



Fall Session II – 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: Five Steps for Meeting Someone New (Coaches Prep pgs. 17,18)

1. Face the other person.
2. Smile and look them in the eye.
3. Give a firm handshake.
4. State your name clearly and loudly enough to be heard.
5. If you need information, ask a question.

Badge: None

Play the Course Badge (optional): [Requirements](#)

Wrap-Up Questions (ask at least three):

- How does having grit help you dig deep when things get tough?
- How did you use the 3 Tips for Developing Grit to help you today?
- How can you use the 3 Tips in school or at home?
- What is an example of being patient on and off the course?
- What is an example of staying positive on and off the course?
- Who are some people you can ask for help on and off the course?

Lesson Activities & Rule(s) of Golf

Putting: [Draw back Putting](#)

Chipping: [500](#)

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

Golf Rule: 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.



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

Lesson Intentions

Key Commitment/Game Changing Behavior: Growing through challenge/I am developing resilience

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: Having fun while you practice (Coaches' Prep pgs. 23,24,77)
Participants will understand that attitude impacts enjoyment and performance

Badge: None

Play the Course Badge (optional): [Requirements](#)

Wrap-Up Questions (ask at least three):

- What happens if you are late for your tee time?
- Who can you ask for help with your golf swing or the rules of golf?
- Is it easier to think positive thoughts or negative thoughts? Why?
- How can you show grit away from First Tee?
- What does grit mean to you?
- Why is it important to ask for help in golf and in life?

Lesson Activities & Rule(s) of Golf

Putting: [Starting Block](#)

Chipping: [Chipping Balance](#)

Full-Swing: [Toe Tapping](#)

Golf Rule: Rule 5.4: Playing in Groups

You must play each hole with your *opponent* in *match play* or in the same group as set by the *Committee* in *stroke play*.



Fall Session 2 – Week 3 Lesson Plan
Junior Level (Ages 10-12)

Lesson Intentions

Key Commitment/Game Changing Behavior: Using good judgement/ I am honest with myself and with others

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: Practicing the 4Rs (Coaches' Prep pgs. 28,29, 91)

Participants will be able to state and define the first 2Rs

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

Badge: Stay Cool – Relax & Replay

Play the Course Badge (optional): [Requirements](#)

Wrap-Up Questions (ask at least three):

- How does having grit help you dig deep when things get tough?
- How did you use the 3 Tips for Developing Grit to help you today?
- How can you use the 3 Tips in school or at home?
- What is an example of being patient on and off the course?
- What is an example of staying positive on and off the course?
- Who are some people you can ask for help on and off the course?

Lesson Activities & Rule(s) of Golf

Putting: [Bocce Putting](#)

Chipping: [Practice Like Payne](#)

Full-Swing: [Left Right Center](#)

Golf Rule: Rule 9.1b: What to do when ball moves during backswing or stroke

If a player's ball at rest begins moving after the player has begun the **stroke** or the backswing for a **stroke** and the player goes on to make the **stroke**:

- The ball must not be **replaced**, no matter what caused it to **move**.
- Instead, the player must play the ball from where it comes to rest after the **stroke**.
- If the player caused the ball to **move**, see **Rule 9.4b** to find out if there is a penalty.



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

Lesson Intentions

Key Commitment/Game Changing Behavior: Building Positive Self-Identity/I feel safe to myself

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 Card (Coaches' Prep pgs 38,39,85)

Participants will understand that par is a personal measure that varies from one player to another, and each player will work to find their own "personal par" as they discover what they are capable of

Badge: None

Play the Course Badge (optional): [Requirements](#)

Wrap-Up Questions (ask at least three):

- 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?
- Where on the clubface do you want to hit the ball?

Lesson Activities & Rule(s) of Golf

Putting: [Faces](#)

Chipping: [Pitching Basketball](#)

Full-Swing: [Open Practice Clubface Contact](#)

Golf Rule: Rule 14.3a: Original ball or another ball may be used

The player may use the original ball or another ball. This means that the player may use any ball each time he or she **drops** or places a ball under this Rule.



Fall Session II – Week 5 Lesson Plan
Junior Level (Ages 10-12)

Lesson Intentions

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

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: See your dream (Coaches' Prep pgs 43,44, 89)

Participants understand the difference between a dream and a goal and how goals can turn dreams into reality

Badge: Chipping

Play the Course Badge (optional): [Requirements](#)

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?
- What are your options if your ball is unplayable?
- 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: [Connect the Dots](#)

Chipping: [Badge Guidelines](#)

Full-Swing: [Photo Finish](#)

Golf Rule: Rule 7.4: Ball accidentally moved in trying to find or identify it

There is no penalty if the player's ball is accidentally *moved* by the player, *opponent* or anyone else while trying to find or identify it. **But** if the player causes the ball to *move* before they start to search for the ball, the player gets **one penalty stroke** under **Rule 9.4b**.



Fall Session 2 – Week 6 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/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, 95)
Participants will be able to understand and explain diversity

Badge: Full Swing

Play the Course Badge (optional): [Requirements](#)

Wrap-Up Questions (ask at least three):

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

Lesson Activities & Rule(s) of Golf

Putting: [Connect The Dots](#)

Chipping: [Dart Pitching](#)

Full-Swing: [Badge Guidelines](#)

Golf Rule: Rule 6.5: Completing play of a hole

A player has completed a hole In **match play**, when the player **holes out** or the player's next **stroke** is conceded, or the result of the hole is decided (such as when the *opponent* concedes the hole, the *opponent's* score for the hole is lower than the player possibly could make or the player or *opponent* gets the **general penalty (loss of hole)**). In *stroke play*, when the player **holes out** under **Rule 3.3c**.



Fall Session II– Week 7 Lesson Plan
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: 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: 4Rs practice (Coaches' Prep Pgs 28,29, 83)

Participants can state the 4rs and understand how to apply it to their post-shot routines

- Relax
- Replay
- Ready
- Redo

Badge: None

Play the Course Badge (optional): [Requirements](#)

Wrap-Up Questions (ask at least three):

- How might you apply the 4Rs to situations outside of First Tee?
- What can you learn from the challenges you face?
- How can the 4Rs be applied to your post-shot routine?
- Who is responsible identifying your golf ball?
- What is unique about your post-shot routine?
- What do you do if you accidentally move your golf ball?

Lesson Activities & Rule(s) of Golf

Putting: [Lollipop](#)

Chipping: [Bunker Football](#)

Full-Swing: [Aiming for a full swing](#)

Golf Rule: Rule 9.2a: Deciding whether ball moved

A player's ball at rest is treated as having **moved** only if it is **known** or **virtually certain** that it did. If the ball might have **moved** but this is not **known** or **virtually certain**, it is treated as not having **moved** and must be played as it lies.



Fall Session II – Week 8 Lesson Plan
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: Practice using STAR (Coaches' Prep pgs. 41,42,86)

Participants can utilize the STAR method and apply it to situations they encounter on and off the course

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

Badge: Grow Your Confidence

Play the Course Badge (optional): [Requirements](#)

Wrap-Up Questions (ask at least three):

- 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?
- Why might your pre-shot routine change from shot to shot?
- How can you incorporate STAR into your pre-shot routine?
- Why might your pre-shot routine change from shot to shot?
- Is your pre-shot routine the same every shot?

Lesson Activities & Rule(s) of Golf

Putting: [Through the gate](#)

Chipping: [Sand Bunker Hill Splash](#)

Full-Swing: [2 for 4 range play](#)

Golf Rule: Rule 14.3c: Ball may be dropped in no play zone

In dropping a ball under a relief rule, the player may **drop** a ball in a **no play zone** so long as that **no play zone** is part of the **relief area**. However, the player must then take relief under the Rule that applies. For example, a player may take relief from a **penalty area** and **drop** a ball in a **no play zone** in an **abnormal course condition**. But, after the **dropped** ball comes to rest in the **relief area** required by **Rule 17**.