

GRADE
5-6

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JASON DAY
WORLD NO. 1 GOLFER
2015 US PGA WINNER
MYGOLF AMBASSADOR



SCHOOLS RESOURCE MANUAL

MYGOLF.ORG.AU



WELCOME

TO THE NEW AND REFRESHED MYGOLF SCHOOLS PROGRAM.

The MyGolf Schools Program plays an important role in aiding participation in golf by children and Golf Australia together with the PGA of Australia are excited to be investing in this single national junior golf brand.

In July 2014, the MyGolf Club Program was refreshed and relaunched, and our updated MyGolf Schools Program has now followed. Over 130,000 children each year participate in golf in Australian schools, and with your help we will be looking to increase that number over the coming years.

The updated MyGolf Schools Program has been a key focus following the launch of the MyGolf Club Program, completing the refresh of the MyGolf pathway. A wide variety of stakeholders were engaged covering golf, education and coaching areas to ensure that the updated program would meet the needs of the teachers, students and coaches across Australia.

Critically, the updated MyGolf Schools Program curriculum aligns to all key ACARA outcomes at each level of the program. Your school is now part of Australian golf's number one development priority, and we look forward to working with you to help drive participation and secure golf's position as one of Australia's favourite leisure activities.

We look forward to working with you and your school to help give thousands of children across Australia a positive induction to the sport of Golf.



Stephen Pitt
CEO - Golf Australia



Gavin Kirkman
CEO - PGA of Australia



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SECTION 1

WHAT IS MYGOLF?



SECTION 1: WHAT IS MYGOLF?

MyGolf is Australia's national junior introductory program to develop and promote participation in Golf.

MYGOLF VISION

To become the nationally recognised junior golf program that is the major driver of junior golf participation in Australia.

MYGOLF GOAL

Increase participation and engagement in golf by children.

AMBITION

To provide a fun, accessible and satisfying introduction to the sport of golf, by;

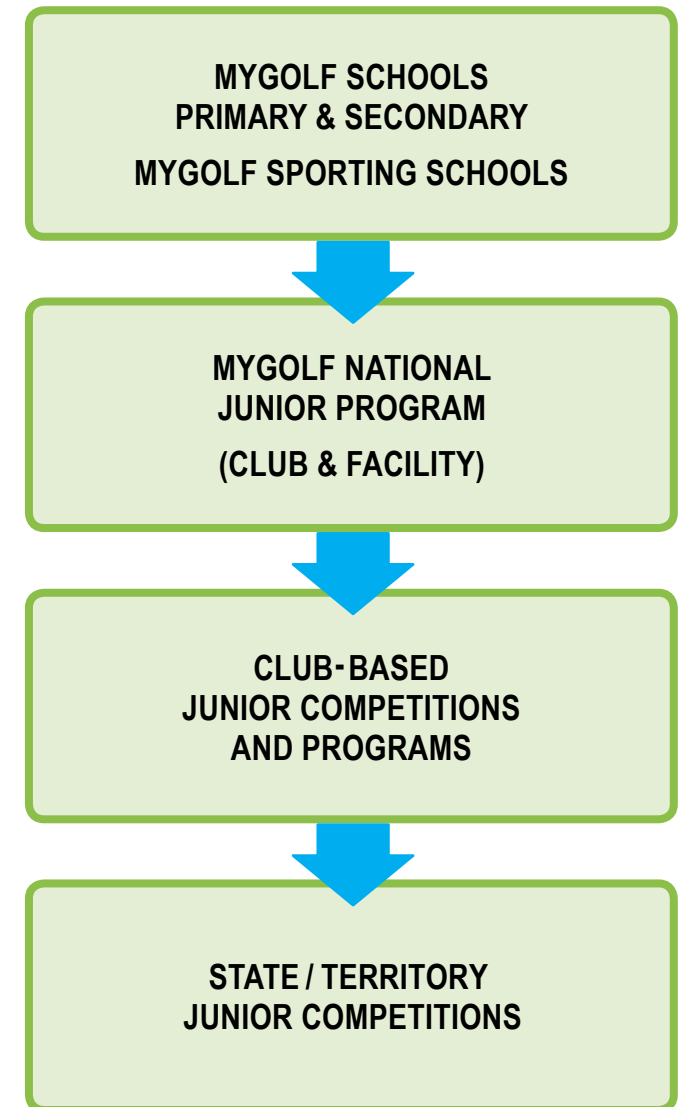
- Promoting skills development in an accredited coaching environment; and
- Promoting the social and fun aspects of the sport to the wider community.

PATHWAY

MyGolf is just the beginning for junior golfers with many options available to them upon completion of the school program. The following diagram shows the pathway available for junior golfers in Australia.

A link to your local golf club or facility is critical to ensure your students have a clear pathway to continue their journey from the schoolyard to the golf course.

Your State/Territory MyGolf contact will be able to assist you in creating this link and will also provide you with the most relevant contact at your local club or facility. We would encourage you to invite this contact to one of your MyGolf Schools program sessions to provide information to the students about the pathways available if they wish to continue golf.





SECTION 2

MYGOLF SCHOOLS PROGRAM INFORMATION



SECTION 2: MYGOLF SCHOOLS PROGRAM INFORMATION

INTRODUCTION TO THE PROGRAM

The MyGolf Schools Program has been developed as a resource to assist teachers in the delivery of a 5 session golf program for students in years 3-4, 5-6, 7-8 and 9-10.

The objective of the program is to introduce golf to school children in a simple engaging program that teachers can easily deliver as part of their core curriculum requirements, even if they haven't had experience playing golf.

Each session will cover off on 2 of the 3 main skills in golf; Putting, Chipping and Full Swing.

The final session gives children the chance to compete in a modified 'golf game', where students get the chance to construct their own golf course within the school environment.

While there are recommended activities and games to deliver each session, there are also additional activities or suggested amendments that teachers can utilise should they need to adjust the skill level required for each games.

PHILOSOPHY

The MyGolf Schools Program has been designed to align itself with the current ACARA national curriculum and general educational philosophies to engage and retain students in sporting programs, while still providing a simple structure for teachers/deliverers to understand and implement. There are a number of focus areas of the program that are key to it being successful.

Fun

Above all, it's imperative that any activity is fun and engaging for students to keep them involved and excited about the MyGolf Schools program.

Games

Using fun games that still include the basic skills and elements of the game of golf is the best method to ensure students of all abilities are involved and learning through actively participating. The MyGolf Schools program encourages learning through fun, team based, inclusive games and activities which allow for skill repetition and progression.

Simplicity

The essence of the program is for students to enjoy golf and develop the basic motor skills to play the game along the way. It's important to ensure all games and the explanation and instruction is kept as simple and easy for students to understand throughout.

Repetition

Like in anything, the one way to learn a new skill is to continually practise it. The design of the MyGolf Schools program ensures students are able to perform a skill repeatedly throughout different or similar games. Teachers/Deliverers need to ensure that students are actively involved in all games as much as possible.

Main features of the program

- Manageable for delivery in multiple schools spaces (indoor and outdoor).
- A safe and fulfilling introduction to golf.
- ACARA curriculum requirements are aligned to each session.
- Integration of Sport Australia's Physical Literacy Framework.
- Learning intentions and focus questions aligned to each session.
- Provides flexible and adaptable program for students of all abilities and age groups.

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SECTION 3

EQUIPMENT AND SAFETY



SECTION 3: EQUIPMENT

It is recommended that schools purchase a MyGolf School Kit from the MyGolf Shop – www.mygolf.org.au

A Kit is designed so that a group of twenty players can participate with one club between two players and will have 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
- 10 x Putting Targets
- 1 x Kit Bag

ALTERNATE EQUIPMENT

Other existing equipment that can be utilised to run the MyGolf Schools Program could include:

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



SECTION 3: 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. MyGolf Schools Program deliverers have a legal responsibility to ensure a safe learning environment is provided.



30+

Sun Safety

You should always wear a hat and apply sunscreen when participating in golf activities. If you have fair skin consider wearing long sleeve clothing to ensure an extra level of protection against the sun.

ESSENTIAL SAFETY RULES FOR MYGOLF SCHOOL PROGRAM DELIVERERS

1 Check the playing area

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

2 Set-up

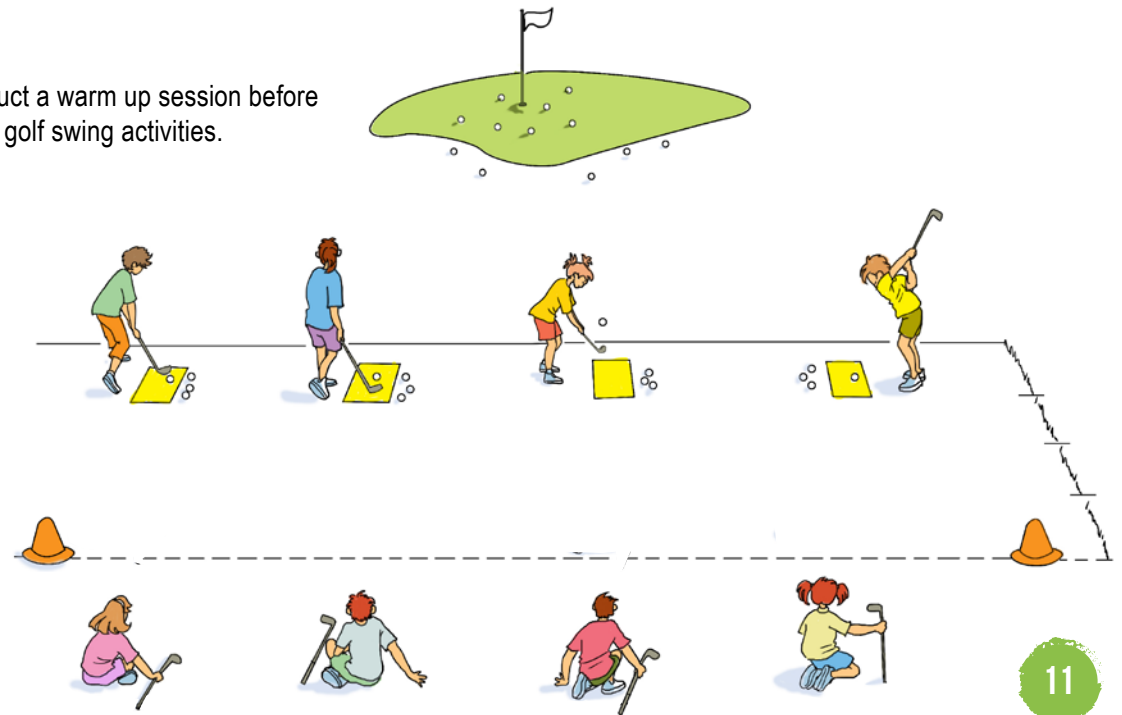
- Ensure the hitting mats are in a single line formation with a designated safety zone behind the hitter.
- Ensure that there is a safe distance between the hitting mats.

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.
- 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 4 full club lengths or in front of the person hitting the ball.
- Ensure clubs are held by the head (club face) when you are giving instructions.



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SECTION 4

SKILL DEVELOPMENT



SECTION 4: 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.

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

Full Swing

A full swing (drive) 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).

Pitching

Pitching is a skill which generally involves making the ball fly a greater distance before landing and rolling a short distance. A pitch shot has exactly the same movement as a full swing, except the backswing and follow through are shorter to make a semi-circle.

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 is a very small and controlled backswing and follow through.

SECTION 4: TEACHING GOLF INSTRUCTIONAL POINTS

As previously noted, there is only one swing in golf which can be shortened or lengthened or use different clubs to make the ball go different distances. The golf swing is made up of static and dynamic components.

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 some younger students feel like separating their hands slightly to get greater control of the club – the important factor is that they are comfortable.

Aiming & Alignment

Aim and alignment refers to aiming the club and aligning the body to give the best chance of hitting the ball at their 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 their 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.

GOLF SEQUENCE (GASS)

Once students have their grip, aiming and alignment, it's time to take stance and take a swing.

One simple acronym to remember the process of having a golf shot is GASS; Grip, Aim, Stance and Swing.

1 GRIP – Grip the Club

2 AIM – Aim the Club

3 STAND – Position the Feet

4 SWING – Take a Swing

SECTION 4: LIFE SKILLS

Golf is a sport that provides participants with an opportunity to develop a number of core values and life skills that are vital to the participation of Golf and within everyday life.

There are a number of key life skills learnt through the participation of the program and that are embedded within the sport:

Self-Reliance

Self-trust, relying on your own judgments, powers or abilities to get things done.

Patience

Waiting without complaining for something you want and understanding that things take time.

Focus

Concentrating on one task at a time and not getting distracted.

Determination

Tackling a task or goal with purpose, drive and effort without quitting.

Honesty

Being truthful in words and actions. Being able to self-officiate when out on the golf course and record a truthful score.

Confidence

Satisfaction with oneself and having faith in your ability to complete tasks.

Acceptance

Respect for differences between each other and the way people do things. Understanding it's OK to do things a different way.

Courtesy

Showing care, concern and consideration for other without expecting anything in return.



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SECTION 5

SPORT AUSTRALIA PHYSICAL LITERACY FRAMEWORK



SECTION 5: SPORT AUSTRALIA PHYSICAL LITERACY FRAMEWORK

SPORTAUS



WHAT ARE THEY AND WHY USE THEM?

To ensure all Australians have the tools required to be physically active for life, the Sport Australia Physical Literacy Framework will for the first time help to identify and develop the necessary skills that support lifelong movement and physical activity.

Physical literacy is about building the skills, knowledge and behaviours to help everyone lead active lives. It is the holistic learning that occurs through movement and physical activity integrating physical, psychological, social and cognitive capabilities.

The nature of movement an individual engages in, and the context in which it occurs, can both influence whether the resulting development in physical literacy is integrated across all domains. For example, an individual who uses an exercise bike for 30 minutes per day at the exact same settings might maintain a level of physical activity (and fitness), but they are unlikely to be developing integrated skills across all other domains.

Whereas an individual participating in a MyGolf Schools program may have greater opportunity to develop integrated skills across all four domains by simply participating in one of the minor golf games. A minor golf game focusing on the skill of chipping would introduce the movement of striking (physical), it might have them channelling frustration at missing a target into motivation for the next shot (psychological), and all the while doing it collaboratively with another participant (social).

HOW ARE THEY USED IN THE MYGOLF SCHOOLS PROGRAM?

The framework focuses on what is possible, thereby providing a means to encourage movement and physical activity amongst participants regardless of their starting point. We know everyone learns and will progress through the framework and its stages at different rates, this process is not linear. The MyGolf Schools program will support deliverers through this challenge by;

The minor games themselves

We know aimlessly hitting golf balls isn't the answer to the development of a participant's physical literacy, plus its rather uninteresting. The curriculum does have a game sense approach and with this comes the capability for much greater development across all four domains.

Highlighting opportunities through modifications

These suggestions will focus attention towards modifications the deliverer can make to activities that support the development across a whole range of interrelated capabilities.e.g. to focus a little more attention on the participants ability to self-regulate their emotions, lets add a little more pressure.

Deliverers will need to be attentive to these challenges and approach lessons with an open mind and an attitude tuned to change activities to accommodate.

Deliverers will use the manual and its suggestions as a guide for the development of skills required to support progression along the framework. It is the aspiration that all participants would continue to develop the behaviours and abilities learnt in the MyGolf Schools program that contribute to an active and healthy life.

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SECTION 6

SESSION OUTLINES

SECTION 6: LESSON 1 - INTRODUCTION, CHIPPING & FULL SWING

LESSON LEARNING INTENTION

To introduce the elements of safety, grip, stance and swing through the delivery of minor games and activities.

LESSON PLAN

Skill Description	Activity / Game	Time
Warm up	Stretching & Fun Aerobic Game	10 mins
Introduction	Introduction to Golf and Safety Aspects	15 mins
Chipping	Bulls Eye Golf	15 mins
Full Swing	Longest Hit	15 mins
Review	What did you learn today?	5 mins




Equipment

- MyGolf Kit
- Markers
- Tennis Balls
- Hoops
- Large Rope



Time
45-60 mins



Area
Oval / Gym

Curriculum Band Summary

By completing this lesson you will be covering the following content descriptors in ACARA Sub-Strands Level 5-6 through Putting, Chipping, and Full Swing activities.

SUB-STRAND 1: Moving Our Body

- Practise specialised movement skills and apply them in different movement situations.

SUB-STRAND 2: Understanding Movement

- Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences.

SUB-STRAND 3: Learning through movement

- Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges.

Focus Questions

- What are two of the most important things to remember when holding a golf club?
- What shape are we making when we are taking a swing?

SECTION 6: LESSON 2 - CHIPPING & FULL SWING

LESSON LEARNING INTENTION

To introduce the differences between the skills of chipping and full swing and practice within minor games and activities.

LESSON PLAN

Skill Description	Activity / Game	Time
Warm up	Stretching & Fun Aerobic Game	10 mins
Chipping	Over The River	15 mins
Chipping	Chip & Catch	15 mins
Full Swing	Footy Golf	15 mins
Review	What did you learn today?	5 mins



Equipment

- MyGolf Kit
- Markers
- Tennis Balls
- Hoops
- Large Rope



Time
45-60 mins



Area
Oval / Gym

Curriculum Band Summary

By completing this lesson you will be covering the following content descriptors in ACARA Sub-Strands Level 5-6 through Putting, Chipping, and Full Swing activities.

SUB-STRAND 1: Moving Our Body

- Propose and apply movement concepts and strategies.

SUB-STRAND 2: Understanding Movement

- Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences.

SUB-STRAND 3: Learning through movement

- Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities.

Focus Questions

- Where do we position our feet to give us the best chance to hit the ball?
- What things can we do to help us stand comfortably when hitting the ball?

SECTION 6: LESSON 3 - PUTTING & FULL SWING

LESSON LEARNING INTENTION

To introduce the skill of putting and continue to practise the skill of full swing within minor games and activities.

LESSON PLAN

Skill Description	Activity / Game	Time
Warm up	Stretching & Fun Aerobic Game	10 mins
Putting	Lawn Bowls	15 mins
Putting	In the Box	15 mins
Full Swing	Longest Hit	15 mins
Review	What did you learn today?	5 mins



Equipment

- MyGolf Kit
- Markers
- Tennis Balls
- Hoops
- Large Rope



Time
45-60 mins



Area
Oval / Gym

Curriculum Band Summary

By completing this lesson you will be covering the following content descriptors in ACARA Sub-Strands Level 5-6 through Putting and Full Swing activities.

SUB-STRAND 1: Moving Our Body

- Practise specialised movement skills and apply them in different movement situations.

SUB-STRAND 2: Understanding Movement

- Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences.

SUB-STRAND 3: Learning through movement

- Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges.

Focus Questions

- What changes can we make in the swing to make the ball go different distances?
- How do we control what direction the ball goes in when putting?

SECTION 6: LESSON 4 - PUTTING & FULL SWING

LESSON LEARNING INTENTION

To continue to develop and refine the skills of putting and full swing through implementing challenges within minor games and activities.

LESSON PLAN

Skill Description	Activity / Game	Time
Warm up	Stretching & Fun Aerobic Game	10 mins
Putting	<u>In the Box</u>	15 mins
Putting	<u>Capture the Cones</u>	15 mins
Full Swing	<u>Footy Golf</u>	15 mins
Review	What did you learn today?	5 mins



Equipment

- MyGolf Kit
- Markers
- Tennis Balls
- Hoops
- Large Rope



Time

45-60 mins



Area

Oval / Gym

Curriculum Band Summary

By completing this lesson you will be covering the following content descriptors in ACARA Sub-Strands Level 5-6 through Putting and Full Swing activities.

SUB-STRAND 1: Moving Our Body

- Practise specialised movement skills and apply them in different movement situations.

SUB-STRAND 2: Understanding Movement

- Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing.

SUB-STRAND 3: Learning Through Movement

- Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges.

Focus Questions

- Where do we position the golf club to give us the best chance of hitting our target?
- How do we align our body to give us the best chance of hitting our target?

SECTION 6: LESSON 5 - CREATE A COURSE & MATCH PLAY

LESSON LEARNING INTENTION

To allow children to implement the use of all the skills of putting, chipping and full swing within playing a game of golf on a course they have designed.

LESSON PLAN

Skill Description	Activity / Game	Time
Warm up	Stretching & Fun Aerobic Game	10 mins
Course Design	Create Design for the Course	15 mins
Putting / Chipping / Full Swing	Play the Course	30 mins
Review	What did you learn today?	5 mins



Equipment

- MyGolf Kit
- Markers
- Tennis Balls
- Hoops
- Large Rope



Time

45-60 mins



Area

Oval / Gym

Curriculum Band Summary

By completing this lesson you will be covering the following content descriptors in ACARA Sub-Strands Level 5-6 through Putting Chipping and Full Swing activities.

SUB-STRAND 1: Moving Our Body

- Design and perform a variety of movement sequences.

SUB-STRAND 2: Understanding Movement

- Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing.

SUB-STRAND 3: Learning Through Movement

- Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities.

Focus Questions

- Were all of your swings the same size?
- If not, what happened to the ball when you made different sized swings?

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SECTION 7

WARM UP ACTIVITIES



SECTION 7: WARM UP ACTIVITY - FOLLOW THE LEADER

How to play

- Nominate a player to lead.
- The leader demonstrates a skill (kicking, passing, shooting, throwing, etc).
- Starting on the leader's right, each player in turn demonstrates the skill around the circle.
- When it reaches the leader once more, they introduce another skill.

Additions

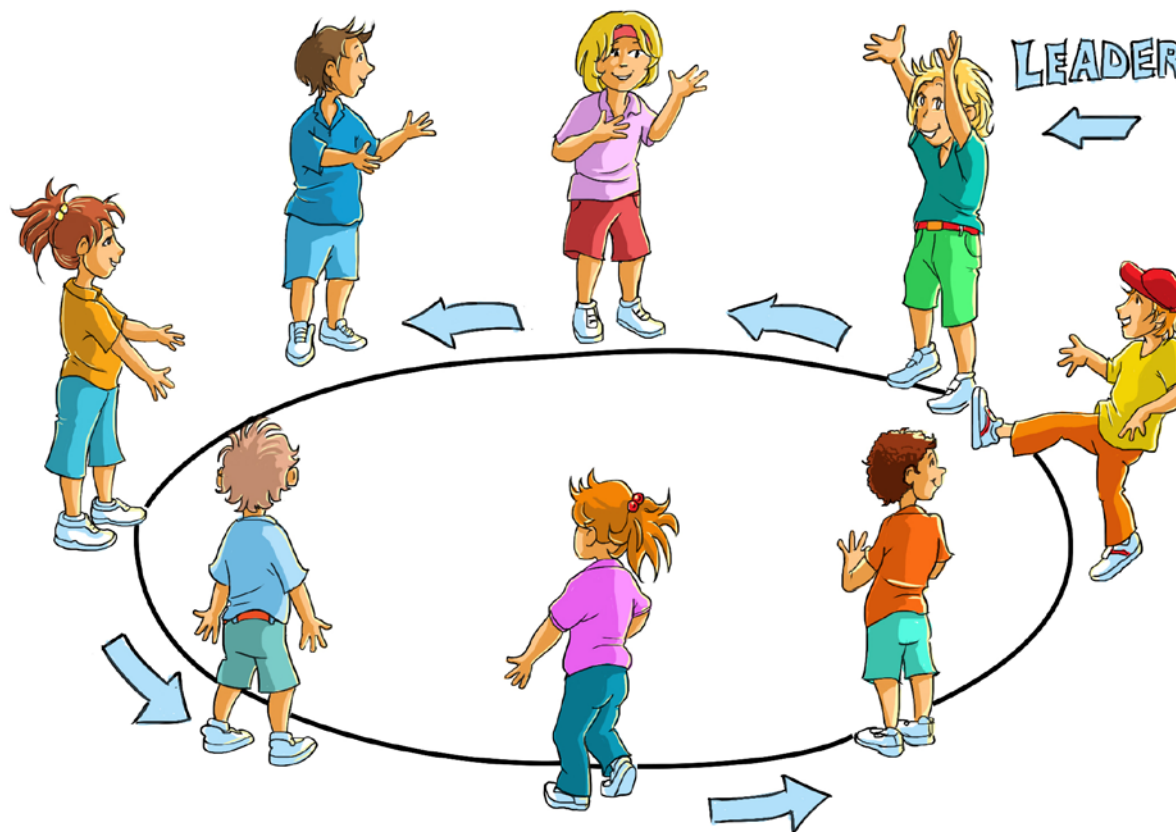
- Next time around, the leader introduces a new skill when the person opposite them in the circle demonstrates the original skill. Each time, introduce a new skill earlier.
- The next player in the circle repeats the movement and adds a movement of their own. The next player adds another movement and so on. Each player needs to remember the previous pattern.

Equipment

- Cones / Witches Hats

Safety

- Make sure there is enough space between players to avoid contact.



SECTION 7: WARM UP ACTIVITY - BACK TO BACK PASS

How to play

- Break participants into pairs
- With one ball per pair, players pass the ball back and forth.
- Ball must change hands completely.
- Allow children to explore different passes and make up new ones.
- Once they have had time to explore, set a time period and give them a target, e.g. number of passes in 20 seconds.
- Highlight successful passes and ask children to show their successful passes to the rest of the group.
- For smaller children, it may be easier to allow them to move their feet around when passing and receiving.

Additions

- Move the players apart from each other and introduce new passes or positions, e.g. rolling along ground, bounce pass.

Safety

- Choose an area away from walls and other obstructions.
- Encourage soft contact when hands come together.

Equipment

- **Cones / Witches Hats** to define playing area.
- **Tennis Balls / Basketballs** (or equivalent)



SECTION 7: WARM UP ACTIVITY - HERE, THERE & EVERYWHERE

How to play

- Coach designates places that children need to run to.
- The children begin just moving around in the defined playing area.
- When the coach calls out “here” or “there” the children run to those designated spots.
- When a coach yells out “everywhere” they run to all designated areas without being the last one to arrive.

Additions

- During the game the coach can call out different ways of moving around or for the children to perform a certain movement.

Safety

- Due to the high amount of movement happening within the space, the children need to be aware of what is happening around them when running to certain spots.

Equipment

- **Cones / Witches Hats** to define playing area.



SECTION 7: WARM UP ACTIVITY - COACH SAYS

How to play

- Break the participants into pairs.
- Stand the participants side by side with the ball between each of their feet.
- The coach then calls for the participants to perform certain movements i.e “Touch Feet” or “Touch Shoulders”.
- When the coach calls out “Ball” the children race to grab the ball between theirs and their partner’s feet, with the winner being the person who touches it first.

Additions

- Perform standing up or sitting down across from each other.

Equipment

- 10-20 Tennis Balls / Basketballs

Safety

- Due to the children moving quickly to grab the ball, ensure they avoid clashing heads by squatting down to grab the ball.



SECTION 7: WARM UP ACTIVITY - STORK TAG



How to play

- Establish a playing area with markers and ensure there are no obstructions.
- Two or more players are nominated as taggers and the rest of the players are runners.
- Half of the runners have basketballs (or equivalent).
- When the coach begins the game, the taggers chase the runners.
- If the runner is tagged, they have to stand on the spot in a stork stand (i.e. standing on one leg with arms outstretched).
- A tagged runner can be freed by a fellow runner by exchanging a ball with an underarm pass - either the stork or the runner can throw the ball.
- If the ball is dropped during the pass, the runner also becomes a stork.
- For younger players who are still learning to throw and catch, allow one bounce.
- The game stops after a set period of time or when all the runners have been tagged.

Additions

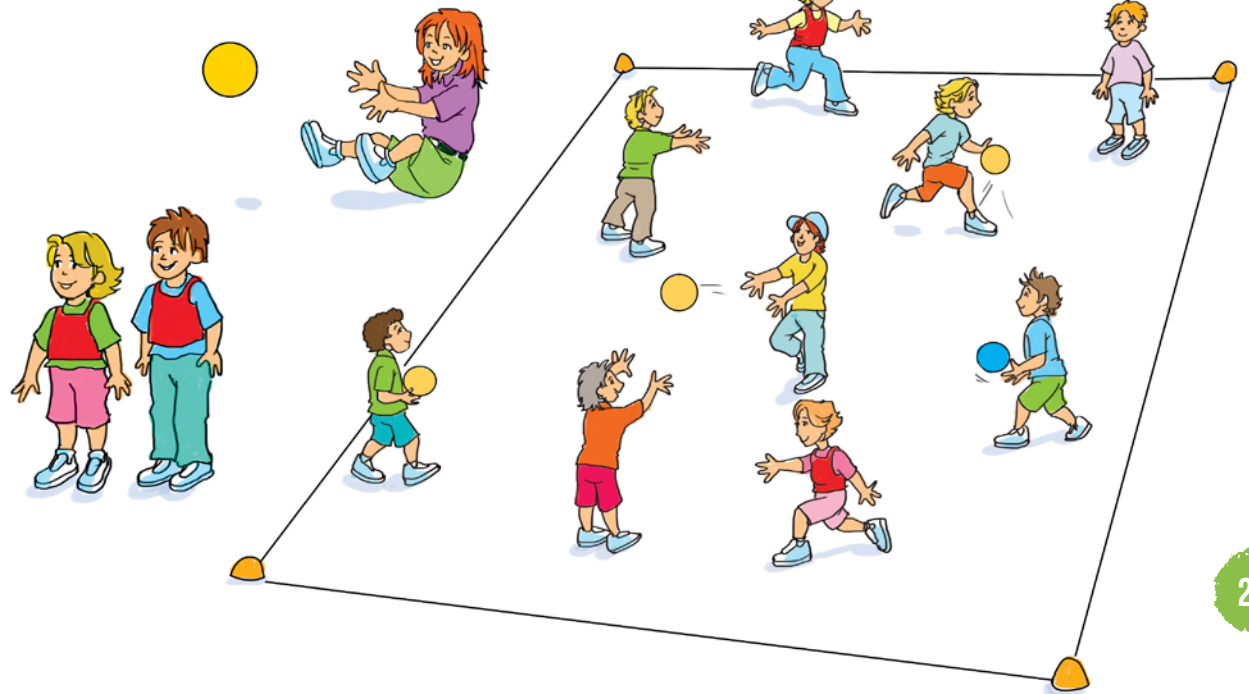
- Give all runners a ball - to free a stork, both stork and runner must successfully throw and catch the ball, otherwise both become storks.
- Introduce tag-free islands or safe zones where players can go for a specified amount of time to escape the taggers - this concept accommodates children with varying mobility who may not be able to play for the entire duration of the game.
- Change the two handed throw to a bounce pass, one handed throw, or a non-preferred hand pass.
- Replace the stork with another position, e.g. sitting with legs tucked and off the ground. This can also work in the reverse and an easier position than the stork can be used for younger players.

Equipment

- **Cones / Witches Hats** to define playing area.
- **Basketballs** (or equivalent)
- **Tennis Balls**

Safety

- Choose an area away from walls and other obstructions.
- Enforce the underarm throw and build up from a slow speed.



SECTION 6: WARM UP ACTIVITY - HOW MANY GOLF BALLS?

How to play

- Establish a playing area with markers and ensure there are no obstructions.
- Place a hoop containing 15-20 golf balls inside the centre of the playing area.
- Split children into four teams - one in each corner of the playing area.
- When the coach starts the game, one player from each team runs to the hoop and collects a golf ball, which they roll back to their team before running back and tagging the next player.
- Teams collect as many balls as possible in the allocated time, e.g. 60 seconds, or until all the balls have been removed from the hoop.
- The team who collects the most golf balls wins.
- Mobility restricted players can be stationed at home base and receive the returned golf balls.

Additions

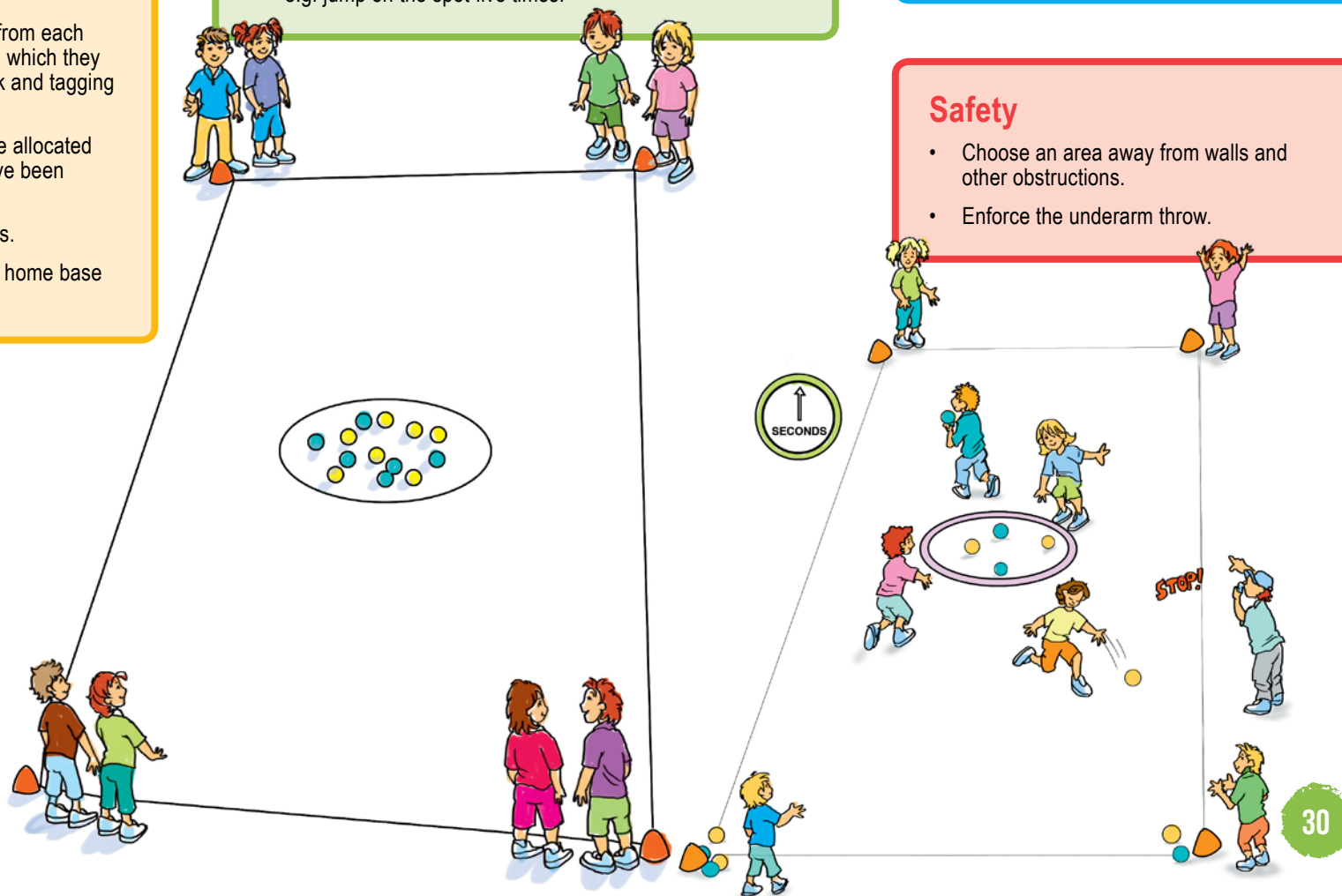
- Place 4 putters in the middle of the playing area and have the players putt the ball back to their team.
- Vary the locomotion, e.g. hop or skip back to team after rolling/putting the ball.
- Introduce an activity before returning the ball to the team, e.g. jump on the spot five times.

Equipment

- **Cones / Witches Hats** to define playing area.
- **Hula Hoop**
- **Golf Balls**

Safety

- Choose an area away from walls and other obstructions.
- Enforce the underarm throw.



SECTION 7: WARM UP ACTIVITY - FLIP IT

How to play

- Break the group into 2 teams.
- They will stand in a line on either side of the playing area.
- Ensure participants have one cone each, that they place anywhere in the playing area.
- One team will have their cones flipped up to look like a tee, the other will have their cones flipped over to look like a bunker.
- On the coaches call the two teams need to flip the other team's cones so that they resemble the team they are on, eg. the tees need to make the cones into bunkers, the bunkers need to turn the cones into tees.
- Allow the flipping to go on for 1-2 minutes and stop the game to see which team has the most cones in their designated way.

Additions

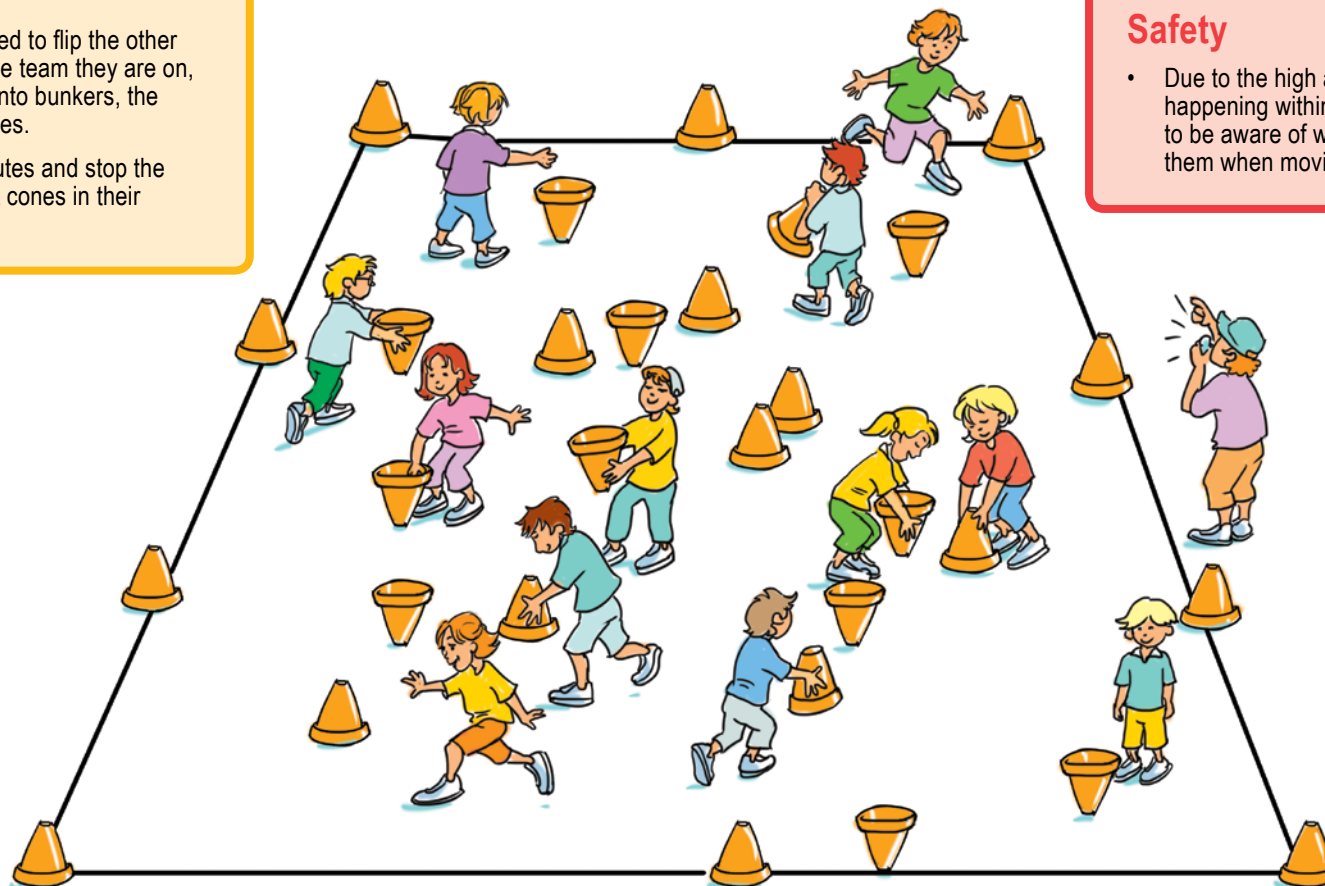
- As children will become aware of ways to manipulate the rules, add different rules to avoid children not moving or staying on one cone.
- Make playing area larger or smaller depending on the level of movement.

Equipment

- **20-30 Cones / Witches Hats**
- **5-10 Cones / Witches Hats** to create defined playing area.

Safety

- Due to the high amount of movement happening within the space, children need to be aware of what is happening around them when moving around to flip cones.



SECTION 7: WARM UP ACTIVITY - BALL THROW

How to play

- Break the children into pairs.
- Have one ball between each pair.
- Participants are to stand roughly 2 metres apart.
- Participants are to throw the ball to each other standing side-on, forming the stance as they would when hitting a golf ball.
- They are to swing their arms in the style of swinging a golf club, and release the ball for their partner to catch it.
- If they catch it they take a step back.
- Participants can keep going until they get as far back as possible.

Additions

- If a participant within the pair drops the ball at any stage they go back to the original starting positions.

Equipment

- 10/20 Tennis Balls / PVC Golf Balls

Safety

- Ensure groups of pairs are separated apart at least 1-2m to avoid being struck by other participants' balls.



My
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GRADE
5-6

SECTION 8

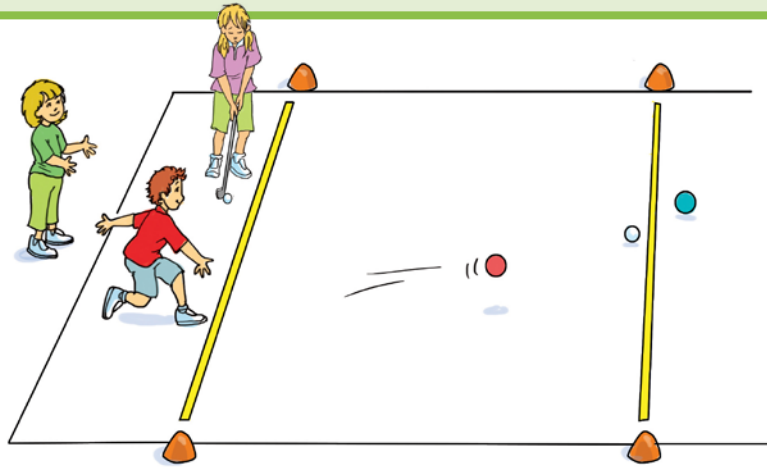
GAMES AND ACTIVITIES



SECTION 8: GAMES AND ACTIVITIES - LAWN BOWLS

Outline

- Students separate into two teams (3-4 students in each team).
- Each team gets a nominated colour.
- Each junior gets 2 putts attempting to get as close as possible to the jack.
- Once all the balls have been putt 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

- Aiming and Alignment
- Understanding Break
- Distance Control

Game Modifications



Facilitates progression in the **Cognitive Domain: Perceptual Awareness**

Modify the game by challenging the participants to get close to the jack without touching another ball along the way. Introduce penalties with this modification.



Facilitates progression in the **Physical Domain: Object Manipulation**

Modify the game by getting participants to play the game reverse handed encouraging ambidexterity.



Facilitates progression in the **Psychological Domain: Confidence**

Modify the game by just counting the number of times the participant hits the jack.

Added Extras



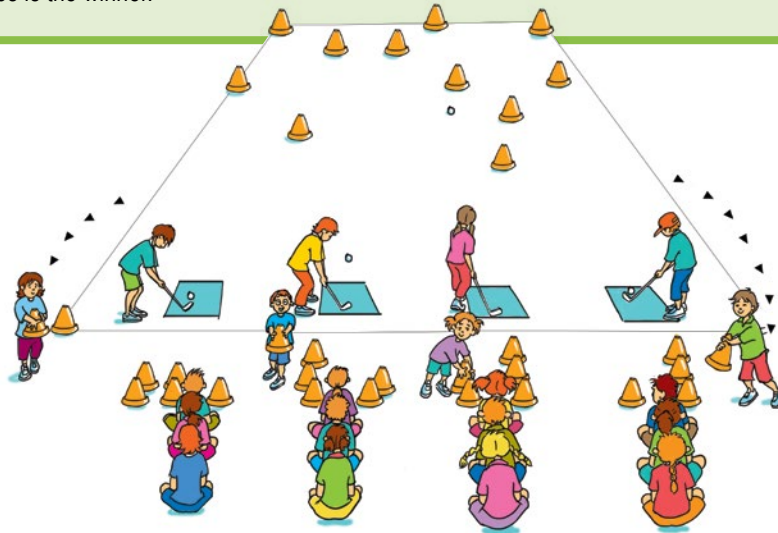
Facilitates progression in the **Social Domain: Relationships**

Encourage participants to share strategies with partners even though they may sometimes be a direct opponent. Praise a supportive team member.

SECTION 8: GAMES AND ACTIVITIES - CAPTURE THE CONES

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.

Game Modifications



Facilitates progression in the **Cognitive Domain: Strategy and Planning**

Modify the game by adding objects around the hitting area that represent bunkers. If they land in the bunker, they must return a cone back to the field of play. Encourage participants to now adopt a different strategy to the game.



Facilitates progression in the **Physical Domain: Coordination**

Modify the game providing one cone per hitting station at different distances. Participants rotate hitting stations and must adjust their swing accordingly.



Facilitates progression in the **Social Domain: Collaboration**

Modify the game by including a variety of different coloured cones. Each colour has a different value or teams are allocated a colour to knock down.

Added Extras



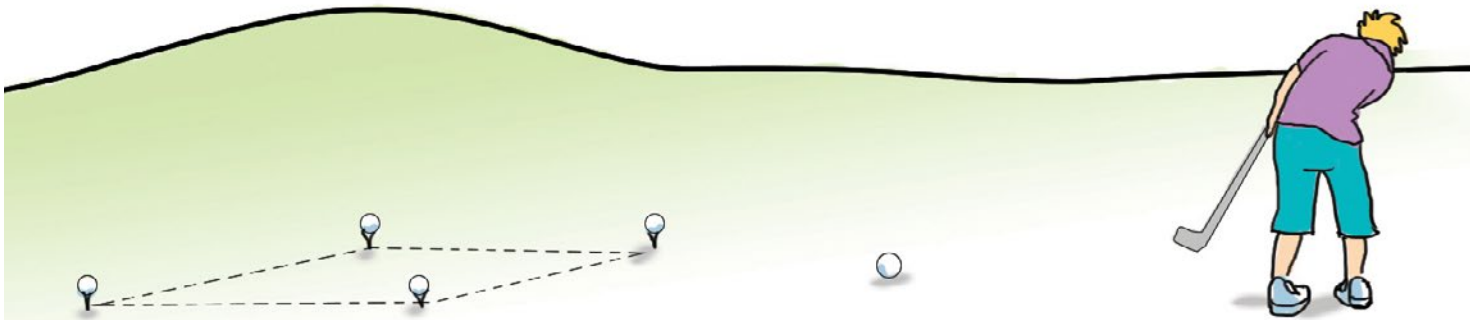
Facilitates progression in the **Psychological Domain: Motivation**

Use positive reinforcement and provide feedback that challenges the participant to keep focused at the task even as it gets more challenging.

SECTION 8: GAMES AND ACTIVITIES - IN THE BOX

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.

Game Modifications



Facilitates progression in the **Social Domain: Relationships**

Modify the game by changing the aim to be the first team to have all team members get the ball in the box once. Participants will be urged to help and encourage fellow teammates.



Facilitates progression in the **Physical Domain: Object Manipulation**

Modify the game by increasing or decreasing the size of the box.



Facilitates progression in the **Psychological Domain: Connection to place**

Modify the game by changing the surface or practicing the activity indoors e.g. on a court.

Added Extras



Facilitates progression in the **Cognitive Domain: Content Knowledge**

Ask the participants to explain where putting fits into the sequence of playing a golf hole. This will be an opportunity to expand if they are unsure.

SECTION 8: GAMES AND ACTIVITIES - BULLS EYE GOLF

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).

Game Modifications



Facilitates progression in the **Cognitive Domain: Strategy & Planning**

Modify the game by removing hula hoops after they have been successfully chipped into.



Facilitates progression in the **Physical Domain: Coordination**

Modify the game by gradually increasing the distance of the bullseye from the hitting area.



Facilitates progression in the **Psychological Domain: Engagement & Enjoyment**

Modify the game with the addition of bonus balls (a different colour or size). These bonus balls are limited and are given greater value.



Facilitates progression in the **Social Domain: Collaboration**

Modify the game with the addition of a bonus point for the team that is heard communicating with partners/team mates the most.

Purpose

- Aim and alignment.
- Distance control.

SECTION 8: GAMES AND ACTIVITIES - CHIP & CATCH

Outline

- Students work in pairs or threes (one hitter and two catchers).
- One junior 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

- Aiming and Alignment
- Impact
- Distance Control

Game Modifications



Facilitates progression in the **Cognitive Domain: Strategy & Planning**

Modify the game by encouraging catchers to move the hula hoop after each hit so that the player chipping needs to adjust their shot each time.



Facilitates progression in the **Physical Domain: Stability/Balance**

Modify the game by challenging catching players to catch with one hand or stand on one leg.



Facilitates progression in the **Psychological Domain: Engagement & Enjoyment**

Modify the game with the addition of bonus balls (a different colour or size). These bonus balls are limited and are given greater value.



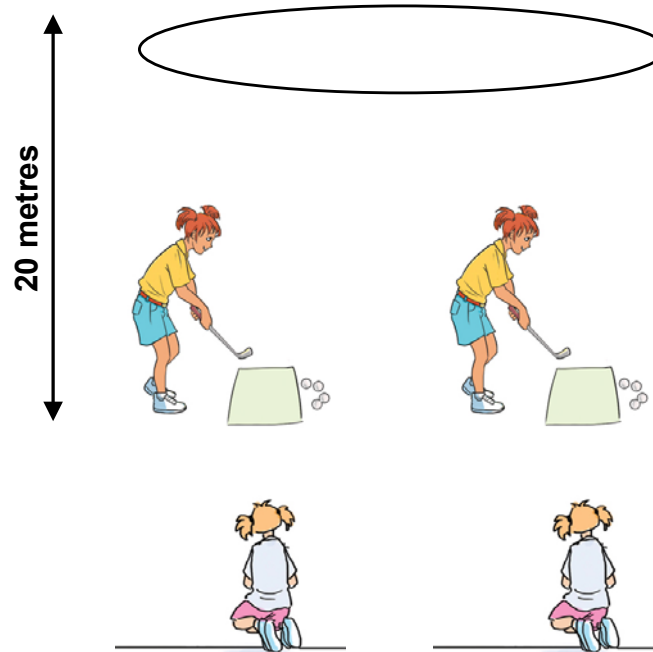
Facilitates progression in the **Social Domain: Collaboration**

Modify the game by joining teams together e.g. station one & two are now a team. Teams work together to catch the balls coming from each hitting player, and they must communicate to determine who is catching each ball.

SECTION 8: GAMES AND ACTIVITIES - ONTO THE GREEN

Outline

- Split students into pairs or small groups.
- Students attempt to chip the ball into the circle surrounding the hole.
- 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

Game Modifications



Facilitates progression in the **Cognitive Domain: Tactics**

Modify the game by challenging participants to get onto the green using 3 different shots: putting, chipping and pitching.



Facilitates progression in the **Physical Domain: Object Manipulation**

Modify the game by adding a target on the green to act as the golf hole. Additional points are given for hitting this target.



Facilitates progression in the **Psychological Domain: Self-regulation (emotions)**

Modify the game by adding a penalty for a missed attempt at the green (e.g. 5 star jumps). Encourage participants to recognise their emotions to a failed attempt and to channel this into motivation for the next attempt.

Added Extras



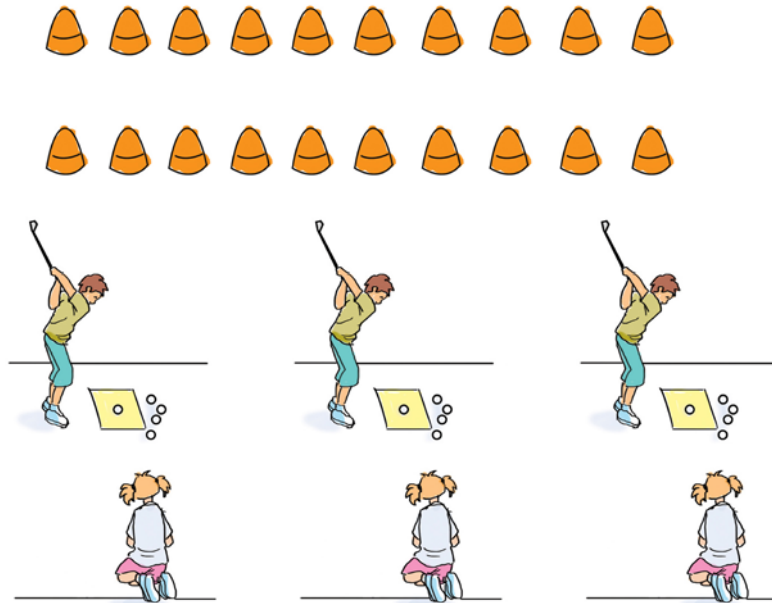
Facilitates progression in the **Social Domain: Society & Culture**

Change up the pairs to teach participants to identify and appreciate similarities and differences in people and groups.

SECTION 8: GAMES AND ACTIVITIES - OVER THE RIVER

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.

Game Modifications



Facilitates progression in the **Cognitive Domain: Rules**

Modify the game by having participants make their own rule for the game when clearing the river. E.g. closest once over the river gains a bonus point.



Facilitates progression in the **Physical Domain: Object Manipulation**

Modify the game to include an over the river total. The team with the highest total number of balls over the river gets to set a movement challenge for all other teams e.g. 5 star jumps



Facilitates progression in the **Social Domain: Ethics**

Modify the game by giving each participant in the group an area to aim for based on their skill level e.g. one participant accumulates points for balls beyond the coned area, while another accumulates points for inside the troubled area.

Added Extras



Facilitates progression in the **Psychological Domain: Self Perception**

Allow a small period at the end of the activity for participants to reflect and share both their strengths and areas for development on the skill.

Purpose

- Aim and alignment
- Distance Control

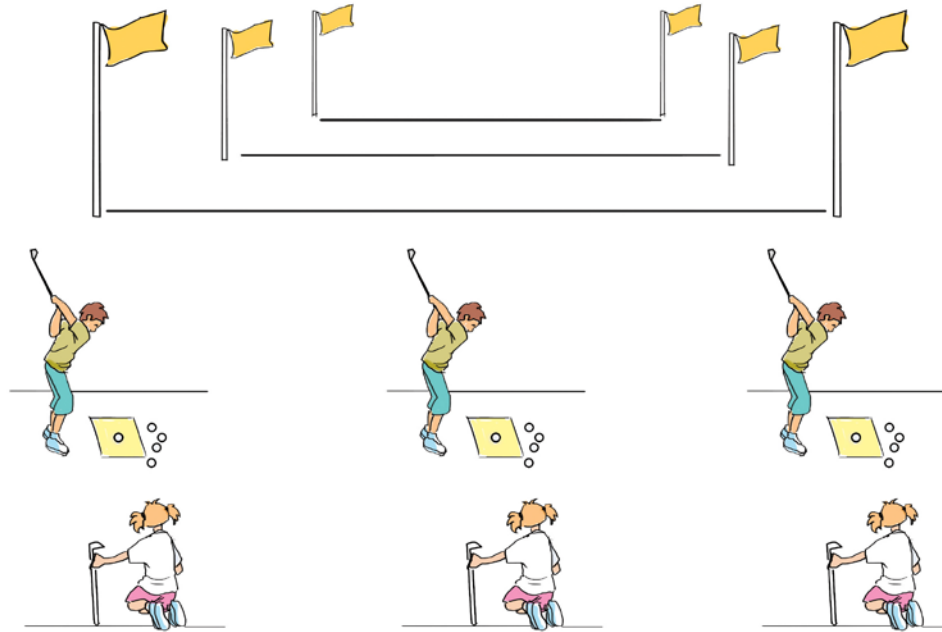
SECTION 8: GAMES AND ACTIVITIES - LONGEST HIT

Outline

- Students can work as individuals or as part of 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. 30, 50m & 70m.
- Create a “V” or “fairway” down the driving range using cones (optional).

Purpose

- Aim and alignment
- Distance Control

Game Modifications



Facilitates progression in the **Cognitive Domain: Perceptual Awareness**

Modify the game by including a club type rotation e.g. station one uses a short iron, station 2 uses a long iron, station 3 uses a hybrid. After 5 shots the club rotates to a new station.



Facilitates progression in the **Physical Domain: Object Manipulation**

Modify the game by reducing the width of the fairway e.g. from 50m to 30m.



Facilitates progression in the **Social Domain: Relationships**

Modify the game by having players working together to combine their points.

Added Extras



Facilitates progression in the **Psychological Domain: Engagement & Enjoyment**

Facilitate a discussion on the challenges faced when the fairway narrows. Share some strategies participants used for complete focus on the task.

SECTION 8: GAMES AND ACTIVITIES - FOOTY GOLF

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).

Game Modifications



Facilitates progression in the **Psychological Domain: Self-regulation (emotion)**

Modify the game by adding some time pressure for each player by having a countdown.



Facilitates progression in the **Physical Domain: Object Manipulation**

Modify the game by increasing or decreasing the height of the goal post.



Facilitates progression in the **Social Domain: Relationships**

Modify the game by matching up two teams. Have a station v station match. The first team to get 10 goals.

Added Extras



Facilitates progression in the **Cognitive Domain: Perceptual Awareness**

Ask participants the adjustments they made when aiming for a target that had been increased in height. Encourage participants to ask questions if they are unsure.

Purpose

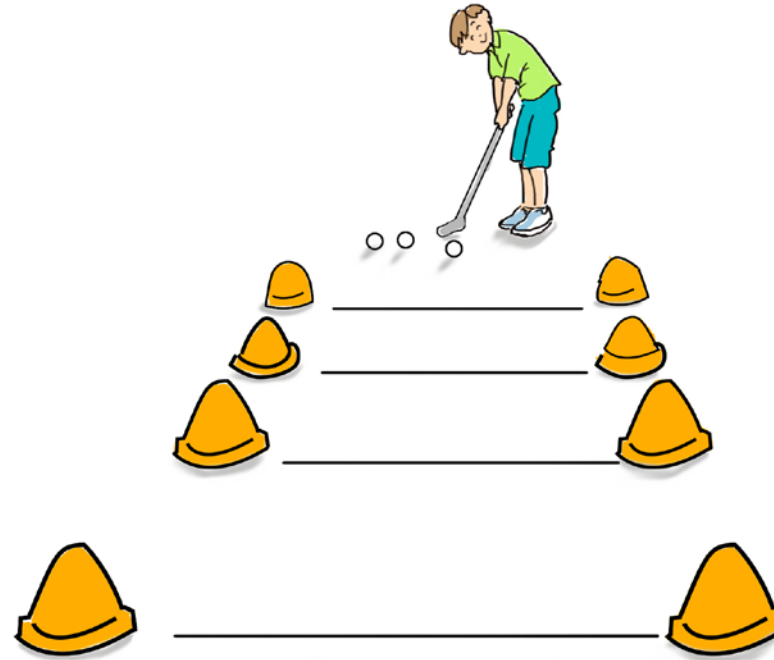
- Aim and alignment
- Distance Control

SECTION 8: GAMES AND ACTIVITIES - DANGER ZONE

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).

Game Modifications



Facilitates progression in the **Physical Domain: Object Manipulation**



Facilitates progression in the **Psychological Domain: Self-regulation (emotions)**



Facilitates progression in the **Social Domain: Relationships**

Added Extras



Facilitates progression in the **Cognitive Domain: Perceptual Awareness**

Modify the game by encouraging participants to land a certain amount of balls in each area.

Modify the game by including a specific sequence order to putting/chipping into the four sections. Add some pressure by making teams repeat if they miss the order.

Modify the game by giving teams a total score and having them design a strategy to accumulate that total e.g. teams will need x number of shots in x number of sections.

Ask participants the adjustments they made when hitting to different targets.

Purpose

- Distance Control
- Impact
- Risk vs Reward

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SECTION 9

ADDITIONAL GAMES & WET WEATHER CONTINGENCIES



SECTION 9: ADDITIONAL GAMES & WET WEATHER CONTINGENCIES

Team Name _____ Total Score _____

The MyGolf Schools Program aims to be a versatile and adaptable program that can be implemented in a variety of school facilities, including school oval, basketball courts, gymnasium/hall or even the classroom. The following activities can be setup in a range of these environments if space, weather and other factors don't permit the suggested activities to be played.

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 5 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.

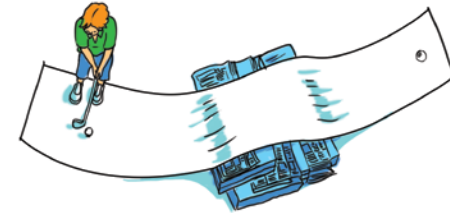
Score



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



45

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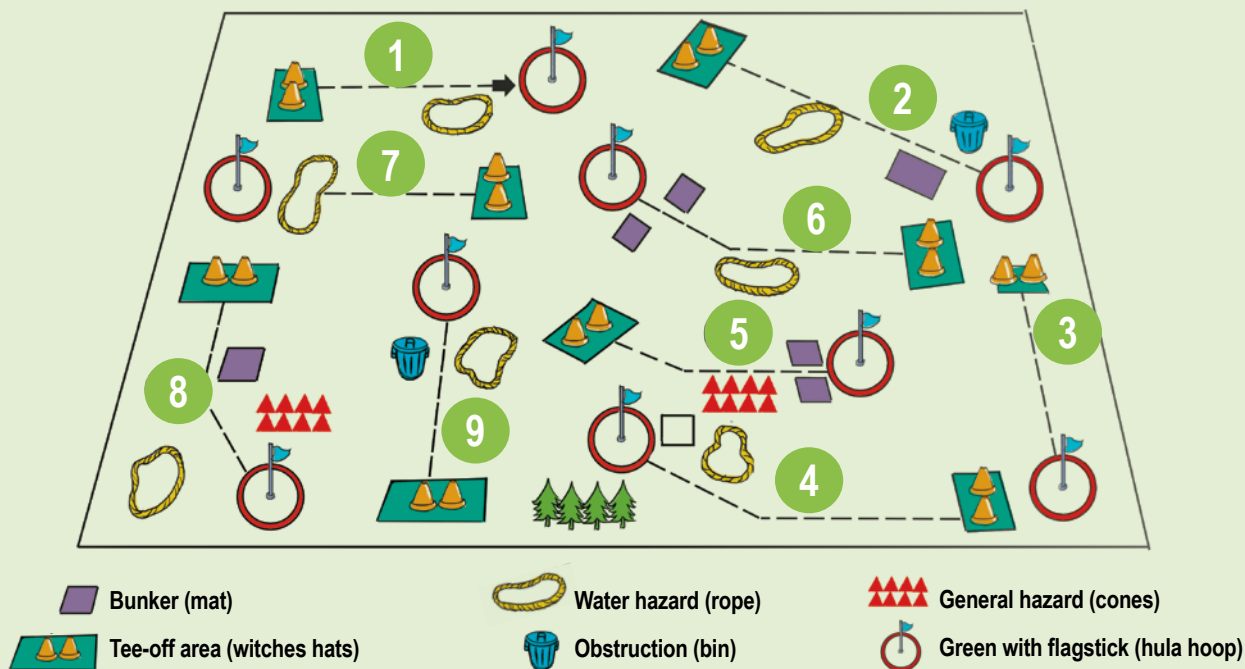
SECTION 10

SETTING UP YOUR OWN GOLF COURSE



SECTION 10: SETTING UP A SCHOOL GOLF COURSE

Sample School Golf Course



To give your students the opportunity to play a round of golf and a short golf course can be set up on an oval or even in a gymnasium or school hall. The following are some suggestions about how you can set this up.

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.

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 following holes tee markers should be located close to the previous green.
- Depending on the area create 9 holes ranging from a distance of 20 - 50metres.
- 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.

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SECTION 11

STUDENT LEADERSHIP OPPORTUNITIES



SECTION 11: STUDENT LEADERSHIP OPPORTUNITIES

Throughout the MyGolf Schools Program there are many opportunities for students to take on a leadership role. This could be done through the appointment of students in various roles.

These roles can either be maintained for the duration of the program or rotated between different students each session to allow more students to experience these roles.

Some examples of the roles and responsibilities 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.
- Setup 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.



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SECTION 12

ONLINE TEACHER TRAINING MODULE



SECTION 12: 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 training module is designed to illustrate the simplicity of teaching golf to students as well as meeting the ACARA curriculum and learning outcomes.

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

For more information and to complete the online training modules please go to www.golf.org.au/communityinstructor



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SECTION 13

MYGOLF SCHOOL AMBASSADOR PROGRAM



SECTION 13: MYGOLF SCHOOL AMBASSADOR PROGRAM

The MyGolf School Ambassador Program aims to resource, recognise and reward teachers for their commitment in 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 DO MYGOLF SCHOOL AMBASSADORS RECEIVE?

- Exclusive access to online curriculum resources
- FREE MyGolf School Ambassador Rewards each year that you report on a program
- 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



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SECTION 14

MYGOLF CLUB CENTRE INFORMATION AND CONTACTS



SECTION 14: MYGOLF CLUB CENTRE INFORMATION

MyGolf National Junior Program

Golf Australia and the PGA of Australia signed an historic joint venture to increase junior participation in golf, resulting in both bodies endorsing and promoting MyGolf as the nationally recognised junior golf program.

Run at clubs and facilities across Australia, MyGolf is a structured 10 week, three-tiered introductory program to the sport of golf for children. The MyGolf program aims to engage and develop boys and girls through fun, game-based learning activities, taking them from an introductory level and preparing them with the skills and knowledge to go out on-course.

MyGolf Curriculum

The MyGolf National Junior program has a fun and flexible curriculum that aligns with the school term. The recommended program length is 10 weeks, however the MyGolf program has the flexibility to be run over a shorter or longer period of time, or even consolidated into a School Holiday Program.

MyGolf Payments

One of the major benefits of the MyGolf program is the online registration functionality, with 100% of program transactions going back to the facilitator or host venue. The Recommended Retail Price for a 10 week MyGolf program is \$100. Parent/guardians can pay an extra \$21 for a Participant Pack including a 7 iron, cap, drawstring bag and a ball.

The MyGolf Program is made up of three levels:

ROOKIE

Try Golf (5-7 years old) an introduction to the core fundamentals of golf through fun and engaging group activities.

STAR

Learn the Skill (8-10 years old) the development of different skills in golf.

MASTER

Prepare to Play (11-12 years old) relating the golf skills learnt to the golf course and playing the game.

HOW TO BECOME A REGISTERED MYGOLF CENTRE

- Any golf club, public course; or driving range can become a registered MyGolf Centre at no cost by completing the online registration via the MyGolf website www.mygolf.org.au
 - Centres will receive the new Centre Manual and resources required to deliver the new program.
 - Centre Coordinators will need to upload their MyGolf programs via the MyGolf website after receiving their login details.
 - New equipment kits and individual equipment items will be available for Centres to purchase via the MyGolf Shop located on the MyGolf website. Centres will also be able to order Participant Packs for their program via the MyGolf Shop. Please note that Participant Packs ordered online are automatically sent to the golf club.
- If you have any further questions about the MyGolf program, please contact Golf Australia on (03) 9626 5000 or mygolf@golf.org.au**

SECTION 14: CONTACT DETAILS

To find out more about MyGolf, visit www.mygolf.org.au

For general enquiries, please contact mygolfschools@golf.org.au

If you wish to contact your state coordinator please visit our website www.mygolf.org.au/schools to locate your direct local contact.



RESOURCES

Golf Australia
mygolf.golf.org.au

PGA of Australia
www.pga.org.au

Sport Australia
www.sportaus.gov.au

School Sport Australia
www.schoolsport.edu.au

Sporting Schools
www.sportaus.gov.au/schools/golf

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