

# Golf for Schools

A comprehensive  
sport education  
program for Australian  
schools

Suitable for ages 9 -16.

**READY FOR  
IMMEDIATE USE  
IN EASY-TO-  
PHOTOCOPY  
FORMAT**



**gTOUR**  
AUSTRALASIA



**WOMEN'S  
GOLF  
AUSTRALIA** Inc. (Vic)  
ABN 678 188 299





**G**olf 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 equipment that fits young people instead of adults. I have seen too many young people struggle and not enjoy golf because they have poorly fitted equipment. With the Golf for Schools program you are not only getting the valuable lessons in the basics of the game you are also getting equipment for your age group which is a big head start in learning golf and getting that first handicap.

I wish I'd had the opportunity to learn golf when I was at school. The Golf for Schools 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 there and a lot of adults looking at you with a 'What's this kid doing?' stare. The Golf for Schools 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.



**G**olf is my passion, its 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 Golf for Schools 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 Golf for Schools 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 Golf for Schools 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 Golf for Schools Program is a fun, non-threatening and exciting way to learn and appreciate a new sport - you never know golf may become your passion.

TAMIE DURDIN, US LPGA Tour Member.

### Acknowledgments

This resource was produced by:



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The Wilson Go-Go Golf Program.

The following schools and golf clubs:

#### Schools

Bellarine Secondary College  
Bonbeach Primary School  
Point Lonsdale Primary School  
Queenscliff Primary School  
Silverton PS, Noble Park  
St Thomas PS, Drysdale

#### Golf Clubs

Clifton Springs  
Lonsdale  
Ocean Grove  
Patterson River  
Queenscliff

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# Golf for Schools

A comprehensive sport education program for Australian schools

## IN THIS BOOK

The Golf For Schools 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 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 1.32 million people, or 9.6% of the adult population who are 18 or over, playing golf. (Australian Bureau of Statistics survey, 2000). The number of juniors taking up the game is also increasing.

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.

Schools have often put golf in the 'Too Hard Basket'. Now, through the Golf for Schools

Program and Wilson Go-Go Golf 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.

## WHAT IS THE GOLF FOR SCHOOLS 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.

### **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.

### **Versatility**

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

### **Improved Time Management**

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

*\*The full SEPEP Manual is available from The Australian Sports Commission at a cost of \$77. Tel: 02 6214 1915*

structure and that teachers appreciate the extra time made available to observe, tutor and assess students. Students also find the unit exciting, rewarding and a refreshing change.

### **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
- Suitable for ages 9-16

### **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 / limited expertise required
- Kids 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

### **Equipment and resources specially designed for the introduction of golf to students in ages 9 -16**

The Wilson Go-Go Golf program is a complete resource for introducing golf to juniors in a safe and fulfilling way. The activities in this Golf for Schools guide are based on the instruction methods employed in the Wilson Go-Go Golf Instructors Manual. See the Getting Started section on page 6 for detailed information on equipment needs and availability.

To the teacher

I would like to take this opportunity to congratulate the Victorian Golf Association and Women's Golf Victoria in conjunction with the Australian Golf Union, Women's Golf Australia, PGA Australia and the PGA Tour Australasia for working together to develop this resource and support our Physical and Sport Education teachers.

Golf is to be encouraged in our schools. Many students will appreciate the skill and teamwork associated with the sport. I encourage teachers to include the extended season as promoted in the booklet. This allows students an opportunity to be actively involved in all facets of the game and learn what a season of Golf is like. Through this Sport Education model students gain an insight into the opportunities sport can offer, not just as a player but also administration, officiating and marketing and promotion.

Finally I would like to take the opportunity to thank the development personnel in Victoria (Andrea McColl, Nick Mooney and Kevin Tangey) for their support. They have developed a resource that will benefit both the sport and schools in the coming years.

For the health and well being of young people, I am delighted to commend this resource to you.

### **Doug Sandiford**

*Centre for Health, Physical and Sport Education  
Department of Education, Employment and Training*

# Getting Started.

## Equipment and other resources

Based on a class of 30 students, you will need:

- 1 Wilson Go-Go Golf Instructors Manual.**  
Golf For Schools activities are based on this. Available through the AGU (see details below). Highly recommended!
- 30 Wilson Go-Go Golf balls.**  
Soft pvc balls which perform in a realistic manner – ideal for school use, indoors or outside. A fantastic resource!
- 10 golf clubs.**  
Wilson Go-Go Golf\* or other modified clubs with cut down shafts. 7-irons are a good starting choice for beginners.
- 10 tennis balls.**  
– or similar size soft foam balls.
- 10 hula-hoops.**
- 20 witches hats.**
- Durable mats (optional)**  
Useful for hitting indoors (door or gym mats, carpet, etc)

**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, the Gala Event.

**Bringing in an Expert.**  
The introductory clinic (Session 2 and maybe 3) – ideally a trained instructor will deliver this session. This could be a PGA Professional (National Coaching Accreditation Scheme Level 3) or a Level 0 Instructor or a NCAS Level 1 or 2 Coach. Information on finding a suitable person and briefing them as to your needs is given on the next page.

**Working with a nearby Club**  
Ideal for the concluding Gala Event (Session 8). See page 8 for ideas on working with clubs and other golf facilities.

*\*Wilson Go-Go Golf Resources.  
For further information and orders contact the Australian Golf Union. Tel: 03 9699 7944.  
Fax: 03 9690 8510*

Go-Go Golf 7-irons



# The full range of Wilson Go-Go Golf Resources

## The Go-Go Golf Kit.

Developed for a class of 30 students, this is the basic Kit recommended to start Go-Go Golf. It contains ten 7-irons (9 right and 1 left handed), two different lengths (32" and 34") with colour coded grips for easy identification, 30 Go-Go Golf Balls and an equipment Kit Bag.

The Clubs feature:

- ▶ Perimeter weighted irons which are more forgiving and encourage longer and straighter hits
- ▶ A non-glare satin finish
- ▶ High quality junior flex shafts specially designed for children by True Temper the world's leading golf shaft manufacturer
- ▶ Junior grips which are smaller in size and help promote the proper hand action

## The Go-Go Golf Players Set.

A Set specially developed to encourage participants to play golf games and activities. Great for modified Go-Go Golf courses. The Set contains a 5 and 7 iron, wedge, putter, metal driver and Players Bag. Available in two different sizes - short and long.



## Go-Go Golf Metal Driver.

An oversize driver which again is more forgiving and encourages longer and straighter hits. Features a high quality Aldila graphite junior flex shaft, aluminium alloy metal head with 16° loft and is available in 37" and 39".

## Go-Go Golf 5-irons.

Features as described for the 7-iron and available in 33" and 35".

## Go-Go Golf Players Bag.

Nylon covered with a firm plastic inner featuring a padded strap, grip handle, tee holder and two storage pockets.



## Go-Go Golf 7-irons.

As described, available in 32" and 34".

**Go-Go Golf Wedges.** Available in 30.5" and 32.5".

**Go-Go Golf Putter.** Available in 30" and 32".

## Go-Go Golf Balls.

Made of PVC vinyl that is soft, safe and durable and will travel up to 100 metres with similar flight characteristics to a real golf ball. Available in yellow or pink.



## Go-Go Golf Tees.

Self standing, 32mm in height, rubber and bright yellow.

## Go-Go Golf Putting Targets.

Lightweight, stackable and made of heavy-duty polyprop-ylene which is pliable and durable. 220mm in diameter.



## Go-Go Golf Kit Bag.

As shown above, strong vinyl bag finished in black, red and white.

## Go-Go Golf Instructors Manual.

The key resource for teachers to conduct Go-Go Golf. Incorporates 96 pages of information including golf instruction, safety, organisation, lesson plans, contacts, games and activities and heaps of other useful material. Features a water-resistant cover.

## Go-Go Golf Players Guide.

42 page, A6 full colour guide aimed at introducing the basics of golf to children in a fun manner. Information covers a variety of topics including golf skills, the course, safety, games, puzzles and so on.

## Go-Go Golf Putting and Indoor Activities Booklet.

A5 size booklet with 20 pages of putting and indoor activities.



# Calling in the experts

Even though this program is designed to be delivered with minimal help from outside, here are some suggestions for using the expertise and resources of the golf world.

## State Development Officers

State Golf Associations and/or Junior Golf Foundations have personnel and resources available to assist with golf programs for schools. State Development Officers can arrange tuition for students, give planning advice and provide many resources for your golf unit at school. They also have contact details for Level 0 Instructors and NCAS Level 1 and 2 trained personnel who are experienced in the development of junior golfers and the delivery of Wilson Go-Go Golf activities.

A list of contact details for each State is on page 54.

## PGA Australia Golf Professionals

Consider utilising the services of a member of the Professional Golfers Association Australia to provide expert tuition for your class. Contact a local club or other golf facility or call the PGA for assistance in locating a nearby golf professional. (see page 54 for PGA contact details).

*Note: On the next page you will find an information sheet to give to a professional golfer, explaining the Golf For Schools program aims.*

## Your local golf club

Golf Clubs are usually very keen to promote the sport to juniors within their area. Many clubs can offer tuition and program development ideas through their Club Professional and Junior Promotion Officer. Some of the categories of assistance well worth pursuing include:

- A Clinic at the beginning of the program (can be done at school or the Club).
- Use of Club facilities (course or practice area) for activities, especially the concluding Gala Event.
- Excursions and community programs at the Club (environmental studies, revegetation, water watch, etc).
- Arranging for Club volunteers to visit the school as speakers, help run the activities at the club etc.

## Driving ranges

These facilities may offer professional tuition similar to clubs but don't usually have a golf course. At this sort of facility the Session 8 Gala Event could take the form of a skills competition on the range.

## Novelty courses (*pitch and putt etc*)

These are well worth considering for a gala event. They do not necessarily provide the full golf experience but can be great fun all the same.

# To the Golf Professional....

Our school is running an introduction to golf based on the Golf For Schools program which is a resource jointly funded by the PGA Australia and the Australian Golf Union, Women's Golf Australia and the PGA Tour Australasia.

A key characteristic of the program is an introduction to golf by a trained instructor. Here is a brief description of the program and some tips for its implementation should you decide to become involved.

## **Characteristics of the Program:**

- A fun introduction to golf based on a sport education model of team competition.
- Activities based on the Wilson Go-Go Golf program and modified equipment.
- The potential for most activities to be carried out at school.

## **Expectations**

The introduction to golf that you are being asked to deliver is described in session 2 (page 18) of the Golf For Schools booklet.

The aim of the session is to introduce students to the basics of warming up, safety, grip, posture and swing. It is not meant to be highly technical, just a fun introduction.

It is suggested that fun drills and games be introduced into the session quite early. Examples are included in both the Golf For Schools booklet and the Wilson Go-Go Golf manual.

The school will also be seeking your assistance in identifying student skills to assist them in the selection of balanced teams for the following unit competitions.

The school may also wish to discuss the possibility of follow-up sessions and use of club facilities for part of the program (particularly the concluding Gala Event).

## **Some tips**

- Ascertain from the school the size, age and experience of the group, the space available at the school (unless the session is being held at a practice area).
- If the class is large, consider splitting into smaller groups who rotate through activities.
- If you are at a golf club, enlist the aid of the junior promotion officers and other members.
- Ensure that appropriate safety standards are met (see page 14).
- Become familiar with the contents of the Golf For Schools booklet and the Wilson Go-Go Golf Instructors manual.
- If uncertain about any aspect of the program contact the PGA.

# Suggested team competitions

## Suggestion: Select 4 teams per class group (6 – 8 students per team)

A great strength of the Golf For Schools unit is the theme of 'a season of team sport'. Students are encouraged to improve in an atmosphere of non-threatening team competition.

### Types of competition

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

You will find descriptions for these competitions throughout the eight sessions in this book and in the Wilson Go-Go Golf Instructors Manual.

### Suggestions for scoring and ranking teams

In order to make competition less threatening for students who are in the early stages of skill development and to allow for absences, it is suggested that the worst 2-3 scores per team are discarded in each individual event. Where students play in pairs etc, the worst score could be discarded from the team result. It is suggested that 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.

### Competition formats for course play

When playing on a course, whether it be in the school grounds or at a club, there are a number of scoring formats that can be used including:

**Individual:** Each player plays their own ball and keeps their own score.

**Ambrose:** 2 – 4 players per team. All players hit their first shot from the tee. (Team score is now 1). The best positioned ball is selected and all play their next shot from this point. (Team score is now 2). This form of play continues until the ball is holed.

**Best Ball:** Teams of 2 or more. All play their balls as an individual competition. The best individual score per hole is the team's score.

*Note: Scorecards are usually marked for players by their playing partners (markers). Both player and marker sign the card at the completion of a round to verify the scores are correct.*

### Sample ladder

Team	Skills games	Course 1	Indoor course	Course 2	Gala Event	Total	Rank
A							
B							
C							
D							

*Note: It is also possible to run a round robin competition season 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 9 – 12 yrs	More Experienced Players 12 yrs and above
PICK-UP RULE	Pick up ball after 10 shots. Write 10 on the 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 (eg. on another golf hole or off the course). Ball MUST be dropped back on your fairway – no nearer the hole. NO PENALTY	A stray ball is one that finishes off your fairway (eg. on another golf hole or off the course). Ball MUST be dropped back on your fairway – no nearer the hole. ONE SHOT PENALTY



# The Golf for Schools Program.

A student-led, team-focussed sport education unit.

Sample eight session golf program:

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## **SESSION ONE**

Preliminary planning. Appointing Team Selectors

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## **SESSION TWO**

Skills clinic (outside coach if possible).  
Skill identification

---

## **SESSION THREE**

Team and committee formation. Skill development

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## **SESSION FOUR**

Teams competition, course layout 1 - Ambrose format

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## **SESSION FIVE**

Skill revision session / practice for skills test/ play  
indoor course

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## **SESSION SIX**

Teams competition, course layout 2 - Optional format

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## **SESSION SEVEN**

Assessment/final practice

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## **SESSION EIGHT**

Final competition, Gala Day Event / presentations

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- This is a suggested program based on 8 one-hour sessions.
- 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 bad weather days.
- Photocopy any sections for immediate use.

# Implementing The Golf For Schools Program

Below is an example of how teachers could introduce students to a sport education unit of golf over an extended period of time. It is recommended teachers undertake the

implementation in stages. The competition is the key. Once this is under way additional student responsibilities and tasks can be introduced.

## STAGES OF IMPLEMENTATION

PHASE 1	PHASE 1 - 2	PHASE 2 - 3
<b>Introduction</b>	<b>Stage 2</b>	<b>Advanced</b>
Responsibilities to include: Captains Equipment Managers	Responsibilities increased to include: Publicity Finals committee Course Design Safety Officers Rules Committee	Could include peer assessment Leadership – senior students coaching/organising primary school sessions Consider students gaining official leadership and coaching qualifications
Teacher Directed Skill Sessions – instruction and practice State Development Officer, Professional or Level 0, 1 or 2 personnel for some sessions	Teacher continues to provide new skill instruction Captains/Coaches take team skill practices with teacher supervision Team Skill Tests and Competitions	Community Links – Local club members assist with sessions
Modified Rules Introduce Etiquette	Modified Rules – additional rules and etiquette introduced Fair Play Agreement introduced	More advanced rules introduced
Competition – Round Robin Draw or one end of 'season' competition	Competition – Round Robin with Final Gala Event including presentations, awards, invited guests	Introduce Community Links Links with other school ie. dual competitions between schools or between classes in same school Finals played at local club
Focus on physical education curriculum	Links to other KLA's – maths, history etc	Further develop links to other Key Learning Areas

# Session 1.

## Introducing The Program

To be conducted initially in a classroom or a gym.

### Aims:

To explain the program and enthuse group members about the unit.

To identify committee responsibilities (see page 15 for suggested committee roles).

To choose team selectors (1 per team).

(suggest 4 teams per class group eg 4 x 8 students).

To explain and practice safety procedures (see Resource sheet page 14).

### 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 (see page 14).
- 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.

### Skill Development

Teacher centred session where students:

- Are briefed as to the team-based, sport-education nature of the unit.
- Share/discuss their current knowledge of golf.
- Are made aware of the various committees and their functions (descriptions on page 15).
- Choose team selectors who will assist in picking teams after session 2 (clinic and skill identification).
- Have safety procedures and etiquette explained and practice hitting following safety rules described on page 14.

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### By next session

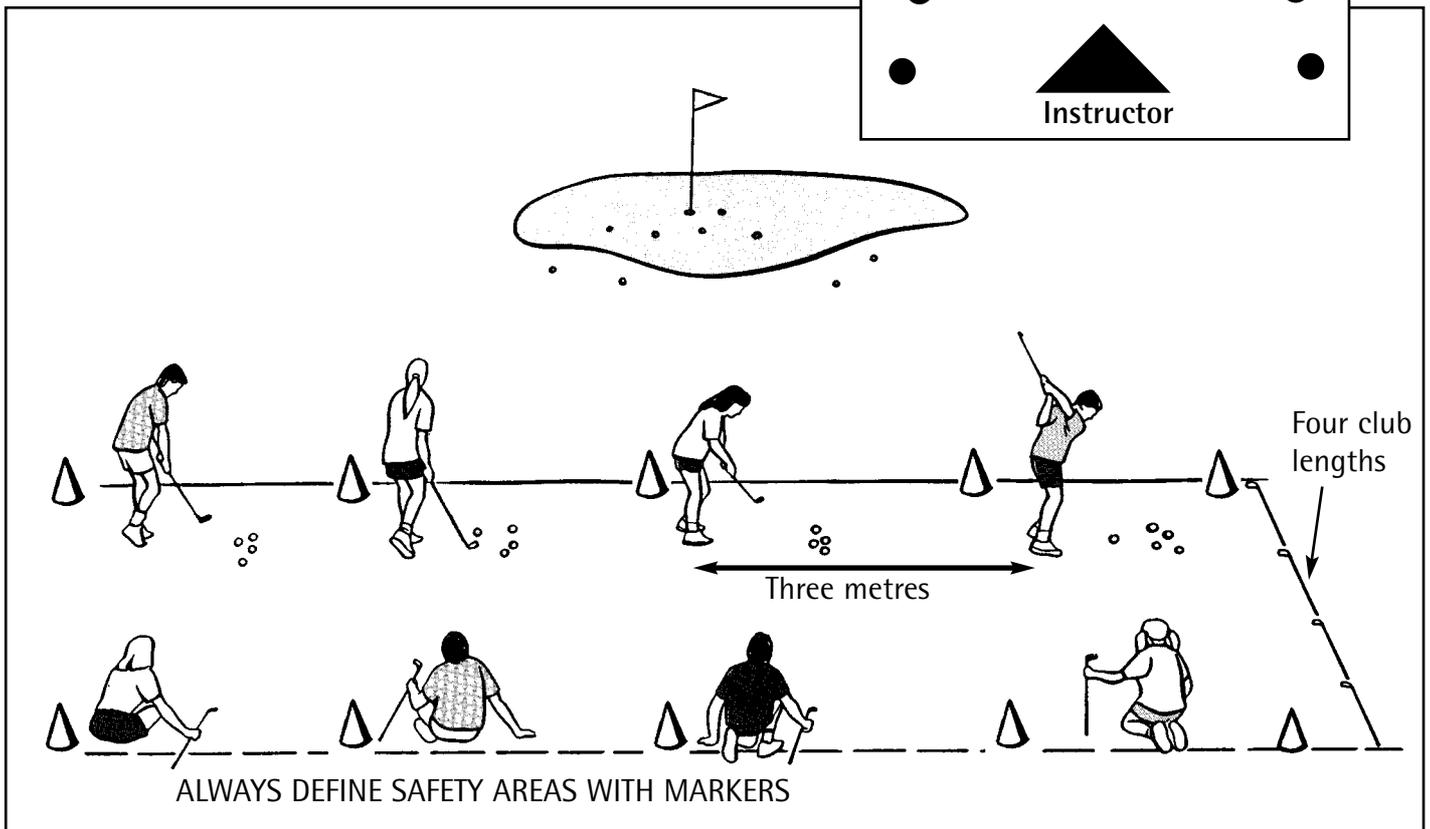
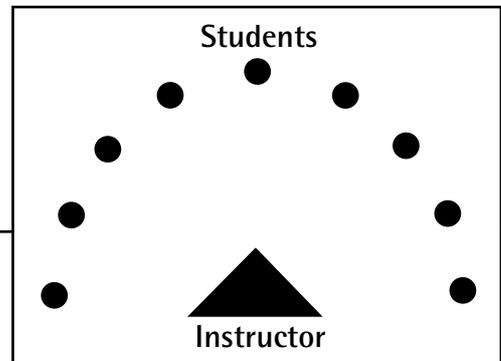
- Skills coach arranged and briefed as to nature of session (see page 8 for guidelines).
  - Selectors briefed on team selection role to be carried out with assistance of coach/teacher.
  - Clinic area set up as arranged with coach/teacher.
-

# Safety

## OBSERVE THE FIVE GOLDEN RULES OF SAFETY

1. Check playing surface for hazards such as stones, holes etc
2. Stop - Look - Swing
3. Three Metre Rule – swing at least three metres apart
4. No practice swings unless instructed
5. Clubs down when not in use

*Possible group formations for safe teaching.  
Right: Half circle formation  
Below: Single line formation*



### **Safety is up to everyone.**

Safety Officer's, Team Captains, the Teacher and all students are responsible for the safe running of this unit.

## Suggested committee roles & numbers

### **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 (see page 14)  
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. (see sample page 31).  
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 Gala 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 (see page 20 for exercise drills).

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

# Committee sign-up sheet

We recommend teams of six to eight players. Each team member can be assigned to one or more of the following committees as follows:

**TEAM NAME**

---

**COMMITTEE/POSITION                  NAME**

One student required from each team

TEAM CAPTAINS \_\_\_\_\_

SAFETY OFFICERS \_\_\_\_\_

EQUIPMENT MANAGERS \_\_\_\_\_

SCORERS \_\_\_\_\_

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) \_\_\_\_\_

## 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	
Safety Officers	4 1 per team	2-8	
Equipment Managers	4 1 per team	2-8	
Scorers	4 1 per team	2-8	
Match Committee	2 – 4	4, 6, 8	
Rules and Etiquette Committee	2 – 4	4, 6, 8	
Course Designers	2 – 4	4, 6, 8	
Public Relations	2	2, 8 and as required	
Major Events	2 – 4	8	
Fitness Advisers	2 – 3	2-8	

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

# Session 2.

## Introductory skills clinic

To be conducted by a trained coach, instructor, professional or the teacher.

### Aim:

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

*Younger students (9-13 years) may benefit from starting with chipping skills before progressing to full swing skills.*

### At the Start of the session:

- Have area set out as per coach's instructions and safety formation.
- Remind students of safety procedures.
- Run warm up (see page 20).
- Explain to students that they will be learning the fundamentals and will also be doing drills to identify skills to aid selectors in choosing balanced teams for the unit competitions.

---

### Skill Development

*These are the basics to be covered in an introductory clinic for beginners.*

#### Grip

Ten finger, overlap and interlocking grips may be experimented with. Refer to Wilson Go-Go Golf Instructors Manual pages 28-31 for further information.



Ten Finger

Overlap

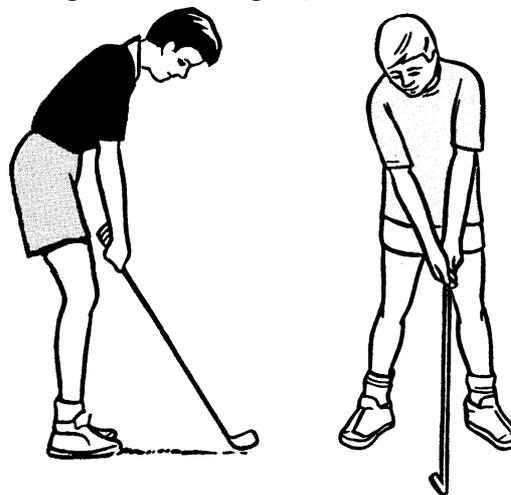
Interlocking

We suggest younger golfers (9-13) start with the ten finger grip. Thumbs on top and no gaps between hands are the two main teaching points. Students may practice with a classroom ruler (thumbs along top edge).

#### Stance

Feet *shoulder width* apart with weight evenly distributed and arms hanging naturally. Refer to Wilson Go-Go Golf Instructors Manual page 26. Complete the set-up keeping the back

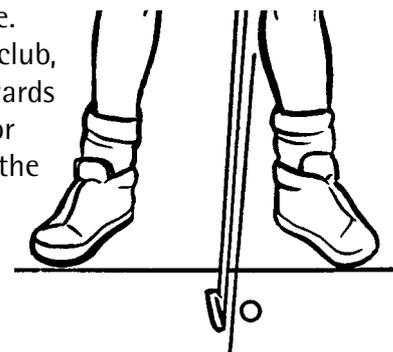
straight, bending at the hips and then flexing the knees slightly.



#### Ball Position

Ball position varies between left heel and centre of stance.

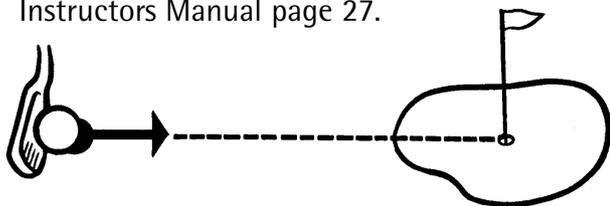
The longer the club, the further towards the left heel (for R hand player) the ball will be positioned.



## Session 2. Introductory skills clinic *continued*

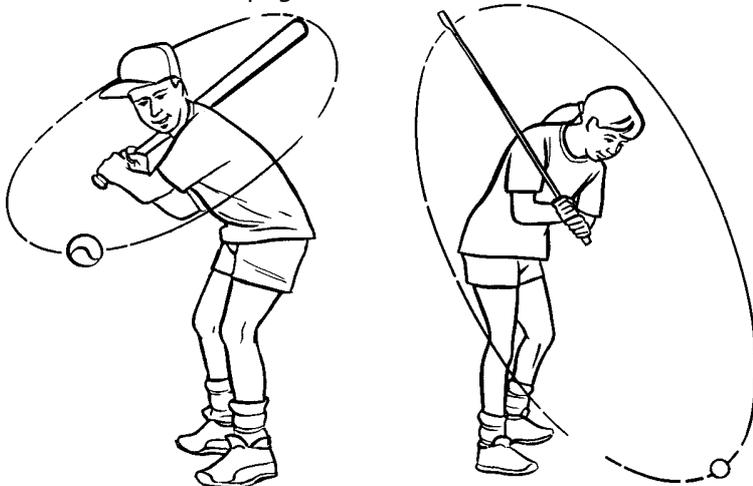
### Alignment

Club head square to target is essential. Grooves of clubface point between legs. Feet, hips and shoulders should all be parallel with the target. Use railway tracks concept. Refer to Wilson Go-Go Golf Instructors Manual page 27.



### 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). Refer to Go-Go Golf manual page 33.



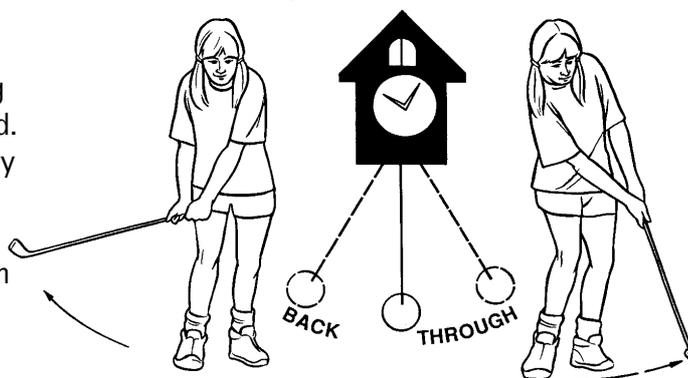
### Chipping

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

### Main Chipping Concepts

- For greater control and accuracy, hold the club at the bottom of the grip.
- Narrow stance (feet approx. 10 cm apart) with weight distribution more on front foot, so as to minimise weight transference.

- You may also use a clock analogy, with the students swinging between 7 and 5 o'clock.
- Strike the ball with a downward blow - do not scoop the ball up.
- The clubhead should not rise above the level of the hands after the shot. Visualise the arms and the club maintaining a 'Y' formation throughout the entire action.
- Students may practice without a club. Clap hands together and swing from side to side 'like an elephant's trunk'.



### Games Activities and Events.

**Team Selection** - suggested activity for identifying skills.

This session should be used to identify student skill levels to assist team selectors in choosing balanced teams for the unit. This could be done using input from the coach and results from the following drill: Students have five shots towards a line of witches hats 20 metres away (adjust distance for age and experience of group) and score as follows:  
Ball passes line on full - 20 points  
Ball passes line after bouncing - 10 points  
Ball doesn't reach line - 5 points

---

### By next session

Teacher and selectors arrange balanced teams  
Photocopy committee sign-up sheets for teams (page 16)  
Decide on drills and games to be used in first team competition

---

# Exercise drills for golfers

Presented by Ramsay McMaster, Consultant Physiotherapist to AGU, AIS Golf Program, PGA Australia and PGA Great Britain. For further information contact Ramsay at The Melbourne Golf Injury Clinic. Tel: 03 9569 9448.

## Warming Up

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

- promotes good patterns of movement
- promotes good posture at address and through the swing

When stretching:

- stretch slowly and hold for 5-15 seconds, maintaining normal breathing.
- never over stretch - no pain should be felt.
- avoid bouncing.

## Posture & Stretching:

- increases the range of movement
- reduces the risk of injury

Here are some recommended pre-golf stretching drills.



### Pure Spinal Rotation.

Stand in upright position and keep elbows into sides and hips facing forwards at all times. Slowly rotate trunk to the right keeping hips fixed maintaining form at all times. Repeat to the left.



### Butterfly Wings.

Back of neck, shoulders, arms, wrists and hands flat to the wall. Slowly bring hands towards thighs and stretch middle fingers toward the floor.



### 'Pec' Stretch.

Stand upright, take arm to 90° with elbow bent. Push forward against a wall, tree, etc to feel a stretch at front of chest. Repeat on the other side.



### Forearm Stretch.

Keep shoulders level and stretch out right arm in front of body. Make a fist with hand and bend wrist to 90 degrees keeping elbows straight. Repeat with left arm.



### Reverse Forearm Stretch.

Keep shoulders level and stretch out right arm in front of body. Turn palm upwards, hold on to fingers with other hand and pull them back towards body and feel a stretch in the under arm. Repeat with your left arm.



### Hamstring Stretch.

Lying flat on back, slowly lift leg up to 90 degrees, keeping knees straight and foot flexed with toes parallel to chest. Repeat with the other leg.



### Hip Stretch.

Sitting upright, cross left leg over right, bend knee and place foot on ground. Rotate trunk to the right using right arm to rotate further by pushing against left thigh. Hold for 10 seconds and release. Repeat to the other side.



### Hip long flexors stretch.

Standing in an upright position, place left foot on a table or chair. Keeping pelvis tilted upwards, slowly bend right knee. Repeat on the other side.



### Calf Stretch.

Keeping back straight and supporting yourself with a golf club, step right leg back, placing whole foot on the ground with toes pointing forwards. Feel a stretch in your calf. Repeat to the left side.

# Session 3.

## Team/Committee formation and Skill Development

The skills section of this session may also be conducted by a trained coach, instructor, professional or teacher.

### Aim:

*Firstly*

- To announce teams for the unit competition
- To assign team members to committees (see pages 15–17)
- To have teams sign Fair Play agreement (see page 33)

*Then,*

- To continue skill development from session 2
- 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

The main focus of this session is to practice the skills learned in Session 2 in a fun

competition format.

Students play a selection of the following games tabloid-style, rotating through various stations.

This session will be largely teacher-directed but is an ideal opportunity to introduce teams and committees to group management principles as part of the transition to student-led sessions.

### Games, Activities and Events

*Note: These activities can begin the teams competition for the Unit*

#### Sample chipping activities

1. Chip to hoops for point score. Hoops to be situated approx. 5 metres away, using tennis or Wilson Go-Go 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

2. Chip and catch (in pairs). Partner stands approximately 5 metres away in a hoop if possible. Tennis or Wilson Go-Go 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.



*Chip and catch game*

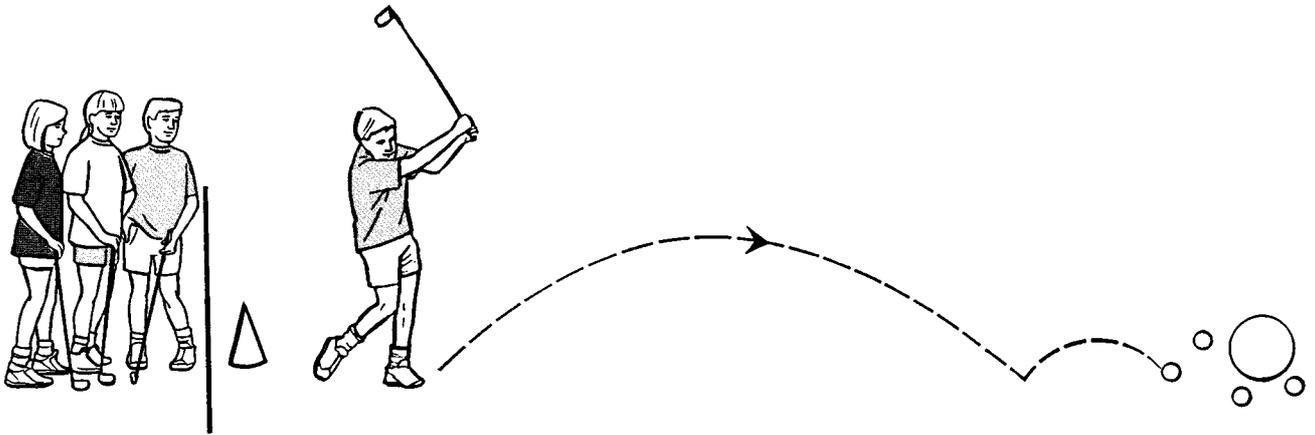
### Session 3. Team/Committee selection and Skill Development *continued*

#### 3. 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.

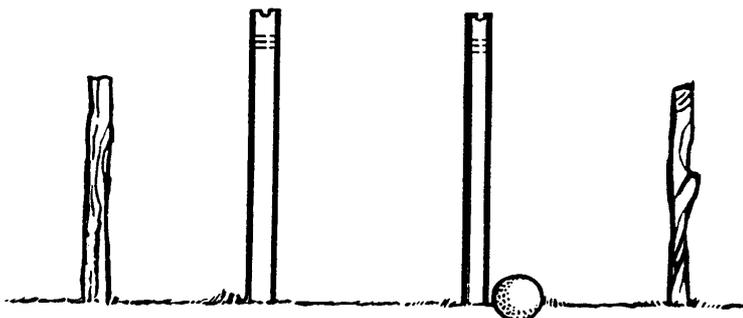


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#### Sample Full Swing Activities

##### 1. Aussie Rules Golf

Setting up: Create Aussie rules goals using witches hats, javelins or similar, approx. 8m. apart. Hitting from approx. 20 m 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.



##### 2. Longest Drive

All students hit a shot. Then they walk to their ball.

Points can be awarded for the best five boys and girls which add to a team score for the event.

---

#### 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.

## Team Practice Round – Ambrose

### 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

Today students begin to apply their skills in a golf course situation – learning to apply different shots.

They also begin to learn the concepts of :

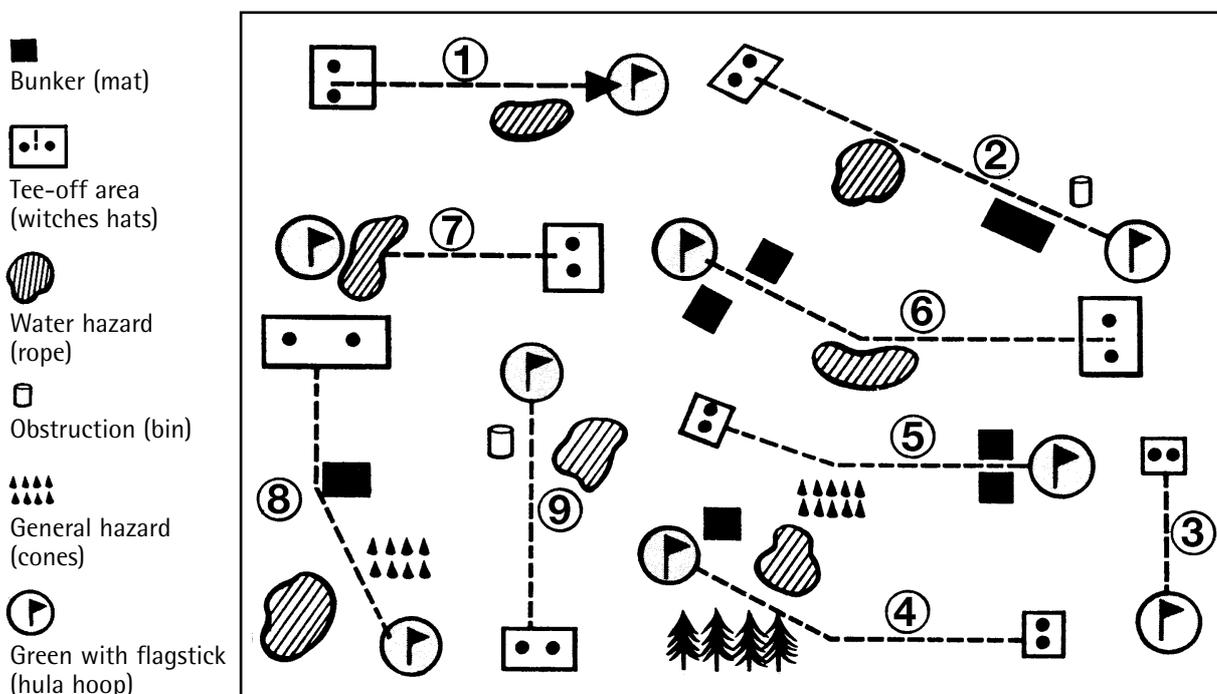
- Rules (see competition guidelines sheet on page 10)
- Honour – the group with the best score on a hole tees off first on the next hole.

### Games Activities and Events

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.

Refer to page 31 for scorecards. A sample course is shown below – a good model for beginners – ideal for school oval.



### By next session

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

# Session 5.

## Practice for Skills Tests and/or play Tabloid Indoor Course

### **Aim:**

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

### **Committee Tasks for Today**

1. Equipment managers to set up relevant skills test / indoor course.
2. Safety officers to review safety of activity areas.
3. 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 tabloid course or both.

### **Games Activities and Events**

- Wilson Go-Go Golf Skills Test - most suitable for ages 9-12 (see page 25)
- Advanced Skills Test - most suitable for ages 13-16 (see page 26)
- Indoor Tabloid Course – all ages (see page 27)

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### **By next session**

Major Events Committee present plans for Gala Day.

Pubic Relations Committee present press release and other initiatives undertaken.

Course Design Committee present course for round two.

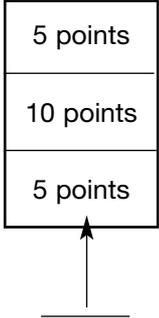
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# Wilson Go-Go Golf Skills Test

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.

GO-GO SKILL	Player's name		Marker's name		
		Result		Result	
<b>CHIP AND CATCH</b> Using a tennis ball or Wilson Go-Go 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		
	<b>Total</b>		<b>Total</b>		
<b>BULLS-EYE GOLF</b> Player hits 5 balls to target area 5 - 10 metre distance. Target comprises one central hoola 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 Wilson Go-Go balls per pair (or group of four)	1		1		
	2		2		
	3		3		
	4		4		
	5		5		
	<b>Total</b>		<b>Total</b>		
<b>AUSSIE RULES GOLF</b> 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 Wilson Go-Go balls per pair (or group of four)	1		1		
	2		2		
	3		3		
	4		4		
	5		5		
	<b>Total</b>		<b>Total</b>		
<b>LADDER DRILL</b> 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 four)		1		1	
		2		2	
		3		3	
		4		4	
		5		5	
		<b>Total</b>		<b>Total</b>	

# Sample Advanced Skills Test

## Suitable for school oval - Use Wilson Go-Go 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.

Name \_\_\_\_\_

Skill	Test	Result
<b>Full swing</b> (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
<b>Full swing</b> (distance)	Ball lands more than 30m away. Consider having some accuracy limit as well, eg. a 25m wide zone.	/ 5
<b>Chipping</b>	Ball lands on the full in 2 x 2 metre square from 5m away. It does not have to remain in the square.	/ 5
<b>Putting</b> (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
<b>Putting</b> (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 National Skills Awards Scheme, a challenging Australia-wide competition for young golfers. Contact the Australian Golf Union for more details of this scheme.*

# Indoor Golf – Suggest five trials per station.

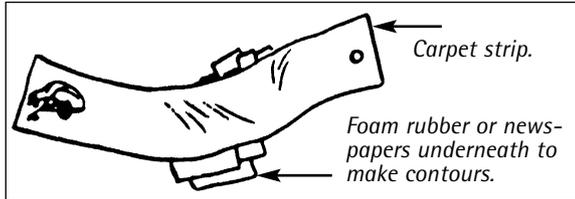
Use real golf balls for putting and Wilson Go-Go golf balls or plastic balls for hitting.

Team name/Number \_\_\_\_\_ Total score \_\_\_\_\_

## Station 1.

Long putt with slope into zone of one metre diameter.  
10 points for every correct putt.

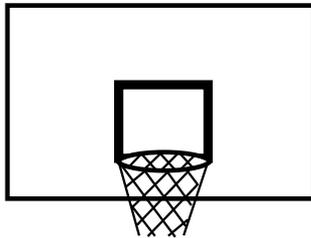
SCORE



## Station 2.

Pitching to basketball backboard.

SCORE

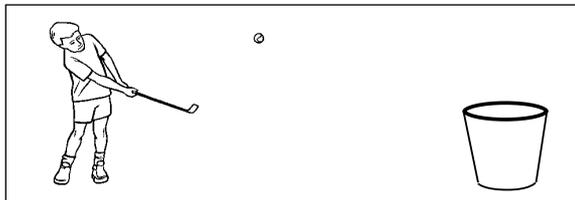


10 points for backboard.  
25 points for inside black square  
50 points for in the net

## Station 3.

Chipping into a target (ie bin).  
20 points for each ball that goes into the target on the full.

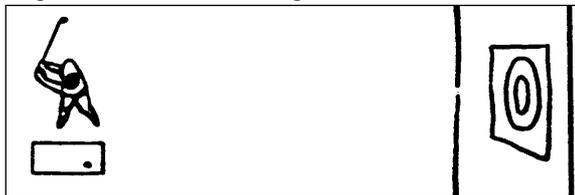
SCORE



## Station 4.

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

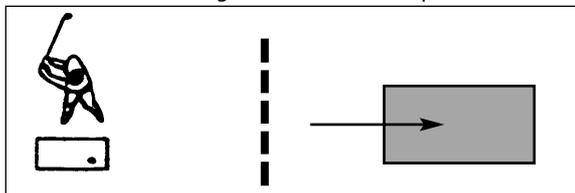
SCORE



## 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.

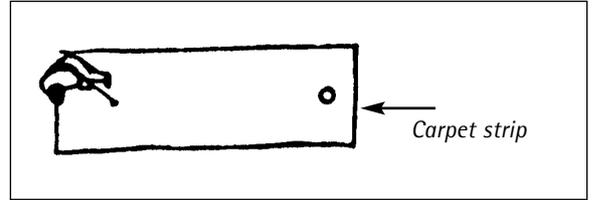
SCORE



## Station 6.

Straight putt into disc or shoe on side.  
5 points for every correct putt.

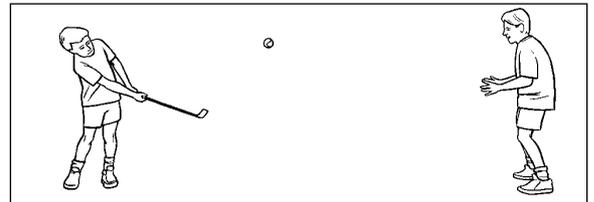
SCORE



## Station 7.

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

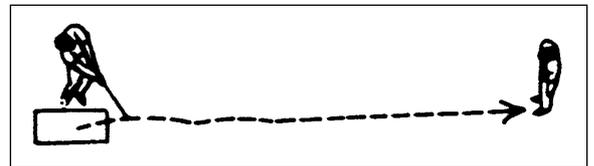
SCORE



## Station 8.

Chip and run with 7-iron between partners legs. Partner 5 m away. 5 points each time ball goes between legs.

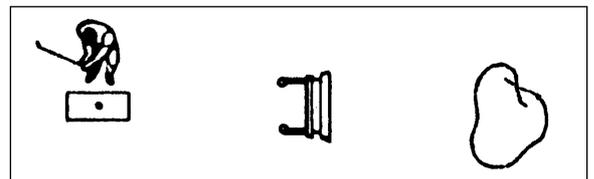
SCORE



## 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.

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

SCORE



# Session 6.

## Sample Course Two

### 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

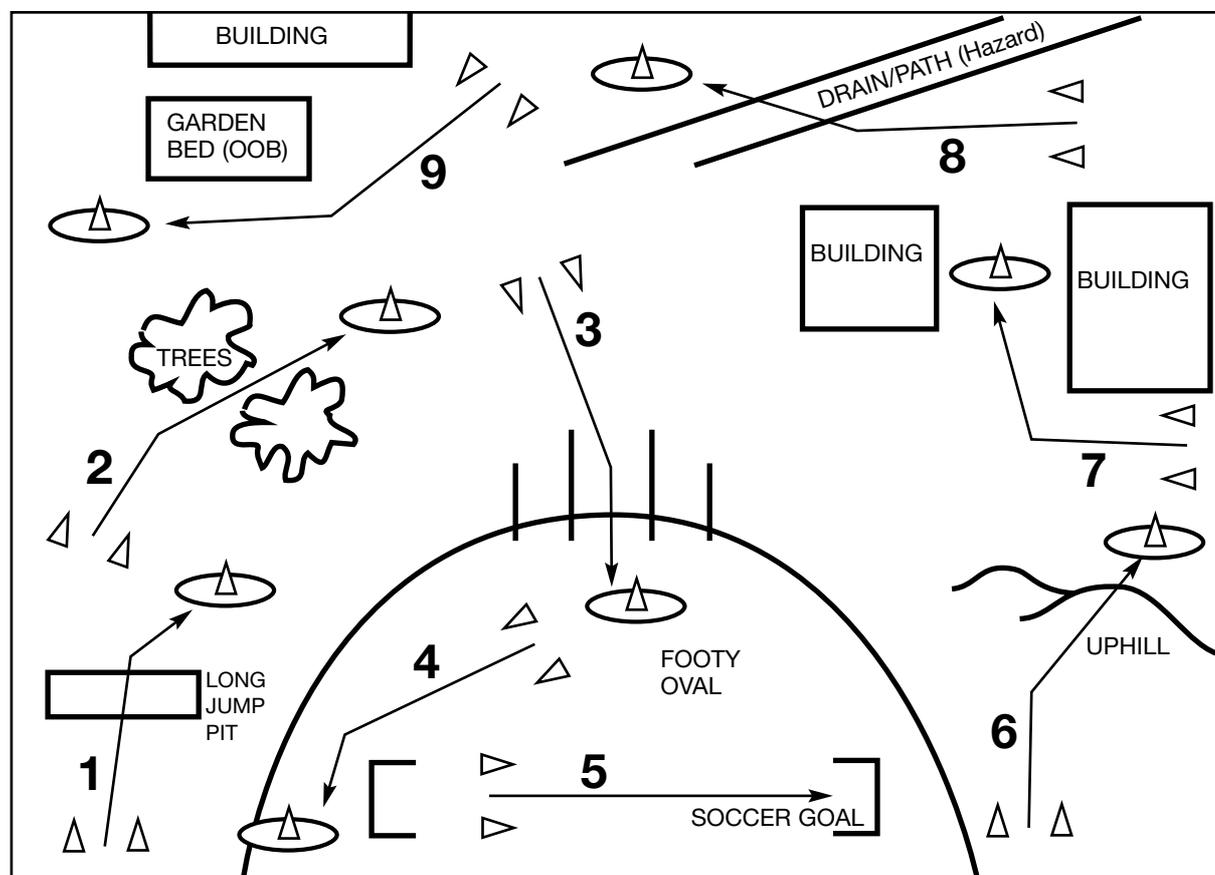
By playing the more challenging layout, students are required to play a wider variety of shots and to consider the best line of play.

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

### Games Activities and Events

Today students play a more challenging school course.

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



△ △ = TEE AREA      △ (in circle) = GREEN

### By Next Session

Scoring committee update ladders  
Prepare for Skills tests (photocopies, layout etc)

# Session 7.

## Skills Assessment Session

### **Aim:**

To assess student development for the unit using a skills test.

### **Games Activities and Events**

Depending upon the age and experience of students, the Wilson Go-Go Skills Test (page 25) or the Advanced Skills Test (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 gala 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, the Public Relations team who could invite local media as well as the local golf club captain, president and junior organiser. The school principal may also be invited.
  - Parents and Golf Club members may be invited to be Captains of each foursome.
- 



# Session 8.

## Gala Event / Presentations

### Aim:

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

### Ideas for your Gala Event

- A game of golf at your local course followed by a BBQ.
- An eighteen hole Wilson Go-Go Golf Challenge on a school layout.
- A parent – student or teacher – student challenge.
- Longest Drive / Nearest the Pin competitions / Lucky Prize draws.

### 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 a Gala 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 eg.  
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) as per Competition Guidelines on page 10.

### You will need:

**Clubs:** Preferably one per student (7-iron suitable) but otherwise share in groups. Don't forget putters - you may be able to borrow some from the Club.

**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



# Sample nine-hole scorecard

For use on school golf course or modified club course.

MY GOLF 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 _____			

# Trouble shooting

Some ideas and suggestions to assist teachers in overcoming any problems that may arise.

Likely issue	Solution
Not enough Golf Clubs	<p>Contact State Association for support.</p> <p>Contact the Local club - they may have a borrowing system.</p> <p>Ask for parent / staff support.</p>
Not enough space	<p>Remember that Wilson Go-Go Golf has been modified specifically for use in school grounds.</p> <p>The softer balls do not travel the distance of traditional golf balls.</p> <p>Set up activity stations allowing the rotation of groups.</p>
Uneven teams	<p>If you find during the season the competition becomes one sided it may be necessary to introduce a draft system.</p>
Motivating students	<p>Play a short introductory round at the local course.</p> <p>Include a longest drive competition.</p> <p>Include an individual awards competition to coincide with the team awards.</p> <p>Challenge the students to play a round against parents, local pro etc.</p>
Lack of time for organisation	<p>Organisation is required prior to the competition.</p> <p>Allow students time at end of class to meet and plan.</p> <p>Encourage students by offering bonus points for organisation work.</p> <p>Ask other curricula areas for support.</p> <p>eg. Computer class could design course or scorecard, etc.</p> <p><b><u>Ask parents/grandparents/members for assistance on the course.</u></b></p> <p>Utilise a notice board to list all competition details (task for publicity group).</p>
Bad weather days	<p>Students design own indoor course and then play on it.</p> <p>Practise putting skills.</p> <p>Golf videos available from State Associations / sports stores.</p> <p>Refer to Websites – interactive ones and state associations (see page 54 for links).</p> <p>Preparations for final round.</p> <p>Committee responsibilities – publicity, result collation etc.</p> <p>Use activity sheets at rear of this book.</p> <p>Use time for assessment (Peer possible).</p>

# Fair Play Agreement

*We*

e, the undersigned members of

(Team name) \_\_\_\_\_

Agree to:

- ◆ Act in a safe and responsible manner
- ◆ Respect the conventions 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 \_\_\_\_\_

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

Signed (Teacher) \_\_\_\_\_

Date \_\_\_\_\_

# 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 9:	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). Holes may be Par 3, 4 or 5 according to the chart below.
Birdie:	playing the hole one shot better (less) 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 (more) 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. The length of these holes is as follows:

	Men	Women
Par 3	up to 230 m	up to 180 m
Par 4	231 – 435 m	181 – 365 m
Par 5	436 m and over	366m 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 golf 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 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, Tiger, Karrie and Laura 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. The par of the local course is 72.

1. Tiger birdies the first hole, which is a par 4. What is his 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, Laura scores a 5, which is a bogey. What is the par of the hole?	_____
After they finish playing, the three friends add up their scores.	
4. Laura's handicap is 20. Her stroke score was 100. What was her nett score?	_____
5. Tiger's handicap is 10. His nett score was 79. What was his stroke 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?	_____

**Total**

8

# This is how we did it – ideas for programs

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

The most straightforward approach. 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-curricula activities, giving students the chance to show leadership whilst participating in skill development activities.

## The Cross Age Tutoring Approach

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 90 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.*

### Sample Cross Age Program

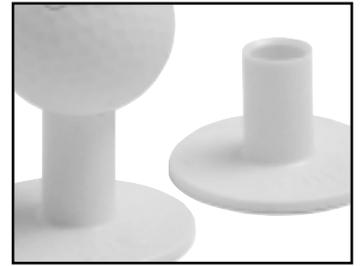
Week 1- 2	Training of Year 10 students (at Secondary College) Introduction to the program, experiencing drill and games, forming committees
Week 3	Clinic for primary school Grade 6 class / Introduction of senior students Run by golf professional / coach. Senior students assist with drills etc
Weeks 4-8	Classroom exercises from resource kit (dice golf, creative writing, golf art etc) Skills practice, games and Go-Go course play. Teams competition
Week 9	Parent Day - Demonstrations by students (including classroom work) and parent / child events
Week 10	Gala 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 Go-Go golf course / Design score card for play / Keep progressive team scores / Arrange publicity in school newsletters /

Plan parent-child day and issue invitations / Plan gala day at golf course.

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



## Classroom Resources



## ***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  
 Ballybunion  
 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 Play***

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 I U 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

## ***Golfer's 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 O 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	Norman
Appleby	Palmer
Baddeley	Parry
Ballesteros	Rumford
Crafter	Spence
Davies	Stephenson
Duval	Trevino
Elkington	Webb
Garcia	Woods
Grady	
Heatherington	
Leaney	
Montgomerie	
Nicklaus	
Nilsmark	

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

# Dice golf

**Version 1:**

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

**Version 2:** (more realistic)

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 (eg 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 Activities***

## **Write / tell a story**

1. 'My life as a golf ball'.  
eg 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**

1. 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!

# 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.

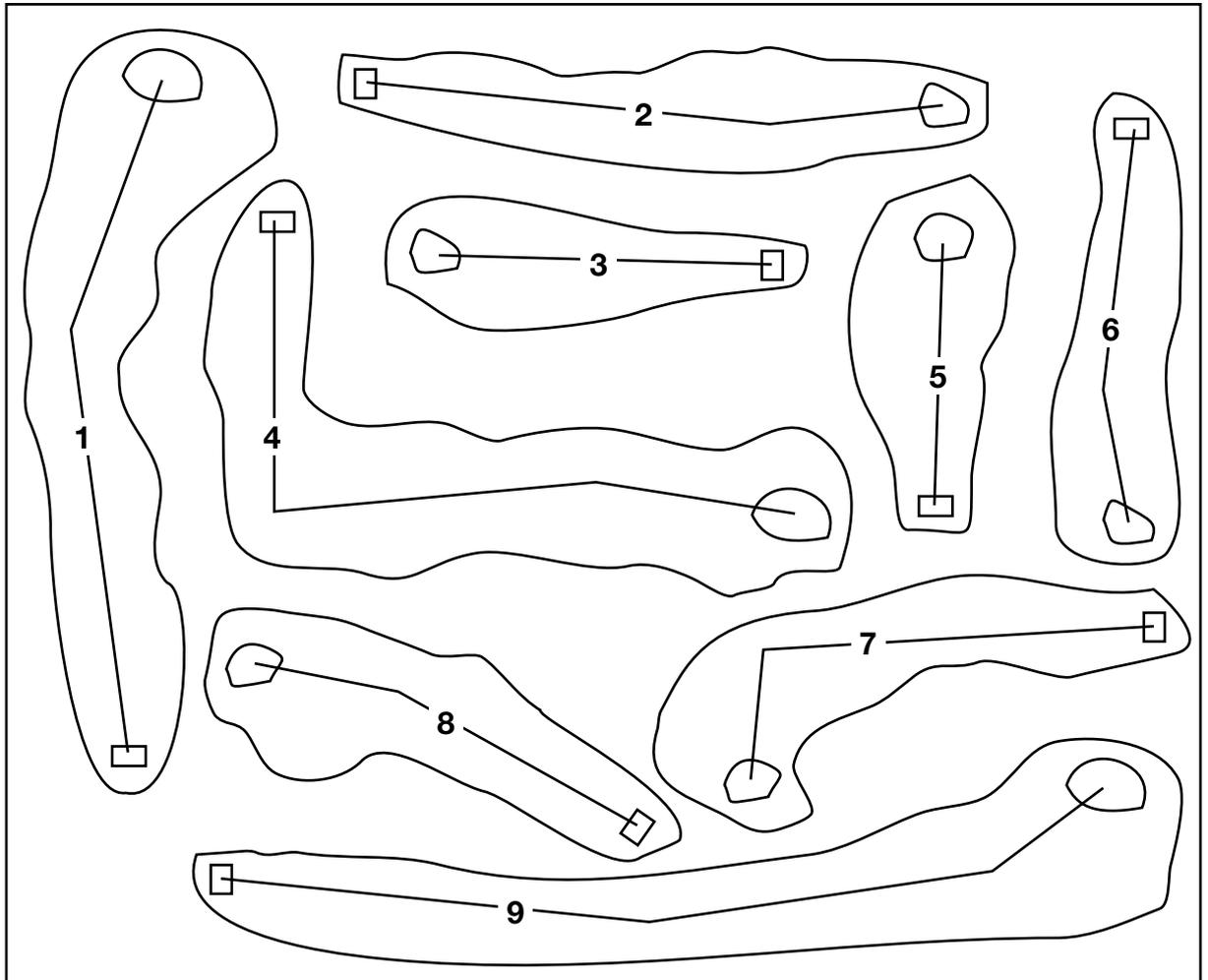
There are 64 players in a competition who are to play in groups of four with the first group to start at 11.00 am.

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            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?  
\_\_\_\_\_

# 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		

# Scoring a Golf Card – Sheet 1

Greg Norman and Tiger Woods 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

Tiger Woods:

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 ie. Greg Norman is the player and Tiger Woods 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: T Woods

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		

# 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?

\_\_\_\_\_

# Golf Ball Characteristics

## An energy experiment

Collect at least 4 different golf balls (eg different brands, age, cover, construction) or use different types of ball (eg 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.

### 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?

**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	

## **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.

Golf clubs were wooden with hickory shafts.

Many different materials are now used for ball and club construction – 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 54 for useful websites for your research.*

Debate the topic:  
'Is technological development ruining the game?'



# Spreadsheet exercise

## Designing a Golf Card

1. Using a spreadsheet, create the golf card as shown below.

Note: Shaded cells will require a formula.

2. 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.

3. 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.

4. Design your own card within the guidelines given for golf course layout at the bottom of page 34.

Hole	Length (m)	Par	Player	Marker
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		
<b>OUT</b>	<b>2856</b>	<b>36</b>		
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		
<b>IN</b>	<b>2899</b>	<b>36</b>		
<b>OUT</b>	<b>2856</b>	<b>36</b>		
<b>TOTAL</b>	<b>5755</b>	<b>72</b>		

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 row is repeated here

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

# History of Golf

(Origins of Golf)

By research (eg from the Australian Golf Union web site – see page 54) 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

**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 Melbourne 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:

Geelong ?

Adelaide ?

Royal Sydney?

North Queensland?

**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 page 54 for Women's Golf Australia website address).

Investigate the history of some the major golf tournaments of the world – when they began, where they are played, multiple winners etc. Don't forget Women's events.

Pick some famous golfers of different eras and nationalities and investigate their playing history. Eg. Tom Morris jnr., Bobby Jones, Babe Zaharias, Ben Hogan, Kathy Whitworth, Peter Thompson. If using the Internet, the following address may be of use: [www.golfweb.com/players/](http://www.golfweb.com/players/)

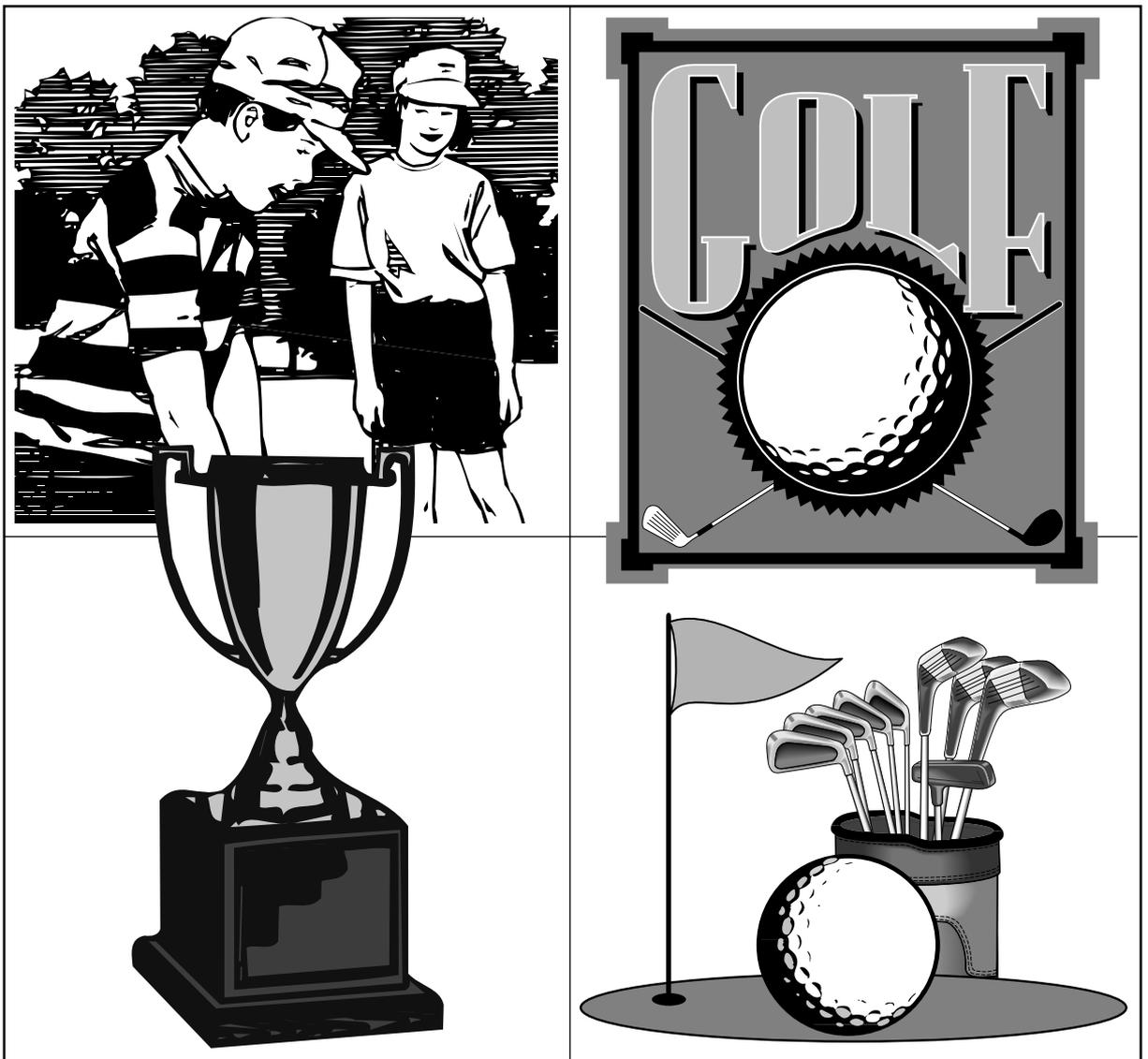


# Golf Art

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. (eg fairways light green, bunkers yellow, etc.). You will find examples of real golf course layouts in magazines, books and on the Web.



# Rules & Etiquette

## Discussion and board game

Golf is a game played to a strict set of rules. It also has set guidelines for etiquette.

Discuss:

1. Why do games have rules?
2. How do rules develop and change?
3. What happens if someone breaks a golf rule?

4. What does the word 'etiquette' mean?
5. Is it different to a rule? If so, How?
6. Why is etiquette important?

Play the sample board game below, then make up your own game – use other rules and etiquette issues.

Design it to look more like a golf course.

<b>START</b>	<b>1.</b> Late to tee. Miss a turn	<b>2</b>	<b>3.</b> Good Drive. Forward 2	<b>4</b>	<b>5</b>	<b>6.</b> Land in bunker. Back 2
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*Roll one dice per turn*

<b>14</b>	<b>13.</b> Lose ball. Back 2	<b>12.</b> Sink a long putt. Forward 2	<b>11</b>	<b>10.</b> Forget to rake bunker. Back 2	<b>9</b>	<b>8</b>
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<b>15.</b> Praise a good shot. Forward 2						
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<b>16</b>	<b>17</b>	<b>18.</b> Have an airy. Back 2	<b>19</b>	<b>20.</b> Play quickly. Forward 2	<b>21</b>	<b>22</b>
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<b>Make up your own game using rules and golf etiquette</b>						<b>23.</b> Distract a player. Back 2
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<b>30</b>	<b>29</b>	<b>28.</b> Have a birdie. Forward 2	<b>27.</b> Don't repair a divot. Back 2	<b>26</b>	<b>25</b>	<b>24.</b> Call FORE as a warning. Forward 2
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<b>31.</b> Don't look before hitting. Back 2	<b>You must throw the exact number to finish</b>					
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<b>32</b>	<b>33</b>	<b>34.</b> Help look for a ball. Forward 2	<b>35.</b> Play a wrong ball. Back 2	<b>36</b>	<b>Finish!</b>	
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# Useful contacts / Resources

## Golf Organisations

### National Level

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Australian Golf Union. Tel: 03 9699 7944

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[www.agu.org.au](http://www.agu.org.au)

Junior Development, links to State organisations and Clubs, Wilson Go-Go Golf equipment information and orders, Golf For Schools resources, event schedules and scoring.

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Women's Golf Australia. Tel: 03 9690 9344

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[www.womensgolfaus.org.au](http://www.womensgolfaus.org.au)

Girls Golf Club, history, competitions, links to State organisations, event schedules, scoring and player profiles.

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PGA Australia. Tel: 02 9439 8111

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[www.pga.org.au](http://www.pga.org.au)

Career information, history, events.

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PGA TOUR of Australasia

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[www.pgatour.com.au](http://www.pgatour.com.au)

Player profiles, results and statistics, tournament schedules and event scoring

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Australian Sports Commission

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[www.ausport.gov.au](http://www.ausport.gov.au)

SEPEP - Sport Education in Physical Education Program resources. Information on all sports - coaching, careers, etc

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ACHPER

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[www.achper.org.au](http://www.achper.org.au)

Active Australia Schools Network contacts

### State Level

States have Junior Development Personnel available to assist with golf programs in schools. States are also responsible for the delivery of Level 0 Instructor and National Coaching Accreditation Scheme Level 1 Coaching courses for golf - highly recommended for teachers!

### New South Wales

Jack Newton Junior Golf Foundation  
02 9738 0777

### Queensland

Greg Norman Golf Foundation  
07 3216 0552

### South Australia

South Australian Golf Association  
08 8352 6899

Women's Golf South Australia  
08 8234 1166

### Tasmania

Tasmanian Golf Council  
03 6244 3600

Women's Golf Tasmania  
03 6247 3158

### Victoria

Victorian Golf Association  
03 9889 6731

Women's Golf Victoria  
03 9523 8511

### Western Australia

Graham Marsh Junior Golf Foundation  
08 9474 1005

Women's Golf Western Australia  
08 9368 2618

### Some useful web sites

[www.golfweb.com](http://www.golfweb.com) US PGA site. International player profiles, scores and statistics (useful for data analysis).

[www.randa.org](http://www.randa.org)  
Royal & Ancient Golf Club, St. Andrews. History, Rules, Etiquette and more.

[www.usga.org](http://www.usga.org) United States Golf Association. History, Rules, Etiquette, equipment testing laboratory and more.

<http://ttsoft.com/thor/golflinks.html>  
Thor's Golf Links. Links to a comprehensive range of golf related sites.

# *Certificate of Participation*

This is to certify that

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has participated in the  
**Golf For Schools Program**  
A Sport Education Unit

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Teacher

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Date



# Golf for Schools

- **An easy to follow, step by step golf program for all schools**
- **Lists of contacts and resources to support your program**
- **Classroom activities based on National Curriculum guidelines for cross curricula programs & wet days**

**Available from:**

**Australian Golf Union**

**Telephone: 03 9699 7944. Fax: 03 9690 8510**

**Email: [agu@agu.org.au](mailto:agu@agu.org.au) Web site: [www.agu.org.au](http://www.agu.org.au)**

**and**

**PGA of Australia**

**Telephone: 02 9439 8111. Fax: 02 9439 7888**

**Website: [www.pga.org.au](http://www.pga.org.au)**