



**Spring Session 2 – Week 1 Lesson Plan
Junior Level (Ages 10-12)**

Lesson Intentions

Key Commitment/Game Changing Behavior: Collaborating with Others/I know that my attitude and how I treat others have an impact

Golf Fundamental/Factor of Influence: Distance Response/Size of Motion and Club 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: Meeting and Greeting with A-L-R (Coaches' Prep pgs 17,19)

Participants can state, understand the meaning of A-L-R, and can demonstrate how to use it in a golf setting and away from the course

- Asking Questions
- Listening to understand the replay
- Reflect and Respond to the reply

Wrap-Up Questions (ask at least three):

- What are the five steps for meeting someone new?
- In what other areas of your life could using the five steps for meeting someone new be helpful?
- Why is it important to ask open-ended questions?
- What does it mean to listen to understand?
- What did you learn about chipping and pitching with different clubs?
- How many clubs can you have in your bag?

Lesson Activities & Rule(s) of Golf

Putting: [1-6](#)

Chipping: [Knockout Chipping](#)

Full-Swing: [Through the gate](#)

Golf Rule: Rule 3.1b: How Players Compete: Playing as an Individual or as Partners

Golf is played either by individual players competing on their own or by partners competing together by their side.



Spring Session 2– Week 2 Lesson Plan 10.2
Junior Level (Ages 10-12)

Lesson Intentions

Key Commitment/Game Changing Behavior: Growing through Challenge/I can dig deep when things get tough

Golf Fundamental/Factor of Influence: Body Balanced/Balanced Finished

Lesson Elements

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

- [Example Warm Up Circuits](#)

Core Lesson Title: Checking Your Attitude (Coaches Prep pgs 23,24,78)

At the end, Participants will understand that attitude impacts enjoyment and performance

Wrap-Up Questions (ask at least three):

- What does grit mean to you?
- How can the Three Tips for Developing Grit help you on and off the golf course?
- Is it easier to think positive thoughts or negative thoughts? Why?
- How can you show grit away from First Tee?
- Why is it important to ask help in golf and in life?
- What happens if you are late for your tee time?

Lesson Activities & Rule(s) of Golf

Putting: [Yard Stick Putting](#)

Chipping: [3 club chipping](#)

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

Golf Rule: Rule 5.7: When You May or Must Stop Play

During a *round*, you must not stop play **except** in these cases:

- The **Committee** suspends play.
- You believe there is danger from lightning, in which case you must report to the **Committee**.
- In *match play*, you and your *opponent* may agree to stop play for any reason, **except** if doing so delays the competition.



Spring Session 2 – Week 3 Lesson Plan 11.2
Junior Level (Ages 10-13)

Lesson Intentions

Key Commitment/Game Changing Behavior: Using Good Judgement/I have the courage to do what's right, even when it's hard.

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: Testing Your Cool (Coaches Prep pgs 28,29,82)

Participants understand how these 2Rs can be applied to learning and playing golf.

Wrap-Up Questions (ask at least three):

- How can you relax on the course or in between shots?
- What is your replay routine?
- How can emotional control help you play a better game of golf?
- How do we measure distance in golf?
- What did you learn about hitting targets that are close? Far away?
- How do we aim towards our target?

Lesson Activities & Rule(s) of Golf

Putting: [Draw Back Putting](#)

Chipping: [Up and Over](#)

Full-Swing: [Sweet Spot magic & Through the Gate](#)

Golf Rule: Rule 9.7: Ball or Ball-Marker Must Be Replaced

If your *ball-marker* is lifted or moved in any way (including by *natural forces*) before your ball is *replaced*, you must either:

- **Replace** your ball on its original spot (which if not known must be estimated), or
- Place a *ball-marker* to *mark* that original spot.



Spring Session 2 – Week 4 Lesson Plan 12.4
Junior Level (Ages 10-12)

Lesson Intentions

Key Commitment/Game Changing Behavior: Building Positive Self-Identity/I am finding my self-confidence

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

Lesson Elements

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

- [Example Warm Up Circuits](#)

Core Lesson Title: Personal Par at Home or School (Coaches' Prep pgs 38,39, 88)

Participants recognize the value of self-confidence and how it contributes to Building Positive Self-Identity

Wrap-Up Questions (ask at least three):

- How will you use personal par while playing golf?
- How can you use personal par away from the golf course, at home, or at school?
- What does it mean to be confident?
- How can you grow your self-confidence?
- When and where can you clean your golf ball?
- In which golf swing is it easiest to control the direction of the clubface?

Lesson Activities & Rule(s) of Golf

Putting: [Capture the Prize](#)

Chipping: [Frogger](#)

Full-Swing: [Full Swing Goal Posts](#)

Golf Rule: Rule 17.1: Relief for Ball in Penalty Area

If a player's ball is in a **penalty area**, including when it is **known or virtually certain** to be in a **penalty area** even though not found, the player has these relief options, each for **one penalty stroke**.



Spring Session 2 – Week 5 Lesson Plan 13.2
Junior Level (Ages 10-12)

Lesson Intentions

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

Golf Fundamental/Factor of Influence: Club Selection and Body Balance

Lesson Elements

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

- [Example Warm Up Circuits](#)

Core Lesson Title: See That Shot (Coaches' Prep Pgs 43,44, 91)

Participants will understand the difference between short-term and long-term goals

Wrap-Up Questions (ask at least three):

- What is the difference between a dream and a goal?
- What is the difference between a short-term and long-term goal?
- Why are goals important to have?
- What can you do today to start to make your dream a reality?
- How does having a balanced finish help you control distance?
- In which golf skill (Putt, Chip, Pitch, or Full swing) is it easier to control distance and/or balance?

Lesson Activities & Rule(s) of Golf

Putting: [Dodgeball Putting](#)

Chipping: [21 Chipping](#)

Full-Swing: [G-O-L-F](#)

Golf Rule: Rule 7.4: If a player **accidentally** moves his or her ball while searching for it:

- The player gets **no penalty for causing it to move**, and
- The ball is **always replaced**; if the exact spot is not known, the player will **replace the ball on the estimated original spot** (including on, under or against any attached natural or man-made objects which the ball had been at rest under or against).



Spring Session 2– Week 6 Lesson Plan 14.2
Junior Level (Ages 10-12)

Lesson Intentions

Key Commitment/Game Changing Behavior: Collaborating with Others/I show kindness, consideration, and care for others

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

Lesson Elements

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

- [Example Warm Up Circuits](#)

Core Lesson Title: Diversity in Golf (Coaches' Prep pgs 48,49, 96)
Participants will be able to demonstrate an appreciation of diversity

Wrap-Up Questions (ask at least three):

- What is diversity?
- How can you demonstrate an appreciation for diversity?
- How can diversity and our differences be strengths?
- Why does collaborating with others depend on our ability to value and appreciate diversity?
- What should you do if hit the wrong ball?
- How does the direction of your clubface affect where your ball goes

Lesson Activities & Rule(s) of Golf

Putting: [Clock Putting](#)

Chipping: [Memory](#)

Full-Swing: [Open Practice](#)

Golf Rule: Rule 18.3: When Provisional Ball Is Allowed

If your ball might be *lost* outside a *penalty area* or *be out of bounds*, to save time you may play another ball provisionally under penalty of *stroke and distance*. **But** if you are aware that the only possible place your original ball could be *lost* is in a *penalty area*, a *provisional ball* is not allowed and a ball played from where the previous *stroke* was made becomes your ball *in play* under penalty of *stroke and distance*.



**Spring Session 2– Week 7 Lesson Plan
Junior Level (Ages 10-12)**

Lesson Intentions

Key Commitment/Game Changing Behavior: Growing through Challenge/I am discovering my inner strength

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: Dealing with Challenges On and Off the Course (Age 12-13 Coaches' Prep pgs 32,33)

Participants will be able to state the 4Rs and understand how to apply it to their post-shot routines

- **Relax**
- **Replay**
- **Ready**
- **Redo**

Wrap-Up Questions (ask at least three):

- 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?
- When should you use a post-shot routine?

Lesson Activities & Rule(s) of Golf

Putting: [Around the World](#)

Chipping: [Darts Pitching](#)

Full-Swing: [Over and Under](#)

Golf Rule: Rule 7.3: Lifting Ball to Identify it

If a ball might be a player's ball but cannot be identified as it lies:

- The player may lift the ball to identify it (including by rotating it), **but:**
- The spot of the ball must first be **marked**, and the ball must not be cleaned more than needed to identify it (except on the **putting green**) (see **Rule 14.1**).



**Spring Session 2– Week 8 Lesson Plan
Junior Level (Ages 10-12)**

Lesson Intentions

Key Commitment/Game Changing Behavior: Building Positive Self-Identity/I am discovering what I'm capable of

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

Lesson Elements

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

- [Example Warm Up Circuits](#)

Core Lesson Title: Embracing Your Identity and Building Your Confidence (Coaches' Prep pgs 41,42)

Participants understand what it means to be a Game Changer and recognize that they are developed daily, not in a day.

Wrap-Up Questions (ask at least three):

- How can your unique talents and abilities contribute to your success on the course?
- How can your 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?
- Is your pre-shot routine the same for every shot?
- Why might your pre-shot routine change from shot to shot?

Lesson Activities & Rule(s) of Golf

Putting: [Croquet Putting](#)

Chipping: [Practice Like Payne](#)

Full-Swing: [Mark your Mark](#)

Golf Rule: Rule 12.2b: Restrictions on Touching Sand in Bunker

Before making a **stroke** at your ball in a **bunker**, you must not deliberately touch sand in the **bunker** with your hand, a club or rake or any other object to test the condition of the sand and learn information for your next **stroke**, or Touch sand in the **bunker** with your club