

On the Green - Step 1

An Introduction to Putting



GAMEON

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Class Timetable

Class Timetable

Session Length: 60mins

Mastering the Game Focus:
Swing
Introduction to Swing

Online Whole Golfer Resource:
Fit for Golf

Learning the Game Focus:
Aim of the Game
Equipment Requirements

Time	Topic	Class Content	Games / Drills / Resources
15 Mins Prior	Setup and Welcome	<ul style="list-style-type: none"> Set up the games and practice stations Be ready to welcome participants 5 minutes before the session starts 	
5 mins	Introduction	<ul style="list-style-type: none"> Outline the objective of the class Get the group together to introduce the Learning the Game and Whole Golfer focus Introduce the Technical Guidance for the class Explain how to play the games Explain how to attempt the practice station activities 	<ul style="list-style-type: none"> The aim of the game Overview of equipment
40 Mins	Mastering the Game	<ul style="list-style-type: none"> Learners break out to play the games individually, in pairs or groups A chance to build relationships amongst the group and between the coach/students Opportunity for private coaching Opportunity for social interaction amongst the group 	<ul style="list-style-type: none"> Practice stations Game cards Secondary skill : on
10 mins	Challenges and Recap	<ul style="list-style-type: none"> Outline the relevant challenges students need to complete for this skill Recap Mastering the Game and Learning the Game Focus from the session 	<ul style="list-style-type: none"> Iron play chall
5 Mins	myGame Tracking	<ul style="list-style-type: none"> Add any lesson notes to the learner's Student Connect on GLF Locker Learners should mark their attendance at the Themed Class in the myJourney section of the myGame area. Direct the learners to the online resources for the Whole Golfer, Learning the Game and Mastering the Game focus in the myGame area of GLFLocker 	<ul style="list-style-type: none"> GLF Locker /Game App
15 Mins Post	Relationship Building	<ul style="list-style-type: none"> Take time after the class has finished to actively connect new learners Ensure everyone has their next playing or practice session booked, and take the opportunity to upsell private lessons to those that require additional help 	

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GOLF DEVELOPMENT

Class Timetable - Introduction to Putting

Session Length: 90mins	Group Size: 1:8	Mastering the Game Focus: On the Green Introduction to Putting	Whole Golfer Focus: Mind Dispelling Myths	Learning the Game Topic: Orientation	Learning the Game Focus Orientation of the Game Orientation of Equipment	Mastering the Game Challenge: Short Putts Challenge
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Time	Focus	Class Content	Games / Drills / Resource
15 Mins Prior	Setup and Welcome	<ul style="list-style-type: none"> Set up the games and practice stations of your preference and the challenges for the specific class. Be ready to welcome participants 5 minutes before the session starts 	<ul style="list-style-type: none"> Class Layout and Setup
10 mins	Introduction	<ul style="list-style-type: none"> Outline your preferred technical focus for the class Introduce the Learning the Game or Whole Golfer focus Explain how to play the games and attempt the practice station activities Explain how to attempt the Mastering the Game Challenges 	<ul style="list-style-type: none"> Orientation of the Game Orientation of the Equipment Dispelling Myths
30 mins	Mastering the Game Independent and Social Practice Mastering the Game Challenges	<ul style="list-style-type: none"> Learners play the games individually, in pairs or in groups Opportunity to provide private coaching to learners Learners may attempt the Mastering the Game challenges independently or socially 	<ul style="list-style-type: none"> Practice stations Game cards Secondary skill station Mastering the Game Challenges
5 Mins	Learning the Game and Whole Folder Focus	<ul style="list-style-type: none"> Get the group together to introduce the Learning the Game or Whole Golfer focus Opportunity to engage in group discussion and questions 	
30 Mins	Mastering the Game Independent and Social Practice Challenges and Recap	<ul style="list-style-type: none"> Learners play the games individually, in pairs or in groups Opportunity to provide private coaching to learners Learners may attempt the Mastering the Game challenges if applicable independently or socially 	<ul style="list-style-type: none"> Practice stations Game cards Secondary skill station
10 Mins	MyGame+ Tracking on GLF. Connect	<ul style="list-style-type: none"> Add any lesson media to the learner's Student Connect area Learners should be encouraged to mark their attendance at the Themed Class in the Journey to Club and Course Ready section of the MyGame+ area Encourage the learners to mark the challenge as complete for the Step they have attempted if they are successful within the Mastering the Game program wheel on the MyGame+ area 	<ul style="list-style-type: none"> MyGame+ on GLF. Connect App
15 Mins Post	Relationship Building	<ul style="list-style-type: none"> Take time after the class has finished to actively connect new learners and build relationships. Ensure everyone has their next playing or practice session booked, and take the opportunity to upsell private lessons to those that require additional help 	<ul style="list-style-type: none"> GLF. Connect App

Class Objectives



Technical Guidance

The technical guidance we are prescribing is to be delivered as you see fit, you should use your experience, preferences and be sure to link your technical advice to how this will help learners to improve the key skills of **Strike**. Some of technical content you may want to explore in this first session may include:

- **Basics of Setup with the Putter** - Introduce some basic setup concepts which may include:
 - Hand position on the grip and linking this to technical focus at week 1. You may want to explore position, grip pressure and how the hands link together. You may also want to explore how the grip may differ compared to Week 1 and 2.
 - Basic stance concepts such as standing side ways to the ball, standing close due to the putter length and lie angle.
- **Introduction to Putting motion** - Introduce some basic putting motion concepts which may include:
 - Pendulum swing travelling at speed which is promoting control that is comparable to the chipping motion
 - Rhythm of the putting motion to promote a good concept of control and how this is comparable to chipping
 - Body motion and how this differs from the technical focus at Week 1 and 2.
- **Explore the concept of how the design of the club used links to the task which may include:**
 - Demonstrate underarm throwing the ball onto the green and rolling the ball. Explore how this links to the design of the putter
 - The interaction between the putter face, ball and how the putter head travels into the golf ball. Link this back to the concepts at week 1.



Keep your technical instruction to less than 5 minutes, in order to allow maximum time for play and practice and for you to reinforce the key skills with individual tuition. Exploring skills through discovery and games based learning.

Learning the Game

During your class we recommend that you explore the Learning the Game focus which links directly to the stage of the program the learners are attending. These are most important knowledge and skills for their development. It is up to you to deliver this content in the class in the most appropriate way to suit your needs and the needs to the learners. You can explore these concepts at the start, during and halfway through the class. You do not need to cover it all but this offer ideas for elements we recommend you explore:

- **Orientation of the Game:**
 - **What is Putting** - Give an overview of the skill of putting and how it differs from other skills within the game.
 - **When a Putt is Played** - Introduce the when a Putt is played during a round of golf and when it is it is suitable to play a putt rather than a Chip shot.
 - **Introduce the Different Areas On the Green** - Give learners an overview of the surface of the green, how hole positions rotate and why. You may also want to explore how the surface may vary the outcome of the putt.
- **Orientation of Equipment:**
 - **Components of the Putt:**
 - Link back to the learning the game focus from week 1 and 2.
 - Specifically introduce how the design of a putter will promote the correct task outcome including the optimal roll of the ball.
 - Discuss how putter styles vary and why. Highlight the alignment aids on the design
 - You should also explore why a putter is shorter and has a different lie angle than other clubs.



The Whole Golfer

During your class we recommend that you explore the Whole Golfer focus which links directly to the stage of the program the learners are attending. This will help to build their confidence to play the game. It is up to you to deliver this content in the class in the most appropriate way to suit your needs and the needs to the learners. You can explore these concepts at the start, during and halfway through the class. You do not need to cover it all but this offer ideas for elements we recommend you explore:

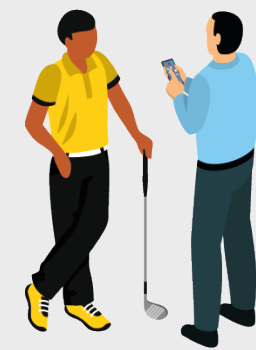
- **Dispelling Myths in Putting**
 - Professional Golfers do not hole every putt and neither will your learners. Make sure they understand this or their expectations will be too high
 - Include some stats to provide some more realistic expectations for example:
 - The average number of putts holed by the best players in the world from 8 feet is 5/10

Manage learners expectations on how much practice they should be doing, little and often is much more preferable to a long range session. Highlight the structure of the practice club sessions and encourage practice with friends between lessons too.

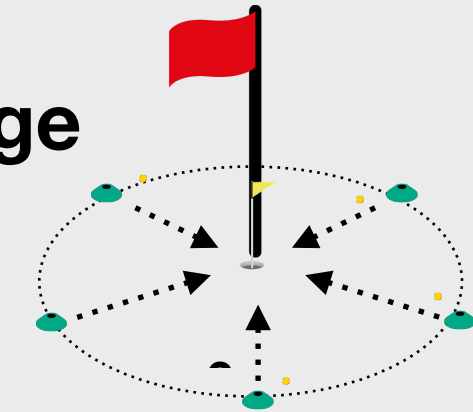


Class Layout and Setup

Station 1:
Practice Station
Face Aim



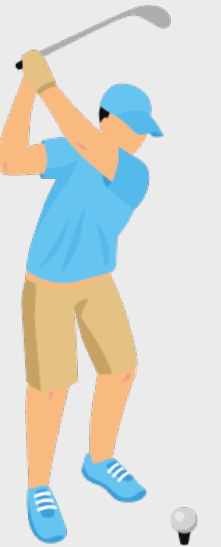
Station 7: Challenge Station



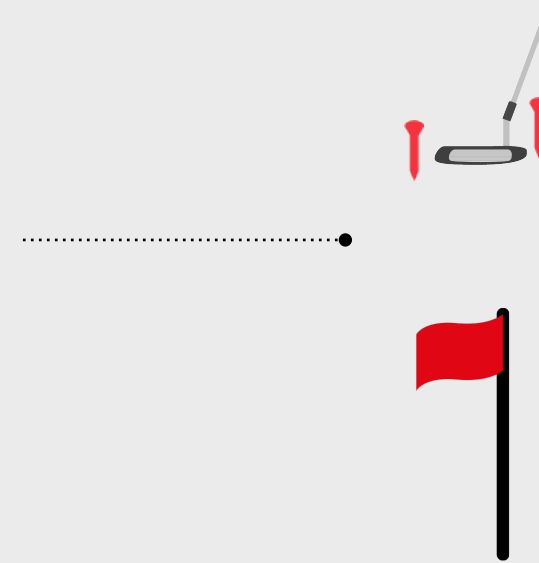
Group Discussion:
Stand, during and
end of class



Station 6:
Secondary Skill



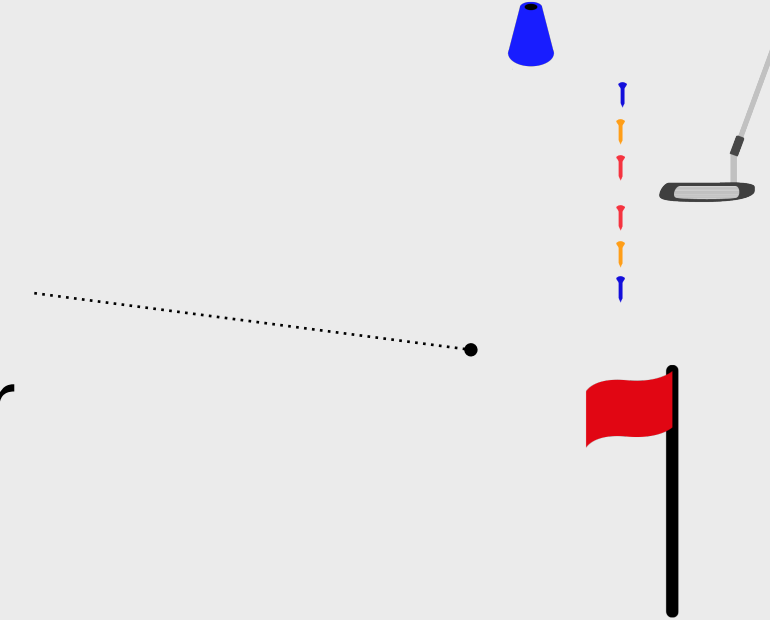
Station 2:
Practice Station
Strike Gate



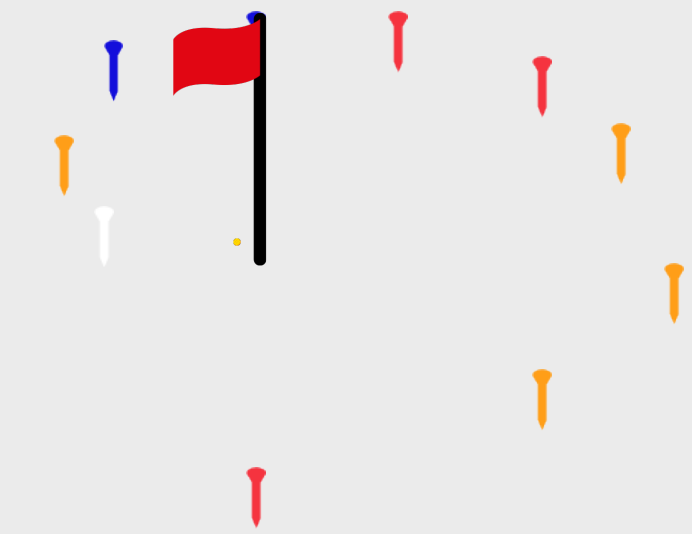
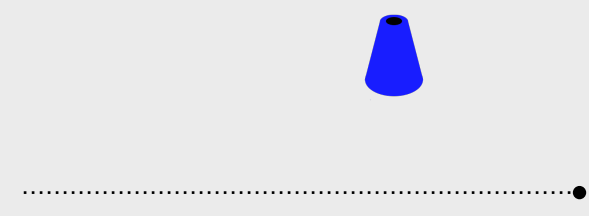
Station 5:
Game Station
Ladder



Station 3:
Practice Station
Swing Length Ladder



Station 4:
Game Station
Spiral



Practice Stations and Game Cards



Themed Class Plans
Control Distance

30 Yards

20 Yards

10 Yards

About
The Practice Station Activity has been built to provide an engaging practice element to your class around the themed class focus.

Equipment Needed

- 12 cones
- Golf balls

How to Practice

- Set this activity up in 3 different sized boxes (10, 20 yards and 30 yards) from the learner.
- The learner should practice chipping the ball at different distances using the same club, by varying the speed of the swing.
- Encourage them to start by controlling the length of the stroke, similarly to how they learnt to control the ball further; and then gradually increase the length of the stroke and speed of the stroke to ball further.
- This practice is learnt using the same club as a lower lofted club. e.g. a 7 iron would be best to use.

Technical Learning Objectives

- This activity will help the learner to understand the distance of a shot based on the speed of the stroke.
- This activity will help the learner to gain consistency in chipping around the green by becoming confident in using one particular type of club.

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GAMEON GOLF DEVELOPMENT

Clubface Alignment Activity

Equipment Needed

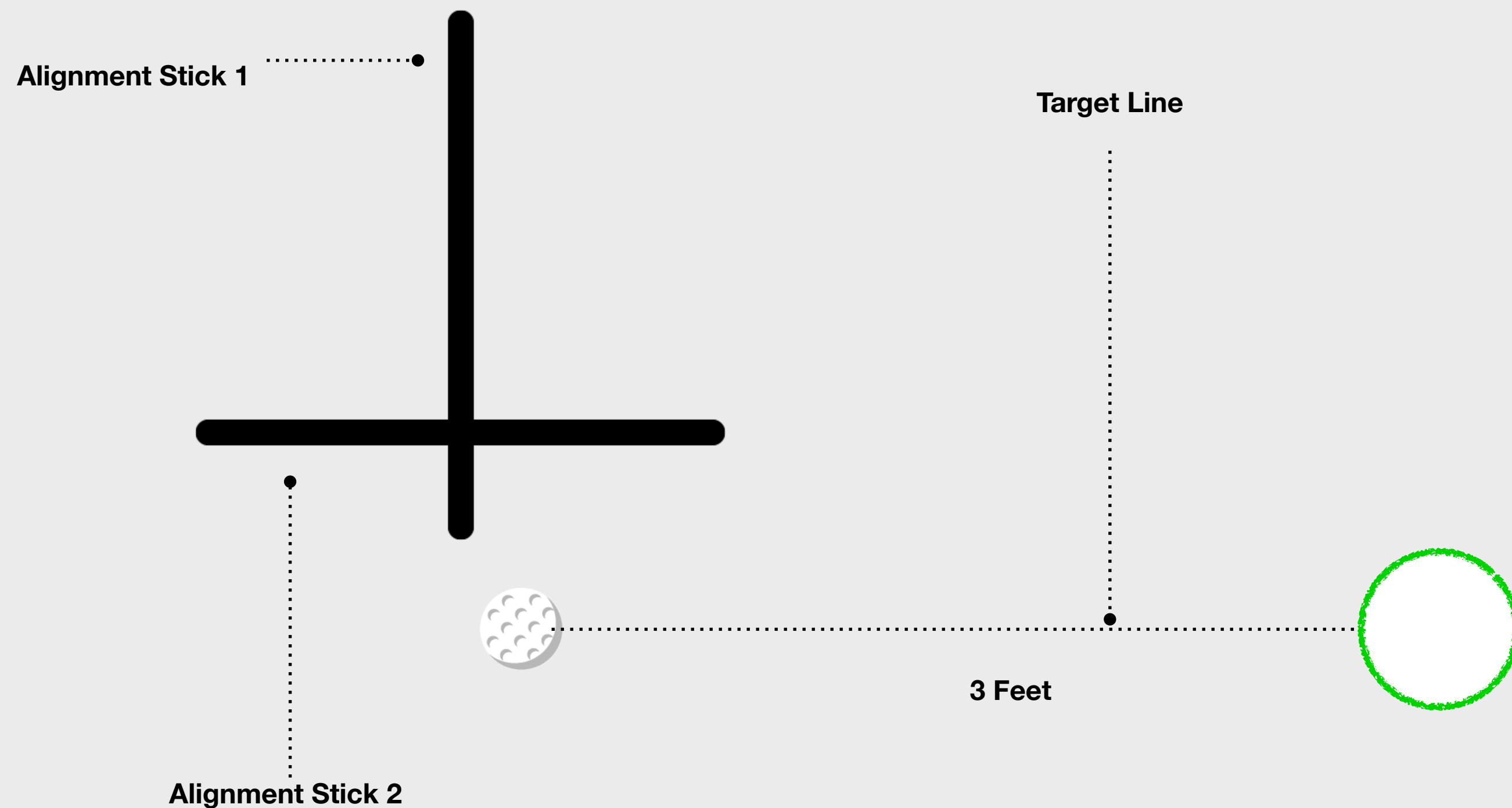
- 2 Alignment Sticks
- Putter
- Golf Ball

How to Practice

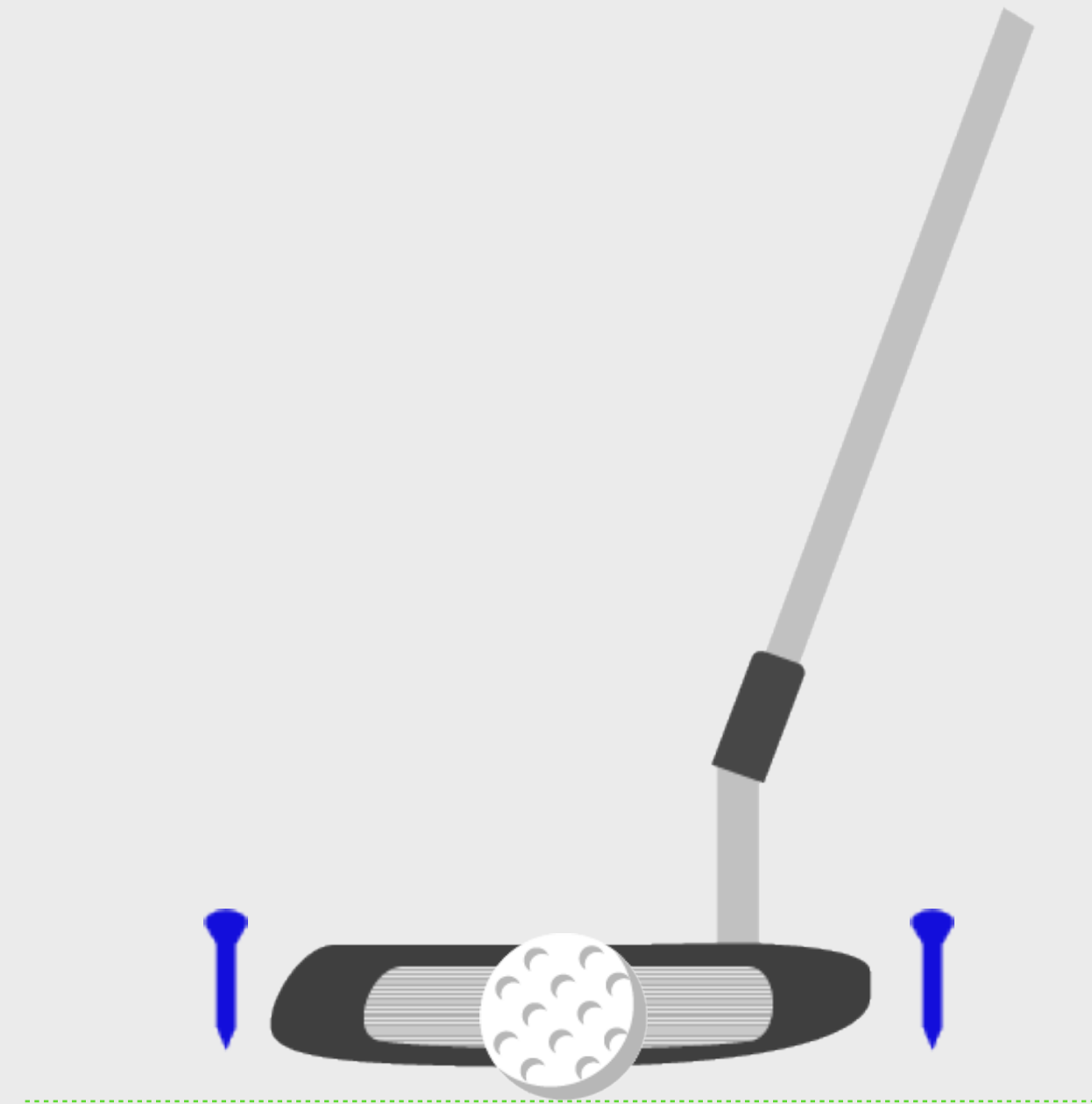
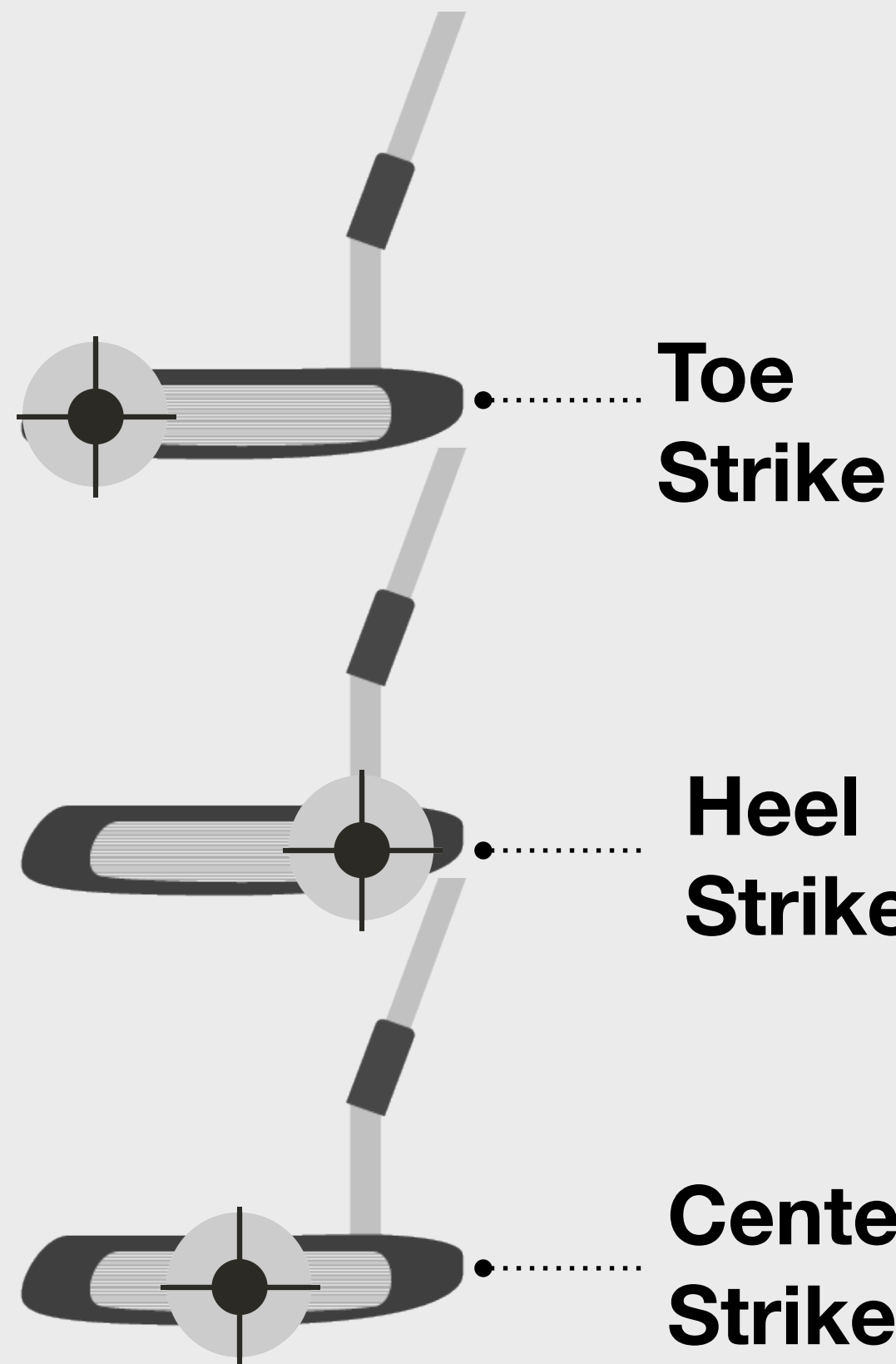
- Set this activity up on flat green surface with a tee peg, ball marker or coins on the ground where the putter should be placed
- The learner should practice placing the putter behind the golf ball with the face aligned to the alignment stick (square to the target line)
- Encourage errorful practice whereby a poorly aligned putter face impacts the balls starting direction
- At the start get them used to pushing the ball with a square, closed and open club face to see the impact on the clubface aim
- Build this into a putting stroke

Technical Link

- This activity will help the learner to understand how to alignment the club face correctly to the target



Clubface Impact Activity



Equipment Needed

- 2 Tee Pegs
- Putter
- Golf Ball

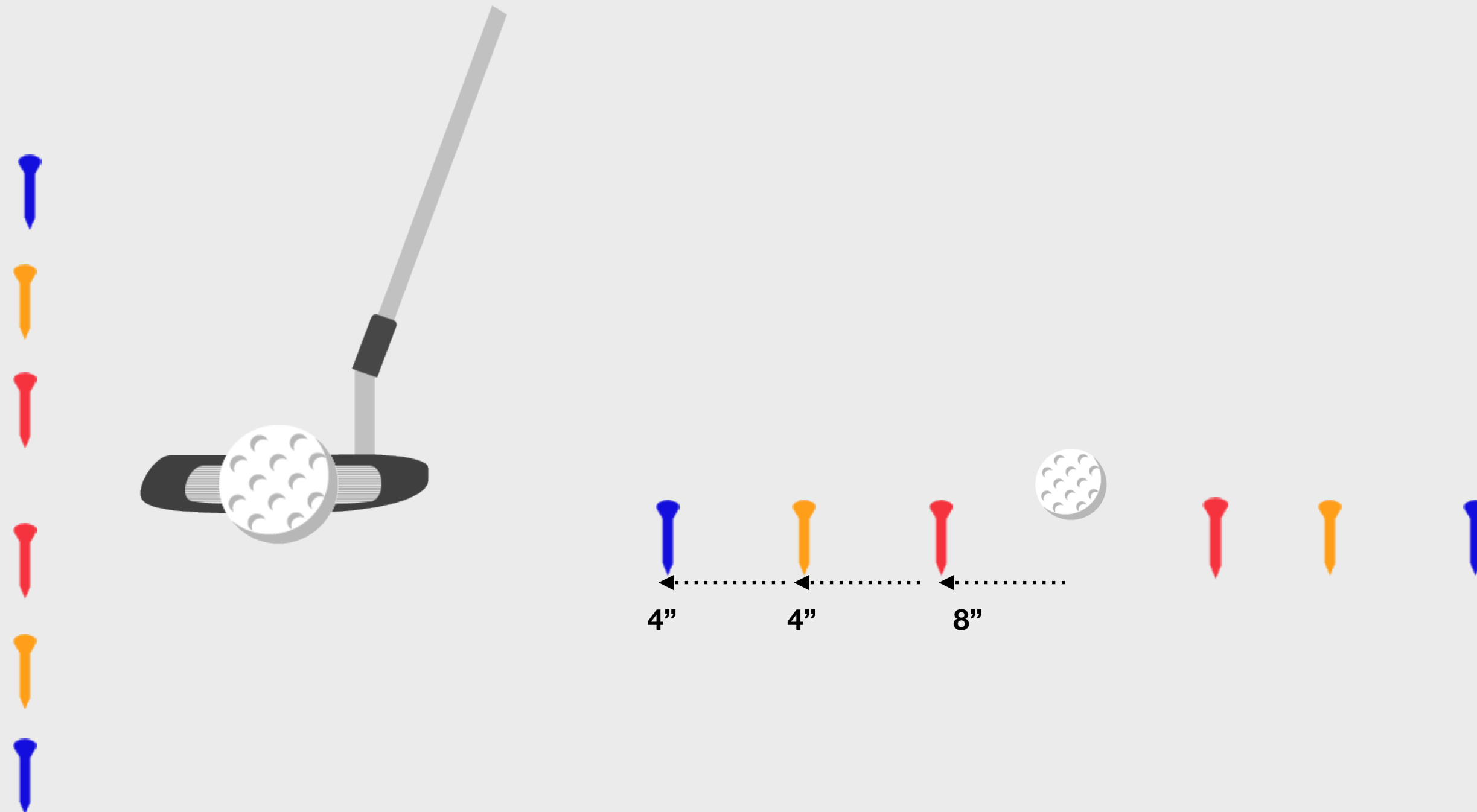
How to Practice

- Set this activity up on flat green surface with a tee peg, ball marker or coins on the ground where the putter should be placed
- Get the learner to place the centre of the putter on the ground onto of the marker, tee peg or coin
- Place two tee pegs either side of the putter head, one outside of the toe of the putter and one outside the heel
- Get the learner to attempt the swing the putter head between the tee pegs with and without the ball
- Get them to engaging in errorful practice whereby they deliberately strike either tee to understand the impact of an off centre strike
- Get the to listen to the change in sound when they do this and the impact on the distance the ball travels

Technical Link

- This activity will help the learner to understand how to get the centre of the putter head to sit properly on the ground
- This activity will help the learner to understand the impact of an off centre strike on the sound of the ball off the putter
- This activity will help the learner to understand the impact that strike has on the distance the ball travels

Swing Length Ladder



Equipment Needed

- 6 Tee Pegs
- Putting
- Golf Ball

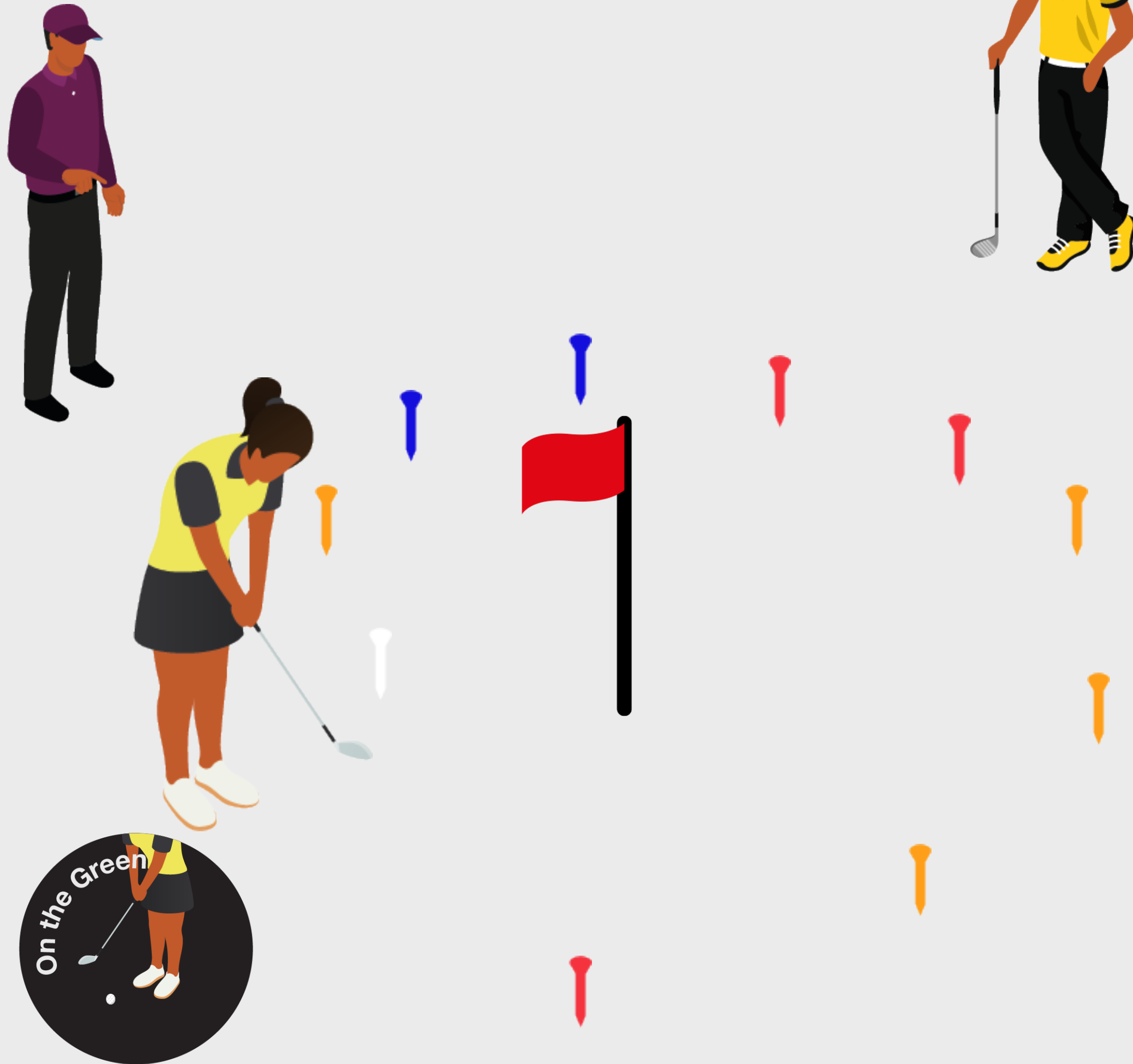
How to Practice

- Get the learner to practice swinging the putter from and to the first tee pegs either side of the ball (red)
- As they practice, get them to count 1, 2. They should time the end of the backstroke with the one count and the end of the through stroke with the two count
- Get them to hit a few putts and see how far the ball travels
- Next, get the learner to swinging the putter from and to the second tee pegs either side of the ball (red). Again they should reproduce the count of 1, 2.
- Get them to hit a few putts and see how the ball travels further
- Finally, replicate for the final set of tee pegs.

Technical Link

- This activity will help the learner to understand the concept of Swing Length, Rhythm and Tempo
- It will help the learner to understand that as swing length changes, the distance the ball travels changes
- It will help them to understand how length of swing transfers to distance

Short Putts Spiral



Equipment Needed

- Tee pegs to mark the ten spiral distance between 1 foot and 10 foot from the hole

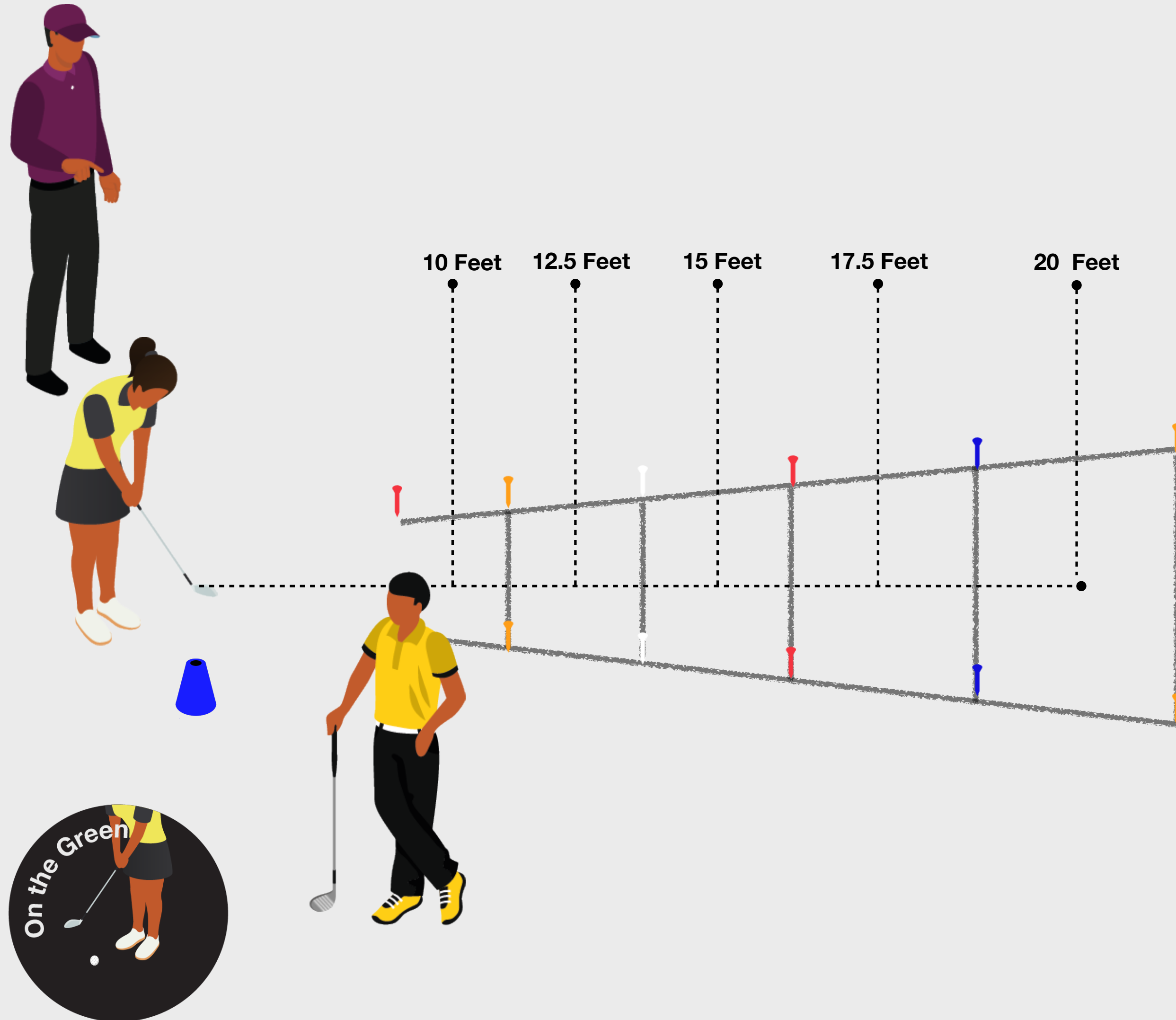
How to Play

- A learner starts by attempting to putt their ball into the hole from the first tee peg 1 foot from the hole
- If they are successful, they move to the next tee peg, 2 feet from the hole
- If unsuccessful they repeat their attempt from the first tee peg
- The learners attempt to complete all tee pegs in the spiral
- This game can be played individually, in pairs or small groups

Progression Ideas

- Change the location of each tee peg
- Vary the starting distance of the first tee peg
- Vary the distance between the tee pegs
- Attempt the distances in reverse
- Add a consequence to the game by limiting the number of attempts before moving back a tee peg
- Play on a more severely sloped surface

Long Putts Ladder



Equipment Needed

- String for the target boxes
- 12 tee pegs cones to mark the edge of the boxes
- A single cone to represent the starting position

How to Play

- A learner starts by attempting to putt their ball into the first and smallest box on the ladder
- If they are successful, they return to the starting position and attempt their next go to the second box
- If unsuccessful they repeat their attempt to the first box
- The learners attempt to complete all steps on the ladder to complete the game
- This game can be played individually, in pairs or groups

Progression Ideas

- Vary the size of the boxes
- Vary the distance between the starting point around and the boxes
- Increase the number of shots that must go into the boxes before the box is completed
- Attempt the boxes in reverse
- Add a consequence to the game by limiting the number of attempts before moving back a box.

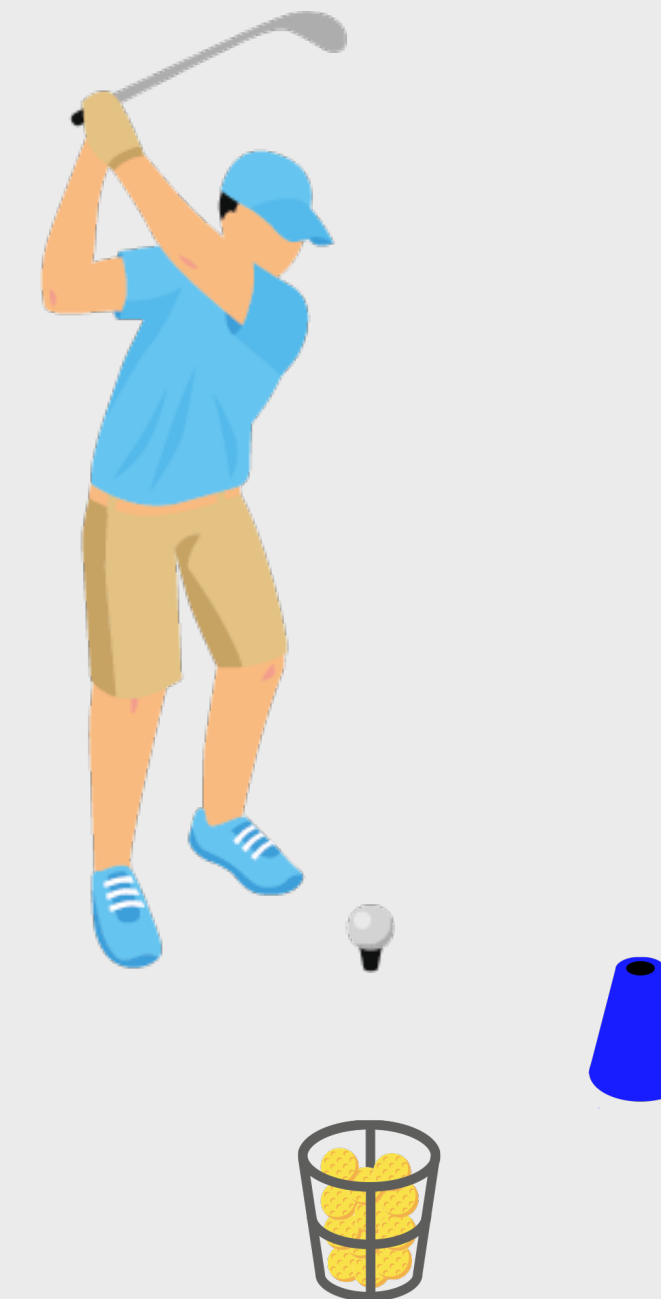
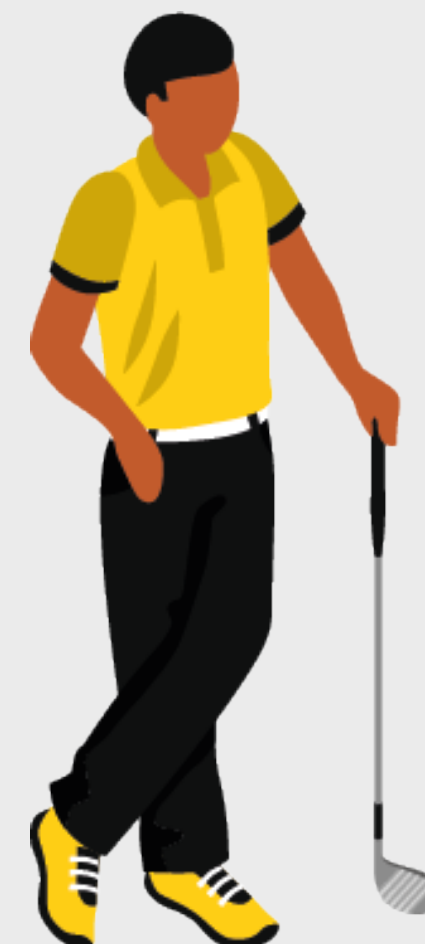
Secondary Skill



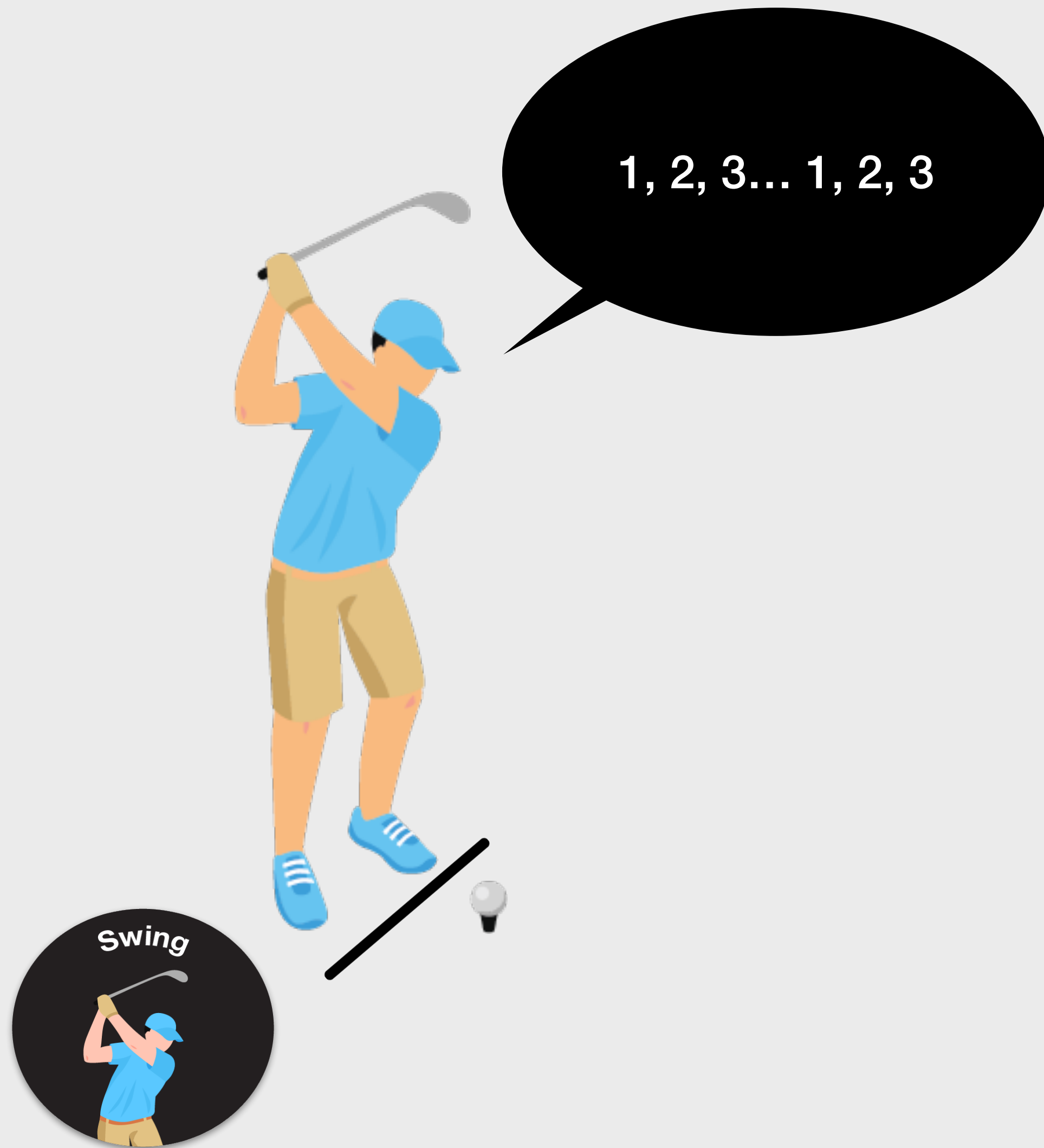
Secondary Skill

To allow for variety of practice during the session, and to enable those that may have missed a class to catch up on practicing some of the other skills we recommend having one of the stations set up as a secondary skill.

This week's secondary skill is **Swing**, providing learners an opportunity to practice what was learnt in the "Introduction to Swing" class the on the first week.



1, 2, 3... 1, 2, 3



Equipment Needed

- Driving range
- Fairway wood
- Golf balls

How to Practice

- Learners should understand the importance of rhythm and tempo in their golf swing
- Demonstrate the importance of maintaining a consistent swing speed
- This consistent swing speed and rhythm will develop consistency of strike and ultimately more consistent shots

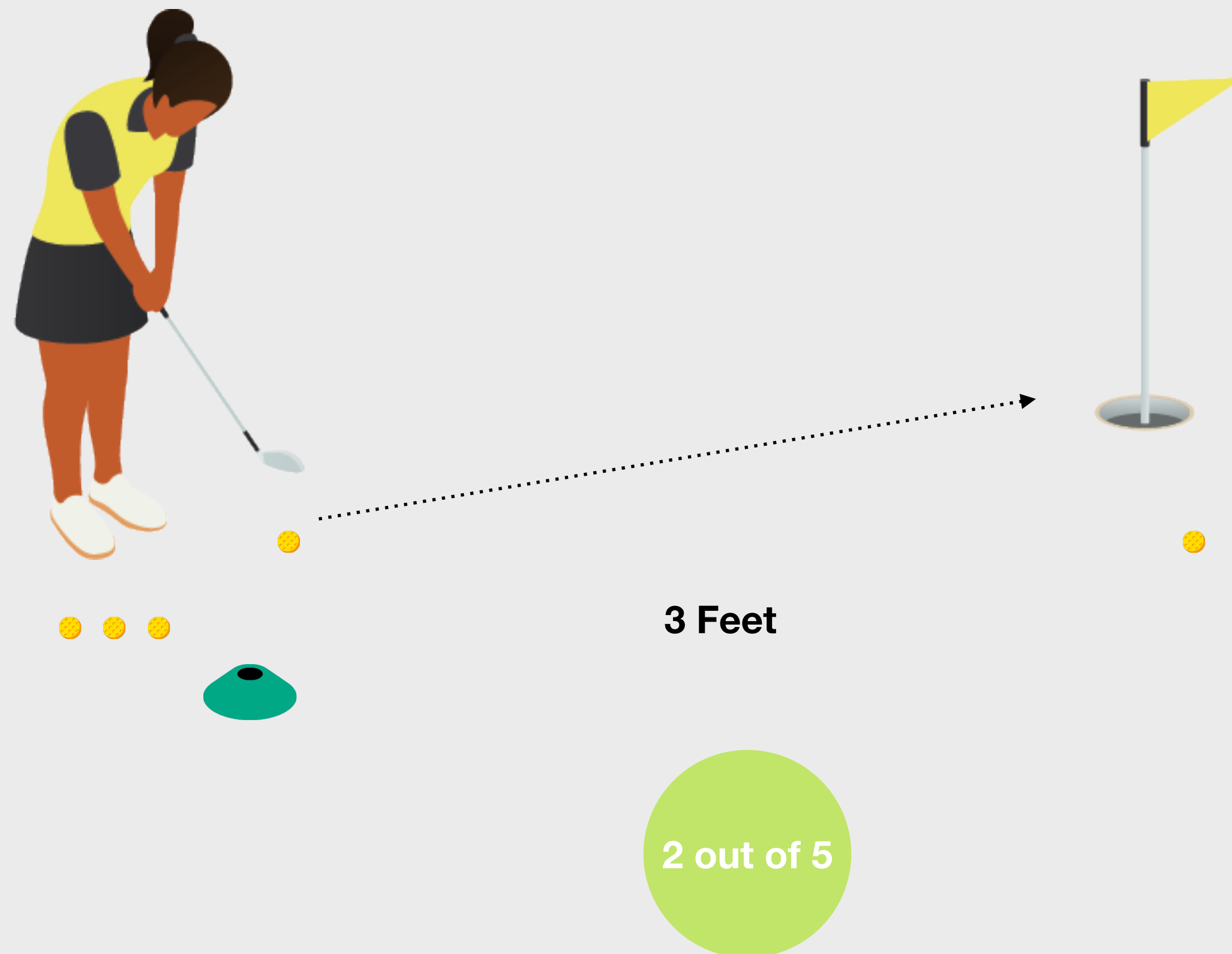
Technical Link

- Allow the learners to quicken and slow their swing speed and rhythm and see the changes in consistency of strike and shot

Mastering the Game Challenges



Short Putts Challenge



The Challenge

To complete the Step 1 Challenge the learner needs to putt 2/ 5 balls in the hole from 3 feet on a flat green surface from one position around the hole.

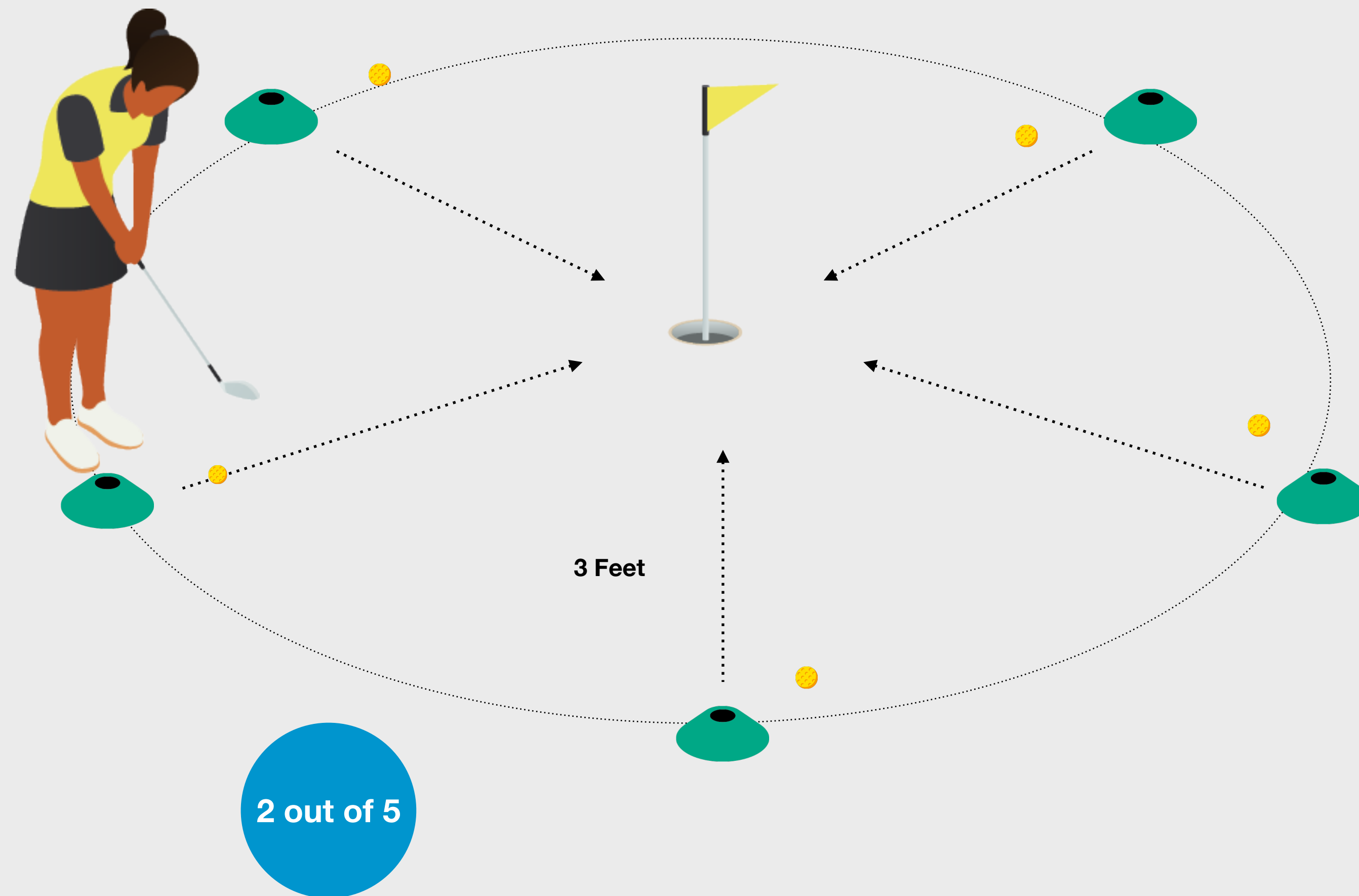
What should the Learner do next?

After attempting the challenge, the learner should:

- Log in to the GLF. Connect App
- If they complete the challenge, mark it as complete in the Challenge Section



Short Putts Challenge



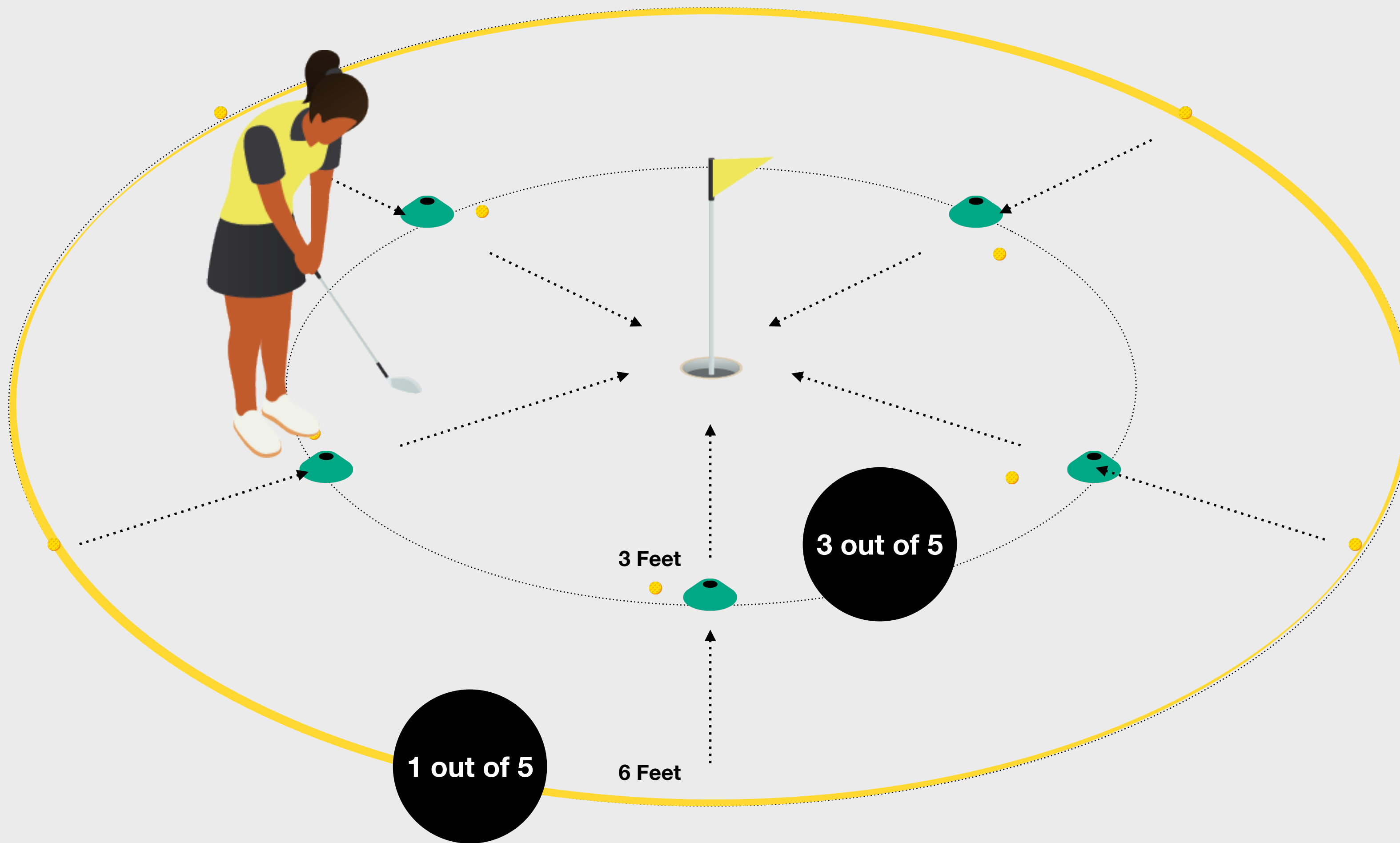
The Challenge

To complete the Step 2 Challenge the learner needs to hole 2 out of 5 putts from a distance of 3 feet from 5 different positions around the hole.

What should the Learner do next?

- Log in to the GLF. Connect App
- If they complete the challenge, mark it as complete in the Challenge Section

Short Putts Challenge



The Challenge

To complete the Step 3 Challenge the learner needs to hole 3 out of 5 putts from a distance of 3 feet and and 1 out of 5 putts from 6 feet from 5 different positions around the hole.

What should the Learner do next?

- Log in to the GLF. Connect App
- If they complete the challenge, mark it as complete in the Challenge Section

