



## Spring Session I – Week 1 Lesson Plan

### Caddie Level (Ages 7-9)

#### Lesson Intentions

**Key Commitment/Game Changing Behavior:** Collaborating with Others/I Show Kindness, Consideration, and Care for Others

**Golf Fundamental/Factor of Influence:** Distance Response/Get Ready to Swing

#### Lesson Elements

**Warm-Up Categories (include at least three):** • [Strength](#) • [Flexibility & Mobility](#) • [Agility & Coordination](#) • [Balance](#) • [Object Control](#)

- [Example Warm Up Circuits](#)

**Core Lesson Title:** Welcome to First Tee: Let's Work Together (Coach Prep Pgs. 13-14)  
Understand the impact of their words & actions and can show respect & courtesy to themselves, others, and their surroundings.

#### Wrap-Up Questions (ask at least three):

- What does collaborating well with others look, sound or feel like?
- Why are respect and courtesy important on the golf course? At school? At home?
- What are some ways we can have a positive impact with our words and actions?
- What golf skills did you learn today?
- What did you learn about the parts of the golf course?
- What does a proper handshake consist of?

#### Lesson Activities & Rule(s) of Golf

**Putting:** [String Putting](#)

**Chipping:** [Chipping Skee Ball](#)

**Full-Swing:** [Open Practice](#)

#### Golf Rule 1.1: The Game of Golf

Golf is played in a **round** of 18 (or fewer) holes on a **course** by striking a ball with a club. Each hole starts with a **stroke** from the **teeing area** and ends when the ball is **holed** on the **putting green** (or when the Rules otherwise say the hole is completed). For each stroke, the player must a) play the course as they find it and, b) play the ball as it lies.



## Spring Session I – Week 2 Lesson Plan

### Caddie Level (Ages 7-9)

#### Lesson Intentions

**Key Commitment/Game Changing Behavior:** Using Good Judgement/I Respect Rules in Golf and in Life

**Golf Fundamental/Factor of Influence:** Target Awareness/What are Targets and learn to Aim

#### Lesson Elements

**Warm-Up Categories (include at least three):** • [Strength](#) • [Flexibility & Mobility](#) • [Agility & Coordination](#) • [Balance](#) • [Object Control](#)

- [Example Warm Up Circuits](#)

**Core Lesson Title:** I Can Be Responsible: Respecting the Rules! (Coach Prep Pgs. 16-17)  
Golfers Understand that demonstrating responsibility and respecting rules is a way of showing good judgement

#### Wrap-Up Questions (ask at least three):

- What are some examples of responsible actions and good choices?
- How can you show personal responsibility?
- How can you demonstrate responsibility on the golf course
- What did you learn about aiming?
- Why is it important to take turns on the golf course?
- What are the parts of the golf club?

#### Lesson Activities & Rule(s) of Golf

**Chipping:** [3 Club Chipping](#)

**Pitching:** [Pitching Basketball](#)

**Full-Swing:** [Open Practice](#)

#### Golf Rule 1.2: Conduct

All players are expected to play in the spirit of the game by:

Acting with integrity – for example, by following the Rules, applying all penalties, and being honest in all aspects of play.

Showing consideration to others – for example, by playing at a prompt pace, looking out for the safety of others, and not distracting the play of another player.

Taking good care of the course – for example, by replacing divots, smoothing bunkers, repairing ball-marks, and not causing unnecessary damage to the course.



## Spring Session I – Week 3 Lesson Plan

### Caddie Level (Ages 7-9)

#### Lesson Intentions

**Key Commitment/Game Changing Behavior:** Using Good Judgement/I am Honest With Myself and Others

**Golf Fundamental/Factor of Influence:** Distance Response/Size or Length of Swing

#### Lesson Elements

**Warm-Up Categories (include at least three):** • [Strength](#) • [Flexibility & Mobility](#) • [Agility & Coordination](#) • [Balance](#) • [Object Control](#)

- [Example Warm Up Circuits](#)

**Core Lesson Title:** Making Good Choices: Doing the Right Thing (Coach Prep Pgs. 19-20)  
Golfers Understand the Importance of Honesty and Integrity in the game of Golf and Life

#### Wrap-Up Questions (ask at least three):

- What does being honest look like?
- Is Integrity something you, or something you do?
- How do players demonstrate honesty and integrity while playing golf?
- If your ball does not go the distance you wanted, what can you change?
- What did you learn about keeping score today?
- How do you know you finished a hole?

#### Lesson Activities & Rule(s) of Golf

**Putting:** [Climb the Ladder](#)

**Chipping:** [Tic Tac Toe Chipping](#)

**Full-Swing:** [Through The Gate](#)

#### Golf Rule 3.3a: Stroke Play

The player who completes all **rounds** in the fewest total **strokes** (including strokes made and penalty strokes) is the winner.

In a handicap competition, this means the fewest total net strokes.



## Spring Session I – Week 4 Lesson Plan

### Caddie Level (Ages 7-9)

#### Lesson Intentions

**Key Commitment/Game Changing Behavior:** Collaborate With Others/I Respect Other Perspectives, Especially When They Are Different From Mine

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

#### Lesson Elements

**Warm-Up Categories (include at least three):** • [Strength](#) • [Flexibility & Mobility](#) • [Agility & Coordination](#) • [Balance](#) • [Object Control](#)

- [Example Warm Up Circuits](#)

**Core Lesson Title:** I'm a Good Sport: Being a Team Player (Coach Prep Pgs. 22-23)  
Golfers understand the Importance of Sportsmanship and being a good sport

#### Wrap-Up Questions (ask at least three):

- What does good sportsmanship look and sound like?
- What are some examples of poor sportsmanship, and what could a player say or do instead?
- How does being a good sport help you collaborate with others?
- How do rules make games fair and fun for everyone?
- What does it mean to play the ball as it lies?
- Why is important to keep your clubs clean?

#### Lesson Activities & Rule(s) of Golf

**Bunker Play:** [Bunker Hill Splash](#)

**Chipping:** [Over & Under](#)

**Full-Swing:** [Open Practice](#)

#### Golf Rule 8.2: Playing as it lies

A player also must not deliberately take any actions to alter any such other physical conditions to affect: a) where the player's ball might go or come to **rest** after their next stroke or a later stroke, or b) where the player's ball **at rest** might go or come to rest if it moves before the stroke is made (for example, when the ball is on a steep slope and the player is concerned that it might roll into a bush).



## Spring Session I – Week 5 Lesson Plan

### Caddie Level (Ages 7-9)

#### Lesson Intentions

**Key Commitment/Game Changing Behavior:** Building Positive Self-Identity/Develop Self-Confidence, Discover Your Capabilities

**Golf Fundamental/Factor of Influence:** Develop a Routine/Aim & Alignment

#### Lesson Elements

**Warm-Up Categories (include at least three):** • [Strength](#) • [Flexibility & Mobility](#) • [Agility & Coordination](#) • [Balance](#) • [Object Control](#)

- [Example Warm Up Circuits](#)

**Core Lesson Title:** Developing Confidence: I Can Do It!(Coach Prep Pgs. 25,27)

Golfers understand that developing self-confidence is a process, and failing often comes before success.

#### Wrap-Up Questions (ask at least three):

- What are you good at? How did you become good at doing those things?
- Why do you think believing that “You Can” is important?
- How can you help others develop their own self-confidence
- How can having self-confidence help you in golf and in life?
- What are some things you learned on the course today?
- Which golf skills did you use today

#### Lesson Activities & Rule(s) of Golf

**Putting:** [Around the World](#)

**Chipping:** [Leapfrog](#)

**Full-Swing:** [Check Point Charlie](#)

#### Golf Rule 13.1: The Putting Green

This Rule allows the player to do things on the putting green that are normally not allowed off the putting green, such as being allowed to mark, lift, clean and replace a ball and to repair damage and remove sand and loose soil on the putting green. There is no penalty for accidentally causing a ball or ball-marker to move on the putting green.



## Spring Session I – Week 6 Lesson Plan

### Caddie Level (Ages 7-9)

#### Lesson Intentions

**Key Commitment/Game Changing Behavior:** Using Good Judgement/Making Good, Showing Discernment

**Golf Fundamental/Factor of Influence:** Distance Response/Size or Length of Motion

#### Lesson Elements

**Warm-Up Categories (include at least three):** • [Strength](#) • [Flexibility & Mobility](#) • [Agility & Coordination](#) • [Balance](#) • [Object Control](#)

- [Example Warm Up Circuits](#)

**Core Lesson Title:** Using Good Judgement and Making Smart Decisions (Coach Prep Pgs. 25,27)  
Golfers can use this understanding and appreciation to make informed decisions while playing golf, such as making decisions to avoid hitting their ball into penalty areas or out-of-bounds.

#### Wrap-Up Questions (ask at least three):

- What type of questions do you have to make at home? At school? On the golf course?
- Why do you think it can be hard to make decisions?
- What does responsible decision-making look like?
- How do you practice making smart decisions?
- What is the difference between a chip and a pitch?
- Which golf skills did you use today?

#### Lesson Activities & Rule(s) of Golf

**Pitching:** [Hit Your Beat](#)

**Chipping:** [One Hit Wonder](#)

**Full-Swing:** [Open Practice](#)

#### Golf Rule 18.2: Ball Lost or Out of Bounds

A ball is **lost** if not found in three minutes after the player or their caddie begins to search for it. If a ball is found in that time but it is uncertain whether it is the player's ball:

The player must promptly attempt to identify the ball and is allowed a reasonable time to do so, even if that happens after the three-minute search time has ended. This includes a reasonable time to get to the ball if the player is not where the ball is found. If the player does not identify their ball in that reasonable time, the ball is **lost**.



## Spring Session I – Week 7 Lesson Plan

### Caddie Level (Ages 7-9)

#### Lesson Intentions

**Key Commitment/Game Changing Behavior:** Pursuing Goals/I am learning from both my achievements and setbacks.

**Golf Fundamental/Factor of Influence:** Target Awareness/Distance To Target

#### Lesson Elements

**Warm-Up Categories (include at least three):** • [Strength](#) • [Flexibility & Mobility](#) • [Agility & Coordination](#) • [Balance](#) • [Object Control](#)

- [Example Warm Up Circuits](#)

**Core Lesson Title:** On Your Mark, Get Set, Goals (Coach Prep Pgs. 32-33)

Participants learn that the process of pursuing goals is important because there is much to learn from achievements and setbacks

#### Wrap-Up Questions (ask at least three):

- Why is it important to set goals and work toward achieving them
- What are some examples of poor sportsmanship, and what could a player say or do instead?
- How does being a good sport help you collaborate with others?
- How do rules make games fair and fun for everyone?
- What does it mean to play the ball as it lies?
- Why is important to keep your clubs clean?

#### Lesson Activities & Rule(s) of Golf

**Chipping:** [Knock Out Chipping](#)

**Pitching:** [Frogger](#)

**Full-Swing:** [Open Practice](#)

#### Golf Rule 7.2: How To Identify a Ball

A player's ball at rest may be identified in any one of these ways:

- By the player or anyone else seeing a ball come to rest in circumstances where it is known to be the player's ball.
- By seeing the player's identifying mark on the ball, but this does not apply if an identical ball with an identical identifying mark is also found in the same area.
- By finding a ball with the same brand, model, number and condition as the player's ball in an area where the player's ball is expected to be, but this does not apply if an identical ball is in the same area and there is no way to know which one is the player's ball.



## Spring Session I – Week 8 Lesson Plan

### Caddie Level (Ages 7-9)

#### Lesson Intentions

**Key Commitment/Game Changing Behavior:** Growing through Challenge/Developing Resilience

**Golf Fundamental/Factor of Influence:** Clubface & Ball Contact/Grip, Aim, Align – Pace of Play

#### Lesson Elements

**Warm-Up Categories (include at least three):** • [Strength](#) • [Flexibility & Mobility](#) • [Agility & Coordination](#) • [Balance](#) • [Object Control](#)

- [Example Warm Up Circuits](#)

**Core Lesson Title:** Play with Perseverance: Commit Don't Quit (Coach's Prep Pg. 35-37)  
Participants will understand the importance of persevering through challenges and struggles

#### Wrap-Up Questions (ask at least three):

- What does it mean to persevere?
- What does it feel like after you persevere through something difficult?
- How have you grown through challenges?
- How can you make sure you maintain pace of play?
- What is a tee time?
- Which golf skill requires you to persevere the most? Which is easy for you?

#### Lesson Activities & Rule(s) of Golf

**Putting:** [Battleship Putting](#)

**Chipping:** [Over and Under](#)

**Full Swing:** [Check Point Charlie](#)

#### Golf Rule 5.3a: Starting and Ending the Round

A player's round starts when the player makes a stroke to start their first hole.

The player must start at (and not before) their starting time:

- This means that the player must be ready to play at the starting time and starting point set by the Committee.
- A starting time set by the Committee is treated as an exact time
- If the starting time is delayed for any reason there is no breach of this Rule if the player is present and ready to play when the player's group is able to start.