Golf for Schools Program
Teacher Resource designed for Primary Schools

www.golfaustralia.org.au/mygolfschools
PURPOSE

MYGolf Schools 1 is the official national golf program designed for primary schools, coordinated by Golf Australia and delivered through State Associations and Junior Foundations.

The MYGolf Schools 1 manual provides teachers of primary school aged students with a series of five simple golf lesson plans to conduct golf at their school.

The manual integrates with the more advanced MYGolf Schools 2 manual and the Golf Australia Community Golf Coach 1 manual, each of which provide more in-depth information on skill development, drills and games.

ACKNOWLEDGEMENT

Golf Australia acknowledges the contribution that Jack Newton Junior Golf has made to the development of the MYGolf Schools 1 Program.

Proudly endorsed by:

October 2010
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Introduction

The MYGolf Schools 1 Manual has been developed as a resource to run a 5 week school golf program that is targeted at primary level students.

The objective of the program is to introduce golf to school children in a simple program that teachers can follow, even if they have not had experience with playing golf.

The manual is also a supplementary resource for teachers who have attended the Golf Australia Community Golf Leaders Course.

In this resource there are five lessons plans; three skill development sessions, a skills challenge session and a golf competition. The skills introduced in this manual in Lessons 1, 2 and 3 are:

- Putting (Roll It)
- Chipping (Chip It)
- Full Swing (Rip It)

The terminology - roll it, chip it and rip it - relates to the MYGolf National Skills Challenge & Awards Program. Refer to page 51 for more information on the MYGolf National Program.

Lesson 4 is a Skills Challenge which can assist teachers to gauge students’ progress and act as a motivational tool. The Skills Challenge should also be used as an assessment guide for team selections for Session 5, which is the School Golf Competition.

The activities included in the games/activities section of the manual have been graded from easiest to more challenging. This gives the option of selecting a game appropriate to the skill level of the students.

Each lesson takes up to a maximum of one hour and consists of five different sections and offers opportunities for skill and leadership development.

What do students and teachers think about the MYGolf Schools 1 Program?

Quotes from Students

“I love this game because I haven’t played golf before and it was fun learning it.”

“The MYGolf Schools 1 program was very exciting and we had the chance to test our accuracy and aim in the game.”

“I like that we learnt how to hit a golf ball and how to set up the game course.”

“It was cool because it was challenging.”

Quotes from Teachers

“Particularly engaging as the children had not had the opportunity to play golf before.”

“Appropriate challenges. It gave a greater level of skill range.”

“The children rated this highly and are keen to get some golf gear for the school so they can share these skills.”

“The kids enjoyed this.”

“Great idea on students forming their own games/activities.”

“The games were great, as was the setup and approach.”

“Different to other sports.”
Student Leadership Opportunities

Throughout this golf program there are many opportunities where students could take on a leadership role. This could be done through the appointment of students in various roles.

These roles can either be maintained for the duration of the program or rotated between different students, so that more students are able to experience these roles.

Some examples of student roles and the responsibilities associated with them are listed below:

**Team Captains**
- Select and co-ordinate teams for the competition.
- Assist and encourage team members.
- Promote and monitor safety procedures.
- Set rules and codes of behaviour and assist enforcing these during sessions.

**Equipment Managers**
- Retrieve and return equipment from storage.
- Setup and pack up clinic area or course.
- Clean equipment and inspect for damage.

**Fitness Leaders**
- Lead students through warm up and stretching activities.

**Scorers**
- Assist with scoring during skills challenge activities and the course competition.

**Course Designers**
- Design “The Golf Course” which will be used for the competition.
- Provide a map for each team on the course layout.
- Assist equipment managers in setting up the course.

**Match Committee**
- Design and organise multiple copies of score cards for the skills challenge and course competition.
- Assign starting holes for groups during the competition.
Equipment

It is recommended that schools create or purchase at least one Golf Kit to run the MYGolf Schools 1 program. A kit that is designed so that a group of twenty players can participate with one club between two players should contain:

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

Clubs

The standard club used for the MYGolf Schools 1 program is a 7 iron which can be used for chipping and long shots. This club has a reasonably high degree of loft, making it easier to hit the ball in the air. Putters have a straight face which allows the ball to be rolled.

The diagram illustrates the different lofts.

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

Balls

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

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

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

- witches hats
- hula hoops
- cricket stumps
- ropes
- flags
- chalk & masking tape

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

Below is an outline of the structure of a MYGolf Schools 1 one-hour session. Each of the five lesson plans will fit with this timing.

The sessions can be carried out on an oval, gymnasium or hall.

1. Setting Up & Equipment (10 minutes)

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

2. Introduction, Warm up & Stretching (10 minutes)

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

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

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

Following the demonstration, students are divided into smaller groups and positioned in safe swing hitting bays. Allow them to practice as soon as possible; just let them "have a go" with minimal instruction. Provide positive feedback emphasising what to do rather than what not to do. If necessary re-demonstrate to the entire class.

4. Modified Games & Activities (25 minutes)

Select Team Captains and have them select their team members for the games. Conduct the games allocated for the session. Make sure that everyone is involved and change activities frequently. If the session is for an extended period then other games from the manual can be added. Scorers will tally the scores and adjudicate on any decisions required for the games. If the session requires a course to be set up, then this is the responsibility of the students assigned the role of Course Designers.

5. Review & Pack Up (5 minutes)

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

Essential safety rules for golf activities at schools:

• Check that the playing area is free from obstacles.

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

• Leave clubs on the ground when not in use, e.g. when collecting golf balls.

• Use a signal e.g. a whistle, to cease activities.

• Teach children to **stop** and **look** before each swing.

• Swinging of clubs should only take place in designated safe swinging areas.

• Ensure no one is within at least 3 metres when swinging a club.

• While instructing or organising, children should hold their clubs by the head to discourage swinging.

• Group sizes should be limited to two or three for activities and games. Only one student in the group should be using a club; the others should be in designated safety areas.

• Ensure during ball pick up that no clubs are used. Clubs should be left in the safe swing area.

• Ensure ball pick up is conducted as a group activity as opposed to individually.

• Ensure that ball pick up is not commenced until each child has finished hitting.

• Ensure equipment is maintained in good, safe condition e.g. grips are clean and in good condition, shafts are free from kinks and rust and club heads are fixed correctly to the shaft.

• Position left handers at the far right hand end of the hitting zone facing the target.
Warm up & Stretching

Warm Up

Warming up prior to stretching increases oxygen and blood flow to the muscles, which improves muscle elasticity and flexibility, means less stiffness and helps to prevent injury.

Each session starts with light aerobic activity of 2-3 minutes, say a short run at a slow pace, jogging on the spot, a game of tag, or some other aerobic-based activity. Once the warm up is complete and the body temperature has increased, stretching exercises can begin.

Stretching

Stretching is especially important in golf because it improves the elasticity of the muscles and increases the player’s range of movement and therefore the distance a golf ball can be hit.

Stretching also reduces the risk of injury.

Observe the following general rules when stretching:

- Stretch slowly (static stretching).
- No pain should be felt. Stretch to the point just before pain or discomfort occurs.
- Each stretch should be held for at least 10 seconds and repeated two or three times.
- Avoid bouncing (ballistic stretching). Bouncing can cause injury.
- Stretch both sides of the body or both limbs.

A combination (or all) of the following stretches should be used, and could form part of a game at the beginning of each session.

1. Trunk Rotation

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

2. Posterior Cuff Stretch

Stand upright, extend right arm and position it horizontally across body. Place right elbow in left hand and gently pull arm across body as far as it will go. Do not rotate your torso.
3. Shoulders & Upper Arm (Triceps) Stretch
Standing upright with your arms overhead hold the elbow of one arm with the hand of the other arm, slowly pull your elbow behind your head. Repeat with each arm.

4. Neck Stretch
Standing up straight, turn head to the right with shoulders facing straight ahead. Gently push chin with left hand to turn the head further.

5. Side Stretch
Stand upright with feet shoulder-width apart, right arm overhead, left arm by left thigh. Bend upper body to left and hold.

6. Calf Stretch
Lean against a solid support with one leg stretched back and the other flat on the ground. Both feet should point towards the wall. Move hips slowly forward keeping lower back straight.
Stretching (cont.)

7. Back & Hip Stretch

Sit with left leg straight and right leg crossed over left knee, with the foot flat on ground. Slowly rotate torso to the right with the shoulder past the knee. Gently press the left elbow against the bent knee.

8. Hamstring & Lower Back Stretch

Place one foot on an object with the leg straight. Slowly bend forward, towards the knee, with both hands reaching towards the foot.

9. Forearm Stretch

Keep shoulders level and stretch out right arm in front of body. Turn palm upwards, hold onto fingers with other hand and pull them back towards body. Feel a stretch in the under arm and extending along the forearm.

Warm Down

Cool down the muscles and the body; don’t stop exercising too quickly. Warm down exercises should be incorporated into the closing stage of every session. A proper warm down gradually cools the muscles and reduces stiffness and the risk of injury.
# Golf Lesson Plan 1: Roll It

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
<th>Activity/Game</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim</strong></td>
<td><strong>Putting: Roll It</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The skill used on the green to</td>
<td>• Equipment monitors to gather</td>
<td></td>
<td></td>
</tr>
<tr>
<td>roll the ball into the hole</td>
<td>items from storage and set up for</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>session</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Setting Up &amp; Equipment</strong></td>
<td>• Putters (10)</td>
<td>• Short run or tag</td>
<td>10 minutes</td>
</tr>
<tr>
<td>• Witches hats</td>
<td>• Safety talk (refer to Manual pg 8)</td>
<td>• Golf stretches (refer to Manual pgs 9-11)</td>
<td></td>
</tr>
<tr>
<td>• Hula hoops</td>
<td>• Introduction</td>
<td>• Outline points from safety guidelines</td>
<td></td>
</tr>
<tr>
<td>• Ropes, chalk, masking tape</td>
<td>• Skill Development &amp;</td>
<td></td>
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</tr>
<tr>
<td>• Putting discs</td>
<td>Teaching Points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Balls: tennis or PVC golf balls</td>
<td>• Games &amp; Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Select two to three games or</td>
<td>• Under the bridge</td>
<td>25 minutes</td>
</tr>
<tr>
<td></td>
<td>activities from the list</td>
<td>• Nearest the wall</td>
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<tr>
<td></td>
<td>(refer to Manual pgs 16-19)</td>
<td>• Cliff hanger</td>
<td></td>
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<tr>
<td></td>
<td>• Review</td>
<td>• Around the clock</td>
<td></td>
</tr>
<tr>
<td>• Feedback from session</td>
<td>• Ask students what they learned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pack up</td>
<td>and enjoyed</td>
<td>• Return equipment to storage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Setting Up & Equipment**

- Putters (10)
- Witches hats
- Hula hoops
- Ropes, chalk, masking tape
- Putting discs
- Balls: tennis or PVC golf balls
- Equipment monitors to gather items from storage and set up for session

**Introduction**

- Warm up & stretching
- Safety talk (refer to Manual pg 8)
- Short run or tag
- Golf stretches (refer to Manual pgs 9-11)
- Outline points from safety guidelines

**Skill Development & Teaching Points**

- Introduce putting
- Putting technique (refer to Manual pgs 13-14)
- Description of parts of putter
- Grip
- Stance
- Stroke

**Games & Activities**

- Select two to three games or activities from the list (refer to Manual pgs 16-19)
- Under the bridge
- Nearest the wall
- Cliff hanger
- Around the clock
Golf Lesson Plan 1: Roll It

Equipment

Putting Skill Development Teaching Points

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

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

Stance
- The eye-line should be directly over or slightly inside the ball.
- The ball is positioned well forward of the centre of the stance.
Putting Stroke

The putting stroke uses only the arms and shoulders with no body or wrist action to create a pendulum action.

The through-stroke will be $1\frac{1}{2}$ times the length of the back-stroke. The down-stroke will gradually accelerate and then glide through impact.

The length of the stroke will vary according to the length of the putt i.e. a larger stroke for a longer putt.

The back-stroke takes approximately twice as long as the time it takes to go from the end of the back-stroke to impact. Therefore a good way to develop rhythm is to practice putting to a count 1, 2 (back-stroke), 1 (down-stroke to impact), i.e. $1, 2:1$.

It is equally important to develop distance control with putting as developing accuracy. Practicing a smooth rhythmic stroke will enable you to learn the precise amount of effort required for putts of all different lengths.
Roll It: Games & Activities

UNDER THE BRIDGE

• Students are placed in pairs 5 metres apart.

• One person attempts to putt the ball through their partner’s legs which are spread hip width apart.

• Students are awarded 5 points each time the ball rolls between their partner’s feet.

• Vary the distance to the target player or the width of the target player’s feet to make it easier or more difficult.
Roll It: Games & Activities

NEAREST THE WALL

- Students are placed in teams of equal numbers.
- The students putt from a point 5 metres from a wall. (If a wall is not available, then a line can be created using rope, string or tape).
- The first person in each team all putt together with the objective of having their ball roll as close to the wall as possible without touching the wall.
- 20 points are allocated to the team whose ball finishes closest to the wall, 10 points for second closest and 5 points for third.
- Cycle through this activity three times varying the length of the putt each time.
Roll It: Games & Activities

CLIFF HANGER

• Set up two string lines 2 metres apart. (If string is not available tape can be used).

• Students are grouped in teams 5 metres away from the first line.

• The objective is to putt so the ball stops between the string lines.

• Students are allocated 10 points for each ball that finishes inside the string line.

• Each student in the team has three attempts. The team’s score is the aggregate of the points of each student.

• Hitting bays can be moved back or distance between strings can be varied depending on the students ability.
Roll It: Games & Activities

AROUND THE CLOCK

• Mark out a clock face using cones, water bottles, hacky sacks or other suitable markers.

• Place a target cone or water bottle in the centre of the clock face.

• Students are organised into teams with one clock created for each team.

• Player one stands at 1 o’clock other team members wait in safety zone.

• Player one puts the ball towards the central marker. If they hit the marker they move onto 2 o’clock, but if they miss the next player takes their turn.
# Golf Lesson Plan 2: Chip It

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
<th>Activity/Game</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim</strong></td>
<td><strong>Chipping: Chip It</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Playing a short shot from the edge of the green. The shot flies a short distance then runs to the hole.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Setting Up &amp; Equipment</strong></td>
<td>• 12 7-irons (2 left-handed)</td>
<td>• Equipment monitors to gather items from storage and set up for session</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>• 10 hitting mats</td>
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<tr>
<td></td>
<td>• Balls: tennis or PVC golf balls</td>
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<tr>
<td></td>
<td>• Witches hats</td>
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<td></td>
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<tr>
<td></td>
<td>• Hula hoops</td>
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<td></td>
<td>• Ropes, chalk, masking tape</td>
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<tr>
<td><strong>Introduction</strong></td>
<td>• Warm up &amp; stretching</td>
<td>• Short run or tag</td>
<td>10 minutes</td>
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<tr>
<td></td>
<td>• Safety talk (refer to Manual pg 8)</td>
<td>• Golf stretches (refer to Manual pgs 9-11)</td>
<td></td>
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<tr>
<td></td>
<td>• Short run or tag</td>
<td>• Outline points from safety guidelines</td>
<td></td>
</tr>
<tr>
<td><strong>Skill Development &amp; Teaching Points</strong></td>
<td>• Introduce chipping</td>
<td>• Description of parts of golf club</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>• Chipping technique (refer to Manual pgs 20-22)</td>
<td>• Grip</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Description of parts of golf club</td>
<td>• Set-up</td>
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<tr>
<td></td>
<td>• Swing</td>
<td>• Swing</td>
<td></td>
</tr>
<tr>
<td><strong>Games &amp; Activities</strong></td>
<td>• Select two to three games or activities from the list (refer to Manual pgs 23-28)</td>
<td>• Into the hoop</td>
<td>25 minutes</td>
</tr>
<tr>
<td></td>
<td>• Into the hoop</td>
<td>• Chip &amp; catch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• On the green</td>
<td>• Onto the green</td>
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<tr>
<td></td>
<td>• Bullseye golf</td>
<td>• Nearest the pin</td>
<td></td>
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<tr>
<td></td>
<td>• Nearest the pin</td>
<td>• Water hazard</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Water hazard</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td>• Feedback from session</td>
<td>• Ask students what they learned and enjoyed</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>• Pack up</td>
<td>• Return equipment to storage</td>
<td></td>
</tr>
</tbody>
</table>
Golf Lesson Plan 2: Chip It

Equipment

Chipping Skill Development Teaching Points

With a chip shot, the ball will land and roll to the pin, spending more time on the ground than in the air. A variety of clubs can be used for chipping, but a consistent technique is required for successful chipping. A 7-iron is an ideal club for chipping.

Grip

Use this sequence for teaching the correct grip. This sequence is for a right-handed player – the reverse applies for a left-handed player.

1. Place left thumb down shaft, slightly right of centre.

2. Place the right hand below the left hand, as if shaking hands with the club. Close the fingers of the right hand around the grip, then close the lifeline of the right palm down the left thumb.
Chipping Skill Development Teaching Points: Grip (cont.)

3. All fingers rest on the club, similar to a grip on a baseball bat. This is the grip that is easiest for children to use.

The H.O.W. TO CHIP Method

1. Hands Forward: Slightly ahead of the ball with the club shaft leaning toward the target.

2. Open Stance: Aligned slightly to the left of the target with the feet close together.

3. Weight Forward: Approximately 60% favouring the left foot for the right-handed golfer.
Golf Lesson Plan 2: Chip It

Making a Chip Shot

A shorter swing using the rhythm of the clock.

Tempo
A clock pendulum shows the tempo required, i.e. a smooth acceleration of the clubhead through impact.

Key teaching words: “Tick-back, Tock-through.”

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

INTO THE HOOP

• Place hula hoops about 2 metres from the hitting stations.

• Students play short chip shots, aiming to land the ball inside a hula-hoop.

• Score 10 points for landing inside a hula-hoop, 5 points for passing through the hula-hoop.
Chip It: Games & Activities

CHIP & CATCH

• First students at each station come forward and stand in hula hoops about 4 metres in front of the station.

• Second student steps up to hitter’s position and taking it in turns, chips to their partner who attempts to catch the ball. One leg must remain in contact with the ground.

• 10 points are scored for the team each time a catch is taken.

• If the catcher can retrieve the ball without lifting one foot, 5 points are scored.

• Can be made more difficult by moving hula hoops further back, or by making students catch one handed.

• A tennis ball should be used when playing this game for safety reasons.

---

4 metres
Chip It: Games & Activities

ONTO THE GREEN

• Use rope/markers to set up a green about 20 metres from the hitting stations.

• Students play chip shots, aiming to finish on the green.

• 10 points are scored for finishing on the green; 5 points if the ball rolls through the green.

• Can be made easier by moving the green closer or making it bigger.

• Can be made more difficult by making the green smaller.

20 metres
Chip It: Games & Activities

BULLSEYE GOLF

- This target game has the objective of getting the ball close to the centre or flag.
- Use rope/markers to set up a green about 20 metres from the hitting stations.
- The Bullseye target can be created using a hula hoop. Rope, markers or witches hats can be used for the other circles.
- 50 points are scored for a bullseye, 10 points for the inner circle and 5 points for the outer circle.
- Can be made easier by moving the green closer and making the target area larger.
- Can be made more difficult by making the green and target areas smaller.

![Diagram of Bullseye Golf target]

- 50 points
- 10 points
- 5 points

- 20 metres

![Players chipping towards Bullseye target]

MYGolf Schools 1
Chip It: Games & Activities

NEAREST THE PIN

• Place a flag at any appropriate distance from the hitting stations.

• Students take it in turns to play short chip shots, aiming to finish as close as possible to the flag.

• Closest ball earns 20 points, second closest earns 10 points, third closest earns 5 points.
Chip It: Games & Activities

WATER HAZARD

• Set up a rope as a water hazard.

• Set up another rope over the water hazard to represent the green.

• Students must chip over the water hazard on the full, aiming to finish inside the green.

• 10 points are scored for on the green, 5 points for clearing the water hazard.
**Golf Lesson Plan 3: Rip It**

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
<th>Activity/Game</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim</strong></td>
<td>Full Swing: Rip It</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The skill used to gain maximum distance from a shot</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Setting Up &amp; Equipment</strong></td>
<td>• 12 7-irons (2 left-handed)</td>
<td>• Equipment monitors to gather items from storage and set up for session</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>• 10 hitting mats</td>
<td></td>
<td></td>
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<td></td>
<td>• Tees</td>
<td></td>
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<tr>
<td></td>
<td>• Witches hats</td>
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<td></td>
<td>• Hula hoops</td>
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<td></td>
<td>• Ropes, chalk, masking tape</td>
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<td></td>
<td>• Balls: tennis or PVC golf balls</td>
<td></td>
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</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>• Warm up &amp; stretching</td>
<td>• Short run or tag</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>• Safety talk (refer to Manual pg 8)</td>
<td>• Golf stretches (refer to Manual pgs 9-11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Outline points from safety guidelines</td>
<td></td>
</tr>
<tr>
<td><strong>Skill Development &amp; Teaching Points</strong></td>
<td>• Introduce the full swing</td>
<td>• Set-up</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>• Full swing technique (refer to Manual pgs 30-33)</td>
<td>• Full Swing Fundamentals</td>
<td></td>
</tr>
<tr>
<td><strong>Games &amp; Activities</strong></td>
<td>• Select two to three games or activities from the list</td>
<td>• Aussie Rules golf</td>
<td>25 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Over the river</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Longest Hit</td>
<td></td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td>• Feedback from session</td>
<td>• Ask students what they learned and enjoyed</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>• Pack up</td>
<td>• Return equipment to storage</td>
<td></td>
</tr>
</tbody>
</table>
Golf Lesson Plan 3: Rip It

Full Swing Skill Development Teaching Points

Set up
The set up is the foundation from which the movements of the swing commence. A good swing action comes from a correct starting point.

Key components of the set up are:

Stance
Feet should be apart approximately 30-40cm (shoulder width).

Posture
Lean forward from the hip joints and slightly flex the knees. The arms will hang freely from the shoulders.

Ball Position
Position the ball slightly forward of the centre in the stance.
Full Swing Skill Development Teaching Points (cont.)

Alignment: Aiming the Body and Club
Place the clubhead behind a ball and aim it toward the target. The line from the ball to the target is called the target line.

The player’s whole body - feet, knees, hips and shoulders - should be aligned parallel to the target line.

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

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

Allow for a free swinging motion of the body, arms and club through the backswing and downswing. At the finish the players balance should be mostly on the front leg with the hips facing the target.
Golf Lesson Plan 3: Rip It

Full Swing Fundamentals

1. Takeaway

A smooth takeaway is required and helps develop good tempo. It is important not to break your wrists too soon.

2. Extension

Extend your arms and club back on the target line and turn your left shoulder behind the ball. Allow your right hip to move back.

You will pass through the 3 o’clock position learned earlier on the way to the top of the backswing.

3. At top

Your club should point straight at the target. Weight is on the inside of the right leg with your back facing the target. Shoulders will have turned approximately 90° and hips 45°.
Full Swing Teaching Points: Full Swing Fundamentals (cont.)

4. Downswing

Legs begin in the downswing by moving towards the target.

All parts of the body move along the target line with the club and hands lagging behind the lower body.

This results in a powerful delayed release.

5. Impact

The club and hands have caught the rest of the body and the head remains behind the ball.

At impact the left arm and shaft will be in line, ensuring the ball is struck with a descending blow.

Allow your arms to be extended beyond impact.

6. Follow Through

Keep your “belt-buckle” turning towards the target. At the finish your hips will face the target, shoulders point left of the target and the weight will finish on the outside of the left foot.
Rip It: Games & Activities

AUSSIE RULES GOLF

• Place 2 flags or posts about 6 metres apart and 30 metres from the hitting station.

• Place 2 witches hats a further 3 metres either side of the flags.

• Students hit from the stations aiming to score a goal by hitting through the posts.

• A ball that goes between the witch’s hats is a behind.

• 10 points scored for a goal, 5 points for a behind.

• Can be made easier by making the goals bigger or moving them closer.

• Can be made more difficult by making the goals smaller, moving the goals further back or making the ball carry in the air past the posts.
Rip It: Games & Activities

OVER THE RIVER

• Place two rows of witches hats/markers to form a river approximately 30 metres from hitting stations.

• Students attempt to hit the ball and carry the river.

• 10 points are scored if attempt is successful.

• Can be made easier by making river narrower or closer.

• Can be made more difficult by moving the river further away or wider.
Rip It: Games & Activities

LONGEST HIT

• Students hit to a target in the distance e.g. a flag.

• Students hit as far as possible.

• Points are allocated in a decreasing value from the longest hit to the shortest. (e.g. 100 for furthest through to 10 for shortest)
# Golf Lesson Plan 4: MYGolf Skills Challenge

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
<th>Activity/Game</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim</strong></td>
<td>• Roll It, Chip It and Rip It skills are tested</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Setting Up &amp; Equipment</strong></td>
<td>• Putters (10)</td>
<td>• Equipment monitors to gather items from storage and set up for session</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>• 12 7-irons (2 left-handed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 10 hitting mats</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Tees</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Witches hats</td>
<td></td>
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<td></td>
<td>• Hula hoops</td>
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<td>• Ropes, chalk, masking tape</td>
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<td>• Balls: tennis or PVC golf balls</td>
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<td>• Equipment monitors to gather items from storage</td>
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<td>to set up for session</td>
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<tr>
<td></td>
<td>• Equipment monitors to gather items from storage</td>
<td></td>
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</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>• Warm up &amp; stretching</td>
<td>• Short run or tag</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>• Safety talk (refer to Manual pg 8)</td>
<td>• Golf stretches (refer to Manual pgs 9-11)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Outline points from safety guidelines</td>
<td>• Outline points from safety guidelines</td>
<td></td>
</tr>
<tr>
<td><strong>Games &amp; Activities</strong></td>
<td>• All activities are performed with points earned for each activity</td>
<td>• Roll It</td>
<td>30 minutes</td>
</tr>
<tr>
<td></td>
<td>• Players in teams of 3 or 4</td>
<td>- Ladder putting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Record scores on score sheet (refer to Manual pg 44)</td>
<td>- Bullseye</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Chip It</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Into hoops</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Onto the green</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Rip It</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Down the fairway (accuracy)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Down the fairway (distance)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>(refer to Manual pgs 38-43)</td>
<td></td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td>• Feedback from session</td>
<td>• Ask students what they learned and enjoyed</td>
<td>10 minutes</td>
</tr>
<tr>
<td></td>
<td>• Pack up</td>
<td>• Return equipment to storage</td>
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</tbody>
</table>
**Note:** All skill challenges or one challenge from each category can be selected to conduct the skills challenge lesson. This will depend on class size, time and available areas to conduct the activities.
Lesson Four: Skills Challenge

Skill: Putting (“Roll It”)
Challenge 1: Ladder Putting

Equipment

- 1 putter
- 5 soft golf balls
- 10 witches hats
- masking or electrical tape
- 1 skipping rope (Safety Zone)

Points allocation:

- 5 balls are hit
- 10 points if ball finishes in 2 metre zone
- 5 points if ball finishes in 1 metre zone
Lesson Four: Skills Challenge

Skill: Putting (“Roll It”)
Challenge 2: Bullseye

Equipment

- 1 putter
- 5 soft golf balls
- 3 witches hats/markers
- masking or electrical tape
- 1 skipping rope (Safety Zone)

Points allocation

- 5 balls are hit
- 10 points if ball finishes in 1 metre zone
- 5 points if ball finishes in 2 metre zone

Safety Zone

• Inner circle is 1 metre radius
• Outer circle is 2 metre radius
Lesson Four: Skills Challenge

Skill: Chipping ("Chip it")
Challenge 1: Short Chip into Hoops

Equipment

• 1 x 7 iron
• 5 soft golf balls
• 1 tee off mat with tee
• 2 witches hats/markers
• 1 hula hoop
• 1 skipping rope (Safety Zone)

Points allocation

• 5 balls are hit
• 10 points if ball lands in the hoop
• 5 points if ball bounces in hoop or touches hoop

Safety Zone

2 metres
Lesson Four: Skills Challenge

Skill: Chipping ("Chip it")
Challenge 2: Long Chip onto the green

Equipment

- 1 x 7 iron
- 5 soft golf balls
- 1 tee off mat with tee
- 22 witches hats/markers
- 1 skipping rope (Safety Zone)
- 1 flag

Points allocation

- 5 balls are hit
- 10 points if ball finishes in smaller circle
- 5 points if ball finishes in larger circle

Safety Zone

- Inner circle is 3 metre radius
- Outer circle is 5 metre radius
Lesson Four: Skills Challenge

Skill: Full Swing (“Rip It”)  
Challenge 2: Accuracy - Down the Fairway

Equipment

- 1 x 7 iron
- 5 soft golf balls
- 1 tee off mat with tee
- 22 witches hats/markers
- 1 skipping rope (Safety Zone)

Points allocation

- 5 balls are hit
- 10 points if ball finishes in inside row of markers
- 5 points if ball finishes in outside row of markers
Lesson Four: Skills Challenge

Skill: Full Swing ("Rip It")
Challenge 1: Distance - Down the Fairway

Equipment

- 1 x 7 iron
- 5 soft golf balls
- 1 tee off mat with tee
- 12 witches hats/markers
- 1 skipping rope (Safety Zone)

Points allocation

- 5 balls are hit
- 10 points if ball passes second row of markers
- 5 points if ball passes first row of markers
# Sample Skills Challenge Scoresheet

<table>
<thead>
<tr>
<th>Skill “Roll it”</th>
<th>Ball Number</th>
<th>Player 1</th>
<th>Player 2</th>
<th>Player 3</th>
<th>Player 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge 1</td>
<td>1</td>
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<td>Total</td>
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<tr>
<td>Roll it Total</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill “Chip it”</th>
<th>Ball Number</th>
<th>Player 1</th>
<th>Player 2</th>
<th>Player 3</th>
<th>Player 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge 1</td>
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<td>Challenge 2</td>
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<td>Total</td>
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<tr>
<td>Chip it Total</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill “Rip it”</th>
<th>Ball Number</th>
<th>Player 1</th>
<th>Player 2</th>
<th>Player 3</th>
<th>Player 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge 1</td>
<td>1</td>
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<tr>
<td>Challenge 2</td>
<td>1</td>
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<td>2</td>
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<td>5</td>
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<tr>
<td></td>
<td>Rip it Total</td>
<td></td>
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</tr>
</tbody>
</table>

TOTAL SCORE
## Golf Lesson Plan 5: MYGolf Competition

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
<th>Activity/Game</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim</strong></td>
<td>• Roll It, Chip It and Rip It skills are tested as players compete on a course</td>
<td>• Course designers create the golf course using available equipment and their imagination (refer to Manual pg 46)</td>
<td></td>
</tr>
<tr>
<td><strong>Setting Up &amp; Equipment</strong></td>
<td>• 12 7-irons (2 left-handed) • Hitting mats • Tees • Witches hats • Hula hoops • Ropes • Balls: tennis or PVC golf balls</td>
<td>• Equipment monitors to gather items from storage and set up for session</td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>• Warm up &amp; stretching • Safety talk (refer to Manual pg 8)</td>
<td>• Short run or tag • Golf stretches from manual (refer to Manual pgs 9-11) • Outline points from safety guidelines</td>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>Games &amp; Activities</strong></td>
<td>• Players in teams of 3 or 4</td>
<td>• Players complete the course in a competition (refer to Manual pg 47) • Record scores on score sheet (refer to Manual pg 48)</td>
<td>30 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Note:</strong> An indoor putting course could also be designed and played as a competition</td>
<td></td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td>• Feedback from session • Pack up</td>
<td>• Ask students what they learned and enjoyed • Return equipment to storage</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
Setting Up a School Golf Course

A short course can be be set up on an oval or even in a gymnasium or hall.

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

**Greens/Holes:** A hole can be constructed using a hoop or skipping rope. A stake with a flag or a witches hat can be placed in the middle to represent a flag stick. If the student’s ball finishes within the hoop or rope it is counted as holed out.

**Hazards/Obstructions:** As students’ skill levels develop you can introduce hazards or obstacles. Such things as bins, chairs, trees, buildings and football posts can be utilized. Students can be made to play under, over or around the items.

Below are some important points to consider when designing a school oval golf course. These include:

- Make sure the holes follow each other in a numerical sequence i.e. 1, 2, 3, 4, etc. The following hole’s tee markers should be located close to the previous green, however not too close for safety reasons.
- Depending on the area available create up to 9 holes each measuring 10-50 metres.
- Do not place holes close to roads.
- The holes should start and return to a central point.
- Holes running parallel to each other should not be too close together.
- In most circumstances, only one group should be playing a hole at any given time.
- Establish a safe swing area where students should stand when awaiting their turn.
- Each player can have their own ball (depends on competition played), but only one club per group is recommended unless there are left handers in the group. All left handers should be allocated into the same group.

Sample School Golf Course

![Sample School Golf Course Diagram](image-url)
Competition Options

The recommended form of competition initially is a four person Ambrose. The conditions of play are as follows:

- All players hit their first shot from the tee.
- The best positioned ball is selected and all play their next shot from this position.
- This form of play continues until the ball is “holed out”.

Other Competitions

2 person Ambrose
- Same as above except that there are two players per team.

Jumble
- Players are numbered one through to four.
- On the first hole, player one hits the first shot, player two hits the second, player three hits the third and player four hits the fourth. If more than four shots are required, the cycle starts again.
- On the second hole player two hits the first shot, player three hits the second shot and so on until the ball is holed out.
- This format is continued on all holes.

Foursomes
- Team comprises of two players.
- One ball per team.
- Players hit alternate shots until ball is holed out.
- Continue format around the course.
- There would be two teams per group. (i.e. 4 players per group)

Individual
- Each player plays their own ball and keeps score.
Sample MYGolf Scorecard

For use on school modified golf course

<table>
<thead>
<tr>
<th>Hole</th>
<th>Par</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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Team Captain
Signature:
Recommended Resources & Contacts

Enter your school in the School Sport Australia Golf Championships
For further information contact your State Golf Association or School Sport Australia - refer to contact details on page 50

Contact your nearest golf club and enter your students in the MYGolf National Skills Challenge & Awards Program - refer to details on page 51
For further information go to: www.golfaustralia.org.au/mygolf

Publications

MYGolf Schools 2
Community Golf Coach 1 Manual
www.golfaustralia.org.au/mygolfschools2
available from Golf Australia

Web Sites

Golf Australia
State Associations & Junior Foundations
Active After-school Communities Program
Australian Sports Commission
Play by the Rules
www.golfaustralia.org.au
www.playbytherules.net.au

National Golf Bodies

Golf Australia
(03) 9626 5050
www.golfaustralia.org.au

Australian Ladies Professional Golf
(07) 5539 0913
www.alpg.com.au

Government

Australian Sports Commission
1300 300 630
www.ausport.gov.au

Junior Golf Foundations

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

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

Stuart Appleby Junior Foundation
VIC
(03) 9577 7600
www.stuartappleby.com.au
Recommended Resources & Contacts (cont.)

State Golf Associations

Golf New South Wales  
(02) 9505 9105  
www.golfnsw.org

Golf Queensland  
(07) 3252 8155  
www.golfqueensland.org.au

Golf Tasmania  
(03) 6244 3600  
www.golftasmania.org.au

Golf Victoria  
(03) 8545 6200  
www.golfvic.org.au

Golf Northern Territory  
(08) 8927 6950  
www.golfnt.org.au

Golf South Australia  
(08) 8267 1353  
www.golfsa.com.au

Golf Western Australia  
(08) 9367 2490  
www.wagolf.com.au

School Sport

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

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

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

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

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

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

School Sport SA  
(08) 8416 5900  

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

Disability Groups

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

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

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

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

AUSRAPID  
(03) 5762 7494  
www.ausrapid.org.au

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

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

Transplant Australia  
(02) 9922 5400  
www.transplant.org.au
MYGolf National Skills Challenge & Awards Program

Golf Australia in collaboration with all State Golf Associations and Junior Foundations is proud to introduce the:

MYGolf National Skills Challenge & Awards Program.

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

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

- Rip It
- Roll It
- Chip It
- Fly It
- Blast It
- Bend It

These skills are tested across five graded levels in each of three main award categories named:

**BRONZE, SILVER and GOLD**

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

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

**Program Enrolment Cost**

- $33.00 (one-off)

**Delivered By**

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

**Where Conducted**

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

**How to Become a Registered Centre**

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

**How to Join**

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

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

The main components of the player development pathway are shown below:
An easy to follow, step by step golf program designed for primary schools

Includes resources and contacts to support the program