



Fall Session I – Week 1 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: 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: Listening and Responding with A-L-R (Coaches' Prep pgs 19,76)

Participants can state, understand the meaning of A-L-R, and can demonstrate how to use it in a golf setting and away from the course

Badge: Meet & Greet with ALR

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

Wrap-Up Questions (ask at least three):

- 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?
- What did you learn about different types of penalties?
- What did you learn about match play?
- How many clubs can you have in your bag?

Lesson Activities & Rule(s) of Golf

Putting: [String Putting](#)

Chipping: [OneTwoThree Beach](#)

Full-Swing: [Open Practice](#)

Golf Rule: Rule 3.2: When a Hole is Not Played

There are various circumstances that may result in a round not being completed and some holes not being played. For example, due to:

- Fading light or bad weather
- Player injury or illness
- A match finishing before the final hole
- A hole being declared out of play by the Committee for maintenance or reconstruction purposes.



Fall Session I – Week 2 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: 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: Ask for Help card (Coaches' Prep pgs. 23, 24, 79)

Participants develop and demonstrate grit in a golf setting as they face and grow through challenges

Badge: Dig Deep & Show Grit

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

Wrap-Up Questions (ask at least three):

- What does grit mean to you?
- Why is it important to ask for help in golf and in life?
- How did you demonstrate a balanced finish today?
- Is it easier to think positive thoughts or negative thoughts? Why?
- What happens if you are late for your tee time?
- What happens if you move the tee markers?

Lesson Activities & Rule(s) of Golf

Putting: [Starting Block](#)

Chipping: [Clockwork Pitching](#)

Full-Swing: [Toe Tapping](#)

Golf Rule: Rule 5.6B: Prompt place of play

A **round** of golf is meant to be played at a prompt pace. Your pace of play is likely to affect how long it will take other players to play their **rounds**, including both those in your group and those in following groups. You are encouraged to allow faster groups to play through.



Fall 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](#)

Core Lesson Title: Starting to Develop a Post-Shot Routine (Coaches' Prep pgs 28,29,83)
Participants can state and define the first 2Rs- Relax and Replay

Badge: Putting

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

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 do we measure distance in golf?
- What did you learn about hitting targets that are close? Far away?
- How do we aim towards our target?

Lesson Activities & Rule(s) of Golf

Putting: [Badge Guidelines](#)

Chipping: [Add the #](#)

Full-Swing: [Know Your Distances](#)

Golf Rule: Rule 10.1: Fairly Striking the ball

The player must fairly strike at the ball with any part of the head of the club such that there is only momentary contact between the club and the ball and must not push, scrape or scoop the ball. If the player's club accidentally hits the ball more than once, there has been only one **stroke** and there is no penalty.



Fall Session I – 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: Personal Par at Home or School (Coaches' Prep pgs 38,39,88)

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

Badge: Find Your Personal Par

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

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

Lesson Activities & Rule(s) of Golf

Putting: [Penny Putting](#)

Chipping: [Clockwork Pitching](#)

Full-Swing: [Full Swing Goal Posts](#)

Golf Rule: Rule 14.1: Marking Ball Correctly

Rule 14.1a uses "right behind" and "right next to" to ensure the spot of a lifted ball is **marked** with sufficient accuracy for the player to **replace** it in the right spot.

A ball may be **marked** in any position around the ball so long as it is **marked** right next to it, and this includes placing a **ball-marker** in front of or to the side of the ball.



Fall Session I – 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 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: Dreams and Goals on and off the course (Coaches prep pgs. 43,44,93)
Participants can explain why it is important to have goals both in golf and in life

Skill Badge: None

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

Wrap-Up Questions (ask at least three):

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

Lesson Activities & Rule(s) of Golf

Putting: [Intermediate Spot Putting](#)

Chipping: [Goal Ladder](#)

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

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

There is no penalty if your ball is accidentally *moved* by you, your *opponent* or anyone else while trying to find or identify it. If this happens, the ball must be *replaced* on its original spot (which if not known must be estimated).



Fall Session I – 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: 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: Diversity Scramble (Coaches' Prep pgs. 48,49,98)

Participants recognize and value diversity and differences as strengths rather than challenges

Badge: Pitching

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

Wrap-Up Questions (ask at least three):

- How does the direction of your clubface affect where your ball goes?
- Which golf skill is easiest for you to aim your clubface? Which is the hardest?
- How can diversity and our differences be strengths?
- What should you do if you hit the wrong ball?
- How can you demonstrate an appreciation for diversity?
- What is diversity?

Lesson Activities & Rule(s) of Golf

Putting: [Sharks and Minnows](#)

Pitching: [Badge Guidelines](#)

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

Golf Rule: Rule 18.2: When a ball is lost

A ball is **lost** if not found in three minutes after the player or their **caddie** begins to search for it. If a ball is found in that time but it is uncertain whether it is the player's ball:

- The player must promptly attempt to identify the ball (see [Rule 7.2](#)) and is allowed a reasonable time to do so, even if that happens after the three-minute search time has ended.
- This includes a reasonable time to get to the ball if the player is not where the ball is found.



Fall 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](#)

Core Lesson Title: Turning Negative to Positive: Important Goals for Golf (Coaches' prep pgs. 19,20,77)

Participants understand that setting goals can help them improve their skills and achieve things on and off course

Badge: Set Your Goals

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

Wrap-Up Questions (ask at least three):

- Why are goals important?
- How are 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 the four guidelines for setting a reachable goal?
- 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: [Lollipop Putting](#)

Chipping: [Chipping Bowling](#)

Full-Swing: [G-O-L-F](#)

Golf Rule: Rule 3.2: Result of hole and match

1) Winning a Hole. A player wins a hole when:

- The player completes the hole in fewer strokes (including *strokes* made and penalty strokes) than the *opponent*,
- The *opponent* concedes the hole, or
- The *opponent* gets the *general penalty* (loss of hole).



Fall 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: Club selection/Swing 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: Building Goal Ladders (Coaches' Prep pgs. 26, 27, 80)

At the end, Participants can explain the concept of a goal ladder and construct a goal ladder for a golf goal

Badge: None

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

Wrap-Up Questions (ask at least three):

- Why do you need a plan to reach your goal?
- 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?
- Why do we use the image of a ladder when we discuss goal setting? What other images could we use to describe the process of pursuing and getting to your goal?
- Is your swing tempo different with different golf skills?

Lesson Activities & Rule(s) of Golf

Putting: [Yard Stick Putting](#)

Chipping: [Tic Tac Toe](#)

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

Golf Rule: Rule 3.3: Failure to hole out

A player must **hole out** at each hole in a **round**. If the player fails to **hole out** at any hole:

- The player must correct that mistake before making a **stroke** to begin another hole or, for the final hole of the **round**, before returning the **scorecard**.
- If the mistake is not corrected in that time, the player is **disqualified**.