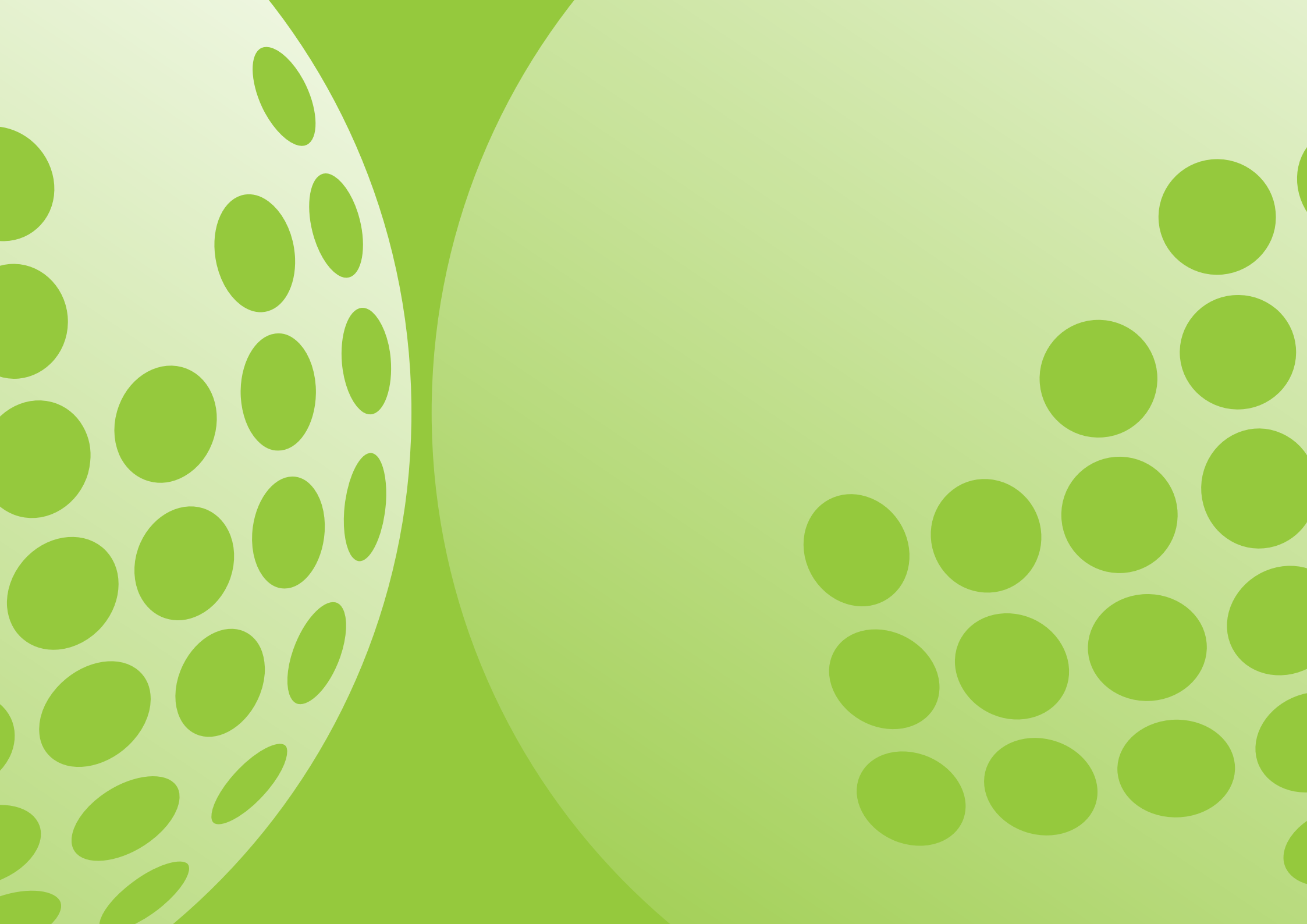


# Secondary Schools

RESOURCE MANUAL



GolfAustralia





## WELCOME

Welcome to the Golf Australia Secondary School Resource Manual. This manual provides coaches and teachers with a clear outline and range of options to deliver a fun, engaging and safe introductory golf program to secondary school students.

The three suggested unit outlines, which have been aligned to the national curriculum, provide coaches and teachers with a fully flexible program design that can be tailored to suit the needs of the students. Each lesson has been developed to incorporate different ways of engaging students and includes specific learning intentions and focus questions.

The lessons can incorporate some or all of the following components throughout the program to increase student engagement; fitness elements of playing golf, strategic game play to encourage decision making, student empowerment and peer to peer learning.

We thank you for your contribution in delivering golf in secondary schools and look forward to continuing to give students across the country a great introduction to the game.



Stephen Pitt  
Chief Executive Officer  
Golf Australia



## BACKGROUND

Golf Australia's Secondary Schools Golf Program has been developed to meet the needs of secondary schools and students. Following 12 months of testing and research conducted on a range of possible offerings, we have adapted our program to best suit the secondary school environment.

With assistance from La Trobe University and the Australian Sports Commission, Golf Australia were able to test programs conducted in 20 secondary schools, both metropolitan and regional, to over 2,000 students. Feedback was gained through in-depth quantitative and qualitative surveys conducted at the beginning and completion of each program.

Using research findings and recommendations supplied by La Trobe University and the Australian Sports Commission, Golf Australia have been able to develop a flexible program design for teachers, coaches and students.

The research investigated the motives behind a large cohort of students that are typically disengaged in sport and physical activity and help sports develop strategies within their programs to address this.

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# Secondary Schools Program Information

SECTION

# 01

# SECONDARY SCHOOLS PROGRAM INFORMATION

## Main Features of the Program

- Fully flexible and adaptable to meet the needs of students and suits secondary school environment.
- Aligned to national curriculum.
- Offers a range of delivery methods and engagement strategies.
- Games are tailored for secondary school students.

## Program Information:

### Introduction to the Program

Golf Australia's Secondary Schools Program includes a five session outline that offers flexibility for teachers and coaches to teach the skills of golf in the secondary school environment. Students will learn the main golf skills in; putting, chipping and full swing along with strategy and decision making skills through fun, challenging and student-led activities.

The objective of the program is to ensure students are introduced to the game of golf in a manner that suits their ability and skill level by offering different engagement strategies and session design.

The unit outlines prescribed in this manual are a guide only and can be fully flexible. Teachers and coaches can select the games and delivery methods that will suit the group's needs. All sessions and games have been aligned to the national curriculum and provide learning intentions and focus questions to aid learning.

## Key Focus Areas

### High Engagement

Keeping students engaged in the program is the key to ensuring they have an enjoyable experience learning golf. This can be achieved by providing students with opportunities to become empowered through involvement in game selection and progression, creating fast moving, high intensity activities and ensuring everyone is achieving success. Further engagement strategies are listed in this manual on [pages 14 -15](#).

### Team Work

Students are encouraged to work together in teams or small groups. This allows students to learn from each other while the teacher or coach facilitates the session. Peer to peer evaluation is included in the program to allow opportunities for students to provide feedback on each other's golf swing.

### Game Play

Students will work towards developing the fundamental skills required to play the game of golf. It is important that students are provided opportunities to play in 'real' game like situations as much as possible. Students are encouraged to design a course and play a round within the school environment in the last session as a culmination of the program and an opportunity to put their skills into practice.





# Equipment and Safety

SECTION

# 02

# EQUIPMENT

It is recommended that schools purchase a Secondary School Kit from the MyGolf Shop – [www.mygolf.org.au](http://www.mygolf.org.au)

The Golphin equipment kit is designed to provide advanced modified equipment to best teach the major skills of golf. It includes the following items:

- 10 x 7-Irons (8 right handed and 2 left handed)
- 10 x Putters
- 10 x Hitting Mats
- 100 x PVC Golf Balls
- 5 x Putting Targets
- 1 x Kit Bag

Other pieces of modified equipment can be purchased at the online store to assist with the delivery of the program.

## Alternate Equipment

Other existing equipment from within the school that could be used to run the program include:

- Tennis Balls
- Witches Hats
- Hula Hoops
- Ropes
- Flags
- Chalk and Masking Tape
- Football Goals
- Medicine Balls



# SAFETY

## Safety Comes First!

Like with any sport, the equipment used in golf is potentially dangerous. Every precaution should be taken to ensure its use is supervised and controlled. Golf Australia Secondary School Program deliverers have a legal responsibility to ensure a safe learning environment is provided.



**Sun Safety**

Students should always wear a hat and sunscreen when participating in golf activities.

## Essential Safety Rules for Secondary School Program Deliverers

### 1 Check The Playing Area

- Ensure there are no obvious obstacles on the playing surface.

### 2 Set-Up

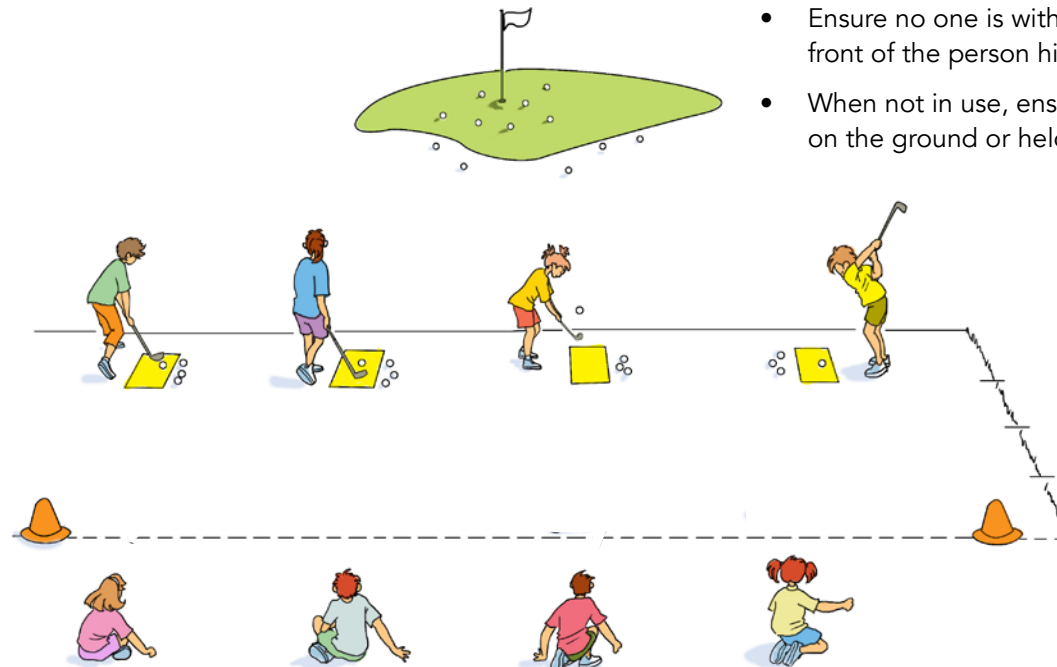
- Ensure the hitting mats are in a single line formation with a designated safety zone behind the hitter.
- Ensure that there is a safe distance between the hitter and students waiting by creating a safety zone at least 2 metres back. Students must be conscious of this at all times particularly in the rotational activities.
- Deliverers must be aware of their positioning while coaching/facilitating at all times.

### 3 Warm Up

- Always conduct a warm up session before commencing golf swing activities.

### 4 Golf Clubs/Hitting

- Leave clubs on the ground when not in use, however if the grip of the club gets wet it can be extremely dangerous, so if the grass is wet, ensure the clubs are placed on a bucket or something similar to keep them dry.
- Teach players to stop and look before each swing.
- Swinging of clubs should only be done in organised groups or designated hitting areas.
- Ensure no one is within 2 metres or in front of the person hitting the ball.
- When not in use, ensure clubs are placed on the ground or held by the club head.





# Skill Development

SECTION

# 03

# KEY GOLF SKILLS

Golf is a simple sport with one movement or swing that is shortened or lengthened to make the ball go different distances. Teachers and coaches can encourage students to use the club to make a circle around their body.

In addition to the size of the swing, there are also different types of clubs that can help make the ball travel different distances, but regardless of the club or size of the swing, the basic movement is the same.

## Chipping

Chipping is a golf skill used for making the ball go a shorter distance and predominately roll along the ground. Playing a chip shot is the same movement again, however has a smaller back swing and follow through.

## Putting

Putting is a golf skill which is used to make the ball roll along the ground for the whole way and is generally used to make the ball go a short distance. The putting movement involves a very small and controlled backswing and follow through.

## Full Swing

A full swing is very simply, the process of making a full circle using the golf club to hit ball as far as possible. The first part of the circle is the taking the club back (back swing). It then comes down to strike the ball before continuing around the body to complete the circle (follow through).

# SKILL DEVELOPMENT – TEACHING GOLF INSTRUCTIONAL POINTS

The golf swing is made up of four key elements – Grip, Aim, Stance and Swing. The table below explains the components of each.

## ROUTINE (GASS) – Grip, Aim, Stance, Swing

### GRIP:

- Hold the club with the hands touching each other.
- Have the thumbs on top.

**Grip:** The grip is very important as it is the student's only connection to the golf club, however it is more important that the student feels comfortable rather than technically perfect. Encourage students to connect their hands on the golf club. For right-handed students, their right hand should be below their left on the grip (vice versa for left handers). It's fine if students feel like separating their hands slightly to get greater control of the club – the important factor is that they are comfortable.

[WATCH VIDEO ▶](#)

### AIM:

- Aim the clubface at the target.

**Aiming and Alignment:** Aim and alignment refers to aiming the club and aligning the body to give the best chance of hitting the ball at the desired target. To get the students to aim correctly, have them grip the club and place the club head behind the ball aiming directly at the target. With the club sitting behind the ball and pointed at the target, instruct students to stand side on while keeping the club still. Hopefully at this point their body and club are parallel to the target. [WATCH VIDEO ▶](#)

### STANCE:

- Move your feet into a comfortable position.
- Feet approximately shoulder width apart.
- Upper body bent forward and knees slightly bent.

**Stance:** Feet should be approximately shoulder width apart, but in a comfortable position. The upper body bends forward at the hips and the knees are slightly bent. [WATCH VIDEO ▶](#)

### SWING:

- When comfortable, make a swing.
- Club and hands swing back to approximately ear height.
- Feel the club brush the grass as you make contact with the ball.
- Follow through to a full, comfortable and natural position.

**Swing:** When comfortable, instruct students to make a swing. The club and hands should swing back to approximately ear height. The distance changes depending on the length of the shot. The club should brush the ground as students make contact with the ball. The follow through moves to a full, comfortable and natural position. [WATCH VIDEO ▶](#)



# Student Engagement Strategies

SECTION

# 04

# STUDENT ENGAGEMENT – SECONDARY SCHOOL

Research conducted by La Trobe University and Golf Australia into secondary school program design revealed some specific motives for secondary students to participate in sport. Research findings also indicated that it is common for coaches/teachers to experience students who are disengaged or low in confidence when playing sport. Below summarises some of the key motivations as well as strategies that can be used to maintain student engagement throughout each golf session.

## In General, Secondary School Student Groups:

- Are motivated by social interaction and enjoy playing sport with friends.
- Demonstrate a substantial difference between the skill level and confidence of higher ability students compared to lower ability students.
- Experience a significant decrease in sport participation following primary school.
- Include a cohort of students who are disengaged with sport due to factors such as perceived lack of skill, lack of confidence and sport becoming too stressful and competitive.
- Enjoy playing games which resemble 'real' sporting experiences.
- Are likely to disengage with a program they see as uninteresting or not meeting their needs regardless of ability level.

## Strategies to Engage Secondary Students:

**Create an environment where students can interact with each other in a positive manner and feel confident to try new skills.**

**Some strategies that can be used include:**

- Provide opportunities for students to work in partners or small groups where they can participate with their friends.
- Divide group by skill level and/or gender where possible.
- Encourage students to feel empowered by providing opportunities for them to choose activities they feel comfortable participating in. Also, encourage students to implement their own game progressions to provide challenges appropriate to their own skill level.
- Structure sessions to ensure all students are active and engaged in games and activities for the whole session.
- Ensure students with low confidence are given opportunities to develop skills without experiencing pressure from peers.
- To encourage students to build confidence, place an emphasis on experiencing success above use of correct technique.



# STUDENT ENGAGEMENT - METHODS FOR FURTHER STUDENT ENGAGEMENT IN THE GOLF PROGRAM

## 1 Peer to Peer Evaluation

Peer to peer evaluation allows students to work together on analysing each other's grip, aim, stance and swing during lessons. Students can use the table (page 59) to review and provide feedback to each other. This can be performed at different stages throughout the program to assess development.

## 2 Student Empowerment


Allowing students to have input into the design of the lesson and program allows them to feel more included and that way become more engaged. Provide opportunities for them to choose activities they feel comfortable participating in and encourage students to implement their own game progressions to provide challenges appropriate to their own skill level.

## 3 Use Of Technology - iPad Apps

There are a range of analytic applications on the market that can be used within your lessons. If schools have the capacity to do this, it is a great way to further engage students and assist with skill development and learning. Some applications include:

- Hudl Technique Golf
- Ubersence
- Dartfish
- Swing Profile





# Suggested Unit Outlines

## Rotational Activities

SECTION

# 05

# UNIT OUTLINES - AUSTRALIAN CURRICULUM SUMMARY

Elements of the Secondary School Program Manual demonstrate alignment to the following Australian Curriculum Content Descriptors as shown below:

**LEARNING AREA:**  
Health and Physical Education

**STRAND:**  
Movement and Physical Activity

Band Level	Sub-Strand		
	Moving Our Body	Understanding Movement	Learning Through Movement
<b>Year 7 &amp; 8</b>	<p>Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations. (ACPMP080)</p> <p>Practice, apply and transfer movement concepts and strategies with and without equipment. (ACPMP082)</p>	<p>Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences. (ACPMP084)</p>	<p>Evaluate and justify reasons for decisions and choices of action when solving movement challenges. (ACPMP087)</p>
<b>Year 9 &amp; 10</b>	<p>Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations. (ACPMP099)</p> <p>Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment. (ACPMP101)</p>	<p>Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences. (ACPMP103)</p>	<p>Transfer understanding from previous movement experiences to create solutions to movement challenges. (ACPMP106)</p>

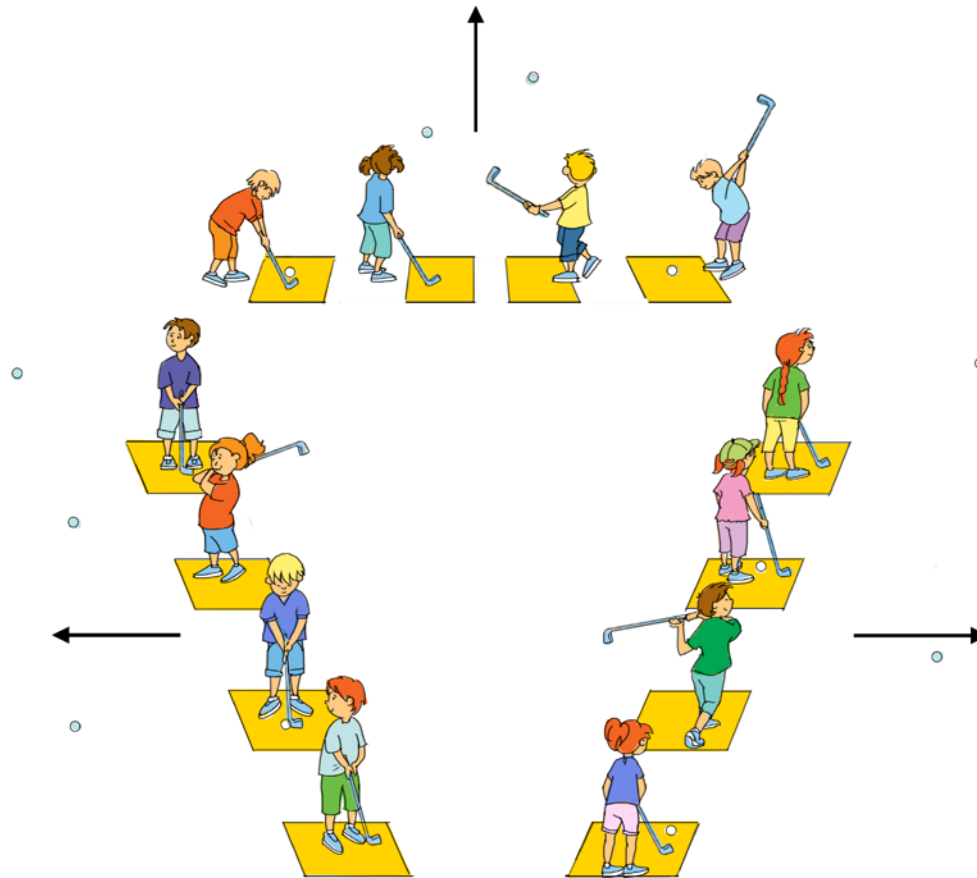
# SUGGESTED UNIT OUTLINE #1: ROTATIONAL ACTIVITIES PROGRAM

## Rotational Activities

The rotational activities based program design allows students to gain maximum involvement in the teaching of all skills by rotating through activity stations.

### How?

Set up three separate activity stations that cover the three main skills of golf – putting, chipping and full swing. Students hit out from the centre. Students participate for 15 mins at each station then rotate. The coach acts as a facilitator by walking around each group and monitoring the execution of each activity.



### Why?

- Smaller group activities allow for class/group to be organised according to skill level.
- Station activities can be tailored to skill level with appropriate challenges set.
- Allows students to participate in pairs or small groups (with friends).
- Ensures high level of engagement throughout session with minimal standing around.
- Allows for all equipment to be used at same time.

### Things To Keep In Mind

- Ensure all activities are hitting away from each other at all times.
- Ensure that there is enough equipment at each station.
- Talk students through each activity before commencing.
- Set up challenges for students to compete against each other as they go around the stations.

# SUGGESTED UNIT OUTLINE #1: ROTATIONAL ACTIVITIES PROGRAM

Lesson	Learning Intention	Warm Up	Skill Development - 3 Rotation Stations Split students into small groups to work in pairs and rotate around each selected activity station			Finish Up / Group Questioning
1	Students will be introduced to the basic skills of golf including putting, chipping and full swing through game-based activities. Students will practice using the different swings to hit the ball shorter or longer distances.	5 mins	<b>Putting</b> Station 1 - 15 mins	<b>Chipping</b> Station 2 - 15 mins	<b>Full Swing</b> Station 3 - 15 mins	5 mins
		Active Stretch	(choose 1) <b>Into the box</b> <b>Danger zone</b> <b>Putting relay</b>	(choose 1) <b>On to the green</b> <b>Chip and catch</b> <b>Capture the cones</b>	(choose 1) <b>Footy golf</b> <b>Longest hit</b> <b>Over the river</b>	What are the 4 key elements of the golf swing sequence and how can each affect the outcome of your shot?
2	Students will develop their skills of putting, chipping and full swing through game-based activities. Students will modify their swing to hit the ball the desired distance.	5 mins	<b>Putting</b> Station 1 - 15 mins	<b>Chipping</b> Station 2 - 15 mins	<b>Full Swing</b> Station 3 - 15 mins	5 mins
		Active Stretch	(choose 1) <b>Danger zone</b> <b>Lawn bowls</b> <b>Black jack</b>	(choose 1) <b>Chip and catch</b> <b>Capture the cones</b> <b>Bullseye golf</b>	(choose 1) <b>Footy golf</b> <b>Longest hit</b> <b>Over the river</b>	Did you have better control of your swing this session compared to last session? How did you modify and control the length of your back swing and follow through?
3	Students will develop and refine their skills of putting, chipping and full swing through game-based activities. Students will explore how to maintain control of their swing, and alter aim and alignment, to achieve desired distance and accuracy.	5 mins	<b>Putting</b> Station 1 - 15 mins	<b>Chipping</b> Station 2 - 15 mins	<b>Full Swing</b> Station 3 - 15 mins	5 mins
		Active Stretch	(choose 1) <b>Into the box</b> <b>Danger zone</b> <b>Capture the cone</b>	(choose 1) <b>On to the green</b> <b>Chip and catch</b> <b>Bullseye golf</b>	(choose 1) <b>Footy golf</b> <b>Longest hit</b> <b>Over the river</b>	What angle did you find best to hit the ball for distance? How did you achieve this? How did you also control the accuracy of your shots?
4	Students will be challenged through game-based activities to strategically select and perform the skills of putting, chipping and full swing to achieve desired distance and accuracy.	5 mins	<b>Strategic Games</b> 50 mins (25 mins each)			5 mins
		Active Stretch	(choose 1) <b>Pyramid</b> <b>Hole out</b> <b>Climb the ladder</b>	(choose 1) <b>Speed golf</b> <b>Mini golf</b> <b>Golf 21</b>	What did you find the most challenging part of these games? Why? How did you overcome the challenge?	
5	Students will combine all the skills and knowledge of golf learned in previous lessons to design and play a modified golf course within the school environment.	5 mins	<b>Game Play</b> 50 mins			5 mins
		Active Stretch	Design your own course			What was the easiest hole in your course? Why? What was the hardest hole? Why? What shots did you play for the hardest hole?



# Suggested Unit Outlines

Golf and Fitness

SECTION

06

# SUGGESTED UNIT OUTLINE #2: GOLF AND FITNESS PROGRAM

The golf and fitness based program design allows students to participate in golf skills and aerobic fitness exercises concurrently.

## How?

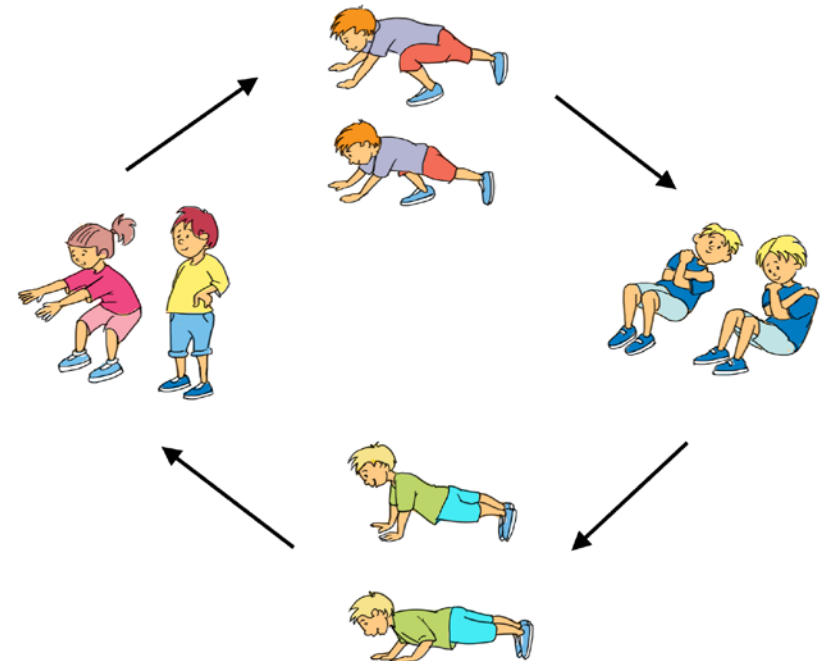
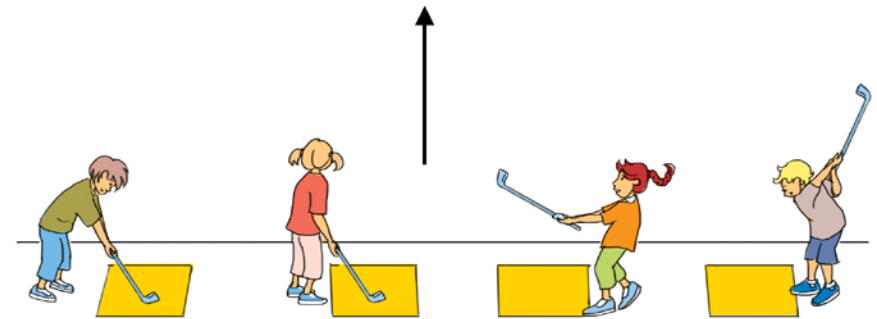
Students are split into two groups, one will participate in the golf skill station and the other will complete a range of designated aerobic fitness exercises. Students are placed at each station for roughly 12 mins and then swap over.

## Why?

- Provides high amount of physical movement within the session.
- Students can become more focused on the golf activities after completing the fitness exercises.
- Coach/teacher has a smaller and more manageable group for the golf skills.
- Provides students with an understanding of the fitness base required to play golf including:
  - Core strength for stability
  - Flexibility
  - All round body strength
  - Physical fitness and stamina

## Things To Keep In Mind

- Ensure all activities are hitting away from each other at all times.
- Have a teacher or designated student leader to keep time for fitness exercises rotations.
- Empower students by allowing them to select fitness exercises and level of intensity.



# SUGGESTED UNIT OUTLINE #2: GOLF AND FITNESS PROGRAM

Lesson	Learning Intention	Warm Up	Skill Development - 2 Rotation Stations (1 golf and 1 fitness) Split students into 2 groups and rotate between the 2 stations Students perform fitness exercise for 2 mins then have 1 min rest				Finish Up / Group Questioning
1	Students will be introduced to the basic skills of golf including chipping and full swing through game-based activities. Students will practice using the different swings to hit the ball shorter or longer distances.	5 mins	<b>Chipping/Fitness</b> 25 mins (12 mins at each station)		<b>Full Swing/Fitness</b> 25 mins (12 mins at each station)		5 mins
		Active Stretch	Chipping - (choose 1) <b>On to the green</b> <b>Chip and catch</b> <b>Capture the cones</b>	Fitness <b>Push ups</b> <b>Sit ups</b> <b>Squats</b> <b>Lunges</b>	Full Swing - (choose 1) <b>Footy golf</b> <b>Longest hit</b> <b>Over the river</b>	Fitness <b>Knee lifts</b> <b>Bridges</b> <b>Leg lifts</b> <b>Knee taps</b>	What are the 4 key elements of the golf swing sequence and how does each affect the outcome of your shot?
2	Students will be introduced to the skill of putting and accuracy through game-based activities. They will also develop their ability to hit the ball a long distance using the full swing skill.	5 mins	<b>Putting/Fitness</b> 25 mins (12 mins at each station)		<b>Full Swing/Fitness</b> 25 mins (12 mins at each station)		5 mins
		Active Stretch	Putting - (choose 1) <b>Into the box</b> <b>Danger zone</b> <b>Putting relay</b>	Fitness <b>Push ups</b> <b>Sit ups</b> <b>Squats</b> <b>Lunges</b>	Full Swing - (choose 1) <b>Footy golf</b> <b>Longest hit</b> <b>Over the river</b>	Fitness <b>Knee lifts</b> <b>Bridges</b> <b>Leg lifts</b> <b>Knee taps</b>	What are the main factors to consider before putting? How did you make sure you hit the ball in the right direction or towards the target?
3	Students will develop and refine their skills of chipping and full swing through game-based activities. Students will explore how to maintain control of their swing, and alter aim and alignment, to achieve desired distance and accuracy.	5 mins	<b>Chipping/Fitness</b> 25 mins (12 mins at each station)		<b>Full Swing/Fitness</b> 25 mins (12 mins at each station)		5 mins
		Active Stretch	Chipping - (choose 1) <b>Chip and catch</b> <b>Capture the cones</b> <b>Bullseye golf</b>	Fitness <b>Push ups</b> <b>Sit ups</b> <b>Squats</b> <b>Lunges</b>	Full Swing - (choose 1) <b>Footy golf</b> <b>Longest hit</b> <b>Over the river</b>	Fitness <b>Knee lifts</b> <b>Bridges</b> <b>Leg lifts</b> <b>Knee taps</b>	What angle did you find best to hit the ball for distance? Is this different to chipping activities where the target is closer? How did you control the angle you hit the ball?
4	Students will be challenged through game-based activities to strategically select and perform the skills of putting, chipping and full swing to achieve desired distance and accuracy.	5 mins	<b>Strategic Games</b> 50 mins (25 mins each)				5 mins
		Active Stretch	(choose 1) <b>Pyramid</b> <b>Hole out</b> <b>Climb the ladder</b>	(choose 1) <b>Speed golf</b> <b>Mini golf</b> <b>Golf 21</b>			What did you find the most challenging part of these games? Why? How did you overcome the challenge?
5	Students will combine all the skills and knowledge of golf learned in previous lessons to design and play a modified golf course within the school environment.	5 mins	<b>Game Play</b> 50 mins				5 mins
		Active Stretch	Design your own course				What was the easiest hole in your course? Why? What was the hardest hole? Why? What shots did you play for the hardest hole?





# Suggested Unit Outlines

Whole Group  
Program

SECTION

**07**

# SUGGESTED UNIT OUTLINE #3: WHOLE GROUP PROGRAM

The whole group program design allows the coach/teacher to control the group by having them positioned in the one spot at all times. One skill is taught and all students participate in the same activity at the same time.

## How?

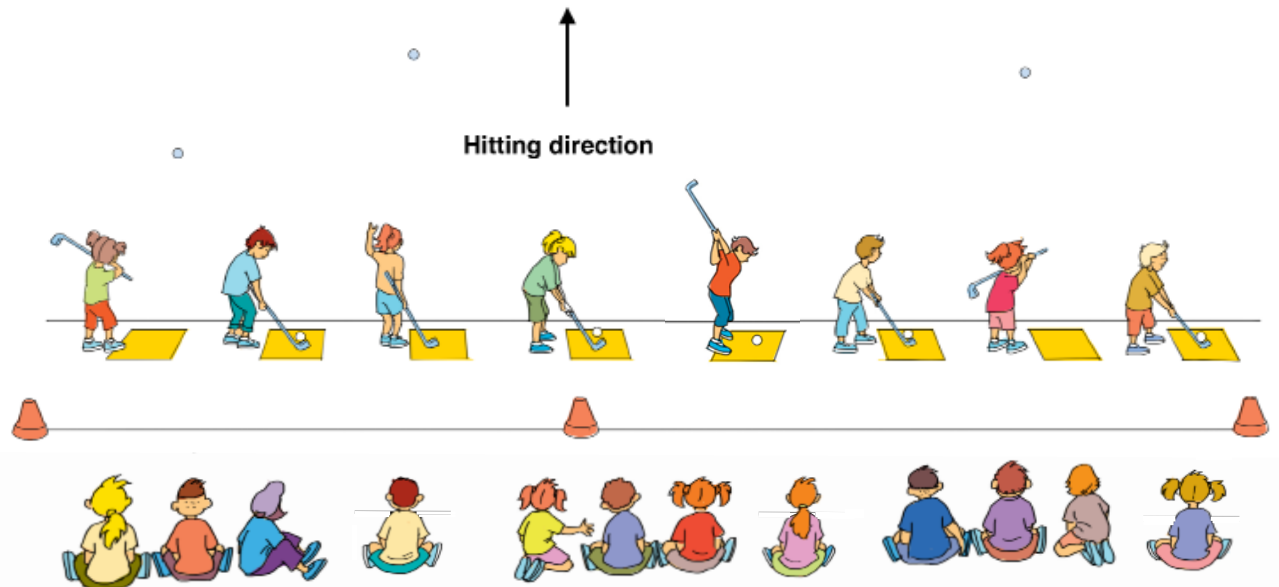
Students are placed in pairs and are positioned in a line with one person at the front as the hitter and the partner behind the safety line. All students partake in the same activity and hit in the one direction at all times. If possible, equipment for all 3 games should be set up on the playing area at the beginning of the lesson to allow for easy transition between games.

## Why?

- Easy to monitor safety and behaviour.
- Requires less space.
- Ensures the coach/teacher can control the movements of the group.

## Things To Keep In Mind

- Ensure there is a safe distance between all hitting mats.
- Ensure all students can hear key instructions.
- Left handers must be positioned at the end of the line.
- Activities can result in low activity so ensure students waiting for a turn are engaged. [\(See student engagement strategies page 13\)](#)



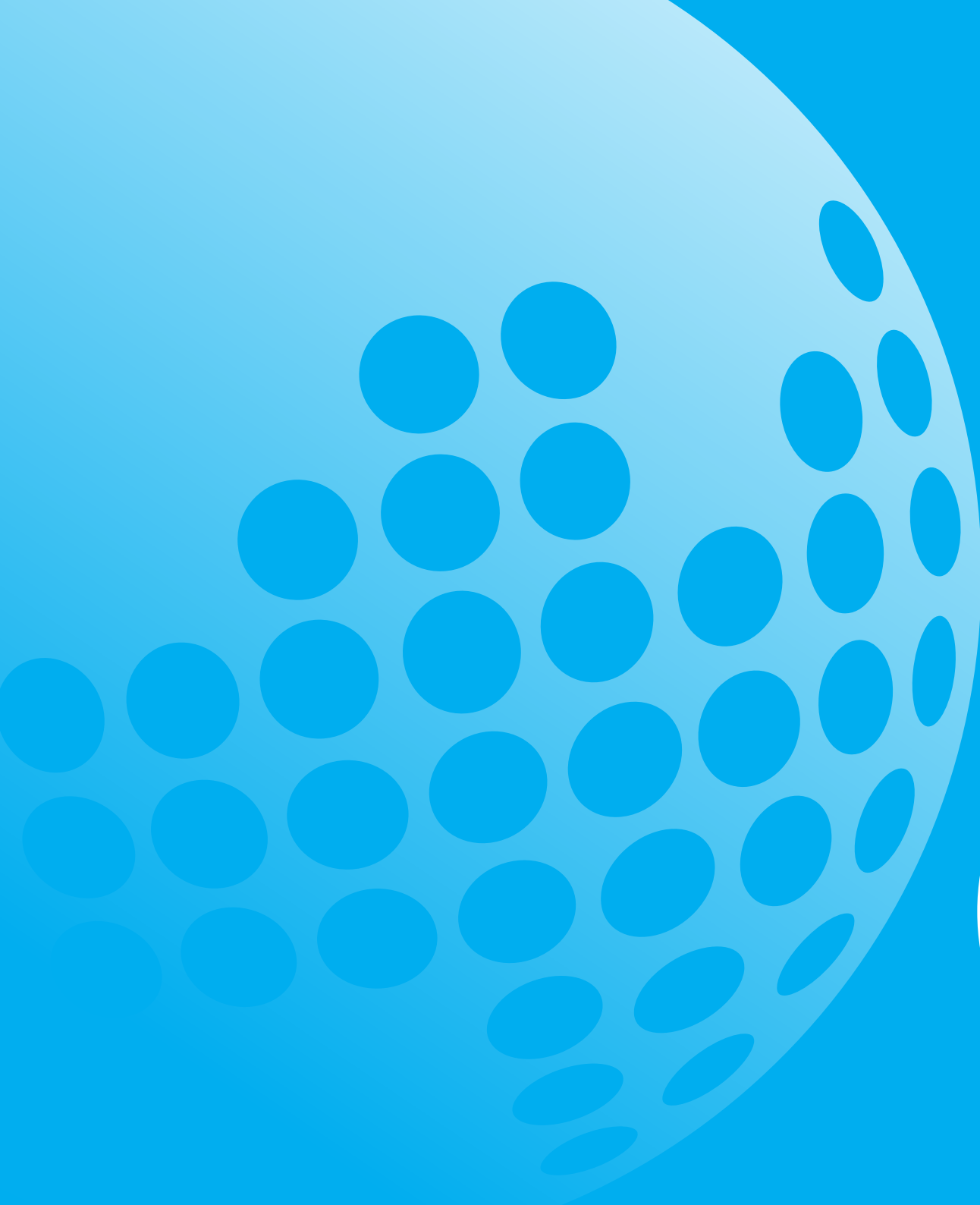
# SUGGESTED UNIT OUTLINE #3: WHOLE GROUP PROGRAM

Lesson	Learning Intention	Warm up	Skill Development Student work in pairs as a whole group			Finish Up / Group Questioning
1	Students will be introduced to the basic skills of golf including chipping and full swing through game-based activities. Students will practice using the different swings to hit the ball shorter or longer distances.	5 mins	<b>Chipping</b> Game 1 (15 mins)	<b>Chipping</b> Game 2 (15 mins)	<b>Full Swing</b> Game 3 (15 mins)	5 mins
		Active Stretch	(choose 1) <b>On to the green</b> <b>Chip and catch</b> <b>Capture the cones</b>	(choose 1) <b>Chip and catch</b> <b>Capture the cones</b> <b>Bullseye golf</b>	(choose 1) <b>Footy golf</b> <b>Longest hit</b> <b>Over the river</b>	What are the 4 key elements of the golf swing sequence and how does each affect the outcome of your shot?
2	Students will be introduced to the skill of putting and accuracy through game-based activities. Students will also develop their ability to hit the ball a long distance using the full swing skill.	5 mins	<b>Putting</b> Game 1 (15 mins)	<b>Putting</b> Game 2 (15 mins)	<b>Full Swing</b> Game 3 (15 mins)	5 mins
		Active Stretch	(choose 1) <b>Into the box</b> <b>Danger zone</b> <b>Putting relay</b>	(choose 1) <b>Danger zone</b> <b>Lawn bowls</b> <b>Putting relay</b>	(choose 1) <b>Footy golf</b> <b>Longest hit</b> <b>Over the river</b>	What are the main factors to consider before putting? How did you make sure you hit the ball in the right direction or towards the target?
3	Students will develop and refine their skills of chipping and full swing through game-based activities. Students will explore how to maintain control of their swing, and alter aim and alignment, to achieve desired distance and accuracy.	5 mins	<b>Chipping</b> Game 1 (15 mins)	<b>Chipping</b> Game 2 (15 mins)	<b>Full Swing</b> Game 3 (15 mins)	5 mins
		Active Stretch	(choose 1) <b>Chip and catch</b> <b>Capture the cones</b> <b>Bullseye golf</b>	(choose 1) <b>On to the green</b> <b>Chip and catch</b> <b>Bullseye golf</b>	(choose 1) <b>Footy golf</b> <b>Longest hit</b> <b>Over the river</b>	What angle did you find best to hit the ball for distance? Is this different to chipping activities where the target is closer? How did you control the angle you hit the ball?
4	Students will be challenged through game-based activities to strategically select and perform the skills of putting, chipping and full swing to achieve desired distance and accuracy.	5 mins	<b>Strategic Games</b> 50 mins (25 mins each)			5 mins
		Active Stretch	(choose 1) <b>Pyramid</b> <b>Hole out</b> <b>Climb the ladder</b>	(choose 1) <b>Speed golf</b> <b>Mini golf</b> <b>Golf 21</b>	What did you find the most challenging part of these games? Why? How did you overcome the challenge?	
5	Students will combine all the skills and knowledge of golf learned in previous lessons to design and play a modified golf course within the school environment.	5 mins	<b>Game Play</b> 50 mins			5 mins
		Active Stretch	Design your own course			What was the easiest hole in your course? Why? What was the hardest hole? Why? What shots did you play for the hardest hole?

# Games and Activities

SECTION

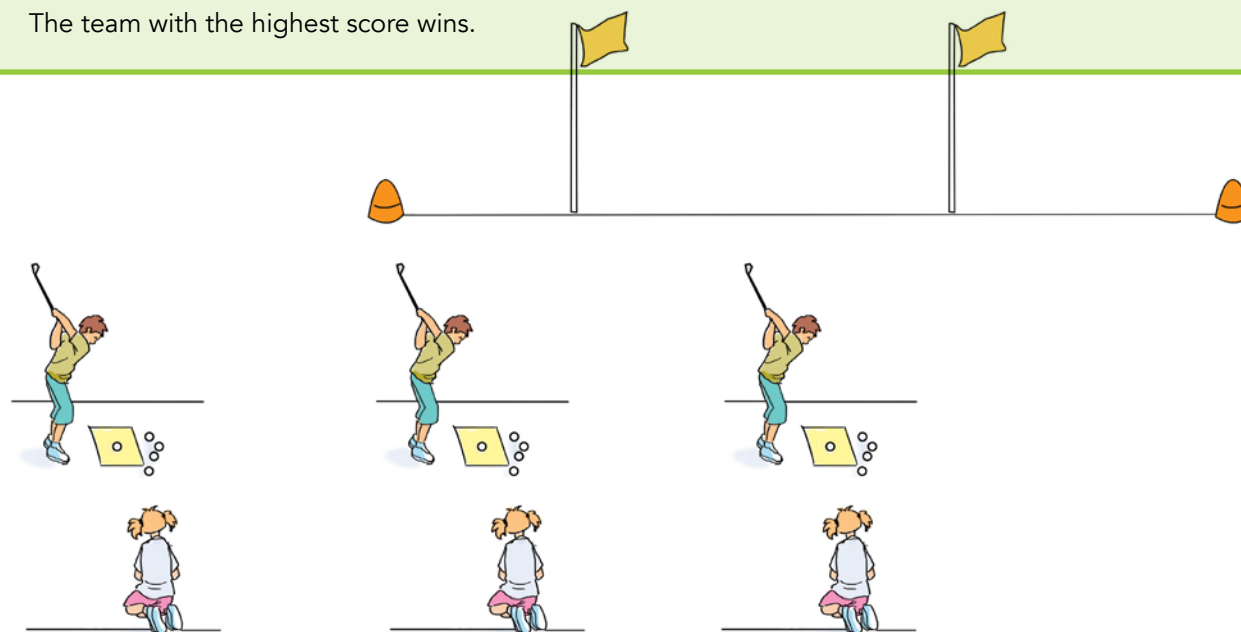
08



WATCH VIDEO ▶

### Outline

- Each hitting station is a different position (forward, pocket, wing etc.).
- Separate students into two teams - name them after football teams (e.g. Collingwood, Manly etc).
- Students attempt to hit through the goals from each station.
- After each station, give a score update e.g. "At quarter time, the score is...".
- The team with the highest score wins.



### Equipment

- **Sticks, witches hats or cones** for goal posts
- **Additional witches hats, cones, sticks and rope** to create obstacles (optional)

### Set Up

- Set up 4 hitting stations at different positions on the practice range.
- Set up Aussie Rules / Rugby goal posts in front of the fitting stations.
- Tie rope between two sticks to create a 1m hurdle between hitting station and goal posts (optional).

### Purpose

- Aim and alignment
- Distance control

### Focus Question

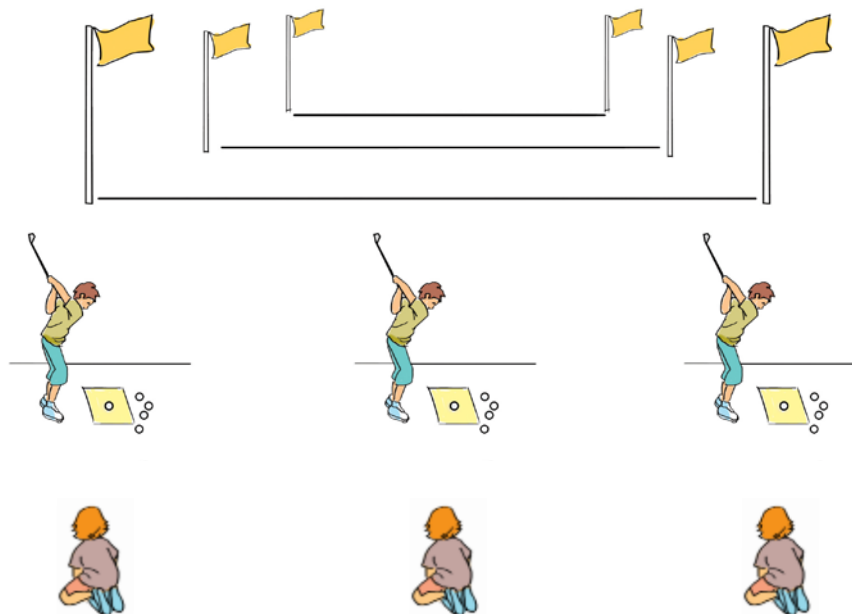
What part of the golf swing was the most important in achieving success in this game?

Level / Difficulty	Equipment	Distance to Goals	Width Between Posts
<b>Beginner</b>	PVC golf balls	40 metres	15 metres
<b>Intermediate</b>	PVC golf balls	50 metres	15 metres
<b>Advanced</b>	PVC golf balls	50 metres	10 metres

WATCH VIDEO ►

### Outline

- Students can work as individuals or in teams.
- Students take it in turns to hit as far as they can.
- Points are awarded for each flag that they hit past:
  - 1st flag = 10 points**
  - 2nd flag = 50 points**
  - 3rd flag = 100 points**
- Introduce the "fairway" and demonstrate that the balls need to land inside the cones to count and receive points.
- An individual game can be conducted to award the longest drive.



### Equipment

- Sticks, witches hats and cones
- Three flags
- Hitting mats

### Set Up

- Place targets (e.g. a flag) certain distances out from the hitting areas, e.g. 30m, 50m & 70m.
- Create a "V" or "fairway" down the driving range using cones (optional).

### Purpose

- Aim and alignment
- Distance control

### Focus Question

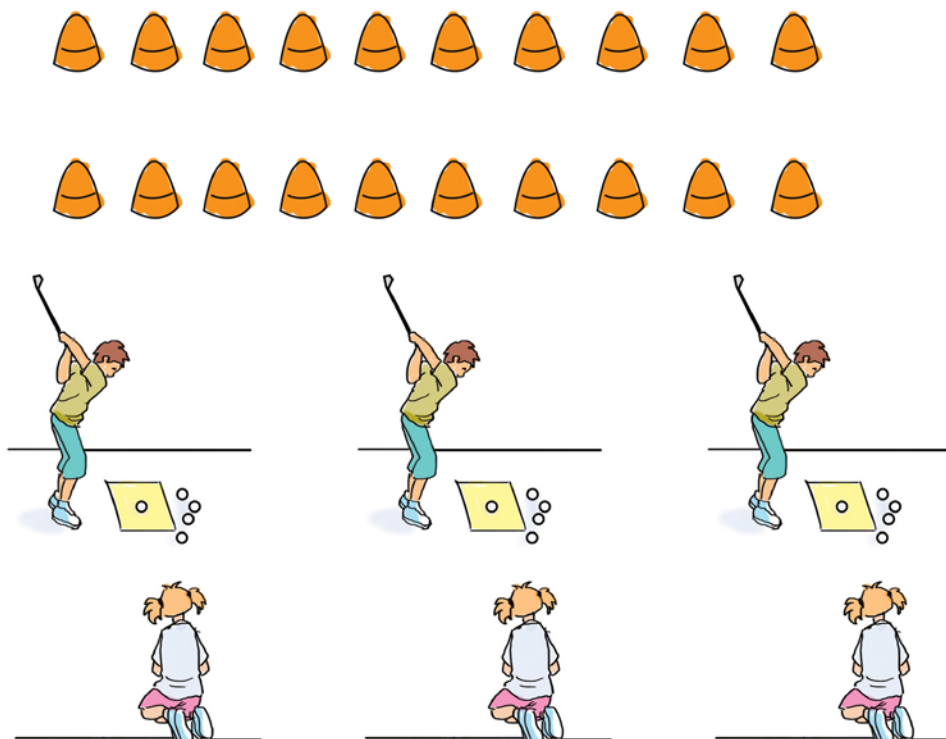
Did the shot trajectory affect the distance the ball travelled? What angle was most successful?

Level / Difficulty	Equipment	Distance to Flags	Width of Fairway
<b>Beginner</b>	Tennis balls	20m, 40m, 60m	40 - 50m
<b>Intermediate</b>	PVC golf balls	20m, 40m, 60m	30 - 40m
<b>Advanced</b>	PVC golf balls	30m, 50m, 70m	20 - 30m

WATCH VIDEO ▶

### Outline

- Split students into pairs or small groups.
- Students attempt to hit the ball and carry the river.
- 10 points are scored if attempt is successful.



### Equipment

- **Witches hats**
- **Tennis balls / PVC golf balls**
- **Hitting mats**

### Set Up

- Place witches hats or cones to act as the 'River' approximately 15 metres. (Distance can be adjusted based on student skill level).
- Create a safe zone for students to sit behind the hitting station.

### Purpose

- Aim and alignment
- Distance control

### Focus Question

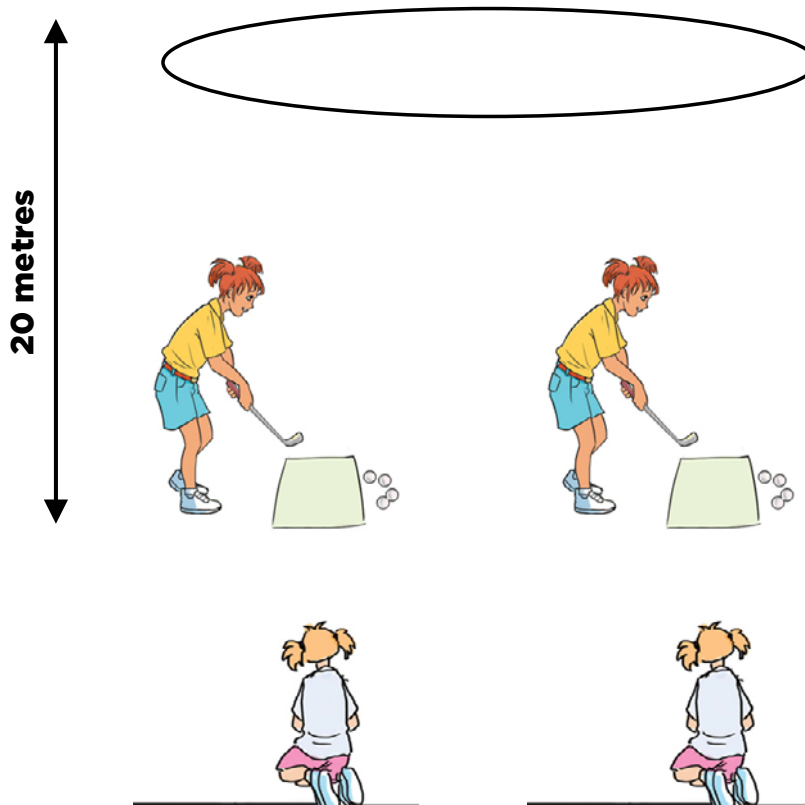
How is the ball able to be lofted into the air to allow it to go over objects?

Level / Difficulty	Equipment	River Width	River Distance
<b>Beginner</b>	Tennis balls	3 metres	20 metres
<b>Intermediate</b>	PVC golf balls	3 metres	20 metres
<b>Advanced</b>	PVC golf balls	3 metres	20 metres

WATCH VIDEO ►

### Outline

- Split students into pairs or small groups.
- Students attempt to chip the ball into the circle.
- 10 points are scored for finishing inside the circle; 5 points if the ball rolls through the circle.



### Equipment

- Rope / cones
- Tennis balls / PVC balls
- Hitting mats

### Set Up

- Place rope or markers in a circle around the 'hole' approximately 20 metres from the hitting station and 5 metres in diameter.
- Create a safe zone for students to sit behind the hitting station.

### Purpose

- Aim and alignment
- Distance control
- Impact

### Focus Question

What strategy did you use to control the distance you hit the ball?

Level / Difficulty	Equipment	Green Diameter	Green Distance
Beginner	Tennis balls	5 metres	20 metres
Intermediate	PVC golf balls	5 metres	20 metres
Advanced	PVC golf balls	4 metres	20 metres



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### Outline

- Students work in pairs or threes (one hitter and two catchers).
- One player stands in the hula hoop and their partner chips balls towards them to catch.
- Pairs receive the following points:  
**Stopping the ball = 10 points**  
**Catching the ball = 50 points**  
**Catching the ball inside the hula hoop = 100 points**
- After 5 shots, students swap positions.
- Obstacle (rope between two sticks) can be used to increase difficulty.



### Equipment

- Hula hoops
- Tennis balls / MyGolf PVC balls
- Sticks and rope to create obstacles (optional)

### Set Up

- Place hula hoops in front of each station.

### Purpose

- Aim and alignment
- Impact
- Distance control

### Focus Question

Did you need to adjust your swing to make it easier for your partner to catch the ball? If so, how?

Level / Difficulty	Equipment	Distance from Target	Additions
<b>Beginner</b>	Tennis balls	10 metres	
<b>Intermediate</b>	Tennis balls	15 metres	Catcher must be standing in a hula hoop.
<b>Advanced</b>	PVC golf balls	20 metres	Catcher must be standing in a hula hoop.

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### Outline

- Split students into pairs or small groups.
- Students take it in turns to hit shots at the bullseye and receive the following points:  
**Outer Circle = 10 points, Inner Circle = 50 points, Bullseye = 100 points**



### Equipment

- **Witches hats, cones or rope** to create circles
- **Hula hoop**
- **Tennis balls and golf balls**
- **Sticks and rope** to create obstacles (optional)

### Set Up

- Create a bullseye about 20m from the hitting station with 3 circles.
- Create a safe zone to sit behind the hitting station.
- Place the rope between two sticks to create a 1m hurdle (optional).

### Purpose

- Aim and alignment
- Distance control

### Focus Question

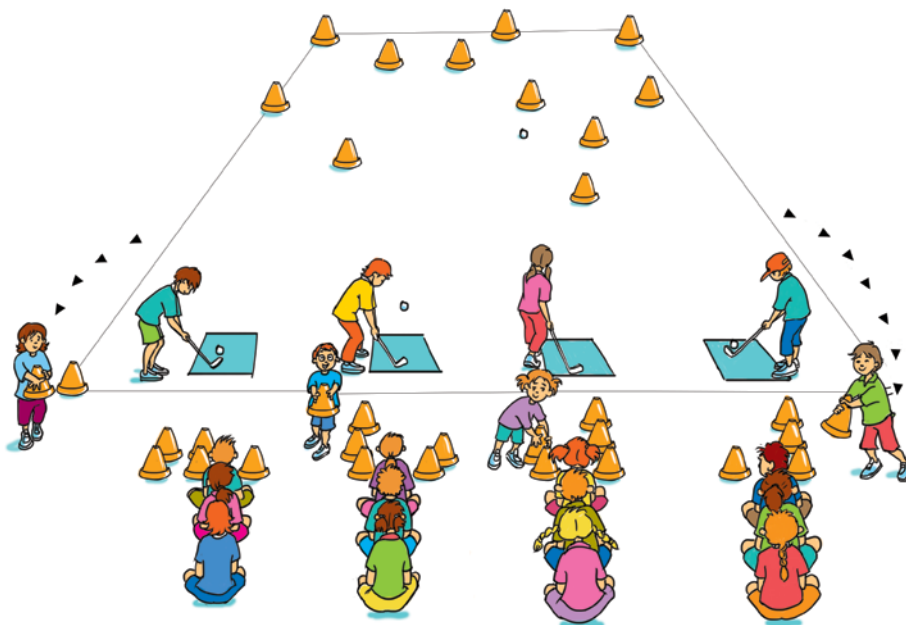
What trajectory did you find best for stopping the ball as close to the centre of the bullseye?

Level / Difficulty	Equipment	Distance from Target	Size of Target	Additions
<b>Beginner</b>	Tennis balls	15 metres	3m, 5m, 7m	
<b>Intermediate</b>	PVC golf balls	20 metres	3m, 5m, 7m	
<b>Advanced</b>	PVC golf balls	25 metres	3m, 5m, 7m	Add obstacles for students to hit over/ run around

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### Outline

- Students chip at cones aiming to hit them.
- When a student hits a cone they are able to collect it for their team.
- The team with the most cones is the winner.
- Increase / decrease the distance to chip and hit cones.
- Increase / decrease the amount of cones available to hit.



### Equipment

- Cones
- Tennis / PVC golf balls
- Hitting mats

### Set Up

- Create teams of 3-4 students.
- Place a cluster of cones in front of the hitting mats.
- Add different colour cones for scoring or losing of points.

### Purpose

- To practice chipping accuracy

### Focus Question

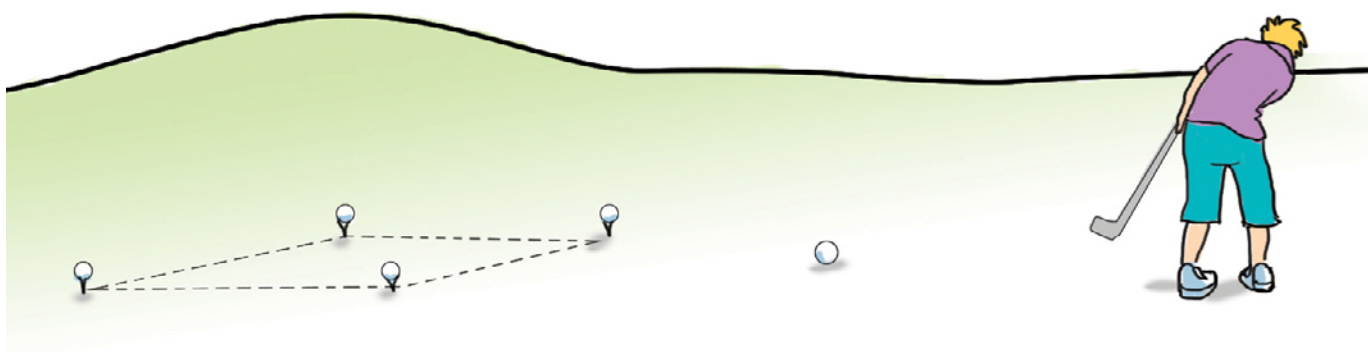
How did you know if your body alignment was right? Did you have to make any adjustments?

Level / Difficulty	Equipment	Distance to Cones (Putting)	Distance to Cones (Chipping)
<b>Beginner</b>	Tennis balls	5 metres	15 metres
<b>Intermediate</b>	PVC golf balls	5 metres	15 metres
<b>Advanced</b>	PVC golf balls	7 metres	20 metres

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### Outline

- Students separate into groups and have three putts each from a putting station.
- Each putt inside the box gets 10 points.
- Group scores are collated after each round.
- Rotate to the next station and repeat.



### Equipment

- **Tape or string** to create a box
- **8 - 12 tees**
- **Witches hats or cones** to create a putting station

### Set Up

- Set up a box in the middle of the oval or accessible space.
- Set up four putting stations around the box (at 3, 6, 9 and 12 o'clock).

### Purpose

- Aim and alignment
- Distance control
- Understanding break

### Focus Question

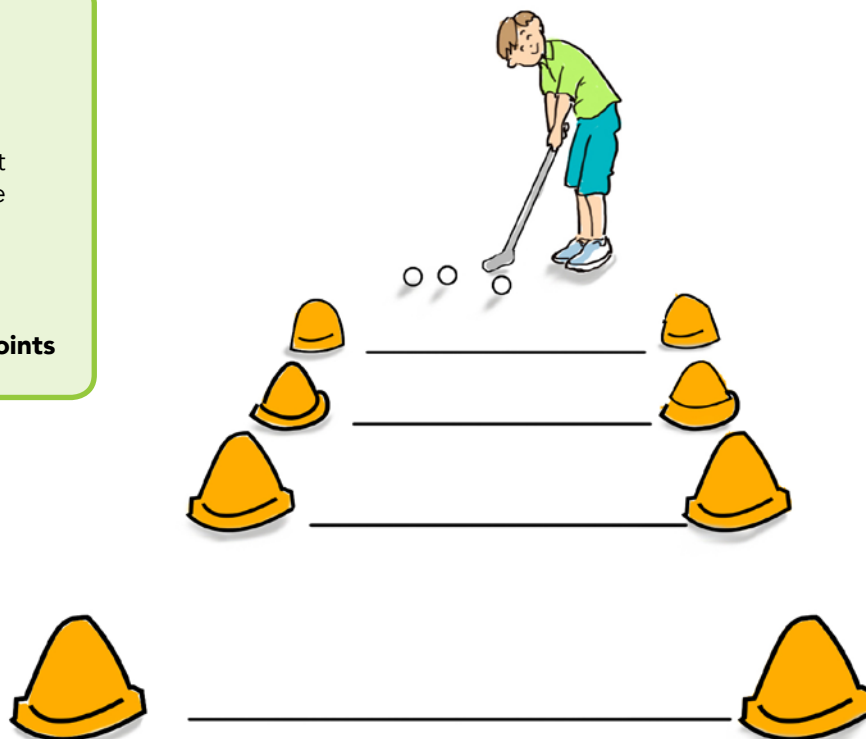
What strategy did you use for distance control? (Length of swing or speed of swing?)

Level / Difficulty	Equipment	Target	Hitting Stations	Distance from Target
<b>Beginner</b>	PVC golf balls	2m x 2m	4 hitting stations (3,6,9 & 12 o'clock)	3 metres
<b>Intermediate</b>	PVC golf balls	2m x 2m	6 hitting stations (2,4,6,8,10 & 12 o'clock)	5-7 metres
<b>Advanced</b>	PVC golf balls	1m x 1m	6 hitting stations (2,4,6,8,10 & 12 o'clock)	5-7 metres

### Outline

- Split students into pairs or small groups.
- Students take it in turns to hit past each of the landing zones with the following scores allocated:

**Past the 1st line = 10 points**  
**Past the 2nd line = 50 points**  
**Past the 3rd line = 100 points**  
**Past the 4th line = minus 200 points**



### Equipment

- **Witches hats and cones**
- **Tennis balls and golf balls**
- **Sticks and rope** to create obstacle (optional)

### Set Up

- Create four lines of witches hats or cones.
- Create a safe zone for students to sit behind the hitting station.
- Tie rope between two sticks to create a 1m hurdle between hitting station and landing zones (optional).

### Purpose

- Distance control
- Impact
- Risk vs reward

### Focus Question

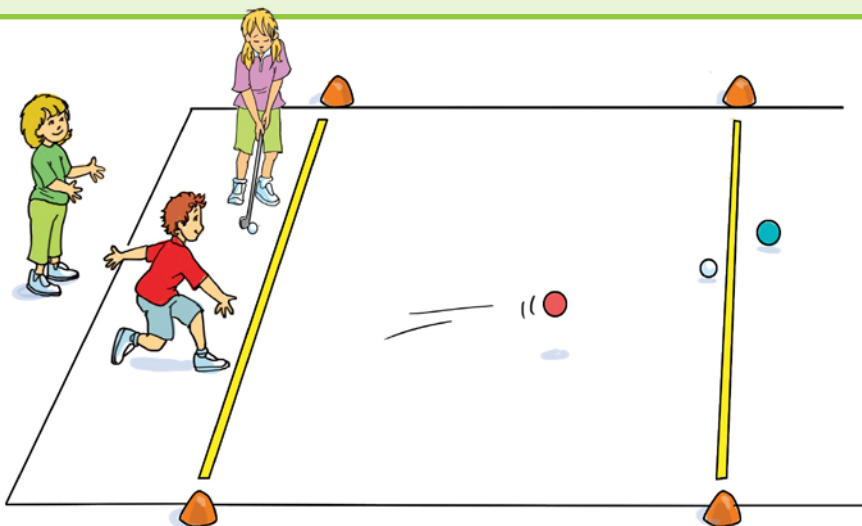
How did you control the distance you hit the ball?

Level / Difficulty	Equipment	Distance to First Line (Putting)	Distance to First Line (Chipping)
<b>Beginner</b>	Tennis balls	2 metres	10 metres
<b>Intermediate</b>	PVC golf balls	5 metres	15 metres
<b>Advanced</b>	PVC golf balls	5 metres	20 metres

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### Outline

- Students separate into two teams (3-4 students in each team).
- Each team gets a nominated colour.
- Each player gets 2 putts attempting to get as close as possible to the jack.
- Once all the balls have been putted or rolled, the team with the closest balls to the jack receive the following points: **Closest ball - 100 points; 2 closest - 200 points; 3 closest - 300 points;** and so on.
- Collect all the balls, move the jack and start again.



### Equipment

- **Tennis balls or cone** to use as a "jack"
- **Two sets of golf balls** in different colours (white and yellow)
- **5 x long tees** to create a target - you may need more than one target
- **Witches hats or cones** to create a putting station

### Set Up

- Create a putting station and place the jack 5-6m away.
- If required, set up more stations.

### Purpose

- Aim and alignment
- Understanding break
- Distance control

### Focus Question

Can you draw any similarities between this game and the sport of lawn bowls? Discuss how back swing and follow through have the same effect on the distance the ball travels in both sports.

Level / Difficulty	Equipment	Distance from Target	Additions
<b>Beginner</b>	Jack, cones, balls, tennis balls	4-5 metres	No putters. Roll balls to jack
<b>Intermediate</b>	Jack, cones, balls, tennis balls	4-5 metres	Putters used
<b>Advanced</b>	Jack, cones, balls, tennis balls	5-7 metres	Putters used - include uphill and downhill puts

### Outline

- Create even teams.
- One person from each team putts the ball at one time.
- If the ball lands in the hoop the hoop gets flipped over.
- The winning team is the team that reaches the designated finish line first.

### Equipment

- Putters
- PVC balls
- Tennis balls
- Hula hoops

### Set Up

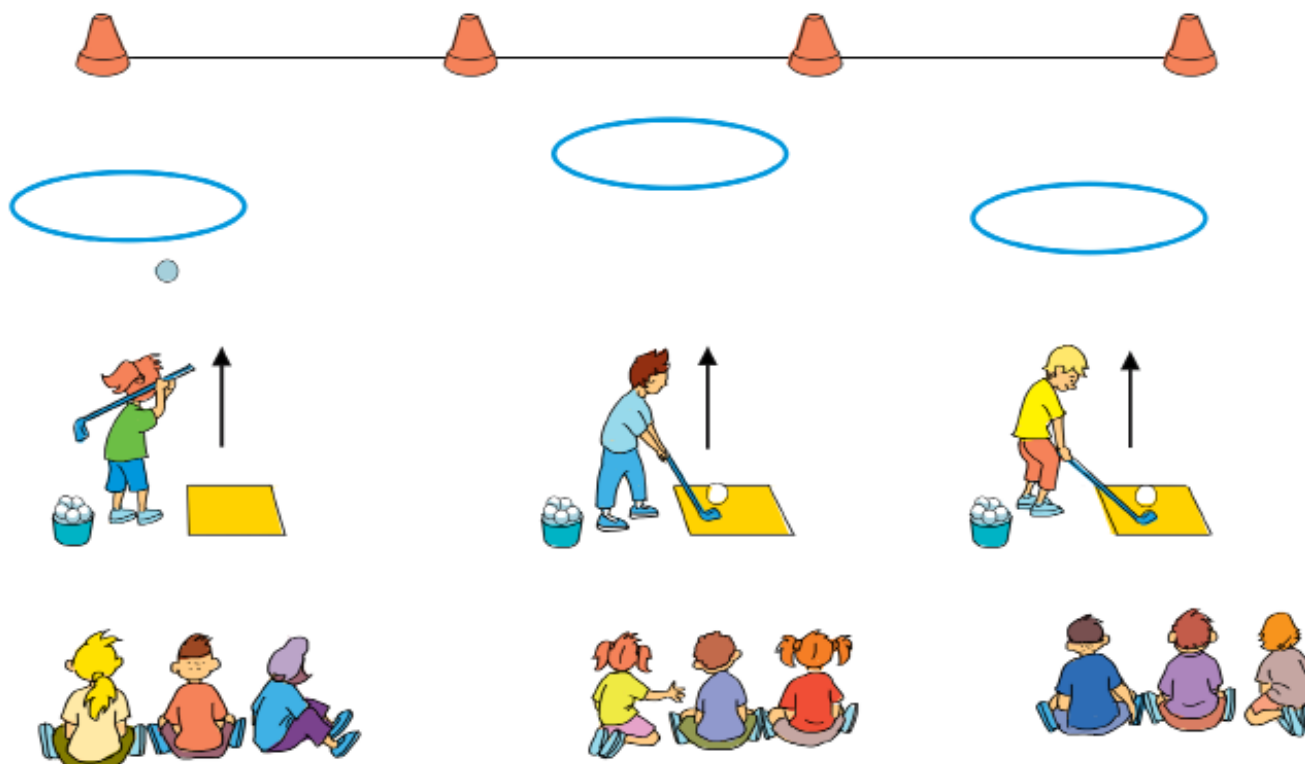
- Place hitting mats on the ground.
- Place hula hoop in front of each mat.
- Create finish line 10-15m from the mat.

### Purpose

- Putting distance and accuracy
- Increased pressure

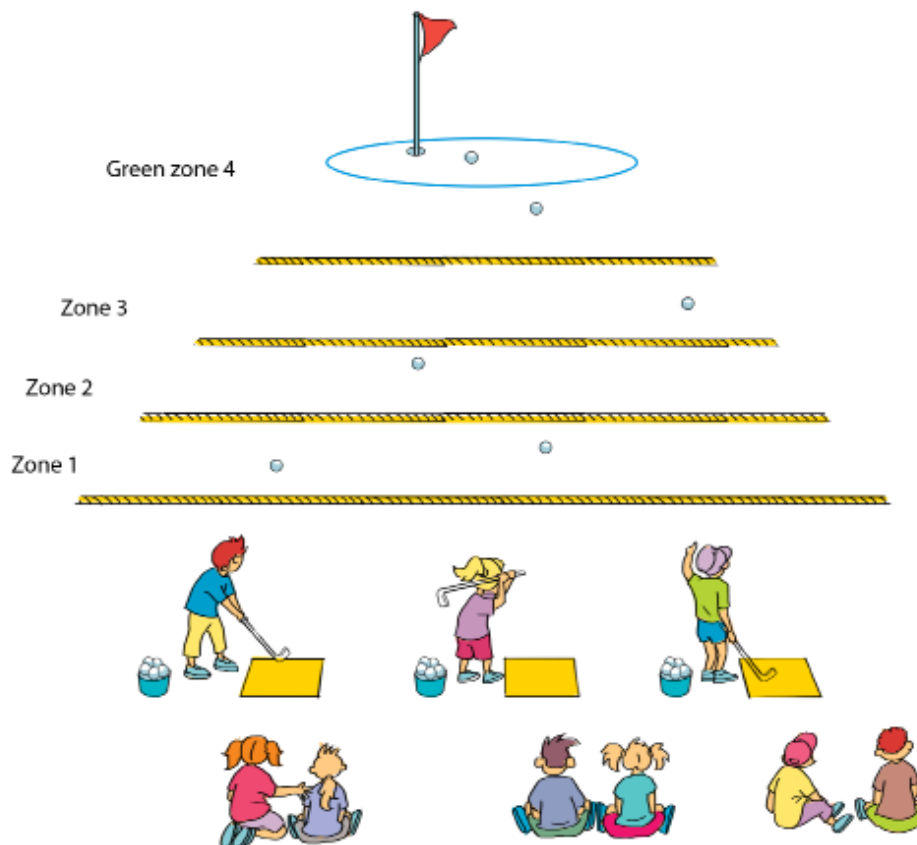
### Focus Question

Did you consciously measure and adjust your back swing when the hoop was moved further away? If so how?



### Outline

- Students work in pairs or groups of three.
- Students work in their teams to become the first group to land a ball in each zone.
- This can be done in order (1,2,3,4) or the coach can nominate which zone is the target



### Equipment

- **Flags**
- **Tennis balls and golf balls**
- **Hitting mats**
- **Markers**
- **Sticks and ropes** to create obstacles (optional)

### Set Up

- Use a rope or markers to create 3 zones and a green.
- Set up hitting mats for the tee off area.
- Set up a safety zone behind the hitting area.

### Purpose

- Aim and alignment
- Distance control

### Focus Question

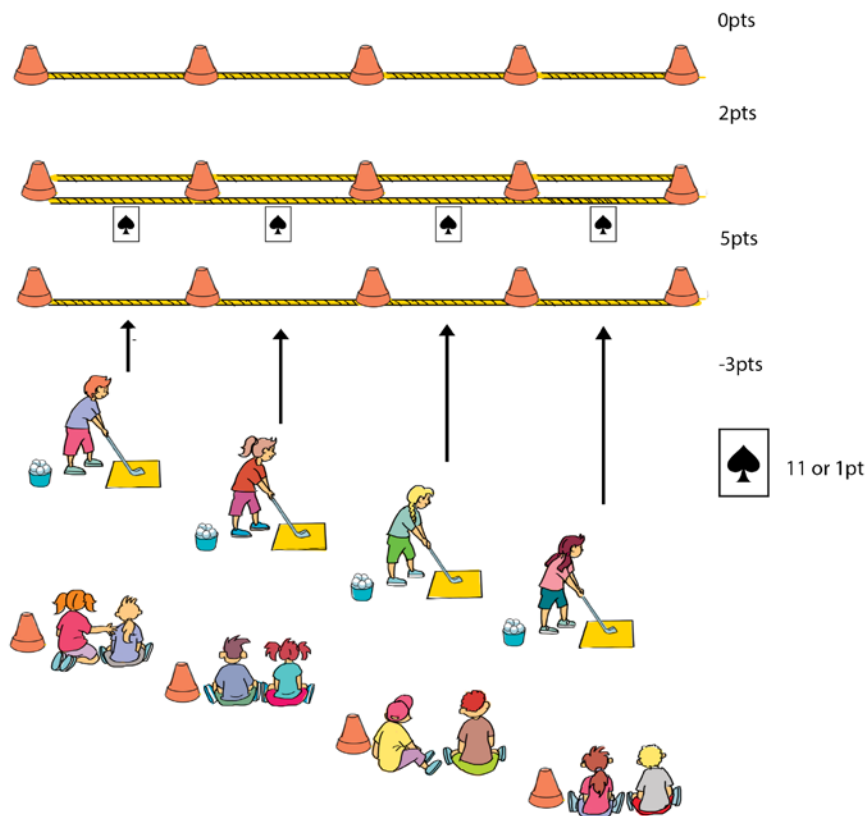
How can you adjust the angle you hit the ball?  
How does this affect the shot distance?

Level / Difficulty	Equipment	Distance to Target	Width Between Zones
<b>Beginner</b>	Tennis balls	45 metres	15 metres
<b>Intermediate</b>	PVC golf ball	50 metres	10 metres
<b>Advanced</b>	PVC golf ball	55 metres	5 metres



### Outline

- Students work in pairs
- Students take it in turns to putt to the scoring zone. The aim of the game is to score as close to or exactly 21 without going over "bust".
- The ACE can be a card, A4 or A3 piece of paper to make a range of difficulty.
- The ACE is worth 11 or 1.



### Equipment

- Tennis balls
- PVC golf balls
- Hitting mats
- Markers
- Paper/cards

### Set Up

- Set up hitting stations at different distances from target (this can be either side of the grid).
- Create three scoring zones.
- Place an ACE card, A4 or A3 piece of paper on the middle.

### Purpose

- Aim and alignment
- Risk vs reward

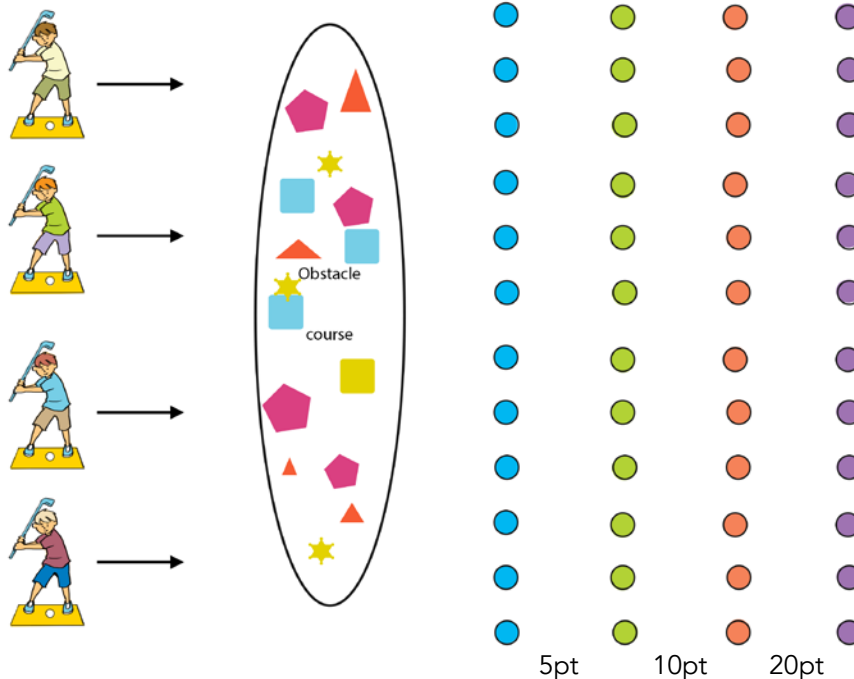
### Focus Question

Did you use any particular strategy to control the length of your back swing and follow through? (E.g. think of the hands of a clock?) If so, how did you adjust this to change the distance the ball travelled?

Level / Difficulty	Equipment	Distance to Target	Width Between Zones
<b>Beginner</b>	Tennis balls	5 metres	5 metres
<b>Intermediate</b>	PVC golf ball	7 metres	2 metres
<b>Advanced</b>	PVC golf ball	10 metres	1 metre

### Outline

- Students work in pairs or groups of three.
- First student must hit the ball over the hazard and land in the scoring zone.
- The next students must play and get a higher score.
- The student who gets the highest score gets one point.
- Players take turns hitting first.



### Equipment

- PVC golf balls
- Hitting mats
- Rope
- Markers

### Set Up

- Create hitting stations.
- In front of the hitting stations place a large hazard.
- Beyond the hazard create 3 or 4 lines to act as scoring zones.

### Purpose

- Aim and alignment
- Distance control

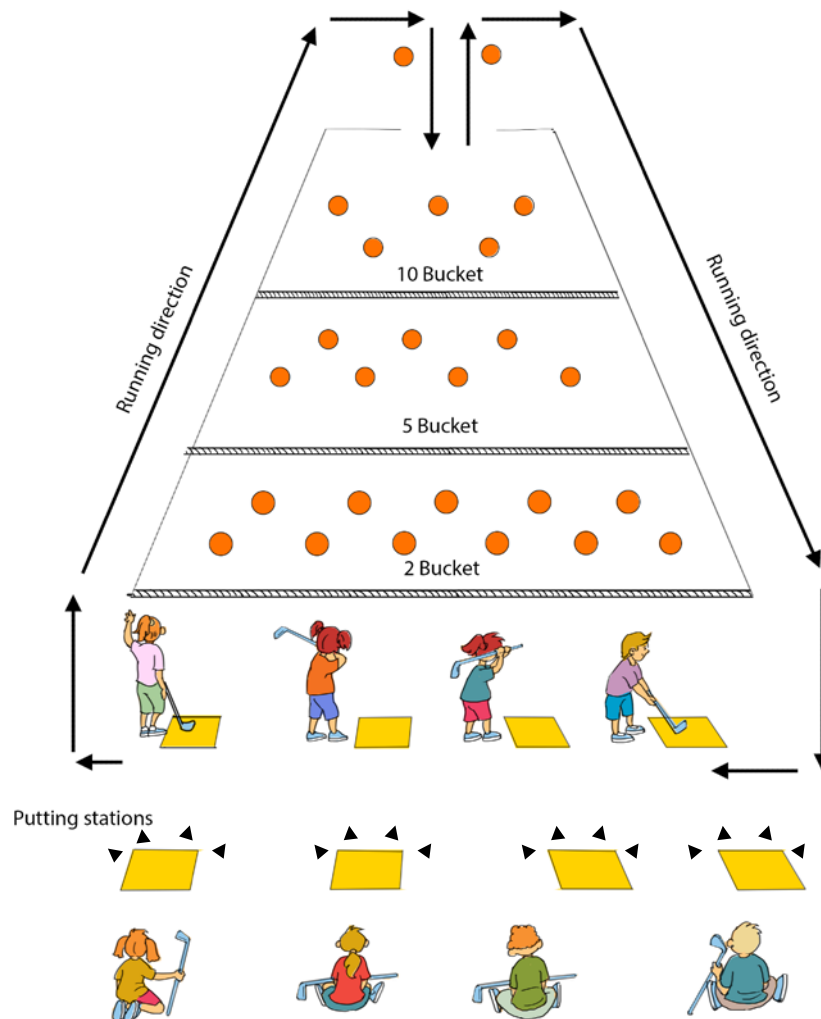
### Focus Question

How did you control the elevation of the ball?

Level / Difficulty	Equipment	Distance to Target	Width Between Zones
<b>Beginner</b>	Tennis balls	15 metres	15 metres
<b>Intermediate</b>	PVC golf ball	17 metres	10 metres
<b>Advanced</b>	PVC golf ball	20 metres	5 metres

### Outline

- Students work in pairs.
- 1st Student must chip the ball into the pyramid zones.
- Where the ball lands determines the bucket of balls they run out to collect after their shot.
- They return the bucket to their partner.
- The partner then needs to putt and successfully hit the set number of targets.
- The team that does this first wins.
- If the partner runs out of balls the 1st student chips again for more balls.



### Equipment

- PVC golf balls
- Hitting mats
- Rope
- Markers

### Set Up

- Create a pyramid of three zones in front of the hitting stations.
- Place buckets of balls in each zone.
- Place two cones at the top of the pyramid as a gate that students need to run through.
- Place putting stations a safe distance behind.

### Purpose

- Accuracy vs distance
- Risk vs reward
- Strategy

### Focus Question

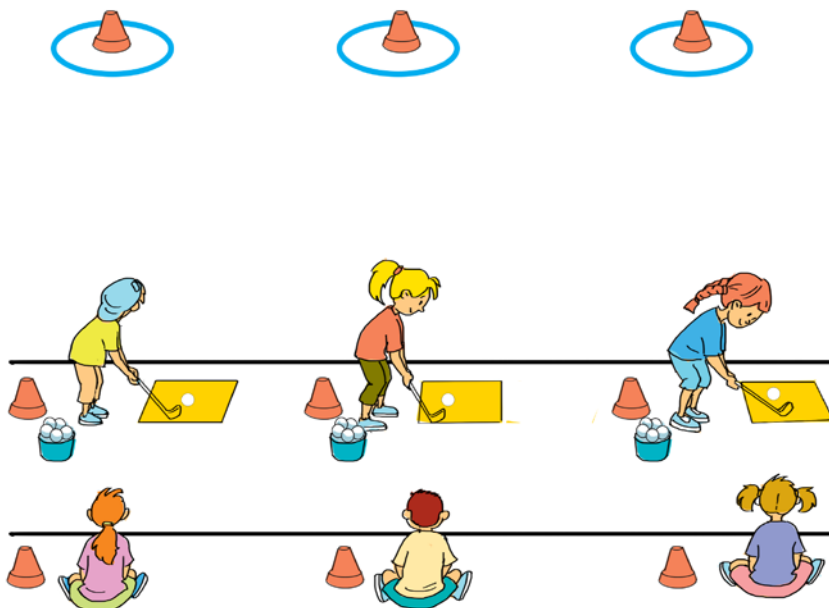
What strategy did you use when hitting into the zones and why?

### Outline

- Students attempt to chip the ball into the circle and hit the marker inside.
- If the students miss on the first shot they go to where their ball lands and attempt to hit the marker from there.

### Partner Engagement:

- Partner to keep score of number of strokes.
- Partner to ask after 2nd attempt: Tell me key points for your set-up?



### Equipment

- Cones
- Tennis balls / PVC balls
- Hooola hoops

### Set Up

- Place hoop and markers approximately 20 metres from hitting mat.
- Create a safe zone for students to sit behind the station.
- All students must hit the marker before next group can hit.

### Purpose

- Impact
- Aim and alignment
- Distance control

### Focus Question

Compare the different swings you used for chipping and putting. What is similar? What is different?

Level / Difficulty	Equipment	Distance to Hole
Beginner	Tennis balls	15 metres
Intermediate	PVC golf ball	20 metres
Advanced	PVC golf ball	25 metres

### Outline

- Students work in pairs.
- Play the hole set up by coach, teacher or students as per a game of golf.
- Create obstacles for students to hit over or around.

### Partner Engagement:

- Partners to keep each other's score.



### Equipment

- **Putting target/hole**
- **Witches hats or cones** to create tee off station
- **Range of sports equipment** to create obstacles

### Set Up

- Set up 3 to 5 'holes' in the middle of the oval or flat accessible space.
- Include a range of challenges at each hole.

### Purpose

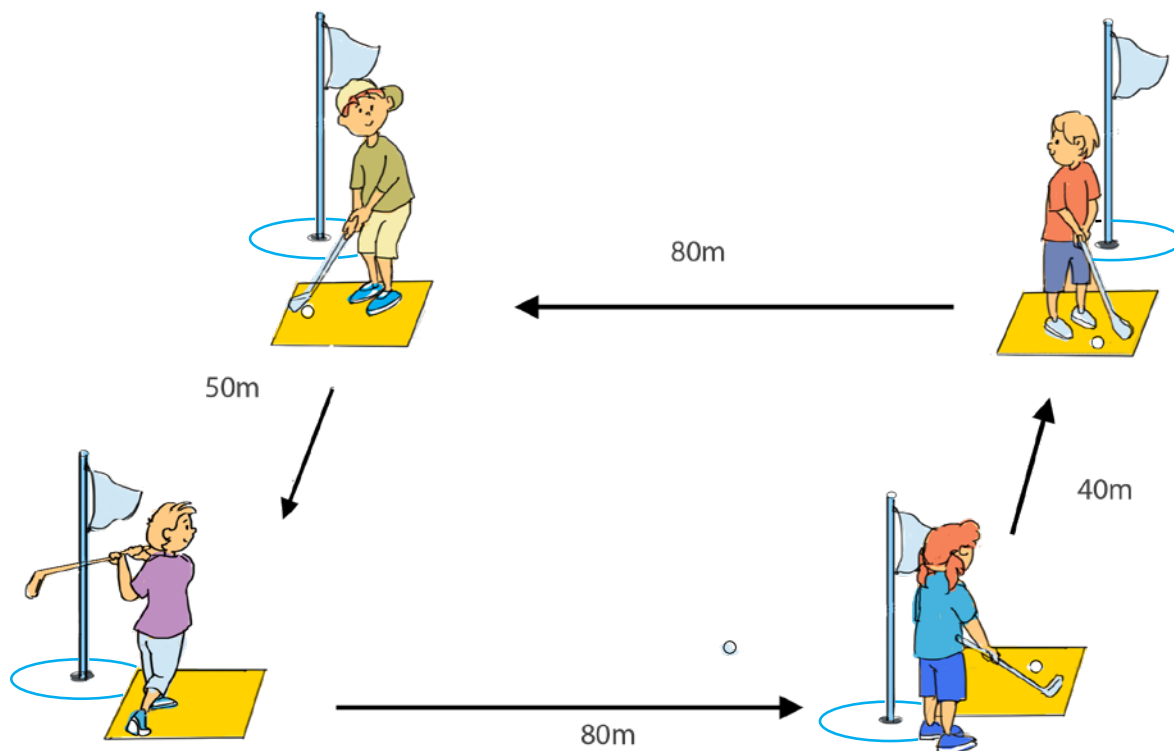
- Aim and alignment
- Distance control
- Understanding break
- Game play

### Focus Question

Did you have to make any adjustments to your body movement after the first hole(s) you played? If so, how and why?

### Outline

- Students work in pairs or groups of three.
- Students must complete each hole by hitting the flag or getting the ball in the hoop as quickly and in as few shots as possible.
- Students time how long it takes to play the hole and add their total strokes and time to create score i.e. 8.45 secs + 4 strokes = Score 12.45. Students can add their scores for each hole together to determine their total score for the course.
- Players can alternate between hitting and time keeping.



### Equipment

- **Flags**
- **Tennis balls**
- **PVC golf balls**
- **Hitting mats**
- **Sticks and ropes** to create obstacles (optional)

### Set Up

- Create a course of 4-5 holes a range of distances apart.
- Use a flag and hoop to create hole/target.
- Set up a hitting mat for the tee off area.

### Purpose

- Aim and alignment
- Distance control
- Game play under pressure

### Focus Question

Did the pressure of the time challenge impact your success? If so, how? Discuss the importance of maintaining correct aim and alignment under pressure.

# Fitness Exercises

SECTION

09

# FITNESS EXERCISES

B

BEGINNER

I

INTERMEDIATE

A

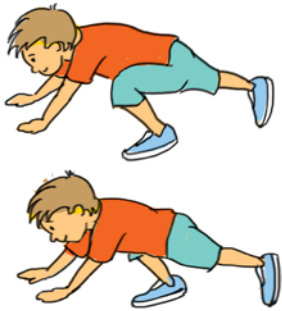
ADVANCED

## KNEE LIFTS

B x10

I x20

A x30

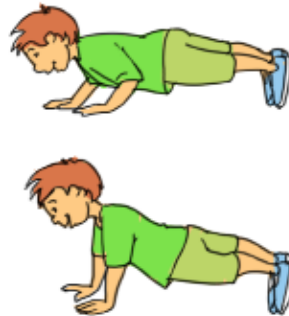


## PUSH UPS

B x10

I x15

A x20



## LUNGES

B x12

I x20

A x30



## LAYING LEG LIFTS

B x8

I x12

A x20

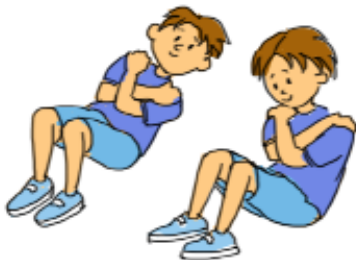


## SIT UPS

B x8

I x15

A x20



## SQUATS

B x10

I x15

A x20



## THE BRIDGE

B 30 sec

I 45 sec

A 1 min

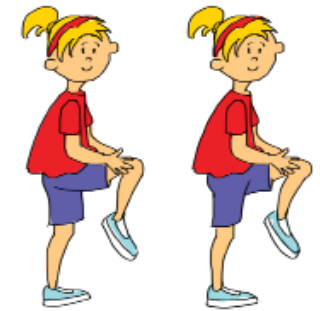


## KNEE TAPS

B x20

I x30

A x40

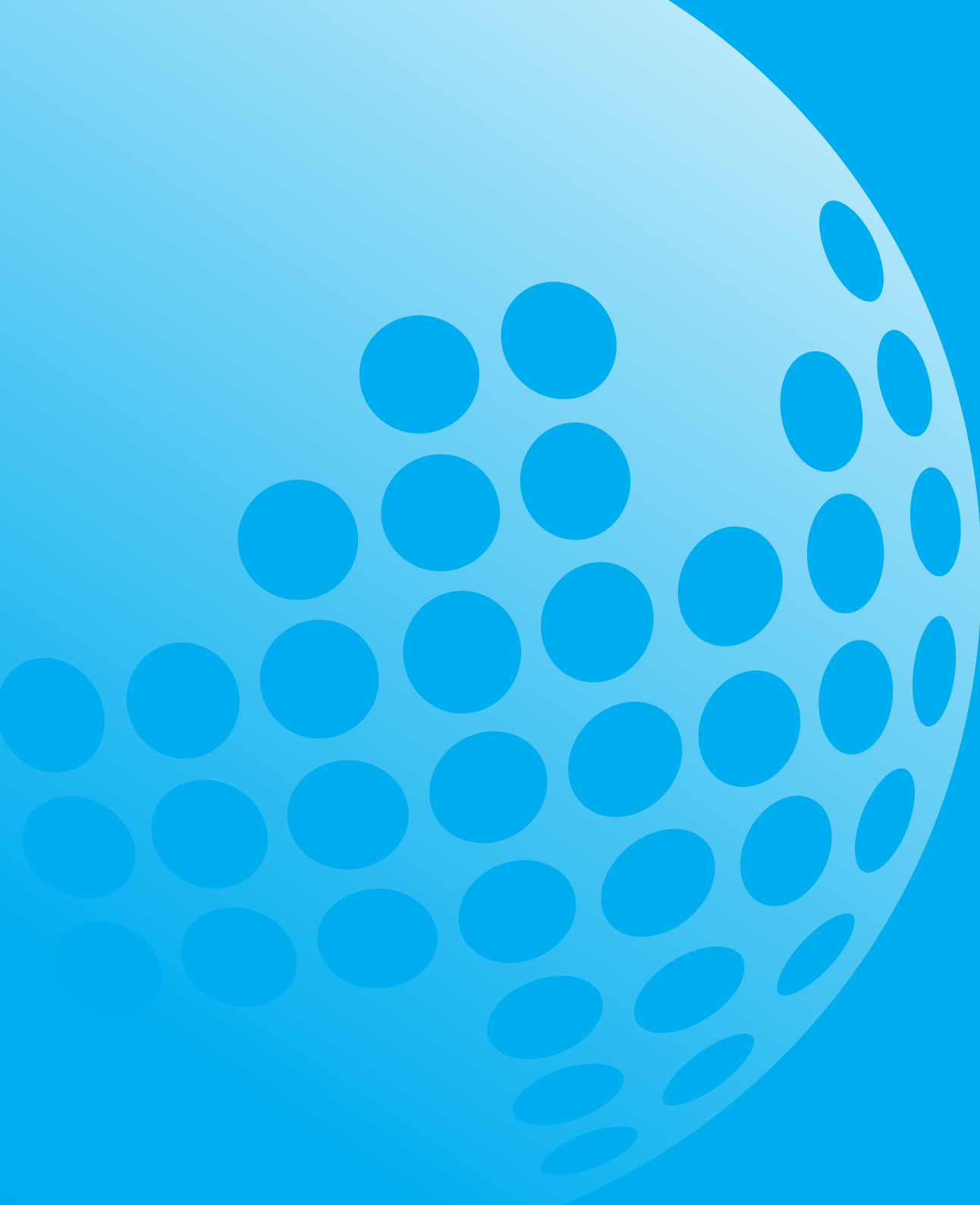




# Warm Up Exercises

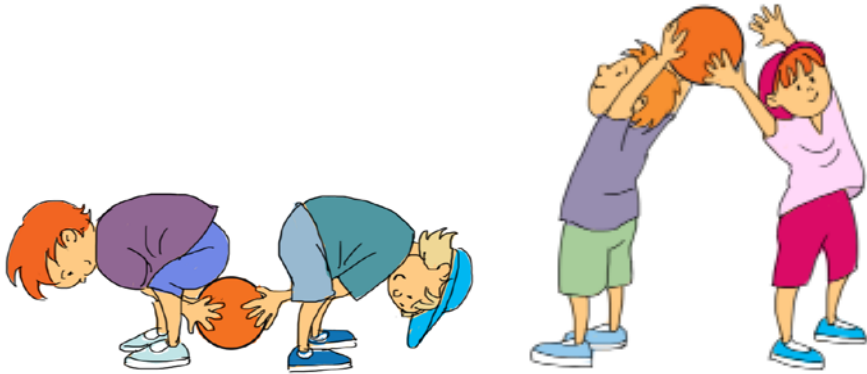
SECTION

# 10



# WARM UP EXERCISES

## TWIST AND BEND



## TRUNK ROTATION



## PEC PRESSURE

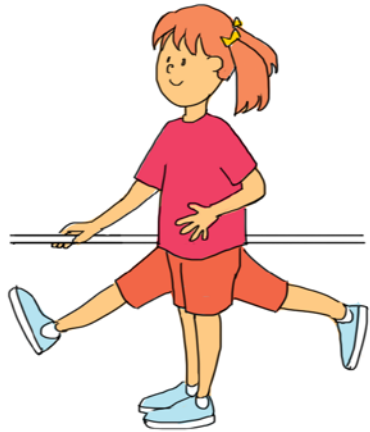


## WALKING HIGH KICKS

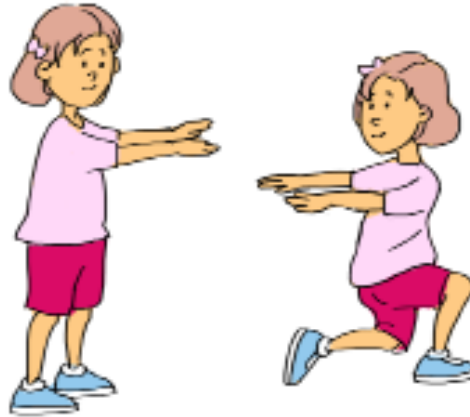


# WARM UP EXERCISES

LEG SWINGS



LUNGE AND TWIST



CROSS LEG SWINGS



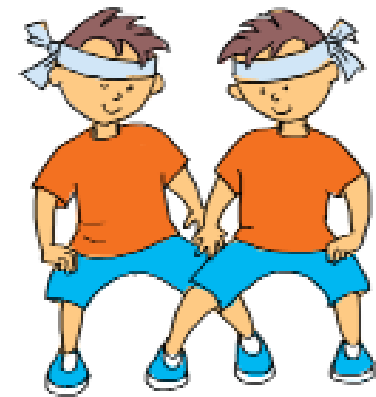
CLOCK SWINGS



MARCH AND REACH



SUMO WALK





# Setting Up Your Own Golf Course

SECTION

# 11

# SETTING UP A SCHOOL GOLF COURSE

To give students the opportunity to play a round of golf, a short golf course can be set up on an oval, gymnasium or school hall.

## Teeing Area

Can be defined using a pair of witches hats, small buckets, cricket stumps or stakes.

## Greens/Holes

A hole can be constructed using a hula hoop or skipping rope. A stake with a flag or a witches hat can be placed in the middle to represent a flag stick. If the student's ball finishes in the hoop or rope it is counted as in the hole.

## Hazards/Obstructions

As students' skill levels develop you can introduce hazards or obstacles. Items such as bins, chairs, trees, buildings, sports equipment etc. can be utilised to increase the difficulty of getting to the hole.

## Playing Indoors

When setting up a course indoors ensure students hit off hitting mats and soft modified equipment is used. Birdie balls, which are available from the online store are great option.

## Things to Consider

**Below are some points to consider when designing a school oval/gymnasium golf course.**

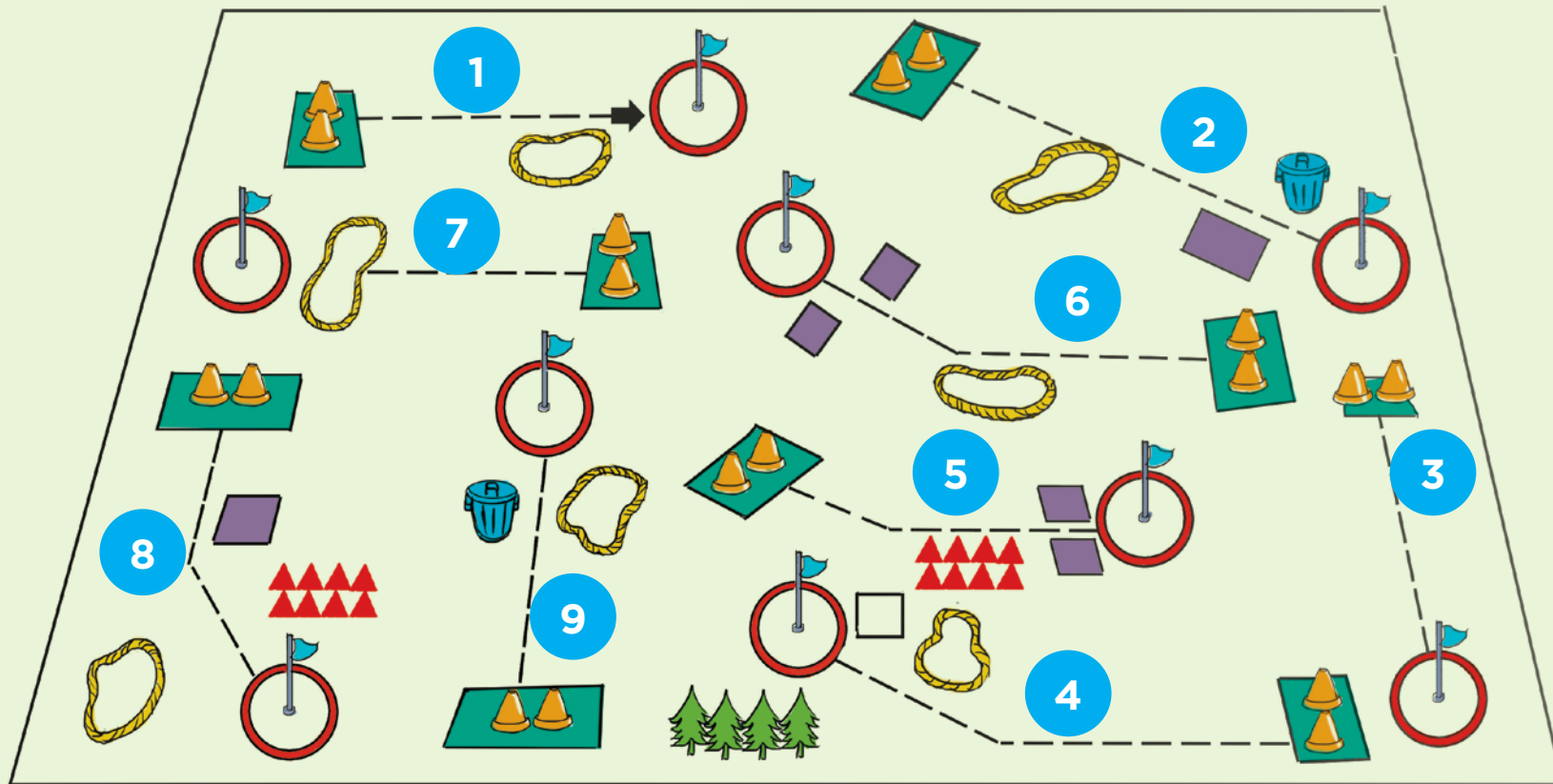
- Make sure holes follow each other in numerical sequence i.e. 1, 2, 3 etc. The tee marker for the next hole in the sequence should be located close to the green for the previous hole.
- Depending on area, create 9 holes ranging from a distance from 50-100 metres.
- Do not place holes close to roads, buildings or other hazardous objects.
- Holes running parallel to each other should not be too close together.
- In most circumstances, one group of students should be playing the hole at any given time.
- Establish a safe swing area where students should stand when awaiting their turn.
- Each player can have their own ball, but only one club per group is recommended unless there are left handers in the group.







## Focus Question

When playing your shots, when was it best to hit the ball in the air?

# SETTING UP A SCHOOL GOLF COURSE

## SAMPLE SCHOOL GOLF COURSE



-  **Bunker (mat)**
-  **Water hazard (rope)**
-  **Obstruction (bin)**
-  **General hazard (cones)**
-  **Tee-off area (witches hats)**
-  **Green with flagstick (hula hoop)**



# Additional Games and Wet Weather Contingencies

SECTION

# 12

# ADDITIONAL GAMES & WET WEATHER CONTINGENCIES

Team Name:

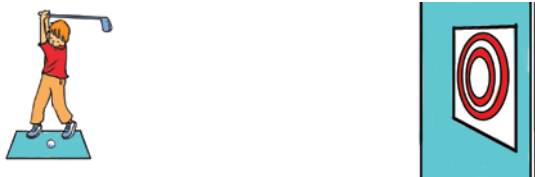
Total Score:

The Golf Australia Secondary School program can be delivered in a variety of school facilities, including school oval, basketball courts, gymnasium/hall or even the classroom. The following activities can be setup as long as sufficient space and safety protocols are adhered to.

## STATION 1

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

Score



## STATION 2

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

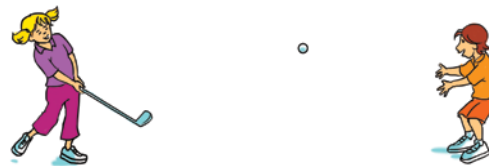
Score



## STATION 3

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

Score



## STATION 4

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

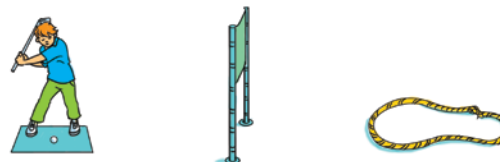
Score



## STATION 5

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

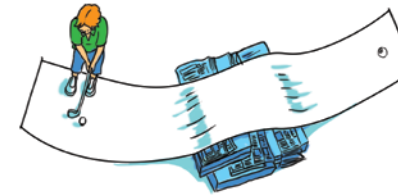
Score



## STATION 6

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

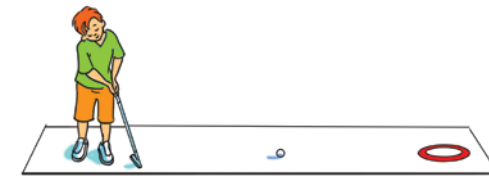
Score



## STATION 7

Straight putt onto disc shoe on side. **5 points** for every correct putt.

Score



## STATION 8

Pitching to basketball backboard. **10 points** for backboard. **25 points** for inside black square, **50 points** for net.

Score







# Student Leadership Opportunities

SECTION

# 13

# STUDENT LEADERSHIP OPPORTUNITIES

Throughout the Secondary Schools Program, teachers/deliverers can give students the opportunity to take on a variety of leadership roles and use the program to help develop important life skills.

## Life Skills

- Focus
- Patience
- Determination
- Honesty
- Sportsmanship

## Some Examples of Leadership Roles Include:

### Team Captains

- Select and coordinate teams for activities.
- Assist and encourage team members.
- Promote and monitor safety procedures.
- Set rules and assist enforcing them during sessions.

### Equipment Managers

- Retrieve and return equipment from storage.
- Set up and pack up session area.
- Clean equipment and inspect for damage.

### Fitness Leaders

- Lead students through warm up games, activities and stretching exercises.

### Scorers

- Assist with the scoring within games, activities and competitions.
- Create scoring zones and inform group what points are on offer.

### Course Designers

- When delivering “design your own course” activity, students can design the course layout used for the competition.
- Provide a map of the course layout.





# Peer Evaluation

SECTION

# 14

# PEER EVALUATION

## Peer Evaluation Facilitates Active Learning and Reinforcement.

Peer Evaluation provides beneficial information to the student, partner and the teacher.

Each student evaluates their partner's full swing, with an initial evaluation performed after session 1, and a final evaluation performed after session 4.

The Evaluation is on a 3-2-1 scale, so not only can the student see how they have improved over the 4-week period, the teacher can also ensure the partner understands various concepts by how they are evaluating their partner.

Teachers may need to demonstrate the differences between each of the 3-2-1 scales.

The Evaluation Form can be found on the following page.

## Example Peer Evaluation Form

Students evaluate their partner based on the swing components below. The evaluation is based on the full swing.

**Student Name:** James

**Evaluated By:** Sally

**Date:** 4 / 5 / 18

Component	3 points	2 points	1 points	Score
<b>Grip</b>	Hands are together	Hands are close together (2-5cm apart)	Hands are far apart (greater than 5cm)	2
<b>Aim</b>	Clubface points to the target	Clubface is aiming within 5 metres of the intended target	Clubface is aiming more than 5 metres from the intended target.	3
<b>Stance</b>	Ball is inside the feet	In line with either foot	Outside the line of either foot	1
<b>Swing Movement</b>	Start swing with club behind ball and have an even backswing and follow through	Start with clubhead behind the ball but have an uneven backswing and follow through	Clubhead doesn't start behind ball and has an uneven backswing and follow through	2
<b>Swing Impact</b>	Club brushes the ground	Doesn't brush the ground but still hits the ball	Misses ground and ball	3
<b>Swing Balance</b>	Feet remain balanced throughout the swing and finishes with back foot up on its toe	One foot finishes in a different position	Both feet finish in a different position	2
			<b>Total</b>	<b>13/18</b>

**Student Name:**

**Evaluated By:**

**Date:** / /

Component	3 points	2 points	1 points	Score
<b>Grip</b>	Hands are together	Hands are close together (2-5cm apart)	Hands are far apart (greater than 5cm)	
<b>Aim</b>	Clubface points to the target	Clubface is aiming within 5 metres of the intended target	Clubface is aiming more than 5 metres from the intended target.	
<b>Stance</b>	Ball is inside the feet	In line with either foot	Outside the line of either foot	
<b>Swing Movement</b>	Start swing with club behind ball and have an even backswing and follow through	Start with clubhead behind the ball but have an uneven backswing and follow through	Clubhead doesn't start behind ball and has an uneven backswing and follow through	
<b>Swing Impact</b>	Club brushes the ground	Doesn't brush the ground but still hits the ball	Misses ground and ball	
<b>Swing Balance</b>	Feet remain balanced throughout the swing and finishes with back foot up on its toe	One foot finishes in a different position	Both feet finish in a different position	
			<b>Total</b>	<b>/18</b>



# Online Teacher Training Module

SECTION

# 15

# ONLINE TEACHER TRAINING MODULE

**Golf Australia and the PGA of Australia have developed a new, entirely online teacher training module that will provide teachers with the most current information to teach golf in the school environment.**

The online training is comprised of instructional videos, articles and other online training tools which give a solid understanding of golf as well as provide the information required to make teaching golf skills to students as simple as possible.

For more information and to complete the online training modules please go to [www.communitygolfinstructor.com.au](http://www.communitygolfinstructor.com.au)





# MyGolf School Ambassador Program

SECTION

# 16



# MYGOLF SCHOOL AMBASSADOR PROGRAM

The MyGolf School Ambassador Program aims to resource, recognise and reward teachers for their commitment to promoting and delivering MyGolf School programs within their local school community.

By becoming a MyGolf School Ambassador, teachers will have exclusive access to a range of exciting resources and rewards.

## What MyGolf School Ambassadors Receive

- Exclusive access to online curriculum resources
- Exclusive access to interactive resource App for iPad
- FREE MyGolf School Ambassador Polo Shirt
- Access to professional development opportunities
- Regular e-newsletter updates
- Ticket offers to major golf tournaments

**It's free to join, so sign up now!**  
**Simply visit the MyGolf Schools website**  
[www.mygolf.org.au/schools](http://www.mygolf.org.au/schools)



**SCHOOL  
AMBASSADOR**

# Contacts

SECTION

# 17



# NATIONAL, STATE AND TERRITORY GOLF CONTACTS

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## RESOURCES

**Golf Australia**  
[www.golf.org.au](http://www.golf.org.au)  
**PGA of Australia**  
[www.pga.org.au](http://www.pga.org.au)  
**Sporting Schools**  
[www.sportingschools.gov.au](http://www.sportingschools.gov.au)  
**Australian Sports Commission**  
[www.usport.gov.au](http://www.usport.gov.au)  
**School Sport Australia**  
[www.schoolsport.edu.au](http://www.schoolsport.edu.au)

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