



## AT A GLANCE



|              | Location - Practice Ground  |             | Club (s) - 7 iron |
|--------------|---|-------------|-------------------|
| Topic        | General   | Focus       | Time              |
| Introduction | Safety - Stay in place, do not venture forward to pick up tees or balls |             | 5 mins            |
| Swing        | Set up  | Aim         | 35 mins           |
| Etiquette    | Dress code  | No jeans    | 5 mins            |
| Rules        | Marking the ball  | Id the ball | 5 mins            |
| Knowledge    | Turbulators   | Dimples     | 5 mins            |
| Close        | Go through what's been learned, line up next weeks session              |             | 5 mins            |

## OBJECTIVES



|  |   |
|--|---|
| <p>Swing</p> <ul style="list-style-type: none"> <li>Explain absolute basics of the address position</li> <li>Demonstrate theory of aim</li> <li>Show railway tracks using 2 clubs</li> <li>Get pupils in the habit of starting from behind the ball</li> </ul> | <p>Etiquette</p> <ul style="list-style-type: none"> <li>Talk about dressing for golf</li> <li>Ask pupils what clothing they think might not be allowed at the club?</li> </ul> <p>Discuss</p> <ul style="list-style-type: none"> <li>Denim jeans</li> <li>Sleeveless shirts</li> <li>Football shirts and logo'd T-shirts</li> </ul>                               |
| <p>Rules</p> <ul style="list-style-type: none"> <li>Talk about the names and numbers on golf balls</li> <li>Explain why they need to mark their ball</li> <li>Show the class what you mean</li> <li>Get them to create their own moniker</li> </ul>            | <p>Knowledge</p> <ul style="list-style-type: none"> <li>Turbulators is the scientific name for dimples, they give the ball lift</li> <li>Deeper the dimple, higher the ball will fly</li> <li>When the old leather balls became nicked and scuffed, they started to go further, then players dented them on purpose and the dimpled golf ball was born</li> </ul> |



## COACHING TIPS

The first few sessions are all about having fun, learning little bite-sized pieces of knowledge about golf and making new friends.

### First things first

|  |           |
|--|-----------|
| Introduce yourself - Name - Golfing career                               | 2 minutes |
| Explain how Bitesize works - get books - quiz - challenges - certificate | 2 minutes |
| Point out importance of playing safely - Story of accident               | 1 minute  |

### Swing

|   |            |
|---|------------|
| Explain how the game works - Tee to green - putting - score low as possible   | 2 minutes  |
| Stress the importance of correct address position - too close - too far away - ball too far back in stance - bad hold on the club   | 2 minutes  |
| Demonstrate some poor shots from poor set up - show the difference when you take time and set up correctly  | 2 minutes  |
| Go through the address position in more detail - keep it simple - keep it short as possible   |            |
| Aim - direction of clubface (Open & closed) - 2 clubs - railway tracks - direction of clubface (Open & closed)  | 2 minutes  |
| Hold on club - show first before pupils have a go - use target hand and rear hand if class is young - ask them to hold left hand in the air - key factor is to keep hands quite close together, you can show overlap and interlock, but don't stress if pupils don't adopt this from the outset | 3 minutes  |
| Audience participation - spend some time getting the class to hold the club - have grip inspections every now and then  | 4 minutes  |
| Stance to ball - start with feet together, place club head behind ball and then step to the target and step away from the target, leaving ball in the middle  | 2 minutes  |
| Posture - stand up straight - explain you want to keep your back straight - hold the club in front of you at waist height - then bow to the ball - tip from the hip to let the club rest behind the ball - lift your chin   | 2 minutes  |
| Complete the set up - relax at the knees - make sure there's a nice triangle with the arms  | 1 minute   |
| Introduce pupil to the ball with a short swing - half way back to half way through - let them play some shots - walk the line giving encouragement  | 15 minutes |

### Etiquette

|   |           |
|---|-----------|
| Explain there's a dress code in golf - just like other sports, it's important to wear the correct clothing - stress no jeans, collarless shirts, big logo shirts or football tops | 5 minutes |
|---|-----------|



# Lesson Plan

# Red Level

SESSION

1

COACHING TIPS



## Rules

Show pupils the golf ball and highlight the fact they have names and numbers - explain the numbers are purely identification - explain they must be able to identify their ball on the course and this is why they should mark their own ball

5 minutes

## Knowledge

You can choose any one of the 10 factoids from the centre pages - turbulators is a fun way of describing the dimples - created to give the ball lift - many different patterns and numbers of dimples on golf balls - explain that all golf balls are slightly different for different players and various abilities

5 minutes

## Close

Same time next week - promise they will hit more shots in the next session - all done very well - all listened well and worked hard - any questions

5 minutes

MY NOTES



|   |   |
|---|---|
| <p>Good - What was good about this session?</p>           | <p>Better - what can I do to make the session better?</p> |
| <p>Best - What was the best thing about this session?</p> | <p>How - What could I do to improve the session?</p>      |



## AT A GLANCE



|              | Location - Practice Ground                                 |            | Club (s) - 7 iron |
|--------------|--|------------|-------------------|
| Topic        | General  | Focus      | Time              |
| Introduction | Safety - Be aware of other players around you              |            | 2 mins            |
| Swing        | Set up   | Hold       | 35 mins           |
| Etiquette    | Being quiet  | No talking | 2 mins            |
| Rules        | A stroke   | Air shots  | 2 mins            |
| Knowledge    | Majors   | 4 events   | 2 mins            |
| Challenge    | 25 metres - 1 shot from 5                                  |            | 15 mins           |
| Close        | Go through what's been learned, line up next weeks session |            | 2 mins            |

## OBJECTIVES

Swing

- Explain absolute basics of the address position
- Demonstrate the 3 holds
- Make sure hands are connected

Etiquette

- Why players stand still and quiet
- Discuss respect for others
- The need to concentrate on strokes
- Not just talking, but walking or rattling clubs
- On tour they hold up signs Quiet Please
- Sound carries, stop for a minute and listen

Rules

- Every swing counts as a stroke
- Touching the ball and making it move is a stroke
- Ball falling off tee peg is not a stroke because you didn't make a swing at it
- Start of the downswing is classed as a stroke

Knowledge

- The Majors - The Open, The Masters, The U.S.P.G.A., The U.S. Open
- Talk about great champions
- The Open was the 1st Major tournament in golf
- Ask who's world's number 1 player at the moment and of all time
- Ask who their favourite player is



## COACHING TIPS

The first few sessions are all about having fun, learning little bite-sized pieces of knowledge about golf and making new friends.

### Session introduction

- Underline important safety rules - show width of swing 1 minute
- Outline the highlights of today's session 1 minute

### Swing

- Explain how the game works - Consistency is the key to playing good golf 2 minutes
- Consistency is striking the ball the same way each time - to do this you need to address the ball in the same position each time - go through pre-shot routine and address position again in a little more detail 5 minutes
- Focus on how to hold the club - show 3 ways to hold the club - explain strong hold and weak hold and the effects of having either 5 minutes
- Demonstrate how your hold on the club can effect the balls' flight and direction 3 minutes
- Hold a grip inspection and make minor alterations - congratulate and praise all students for getting the correct hold or any other good points you observe 5 minutes
- Send pupils to their stations - begin coaching 15 minutes

Make sure you spend similar amounts of time with each pupil  
Keep an eye out for good swings and good shots and congratulate the player  
Keep using names so pupils know your watching them even if you're at the other end of the line



### Etiquette

- Staying still and quiet are ways we show respect to other players on the course. This is an important point as youngsters tend to want to make a lot of noise when they get excited and when they're in a group.
- Get the group to stop and stand in silence for a short while - listen to the sounds and pick one that comes from a long way away - this will help pupils understand that sound carries for a long distance, especially when the weather is still and calm
- Talk about other noises apart from speaking - walking on paths - rattling golf clubs - putting clubs back into the bag
- Standing still for other players to avoid distracting them - think about shadows 2 minutes

# Lesson Plan

## Red Level

### SESSION 2

#### COACHING TIPS



#### Rules

- What is a stroke - one of the most fundamental parts of the game - explain that if the player swings at the ball and misses it, that counts as a stroke - do not go into too much detail at this stage, just stress the importance of making contact with each swing 2 minutes

#### Knowledge

- Have a discussion about the major championships in golf - inform the class of when the next major will be played and encourage them to watch on TV or attend a Tour event if they can 2 minutes

#### Challenge

- Let pupils have 5 golf balls in front of them - one at a time, get them to play their 5 shots - tick each shot on the challenge score sheet - all players should pass this challenge - allow them to play from a tee peg 15 minutes

#### Close

- Same time next week - brief outline of next sessions activities - all done very well - all listened well and worked hard - any questions 2 minutes

#### MY NOTES



|  |  |
|--|--|
| Good - What was good about this session?           | Better - what can I do to make the session better? |
| Best - What was the best thing about this session? | How - What could I do to improve the session?      |



## AT A GLANCE



|              | Location - Practice Ground   |                         | Club (s) - 3 / 5 wood |
|--------------|--|-------------------------|-----------------------|
| Topic        | General  | Focus                   | Time                  |
| Introduction | Safety - Be aware of where the ball is going and no one's in the way |                         | 2 mins                |
| Swing        | Set up   | Ball position           | 35 mins               |
| Etiquette    | Speed of play  | Letting players through | 2 mins                |
| Rules        | Play as it lies  | Not improving lie       | 2 mins                |
| Knowledge    | History  | How the game began      | 2 mins                |
| Challenge    | 50 metres - 1 shot from 5  |                         | 15 mins               |
| Close        | Go through what's been learned, line up next weeks session           |                         | 2 mins                |

## OBJECTIVES

Swing

- Introduce woods (metals)
- Explain Driver, 3 wood & 5 wood, differences and uses
- Demonstrate ball position and explain why the ball is played forward in the stance
- Explain how high to tee the ball

Etiquette

- Stress the importance of keeping up with players in front
- Comparison with a slow car in front holding up traffic
- Brief explanation of how to wave people through

Rules

- Playing the ball from where it ends up
- Explain there are rules for just about every eventuality that happens on a course
- Must not pick anything that's fixed or growing
- Must not touch the ball when it's in play unless using a ruling

Knowledge

- Tradition and history are a big part of golf, make it exciting and engaging
- Golf being banned because it interfered with archery practice and threatened the defence of the country
- The game started on links land which was no good for farming or growing crops, the land that 'linked' the land to the sea





## COACHING TIPS

The first few sessions are all about having fun, learning little bite-sized pieces of knowledge about golf and making new friends.

### Session introduction

- Underline important safety rules - never swing towards someone 1 minute
- Outline the highlights of today's session 1 minute

### Swing

- Explain how woods are different from irons - shape and length 2 minutes
- Show how the set up is different with the ball further forward in the stance - stand feet together and just move the rear foot one full step away from the target - stand slightly wider than you do with the irons for extra stability 5 minutes
- Explain teeing the ball up - how high for each club 3 minutes
- Explain how the club takes off gradually as you swing away from the ball - use the metaphor of a large jet taking off the runway 2 minutes
- Demonstrate a shot - focus on swing speed - focus on width of swing and not hinging wrists too early on swing away 3 minutes
- Send pupils to their stations - begin coaching 5 minutes
- 15 minutes

Explain the reason why woods should hit the ball farther than corresponding irons  
Make sure pupil has equal weight on both feet, they tend to lean on front foot  
Stress pre-shot routine used for each and every shot



### Etiquette

- Speed of play is so important for the enjoyment of everyone on the course - young pupils tend to have little or no concept of hurrying or the passing of time. Do not worry, it's more important at this stage that they are aware of other players and fully understand how they should go about letting people play through
- Set up a demonstration of how a group should stand aside and wave following players through
- Discuss how time can be wasted and how time can be saved
- Give the example that 3 minutes extra for each hole = nearly an hour extra to play the round of golf (54 minutes) 2 minutes



# Lesson Plan

## Red Level

SESSION  
3



### COACHING TIPS

#### Rules

- Young players will be tempted to pick the ball up in the very early days - demonstrate the point that you are not allowed to stamp down grass to improve the lie - Show a situation where long grass is behind the ball and you mustn't pick it 2 minutes

#### Knowledge

- The history of the game is full of interesting facts and stories - do a little research and discuss the origins of the game with pupils and ask them what they know about the game 2 minutes

#### Challenge

- Each pupil should have 5 golf balls in front of them - one at a time, get them to play their shots - tick each shot on the challenge score sheet - all players should pass this challenge - allow them to play from a tee peg - 1, 3, or 5 woods allowed 15 minutes

#### Close

- Same time next week - brief outline of next sessions activities - all done very well - all listened well and worked hard - any questions 2 minutes

### MY NOTES



|  |  |
|--|--|
| Good - What was good about this session?           | Better - what can I do to make the session better? |
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## AT A GLANCE



|              | Location - Practice Green                                  |                       | Club (s) - 7, 8 iron |
|--------------|--|-----------------------|----------------------|
| Topic        | General  | Focus                 | Time                 |
| Introduction | Introduce the short game                                   |                       | 2 mins               |
| Swing        | Set up   | Open Stance           | 35 mins              |
| Etiquette    | Care of course   | Repairing pitch marks | 2 mins               |
| Rules        | Dropping ball  | Straight arm release  | 2 mins               |
| Knowledge    | General  | Pars & handicaps      | 2 mins               |
| Challenge    | Onto putting surface from 3 metres - 1 shot from 5         |                       | 15 mins              |
| Close        | Go through what's been learned, line up next weeks session |                       | 2 mins               |

## OBJECTIVES

Swing

- Introduce short game, pitch, chip and run, lob shots
- Explain how to set up for chip and run with 7 iron
- Stress the importance of short game
- Demonstrate simple chip onto the green and run to the flag
- Show length of swing and slower speed of club head

Etiquette

- Show class what a pitch mark is and how it's created
- Step on a ball and press it into the putting surface
- Show the class how to repair and tap down
- Ask pupils to repair any marks they see
- Discuss why this might be important

Rules

- Ask class what they think might happen when you have to put a ball back into play?
- Demonstrate how golfers drop a ball back into play
- Explain what happens if the ball bounces closer to the target
- Best practice to face the target, arm at shoulder height and simple release without spin

Knowledge

- Discuss what pupils think is meant by Par
- Do they know about birdies, eagles and bogeys?
- Simple explanation required not too much detail at this stage
- Handicap is number of extra shots a player is allowed to deduct from their score
- Lower handicap means a better standard of player



## COACHING TIPS

The short game is very important and this should be emphasised often. It's a great part of the game to practice and have fun.

### Session introduction

- Explain how the short game calls for great imagination and vision 1 minutes
- Outline the highlights of today's session 1 minutes

### Swing

- Explain how the chip and run shot is played 5 minutes
- Demonstrate the shot by throwing the ball onto the putting surface and watch it roll 2 minutes
- Demonstrate the set up and explain the open stance - encourage pupils to stand closer to the ball 3 minutes
- Let pupils throw a ball underarm towards the hole - show them how natural it is to turn to face the target and keep their arm travelling along a line to the hole 3 minutes
- Convert this natural tendency into the golf set up position 2 minutes
- Begin the lesson - make sure pupils have designated safe spaces to play from - stop play immediately if anyone is swinging too hard or striking the ball too hard - put an incentive on getting close to the target 20 minutes

Stress that pupils must not run forward when they've played all of their shots - they must wait until all strokes have been played - leave clubs on ground when going to collect balls



### Etiquette

- Care for the course is a very important subject and every opportunity should be taken to demonstrate good practice in this area of the game
- Explain the fact that if 150 people per day made pitch marks and didn't repair them the putting surface would be ruined
- Inform them that they should repair their marks and at least one other
- They can use pitch mark repairers or tee pegs
- Link this practice with that of the tour players, good golfers look after the course 2 minutes



## COACHING TIPS

### Rules

- Many golfers don't drop the ball correctly - this is an opportunity to have some fun showing the class how to stand and drop the ball back into play
- Explain how the re-drop works and then the placing if the ball still isn't in play 2 minutes

### Knowledge

- The mechanics of scoring in golf can be confusing and daunting in the early stages - keep explanation simple - Par depends on length of hole, there are 3's, 4's and 5's, short medium and long holes - handicap is number of extra shots allowed to deduct from your score 2 minutes

### Challenge

- Short game challenge - each pupil has 5 balls in front of them - let the pupils play one at a time - the pupil has to chip and run the ball from the fairway onto the putting surface 15 minutes

### Close

- Same time next week - brief outline of next sessions activities - all done very well - all listened well and worked hard - any questions 2 minutes



## MY NOTES

|  |  |
|--|--|
| Good - What was good about this session?           | Better - what can I do to make the session better? |
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## AT A GLANCE



|              | Location - Putting Green  |                         | Club - Putter |
|--------------|---|-------------------------|---------------|
| Topic        | General   | Focus                   | Time          |
| Introduction | Introduce the putting surface                                       |                         | 2 mins        |
| Swing        | Set up  | Eyes over ball          | 35 mins       |
| Etiquette    | Consideration   | Shouting 'Fore'         | 2 mins        |
| Rules        | Recap   | Moving ball with putter | 2 mins        |
| Knowledge    | Essentials  | 14 Clubs allowed        | 2 mins        |
| Challenge    | Set up 5 balls 1.5 metres from the hole - 1 shot from 5             |                         | 15 mins       |
| Close        | Go through what's been learned, line up next weeks session the quiz |                         | 2 mins        |

## OBJECTIVES

Swing

- Introduce putting to the group, the putter and why it's different - the putting surface and how it's created - the stroke
- Posture - eyes over the ball
- Emphasise pendulum action - like a grandfather clock - no wrist break
- Swing away and swing through equal length
- Practice stroke each time

Etiquette

- Explain what golfer's shout if a ball is travelling towards another person
- Players shout 'Fore' as tradition, golf balls were very expensive and they had 'Fore Caddies' to watch where the ball landed. They shouted 'Fore' to warn these caddies to watch the shot

Rules

- Brief recap on not making the ball move accidentally
- Demonstrate how easy it is to touch the ball and make it move slightly and explain that this is a penalty stroke and the ball should be replaced
- Same with practice strokes

Knowledge

- 14 clubs allowed in the bag
- Discuss what these 14 clubs might be - how they work differently
- Suggest a good half set might be enough clubs at this stage



## COACHING TIPS

The short game is very important and this should be emphasised often. It's a great part of the game to practice and have fun.

### Session introduction

- Explain how putting is so important to keeping scores down 1 minute
- Outline the highlights of today's session 1 minute

### Swing

- Explain how the putt is played 5 minutes
- Demonstrate the set up with eyes over the ball - may need to shorten some putters so they are the correct length 1 minutes
- Explain consistency of distance can be achieved by having a balanced stroke with swing away and swing through roughly the same length with slight acceleration through 1 minutes
- Briefly run through marking the ball on the green - players do this because their ball may be one another player's line of putt - mark the ball to clean it - mark the ball and set it down with the name aiming down the line of putt 3 minutes
- Begin the lesson and practice short putts to get used to holing out - set 10 balls equal distance around the hole and let pupils tap them in 5 minutes
- 20 minutes

Stress once more that pupils must not run forward when they've played all their shots - they must wait until all strokes have been played - leave clubs on ground when going to collect any balls



### Etiquette

- Care for the course is a very important subject and every opportunity should be taken to demonstrate good practice in this area of the game
- Explain that fact that if 150 people per day made pitch marks and didn't repair them the putting surface would be ruined
- Inform them that they should repair their marks and at least one other
- Show them how to use tee-pegs and pitch mark repairers
- Link this good practice with that of the Tour players, good golfers look after the course 2 minutes

# Lesson Plan

## Red Level

SESSION  
5



### COACHING TIPS

#### Rules

- Many golfers don't drop the ball correctly - this is an opportunity to have some fun, showing the class how to stand to drop the ball back into play
- Explain how re-dropping works, why you would need to re-drop and how you place the ball after dropping twice

2 minutes

#### Knowledge

- The mechanics of scoring can be quite daunting in the early days - keep explanation simple - Par depends on length of hole - there are 3's, 4's and 5's, short medium and long holes - handicap is the number of extra shots allowed to deduct from your score

2 minutes

#### Challenge

- Set up 5 balls at 1.5 metres distance on a flat putting surface - let players play one at a time - all players should pass this challenge - let them have another go if necessary

15 minutes

#### Close

- Same time next week - brief outline of next sessions activities - all done very well - all listened well and worked hard - any questions

2 minutes

### MY NOTES



|  |  |
|--|--|
| Good - What was good about this session?           | Better - what can I do to make the session better? |
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## AT A GLANCE



|              | Location - Clubhouse  | Pen / pencil |
|--------------|---|--------------|
| Topic        | General   | Time         |
| Introduction | Hand out books  | 2 mins       |
| Read         | Let the pupils read and study the books   | 15 mins      |
| Quiz         | Allow parents / guardians to help with reading  | 20 mins      |
| Answers      | Swap books and go through the answers   | 15 mins      |
| Certificates | Have certificates ready and signed or save until start of new level                                   | 5 mins       |
| Reports      | This is a really important part of Bitesize Golf and adds a tremendous amount of value to the courses | Home         |
| Close        | Go through what's been learned, line up start of new level  | 3 mins       |

## OBJECTIVES



### Quiz session

- Put pupils at ease, it's a quiz not an exam
- Hand out books and let them have time to read and ask questions
- Go through the pages with them
- Let parents / guardians help them with reading the questions
- Swap books and go through the answers
- Swap back and get results
- 5 or more correct answers to pass
- Add scores to the challenge sheet to work out which certificate should be awarded

### Follow up

- Make sure you take the time to write the reports for each pupil
- This acts as massive incentive to continue
- Pupils take these to school, which is great marketing
- Parents show them to friends and family
- Only takes 5 minutes per pupil
- Can be handed out with certificates at start of new level or posted to those who do not continue



## COACHING TIPS

This is the culmination of all the hard work and tuition included in the first level. Take some time to go through the book with the class and ask plenty of questions to help lead the pupils to knowing what the answers to the 10 quiz questions might be.

### Session introduction

- Explain how multiple choice works
  - Ask pupils to place A, B or C in the box provided
  - Hand out books to each pupil
- 1 minute  
1 minute

### Read through

- Let all pupils relax and read through the books
  - Let them ask any questions
  - Guide pupils towards picking up correct answers by hinting at what they will need to know for the quiz
- 15 minutes

Create an informal atmosphere, don't worry about sitting the pupils too far apart or sitting in silence. Help all of them achieve the minimum marks required, even if it means correcting a wrong answer.



### Quiz time

- Ask the pupils to work out their own answers
  - let parents / guardians help read out the questions but not help with guiding towards the correct answers
  - Let the pupils ask you questions if they don't understand any words or questions
  - Wait until all pupils have finished
  - Tell those who've finished early to do some of the puzzles to fill in time
- 20 minutes



## COACHING TIPS

### Answers

- Go through each question and ask pupils to give their own answers
- Discuss the answers in a little more detail so those who might not have got it correct will still learn
- Get pupils to write the correct answer beside their incorrect one so they will always have a record of what it should have been

15 minutes

### Certificates

- You can have certificates signed and ready to present as soon as you know the results
- Better to congratulate everyone, let them know their results and explain certificates will be handed out during the next level - This assumes all will move up to Orange
- You could hold a special evening and present all certificates in front of all the families
- Make sure you take pictures and write an article for the local press

5 minutes

### Reports

- Cannot stress the importance and impact these have on the success of your academy

Home

### Close

- Same time next week - brief outline of next sessions activities - all done very well - all listened well and worked hard - any questions

3 minutes

## MY NOTES



|  |  |
|--|--|
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