



**Fall Session I – Week 1 Lesson Plan**  
**Pathfinder Level (Ages 13+)**

**Lesson Intentions**

**Key Commitment/Game Changing Behavior:** Collaborating With Others/I Respect Other Perspectives.

**Golf Fundamental/Factor of Influence:** Body Balance/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:** Using **C.A.R.E** to Resolve Conflicts (*Coaches' Prep Pg. 24-28, 75-76*)

Describe the **C.A.R.E** approach to Conflict Resolution. CARE stands for:

Communicate

Actively Listen

Review Options

End With a Win-Win Solution (Or better understanding)

**Badge:** None

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

- Why Is It Important to have the Ability to deal with interpersonal conflicts?
- What is the **C.A.R.E** approach
- In what ways can you apply **C.A.R.E** outside of First Tee
- Which golf skill is the easiest for you to start, stay, and finish in balance? Which is the hardest?

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

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

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

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

**Golf Rule 2.2a:** Defined Areas of The Course – The General Area

The general area covers the entire course except for the four specific areas of the course. It is called the "general area" because:

- It covers most of the course and is where a player's ball will most often be played until the ball reaches the putting green.
- It includes every type of ground and growing or attached objects found in that area, such as fairway, rough and trees.



**Fall Session I – 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 – Get Rid of the Fear (*Coaches' Prep Pgs. 29-33,79*)

Introduce The Golfers To the term “**F.A.I.L**”

**First Attempt In Learning**

Let them know that it is **OK** to fail at something – it is the bridge to learning and getting better.

Introduce them to “**Failing Forward**”

**Badge:** Fail Forward

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

How can a failure be a **First Attempt In Learning**?

What does it mean to “**Fail Forward**”?

What can you learn from failing at something or overcoming adversity

What is the proper swing sequence?

What are some things that can get your swing out of sequence?

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

**Putting:** [Starting Block](#)

**Chipping:** [Hit The Noodle](#)

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

**Golf 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
- 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 I – 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:** Different Types of Goals (*Coaches Prep Pgs. 34-38, 82-83*)

Talk to the Golfers about setting **Goals**

- Why We Set **Goals**
- Guidelines For Setting Reasonable **Goals**
- Talk About the Different Types of **Goals** – See Pg.35

**Badge:** Putting

**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 have learned?
- What should you do if your opponent accidentally steps on your ball?

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

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

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

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

**Golf 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



**Fall Session I – 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:** I Trust You – Are You Trustworthy? (*Coaches' Prep Pgs. 43-46, 86*)

Being **Trustworthy** is a quality that people value and look for. To be it you must:

- Live with Integrity – Morally Upright
- Be Honorable
- Being fair in all sense of the word.

**Badge:** None

**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?
- Why is clubface awareness important?
- When can you play two balls on a hole?

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

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

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

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

**Golf Rule 13.2c: The Flagstick**

If a player's ball comes to rest against the flagstick left in the hole:

- If any part of the ball is in the hole below the surface of the putting green, the ball is treated as holed even if the entire ball is not below the surface.

If no part of the ball is in the hole below the surface of the putting green:

- The ball is not holed and must be played as it lies.
- If the flagstick is removed and the ball moves (whether it falls into the hole or moves away from the hole), there is no penalty and the ball must be replaced on the lip of the hole



**Fall Session I – Week 5 Lesson Plan**  
**Pathfinder Level (Ages 13+)**

**Lesson Intentions**

**Key Commitment/Game Changing Behavior:** Building Positive Self-Identity/I Feel Safe To Be Myself

**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:** Who Are You – I’m Me and You are You! (*Coaches’ Prep Pgs. 47-51 89*)

Knowing one’s self is the first step in building a positive self-image. Some questions you can ask yourself in order find just who **YOU** are:

- When you look in the mirror, who do you see?
- What is Unique about you? It can be anything about yourself (IE: Not limited to appearance)
- What motivates and inspires you?
- What do you value?

**Badge:** None

**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?
- What are unique qualities you see in others that inspire you?
- In what ways might you change and grow throughout your life?

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

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

**Chipping:** [Add The # Chipping](#)

**Full-Swing:** [Front, Middle, Back](#)

**Golf Rule 16.1a:** When Relief Is Allowed

if the ball is embedded on the putting green, the player may mark the spot of the ball and lift and clean the ball, repair the damage caused by the ball’s impact, and replace the ball on its original spot (see Rule 13.1c(2)).



**Fall Session I – 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:** Building an Initial Game Plan (*Coaches' Prep Pgs. 52-56, 93*)

At the end of the lesson, participants should be able to understand how **visualization** is a tool they can use on and off the course.

**Badge:** Pitching

**Wrap-Up Questions:**

- 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?

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

**Putting:** [Sharks and Minnows](#)

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

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

**Golf Rule 17.2b:** When Ball Played from Penalty Area Is Lost, Out of Bounds or Unplayable Outside Penalty Area

After playing a ball from a penalty area, a player may sometimes be required or choose to take stroke-and-distance relief because the original ball is either:

- Out of bounds or lost outside the penalty area
- Unplayable outside the penalty area

If the player takes stroke-and-distance relief by dropping a ball in the penalty area and then decides not to play the dropped ball from where it comes to rest:

- The player may take further relief outside the penalty area under Rule 17.1d(2) or (3) (for a red penalty area) or under Rule 17.2a(2).
- If the player does so, they get one more penalty stroke, for a total of two penalty strokes: one stroke for taking stroke-and-distance relief, and one stroke for taking relief outside the penalty area.



**Fall Session I – Week 7 Lesson Plan**  
**Pathfinder Level (Ages 13+)**

**Lesson Intentions**

**Key Commitment/Game Changing Behavior:** Pursuing Goals/I Understand The Process and Purpose of Goal Setting

**Golf Fundamental/Factor of Influence:** Target Awareness/Distance Response

**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! (*Coaches' Prep Pgs. 19-25,77*)

Prior to Starting Class – Golfers should come up with a list of positive and negative goals that they set for themselves.

As they go through the class, the golfers should think about how their goal impacted their play.

**Badge:** Take Ownership of your Goals

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

- Why are goals important
- What can you learn from the process of setting and working towards your goal?
- What are some areas (other than the hole) that could be your target?
- What is an Intermediate Target?
- What is the General Area?
- What Match Play Terms did you learn today.

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

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

**Chipping** [Hit The Noodle](#)

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

**Golf Rule 2.2a:** Defined Areas of the Course – The General Area

The general area covers the entire course. It is called the “**general area**” because:

- It covers most of the course and is where a player’s ball will most often be played until the ball reaches the putting green.
- It includes every type of ground and growing or attached objects found in that area, such as fairway, rough and trees.



**Fall Session I – Week 8 Lesson Plan**  
**Pathfinder Level (Ages 13+)**

**Lesson Intentions**

**Key Commitment/Game Changing Behavior:** Growing Through Challenge/I Can Dig Deep When Things Get Tough

**Golf Fundamental/Factor of Influence:** Post Shot Routine/Ideal Emotional Response

**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 The Four R's (*Coaches' Prep Pgs. 32-36,83*)

Teach Participants about using the **4 Rs** to be critical of their efforts:

- **Relax** – Breath and shake off the shot
- **Replay** – Replay what happened in your mind. What did you want to happen?
- **Ready** – Think about what you need to do next time and prepare yourself
- **Redo** – This is where you physically or mentally imagine yourself doing it better

**Badge:** None

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

- How can the **4 Rs** be applied to your post-shot routine?
- How might you apply the **4 Rs** to situations outside of First Tee?
- What can you learn from challenges you face?
- Who is responsible for identifying your golf ball
- When should you use a post-shot routine?
- What's unique about your post-shot routine?

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

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

**Chipping:** [Capture The Flag](#)

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

**Golf Rule 7.1a:** How to Fairly Search for Ball - Reasonable Actions to Find and Identify Ball

A player is responsible for finding their ball in play after each stroke. The player may fairly search for the ball by taking reasonable actions to find and identify it, such as:

- Moving sand and water
- Moving or bending grass, bushes, tree branches and other growing or attached natural objects, and also breaking such objects, but only if such breaking is a result of other reasonable actions taken to find or identify the ball.