	Key Commitments	Golf Fundamentals	Suggested Golf Skills	Rules of Golf
21 Dealing with Conflicts: Making a Positive Impact	Respecting other perspectives. Understanding our personal impact.	Collaborating with Others	Body Balance – Balanced start, balanced finish, balance during swing + Distance Response–size or length of motion, variable amount of speed or energy	All	1.2a, 1.2b, 1.3b, 1.3c, 2.2a, 3.2a, 3.2b, 3.2c, 3.2d, 3.3b
22 Learning from Failure & Dealing with Adversity	Developing resilience. Discovering inner strength. Learning to dig deep and overcome adversity.	Growing through Challenge	Swing Rhythm: swing tempo, swing sequencing	All	4.1a, 4.1b, 4.1c, 4.2, 5.7d, 6.2b, 6.3c
23 Getting to Your Goal: Take Ownership Over Goal Achievement	Learning from both achievements and setbacks. Focusing on different types of goals.	Pursuing Goals	Target Awareness: target selection, distance to target, reaction to target + Distance Response: club selection	All	7.1a, 7.1b, 8.1d, 9.5
Playing the Course: Review & Reflect	Learning what it means to be a Game Changer.	Collaborating with Others, Growing through Challenge, Pursuing Goals	Use On–Course Strategies to review and analyze performance regarding golf fundamentals	All	10.3a, 10.3b, 10.3c, 11.1b, 11.2a, 11.2b, 11.2c

first tee® Age 14+ Quick Glance

Core Lesson Title	Game Changing Behaviors	Key Commitments	Golf Fundamentals	Suggested Golf Skills	Rules of Golf
24 Being a Trustworthy Person & Building a Trustworthy Team	Having courage to do what is right. Respecting rules in golf and in life. Being trustworthy and trusting your instincts.	Using Good Judgment	Clubface Awareness: clubface direction at contact, centeredness of hit, and impact position.	All	13.1f, 13.2c, 14.7
25 Who am I? Embracing Identity & Developing an Understanding of Self	Building Self-Confidence. Discovering what is possible. Demonstrate comfort and safety in expressing identity.	Building Positive Self-Identity	Ball Flight: trajectory, curvature	All	15.3a, 15.3b, 15.3c, 16.3a, 16.3b, 16.4
26 Planning for the Future: A Game Changer's Game Plan	Demonstrating excitement to grow and learn without fear of failure. Envisioning your Future.	Pursuing Goals	Routines: Pre- and Post-Shot	All	17.2a, 17.2b, 18.3a, 18.3b, 18.3c
Staying the Course: Review & Reflect	Understanding what it means to be a Game Changer.	Building Positive Self-Identity, Collaborating with Others, Using Good Judgment	Use On Course Strategies to review and analyze performance regarding golf fundamentals	All – Recommended Play Day	Review

Recommended Lesson Length: 90-120 Minutes

Age 14+

Lesson Overviews



Lesson 21 • Dealing with Conflicts: Making a Positive Impact

Lesson Overview:

Whether you are on or off the golf course, at some point you will inevitably deal with conflict. A conflict is a situation in which there are differences of opinion or opposing interests, needs, or demands. The ability to deal with interpersonal conflicts – a conflict or problem that arises between two or more people – is a critical life skill, and it is important to help you effectively collaborate and work with others. It is challenging to master because it involves good communication skills, self-control, objectivity, analytical thinking, and the ability to positively assert yourself while balancing that with the interests and feelings of others.

When properly handled, conflict can help you respect differences of opinion, learn to share and work cooperatively, and appreciate diversity. On the other hand, when not properly addressed, conflict can create negative situations that spawn bullying, teasing, put-downs, exclusion, violence, and threaten the well-being of body, mind, and heart.

First Tee's approach to conflict resolution aims to prevent or peacefully resolve conflict. One way to do that is to help all parties involved to see themselves as partners searching for a fair solution, instead of adversaries where only one person can win, and one must lose. Ideally, the solution is one that benefits both sides, or at least results in better mutual understanding and acceptance. This resolve is often referred to as seeking a "win-win" solution.

To help you deal with conflict, First Tee practices the CARE approach:

- Communicate
- Actively Listen
- Review Options
- End with a win-win solution

Throughout this lesson, you'll have the opportunity to practice the CARE approach to conflict resolution. This approach will challenge you to assess and identify situations that can arise in a golf context, as well as other typical conflict situations you might experience in your daily life. When you demonstrate CARE, you show a commitment to collaborating with others, resolving conflicts, and making a positive impact.

Coaching Overview:

This lesson gives participants a process for dealing with conflicts. The CARE approach is designed to help participants work out disputes themselves. Additionally, this lesson includes advice on when and where to seek outside help in dealing with conflict. A participant could follow the CARE approach to support the resolution of conflict between other individuals; however, this lesson does not involve the establishment of a formal peer mediation program at any program location of First Tee.



Learning Goals:

Key Commitment: Collaborating with Others

Character Behaviors:

After completing multiple classes on Lesson 21:

- Participants can identify types of conflicts that can arise in a golf context (rules disputes, cheating, slow play, disrespectful behavior, etc.)
- Participants can identify other types of conflict situations in their lives
- Participants can demonstrate an understanding of a process for peacefully resolving conflicts
- Participants can demonstrate an understanding of when to seek help in resolving a conflict
- Participants can apply the CARE approach to conflict resolution in a golf setting

Lesson 21

Getting Started with Lesson 21

During the first class on Lesson 21, coaches are encouraged to introduce the concept of interpersonal conflict and First Tee's CARE approach to conflict resolution.

1. Ask someone to define the word conflict. Expand on the initial definition with other players' thoughts and ideas. Here are some points coaches can use to guide the discussion:
 - A conflict is a situation in which there are differences of opinions or opposing interests, needs, or demands. (Example: A brother and sister arguing over what TV show to watch)
 - Conflict occurs when a person feels threatened or is prevented from getting something that they want.
 - Conflict can lead to arguments, bad feelings, and even physical altercations that threaten the well-being of body, mind, and heart.
 - Conflicts can happen when people compete for limited time, money, or other resources (including food, a car, a favorite chair, etc.).
2. Ask for a few examples of conflicts players have experienced or observed on the golf course or around First Tee. Some examples might be:
 - Dispute over a golf rule
 - A loud or rude player
 - A slow player holding people up
 - Goofing around vs. serious play
 - A player who ridicules others when they make a bad shot
 - Someone who is cheating
3. Ask players to describe the outcome of conflict situations they encountered or observed on the course. How were they resolved or not resolved?
4. Ask players to think of an example of conflict they experienced away from First Tee that was not resolved effectively.
5. Introduce the CARE approach to participants. Explain that to find a win-win solution, which is an important principle of conflict resolution, players need to look for ways to resolve a conflict that meets the needs and interests of both sides. Players must identify their own needs, listen to the needs of others, study and understand the problem, identify options, and agree on a solution that gives something to each person. Explain that CARE stands for:
 - **C**ommunicate
 - **A**ctively Listen
 - **R**eview Options
 - **E**nd with a win-win solution
6. Ask participants to give examples of what it means to **C**ommunicate, **A**ctively Listen, **R**eview Options, and **E**nd with a win-win solution.
7. Explain that participants will have the opportunity to apply the CARE approach in various scenarios throughout this lesson.

Lesson 21

Golf Skills & Fundamentals:

Recommended Golf Skills: All

- This lesson brings all of the aspects of **body balance** and **distance response** together through their factors of influence. The new factors of influence are balance during swing and variable speed or energy applied to the swing.
- Coaches can combine these fundamentals by allowing players to explore how their body starts, stays, and finishes in a balanced position across all golf skills while applying different degrees of variable speed or energy.
- To extend understanding of **distance response**, coaches can also encourage players to explore how changing clubs or the size of their swing affects their ability to stay in balance with each golf skill.
- **Get Ready to Swing** ties into this lesson through a balanced start. Allow players to explore how starting in setup positions with different balances affects their ability to stay and finish in balance.
- To extend this lesson, coaches can consider challenging players to keep their balance on uneven lies or in variable playing conditions.
- **Tips for Classes with Beginning Players**
 - Coaches may need to review all aspects of **Get Ready to Swing** in classes containing beginners. Consider using more advanced players as models and allow these players to help reinforce proper hold and setup when paired with beginning players.
 - For beginning players, focus on teaching **Distance Response** through size or length of motion and variable speed or energy. Save club selection for a later lesson.

Key Terms:

- General area
- Handicap

Rules of Golf

- Players learn that rulings in the game of golf come from the rule book.
- Players learn how to use their best judgment when determining where to take relief under a rule.
- Players learn what it means to have a handicap and how to establish their own.
- Players review types of penalties and their responsibility in applying them.
- Players review how to record another player's score and sign for a scorecard at the end of a round.

Lesson 21

Optional Pre-Session Skills Challenge

- Coaches will 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. First Tee recommends using a challenge in conjunction with the golf knowledge review in lesson 21 A of this age group. An example format is as follows:
 - Set up a warm up with each of the five Fundamental Movement Skills: strength, flexibility and mobility, agility and coordination, balance, and object control. Select one exercise for each movement and score based on completion with proper form.
 - Strength: 10 push-ups or hold at 90 degrees for 90 seconds, 10 squats, 8 frog jumps, 60 ft of crab walks, 60 ft of bear crawls.
 - Flexibility: 5 toe touches with a three second hold, arm circles 10 forward and backward large and small, 180-degree jump turn-can land with feet parallel.
 - Agility and coordination: Sprint 60 ft four times with 30 seconds rest in between intervals, complete a shuttle run, ladder hops-hop with 2 feet in each ladder quickly and accurately.
 - Balance: Walk 20 ft forwards and backwards on a balance beam, Inchworm for 20 ft.
 - Object Control: Dribble a soccer ball 60 ft between cones spaced 8 ft apart, Walk 60 ft down and back throwing and catching a ball without dropping, Pass a football to a partner between 8 ft and 12 ft apart.
 - Play a nine-hole putting course
 - Use the following guidelines when setting up holes:
 - Three short holes (4 - 9 ft.)
 - Three medium holes (10 - 24 ft.)
 - Three long holes (25 - 50 ft.)
 - Players should keep score accurately, take turns appropriately, and move quickly. Players should also achieve a target score of 23 or less.
 - Play a six-hole short game challenge
 - Use the following guidelines when setting up teeing areas for each hole:
 - Two holes (2 - 4 yards off the green)
 - Two holes (8 - 10 yards off the green)
 - Two holes (16 - 20 yards off the green)
 - Passing target score 21 or less
 - Play a six-shot green hitting challenge
 - Approach shots should be between 55-75 yards, they can be actual greens or simulate greens.
 - The ball does not have to stay on the green in this challenge.
 - Passing target score: 3/6
 - Players can take golf knowledge quizzes in the First Tee app or coaches give them on paper in class.
 - Passing score 80% or above on both knowledge test.

Lesson 21

Sub-Lessons A-B-C:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson A is recommended for beginning players.			
A	Introduce that the game of golf is usually played in 18 holes or less by striking a ball with a club until we hit it into the hole. We start the hole on the teeing area and end the hole at the hole. There are different formats such as match play, stroke play, and alternate shot.		Reviews 1.1, 1.3a, 1.3b, 1.3c, 3.1a, 3.1b, 3.3a, 3.3c
	Introduce areas of the course: teeing area, green, rough, fairway, and bunker.		
	Introduce that players are responsible for playing by the rules which sometimes means calling penalties on themselves. If a player does not know a rule, they can ask for help from a coach, rules official, playing partner, or friend.		
	Introduce that players show consideration for others by taking care of the course and being courteous to other players.		
	Introduce what it means to play the ball as it lies and the course as we find it.		
Sub-Lesson B contains content that is appropriate for returning players who are new to this age group. It is also appropriate for classes with mixed experience in the First Tee Program.			
B	Review that in general, penalties fall under these categories: 1 stroke: minor rules breach or taking relief 2 strokes: major breach or when moving the ball to take relief gives a significant advantage Disqualification: serious rule breach that gives an unfair advantage	Players can, when prompted by a coach, use CARE to resolve conflicts on and off the course.	1.2a, 1.2b, 1.3b, 1.3c
	Review that players are responsible for knowing the rules and applying penalties on themselves. If you do not know a rule, ask for help! Introduce that if a player chooses to deliberately fail to apply a penalty to their score, they can be disqualified.		
	Introduce that players can use their best judgment to determine where to place or drop a ball (depending on the rule) when taking relief as long as they do not deliberately place or drop a ball in the wrong place. To do this, we can ask our playing partners, coaches, or a rules official for help.		

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Lesson 21

Sub-Lessons A-B-C continued:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson C is for participants who have been exposed to multiple lessons at this level.			
C	Review golf knowledge content from Sub-Lesson B plus the following:	Players actively use CARE to resolve conflicts on and off the course.	1.2a, 1.2b, 1.3b, 1.3c, 2.2a, 3.2a, 3.2b, 3.2c, 3.2d, 3.3b
	Review the term "General Area" and explain that this term is important when applying the rules of golf because certain areas of the course have special rules.		
	Introduce the concept of establishing a handicap and how to do this.		
	Review scoring and terminology associated with match play including: halving a hole, winning a hole and ending a match with score x&y such as 3&2.		
	Review how players record their opponents' score and their own. Practice politely giving scores and asking for scores from a partner and how to sign a scorecard. Remind players that signing for an incorrect score can result in disqualification.		

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.

Guiding Questions

1. Why is it important to have the ability to deal with interpersonal conflicts?
2. How does conflict resolution support your collaboration with others?
3. What is the CARE approach?
4. In what ways can you apply CARE outside of First Tee?
5. Which golf skill is easiest for you to start, stay, and finish in balance? Which is the hardest?
6. How does changing the amount of energy or speed you use to hit the ball affect your balance?
7. How does the lie you face affect the amount of energy or speed you need to use to hit the ball?
8. What are some things you can do to help yourself swing in balance?

Lesson 22 • Learning from Failure & Dealing with Adversity

Lesson Overview:

Game Changers are ambitious. They have big goals and dreams as well as the drive to succeed. But to succeed, no matter how hard you try, you will undoubtedly face adversity and probably end up failing many times. If you can adjust your mindset and view any challenges, wrong answers, or mistakes as informative, you can change your own definition of what it means to succeed. You can embrace a growth mindset and view the concept of a FAIL as simply a **First Attempt In Learning**.

Failure is a necessary component of success. It's simply part of the journey to success. What matters most is what you do after a failure, rather than the failure itself. When you can teach yourself to embrace failure as a good and crucial step on the path to learning, you can choose to **fail forward** and recognize the learning opportunity that exists and the power you have to turn any individual failure around. Not performing well on the course? Maybe you will create a plan to practice more or commit to training in a new way. Did you score a less than desirable grade on your test in school? You can make a commitment to study more or study differently.

You have the capacity to learn and grow in important ways whenever failure occurs and when you face adversity. On the journey to success, you will experience failure at times, but Game Changers are resilient. Game Changers choose to dig deep when things get tough, learn from the adversity, and choose to fail forward.

Coaching Overview:

In this lesson, Coaches should support participants in seeing their mistakes and setbacks as learning opportunities. By modeling positive reactions to mistakes and setbacks on the golf course, participants can learn to apply similar reactions and strategies to situations that arise off the course.

Examples:

- Participant gives an incorrect answer to a question. Coach can respond, "That's an interesting answer. I can see how you got there." Then, support them in reframing their thinking to get to the right answer.
- Participant makes a mistake on the course. Coach can support by using open-ended questions to help participants understand why the mistake occurred. Example: A player hits their ball to the right off the tee because they were aligned to the right. Coaches can ask, "Why do you think you hit the ball to the right?" or "What was your target?" Then saying, "What would happen if you aimed at X target?" or "Based on what you just learned, how can you use STAR next time to anticipate an outcome and respond?"
- Coaches can invite participants to openly share and even celebrate mistakes they have made by asking, "Who has made a fabulous mistake that we all can learn from?"



Learning Goals:

Key Commitment: Growing through Challenge

Character Behaviors:

- After completing multiple classes on Lesson 22:
- Participants recognize that FAIL is a **First Attempt In Learning**
- Participants understand the value of a growth mindset when dealing with adversity and failure
- Participants see mistakes and setbacks as learning opportunities

Lesson 22

Getting Started with Lesson 22:

During the first class of Lesson 22, support players by introducing the concept of FAIL as simply a **F**irst **A**tttempt **I**n **L**earning and how it relates to First Tee's Key Commitment of Growing through Challenge.

1. Tell a personal story about a time you made a mistake or failed at something in your life. You can describe how it felt, what you thought, and share any details you are comfortable sharing.
2. Invite participants to offer insight into what you might have learned from that instance. Share from your perspective what you learned from that mistake or failure. Highlight the ways that the one mistake or failure wasn't actually a failure at all.
3. Invite players to describe times they have made mistakes or failed at something, on or off the golf course. They can share with the group, in small groups, or with partners. Have players describe what happened, and ask them to reflect on that situation and share what they learned from overcoming the adversity or the mistake and failure itself.
4. Highlight to your players First Tee's Key Commitment of Growing through Challenge: How can mistakes help them discover their inner-strength? Develop resilience? Dig deep when things get tough?

Lesson 22

Golf Skills & Fundamentals:

Recommended Golf Skills: All

- This lesson gives coaches the opportunity to introduce **swing rhythm**-swing sequence for the first time and to combine swing sequence with swing tempo to create an overall understanding of swing rhythm.
- Refer to the example swing cues for this level for tips on how to introduce **swing rhythm**-swing tempo and swing sequence.
- **Get Ready to Swing** can also have an effect on swing sequence. Coaches should reinforce hold and set up to start players' swing sequence off from a solid foundation.
- To extend this lesson, allow players to experiment with how changing the amount of speed or energy in their swing affects their swing tempo and sequence.
- **Tips for Classes with Beginning Players**
 - Divide beginning players and advanced players into separate groups. Both groups will complete the same activities, but the advanced players can focus on **swing rhythm**-swing sequence and the beginning players can focus on **swing rhythm**-swing tempo.
 - For beginning players, **swing rhythm**-swing tempo can help reinforce Distance Response.
 - Use this lesson to help reinforce **Get Ready to Swing** with all players before breaking into separate groups.

Key Terms:

- Conforming club
- Conforming ball
- Stoppage of play
- Substituting a ball
- Teeing area

Rules of Golf

- Players learn that their clubs and golf balls must conform to USGA standards.
- Players learn what to do when there is a stoppage of play.
- Players learn when they can substitute their golf ball.
- Players learn ways they can alter conditions on the teeing area.
- Players review that there is a 14-club maximum and how to take clubs out of play.



Lesson 22

Sub-Lessons A-B-C:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson A is recommended for beginning players.			
A	Review that we start a hole from the teeing area. Introduce that if players do not start the hole from within the tee box, they have to add two strokes to their score. Also introduce that the tee markers cannot be moved. If a player chooses to do this, they must add 2 strokes to their score.	Introduce players to the concept of FAIL and encourage them to adopt this as their motto.	Review 5.4, 6.1a, 6.1b, 6.2a, 6.2b, 6.3c, 6.4b, 6.5
	Outline a tee box within the teeing area and introduce that the ball must be in the tee box, but the player can stand outside. Inside the tee box is the only area we can put the ball on a tee, but we do not have to. If your ball is on a tee and falls off, simply replace it and continue play.		
	Introduce the order of play and that once you have started playing, you must stay with the same group the whole time.		
	Review that we end the hole by hitting the ball into the hole.		
	Introduce that players must strike their own ball. If a player strikes the wrong ball, they must go back and fix their mistake and add 2 strokes to their score.		
Sub-Lesson B contains content that is appropriate for returning players who are new to this level. It is also appropriate for classes with mixed experience in the First Tee Program.			
B	Review that when a player starts a hole/round, they are limited to 14 clubs.	Players begin to understand how they can learn from mistakes using FAIL as a motto. When prompted by a coach, they understand how STAR and the 4Rs can help them learn from their mistakes.	4.1a, 4.1b, 4.1c, 4.2, 5.7d
	Introduce that during a stoppage of play, such as when play is suspended due to a storm, players should mark and lift their ball. When play resumes, players must place their ball back on the same spot.		

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Lesson 22

Sub-Lessons A-B-C continued:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson C is for players who have been exposed to multiple lessons at this age group.			
C	Review all content from Sub-Lesson B plus the following:	Players understand how they can learn from mistakes using FAIL as a motto. They understand how STAR and the 4Rs can help them learn from their mistakes and actively put these concepts into action.	4.1a, 4.1b, 4.1c, 4.2, 5.7d, 6.2b, 6.3c
	Review that players must strike their own ball. If a player strikes the wrong ball, they must go back and fix their mistake and add 2 strokes to their score.		
	Introduce that on the teeing area, a player can do the following things: Alter the surface of the ground (such as by making an indentation with their club or foot), move, bend or break grass or weeds, remove or press down sand or soil, and/or remove dew frost or water. If any other improvements are made, the player may be required to add 2 strokes to their score. Example: If a player breaks off a branch from a bush next to the teeing area to keep it from interfering with their swing, they must add 2 strokes to their score.		

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.

Guiding Questions

1. How can a failure be a **First Attempt In Learning**?
2. What does it mean to fail forward?
3. What can you learn from failing at something or overcoming adversity?
4. What are some strategies you can use to help you overcome adversity?
5. What is the proper swing sequence?
6. What are some things that can get your swing out of sequence?
7. How does swing tempo affect swing sequence?
8. How do you keep your best tempo for each golf skill?

Lesson 23 • Getting to Your Goal: Take Ownership over Goal Achievement

Lesson Overview:

At First Tee, **Pursuing Goals** is a Key Commitment. We know that through the process of setting goals and working toward them, you will learn so much about yourself and what you are capable of from both your achievements and your setbacks. But why do we set goals?

- 1. Goals help you measure your growth.** When you set goals, you can clearly identify areas where you are learning and improving.
- 2. Goals allow you to take ownership of your learning and growth.** Goals are personal, and you have the ability to determine what you want to accomplish and take the necessary steps to get there. You are in the driver's seat!
- 3. Goals help you stay focused and motivated.** Knowing where you are in the process helps you to be aware of what you are learning and focus on what you need to do. When you see your growth, you are more likely to remain motivated and engaged in the process.
- 4. Goals challenge and teach you.** As you set and work toward your goals, you learn from the process and the challenges you face. Are you making progress? Why or why not? What shifts can you make to change the trajectory and increase your likelihood of success? Goals should stretch and challenge you, teaching you along the way.

As you take ownership over your learning and goal achievement at First Tee, you'll have many opportunities to identify and set personal goals, both on and off the course, and work toward them. *Ready, set, grow!*



Learning Goals:

Key Commitment: Pursuing Goals

Character Behaviors:

After completing multiple classes on Lesson 23:

- Participants understand why setting goals is an important aspect of learning
- Participants take ownership of their goal achievement and can set different types of goals
- Participants understand how to set different types of goals - outcome, process, and performance - to promote personal success, build confidence, and maintain motivation

Lesson 23

Getting Started with Lesson 23:

During the first class of Lesson 23, support participants in understanding the WHY behind goal setting and how taking ownership of their learning is a valuable lifelong skill. You can also review the **Four Guidelines for Setting a Reachable Goal** from the Age 12-13 Lesson 15 and how these can help set attainable goals on and off the course. For participants new to First Tee, this might be the first time they have been introduced to this specific content, but they'll have opportunities to review and apply this learning throughout this lesson and focus on **setting different types of goals: outcome, process, and performance**.

Why We Set Goals:

- Goals help you **measure your growth**.
- Goals allow you to **take ownership of your learning and growth**.
- Goals help you **stay focused and motivated**.
- Goals **challenge and teach you**.

Four Guidelines for Setting a Reachable Goal:

- **The goal is Positive**
- **The goal is Important to You**
- **The goal is Specific**
- **The goal is Under your control**

Setting Different Types of Goals:

The three types of goals fall within a range:

- 1. Outcome goals:** the end-product of what you want to achieve (your ultimate goal)
 - a. Short/Medium-Term: Shoot a certain score on 18 holes (relative to your Personal Par).
 - b. Long-Term: Qualify for the U.S. Open.
- 2. Performance goals:** something you can improve, physically or mentally, to reach your ultimate goal
 - a. Physical: I want to have 28 putts or less on 18 holes.
 - b. Mental: I want to identify something I did well on every hole.
- 3. Process goals:** Literally, what you are going to do to improve your performance. It can be a specific swing thought, skill drill, or behavior. When combined with performance goals, process goals help us achieve our desired outcome.
 - a. Physical: Make 10 3-ft. putts in a row every time I practice.
 - b. Mental: Use the 4Rs to store good memories and delete bad ones on every shot.

Process and performance goals are goals that are under our control through our actions and intentions. At times, achieving your dreams will require setting outcome goals that you work hard to achieve, but are partially out of your control. Setting process and performance goals that abide by all Four Guidelines for Setting a Reachable Goal can put us in the best position to achieve outcome goals.

Lesson 23

Golf Skills & Fundamentals:

Recommended Golf Skills: All

- In this lesson, **target awareness** and **distance response** can be united through the factors of influence of distance to target, reaction to target, and club selection.
- Set up activities using targets of different distances that allow players to match targets to different clubs. They should then react to the target by having to change targets and “seeing the target and hitting it” each time.
- **Get Ready to Swing** should be practiced in this lesson by reinforcing hold, set up, and aim and alignment when encouraging players to reach their target.
- To extend this lesson, you can combine **target awareness** or **distance response** with different golf fundamentals such as **swing rhythm** and **body balance** using reaction to target, variable amounts of speed or energy, swing sequence, and balance during the swing. This can help players begin to realize how different golf fundamentals fit together.
- **Tips for Classes with Beginning Players**
 - Split beginning players and advanced players into two groups.
 - Advanced players can focus on matching targets of different distances to different clubs or trying to hit different clubs the same distance.
 - Beginning players can focus on selecting targets of different distances and changing their target each time.
 - For classes with mostly beginning players, consider teaching each fundamental separately by focusing only on combining size or length of motion and club selection for **distance response** or target selection and distance to target for **target awareness**.

Key Terms:

- Loose impediments
- Lie
- Play the ball as it lies
- Natural forces
- Honours
- Ready golf
- Match play
- Opponent of play

Lesson 23

Sub-Lessons A-B-C:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson A is recommended for beginning players.			
A	Introduce that it is important to put identifying marks on a golf ball. If players cannot identify their golf ball, they should mark and lift it to confirm that it is theirs.	Players are introduced to the Four Guidelines for Setting a Reachable Goal and goal ladders.	Reviews 7.2, 7.3, 7.4, 8.1a, 8.1b, 8.1c, 8.2, 8.3, 9.4, 9.6
	Introduce that if players are searching for a lost ball and accidentally move it in the process, they should replace it.		
	Introduce players to playing the course as we find it by saying that players cannot improve where their ball sits. Introduce that if a player deliberately alters their lie or the lie of another player by altering ground conditions (except for when caring for the golf course), they can be required to add 2 strokes to their score.		
	Introduce that if an outside influence (such as a dog) moves a player's ball, players do not have to add strokes to their score, as long as they put the ball back where it was.		
Sub-Lesson B contains content that is appropriate for returning players who are new to this level. It is also appropriate for classes with mixed experience in the First Tee Program.			
B	Review that players are responsible for finding and identifying their own ball. They are allowed to remove loose impediments or objects to do this.	Players review the Four Guidelines for Setting a Reachable Goal and are introduced to the different types of goals. When prompted by a coach, they can set process, performance, and outcome goals that work together to achieve success.	7.1a, 7.1b, 8.1d
	Introduce that if a ball needs to be identified in a bunker, a player may move sand to do so, but must recreate their original lie leaving a small portion of the ball visible before playing their ball out of the bunker.		

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Lesson 23

Sub-Lessons A-B-C continued:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson C is for players who have been exposed to multiple lessons at this level.			
C	Review golf knowledge content from Sub-Lesson B	Players actively set process, performance, and outcome goals that work together to achieve success and meet the Four Guidelines for Setting a Reachable Goal.	7.1a, 7.1b, 8.1d, 9.5
	Review order of play and introduce the importance of honors in match play. Additionally, in match play an opponent can cancel out a player's shot if they play out of turn.		
	Introduce that in match play, a player's opponent can lift their ball to concede a hole or a match, or at the player's request. Otherwise, if an opponent deliberately touches or moves a player's ball, they must add 1 stroke to their score.		

Coaching Tips:

- Coaches are encouraged to refer to the First Tee Commitment to **Being a Game Changer** and the 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.
- Remind participants that goal-setting is a continuous process that requires time, intention, and reflection. When possible, you can work with participants individually to set reasonable but aspirational goals for improvement that will drive their learning, with frequent reference to these goals. Participants do better when they feel in control of their learning and are provided with opportunities to build competence and confidence in their abilities.

Guiding Questions

- Why do we set goals?
- What is the difference between process, performance, and outcome goals?
- What can you learn from the process of setting and working toward your goals?
- What are the Four Guidelines for Setting a Reachable Goal?
- How are **distance response** and **target awareness** connected?
- How is **target awareness** related to other golf fundamentals you have learned?
- What should you do if your opponent accidentally steps on your ball?
- How do you concede a hole in match play? Why is this important?

Playing the Course: Review & Reflect

Lesson Overview:

In lessons 21-23, players have been introduced to strategies for dealing with conflicts, learning from failure and overcoming adversity, and taking ownership of goals and individual learning. These lessons support the development of personal responsibility! First Tee believes that you can change the game and change the world by simply being the best version of yourself. When you take personal responsibility and apply all that you are learning on and off the course, you are embodying what it means to be a Game Changer.

Learning Goals:

Key Commitments: Collaborating with Others, Growing through Challenge, Pursuing Goals

Character Behaviors:

After completing multiple classes on Lessons 21-23:

- Participants can identify types of conflicts that can arise in a golf context (rules disputes, cheating, slow play, disrespectful behavior, etc.)
- Participants can identify other types of conflict situations in their lives
- Participants can demonstrate an understanding of a process for peacefully resolving conflicts
- Participants can demonstrate an understanding of when to seek help in resolving a conflict
- Participants can apply the CARE approach to conflict resolution in a golf setting
- Participants recognize that FAIL is a **F**irst **A**tttempt **I**n **L**earning
- Participants understand the value of a growth mindset when dealing with adversity and failure
- Participants see mistakes and setbacks as learning opportunities
- Participants understand why setting goals is an important aspect of learning
- Participants take ownership of their goal achievement and can set different types of goals
- Participants understand how to set different types of goals – outcome, process, and performance – to promote personal success, build confidence, and maintain motivation

Playing the Course: Review & Reflect

Golf Skills & Fundamentals:

Recommended Golf Skills: All-Play Day

- In this lesson, introduce **course strategies** as a golf fundamental and use it to tie key concepts together.
- This play day should focus on individual accomplishment by playing formats such as match play, stroke play, or stableford to allow players to manage the course, and themselves, on their own.
- Coaches can guide performance by encouraging players to:
 - Solve rules disputes using CARE.
 - Set specific performance goals that will help them reach their Personal Par and then focus on process goals to achieve them.
 - Keep track of key statistics on the golf course so they can set more meaningful practice and playing goals for improvement.
 - Encourage them to demonstrate GRIT when dealing with challenges.
- Reinforce **distance response** by encouraging players to experiment with and combine size or length of motion/club selection with variable force on chipping and putting.
- Encourage the development of **body balance** by challenging players to start, stay, and finish in balance off uneven lies.
- Encourage the development of **swing rhythm** by encouraging players to settle into their own swing tempo on each practice swing.
- Encourage the development of **target awareness** by encouraging players to see the target and hit it.
- Players in this age group can play from standard tees. Coaches can help players select the optimal tees for them based on their individual goals, skills, and abilities.
- **Tips for Classes with Beginning Players**
 - Pair beginning and advanced players together. Advanced players can help beginning ones understand different parts of the course and golf etiquette.
 - Include multiple sets of tees to fit different skill levels. Reinforce with beginning players that if they practice, they can move back quickly.

Key Terms:

- Advice
- Caddie

Rules of Golf

- Players will learn what caddies can and cannot do for a player.
- Players will learn what happens if a caddie breaks a rule.
- Players will learn what to do if their ball strikes another person or object off the putting green.
- Players will learn what to do if their ball strikes another ball on the putting green.

Playing the Course: Review & Reflect

Sub-Lessons A-B-C:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson A is recommended for beginning players.			
A	Review scenarios from lessons 21-23 on course plus:	Players practice learning from their mistakes using FAIL, resolving conflicts with CARE, and setting reachable goals using the Four Guidelines in an on-course setting.	10.1a, 10.1d
	Introduce that everyone must hit (or strike) the ball with the club head. This keeps the game fair because everyone is playing by the same rules.		
	Introduce that it is ok if a player accidentally hits the ball twice.		
	Introduce that players cannot hit a ball that is still moving. If a player chooses to do this, they must add 2 strokes to their score.		
Sub-Lesson B contains content that is appropriate for returning players who are new to this level. It is also appropriate for classes with mixed experience in the First Tee Program.			
B	Review who players can receive advice from.	Players practice using CARE to resolve conflicts and set different types of goals to help them learn from their mistakes even if they FAIL.	10.3a, 10.3b, 10.3c
	Caddies can: carry equipment, search for golf balls, give information/advice before a stroke is made, care for the course, attend the flagstick, mark, lift, and replace a ball on the putting green, clean the player's ball, or remove loose impediments and movable obstructions.		
	Caddies cannot: concede a hole or the match in match play, deliberately line a player up, drop a ball in a relief area, declare a ball unplayable, or decide to take relief.		
	Introduce that if a caddie breaks a rule, the player can be required to add strokes to their score.		

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Playing the Course: Review & Reflect

Sub-Lessons A-B-C *continued*:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson C is for players who have been exposed to multiple lessons at this level.			
C	Review all golf knowledge introduced in Sub-Lesson B plus the following.	Players practice using CARE to resolve conflicts and set different types of goals to help them learn from their mistakes even if they FAIL.	10.3a, 10.3b, 10.3c, 11.1b, 11.2a, 11.2b, 11.2c
	Introduce that if a player's ball hits another person or object, it must be played as it lies.		
	Review that if a player's ball hits another player's ball on the putting green while both golf balls are on the green, they must add 2 strokes to their score. It is important to mark golf balls on the putting green.		
	Review that players must add 2 strokes to their score if they choose to deliberately deflect another player's ball.		

Coaching Tips:

1. 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.

Growing through Challenge

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

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. Disputes can happen on the golf course, usually over rulings and score discrepancies. Consider creating some tough ruling scenarios to put players in situations where they must use CARE to resolve conflict.

Guiding Questions

1. How can you apply the concept of CARE on and off the course when dealing with conflicts?
2. What have you learned from your FAILs (First Attempts In Learning)?
3. How are you demonstrating your Key Commitments to Being a Game Changer: *Collaborating with Others*, *Growing through Challenge*, and *Pursuing Goals* on and off the golf course?
4. What are some on-course strategies you learned today?
5. What happens if you hit another player's ball on the putting green?
6. What can caddies do?
7. What key stats do you like to keep during your round?

Lesson 24 • Being a Trustworthy Person & Building a Trustworthy Team

Lesson Overview:

It's important to have people around us who will help us make good decisions and use good judgment. At First Tee, we refer to those individuals as our Go-To Team. These are people in our lives that we can look to, rely on, and trust to guide and support us because they have our best interests at heart.

It's also important to be a Go-To person, one that others can turn to for support and feedback. To be trusted as a Go-To individual, one must be trustworthy. Being trustworthy is a quality that people value and look for in others because those who are trustworthy are known to live with integrity, be honorable, and fair. Being a trustworthy person takes commitment and dedication and is a choice you make to live an honest life.

To trust yourself and to be trusted by others, you have to be accountable in all areas of your life, and this might include trusting your own instincts or intuition. Your intuition is like an inner microphone that is always trying to give you guidance. Sometimes this voice speaks loudly, but often it's a small quiet voice within you that is helping you determine what you should or shouldn't do. Fortunately, your intuition will be with you for your entire life, as you learn to trust yourself and surround yourself with others you can trust. You can utilize your intuition and the wisdom and support of your trustworthy Go-To Team to help you navigate challenges, opportunities, and decisions you will face on and off the course.

Getting Started with Lesson 24:

During the first class of Lesson 24, help participants recognize how being trustworthy and surrounding themselves with trustworthy individuals can support them on and off the course for a lifetime.

1. Tell a personal story about a time you learned a lesson about the value of being trustworthy.
This can be something that you learned about yourself or someone else.
2. Share a personal story about the value of intuition and learning to trust your instincts to guide and support you.
3. Help participants make a connection between learning to trust themselves and surrounding themselves with other trustworthy individuals as they look to become a Go-To Person and build a Go-To Team.



Learning Goals:

Key Commitment: Using Good Judgment

Character Behaviors:

After completing multiple classes on Lesson 24:

- Participants can define what it means to be trustworthy
- Participants can identify trustworthy individuals as members of their Go-To Team
- Participants understand what it means to trust themselves and their intuition
- Participants embrace being trustworthy as a responsibility of being a Go-To person



Lesson 24

Golf Skills & Fundamentals:

Recommended Golf Skills: All

- In this lesson, players will combine all factors of influence to create **Clubface Awareness**. Clubface direction at impact combines with centeredness of hit to influence impact position.
- Create activities that allow players to experience proper impact positions with different clubs. These activities can include examples of what an improper impact position entails so that players can learn to feel the difference. **Clubface Awareness** sets up future lessons on **Ball Flight**.
- As with all our golf fundamentals, **Get Ready to Swing** can have a great influence on **Clubface Awareness**. Players can experiment with different holds, set ups, and aim and alignment to discover how those factors of influence can affect the awareness of the clubface and impact position.
- **Tips for Classes with Beginning Players**
 - Allow beginning and advanced players to experience the same activities together.
 - Teach **clubface awareness** as a sequence starting with clubface direction and moving through centeredness of hit and impact position. In this sequence, beginning players may only focus on clubface direction or centeredness of hit while advanced players will use all three factors.
 - Empower advanced players to help reinforce **Get Ready to Swing** with beginning players which will help them begin to develop **clubface awareness**.

Key Terms:

- Wrong green
- Flagstick
- Wrong place
- Serious breach

Rules of Golf

- Players learn what to do when their ball comes to rest against a flagstick in the hole.
- Players learn what to do if their ball comes to rest on the wrong green.
- Players learn how to play two balls if they cannot come to a decision on a ruling.

Lesson 24

Sub-Lessons A-B-C:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson A is recommended for beginning players.			
A	<p>Introduce that sometimes players may mark their ball off the putting green (such as to take relief under a rule). In doing so, players follow the same procedure as marking the ball on the green.</p>	<p>Players are introduced to the concept of ALR and practice using this concept to learn more about others.</p>	<p>Review 13.1a, 13.1b, 13.1c, 13.2a 13.3a, 13.3b, 14.1a, 14.1b</p>
	<p>Introduce that a ball is on the putting green if it lies inside the edge of the putting green. If a ball is on the putting green it can be marked, lifted, and cleaned, and you may remove loose impediments and fix damage to restore the surface.</p>		
	<p>Introduce that players do not have to take the flagstick out of the hole when putting on the putting green. The choice is up to them, but they must make the choice before they hit their putt. If a player chooses to leave the flagstick in while putting, they cannot have someone remove it to affect the outcome of their shot. If they choose to do this, they must add 2 strokes to their score.</p>		
Sub-Lesson B contains content that is appropriate for returning players who are new to this level. It is also appropriate for classes with mixed experience in the First Tee Program.			
B	<p>Introduce what to do if a player's ball comes to rest on the wrong green or a wrong green interferes with their stance or swing. Players must take relief by finding their nearest point of relief and taking one club length no closer to the hole.</p>	<p>Players are introduced to the concept of a Go-To Team. When prompted by a coach, they can identify qualities in themselves that make a Go-To Person and in others that make them ideal Go-To Team members.</p>	<p>13.1f, 13.2c</p>
	<p>Introduce that if the ball comes to rest against the flagstick and any part of the ball is below the lip of the hole, the ball is holed. If no part of the ball is below the hole, the ball is not holed, and the ball must be played as it lies. If the ball moves when the flagstick is removed, it must be placed on the lip of the hole and holed out from there.</p>		
Sub-lesson C is for players who have been exposed to multiple lessons at this level.			
C	<p>Review all content from Sub-Lesson B plus the following:</p>	<p>Players actively demonstrate that they are a Go-To Person on and off the course, they can also identify the members of their Go-To Team and actively seek out the advice and guidance of their Go-To Team members.</p>	<p>13.1f, 13.2c, 20.1c</p>
	<p>Discuss what to do when you don't know a ruling. Who can be on your Go-To rules team? A rules official, coach, or your playing partner or competitor.</p>		
	<p>Introduce how to play two balls if a player is unsure how to proceed with a ruling. There is no penalty for doing this.</p>		

Lesson 24

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. Remind participants that it takes time to get to know other people and find out if they are trustworthy or not. The best way to learn about others is to spend time with them and pay attention to what they say and do. Remind participants that assuming things about others will not give you an accurate picture of how trustworthy they are. First impressions are also not an accurate indicator of trustworthiness, but if you are a trustworthy person, it will be easier for you to recognize another person like you.
3. This can be a great lesson to review ALR with participants. In doing this, coaches can tie the previously learned concept of ALR into being a Go-To Person, because Go-To People follow this principle when communicating with others. Remind participants that people who ask questions, listen to understand the reply, and reflect before responding can be great Go-To Team members.

Guiding Questions

1. What does it mean to be trustworthy?
2. What are some qualities of trustworthy people?
3. Why is it important to surround yourself with a Go-To Team you can trust?
4. Why is it important to listen to your intuition and trust your instincts as a Go-To Person?
5. What does an optimal impact position feel like with a driver? With an iron?
6. Why is clubface awareness important?
7. When can you play two balls on a hole?
8. What do you do when your ball comes to rest on the wrong green?

Lesson 25 • Who am I? Embracing Identity & Demonstrating an Understanding of Self

Lesson Overview:

As you embark upon your high school years, you'll find that this time in your life is often an opportunity for fun and friends. These years also include many transitions, and adjusting to all of the changes that take place can be difficult. At this age, you will face some major tasks: learning more about who you are, deciding what you want to do upon graduation, and identifying which type of education and training you'd like to pursue, as well as choosing a career path. To make the best decisions, you need to have good information, and the most important information that you can have is knowledge about yourself

When you look in the mirror, who do you see? What are the unique qualities, those that are outward and inward-facing, that help make you "you"? What do you value? What motivates and inspires you? What are your most important needs? What kinds of activities do you find the most interesting? What are your skills?

You decide who you are and how you want to define yourself to the world. The more you know about yourself and the more you can identify your place in the world around you, the more capable you will be in defining who you are. You learn this by trying out different activities, playing different roles, and meeting different people. You learn about yourself by trying out new experiences.

Finding out who you are is a process that will continue throughout your life. As you discover what you are capable of, as your self-confidence grows, and as you feel safe to be yourself, you'll find that whoever you are is exactly who you are meant to be. You have what it takes, as well as resources and individuals around you who will support you as you learn and grow, and determine what impact you want to make on the world around you.

Coaching Overview:

In this lesson, engage participants in a variety of discussions and exploratory activities that will help them both uncover and express aspects of their personal identity as they learn more about themselves and their place in the world. Building Positive Self-Identity is a Key Commitment of the First Tee Program, and coaches can help participants on and off the course to find their self-confidence, discover what they're capable of, and feel safe being themselves by encouraging ongoing discussions and providing consistent support as they explore who they are and who they will become.



Learning Goals:

Key Commitment: Building Positive Self-Identity

Character Behaviors:

After completing multiple classes on Lesson 25:

- Participants can identify qualities, characteristics, attributes, and skills about themselves that make them unique
- Participants are developing a greater understanding of self as they explore their identity and the impact they want to have on the world
- Participants express positive self-identity



Lesson 25

Getting Started with Lesson 25:

During the first class of Lesson 25, coaches are encouraged to support participants in exploring their identity and having confidence in who they are and what makes them unique.

1. Model the following exercise in front of participants or with a volunteer. Stand in front of the group and complete the following statements:
 - One positive word I use to describe myself is _____.
 - I am really good at _____.
 - Something that motivates or inspires me is _____.
 - Something I'm really proud of is _____.
2. Ask participants to reflect and share what information you shared was most interesting to them.
3. Allow participants time to complete this activity, either with the entire group, or with partners or small groups. Encourage dialogue and allow participants to reflect upon one another's responses by sharing what fact shared by their partner was most interesting to them.
4. Remind participants that Building Positive Self-Identity is an ongoing process and First Tee is here to help them build self-confidence, discover what they're capable of, and feel safe to be themselves.

Lesson 25

Golf Skills & Fundamentals:

Recommended Golf Skills: All

- This lesson serves as an introduction to **Ball Flight** using the factors of influence of trajectory (low, medium, high) and curvature (right to left, left to right).
- When players are beginning to learn about trajectory and curvature of the golf ball, it can be helpful to set up activities on uneven lies which naturally affect **Ball Flight**.
 - Example: Set up lies where the ball is above or below a player's feet to promote curvature or up and downhill lies to affect trajectory.
- Allow players to explore how different aspects of **Get Ready to Swing** can affect trajectory and curvature. Remember that set up, aim and alignment can greatly influence the outcome of a shot.
- To extend this lesson for advanced players, combine **Clubface Awareness** with **Ball Flight** through impact position. This will allow players to explore how **Ball Flight** changes based on where the clubface is at impact.
- **Tips for Classes with Beginning Players**
 - Separate class based on skill level. Players can complete the same activities with a different focus.
 - Advanced players can explore **ball flight** through trajectory and curvature in a variety of different scenarios (such as on uneven lies).
 - Beginning players can focus on reviewing **clubface awareness**, Clubface direction and centeredness of hit on even lies.

Key Terms:

- Wrong spot
- Embedded ball
- Pitch mark
- General area

Rules of Golf

- Players will learn when they can request that someone mark their ball (off the putting green) if it interferes with their shot.
- Players will learn how to determine if their ball is embedded and how to take relief from an embedded ball.

Lesson 25

Sub-Lessons A-B-C:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson A is recommended for beginning players.			
A	Introduce that players can remove loose impediments anywhere on the golf course as long as they do not move their ball while doing so. If a player's ball moves while they are removing loose impediments, they must replace it and add one stroke to their score (unless they are on the teeing area or the putting green where they do not need to add strokes).	Introduce participants to identifying qualities, characteristics, attributes, and skills about themselves that make them unique.	15.1a, 15.1b, 15.2a, 16.1d
	Introduce that players are entitled to relief from any movable obstruction, for example a rake or a towel.		
Sub-Lesson B contains content that is appropriate for returning players who are new to this level. It is also appropriate for classes with mixed experience in the First Tee Program.			
B	Introduce that players may ask to have a ball marked if it interferes with play anywhere on the course if it meets the following guidelines: 1. It might interfere with their swing; 2. It is on or close to their line of play (their ball could reasonably hit it when they play their shot); or 3. It is close enough to be distracting while they are making a stroke.	When prompted by a coach, participants express a greater understanding of self as they explore their identity and the impact they want to have on the world.	15.3a, 15.3b, 15.3c
	Introduce that if a ball marker interferes with a player's swing, they may request that the marker be moved. If the player does not replace their ball marker and plays their ball from the wrong spot, they must add 2 strokes to their score or they may be disqualified. The severity of the penalty depends on how significant of an advantage the player gains by playing their ball from the wrong spot. To avoid this, remind players to always move their ball marker back!		
Sub-lesson C is for players who have been exposed to multiple lessons at this level.			
C	Review all content from sub-lesson B, plus the following:	Participants regularly express a positive self-identity without being prompted by a coach.	15.3a, 15.3b, 15.3c, 16.3a, 16.3b, 16.4
	Introduce that your ball is embedded in the general area you are entitled to relief, except when it is clearly unreasonable to play the ball otherwise.		
	Introduce that a ball is embedded if it is sitting in its own pitch mark as a result of the player's last shot and part of the ball is below the level of the ground. The ball is not embedded if it went straight into the ground before getting airborne, it has been stepped on, or it was dropped when taking relief. Players are allowed to lift their ball to see if relief is allowed, but should remember that they cannot clean it.		
	Introduce that to take relief from an embedded ball, take one club length no closer to the hole from the point immediately behind the embedded ball.		

Lesson 25

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.
2. Identity development is a central feature of adolescent development. Teens are often asking themselves questions like: Who am I? How do I fit in? What is my role? What do I believe in? Talking to an adult they trust can help youth form a positive sense of personal identity, and coaches can support this development by encouraging ongoing discussions and providing consistent support as they explore who they are and who they will become.

Guiding Questions

1. How can understanding more about yourself help you have a positive self-identity?
2. What are some ways you can uncover more about your likes and interests?
3. What are some unique qualities about yourself that you are proud of?
4. What unique qualities do you see in others that inspire you?
5. In what ways might you change and grow throughout your life?
6. What are some things you can do to change your shot trajectory?
7. What are some things that you can do to change your shot curvature?
8. How do uneven lies affect your shot trajectory or curvature?
9. How do you take relief from an embedded ball?

Lesson 26 • Planning for the Future: A Game Changer's Game Plan

Lesson Overview:

Do you think about your future? What might it look like? What do you envision yourself doing? As you have already learned through the game of golf, visualization can be valuable in a variety of situations to help you to achieve success on and off the course. Before swinging, you might visualize how you will swing and focus on your target, seeing what will happen to the ball after it is hit. While the outcome might not always look exactly like what you visualized, utilizing that strategy can lead to better results. Visualization is a tool that can help you see where you are going and be used as motivation to help you believe in yourself and do your best.

Not only is it important to envision where you are going in life, it's also important to begin planning for your future. It's perfectly fine not to have a particular end in mind (like knowing exactly what you want to be, what you want to do, or where you want to go to school). As you move through your high school years and beyond, your future vision will likely take shape and become clearer, and may even change, as you grow and learn more about yourself.

Exploring, planning, and reflecting will help you to uncover more about yourself, your hopes, dreams, and goals. This lesson will help you begin to uncover more about who you are and help you think about your academic and career possibilities. The game of golf is made up of a series of swings, each one guiding you closer to your goal. Golfers need to know where they're going and take steps to get there, and these same principles apply outside of the game of golf. As you plan for your future and pursue your goals, we hope you will take the lessons you have learned on and off the course, apply First Tee's Key Commitments, and allow them to guide you as you grow.

Coaching Overview:

It is important, particularly as participants reach their teenage years, to offer them support and encouragement. You serve as a powerful and effective mentor to help teens approach their future with thoughtfulness, intention, and even practical wisdom. Having a vision and a plan for future educational, career, and life goals can support retention in high school, college, and other training programs. Planning also helps prepare participants for inevitable changes that will occur along their journey, and teaches them to cope with these expected and unexpected shifts. We know that these teen years are filled with many changes, but positive youth development professionals agree that having beliefs in the future, like an evolving career and life plan, is highly desirable and recommended. We want to support our participants as they look ahead to their futures and determine the ways that they can impact the world as Game Changers.



Learning Goals:

Key Commitment: Pursuing Goals

Character Behaviors:

After completing multiple classes on Lesson 26:

- Participants can understand how visualization is a tool they can use on and off the golf course
- Participants identify personal educational, career, and life goals for their future
- Participants create a personal and evolving game plan to further explore and work toward their goals and future

Lesson 26

Getting Started with Lesson 26:

During the first class of Lesson 26, support participants as they begin to think about their futures and create their own personal Game Plans to help them explore and work toward their goals and the future that they envision for themselves.

Asking questions is a great way to get participants thinking about what is important to them, what they would like to accomplish, and how they might get there.

Fun questions can help to get the conversation started:

- What would you do if you won the lottery?
- If you could have any superpower, what would it be and how would you use it?
- If time travel existed, where would you travel and what would you do?
- If you could meet anyone famous, who would it be and what would you ask them?

Listen to participants' answers and ask them to share as many details as they are comfortable sharing. While these might be entertaining conversations, they do provide insight into their hopes, dreams, and goals.

Ask participants to think about what they might be doing as they move through high school, then beyond high school and into future schooling and careers. Make sure participants know that it is OK not to have a particular end in mind, because reflecting and planning also allows a future vision to take shape over time. How might they make their own plans to achieve their goals? In what ways could they begin actively planning to reach them?

Lesson 26

Golf Skills & Fundamentals:

Recommended Golf Skills: All

- In this lesson, coaches can combine **Pre-** and **Post-Shot Routines**. Players should focus on analyzing variable playing conditions before a shot, storing good memories, and deleting bad ones after a shot.
- To extend this lesson, coaches can encourage players to explore how their knowledge of other golf fundamentals and factors of influence can increase their ability to analyze and anticipate outcomes for variable conditions and how practicing these golf fundamentals can increase the likelihood of hitting good shots.
- **Tips for Classes with Beginning Players:**
 - Pair beginning and advanced players together. Advanced players can model their Pre- and Post-Shot routines to help beginning players feel comfortable on the course.
 - All players should focus on STAR and the 4Rs.

Rules of Golf

- Players learn what to do if they hit their ball from a penalty area and it comes to rest in the same penalty area.
- Players will review when they can play a provisional ball.

Key Terms:

- Penalty area
- Stroke and distance relief
- Lateral relief
- Back on the line relief

Lesson 26

Sub-Lessons A-B-C:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson A is recommended for beginning players.			
A	Introduce how to know when a player's ball is in a penalty area and when it is not.	Introduce participants to the idea that they can identify personal educational, career, and life goals for their future.	17.1a, 18.2a, 18.2b
	Define the different types of penalty areas.		
	Introduce how to know when a golf ball is out-of-bounds and when it is not.		
	Introduce that players have three minutes to search for a lost ball.		
	Introduce that if a player's ball is lost or out-of-bounds, they must go back to the previous spot and hit again. This is called stroke and distance relief.		
Sub-Lesson B contains content that is appropriate for returning players who are new to this level. It is also appropriate for classes with mixed experience in the First Tee Program.			
B	Introduce that if a player is playing their ball from a penalty area and their ball comes to rest in the same penalty area, they have the following options: 1. Play the ball as it lies in the penalty area; 2. Take back on the line relief that runs from the hole, through the point where their original ball last crossed the margin of the penalty area; 3. Take lateral relief from the point where their original ball last crossed the margin of the penalty area; or 4. Play the ball from where their last stroke was made outside the penalty area. For options 2, 3, and 4, players add one stroke to their score.	When prompted by a coach, participants can identify personal educational, career, and life goals for their future.	17.2a, 17.2b
Sub-Lesson C is for players who have been exposed to multiple lessons at this level.			
C	Review all golf knowledge from Sub-Lesson B plus the following:	Participants have identified personal educational, career, and life goals for their future, and have started to create a personal and evolving Game Plan to further explore and work toward their goals and future	17.2a, 17.2b, 18.3a, 18.3b, 18.3c
	Review when a player can play a provisional ball.		

Age 14+

Lesson 26

Coaching Tips:

1. Coaches are encouraged to refer to the First Tee Commitment to **Being a Game Changer** and the 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. Support participants in creating their own personal Game Plans and roadmaps toward their future. Remind participants that plans will shift and change over time. Sometimes these are within our control and other times they are not. The more you can support participants in understanding and even expecting transitions to occur, the more prepared they will be to adapt and overcome, and not allow their plans to be derailed.

Guiding Questions

1. How can visualization be used as an effective tool on and off the course?
2. How can a Game Plan help you to work toward your individual goals?
3. What are some ways you can adapt if unexpected changes or shifts to your plan occur?
4. What can you begin doing now to actively work toward your future plan?
5. How can a pre-shot routine help you prepare for your shot?
6. How can a post-shot routine help you plan for future shots?
7. What are the three different types of relief?
8. When should you play a provisional ball?

Staying the Course: Review & Reflect

Lesson Overview:

As you work through the First Tee Program, you've focused on the Key Commitments and applying everything you have learned about golf and yourself as you look to your future. As you grow and understand more about who you are and where you want to go in life, you'll find there are many opportunities and individuals around you that will guide you along your journey. You can change the game and change the world by simply being the best version of yourself, and you are well on your way!

Golf Skills & Fundamentals:

Recommended Golf Skills: All – Recommended Play Day

Rules of Golf

- Players will continue to apply the Rules of Golf in on-course settings. Emphasize the use of STAR to make good choices and anticipate outcomes regarding the Rules of Golf.
- **Tips for Classes with Beginning Players**
 - Pair beginning and advanced players together. Advanced players can help beginning players understand different parts of the course and golf etiquette.
 - Include multiple sets of tees to fit different skill levels. Reinforce with beginning players that if they practice, they can move back quickly.

Learning Goals:

Key Commitments: Using Good Judgment, Building Positive Self-Identity, Pursuing Goals

Character Behaviors:

After completing multiple classes on Lesson 24-26:

- Participants can define what it means to be trustworthy
- Participants can identify trustworthy individuals as members of their Go-To Team
- Participants understand what it means to trust themselves and their intuition
- Participants embrace being trustworthy as a responsibility of being a Go-To Person
- Participants can identify qualities, characteristics, attributes, and skills about themselves that make them unique
- Participants develop a greater understanding of self as they explore their identity and the impact they want to have on the world
- Participants express a positive self-identity
- Participants can understand how visualization is a tool they can use on and off the golf course
- Participants identify personal educational, career, and life goals for their future
- Participants create a personal and evolving Game Plan to further explore and work towards their goals and future

Staying the Course: Review & Reflect

Sub-Lessons A-B-C:

	Golf Knowledge	Character Demonstration	Golf Rules
Sub-Lesson A is recommended for beginning players.			
A	Review golf knowledge from lessons 21-26 in on-course settings, emphasizing making smart choices regarding the Rules of Golf.	Players review and reflect on what they have learned in previous lessons. Players should be reminded of how to use ALR to ask questions, using the first 2Rs to recenter, The Three Tips for Developing GRIT to grow through challenges, STAR as a pre-shot routine, and being a Go-To Person/Having a Go-To Team.	All
Sub-Lesson B contains content that is appropriate for returning players who are new to this level. It is also appropriate for classes with mixed experience in the First Tee Program.			
B	Review golf knowledge from lessons 21-26 in on-course settings, emphasizing making smart choices regarding the Rules of Golf.	Players review and reflect on what they have learned in previous lessons. Players should be reminded of how to use ALR to ask questions, using the 4Rs as a post-shot routine, Three Tips for Developing GRIT to grow through challenges, STAR as a pre-shot routine to anticipate and plan, and being a Go-To Person/Having a Go-To Team.	All
Sub-Lesson C is for players who have been exposed to multiple lessons at this level.			
C	Review golf knowledge from lessons 21-26 in on-course settings emphasizing making smart choices regarding the Rules of Golf.	Players review and reflect on what they have learned in previous lessons. Players should be reminded of how to use ALR to ask questions, using the 4Rs as a post-shot routine, Three Tips for Developing GRIT to grow through challenges, STAR as a pre-shot routine to anticipate and plan, and being a Go-To Person/Having a Go-To Team.	All

Staying the Course: Review & Reflect

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.

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

Guiding Questions

1. In what ways can you envision yourself "changing the game and changing the world"?
2. How are you demonstrating the Key Commitments of Using Good Judgment, Building Positive Self-Identity, and Pursuing Goals on and off the course?
3. What is a lesson you have learned through your time at First Tee?
4. What rules and scenarios did you experience today?
5. How can you use CARE to help solve a dispute on the golf course?
6. How does demonstrating the Three Tips for Developing GRIT help you dig deep on the golf course?
7. Based on what you've learned in this session, what kinds of goals can you set to help improve your golf game?

Staying the Course: Review & Reflect

Optional Post-Session Skills Challenge

- **Putting:** 9-hole putting assessment with a maximum of 18 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:** Nine hole up and down challenge with a maximum score of 27 strokes with holes of the following length and low to moderate difficulty. Teeing areas should be set up using the following requirements:
 - Two holes 2-7 yards from the edge of the green
 - Two holes 8-15 yards from the edge of the green
 - Two holes 16-20 yards from the edge of the green
- **Full-Swing Skills (Greens):** Hit 3 out of 6 greens (or a simulated green area) from a distance of 80-100 yards to the middle of the green.
- **Full-Swing Skills (Fairways):** Hit 3 out of 6 fairways (or a simulated fairway) meeting the following requirements:
 - 160-190 in length
 - 40-45 yards wide
- **Playing Requirement:** Have participants turn in 10 18-hole score cards with score of 108 or below. Holes should meet the following minimum guidelines, however, coaches can set new guidelines to create an optimal challenge:
 - Minimum course length should be the forward tees. Coaches can make the course longer to create an optimal challenge for longer hitters or more skilled players.

Age 14+ 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 the older age groups. However, it is NOT recommended for younger players to engage in activities designed for older players.

Activity Areas and Set up

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

Equipment and Supplies

List of equipment needed for the activities:

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

Warm Up 1 • Strength: Core

Lunge

Two elongated steps with back knee touching ground each step

Age 7-9: Lunge approx. 15 ft.

Age 10-11: Lunge approx. 25 ft.

Age 12-13: Lunge approx. 45 ft.

Age 14+: Lunge approx. 60 ft.



Plank

Straight body—balance on forearms and toes

Age 7-9: Hold up to 30 seconds

Age 10-11: Hold up to 1 minute

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

Age 14+: Hold up to 2 minutes



Push-ups

Arms to 90°—on feet or on knees

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

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

Age 12-13: Perform 10 full push-ups

Age 14+: Perform 20 full push-ups



Bicycles

Lie on back and alternate quickly peddling legs in bicycle motion

Age 7-9: Perform up to 30 seconds

Age 10-11: Perform up to 1 minute

Age 12-13: Perform up to 2 minutes

Age 14+: Perform up to 3 minutes



Warm Up 1 • Strength: Large Muscles

Frog Jumps

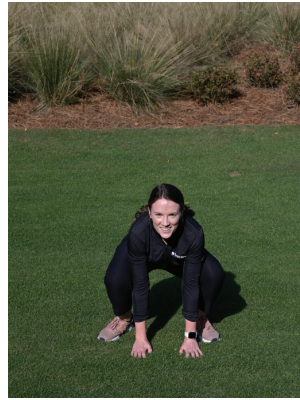
From full squat, jump as high as possible and land in squat position

Age 7-9: Perform 5 jumps

Age 10-11: Perform 8 jumps

Age 12-13: Perform 10 jumps

Age 14+: Perform 12 jumps



Leap Frog

With partner—fingers face inward on ground; head tucked

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

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

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

Age 14+: Distance of approx. 100 ft.



Crabwalk

Belly up on hands and feet

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

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

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

Age 14+: Distance of approx. 100 ft.



Bear Crawl

Belly down on hands and feet

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

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

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

Age 14+: Distance of approx. 100 ft.



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

Toe Touches

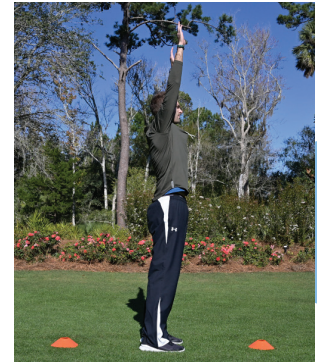
Slight knee bend

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

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

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

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



Arms: Extend Out and Reach Up

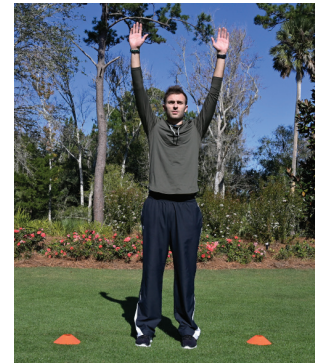
Slow to medium speed

Age 7-9: Repeat 3 times

Age 10-11: Repeat 5 times

Age 12-13: Repeat 5 times

Age 14+: Repeat 5 times



Arm Circles

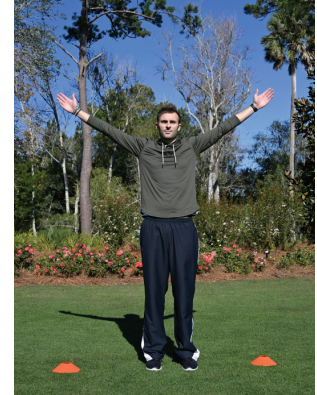
Slow to medium speed

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

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

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

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



Over/Under with Ball

Single file line—pass ball overhead then under legs alternating

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

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

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

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



Warm Up 2 • Flexibility & Mobility: Twist/Rotate

Knee to Opposite Elbow

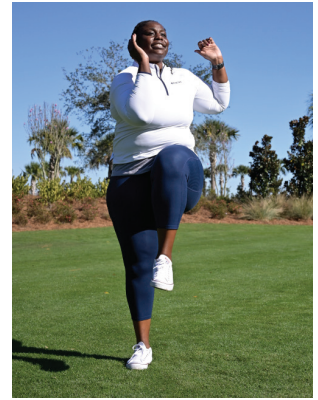
Standing Position

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

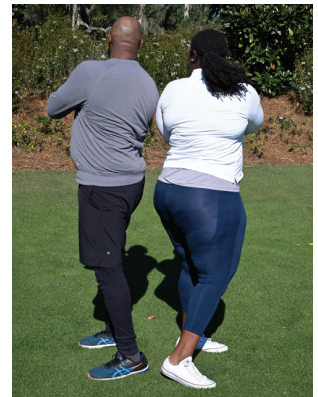
Single file line—pass ball twisting to side to hand off—
alternating sides each pass

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



Warm Up 3 • Agility & Coordination: Speed

Sprint

Rest intervals of 20 to 30 seconds between each sprint

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

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

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

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



Shuttle Run

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

Age 7-9: Time for individual improvement

Age 10-11: Time for individual improvement

Age 12-13: Time for individual improvement

Age 14+: Time for individual improvement



Spot Jump/Hop

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

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

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

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

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



Ladder/Jump

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

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

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

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

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



Warm Up 3 • Agility & Coordination: Footwork

Ladder/Hop-Step

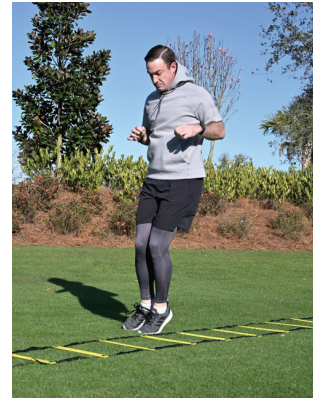
Set up a ladder pattern on the ground

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

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

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

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



Hurdles

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

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

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

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

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



Locomotor 1

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

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

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

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

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



Locomotor 2

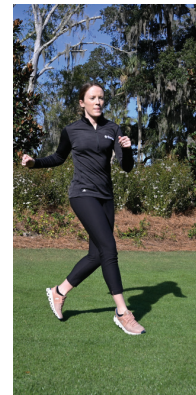
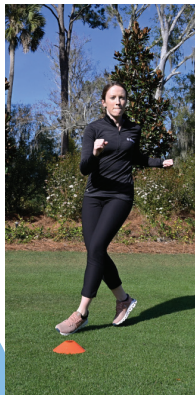
Perform beginning at a medium speed and then quick speed once control of movement is attained

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

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

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

Age 14+: Distance up to 75 ft; Grapevine



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 approx. 40 ft. forward/backward; Squat-turn 180° and stand

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



Floor Stunts

Performed starting from a sitting position

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

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

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

Age 14+: Sit on knees and jump to feet



Standing Stunts

Performed starting from a standing position

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

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

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

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



Dynamic Stunts

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

Age 7-9: Inchworm up to 10 ft.

Age 10-11: Inchworm up to 20 ft.

Age 12-13: Inchworm up to 30 ft.

Age 14+: Inchworm up to 40 ft.



Warm Up 5 • Object Control: Dribble/Kick

Dribble

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

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

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

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

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



Kick

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

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

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

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

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



Pass

Partners work together

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

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

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

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



Punt

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

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

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

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

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



Warm Up 5 • Object Control: Throw/Catch

Throw to Stationary Target

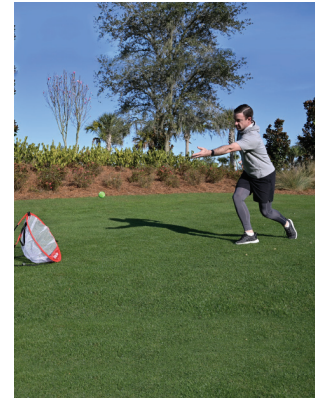
Use nets or suspend hoop targets:
one 3 ft. and one 6 ft. above ground

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

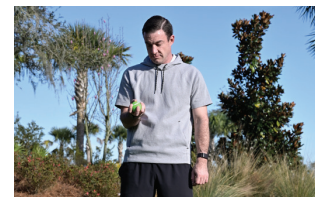
10" red rubber balls and tennis balls

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



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 approx. 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 14+ Character Activities



Activity 21.1 • Using CARE to Resolve Conflicts

The purpose of this activity is to support players in finding win-win solutions, which is an important principle of conflict resolution.

1. Explain that to find a win-win solution, participants need to look for ways to resolve a conflict that meets the needs and interests of both sides. To accomplish this, participants must identify their own needs, listen to the needs of others, consider the problem, identify options, and agree on a solution that gives something to each person.

2. Describe the CARE approach to conflict resolution, explaining that CARE stands for:

Communicate

Actively Listen

Review Options

End with a win-win solution (or a better mutual understanding)

Communicate: Start by making an “I” statement. Express how you feel about the situation and explain what you need or want. State what you think happened objectively and unemotionally, sticking to the facts of what you saw or heard. Focus on the problem and not the other person, and avoid making any judgments. Avoid threatening or attempting to intimidate, but do not retreat or just give in. It is important to stay cool (use the 4Rs) and not blame or insult the person.

Actively Listen: Listen to what the other person has to say, without interrupting, or thinking about what you are going to say in response. Try to be objective. Then, ask open-ended questions to make sure each side understands what the other person thinks and how they feel.

Review Options: Talk over the options, looking for solutions that benefit everyone. Do not feel pressured to come up with one answer immediately. Look for objective standards as guides. For example, you can turn to the Rules of Golf to settle a dispute over procedures or penalties. You can bring in an outside person for ideas, if necessary.

Supplies:

- Paper
- Pencils

Activity 21.1 • Using CARE to Resolve Conflicts

End with a win-win solution (or a better mutual understanding): This is the ultimate goal – to agree on an option that benefits both sides to some extent. When one party wins by aggressive behavior or one party simply gives in, someone is losing, and that means you get outcomes that do not resolve the underlying cause of the conflict.

3. Point out that many of the skills and strategies learned throughout the First Tee Program can help in using the CARE approach. They include communication skills such as active listening and staying cool.
4. Demonstrate how to apply CARE to the scenario involving conflict over pace of play. Ask for volunteers to act out this scenario and point out each step in the CARE process.
5. Point out to participants that sometimes it may be necessary to seek outside help to resolve a dispute. This includes situations such as:
 - a. Both parties try but are unable to work out a good resolution themselves
 - b. One party refuses to negotiate
 - c. One party threatens to use violence

Sources to turn to include:

- First Tee coaches or staff
 - Rules official or tournament director
 - Teachers or school counselors
 - Parents or other members of your Go-To Team
6. Encourage participants to utilize the CARE approach the next time they find themselves dealing with a conflict and to report back to the group and share how it went and what they learned.

Activity 21.2 • Practice Applying CARE While Playing

The purpose of this activity is to help participants practice applying CARE in different golf-related scenarios.

1. Have players practice applying CARE while playing golf on the course or a simulated course.
2. Place one coach or volunteer with each group. In advance, give each coach or volunteer a list of things to do to upset the group. Make sure the list includes rule-related items as well as breach of etiquette items. For example:
 - Clap for a bad shot
 - Poor etiquette (making noise, not repairing ball marks, talking during shot, etc.)
 - Alienation of a player
 - Take favorite club away from a player
3. Players should apply CARE to the situation and address each scenario as it arises.
4. Play as many holes of golf as time allows, engaging in one scenario on each hole. If time allows for scenarios to be repeated, ask participants to switch roles.
5. After the groups have completed play, discuss some of the situations that arose on the golf course. Ask open-ended questions to help players explore how they utilized CARE to resolve the conflict or to bring about a more peaceful or effective resolution to the problem. Ask what they have learned from this experience and how they might apply what they have learned to scenarios away from First Tee.

Supplies:

- Paper
- Pencils
- Golf clubs
- Items that are typically in a golf bag

Activity 21.3 • Resolving Conflicts Outside of Golf

The purpose of this activity is to help participants recognize how CARE can be used outside of golf to resolve conflicts.

1. Ask participants to describe some typical conflicts they have experienced or witnessed outside of a golf setting. Have them describe how the situation was or wasn't resolved.
2. Ask participants to consider how CARE could have been applied to these situations.
3. Allow participants time to identify one or two conflicts in their lives and ask them to write down how they might use CARE to resolve it. At a subsequent class, ask participants to report back to the group on their results.

Supplies:

- Pencils
- Paper

Activity 22.1 • Learning from Failure – Get Rid of the Fear

The purpose of this activity is to help participants deal with the fear of failure by focusing on what can be learned from facing and working through a challenge.

1. Place participants in challenging situations on the golf course.

Example:

- Being short sided in a bunker, having to hit over a penalty area, or hitting a shot around a tree.

2. Challenge participants to think through their options and pick the one they think is best each time.
3. For every outcome, positive or negative, encourage them to use the 4Rs to store good memories or delete bad memories.
4. Ask participants what they learned from working through the challenging situations. How can this help them overcome any fears of failure in the future?

Supplies:

- Golf balls
- Golf clubs

Activity 22.2 • Overcoming Adversity

The purpose of this activity is to help participants work through challenge and practice overcoming it.

1. Allow participants time to design a putting hole or course with a partner or a small group.
2. Each hole should include:
 - a. Starting point
 - b. Endpoint
 - c. At least one obstacle to realistically go around or through
3. While participants are working, ask them what they can learn from both creating and working through the obstacle or challenge? How can practice overcoming these challenges help them in the future when they face other challenges?
4. Allow participants to play the course and react to the challenges others have set for them.
5. Tie everything together by asking players about setting challenges for ourselves and others. Can challenges we set for others become challenges for us as well?

Supplies:

- Golf balls
- Golf clubs

Activity 22.3 • Failing Forward

The purpose of this activity is to allow players to experience a different perspective and practice dealing with failure in a group setting.

1. Divide players into groups of 2, 3, or 4. Groups should contain a mix of abilities. They are going to play a scramble with a twist.
2. Instead of playing the best ball, the group will play the worst ball on each shot.
3. Players must be encouraging to each other and work together as a team to achieve the best score.
4. Coaches should use this as an opportunity to reinforce the use of the 4Rs, STAR, and the Three Tips for Developing GRIT to respond to tough situations.
5. If conflicts arise, players should use CARE to help resolve them.
6. In doing this, participants will learn to move forward when they fail by applying First Tee concepts to tough situations.

Supplies:

- Golf clubs
- Golf balls

Activity 23.1 • Different Types of Goals

The purpose of this activity is to reinforce the different types of goals and how they can work together to help us achieve our dreams.

Different Types of Goals:

- **Outcome goals:** the end-product of what you want to achieve (your dream; result of playing the game)
 - Example: Shoot even par on 18 holes.
- **Performance goals:** set by identifying personal standards of performance that we can attain or improve to help us reach our desired outcome. We can improve our performance goals by focusing on our process goals, which are under our control.
 - Example: I want to hit 12/14 fairways per round.
- **Process goals:** focus on the process of improving skills, techniques, behaviors, and playing strategies that help improve performance. When combined with performance goals, they help us achieve our desired outcome.
 - Example: I will end each practice by hitting 10 shots using STAR as my pre-shot routine and the 4Rs as my post-shot routine.

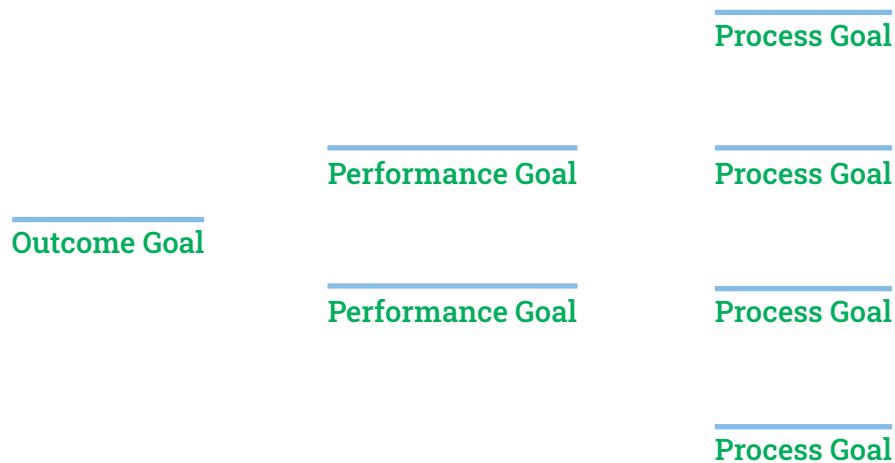
Supplies:

- Paper
- Pencil

1. Players will pick a big picture outcome goal such as making their high school team, breaking 100/90/80/70, playing college golf, getting a certain score on the ACT/SAT, etc.
2. Ask players questions about what they need to improve upon, from a performance standpoint, to achieve their goal.
 - a. Which golf skill could you improve the most?
 - b. What is the subject you have to work hardest in at school?

Activity 23.1 • Different Types of Goals

3. Players and coaches then work together to come up with how they will work on improving their performance by setting performance goals.
 - a. Example: A player who wants to improve their score by improving their short-range putting will work on hitting a certain number of 3 ft. putts every time they practice.
 - b. Example: A player who wants to improve their score on the math section of the ACT or SAT will study the math section for an extra hour each day.
4. Players and coaches can then use this goal map as a roadmap to achieving their goals. Performance and process goals can be adjusted as performance improves until the outcome goal is reached. Then it's time for a new goal map!



Activity 23.2 • Goal Ladders: Remembering Why We Set Goals

The purpose of this activity is to help participants understand the necessity of understanding the “Why” behind the goals they have set.

We know that having goals is important.

- Goals help you **measure your growth**.
- Goals allow you to **take ownership of your learning and growth**.
- Goals help you **stay focused and motivated**.
- Goals **challenge and teach you**.

But sometimes we set goals without really understanding why we have set them. To help increase the probability that you will achieve the goals you set, it’s important to understand your why – not why achieving the goal is expected of you, but why you truly want to achieve it.

1. Consider some goals you have set for yourself: These can be process goals, performance goals, or outcome goals. Write them down.
2. Next to each goal, consider your why. Why do you truly want to achieve this goal?
3. Finally, visualize the goal. Close your eyes and see your goal coming true. How might you be feeling at that moment? Write that down for each goal. What will it look like and feel like once you have reached that goal?
4. Players and coaches can share some of their personal “whys” with the group. Why do you think it is necessary for a goal to be important to you?

Supplies:

- Paper
- Pencil

Activity 23.3 • Tracking Your Decision-Making

The purpose of this activity is to support players in both tracking decisions made and reflecting upon the outcomes of those decisions to sharpen this skill set.

As you work to achieve your goals, you'll be tasked with making decisions every day. Some decisions are simple. For example, what do you want to eat for lunch? Other decisions might carry a greater impact that will support you taking steps closer to or farther away from your goals, such as when should you start studying for an upcoming test?

To make a decision, considering the following steps:

1. Identify the decision you must make.
2. Consider what you are trying to accomplish and how this decision will or will not help you take steps toward achieving your goal.
3. Consider possibilities. What are the options you are choosing from? Do other options exist?
4. Prioritize your choices. Weigh those options.
5. Make your decision and take action to put your decision into effect.
6. Review your decision and outcome and reflect upon it. Was it a good decision? What did you learn?

Use the following chart to track five decisions you must make or have made recently and the outcomes of those decisions.

Decision to be Made	Will This Help Me Reach a Goal?	Possibilities and Options	Prioritize My Choices	Reflect on Outcome

Supplies:

- Paper
- Pencil
- Printable handout

Activity 24.1 • Trustworthy Exercise – Are You Trustworthy?

The purpose of this activity is for participants to assess their own trustworthiness, and how this can apply to them on and off the course.

Yes	No	I am reliable. I do what I say I will do.
Yes	No	I am honest with myself and with others.
Yes	No	I keep my promises.
Yes	No	People trust me with secrets, and I honor that trust.
Yes	No	I follow through on my commitments.
Yes	No	I have integrity and do the right thing even when no one is looking.
Yes	No	I am loyal. People know that I am in their corner.
Yes	No	I can be counted on to follow the rules.
Yes	No	I can remain confident and calm in times of stress.
Yes	No	I admit when I have failed or messed up.
Yes	No	I do not take credit for the accomplishments of others.
Yes	No	I do not gossip or spread rumors about others.
Yes	No	My values are consistent with my actions.

Add up your total number of Yes and No answers. Reflect on the following questions:

- Do you think you are trustworthy?
- If yes, explain why. If no, explain what you would like to work on.
- How can being trustworthy help you on and off the course?

Supplies:

- Printable handout
- Pencil

Activity 24.2 • Trust Yourself and Your Intuition

The purpose of this activity is to learn to trust yourself and your intuition. Create different situations where players must follow their intuition and make choices. In each situation, provide three choices: safe, risky, or hero. Players then trust their intuition on which option is best for them. Some players like to take risks while others like to play it safe. Guide players to follow their gut and choose the shot they feel most confident with in each situation.

Example Scenarios:

Scenario 1: Place a ball in the middle of the fairway. Players hit towards a front pin tucked behind a bunker.

- Safe: Hit to the middle of the green
- Risky: Aim pin high but away from the bunker
- Hero: Hit directly at the pin

Scenario 2: On the tee of a dog leg with out-of-bounds down the right-hand side.

- Safe: Play to the corner of the dog leg with a shorter club
- Risky: Hit driver, potentially through the fairway
- Hero: Cut the corner

Scenario 3: Place a ball in a red penalty area in a lie where it would be reasonable to play the ball several different ways.

- Safe: Punch the ball out sideways to the middle of the fairway
- Risky: Hit the ball sizable through a gap in the trees
- Hero: Hit the ball through a small window on to the green

Supplies:

- Golf clubs
- Golf balls
- Course or driving range

Activity 24.3 • Trusting Your Go-To Team

The purpose of this activity is to allow you to practice utilizing your intuition and the wisdom and support of your trustworthy Go-To Team to help you navigate challenges, opportunities, and decisions.

Players work with a partner to get the ball in the hole while the golfer is blindfolded. Set up a 3-6 hole putting course. Players will alternate who is blindfolded on each hole. Players must trust their partner to gather information for them such as how far away from the hole they are, how the putt is going to break, and if they are lined up correctly. Players must then rely on this information to execute the putt. Allow players to pick their partner based on the characteristics of a Go-To Person.

After the activity, ask participants what it feels like to utilize their intuition and trust others to guide them? What challenges did they face? What did they learn? How can they apply this learning to future situations?

Supplies:

- Golf club
- Golf balls
- Target
- Blindfold

Activity 25.1 • Who Am I?

The purpose of this activity is to support participants in identifying how they define themselves to others and the world.

1. Share with participants that to make the best decisions, you need to have good information. The most important information that you can have is knowledge about yourself. For most people, high school years mark the beginning of a process of deciding who we are and how we define ourselves to the world. This process is called identity development. The more you know about yourself, the more capable you'll be in defining who you are.
2. Have participants consider the following question:
How would I describe myself if I were to introduce myself to a stranger?
3. Allow participants time to write down at least five "I am" statements to describe themselves to a stranger. They can consider personal descriptions about what they value, what kinds of activities they find the most interesting, what skills they possess, and what their most important needs are.

I am _____

I am _____

I am _____

I am _____

I am _____

4. Participants can share their "I am" statements with fellow participants in pairs, groups, or with the entire class. Have participants practice proudly stating who they are and how they want to define themselves to the world.

Supplies:

- Paper
- Pencil

Activity 25.2 • Adaptive Skills: Identify Your Personal Qualities

The purpose of this activity is to support participants in identifying personal qualities or traits that can be used to help them adapt to different situations.

1. Introduce to participants that adaptive skills are personal qualities that help you adapt to different situations. We often think of them as personality traits. For example, characteristics such as motivation, initiative, and persistence are adaptive skills.
2. Have participants circle up to 20 traits that best describe them from the list below. Encourage them to check with a coach if they are not sure they understand the meaning of a certain word.

Supplies:

- Paper
- Pencil
- List of adaptive skills & personal qualities

Aggressive	Bold	Cooperative	Cheerful
Conscientious	Warm	Honest	Considerate
Courageous	Creative	Daring	Hard-Working
Efficient	Energetic	Ethical	Friendly
Generous	Resilient	Innovative	Good-Humored
Intelligent	Sensitive	Independent	Kind
Logical	Loyal	Modest	Mature
Systematic	Neat	Open-Minded	Organized
Optimistic	Outgoing	Persuasive	Persistent
Punctual	Perceptive	Patient	Relaxed
Reasonable	Respectful	Reliable	Resourceful
Sincere	Sociable	Smart	Studious
Truthful	Thoughtful	Understanding	Unselfish
Versatile	Motivated	Determined	Confident

3. Allow participants time to reflect on the words they chose. How might these personal qualities help them adapt to different situations?

Activity 25.3 • Identifying & Understanding Your Personal Values

The purpose of this activity is to help participants identify and understand their personal values and how they impact their thoughts, decisions, and interactions with others.

1. Introduce the topic of personal values and begin a discussion with participants using the following or similar prompts:
 - What in life is important to you?
 - How do you know when something is important to you – that you value it?
 - When you say one thing, but do another, what does that tell people about your values?
2. Read the following list of value statements to participants. Participants should consider the statements and decide if the value statement is **Important**, **Somewhat Important**, or **Not Important**, and write it down on their paper.
3. Have participants compile a list of the items they deemed Important to them. When they look at the list of what is most important to them, what are some observations they can make about themselves from the list? How might this list impact decisions they make in the future? How can they use these personal values to help others?

Supplies:

- Paper
- Pencil

Activity 25.3 • Identifying & Understanding Your Personal Values

How important are the following value statements to you?		Important	Somewhat Important	Not Important
1.	Being happy and liking who I am			
2.	Having a family of my own			
3.	Having lots of money			
4.	Having freedom to do what I want to do			
5.	Being good at my job			
6.	Having at least one close friend			
7.	Choosing a career that interests me			
8.	Becoming famous			
9.	Going to college			
10.	Being a leader			
11.	Having many friends			
12.	Being satisfied with my job or career			
13.	Knowing others trust me			
14.	Being good at sports			
15.	Having my own car			
16.	Being able to make a difference			
17.	Choosing a career that pays well			
18.	Choosing a career that serves others			
19.	Being seen as intelligent			
20.	Being a role model for others			
21.	Knowing others believe in me			
22.	Being religious or spiritual			
23.	Getting good grades and succeeding academically			
24.	Being healthy			
25.	Believing in myself and my capabilities			
26.	Serving in the military/serving my country			
27.	Being popular and well liked			
28.	Being able to reach goals I have set			
29.	Being able to persist even when it is difficult			
30.	Making a difference in the world and having impact			

Activity 26.1 • Future Plans: Building an Initial Game Plan

The purpose of this activity is to support participants as they begin to consider their future plans and what steps will be required to achieve those plans.

1. Ask participants to envision their future. Where do they see themselves in 10 or 15 years?
2. Have participants write down three possible careers they foresee themselves having. They can be similar career fields or very different and unrelated to one another.
3. Have them take the time to explain why they are considering this career. How does it line up with their personal interests? Why do they think they might enjoy this career?
4. What questions do they have about these career choices? Who in their Go-To Team can they talk to about these questions they have?
5. What research do they need to do to find out more about these career options and the necessary education or training that is required? Where can they go to find this information?
6. Allow participants to work together and support each other in answering these questions. Encourage participants to continue these conversations at home and begin to research these careers and share with the group in future classes what they have discovered.

Supplies:

- Paper
- Pencils

Activity 26.2 • Career Interviews

The purpose of this activity is to support participants in practicing their interview skills and gaining knowledge from career professionals in both golf and non-golf industries.

1. Invite someone who works in the golf industry to come to your First Tee Program location to meet with participants and describe their job. It could be a golf professional, TOUR player, course superintendent, golf shop manager, sports writer, etc.
2. Let participants interview the person to find out more about the work they do, what it took to get the job, and why the person likes their work. Encourage participants to ask questions they are curious about.
3. Have participants record their interview notes. If you have a larger group, you could invite several guests, either in the golf or a non-golf industry, to come and speak to the participants. Another idea is to arrange a field trip to a golf facility where the group can talk to and observe someone on the job.

Supplies:

- Paper
- Pencil

Activity 26.3 • A Future in Golf: Create Your Resume

The purpose of this activity is to support participants in creating their own personal golf resume template that they can use and edit over time as they pursue opportunities in golf.

1. Share the following information with participants:

- The golf industry is an \$84 **billion** industry that supports more than 2 million jobs.
- We traditionally think of things like working at a golf course, for a golf association, or running tournaments as careers in golf, but the industry is so much more!

Examples of these careers are: PGA Professional, LPGA Professional, Golf Course Superintendent, Rules Official, PGA TOUR Operations, LPGA Tour Operations, State Golf Associations, PGA Sections, etc.

- Other careers in golf include golf equipment manufacturing and sales, golf fitness experts, golf course architecture, agronomy and even non-profit work like working for First Tee!

2. Allow participants the opportunity to begin to recall their personal information to create their own golf resume template that can be used as they consider participant opportunities and a future in golf. Challenge them to create their golf resumes at home and bring them to a future class and share with coaches and players.

Supplies:

- Sample golf resume copy
- Paper
- Pencil

Age 14+ Lesson Plans



Lesson Plan 21 • Dealing with Conflicts: Making a Positive Impact

Lesson Intentions:

- Players can identify types of conflicts that can arise in a golf context (rules disputes, cheating, slow play, disrespectful behavior, etc.).
- Players can identify other types of conflict situations in their lives.
- Players can demonstrate an understanding of a process for peacefully resolving conflicts.
- Players can demonstrate an understanding of when to seek help in resolving a conflict.
- Players can apply the CARE approach to conflict resolution in a golf setting.
- Players will learn how to play the ball as it lies.

Warm Up: 10 Minutes

You can have the players do this as a skill challenge. Remind the players to be kind while doing the challenge. If one of the participants is having trouble, remember to use CARE (Communicate, Actively listen, Review options, and End with a win-win.)

- **Strength:** Bear crawl for 60 ft.
- **Flexibility/Mobility:** Arm circles forwards and backwards 10 times doing big and small
- **Agility/Coordination:** Sprint 60 ft. 4 times with a 30-second break in between
- **Balance:** Inchworm for 20 ft.
- **Object Control:** Walk 60 ft. down and back catching and throwing a ball without dropping

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

- How were you able to use CARE in the warm up?
- When the challenge was not going as well as you hoped, what did you do to make everyone feel comfortable and do better?
- What do you do when the conflict is within yourself to try harder or go faster? How do you respond?



Lead Coach Name:

Ali Beam, First Tee — Indiana

Lesson Length: 120 Minutes

Number of Kids: 24

Skill Level: A

Key Commitment: Collaborating with Others

Golf Skill(s): Putt, Chip, Pitch, and Full Swing

Golf Fundamental/Factor of Influence:

Get Ready to Swing and Distance Response



Lesson Plan 21

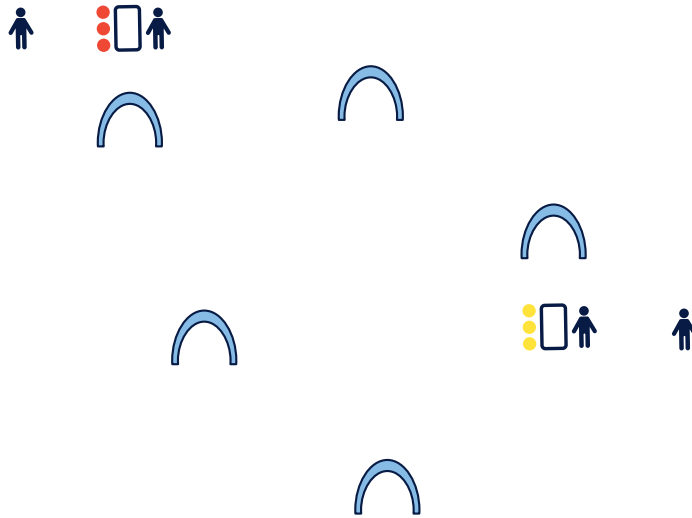
Activity 1: Gates Putting

30 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:** *Hold:* Palms match, club in fingers; *Set up:* Athletic posture-weight balanced back to front and side to side; *Aim & Alignment:* reinforce clubface to target, body parallel to target
 - **Golf Skill:** Y-putt-Y or tic-toc
- **Activity Description:** Participants will try to work together in teams and putt through as many gates as possible in a 2-minute interval where each player hits one putt at a time and switches with another. Coaches can modify this activity to be completed in a certain number of shots. *For example:* putt through as many gates as you can in 2 minutes or in 10 shots. Coaches can change the parameters of the round to create conflict by making the time interval shorter or the number of strokes less, requiring players to putt with a club other than their putter, or having teammates say discouraging things while players are putting. In between the games, have the players collaborate to come up with a better way to play the game while dealing with these challenges. Remind players to use CARE as they work through the challenges.
- **Key Commitment Objective:** Participants will collaborate with others to get through the gates.
- **Golf Knowledge Objective:** The ball must be played as it lies, and you must wait until the ball stops to putt it.

Equipment :

- Putters
- Tees
- Balls



Guiding Questions

1. How did you work together with your partner to figure out how to play this game?
2. What are two rules that you might have learned in this game?
3. How did you use CARE?
4. What was the hardest part when you and your partner had two different ideas?

Lesson Plan 21

Activity 2: Chipping or Pitching Obstacles

30 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:** Chip: Y-Chip-Y; Pitch: L-Pitch-L
 - **Golf Skill:** chipping and pitching
- **Activity Description:** Participants will work together through 10 different stations and each one will have its own challenge. Participants will use CARE as they approach all the stations. Below you will find an example of some different stations. Remind golfers to always play the ball as it lies.
- **Key Commitment Objective:** Participants will work together through 10 different stations.
- **Golf Knowledge Objective:** Move the ball as it lies.
- **Stations:**
 - Uphill lie
 - Downhill lie
 - Side hill
 - Ball under leaves
 - Ball in a hole or divot
 - Ball up against a twig
 - Have to go over a bush
 - Little green to work with
 - Lots of green to work with

Equipment:

- Clubs
- Balls
- Noodles
- Cones
- Hoops

Guiding Questions

1. What does it mean to play the ball as it lies?
2. How did you and your partner work together?
3. What did you do if the ball moved?
4. How were you able to listen to each other when you thought your idea was better?

Lesson Plan 21

Activity 3: Take It to the Course

60 Minutes

Activity Description: Before players go on the golf course to play several holes of stroke play, they will be given a card with a statement written on it (see below). The player must do whatever is on the card for the entire round. Each person will need to use CARE if a conflict arises.

- Cards
 - Don't follow a rule (Example: roll or move the golf ball)
 - Just play your golf ball and count your score.
 - Just play golf but subtract one for your score on each hole.
 - Be a loud player without being too rude.
 - Say something to another player who did not have a good shot.
 - Play slow
- Remind the players this is not how you should act all the time, you are working on CARE. When you are acting out a card, tell them to be sly about it. So you might not want to act out the card right away. Once called out, please be nice and have fun.

Guiding Questions

1. How did you approach someone who was not counting their score correctly?
2. What does it mean to play the ball as it lies?
3. What is the best way to confront someone?
4. How did you resolve a conflict on the golf course?

Wrap Up:

5 Minutes

1. What is the CARE approach?
2. What does "play it as it lies" mean?
3. How could you use CARE to resolve conflict outside of First Tee?
4. How were you able to show kindness when you and your friend had differing opinions?
5. What did you see today that was a good example of dealing with conflict?
6. What was your biggest take away from today that will help you in the future on and off the course?

Coach Notes:

Good-Better-How:

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

Good 1:

Good 2:

Good 3:

Identify one better:

Better:

Identify one how:

How:



Download a printable version of Good-Better-How

Lesson Plan 22 • Learning from Failure & Dealing with Adversity

Lesson Intentions:

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

- Review dealing with conflict using the acronym CARE.
- Review and connect elements of Get Ready to Swing to Swing Rhythm, emphasizing setup and tension level.
- Experience and explore your own best swing rhythm under adverse conditions.
- Introduce the acronym for FAIL: **F**irst **A**tttempt **I**n **L**earning.
- Golf Rules: when play is stopped for reasons such as a rain delay, players will mark and lift their ball even if off of the green.

Equipment :

- Cones
- SNAG/Tennis Balls

Warm Up:

12-15 Minutes

Discuss sequence of warm up and the importance of increasing core temperature (aerobic but not a sprint-type activity) before stretching/straining cold muscles. Group will do all activities together. See order below:

- **Agility/Coordination:** Grapevine 30-40 ft. to cone/end line and back
- **Flexibility/Mobility:** 15-sec. high knees or opposite elbow to knee at a slow speed, pause, then 30 sec. increasing speed, keeping back upright (do not lower back to knees).
- **Balance:** One foot ankle stretch- stand on one foot, grab other ankle, and hold it behind you toward your bottom. Focus on keeping a straight back and parallel knees. Hold for 15-25 seconds. Switch.
- **Strength:** Torso Twist Lunge: Take a big forward step keeping knee at 90 degrees and not beyond toes, clasp hands in front of body then twist hands/arms to the right, in front, and then to the left. Focus on form and breathing.
- **Object Control:** Two-ball juggle. Each person will use two SNAG/tennis balls for a standing ball toss. Think about the sequence of tossing the first ball with one hand, and then the timing of tossing the second ball with the other hand while the first is at the peak of the arc.

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

- When you warm up before play or other activities, what do you think about having a specific warm up sequence?
- What do you notice about the pace or tempo of your movement? How is intentional pace and timing of breathing important when stretching?
- Review the acronym for FAIL: **F**irst **A**tttempt **I**n **L**earning.

**Lead Coach Name:**

Coach PJ, First Tee — Northern Michigan

Lesson Length: 120 Minutes**Number of Kids:** 24**Skill Level:** B**Key Commitment:** Growing through Challenge**Golf Skill(s):** Putt, Chip, Pitch, Full Swing**Golf Fundamental/Factor of Influence:**

Swing Rhythm—Swing Tempo and Sequence

Lesson Plan 22

Activity 1: Elimination Challenge Chipping or Pitching

25 Minutes | 12 Players

Equipment :

- Cones
- Balls
- Target
- Flagging tape
- Safety zone cones
- Safety line or other markings

- **Modeling:** Use a volunteer, assistant coach or participant to model: Model during LEARN waiting station.
 - **Get Ready to Swing:** As needed, review stance width, starting balance, and option of holding down on the club for pitch and chip.
 - **Golf Skill:** Players choose to pitch or chip to various targets while focusing their best tempo. (Tempo = total time to make a swing or stroke)
- **Activity Description:** Divide the group in two for activity 1 and 2.

PLAY: Set up enough stations for all players to participate at once. Designate a target, (move the target for each round) and all players will play 1 ball to pitch or chip to that target. Player farthest from the target is eliminated and has to go to the Elimination Station while the remaining players continue to play the next round. Each round, another player will go to the Elimination Station; depending on the size of the group and time, the Coach can eliminate more than one player (2 or 3 farthest away from the target). While at the Elimination Station, players will pitch or chip to a designated target area until they get a ball into the target area. If they get into the target area, they can then return to the original Challenge. Winner is (are) player(s) at original Challenge at end of the designated time.

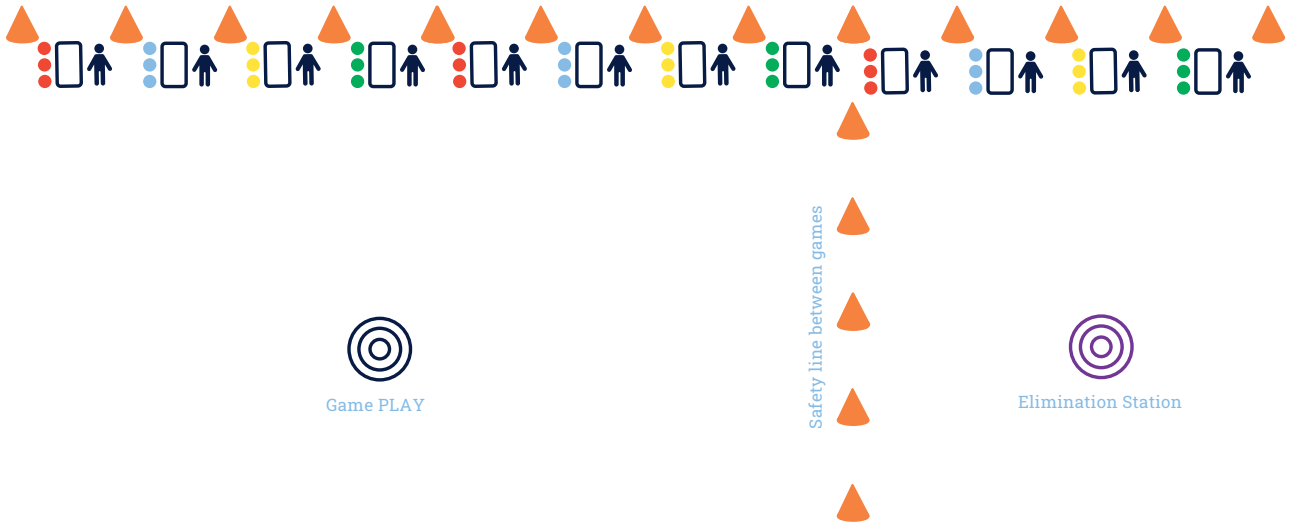
LEARN: Take a moment to discuss how players are reacting to this challenge. Are they rushing their shots, changing their swing tempo at the Elimination Station in order to rush back into the game? Ask players what it feels like to have a second chance. Is it motivating? Exciting? How are they handling the adversity of having a smaller target at the Elimination Station? What is the difference between giving your best and trying your hardest? Give your best at the Elimination Station by staying true to your tempo and not rush to get back into play.

PLAY: Play another round with players focused on keeping their tempo, regardless of the station they are at. Coaches can change the number of players eliminated each round based on time available.

- **Coaching Tips:**
 - Use a movable target, such as a cone or soccer ball, so that the distance and direction change each round. Players may choose to change clubs depending on the shot.
 - Set up clear hitting spaces at the Elimination Station and tell players they must stop to remove excess balls.
 - Make the Elimination Station target area small enough to require perseverance, yet achievable so that players can earn their way back into the game.
 - Set up for safety. Make a clear pathway for players to move away from the contest to the Elimination Station and also back into the contest.
 - If there is not enough space for all players to play at once, this can be a putting activity as well. Just be certain the pathway to walk between stations is off the green.
- **Key Commitment Objective:** Persevere through the challenge of being eliminated and earn your way back in the game!
- **Golf Knowledge Objective:** Find your best tempo for pitching and chipping and commit to it regardless of the circumstances.

Lesson Plan 22

TRAVEL Space between Game PLAY and Elimination Station



Guiding Questions

1. What does it feel like to have a second chance? Is it motivating? Exciting?
2. How are you handling the adversity of having a smaller target at the Elimination Station?
3. What is the difference between giving your best and trying your hardest?

Lesson Plan 22

Activity 2: Full Swing Adversity Game

25 Minutes | 12 Players

Equipment:

- Tees
- Balls
- Cones
- Safety zone equipment

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:** Key elements to set up for success include hold, aim, alignment, balanced set up to start.
 - **Golf Skill:** Full swings with attention on how tension impacts swing tempo and sequence.
- **Activity Description:** Divide the group in two for activity 1 and 2.

PRACTICE (10-12 min.): Players will work in pairs. Rotation 1) Start with iron of their choice. Create their own swing phrase to say to themselves (“Really Smooth” or “1 and 2”) as they swing. The goal is to be aware of their Swing Rhythm. Rotate again and use a driver using the same process. Players can also choose to hum to themselves during their swing to discover any areas of tension that disrupt their rhythm. If they discover tension, suggest chewing gum or hitting several shots while sticking their tongue out.

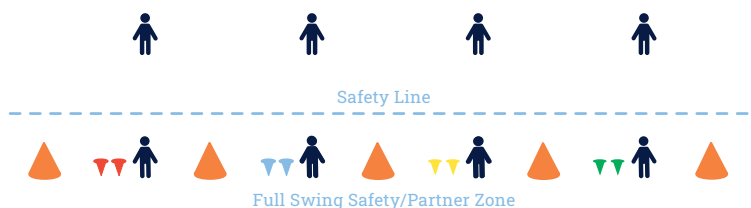
LEARN (4- 5 min.): Take a break and discuss swing sequence. Separate players in a large circle so they can all swing safely. Without a club and using arms only, players will set up in their golf stance with their arms hanging in front of them, hands connected in a golf hold. Close eyes and slowly swing back in a backswing motion. Feel the sequence of their arm swing – body motion. Repeat the process on the downswing and follow through again, swinging slowly. How would players describe the sequence of their swing? Now turn the club upside down and take some swings, noticing where the woosh occurs in your swing. Think about the sequence of movement in your swing to maximize the woosh sound at the bottom or just past the bottom. Once they are safely in the hitting area, have each player repeat this process for 3-4 swings using a club.

PLAY (8-10 min.): Players will play an imaginary Par 5 hole on the practice range. Their partner will be instructed to toss a tee toward the ball/hitting area sometime during the hitting player’s swing. On each shot, the partner should attempt to toss the tee at different points of the hitting player’s swing sequence. (For example, as the player takes the club back or begins their downswing). The hitting player must overcome adversity and keep their good swing rhythm for their shots. Rotate after each player plays 1 or 2 “holes” on the range.

Take a water/snack break for 10 min. Divide group into two different teams so the groups are mixed.

1 Min. Rule: When play is stopped for reasons such as a rain delay, players will mark their ball even if off the green.

- **Key Commitment Objective:** Overcoming the challenge of interference during your swing to keep your swing rhythm.
- **Golf Knowledge Objective:** Create new awareness of your swing tempo and sequence.



Create set up for full swing with clearly defined safety zones.
Partners will toss tees into the player’s view from behind the safety line

Guiding Questions

1. What is your swing phrase for practice?
2. What did humming during your swing reveal? Do you have any tension that affects your tempo or sequence?
3. Was there a particular part of your swing sequence when the tee thrown into your view was especially disruptive?

Lesson Plan 22

Activity 3: Individual Two-Tee Putting: Purposeful Practice

12–15 Minutes

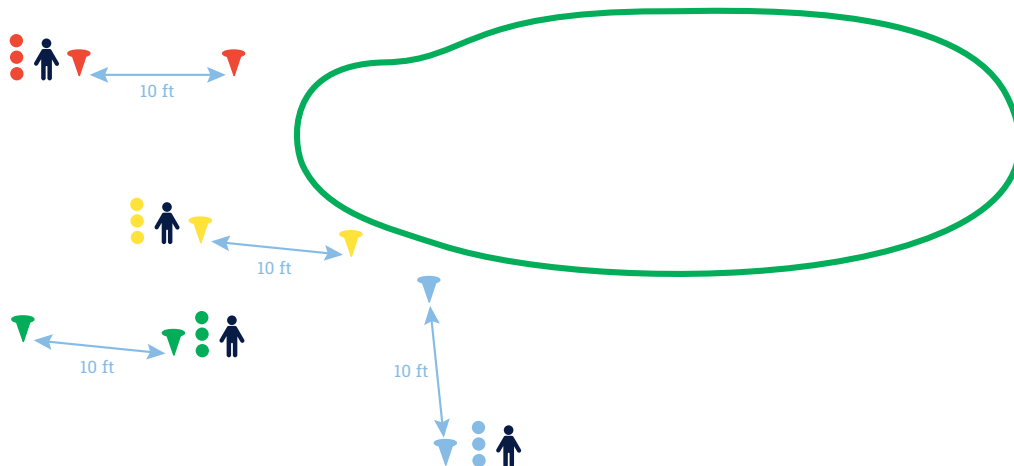
- **Activity Description:** Each player sets up two tees approximately 10 ft. apart (or farther for more experienced players). Players will putt three balls from behind the first tee with the goal of all balls reaching the second tee without going more than a putter-length beyond the second tee. To be successful, all balls must reach the tee and be within a club-length, if not successful repeat from the same distance. When successful, move one tee back 3 ft. and repeat.

Purposeful Practice Focus: Self-monitor tempo of strokes to create a consistent, predictable outcome.

- **Key Commitment Objective:** Stay patient and positive through the challenge.
- **Golf Knowledge Objective:** Create consistent swing tempo in putting.

Equipment :

- Tees
- Balls



Guiding Questions

1. What was your swing phrase for full swing practice? Could it be the same for putting or different?
2. Does your tempo change if you are putting longer/shorter or uphill/downhill putts? Why or why not?

Lesson Plan 22

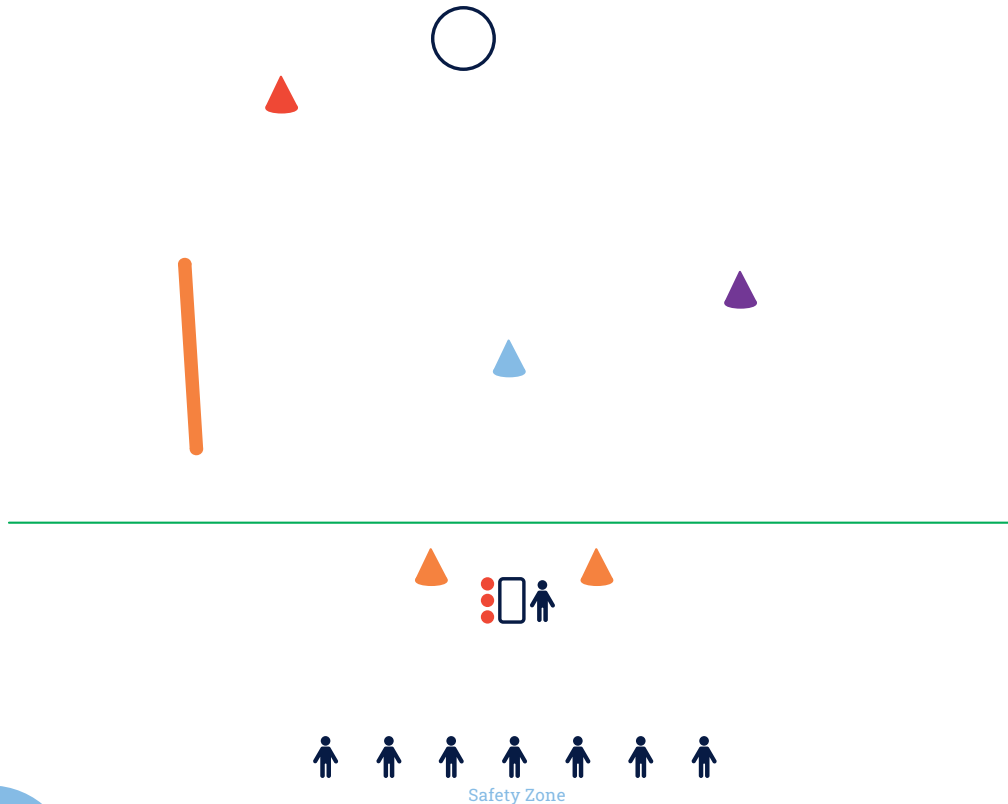
Activity 4: Partner PIG (GOLF) Pitch

12–15 Minutes

- **Activity Description:** This activity mirrors the basketball game where you make a shot and your opponent must make the same shot or they earn a letter. Players will decide who goes first and play a partial wedge, (pitch) to a designated target. Set up various targets for different shot selection. The player whose ball finishes or lands (player must decide in advance) farthest from the designated target will earn a letter. Continue until someone has four letters to spell GOLF. This is a fairly fast game, so partners can play best of three or switch with other players.
- **Key Commitment Objective:** Remember the Acronym of FAIL if/when you get a letter, and stay positive.
- **Golf Knowledge Objective:** Create consistent swing tempo in various length pitch shots. Be aware of tension in hands and arms.

Equipment :

- Golf balls
- Various targets



Guiding Questions

1. What was your swing phrase for full swing practice? Could it be the same for pitching or different?
2. Does your tempo change if you are putting longer/shorter pitch shots? Why or why not?

Lesson Plan 22

Wrap Up:

5 Minutes

1. Is losing a game the same thing as failing? Why or why not?
2. What have other people told you about failing? Have you believed them? Can you or do you see validity in the acronym FAIL? (First Attempt In Learning)
3. Do Failure and FEAR ever collide? Have you heard of another acronym FEAR = **F**ace **E**verything **A**nd **R**ise? What does that mean to you? How could having a view that failure is a key to success reduce the fear factor?
4. Can you think of something that you have attempted and it came super easy for you? How did it feel to accomplish that? Now, can you think of something that had required tremendous effort? Something that you have tried; put a lot of effort into, etc., and then finally succeeded? How did that feel in comparison?
5. What did playing the Elimination Challenge tell you about failure? How did it feel to get back into the game? What do you think about the statement "failure is never final"?
6. We talk about swing sequence as in the order of things in your swing. Sometimes when facing a difficult task, you can change the "order of things" by looking back as if you have already been successful. Can you imagine yourself on the other side of a difficult task? How would you encourage the You that is on the not-yet-achieved side?

Coach Notes:

Good-Better-How:

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

Good 1:

Good 2:

Good 3:

Identify one better:

Better:

Identify one how:

How:



Download a printable version of Good-Better-How

Lesson Plan 23 • Getting to Your Goal: Take Ownership Over Goal Achievement

Lesson Intentions:

- Participants will tie together target awareness with the other golf fundamentals they've discussed.
- Participants will learn more in depth about the differences between process, performance, and outcome goals.
- Participants will learn more in depth about the "play the ball as it lies" rules.

Warm Up: 10 Minutes

Participants will pair up with one SNAG club and one ball. Participants will play a relay race where they have to hit the snag ball to their partner where they can catch it without moving, then they can progress down the field. First team to complete the race wins. To make it more challenging, require that the catcher is on their knees, or that they have to be at least five steps away from their partner, or that they can only use one hand to catch the ball.

Guiding Questions

1. What made this activity difficult? (Guide participants toward discussing their target.)
2. What would be a process goal in this game? Did you focus on something specific to help you succeed with your partner?
3. What would be a performance goal in this game?
4. Before moving on to the day's activities, ask players what they hope to get out of today? What is their intended outcome?



Lead Coach Name:
Katie Harris, First Tee — Greater Dallas

Lesson Length: 90 Minutes

Number of Kids: 16

Skill Level: C

Key Commitment: Pursuing Goals

Golf Skill(s): Full Swing and Putt

Golf Fundamental/Factor of Influence:
Target Awareness

Lesson Plan 23

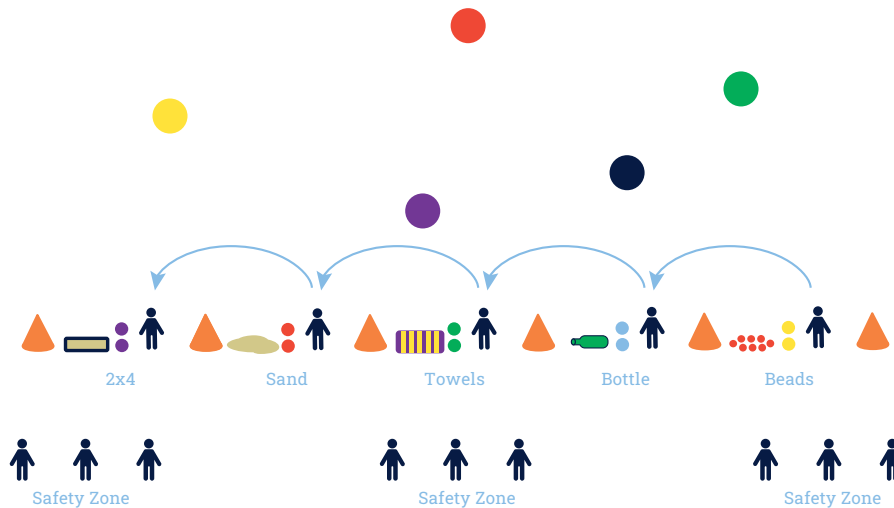
Activity 1: Play the Ball as It Lies

20 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:** *Hold:* Palms match, club in fingers;
Set up: Athletic posture-weight balanced back to front and side to side;
Aim & Alignment: reinforce clubface to target, body parallel to target to target
 - **Golf Skill:** L-sweep-L
- **Activity Description:** Coaches will set up 4-6 different stations on a hitting line, hitting toward targets anywhere from 50-150 yards on a range-type space. Each station will have a different lie – the crazier, the better. Suggestions for items to create crazy lies are: sand, 2x4, Gatorade bottle, pony beads, dirty towels, plastic bags, etc. Before starting the activity, players should set a performance goal for the challenge. Coaches should ask how this performance goal fits into the player's outcome goal for the day.

Each hitting station should have a different intended target. Participants are allowed two shots per hitting station, then shift to the left to try all hitting stations. Discuss the rulings on playing the ball as it lies, including accidental improved lies by burying the ball in something like the towels. Coaches should be asking what player's process goals are for this activity, and what they think about before, during, or after their shot to make sure they are successful. How does this process help us improve performance and reach our outcome?

- **Key Commitment Objective:** Participants should be discussing the three different types of goals and selecting the right one to focus on per lie/target pairing for them.
- **Golf Knowledge Objective:** Participants will need to discuss distance to their target, club selection (due to the target as well as the lie), and reaction to the target (could be large or small depending on each lie if wanted).



Guiding Questions

1. What do you want to accomplish on each shot? What process goal can you set for yourself to help you achieve this?
2. You have to play the ball as it lies – except for when? What if it moves?
3. You have a target for each shot – does that make this more difficult? Are certain targets easier than others?

Equipment:

- Items useful for targets (buckets, noodles, cones, trash cans, towels, etc.)
- Assorted items to create different strange lies
- Range-type space
- Flagging tape
- Noodles
- Cones

Lesson Plan 23

Activity 2: Target Putting

20 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:** *Hold:* Palms match, club in fingers;
Set up: Athletic posture-weight balanced back to front and side to side;
Aim & Alignment: reinforce clubface to target, body parallel to target
 - **Golf Skill:** Y-Putt-Y
- **Activity Description:** Coaches will set up a putting course but not use any holes as the final target for each hole. Targets should be completely different objects (coins, tees, tennis balls, Frisbees, or noodles).
- **Key Commitment Objective:** Participants will be presented with different difficulties in targets and asked to choose an appropriate goal for themselves per hole. Have players set process and performance goals to help reach their intended outcome.
- **Golf Knowledge Objective:** Participants will be asked to react to their target and discuss their performance and process goals for this activity.

Equipment :

- Tape/chalk/yarn
- Cones
- Noodles
- Assorted target objects



Guiding Questions

1. How do you feel about this target? Are you going to change anything because of your target?
2. What was your performance goal for this activity? How did your process goal help you achieve this?
3. What's the easiest target on this course? The hardest? Why?

Lesson Plan 23

Activity 3: Take It to the Course

20 Minutes

Activity Description: Participants will play a 150-yard hole in pairs, playing a best-ball format. Coaches should choose where participants start playing by dropping the ball in a difficult position.

Guiding Questions

1. What kind of process goal would you set with your starting lie?
2. From your lie, what is your target? What is your reaction to your target? Is it a simple shot or a difficult shot?
3. Could someone make your lie worse on purpose? What happens if they do?

Wrap Up:

5 Minutes

1. What is the difference between a process and performance goal? What is an outcome goal?
2. What should you do if you or your competitor accidentally steps on your ball?
3. Does setting goals before play help your mentality about your play? How can it help?
4. How is target awareness connected to all of the golf fundamentals we've talked about?

Coach Notes:

Good-Better-How:

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

Good 1:

Good 2:

Good 3:

Identify one better:

Better:

Identify one how:

How:



Download a printable version of Good-Better-How

Lesson Plan 24 • Being a Trustworthy Person & Building a Trustworthy Team

Lesson Intentions:

- Participants can define what it means to be trustworthy.
- Participants can identify trustworthy individuals as members of their Go-To Team.
- Participants understand what it means to trust themselves and their intuition.
- Participants embrace being trustworthy as a responsibility of being a Go-To Person.
- Participants will understand the key terms in golf: wrong green, flagstick, and wrong place.

Warm Up:

10 Minutes

Have the participants get in four lines and see which group can go through the warm up the fastest. Remind players to trust their team. At the end, they will dribble the ball back to the starting line before the next teammate can start.

- **Strength:** 10 frog jumps – must touch the ground before each jump
- **Flexibility/Mobility:** Jump 180 degrees and land with both feet at the same time. Do this 8 times.
- **Agility/Coordination:** Ladder jumps with both feet in each square
- **Balance:** Walk forwards for 20 ft. then backwards for 20 ft. on a balance beam
- **Object Control:** Dribble a soccer ball in and out of cones 8 ft. apart for 60 ft.

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

- Did you see anyone doing a good job, and if so, why would you trust them to lead the warm up next time?
- What can a good warm up do for your golf game?
- When dribbling a ball, where is the best place to dribble it: left, right, or center? Why is the center important in golf?



Lead Coach Name:

Ali Beam, First Tee – Indiana

Lesson Length: 120 Minutes

Number of Kids: 24

Skill Level: B

Key Commitment: Using Good Judgment

Golf Skill(s): Putt, Chip, Pitch, and Full Swing

Golf Fundamental/Factor of Influence:
Clubface Awareness



Lesson Plan 24

Activity 1: Penny Putting for 9 Holes

25 Minutes

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

- **Get Ready to Swing:** *Hold:* Palms match, club in fingers;
Set up: Athletic posture-weight balanced back to front and side to side;
Aim & Alignment: reinforce clubface to target, body parallel to target
- **Golf Skill:** Putting

• **Activity Description:** This activity has two parts; players will play 9 holes in each part.

Part 1: Each participant will place a penny on the center of the putter face with painter's tape. They will play 9 holes on the putting green. They will talk with their partner about how they are putting and what happens if it does not hit the center perfectly.

Part 2: Participants will remove the penny and play the 9 holes again and notice the difference in how it feels to hit the ball on the center of the clubface.

**Note: When participants are putting, have them be aware of how others are doing. Remind them that they are always watching and observing for other participants who would make great members of their Go-To Team.*

- **Key Commitment Objective:** Players will have to use good judgment when putting to try and hit the ball on the center each time.
- **Golf Knowledge Objective:** Participants will learn what happens if a ball is on the lip of the hole and does not fall in after 10 seconds. They will also learn what to do if a ball is leaning against the flagstick.

Equipment :

- Cones as a tee marker
- 9 holes
- Pennies
- Painter's tape
- Balls
- Putters



Guiding Questions

1. When you were putting, what did you see that would make someone a trustworthy person?
2. What do you do if the ball stays on the lip of the cup?
3. What do you do if the ball is laying against the flagstick?
4. What made putting with a penny on your putter so hard?

Lesson Plan 24

Activity 2: Score It Hitting

25 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:** *Hold:* Palms match, club in fingers;
Set up: Athletic posture-weight balanced back to front and side to side;
Aim & Alignment: reinforce clubface to target, body parallel to target
 - **Golf Skill:** Full swing
- **Activity Description:** Participants will complete this activity in pairs, switching partners every 7-8 minutes so they can work with different people and start building their trustworthy Go-To Team. Participants will hit four shots, then switch with their partner. Each person will have a scorecard numbered 0 to 5. The goal is to rate how the shot was, based on where they hit it on the clubface. The person hitting will be able to feel the shot and the partner will be able to hear the shot. If both players guess the same number, the team will earn 1 point.
- **Scoring:** 5 points = solid, center face shot; 4 points = almost on the center; 3 points = shot off the toe or heel; 2 points = shot that is fat or thin; 1 point = a miss
- **Key Commitment Objective:** Participants will rate each shot using good judgment based on sound or feel.

Equipment :

- Hoops
- Cones
- Scoring cards
- Tees
- Clubs
- Balls



Guiding Questions

1. Describe what a shot feels like off the center of the face.
2. Was it hard to trust your partner with scoring? Why or why not?
3. Thinking of all your partners, were you able to find some people who would be a good Go-To Team member (without saying any names)? Why did that person make you believe in them?

Lesson Plan 24

Activity 3: Take It to the Course

55 Minutes

Activity Description: Participants will be in groups of four, playing a two-person alternate shot format. After two holes, the group can decide if they want to keep their partner or switch. Remember to use good judgment when making decisions. They want to have someone on their side who not only can hit golf shots, but can also give good advice and be trustworthy. Coaches should demonstrate what to do if a player's ball lands on the wrong green.

Guiding Questions

1. What were some of your reasons that you would pick a partner?
2. Was it nice to pick a partner and why?
3. How did you make yourself a trustworthy partner?
4. What happens if you hit your ball onto the wrong green?

Wrap Up:

5 Minutes

1. How would you describe a trustworthy person?
2. Why is it important to surround yourself with a trustworthy Go-To Team?
3. Why is clubface awareness important?
4. How can you become a trustworthy Go-To Team member?
5. What happens if you play a ball from the wrong place?
6. What happens if the ball is against the flagstick and part of the ball is in the hole?

Coach Notes:

Good-Better-How:

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

Good 1:

Good 2:

Good 3:

Identify one better:

Better:

Identify one how:

How:



Download a printable version of Good-Better-How

Lesson Plan 25 • Who am I? Embracing Identity & Demonstrating an Understanding of Self

Lesson Intentions:

- Review the importance of Being a Trustworthy Person and surrounding yourself with trustworthy people.
- Review and connect elements of Get Ready to Swing (hold, set up, aim & alignment) to elements of Ball Flight.
- Experience and explore your way to make the ball curve; identify shots that come more naturally for each player.
- Consider some things that make you, YOU. Build a positive self-identity on your strengths.
- Golf Rules: Introduce that players may ask to have a ball marked if it interferes with play anywhere on the course.

Equipment:

- Cones
- SNAG balls
- Soccer balls

Warm Up: 15-20 Minutes

Depending on the size of the class, divide the class in half and have one group focus on Object Control and Balance & Strength, while the other group focuses on Flexibility/Mobility and Agility exercises. Then switch.

- **Flexibility/Mobility:** Opposite elbow to knee for 2 min.
- **Agility/Coordination:** Shuttle Run Relay: Set cones set 30 yards apart and place a different color SNAG ball under each. Players will run to the farthest cone, remove the tennis ball, exchange it with the tennis ball under the first (nearest) cone, and then replace the tennis ball from the first cone before running to the finish line.
- **Strength:** Walking Lunges and Torso Twist Lunge for 2 min.
- **Balance:** Eyes open/eyes closed Superman or one foot ankle stretch; stand on one foot, grab the other ankle, and hold it behind you toward your bottom. Focus on keeping a straight back and knees parallel.
- **Object Control:** Soccer ball drills. Ask players who play soccer how they curve the ball for passing. Players work together to pass the ball and attempt to curve their kicks.

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

- How does curving a soccer ball tie into curvature in golf?
- If you could pick one of the five Fundamental Motor Skills as the one you identify as your personal best area, which one is it? Is that the same as your favorite one to do? If different, what is your favorite?

**Lead Coach Name:**

Coach PJ, First Tee — Northern Michigan

Lesson Length: 120 Minutes**Number of Kids:** 24**Skill Level:** C**Key Commitment:** Building Positive Self-Identity**Golf Skill(s):** Putt, Chip, Pitch, and Full Swing**Golf Fundamental/Factor of Influence:**
Ball Flight-Trajectory and Curvature

Lesson Plan 25

Activity 1: Find *Your Way* Putting Activity

25–30 Minutes | 8 Players

- **Modeling:** Use a volunteer, assistant coach or participant to model: Model during LEARN waiting station.
 - **Get Ready to Swing:** Consider how a player processes aim for breaking putts.
 - **Golf Skill:** Understand how your brain reads greens and sees curvature.
- **Activity Description:** Divide the group into three small groups.

Practice: The amount of break is connected to the speed the ball is traveling. If **Your** style is to “die the ball” at the hole, there will be more curve (break) to the putt. If you tend to roll putts 2+ ft. past the hole, there may be less break or curve. Putt 3-5 balls to a hole or to a tee. Have your partner measure the average distance you pass the hole or tee. Switch roles with your partner and have them putt from the same place. Repeat to a different length hole/tee. Notice **Your** “style.”

Practice: Find breaking putts on the putting green. Work with your partner to help determine how **Your** brain best “sees/understands” curvature or breaks in a green. Here are two distinct options:

- Read your putt as if you were putting a straight putt to a hole that is right or left of the actual hole. In other words, you are putting to a new target next to the hole. Some people say they are “playing 1 cup out or one ball out, etc.” Have the partner place a tee next to the hole wherever the putting player determines their new aim point should be (see diagram A in Activity Diagram). Putt while aiming at the tee as your new target, trusting the slope of the green will curve the ball to the hole. Switch roles with your partner.
- Read the green as if you see the entire path the ball will travel as it curves. Notice the “high point” of the break of the curve. Have your partner place a tee at your imagined high point of the curve to use as your aim point or place two tees creating a “gate” for the ball to travel through. If you can’t imagine the entire curved path of the ball, consider the angle the ball will travel as it enters the hole. One way to think about this is to use a clock analogy. For a left-to-right breaking putt, as in the diagram, a player might ask themselves: “Will the ball enter at 7:00, 8:00 or 9:00?” (see Diagram B in Activity Diagram)

Play: Coach will set up a series of holes all with some type of break. If the putting green does not have much slope sometimes the perimeter will have some. Find the slope that you can wherever it is! Players will play 1 ball and read each putt using their own personal style of seeing or feeling each putt.

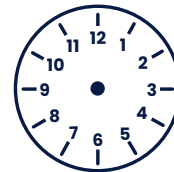
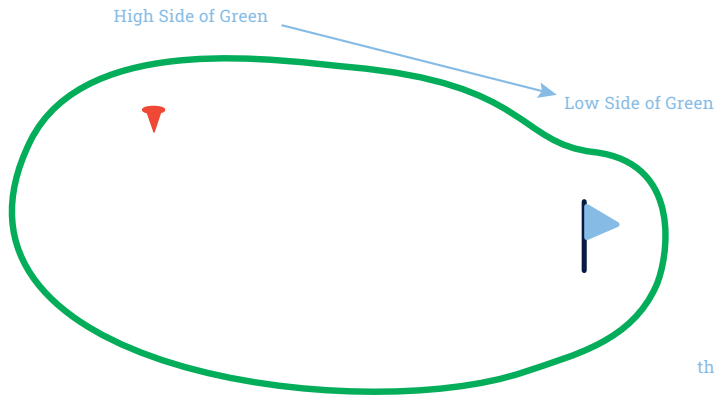
- **Key Commitment Objective:** Building a positive self-identity by playing golf the way *your* brain processes information.
- **Golf Knowledge Objective:** Understand the relationship between speed the ball travels and curvature in putting.

Equipment:

- Markers for hole progression
- Tape measures
- Tees
- Balls

Lesson Plan 25

Diagram B



Use a clock to consider the angle the ball will travel as it enters the hole

Diagram A



Guiding Questions

1. Which putting style fits your "mind's eye" best? Do you see the curve or play straight lines?
2. Are you an aggressive putter or more of a lag-style putter? What are some of the benefits of each?
3. Are you most successful in golf (or other activities) when you play the way your brain processes information or when you do what an "expert" tells you is "right"?

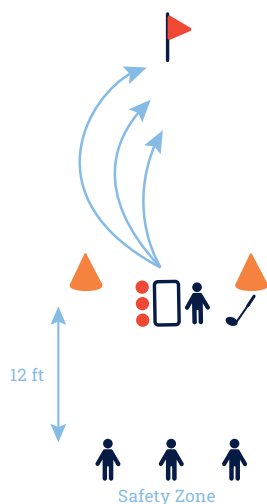
Lesson Plan 25

Activity 2: One Club and “Roll the Dice” Full Swing 25–30 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:** Understand how ball position, aim and alignment can affect trajectory and curvature in full swings.
 - **Golf Skill:** Intentionally create curvature and trajectory changes in full swing golf shots.
- **Activity Description:** Divide players into two equal groups. Players will play both activities.
 - One Club** – Players will use one club and learn to hit shots that go high, medium, and low trajectory. What is your way to do it?
 - Roll the Dice** – Write different types of shots on each side of the die and roll to see what shot you get to play. If you have a second die, the player can roll to determine the number of attempts they have to accomplish the shot.
- **Key Commitment Objective:** Understand your golf self-identity and your way to play
- **Golf Knowledge Objective:** Intentionally create curvature and trajectory changes in full swing golf shots.

Equipment:

- Dice
- Balls
- Tees
- Cones



One Club: Players will use one club and learn to hit shots that go high, medium, and low trajectory.



Roll the Dice: Players will roll to see what type of shot to play.

10 min. Healthy snack and water/Golf Rule break and Golf Rule:

Players may ask to have a ball marked if it interferes with play anywhere on the course.

Guiding Questions

1. What did you do to create curvature?
2. How did you change the trajectory of your shots?
3. Which type of shot comes more naturally to you?
4. Which is one that you find most challenging?

Lesson Plan 25

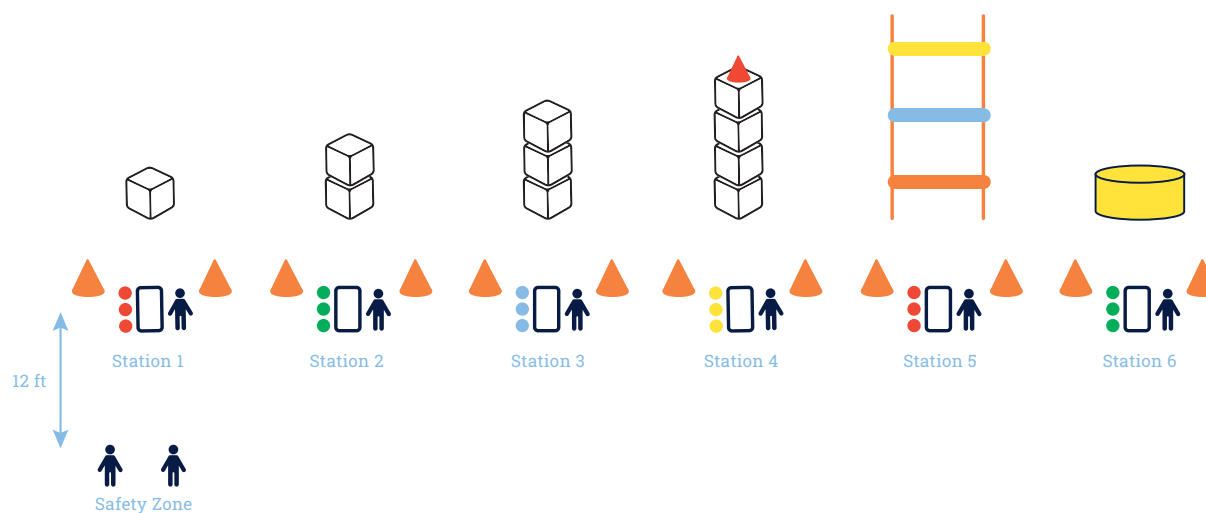
Activity 3: 21 Knock the Cover Off Pitch Game

25–30 Minutes | 8 Players

Equipment :

- Boxes
- Fun headcovers
- Alignment sticks
- Swim noodles
- Flag or other target
- Cones for safety
- Balls

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:** Review narrower stance for pitch shots and how ball position can change trajectory
 - **Golf Skill:** Use one club to pitch to various targets with focus on trajectory
- **Activity Description:** Set up 6 stations with players rotating through all of the stations. *Station 1* = 1 box; *Station 2* = 2 boxes; *Station 3* = 3 boxes; *Station 4* = 4 boxes. Coach will place a fun or goofy headcover on the top box. *Station 5* = Coach will set up a trajectory ladder using swim noodles and Alignment Sticks. *Station 6* = Play over an obstacle to a target. Players will play 8-10 shots at each station and then rotate. This older age group can rotate continuously from one station to the next waiting zone.
 - **Coach Option:** Write qualities or phrases associated with a positive self-identity on the boxes. These can include words such as confidence, character, personality, skills, identity; or phrases to complete: I am really good at _____. I am motivated by _____. I am frustrated by _____. A positive word that describes me is _____.
 - **Coach Key:** Plan ahead and save boxes!
- **Key Commitment Objective:** Players continue to build positive self-identity as they explore their way to play.
- **Golf Knowledge Objective:** Players explore their way to change trajectory for pitch shots.



Guiding Questions

1. Which challenge was easier for you? Which challenge was more difficult?
2. How did you change the trajectory of your shots?
3. What did you see or feel before your shot? (Practice swing for feel or visualization?)
4. How do you feel when you are asked to describe yourself or are asked to talk about what makes you YOU?

Lesson Plan 25

Wrap Up:

5 Minutes

1. As you think about progressing through today's activities, what did you discover about yourself?
2. When you identify yourself as a lag putter or more aggressive putter, how can knowing that help you as a player? Does it matter which one is your personal tendency? In other words, is one better than the other or are they equal methods?
3. What are 3 positive adjectives that come to mind when you think about who you are? Do you find it easy or difficult to describe yourself publicly in positive terms? Why or why not?
4. What are 3 positive adjectives that come to mind when you think about who you most want to be? What about those are important to you?
5. Tell us about the method you use to change either trajectory or create intentional curvature.

Coach Notes:

Good-Better-How:

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

Good 1:

Good 2:

Good 3:

Identify one better:

Better:

Identify one how:

How:



Download a printable version of Good-Better-How

Lesson Plan 26 • Planning for the Future: A Game Changer's Game Plan

Lesson Intentions:

- Participants will discuss and better understand visualization and its purpose on and off the golf course.
- Participants will understand the purpose of a pre- and post-shot routine for every shot.
- Participants will discuss the right time to use a provisional ball.

Warm Up: 10 Minutes

Coaches should create a relay race of sorts with different sections to meet different motor function needs. Participants should be timed as they go through.

- **Strength:** Crab walks, 40 ft.
- **Flexibility/Mobility:** Inchworm, 40 ft.
- **Agility/Coordination:** Karaoke in hopscotch ladder, 10 rungs
- **Balance:** Balance line walk, 25 ft., toe-to-toe
- **Object Control:** Soccer dribble a ball between both feet, 30 ft.

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

- Did you create a game plan of how you would attack each area? Which area were you thinking about the most?
- Did you have a routine between each activity to reset yourself and get ready for the next?



Lead Coach Name:

Katie Harris, First Tee — Greater Dallas

Lesson Length: 90 Minutes

Number of Kids: 16

Skill Level: C

Key Commitment: Pursuing Goals

Golf Skill(s): Chip and Putt

Golf Fundamental/Factor of Influence:
Pre-Shot and Post-Shot Routines



Lesson Plan 26

Activity 1: Outside Challenge Chipping

20 Minutes

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

- **Get Ready to Swing:** *Hold:* Palms match, club in fingers;
Set up: Athletic posture-weight balanced back to front and side to side;
Aim & Alignment: reinforce clubface to target, body parallel to target
- **Golf Skill:** Y-chip-Y

• **Activity Description:** Participants will be given a difficult chipping shot and target (preferably a small space around a hole) and told they are all hitting at the same time. The hitting spaces should be closer or farther from the target, to simulate making it easier or harder to achieve. The coach will call out "ready, set, hit" for everyone to hit at once. Provide some sort of outside distraction, such as loud music, throwing a large ball in the middle of the green, or running behind players. Coach should not tell the players about the distractions. The only constant reassurance should be the coach telling players to go through their full pre- and post-shot routines each time.

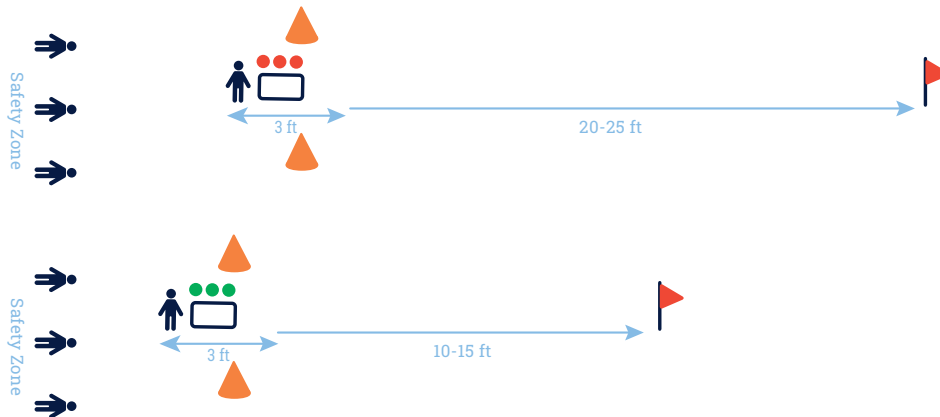
Participants should only hit from each station once or twice before changing to a different hitting station. To extend this activity, shift to an up-and-down challenge where anything off the green is out-of-bounds. If a player's ball might be off the green, they have to hit a provisional ball which adds another level of distraction.

• **Key Commitment Objective:** After the activity, discuss visualization and focusing on your process, regardless of outside challenges or distractions, and plan for them in your pre-shot visualization stage.

• **Golf Knowledge Objective:** Participants will be asked to go through their pre- and post-shot routine each round to help them deal with the outside challenges.

Equipment :

- Chalk/flagging tape/yarn
- Cones
- Assorted things to make these holes difficult (towels, tape, bags, sand, dirt, trash, beads, noodles, assorted balls)



Guiding Questions

1. Did the distractions cause issues in your shots? Could you change anything to help you cope with them better?
2. Did you notice not every hitting station was the same distance from the target? Were certain ones easier? Why?
3. If your ball went off of the green, did that change your mentality around the quality of your shots? Did that change how you were thinking about this challenge? Why?

Lesson Plan 26

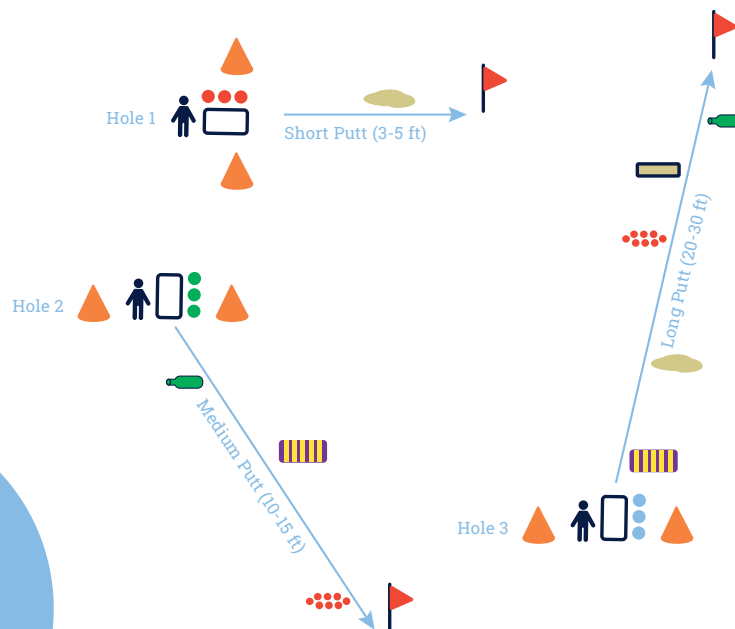
Activity 2: Putt-Putt Putting

20 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:** *Hold:* Palms match, club in fingers;
Set up: Athletic posture-weight balanced back to front and side to side;
Aim & Alignment: reinforce clubface to target, body parallel to target
 - **Golf Skill:** Y-Putt-Y
- **Activity Description:** Coaches should set up an incredibly difficult putting course with added difficulties (sand, trash, noodles, beads, towels) and require the participant to go through it with intentionally hit putts. Participants should visualize how they will complete each hole and make a plan to complete their goal. Make outlines so that provisional shots should have to be played when a participant hits outside of the course.
- **Key Commitment Objective:** Participants will be asked to create a game plan to achieve their goal of completing the hole by mapping out and visualizing their play of the hole.
- **Golf Knowledge Objective:** The visualization and process of working through the hole before play involves their pre-shot routine. Participants will also be expected to go through their full routine per putt due to the difficult shots.

Equipment :

- Chalk/flagging tape/yarn
- Cones
- Assorted things to make these holes difficult (towels, tape, bags, sand, dirt, trash, beads, noodles, assorted balls)



Guiding Questions

1. Do you think you would have done as well as you did on these difficult holes if you didn't create a game plan?
2. What was the most difficult obstacle and why? What are some difficult obstacles you run into in life?
3. Would you play every hole you played today the same way you planned them? Why? Did your post-shot routine help with that decision?

Lesson Plan 26

Activity 3: Take It to the Course

20 Minutes

Activity Description: Participants will play a 150-yard hole best ball format with a partner. If possible, choose a hole where there is out-of-bounds or another penalty area to discuss the need for provisionals as necessary. Participants should discuss the best way to play the hole for themselves to the coach.

Guiding Questions

1. What does your post-shot routine look like? Is it different when you hit into a penalty area?
2. What is your game plan for this hole? What is helping you make those decisions?
3. How do provisional shots work? When can you and can't you take them? How can a game plan help you on the course? Off the course? Did you use a game plan today?
4. What are some ways you can adapt if unexpected changes happen?
5. What is a provisional ball? When is it the right time to use one?
6. How is planning for the future helpful for the now?

Coach Notes:

Good-Better-How:

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

Good 1:

Good 2:

Good 3:

Identify one better:

Better:

Identify one how:

How:



Download a printable version of Good-Better-How

Lesson Plan:

Lesson Intentions:

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

-
-
-
-
-

Warm Up:

10 Minutes

Warm up Description:

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

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

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



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

Lesson Plan:

Activity 1:

Minutes:

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

- Getting Ready to Swing:

- Golf Skill:

• Activity Description:

• Key Commitment Objective:

• Golf Knowledge Objective:

Equipment & Materials:

-
-
-
-
-

Activity Diagram:

Guiding Questions

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

Lesson Plan:

Activity 2:

Minutes:

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

- Getting Ready to Swing:

- Golf Skill:

• Activity Description:

• Key Commitment Objective:

• Golf Knowledge Objective:

Equipment & Materials:

-
-
-
-
-

Activity Diagram:

Guiding Questions

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

Lesson Plan:

Activity 3: Take It to the Course

Minutes:

Activity Description:

Guiding Questions

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

Wrap Up:

5 Minutes

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

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

Good-Better-How:

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

Good 1:

Good 2:

Good 3:

Identify one better:

Better:

Identify one how:

How:

