



Spring Session I – Week 1 Lesson Plan
Pathfinder Level (Ages 13+) 21.1

Lesson Intentions

Key Commitment/Game Changing Behavior: Collaborating With Others/I Respect Other Perspectives.

Golf Fundamental/Factor of Influence: Body Balance/Get Ready To Swing: Grip, Aim, Stance, Align

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 **C.A.R.E** to Resolve Conflicts (*Coaches' Prep Pg. 24-28, 75-76*)

Describe the **C.A.R.E** approach to Conflict Resolution. CARE stands for:

Communicate

Actively Listen

Review Options

End With a Win-Win Solution (Or better understanding)

Wrap-Up Questions (ask at least three):

- Why Is It Important to have the Ability to deal with interpersonal conflicts?
- What is the **C.A.R.E** approach
- In what ways can you apply **C.A.R.E** outside of First Tee
- Which golf skill is the easiest for you to start, stay, and finish in balance? Which is the hardest?
- What are some things you can do to help yourself swing in balance?

Lesson Activities & Rule(s) of Golf

Putting: [Balanced Putting](#)

Chipping: [Capture The Flag](#)

Full-Swing: [Balanced 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
Pathfinder Level (Ages 13+) 22.1

Lesson Intentions

Key Commitment/Game Changing Behavior: Growing Through Challenge/I Can Dig Deep and Overcome Adversity

Golf Fundamental/Factor of Influence: Swing Rhythm/Swing Sequence

Lesson Elements

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

- [Example Warm Up Circuits](#)

Core Lesson Title: Learning From Failure – Get Rid of the Fear (*Coaches' Prep Pgs. 29-33,79*)
Introduce The Golfers To the term “**F.A.I.L**”

First Attempt In Learning

Let them know that it is **OK** to fail at something – it is the bridge to learning and getting better.
Introduce them to “**Failing Forward**”

Wrap-Up Questions (ask at least three):

How can a failure be a **First Attempt In Learning**?

What does it mean to “**Fail Forward**”?

What can you learn from failing at something or overcoming adversity

What is the proper swing sequence?

What are some things that can get your swing out of sequence?

Lesson Activities & Rule(s) of Golf

Putting: [Starting Block](#)

Chipping: [Goal Ladder Game](#)

Full-Swing: [50 Ball Drill](#)

Golf Rule 5.4: Playing in Groups

a. Match Play

During a round, the player and opponent must play each hole in the same group.

b. Stroke Play

During a round, the player must remain in the group set by the Committee, unless the Committee approves a change either before or after it happens.



Spring Session I – Week 3 Lesson Plan
Pathfinder Level (Ages 13+) 23.1

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/Grip, Target, 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: Different Types of Goals (*Coaches Prep Pgs. 34-38, 82-83*)

Talk to the Golfers about setting **Goals**

- Why We Set **Goals**
- Guidelines For Setting Reasonable **Goals**
- Talk About the Different Types of **Goals** – See Pg.35

Wrap-Up Questions (ask at least three):

- Why do we set **Goals**?
- What is the difference between process, performance, and outcome **Goals**?
- What can you learn from the process of setting and working toward your **Goals**?
- How is **target awareness** related to other golf fundamentals you gave learned?
- What should you do if your opponent accidentally steps on your ball?

Lesson Activities & Rule(s) of Golf

Putting: [Climb The Ladder](#)

Chipping: [Hit The Noodle](#)

Full-Swing: [Aiming For a Full Swing](#)

Golf Rule 7.2: How to Identify 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 (see Rule 6.3a), 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 4 Lesson Plan
Pathfinder Level (Ages 13+) 24.1

Lesson Intentions

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

Golf Fundamental/Factor of Influence: Clubface Awareness/Centeredness of Hit

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 Trust You – Are You Trustworthy? (*Coaches' Prep Pgs. 43-46, 86*)

Being **Trustworthy** is a quality that people value and look for. To be it you must:

- Live with Integrity – Morally Upright
- Be Honorable
- Being fair in all sense of the word.

Wrap-Up Questions (ask at least three):

- What does it mean to be **Trustworthy**?
- What are some qualities of **Trustworthy** people?
- Why is it important to listen to your intuition and trust your instincts as a go-to person?
- Why is clubface awareness important?
- When can you play two balls on a hole?

Lesson Activities & Rule(s) of Golf

Putting: [Faces](#)

Pitching: [Clockwork Pitching](#)

Full-Swing: [Goal Posts](#)

Golf Rule 20.1c: Playing Two Balls When Uncertain What to Do.

A player who is uncertain about the right procedure while playing a hole may complete the hole with two balls without penalty:

- The player should choose which ball will count if the Rules allow the procedure used for that ball, by announcing that choice to their marker or to another player before making a stroke.
- If the player does not choose in time, the ball played first is treated as the ball chosen by default.
- The player must report the facts of the situation to the Committee before returning the scorecard, even if the player scores the same with both balls. The player is disqualified if they fail to do so.



Spring Session I – Week 5 Lesson Plan
Pathfinder Level (Ages 13+) 25.1

Lesson Intentions

Key Commitment/Game Changing Behavior: Building Positive Self-Identity/I Feel Safe To Be Myself

Golf Fundamental/Factor of Influence: Ball Flight/Trajectory and Curvature

Lesson Elements

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

- [Example Warm Up Circuits](#)

Core Lesson Title: Who Are You – I’m Me and You are You! (*Coaches’ Prep Pgs. 47-51 89*)

Knowing one’s self is the first step in building a positive self-image. Some questions you can ask yourself in order find just who **YOU** are:

- When you look in the mirror, who do you see?
- What is Unique about you? It can be anything about yourself (IE: Not limited to appearance)
- What motivates and inspires you?
- What do you value?

Wrap-Up Questions (ask at least three):

- How can understanding more about yourself help you have a positive self-identity
- What are some ways you can uncover more about your likes and interests
- What are some Unique qualities about yourself that you are proud of?
- What are unique qualities you see in others that inspire you?
- In what ways might you change and grow throughout your life?

Lesson Activities & Rule(s) of Golf

Putting: [Track Putting](#)

Chipping: [Add The # Chipping](#)

Full-Swing: [Front, Middle, Back](#)

Golf Rule 15.3a: Ball or Ball-Marker: a. Ball on Putting Green Helping Play

If a player reasonably believes that a ball on the putting green might help anyone’s play (such as by serving as a possible backstop near the hole), the player may:

Mark the spot of the ball and lift it under Rule 13.1b if it is their own ball, or if the ball belongs to another player, require the other player to mark the spot and lift the ball (see Rule 14.1).

The lifted ball must be replaced on its original spot (see Rule 14.2).



Spring Session I – Week 6 Lesson Plan
Pathfinder Level (Ages 13+) 26.1

Lesson Intentions

Key Commitment/Game Changing Behavior: Pursuing Goals/I Am Excited To Grow and Learn
Golf Fundamental/Factor of Influence: Pre-Shot Routine/Post-Shot Routine.

Lesson Elements

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

- [Example Warm Up Circuits](#)

Core Lesson Title: Building an Initial Game Plan (*Coaches' Prep Pgs. 52-56, 93*)

At the end of the lesson, participants should be able to understand how **visualization** is a tool they can use on and off the course.

Wrap-Up Questions (ask at least three):

- How can **visualization** be used as an effective tool on and off the golf course?
- How can a **Game Plan** help you work toward your individual goals?
- What can you begin doing now to actively work toward your future plan?
- How can a pre-shot routine help you prepare for your shot?
- How can a post-shot routine help you plan for future shots?

Lesson Activities & Rule(s) of Golf

Putting: [Sharks and Minnows](#)

Chipping: [Memory](#)

Full-Swing: [50 Ball Drill](#)

Golf Rule 17.2a: Options for Ball in Penalty Area - When Ball Is in Penalty Area

A ball is in a penalty area when any part of the ball:

- Lies on or touches the ground or anything else (such as any natural or artificial object) inside the edge of the penalty area, or
- Is above the edge or any other part of the penalty area.



Spring Session I – Week 7 Lesson Plan
Pathfinder Level (Ages 13+) 15.1

Lesson Intentions

Key Commitment/Game Changing Behavior: Pursuing Goals/I Understand The Process and Purpose of Goal Setting

Golf Fundamental/Factor of Influence: Target Awareness/Distance Response

Lesson Elements

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

- [Example Warm Up Circuits](#)

Core Lesson Title: Turning Negative to Positive! (Ages 12-13 *Coaches' Prep Pgs. 19-25,77*)

Prior to Starting Class – Golfers should come up with a list of positive and negative goals that they set for themselves.

As they go through the class, the golfers should think about how their goal impacted their play.

Wrap-Up Questions (ask at least three):

- Why are goals important
- What can you learn from the process of setting and working towards your goal?
- What are some areas (other than the hole) that could be your target?
- What is an Intermediate Target?
- What is the General Area?
- What Match Play Terms did you learn today.

Lesson Activities & Rule(s) of Golf

Putting: [Silver Dollars](#)

Chipping: [Hit The Noodle](#)

Full-Swing: [Aiming For a Full Swing](#)

Golf Rule 2.2a: Defined Areas of the Course – The General Area

The general area covers the entire course. It is called the “**general area**” because:

- It covers most of the course and is where a player’s ball will most often be played until the ball reaches the putting green.
- It includes every type of ground and growing or attached objects found in that area, such as fairway, rough and trees.



Spring Session I – Week 8 Lesson Plan
Pathfinder Level (Ages 13+) 17.1

Lesson Intentions

Key Commitment/Game Changing Behavior: Growing Through Challenge/I Can Dig Deep When Things Get Tough

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

Lesson Elements

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

- [Example Warm Up Circuits](#)

Core Lesson Title: Learning The Four R's (Ages 12-13 *Coaches' Prep Pgs. 32-36,83*)

Teach Participants about using the **4 Rs** to be critical of their efforts:

- **Relax** – Breath and shake off the shot
- **Replay** – Replay what happened in your mind. What did you want to happen?
- **Ready** – Think about what you need to do next time and prepare yourself
- **Redo** – This is where you physically or mentally imagine yourself doing it better

Wrap-Up Questions (ask at least three):

- How can the **4 Rs** be applied to your post-shot routine?
- How might you apply the **4 Rs** to situations outside of First Tee?
- What can you learn from challenges you face?
- Who is responsible for identifying your golf ball
- When should you use a post-shot routine?
- What's unique about your post-shot routine?

Lesson Activities & Rule(s) of Golf

Putting: [Yardstick Putting](#)

Chipping: [Capture The Flag](#)

Full-Swing: [Open Practice](#)

Golf Rule 7.1a: How to Fairly Search for Ball - Reasonable Actions to Find and Identify Ball

A player is responsible for finding their ball in play after each stroke. The player may fairly search for the ball by taking reasonable actions to find and identify it, such as:

- Moving sand and water
- Moving or bending grass, bushes, tree branches and other growing or attached natural objects, and also breaking such objects, but only if such breaking is a result of other reasonable actions taken to find or identify the ball.