



**GOLF
CANADA**

LEARN TO PLAY JUNIOR GOLF CURRICULUM

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CURRICULUM OVERVIEW

The Learn to Play Curriculum is...

- A joint project of the PGA of Canada and Golf Canada, developed to align the Learn to Play curriculum with the Long-Term Player Development (LTPD 2.0) Guide for Golf.
- A resource guide to assist teaching professionals in steering young golfers down a development pathway that aligns with LTPD 2.0 and supports scientifically agreed upon principles for growth and development as it relates to golf.
- A **four-stage** player progression framework that includes specific objectives at each stage that relate to LTPD 2.0 and focuses on developing the “whole” golfer and not focused exclusively on technical golf skills.

How does the Learn to Play Curriculum work?

The Learn to Play Curriculum is a framework to develop junior players through four stages that align with the various stages of the Long-Term Player Development Guide for Golf as illustrated in the following pages. This curriculum is designed to expose players to age/stage appropriate content through an identified set of core modules that are applicable to each stage of the curriculum. In order to progress through each stage, the participants will need to demonstrate that they have reached certain objectives that have been established. Participation and exposure are the focus of the objectives in the earlier stages (e.g. Stages White & Orange). As golfers progress through to the more advanced stages (e.g. Stages Blue & Black), the objectives become more qualitative and quantitative in nature. Each stage of the curriculum has been designed as such that it can be delivered in eight to twelve sessions of 45–60 minutes in length.



CURRICULUM FRAMEWORK

Learn to Play is a four stage development curriculum that targets specific age groups with age/stage appropriate content. The diagram below illustrates how the curriculum aligns with both the Long-Term Player Development guide for golf and the PGA of Canada Teacher and Coach Certification program.

Stage Progression	Stage Colour	Suggested Ages	Alignment with LTPD Stages	Alignment with PGA of Canada Certification
01	White	Under 6 +/-	Active Start	PGA of Canada - Community Golf Coach - Instructor of Beginner Golfers
02	Orange	+ / 6-9 +/-	FUNDamentals	PGA of Canada - Community Golf Coach - Instructor of Beginner Golfers
03	Blue	+ / 8-10 +/-	Learn to Golf	PGA of Canada - Instructor of Beginner Golfers
04	Black	+ / 9-12 +/-	Learn to Golf	PGA of Canada - Instructor of Beginner Golfers - Instructor of Intermediate Golfers

THE SIX CORE MODULES

Each stage of the Learn to Play curriculum has six different “core modules” that the PGA of Canada professional, coach or instructor can utilize to enhance the participant’s learning experience.

The Six Core Modules

1. Movement Skills

Sport related movement skills that will be developed over time: fundamental movement skills, golf specific movement skills and performance skills.

2. Golf 101

Other cognitive elements of golf that play a role in the development of the “whole” player” safety, etiquette and rules and golf terms.

3. Skill Development

All the technical golf skills that will be developed over time: full swing, chipping, putting, greenside bunkers, fairway bunkers and pitching.

4. On Course Play

Elements that prepare developing golfers for on course play and competition.

5. Mind Matters

Mental management elements that will be developed over time: imagery, performance preparation, self talk, performance cues and focus, and evaluating play.

6. Life Skills

Ethical elements that uphold the tradition and history of golf: respect, honesty, teamwork, sportsmanship, perseverance, goal setting, emotional regulation and focus.

For each of the six core modules of the Learn to Play curriculum, specific skills or topics to cover are presented, along with the objectives of the elements to be reached by the participants.

Topic or Skill	Within each core module of the Learn to Play program, the topics and skills help define the level of understanding and competency required by a player to progress through to the next stage.
Objectives	Identifies the high-level objectives at a specific stage of the program. This is intended to give the PGA of Canada professional, coach or instructor a sense of what he/she is trying to accomplish when introducing the various topics to the participants. It outlines the specific skill/performance objective that must be met by the participant in order to progress to the next stage. Some objectives are purely participation based in nature.

DETERMINING THE RIGHT COLOUR STAGE FOR YOUR JUNIORS

This is designed to assist PGA of Canada professionals, golf instructors and coaches in assessing the current colour stage of Learn to Play participants. As a golf instructor, you will need to utilize this resource to objectively determine the entry level for each Learn to Play participant. The content below outlines some of the key Long Term Player Development (LTPD 2.0) competencies to assist instructors through this process; but ultimately the decision is up to you as the instructor as to what stage the participant will start in.

Stage: White — Key Competencies (Suggested: 0 – 6 yrs)

1. Child demonstrates the ability to link fundamental movement skills (eg. running; jumping; catching; throwing; coordination; agility; etc.) into overall play.
2. Child is able to accept redirection if required to ensure a safe learning and play environment.
3. Child demonstrates a willingness to participate in golf-related activities.
4. Child is able to take small swings and execute small shots towards a very close target using junior equipment (eg. plastic clubs).

If the participant demonstrates all the above **WHITE** competencies, they should be started in **ORANGE**.

Stage: Orange — Key Competencies (Suggested: 6 - 9 yrs)

1. **Set-up:** Demonstrates the ability to hold the club with two hands close together, with his or her feet on either side of the ball.
2. **Swing:** Demonstrates the ability to swing arms back and then swing through to a reasonably balanced finish.
3. Child is able to copy, imitate an instructor.
4. Child is able to name different parts of the golf course such as tee, green, fairway, bunker and rough.
5. **Safety & Etiquette:** Child demonstrates the basic understanding of:
 - a. Golf etiquette: being quiet when someone is hitting, identifying safe places to stand during play, divot repair, etc.
 - b. Safety: managing risk and safety as it relates to other humans, environmental conditions and facility conditions

If the participant demonstrates all the above **ORANGE** competencies, they should be started in **BLUE**.

DETERMINING THE RIGHT COLOUR STAGE FOR YOUR JUNIORS

STAGE: Blue — Key Competencies (Suggested: 8-10 yrs)

1. **Set-up:** Child has a functioning grip, posture and alignment. There will be noticeable area to improve in the set-up but the child can function to the objectives below.
2. **Full swing:** Will increase the number of solid contacts with any club by 20%
3. **Putting:** Controls the distance the ball rolls to within 25% of the length of the flat putt. (ex. ball rolls within 5 feet on a 20 foot putt) with reasonable consistency
4. **Chipping:** At least 40% of the chip shots from a stable environment have a functional loft for the given shot and club selected
5. **More Advanced Level of Etiquette:** Child demonstrates a more advanced understanding of golf etiquette (eg. Safety, keeping score of self and others, raking bunkers; repairing ball marks; where to leave your golf bag; etc.) Although inconsistent, the child is aware of other people and objects when swinging. Child can explain what to do in case of lightning while practicing or playing.
6. **Rules of Golf:** Child demonstrates a basic knowledge of the Rules of Golf including examples such as: order of play, when a penalty stroke should occur, and use of tee markers.

If the participant demonstrates all of the above **BLUE** competencies, they should be started in **BLACK**.

Progressing to the Next Stage

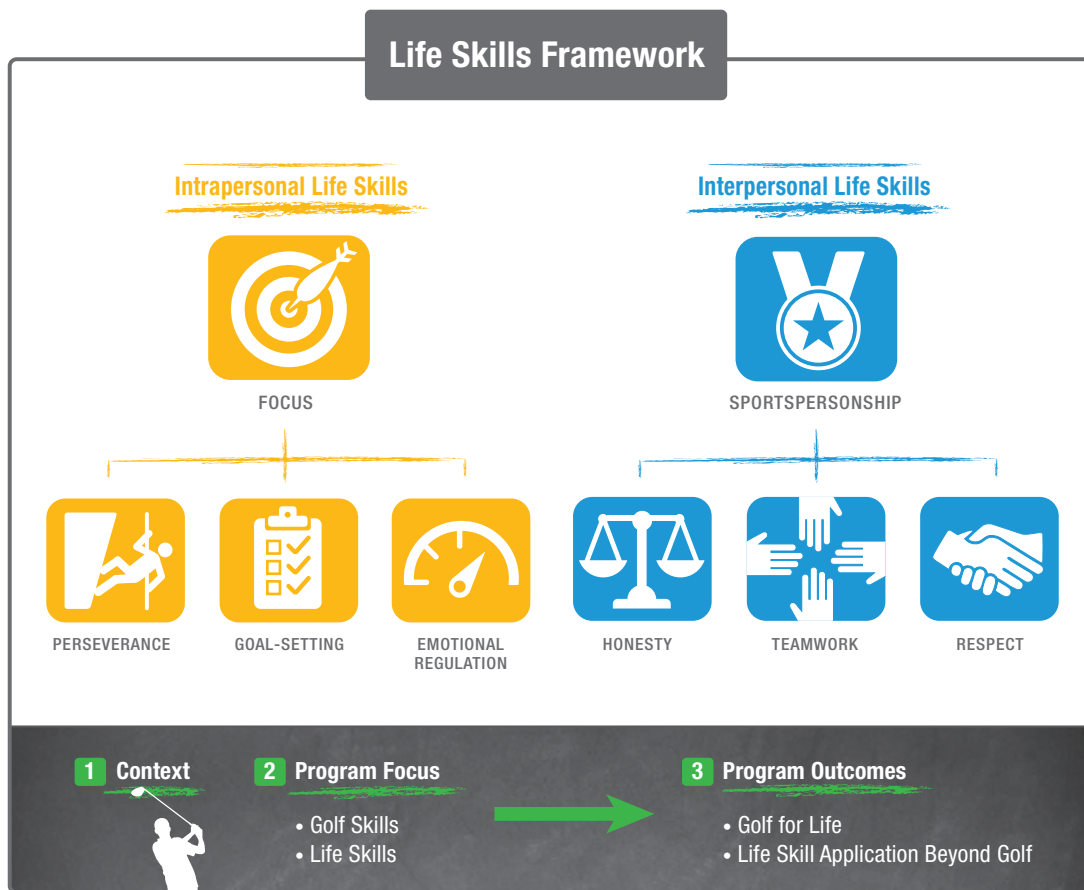
The Learn to Play curriculum has been designed to actively promote youth participation in golf. Within each core module of the curriculum, the topics and skills help define the level of understanding and competency required by a player to progress through to the next stage. The majority of the objectives can be achieved by the active participation of a child and displaying the key competencies of Long Term Play Development in all the outlined core modules. The key competencies will be identified as "objectives".

For a participant to progress to the next stage of Learn to Play, they should successfully understand and achieve most of the objectives outlined within the stage. If a participant does not, they should continue with programming in their current stage until they can understand and achieve the objectives outlined.

LIFE SKILLS INTRODUCTION

The Learn to Play Curriculum Life Skills Model

The life skill material integrated in the Learn to Play curriculum takes into account the four stages that target specific age groups with age/stage appropriate content. The life skills work as building blocks from one age group to the next. Each level focuses on four specific life skills which should be practiced on at least two occasions during the lessons to facilitate internalization (learning) and generalization (transfer). The life skills model for the Learn to Play curriculum includes two core life skills (focus and sportspersonship) and six associated life skills (perseverance, goal setting, emotional regulation, honesty, teamwork, respect). As outlined in the model, a balance is achieved by ensuring that children are exposed to both intrapersonal and interpersonal skills during the lessons.



Developed by

In conjunction with



Life Skills

Life skills encompass the psychological assets, values, and skills that enable individuals to effectively deal with the demands and challenges of everyday life. Life skills are generally classified as either intrapersonal (e.g., focus, perseverance, goal setting, emotional regulation) or interpersonal (e.g., sportspersonship, honesty, teamwork, respect). Intrapersonal skills refer to skills that are more internal in nature whereas interpersonal skills refer to skills that are more useful during social interactions.

Life Skills Development in Sport

The realm of sport has been shown to be a particularly favourable environment in which to promote the development of life skills because sport is a highly valued social activity that individuals are generally internally motivated to engage in. However, for the skills learned in sport to be classified as life skills, they must transfer and be applied in the different life domains such as at school, within peer groups, and at home. The teaching of life skills is most effective when conducted in a deliberate and systematic manner through demonstration, modeling, and practice.

Life Skills Development in Golf

The Learn to Play curriculum includes material that aims to help children learn and develop the necessary physical and technical skills to play the game of golf. Additionally, within the program, specific life skills are incorporated and addressed. The life skills integrated within the program have been carefully selected for their relevance in the sport of golf. Specific life skill activities have been designed for you to use at your own discretion.

Life Skills Application beyond Golf (Transfer)

As indicated above, an intrapersonal or interpersonal skill learned within the context of golf can only be truly labeled as a life skill when it is transferred and helps children successfully cope with the various demands of everyday life. In order for children to gain the confidence and awareness necessary to successfully transfer their skills, you must have a deliberate approach by providing concrete examples throughout your lessons of how skills can be applied beyond golf. By including tangible examples in your lesson plan that apply to home or the classroom, you can increase a child's awareness of the contexts in which they can apply their skills.

How to Structure Lessons that Integrate Life Skills

The following steps can be used as general guidelines on how to integrate life skills into your golf lessons:

1) Focus on one Life Skill for each lesson

- Life skills have a greater likelihood of being integrated into a child's sense of self through repeated exposure. As such, by focusing on one life skill per lesson (e.g., having a life skill of the day), you can emphasize the skill on multiple occasions throughout the entire lesson. Ideally, within a Stage, the associated life skills should be targeted in multiple lessons (at least twice) to emphasize this notion of repeated exposure.

2) Introduce the Life Skill at the Beginning of the Lesson

- At the beginning of each lesson, clearly indicate to the children what the life skill of the day is. The introduction of the life skill can be done in combination with the introduction of the golf skill. E.g., "Today we are going to be working on chipping and with that, the life skill of the day is focus."
- Take 2-3 minutes to ask the children what they believe the life skill means and how it can be applied within the day's lesson. Once you have received their input, you can provide them with the structured definition (or the simplified definition for children in the White and Orange Stages). Both sets of definitions can be found in Appendix C (Page 37). How much input you ask from the children can be modified depending on their age. More specifically, once you have defined the life skill of the day, you either can provide examples or ask the children for examples of how the specific skill can be applied in golf. E.g., For respect: "who can tell me what respect means? How can you be respectful in golf?"

3) Integrate the Life Skill throughout the lesson

- Explain to the children, using concrete examples, how they can practice the life skill of the day during the golf activities. There are two main ways to integrate life skills in the lessons:
 - Incorporate the life skill into the activities dedicated to the Golf Skill of focus (e.g., putting, chipping, etc.). Detailed material is provided in the manual on how to integrate life skills within the lessons. Here are a few examples related to the life skill of respect. These examples of respect can be repeated and encouraged throughout the lesson:
 - When discussing the Safety within Golf 101, you can explain to the children that by following these rules, they are demonstrating respect for others.
 - When discussing golf etiquette, provide examples of how the children can respect the rules of golf: (e.g., respect other players' lines, do not distract a player who is putting, etc.)

4) Review the Life Skill at the end of the lesson

- An effective time to discuss life skills is at the end of lessons in groups. This is an optimal time to review not only the technical aspects of golf, but also the life skill of the day. The review can be short (2-5 minutes), but allows children to reflect on what was learned during the lesson. Here are a few sample questions you can ask, for example, for respect:
 - What did you learn related to respect in today's lesson?
 - Can you give some examples of how you were respectful in today's lesson?
- Additionally, the review must be used to explain to children how life skills can be applied in various contexts of life outside of golf (e.g. school, home, with peers). For children in the White and Orange stages, you can provide examples of life skill transfer. For children in the Blue and Black stages, you can ask for their ideas prior to providing examples. Specific examples of transfer situations for each life skill are provided in Appendix C (Page 37).

ASSESSING YOUR PARTICIPANTS

Before Your Program

1. Before you begin your program, you will need to conduct a Learn to Play skills assessment on your participants to determine what Learn to Play stage each of your participants will start at.
2. Prior to your first Learn to Play lesson with your participants, you should print out copies of the Learn to Play Progress Report for each stage of the program and give these to your volunteer to assist you with the participant's progress.

Assessing Participants

1. Each colour stage of the Learn to Play curriculum has a corresponding progress report that details the objectives of that stage. These progress reports can be found on pages 37-40 of this document and should be printed to assess your participant's progress through the Learn to Play curriculum.
2. Following the completion of your junior program, refer to the corresponding progress report for the participant's colour stage. A participant is deemed to have passed if they complete 75% of the objectives in that stage.
3. Mark which objectives have been met on the progress report and include any additional comments. Provide progress report to participant and adjust future programming to the next stage of the Learn to Play curriculum if the participant passed, or continue programming in current level if the participant does not complete 75% of the objectives.

Volunteer Roles During a Learn to Play Program

Securing volunteers to assist you in running your Learn to Play program can be of great benefit. Aside from assisting with the logistics of running the various events, volunteers can also be a great benefit after the event with grading participants.

Your volunteers can use the Learn to Play progress reports to monitor which colour stage objectives have been achieved by each participant. This information will be a great benefit to you when completing a progress report for each participant.

COMMUNITY GOLF COACH TRAINING

Community Golf Coach

Community Golf Coach is a training program designed by the PGA of Canada in conjunction with the Coaching Association of Canada and Golf Canada to develop and educate individuals at the community sport level.

The training workshop is designed to introduce the basic skills of golf to individuals who work with children. A large portion of the training is applied, hands-on and outdoors. The workshops are open to junior coordinators, teachers, parents, volunteers and others with a passion for the sport. The workshop will help prepare coaches to run junior golf programs by focusing on:

- Helping kids hit the ball higher, further and go in the hole quicker
- Learning and practicing designing fun, dynamic and effective practices and activities
- Keeping kids safe and ensure they are learning the critical life skills golf offers
- Identifying your tasks as a junior golf program leader

LEARN TO PLAY CURRICULUM - COLOUR STAGES

01

Stage: White (Suggested: 0-6 yrs old)

This is the first step in a junior golfer's pathway. Participation and fundamental movement skills are the key components.

02

Stage: Orange (Suggested: 6-9 yrs old)

At this stage, juniors will focus on increasing their scope and on developing their golf skills. Developing athleticism remains a priority in preparation for playing more golf.

03

Stage: Blue (Suggested: 8-10 yrs old)

At this stage, the junior golfer is playing conventional rounds of golf and acquiring the associated skill set such as learning to keep score. Juniors begin to learn to compete against each other through fun games and activities.

04

Stage: Black (Suggested: 9-12 yrs old)

At this stage, the junior golfer will be more consistent and have a higher level of skill execution, and will also have a better understanding of how developing the whole person will improve golf performance. Upon completion of this stage, the junior golfer will be ready to move on to the Intro to competition stage of the Canadian Competitive Pathway.

Movement Skills

Skill



Objectives:

Actively participate in activities for a minimum 15 minutes per session that includes at least one movement from: Travelling Skills, Object Control and Balance.

Objectives:

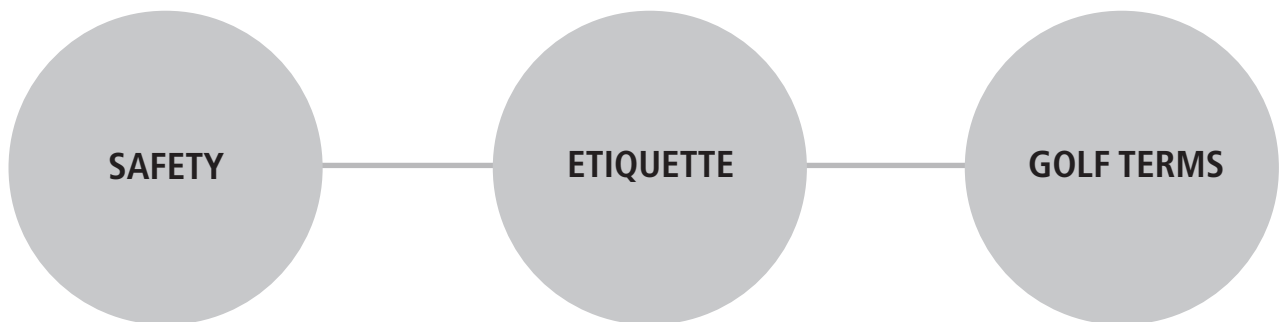
Not applicable in this stage.

Objectives:

Be introduced to a healthy active lifestyle that includes healthy behaviours at each session and support for families.

Golf 101

Topic



Objectives:

Be introduced to the importance of physical safety in golf. May require redirection but follows the instructions of the coach.

Objectives:

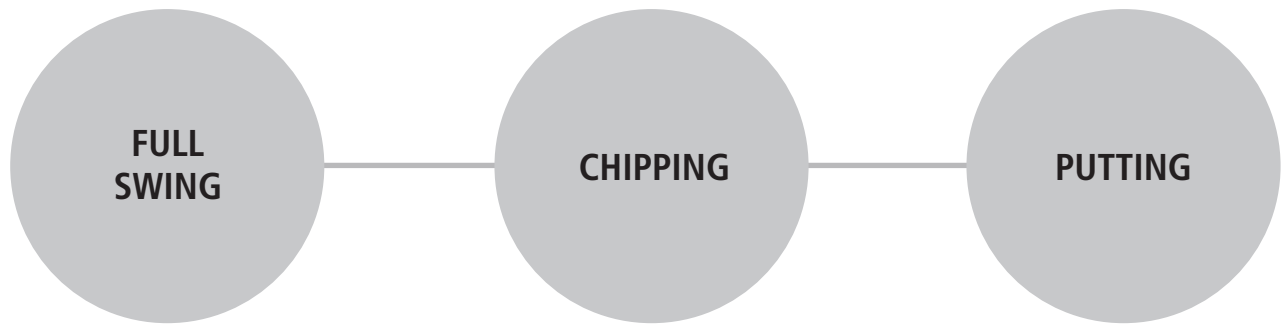
Be exposed to core golf etiquette such as: being quiet while others hit, not running on the course, and being supportive of other junior golfers.

Objectives:

Explore basic golf terms such as types of golf clubs and parts of the course.

Skill Development

Skill



Objectives:

Participate in striking objects with a variety of implements and be introduced to the basic movements of the full swing.

Objectives:

Participate lofting a variety of balls over a short distance, using an iron and the basic movements of chipping.

Objectives:

Participate in rolling a variety of balls using a putter and the basic movements of putting.

On Course Play

Topic



Objectives:

Participate in skill development activities or exercises that take place in a supervised, on-course or modified facility environment.

Objectives:

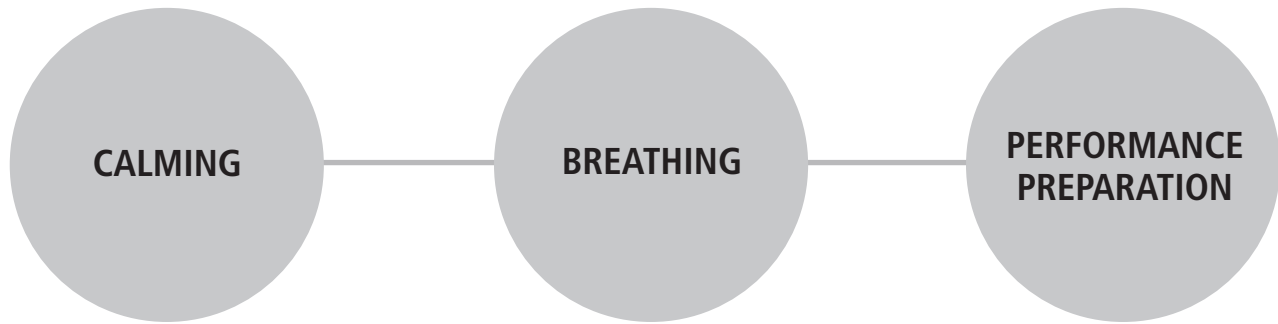
Provide parents with information on appropriate facilities for their child, including; practice facilities, short courses and youth friendly locations.

Objectives:

Be exposed to activities and games where participation is the priority and winning and losing are not considered.

Mind Matters

Topic



Objectives:

Be introduced to, and practice, skills that will encourage a calm state during learning and playing golf.

Objectives:

Be introduced to, and practice, the skill of diaphragmatic (breathing from the belly).

Objectives:

Participate in activities that encourage fun, feeling good and trying their best.

Life Skills

Skill



Objectives:

Identify situations when they experience happiness or boredom during the activities and discuss the importance of remaining happy and active when playing golf.

Objectives:

Demonstrates teamwork by following the coach's instructions and may demonstrate co-operative behaviours.

Movement Skills

Skill



Objectives:

Develop physical capacities, fundamental movement skills, and the ABC's of athleticism: Agility, Balance, Coordination and Speed. Be introduced to movement exercises that focus on mobility, flexion, extension, side bend and multi-segmental rotation.

Objectives:

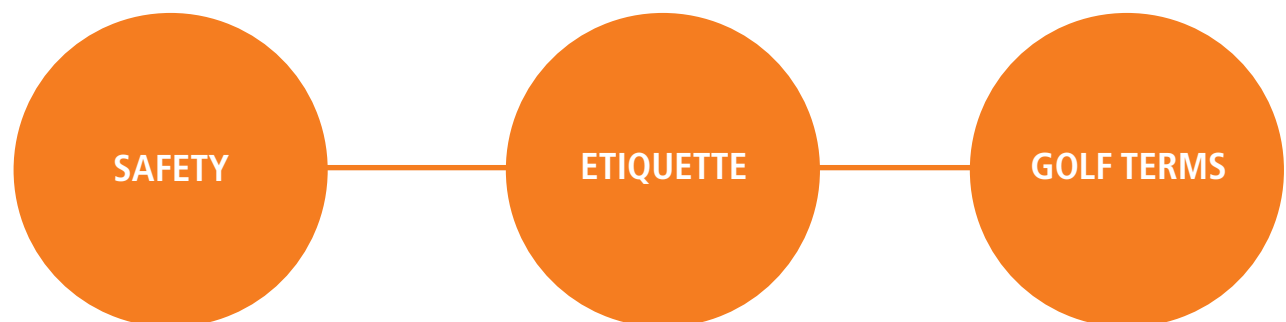
Participate in games and activities that focus on the development of: Coordination, Flexibility, and Speed

Objectives:

Continue to encourage a healthy active lifestyle that includes a balanced diet and regular physical activity. Be introduced and participate in warming up before physical activity, including golf.

Golf 101

Topic



Objectives:

Be introduced to managing risk and safety as it relates to other humans (being hit by clubs and balls), environmental conditions (lightning, sun/heat) and facility conditions (hazards, use of carts).

Objectives:

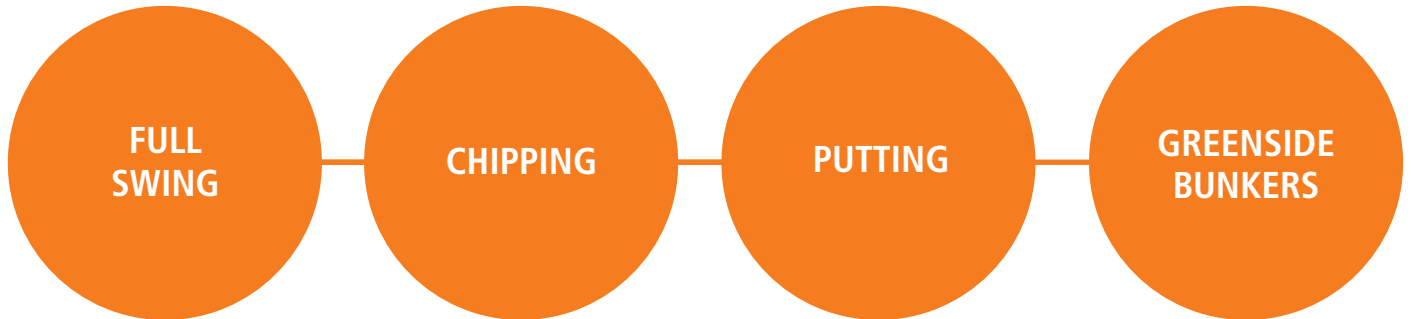
Be introduced to and practice golf etiquette related encounters that happen frequently during play, including divot repair and raking bunkers.

Objectives:

Be introduced to and start implementing common golf terminology and topics into your vocabulary such as equipment, scoring terms and parts of the course.

Skill Development

Skill



Objectives:

Develop basic movements of the full swing including a functional grip, ball position, posture and swing, ensuring club speed and balance are encouraged.

Objectives:

Develop movements of a basic chip shot swing including a functional grip, ball position, posture and swing, with an emphasis on solid contact.

Objectives:

Develop movements of putting including a functional grip, ball position, posture and swing while experimenting with general distance control.

Objectives:

Be introduced to and experience basic movements of the greenside bunker shot with the objective of developing the understanding and skill of striking the sand before the ball.

On Course Play

Topic



Objectives:

Play partial rounds of golf with fun and engagement as the main priorities.

Objectives:

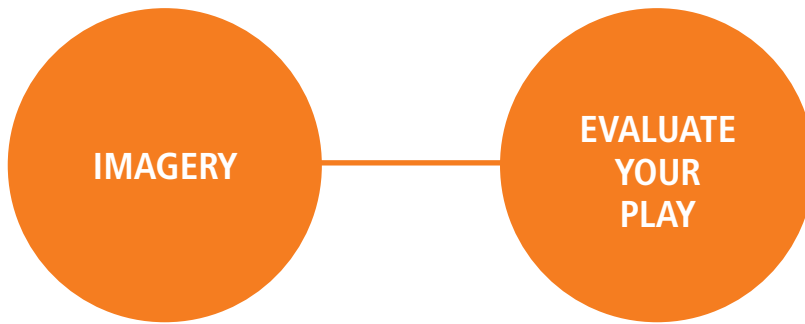
Visit golf facilities including practice facilities, short courses and youth friendly locations.

Objectives:

Be exposed to activities and games where participation is the priority and winning and losing are not considered.

Mind Matters

Topic



Objectives:

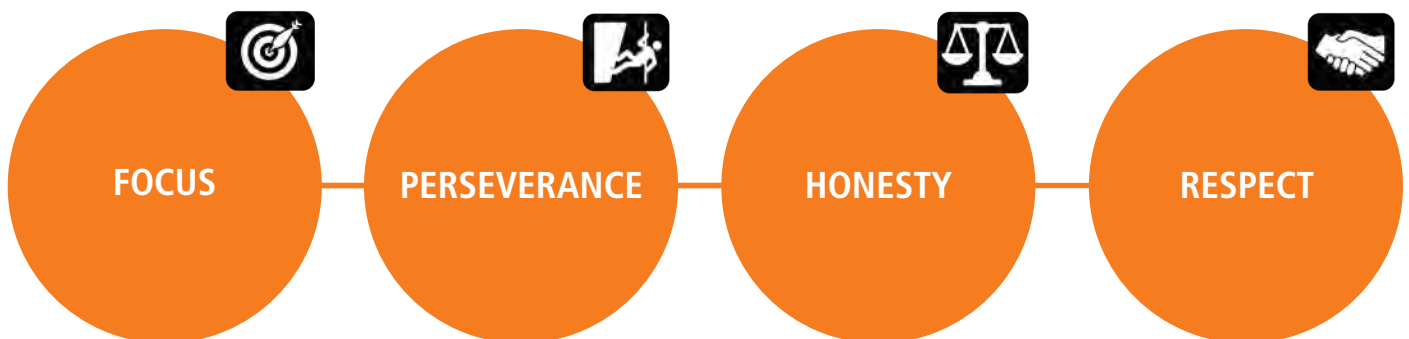
Using imagination, be able to describe the desired process and outcome of a variety of different shots.

Objectives:

Be introduced to, and practice, reflecting on what they did well and what they would like to improve after playing or practicing.

Life Skills

Skill



Objectives:

Can identify when they are focused or have lost focus and practice new skills to try regaining focus.

Objectives:

Demonstrate perseverance throughout the activities by trying to remain focused regardless of the outcomes.

Objectives:

Gives examples of how honesty relates to golf as well as other parts of their life.

Objectives:

Demonstrate respect for others by being polite in their interactions with coaches and other children and follows direction regarding care of the course.

Movement Skills

Skill



Objectives:

Develop proficiency in fundamental movement skills such as running, jumping, and throwing. Develop speed by using specific activities that focus on agility, quickness and change of direction, both horizontally and vertically.

Objectives:

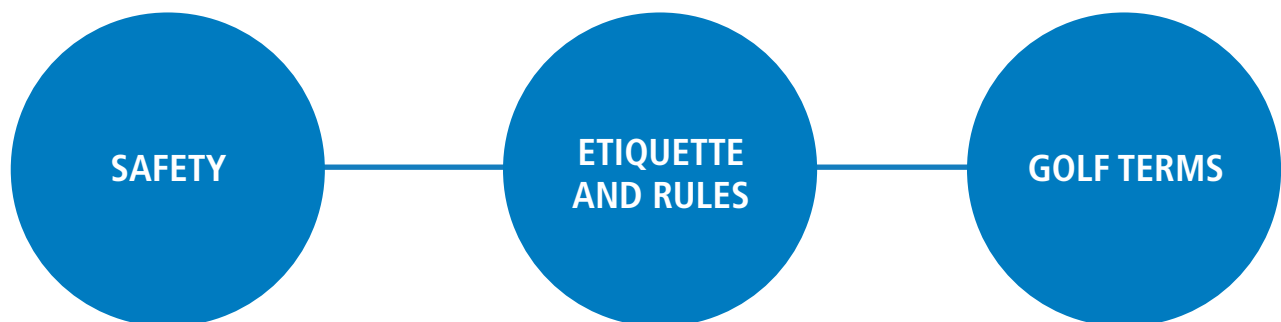
Develop motor and golf specific movement skills. Further develop general athletic abilities: Strength, Endurance, Flexibility, Motor skills & coordination development

Objectives:

Be introduced to the importance of nutrition, sleep, physical activity and balanced screen-time in the development of young golfers.

Golf 101

Topic



Objectives:

Further develop the behaviours required to play and swing safely on a driving range, putting green and golf course. Be introduced to identifying dangerous weather conditions and what actions they should take if they are in this situation.

Objectives:

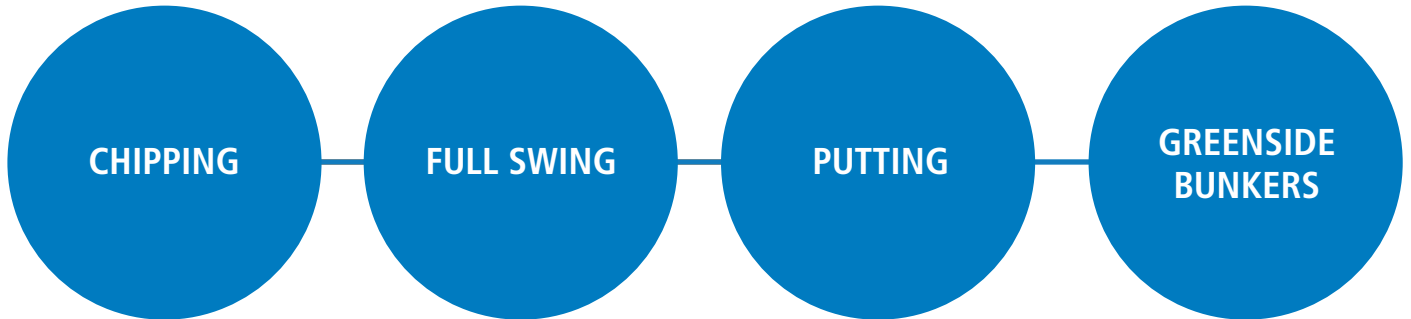
Further understands the process for order of play and develops good behaviours regarding care of the course. Be introduced to new basic rules of golf required to start and end each hole and the concept of penalty strokes.

Objectives:

Be introduced to, and use in ongoing conversation, more complex terms such as: Speed of Play, Dog leg, Lie, Lag putt and Line of putt

Skill Development

Skill



Objectives:

Develop chipping technique resulting in more solid contact and improved control of distance and direction.

Objectives:

Develop full swing technique resulting in increased speed and consistent ball contact.

Objectives:

Develop putting technique that results in control of different distances and directions.

Objectives:

Develop an age appropriate understanding of the contact between the ball and club in a greenside bunker. Develop greenside bunker technique to create solid contact, although it may be inconsistent.

On Course Play

Topic



Objectives:

Participate in on course play that promotes creativity, experimenting and fun. Participate in on course play that emphasizes the general etiquette and rules learned in the Golf 101 section.

Objectives:

Participate in multiple golf environments such as short courses, executive courses, appropriately modified full length courses, driving ranges and short game practice areas.

Objectives:

Participate in simple contests and games that have a focus on fun and competition against him/herself. Participate in contests and games that maintain the life skills of sportspersonship, responsibility and perseverance as key components.

Mind Matters

Topic



Objectives:

Further develop imagery abilities with greater focus on variety, vividness and controllability of the images.

Objectives:

Be introduced to the concept that learning and performing skills are part of an overall process. This process has steps and starts with being physically and mentally ready to play.

Objectives:

Be aware of their self-talk and how it impacts their performance. Consider how they can be more positive, more often.

Objectives:

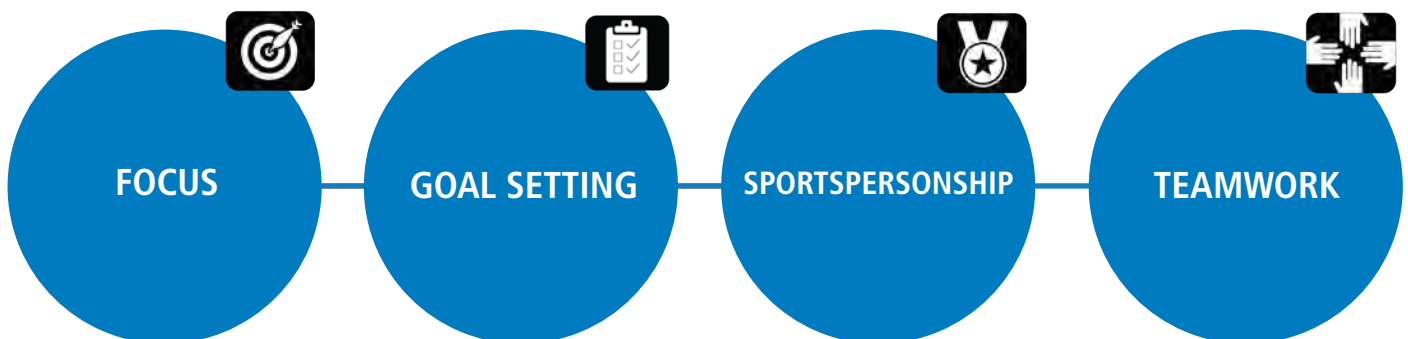
Be encouraged to practice confident behaviours such as body language, tone of voice and eye contact. Begin to understand the difference between effort, luck and skill.

Objectives:

Be introduced to how reflection can contribute to improvement and overall enjoyment of participating.

Life Skills

Skill



Objectives:

Describe what focus is and how they can try to focus while playing golf. Practice being focused while on the course and during practice.

Objectives:

Describe why goal setting is important to their game. Discuss possible goals and practice setting smaller goals to work towards regularly.

Objectives:

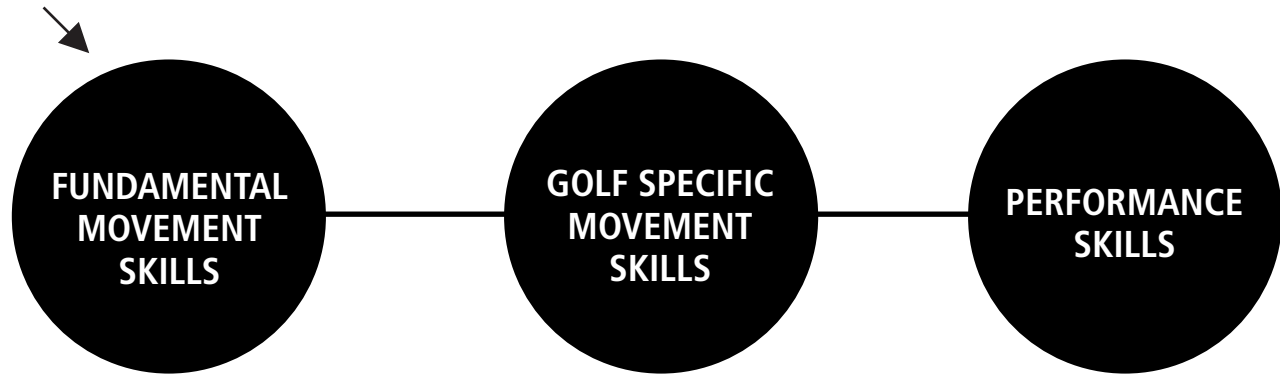
Demonstrates good sportspersonship during activities through actions such as high fives, handshakes and being supportive of others.

Objectives:

Demonstrates teamwork within the junior program by sharing equipment, allowing all juniors to participate and helping others who may need extra support.

Movement Skills

Skill



Objectives:

Be introduced to and participate in counter movement jumps, bounding and agility. Be introduced to and participate in activities that emphasize loading and unloading principles. Be introduced to and participate in activities that develop reaction skills. Be introduced to and participate in activities that contribute to the development of hand & eye coordination skills. Be introduced to randomized skill development in the fundamental movement patterns.

Objectives:

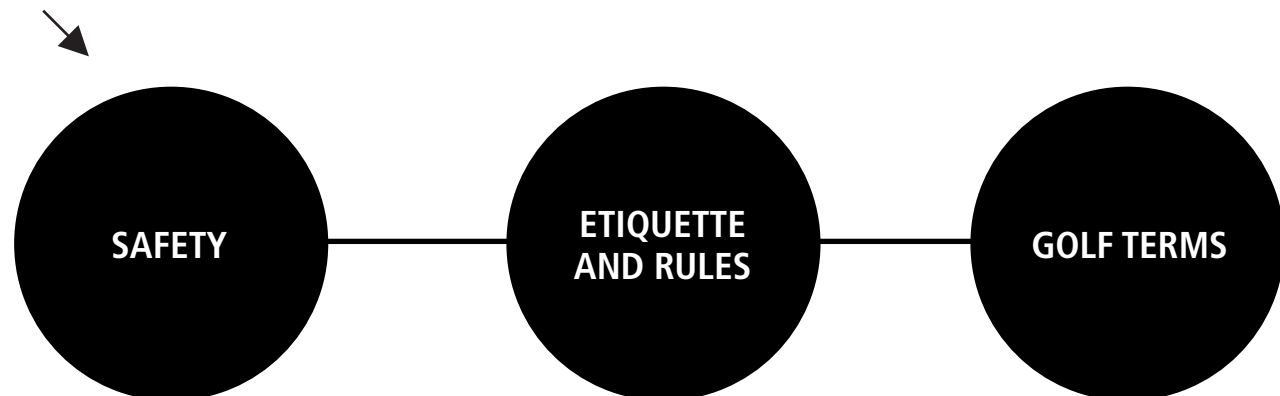
Explore power development using pressure shift, vertical thrust and rotational movements. Develop body awareness through mimicking good posture during various positions within the swing. Further development in the following areas: Aerobic capacity, Flexibility, Posture during all golf movements, and Core strength in both static and dynamic movements

Objectives:

Refine golf warm-up (dynamic movements) and cool-down (stretching). Further develop knowledge of general healthy nutrition and introduce on course, golf-specific nutrition. Be introduced to coping with environmental factors such as heat and cold. Be introduced to rest and recovery concepts.

Golf 101

Topic



Objectives:

Consistently model physically and environmentally (heat, lightning) safe behaviours when practicing and playing.

Objectives:

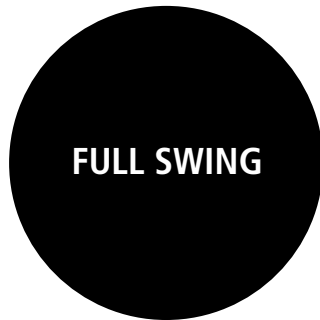
Continues to develop an understanding and execution of effective pace of play behaviours. Consistently implements care of the course behaviours. Continues to develop an awareness and understanding of the rules of golf, such as out of bounds and different types of hazards.

Objectives:

In a fun environment, be introduced and use common slang golf terms such as fried egg, shank, fat, thin, Texas wedge and others.

Skill Development

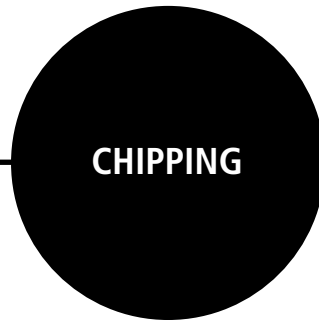
Skill



FULL SWING

Objectives:

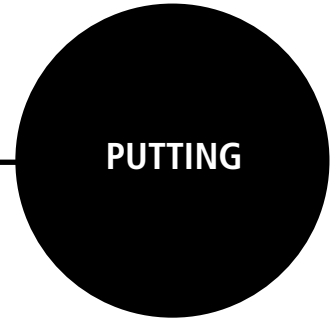
Develop full swing technique, resulting in more speed, with a consideration to developing more consistent ball contact/smash factor. Be introduced to full swing execution from short to moderate length rough, as well as uneven lies.



CHIPPING

Objectives:

Develop chipping technique, resulting in more solid contact and more consistent control of trajectory, distance and direction.



PUTTING

Objectives:

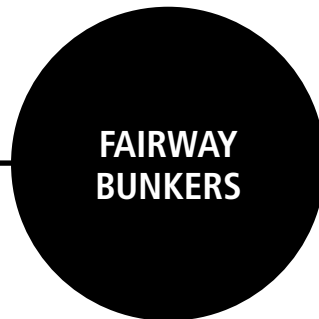
Develop more consistent control of distance and direction. Develop basic green reading strategies.



**GREENSIDE
BUNKERS**

Objectives:

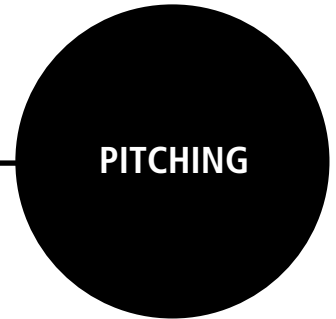
Develop greenside bunker technique to create solid contact more often and moderate control of distance.



**FAIRWAY
BUNKERS**

Objectives:

Be aware of the differences in club and ball contact of a greenside and fairway bunker. Be introduced to the skill of fairway bunkers and progress towards solid contact.



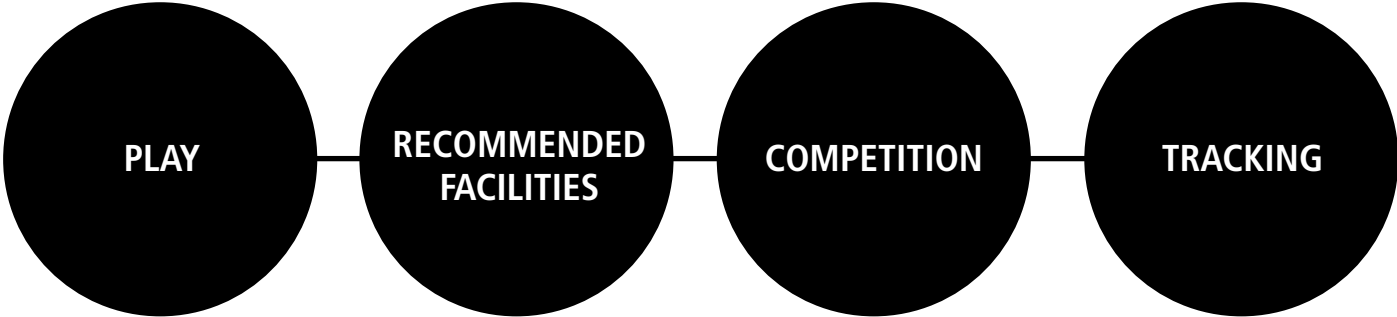
PITCHING

Objectives:

Develop pitching skills with a focus on solid contact, distance control and experimenting with using different clubs.

On Course Play

Topic



Objectives:

Be introduced to calculating general distances to the green. Be introduced to basic green reading techniques. Be introduced to the use of scorecards and keeping score using the basic rules of golf.

Objectives:

Be exposed to and participate in multiple golf environments such as short courses, executive courses and full-length courses played from appropriate length tees.

Objectives:

Participate in contests and games that have a focus on fun and competition against him/herself. Be introduced to competitions against others that focus on the life skills of sportsmanship, responsibility and perseverance.

Objectives:

Be introduced to basic golf analytics such as: Score, Greens in regulation Fairways hit, and Number of putts.

Mind Matters

Topic



Objectives:

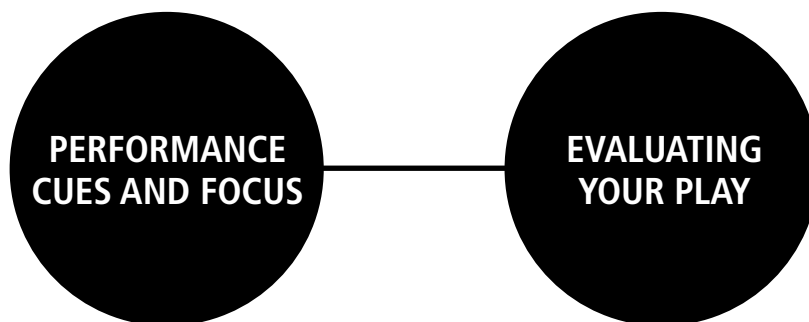
To further develop imagery ability with greater focus on variety, vividness and controllability of the images. Be introduced to the idea of developing mental movies as a means of creating a mental map of performance.

Objectives:

Be introduced to pre-performance plans in order to ensure they feel prepared to play, while including at least one mental skill.

Objectives:

To gain awareness and control around their own self talk tendencies. Reinforce and practice positive thinking prior to performing. Practice changing their thinking from negative statements to more productive and positive ones.



Objectives:

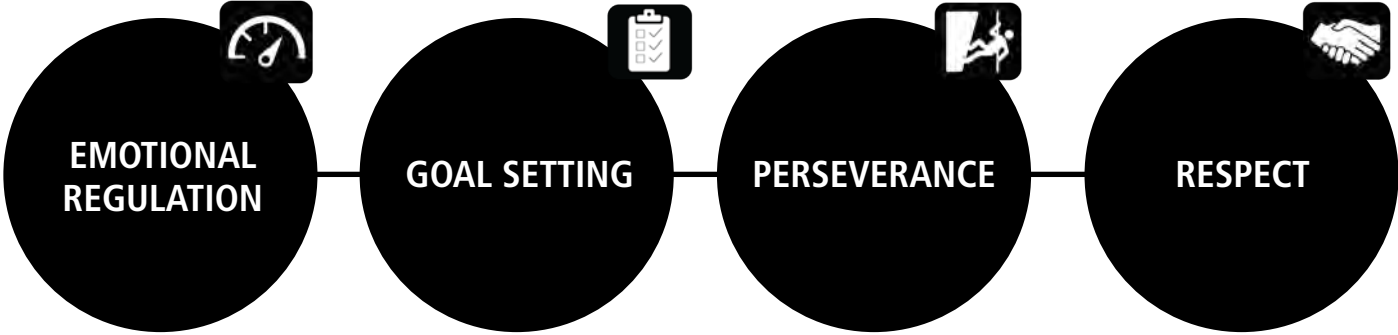
Be introduced to how to think clearly and focus on relevant cues for tactics or skill execution. Demonstrate pre-shot routine.

Objectives:

Participate in post-performance evaluations with instructors to identify strengths and area of improvement with minimal negative emotion.

Life Skills

Skill



Objectives:

Explore methods to recognize lack of emotional regulation and determine ways to manage them in golf, such as breathing techniques.

Objectives:

Continue the practice of goal setting – encouraging positive, specific and controllable goals. Encourage goal setting at the outset of each program session.

Objectives:

Demonstrate perseverance through practicing and playing and by supporting others to persevere.

Objectives:

Demonstrate respect for self and others by following safety rules, using appropriate etiquette with others and caring for the golf course.

APPENDIX A: SAMPLE LESSON PLANS

Stage: Orange – FUNdamentals
Session #: 2/8

of Participants: 6 (3 boys, 3 girls)
Age of Participants: 7 yrs.

Specific Objectives:

1. Introduce the skill of putting
2. Experience the activity of rolling the ball with a putter
3. Participate in activities that encourage ball control
4. Introduce "Focus" as the life skill of the day

Aids Required: Balls, name tags, LH/RH junior putters, tees, string, and pylons

Total Time Allotted: 60 minutes

Skill/Activity	Description	Time	Core Module Used
Engage	<ol style="list-style-type: none"> 1. Scatter many balls on the green (50-100) 2. Collect balls with range baskets 3. How many balls fit in a hole 	5 min.	
Explore	Warm-up: 10 jumping jacks/use wall or fence for vertical jumps x 10 <ol style="list-style-type: none"> 1. In one line across roll balls with hands to instructor's "down's legs" 2. Repeat 5 times to different distances 3. Repeat 4 more times using 2 breaks and 2 hills 4. Discuss the word "Break" - what is it, why it matters, how to offset it 	10 min.	MOVEMENT SKILLS GOLF 101
Describe & Demonstrate	<ul style="list-style-type: none"> • Introduce 'focus' as the life skill of the day. Ask children: What does focus mean? Definition: Directing your attention and effort towards a specific task (paying attention) • Encourage children to identify situations in golf when they need to focus (e.g., before a putt) • Reinforce "No high sticking rule" on the green (keep club below knees) • Demo by instructor to play "copy cat" • One putt by instructor, one by junior for 10 reps • Repeat by using putter slightly off green x 5 <ul style="list-style-type: none"> – thumbs on the club – ball in the middle of stance – swing the putter 	10 min.	LIFE SKILLS GOLF 101 SKILL DEVELOPMENT
Practice	<ul style="list-style-type: none"> • Obstacle course – use equipment above with multiple holes along the way • Introduce concept of "Staring at the hole helps the ball go in the hole". Tell children that focus means paying attention to the details of what you are trying to do: saying this phrase and staring at the ball will help you focus • During practice reinforce "Stare at the hole helps the ball go in the hole" • Optional Life Skill Activity: Snapshot (see Appendix D) 	15 min.	MIND MATTERS LIFE SKILLS
Review	<ul style="list-style-type: none"> • Simon says led by the juniors • The instructor only follows those instructions given by the juniors that were learned that day • Review the life skill of focus by asking: <ul style="list-style-type: none"> - What activities today required you to focus? - Where else can you use focus outside of golf? • Provide children with examples of how they can exhibit focus outside of golf: <ul style="list-style-type: none"> School - When beginning a test, take a deep breath to help you focus Peer group - When talking with your friends, focus by really listening to what they are saying Home - When at the dinner table with your family, focus on the conversations you are having with your family and siblings 	5 min.	SKILL DEVELOPMENT LIFE SKILLS
Celebrate	Invent team cheer and high fives!	5 min.	GOLF 101

APPENDIX A: SAMPLE LESSON PLANS

Stage: Orange
Session #: 3/8

of Participants: 6 (3 boys, 3 girls)
Age of Participants: 7 yrs.

Specific Objectives:

1. Introduce idea of clean strikes of the ball
2. Encourage ready stance for golf
3. Begin to create power in swing
4. Introduce "Respect" as the life skill of the day

Aids Required: Balls, duct tape, LH/RH junior irons & woods, tees, baby powder, cartoon handouts, chalk, markers (**Note:** This session to be done on range mats)

Total Time Allotted: 60 minutes

Skill/Activity	Description	Time	Core Module Used
Engage	<ul style="list-style-type: none"> • Play disc golf with yellow smiley face frisbees • Repeat team cheer invented last week • Introduce 'respect' as the life skill of the day and ask children: What does respect mean? Definition: Showing consideration, courtesy, and care for someone or something, such as classmates, teachers, rules, equipment (Being kind to people and things) • Explain that one way to be respectful is to follow the rules: Juniors to reinforce safety rules - namely key start/stop words, no picking balls off range/safety position/look around before you swing. Explain to children that by following the rules, they are demonstrating respect for other players' lines, not distracting a player who is putting) • Warm-up: at stations use tennis rackets to smash golf balls into range-same safety • Warm-up: 1 min rotations between physio ball, medicine ball, wobble board rotate so each child can use each piece of equipment three times 	10 min.	GOLF 101 LIFE SKILLS MOVEMENT SKILLS
Explore	<ul style="list-style-type: none"> • Use ribbon clubs to encourage speed (listen for the sound) • Switch to mid irons and hit 15 balls creating speed • Switch to woods and hit 15 balls • Inquire about different feeling of irons and woods – is one faster? 	10 min.	SKILL DEVELOPMENT
Describe & Demonstrate	<ul style="list-style-type: none"> • Discuss what part of the club strikes the ball – what's it called? • Start with "head" and use guided discovery to come to "face" • Place duct tape on face of club and allow juniors to use marker to draw a smiley face on the club with a huge nose • Pro to use baby powder on ball to reinforce impact on face 	15 min.	GOLF 101
Practice	<ul style="list-style-type: none"> • Hit 25 balls with woods and irons alternating (both should have faces) • Introduce ball being placed between feet...have chalk ready to draw happy faces • Pro to draw smile (club path) and eyes (general foot position) • Juniors to use chalk to finish drawing with ears, hair, etc • Hit 25 balls with both woods and irons keeping "feet in eyes" • Optional Life Skill Activity: Fill up the Golf Bag or Tee Off (see Appendix D) 	15 min.	SKILL DEVELOPMENT LIFE SKILLS
Review	<ul style="list-style-type: none"> • Handout cartoon of smiley face character playing golf • Juniors to tell instructor what the 2 smiley faces they learned about today meant • Review the life skill of focus by asking: <ul style="list-style-type: none"> - What activities today required you to focus? - Where else can you use focus outside of golf? • Provide children with examples of how they can exhibit focus outside of golf: <ul style="list-style-type: none"> School - When beginning a test, take a deep breath to help you focus Peer group - When talking with your friends, focus by really listening to what they are saying Home - When at the dinner table with your family, focus on the conversations you are having with your family and siblings 	5 min.	SKILL DEVELOPMENT GOLF 101 LIFE SKILLS

APPENDIX B: LESSON PLAN TEMPLATE

Stage: _____ # of Participants: _____

Session #: _____ Age of Participants: _____

Specific Objectives: 1. _____

2. _____

3. _____





Aids Required: _____

Total Time Allotted: _____

Skill/Activity	Description	Time	Core Module Used
Engage			
Explore			
Describe & Demonstrate			
Practice			
Review			
Celebrate			





APPENDIX C: LIFE SKILLS

Key Aspects to Life Skill Integration in Lesson Plans

Life Skill	Definitions	Review Examples of Transfer
Emotional Regulation 	<p>Long Definition: Exercising control over your emotions</p> <p>Simplified Definition: Staying Calm</p>	<ul style="list-style-type: none"> • School - before or during a test, when you feel anxious, you can take deep breaths to relax and ensure your emotions do not cloud your memory. • Peer Group - when in an argument with a friend or in a situation that can lead to conflict, it is important to manage your emotions by taking deep breaths and ensuring that the situation remains under control. • Family - If you're having an argument with your brother or sister, you must find ways to regroup to deal with the situation calmly.
Focus 	<p>Long Definition: Directing your attention and effort towards a specific task</p> <p>Simplified Definition: Paying attention</p>	<ul style="list-style-type: none"> • School - You are trying to listen to your teacher but you are distracted by the person in front of you. Take a deep breath and pay attention (re-focus) to what the teacher is saying than look at the person in front of you. • Peer Group - When working in groups on a school project, stay focused on talking about the project instead of your plans for the weekend. • Family - Try turning off the TV and cell phones when you are at the dinner table with your family. This will help you and your family stay focused and better enjoy your time together
Goal Setting 	<p>Long Definition: The process of deciding what you want, planning how to get it, and working towards it. Your goals should be positive, specific, important to you, and under your control.</p> <p>Simplified Definition: Deciding and working hard to achieve something</p>	<ul style="list-style-type: none"> • School - Set goals that will allow you to complete your homework and your assignments effectively and on time. • Peer Group - Set a goal with your friends to learn a new sport each year. • Family - Set a goal with your family members to have everyone exercise at least 60 minutes a day in order to meet the Canadian Physical Activity Guidelines.
Honesty 	<p>Long Definition: Acting with integrity by being truthful with yourself and others</p> <p>Simplified Definition: Telling the truth</p>	<ul style="list-style-type: none"> • School - If you notice your teacher marked an answer on your test right when it was actually wrong, you can be honest and tell your teacher. • Peer Group - If you hear that a false rumor about one of your friends is being spread at school, it would be honest to not spread the rumor and tell your friend and a teacher that this is happening. • Family - You broke a plate and instead of hiding it, you tell the truth to your parents.

APPENDIX C: LIFE SKILLS

Key Aspects to Life Skill Integration in Lesson Plans

Life Skill	Definitions	Review Examples of Transfer
<p>Perseverance</p> 	<p>Long Definition: Maintaining effort when faced with obstacles and challenges in the pursuit of an objective.</p> <p>Simplified Definition: Always trying your best</p>	<ul style="list-style-type: none"> • School - You studied hard for a test, but you are disappointed with the grade you received. It is important that you persevere and try your best for the next test. • Peer Group - Now that you have learned how you can be persevere, be a mentor and teach your friends who are not in this class to STIR it up when they are facing a challenging situation. • Family - At home, having lots of responsibilities (e.g., Chores, homework, etc.) can be challenging and tiring. Don't give up. When things start to get tough, STIR it up and persevere.
<p>Respect</p> 	<p>Long Definition: Showing consideration, courtesy, and care for someone or something (e.g., classmates, teachers, rules, equipment)</p> <p>Simplified Definition: Being kind to people and things</p>	<ul style="list-style-type: none"> • School - In your classroom you can demonstrate respect for your teacher by following the rules. • Peer Group - Now that you have learned how to respect others on the golf course you can respect your friends by listening to them. • Family - You can show your parents respect by doing your chores.
<p>Sportspersonship</p> 	<p>Long Definition: A commitment to the ethics of fair play by showing integrity for the rules of the game and be considerate of others.</p> <p>Simplified Definition: Playing fair</p>	<ul style="list-style-type: none"> • School - Your project won second place at the science fair. You can demonstrate good sportspersonship by congratulating the winner in a sincere manner. • Peer Group - Congratulating your friend on making the school basketball team. • Family - You can demonstrate good sportspersonship by supporting the goals of your siblings and/or parents and congratulating them when they achieve their goals.
<p>Teamwork</p> 	<p>Long Definition: Working cooperatively as a group to achieve a common goal</p> <p>Simplified Definition: Working together</p>	<ul style="list-style-type: none"> • School - Work cooperatively with your classmates to complete group projects on time. • Peer Group - Cooperate with your friends to plan a community event for the weekend for charity (e.g., garage sale, car wash, bake sale, raffle). • Family - Work together with your parent(s) and or siblings to clean up the yard for the summer.

APPENDIX D: OPTIONAL LIFE SKILLS ACTIVITIES

Activity	Instructions	Equipment
Snapshot	<p>Step 1: Designate three secure stations on the golf course (e.g., small area on the fairway, putting green, tee box, rough). At each station place different pieces of golf equipment (e.g., clubs, glove, tee, pin, divot fixer, and towel) small distances apart and in a random fashion across the area.</p> <p>Step 2: Divide children into pairs. One partner will be blindfolded and the other partner will walk behind, with hands on the partner’s shoulders.</p> <p>Step 3: Explain to children that the purpose of the activity is to really focus and take a “snapshot” (mental picture) of the different pieces of equipment at each station.</p> <p>Step 4: Ensure children have staggered starts.</p> <p>Step 5: At each station, the blindfolded partner will have one minute to remove his/her blindfold and take a “snapshot” of the station. After one minute, the blindfolded person must close his/her eyes and put their blindfold back on, in an honest fashion.</p> <ul style="list-style-type: none"> • It is important for the blindfolded partner to focus and really examine the details of the equipment at the station. • For example, if there are golf clubs at an, encourage children to focus on: <ul style="list-style-type: none"> o Number of clubs o Types of clubs o How the clubs are positioned at the station <p>Step 6: After taking the “snapshot” and putting the blindfold back on, the other partner will ask the blindfolded partner to specifically detail what he/she remembers seeing at the station and then move on to the next station.</p> <p>Step 7: Switch partners and repeat steps 4-5.</p> <p>Step 8: Have a quick debrief with the children:</p> <ul style="list-style-type: none"> • How was focus required to take a mental picture of the equipment at each station? • Did you have to re-focus at times by taking a deep breath? If yes, was it helpful? • Were there distractions that made it difficult to focus? 	<ul style="list-style-type: none"> • Golf clubs • Golf balls • Tees • Pins • Divot fixers • Towels • Gloves or any other pieces of golf equipment (e.g., bags, range finders) • Blindfolds

APPENDIX D: OPTIONAL LIFE SKILLS ACTIVITIES

Activity	Instructions	Equipment
<p>Fill up the Golf Bag</p>	<p>Step 1: Divide children into pairs. Each pair has three pieces of golf equipment (club, ball, and tee), which are spread out in an open area beyond a designated line on the fairway. Each pair also has a golf bag (or bucket) in which they will place their gathered equipment.</p> <p>Step 2: Tell each pair to choose which role they want to play:</p> <ul style="list-style-type: none"> • Gatherer – this child is blindfolded and cannot speak but can move across the designated line. • Spotter – this child can see and talk but cannot move. It is his/her responsibility to visually locate the equipment and then give directions to the “Gatherer” <p>Step 3: Once blindfolded, the “Gatherer” will move through the open area, attempting to locate and gather their equipment based on the directions provided by the “Spotter.” The challenge is for the “Gatherer” to bring the equipment back to the “Spotter” and place it in the golf bag.</p> <ul style="list-style-type: none"> • The “Spotter” is to provide clear directions to the “Gatherer” based on what he/she can see. • Remind the children that it is important to respect the rules of the game and respect the responsibilities of each role “Gatherer” and “Spotter” (e.g., the spotter should never move across the line and the gatherer should never speak. Also, remind the “Spotter” to be respectful by providing honest and effective instructions to the “Gatherer” on where to step to avoid hitting the equipment. <p>Step 4: Once all the equipment has been collected and placed in the golf bag, switch roles and repeat steps 2-5 (if time permits).</p> <p>Step 5: Have a quick debrief with the children on the importance of being respectful:</p> <ul style="list-style-type: none"> • As a “Spotter”, how did you show respect for your partners who could not see? • As a “Gatherer”, how did you show respect for your partner who was providing you with instructions? 	<ul style="list-style-type: none"> • Golf clubs • Golf balls • Golf tees • Golf bags/ buckets
<p>Tee Off</p>	<p>Step 1: Divide the children into two teams.</p> <p>Step 2: Distribute tees in a grassy area (e.g., beside a tee deck, alongside a green, or around the driving range) some upright and some upside down.</p> <p>Step 3: One team will be responsible for standing the tees upright and one team will be responsible for putting the tees upside down.</p> <p>Step 4: The object of the game is for the children on each team to run around the gym and try and get the most of their ‘type’ of tees on the green at the end of the allotted time.</p> <p>Step 5: Tell the children they have 30 seconds to do this as a team (time allotted can be modified).</p> <p>Step 6: Encourage the children to be respectful during the activity by treating others and the equipment nicely.</p> <p>Step 7: Debrief with the children by asking them:</p> <ul style="list-style-type: none"> • How did act in a respectful way during this game? • What else could you do to be respectful during the game? 	<ul style="list-style-type: none"> • Golf tees



STAGE WHITE

PROGRESS REPORT

Participant	
Instructor	
Date	

FINAL RESULTS AND COMMENTS FROM INSTRUCTOR

MOVEMENT SKILLS

FUNDAMENTAL MOVEMENT SKILLS: Actively participate in activities for a minimum 15 minutes per session that includes at least one movement from: 1) Travelling Skills, 2) Object Control and 3) Balance.

PERFORMANCE SKILLS: Be introduced to a healthy active lifestyle that includes healthy behaviours at each session and support for families.

GOLF 101

SAFETY: Be introduced to the importance of physical safety in golf. May require redirection but follows the instructions of the coach.

ETIQUETTE: Be exposed to core golf etiquette such as: being quiet while others hit, not running on the course, and being supportive of other junior golfers.

GOLF TERMS: Explore basic golf terms such as types of golf clubs and parts of the course.

SKILL DEVELOPMENT

FULL SWING: Participate in striking objects with a variety of implements and be introduced to the basic movements of the full swing.

CHIPPING: Participate lofting a variety of balls over a short distance, using an iron and the basic movements of chipping.

PUTTING: Participate in rolling a variety of balls using a putter and the basic movements of putting.

ON COURSE PLAY

PLAY: Participate in skill development activities or exercises that take place in a supervised, on-course or modified facility environment.

RECOMMENDED FACILITIES: Provide parents with information on appropriate facilities for their child, including; practice facilities, short courses and youth friendly locations.

COMPETITION: Be exposed to activities and games where participation is the priority and winning and losing are not considered.

MIND MATTERS

CALMING: Be introduced to, and practice, skills that will encourage a calm state during learning and playing golf.

BREATHING: Be introduced to, and practice, the skill of diaphragmatic (breathing from the belly).

PERFORMANCE PREPERATION: Participate in activities that encourage fun, feeling good and trying their best.

LIFE SKILLS

EMOTIONAL REGULATION: Identify situations when they experience happiness or boredom during the activities and discuss the importance of remaining happy and active when playing golf.

TEAMWORK Demonstrates teamwork by following the coach's instructions and may demonstrate co-operative behaviours.



STAGE ORANGE

PROGRESS REPORT

Participant	
Instructor	
Date	

FINAL RESULTS AND COMMENTS FROM INSTRUCTOR

MOVEMENT SKILLS

FUNDAMENTAL MOVEMENT SKILLS: Develop physical capacities, fundamental movement skills, and the ABC's of athleticism: Agility, Balance, Coordination and Speed. Be introduced to movement exercises that focus on mobility, flexion, extension, side bend and multi-segmental rotation.

GOLF SPECIFIC MOVEMENT SKILLS: Participate in games and activities that focus on the development of: 1) Coordination, 2) Flexibility, 3) Speed

PERFORMANCE SKILLS: Continue to encourage a healthy active lifestyle that includes a balanced diet and regular physical activity. Be introduced and participate in warming up before physical activity, including golf.

GOLF 101

SAFETY: Be introduced to managing risk and safety as it relates to other humans (being hit by clubs and balls), environmental conditions (lightning, sun/heat) and facility conditions (hazards, use of carts).

ETIQUETTE: Be introduced to and practice golf etiquette related encounters that happen frequently during play, including divot repair and raking bunkers.

GOLF TERMS: Be introduced to and start implementing common golf terminology and topics into your vocabulary such as equipment, scoring terms and parts of the course.

SKILL DEVELOPMENT

FULL SWING: Develop basic movements of the full swing including a functional grip, ball position, posture and swing, ensuring club speed and balance are encouraged.

CHIPPING: Develop movements of a basic chip shot swing including a functional grip, ball position, posture and swing, with an emphasis on solid contact.

PUTTING: Develop movements of putting including a functional grip, ball position, posture and swing while experimenting with general distance control.

GREENSIDE BUNKERS: Be introduced to and experience basic movements of the greenside bunker shot with the objective of developing the understanding and skill of striking the sand before the ball.

ON COURSE PLAY

PLAY: Play partial rounds of golf with fun and engagement as the main priorities.

RECOMMENDED FACILITIES: Visit golf facilities including practice facilities, short courses and youth friendly locations.

COMPETITION: Be exposed to activities and games where participation is the priority and winning and losing are not considered.

MIND MATTERS

IMAGERY: Using imagination, be able to describe the desired process and outcome of a variety of different shots

EVALUATE YOUR PLAY: Be introduced to, and practice, reflecting on what they did well and what they would like to improve after playing or practicing.

LIFE SKILLS

FOCUS: Can identify when they are focused or have lost focus and practice new skills to try regaining focus.

PERSERVERANCE: Demonstrate perseverance throughout the activities by trying to remain focused regardless of the outcomes.

HONESTY: Gives examples of how honesty relates to golf as well as other parts of their life.

RESPECT: Demonstrate respect for others by being polite in their interactions with coaches and other children and follows direction regarding care of the course.



STAGE BLUE

PROGRESS REPORT

Participant	
Instructor	
Date	

FINAL RESULTS AND COMMENTS FROM INSTRUCTOR

MOVEMENT SKILLS

FUNDAMENTAL MOVEMENT SKILLS: Develop proficiency in fundamental movement skills such as running, jumping, and throwing. Develop speed by using specific activities that focus on agility, quickness and change of direction, both horizontally and vertically.

GOLF SPECIFIC MOVEMENT SKILLS: Develop motor and golf specific movement skills. Further develop general athletic abilities: 1) Strength, 2) Endurance, 3) Flexibility, 4) Motor skills & coordination development

PERFORMANCE SKILLS: Be introduced to the importance of nutrition, sleep, physical activity and balanced screen-time in the development of young golfers.

GOLF 101

SAFETY: Further develop the behaviours required to play and swing safely on a driving range, putting green and golf course. Be introduced to indentifying dangerous weather conditions and what actions they should take if they are in this situation.

ETIQUETTE & RULES: Further understands the process for order of play and develops good behaviours regarding care of the course. Be introduced to new basic rules of golf required to start and end each hole and the concept of penalty strokes.

GOLF TERMS: Be introduced to, and use in ongoing conversation, more complex terms such as: 1) Speed of Play, 2) Dog leg, 3) Lie, 4) Lag putt, 5) Line of putt

SKILL DEVELOPMENT

FULL SWING: Develop full swing technique resulting in increased speed and consistent ball contact.

CHIPPING: Develop chipping technique resulting in more solid contact and improved control of distance and direction.

PUTTING: Develop putting technique that results in control of different distances and directions.

GREENSIDE BUNKERS: Develop an age appropriate understanding of the contact between the ball and club in a greenside bunker. Develop greenside bunker technique to create solid contact, although it may be inconsistent.

ON COURSE PLAY

PLAY: Participate in on course play that promotes creativity, experimenting and fun. Participate in on course play that emphasizes the general etiquette and rules learned in the Golf 101 section.

RECOMMENDED FACILITIES: Participate in multiple golf environments such as short courses, executive courses, appropriately modified full length courses, driving ranges and short game practice areas.

COMPETITION: Participate in simple contests and games that have a focus on fun and competition against him/herself. Participate in contests and games that maintain the life skills of sportpersonship, responsibility and perseverance as key components.

MIND MATTERS

IMAGERY: Further develop imagery abilities with greater focus on variety, vividness and controllability of the images.

PERFORMANCE PREPERATION: Be introduced to the concept that learning and performing skills are part of an overall process. This process has steps and starts with being physically and mentally ready to play.

SELF TALK: Be aware of their self-talk and how it impacts their performance. Consider how they can be more positive, more often.

CONFIDENT BEHAVIOURS: Be encouraged to practice confident behaviours such as body language, tone of voice and eye contact. Begin to understand the difference between effort, luck and skill.

EVALUATING YOUR PLAY: Be introduced to how reflection can contribute to improvement and overall enjoyment of participating.

LIFE SKILLS

FOCUS: Describe what focus is and how they can try to focus while playing golf. Practice being focused while on the course and during practice.

GOAL SETTING: Describe why goal setting is important to their game. Discuss possible goals and practice setting smaller goals to work towards regularly.

SPORTSPERSONSHIP: Demonstrates good sportpersonship during activities through actions such as high fives, handshakes and being supportive of others.

TEAMWORK: Demonstrates teamwork within the junior program by sharing equipment, allowing all juniors to participate and helping others who may need extra support.



STAGE BLACK

PROGRESS REPORT

Participant	
Instructor	
Date	

FINAL RESULTS AND COMMENTS FROM INSTRUCTOR

MOVEMENT SKILLS

FUNDAMENTAL MOVEMENT SKILLS: Be introduced to and participate in counter movement jumps, bounding and agility. Be introduced to and participate in activities that emphasize loading and unloading principles. Be introduced to and participate in activities that develop reaction skills. Be introduced to and participate in activities that contribute to the development of hand & eye coordination skills. Be introduced to randomized skill development in the fundamental movement patterns.

GOLF SPECIFIC MOVEMENT SKILLS: Explore power development using pressure shift, vertical thrust and rotational movements. Develop body awareness through mimicking good posture during various positions within the swing. Further development in the following areas:

- 1) Aerobic capacity
- 2) Flexibility
- 3) Posture during all golf movements
- 4) Core strength in both static and dynamic movements

PERFORMANCE SKILLS: Refine golf warm-up (dynamic movements) and cool-down (stretching). Further develop knowledge of general healthy nutrition and introduce on course, golf-specific nutrition. Be introduced to coping with environmental factors such as heat and cold. Be introduced to rest and recovery concepts.

GOLF 101

SAFETY: Consistently model physically and environmentally (heat, lightning) safe behaviours when practicing and playing.

ETIQUETTE & RULES: Continues to develop an understanding and execution of effective pace of play behaviours. Consistently implements care of the course behaviours. Continues to develop an awareness and understanding of the rules of golf, such as out of bounds and different types of hazards. types of hazards.

GOLF TERMS: In a fun environment, be introduced and use common slang golf terms such as fried egg, shank, fat, thin, Texas wedge and others.

MIND MATTERS

IMAGERY: To further develop imagery ability with greater focus on variety, vividness and controllability of the images. Be introduced to the idea of developing mental movies as a means of creating a mental map of performance.

PERFORMANCE PREPARATION: Be introduced to pre-performance plans in order to ensure they feel prepared to play, while including at least one mental skill.

SELF TALK: To gain awareness and control around their own self talk tendencies. Reinforce and practice positive thinking prior to performing. Practice changing their thinking from negative statements to more productive and positive ones.

PERFORMANCE CUES & FOCUS: Be introduced to how to think clearly and focus on relevant cues for tactics or skill execution. Demonstrate pre-shot routine.

EVALUATING YOUR PLAY: Participate in post-performance evaluations with instructors to identify strengths and area of improvement with minimal negative emotion.

SKILL DEVELOPMENT

FULL SWING: Develop full swing technique, resulting in more speed, with a consideration to developing more consistent ball contact/smash factor. Be introduced to full swing execution from short to moderate length rough, as well as uneven lies.

CHIPPING: Develop chipping technique, resulting in more solid contact and more consistent control of trajectory, distance and direction.

PUTTING: Develop more consistent control of distance and direction. Develop basic green reading strategies.

GREENSIDE BUNKERS: Develop greenside bunker technique to create solid contact more often and moderate control of distance.

FAIRWAY BUNKERS: Be aware of the differences in club and ball contact of a greenside and fairway bunker. Be introduced to the skill of fairway bunkers and progress towards solid contact.

PITCHING: Develop pitching skills with a focus on solid contact, distance control and experimenting with using different clubs.

ON COURSE PLAY

PLAY: Be introduced to calculating general distances to the green. Be introduced to basic green reading techniques. Be introduced to the use of scorecards and keeping score using the basic rules of golf.

RECOMMENDED FACILITIES: Be exposed to and participate in multiple golf environments such as short courses, executive courses and full length courses played from appropriate length tees.

COMPETITION: Participate in contests and games that have a focus on fun and competition against him/herself. Be introduced to competitions against others that focus on the life skills of sportspersonship, responsibility and perseverance.

TRACKING: Be introduced to basic golf analytics such as:

- 1) Score
- 2) Greens in regulation
- 3) Fairways hit
- 4) Number of putts

LIFE SKILLS

EMOTIONAL REGULATION: Explore methods to recognize lack of emotional regulation and determine ways to manage them in golf, such as breathing techniques.

GOAL SETTING: Continue the practice of goal setting – encouraging positive, specific and controllable goals. Encourage goal setting at the outset of each program session.

PERSEVERANCE: Demonstrate perseverance through practicing and playing and by supporting others to persevere.

RESPECT: Demonstrate respect for self and others by following safety rules, using appropriate etiquette with others and caring for the golf course.