



**Spring Session I – Week 1 Lesson Plan 9.1**  
**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](#)

**Badge:** None

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

**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.

**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:** [Intermediate Spot Putting](#)

**Chipping:** [Second Chance Chipping](#)

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

**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.



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

**Lesson Intentions**

**Key Commitment/Game Changing Behavior: Going through challenges/ 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](#)

**Badge:** Dig Deep & Show Grit LSB or Growing Through Challenge KCB if they already have Dig Deep & Show Grit LSB

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

**Core Lesson Title:** Learn and Grow with Grit (Coaches' prep pgs. 23-24)

Participants can state and demonstrate the Three Tips for Developing Grit

- **Be Patient**
- **Be Positive**
- **Ask For Help**

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

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

**Putting:** [Balance Star Putting](#)

**Chipping:** [Skee Ball Pitching](#)

**Full-Swing:** [Balance Long Shot](#)

**Golf Rule: Rule 5.3a:** When to Start Round-

A player's round starts when the player makes a stroke to start their first hole (see **Rule 6.1a**).

The player must start at (and not before) their starting time. This means that the player must be ready to play at the starting time and starting point set by the Committee.



**Spring Session I – 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](#)

**Badge:** Pitching

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

**Core Lesson Title:** Staying Cool (Coaches' Prep pgs. 28-30)

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

- **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?
- What did you learn about hitting targets that are close? Far away?
- How do we aim towards our target?
- What happens if you accidentally move your ball?

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

**Putting:** [Climb the Ladder](#)

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

**Full-Swing:** [Leap frog](#)

**Golf Rule: Rule 6.1a:** When a Hole Starts

A player has started a hole when they make a **stroke** to begin the hole. The hole has started even if the **stroke** was made from outside the **teeing area** (see **Rule 6.1b**) or the **stroke** was canceled under a Rule.



**Spring Session I – Week 4 Lesson Plan  
Junior Level (Ages 10-12)**

**Lesson Intentions**

**Key Commitment/Game Changing Behavior:** Building Positive Self-Identity/ Finding my self-confidence

**Golf Fundamental/Factor of Influence:** Clubface & Ball Contact

**Lesson Elements**

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

**Badge:** None

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

**Core Lesson Title:** Finding your Personal Par (Coaches' Prep. Pgs. 38,39)

Participants 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.

**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?
- Why is it important to clean your golf ball?

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

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

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

**Full-Swing:** [Clubface Contact Full Swing Goal Posts](#)

**Golf Rule: Rule 17.1a: When Ball Is in Penalty Area**

A ball is in a *penalty area* when any part of the ball:

- **Lies on or touches** the ground or anything else (such as any natural or artificial object) inside the edge of the *penalty area*, or
- Is above the edge or any other part of the *penalty area*.



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

**Lesson Intentions**

**Key Commitment/Game Changing Behavior:** Pursuing Goals/ Learning from both my achievements and setbacks

**Golf Fundamental/Factor of Influence:** Body balance Start and Finish/ Club Selection

**Lesson Elements**

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

**Badge:** None

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

**Core Lesson Title:** Dreams and Goals (Coaches' Prep Pgs., 43-44)

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

**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?
- 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:** [Starting Block](#)

**Chipping:** [Hit the number pitching](#)

**Full-Swing:** [Balanced practice](#)

**Golf Rule: Rule 19.1:** A player is the only person who may decide to treat their ball as unplayable by taking penalty relief under Rule 19.2 or 19.3

- Unplayable ball relief is allowed anywhere on the *course*, **except** in a *penalty area*.
- If a ball is unplayable in a *penalty area*, the player's only relief option is to take penalty relief under Rule 17.



**Spring Session I – Week 6 Lesson Plan**  
**Junior Level (Ages 10-12)**

**Lesson Intentions**

**Key Commitment/Game Changing Behavior:** Collaborating with Others/I respect other perspectives, especially when they are different from mine

**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](#)

**Badge:** Respect Other Perspectives LSB

**Play the Course Badge (optional):** Requirements

**Core Lesson Title:** Appreciating & Valuing Diversity (Coaches' Prep pgs. 48-49)

At the end, Participants will 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 you hit the wrong ball?
- Why is it important to put identifying marks on your golf ball?

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

**Putting:** [Bocce putting](#)

**Chipping:** [Capture the space](#)

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

**Golf Rule: Rule 7.3a: Identifying Ball That Cannot Be Retrieved**

If a player sees a ball in a tree or some other location where they are unable to retrieve the ball, the player may not assume that it is theirs but rather must identify it in one of the ways provided in **Rule 7.2**. This may be done even though the player is unable to retrieve the ball, such as by:

- Using binoculars or a distance-measuring device to see a mark that definitively identifies it as the player's ball, or
- Determining that another player or spectator saw the ball come to rest in that specific location after the player's *stroke*.



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

**Lesson Intentions**

**Key Commitment/Game Changing Behavior: Pursing Goals/I am excited to grow and learn**

**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](#)

**Badge:** Set Your Goals LSB or Pursuing Goals KCB if they already have Set Your Goals LSB

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

**Core Lesson Title:** Process & Purpose of Setting Goals (Ages 12-13 Prep Coaches' Prep pgs. 19,20)  
Participants will be able to state the Four Guidelines for setting a Reachable Goal and understand their importance in the goal setting process

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

- Why are goals important?
- What are the Four Guidelines for Setting a Reachable Goal?
- How can setting process and performance goals improve your golf skills?
- What can you learn from the process of setting and working towards your goals?
- What are some areas (other than the hole) that could be your target?
- What is an intermediate target?

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

**Putting:** [Silver Dollars](#)

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

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

**Golf Rule: Rule 8.1:** Examples of actions that are likely to *improve conditions affecting the stroke* (that is, likely to give a player a potential advantage) include when:

- A player repairs a pitch-mark in the *general area* or replaces a divot in a divot hole a few yards in front of his or her ball on the *line of play* before making a *stroke* that might be affected by the pitch-mark or divot hole (for example, a putt or a low-running chip).
- A player's ball lies in a greenside *bunker*, and the player smooths footprints in front of the ball on his or her *line of play* before playing a short shot intended to be played over the smoothed area (see **Rule 12.2b(2)** – When Touching Sand Does Not Result in Penalty).



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

**Lesson Intentions**

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

**Golf Fundamental/Factor of Influence:** Distance Response/ Swing Tempo

**Lesson Elements**

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

**Badge:** Putting

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

**Core Lesson Title:** Getting to Your Goal: Plan to Achieve (Ages 12-13 Coaches' Prep pgs. 26,27)  
At the end, Participants will understand how a plan can help them achieve a goal

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

- Why do you need a plan to reach a goal?
- What can you learn from the process of climbing your goal ladder?
- Why should you start with the most simple and basic step first on your goal ladder?
- Is your swing tempo different with different golf skills?
- Which swing tempo do you prefer: Slow, medium, or fast?

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

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

**Chipping:** [Football pitching](#)

**Full-Swing:** [Get a Grip!](#)

**Golf Rule: Rule 6.1b:** Ball Played from Outside Teeing Area in Match Play and Stroke Not Canceled by Opponent

If, in starting the play of the hole in *match play*, a *stroke* made from outside the *teeing area* is not canceled, **Rule 6.1b(1)** provides that the player plays the ball as it lies. However, the player may not always be permitted to play the ball as it lies. For example, when starting play of a hole, a player hits a ball *out of bounds* from outside the *teeing area* (such as from a wrong set of tee-markers) and the *opponent* does not cancel the *stroke*.