

Lesson Plan

BCG Yellow Level

SESSION



AT A GLANCE



	Location - Practice Ground		Club (s) - 7 iron
Topic	General	Focus	Time
Introduction	Safety - Keep your distance from other players as they swing		2 mins
Swing	Set up	Ball position	30 mins
Etiquette	In the clubhouse	Hats, spikes, jackets	2 mins
Rules	Rule book	Layout	2 mins
Drill	Alignment	Using guides	2 mins
Challenge	Iron - 50 metres 5 shots from 10		20 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 relative positions of the ball when using different clubs.
- Explain the reasons why it may change.
- Explain the 2 theories of position staying constant and stance widening and the ball moving towards front foot as club lengthens.

Etiquette

- Explain different golf clubs have different policies.
- No caps in clubhouses are a good habit to get in to.
- No spikes in clubhouse is generally the rule unless the club has relaxed policy.
- Changing shoes in the car park can be frowned upon.

Rules

- This page shows how the rule book is split into certain categories.
- There are general facts about the history of the rules.
- Tell pupils they will begin to learn the rules as they play and not to worry about it being complicated at the moment.

Drills

- Using golf clubs or special alignment sticks when practising is a good habit to develop.
- Show the class how best to use 1 or 2 sticks.
- Show how a third stick can be used to help with ball position.

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COACHING TIPS



Keep things relaxed and focus on making sure pupils remain focussed, engaged and having fun. Keep asking plenty of questions, it keeps pupils on their toes and listening to what you're saying.

First things first

Outline the contents of this new Yellow level, plenty of new topics to learn and the quiz at the end, so best pay attention to what's being said.

Mention the challenges get a little tougher now they are more experienced players.

2 minutes

Swing - Ball Position

- Keep underlining the importance of establishing a pre-shot routine - aim - take hold - build stance - think posture - get grounded - check target.
- Introduce a period of warm up where stretches and practice swings are taken - ask why this might be important.
- Focus on building the stance relative to how the ball is positioned. Show pupils how the clubs are different lengths and explain why this is so. With 3 clubs, show how the ball will gradually become further away from them. With the driver and the wedge, explain how it will take the driver head longer to square up to the target, which is why it's better to play the ball from the front foot.
- Send pupils to their stations - begin the lesson - spend equal time with each pupil - be aware of all pupils efforts and good shots - keep looking for good points within the swing such as set up, balance or rhythm.

30 minutes

Etiquette - In the clubhouse

- It's a good idea to inform pupils of some of the standards of dress and etiquette that some more private clubs expect.
- Taking caps and hats off in the clubhouse is a good habit to form, even if more senior members are still wearing theirs.
- Many clubs insist on golf shoes not being worn in the clubhouse, sometimes a home club might allow it and pupils might think this is the same at all clubs. They might get caught out when visiting another club and find they are not allowed to enter the clubhouse.
- It's worth talking about changing for golf in the changing rooms rather than in the car.
- Make sure your team is aware of any jacket and tie rules after matches.

2 minutes

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COACHING TIPS

Rules - Layout of the rule book

- Explain how you are your own referee when playing golf, this is unusual as most other sports have umpires and judges.
- This page in the book shows how the rule book is split into 8 categories, which cover 34 rules.
- Give each pupil a rule book and tell them to keep it in a polythene bag in their golf bag.
- Tell them not to worry about the rules appearing complicated, they will learn as they go, through these lessons and as they play the game.

2 minutes

Drill - Using guides

- Show the class how they can place clubs or sticks on the ground to ensure they have the ball positioned correctly for each shot.

2 minutes

Challenge - Irons

- Let pupils have 10 golf balls in front of them - one or two 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.

20 minutes

Close

Same time next week - 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?

Lesson Plan

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2

AT A GLANCE



	Location - Practice Ground		Club (s) - 3 wood
Topic	General	Focus	Time
Introduction	Safety - Be aware of other players around you		2 mins
Swing	Set up	Woods	30 mins
Etiquette	Around the club	car park, putting green, shirts tucked in	2 mins
Rules	Terminology	Meanings	2 mins
Drill	Take away	Woods	2 mins
Challenge	100 metres - 5 shots from 10		20 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 ball position and discuss why it's important to have the ball in the right place.
- Show the contrast between PW and Driver to exaggerate the theory.

Etiquette

- Briefly discuss the fact that some courses have very strict rules when it comes to how you should behave around the clubhouse and on the course.
- Shirts should be tucked in.
- Not changing shoes in the car park.
- Not pitching onto the putting green if there are signs asking you not to do it.

Rules

- Explanation of the meanings is a good place to start when it comes to learning how to decipher the rule book.
- May, should, must, a ball and the ball should be explained using the Yellow resource book

Drill

- Demonstrate the drill for keeping the clubhead low to the ground on the takeaway.
- Use something physical like a tee peg to help the pupil get the idea and develop the right motion.
- Explain the reasons why the arc needs to be more shallow or 'U' shaped when using the longer clubs.

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2

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 - explain that the golf swing is very wide.
- Outline the highlights of today's session.

2 minutes

Swing - Ball position for wood shots

- Explain once again how the length of club varies between each one and the irons and woods, this is considered to be the reason for varying the position of the ball.
- Get the class to start the set up routine with their feet together and then adopt their stance and ball position by placing their feet either side of the ball according to which club they're using.
- Discuss the slight difference in positioning the ball for the driver, 3 wood and 5 wood
- Focus on keeping the clubhead low on takeaway.
- Mention once again the importance of teeing the ball the correct height and show the class how the middle of the ball should be in line with the top of the club head.
- Send the class to their stations to focus on stance and position of the ball.

30 minutes

Begin to introduce fun competitions to your sessions
Check out some ideas in the manual



Etiquette

- Have a brief discussion about how golf clubs can vary between being very relaxed about rules and general behaviour and those that are more exclusive, private and consequently strict about what goes on around the club.
- Talk again about dress standards and taking caps off when entering the clubhouse and keeping shirts tucked in at all times.
- Changing shoes in the car park can be frowned upon and you should also discuss not wearing golf shoes in the clubhouse.

2 minutes

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COACHING TIPS

Rules - Meanings

- This should be a brief discussion on what the rule book means when it says may, should, must, a ball and the ball. Don't worry too much about any looks of confusion on the faces of your pupils. Use simple terminology. 2 minutes

Drill - Takeaway

- Demonstrate how to keep the club low as it swings away from the target by putting a tee peg on the ground in line with your rear foot. 2 minutes

Challenge

- Let pupils have 10 golf balls in front of them - one or two at a time, get them to play their 10 shots - tick each shot on the challenge score sheet - all players should pass this challenge - allow them to play from a tee peg. 20 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?

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AT A GLANCE



	Location - Practice Ground		Club (s) - 7 iron / pw
Topic	General	Focus	Time
Introduction	Safety - Be aware of where the ball is going and no one's in the way		2 mins
Swing	Swing	short game	30 mins
Etiquette	Politeness	Meeting other people	2 mins
Rules	Definitions pt 1	Golf jargon	2 mins
Drill	Pitching	Chip & pitch to brolley	2 mins
Challenge	Chip onto putting surface 5 from 10		20 mins
Close	Go through what's been learned, line up next weeks session		2 mins

OBJECTIVES



Swing

- Focus on how to chip the ball.
- Explain the difference between a chip shot and a pitch shot.
- Demonstrate both shots.
- Explain when either shot might be played
- Explain the carry and roll differences.

Etiquette

- Demonstrate how you should meet a fellow golfer.
- Explain you should remove your cap, look at the other person and state your name clearly.
- Emphasise that you should give a firm hand shake.

Rules

- This is an introduction to the definitions used within the golf rule book.
- Select a few of the not so obvious ones and have a brief chat about them.
- Remember to ask plenty of questions rather than simply lecturing the class or reading the definitions out to them.

Drill

- Get the class to chip some golf balls towards a closed umbrella.
- Get the class to pitch into an open umbrella.
- Introduce a competitive element to the proceedings.

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SESSION
3



COACHING TIPS

You and your class are well into the rhythm of the lessons by now, by studying your lesson plans each week you have more than enough good quality information at your fingertips.

Session introduction

- Underline important safety rules - stay at least 3 metres from any player.
- Outline the highlights of today's session.

2 minutes

Swing

- Explain the chip and run stroke first as it's a simpler shot technically.
- Demonstrate the set up and stroke.
- Explain when this is the most appropriate stroke to play.
- Change clubs and explain the pitch shot.
- Show the difference in loft on the clubs and how it affects the shot.
- Emphasise the slower swing speed enabling a softer shot.
- Describe the carry and roll ratios for each shot.
- Discuss the need for imagination around the greens and the need for plenty of practice.
- Emphasise the importance of the short game.

30 minutes

A take on the old pastime of 'Tiddlywinks'.
Form 2 teams and play one team against the other to see which team is the first to 5 balls into the upturned umbrella.

TIDDLY CHIPS



Etiquette

- Play a role play game with your pupils where they meet and greet each other.
- Highlight the good points before discussing the ones that they might have missed.
- Discuss why it's important to meet people in the correct manner. It shows confidence, which can have an effect on how your opponent views you as a competitor.

2 minutes

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3



COACHING TIPS

Rules

- There's a lot of jargon in the game of golf and this section gives you an opportunity to discuss some of the terms used in the rule book. Pick out one or two of the not so obvious ones and explain what they mean. 2 minutes

Drill

- Using physical objects are always a good way of engaging your young audience and an open or closed umbrella is ideal to use as a chipping target. Make sure the broom is tilted slightly towards the players to give the ball a chance of being caught and retained in the broom. Use more than one umbrella for larger groups and don't be tempted to place the players in a circle as injuries might be caused by stray shots. 2 minutes

Challenge

- Each pupil should have 10 golf balls in front of them - one at a time, get them to play their shots - tick each shot on the challenge score sheet. 20 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) - sand wedge
Topic	General	Focus	Time
Introduction	Introduce the bunker shot		2 mins
Swing	Swing	Stability & balance	30 mins
Etiquette	Peace & quiet	Noise	2 mins
Rules	Definitions pt 2	Golf jargon	2 mins
Drill	Correct set up	Draw lines in the sand	2 mins
Challenge	Pitch out of bunker - 5 shots from 10		20 mins
Close	Go through what's been learned, line up next weeks session		2 mins

OBJECTIVES



Swing

- Underline the importance of not touching the sand when addressing the ball.
- Demonstrate how to achieve the correct set up position.
- Work on the 'wiggle' to emphasise the importance of stability.
- Discuss sand textures and depth and how it might affect the stroke

Etiquette

- Stop the class and listen, what noises can be heard. If none, explain why this is a good thing. If you can hear certain noises, ask the class how far away the source might be and use this to explain how sound carries.
- Highlight the fact that it's not just talking but all noises and distractions.

Rules

- This is the second section looking at the definitions used within the golf rule book.
- Select a few of the not so obvious ones and have a brief chat about them.
- Remember to ask plenty of questions rather than simply lecturing the class or reading the definitions out to them.

Drill

- Start from a standard address position and show the class how to modify it to play the 'splash' bunker shot.
- Discuss the longer bunker shot and then show the different stance to shorten the distance.
- Emphasise the fact that the stroke needs to be made with a long, flowing swing action and the club head must accelerate through the stroke.

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COACHING TIPS

The short game is very important and this should be emphasised. It's a great part of the game to practice and have fun. Explain that the bunker shot is fun and having the ball end up in a bunker, isn't the end of a good round.

Session introduction

- Explain how there are variations of bunker shots with different lies, types of sand and distances.
- Outline the highlights of today's session.

2 minutes

Swing

- Explain how the 'splash' shot is played.
- Focus on the set up and establishing a solid base on which to make your swing, by 'wiggling' your feet into the sand.
- Use the picture or metaphor of a crab on the beach disappearing into the sand.
- Use a water bottle and balance it on the club head to show how an 'open' clubface looks.
- Underline the importance of accelerating through the ball and taking the right amount of sand.

30 minutes

Line 10 balls in a row in the bunker and challenge the pupils to see how many balls they can get out of the bunker in a row.

GREAT ESCAPE



Etiquette

- Being quiet is so important as it can affect so many people and cause aggravation and unwelcomed attention to the junior section.
- Explain why it is important to be quiet and ask your pupils what other noises you might be thinking about other than talking.
- Rattling tees or coins, walking on paths or leaves and twigs, putting clubs back into golf bags or simply not keeping still, can all cause distractions.

2 minutes

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COACHING TIPS

Rules

- There's a lot of jargon in the game of golf and this section gives you an opportunity to discuss some of the terms used in the rule book. Pick out one or two of the not so obvious ones and explain what they mean. 2 minutes

Knowledge

- Simple drill of using golf clubs or drawing lines in the sand to guide the pupil into playing the correct swing path and outline where the club head enters the sand and leaves it. 2 minutes

Challenge

- Bunker challenge - each pupil has 10 balls in front of them - let the pupils play one at a time - the pupil has to splash the ball out of the bunker 5 times out of 10. Make sure the ball is placed on a suitable lie. 20 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



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AT A GLANCE



	Location - Putting Green		Club - Putter
Topic	General	Focus	Time
Introduction	Mention care for the putting green		2 mins
Swing	Set up	posture	30 mins
Etiquette	Range rules	Do and don'ts on golf ranges	2 mins
Rules	Definitions pt 3	golf jargon	2 mins
Drill	Round the clock	Reading greens	2 mins
Challenge	Set up 10 balls 1.5 metres from the hole - 5 shots from 10		20 mins
Close	Go through what's been learned, line up next weeks session the quiz		2 mins

OBJECTIVES



Swing

- Focus on setting up correctly.
- Discuss arm position so the pupil can adopt the correct posture for putting.
- Emphasise the importance of keeping the lower half of the body still throughout the stroke.

Etiquette

- Discuss some of the important general rules associated with using golf ranges.
- If you're not at a range, show pupils this page and discuss where the nearest one might be and why it might be a good idea to visit it if the weather's bad or during the darker months.

Rules

- The last of the three pages on definitions.
- Have a brief discussion on the ones that are not so obvious.

Drill

- An old favourite of placing golf balls around the hole in a clock fashion.
- Get pupils to see how many out of 12 they can hole from just 1 metre.
- This is good for learning how to judge slopes on the green and holing out in general.

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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.
- Outline the highlights of today's session.

2 minutes

Swing

- Explain once again how the putt is played.
- Demonstrate the set up with eyes over the ball - Focus on posture, cradling the club with the arms bent at the elbows.
- Get the class to practice their putting stroke whilst playing a few strokes and watch for any movement of the waist or legs. This is a good area to draw attention to and work on to improve consistency of the stroke.
- Watch for a balanced swing action where the swing away and the swing through are of similar length.

30 minutes

A classic game or drill, where golf balls are placed at equal distance around the golf hole. See how many out of 12 putts are holed.



Etiquette

- Discuss the benefits of using golf ranges and practising in between lessons.
- Explain some of the rules of the ranges and why they are important to safety.
- Discuss safety on open practice grounds as well and being generally aware of all other players at the club.
- Talk about practising properly rather than simply hitting lots of golf balls.

2 minutes

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COACHING TIPS

Rules

- More of the definitions, simply have a brief discussion outlining those that are not so obvious to your young audience.
- Building this knowledge of golf terms and expressions helps boost confidence and makes learning the rules of the game a little easier.

2 minutes

Drill

- Round the clock is simple and easy to understand.
- Get the older or more experienced pupils to start again if they miss the hole.
- See who can make the most putts before they miss.

2 minutes

Challenge

- Set up 5 balls at 1.5 metres distance on a flat putting surface - let players play one at a time - let them have another go if necessary - you can also start the challenge when they actually hole the first ball to give them a good chance of success.

20 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.
- 10 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.

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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 20 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 sit quietly and respect the ones who have yet to finish.

20 minutes

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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 Green.
- 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



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?