Acknowledgements

NAYS Staff Acknowledgements

Chief Operations Officer                      John Engh
Vice President, Community Relations           Lisa Licata
Director, Start Smart Sports Development Programs Andy Parker

Army Project Lead                              Donna M. McGrath

Army Editorial and Review Board
Darrin Allen
Virginia Brown
Kevin Montgomery
Ingrid Osewalt
Brian St. John
Joanne Pike

Special Thanks to:
M.-A. Lucas, Director, Army Child and Youth Services
Dear Start Smart Instructor,

Thank you for accepting the position of Start Smart Instructor. This manual will give you detailed instructions on how to operate your program.

As you may know, well-meaning volunteer youth league coaches may not always have the time or expertise to teach children the basic motor skills that they will need to be successful in sports. Start Smart teaches children the skills they need to play organized sports in a FUN, non-competitive environment.

The Start Smart Sports Development Program was originally developed based on a 1993 study showing that 49% of children participating in organized sports lacked the minimum motor skills necessary to be successful in those programs. The same study also showed that children who are given proper motor skill instruction in a fun, supervised setting are more likely to be ready for organized sports. Therefore, in addition to our general motor skill development program, we have now created targeted programs focusing on the specific skills needed for future participation in particular sports.

Thank you again for offering Start Smart at your Army Garrison. If you have any questions about the program or this manual, please call us at 1-800-729-2057.

Sincerely,

The Start Smart Sports Development Programs Staff

P.S. Please notify our National Office of the start date for your program and send us pictures from your sessions!
Table of Contents

Introduction
- What is Start Smart? .......................................................... page 1
- The Start Smart Mission .................................................... page 1
- Who is the National Alliance for Youth Sports? ....................... page 1
- Why Start Smart? ............................................................... page 2
- Program Guidelines .......................................................... page 3

The Start Smart Instructor
- What are your Responsibilities? .......................................... page 4
- Program Checklist ............................................................ page 4
- Materials Checklist .......................................................... page 5
- Additional Program Materials ............................................. page 6
- Promotional Tips .............................................................. page 6
- Frequently-Asked Questions .............................................. page 7

Program Format
- Sample Schedule ............................................................... page 8
  Sports Readiness Pre-Assessment and Sample Schedule .......... page 8
  Weeks 2-6: Skill-Development Exercises ............................... page 9
- SNAG Basics – Using the Equipment .................................. page 11
  The Grip ............................................................................ page 11
  Set-up/Stance ..................................................................... page 12
  The Swing .......................................................................... page 13
  Putting, Chipping, Pitching, Full Swing ............................... page 14
- Station Set-up (Weeks 1-6) ................................................ page 16
- Skill Development Exercises ............................................. page 21
  Week 1 ............................................................................. page 21
  Week 2 ............................................................................. page 23
  Week 3 ............................................................................. page 25
  Week 4 ............................................................................. page 26
  Week 5 ............................................................................. page 28
  Week 6 ............................................................................. page 30
- Participant’s Progress Report ............................................. page 31

Appendix
- Performance Cues ............................................................... page A1
- Sample Floor Plan ............................................................ page A2
- Sample Promotional Flyer ................................................ page A3
- Sample Press Release ....................................................... page A4
- Instructor Survey ............................................................. page A5
- Participant Roster .............................................................. page A6
Introduction

What is Start Smart Golf?
Start Smart Golf, a program of the National Alliance for Youth Sports, teaches children (ages 3-7) the basic motor skills necessary to play organized golf while they work one-on-one with a member of your staff. The program focuses on teaching children basic sports mechanics without the threat of competition or the fear of getting hurt. Start Smart Golf sessions are held once or twice a week for three to six weeks. Each week, the exercises become increasingly more difficult as the class progresses and the children show improvement.

The Start Smart Mission
The Start Smart Sports Development Program was created to teach children the basic motor skills necessary to participate in organized sports while giving them the opportunity to work one-on-one with an adult. The programs were developed to be informative and fun, so children will have a positive first-time sports experience and continue participating in sports beyond this introductory level.

Who is the National Alliance for Youth Sports?
Formed in West Palm Beach, Florida in 1981, and formerly known as the National Youth Sports Coaches Association, the “Alliance” was originally developed as a volunteer youth sport coaches certification system with a simple mission: to make youth sports fun and safe for kids. Since 1981, this nonprofit association has developed into a diverse organization with a number of national programs and accredited chapters in all Fifty States. The programs offered by the Alliance include: the National Youth Sports Coaches & Officials Association, the National Academy for Youth Sports Administrators, Parents Association for Youth Sports, the Start Smart Sports Development Programs, and Hook A Kid On Golf. These programs are administered by the Alliance’s two divisions; Education and Youth Development.

The Education Division of the Alliance concentrates on programs that educate adults about the benefits of youth sports and the Youth Development Division focuses on programs that deal directly with children. Specifically, the Youth Development Division develops programs that build the proficiency and confidence that youngsters need to participate and remain active in sports by 1) offering programs that teach the basic motor skills necessary for meaningful sports participation, 2) generating interest in lifetime activities, 3) providing a healthy fitness attitude for life.

The Start Smart Sports Development Program, along with the other Start Smart sports-specific programs, is administered through the Youth Development Division of the National Alliance for Youth Sports.
Why Start Smart?

Before entering organized youth sports programs, children need to master the fundamental motor skills that serve as a basis for more complex sports skills. Children do not effectively learn these skills by playing games, but rather by practicing developmentally appropriate activities.

Developmentally appropriate activities are tasks designed for the child’s current level of performance ability while using equipment that enables the child to be successful. Success is extremely important in early motor skill learning experiences, as it builds self-esteem and the motivation and confidence needed to try to improve.

Children who enter youth sports programs with fundamental motor skills and confidence in their ability to perform are much more likely to learn new and more complex sport-specific skills, achieve success in competition, and enjoy a positive sports experience. These children are also more likely to participate in sports and fitness activities as adults.

All children should be provided with effective, developmentally appropriate activities and equipment to prepare them for future organized sports and fitness opportunities. Start Smart accomplishes this by offering programs that encourage children to participate in youth sports without the threat of competition or the fear of getting hurt.

References
The Start Smart Golf developmental tasks and program guidelines were developed by motor skill development specialists from Northern Kentucky University. The program is based on the research findings (Kirk, 1993), practices of effective motor development teachers and programs (Graham, Holt/Hale & Parker, 1993), and is influenced by the National Association for Sport and Physical Education’s Council on Physical Education for Children’s Position Statement: “Developmentally appropriate physical education practices for children” (1991).


What about the products?
The 1993 study at Northern Kentucky University showed that children ages 5-10 participating in a motor skill development program improved at a greater rate while using specialized equipment as opposed to traditional elementary physical education equipment. The products used in the Start Smart programs are the most innovative available and are developmentally appropriate for teaching youngsters the basic motor skills that are emphasized in the program. The Start Smart Golf program utilizes developmentally appropriate products from SNAG (Starting New At Golf).
Program Guidelines

The following guidelines should be emphasized during your Start Smart program to ensure that children obtain high levels of achievement and success during the program. Staff members should be aware of these guidelines at all times while working on basic motor skill development with children.

- **Positive Learning Environment**: Children must be provided with a positive, non-threatening learning environment where they receive a great deal of encouragement and success.

- **Children Are Unique**: All children are unique and learn at different rates. It takes them much effort and many practice trials to improve.

- **Maximum Involvement**: Each child needs the opportunity to practice skills learned. START SMART activities are organized to provide children optimal time to practice skills at the same time. To maximize individual practice time, equipment is provided for each staff/volunteer-child group.

- **Success Is Important**: The child should experience high success rates on a task. Modify the task if it is difficult for the child to succeed. Once success is attained, increase the difficulty of the task incrementally. An example of modifying a task is changing the distance a ball must travel.

- **Appropriate Equipment**: The equipment must be developmentally appropriate for the child. Start Smart provides equipment that is the appropriate size and weight for this age group.

- **Keep it Simple**: Children are not “little adults.” They learn and comprehend differently than adults. In the early learning stages, keep it simple by demonstrating exactly what you want them to do.

- **Positive Feedback**: Clear, concise, and positive feedback from the staff regarding the child’s performance and effort will enhance learning.

- **Expect Success**: All kids need lots of encouragement and a feeling that your only expectations are that they learn and improve. If you expect success, your child will have the confidence to believe that he/she is capable of succeeding in the particular task.

- **Complete Tasks before Continuing**: Start Smart activities are organized from simple to more complex. A child should complete one task successfully before moving on to the next exercise.

- **Review Tasks**: Children will benefit from reviewing previously completed tasks. This practice is especially helpful if they are having difficulty with the task at hand.
The Start Smart Instructor

What Are Your Responsibilities?
As a Start Smart Instructor, you are the key to the success of your program! We recommend that you, the Child Development Center (CDC) Education Technician, CDC Lead or Mentor, or the Child and Youth Program Assistant (CYPA), and volunteers assigned to implement the Start Smart program familiarize yourself with all of the program materials prior to running Start Smart for the first time.

You can use the instructor manual as a guide to successfully implement your Start Smart program. This Start Smart Instructor Manual should be used in conjunction with the Skill Guide that you received with your Start Smart Starter Kit.

Program Checklist
Below is a checklist of your responsibilities as a Start Smart Instructor. Each item refers to a subject covered later in the manual. We recommend using the checklist as a timeline while working toward your program start date.

- Review Start Smart Instructor Manual.
- Review the Materials Checklist (page 5) to assure that you have received all of your equipment in your Starter Kit.
- Establish a location for your program: (CDC/SAS multi-purpose room or outdoor area).
- Develop Start Smart Implementation Plan.
- Schedule Start Smart into the CDC or SAS Daily Activity Plans.
- Recruit parent volunteers to assist with the program.
- Order any additional materials from the National Office 3 weeks prior to the start of your program.
- Gather any additional program materials needed for your program (page 6).
- Implement Start Smart by following the Program Format (page 8) in this manual.
Materials Checklist
The Start Smart Golf Starter Kit includes the following items:

- 2 Instructor Manuals
- 2 Skill Guides
- 1 Carry-All Bag
- 1 Parent Video
- 1 SNAG Video
- 10 RH 26” Launcher
- 2 RH 30” Launcher
- 1 RH 34” Launcher
- 1 LH 26” Launcher
- 1 LH 30” Launcher
- 1 LH 34” Launcher
- 6 Flagstick Bases
- 12 Flagsticks
- 8 26” Rollers
- 2 30” Rollers
- 1 34” Roller
- 8 Launch Pads
- 8 Packs of blue tees
- 4 Roller Brushes
- 4 Snappers
- 8 SNAGazooos
- 60 Large Balls
- 24 Small Balls
- 1 Target w/ Bladder
- 1 Rollerama

Reminder: Check to see if you have all the equipment needed to start your program!
Additional Program Materials You May Need

Here is a list of suggested items that are needed to run your Start Smart program. You may already have some of these materials and most can be substituted by using other items.

- Duct or masking tape to mark the floor and/or walls
- Poster Board for Performance Cue Posters for each skill area
- Name tags
- First-aid kit
- Hula Hoops
- Plastic milk or soda containers

Promotional Tips

The following checklist will ensure the success of Start Smart in your centers for years to come.

Before your program begins:

Coordinate with your Public Affairs Office (PAO) or MWR Marketing Office to implement:
- Daily and weekly local newspapers articles.
- Local radio stations that may run public service announcements.
- Local cable television stations that run public service announcements.

**The National Office can provide you with a press release if needed!**

Also, distribute the promotional flyer (see page A3) to:
- Local youth sports leagues
- Public Libraries
- Schools
- Child Development facilities
- Community centers

During your program:

Coordinate with your Public Affairs Office (PAO) or MWR Marketing Office to:
- Contact weekly newspapers in your community to let them know that the program is being held (many weeklies prefer having the story done for them since most are understaffed; the national office can provide help with a story).
- Contact all local television stations’ news and sports directors to get additional coverage. (Local radio and television talk shows may be interested in having the Start Smart Instructor on the shows with parents, kids, etc., to talk about the program).
When is the best time to conduct a Start Smart Program?

Start Smart can be run anytime, but you may want to consider running your program as a developmental program prior to the next scheduled youth sports leagues. This would enable those children who would like to participate in the next league to prepare themselves in advance. The Sports Readiness Assessment will enable staff members to recognize if the child is ready for organized sports. Start Smart is recommended for children between the ages of 3-7 years old.

Where can I implement my Start Smart Program?

Start Smart can be implemented indoors or outside with the equipment that is included in your Starter Kit. If you are planning to hold your program outdoors, you need to consider variables like the weather, time changes in the spring and fall, and insects. Please remember – some of the Start Smart exercises require the use of a wall as a target.

How do I recruit parent volunteers to assist with Start Smart?

Advertise at the front desk and at Central Enrollment and Registration (CER), and ask during sports registration sign-up, bearing in mind that many parents are apprehensive to coach a team but may be interested in teaching a skill development program.

Some additional questions that may be asked during your program:

**Q:** What if a child’s attention span prompts him/her to want to move to the next station before you give the signal?

**A:** For a program comprised of mostly young children, where attention spans are generally very short, you may want to decrease the time at each station to 7 or 8 minutes (rather than the 10 minutes-specified in the program format).

**Q:** Is the child ready to play in an organized youth sports league once he/she has finished the Start Smart Program?

**A:** Refer to the “Interpreting Assessments” section in the back of the Skill Guide. However, it is important to remember that even if a child proves to be physically ready to participate in organized sports, he or she may not be emotionally ready. This decision needs to be made accordingly. The National Alliance for Youth Sports recommends that children should not be involved in competitive sports before the age of eight.
Program Format

The following is a standard schedule for Start Smart. The 3/6 weeks of staff-child instruction should be scheduled for 1/2/3 days per week and each session should last for approximately one hour. The ratios are 1/10 in CDC and 1/15 in SAS.

Standard Start Smart Schedule
Week 1: Start Smart Assessment and Skill Development Exercises
Weeks 2-5: Skill Development Exercises
Week 6: Skill Development Exercises, Mock Game, and Post Assessment

Sample Schedule – Week 1

Child Assessment and Exercise #1

For example, if your class starts at 9 am…

8:30 am: Set-Up
- Set-up your room with the four skill-assessment stations. Please see the sample floor plan (page A2) indicating how each skill area is set up for the assessment.
- Performance Cue posters should be placed in a visible spot at each station.
- Appoint volunteers to specific stations to assist the participant groups.
- Set up a check-in table with attendance sheets (class rosters) and nametags.
- Before the class begins, divide the children into equal groups according to the participating child's age (i.e., all of the 4-year-olds in one group).

8:45-9:00 am: Check-In
- Have the participants check in and receive a nametag.

9:00-9:10 am: Instructor (CDC/SAS-Assigned Staff) welcomes participants and conducts the Start Smart Program Assessment.
- Before administering the Sports Readiness Assessment, explain to the staff members that this assessment is ONLY an evaluation to gage the progress of the child. The assessment is NOT used to rank or score any of the children, and the scores are only for the staff to see.
- Have the participants turn to the assessment section of the Skill Guide.
- Explain to participants that they have 5-6 minutes at each skill station for assessment. If possible, there should be a staff member at each skill station to demonstrate each task with the proper equipment.
- At this time, separate the staff/child groups into equal groups and assign them to a station.
9:10-9:35 am: Conduct Readiness Assessment
- Have staff/child groups rotate every 5-6 minutes from one station to the next, performing the assessment that is explained in the skill guide.

9:35-10:00 am: Week 1 Exercises
- After the assessment is complete, have the groups rotate through the stations again and perform the skill development exercises for Week 1 (page 21) for each of the skill areas. Spend 5-6 minutes at each station.

10:00 am: Wrap-Up
- Before the children are dismissed, explain the format of the program for the upcoming weeks. This is also a good time to answer any questions.

Sample Schedule – Weeks 2-6

Skill-Development Sessions

8:30 am: Set-Up
- Set-up your room with the four skill stations.
- Display Performance Cue posters in a visible spot.
- Set-up check-in table with attendance sheets and nametags.

8:45-9:00 am: Check-In
- Have the participants check-in and receive a nametag.

9:00-9:10 am: Preview
- The Start Smart Instructor (CDC Ed Tech, Mentor, Lead, or SAS CYPAL) previews the program. Include the following:
  - Show each exercise for the appropriate week at the skill stations with the suggested equipment.
  - Study and instruct volunteers on how to review the Performance Cues with the child and how to use the Performance Cues as praise when the child performs the exercise correctly.
  - Remind staff members that tasks may be altered (adjust the distances, etc.) to make the skill easier or more difficult to suit each child’s ability.

- If a 1/10 ratio exists, then work one station at a time. If you have parent volunteers, you can have the participants split into skill groups and rotate stations. Pay special attention to each child’s skill level in the first few weeks. Throughout the course of the program, an effort should be made to group children that have similar skill levels.
9:10-9:20 am: Begin Skill Development Exercises
- As the Start Smart Instructor, you should monitor all skill stations. If enough volunteers are not available, the instructor will need to run one station at a time.
- Each skill should be reviewed with the staff/child groups before they actually begin the tasks. Staff members should concentrate on proper execution of the Performance Cues by the children, and not necessarily the results.
- The Start Smart Instructor needs to continuously enforce the importance of the posted Performance Cues and of giving positive feedback to the children.

9:20-10:00 am: Rotate to All Stations
- Rotate through the rest of the stations, switching every 10 minutes.

10:00 am: Wrap-Up
- Before the staff/child groups are dismissed, answer any questions that they may have.
- Encourage the children to practice at home.
- Discuss what skills will be learned the following week.

**WEEK 6:** Give the children enough time to complete the Start Smart Assessment again to see what progress the child has made since Week 1. Tell the staff members to record the child’s score in the “Post Assessment” column of the scoring sheet in their Skill Guide. Again, this assessment is ONLY an evaluation to gage the progress of the child. The assessment is NOT used to rank or score any child, and the scores are for the staff eyes only.
Initial Steps
1. Place a red marking dot on the thumbnail of the right (rear) hand.
2. Place a yellow marking dot on the thumbnail of the left (target) hand.
3. Make sure the child knows which hand is which.

Launching - (reverse for left-handers)
Place your right hand on the launcher with your thumb and index finger at the point where the end of the grip and shaft meet. Raise the launcher to a 45 degree angle so that the end of the grip is pointing
at your ankles. Now place your left hand on the butt of the grip and your left thumb placed comfortably on the yellow dots. Now slide your right hand down the shaft with the thumb on the red dots until it meets with the left. Your right thumb should be on the red dots and your left thumb while on the yellow dots should also be inside the palm of your right hand. You are now ready to lower the club head to the ground and begin your set-up.

**Putting - (reverse for left-handers)**

Place your right hand on the roller with your thumb and index finger at the point where the end of the grip and shaft meet. Raise the roller to a 45 degree angle so that the butt of the grip is pointing at your ankles. Now place your left hand on the butt of the grip and your left thumb placed comfortably on the yellow dots. Now slide your right hand down the shaft with the thumb on the red dots until it meets with the left. Your right thumb should be on the red dots and your left thumb should be on the yellow dots but your hands should not be touching and you should be able to see the inside of your palms. You are now ready to lower the club head to the ground and begin your set-up.

**Set-up/Stance**

**Initial Steps**
1. Always start with both feet together.
2. Always have your knees slightly flexed.
3. Get to the “Ready” position.

**Putting - (reverse for left-handers)**

Start with both feet together and the club head resting on the ground between your feet. Now, take a small step toward the target with your left foot. Now take a small step with your right foot away from the target. Both feet should be inside your shoulders and the club head and ball should be in the exact middle of your stance. If your knees are slightly flexed, you are in the “Ready” position to begin your stroke.

**Chipping - (reverse for left-handers)**

Start with both feet together and the club head resting on the ground between your feet. Now, take a small step toward the target with your left foot. The club head and ball should be slightly inside your right foot. If your knees are slightly flexed, you are in the “Ready” position to begin your stroke.

**Pitching - (reverse for left-handers)**

Start with both feet together and the club head resting on the ground between your feet. Now, take a medium step toward the target with your left foot. Now take a medium step away from the target with your right foot. Both feet should be exactly your shoulders width making a capital “A” with your legs and the club head and ball should be in the exact middle of your stance. If your knees are slightly flexed, you are in the “Ready” position to begin your swing.

**Full Shot - (reverse for left-handers)**

Start with both feet together and the club head resting on the ground between your feet. Now, take a medium step toward the target with your left foot. Now take a medium step away from the target with
your right foot. Both feet should be exactly your shoulders width making a capital “A” with your legs and the club head and ball should be in the exact middle of your stance. If your knees are slightly flexed, you are in the “Ready” position to begin your swing.

The Swing

Swing:

"L"
"Power L"
"L"

Pitching Full Shots Follow Through
Initial Steps - Putting
1. Always start your swing with your hands and club head at the 6 o’clock position.
2. Practice swinging to the positions on the clock that relate to the shot you are making.
   Example: 9 o’clock to 3 or 7 o’clock to 5
3. Use your training tools to become comfortable with the various swing positions.

From the “Ready” position, move back one step with both feet to make a practice stroke. Make an imaginary line between your ball and the target using the arrow on top of the ball. Once you see the “line”, make a practice stroke. Imagine that your hands are in a small clock. With your “Wide Y”, take your hands to the 7 o’clock position without breaking your “Wide Y”. Now sweep back through the 6 o’clock position and stop at the 5 o’clock position. Now, take a step forward so that the roller head is now behind the ball and repeat everything you did on your practice stroke. Tell the child to “Dot the Eye,” meaning hit the ball using the bullseye on the clubface.

Initial Steps - Chipping
1. Always start your swing with your hands and club head at the 6 o’clock position.
2. Practice swinging to the positions on the clock that relate to the shot you are making.
   Example: 9o’clock to 3, 7 o’clock to 5
3. Use your training tools to become comfortable with the various swing positions.

From the “Ready” position, move back one step with both feet to make a practice stroke. Make an imaginary line between your ball and the target using the arrow on top of the ball. Once you see the “line”, make a practice stroke. Imagine that your hands are in a small clock. With your “Long Y”, take your hands to the 8 o’clock position without breaking your “Long Y”. Now sweep back through the 6 o’clock position and stop at the 4 o’clock position. Now, take a step forward so that the Launcher head is now behind the ball and repeat everything you did on your practice stroke. Tell the child to “Dot the Eye.”
Initial Steps - Pitching
1. Always start your swing with your hands and club head at the 6 o’clock position.
2. Practice swinging to the positions on the clock that relate to the shot you are making.
   Example: 9 o’clock to 3, 7 o’clock to 5
3. Use your training tools to become comfortable with the various swing positions.

From the “Ready” position (6 o’clock) and away from the ball, take your “Long Y” to the rear to the 9 o’clock position. As you complete this task, you should have made an “L” with your arms, hands and club. Now reverse your swing direction toward the target and finish at the 3 o’clock position with your club head pointing at the target. Now move up to the ball and launch towards the target repeating everything you did on your practice swing. To really feel the 9 and 3 o’clock positions, use your SNAGazoo training tool often. When hitting the ball tell the child to “Dot the Eye.”

Initial Steps - Full Shot
1. Always start your swing with your hands and club head at the 6 o’clock position.
2. Practice swinging to the positions on the clock that relate to the shot you are making.
   Example: 9 o’clock to 3, 7 o’clock to 5
3. Use your training tools to become comfortable with the various swing positions.

From the “Ready” position (6 o’clock) and away from the ball, take your “Long Y” to the rear to the 10 o’clock position. As you complete this task, you should have made a power “L” with your arms, hands and club. Now reverse your swing direction toward the target and finish at the 2 o’clock position with the front of your body pointing at the target. Now move up to the ball and launch towards the target repeating everything you did on your practice swing. If you really want to feel the 10 and 2 o’clock positions, use your SNAG Snapper training tool often. When hitting the ball tell the child to “Dot the Eye.”
Putting (weeks 1-5)
The putting station will require the least amount of space for your program. It is a good idea to have a wall behind the Rolleramas or Flagstickys so that balls do not stray too far.

Chipping (weeks 1-5)
Station is set up identical to the Putting Station except increase the room between the furthest hitting stations and the targets. Again, a wall behind the targets is a good idea.

Pitching (weeks 4-5)
The pitching station is set up similar to the chipping station except that you will need to be able to prop up the inflatable target or hang it on a wall. If you have a net, curtain or some sort of padding behind the target it will make the rebounds easier to handle.

Full Shot / SNAGazoo & Snapper (weeks 1-4)
Children will want to star hitting balls immediately at these stations so it is a good idea to focus your instructor’s attention at these stations at the beginning of each class. Like the pitching station, it is a good idea to hang some netting or padding behind the hit areas to try to keep rebounds to a minimum. In addition, even though the equipment is not traditional golf equipment, it can still cause injuries. Make sure that both children and staff/volunteers are on alert at all times at these stations.

Playing Stations (weeks 4-6)
Consider this you opportunity to be a golf course designer. Set-up the hole as creatively as you like, but keep in mind that you want the children to have the maximum amount of success possible. When setting up your “greens” you should at least use clothesline rope to mark the outline. This not only indicates the green but will also help the ball to stop rolling on faster surfaces. If you really want to make it a neat experience, use some old carpet for your putting surfaces. Also, if you have nice weather, consider setting up your playing holes outside. All you need to do is make sure you can roll the ball where ever you determine your greens to be.
Station Set-up - Week 4

Station 1
Putting/Chipping

Station 2
Pitching

Station 3
Full Swing

Station 4
Playing
Station Set-up - Week 5
Station Set-up - Week 6

Station 1 Playing
Station 2 Playing
Station 3 Playing
Station 4 Playing
Skill Development Exercises

Staff/Volunteer roles at each station

Week 1-3

In addition to the specific details below, the staff/volunteers are encouraged to offer as much positive feedback to all of the children. One of the most important responsibilities is to make the program a fun experience for all of the children.

Station 1 - Putting
Staff/Volunteers are asked to be positioned at the Rollerama to pick off balls and at the point where each child is putting. They will assist each child with the proper grip, stance, and stroke. They will also add or remove the roller brush as needed. They are also asked to help the children return all equipment to their proper place at the 8-minute mark whistle.

Station 2 - Chipping
Staff/Volunteers are asked to be positioned at the Rollerama to pick off balls and at the point where each child is chipping. They will assist each child with the proper grip, stance, and stroke. They will help place the ball properly on the launch pad tee. They are also asked to help the children return all equipment to their proper place at the 8-minute mark whistle. They will also assist in setting up each station.

Station 3 - Full Shot / SNAGazoo
Staff/Volunteers are asked to be positioned at the Bullseye Target to pick off balls and at the point where each child is launching. They will assist each child with the proper grip, stance, and swing. They will help place the ball properly on the launch pad tee. They are also asked to help the children return all equipment to their proper place at the 8-minute mark whistle. They will also assist in setting up each station.

Station 4- Full Shot / Snapper
Staff/Volunteers are asked to be positioned at the Bullseye Target to pick off balls and at the point where each child is launching. They will assist each child with the proper grip, stance, and swing. They will help place the ball properly on the launch pad tee. They are also asked to help the children return all equipment to their proper place at the 8-minute mark whistle. They will also assist in setting up each station.

Week 1 Stations

Station 1 – Putting

**Procedures:** The dot on the ball is at the rear with arrow facing target. Hands and thumbs are placed on proper colors on grip. Proper setup is done creating a “Wide Y” with the arms. Child is coached to make contact with bullseye on club to “dot on ball.” Child feels brushing motion using the
clip on Roller Brush. Child starts with feet together and makes one small step to the target then one small step away from the target with the ball in the middle of the stance. A short stroke is made.

Activities:
- Child practices stroking with the Roller Brush sweeping the ground
- Child putts (5) SNAGballs from (1) Roller length. (26”) or 2’ to the Rollerama
  ~ Goal for child is (4) SNAGballs inside blue area of Rollerama
- Child putts (5) SNAGballs from (2) Roller Lengths (52”) or 4’ to the Rollerama
  ~ Goal for child is (3) SNAGballs inside blue area of Rollerama
- Child putts (5) SNAGballs from (4) Roller Lengths (104”) or 8’ to the Rollerama
  ~ Goal for child is (3) SNAGballs inside blue area of Rollerama
- Child putts (5) SNAGballs from (6) Roller Lengths (156”) or 12’ to the Rollerama
  ~ Goal for child is (2) SNAGballs inside blue area of Rollerama

Station 2 – Chipping

Procedures: Child starts by bowling balls to the Rollerama to get a feel for the process of chipping. For chipping, SNAGball is placed on the Launch Pad, dot at rear, arrows pointing at target. Hands and thumbs are placed on the proper colors on the grip. Proper set up is done creating a “Long Y” with the arms. Child starts with feet together and takes one small step to the left. Child is coached to make contact with bullseye to dot. Child is coached to swing from 8 to 4 on the clock face. Child is coached to hit ball in air a short distance and then roll.

Activities:
- Child bowls (5) SNAGballs from (3) paces (@10’) over launch pad to target
  ~ Goal for child is (4) SNAGballs inside total area of Rollerama
- Child chips (5) SNAGballs from (4) paces (@12’) from launch pad to target
  ~ Goal for child is (3) SNAGballs inside total area of Rollerama
- Child chips (5) SNAGballs from (5) paces (@15’) from launch pad to target
  ~ Goal for child is (3) SNAGballs inside total area of Rollerama
- Child chips (5) SNAGballs from (7) paces (@20’) from launch pad to target
  ~ Goal for child is (2) SNAGballs inside total area of Rollerama

Station 3 – Full Shot/SNAGazoo

Procedures: Hands and thumbs are placed on proper colors on grip. Proper set up is done creating a “Long Y” with the arms. Child starts with feet together then takes one medium step to the target then takes one medium step away from the target (both feet, shoulder width). Child is coached to make contact with bullseye to dot. Child is coached with the SNAGazoo to make the proper “L” motion by listening for the sound. Arms are swung to the 9 o’clock and 3 o’clock positions.

Activities:
- Child uses the SNAGazoo to feel the proper arm and hand positions
  ~ Goal for child is to feel the swing motion at 9 and 3 o’clock five times
- Child uses the Launcher to hit (20) Snagballs toward Bullseye.
Station 4 – Full Shot/Snapper

Procedures: Hands and thumbs are placed on proper colors on grip. Proper set up is done creating a “Long Y” with the arms. Child starts with feet together then takes one medium step to the target then one medium step away from the target (both feet, shoulder width). Child is coached with the Snapper to make the proper swing motion “Up High”, “Down Low”, “Take it Back and SNAP the ribbon.”

Activities:

• Child uses the Snapper to feel the proper arm and hand movement
  ~ Goal for child is to feel the swing motion and snap the ribbon
• Child uses the Launcher to hit (10) Snagballs
  ~ Goal for child is to feel the swing motion with a club and to make contact. The Bullseye is only there for aiming purposes – if they hit it – GREAT!

Week 2 Stations

Station 1 – Putting

Procedures: Dot is placed at the rear of the ball and arrows facing target. Hands and thumbs are placed on proper colors on grip. Proper setup is done creating a “Wide Y” with the arms. Child starts with feet together and makes one small step to the target then one small step to the rear with the ball in the middle of the stance. Child is coached to make contact with bullseye on club to dot on ball. Child feels brushing motion during the stroke. Slightly longer stroke is practiced.

Activities:

• Child practices stroking with the Roller Brush
• Child putts (10) SNAGballs from (3) Roller lengths (78”) or 6’
  ~ Goal for child is (6) SNAGballs inside blue area of Rollerama
• Child putts (10) SNAGballs from (5) Roller Lengths (130”) or 10’
  ~ Goal for child is (5) SNAGballs inside blue area of Rollerama
• Child putts (10) SNAGballs from (7) Roller lengths. (182”) or 15’
  ~ Goal for child is (4) SNAGballs inside blue area of Rollerama

Station 2 – Chipping

Procedures: SNAGball is placed on the Launch Pad, dot at rear, arrows facing target. Hands and thumbs are placed on proper colors on grip. Proper setup is done creating a “Long Y” with the arms. Child starts with feet together and takes one small step to the left. Child makes swinging motion from 7 o’clock to 5 o’clock. Child is instructed to make contact with bullseye to dot. Child is coached to hit ball in air a short distance and then roll.
**Note:** Clotheslines are made into one large circular design designating a green, place rollerama inside “green.”

**Activities:**
- Child bowls (5) SNAGballs from (3) paces (@10’) over launch pad to target  
  ~ Goal for child is (4) SNAGballs to stick inside total area of Rollerama
- Child chips (10) SNAGballs from (3) paces (@10’) from launch pad to target  
  ~ Goal for child is (6) SNAGballs to stick inside total area of Rollerama
- Child chips (10) SNAGballs from (5) paces (@15’) from launch pad to target  
  ~ Goal for child is (6) SNAGballs to stick inside total area of Rollerama

**Station 3 – Full Swing/SNAGazoo**

**Procedures:** Hands and thumbs are placed on proper colors on grip. Proper setup is done creating a long Y with the arms. Child starts with feet together then takes one medium step to the target then takes one medium step to the rear (both feet, shoulder width). Child is coached to make contact with bullseye to dot. Child is coached with the SNAGazoo to make the proper L motion. Arms are swung to the 9 o’clock and 3 o’clock positions.

**Note:** Bullseye Target is hung on a wall, fence, chair, pole, etc

**Activities:**
- Child uses the SNAGazoo to feel the proper arm and hand movement  
  ~ Goal for child is to feel the swing motion at 9 and 3 o’clock
- Child uses the Launcher to hit (20) Snagballs toward the bullseye target  
  ~ Goal for child is to stick any of the balls to the target

**Station 4 – Full Swing/Snapper**

**Procedures:** SNAGball is placed on the Launch Pad, dot at rear, arrows facing target. Hands and thumbs are placed on proper colors on grip. Proper setup is done creating a “Long Y” with the arm. Child starts with feet together then takes one medium step to the target then takes one medium step away from the target (both feet, shoulder width). Child is coached to make contact with bullseye to dot. Child is coached with the snapper to make the proper swing motion.

**Activities:**
- Child uses the snapper to learn “Up High, Down Low, Dot Your Eye and Go!”  
  ~ Goal for child is to feel the swing motion
- Child swings the launcher and hits (20) SNAGballs toward the target.  
  ~ Goal for child is to stick any of the balls to the target
Week 3 Stations

Station 1 – Putting

**Procedures:** Dot is placed at the rear and arrows facing target. Hands and thumbs are placed on proper colors on grip. Proper set-up is done creating a “Wide Y” with the arms. Child starts with feet together and makes one small step to the target then one small step away from the target with the ball in the middle of the stance. Coach the child to make contact with bullseye on club to dot on ball. Child feels brushing motion with the roller brush during the stroke. Slightly longer stroke is practiced.

**Activities:**
- Child practices stroking with the Roller Brush
- Child putts (10) SNAGballs from (3) Roller lengths (78") or 6'
  ~ Goal for child is (7) SNAGballs to stick inside blue area of Rollerama
- Child putts (10) SNAGballs from (5) Roller Lengths (130") or 10'
  ~ Goal for child is (6) SNAGballs to stick inside blue area of Rollerama
- Child putts (10) SNAGballs from (7) Roller lengths (182") or 15’
  ~ Goal for child is (5) SNAGballs to stick inside blue area of Rollerama

Station 2 – Chipping

**Procedures:** SNAGball is placed on the Launch Pad, dot at rear, arrows facing target. Hands and thumbs are placed on proper colors on grip. Proper set-up is done creating a “Long Y” with the arms. Child starts with feet together and takes one small step to the left. Child makes swinging motion from 7 o’clock to 5 o’clock. Child is instructed to make contact with bullseye to dot. Child is coached to hit ball in the air a short distance and then roll.

**Activities:**
- Child chips (20) SNAGballs from (3) paces (@10’) from launch pad to target
  ~ Goal for child is (6) SNAGballs to stick inside total area of Rollerama
- Child chips (20) SNAGballs from (5) paces (@15’) from launch pad to target
  ~ Goal for child is (6) SNAGballs to stick inside total area of Rollerama

Station 3 – Full Swing/SNAGazoo

**Procedures:** Hands and thumbs are placed on proper colors on grip. Proper setup is done creating a “Long Y” with the arms. Child starts with feet together then takes one medium step to the target then takes one medium step away from the target (both feet, shoulder width). Child is coached to make contact with bullseye to dot. Child is coached with the SNAGazoo to make the proper “L” motion. Arms are swung to the 9 o’clock and 3 o’clock positions

**Activities:**
- Child uses the SNAGazoo to feel the proper arm and hand movement
  ~ Goal for child is to feel the swing motion at 9 and 3 o’clock
- Child uses the Launcher to hit (20) Snagballs toward the bullseye target
~ Goal for child is to stick any of the balls to the target

Station 4 – Full Swing/Snapper

**Procedures:** SNAGball is placed on the Launch Pad, dot at rear, arrows facing target. Hands and thumbs are placed on proper colors on grip. Proper set-up is done creating a “Long Y” with the arm. Child starts with feet together then takes one medium step to the target then takes one medium step away from the target (both feet, shoulder width). Child is coached with the Snapper to make the proper swing motion “Up High, Down Low, Dot Your Eye, And SNAP it!” Child is coached to make contact with bullseye to dot. Child practices making a swing from 10 o’clock to 2 o’clock

**Activities:**
- Child uses the snapper to learn “Up High, Down Low, Dot Your Eye and Go!”
  ~ Goal for child is to feel the swing motion from 10 to 2 o’clock
- Child swings the launcher and hits (20) SNAGballs toward the target.
  ~ Goal for child is to stick any of the balls to the target

**Staff/Volunteer roles at each station**

**Week 4**

**Station 1 - Putting/Chipping**
Staff/Volunteers position at the Flagsticky to pick off balls and at the point where each child is putting and chipping. They will assist each child with the proper grip, stance, and stroke. They will also put the balls properly on the launch pad tee. They are also asked to help the children return all equipment to their proper place at the 8-minute mark whistle.

**Station 2 - Pitching / SNAGazoo**
Staff/Volunteers position at the Bullseye Target to pick off balls and at the point where each child is pitching. They will assist each child with the proper grip, stance, and swing. They will help place the ball properly on the launch pad tee. They are also asked to help the children return all equipment to their proper place at the 8-minute mark whistle. They will also assist in setting up each station.

**Station 3 - Full Shot / Snapper**
Staff/Volunteers position at the Bullseye Target to pick off balls and at the point where each child is launching. They will assist each child with the proper grip, stance, and swing. They will help place the ball properly on the launch pad tee. They are also asked to help the children return all equipment to their proper place at the 8-minute mark whistle. They will also assist in setting up each station.

**Station 4- Playing**
Parents are asked to be positioned to retrieve any errant shots that the children make. Parents will encourage each child and only use remarks that are positive. Parents are encouraged to help each child understand the tasks required to play. Under no circumstances should a score be kept. The parents will return all equipment to its original position at the 8 minute mark whistle.
Week 4 Stations

Station 1 – Putting/Chipping

Procedures: Dot is placed at the rear and arrows facing target. Hands and thumbs are placed on proper colors on grip. Proper set-up is done creating a “Wide Y” for putting and “Long Y” for chipping with the arms. Child should be coached to take the proper stance. Child is coached to make contact with bullseye on club to dot on ball. Child feels brushing motion with the roller brush during the putting stroke. Chipping stroke is practiced from 7 o’clock to 5 o’clock.

Activities:
• Child putts (10) SNAGballs from (3) Roller lengths. (78”) or 6’ ~ Goal for child is (6) SNAGballs sticking to the Flagsticky
• Child putts (10) SNAGballs from (5) Roller lengths (130”) or 10’ ~ Goal for child is (5) SNAGballs sticking to the Flagsticky
• Child chips (10) SNAGballs from (5) Roller Lengths (130”) or 10’ ~ Goal for child is sticking any balls to the Flagsticky
• Child chips (10) SNAGballs from (7) Roller lengths. (182”) or 15’ ~ Goal for child is sticking any balls to the Flagsticky

Station 2 – Pitching

Procedures: Hands and thumbs are placed on proper colors on grip. Proper set-up is done creating a long Y with the arms. Child starts with feet together then takes one medium step to the target then takes one medium step to the rear (both feet, shoulder width). Child is coached to make contact with bullseye to dot. Child is coached with the SNAGazoo to make the proper “L” motion. Arms are swung to the 9 o’clock and 3 o’clock positions.

Activities:
• Child uses the SNAGazoo to feel the proper arm and hand movement ~ Goal for child is to feel the swing motion at 9 and 3 o’clock
• Child uses the Launcher to hit (20) Snagballs toward the Bullseye Target ~ Goal for child is to stick any of the balls to the target

Station 3 – Full Shot/Snapper

Procedures: SNAGball is placed on the Launch Pad, dot at rear, arrows facing target. Hands and thumbs are placed on proper colors on grip. Proper setup is done creating a long Y with the arm. Child starts with feet together then takes one medium step to the target then takes one medium step away from the target (both feet, shoulder width). Child is coached with the snapper to make the proper swing motion “Up High, Down Low, Dot Your Eye, SNAP it!” Child is coached to make contact with bullseye to dot. Child practices making a swing from 10 o’clock to 2 o’clock.

Activities:
• Child uses the Snapper to learn “Up High, Down Low, Dot Your Eye and Go!”
~ Goal for child is to feel the swing motion from 10 to 2 o’clock
• Child swings the launcher and hits (20) SNAGballs toward the target which is 20 yards away.
~ Goal for child is to hit all the balls into the air a fair distance toward the target.

Station 4 – Playing

Procedures: SNAGball is placed on the Launch Pad, dot at rear, arrows facing target. Proper set-up is done creating a wide and long Y with the arms. Child is coached to make contact with bullseye to dot on ball. The Coach will help child use all the different swings. Hole is designed for children to play. Safety and Conduct is stressed by Coach. Scores are not kept for any of the children.

Note: Hole is designed prior to play using cones to outline boundaries and the clothesline to outline the putting area. Remember – be creative!

Activity:
• Four children play per hole sharing two sets of equipment. They play all the different swings that they have learned in the previous sessions.
~ Goal for the children is to have fun and play to their abilities

Staff/Volunteer roles at each station

Week 5

Station 1 - Putting/Chipping
Staff/Volunteers position at the Flagsticky to pick off balls and at the point where each child is putting and chipping. They will assist each child with the proper grip, stance, and stroke. They will also put the balls properly on the launch pad tee. They are also asked to help the children return all equipment to their proper place at the 8-minute mark whistle.

Station 2 - Pitching
Staff/Volunteers position at the Bullseye Target to pick off balls and at the point where each child is pitching. They will assist each child with the proper grip, stance, and swing. They will help place the ball properly on the launch pad tee. They are also asked to help the children return all equipment to their proper place at the 8-minute mark whistle. They will also assist in setting up each station.

Station 3 and 4 - Playing
Staff/Volunteers position to retrieve any errant shots that the children make. Parents will encourage each child and only use positive remarks. They should help each child understand the tasks required to play. Under no circumstances should a score be kept. The staff/volunteers will return all equipment to its original position at the 8-minute mark whistle.

Week 5 Stations

Station 1 – Putting/Chipping
Procedures: Dot is placed at the rear and arrows facing target. Hands and thumbs are placed on proper colors on grip. Proper set-up is done creating a “Wide Y” for putting and “Long Y” for chipping
with the arms. Child should be coached to take the proper stance. Child is coached to make contact with bullseye to dot. Child feels brushing motion with the roller brush during the putting stroke. Chipping stroke is practiced from 7 o’clock to 5 o’clock.

Activities:

- Child putts (10) SNAGballs from (3) Roller lengths. (78") or 6’
  ~ Goal for child is (6) SNAGballs sticking to the Flagsticky
- Child putts (10) SNAGballs from (5) Roller lengths (130") or 10'
  ~ Goal for child is (5) SNAGballs sticking to the Flagsticky
- Child chips (10) SNAGballs from (5) Roller Lengths (130") or 10’
  ~ Goal for child is sticking any balls to the Flagsticky
- Child chips (10) SNAGballs from (7) Roller lengths. (182") or 15’
  ~ Goal for child is sticking any balls to the Flagsticky

Station 2 – Pitching

Procedures: Hands and thumbs are placed on proper colors on grip. Proper set-up is done creating a long Y with the arms. Child starts with feet together then takes one medium step to the target then takes one medium step to the rear (both feet, shoulder width). Child is coached to make contact with bullseye to dot. Child is coached with the SNAGazoo to make the proper “L” motion. Arms are swung to the 9 o’clock and 3 o’clock positions.

Activities:

- Child uses the SNAGazoo to feel the proper arm and hand movement
  ~ Goal for child is to feel the swing motion at 9 and 3 o’clock
- Child uses the Launcher to hit (20) Snagballs toward the Bullseye Target
  ~ Goal for child is to stick any of the balls to the target

Station 3 – Playing

Procedures: SNAGball is placed on the Launch Pad, dot at rear, arrows facing target. Proper setup is done creating a wide and long Y with the arms. Child is coached to make contact with bullseye to dot on ball. The Coach will help child use all the different swings. Hole is designed for children to play. Safety and Conduct is stressed by Coach. Scores are not kept for any of the children

Note: Prior to play, design a hole using cones to outline boundaries and the clothesline to outline the putting area. Other materials are useful for the boundary of the hole and the putting area.

Activity:

- Four children play per hole sharing the equipment. They play all the different swings that they have learned in the previous sessions.
  ~ Goal for the children is to have fun and play to their abilities
Station 4 – Playing

**Procedures:** SNAGball is placed on the Launch Pad, dot at rear, arrows facing target. Proper set-up is done creating a wide and long Y with the arms. Child is coached to make contact with bullseye to dot on ball. The staff/volunteer will help child use all the different swings. Hole is designed for children to play. Safety and Conduct is stressed by staff/volunteer. Scores are not kept for any of the children.

**Note:** Prior to play, design a hole using cones to outline boundaries and the clothesline to outline the putting area. Other materials are useful for the boundary of the hole and the putting area.

**Activity:**
- Four children play per hole sharing the equipment. They play all the different swings that they have learned in the previous sessions.
  ~ Goal for the children is to have fun and play to their abilities

Staff/Volunteer roles at each station

**Week 6**

**Station 1 - 4 - Playing**
Staff/Volunteers position to retrieve any errant shots that the children make. Parents will encourage each child and only use positive remarks. They should help each child understand the tasks required to play. Under no circumstances should a score be kept. The staff/volunteers will return all equipment to its original position at the 8-minute mark whistle.

**Week 6 Stations**

Station 1-4 – Playing

**Procedures:** SNAGball is placed on the Launch Pad, dot at rear, arrows facing target. Proper set-up is done creating a wide and long Y with the arms. Child is coached to make contact with bullseye to dot on ball. The staff/volunteer will help child use all the different swings. Hole is designed for children to play. Safety and Conduct is stressed by staff/volunteer. Scores are not kept for any of the children.

**Note:** Prior to play, design a hole using cones to outline boundaries and the clothesline to outline the putting area. Other materials are useful for the boundary of the hole and the putting area.

**Activity:**
- Four children play per hole sharing the equipment. They play all the different swings that they have learned in the previous sessions.
  ~ Goal for the children is to have fun and play to their abilities
Participant’s Progress Report

Sample

**Putting**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Goal</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Putt 5 balls from 2 feet to the Rollerama. How many inside the blue area?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Putt 5 balls from 4 feet to the Rollerama. How many inside the blue area?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Putt 5 balls from 8 feet to the Rollerama. How many inside the blue area?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Putt 5 balls from 12 feet to the Rollerama. How many inside the blue area?</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Chipping**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Goal</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chip 5 balls from 6 feet to the Rollerama. How many inside the blue area?</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Chip 5 balls from 10 feet to the Rollerama. How many inside the blue area?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Chip 5 balls from 12 feet to the Rollerama. How many inside the blue area?</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Chip 5 balls from 15 feet to the Rollerama. How many inside the blue area?</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Full Shot/SNAGazoo**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Goal</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child uses the SNAGazoo successfully to form an “L”</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Child hits 20 balls with the launcher. How many did he/she get into the air?</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**Full Shot/Snapper**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Goal</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child uses the SNAGazoo successfully to form circles “Up High, Down Low”</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Child hits 20 balls with the launcher. How many did he/she get into the air</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Performance Cues are designed to teach children basic sports mechanics for each skill area. Have staff members use them to encourage the children and praise them when they remember individual steps involved with the particular skill.

Make posters to be displayed at each skill station for easy reference during your Start Smart program.

### Putting/Rolling

**Grip (reverse for left-handers)**
- Left hand is high on the grip, right hand is low
- Left thumb is placed on the yellow dots, right thumb is placed on the red dots

**Stance**
- Feet are slightly less than shoulder-width apart
- The clubhead and ball are in the middle of the child’s stance
- Knees are bent slightly
- Head is tilted forward with eyes looking down at the ball

**Swing**
- Hands and club start in the “6 o’clock position.”
- Both arms and the Roller form a “Wide Y”
- Hands and clubhead swing back to the 7 o’clock position without breaking the “Wide Y.” Hands and clubhead swing through to the “5 o’clock position.”

### Chipping

**Grip (reverse for left-handers)**
- Left hand is high on the grip, right hand is low
- Left thumb is placed on the yellow dots, right thumb is placed on the red dots
- Right hand covers the left thumb

**Stance (reverse for left-handers)**
- Feet are slightly less than shoulder-width apart
- The clubhead and ball are positioned just inside the right (back) foot
- Knees are bent slightly
- Head is tilted forward with eyes looking down at the ball

**Swing**
- Hands and club start in the “6 o’clock position.”
- Both arms and the Launcher form a “Long Y”
- Hands and clubhead swing back to the 8 o’clock position.
- When the hands get to the “9 o’clock position,” an “L” is made with the arms and club.
- Hands swing through to the “3 o’clock position.”

### Pitching

**Grip (reverse for left-handers)**
- Left hand is high on the grip, right hand is low
- Left thumb is placed on the yellow dots, right thumb is placed on the red dots
- Right hand covers the left thumb

**Stance**
- Feet are shoulder-width apart
- The clubhead and ball are positioned in the middle of the stance
- Knees are bent slightly
- Head is tilted forward with eyes looking down at the ball

**Swing**
- Hands and club start in the “6 o’clock position.”
- Both arms and the Launcher form a “Long Y”
- Hands and clubhead swing back to the 9 o’clock position.
- When the hands get to the “10 o’clock position,” the “Power L” is made with the arms and club.
- Hands swing through to the “2 o’clock position.”
- Front of the body (belly button) is facing toward the target.

### Full Swing

**Grip (reverse for left-handers)**
- Left hand is high on the grip, right hand is low
- Left thumb is placed on the yellow dots, right thumb is placed on the red dots
- Right hand covers the left thumb

**Stance (reverse for left-handers)**
- Feet are shoulder-width apart
- The clubhead and ball are positioned just inside the left (front) foot
- Knees are bent slightly
- Head is tilted forward with eyes looking down at the ball

**Swing**
- Hands and club start in the “6 o’clock position.”
- Both arms and the Launcher form a “Long Y”
- Hands and clubhead swing back to the “10 o’clock position.”
- When the hands get to the “10 o’clock position,” the “Power L” is made with the arms and club.
- Hands swing through to the “2 o’clock position.”
- Front of the body (belly button) is facing toward the target.
The following is a sample of a floor plan for the Start Smart program. Please keep in mind that if you do not have enough space for four stations you can alter this floor plan. Refer to the Program Format section of this manual for details.
Sample Promotional Flier

The following sample can be used as a guide when creating a flier for recruiting participants for your Start Smart program.

Is Your Child Ready For Golf?

The National Alliance For Youth Sports and _____your organization_____ present the Start Smart Golf Program.

**What:** Start Smart Golf is a six-session instructional program that helps children learn the basics of golf: putting, chipping, pitching and the full swing. The program helps prepare children for organized golf by using safe and fun equipment to teach them the basic motor skills needed to compete.

**Who:** Start Smart Golf is open to children (3-7 years old) who can attend each session to prepare for organized sports.

**Where:** Start Smart will be held at the _____site_____ for six consecutive _____day(s) of the week_____.

**Cost:** Each participant will be charged _____fee_____ which includes _____any additional materials provided_____.

To register please call _____instructor’s name_____ at _____phone number_____, or stop by the _____address_____ and sign up before _____deadline_____.

FOR IMMEDIATE RELEASE

CONTACT: Start Smart Instructor

Parents in city/town have a special opportunity to help their children develop sports skills through a unique national program that's available.

The Start Smart Golf Program is open to youngsters ages three to seven that are able to attend all six one-hour sessions.

There are # spots available for participants. The spaces will be filled on a first-come, first-serve basis.

The Start Smart program will begin start date at the facility and will be held from time every day(s) of the week for number of weeks.

“We are excited about being chosen to be part of this national program,” said Start Smart Instructor. “We are always looking for innovative ways to help improve youth sports and this program certainly helps.”

The Start Smart Golf program targets children who need to develop basic skills such as putting, chipping, pitching and the full swing that are needed to participate in golf.

It will teach children how to develop those skills while building their confidence which will enable them to enjoy participation in all youth sports programs.

A variety of innovative products will be utilized to enhance the child’s skill development. The SNAG golf products are just one type of equipment that is being provided as part of the program.

The program is being administered by the Youth Development arm of the nonprofit National Alliance For Youth Sports based in West Palm Beach, Florida.

For more information contact Start Smart Instructor at phone #.
Instructor Survey

Please complete the following survey at the conclusion of your Start Smart Golf Program and mail or fax to: Start Smart, 2050 Vista Parkway, West Palm Beach, FL, 33411

Coordinator: ___________________________ Organization: ___________________________

Date Program Ended: ____________________ Number of Participants: ____________________

1) How much did you charge each participant for the program? ________ Do you feel this price was well-received by the community?

2) Do you have any concerns regarding the time frame of the program (six one-hour sessions)?

3) Do you feel the program is age appropriate for children 3-7 years old?

4) Do you feel the children showed improvement from the beginning of the program? In what area(s)?

5) Were the Skill Guides clear for both the instructor and the participants?

6) Did the Instructor’s Manual contain everything you needed to run your Start Smart program? What could be added/changed, if anything?

7) Will you be hosting another Start Smart program in the future? If so, when?

8) Did your participants express an interest in a follow-up program?

9) What was the overall perception from the participants in your program?

10) Do you feel the program helped prepare your participants for future participation in golf?

Please list additional comments you have to enhance our program on the back of this sheet.
Participant Roster

Site: _____________________________________
Coordinator: ________________________________
Address: ___________________________________
__________________________________________
Phone: _____________________________________

Make copies of this page if you have more participants than the space provided

Name: ____________________________ Age: _____ M/F: _______ Phone: ______________
Attendance (circle weeks present): 1 2 3 4 5 6
Name: ____________________________ Age: _____ M/F: _______ Phone: ______________
Attendance (circle weeks present): 1 2 3 4 5 6
Name: ____________________________ Age: _____ M/F: _______ Phone: ______________
Attendance (circle weeks present): 1 2 3 4 5 6
Name: ____________________________ Age: _____ M/F: _______ Phone: ______________
Attendance (circle weeks present): 1 2 3 4 5 6
Name: ____________________________ Age: _____ M/F: _______ Phone: ______________
Attendance (circle weeks present): 1 2 3 4 5 6
Name: ____________________________ Age: _____ M/F: _______ Phone: ______________
Attendance (circle weeks present): 1 2 3 4 5 6
Name: ____________________________ Age: _____ M/F: _______ Phone: ______________
Attendance (circle weeks present): 1 2 3 4 5 6
Name: ____________________________ Age: _____ M/F: _______ Phone: ______________
Attendance (circle weeks present): 1 2 3 4 5 6
Name: ____________________________ Age: _____ M/F: _______ Phone: ______________
Attendance (circle weeks present): 1 2 3 4 5 6