Tips for Class Management

Pre Session

- Chapter defines behavior expectations[1] and check in/check out[2] process across all program locations and communicates to coaches.
- Chapter sets behavior expectations for participants with parents via Parent Orientation including check in/check out process.
- Chapter sufficiently schedules coaches for all classes to maintain a 6:1 participant to coach ratio.

Pre Class

- Coaches or volunteers check participants in using Chapter's check in procedure.
- All Coaches and participants have name tags.
- Coaches provide an active learning environment that allows participants to be successful by setting up activities for minimal waiting between turns and clearly defined safety zones.
- Lead coach reminds coaches of safety protocols and procedures for stations and transition times.

During Class

- Coaches set expectations for behavior, safety, and etiquette with participants at the beginning of each class.
- Coaches "coach from the back"[3] and engage players while they are waiting in the safety zone.
- Coaches Empower Youth by getting to know the strengths and weaknesses of each player in their class and addressing them by name.
- Coaches follow through on communicated expectations if participants do not follow established class rules.
- Coaches reward successes when participants follow the rules.

Post Class

- Dismiss participants based on Chapter's check in/check out policy.
- Conduct a good, better, how with coaches and volunteers.

1. Example behavior expectations can be found in the "Keep It Safe" section of each coach guide and are a great place to start.

2. As part of chapter's risk management policy it is a best practice to establish safe check in/check out procedures where children are checked in and out of class by an approved parent or guardian.

3. For more age-group specific class management techniques, Level 2 & 3 Coach Trainings deliver experiential learning and explore these strategies in depth.

first tee®

3 Strategies to Manage Golf Skill Disparities in Class

1. Vary targets, distances, and equipment

- **Targets:** Set up multiple sizes of target to maximize challenge for varying golf skills (larger target = easier / smaller target = harder)
- **Distances:** Set up varying distances to targets from playing area (shorter distance = easier longer distance= harder)
- **Equipment:** Provide multiple types of balls, tees and lies from playing area, to provide optimal challenge for participants (use a tee = easier / tight lie or long grass= harder)
  - It's okay to put a ball on a tee, off the putting green, for developing skill
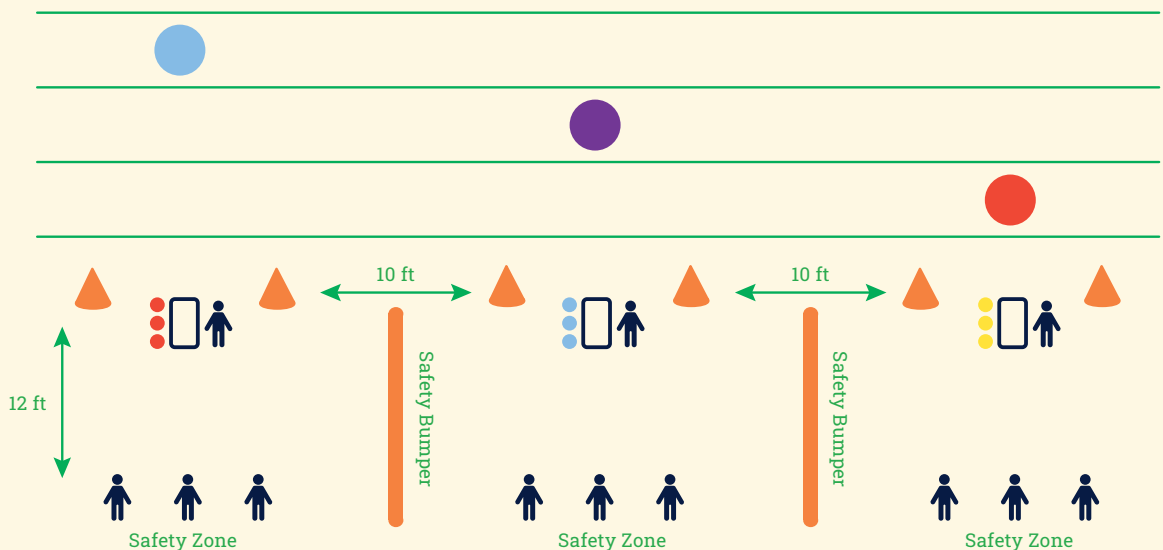
2. Match higher skill players with lesser skill players

- Allow advanced players to serve as leaders and mentors in class settings.
- Pair advanced players with beginning players in challenges.
- Ask more skilled players to assist lesser skilled players who they are paired with in class

3. Group higher skill and less skill players separately within class

- For specific advanced golf skill development, group players based on golf skills level for advanced concepts.