

PEP:

Putting the Fun in Fitness

Golf

School District of Philadelphia



Putting the Fun In Fitness



School Reform Commission

Chairman

Robert L. Archie Jr., Esq.

Commissioners

Denise McGregor Armbrister

Amb. David F. Girard-diCarlo, *(retired)*

Joseph A. Dworetzky

Johnny Irizarry

The School District of Philadelphia

Superintendent

Arlene C. Ackerman, Ed.D.

Deputy Superintendent

Leroy D. Nunery III, Ed.D.

*Associate Superintendent of Academics,
Curriculum and Accountability*

David Weiner

Deputy of Teaching and Learning

Linda Chen

The School District of Philadelphia
The Office of Teaching and Learning
440 N. Broad Street, Suite 251
Philadelphia, PA 19130

*Carol M. White, Physical Education for Progress
Cooperative Agreement # Q215F070064*

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF TEACHING AND LEARNING
DIVISION OF HEALTH, SAFETY AND PHYSICAL EDUCATION
440 NORTH BROAD STREET
PHILADELPHIA, PENNSYLVANIA 19130

Bettyann Creighton
Director

Telephone: 215.400.4210
FAX: 215.400.4212

Physical Education is an integral part of a school-wide, comprehensive, instructional program, and contributes to mental alertness, academic achievement and social development. A quality health-related fitness program, improves children's muscular strength, flexibility, muscular endurance, body composition and cardiovascular endurance. Physical activity can also be an outlet for releasing tension and anxiety, and facilitates emotional stability and resilience. Physical Education provides an opportunity for team building, cooperation, leadership development and sportsmanship.

According to NASPE guidelines, a high quality physical education program includes the following components:

- Opportunity to Learn, including qualified teachers and adequate resources
- Meaningful Content, including fitness education and assessment
- Appropriate Instruction, including full inclusion and well-designed lessons

The Office of Teaching and Learning, Division of Health, Safety and Physical Education is pleased to provide you with the Golf Unit of the Physical Education Core Curriculum. This unit, made possible through a Department of Education, Carol M. White, Physical Education for Progress (PEP) grant, was developed by a cadre of Philadelphia Health and Physical Educators to meet the specific needs of our schools, teachers, students and communities. It includes background information, guidelines for implementation, equipment recommendations, additional resource identification, and core lessons. There is a blank lesson plan template for you to use for additional lessons that you design.

Thank you for the outstanding job that you do. We will do everything that we can to continue to provide professional updates, workshops and resources to support your program.

Acknowledgments

The Division of Health, Safety and Physical Education would like to thank the following individuals and organizations for their help and expertise in developing this unit.

Bob Ewing

-PGA Teaching Professional

Bob Wheeler

-Juniata Golf Foundation

Dan Drumm

-School District of Philadelphia Health and Physical Education Teacher

Ellen Cardonick

-School District of Philadelphia Health and Physical Education Teacher

-Certified Personal Trainer, Certified Group Fitness Instructor

Mary Creighton

-School District of Philadelphia Health and Physical Education Teacher

-Stephen A. Douglas High School

Ray Rothbardt

-School District of Philadelphia Health and Physical Education Teacher

Table of Contents

PEP Letter.....	1
Acknowledgements.....	2
Preface.....	4
Sample Letter to Parents.....	5
Academic Standards 10.4.9.....	6
Academic Standards 10.5.9.....	7
Lessons	
1. Safety, Grip, Stance and Swing.....	9
2. Short Game Chipping.....	12
3. Putting.....	14
4. Circuit Golf Exercises.....	16
5. Scoring.....	19
Blank Lesson Template.....	22
Golf Etiquette.....	23
Vocabulary.....	25
Suggested Equipment.....	27

Preface

Golf as we know it today originated from a game played on the eastern coast of Scotland in the Kingdom of Fife during the 15th century. Players would hit a pebble around a natural course of sand dunes, rabbit runs and tracks using a stick or primitive club.

During the mid-15th century, Scotland was preparing to defend itself against an English invasion. The population's enthusiastic pursuit of golf and soccer to the neglect of military training (archery primarily) caused the Scottish parliament of King James II to ban both sports in 1457. The ban was reaffirmed in 1470 and 1491 although people largely ignored it. Only in 1502 with the Treaty of Glasgow was the ban lifted with King James IV (James I of England) himself taking up the sport.

Golf's status and popularity quickly spread throughout the 16th century due to its royal endorsement. King Charles I popularized the game in England and Mary Queen of Scots, who was French, introduced the game to France while she studied there. Indeed the term 'caddie stems from the name given to her helpers who were the French Military, known in French as cadets.

The first reference to golf at the historic town of St Andrews was in 1552. The clergy allowed public access to the links a year later.

In 1754 the St Andrews Society of Golfers was formed to compete in its own annual competition. Stroke play was introduced in 1759 and in 1764; the 18-hole course was constructed which has of course become a de-facto standard. The first women's golf club in the world was formed there in 1895. King William honored the club with the title 'Royal & Ancient' in 1834 and the new famous clubhouse was erected in 1854. The Royal and Ancient Golf Club of St Andrews (R&A) became the premier golf club because of its fine course, the publication of rules, its royal patronage and its promotion of the game as a proper sport.

In 1894, the United States Golf Association (USGA) was established to regulate the game in the United States and Mexico. Besides rules it manages the handicapping system and conducts research into grass. The US Open US Ladies Amateur Open was inaugurated in 1895. □□By 1900 there were more than 1000 golf clubs in the USA. Chicago was the first to have 18 holes. Significantly American golf courses were usually specifically landscaped parklands unlike those in the United Kingdom, which were typically links courses.

The game attracted the attention of the media and business sponsorship, which raised its profile enormously. In 1897 the first monthly magazine, Golf, was published in the USA. The USA became the center of the professional game due to the proliferation of commercially sponsored competitions. However the prestigious events were still those hosted in the United Kingdom. Interestingly, it was the amateurs rather than professionals, which were exalted by the public.

Golf was confirmed as a global sport when it was made an Olympic sport in 1900.

In recent years a national emphasis, first on physical fitness, and then on lifetime sports has been responsible for significant changes in school physical education and recreation agency program planning.

Golf is a sport that truly has lifetime implications. People of all ages, men and women, boys and girls alike enjoy it. It serves as a social catalyst and therefore has a deep psychological value. Golf teaches mental discipline, mathematic skills for calculation, angle, wind speed and scoring. Golf is both an individual sport that can be played that way or in a team format. It is an excellent way to stay fit throughout life, and at the same time enjoy everything that the outdoors has to offer.

This unit is designed for both the gymnasium and the golf course setting. Encompassing both aspects of the sport.

THE SCHOOL DISTRICT OF PHILADELPHIA
OFFICE OF TEACHING AND LEARNING
HEALTH, SAFETY AND PHYSICAL EDUCATION
440 NORTH BROAD STREET
PHILADELPHIA, PENNSYLVANIA 19130

Bettyann Creighton
Director

TELEPHONE: 215.400.4210
FAX: 215.400.4212

Dear Parents and Caregivers,

The Office of Teaching and Learning, Division of Health, Safety and Physical Education, is reaching out to parents and caregivers as partners in addressing the health and fitness of our students. As you know, there is a tremendous rise in obesity in our nation, including Philadelphia.

Our office is excited to share wonderful news with parents, caregivers, teachers and students. We have been awarded a generous Physical Education for Progress (PEP) grant from the United States Department of Education. This grant has allowed us to develop updated physical activity units for our schools, including; Fitness, Adventure and Non-Traditional activities. Your child will be experiencing these new activities.

Over the next few weeks, your child will be introduced to non-traditional activities in his/her physical education class. During this time, teachers will encourage students to engage in activities that they have not participated in before. These activities may include yoga, lacrosse, rugby, golf, bowling and archery. The goal is to make physical activity appealing to students so that they will adopt a healthy and active lifestyle.

Please encourage your child to participate in all of these activities fully so that they can receive the full benefits of these units. It is also important for your child to understand and follow the dress requirements at their school. The Physical Education teacher will share those requirements with the class. If you have any questions, please feel free to call the school to discuss the units or classroom procedures with the teachers.

Thank You.

Sincerely,

Bettyann Creighton, Director
Health, Safety and Physical Education

Academic Standards for Health, Safety and Physical Education

Pennsylvania Department of Education

10.4.9 Grade 9

- A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.
- B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
 - stress management
 - disease prevention
 - weight management
- C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.
 - exercise (e.g., climate, altitude, location, temperature)
 - healthy fitness zone
 - individual fitness status (e.g. cardio/respiratory fitness, muscular endurance, muscular strength, flexibility)
 - drug/substance use/abuse
- D. Analyze factors that affect physical activity preferences of adolescents.
 - skill competence
 - social benefits
 - previous experience
 - activity confidence
- E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.
 - personal choice
 - developmental differences
 - amount of physical activity
 - authentic practice
- F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.
 - group dynamics
 - social pressure

Academic Standards for Health, Safety and Physical Education

Pennsylvania Department of Education

10.5.9 Grade 9

- A. Describe and apply the components of skill-related fitness to movement performance.
- agility
 - balance
 - coordination
 - power
 - reaction time
 - speed
- B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.
- response selection
 - stages of learning a motor skill (i.e. verbal cognitive, motor, automatic)
 - types of skill (i.e. discrete, serial, continuous)
- C. Identify and apply practice strategies for skill improvement.
- D. Identify and describe the principles of training using appropriate vocabulary.
- specificity
 - overload
 - progression
 - aerobic/anaerobic
 - circuit/interval
 - repetition/set
- E. Analyze and apply scientific and biomechanical principles to complex movements.
- centripetal/centrifugal force
 - linear motion
 - rotary motion
 - friction/resistance
 - equilibrium
 - number of moving segments
- F. Describe and apply game strategies to complex games and physical activities.
- offensive strategies
 - defensive strategies
 - time management

Golf Lessons

Golf

Lesson 1

Safety, Grip, Stance and Swing

Objective:

The students will be able to:

- Demonstrate proper safety for golf playing golf in a gymnasium setting
- Demonstrate the proper grip, stance and basic golf swing
- Demonstrate proficiency in hitting the golf ball in the air

Standard:

10.4 - Physical Activity A/D/E

- A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
- D. Analyze factors that affect physical activity performance
- E. Analyze factors that impact the relationship between regular physical activity and motor skill development.

10.5 - Principals and Strategies of Movement A/B/C

- A. Describe and apply the components of skill related fitness and movement performance
- B. Describe and apply the concepts of motor skill development
- C. Identify and apply practice strategies for skill improvement

Equipment:

Golf Mats, Putting Mats, Golf Clubs, Foam Golf Balls, Hitting Nets

Instant Activity:

Individual Med ball Activities

Refer to Individual Med. Ball 1 Instant Activity Poster

Fitness Activity:

Teacher will demonstrate and students will follow a dynamic warm-up including shoulder rolls, standing hip circles, squats, walking lunges, and active-isolated stretching of the shoulders, hamstrings and back (A-I stretching descriptions can be found in the "Fitness Unit" book pages 18-20)

Lesson (Unit Specific):

Safety, Grip, Stance and Full Golf Swing:

Students will learn safety rules, proper grip, proper stance and swinging with proper form.

Practice: Students will hit the golf balls into the hitting net

Closure/Cool Down:

Discuss:

Safety Rules

Describe:

Proper golf grip, stance and swing

Class will be divided into rows leaving enough space so that each student will not touch another student while swinging the golf club.

Equipment:

Golf Mats, Putting Mats, Golf Clubs, Foam Golf Balls, Hitting Nets

Safety

Students will:

- remain standing throughout program
- keep a safe distance at all times
- respect each other while they are trying to accomplish tasks
- remain behind designated areas while hitting is being executed.

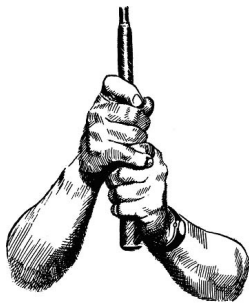
Grip

Student will:

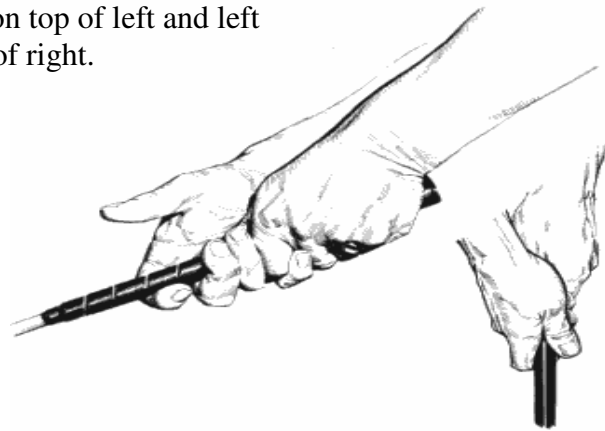
1. extend arms and put one hand on top of the other
2. curl fingers to create a channel in their finger for the golf club

Note:

right handed players will put right hand on top of left and left handed players will put left hand on top of right.



1. Extend arms, one hand on top of the other.



2. Curl fingers to create a channel for the golf club.

Stance

Students will:

1. Place their feet shoulder width apart
2. Extend their arms making the grip formation with their arms extended, one hand over the other
3. Bend from their waist until arms are dangling in a relaxed fashion toward the ground
 - a. The bend from the waist should be at a 45 degree angle. A 90 degree bend would be too exaggerated.
4. Slightly flex their knees to give support to the swing.
5. Extend their butts outward to properly align the spine to promote good swing technique
 - a. Extending or pushing out the butt will be a comical situation but will engage the students to pay attention.



Swing

Students will take their stance now with golf club in hand ensuring that the proper distance from one another is maintained at all times. The golf club should be held with the head of the club resting on the ground relatively flat to the ground and the positioning of the body as described in the stance.

Students will:

1. Begin to swing the club toward the right side of their body if right handed, left side of their body if left handed.
 - a. The progression of the swing should be in a smooth motion with the top of the swing having the club parallel to the shoulders
2. Bring the club down toward the ball (which is positioned in the center of the stance) making sure that there is contact with the mat for an optimum chance to elevate the ball.
3. Finish the swing by allowing the rotation of the body to turn the upper torso toward where the ball is traveling.



Students should be far enough from one another and at their mat station. Instructors should ensure that students not hitting are far enough behind others as to not get hit with the club. If there is more than one student at a station, students should hit 2 balls and rotate with others at a station. This will promote constant attention and participation.

Golf

Lesson 2

Chipping Swing

Objective:

The students will be able to:

- Demonstrate the chipping swing
- Demonstrate a short range shot with the golf balls

Standard:

10.4 - Physical Activity A/D/E

- A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
- D. Analyze factors that affect physical activity performance
- E. Analyze factors that impact the relationship between regular physical activity and motor skill development.

10.5 - Principals and Strategies of Movement A/B/C

- A. Describe and apply the components of skill related fitness and movement performance
- B. Describe and apply the concepts of motor skill development
- C. Identify and apply practice strategies for skill improvement

Equipment:

Golf mats, clubs, foam golf balls, target nets

Instant Activity:

Individual Med ball Activities

Refer to Individual Med. Ball 2 Instant Activity Poster

Fitness Activity:

Teacher will demonstrate and students will follow a dynamic warm-up including shoulder rolls, standing hip circles, squats, walking lunges, and active-isolated stretching of the shoulders, hamstrings and back (A-I stretching descriptions can be found in the "Fitness Unit" book pages 18-20)

Lesson (Unit Specific):

Safety, Chipping Swing:

Students will review safety rules

The chipping swing will be learned and practiced

Practice: Students will hit the golf balls into the hitting net

Closure/Cool Down:

Discuss:

Safety Rules

Describe:

Proper golf grip, stance and swing

Class will be divided into rows leaving enough space so that each student will not touch another student while swinging the golf club.

Equipment:

Golf Mats, Putting Mats, Golf Clubs, Foam Golf Balls, Hitting Nets

Safety

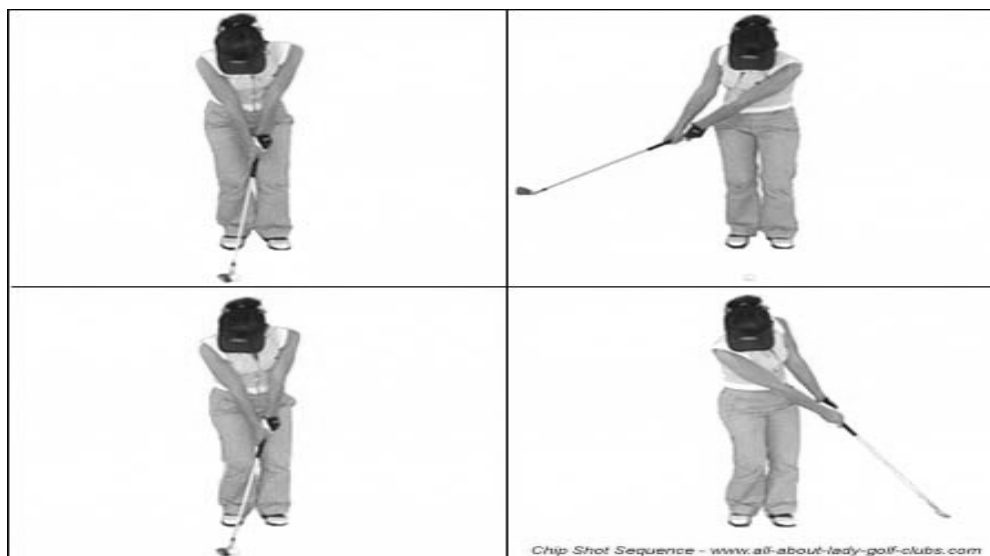
Students will:

- remain standing throughout program
- keep a safe distance at all times
- respect each other while they are trying to accomplish tasks
- remain behind designated areas while hitting is being executed.

Chipping Swing

Student will:

1. take the golf stance introduced in lesson 1
2. position the ball toward the back foot of their stance promoting a downward hit on the ball
3. take a short “putting type” stroke with an abbreviated finish



Students will have an objective to hit the ball into the target nets to gauge depth perception and distance control of the shot

Golf

Lesson 3

Putting Stroke

Objective:

The students will be able to:

- Demonstrate the putting stroke with the golf club
- Demonstrate putting the ball with the putter for distance

Standard:

10.4 - Physical Activity A/D/E

- A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
- D. Analyze factors that affect physical activity performance
- E. Analyze factors that impact the relationship between regular physical activity and motor skill development.

10.5 - Principals and Strategies of Movement A/B/C

- A. Describe and apply the components of skill related fitness and movement performance
- B. Describe and apply the concepts of motor skill development
- C. Identify and apply practice strategies for skill improvement

Equipment:

Golf putting mats, putters, balls

Instant Activity:

Get a partner
Practice the chipping swing at stations around the gym without the ball
Partner will critique the swing
Take turns

Fitness Activity:

Yoga: (poses will be found in Yoga curriculum);
Hands knees balance (page 14); cat pose (page 14); Dog Pose (page 15); downward facing dog (page 15); child's pose (page 16)

Lesson (Unit Specific):

Safety, Putting Stroke:

Students will review safety rules
The putting stroke will be learned and practiced
Practice: Students will put the ball on the putting mats increasing distance.

Closure/Cool Down:

Describe:

Proper grip, stance and swing of the putting stroke

Class will be divided into rows initially, keeping a proper distance between one another as to make sure no one can be hit by a golf club. Students will then be in two groups to practice the putting stroke.

Equipment:

Golf putting Mats, putters, balls

Safety

Students will:

- remain standing throughout program
- keep a safe distance at all times
- respect each other while they are trying to accomplish tasks
- remain behind designated areas while hitting is being executed.

Putting Stroke

Student will:

1. stand with feet shoulder width apart
 - a. The ball should be close to the body with the head positioned directly over the ball
2. make the stroke with the shoulders not the hands to promote a pendulum type motion
 - a. the club should go straight back and straight through to get the ball rolling immediately toward the practice hole
 - b. the stroke will be different only because of the distance of the ball to the hole



Students should be able to putt the ball in the hole and should learn distance control for the shot.

Golf

Lesson 4

Circuit of Golf Exercises

Objective:

The students will be able to:

- Perform the golf swing, chipping swing and putting stroke circuit
- Demonstrate the full golf swing, chipping into targets and putting for distance

Standard:

10.4 - Physical Activity A/D/E

- A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
- D. Analyze factors that affect physical activity performance
- E. Analyze factors that impact the relationship between regular physical activity and motor skill development.

10.5 - Principals and Strategies of Movement A/B/C

- A. Describe and apply the components of skill related fitness and movement performance
- B. Describe and apply the concepts of motor skill development
- C. Identify and apply practice strategies for skill improvement

Equipment:

Golf mats, clubs, putters, balls, chipping targets, putting mats

Instant Activity:

Get a partner
Practice the putting stroke
Partner will critique the stroke
Take turns

Fitness Activity:

Yoga: (poses will be found in Yoga curriculum);
Hands knees balance (page 14); cat pose (page 14); Dog Pose (page 15); downward facing dog (page 15); child's pose (page 16)

Lesson (Unit Specific):

Safety, Golf circuit:

Students will review safety rules
Class will be divided into equal groups and be designated to specific areas for Golf Exercises. Full Golf Swing, Chipping Swing and Putting Stroke.

Closure/Cool Down:

Discuss:

All aspects of the lesson including safety, the full golf swing, the chipping swing and the putting stroke.

All students will remain a safe distance from each other and practice safety throughout the class.

Equipment:

Golf mats, clubs, putters, balls, chipping targets, putting mats

Organization:

Class will be divided into equal groups and be designated to specific areas for Golf Exercises. Full Golf Swing, Chipping Swing and Putting Stroke. Groups will be at each station for a designated amount of time and then rotate simultaneously to another area.

Safety

Students will:

- remain standing throughout program
- keep a safe distance at all times
- respect each other while they are trying to accomplish tasks
- remain behind designated areas while hitting is being executed.

Golf Circuit

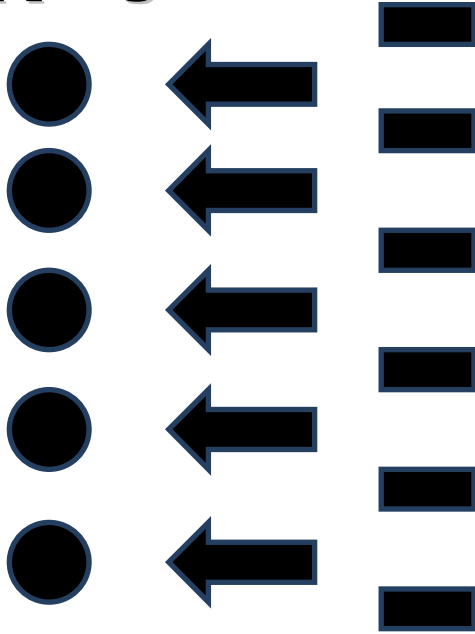
Full Swing – Students will review full swing and hit balls into netting

Chipping Swing – Students will review Chipping swing and chip into target nets.

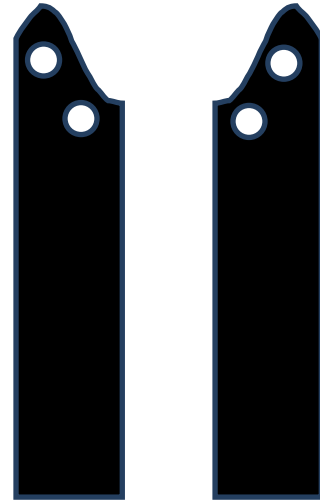
Putting Stroke – Students will review Putting stroke and putt for distance on putting mats into holes.

See Diagram for Circuit Set Up

Chipping Station



Putting Station



Full Swing Station



Golf

Lesson 5

How to Keep Score

Objective:

The students will be able to:

Keep Score during a round of golf

Standard:

10.4 - Physical Activity A/D/E

- A. Analyze and engage in appropriate physical activities that support achievement of personal fitness and activity goals
- D. Analyze factors that affect physical activity performance
- E. Analyze factors that impact the relationship between regular physical activity and motor skill development.

10.5 - Principals and Strategies of Movement A/B/C

- A. Describe and apply the components of skill related fitness and movement performance
- B. Describe and apply the concepts of motor skill development
- C. Identify and apply practice strategies for skill improvement

Equipment:

Score cards, pencils, scoring directions

Instant Activity:

Get a partner
Practice the putting stroke
Partner will critique the stroke
Take turns

Fitness Activity:

Teacher will demonstrate and students will follow a dynamic warm-up including shoulder rolls, standing hip circles, squats, walking lunges, and active-isolated stretching of the shoulders, hamstrings and back (A-I stretching descriptions can be found in the "Fitness Unit" book pages 18-20)

Lesson (Unit Specific):

Scoring:

Students will read and follow the scoring directions

Practice:

Use putting mats to practice putting and scoring

Closure/Cool Down:

Discuss:

Various aspects of scoring and terms. (i.e. handicap; birdie; mulligan: etc.)

Scoring

Fundamental Scoring

A round of golf consists of 18 holes (2 sets of nine holes).

Each box on the scorecard designates:

- the number of the hole played
- the distance of the hole
- the color of the tees played (which define the level of player)
- the difficulty or handicap of the hole
- how many strokes to complete the hole
- a place for the players name.

A score is recorded after each hole is completed in the appropriate box for the hole

After the first nine holes are completed, a total score for that nine holes is determined and recorded in the proper place.

After the second nine holes is completed the score for that nine holes is recorded and then the two nine hole scores are combined for a total score .

Scoring Terms

Par – The actual score designated for a hole

Birdie – Scoring one stroke lower than the score for a hole.

Eagle – Scoring two strokes lower than the score for a hole

Bogey – Scoring one stroke higher than the score for a hole

Double Bogey – Scoring two strokes higher than the score for a hole.

HOLE	1	2	3	4	5	6	7	8	9	OUT	10	11	12	13	14	15	16	17	18	IN	TOT	HCP	NET
Championship [68.8/125]	375	196	500	210	357	395	383	394	536	3346	163	356	350	181	368	355	145	498	445	2861	6207		
Middle [68.3/124]	335	164	470	190	337	385	375	376	506	3138	155	334	340	171	358	345	135	468	420	2726	6010		
Handicap	9	13	3	15	5	17	1	11	7		18	2	14	8	6	12	16	10	4				
Match (+ / -)																							
Par	4	3	5	3	4	4	4	4	5	36	3	4	4	3	4	4	3	5	4	34	70		
Middle Front [69.4 / 119]	340	160	356	187	257	380	370	172	379	2601	145	223	320	160	348	333	125	379	318	2351	4952		
Forward [70.50/114]	325	150	344	172	247	375	361	163	371	2508	139	222	310	149	338	323	111	370	308	2270	4778		
Handicap	7	17	3	13	11	9	1	15	5		18	16	14	8	2	12	10	4	6				
Scorer : _____ Date: _____											Player : _____ Date: _____												

Support Materials

Physical Education Lesson Plan

Objective:

Standard:

Equipment/Set up:

Lesson Related Instant Activity:

Fitness Activity:

Lesson (Unit Specific):

Closure/Cool Down:

Golf Etiquette

Unlike many sports, golf is for the most part played without the supervision of a referee, umpire or coach. The game relies on the individual golfer to show consideration for other players and to abide by the rules. New golfers are often in need of advice about customary behavior and practices to follow on course so that play proceeds safely and without delay.

The Spirit of the Game

Unlike many sports, golf is played, for the most part, without the supervision of a referee or umpire. The game relies on the integrity of the individual to show consideration for other players and to abide by the Rules. All players should conduct themselves in a disciplined manner, demonstrating courtesy and sportsmanship at all times, irrespective of how competitive they may be. This is the spirit of the game of golf.

Safety

Players should ensure that no one is standing close by or in a position to be hit by the club, the ball or any stones, pebbles, twigs or the like when they make a stroke or practice swing.

Players should not play until the players in front are out of range.

If a player plays a ball in a direction where there is a danger of hitting someone, he should immediately shout a warning. The traditional word of warning in such a situation is "fore."

Consideration of Other Players

Players should always show consideration for other players on the course and should not disturb their play by moving, talking or making any unnecessary noise.

Players should not stand close to or directly behind the ball, or directly behind the hole, when a player is about to play.

On the Putting Green

On the putting green, players should not stand on another player's line of putt or when he is making a stroke, cast a shadow over his line of putt.

Players should remain on or close to the putting green until all other players in the group have holed out. (completed play)

Care of the Course

Bunkers

Before leaving a bunker, players should carefully fill up and smooth over all holes and footprints made by them and any nearby made by others. If a rake is within reasonable proximity of the bunker, the rake should be used for this purpose.

Repair of Divots, Ball Marks and Damage by Shoes

Players should carefully repair any divot holes made by them and any damage to the putting green made by the impact of a ball (whether or not made by the player himself). On completion of the hole by all players in the group, damage to the putting green caused by golf shoes should be repaired.

Golf Vocabulary

Birdie – Score of one stroke under par

Bogey – Score of one stroke over par

Bunker – Hollow obstruction or hazard, often containing sand

Caddie – Person who carries a player's golf bag and gives advice

Chip – Short, low shot to the green

Course – Large area of land designed for playing golf

Divot – Piece of earth and grass that a golf shot cuts from the ground

Dog Leg – Fairway that turns left or right

Double Bogey – A score of two over par on a hole

Drive – Shot played using a number one wood club. Often the first shot on a long hole.

Eagle – Score two strokes under par

Fade – A right-handed player's shot that moves slightly from left to right in the air

Fairway – Longest part of a hole, from tee to green

Flag Stick – Stick with a flag on it that stands in the cup on the green

Green – Area of very short grass at the end of each hole, on which the balls are putted into the hole

Grip – The positioning of the hands on the shaft of the club

Hole – One of many playing areas on a golf course, including a tee, a fairway and a green

Hook – A right-handed player's shot that moves from right to left in the air

Irons – Metal golf clubs with blade-shaped club heads

Touch-Line – The lines that run the length of the field and define the field of play.

Lie – The position of the ball when it comes to rest

Links – A golf course beside the sea

Par – Number of strokes a good player should take on a hole or a round

Putt – A shot played on the ground on the green

Putter – Club used to putt the ball on the green

Rough – Area on a golf course where the grass is longer and thicker than on the fairway

Round – The completion on nine or eighteen holes on a golf course

Shoot – To make a score

Shot – A Stroke

Slice – A right-handed players shot that moves sharply from left to right in the air

Stroke or Shot – A hit on the golf ball with a golf club

Swing – A rhythmic movement that enables a golfer to hit the ball

Tee – A small peg (wooden or plastic) on which the ball is placed for the first shot of each hole

Tee box – Small area from which golfers play their first shot on each hole

Tee off – Play the first shot to start a round of golf

Tee shot – Shot hit from a tee box

Woods – clubs with bulbous club heads that are used to hit the longest shots

Suggested Equipment

Golf Clubs (Irons and Putter)

Golf Bags

Golf Hitting Mats

Foam Golf Balls

Chipping Mats

Chipping Target Nets

Putting Mats with Holes