



Golf for Schools Program

Teacher Resource designed for Secondary Schools

in easy to photocopy format

www.golfaustralia.org.au/mygolfschools



GolfAustralia



Australian Government
Australian Sports Commission

PURPOSE

MYGolf Schools 2 is the official national golf program designed for secondary schools, coordinated by Golf Australia and delivered through State Associations and Junior Foundations.

The MYGolf Schools 2 manual provides teachers of secondary school aged students with a series of eight lessons presented in this three-part booklet.

The first part introduces golf skills in addition to games and activities, and provides student leadership opportunities. The second part provides session resource sheets, and the third part has classroom activities designed to provide literacy and numeracy challenges along with learning about the game of golf.

ACKNOWLEDGEMENTS

The original version of MYGolf Schools 2 (Golf for Schools) was produced in 2000 with the assistance of the following people:

- Andrea McColl, B. Ed.
(formerly) *State Development Officer, Women's Golf Victoria*
- Nick Mooney, B. Ed.
(formerly) *Country Development Project Manager, Victorian Golf Association*
- Kevin Tangey, B. Sc. Ed.
(formerly) *Education Officer, Golf Australia*

Golf Australia acknowledges the work done by the following people in updating this edition of the MYGolf Schools 2 manual:

- Peter Knight, *Director, Golf Possibilities*
- Nick Mooney, *Strategic Manager, School Sport Victoria*

Proudly endorsed by:



October 2010





Golf is a game for life. Whether your dream is to join us on the PGA Tour or just get an official handicap and play with your friends at the local club, learning the basics of golf at an early age will serve you forever.

One of the most important things in starting golf is having fun. With the MYGolf Schools 2 Program you are getting valuable lessons in the basic skills of the game as well as competing and enjoying the learning process.

I wish I had the opportunity to learn golf when I was at school. The MYGolf Schools 2 Program lets you learn everything about golf with your friends in a friendly environment - not just playing the game but all of the other important stuff like the rules and etiquette.

I know what it's like turning up at your local club for the first time, its intimidating. There are not a lot of people your age and sometimes adults look at you with a 'What's this kid doing?' stare. The MYGolf Schools 2 Program is an excellent introduction to the game and through working with local clubs, it takes the intimidation out of joining a local club. So when you and your friends turn up for a game you feel like you belong. And you can benefit from the enjoyment millions of people have had from the greatest game of all.

MATHEW GOGGIN, US PGA Tour Member



Golf is my passion; it's my life. I play for the love of the game. Whether or not you want to join me on the LPGA Tour or play on the PGA Tour, the MYGolf Schools 2 Program is an ideal introduction for young people learning the basics of golf.

I started playing golf when I was 14 years old and I found that golf appealed to me and I soon became hooked. I loved the fact that golf was an individual sport, it challenged me both mentally and physically and because I was able to meet so many new and wonderful people.

I can't think of a better program than the MYGolf Schools 2 Program because it lets young people enjoy the company of people their own age and not have adults push them aside. Golf is no longer an 'adults only' sport. Young people have embraced the sport and are taking it into the mainstream and giving it a profile it so richly deserves. The benefits of being part of a program like the MYGolf Schools 2 Program is it not only teaches young people the physical side of golf, but also how to be a leader, the rules and etiquette and most importantly sportsmanship.

I have been blessed with the opportunities that have come my way. I was a scholarship holder at the Australian Institute of Sport Golf Program for 2 years and at Pepperdine University in Malibu, California for 2 years on a golf scholarship. These are just a couple of the many opportunities I had as a young golfer coming through the ranks.

The MYGolf Schools 2 Program is a fun, non-threatening and exciting way to learn and appreciate a new sport - you never know golf may become your passion too.

TAMIE DURDIN, US LPGA Tour Member



Contents

Purpose & Acknowledgements	1
Foreword	2
Contents	3-4

Part 1

How this book can assist Teachers	5
Why Golf?	5
About School Sport Australia	5
What is the MYGolf Schools 2 Program?	6
Getting Started: Equipment & Other Resources	7
Program Variation Ideas	8
Session Outline	9
The MYGolf Schools 2 Program Summary	10

Sessions & Lesson Plans

1. Introduction & Roll It	11-14
2. Grip & Chip It	15-17
3. Rip It	18-20
4. Teams Competition - Course Layout 1	21-22
5. MYGolf Skills Practice	23-27
6. Teams Competition - Course Layout 2	28-29
7. MYGolf Skills Challenge	30
8. Final Event & Presentations	32-33



Contents

Part 2

Resource Sheets

Resource Sheet Summary	34
Safety (Resource Sheet 1)	35
Suggested Committee Roles (Resource Sheet 2)	36
Committee Sign-up Sheet (Resource Sheet 3)	37
Class Sign-up Sheet (Resource Sheet 4)	38
Team Competitions (Resource Sheet 5)	39
Fair Play Agreement & Fair Play Assessment Sheet (Resource Sheet 6)	40
Warm-up Drills for Golfers (Resource Sheet 7)	41-42
Sample nine-hole MYGolf scorecard (Resource Sheet 8)	43
Certificate of Participation (Resource Sheet 9)	44

Part 3

Classroom Activities	45-62
Recommended Resources & Contacts	63-64
MYGolf National Skills Challenge & Awards Program Information Sheet	65
Player Development Pathway	66



MYGolf Schools 2

A comprehensive sport education program for Australian schools

How this book can assist teachers

The MYGolf Schools 2 publication contains a comprehensive plan for delivering a rewarding season of golf at a school.

The program is flexible and adaptable, running from just a few weeks up to a full term.

Activities may be planned for a variety of situations – single class groups, lunchtime clubs, integrated curriculum and cross age tutoring programs.

Relevant pages are designed to be freely copied and ready for immediate use.

Also included are:

- Tips for getting started – equipment needs, useful contacts etc.
- Class activities sheets – great for an integrated program and for wet days.

WHY GOLF?

A golf club fosters friendly association between players of all ages and abilities.

Golf has the greatest number of participants of all organised sports in Australia, with more than 1.5 million people playing golf. (Exercise, Recreation and Sport Survey 2009).

Golf enjoys such popularity because it:

- is a fun and challenging game, with a low risk of injury.
- promotes fitness and sportsmanship – can be played alone or in groups.
- is suitable for weekend and after school play.
- has a positive image and many high profile players providing excellent role models for young people.
- promotes the development of *Life Skills* such as:
 - Leadership
 - Communication
 - Self-management

- promotes and helps instil *values* such as:
 - Honesty
 - Respect
 - Confidence
 - Integrity
 - Courtesy
 - Responsibility
 - Sportsmanship
 - Perseverance

Teachers are encouraged to incorporate the development of these life skills into the sessions, perhaps running with a skill as a theme for the week.

Schools have often put golf in the 'Too Hard Basket'. Now, through the MYGolf Schools 2 Program you can:

- Feel confident in introducing the technical skills involved with only minimal assistance from an expert (even if you are a non-golfer).
- Provide a realistic golf experience in a restricted space.
- Conduct all activities safely and effectively at school.

About School Sport in Australia

Each state and territory has a school sport office which coordinate inter-school sporting events from local through to state championship level. These offices are a good starting point to gather information about primary and secondary inter-school golf events. Their contacts are listed in this resource on page 64.

There is also a pathway through to national school golf events conducted by School Sport Australia.

The focal point of School Sport Australia activities has been the interstate competitions offered at both Primary and Secondary levels. These are the culmination of state based programs and offer the gifted and talented students the opportunity to participate in higher levels of sporting competition. These events are an integral part of the School Sport Australia program, not only for their sporting benefits, but also for the immense educational, cultural and social benefits they provide for the participants.

Contact details for School Sport Australia are at: www.schoolsport.edu.au



WHAT IS THE MYGOLF SCHOOLS 2 PROGRAM?

Based on the Sport Education in Physical Education (SEPEP) model, this program is a refreshingly different and flexible approach to the introduction of golf in schools. It provides a flexible guide for delivering a season of golf at school, backed up by resources and modified equipment that allow the program to be delivered in limited space, even inside!

The program offers:

A stimulating and rewarding season of sport
Participants experience practice, planning and the camaraderie associated with team sport.

Versatility

The program style is suitable for single-class groups, cross age programs, cross-curricular activities and school clubs. Units can be scheduled for up to 10 week's duration.

Student leadership opportunities

Students are given significant responsibility for the running of the program whilst teachers take a supporting advisory role. Modules run more like a season of sport than a traditionally structured class unit, with students assuming responsibilities for team and activity management, drills and competitions, player statistics and results etc.

Improved time management

Feedback suggests that this mode of delivery provides a less stressful and less hectic unit.

Main features of the program

- Manageable in school spaces – indoor and outdoor
- Well-resourced with equipment
- Instructional aids and activities
- A safe and fulfilling introduction to golf
- Provides leadership opportunities for students
- Lends itself to a cross-curricula and team-oriented approach

Benefits

- Reduces teacher workload, providing more time for observation, individual tuition and assessment
- Gives students greater responsibility for their learning
- Team centred

- Can be done at school / inside or out with limited golf expertise required
- Students learn with safe and suitable equipment
- Provides a flexible and adaptable program for all age groups
- Can be introduced at local clubs
- Provides opportunities for links with local clubs and coaches

Plans and resources specially designed for the introduction of golf to secondary school students

The activities in this MYGolf Schools 2 Program are based on the instruction methods employed in the Community Golf Coach 1 Manual.

See the **Getting Started** section on page 7 for detailed information on equipment needs and availability.

MYGolf Skills Challenge and Terminology

In the weekly sessions there is reference to the MYGolf Skills Challenge. This is a program by which students can monitor their ongoing skill development. The challenges outlined in MYGolf Schools 2 are at the Bronze level. There are two more challenging levels; Silver and Gold. Students are encouraged to enrol in the MYGolf National Skills Challenge either through their local club or enquire to their State Association. Refer to page 65 for more information on the MYGolf National Program.

The terminology used for different shots is as follows:

- Rip It — Long Shots
- Roll It — Putting
- Chip It — Chipping
- Fly It — Pitching
- Blast It — Bunker Shots
- Bend It — Manoeuvring the Ball

The same terminology is referred to in the sessions contained in this book.

Further training and ideas

Teachers are able to undertake the Golf Australia Orientation/Team Leader and/or Level 1 Community Golf Coach Courses which are specifically designed to build on the ideas contained within the MYGolf Schools 2 Program. Further information is available at www.golfaustralia.org.au/coaching



Getting Started

Equipment and other Resources

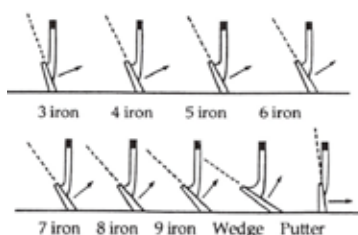
It is recommended that schools create or purchase at least one Golf Kit to run the MYGolf Schools 2 program. A kit that is designed so that a group of twenty players can participate with one club between two players should contain:

- 12 clubs (7-irons) -10 right handed & 2 left-handed
- 10 putters
- 50 balls (tennis or PVC)
- 10 putting discs
- Tees
- 10 hitting mats - the benefits of mats are that they protect the school grounds, allow sessions to be held indoors and on hard surfaces
- 1 Kit bag to carry the equipment

Clubs

The standard club used for the MYGolf Schools 2 program is a 7-iron which can be used for chipping and long shots. This club has a reasonably high degree of loft, making it easier to hit the ball in the air. Putters have a straight face which allows the ball to be rolled.

The diagram illustrates the different lofts.



Other modified clubs are available including woods, long irons and short irons. These can be introduced once the basic skills have been learned.

Balls

Tennis balls are easy to hit, travel a short distance, are safe, and are readily available from the school's sports equipment department. Once the students are hitting the tennis balls confidently, the PVC golf ball can be introduced. While this ball is also soft and safe, it has similar flight characteristics to a real golf ball but only travels a short distance. It is ideal for use indoors, on ovals or in confined spaces.

Equipment Suppliers

A number of manufacturers supply an excellent range of modified junior equipment including kits and modern light weight junior sets in different sizes. These suppliers are listed on the Golf Australia website:

www.golfaustralia.org.au/juniorgolfequipment

Other existing school equipment that can be utilised to run the program includes:

- Witches hats
- Cricket stumps
- Flags
- Hula hoops
- Ropes
- Chalk & masking tape

Wooden rulers or pieces of dowel can also be used in some sessions to help explain the golf grip.

Space

The unit can be easily conducted on a school oval, courtyard or even in a gymnasium. It is recommended that a local golf facility be considered for the final session.

Bringing in an Expert

The purpose of this book is to enable teachers to deliver all topics, however expert tuition is an option to add to the quality of the program.

This could be a PGA Professional or a Community Golf Coach. Contact either the PGA of Australia on (03) 8320 1999, **www.pga.org.au** or Golf Australia.



Program Variation Ideas

Using the eight session plan and the suggested student committee structure as a guide, schools may go about this unit in a variety of ways. Here are some suggestions and a more detailed look at one particular model (a cross-age tutoring approach).

A Single Class Group Program

Involving only a single class group, students are divided into playing teams, each team providing different members for the various committees which run the program.

Lunchtime / after school clubs

The program is ideal for extra-curricular activities, giving students the chance to show leadership whilst participating in skill development activities.

This model is useful in providing leadership activities for older students and links between age groups. It can also provide a useful transition program between secondary schools and their feeder primary schools.

Below is a sample program involving Year 10 students visiting a primary school once a week for a term.

This program is based on 60 minute sessions.

It is recommended that there be one secondary student mentor per four grade 5-6 students.

Mentors can either be with their own team of four or work in pairs with a team of eight.

Classroom exercises done in weeks 4 - 8 are recommended to run for 20 – 30 minutes and are also useful as wet weather activities.

The Cross Age Tutoring Approach

Sample Cross Age Program

Week 1—2	Training of Year 10 students (at Secondary College) Introduction to the program, experiencing drill and games, forming committees
Week 3	Clinic for primary school Grade 6 class / Introduction of senior students Run by golf professional / coach. Senior students assist with drills etc
Weeks 4—8	Classroom exercises from resource kit (dice golf, creative writing, golf art etc) Skills practice, games and outdoor course play (in school grounds). Teams competition
Week 9	Parent Day - Demonstrations by students (including classroom work) and parent / child events
Week 10	Final event at local golf course 4 Hole tournament (shotgun start with modified rules) Presentations of trophies etc for the program

Roles for Year 10 students committees include:

- monitor safety (all)
- help with classroom activities from resource kit maintain equipment
- set up games
- run warm up before play
- keep score in games
- plan and layout a MYGolf course
- design score card for play
- keep progressive team scores
- arrange publicity in school newsletters
- plan parent-child day and issue invitations
- plan final day at golf course

Thought should be given to the recognition of the leadership role of the senior student mentors – certificates, reports, references etc.



Session Outline

Below is an outline of the structure of a MYGolf Schools 2 session. This format lends itself well to any MYGolf 2 session which has a coaching and skills component, such as in sessions 1-6 in this booklet.

1. Setting Up Equipment (10 minutes)

Students selected as equipment managers are responsible for gathering the equipment required for the session from storage and setting it up. At the completion of the session they will pack up the gear and return it to the storage areas.

2. Introduction, Warm Up and Stretching (10 minutes)

Bring the student together and inform them of the lesson for the day and the safety requirements of the session. The student assigned the role of Fitness Leader takes the students through an activity to warm up their muscles, e.g. A short run or a game of tag. The Fitness Leader will then guide the students through a series of golf specific stretches. At the end of the warm-up the teacher will describe the content of the session.

3. Skill Introduction, Demonstration and Practice (10 minutes)

During this phase of the lesson there will be a teacher-centred approach to skill introduction. Introduce the skill to be learned for the session through demonstration highlighting the key skill points (maximum of three). A student could be used as a model if suitable. Make sure everyone can see you and is paying attention.

4. Games and Activities (25 minutes)

Select Team Captains and have them select their team members for the games. Conduct the games allocated for the session. Make sure that everyone is involved and change activities frequently. If the session is for an extended period then other games from this manual or even the Community Golf Coaching 1 manual can be added.

Scorers will tally the scores and adjudicate on any decisions required for the games.

If the session requires a course to be set up, then this is the responsibility of the students assigned the role of Course Designers.

5. Review and Pack Up (5 minutes)

Review the session and have Equipment Managers pack up the equipment and return it to the store.





The MYGolf Schools 2 Program

A student-led, team-focussed sport education unit

Eight session golf program:

Session 1

Introduction & Roll It

Session 2

Grip & Chip It

Session 3

Rip It

Session 4

Teams Competition - Course Layout 1

Session 5

MYGolf Skills Practice

Session 6

Teams Competition - Course Layout 2

Session 7

MYGolf Skills Challenge

Session 8

Final Event & Presentations

- This is a suggested program based on 7 one-hour sessions plus an event on the eighth session.
- Use as a whole or in segments – adapt to suit your needs.
- To run a four week program, try using sessions 2, 3, 4, and 8.
- Use the activities sheets at the back of this booklet for an integrated approach or for wet weather days.
- Photocopy any sections for immediate use.



Session 1: Introduction & Roll It

Lesson Plan

Part	Description	Activity/Game	Time
Aims	<ul style="list-style-type: none"> To provide an overview of the program Allocate roles for students <p>Putting: Roll It</p> <ul style="list-style-type: none"> The skill used on the green to roll the ball into the hole 		
Setting Up & Equipment	<ul style="list-style-type: none"> 10 putters Markers, chalk, or tape Balls: tennis or PVC golf balls 	<ul style="list-style-type: none"> Equipment monitors to gather items from storage and set up for the session 	10 mins
Introduction	<ul style="list-style-type: none"> Warm-up & stretching Safety talk 	<ul style="list-style-type: none"> Short run or tag Golf stretches (refer to pgs 41-42) Outline main points from safety guidelines (refer to pg 35) 	10 mins
Skill Development & Teaching Points	<ul style="list-style-type: none"> Putting technique (refer to pg 13) 	<ul style="list-style-type: none"> Grip Set up Stroke 	10 mins
Games & Activities	<ul style="list-style-type: none"> Practice the games introduced in the session 	<ul style="list-style-type: none"> Under the Bridge Ladder Putting (refer to pg 14) 	25 mins
Review	<ul style="list-style-type: none"> Feedback from session Pack up 	<ul style="list-style-type: none"> Ask students what they learned and enjoyed Return equipment to storage 	5 mins



Session 1 Overview

Aims:

- To explain the program and enthuse group members about the unit.
- Share/discuss students current knowledge of golf.
- To identify committee responsibilities (refer to Resource Sheet 2 pg 36 for suggested committee roles).
- To choose team selectors (1 per team). Suggest 4 teams per class group e.g. 4 x 8 students.
- To explain Good Golf Behaviour and Etiquette (refer below)
- Explain and practice Safety Procedures (refer to diagram below and Resource Sheet 1 page 35).
- To introduce Roll It (putting) along with some games to develop the skill.

By Next Session

- Selectors briefed on team selection role to be carried out with assistance of the teacher or coach.
- Session area set up as arranged with the teacher or coach.

Good Golf Behaviour

Golf is a sport of great tradition with high expectations of golfers' behaviour on and off the course. Sportsmanlike behaviour and honesty are especially valued. Above all golf is to be enjoyed in a friendly atmosphere.

Etiquette

At all times:

- play safely.
- play without delay, within the rules and be considerate of others.
- replace divots and repair any damage you make to the course.
- avoid taking a divot with a practice swing.

When on a golf course:

- rake bunkers and enter and leave from the lowest point.
- repair pitch marks on the green.
- avoid damaging the green with your shoes, putter or the flagstick.



When giving instruction, students should always be approached from face on.



Roll It Teaching Points

Putting is the easiest shot to learn but the hardest to master as the target is only 10.8cm (4¼ inches) wide! Putters are made with very little loft as the objective is to roll the ball smoothly rather than hit it into the air.

Putting is one of the most individualistic strokes in golf. Many different styles can produce successful results. However, follow these fundamentals to develop a good putting stroke:

Grip

- The reverse overlap grip is most popular.
- The back of the left hand points left of the target and the palm of the right hand points to the right of the target.
- For right-handed players, all the fingers of the right hand are on the grip and the index finger of the left hand rests on the right hand.



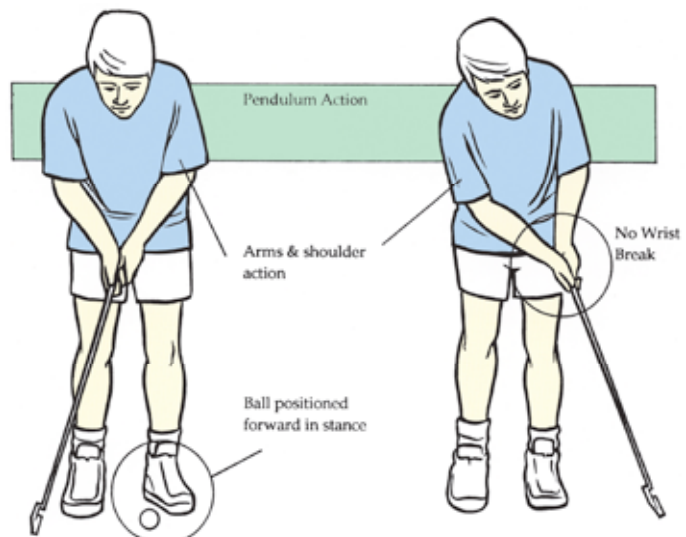
Set up

- The eye-line should be directly over or slightly inside the ball.
- The clubface should be square to the target.
- The ball is positioned well forward of the centre of the stance.
- Feet, knees, hips, shoulders, forearms and eyes are all parallel to the target line.
- The forearms and shaft appear to be in line when viewed from the side of the player.



Putting Stroke

- The putting stroke uses only the arms and shoulders with no body or wrist action to create a pendulum action.
- The through-stroke will be 1½ times the length of the backstroke. The down-stroke will gradually accelerate and then glide through impact.
- The length of the stroke will vary according to the length of the putt i.e. a larger stroke for a longer putt.
- The back-stroke takes approximately twice as long as the time it takes to go from the end of the back-stroke to impact. Therefore a good way to develop rhythm is to practice putting to a count 1, 2 (back-stroke), 1 (down-stroke to impact), i.e. 1, 2 : 1.



Roll It Games & Activities

Ladder Putting

Purpose: to develop pace control for putts between 3 and 8 metres.

Method: Set up pairs of 6 tees in a line running away from the person putting. The first tee is set at a distance of 3m, so the tees are positioned at 3, 4, 5, 6, 7 & 8m. The width of the gap between the tees is 2 metres (as shown below).

O	3m	4m	5m	6m	7m	8m
---	----	----	----	----	----	----

The tees create five square target areas, each with a points value. The nearest square, at a distance of 3-4m is worth 1pt, the next is worth 2pts, the middle worth 4pts, the fourth square, 2pts and the furthest square 1pt.

Hit 10 putts and see how many points you can earn.

Under the Bridge

Purpose: to develop the putting stroke and accuracy control.

Method: players in pairs standing 5 metres apart.

One player attempts to put the ball through their partner's legs, which are spread hip width apart.

Players are awarded 5 points each time the ball rolls between their feet.

Each player is allowed 10 attempts.

Vary the distance to change the challenge level.



By Next Session

- Selectors briefed on team selection role to be carried out with assistance of the teacher or coach.
- Session area set up as arranged with the teacher or coach.



Session 2: Grip & Chip It

Lesson Plan

Part	Description	Activity / Game	Time
Aims	Grip <ul style="list-style-type: none"> A correct grip allows the hands to work as one unit Chipping - Chip It <ul style="list-style-type: none"> A short shot played from near the edge of the green which flies a short distance then runs to the hole 		
Setting Up & Equipment	<ul style="list-style-type: none"> 12 7-irons (2 left-handed) 10 hitting mats Tees Witches hats, wooden stakes Balls: tennis or PVC golf balls 	<ul style="list-style-type: none"> Equipment monitors to gather items from storage and set up for session 	10 mins
Introduction	<ul style="list-style-type: none"> Warm up & stretching Safety talk 	<ul style="list-style-type: none"> Short run or tag Golf stretches (refer to pgs 41-42) Outline main points from safety guidelines (refer to pg 35) 	10 mins
Skill Development & Teaching Points	<ul style="list-style-type: none"> Introduce the grip (outlined on pg 16) Chipping technique (outlined on pg 17) 	<ul style="list-style-type: none"> Grip familiarisation (pg 16) HOW to Chip Tempo Y Chipping Stroke (refer to pg 17) 	10 mins
Games & Activities	<ul style="list-style-type: none"> Practice chipping Select teams for competitions 	<ul style="list-style-type: none"> Bocce Chip Into Hoops Chip and Catch (refer to pg 17) 	25 mins
Review	<ul style="list-style-type: none"> Feedback from session Pack up 	<ul style="list-style-type: none"> Ask students what they learned and enjoyed Return equipment to storage 	5 mins



Session 2 Overview

Aims:

- To introduce the fundamental concepts of the grip and chipping.
- To identify student skills to aid balanced team selection by selectors and teacher before next session.

By Next Session

- Teacher and selectors arrange balanced teams.
- Photocopy committee sign-up sheets for teams (refer to pages 37 & 38).

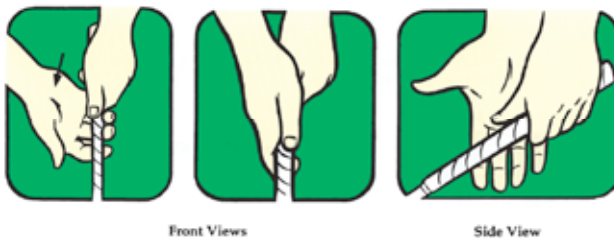
Grip

Ensure both hands are together.

The left thumb will sit on top of the shaft slightly right of centre.

The right thumb will sit on top of the shaft slightly left of centre.

(instruction for right-handed golfers).



Ten Finger or Baseball Grip

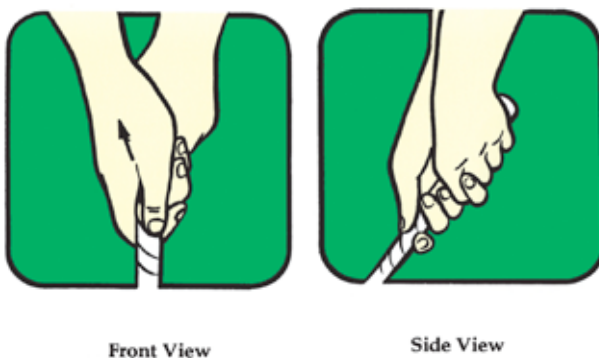
All fingers rest on the club, similar to a grip on a baseball bat.

(This is the easiest grip to teach)



Overlap or Vardon Grip

The little finger of the right hand (bottom hand) rests on the index finger of the left hand.



Experiment with ten finger and overlapping grips.

Chip It Teaching Points and Games & Activities

Chipping

A chip is a controlled shot used around the green. A 7-iron is an ideal club to practice chipping.

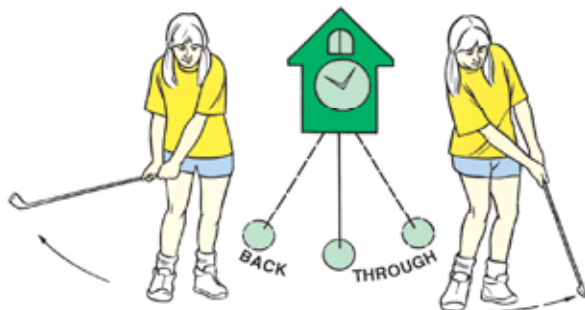
The H.O.W. TO CHIP Method

- 1. Hands Forward:** Slightly ahead of the ball with the club shaft leaning toward the target.
- 2. Open Stance:** Aligned slightly to the left of the target with the feet close together.
- 3. Weight Forward:** Approximately 60% favouring the left foot for the right-handed golfer.



Tempo

A clock pendulum shows the tempo required, i.e. a smooth acceleration of the clubhead through impact. Key teaching words: "**Tick-back, Tock-through.**"



Y" Chipping Stroke

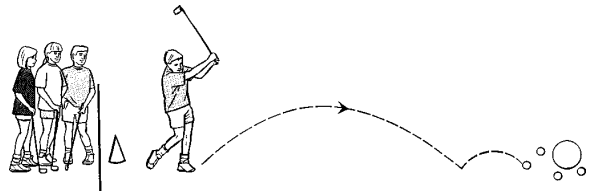
The arms and club form a "Y" shape which is retained throughout the stroke. There must be some wrist break in order to maintain feel, but this must be kept to a minimum, otherwise the "Y" shape is lost. It is better to be firm rather than loose in order to develop and maintain consistency.

Games & Activities

Golf Bocce

An activity for any number of players who compete against each other. To begin play, a target ball (preferably a tennis ball) is thrown. Each player chips a ball(s). The shot(s) which finishes closest to the target ball wins the point or a 4,3,2,1 scoring system may be used.

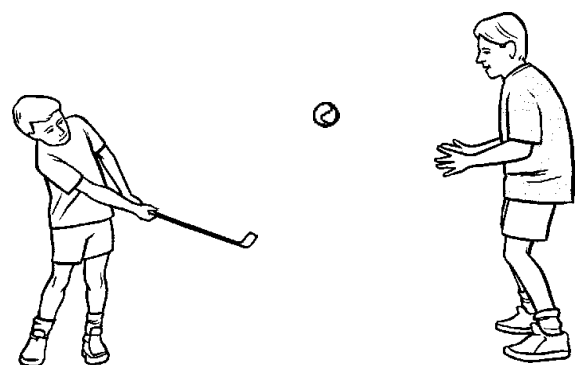
Other interesting variations may include relays and chipping into buckets or umbrellas. The use of ropes, target boards etc will also add to student enjoyment.



Chip Into Hoops. Hoops to be situated approximately 5 metres away, using tennis or PVC golf balls. 3-5 attempts per player and points can be awarded for balls:

- finishing in hoop
- rolling through the hoop
- landing in the hoop on the full, etc

Chip and Catch (in pairs). Partner stands approximately 5 metres away in a hoop if possible. Tennis or PVC golf balls to be used to encourage safety and easy ball striking. Score 10 points for a catch and 5 points for a stop. Ten trials and then swap positions with partner.



Session 3: Rip It

Lesson Plan

Part	Description	Activity / Game	Time
Aim	Full Swing – Rip It <ul style="list-style-type: none"> The skill used to gain maximum distance from a shot 		
Setting Up & Equipment	<ul style="list-style-type: none"> 12 7-irons (2 left-handed) 10 hitting mats Balls: tennis or PVC golf balls Witches hats Hula hoops Ropes, chalk, masking tape 	<ul style="list-style-type: none"> Equipment monitors to gather items from storage and set up for session 	10 mins
Introduction	<ul style="list-style-type: none"> Warm up & stretching Safety talk 	<ul style="list-style-type: none"> Short run or tag Golf stretches (refer to pgs 41-42) Outline main points from safety guidelines (refer to pg 35) 	10 mins
Skill Development & Teaching Points	<ul style="list-style-type: none"> Set Up Full Swing Concepts (outlined on pgs 19-20) 	<ul style="list-style-type: none"> Stance, Posture, Ball Position & Alignment (refer to pg 19) The Half Swing (refer to pg 19) Full Swing Motion (refer to pg 20) 	10 mins
Games & Activities	<ul style="list-style-type: none"> Conduct two or three games on full swing 	<ul style="list-style-type: none"> Aussie Rules Golf Longest Drive 	25 mins
Review	<ul style="list-style-type: none"> Feedback from session Pack up 	<ul style="list-style-type: none"> Ask students what they learned and enjoyed Return equipment to storage 	5 mins



Session 3 Overview & Skill Development

Aims:

- To announce the teams for the unit competition.
- To assign team members to committees (refer to pages 37-38).
- To have teams sign Fair Play agreement (refer to page 40).
- To introduce first team skills competitions.
- To begin the transition from teacher-centred to student-centred activities.

Committee Tasks for Today

- Equipment managers - take equipment out to oval and set up cones for safety.
- Safety Officers - monitor layout of activity area and safe practice.
- Fitness Advisers - lead warm up activities and stretches.
- Team Captains - mark roll and assist with session as required. Encourage / organise team members.
- Scorers - keep team scores for games and hand to Teacher.

Skill Development

Set Up

Stance

Feet shoulder-width apart with weight evenly distributed between the feet. The balance will also be in the middle of the feet rather than toward the toes or heels. Arms hanging naturally and softly with the right elbow slightly bent.

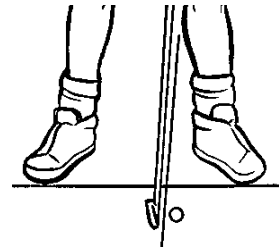
Posture

Complete the set up keeping the back straight, bending forward from the hips and slightly flexing the knees.



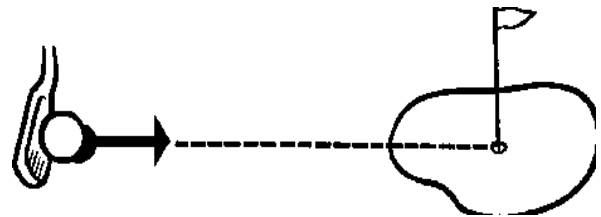
Ball Position

For iron shots position the ball half way between the centre of the stance and the left heel (for right-handed golfers). For wood shots position the ball in line with the instep.



Alignment

Players should practice by placing the clubhead behind a ball and pointing it towards a target. The bottom edge of the clubhead is the aiming reference point and forms a 'T' (right angles) with the target line.

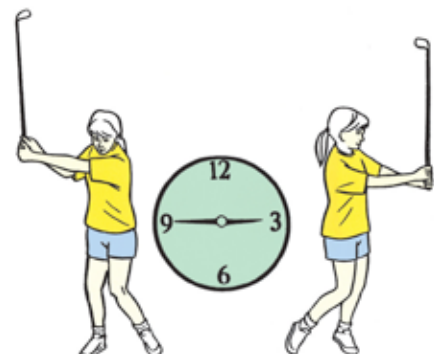


Full Swing Concepts

Students may start by swinging the golf club like a baseball bat, gradually lowering the club until it starts brushing the ground. The body rotation and hand action are very similar between a golf and baseball swing.

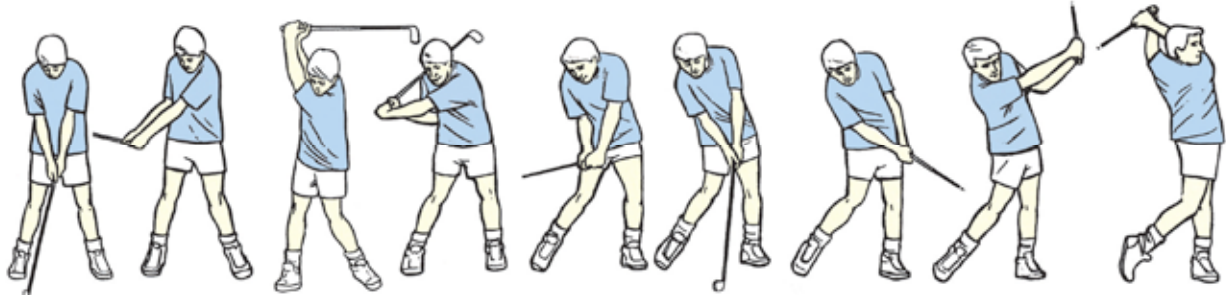


The half swing concept may also be used. This involves a 9 o'clock to 3 o'clock action (toe up to toe up).



Session 3 Full Swing Concepts (Cont.) & Rip It Games & Activities

Full Swing Motion



A golf swing is a coiling and recoiling of the body. More particularly it is the upper body winding up against the lower body during the backswing and the lower body leading the upper body during the downswing.

- BACKSWING is arms and shirt-back towards target (upper body), then
- FORWARD SWING is trousers and belt buckle through towards target (lower body).

Longest Drive

All students hit a shot. Then they walk to their ball. Points can be awarded for the five longest drives for boys and the five longest drives for girls which add to a team score for the event.

- 5 points for longest drive
- 3 points for second longest
- 1 point for third longest

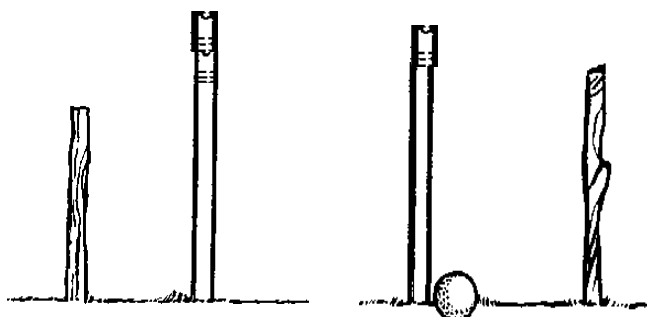
Games & Activities

Aussie Rules Golf

Setting up: Create Aussie Rules goals using cricket stumps, witches hats, javelins or similar, approx. 8m. apart. Hitting from approx. 20m away. Several sets of goals may be used at once.

Rules: Played in teams. Players have two shots at goal each. To score a goal the ball must pass between the centre sticks on the full. A behind is scored when the ball passes between a goal post on the ground and a behind post on the full.

Scoring: 10 points for a goal and 5 points for a behind.



By Next Session

- Scorers prepare and enter initial results in team competition ladder.
- Course designers develop and set out course layout for the Ambrose competition and provide a simple map.
- Equipment Managers assist course designers with course layout.
- Match Committee design and produce copies of the scorecard for the course and assign starting holes to teams.
- Rules Committee publish rules for the competition.
- Team Captains arrange teams for the competition.



Session 4: Teams Competition 1

Lesson Plan

Part	Description	Activity / Game	Time
Aim	<ul style="list-style-type: none"> • Roll It, Chip It and Rip It skills are tested as players compete on a course 	<ul style="list-style-type: none"> • Course designers create the golf course using available equipment and their imaginations 	
Setting Up & Equipment	<ul style="list-style-type: none"> • 10 putters • 12 7-irons (2 left-handed) • 10 hitting mats • Tees • Witches hats • Hula hoops • Ropes, chalk, masking tape. • Balls: tennis or PVC golf balls 	<ul style="list-style-type: none"> • Equipment monitors to gather items from storage and set up for session 	10 mins
Introduction	<ul style="list-style-type: none"> • Warm up & stretching • Safety talk 	<ul style="list-style-type: none"> • Short run or tag • Golf stretches (refer to pgs 41-42) • Outline main points from safety guidelines (refer to pg 35) 	10 mins
Games & Activities	<ul style="list-style-type: none"> • Players in teams of 3 or 4 	<ul style="list-style-type: none"> • Players complete the course (refer to pg 22 for Sample Course) • Record scores on score sheet (refer to Resource Sheet 8 pg 43) 	35 mins
Review	<ul style="list-style-type: none"> • Feedback from session • Pack up 	<ul style="list-style-type: none"> • Ask students what they learned and enjoyed • Return equipment to storage 	5 mins



Session 4 Overview

Aim:

To introduce students to a competition format and rules in a fun, competitive and friendly environment. Also, to introduce the concept of the honour.

Committee Tasks for Today

- Course Designers – provide design for equipment managers.
- Equipment Managers – help to set up course.
- Safety Monitors – check equipment and course set up.
- Fitness Advisers – lead warm up.
- Match Committee – assign scorecards and starting holes.
- Captains – organise teams and collate results at the completion of round.
- Scorers – record scores after round, update ladder and other categories. Post results on noticeboard.

Skill Development

Students begin to apply their skills in a golf course situation - learning to apply different shots.

They also begin to learn the concepts of:

- Rules (refer to competition guidelines sheet on page 39).
- Honour - the group with the best score on a hole tees off first on the next hole.

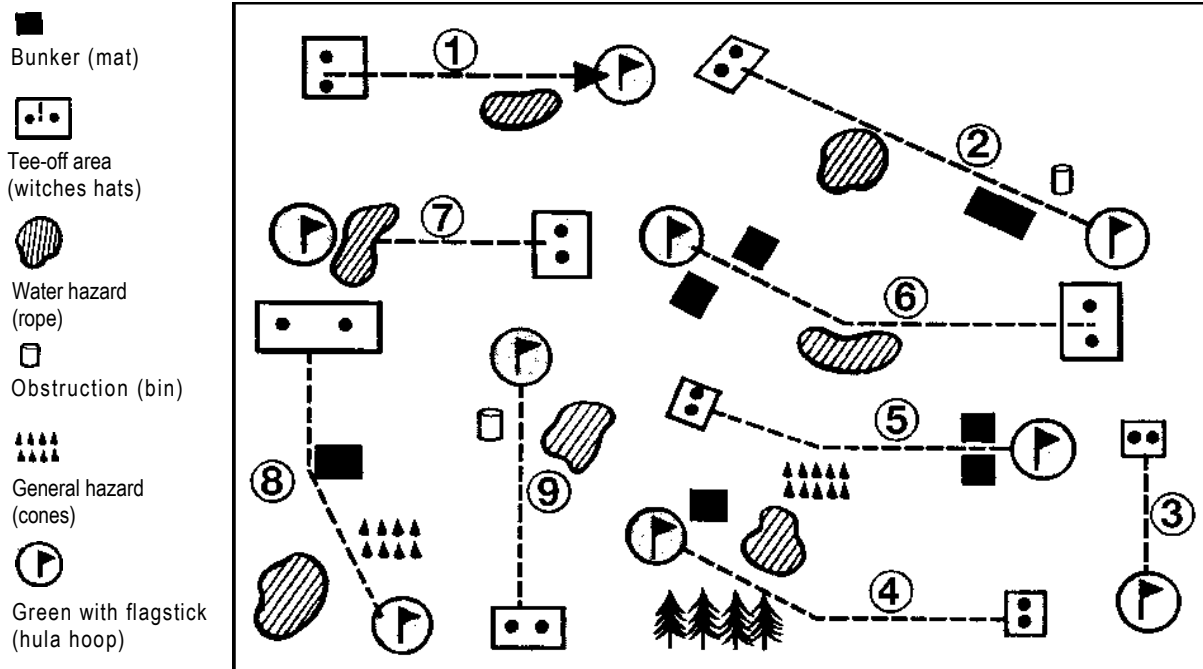
Games & Activities

Today students play the first school course layout in an Ambrose Format.

Ambrose Competition: 2-4 players per team. All players hit their first shot from the tee. The best positioned ball is selected and all play their next shot from this point. This form of play continues until the ball is holed out.

A sample course is shown below - a good model for beginners – ideal for a school oval.

Sample Course Layout



By Next Session

- Equipment managers aware of Indoor Course design.
- Students briefed on Advanced Skills Test format.



Session 5: MYGolf Skills Practice Lesson Plan

Part	Description	Activity / Game	Time
Aim	<ul style="list-style-type: none"> • Roll It, Chip It and Rip It skills are tested 		
Setting Up & Equipment	<ul style="list-style-type: none"> • 10 putters • 12 7-irons (2 left-handed) • 10 hitting mats • Tees • Witches hats • Hula hoops • Ropes, chalk, masking tape. • Balls: tennis or PVC golf balls 	<ul style="list-style-type: none"> • Equipment monitors to gather items from storage and set up for session 	10 mins
Introduction	<ul style="list-style-type: none"> • Warm up & stretching • Safety talk 	<ul style="list-style-type: none"> • Short run or tag • Golf stretches (refer to pgs 41-42) • Outline main points from safety guidelines (refer to pg 35) 	10 mins
Games & Activities	<ul style="list-style-type: none"> • All activities are performed with points earned for each activity • Players in teams of 3 or 4 • Record scores on score sheet 	<ul style="list-style-type: none"> • Chip and Catch • Bulls-eye Golf • Aussie Rules Golf • Ladder Putting (refer to pg 25) <p>If indoors then incorporate the indoor activities shown on pg 27</p>	35 mins
Review	<ul style="list-style-type: none"> • Feedback from session • Pack up 	<ul style="list-style-type: none"> • Ask students what they learned and enjoyed • Return equipment to storage 	5 mins



Session 5 Overview

Aim:

To encourage students to develop their newly acquired skills to the best of their ability.

Committee Tasks for Today

- Equipment Managers to set up relevant skills test / indoor course.
- Safety Officers to review safety of activity areas.
- The Scoring Committee to help with the recording of the results.

Skill Development

Students are introduced to a skills test and / or an indoor tabloid skills course.

These skills tests are designed to gauge student progress throughout the unit. They also act as a motivational tool and assessment guide for the end of the unit. Depending on time available, in this session students are introduced to a skills test or they play the indoor course or both.

Games & Activities

MYGolf Bronze Warm-up Challenge (refer to page 25).

Advanced Skills Test (refer to page 26)

Indoor Course (refer to page 27).

Note: select the skills activity which seems the most appropriate challenge for the skill level of the group.

By Next Session

- Major Events Committee present plans for Final Day.
- Public Relations Committee present press release and other initiatives undertaken.
- Course Design Committee present Course Design 2.






Bronze Warm-up Challenge

Each team starts at a different activity and will rotate through the remaining activities. Players work in pairs (or groups of four). Each player in the pair has up to 5 attempts at each activity.

Record score in Result column on scoresheet. At the completion of the session, individual scores can be combined to produce a score for the pair and/or team.

MYGolf SKILL	Player's Name:		Marker's Name:				
		Result		Result			
CHIP AND CATCH Using a tennis ball or PVC Golf ball, player chips ball to partner 3 - 5 metre distance. Score: 10 pts for each catch. Score: 5 pts if ball is stopped. Equipment: 1 club and 1 ball per pair (or group of four).	1		1				
	2		2				
	3		3				
	4		4				
	5		5				
	Total		Total				
BULLS-EYE GOLF Player hits 5 balls to target area 5 – 10 metre distance. Target comprises one central hula hoop (bulls-eye) surrounded by a second ring of hoops. Score: 10 pts for each bulls-eye. Score: 5 pts for each ball finishing in outer circle of hoops. <i>(Option: score where ball lands)</i> Equipment: 6 hoops to create target plus 1 club and 5 PVC golf balls per pair (or group of four).	1		1				
	2		2				
	3		3				
	4		4				
	5		5				
	Total		Total				
AUSSIE RULES GOLF Player hits 5 balls through Aussie Rules goal posts from 20 metre distance. Goal and point posts are 8 metres apart. Score 10 pts for a goal. Score 5 points for a behind. <i>(Optional: score double if ball passes through posts on the full)</i> Equipment: 4 markers to create target plus 2 markers (tee), 1 club and 5 PVC golf balls per pair (or group of four).	1		1				
	2		2				
	3		3				
	4		4				
	5		5				
	Total		Total				
LADDER PUTTING Each player hits 5 balls aiming to have each ball finish in the middle section Score ten points for middle section. Score 5 points for either of the outer sections. <i>(Option: score where ball lands)</i> Equipment: 8 markers to create target, 1 club and 5 balls per pair (or group of 4). <div style="margin-top: 10px;"> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td>5 pts</td></tr> <tr><td>10 pts</td></tr> <tr><td>5 pts</td></tr> </table> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;">  <hr style="width: 50px; border: 1px solid black;"/> </div> </div>	5 pts	10 pts	5 pts	1		1	
	5 pts						
	10 pts						
	5 pts						
	2		2				
	3		3				
4		4					
5		5					
Total		Total					



Sample Advanced MYGolf Bronze Skills Test

Suitable for school oval - Use PVC Golf balls and a 7-iron.

Each team starts at a different activity and will rotate through the remaining activities. Players work in groups (2-4). Each player has 5 attempts at each activity.

Record score in Result column on scoresheet. At the completion of the session, individual scores can be combined to produce a score for the group and/or team.



Player Name: _____

Skill	Test	Result
Full Swing — Rip It (accuracy)	Ball passes through an 8m wide zone, from a distance of 20 metres. Depending on nature of group, could be 'on the full' or bounce first.	/5
Full Swing — Rip It (distance)	Ball lands more than 30m away. Consider having some accuracy limit as well, e.g. a 25m wide zone.	/5
Chipping — Chip It	Ball lands on the full in 2 x 2 metre square from 5m away. It does not have to remain in the square.	/5
Putting — Roll It (accuracy) Use carpet, gym floor and putt into a putting disc or shoe. Real golf balls may be used.	Ball is holed from a distance of 1.5m.	/5
Putting — Roll It (distance) Use carpet or gym floor. Real golf balls may be used.	Ball finishes in a circle of radius 1m from a distance of 10m.	/5

This test is based on the MYGolf National Skills Challenge, an Australia-wide program for young golfers. Refer to page 65 for details on the program or contact Golf Australia at www.golfaustralia.org.au/mygolf



Indoor Golf

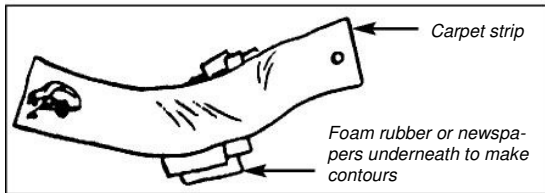
(Suggest five trials per station)

Use real golf balls for putting and PVC balls or other soft balls for hitting

Team Name: _____ Total Score: _____

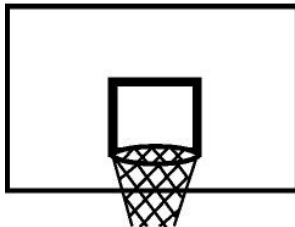
Station 1.
Long putt with slope into zone of one metre diameter.
10 points for every successful putt.

Score



Station 2.
Pitching to basketball backboard

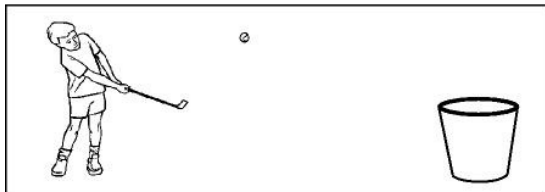
Score



10 points for backboard.
25 points for inside black square.
50 points for net.

Station 3.
Chipping into a target (i.e. bin).
20 points for each ball that goes into the target on the full.

Score



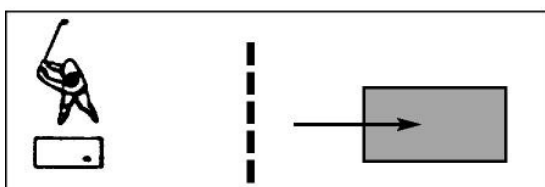
Station 4.
Full swing at targets on the wall.
5 points for outer target, 10 for middle target and 20 points for inner target.

Score



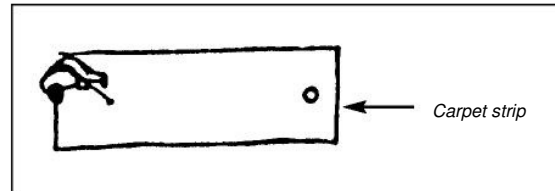
Station 5.
Pitching over badminton net onto mats. 5 points for over the net, 20 points for over net and landing on mat or in hoop.

Score



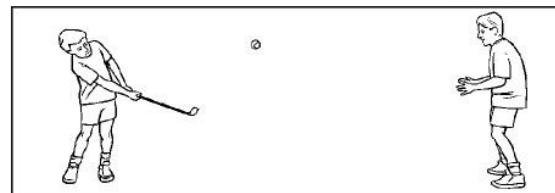
Station 6.
Straight putt onto disc or shoe on side.
5 points for every correct putt.

Score



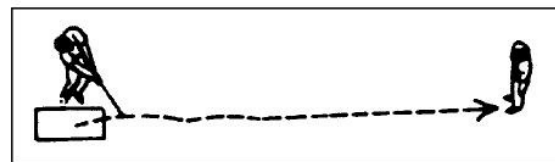
Station 7.
Chip and catch (tennis ball). Partner 3m away. 5 points for every catch.

Score



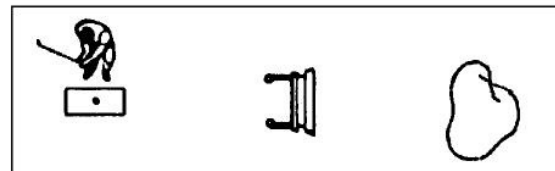
Station 8.
Chip and run with 7-iron between partner's legs. Partner 5m away. 5 points each time ball goes between legs.

Score



Station 9.
Pitch over hurdle/obstacle to hoop or rope circle. 20 points for landing and staying in circle. 10 points for rolling through.

Score



Station 10.
Pitch across width of gym to partner.
10 points for every catch.

Score



Session 6: Teams Competition 2

Lesson Plan

Part	Description	Activity / Game	Time
Aim	<ul style="list-style-type: none"> Roll It, Chip It and Rip It skills are tested as players compete on a course 	<ul style="list-style-type: none"> Course designers create the golf course using available equipment and their imagination 	
Setting Up & Equipment	<ul style="list-style-type: none"> 10 putters 12 7-irons (2 left-handed) 10 hitting mats Tees Witches hats Hula hoops Ropes, chalk, masking tape. Balls: tennis or PVC golf balls 	<ul style="list-style-type: none"> Equipment monitors to gather items from storage and set up for session 	10 mins
Introduction	<ul style="list-style-type: none"> Warm up & stretching Safety talk 	<ul style="list-style-type: none"> Short run or tag Golf stretches (refer to pgs 41-42) Outline main points from safety guidelines (refer to pg 35) 	10 mins
Games & Activities	<ul style="list-style-type: none"> Players in teams of 3 or 4 	<ul style="list-style-type: none"> Players complete the course (refer to pg 29 for Sample Course) Record scores on score sheet 	35 mins
Review	<ul style="list-style-type: none"> Feedback from session Pack up 	<ul style="list-style-type: none"> Ask students what they learned and enjoyed Return equipment to storage 	5 mins



Session 6 Overview

Aim:

To play a more challenging school-based course in a choice of formats.

Committee Tasks for Today

- Course Designers – provide design for equipment managers.
- Equipment Managers – help to set up course
- Safety Monitors – check equipment and course set up.
- Fitness Advisers – take warm up.
- Match Committee – assign scorecards and starting holes.
- Captains – organise teams and collate results at the completion of round.
- Scorers – record scores after round, update ladder and other categories. Post results on noticeboard.

Skill Development

By playing the more challenging layout, students are required to play a wider variety of shots and to consider the best line of play.

It is also a good opportunity to introduce more etiquette and rules concepts.

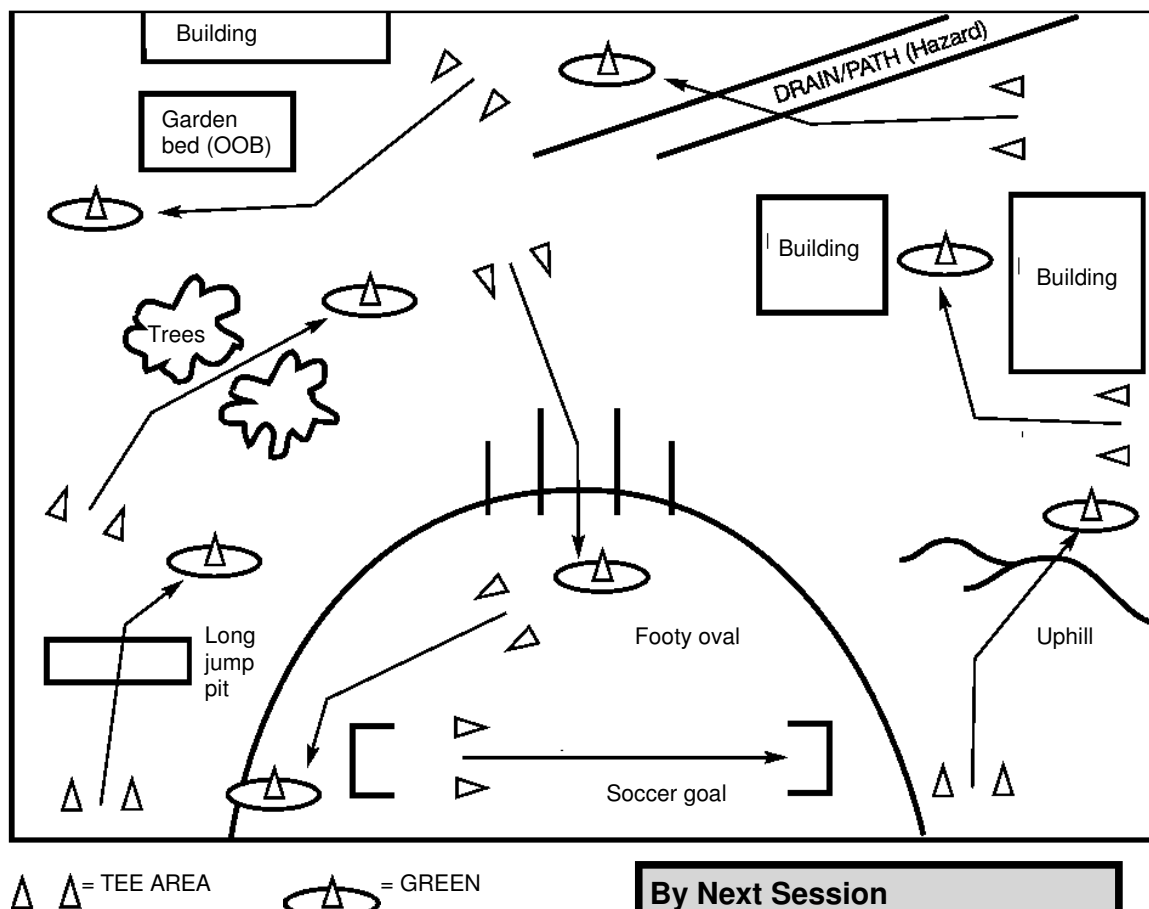
Games & Activities

Students play a more challenging school course.

The sample layout below shows what can be done with existing features of a school yard.

Garden beds etc may be protected by declaring them out of bounds and instructing students to drop the ball away from them, adding a penalty of one shot.

Sample Course Layout



By Next Session

- Scoring committee update ladders.
- Prepare for Skills Tests.



Session 7: MYGolf Skills Challenge

Lesson Plan

Part	Description	Activity / Game	Time
Aim	<ul style="list-style-type: none"> • Roll It, Chip It and Rip It skills are tested 	<ul style="list-style-type: none"> • Students to participate in either the Bronze MYGolf Warm up Challenge or the Advanced MYGolf Bronze Skills Test depending on their skill level 	
Setting Up & Equipment	<ul style="list-style-type: none"> • 10 putters • 12 7-irons (2 left-handed) • 10 hitting mats • Tees • Witches hats • Hula hoops • Ropes, chalk, masking tape • Balls: tennis or PVC golf balls 	<ul style="list-style-type: none"> • Equipment monitors to gather items from storage and set up for session 	10 mins
Introduction	<ul style="list-style-type: none"> • Warm up & stretching • Safety talk 	<ul style="list-style-type: none"> • Short run or tag • Golf stretches (refer to pgs 41-42) • Outline main points from safety guidelines (refer to pg 35) 	10 mins
Games & Activities	<ul style="list-style-type: none"> • All activities are performed with points earned for each activity • Players in teams of 3 or 4 • Record scores on score sheet 	<ul style="list-style-type: none"> • Games selected according to the level of challenge (refer to pgs 25-26) 	35 mins
Review	<ul style="list-style-type: none"> • Feedback from session • Pack up 	<ul style="list-style-type: none"> • Ask students what they learned and enjoyed • Return equipment to storage 	5 mins



Session 7 Overview

Aim:

To assess student development for the unit using the MYGolf Skills Challenge. The level can vary depending on the skills of the students.

Games & Activities

Depending upon the age and experience of students, the Skills Test (refer to page 25) or the Advanced Skills Test (refer to page 26) may be used for this session.

Committee Tasks for Today

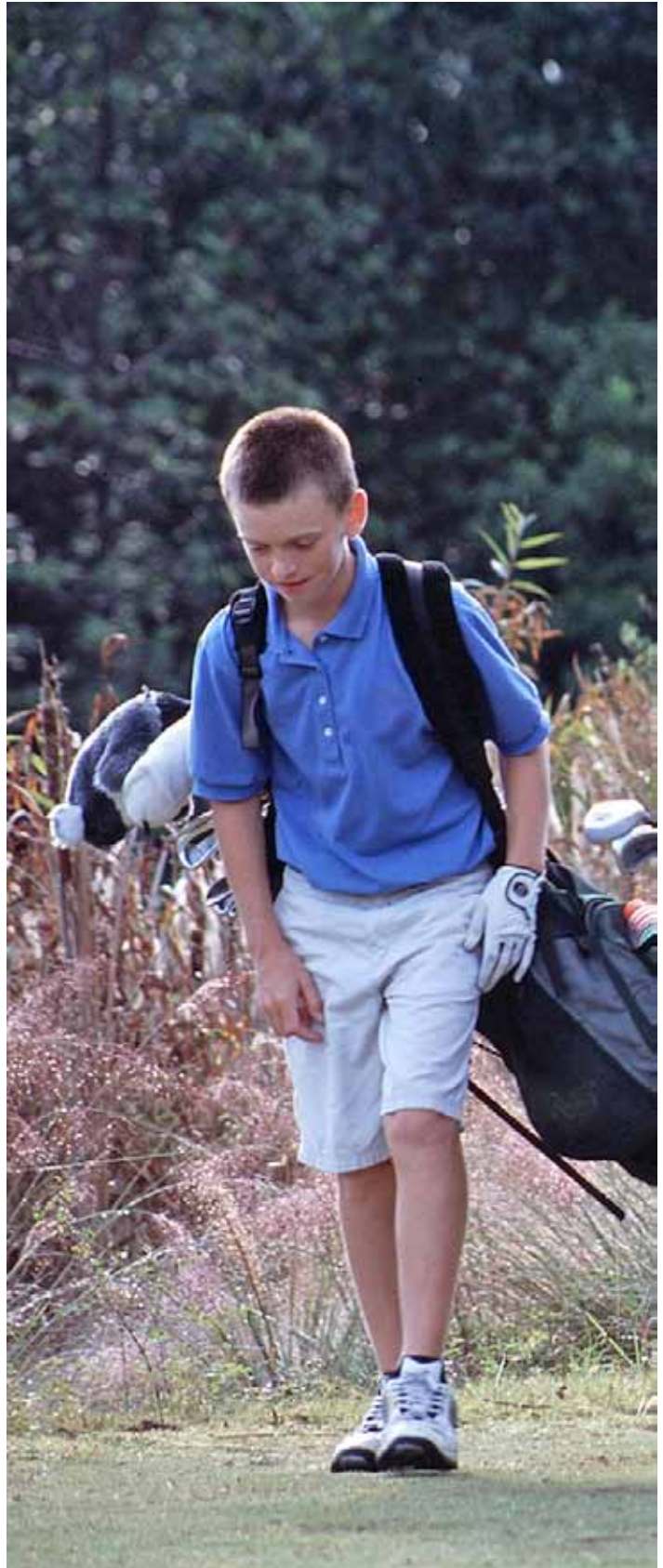
- Equipment Managers – take equipment out to oval and set up cones for safety.
- Safety Review – Safety Officers to monitor layout of activity area.
- Warm up – Fitness Advisers to take warm up activities and stretches.
- Captains – mark roll and assist with practice session where required. Encourage team members.
- Scorers – record individual and team results for skill assessments.
- Match Committee – update team ladder and prepare results for the final event.

Skill Development

This session is used to gauge student progress for the unit and assesses their ability over a range of golf skills.

By Next Session

- Match Committee allocate starting holes for shotgun start.
- The Major Events committee to finalise prizes and certificates
- Public Relations team who could invite local media as well as the local golf club Professional, Captain, President and Junior Coordinator. The School Principal should also be invited.
- Parents and golf club members may be invited to be Captains of each team.



Session 8: Final Event

Lesson Plan

Part	Description	Activity / Game	Time
Aim	<ul style="list-style-type: none"> Students celebrate the conclusion of the program by playing on a real golf course 		
Setting Up & Equipment	<ul style="list-style-type: none"> Full or half set of clubs for each player Tees Golf balls 	<ul style="list-style-type: none"> Players provide their own equipment or it is hired from the pro shop at the golf club 	10 mins
Introduction	<ul style="list-style-type: none"> Warm up & stretching Safety talk 	<ul style="list-style-type: none"> Golf stretches (refer to pgs 41-42) Outline main points from safety guidelines (refer to pg 35) 	10 mins
Games & Activities	<ul style="list-style-type: none"> Players in teams of 3 or 4 	<ul style="list-style-type: none"> Players complete the golf course Record scores on score sheet (refer to Resource Sheet 8 pg 43) 	150 mins
Post-round	<ul style="list-style-type: none"> BBQ and presentations 	<ul style="list-style-type: none"> Return equipment to pro shop (if hired) Award prizes to winners Present certificates of participation (refer to Resource Sheet 9 pg 44) 	30 mins
Review	<ul style="list-style-type: none"> Feedback from session Pack up 	<ul style="list-style-type: none"> Ask students what they learned and enjoyed 	5 mins



Session 8 Overview

Aim:

To celebrate the conclusion of a fun season of team sport.

Ideas for your Event

- A game of golf at your local course followed by a BBQ.
- An eighteen hole challenge on a school layout.
- A parent – student or teacher – student challenge.
- Longest Drive / Nearest the Pin competitions / Lucky Prize draws.
- Visit to local driving range or pitch and putt.

Ideas for presentations to students

- Best team for the unit.
- Best shot for the unit.
- Most unusual shot.
- Best & Fairest – 1st, 2nd & 3rd.
- Most Improved.
- Longest drive / Nearest to Pin winners.
- Best committee for the unit.
- Announce results at school assembly, in school newspaper and in local press.

Tips for conducting the Event at a golf course

- Play up to 9 holes.
- Allow 15 - 20 minutes for each hole, depending on the age/experience of players.
- Use real golf balls.
- Be mindful of safety - one group per hole. Maybe send a parent etc. with each group.
- Use modified rules e.g.
 - Shorten holes: Par 3 = 100m. Par 4 = 200m and Par 5 = 300m. (use witches hats to mark tees).
 - Bunker Rule: after two attempts, player must lift and place ball next to bunker and continue play.
 - Pick-up, Airy and Stray Ball Rule(s) per Competition Guidelines on page 39.

You will need:

Clubs: Preferably one per student (7-iron suitable) but otherwise share in groups. Don't forget putters.

Golf Balls: Allow 2 for each student in case of loss. A golfing staff member / parent may lend you some practice balls to use.

Tees: 2-3 per player - for use when hitting off.

Scorecards/pens

Witches hats to mark tees on shortened course.

A Typical 9 Hole Event

(Half day and lunch time)

9.30am – Shotgun Start

Play in groups of 4, hitting off different tees

- Individual
- Best ball or
- Ambrose format

Maybe include a teacher / parent / golfer in each group.

12.00pm – BBQ and presentation of awards and participation certificates.



Part 2

Resource Sheets

Resource Sheet 1	Safety	35
Resource Sheet 2	Suggested Committee Roles	36
Resource Sheet 3	Committee Sign-up Sheet	37
Resource Sheet 4	Class Sign-up Sheet	38
Resource Sheet 5	Team Competitions	39
Resource Sheet 6	Fair Play Agreement & Assessment Sheet	40
Resource Sheet 7	Warm-up Drills for Golfers	41-42
Resource Sheet 8	Sample nine-hole MYGolf Scorecard	43
Resource Sheet 9	Certificate of Participation	44

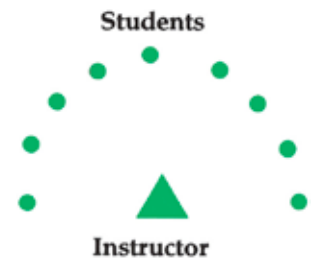


Resource Sheet 1.

Safety

Essential safety rules:

- Leave clubs on the ground when not in use, e.g. when collecting golf balls.
- Use a signal e.g. a whistle, to cease activities.
- Teach students to **stop** and **look** before each swing.
- Swinging of clubs should only take place in designated safe swinging areas.
- Ensure no one is within at least 3 metres when swinging a club.
- While instructing or organising, students should hold their clubs by the head to discourage swinging.
- Ensure during ball pick up that no clubs are used. Clubs should be left in the safe swing area.
- Ensure ball pick up is conducted as a group activity as opposed to individually.
- Ensure that ball pick up is not commenced until each student has finished hitting.
- Position left-handers at the far right hand end of the hitting zone facing the target.



Always define safety areas with markers



Resource Sheet 2.

Suggested Committee Roles

TEAM CAPTAINS (1 per team)

Mark roll for team at start of each session.
Assist and encourage team members learning the skill.
Select and co-ordinate teams for the competition.
Collate team results after each round of competition and forward to Scorers.

SAFETY OFFICERS (1 per team)

Promote and monitor safety procedures at all times (refer to page 35).
Monitor course layout.
Check equipment.

EQUIPMENT MANAGERS (1 per team)

Arrive at class early to set out equipment and witches hats etc.
Set up course on day of competition in conjunction with course designers.
Clean and pack equipment away at the end of each session.

SCORERS (1 per team)

Record individual and team scores and update the Teams Ladder after each round of competition.
Record any special highlights - holes in one, nearest the pins, birdies etc where appropriate.
Post results on the notice board.
Provide results to the Public Relations Committee.

MATCH COMMITTEE (2-4)

Design and organise multiple copies of scorecards for competition players. (refer to sample page 43).
Assign Starting Holes for each match for the competition.

RULES & ETIQUETTE COMMITTEE (2-4)

Set rules and codes of behaviour before competition commences and provide a copy for each team/player.
Give rulings during play as required.

COURSE DESIGNERS (2-4)

Design 'The Golf Course' which will be used for each competition - can use school grounds, oval etc.
Provide a simple 'map' showing the basic golf course layout for each team/player.
Set up course at beginning of each session with assistance from the Equipment Managers.

PUBLIC RELATIONS (2)

In conjunction with the teacher, contact the local Golf Club seeking assistance with skill sessions as required. Provide a Press Release for the School Newsletter and local Newspapers.
Major results announced at School Assembly, and/or School Newsletter.

MAJOR EVENTS (2-4)

Organise an Event for the final session.
Organise the presentation ceremony for the final session including all prizes/certificates.

FITNESS ADVISERS (2-3)

Students lead warm up activities and team stretching prior to competition (refer to pages 41 & 42 for stretching drills).

Thought should be given to the development/ utilisation of a variety of student talents through these roles.

e.g. Information Technology skills may be applied in a number of ways including: Word processing and desktop publishing for newsletters, course and scorecard design, spreadsheet / data analysis for competition scoring etc.



Resource Sheet 3.

Committee Sign-Up Sheet

Students to complete

Teams of six to eight players are recommended. Each team member can be assigned to one or more of the following committees as follows:

TEAM #1 _____
 TEAM CAPTAIN _____
 SAFETY OFFICER _____
 EQUIPMENT MANAGER _____
 SCORER _____

TEAM #2 _____
 TEAM CAPTAIN _____
 SAFETY OFFICER _____
 EQUIPMENT MANAGER _____
 SCORER _____

TEAM #3 _____
 TEAM CAPTAIN _____
 SAFETY OFFICER _____
 EQUIPMENT MANAGER _____
 SCORER _____

TEAM #4 _____
 TEAM CAPTAIN _____
 SAFETY OFFICER _____
 EQUIPMENT MANAGER _____
 SCORER _____

The following positions may be filled from any of the teams:

MATCH COMMITTEE (2-4) _____
 RULES & ETIQUETTE COMMITTEE (2-4) _____
 COURSE DESIGNERS (2-4) _____
 PUBLIC RELATIONS (2) _____
 MAJOR EVENTS (2-4) _____
 FITNESS ADVISERS (2-3) _____



Resource Sheet 4.

Class Sign-Up Sheet

for Teacher records

Committee	No. of students	Involved in Session Nos.	Student names	
Team Captains	4 1 per team	2-8	Team 1 Team 3	Team 2 Team 4
Safety Officers	4 1 per team	2-8	Team 1 Team 3	Team 2 Team 4
Equipment Managers	4 1 per team	2-8	Team 1 Team 3	Team 2 Team 4
Scorers	4 1 per team	2-8	Team 1 Team 3	Team 2 Team 4
Match Committee	2 – 4	4, 6, 8	Team 1 Team 3	Team 2 Team 4
Rules and Etiquette Committee	2 – 4	4, 6, 8	Team 1 Team 3	Team 2 Team 4
Course Designers	2 – 4	4, 6, 8	Team 1 Team 3	Team 2 Team 4
Public Relations	2	2, 8 and as required	Team 1	Team 2
Major Events	2 – 4	8	Team 1 Team 3	Team 2 Team 4
Fitness Advisers	2 – 3	2-8	Team 1 Team 3	Team 2

The above numbers and tasks are suggestions only and allow for flexibility. Some students may do more than one task.



Resource Sheet 5.

Team Competitions

Suggestion: select 4 teams per class group (6-8 students per team)

A great strength of the MYGolf Schools 2 unit is the theme of a season of team sport' where students can improve in an atmosphere of non-threatening team competition.

Types of competitions

There are two basic types of competitions - skills games and more traditional course-style play (in the school grounds or at a golf course). Both formats are ideal for team play.

Suggestions for scoring and ranking teams

In order to make competitions less threatening for students who are in the early stages of skill development and to allow for absences, the worst 2-3 scores per team are discarded in each individual event, or the worst score if students are in pairs.

The four teams are ranked at the end of each competition and given 4, 3, 2 or 1 points for the session. These points form the basis of scoring for the competition and a sample progressive ladder suitable for this format is shown below.

Sample Ladder

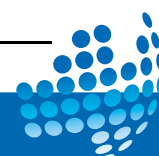
Session	1	2	3	4	5	6	7	8	Total	Rank
Team 1										
Team 2										
Team 3										
Team 4										

Note: it is also possible to run a round robin competitive session between the four teams.

Suggested Rule Modifications for Course Competitions

These rules are meant as a guide only and are designed to make play easier and quicker.

RULES	Inexperienced players 11-13 years	More experienced players 13 years and above
PICK-UP RULE	Pick up the ball after 10 shots. Write 10 on card and circle.	Pick up ball when 4 over par. Write this score on the card and circle.
AIRY	Not counted.	Counted.
STRAY BALL	A stray ball is one that finishes off your fairway (e.g. on another golf hole or off the course). Ball must be dropped on your fairway - no nearer the hole. NO PENALTY	A stray ball is one that finishes off your fairway (e.g. on another golf hole or off the course). Ball must be dropped on your fairway - no nearer the hole. ONE SHOT PENALTY



Resource Sheet 6.

Fair Play Agreement

We, the undersigned members of:

_____ (Team Name)

Agree to:

- ◆ Act in a safe and responsible manner
- ◆ Respect the values and etiquette of the game of golf
- ◆ Show good sportsmanship
- ◆ Act in the best interests of the team
- ◆ Perform designated committee duties cheerfully and responsibly

_____	_____
_____	_____
_____	_____
_____	_____

All Team Members to sign

Fair Play Assessment Sheet

Copy to each team member when complete

Player Name: _____

Life Skills	Never	Sometimes	Usually	Always
Acts safely and responsibly				
Follows rules and etiquette				
Shows sportsmanship				
Displays team skills				
Fulfils committee duties				

Signed (Teacher): _____

Date: _____



Resource Sheet 7.

Warm-Up Drills for Golfers

Warming Up

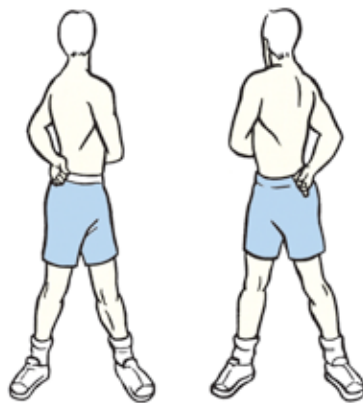
To increase muscle elasticity, some form of light aerobic activity is recommended prior to attempting any stretching drills.

Posture & Stretching:

- increases the range of movement
- reduces the risk of injury
- promotes good patterns of movement
- promotes good posture at address and through the swing

When Stretching:

- stretch slowly and hold for 10-15 seconds, maintaining normal breathing
- never over stretch - no pain should be felt
- avoid bouncing

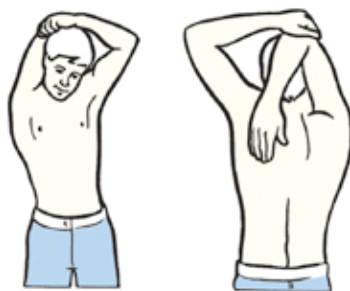


1. Trunk Rotation

Standing upright, place right arm behind and left arm in front of the torso. Rotate torso to the right without moving feet; change position and slowly turn to the left.

Gradually increase the range of movement. Hold for approximately 15 seconds each side and repeat 3 times.

"This can also be done with a club placed behind the neck and across the shoulders, gripped at each end."



2. Posterior Cuff Stretch

Stand upright, extend right arm and position it horizontally across body. Place right elbow in left hand and gently pull arm across body as far as it will go.

Do not rotate your torso. Hold for 10-15 seconds then repeat with left arm. Repeat three times with each arm.



3. Shoulders and Upper Arm (Triceps) Stretch

Standing upright with your arms overhead. Hold the elbow of one arm with the hand of the other arm.

Slowly pull your elbow behind your head and hold for 10-15 seconds. Repeat with each arm.

4. Neck Stretch

Standing up straight, turn head to the right with shoulders facing straight ahead.

Gently push chin with left hand to turn the head further.

Hold for 15 seconds then repeat with left side. Do three times each side.



Resource Sheet 7. (cont.)

Warm-Up Drills for Golfers (cont.)



5. Side Stretch

Stand upright with feet shoulder-width apart, right arm overhead, left arm by left thigh.

Bend upper body to left and hold for 15 seconds. Repeat 3 times each side.

"Don't bend forward or rotate your body - keep shoulders and hips aligned."

6. Calf Stretch

Lean against a solid support with one leg stretched back and the other flat on the ground.

Both feet should point towards the wall. Move hips slowly forward keeping lower back straight.

Hold for 15 seconds.

Repeat 3 times with each side.



7. Back and Hip Stretch

Sit with left leg straight and right leg crossed over left knee, with the foot flat on ground.

Slowly rotate torso to the right with the shoulder past the knee. Gently press the left elbow against the bent knee.

Hold for 10 seconds. Repeat on the opposite side.

Repeat 3 times each side.



8. Hamstring and Lower Back Stretch

Place one foot on an object with the leg straight.

Slowly bend forward, towards the knee, with both hands reaching towards the foot.

Hold for 10 seconds. Repeat 3 times.

Please note: Do not be concerned if you cannot touch your foot. Go as far as possible while keeping your leg straight.

9. Forearm Stretch

Keep shoulders level and stretch out right arm in front of body.

Turn palm upwards, hold onto fingers with other hand and pull them back towards body.

Feel a stretch in the under arm and extending along the forearm.

Hold for 15 seconds and repeat 3 times.



Resource Sheet 8.

Sample nine-hole MYGolf Scorecard

For use on school golf course or modified club course

 SCORECARD			RESULT
Player/Team name or number:			
Hole	Par	Player's score	Marker's score
1	3		
2	3		
3	4		
4	3		
5	5		
6	4		
7	3		
8	4		
9	3		
Total	32		
Player signature:			
Marker signature:			
Date:			



Certificate of Participation

This is to certify that:

has participated in the
MYGolf Schools 2 Program
A Sport Education Unit

Teacher

Date



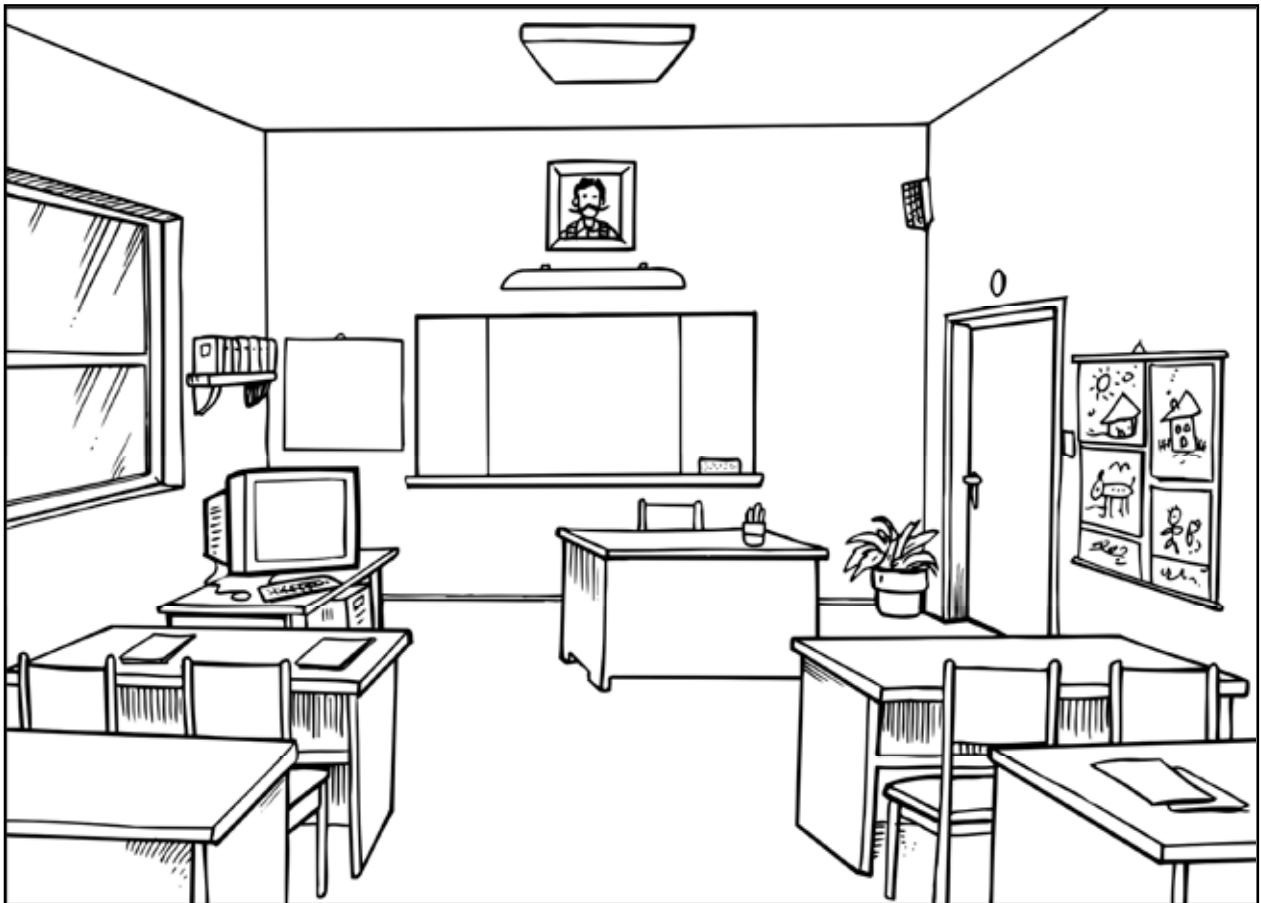
Part 3

Classroom Activities

This section is designed to support the practical component of MYGolf Schools 2 and provides an approach for the unit to be run in a cross curricular way by using a variety of subject areas including Mathematics, English, Science, Materials and Information Technology, History and Art.

The activities in this section also support:

- Golf theory tests
- Wet weather activities



Golf Terminology

Teeing ground:	the area from which a hole is commenced (also called the tee).
Green:	closely mown area where the hole is placed.
Fairway:	closely mown grass between the teeing ground and the green.
Rough:	longer grass, shrubs and trees around the fairway.
Bunker:	a defined area filled with sand.
Water hazard:	a pond, lake or creek, marked by yellow or red stakes.
Front 9:	the first nine holes of the course (also known as the outward 9).
Back nine:	the final nine holes of the course (also known as the inward 9).
Dogleg:	a hole where the fairway curves to the left or right.
Flagstick:	a pole with a flag attached that is placed in the hole.
Par:	the number of shots a hole should take to play (determined by length). The holes may be par 3, 4 or 5 according to the chart below.
Birdie:	playing the hole one shot better than par.
Eagle:	playing the hole two shots better than par.
Albatross:	playing the hole three shots better than par.
Bogey:	playing the hole one shot worse than par.
Double bogey:	playing the hole two shots worse than par.
Hole in One:	completing a hole with just one stroke.
Slice:	a shot which curves to the right (for a right-hander).
Hook:	a shot which curves to the left (for a right-hander).
Fore:	this is a warning, called loudly when your shot is in danger of hitting someone.
Gross score:	the actual number of shots played in a round.
Net score:	calculated by subtracting your handicap from your gross score.

Note: A standard golf course consists of 18 holes—usually a mix of par 3, 4 and 5 holes. The length of these holes is as follows:

	Men	Women
Par 3	up to 230 metres	up to 180 metres
Par 4	231—435 metres	181—365 metres
Par 5	436 metres and over	366 metres and over



Golf – Written Test 1

Part One. True or False

T/F

1. The term etiquette means all the rules of golf.	
2. While playing golf with others you should be quiet and still while they are playing their shot.	
3. Practice swings on the golf course should be limited to one for each shot to avoid slow play.	
4. The player nearest the hole should always play first.	
5. Always stop and look before swinging a club.	

Total /5

Part Two. Definitions

What is the proper term for each of the following?

1. The word called when a ball is in danger of hitting other players.	
2. A swing and miss.	
3. Area on the golf course where you find the hole.	
4. A score on a golf hole which is one less than the par.	
5. A score on a golf hole which is one more than the par.	

Total /5

Part Three

In the space below, draw a picture of a golf hole. On the picture show and label the following:

a) tee b) green c) fairway d) bunker e) rough

Total /5



Golf – Written Test 2

Part One. True or False

T/F

1. Clubs with a higher number will generally travel further.	
2. Birdie, Eagle and Albatross are all words used in golf.	
3. G.U.R stands for Ground Under Repair.	
4. A chip shot is generally used when close to the green.	
5. You should always fill in your scorecard on the green before moving to the next hole.	
6. A hook is a ball that starts straight then curves left (for a right handed player).	
7. A Marker is the person in the group who records your score.	
8. Golfers usually play without umpires and must call their own penalties.	

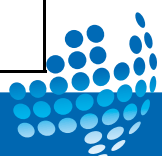
Total

/8

Part Two.

Three friends, Tamie, Karrie and Matt have been selected to represent their school in the annual inter-school golf competition. They decide to play an 18 hole practice round together at their local golf course.

1. Tamie birdies the first hole, which is a par 4. What is her score for the hole?	
2. Later in the round, Karrie has an eagle on a par 5 hole. What is her score for the hole?	
3. On the final hole, Matt scores a 5, which is a bogey. What is the par of the hole?	
<i>After they finish playing, the three friends add up their scores.</i>	
4. Matt's handicap is 20. His stroke score was 100. What was his nett score?	
5. Tamie's handicap is 10. Her nett score was 79. What was her gross score?	
6. Karrie had a stroke score of 84 and played to her handicap. What is her handicap?	
7. Which of the students had the best stroke score?	
8. Which of the students had the best nett score?	



Wordfind

Golf Course Names

E N R U O B L E M L A Y O R A
 S H N O I N N U B Y L L A B U
 T E P T X B O H J A Y L Y O G
 P U L A D N O O J F R I A T U
 Q T C I B C D P R M R P R H S
 T H L S V A H E U T E O R W T
 R E V I R H C I R B B O A E A
 O V Q W P E R S B I N R Y L G
 P I I N D F T L N E R O A L N
 N N K B I E E A G X U O R B O
 O E Z E B B W N W M T D R A Y
 V S L G E O A D O N A N A K O
 E D A A O R T H W S I I E F O
 D W C D G D P R E S T W I C K
 Q H S W E R D N A T S P T M G

Augusta
 Ballybunnion
 Bega
 Bothwell
 Darwin
 Devonport
 Grange
 Hope Island
 Indooroopilly
 Joondalup
 Kew
 Kooyonga
 Muirfield
 Pebble Beach
 Prestwick
 Rich River
 Robina Woods
 Royal Melbourne
 St Andrews
 The Vines
 Troon
 Turnberry
 Twin Waters
 Yarra Yarra

Golf Terms

C A R D F Q A L L A B N K G T
 H S U N S C R E E N N O A H S
 A I P U E H O N I Y R Q G Z F
 M Y G M G A O L O D R I V E R
 P A A B L N G S U D R D T X Y
 I L B R I D A L P A R I T Z G
 O P F E C I I I E C I Q B K G
 N W L L N C A C M V F N O Y U
 S O O L E A S E A R O O H V B
 H L G A P P J P G R H L R G K
 I S A Z U I E U I W E D G E C
 P S Y K N M V T R A C F Y L J
 O L E K U R H T B U K X Z T A
 O S Y T L A N E P O P Y S N C
 L T Y G T W N R Z H J B L E X

Ball
 Birdie
 Bogey
 Buggy
 Card
 Cart
 Championship
 Driver
 Eagle
 Fore
 Glove
 Golf bag
 Handicap
 Hat
 Hole in one
 Hook Iron
 Par
 Penalty
 Pencil
 Putter
 Slice
 Slow play
 Spikes
 Sunscreen
 Umbrella
 Warm up
 Wedge



Wordfind

Golfers' Names

H E A T H E R I N G T O N S S
 N I L S M A R K N N A M R O N
 R R S K A P P L E B Y D A R G
 U E E A I D U J G B Q U R E F
 M M I T U N O S N E H P E T S
 F O V O F R G E O W P Y M S L
 O G A W M A L T D M N U L E R
 R T D G Y L R W O C I Y A L H
 D N S U A L K C I N V N P L L
 I O D P A R R Y E L E D D A B
 B M S P E N C E G Y R X V B R
 Q N O A P A B I H K T U T S F
 P C C B P F M D A S D O O W Q

Allenby	Nilsmark
Appleby	Norman
Baddeley	Palmer
Ballesteros	Parry
Crafter	Rumford
Davies	Spence
Duval	Stephenson
Elkington	Trevino
Garcia	Webb
Grady	Woods
Heatherington	
Leaney	
Montgomerie	
Nicklaus	

Golf Terms

E P R O F E S S I O N A L S P
 G I T O U R N A M E N T D W B
 N H F C S S A M A T E U R I C
 A S L S R T Y O T T O A A N R
 R N O L Y R T F C E P O Z G E
 G O G O G O L F H U E S A X E
 N I I W Y K A E P Q C B H L L
 I P N P R E N F L I I V S N U
 V M I L I S E T A T T B G G R
 I S M S S T P P Y E C O E Z O
 R H B Y P A C I D N A H V L U
 D C O U R S E H N D R O P I N
 G S L M Z X R C Y H P O R T D

Airy	Professional
Amateur	Round
Championship	Rule
Chip	Slow play
Course	Spin
Divot	Stroke Swing
Driving range	Tournament
Drop	Trophy
Etiquette	
Go Go Golf	
Handicap	
Hazard	
Lob	
Matchplay	
Mini golf	
Penalty	
Pitch	
Practice	



Golf Game

Dice Golf

Version 1:

Roll a normal dice – whatever number comes up is your score for that hole.

Version 2:

Give the dice different values depending on the par for the hole

Par 3: Dice values 1-6 Par 4: Dice values 2-7

Par 5: Dice Values 3-8

(make up special dice out of blank cubes or use stickers to change normal dice).

Enter scores on the card below or even make up your own using a computer.

You can even play tournaments (e.g. four rounds of nine holes) and complete the competition results sheet (see next page) as you go.

Try this: Play as a team – it's called Ambrose and four players each roll the dice and only the best of the four scores counts for each hole.

SCORECARD – ROUND 1			
Player name			
Hole	Par	Player	Marker
1	4		
2	5		
3	4		
4	3		
5	5		
6	4		
7	3		
8	4		
9	4		
Total	36		
Player signature			
Marker signature			

SCORECARD – ROUND 3			
Player name			
Hole	Par	Player	Marker
1	4		
2	5		
3	4		
4	3		
5	5		
6	4		
7	3		
8	4		
9	4		
Total	36		
Player signature			
Marker signature			

SCORECARD – ROUND 2			
Player name			
Hole	Par	Player	Marker
1	4		
2	5		
3	4		
4	3		
5	5		
6	4		
7	3		
8	4		
9	4		
Total	36		
Player signature			
Marker signature			

SCORECARD – ROUND 4			
Player name			
Hole	Par	Player	Marker
1	4		
2	5		
3	4		
4	3		
5	5		
6	4		
7	3		
8	4		
9	4		
Total	36		
Player signature			
Marker signature			



English / Drama

English/Drama Activities

Write / tell a Story

1. 'My life as a golf ball'. e.g. when/where you were born, where you live, where you've been, etc.
2. You've just won the Australian Open Championship – prepare a victory speech.

Interview

Interview someone you know who plays golf – find out where they play, why, how often, highlights, heroes, etc. Report back to your class – written or spoken. (you may wish to interview two different people and compare their golfing experiences.)

Interpret a Photograph

Find a photo of golfers on the course (in a newspaper, magazine etc). Make up a short story to describe what you think is happening.

Video / Commentary

Watch some golf on video tape – hear how the commentary works.

Watch another segment of the tape (a few minutes) with no sound.

In pairs, imagine you are the commentators - write a script for both of you that covers the events you have just seen. One of you could do descriptive commentary, the other specialist comments etc. Try it out in front of the class.

Now listen to the real commentary. How did yours compare?

Try another section of tape and make up a funny commentary instead of a serious one.

Media Report

The Australian Open has just ended on a Sunday. As a group of 4-5, imagine you are responsible for the sport section of a major newspaper. Design the Golf page for the Monday morning edition, reporting on various aspects of the event. Don't forget to include, results, pictures, interviews, etc. Divide the tasks up – maybe appoint an editor to lead the group. (A computer could be useful here for design and publishing – you may even wish to design the report as a web page). Check out a newspaper or web site for ideas.

Role Play

A leading player has possibly broken a rule in a tournament and a rules official has been called to give a decision. Play out the scene between the player, a fellow competitor who saw the incident and the rules official – use your imagination – it's your story!



Mathematics

Golf Hit-Off Times

There are usually many players in a golf competition and therefore it is important to accurately set starting times. Often playing groups are sent off at 8 minute intervals.

There are 64 players in a competition who are to play in groups of four with the first group to start at 11.00 am.

1. How many groups will there be?
2. Make up a list of starting times for each group like the example below:
 - 11.00am Group 1
 - 11.08am Group 2
 - etc



3. What time does the last group start?

4. How long after Group 2 does Group 11 start?

5. Group 1 takes 3 hours and 50 minutes to play the round. What time do they finish?

6. The last group finish at 5.15pm. How long did their round take?

7. Give some reasons why the last group may have taken longer to play than the first group?

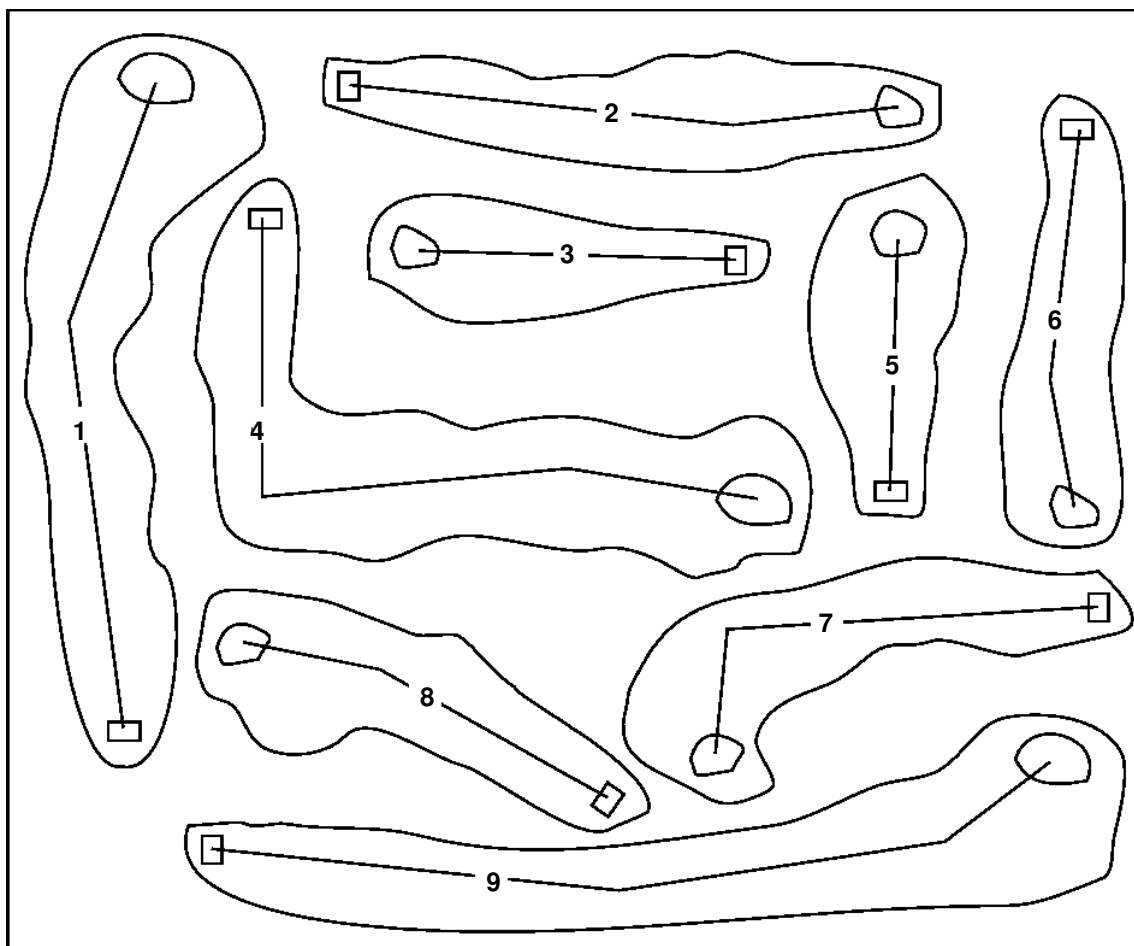
8. Why is it important that the first group moves quickly and that all other groups attempt to keep up with the group ahead?

9. How much time elapsed between the first group hitting off and the last group finishing?



Mathematics

Golf Course Measurement/Scale Exercise



On the above layout of 9 holes of a golf course, the black line indicates the best line of play for each hole.

Using a ruler with a millimetre scale, measure the length of each hole as shown by the black line.

The drawing is to a scale of 1mm = 4.5m. Calculate the actual length of each hole and fill in the card below. Round off your answer to the nearest metre.

Once you have worked out the length of each hole, check to see if it is a par 3, 4, or 5 and write this on the card.

Add up the par and the total length for the nine holes.

Recommended Hole lengths:

- Par 3 up to 230 m
- Par 4 231 – 435 m
- Par 5 436 m and over

Hole	Length (m)	Par
1		
2		
3		
4		
5		
6		
7		
8		
9		
Total		



Mathematics

Scoring a Golf Card - Sheet 1

Greg Norman and Matt Goggin play a round of golf in a tournament together and mark (score) each others cards. Below is a list of the scores they have on each hole in order.

Greg Norman

4 4 2 4 5 4 4 3 4 3 3 5 4 2 4 5 5 3

Matt Goggin

3 4 3 4 3 5 4 4 4 4 4 4 4 3 4 3 5 4

1. Enter each golfer's scores in the correct columns on the card below. This is Greg Norman's card i.e. Greg Norman is the player and Matt Goggin is the marker.

2. Add up each player's score for each nine holes and the total scores for the 18 hole round.
3. Which player had the better score and by how much?
4. How many birdies did each player have?
5. How many bogeys did each player have?
6. Compare the players' scores with the Par for the course. Write down whether each player scored under (lower than) or over (higher than) Par and by how much.

Player: G Norman

Marker: M Goggin

Hole	Par	Player	Marker	Hole	Par	Player	Marker
1	4			10	3		
2	4			11	4		
3	3			12	5		
4	5			13	4		
5	4			14	3		
6	5			15	4		
7	4			16	4		
8	3			17	5		
9	4			18	4		
Out	36			In	36		
				Out	36		
				Total	72		



Mathematics

Scoring a Golf Card - Sheet 2

1. Fill in the missing numbers on this card. All empty squares (there are 8) need to have a number in them.

Hole	Par	Player	Marker	Hole	Par	Player	Marker
1	4	5	4	10	3	4	4
2	4	5	6	11	4	5	4
3	3	3	5	12	5	5	6
4	5	5	5	13	4	6	6
5	4	4	6	14	3		3
6	5	7		15	4	4	5
7	4	4	5	16	4	5	6
8	3	4	6	17	5	4	5
9	4	5	4	18	4	4	5
Out	36		47	In	36	41	
				Out	36		
				Total	72		

2. A player averages 5 shots per hole for nine holes. She had the following scores on the first eight holes: 6, 4, 4, 5, 6, 4, 4 and 7.
What did she score on the ninth hole?
3. The list below shows the handicaps and scores for a number of players in a club event.

Player	Handicap	Gross score	Nett score
A	12	85	
B	31	106	
C	4	78	
D	18	90	
E	16	89	
F	2	73	
G	27	95	
H	11	80	
I	9	83	

- a) Calculate the nett score for each player and write it in the last column.

- b) Who won the competition for the best gross score?

- c) Who won the competition for the best nett score?

- d) What is the average handicap of the players in the competition?



Science

Golf Ball Characteristics

An energy experiment

Collect at least 4 different golf balls (e.g. different brands, age, cover, construction) or use different types of ball (e.g. tennis, Superball, etc).

Find a hard, flat, surface near a wall (concrete is good). Place a metre ruler or some other scale up the wall. Stand on a table or chair and drop each ball from 2m above the ground and measure the height to which it rebounds. Do this 5 times for each ball.

Record your results in the table below, also calculating the average height rebounded for each ball.

Co-efficient of Restitution: the 'bounciness' of an object. It is a value between 0 and 1 representing the ratio of velocities after and before an impact. An object with a COR of 1 collides elastically and rebounds after a collision without losing any

energy. An object with a COR of 0, effectively "stops" at the surface after a collision, not bouncing at all.

Questions

Which ball rebounded the most /least?

Show the results for each ball on a column or bar graph.

Discuss some reasons for the results for each ball.

Extension experiment

Investigating temperature effects.

Leave golf balls in fridge/near water heater overnight – any change in performance?

Investigate how the co-efficient of restitution has affected golf club technology.

Table of Results for Ball dropped from 1 metre

Ball description	Height rebounded (cm)	Average rebound (cm)
	Trial 1	
	2	
	3	
	4	
	5	
	Trial 1	
	2	
	3	
	4	
	5	
	Trial 1	
	2	
	3	
	4	
	5	
	Trial 1	
	2	
	3	
	4	
	5	



Materials Technology

Technology - Research Project

Use the Internet, golf books and magazines or interview the professional at a Golf Club or at a Golf Shop to help you with this assignment.

Golf balls were once made of leather stuffed with feathers, known as a "feathery."

Golf clubs were wooden with hickory shafts.

Many different materials are now used for ball and club construction such as titanium, graphite, steel etc.

Investigate the design of new golf equipment.

1. Find out how these new materials are used to improve performance.
2. How is golf equipment made to look appealing to golfers?

Investigate what effect the improvements in golf equipment have had on scores over the years. See page 48 for useful websites for your research.

Debate the topic:
'Is technological development good for the game?'



Information Technology

Spreadsheet Exercise

Designing a Golf Card

- Using a spread sheet, create the golf card as shown below.
Note: Shaded cells will require a formula.
- The Club make alterations to the 15th hole, changing it into a 436m Par 5. Enter this information on your spreadsheet and note the changes to the length and Par of the back 9 and the complete course. Check your answers with another student.
- Make up scores for you as the player and a friend as the marker and enter these in your spreadsheet. Use formulas in the appropriate cells to show total scores for the front (OUT) and back (IN) nines and the complete 18 holes (TOTAL) for the two of you.
- Design your own card within the guidelines given for golf course layout at the bottom of page 31.

Hole	Length	Par	Playe	Mark
1	246	4		
2	124	3		
3	345	4		
4	453	5		
5	156	3		
6	401	4		
7	236	4		
8	510	5		
9	385	4		
OUT	2856	36		
10	441	5		
11	354	4		
12	178	3		
13	235	4		
14	465	5		
15	321	4		
16	125	3		
17	398	4		
18	382	4		
IN	2899	36		
OUT	2856	36		
TOTAL	5755	72		

This column indicates the length of each hole in metres.

This column indicates how many shots you should play.

These two columns indicate the score of the player and the score of the person marking their card.

This cell shows the total par for the front 9 holes.

This cell shows the total length of the front 9 holes.

This cell shows the total length of the back 9 holes.

This cell shows the total par for the back 9 holes.

The OUT now is repeated here.

These cells show the total length and par for the complete 18 hole course.



History

History of Golf

(Origins of Golf)

By research answer the following questions.

Golf appears to have developed from other games played in many parts of the world.

Find out what you can about the part played by the following places in the development of golf:

- Ancient Rome
- Italy
- France
- Holland
- China

It would seem that golf as we know it today developed in Scotland, probably based on the game played in Holland.

1. How did the Scots come to know about the Dutch game?
2. When was the Royal and Ancient Golf Club of St. Andrews, in Scotland, formed?

In Australia, the first Club formed was The Australian Golf Club.

3. When was it founded and in which city?
4. What was the first club formed in your city and when was it founded?

Even though The Australian was the first Club formed in Australia, the oldest golf course is actually in Tasmania.

5. In what year and town was this course established and when was a Club officially formed?

Golf Clubs rapidly developed all over Australia.

6. In what year were the following Clubs formed?

- Royal Melbourne
- Royal Adelaide
- Royal Sydney
- Royal Queensland
- Royal Hobart
- Royal Perth

Extra investigations (you may wish to choose a topic of interest to explore)

Explore the history of Women's golf, particularly in Australia (refer to Golf Australia's website www.golfaustralia.org.au).

Investigate the history of some the major golf tournaments of the world – when they began, where they are played, multiple winners etc.

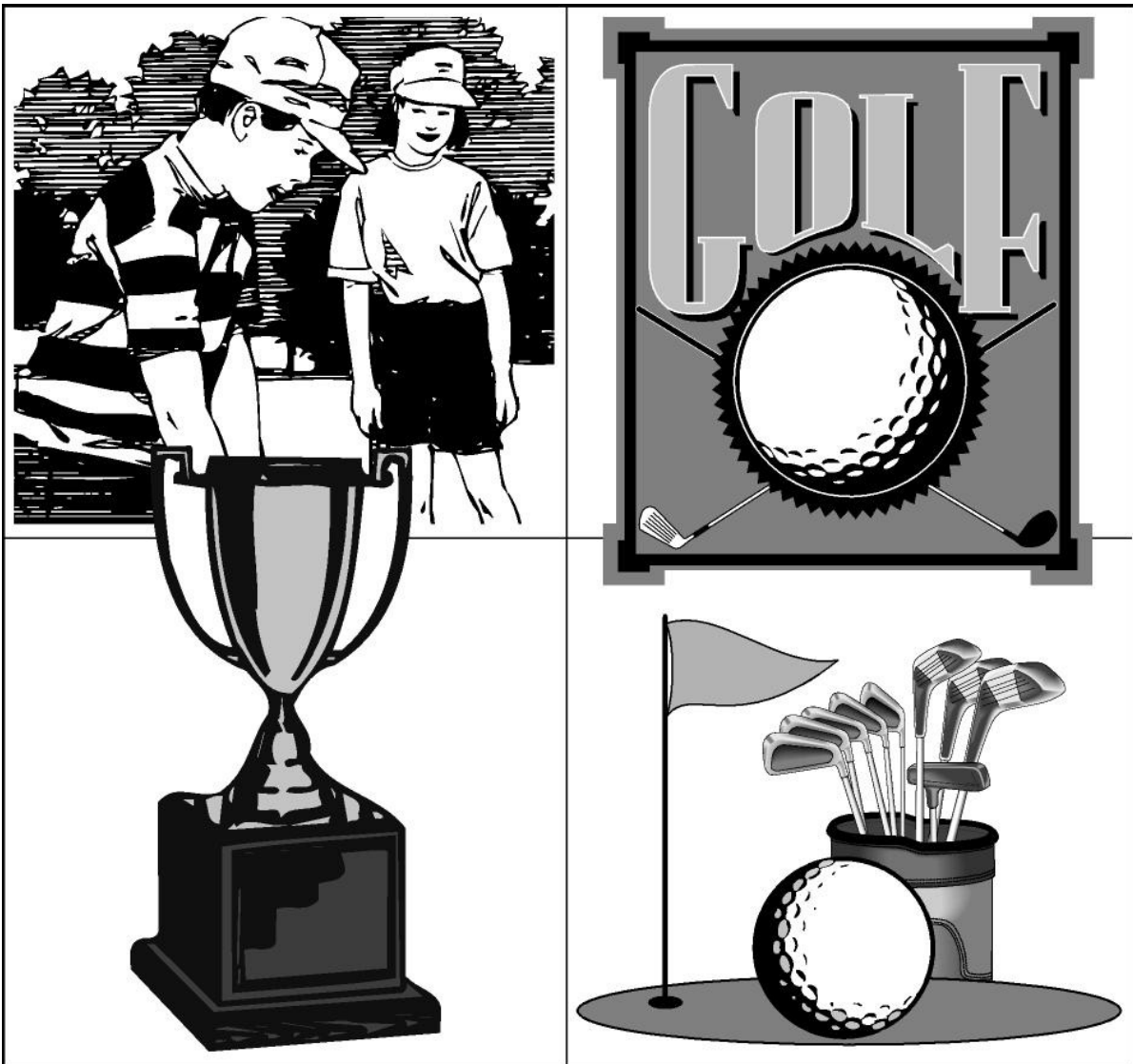
Pick some famous golfers of different eras and nationalities and investigate their playing history. E.g. Tom Morris jnr., Bobby Jones, Babe Zaharias, Ben Hogan, Kathy Whitworth, Peter Thomson, Jan Stephenson.



Art

Golf Art

1. Imagine you are in charge of a new golf club in your area and have been asked to suggest a name and logo for the club. Come up with an appropriate name and draw a logo that represents the club (maybe find some sample golf club names and logos and discuss what they are aiming to represent).
2. Design a trophy for the club championship.
3. Your school enters a golf team in a tournament. Design and sketch an appropriate golf shirt and cap for them to wear when they represent your school.
4. Golf courses usually consist of 18 holes, with a clubhouse, parking and practice areas for full shots, chipping and putting. Design a golf course and sketch a birds-eye view, showing the different sections in colour. (e.g. fairways light green, bunkers yellow, etc.). You will find examples of real golf course layouts in magazines, books and on the Web.



Recommended Resources & Contacts

- Contact your State Golf Association or State School Sport office to enter your students in the **School Sport Golf Championships** - contact details are on page 63 and 64
- Contact your nearest golf club and enter your students in the **MYGolf National Skills Challenge & Awards Program** - further details are on page 65

Web Sites

Golf Australia

www.golfaustralia.org.au

State Associations & Junior Foundations

refer to the **Contacts Section** (below)

Australian Sports Commission

www.ausport.gov.au

Publications

MYGolf Schools 1

www.golfaustralia.org.au/mygolfschools1

Community Golf Coach 1 Manual

available from Golf Australia

National Golf Bodies

Golf Australia

Professional Golfers Association of Australia

(03) 9626 5050

(03) 8320 1911

www.golfaustralia.org.au

www.pga.org.au

Australian Ladies Professional Golf

(07) 5539 0913

www.alpg.com.au

Government

Australian Sports Commission

1300 300 630

www.ausport.gov.au

State Golf Associations

Golf New South Wales

(02) 9505 9105

www.golfnsw.org

Golf Northern Territory

(08) 8927 6950

www.golfnt.org.au

Golf Queensland

(07) 3252 8155

www.golfqueensland.org.au

Golf South Australia

(08) 8352 6899

www.golfsa.com.au

Golf Tasmania

(03) 6244 3600

www.golftasmania.org.au

Golf Western Australia

(08) 9367 2490

www.wagolf.com.au

Victorian Golf Association

(03) 9889 6731

www.golfvic.org.au

Women's Golf Victoria

(03) 9523 8511

www.womensgolf.org.au



Recommended Resources & Contacts (cont.)

Junior Golf Foundations

Greg Norman Junior Foundation
QLD
(07) 3216 0552
www.gngf.org.au

Jack Newton Junior Golf
NSW
(02) 9567 7736
www.jnjg.com.au

Stuart Appleby Junior Foundation
VIC
(03) 9577 7600
www.stuartappleby.com.au

School Sport

School Sport Australia
(02) 6205 9153
www.schoolsport.edu.au

QLD School Sport
(07) 4931 5333
www.schoolsport.qld.edu.au

School Sport ACT
(02) 6205 9174
www.schoolsportact.asn.au

School Sport NSW
(02) 9707 6900
www.sports.det.nsw.edu.au

School Sport NT
(08) 8948 0025
www.schools.nt.edu.au/ssnt

School Sport SA
(08) 8416 5900
www.decs.sa.gov.au/schoolsport

School Sport VIC
(03) 9488 9466
www.ssv.vic.edu.au

School Sport WA
(08) 9264 4879
www.schoolsportwa.com.au

Disability Groups

Amputee Golf Australia
0409 786 103
www.amputeegolfaustralia.asn.au

AUSRAPID
(03) 95762 7494
www.ausrapid.org.au

Australian Athletes with a Disability
(02) 8116 9720
www.sports.org.au

Blind Golf Australia
0409 325 984
www.blindgolf.com.au

Deaf Sports Australia
(03) 9473 1191
www.deafsports.org.au

Special Olympics Australia
(02) 8116 9833
www.specialolympics.com.au

Transplant Australia
(02) 9922 5400
www.transplant.org.au





MYGolf National Skills Challenge & Awards Program

Golf Australia in collaboration with all State Golf Associations and Junior Foundations is proud to introduce the: MYGolf National Skills Challenge & Awards Program.

The Skills Challenge provides a framework for assessing the progress of individual juniors as their skills develop.

Targeting boys and girls aged 8 – 16 years; the program mantra is designed to develop the six key skills of the game:

- *Rip It* Long Shots
- *Roll It* Putting
- *Chip It* Chipping
- *Fly It* Pitching
- *Blast It* Bunker Shots
- *Bend It* Manoeuvring the Ball

These skills are tested across five graded levels in each of three main award categories named: **BRONZE, SILVER and GOLD**

Enrolments into the program receive a range of benefits, including:

- Bag Tag
- Membership Card
- Skills Challenge Chart
- *Prepare to Launch* Booklet
- Posters
- Certificates
- Access to a Personal MYGolf Profile Page and Games, Videos and Junior Resources
- Personal Liability Insurance
- Opportunity to participate in Skills Challenge Competitions

Program Enrolment Cost

- \$33.00 (one-off)

Delivered By

- PGA Members, Community Golf Coaches, Development Officers, PGA Trainees, School Teachers, Club Volunteers, Parents

Where Conducted

- **MYGolf Centres - Golf Clubs, Pay for Play Courses, Driving Ranges**
The MYGolf National Skills Challenge & Awards Program can be incorporated into a Centre's junior program. The Centre determines the number of weeks of the program and the cost (in addition to the MYGolf National Skills Challenge one-off fee).

How to Become a Registered Centre

Any golf club, pay for play course or driving range at no cost can become a registered centre by completing a registration form at www.golfaustralia.org.au/mygolf

How to Join

Visit www.golfaustralia.org.au/mygolf to find your nearest MYGolf centre or speak to your State Association, Junior Foundation, Golf Club/Course or Driving Range.

Proudly supported by



Player Development Pathway

Each State Association has a well developed talent identification and development pathway, to assist golfers who wish to develop their game to the fullest potential. Many clubs devote considerable resources to player development, and encourage individual golfers to play in open tournaments, inter-club competitions, State-level coaching camps, and State and National tournaments.

The main components of the **player development pathway** are shown below:





An easy to follow, step by step golf program designed for secondary schools

•

Includes classroom activities based on National Curriculum guidelines
for cross curricula programs with resources and contacts to support the program



Level 3, 95 Coventry Street
South Melbourne
Victoria 3205 Australia
Telephone +61 3 9626 5050
Facsimile +61 3 9626 5095
Website www.golfaustralia.org.au