



**Summer Session – 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: Actively Listening (Coaches' prep pgs 17, 75)
Participants will practice active listening and listening to understand

Wrap-Up Questions (ask at least three):

- 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?
- What did you learn about different types of penalties?

Lesson Activities & Rule(s) of Golf

Putting: [Lag it in](#)

Chipping: [Darts Pitching](#)

Full-Swing: [Call Your Shot](#)

Golf Rule: Rule 4.1b: Limit of 14 Clubs; Sharing, Adding or Replacing Clubs During Round

You must not start a **round** with more than 14 clubs or have more than 14 clubs during the **round**. If you start a **round** with **fewer** than 14 clubs, you may add clubs during the **round** up to the 14-club limit. When you become aware that you are in breach of this Rule by having more than 14 clubs, you must immediately take the excess club or clubs out of play, using the procedure in **Rule 4.1c**.



**Summer Session – Week 2 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: Body Balance/Balanced Finish

Lesson Elements

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

- [Example Warm Up Circuits](#)

Core Lesson Title: Recognizing Grit (Coaches Prep pgs 23, 80)

Participants will be able to develop and demonstrate grit in a golf setting as they face and grow through challenges

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?
- Why is it important to ask for help in golf and in life?
- What happens if you are late for your tee time?
- How can you show grit away from First Tee?

Lesson Activities & Rule(s) of Golf

Putting: [Bank Shot](#)

Chipping: [Bunker collects the Tees](#)

Full-Swing: [Stance Ladder](#)

Golf Rule: Rule 5.7b: What You Must Do When Committee Suspends Play

Immediate Suspension (Such as When There Is Imminent Danger). If the **Committee** declares an immediate suspension of play, you must stop play at once and must not make another **stroke** until the **Committee** resumes play.

Normal Suspension (Such as for Darkness or Unplayable Course). If all players in your group are between two holes, you must stop play and must not make a **stroke** to begin another hole until the **Committee** resumes play.



**Summer Session – Week 3 Lesson Plan
Junior Level (Ages 10-12)**

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/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: Designing Your Replay (Coaches' prep pgs. 28,29,84)

Participants will be able to recognize that the 2Rs are valuable on and off the golf course and demonstrate emotional control as they attempt to stay cool

- **Relax**
- **Replay**

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 might the 4Rs help you off the golf course?
- How do we measure distance in golf?
- How do we aim towards our target?

Lesson Activities & Rule(s) of Golf

Putting: [Putting Hopscotch](#)

Chipping: [Target Aware Zone](#)

Full-Swing: [Toe Tapping](#)

Golf Rule: Rule 10.2b: Advice and Other Help

During a *round*, a player must not:

- Give *advice* to anyone in the competition who is playing on the *course*,
- Ask anyone for *advice*, other than the player's *caddie*, or
- Touch another player's *equipment* to learn information that would be *advice* if given by or asked of the other player (such as touching the other player's clubs or bag to see what club is being used).



**Summer Session – Week 4 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: Par for a Putting/Short-Game Course (Coaches' Prep pgs 38, 39,87)

Participants will be to recognize that par is a standard measure of performance for players on the course and one's "personal par" can be applied to non-golf tasks and situations to acquire and develop self-confidence on and off the course

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?
- In which golf swing is it easiest to control the direction of the clubface?
- Where on the clubface do you want to hit the ball?

Lesson Activities & Rule(s) of Golf

Putting: [Starting Block](#)

Chipping: [Point Pitching](#)

Full-Swing: [Leapfrog](#)

Golf Rule: Rule 14.1b: Who May Lift Ball

Your ball may be lifted under the Rules only by you or anyone you authorize, **but** you must give such authorization each time before your ball is lifted rather than giving it generally for the **round**.



**Summer Session– Week 5 Lesson Plan
Junior Level (Ages 10-12)**

Lesson Intentions

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

Golf Fundamental/Factor of Influence: Club Selection/Balanced finish

Lesson Elements

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

- [Example Warm Up Circuits](#)

Core Lesson Title: Roll and Tell (Coches' Prep pgs. 43,44,92)

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

Wrap-Up Questions (ask at least three):

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

Lesson Activities & Rule(s) of Golf

Putting: [Penny Putting](#)

Chipping: [One Hit Wonder](#)

Full-Swing: [Goal Posts](#)

Golf Rule: Rule 19.3: Normal Relief Options (One Penalty Stroke)

When a player's ball is in a **bunker**:

- The player may take unplayable ball relief for **one penalty stroke** under any of the options in **Rule 19.2**, **except** that:
- The ball must be **dropped** in and come to rest in a in the **bunker** if the player takes either back-on-the-line relief (see **Rule 19.2b**) or lateral relief (see **Rule 19.2c**).



**Summer Session – Week 6 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: 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: Guess who is like you (Coaches' Prep pgs. 48,49 94)

Participants will be able to recognize and value diversity and differences as strengths rather than challenges

Wrap-Up Questions (ask at least three):

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

Lesson Activities & Rule(s) of Golf

Putting: [Faces](#)

Chipping: [King & Queen of the Castle](#)

Full-Swing: [Distance Control](#)

Golf Rule: Rule 18.1: Relief Under Penalty of Stroke and Distance Allowed at Any Time

At any time, you may take **stroke-and-distance** relief. Once you put another ball **in play** under penalty of **stroke and distance**, your original ball is no longer **in play** and must not be played. This is true even if your original ball is then found on the **course** before the end of the three-minute search time.



**Summer Session – Week 7 Lesson Plan
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/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: Respecting and Valuing Diversity (Coaches' Prep pgs. 46,47)

Participants will understand how they can appreciate, celebrate, and respect diversity

Wrap-Up Questions (ask at least three):

- What does it mean to appreciate diversity?
- How can you celebrate diversity and differences?
- In what ways can you show respect for diversity?
- How can appreciating, celebrating, and respecting diversity help you collaborate with others?
- What does it look, feel, and sound like to hit the golf ball on the center of the clubface?
- Which club do you find easiest to hit the golf ball on the center of the clubface? Which do you find the hardest?

Lesson Activities & Rule(s) of Golf

Putting: [Track Putting](#)

Chipping: [Chipping Skee Ball](#)

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

Golf Rule: Rule 15.3: Ball-Marker Helping or Interfering with Play

If a **ball-marker** might help or interfere with play, you may:

- Move the **ball-marker** out of the way if it is your own, or
- If the **ball-marker** belongs to another player, require that player to move the **ball-marker** out of the way, for the same reasons as you may require a ball to be lifted.



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

Lesson Intentions

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

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

Lesson Elements

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

- [Example Warm Up Circuits](#)

Core Lesson Title: Being a Go-To Person and Building a Go-To Team (Coaches' Prep pgs 52,53)
Participants will understand the value of having a support network and demonstrate an understanding of how to build one

Wrap-Up Questions (ask at least three):

- 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?
- Which balanced start feels most comfortable to you putt/chip/full swing?
- What does it mean to take "stroke and distance" relief? How many strokes do you add to your score? How do you remember this?

Lesson Activities & Rule(s) of Golf

Putting: [Balance Putting](#)

Chipping: [Add the # Chipping or Putting](#)

Full-Swing: [Fast, Faster, Fastest](#)

Golf Rule: Rule 17.2: When Your Ball Played from Penalty Area Comes to Rest in Same or Another Penalty Area

If your ball **played** from a **penalty area** comes to rest in the same **penalty area** or another **penalty area**, you may play the ball as it lies.