

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 12-13



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Age 12–13

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Age 12-13 Overview

The goal of the Age 12-13 content is to focus on the development of both golf and character skills at an individual level. For this age group, self-confidence often comes into question and an opportunity for exploration of concepts of self should be prioritized. This group will have participants of mixed skill levels, and possibly more noticeable skill gaps emerging based on the amount of golf experience that the participants have. Prior sports experiences and participation in physical education should allow faster acquisition of skills for players that are newer to First Tee. The lessons and activities at this age will provide opportunities for participants to explore both golf skills and character commitments that support this stage of growth and development in early adolescents who are already in the process of exploring their identity as well as peer relationships. Coaches can further support the development of confidence in participants through additional opportunities for them to demonstrate mastery and growth in their golf skills and abilities.

For Coaches:












For Age 12-13 participants, social interaction with both peers and adults is very important. This age tends to be very conscious of what others think of them and may be more tentative when it comes to participating individually or volunteering to participate. Participants need varied opportunities to achieve and be recognized by others. Mixing gender groups will be valuable, as well as giving participants the opportunity to decide on the rules when given parameters. When possible, participants should be allowed to plan their own activities and be given some responsibility for group activity. This is a great time for you to provide guidance, opportunities, tools, and resources, as well as a safe place for students to make thoughtful and relevant decisions. Your trust will help to increase their confidence in making independent choices. At this age and developmental level, these types of experiences

support increased judgment skills for participants at a critical time when they are needed more than ever. “Peer pressure” in this group class setting can be a positive influence to give encouragement to individuals and inspire participation. Focus on building trusting relationships with your participants that are both supportive and encouraging. Having coaches and mentors they can talk to and trust will keep participants returning to your program.

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 game. The Age 12-13 group can be referred to as **Mashies**.

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 |
|--|--|--|--|---|---|
| 15 Setting Goals: Process & Purpose |  | | | | |
| 16 Getting to Your Goal: Plan to Achieve |  | | | | |
| 17 Dealing with Challenges On and Off the Course | |  | | | |
| Playing the Course: Review & Reflect |  |  | | | |
| 18 Embracing Your Identity & Building Your Confidence | | | |  | |
| 19 Respecting & Valuing Diversity | | |  | | |
| 20 Being a Go-To Person & Building a Go-To Team | | | | |  |
| Staying the Course: Review & Reflect | | |  |  |  |

Recommended Lesson Length: 90–120 Minutes

Golf Skills for Age 12–13

The majority of players in this age group are now beginning to pick golf as their sport. Coaches will notice that players' golf skill movements are more fluid and they may see players start to self-diagnose or explain their golf skills in technical terms. For example, a player may ask a coach to check their alignment as it “feels” like they are lined up to the left or right of their target. As a result of this shift, this age group sees the addition of several new and more complex golf fundamentals and factors of influence. The goal of this level is to keep players engaged in the game while helping them develop their own unique processes on and off the golf course.

Coaches will begin to see a skill gap emerge in this level. Players who have been in the First Tee Program for several years will be more advanced than newcomers who begin at this level. 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 level.



| Fundamental | Factor of Influence | | |
|----------------------------|--|---|---------------------|
| Distance Response | Size or Length of Motion | Club Selection | |
| Target Awareness | Target Selection | Distance to Target | |
| Get Ready to Swing | Hold | Set up | Aim and Alignment |
| Body Balance | Balanced Finish | Balanced Start | |
| Clubface Awareness | Prerequisite: Target Selection, Aim and Alignment | Clubface Direction at Contact | Centeredness of Hit |
| Swing Rhythm | Prerequisite: Distance Response, Size or Length of Motion | Swing Tempo | |
| Routines: Pre-shot | Prerequisite: Physical aspects- Get Ready to Swing and Target Awareness-Target Selection/Distance to Target and Distance Response-Club Selection | Mental and Emotional Aspects using STAR | |
| Routines: Post-shot | Prerequisite: Introduced to the 4 Rs | Ideal Emotional Response: Emotionally neutral response to an undesirable process and/or outcome | |

Example Swing Cues

General cues:

- Target Awareness - Distance to the Target
 - Verbalize a target-not always the hole
 - Reinforces target selection
 - Determine how far to get there
 - Reinforces distance response
- Get Ready to Swing
 - Hold: feels comfortable, hands touch on grip
 - Set up: Athletic posture - weight balanced back-to-front and side-to-side
 - Coaches can begin to tie Body Balance and Get Ready to Swing using balanced start at this level.
 - Aim & Alignment: reinforce clubface to target, body parallel to target
 - Set Up: explore width of stance and target-side foot position for different golf skills.
 - When chipping and pitching, explore a narrow stance with the target-side foot turned out 10-20 degrees.
- Clubface Awareness
 - Clubface direction at contact
 - Clubface to the target
 - **Chip/Pitch/Full Swing:** Ball first, ground second
 - Centeredness of hit
 - Strike the ball in the middle of the 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"

#ProTip Weight under shoelaces can help players balance from back to front and encourage the right amount of knee bend. Players who have too much or too little knee bend tend to adjust their spine angle to compensate.

#ProTip A way to do this is to have players imagine an arrow on their clubface that points towards their target.

#ProTip At impact the clubface should be pointed towards your target, not to the left or right of it.

- Full swing 3:1 backswing to downswing ratio is ideal
 - Example cue: Backswing “one hundred” downswing “one”
- Routines: Pre-shot
 - Mental and Emotional Aspects
 - Use STAR to anticipate possible outcomes and build awareness of thoughts and emotional responses.
- Routines: Post-shot
 - Ideal Emotional Response
 - Use the 4Rs to manage emotions after outcomes, good or bad. Bad shots=emotionally neutral, good shots=amped up, happy, or excited then refocus

Putt:

- Distance Response
 - Size or Length of Motion
 - Adjust size of motion as needed
- Body Balance
 - Balanced Start
 - Get centered with weight under shoelaces
 - Demonstrate ideal weight distribution of 50/50 to 60/40 left to right (or right to left for left-handed players), but let players explore what works best for them.
 - Balanced Finish
 - Weight stays between 50/50 and 60/40
 - Hold your finish (Hold the Y)

Chip:

- Distance Response
 - Club selection
 - Select different clubs to match the desired distance
 - Explore hitting the same club different distances
- Body Balance
 - Balanced start
 - Get comfortable with weight under shoelaces.
 - Demonstrate weight distribution 50/50 to 60/40 left to right (or right to left for left-handed players), but let players explore what works best for them.

- Balanced finish
 - Weight between 65/35 and 70/30
 - Hold your finish (Hold the Y)

Pitch:

- Distance Response
 - Club selection
 - Select different clubs to match the desired distance
 - Explore hitting the same club different distances
- Body Balance
 - Balanced Start
 - Get comfortable with weight under shoelaces
 - Demonstrate weight distribution 50/50 to 60/40 left to right, (or right to left for left-handed players) but let players explore what works best for them.
 - Balanced Finish
 - Weight 70/30 to 90/10 depending on length of shot
 - Hold your finish (Hold the Y or clubface to the sky)

Full Swing:

- Distance Response
 - Club selection
 - Select different clubs to match the desired distance
 - Explore hitting the same club different distances
- 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 to 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 left shoulder or clubhead in your back pocket.

#ProTip Some players prefer to play full swing shots with their weight loaded on their back foot, particularly with longer clubs. This can help players who struggle to transfer their weight from their lead side by promoting a more complete turn of the upper body which will in turn allow the lower body (and thus weight transfer) to follow.

Fundamental Tips

- When developing lesson plans for groups with mixed abilities, prerequisites and more advanced fundamentals and factors of influence can be covered in the same lesson.
- You can teach these concepts in the same lesson by breaking the whole golf fundamental into parts using the factors of influence.
 - For example, when teaching **Clubface Awareness**, break the fundamental into three parts.
 - Part 1: Review Target Selection, Aim, and Alignment
 - Part 2: Review Clubface Direction at Contact
 - Part 3: Introduce the new factor of influence of Centeredness of Hit
- At this level, coaches may find that they need to combine golf fundamentals and factors of influence, depending on the length of a particular session at their chapter.
 - Coaches should create separate activities for each golf fundamental.
 - 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**
 - **Body Balance** and **Swing Rhythm**
 - **Clubface Awareness** and **Target Awareness**
 - **Get Ready to Swing** and **Body Balance**
- The difference between rhythm and tempo is that rhythm is an overall “feel” and tempo is related to speed. Rhythm is the beat, and tempo is the speed of the beat.
- Remember the difference between a pitch and a chip! A chip shot has more roll than airtime, and a pitch has more airtime than roll. A true pitch shot does not require a full weight transfer because our goal is not to hit the ball far. Its purpose is to get the ball up in the air and over an obstacle or to land softly, whereas a chip is meant to stay low to the ground and roll towards the target.
- Remember that golf is one of the only sports where our goal is to hit the ball **to** the target and not **through** the target. In other words, the player causes the ball to finish at the target. Coaches should review this concept with beginning players when teaching **Target Awareness**.

Working with this Age Group

Coaches are encouraged to provide developmentally and age-appropriate support for 12- to 13-year-old participants by:


- Providing a variety of opportunities for participants to achieve and be recognized by others
- Encouraging participation in all activities. This age level tends to be very conscious of what others think of them and may be more tentative when it comes to participating individually or volunteering to participate
- Mixing gender groups for activities
- Giving participants the opportunity to decide on the rules when given parameters
- Allowing participants to play a part in planning their own activities and asking for input
- Sharing responsibility with participants in group activities
- Expressing care and cultivating trusting relationships with participants that are supportive and encouraging



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, cue word, or phrase such as “safety” or “1, 2, 3, all eyes on me.”
 - Use the same cue word across all classes for consistency.
- Players should stay in the safety zone when they are not hitting.
- Players should check on all sides before they hit.
- Players should only swing when they are in the hitting area.
- Activity setup 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.
 - Coaches also should consider color coordinating safety zones with hitting areas.
 - Example: green cones are the hitting area, and red cones are the safety zone.
 - 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 setup). They will be facing the other participants rather than having their back towards them which keeps everyone safe.
 - 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.

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- 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 if you are unsure. An example behavior policy is:
 - First time: verbal warning
 - Second time: five-minute time out
 - Third time: time out for the rest of class and contact with parent or guardian
 - Fourth 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

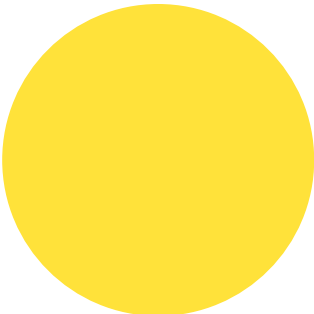
- Setting up holes between 100 and 250 yards can create an optimal challenge for this age group.
 - For groups that are more or less advanced, coaches can adjust yardages to create optimal challenges that fit the dynamics of their group.
 - Some participants in this age group may be ready to play the forward tees.
- Coaches should plan to spend a minimum of 50% of their class time on course with this age group. On course can mean on a simulated course (i.e., playing a hole on a driving range or an up-and-down course).
- Coaches can begin to reinforce decision making around golf fundamentals by asking players what their individual commitment is for each hole.
- Coaches should use on course opportunities to reinforce rules situations.
- Coaches should use STAR to help players build a pre-shot routine.
- Coaches should use the 4Rs to help players build a post-shot routine
- Coaches can provide individual practice tips or drills to players to help them practice golf fundamentals away from First Tee.




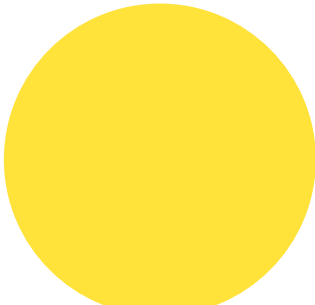
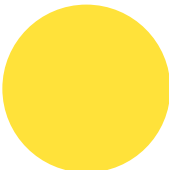


Tie It All Together

One challenge that coaches may have beginning with this age group is that they will face classes with a wider array of golf skills and knowledge. To help better organize your 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 12-13 years old and just beginning the game.
 - Sub-Lesson B-contains the ideal content for participants who are 12 years old and new to this level.
 - Sub-Lesson C-contains the ideal content for participants who are 13 years old.
 - Each sub-lesson has corresponding activities in the app that support the material covered in class.
 - Each sub-lesson builds upon the information delivered in the previous sub-lesson.
 - To provide ample opportunities for learning, golf knowledge and etiquette are reviewed throughout the level in multiple lessons and sub-lessons.
 - **Strategy for catching beginners up on golf knowledge:** in classes with mixed golf knowledge, consider dividing classes into two groups during your seamless games and activities. Each group will hit for 5 minutes and then switch. The group that is waiting can be learning rules of golf or etiquette covered in previous levels.
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First Tee recommends the use of a pre-session and post-session golf skill and golf knowledge challenge to help identify which sub-lesson the participants fit into. 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 15, sub-lesson A. 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 |
|---|--|---|---|-------------------------------|--|
| 15 Setting Goals: Process & Purpose | Understand the process and purpose of goal-setting | Pursuing Goals | Target Awareness-Distance to Target | Putt, Chip, Pitch | 1.2a, 1.2b, 1.3a, 1.3b, 1.3c, 2.2a, 3.2a, 3.2b, 3.2c, 3.3b |
| 16 Getting to Your Goal: Plan to Achieve | Learning from the process of pursuing goals. Creating plans to achieve goals | Pursuing Goals | Distance Response-Club Selection and Swing Rhythm-Swing Tempo | Chip, Pitch, Full Swing | 4.1b, 5.3a, 5.3b, 5.5a, 5.5b, 5.6a, 5.6b, 6.1a, 6.1b, 6.3a, 6.4a, 6.4b |
| 17 Dealing with Challenges On and Off the Course | Addressing challenges on and off the course | Growing through Challenge | Post-Shot Routine: Ideal Emotional Response | Putt, Chip, Pitch, Full Swing | 7.1a, 7.1b, 9.1a, 9.1b, 9.2a, 9.2b, 9.3, 9.5, 9.7a, 9.7b |
| Playing the Course: Review & Reflect | Learning what it means to be a Game Changer | Growing through Challenge, Pursuing Goals | Review Target Awareness-Distance to Target, Distance Response-Club Selection and Swing Rhythm-Swing Tempo and Post-Shot Routine: Ideal Emotional Response | All | 10.2a, 10.2b, 11.1a, 11.2a, 11.2b, 11.3 |

first tee® Age 12-13 Quick Glance

| Core Lesson Title | Game Changing Behaviors | Key Commitments | Golf Fundamentals | Suggested Golf Skills | Rules of Golf |
|--|--|---|--|-------------------------------|---|
| 18 Embracing Your Identity & Building Your Confidence | Finding Self-Confidence. Discovering what you are capable of. | Building a Positive Self-Identity | Clubface Awareness-Clubface direction at contact | Putt, Chip, Pitch | 12.1, 12.2a, 12.2b, 13.1d, 13.1e, 13.2b, 14.1c, 14.2a, 14.2b, 14.2c, 14.2e, 14.3a, 14.3b, 14.3c |
| 19 Respecting & Valuing Diversity | Respecting and valuing other perspectives. | Collaborating with Others | Clubface Awareness-Centeredness of Hit | Chip, Pitch, Full Swing | 15.2a (1), 15.2 a(2), 15.2b, 15.3a, 16.1a, 16.1b, 16.1c, 16.1d, 16.1e, 16.2a, 16.2b, 16.4 |
| 20 Being a Go-To Person & Building a Go-To Team | Being honest with yourself and others. Demonstrating respect for rules in golf and in life | Using Good Judgment | Body Balance-Balanced Start | Putt, Chip, Pitch, Full Swing | 17.1a, 17.1b, 17.1c, 17.1d, 18.1, 18.3a, 18.3b, 18.3c |
| Staying the Course: Review & Reflect | Learning what it means to be a Game Changer | Building Positive Self-Identity, Collaborating with Others, Using Good Judgment | All | All – Recommended Play Day | 19.1, 19.2a, 19.2b, 19.2c, 19.3a, 19.3b |

Recommended Lesson Length: 90-120 Minutes

Age 12-13

Lesson Overviews



Lesson 15 • Setting Goals: Process & Purpose

Lesson Overview:

Pursuing Goals is a Key Commitment at First Tee and an important aspect of being a Game Changer. Goals are a strategy that you can use in life, both on and off the course, to help you work towards achieving your dreams. Whether you are setting short-term goals or long-term goals, there is so much to be learned from the process of goal setting itself. In this lesson, we will be focusing on the process of setting goals.

To set goals, you need to begin to think about what you want to accomplish and what it will take to reach that goal. For example, if you want to achieve Honor Roll and receive all As and Bs in school this year, what would that require you to do? You would need to do well on tests and assignments. How would you accomplish that? You might need to take good notes, turn in your work on time, and study for your tests.

The Four Guidelines for Setting a Reachable Goal are:

- **The goal is Positive**
(I want to achieve a passing score of 80% or higher vs. I don't want to fail this test.)
- **The goal is Important to You**
(The goal needs to be important to you, not to someone else. You should be able to explain why you want to achieve it and why it will make a difference to you.)
- **The goal is Specific**
(You want to know exactly what you're working toward.)
- **The goal is Under your control**
(Your efforts will allow you to achieve this goal vs. something that is out of your control like becoming famous or winning the lottery.)

Goal setting is a strategy you will apply for the rest of your life. As you work through this lesson, you will have the opportunity to explore these Four Guidelines for Setting a Reachable Goal. And as you consider and begin to set your own personal goals, you'll learn and grow from the process of goal setting and working toward those goals.

Coaching Overview:

Supporting participants and teaching them how to set personal goals begins with teaching them to believe in themselves. Many participants arrive to our program with a limited view of their own abilities. Before we can teach them to set high goals for themselves, we have to help remove those limitations from their thinking and help them believe in themselves. To achieve this, they must first believe that it is possible.

In this lesson, we will focus specifically on the guidelines for setting attainable goals. Coaches will have the opportunity to support participants with activities and discussions and help them further understand the process of goal setting, as well as how to develop their own attainable goals in the game of golf and apply these lessons outside First Tee.



Learning Goals:

Key Commitment: Pursuing Goals

Character Behaviors:

After completing multiple classes on Lesson 15:

- Participants can state the Four Guidelines for Setting a Reachable Goal and understand their importance in the goal setting process
- Participants can write goals that adhere to the Four Guidelines
- Participants understand that setting goals can help them improve their skills and achieve things on and off the course

Lesson 15

Getting Started with Lesson 15

During the first class of Lesson 15, introduce and discuss the Four Guidelines for Setting a Reachable Goal with participants. Coaches could create scenarios where players practice demonstrating the Four Guidelines. Specifically, we want participants to understand how the Four Guidelines can support them when setting goals on and off the course.

1. Briefly review the topic of dreams and goals. Ask someone to state the difference between a dream and a goal by giving definitions.
2. Explain the way a person states a goal has a lot to do with whether they will reach it. Goals motivate us to work and play harder and show us a way to reach our dreams in the future. We feel proud when we accomplish our goals.
3. Share that when we set our goals, we want to be very clear about them so that we have the best chance to achieve them, whether they are small goals, like setting up for your next shot, or bigger goals, like graduating from school.
4. Remind players that to set attainable goals, it is important to follow The **Four Guidelines for Setting a Reachable Goal**:

Through the activities in this lesson, coaches can support participants as they explore the meanings of these Four Guidelines and how to apply them to their goals in the game of golf.

- **The goal is Positive**
Remind participants that positively stated goals do not have words and phrases like “don’t,” “avoid,” “keep from doing,” or “stop doing.” It is a lot easier to focus on something you want to do rather than something you do not want to do. Instead, they should be phrased as “I want.”
- **The goal is Important to You**
Participants should set and work on goals that are important to them personally. They should be able to answer the following questions with “Yes”: If the goal was not important to anyone else (family, coaches, friends), would it still be important to me? Am I working towards this goal because I want to? Is this goal important enough to me that I will work hard to reach it?
- **The goal is Specific**
Specific goals should indicate how and when the goal will be achieved. Specific goals do not use general comparative words like “good,” “better,” “more,” or “less.”
- **The goal is Under your Control**
Participants should have control over their own success and when they achieve their goals.

Lesson 15

Golf Skills & Fundamentals:

Recommended Golf Skills: Putt, Chip, Pitch-Target Awareness

- The golf fundamental of target awareness is the perfect practice ground to tie in the Key Commitment of **Pursuing Goals**.
- Players will experience **Target Awareness** by combining target selection and distance to target.
- When developing **Target Awareness**, specifically target selection, consider adding the concept that the target may not always be the hole, and instead aim at a target that is away from the hole. Players can choose to do this for many reasons, such as break on a green, pin placement relative to trouble, wind conditions, or personal shot tendencies.
- Coaches can also introduce the concept of in intermediate target to help tie **Get Ready to Swing**-Aim and Alignment into **Target Awareness**.
- For guidance on cue words to develop **Target Awareness**, coaches can refer to the example cues at the beginning of this level.
- **Tips for Classes with Beginning Players**
 - Teach **Target Awareness** as a sequence using different activities or different rounds of the same activity.
 - Step 1. Select a target
 - Step 2. Determine how far that target is
 - Step 3. Combine the two together
 - Pair beginning and advanced players together and empower advanced players to help reinforce target selection in beginning players.
 - Set up multiple sets of targets to create optimal challenges for all skill levels.

Key Terms:

- General area
- All square area
- Scoring in match play such as ending a match 3&2
- Winning a hole in match play
- Conceding a hole

Rules of Golf

- Players are introduced to the general area.
- Players are introduced to match play scoring and its associated terminology.
- Players are introduced to the process of keeping and reviewing an opponent's scorecard including how to sign a card after a round.

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 15 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: 5 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; shuttle run; ladder hops (hop with two 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 – 12 ft. apart

Lesson 15

Players who complete all the following requirements can advance to B level content.

- 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.
Passing target score of 27 or less.
- Play a three-hole short game challenge
 - Use the following guidelines when setting up teeing areas for each hole:
 - Hole 1 (2 - 4 yards off the green)
 - Hole 2 (8 - 10 yards off the green)
 - Hole 3 (16 - 20 yards off the green)
 - Passing target score 12
- Players can take golf knowledge quizzes in the First Tee app or coaches can give them on paper in class.
 - Players who score 80% or above on both knowledge tests can move to the B level content.

Lesson 15

Sub-Lessons A-B-C:

| | Golf Knowledge | Character Demonstration | Golf Rules |
|--|--|--|---|
| Sub-Lesson A is recommended for groups containing beginners. | | | |
| A | Introduce that the game of golf is usually played in 18 holes or less by striking a ball 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. | Review how to demonstrate a proper handshake and introduce yourself at the beginning of a round using the Five Tips for Meeting Someone New and to ask questions using ALR | 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 golfers 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 level. It is also appropriate for classes with mixed experience in the First Tee Program. | | | |
| B | Review general penalties fall under these categories: 1 stroke for a minor rules breach or taking relief, 2 strokes for a major breach or when moving the ball to take relief gives a significant advantage, or disqualification for a serious rule breach that gives an unfair advantage. | When prompted by a coach, players can identify and set goals that are specific, stated positively, important to them, and under their control. | 1.2a, 1.2b, 1.3a, 1.3b, 1.3c |
| | Introduce that, if a player chooses to deliberately fail to apply a penalty to their score, they can be disqualified. | | |

Lesson 15

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 from Sub-Lesson B plus the following: | Players routinely identify and set goals that are specific, stated positively, and important to them. They exhibit this behavior without being prompted by a coach. | 1.2a, 1.2b, 1.3a, 1.3b, 1.3c, 2.2a, 3.2a, 3.2b, 3.2d, 3.3b |
| | Introduce the term "General Area" as the entire course except for; teeing areas, putting greens, bunkers, and penalty areas. | | |
| | Introduce scoring and terminology associated with match play including AS (All Square), halving a hole, winning a hole, ending a match 3&2 . | | |
| | Practice properly conceding a hole in match play. | | |
| | Introduce players to recording their opponents score as well as 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. | | |

#ProTip Scores in match play are often displayed as two numbers separated by the & sign such as 3&2. This means that match ended when the winning player was 3 holes up with 2 holes to play.

Lesson 15

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. Helping participants and players believe in themselves and imagine what is possible for them is an important aspect of the Key Commitment of **Pursuing Goals**. One of the best ways coaches can tap into a participant's innate motivation and build confidence is to take the time to encourage them. Coaches can keep the need for this fresh in your minds by regularly putting yourselves in learning situations.
3. Goal setting is a lifelong skill that can be practiced and perfected. The process of identifying and setting goals is valuable and empowers participants to strive for self-improvement and have control over their own lives. Helping them to understand their personal motivation and their "why" for achieving a goal will support them. One way coaches can do this is to review how dreams can be used to inspire goals. This concept was previously taught with the Age 10-11 group in lesson 13.

Guiding Questions

1. Why are goals important?
2. What are the Four Guidelines for Setting a Reachable Goal?
3. How can setting process and performance goals improve your golf skills?
4. What can you learn from the process of setting and working towards your goals?
5. What are some areas (other than the hole) that could be your target?
6. What is an intermediate target?
7. What is the general area?
8. What match play terms did you learn today?

Lesson 16 • Getting to Your Goal: Plan to Achieve

Lesson Overview:

In the previous lesson, you learned how to set and formulate goals that are Positive, Important to You, Specific, and Under your Control. But how do you actually get to your goal? To reach your goals, you will need a plan of action. A plan is simply a series of steps that will lead you to your goal.

Picture a ladder: Your goal is at the very top of that ladder, and you have to climb each rung one step at a time until you reach your goal. Some ladders may be short; others may be long with many steps to climb. When you set your goal, you will want to begin at the bottom of your ladder with the easiest, most basic, or logical step and progress to more difficult steps as you move up your ladder. The idea of a **goal ladder** lets you look back to see what progress you have made and look ahead to see how far you need to go to reach your goal.

Will you always reach your goal? Unfortunately, no. But as you climb your ladder, you'll learn new skills and new things about yourself and your capabilities. You will have the opportunity to reflect on everything you have learned and all the ways you have grown. Then you can try again or set new goals. Goal setting and pursuing goals is a lifelong process that you can master over time with lots of practice! Celebrate your accomplishments and learn from the setbacks; both are valuable and meaningful lessons on and off the course.

Coaching Overview:

Participants have worked on formulating goals that are:

- Positive
- Important to Them
- Specific
- Under their control

To reach their goals, participants will need a plan of action that incorporates different types of goals using a series of steps. In this lesson, using the analogy of a ladder, participants will be shown how to construct a **goal ladder** that will help them climb toward their goals. As they complete the activities in this lesson, they will engage in purposeful practice that is structured around the steps on their goal ladder.



Learning Goals:

Key Commitment: Pursuing Goals

Character Behaviors:

After completing multiple classes on Lesson 16:

- Participants understand how a plan can help them achieve a goal.
- Participants can explain the concept of a goal ladder and construct a goal ladder for a golf goal.
- Participants develop and engage in purposeful practice that is structured around the steps on their goal ladder.
- Participants understand that utilizing a goal ladder can be applied to situations and goals away from First Tee.

Lesson 16

Getting Started with Lesson 16:

During the first class of Lesson 16, review the goal-setting process and introduce the concept of goal ladders and how they will be supportive to participants as they set and pursue their goals.

1. Ask for volunteers to state the Four Guidelines for Setting a Reachable Goal.
2. As a review of the goal-setting process and transition to the topic of goal ladders, share a personal story about a dream you had that led you to set and pursue goals. Be sure to include:
 - The goals you set to realize your dream
 - How you reached a particular goal by mapping out a plan and setting process and performance goals
 - How that plan consisted of several steps
 - How you worked on each step to reach your goal

As an alternative, you could share a story about another young person you know: a high school, college, or professional athlete, or a famous person from any walk of life who had a plan for reaching a significant life goal.

3. Point out the value of planning and explain the concept of a goal ladder. Share with participants that a plan is a series of steps that lead them to their goal. Their goal is at the top, and they have to climb each rung one step at a time until they reach their goal. They will begin at the bottom with the easiest, most basic, or logical step and progress to more difficult steps as they move up the ladder. Some ladders may be short; others may be long with many steps to climb. A goal ladder allows you to look back to see what progress you have made and to look ahead to see how far you need to go to reach your goal.

Lesson 16

Golf Skills & Fundamentals:

Recommended Golf Skills: Pitch, Chip, Full Swing

- **Swing rhythm** is introduced as a new golf fundamental via the factor of influence of swing tempo in this lesson.
- Remember, the difference between rhythm and tempo is that rhythm is an overall “feel” and tempo is related to speed. Rhythm is the beat, and tempo is the speed of the beat.
- Activities should focus on the overall tempo of each golf skill and allow players to explore if they prefer to swing fast, slow, or in between.
- Coaches can tie **Collaborating with Others** into this lesson by using players who are waiting to hit as human metronomes for their partners.
- **Tips for Classes with Beginners**
 - Use **Distance Response**, size, or length of motion to introduce swing tempo by allowing players to explore different tempos (slow, medium, and fast) and lengths of motion (small, medium, and big) to find what works best for them.
 - Set up activities with distance zones rather than targets.
 - Allow players to pair up with their friends, regardless of skill level, and encourage them to keep each other in rhythm.

Key Term:

- Honours

Rules of Golf

- Players review what to do if they hit a wrong ball.
- Players review the importance of being on time for a tee time.
- Players will learn that they can swap golf balls between holes.
- Players will learn the importance of order of play and honours in match play.

Lesson 16

Sub-Lessons A-B-C:

| | Golf Knowledge | Character Demonstration | Golf Rules |
|--|---|---|---|
| Sub-Lesson A is recommended for groups containing beginners. | | | |
| A | Review that we start a hole from the teeing area and 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 the Three Tips for Developing Grit: be patient, be positive, and ask for help. | 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 playing. | | |
| | 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 and those clubs cannot be shared with other players. | When prompted by a coach, players develop goal ladders to help them achieve goals for golf and non-golf skills. | 4.1b, 5.2, 5.3a, 5.5a, 5.5b, 5.6a, 6.3a |
| | Review that if players are not on time for a tee time they can be disqualified and introduce that players who start the hole within 5 minutes of their tee time will not be disqualified but they must add 2 strokes to their score for the first hole. | | |
| | 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. | | |
| | Review that if a player does not maintain pace of play, they can get strokes added to their score as follows. 1st offense=1 stroke, 2nd offense=2 additional strokes, 3rd offense=DQ | | |
| | Introduce that players can change balls between holes. | | |

Lesson 16

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 content from Sub-Lesson B plus the following: | Players routinely develop goal ladders to help them achieve goals for golf and non-golf skills. They exhibit this behavior without being prompted by a coach. | 4.1b, 4.1c, 5.3a, 5.3b, 5.5a, 5.5b, 5.6a, 5.6b, 6.1a, 6.1b, 6.3a, 6.4a, 6.4b |
| | Introduce that in match play, a match is ended when it has been decided (which can take more than 18 holes). In stroke play, an event ends when the final player holes out on the final hole. | | |
| | Review order of play and introduce that it means to “have the honor” in golf. This is very important to success in match play because opponents can cancel out a player’s shot if they play out of turn. | | |

Lesson 16

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. Coaches can hold one-on-one goal-setting conferences with players to give them individual attention and help them learn to assess goal difficulty. Together you can:
 - Help players identify a goal that adheres to the Four Guidelines.
 - Help players design an action plan and goal ladder for accomplishing the goal. This includes breaking their goal up into smaller steps and identifying what resources they might need to help them reach their goal.
 - As players progress through the lessons, the third step is to reflect upon whether their goal was met or not. Players may either reward themselves for accomplishing their goal, or they can make changes and try their goal again. This is a lifelong healthy skill, and if coaches provide opportunities for practice, then players will gain mastery of goal setting.

Guiding Questions

1. Why do you need a plan to reach your goal?
2. Why should you start with the most simple and basic step first in your goal ladder?
3. What can you learn from the process of climbing your goal ladder?
4. Why do we use the image of a ladder when we discuss goal setting? What other images could we use to describe the process of pursuing and getting to your goal?
5. Why is order of play important in match play?
6. When can you switch out your golf ball?
7. Which swing tempo do you prefer: slow, medium, or fast?
8. Is your swing tempo different with different golf skills?

Lesson 17 • Dealing with Challenges On and Off the Course

Lesson Overview:

Whether it is a sport like golf or life in general, very few goals are ever achieved without encountering some challenges along the way. First Tee uses the **4Rs: Relax, Replay, Ready, Redo** as a technique to stay cool and learn from, rather than being critical of, your efforts.

First you **Relax**. Breathe and shake off the shot. You can count slowly to yourself while breathing to help you let go of any frustration you might be feeling in the moment.

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

Then, you **Ready** yourself. Think about what you need to do next time and prepare yourself mentally. Are you ready?

Finally, you **Redo**. This is where you either physically or mentally imagine yourself doing it better. You might take a practice swing or stroke or hit another ball to practice what you just imagined yourself doing better.

In this lesson, you'll have the opportunity to practice and apply the 4Rs to your post-shot routine to support you growing through challenges. How you respond to challenges will dictate how well you are able to move through them. Game Changers will discover their inner-strength, continue developing resilience, and find that you are able to dig deep when things get tough.

Coaching Overview:

In this lesson, introduce players to all 4Rs: **Relax, Replay, Ready, Redo**, and support players in developing their post-shot routine.



Learning Goals:

Key Commitment: Growing through Challenge

Character Behaviors:

After completing multiple classes on Lesson 17:

- Participants can state the 4Rs and understand how to apply it to their post-shot routines
- Participants understand how the 4Rs can be used to address challenges both on and off the course



Lesson 17

Getting Started with Lesson 17:

During the first class on Lesson 17, coaches are encouraged to review the 4Rs as a technique to support players as they grow and learn from challenges. (Participants in the Age 10-11 group will have been introduced to the first 2Rs, while those who are new to the level or First Tee will see this content for the first time). This lesson will support players in starting to develop their post-shot routine as they Relax, Replay, Ready, and Redo to learn from, rather than being critical of, their efforts.

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

- Tell participants to inhale and count slowly to four. When they exhale, have them count down slowly from 5 to 1. Make sure their exhale is longer than their inhale, which will help them relax.
- Counting to themselves while breathing can also help take their mind off what just happened so their mind is clear and they can think about what to do next.

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

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

Ready: Players should think about what they need to do next time and prepare mentally. Are they ready?

- Have participants ask themselves "What will I do differently next time I'm in this situation?"

Redo: Have participants imagine themselves doing it better.

- You can have participants take a practice swing or stroke to practice what they just imagined themselves doing better.

Lesson 17

Golf Skills & Fundamentals:

Recommended Golf Skills: Putt, Chip, Pitch, Full Swing

- Coaches should help participants develop a post-shot routine by promoting the use of the 4Rs after every shot, to help them refocus and respond to positive and negative outcomes productively.
- Setting up a bunker activity for pitch or full swing can help integrate the 4Rs and rules about bunkers into this lesson.
- Coaches can do this by setting up activities that award points for using the 4Rs.
- Activities should be balanced between easy and hard challenges to practice using the 4Rs in a variety of mental situations.
- **Tips for Classes with Beginning Players**
 - Pair beginning and advanced players together and allow them to hold each other accountable for sticking to their **Post-Shot Routine** using the 4Rs.
 - In classes that are mostly beginners, coaches can replace **Post-Shot Routine** with **Distance Response** as the golf fundamental, and reinforce the first 2Rs to make the life and golf skills easier to understand.

Rules of Golf

- Players learn how to lift their golf ball to identify it when searching for it.
- Players learn the special rules for identifying their golf ball in a bunker.
- Players will learn what to do if the ball moves while they are making a stroke.
- Players will learn what to do if the ball mark moves.

Key Terms:

- Player
- Caddie
- Opponent
- Outside agency

Lesson 17

Sub-Lessons A-B-C:

| | Golf Knowledge | Character Demonstration | Golf Rules |
|--|---|--|---|
| Sub-Lesson A is recommended for groups containing beginners. | | | |
| 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 should be able to keep their own score accurately, and politely ask another person for their score. Introduce the first 2Rs to help players physically relax after a shot. | 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 must play the ball as it lies unless they are taking relief under the rules of golf. | When prompted by a coach, players use the 4Rs as a post-shot routine. | 9.1a, 9.1b, 9.2a, 9.2b, 9.3 |
| | Introduce that if the player or their caddie deliberately causes their ball to move, the player must add 1 stroke to their score. | | |
| | Introduce that if a ball moves after the player has begun their stroke and they go on to complete the stroke , the ball must be played from where it came to rest after the stroke. Players must add 1 stroke to their score if they caused the ball to move. | | |

Lesson 17

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 content from Sub-Lesson B plus the following | Players routinely use the 4Rs as a post-shot routine. They exhibit this behavior without being prompted by a coach. | 7.1a, 7.1b, 9.1a, 9.1b, 9.2a, 9.2b, 9.3, 9.5, 9.7a, 9.7b |
| | Introduce that in match play, a player's opponent can lift their ball to concede a match, or at the player's request. If an opponent deliberately touches or moves a player's ball, they must add 1 stroke to their score. | | |
| | Introduce that players are responsible for finding and identifying their own ball. They are allowed to remove loose impediments or objects to this. | | |
| | 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 the ball. | | |
| | If a player's ball marker moves on the putting green, they must either replace their ball or the marker on the original spot before playing their next stroke. | | |

Coaching Tips:

- 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.
- Coaches can create and simulate challenging situations and drills that support the development of resilience in players. It is important that kids are given appropriate challenges to overcome. When coaches establish the parallel between the game of golf and other aspects of life, these learnings can translate to situations off the course as well, as it is incredibly motivating for kids to see themselves improve.

Guiding Questions

- How can the 4Rs be applied to your post-shot routine?
- How might you apply the 4Rs to situations outside of First Tee?
- What can you learn from challenges you face?
- Can you think of a time in your life when you could have applied the 4Rs?
- What do you do if you accidentally move your golf ball?
- Who is responsible for identifying your golf ball?
- When should you use a post-shot routine?
- What is unique about your post-shot routine?

Playing the Course: Review & Reflect

Lesson Overview:

As you progress through First Tee's Age 12-13 lessons, you are leveling up in new ways. In Lessons 15-17, you have been introduced to goal setting and the process of pursuing your goals, both on and off the course. You understand what it means to set attainable goals and how to create a plan using a goal ladder. You are also learning new strategies for growing through challenge, including how to apply the 4Rs to challenging situations you might face.

Game Changers are excited to grow and learn. They are not afraid to fail. Game Changers learn from both their achievements and setbacks. As they grow through challenge, a Game Changer will discover their inner strength and develop resilience. Game Changers can dig deep when things get tough. The world is full of players. You are here at First Tee to be a Game Changer and we are excited to support you in your journey!

Learning Goals:

Key Commitments: Pursuing Goals, Growing through Challenge

Character Behaviors:

After completing multiple classes on Lessons 15-17:

- Participants can state the Four Guidelines for Setting a Reachable Goal and understand their importance in the goal-setting process.
- Participants can write different types of goals (Process, Performance, and Outcome) that adhere to the Four Guidelines.
- Participants understand that setting goals can improve their skills on and off the course.
- Participants understand how a plan can help them achieve a goal.
- Participants can explain the concept of a goal ladder and construct a goal ladder for a golf goal.
- Participants develop and engage in purposeful practice that is structured around the steps on their goal ladder.
- Participants understand that utilizing a goal ladder can be applied to situations and goals away from First Tee.
- Participants can state the 4Rs and understand how to apply it to their post-shot routines.

Playing the Course: Review & Reflect

Golf Skills & Fundamentals:

Recommended Golf Skills: All-Play Day

- Players will have the opportunity to take what they have learned to the course.
- Coaches should use this opportunity to review rules situations covered in lessons 15-17.
- The course should be set up using the following minimum parameters:
 - Hole should be set up between 100 and 250 yards in length.
 - Par 3 ~100-150 yards
 - Par 4 ~150-200 yards
 - Par 5 ~200-250 yards
- Coaches can increase or decrease the above yardages if doing so creates an optimal challenge for their players.
- Coaches can reinforce the use of the 4Rs as a **Post-Shot Routine** on every shot.
- To reinforce **Target Awareness**, coaches can ask questions around what players' targets are and how far they think they are from their target.
- To reinforce **Clubface Awareness**, coaches can ask players questions regarding where on the clubface they hit a shot and where their clubface was pointed when they hit it.
- Remember to reinforce, **Get Ready to Swing**: hold, set up, aim and alignment on every shot.
- **Tips for Classes with Beginning Players**
 - Consider pairing beginning players and advanced players together. Advanced players should be empowered to help beginning ones learn the parts of the course and basic 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:

- Line of play
- Ball in motion
- Caddie
- Advice

Rules of Golf

- Players will learn who they can ask for advice during a round.
- Players will learn how a caddie can and cannot help them line up.
- Players will learn what happens if their ball hits a person or object.
- Players will learn what happens if they deliberately deflect a golf ball.

Playing the Course: Review & Reflect

Sub-Lessons A-B-C:

| | Golf Knowledge | Character Demonstration | Golf Rules |
|--|--|---|--------------|
| Sub-Lesson A is recommended for groups containing beginners. | | | |
| A | Review scenarios from lessons 15-17 on course plus: | Players review and reflect on what they have learned in previous lessons. They should begin to use A-L-R to interact with their playing partners and the first 2Rs to recenter themselves after a shot (good or bad). If they struggle, they should use the Three Tips for Developing Grit to make playing golf more enjoyable. | 10.1a, 10.1d |
| | Introduce that everyone must hit (or strike) the ball with the clubhead. 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 a player 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 scenarios from lessons 15-17 on course plus: | Players have the opportunity to demonstrate the use of goal ladders to set goals that are specific, stated positively, important to them, and under their control. They also have the chance to demonstrate the 4Rs as a post-shot routine in an on-course setting. | 10.2a, 10.2b |
| | Introduce that a player cannot receive advice from anyone other than their caddie during a round. | | |
| | Introduce that sometimes caddies help players make decisions by helping them pick a target. In doing this, caddies cannot put anything on the ground to line up a player or stand behind them to line them up. If a caddie does this, players must add 2 strokes to their score. | | |

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 content from Sub-Lesson B plus the following: | Players have the opportunity to demonstrate the use of goal ladders to set goals that are specific, stated positively, important to them, and under their control. They also have the chance to demonstrate the 4Rs as a post-shot routine in an on-course setting. | 10.2a, 10.2b, 11.1a, 11.2a, 11.2b, 11.3 |
| | Introduce that, in general, players do not have to add strokes to their score if their ball accidentally hits another person or object. Except if a player is playing from the putting green and strikes another ball on the putting green. If this happens, players must add 2 strokes to their score. | | |
| | Introduce that a player must not deliberately deflect or stop a ball in motion. If this is done to either the player's ball, or another player's ball, the player must add 2 strokes 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 **Growing through Challenge**:

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.

- Coaches can refer to the on-course tips at the beginning of this level to create optimal challenges for this age group. This on-course time can also be used to review the concept of **personal par** to encourage players to play to the best of their own ability. Reviewing this concept from the previous age group can help bring beginning players up to speed with previously learned concepts.

Guiding Questions

- How can using the 4Rs help you grow and learn from the challenges you face?
- What are you learning about yourself as you apply what you're learning to your game of golf?
- How are you demonstrating your Key Commitments to Being a Game Changer: Pursuing Goals and Growing through Challenge on the golf course?
- How are you demonstrating your Key Commitments to Being a Game Changer: Pursuing Goals and Growing through Challenge when you are at school, at home, or out in your community?
- Who can you get advice from during a round?
- What happens if your ball hits another person or object?
- How many times did you use the 4Rs today?
- How many times did your ball hit the center of the clubface today?

Lesson 18 • Embracing Your Identity & Building Your Confidence

Lesson Overview:

First Tee is committed to **Building Game Changers**, but what exactly is a Game Changer? If you look at the definition of the phrase itself, a Game Changer is “a newly introduced element or factor that changes an existing situation or activity in a *significant* way.” Who you are and what you bring to the world is valuable. You are *significant* and have what it takes to be a Game Changer on and off the course. Your unique talents and natural abilities play an important role in who you are and what is possible!

Regardless of your talents and abilities, life will throw challenges your way. First Tee recommends that players utilize **STAR** to help you build your confidence as you deal with challenges in golf and in daily life. STAR stands for **Stop, Think, Anticipate, and Respond**. You can apply this technique to your pre-shot routine to help you stay focused and present to prepare for the shot ahead.

- **Stop** and take a breath.
- **Think** of all your choices.
- **Anticipate** what could happen (good or bad) as a result of each.
- **Respond** by selecting the best choice of what to do.

Game Changers aren't born, they are made. Where are you showing up as a Game Changer in your life, where might you want to work harder and make some improvements?

- Game Changers welcome and embrace risk.
- They see things that others often don't.
- They want to achieve their goals.
- A Game Changer is not afraid of failure.
- They contribute wherever they are.
- Game Changers are strong, positive influences.
- They are ambitious and want to succeed.
- A Game Changer works to overcome obstacles and takes necessary steps to improve.
- Game Changers build and create a future they can be proud of.

Here at First Tee, you belong, you matter, and you are welcomed just as you are. As you learn more about yourself through the game of golf, take the time to really think about what is important to you and how you want to respond to a situation. What do you value personally? What do you find interesting? Who are you today and who do you want to be? How can you use STAR to help you analyze your choices and make decisions? You have the potential to be and do anything that you set your mind to. You can change the game and change the world by simply being the best version of yourself.



Learning Goals:

Key Commitment: Building Positive Self-Identity

Character Behaviors:

After completing multiple classes on Lesson 18:

- Participants understand what it means to be a Game Changer and recognize that they are developed daily, not in a day.
- Participants are openly exploring their natural abilities and talents and applying them on and off the course.
- Participants can utilize the STAR method and apply it to situations they encounter on and off the course.



Lesson 18

Coaching Overview:

In this lesson, STAR is introduced as a strategy that can be utilized by players who are discovering who they are and what they are capable of. As players learn to apply STAR to situations they encounter and their pre-shot routines, they'll learn that while there is no guarantee to successful outcomes, these techniques and routines can help provide them with the best chance for success as they play one shot at a time. Coaches can support players as they are striving to embrace their identity and discover their inner strength as Game Changers.

Getting Started with Lesson 18:

During the first class of Lesson 18, coaches are encouraged to introduce and discuss that First Tee uses STAR as a pre-shot routine to support the mental aspect of the game of golf.

1. Coaches can emphasize that the game of golf requires confidence in your abilities. The STAR method is a way that players can develop the mental aspect of their game of golf.
 - **Stop:** When you are facing a challenge and lacking confidence, the first step in deciding what to do is to **stop** what you are doing or what you're getting ready to do. Pause and give your mind a break. Take a deep breath. *What are other things you can do to calm down or relieve pressure?*
 - **Think:** The next step to support you as you discover what you are capable of is to **think** about your choices. For example, you have been saving your money to buy a new computer when a friend urges you to buy a big box of used golf balls from him. He says you can resell the balls to other golfers at the course for a lot more money than you paid for them. Buying the golf balls will use up a big chunk of the money you have saved. You have many choices. *What are some of the choices you have in this situation?* Spend a few minutes gathering responses. Encourage players to think of as many choices as possible.
 - **Anticipate:** The third step is to **anticipate** the consequences of each choice by looking ahead. A consequence is what happens because of the choice you make. So, as you anticipate, you will look ahead at what could happen because of the choices you make. Consequences can be good or bad, and there can be more than one consequence for each choice. When you anticipate the consequences of a choice, think about how the choice will affect your ability to reach your goals. *In the example of whether or not to buy the used golf balls, what are some of the consequences you can anticipate?*
 - **Respond:** After you have identified all your choices and you have anticipated the consequences of each choice, the final step is to **respond** by picking the best choice. *What makes something the best choice?* Spend a few minutes gathering responses. The best choice is the one that helps you get to your goal. There is no right or wrong choice. What one person considers the best choice may differ from what another person thinks is best. *What do you think is the best choice in the example we have been talking about?*

Lesson 18

Golf Skills & Fundamentals:

Recommended Golf Skills: Putt, Chip, Pitch

- Coaches should use STAR to help players develop the mental aspects of a **Pre-Shot Routine**.
- Coaches can tie the mental aspects of a **Pre-Shot Routine** into the physical aspects using **Target Awareness**: target selection and **Get Ready To Swing**: hold, set up, aim and alignment.
- **Tips for classes with beginning players**
 - Use the physical aspects of **Target Awareness**: target selection and **Get Ready to Swing**: aim and alignment to help beginning players get used to using a **Pre-Shot Routine**.
 - Ask advanced players to model how they would use STAR as part of their **Pre-Shot Routine**.
 - Pair beginning and advanced players together so they can encourage each other to use STAR as their **Pre-Shot Routine**.

Rules of Golf

- Players will learn when a ball is in a bunker and when it is not.
- Players will learn how to move loose impediments in a bunker and when they can touch the sand in a bunker.
- Players will learn that they cannot test the surface of the putting green by rubbing or touching the green or rolling a ball.
- Players will learn about tending the flagstick.
- Players will learn the rules around lifting, cleaning, and replacing a golf ball.
- Players will learn what to do if a ball will not stay in place.

Key Terms:

- General penalty
- Bunker
- Loose impediments
- Tending the flagstick

Lesson 18

Sub-Lessons A-B-C:

| | Golf Knowledge | Character Demonstration | Golf Rules |
|--|---|--|--|
| Sub-Lesson A is recommended for beginning players. | | | |
| A | 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. | Players are introduced to the concept of STAR (stop, think, anticipate, and respond) to be used as a pre-shot routine. | 13.1a, 13.1b, 13.1c, 13.2a 13.3a, 13.3b, 14.1a, 14.1b |
| | Introduce that a ball is on the putting green if it lies inside the edge of the putting green. If your ball is on the putting green, it can be marked, lifted, and cleaned, and you may remove loose impediments and should fix damage to restore the surface. | | |
| | 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. | | |
| 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 a ball is in a bunker when it touches sand on the ground inside the edge of a bunker or is inside the edge of the bunker and rests anywhere sand would normally be. Introduce that a ball is not in a bunker when on naturally growing or attached soil or objects within the bunker or on the bunker wall or face. | When prompted by a coach, players can use the concept of STAR as a pre-shot routine. | 12.1, 12.2a, 12.2b, 13.1d, 13.1e, 13.2b |
| | Introduce that players may remove loose impediments in the bunker. | | |
| | Introduce that if a player chooses to touch the sand with their club to deliberately test the sand conditions they must add 2 strokes to their score. After a shot has been played a player can touch the sand and should rake the bunker to take care of the course. | | |
| | Introduce that players cannot test the surface of the green while playing a hole by rubbing the surface or rolling a ball. | | |
| | Introduce that players can ask someone to remove or attend the flagstick. Attending the flagstick means that someone holds the flagstick next to or above the hole before and during the stroke but removes the flagstick after the stroke has been made. | | |

Lesson 18

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 content from Sub-Lesson B plus the following: | Players routinely use the concept of STAR as a pre-shot routine. | 12.1, |
| | Review how to properly drop a golf ball and introduce that the player must drop their own golf ball. | | 12.2a, |
| | Introduce how to redrop a ball that does not come to rest in the relief area (ex: it is closer to the hole). | | 12.2b, |
| | Introduce how to replace a ball when it will not stay on its original spot (ex: when it is on a slope) by placing the ball on the nearest spot it will stay at rest. Remember, this must stay in the same conditions/area of the course of the original lie (ex: ball in a bunker must stay in a bunker). | | 13.1d, |
| | | | 13.1e, |
| | | | 13.2b, |
| | | | 14.1c, |
| | | | 14.2a, |
| | | | 14.2b, |
| | | | 14.2c, |
| | | | 14.2e, |
| | | | 14.3a, |
| | | | 14.3b, |
| | | | 14.3c |

Coaching Tips:

- 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.
- For this age group, self-confidence often comes into question and an opportunity for exploration of concepts of self should be prioritized. This is the perfect lesson to encourage and support participants in uncovering their unique talent and natural abilities on the golf course, while helping them apply STAR to their pre-shot routine.

Guiding Questions

- How can your unique talents and abilities contribute to your success on the course?
- How can your unique talents and abilities contribute to your success when you are off the course and at home, at school, or out in your community?
- How can you apply STAR on the course and in your daily life?
- How can discovering what you are capable of help you at and away from First Tee?
- How do we know when our ball is in a bunker? How can you incorporate STAR into your pre-shot routine?
- Is your pre-shot routine the same for every shot?
- Why might your pre-shot routine change from shot to shot?

Lesson 19 • Respecting & Valuing Diversity

Lesson Overview:

First Tee encourages each of you to be the best version of yourself. You are valued because you are uniquely *you*. That means that every participant in our program is valued for who they are. As you meet and work together with others, on and off the course, you have the opportunity to respect, value, and appreciate the diversity of who each of you are.

You can do that by:

- Inviting and appreciating other perspectives and learning from them, especially when they are different than your own.
- Celebrating your differences and what each of you can bring to the table as you learn from each other and work together.
- Respecting one another, knowing that your attitude and how you treat others makes a difference.

At First Tee, you have made a commitment to collaborate with others, a skill that you will utilize on and off the course for the rest of your life. Every person you interact with brings something new and distinct to the table. You have the opportunity to appreciate, celebrate, and respect diversity as you learn more about yourself and your fellow classmates, teammates, neighbors, and friends.

Coaching Overview:

In this lesson, coaches are encouraged to support participants to embrace differences and value, appreciate and respect the diversity among them. Developmentally, participants at this age are grappling with and discovering their identities. The nature of First Tee's program allows for authentic interactions and connections to be made between the players and the coaches. It is in these moments of connection that diversity can be positioned as a strength and not as a deficit. As we acknowledge and celebrate our differences, we find our shared humanity.



Learning Goals:

Key Commitment: Collaborating with Others

Character Behaviors:

After completing multiple classes on Lesson 19:

- Participants understand how they can appreciate, celebrate, and respect diversity.
- Participants recognize how individual differences can contribute to team success.
- Participants demonstrate and exhibit respect and appreciation of diversity.



Lesson 19

Getting Started with Lesson 19:

During the first class of Lesson 19, support players by introducing the value of diversity and the ways that having an appreciation of diversity relates to *First Tee's Key Commitment of Collaborating with Others*.

1. People differ in many ways, and we all have strengths and weaknesses. It is important to understand, accept, and appreciate your own strengths and weaknesses, but it is equally important to do the same with others.
2. Remind players that First Tee's Commitment to **Being a Game Changer** emphasizes **Collaborating with Others** and specifically that participants:
 - Respect other perspectives, especially when they are different than mine
 - Show kindness, consideration, and care for others
 - Know that my attitude and how I treat others has impact
3. We talk about appreciating diversity, but what does it look like to celebrate and respect diversity? Lead a class discussion around this topic and allow participants to consider ways that as a class, diversity can be appreciated, celebrated, and respected at First Tee, at home, or at school. How can this help us to collaborate better with others?

Lesson 19

Golf Skills & Fundamentals:

Recommended Golf Skills: Chip, Pitch, Full Swing – Clubface Awareness

- Players are exposed to **Clubface Awareness** via clubface direction at contact and centeredness of hit.
- Consider having players describe the feeling of hitting the ball on the center of the face.
- Reinforce **Get Ready to Swing**: hold, set up, aim and alignment, and **Target Awareness**: target selection, to help set the player up to hit the center of the face.
- It is suggested to progress players from small swings to big swings to exaggerate the feeling of centeredness of hit and make it easier to control hitting the club on the center of the face.
- In conjunction with Sub-Lesson C, coaches can combine the clubface direction and centeredness of hit by allowing players to explore what happens when they hit the ball on the center of the face but the face is pointed right or left. This will set up future lessons on **ball flight**.
- **Tips for classes with beginning players**
 - Divide class by skill level. Each group completes the same activities but with a different focus. Beginning players will focus on continuing to develop **Get Ready to Swing** and **Target Awareness** while advanced players will focus on developing **Clubface Awareness** through direction at contact and centeredness of hit.
 - Coaches can also tie **Target Awareness** and **Clubface Awareness** together through clubface direction at contact within the same activity.
 - Mix the class together in the “Take it to the Course” section of the lesson plan to allow players to experience what they have learned in a practical setting and learn from each other.

Key Terms:

- Loose impediments
- Movable obstruction
- Know or virtually certain
- Abnormal ground conditions
- Complete relief
- Back on the line relief

Rules of Golf

- Players will learn about loose impediments and movable obstructions, including how to obtain relief from them.
- Players will learn about abnormal ground conditions and how and when they are entitled to relief.

Lesson 19

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) | Players begin to appreciate other perspectives and respect and celebrate one another. They begin to understand that their attitude and embracing their differences makes a difference. | 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. | | |
| | Introduce that if we take relief under a rule on the putting green, the ball must be placed and not dropped. | | |
| 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 the definition of loose impediments and movable obstructions. | When prompted by a coach, players can appreciate other perspectives and respect and celebrate one another. They develop a deeper understanding that their attitude and embracing their differences makes a difference. | 15.2a(1), 15.2a(2), 15.2b, 15.3a |
| | Introduce that if a player's ball is ON a movable obstruction, such as a towel, they may lift their ball, remove the obstruction, and drop their ball within one club length of its original spot while staying in the same area of the course. | | |
| | Introduce that if a player knows or is virtually certain that their ball has come to rest in a movable obstruction but they cannot find it then they may take relief. If they do not know this, then they must treat it as a lost ball. | | |

Lesson 19

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 content from Sub-Lesson B, plus the following: | Players routinely appreciate other perspectives and respect and celebrate one another. They understand that their attitude and embracing their differences makes a difference. | 15.2a(1), 15.2a(2), 15.2b, 15.3a, 16.1a, 16.1b, 16.1c, 16.1d, 16.1e, 16.2a, 16.2b, 16.4 |
| | Review that players are entitled to relief when their ball is in or touches an abnormal course condition (such as standing water or a cart path). This relief extends to an abnormal course condition that interferes with their swing or line of play on the putting green. This relief is NOT granted when a player's ball is in a penalty area or it is clearly unreasonable to play the ball. To take relief from an abnormal course condition, players must determine the nearest point of complete relief and then take 1 club length of relief no closer to the hole. | | |
| | Introduce that players are allowed to lift the ball to determine if relief is allowed. To do so, they mark their ball and lift it but CANNOT clean it. | Players routinely develop goal ladders to help them achieve goals for golf and non-golf skills. They exhibit this behavior without being prompted by a coach. | |
| Introduce that if a player's ball is in an abnormal course condition in a bunker, there are two options. For free relief, determine the nearest point of relief in the bunker and take one club length of relief (cannot be closer to the hole). Players can choose take back on the line relief outside of the bunker , one club length no closer to the hole. If they choose this option, players must add 1 stroke to their score. | | | |

Lesson 19

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 than mine.
 - I show kindness, consideration, and care for others.
 - I know that my attitude and how I treat others have an impact.
2. Coaches should encourage teamwork and inclusion. Help participants go beyond simply tolerating differences by modeling how to accept different identities with compassion. Because participants' identities and beliefs in this age group have not been fully realized, the more exposure to examples of diversity they have, the more likely they are to be welcoming and accepting of others.

Guiding Questions

1. What does it mean to appreciate diversity?
2. How can you celebrate diversity and differences?
3. In what ways can you show respect for diversity?
4. How can appreciating, celebrating, and respecting diversity help you collaborate with others?
5. What does it look, feel, and sound like to hit the golf ball on the center of the clubface?
6. Which club do you find easiest to hit the golf ball on the center of the clubface? Which do you find the hardest?
7. What do you do if your ball is next to an alligator, bear, or snake?
8. What does it mean to take complete relief of an abnormal ground condition?

Lesson 20 • Being a Go-To Person & Building a Go-To Team

Lesson Overview:

As you pursue your goals and learn to work through challenges, you will undoubtedly need the support of other people in your life from time to time. Everyone can use some support and knowing who to turn to and who you can rely on is important. At First Tee, we call these people your **Go-To Team**. These are individuals in your life who can:

- Provide encouragement or reinforcement
- Be there to listen
- Show you how to do a particular skill
- Help you make a decision
- Provide you with helpful information or resources
- Help you stay focused
- Help resolve a conflict
- Point you to other people who might be able to help

You also have the opportunity to be a **Go-To Person**, someone that others can rely on to be supportive when they are facing a problem or feeling frustrated, unhappy, or concerned about something. While you are not an expert or a professional, you can absolutely help your friends and classmates by giving advice and support. We call this peer helping. You don't have to know everything or be perfect to be a Go-To Person, but you do need to:

- Respect other people
- Really listen to what they are saying
- Be able to feel what others are feeling
- See the other person's point of view and understand the problem or challenge
- Be willing to help them look for solutions
- Be honest with them

It's important to have people around us who will help us make good decisions and use good judgment. It's also important to be a person others can turn to for support and feedback. Find your Go-To Team and be willing to be a Go-To Person!

Coaching Overview:

In this lesson, support your participants in learning how to build a network and use it effectively. As they identify potential members of their Go-To Team, coaches can share the value of building supportive relationships and how they can become a key component of having positive experiences and relating externally to the world. Help participants become aware of the value of helping others and asking for help, and how First Tee's Key Commitment of Using Good Judgment relates to this lesson.



Learning Goals:

Key Commitment: Using Good Judgment

Character Behaviors:

After completing multiple classes on Lesson 20:

- Participants understand the value of having a support network and demonstrate an understanding of how to build one.
- Participants demonstrate an understanding of how to ask for help and can describe the benefits of helping others.
- Participants identify ways they can be a Go-To Person and utilize good judgment to support making good decisions.



Lesson 20

Getting Started with Lesson 20:

During the first class of Lesson 20, support participants in recognizing how getting help from others and how helping others can be valuable to their growth and learning.

1. Tell a personal story about how you turned to others for help with your career, life decisions, or other challenges. The support you received could have involved a job referral, solving a personal problem, or a specific task or skill you were having difficulty with.
2. Point out the value of having people you can ask for help. Suggest that they think of these people as members of a team when they are facing difficulties or trying to make decisions. Ask players to suggest the ways that a Go-To Team could help them. The examples could relate to golf and First Tee or to other situations in their lives.
3. Share a time when you were asked to help someone else. Have players describe times they have helped friends or classmates or engaged in what we will call “peer helping.” What kind of assistance did they provide and how did it make them feel? For example, they may have:
 - Offered advice
 - Showed them how to perform a task or skill
 - Tutored them in a school subject
 - Given sympathy or comfort in a time of tragedy or crisis
 - Stood up for them
 - Served as a positive role model
 - Helped them find other people or resources for support
 - Been a good listener
4. Ask if someone can describe a situation where they asked for help (whether at home, school, or at First Tee) but the outcome was unsatisfactory. Was it just a case of receiving bad advice or was it something about the way the person acted? For example, the person may have:
 - Been unsympathetic
 - Been opinionated and unwilling to give advice
 - Acted as if they were smarter and had all the right answers
 - Never really listened
 - Not taken the person or the problem seriously
 - Displayed negative attitudes or behaviors

Lesson 20

Golf Skills & Fundamentals:

Recommended Golf Skills: Putt, Chip, Pitch, Full Swing–Body Balance

- **Body Balance** gains a new factor of influence called balanced start. Coaches can review what balanced start for each golf skill entails by reviewing the example cues at the beginning of this level.
- Coaches can also reinforce a balanced start by incorporating it into **Get Ready to Swing**: set up. Ask guiding questions about where players feel most comfortable on each shot.
- For players who are beginning at this level, a 50/50 balance left to right is a good starting point for all golf skills.
- **Tips for classes with beginning players**
 - Balanced start and balanced finish can easily be taught together with this age group through **Get Ready to Swing**: set up.
 - Beginning and advanced players should be encouraged to explore balanced start in their set up. Where do they feel centered?
 - Coaches can use the whole/part/whole coaching technique to break activities into rounds where each round focuses on a different factor of influence. Example: Round 1 players swing normally; Round 2 players focus on swinging with a balanced start; Round 3 players focus on swinging and holding a balanced finish; Round 4 players make a normal swing with a balanced start and holding a balanced finish.

Key Terms:

- Penalty area
- Provisional ball
- Lost ball
- Stroke and distance
- Out-of-bounds

Rules of Golf

- Players will learn what it means to play a provisional ball, including when you should play one and when you should not.
- Players will learn how to declare their provisional ball, including making sure it has different markings than their original ball.
- Players will review penalty areas and their options for relief.
- Players will review out-of-bounds/lost ball and their options for relief.

Lesson 20

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 players to being part of a Go-To Team or Go-To Person and help players begin to develop their Go-To Team. | 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 3 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 | Review the different types of penalty area (red and yellow). | When prompted by a coach, players demonstrate an understanding of how to ask for help through the use of a Go-To Team and can describe the benefits of helping by being a Go-To Person. | 17.1a, 17.1b, 17.1c, 17.1d |
| | Review the options for penalty area relief. | | |
| | Introduce the concept of playing a provisional ball if a player is unsure if their ball is lost or out-of-bounds. Including how a player declares they are hitting a provisional ball and that the provisional ball must be different from their original ball. | | |

Lesson 20

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 from Sub-Lesson B plus the following: | Players routinely demonstrate an understanding of how to ask for help through the use of a Go-To Team and can describe the benefits of helping by being a Go-To Person. | 17.1a, 17.1b, 17.1c, 17.1d, 18.1, 8.3a, 18.3b, 18.3c |
| | Introduce that players may take stroke and distance relief at any time. However, if they choose to do this, that ball is in play regardless of if their first ball is found or not, even if they discover they have other relief options. | | |
| | Introduce that if a player believes their ball to be in a penalty area , they should not hit a provisional ball. If they do so, and they discover their ball is in a penalty area, they will have already taken relief from the penalty area under the stroke and distance option. | | |

Coaching Tips:

- 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.
- Coaches can help participants identify their Go-To Teams for golf, school, and life. Help them to understand that their Go-To Team will cheer them on and encourage them to be the best they can be. Their team may be composed of family members, guardians, teachers, coaches, clergy, friends, or others involved in their lives. Emphasize how utilizing good judgment in choosing their Go-To Team is important.
- Coaches can also emphasize that there are many ways for us to help people but there are some guidelines to consider for being a Go-To Person, and unsolicited help is often not appreciated. It is better to be asked for help or to kindly offer support or help if the person would like it.
- This lesson is a great place for coaches to reinforce the Three Tips for Developing Grit covered in lesson 10. Asking for help is the third tip for developing grit, and who better to ask for help than your Go-To Team?

Guiding Questions

- Why is it important to have a Go-To Team?
- How can a Go-To Team help you use good judgment?
- What are some qualities you would look for in a Go-To Person?
- What can you learn or gain from asking for help?
- What did you learn today about playing a provisional ball?
- Which balanced start feels most comfortable to you in putt/chip/pitch/full swing?
- How does having a balanced start effect having a balanced finish?
- What does it mean to take "stroke and distance" relief? How many strokes do you add to your score? How do you remember this?

Staying the Course: Review & Reflect

Lesson Overview:

These lessons have challenged you as participants to grow personally and as golfers. As you've discovered more about your capabilities, you are applying new strategies to collaborate with others, demonstrate using good judgment, and focus on building positive self-identity. You're practicing setting and pursuing goals and growing through every challenge you face.

Each lesson and activity is contributing to your growth both in golf and life. As you take these skills with you, take a moment to appreciate all you have learned and the ways you are exemplifying what it means to be a Game Changer. You can change the game and the world by simply being the best version of yourself!

Learning Goals:

Key Commitments:

Building Positive Self-Identity, Collaborating with Others, Using Good Judgment

Character Behaviors:

After completing multiple classes on Lesson 18–20:

- Participants understand what it means to be a Game Changer and recognize that they are developed daily, not in a day.
- Participants are openly exploring their natural abilities and talents and applying them on and off the course.
- Participants can utilize the STAR method and apply it to situations they encounter on and off the course.
- Participants understand how they can appreciate, celebrate, and respect diversity.
- Participants recognize how individual differences can contribute to team success.
- Participants demonstrate and exhibit respect and appreciation of diversity.
- Participants understand the value of having a support network and demonstrate an understanding of how to build one.
- Participants demonstrate an understanding of how to ask for help and can describe the benefits of helping others.
- Participants identify ways they can be a Go-To Person and utilize good judgment to support making good decisions.

Staying the Course

Golf Skills & Fundamentals: Recommended Golf Skills

- Players will have the opportunity to take what they have learned to the course.
- Coaches should use this opportunity to review rules situations covered in lessons 18-20.
- The course should be set up using the following minimum parameters:
 - Hole should be set up between 100 and 250 yards in length.
 - Par 3 ~100-150 yards
 - Par 4 ~150-200 yards
 - Par 5 ~200-250 yards
- Coaches can increase the above yardages if doing so creates an optimal challenge for their participants.
- Coaches can reinforce the use of the 4Rs as a **Post-Shot Routine** on every shot.
- To reinforce **Target Awareness**, coaches can ask questions around what players' targets are and how far they think they are from their target.
- To reinforce **Clubface Awareness**, coaches can ask players questions regarding where on the clubface they hit a shot and where their clubface was pointed when they hit it.
- To reinforce **Pre-Shot Routine**, coaches can remind players to use STAR before they hit each shot. Remind players to account for things like wind, lie, difficulty of shot, etc., and to physically **Get Ready to Swing** by checking their hold, set up, and aim and alignment.
- To reinforce **Post-Shot Routine**, coaches can remind players to use the 4Rs to relax, replay, get ready, and redo. Remind players to practice doing this on every shot to help make it a routine.
- To reinforce **Swing Rhythm**, coaches can encourage players to experiment with different swing tempos to discover what works for them. For players who are confident in their tempo, coaches can encourage them to experiment with different ways to settle into that tempo on each shot.
- To reinforce **Body Balance**, coaches can ask players how their body was balanced when they started, and if they were balanced when they finished. Coaches can ask if a player's body balance affected the outcome.
- **Tips for classes with beginning players**
 - Consider pairing beginning players and advanced players together. Advanced players should be empowered to help beginning ones learn the parts of the course and basic 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:

- Unplayable ball
- Stroke and distance relief
- Back on the line relief
- Lateral relief

Rules of Golf

- Players will review the definition of an unplayable ball and their relief options.
- Players will learn their additional relief options for an unplayable ball in a bunker.

Staying the Course

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 15-20 | 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, Three Tips for Developing Grit to grow through challenges, STAR as a pre-shot routine, and being a Go-To Person and 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 | <p>Review the definition of an unplayable ball, including that you can declare your ball unplayable anywhere except a penalty area.</p> <p>Review the three options for unplayable ball relief: 1. Stroke and distance, 2. Back on the line relief (only if you know the position of the original ball) and 3. Lateral relief (2 club lengths from where the ball is). The penalty for all of these is one stroke.</p> | Players have the opportunity to demonstrate the use of STAR as a pre-shot routine and the 4Rs as a post-shot routine in an on-course setting. They also have an opportunity to demonstrate being a Go-To Person for their classmates on the golf course. | 19.1, 19.2a, 19.2b, 19.2c |
| Sub-Lesson C is for players who have been exposed to multiple lessons at this level. | | | |
| C | <p>Review all golf knowledge from Sub-Lesson B plus the following:</p> <p>Introduce unplayable ball options in a bunker. They are the same as unplayable ball options in the general area plus one more. Players may take back on the line relief outside of the bunker. If they choose this option, players must add 2 strokes to their score.</p> | Players have the opportunity to exhibit the use of STAR as a pre-shot routine and the 4Rs as a post-shot routine in an on course setting. They also have an opportunity to exhibit being a Go-To Person for their classmates on the golf course. | 19.1, 19.2a, 19.2b, 19.2c, 19.3a, 19.3b |



Staying the Course

Coaching Tips:

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

Building Positive Self-Identity

- I am finding my self-confidence.
- I am discovering what I'm capable of.
- I feel safe to be myself.

Collaborating with Others

- I respect other perspectives, especially when they are different than mine.
- I show kindness, consideration, and care for others.
- I know that my attitude and how I treat others have an impact.

Using Good Judgment

- I respect rules in golf and in life.
- I am honest with myself and with others.
- I have the courage to do what's right, even when it's hard.

2. Coaches can encourage players in this age group by providing a greater explanation of concepts and skills as well as opportunities for them to use their previous experiences to make sense of all that they are learning and doing. As you work with participants and they grow more confident in their skills and abilities, coaches can provide additional opportunities for them to demonstrate understanding and mastery.

Guiding Questions

1. How are you demonstrating the Key Commitments of Building Positive Self-Identity, Collaborating with Others, and Using Good Judgment on the course?
2. How are you demonstrating these same commitments when you are at home or at school?
3. What are you learning about yourself through First Tee and the game of golf?
4. What is the most important thing you have learned to date?
5. Why can we not declare a ball unplayable in a penalty area?
6. What are the options for playing an unplayable ball out of a bunker?
7. Which golf fundamentals are your favorites?
8. Which golf fundamental do you want to work on the most? How can you do this?

Staying the Course

Optional Post-Session Skill Challenge

- **Putting:** 9-hole putting assessment with a maximum of 23 strokes with holes set at the following length:
 - Three short holes (4-9 ft.)
 - Three medium holes (10-24 ft.)
 - Three long holes (25-50 ft.)
- **Short Game:** 6-hole up and down challenge with a maximum score of 21 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 55-75 yards to the middle of the green.
- **Nine-Hole Playing Requirement:** Have participants turn in five 9-hole scorecards with a score of 63 or below. Holes should meet the following minimum guidelines, however, coaches can set new guidelines to create an optimal challenge:
 - Holes should be set up between 100 and 250 yards in length:
 - Par 3 ~100-150 yards
 - Par 4 ~150-200 yards
 - Par 5 ~200-250 yards

Age 12-13 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

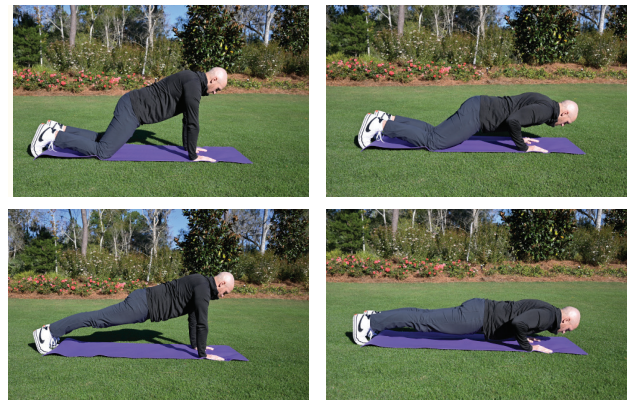
Arms to 90°—on feet or on knees

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

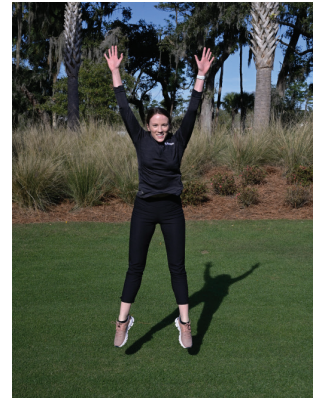
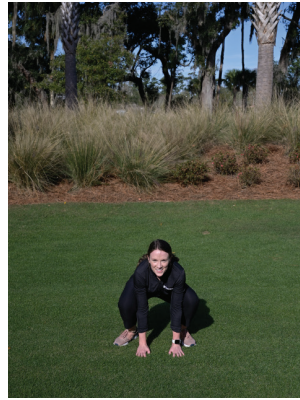
From full squat, jump as high as possible and land in squat position

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

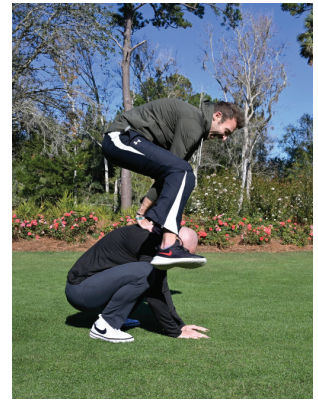
With partner—fingers face inward on ground; head tucked

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

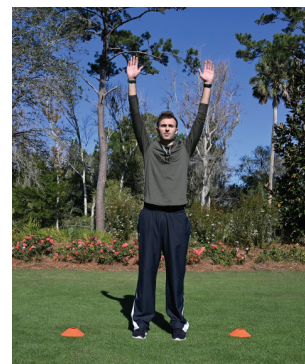
Slow to medium speed

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



Age 12-13

Warm Up 2 • Flexibility & Mobility: Twist/Rotate

Knee to Opposite Elbow

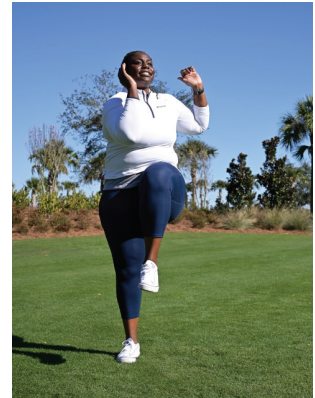
Standing Position

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

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

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

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



Hoop

Slow to medium speed

Age 7-9: Up to 30 seconds

Age 10-11: Up to 1 minute

Age 12-13: Up to 1 minute

Age 14+: Up to 2 minutes



Jump and Turn

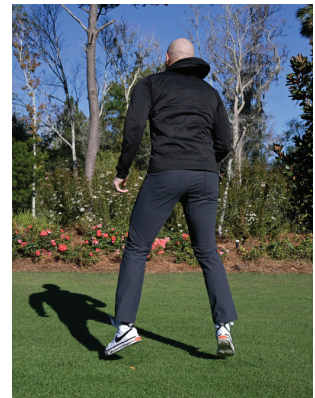
Feet parallel and shoulder width apart

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

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

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

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



Side to Side with Ball

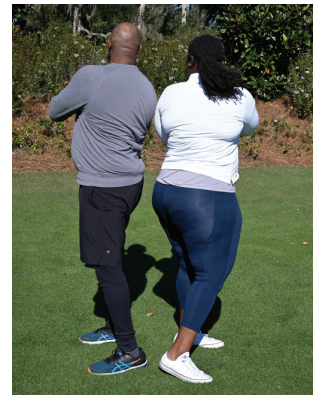
Single file line—pass ball twisting to side to hand off—
alternating sides each pass

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

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

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

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



Age 12-13

Warm Up 3 • Agility & Coordination: Speed

Sprint

Rest intervals of 20 to 30 seconds between each sprint

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

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

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

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



Shuttle Run

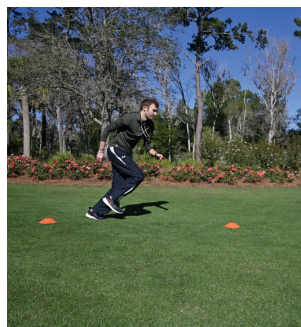
Two parallel lines 20' apart; one tennis ball on line; race to pick up ball and sprint back to start line

Age 7-9: Time for individual improvement

Age 10-11: Time for individual improvement

Age 12-13: Time for individual improvement

Age 14+: Time for individual improvement



Spot Jump/Hop

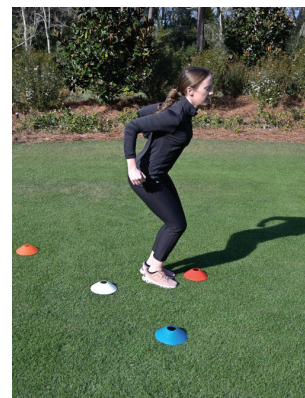
Color cones or spots placed in pattern of 5-point star—one at each point and in center; Start on center spot—Coach calls out colors to jump to quickly; return to center between each color

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

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

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

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



Ladder/Jump

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

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

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

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

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



Warm Up 3 • Agility & Coordination: Footwork

Ladder/Hop-Step

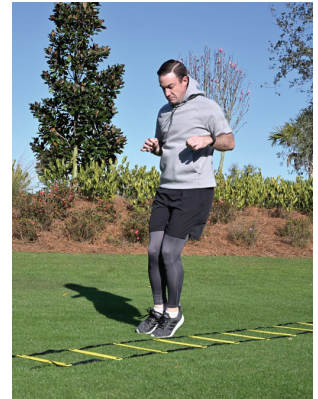
Set up a ladder pattern on the ground

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

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

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

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



Hurdles

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

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

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

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

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



Locomotor 1

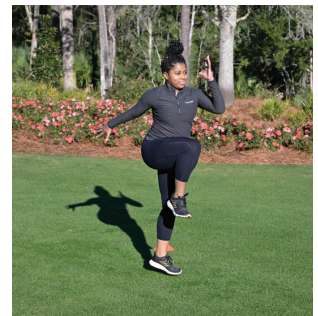
Perform beginning at a medium speed and then quick speed once control of movement is attained

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

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

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

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



Locomotor 2

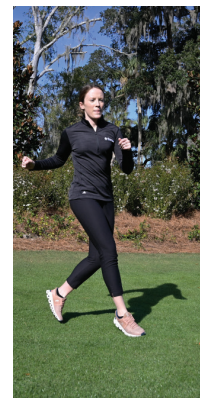
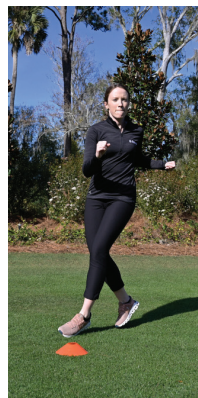
Perform beginning at a medium speed and then quick speed once control of movement is attained

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

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

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

Age 14+: Distance up to 75 ft; Grapevine



Age 12-13

Warm Up 4 • Balance: Body Awareness

Balance Beam

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

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

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

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

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



Floor Stunts

Performed starting from a sitting position

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

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

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

Age 14+: Sit on knees and jump to feet



Standing Stunts

Performed starting from a standing position

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

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

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

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



Dynamic Stunts

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

Age 7-9: Inchworm up to 10 ft.

Age 10-11: Inchworm up to 20 ft.

Age 12-13: Inchworm up to 30 ft.

Age 14+: Inchworm up to 40 ft.



Warm Up 5 • Object Control: Dribble/Kick

Dribble

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

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

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

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

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



Kick

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

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

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

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

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



Pass

Partners work together

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

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

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

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



Punt

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

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

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

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

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



Warm Up 5 • Object Control: Throw/Catch

Throw to Stationary Target

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

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

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

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

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



Throw to Moving Target

6" rubber ball, tennis ball and footballs

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

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

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

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



Catch While Stationary

10" red rubber balls and tennis balls

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

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

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

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



Catch While Moving

10" red rubber balls and tennis balls

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

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

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

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



Warm Up 5 • Object Control: Strike

Short Implement

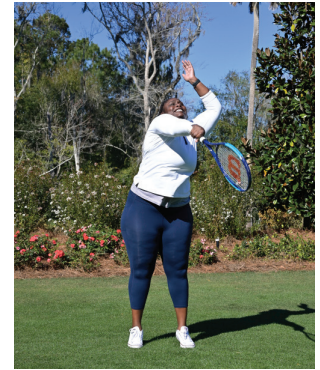
Use full speed

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

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

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

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



Moving Ball

Short implement

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

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

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

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



Stationary Ball

Long implement; Use full speed

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

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

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

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



Moving Ball

Long implement

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

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

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

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



Warm Up • Example: Circuit 1

Strength: Lunge

Age 7-9: Lunge approx. 15 ft.

Age 10-11: Lunge approx. 25 ft.

Age 12-13: Lunge approx. 45 ft.

Age 14+: Lunge approx. 60 ft.

Flexibility & Mobility: Arm Circles

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

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

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

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

Agility & Coordination: Locomotor 1

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

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

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

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

Balance: Balance Beam

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

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

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

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

Object Control: Stationary Ball

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

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

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

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

Warm Up • Example: Circuit 2

Strength: Frog Jumps

Age 7-9: Perform 5 jumps

Age 10-11: Perform 8 jumps

Age 12-13: Perform 10 jumps

Age 14+: Perform 12 jumps

Flexibility & Mobility: Over/Under with Ball

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

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

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

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

Agility & Coordination: Sprint

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

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

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

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

Object Control: Kick

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

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

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

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

Object Control: Throw to Stationary Target

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

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

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

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

Age 12-13

Character Activities



Activity 15.1 • Turning Negative to Positive: Important Goals for Golf

The purpose of this activity is to give players practice turning a negative response or statement into a positive response or statement to help them practice setting positively stated goals that are important to them.

1. Prior to going on the course, players should write down a list of positive and negative statements and take the list with them on the golf course for goals that are important to them.

Examples:

- I hope I don't shoot a high score today.
- I don't want to hit the ball in the bunker.
- I want to avoid hitting the ball into the lake.
- I've got to stop dribbling the ball off the tee.

2. Play the golf course. For each hole, half the group will say a negative statement out loud from the list created before each shot, and half the group will say a positive statement out loud from the list created.
3. After each hole, while waiting to tee off on the next hole, each player should record their score and their feelings about the hole.
4. On the next hole, switch roles. All those who used positive statements now use negative statements and those that were negative now use positive.
5. Alternate holes in this way throughout play.
6. After playing the course, gather as a group to discuss how the statements, both positive and negative, impacted their play or confidence and feelings about their play. If the goals they set were important to them, was it better to use positive or negative statements? Which ones helped them more?

Supplies:

- Golf clubs
- Golf balls
- Tees
- Ball marker
- Divot tool

Activity 15.2: Specific Goals for Putting & Practice

The purpose of this activity is to provide players with opportunities to execute specific goals for putting and practice while maintaining a balanced start and finish. The activity has two parts.

Part 1 – Putting

1. Organize players for a putting activity, using several different putting areas if necessary.
2. Have them attempt two-putts from 20 feet. Give each participant 3 tries, changing where the player putts from each time.
3. Have players keep track of the number of times they picked their target and got the ball into the hole in two putts or less.

Part 2 – Practice

1. Have players engage in a golf activity or game in which they set and make progress toward positive and specific goals within a given amount of time.
 - Pick a target and putt the ball into the hole in two strokes or less from 25 ft.
 - Take a deep breath prior to making a stroke at least 80% of the time while participating in the Ladder Putting Drill
 - Chip 7 out of 10 balls from the fringe within 8 ft. of the flagstick while holding their balanced finish until the ball stops rolling
 - Pick a target and get 5 out of 10 balls out of a greenside bunker
 - Select a different target and use a different club for each of the next 10 shots while holding a balanced finish for 3 seconds after they hit the ball.

Extend the Activity

Coaches can make this activity harder by increasing the number of balls hit out of the bunker or adding a challenge by requiring the ball to stay on the green.

Supplies:

- Pencils
- Clubs
- Balls

Activity 15.3: Goals that are Important to You

1. Begin the lesson by asking players to write down three goals. They can be personal goals, golf-related, or school-related.
2. Coaches should share a personal story about a goal that was important to you. Explain how you pursued the goal despite difficulties because you cared a lot about achieving it. For example, explain how you pursued golf as a sport even though friends tried to get you to forget about it and try out for baseball. You may have a story about a goal you pursued only because someone else pushed you to, until you realized it was not a goal that was important to you. Summarize the reasons why goals should be important to the goal-setter.
 - If the goal was not important to anyone else (family, coaches, friends), would it still be important to me?
 - Am I going for this goal just because someone else wants me to?
 - Is this goal important enough to me that I will work hard to reach it?
3. Allow participants time to review the goals they wrote down on their paper. Ask them whether those dreams and goals are really important to them.
4. Point out that when players are considering whether a goal is important to them, they should remember that many goals are steps toward a bigger goal or dream that really is important to them. For example, if they have goals related to being a good golfer, they may have to work on achieving smaller goals, like being a good putter, chipper, or driving the ball straight and far.
5. Explain that if they answered yes to your question (Yes, the goal is important to me), they are more likely to spend time working on it and get more satisfaction from achieving it. If they answered no, ask them to consider writing a new goal that is important to them.

Supplies:

- Pencils
- Activity handout or sheet of paper

Activity 16.1 • Building Goal Ladders

1. Gather the class around a practice putting green. Explain how to create a goal ladder for a putting goal.
2. Help players build a goal ladder for their own putting goals by identifying possible steps to be taken to achieve the goal of: After two months, I want to two-putt 7 out of 10 times when I practice.
What steps could help you reach this goal?
3. Ask players to suggest possible steps for achieving this goal in two months. Gather responses from players. If you have a whiteboard or easel chart available, write down their responses in any order. Some possible steps could include (in any order):
 - Make sure you set up properly before each putt
 - Get advice from a coach on how to putt
 - Two-putt 3 out of 10 times
 - Two-putt 4 out of 10 times
 - Use the 4Rs to stay cool and do better
 - Practice for at least one hour, three times a week
4. Once players have an idea of goal steps, have them create a goal ladder for a personal putting goal. Details will vary for each participant. Check their work and provide help as needed.
5. Once players complete their putting goal ladder, have them create a goal ladder for chipping, pitching, and full-swing, as well as a goal ladder for a healthy habit of their choosing.
6. If time allows, ask players to read the steps in their ladders. Point out that everyone's ladder does not have to be the same. As an alternative, as players finish, send them to the practice area to start the next activity.

Supplies:

- Paper
- Pencils
- Whiteboard or easel chart (optional)

Activity 16.2 • Working on the Steps for Putting Goal

The purpose of this activity is to provide players with time to work on one or more of the steps in their putting goal ladder.

1. Have players work on one or more of the steps in their putting goal ladders, starting with the lower rungs. Because players will have different ladders and goals, you may have to provide individual coaching and purposeful play and practice activities.
2. Coaches should be available to answer questions and provide help to those who need it. For more advanced players, coaches may assist them in developing their own methods of purposeful practice that will help them achieve one or more steps in their putting goal ladders.

Supplies:

- Putters
- Balls

Activity 16.3 • Goal Ladder for Your Golf Goal

The purpose of this activity is to have players work on one or more of the steps in the goal ladder for their golfing goal on the course.

1. Have players work on one or more of the steps in their golf goal ladders, starting with the lower rungs. Because players will have different ladders and goals, you may have to provide individual coaching and purposeful play and practice activities.
2. Coaches should be available to answer questions and provide help to those who need it. For more advanced players, coaches may assist them in developing their own methods of purposeful practice that will help them achieve one or more steps in their golf goal ladders.
3. It is recommended that coaches have players develop goal ladders around clubface awareness, specifically the direction that their clubface is pointed at impact. For more advanced players, coaches can empower players by allowing them to choose the golf fundamental and factor of influence that they believe will help them improve their game. This will extend this activity to include the concept of setting goals that are important to you.

Supplies:

- Golf clubs
- Golf balls
- Tees
- Ball markers
- Divot tool

Activity 17.1 • 4Rs Practice

The purpose of this activity is to allow players to practice applying the 4Rs (**Relax, Replay, Ready, Redo**) to golf-related situations.

1. Make the point that 4Rs can be used to recenter after a shot. In these situations, you quickly go through the 4Rs to evaluate the shot you just made in order to correct the outcome or store the outcome for later. Use the challenging situations below to help players practice using the 4Rs after experiencing the situation. You can conduct this activity with the full group or players into smaller groups, with a coach and different role-play situations assigned to each group.

Examples of situations:

- A shot that went toward a bunker and may have plugged
 - A shot that lands in the trees
 - A shot that went into a penalty area
 - A shot that is holed out from the fairway
 - The longest drive you've ever hit
 - A shot that hits the green in two on a par 5
2. Set up the situations and ask players to demonstrate how they would use the 4Rs to recenter after hitting a shot. For example: Imagine you are playing in a tournament, and you want to do your best. You hit your ball into the trees off the first tee. How can you use the 4Rs to help recenter and shift your focus to your next shot?

Activity 17.2 • Develop Your Post-Shot Routine

Activity for players to develop their own post-shot routine, using the 4Rs as a guide.

1. Set up a golf skills challenge using the following set up as a guide.
 - Putting:** 9-hole putting assessment with a maximum of 23 strokes with holes set at the following length:
 - Three short holes (4-9 ft.)
 - Three medium holes (10-24 ft.)
 - Three long holes (25-50 ft.)
 - Short Game:** 6-hole up and down challenge with a maximum score of 21 strokes with holes of the following length and low to moderate difficulty:
 - 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 55-75 yards to the middle of the green.
2. Explain the importance of a post-shot routine. This concept is something that many players, including professionals, struggle with, but having a post-shot routine that recenters us allows us to approach each shot from the same mental space.
3. Before completing the skills challenge, have players brainstorm some things they could add to the post-shot routine. Some examples are:
 - a. Cue word or phrase that calms and recenters them
 - b. Extra deep breath
 - c. Physical gesture such as snapping your fingers or making a check mark
 - d. The 10-step rule: after you hit a shot, you have 10 steps to think about it and then you let it go
4. Have players experiment with their post-shot routine on every shot during their skills challenge. Players can explore what works for them and if they want to have the same post-shot routine for every golf skill.
5. After the skills challenge, have players share their post-shot routines with each other, including why they chose to add certain steps. Then, players should write down their post-shot routine so they can continue to practice it.
6. To extend this activity, have players switch post-shot routines with each other, which allows players to experience golf from a different perspective.

Supplies:

- Golf clubs
- Golf balls

Activity 17.3 • Factors Under Your Control

The purpose of this activity is to allow players to practice focusing on those things that are under their control.

1. In a practice area, demonstrate a full-swing, pitch, chip, and putt. Ask players to identify and demonstrate things that are under their control. Examples would include get ready to swing (hold, set up, alignment) and target awareness (positive mental image of the shot).
2. Players should play 9 holes. On odd-numbered holes, they focus on things that they can control such as where they choose to aim the ball, the club they select, using the 4Rs to recenter after a shot, etc.
3. On even numbered holes, have them focus on things beyond their control such as how their opponent is playing, the weather, and an unfortunate lie.
4. At the end of the round, coaches and players come together to discuss which holes they played better on (odd or even), and how they felt when they were focusing on things under their control vs. things that were not.

Supplies:

- Golf balls
- Golf clubs



Activity 18.1 • Practice Using STAR

The purpose of this activity is to allow players to practice applying STAR (**Stop, Think, Anticipate, Respond**) to golf-related situations.

1. Make the point that STAR can be used to make on-the-spot decisions. In these situations, you quickly go through the STAR steps mentally. Point out that such situations come up all the time during a round of golf. You can conduct this activity with the full group or break players into smaller groups, with a coach and different role-play situations assigned to each group. Example situations:
 - a. Risk/reward shot from the fairway
 - b. Shot out of a bunker with a high lip
 - c. Club selection from various distances and conditions
 - d. Playing with another player who is continually cheating
 - e. Faced with a situation that requires you to call a penalty on yourself, even when no one else is around
2. Set up the situations and ask players to demonstrate how they would use STAR to address their situation. For example: You are playing in a tournament, and you want to do your best. Your ball is behind some trees. You can chip out to the fairway or try to hit between the trees to the green. How would you use STAR in this situation?

Activity 18.2 • Develop Your Pre-Shot Routine

The purpose of this activity is to share the value of establishing a pre-shot pattern of behavior, using STAR to prepare for each golf shot and enhance performance.

1. Explain what a pre-shot routine is and that most golfers have one. Typical elements you might mention are:
 - Checking the yardage, the lie, and the wind
 - Selecting a target
 - Picking a club
 - Taking a practice swing to help see and feel the shot they want to make
 - Walking into the shot from behind the ball
 - Taking a deep breath as they take one last look at the target
 - Starting their swing when their eyes come back to the ball (responding to the target)
2. Go through a pre-shot routine for the group, talking through each element. Use STAR as the framework.
3. Explain how a pre-shot routine helps players to keep their focus in the present rather than the past or the future, and can help enhance performance.
4. Have players develop a pre-shot routine of their own, using STAR as a guide.
5. Remind them that a pre-shot routine does not need to be long. It only needs to include what is essential to get their mind clear and their body ready for the shot at hand. Coaches should ask players why they are doing what they are doing, especially if their pre-shot routine appears to take too long or if they are standing over the ball for too long.
6. Have them try hitting some balls two different ways:
 - Hit ball after ball with no pre-shot routine.
 - Go through a pre-shot routine prior to hitting each ball.
 - Have a partner write down each step or motion made in the pre-shot routine. The player should then add what they were thinking about or focused on while making those physical moves.

Supplies:

- Golf clubs
- Golf balls

Activity 18.3 • Building Confidence on the Course

The purpose of this activity is to allow players to combine their pre-shot routine with goal setting by setting process-oriented goals regarding their pre-shot routine.

1. Explain that the best way of achieving success is to set attainable goals and set up a practice plan that helps you master certain skills and abilities. More specifically, confidence can be enhanced by setting goals that are process-focused. We want to practice using certain processes like STAR on a daily basis to improve our confidence.
2. Remind players that STAR stands for Stop, Think, Anticipate, and Respond, and can serve as a pre-shot routine. When we use STAR, we set ourselves up to make good decisions by anticipating possible conflicts so we can respond accordingly. The more situations we experience and respond to in a positive manner, the more confident we become.
3. Practice STAR by playing 9 holes and breaking STAR up into smaller chunks. Focus on Stop and Think the first 3 holes and then Anticipate and Respond for the next 3, and put it altogether on the final 3 holes by using Stop, Think, Anticipate, and Respond as a pre-shot routine.
4. Coaches can bring groups together at the end of the activity and discuss players' rounds and their use of STAR. Some example questions are:
 - a. What was your greatest achievement today?
 - b. What was the biggest challenge today?
 - c. How did STAR help you overcome your challenges?
 - d. How did STAR help make confident decisions?

Supplies:

- Golf course
- Golf balls
- Golf clubs

Activity 19.1 • Differences in Our Game

The purpose of this activity is to recognize and appreciate the differences in how we play our game of golf.

1. Inform players that to appreciate diversity, it is helpful to identify how our own strengths, weaknesses, personal thoughts and attitudes are the same or different than others. In the game of golf, every player has differences in how they play their game.
2. With a partner, have players answer the following questions. For each question, they can write down their responses and discuss their answers with their partner.
 - Are you better at putting or driving the ball?
 - Does it usually take you only one shot to get out of a sand bunker?
 - Do you always go through a pre-shot routine before a stroke?
 - Do you often get angry when you hit a bad shot?
 - Do you get nervous hitting off the first tee when others are watching?
 - What do you enjoy more, competing in a tournament or just playing a round for fun?
 - Do you like to practice and work on getting better?
 - Do you prefer playing golf by yourself or with others?
3. At the end of the round, coaches and players come together to discuss what they learned about their partner and themselves. What can they recognize or appreciate about their differences in their games?

Supplies:

- Partner
- Golf clubs
- Golf balls



Activity 19.2 • Diversity Interview

The purpose of this activity is to help players learn more about one another and appreciate their similarities and differences on and off the course.

1. Players should be matched with another participant who has different physical appearances or different characteristics and mannerisms.
2. While on the course, players will interview each other to determine their similarities and differences. They can ask about:
 - Different customs or holidays the person observes
 - Languages they speak
 - Hobbies and sports they enjoy
 - Interests in music, art, movies
3. Players will discuss what they have learned about each other in the interview and how they might benefit from their differences.
4. If there is time at the end of the golf round, coaches and players can debrief the group on their interview experience and what benefits they discovered in having differences.

Supplies:

- Paper
- Pencils
- Golf clubs
- Golf balls



Activity 19.3 • Diversity Scramble: Follow the Leader

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

1. Help players form four-person teams for a scramble-format play. Try to create teams that reflect varying skill strengths and levels as well as other diverse characteristics such as size, gender, age, personality, or attitude differences, to the extent that you know them (calm and steady, aggressive and risk-taking, cheerful and positive, etc.). The idea is to create teams that benefit from the varying strengths of each team member.
2. Have teams participate in a scramble competition of at least three holes or more if time allows.
3. If more time is available or during follow-up classes, use this core activity and have players team up to play these additional formats which, similar to a scramble format, accentuate the importance of diversity in individuals and their skills and strengths:
 - Rotating Three-Club Scramble: Play scramble format in threesomes or foursomes. However, on each hole, the group must decide which three (and only three) clubs they will play the hole with. The three clubs must be the same for all players in the group.
 - Follow the Leader: A player on each hole is designated the leader, and the rest of the group tries their best to imitate the leader's shot, regardless of the outcome. The group plays a scramble from the leader's ball, so they are always playing their next shot from the leader's ball position. Closest to the leader's ball gets to hit first after the leader and so on.
 - Team Play Golf: Each player is a position player for each hole. On each hole, the roles are: Drive, Approach, Pitch, Chip, and Putt. One person drives, another hits the fairway shots, another hits the ball inside 100 yards, and another putts. Each person grabs one club from the bag to play their portion of the hole. Switch roles after each hole.
4. After the scramble, discuss the results and ask if players enjoyed the game and the team effort. Be sure to include questions that emphasize how individual differences contributed to the team's success.

Supplies:

- Golf clubs
- Golf balls

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

Activity 20.1 • Go-To Team

The purpose of this activity is to have participants build their personal Go-To Team.

1. Have players identify a list of challenges they are facing or might face in the following areas:
 - On the golf course
 - At home
 - At school
2. Ask them to identify members of their Go-To Team for each challenge area: people who could help them deal with challenges on the golf course, at home/outside of golf, and at school. For each Go-To Team member, ask them to write down the person's name, their profession or role, and how they think they might be able to help.
3. Some of the names on their Go-To Teams may be the same. Others will be unique to their particular challenges.
4. Encourage players to contact their Go-To Team members to get assistance with a challenge when it arises.

Supplies:

- Paper
- Pencils

Activity 20.2 • What's My Score? Adding Penalties

The purpose of this activity is to help players get used to applying penalties to their score.

1. Write down the following rule, situations, and penalties on note cards.
 - a. You have hit your ball out-of-bounds. You must take stroke and distance relief by going back to the previous spot and hit again. +1 stroke
 - b. Your ball has landed in a penalty area. Take two club lengths of lateral relief. +1 stroke
 - c. Your ball is next to a tree root. Take relief for an unplayable lie using two club lengths of lateral relief. +1 stroke
 - d. Your ball lands on a cart path. Find your nearest point of relief and take one club length of lateral relief. No penalty
 - e. You move your ball accidentally while removing loose impediments from around your ball in the fairway. Place your ball back on its original position and +1 stroke
 - f. You accidentally tee off in front of the tee markers. Go back and correct your mistake +2 strokes.
Warning: If you choose not to fix your mistake you will be disqualified.
 - g. Your ball landed in standing water. Find your nearest point of relief and take one club length of lateral relief. No penalty
 - h. Your ball has been carried away by a pelican. Replace your ball on its original spot and play again. No penalty
 - i. Your opponent accidentally hits your ball mark on the putting green, and it moves. Replace your ball or ball mark on its original spot. No penalty
 - j. You ground your club in the bunker. +1 stroke
2. Players will play a simulated 9-hole golf round on the driving range. Once per hole, they must draw a card from the pile and apply the penalty accurately to their score.
3. To extend this activity, coaches can have players make their own penalty note cards. This will allow coaches to check for knowledge of and ability to apply penalties by empowering them to make their own decisions.

Supplies:

- Note cards
- Pen
- Score card
- Golf clubs
- Golf balls

Activity 20.3 • Go-To Person

The purpose of this activity is to practice the Ask-Listen-Respond (ALR) model, important skills for being a Go-To Person.

1. Coaches can lead the group in a review of the Ask-Listen-Respond model introduced in the Age 10-11 lessons. Remind participants that a good conversation usually involves the following elements, a process that we call A-L-R:
 - **Ask Questions**
 - **Listen to understand the reply**
 - **Reflect & Respond to the reply**
2. Have players engage in role-play in which they apply active listening skills to a conversation with a friend who is feeling frustrated (or enthusiastic) about his or her game. How would a Go-To Person support and respond in these situations?

On-Course Variation: While playing golf, have players utilize A-L-R while walking between shots.

Supplies:

- Paper
- Pencils
- Golf clubs
- Golf balls
- Scorecards

Age 12-13

Lesson Plans



Lesson Plan 15 • Setting Goals: Process & Purpose

Lesson Intentions:

- Players will discuss how far away their chosen target is.
- Players will learn about goal setting, particularly discussing the Four Guidelines for Setting a Reachable Goal.
- Players will learn about different styles of scoring, such as match play.

Warm Up:

10 Minutes

Players will complete an obstacle course, and set goals for how quickly they want to complete the course. Set up enough stations for 50% of players to be able to run at the same time. Set up “out-of-bounds” lines for certain parts of the activity to start integrating the out-of-bounds rule.

- **Strength:** crab walks, 30 ft. long
- **Flexibility/Mobility:** hula hoop for 50 seconds
- **Agility/Coordination:** hopscotch, 12 rows
- **Balance:** walking on balance line, 30 ft. long
- **Object Control:** throw three different-sized balls to three different-sized targets

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

- Did you have any goals for yourself in these warm ups?
- What are some different ways we can score these warm ups? (time, number of reps, etc.)
- How far do you think you had to walk/crawl/throw during the warm up?



Lead Coach: Katie Harris, First Tee – Greater Dallas

Lesson Length: 90 Minutes

Number of Kids: 16

Skill Level: C

Key Commitment: Pursuing Goals

Golf Skill(s): Putt, Pitch

Golf Fundamental/Factor of Influence: Target Awareness – Distance to Target



Lesson Plan 15

Activity 1: Pitching Challenge

20 Minutes

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

- **Get Ready to Swing:** *Hold:* feels comfortable, hands touch on grip; *Set Up:* explore narrower stance for pitching; *Aim and Alignment:* reinforce clubface to target, body parallel to target

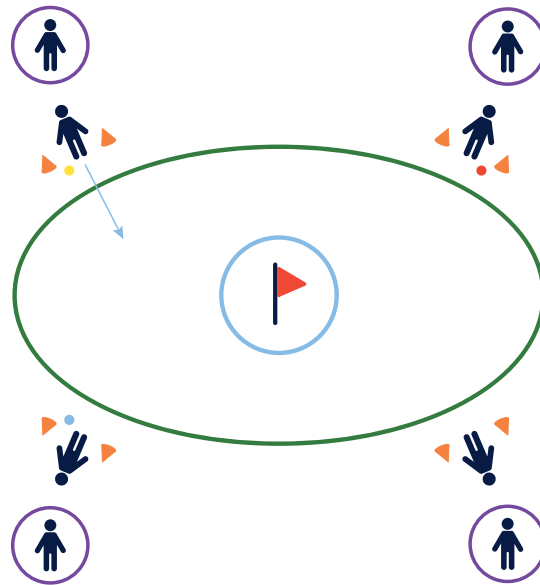
- **Golf Skill:** L-sweep-Y

• **Activity Description:** Using one “green space,” set up a couple different “tees” for shots around the green to one specific target space with an 8 ft. square around it. The distances for these tees should be at least 20-35 yards. Players will partner up and hit one shot each from each set of tees, then transition to the next spot. Each ball hit from a set of tees that stops in the circle is a point. The scoring between partners is a match play structure, depending on the shots hit into the target zone. *Example:* if both players hit into the target zone, they are all square. If one player hits the target zone and the other does not, the first player is 1-up. Coaches can adjust the size of the target zone to create an optimal challenge. In classes with mixed abilities, coaches can create multiple boxes to challenge different skill levels. To extend this activity, coaches should have a range finder and ask players to guess how far they are from the target before giving them an exact answer.

• **Key Commitment Objective:** Players will set goals for themselves using the Four Guidelines for Setting a Reachable Goal.

Equipment:

- Cones
- Flagging tape/ chalk
- Hula hoops
- Colored golf balls
- Range finder (if possible)



Guiding Questions

1. Was it difficult to score your match like that? Did you find it hard to track?
2. Was it easy to guess the distances of your shot? How well did you estimate? Can you always use a range finder?
3. Did setting a goal for yourself help you in your competition?

Lesson Plan 15

Activity 2: Scattershooting

20 Minutes

- **Modeling:** Use a volunteer, assistant coach or player to model:
 - **Get Ready to Swing:** *Hold:* feels comfortable, hands touch on grip; *Set Up:* explore width of stance for putting; *Aim and Alignment:* reinforce clubface to target, body parallel to target
 - **Golf Skill:** Y-putt-Y

- **Activity Description:** Set up as many tees as possible around the hole, between 2-10 ft. from the hole. The more tees, the better. Place the “starting line” off the putting green. This is where all players will start each timed round.

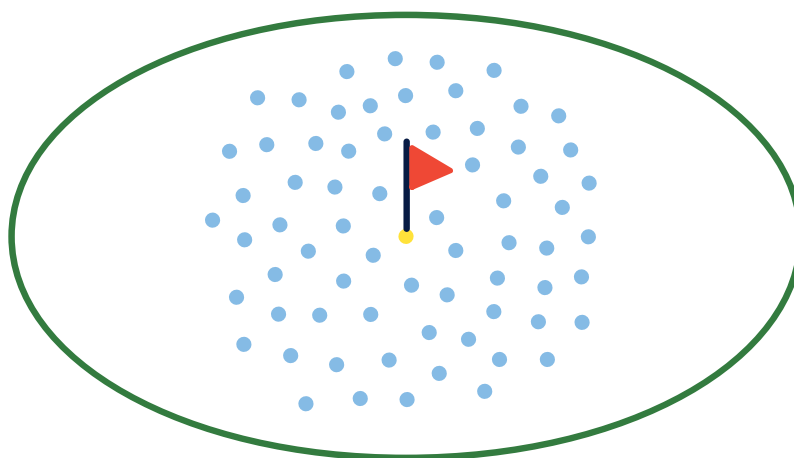
When time starts, players put their ball next to their tee, putt from the tee, and try to hit their ball into the hole. If they make the putt, they can pick up and collect the tee. If they do not, they have to walk back to the start line before trying from a different tee. The player with the most tees at the end wins the 2 min. round.

Each round, change something about the game – remove tees, put colored vs. non-colored tees to make challenging putts more points, have the players pick a color and set their own tees, then they can only go to their color of tees.

- **Key Commitment Objective:** Players will set personal goals toward how many tees they can collect using the four guidelines.
- **Golf Knowledge Objective:** Players will have to process and test the distance from their hitting space to their target, as it will fluctuate from each tee.

Equipment:

- Flagging tape
- Tees
- One golf hole
- A large space on a putting green



Guiding Questions

1. How far is the furthest tee from your target? How far is the closest tee? How can you tell? What are ways of measuring?
2. What was your goal that you created when you learned how to play this game? Did it fit the four guidelines? Was it a different kind of goal?

Lesson Plan 15

Activity 3: Take It to the Course

20 Minutes

Activity Description: Players will partner together for a small match play competition from 150 yards in. Coaches should split groups as close to skill as possible to make it more appropriately challenging.

Wrap Up:

5 Minutes

1. What's the most meaningful guideline to you for setting your goals?
2. How confident are you in your distance measuring ability? What can you use to measure distances to targets?
3. How is match play different from other forms of play in golf?

Guiding Questions

1. How would you create a goal around your play in match play?
2. How far do you think the hole is from where you're starting? How can you find out? (pointing out distance markers along course as available)
3. If you're all square, do you keep playing? Are there playoffs in match play?

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 16 • Getting to your Goal: Plan to Achieve

Lesson Intentions:

- Review Four Guidelines to Setting a Reachable Goal: Positive, Important to them, Specific and Under Their Control.
- Understand how to utilize the Four Guidelines and integrate into steps on a Goal Ladder
- Review and connect elements of Get Ready to Swing, hold, set up, aim & alignment to Clubface Awareness.
- Experience and explore greater Clubface Awareness and centeredness of hit.
- Review that we start a hole from the teeing area and 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 two strokes to their score.

Warm Up:

10-15 Minutes

Set up a circuit of 4-5 stations. (You can make 4 if you make the Balance station double for object control.) Several stations have a centered posture focus and others have a ladder focus.

- **Flexibility/Mobility:** Arm circles forward and backward, small, medium and large. Focus on good posture *centered* over your feet.
- **Agility/Coordination:** Zig-Zag sprints. Place 6 cones in a zig-zag pattern 6 feet apart. Players sprint around the outside of each cone, touching the cone as they go. After the last cone, sprint back to the starting point.
- **Strength:** *Slow* lunges in place. 10 reps on each leg. Maintain a neutral pelvis, chest up and knee extending to *center* of ankle.
- **Balance:** Using one foot, Ladder Hop from one rung to another. Rope, tape or alignment sticks create rungs on the ground in place of an agility ladder.
- **Object Control:** Using the Ladder Hop area (Balance), toss balls progressively up the ladder starting at the first rung. The goal is to get the ball to finish as close to the *center* of each rung as possible. Change difficulty by offering multiple tee boxes or different starting locations for players to choose from. Must stay in the teeing area as they toss.

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

- Where did we focus on the center of something in the warm up? Tie to focus on the center of clubface.
- Where did you have a ladder challenge? For those were ladders on the ground, compare to a ladder standing up. Is the first rung really high, or is it an achievable step?
- If you think about strength, ball control, balance, flexibility or agility, what is one area you would like to improve? (Be specific)
- If you think about the one area you want to improve, what is one (easy) thing you could do? Compare this to the first rung on a ladder, a Goal Ladder.



Lead Coach: Coach PJ, First Tee — Northern Michigan

Lesson Length: 90 Minutes

Number of Kids: 24

Skill Level: A

Key Commitment: Pursuing Goals

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

Golf Fundamental/Factor of Influence: Clubface Awareness: Centeredness of Hit, Direction of Clubface at Impact

Lesson Plan 16

Activity 1: Goofy BOLF (baseball golf)

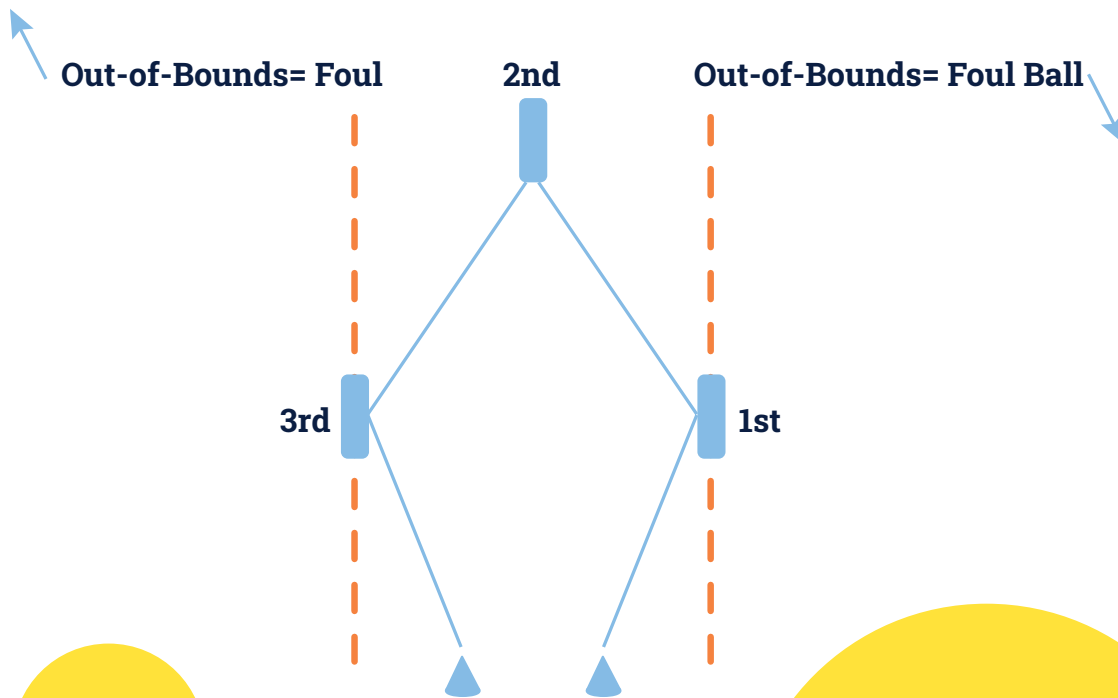
20–25 Minutes

Divide players into two teams. Set up a baseball field with the bases set narrow but deep (see diagram). The Goofy part is that normal Foul Balls are *in* play and balls hit into the normal playing field are *out*! Players will use SNAG type equipment and set up with a “normal” set up for a straight shot. When players swing, they are intentionally opening or closing the clubface at impact in order to hit their ball to the right or left to hit the ball in play. Remember, straight is a foul ball! Coaches can determine if an inning is determined by three outs or all players on a team get one “at bat.”

- **Key Commitment Objective:** Goal is to hit the ball to the right of first base or left of third base.
- **Golf Knowledge Objective:** Ball must be played within the teeing area

Equipment:

- SNAG balls & clubs
- Bases for 1,2,3
- Home cones for home plate tee off
- Safety zone cones



Guiding Questions

1. What do you have to do at impact to make the ball go to the right or to the left?
2. Does having a “goofy grip” (hold extremely strong or extremely weak) change the clubface direction at impact?

Lesson Plan 16

Activity 2: Do-Over Ladder and Full Swing Erase the Line

20 Minutes (10 min. each) | 12 players

- **Modeling:** Use a volunteer, assistant coach or participant to model: (Model during LEARN waiting station.):
 - **Get Ready to Swing:** Review hold and how a player holds the club can change clubface direction at impact.
 - **Golf Skill:** Full Swing with various clubs with focus of square clubface impacting the ball.

- **Activity 1: Do-Over Ladder:** (10 min.) Divide players into two groups, and each group will complete both activities. Each player will warm up with 10 shots progressing from $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, full swing with a short iron (wedge). The goal is to notice how the different distances shots go, like steps on a ladder. Players get two shots at each distance with two additional "Do-Overs."

*LEARN: While first group is playing, Coach will work with the waiting group to demonstrate factors that could change the centeredness of contact at impact. Review hold and balanced start. (If not in a balanced start, players can change their body during the swing and lose center contact at impact.) Rotate. While the second group hits, the coach reviews Hold, balanced start and Do Over Ladder with the first group.

- **Activity 2: Full Swing Erase the Line (10 min.):** Coach will also demonstrate activity to the whole group. Use a tee to scratch a line on the ground (in the grass, or if using mats give players a piece of masking or painter's tape). Place the ball just in front of the line or just behind the line. Try both ways. Use your "mind's eye" to focus your attention on erasing the line with your club as you swing through the ball. Which one helps you make a more centered contact?
- **Key Commitment Objective:** Use the visual of partial to full swing as a visual for a Goal Ladder. Make a First Step Goal for centered ball contact.
- **Golf Knowledge Objective:** Centeredness of hit can be tied to get ready to swing elements and focus at impact.

Equipment:

- Balls
- Tees
- Painter's tape or masking tape if on mats
- Safety zone cones or markings

Lesson Plan 16

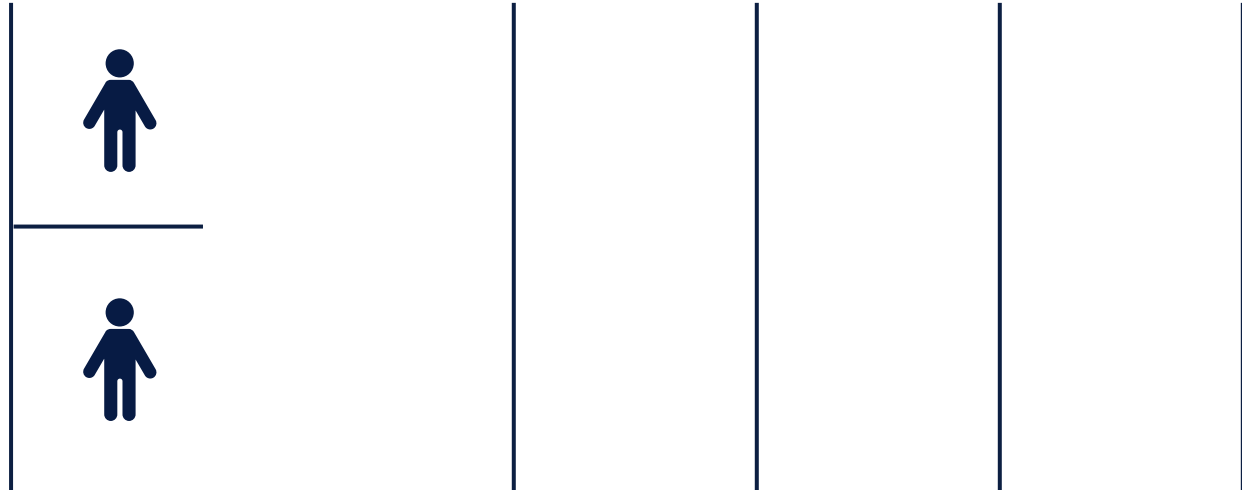
Safety line

1/4

1/2

3/4

Full swing



Guiding Questions

1. When you focus on erasing the line, what did you see at the bottom of your swing?
2. What do you feel when focusing on erasing the line compared with a focus on hitting the ball?
3. How is this impacting your ball striking? The centeredness of your hit?

Lesson Plan 16

Activity 3: 21 Zone Point or Football Pitch & Chip Game

20 Minutes (2 min. model, 5 min. practice, 1-2 min. learn/review, 10 min. play) | 12 players

- **Modeling:** Use a volunteer, assistant coach or participant to model
 - **Get Ready to Swing:** Review narrower stance for pitch shots and how a player can hold down on the club for better control.
 - **Golf Skill:** Pitch or chip to various distance zones focusing on impacting the club in the center of the clubface.

- **Activity Description:**

Practice: Players will wrap a rubber band on both inside edges of scoring lines on the clubface. Players will chip or pitch, practicing impacting the club in the center of the clubface missing the rubber bands. Practice at least two rotations before starting the game. Adjust rubber bands as needed, with experienced players putting the rubber bands closer together, and less experienced players moving them farther apart.

Play: Set up lines on the green for the football game. In the first round, each player must pitch or chip a ball into the first zone (first step on a Goal Ladder) before playing into the second zone and continuing to chip up the ladder. In football terms, each zone represents a first down. You must make a first down before going to second down, etc.

Play: Depending on time, players will pitch or chip into the zones for points. Coach determines which zone you play into for each round. (4th, then 1st, then 3rd, etc.) Players earn points only if their ball goes into the designated zone. No points awarded for balls going into the wrong zone. Play several rounds depending on time.

Add Golf Knowledge by having players properly drop a ball in their teeing area and playing the ball as it lies. They cannot play in front of the tee markers.

- **Key Commitment Objective:** Though there is a distance response element to this, the focus is centeredness of hit. Players will also tie the progression of zones to the progression of a goal ladder. You usually do not make a touchdown in one play!
- **Golf Knowledge Objective:** Play the ball as it lies, teeing ground.

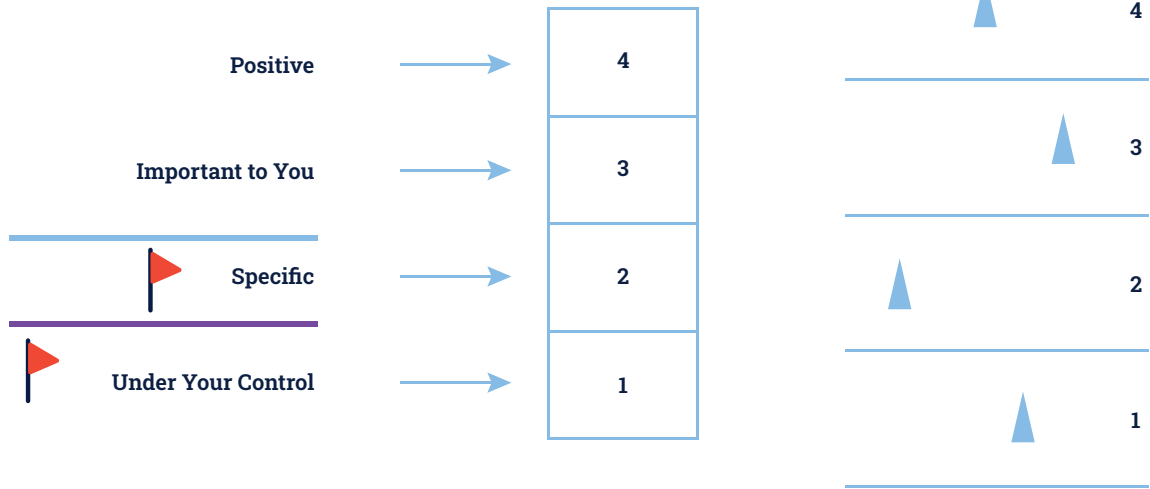
Equipment:

- Rubber bands
- Flagging tape
- String or rope
- Balls
- Cones
- Safety zone equipment
- Signs for each zone level with elements of goal setting. (Positive, Important to you, Specific, Under Your Control)

Lesson Plan 16

Put a rubber band inside the toe-side and heel-side edge of the scoring lines or place masking tape on the clubface to observe centeredness of hit. For the football game, you can add a cone in the center of the area as an additional specific target.

Label Each Zone with factors for Goal Setting:



Different Chip/pitch set ups. Players can experience both or choose, depending on ability.

Guiding Questions

1. What does it feel like to hit with the rubber bands on your club? Look like? Sound like?
2. Reminder to drop the ball before each shot and play the ball as it lies.
3. What do you need to focus on to make a centered ball strike? See the ball hit the center of the club? Feel it? Hear a solid sound?

Lesson Plan 16

Wrap Up:

5 Minutes

1. When you played the Do-Over Ladder game, did the progression of $\frac{1}{4}$ to $\frac{1}{2}$ to $\frac{3}{4}$ to full swing make sense to you? What if the challenge was to mix up the distances? (Full, $\frac{1}{4}$, $\frac{3}{4}$, etc.) How would that change the challenge?
2. What do you think is easier to make: a perfectly centered strike, a $\frac{1}{4}$ chip shot, or a full swing? (compare the $\frac{1}{4}$ shot to a first step on a Goal Ladder)
3. When we think about setting goals, how does the picture of a ladder help you get your mind around creating steps to reach the goal?
4. When you really put your focus on the center of the club when pitching or chipping, what changed about the ball? When you really put your focus on achieving mini-goals or steps on a goal ladder, how might that help you achieve what you want?
5. As a group, create a goal (real or fictitious) and write down the steps, keeping the Four Guidelines for Setting a Reachable Goal in mind.



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 17 • Dealing with Challenges On and Off the Course

Lesson Intentions:

- Participants will be able to state and demonstrate the 4Rs in their post-shot routine.
- Players will learn what to do if their ball moves when they're making a stroke.
- Players will be able to use the 4Rs on and off the golf course.

Warm Up:

10 Minutes

- **Strength:** Hold a plank for one minute. Remind players to **relax** and focus on their breathing to help hold the plank.
- **Flexibility/Mobility:** Touch your toes 10 times and have players hold at the bottom for 5 seconds while breathing in and out your nose to help players **relax**.
- **Agility/Coordination:** Skip for height for 60 feet afterwards. Have players **replay** their performance. Was it what they wanted to do or not?
- **Balance:** Balance on each leg for 30 seconds three times each. After each repetition, players can **replay** their performance before they get **ready to redo!**
- **Object Control:** Dribble a ball in between cones that are 6 feet apart for 60 feet. Have players go through all 4Rs before dribbling the ball back.

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

- Which one of the 4Rs did you use in the warm up?
- How did breathing help you **relax** when you were stretching?
- How does warming up help make us **ready** to play?



Lead Coach: Ali Beam, First Tee — Indiana

Lesson Length: 90 Minutes

Number of Kids: 24

Skill Level: B

Key Commitment: Growing through Challenge

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

Golf Fundamental/Factor of Influence:
Post-Shot Routine: Ideal Emotional Response



Lesson Plan 17

Activity 1: Zone putting

25 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:** Use the 4Rs to manage emotions after outcomes, good or bad. *Bad shots*=emotionally neutral. *Good shots*=amped up, happy, or excited then refocus.
 - **Golf Skill:** Putting
- **Activity Description:** Set up a 9-hole course where players receive points for proximity to the hole. They get 5 points if the ball goes in the hole, 4 points if the ball is within 1 ft., 3 points if the ball is within 3 ft., 2 points if the ball is between 3-5 ft., and 1 point if the ball is more than 5 ft. away. Players will have the opportunity to play the hole more than once. As they play, they should use the 4Rs to decide if they want to play the hole the same way when they come back and **redo** it.
- **Key Commitment Objective:** Putting can be a challenge. Even if the putt misses, a player should watch the putt until it stops to help them get **ready** to **redo** the putt next time.
- **Golf Knowledge Objective:** Introduce players to what happens if their ball moves.

Equipment:

- Cones
- Ball markers
- Putters
- Ball



Short of the hole is zero points

This is one hole but ideally make a 9 hole course



5 points if in the hole

Key

- = ball markers
- = cones (tee markers)

- Between the hole and red marker = 4 points
- Between the hole and green marker = 3 points
- Between the hole and purple marker = 2 points
- Anything past purple is 1 point

Guiding Questions

1. Putting the ball and having it go past the hole is tough. What did you do to manage your emotions?
2. How hard was it to relax when the ball passed the hole?
3. Why is it also important to watch the ball pass the hole?

Lesson Plan 17

Activity 2: Heads-Up Emoji

25 Minutes

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

- **Get Ready to Swing:** Use the 4Rs to manage emotions after outcomes, good or bad. Bad shots=emotionally neutral, good shots=amped up, happy, or excited then refocus.

- **Golf Skill:** Full Swing

• **Activity Description:**

- **10 minutes:** Players will be in pairs. One golfer will be hitting three shots in a row and the other partner will be in the safety zone with a handful of emojis on notecards. Before the golfer hits, they will look back at their partner who will have a card on their forehead. The golfer hitting will need to act out the emoji they see on the card after they hit the ball. If the person with the card guesses the emoji correctly, the team will get a point. Repeat with all three shots and switch places. Golfers must play their ball as it lies (they cannot roll it around to find the best lie to play their shot).

If the player or their caddie **deliberately** causes their ball to move, they must add one stroke to their score.

- **3 to 5 minutes:** Bring the group altogether after 10 minutes of playing the game. Ask which emotions most affected your shots? Which emotions seemed to affect your partner the most? Were they the same or different?

- **10 minutes:** Players will go back to their spots with their partners. This time they will focus on "saving" their positive emotions or "deleting" their negative emotions after each shot. Remind players to go through all 4Rs to help them achieve this.

• **Key Commitment Objective:** Players will learn how different emotions can or will affect someone in challenging situations.

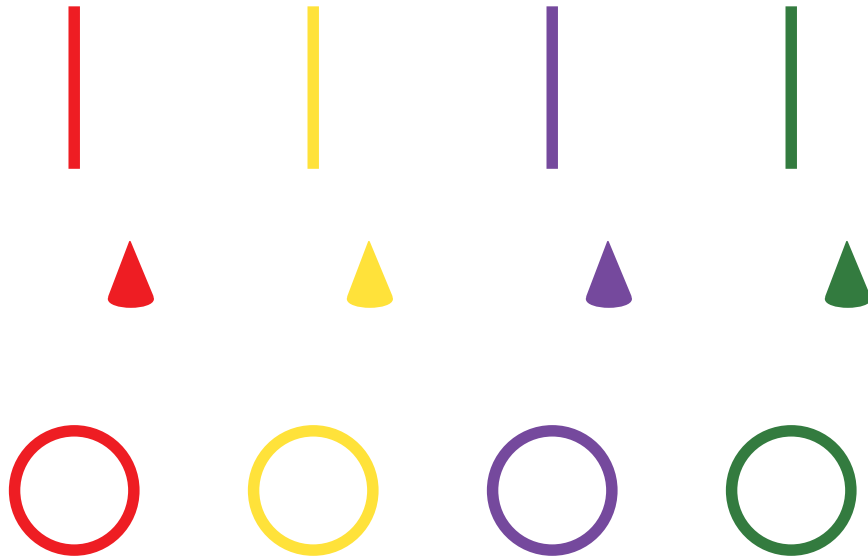
• **Golf Knowledge Objective:** Play the ball as it lies. If you caused the golf ball to move, what happens?

Equipment:

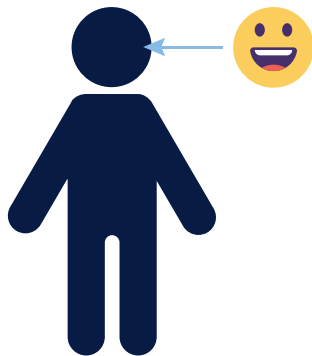
- Emoji cards
- Safety hoops
- Balls
- Clubs
- Cones

Lesson Plan 17

Range set up



Example of the Heads-up cards that participants will place on their foreheads



Examples of different emojis that can be used:



Guiding Questions

1. How did your emotions affect your next shot?
2. How can your emotions affect others around you?
3. What happens if you accidentally move your ball?
4. What happened when you went back to hit balls and had a better idea of how to use the 4Rs in your post-shot routine?

Lesson Plan 17

Activity 3: Take It to the Course – Play Take 2

25 Minutes

Activity Description: On the golf course, play a real hole or a modified hole on a driving range. Holes can be 100-250 yards in length depending on skill level. Each golfer will have two different colored golf balls. They will play one golf ball then they will get to relax, replay, ready and redo that shot with the second golf ball. If needed, they can talk it out with their partner. Remind the golfers that it is their responsibility to identify their own golf ball every time. Play as many holes as time allows.

Wrap Up:

5 Minutes

1. What happens when you have a good post-shot routine?
2. What are different forces that can move your golf ball?
3. Where can you use the 4Rs while you are not playing golf?
4. What can you learn from challenges you might face?
5. Can you think about a time in your past when you have used the 4Rs or a time you could have used the 4Rs?
6. What are some examples of having a good post-shot routine?

Guiding Questions

1. What was the result on the second ball when you were able to replay the shot?
2. How did using the 4Rs help you while playing on the golf course in your post-shot routine?
3. Who is responsible for identifying their own golf ball?
4. What makes your post-shot routine unique compared to others?

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 18 • Embracing Your Identity & Building Your Confidence

Lesson Intentions:

- Players will go through challenges where they will be asked to use and explain how they used STAR.
- Players will discuss what they're mentally going through in their pre-shot routine, and how that can affect their shot.
- Players will learn about the requirements of a proper drop that won't stay in the right space.

Warm Up:

10 Minutes

Players will complete an activity circuit with a coach at each activity station to help communicate the activity.

- **Strength:** frog jumps: 2 min.
- **Flexibility/Mobility:** toe touches, arm circles, jump and turns: 2 min.
- **Agility/Coordination:** ladder jumps: 2 min.
- **Balance:** inchworm race to finish line, 40 ft. away
- **Object Control:** hot potato between partners, backing up slowly over time, restarting close together when dropping

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

- Were there any warm ups you did today where you started with a negative attitude because of your preconceived ideas about your ability to successfully complete the activity?
- Were there any warm ups you were excited to do because you felt confident in your abilities?
- Could you have used STAR at any point during the warm up activities?



Lead Coach: Katie Harris, First Tee — Greater Dallas

Lesson Length: 90 Minutes

Number of Kids: 16

Skill Level: C

Key Commitment: Building Positive Self-Identity

Golf Skill(s): Pitch & Putt

Golf Fundamental/Factor of Influence: Pre-shot routine – mental and emotional aspects



Lesson Plan 18

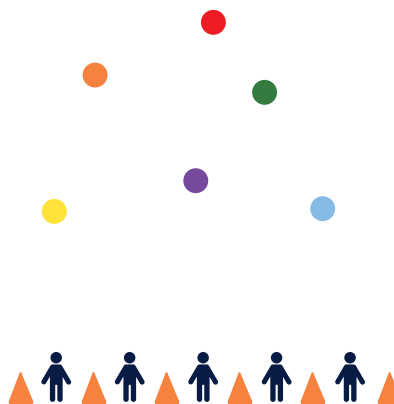
Activity 1: Pitching “Whack-a-Mole”

20 Minutes

- **Modeling:** Use a volunteer, assistant coach or player to model:
 - **Get Ready to Swing:** *Hold:* feels comfortable, hands touch on grip; *Set Up:* explore narrower stance for pitching; *Aim and Alignment:* reinforce clubface to target, body parallel to target
 - **Golf Skill:** L-sweep-Y
- **Activity Description:** Coaches will set up several (6-8) 50-gallon trash containers or a similar container as the targets for the game. Each container should be marked with a different color or number. Containers should be 25-40 yards away from the hitting line and scattered like a whack-a-mole board. Players will line up in a hitting line, and a coach will call a color. Players get one shot to try to hit it into the container. There is no hard set time frame, but players are expected to go through their pre-shot routine using STAR before each shot. They should have the opportunity to hit toward each container multiple times. Whoever whacks the most moles wins. Coaches should be positively affirming the use of STAR throughout the activity.
- **Key Commitment Objective:** Coaches will add positive affirmations as well as the use of STAR between shots to help players make the best choices to move to their next shot towards the “moles”.
- **Golf Knowledge Objective:** Players will need to go through a completely different pre-shot routine every shot they hit, and will be prompted with positive affirmations to add to their pre-shot routines.

Equipment:

- 50-gallon trash cans or a similar target (6-8)
- Colored cloth or numbers to mark targets
- Golf balls
- Tee line
- Safety area



Guiding Questions

1. Did you have the same pre-shot routine every shot you hit to the different holes?
2. Was STAR helpful for you between those shots to the same area of holes?
3. Was there a hole that was easier for you to hit than others? Why do you think that is? Only positive answers!

Lesson Plan 18

Activity 2: Extreme Ladder Putting

20 Minutes

- **Modeling:** Use a volunteer, assistant coach or player to model:
 - **Get Ready to Swing:** Hold: feels comfortable, hands touch on grip; Set Up: explore narrower stance for pitching; Aim and Alignment: reinforce clubface to target, body parallel to target.
 - **Golf Skill:** Y-Putt-Y.
- **Activity Description:** On the putting green, create a thin ladder of twelve 12"x12" boxes in a row, preferably right next to one another. If possible, have enough of these ladders per player so they have their own space.

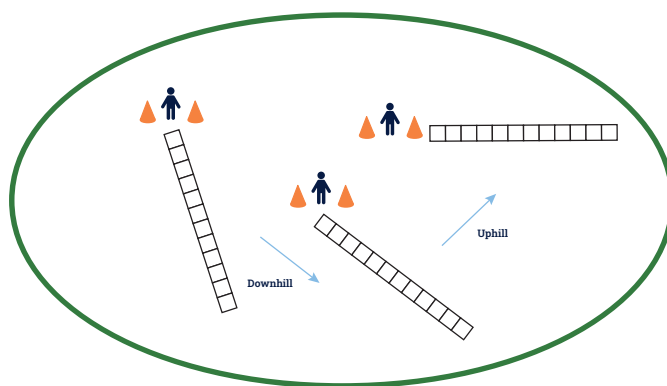
**These ladders should be put on difficult parts of the green.*

Players are meant to climb the ladder one rung at a time. Their ball must stop within each box to complete the ladder. The first player to do so wins. After half of the time has passed, have players switch ladders, which will make them change their mentality. To modify this activity for different skill levels, change the size of the rungs of the ladders.

- **Key Commitment Objective:** Coaches should help players use positive mindsets towards the difficulties of these putts, reaffirming their positive affirmations as they try to make the climb and holding positive conversations to help players with their challenges. Coaches will also help push the use of STAR throughout this activity.
- **Golf Knowledge Objective:** Players should use their full pre-shot routine before each shot to simulate what it would be like to think that the hole is inside one of these small boxes.

Equipment:

- Yarn/tape/chalk
- A green
- Something to simulate a tee box



Guiding Questions

1. What kind of thoughts are you having during your pre-shot routine?
2. What went well? What were some times you needed to use STAR?
3. Did your pre-shot routine change for each putt?

Lesson Plan 18

Activity 3: Take It to the Course

20 Minutes

Activity Description: Players will play a 150-yard hole in pairs, playing a best-ball format. Coaches should pick a hole with a penalty area so that a proper drop can be demonstrated.

Wrap Up:

5 Minutes

1. Why is STAR a helpful strategy to use?
2. What do you think a pre-shot routine is meant to help with? Is it similar to STAR?
3. Can negative thoughts before and after shots affect you physically?
4. How can STAR help you at home? At school?
5. What happens when a dropped golf ball won't stay in the designated area?

Guiding Questions

1. Who drops the golf ball when you hit into a penalty area?
2. Can the ball be dropped closer to the hole?
3. When is it right to re-drop a golf ball?

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 19 • Respecting & Valuing Diversity

Lesson Intentions:

- Participants will be able to appreciate other points of view when they differ from their own.
- Participants will learn to celebrate their differences and learn from each other.
- Participants will respect one another, and know their attitude makes a difference.
- Participants will learn what a loose impediment is and how to properly remove it.

Warm Up:

10 Minutes

This warm up will use all 3 different aspects of a good pre-round warm up (strength, flexibility, and agility). Have all players line up in between the cones (see diagram). Ask a question and call out a strength, flexibility, or agility movement. Depending on the question, the participant will either go left or right doing the movement the coach called out. Below you will find some examples of questions:

If you like red, go left... if you like blue, go right by skipping to the noodles and back to the center.

If you like Tiger Woods, go left... if you like Rickie Fowler, go right by doing inchworms to the noodle then jog back.

If you like Anime, go left... if you like Comics, go right by doing lunges to the noodle and back.

- Can someone tell me one thing they learned about another person?
- Can someone tell me one thing they have in common with another person?
- What did you learn about this warm up?



Lead Coach: Ali Beam, First Tee — Indiana

Lesson Length: 90 Minutes

Number of Kids: 24

Skill Level: B

Key Commitment: Collaborating with Others

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

Golf Fundamental/Factor of Influence:
Distance Response—club selection and Swing Rhythm—swing tempo



Lesson Plan 19

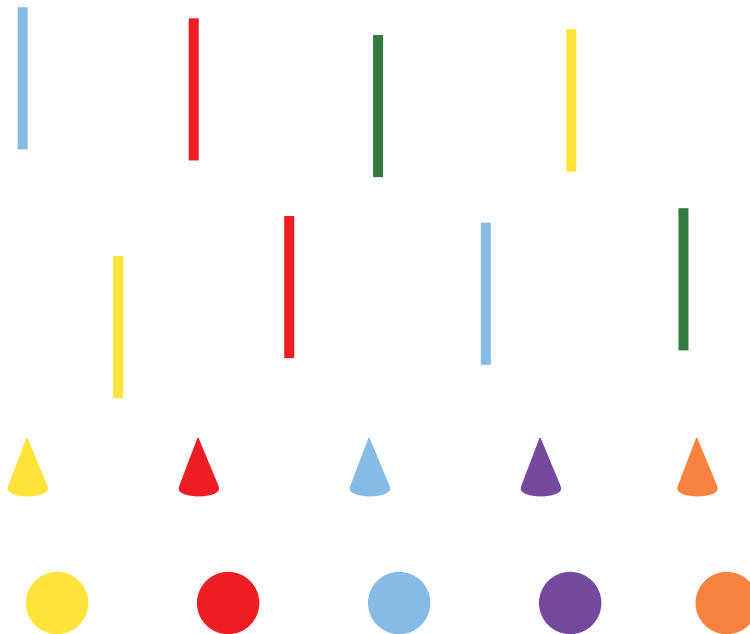
Activity 1: Full Swing – Target Practice

25 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:** *Hold:* feels comfortable, hands touch on grip; *Set Up:* explore narrower stance for pitching; *Aim and Alignment:* reinforce clubface to target, body parallel to target
 - **Golf Skill:** Select different clubs to match the desired distance
- **Activity Description:** Players will work with partners. The player in the safety zone will pick the target and club for the player who is hitting. If the ball goes toward their intended target, the team gets 5 points; 3 points for being within 5 yards of the target; and one point for each attempt. Players will hit 2 shots then switch with their partner.
- **Key Commitment Objective:** Players will work together to call out their target and select their clubs.
- **Golf Knowledge Objective:** What is a movable obstruction?

Equipment:

- Clubs
- Balls
- Cones
- Hoops
- Noodles



Guiding Questions

1. What was it like having someone else pick your club and target?
2. What did you have to change to get your ball to finish at your target if the club your partner selected was not ideal?
3. How did you and your partner work together with your differences?
4. What is considered a movable obstruction?

Lesson Plan 19

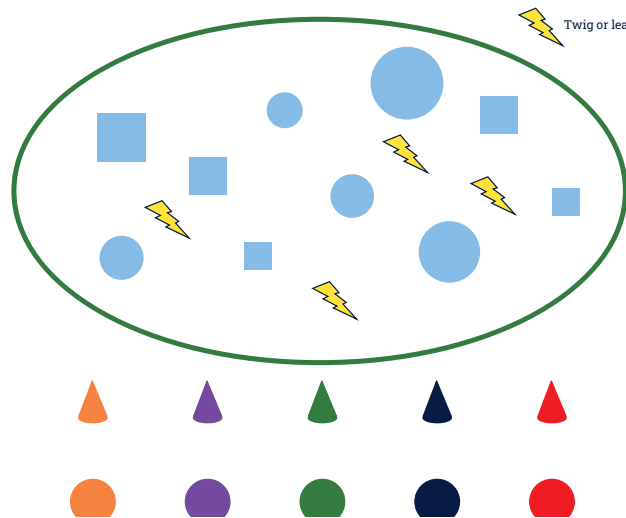
Activity 2: Chip & Pitch Different Ways

25 Minutes

- **Modeling:** Use a volunteer, assistant coach or participant to model:
 - **Get Ready to Swing:** *Hold:* feels comfortable, hands touch on grip; *Set Up:* explore narrower stance for pitching; *Aim and Alignment:* reinforce clubface to target, body parallel to target
 - **Golf Skill:** Select different clubs to match the desired distance and explore hitting the same club different distances.
- **Activity Description:** Participants will be grouped in small groups of 2-3 and will take turns. On the green, there will be 10 different square or circle targets, and each team should have a different color ball. The goal of the activity is for players to experience hitting different clubs to create different shots. Players must work together with their group to decide which club to use to collect a target. Once a ball goes into the target, the team will not be able to use that club again. *Example:* If a player uses a 9 iron to collect a target, the 9 iron is now out of play and the team must use a different club. When setting this activity up, put some twigs and leaves on the green to set up a conversation about loose impediments.
- **Key Commitment Objective:** Participants will have to work together to pick different clubs for different targets. They will need to listen to their partners.
- **Golf Knowledge Objective:** Loose Impediments: Twigs and leaves.

Equipment:

- Cones
- Tape lines
- Different color golf balls
- Clubs



Guiding Questions

1. How did you work together to decide which clubs to use for which target?
2. What did you learn about your partners? Do you like to chip with the same clubs or different ones?
3. What is a loose impediment?

Lesson Plan 19

Activity 3: Take It to the Course

20 Minutes

Activity Description: Players will be playing a 2-person scramble with a partner. Each partner chooses 2 clubs and a putter, but the partners cannot have the same clubs (except a putter). They will have to discuss each other's strengths and weaknesses before they go to the course and figure out the best clubs to take to be successful. While on the golf course ask players to identify movable obstructions.

Wrap Up:

5 Minutes

1. What does it mean to appreciate diversity?
2. In what ways can we value and appreciate similarities and differences on and off the golf course?
3. What is a movable obstruction?
4. Can you describe how it feels to hit the center of the clubface?
5. Did you find it easier to hit the center of the clubface on a chip/pitch or a full swing and why?
6. How can you celebrate diversity and differences?

Guiding Questions

1. How did you figure out which clubs to use?
2. What did you learn about your playing partner?
3. Why is it important to respect and value diversity?
4. What is a movable obstruction?

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 20 • Being a Go-To Person & Building a Go-To Team

Lesson Intentions:

- Review the value of diversity from previous lessons.
- Review and connect elements of Get Ready to Swing (hold, set up, aim & alignment) to Body Balance.
- Experience and explore body balance at start and completion of swings. This may be experienced as weight distribution foot to foot or forward, middle, back portion of each foot.
- Golf Rules: Understand different types of penalty areas. Introduce provisional ball.

Warm Up:

20 Minutes

Crazy Day: Set aside various items you would usually use for warm up activities such as cones, balls, noodles, etc. Divide the group into 5 and assign each group an FMS category (below), a location and an order for play. Each group will create a 1 min. warm up that everyone will do. Give the group 3-4 minutes to create their activity/exercise. Starting at the pre-assigned first exercise, everyone will do each station led by the group that created it. After everyone has done all 5 exercises, each group has 1 min. to designate one person to be their Go-To person for each activity. Once the first Go-To Person has completed the first station, the next Go-To person for their team can start the second station and so on. The groups continue until all 5 stations are completed. This will be a timed event. Everyone in the group must participate! Groups should collaborate to choose the Go-To Person for each exercise so they can get the fastest time.

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

- How did you appreciate the diversity of skills in your group to decide your Go-To Person for each activity?
- If you completed all of the activities as an individual, do you think you could beat the best team time? Why or why not? How can having a person who is skilled in a specific area help a task or challenge?

Equipment:

- A pile of various items that can be used for exercise



Lead Coach: Coach PJ, First Tee – Northern Michigan

Lesson Length: 90 Minutes

Number of Kids: 24

Skill Level: A

Key Commitment: Using Good Judgment

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

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

Lesson Plan 20

Activity 1: Capture the Disc Putting

25 Minutes | 12 players

• **Modeling:** Use a volunteer, assistant coach or player to model: (Model during LEARN waiting station):

- **Get Ready to Swing:** Understand how set up can affect their balance at the start of the swing.

- **Golf Skill:** Putt with focus on weight distribution at start and completion of stroke staying the same. Experiment with weight distribution foot to foot, on heels, and width of stance to achieve a solid balanced base.

• **Activity Description: Capture the Disc Putting**

Play (15 min.): Set up various sized discs or targets on the green for players to putt to, (Capture) while focusing on their balance. Play several rounds, each time the coach will call out the starting balance for players.

Options include: Putt with weight on forward part of feet, weight on heels, more weight on the right foot, more on the left, an unusually narrow stance, and an unusually wide stance. Then use their normal/familiar stance. Players will compare if their weight is the same at the start of their putting stroke and at the end. After experimenting with different starting balance options, players continue using their best option.

Each round consists of one ball, one putt per player. If their ball rolls over a disc, then that player captures the disc and takes it without turning it over.

Coaches will write a quality or character trait on the back of each disc. (This can also be done with cones. Coach writes a character trait on paper that is placed under the cone) Character traits include things a person might want or would not want on their Go-To Team: Responsible, Good Listener, Trustworthy, Know-It-All, etc. Place enough targets that all players have an opportunity to capture a disc or paper. Game ends when all discs have been captured.

Learn (5 min.): Gather together and have players turn the discs over to see the traits on the opposite side. If someone does not have a disc, ask a player with multiple discs to give one away before turning them over. Go through the traits and ask which traits players would most want on their Go-To Team or to have in a Go-To Person. This is a mini wrap up so the lesson-ending wrap up will be short! Ask players about balance in putting and what they discovered.

Play (5 min.): Apply their thoughts on balance to opportunity to play one ball out and keep score for 3 holes (1 short, 1 medium, 1 long). Players determine their own holes.

*** Option: Add a Golf Rule by designating penalty areas within the area of play.

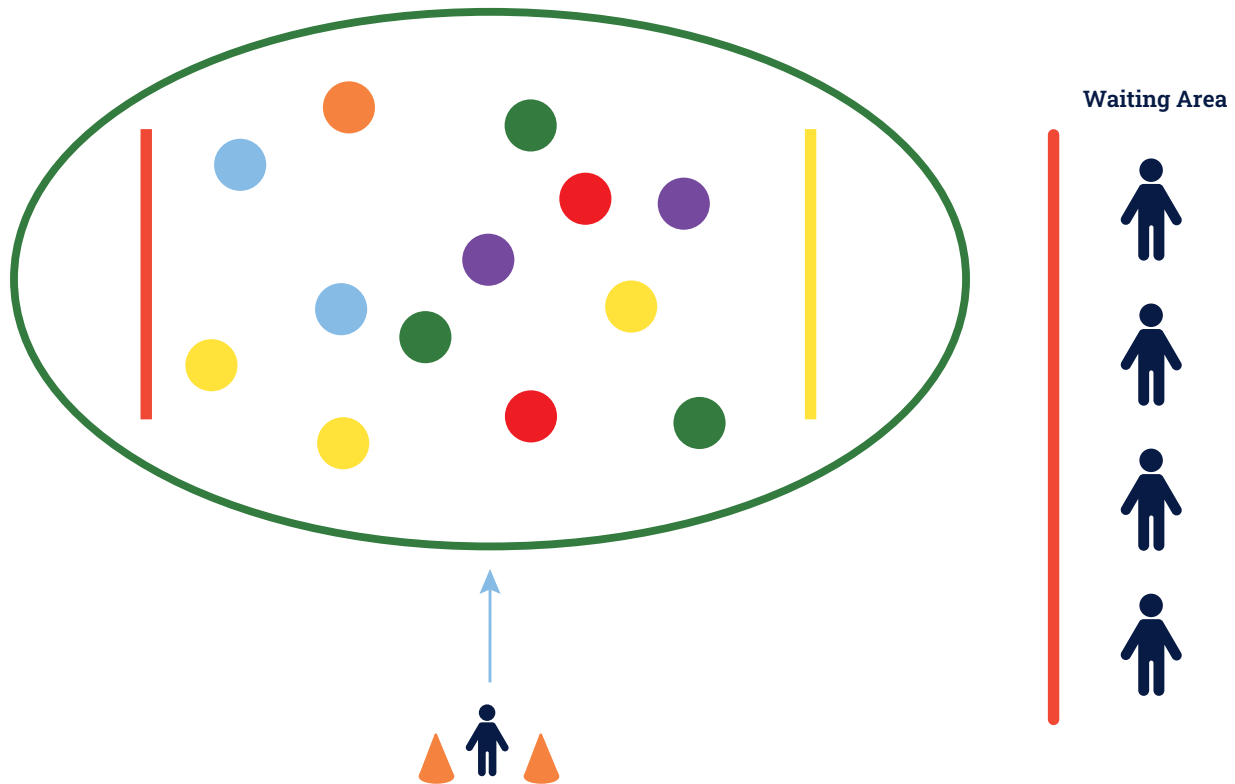
• **Key Commitment Objective:** Players will use good judgment by identifying key character traits of a Go-To Person.

• **Golf Knowledge Objective:** Know your own best starting balance in putting. Penalty Areas.

Equipment:

- Balls
- Cones
- Flagging tape for penalty areas
- Discs
- Pre-written character traits

Lesson Plan 20



Guiding Questions

1. While in the waiting area, close your eyes and hold yourself still in your putting setup. How could this make you more aware of your body balance at setup? What do you notice?
2. During most shots, our body shifts weight as we move through the ball. What is different about putting? Why?
3. In what way does judgment impact selecting different discs to capture?

Lesson Plan 20

Activity 2: Play Golf!

20 Minutes (2 min. model, 8-10 min. Play, 2 min. Learn, 4-6 min. Play)

- **Modeling:** Use a volunteer, assistant coach or player to model:
 - **Get Ready to Swing:** Review narrower stance for pitch shots and wider stance for irons and driver.
 - **Golf Skill:** Experience how a player can change their weight distribution at start (body balance) depending on the shot. Some options to consider include 60/40 or 50/50 weight distribution for short shots and wedges and 40/60 or 50/50 for driver. Weight distribution is described as % of weight target/non target foot.

- **Activity Description:** The intention behind this activity is to create purposeful practice exploring starting weight distribution (balance) using several different clubs. Set up target distances depending upon the general skill level of the players. #1 Short pitch, #2 medium wedge, #3 iron, #4 Fairway/Tee Shot. Players will rotate through all shots while staying at the same station.

Play: Go through one cycle of each person hitting 4-5 shots at both #1 and #2 then rotate with their partner (8-10 shots total before rotating). Rotate again after irons and driver.

Learn: Coach will take 1-2 minutes to discuss Provisional Ball. The area outside of a player's designated fairway will be considered as dense woods. As they practice #4 Driver/Fairway, if a player misses the fairway they could likely lose their ball in the imaginary woods. The player will tell the person in the waiting zone that they are hitting a provisional ball and say the name of the ball and #, (the way they would identify the ball if playing) and then replay their shot.

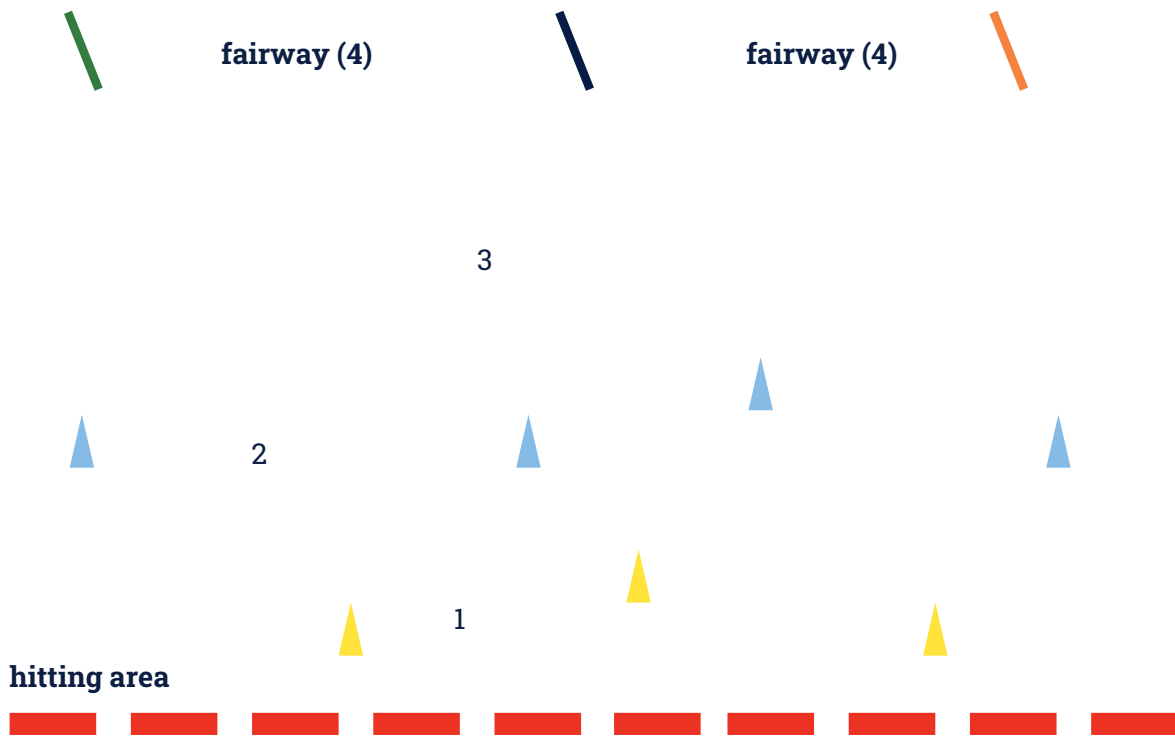
Play: Players will play one ball to each target area as if on a golf course. Start with Fairway shot (#4), if the player misses the fairway they must hit a provisional ball. Then play iron (#3) and their two wedge shots. (#2 then #1) Play several rotations or "holes."

- **Key Commitment Objective:** Determine your best starting balance as you play various shots used on the golf course.
- **Golf Knowledge Objective:** Provisional Ball Rule

Equipment:

- Swim noodles
- Sticks or shafts for noodles
- Balls
- Tees
- Cones
- Safety zone equipment

Lesson Plan 20



Guiding Questions

1. As you explore subtle changes in your balance before you start your swing, what do you notice as a result? Do you find personal preferences?
2. As you experience several types of shots, which do you feel is your strongest one? Could you be a Go-To Person to demonstrate that shot to someone?
3. How are you using judgment when playing shots to #1 and #2 target areas?

Lesson Plan 20

Wrap Up: 5 Minutes

1. Briefly describe a scramble format in golf. If you were on a scramble team, which shot might you be a Go-To Person for the team?
2. If you hit a ball that could be lost, how could playing a provisional ball demonstrate good judgment?
3. What was your experience like starting with different weight distributions on your feet?
4. If you were to toss a ball to a target a few feet away, would you stand the same as someone attempting to throw a ball a great distance? Why or why not?
5. What is one character trait that you would most want to have as a Go-To Person for someone?
6. Connect valuing diversity with the variety of people you might want on a Go-To Team.

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:

