



COACH

PLAYer
2020

WARM-UP

World's Greatest Stretch
Ski Jumps – 30 sec
Standing Yoga Poses

HEALTHY HABIT

Energy: We need Energy to fuel our everyday activities! We can give our bodies the best Energy by getting plenty of sleep, staying hydrated, and eating lots of healthy foods!

RULES, ETIQUETTE, DEFINITIONS

Rule 7.3: If you cannot identify your ball as it lies, you may lift the ball to identify it after marking it and after identifying the ball, it must be replaced as it was and not cleaned more than necessary. 2-stroke penalty for breach of rule.

Rule 8.1: You *cannot* bend or break anything attached, move a loose impediment into position, alter the surface of the ground, remove dew, frost or water, or remove/press down soil or sand to improve your lie. You *can* reasonably search for your ball, remove loose impediments, mark and lift your ball if reasonable, ground your club lightly behind or in front of your ball (except in bunker), reasonably and firmly take your stance to affect conditions of your ball.

Rule 9.1: Ball must be played as it lies. If it moves during your backswing the ball must *not* be replaced but played as it lies and penalty strokes could apply (see 9.4b). Breach of rule is a 2-stroke penalty.

Rule 10.1a,c,d: Must fairly strike the ball – no pushing, scraping, or scooping the ball with your club. No penalty if your club accidentally hits the ball twice during one stroke. Cannot make a

LIFE SKILLS OBJECTIVES

#3 Responsibility for the Course

It's up to you! You are the one that yourself and others depend on to make it happen!

GOLF SKILLS OBJECTIVES • FACTORS OF INFLUENCE

Get Ready to Swing

A proper setup can make all the difference in getting the ball to go where you want it and making a solid shot.

Hold / Setup / Aim and Alignment

PLAYers should experiment with types of grips including 10-finger, overlap, and interlocking grips, as well as finding a comfortable stance. Adjusting the clubface at setup and making sure that feet, hips, and shoulders are in line should be emphasized.

DRIVING RANGE – TEE TO GREEN

Coaches will set up targets on the driving range at varying distances to simulate varying distances of holes (par 3s, 4s, and 5s). The coach or each PLAYer/group will decide the type of hole they are playing: Par 3, 4, 5 – is it a really long hole, or relatively short hole? Then each PLAYer will get between 2-4 golf balls per turn depending on skill level to “play” the hole. They are only allowed to use a tee on their first shot of each turn to symbolize their tee shot; the following balls must be played from the ground, allowing kids to change clubs between shots depending on their next shot. Participants can rank each turn or “hole” with a smiley face or happy face or other scale. Play a 3, 6 or 9-hole course. (See Curriculum Grids for diagrams and videos)

PUTTING GREEN – 1,2,3 PUTTING

Set up a 6 or 9-hole putting course which has an equal number of short, medium, and long putts. For the first round, participants should putt only one stroke on each hole to see if they can make it. After one stroke they should pick up and move on to the next hole. The second round the participants get two strokes; the third round, three strokes. Each hole can be considered a Par 3 and caches can use this game to help explain the terms par, birdie, bogey, and eagle, and keeping score. (See Curriculum Grids for diagrams and videos)

CHIPPING GREEN – LEFT, RIGHT, CENTER

Use survey tape to create three distinct target areas: one on the far left, one in the center, and one on the far right. Assign numbers to the target areas that correspond to numbers on a dice (Ex: numbers 1 and 2 indicated class will aim for the far left target). The coach can toss the dice themselves or assign a different “dice tosser” each time to determine what target the class will aim for each turn. Teams/individuals can earn points by stopping their ball in the target area. Coaches can adjust difficulty of the game by making the target areas smaller or larger, or creating six targets that correspond to each number on the dice. (See Curriculum Grids for diagrams and videos)

WRAP-UP

In what ways did we use Responsibility in class today? What are some responsibilities you have at home or school? Who is responsible for knowing the rules and keeping score? What are some ways that you can give your body good Energy? Why is a good setup so important? What

stroke while standing across or in the line of play. Must play the ball at rest.

Definitions: Par, Birdie, Bogey, Eagle

are some key things to remember about our setup? What is the difference between a par, birdie, and bogey?

GOOD-BETTER-HOW



1,2,3 PUTTING SUPPLY LIST

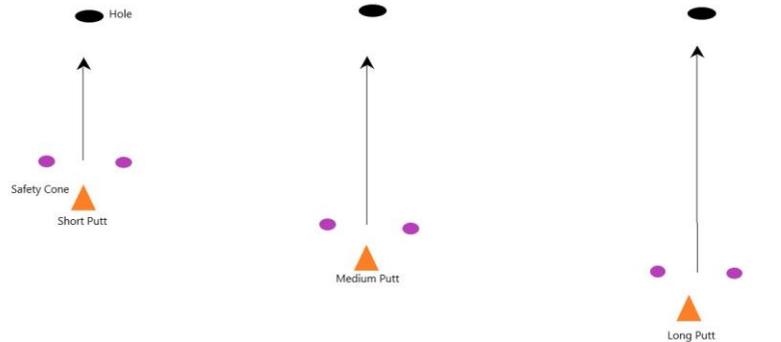
- Safety Cones
- Tee Markers
- Rope or Survey Tape
- Tees

LEFT-RIGHT-CENTER SUPPLY LIST

- Safety Cones
- Lane Dividers
- Rope or Survey Tape
- Tees

1,2,3 PUTTING

1,2,3 Putting



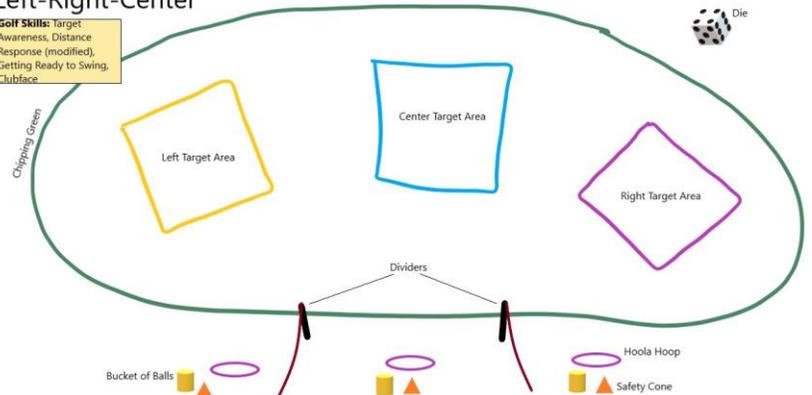
Golf Skill:
Distance Response

Set up a 6- or 9-hole putting course which incorporates an equal number of short, medium, and long putts. For the first round, participants should putt only one stroke on each hole to see if they can make it, after one stroke pick up and move on to the next hole. The second round the participants get two strokes; the third round, three strokes. Each hole can be considered a Par 3 and coaches can use this game to help explain the terms par, birdie, bogey, and eagle.

LEFT-RIGHT-CENTER CHIPPING

Left-Right-Center

Golf Skills: Target Awareness, Distance Response (modified), Getting Ready to Swing, Clubface



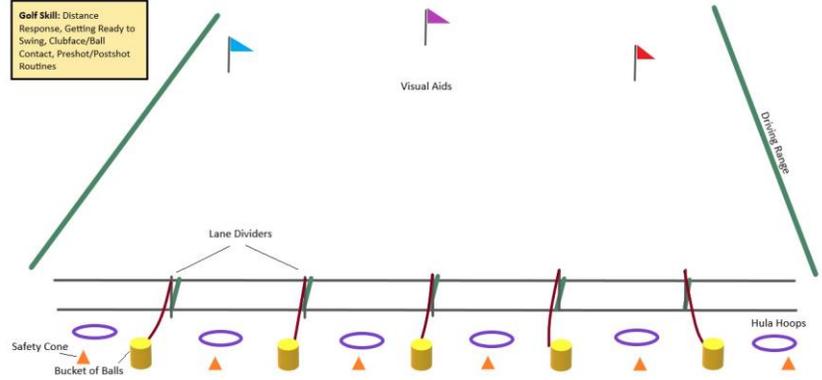
On the chipping green, use survey tape to create three distinct target areas: one on the far left, one in the center, and one on the far right. Assign numbers to the target areas that correspond to numbers on a die (ex: numbers 1 & 2 indicate class will aim for the far left target). The coach can toss the die themselves or assign a different "die tosser" each time. Whatever number the die lands on indicates the target that the class will hit towards. Teams can earn points by stopping their ball in the target area. Coaches can adjust the difficulty of the game by making the target areas smaller or larger, or creating six targets that correspond to each number on the die.

TEE TO GREEN

Tee to Green

Participants will learn the variations in club selections based on what part of the course they are on and how far from the hole they might be; also works on visualizing shots for more advanced groups, pre-shot/post-shot routines. Each player/group or coach will decide the type of hole they are playing: Par 3, 4, or 5 – is it a really long hole, or a relatively short hole? Then each player will get between 2, 3, or 4 golf balls per turn (depending on the skill level); ex: a 7 year old might get 4 shots on a long par 4 but an advanced 14 year old would get 2 shots). Students will then “play” their hole. They are only allowed to use a tee on their first ball (symbolizing their tee shot) and the following balls must all be played from off the ground, allowing kids to change clubs depending on their next shot. Participants can rank each turn with happy faces or sad faces (like Personal Par in the book), or on a different scale for more advanced participants. Play a 3, 6, or 9 hole course. *Provide tees if possible

Golf Skill: Distance Response, Getting Ready to Swing, Clubface/Ball Contact, Pre-shot/Post-shot Routines



TEE TO GREEN SUPPLY LIST

- Safety Cones
- Lane Dividers
- Targets
- Tees