



**Spring Session II – Week 1 Lesson Plan
Pathfinder Level (Ages 13+)**

Lesson Intentions

Key Commitment/Game Changing Behavior: Collaborating With Others/I Understand Our Personal Impact

Golf Fundamental/Factor of Influence: Distance Response/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: Our Impact on The World and Those Around Us. (*Coaches' Prep Pgs. 24-28, 77*)

At the end of the lesson, golfers should be able to identify other types of conflict situations in their lives'.

Wrap-Up Questions (ask at least three):

- Why is important to have the ability to deal with interpersonal conflicts?
- How does conflict resolution support your collaboration with others?
- Which golf skill is the easiest for you to start, stay, and finish in balance? Which is the hardest?
- How does changing the amount of energy or speed you use to hit the ball affect your balance?
- What are some things you can do to help yourself swing?

Lesson Activities & Rule(s) of Golf

Putting: [CROQUET Putting](#)

Chipping: [Chipping Bowling](#)

Full-Swing: [3 L's](#)

Golf Rule 1.3b: Playing By The Rules: Applying Them

Players are responsible for applying the Rules to themselves:

- Players are expected to recognize when they have breached a Rule and to be honest in applying their own penalties.
- If a player knows that they have breached a Rule that involves a penalty and deliberately fails to apply the penalty, the player is disqualified.
- If two or more players agree to ignore any Rule or penalty they know applies and any of those players have started the round, they are disqualified (even if they have not yet acted on the agreement).



**Spring Session II – Week 2 Lesson Plan
Pathfinder Level (Ages 13+)**

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 & Dealing with Adversity (*Coaches' Prep Pages 29-33,80*)

After this lesson, golfers should understand the value of a growth mindset when dealing with adversity and failure.

Wrap-Up Questions (ask at least three):

- What can you learn from the failing at something or overcoming adversity?
- What are some strategies you can use to help you overcome adversity?
- What is the proper swing sequence?
- What are some things that can get your swing out of sequence?
- How does swing temp affect swing sequence?
- How do you keep your best tempo for each golf skill?

Lesson Activities & Rule(s) of Golf

Putting: [Balanced Putting](#)

Pitching: [Hit Your Beat](#)

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

Golf Rule 6.2b: Playing Ball from Teeing Area – Teeing Area Rules

A ball is in the teeing area when any part of the ball touches or is above any part of the teeing area.

The player may stand outside the teeing area in making the stroke at a ball in the teeing area. The ball must be played from either:

- A tee placed in or on the ground,
- The ground itself.

For purposes of this Rule, the “ground” includes sand or other natural materials put in place to set the tee or ball on.



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

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: Remember Why We Set Goals (*Coaches Prep Pgs. 34-38, 84*)

Remind golfers why setting goals is important:

- Goals help you **measure your growth**.
- Goals allow you to **take ownership of your learning and growth**.
- Goals help you **stay focused and motivated**.
- Goals **challenge and teach you**.
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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 have learned?
- What should you do if your opponent accidentally steps on your ball?

Lesson Activities & Rule(s) of Golf

Putting: [Cow Pasture Pool](#)

Chipping: [Over/Under](#)

Full-Swing: [Open Practice](#)

Golf Rule 18.3a: Provisional Ball – When a Provisional Ball is Allowed

If a ball might be lost outside a penalty area or be out of bounds, to save time the player may play another ball provisionally under penalty of stroke and distance (see Rule 14.6). This includes when:

The original ball has not been found and identified and is not yet lost,

A ball might be lost in a penalty area but also might be lost somewhere else on the course, or

A ball might be lost in a penalty area but might also be out of bounds.



**Spring Session II – Week 4 Lesson Plan
Pathfinder Level (Ages 13+)**

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: Trust Yourself and Your Intuition (*Coaches' Prep Pgs. 43-46, 87*)

Before you can begin to trust others, you need to be able trust yourself.

Coaches should created different situations where players must follow their intuition and make choices.

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?
- What can you do when your ball comes to rest on the wrong green?
- Why is clubface awareness important?

Lesson Activities & Rule(s) of Golf

Putting: [Faces](#)

Chipping: [It's All About The Club](#)

Full-Swing: [Open Practice](#)

Golf Rule 13.1f: Actions Allowed on Putting Greens – Wrong Green

Any part of the player's ball touches a wrong green or lies on or in anything (such as a loose impediment or an obstruction) and is inside the edge of a wrong green, or

A wrong green physically interferes with the player's area of intended stance or area of intended swing.

Relief Must Be Taken. When there is interference by a wrong green, a player must not play the ball as it lies.

Instead, the player must take free relief by dropping the original ball or another ball in this relief area



**Spring Session II – Week 5 Lesson Plan
Pathfinder Level (Ages 13+)**

Lesson Intentions

Key Commitment/Game Changing Behavior: Building Positive Self-Identity/I Am Discovering What I Am Capable Of.

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: Identifying Your Personal Qualities! (*Coaches' Prep Pgs. 47-51, 90*)

After the lesson, golfers should be able to identify qualities or traits within themselves that they can use to help them adapt to different situations that they may come across.

Introduce them to **Adaptive Skills**.

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?
- In what ways might you change and grow throughout your life?
- How do you take relief from an embedded ball?

Lesson Activities & Rule(s) of Golf

Putting: [Lag It In](#)

Chipping: [Target Selection Chipping](#)

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

Golf Rule 16.3a: Embedded Ball – When Relief is Allowed

If the ball is embedded on the putting green, the player may mark the spot of the ball and lift and clean the ball, repair the damage caused by the ball's impact, and replace the ball on its original spot.



**Spring Session II – Week 6 Lesson Plan
Pathfinder Level (Ages 13+)**

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: Planning For The Future: Career Aspirations(*Coaches' Prep Pgs. 52-56, 93*)
After this lesson Golfers should be able to create a rudimentary plan for their future – and where golf lies in it. (College, Trade School, Hobby, Sport).

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: [Balanced Practice](#)

Chipping: [Memory](#)

Full-Swing: [Open Practice](#)

Golf Rule 18.3a: Provisional Ball – When it is allowed

If a ball might be lost outside a penalty area or be out of bounds, to save time the player may play another ball provisionally under penalty of stroke and distance. This includes when:

- The original ball has not been found and identified and is not yet lost,
- A ball might be lost in a penalty area but also might be lost somewhere else on the course, or
- A ball might be lost in a penalty area but might also be out of bounds.



**Spring Session II – Week 7 Lesson Plan
Pathfinder Level (Ages 13+)**

Lesson Intentions

Key Commitment/Game Changing Behavior: Pursuing Goals/I Am Excited to Grow and Learn

Golf Fundamental/Factor of Influence: Distance Response/Swing Rhythm-Tempo

Lesson Elements

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

- [Example Warm Up Circuits](#)

Core Lesson Title: Goals: A Plan of Action! (*Coaches' Prep Pgs. 19-25,80*)

Instruct Golfers in creating a **goal ladder** – a plan for them to achieve their goals
By the end of the lesson, golfers should be able to understand how a plan can help them achieve their goals.

Wrap-Up Questions (ask at least three):

- Why do you need a plan to reach their goals?
- Why should you start with the most simple and basic step first in your goal ladder?
- What can you learn from the process of climbing your goal ladder?
- Why is order of play important in match play?
- When can you switch out your golf ball?

Lesson Activities & Rule(s) of Golf

Putting: [Lag It In](#)

Chipping: [Goal Ladder Game](#)

Full-Swing: [Home Run Derby](#)

Golf Rule 6.4b: Order of Play When Playing Hole: After All Players Have Started a Hole.

The ball that is farthest from the hole should be played first.

If two or more balls are the same distance from the hole or their relative distances are not known, the ball to be played first should be decided by agreement or by using a random method.

There is no penalty if a player plays out of turn



**Spring Session II – Week 8 Lesson Plan
Pathfinder Level (Ages 13+)**

Lesson Intentions

Key Commitment/Game Changing Behavior: Building a Positive Self-Identity/I Am Finding my Self Confidence

Golf Fundamental/Factor of Influence: Clubface Awareness/Pre-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: You! You're a **S.T.A.R** (*Coaches' Prep Pgs. 41-45,86*)

Teach Golfers to Utilize the **S.T.A.R** method.

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

Wrap-Up Questions (ask at least three):

- 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?
- 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?

Lesson Activities & Rule(s) of Golf

Putting: [Track Putting](#)

Chipping: [Clockwork Pitching](#)

Full-Swing: [Open Practice](#)

Golf Rule 2.1: When Ball Is in Bunker

A ball is in a bunker when any part of the ball:

- Touches sand on the ground inside the edge of the bunker, or is inside the edge of the bunker and rests
- On ground where sand normally would be (such as where sand was blown or washed away by wind or water)
- In or on a loose impediment **Loose Impediment:** Any unattached natural object such as; movable obstruction, abnormal course condition or integral object that touches sand in the bunker or is on ground where sand normally would be.