

## Lesson Plan 23 • Getting to Your Goal: Taking Ownership over Goal

### Lesson Intentions:

Participants will tie together awareness with the other golf fundamentals they've discussed  
Participants will learn more in depth about the differences between process, performance, and outcome goals.  
Participants will learn more in depth about the "play the ball as it lies" rules.  
Participants will learn about club face & centeredness of hit.

### Warm Up:

- Strength: 10 frog jumps – must touch the ground before each jump
- Flexibility/Mobility: Jump 180 degrees and land with both feet at the same time. Do this 8 times.
- Agility/Coordination: Ladder jumps with both feet in each square
- Balance: Walk forwards for 20 ft. then backwards for 20 ft. on a balance beam
- Object Control: Dribble a soccer ball in and out of cones 8 ft. apart for 60 ft.

To end the warmup, coaches should demonstrate a proper handshake, then ask players to give a handshake to at least 3 other people in their group.

### Putting Green: Bullseye Putting

Modeling: Golf Skill: Putting; Review Get Ready to Swing, Introduce club face & centeredness of hit. Discuss the three different types of goals and have participants establish a process goal for this activity.

Activity: Bullseye putting is a target oriented game that can also be used for distance response. Participants attempt to putt their golf ball inside a bullseye created with survey tape or string. The shape doesn't matter, only that there are at least 3 zones. For 3 zones, the points are as follows: outer zone - 25pts, middle zone - 50pts, center zone - 100pts.

Key Commitment Objective: Participants should be discussing the three different types of goals and discuss how a process and performance goal can help them with the outcome.

Golf Knowledge Objective: Participants will need to discuss how club face & centeredness of contact affects their ability to control distance.



**Rules & Etiquette:** Introduce importance to put identifying mark on their golf ball, they should mark and lift to confirm it's theirs. Introduce if players searching for a golf ball accidentally moves it they should replace it.

Guiding Questions: What do you want to accomplish on each shot?  
What process goal can you set for yourself to help achieve this?  
What did you learn about your club face?



**Key Commitment:** Pursuing Goals

**Golf Fundamental/Factor of Influence:** Club face and Ball Contact/Centeredness of Hit

**Character Behaviors:**

Participants understand why setting goals is an important aspect of learning.

Participants take ownership of their goal achievement and can set different types of goals.

Participants understand how to set different types of goals - outcome, process, and performance - to promote personal success, build confidence, and maintain motivation.

### Key Terms:

Loose Impediments  
Natural Forces  
Honours  
Order of Play  
Play the Ball as it Lies

## Lesson Plan 23

### Chipping Green: Capture the Frog


**Modeling: Golf Skill:** Review Get Ready to Swing, Introduce club face & centeredness of hit. Discuss the three different types of goals and have participants establish a process goal for this activity.

**Activity:** A variety of hoops or shapes made from survey tape or string are placed on the chipping green. The number of points is determined by the size of each target. There should be at least 3 different sizes so that all skill levels not only have a chance to hit a target, but so more skilled players can be challenged. The more targets the better! With 3 sized targets the frog values are as follows. Largest target - 25 frogs, mid-size target - 50 frogs, smallest target - 100 frogs.

**Key Commitment Objective:** Participants should be discussing the three different types of goals and discuss how a process and performance goal can help them with the outcome.

**Golf Knowledge Objective:** Participants learn how their impact position & club face affects their success in hitting different targets.

**Guiding Questions:** What was your process goal for this activity? What are you changing with each target? What did you learn about your impact position and club face at impact?



**Rules & Etiquette:** Introduce playing the course as we find it and cannot improve where the ball sits. If a player deliberately alters their lie or lie of another player they would add 2 strokes to their score.

### Driving Range: Wedge over Hazard

**Modeling: Golf Skill:** Review Get Ready to Swing, Introduce club face & centeredness of hit. Discuss the three different types of goals and have participants establish a process goal for this activity.

**Activity:** Coaches create a simulated yellow penalty area that requires participants to carry over while attempting to hit a green or simulated green. The penalty area should be versatile if possible so adjustments can be made for different ages and skill levels. This can also be a great tool when explaining general rules, how to drop, penalties, etc.

**Key Commitment Objective:** Participants should be discussing the three different types of goals and discuss how a process and performance goal can help them with the outcome.

**Golf Knowledge Objective:** Participants discuss how different lies can affect club face and centeredness of contact.



**Rules & Etiquette:** If a ball needs to be identified in the bunker, a player may move sand to do so, but must recreate their original lie leaving a small portion of the ball visible before playing their shot.

**Guiding Questions:** What made this activity challenging? Did you focus on something specific to help be successful? What would a good performance goal be for this game?

### Wrap Up:

What is the difference between a process and performance goal? What is an outcome goal? What should you do if someone accidentally moves your golf ball? How can setting goals before you play help your mentality?

**Good  
Better  
How**

Good #1:  
Good #2:  
Good #3:

Better:  
  
How: