

SHOOT PAR NOW

GOLF IMPROVEMENT BLUEPRINT

DROP 10 SHOTS

BREAK 100 • BREAK 90 • BREAK 80

LEARN • PRACTICE • MEASURE • FEEL • PERFORM

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You do not need another list of swing tips. You need to understand where your shots are

going, which skills will help, and how to tell whether your work is making a difference.

The Shoot Par Now Learning System brings together Coach Arlen Bento Jr.'s approved coaching principles and 30 years of coaching experience. It develops golf from the putting green back toward the tee, while using your actual scoring problems to choose the immediate priority.

That distinction matters. You can learn the game in a sensible order and still give urgent attention to a recurring tee-shot penalty. You can want to break 80 and still need dependable short putting. The score you want does not erase the skills you need.

This Blueprint teaches you how to assess, learn, practice, measure and perform. Ask Coach Bento helps you ask better questions and interpret the information you provide.

The Shoot Par Now Golf Skills Test offers digital assessments for Putting, Chipping and Use all three together when helpful, but keep ownership of your development. Write down what you notice. Test an idea. Compare the result. Choose the next step from Coach Bento principle: Diagnose before prescribing.

Start today: Name one recurring scoring problem you want to understand. Describe what happens, where it happens and how often you notice it. Avoid starting with a presumed swing cause.

LEARN: Understand the task, the approved method and why it affects your score. For a

chip, learn the setup and the difference between landing and finishing.

PRACTICE: Repeat the task with attention to what the ball does. Begin with a manageable situation before adding different clubs, distances or lies.

MEASURE: Record outcomes under stated conditions. A success count, actual carry or

first-putt distance tells you more than “felt pretty good.”

FEEL: Connect a useful sensation to a measured result. Feel develops through feedback; it does not replace feedback. A motion that feels unfamiliar can still produce the

intended shot.

PERFORM: Choose and execute a shot in a changing situation. On the course, you get one ball, a particular lie and a consequence. Your practice must eventually prepare you for that decision.

The stages connect. If performance breaks down, return to the stage that needs attention. You may understand a shot but lack reliable distance. You may repeat it well but choose it from the wrong lie.

Ask Coach Bento: “I usually score [range]. I play [frequency] and can practice [minutes] each week. My recurring problem is [what happens]. Help me identify the first useful assessment and one priority using Learn → Practice → Measure → Feel → Perform.”

ACTION CHECKLIST

Choose a pathway; collect a baseline; choose a primary priority; schedule your next session; decide what you will observe in your next round.

A score is a result. To improve the result, look at the events that created it.

Begin with Coach Bento's three Drop 10 themes: No 3-Putts, More Up-and-Downs for Par, and Less / No Penalty Shots. These are development objectives. They do not mean that every golfer can eliminate every mistake immediately.

A three-putt uses three putting strokes on a hole. An up-and-down means getting the ball into the hole in two strokes from an off-green situation: one recovery shot and one putt.

A penalty stroke is a stroke added under the rules; record those separately from the recovery shots that follow.

Use recent scorecards if you remember the details. If you do not, avoid guessing precise totals. Begin fresh tracking. For an initial picture, this Blueprint suggests reviewing three an official minimum.

Record the round's date, course, tees, holes played and score. Then note three-putts, penalties, double bogeys or worse, and missed-green recovery outcomes.

Example: A golfer says putting ruined a round. Their longest first putts followed approach

shots that finished far from the hole. Putting may still need work, but approach proximity belongs in the diagnosis too.

Your first question: Which recurring event is creating the most scoring damage?

For each round, capture the information below in a phone note or on your scorecard. Use

the Skills Test application for supported assessment results; do not assume it stores this entire round audit.

ROUND RECORD

Date / course / tees / holes:

Score:

Three-putts:

Penalty strokes:

Missed-green up-and-down opportunities:

Successful up-and-downs:

Double bogeys or worse:

Most repeated miss:

One lesson from the round:

For each three-putt, add the approximate first-putt distance and what happened next.

For a failed up-and-down, separate the recovery shot from the putt. For a penalty, record the club, intended target and observed miss.

Do not add all categories together and call the sum “shots available to save.” One hole can appear in several categories. A penalty can lead to a double bogey, and a poor recovery can lead to a three-putt. Those are overlapping descriptions of the same hole.

Example: On a par 4, a tee shot finds trouble, the recovery finishes short, the approach leaves a long putt and the golfer scores 7. The triple bogey is not three independent

leaks to count again. Identify the sequence and the earliest useful intervention.

Your action: Review the worst two holes and describe the chain of events before choosing a practice priority.

The Skills Test measures selected practice skills. Your scorecard shows how those skills

and your decisions work together.

Putting 50 includes five distances and 50 attempts. Chipping 50 includes five distances and 50 attempts. The application also offers Range 50, described publicly as 50 full swings across five club groups. Together the three sections offer 150 possible points.

0-25 — Beginner

26-31 — Intermediate

32-37 — Advanced

38-43 — Competitive

44-50 — Elite

A section level describes that assessment performance. It is not your handicap, a promise of a particular score, or proof that every part of your game is at that level. Do not apply these 50-point bands directly to the 150-point total.

Take the test under known conditions. Record date, surface, club and anything that materially affects comparison. A wet practice green and a fast dry green can produce different results.

If time is limited, complete the section most relevant to your leak first. Finish the other sections as practical. Retest using the same protocol; a changed distance or easier lie is a different activity.

Coach Bento principle: Measurement before assumption.

Two golfers can score 30/50 in Putting and need different practice.

Player A records 4, 4, 8, 7 and 7 successes at 3, 5, 10, 20 and 30 feet. Player B records 9, 9, 5, 4 and 3. Both total 30. Player A has more reason to investigate short-putt conversion. Player B has more reason to investigate distance control.

Neither pattern proves a particular stroke fault. A missed short putt may involve start line, read or speed. A long putt may finish outside the zone because of poor pace, direction or an inaccurate read. Use the results to ask a more specific question.

Chipping works the same way. A total can hide a particular distance that causes difficulty. Check whether the ball consistently lands short, rolls too far, or has unpredictable contact.

Keep component scores beside the total. If the application offers a useful result view, use it; otherwise retain a simple note with the five counts. Do not rely on memory several weeks later.

Ask Coach Bento: “My Putting 50 counts at 3, 5, 10, 20 and 30 feet were [five counts]. My three-putts usually start from [distance]. What should I investigate first? Please separate short-putt conversion, speed, start line and approach proximity.”

One shot is not a pattern. Look for repeated information.

For a full shot, describe the starting direction, any curve, where the ball finishes, contact quality and whether it stays playable. “Right” alone leaves questions unanswered. Did the ball start right and stay there? Did it start near the target and curve right? Was the same pattern present with several clubs?

For a chip, describe contact, landing and final finish. For a putt, describe starting line, speed and finishing distance. These observations help you separate an execution problem from an unsuitable choice.

A repeated miss can cost more than its immediate result. A tee shot in trees may require a recovery and leave an awkward approach even if no penalty is added. Record both penalties and forced recoveries without counting the same damage twice.

Example: A golfer's driver often finishes toward the right edge of a playable area. Their next course has serious trouble on that side. The useful questions include target, club and width, as well as skill development. A technical diagnosis should come from

approved coaching information, not a guessed cause.

Your action: Describe your most costly miss in one factual sentence. Then identify one choice you can examine before attempting a mechanical correction.

Choose a primary priority using three questions:

How often does the problem occur?

How costly is its usual consequence?

Can you practice or manage it with your available time and facilities?

Frequency alone can mislead. A common chip finishing a little farther away may be less costly than a less frequent tee shot that creates a penalty and recovery sequence.

Severity alone can also mislead if one unusual hole dominates your memory.

Use both your audit and your assessment. If short-putt conversion is weak and missed short putts repeatedly add strokes, the evidence agrees. If Chipping 50 looks strong but recovery success is low, investigate lies, shot choice and the finishing putt before assuming more identical chips are the answer.

Choose one primary skill and one supporting behavior. For example: priority skill, first-putt distance control; supporting behavior, record first-putt distance and second-putt length during the next round.

Do not change the plan after every disappointing shot. Review enough similar situations to see whether the same issue persists. A plan can be revised when evidence changes; it should not be revised merely because the last shot was frustrating.

Coach Bento principle: The objective is better golf and lower scores, not merely a prettier

Your baseline is a dated starting picture, not a judgment of your potential.

Keep these six items together:

My usual score range and playing conditions.

My primary recurring scoring leak.

My relevant assessment and component results.

My observed miss.

My realistic weekly practice time.

My next review date.

If you do not yet have complete data, say so. “Estimated from memory” and “measured during the round” are different kinds of evidence. You can begin learning while you improve the quality of your record.

Suggested example: “I usually score 96–103 from these tees. Three-putts are common after long first putts. Putting 50 is 27/50, with 3/10 at 30 feet. I have 60 practice minutes each week. I will emphasize distance control and record first-putt distance before reviewing in two weeks.” This describes a process, not an expected scoring result.

FIVE-STAGE CONNECTION

Learn what the leak means. Practice the relevant skill. Measure a baseline. Notice the feel associated with useful results. Perform the skill and observe it during real rounds.

Ask Coach Bento: “Here is my round audit and assessment: [paste facts]. My available time is [time]. Help me choose one primary priority and one on-course observation. Tell me where my information is still incomplete.”

Checklist: Baseline dated; component results retained; primary priority chosen; next session scheduled; review date set.

Choose the pathway that best describes what you want to accomplish. Then use your

assessment to personalize it.

Drop 10 Shots is a problem-solving pathway. Its central question is where recurring scoring damage occurs and how to reduce it.

Break 100 emphasizes keeping the ball playable, advancing it reliably, building basic short game and reducing large numbers.

Break 90 emphasizes consistency, improved short-game outcomes, approach control and sound decisions.

Break 80 emphasizes dependable performance, approach scoring, shot patterns,

proximity and management of costly misses.

The pathways overlap. A player hoping to break 80 may still have a recurring penalty problem. A player hoping to break 100 may already putt well. Work on the weakness your evidence supports.

These labels are goals, not official assessment levels. A Competitive Chipping 50 score does not automatically place you in Break 80. Your complete game, course difficulty, tees and decisions all influence your score.

Start with the nearest useful problem. You do not have to master every chapter before applying one effective change on the course.

Your action: Write your chosen pathway and the assessment finding that most strongly supports your first priority.

The name gives you a clear ambition: find and address avoidable scoring damage. It

does not promise a ten-shot improvement in a particular period.

Begin with the three themes: No 3-Putts; More Up-and-Downs for Par; Less / No Penalty Shots. Then ask which theme describes your most repeated problem.

If three-putts dominate, inspect first-putt distance, speed control and short-putt conversion. If failed recoveries dominate, separate the recovery shot from the putt. If penalties dominate, examine your shot pattern, club choice and target before changing swing mechanics.

An audit might show four three-putts and two penalties. That is useful information, but it does not prove six easy strokes are waiting to disappear. The situations may overlap with other mistakes, and improvement will depend on execution and decisions.

Suggested practice direction: Give the largest share of your available work to the confirmed leak, retain basic maintenance for other skills, and include one performance activity that resembles play.

On-course focus: Notice whether the original problem happens less often or has a smaller consequence. Your score matters, but a single round cannot explain every change.

Ask Coach Bento: “My Drop 10 priority is [leak]. Here are the situations that create it: [facts]. Help me build a simple practice-and-play plan and avoid counting the same scoring damage twice.”

Your first priority is to make more holes manageable.

Keep the ball on the course. Advance it toward a playable next position. Develop a dependable basic chip. Improve short-putt conversion and long-putt distance control.

After an error, choose a recovery you can actually perform.

You do not need a large menu of specialty shots. Coach Bento's short-game hierarchy helps: putt whenever you can; chip when you cannot putt; pitch when you cannot chip; lob only when you must and have the skill.

Example: You miss a green and have room for the ball to roll. A familiar chip may offer a simpler route than a high shot you rarely practice. Example: You finish behind trees. A straightforward route back into play may prevent the first mistake from creating several. Your assessment can change the order. If putting is dependable but full shots frequently become unplayable, playable full-shot patterns deserve early attention.

Suggested evidence to track: Penalty strokes; forced recoveries; three-putts; basic-chip finish; causes of double bogey or worse.

Your success standard at this stage is useful progress in these behaviors and skills. Avoid treating every hole as a demand for par.

Checklist: Dependable recovery choice; playable tee-shot option; baseline putting/chipping scores; one primary practice focus; calm plan after trouble.

Build more dependable results from familiar situations.

Continue protecting against penalties and three-putts. Develop chipping options with the 7-iron, pitching wedge and sand wedge. Learn which club gives you the needed carry and rollout. Build measured approach distances before adding advanced shot design.

Consistency means more than repeating a movement. You need to recognize a situation, choose a suitable shot and deliver a playable outcome. This is why one-ball practice and changing targets belong beside repeated skill practice.

Example: A golfer makes acceptable contact with a wedge but repeatedly finishes short

from 50 yards. If the intended carry is unknown, the first task is measurement. A more dramatic swing change may not answer the problem.

Example: A golfer chips well from a good lie but struggles from rough. Separate the lie and shot-selection issue from the basic-chip skill. Do not interpret an easy-lie test as proof of performance from every surface.

Suggested evidence: Up-and-down outcomes; approach carry and finish; repeated full-shot miss; penalties; three-putt context; reasons for doubles.

Ask Coach Bento: “I am working toward Break 90. My strongest skill is [skill], and my recurring problem is [problem]. Here are my assessment components and round observations. Which next skill gives me the most useful step forward?”

A stronger player needs dependable foundations and more precise scoring opportunities.

Keep full shots playable. Finish holes with reliable putting. Recover effectively when you miss greens. Then develop Approach Scoring as a major differentiator: measured carry, suitable flight, landing location and expected release.

Proximity means how close the ball finishes to the hole. Better proximity can create easier first putts and better par or birdie opportunities. It does not guarantee that the putt will go in.

Do not skip the basics because the goal is advanced. A recurring short-putt weakness or penalty pattern still deserves attention. Advanced shot design works best when contact, distance and green-hitting are already dependable.

Example: With a tucked flag beside trouble, your best scoring choice may still be a safer green target. A sophisticated shot is useful only when the lie, your skill and the consequences justify it.

Suggested evidence: Approach finish by distance and lie; first-putt distance; short-putt conversion; repeated miss; recovery quality; whether aggressive choices are earning their risk.

Ask Coach Bento: “I am working toward Break 80. My approach distances are [measured data], my recurring miss is [facts], and my first-putt distances are [observations]. Help me decide whether my next priority is proximity, reliability or safer shot selection.”

Your score goal and your skill priorities are separate decisions.

Use this selection guide:

Repeated short-putt misses → investigate conversion, start line, read and speed.

Long first putts followed by difficult second putts → investigate distance control and approach/chip proximity.

Poor basic-chip finish → investigate contact, landing and rollout.

Uncertain approach distance → build measured carry references.

Full shots leading to trouble → examine pattern, playable width, club and target.

Several mistakes after one error → examine recovery decisions and your response.

This guide points to investigation. It does not diagnose a technical cause from a

Choose a priority you can work on now. If you have a putting green but no safe approach area, begin useful putting work while arranging an approach measurement opportunity.

If your main issue requires instruction, use your records to make that instruction more

Example: A Break 90 golfer has Advanced chipping results but Beginner putting results.

The pathway does not require more chipping simply because short game matters. The putting components and actual rounds should guide the plan.

Your action: Complete this sentence: “For the next two weeks, I will focus on [skill]

because [evidence], and check its effect by observing [course outcome].”

Make the plan specific enough to act on and flexible enough to learn from.

MY PATHWAY

Goal:

Current score range:

Primary scoring leak:

Priority skill:

Supporting on-course behavior:

Available facilities:

Weekly practice time:

Next assessment date:

A process commitment is something you can carry out: complete a planned session, record an assessment or choose a safer target using your known pattern. A score goal is an outcome influenced by many factors. Keep both, but judge daily follow-through by the Suggested example: “Break 100. Practice the base chip twice each week, compare landing and final finish, complete Chipping 50 on the planned review date, and choose

the simplest suitable recovery shot during play.”

FIVE-STAGE CONNECTION

Learn the pathway's priorities. Practice the skill your assessment identifies. Measure comparable results. Develop feel from repeated feedback. Perform with a decision that matches your current ability.

Ask Coach Bento: “Here is my pathway commitment: [paste it]. Help me simplify it to one primary skill, one measurement and one on-course behavior. Identify any part that assumes a feature or technique you cannot verify.”

Checklist: One primary skill; realistic time; suitable facility; defined measurement; transfer to play; dated review.

Putting is a foundational scoring skill. It deserves a diagnosis that is more useful than “I

had too many putts.”

Separate six questions: How did you read the putt? Where did it start? Was the speed suitable? How far away did the first putt begin? How dependable were short putts? How close did the approach or chip finish?

A read is your judgment of the route and pace needed as the surface slopes. Start line is the initial direction of the rolling ball. Speed is the pace that controls how far the ball travels and interacts with the slope.

Example: A 45-foot first putt finishes 7 feet away, and the second putt misses. That sequence may involve distance control, short-putt conversion and the approach that created the long first putt. Record the sequence rather than assigning one cause automatically.

Coach Bento's First Putt Distance Law reminds you to examine where the first putt began and where it finished. Total putts alone can mislead.

Your learning task: Identify the most repeated part of your putting sequence that needs improvement. The Putting 50 components will help you see whether conversion or finishing-distance control deserves early attention.

Complete ten attempts at each distance:

3 feet — make the putt.

5 feet — make the putt.

10 feet — hole it, or finish inside the approved 1-foot zone.

20 feet — finish inside the approved 2-foot zone.

30 feet — finish inside the approved 3-foot zone.

The application awards one point per successful attempt. Add the five counts for a score out of 50. Record the component counts as well as the total.

Use the current protocol exactly. Do not replace these distances with the separate 1-2-3 Putting System, which begins at 20 feet.

boundary treatment. Until that is resolved, this review manuscript intentionally does not

draw scaled scoring rings or redefine “inside.”

Open <https://shootparnowgolfskillstest.com/> and select Start the Test, then Begin Putting

Enter your real counts. Do not estimate a full score from an unfinished test.

Record date and green conditions. When retesting, keep the protocol consistent and note material changes in surface or speed.

Look at the two conversion distances separately from the three distance-control

distances.

At 3 and 5 feet, success means holing the putt. At 10, 20 and 30 feet, the test also recognizes a finish within the specified zone. These tasks reveal related but different

Example: Scores of 8, 7, 8, 5 and 3 total 31/50. The weakest component is 30 feet. That suggests investigating long-putt distance control, but your notes should tell you whether misses finished short, long or to the side.

During testing, an optional note such as “mostly long” can make the result easier to interpret. It is a practice observation, not an extra scoring rule.

Do not assume one total defines your entire putting ability. The test does not fully describe reading difficult slopes, putting under tournament pressure or playing an unfamiliar green. Connect the result to actual putting sequences.

Ask Coach Bento: “My Putting 50 results were [counts], and misses at [distance] mostly finished [short/long/side]. The green conditions were [conditions]. Help me choose one practice focus without assuming a stroke fault.”

Your action: Name the weakest component, the observed outcome and the on-course situation that resembles it.

Short-putt practice should teach you more than whether the last ball went in.

Use the approved 3- and 5-foot conversion distances as useful references. Learn to notice the intended starting line, the actual starting direction and the pace. Avoid changing several technical ideas at once.

Suggested session format: Make a short series from a manageable location, note makes and misses, then change location so you must read a different putt. Use fewer attempts if time is limited. This is a practice example, not a substitute for Putting 50.

A putt that misses does not automatically require a new stroke. First ask whether you chose an appropriate line, started it there and delivered suitable speed.

For limited facilities, a level indoor surface can help you observe starting direction and repeat a motion. Its friction, slope and hole conditions may not match a golf green. Do not label indoor results a comparable official outdoor baseline unless Coach approves the

conditions.

Transfer to play: Select the intended line and pace before executing. After the hole, record a repeated issue rather than rebuilding your stroke between putts.

Common misconception: More force always makes a short putt safer. Speed and line work together; use feedback from the actual putt.

Lag putting means controlling a longer putt so the next putt is manageable. You are

learning the relationship between motion, energy, green speed and finishing distance.

Begin with a known distance and observe the finish. If several attempts finish long or short, use that feedback to calibrate. Then change distance so you must select the energy rather than repeat a memorized stroke.

Suggested practice example: Work at two available distances, recording approximate finishing distance for each. Next, alternate the distances with one ball. Decide on the intended pace before every attempt. The counts and distances you choose for this activity do not change the official test.

Keep an eye on direction. A putt finishing far away may be a pace issue, a reading issue or both. “Short” and “long” are useful descriptions, but the entire finish matters.

Before a round, observe what a familiar reference motion produces on that green. Green speed changes results. Yesterday's motion is not a universal distance promise.

Feel connection: Notice which motion and energy repeatedly produce the desired finishing distance. Keep that sensation tied to the measured result.

On-course question: Did the first putt leave a manageable second putt, and what was the original distance?

Coach Bento's 1-2-3 Putting System is a distance-control system. It is separate from

Putting 50.

The confirmed starting rule is that #1 begins at 20 feet. The system uses stance, trail-foot and toe relationships as physical stroke-size references. The trail toe is a

backswing reference.

The governing relationship is:

SETUP → STROKE SIZE → ENERGY → DISTANCE

Build a repeatable motion and calibrate what it produces on the current green. Do not treat a body reference as a fixed-distance guarantee on every surface.

movements or exact backswing and forward-stroke measurements. This manuscript does not invent them. A complete numbered tutorial and setup diagram require Coach Bento's. Meanwhile, you can use the approved principle: Observe the distance produced by a repeatable motion, compare the result and calibrate your feel. Do not call your own improvised reference #2 or #3.

Ask Coach Bento: "Explain the confirmed role of the 1-2-3 Putting System and how it differs from Putting 50. Use only approved definitions. If an exact setup or numbered reference is missing, identify the question for Coach Bento."

Repeated putts help you learn a motion. One-ball practice asks you to choose it.

After working on a priority distance, change position and read a fresh putt. Use one ball, choose the intended route and pace, and finish the sequence. Notice whether the second putt is manageable and whether you convert it.

Suggested performance activity: Choose several starting locations that reflect distances you encounter during play. Putt each ball out. Record first-putt distance, first-putt finish one-ball and performance-practice principles.

Avoid selecting only flat putts you already handle well. Add variation gradually, and state the conditions so you can interpret the result.

If the sequence breaks down, distinguish the stage. Did you misread the surface?

Misjudge speed? Start the ball away from the intended line? Miss a manageable second

Transfer to play: During your next round, make a quick note after any three-putt. Keep it factual. One poor sequence is information; several similar sequences may reveal a

Common mistake: Treating a practice-green streak as proof that all putting problems are

solved. Performance includes reading, selection and execution under changing conditions.

LEARN: Understand the specific putting problem and the distinction between conversion

and distance control.

PRACTICE: Work on the weakest relevant component, then add changing distances or locations.

MEASURE: Retain Putting 50 components and record first-putt context in actual rounds.

FEEL: Associate useful pace and motion sensations with observed finishes.

PERFORM: Read, choose and execute one putt at a time.

Example plan: A golfer's conversion counts are strong, but longer putts consistently finish too far away. They emphasize distance calibration, then one-ball sequences, while checking whether second putts become more manageable. That is a reasoned plan, not a promise of fewer putts by a deadline.

Ask Coach Bento: "My priority putting issue is [issue]. My component scores are [counts], and these are the real-round situations [facts]. I have [time/facilities]. Suggest one approved practice focus, a measurement and a transfer activity. Keep 1-2-3 details within confirmed knowledge."

ACTION CHECKLIST

Keep official test distances.

Retain all five counts.

Distinguish read, line and speed.

Note first-putt distance.

Calibrate to the current green.

Practice one-ball decisions.

Retest and compare under stated conditions.

Chipping develops predictable contact, landing-point control and rollout awareness. The

aim is to create a useful next putt, including opportunities to get up-and-down for par.

In Shoot Par Now, Short Game uses feet. Chipping practice and Chipping 50 use 20, 30, 40, 50 and 60 feet. Approach Scoring uses yards. Keep the units visible in your notes.

A chip generally launches lower, lands earlier and rolls farther than a pitch. The right shot depends on the lie, the carry required and the ground available for rollout. Use the simplest effective option.

Carry is the distance the ball travels through the air. Landing point is where it first touches the ground. Rollout is its movement after landing. Final finish is where it stops.

Those are four different observations.

Coach Bento principle: LAND → ROLL → FINISH.

Example: Two chips finish equally far from the hole. One lands in the intended area and rolls more than expected. The other misses the landing area. They may need different attention.

Your learning task: Stop judging a chip only by where it stops. Watch contact, landing and rollout so you can understand why it finished there.

The approved base chip uses feet close together, toes turned slightly toward the target,

the ball off the trail toe and hands slightly ahead of the ball.

Lead means the side nearer the target in your stance; trail means the other side. For a right-handed player, the left side is lead. For a left-handed player, the right side is lead.

The slight toe turn opens the hips and creates room for movement. Hands slightly ahead support the lower-running chip. Do not exaggerate this into excessive shaft lean: the forward tilt of the club's shaft.

describes starting the ball centered and then opening the toes so the trail-toe relationship develops naturally. This sequential explanation is marked for Coach

Use the club's actual result as feedback. A base chip is not a command to force the ball far back or push the hands dramatically forward.

Suggested learning activity: Establish the approved relationships without a ball, then make a few easy chips from a suitable lie. Observe contact and initial launch before

adding distance demands.

Coach Bento's base-chip motion uses coordinated movement through the ball. Avoid a

jab, scoop, excessive hand action, deceleration and tension.

“Move — don't hit” directs your attention to an organized motion that sends the ball to a landing point. It does not mean that the club stops at the ball, or that you force an exaggerated hand position.

Begin with a manageable shot. Observe whether contact is predictable and whether the ball reaches a chosen landing area. If contact varies widely, simplify the task before demanding tight proximity.

Suggested practice example: Choose one suitable lie, one club and one visible landing area. Make a small series, noting whether the main variation comes from contact or landing. Then repeat after one useful adjustment supported by approved coaching information.

Do not change club, ball position, motion size and landing point all at once. If everything changes, you cannot tell which choice caused the result.

Feel connection: Notice the coordinated motion associated with clean contact and useful landing. Judge the feel by what the ball does, not by how forceful the strike seems.

Ask Coach Bento: “My base-chip setup is [describe it]. Contact is [pattern] and the ball lands [result]. Help me investigate one issue using Move — Don't Hit, without adding an unapproved drill.”

Coach Bento's chipping club progression is 7-iron → pitching wedge → sand wedge.

The pitching wedge is commonly abbreviated PW; sand wedge is SW. A gap wedge, GW, typically fills the loft gap between wedges. Loft is the angle of the clubface that helps influence launch.

Generally, a 7-iron chip launches lower and rolls more. A PW offers a middle option. A SW generally launches higher and rolls less. Conditions and execution change these outcomes; no fixed carry-to-roll ratio applies to every shot.

Choose the landing area and required ground behavior, then select the club that fits. Do not automatically choose the highest-lofted club because you are near a green.

Suggested comparison: From a suitable practice lie, use the three clubs toward the same finishing area. Observe where each lands and how far it rolls. You are learning differences, not trying to force identical motion to produce identical distances.

Transfer to play: If the ground provides a safe rolling route, use that information. If you must carry an obstacle, the lower-running option may not fit.

Common mistake: Memorizing a universal ratio and ignoring green speed, slope or lie.

Your action: Identify which of your clubs gives the most dependable result for a familiar chip-and-run situation.

A landing point gives your practice a clear task. The hole is the final destination; the

landing area is an earlier decision.

Choose a visible patch of green that allows the ball to roll toward the finishing area.

Observe whether the ball lands there, then whether its rollout matches your expectation.

Coach Bento's Clock Theory is a motion-size development tool. It is separate from establish universal clock-to-distance relationships.

ball at 6, using 7→5, 8→4 and 9→3 for progressively larger motions. That detail remains a

Suggested activity: Compare a smaller and a larger familiar motion with one club. Record landing and finish. Then change club and observe how the ground behavior changes. Use results to develop your personal references.

Common misconception: The same motion must produce the same distance with every club, on every surface.

diagram is produced.

Complete ten base chips at each distance:

20 feet — finish inside a 5-foot circle.

30 feet — finish inside a 5-foot circle.

40 feet — finish inside a 5-foot circle.

50 feet — finish inside a 5-foot circle.

60 feet — finish inside a 5-foot circle.

The total is 50 shots. Each successful attempt earns one point, for a maximum of 50.

Apply the approved 50-point player levels to the section score.

Keep the protocol distinct from landing-point practice or clock work. The test scores final finish, not merely landing in a chosen patch.

Use the Skills Test application as the digital destination for Chipping 50. Its public

Do not redraw the 5-foot circle as a radius or diameter without confirmation. This wording preserves the source's standard while the dimension convention is resolved.

Your action: Keep the five distance counts, the total and the date together. Never call a partial series a complete Chipping 50 score.

Use Chipping 50 to identify a distance weakness, then use observation to understand it.

Example: Counts of 8, 7, 6, 4 and 3 total 28/50. Longer chips are less dependable in this sample. That does not prove you need a more forceful strike. Check contact, chosen landing point, motion and rollout.

If the ball lands where intended but runs too far, your landing choice or club may not fit the surface. If it repeatedly misses the landing area, the motion's energy or contact may need attention. If contact is inconsistent, simplify before adding several club options.

Keep descriptions factual: “landed long,” “finished beyond the circle,” “contact heavy,” or “rolled more than expected.” Heavy contact means the club interacts with the ground before cleanly striking the ball. Avoid guessing the technical cause from that description

Ask Coach Bento: “My Chipping 50 counts at 20, 30, 40, 50 and 60 feet were [counts]. I used [club] from [lie]. My weakest distance is [distance], where contact/landing/rollout looked like [facts]. What should I investigate first?”

Your action: Select one component weakness and one observed cause-and-effect question to explore in practice.

A good chip creates an opportunity. The next putt completes the up-and-down.

After basic skill work, use one ball and finish the sequence. Choose a suitable lie, decide the simplest effective recovery, make the shot and putt out. Record the recovery finish and the putting outcome separately.

Suggested example: Play several different off-green situations in a safe practice area. Change distance or lie between attempts. Count completed two-stroke sequences, but also note whether failed saves came from the chip or the putt. This activity is not a formal SPN assessment.

Do not use a lob just to make practice more exciting. Follow the approved hierarchy and earn more complex options through skill.

If a chip finishes close and the putt misses, the chipping outcome still tells you something useful. If a long putt goes in after a poor chip, the successful save does not erase the recovery weakness.

Transfer to play: After a missed green, choose a shot that matches the lie and your ability. Evaluate whether it created a realistic next putt.

Common mistake: Calling every failed up-and-down a short-game technique problem.

Selection, contact, proximity and putting all contribute.

LEARN: Understand the base setup, coordinated motion and landing-to-finish

relationship.

PRACTICE: Start with a manageable chip, compare appropriate clubs and add changing situations.

MEASURE: Use Chipping 50 and retain distance components. Observe contact, landing and final finish.

FEEL: Link the useful motion to predictable ball behavior.

PERFORM: Select the simplest suitable shot and complete the recovery-plus-putt

Example plan: A golfer contacts basic chips well but consistently runs the ball beyond the finishing area. They compare club choice and landing area, then check whether one-ball recoveries leave more manageable putts. They do not assume every long finish requires

a mechanical rebuild.

Ask Coach Bento: “My chipping priority is [issue]. Here are my test components, club and landing/roll observations [facts]. Help me choose one approved practice focus and a way to check whether it transfers to up-and-down opportunities.”

ACTION CHECKLIST

Use feet for Short Game.

Confirm lead/trail setup relationships.

Move rather than jab.

Choose landing before execution.

Observe rollout.

Use the 7-iron/PW/SW progression where suitable.

Separate chip quality from putt quality.

Retest with the approved protocol.

Coach Bento's decision hierarchy is:

PUTT whenever you can.

CHIP when you cannot putt.

PITCH when you cannot chip.

LOB only when you must and have the skill.

The hierarchy asks which lower-risk option can accomplish the task. It does not require putting through an unsuitable surface or chipping into an obstacle. Read the lie and the Pitching gives you more initial height, more carry and generally less rollout than a chip. A lob is a higher-risk specialty option requiring a suitable lie and practiced skill. A greenside bunker shot is a recovery from sand.

These skills use feet in Shoot Par Now. A 50-yard shot belongs to Approach Scoring, even though generic golf language may call it a pitch.

Example: With plenty of green between you and the hole, a rolling recovery may fit. With an obstacle to carry, a pitch may fit. With little landing room, do not automatically select a lob; first check the lie, alternatives and your ability.

Your learning task: State why a simpler shot will or will not work before selecting a higher

Pitching uses feet close together, toes slightly turned toward the target and the ball off

the lead toe. Present the club's loft naturally.

A sand wedge or lob wedge is preferred. A lob wedge, LW, is a higher-lofted wedge commonly used for higher shots. A pitching wedge can work when needed, but it is less suited to the desired pitch trajectory and landing behavior.

Coach Bento principle:

USE THE CLUB'S LOFT. DON'T HELP IT — JUST PRESENT IT.

Do not scoop, lift or flip to make the ball rise. The club's loft and the organized motion create the shot.

Pitching allows wrist hinge to create energy and height. Do not simply accelerate the arms harder. Compared with a chip, the pitch uses a larger motion but remains a relatively low-force Short Game task, with minimal leg drive and controlled body/arm

Suggested learning activity: From an appropriate lie, use the approved setup with a preferred wedge. Observe the launch and landing from a manageable distance before asking for a soft finish beside a difficult flag.

Common mistake: Moving the chip's trail-toe ball position into a pitch without recognizing that the approved setups differ.

P1/P2 belongs to Approach Scoring in this publication; do not import it into Pitching.

Coach Bento's Pitching clock concept uses a larger arm swing, generally in the 9-to-11

range. Arm position is not club position: wrist hinge can place the club higher than the arms. No universal distance is assigned to a clock position.

The wrists unhinge into impact. After impact, do not roll or turn the clubface over. The face stays open/upward toward the sky on the release side, without an added flip.

Coach Bento feel:

YOU SHOULD BE ABLE TO HOLD A CUP OF LIQUID ON THE CLUBFACE.

This is a release feel, not an instruction to balance an actual cup on the club during

Observe contact, carry, landing and finish. A higher shot still needs a suitable landing area; it does not automatically stop at the hole.

Suggested practice example: Use one wedge from a good lie at a manageable Short Game distance. Watch the release and the ball's behavior. Add another distance only after the basic task is understandable.

Ask Coach Bento: "I need a pitch from [feet] with [club] and [lie]. My ball lands [result] and finishes [result]. Explain the approved setup and cup-of-liquid release feel. Please keep P1/P2 out of Pitching."

Pitching practice can use 20, 30, 40, 50 and 60 feet. These distances do not create a

formal Pitching 50 scoring protocol.

Observe contact, carry, landing and final finish. Choose a practical landing area and a finish objective appropriate to your ability and the lie. Record what happened rather than assigning an invented official level.

Suggested activity: Begin from one suitable lie, repeat a manageable task, then change distance or landing requirement. Finally, use one ball and choose between chip and pitch. The choice matters as much as the execution.

A golfer who makes solid contact but runs the ball farther than intended should check club, landing and surface behavior. A golfer who struggles to get predictable contact should simplify before chasing precise proximity.

Limited-facility option: If a safe pitching area is unavailable, study the setup and selection principles and ask for coaching guidance. Do not attempt airborne shots where people, property or facility rules make them unsuitable.

Transfer to play: Choose the pitch when the carry and landing task justify it. Keep the intent simple: suitable club, approved setup, natural loft, organized release and a chosen landing area.

Common mistake: Calling every shot with a wedge a pitch, regardless of distance or

A lob is a specialty shot. Coach Bento does not recommend it casually or as the default

Before selecting it, ask:

Can I putt?

Can I chip?

Can I pitch?

Is a lob truly necessary?

Is the lie suitable?

Do I have a lob wedge?

Have I practiced the shot?

Can I commit to the motion?

The approved setup uses a more open clubface, a wider and open stance, lead foot open, and ball inside the lead foot. This differs from the pitch's lead-toe relationship.

Lock in the wrist angle at setup so the release does not become floppy. Hold the structure, make a turn/rotation swing and trust fluid acceleration. The motion is substantially larger than the pitch but is not a fully lifted conventional full-swing top.

A lob can create a very high shot that lands softly, but the result depends on lie, contact, club and execution. Do not promise a specific amount of spin or stopping distance.

Sometimes chipping sideways or backward creates a better next shot than attempting the high-risk option.

Coach Bento principle: PLAY SMART. SWING WITH CONFIDENCE.

There is no formal Lob 50 assessment.

When lob measurement is useful, Coach Bento permits 5-foot, 10-foot and 20-foot proximity circles from appropriate situations. Evaluate contact, height, landing, stopping behavior, consistency and avoidance of the major miss. Do not turn those circles into a standardized points table.

Circle dimensions share the unresolved radius/diameter convention identified in the practice zones.

Suggested development sequence: Understand the decision gate, learn the approved setup with guidance, practice from an appropriate lie, observe the result, then test selection among simpler options. A golfer without reliable pitch contact should not treat lob practice as the immediate scoring priority.

Feel connection: Commitment and fluid acceleration matter. “More commitment” does not mean an aggressive hit or a floppy release.

Ask Coach Bento: “I am considering a lob from [lie] over [obstacle] to [landing area]. My practiced ability is [describe it]. Help me apply the lob decision gate and consider a simpler recovery. Do not invent a Lob 50 score.”

Transfer to play: Use the shot only when the situation requires it and your practice supports the choice. Judge both the decision and the outcome.

Coach Bento's bunker philosophy is:

GET OUT → 2-PUTT → MOVE ON.

This expresses a recovery priority, not an automatic promise of two putts. A bunker is already a setback from the prior shot; avoid compounding it. It is not automatically a rules penalty.

The foundational explosion shot is roughly 20–40 feet. A sand wedge is preferred. Use a wider, open stance, lead foot open and a slightly open face, generally less open than for Wobble the feet into the sand to establish a base and organize the bottom of the swing. Depth depends on sand conditions; there is no universal amount.

Use a visual entry area a few inches behind the ball as a starting concept. Move the sand rather than trying to strike the ball directly.

Bounce is the sole's feature that helps it glide rather than dig. Coach Bento's “back of the golf club” cue means allowing the back portion of the sole/bounce to enter and move through the sand.

Bunker shots need more energy than comparable carry from grass. The source's

approximate 3:1 energy reference is not a mathematical law and must not become a universal distance calculation.

There is no formal Bunker 50 assessment. Measure successful escape, playable finish,

proximity and repeated sand-entry/contact patterns. Note when the ball remains in the

LEARN: Understand which recovery the situation requires and its approved setup.

PRACTICE: Begin with an appropriate lie and manageable task.

MEASURE: Observe contact, landing, finish and, in sand, escape.

FEEL: Link the pitch release, lob commitment or bunker bounce sensation to a useful

PERFORM: Select a shot you can execute and avoid compounding the prior mistake.

Suggested bunker activity: From suitable practice sand, focus first on escaping to a playable area. Record escapes and failures without assigning official SPN points. Add tighter proximity only as escape becomes more dependable.

Ask Coach Bento: “My bunker issue is [what happens] from [sand/lie] with [wedge]. Help me use the approved escape-first approach. Explain bounce in plain language and do not invent a Bunker 50 assessment.”

ACTION CHECKLIST

Follow the short-game hierarchy.

Use feet for these skills.

Keep Pitch, Lob and Bunker setups distinct.

Never import P1/P2.

Require a suitable lie and practiced skill for lob.

Measure useful outcomes without invented official scores.

Get out of sand before chasing a heroic save.

Approach Scoring is a distinct stage of development. It combines distance, club, motion,

flight, landing and release. It is more than a pitch from farther away.

The core learning distances are 30, 40, 50, 60 and 70 yards. The principles extend

toward approximately 120 yards, but that does not mean the same shot options or proximity expectations apply at every distance.

Begin with solid contact and getting the ball on or near the green. Then develop measured distance, green-hitting and proximity. More advanced players can add flight windows, pin quadrants, landing and release.

Approach does not replace the foundations. You need Putting to finish holes, Chipping to recover and Full Swing control to keep the ball playable. As those develop, Approach Scoring becomes a major scoring differentiator.

Coach Bento's progression asks:

Can you get it on the green?

Can you get it close?

Can you design the shot?

Your learning task: Identify your current stage. Do not start with advanced release or Peel if contact and distance are still uncertain.

Proximity means the final distance from the hole. Better proximity creates opportunities; converting them still requires putting.

Start by establishing the normal full-swing carry of each scoring club. Use measured

results rather than a universal wedge-distance chart.

Carry is where the ball first lands. Total distance includes movement after landing. Keep both visible when the ground lets you observe them.

Coach Bento's starting framework is P1 approximately half motion/half full distance, P2 approximately three-quarter motion/three-quarter full distance, and Full your normal full-swing reference. These are starting references, not guaranteed percentages.

Example only: If your sand wedge normally carries 80 yards, about 40 and 60 yards can be initial P1 and P2 references. Your measured results might instead be 42 and 61. Keep the actual numbers.

PERSONAL MATRIX

Club | P1 observed carry | P2 observed carry | Full observed carry | Conditions

PW | your data | your data | your data | note

GW, if carried | your data | your data | your data | note

SW | your data | your data | your data | note

LW, if carried | your data | your data | your data | note

Record repeated outcomes rather than treating your best shot as the normal distance.

Do not force the measurements to fit the formula.

a half-motion development position. It emphasizes connected movement, relatively quiet

hands, body rotation, stable structure and controlled energy.

Its movement language includes TURN → SHIFT → TURN. P1 is not “make a full swing and

slow down.”

P2 adds turn, arm movement, wrist hinge/set, energy, rotation and release. Its concept is

TURN → HINGE → ROTATE → RELEASE. Hinge/set is not rolling, lifting or throwing the

hands. P2 is not simply “swing harder than P1.”

Approach stance is inside shoulder width. It is neither the very narrow Short Game

stance nor a wide power stance. It supports balance, rotation and the required pressure

Use measured carry to choose a known motion that fits the task. This gives you a more

useful reference than vague harder/softer instructions.

references inside Approach Scoring.

clarification mentioned slight hinge without lift. The final version must preserve the

confirmed intended meaning rather than silently blend both descriptions.

**The lie is the way the ball sits and the surrounding surface.
Read it before designing the**

A good lie can support more options. A poor lie may reduce clean contact or high-flight

choices and favor a simpler trajectory. Do not demand a sophisticated high shot from a lie that does not support it.

Ball position works with club, face, motion, release and lie. More toward the trail side can produce a lower flight. Moving from the middle progressively toward the lead side can create a higher flight. Do not move the ball excessively forward.

Opening the face can add effective loft, increase height, change carry and affect landing.

There is no universal yardage reduction for a given face change. Measure what your combination produces.

Suggested activity: With dependable contact from a suitable lie, compare a familiar setup with one modest variable change. Observe flight and carry. Return to the familiar reference before changing another variable.

Ask Coach Bento: “I have [yards] from [lie]. My measured club/motion options are [data]. The flag and trouble are [description]. Help me choose a suitable shot before discussing ball position or face changes.”

Common mistake: Designing the ideal flight first and only then noticing that the lie makes it unrealistic.

Coach Bento teaches visual stories rather than fixed launch-monitor angles.

Imagine a first story roughly two flagsticks high, another two for the next story, and another two for the third. These are visual references. They are not exact launch angles or mandatory heights for every situation.

Use what you can see: a flagstick, tree, branch, building, hotel floor or other distant reference. You do not need a particular physical structure to practice the concept.

Once distance becomes predictable, ask: “Can I hit this distance through that window?”

Different combinations of club, motion, ball position, face and release can create different shots to a similar distance.

Suggested practice: Choose a known distance and begin with your dependable flight.

When skill supports it, compare another visual window. Record what changes in carry, landing and finish. Add only one new demand at a time.

Feel connection: You are learning to recognize and select the motion that fits the picture.

Measurement keeps the picture honest.

Common mistake: Forcing a third-story shot from a poor lie or before contact is reliable.

STORY 3 — qualitative visual window

STORY 2 — qualitative visual window

STORY 1 — qualitative visual window

Coach Bento uses front-left, front-right, back-left and back-right to describe pin location.

A quadrant is one of these four areas; it is not necessarily a physical practice target.

You can use one center flag and imagine the different pin locations. Ask where the ball should land and what it should do after landing.

The pin and landing point are different. Advanced planning works backward:

Desired finish → expected release → landing location → required carry → required flight → club, motion, face, ball position and release.

Release means how the ball behaves after landing in this planning context. Club-release sensations also influence the shot. Coach Bento's held/open feel may allow the ball to work slightly right; rotational release may allow it to work left; a neutral option is more direct. These are skill concepts, not guaranteed curve laws.

Suggested activity: With a known carry reference, describe a front pin and a back pin.

Choose a landing plan for each, then compare expected and actual finish.

Ask Coach Bento: "The pin is [quadrant], the lie is [lie], and my carry options are [data]. Help me separate landing point from final finish and choose a sensible miss strategy."

BACK LEFT BACK RIGHT

FRONT LEFT FRONT RIGHT

Illustrative pin quadrants; not a scaled practice target.

Peel means designing the shot so its movement after landing works toward the hole.

Ball Has Eyes is a performance visualization: flight, landing, skip and release are intentionally designed so the ball appears to know where the hole is.

These concepts belong to a player who has earned the complexity. If contact, distance, green-hitting or basic flight are unreliable, return to those foundations.

Coach Bento's example: With a sand wedge carrying about 80 yards full, P1 can provide an initial reference near 40. For a 40-yard back-right pin, a skilled player might carry roughly 35 yards, land 3-5 yards left, use a slightly open face and controlled/held release through a lower window so the ball can work right toward the hole.

That is an illustration of shot design, not a prescription for every 40-yard shot. Lie, green shape, surface, player skill and actual measured carry must support it.

The useful question becomes “What should happen after landing?” rather than merely “Can I hit the flag?”

Feel connection: Train structure and feedback until recognition becomes more intuitive:

SEE IT → FEEL IT → EXECUTE IT.

Common mistake: Adding Peel to compensate for missing basic distance control.

The formal core development distances are 30, 40, 50, 60 and 70 yards. The exact

Measure club, motion, expected carry, observed carry, landing and final proximity. State the lie and conditions. These observations build your matrix and show whether a selected shot behaves as intended.

Coach Bento's proximity language:

About 20 feet — a useful developing-player objective.

About 10 feet — Dime.

About 5 feet — Nickel.

About 3 feet — Winner.

These are developmental feedback references, not a standardized points system. Closer is better, but expectations must fit the player's stage and distance.

Suggested progression: Begin with contact and green-hitting. Add distance precision.

Then compare windows, quadrants and landing. Finish with changing-distance

performance practice when appropriate.

Use your own note for Approach data unless a supported application feature is verified.

Ask Coach Bento: “My approach shot was [yards], using [club/motion], from [lie]. It carried [distance], flew through [window] and finished [proximity/direction]. Give me one useful approved adjustment and tell me what to compare on the next attempt.”

LEARN: Understand your current stage and the approved distance/shot-design

framework.

PRACTICE: Build known club/motion options, then add appropriate variation.

MEASURE: Record actual carry, landing and finish.

FEEL: Connect the selected motion to the intended flight and ground behavior.

PERFORM: Read the lie, choose a suitable target and execute a shot your evidence

Example plan: A golfer has solid contact but does not know wedge carry. Their first work is a measured matrix. Another golfer has dependable distance and can begin comparing landing and release for different pin locations. Both use Approach Scoring, but their tasks

ACTION CHECKLIST

Use yards.

Start with known full carry.

Treat P1/P2 percentages as references.

Measure actual outcomes.

Read the lie first.

Keep pin and landing separate.

Use visual stories without fixed angles.

Earn advanced shot design.

Do not invent Approach 50 or Dime/Nickel points.

Choose center green when appropriate.

Ask Coach Bento: “My current stage is [contact/green/distance/proximity/shot design]. Here is my matrix and recent approach evidence [facts]. Help me select the next useful task without skipping foundations.”

The Full Swing's immediate scoring job is to keep the ball on the course and create a

usable next shot.

Distance matters when it helps the hole. Extra distance that repeatedly creates penalties or forced recoveries may carry a cost your score cannot absorb.

Coach Bento's approved principles include measurement before assumption, repeated-shot information and scoring before swing beauty. Use those principles to understand the shots you already produce.

This chapter addresses observation, assessment and selection. The VCB index lists detailed Short Iron, Mid Iron, Long Iron, Fairway Club and Driver modules as future

Do not create a separate P1/P2/P3 Full Swing system from the Approach chapter. The Approach references do not supply missing club-specific setup and mechanics.

Your learning task: Describe what a normal full shot does with a relevant club. Where does it start? Does it curve? How wide is the finish pattern? Is the next shot playable?

Example: A golfer gains length with driver but repeatedly finishes in trouble. The useful investigation includes club choice and target, plus any approved technical guidance.

Length alone does not settle the decision.

Dispersion is the spread of shot finishes. A pattern describes where repeated shots tend

to go, including the usual miss.

activity as his official exercise.

For now, gather repeated-shot observations without inventing official scoring: club, intended target, starting direction, curve, contact, carry when reliably observable and finish. Keep the conditions visible.

Do not discard poor shots merely because they make the pattern look worse. The purpose is to understand what you can expect during play. Your best shot alone is not

your dependable shot.

Example: A group of shots contains several acceptable finishes and repeated large right misses. The right misses belong in the planning picture. A target that accommodates only the best finishes may expose you to the known major miss.

Ask Coach Bento: “With [club], repeated shots start [direction], curve [description] and finish [area]. Here are the actual observations [data]. Help me understand the pattern and target implications. Do not diagnose mechanics from one shot or invent the 10-Ball protocol.”

The Skills Test publicly describes Range as full swing only, PW through Driver, staying

inside the applicable shot window.

The earlier Drop 10 master specification supplies this Level 1 table:

Short Iron — 9/PW/GW — 20-yard window — 10 shots.

Mid Iron — 6/7/8 — 30-yard window — 10 shots.

Long Iron/Hybrid — 3/4/5 iron or hybrid — 40-yard window — 10 shots.

Fairway Wood — 3/5/7 wood — 50-yard window — 10 shots.

Driver — Driver — 70-yard window — 10 shots.

The supplemental specification describes a successful attempt as a solid golf shot finishing inside the relevant goal-post/shot window. There are 50 shots and 50 possible points. Half or three-quarter motions are not scored attempts.

total widths, the target-distance/end-point convention, “solid” criteria, club substitutions and boundary treatment.

Use <https://shootparnowgolfskillstest.com/> as the intended assessment destination. Do not use this incomplete procedural table to improvise unconfirmed test rules.

A Range total can hide a costly weakness. Retain the club-group components and the

miss observations.

Example: A golfer performs well with short and mid irons but has a much less dependable driver pattern. Their first investigation may concern driver selection and

target strategy, alongside approved instruction. A single total cannot explain that difference.

A shot finishing in a test window is useful assessment information, but it does not guarantee a safe finish on every hole. A course can have a narrower playable corridor, trouble beyond the target or an uneven lie.

Compare the assessment with your actual penalty and recovery record. If a club's pattern looks acceptable in practice but causes trouble on the course, investigate alignment choices, conditions, lies and the decisions preceding the shot.

Do not invent a technical cause from a low component score. Use the result to make a focused coaching question.

Ask Coach Bento: "My Range components are [scores] using [clubs]. On the course, costly misses occur with [club/situation]. My repeated pattern is [facts]. Help me choose a practical next step and identify where approved Full Swing instruction is still needed."

Your action: Identify the club group that most often limits playable next shots, then compare the practice evidence with real-round consequences.

A dependable option is a shot whose usual pattern fits the task in front of you.

Evaluate what you actually produce with available clubs. A shorter club can be a useful choice when its pattern and distance create a safer next position. It is not automatically safer on every hole; a required carry or unsuitable remaining shot can change the

Suggested planning activity: Choose a familiar hole and describe the playable landing area, required carry, nearby trouble and your repeated pattern with two possible clubs.

Compare both choices before deciding.

Avoid using one memorable perfect shot as the reason to select a club. Include the major miss and its consequence.

Carry estimates must come from reliable observation or measurement. If the range makes landing distance unclear, acknowledge the uncertainty rather than treating a guess as exact.

Transfer to play: Choose a club and target together. A club that reaches trouble and a

target beside trouble create a different task from the same club aimed at a generous playable area.

Common mistake: Treating the dependable option as a guarantee. It is a reasoned choice based on current evidence, and it still needs execution.

Coach Bento principle: Measurement learns the pattern; performance uses it.

Range work should have a task, an observation and a next step.

Begin by stating what you are learning: a pattern, a carry reference or a playable shot choice. Use approved technical instruction where available. Do not add a new mechanical cue merely because the session begins poorly.

Suggested session structure: Spend a short period observing a familiar club, focus on the primary approved task, then change targets or clubs so you must make a decision.

Record what you learned. This is a proposed practice structure, not an official Range 50

If you cannot observe where the ball lands, distinguish flight/contact practice from carry measurement. If range balls or wind differ materially from playing conditions, retain that

A net can support contact or instructed movement practice, but it does not reveal complete ball flight or final dispersion. Do not infer a tight course pattern solely from net

Feel connection: Associate an approved movement sensation with the result you can verify. Avoid treating a pleasing sensation as proof of correct distance or direction.

Common mistake: Hitting a large number of balls without recording which task improved or whether the selected shot was useful.

Your action: End the session with one factual observation and one next task.

Repeated poor contact, an unmanageable major miss or uncertainty about a swing

instruction deserves focused guidance.

Bring useful facts: club, lie, target, starting direction, curve, finish pattern and what you have already tried. Say what you can verify and what you are guessing.

Ask Coach Bento should diagnose before prescribing and remain inside approved knowledge. A lack of a confident approved answer is a knowledge gap to review, not

permission to invent a Coach Bento method.

Example: “My 7-iron starts near the intended line and often curves right” is more useful than “My swing is broken.” It still does not establish the cause. The next question should clarify the pattern and the available evidence.

not treat text-based guidance as an observed video diagnosis.

Ask Coach Bento: “I need help with [club/problem]. These are my repeated observations [facts], and these are the conditions [conditions]. Ask the minimum useful diagnostic questions. Use approved Coach Bento knowledge and identify any missing Full Swing instruction for review.”

Transfer to play: Use a known playable option while a technical issue is being investigated. Avoid introducing several unfamiliar swing thoughts during a round.

LEARN: Understand the playable-shot task and approved pattern principles.

PRACTICE: Work from approved instruction and a defined target.

MEASURE: Retain component results and repeated-shot observations.

FEEL: Tie a useful approved sensation to verified contact and flight.

PERFORM: Select a club and target that accommodate your usual pattern and miss consequences.

Example plan: A golfer's largest scoring damage follows driver misses. They collect pattern information, examine a playable alternative and bring a focused question for technical instruction. They track penalties and forced recoveries to see whether the plan

ACTION CHECKLIST

Do not diagnose from one shot.

Include poor shots in the pattern.

Use reliable carry information.

Keep club and target connected.

Distinguish net work from flight measurement.

Do not invent Full Swing mechanics.

Do not create a separate P1/P2/P3 module.

Confirm Range 50 procedures before final release.

Track course consequences alongside test results.

Ask Coach Bento: “Here is my full-shot priority and evidence [facts]. Help me connect one approved range task with one safer on-course decision. Identify any technical content that requires Coach Bento's answer.”

curriculum for these eight pages.

Course management is choosing shots that fit the situation and your current ability.

Coach Bento's approved Approach principles ask you to consider lie, hazards, green shape, pin, landing area, miss consequences, skill and confidence. Sometimes center green is the correct choice.

The same practical questions can help you organize an entire hole. What position helps the next shot? What does your usual pattern allow? What happens if the major miss Confidence should be supported by practice and evidence. Wanting a shot to work is different from having a dependable option.

Example: A golfer can reach a narrow target with their longest club but frequently misses toward trouble. The decision includes both the extra distance and the consequence of the pattern. A shorter option may create a more manageable hole if it meets the required carry and next-shot needs.

chapter develops examples from approved existing principles and marks broader

Your learning task: Evaluate the choice before evaluating the swing. A well-executed shot aimed at an unsuitable target can still create scoring damage.

A tee-shot plan combines club, target, landing area and the next shot.

Look for the playable area and the trouble your usual pattern might reach. Consider required carry and the distance to hazards or boundaries when reliable information is available.

Your intended target is a planning reference, not proof that every shot will finish there.

Use repeated results to judge how much room the task provides.

Worked example: A familiar hole has trouble on the right. Your recent driver pattern includes several large right finishes, while another club creates a shorter but more playable next shot. Compare the options using actual distance and miss information. Do not assume changing clubs is always correct; a forced carry may make the shorter club unsuitable.

Suggested pre-round activity: Review two holes that commonly produce penalties or forced recoveries. Decide what information you need to choose more intelligently.

Ask Coach Bento: “On this hole, the playable area is [description], trouble is [locations], and required carry is [verified/estimated distance]. My patterns with [clubs] are [facts]. Help me compare targets and clubs without promising a safe result.”

Common mistake: Choosing the club first and only afterward looking for a target that justifies it.

A flag is information. It is not always the best target.

Consider the lie, green shape, pin location, hazards, your carry references and the consequence of the usual miss. A generous green target can be the correct scoring

Worked example: The flag is front-left beside a difficult recovery area. Your normal approach pattern includes short-left misses. Chasing the flag may expose the known weakness. A more central target could offer a better overall task, depending on carry, green shape and conditions.

Do not invent a fixed aiming offset for every player. The target should fit your evidence and the situation.

For stronger players, landing and release can refine the plan. That complexity should not erase the basic safety question. A well-designed shot still needs a suitable lie and practiced ability.

On-course action: Before the approach, name the acceptable finish area and the costly miss. This helps you decide whether a precise flag attack is justified.

Ask Coach Bento: “The pin is [quadrant], my lie is [lie], the green/trouble is [description], and my usual pattern is [pattern]. Should I prioritize getting on, proximity or safer positioning? Explain the tradeoff using my actual skill.”

After a poor shot, the task changes. Reassess the lie, available routes and your realistic

Coach Bento's Lob guidance explicitly allows chipping sideways or backward when that creates a better next shot. The bunker philosophy prioritizes escape. Both express the same scoring principle: stop adding damage.

Worked example: A ball finishes behind trees with a narrow route toward the green and a generous route back into play. A familiar recovery to the playable area may create a more dependable next shot than an unpracticed escape through the narrow gap.

This is a decision example, not a rule that every recovery must go sideways. Evaluate the actual route and consequences.

If rules relief or a penalty option is relevant, use the applicable current rules and event procedures. This Blueprint does not invent a relief procedure. Record penalty strokes accurately and distinguish them from recovery strokes.

Transfer to play: Pause long enough to describe the new task. The previous plan no longer controls the decision.

Ask Coach Bento: "My ball is [lie/location]. The practical recovery routes are [options], and my dependable skills are [skills]. Help me compare the next-shot positions and avoid turning one mistake into several."

After a missed green, begin with the simplest suitable shot.

Check whether putting works. If not, check a chip. If the required carry rules that out, check a pitch. Consider a lob only when necessary, with a suitable lie and practiced skill.

Worked example: You have open green and room to roll the ball. Your familiar base chip offers a useful route. The temptation to hit a high specialty shot should be justified by the situation, not by appearance.

Worked example: You are in a greenside bunker. First choose an escape that leaves a playable finish. Exact proximity can become a more demanding objective as skill

The outcome of the recovery and the outcome of the putt are separate pieces of evidence. A missed par putt does not automatically prove the shot choice was wrong. A holed long putt does not automatically prove it was right.

Coach Bento's "Protect Par" principle encourages useful recovery opportunities. It does not require forcing a high-risk par save after every error.

Your action: After a missed green, state the simplest shot that fits the lie and route, then choose the landing or finishing area it needs.

Double bogey means two strokes over par on a hole. Triple bogey means three over par.

A large number often develops through a sequence rather than one isolated shot.

Review the sequence:

What was the first problem?

What position did it create?

What decision followed?

Was the next shot within your dependable ability?

Did a putting or recovery issue add further damage?

Example: A tee shot finishes in trouble, an ambitious recovery stays in trouble, an approach misses the green and the golfer three-putts. Each event matters, but the earliest useful change may be a safer tee plan or simpler recovery.

Avoid counting the hole's total damage several times across your audit categories. Use the categories to understand the chain.

Suggested review activity: After a round, analyze the two largest numbers. Write the first controllable decision that could have made the hole more manageable. Keep it distinct from a wish to have hit a perfect shot.

Ask Coach Bento: "Here is the sequence on my worst hole [shots and decisions]. Help me identify the earliest useful intervention and the skill or decision that deserves practice. Avoid assuming every event was an independent scoring leak."

Your record should be simple enough to continue using.

During the round, keep the score and note the few items relevant to your current priority. Afterward, add context while it is fresh.

If putting is the focus, note first-putt distance and three-putt sequences. If recovery is the

focus, note the lie, selected shot, finish and putting outcome. If penalties are the focus, note club, target and miss.

For an integrated review, retain score, three-putts, up-and-down opportunities and saves, penalties, double bogeys or worse, repeated miss and one lesson.

Green in regulation, often abbreviated GIR, means reaching the putting green at least two strokes below the hole's par: in one on a par 3, two on a par 4 or three on a par 5. If you use GIR, interpret it beside first-putt distance and the quality of missed-green opportunities.

One round is a sample. Changes in course, tees, weather and lies affect comparisons. Keep those conditions in view rather than claiming an exact practice benefit from a single score.

Digital boundary: The Skills Test application was verified for assessment surfaces, not as a complete scorecard or round-analysis platform. Use a separate note when necessary.

The test measures selected skill performance. The course checks whether you can select

and perform the skill in context.

If an assessment improves but the scoring leak does not, investigate transfer. Are the course lies different? Are you choosing an unsuitable shot? Are approach finishes creating much longer putts? Are you practicing one repeated target but facing varied

If the scoring leak improves but the assessment does not, look at decisions. A safer target or simpler recovery may reduce damage before a measured technical skill

If both worsen, review conditions, sample size, task difficulty and whether the practice plan is clear enough to follow. Avoid immediately adding several new swing thoughts.

Worked example: A golfer's Chipping 50 improves, but up-and-down success remains low because misses leave poor lies and the finishing putts are weak. More easy chips may not address the whole sequence.

Ask Coach Bento: "My assessment changed from [baseline] to [retest], while my course priority changed from [round evidence] to [round evidence]. Conditions were [differences]. Help me determine whether to continue, improve transfer or change the priority."

Your action: Look for agreement between practice and play, then explain any disagreement before revising the plan.

LEARN: Understand the task, options and miss consequences.

PRACTICE: Rehearse selection through changing targets and recovery situations.

MEASURE: Record the decisions and recurring outcomes that affect the score.

FEEL: Develop confidence from familiar, measured options.

PERFORM: Choose the shot that fits the current lie, route and ability.

Suggested decision sequence:

Read the lie.

Identify the useful finish area.

Consider trouble and the usual miss.

Select a known club/shot.

Choose a clear target.

Observe the result and move to the next task.

ACTION CHECKLIST

Pair club with target.

Include the major miss in planning.

Use center green when appropriate.

Choose simple recovery when justified.

Follow the short-game hierarchy.

Separate choice from execution.

Review large-number sequences.

Keep records practical.

Ask Coach Bento: "My next round's priority is [priority]. Help me choose one decision behavior to apply and one outcome to record. Keep the plan simple enough to use during play."

A practice plan begins with your confirmed priority and your actual available time.

Separate learning, skill building, measurement, performance practice and on-course

validation. You do not need every session to do everything. You do need the week to connect practice with real golf.

Learning explains the task. Skill building repeats and refines it. Measurement establishes what happened under stated conditions. Performance practice adds selection and variation. On-course validation checks whether the skill helps in play.

Example: A golfer learning the base chip begins with setup and contact. Once those become more predictable, they compare landing and rollout. Then they choose shots from different situations and finish the putting sequence.

A test is useful, but repeatedly taking it is not the entire practice plan. Use the component results to select work between tests.

Ask Coach Bento: “My primary priority is [priority], baseline is [data], and weekly time is [time]. Help me distribute learning, skill building, measurement and performance practice around the facilities I actually have.”

Your action: Give your next session one clear job and one observable result.

When time is limited, a smaller repeatable plan can be more useful than an ambitious

plan you rarely complete.

Proposed example for a putting priority:

Session A, 20 minutes: Learn or review the approved task, then work on the weakest component.

Session B, 20 minutes: Repeat focused work and add different distances or locations.

Session C, 20 minutes: Use one-ball performance sequences and review the observations.

to fit your priority and access.

A complete formal test may need a separate appointment. Do not rush 50 attempts into a time slot that prevents careful scoring. A short practice series remains useful without being called a test.

If your priority is chipping, substitute base-chip/contact and landing work, followed by

one-ball recovery-and-putt sequences. If it is approach distance, arrange a facility where carry can be observed safely.

During a round, apply one decision behavior and capture one relevant outcome. This adds transfer without requiring another long practice appointment.

Your action: Put three achievable sessions on your calendar, each with a location, task and simple observation. If only two are realistic, plan two.

More time gives you room for depth, but it should not turn the plan into unrelated tasks.

Proposed example:

40 minutes — primary skill development.

30 minutes — primary skill with changing situations.

30 minutes — supporting skill or recovery sequence.

20 minutes — measurement notes, review and planning.

This allocation is an example, not a prescribed ratio. You can distribute the time across several visits. A formal assessment should receive the time it actually requires.

For an approach priority, the first block might build known carry references. The second might change distance and pin situation. The supporting block could maintain putting or chipping. Review asks whether the measurements and course outcomes agree.

Do not add advanced flight and release demands just to fill available time. Complexity should follow dependable contact and distance.

A useful plan also includes the conditions. Write the club, distance, lie and task so you can explain a result later.

Ask Coach Bento: “I have about 120 minutes weekly. My priority is [priority] and my supporting weakness is [weakness]. Help me choose practical blocks and a performance activity. Use my measured skill rather than my score goal alone.”

Putting green: Use official putting distances when space permits, practice reading and

pace, and add one-ball sequences.

Chipping area: Practice the approved base chip, club differences, landing and rollout.

Follow facility rules and keep other golfers outside the shot area.

Safe approach area or suitable range: Build carry references and observe flight. If

landing cannot be seen clearly, do not claim exact carry measurement.

Practice bunker: Begin with escape and playable finish, then improve proximity as skill supports it.

Indoor putting surface: Observe motion and starting direction, while noting that speed and slope differ from a course.

Net: Practice contact or approved movement guidance. A net does not show complete flight, carry or finishing pattern.

No facility this week: Review your audit, study the approved lesson, plan decisions and prepare focused questions. Then arrange an actual measurement opportunity.

Do not use a shortage of facilities as a reason to invent an equivalent official test. State what the activity can tell you.

Your action: List what you can practice, what you can measure and what requires another location. Build the week around that honest inventory.

Keep one compact record for each useful session:

Date and conditions.

Primary skill and task.

Club / distance / lie, where relevant.

Time or attempts.

Observed result.

Useful feel.

Recurring miss.

Next task.

Example: “Chipping, SW, suitable lie, 40 feet. Landing repeatedly beyond the intended patch; rollout then beyond the finish area. Next task: investigate landing control before

changing several setup variables.”

The observation is more useful than “chipping was bad.” It identifies what to compare these broader session notes separately unless the application clearly supports them.

Do not automatically copy every statistic into Ask Coach Bento. Give it the facts relevant to the question: task, result, conditions and priority.

Ask Coach Bento: “Here is today's session record [paste]. Help me identify one useful next task. Distinguish what the results support from what we cannot yet conclude.”

Your action: End each session with a specific next step, not a new collection of unrelated

Retest when it will answer a useful question. Keep the approved protocol and note the

conditions.

Compare baseline and retest totals, components, observed misses and course outcomes.

A higher total matters, but the change in your priority component may be more informative.

Example: Putting rises from 28 to 32, but short-putt counts are unchanged while long-distance counts improve. If missed short putts remain the main course leak, the plan still needs conversion work.

If conditions change, interpret carefully. A different lie, green speed or measurement setup can affect the result. Do not present the difference as a precise effect of one

Choose among three actions:

Continue when the priority remains relevant and useful progress appears.

Improve transfer when practice results are stronger but course outcomes lag.

Revise when evidence identifies a different limitation or the plan is impractical.

Avoid changing direction after one shot or one unusual round. Also avoid keeping a plan forever simply because it was the original choice.

Ask Coach Bento: “Here are baseline, retest components, conditions and course observations [facts]. Help me choose continue, transfer work or revise, and explain what evidence supports that choice.”

Keep this one-page plan where you will see it before practice.

My pathway: My primary scoring leak:

Evidence supporting it: My priority skill:

Approved chapter/method: My baseline and components:

My weekly time and facilities: My primary practice task:

My performance activity: My on-course observation:

My review/retest date: My unresolved coaching question:

FIVE-STAGE CONNECTION

Learn the relevant instruction. Practice a manageable task. Measure the outcome.

Develop feel through feedback. Perform in a changed situation and during actual rounds.

Proposed example: “Priority: long-putt distance control. Task: calibrated distance

practice plus one-ball sequences. Measurement: Putting 50 components and real

first-putt/second-putt distances. Review: compare the same protocol and similar-round

observations.”

ACTION CHECKLIST

One main priority. Relevant baseline.

Practical sessions. Approved instruction.

A performance activity. A course connection.

A dated review.

Ask Coach Bento: “Review my personal Blueprint [paste]. Is the task aligned with my evidence? Is the measurement appropriate? What one change would make the plan easier to follow?”

You can use this page with a separate note. The intended ongoing digital assessment

destination is the Skills Test; no automatic exchange of data with Ask Coach Bento is

The 90-day cycle is a suggested development structure. It is not a promise of a scoring

result by day 90.

During the first two weeks, create a useful starting picture:

Review recent rounds or begin fresh tracking.

Identify the largest recurring scoring leak.

Complete the relevant supported assessment.

Keep component results and conditions.

Choose a pathway and personalize its first priority.

Set a realistic weekly practice plan.

Begin learning the priority skill rather than spending all two weeks collecting data. Your early sessions can improve your understanding while you establish the baseline.

If a formal test cannot be completed immediately, record what remains unfinished. Do not fabricate a total. Use the best available evidence and schedule the remaining work.

Early review questions: Is the priority supported by both practice and play? Do you understand the task? Is the plan realistic? Is a coaching definition still missing?

Ask Coach Bento: "I am in days 1-14. Here are my round observations, assessment data and available time [facts]. Help me confirm one priority and identify the next useful action."

Milestone: A dated baseline, one primary skill, one course behavior and a scheduled next

Use the second phase to develop the chosen skill with focused practice.

Review the approved method. Repeat a manageable task. Observe results. Use one useful adjustment at a time. Add a modest amount of variation when the basic task becomes understandable.

Maintain the other foundations with available time, but do not let the plan become a tour of every weakness. The confirmed primary leak deserves consistent attention.

DAY-30 REVIEW

What sessions did I actually complete?

What changed in the measured components?

What did I notice about contact, distance or finish?

What happened in actual rounds?

Were the conditions comparable?

Should I continue, improve transfer or revise?

Retest the relevant section when practical and consistent with the plan. If a full retest is unavailable, review the observations and schedule it. Label partial information honestly.

Suggested example: A golfer's landing control improves in repeated chipping practice but remains uncertain from varied lies. The next phase should add appropriate selection and variation rather than immediately replacing the method.

Ask Coach Bento: "Here is my day-30 review [facts]. Help me choose the next phase's task. Separate measured progress, uncertainty and the course behavior I should keep observing."

Now make practice ask more of your decision-making.

Change distances, targets, lies or pin situations as your skill allows. Use one-ball activities and complete recovery or putting sequences. Keep some focused skill work so variation does not become random trial and error.

For approach work, choose from measured club/motion options. Add flight or landing demands only when contact and distance support them. For full shots, connect observed patterns with target choices.

DAY-60 REVIEW

Can I perform the skill when the task changes?

Which situations remain unreliable?

Do assessment components still support the priority?

Is the course leak less frequent or less costly?

Am I making better choices?

What evidence is still missing?

Retest with the same approved protocol and compare conditions. A more difficult performance activity should not be compared numerically with an easier official test as though they were identical.

Ask Coach Bento: "My day-60 evidence is [assessment and course facts]. Repeated practice produces [result], but changing situations produce [result]. Help me choose one transfer task and avoid adding complexity before I am ready."

Milestone: A clearer understanding of what holds up under variation and what needs continued skill development.

Give increasing attention to actual play and the decisions that connect your skills with

the score.

Use a known shot option, select a suitable target and observe the result. Keep practice connected to the course situations that remain costly.

DAY-90 REVIEW

Compare baseline and current assessment components.

Compare the primary scoring leak across available rounds.

Review repeated misses and their consequences.

Note course, tees, weather and other differences.

Identify which choices became more dependable.

Choose the next priority from the remaining evidence.

You may see meaningful skill progress without reaching the score goal. You may reduce penalties through better choices before the technical assessment changes. Both deserve accurate interpretation.

Do not declare success or failure solely from one best or worst round. Review the pattern across the information you have.

Ask Coach Bento: "Here is my day-90 comparison [baseline/retest/course evidence]. What improved, what remains uncertain and what should I prioritize next? Do not assume the score change came entirely from one skill."

Milestone: A documented review and a refined next plan. The cycle creates direction; your measured game determines where it goes next.

Use the same questions at baseline, day 30, day 60 and day 90.

REVIEW SNAPSHOT

Date: Primary priority:

Relevant assessment total: Component results:

Observed course leak: Conditions and sample:

Sessions completed: Useful feel:

Remaining miss: Decision for next phase:

Keep these four snapshots together. The application is the intended home for supported assessment entry; this broader review can remain in a separate note. Do not assume automatic synchronization.

FIVE-STAGE CONNECTION

Learn what the review reveals. Practice the next useful task. Measure with comparable methods. Refine feel from verified outcomes. Perform and bring real-course evidence back to the next review.

ACTION CHECKLIST

Baseline recorded. Day-30 review completed.

Day-60 review completed. Day-90 review completed.

Protocol consistent. Conditions noted.

Course transfer evaluated. Next priority chosen.

If life interrupts the calendar, resume from the stage that fits your evidence. The aim is a repeatable development process, not a perfect attendance record.

Ask Coach Bento is your interactive coaching companion. It helps you understand the

game and select useful next steps from the facts you provide.

usual scores, playing experience, practice/play frequency, the problem and your goal.

When asking about a particular shot, include distance and units, club, lie, target,

observed outcome and the specific question. When asking about an assessment, include component scores and conditions.

You do not need to provide everything at once. Give the minimum useful context for the

Copy-ready introduction: "I am using the Shoot Par Now Golf Improvement Blueprint. My pathway is [pathway]. I usually score [range] and can practice [time]. My assessment is [test/components], and my recurring course problem is [facts]. Help me choose one next action using Learn → Practice → Measure → Feel → Perform."

Copy-ready follow-up: “I tried [approved task]. The ball/result was [what happened]. I noticed [feel]. Give me one useful adjustment and tell me what to compare next.”

Do not assume the system can see your Skills Test results. Paste the relevant information yourself.

The Blueprint teaches the system. The Skills Test provides supported assessments. Ask

Coach Bento helps you discuss your information and next steps.

start page states that progress can be saved and completed later, but cross-device account-based coaching credits. Access terms can change; check the current site. This Blueprint does not promise that every ongoing interaction is free.

No automatic data synchronization, uploaded-video analysis, complete round tracking or general practice-journal feature is claimed here.

MANUAL COACHING HANDOFF

Take a real supported assessment.

Retain the component counts and conditions.

Paste relevant results into Ask Coach Bento.

Ask one focused question.

Practice the approved task.

Record the outcome and return with feedback.

Ask Coach Bento: “Here are my results copied manually from my assessment [data]. Interpret only these facts. If a required Coach Bento method is missing, tell me what question needs his review.”

Your action: Use the tools for their verified purpose and keep your own record where broader tracking is needed.

The goal is to become a golfer who can read a situation, understand options, select a

shot, predict behavior, execute, evaluate and adjust.

Coach Bento's feedback model keeps the process practical:

Hit the shot.

Report the result.

Receive one useful adjustment.

Hit again.

Cause and effect develops understanding. In Approach Scoring, a change in ball position can affect flight; face can affect loft and carry; motion can affect distance; release can affect shape; landing choice can affect finish. These relationships require observation and do not create universal numerical promises.

If the tool lacks an approved answer, do not turn a generated suggestion into authoritative Coach Bento instruction. The published knowledge-gap rule requires review before a new answer becomes approved methodology.

For a question requiring personal technical instruction or an unresolved method, use the invent prices, booking steps or response times.

Ask Coach Bento: "What does my latest result teach me about cause and effect? Give me one useful comparison to make next, and identify any part that is outside approved knowledge."

Your action: Keep the useful observation, understand the reason and make the next decision with less guessing.

You have one system and four possible goals. Your assessment supplies the starting

point. Your plan turns that information into practice. Your performance and reviews show what deserves attention next.

Before your next session:

Choose one primary scoring problem.

Read the relevant approved chapter.

Use a supported assessment or an appropriate observation.

Select a practical task.

Decide what result you will measure.

Notice the feel associated with useful outcomes.

Take the skill into a changing situation.

Review and refine.

FINAL COPY-READY PROMPT “I have completed my current Blueprint review. My pathway is [pathway]. My baseline and current assessment components are [data]. My course evidence is [facts], and my remaining priority is [problem]. Help me build the next practical cycle. Use approved Coach Bento instruction, keep the plan realistic and do not guarantee a scoring result.”

YOUR DIGITAL RESOURCES

Shoot Par Now Golf Skills Test:

<https://shootparnowgolfskillstest.com/>

Ask Coach Bento:

<https://askcoachbento.com/>

Created by Arlen Bento Jr.

30 years of coaching experience.

LEARN → PRACTICE → MEASURE → FEEL → PERFORM