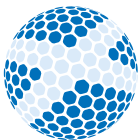


# LEARN TO GOLF JUNIOR PROGRAMME



Scottish  
Golf

**PGA**  
The Professional Golfers'  
Association

**sportscotland**  
the national agency for sport

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# INTRODUCTION

The Learn to Golf Programme is part of Scotland's National Junior Golf Framework, designed to provide support to clubs to attract and retain more young people in the game and provide an improved playing experience for junior golfers at clubs across the country, whether taking up golf for the first time or participating in competitions and team events.

An integral part of the Framework, Learn to Golf is an all-inclusive five level junior golf pathway that provides opportunities for entry level golfers to have fun, learn the game and enhance their golfing experience...with the aim of making your club's young golfers players for life.

Developed in partnership with the PGA using insights and best practice from experienced PGA professional coaches, the Learn to Golf programme

provides an extensive resource to support the holistic development of a junior golfer, through the creation of fun and engaging coaching sessions. Use of the programme's resources is at the discretion of your club and coaching team and can be used as a main resource or to supplement your existing junior programme, with the flexibility to pick and choose which elements will meet the needs of your junior golfers.

We hope you will enjoy working with and using the Learn to Golf resources to help develop junior golf at your club and make playing golf even more fun!



*"The Learn to Golf Programme is geared towards getting more kids playing the game, having fun and enjoying their golfing experience at the club. The focus is on getting children out on the course earlier and encouraging their development through reward and a sense of achievement. It's great that young people themselves have had an input into the programme, as well as experienced PGA professional coaches"*

PAUL LAWRIE OBE, OPEN CHAMPION



# HOW DOES THE LEARN TO GOLF PROGRAMME WORK?

The Learn to Golf Programme has been developed using insights, ideas and best practice from PGA professionals and experts in junior coaching. The resources are designed to develop beginner golfers through five progressive levels aligned to the Long-Term Player Development Model. The programme is designed to expose players to age and stage appropriate content, through an identified set of core modules applicable to each of the five levels.

Within each core module is a series of recommended objectives that players can be given as they progress through level. We would emphasise that this programme is a guide for coaches and not all objectives will be achieved by every player at every stage and it is at the coach's discretion to determine which objectives players are given.

## How does a player complete each level?

To successfully complete a level, players will need to demonstrate they are capable of achieving the **completion criteria**, all of which relate to playing on the course. At the first level, the focus is on participation, then as players progress through levels two to five, the **completion criteria** contains a **scoring** element e.g. score 25 shots or better over 3 short holes (as detailed below). There is no set duration that each player should be on a particular level so progression can be at each player's own pace. At the end of Level 5, players will be at a stage where they are ready to gain their first official handicap or be competent enough to play independently from rated tees.



# STRUCTURE OF THE LEARN TO GOLF PROGRAMME

Within each of the five levels, there are five core modules which focus on developing the **whole player**. These modules – illustrated in the diagram below – can be used by coaches to enhance the player’s learning experience, from developing golf knowledge, to softer elements such as mind matters.



# STRUCTURE OF THE LEARN TO GOLF PROGRAMME

## Defining the five core modules



**Physical skills:** Developing physical literacy within travel, agility, co-ordination, balance, control and developing speed, flexibility, strength and power across these skills.



**Golf skills:** All the technical golf skills that will be developed over time: putting, chipping, pitching, full swing and bunker shots.



**Mind matters:** Mental elements that will be developed over time: self-confidence, goal setting, dealing with mistakes and perseverance.



**On the course:** Elements that prepare players for playing on the course and in competitions.



**Golf knowledge:** Understanding other important elements of golf such as rules, etiquette, equipment and safety.

## What makes up each level?

For consistency, each level of the programme is displayed in a way that outlines the aim, competition criteria, minimum coaching qualification, objectives, examples / resources and coach's notes.

<b>Aim</b>	<i>Defines the overall aim for each level of the programme.</i>
<b>Competition criteria</b>	<i>Sets the criteria which players must achieve before moving onto the next level of the programme.</i>
<b>Minimum coaching qualification</b>	<i>Suggested minimum qualification level for coaches delivering that level of the programme.</i>
<b>Objectives</b>	<i>Identifies the objectives within each level of the programme, intended to give a sense of what coaches are trying to accomplish when introducing the various core modules.</i>
<b>Examples/resources</b>	<i>Provides suggested activities, examples and resources that coaches can integrate into their session plan (coaches are also welcome to use their own activities and resources).</i>
<b>Coaches notes</b>	<i>Provides guidance on how to deliver the objectives set out within each core module.</i>



# DETERMINING THE RIGHT LEVEL FOR YOUR PLAYERS

This summary is designed to assist coaches in assessing the current starting level of players within the Learn to Golf Programme. This will need to be used objectively and ultimately will be at the discretion of the coach.

## Level 1 – key competencies

- Demonstrates the ability to link fundamental movement skills (balance, co-ordination, control and agility) into overall play.
- Able to take small swings and execute small shots towards a close target using junior equipment (e.g. plastic clubs).
- Is aware of the different golf club names such as putter, driver, wood, irons and understands the meaning of the word 'Fore'.
- Understand the benefits of trying new things and that mistakes are OK.
- Can participate in on course activity over 3 short holes (100 yards or less) within a group.

*If the player already demonstrates all the above Level 1 competencies, they should be started in Level 2.*

## Level 2 – key competencies

- Demonstrates agility, balance and control through dynamic or combined movement.
- Demonstrate basic grip and swing with a reasonably balanced finish.
- Is aware of the different terms and components for golf equipment such as club face, heel, toe, shaft and grip.
- Is aware of etiquette such as being quiet when others hit and not hitting clubs into the ground.
- Give 100% effort and learn from mistakes.
- Score 25 shots or better over a short 3-hole course, with hole yardages vary from 50 to 150 yards.

*If the player demonstrates all the above Level 2 competencies, they should be started in Level 3.*



# DETERMINING THE RIGHT LEVEL FOR YOUR PLAYERS

## Level 3 – key competencies

- Demonstrate proficient co-ordination of skills within different contexts i.e. different levels, speeds and distances.
- Demonstrate functional grip, set up and ball position for golf swing.
- More advanced understanding of golf etiquette and safety, including replacing divots, raking bunkers, and awareness of common scoring terms such as par, bogey, birdie, eagle.
- Analyse strengths/weaknesses and be resilient through challenges.
- Score 36 shots or better over a short 6-hole course, with hole yardages vary from 80 to 200 yards.

*If the player demonstrates all the above **Level 3** competencies, they should be started in **Level 4**.*

## Level 4 – key competencies

- Demonstrates consistency of solid contact on a variety of shots.
- Is able to perform sequential movements with good timing and rhythm, speed and accuracy.
- Can reflect effectively on areas of their game that are strong and other areas they need to work on.
- Understands the process for order of play on the course.
- Score 54 shots or better on short 9-hole course, hole yardages vary from 80 to 300 yards.

*If the player demonstrates all the above **Level 4** competencies, they should be started in **Level 5**.*

## Level 5 – key competencies

- Is able to perform physical skills alongside decision making and basic tactical awareness.
- Demonstrates basic green reading skills with some control for distance and direction of shots.
- Consistently demonstrates a pre-shot routine.
- Understands effective pace of play behaviours such as 'ready golf'.
- Score 60 shots or better on 9 holes from the forward rated tees.





# ONLINE TOOLS FOR COACHES

The Learn to Golf Programme features a dedicated suite of online tools which have been designed to assist with the coordination, delivery and management of your junior programme via our exciting online portal.



## Resource centre

This section offers an extensive range of activities, coaching manuals and videos to enhance your programme and features a breakdown of the Learn to Golf Programme by level. It also includes risk assessments, a parents/carers guide and a resource for working with children who have additional support needs.

## Plan a session

This tool gives access to hundreds of different activities and games covering all levels and modules within the programme. The interactive element allows coaches to quickly build and create their session plans by selecting appropriate activities for the warm-up, main activities and cool-down, with the ability to share your planned sessions with your fellow coaches.

## Saved sessions

In the Saved Sessions area, you will find previous sessions plans that you have created and saved under the 'My Sessions' tab. You will also be able to edit these sessions to make any changes to the content before using again.

After creating a Session Plan you will have the option to share this with other coaches in your club where it will be saved under the 'Club Sessions' tab. These sessions will only be available to coaches within the same club and will allow plans to be shared across your coaching team prior to each session.

You also have the ability to create and view Session Plans that are available to all Learn to Golf users across the country which can be accessed under the 'Shared Sessions' tab.

## Submit your activity

If there is a particular game or activity that you would like to see, then you can use the 'Add Activity' form to send us the details and we will have the activity added to the system.

## Manage players

This feature enables coaches to manage junior players in their programme by uploading a list of players then tracking their progress, creating registers, monitoring attendance and generating certificates.

The delete player function will allow coaches to remove a player from the player list. This can be used when a player leaves the group and is no longer participating in the Learn to Golf Programme.

## Record Attendance

Keep a record of player attendance throughout your programme.



# REWARDING YOUR PLAYERS' PROGRESS

Once each player has achieved the completion criteria for a level, they will receive an official 'Learn to Golf' wristband as a reward for their progress. The colour of the wristband will correspond to the level of programme the player has passed.

## Level 1

**Aim:** An introduction to the golfing environment, the key skills required and a basic understanding of safety elements.

**Completion criteria:** Complete 3 short holes, unlimited shots.



## Level 2

**Aim:** To further develop basic skills through structured play, with an introduction to on course scoring.

**Completion criteria:** Complete 3 short holes in 25 shots or less.



## Level 3

**Aim:** To continue overall development and participate in fun team and individual competitions.

**Completion criteria:** Complete 6 short holes in 36 shots or less.



## Level 4

**Aim:** To increase the competency of core skills and understanding how developing physical, mental and tactical skills will improve their golf.

**Completion criteria:** Complete 9 short holes in 54 shots or less.



## Level 5

**Aim:** Be ready to gain their first official handicap or be competent to play golf independently on a full course.

**Completion criteria:** Complete 9 full holes in 60 shots or less from forward rated tees.

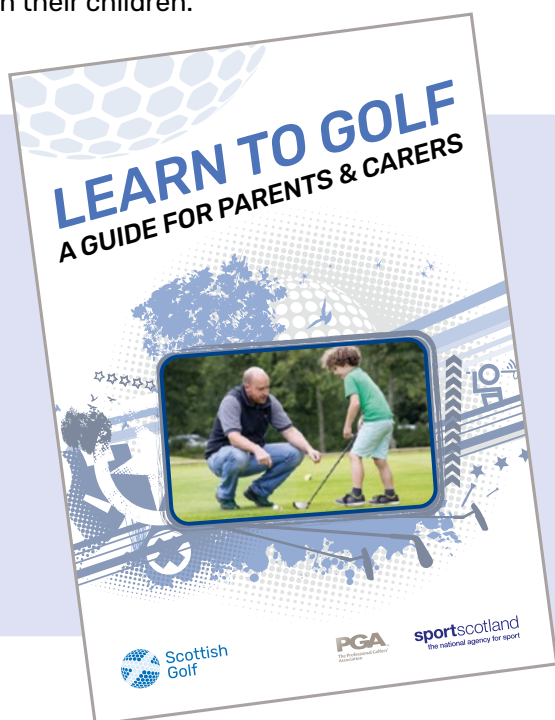


# ENGAGING WITH PARENTS/CARERS

The Learn to Golf Programme gives you the opportunity to increase engagement with parents/carers and involve them more in their child's golfing development. This provides parents/carers with a better understanding of what their child is doing and encourages the parent/carer to support and motivate their child through the programme. This can also be done through encouraging the parents/carers to participate in golfing activities with their children.

To ensure a high level of parental/carer engagement, we recommend clubs organise an introductory session where parents/carers can meet the coaches, understand the club ethos and what their child needs to achieve in order to progress through each level of the programme. The club may also wish to use this as an opportunity to gather appropriate contact details to ensure regular communication can be established with parents/carers throughout the year.

Scottish Golf has also created a **Learn to Golf Parents & Carers Guide** which can be found in the Resource Centre. This can be handed out at your introductory event or e-mailed to parents/carers prior to the start of your Learn to Golf Programme.



# PLAYER RETENTION: HINTS & TIPS

## Managing different levels of ability

Like any sport, young players will progress through each level of the programme at different speeds. It is therefore important to manage their expectations, in particular those who are not developing as quickly as their peers.

Coaches should take the opportunity to regularly communicate with players and their parents/ carers in addition to the 1:1 interaction at sessions, reminding them that everyone progresses at a different pace and development is not always a linear process.

For any players who become stuck on a particular level, coaches may wish to refer to the Mind Matters module of the programme, to help players harness a determination to succeed – even if others are better at this stage. It is recommended that smaller goals are set so that some form of progress can be achieved, recognised and celebrated.

Players should still have the opportunity to play and practice alongside their friends despite being in different levels of the programme. Through the use of techniques such as differentiation, coaches are encouraged to employ progressions and regressions (making tasks harder/easier) ensuring each activity has an appropriate challenge or target to suit the variety of ability levels within the group.

## Developing confidence

For a young player, feeling secure in their abilities can have a positive impact in overcoming some of the challenges and uncertainties that come with learning to play golf. It is important for players to feel 'in control' of their learning as this will help increase self-confidence and decrease anxiety about playing golf. The following four traits are embedded throughout the Learn to Golf Programme and we encourage coaches to use these to help nurture self-confidence:

**RESPONSIBILITY:** Create opportunities for players to take responsibility. For example, tell players to be responsible for setting out or collecting equipment; ask players to take responsibility for listening, or give players a specific responsibility such as keeping the score during a game.

**PROBLEM SOLVING:** Create opportunities for players to learn by problem solving and overcoming adversity. For example, tell players they have five minutes to experiment with how best to hold a club; ask them to determine the best stance for specific shots and why, or give them six items to get across a 'swamp' without coming off the markers.

**LEAD:** Build in opportunities for players to lead. For example, ask players to lead part of the warm-up that the coach did in a previous week or work with a partner and lead on providing feedback to them.

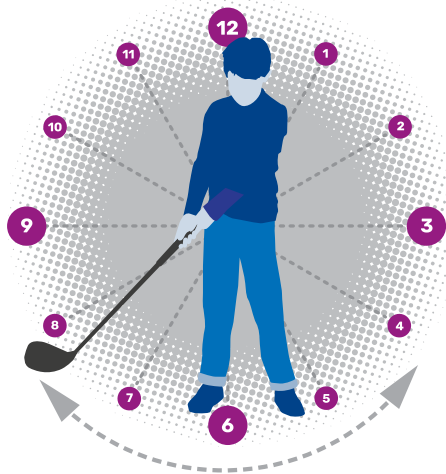
**EVALUATE/ASSESS/REFLECT:** Create an opportunity to evaluate/assess/reflect on their performance. For example, ask players to reflect on a skill/game using WWW – 'What Went Well' or EBI – 'Even Better If'. Encourage them to discuss what they would practice to improve or how they might have done it differently. Players take on more ownership if done this way.



# KNOW YOUR SWING

## Putting

Putting is a short shot rolled along the ground with the putter. Putting takes place on or around the green where the grass is both short and smooth enough for the ball to roll to the hole.

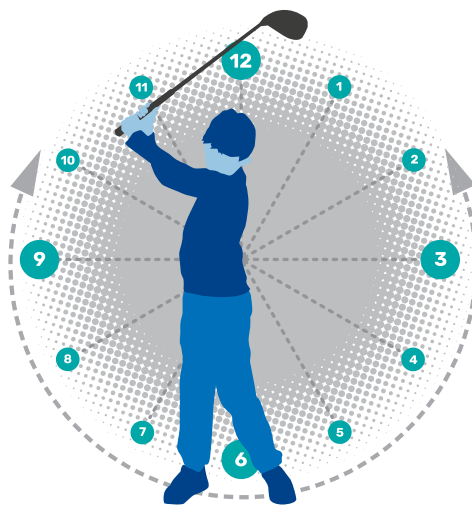


## Chipping

Chipping is a short shot from just off the green where putting is not possible due to uneven ground or an obstacle is in the way. A chip shot has minimal flight and more roll.

## Pitching

Pitching is a higher lofted shot where the ball flies further than a chip shot and stops quicker due to the arc of the ball. The shot's distance is controlled by the length of swing.



## Full swing

This is used to advance the ball as far as possible from a tee shot or to a specific distance on approach to the hole. The distance the ball travels depends on the length of swing and the club chosen to play the shot.



# LEARN TO GOLF LEVEL 1: WHITE

**Aim:** Introduce players to the golfing environment and develop a basic understanding of safety and the key skills needed for golf.

Coaches are encouraged to use soft balls and lighter equipment to make activities easier and achievable. Using real metal clubs and balls could make the activities harder and players could potentially find the equipment difficult to hold.


**Completion criteria:** Complete 3 short holes, unlimited shots (holes measuring 100 yards or less).

**Minimum coaching qualification:** ASQ Award for Golf Coaching Assistants.

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PHYSICAL SKILLS

Objectives	Coach notes
<p><i>Develop Fundamental Movement Skills with correct posture and alignment.</i></p> <p><b>Travel</b> – run, jump, hop, skip, gallop, sashay.</p> <p><b>Agility</b> – dodge, pivot, climb, take off and land, dynamic movement.</p> <p><b>Balance</b> – various points of contact and body parts, with equipment, into, during and out of a movement(brace).</p> <p><b>Control</b> – throw and catch, strike and receive, dribble, aim and predict.</p> <p><b>Keystones</b> – squat, lunge, hinge, push, pull, brace and rotate. Focus on correct alignment.</p>	<p><i>Use areas in the session such as the warm-up and energisers mid-way through to play some active games that focus on balance, co-ordination and speed/agility.</i></p> <p><i>Develop the skills individually and statically at first then progress.</i></p> <p><i>Focus on alignment of head/shoulders and hip/ knee/ ankle.</i></p>
<p> For examples of relevant activities please refer to the <b>PHYSICAL SKILLS</b> module in the online Resource Centre</p>	




## LEVEL 1: WHITE



### GOLF SKILLS

Objectives	Coach notes
<p><b>Putting</b></p> <p>Understand and experience basic movements of putting.</p> <p>Experience rolling a variety of balls using a putter or other means.</p>	<p>Introduce the putter and explain the various components (face, head and shaft). Explain what the putter is designed to do and introduce holding and aiming the putter with a focus on the following:</p> <p><b>Aim</b> – Aim the putter face towards a target.</p> <p><b>Hold</b> – Target hand at the top, non-target hand at the bottom.</p> <p>Encourage the players to hold the club in different ways and see what they are comfortable with. <i>(Opportunity for problem solving)</i></p>
<p><b>Full swing</b></p> <p>Understand and experience the basic movements of the full swing.</p> <p>Experience striking an object with an implement (racquet/shuttlecock, ball/bat, ball/club).</p>	<p>Introduce and demonstrate the correct aim, hold and stance, for full swing. Highlight the following points:</p> <p><b>Aim</b> – Aim the clubface at the target.</p> <p><b>Hold</b> – Both hands on the club, thumbs slightly to each side. Younger players may wish to have their hands slightly apart to support the weight of the club at the top of the swing then move their hands together when they are strong enough.</p> <p><b>Stance</b> – Encourage the players to try hitting the ball with different widths of stance. Players may wish to have a slightly wider than shoulder width stance to enhance their balance at this stage. <i>(Opportunity for problem solving)</i></p>


**For examples of relevant activities please refer to the GOLF SKILLS module in the online Resource Centre**



### MIND MATTERS

Objectives	Coach notes
<p>Understand that Golf/ their environment is about fun, trying new things and having a go.</p> <p>Understand that mistakes are expected, important and they will learn from them.</p>	<p>Ask players to state what is fun for them about golf.</p> <p>Discuss mistakes and ensure they believe that you WANT them to make mistakes as that shows that they are trying.</p>
<p>Share with peers and coaches what they enjoyed and why.</p> <p>Identify if they would change anything within the session.</p>	<p>Ask players this at the end of each session and ask what games/activities they would like to play next time. <i>(Opportunity for taking responsibility)</i></p> <p>Coaches will receive greater feedback if a wide variety of equipment is used and activities are delivered.</p>


**For examples of relevant activities please refer to the MIND MATTERS module in the online Resource Centre**




## LEVEL 1: WHITE



### ON THE COURSE


Objectives	Coach notes
<i>Be exposed to activities and games where participation is the priority.</i>	<i>Focus is on completing one, two or three short holes. Consider using soft balls and lighter clubs.</i>
<i>Be introduced to the course by playing one short hole then building up to three.</i>	<i>The hole length should be no longer than 100 yards.</i>


**For examples of relevant activities please refer to the ON THE COURSE module in the online Resource Centre**



### GOLF KNOWLEDGE

Objectives	Coach notes
<i>Identify key personnel such as coaches, helpers, Junior Organiser and the Safeguarding Officer.</i>	<p><i>Create a welcome pack or letter for players and parents/carers that highlight who the key personnel are.</i></p> <p><i>Hold a welcome evening at the start of the programme or have key personnel meet players and their parents/carers at a session.</i></p>
<i>Recognise the different locations within a golf club including the pro-shop, practice areas and clubhouse.</i>	<i>Ask players to identify where the different areas within the facility are located.</i>
<i>Understand the meaning of the word 'Fore'.</i>	<i>Reinforce to players when to use the word 'Fore' and ask questions to check for understanding.</i>
<p><i>Be aware of the different golf club names such as: putter, driver, wood and irons.</i></p> <p><i>Be aware of other types of equipment to play golf such as: balls, tees and golf gloves.</i></p>	<i>Coaches to use regular conversations during the golf sessions so the players can identify the different golf clubs and other types of equipment.</i>


**For examples of relevant activities please refer to the GOLF KNOWLEDGE module in the online Resource Centre**





# LEARN TO GOLF

## LEVEL 2: ORANGE


**Aim:** To further develop basic skills through structured play and introduce on course scoring.

**Completion criteria:** Complete 3 short holes in 25 shots or less (hole yardages vary from 50 to 150 yards).

**Minimum coaching qualification:** ASQ Award for Golf Coaching Assistants.



PHYSICAL SKILLS

Objectives	Coach notes
<p>Progress the Fundamental movements through varied practice, for example:</p> <ol style="list-style-type: none"> <li>1) <b>Combine movements</b> such as jumping with a twist or turn</li> <li>2) <b>Make movement dynamic</b> such as running then jumping</li> <li>3) <b>Increase the speed</b></li> <li>4) <b>Combine with equipment</b> such as jumping and turning to catch a ball or travel with an object under control</li> <li>5) <b>Alter directions and pathways</b></li> </ol>	<p>Active participation in golf sessions that include a minimum 10 minutes of play where at least two of the basic movement skills are being developed in each session.</p> <p>Set up games and activities that include a range of levels, space, directions, speed and skills.</p> <p>Ask the players to create one. <i>(Opportunity to lead, problem solve or take responsibility)</i></p> <p>Don't worry too much about technique but ensure that the basic alignment of head/shoulder and hip/knee/ankle alignment is correct.</p>
<p>Try golf specific movement skills such as:</p> <ol style="list-style-type: none"> <li>1) Balance whilst swinging</li> <li>2) Hand eye coordination</li> <li>4) Simple ball striking</li> <li>5) Flexibility, particularly around hip or shoulder area</li> </ol>	<p>Set up activities that allow players to demonstrate full swings and putts without any consideration for technique. There is an opportunity to Buddy up here and they can observe and support each other. <i>(Opportunity to take responsibility)</i></p> <p>Demonstrate being able to move and perform actions while in balance (dynamic balance).</p> <p>Watch for correct alignment (head/shoulders and hip/knee/ankle).</p>
<p> For examples of relevant activities please refer to the PHYSICAL SKILLS module in the online Resource Centre</p>	



## LEVEL 2: ORANGE



### GOLF SKILLS

Objectives	Coach notes
<p><b>Putting</b></p> <p>Continue to develop the basic movements of putting.</p> <p>Experience rolling a variety of balls using a putter or other means to different targets over different distances.</p>	<p>Introduce and demonstrate the correct body alignment and introduce the importance of keeping the lower body still when putting. Highlight the following points:</p> <ul style="list-style-type: none"> <li>• Keep the head still</li> <li>• Rock the shoulders</li> <li>• Keep knees still</li> </ul> <p>Ask players what they do when hitting a putt longer or shorter. <i>(Opportunity for problem solving)</i></p> <p>Demonstrate how bigger swings work by rolling balls and have players observe the length of the arm swing and see how far the ball goes.</p> <p>Highlight the following key points:</p> <p>Short swings/long swings for distance control.</p> <p>Keep lower body still to act as a steady base.</p>
<p><b>Chipping</b></p> <p>Develop basic movements of chipping.</p> <p>Experience chipping a variety of balls off a 'tee' over a short distance using an iron or other means.</p>	<p>Introduce and demonstrate the basic aim and hold for chipping with a focus on the following:</p> <p><b>Aim</b> – Aim the club using the leading edge.</p> <p><b>Hold</b> – Hold down the grip with thumbs positioned to the side.</p> <p>Demonstrate the following alignment, stance and posture:</p> <p><b>ALIGNMENT:</b> shoulders, hips, knees &amp; feet parallel to the target line – railway line analogue.</p> <p><b>STANCE:</b> Weight on target foot (approx. 70%), feet just around shoulder width.</p> <p><b>POSTURE:</b> bow from the hips, flex knees.</p> <p>Introduce the movements to a chip shot with a focus on the following:</p> <ul style="list-style-type: none"> <li>• Long swing (clock face 8-4)</li> <li>• Body still</li> <li>• Short swing (clock face 7-5)</li> </ul> <p>Using a 'tee' will help prevent players from trying to lift the ball in the air.</p>
<p><b>Full swing</b></p> <p>Develop the basic movements of the full swing.</p> <p>Continue with striking skills using a variety of objects (racquet/shuttlecock, ball/bat, ball/club).</p>	<p>Introduce and demonstrate the full swing. Highlight the following points:</p> <p>At set up, weight is even on each foot.</p> <p>Back swing rotation – back facing target then tummy facing target.</p> <p>Follow through – weight finishes on target foot.</p>




For examples of relevant activities please refer to the GOLF SKILLS module in the online Resource Centre



## LEVEL 2: ORANGE



MIND MATTERS


Objectives	Coach notes
<p><i>Understand what 100% effort is and the benefits of giving it.</i></p> <p><i>Understand what the coach expects from them and the link between effort and success.</i></p>	<p><i>Name 5 things that show they are giving 100%... for the players and the coach.</i> <i>(Opportunity for problem solving)</i></p>
<p><i>Discuss how they feel when they make a mistake.</i></p> <p><i>Identify how these situations may create anger/frustration and discuss some ways of managing these emotions. e.g. through deep breaths, counting to 10, buzz words etc.</i></p> <p><i>Share with peers and coaches what they enjoyed and what they would change within the session.</i></p>	<p><i>Ask the players and then discuss openly using some of your own experiences.</i> <i>(Opportunity for responsibility)</i></p> <p><i>Ask the group how they can learn from mistakes and create a process that the individual or group are comfortable with. You may lead it to start, but eventually they will take ownership.</i> <i>(Opportunity for problem solving)</i></p> <p><i>Encourage players to identify situations when they experience anger or frustration during the activities (e.g. when learning a new skill, making mistakes, when struggling to achieve their goal.</i> <i>(Opportunity to lead)</i></p> <p><i>One strategy to manage emotions is to take a number of deep breaths to stay calm and to take time to assess the situation before reacting in an impulsive manner.</i></p> <p><i>Deep breathing: Ask players to take three deep breaths when you say go. It is important that when they breathe in, it should be slow and deep.</i></p> <p><i>Ask players what their favourite part of the session was and why they enjoyed it.</i></p>
<p> For examples of relevant activities please refer to the MIND MATTERS module in the online Resource Centre</p>	



## LEVEL 2: ORANGE




### ON THE COURSE

Objectives	Coach notes
<p><i>Be exposed to activities and games where participation is the priority.</i></p>	<p><i>Do not place emphasis on winning, focus on rewarding participation and effort e.g. competing a short number of holes, hitting a certain number of shots, trying different clubs.</i></p> <p><i>Run a themed session where players can take part in a skills challenge with a parent/carer.</i></p>
<p><i>Continue to participate in on course play over 3 short holes.</i></p>	<p><i>Hole yardages vary from 50 to 150 yards.</i></p> <p><i>Work towards scoring 30 shots or better to begin with, then progress to the completion criteria.</i></p>
<p> For examples of relevant activities please refer to the <b>ON THE COURSE</b> module in the online Resource Centre</p>	



### GOLF KNOWLEDGE

Objectives	Coach notes
<p><i>Identify the basic elements and terms used for golf equipment including:</i></p> <ul style="list-style-type: none"> <li>• Club face</li> <li>• Heel of club</li> <li>• Toe of club</li> <li>• Shaft</li> <li>• Grip</li> </ul>	<p><i>When asked, players are able to identify the face, heel, toe, shaft and grip.</i> <i>(Opportunity to lead)</i></p>
<p><i>Be exposed to core golf etiquette such as: being quiet while others hit, not hitting clubs into the ground and being supportive to other junior golfers.</i></p>	<p><i>Ensure players make an effort to implement the behaviours introduced. Praise and reward good behaviour and etiquette.</i></p>
<p> For examples of relevant activities please refer to the <b>GOLF KNOWLEDGE</b> module in the online Resource Centre</p>	



# LEARN TO GOLF LEVEL 3: GREEN

**Aim:** To continue with overall development and introduce fun team and individual competitions.

**Completion criteria:** Complete 6 short holes in 36 shots or less (hole yardages vary from 80 to 200 yards).

**Minimum coaching qualification:** ASQ Award for Golf Coaching Assistants.

3



PHYSICAL SKILLS

Objectives	Coach notes
<p><i>Progress fundamental movement skills from level 2 by developing control, speed and accuracy across the movements.</i></p> <p><i>e.g. run, jump, twist and land in a specific spot.</i></p> <p><i>e.g. pass and receive a ball whilst running and changing direction.</i></p> <p><i>Develop spatial awareness within the games.</i></p>	<p><i>Design small sided games and activities that include a combination of skills in many levels, speeds, contexts.</i></p> <p><i>e.g. End Ball develops running and jumping in a variety of ways and speeds. It also develops changing direction, spatial awareness, and throwing and catching. Aiming and predicting is required to gain accuracy of passing and shooting. Speed, flexibility and endurance are developed throughout the game.</i></p>
<p><i>Participate in games and activities that develop the following:</i></p> <ol style="list-style-type: none"> <li><i>1) Flexibility</i></li> <li><i>2) Core Strength</i></li> <li><i>3) Strength &amp; power</i></li> <li><i>4) Endurance</i></li> </ol>	<p><i>Demonstrates throwing, hitting a tee ball with baseball swing, throwing a frisbee and rolling a ball for distance.</i></p>



For examples of relevant activities please refer to the PHYSICAL SKILLS module in the online Resource Centre



## LEVEL 3: GREEN



### GOLF SKILLS

Objectives	Coach notes
<p><b>Putting</b></p> <p>Develop basic movements including set up and swing.</p> <p>Demonstrate a functional hold with suitable ball position and stance.</p> <p>Roll the ball with general distance and direction to a variety of different targets.</p>	<p>Ask players about correct set up and aim for putting. Introduce the ball position as being anywhere from centre to target side, encourage players to try different positions and see what works.</p> <p>Encourage players to get in the habit of doing the following before each putt:</p> <ul style="list-style-type: none"> <li>• Tilt from the hips</li> <li>• Pop the knees</li> <li>• Arms hang down from the body</li> </ul>
<p><b>Chipping</b></p> <p>Develop basic movements including set up and swing.</p> <p>Demonstrate a functional hold with suitable ball position and stance.</p> <p>Chip the ball from a simple greenside location allowing it to roll with a variety of irons.</p>	<p>Remind players about correct set up, aim and swing length for controlling distance.</p> <p>Focus on reinforcing the following points:</p> <ul style="list-style-type: none"> <li>• Weight distribution on target foot e.g. 70%.</li> <li>• Shoulders parallel to the ball to target line.</li> <li>• Ball position favouring the non-target foot.</li> </ul> <p>Encourage players to strike the ball then turf to encourage a downward blow.</p>
<p><b>Bunkers</b></p> <p>Learn the basic movements of a bunker shot.</p> <p>Understand that the club will strike the sand at a spot before the ball.</p> <p>Demonstrate the club striking the sand before the ball regardless of outcome.</p>	<p>Introduce and demonstrate the bunker shot with a focus on the following points:</p> <ul style="list-style-type: none"> <li>• Use a sand iron or most lofted club</li> <li>• Hover club at address</li> <li>• Full follow through, send sand further than ball</li> <li>• Hit sand behind the ball</li> </ul> <p>Encourage players to hit the sand without a ball first.</p> <p>Explain about hovering club at address however think about letting the players ground their club at first to make the shot easier.</p>
<p><b>Pitching</b></p> <p>Be introduced to and experience the basic movements of pitching.</p>	<p>Introduce and demonstrate how to take the stance, posture and ball position for pitching. Highlight the following:</p> <p><b>Posture</b> – Stand tall and flex from the hips.</p> <p><b>Stance</b> – Feet shoulder width apart.</p> <p><b>Ball position</b> – Create triangle with ball and stance.</p> <p>At the beginning encourage players to hit full swing shots using a pitching wedge, this will be easier than player having to focus on swing length at this stage.</p> <p>Use a 'tee' to encourage a rainbow ball flight.</p>



For examples of relevant activities please refer to the **GOLF SKILLS** module in the online Resource Centre



## LEVEL 3: GREEN






### GOLF SKILLS

Objectives	Coach notes
<p><b>Full swing</b></p> <p>Develop basic movements including set up and swing.</p> <p>Demonstrate a functional hold, posture with suitable ball position and stance.</p> <p>Finishes in balance when swinging the club.</p>	<p>Introduce and demonstrate the full swing. Highlight the following points:</p> <p><b>Takeaway</b> – Hands, arms and shoulders move back in one piece.</p> <p><b>Backswing</b> – Club shaft parallel with the ground halfway back (when hands are at 9 on clockface).</p> <p><b>Follow-through</b> – Club shaft parallel with the ground halfway through (when hands are at 3 on clockface).</p> <p>Highlight the variable ball position to players depending on the club used. Demonstrate the ball position in relation to different clubs e.g. driver, 7-iron and pitching wedge.</p>
<p>   For examples of relevant activities please refer to the <b>GOLF SKILLS</b> module in the online Resource Centre</p>	



### MIND MATTERS

Objectives	Coach notes
<p>Understand what resilience is and recognise why this is needed when learning a new skill.</p> <p>Understand that it takes time and effort to learn more complex skills. Failure is part of learning and is an important component of improving skills.</p>	<p>Ask players to identify two situations when it is important to persevere (may or may not be golf related).</p> <p>Ask players to identify the behaviours of resilient players and why do some players quit?</p> <p>Ask players to identify their own resilient behaviours and if they have any of those behaviours that lead to quitting. <i>(Opportunity for responsibility)</i></p>
<p>Understand how confidence and self-esteem can be developed through resilience and effort goals as opposed to results/scores.</p>	<p>Ask players to give evidence of two things they did well during the session or round of golf. (This could be physically, cognitively, tactically or socially). <i>(Opportunity for evaluate/success/reflect)</i></p>
<p>Understand self-talk and how it can affect self-belief.</p>	<p>Encourage players to identify thoughts as red (negative), yellow (have a choice how to think) or green (positive).</p> <p>Challenge players to generate one green thought that is helpful to them in a range of situations.</p>
<p>   For examples of relevant activities please refer to the <b>MIND MATTERS</b> module in the online Resource Centre</p>	



## LEVEL 3: GREEN




### ON THE COURSE

Objectives	Coach notes
<p><i>Be introduced to playing team competitions on the golf course.</i></p>	<p><i>Adopt simple scramble formats internally, e.g. GolfSixes which encourage players to participate as part of a team.</i></p> <p><i>Facilitate opportunities for players to participate in Flag and Junior Skills Challenge events at the club/facility.</i></p> <p><i>In groups ask players to create a mini course on the practice area or skills challenge that the rest of the group can take part in.</i></p>
<p><i>Participate in on course play over 6 short holes.</i></p>	<p><i>Play over 6 short holes with yardages ranging from 80 to 200 yards. At least one hole to have a bunker.</i></p>
<p><i>Be introduced to the basic concept of recording score and the order of play.</i></p>	<p><i>Players demonstrate a basic understanding of using a score card and the order of play.</i></p>
<p> For examples of relevant activities please refer to the <b>ON THE COURSE</b> module in the online Resource Centre</p>	



### GOLF KNOWLEDGE

Objectives	Coach notes
<p><i>Be introduced to then use in regular conversation different parts of the golf course including:</i></p> <ul style="list-style-type: none"> <li>• Teeing area</li> <li>• Fairway</li> <li>• Fringe</li> <li>• Penalty areas</li> <li>• Rough</li> <li>• Green</li> <li>• Flag Stick</li> <li>• Bunker</li> </ul>	<p><i>When asked, players can identify and describe the teeing area, fairway, fringe, penalty areas, rough, green, flag stick and bunker.</i></p>
<p><i>Be introduced to common golf scoring terms:</i></p> <ul style="list-style-type: none"> <li>• Par</li> <li>• Bogey</li> <li>• Birdie</li> <li>• Eagle</li> <li>• Hole-in-one</li> </ul>	<p><i>When asked, players can provide a basic description of a par, birdie, bogey, eagle and hole-in-one.</i></p>
<p> For examples of relevant activities please refer to the <b>GOLF KNOWLEDGE</b> module in the online Resource Centre</p>	





# LEARN TO GOLF LEVEL 4: BLUE

**Aim:** Increase the competency of core golf skills and understand how developing physical, mental and tactical skills will improve their golf.


**Completion criteria:** Complete 9 short holes in 54 shots or less (hole yardages vary from 80 to 300 yards).

**Minimum coaching qualification:** ASQ Award for Golf Coaching Assistants.

4



PHYSICAL SKILLS

Objectives	Coach notes
<p><i>Progress fundamental movement skills from level 3 by learning to cope with pressure situations such as competition or time constraints.</i></p> <p><i>Increase speed and complexity to progress agility, rhythm and timing across different directions.</i></p>	<p><i>Vary practice to introduce pressure situations. e.g. Competitive team games, activities against the clock.</i></p> <p><i>Discuss what happens when we are under pressure.</i></p> <p><i>Encourage players to verbalise how they felt (often they rush skills, focus on winning, forget what they have learned).</i></p> <p><i>Ask them to think what they could do differently next time e.g. slow skill down, focus on key aspects. (Opportunity for problem solving)</i></p>
<p><i>Progress golf specific physical abilities in areas such as:</i></p> <ol style="list-style-type: none"> <li>1) Flexibility</li> <li>2) Core Strength</li> <li>3) Strength &amp; power</li> <li>4) Endurance</li> </ol>	<p><i>Demonstrates greater power, control and accuracy when throwing, hitting a tee ball with baseball swing, throwing a frisbee or rolling a ball for distance.</i></p>
<p> For examples of relevant activities please refer to the <b>PHYSICAL SKILLS</b> module in the online Resource Centre</p>	



## LEVEL 4: BLUE



### GOLF SKILLS

Objectives	Coach notes
<p><b>Putting</b></p> <p>Develop technique to result in control of distance and direction from a variety of lengths.</p>	<p>Ensure players have their hands in a central position and the putter shaft is vertical at address.</p> <p>Introduce to players where the putter sweet spot is and explain why this is the desired place to make contact with the ball. Players should concentrate on making contact with the sweet spot on the putter and observe the impact on control and distance.</p>
<p><b>Chipping</b></p> <p>Demonstrate more consistency of solid contact and functional loft for the club selected.</p>	<p>Introduce and demonstrate to players the air time and roll time ratios for different clubs.</p> <p>Encourage players to chip from different areas and experiment with the different air time and roll time for each shot. Highlight the following areas:</p> <ul style="list-style-type: none"> <li>• Look at the lie</li> <li>• Decide on the club</li> <li>• Adjust length of swing dependent on distance</li> </ul>
<p><b>Bunkers</b></p> <p>Explain that the club strikes the sand first and not the ball.</p> <p>Demonstrate hitting some shots out of the bunker with reasonable contact.</p>	<p>Reinforce the following techniques when playing bunker shots:</p> <ul style="list-style-type: none"> <li>• Ball positioned closer to target foot</li> <li>• Hover the sand iron/wedge</li> <li>• Hit the sand behind the ball with a big follow through</li> </ul>
<p><b>Pitching</b></p> <p>Demonstrate solid contact that includes moderate distance control from flat lie.</p>	<p>Introduce and demonstrate different distances of pitch shot and swing lengths to achieve this. Highlight the following areas:</p> <ul style="list-style-type: none"> <li>• Start by using chipping swings then progress to 'L' shape swings by hinging wrists back and through</li> <li>• Ball opposite middle of stance</li> <li>• Weight on target foot e.g. 60%</li> </ul>
<p><b>Full swing</b></p> <p>Develop full swing technique resulting in more speed and consistent ball contact.</p> <p>Increase the number of solid contacts with any club.</p>	<p>Reinforce the weight transfer and rotation in the swing and how this will increase speed. Highlight the following:</p> <p><b>Backswing</b></p> <ol style="list-style-type: none"> <li>1) Weight transfers to non-target foot</li> <li>2) Back facing target</li> <li>3) Hands above shoulders</li> </ol> <p><b>Follow through</b></p> <ol style="list-style-type: none"> <li>1) Weight moves to target foot</li> <li>2) Tummy facing target</li> <li>3) Hands above shoulders</li> </ol>






For examples of relevant activities please refer to the GOLF SKILLS module in the online Resource Centre



## LEVEL 4: BLUE






### MIND MATTERS

Objectives	Coach notes
<p>Understand what self-reflection is and how to reflect.</p> <p>Reflect on parts of their own performance...</p> <ul style="list-style-type: none"> <li>• What is going well and why?</li> <li>• What needs to be improved and why is it not working YET?</li> <li>• What they can do to improve?</li> </ul>	<p>Explain the benefits of reflecting, for example reflecting helps to develop skills and review their effectiveness, rather than just carry on doing things as you have always done them.</p> <p>Ask the players if they can identify an area of their game that they are strong on and an area they wish to improve on at the end of a session.</p> <p>Encourage honesty and analytical skills. <i>(Opportunity to evaluate/assess/reflect)</i></p> <p>A variety of coaching tools can be used here. e.g. strength and weakness profiles, goal setting cards, profile wheels.</p>
<p>Reflect on their behaviours. Identify which are confident behaviours and which are not.</p>	<p>Encourage players to give examples of what helps them feel more or less confident.</p>
<p>Be aware of self-awareness regarding thinking habits and how it impacts their performance.</p>	<p>Encourage players to identify the difference between negative thinking and positive thinking. Encourage them to replace a negative thought with a positive one.</p>
<p>   For examples of relevant activities please refer to the MIND MATTERS module in the online Resource Centre</p>	



### ON THE COURSE

Objectives	Coach notes
<p>Participate in on course play that encourages creativity, experimenting and fun.</p> <p>Participate in on course play that promotes a culture of "playing the game".</p>	<p>Adopt the Junior GolfSixes format and encourage players to participate in internal and external events at the club/facility.</p> <p>Facilitate opportunities for players to participate in Flag and Junior Skills Challenge events at the club/facility.</p>
<p>Participate in competitions and games that maintain the skills of sportsmanship, responsibility and perseverance as a key component.</p>	<p>Ask players to state 2-3 things they like about competing against themselves or other people/teams.</p>
<p>   For examples of relevant activities please refer to the ON THE COURSE module in the online Resource Centre</p>	



## LEVEL 4: BLUE



### GOLF KNOWLEDGE

Objectives	Coach notes
<p><i>Understand the process for order of play.</i></p> <p><i>Further develop good etiquette and course behaviours.</i></p> <p><i>Be introduced to new basic rules of golf required to start and end each hole and the concept of penalty strokes.</i></p> <p><i>Be introduced to Par 3, Par 4 and Par 5 holes.</i></p>	<p><i>Players are able to demonstrate the process for order of play.</i></p> <p><i>With minimal reminders, can replace divots, fix ball marks and rake bunkers.</i></p> <p><i>Players can explain the concept of penalty strokes. It is not expected that they can explain nor demonstrate relief options.</i></p> <p><i>Can explain the difference between a Par 3, 4 and 5.</i> <i>(Opportunity to lead)</i></p>
<p><i>Further introduced to the parts of a golf club including the hosel, grooves and sole.</i></p>	<p><i>Ask players to present the parts of the hosel, grooves and sole of a wood and iron to other players within the group.</i></p>



For examples of relevant activities please refer to the GOLF KNOWLEDGE module in the online Resource Centre



# LEARN TO GOLF LEVEL 5: BLACK

**Aim:** On completion of this level players will be ready to gain their first official handicap or be competent to play independently from rated tees.

**Completion criteria:** Complete 9 full holes in 60 shots or less from forward rated tees.

**Minimum coaching qualification:** ASQ Award for Golf Coaching Assistants/Level 1 Advanced



## PHYSICAL SKILLS

Objectives	Coach notes
<p><i>Participate successfully in a range of activities that require complex physical skills alongside tactical awareness, decision making and the ability to read and adapt quickly.</i></p>	<p><i>Create an environment where the players have to take in all relevant information, consider it and react quickly making the right decision.</i></p> <p><i>Timed obstacle courses or circuits are often useful here. Specific stations with complex movement patterns under a time pressure or competing against a person to create pressure. Include both areas that are strengths and weaknesses.</i></p> <p><i>Ask the players to evaluate their overall performance when finished.</i> <i>(Opportunity to evaluate/assess/reflect)</i></p>
<p><i>Develop body awareness through demonstrating good posture through various positions in the swing.</i></p> <p><i>Further development in the following areas:</i></p> <ol style="list-style-type: none"> <li>1) Aerobic capacity</li> <li>2) Flexibility</li> <li>3) Posture during all golf movements</li> <li>4) Core strength in both static and dynamic movements</li> </ol>	<p><i>Players are able to demonstrate the following both statically and dynamically:</i></p> <ol style="list-style-type: none"> <li>1) Flexibility – Able to stand and touch toes.</li> <li>2) Balance – Able to stand on one leg and count the number of times they can touch their foot in 30 seconds.</li> <li>3) Posture – Should be able to stand against a wall with glutes, upper back, and head against the wall with minimal effort, heels should be no further than a foot length from the wall to keep the back in a neutral position. Players should also have hands by their side with palms facing the front and wrists against the wall.</li> <li>4) Core strength – Front plank for 30 sec to 1 min with good body alignment.</li> <li>5) Whole body strength – Able to complete a small number of push-ups with good body alignment.</li> </ol>



For examples of relevant activities please refer to the PHYSICAL SKILLS module in the online Resource Centre



# LEVEL 5: BLACK



GOLF SKILLS

Objectives	Coach notes
<p><b>Putting</b></p> <p>Develop basic green reading skills.</p> <p>Demonstrate an appropriate starting line of putt (left or right of the hole) on a moderate to severe break.</p>	<p>Explain that a good putting routine will include looking at the putt from behind the ball, behind the hole and at the side to check distance and amount/direction of break.</p> <p>Encourage players to select a point in front of the ball to start the line of putt.</p> <p>Reinforce the need to focus on swing length in relation to the slope.</p>
<p><b>Chipping</b></p> <p>Develop chipping technique resulting in more solid contact. Increase control over the distance and direction the ball finishes.</p> <p>Perform chip shots from uneven lies or rough that have functional loft for the shot and club selected.</p>	<p>Introduce the importance of landing spots when chipping.</p> <p>Players should throw the ball using different lengths of swing and trajectories and observe how the ball rolls. Players are encouraged to work out the position of landing spots by placing a hoop or cones on the ground.</p> <p>When performing chip shots emphasise the following key points:</p> <ul style="list-style-type: none"> <li>• Selecting correct club</li> <li>• Correct swing length</li> </ul>
<p><b>Pitching</b></p> <p>Demonstrate the pitch shot from different lies e.g. semi-rough and rough.</p>	<p>Introduce and demonstrate technique for hitting out of thicker grass, highlight the following points:</p> <ul style="list-style-type: none"> <li>• Open club face slightly to counteract thick grass tangling the hosel and closing the club face</li> <li>• Hold the club a bit tighter</li> <li>• Slightly wider stance</li> <li>• Hinge wrists early</li> </ul>
<p><b>Bunkers</b></p> <p>Demonstrate more consistent ball contact and send ball towards the green or fairway.</p>	<p>Introduce the following key concepts when looking to control the distance from a bunker shot:</p> <ul style="list-style-type: none"> <li>• Choosing a club with the correct loft</li> <li>• Varying the length of the swing</li> <li>• Ball to finish on green or back on fairway</li> </ul>
<p><b>Full swing</b></p> <p>Demonstrate more consistent contact hitting full iron shots. Explain the key adjustments required to achieve the correct distance, direction and trajectory.</p>	<p>Highlight the following key points when playing full swing shots:</p> <ul style="list-style-type: none"> <li>• Selecting the relevant club to achieve the desired distance</li> <li>• Aiming the club for direction</li> <li>• Selecting the relevant club for desired trajectory</li> </ul>




For examples of relevant activities please refer to the GOLF SKILLS module in the online Resource Centre



## LEVEL 5: BLACK




### MIND MATTERS

Objectives	Coach notes
<p>Develop coping strategies to use when under pressure.</p>	<p>Explain there are 4 steps that can help players persevere when faced with challenges. They need to <b>STIR</b> it up!</p> <p><b>S</b> - Stop (take a deep breath)</p> <p><b>T</b> - Think (about what is making your situation challenging)</p> <p><b>I</b> - Identify (the actions to take to solve your challenge)</p> <p><b>R</b> - Respect (by persevering and trying to overcome your challenge)</p> <p>Ask players to <b>STIR</b> it up and persevere until they are successful at learning a new golf skill.</p>
<p>Gain awareness and control around their own self talk tendencies.</p> <p>Visualise a successful shot, remember how good it felt.</p> <p>Practice changing their thinking from negative statements to more productive and positive ones.</p>	<p>Ask players to explain what self-talk is and how it impacts on performance.</p> <p>Encourage the players to visualise their shots. e.g. think about their feet, their legs, how their hands feel, the relaxation in their shoulders, their calm heartbeat, see the swing, see it reach the top, see it connect with the ball and see the ball fly.</p> <p>Players are able to provide positive thinking examples to replace negative thoughts.</p>
<p>Be introduced to relevant cues for performance.</p>	<p>Encourage the players to come up with a pre-shot routine e.g. stand behind ball looking at target to decide where to aim, visualise shot, aim club face and set body alignment – each pre-shot routine should be individualised to the player.</p>
<p> For examples of relevant activities please refer to the <b>MIND MATTERS</b> module in the online Resource Centre</p>	



### ON THE COURSE

Objectives	Coach notes
<p>Participate in contests and games that have a focus on fun and competition against themselves and others.</p>	<p>Encourage participation in the GolfSixes format and present opportunities to play in internal and external events at the club/facility.</p> <p>Facilitate opportunities for players to participate in Flag and Skills Challenge events at the club/facility.</p> <p>Introduce 9-hole practice rounds and competitions.</p>
<p>Be introduced to basic stats such as:</p> <ul style="list-style-type: none"> <li>• Score</li> <li>• Greens in regulation</li> <li>• Fairways hit</li> <li>• Number of putts</li> </ul>	<p>Players can explain and record the following basic golf statistics:</p> <ul style="list-style-type: none"> <li>• Score</li> <li>• Greens in regulation</li> <li>• Fairways hit</li> <li>• Number of putts</li> </ul>
<p> For examples of relevant activities please refer to the <b>ON THE COURSE</b> module in the online Resource Centre</p>	



# LEVEL 5: BLACK



## GOLF KNOWLEDGE

Objectives	Coach notes
<p><i>Develop an understanding of effective pace of play behaviours.</i></p> <p><i>Consistently implements good etiquette and positive on course behaviours.</i></p> <p><i>Continues to develop an awareness and understanding of the rules of golf.</i></p>	<p><i>Players consistently demonstrate proper order of play but can implement "ready golf" when requested by the coach.</i></p> <p><i>Players independently replace divots, fixes ball marks and rake bunkers.</i></p> <p><i>Players can explain and demonstrate relief options as follows:</i></p> <ul style="list-style-type: none"> <li>• <i>Out of bounds</i></li> <li>• <i>Penalty area(s)</i></li> </ul> <p><i>Players can identify an example of a "free lift" scenario.</i></p>
<p><i>Be introduced to and use in ongoing conversation, the basic terms:</i></p> <ul style="list-style-type: none"> <li>• <i>Speed of Play</i></li> <li>• <i>Dog leg</i></li> <li>• <i>Lie</i></li> <li>• <i>Line of putt</i></li> </ul>	<p><i>When asked players can describe the terms:</i></p> <ul style="list-style-type: none"> <li>• <i>Speed of Play</i></li> <li>• <i>Dog leg</i></li> <li>• <i>Lie</i></li> <li>• <i>Line of putt</i></li> </ul>
<p><i>In a fun environment, be introduced to common slang golf terms which include:</i></p> <ul style="list-style-type: none"> <li>• <i>Fried egg</i></li> <li>• <i>Shank</i></li> <li>• <i>Fat/heavy</i></li> <li>• <i>Thin</i></li> <li>• <i>Daisy cutter</i></li> <li>• <i>Texas wedge</i></li> </ul>	<p><i>Ask players to describe the following to each other:</i></p> <ul style="list-style-type: none"> <li>• <i>Fried egg</i></li> <li>• <i>Shank</i></li> <li>• <i>Fat/heavy</i></li> <li>• <i>Thin</i></li> <li>• <i>Daisy cutter</i></li> <li>• <i>Texas wedge</i></li> </ul>



For examples of relevant activities please refer to the GOLF KNOWLEDGE module in the online Resource Centre





# EXAMPLE SESSION PLAN

## LEARN TO GOLF Lesson Plan



Duration: 01hr 00min    Number of Players: 12  
 Age Range: 6-9    Level of Players: 1 - 5



### Key Objectives:

1. Develop speed/agility
2. Re-introduce ball striking skills
3. Have fun and support opportunities for team work

### Equipment Required:

Cones, Soft balls, Golf Balls, Rubber Balls, Tennis Balls, Golf Clubs

COMPONENT: Warm Ups

TIME: 10

CORE MODULE: Physical Skills

### ACTIVITY/GAME: Run of Doom

- A fun activity for developing co-ordination, speed and agility.
- Ensure the playing surface is free of hazards.

Set out a 15 x 15 yard square with cones and have players line up at one end. The coach stands at the side of the square and on their command the players have to run from one side of the square to the other trying not to get hit by the softballs. If a player gets hit (from the knee down!) they join the coaches' team at the side, the last player left running is the winner.



COMPONENT: Main Activities

TIME: 15

CORE MODULE: Golf Skills

### ACTIVITY/GAME: Full Swing - The Ball Game

- Developing basic ball striking skills.
- Use a safety zone to prevent players running for the balls or walking behind someone when they are hitting.

Start off with players getting into a normal set up position with a wedge or short iron. Players begin by hitting the largest ball, the key is for players to be able to hit the ball off the ground and have some fun. Once they have learned how to constantly hit the big ball move to using tennis balls and then finally golf balls. The key is for the players to have some fun and make consistent contact while learning basic fundamentals.



COMPONENT: Main Activities

TIME: 30

CORE MODULE: On the Course

### ACTIVITY/GAME: Course building

- Introducing hazard awareness.
- Ensure players are aware of safety on the course.

Put the players in small groups and challenge them to build a short golf hole on the course. Yellow cones represent the bunker, Blue is water and White is OB. This is also a good way to slowly introduce rules. Players can then take turns at playing everyone's golf hole.

