



**Fall 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'.

**Badge:** Use CARE

**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?

**Lesson Activities & Rule(s) of Golf**

**Putting:** [CROQUET Putting](#)

**Chipping:** [Chipping Bowling](#)

**Full-Swing:** [Open Practice](#)

**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).



**Fall 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.

**Badge:** None

**Wrap-Up Questions (ask at least three):**

- What can you learn from 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?

**Lesson Activities & Rule(s) of Golf**

**Putting:** [Balanced Putting](#)

**Pitching:** [Goal Ladder Game](#)

**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.



Fall 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**.

**Badge:** None

**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:** [Cow Pasture Pool](#)

**Chipping:** [Over/Under](#)

**Full-Swing:** [Open Practice](#)

**Golf Rule 9.5:** Ball Lifted or Moved by Opponent in Match Play

This Rule applies only when it is known or virtually certain that the opponent lifted a player's ball at rest or their actions caused it to move.

When your opponent lifts or move your ball they are hit with a one stroke penalty except:

- When the opponent is conceding the next stroke, a hole or the match (see Rule 3.2b), or
- When the opponent lifts or moves the ball at the player's request because the player intends to apply a Rule to take relief or to replace the ball on a different spot.



Fall 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 create different situations where players must follow their intuition and make choices.

**Badge:** Be Trustworthy

**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?

**Lesson Activities & Rule(s) of Golf**

**Putting:** [Track Putting](#)

**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

The 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



Fall 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**.

**Badge:** Chipping

**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?

**Lesson Activities & Rule(s) of Golf**

**Putting:** [Lag It In](#)

**Chipping:** [Badge Guidelines](#)

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

**Golf Rule 16.4:** Lifting Ball to See If It Lies in Condition Where Relief Allowed

If a player reasonably believes that their ball lies in a condition where free relief is allowed but cannot decide that without lifting the ball, the player may lift the ball to see if relief is allowed, but:

- The spot of the ball must first be marked, and the lifted ball must not be cleaned (except on the putting green)
- If the player lifts the ball without having this reasonable belief they get one penalty stroke.
- If relief is allowed and the player takes relief, there is no penalty even if the player did not mark the spot of the ball before lifting it or cleaned the lifted ball.





Fall 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).

**Badge:** Full Swing

**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?

**Lesson Activities & Rule(s) of Golf**

**Putting:** [Balanced Practice](#)

**Chipping:** [Memory](#)

**Full-Swing:** [Badge Guidelines](#)

**Golf Rule 18.3b:** Provisional Ball – Announcing Play of Provisional Ball

Before the stroke is made, the player must announce to someone that they are going to play a provisional ball:

- It is not enough for the player only to say that they are playing another ball or is playing again.
- The player must use the word “provisional” or otherwise clearly indicate that they are playing the ball provisionally under Rule 18.3.
- If the player does not announce this (even if they intended to play a provisional ball) and plays a ball from where the previous stroke was made, that ball is the player’s ball in play under penalty of stroke and distance (see Rule 18.1).
- But if there is no one nearby to hear the player’s announcement, the player may play the provisional ball and then inform someone of their actions when possible to do so.



Fall 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.

**Badge:** None

**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 3.3b:** Stroke Play – Scoring in Stroke Play

The player's score is kept on their scorecard by the marker, who is either identified by the Committee or chosen by the player in a way approved by the Committee.

The player must have the same marker for the entire round, unless the Committee approves a change either before or after it happens.





Fall 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.

**Badge:** None

**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?

**Lesson Activities & Rule(s) of Golf**

**Putting:** [Track Putting](#)

**Chipping:** [Clockwork Pitching](#)

**Full-Swing:** [Open Practice](#)

**Golf Rule 14.3b:** Dropping Ball in Relief Area – Dropping it The Right Way

The player must drop a ball in the right way, which means meeting all the requirements:

- **Player Must Drop Ball.** The ball must be dropped only by the player. Neither the player's caddie nor anyone else may do so.
- **Ball Must Be Dropped Straight Down from Knee Height Without Touching Player or Equipment.** The player must let go of the ball from a location at knee height
- **Ball Must Be Dropped in Relief Area (or on Line).** The ball must be dropped in the relief area. The player may stand either inside or outside the relief area when dropping the ball.