

GET INTO GOLF CENTRE MANUAL



CONTENTS

PART 01

- 6 The Program**
Let's dive into the program and its structure.
- 12 The Deliverer**
Our deliverers are some of the best in the business, let's play to our strengths.
- 16 The Facility**
A powerhouse program has the facility and deliverer collaborating side by side.
- 20 Benefits to Getting Involved**
We want our clubs and facilities to stay vibrant, healthy and reflective of our broader community.
- 21 Marketing your Program**
In our attempt to grab the interest of the public we must look at how our programs are marketed.
- 24 Understanding your Target Audiences**
The challenges and needs of our key target audiences.
- 36 Centre Checklist**
A handy tool to work through as we implement our programs.
- 37 Insurance**
Keeping everyone covered.

PART 02

- 40 Game Centred Approach**
Learning through the art of doing. Mastering the skill is not the goal.
- 41 Sport Australia Physical Literacy Framework**
Spending time on your physical, psychological, cognitive and social skills help to build your physical literacy. Let's talk a little bit about what they are.
- 42 Prepare to Deliver**
As the first session of your Get Into Golf program creeps closer and closer it's now time to prepare yourself to deliver.
- 43 Time to Deliver**
Some recommendations that will help keep the sessions engaging, social, and learner centred.
- 45 Session Plans**
These are the 5 weeks and its inclusions at a glance.
- 51 Warm up Activities**
These might not be as fun as the golf activities, but they are just as important.
- 56 Golf Activities**
This is the main attraction, time to get moving.
- 93 Program Modifications**
Golf can be delivered anywhere anytime. Let's think of some alternatives to support every situation.



Acknowledgement of Traditional Owners

Golf Australia would like to acknowledge the traditional owners of the land in which our offices and golf courses are located, and pay our respects to their elders, both past and present.

Throughout this document the term "Indigenous Australia" is used to refer to both Aboriginal and Torres Strait Islander people. The authors acknowledge that the Aboriginal and Torres Strait Islander people, and their communities, have their own unique identity, culture, traditions, language, beliefs, ethnicity, issues, protocols, continuity of

Golf Australia would like to thank the following partners:

SPORTAUS PrincipleDesign

Dear Program Coordinators,

Welcome to Get Into Golf, Australia's national program to encourage and promote adult participation in golf.

The Get Into Golf program looks to bring new participants into the game and to our facilities. We want those that have considered our sport to take that first step, to come through our gates and to join our sport. We need new golfers to keep our sport strong and the Get Into Golf program sets to support clubs in this search.

Get Into Golf will provide an understandable and recognisable entry point to our game. Our messaging to new participants becomes clear and helps provide the direction that will kick start their journey into becoming golfers.

This centre manual contains a range of information to support coordinators through every step, from setting the foundations for a successful program to tailoring the delivery to participants needs. The program seeks to rebalance the connection between skill development and getting out on course, it focuses a little less on perfecting technique and more on building the confidence to just give it a go.

By giving anyone and everyone more access to our great game we have a chance to shape how they engage with the sport for many years, and to give them an experience that will keep them coming back. With the continued support of the golf industry, we are confident that the program will have a positive impact on golf participation, creating a new legacy for our game and changing everyone's perceptions about golf.

We look forward to the journey ahead and we thank you for your continued support with our participation programs.



Stephen Pitt
CEO, Golf Australia

PART 01

THE PROGRAM

**Setting the foundations
for a successful program**

Get Into Golf



Welcome to the Get Into Golf program, Australia's national program to encourage and promote adult participation in golf.

The Get Into Golf centre manual contains a range of information that will help set the foundations for a successful program and then to deliver a program tailored to the participants needs.

With the continued support of the golf industry, we are confident that the program will have a positive impact on golf participation, creating a new legacy for our game in growing participation and changing everyone's perceptions about golf.

Before we jump into the structure of the Get Into Golf program we think it's really valuable to take a look back at the underlining philosophies that have help shape its direction. This is the first step and a very important step for our new participants so lets give them the best experience possible.

Why a beginner adult program?

Golf Australia, in alignment with a message from Sport Australia, want to see every Australian adult commit to at least 30 minutes of activity each day. Through the Get Into Golf program we can play our part by providing the opportunity, and making golf an active choice as adults seek more opportunities to find their 30.

We already know participation numbers in our sport are quite strong in comparison to others, and what may surprise some of us is the appetite and potential for our sport to be much larger. Get into Golf wants to help support Australians to lead happier and healthier lifestyles. We want to grow participation in our sport and to make sure anyone and everyone has access to our great game.

A new market Let's get more adults golfing



Current Golf Segment



1.15M

AUSTRALIANS have played a round of golf in the last 12 mths.

1/3 of these players participating in a lesson or a clinic at some stage along their golfing journey.



2.10M

AUSTRALIANS have picked up a golf club to play or practice **some form of golf** in the last 12 mths.



3.87M

AUSTRALIANS have not played golf but would **not reject** playing in the future.

Participation in 30 mins of Golf. Here are the benefits;

FIND YOUR 30



Brain Health
Exercise training can increase brain size and improve memory - reducing the risk of dementia.



Mental Health
Regular physical activity reduces the risk of depression and has a range of benefits for mental health.



Social Benefits
Organised physical activity creates opportunities for meeting new people and socialising.



Heart & Lung Health
Physical activity strengthens your heart and improves lung function - reducing risk of heart disease & heart attack.



Bone Health
Physical activity increase bone mineral density - important for bone strength; reducing risk of fractures and osteoporosis.

Potential Golf Segment



84.2%

of **Women (over 15 years)** participate at least once a week, with **66.1%** three times.



80.5%

of **Men (over 15 years)** participate at least once a week, with **59.8%** three times.

2.56M

who have not played golf before have a stronger stated interest in golf. With a common phrase amongst this group being;

"I would like to give it a go, but I do not know where to begin"



2/3 of the 2.56 million Australians who have not played golf but would not reject playing in the future have already been to a course, driving range or in a golf store.

What the potential golf segment want from an introduction experience



88%

want to learn how to hit the ball.



87%

want to learn the basic skills of the game.



84%

want a fun and relaxed experience.



83%

want a place to play where they feel welcomed.



73%

want to focus on just giving it a go.



67%

want to be able to play a golf hole(s).

Get Into Golf

Program focus points

The Get into Golf program has evolved around several key focus points that participants in our sport are looking for and telling us that they want from a beginner participation program.



Keep it social

Sessions and programs are designed to be completed in small groups. This creates a social environment that is welcoming and that brings other like-minded individuals together

Activities delivered in the sessions are partner driven to maximise support and feedback. The communication between partners forms an essential part of the program too, enabling participants to get to know each other quickly and to feel comfortable during the sessions.



Getting familiar with the course

To explore the course and to start putting all their learning into context is an essential part of the program. Getting out on the course will challenge the participants but it will also greatly enhance their learning. They will start to make the connection between the skills they are learning back to the game itself, making that first step onto the course so much more familiar.



Learning through doing

Using a supportive but explorative approach to delivery will supercharge the participants learning of the golf skills. The deliverer needs to facilitate the learning and be careful not to direct the learning. Give them the support they need by creating a thriving learning environment where participants can discover the movements themselves.



Challenged but comfortable

Trying new things can expand your skills, knowledge and awareness. Trying new things can be challenging but the rewards are great. Let's minimise the tech talk and challenge them with the activities. Let the participant find the solution, but always be there for reassurance and feedback.

Getting the participants familiar with the golf course will also be challenging, but it is by far the best learning tool for the game of golf.



Participant focused

Participants might be joining for the first time or reengaging with the sport after some time apart, but most will have little to no prior knowledge of golf (accreditations, competitions and handicaps are unimportant) so start from scratch. They will all have different motivations, abilities and reasons for joining too. Get to know the participants and be ready to modify the program to cater for everyone.

How does learning take place?

Golf is not learnt through aimlessly hitting buckets of balls, it's done through exploration and application. The sport has created this obsession, and unfortunate habit with trying to master the skills, and forgets to put the learning into context by losing the focus of the game itself. Mastering the skills comes second to getting the ball from point A to point B, and what that looks like we know will be slightly different for everyone.

Learning the skill in isolation may be problematic for a learner because it has no connection with getting the participants ready to hit the golf course. The Get Into Golf program rebalances this approach by using games based learning. While there is a place for direct instruction of technique in a game centred approach, the emphasis should be placed on learning the skill through doing the skill, not just an explanation or demonstration of the skill.

Get Into Golf participants are beginners seeking opportunities to learn. Like learning anything new everything is initially very unfamiliar. Facilitators need to recognise this by providing help when help is needed, but being careful not to direct the learning. Use the games to facilitate the learning and give participants the time to practice and refine the solution.

What is it going to do for the sport of golf?

Get Into Golf looks to create a seamless entry point for new participants. This is the first experience we will be giving to a lot of the participants and we have a chance to give them something rewarding and enthralling. We have a chance to shape how they engage with the sport for many years, and to give them an experience that will keep them coming back.

The program will bring new participants into the game and to our facilities. We want those that have considered our sport to take that first step, to come through our gates and to join our sport. If we can give them the confidence to participate today through our programs, the more confident they will be later to continue in our sport.

One national program will streamline the access point and reduce confusion. We need to make the entry point for golf clear to everyone and a national approach is our only way, so let's do this together.

Get Into Golf

The Get Into Golf program is the beginning of a golf journey for adults looking to start the game. This national introductory program gives new golfers an entry point to the game that they will understand and be comfortable participating in.

Below are recommendations for the structure of a Get Into Golf program. There is flexibility within the program for the facility or deliverer to tailor to particular needs if they wish. This can include an extension in program length, a modification in the delivery of the curriculum and the size and focus of your target audience.

The Length

It is recommended that Get Into Golf programs are conducted on a weekly basis for a total of five weeks. Each weekly session should run for a total of 60 minutes at a convenient time for your target group.

It is also recommended that week one run as a taster session. This session should provide the opportunity for participants to join and pay for the first session, but not have to fully commit to the remainder of the program.

Price

The total price of the program will be determined by the facility delivering the program and is calculated by the number of sessions x price per session. This total is a field entered as the facility sets up their program online and is paid by the participant at the time of registration. There are no fees or transaction costs for being part of the program.

Recommendation

A price per session of \$20 is recommended. Remember this is only a recommendation and should be discussed with everyone involved prior to determining the amount to be charged.

5 week program x \$20 per sessions = \$100 total

The Skills

The introductory adult golf program will provide direct instruction and assistance to anyone and everyone interested in golf. We want these new people to experience the thrill of hitting the ball, so let's show them how to do it.

There will be adequate opportunity to explore skills and a built-in progression to challenge participants. The program has been designed to build the skills required to get out on to the golf course, with exposure to the course the opportunity to test these skills.

Session Plans

1 Lesson One | Putting, Chipping, Full Swing

Time
60mins

Area
 Driving Range
 Course
 Grassed area

Equipment
 • Putters
 • Irons
 • Tennis balls
 • Golf balls
 • Cones
 • Rope
 • Hula hoops

Plan

Warm-Up	Choose at least two stretches	5 mins
Putting Game	(choose one) Putting Relay Borderline	15 mins
Chipping Game	(choose one) Multiple Bullseyes Cone Knockdown	15 mins
Full Swing Game	(choose one) Narrow the Fairway Closing In	15 mins
Finish	Relax and grab a drink	10 mins

This week's two key teaching points: (Deliverer to add notes here)

The Target Groups

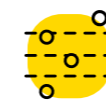
The Get Into Golf program is conducted in small group sessions, and provides the flexibility to focus on specific target groups;

- Get Into Golf
- Get Into Golf Women
- Get Into Golf Seniors
- Get Into Golf All Abilities

Each session should ideally have between 6-10 participants. This ensures that a minimum level of socialisation occurs, along with a maximum number of participants to optimise group management and deliverer feedback opportunities.

Climb the Ladder | Chipping

How to Play



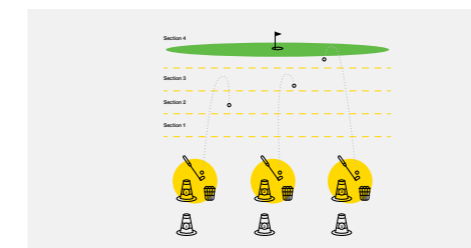
Step One:
Participants chip the ball aiming to keep one ball in each of the four designated sections



Step Two:
Keep the rotations high with participants switching after a few attempts



Step Three
This continues for an allotted amount of time or until all teammates have successfully chipped into all four sections



Golf Activity Game Card

Game Modifications



Modify the game by increasing the number of golf balls needed in each of the four sections
Facilitates progression in the Physical Domain: Object Manipulation

Make it Harder



Modify the game by including a specific sequence order to chipping into the four sections. Add some pressure by making teams repeat if they miss the order
Facilitates progression in the Psychological domain: Self-regulations (emotions)

Make it Different



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 putts in x number of sections
Facilitates progression in the Social Domain: Relationships

Make it Harder

Added Extra:



Ask participants the adjustments they made when chipping to different targets
Facilitates progression in the Cognitive Domain: Reasoning

The Deliverer

Deliverers have many diverse roles in the rollout of our national programs. They may be the program coordinator, the lesson facilitator or even the club mentor, and depending on the size of the facility these roles may be done under the guidance of one individual or a small team.

The Get Into Golf journey is as much about the personal development of the deliverer as it is about the development of the participant. A good deliverer will always start with themselves as they know this will have a positive impact on their participants.



The Deliverer

Roles

Deliverers have many diverse roles in the rollout of our national programs. These roles can vary in responsibility according to the age of the group and the role taken on at the facility.

Many facilities will utilise a range of personnel in the delivery of their programs and it's important that everyone knows their role. Write down the roles of everyone involved and showcase them to everyone. Put them on display so people know who to seek when they have a question about the program.

Spreading the responsibility can also lighten the workload, as well as utilising the strengths and uniqueness that different people can bring. The roles of the deliverer might include some of the following;

Coordinator

Takes on the role of coordinating the whole program. This includes arranging the appropriate times and dates of the program, getting the program online and managing the registrations. The coordinator communicates with current participants and manages the promotion to new participants. This role also involves arranging the facilitator for each session and keeping facility management and other personnel well informed of all programs.

Facilitator

Responsibility for the delivery of the lessons and golf activities. This person should possess the ability to provide clear instructions and feedback as well as the ability to listen to others.

Club mentor

Assist with the connection back to the facility. Showcases the next step for the participant after the Get into Golf program and makes them feel welcomed at the facility for the duration of the program. This may be a role a volunteer or a current member could take on.

Depending on the size of the facility and the personnel involved the roles mentioned above can be done by one or many people.

Application Question

Write down the roles of everyone involved and showcase them to everyone at the facility. Put them on display.

Philosophies and coaching principles

Anyone can coach, but effective coaches are the ones who are coachable themselves – they are motivated by the goal of improving their teaching. This journey is as much about the personal development of the deliverer as it is about the development of the participant. A good deliverer will always start with themselves. An understanding of why they coach and how they coach will always reflex in their teaching.

A great starting place is to develop your own personal coaching philosophy. Answers questions like, Why do I coach? What are my strengths and weaknesses? How do I improve on my coaching? As you start to answer these questions you will begin to formulate a philosophy that will shape and determine your coaching style.

When it comes to the correct coaching style there is no right answer. Each deliverer will have their own unique coaching style (and this is a good thing), however there are some fundamental principles that should form the foundation of everyone's coaching style.

Be organised

A good deliverer is well organised, is enthusiastic and establishes with their attitude the correct work ethic for others around them. Sessions are organised well in advance and the deliverer is always trying to maximise the time spent golfing.

Be yourself

Delivering a lesson to a large group of participants can be taxing, especially if you're not being yourself. Relax and have some fun with your participants, but always be striving for improvement from lesson to lesson.

Show patience

Good deliverers show patience and flexibility to allow others to learn by reaching their own conclusions. In doing so, deliverers create opportunities for others to solve solutions through trial and error.

Observe and communicate

A good deliverer knows when and how to listen well, how to speak to others with respect and kindness, and how to communicate ideas clearly and simply

Application question

What are your strengths and what would you like to improve on? Is there a deliverer you could model and learn from?

Training requirements (Community Instructor)

All PGA of Australia members are qualified to deliver Golf Australia national programs, including the Get Into Golf program.

A qualified community golf instructor is typically a volunteer, a member at the golf facility, or a parent that has completed the online learning module. The online learning module will provide you with the knowledge and skills to ensure you can competently, safely and comfortably deliver national participation programs with the reassurance of a Golf Australia insurance policy.

The role of the Community Instructor within the golf industry is a rewarding and important one, which is integral to the growth and sustainability of golf in Australia. Your specific role will vary at different times depending on what is required of you at your particular facility, but the focus should be on supporting the PGA Professional where possible and driving participation at your facility.

Visit the community instructor page on the Golf Australia website to start the training www.golf.org.au

Application question

Is there someone at your facility that could become a community instructor? Can you put something in the facilities newsletter or up on the bulletin board to generate interest?

The Facility

The journey of your new participants shouldn't end after the Get Into Golf program finishes, this is just the beginning. The strength of the collaboration between the deliverers of the program and facility management shouldn't be underestimated, this is a powerful connection.

The Get Into Golf program is part of the solution to engaging and introducing more people to your facility, it's not the whole solution though. The whole solution is only achieved when you have everyone onboard. As the deliverer starts putting their plans together to activate more programs, the facility should also be beginning to implement some of their plans to support these new participants.



The Facility

Provide a tiered pathway

The leap from beginner golf clinics to membership is huge, and unrealistic for most people. The facility and deliverer should collaborate on an offer that is structured, but flexible, to help participants continue in the game.

Taster clinic	These are typically structured as one lesson. A chance for participants to try without the full commitment to a program. These may look like a group clinic at the facility or they could be as simple as an activation at a show/expo.
Get Into Golf	These are a series of lessons in small groups. Games based, social and a strong focus on getting participants familiar with the golf course.
Follow on program	To keep the momentum going the facility should have a second offering for participants. Some participants are now just wanting to play, with others still interested in learning in the group clinic style.
More frequent play	The jump from clinics to membership is quite a leap. Is there an offering the facility can provide to keep these participants active. Some access to the course or even the practice facilities could be the answer.
Membership	When the participants reach this stage make sure you are ready. Again, a lighter membership offering initially is encouraged (5 day membership, 9 hole memberships, month by month payment options etc)

Application Questions

1. Do we have an action plan for the last session of our Get Into Golf program? What are you going to provide to the participants on this last session?
2. Do you have an entry level membership that will allow players to try the facility for a set period of time?

Engaging current members

A new participant needs to feel a sense of belonging the minute they step through the doors of your facility. If they don't feel valued or appreciated it becomes rather difficult to keep them there. Human beings are social creatures, we have a strong sense of community and interest to belong to something. A great tool to help facilitate this is to use the help of your current members.

Current members can have huge influence over the experience new participants get. It can be as little as making sure to say hello to new faces, all the way up to a more hands-on role within the program. If facilities have interest from their current members it's still important that everyone knows their role, big or small. Some roles might include;

Clinic assistant

Members at the facility could support the role of the PGA Professional. This might involve meeting participants as they arrive, helping with the set up and rotations between golf activities, or facilitating some social time after the clinic. Depending on the arrangement at the facility a member or group of members may even become the main deliverers. Any member/volunteer looking to help with the delivery of a Get Into Golf program will need to complete the Golf Australia Community Instructor course.

Facility mentor

Assist with the connection back to the facility. Showcases the next step for the participant after the program and makes them feel welcomed and comfortable at the facility.

Playing mentor

A member or group of members that can help facilitate the transition of new participants onto the golf course. The involvement here can be alongside the deliverer during the program or as the participants frequent the course more.

Application question

Have you asked current members whether they want to some involvement in beginner programs? Do members know about the clinics the facility runs? If not spread the word.



Benefits of getting involved

Increasing participation at all levels is not just important for the health of the game but is the starting point in ensuring that our clubs and facilities are vibrant, healthy and reflective of our broader community. The growth of the Get Into Golf program will help ensure that as many people as possible are introduced to the game and continue as future members of our clubs and facilities.

Some of the key benefits of running a Get Into Golf program include:



Increased revenue for clubs, facilities and PGA Members

The Get Into Golf program doesn't charge or retain any portion of the program fee, it all goes back to the facility. Group lessons can be a great way to generate revenue for both the facility and deliverer.



Increased exposure of the facility to new customers

Our golf facilities are fantastic places to be and unless we show them off no one is going to know we exist. Word of mouth is a powerful tool and new customer will spread this word if their experience is good.



Alignment with Golf Australia's national marketing campaigns

The Get into Golf brand will form part of the Golf Australia participation portal, serving as the single-entry point to the game for beginner golfers. By utilising the Get Into Golf platform, your will benefit from our year-round national marketing campaign, exposure on a website that generates high levels of traffic, as well as the cross promotion between our adult and junior programs.



Access to Get Into Golf collateral and resources

In addition to this coaching resource, we will provide you with Get Into Golf branded marketing material for each of the programs target audiences. This material will reflect your target market and, in some cases, will be translated into other languages to help you connect more deeply with future participants.



The use of the Get Into Golf's online payment and administration portal, allowing for easy search and pay functionality.

The online payment and administration portal takes away the burden of tedious manual processes and helps keep all records in the one location.

Other benefits include:

- Increased club membership
- Increased food and beverage revenue
- The opportunity to engage and form links with local community groups
- The comfort that participants are covered under a Golf Australia insurance policy
- Support from Golf Australia to set up and deliver your program

Marketing your program

We know society is changing at a faster pace than ever before and people have become more focused on time and the use of their valuable leisure periods. With entertainment and un-structured sports gaining popularity at the expense of traditional participation in sports, facilities have had to adapt and become far more proactive in promoting to the next group of participants.

In our attempt to grab the interest of the public we must first look at how our programs are marketed. A valuable first step is to develop a marketing plan using a simple structure that includes objectives (what we want to achieve), strategies (how we are going to do it) and budget (how much are we going to spend).

The strategies section of the plan is the most detailed and includes the tactical elements you'll use to carry out and reach your target market;

As facilities begin to implement their marketing plans and the promotion of their Get Into Golf programs, we will be there to help support with the below resources;

Product	Why and what product/service are you selling
Price	Choosing a price that is right for your customers.
Place	This is how you'll position your product/service in the marketplace. Do people know where to go to sign up.
Promotion	How are you going to tell everyone you exist? What channels are you going to use?
People	Knowledgeable and friendly staff can contribute to creating satisfied customers and can provide the unique selling experience that an organisation is often seeking.
Process	Process refers to the processes involved in delivering your services to the customer. It is also about being 'easy to do business with'. Do new participants know who to talk to at the facility.
Physical environment	The physical environment where lessons take place have a significant impact on your customers experience. Does the environment say to the customer that the program is highly valued here. Are there posters or promotional material up on the walls.

Social media (paid media)

Digital marketing is one of the most effective ways to reach hyper targeted audiences to share our messages. Paid media in a digital environment provides an opportunity to tailor messages to current and future golfers on platforms such as Facebook, Instagram, YouTube, Twitter and LinkedIn. With huge numbers of regular users in Australia on these respective platforms, Golf Australia will invest appropriate budgets into these digital channels to market the game.

Collateral (digital and printed)

As a registered Get Into Golf facility there will be a number of digital and printed assets you will have access to. These assets will assist in the promotion of your programs.

Posters and flyers



Digital assets



Logos and social media templates



National alignment

The Get into Golf brand will form part of a new Play & Learn section on the Golf Australia website, serving as the single-entry point to the game for beginner golfers – from juniors to adults. We believe that a single call to action to our potential customers and future golfers is the most effective way to promote the game and the fantastic programs that are being run all across the country. By utilising the Get Into Golf platform, you will benefit from our year-round national marketing campaign, exposure on a website that generates high levels of traffic (40,000 people per day, every day), as well as the cross promotion between our adult and junior programs.

Connecting with the local community

Australian communities and the people that represent our communities are changing all the time, becoming more and more diverse and different everyday.

In support of facilities to increase their cultural diversity and to attract and retain people from all different backgrounds, its important to initially acknowledge that there will be additional challenges. People that haven't ever engaged with our sport will be unfamiliar or will have preconceived perceptions of our sport that we might need to break down. The process of becoming more culturally inclusive and breaking down these barriers need not be a difficult one, but it does require a commitment.

This commitment is more than just simply producing promotional material in different languages. It is about promoting a culture of inclusiveness within the facility, being aware of and respectful of different cultures and religions in the community, and making your facility a safe, welcoming place that caters to diversity.

Some of the usual methods to attract new people into our facilities may no longer work, so its important to think of some alternatives;



Don't wait for people to come to you - go to where the people are. Promote your program at youth centres, community cultural organisations, community services and cultural festivals.



Encourage all young members to bring a friend or family member along to training and other activities – especially those from different cultural backgrounds.



Ask current members what they think the facility should do to be more inclusive.

Organisations representing cultural groups and local community organisations in your area can assist you to engage with various communities. These organisations can help to promote your activities and facility, plus gain the trust and support of community families.

Local government can also provide advice and introductions to organisations representing cultural groups, community leaders and local community organisations. Golf Australia's 'Indigenous and Multicultural Community Guide' is another great resource for facilities to help support their commitment to a culture of inclusiveness.

Facility marketing fund

The facility marketing fund is also available for all Get Into Golf facilities once per financial year. The fund covers up to \$250 of advertising materials of the Get Into Golf program, such as signage or online/social media advertisements, however must be matched dollar for dollar by the facility.

You can view the marketing fund application fund via the coordinator resources page on the website.

Application question

Is the Get Into Golf information displayed on your website?
Is there up to date information and a link to registration?

Understanding your target audience

The want to participate does not diminish as people age. By engaging with older people, we can help dispel a lot of these myths associated with ageing and give opportunity to all people, no matter what age. Older people are the experts on what is important to them, and by engaging with them we learn a lot about them.



Understanding your target audience

Through participation many benefits are realised for older adults, and a lot of these benefits are greater for their social health than for their physical health.

Benefits for older people

- Increased confidence, enjoyment of life, and improved health and wellbeing
- Provide opportunities for social interaction and to meet people
- The social structure/network of belonging to a group or sport club is important. People who retire can experience social isolation and may be looking for something to do.
- It is also an effective way of reaching or exceeding the 30 minutes/day of moderate intensity exercise recommended by the Australian government for the 65+ age group, while having a very low rate of injury.
- Opportunities to express their needs and ideas
- Older adults can use sport as an opportunity to interact with their families, including their children and grandchildren

It should also be acknowledged that older adults contribute greatly to our golf facilities not only through their participation, but also by increasing the resource capacity of the facility through volunteering and by being role models for younger participants. Learning from older people's diverse knowledge, experience and insights can help achieve outcomes and benefits that are shared for all.

A needs approach

Just with any other age group, one size does not fit all. We already know the value of the knowledge, life experience and expertise older people can bring, and we need to absorb it and use it to tailor our programs.

Be accessible and keep traditional communications alive

While many older people are online, some still rely on traditional forms of communication. This may include face-to-face, printed material and phone. Keep this in mind to ensure you are inclusive of people who may not be physically mobile or who are not online.

Show respect

Say hello and be respectful, this is appreciated by people of all ages.

Be clear

Keep communication clear, open and in plain respectful language. Fonts need to be large and easy to read. Try to avoid colours that are hard to read.

Keep it active

Many older adults want to become more physically active and to improve their physical health. Don't assume that because people are old that they can't do certain things

Time rich

Older adults often have more time to pursue their own activities as they had retired, or their children are all grown up. Older adults prefer to participate in golf during the morning on a weekday.

They like to be social

Sport can provide great opportunities for social interaction and a place to meet people. The social structure of sport is important and gives a feeling of belonging.

Intergenerational

Many will take up the sport when their children or grandchildren are playing the sport too. Older adults also use the sport as an opportunity to interact with their families or friends.

How to engage

With the rich diversity that older people bring, there are also many ways in which engagement can be delivered. By looking back at what older people are telling us we can find some potential strategies that could help engage older people back into the sport.

1. Develop and promote age specific sport opportunities

Older adults felt that there was a lack of appropriate opportunities to play sport and it became harder to participate with other older adults.

Recommendation: Introduce age specific programs that allow for older adults to interact with other older adults. Remember that some older adults may have challenges with mobility, so choose venues that are accessible and easy to get to.

2. Introduce modifications and rule amendments

Traditional formats and the perceived concerns that they need the necessary skills to play the sport.

Recommendation: Emphasise to participants the nature of the program (introductory, no previous skills needed). Be ready to modify games and equipment to ease the participants into the program. Reduce the target distance, increase the target size and shorten the game length are all recommended adaptations.

3. Keep them involved at the facility

Older adults often have more time to pursue their own activities and are likely to spend more time at the facility than younger adults.

Recommendation: Look at opportunities to bring older adults back to the facility (both playing and non-playing). Think about holding social events and acknowledging the facility as a place to just come and be social.

4. Look for a local champion

Golf facilities can sometimes have an over emphasis towards competition and forget to highlight the opportunities for social play.

Recommendation: Look for someone at the facility who can encourage and spread the word about the program and can support new participants at the facility (members or non-members). Look for someone that can showcase the club and its ability to build social connections and provide opportunities other than competitions.

Understanding your target audience

Good deliverers and inclusive facilities will adapt and modify aspects of their coaching, and the environment, to cater for individual needs. This inclusive mindset will allow everyone to take part and experience success within the program.



Understanding your target audience

These feelings of success cannot occur unless the barriers are restricted and/or removed from participants mindset. Sport can be very rewarding when there are no barriers to participation.

Some of these benefits for people with a disability include;

- The social interaction with others increases self-efficacy and motivation of a “can do attitude”
- Reduces symptoms of anxiety and depression, increases mood and promotes general feeling of well-being
- Physical activity can lead to more independence and freedom as overall strength and energy increases and reduces the need for tasks with assistance
- Feel connected and apart of the community and feel that they can contribute.

The way we think about disability can create a barrier to participation. Many people think that you need special skills or knowledge to coach participants with a disability. This is not the case. A good deliverer, with an inclusive attitude, will ensure that all participants including people with disability can participate. This attitude and use of appropriate language emphasises the individuality, rather than the disability that a person happens to have.

Like coaching any other participant, we all have different emotions, interests, problems, talents, frustrations and faults, the art of coaching is being able to accommodate for each individual.

A needs approach

Attitudes affect how we act, respond and behave around a person with disability. If we focus on what the person cannot do, we perpetuate a negative attitude.

When designing programs for people with a disability it helps to understand why they haven't been involved before. It is equally important to realise some of the needs they have in their considerations to be more active.

Social Interaction

The social interaction with others is a major factor. The involvement with significant others (friends and family) helps the participant with engagement, and a supportive deliverer can help guide this interaction.

Make the information available

Some people are simply unaware of the existence of facilities or activities that could cater for their needs as someone with a disability, this prevents them from even considering taking part in the sport.

Also relying on print media or verbal communication only to get your message out will place many people with a disability at a disadvantage.

Don't assume anything

Preconceived ideas and notions about one's abilities to participate will only create more unneeded barriers for the participant. Use positive reinforcement and encouragement and be ready to change activities if the original plan doesn't suit.

Reassurance

Support and highlight achievements, while squashing the fear of failure. Reassure participants that giving it a go is the goal.

Make it personal

By highlighting experiences of others with similar situations this will show that barriers are able to be overcome and gives people conducting the activity a greater understanding.

How to engage

You don't have to be an expert on disability in order to include. What's most important is getting to know the individual and providing a range of opportunities for everyone to get involved. When preparing an all abilities program, examine what, if anything, needs to be adapted or modified.

1. Change it

By modifying the activities conducted in the program deliverers can meet the individual needs of the participants.

Recommendation: One strategy deliverers can use when planning and conducting activities is to CHANGE IT.

		Example
C	Coaching Style	Demonstrations, use of questions, role models, verbal instructions
H	How to Score	Rules
A	Area	Size, shape or surface of the playing environment
N	Numbers	Number of participants involved in the activity
G	Game Rules	Number of bounces or passes
E	Equipment	Softer or larger balls, or lighter, smaller bats/racquets
I	Inclusion	Everyone has to touch the ball before the team can score
T	Time	'How many... in 30 seconds?'

2. Tailored and direct information

Keep program information clear and concise. Think about how participants will consume this information and remember the importance of language, and how this plays a critical role in shaping and reflecting our thoughts.

Recommendation: Provide the information on easy to access platforms on the internet. Use organisations within the disability sector to help spread the word. Find out who provides services and support to people with disability in the local area, let them know about the facility. State Government departments responsible for disability services and most local councils will have a register of service providers.

3. Eliminate the fear

From judgement to racism, all discrimination must be eliminated for them to feel safe and comfortable in the environment. This may be a new experience for some of the participants so there is always the fear of the unknown.

Recommendation: Promote an understanding of these additional barriers to members and management of the facility. Have a management to endorse cultural diversity and inclusion programs and procedures within the facility.

4. Simple strategies for basic understanding

There may be an initial lack of understanding or awareness of the physical activity that is being undertaken. There may be a need for a more gradual approach to allow people to gather confidence and interest.

Recommendation: Slowly ease the participant into the sport. There may be a need during the first session that participants have a larger chunk of time exploring the facility, meeting other participants and even just watching others participant before giving it a go themselves.

Understanding your target audience

It's time to start thinking about your facility and participation programs, and how you appear to women who are keen to get more physically active. Even just thinking about one or two small changes to start with can go along way to creating a more welcoming and inclusive environment for women – particularly those who haven't tried your facility or activity before.



Understanding your target audience

Sport can be exciting, engaging and rewarding and deliver many physical benefits. These direct benefits of participation include;

- Making women feel confident in themselves
- Increases overall health and well-being for current and future lifestyles, whilst developing good exercise habits
- Creates the opportunity for an increase in social interaction that may not previously have been offered
- Psychological benefits and protections gained through participation such as improved concentration, mood and sleep

Alongside the benefits to individual women, the benefits of participation in sport and physical activity also accrue to those around them, including their family, friends and the facilities they participate at. Facilities that are able to provide more opportunities for women to participate and have a commitment to being more inclusive to women have a better chance of experiencing all the rewards.

A needs approach

Not all women are the same. They interact differently, learn differently and find different avenues for enjoyment. One thing in common is that they are a vital component for sustained success in physical activity programs and their values need to be accounted for when developing programs. When designing programs for women it helps to 'look through their eyes' to understand why they haven't been involved before. It is equally important to realise some of the needs women have in their considerations to be more active.

They like to be social

Women are viewing physical activity as a great place to meet new friends and catch up with old. They find themselves able to meet likeminded people and develop a sense of inclusion.

Create better movement habits

Women see exercise as a great way to stay and/or get fit while maintaining a healthy well-balanced lifestyle. Women want to be proactive in their healthy lifestyle by being able to have fun and exercise with their families.

Opportunities that fit their schedules

Finding the ability for physical activity to be less structured with less commitments in terms of pricing and time increases retention rate and motivation to continue with the desired exercise.

A focus on participation

Promoting exercise in a positive manner, not in a sport orientated manner makes it more appealing for women looking to participate. Softening the sporting language can counter the negative associations.

Communication is key

Having the information planned out of women such as clothing, location & time helps assist with preparation for time busy women. This information should also be up to date and across a variety of channels (social media, website, organisations).

Welcoming environment

The environment needs to be inclusive for all people and minimise any intimidation factors. Make the experience about her and her friends, and make them feel like a member.

How to engage

The more barriers a female perceives with the sport, the less likely she is to be active. As a sport we need to help eliminate these perceptions and employ some strategies that will not only bring more women into the sport but keep them here too. After gaining an understanding of why women participate in physical activity and what they need, we can start to think about opportunities at our facilities and within our programs to help accommodate.

1. Promote physical activity for the physical benefits:

Women tend to find 'sport' and 'competition' as a means of taking exercise too seriously and are more likely to feel self-conscious or embarrassed using this language.

Recommendation: Minimise sport orientated terms and make it less of a competition. Women want to learn and develop skills but not with the fear that they aren't good enough. From the get-go, teach the importance that being on course doesn't have to be serious, and just giving it a go is the real reward.

2. Create the opportunity

Without a variety of affordable, accessible and available opportunities, which are designed specifically with females in mind, it can be difficult for females to be active.

Recommendation: Consider offering a variety of activities at different times. This might mean a little bit of trial and error at first to find the best match. Activities that run for short periods of time might also make it easier for females to attend.

3. Tailor the exercise to the desired needs

Women are finding that they are less likely to participate in a given activity if the skill acquisition and performance is greater than their current skill levels.

Recommendation: Use programs that are designed for varying levels of skills, focusing on basic skill acquisition for beginners and progress to more advanced levels as the motor skills are developed. Women value learning, so by setting achievable goals they will have the desire to reach them. Ask the simple questions to help such as: How can I help you today? What goals do you have for today's session? Is there anything specific you would need help with?

4. The environment really matters

Physical and social environments can be major barriers to women being more active. Women can feel uncomfortable or intimidated in certain spaces, and also feel judged in new spaces.

Recommendation: Provide as much detail about the program and what the class will involve prior to its beginning. Allocate adequate time at the beginning of the program (session one) for participants to introduce themselves to others and to become more familiar with the facility (e.g. where the female changerooms are etc). Also think about the space where the program will take place, is this an appropriate space for a class of beginner women.

5. Get their attention

Clear and concise communication is imperative in delivering a message, and for women this is the most impactful way positive information can be delivered in their social circles.

Recommendation: Using social media to pass along information for specific programs will be most effective in generating interest. Promotion on social media platforms need to show everyday women of all shapes, sizes, backgrounds and abilities getting involved.

6. Prepare your people

The unifying barrier to participation across all female life stages is the fear of judgement.

Recommendation: Encouragement and empathy should be at the top of the list. Make sure everyone at the facility (including members and staff) are aware of the program and encourage them, where they can, to make these participants feel warm and welcome.

Centre Checklist

Pre-program (prepare)

- 1. Discuss details of the program with all personnel (committee members, management, deliverers)
- 2. Activate a program through the coordinators page on the website.
- 3. Market your program through multiple and varied tactics. Check the section 'marketing your program' in this manual for resources.
- 4. Keep track of participants
 - Keep an eye on the numbers. Remember you will receive an email as individuals register
 - Have a plan if the numbers don't reach your minimum. Consider alternate programs they can attend or rescheduling of the program.
- 5. Communicate to participants. Make sure they have all the relevant details prior to session one.
- 6. Be ready for their arrival. Know your plan and activities, gather equipment that you will need, know the space you will be using, and always have a plan B.

During program (time to deliver)

- 1. Give yourself time to set all activities up before participants arrive. Consider the rotations between activities and always try to maximise hitting time.
- 2. Know who is coming and keep a record. Check them in as they arrive and try to start every session on time.
- 3. Pair/partner up participants. This will help participants to get to know each other quickly and will help them feel comfortable completing activities.
- 4. If you have a large group with extra deliverers or volunteers, make sure everyone knows their role. Tell the participants the structure of the session before it begins.
- 5. Run the activities as you have planned. Remember to always be flexible and to use game modifications to your advantage. Ask the participants what they want if you are unsure.
- 6. Make sure to get the participants on the course. Getting on the course doesn't always mean playing holes, it can be taking games to the course or playing variations of traditional holes.

Post-program

- 1. Give participants the opportunity to continue and practice. Think about giving them access to the facility during the program and for a period after the program. Making them feel part of the club goes along way to getting them to join the club.
- 2. Have a next step in place. See the section 'The Facility' in this manual for ideas.
- 3. Thank everyone involved with the program and start planning for the next program. Keep the momentum going.

Insurance

Deliverers

All accredited Community Instructors who deliver the Get Into Golf program are covered under Public Liability Insurance up to \$20 million and Professional Indemnity Insurance up to \$5 million.

For more information visit www.golf.org.au

In addition, all PGA Professionals are covered as part of their membership. The insurance covers members with respect to Personal Injury or Property Damage resulting from instances occurring in connection with PGA activities such as coaching, practice and participation in tournaments etc.

For more information please contact the PGA of Australia.

Participants

All registered participants are covered by personal liability for personal injury or property damage caused while participating in the program.

For more information visit www.golf.org.au
If you have a claim, or believe you have a claim, please contact Golf Australia on (03) 9626 5000.

PART 02

THE LESSONS

**Now that the foundations
are set let's get to the
fun stuff.**

Game Centred Approach

A game centred approach to learning attempts to rebalance the disproportionate emphasis on mastering the skill and shifts the focus where learning is contextualised through games or game-like situations. Learning the skill in isolation may be problematic for a learner because it has no connection with getting the participants ready to hit the golf course.

Deliverers often take a directive approach and rely on knowledge embedded over time which is reliant on the development of technique. While there is a place for direct instruction of technique in a game centred approach, the emphasis should be placed on learning the skill through doing the skill, not just an explanation or demonstration of the skill. The deliverer also needs to be able to utilise observation and questioning in the order to enhance learning, being the facilitator instead of directing and controlling instruction is the best approach.

Learning through games also helps participants with their development in physical literacy, and their ability to draw on integrated skills across the domains of physical, psychological, social and cognitive. A physically literate person should be able to draw on these capabilities to support health promoting and fulfilling movement. Technique by itself is not sufficient as it omits the capacity to engage and motivate participants, lacks in the development of collaboration, and also its inability to facilitate interaction effectively with others in movement.

You will find a selection of golf activities in the Get into Golf centre manual. These games are also simple to modify (easier or harder) to accommodate varying ability levels and therefore maximises inclusion and challenge.

Sport Australia Physical Literacy Framework



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.

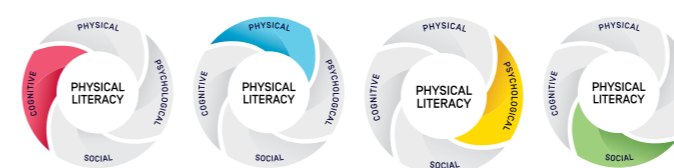
How are they used in the Get into Golf program?

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 Get Into Golf program will support deliverers through this challenge by;

The 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 Get Into Golf program that contribute to an active and

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 Get into Golf program may have greater opportunity to develop integrated skills across all four domains by simply participating in one of the golf games. A 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).



Prepare to Deliver

As the first session of your Get Into Golf program creeps closer and closer it's now time to prepare yourself to deliver. The preparation phase will set the foundations for a successful program and ensure participants get the best experience possible.

The first step in this preparation phase is to be organised and ready for your participants, a phase that includes a combination of pre-session communication and on the day readiness.



Communication to participants

Prior to the programs start date it's recommended that participants have been communicated to and have information on things like;

- Where to meet when they arrive
- What to bring and what will be provided (e.g. equipment)
- How many other participants will be in the group
- What will be delivered in the sessions
- Any wet weather contingencies

These little details will go along way in helping participants to feel even more comfortable as they start their journey into this great game.



Be ready for participants

Before the participants arrive for their golf session, we have a few last checks to ensure we are ready to deliver. By the time the participants arrive at the facility the session should be ready to go.

Know your plan

Be as familiar as you can with your session and all its components. Knowing how many participants you will have in your group, what space/area you will be using for the session, and the sequence your session will run in, all contributes to maximising participation time.

Make sure to have all the material you need (game cards,

session plans, list of participants etc) for the session, and remember to always have a plan B. Conditions may change (weather), practice facilities might be out of action, or the participants themselves wanting some extra time on certain activities.

Know the space

Survey the intended space prior to the lesson to make sure the activities you have chosen will work in that space (remember you can always modify the game to suit the area). Check course availability and utilise a part of the course that might be vacate during your session. Remember part of the program is to get participants familiar with the course.

Consider your participants as well. If you have a group that might be less mobile consider the distance between activities, or if you have a participant that needs wheelchair access consider the accessibility to the space you are using.

Also think about potential weather conditions and how the space might help. Think about using a shaded area in the summer months and making sure you have evacuation plans for impeding conditions like lighting.

Set up the activities

Once you have determined what the session will look like and you are familiar with the space, you are now ready to set up. Setting up the activities prior to participants arriving will not only save you time but will make the flow of the session smooth. It will ensure participation time is maximised and all the required content is delivered.

Ensure you have all the equipment you need for the session and bring a little extra just to be sure. Remember the more equipment you have (especially golf balls) the less time participants will spend waiting around.

As you set up activities always have safety as your number one priority. Ensuring there is adequate space between adjacent stations and always define a safety area for

Time to Deliver



The participants are now at the first session and are ready to dive into the activities. Everything is set up and ready to go, it's now time to deliver. Below are some recommendations that will help keep the sessions engaging, social, and learner centred.



Partner them up

Beginner golf programs should always give the participants an opportunity to feel part of a team, it should build their self-confidence and increase their self-esteem. As golf is primarily an individual sport, it's important that the games and activities you conduct enable opportunities for participants to learn together.

A great way to achieve this is to split participants into pairs or small groups and encourage them to participate in golf activities as a team rather than individuals. Using smaller groups also maximises the support and interpersonal feedback given between partners, and forms an essential part of the Get Into Golf program. Using teams to play games increases the enjoyment and allows participants to compete against each other in a friendly less-intimidating way. It is also a great way for participants to get to know each other quickly and relax into the activities.



Instructions

Participants will come into any program with their own individualised learning styles, and as a deliverer it is imperative that we use a range of strategies to help the learning process become more efficient.

Demonstrate the skill

Visual aids and demonstrations are essential for beginners. If they aren't able to conceptualise the skill and see it in action, it is likely they won't have the confidence or know how to give it a go.

After demonstrating a skill, use questioning techniques to check for participant understanding. Don't just simply model a skill and then move on and expect participants to have understood. Ensure you are encouraging all participants to respond.

Give them some cues

Giving verbal or non-verbal cues through the session can help learners in their attempts to recall and perform motor skills. Reinforcing your 1 or 2 key teaching points for the skill as the participants attempt the activities can be an effective technique.

Give them some background information as to why particular cues are being given and avoid too much tech talk.

Explain the objectives of the game (the rules)

Once the skill has been demonstrated and a few key teaching points have been understood its time to give the participants some specific outcome focused instructions on the activity. These instructions need to be simple to explain and understand, and should highlight the objective of the game (e.g. to hit a specific target) rather than a complete focus on the skill.

Give them plenty of time to try the skill

Allow them sufficient time to practice new skills and plenty of opportunities to explore, remember this section of the lesson should take up the largest portion of the time.

The deliverer needs to facilitate the learning and be careful not to direct the learning. Give them the support they need by creating a thriving learning environment where participants can discover the movements themselves.



Keep them engaged

Keeping participants engaged throughout the whole session ensures they are not missing any key learnings and they are getting the most out of the session physically and socially.

To keep participants enthused and motivated during each session it is best to keep the session moving along. Keep the rotations high and try not to keep partners waiting too long. Having multiple games setup that participants can rotate between quickly will ensure their focus is maintained and will prevent any dead time.

Have modifications to activities ready to go so they can be implemented with ease. Try to change something every 5 minutes so the activities don't stagnate, but also don't be afraid to use an activity the participants want more of.



Finish with some more social time

Finish with a drink

Finish the session with some time together as a group inside the clubhouse. Reflect on the session over a drink and initiate a conversation to get everyone chatting. If there are opportunities to arrange attendance by a current club member, this could be the perfect situation.

Encourage participants to swap numbers

Once the participants have the 'golf bug', they will likely want to continue working on their game outside of program times. Encourage participants to do this with a friend or someone in their program.

Recruit a mentor

To make the participants feel welcomed and comfortable in a new environment recruit a current member to become a club mentor. This mentor can show them through the facility and be a helpful point of contact for participants.

Let the participants guide

Participants will engage more with the sessions when they feel actively involved. Ask them for suggestions on the style and structure of the lessons and let them guide all the social opportunities.

SESSION PLANS

These are the 5 weeks and its inclusions at a glance.


Session Plans

1 Lesson One | Putting, Chipping, Full Swing

Time

60mins

Area

 Driving Range

 Course

 Grassed area

Equipment

- Putters
- Irons
- Tennis balls
- Golf balls
- Cones
- Rope
- Hula hoops



Warm-Up	Choose at least two stretches	5 mins
Putting Game	<i>(choose one)</i> Putting Relay Borderline	15 mins
Chipping Game	<i>(choose one)</i> Multiple Bullseyes Cone Knockdown	15 mins
Full Swing Game	<i>(choose one)</i> Narrow the Fairway Closing In	15 mins
Finish	Relax and grab a drink	10 mins

This week's two key teaching points: *(Deliverer to add notes here)*


Session Plans

2 Lesson Two | Putting, Chipping, Course Skills

Time

60mins

Area

 Driving Range

 Course

 Grassed area

Equipment

- Putters
- Irons
- Tennis balls
- Golf balls
- Cones
- Rope
- Hula hoops



Warm-Up	Choose at least two stretches	5 mins
Putting Game	<i>(choose one)</i> Pick up the Pieces Sections	15 mins
Chipping Game	<i>(choose one)</i> Stop that Ball Climb the Ladder	15 mins
Course Skills Game	Around the Green	15 mins
Finish	Relax and grab a drink	10 mins

This week's two key teaching points: *(Deliverer to add notes here)*


Session Plans

3 Lesson Three | Chipping, Full Swing, Course Skills

Time

60mins

Area

 Driving Range

 Course

 Grassed area

Equipment

- Putters
- Irons
- Tennis balls
- Golf balls
- Cones
- Rope
- Hula hoops



Warm-Up	Choose at least two stretches	5 mins
Chipping Game	<i>(choose one)</i> Multiple Bullseyes Cone Knockdown	15 mins
Full Swing Game	<i>(choose one)</i> Narrow the Fairway Closing In	15 mins
Course Skills Game	Rough Times	15 mins
Finish	Relax and grab a drink	10 mins

This week's two key teaching points: *(Deliverer to add notes here)*


Session Plans

4 Lesson Four | Bunkers, Pitching, Course Skills

Time

60mins

Area

 Driving Range

 Course

 Grassed area

Equipment

- Putters
- Irons
- Tennis balls
- Golf balls
- Cones
- Rope
- Hula hoops



Warm-Up	Choose at least two stretches	5 mins
Bunker Game	<i>(choose one)</i> Pass the Pain Team Target	15 mins
Pitching Game	<i>(choose one)</i> Double Trouble Monster Green	15 mins
Course Skills Game	<i>(choose one)</i> Reverse Bunkers Play a hole or two	15 mins
Finish	Relax and grab a drink	10 mins


This week's two key teaching points: *(Deliverer to add notes here)*

5 Lesson Five | Putting, Full Swing, Course Skills

Time

60mins

Area

 Driving Range

 Course

 Grassed area

Equipment

- Putters
- Irons
- Tennis balls
- Golf balls
- Cones
- Rope
- Hula hoops



Warm-Up	Choose at least two stretches	5 mins
Putting Game	<i>(choose one)</i> Putting Relay Borderline	15 mins
Full Swing Game	<i>(choose one)</i> Narrow the Fairway Closing In	15 mins
Course Skills Game	<i>(choose one)</i> Fly the Sand Play a hole or two	15 mins
Finish	Relax and grab a drink	10 mins

This week's two key teaching points: *(Deliverer to add notes here)*

WARM UP ACTIVITIES

Do not attempt a stretch if you have any joint problems that could be aggravated by the movement. All movements should be smooth. Do not rush the movements. Never bounce or continue to stretch beyond a comfortable range.

Warm Up Stretches

1 Neck Stretch

How

Round One

1. Start with your head in a neutral position.
2. Nod your head slowly forward, bringing your chin toward your chest, return to neutral position (Do not move your head back past the neutral position).

Round Two

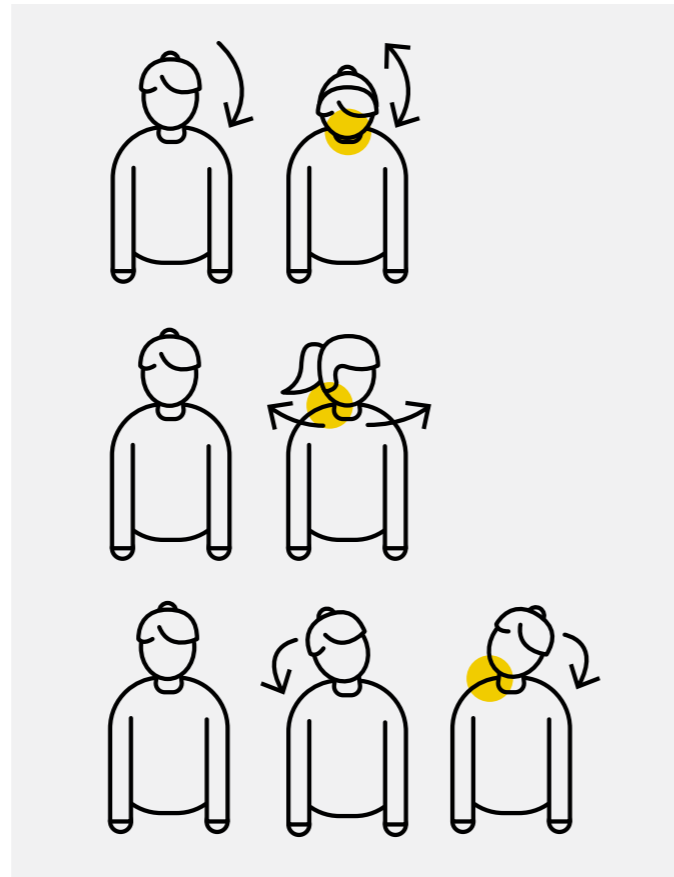
1. Start with your head in a neutral position.
2. Turn your head from side to side very slowly until you can align your chin with your shoulder.
3. Tilt your head slowly from side to side, bringing your ear over your shoulder.

Repetitions

Repeat each round 5 times

Target muscle groups

Upper traps and neck



2 Shoulder Rolls

How

1. Stand up nice and tall.
2. Roll your shoulders forward, then backward in a circle.
3. Do this for 10-15 seconds to start.
4. Begin with little circles and progress to large circles.

Repetitions

Repeat 3 times.

Target muscle groups

Traps, upper back and shoulders.



Warm Up Stretches

3 Side Stretches

How

1. Stand with feet hip width apart and tighten your abdominal muscles.
2. Shift your hips to the right while reaching overhead with your right arm.
3. Repeat, shifting your hips to the left while reaching with your left arm.

Repetitions

Repeat 10 times.

Target muscle groups

Lats and abdominals.



4 Standing Thread the Needle

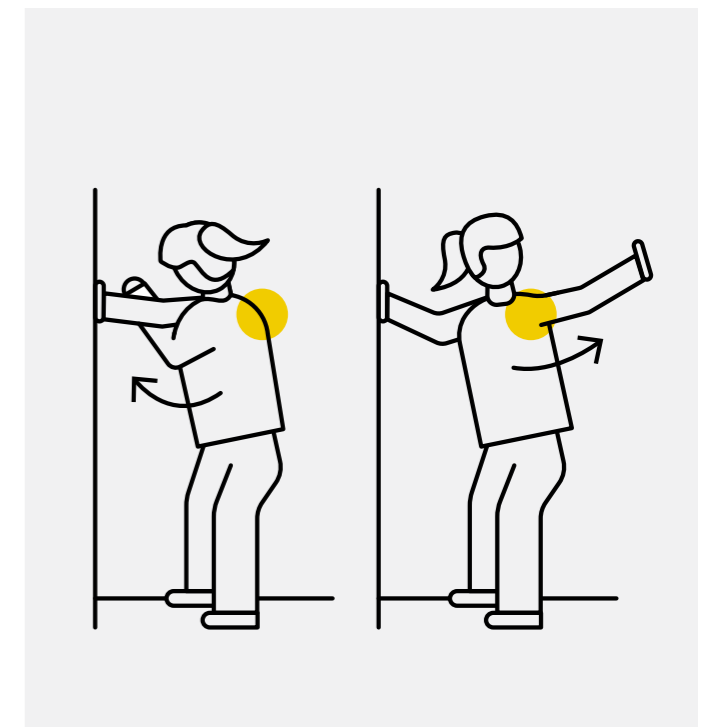
How

1. Stand with one hand on the wall, abdominals tight, back straight. Most of your weight should be through the arm on the wall.
2. Reach under your arm pit area (3:00 o'clock) and reach out and up (10:00 o'clock).
3. Keep weight-bearing shoulder blade down.
4. Hold 5 for seconds at 3.00 o'clock and 10.00 o'clock. Switch sides.

Repetitions

Repeat 10 times each side.

Target muscle groups



5 Lower Neck and Upper Back Stretch

How

1. With your arms about shoulder height, clasp your hands in front of you.
2. Drop your chin toward your chest. Reach straight forward so you are rounding your upper back.
3. Think about pulling your shoulder blades apart. You'll feel a stretch across your upper back and shoulders.
4. Hold for 10 seconds then release the stretch and relax.

Repetitions

Repeat 3 times.

Target muscle groups

Traps.



6 Standing Hamstring Stretch

How

1. Stand upright with the spine in a neutral position.
2. Place your right leg in front of your body with the foot flexed, the heel pushed into the ground, and the toe pointing toward the ceiling.
3. Slightly bend the left knee. Gently lean forward and place your hands on the straight right leg.
4. Keep a neutral spine. Hold the stretch for 20 seconds.

Repetitions

Repeat 3 times.

Target muscle groups



7 Rotation Stretch

How

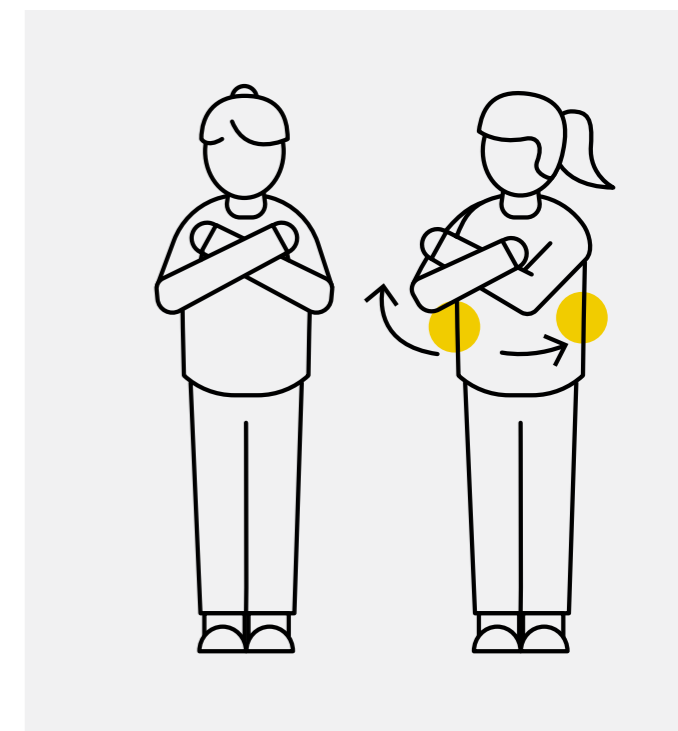
1. Stand with your feet shoulder-width apart and fold your arms across your chest.
2. Rotate to the left keeping your hips pointing straight ahead.
3. Rotate to the right keeping your hips pointing straight ahead.
4. Return to the start position.
5. Make this movement smooth and flowing.

Repetitions

Repeat 5 times.

Target muscle groups

Abdominals and back.



GOLF ACTIVITIES

This is the main attraction,
time to get moving.

Set up

Step One:

Define each teams hitting area and safety spot (4m apart) with cones

Step Two:

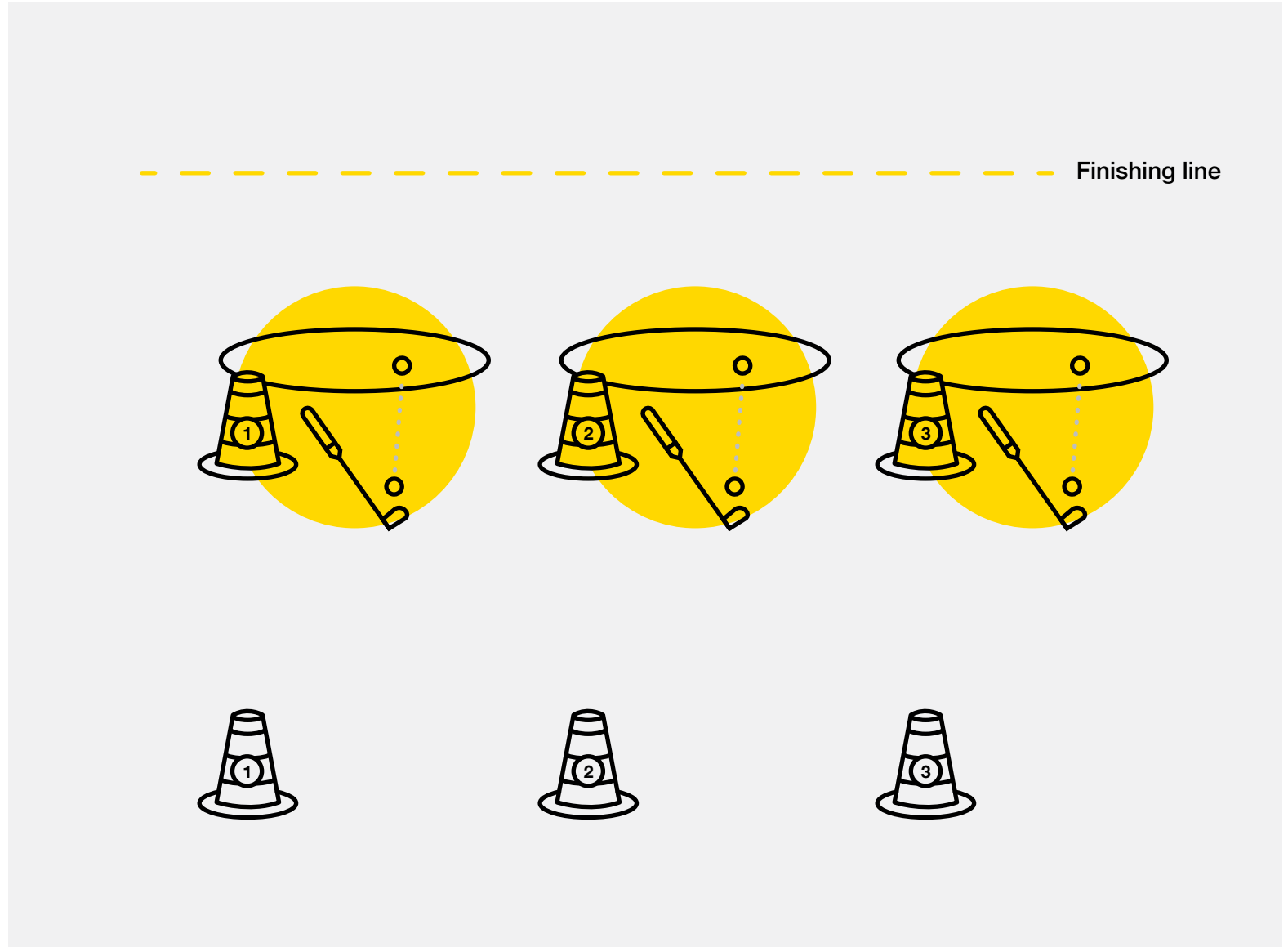
Place a hula hoop in front of each teams hitting area

Step Three:

Create a finishing line

Equipment

- Putters
- Golf balls or tennis balls
- Hula hoops
- Cones

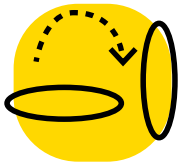


How to Play



Step One:

One participant from each team putts the ball attempting to keep it inside the hula hoop



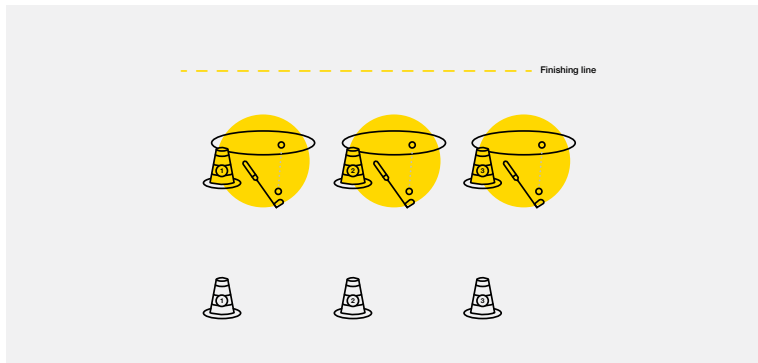
Step Two:

If successful, the teams hoop is flipped once over on its edge. The ball is returned to the starting position and the next participant attempts



Step Three:

Continue this rotation for a certain time period (e.g. 2 mins) or until a team reaches a designated finishing line



Game Modifications



Modify the game by including one hula hoop between two stations. Team members will need to plan the timing of each other's shots

Make it Harder

Facilitates progression in the Cognitive Domain:
Strategy & Planning



Modify the game by allowing the hula hoop to be flipped if the ball rolls through the hoop. It's finishing position is irrelevant

Make it Easier

Facilitates progression in the Physical Domain:
Object Manipulation



Modify the game with an inclusion of increased game pressure by having the hula hoop move backwards with every unsuccessful attempt

Make it Harder

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



Modify the game by having a ball from each participant inside the hula hoop before the team can flip

Make it Harder

Facilitates progression in the Social Domain:
Collaboration

Set up

Step One:

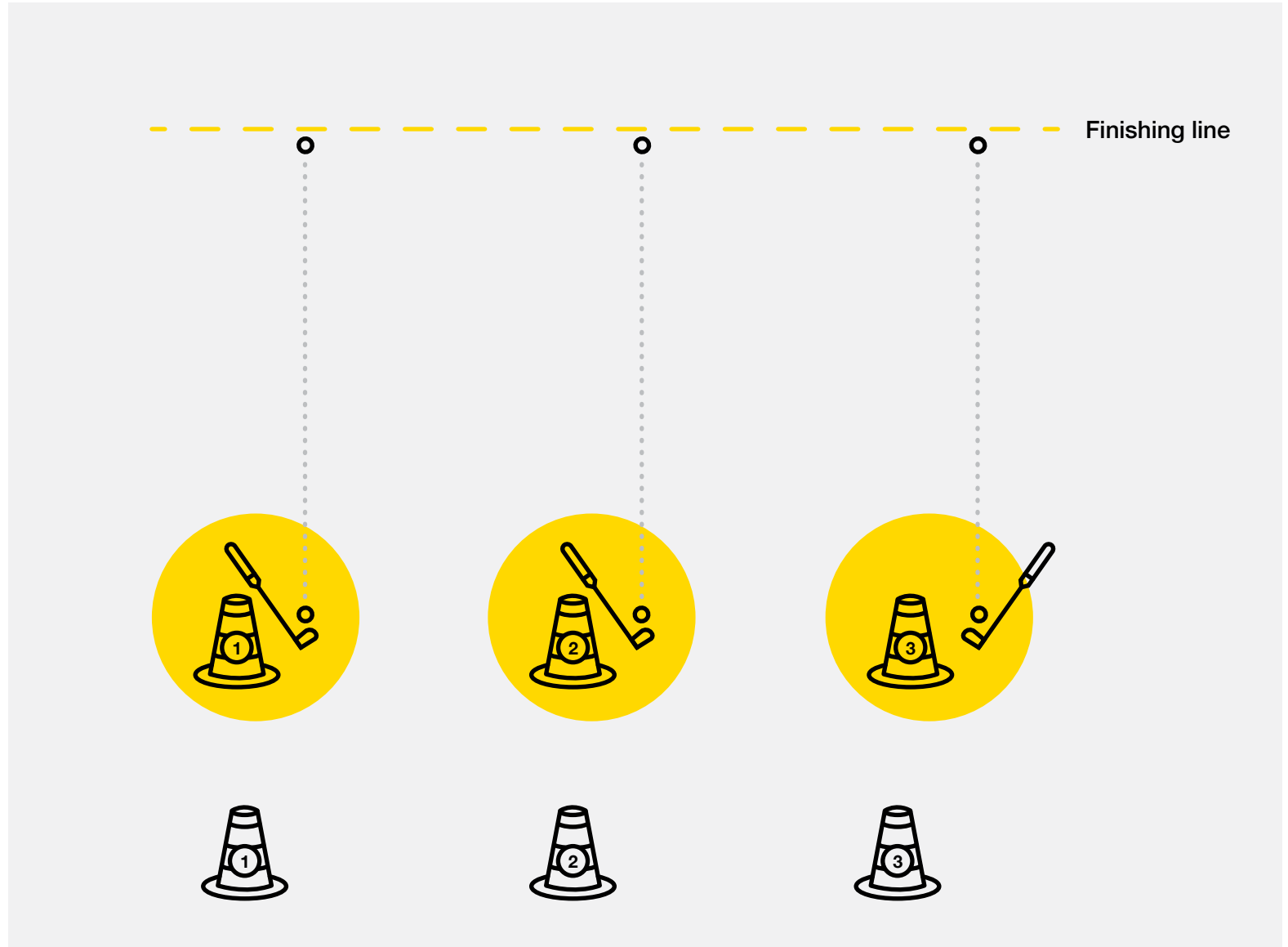
Define each teams hitting area and safety spot (4m apart) with cones

Step Two:

Set a straight finishing line at a 5m distance ahead of the hitting area

Equipment

- Putters
- Golf balls or Tennis balls
- Cones
- Rope

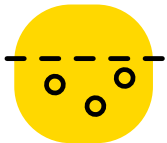


How to Play



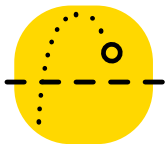
Step One:

The first participant from each station will putt at the same time on the count of the deliverer



Step Two:

All participants will attempt to putt the ball as close to the finishing line without rolling over



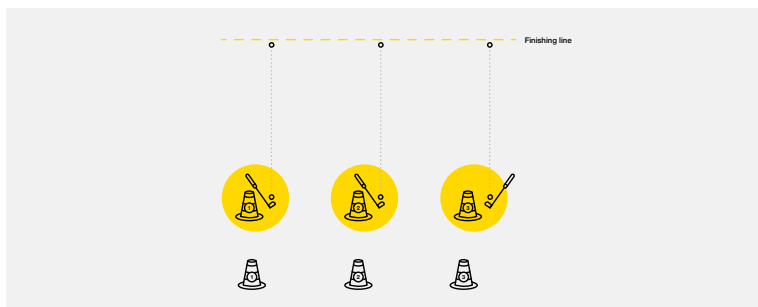
Step Three

Participants are eliminated if they putt over the finishing line. Participants are also eliminated if they are the furthest from the line (the shortest putt)



Step Four:

This continues until one participant is left



Game Modifications



Modify the game by a change to surface texture. First attempt using fairway grass, then progress to the putting surface

Make it Harder

Facilitates progression in the Cognitive Domain:
Perceptual Awareness



Modify the game by allowing participants to set their own starting position to challenge themselves

Make it Harder

Facilitates progression in the Psychological Domain:
Self- Perception



Modify the game by awarding points to participants based on their finishing positions. The closer to the line the more points participants get

Make it Easier

Facilitates progression in the Psychological Domain:
Engagement and Enjoyment

Added Extra:



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

Facilitates progression in the Social Domain:
Society & Culture

Set up

Step One:

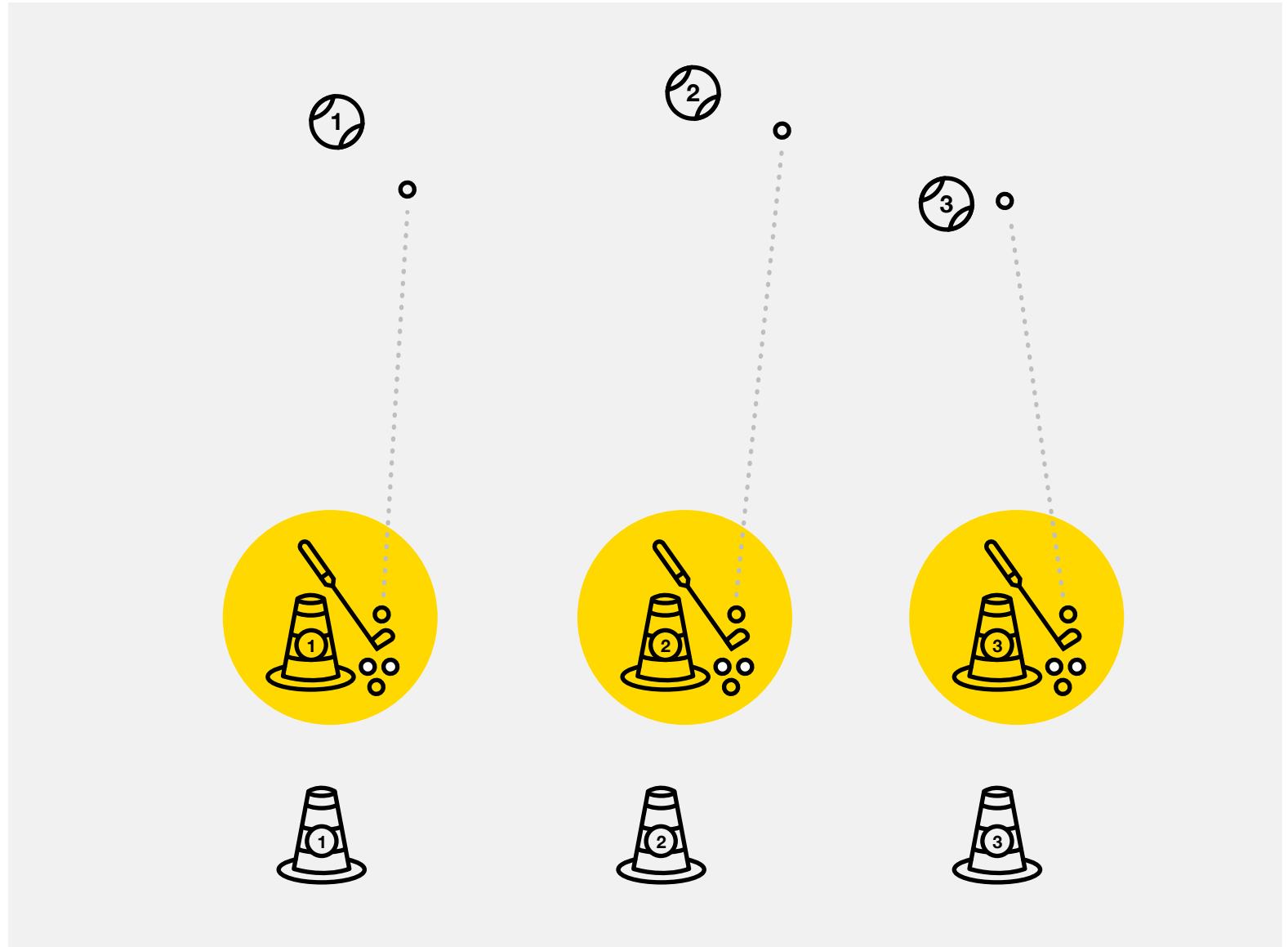
Define each teams hitting area and safety spot (4m apart) with cones

Step Two:

Make sure each station has a jack (tennis ball or cone) a distance in front of their hitting area

Equipment

- Putters
- A jack (tennis ball or cone)
- Golf balls or tennis balls (in two different colours)
- Cones

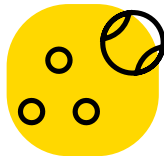


How to Play



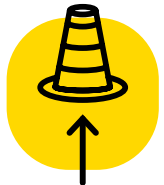
Step One:

Each participant gets 2-3 putts attempting to get as close to the jack as possible



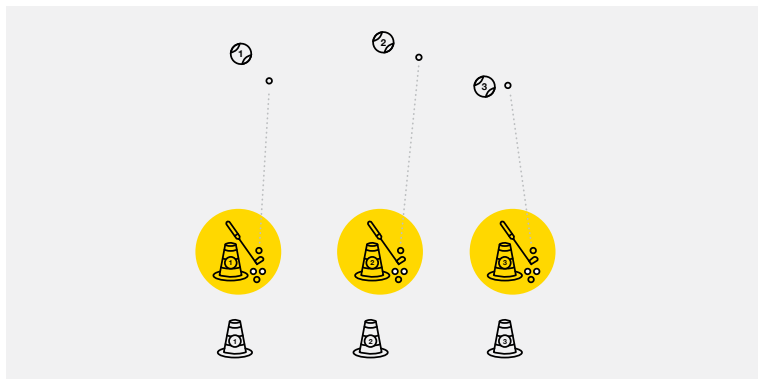
Step Two:

Once all the balls have been putt the participant with the closest balls to the jack receive the following points: closest ball – 5 points, 2 closest – 10 points, 3 closest – 15 points



Step Three

Collect all the balls, move the jack to a new distance and start again



Game Modifications



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

Make it Harder

Facilitates progression in the Cognitive Domain:
Perceptual Awareness



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

Make it Harder

Facilitates progression in the Physical Domain:
Object Manipulation



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

Make it Easier

Facilitates progression in the Psychological Domain:
Confidence

Added Extra:



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

Facilitates progression in the Social Domain:
Relationships

Set up

Step One:

Define each teams hitting area and safety spot (4m apart) with cones

Step Two:

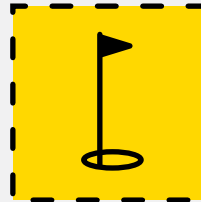
Define the sections with rope, talcum powder or golf tees

Equipment

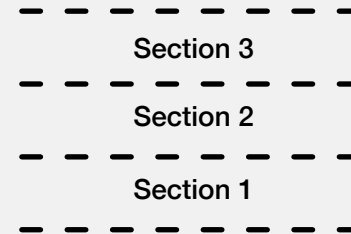
- Putters
- Lots of golf balls or tennis balls
- Cones
- Rope, talcum powder or golf tees



OPTION 01



OPTION 02



1 point



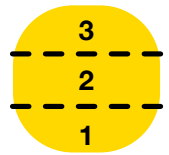
2 points



3 points



How to Play



Step One:

Participants attempt to putt the ball into designated sections. 1 point for section one, 2 points for section two, 3 points for section three. Added points for in the hole



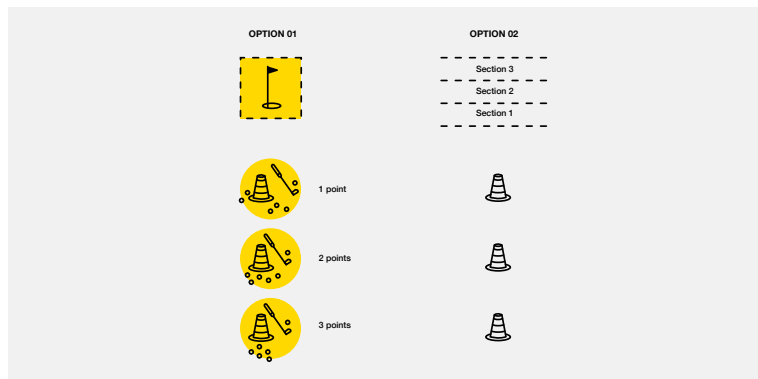
Step Two:

Keep the rotations high with participants switching after a few attempts



Step Three

Completion is achieved after a successful attempt in each section or after an allotted amount of time



Game Modifications



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 putts in x number of sections

Facilitates progression in the Social Domain:
Collaboration

Make it Harder



Modify the game by increasing the completion count to multiple balls in each section e.g. teams need 5 balls in each of the sections

Facilitates progression in the Physical Domain:
Object Manipulation

Make it Harder



Modify the game by including a sequence to each putt e.g. a ball in section 1, then 2, then 3. The sequence needs to be followed for completion of the game

Facilitates progression in the Psychological Domain:
Engagement & Enjoyment

Make it Harder

Added Extra:



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

Facilitates progression in the Cognitive Domain:
Content Knowledge

Set up

Step One:

Define each teams hitting area and safety spot (4m apart) with cones

Step Two:

Scatter hula hoops on a putting green or roped area on the driving range

Equipment

- Wedges or short Iron
- Lots of golf balls or tennis balls
- Cones
- Hula hoops
- Rope



Multiple Bullseyes | Chipping

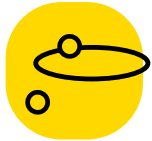
Golf Activity Game Card

How to Play



Step One:

Participants chip the ball towards the target with the aim of keeping it on the green



Step Two:

Added value is given to a successful chip inside one of the many hula hoops scattered on the green – 1 point on the green, 5 points in the hoop



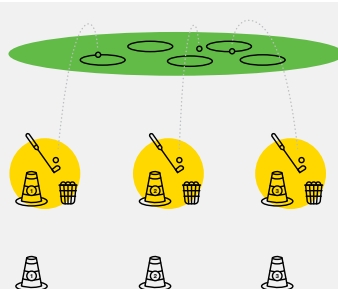
Step Three:

Keep the rotations high with participants switching after a few attempts



Step Four:

This continues for an allotted amount of time or until completion of a bucket of balls



Game Modifications



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

Make it Harder

Facilitates progression in the Cognitive Domain:
Strategy & Planning



Modify the game by gradually increasing or decreasing the distance of the green from the hitting area

Make it Easier or Harder

Facilitates progression in the Physical Domain:
Object Manipulation



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

Make it Different

Facilitates progression in the Psychological Domain:
Engagement & Enjoyment



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

Make it Different

Facilitates progression in the Social Domain:
Collaboration

Set up

Step One:

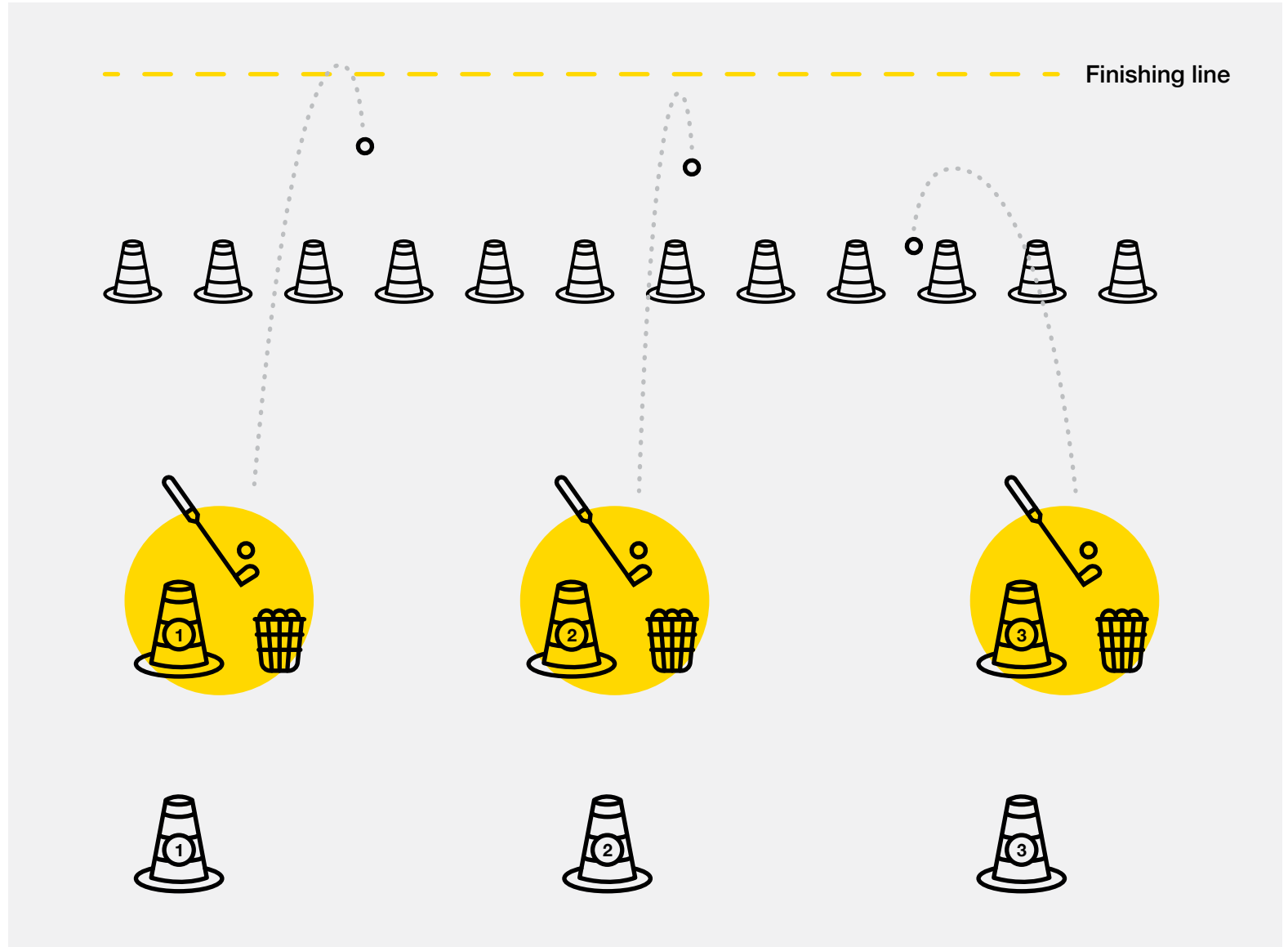
Define each teams hitting area and safety spot (4m apart) with cones

Step Two:

Set the first row of cones out in the playing field, then set the finishing line

Equipment

- Wedges or short iron
- Lots of golf balls or tennis balls
- Cones
- Rope

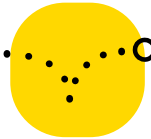


How to Play



Step One:

Participants chip the ball over the first row of cones however must keep it short of the finishing line



Step Two:

Any attempt that bounces before the first row of cones is excluded



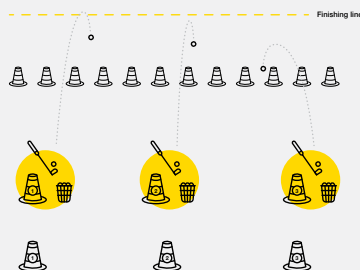
Step Three

Keep the rotations high with participants switching after a few attempts



Step Four

This continues for an allotted amount of time or until completion of a bucket of balls



Game Modifications



Modify the game by a change to surface texture. Switch the range for the putting green. The chip shot must land and stop on the green

Facilitates progression in the Cognitive Domain:
Perceptual Awareness

Make it Different



Modify the game by increasing or decreasing the gap between the first line of cones and the finishing line

Facilitates progression in the Physical Domain:
Object Manipulation

Make it Easier or Harder



Modify the game by adding a penalty for a missed attempt (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

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

Make it Harder

Added Extra:



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

Facilitates progression in the Social Domain:
Society & Culture

Set up

Step One:

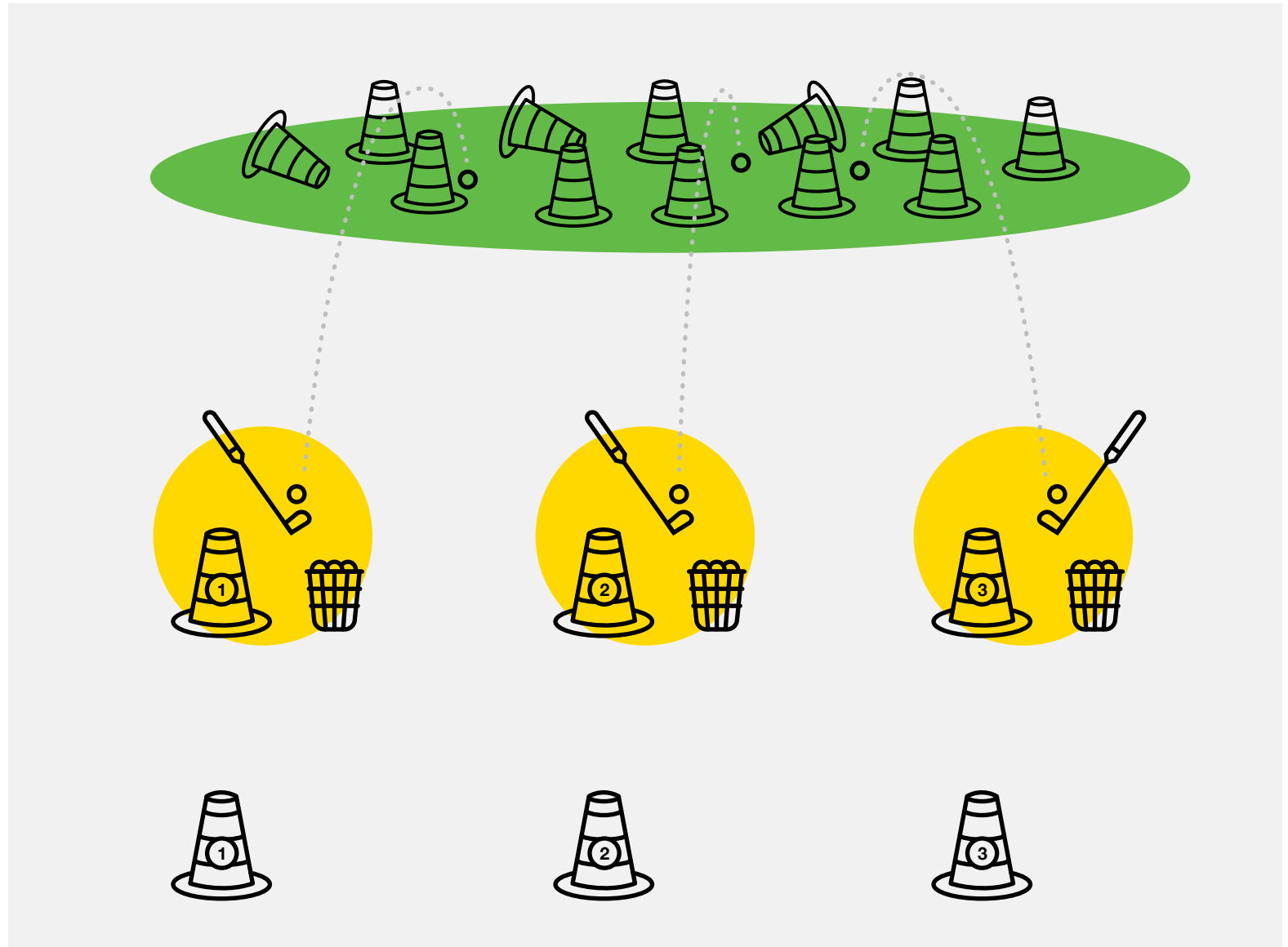
Define each teams hitting area and safety spot (4m apart) with cones

Step Two:

Scatter cones on a putting green or roped area on the driving range

Equipment

- Wedges or short iron
- Lots of golf balls or tennis balls
- Cones
- Rope



Cone Knockdown | Chipping

Golf Activity Game Card

How to Play



Step One:

Participants chip the ball towards the green attempting to knock down the cones



Step Two:

Cones that are successfully knocked down are excluded from the game. Aim: the team with the greatest amount of cones knocked down wins



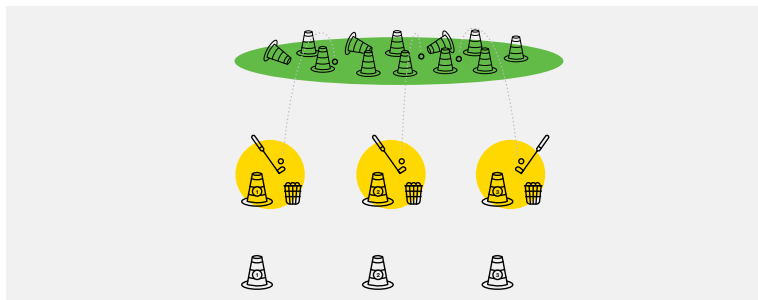
Step Three

Keep the rotations high with participants switching after a few attempts



Step Four

This continues for an allotted amount of time or until all cones are eliminated



Game Modifications



Modify the game by adding objects around the green that represent bunkers. Encourage participants to now adopt a different strategy to the game e.g. higher shot to go over or a more angled shot to avoid. Penalties can be introduced here

Facilitates progression in the Cognitive Domain:
Strategy & Planning

Make it Harder



Modify the game by allowing cones to stay on the green even after they have been knocked down. The game focuses on just hitting a cone

Facilitates progression in the Physical Domain:
Object Manipulation

Make it Easier



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

Facilitates progression in the Social Domain:
Collaboration

Make it Different

Added Extra:



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

Facilitates progression in the Psychological Domain:
Motivation

Set up

Step One:

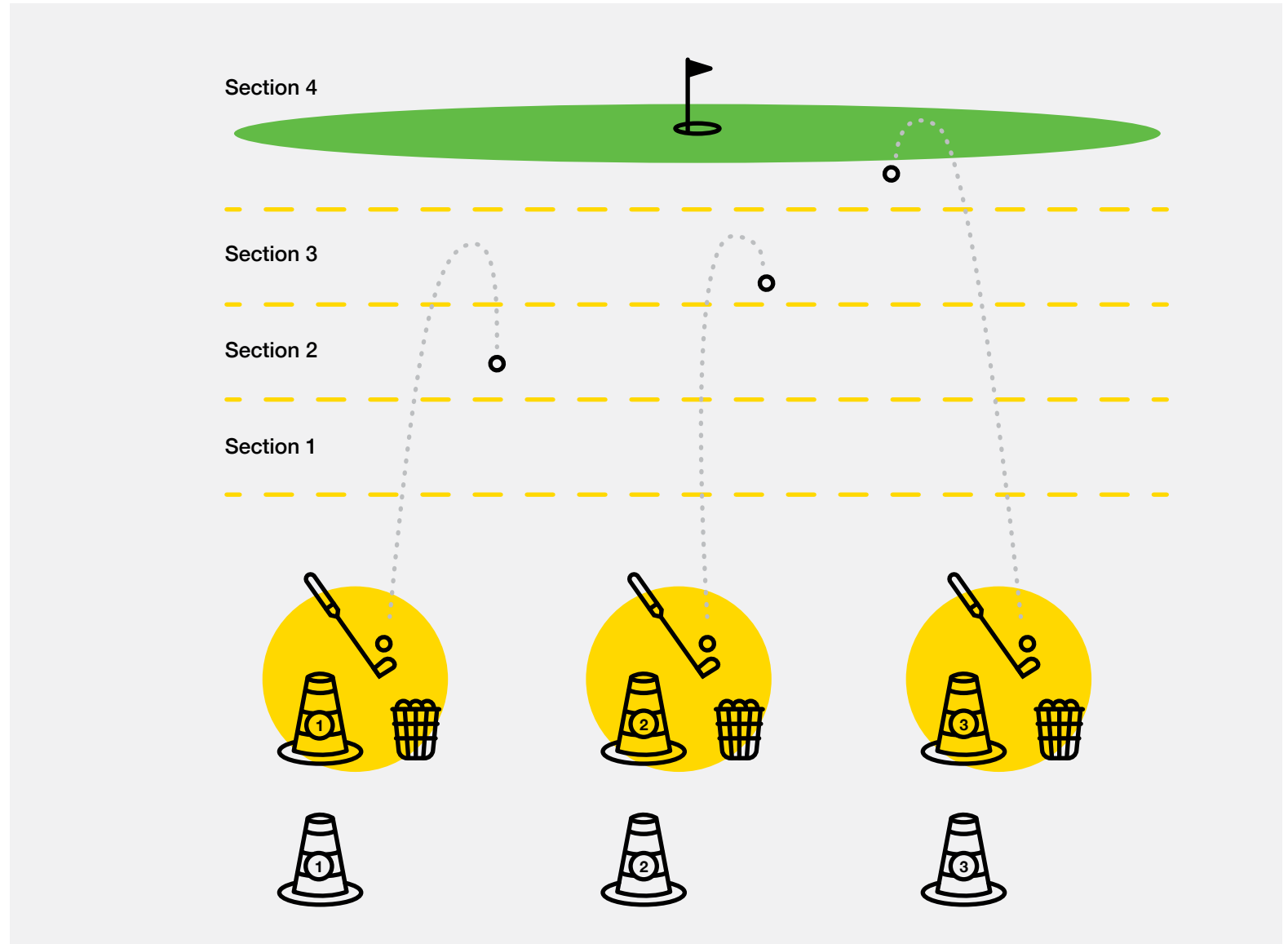
Define each teams hitting area and safety spot (4m apart) with cones

Step Two:

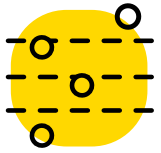
Use rope or cones to define the targets. Separate with a gap of 2m to begin

Equipment

- Wedges or short iron
- Lots of golf balls
- Cones
- Rope



How to Play



Step One:

Participants chip the ball aiming to keep one ball in each of the four designated sections



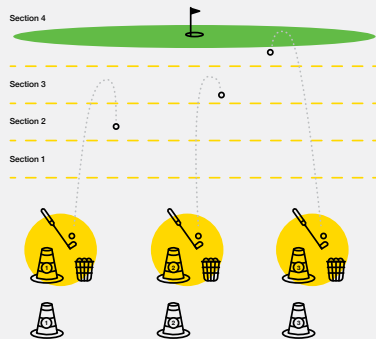
Step Two:

Keep the rotations high with participants switching after a few attempts



Step Three

This continues for an allotted amount of time or until all teammates have successfully chipped into all four sections



Game Modifications



Modify the game by increasing the number of golf balls needed in each of the four sections

Make it Harder

Facilitates progression in the Physical Domain:
Object Manipulation



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

Make it Different

Facilitates progression in the Psychological domain:
Self-regulations (emotions)



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 putts in x number of sections

Make it Harder

Facilitates progression in the Social Domain:
Relationships

Added Extra:



Ask participants the adjustments they made when chipping to different targets

Facilitates progression in the Cognitive Domain: Reasoning

Set up

Step One:

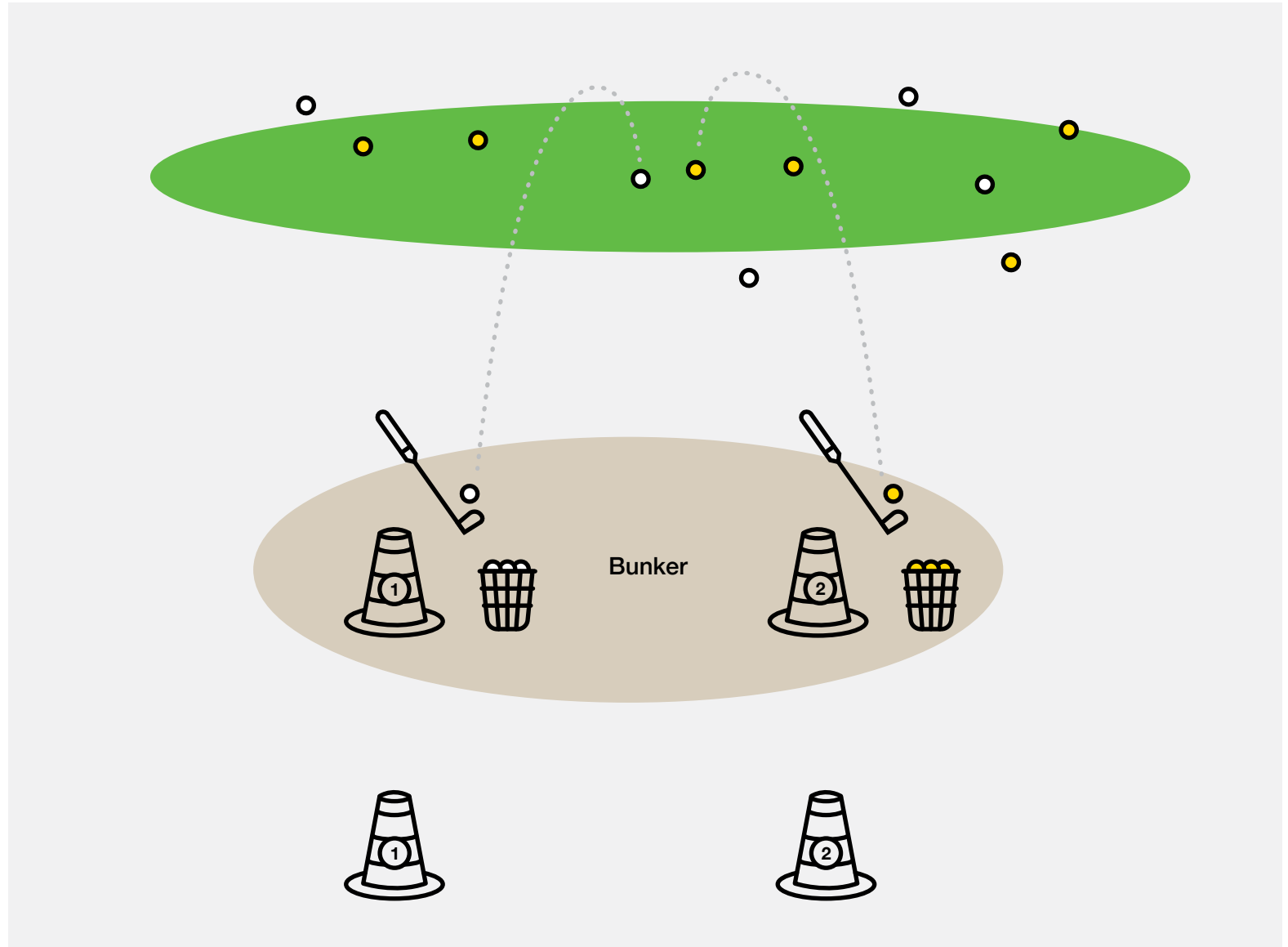
Define each teams hitting area and safety spot (4m apart) with cones

Step Two:

Make sure teams have sets of the same coloured golf balls

Equipment

- Wedges
- Lots of golf balls (two different colours)
- Cones
- Tees



Team Target | Bunker Shot

Golf Activity Game Card

How to Play



Step One:

Participants are split into two teams. Team one uses a white golf ball and team two uses a yellow golf ball



Step Two:

Participants hit the ball out of the bunker towards the green attempting to stay on



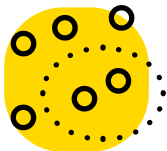
Step Three

Keep the rotations high with participants switching after a few attempts



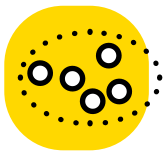
Step Four

This continues for an allotted amount of time or until completion of a bucket of balls



Step Five

Participants now collect balls that have finished off the green



Step Six

This continues until one team has all their coloured balls on the green

Game Modifications



Modify the game to include a rotation of different conditions in the bunker e.g. first attempt from a tee, second attempt from a good lie in the bunker, third attempt from a bad lie in the bunker

Facilitates progression in the Cognitive Domain:
Perceptual Awareness

Make it Different



Modify the game by adding a value to a shot kept on the green rather than an elimination of golf balls

Facilitates progression in the Physical Domain:
Object Manipulation

Make it Easier



Modify the game by adding a target (e.g. cone) that if successfully hit brings all the teams golf balls back into play. Remind participants to stay positive with this new challenge

Facilitates progression in the Psychological Domain:
Confidence

Make it Different

Added Extra:



Co-design a modification to the game with your participants. Get them to set a new list of rules or conditions for round 2

Facilitates progression in the Social Domain:
Relationships

Set up

Step One:

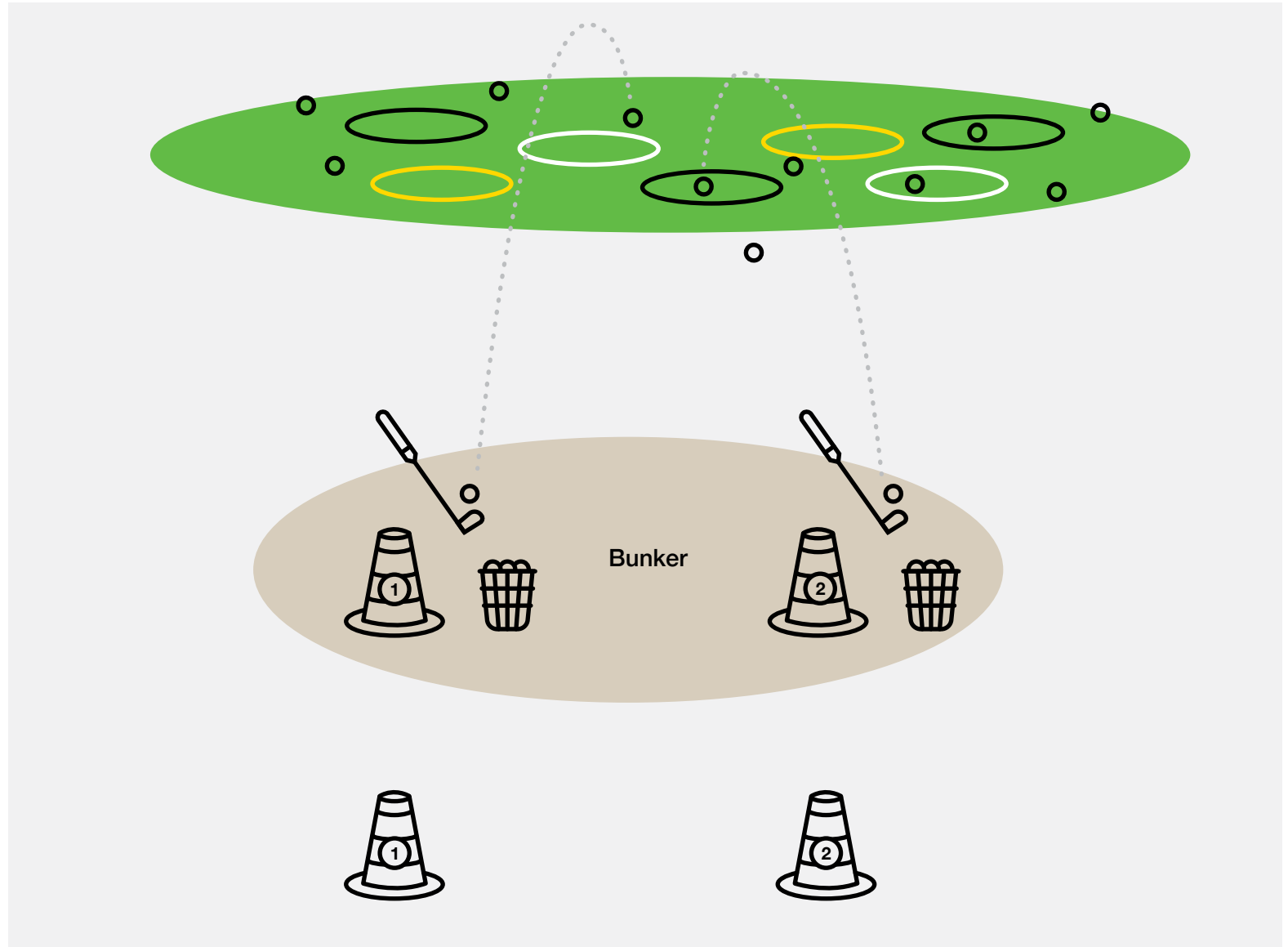
Define each teams hitting area and safety spot (4m apart) with cones

Step Two:

Scatter hula hoops on a putting green or roped area

Equipment

- Wedges
- Lots of golf balls
- Cones
- Hula Hoops
- Rope



How to Play



Step One:

Participants hit the ball out of the bunker towards the hula hoops scattered on top of the green



Step Two:

Each hula hoop is given an associated movement e.g. yellow hula hoops = 1 star jump, red hula hoops = 1 jog on the spot etc



Step Three

Each team accumulates movements that are then passed onto other teams to complete at the end of the round e.g. team one hits 2 yellow hula hoops so all the other teams have to complete 2 star jumps



Step Four

Keep the rotations high with participants switching after a few attempts



Step Five

This continues for an allotted amount of time or until completion of a bucket of balls

Game Modifications



Modify the game to challenge the participants to keep the ball on the green but to avoid the hula hoops. If they hit a hula hoop they must complete the movement

Facilitates progression in the Cognitive Domain:
Perceptual Awareness

Make it Harder



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

Facilitates progression in the Physical Domain:
Object Manipulation

Make it Easier



Modify the game by allowing teams to set movement challenges for the other teams to complete e.g. team one hits 3 hula hoops so all other teams have to complete 3 movements of x

Facilitates progression in the Social Domain:
Relationships

Make it Different

Added Extra:



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 of bunker play

Facilitates progression in the Psychological Domain:
Self-Perception

Set up

Step One:

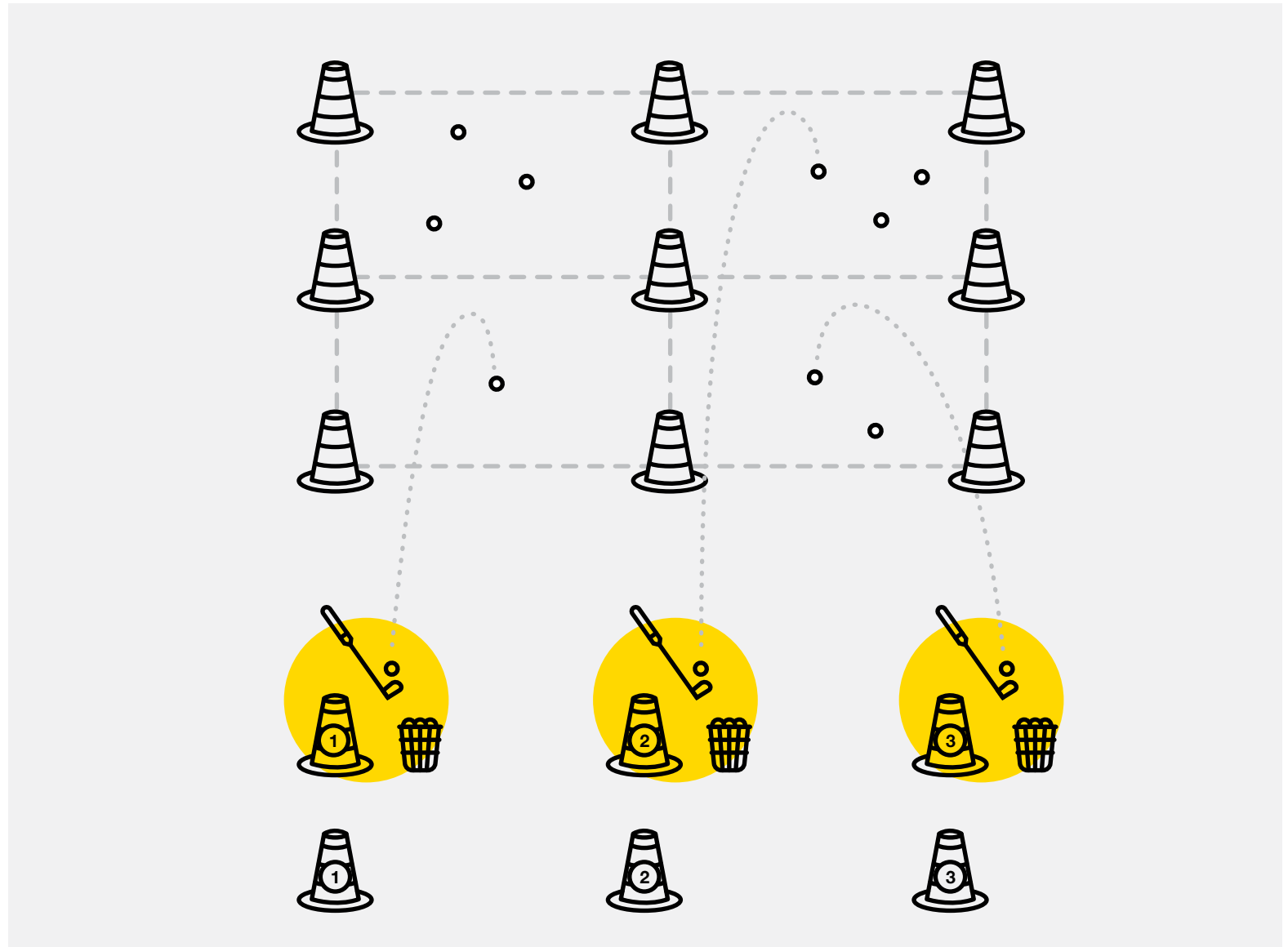
Define each teams hitting area and safety spot (4m apart) with cones

Step Two:

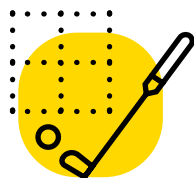
Set the green and the four sections with rope or cones

Equipment

- Wedges or short iron
- Lots of golf balls or tennis balls
- Cones
- Rope



How to Play



Step One:

Participants pitch the ball towards the green attempting to keep one ball in each of the four areas



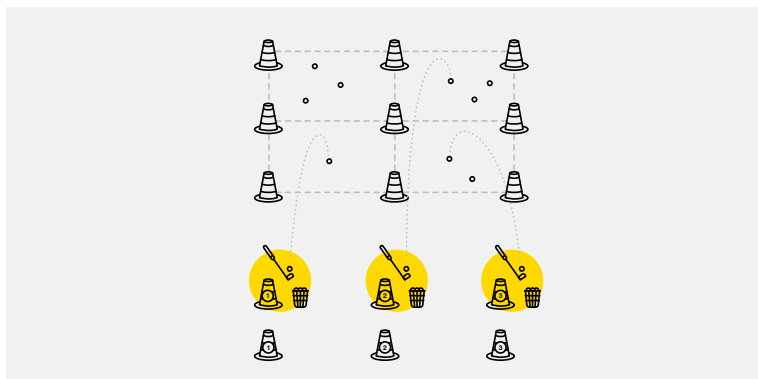
Step Two:

Keep the rotations high with participants switching after a few attempts



Step Three

This continues for an allotted amount of time or until completion of a bucket of balls



Game Modifications



Modify the game to include a powerball. This powerball is an odd colour or a different size ball. The power of the ball can be in points or penalties to other teams. Encourage participants to use the powerball when they feel ready

Make it Different

Facilitates progression in the Cognitive Domain: Reasoning



Modify the game by increasing or decreasing the distance of the green from the participants. An increase or decrease can also be made to the size of the green

Make it Easier or Harder

Facilitates progression in the Physical Domain: Object Manipulation



Modify the game by joining stations together e.g. station one & two are now a team. Stations work together to hit the four sections of the green

Make it Different

Facilitates progression in the Social Domain: Collaboration

Added Extra:



Empower participants to set goals for each round of the game. After the first attempt get participants to set a goal for round 2, encourage them to set a stretch yet attainable goal

Facilitates progression in the Psychological Domain: Motivation

Set up

Step One:

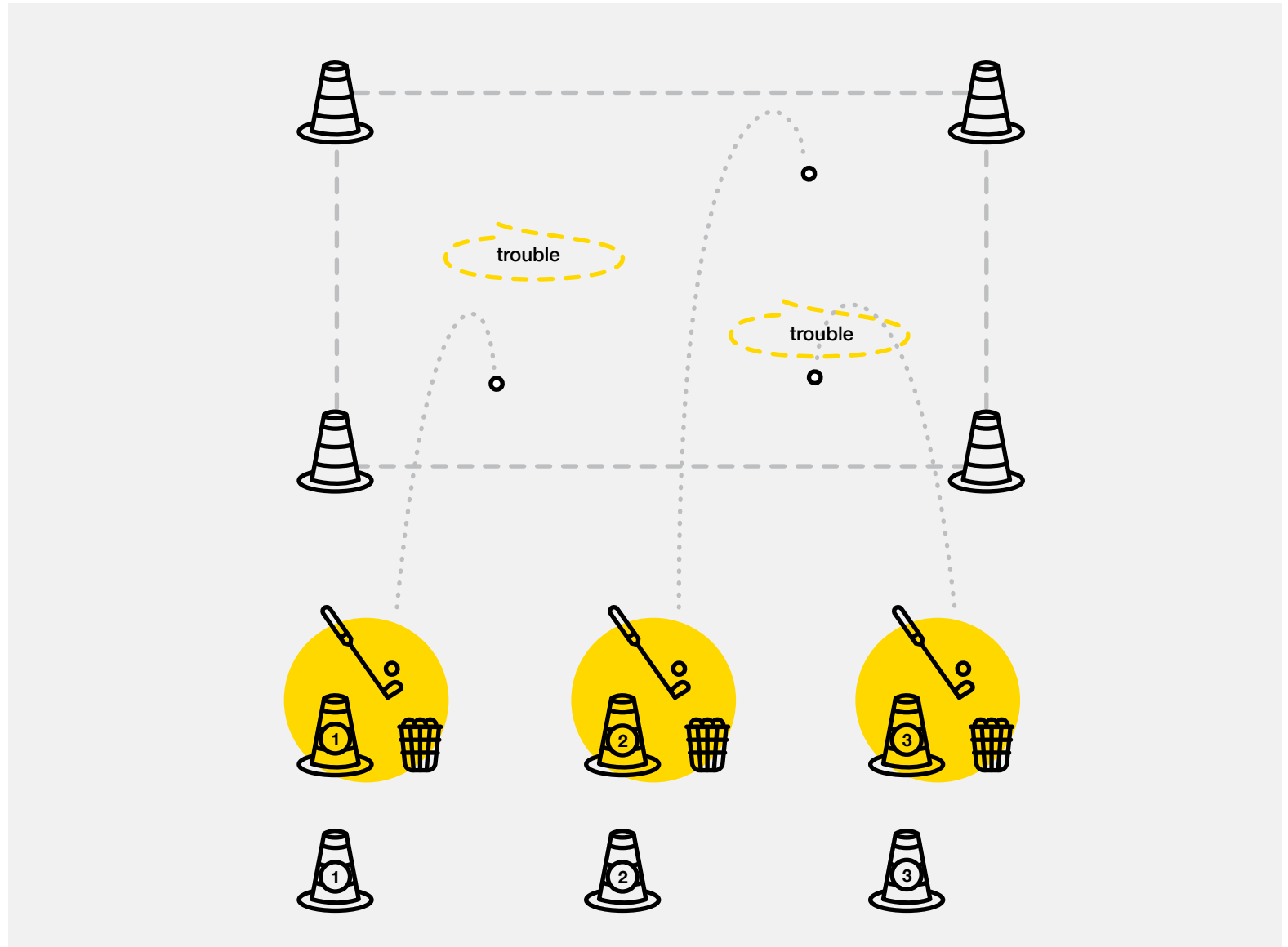
Define each teams hitting area and safety spot (4m apart) with cones

Step Two:

Set the coned area and the two troubled areas

Equipment

- Wedges or short iron
- Lots of golf balls or tennis balls
- Cones
- Rope

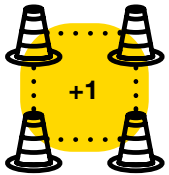


How to Play



Step One:

Participants pitch the ball towards the coned area trying to avoid the two troubled spots. Keep the size of the coned area large to begin



Step Two:

Avoiding the troubled areas are valued with points e.g. 1 point for inside the coned area and avoiding the trouble. The troubled areas can be given penalties



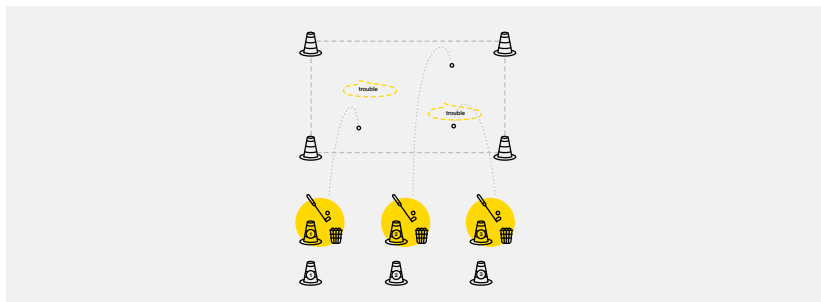
Step Three

Keep the rotations high with participants switching after a few attempts



Step Four

This continues for an allotted amount of time or until completion of a bucket of balls



Game Modifications



Modify the game by moving the two troubled areas to a specific section within the cones (e.g. both areas at the back, both to one side)

Facilitates progression in the Cognitive Domain: Strategy & Planning

Make it Different



Modify the game by increasing or decreasing the size of the troubled areas. An increase or decrease can also be made to the number of troubled areas

Facilitates progression in the Physical Domain: Object Manipulation

Make it Easier or Harder



Modify the game by setting a time limit of 3-4 mins, count the number of successful attempts inside the coned area, then repeat. Challenge teams to improve on this number with their second attempt

Facilitates progression in the Psychological Domain: Motivation

Make it Different



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

Facilitates progression in the Social Domain: Ethics

Make it Harder

Narrow the Fairway | Full Swing

Golf Activity Game Card

Set up

Step One:

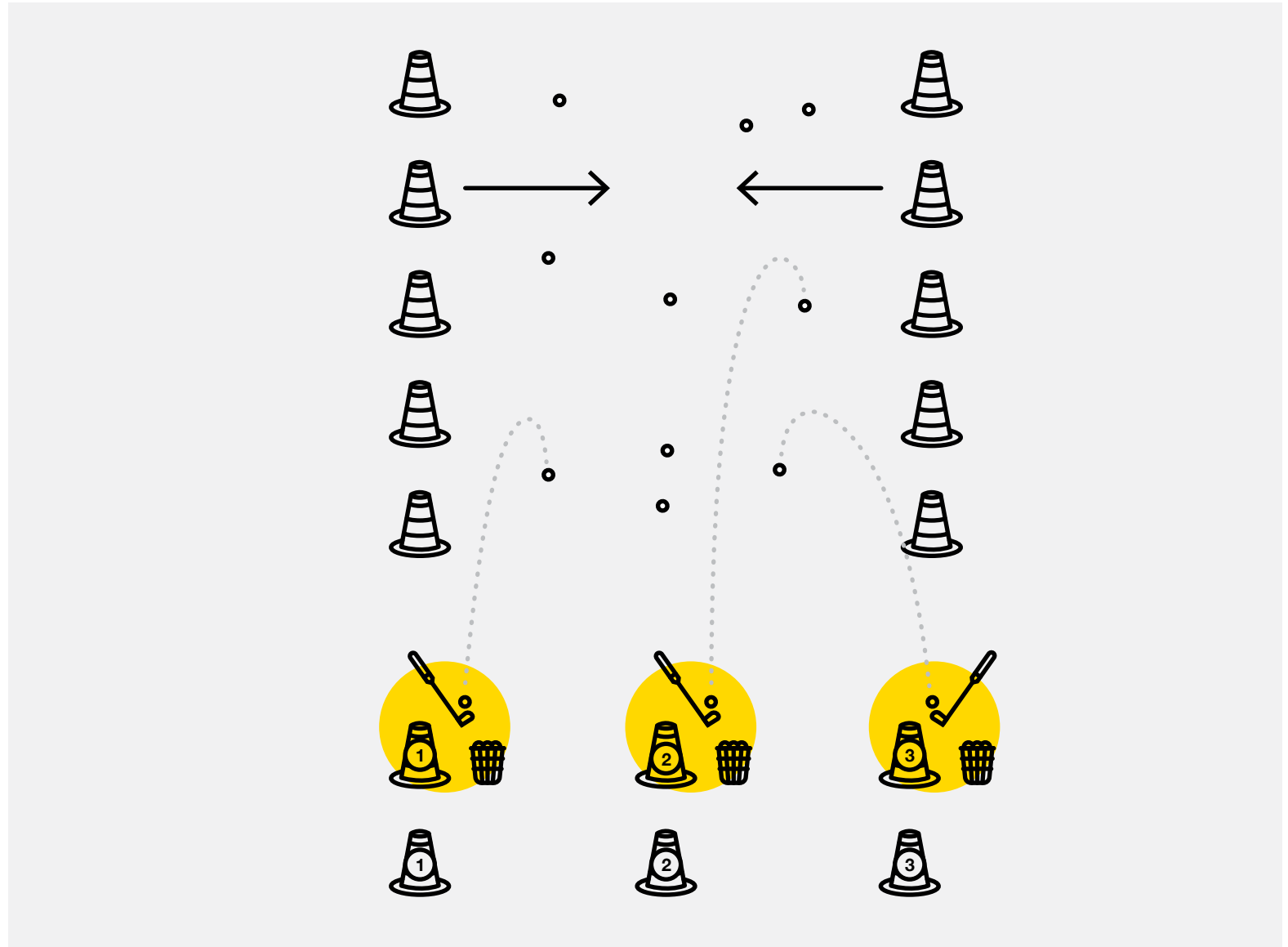
Define each teams hitting area and safety spot (4m apart) with cones

Step Two:

Set the cones in the shape of a fairway. Start with them at least 10m apart

Equipment

- Long iron or wood
- Lots of golf balls
- Cones

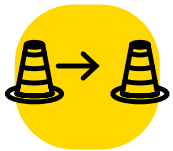


How to Play



Step One:

Participants hit the ball towards the fairway of cones aiming to keep the ball between



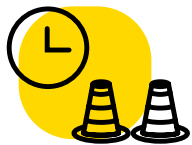
Step Two:

As a whole group participants need to keep 10 shots on the fairway (between the cones). Once this is achieved the cones are narrowed by a few metres each side. Continue this process until the two sets of cones are together



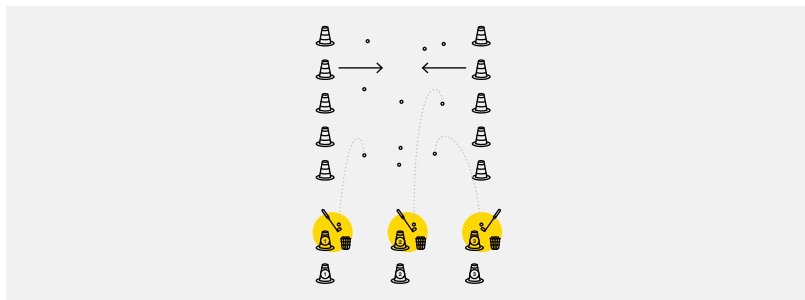
Step Three

Keep the rotations high with participants switching after a few attempts



Step Four

This continues for an allotted amount of time or until the cones are together



Game Modifications



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 Cognitive Domain:
Perceptual Awareness

Make it Different



Modify the game by adding a minimum distance element. The ball must be on the fairway and past the 80m mark

Facilitates progression in the Physical Domain:
Object Manipulation

Make it Harder



Modify the game by increasing the ball count needed to narrow the fairway

Facilitates progression in the Social Domain:
Relationships

Make it Harder

Added Extra:



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

Facilitates progression in the Cognitive Domain: Reasoning

Set up

Step One:

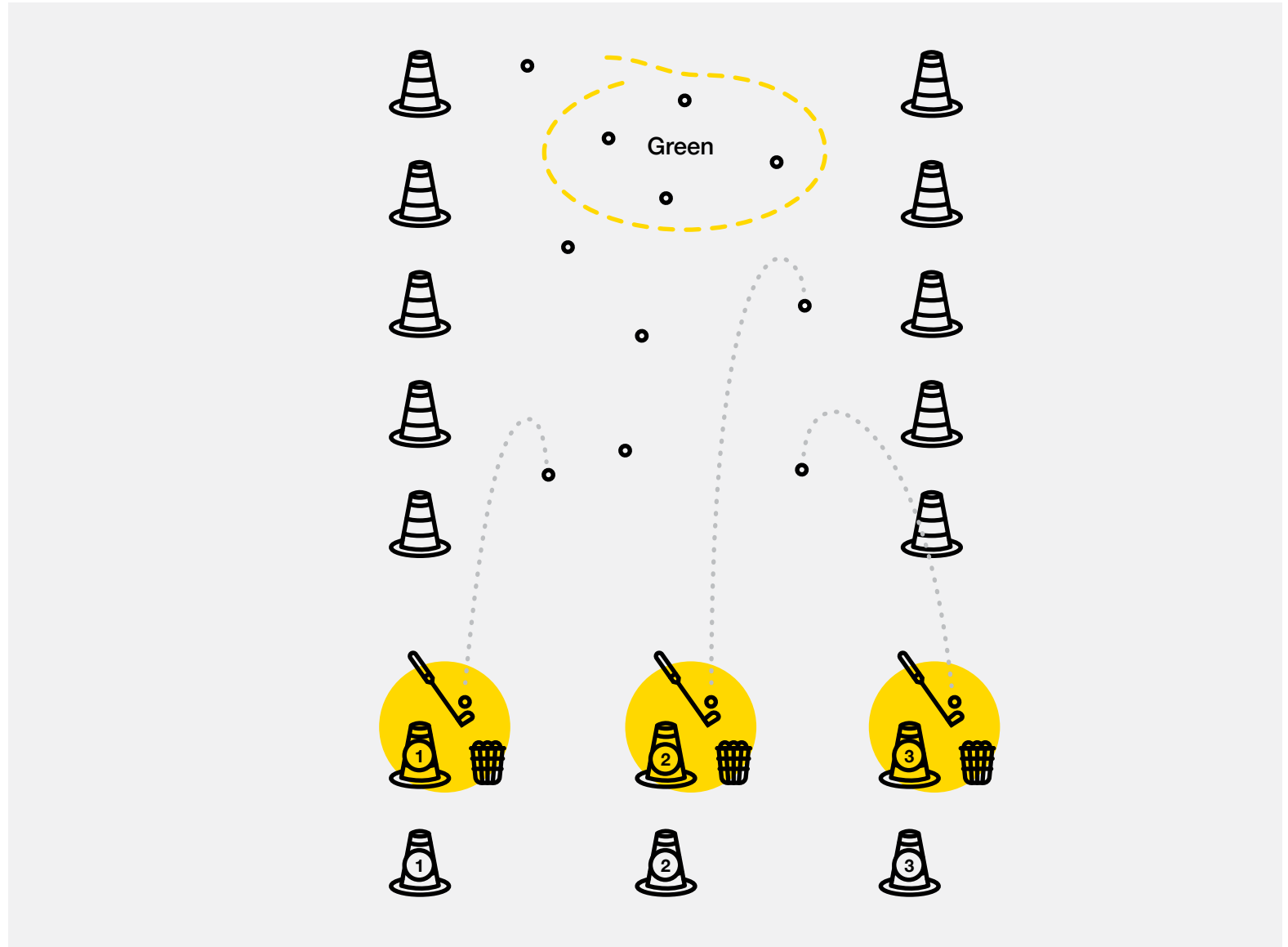
Define each teams hitting area and safety spot (4m apart) with cones

Step Two:

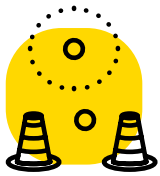
Set the target (the green) at a comfortable distance for a full swing

Equipment

- Long iron or wood
- Lots of golf balls
- Cones
- Rope

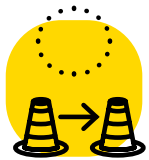


How to Play



Step One:

Working with your partner, each group is given the task of keeping 5 shots on the green and 10 shots down the fairway (between the cones)



Step Two:

Once this is achieved by all teams narrow the fairway by a few metres each side, and make the green smaller



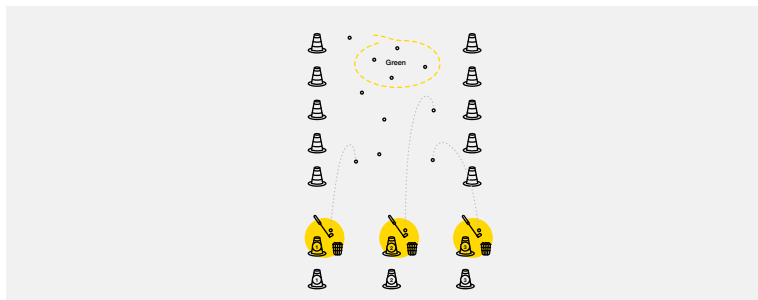
Step Three

Keep the rotations high with participants switching after a few attempts



Step Four

This continues for an allotted amount of time or until completion of a bucket of balls



Game Modifications



Modify the game by adding some pressure. Include a deduction in the teams tally if the ball misses both the green and fairway

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

Make it Harder



Modify the game by increasing or decreasing the size of the green and the distance from participants

Facilitates progression in the Physical Domain:
Object Manipulation

Make it Easier or Harder



Modify the game by matching up two teams. Have a station v station match. The first team to hit the green 10 times

Facilitates progression in the Social Domain: Relationships

Make it Different

Added Extra:



Ask participants the adjustments they made when aiming for a target further away. Encourage participants to ask questions if they are unsure

Facilitates progression in the Cognitive Domain: Reasoning

Reverse Bunkers | Course Skill

This game is highly recommended to be played on a golf hole.

Golf Activity Game Card

Set up

Step One:

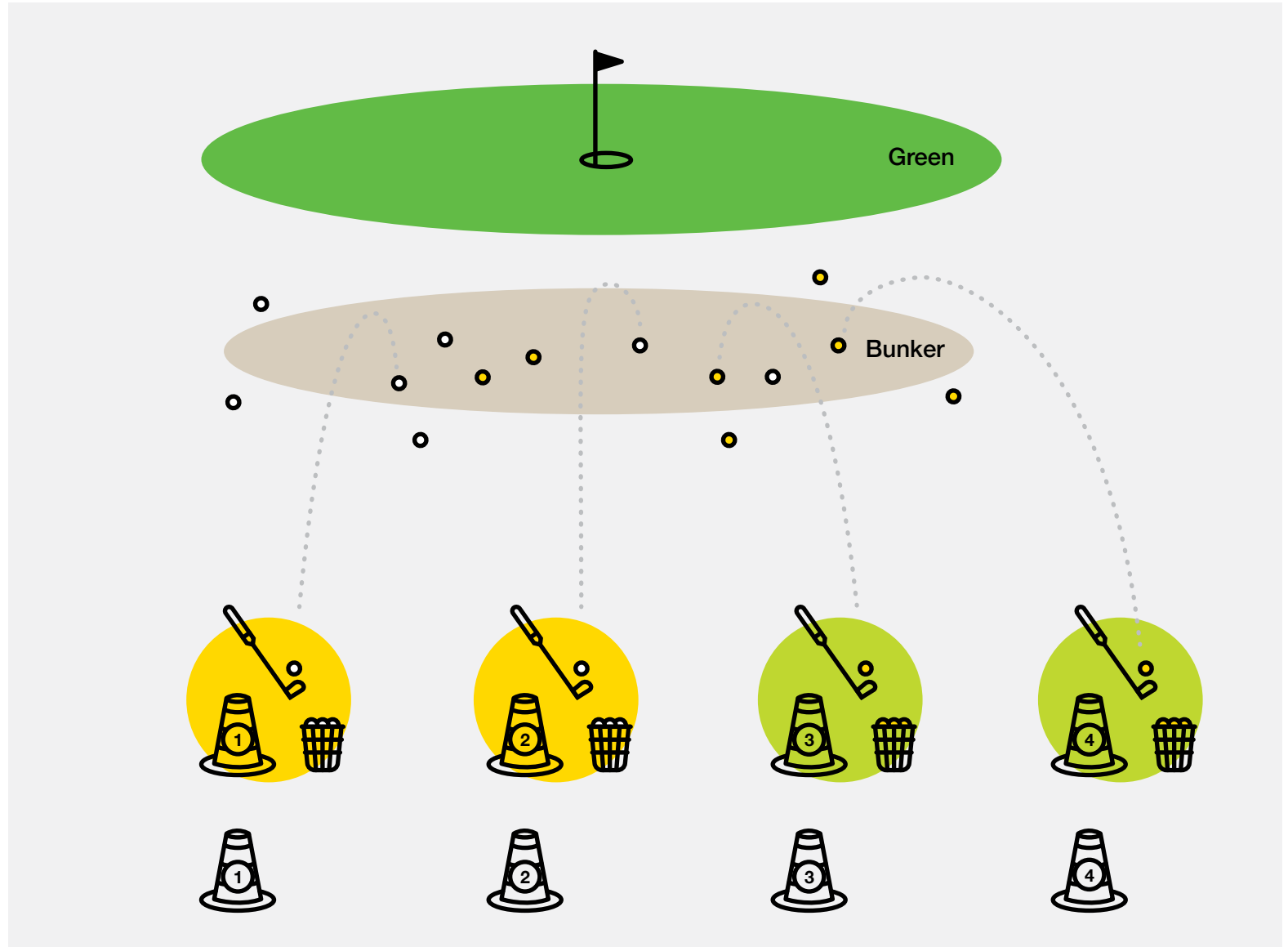
Define each teams hitting area and safety spot (4m apart) with cones. Set the hitting areas approx. 50m from the bunker

Step Two:

Make sure teams have sets of the same coloured golf balls. It is important that teams have the exact same number of golf balls

Equipment

- Wedges
- Lots of golf balls
- (two different colours)
- Cones



Reverse Bunkers | Course Skill

Golf Activity Game Card

How to Play

Part One



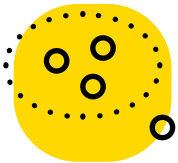
Step One:

Participants are split into two teams. Team one uses a white golf ball and team two uses a yellow golf ball



Step Two:

Participants pitch the ball towards the bunker aiming to keep it inside



Step Three

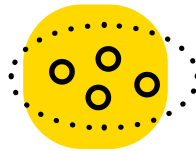
Any golf ball that isn't in the bunker is excluded for Part Two

Part Two



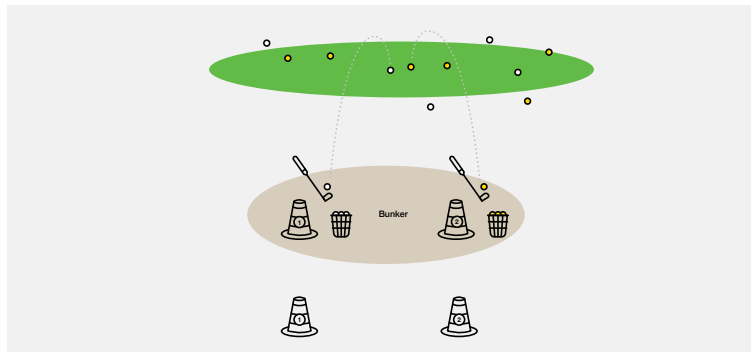
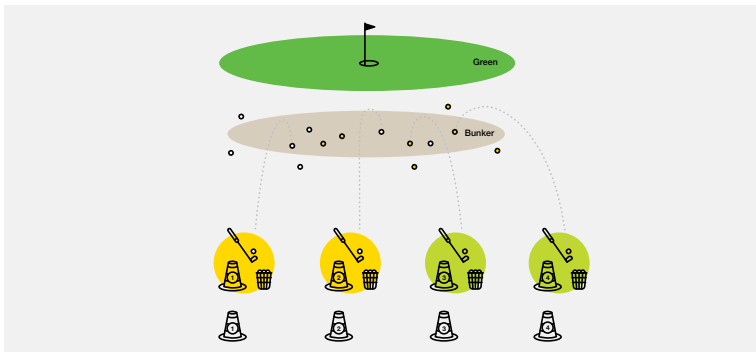
Step One:

Participants proceed to hit their teams golf balls from the bunker onto the green



Step Two:

The team with the greatest number of balls on the green are deemed the champions



Facilitates progression in the Physical Domain: Object Manipulation



Facilitates progression in the Cognitive Domain: Content Knowledge



Facilitates progression in the Social Domain: Relationships



Facilitates progression in the Psychological Domain: Self-Perception

Fly the Sand | Course Skill

This game is highly recommended to be played on a golf hole.

Golf Activity Game Card

Set up

Step One:

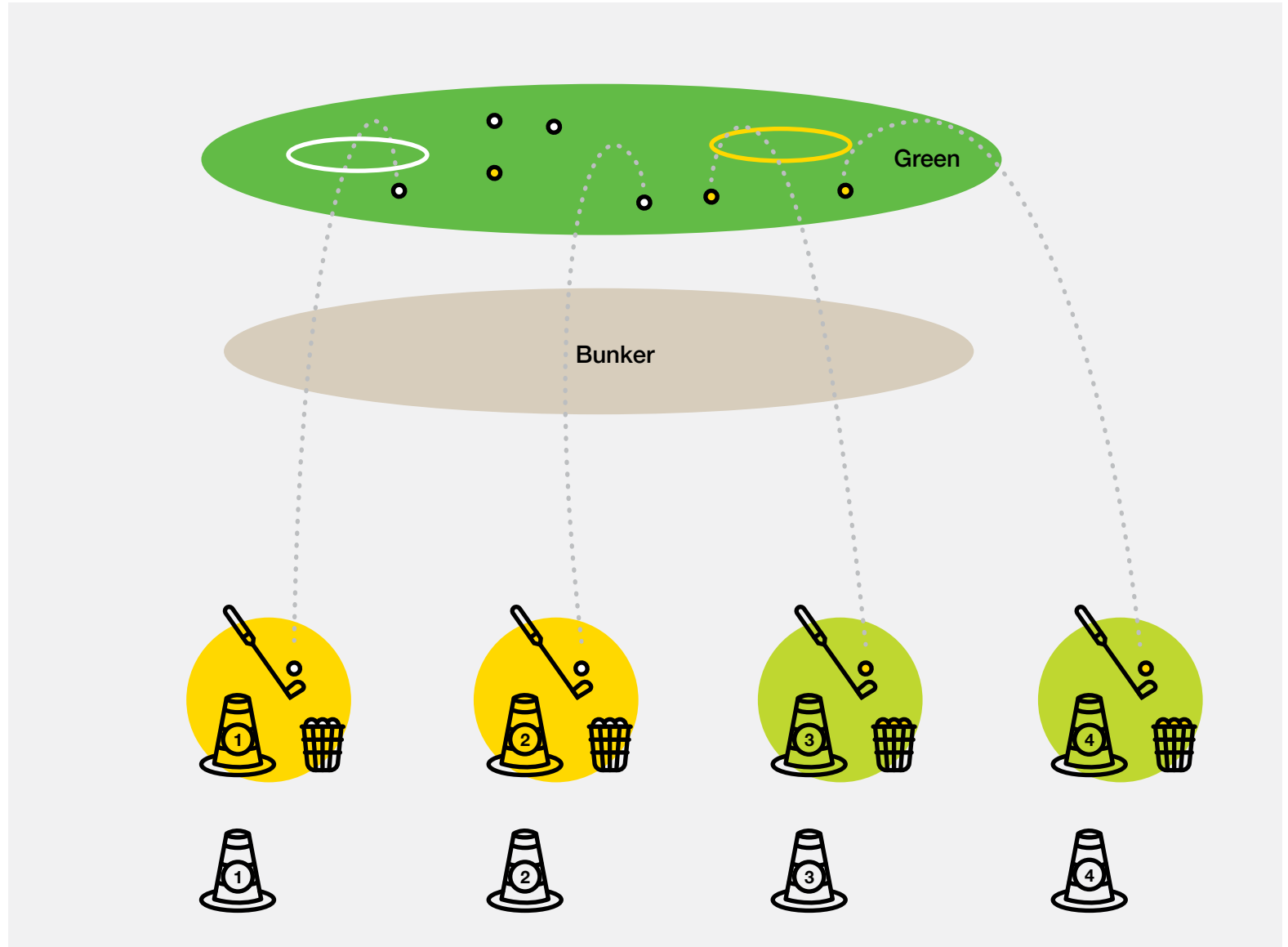
Define each teams hitting area and safety spot (4m apart) with cones. Set the hitting areas just behind a green side bunker

Step Two:

Make sure teams have sets of the same coloured golf balls

Equipment

- Wedges
- Putters
- Lots of golf balls
- Cones
- Hula Hoops

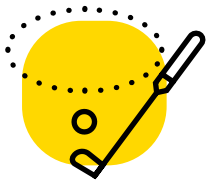


Fly the Sand | Course Skill

Golf Activity Game Card

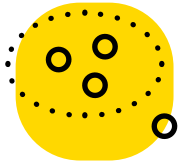
How to Play

Part One



Step One:

Participants have 3 mins to chip as many golf balls over the bunker and onto the green



Step Two:

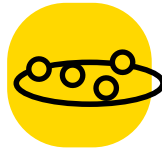
Any golf ball that isn't on the green is excluded for Part Two

Part Two



Step One:

Participants have 2 mins to putt as many golf balls into their team's hulla hoop. The proper technique should be used to putt the ball



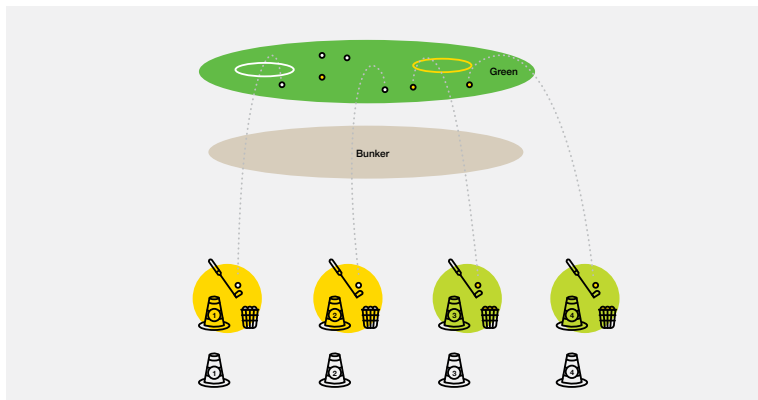
Step Two:

After 2 mins count the total number of golf balls in each teams hulla hoop



Step Three

Repeat this process with a focus to improve the number



Facilitates progression in the Physical Domain: Object Manipulation



Facilitates progression in the Cognitive Domain: Content Knowledge



Facilitates progression in the Social Domain: Relationships



Facilitates progression in the Psychological Domain: Self-Perception

This game is highly recommended to be played on a golf hole.

Set up

Step One:

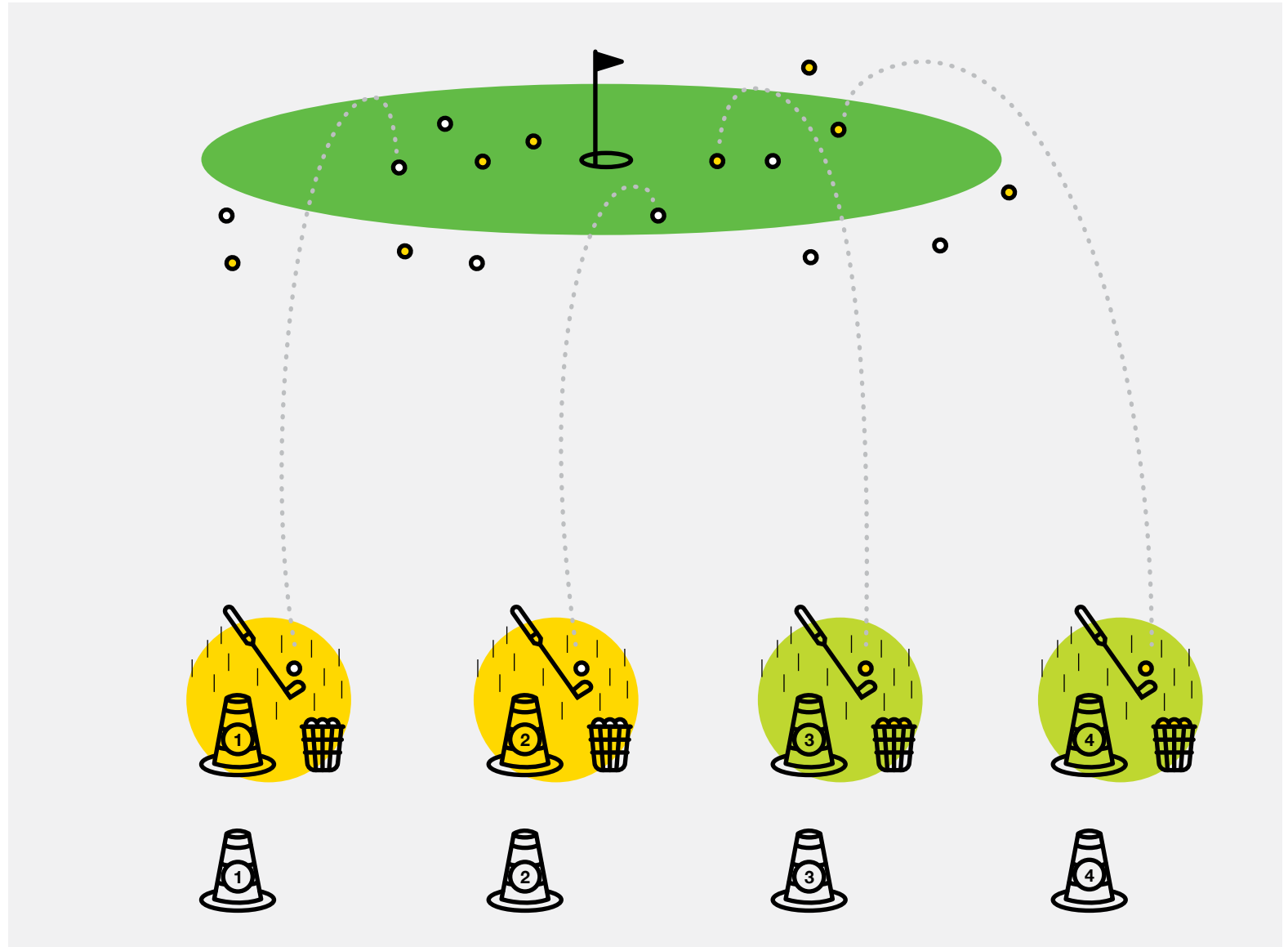
Define each teams hitting area and safety spot (4m apart) with cones. Set the hitting areas approx. 100m from the green

Step Two:

Make sure teams have sets of the same coloured golf balls. It's important that teams have the exact same number of golf balls

Equipment

- Short & long irons
- Wedges
- Lots of golf balls (two different colours)
- Cones



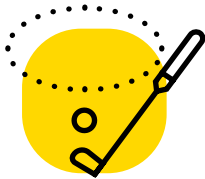
How to Play

Part One



Step One:

Participants are split into two teams. Team one uses a white golf ball and team two uses a yellow golf ball



Step Two:

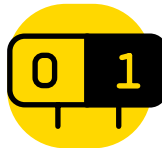
Participants hit the ball from the rough towards the putting green

Part Two



Step One:

Participants proceed to chip any of the golf balls that have missed the green onto the green



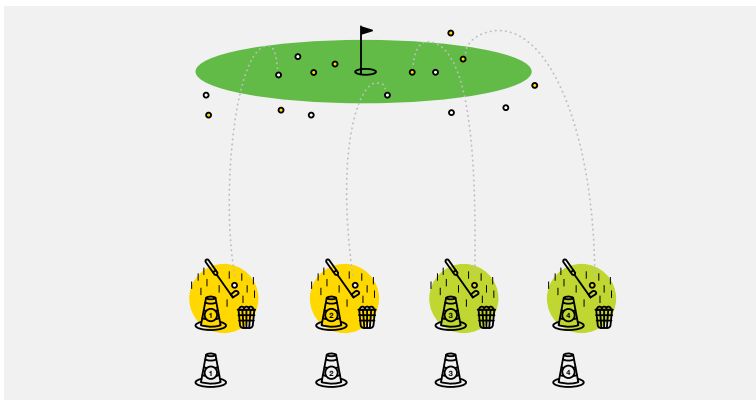
Step Two:

Teams will now begin to count how many chips they complete to get all their teams balls on the green



Step Three

The team with the lowest total of chip shots are deemed the champions



Facilitates progression in the Physical Domain: Object Manipulation



Facilitates progression in the Cognitive Domain: Content Knowledge



Facilitates progression in the Social Domain: Relationships



Facilitates progression in the Psychological Domain: Self-Perception

Around the Green | Course Skill

This game is highly recommended to be played on a golf hole.

Golf Activity Game Card

Set up

Step One:

Set a variety of different cones around the green to represent different stations. Make sure they are different from each other

Step Two:

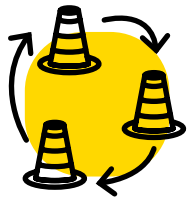
Place another cone on the green that represents the hole. Try to match up the colours to the stations

Equipment

- Putters
- Wedges
- Golf balls
- Cones



How to Play



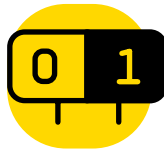
Step One:

Participants complete this game in pairs, rotating around the various stations



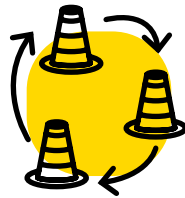
Step Two:

At each different station set up around the green, participants will take it in turns chipping the ball onto the green and then putting towards the cone (represents the hole)



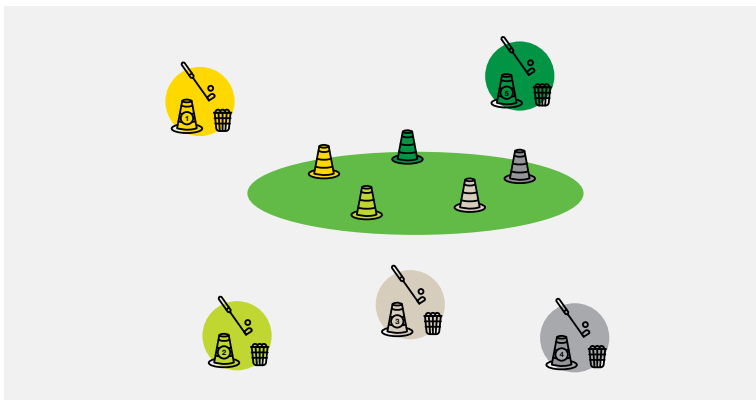
Step Three:

At each station the participants will count their individual shots and accumulate a total within a 3 min time period. The lowest total wins that station



Step Five:

Participants continue onto the next station until all are completed



Facilitates progression in the Physical Domain: Object Manipulation



Facilitates progression in the Cognitive Domain: Content Knowledge



Facilitates progression in the Social Domain: Relationships



Facilitates progression in the Psychological Domain: Self-Perception



Program Alternatives

Alternative equipment

Most of the recommended games and activities only require basic training aids, such as witches hats, hula hoops, tennis balls, cones, poles, and rope to create targets and hitting stations. Most of these items can be borrowed or purchased inexpensively at most hardware or sporting stores.

For an introductory program the first experience the participants get sets the tune for everything that follows, early success is gold. The use of larger size balls (e.g. tennis balls) or larger targets should be part of the early stages of any program. There needs to be a balance between participants being able to do the skills and being challenged to improve.

Alternative Games

All the recommended games and activities have modifications to the rules and setup that allow for them to be played just about anywhere. If the area you have been given doesn't suit just change it up. Modifications to the games are only limited to your imagination, so be creative and let your imagination run wild.

Give some choice to the participants and engage them in their own learning. Found out what they like to do and run with it.

No practice range

Change the balls

Using PVC plastic balls or other short fly balls are a great option if there isn't the space for real golf balls. These balls only fly a small distance but will still give the feel and shape of hitting a real golf ball. They are also safer and are less likely to break anything if the space is restricted.

Use the course

Create a temporary driving range using a part of a fairway on course. Place the hitting station in an area which is safe and allows hitting on an angle which won't intrude too much on golfers that might be playing through the hole. The activities within the manual also recommend the use of the course in each lesson, this helps participants make that connection back to the game.

No practice green

Use the range

Targets and games can be set up on the practice range or any medium to large flat area. By using modified equipment e.g. tennis balls, cones or rope, most golf activities can be played in any area. Keeping activities to one location also helps with time management as you move between skills.

Use the course

Depending on the time of the clinics, there may be a hole on the course that can be used for a small amount of time without disrupting the field on course. The activities within the manual also recommend the use of the course in each lesson, this helps participants make that connection back to the game.

Weather contingences

Move inside

If conditions are not suitable outside, putting and some chipping activities can be facilitated indoors. Appropriate equipment should be used for safety reasons and always be more aware of swing space.

Always have a plan B

Let your participants know what to do and what the options are if it looks like poor weather in advance. This might be as easy as advising them to call the golf shop 30 minutes before the session start time to check, or even notifying them the night before if the weather is predicted to be extreme.



Contact Details

National

Jayden Zeinstra
jaydenz@golf.org.au
(03) 9626 5050
getintogolf@golf.org.au

Victoria

Henry Paye
henryp@golf.org.au
(03) 8545 6217

Queensland

Adrian Hewat
adrianh@golf.org.au
(07) 3252 8155

Sally Stringer
sallys@golf.org.au
(07) 3252 8155

South Australia

Christian Puccini
christianp@golf.org.au
(08) 8267 1353

Tasmania

Simon Weston
simonw@golf.org.au
0438 667 331

New South Wales

Nicholas Baglin
nicholas.baglin@golfnsw.org
(02) 9505 9105

Andrew Robb
andrew.robb@golfnsw.org
(02) 9505 9105

Western Australia

Billie Burvill
billieb@golfwa.org.au
(08) 9367 2490

Northern Territory

Peter Hargreaves
peterh@golf.org.au
(08) 8927 6950

www.golf.org.au/getintogolf



GolfAustralia