

NATIONAL INITIATIVE FOR GOLF IN SCHOOLS (NIGS)

KIRAN
KANWAR



THE INDIAN GOLF UNION
&
THE NATIONAL GOLF ACADEMY OF INDIA

NATIONAL INITIATIVE FOR GOLF IN SCHOOLS (NIGS)

KIRAN KANWAR



THE INDIAN GOLF UNION
&
THE NATIONAL GOLF ACADEMY OF INDIA

Kiran Kanwar

Teaching Staff, National Golf Academy of India

Class A: The LPGA, The PGA of India, Advanced Professional: The PGA of GB&I

BS: Physics and Math

Candidate: Masters' in Sports Science and Nutrition (Logan University, USA)

American College of Sports Medicine: Certified Personal Trainer

This book belongs to : _____

Club / Organisation : _____

First Edition: April 2013

Copyright © Indian Golf Union 2013

DISCLAIMER OF LIABILITY

With respect to this document, neither the Indian Golf Union nor any of its Council Members and employees, makes any warranty, express or implied, including the warranties of fitness for a particular purpose, or assumes any legal liability or responsibility for the accuracy, completeness, or usefulness of any information, apparatus, product, or process disclosed, or represents that its use would not infringe any rights.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, electronic, mechanical or otherwise without the prior permission of the Indian Golf Union.

For private circulation only

The Indian Golf Union

1st Floor, 24 Adchini, New Delhi - 110 017.

Tel No: 011 - 2652 5771 Telefax: 011 - 2652 5770

info@indiangolfunion.org ngaindia@gmail.com

www.indiangolfunion.org www.ngai.org.in

Table of Contents

Introduction	1
The NIGS Programme	2
Safety	4
Code of Conduct	5
Ten Sessions - Details	
Day 1	7
Day 2	10
Day 3	13
Day 4	15
Day 5	17
Day 6	19
Day 7	21
Day 8	23
Day 9	25
Day 10	27
Putting	29
Chipping	32
Full-Swing	35
Fitness	38
Functional Skill Development (FSD) Drills	44
Developmental Phases of Children - <i>Physical</i>	46
Developmental Phases of Children - <i>Mental</i>	48
Motor Learning	50
Effective Communication Styles when Working with Children.	51
Human Values	52
Basic Etiquette	53
Topics of Interest	54

Appendix 1. Dress Code	55
Appendix 2. History of Golf.....	55
Appendix 3. Score Card Template.....	56
Appendix 4. Certificate Templates	56
Appendix 5. Participant Evaluation Form Template	57
Appendix 6. Why ‘Golf in Schools’	58
Appendix 7. Why Encourage Junior Golf at Golf Clubs/Courses.....	58
Appendix 8. Preparation-of-Session Guidelines and Master Check-list for Equipment.	59
Appendix 9. Course Layout in a Limited Space Situation.	60
Appendix 10. ‘Introduction to Golf’ Handout for all Student-participants	61



Introduction

The Indian Golf Union (IGU), founded in 1955, is the Governing Body for golf in India. In a bid to promote grass-roots level golf in India, The IGU has undertaken to initiate the NIGS - National Initiative for Golf in Schools - Programme. The IGU will appoint Golf Development Volunteers who will be trained to conduct introduction-to-golf coaching programmes in schools throughout India, especially in the smaller towns and mofussil areas - in association with local golf-courses.

The Goals of the NIGS - National Initiative for Golf in Schools - Programme

- To encourage grass-roots level participation in the sport so as to have more and better players reaching the excellence level in India
- To give more children the opportunity to make a livelihood through various aspects of India's growing golf industry
- To promote the game of golf among all school-going children, regardless of their of socio-economic background
- To teach nine important human-values such as respect, sportsmanship, perseverance, honesty, caring, responsibility, tolerance, non-violence and fair-play to school-children through the unique medium of golf (see the Human Values section of this Manual.)
- To engender member-student interaction at golf courses in order to make a new, young generation of golfers feel welcome on the golf course

Eligibility criteria for becoming a Golf Development Volunteer (GDV):

Any GOLFER:

- Twenty-five years or older
- Having excellent communication skills in English, and preferably in local languages
- With a minimum education of Standard 12 or equivalent
- With a handicap of 18 or less

Ideal candidates would be men and women who are retired services officers, school teachers, recent graduates or any golfers who enjoy working with children; are keen to promote the great game of golf; and would like to 'give-back' to a sport they love.



The NIGS Programme

The programme will typically consist of ten one-hour sessions conducted over five weeks (modifications may be made to suit school restrictions in terms of hours-per-week or total number of sessions).

Participants will range in age from 6 to 12 years - ideally they should attend the ten golf sessions in age-related groups, so that Golf Development Volunteers (GDVs) can target a particular age-group for skill-development and content dissemination.

Student-teacher ratio should be maintained at 6:1 or less, so that typically, six GDVs conduct each session for a class size of 36. One Lead GDV should be nominated, per group of six GDVs. The Lead GDV will be responsible for marketing the Programme to the schools, and then co-ordinating further interaction between the schools and the other GDVs.

Golfers interested in becoming GDVs, will be required to undergo a three-day training programme. Over the course of the training programme, GDVs will be given a detailed run-through of each of the ten sessions which comprise the 'Introduction to Golf' programme. They will be given information regarding safety aspects to be considered while working with children; important life-values to be discussed with children; the basics of the strokes to be taught; motor-skill and psychological development stages of children; as well as fitness and nutrition/hydration suggestions for children. Suggestions on how to interact with school authorities and golf course authorities will be provided, as will be forms for making out reports on all participants in the programme. Templates will be provided for 'score cards', 'certificates of participation', and the booklet 'Introduction to Golf' which is to be handed out to all participating children.

Upon completion of the GDV Training Programme, an individual will become a Golf Development Volunteer (GDV). GDVs will be responsible for introducing school-children to golf, via the Introduction-Level course of the Indian Golf Union's National Initiative for Golf in Schools (NIGS) Programme. Their role will be to encourage school childrens' interest in the sport, make recommendations to local clubs about each child's potential (based on a list of criteria described in this Manual), and then sign-off on their training, which will be continued by the certified Golf Teaching Professionals of local golf courses.



Towards that end, GDVs will be required to submit 'Participant Evaluation Forms' (for all participants) to the local golf course and to the IGU, (See Appendix 5 for a template), in order to highlight specific talents of each participating school-student.

A GDV may not impart further training to children, and should adhere strictly to the guidelines (as laid down in this Teaching Manual), for disseminating information - especially golf-swing related information, such as on the subjects of grip, set-up and swing.

A GDV, therefore, could be THE person who gives a child who otherwise might never be exposed to golf, the opportunity not only to become involved with the 'game of a lifetime', but also to perhaps, one day, become a CHAMPION GOLFER.

GDVs will be recruited by the IGU, through golf clubs across India. They will be responsible both for liaising with the club and with local area schools to promote the NIGS Programme.

GDVs will be given an honorarium, which will be disbursed by the Indian Golf Union via local golf courses, so as to preserve the Amateur Status of GDVs, according to the Rules of Golf.



Safety



ou, as a GDV, represent the great game of golf to all those to whom you will be introducing the sport. Whether they forever love or greatly dislike golf will often depend upon you.

Besides imparting actual swing instruction, therefore, it is very crucial that you impart the values that are the essence of golf, and equally important that you safeguard these precious lives which have been entrusted to you by parents and schools. Please study the following safety guidelines carefully.

The safety of all children in the programme, as well as the safety of all volunteers and property must be your number one priority. Swinging golf clubs and moving golf balls can cause injury and an immediate awareness regarding potential problems, is required to be created among children.

The following information represents the collective knowledge of several people with many years of experience in imparting golf instruction to children.

Arrive at the venue at least 30 minutes before a session, and lay out the golf area so that it is safe and ready for action.

Start each day's session with a mini-pantomime in which all your GDVs participate. Show someone swinging a club and someone else getting hurt badly, and the whole class having to be stopped while the injured person is carried away. Before outdoor sessions, have one GDV shout 'fore', and then swing, and someone in the group in front, who does not pay attention and move out of the way, getting 'hurt'.

Then have all children in the class repeat, "A SWINGING GOLF CLUB IS DANGEROUS, I MUST LOOK BEFORE I SWING."

Finally, require all participants to understand that as soon as the Lead GDV blows a whistle, for any reason, all activity must stop instantly, all clubs must immediately be placed on the ground, and everyone must place both hands behind their backs.

General Safety Precautions:

The area to be used for each golf session must have all clubs, teaching aids, obstacles and



target directions laid out before a session commences. (For instance, decide whether there should be one club at each hitting station or whether each golfer will carry clubs from station to station. Ensure that 'safe' areas are marked, within which it is safe for students to swing).

It is ideal if the roles of each GDV are pre-planned - who will be responsible for: checking the safety of the venue; bringing equipment for each session and laying it out; session planning and progression; reporting each child's performance for each session (each GDV will only have to report upon the progress of a maximum of 6 children per session).

Make children aware of what is around them, and teach them to maintain some space between themselves and those around them at all times. Children should be told never to swing towards other people or throw balls towards others, even in jest.

Golf clubs - should be suitable for the student, with respect to length and weight.

Club grips should be tacky (sticky) and not slippery so that they do not fly off when clubs are swung. Similarly club-heads should be securely - not loosely - attached to shafts.

Each GDV must be aware of the medical status of all students in his/her group, especially with respect to allergies or medical conditions such as diabetes or asthma. Emergency contact information for parents as well as for the school doctor must be available at all times.

Parents must be informed regarding dress code for golf, as well as weather-suitable apparel, especially comfortable clothing and suitable shoes. (See Appendix 2.)

A First Aid kit containing the following minimum articles must be at hand at all times: Dettol, Vaseline, distilled water, antiseptic gauze and antiseptic cream, bandages, slings and plasters, latex gloves, ice packs, plastic bags, sterilized cotton-wool and eye-pads, scissors and safety pins.

Further Safety Precautions for indoor situations:

- Roll-call should be maintained in case of emergency evacuation situations
- Assembly points and fire exit points should be known to all GDVs involved
- Flooring should not be slippery
- Maintain a minimum space of 5 yards between swinging golfers
- Golf mats (on which students will stand and from which they will hit) should not move/slip easily
- Clubs and balls must be suitable for indoor use. No real golf balls should ever be used indoors, except for highly supervised putting
- The temperature should be comfortable for the activity level planned and
- Lighting and ventilation should be adequate

Further Safety Precautions for outdoor situations:

- Ensure that the Junior Training Area is safe from other golfers and from any nearby golf course
- Maintain a minimum space of 5 yards between swinging golfers
- Establish where students must stand while hitting and while observing
- Establish a 'SAFE ZONE' (see Appendix 9.) behind a line of swinging golfers, in front of which no students or GDVs will stand/walk. In this zone as well as beyond it, no clubs may be held in the hand and no swings may be made



Code of Conduct and Decorous Behavior for Golf Development Volunteers

G DVs must abstain from any behavior that might constitute or might be deemed to constitute any form of abuse (sexual, physical, emotional/mental).
GDVs must avoid sexual or physical intimacy with students during coaching as well as after the coach-student relationship ends.

GDVs should be aware of the physical needs of their students in terms of comfort and ability, so as not to push them beyond those limits.

No physical contact should be made with students, even to demonstrate particular golf movements, without their prior knowledge and permission. For instance, say, “I am going to move you into the position I’d like you to be in” prior to doing so.

Your state of cleanliness and grooming as well as attire, posture and body-language will create a lasting and important impression in every student’s mind, as would using bad language, smoking, poor-posture or wearing non-golf-specific apparel.

It is important to, at all times, maintain high standards and behave as a role model for all students, with specific regard to behavior, etiquette, punctuality and presentation of session-content.



Day 1

Day 1 is an on-course day - an opportunity to get children excited about the game, by seeing some good golfers hit the ball a long distance and also putt the ball into, or close to, the hole from quite a distance.

Children/parents must be made aware of appropriate dress-code (See Appendix 2.) for the visit.

There should be enough GDVs (and school-teachers too, if possible) on hand to ensure no children run-around unsupervised.

Take only small groups onto the course at a time. If possible, have only small groups arriving at the course at any given time, so that one group arrives after another has already left.

Etiquette

Before children step onto the course, explain that GOOD MANNERS or COURTESY (ETIQUETTE) is important in golf and comes in 2 forms:

1. Courtesy towards fellow golfers

SPECIFICALLY DISCUSS: no moving, talking or swinging while someone else is playing

2. Courtesy towards the Golf Course

SPECIFICALLY DISCUSS: no leaving behind any trash on the course, repairing of divots, pitch-marks, only walking in certain areas that you are asked to walk in - no walking in ponds/water bodies/bunkers

Terms to be explained to the children, before stepping onto the golf course

Parts of the club: head, face, heel, toe, shaft, grip/handle

Maximum number of clubs: 14

Role of clubs: putter, wedges, irons, hybrids, fairway woods, driver

Other useful golf equipment: ball, tee, ball-marker, pitch-mark repair tool, glove, golf shoes

Terms to be explained to the children, while on the golf course

One hole: tee box (teeing ground), fairway, green, hole 4¼ inches wide, bunkers, water-bodies as hazards, rough. Distance from tee to green is also termed 'a hole'



Strokes required to progress a ball from tee to green and into hole: DEMONSTRATE Full-swing, chip, putt (also demonstrate pitch and bunker shots and explain that those will not be taught during this introduction-level course)

Eighteen Holes: make up a standard-length golf course

Each hole has a Par: 3, 4 or 5. This represents the number of strokes a perfect (ideal) golfer would take to complete the hole from the tee to the actual hole

Birdie; Eagle; hole-in-one: one under par; two under par; a single shot from tee to hole

Bogey; Double Bogey: one over par; two over par

Sum of the par of 18 holes: equals the par of the course, typically between 70 and 74

Handicap: approximately represents the number of strokes more than par that a player requires to complete 18 holes in

Other important terms

Divot, pitch-mark, caddie, 'address'-position, 'FORE'.

Children are asked to make a drawing/painting/essay/poem on their impressions of the trip to the golf course and bring it with them to session 2. The Head GDV announces the day/date/time of session 2.

SESSIONS 2-10 - COMMON PLAN

These 9 sessions will introduce students to the three basic swings for putting, chipping and the full-swing, while simultaneously including other activities to make each session more meaningful and more fun.

For every activity, all members of a group will stand behind the 'SAFETY ZONE' (see Appendix 9.) demarcated for their group. Each student will hit a maximum of 5 balls after which he/she will go behind the safety line. **Even though each child actually hits only 3-5 balls at a time, a few practice swings should be encouraged before the student begins to hit balls.** Only after one student has gone behind the safety line should the next student of the group step forward to commence hitting. The routine for this should be practiced a few times before any golf or golf-like activity commences.

The process for the GDVs to teach the various golf skills will always follow this sequence:

Introduction->Explanation->Demonstration->Application->Observation->Feedback

Time-slots have been allocated for Fitness and for Functional Skill Development. GDVs should choose from the Fitness activities and the Functional Skill Development activities listed later in this Manual. Functional Skill Development activities involve making simple movements which incorporate the basic motor-movement-patterns of the shot being taught. They allow for an easy lead-up to the actual shot, whether it be a putt, a chip or a full-swing. Please choose as many or as few as the situation and space available permit, so that children may move from activity to activity every few minutes within the time-frame reserved for that portion of the day's session.

Break: During ALL 5-minute Break-slots, discuss one HUMAN VALUE and one 'Topic of Interest' as explained in the relevant sections of this Manual. All topics should be covered between sessions 2 to 9. After briefly explaining the HUMAN VALUE planned for that day,



GDVs will encourage each group to plan a mini skit on the subject, which will be enacted during the 'Concluding Remarks' time-slot.

Prizes: Tees are given out as prizes. They may be handed out at any time for 'best-behaved' student; winning group during races and at any other suitable opportunity. The top 3 winners who collect maximum tees at the end of the 12 sessions could be given special (small) medals or certificates.

The table below represents a MASTER-LIST of all the equipment which will be required for all sessions, and each day's plan also has details of which of those items will be required on any given day.

MASTER-LIST FOR EQUIPMENT FOR ALL SESSIONS (For a group size of 36)

Accessory Items:

- First Aid kit
- Name-tag Stickers and coloured markers (sufficient for all students plus all GDVs)
- Forty two folded slips of paper with one number from 1 to 6 written on each of them
- Score Cards (see Appendix 4.)
- Participant Evaluation Forms - 36
- Whistles attached to lanyards to call the group to order - 6

Putting Mats: 6 (paste fine carpet on fairly thick plywood boards 3' wide and as long as can practically be carried around and stored. A hole of 4¼" diameter should be cut in the middle of one side, 6 inches from that edge)

Targets: 6 (flagsticks in the ground/traffic cones/small chipping nets or even the ball-baskets can be used as targets if holes cannot be dug into the ground to put flagsticks into)

Golf Balls: 3 x 6 = 18 (For putting, these should be real golf balls - chipping and full-swing will require upto 180 balls, which could be real golf balls or those suitable for indoor-use, based on what the situation may require)

Ball-baskets: 6

Putters: 6, plus at least 2 for left-handed players (could be double-sided)

Chipping clubs: 6 (9 irons or pitching wedges) plus at least 2 clubs for left-handed players

Full-swing clubs: 6 (6, 7 or 8 irons) plus at least 3 clubs for left-handed players (If budget and group progress permit, especially for older students, hybrid clubs and higher-lofted fairway woods may also be used during sessions 8 and 9)

Teaching Aids:

- a) 5 x 6 = 30 sets of 10' string attached to tees on both ends
- b) Tennis balls 3 x 6 = 18
- c) Bouncing balls for ice-breaker - 6
- d) Six small bags with 6 small items in it (tees of different materials, ball-markers, pitch-mark repair tools, pencil, small non-golf balls)
- e) Six 2 x 4s (wooden boards, 2 feet long x 4 inches wide)

Prizes: Tees (expect to give many of these, and acquire perhaps 1000 tees)



Day 2

The session commences with a viewing of all art/written works made by the children based on their impressions of the visit to the golf course (all these items should ideally be put up on display, by the GDVs, in advance).

All participants and GDVs should wear name-tag stickers. Children enjoy writing their own names on the stickers, so name-tag size stickers and brightly coloured markers should be made available.

The GDVs should briefly introduce themselves and give a VERY brief 'History of Golf' (see Appendix 1.).

Next, children should be asked to pick one of the slips of folded paper which would have a number from 1 to 6 on it. They would then be asked to find all others with the same number. Each GDV should also pick a numbered slip of paper and becomes the GDV for the group with the same number. These break-out groups will remain unchanged throughout all future sessions. Children should choose a name for their group/team.

An ice-breaker is a great way to get students and GDVs to interact in a relaxed, friendly manner. Each group forms a circle. The GDV tosses a light, bouncing ball (such as a tennis ball, although bigger is easier) to one of the students and tells the group his/her name and 2 'fun-facts' about himself or herself. The student who catches the ball tells the group his/her name and 2 'fun facts', then tosses the ball to someone else.

This activity is used not only as a meet-and-greet opportunity but also as an opportunity to test hand-eye co-ordination of students in each group [one of the required aspects for the Participant Evaluation form, Appendix 5. How efficiently does each child catch and toss on a scale of 0 to 5 (0 being worst, 5 being best)?]

For the second icebreaker, once again, the group forms a circle. The group GDV asks all children to put their hands behind their backs and pull out one object from a small bag. Then with the hand behind the back, the student feels the object and describes it's size, shape, weight, smoothness, material, etc. and even tries to guess what it is. Then the student holds up the object for the group to see, and the GDV describes its use. (Objects can include tees of different materials, ball-markers, pitch-mark repair tools, small balls of different types, small



pencils etc.). This exercise helps to develop 'touch' and 'feel' which are fine-motor skills, but useful for golf.

This is the first day for the introduction of the putting stroke.

	Checklist for Equipment (for a group size of 36)
Accessory Items	First Aid Kit Name-tag Stickers and coloured markers Forty two folded slips of paper with one number from 1 to 6 written on each of them Participant Evaluation Forms - 36 Whistles - 6
Putting Mats	6
Golf Balls	3 x 6
Putters	6, plus at least 2 for left-handed players (could be double-sided)
Teaching Aids	5 x 6 = 30 sets of 10' string attached to tees on both ends Tennis balls 3 x 6 = 18 Bouncing balls for ice-breaker - 6 Six small bags with 6 small items in it (tees of different materials, ball-markers, pitch-mark repair tools, pencil, small non-golf balls)
Prizes	Tees



HUMAN VALUE: RESPECT

Time	Activity	Details	Group size
0-10	Viewing of all art-work/essays/poems Dividing children into groups - change group assignments if required, so all left-handed children are in pairs	GDVs to display all previously collected items for easy viewing Think of a fun-name for each group	ALL break-out groups
11-15	Two Ice-breaker Activities	As described above	break-out groups
16-25	Fitness (all children spread-out appropriately for exercises/races)	Discuss 'Topics of Interest' - choose from list	ALL
26-30	Break - snacks and water START this session by having children repeat, "A SWINGING GOLF CLUB IS DANGEROUS, I MUST LOOK BEFORE I SWING"	Explain the HUMAN VALUE for the day and plan the skit for it Putting drills - choose from FSD section list	ALL break-out groups
31-40	Functional Skill Development - using activities which will be useful for putting	Details in Putting section of this Manual	break-out groups
41-55	Get students into formation for putting Explain safety and etiquette for green Explain why putt, when to putt Practice putting set-up Practice putting stroke (no balls)	Details in putting and etiquette sections of this Manual Details in Putting section of this Manual GDV demonstrates, then students practice. GDV works with one student at a time	break-out groups
56-60	Concluding remarks	Everyone together (GDV + Students) repeats main steps of the putting stroke GDV asks each student to mention what they liked best about the session, and what would make it better Each group enacts a small Human Value skit. Best group prize: 1 tee each	break-out groups break-out groups ALL



Day 3

T

his is the second day for the introduction of the putting stroke.

This session ends with a 'competition'. Many children do not like to be put into competitive situations, especially as the groups might have mixed age-groups and skill-levels of students. Please be sensitive to those not wishing to participate in a competition. They can simply watch and cheer as others in their group compete (Once again discuss Human Value: Sportsmanship). A 'prize presentation ceremony' is held, during the 'Concluding Remarks' time-slot, and the winner from each group is presented with one tee, and the overall winner(s) with the lowest overall score, with two.

	Checklist for Equipment (for a group size of 36)
Accessory Items	First Aid Kit Name-tag Stickers and coloured markers 36 Score Cards (see Appendix 4.) Participant Evaluation Forms - 36 Whistles - 6
Putting Mats	6
Golf Balls/ Indoor Golf Balls	3 x 6 = 18
Putters	6, plus at least 2 for left-handed players (could be double-sided)
Teaching Aids	5 x 6 = 30 sets of 10' string attached to tees on both ends Tennis balls 3 x 6 = 18
Prizes	Tees



HUMAN VALUE: SPORTSMANSHIP

Time	Activity	Details	Group size
0-10	Fitness (all children spread-out appropriately for exercises/races)	Warm-up - choose from Fitness section list Races - choose from Fitness section list	ALL
11-15	Functional Skill Development - using activities which will be useful for putting	Putting drills - choose from FSD section list	break-out groups
16-35	Putting stroke practice (one round without a ball, the rest with) START this session by having children repeat, "A SWINGING GOLF CLUB IS DANGEROUS, I MUST LOOK BEFORE I SWING"	Details in Putting section of this manual GDV demonstrates, then students practice. GDV works with one student at a time	break-out groups
36-40	Break - snacks and water	Discuss 'Topics of Interest' - choose from list Explain the HUMAN VALUE for the day and plan the skit for it	ALL
41-55	Putting competition - children learn to write scores on score cards	Each willing child of each group putts until they hole-out (lay out a 10-15' putt, straight or crooked) Maximum score should be 6 and the ball picked up after that. All those with lowest score in each group win 1 tee, overall winner receives two	break-out groups
56-60	Concluding remarks	Everyone (GDV + Students) together repeats main steps of the putting stroke GDV asks each student to mention what they liked best about the session, and what would make it better Each group enacts a small Human Value skit. Best group prize: 1 tee each Winners of putting competition are declared and over-all putting winner(s) is(are) declared	break-out groups break-out groups ALL ALL



Day 4

T

his is the first day for the introduction of the chip shot.

	Checklist for Equipment (for a group size of 36)
Accessory Items	First Aid Kit Name-tag Stickers and coloured markers Participant Evaluation Forms - 36 Whistles - 6
Targets	6
Golf Balls/ Indoor Golf Balls	18 x 6 = 108
Ball-baskets	6
Clubs	9 irons or pitching wedges: 6, plus at least 2 for left-handed players
Teaching Aids	5 x 6 = 30 sets of 10' string attached to tees on both ends Tennis balls 3 x 6 = 18 Six 2 x 4s (wooden boards)
Prizes	Tees



HUMAN VALUE: PERSEVERANCE

Time	Activity	Details	Group size
0-10	Fitness	Warm-up - choose from Fitness list Races - choose from Fitness list	ALL
11-15	Explain the Chip Shot START this session by having children repeat, "A SWINGING GOLF CLUB IS DANGEROUS, I MUST LOOK BEFORE I SWING"	GDV explains the terms apron, fringe, collar of green	break-out groups
16-25	Functional Skill Development - using activities which will be useful for chipping	Start with the ball-toss activity described in the Chipping Section of this Manual If time permits, use other activities for Chipping - choose from FSD section list	break-out groups
26-30	Break - snacks and water	Discuss 'Topics of Interest' - choose from list Explain one HUMAN VALUE and plan the skit enacting it	ALL
31-55	Get students into formation for chipping Explain why chip, when to chip Practice chipping set-up Practice chipping stroke (no balls).	Details in Chipping section of this manual GDV demonstrates, then students practice. GDV works with one student at a time	break-out groups
56-60	Concluding remarks	Everyone (GDV + Students) together repeats main steps of the chipping stroke GDV asks each student to mention what they liked best about the session, and what would make it better Each group enacts a small Human Value skit. Best group prize: 1 tee each	break-out groups break-out groups ALL



Day 5

T

his is the second day for the introduction of the chip shot.

This session ends with a 'competition'. Many children do not like to be put into competitive situations, especially as the groups might have mixed age-groups and skill-levels of students. Please be sensitive to those not wishing to participate in a competition. They can simply watch and cheer as others in their group compete (Once again discuss Human Value: Honesty). A 'prize presentation ceremony' is held, during the Concluding Remarks time-slot, and the winner from each group is presented with one tee, the overall winner with two.

	Checklist for Equipment (for a group size of 36)
Accessory Items	First Aid Kit Name-tag Stickers and coloured markers 36 Score Cards (see Appendix 4.) Participant Evaluation Forms - 36 Whistles - 6
Targets	6
Golf Balls/ Indoor Golf Balls	30 x 6 = 180
Ball-baskets	6
Clubs	9 irons or pitching wedges: 6, plus at least 2 for left-handed players
Teaching Aids	5 x 6 = 30 sets of 10' string attached to tees on both ends Tennis balls 3 x 6 = 18 Six 2 x 4s (wooden boards)
Prizes	Tees



HUMAN VALUE: HONESTY

Time	Activity	Details	Group size
0-10	Fitness.	Warm-up - choose from Fitness section list Races - choose from Fitness section list	ALL
11-15	Functional Skill Development - using activities which will be useful for chipping	Chipping drills - choose from FSD section list	break-out groups
16-35	Chipping stroke practice START this session by having children repeat, "A SWINGING GOLF CLUB IS DANGEROUS, I MUST LOOK BEFORE I SWING"	Details in Chipping section of this manual GDV demonstrates, then students practice. GDV works with one student at a time	break-out groups
36-40	Break - snacks and water	Discuss 'Topics of Interest' - choose from list Explain one HUMAN VALUE and plan the skit enacting it	ALL
41-55	Chipping Competition - Explain how and when the ball should be marked Scores are filled in on score-cards	Each willing child of each group makes 3 chip shots Every shot which lands on the green AND stays on the green, scores 1 point. Closest to hole scores one additional point	break-out groups
56-60	Concluding remarks	Everyone (GDV + Students) together repeats main steps of the chip shot GDV asks each student to mention what they liked best about the session, and what would make it better Each group enacts a small Human Value skit. Best group prize: 1 tee each Winners of chipping competition are declared and over-all putting winner(s) is(are) declared	break-out groups break-out groups ALL ALL



Day 6

T

his is the first day for the introduction of the full-swing.

Explain that the swing has three important parts to it: The set-up (when one gets into the address position), the back-swing and the through-swing.

Demonstrate, then have children practice the set-up only to begin with. As it will be a group activity, it is easier and more fun for the children if GDVs call out each step and the children get into position for that step.

Explain basic etiquette for full-swing, as described in the Basic Etiquette Section.

	Checklist for Equipment (for a group size of 36)
Accessory Items	First Aid Kit Name-tag Stickers and coloured markers 36 Score Cards (see Appendix 4.) Participant Evaluation Forms - 36 Whistles - 6
Targets	6
Golf Balls/ Indoor Golf Balls	30 x 6 = 180
Ball-baskets	6
Clubs	6, 7 or 8 irons: 6, plus at least 3 for left-handed players
Teaching Aids	Six 2 x 4s (wooden boards)
Prizes	Tees



HUMAN VALUE: CARING

Time	Activity	Details	Group size
0-10	Fitness	Warm-up - choose from Fitness section list Races - choose from Fitness section list	ALL
11-15	Functional Skill Development - using activities which will be useful for full-swing	Full-swing drills - choose from FSD section list.	break-out groups
16-20	Full-swing. Give some basic information on 'care of golf course' first Then, explain GRIP - club in hand, NO SWINGING START this session by having children repeat, "A SWINGING GOLF CLUB IS DANGEROUS, I MUST LOOK BEFORE I SWING"	Basic Etiquette Section of this Manual Details in Full-swing section of this Manual GDV demonstrates, then students practice. GDV works with one student at a time	break-out groups
21-30	Full-swing. One quick round with no club, followed by further rounds with club but no balls	Details in Full-swing section of this manual GDV demonstrates, then students practice. GDV works with one student at a time	break-out groups
31-35	Break - snacks and water	Discuss 'Topics of Interest' - choose from list Explain the HUMAN VALUE for the day and plan the skit for it	ALL
36-55	Full-swing practice - one ball at a time, each student hits 5 balls	Details in Full-swing section of this manual	break-out groups
56-60	Concluding remarks	Everyone (GDV + Students) together repeats main steps of the full-swing stroke GDV asks each student to mention what they liked best about the session, and what would make it better Each group enacts a small Human Value skit. Best group prize: 1 tee each	break-out groups break-out groups ALL



Day 7

T

his is the second day for the introduction of the full-swing.

	Checklist for Equipment (for a group size of 36)
Accessory Items	First Aid Kit Name-tag Stickers and coloured markers Participant Evaluation Forms - 36 Whistles - 6
Targets	6
Golf Balls/ Indoor Golf Balls	30 x 6 = 180
Ball-baskets	6
Clubs	6, 7 or 8 irons: 6, plus at least 3 for left-handed players
Teaching Aids	Six 2 x 4s (wooden boards)
Prizes	Tees



HUMAN VALUE: RESPONSIBILITY

Time	Activity	Details	Group size
0-10	Fitness	Warm-up - choose from Fitness section list Races - choose from Fitness section list	ALL
11-15	Functional Skill Development - using activities which will be useful for full-swing	Full-swing drills - choose from FSD section list	break-out groups
16-20	Full-swing GRIP - club in hand, NO SWINGING	Details in Full-swing section of this manual GDV demonstrates, then students practice. GDV works with one student at a time	break-out groups
21-35	Full-swing practice, first round with club and no balls, then all rounds with clubs and balls. Students hit one ball at a time when the whistle is blown. Each student hits 5 balls START this session by having children repeat, "A SWINGING GOLF CLUB IS DANGEROUS, I MUST LOOK BEFORE I SWING"	Details in Full-swing section of this manual GDV demonstrates, then students practice. GDV works with one student at a time	break-out groups
36-40	Break - snacks and water	Discuss 'Topics of Interest' - choose from list Explain the HUMAN VALUE for the day and plan the skit for it	ALL
41-55	Full-swing competition	Tell students that they will get a 'prize' of one tee per airborne shot they hit, if the ball attains a trajectory of at least twice their own height	break-out groups
56-60	Concluding remarks	Everyone (GDV + Students) together repeats main steps of the full-swing stroke GDV asks each student to mention what they liked best about the session, and what would make it better Each group enacts a small Human Value skit. Best group prize: 1 tee each	break-out groups break-out groups ALL



Day 8

T

his is a day for the revision of the putting and full-swing strokes.

	Checklist for Equipment (for a group size of 36)
Accessory Items	First Aid Kit Name-tag Stickers and coloured markers Participant Evaluation Forms - 36 Whistles - 6
Putting Mats	6
Targets	6
Golf Balls/ Indoor Golf Balls	30 x 6 = 180
Ball-baskets	6
Putters	6, plus at least 2 for left-handed players (could be double-sided)
Clubs	6, 7 or 8 irons: 6, plus at least 3 for left-handed players (hybrids or fairway woods could be used instead)
Teaching Aids	Six 2 x 4s (wooden boards)
Prizes	Tees



HUMAN VALUE: TOLERANCE

Time	Activity	Details	Group size
0-10	Fitness	Warm-up - choose from Fitness section list Races - choose from Fitness section list	ALL
11-25	Full-swing practice, first round with club and no balls, then all rounds with clubs and balls. Students hit one ball at a time when the whistle is blown. Each student hits 5 balls START this session by having children repeat, "A SWINGING GOLF CLUB IS DANGEROUS, I MUST LOOK BEFORE I SWING"	Details in Full-swing section of this manual GDV demonstrates, then students practice. GDV works with one student at a time	break-out groups
26-30	Break - snacks and water	Discuss 'Topics of Interest' - choose from list Explain the HUMAN VALUE for the day and plan the skit for it	ALL
31-55	Putting Practice. Each student hits 3 balls	Details in Putting section of this manual	break-out groups
56-60	Concluding remarks	Everyone (GDV + Students) together repeats main steps of the putting and full-swing strokes GDV asks each student to mention what they liked best about the session, and what would make it better Each group enacts a small Human Value skit. Best group prize: 1 tee each	break-out groups break-out groups ALL



Day 9

T

his is a day for the revision of the chipping and full-swing strokes.

	Checklist for Equipment (for a group size of 36)
Accessory Items	First Aid Kit Name-tag Stickers and coloured markers Participant Evaluation Forms - 36 Whistles - 6
Targets	6
Golf Balls/ Indoor Golf Balls	30 x 6 = 180
Ball-baskets	6
Clubs	9 irons or pitching wedges: 6, plus at least 2 for left-handed players 6, 7 or 8 irons: 6, plus at least 3 for left-handed players, (hybrids or fairway woods could be used instead)
Teaching Aids	Six 2 x 4s (wooden boards)
Prizes	Tees



HUMAN VALUE: NON-VIOLENCE

Time	Activity	Details	Group size
0-10	Fitness	Warm-up - choose from Fitness section list Races - choose from Fitness section list	ALL
11-25	Full-swing practice, first round with club and no balls, then all rounds with clubs and balls. Students hit one ball at a time when the whistle is blown. Each student hits 5 balls START this session by having children repeat, "A SWINGING GOLF CLUB IS DANGEROUS, I MUST LOOK BEFORE I SWING"	Details in Full-swing section of this manual GDV demonstrates, then students practice. GDV works with one student at a time	break-out groups
26-30	Break - snacks and water	Discuss 'Topics of Interest' - choose from list Explain the HUMAN VALUE for the day and plan the skit for it	ALL
31-55	Putting Practice. Each student hits 3 balls	Details in Putting section of this manual	break-out groups
56-60	Concluding remarks	Everyone (GDV + Students) together repeats main steps of the putting and full-swing strokes GDV asks each student to mention what they liked best about the session, and what would make it better Each group enacts a small Human Value skit. Best group prize: 1 tee each	break-out groups break-out groups ALL



Day 10

This final session can serve as a display of all that has been learnt so far, and also involve several small competitions. Parents, teachers, School Principal and Golf Club Committee Members should all be invited.

The session ends with a prize-presentation ceremony, in which the over-all winners are declared, and small medals or certificates given to the top 3 individuals as well as to all members of the best group. In fact, certificates can be dispensed with as liberally as desired. They make great display items and motivate a child to persevere with the sport, and also are useful when seeking college admissions abroad.

Templates for Certificates of Participation and Certificates of Merit to be used may be copied from Appendix 5, to which could be added to logos of the school and Local Golf Club.

	Checklist for Equipment (for a group size of 36)
Accessory Items	First Aid Kit Name-tag Stickers and coloured markers 72 Score Cards (36 each for putting, chipping - see Appendix 4.) Participant Evaluation Forms - 36 Whistles - 6
Putting Mats	6
Targets	6
Golf Balls/ Indoor Golf Balls	30 x 6 = 180
Ball-baskets	6
Clubs	Putters: 6, plus at least 2 for left-handed players (could be double-sided) 9 irons or pitching wedges: 6, plus at least 2 for left-handed players 6, 7 or 8 irons: 6, plus at least 3 for left-handed players
Teaching Aids	Six 2 x 4s (wooden boards)
Prizes	Tees



HUMAN VALUE: FAIR-PLAY

Time	Activity	Details	Group size
0-10	Fitness	Warm-up - choose from Fitness section list Races - choose from Fitness section list	ALL
11-16	Putting START this session by having children repeat, "A SWINGING GOLF CLUB IS DANGEROUS, I MUST LOOK BEFORE I SWING"	Competition - Each willing child of each group putts until they hole-out (lay out a 10-15' putt, straight or crooked). Maximum score should be 3 and the ball picked up after that. All those with lowest score in each group win 1 tee, overall winner receives 2	break-out groups
16-25	Full-swing. One quick round with no club, followed by further rounds with club but no balls	Competition - Tell students that they will get a 'prize' of one tee per airborne shot they hit, if the ball attains a trajectory of at least twice the students' height	break-out groups
26-30	Break - snacks and water	Discuss 'Topics of Interest' - choose from list Explain the HUMAN VALUE for the day and plan the skit for it	ALL
31-35	Chipping	Competition - Each willing child of each group makes 3 chip shots. Every shot which lands on the green AND stays on the green, scores 1 point. Closest to hole scores one additional point	break-out groups
36-60	Concluding remarks	GDV asks each student to mention what they liked best about the entire course, and what would make it better Each group enacts a small Human Value skit. Best group prize: 1 tee each Speeches by School Principal, Club Captain and Lead GDV Prize-presentation ceremony (see Appendix 5. for templates). Winners in different categories can be awarded, based on the number of tees won over 9 sessions - best behaved, best putter, best chipper, best full-swing-swinger and many more	break-out groups ALL ALL ALL



Putting

S

safety on the putting green

1. No swing on the putting green should climb higher than the knees
2. No-one should swing unless it is their turn to go, which would be when they are furthest from the hole

Etiquette for the green

1. The green is a very delicate surface, easily damaged and expensive to maintain
2. Have students stroke the surface and think they're stroking a pet cat or dog. Would they bang a putter into the cat/dog's fur? It'd hurt. So, they should not bang the putting surface; press down forcefully on it with the putter; or run on it
3. Discuss all points from Basic Etiquette section regarding etiquette for greens

Why Putt, when to Putt

1. The reason this first session is on putting is because it is the simplest stroke to make, yet a mini-version of the full-swing
2. It only requires a small stroke to get the ball to roll along the ground (a putt never leaves the ground) and into the hole
3. Ask whether it is better to get the ball into the hole in fewer putts or more putts.
4. Explain that if the hole is missed, at least the ball should be close enough that the next putt is more likely to drop

Formation of groups for putting

The children can be asked to spread out till they stand in a semi-circle, with all left-handed students positioned on one side of the semi-circle, where they face (not back) the right-handed students.

If there is space for 6 semi-circles (on a green) all 6 groups can learn the putting basics simultaneously.

However, in an indoor situation with limited space, six putting mats can be made by pasting fine carpet on thick plywood. The mats should be 3' wide so that both putter and person can



be on it while putting. The length of the mat should be the maximum practically possible, as mats may have to be moved frequently. A 4¼" diameter hole should be cut towards one edge of each mat.

In the latter situation, all children can stand to one side, facing the person putting. Each child should get only 3 swing opportunities before placing the putter on the ground and walking to the back of his/her group's line. The next child only steps up after the previous one has gone back.

In either case, it is important to always position left-handed golfers on one side of the semi-circle or straight-line formation, where they can see (not back) the others making strokes.

Safety should be of paramount importance in large-group situations, so all swings, whether without clubs; with clubs but no balls; and with club and ball should ONLY BE MADE UPON COMMAND, ONE SWING AT A TIME.

Putting set-up

DEMONSTRATE EACH STEP BEFORE REQUIRING CHILDREN TO COPY THE ACTION - children are great mimics.

The explanation below is for a right-handed golfer. When explaining this to children, it is easier to show them what to do than use the words 'left' and 'right'.

Place one putter at each of the six hitting stations only when this stage is about to commence.

1. Have the students stand up straight and say 'namaste'
2. Have them bend over (they could feel as if they are bending over because they have a terrible stomach-ache), so the hands in 'namaste' position point to the ground
3. The feet should be slightly apart, toes pointing forwards and shoulders and knees relaxed
4. Now place a putter within the 'namaste' of their hands. CAUTION THEM NOT TO SWING. Both palms face one another (this serves to demonstrate that both hands remain on their own side of the grip and do not cross over to the other side)
5. Next students can slide the right hand down, then shut both hands, with thumbs on top of the flat part of the putter. There should be no gap between the fingers on the under-side of the grip
6. The arms must be as straight as possible without being stiff, and the shoulders must be relaxed and level with one another

Putting stroke

At this stage, all putters should be taken away. After the grip has been understood with a putter in hand, DEMONSTRATE the basics of the putting stroke first without a putter, but with the body in address position and the hands together with the appropriate grip. When that has been satisfactorily understood, give them a putter but no ball.

1. Explain that the putting stroke begins with the club grounded behind the ball. Then the arms move back and through. Students should think of the arms as two sticks (ASK, "What is the difference between an arm and a stick?" and someone is sure to reply correctly, "An arm can bend, a stick cannot"). Both the arms move as a single unit, with no bend in either the elbows or the wrists. If the motion is correct, the shaft of the club remains practically a VERTICAL LINE, not a slanted one



2. Explain that the motion should have rhythm like a TIC-TOC. NOT TIIIIIIIC-TOC, nor TIC-TOOOOOOC
3. At the end of the swing motion, the children must HOLD THE FINISH with the head remaining pointed at the ground, NOT TURNING to face target. (Tell them, "LOCK YOUR HEADS, HOLD YOUR FINISH"). This could be an opportunity for giving children a prize (one tee). Anyone who holds the finish and does not go back to starting position gets a 'prize'

Typical Faults seen with the Putting Stroke

PREEMPT typical putting faults while the students practice putting with a putter but without a ball:

1. Breaking the wrists - particularly lead wrist - during the follow through
2. Moving the body out of set-up position (side-to-side or up-and-down)
3. Making a too-long or too high swing (the swing must be the smallest possible for the distance to be covered, and if there is no bend in the wrists or elbows, the swing automatically keeps the club close to the ground)

Once the children have made enough strokes without a ball, and are able to remember to 'hold the finish' every time, they should be asked to place one ball on the ground and address it, and make a single stroke when the GDV gives the command.

In this first phase of learning the stroke, children should not have their putters aimed at a particular target, merely in a particular general direction. At first, cover the hole with some object, so that they can focus only on making a good stroke. Children should start by make 6' - 8' strokes. They should simply learn to make a small stroke and be able to repeat it first for correctness of stroke then for repetition of size of stroke.

Note: starting children putting to a particular target will often result in their manipulating the stroke so that the ball somehow goes into the hole, which is not the best way to introduce a good, sound stroke.



Chipping

Positioning of students around the putting green - on the apron/fringe/collar
Lay out six 2 x 4 boards in a semi-circle around the edge of the green, to act as individual 'chipping stations'. (Ensure that there is no-one diametrically opposite another person, as students do not have a concept of 'how much' to swing). The 2 x 4s should be at least 3 yards apart, and a basket of balls should be placed at every chipping station.

If the venue is an indoor gymnasium, simply place the 2 x 4s exactly as for full-swing stations: one 2 x 4 is placed every 5 yards, with a 5 or more yard 'safety zone' behind hitting golfers, beyond which all the others line-up, awaiting their turn. Neither children nor GDVs ever walk or stand inside the 'safety zones'. Each student makes only 3-5 (prefer 3 initially, and 5 later in the sessions) swings/shots before their turn ends.

Why Chip, when to Chip

1. Tell the children, "Now that the ball is on the edge of the green, which is known as the 'apron' or 'fringe' (or 'collar' in America), can we putt from here?" Some will reply 'yes' and others 'no'. Ask one of those saying 'no' to try it, then explain that you CAN putt from off the green, but it may not be an ideal stroke if there is too much grass around the ball or if the ground at edge of the green has a slope.
2. Explain that the simplest stroke in such a situation is one which has just enough height to land safely on the green, after which it should roll along the ground, just like a putt. DEMONSTRATE the ball-toss move and ask students to see what your arm is doing to keep the ball low and running after it lands. Also toss a ball up high so that it follows an arc of the type made by a pitch shot. Ask what the difference is between the two movements for tossing the ball low and high.
3. Tell them that a chip shot must have exactly the same action as that for the LOW ball-toss. The loft of the club (show them how 9 irons and Pitching Wedges have quite a bit of loft) gives the ball the slight height it needs to climb over the thicker grass of the apron and land safely on the green. The stroke the golfer makes must keep the ball running LOW along the ground.



Chipping set-up

DEMONSTRATE EACH STEP BEFORE REQUIRING CHILDREN TO COPY THE ACTION.

Each student should stand to one side of one 2 x 4, with all left-handed students positioned on one side of the formation, where they face (not back) the right-handed students.

Hand out tennis balls and ask each student to toss the ball underarm, so as to land about 10' to 15' away. The ball should land at least 1 yard past the beginning of the green (if indoors, place a rope on the ground to show where the green would begin) and then run along the ground just like a putt.

Six clubs are placed at the six hitting stations only when it is time for the students to learn the grip.

The GRIP - which will be valid for all shots except the putt - should be taught at this stage. Explained below for a right handed golfer. When explaining this to children, it is easier to show them what to do than to use the words 'left' and 'right'.

After the demonstration stage, when children practice a multi-step set-up routine, it is more fun, and easier for them if the GDV calls out each step and the children go through that action only. (So, the following instructions, once explained, can be shouted out in short-form by each GDV as "Club in front. Left hand on club. Tilt. Right hand on club. Club on ground. Straight arms. Relax")

1. Hold the club out in front of the body, at chest height, with the club-face facing the target (not open nor closed).
2. Place the four fingers of the left hand on the under-surface of the club's grip. Place the grip at the base of the fingers. Then close the left hand, by placing the thumb on the grip. The golfer should be able to see two knuckles of the left hand. (For the chip shot, the golfer's hands are usually placed half-way down the grip.)
3. Then the student should tilt the right side of the body very slightly from the waist, and attach the right hand (also in the fingers) directly below the left hand, and with the left thumb sitting snugly in the right hand.
4. With the toes facing forward and the feet not too far apart (fairly narrow stance), the student can simply bend very slightly forward till the club touches the ground.
5. The arms should be as straight as possible.
6. The shoulders and knees should be relaxed at all times.

Chipping stroke

Take away the six clubs for the commencement of this stage. DEMONSTRATE the basics of the chipping stroke first without a club, but with the body in address position and the hands in the appropriate grip position.

1. Explain that the arms start in the middle, with the club grounded (address position), then move back and through. Both the arms move together and remain very straight - there should be no bending of the elbows or wrists.
2. The shoulders should remain level during the swing (right shoulder should not rise during backswing, nor left during follow-through).
3. At the end of the swing motion, the children must HOLD THE FINISH with the head remaining pointed at the ground, NOT TURNING to face target. (Tell them, "LOCK YOUR HEADS, HOLD YOUR FINISH. This could be an opportunity for giving children a prize



(one tee). Anyone who holds the finish and does not go back to starting position gets a 'prize'.

Next, DEMONSTRATE the chipping stroke **with a club but without a ball**.

Place one club at each of the six stations. This stage is an opportunity to make sure that the arms move correctly, and that there is no scooping action which often happens when children start hitting balls without properly understanding the motion.

Children set-up in the address position for the chip shot, with their clubs grounded on a 2 x 4. Explain that with a correct chip shot, the club makes a soft sound as it brushes the 2 x 4. Not a big bang sound, nor no sound.

Also, get them to HOLD the finish position, with NO BEND in the wrists and elbows, and with the head remaining pointed at the ground. This pose alone will prevent scooping.

DRILL: If a rope is placed on the ground, 3' from the ball, on the target side, and about 1' high, and children are asked to hold their finish without touching the rope, they immediately get the feeling for a good finish position for the chip shot (club stays LOW).

Chipping is learnt far more effectively off a 2 x 4 than off grass. That is because, with a 2 x 4, auditory feedback adds to the learning experience. It would be completely acceptable if, during the entire 9 sessions, chips continue to be made off a 2 x 4. That way, proper mats would not be needed for this stroke at all, although any carpeting under the 2 x 4s would help to prevent scratch marks on a gymnasium floor.

Typical Faults in the Chipping Stroke

PREEMPT typical chipping faults while the students practice chipping with a club but without a ball.

1. Bending the wrists - particularly the left wrist - during the follow through
2. Moving the body out of set-up position (side-to-side or up-and-down)
3. Making a too-long or too high swing (the swing must be the smallest possible for the distance to be covered, and if there is no bend in the wrists or elbows, the swing automatically keeps the club close to the ground)
4. Trying to scoop the ball of the ground by bending the elbows or wrists. The drill with the rope, described above, is usually sufficient to prevent this action
5. Lifting the left shoulder during the follow-through. This usually happens if the right shoulder has been lifted during the backswing. If the shoulders are kept relaxed, and do not rise during the swing, then this problem usually does not occur

Once the children have made enough strokes without a ball, and are able to remember to 'hold the finish' every time, they should be asked to place one ball on the 2 x 4 and address it, and make a single stroke when the instructor gives the command. In this first phase of learning the stroke, they should simply learn to make a small stroke and be able to repeat it only for correctness of stroke.



Full-Swing

Positioning of students for the full-swing

Demarcate the full-swing area using spray paint, masking tape, cones or other safe objects. Two parallel lines, 5 yards apart, represent the hitting line and the 'safety zone' (see Appendix 9.). No one (neither GDVs nor students) except the child whose turn it is to hit balls must ever be inside the safety zone. Practice 'stay outside safety zone' a few times before commencing any golf or golf-like activity.

Six hitting mats/spots should have small circles (2' diameter) spray painted on them or small hula-hoops laid down. These are the 'magic circles'. Tell children their shots will only be good if they remain in the 'magic circle' from set-up to finish. Each child of a group will hit 5 shots and go to the back of the line of other children of his/her group (ie. beyond the 'safety zone'), before the next child steps forward.

Why, when to use the full-swing

1. Explain that the full-swing is used for all shots off the tee-box, as well as most shots from the fairway, when the green is quite far away. Explain that shots with the woods travel further than those with the hybrids and irons. Also that shots made with the driver go the furthest distance, while shots hit with the wedges go very high, but not too far. This is why a golf bag has 14 clubs in it. Explain that the more the club-face faces the sky, the higher it sends the ball up, so the less distance the ball can fly.
2. A few of the GDVs can run sideways up to the ball, from a few steps behind the ball, then either miss the ball or hit it poorly. Then you can explain that the more movement that is made during the swing, the less likely a golfer is to make a great shot.

Full-swing set-up

DEMONSTRATE EACH STEP BEFORE REQUIRING CHILDREN TO COPY THE ACTION.

The GRIP - is practically the same as for the chip shot. Explained below for a right-handed golfer. When explaining this to children, it is easier to show them what to do than to use the words 'left' and 'right'.

After the demonstration stage, when children practice a multi-step set-up routine, it is more fun, and easier for them if the GDV calls out each step and the children go through that action



only. (So, the following instructions, once explained, can be shouted out in short-form by each GDV as “Club in front. Left hand on club. Tilt. Right hand on club. Club on ground. Straight arms. Relax”)

1. Hold the club out in front of the body, at chest height, with the club-face facing the target (not open nor closed).
2. Place the four fingers of the left hand on the under-surface of the club’s grip. Place the grip at the base of the fingers. Then close the left hand, by placing the thumb on the grip. The golfer should be able to see two knuckles of the left hand. (For the chip shot, the golfer’s hands are usually placed half-way down the grip.)
3. Then the student should tilt the right side of the body very slightly from the waist, and attach the right hand (also in the fingers) directly below the left hand, and with the left thumb sitting snugly in the right hand.
4. With the toes facing forward and the feet not too far apart (fairly narrow stance), the student can simply bend very slightly forward till the club touches the ground.
5. The arms should be as straight as possible.
6. The shoulders and knees should be relaxed at all times.

Full-swing stroke

DEMONSTRATE the basics of the full-swing stroke first **without a club**, but with the body in address position and the hands in the appropriate grip. As this is an introduction-to-golf only programme, with a varied age-group, only very basic full-swing movements which will show quick results are being described here. A rotate-the-torso and simultaneously lift-the-arms movement is considered a sophisticated manipulative motor skill, the teaching of which would be best left to Teaching Professionals, and when age-appropriate.

1. Explain that if the children keep the right side of the body lower than the left, throughout the backswing, they can make contact with the ball more easily. This can be practiced at the swing-practice-with-no-club stage, by having them place the right hand on the right hip and feeling it stay down as the left arm makes a backswing.
2. The swing should go back to 10 o’clock and then through to two o’clock, with minimal movement. Do not encourage wrist action at this stage, as children make some wrist cock naturally, and if asked to bend the wrists inevitably bend both elbows and both wrists too much, resulting in an over-swing
3. At the end of the swing motion, the children must **HOLD THE FINISH** with the head remaining pointed at the ground, **NOT TURNING** the body to face the target. (Tell them, “**LOCK YOUR HEADS, HOLD YOUR FINISH**”). This could be an opportunity for giving children a prize (one tee). Anyone who holds the finish and does not go back to starting position gets a ‘prize’. This ‘hold-the-finish’ position will often prevent both a topped shot and an over-the-top movement

Next, DEMONSTRATE the full-swing **with a club but without a ball**. Then let the children practice the full-swing with a club but no ball. They should be able to set-up in the steps described and then make the movement described for the full-swing. They can start with their clubs grounded on a 2 x 4, so that they can hear the sound of impact, and learn to make a crisp, brushing sound, not a big bang nor a miss.

The full-swing without a ball is learnt far more effectively off a 2 x 4 than grass, as in the former case, auditory feedback adds to the learning experience. When actually hitting balls



with the full swing, children should hit balls placed on tees, NOT on 2 x 4s (as the latter could cause injury).

Typical Faults seen in the Full-Swing

PREEMPT typical full-swing faults while the students practice full-swing without a ball.

1. Moving the body out of set-up position during the backswing (side-to-side or up-and-down). Keeping the right side lower than the left helps to prevent this excess motion
2. Making a too-long back swing - less elbow and wrist bend prevents this
3. Trying to scoop the ball of the ground by bending the elbows or wrists
4. Moving the body before impact - side-to-side or up-and-down - is easily prevented with the LOCK YOUR HEAD, HOLD YOUR FINISH position

Once the children have made enough strokes without a ball, and are able to remember to 'hold the finish' every time, they should be asked to place one ball on a tee, set-up correctly, and make a single stroke when the instructor gives the command.



Fitness

The first ten minutes of all sessions should be devoted to fitness. The first part of any fitness program should involve a quick half-minute Warm-Up, which could consist of running on the spot, jumping jacks with different arm movements or skipping on the spot. A warm-up is vital to allow the blood to circulate throughout the body and prepare the body for a more hectic workout. Muscles are more prone to injury when used cold.

Any one of the **Fitness Groups** described below should be undertaken next for 5 minutes, and the remaining time should be occupied with inter-group **Races** (details below). Please ensure that each of the fitness groups is incorporated during at least one session.

Exercise Fitness Groups

- 1 Balance
- 2 Strength
- 3 Cardio Respiratory
- 4 Explosive Power Plyometrics
- 5 Agility
- 6 Flexibility



EXERCISES

Activity Description and benefits	Activity Details	Reps.
BALANCE EXPLAIN to children: Balance is important for golf and as you get older so that you do not fall and get hurt	1. Stand upright and rotate your head as if drawing circles with your nose	5 each way
	2. Place your feet shoulder width apart and stretch your arms out by your sides to look like a 'T'. Rotate your entire body (from the neck downwards) and your arms to the right. Go back to the 'T' then rotate to the left	10 each side
	3. Stand upright, feet shoulder width apart and hands in front of the body. Make tiny clockwise circles with the hands alone and keep increasing the size of the circles till even the arms move in giant circles, way down and then up above the head. Then reduce the size of the circles slowly till the hands come back to touch the body	One clockwise, one counter-clockwise
	4. Stand upright, feet shoulder-width apart. Arms out to the sides like a 'T'. Lift the left leg and stretch the upper-body sideways to the right. Alternate leg lift and side stretch	5 times each way
	5. Exaggerated slow steps: in slow motion , lift the right knee up high and place the right heel on the ground in a slow walking pattern. Then flatten the right foot fully, and start the same move with the left leg. Then do the same movement backwards, with the toes touching the ground first	10 steps forwards then back
	6. Wide side-steps: stand upright with the feet together and knees relaxed. Lift the right leg and move it as far right as comfortably possible, then place it on the ground. Then bring the left foot in to touch the right. Then move the left leg wide and bring the right foot to touch it	5 on each side
	7. Bend-and-reach: Stand upright, hands on hips. Place the right leg well in front of the left. Bend from the waist and try to touch the ground in front of the right foot with both hands. Stand up and place hands on hips. Stretch the arms up high in front of your face, and try to touch palms, looking at them as you touch. Hands on hips and feet together. Repeat the sequence with the left leg forward	5 each way



Activity Description and benefits	Activity Details	Reps.
STRENGTH EXPLAIN to children: These simple body-weight exercises help to strengthen all the most important muscles of your body	1. Plank-to-cobra-to-deep dog: A good all-over stretch. Start from a full-push-up position with only the toes and the hands touching the ground. Lower the hips to touch the floor and arch the head and upper body backwards. Hold 3 secs. Raise buttocks high in the air, chin tucked in towards chest and stomach pulled in, and try to touch the heels to the ground. Hold 3 secs then get back into push-up position	Three reps
	2. Curl-ups: Lie on your back with the legs straight up in the air. Raise the arms and chest up towards the feet, trying to touch them. Keep the arms up and simply raise and lower the shoulders and chest. If the group appears quite fit, full sit-ups may also be considered: Lie on your back with knees bent and feet touching the floor. cross the hands across the chest, then sit up and touch the elbows to the knees	Five reps
	3. Leg raises: Lie on the back, stretch the legs out, and raise them a foot above the ground. Then keeping the hands by the sides, raise the legs and buttocks together until they're perpendicular to the ground. Lower the legs but only to the position 1' above the ground	Five reps
	4. Air squats: Stand, with feet shoulder width apart and arms straight up in the air. With the back straight and body-weight through the heels, squat down as far as possible	Five reps
	5. Lunges: Stand upright, with hands by your side, closed in fists. Then step forward with one leg, and bend that leg at the knee, and also bend the back leg till it's knee touches/almost touches the ground. Keep the back upright at all times. The forward leg should remain on top of the foot. Change sides after completing all reps on one side first	Five reps on each side
	6. Push-ups: Lie face down on the floor, with palms in line with the upper chest, and touching the ground. The feet can be crossed (to push up from knees, which is easier) or straight (to push up the entire body). Push the entire torso up (chest and buttocks must lift simultaneously), then lower to starting position	Three reps
	7. Pull-ups/chin-ups: This is a very useful exercise for golf and for life. Hands in a shoulder-width grip on a well-supported over-head bar. Pull up the entire body till the shoulders clear the bar	Five reps

Activity Description and benefits	Activity Details	Reps.
<p>CARDIO-RESPIRATORY</p> <p>EXPLAIN to children: These exercises help the efficiency of the heart and lungs, so that you do not get tired easily. It takes 4 hours to play a round of golf!</p>	<ol style="list-style-type: none"> 1. Slow jog around the field/gymnasium for the entire Fitness session, the idea being to choose a speed at which you can last the entire 10 minutes. Those who cannot jog, should walk as fast as possible, again so as to keep going for the entire ten minutes 2. High-intensity intervals allow a greater workout without fatigue setting-in, because they allow for a recovery time between intense bouts. They are typically done on a treadmill or elliptical machine. Have the children jog in place for 45 seconds, then run on the spot as fast as they can for 15 seconds, then repeat the slow-fast speeds for the entire ten minutes 	<p>Ten minutes (no races on this day)</p> <p>Five minutes</p>
<p>EXPLOSIVE POWER - PLYOMETRICS</p> <p>EXPLAIN to children: The golf shot requires power - which means applying a lot of force in very little time. These exercises are useful for power training and to make your bones more solid</p>	<p>All of the following will pretend each student is holding a basketball-size ball in the hands. It incorporates both core training and plyometric-style jumping. All movements are accomplished as fast as possible.</p> <ol style="list-style-type: none"> 1. Rotation: Stand with feet shoulder-width apart and the 'ball' in the hands, stretched out in front. Keep the legs and hips still and rotate the torso to the right, come back to center, rotate the torso to the left, come back to center 2. Squat-jumps/vertical jumps: Stand with feet shoulder-width apart and the 'ball' in the hands. Stretch the arms up as high as they will go, with the back arching backwards slightly too, and holding onto the 'ball'. Then immediately lower them towards the ground as low as possible, while keeping the back straight and bending as much as required from the knees. Keep up the speed. Then incorporate jumping up as high as possible, with arms reaching overhead, from the down position 3. Long jumps/broad jumps: Feet together, swing the arms back and forth, then jump forwards as far as possible, landing with feet together 4. Explosive wood-chops: Stand with feet shoulder-width apart, and hands holding ball low - below knee high - and to your right side. Then swing the arms across the body and up high to the left of your head. Lower 'ball' to below knee-high on left side and cross up and to the right. Then incorporate jumping up as the arms swing from down to across and up positions 	<p>Ten each side</p> <p>Five without jump, ten with jump</p> <p>Five without jump, ten with jump</p> <p>Ten each side</p>



Activity Description and benefits	Activity Details	Reps.
	<ol style="list-style-type: none"> Stand with feet shoulder-width apart, then pretend to bounce a ball to the right of the right leg, catch it, and bounce the ball to the left of the left leg Sit on the ground with your legs crossed. Hold a basketball-size ball in your hands, with the elbows up at chest height. Throw the ball as far as possible, but without leaning forward or using the shoulders. If desired, MEASURE carry distance of the best of throws 	<p>Ten each side</p> <p>Three throws per child</p>
<p>AGILITY EXPLAIN to children: This shows the ability of a person to change direction and stop and start quickly, and is useful for many sports</p>	<ol style="list-style-type: none"> Over-all: Without any object, simply mime the following four actions as fast as possible - right arm overhand throw, underhand through, catch (both hands), kick. Then repeat with left side Place 3 traffic-cones or other similar objects (GDVs could also stand in positions to mark the spots), in a straight line 20 yards apart, and another set of three in another line 20 yards away from the first. Children stand in a line awaiting their turn, and this drill can go fast. A whistle is blown to indicate when the next child in the line may go. Start at cone 1 then run to cone 2, circle around it keeping your back to it, then run to cone 3. Side-glide (see side-glide in races section of this Manual) to cone 4, circle around it and move to cone 5, then similarly to cone 6, before side-gliding back to cone 1. Speed and co-ordination are the key. Whistle for the next child to start as soon as the previous one cannot be bumped into 	<p>Five on each side</p> <p>Eight minutes</p>
<p>FLEXIBILITY EXPLAIN to children: This shows how much your body can stretch. That is, it shows your 'range of motion' or ROM. If you have good ROM, you will not get hurt easily when playing sports</p>	<ol style="list-style-type: none"> Touch the toes with the knees straight Clasp the hands behind the back, with one arm reaching from above the shoulders, the other below Hip-rotation: stand with feet shoulder width apart and palms facing one another in front of the body, 6" apart Chest-rotation: stand upright with feet shoulder width apart. Cross the arms across the chest. Twist the torso to the right then to the left, keeping the hips completely still at all times 	<p>Five</p> <p>Twice</p> <p>Ten on each side</p> <p>Ten on each side</p>



RACES

Start/finish and turn-around lines are marked 25 yards apart. Six lanes are marked and each group lines up behind the start/finish line of their lane.

Races are all relay races, and each student starts only after the previous one crosses the start/finish line.

GDVs should demonstrate the desired movement for the forward leg of the race and for the return leg. It is usually better to have different movements going forwards and back.

Name of Movement	Description of movement
Side-glide	The participant stands sideways to the direction of movement. If the right side is closer to the turn-around point, the right leg moves sideways and then the left touches it, and the body 'glides' sideways. The arms are horizontal, bent at the elbows and held up at chest-height, throughout the move.
Karaoke side-glide	Stand sideways to the direction of movement, with the arms in the same position as for side-glide. If the right leg is closer to the direction of movement, cross the left foot in front of the right leg, then move the right leg side-ways, then cross the left leg behind the right foot and again step sideways with the right leg.
Collect-eggs-in-baskets race	An adequate number of golf balls are placed in a pile next to the start-position of each group. Three baskets are placed along each of the six lanes, at 7 yard, 15 yard and 25 yard distances from the start-line. When the whistle blows, the first participant picks up one ball, runs to the first basket and drops the ball in, runs back, picks up a ball, runs to the second basket and drops the ball in, runs back, picks up a ball, and runs to the final basket and drops a ball in, then runs back and the next person goes as soon as the first one crosses the start/finish line. The final person in the group, runs to the first basket, picks it up and brings it back to the start line, runs to the second basket, brings it back, then runs to the final basket and brings it back to end the race.
Skipping	Skipping is a great simple functional movement for children, and a race in which they skip forwards to the turn-around point, while making big arm circles develops co-ordination and speed. They can return skipping backwards while circling the arms backwards too.
Hopping on one leg	This is not easy for younger children to do, as the entire body weight is supported and propelled on one leg. It is easier if this movement is used one-way, with some other movement being used while returning.
Long/Broad jumps	Face forwards, swing both arms in order to propel the body forwards, landing on both feet, as far from the starting point as possible.



Functional Skill Development (FSD) Drills

Stroke	Functional Skills Development Drills
PUTTING	<ol style="list-style-type: none"> 1. Place four to five strings in parallel lines 3 feet apart. Their length will depend upon space available. Ideally 6 children (one from each group) should be able to participate simultaneously, with enough space between children (at least 2 yards) for the activity to be relatively safe. Children toss tennis balls first, then golf balls, along the ground, to finish between the last two strings. Then they try to toss balls between the next closest pair of strings and so on, one ball per gap between strings. This teaches hand-eye co-ordination and an arm movement similar to that required in the actual stroke. 2. Place one string 3' short of the target/hole and one 3' past it. Ask children to toss balls between the strings to understand distance-control. 3. Similarly, place a string 3' on the left and right sides of the target/hole and ask children to toss balls within the strings, to explain direction control. Make them aware of where their eyes and hands face in order to keep the ball within bounds. 4. (Suitable for days 2, 6, 7, 8, 9 or 10). Place 2 clubs on the ground, one clubhead-length apart. Have the children practice the stroke (without balls) from within the clubs. This drill teaches correct path for small putts. 5. (Suitable for days 3, 6, 7, 8, 9 or 10). Place 2 x 4s with their pointed ends touching a target/hole (see diagram of a 2 x 4 in Appendix 9.). Make markings on 2 x 4s to represent ball-position, length of backswing and length of follow-through. Have children putt with a ball placed on the 2 x 4. This drill will teach a straight path for small putts and the proportion of swing-size to distance from target/hole.



Stroke	Functional Skills Development Drills
CHIPPING	<ol style="list-style-type: none"> 1. Place one string 2' past the beginning of the green. Have children toss balls (tennis and then golf), to land past the string, and then roll as far as the hole. Their bodies should ideally be side-on to the green for this activity. 2. Same as 2. in FSD for putting. 3. same as 3. in FSD for putting. 4. (Suitable for days 4, 6, 7, 8, 9 or 10). Place a rope 1-2' above the ground, about 2-3 feet in front of the line of students who will be chipping. Have them practice the chip shot (without a ball), so that they freeze in their finish positions, with their heads continuing to face the ground, and their clubheads finishing under the rope. This activity teaches a good finish position (see the chip shot finish position on page 15 of the 'Introduction to Golf' booklet). 5. (Suitable for day 4 onwards). Have children make chip shots with the ball placed on a 2 x 4. They should softly brush the 2 x 4 as they swing past and hold the finish. 6. (Suitable for day 7 onwards). Have the children chip (with or without a ball), with their right foot (if they are right-handed; vice-versa if not) crossed behind their left. This will teach that a slight amount of extra body-weight on the forward foot makes it easier to get the ball airborne for the chip shot. 7. (Suitable for day 7 onwards). Have children toss balls, or chip into, hula-hoops, to teach both distance and direction control.
FULL SWING	<ol style="list-style-type: none"> 1. Toss tennis balls overarm and then underarm for distance - ask which movement is easier? Is golf an underarm or overarm movement? 2. Toss tennis ball with sophisticated wind-up-and-throw movement, practice hips starting downswing and shoulders staying behind.



Developmental Phases (Milestones) of Children - *Physical*

W

hen you work with children, it is important to have some knowledge of their typical developmental milestones, in order to work with them at - and not beyond - their level of ability.

It is also important to note that between the ages of 6 and 16 - when children are most involved with sport - they are affected by what happens to and around them to a very great extent. So, a coach inadvertently also becomes an educator, and must be aware of the impact his/her actions and words will have on the children, particularly with respect to moral values such as honesty, sportsmanship and tolerance.

A child aged 2 to 7 is capable of the fundamental movements of locomotion, manipulation (throwing, catching) and stability. The simplest of the fundamental movement skills (sitting-up, crawling, walking, besides those mentioned above) does not require to be taught and a child learns them instinctively.

The relatively simple movement patterns of running, jumping, hopping, stepping, balancing, stretching, twisting, turning, kicking, throwing and catching are most easily learnt during the earlier fundamental-movement phase of a child's growth. These movements should be learnt bilaterally (on both sides of the body) and in co-ordination with the eyes (hand-eye co-ordination).

Children should have the opportunity to learn a large variety of fundamental movement skills of the types described above, before they move on to more complex or specialized sports-specific skills. Fundamental movement skills are useful for life, not just for golf.

Six to Seven years: at this age, children have the agility to quickly change speed and direction. They can jump onto and off platforms of up to 2' height, while landing in balance.

Eight years: these children can make overarm, underarm, catching and kicking movements efficiently.

Nine years: now children can catch moving objects and can run in curved and zig-zag patterns as well as straight ones.

Ten years: at this stage, children can jump rope (ie. skip in place) at different paces and in different patterns. They can move and manipulate objects simultaneously (that is, pivot/twist/step/run while catching or throwing).



Eleven years: expect that children of this age can throw objects effectively for both accuracy and distance, and strike a ball using a golf club or a hockey stick efficiently in terms of direction and trajectory/height.

Twelve years: at this age, children can perform complex sports-specific skills without cues from their instructors.



Developmental Phases (Milestones) of Children - *Mental*

- I**n a nurturing coaching environment, a child can
- Develop self-confidence
 - Form lasting friendships
 - Be a part of a competitive atmosphere which is challenging and not threatening
 - Enjoy the golfing experience and find it fun

In an unsuitable environment, however, a child might feel:

- Burdened by finding the challenge too great
- Like a loser, because only one person can win at any one time

Children involved with this Programme must be given a sense of self-worth, with well-developed social skills, by being respected as human beings. It is important to be non-judgmental when giving children information or instruction.

Be aware that children develop at different phases, physically and mentally, and that those who appear older, physically, might still be very young chronologically, and therefore not at an emotional level of maturity one might expect.

Focus, therefore, more on effort than on ability, at this early stage of their golf lives. Even by age 6 or 7, children already automatically begin to compare themselves to others, and this reaches a peak by age 11 or 12. Children must therefore be guided towards appropriate persons to compare themselves with, or merely be encouraged to focus on improving their performance without comparing themselves to others. This is simple to do in golf, where the goal is always to beat the (golf) course, not the fellow-golfer.

The six most frequently seen goals children develop (whether verbalized or only conceptual) are: demonstrating ability, mastering tasks, social approval, victory, break-through and teamwork. If a coach understands that these are the usual goals of all children, he/she will be better equipped to encourage and/or support these goals. Specific suggestions to support these six goals are:

Ability: have children show others what they have learnt

Mastery: require them to master small, manageable components



Approval: praise different aspects of their performance or general behavior

Victory: provide a performance-comparison system within which no child is too good or too bad

Breakthrough: this is achieved by introducing new activities that children might show more talent for, and at the same time, advising them to persevere

Teamwork: encourage this in golf as well as in life

It is also useful to know that boys are typically motivated by the outcome or results of performance, and girls by the quality of it, or, in other words, victory matters to boys, and social approval to girls. This knowledge makes it easier for a coach to encourage the important motivating factors for all students.

The following will provide pointers on typical mental developmental phases of children:

Four to seven years: children of this age enjoy practicing on their own, and experimenting with ways to master skills. They are easily bored, and cannot connect effort put in with suitable result.

GDVs should make sure that no single activity lasts too long, that there is more action than talking and that activities are not too complex or physically demanding.

Seven to ten years: At this stage, children become more competitive and are able to focus more on instruction that will help them to gain better skills and technique.

GDVs must be aware that even at this stage, no single activity should last too long and praise must be generous for those children showing the motivation to persevere in order to succeed.

Ten to thirteen years: Now children begin to become more interested in their performance. They are willing to practice to become as good as, or better than, their peers. They can tell that some children are more gifted than others, but also realize that more practice can help them improve their own skills.

GDVs can provide simple competitive situations. They should explain that a 'process' goal is far more useful than an 'outcome' goal. The former shows an improvement in performance based on hard work, while the latter is a result that depends on the performance of other competitors in the field.

All age groups will respond best to motivation that focuses on improving one's own personal best, persevering and working on improving technique. Winning should not be emphasized, especially at this early stage in a child's understanding of, and experiences with, the game of golf.



Motor Learning

(How Children Learn Motor / Movement Skills)

Children - and, for that matter adults - learn through three main modes of learning. The modes are **visual** (about 65% of the population are visual learners); **kinesthetic** and **auditory**.

- Visual learners learn best by seeing things, as in a demonstration
- Kinesthetic learners prefer to be placed in desired positions
- Auditory or verbal learners learn best if they are given a verbal explanation

As it may not be possible to discover the learning styles of each child in a group, it is best to explain every new skill in all three forms - by 'showing', 'explaining' and physically putting students into desired positions.

It is also useful to know that a 'new' memory (such as how to swing a club) is better stored when done in code - such as using a rhyme. For instance one could have children repeat, for putting or chipping: "If my club stays low, my ball into hole will go". Similarly, memories are also stored more efficiently if linked to visual cues which make sense to children, like showing them a clock's hands and telling them to swing their arms from "ten o'clock to two o'clock".

There are three basic styles for teaching a new set of sports-skills - 'shaping', 'chaining' and 'backward chaining'.

'Shaping' teaches the entire movement in the beginning, which is then refined over time. It has been found to be successful when instructing groups.

'Chaining' involves breaking down existing technique into components and working on one part at a time - this method may not be particularly relevant in the current situation, as children in the NIGS Programme will typically (although not necessarily) be new to golf.

'Backward Chaining' begins with the simplest skill - in this case putting, and then builds on that in an ordered sequence, so as to progress from simplest to most complex (in the order of putting, chipping, full-swing). This is the system that is being followed for the NIGS Programme.



Effective Communication Styles when Working with Children

Effective communication with children involves 5 steps. A message must be carefully **selected**; phrased or **coded** in a manner that makes sense; **transmitted** appropriately; **received**; and finally recognized or **decoded**.

Selection should be of age-appropriate content. **Coding** should be in language understood by children - visual, auditory or kinesthetic. **Transmission** should be loud and clear and without distractors. A message will only be **received** if the audience's attention can be gained. Finally, **decoding** becomes simple, as the child can easily understand the message.

Verbal communication involves **giving information** to explain what children are supposed to achieve; **giving instructions** which are easily understood and which are imparted in a persuasive rather than authoritarian manner; and **asking questions** to know what the child has understood.

Non-verbal communication is equally important. Looking at a person (**gaze**) while talking with them imparts a feeling of confidence and friendliness, while looking away often indicates indifference. **Facial expressions** are very important, and by age two, already a child can perceive the six emotions of happiness, surprise, fear, anger, sadness and disgust from someone's expression. **Posture** matters too. Standing up, looking animated and perhaps gesturing with arms and hands might imply pleasure in a child's performance. Urgency can be conveyed by leaning forward; looking straight at and standing closer to a person. Folding the arms across the chest or standing with one's hands on one's hips conveys rejection or displeasure.

Understanding how children react to body language can be used as an effective tool to help convey one's message to them in a meaningful manner.



Human Values

Session No.	Human Value	Meaning	Applications for Golf
2	Respect	Consideration, regard, concern	Respect your parents, teachers, elders, school's rules, country's rules, and other people
3	Sportsmanship	Graciousness in winning or losing	Treat wins and losses equally calmly - don't be too excited or too upset. ALWAYS cheer for others when they win
4	Perseverance	Continuing an activity despite difficulty or delay in seeing success	Keep trying until you get the result/score/shot you want
5	Honesty	Always telling the truth	Always declare the correct score. Declare that your ball moved even when no-one else saw it happen
6	Caring	Feeling and showing concern for others (GDVs, discuss etiquette and courtesy here)	Be sensitive to when it's someone else's turn to play. Show caring for the golf course
7	Responsibility	Doing one's duty or completing a task	Make sure that you do not play golf at the expense of school work Make sure to be appropriately dressed for golf. Be on time for all your activities
8	Tolerance	Recognising and respecting the beliefs of others	Show tolerance for those not as skilled as yourself
9	Non-violence	Avoiding the act of violence in all its forms	Avoid harming the golf course by intentionally banging or running on the grass. Avoid beating up animals or other children
10	Fair-play	Allowing everyone an equal chance at some activity	Do not try to take over a session. Allow others the opportunity to try activities as well. You should not go to any extent to win



Basic Etiquette

E

tiquette means good manners. In golf it is important to show good manners towards

- a) The Golf Course and
- b) Fellow Golfers.

This section gives details regarding courtesy/good manners towards the golf course (towards fellow golfers appears in Topics of Interest) to be explained when a relevant stroke is being introduced - putting or full swing.

Stroke being introduced	Points to be mentioned
Putting - care of green	<ol style="list-style-type: none"> 1. Repair pitch marks 2. No running on putting surface 3. No leaning on clubs which press down into green 4. No making holes on green during putting stroke
Full-swing - care of golf course	<ol style="list-style-type: none"> 1. Avoid making divots during practice swings, especially when on tee-box or near a green 2. Replace divots with sand 3. Do not leave any trash on the golf course



Topics of Interest

Topic	Points for Discussion (Merely ask questions and guide the discussion)
Etiquette	<ul style="list-style-type: none">• Towards the golf course - this aspect will be incorporated during introduction to particular strokes (putting, full-swing, as described in the Basic Etiquette section)• Towards fellow golfers -<ol style="list-style-type: none">a) It is important to be still and quiet when someone is hittingb) Slow play is not acceptablec) Shout 'fore' before hitting, if anyone is likely to be within range of your shot
Nutrition	<ul style="list-style-type: none">• Foods which provide energy vs foods which help to build muscle (carbohydrates and fats vs proteins)• Good food groups (fruits, vegetables, lean meat, dairy, eggs, whole grain foods)• Vitamins and minerals - come from fruits, vegetables and meats and are important because they give us energy; strong bones; healthy blood; and help us fight disease <p>(GDVs should be aware of these facts: diets deficient in vitamins and minerals affect linear growth and bone maturation. Similarly protein is important for growth. Energy foods - carbohydrates and to some extent fats must match the metabolic rates of children which tend to be high.)</p>
Hydration	<ul style="list-style-type: none">• It is very important to be hydrated, especially when playing any sport. More so when the weather is hot or humid• Drink water or a sports drink one hour before playing, and then every hour while playing• Discuss healthy drinks vs not so healthy drinks
Safety on the Golf Course	<ul style="list-style-type: none">• Always return to the club-house when there is lightning• If you hear thunder, lightning is not far behind



Appendix 1

History of Golf

Some Fun Facts

- It is not known exactly where or when golf was first played. Similar sports were played in Holland, Belgium, France and Scotland.
- The earliest people who played something like golf in Scotland were shepherds, who had plenty of time to while away, while their sheep wandered around. They used a shepherd's stick called a 'crock' and competed in knocking little stones into holes in the ground.
- It was first played in its present form in Scotland at least 500 years ago. How do we know that? Because at that time, King James II of Scotland made his government (Parliament) ban golf and football, as people were spending too much time on these sports and not practicing archery, which the army was supposed to do!
- Mary Queen of Scots was one of the earliest well-known women to play golf.
- The earliest golf ball was a leather pouch stuffed full of a top hat full of feathers.
- Today, there are more than sixty million golfers in the world (from golftoday.co.uk, based on a 2003 Study by Sports Marketing Survey).
- Did you know that the oldest golf club in the world, outside the British Isles, is the Royal Calcutta Golf Course (RCGC), in Kolkata, India?

Appendix 2

Dress Code for Golf

Typical dress-code world-wide (might vary slightly at different golf courses) includes:

- Polo (collared) shirt with sleeves, tucked into trousers
- Tailored trousers or shorts with a belt
- Golf shoes or tennis shoes (often called keds / trainers)

Layers for cold and/or wet-weather are also important.

NOT PERMITTED: Jeans, jogging shorts, beach-ware, sleeve-less T-shirts and sandals or slippers.



Appendix 3

Score Card Template

Name	Hole 1	Hole 2	Hole 3	Total Score	Remarks

Appendix 4

Certificate Templates

Certificate of Participation will incorporate the following:

This is to certify that _____
has successfully completed the 'Introduction to Golf' Programme of the Indian Golf Union's National Initiative for Golf in Schools.

Curriculum content included: a 'day on the golf course'; full-swing, chipping and putting strokes; basic golf terms, rules and etiquette; and golf-specific fitness exercises.

Signed _____ Dated _____

Add website URL and logos of all involved bodies

Certificate of Merit will incorporate the following:

This is to certify that _____
placed _____ during the _____ event of the 'Introduction to Golf' Programme of the Indian Golf Union's National Initiative for Golf in Schools.

Signed _____ Dated _____

Add website URL and logos of all involved bodies



Appendix 5 - Participant Evaluation Form Template

Name: _____

Group: _____

Name of Activity	Score 0-5 (5 being best)
Golf- Swing: <ul style="list-style-type: none"> • Putting (during putting competition) • Chipping (during chipping competition) • Full-swing (during full-swing competition) 	
Hand-eye Co-ordination <ul style="list-style-type: none"> • Toss and catch a ball (during ice-breaker activity) • Toss a tennis ball underarm for direction (during putting) • Toss a golf ball underarm for putting distance judgment • Toss a tennis ball over-arm for distance (during full-swing FSD) 	
Physical Co-ordination <ul style="list-style-type: none"> • Skip forwards/backwards (during races) • Hop on one leg (during races) • Balance (during balance exercises) 	
Muscle strength <ul style="list-style-type: none"> • Air squats (during exercises) • Lunges (during exercises) • Plank-cobra-deep dog (during exercises) • Push-ups (during exercises) • Curl-ups (during exercises) 	
Power <ul style="list-style-type: none"> • Squat jumps/vertical jumps (during exercises) • long/broad jumps (during exercises) • throw a big ball directly forwards with arms only (during exercises) • wind-up and throw a tennis ball to a target (during full-swing FSD) 	
Cardiorespiratory Fitness <ul style="list-style-type: none"> • jogging stamina (during exercises) • high-intensity stamina (during exercises) 	
Flexibility <ul style="list-style-type: none"> • toe-touch with knees straight (during exercises) • clasp hands behind the back (during exercises) • hip rotation (during exercises) • chest rotation (during exercises) 	
Agility <ul style="list-style-type: none"> • running to and around traffic cones (or GDVs standing in the appropriate spots - during agility exercises) 	
Intelligence <ul style="list-style-type: none"> • ability to understand and remember (during BREAK and overall) 	
General Knowledge <ul style="list-style-type: none"> • contribution to Topics of Interest (during BREAK) 	



Appendix 6

Why 'Golf in Schools'?

Points to use when writing to schools

The Indian Golf Union's National Initiative for Golf in Schools (NIGS) will be an opportunity to introduce the 'game of a lifetime' to school-children, and at the same time facilitate and motivate entry into local golf courses for those who show potential or interest.

The Programme will introduce golf to many thousands of children at an age at which they can hope to become top-level athletes if they decide to persevere with the sport.

Indian children have the ideal physiological-intellectual make-up for golf. Genetic predisposition and generations of good nutrition including adequate-protein diets are required for some of the 'mother sports' such as swimming, gymnastics and athletics. However, smaller quantities of fast-twitch muscle fiber and less-than optimal nutritional status are adequate for golf.

The first 10 minutes of each session will be devoted to fitness training, which will incorporate the latest concepts in cardiorespiratory; speed; agility; balance; and simple strength training, useful for all school-going children.

The Programme will introduce students to important human values through concrete examples in golf, during each session. The nine important human-values which will be taught are respect, sportsmanship, perseverance, honesty, caring, responsibility, tolerance, non-violence and fair-play.

Skills other than golf will be incorporated - self-expression via painting, drawing, essay-writing and drama.

Exposing children to golf at an early age might motivate and educate them enough to perhaps, one day, make a golf-related career for themselves. Golf-related careers can be as diverse as that of being a playing professional, golf instructor, golf facility manager, green-keeper, golf-course designer, golf equipment sales-person, tournament referee and many more. India has a growing golf industry.

Introducing the sport through schools would also enable the promotion of the sport among all school-going children, regardless of their socio-economic background, and their ability to acquire club-memberships.

Appendix 7

Why Encourage Junior Golf at Golf Clubs/Courses

Points to use when writing to local golf courses

The National Initiative for Golf in Schools is of benefit to local golf courses because it will help to:

- Grow the game
- Generate the next generation of club membership
- Allow a club to share in the joy of developing future champions



Appendix 8

Preparation-of-session Guidelines and Equipment Master Check-list

1. Arrive at least a half hour before the scheduled start of the day's Programme and lay out the 'golf-course' for the day, after consulting the day's check-list
2. Make sure to remove all dangerous or distracting items such as loose equipment
3. Indoors, keep doors closed to avoid extraneous noise, if possible and if ventilation is adequate
4. Use positive body-language and, when wishing to make a particular point, squat down at eye-level with the children
5. The pitch and tone of your voice can indicate approval or annoyance, use it suitably
6. Children prefer coaches who can occasionally laugh with them
7. At any one time give out only small amounts of information, and do not give children too many choices
8. You will lose the attention of children unless your delivery of information is kept to a bare minimum
9. It is important to reward children for doing something well - even simple praise counts as a reward. They should clearly understand that they have been appreciated - a pat on the head or a 'well-played' will also suffice. There should, at the same time, be no show of disappointment or disapproval for poor performance
10. You should never exhibit favoritism
11. Never ignore mis-behaviour. Do take a misbehaving child aside when reprimanding him/her so as not to embarrass him/her in front of his/her peers

The following includes ALL ITEMS which will be required during the 10 sessions, for daily equipment needs, consult each day's programme table.

Master-list for Equipment for all sessions (for a group size of 36):

Accessory Items

- First Aid kit
- Name-tag Stickers and coloured markers (sufficient for all students plus all GDVs)
- Forty two folded slips of paper with one number from 1 to 6 written on each of them
- Score Cards (see Appendix 4.)
- Participant Evaluation Forms - 36
- Whistles attached to lanyards to call the group to order - 6

Putting Mats: 6 (paste fine carpet on fairly thick plywood boards 3' wide and as long as can practically be carried around and stored. A hole of 4¼" diameter should be cut in the middle of one side, 6 inches from that edge)

Targets: 6 (flagsticks in the ground/traffic cones/small chipping nets or even the ball-baskets can be used as targets if holes cannot be dug into the ground to put flagsticks into)

Golf Balls: 3 x 6 = 18 (For putting, these should be real golf balls - chipping and full-swing will require up to 180 balls, which could be real golf balls or those suitable for indoor-use, based on what the situation may require)



Ball-baskets: 6

Putters: 6, plus at least 2 for left-handed players (could be double-sided)

Chipping clubs: 6 (9 irons or pitching wedges) plus at least 2 clubs for left-handed players

Full-swing clubs: 6 (6, 7 or 8 irons) plus at least 3 clubs for left-handed players

(If budget and group progress permit, especially for older students, hybrid clubs and higher-lofted fairway woods may also be used during sessions 8 and 9)

Teaching Aids:

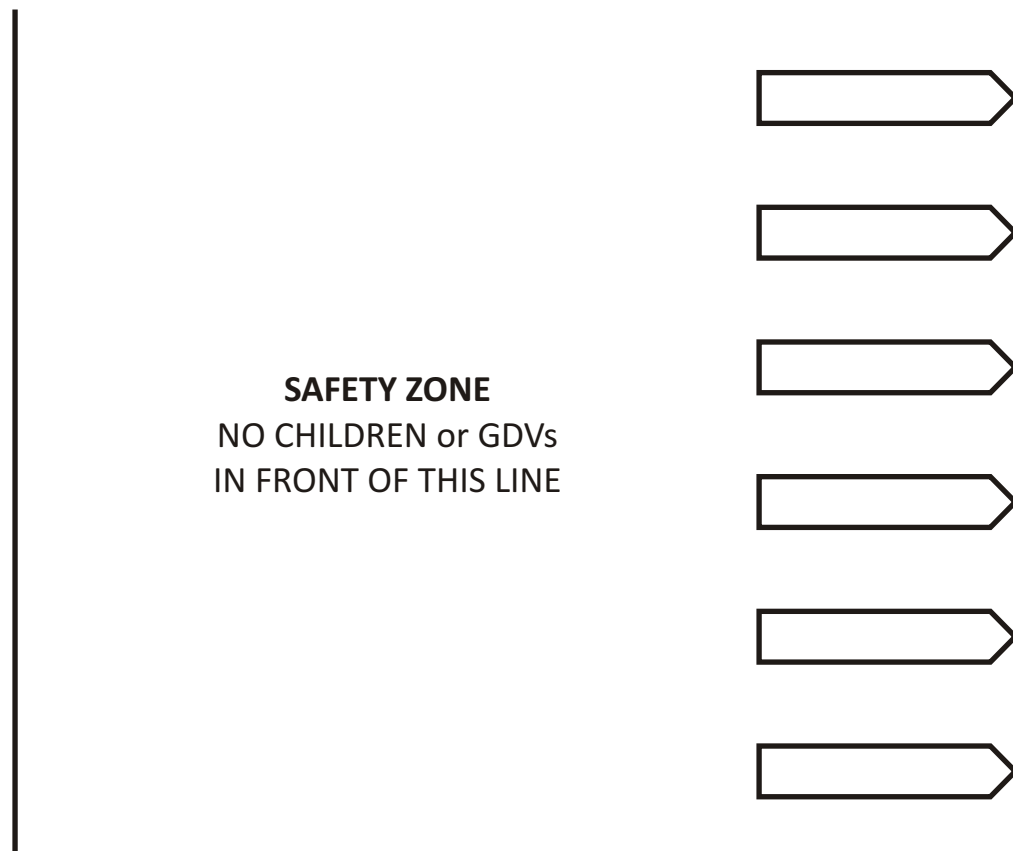
- 5 x 6 = 30 sets of 10' string attached to tees on both ends
- Tennis balls 3 x 6 = 18
- Bouncing balls for ice-breaker 6
- Six small bags with 6 small items in it (tees of different materials, ball-markers, pitch-mark repair tools, pencil, small non-golf balls)
- Six 2 x 4s (wooden boards, 2 feet long x 4 inches wide)

Prizes: Tees (expect to give many of these, and acquire perhaps 1000 tees).

Appendix 9

Course Layout in a Limited Space Situation

(For Each Group of 6 children)





Appendix 10

'Introduction to Golf'

Handout for all Student Participants

- The following booklet can be photocopied and distributed to all the student participants in the programme
- Golf Development Volunteers can use the booklets to visually explain the basics
- The student participants should be encouraged to colour the titles and illustrations with crayons or water based paints. This will ensure participation and enhance retention of concepts

INTRODUCTION TO GOLF

Kiran Kanwar

Teaching Staff, National Golf Academy of India

This book belongs to : _____

School : _____ Class : _____



**The Indian Golf Union
&
The National Golf Academy of India**

The Indian Golf Union

1st Floor, 24 Adchini, New Delhi - 110 017. Tel No: 011 - 2652 5771 Telefax: 011 - 2652 5770

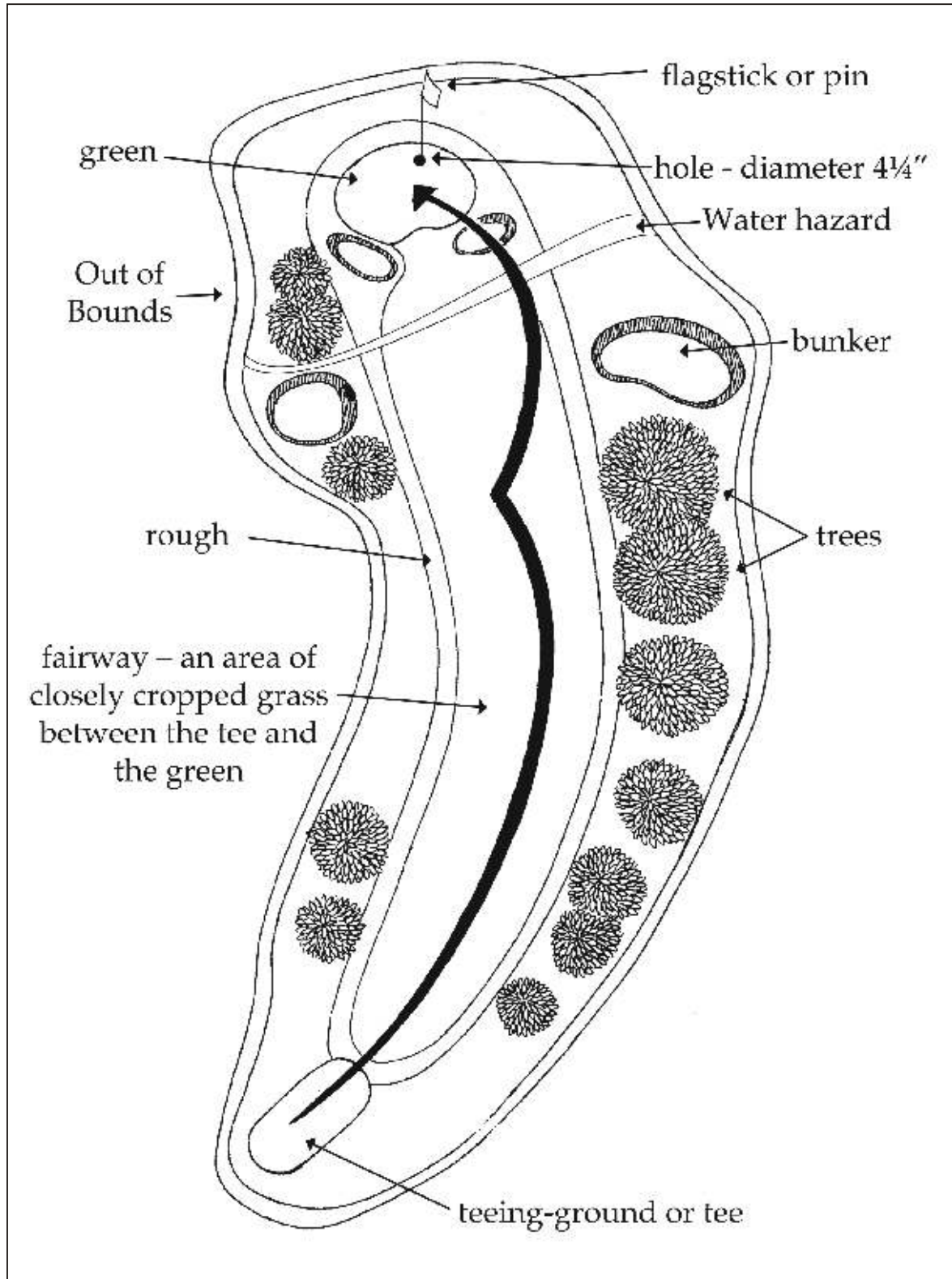
E: info@indiangolfunion.org W: www.indiangolfunion.org

E: ngaIndia@gmail.com W: www.ngai.org.in



A GOLF HOLE

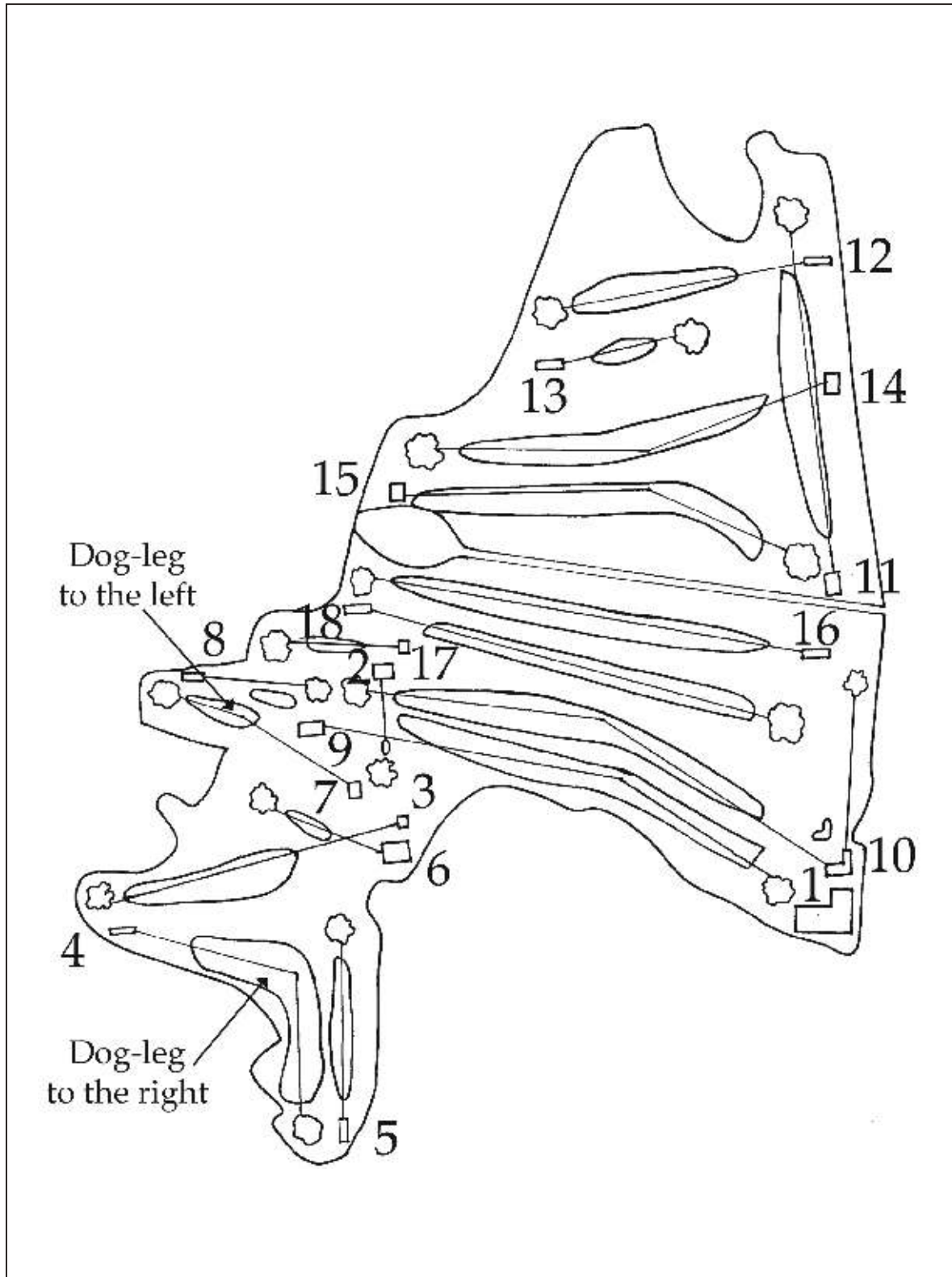
One 'hole' of a golf course. A 'hole' not only means the actual hole in the ground, on the green, but ALSO the entire distance from tee-box to green.





A GOLF COURSE

A typical golf course has 18 holes and when you play all 18 you say you have played a round.





GOLF CLUBS

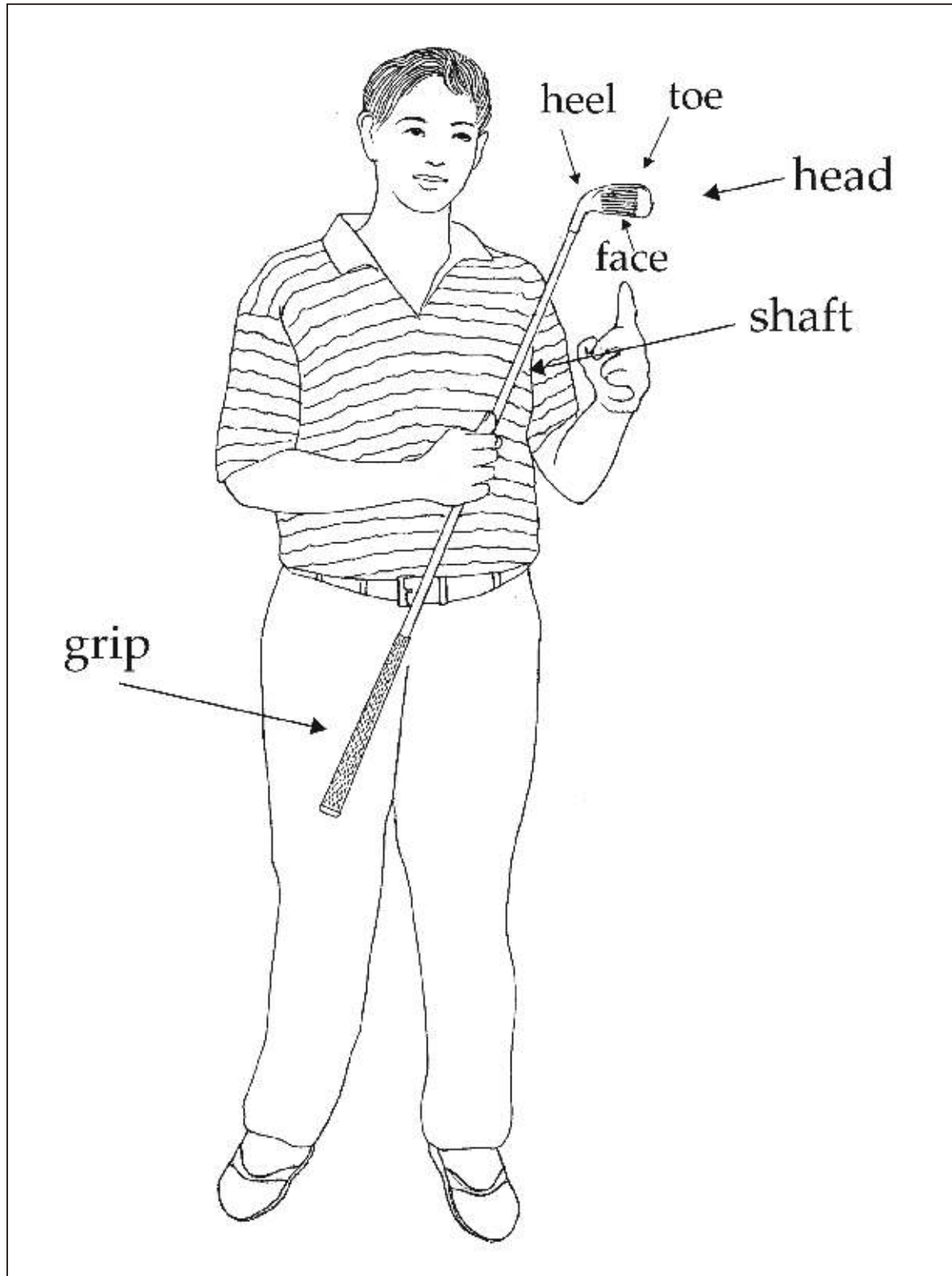
Golf balls are hit with 'clubs'. A golfer can use up to 14 clubs at a time.





PARTS OF A GOLF CLUB

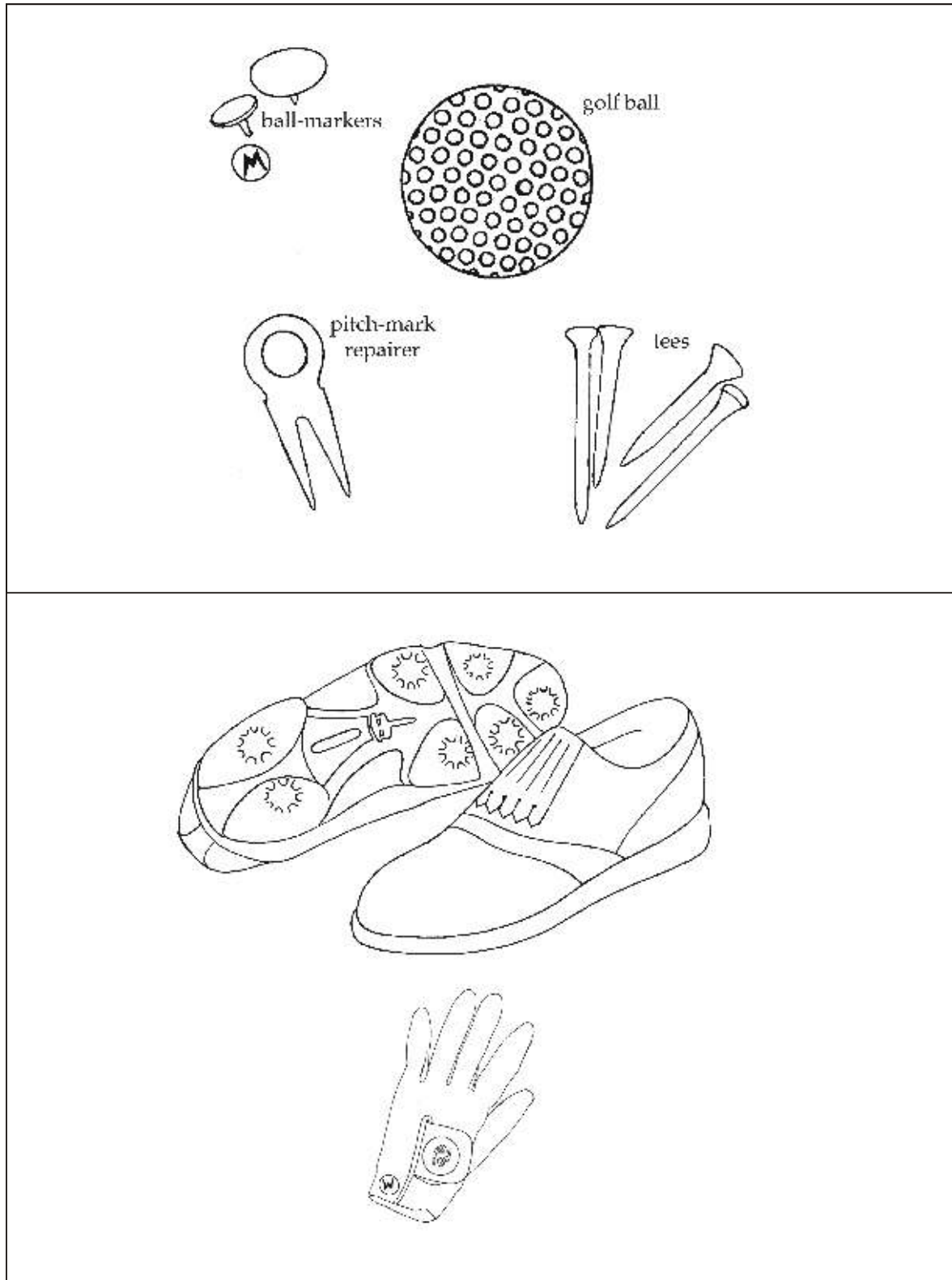
Every golf club has these parts: head, shaft, grip, face, toe and heel.





ACCESSORIES

These are some of the common accessories used for golf.





PAR FOR A HOLE

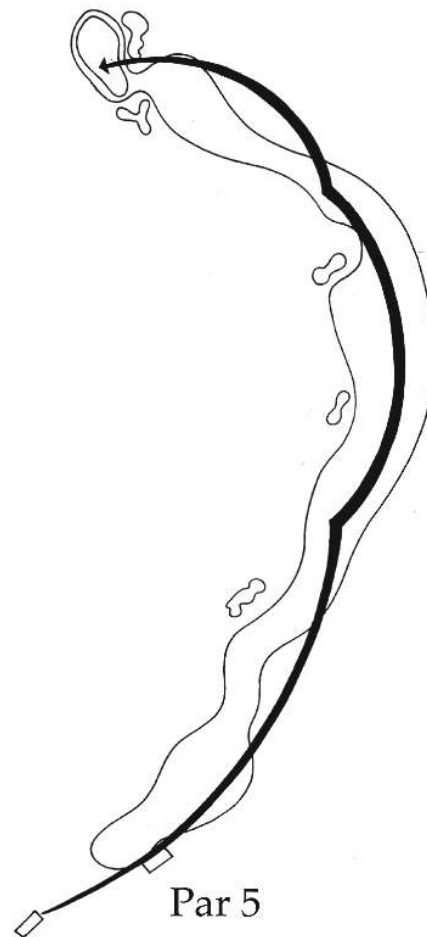
Every hole has a 'par'. The 'Par' of a hole can be 3, 4 or 5. That is the number of shots an 'expert' player might take to get from tee to hole.



Par 3



Par 4



Par 5



SCORING TERMS

Terms for scores which are greater than or less than par;

Bogey: a score of one more than par on a hole

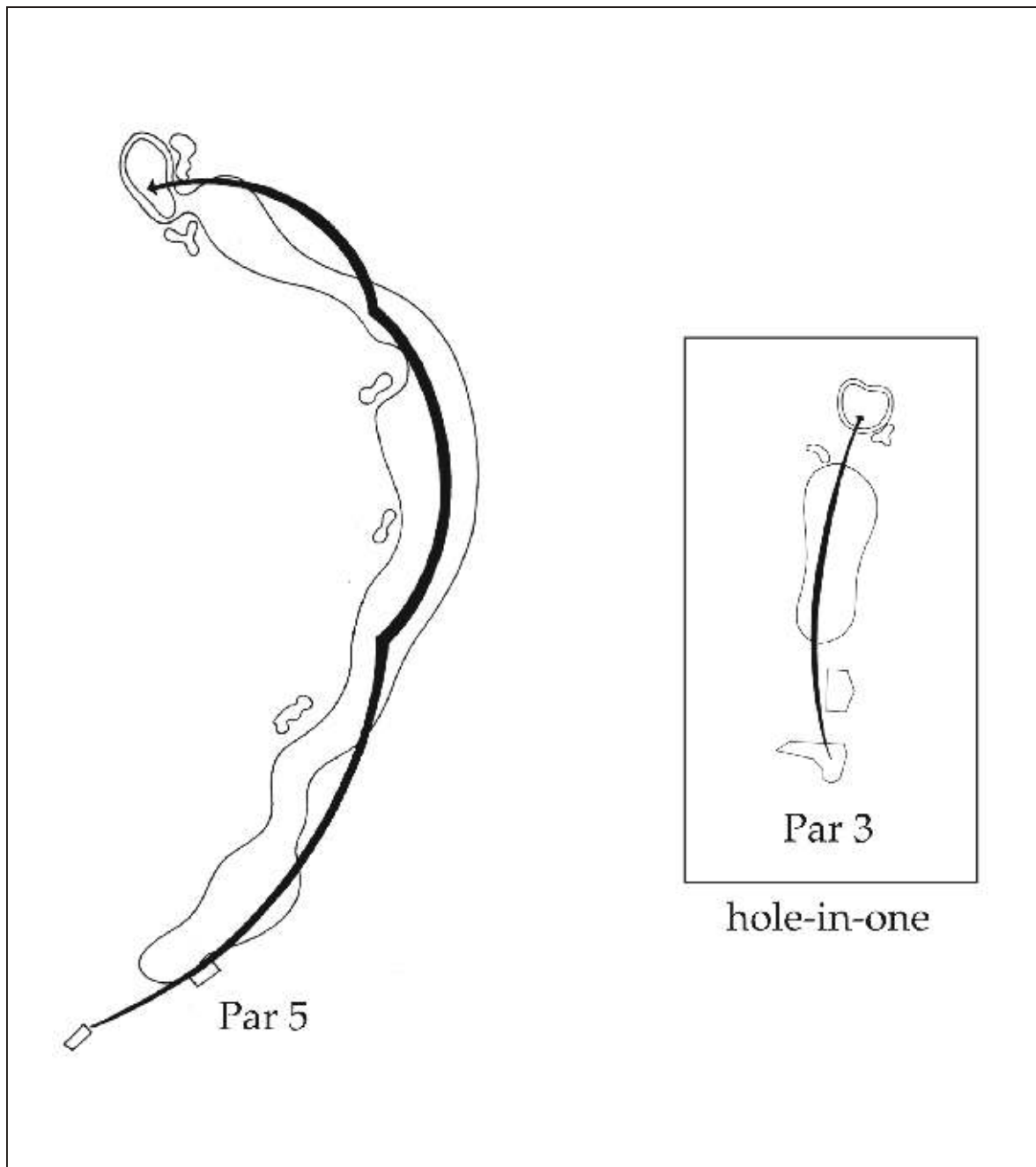
Double Bogey: a score of two more than par

Birdie: a score of one less than par

Eagle: two strokes below par

Albatross: three under par

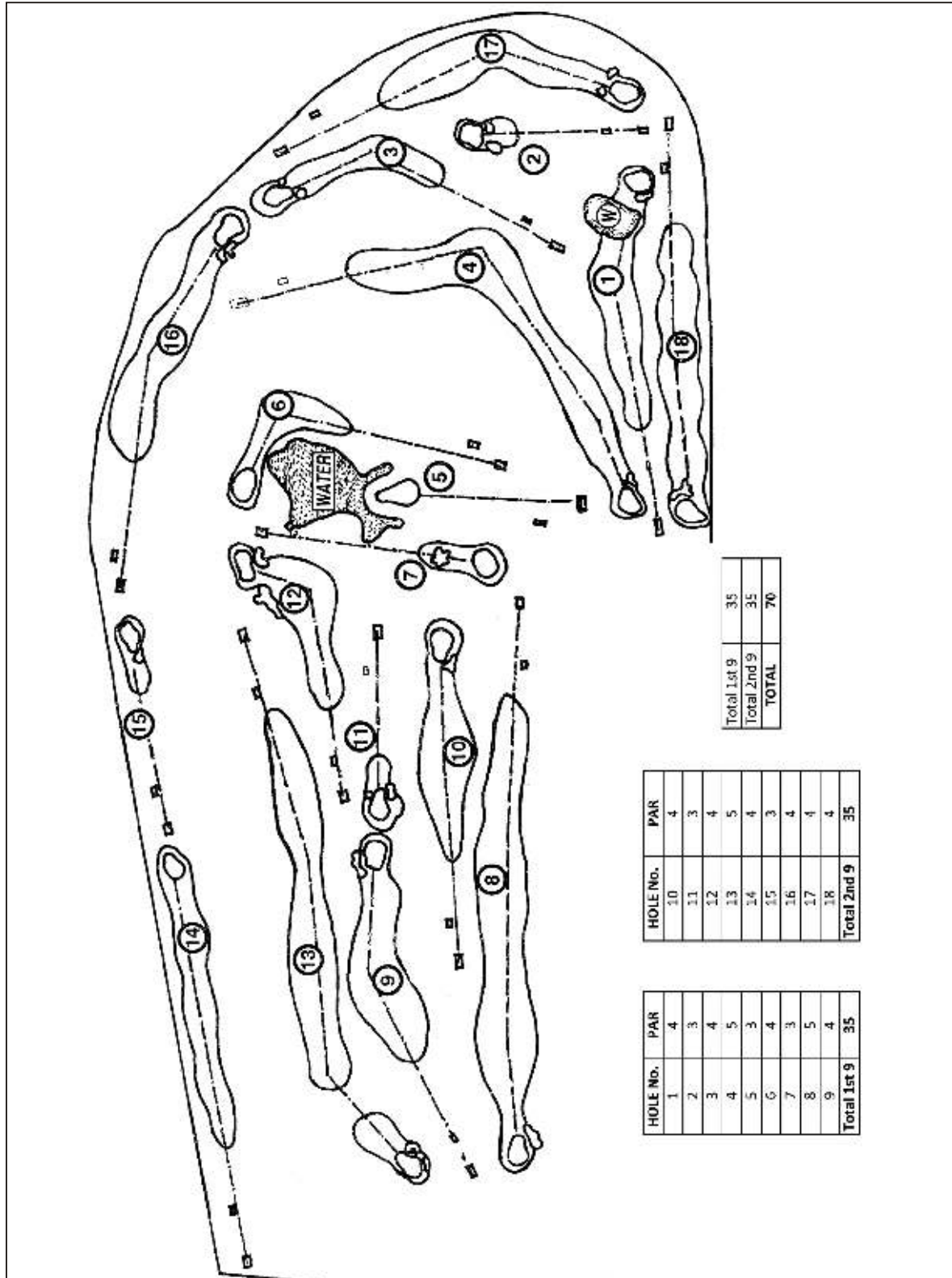
An eagle on a par 3 hole is also called a **hole-in-one**.





PAR FOR THE COURSE

Add together the 'par' of all 18 holes and you get the par of the golf course. A full-length golf course will have a par between 70 and 74.



This is what a 'score card' looks like. The scores of all the players in a group are written here.

COMPETITION : _____

DATE : _____

TEES PLAYED : BLUE/ RED

Hole		1	2	3	4	5	6	7	8	9	Out	10	11	12	13	14	15	16	17	18	3s					
Yards	Blue	480	130	356	691	357	187	306	195	343	390	150	311	318	200	317	428	381	220	425	2039	6089				
	Red	479	145	352	686	348	189	307	179	335	356	143	318	316	196	314	420	387	212	421	2000	5957				
Par		5	3	4	5	4	3	4	3	4	75	5	4	4	3	4	4	5	3	5	35	70				
Score Index		5	17	9	8	11	15	7	13	3		18	6	15	11	7	4	8	14	10			Up	Net		
Player 1																									1	
Player 2																									2	
Player 3																									3	
Player 4																									4	

All distances are measured in yards from the centre of the green

COMPETITION :

DATE :

TEES PLAYED : BLUE / RED

	12	13	14	15	16	17	18	In				Course Rating : Blue Markers - 70.1 Red Markers - 69.2	
1	318	208	447	429	481	220	475	3139	6189				
8	316	196	378	420	457	212	471	3001	5957				
	4	3	4	4	5	3	5	35	70				
	16	14	2	4	8	12	10			Hcp	Net	Signature	
5	4	3	4	4	5	4	5	37	75	5	70	1 Neil	
5	5	4	5	5	6	4	6	44	89	20	69	2 Lave	
												3	
												4	

ards from the centre of the green



CADDIE

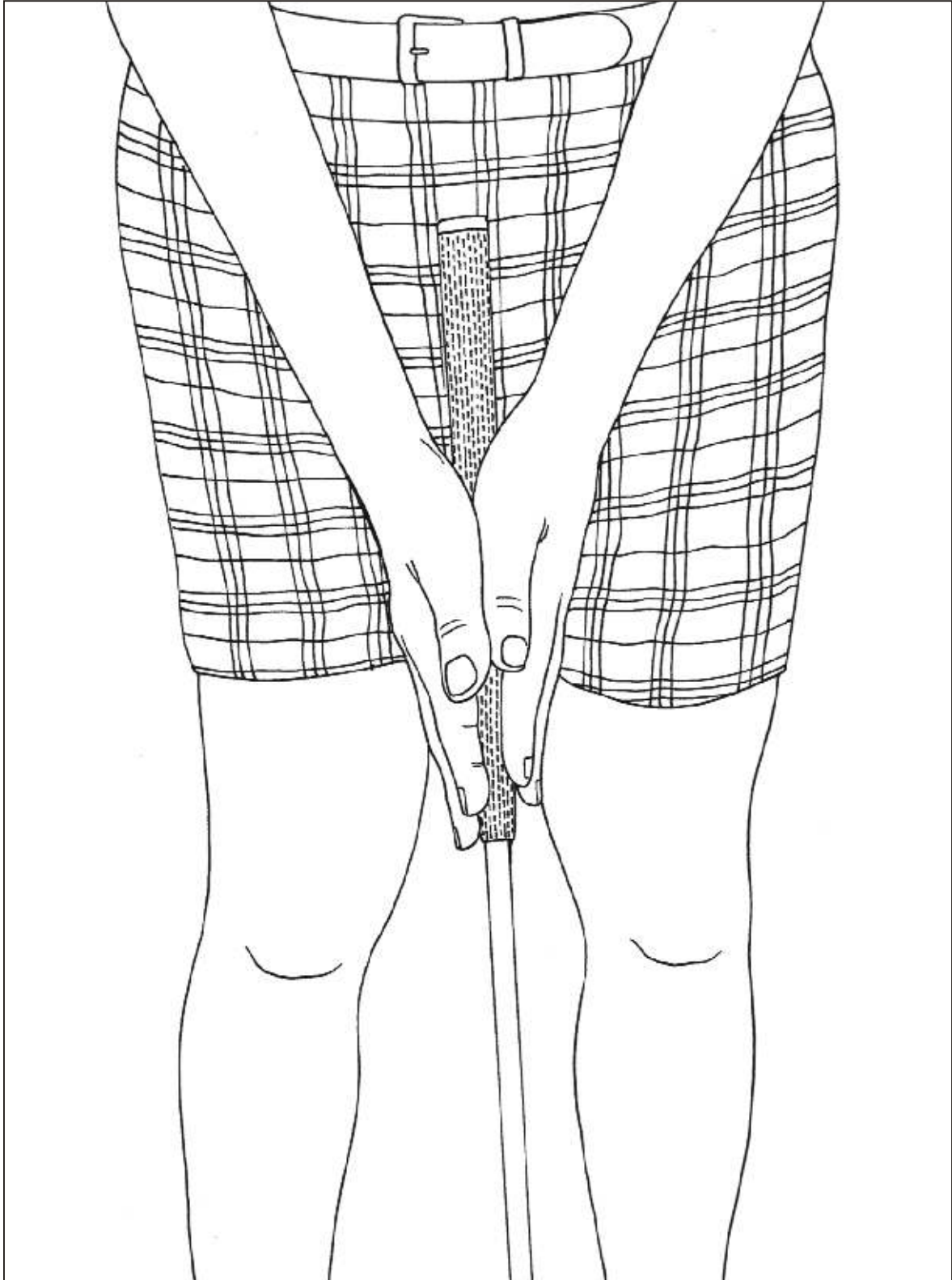
A 'caddie' is a person who carries a golfer's bag and helps the golfer in making decisions during the game.

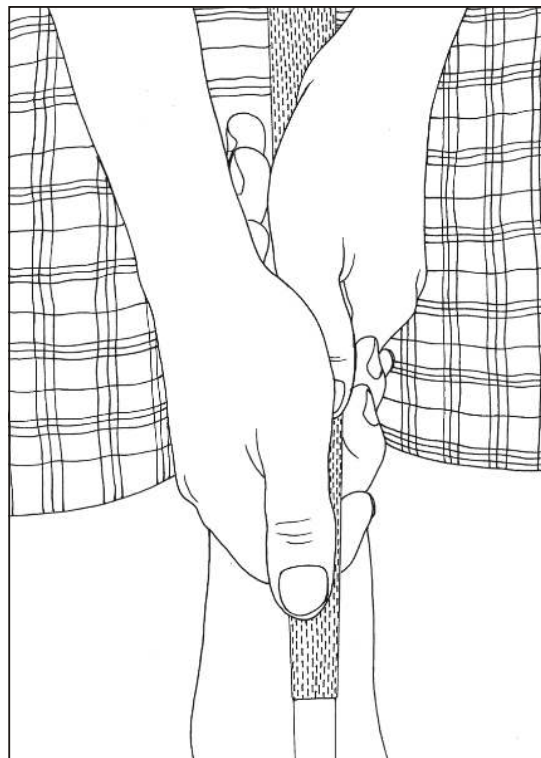
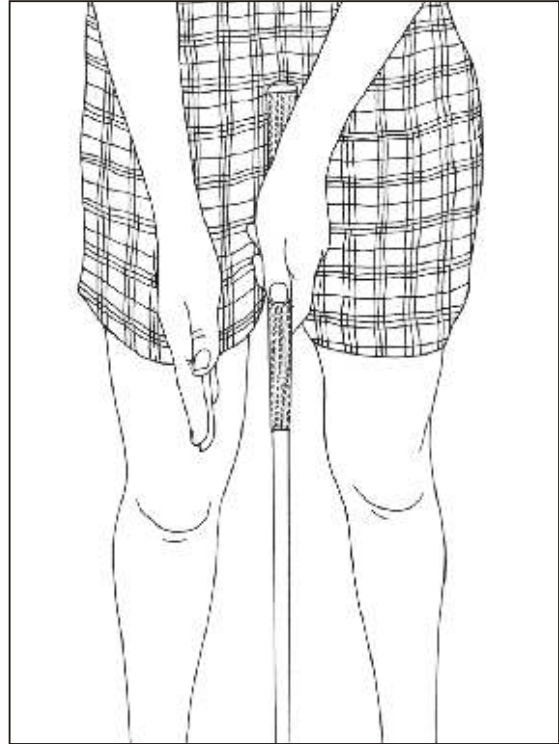
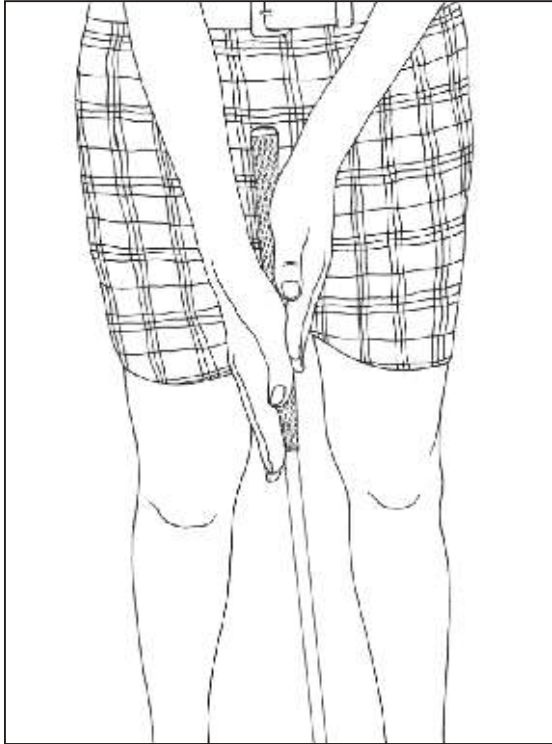




HOLDING THE CLUB GRIP FOR A PUTTER

This is how you grip a putter.

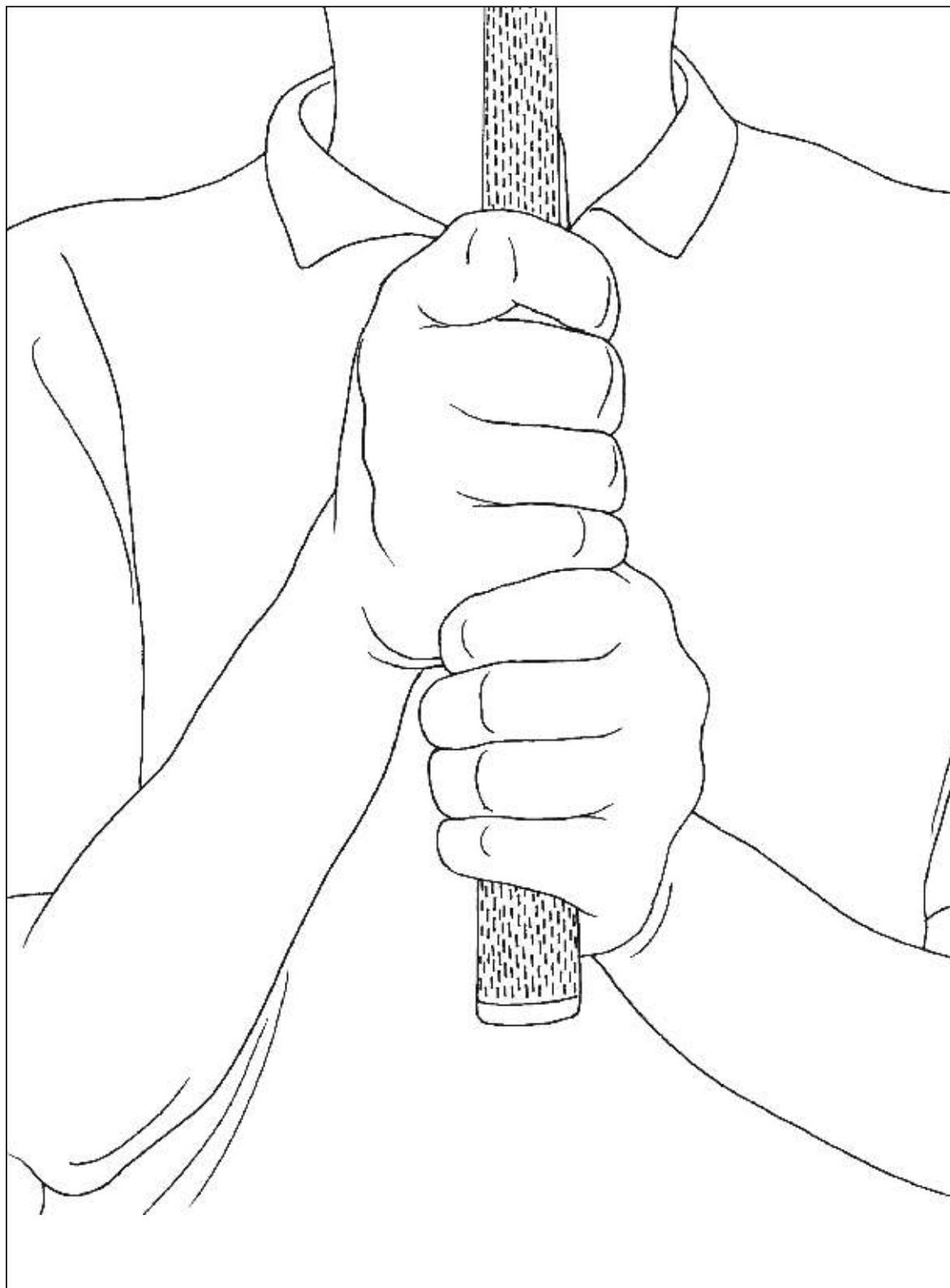






HOLDING THE CLUB - THE BASIC GRIP

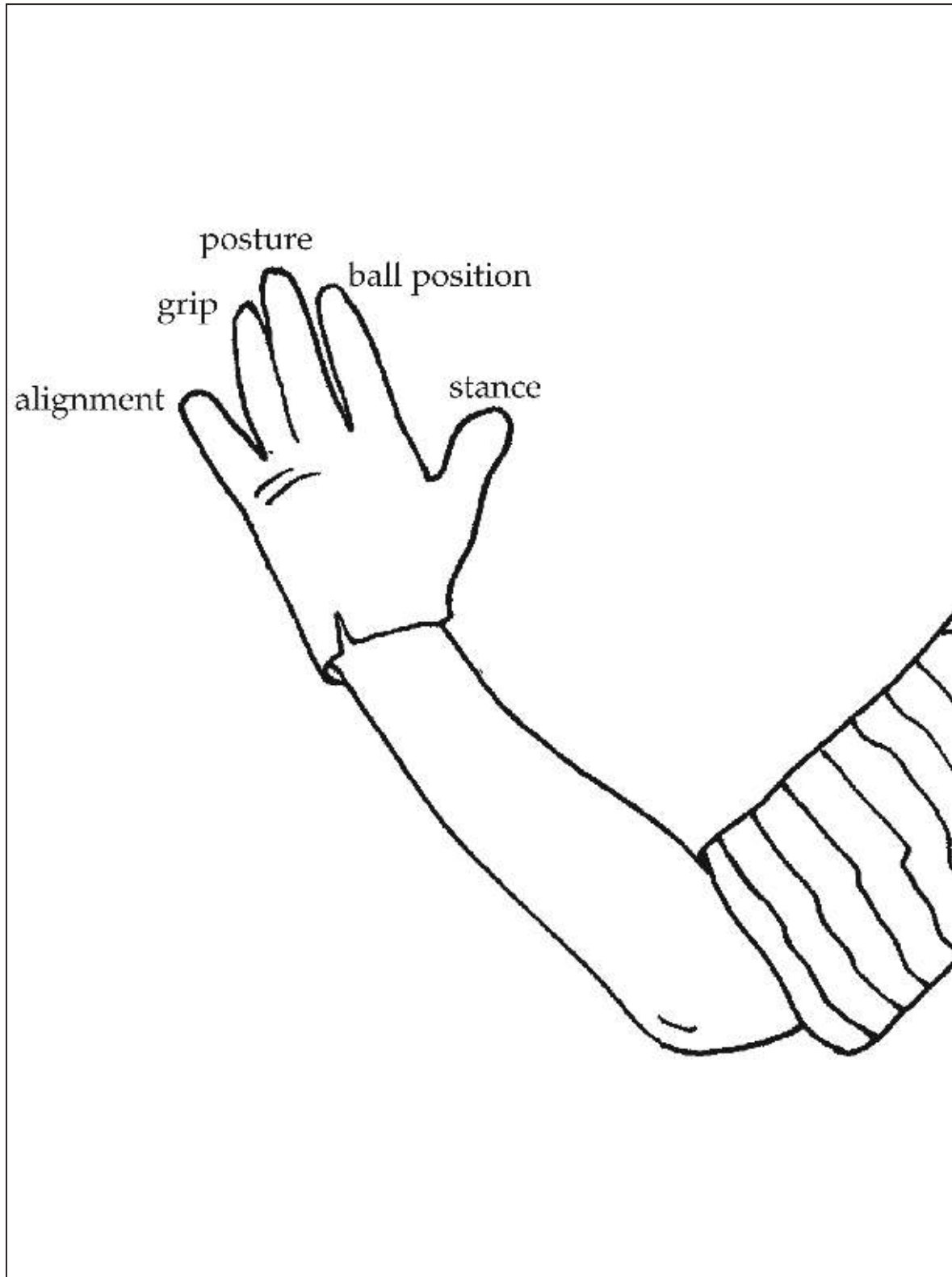
This is a ten-finger grip, the ideal grip for junior golfers.





FIVE POINTS FOR A GOOD SET UP

There are 5 things you should do to 'set-up' properly.





THE ADDRESS POSITION

When you have set-up and are ready to swing, you are said to be in an 'address' position.

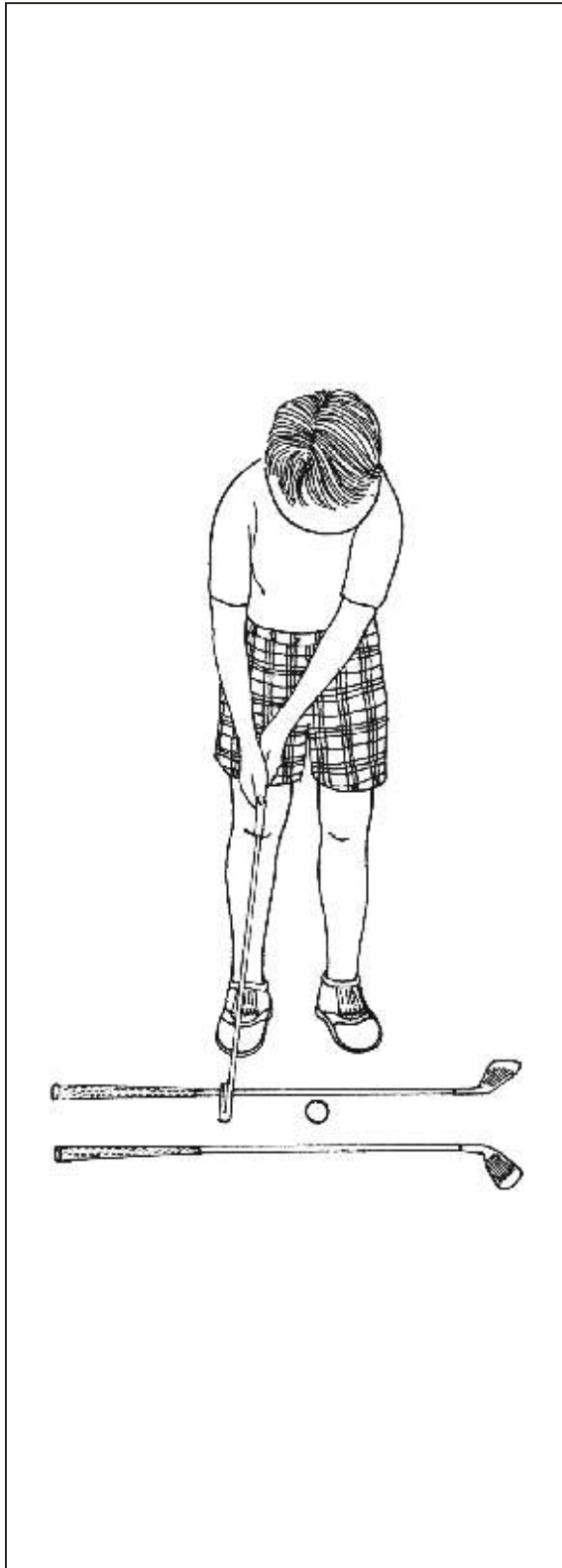




SWING SIZE

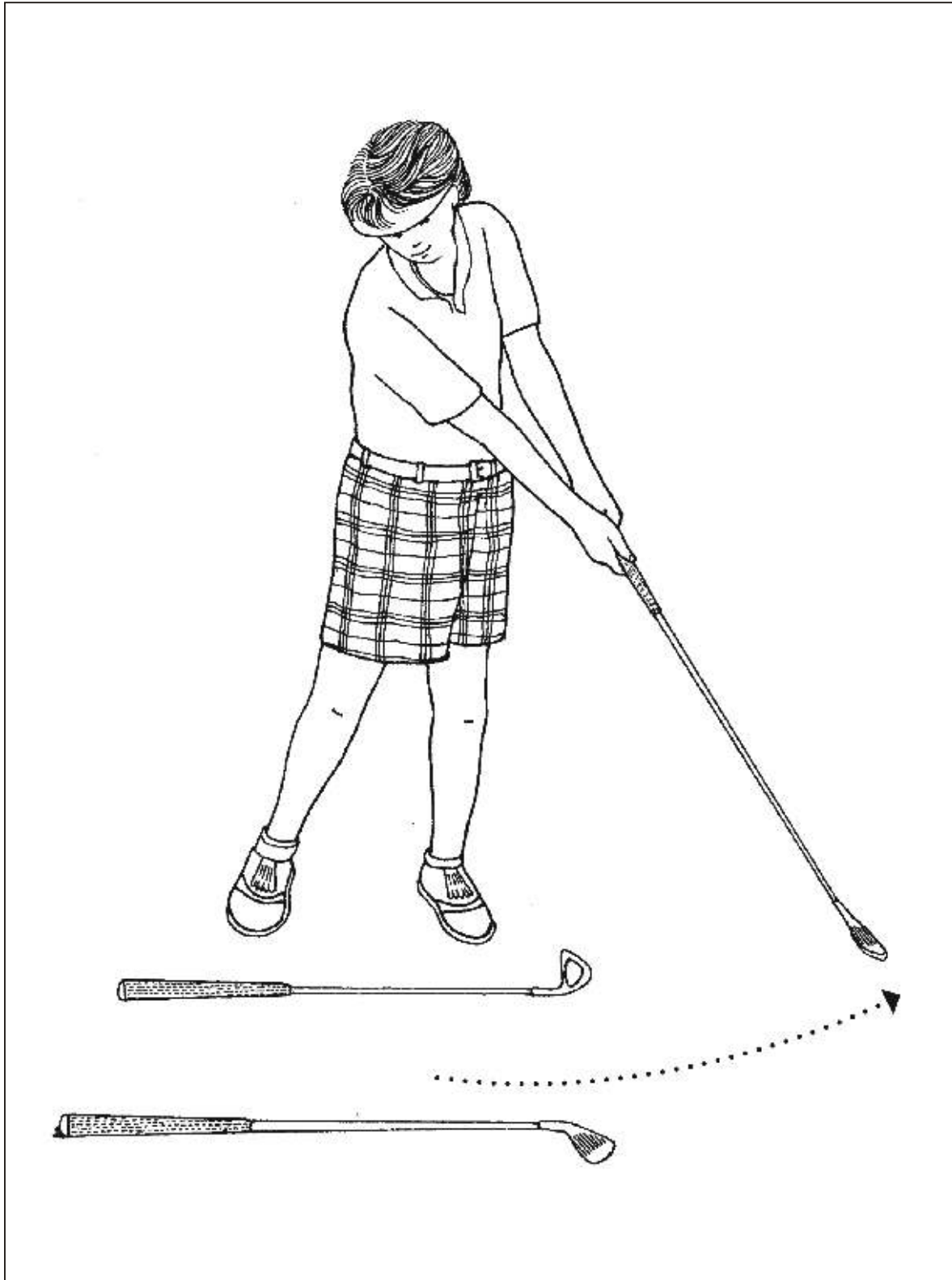
Look at the comparative swing sizes for the putt, chip and full-swing shots.

THE PUTT



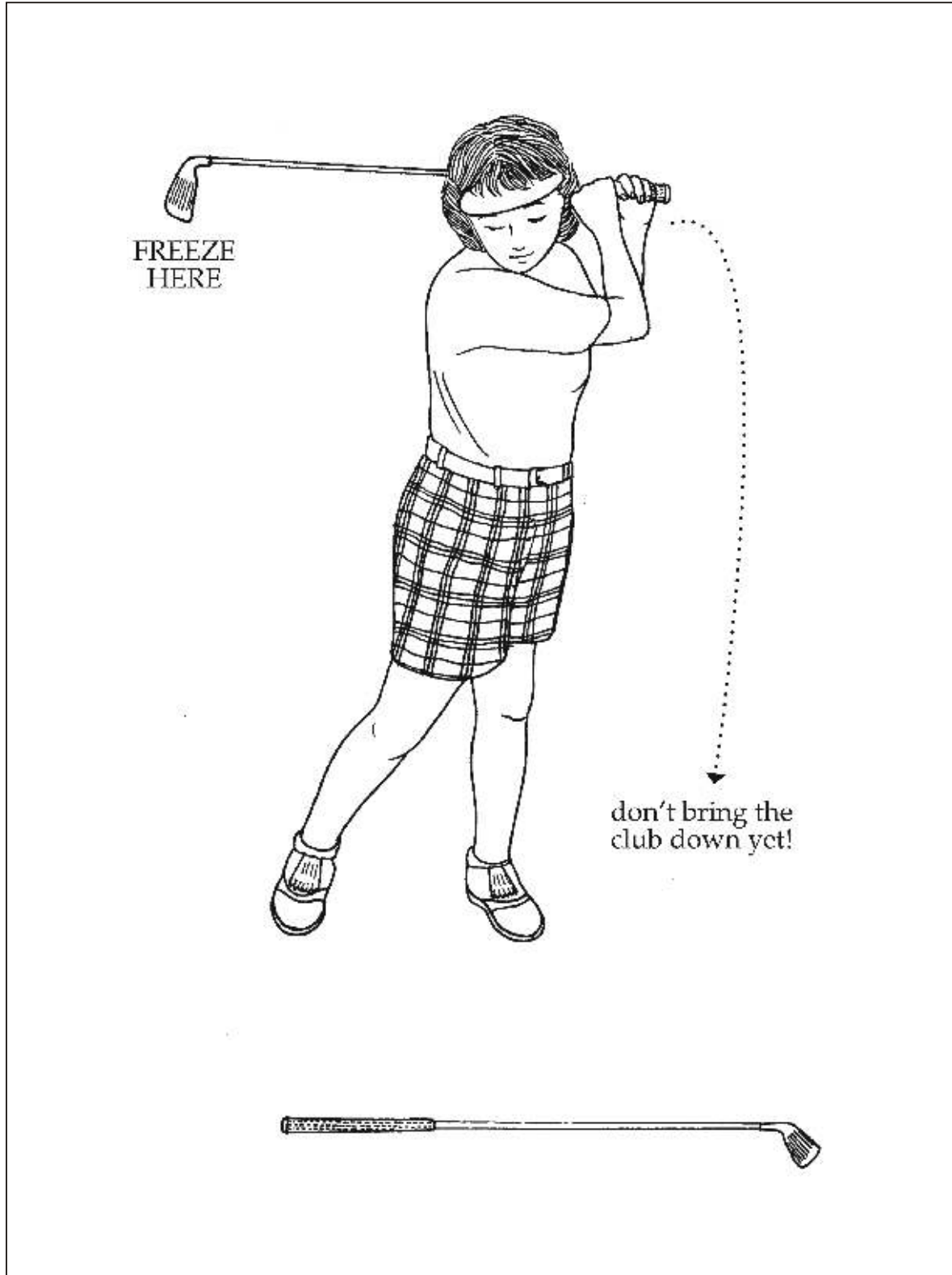


CHIP SHOT





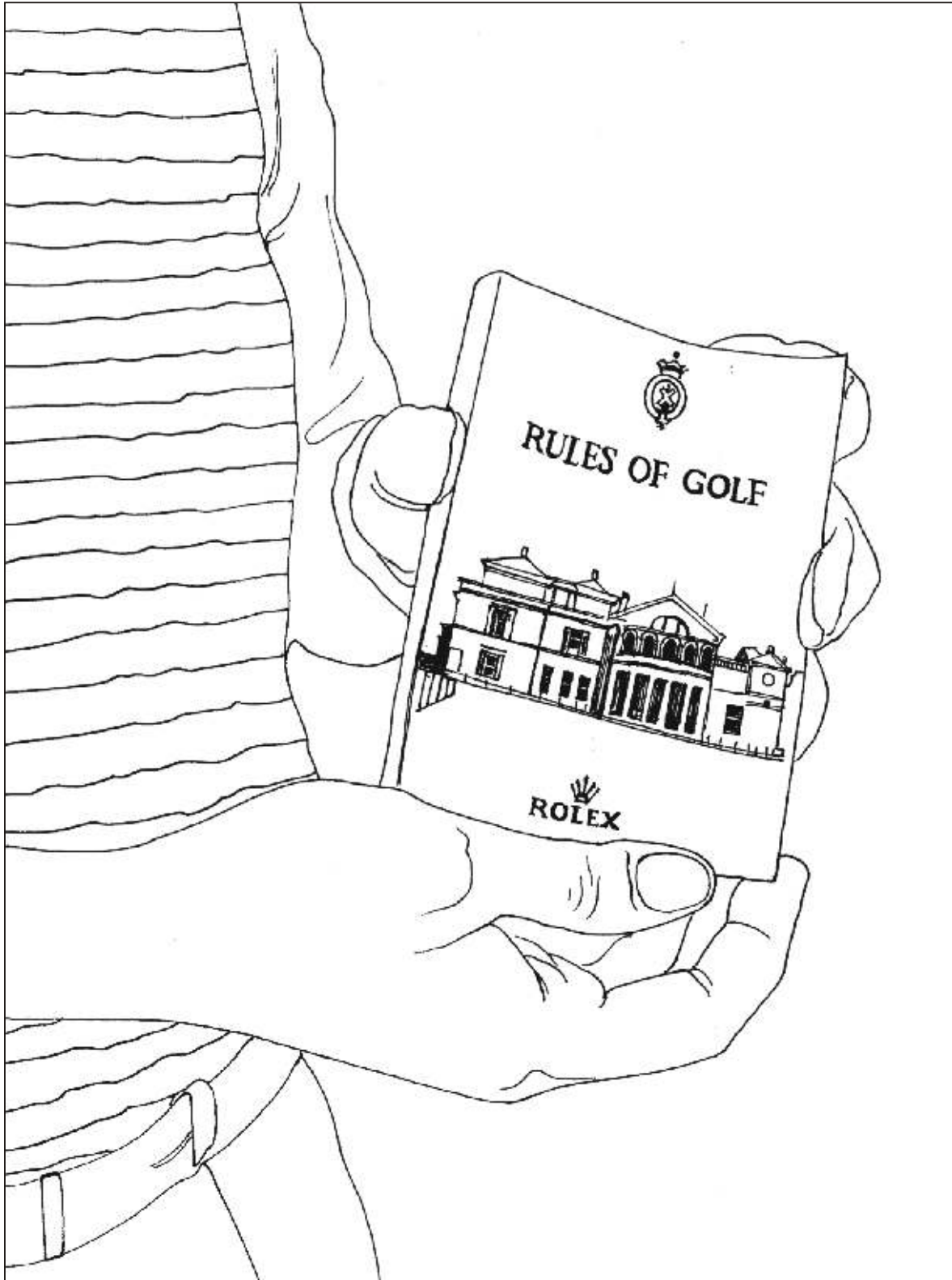
FULL SHOT





RULES OF GOLF

Read the “Rules of Golf” to understand ‘etiquette’ (good manners) and the rules of the game.





DO NOT DISTURB

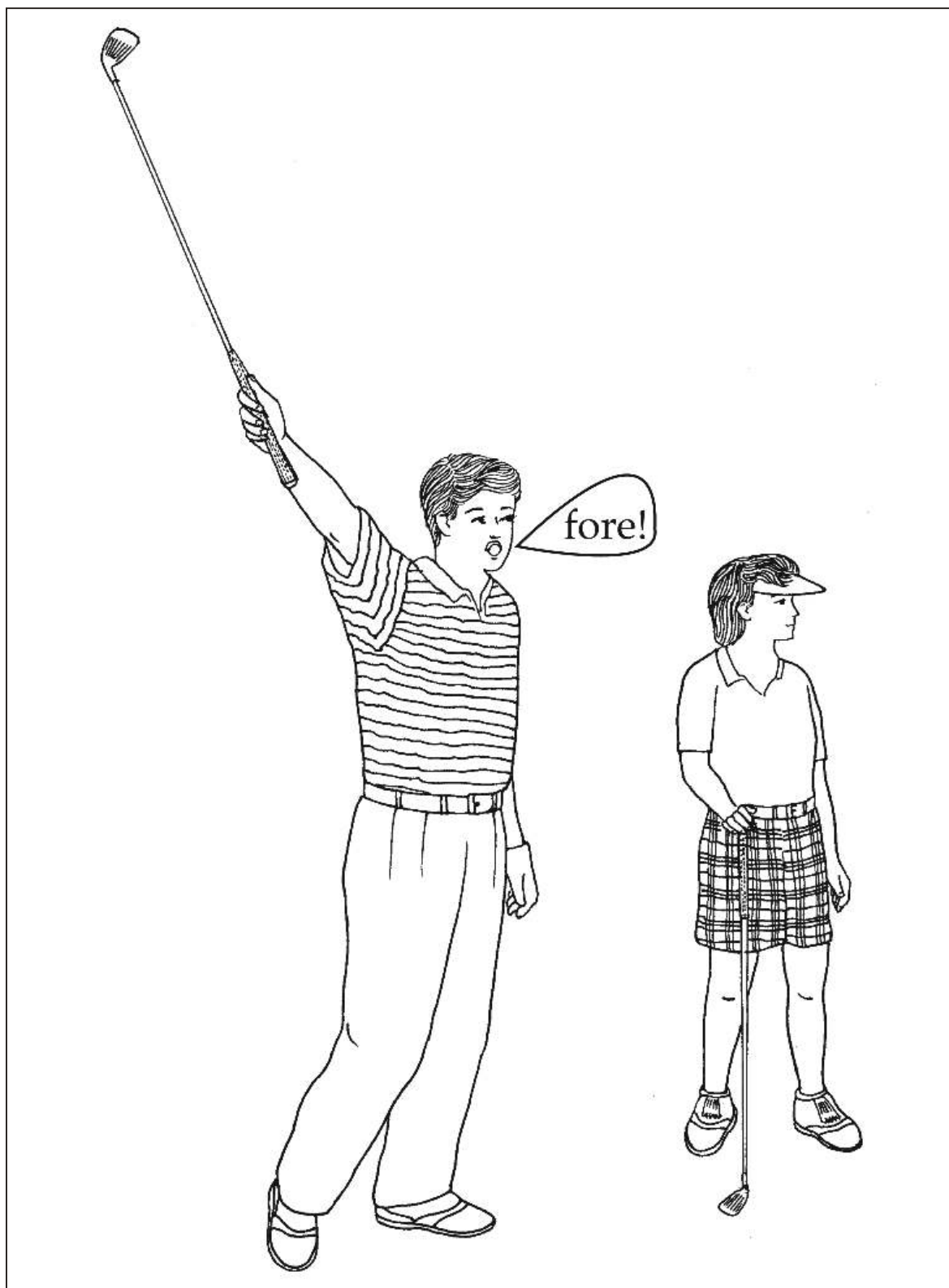
It is important to be still and quiet when it is someone else's turn to hit the ball.





WARNING OTHERS FOR SAFETY

If by mistake your ball is moving towards a golfer, remember to shout 'fore' to warn him or her.





INTRODUCTION TO GOLF

NOTES

