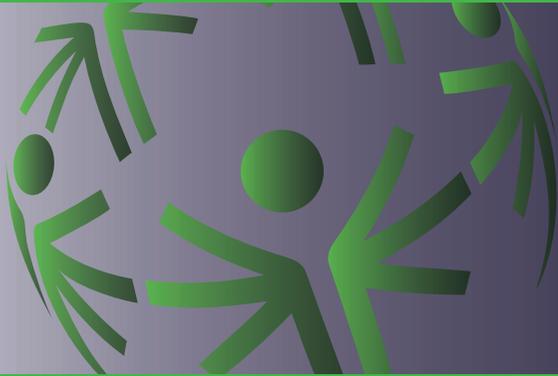


Golf Lessons



Learn to Train



Learn to Train Overview Document

December 2015

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INTRODUCTION AND OVERVIEW

The Special Olympics *“Learn to Train” Golf resource* provides sport specific training for athletes with an intellectual disability. The Learn to Train program has been created to be the next step in the athlete development pathway and is designed to act as a continuation for those athletes aged 13-18 who have graduated from the FUNdamentals program and/or are new to Special Olympics programming.

This program focuses on developing sport-specific skills that will help transition your athletes into community programs while introducing rules and the start of game play. Learning to Train is considered to be a transition point in LTAD. Athletes may choose to stay at this stage for an extended period of time before progressing to the next stage, which could be Active for Life or Training to Train. If the choice is Training to Train, an increased commitment will be necessary. Should participants choose to move to Active for Life, they have all the necessary fundamental motor skills to be able enjoy a variety of activities.

Although the following lesson plans were developed to be turn-key, they are designed as an introduction to the sport of golf for your athletes. If you as a coach are looking to gain the skills and confidence to run a full-time golf program, the PGA of Canada has a one-day coaching workshop that will provide you with the necessary coaching tools, resources and basic knowledge. For more information on the coaching course, please visit the PGA of Canada website (www.pgaofcanada.com) and look under the “Programs” tab.



LESSON PLAN- FULL SWINGS- IRONS

Golfers Skill Level:	Beginner - Intermediate
Skill:	Full swing, Iron
Purpose of Skill:	<p>Irons are designed to strike the ball towards or on to the green. Depending on the athlete's set of clubs, there are a variety of different irons ranging from a 3-iron to a 9-iron. There are also a family of "wedges" such as a pitching wedge, sand wedge and a lob wedge, each having a slightly different function. The lower the numbered iron, the longer the length and less loft (angle) on the face of the head. If the ball is struck well the lower numbered irons will travel lower and further.</p> <p>Generally speaking, the closer the athlete gets to the green the higher numbered iron (or wedge) will be selected. Ironically, the high number irons are called "low irons" and the low number irons are called "high irons".</p>
Location:	Driving range, green space (for shorter irons only) or golf course
Time allocated:	90 minutes (80 of programming to allow for station transition & needed breaks)
Session Objectives:	<ul style="list-style-type: none">• Be introduced the concept of using different clubs for different distances• Experience hitting irons shots off the ground with or without a tee• Introduce technical full swing fundamentals
Supplies required:	<ul style="list-style-type: none">• Variety of different numbered, appropriate hand/length irons• Golf balls• Tees• Station dividers (extra clubs, rods, rope)

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES						
5 min	<p style="text-align: center;">Introduction</p> <p>Before session begins:</p> <ul style="list-style-type: none"> • Prepare: tees, balls, clubs, string or extra clubs to design individual hitting stations. <p>Beginning of session:</p> <ul style="list-style-type: none"> • Welcome athletes • Review session objectives • Key safety notes: <ul style="list-style-type: none"> - Clubs to be held as a cane when in a group or when instructed - Yell "Fore" if a struck ball may hit someone - No retrieving balls unless given permission by the leader - Remain in designated iron stations unless told otherwise - Stop and start on key words from leader. Follow instructions. - Look around to be sure others are not too close when swinging 	<p>IMPORTANT:</p> <ul style="list-style-type: none"> • The ratio of coaches : athletes must not exceed 4:1 						
10 min	<p style="text-align: center;">Warm-up</p> <p>General and golf specific warm-up:</p> <ol style="list-style-type: none"> 1) 6 Linear Leg Swings each leg 2) 6 Lateral Leg Swings each leg 3) 6 Torso Rotations each direction 4) 6 Body Rotations each direction 5) 6 Coil & Fire each direction <p>(See description/photos in appendix)</p>	<p>Leader Notes:</p> <ul style="list-style-type: none"> • Leaders need to be aware of any injuries or limitations athletes may have prior to warm-ups 						
<p>For all activities....</p> <p>Depending on enjoyment, skill, age and degree you wish to challenge athletes, each activity can have as many variations as you like.</p> <p>As the coach you may consider changing the:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">- target</td> <td style="width: 50%;">- distance</td> </tr> <tr> <td>- route to the target</td> <td>- equipment</td> </tr> <tr> <td>- starting point</td> <td>- static or dynamic nature of the activity</td> </tr> </table>			- target	- distance	- route to the target	- equipment	- starting point	- static or dynamic nature of the activity
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TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
10 min	<p style="text-align: center;">Activity 1</p> <p>In pairs, three's or as a whole group identify the differences amongst the irons in an athlete's set.</p> <p>Ask the group why there are different irons and what they different than the other irons.</p> <p>Debrief this activity by explaining the differences in ball flight if the shot is struck well.</p>	<p>Leader Notes:</p> <ul style="list-style-type: none"> • Be sure to use an athletes clubs that has a variety of irons • Main difference is length and loft • Difference in ball flight will be the height and distance
20 min	<p style="text-align: center;">Activity 2</p> <p>In their own stations, instruct the athletes to hit 10 shots with each of the lowest and highest numbered irons in their set.</p> <ul style="list-style-type: none"> - As they participate other support leaders/volunteers should enquire about what feels different between each club. This may be done as a whole group if the number of volunteers doesn't permit - Did they notice a difference how the ball flew on the good shot? - Was one easier to hit than the other? - What other questions can you ask to stimulate their thoughts about using different irons? 	<p>Leader notes:</p> <ul style="list-style-type: none"> • Athletes are encouraged to use a tee if they have difficulty getting the ball airborne • Athletes may have limited number of clubs in their set. You may need to supply additional irons or ask other athletes to share with their teammates. • Generally, the higher numbered iron will be easier and more consistent to hit. • There may be a general reminder of past lesson technique but at this point is little concern • See photo in appendix
30 min	<p style="text-align: center;">Activity 3</p> <p>Athletes will now begin to focus on being introduced to and/or improving their technique.</p> <p>Set up four safe stations. The athlete will hit a 6, 7 or 8 iron. They can use the same club at each station. The main focus for each station will be technique.</p>	

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
	<p style="text-align: center;">Station 1</p> <p>Hand position (grip)</p> <ul style="list-style-type: none"> • Thumbs on top on the club • Hold club softly • Held in the fingers, not in the palm • See photos in appendix <p style="text-align: center;">Station 2</p> <p>Posture</p> <ul style="list-style-type: none"> • Balanced equally from leg to leg • Bum is stuck out by tipping at hips • Arms hanging easy from shoulders • See photos in appendix <p style="text-align: center;">Station 3</p> <p>Ball position</p> <ul style="list-style-type: none"> • Somewhere between the instep of the front foot (left foot for right-hand golfer) and the middle of the stance • See photos in appendix <p style="text-align: center;">Station 4</p> <p>Swing</p> <ul style="list-style-type: none"> • Swing with arms and body to create speed with the club and ball • Strike the ball first then the ground (no scooping the ball) with the iron • Follow through towards hole with belt buckle facing the target and back heel lifted 	<p>Leader Notes:</p> <ul style="list-style-type: none"> • Athletes are to rotate through each station. Depending on the number of athletes/leaders, pairs may be required. If the number of athletes are less, it's OK to have one station empty each rotation • Avoid the temptation to try and create a cumulative effect as they rotate stations. It's an opportunity to focus on one item at each station • It is key that they start and stop on the leaders instructions • There will be a varying degree of success of each athlete. Persistence, patience and practice should be emphasized if the athlete is disappointed or frustrated with their performance
<p>Review this activity by playing a modified version of Simon Says - asking the athlete "by show of hands" to agree (hand up) or disagree (hand down) the important points from each station. The leader should also give incorrect points as well.</p>		
<p>5 min</p>	<p style="text-align: center;">Review/Celebrate</p> <p>Each athlete to verbalize (or demonstrate) their favourite part of the practice.</p> <p>All team members and leaders will high-5 each other and celebrate what great iron players they are.</p>	

LESSON PLAN- FULL SWINGS- DRIVERS

Golfers Skill Level:	Beginner - Intermediate
Skill:	Full swing, Driver
Purpose of Skill:	<p>Generally, the driver is designed to be the club that allows the athlete to hit the ball the furthest distance but with the least amount of accuracy and consistency. It is the longest club and has the least amount of loft (angle) on the face of the head. Often it is the club that is selected at the start of a longer hole.</p> <p>While the above is generally true, depending on strength and the skill level of the athlete, they may hit a different club further and more consistent.</p>
Location:	Driving range
Time allocated:	90 minutes (75 of programming to allow for station transition & needed breaks)
Session Objectives:	<ul style="list-style-type: none">• Be aware of and experience power in the full swing• Introduce the concept of balance in the full swing• Introduce technical full swing fundamentals
Supplies required:	<ul style="list-style-type: none">• Appropriate hand/length drivers (aka 1-wood)• Golf balls• Tees• Tennis balls• Station dividers (extra clubs, rods, rope)

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES						
5 min	<p style="text-align: center;">Introduction</p> <p>Before session begins:</p> <ul style="list-style-type: none"> • Prepare: tees, balls, clubs, string or extra clubs to design individual hitting stations. <p>Beginning of session:</p> <ul style="list-style-type: none"> • Welcome athletes • Review session objectives • Key safety notes: <ul style="list-style-type: none"> - Clubs to be held as a cane when in a group or when instructed - Yell “Fore” if a struck ball may hit someone - No retrieving balls unless given permission by the leader - Remain in designated driving stations unless told otherwise - Stop and start on key words from leader. Follow instructions - Look around to be sure others are not too close when swinging 	<p>IMPORTANT:</p> <ul style="list-style-type: none"> • The ratio of coaches : athletes must not exceed 4:1 						
10 min	<p style="text-align: center;">Warm-up</p> <p>General and golf specific warm-up:</p> <ol style="list-style-type: none"> 1) 6 Linear Leg Swings each leg 2) 6 Lateral Leg Swings each leg 3) 6 Torso Rotations each direction 4) 6 Body Rotations each direction 5) 6 Coil & Fire each direction <p>(See description/photos in appendix)</p>	<p>Leader Notes:</p> <ul style="list-style-type: none"> • Leaders need to be aware of any injuries or limitations athletes may have prior to warm-ups 						
<p>For all activities....</p> <p>Depending on enjoyment, skill, age and degree you wish to challenge athletes, each activity can have as many variations as you like.</p> <p>As the coach you may consider changing the:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">- target</td> <td style="width: 50%;">- distance</td> </tr> <tr> <td>- route to the target</td> <td>- equipment</td> </tr> <tr> <td>- starting point</td> <td>- static or dynamic nature of the activity</td> </tr> </table>			- target	- distance	- route to the target	- equipment	- starting point	- static or dynamic nature of the activity
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TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
10 min	<p style="text-align: center;">Activity 1</p> <p>In partners and standing 10 yards apart, use the tennis balls to throw the ball to their partner. Repeat this activity for 10 throws each.</p> <p>Next, with the same partner, move to a distance 15 yards. The athletes will repeat the same activity.</p>	<p>Leader Notes:</p> <ul style="list-style-type: none"> • There is little concern for technique at this point • The focus now is moving their weight/balance from their back leg (right leg for right-hand throwers) to their forward leg. • It is important that they hold their balance at the end with their belt buckle facing their partner and their back heel off the ground.
5 min	<p style="text-align: center;">Activity 2</p> <p>Athletes will now begin to swing the driver without a ball. Athletes will repeat each swing without a ball, on the command of the leader</p>	<p>Leader notes:</p> <ul style="list-style-type: none"> • Athletes will now safely move in to their stations. Continue to remind them of the safety behaviours reviewed earlier • The focus of this activity is for the athlete to swing the driver fast and in balance similar to the throwing activity earlier • Encourage them to listen to the “swooshing” noise of the club. The faster the swing the louder the “swoosh” • Athletes may lose focus with this activity and this is a good time to remind them that golf requires focus and they can practice focusing at the same time

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
20 min	<p style="text-align: center;">Activity 3</p> <p>Placing golf balls on a tee, the athletes will now begin to hit balls in to the driving range. Athletes will repeat each swing on the command of the leader. The focus of each swing does not change from Activity 2. Speed and balance are the focus.</p> <p>After every fifth shot, the athletes should be asked how their swing feels and if they would like to express their thoughts or ask any questions.</p>	<p>Leader Notes:</p> <ul style="list-style-type: none"> • Keep in mind the reference to increasing or decreasing the challenge level for each athlete • The focus of this activity is for the athlete to swing the driver fast and in balance similar to Activity 2. • With real golf balls safety is of paramount importance • Lack of contact or trajectory may create frustration with athletes. Remind them that golf requires patience and practice • See video in appendix
20 min	<p style="text-align: center;">Activity 4</p> <p>Athletes will now be introduced to some of the core fundamentals related to the full swing. While hitting shots with their driver, ask the athletes to select a target in the distance. The following Key Indicators can be used to assess their general technique.</p> <p>Hand position (grip)</p> <ul style="list-style-type: none"> • Thumbs on top on the club • Hold club softly • Held in the fingers, not in the palm • See photos in appendix <p>Posture</p> <ul style="list-style-type: none"> • Balanced equally from leg to leg • Bum is stuck out by tipping at hips • Arms hanging easy from shoulders • See photos in appendix <p>Ball position</p> <ul style="list-style-type: none"> • Near the instep of the front foot (left foot for right-hand golfer) to promote an upward strike off the tee • See photos in appendix 	<p>Leader Notes:</p> <ul style="list-style-type: none"> • There is no need to review all three of these items. They should keep speed and balance a priority and possibly (if appropriate) add one of the above • Keep in mind the reference to increasing or decreasing the challenge level for each athlete • Be aware of trying to “perfect” these fundamentals. They take time and will require ongoing practice

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
5 min	<p data-bbox="551 200 819 236">Review/Celebrate</p> <p data-bbox="398 278 996 353">Each athlete to verbalize (or demonstrate) their favourite part of the practice.</p> <p data-bbox="398 395 1020 506">All team members and leaders will high-5 each other and celebrate what great drivers they are.</p>	

LESSON PLAN- CHIPPING

Golfers Skill Level:	Beginner - Intermediate
Skill:	Chipping
Purpose of Skill:	<p>Chipping is a skill that is required as the athlete's ball is near the green. Often only feet away from the edge of the green, this shot includes much less trajectory and more roll. A variety of clubs are used in chipping but for most recreational golfers using a 9-iron or pitching wedge is fairly standard. Except for putting, chip shots are the shots that involve the most amount of precision regarding the ball's final proximity to the hole.</p> <p>Tactically, using the putter from very close to the edge of the green can be a wise choice but often grass length and other factors will require the athlete to chip, rather than putt the ball.</p>
Location:	Practice green
Time allocated:	90 minutes (75 of programming to allow for station transition & needed breaks)
Session Objectives:	<ul style="list-style-type: none">• Experiment rolling the ball as an accurate way to get it close to the hole• Experience chipping from the greenside• Be introduced to the fundamentals for chipping
Supplies required:	<ul style="list-style-type: none">• Variety of different of appropriate hand/length 9-iron and pitching wedges• Golf balls• Tennis balls• Cones or similar for targets• Extra clubs, rope, wood doweling, etc to be used as targets/obstacles

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
5 min	<p style="text-align: center;">Introduction</p> <p>Before session begins:</p> <ul style="list-style-type: none"> • Prepare: tees, balls, clubs, string or extra clubs to design individual chipping stations. <p>Beginning of session:</p> <ul style="list-style-type: none"> • Welcome athletes • Review session objectives • Key safety notes: <ul style="list-style-type: none"> - Clubs to be held as a cane when in a group or when instructed - No power swings. The club will never be swung higher than knee height - No retrieving balls unless given permission by the leader - Remain in designated chipping stations unless told otherwise - Stop and start on key words from leader. Follow instructions. - Look around to be sure others are not too close when swinging 	<p>IMPORTANT:</p> <ul style="list-style-type: none"> • The ratio of coaches : athletes must not exceed 4:1 <p>Leader notes:</p> <ul style="list-style-type: none"> • When creating chipping stations be sure athletes are not on opposite sides of the green chipping towards each other
10 min	<p style="text-align: center;">Warm-up</p> <p>General and golf specific warm-up: As chipping is not a strenuous activity general warm-ups exercises will be adequate (brisk walking, jumping jacks, etc).</p> <p>If chipping is part of a lesson that includes pitching or any type of full swings use the following warm-up routine:</p> <ol style="list-style-type: none"> 1) 6 Linear Leg Swings each leg 2) 6 Lateral Leg Swings each leg 3) 6 Torso Rotations each direction 4) 6 Body Rotations each direction 5) 6 Coil & Fire each direction <p>(See description/photos in appendix)</p>	<p>Leader notes:</p> <ul style="list-style-type: none"> • Leaders need to be aware of any injuries or limitations athletes may have prior to warm-ups
<p>Depending on enjoyment, skill, age and degree you wish to challenge athletes, each activity can have as many variations as you like. As the coach you may consider changing the:</p> <ul style="list-style-type: none"> <li style="width: 33%;">- target <li style="width: 33%;">- distance <li style="width: 33%;">- starting point <li style="width: 33%;">- route to the target <li style="width: 33%;">- equipment <li style="width: 33%;">- static or dynamic nature of the activity 		

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
10 min	<p style="text-align: center;">Activity 1</p> <p>On the command of the leader, in their stations athletes will toss a tennis ball with a high trajectory, a second ball with medium trajectory and a third one with min trajectory towards a hole or cone on the practice green. Repeat this cycle three times.</p> <p>The leader(s) should be enquiring with each athlete about the difference between each of the throws. Difference in feel, ball flight and which ones appears to be most accurate for both distance and direction.</p>	<p>Leader Notes:</p> <ul style="list-style-type: none"> • This can be a fun activity and, although tennis balls are used, safety must be a priority • Athletes may need to be redirected to focus on how the ball is reacting on the green, rather than simply throwing tennis balls • Typically, the balls that are rolled will be closer to the hole for both distance and direction. This will be the premise for the chipping lesson.
35 min	<p style="text-align: center;">Activity 2</p> <p>Start this activity by stressing the results of the tennis ball toss = the ball had a little bit of height (not much) and lots of roll, similar to how we are going to learn chipping.</p> <p>Step 1 – 10 min (focus on directional control only): Using the extra clubs/woods dowels create a tunnel for the athlete to chip through approximately 6 feet on the green. Athletes will chip a number of balls with the only focus of trying to solidly strike the ball with minimal height so it rolls through the tunnel.</p> <p>Step 2 – 10 min (focus on distance and directional control together): Leave the tunnels in place and place another club/dowel perpendicular to the tunnel approximately 15-20 feet past the end of the tunnel. Athletes will chip a number of balls with the focus of trying to solidly strike the ball with minimal height so it rolls through the tunnel but near the distance of the new club/dowel.</p>	<p>Leader notes:</p> <ul style="list-style-type: none"> • These next activities link to each other so keep the focus only on the stated objectives • Some athletes may have difficulty with this type of progressive activity. As leader you may need to adjust accordingly • The width of the tunnels will depend on the skill level of the athlete. Start with 4 foot wide tunnels and adjust accordingly • These activities are meant to be more externally (target) focused activities rather internal (technical). If there is technical elements that you wish to address the key instructional points for chipping are:

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
	<p>Step 3 – 10 min (focus on distance, direction and trajectory together): Leave the tunnels and perpendicular club in place. Now place a final club/dowel perpendicular at the start of the tunnel. Athletes will chip a number of balls with the focus of trying to solidly strike the ball with minimal height, but enough to clear the first club, rolls through the tunnel and near the distance of the new club/dowel.</p>	<p>Posture</p> <ul style="list-style-type: none"> Equally balanced from leg to leg Bum out by tipping at the hips Arms hanging easy <p>Swing</p> <ul style="list-style-type: none"> Swing primarily with shoulders but body will softly move Minimal hand movement Strike the ball first then the ground (no scooping the ball) Follow through towards hole.
<p>10 min</p>	<p style="text-align: center;">Activity 3</p> <p>The athletes will now express which one of the three chipping elements they liked the most and which one they disliked the most.</p> <p>5 minutes - The athletes can remove all of the clubs/dowels except for the one(s) needed for the one they disliked the most.</p> <p>5 minutes - The athletes can replace and remove all of the clubs/dowels except for the one(s) needed for the one they liked the most.</p> <p>As a review leaders can enquire about why they enjoyed their favourite element and why they disliked their least favourite element.</p>	<p>Leader notes:</p> <ul style="list-style-type: none"> For variety you may want to move the targets to different locations but none further than 50 yards There will be a varying degree of success of each athlete. Persistence, patience and practice should be emphasized if the athlete is disappointed or frustrated with their performance Key instructional points should be: <p>Hand position (grip)</p> <ul style="list-style-type: none"> Thumbs on top on the club Hold club softly Held in the fingers, not in the palm See photos in appendix

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
		<p>Posture</p> <ul style="list-style-type: none"> • Balanced equally from leg to leg • Bum is stuck out by tipping at hips • Arms hanging easy from shoulders • See photos in appendix <p>Ball position</p> <ul style="list-style-type: none"> • Near the instep of the front foot (left foot for right-hand golfer) to promote an upward strike off the tee • See photos in appendix <p>Swing</p> <ul style="list-style-type: none"> • Relative size backswing for the length of the shot • Strike the ball first then the ground (no scooping the ball) with the wedge • Because this is not a full swing the follow through will look abbreviated or not “all the way around”
5 min	<p style="text-align: center;">Review/Celebrate</p> <p>Split the group in to two teams for a “closest-to-the-target” tennis ball rolling game.</p> <p>Each athlete will have two tennis ball tosses from 10 feet off the green to a target 30 feet on the green.</p> <p>The team with the closest ball wins and must shake hands with the other team and leaders.</p>	

LESSON PLAN- PITCHING

<p>Golfers Skill Level:</p>	<p>Beginner - Intermediate</p>
<p>Skill:</p>	<p>Pitching</p>
<p>Purpose of Skill:</p>	<p>Executing a pitch shot can occur with a number of different clubs, but traditionally one of the wedges is used. This may be a pitching wedge (48 degrees of loft), gap wedge (52 degrees) sand wedge (56 degrees) or lob wedge (60 degrees).</p> <p>A pitch shot is one that is generally closer to the green. Depending on the athlete's strength and skill what is defined, as a pitch will vary. It can be thought of as less than the power required of a full swing but not yet at the edge of the green.</p> <p>This should not be the first lesson in a program. This skill is often challenging and some previous exposure to golf is required before pitching is taught.</p> <p>Note: It will not be uncommon for Special Olympics athletes to have only one type of wedge in their set.</p>
<p>Location:</p>	<p>Driving range, green space or golf course</p>
<p>Time allocated:</p>	<p>90 minutes (80 of programming to allow for station transition & needed breaks)</p>
<p>Session Objectives:</p>	<ul style="list-style-type: none"> • Introduce technical fundamentals for pitch shots and controlling distance • Experience pitching from different distances
<p>Supplies required:</p>	<ul style="list-style-type: none"> • Variety of different wedges of appropriate hand/length • Golf balls • Bright cones, bright towels or bright laundry baskets (to be used as targets) • Station dividers (extra clubs, rods, rope)

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES						
5 min	<p style="text-align: center;">Introduction</p> <p>Before session begins:</p> <ul style="list-style-type: none"> • Prepare: tees, balls, clubs, string or extra clubs to design individual hitting stations. <p>Beginning of session:</p> <ul style="list-style-type: none"> • Welcome athletes • Review session objectives • Key safety notes: <ul style="list-style-type: none"> - Clubs to be held as a cane when in a group or when instructed - Yell “Fore” if a struck ball may hit someone - No retrieving balls unless given permission by the leader - Remain in designated pitching stations unless told otherwise - Stop and start on key words from leader. Follow instructions. - Look around to be sure others are not too close when swinging 	<p>IMPORTANT:</p> <ul style="list-style-type: none"> • The ratio of coaches : athletes must not exceed 4:1 						
10 min	<p style="text-align: center;">Warm-up</p> <p>General and golf specific warm-up:</p> <ol style="list-style-type: none"> 1) 6 Linear Leg Swings each leg 2) 6 Lateral Leg Swings each leg 3) 6 Torso Rotations each direction 4) 6 Body Rotations each direction 5) 6 Coil & Fire each direction <p>(See description/photos in appendix)</p>	<p>Leader notes:</p> <ul style="list-style-type: none"> • Leaders need to be aware of any injuries or limitations athletes may have prior to warm-ups 						
<p>For all activities....</p> <p>Depending on enjoyment, skill, age and degree you wish to challenge athletes, each activity can have as many variations as you like.</p> <p>As the coach you may consider changing the:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">- target</td> <td style="width: 50%;">- distance</td> </tr> <tr> <td>- route to the target</td> <td>- equipment</td> </tr> <tr> <td>- starting point</td> <td>- static or dynamic nature of the activity</td> </tr> </table>			- target	- distance	- route to the target	- equipment	- starting point	- static or dynamic nature of the activity
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- starting point	- static or dynamic nature of the activity							

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
<p>10 min</p>	<p style="text-align: center;">Activity 1</p> <p>In their stations athletes will use one of their wedges (or 9 iron if a wedge is not available). They will hit approximately 20 shots alternating between full swing power and half swing power. Each swing should be made on the command of the leader.</p> <p>The leader(s) should be enquiring with each athlete about the difference between each of the swings. Difference in feel, ball flight and thoughts.</p> <p>In particular the leader should be asking about what they are doing differently to create the half swings.</p>	<p>Leader Notes:</p> <ul style="list-style-type: none"> • At this point, technique should not be a priority • If its safe and you/they have the needed equipment it's OK to change wedges, but only within the wedge family • This is not an easy skill for most golfers, so you should expect to see a wide variety of results
<p>20 min</p>	<p style="text-align: center;">Activity 2</p> <p>In their own stations, instruct the athletes to hit shots with their wedge to whichever target they want to. On the leaders command they will hit their next shot to a different target. This will continue with the intent of each shot landing at a different target. They are not allowed to try the same target twice in a row.</p> <ul style="list-style-type: none"> - As they participate other support leaders/volunteers should enquire about what feels different between each target. This may be done as a whole group if the number of volunteers doesn't permit - Did they notice a difference how high or low the ball flew with each target? - Was one target easier to hit than an other? - What other questions can you ask to stimulate their thoughts about distance control? 	<p>Leader notes:</p> <ul style="list-style-type: none"> • When setting up your targets place one at 10, 20, 30, 40 and 50 yards. Use your own judgement when setting these depending on the skill level of the athletes • Athletes are encouraged to not use a tee but is OK if required • Technique will be covered in the next activity, so allow the athletes to experiment with controlling the distance their ball travels without too much technical instruction • The goal is to land the ball at the target and not roll it their but for some athletes, rolling it will be success

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
30 min	<p style="text-align: center;">Activity 3</p> <p>Athletes will now begin to focus on being introduced to and/or improving their pitching technique.</p> <p>The leader/other volunteer or one of the athletes will demonstrate effective pitching and distance control. Ask the athletes to observe the length of the demonstrators back swing (shorter for short targets, longer for further targets). It should be stressed that there isn't a significant difference in power (i.e. – hitting easier or harder) but a change in the length of the swing.</p> <p>After demonstrating 3-5 pitch shots, encourage feedback from the athletes about what they saw and what they will try to do when they practice.</p> <p>Back in their own stations, the athletes will again hit a variety of shots, not using the same target twice, but this time their focus should be on ensuring previous technical instruction is adequate (grip, posture, etc) and the one new thought for this activity; the length of the swing.</p>	<p>Leader notes:</p> <ul style="list-style-type: none"> • For variety you may want to move the targets to different locations but none further than 50 yards • There will be a varying degree of success of each athlete. Persistence, patience and practice should be emphasized if the athlete is disappointed or frustrated with their performance • Key instructional points should be: <ul style="list-style-type: none"> Hand position (grip) <ul style="list-style-type: none"> • Thumbs on top on the club • Hold club softly • Held in the fingers, not in the palm • See photos in appendix Posture <ul style="list-style-type: none"> • Balanced equally from leg to leg • Bum is stuck out by tipping at hips • Arms hanging easy from shoulders • See photos in appendix Ball position <ul style="list-style-type: none"> • Near the instep of the front foot (left foot for right-hand golfer) to promote an upward strike off the tee • See photos in appendix

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
		<p>Swing</p> <ul style="list-style-type: none"> • Relative size backswing for the length of the shot • Strike the ball first then the ground (no scooping the ball) with the wedge • Because this is not a full swing the follow through will look abbreviated or not “all the way around”
5 min	<p style="text-align: center;">Review/Celebrate</p> <p>Bring the athletes together as a group, each athlete will, in a single station near the group, demonstrate a pitching swing <i>without a ball</i>.</p> <p>Emphasize that pitching requires practice and patience and that in time they can be great at getting the ball on the green from any distance.</p>	

LESSON PLAN- GREENSIDE BUNKER

Golfers Skill Level:	Beginner - Intermediate
Skill:	Greenside Bunker
Purpose of Skill:	<p>At nearly every golf course, bunkers (sand traps) can be found around the edges of the green. Although usually an intimidating shot, learning and playing out of a greenside bunker (sand trap) can be much less difficult than is often perceived.</p> <p>Using the correct club for this shot is of paramount importance. Athletes without a proper sand wedge will struggle as this club is designed with different features to allow the club to interact differently with the ground.</p>
Location:	Chipping green, short game area or on course
Time allocated:	90 minutes (80 of programming to allow for station transition & needed breaks)
Session Objectives:	<ul style="list-style-type: none">• Be introduced to the etiquette and unique rules of playing out of a bunker• Experience hitting greenside bunker shots• Be introduced to the fundamentals for greenside bunker shots
Supplies required:	<ul style="list-style-type: none">• Appropriate hand/length sand wedges• Golf balls• Rake (probably on site at the bunker location)• Cones or similar for targets• Extra clubs, rope, wood doweling

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
5 min	<p style="text-align: center;">Introduction</p> <p>Before session begins:</p> <ul style="list-style-type: none"> • Prepare: balls, clubs, string or extra clubs to design individual stations within the bunker. <p>Beginning of session:</p> <ul style="list-style-type: none"> • Welcome athletes • Review session objectives • Key safety notes: <ul style="list-style-type: none"> - Clubs to be held as a cane when in a group or when instructed - No power swings. The club will never be swung higher than waist height - No retrieving balls unless given permission by the leader - Remain in designated bunker stations unless told otherwise - Stop and start on key words from leader. Follow instructions. - Look around to be sure others are not too close when swinging 	<p>IMPORTANT:</p> <ul style="list-style-type: none"> • The ratio of coaches : athletes must not exceed 4:1 <p>Leader notes:</p> <ul style="list-style-type: none"> • Space and safety within the bunker needs close attention. The leader will not be able to create the same number of stations in the bunker as on the grass • Athletes may have to work in pairs or threes due to space limitations
10 min	<p style="text-align: center;">Warm-up</p> <p>General and golf specific warm-up:</p> <ul style="list-style-type: none"> - As bunker shots are not a strenuous activity general warm-ups exercises will be adequate (brisk walking, jumping jacks, etc). <p>If bunker shots are part of a lesson that includes pitching or any type of full swings use the following warm-up routine:</p> <ol style="list-style-type: none"> 1) 6 Linear Leg Swings each leg 2) 6 Lateral Leg Swings each leg 3) 6 Torso Rotations each direction 4) 6 Body Rotations each direction 5) 6 Coil & Fire each direction <p>(See description/photos in appendix)</p>	<p>Leader notes:</p> <ul style="list-style-type: none"> • Leaders need to be aware of any injuries or limitations athletes may have prior to warm-ups
<p>Depending on enjoyment, skill, age and degree you wish to challenge athletes, each activity can have as many variations as you like. As the coach you may consider changing the:</p> <ul style="list-style-type: none"> <li style="width: 33%;">- target <li style="width: 33%;">- distance <li style="width: 33%;">- starting point <li style="width: 33%;">- route to the target <li style="width: 33%;">- equipment <li style="width: 33%;">- static or dynamic nature of the activity 		

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
10 min	<p style="text-align: center;">Activity 1</p> <p>Without any equipment have all the athletes join the leader inside the bunker.</p> <p>The leader(s) should be enquiring with each athlete about the difference between playing from sand and from grass and how that may affect their technique or results</p>	<p>Leader Notes:</p> <ul style="list-style-type: none"> • Look for feedback such as the sand is softer, there will be no divot, golfer's feet could slip, more difficult of a shot, golfer needs to use a different club, etc • For many athletes this may be their first time in a bunker. Encourage them to twist their feet and really feel the sand using their feet. In a sense developing a relationship with the sand and bunker
25 min	<p style="text-align: center;">Activity 2</p> <p>Depending on how many athletes are in a group and how many stations are set up in the bunker, the leader will now have participants enter the bunker with a club (but no balls). There may be a need to rotate players, as there may be too many for the size of the stations/bunker.</p> <p>Step 1: With their hands the athlete will create a small (2 inches) sand pile – for now, this is their simulated ball. Each athlete will address the pile preparing to strike it. On the leaders command the athletes will swing their club striking the pile.</p> <p>Each athlete should have at least 5-10 attempts at the pile striking activity.</p> <p>Encouraging feedback about what they now think of hitting the sand may help connect their original thoughts about the sand before they had a chance to strike it.</p>	<p>Leader notes:</p> <ul style="list-style-type: none"> • The purpose of this activity is to begin to feel what a good sand strike feels like • Demonstrating this activity will be beneficial • Note – on a well struck shot in the bunker, the ball and club never touch. The club will hit the sand first and the momentum of the sand will propel the ball out of the bunker. This is why using the proper sand wedge is so important. There is a big difference between pitching and sand wedges. • In the bunker miss-hit shots that result from too little/no sand will create very fast moving, line drive type shot. For safety reasons the leader must consider whom or what is on the other side of the green at all times.

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
	<p>Step 2: The athletes will now return to making sand piles, except this time the ball will be placed on top of the pile. This is the same as Step 1 except with a golf ball.</p> <p>Each athlete should have at least 10-15 attempts.</p>	<ul style="list-style-type: none"> Maintaining good order in the bunker will be important. The leader will need to frequently rake the bunker at different safe times during these activities The only two significant technical changes for greenside bunker shots are: <ul style="list-style-type: none"> Ball Position <ul style="list-style-type: none"> The ball will be placed at the instep of the forward foot, similar to the driver ball placement See picture in appendix Swing <ul style="list-style-type: none"> It may surprise the athletes how fast they need to swing the club for the ball to go a short distance. Hitting the sand first will absorb much of the club's speed
25 min	<p style="text-align: center;">Activity 3</p> <p>During the remainder of these activities the leader is encouraged to share the rake with the athletes so they can participate in raking the bunker.</p> <p>Given the skill level of athletes, if the leader feels that it's appropriate this may be a good time to stress one of the rules of golf unique to bunkers: The athlete must not ground their club prior to the start of the swing. In other words, the club must not be placed on the ground before the stroke. It must be held above the ground.</p>	<p>Leader notes:</p> <ul style="list-style-type: none"> Striking the sand at a specific point will become important. Generally, striking the sand approximately 1" behind the ball is a good strike Remember to rake the bunker as often to maintain a clean practice area and to be sure athletes are not hitting the balls out of old holes, footprints, etc.

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
	<p>Step 1: With the leaders support the athletes will use their club to draw a line in the sand that will run from between their feet and where the ball would be placed (balls are not yet used in this activity)</p> <p>On command, the athlete will swing attempting to strike the sand on the line. No one should swing a second time until instructed. When everyone has completed one swing, athletes will take a very small step backwards, keeping the line between their feet. On command they will repeat this striking activity. Each athlete should have 5-10 attempts.</p> <p>Step 2: Repeat Step 1 except this time place a ball 1" in front of the line. The focus of the athletes should still to strike the line and not the ball – sand first in good greenside bunker shots!</p>	<ul style="list-style-type: none"> • It needs to be stressed that raking the bunker will be expected of them on the course after hitting a shot out of any bunker • As FYI, for fairway bunker shots, the ball is struck prior to the sand
5 min	<p style="text-align: center;">Review/Celebrate</p> <p>Each athlete can provide feedback about how they improved at hitting greenside bunker shots.</p> <p>Ask the athletes if they were instructing someone who had never tried hitting a greenside bunker shot what one or two things would they tell them to help them learn the skill.</p> <p>High-5s all around for learning such a unique and fun skill.</p>	

LESSON PLAN- PUTTING

Golfers Skill Level:	Beginner - Intermediate
Skill:	Putting
Purpose of Skill:	Putting is the simplest of strokes in golf, but making putts is anything but simple. The putter is used on the green and, at times, at positions just slightly off the edge green. It is putting that will allow athletes to complete the hole by putting the ball in the cup.
Location:	Practice green
Time allocated:	90 minutes (75 of programming to allow for station transition & needed breaks)
Session Objectives:	<ul style="list-style-type: none">• Experience putting• Introduce the concept of break• Introduce the fundamentals of putter alignment and distance control
Supplies required:	<ul style="list-style-type: none">• Appropriate hand/length putters• Golf balls• Cones or similar for targets

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
5 min	<p style="text-align: center;">Introduction</p> <p>Before session begins:</p> <ul style="list-style-type: none"> • Prepare: balls, clubs, string or extra clubs to design individual putting stations. <p>Beginning of session:</p> <ul style="list-style-type: none"> • Welcome athletes • Review session objectives • Key safety notes: <ul style="list-style-type: none"> - Clubs to be held as a cane when in a group or when instructed - No power swings. The club will never be swung higher than waist height - No retrieving balls unless given permission by the leader - Remain in designated bunker stations unless told otherwise - Stop and start on key words from leader. Follow instructions. 	<p>IMPORTANT:</p> <ul style="list-style-type: none"> • The ratio of coaches : athletes must not exceed 4:1 <p>Leader notes:</p> <ul style="list-style-type: none"> • When creating putting stations be sure athletes are not on opposite sides of the green putting towards each other
10 min	<p style="text-align: center;">Warm-up</p> <p>General and golf specific warm-up:</p> <p>-As putting is not a strenuous activity general warm-ups exercises will be adequate (brisk walking, jumping jacks, etc).</p> <p>-If putting is part of a lesson that includes pitching or any type of full swings use the following warm-up routine:</p> <ol style="list-style-type: none"> 1) 6 Linear Leg Swings each leg 2) 6 Lateral Leg Swings each leg 3) 6 Torso Rotations each direction 4) 6 Body Rotations each direction 5) 6 Coil & Fire each direction <p>(See description/photos in appendix)</p>	<p>Leader notes:</p> <ul style="list-style-type: none"> • Leaders need to be aware of any injuries or limitations athletes may have prior to warm-ups
<p>Depending on enjoyment, skill, age and degree you wish to challenge athletes, each activity can have as many variations as you like. As the coach you may consider changing the:</p> <ul style="list-style-type: none"> - target - distance - starting point - route to the target - equipment - static or dynamic nature of the activity 		

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
5 min	<p style="text-align: center;">Activity 1</p> <p>Simply, allow the athletes some time to experiment/experience putting.</p>	<p>Leader Notes:</p> <ul style="list-style-type: none"> • It is common for leaders to “drop their guard” as it relates to safety when on the putting green. At times, this can be as dangerous as the driving range. • There should be no instruction at this time but just ensure the athletes appear to be enjoying experiencing putting
20 min	<p style="text-align: center;">Activity 2</p> <p>The leader, volunteer or an athlete will demonstrate two key fundamentals to the group:</p> <p>A) Ensure the putter head/face are pointed at the target (assuming a straight putt)</p> <ul style="list-style-type: none"> • For this demonstration, the athletes should be positioned behind the ball so that the ball is now between them and the target. Show the athlete what an open (pointing to the right for a RH golfer), closed (pointing to the left) and square (straight) looks like. • Enquire about what they think will happen to the direction of the ball in each example. • Following their feedback hit a putt with each example. • Following these demonstrations hit random putts and ask the group to predict where the ball will go 	<p>Leader notes:</p> <ul style="list-style-type: none"> • Like any skill there are a number of technical elements that need to be considered. In this lesson the two main techniques that will be focused on are putter alignment and how to control the distance the ball travels • When doing the demonstrations you may want to consider exaggerating the face angles/backswing size so athletes don’t have to have too fine an eye to notice the differences • For controlling the distance “how hard you hit it” is of little relevance. The size of the swing will determine the speed of the roll

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
	<p>B) How the size of the swing affects how far the balls rolls</p> <ul style="list-style-type: none"> • For this demonstration, the athletes should be positioned in front of the demonstrator, so they can see the leader's eyes. Show the athlete what a short backswing, medium backswing and long backswing looks like • Enquire about what they think will happen to the distance of the ball in each example • Following their feedback hit a putt with each example • Following these demonstrations the leader will pick a random target and ask the athletes to instruct you about what size of a backswing you will require - do this for 10 putts 	
20 min	<p style="text-align: center;">Activity 3</p> <p>Athletes will work in pairs, or in a triangle of three and play "putting catch". The object of the activity is to putt the ball to your partner so it gently rolls and stops near their partner's feet.</p> <p>Step 1: Partners should be approx. 6 ft apart – after 5 putts each, move to step 2</p> <p>Step 2: Partners should be approx. 12 ft apart – after 5 putts each, move to step 3</p> <p>Step 3: Partners should be approx. 20 ft apart – after 5 putts each, move to step 4</p> <p>Step 4: Partners should be approx. 30 ft apart – after 5 putts each end the activity</p>	<p>Leader notes:</p> <ul style="list-style-type: none"> • Remind athletes of using only putting size strokes for safety of the ball traveling and the fact the putters can injure someone because others are not expecting large swings on the green • Distance control can be a challenging skill for many golfers

TIME	KEY CONTENT/ACTIVITIES	LEADER NOTES
10 min	<p style="text-align: center;">Activity 4</p> <p>Place numerous cones across the green, splitting it in half. Without any equipment except golf balls, line up athletes across the green facing these cones.</p> <p>On the leaders command the athletes will roll 5 balls towards the targets. Athletes need to focus on how the ball is rolling and if it is curving (breaking) along the way to the cone, not just whether it hits the cone or not.</p> <p>Following these 5 rolls, athletes will be realigned on the opposite side of the cones. They will repeat the same activity noticing the break of the roll, or simulated putt.</p> <p>Debrief this by asking the group for feedback about what they noticed</p>	<p>Leader notes:</p> <ul style="list-style-type: none"> • Remind athletes that they must gently roll the ball and not throw the ball – safety needs to be considered • The ball may curve (break) left or right but the ball may also have to travel up or down a slope – this an opportunity to further enquire if you notice this • As a rule, similar to curling, the ball will break less the faster it is travelling and more the slower it's moving. • In order to offset this break the athletes must aim away from the cone to compensate for the break
5 min	<p style="text-align: center;">Review/Celebrate</p> <p>Split the group in to two teams for a “closest-to-the-target” putting game.</p> <p>Each athlete will have two balls to putt 15 feet from the target or hole.</p> <p>The team with the closest ball wins and must shake hands with the other team and leaders.</p>	<p>Leader notes:</p> <ul style="list-style-type: none"> • If possible locate a putt for this activity that is not only the correct distance but has a moderate amount of slope/break as well

APPENDIX A: VIDEOS

For additional information and support the PGA of Canada have provided short, lesson specific videos complete with voiceovers from PGA of Canada members while Special Olympics athletes perform the basic skills. These videos can be found at;

- Full swing iron - down the line - <https://www.youtube.com/watch?v=mloCk9qWVsc>
- Full swing iron - face on - <https://www.youtube.com/watch?v=0pJw7MlhEwI>
- Full swing driver - down the line - <https://www.youtube.com/watch?v=qHosMCQ3LZU>
- Full swing driver - face on - <https://www.youtube.com/watch?v=yooXWNb8PZA>
- Pitch - down the line - <https://www.youtube.com/watch?v=1Vtd5uTLwkY>
- Pitch - face on - <https://www.youtube.com/watch?v=V7fUajNEr68>
- Chip - down the line - https://www.youtube.com/watch?v=GCUEyt6_GKc
- Chip - face on - <https://www.youtube.com/watch?v=LyYgavM0WpE>
- Putt - down the line - https://www.youtube.com/watch?time_continue=10&v=irgqFyMlRkl
- Putt - face on - https://www.youtube.com/watch?time_continue=10&v=irgqFyMlRkl

APPENDIX B: PICTURES

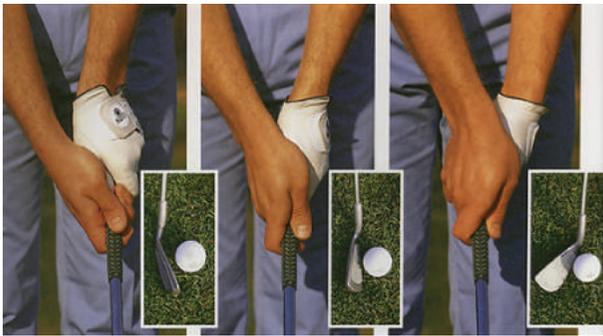
The following pictures, which are referenced in the lessons, are available for additional support;

- Iron lesson plan - different clubs in a set



Referenced from: granvillegolfland.com

- Grip Types- Top of hands



Referenced from: info barrel.com

- Face on Driver- Ball position (driver)



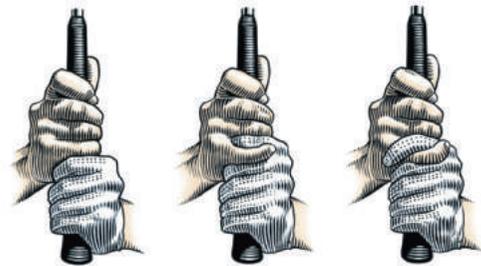
Referenced from: PGA of Canada

- Iron lesson plan - different clubs in a set



Referenced from: thesandtrap.com

- Grip Variations- Looking under the hands



Referenced from: PGA of Canada

- Face on Iron- Ball position (iron)



Referenced from: PGA of Canada



The Dynamic Warm Up

1. Linear Leg Swings
2. Lateral Leg Swings
3. Torso Rotations
4. Body Rotations
5. Coil & Fire

1. Linear Leg Swings

- Core and standing leg should be stable
- Swing leg should swing freely



2. Lateral Leg Swings

- Core and standing leg should be stable
- Swing leg should swing freely



3. Torso Rotations

- Lower body is stable and upper body rotates with relaxed arms



4. Body Rotations

- Entire body moves together pushing up in each direction



5. Coil & Fire

- Lower body is stable during coil phase and full body rotates to the finish position



Referenced from: Jason Glass- Strength & Conditioning Specialist
Tour Performance Lab and Kinetica Golf Performance
Vancouver BC

APPENDIX C: THE ADVANCED WARM-UP



The Advanced Warm Up

1. Hip Opener
2. Lateral Lunge
3. Rotary Sling Stretch
4. Triangle Stretch
5. Rotational Shuffle

1. Hip Opener

- Lift your knee to chest
- Open up the hip while squeezing your glutes
- Cross your leg & stretch your glutes



2. Lateral Lunge

- Lift your knee to chest & drop into lateral lunge
- Drive off your outside leg back to starting position



3. Rotational Sling Stretch

- Drop into a reverse lunge
- Reach your same side arm to the sky
- Repeat with the same arm & opposite leg



4. Triange Pose

- Drop your back leg back and keep it straight
- Squeeze elbow against the inside of your front knee
- Open your chest & arm to the sky & hold



5. Shuffle & Load

- Shuffle back and forth with your pelvis facing forward
- Arms are holding your club out in front of your chest
- Load, change direction and unload



Referenced from: Jason Glass- Strength & Conditioning Specialist
Tour Performance Lab and Kinetica Golf Performance
Vancouver BC

Thank you!



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