



Special Olympics

GOLF COACHING GUIDE

Planning a Golf Training and Competition Season



Table of Contents

- Introduction
- Golf Goals and Objectives
- Benefits of Goal Setting
- Setting and Attaining Goals
- Building a Practice Schedule
- Securing the use of a Facility
 - Golf Course
 - Design your own facility (Indoor, Outdoor)
- Confirmation of Practice Schedules
- Practice Competitions
- Samples of Program Schedules
- Essential Components of the Training Session
- Training Session Plan Template
- Golf Training Session Plan Sample
- Tips for Conducting a Successful Training Session
- Safety Hints for your Session
- 8 – Week Lesson Plans
- Golf Training Log
- Weekly Home Training
- Practice/Play Note Chart



Planning a Training Season

Special Olympics require that an athlete participate in an eight-week training program before entering a competition. This includes instruction on the basic skills of golf and a Summary of the Rules of Golf. It is up to the individual instructor or coach to plan his or her own eight-week training program using this information as a guideline. Other material related to golf training or golf experience by the instructor is welcomed.

Prior to season you have:

- ♦ Recruited athletes and coaches
- ♦ Developed your seasonal budget
- ♦ Trained Coaches, volunteers
- ♦ Hosted a Family Orientation
- ♦ Secured a training site

It is suggested that the eight-week training program consist of **two practice** sessions per week. Each practice should be at least one hour in duration and it is recommended that each practice include the following elements:

1. Warm-up session
2. Review previous instruction
3. Introduce new skills
4. Incorporate rules into instruction
5. Play a fun game

Ideally, a professional should give supervision of each Special Olympics Golf program, even though volunteers from various sources will probably handle much of the training process.

Considerations:

- ♦ Trained personnel must give the volunteers as much instruction as possible.
- ♦ This instruction should be perfectly clear and acceptable to each potential instructor.
- ♦ Each instructor:
 - ♦ Must be comfortable in his/her physical teaching skills
 - ♦ Have a high level of enthusiasm
 - ♦ Maintain realistic hopes and expectations as to what is to be gained through this process

Because golf is a game where skill may improve with time and practice, it is necessary that we do not raise our expectation to too high a level. But conversely, to enter this training period with very low expectations would be wrong because much improvement can result from inspiration and instruction on the correct level for the individual concerned. If pupil and instructor alike enters this training period with high expectations, the rewards, which may be garnered, are beyond belief.



Review the goals and objectives below. Be prepared to set small goals for your athletes to attain during each session. Assign each assistant coach his or her responsibilities as well so that everyone feels needed and important.

Special Olympics Golf Goals and Objectives

1. Long-Term Goal

Our aim is to impart to the athlete: basic golf skills, acceptable social behavior and fundamental knowledge of the rules of golf to enable him/her to participate in a regulation or modified game of golf.

2. Short-Term Objective

- a. The instructor will demonstrate and assist the athlete to perform proper golf warm up procedures.
- b. The instructor will demonstrate and help the athlete to perform the basic skills in putting.
- c. After a demonstration, the instructor will assist the pupil in practicing the basic skills of the chip shot.
- d. Follow the same procedure-first demonstrate, and then assist in the skills of the pitch shot.
- e. Next in the progression follow the skills of the short iron.
- f. Skills of the long iron shot.
- g. Skills of the wood shot.
- h. Time for practice on all of the above shots will vary in length but must be adequate for each athlete. Follow this with inspirational instruction on etiquette and sportsmanship appropriate to the game of golf.

3. Benefits

Golf is recognized as a lifetime sport, one that promotes socialization and enhances self-esteem. Overall motor skills are improved and better physical fitness is a result. Hand-eye coordination is refined, and general body control often is achieved. The joy and gratification of experiencing the achievement of new skills learned or a new performance level reached, will add much to the athlete's personal satisfaction.



Benefits of Goal Setting

1. Prepares the athletes and coaches mentally and emotionally to act out their commitment.
2. Expresses confidence.
3. Creates a positive self-image that the athlete and coach are in control of improvement and performance.
4. Provides a positive focus of energy.

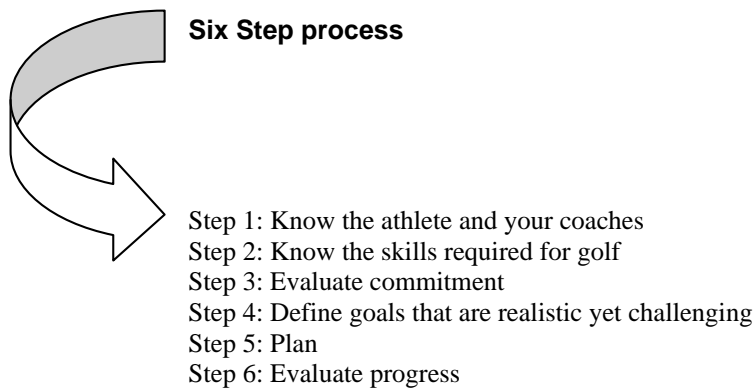
It is the process of attaining the goals rather than winning or losing that is important in golf.

Goals should be:

1. Clear
2. Reachable
3. Realistic



Setting Goals and Attaining Them



Building a Practice Schedule

Below are factors to consider when planning your training season, schedule and budget.

Safety First

Venue Assessment

The Golf Course, practice areas or playing field

- ♦ Turf/Floor Conditions
- ♦ Level grade
- ♦ Foreign objects
- ♦ Obstructions to practice or play area
- ♦ Inclement weather options
- ♦ Adaptations required to facility (indoor/outdoor)

Equipment

Determine your equipment needs

- ♦ Number of clubs and golf balls available per athlete
- ♦ Proper size and fit
- ♦ Selection Available
- ♦ Maintenance
- ♦ Storage



Athletes

Focus on Ability

- ♦ Know any physical, social, or medical concerns and golf experience of each athlete
- ♦ Early in the season it is important to administer the Golf Skills Assessment. This test enables you to determine the ability range of each athlete so you can set personal goals for improvement.
- ♦ The physical preparation of the athlete is important. Major fitness components to develop into the training process. Athletes will perform differently to the same training process because of physical and intellectual limitations.
 - ♦ Flexibility: Stretching Routine
 - ♦ Muscular Fitness: Strength, Endurance, Power, Speed
 - ♦ Cardiovascular Endurance

Volunteers

- ♦ Golf knowledgeable
- ♦ Coaching experience
- ♦ Commitment
- ♦ Completed training and orientation
- ♦ Athlete to Coach ratio

Transportation

Assure athletes and volunteers have transportation to and from sessions

Proper Golf Attire (including footwear)

Confirm appropriate dress code of facility



Securing the Use of a Facility

Assuming you secure the use of a golf facility, it is important to meet with the golf professional or club director to review facility policy and procedures.

1. Communicate all policy and procedures for trainings and competitions to athletes, coaches, volunteers and family members.
2. Inform and copy all information to your local Special Olympics Coordinator.

Confirm with professional or club director

- ◆ Dates and times of trainings and competitions
- ◆ Driving Range and practice area rules and regulations
- ◆ Provision of equipment
- ◆ Storage of equipment
- ◆ A designated greeting area for athlete, coaches and volunteer arrival and departure
- ◆ Registration procedures for coaches and athlete upon arrival to the course
- ◆ Clubhouse Access
- ◆ Food and Beverage/Cooler Policy (Many facilities do not allow food and beverage to be brought onto property.)
- ◆ Golf Car policy for Coaches and Volunteers
- ◆ Access to the Golf Course: Tee time and registration procedures
- ◆ A scoring area for athletes that have completed on course play
- ◆ Exchange contact information: telephone, e-mail addresses



The Golf Course: Your play or practice field.

In golf every hole has different boundaries and each course is made up of either 9 or 18 holes. All are designed differently; however, every hole does have things in common:

- ♦ Starts from a **tee** (a raised area of grass to begin play)
- ♦ Finishes on a **green** (a closely mowed area that contains a **cup** and a **flagstick**)
- ♦ The closely mowed grass lying between the tee and the green is called the **fairway**.

Holes can range anywhere from under 100 to over 500 yards in length and each hole has certain obstacles, such as trees and two kinds of **hazards: water** and **bunkers** (some have sand). The recommended hole yardage for each level of the competition is covered in Article IX, Special Olympics Golf in the Special Olympics Summer Sports Rules.

Your athletes will need to develop several skills in order to make the different kinds of shots necessary to **score** well and have fun on the course. As athletes develop these basic skills, they will become better golfers and take fewer strokes to play each hole.

When assessing or selecting a golf course for your Special Olympics Golf program the total yardage, tee to green accessibility, course rating, slope, location of inclement weather shelters and restroom facilities should also be recognized factors.

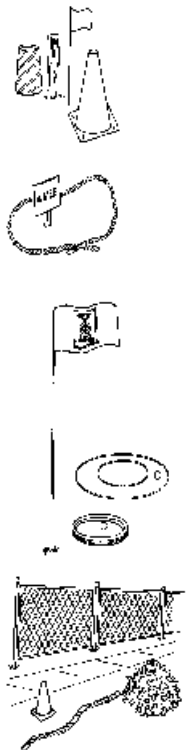
Design Your Own Golf Course

Suppose you do not have access to a championship golf course. This does not mean you cannot start your program. You can introduce the game with a little imagination and creativity. A challenging and fun golf course can be created on the school athletic field, playground, at a driving range, or in a gymnasium. The key is effectively utilizing existing space and equipment to create golf shot or course situations.

The course should contain all elements of a regular course, with the exception of a putting green,

The following suggestions are listed for consideration in planning a limited space golf play area:

- ♦ **Teeing areas** can be easily established by using any kind of markers, such as paper cups, small stakes, flags or pylons,
- ♦ **Hazards** of a golf course, including bunkers, lateral water and a sign and an outline of tape, paint or rope can design regular water hazards. If the ball comes to lie within the area, the appropriate golf rule is in effect and the student must play accordingly.
- ♦ **Greens** can be marked with a sign, cone or flagstick and varied in size and shape. Use tape or paint to mark two concentric circles for the "green." Balls landing in the larger circle call for 2 additional strokes in lieu of putting. If only a flagstick is used with no markings, ball is considered holed when within 1 club length from the flagstick. Bicycle tires or hula-hoops can also be used for a target green. Balls must come to rest within the circle to be considered holed out.
- ♦ To construct a **putting course** on grass, use cones or paper cups with flags. Balls hitting the cups or cones are scored as holed putts.
- ♦ **Boundary lines** should be established and marked with small stakes, paint, rope or cones; The use of natural or manmade objects in outside courses, such as trees, bushes, fences and walks can add variety and challenge to your short course.
- ♦ **The distance of the holes** can vary in length depending on the type of ball used and the space available. Students should begin with a plastic or soft ball, such as a tennis ball. As they



Planning a Golf Training and Competition Season

The Golf Course



become more skilled, a golf ball can be introduced in outdoor settings, (Short distance golf balls may be used in Outdoor settings).

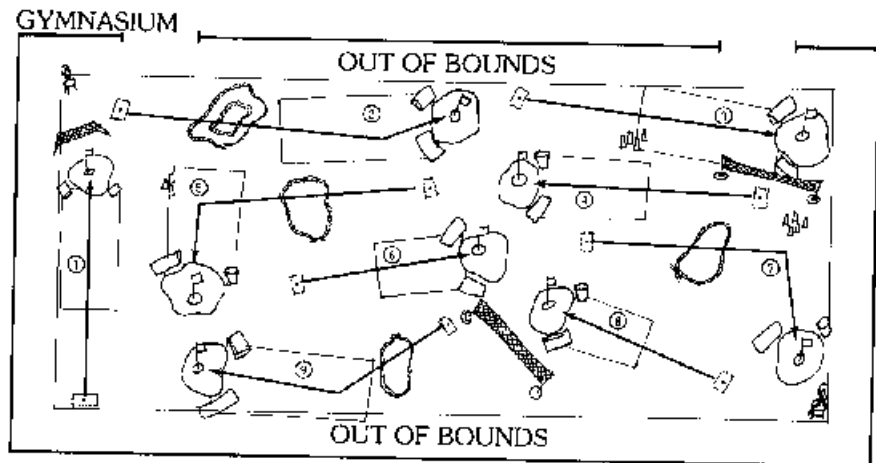
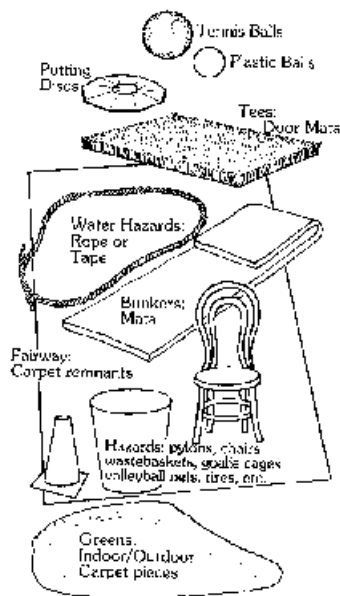
- ♦ **Scorecards** for the course should be designed so that students can actually experience the thrill of on-course play and competition.



Indoor Course Options

The modifications for construction of a golf course in a gymnasium or large indoor area as follows:

- The use of a plastic ball or soft ball such as a tennis ball is mandatory in an indoor setting.
- The use of protective material for the floor is essential, Brush mats can be used to protect the teeing areas and small carpet remnants can be used to protect the floor during the fairway shots.
- The green can be a commercial-style putting strip or can be improvised from suitable indoor-outdoor carpeting.
- The ball can be putted into a putting disc or metal cup.
- Use a tape or rope on the floor, mark indoor golf course similar to an outdoor course.
- As a creative indoor golf designer, add variety to your gym layout: use mats for bunkers, chairs for trees, mark water hazards on the floor, and so on.

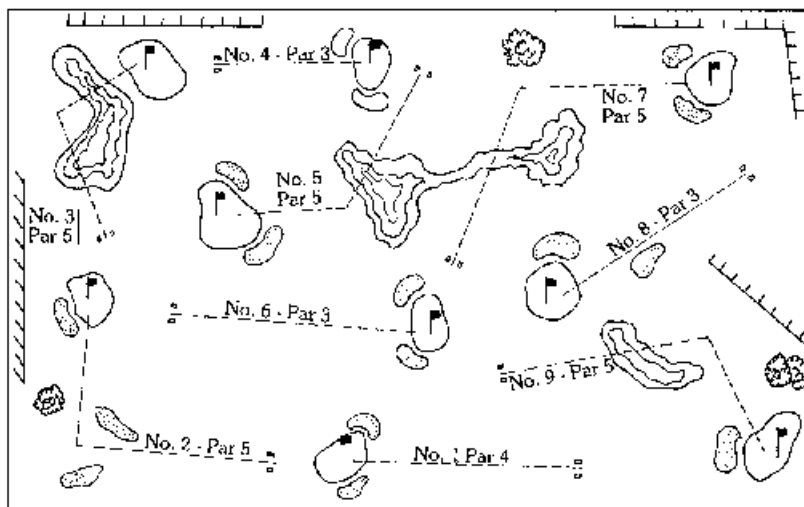




Outdoor Course Options

If an unimproved area is used, you may consider designing some actual golf holes.

- We recommend a **using a cup hole twice the size of a normal cup**. These larger holes would have an 8 1/2 inch diameter and be 4 inches deep (or about the size of a #10 can). Insert a dowel rod with a flag attached, and you have a golf hole!
- The enlarged cup will **accommodate the use of a lofted club** in getting the ball into the cup. This is more effective than attempting to use a putter on ungroomed surfaces. Be sure that the holes are marked so that they do not become a hazard when your course is not in use.
- If mowing equipment is available, **cut the grass to a height of 1 1/2 inch**. Sand will help smooth the surface. Although this putting area will not be maintained in the same condition as a green, it will allow for students to get the feel and experience of putting.
- **Short-distance golf balls**, which have been recently introduced, can create a more realistic round of golf by requiring the use of a greater variety of clubs. These balls are not designed to substitute for plastic balls or whiffle balls in an indoor situation.
- When laying out an open area golf course, **arrange the holes in a counterclockwise** pattern in regards to **safety**. Most players will be right-handed and their tendency will be to hit to the right.





Confirmation of Practice Schedule

Once your venue has been determined and assessed you are now ready to confirm your training and competition schedules.

It is important to publish training and competition schedules to submit to:

- ♦ Facility Representatives
- ♦ Local Special Olympics Program
- ♦ Volunteer Coaches
- ♦ Athletes
- ♦ Families
- ♦ Media
- ♦ Management Team members
- ♦ Officials

The Training and Competition schedules might include:

- ♦ Dates
- ♦ Start Times
- ♦ Registration or Meeting area
- ♦ End Times
- ♦ Designated Pick-up area
- ♦ Contact phone number at the facility
- ♦ Coaches phone number

Other Suggestions:

Lesson topic:

Example Week 1: Putting

Equipment needs: Putter

Course or Practice Facility Rules



Practice Competitions

The strategic plan of golf states that high quality competition shall be the driving component of program development. Competition motivates athletes, coaches and volunteers to participate and train.

Expand your program and schedule to expose your athletes to as many competitive opportunities as possible. A few suggestions:

- ♦ Competition should be part of every lesson plan.
- ♦ Contact Special Olympics Golf programs in your area to participate in a tournament or league.
- ♦ Organize a Special Olympics Unified Golf League.
- ♦ Encourage Level 3 –5 athletes that are eligible, to compete in local junior golf programs and tournaments.
- ♦ Host a Family/Volunteer Skills Team Competition: Father/Son; Daughter/Mom; Adult/Athlete
- ♦ Host a competition at an alternative golf facility: Putt-Putt/ Par three course; Pitch and Putt

Example: National Schedule

Special Olympics Scotland

Golf Development Program 2002-3

(Tom Nesbit: SO Golf Coordinator)

September	SO Great Britain Championships	Longlands G C, East Kilbride
November	SO Great Britain Team Training	SNGC, St. Andrews
November	Driving Range Day	Gary Mitchell Golf, Uddingston
February	Driving Range Day	Coatbridge Driving Range
March	On-Course Coaching	Kirkhill G C, Cambuslang
March	Target Golf	Kirkhill G C, Cambuslang
April	On-Course Coaching	Kirkhill G C, Cambuslang
April	SO Great Britain Team Training	Wolverhampton
May	On – Course Coaching	Kirkhill G C, Cambuslang
May	Team Golf Camp	Alexandra parade, Glasgow
September	SO Great Britain Championships	Cawder G C, Bishopbriggs



Example of a Local Program Schedule:

Palm Beach County

Special Olympics Golf

Orientation and Registration

April 15, 9am	Coaches Training/Orientation	Okeehetee
April 25, 9am	Family/Athlete Orientation	Okeehetee
May 1	Registration Deadline	PBC Special Olympics
May 10	Training Begins	All Courses

Training Days: May, June, July, August, September

Tuesdays : 4pm – 5pm	Southwinds
Thursdays: 4pm – 5pm	Dyer Park
Saturdays: 9am – 10am	Okeehetee

Competition

May – September	Monday Twilight League	Okeehetee
July 14	County Games	Okeehetee
July 24-27	Area	Martin County Municipal
August 10	Mixed Scramble	Lakeview G.C.
September 17-19	State Tournament	Players Club, Clermont FL

Local Rules Example

In accordance to the Rules of Golf, Golf Course Management or Tournament Committee establish several Local Rules relative to the course or conditions of play. Here is an example of a set of Local Rules submitted to participants in a Unified League Competition in Rhode Island. Local Rules may also be printed on the Golf Course scorecard.

East Greenwich Country Club

East Greenwich, Rhode Island

Course Rules

- ◆ Each Player must have own set of clubs
- ◆ Non-golfers are not allowed on course. (Insurance rule)
- ◆ Proper dress required at all times.
- ◆ No fivesomes at any time.
- ◆ Players under 12 must play with an adult.
- ◆ No player under 8 unless by special permission.

Planning a Golf Training and Competition Season

Local Rules Example



Not Permitted on Course

- ♦ Metal spikes (no exceptions)
- ♦ Beverage coolers
- ♦ Alcoholic beverages
- ♦ Loud and/or abusive language

Please...

- ♦ Repair ball marks
- ♦ Rake traps after use
- ♦ Replace divots
- ♦ Observe out of bounds between holes **one & eight** (dangerous), all will be played as hazards. If you hit a ball beyond the boundary markers, bring the ball back to the approximate point where it went out of bounds, under penalty of 1 stroke. Do not hit another ball from the teeing area.
- ♦ Embedded Ball Rule is in effect.



Essential Components of the Training Sessions

There are many ways to organize a training session for Special Olympics athletes. Because of **comprehension and memory challenges for the athlete, there is considerable value in a developing a** consistent training “routine” that provides familiarity, stability, and comfort.

There are **four essential components** of a typical training session: warm-up and stretching, skills instruction, competition experience, and cool-down and stretching. (Fitness training or conditioning can also be included following competition experience and prior to cool-down.) The following techniques and tips will provide the most successful learning opportunities.

1. Warm-up and Stretching

- ♦ Time is precious and skills repetition vital. Warm up in a way specific to golf.
- ♦ When athletes have difficulties with balance, use stretching activities that can be done while sitting, lying down, or leaning against a wall or partner.
- ♦ Involve athletes in leading the exercises; coaches are then free to circulate and directly assist others who need help.
- ♦ Teach a **simple routine** involving the major muscle groups, which athletes can repeat at home and at competition. Warm-up by walking or jogging 5 minutes. Then perform the following stretches: 1) calf stretch against wall, 2) hamstring stretch or toe touch, 3) quad stretch holding onto wall for balance (both directions), 4) groin stretch while sitting or lunging to each side, 5) shoulder stretch (grasping hands behind body and leaning forward, and 6) triceps stretch (reaching to sky with one arm, bending elbow which points forward, and pulling elbow straight back with opposite hand; performing stretch with other arm).
- ♦ Concerning stretching, what to do and not to do follows:

Do	Prevention
Perform warm-up activity for 5 minutes (walk or run slowly).	Muscle fiber tear or strain
Perform held stretches for 10-30 seconds each.	Muscle fiber tear or strain.
Start with the large muscle groups such as the legs then move to the shoulders, etc.	Greater energy required warming large muscle groups. Circulation and heart rate is increased immediately.
Perform each stretch to your personal point of tension.	Strain on the joints, back or neck.
Breathe while stretching.	Releases tension and oxygen flow to muscles
Perform stretches in a “safe” position and through range of motion.	Example performs a sit-up crunch with back flat to ground to avoid stress on low back.

2. Skills Instruction

Training Sequence (tasks → skills → application in game/event → implementation in competition)

- ♦ The key is to **break skills into small basic tasks** or steps; tasks are then put together to form skills. (*Addresses difficulty in performing multi-step tasks*)
- ♦ **Drills** are developed so that skills can be applied in a game situation. The result is skills performed in competition.



Communication when Teaching and Coaching

- ♦ Communicate effectively.
 - ♦ **Concise:** Use a few descriptive “key words”. Do not use long sentences. For example: “Reach for the sky.” (*Addresses difficulty in understanding verbal instructions and desired actions*)
 - ♦ **Consistent:** Use the same word or words for the same action. (*Addresses need for repetition and reinforcement*)
 - ♦ **Command-oriented:** Verbally reinforce the athlete immediately after a desired action. Make the reinforcement action-oriented and specific to the skill. (*Addresses need for frequent motivation and words associated with a physical action*)
- ♦ Make sure an athlete is looking at you when making a coaching point. When needed, physically prompt an athlete to look at you. (*Addresses difficulty in maintaining attention*)
- ♦ Ask athletes questions rather than always providing directions. Lead them to think for themselves. Verify athlete responses. (*Addresses independence*)

Levels of Instruction: Skills Progression

- ♦ Assess what an athlete is ready to do; build upon strengths.
- ♦ Use appropriate levels of assistance for each athlete – verbal, visual (demonstration), physical prompt, physical assistance. Gradually reduce physical assistance in favor of simple cues and eventually no prompting at all. (*Addresses difficulty in learning and improving*)
 - ♦ The lower the ability athlete, the more assistance may be required.
 - ♦ Verbal cues should always be accompanied by demonstration.
 - ♦ Physical prompts may be needed to help the athlete get positioned properly.
 - ♦ When all else fails, move the athlete through the complete skill.
- ♦ Practice skills in situations that are related to the game or event. (*Addresses difficulty in generalizing to new situations*)
- ♦ Use drills and activities that involve many athletes at all times. (*Addresses slower rate of learning and the need for motivation and repetition*)

3. Competition Experience

- ♦ Provide a realistic competition experience during each practice in order to improve confidence and performance under the pressure of real competition.
- ♦ Help athletes understand game concepts by providing immediate and concrete feedback. During scrimmages or practice games, stop the play to help athletes recognize critical situations and learn how to react successfully.
- ♦ Emphasize the value of enforcing the rules during training. Rules enforcement helps prepare athletes for participation in community sports and in life.

4. Cool-down and Stretching

- ♦ **Having athletes do light jogging and then stretching major muscle groups will prevent muscle cramps and soreness and increase flexibility.**
- ♦ Review the main themes of the training session; reward athlete performance, and talk about the next competition or training session.



Special Olympics

Training Session Plan

Sport: **Date:** **# of Athletes:** **# of Coaches:**

Goals for training session:

Facility safety check: Equipment Practice Area Course Layout Supervision

Time	Session	Specific Objectives	Drills/Activities	Layout
	Warm-up Exercises			
	Stretching Exercises			
	Skills Instruction			
	Competition Experience			
	Rules/Strategy			

Planning a Golf Training and Competition Season

Training Session Plan



Special Olympics

Training Session Plan [SAMPLE]

Sport: Golf **Date:** 6/29/03 **# of Athletes:** 6 **# of Coaches:** 2

Goals for training session: Using Mini-Swing and lofted club ,develop target and distance control for the chip

Facility safety check: Equipment Practice Area Course Layout Supervision

Time	Session	Specific Objectives	Drills/Activities	Layout
1:00	Welcome, Review Session, Assign stations			
1:10	Warm-up: Jog in place Stretching: Straddle Stretch Body Bend Hamstring W/Club: Torso Rotation Shoulder stretch Wrist curls w/club		Equipment: Short, mid iron, putter Balls Targets: Cones, flags, or tees After Warm Up: Exercise: w/o club: Elephant Trunk Head-Wall w/club: ¼, 1/2, Full Swing	
1: 20	Skills Instruction: Explain, Demonstrate <ul style="list-style-type: none"> ◆ Underhand toss: roll ball to designated target ◆ Underhand toss: Landing area: distinguish length of swing and effort required for distance and direction ◆ Review grip, posture, aim ◆ Mini Swing relative to loft of club and clock concept to control distance back and through 		Skills training progression: <ol style="list-style-type: none"> 1. Underhand Toss – Various targets 2. Underhand Toss – Various distances 3. Brush grass, 5 – 7 4. Clip tee, 5-7 5. Chip balls to designated targets 6. Change target to different distances 7. Rehearse required back and through stroke required for the distance 8. Execute 	
2: 00	Competition Experience: Athlete will hit to designated targets, from various distances Rules/Strategy : Rule: Requesting opponent to mark ball Strategy: Club selection for chipping		Must land 4 of 10 balls in target zone Change target and distance and repeat Game: “Up and In”: Each athlete will chip onto green and putt out for score.	
2: 20	Group discussion/ Review			
	Remind about change time for next week			
2:30	Dismiss			



Tips for Conducting a Successful Training Session

- ♦ Assign assistant coaches their roles and responsibilities in accordance to your lesson plan
- ♦ When possible, have all equipment and stations prepared before the athletes arrive
- ♦ Introduce and acknowledge coaches and athletes
- ♦ Review intended program. Keep athletes informed of changes in schedule or activities.
- ♦ Alter the plan according to weather, the facility in order to accommodate the needs of the athletes.
- ♦ Change activities before the athlete loses interest
- ♦ Devote part of each training session to a group activity.
- ♦ Keep drills and activities brief so athletes do not get bored. Keep everyone busy.
- ♦ Devote the end of the practice to a fun, group activity that can incorporate challenge and fun giving them something to look forward to.
- ♦ If an activity is going well, it is often useful to stop the activity while interest is high.
- ♦ Summarize the session and announce arrangements for next session
- ♦ Keep the **fun** in fundamentals. Use games to teach new skills and review old ones.
- ♦ Devote part of each training session to a group activity.

Safety Hints for Your Training Session

1. A golf club can be like a dangerous weapon. It should never be swung in a group.
2. Athletes should be taught to swing in designated “swing” areas only.
3. Always approach an athlete who has a club in the address position from the front facing the athlete.
4. Never position yourself or a student in the target line of a person swinging the club.
5. Pair students so they share one club. One student can become the “watchdog” for the other.
6. Establish a hitting line. No student should ever be allowed to hit in front of the established line.
7. Students should hold their golf club at the club head end whenever an instructor is demonstrating or organizing. This discourages swinging the club.
8. Teach students when to use the term, “**fore**” and that using the term is not a substitute for following safety procedures.
9. Athletes should be taught to use a stop-look-and-swing method prior to each swing when playing golf.
10. In situations where close supervision is difficult, allow only half-swings or to hip height. **Note:** Half-swings incorporate all the fundamental movements in a full swing.

A Word of Caution

Instructors have a legal responsibility to be sure students know, understand and appreciate the risks of golf. You must repeatedly warn students of the serious or fatal injuries that could occur if they are struck by a club or ball, and teach them to recite back to you the safety precautions in golf and the injuries that can occur if these procedures are not followed. Effective group teaching and safety in golf depends on the physical spacing of students. Please refer to the group formation outlined on the following page.



Sample Eight Week Lesson Plan

Week 1

1. Welcome
 - ♦ Introduce the game of golf
 - ♦ Go over safety procedures
 - ♦ Program content
 - ♦ Demonstrate warm-up exercises
2. Opening remarks
 - ♦ Swing demonstration
 - ♦ Equipment explanation
 - ♦ Warm-up exercises
 - ♦ Skill assessments

Week 2

1. Opening remarks
 - ♦ Review
 - ♦ Warm-up exercises
 - ♦ Demonstrate proper stance
 - ♦ Have athletes assume stances of other sports to show similarity
 - ♦ Game: Range Ball Relay
2. Review
 - ♦ Warm-up
 - ♦ Demonstrate arm swing
 - ♦ Have athletes perform elephant trunk exercise
 - ♦ Review safety rules
 - ♦ Game: Range Ball Relay

Week 3

1. Review
 - ♦ Warm-up exercises
 - ♦ Introduce pivot
 - ♦ Use hands to place athletes in proper positions
 - ♦ Throw tennis balls underhanded to show proper movement
 - ♦ Game: Range Ball Relay
2. Review
 - ♦ Warm-up
 - ♦ Introduce the grip
 - ♦ Stress safety rules
 - ♦ Demonstrate hand action
 - ♦ Use hands-on technique to place athletes hands in proper position
 - ♦ Game: Range Ball Relay

Week 4

1. Review
 - ♦ Warm-up exercises
 - ♦ Demonstrate basic golf swing
 - ♦ Teach movement progression
 - ♦ Go over safety with a club
 - ♦ Introduce grass cutting swing drill
 - ♦ Conduct acceleration test (tennis ball)
 - ♦ Game: Open Fairway
2. Review
 - ♦ Warm-up
 - ♦ Balance drill
 - ♦ Introduce club, ball, and target
 - ♦ Demonstrate
 - ♦ Acceleration test with tennis balls
 - ♦ Game: Open Fairway

Week 5

1. Review
 - ♦ Warm-up
 - ♦ Introduce the golf swing progression
 - ♦ Set up partner formation for chip, pitch and catch
 - ♦ Set up partner formation Use clock hand system
 - ♦ Stress that the swing is a continuous motion
 - ♦ Game: Tee Track
2. Review
 - ♦ Warm-up
 - ♦ Use partner formation for chip, pitch and catch warm-up; Review target concept and aiming
 - ♦ Game: Tee to Target or Range Ball Relay

Week 6

1. Review
 - ♦ Warm-up
 - ♦ Introduce mini-swing and demonstrate
 - ♦ Review club safety
 - ♦ Use clock hand system
 - ♦ Game: Tee to Target
2. Review
 - ♦ Warm-up exercises
 - ♦ Have athletes roll with underhand toss
 - ♦ Have athletes roll ball with a putter different distances
 - ♦ Have athletes roll ball by hand to a target
 - ♦ Set up a putting course
 - ♦ Game: Hole Out Relay or Crack Putters Open

Week 7

1. Review
 - ♦ Warm-up exercises
 - ♦ Introduce chipping and pitching
 - ♦ Review mini-swing and half-swing
 - ♦ Demonstrate
 - ♦ Stress proper hand action
 - ♦ Have athletes use different clubs
 - ♦ Game: Field Goal Golf or Leap Frog
2. Review
 - ♦ Warm-up exercises
 - ♦ Review pitching and chipping
 - ♦ Play tee me - pitch me
 - ♦ Game: Golf Bocce

Week 8

1. Review
 - ♦ Warm-up exercises
 - ♦ Demonstrate full swing
 - ♦ Review club safety
 - ♦ Demonstrate swing sequence
 - ♦ Use tennis balls on a tee
 - ♦ Game: Bullseye Golf or Death or Glory
2. Review
 - ♦ Warm-up exercises
 - ♦ Review golf swing principles
 - ♦ Cover basic rules of golf and etiquette
 - ♦ Set up a short course and have athletes play
 - ♦ Game: Scramble



SAMPLE 8-Week Level II-V TRAINING LESSON PLAN:

Coaches may follow the skills training progression in the above 8-week lesson plan; however, your goal would be to get Level 2-5 athletes playing golf as much as possible. If you do not have access to a course, please refer to the lead up golf games and activities in the Teaching Sport Skills section. Rules, Etiquette, Safety and on course strategy should be part of every plan.

Week 1

1. Welcome
 - ♦ Introduce the **game of golf**
 - ♦ Go over **safety** procedures
 - ♦ Program content and handbook
 - ♦ Demonstrate warm-up exercises
2. Opening Remarks
 - ♦ **Swing** demonstration
 - ♦ Equipment explanation
 - ♦ Warm-up exercises
 - ♦ **Skill** assessments

Week 2

1. Welcome
 - ♦ Review
 - ♦ Warm Up Exercises
 - ♦ Demonstrate **Basic Golf Swing**
 - ♦ Teach movement progression (tee line)
 - ♦ Balance Drills
2. Review **Safety**
 - ♦ Basic **Rules/Etiquette**
 - ♦ Putting Contest
 - ♦ Chipping Contest

Week 3

1. Welcome
 - ♦ Review
 - ♦ Warm up Exercise
2. Introduce **target awareness and club selection**
 - ♦ Hit balls to designated targets starting with short yardages, working out
 - ♦ Demonstrate
3. **Play 3 holes: 4 Person Scramble**
 - ♦ Post scores,
4. **Rules of the week**

Week 4

1. Welcome
 - ♦ Review
 - ♦ Warm Up Exercises
 - ♦ **Chip and Putt**
 - ♦ **Full shots on range**
2. Level 2 and 4: Play 4 hole: **2 Person Scramble**
Level 3 and 5: **Individual Stroke Play**
 - ♦ Score and discuss Rule of the Week
 - ♦ Prepare for **Rules Test**

Week 5

1. Welcome
 - ♦ **Rules, Safety, Etiquette Test**
2. Warm Up
 - ♦ Golf Ball Race (first hole)
3. Holes 2 –4, play assigned Level format
 - ♦ Post Score
 - ♦ Review Course **Strategy**

Week 6

1. Welcome
 - ♦ Review Rule of the Week
 - ♦ Warm Up Exercises
 - ♦ **Hit balls**
 - ♦ Distribute **Round Chart Card**
 - ♦ Explain record keeping
2. **Play 4 holes, designated format level**
 - ♦ **Post scores**
 - ♦ Review Chart Card
 - ♦ **Rule of the Week**

Week 7

1. Welcome
 - ♦ Warm Up
 - ♦ Review Round Chart Card
 - ♦ **Work on area of weakness**
2. Alternate Shot Competition
 - ♦ Review Pre-Shot routine
 - ♦ **Rule of the Week**

Week 8

- ♦ Level 2 –5:
- ♦ 9 Hole Competition



Sports Skills Assessment Record Sheets

The levels of instruction include: Physical Assistance (P.A.), Physical Prompt (P.P.), Demonstration (D), Verbal Cue (VeC.) and Visual Cue (ViQ). Physical Assistance means the instructor gives total manual assistance to the athlete for the entire task. Physical Prompt means the instructor gives partial manual assistance to the athlete for the entire task. Demonstration involves the instructor demonstrating the entire task for the athlete.

A Verbal Cue is a partial verbal prompt where the instructor uses key words or phrases to elicit motor responses from the athlete. A Visual Cue is a partial visual prompt where the instructor points at the key elements of the task to elicit motor responses from the athlete.

Date Mastered

When the athlete performs the task according to the pre-set conditions and criteria, the instructor enters the date the task was mastered and proceeds to a new task. Once all of the tasks are mastered and the athlete performs the entire skill upon command and without assistance, the instructor enters that date in the right-hand column, across from the skill entry.

Sports Skills Assessment Record Sheet

Purpose

The Sports Skills Assessment Record Sheet is designed for the instructor to record the athlete's pre-assessment and post-assessment scores. The instructor can use the record sheet as a master list which indicates several things: one, each athlete's overall development in the program; two, the current ability levels of all the athletes in the program; and three, comparable progress between athletes in the same ability level. Also, the record sheet is useful for quickly determining the athlete's placement on sports teams or in future sports skills classes. Together, the Sports Skills Assessment Record Sheet and the Daily Performance Record are effective training devices.

Using the Sports Skills Assessment Record Sheet

The instructor tests the athlete with the sports skills assessment before the athlete begins training, and enters the pre-training assessment score in the proper column on the sheet. After the athlete has trained in the sports skills of that particular level, the instructor retests the athlete and enters the post-training assessment score in the corresponding achievement column. Of course, the instructor may allow the athlete to fill in the record sheet so the athlete may see what progress he/she is making and take pride in his/her achievement.



Planning a Golf Training and Competition Season
Golf Skills Assessment Record Sheets



Special Olympics

Golf Skills Assessment Record Sheet

Instructor _____

Name	Grip	Posture	Balance	Aim	Putting	Chip	Pitch	Iron	Wood	Total (180 possible)
Joe (Ex.) (Pre-Test Scores)	15 VeC 6/3/03	15 ViC 6/3/03	15 VeC 6/3/03	14 D 6/3/03	18 WA 6/3/03	16 VeC 6/7/03	14 PA 6/7/03	16 WA 6/7/03	15 WA 6/7/03	138
Conditions & Criteria										
Level of Instruction										

Code: Levels of Instruction: PA = Physical Prompt D= Demonstration VeC=Verbal Prompt Cue WA=Without Assistance ViC=Visual Prompt Cue



Daily Performance Record

Purpose

The Daily Performance Record is designed for the instructor to keep an accurate record of the athlete's daily performances as he/she learns the sports skills described in this guide. There are several reasons why the instructor should use the Daily Performance Record.

1. the record becomes a permanent documentation of the athlete's progress, which is important in itself, and helps the instructor establish measurable consistency in the athlete's curriculum. This is extremely important when more than one instructor works with the athlete.
2. the record allows the instructor to be flexible during the actual instructional session because he/she can break down the skills into tasks that are more specific than those indicated in this guide and, thus, meet the individual needs of each athlete.
3. the record helps the instructor choose proper skills and tasks, viable conditions and criteria for mastering the skills and tasks, and correct levels of instruction to suit the athlete's learning abilities in future sessions.

These reasons make the Daily Performance Record an important aspect of an individualized educational program. The Pre-Skills assessment administered the first practice session and Daily Performance records are management tools to enable the athlete and coach to achieve season goals and objectives.

Using the Daily Performance Records

At the top of the record, the instructor enters his/her name, the athlete's name, the sport and the sports skills program level from which the skills are taken. If more than one instructor works with the athlete, they should enter the dates that they work next to their names.



Special Olympics

Golf Task Record

Scale 1-10

Instructor _____

Name	Etiquette	Rules	Sportsmanship	Cooperation	Behavior Patterns	Total	Level of Instruction
1. Joe (Ex.)							
2.							
3.							
4.							
5.							

Code: Levels of Instruction: PA = Physical Prompt D= Demonstration VeC=Verbal Prompt Cue WA=Without Assistance ViC=Visual Prompt Cue



Special Olympics Golf Training Log

Date:

Name:

Coach:

Skill:

Goals:

Corrective Instruction Tips:

1) Pre-Swing:

Routine:

Grip:

Ball Position:

Stance and Aim:

Posture:

2) In-Swing:

Back Swing:

Impact:

Through Swing:

Finish:

Recommended Drills/ Suggestions:

Notes/ Comments:



Using the Golf Training Log Template

Weekly Home Training

After each session, each athlete should have a golf specific drill or exercise to rehearse at home. Supplement the rehearsals with some stretching and strengthening suggestions, depending on the athletes assessment.

Share the home training suggestions to the family or friend that is responsible for the athlete to assure the training gets done or to serve as a training partner.

Coaches and athletes may use this template to track practice progress and prepare for your next practice session or competition.

It is important that the athletes have at least 1 or 2 **positive** thoughts to reflect between practice sessions. The template does not have to be completed at each sub-title. Simply circle the one or two key areas of concern and write the tip or thought in the space provided.

Also, encourage the athlete to write down their personal swing keys in their own words if possible. Ask the athlete their intention and use their words.

Below is an example of tips one might include when completing the template:

Skill:

Chipping

Goal:

To chip 4 of 10 balls into the designated target area.

Pre-Swing:

Grip: Palms facing each, choke down on the handle when placing hands.

In-Swing:

Tempo: TICK-TOCK, 5 – 7 on the clock

Drills/Suggestions:

1. Brush grass drill using mini-swing
2. Railroad track alignment: Place one club on target line and one on body line
3. Practice your chipping to close targets with whiffle balls or tennis ball in back yard.

Notes: Squeeze your tennis ball. Remember your personal tempo swing que: “Donald Duck”!

Remember, my thoughts are not your thoughts.

It is important to not only jot down corrective swing thoughts, but to note thoughts or comments the athlete might have when they hit a good shot, or made an awesome swing.

Ask the athlete, try to use their words or body description when making a point. Felt like.....Looks like.....Sounds like.....!

