

PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____
Chapter: _____
Core Lesson: 1 Core Lesson Title: **Welcome and Showing RESPECT**
☒ 3-hole level ☐ 6-hole level ☐ 9-hole level Duration of Class: **60 minutes**
Location of Class: _____ ☒ On-Course ☐ Off-Course
Number of PLAYers: **12 – 20** Number of Coaches: **3 – 5**
PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**
Group Characteristics (age-range, skill-level, etc.): **7 – 8 years, beginner**
Supplies and equipment needed: **Nerf footballs, Frisbees, whiffle baseballs, tennis balls, soccer balls or any other type of foam balls**



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)

Walkabout – Coaches introduce themselves and The First Tee Code of Conduct. PLAYers will get into groups and each is handed a scorecard and pencil. Coaches and PLAYers walk at least one golf hole. Start at tee markers (starting point) and walk to green (end point). Ask what the numbers on the scorecard represent? Highlight hole numbers, yardages, and par. How many holes are on a golf course (refer to scorecard)? Are all golf holes the same distance? What is the shortest hole and the longest hole? Point out yardage makers on hole and ask what they represent? How are they used? (Mark how far you have to go, to get to the green/target and how far you have gone from the tee.)



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

What did you learn about Game of Golf? What is The First Tee Code of Conduct? Ask what it means to them to be respectful to others? Where else should you be respectful? How can you show respect for others at school, home, other activities, etc.?



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

- What was **GOOD**?

- What could have been **BETTER**?

- **HOW** would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>PLAY</div>	<p>The Game: Play Ball!</p> <p>PLAYers choose the type of ball they want to play on course. PLAYers will start from the teeing ground and play their ball to the green. PLAYers start between the tee markers and must not get ahead of start line. PLAYers throw or kick to advance the ball. After all have “teed off”, PLAYers furthest away from hole will go next. Play three holes and switch equipment after each hole.</p>
<div>LEARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Target-oriented – PLAYers will understand the importance of being target-oriented when playing golf.</p> <ul style="list-style-type: none">What was your target? How did you select your target? How did you aim at your target? How did you control the distance your ball went when you aimed at your target? <p>Life Skills Objective and Behaviors: Interpersonal skills and self-management; Respect for self and others by following instructions and safety rules</p> <p>Coaches will verbally “notice” those students who follow instructions, are dressed neatly, and follow safety rules.</p>
<div>APPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Purpose of the game; definition of Teeing Ground, Course</p> <p>Etiquette: On green – always walk and do not step on hole</p> <p>Rules of Golf:</p> <ul style="list-style-type: none">The Game (1-1): playing a ball with a club from the teeing ground into the hole by a stroke or successive strokes in accordance with the Rules.Order of play (10-2b): how to determine order off first tee; after tee shots, furthest from hole plays nextTee Markers (11-2): the tee markers are fixed
<div>YOUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Set up will vary based on Chapter’s golf facility. Utilize three to five golf holes on course.

Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)


Warm-up (20 minutes)

- Place PLAYers in groups of four; one coach with each group. Hand out scorecards and assign starting holes. (If a map is on the scorecard, see if each group can locate and find the hole number assigned).
- Go on “walkabout” and introduce/orient PLAYers to start and end points of a golf hole.
- Coaches bring bag of various sport balls with them.

Seamless Game – Play Ball! (30 minutes)

- Once at starting hole, coach shakes hands and greets PLAYers. Ask about the objective of golf? (Play ball in fewest strokes possible between teeing ground and hole)
- Introduce teeing ground and where to stand when teeing off and where to stand when it is not your turn.
- Emphasize proper behavior when it is partner’s turn to play (quiet, not moving, out of player’s sight). Showing respect for others.
- Next determine playing order (by lot, alphabetical, age, etc).
- PLAYers choose which ball they want to play with from bag.
 - Play a golf hole throwing/kicking the ball
- Introduce how to determine who goes next after shot (furthest away).
- While walking ask PLAYers what they notice or what they are curious about. As they ask questions, you can expose them to some basic golf terminology, but be wary of giving too much information. Emphasize: (1) respect for others, (2) safety, (3) purpose of the game, (4) order of play.
- Once all on green, have PLAYers kneel on fringe and feel the grass on the green with hands. Go over etiquette of not running on the green and not stepping on the hole.
- If time allows, play more holes and exchange balls.

Wrap-up (10 Minutes)



Supplies and equipment needed: **SNAG Launchers, Rollers, SNAG Balls, Flagstickys, Launch Pads, SNAG Bullseyes, ball markers**



Set up a baseball diamond on a golf hole with home plate at teeing ground. PLAYers will warm up by throwing SNAG ball around infield and outfield. Split class into teams and play Tee Ball golf (a.k.a golf baseball). Ask about teeing ground and similarities to batter's box?



What did you learn about Game of Golf? How is the area of the teeing ground defined? Ask what it means to them to be respectful to others? Where else should you be respectful? How can you show respect for others at school, home, other activities, etc.?

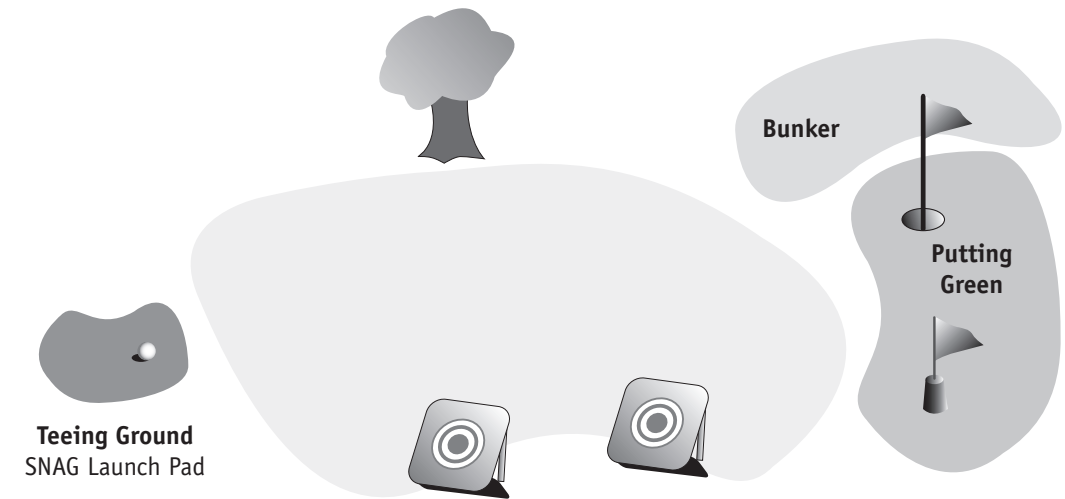


Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>PLAY</div>	<p>The Game: SNAG</p> <p>PLAYers will play a SNAG golf course, with Launch Pads on the tee, Bullseyes in the fairway and Flagstickys on the green. PLAYers will start from the teeing ground and play their SNAG ball to the first Bullseye. Once ball is within two club lengths of Bullseye, then may proceed to next Bullseye. PLAYers start between the tee markers, not more than 2 club lengths behind, and must not get ahead of start line. The PLAYer furthest away from the target will go next. Play three holes.</p>
<div>LEARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Target-oriented - PLAYers will understand the importance of being target-oriented when playing golf.</p> <ul style="list-style-type: none">What was your target? How did you aim at your target? How did you control the distance your ball went when you aimed at your target? <p>Life Skills Objective and Behaviors: Interpersonal skills and self-management; Respect for self and others by following instructions and safety rules</p> <p>Coaches will verbally “notice” those students who follow instructions, are dressed neatly and follow safety rules.</p>
<div>APPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Purpose of the game; definition of Teeing Ground; “dogleg”</p> <p>Etiquette: On green - always walk and do not step on or near the hole</p> <p>Rules of Golf:</p> <ul style="list-style-type: none">Teeing Ground (11-1): starting place for the hole to be played.Order of Play (10-2b): how to determine order off first tee; after tee shots, furthest from hole plays next
<div>YOUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Set up will vary based on Chapter’s golf facility. Utilize three to five golf holes on course. Set up two to three SNAG Bullseyes in the fairway and create various intermediate targets including a dogleg.



Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes)

Seamless Game – SNAG (30 minutes)

- Group PLAYers in threes/ fours; one coach with each group. Hand out scorecards and assign starting holes. (If map on scorecard, see if group can locate and find hole number assigned). Ask if all holes are straight or if any are “crooked”? Introduce term “dogleg” for type of hole.
- Once at starting hole, coach shakes hands and greets PLAYers. Ask about the objective of golf?
- Introduce teeing ground and where to stand when teeing off and where to stand when it is not your turn.
- Emphasize showing respect for others.
- Ask what is the teeing ground? How big is the teeing ground? Have PLAYers practice measuring the teeing ground, 2 club lengths with SNAG Launcher
- Next determine playing order (alphabetical, age, or flip a tee- stand in circle and toss a tee, whomever the tee points to, they go first).
- PLAYers choose a SNAG ball and identify with numbers or colors.
- Play a golf hole aiming at intermediate targets. Ask about using arrow on tee pad?
- Review how to determine who goes next after shot (furthest away).
- While walking, ask PLAYER what they notice or what they are curious about. As they ask questions, you can introduce some basic golf terminology, parts of the course. Emphasize: (1) respect for others, (2) safety, (3) purpose of the game, (4) order of play.
- Once all on green, PLAYers putt out to Flagsticky.

Wrap-up (10 Minutes)



PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____
Chapter: _____
Core Lesson: 1 Core Lesson Title: **Welcome and Showing RESPECT**
☐ 3-hole level ☐ 6-hole level ☒ 9-hole level Duration of Class: **90 minutes**
Location of Class: _____ ☒ On-Course ☐ Off-Course
Number of PLAYers: **12 – 20** Number of Coaches: **3 – 5**
PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**
Group Characteristics (age-range, skill-level, etc.): **7 – 9 years, beginner/intermediate**
Supplies and equipment needed: **SNAG Balls, golf balls, putters, balls markers, ball mark repair tools**



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)

Each PLAYer gets a wood, mid-iron, 9 iron or wedge, and a putter. PLAYers are asked which club they would typically use on a drive, on an approach, on a pitch, on a chip, on a putt. Then, PLAYers are spread out at safe distances in an open space and practice varying lengths of swings with appropriate club. So coach calls out “get ready!” then “drive” (PLAYers grab wood), “set...” (take stance), “go!” (make a full swing and hold finish). Then, do the same for each of the other shots: choosing appropriate clubs, stance, and swing length.



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

Ask about their experiences today. What did they learn about Game of Golf? What are the different types of shots on a golf course? What did you learn about the teeing ground? Order of play? How did you show respect for the golf course and others? Finally, ask how what they learned might apply to them at home, school, with friends, etc.



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

- What was GOOD?
- What could have been BETTER?
- HOW would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>PLAY</div>	<p>The Game: Drive, Approach, Pitch/Chip, Putt Each PLAYer will play one shot from each location on the golf course: Drive (Teeing Ground) with a wood, Approach (Fairway) with a mid-iron from 150 yard marker, Pitch/Chip with a 9 iron or wedge (Rough or Fringe), and a Putt (Putting Green) from 3–6 ft.</p>
<div>LEARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Target-oriented – PLAYers will understand the importance of being target-oriented when playing golf.</p> <ul style="list-style-type: none">• What was your target? How did you select your target? How did you aim at your target? How did your target change from teeing ground to green (fairway, yardage marker, green, flagstick, hole)? <p>Life Skills Objective and Behaviors: Interpersonal and self-management; Respect for self and others by following instructions and safety rules</p> <p>Coaches will verbally “notice” those students who follow instructions, are dressed neatly and follow safety rules.</p>
<div>APPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Purpose of the game; definition of Holed, Honor</p> <p>Etiquette: Being respectful of others, holding equipment safely when not your turn, remaining a safe distance when others are playing stroke</p> <p>Rules of Golf:</p> <ul style="list-style-type: none">• Teeing Ground (11–1)• Order of Play (10–2a)
<div>YOUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Play at least three holes on course. Depending on course, have PLAYers experience varying length of holes


Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes; includes transition time onto golf course)

Seamless Game – Drive, Approach, Pitch/Chip, Putt (60 minutes)

- Place PLAYers in groups of four; one coach with every group.
- Assign starting holes one through three.
–If possible, each PLAYer takes five clubs and a golf bag. Coaches hand out golf balls, ball mark repair tool, and ball marker to each PLAYer.
- Once at starting hole, coach shakes hands and greets PLAYers.
- Review teeing ground and where to stand when teeing off and where to stand when it is not your turn.
- Emphasize proper behavior when it is partner's turn to play (quiet, not moving, out of PLAYers sight).
- Next determine playing order (flip a tee, alphabetical, age, number on golf ball, etc).
- PLAYers will play a golf hole, all hitting a drive, then all pick up golf ball and bring to a spot decided upon by the coach (ex. 150 or 100 yard marker)
- Next PLAYers hit a mid-iron from Fairway, being sure to repair any divots. Then all pick up golf ball and go to next spot decided by coach, and hit a pitch or chip shot. Reinforce changing clubs and swing for each type of shot, as they get closer to hole (like they did in the Warm Up).
- Finally, all PLAYers place ball at spot on green designated by the coach and putt out. Record scores on next tee.
- Point out any unrepaired divots and ball marks. Ask how long they think it takes to heal? Show how to repair a divot (sand or replacing turf).
- Once all on green, review rules and etiquette – furthest away goes next, how to mark ball, and how to repair a ball mark.
- First in the hole, gets flagstick and waits until all have puttied out and then puts flagstick back in hole.
- Walk to next tee box. While walking, ask how many throws (strokes) did it take you to play the hole? All will have hit the same number of shots, except for the number of strokes it takes on the green may vary.
- When on next tee, ask how to determine playing order on second tee box? (Lowest to highest score) “Honors”
- Play three or more holes. Review and reinforce Rules for Order of Play and Respect for each other and the golf course.

Wrap-up (10 Minutes)



PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____

Chapter: _____

Core Lesson: **2** Core Lesson Title: **COURTESY Toward Others**

☒ **3-hole level** ☐ **6-hole level** ☐ **9-hole level** Duration of Class: **60 minutes**

Location of Class: _____ ☒ **On-Course** ☐ **Off-Course**

Number of PLAYers: **12 – 20** Number of Coaches: **3 – 5**

PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**

Group Characteristics (age-range, skill-level, etc.): **7 – 8 years, beginner**

Supplies and equipment needed: **Nerf football and kicking tee, Nerf or whiffle ball, Nerf or whiffle bat, SNAG Launcher, SNAG balls, SNAG Launch pad with tees, golf balls, tees, Sharpie pens**



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)

Put ball on tee and balance ball while walking back and forth in a relay. Next, ask PLAYers to stack as many golf balls as they can on top of each other. Goal is to get the top ball to be higher than others. Then, offer up the use of a tee to tee the bottom golf ball up. Ask how they got the tee in the ground? Have PLAYers share their way. Observe differences in methods of getting the tee in the ground.



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

Ask about their experiences today. Ask several questions about Pre-swing and Rules of Teeing Ground? Ask what did they learn which can help them play Game of Golf? Ask what it means to be courteous of others? Ask where else are they courteous to others? Finally, ask how what they learned might apply to them at home, school, with friends, etc.



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

- What was GOOD?
- What could have been BETTER?
- HOW would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>PLAY</div>	<p>The Game: Tee Ball PLAYers will play golf holes by kicking or hitting ball off a tee, on teeing ground only. Once ball has been teed off, then PLAYers use arm to throw/advance ball. Pair PLAYers up into foursomes, one coach with every group. Assign starting holes one through three. PLAYers will tee off with selected sports equipment, then throw overhand for big shots (i.e. long shots into the green), underhand for little shots (i.e., pitching), and roll the ball for chipping and putting. Play the hole out by rolling the ball to the flagstick. Play as many holes as time allows.</p> <p>Pair PLAYers by size and/or age. After first hole, use putters once on putting green.</p>
<div>LEARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Pre-Swing – PLAYers will understand the importance of getting ready before each shot.</p> <ul style="list-style-type: none">What do field go kickers do prior to kicking a field goal or a kick off? What do baseball players do prior to stepping in batter’s box? What kind of equipment do football kickers and Little League players use (tee)? How do they prepare themselves before they perform? <p>Life Skills Objective and Behaviors: Interpersonal skills; being courteous toward others – being friendly and shaking hands with others</p>
<div>APPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Teeing Ground; definition of Teeing Ground, Tee, Ball in Play</p> <p>Etiquette: Be ready to play when it’s your turn, standing to side of teeing ground, out of the vision of the player hitting</p> <p>Rules of Golf:</p> <ul style="list-style-type: none">Teeing Ground (11-3): Ball falling off teeIdentification Mark on Ball (6-5): responsibility of player to play proper ball
<div>YOUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Play at least three holes on course.


Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes)

Seamless Game – Tee Ball (30 minutes)

- Group PLAYers in fours; one coach with every group.
- Assign starting holes one through three. *Coaches bring one football/tee, one whiffle ball bat/tee, and SNAG Launchers, SNAG balls, SNAG tee pad for each group. (Utilize same ball colors/type for SNAG, whiffle ball, etc. to assist with setting up
- Once at starting hole, coach shake hands and greets PLAYers.
- Introduce teeing ground, tee markers, and where to stand when teeing off and where to stand when it is not your turn. Emphasize proper behavior when it is partner’s turn to play (quiet, not moving, out of PLAYer’s sight).
- Each player can choose the equipment for playing the hole. Each must use a tee, and place between tee markers for tee shot or “Drive”.
- Next determine playing order (alphabetical, age, number on golf ball, etc).
- PLAYers will play a golf hole teeing off using equipment of choice and respective tee. After tee shot, PLAYers will throw, hit, or swing depending on sport equipment chosen on tee.
- After tee shot, and when getting ready to play next shot, ask PLAYers how they know it’s their ball? On next tee, ask about identifying their ball? As a courtesy to others, have PLAYers share how they can identify their ball.
- *While walking ask PLAYers what they notice or what they are curious about. As they ask questions, you can ask them about some basic golf terminology: Teeing Ground, Fairway, Rough, Bunker, Putting Green.
- Point out any unrepaired divots and ball marks. Ask how long they think it takes to heal? Show how to repair a divot (sand or replacing turf). Relate to being courteous for other players.
- Remind PLAYers as they get closer to green, to use smaller swings, underhand throws, etc. Relate type of motion to other sports (football- pitch out by quarterback, baseball- bunting or line drive, etc.)
- PLAYers play until all balls are on green, then pick up and move to next tee. Remind players to walk on the green.
- On next tee, ask PLAYers if they want to switch equipment? Ask if they can identify their ball. If not unique markings or numbers, then offer Sharpie to put initials or number on ball.
- If player accidentally knocks ball off tee, ask group if it counts as a stroke? Share rule (11-2).
- Play more holes as time permits. Review and reinforce Rules for teeing ground and being courteous toward each other.

Wrap-up (10 Minutes)



PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____
Chapter: _____
Core Lesson: **2** Core Lesson Title: **COURTESY Toward Others**
☐ 3-hole level ☒ 6-hole level ☐ 9-hole level Duration of Class: **90 minutes**
Location of Class: _____ ☒ On-Course ☐ Off-Course
Number of PLAYers: **12 – 20** Number of Coaches: **3 – 5**
PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**
Group Characteristics (age-range, skill-level, etc.): **7 – 8 years, beginner**
Supplies and equipment needed: **Frisbees, Nerf Footballs, SNAG golf balls, SNAG launcher pads, SNAG launchers, putters, golf balls**



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)

PLAYers play a game of “500” with Nerf football. (PLAYers stand in a group and coach throws football high into the air, PLAYers try to catch. 100 points per catch.) Coach occasionally calls out “FORE!” after ball is thrown and all PLAYers should turn their back to the coach and cover their heads. Any PLAYER not getting into this position loses points. Coach can also call out individual PLAYER names for each pass and then it is their ball to catch. First PLAYER to 500 points gets to throw the ball and rest of PLAYers have a chance to catch.



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

Ask about their experiences today. Ask several questions about Pre-swing and Rules of Teeing Ground? What kind of things did they have to consider prior to making shot/pass? Where can they stand when playing a shot from the teeing ground? Ask what did they learn which can help them play Game of Golf? Ask what it means to be courteous of others? Ask where else are they courteous to others? Finally, ask how what they learned might apply to them at home, school, with friends, etc.



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

- What was **GOOD**?
- What could have been **BETTER**?
- **HOW** would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>PLAY</div>	<p>The Game: Golf Football</p> <p>PLAYers pair up into groups of two (six players per hole) and play golf holes by kicking a football off a tee, throwing a Frisbee, or hitting SNAG off a tee. Teams choose their sport equipment to play each hole. Partner goes down the fairway and must catch the ball or disc. If incomplete, then partner gets three additional downs (attempts) to advance the ball. Once ball has been teed off, then players use arm to throw football/Frisbee or hit with SNAG club. PLAYers count the number of complete passes (strokes) until they arrive at the end zone (green). Once scoring a touchdown, by catching pass in the end zone, players can hit a 3 foot putt for an extra point. Play as many holes as time allows.</p>
<div>LEARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Pre-Swing – PLAYers will understand the importance of getting ready before each shot (putt, chip, pitch, and full-swing).</p> <ul style="list-style-type: none">Teams (quarterback and receiver) will need to consult prior to pass (stroke) as to the distance and direction the receiver will run, also taking into account any obstacles and/or wind which may affect the route and/or the Frisbee/ball <p>Life Skills Objective and Behaviors: Interpersonal skills; being courteous toward others, shake hands when greeting others, remaining still and quiet while others are playing</p>
<div>APPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Teeing Ground; definition of Teeing Ground, Ball in Play</p> <p>Etiquette: Be ready to play when it's your turn, standing to side of teeing ground, out of the vision of the player hitting</p> <p>Rules of Golf:</p> <ul style="list-style-type: none">Teeing Ground(11-4): Playing from outside tee groundOrder of Play (10-2): "Honors"
<div>YOUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Play at least three holes on course.


Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes)

Seamless Game – Golf Football (60 minutes)

- PLAYers get into teams of two, total of six players with each coach.
- Assign starting holes.
 - Coaches bring footballs/tee, Frisbees, and SNAG Launchers, SNAG balls, SNAG tee pad for each group. One putter and golf ball.
- Once at starting hole, coach and PLAYers shake hands.
- Review teeing ground, tee markers, and where to stand when teeing off and where to stand when it is not your turn. Emphasize proper behavior when it is partner's turn to play (quiet, not moving, out of PLAYer's sight).
- Relate vocabulary of teeing ground (line of scrimmage), fairway (field), rough (out of bounds), and green (end zone).
- Introduce where can you stand when teeing off? Outside the box? Relate to running and kicking/throwing football/disc; do not have to start from within the box when running to gain momentum.
- Each PLAYer can choose the equipment for playing the hole.
- Next determine playing order (alphabetical, age, etc).
- Ask teams to keep track of number of completed passes to get to end zone (putting green). Any team unsuccessful in making a complete pass within 4 downs, is out for that hole.
- After tee shot, PLAYers will throw or hit (SNAG) depending on sport equipment chosen on tee.
- While walking ask PLAYers what they have to discuss with partner prior to shot? What factors do they have to take into account prior to pass (stroke)? Wind, obstacles, distance, etc. Review basic golf terminology: Teeing Ground, Fairway, Rough, Bunker, Putting Green.
- Reinforce competitors to be courteous to other players.
- Remind PLAYers as they get closer to green, to use smaller swings, underhand throws, etc. Relate type of motion to other sports (football – pitch out by quarterback)
- PLAYers play until teams score touchdown, completion on green. Remind players to walk on the green.
- Teams scoring touchdown, can hit putt for an extra point attempt on the green with putter and golf ball.
- On next tee, ask PLAYers if they want to switch equipment?
- Ask which team gets to go first on second tee? Who do they think should go first? Introduce "Honors", team with fewest number of passes (strokes) to arrive at end zone (green) have the honor of going first.
- Play more holes as time permits. Review and reinforce Rules for teeing ground and being courteous toward each other.
- During play on course, yell out "FORE!" once or twice to check for learning of safety position.

Wrap-up (10 Minutes)



PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____

Chapter: _____

Core Lesson: 2 Core Lesson Title: **COURTESY Toward Others**

☐ 3-hole level ☐ 6-hole level ☒ 9-hole level Duration of Class: **90 minutes**

Location of Class: _____ ☒ On-Course ☐ Off-Course

Number of PLAYers: **12 – 20** Number of Coaches: **3 – 5**

PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**

Group Characteristics (age-range, skill-level, etc.): **7 – 9 years, beginner/intermediate**

Supplies and equipment needed: **Golf clubs, tees, index cards, scorecards, pencils, golf balls**



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)

PLAYers warm up on the practice tee. Prior to hitting shots, PLAYers will go through a series of stretches and exercises to prepare their body to play golf. PLAYers are paired up and receive a list of 3 to 5 objects on the driving range. The objects should be large and at a range of distances. They will take turns hitting shots to each object, discussing the distance and club, any wind or slope of ground which would influence the ball, etc.



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

Ask about their experiences today. Ask several questions about Pre-swing, the Teeing Ground? What can you do if you think you may have lost your golf ball? What is the procedure for playing a provisional ball? What kind of things did they have to consider when mapping out their strategy? Where can they stand when playing a shot from the teeing ground? Ask what did they learn which can help them play the game of golf? Ask what it means to be courteous of others? Ask where else are they courteous to others? Finally, ask how what they learned might apply to them at home, school, with friends, etc.



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

- What was GOOD?
- What could have been BETTER?
- HOW would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>PLAY</div>	<p>The Game: The Amazing Golf Race</p> <p>PLAYers will be grouped in pairs, play a scramble, and assigned a series of objects they must “capture” (hit) with their golf ball on a hole (i.e. tree, bunker, rough, 150 yard marker, green, hole). PLAYers will need to map out their strategy on the teeing ground for the series of objects they are assigned. First team to hit the last object on the list, wins the race for that hole. Once each object or area of the course is hit, then the group can move onto the next object on the list. After each object is “captured”, the teeing ground is re-set and PLAYers may use a tee again. Also, when PLAYers are going for an area of the course where perhaps their ball may be lost, they are encouraged to play a provisional. Prior to each tee shot, PLAYers should discuss and indicate their line of play.</p>
<div>LEARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Pre-Swing – PLAYers will understand the importance of getting ready before each shot when playing golf.</p> <p>Life Skills Objective and Behaviors: Interpersonal skills; being courteous toward others, shake hands when greeting others, remaining still and quiet while others are playing.</p>
<div>APPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Teeing Ground; definition of Tee, Provisional Ball</p> <p>Etiquette: Be ready to play when it’s your turn, standing to side of teeing ground, waiting for PLAYers ahead to clear before hitting</p> <p>Rules of Golf: Provisional Ball (10–3; 27–2); Line of Play (8–2a); Ball Falling off Tee (11–3)</p>
<div>YOUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Play at least two to three holes on course.

Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes)


Seamless Game – The Amazing Golf Race (60 minutes)

- Coaches will be assigned a hole to start on and a group of PLAYers.
- Two teams of two will be paired together to race against.
- Coaches should prompt PLAYers to greet each other and shake hands if PLAYers do not initiate themselves.
- Coaches will review the rules of the teeing ground and etiquette, by asking PLAYers questions.
- Ask PLAYers about what kind of things they had to consider on the practice tee in the Warm-up, prior to hitting their shots?
- Coaches will introduce the concept of a provisional ball and when appropriate, ask PLAYers to play one if their ball may be lost or out of bounds.
- Coaches hand each team an index card with a series of objects (in order) which they will race to.
- PLAYers will discuss and map out a strategy for their race.
- PLAYers are asked by the coach to indicate their line of play prior to each tee shot with their partner.
- Upon teams hitting their target on the list, they will play from a nearby set of tee markers set up by the coach, and initiate the process all over again of discussing “Pre-Swing” items as a team and review their strategy. Use a coachable moment when PLAYers accidentally knock a ball off the tee.
- Play several holes and change the list of objects for each hole to reflect the characteristics of each particular hole (i.e. some holes may have bunkers, water, O.B. and others may not)

Options

- The last object on the list does not always have to be the hole, sometimes it can be the green, a bunker, etc.
- Depending on skill level, coach may allow PLAYers to go again or take another turn when they successfully hit their target on the list. However, reminding PLAYers to be safe and wait for PLAYers ahead to clear before hitting.
- Coaches may ask for teams to be courteous and wait their turn, following furthest from the hole (target) is next to play. Following this procedure, will mean both teams will be going for the last target on the list at the same time and the first to hit the last target on the list will be the winner.
- As PLAYers advance, the list of objects can be “clues” vs. the actual word or picture.

Wrap-up (10 Minutes)



PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____
Chapter: _____
Core Lesson: **3** Core Lesson Title: **RESPONSIBILITY for the Course**
☒ **3-hole level** ☐ **6-hole level** ☐ **9-hole level** Duration of Class: **60 minutes**
Location of Class: _____ ☒ **On-Course** ☐ **Off-Course**
Number of PLAYers: **12 – 20** Number of Coaches: **3 – 5**
PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**
Group Characteristics (age-range, skill-level, etc.): **7 – 8 years, beginner**
Supplies and equipment needed: **One full set of golf clubs, SNAG balls, Golf balls, putters, ball markers and ball mark repair tool**



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)

PLAYers pair up on putting green and shake hands while saying hello. Have pairs roll SNAG ball or regular golf ball back and forth to each other; start 6 ft apart and move back one step after each roll. When off green have PLAYers toss ball underhanded to each other, taking a step back each time. Notice at what distance they switch to overhand throws; and how far away they are from each other. Share this observation with PLAYers when on-course – do they switch from overhand throw off tee to underhand throw when close to green and to rolling ball on the green? While doing activity ask what being responsible means to them? How do you demonstrate being responsible?



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

Ask about their experiences today. Ask several questions about the player’s responsibility on the golf course? How do they mark a golf ball (on putting green and prior to start of play for identification purposes)? Ask how what they learned can help them play Game of Golf? Ask what it means to them to be responsible? Probe to see what connection they make between the skills they are learning and being responsible. Finally, ask how they could demonstrate being responsible at home, school, with friends, etc.?



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

- What was GOOD?
- What could have been BETTER?
- HOW would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>P LAY</div>	<p>The Game: BIG SHOTS, little shots</p> <p>PLAYers will play golf holes by throwing a golf ball overhand, underhand, and rolling to simulate golf. Pair PLAYers up into foursomes, one coach with every group. Assign starting holes one through three. PLAYers will play a golf hole throwing the golf ball (or SNAG ball) overhand for big shots (i.e., off the teeing ground, long shots into the green), underhand for little shots (i.e., pitching, chipping), and roll the ball for putting. Play the hole out by rolling the ball into the hole. Play as many holes as time allows. Pair PLAYers, by size, age – after first hole, use putters once on putting green.</p>
<div>L EARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Equipment – PLAYers will understand how clubs work and what else is in your bag. Putter, ball mark, ball mark repair tool</p> <ul style="list-style-type: none">What club do you use on the green? Is it designed to roll the ball or make the ball go in the air? How do you properly mark your ball on the green? Taking care of your golf ball by cleaning it – When can you clean it? How do you repair a ball mark? How do you identify your golf ball? <p>Life Skills Objective and Behaviors: Self-management; being responsible for the golf course and your equipment – repairing ball marks, taking care of the golf course and your golf equipment; Interpersonal skills – keeping up with pace of play</p>
<div>A PPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Putting Green; definition of Putting Green, Flagstick</p> <p>Etiquette: Always walk on putting green, do not step on hole, marking/cleaning your golf ball, keeping pace of play moving, and standing out of players sight when making a stroke</p> <p>Rules of Golf:</p> <ul style="list-style-type: none">The Putting Green (16-1b: Lifting and cleaning the ball)The Putting Green (16-1c: Repair ball marks and other damage)
<div>Y OUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Play two to three holes on course.


Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes; includes transition time onto golf course)

Seamless Game – BIG SHOTS, little shots (30 minutes)

- Group PLAYers in foursomes; one coach with every group and assign starting holes one through three.
- Coaches hand out golf ball, ball mark repair tool, and ball marker to each PLAYer. PLAYers are to be responsible for their equipment, identifying their own golf ball, and turn back in at the end of play.
- Once at starting hole, coach shake hands and greets PLAYers.
- Review teeing ground and where to stand when teeing off and where to stand when it is not your turn. Emphasize proper behavior when it is partner’s turn to play (quiet, not moving, out of PLAYer’s sight).
- Next determine playing order (alphabetical, age, etc).
- PLAYers will play a golf hole throwing the golf ball (or SNAG ball) overhand for big shots (i.e., off the teeing ground, long shots into the green), underhand for little shots (i.e., pitching) and roll the ball for putting.
- Introduce how to determine who goes next after shot (furthest away).
- While walking, ask PLAYers what they notice or what they are curious about. As they ask questions, you can ask them about some basic golf terminology: Teeing Ground, Putting Green, Flagstick, and Hole.
- Point out any ball marks. Ask how long they think it takes to heal? Ask who is responsible for repairing ball marks and divots? Show how to properly repair a ball mark.
- Remind PLAYers as they get closer to green, how they used the underhand throw in Warm-up
- Once all on green, demonstrate who is responsible for taking the flagstick out (closest to hole), furthest away goes next, how to mark ball with penny or ball marker and how to repair a ball mark. Find some unrepaired marks (or make some by throwing ball into green) and allow them to practice repairing.
–Emphasize the PLAYer’s responsibility for repairing their ball marks and marking and cleaning their golf ball.
- PLAYers play the hole out by rolling ball into hole.
- First in the hole, gets flagstick and waits until all have putted out and then put flagstick back in hole.
- Walk to next tee box. While walking, ask how many throws (strokes) did it take you to play the hole? (many will not have paid attention; some will be able to recall) Ask whose responsibility is to keep their score?
- Play one to two more holes and add use of putters once on green.

Wrap-up (10 Minutes)



PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____

Chapter: _____

Core Lesson: 3 Core Lesson Title: **RESPONSIBILITY for the Course**

☐ 3-hole level ☒ 6-hole level ☐ 9-hole level Duration of Class: **90 minutes**

Location of Class: _____ ☐ On-Course ☒ Off-Course

Number of PLAYers: **12 – 20** Number of Coaches: **3 – 5**

PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**

Group Characteristics (age-range, skill-level, etc.): **7 – 9 years, beginner/intermediate**

Supplies and equipment needed: **One full set of golf clubs, golf balls, putters, ball markers, string, metal washers, and tees**



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)

Coach presents a full set of golf clubs in bag. Each PLAYer takes one and holds in safety position (by the club head). Ask PLAYers to identify what kind of club they have (wood, iron, putter, wedge and number, if applicable)? Ask what is the difference between each club (emphasize length and loft)? Ask PLAYers to exchange clubs, giving the club with the most loft to the tallest PLAYer, and the club with the least amount of loft to the shortest PLAYer. Then, have them line up in order of highest (tallest) to lowest (shortest) trajectory. Next, Review the various parts of a golf club – grip, shaft, club head, clubface. What do they notice is different about each club – shaft type? Club head design? Loft & length? Ask how many clubs can a golfer carry? What location of the golf course are each of these clubs primarily used? (Do not have them answer out-loud.) Walk to a golf hole (carrying club in the safety position) and ask each PLAYer to go to the part of the golf course where their club would most likely be used.



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

Ask about their experiences today. Ask several questions about the PLAYer’s responsibility on the putting green? How do they mark a golf ball (on putting green and prior to start of play for identification purposes)? Ask how what they learned can help them play Game of Golf? Ask what it means to them to be responsible? Probe to see what connection they make between the skills they are learning and being responsible. Finally, ask how they could demonstrate being responsible at home, school, with friends, etc.?



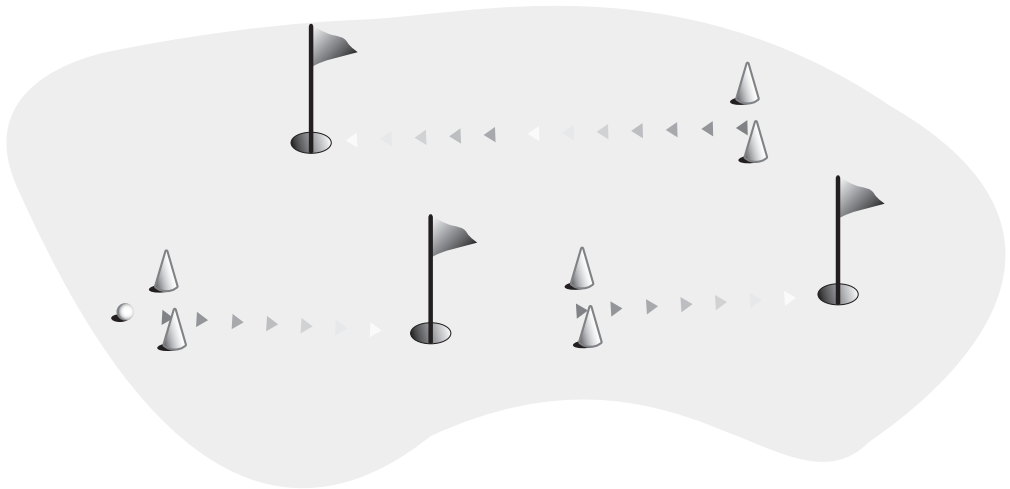
GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

- What was GOOD?
- What could have been BETTER?
- HOW would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>PLAY</div>	<p>The Game: String Putting</p> <p>Each PLAYer will get a 10-12 foot long piece of string with washer tied to the end of it. On the putting green, foursomes play a three hole putting course (8-15 ft putts). After each PLAYer putts, they mark their ball and place the string in a line from their mark to the hole, using washers tied to the end of the string to secure it to the bottom of the hole. The next PLAYer putts and places their string, without stepping on their playing partner's string. Rule is to not step on any playing partners string (line of putt). If PLAYers are close to the hole, they may elect to finish- only if they do not step on another's line and after asking their playing partners "may I finish?" Furthest away goes next after all have teed off.</p>
<div>LEARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Equipment – PLAYers will understand how clubs work and what else is in your bag.</p> <ul style="list-style-type: none">What club do you use on the green? Is it designed to roll the ball or make the ball go in the air? How do you properly mark your ball on the green? What is the line of your putt? <p>Life Skills Objective and Behaviors: Self-management and Interpersonal skills; being responsible for the golf course and your equipment- marking your golf ball on the green, taking care of your golf equipment, keeping up with pace of play</p>
<div>APPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Putting Green; definition of Line of Putt</p> <p>Etiquette: Always walk on putting green, do not step on hole, marking your golf ball, not walking on line of putt, and standing out of players sight when making a stroke</p> <p>Rules of Golf:</p> <ul style="list-style-type: none">Lifting & Marking (20-1) (how a PLAYer should mark and lift a ball)The Putting Green (16-1c: Repair ball marks and other damage)
<div>YOUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)



Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes; includes transition time onto golf course)

Seamless Game – String Putting (60 minutes)

- Design 6 to 9 hole putting course.
- Group PLAYers in fours; one coach with every group.
- Assign starting holes on putting green.
- Coaches hand out scorecards, golf balls, string, and ball marker to each PLAYer. PLAYers are to be responsible for their pace of play, equipment, identifying their own golf ball, and turn back in at the end of play. Once at starting hole, PLAYers shake hands.
- Review teeing ground and where to stand when teeing off and where to stand when it is not your turn. Emphasize proper behavior when it is partner's turn to play (quiet, not moving, out of PLAYer's sight).
- Next determine playing order (flip a tee, alphabetical, age, etc).
- PLAYers will play the putting course as a group. After first putt, PLAYer will mark their line (between ball and hole) with string. PLAYers will follow order of play and may ask to putt out, if they can do so without stepping on another's line (string).
- Review how to determine who goes next after shot (furthest away).
- Use coachable moments to review how to mark golf ball, who takes the flagstick out, who puts it back in, as well as where you should lay the flagstick when it is out of the hole. As they ask questions, you can ask them about some basic golf terminology: Teeing Ground, Putting Green, Flagstick, and Hole. Also, inquire about their pace of play.
- Emphasize the PLAYers' responsibility for marking their ball, not stepping on the hole, and not stepping on other's line of putt.
- PLAYers play 9-hole putting course.

Wrap-up (10 Minutes)



PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____

Chapter: _____

Core Lesson: 3 Core Lesson Title: **RESPONSIBILITY for the Course**

☐ 3-hole level ☐ 6-hole level ☒ 9-hole level Duration of Class: **90 minutes**

Location of Class: _____ ☐ On-Course ☒ Off-Course

Number of PLAYers: **12 – 20** Number of Coaches: **3 – 5**

PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**

Group Characteristics (age-range, skill-level, etc.): **7 – 9 years, beginner/intermediate**

Supplies and equipment needed: **Golf balls, putters, sand wedges, wedges, 8 irons, 6 irons, ball markers, and tees**



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)

Lob, Pitch, Chip, Putt – (for purposes of this game) a Lob is defined as a golf shot in which the ball travels further in the air than it does on the ground. Pitch is defined as a golf shot in which the ball travels approximately equidistant in the air and on the ground. A Chip is a golf shot in which the ball travels on the ground further than it does in the air. A Putt is a golf shot which is on the ground the entire distance. A Coach will model these various types of shots and ask PLAYers for the name of the shot? Next, PLAYers will toss golf balls underhanded at various stations to simulate each one of these types of shots. Then they will be divided into teams and given a 6 iron, 8 iron, wedge, sand wedge, and putter. They will be asked to place the club with which they think will produce the desired result, as well as explain why they choose the clubs they did.



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

Ask about their experiences today. Ask several questions about the PLAYer's responsibility for choosing the appropriate equipment? How do various clubs affect the type of golf shot? What do they do to change the flight of the golf ball? Ask how what they learned can help them play Game of Golf? Ask what it means to them to be responsible? Probe to see what connection they make between the skills they are learning and being responsible. Finally, ask how they could demonstrate being responsible at home, school, with friends, etc.?



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

- What was GOOD?
- What could have been BETTER?
- HOW would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>PLAY</div>	<p>The Game: 7 UP</p> <p>PLAYers are grouped in threes and/or fours. To determine order for first hole, on putting green, each PLAYer strokes one long putt and closest to hole gets to go first, next closest second, and so on. For each hole, closest to the hole after all PLAYers in the group have played their “tee shot” earns 1 point. If a PLAYer holes the “tee shot” (and the tee shot is from the putting green surface) it is worth 2 points. If a PLAYer makes the tee shot and it is from off the green they earn 5 points. The PLAYer closest to the hole gets to pick the next hole and the club to be used for the hole (however must always use putter on the green). The PLAYer must define the teeing ground by using two tees as tee markers. First PLAYer to accumulate 7 points wins.</p>
<div>LEARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Equipment – PLAYers will understand how clubs work and what else is in your bag.</p> <ul style="list-style-type: none">• What club do you use on the green? How about from just off of the green? Which clubs are designed to loft the ball more in the air? Which ones are designed to roll the ball on the ground? What do you prefer to use where? <p>Life Skills Objective and Behaviors: Self-management; being responsible for the golf course and your equipment – marking your golf ball on the green, taking care of your golf equipment.</p>
<div>APPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Putting Green; definition of Flagstick, Equipment</p> <p>Etiquette: Always walk on putting green, do not step on hole, marking your golf ball, not walking on line of putt, and standing out of players sight when making a stroke</p> <p>Rules of Golf:</p> <ul style="list-style-type: none">• Lifting and Marking (20-1); Lifting & Cleaning Ball (16-1b)• The Putting Green (16-1c: Repair ball marks and other damage
<div>YOUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Utilize short game practice area with multiple holes cut in the green.


Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes)

Seamless Game – 7 UP (60 minutes)

- Coaches introduce and model the rules for the game 7 UP.
- PLAYers are reminded to set up their teeing ground for each hole and to choose a club which the other PLAYers in the group will need to utilize for the shot.
- PLAYers are reminded to mark their golf ball when appropriate to do so as well as repair ball marks on the green.
- PLAYers are responsible for managing their equipment, laying it off to the side of the green, keeping the club face clean, and picking up the tees used for tee markers on each hole.
- PLAYers are responsible for removing, tending, and replacing flagstick.
- After PLAYers play a few games, observe the types of shots they play, types of clubs used, etc. Based on observations, set up a few tees which challenge PLAYers to play a different type of shot.
- Also can add variations to rules, such as: PLAYers who are closest to the hole have to 2 putt to retain their point. Or a PLAYer who holes out their tee shot on top of another PLAYers holed tee shot, gets their points (double points).

Wrap-up (10 Minutes)



PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____
Chapter: _____
Core Lesson: 4 Core Lesson Title: **The HONESTY of PLAYers**
☐ 3-hole level ☒ 6-hole level ☐ 9-hole level Duration of Class: **60 minutes**
Location of Class: _____ ☒ On-Course ☐ Off-Course
Number of PLAYers: **12 – 20** Number of Coaches: **3 – 5**
PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**
Group Characteristics (age-range, skill-level, etc.): **8 – 9 years, beginner**
Supplies and equipment needed: **Stopwatch, SNAG Launchers, Rollers, Flagstickys, SNAG balls, rope, cones, spray paint**



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)

SNAG Relay – PLAYers pair up, each get a SNAG Launcher and SNAG ball. Two lines on the field, 40-60 yards apart – one is a start line and other is the finish line. PLAYers hit and catch, alternating until arriving at the finish line. PLAYer can advance once ball is caught and then roles are switched at the location the ball is caught. Once ball is caught, PLAYer must hold at shoulder height and drop the ball, wherever it lands – ball must be played as it lies. PLAYers can choose to go for one long shot or a series of short shots to arrive at the finish line. Once all are across the line, ask who were the relay winners: the ones who finished first or in the fewest amount of hits? Introduce the golf relay on course where it is a combination of time and strokes.



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

What did you learn about Game of Golf? Why is it important to play quickly and safely on the golf course? How did you control the distance the ball traveled? Ask what it means to them to be honest? Why is it important to be honest in Game of Golf? Did anyone want to move their ball to improve the lie? What is the rule about moving the ball? When was a time you were dishonest? How did it make you feel? How can you demonstrate being honest with yourself, others at school, home, other activities, etc.?



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)


- What was GOOD?
- What could have been BETTER?
- HOW would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>P LAY</div>	<p>The Game: SNAG Relay Course</p> <p>Alternate shot amongst 4 PLAYers. PLAYers create 4 player teams for each hole. One is on the teeing ground, one is in the fairway to receive drive, one is near the green to receive the approach, and one is on the green to receive the pitch or chip. Object is to play the hole as quickly as possible with the fewest number of strokes. Score is a combination of time and strokes. No two strokes may be played consecutively by the same player so, as an example the person who hit tee shot, needs to advance quickly, following just behind the ball, as to be prepared to play again in case his/her playing partners do not advance the ball to green during their alternating rotation.</p>
<div>L EARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Distance-control – PLAYers will understand the importance of being able to control your distance when playing golf.</p> <ul style="list-style-type: none">How did you control the distance to hit it to your playing partner? What are the different ways to change the distance the ball travels? <p>Life Skills Objective and Behaviors: Self-management; being honest by calling a penalty on yourself when breaking a rule</p>
<div>A PPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Fairway; definition of Stroke, Move or Moved</p> <p>Etiquette: On fairway – repairing divots, use the word “FORE!” when hitting an errant shot, what to do when hearing the word “FORE!”</p> <p>Rules of Golf:</p> <ul style="list-style-type: none">Ball Played as it Lies (13-1)Ball in Motion Deflected or Stopped (19-2)
<div>Y OUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Set up will vary based on Chapter’s golf facility. Utilize three golf holes on course. Team will position PLAYers at various yardage markers/locations based on ability of PLAYers and strategy for playing the hole.



Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes)

Seamless Game – SNAG Relay Course (60 minutes)

- Set up teams of 4. Each team is assigned a starting hole with a coach.
- Coach reviews rules and communicates PLAYers are responsible for accurately tracking their strokes.
- PLAYers are given 2 minutes to discuss strategy.
- Next allow team 5 minutes to get into position and encourage use of yardage markers for the location PLAYers should be at when play starts.
- When PLAYER tees off, the stop watch starts.
- Team plays ball until holed by sticking to cone.
- PLAYers record score on scorecard at next tee box and coach gives them their time which is also written on scorecard.
- Team plays second hole and can change up positions, discuss new strategy, etc.
- Play as many holes as time permits.

NOTE: PLAYers should yell “FORE!” if there ball is headed directly at their teammate. Teammate should assume the safety position. Teams can be penalized for not repairing divots, not removing flagstick from flagsticky, running on green, etc. After play of at least three holes, ask teams if they broke any of these rules? If so, they need to record these penalties on their own scorecard. Reinforce PLAYERs responsibility to call penalties on themselves and to honestly report scores. Coaches provide water at each tee to insure PLAYers stay well hydrated.

Wrap-up (10 Minutes)

The First Tee

PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____

Chapter: _____

Core Lesson: **4** Core Lesson Title: **The HONESTY of PLAYers**

☐ 3-hole level ☐ 6-hole level ☒ 9-hole level Duration of Class: **90 minutes**

Location of Class: _____ ☐ On-Course ☒ Off-Course

Number of PLAYers: 12 – 20 Number of Coaches: 3 – 5

PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**

Group Characteristics (age-range, skill-level, etc.): **8 – 9 years, beginner/intermediate**

Supplies and equipment needed: **8 golf balls per game, 5 SNAG Balls or colored range balls, 7 irons, cones (tee markers)**



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)

Bocce - PLAYers play a game of bocce, using SNAG balls to roll and a golf ball as the pallino.



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

How did you control the distance the ball traveled? Ask what it means to them to be honest? Why is it important to be honest in Game of Golf? Did anyone accidentally move the ball after it came to rest? If so, how did you handle? What is the rule? When was a time you were dishonest? How did it make you feel? How can you demonstrate being honest with yourself, others at school, home, other activities, etc.?



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

- What was GOOD?
- What could have been BETTER?
- HOW would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>PLAY</div>	<p>The Game: Golf Bocce</p> <p>On fairway length grass, PLAYers pair up into teams of two. Each team gets 4 golf balls. At random, choose a PLAYer to throw the “pallino” or SNAG ball. After the pallino is thrown, the same PLAYer will chip his first golf ball. The purpose of the game is to get your golf balls as close as possible to the pallino. After the first PLAYer has chipped his first bocce ball, he is considered “inside” because his ball is closer to the pallino than any of the competitors’ balls. All other PLAYers are considered “outside.” Whenever a PLAYer is considered “inside,” he will forfeit his turn chipping balls. All “outside” PLAYers will take turns chipping their bocce balls until one of theirs gets closer to the pallino than the “inside” PLAYer. After all PLAYers have chipped their bocce balls, the PLAYer that is “inside” will be awarded points. One point will be awarded to this PLAYer for every ball that is closer to the pallino than his closest competitor’s ball. After the points are awarded, the frame is completed. Start a new frame by electing a new person to throw the pallino and to chip the first golf ball. A game is won when a PLAYer reaches 13 points. Play as many frames as necessary until a PLAYer reaches this point level. Of course, this point level can be decreased or increased depending on time constraints.</p>
<div>LEARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Distance-control – PLAYers will understand the importance of being able to control your distance when playing golf.</p> <ul style="list-style-type: none">How did you alter the distance the ball goes? Was your ball running, jogging, walking or crawling? What are the different ways to change the distance the ball goes? <p>Life Skills Objective and Behaviors: Self-management and being honest by calling a penalty on yourself</p>
<div>APPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Fairway; definition of Addressing the Ball, Move or Moved</p> <p>Etiquette: Holding the iron by head when waiting your turn, being ready when it’s your turn, calling penalty on self, replacing divots</p> <p>Rules of Golf:</p> <ul style="list-style-type: none">Ball at Rest Moved (18-2)Recording Scores (6-6a)
<div>YOUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes)

Seamless Game – Golf Bocce (60 minutes)

- Play Golf Bocce per the rules described above. Set up tee markers with cones. If possible, set up on a Fairway or an area with fairway length grass (back of practice tee).
- Coaches demonstrate how to play the game with chipping, however should be familiar with basic rules as they were explained in the Warm-up.
- Hand out scorecards and have PLAYers record scores after each frame, each records score for both teams.
- Reinforce being honest by recording scores accurately and use coachable moments when PLAYers are having trouble deciding whose ball is closest or “inside” for a point.
- After a couple of games, change the distance up and change up teams to different locations.
- Reinforce repairing divots, safety of holding club by head when it is not your turn, and being respectful of teammate and opposing team members
- Option: make additional rules such as PLAYers must drop a ball from shoulder height to put the ball into play. Any PLAYer accidentally moving ball when addressing is penalized and needs to follow proper procedures according to the Rules of Golf.
- Another option is to play as if starting from the teeing ground, and follow the rules for the teeing ground.

Wrap-up (10 Minutes)

PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____

Chapter: _____

Core Lesson: **5** Core Lesson Title: **Modeling SPORTSMANSHIP**

☐ 3-hole level ☒ 6-hole level ☐ 9-hole level Duration of Class: **90 minutes**

Location of Class: _____ ☒ On-Course ☐ Off-Course

Number of PLAYers: **12 – 20** Number of Coaches: **3 – 5**

PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**

Group Characteristics (age-range, skill-level, etc.): **8 – 9 years, beginner/intermediate**

Supplies and equipment needed: **Golf balls, irons, putters, colorful swim noodles, foam rolls, stakes/broken shafts, tees, signs with numbers**



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)

Balance games – PLAYers stand on large round foam rolls, cut in half so flat side is up and pretend to ski, pretending to manvuer back and forth as to transverese down the slope, while keeping their balance. Next PLAYers practice chipping SNAG balls while trying to balance on foam rolls.



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

What did you learn about Game of Golf? Why is it important to play quickly and safely on the golf course? How was your balance when swinging? Why is it important to have balance in Game of Golf? What other areas of your life do you need balance? Who displayed sportsmanship today? How can you display good sportsmanship with others at school, home, other activities, etc.?



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

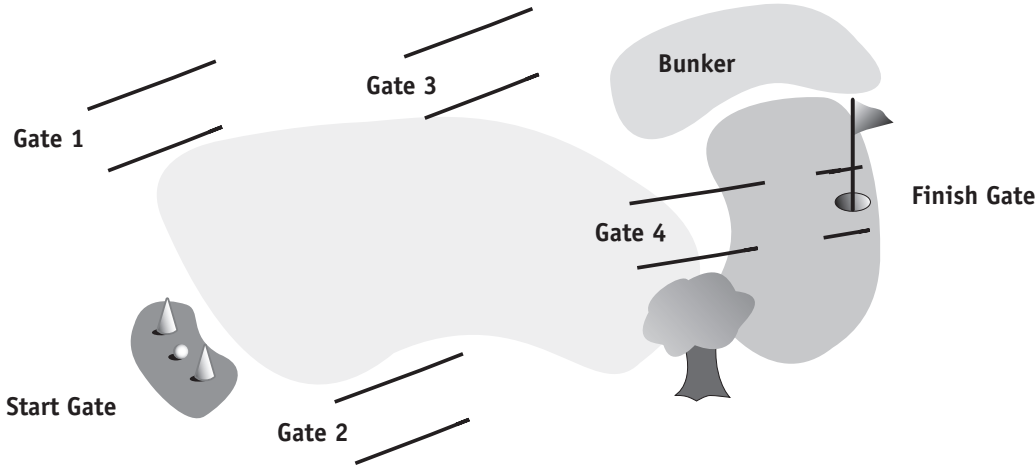
- What was GOOD?
- What could have been BETTER?
- HOW would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>PLAY</div>	<p>The Game: Slalom Ski Golf</p> <p>PLAYers will play a hole from the starting gate (teeing ground) to the finish line (hole) in the fewest strokes possible and in a safe, fast manner. On course 4 to 6 “gates” are set up in the rough, in a zig zag fashion (left side to right side of the fairway), which PLAYers must negotiate through before advancing to next gate. Avoiding or missing a gate results in penalty strokes. The finish line is on the green with two tees, set at the mouth of the hole as the final gate. For additional fun, coaches may time groups and incorporate as part of the score.</p>
<div>LEARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Balance – PLAYers will understand the importance of having good balance when playing golf.</p> <ul style="list-style-type: none">When do you need balance in golf? How do you know you have good balance? <p>Life Skills Objective and Behaviors: Self-management; abiding by the Rules of Golf regardless of outcome</p>
<div>APPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Rough</p> <p>Etiquette: Waiting for your turn, being mindful of others when they are hitting</p> <p>Rules of Golf:</p> <ul style="list-style-type: none">Undue delay, slow play (6-7)
<div>YOUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Set up will vary based on Chapter’s golf facility. Utilize three golf holes on course.



Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes)

Seamless Game – Slalom Ski Golf (60 minutes)

- PLAYers are paired in twosomes. Each team is assigned a hole with a coach.
- Coach reviews rules and communicates to PLAYers are responsible for accurately following the course (set of gates) and tracking their strokes.
- Also, reinforce playing safely and quickly as slow play can be penalized.
- To assist in speeding up play, be mindful of other PLAYer’s shots as to be able to assist in searching for a potential lost ball. (Depending on the length of rough, this may be a real issue).
- Teams play a two person scramble and must negotiate through the correct order of gates to arrive at finish line. For each gate passed, there is a two stroke penalty.
- PLAYers record score on scorecard at next tee box and assess any penalties incurred.
- Play as many holes as time permits.
- One variation is to set up two sets of gates per hole (one down left side of fairway in rough and another on right side and each team plays either to the right or left set of gates)
- At the conclusion of each hole, PLAYers should take their hat off and shake hands with teammate and opposing teams.
- For additional fun, coach could interview each team at the conclusion of each hole and ask about their balance? (similar to how skiers are interviewed at the end of their run and asked about their performance)
- Reinforce PLAYers to be “good sports”, by assisting others looking for a lost ball, removing hats and shaking hands at the end of the run (hole), and saying nice things about other PLAYers – such as nice balance!

Wrap-up (10 Minutes)

The First Tee

PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____

Chapter: _____

Core Lesson: **5** Core Lesson Title: **Modeling SPORTSMANSHIP**

☐ 3-hole level ☐ 6-hole level ☒ 9-hole level Duration of Class: **90 minutes**

Location of Class: _____ ☒ On-Course ☐ Off-Course

Number of PLAYers: **12 – 20** Number of Coaches: **3 – 5**

PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**

Group Characteristics (age-range, skill-level, etc.): **8 – 9 years, intermediate**

Supplies and equipment needed: **Golf clubs, golf balls, tees, Sharpies, ball markers, ball mark repair tool**



WARM-UP (Include rapport-building, mental & physical activity, as well as safety.)

Am I balanced? PLAYers will go through a series of excerices, standing on one foot and holding their balance. Then, one one foot with the other foot out in front, out to the side, and then behind. Ask PLAYers to hold for 5 seconds to get a sense of their balance. Next, PLAYers will do the same excercises except with their eyes closed. Go through a series of challenging excercises to train and raise self-awarness for balance.



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

What did you learn about the game of golf? Why is it important to play quickly and safely on the golf course? How was your balance when swinging? Why is it important to have balance in the game of golf? What other areas of your life do you need balance? Who displayed sportsmanship today? How can you display good sportsmanship with others at school, home, other activities, etc.?



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

- What was GOOD?
- What could have been BETTER?
- HOW would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>PLAY</div>	<p>The Game: Photo Finish PLAYers will play golf holes and regardless of outcome of shot will hold their finish for each shot. PLAYers not holding their finish until the ball comes to rest will need to call a penalty on themselves. While holding their finish, PLAYers will assign a number to their balance (1 =being well balanced to 10 =completely off balance). After each hole, PLAYers will report to their playing partners their score for the hole (including any penalty strokes for not holding finish) as well as the balance number for the tee shot.</p>
<div>LEARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Balance – PLAYers will understand the importance of having good balance when playing golf.</p> <ul style="list-style-type: none">When do you need balance in golf? How do you know you have good balance? How does the rough affect your balance? <p>Life Skills Objective and Behaviors: Interpersonal Skills and Self-management; abiding by the Rules of Golf regardless of outcome</p>
<div>APPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Rough</p> <p>Etiquette: Waiting for your turn, being mindful of others when they are hitting</p> <p>Rules of Golf:</p> <ul style="list-style-type: none">Strokes taken (9-1)Identifying Ball (6-5 & 12-2)Signing and Returning Score Card (6-6d)
<div>YOUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)


Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes)

Seamless Game – Photo Finish (60 minutes)

- Coaches will partner up with a group of PLAYers and head out to a hole.
- Coaches will introduce the object of today’s play – hold finish until ball comes to rest (and associated penalty strokes for not doing so), evaluate balance on a scale of 1 to 10 for tee shots, and report score to playing partners on the next tee.
- Remind PLAYers to be able to identify their golf ball.
- Coaches will remind PLAYers to greet each other and shake hands on the tee and at completion of play.
- PLAYers are handed scorecards with their names on them and asked to exchange scorecards with competitors.
- PLAYers are responsible for calling a penalty on themselves if they do not hold their finish until the ball comes to rest. Coaches may prompt a PLAYer by asking questions such as, “How was your finish?” and “How was your balance?”
- PLAYers will report their score on the next tee to their playing partner, including number of strokes plus any penalty strokes for not holding finish, and score for balance on tee shot.
- At the completion of play, PLAYers will need to check their hole by hole scores and sign their scorecards.
- Coaches will reinforce PLAYers to play by the rules of golf and ask PLAYers to treat other kindly regardless of how they are playing.
- Coaches will take pictures during the course of play, when holding their finish. Print photos and use in clubhouse and/or send to each PLAYer electronically via email.

Wrap-up (10 Minutes)



PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____

Chapter: _____

Core Lesson: **6** Core Lesson Title: **Developing CONFIDENCE**

☐ 3-hole level ☒ 6-hole level ☐ 9-hole level Duration of Class: **60 minutes**

Location of Class: _____ ☐ On-Course ☒ Off-Course

Number of PLAYers: **12 – 20** Number of Coaches: **3 – 5**

PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**

Group Characteristics (age-range, skill-level, etc.): **8 – 9 years, beginner/intermediate**

Supplies and equipment needed: **Beach balls, SNAG balls, foam/rubber balls, golf balls, sand wedges, putters, colorful swim noodles, stakes/broken shafts, volleyball net, string**



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)

Beach Volleyball – Play a game of volleyball, if possible set up net in a large bunker. Set net at the appropriate height for the age group (so they can spike the ball). Prior to game, have PLAYers get in groups of 3 and hit overhand serve, bumps or digs, and spikes at the net. Upon completing game, have serveral rakes and demonstrate how to rake a bunker. Allow each PLAYer an opportunity to practice raking. Ask in volleyball if you can hold the ball, grab it and throw it back? Or do you have to strike the ball with forearms and hands? In golf, can you scoop the ball? Push the ball on the ground with the clubhead? Make comparison between a clean strike and hitting a shot in golf. Introduce the idea of a “dig” shot in volleyball and similarities to hitting a bunker shot in golf.



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

What did you learn about Game of Golf? What did you learn about impact and hitting a bunker shot? Why is it important to have confidence in a bunker? What other areas of your life do you need confidence? Who displayed confidence today? How can you be confident at school, home, other activities, etc.?



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

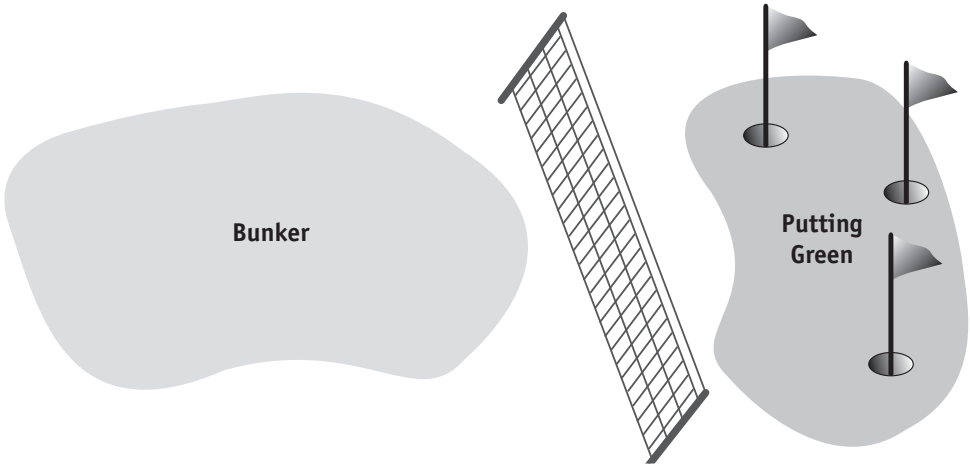
- What was GOOD?
- What could have been BETTER?
- HOW would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>PLAY</div>	<p>The Game: Bunker Volleyball</p> <p>PLAYers will play shots from a greenside bunker. Object is to get ball over a net and onto the green. Once on the green, the PLAYER attempts to hit a bump/set (lag putt) and a spike (hole a putt). If successful with the serve (bunker shot over net) and lands on the green (in the court), then they can hit a lag putt (bump/set shot) and short putt (spike).</p>
<div>LEARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Impact – PLAYers will understand the importance of how impact with the sand affects the shot.</p> <ul style="list-style-type: none">• What kind of impact is needed with the sand to explode the ball out? How do you know where impact is? How do you achieve a good impact? <p>Life Skills Objective and Behaviors: Self-management; maintaining a positive attitude regardless of how s/he is playing</p> <p>Coaches will model by identifying something positive in PLAYers regardless of outcome</p>
<div>APPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Hazards – Bunker; definition of Bunker, Hazard</p> <p>Etiquette: Properly raking a bunker</p> <p>Rules of Golf:</p> <ul style="list-style-type: none">• Striking the Ball (14-1)• Ball in Hazard (13-4)
<div>YOUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Set up will vary based on Chapter’s golf facility. Use adequate spacing in bunker for safety, and depending on size and number of bunkers, may have to rotate turns with an alternate station.



Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes)

Seamless Game – Bunker Volleyball (60 minutes)

- PLAYers are in teams of three. Each team will have a PLAYER to play a “serve” = bunker shot, a “bump or set” = lag putt, and a “spike” = short putt. Each PLAYER will play each role a few times.
- Coach reviews rules of the bunker and communicates the rules of the game.
- The PLAYER “serving” will play a shot from the bunker. Those who are “serving” will get five minutes to warm up and practice their “serves” (bunker shots).
- The “bumper/setter” and “spiker”, will also each get 5 minutes to practice their “bumps/sets” (lag putt) and “spikes” (short putts).
- After fifteen minutes of warm up– each person on the team having rotated through the various practice stations. PLAYers will get in their teams.
- Teams will play a “serve” and if successful in getting over the net and in the court (on the green), then the “bumper/set” will hit the lag putt and “spiker” will have a chance to hole the putt. Each successful attempt, the team is awarded a point. First to 11 points wins.
- Coaches will ask PLAYers if they feel confident. How does a confident PLAYER look? How would they look if they were confident?
- Alternate turns with “serves”, “bumps”, and “spikes”.
- Play as many games as time permits.
- Variation of game includes allowing team three “digs” to get over net, if unsuccessful in first and/or second attempt to get out of bunker and onto green.
- Those hitting bunker shots should rake their area of the bunker after each shot.

NOTE: Follow safety guidelines, size of bunker will dictate how many PLAYers can be in the bunker at one time.

Wrap-up (10 Minutes)



PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____
Chapter: _____
Core Lesson: **6** Core Lesson Title: **Developing CONFIDENCE**
☐ 3-hole level ☐ 6-hole level ☒ 9-hole level Duration of Class: **60 minutes**
Location of Class: _____ ☒ On-Course ☐ Off-Course
Number of PLAYers: **12 – 20** Number of Coaches: **3 – 5**
PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**
Group Characteristics (age-range, skill-level, etc.): **8 – 9 years, intermediate**
Supplies and equipment needed: **Golf clubs (irons, wedges, and putters), golf balls, tee markers, water bottles, rake**



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)

Navigate the Sahara Desert. PLAYers will chip around an obstacle course set up in a large bunker. PLAYers will chip a golf ball around obstacles set up in the bunker. The final leg of the journey is a chip shot out of the bunker (desert). After their experience of navigating the course, ask about solid contact. What feels solid? Where on the club face does the ball strike? How do you achieve solid contact?



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

What did you learn about Game of Golf? What did you learn about impact and hitting a fairway bunker shot? What did you discover that improved your impact? Why is it important to have confidence in a bunker? What other areas of your life do you need confidence? Who displayed confidence today? What does a confident person look like? How can you be confident at school, home, other activities, etc.?



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

- What was GOOD?
- What could have been BETTER?
- HOW would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>P LAY</div>	<p>The Game: Escape from the Sahara Desert PLAYers will play a golf hole starting from a fairway bunker. On each hole the teeing ground will be from a fairway bunker. The objective is to make a “clean getaway” (solid contact) from the desert (bunker). PLAYers will also need to pack provisions for their journey – fruit, snacks, water, sunscreen, hat, etc. For every successful escape from the bunker, PLAYers can access their provisions.</p>
<div>L EARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Impact – PLAYers will understand the importance of making solid impact between the club and ball.</p> <ul style="list-style-type: none">What area of the club face produces the most solid contact? How do you know where impact is? How do you achieve a good impact? <p>Life Skills Objective and Behaviors: Self-management; maintaining a positive attitude regardless of how s/he is playing</p> <p>Coaches can model by identifying something positive in PLAYers regardless of outcome</p>
<div>A PPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Hazards – Bunker; definition of Hazard, Bunker</p> <p>Etiquette: Properly raking a bunker, where to place the rake when done raking</p> <p>Rules of Golf:</p> <ul style="list-style-type: none">Striking Ball (14-1)Ball in Hazard: Prohibited Actions (13-4)
<div>Y OUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Set up will vary based on Chapter’s golf facility. Set up tee markers in fairway bunker, all PLAYers start each hole from a bunker.

The diagram illustrates a golf course setup. On the left, there is a 'Fairway Bunker' represented by a grey oval containing a white tee marker and a golf ball. To the right of the bunker is a large, light grey irregular shape representing the fairway. Further to the right is a 'Putting Green', also a grey oval, featuring a flagstick with a flag. The entire setup is contained within a larger rectangular frame.

Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes)

Seamless Game – Escape from the Sahara Desert (60 minutes)

- PLAYers will be grouped in threes and/or fours.
- A coach and hole number is assigned to each group.
- PLAYers will play 2 to 3 holes, with the teeing ground being in the fairway bunker. PLAYers will use an iron for the tee shot.
- Depending on skill level, coaches can allow use of a tee (teeing the ball low), place the ball, or have PLAYers drop the ball.
- PLAYers should pack provisions prior to play such as a bottle of water, snacks, sunscreen, etc. in their golf bag and possibly a hat. Coaches may provide supplies at the start of class and ask participants to make a checklist of supplies as well as pack and prepare for their journey.
- Coaches should ask how PLAYers contact was for each shot? Where on the club face did the ball make contact? Did the club head touch the sand before or after contact? Or not at all?
- Review Rules about “grounding club” in a bunker, taking your stance, etc.
- Ask if anyone has discovered something that assists them in making more solid contact (digging in their feet, location of ball in stance, etc.?)
- Coaches will catch PLAYers doing something well and acknowledge PLAYers maintaining a positive attitude.

Wrap-up (10 Minutes)

The logo for 'The First Tee' is located in the bottom right corner of the page. It features a stylized graphic of a person's head and shoulders in a circular frame, with the text 'The First Tee' written below it.

PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____
Chapter: _____
Core Lesson: **7** Core Lesson Title: **Using Good JUDGMENT**
☐ 3-hole level ☐ 6-hole level ☒ 9-hole level Duration of Class: **90 minutes**
Location of Class: _____ ☒ On-Course ☐ Off-Course
Number of PLAYers: **12 – 20** Number of Coaches: **3 – 5**
PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**
Group Characteristics (age-range, skill-level, etc.): **9 – 11 years, intermediate**
Supplies and equipment needed: **Woods, irons, putters, golf balls, tees, assorted stuffed/rubber animals**



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)

Skeet Shoot – Take aim at various targets with SNAG equipment. Targets are low, medium, and high thus PLAYers have to adjust their trajectory to hit them.



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

What did you learn about Game of Golf? What did you learn about water hazards? How do you adjust the trajectory of your shot? What does it mean to use good judgment? What are some situations where you have had to use judgment? How can you use better judgment at school, home, other activities, etc.?



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

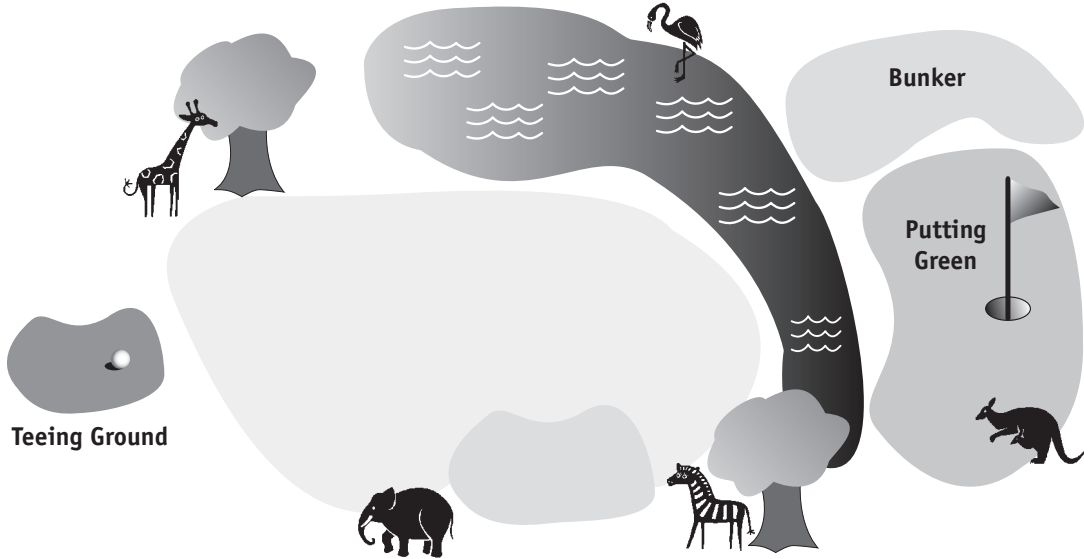
- What was GOOD?
- What could have been BETTER?
- HOW would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>PLAY</div>	<p>The Game: Animal Safari</p> <p>PLAYers will play golf holes as they are on a Safari, looking for wild game. The object is to collect as many animals per hole as possible. In order to capture the animal, the PLAYer must hit his/her ball into the area the animal lives. Example of some of the locations on course and the corresponding animals: Water Hazards – Frogs/Hippo; Bunker – Camel; Fairway – Deer/Antelope/Zebra; Rough – Bear or Tiger, Trees – Monkeys/Birds; Putting Green – Snake</p>
<div>LEARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Trajectory – PLAYers will understand that different golf shots (putt, chip, pitch, and full-swing) go different heights.</p> <ul style="list-style-type: none">What are the different ways a ball can fly? Do you hit all shots the same height? How do you vary the height the ball goes? <p>Life Skills Objective and Behaviors: Self-management; shows respect for self by using good judgment on the clubs selected to use on course, choosing best club for trajectory of shot desired</p>
<div>APPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Hazards – Water; definition of Water Hazard, Burrowing Animal</p> <p>Etiquette:</p> <ul style="list-style-type: none">Pace of play – spending five minutes or less to search for ballObserving playing partners shots, as to assist in locating their ball <p>Rules of Golf:</p> <ul style="list-style-type: none">Water Hazards (26-1a,b,c)Dropping/Re-Dropping (20-2)
<div>YOUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Animals on each hole will vary based on Chapter's golf facility.



The diagram illustrates a golf course layout with various hazards and animals. The layout includes a Teeing Ground with a giraffe, a large Water Hazard with a hippo and a flamingo, a Bunker with a camel, a Putting Green with a snake, and a Fairway with a zebra and an elephant. There are also trees and a small pond.


Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes)

Seamless Game – Animal Safari (60 minutes)

- PLAYers play in threes and/or fours.
- The coach can be the Safari Guide. He/she will scout and assist in identifying various animals.
- Prior to going on Safari, players need to inspect equipment, make sure it is clean, account for what is in their golf bag, and make sure they have adequate sunscreen and water for their safari. Be sure each PLAYer has adequate "ammo" (golf balls).
- Each hunter is responsible for keeping track of how many animals they capture on their scorecard as well as how many shots it takes.
- Coaches should bring some special "ammo" for hunting the animals in the water (old golf balls) which can be lost into the water.
- Coaches (the guide) should review the rules of water hazards and options for taking relief from a water hazard.
- Ask PLAYers about the trajectory of the shot they plan to hit for each animal and the type of golf club they will utilize?
- Play at least three holes.
- Hand out stuffed toy safari animal prizes for trophies.

Wrap-up (10 Minutes)



PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____
Chapter: _____
Core Lesson: **8** Core Lesson Title: **Playing with PERSEVERANCE**
☐ 3-hole level ☐ 6-hole level ☒ 9-hole level Duration of Class: **90 minutes**
Location of Class: _____ ☐ On-Course ☒ Off-Course
Number of PLAYers: **12 – 20** Number of Coaches: **3 – 5**
PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**
Group Characteristics (age-range, skill-level, etc.): **9 – 11 years, intermediate**
Supplies and equipment needed: **Putters, golf balls, white tees, white string, white line chalk, various obstacles**



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)

Line of putt – PLAYers get in groups and putt a 12-15 ft putt. They are tasked with using string or series of ball markers the line of the putt. A tee should be set at the distance of the hole, as to where the aiming point is for the putt. PLAYers then need to chart the course of the putt with string or series of ball markers, which show the line of the putt. Ask how speed of the putt, grass, slope, style of putt hit affect the line?



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

What did you learn about Game of Golf? What is the process when you hit a ball out of bounds? What did you learn about slope and break? How do you adjust for the break in a putt? Did anyone get frustrated? If you did, how did you handle it? What does it mean to persevere? What are some situations where you have had to persevere? How can you persevere at school, home, other activities, etc.?



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

- What was **GOOD**?

- What could have been **BETTER**?

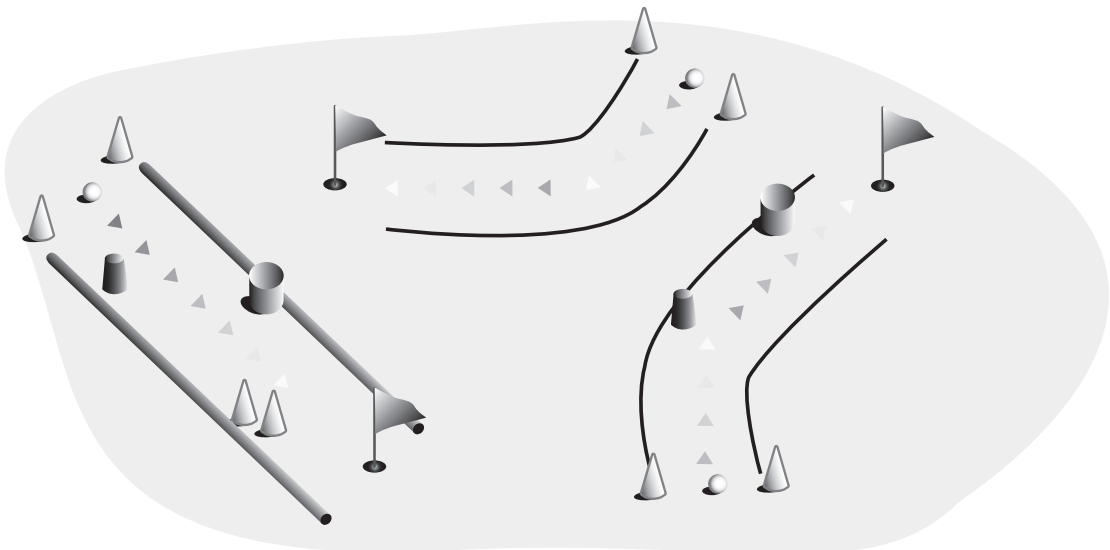
- **HOW** would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>P LAY</div>	<p>The Game: Big Break Putting Challenge</p> <p>PLAYers will play a 9-hole putting course with Out of Bounds and movable, immovable obstructions on every hole. In addition, if the putting green allows, the holes should have large breaking putts. The object is to play the course following the Rules of Golf. PLAYers will accurately record their scores, including any penalty strokes incurred.</p>
<div>L EARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: Curvature – Understand how the ground makes the ball curve.</p> <ul style="list-style-type: none">How does the slope of the ground influence the golf ball (stance and roll)? How do you adjust to the slope of the ground? <p>Life Skills Objective and Behaviors: Self-management; show respect for self by trying his or her best regardless of how s/he is scoring; learns from past experiences</p>
<div>A PPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Out of Bounds; definition of Out of Bounds, Obstructions</p> <p>Etiquette: Waiting until players ahead have cleared before hitting</p> <p>Rules of Golf:</p> <ul style="list-style-type: none">Out of Bounds (27-1)Obstructions (24-1, 24-2)
<div>Y OUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Design holes with varying degrees of difficulty using slope, obstacles, and out of bounds. Where possible, set up some large breaking putts.




Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes)

Seamless Game – Big Break Putting Challenge (60 minutes)

- PLAYers will play in groups of three or four.
- Demonstrate playing one hole. Stroke a putt out of bounds as defined by string, white tees, or white chalk line. What happens? What does the white boundary represent? (Answer: Out of Bounds) What is the procedure now?
- Ask a PLAYer to assist in reviewing rules and etiquette of the putting green.
- Play 9-holes in groups.
- Ask what they noticed about the putts they had. Did they ball always travel in a straight line? What caused the ball to curve?
- How did they adjust for the sloping ground?
- Play again and ask if anyone adjusted from previous times they played the hole.
- Use a coachable moment to share how to determine movable and immovable obstructions and the procedures for each.
- Next allow PLAYers to design their own golf holes, and then have them play it twice.

Wrap-up (10 Minutes)



PLAYer Sample Lesson Plan

Coach Name: _____ Date: _____
Chapter: _____
Core Lesson: **9** Core Lesson Title: **Living with INTEGRITY**
☐ 3-hole level ☐ 6-hole level ☒ 9-hole level Duration of Class: **120 minutes**
Location of Class: _____ ☒ On-Course ☐ Off-Course
Number of PLAYers: **12 – 20** Number of Coaches: **3 – 5**
PLAYer-to-Coach Ratio: **4:1** Number of Holes/Stations: **3 – 5**
Group Characteristics (age-range, skill-level, etc.): **9 – 11 years, intermediate**
Supplies and equipment needed: **Golf clubs, golf balls, tees, ball markers, scorecards**



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)

PLAYers warm up with some stretching. PLAYers then putt a few holes on the practice green as a team, practicing the forms of a Scramble, Alternate Shot, and Best Ball.



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

What did you learn about Game of Golf? What form of stroke play did you enjoy and why? What did you learn about your playing partners? What strategies did you employ as a team? What does it mean to play with integrity? How can you live with integrity at school, home, other activities, etc.?



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

- What was GOOD?
- What could have been BETTER?
- HOW would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>PLAY</div>	<p>The Game: Scramble, Alternate Shot, Best Ball PLAYers will play 6 holes, playing the first two holes as a Scramble, next two holes as Alternate Shot, and last two holes as Best Ball.</p> <p>Scramble – Every PLAYer strikes their shot, then PLAYers decide best shot of the group and others pick up their golf ball and drop at spot of “best shot” position; all PLAYers will play from this spot and repeat process until ball is holed</p> <p>Alternate Shot – Each group of PLAYers play only one ball and they alternate turns striking it until the ball is holed</p> <p>Best Ball– Each PLAYer plays their own ball until holed and the group records only the lowest score on the scorecard</p>
<div>LEARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<p>Golf Skills Objective: PLAYers will understand and experience various forms of stroke play</p> <p>Life Skills Objective and Behaviors: Self management; shows respect for self, others, and surroundings by maintaining composure and etiquette even when s/he thinks others are not watching</p>
<div>APPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<p>Game of Golf: Scoring; definition of Forms of Stroke Play</p> <p>Etiquette: Plays safe, fast, and courteous</p> <p>Rules of Golf:</p> <ul style="list-style-type: none">• Scoring in Stroke Play (6–6)• Signing and Returning Score Card (6–6b)• Undue Delay, Slow Play (6–7)
<div>YOUR Game</div>	<p>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</p>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)


Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

Warm-up (20 minutes)

Seamless Game – Scramble Alternate Shot, Best Ball (90 minutes)

- PLAYers will play in groups of three or four, and are assigned starting holes.
- Coach follows each group and assists with formats and questions regarding rules. Also, continue to push pace of play.
- PLAYers are responsible for accurately recording scores on card.

Wrap-up (10 Minutes)



PLAYer Lesson Plan Template

Coach Name: _____ Date: _____

Chapter: _____

Core Lesson: _____ Core Lesson Title: _____

☐ 3-hole level ☐ 6-hole level ☐ 9-hole level Duration of Class: _____

Location of Class: _____ ☐ On-Course ☐ Off-Course

Number of PLAYers: _____ Number of Coaches: _____

PLAYer-to-Coach Ratio: _____ Number of Holes/Stations: _____

Group Characteristics (age-range, skill-level, etc.): _____

Supplies and equipment needed: _____



WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)



WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)

For PLAYer Lesson Plan Template in an 8 1/2 x 11" format, coaches are directed to the members' side of www.thefirsttee.org.



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

- What was GOOD?

- What could have been BETTER?

- HOW would I improve it next time?

Your Lesson Plan Variations and Diagrams

PLAYer FOCUS	Description (Provide a description of what PLAYers will experience.)
<div>P LAY</div>	<div>The Game:</div>
<div>L EARN</div> <div>GOLF SKILLS</div> <div>LIFE SKILLS</div> <div>BEHAVIORS</div> <div>PLAYers are exposed to behaviors reflective of the Code of Conduct and Nine Core Values.</div>	<div>Golf Skills Objective:</div> <div>Life Skills Objective and Behaviors:</div>
<div>A PPRECIATE</div> <div>GAME OF GOLF</div> <div>ETIQUETTE</div> <div>RULES OF GOLF</div>	<div>Game of Golf:</div> <div>Etiquette:</div> <div>Rules of Golf:</div>
<div>Y OUR Game</div>	<div>is the outcome of integrating PLAY, LEARN and APPRECIATE into each lesson plan. Progression of YOUR GAME is self-paced and can be charted through 3-hole and 6-hole markers, and 9-hole certification.</div>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)



Par, Birdie, and Eagle Lesson Plan Template

Coach Name: _____ Date: _____

Chapter: _____

Core Lesson: _____ Core Lesson Title: _____

Duration of Class: _____

Location of Class: _____ ☐ On-Course ☐ Off-Course

Number of PLAYers: _____ Number of Coaches: _____

PLAYer-to-Coach Ratio: _____ Number of Holes/Stations: _____

Group Characteristics (age-range, skill-level, etc.): _____

Supplies and equipment needed: _____

LIFE SKILLS OBJECTIVE

(How will you seamlessly integrate with golf skills into Games/Activities [#2 next page]?)

GOLF SKILLS OBJECTIVE

(How will you seamlessly integrate with life skills into Games/Activities [#2 next page]?)

ETIQUETTE AND THE RULES OF GOLF OBJECTIVE

For Par, Birdie, and Eagle Lesson Plan Template in an 8 1/2 x 11" format, coaches are directed to the members' side of www.thefirsttee.org.



GOOD-BETTER-HOW Feedback (at least 3 Goods and 1 Better/How)

- What was GOOD?

- What could have been BETTER?

- HOW would I improve it next time?

Your Lesson Plan Variations and Diagrams




Time	Three Elements of a Lesson Plan
	<div></div> <div>1. WARM-UP (Include rapport-building, mental and physical activity, as well as safety.)</div>
	<div></div> <div>2. SEAMLESS GAMES/ACTIVITIES (Create first; then develop Warm-up and Wrap-up. Seamlessly integrate life skills and golf skills into games/activities and clearly state how they are delivered together.)</div>
	<div></div> <div>3. WRAP-UP (Ask open-ended questions to inquire about general experiences, check for learning and bridge to golf and life.)</div>

Diagram (If helpful, draw a visual of your course set-up and/or station rotations.)

Lesson Progression (List bullet-points to demonstrate the flow of the lesson as depicted in your diagram.)

