

TRI-GOLF MANUAL | CONTENTS



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Introduction

Welcome to the Tri-Golf Initiative.

Hopefully, having attended a Tri-Golf Activators workshop you will be suitably enthused to deliver golf both as a curricular and extra-curricular (out-of-hours learning) activity.

This resource is designed to support teachers wishing to run a five to six week block of Tri-Golf and satisfies the PE striking and fielding element of the National Curriculum at Key Stage 2. However, through consultation with a variety of primary school teachers, Partnership Development Managers and School Sport Coordinators, the Golf Foundation has also developed a new Tri-Golf skills award scheme that links directly to the lesson plans and provides schools with the opportunity to extend the Tri-Golf block into a regular after school activity.

The manual can also be used by PGA golf and community coaches wishing to work in schools or other settings such as golf facilities, youth clubs and leisure centres. The principles applied within the scheme of work such as activity progression and self-assessment are appropriate for any setting.

The emphasis of Tri-Golf is on having fun in a safe environment. We want you to enjoy delivering golf to your pupils and for the pupils to have a positive PE experience. We also want their experience through golf to be wider than physical attainment and you will see that a real emphasis is put on developing social and personal skills during the sessions, an area of focus called Skills for Life.

As a result, you will see that an emphasis is placed on pupil self-assessment and the pupils laying out the games themselves using a putter as a unit of measurement. This brings in important skills for life such as cooperation, honesty and responsibility.

Have fun delivering Tri-Golf and teaching the Skills for Life.

The Golf Foundation.



Scheme of work Golf – Striking and fielding



Name _____
Class _____

Tri-Golf Skills Award: Pupil Scorecard

Level	Skills for Life	Putting	Chipping	Long Game	Playing
 PAR	How did you stay safe? How were you honest?	<input type="checkbox"/> Keep 2 out of 3 putts in the tunnel. <input type="checkbox"/> Hit 2 out of 3 putts onto the target cone.	<input type="checkbox"/> Land 2 out of 3 shots on the 'Runway'. <input type="checkbox"/> Land 2 out of 3 shots over the first fence.	<input type="checkbox"/> Hit 2 out of 3 shots in the air over the river. <input type="checkbox"/> Hit 2 out of 3 shots over the river and within the fairway.	<input type="checkbox"/> Build and demonstrate a Skills Challenge game. <input type="checkbox"/> Complete 6 games of the Skills Challenge.
 BIRDIE	How did you keep healthy? How did you help your team?	<input type="checkbox"/> Stop 2 out of 3 putts in the hoop. <input type="checkbox"/> Stop the ball in the hoop from all 3 distances.	<input type="checkbox"/> Land the ball over 3 different fences. <input type="checkbox"/> Land 2 out of 3 shots before the river.	<input type="checkbox"/> Hit 2 out of 3 shots over first line. <input type="checkbox"/> Hit 1 shot into each of 3 zones.	<input type="checkbox"/> Hit the ball over the river, then putt the ball into the hoop. <input type="checkbox"/> On 2 out of 3 attempts, hit the ball over the river, then putt the ball into the hoop.
 EAGLE	How did you show respect for your teacher or team mates? How did you concentrate?	<input type="checkbox"/> Hit 5 cones from different distances. <input type="checkbox"/> Stop the ball in the hole from 5 distances.	<input type="checkbox"/> Land 2 out of 3 shots on the green. <input type="checkbox"/> Stop 2 out of 3 shots on the green.	<input type="checkbox"/> Hit 2 out of 3 shots onto the green. <input type="checkbox"/> Stop 2 out of 3 shots on the green.	<input type="checkbox"/> Design and build a Tri-Golf hole. <input type="checkbox"/> Score 5 shots or less playing the Tri-Golf hole.

Teacher's notes

To help you, as a teacher, deliver the Tri-Golf scheme of work, here are 10 key principles for guidance.

1. Tri-Golf Skills Award

As a way of measuring progression, encouraging pupils' self-motivation and extending the range of Tri-Golf within the curriculum and out of hours learning, the Golf Foundation has developed a Skills Award (referenced within this manual). Each lesson plan contains at least 3 games from the Skills Award so that pupils can assess themselves and see themselves progressing through a structured learning scheme. The pupils should be able to achieve the first level of the award (Par) or beyond within a 6-week block. The 3 levels of the Skills Award can help teachers assess pupil attainment levels at Key Stage 2 of the National Curriculum. More able pupils might also progress onto the second and third levels, Birdie and Eagle respectively. Individual score cards, stickers and certificates are available to support the scheme.

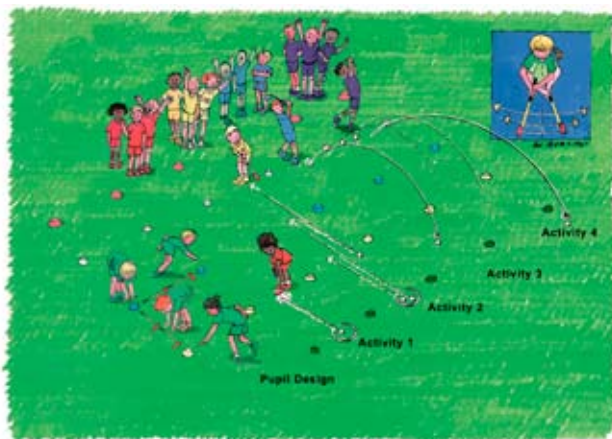
Please note that the Tri-Golf Skills Award is optional and teachers may wish to follow the lesson plans without using the Skills Award as an assessment tool. However, the Skills Award targets can help differentiate between abilities in the class.

2. Self-assessment

Rather than you as a teacher having to observe and assess continually, the session plans are designed so that the pupils can keep their own score when participating in the skills games. Individual scorecards are available for each pupil to sit down after the lesson and complete their own self-assessment. Self-regulation and self-assessment are key aspects of playing golf, encouraging honesty and linking to the 'Evaluating/Improving' strand of the curriculum. Within the lesson plans, pupils are also encouraged to design and measure out their own games using a putter as a unit of measurement.

3. Session layouts

Each session is designed to last 45 to 50 minutes and includes 3 games using the same layout of cones to make the progression easier and quicker. The session plans also include a section on set up and how to use the cones to lay out your session. Each activity is shown on the same diagram to demonstrate the progression. All the games and activities can be laid out by the pupils themselves cooperating in teams and using a



putter as a standard unit of measurement. Recommendations on the number of pupils per team are given but these provide only a guide and you may wish to adapt the number of teams and games according to the space available. However, try to encourage as smaller teams as possible so that there is more time spent on task for the pupils.

4. Skills for life

Recognising the 5 outcomes of Every Child Matters, the Golf Foundation is focused on not only developing the golf skills of young people but also on their personal and social skills, termed the Skills for Life. Each lesson plan will contain a lesson objective that relates to one of 6 core Skills for Life:

Honesty (keeping and recording your own score)

Respect (for the rules, for other pupils, for the teacher and for the environment by replacing divots on a field for example)

Cooperation (by working together in not only playing the games but also in laying them out)

Self-confidence (by developing skills and seeing a progression in ability through simple teaching points)

Perseverance (by having to achieve progressively more difficult attainment targets in a fun setting)

Concentration (by having to focus on the tasks set out).

The Skills for Life will be addressed in the lesson objective, during the session and at the end of the lesson in the plenary. As a teacher, you can help reinforce all the Skills for Life during the lessons. For example, if a novice pupil has hit a good shot question them about the quality of that experience:

“What a great shot – how did that sound, feel and look? If you had to think of a song or a colour to remind you of that shot what would it be? Now remember that and next time you want to hit a good shot, think of that song or colour”.

This is a technique in psychology called anchoring where a positive memory is associated to a trigger such as a song or a colour (similar to Pavlov's Dogs: stimulus – response). It is a key tool in the playing armoury of Tiger Woods and a simple way of building self-confidence and concentration.



Name: _____
Class: _____

Tri-Golf Skills Award: Pupil Scorecard

Level	Skills for Life	Putting	Chipping	Long Game	Playing
PAR	How did you stay safe? How wary you honest?	<input type="checkbox"/> Hit 2 out of 3 puts in the tunnel. <input type="checkbox"/> Hit 2 out of 3 puts onto the target cone.	<input type="checkbox"/> Land 2 out of 3 shots on the 'Runway'. <input type="checkbox"/> Land 2 out of 3 shots over the first fence.	<input type="checkbox"/> Hit 2 out of 3 shots in the air over the river. <input type="checkbox"/> Hit 2 out of 3 shots over the river and within the furrow.	<input type="checkbox"/> Build and demonstrate a Skills Challenge game. <input type="checkbox"/> Complete 4 games of the Skills Challenge.
BIRDIE	How did you keep healthy? How did you help your team?	<input type="checkbox"/> Stop 2 out of 3 puts in the hoop. <input type="checkbox"/> Stop the ball in the hoop from all 3 distances.	<input type="checkbox"/> Land the ball over 3 different fences. <input type="checkbox"/> Land 2 out of 3 shots before the river.	<input type="checkbox"/> Hit 2 out of 3 shots over first line. <input type="checkbox"/> Hit 1 shot into each of 3 zones.	<input type="checkbox"/> Hit the ball over the river, then put the ball into the hoop. <input type="checkbox"/> On 2 out of 3 attempts, hit the ball over the river, then put the ball into the hoop.
EAGLE	How did you show respect for your teacher or team mate? How did you concentrate?	<input type="checkbox"/> Hit 5 cones from different distances. <input type="checkbox"/> Stop the ball in the hole from 5 distances.	<input type="checkbox"/> Land 2 out of 3 shots on the green. <input type="checkbox"/> Stop 2 out of 3 shots on the green.	<input type="checkbox"/> Hit 2 out of 3 shots onto the green. <input type="checkbox"/> Stop 2 out of 3 shots on the green.	<input type="checkbox"/> Design and build a Tri-Golf hole. <input type="checkbox"/> Score 5 shots or less playing the Tri-Golf hole.

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5. Pupil scorecard

The scorecard is designed for pupils to keep a record of their own progress on the Scheme of Work as the weeks progress. It can be completed by the pupils after the PE lesson back in the classroom. As a teacher, you may wish to use the Skills for Life section on the scorecard to guide discussion with the whole class instead of the pupils attempting to write their answers on the card individually.

6. Fifth lesson – Skills Festival

Five prescriptive session plans have been provided in this pack. The fifth lesson encourages you to run the national Tri-Golf Skills Festival. This links into golf's school competition framework which essentially provides a pathway of competitive opportunities for pupils in schools from Tri-Golf and Golf Xtreme through to a full golf event on a golf course using metal clubs. The beauty of the Skills Festival is that your Activator Manual provides simple scorecards and instructions for the pupils to first of all build the games. The pupils can demonstrate them to each other and then play and score the games. The Skills Festival provides a neat culmination to the programme of Tri-Golf as well as the chance for pupils to self-assess using the Skills Award scheme and keep a score. If your school facilities are limited to a small hall, the Skills Festival could be run over week 5 and 6, and three games played at a time instead of 6.

7. Sixth lesson

The sixth lesson has been left to the teacher's discretion so that the final week can be used for a variety of purposes:

- Repeat earlier missed session.
- Practice the Skills Festival on week 5 and repeat on week 6.
- Split the Skills Festival into 3 games per week due to limitations in time or space.
- Build a course by giving pupils in teams of 3 a putter and a chipper, a ball each, a hoop and cones (could be used for measurement in numeracy).
- Organise a visit to a local junior friendly golf course. Contact your Regional Development Officer for help in setting this up.

8. Order of the lessons and differentiation

The lesson plans are built around a standardised lay-out of cones for each session and the Tri-Golf Skills Award. However, the order of the lessons can be flexible subject to weather, facilities and even abilities of the pupils if you as the teacher feel that the pupils are ready to progress more quickly. For example, a more able group might be encouraged to develop their longer hitting skills within week one and progress onto activity 3 early in the lesson. The Skills Festival should be kept for the latter weeks as it relies on the pupils' understanding of how to measure out and build a game as well as the pupils' own playing ability.

9. Equipment required

All the equipment required to run a successful and inclusive session can be found within the Tri-Golf bag. The bag contains 50 coloured marker cones but once the pupils are designing their own games, you may wish to supply extra cones from the school store cupboard. Tri-Golf equipment bags can be bought from www.daviesports.co.uk.

10. Activities for non-pupils

Pupils that are unable to participate in a lesson can be given the work sheet found in Section 8 'Other helpful Tri-Golf resources' in this Tri-Golf manual. This asks them to identify the:

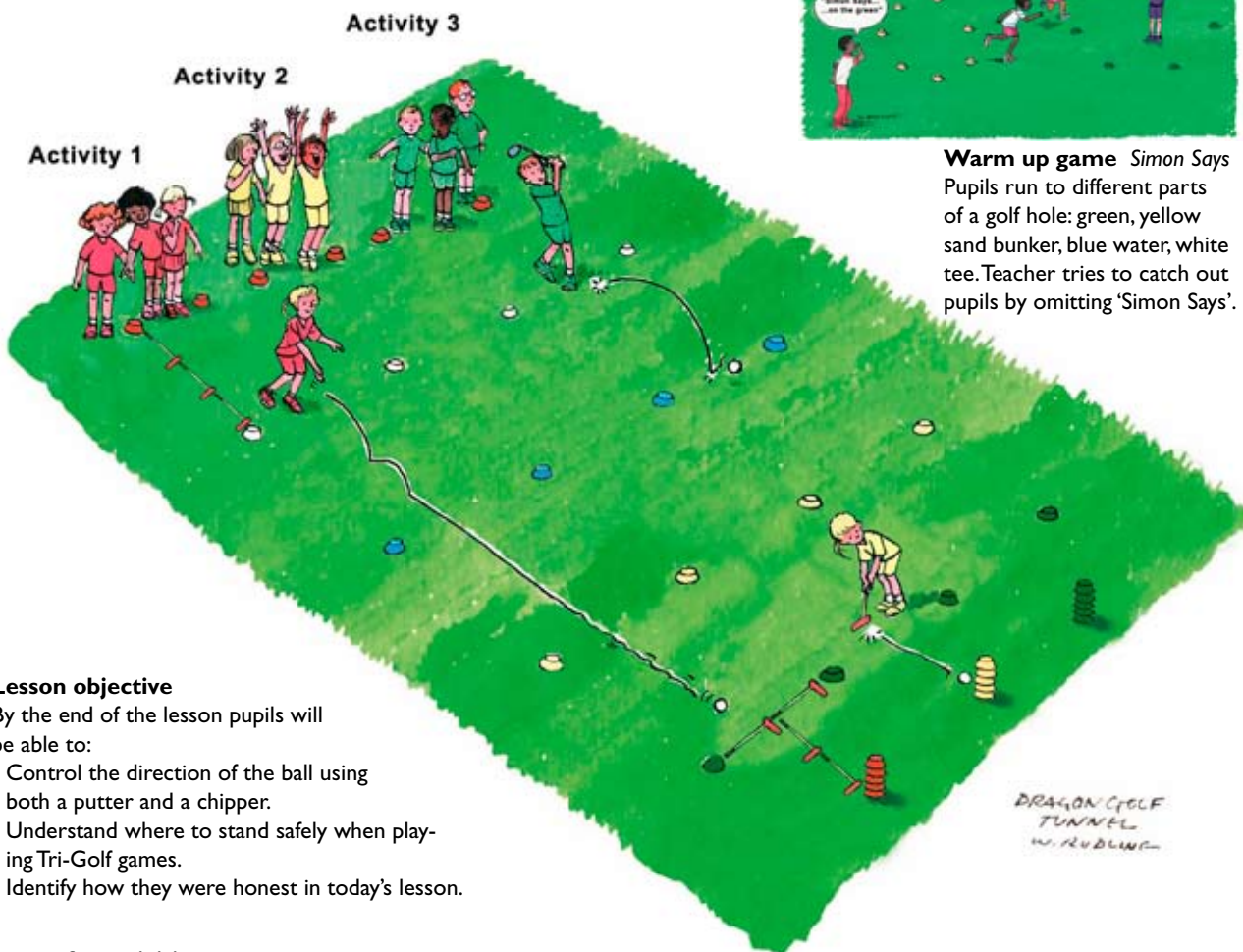
- Lesson objectives;
- Key teaching points;
- Names of the games being played;
- Key skills for life.

Further support

Please contact your Regional Development Officer if you have any queries about delivering golf in school and making links with your nearest junior-friendly golf facility.

If you would like to register for an introductory Tri-Golf Skills Award pack with 30 scorecards, certificates and stickers, please contact 01922 449830.

Tri-Golf Lesson 1



Warm up game *Simon Says*
Pupils run to different parts of a golf hole: green, yellow sand bunker, blue water, white tee. Teacher tries to catch out pupils by omitting 'Simon Says'.

Lesson objective

By the end of the lesson pupils will be able to:

- Control the direction of the ball using both a putter and a chipper.
- Understand where to stand safely when playing Tri-Golf games.
- Identify how they were honest in today's lesson.

Set up for activities

Ideally, 8 teams of 4 players, or 6 teams of 5 players.
Lay out red cones for safety area and white cones for hitting area, 3 putter lengths away from red cones.
Same number of tunnels as teams, marked by cones and each 2 putters length wide.

Activity 1: Tunnel

Pupils start on the white cones and roll a ball down the tunnel, first using their hand then a putter. A stack of cones can be put at the end of each tunnel and if the ball travels through the tunnel without hitting the sides, the pupil can collect a cone from the stack. The first team to collect all the cones from the stack is the winner.

Skills award To keep 2 out of 3 putts in the tunnel.
Teaching point Aim – club face and shoulder point at target.

Activity 2: Tunnel Extension

Pupils start at the green cones at front of tunnel and putt the ball to hit stack of cones. Again, they can pick up the cone if successful. The game can be developed by the pupils aiming for the target from progressively further away.

Skills award To hit target stack of cones on 2 out of 3 attempts from 2 putter lengths away.

Teaching point *Tick-Tock* – swing same distance back same distance forward.

Activity 3: Runway

Pupils must chip the ball to land within the runway.
Skills award Land 2 out of 3 shots on the 'runway' which is 2 putter lengths wide.
Teaching point Bigger *Tick-Tock* swing and *Brush the Ground*.

Plenary

- How do you aim the club?
- Where should you stand when waiting for your turn?
- How were you honest in today's lesson?

PE Assessment strands met during lesson

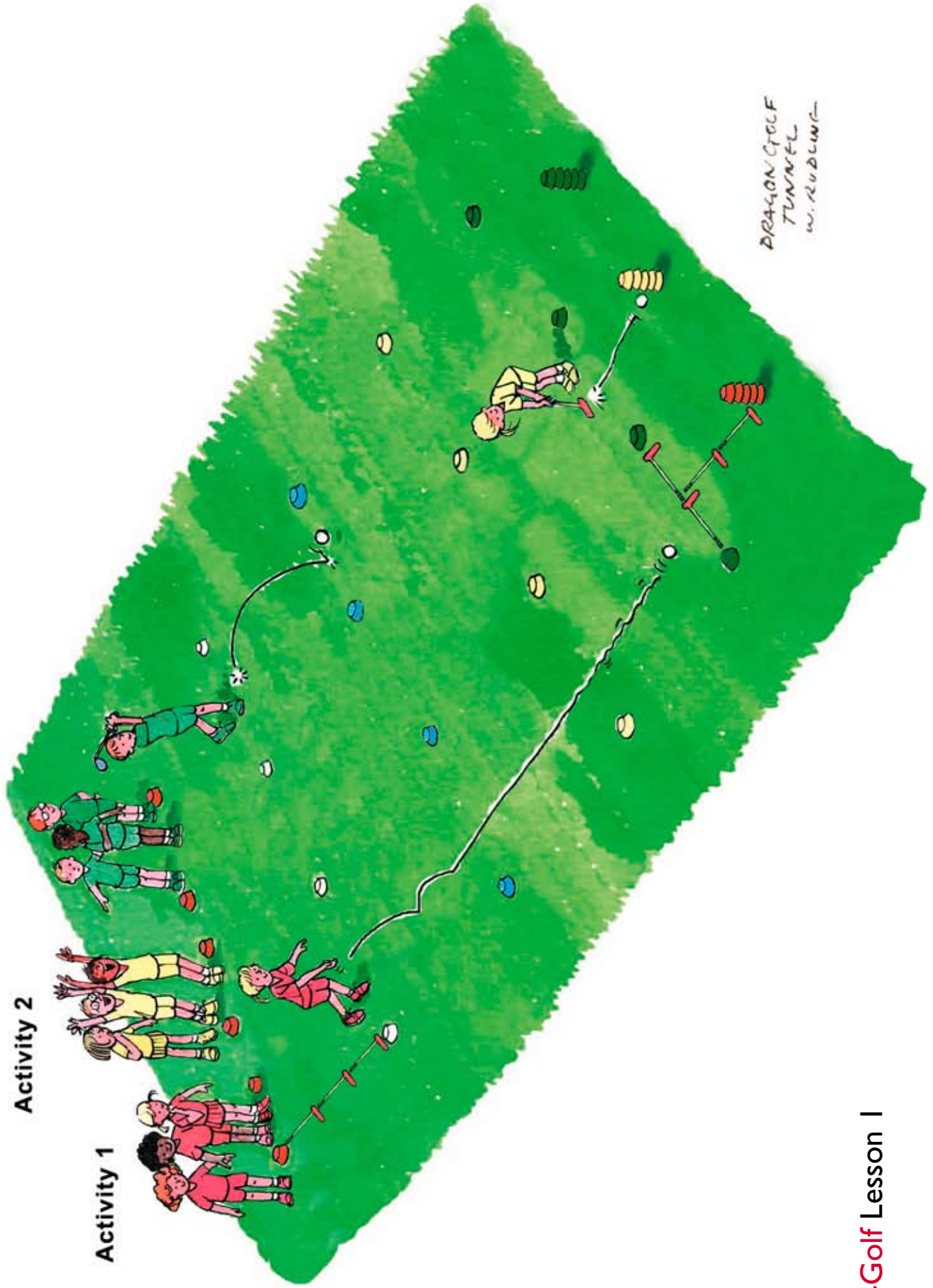
Strand	How introduced
Knowledge of Health, Safety & Fitness	How do our bodies feel after playing? How do we play safely? <i>All other games</i> – How do you act responsibly with a club? Where should you stand when waiting for your turn?
Acquiring & Developing Skills	<i>Tunnel or Runway</i> – How to aim a putter and chipper (<i>Club face</i>) How to control distance in chipping (<i>Tick-Tock</i>)
Evaluating & Improving Performance	<i>Tunnel or Runway</i> – Can I identify other pupils who can aim a putter correctly? Am I better at putting or chipping? Why?

High Quality and Differentiation references – see appendices

Activity 3

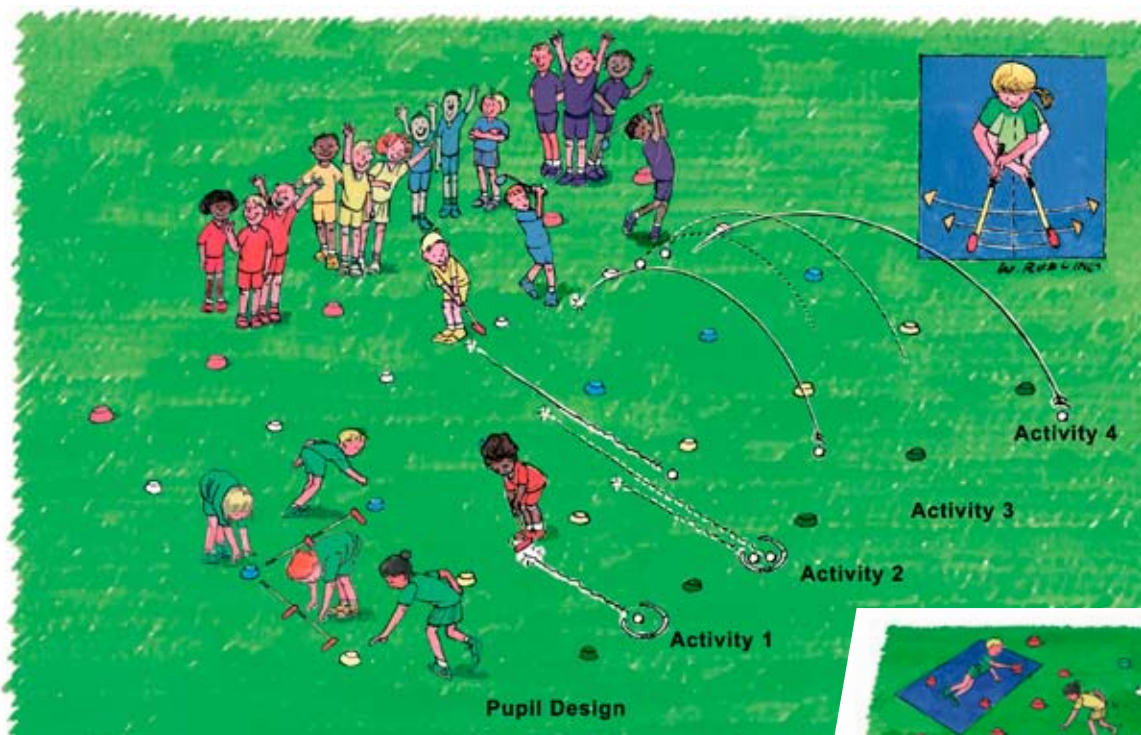
Activity 2

Activity 1



DRAGON GOLF
TUNNEL
w. RUDOLPH

Tri-Golf Lesson 2



Warm up game Divots

Lesson objective

By the end of the lesson pupils will be able to:

- Control the distance of the ball using both putter and chipper.
- Recap on where to stand safely when playing Tri-Golf games.
- Identify how they cooperated with their team-mates to build each activity using cones and a putter as a unit of measurement.

Set up for activities

- Teacher lays out red safety cones and white tee cones.
 - Teacher demonstrates how to build a tunnel using a putter and cones.
 - Pupils lay out their own tunnels using cones and a putter.
- White cones – 3 putter lengths from red cones.
 Blue cones – 2 putter lengths away from white.
 Yellow cones – 2 putter lengths away from blue.
 Place a half hoop 2 putter lengths from yellow cones.

Activity 1: Tunnel Extension – half hoop

Pupils have to putt a ball so that it stops in the half hoop. Start on yellow cones and after a few practice goes run the Skills award target.

Skills award To stop a ball in the half hoop 2 out of 3 times from 2 putters lengths away – the yellow cones.

Teaching point *Tick-Tock* – distance controlled by length of the swing.

Activity 2: Three in a Row

Starting from yellow, pupils have to stop the ball in the half hoop from 3 different distances. Practise, and then run the Skills Award.

Skills award To stop 3 putts within the half hoop from 3 different distances (2 putters length, 4 putters length, 6 putters length).

Teaching point *Tick-Tock* swing – different distances require different lengths of *Tick-Tock* swing.

Activity 3: Grand National

From the white tee, pupils must land the ball on its first bounce between the last set of cones (yellow) and the half-hoop.

Skills award Land 2 out of 3 balls in an area between 4 and 6 putters lengths away.

Teaching point Bigger *Tick-Tock* swing and *Brush the Ground*.

Activity 4: Grand National

Pupils must land a ball in each of the 3 zones laid out i.e. between blue and yellow cones, between yellow and green cones, over green cones.

Skills award Land a ball in each of 3 zones from the tee (2 putters length, 4 putters lengths, 6 putters lengths).

Plenary

What happens to our *Tick-Tock* swing to control distance?

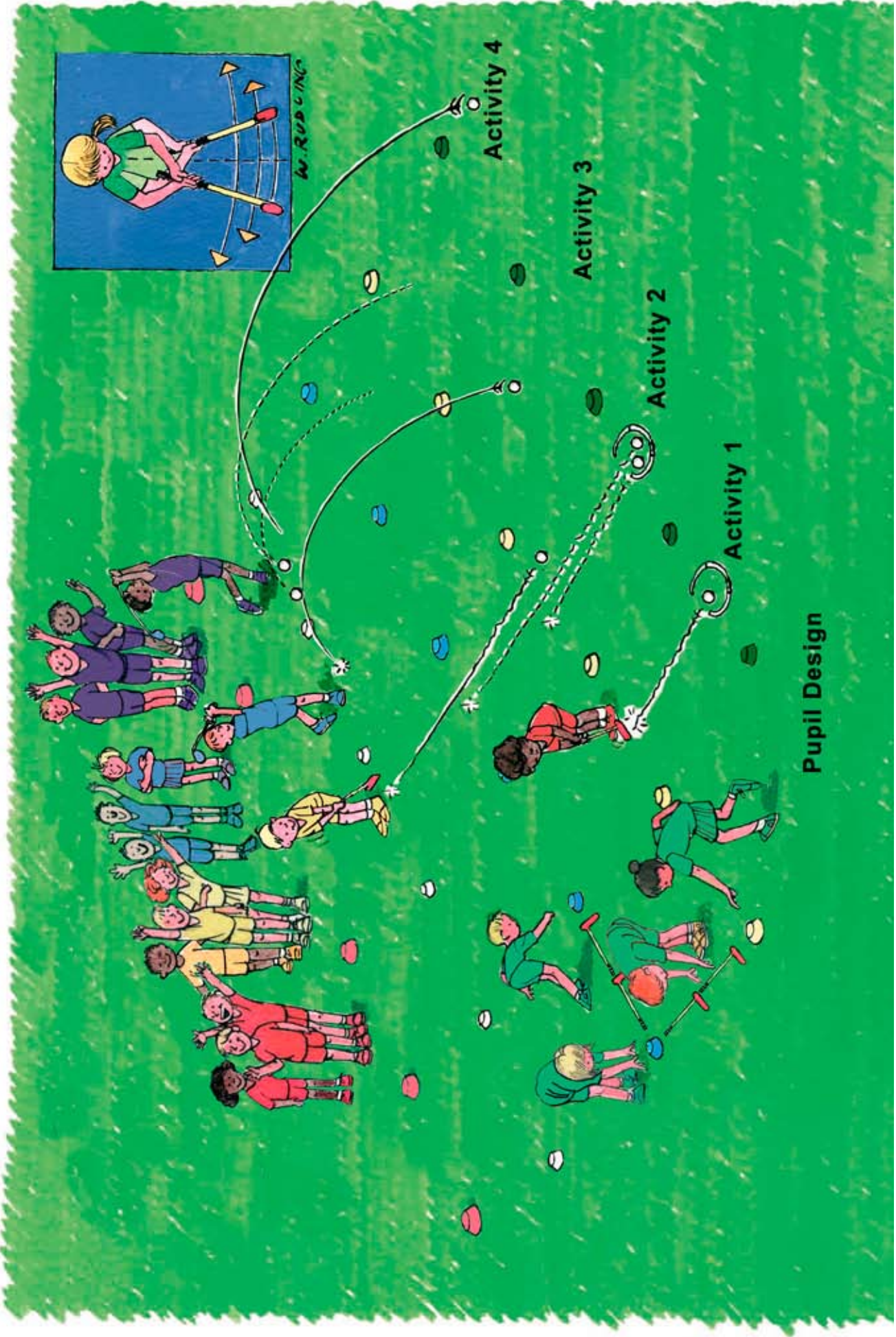
How did you work together as a team today?

What colour is used to mark safe areas in Tri-Golf games?

PE Assessment strands met during lesson

Strand	How introduced
Knowledge of Health, Safety & Fitness	<i>Divots</i> – What colour is used for safe areas in games? <i>All other games</i> – How far do I need to swing the club?
Acquiring & Developing Skills	<i>Tunnel</i> or <i>Three-in-a-row</i> – How to aim a putter: How to control distance in putting. <i>Grand National</i> – How to aim a chipper: How to control distance in chipping.
Evaluating & Improving Performance	<i>All games with clubs</i> – What aspect of putting/chipping do I need to improve upon?

High Quality and Differentiation references – see appendices



Pupil Design

Tri-Golf Lesson 3

Warm up game Finders Keepers

Pupils or teacher lay out a safety zone with red cones and a hitting line with white cones, then scatter all the remaining cones on the floor in front of the tees. Taking turns, pupils putt to hit the cones. Any cones that they strike are collected until all of them have been collected. Players pick up only the cones that they have hit (**Honesty**) and the team counts them. They should remember their score and then scatter the cones out again to try and beat their previous score (**Perseverance**). Yellow cones can now be worth 10 points. Teacher asks at the end of the second round, "Did you beat your score?" Hopefully, all pupils have achieved success cooperating in teams, playing against themselves (**Task Mastery**) and developing more **self-confidence**.



Lesson objective

By the end of the lesson pupils will be able to:

- Control the distance of the ball in the air using a chipper.
- Identify how they showed respect for their teacher and peers.

Set up for activities

8 teams of 4 players, standing behind red cones.
 Pupils to lay out games, including red safety and white hitting tees.
 White cones for tees – 3 putters length from red cones.
 Line of yellow cones – 8 putters length from white cones.
 Line of blue cones – the river – 2 putters length from yellow cones.

Activity 1: Cliffhanger

Pupils have to throw the ball under-arm to land it before river. They can then use a blue chipper to have a go. This can be extended to stopping the ball before the river; a more challenging task.
Skills award 2 out of 3 shots to land 2 putters lengths from the river which is 10 putters lengths away.
Teaching point Recap on *Tick-Tock* and *Brush the Ground*.

Activity 2: Over the river - extension

Pupils have to land the ball over a river 10 putter lengths away.
Skills award Hit 2 out of 3 shots over a line of cones 10 putters lengths away.
Teaching point Bigger *Tick-Tock* swing.

Activity 3: Down the middle

Pupils to layout 3 fairways past river by laying down 2 lines of green cones at right angles to the river with a gap of 5 putters in between.
 Pupils must land ball within the fairway in front of them and over the river.
Skills award Land 2 out of 3 shots in the fairway 5 putters lengths across and past a river 10 putters lengths away.

Plenary
 How did you show respect for the teacher and your team mates today?
 What aspect of chipping do you need to improve upon?

Strand	How introduced
Knowledge of Health, Safety & Fitness	All games – how will playing Tri-Golf help me improve my fitness?
Acquiring & Developing Skills	<i>Cliffhanger</i> or <i>Over the river</i> – How to control distance in chipping <i>Down the middle</i> – How to aim a chipper when using a full swing
Selecting & Applying Skills	All games – How to vary swing length to control distance
Evaluating & Improving Performance	<i>Tunnel</i> or <i>Runway</i> – Can I identify other pupils who can aim a putter correctly? Am I better at putting or chipping? Why?

High Quality and Differentiation references – see appendices

Tri-Golf Lesson 3



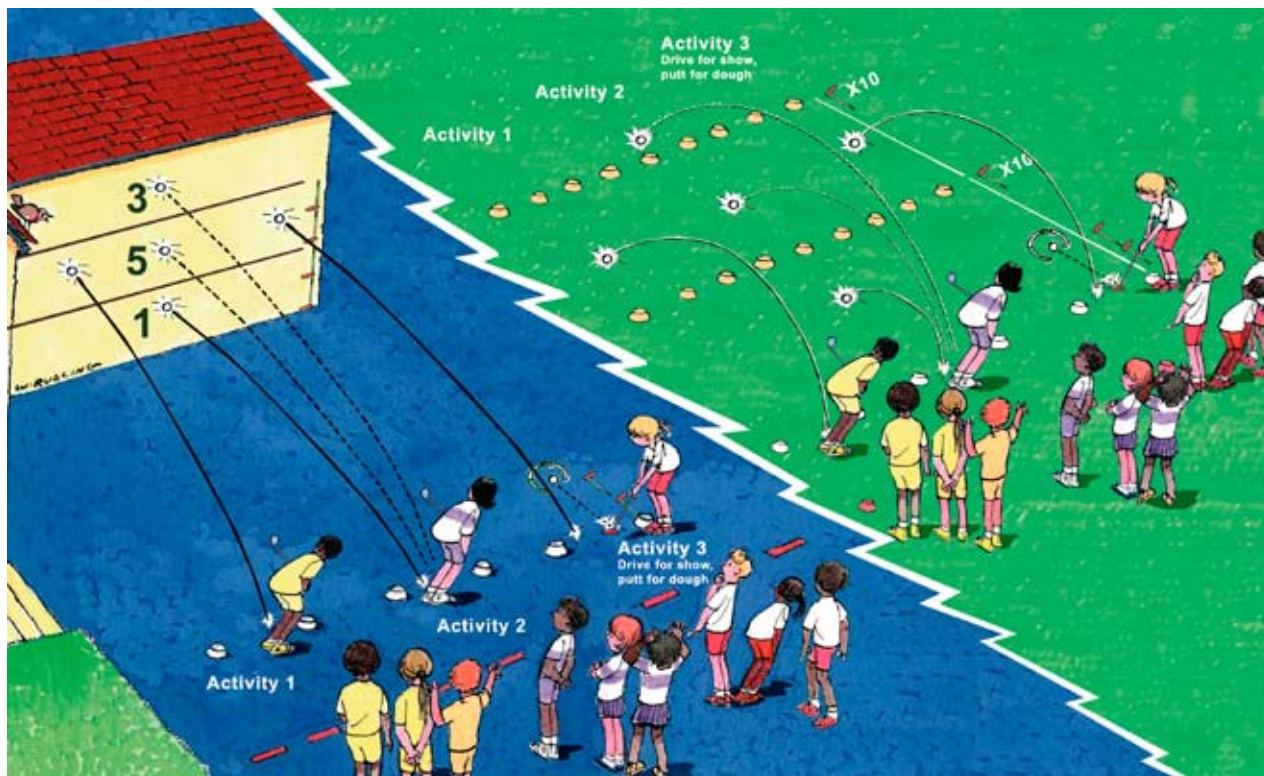
Tri-Golf Lesson 4

Lesson objective

By the end of the lesson pupils will be able to

- Control the distance and height of the ball using a chipper.
- Identify the importance of persevering on a task.

Warm up game Choose from – *Simon says* or *Finders keepers* or *Divots*.



Set up for activities

8 teams of 4 players facing:

either a wall (10 putter lengths away from the white tees) with 3 zones marked on it by 2 horizontal lines

– 1 putter length height and 3 putter lengths height

or a field with 2 lines of cones

– 10 putter lengths away and 20 putter lengths away

Activity 1: High five

Pupils have to hit ball above a line (1 putter high) on a wall or for a field over a line 10 putters away.

Skills award Hit 2 out of 3 shots above or beyond the first line on a wall (2 putters in height) or over the line (10 putters away) on a field.

Teaching point Bigger *Tick-Tock* swing required and recap on *Brush the Ground*.

Activity 2: High five – extension

Skills award To hit a shot into each of the 3 zones.

Teaching point As above.

Progression Give different points to each zone – 1 point for hitting below the bottom line, 5 points for the middle zone and 3 points for the top zone. Play *pontoon* – the first team to score 21 exactly wins. If a team goes over 21, they ‘bust’ and start from zero again.

Activity 3: Drive for show, putt for dough

If pupils hit a ball above the first line, they can then have a putt for a half hoop 2 putters away.

Skills award Land a ball over a river 10 putters lengths away and then hole a putt from 2 putters lengths away.

Extend On 2 out of 3 attempts, land a ball over 10 putters lengths away and then hole a putt from 3 putters length away.

Teaching point Aim with clubface and shoulder, control distance with *Tick-Tock*.

Plenary

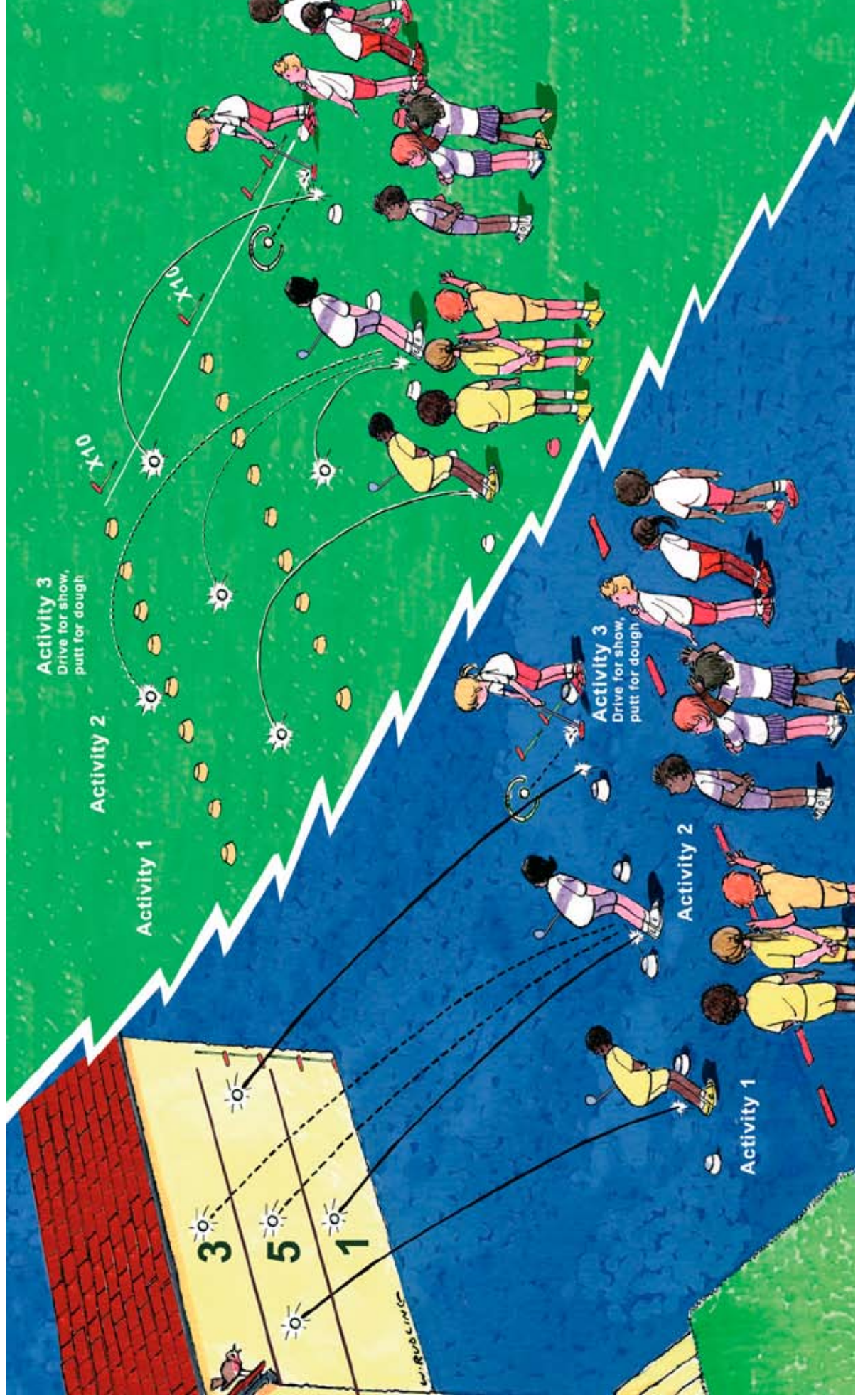
Can you identify areas for improvement in others performance? How did you stick with the task today? Why should you never give up?

PE Assessment strands met during lesson

Strand	How introduced
Knowledge of Health, Safety & Fitness	All games – Can I suggest other warm up activities/ games for Tri-Golf?
Acquiring & Developing Skills	<i>High five</i> – How to control distance and aim in chipping/ full swing <i>Drive for show, putt for dough</i> - How to control aim and distance when putting
Selecting & Applying Skills	All games – How to vary swing length to control distance
Evaluating & Improving Performance	All games with clubs – Can I identify areas for improvement in others performance? Can I suggest ways to improve performance?

High Quality and Differentiation references – see appendices

Tri-Golf Lesson 4



Tri-Golf Lesson 5 Tri-Golf Skills Festival

If lack of space is an issue, select 3 games only from the Skills Festival and run them in lesson 5. Then in lesson 6, select the remaining 3 games.

Lesson objective

- By the end of the lesson pupils will be able to:
- Work together as a team, measure out and build a game.
 - Physically demonstrate a game to their peers.
 - Demonstrate their understanding of aim and distance control through taking part in a number of skills games.
 - Identify how they concentrated on a task.

Warm up game Instruct pupils to build their own games using the Skills Festival scorecards in the Activator Manual.

Set up Follow the Skills Festival – see Activator Manual and layout overleaf.

Skills award The session can be used as an opportunity for pupils to have another go at some of the skills award targets that they missed in earlier weeks.

Plenary

When would you use a putt, a chip and a long shot?

What skill can you improve upon?

What does concentration mean and how did you concentrate today?

PE Assessment strands met during lesson

Strand	How introduced
Knowledge of Health, Safety & Fitness	All games – Can I suggest activities/lead a warm up for the Tri-Golf Skills Festival?
Selecting & Applying Skills	All games – control of aim and distance during a game situation
Evaluating & Improving Performance	All games with clubs – Can I be the coach for my team?

High Quality and Differentiation references – see appendices

Sample scorecard from the Competition Toolkit.

TRI-GOLF SKILLS FESTIVAL

Cliffhanger

Station 2

Instructions Chip the ball over the bunker (yellow cones) and try get the ball to finish between the green cones and the river (blue cones). For indoors, the ball should land between the green cones and the blue cones (river) but not necessarily stop there.

Scoring
If the player hits the ball over the yellow cones (bunker) and the ball finishes between the green and blue cones = 10 points

Equipment
1 x Tri-Golf putter per team
1 x Tri-Golf chipper per team
10 balls per team
Cones as below

Key points for success

1. Brush the ground to get the ball into the air
2. Make an equal Tick-Tock swing

Team No	Bib colour	Player or Team name	Score	Total
Example	Blue	A Player or A Team	10, 10, 10, 10, 10, 10, 10, 10	80
1				
2				

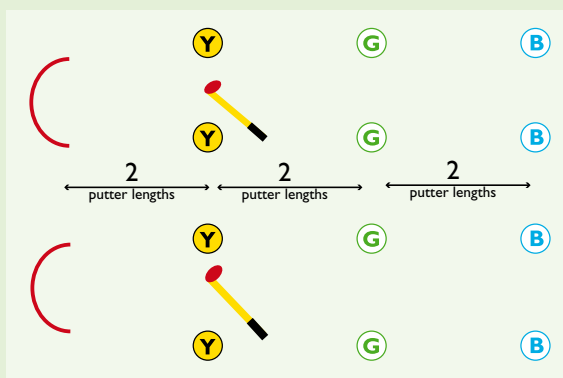
Tri-Golf Lesson 5 – outdoors

See later pages for indoor layouts.

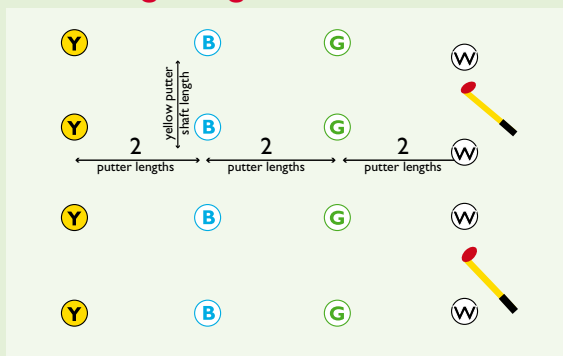
- Teacher builds central safety area using red cones.
- Teacher splits pupils into 6 equal teams and gives each team a scorecard to build a game.
- Each team builds its game and then demonstrates their game to the rest of the class.
- Pupils rotate around the games, spending approximately 5 minutes on each activity.

● = yellow cone
 ● = green cone
 ● = blue cone
 ● = white cone

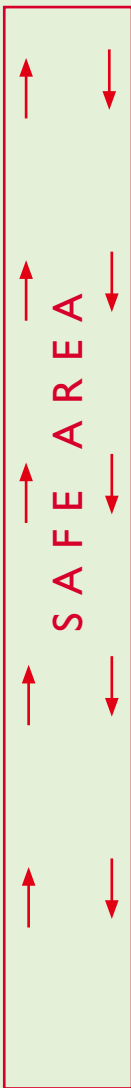
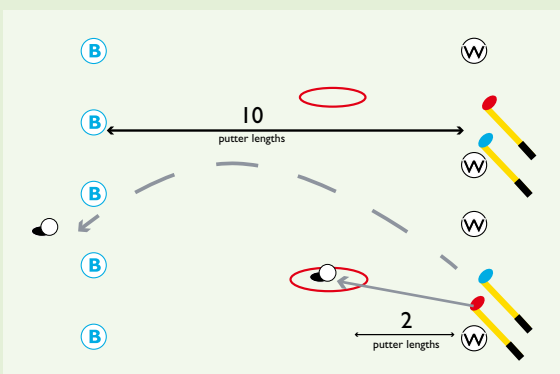
Three-in-a-row



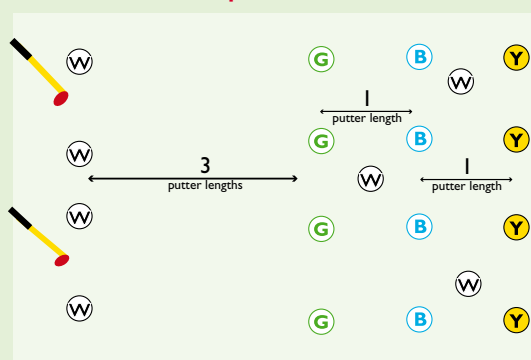
Building bridges



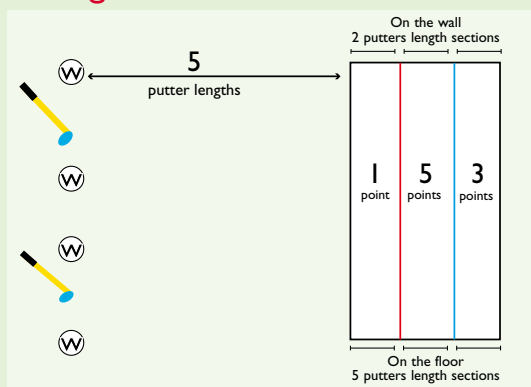
Drive for show



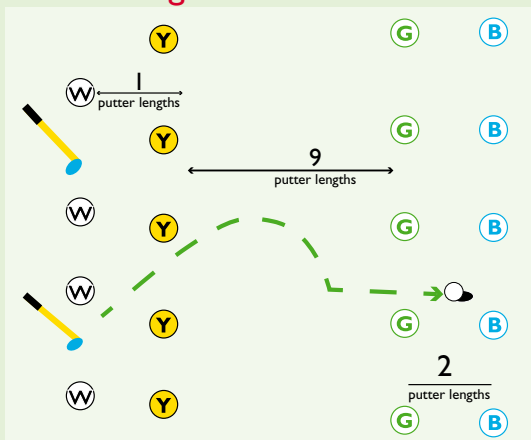
Finders keepers



High five



Cliffhanger



Tri-Golf Lesson 6

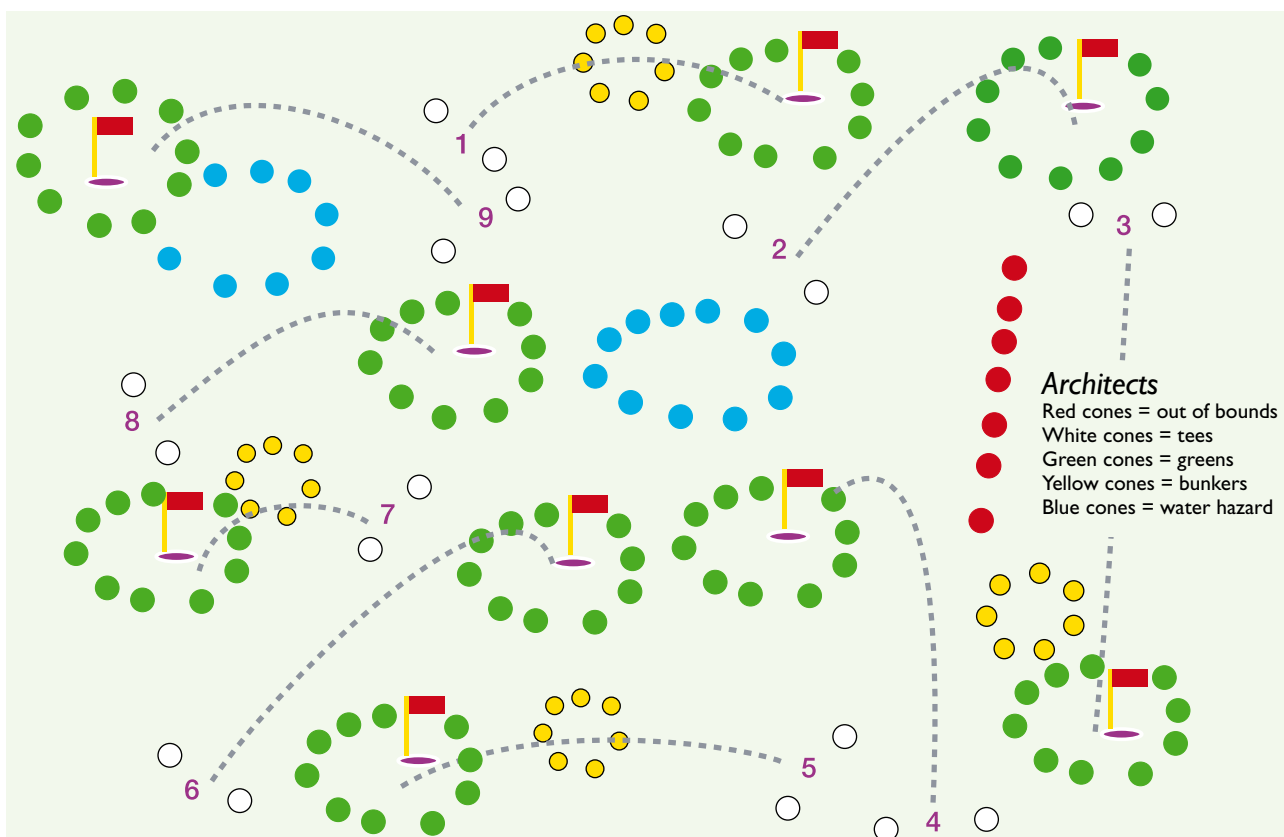
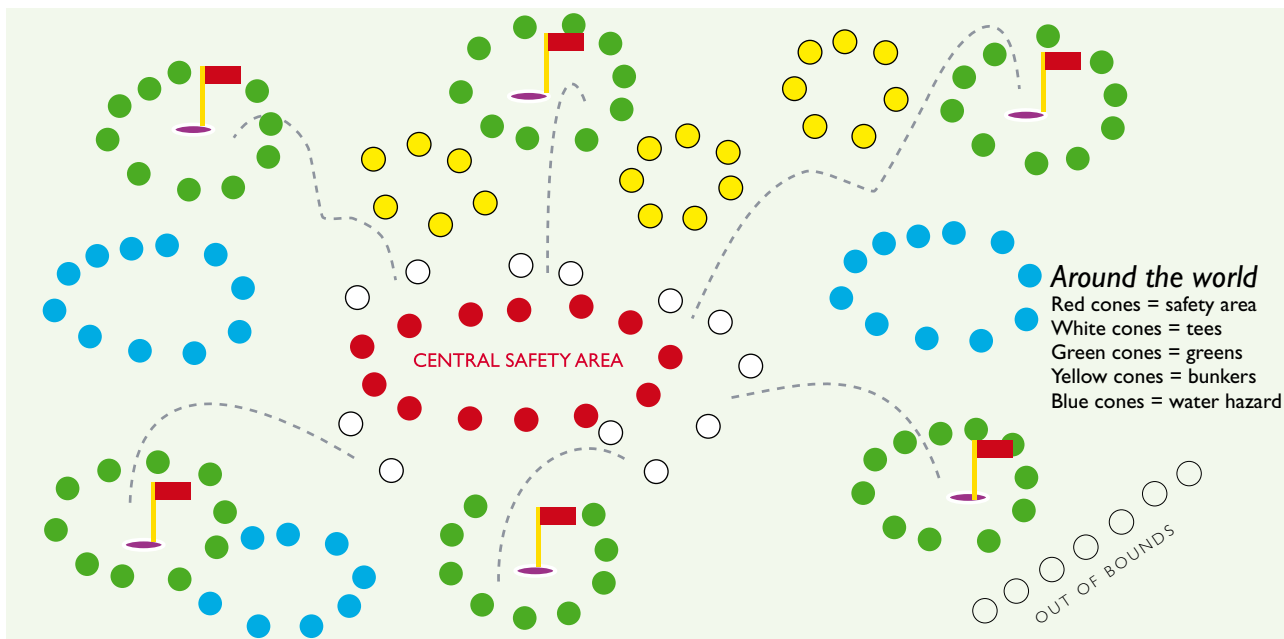
Suggestions from Teachers Notes

Some ideas for a 6th session

- Progress onto the Eagle section of the Skills Award with further games referenced in the Skills Award and found in the Tri-Golf equipment bag.
- Repeat earlier missed session.
- Repeat the Skills Festival from lesson 5.
- Split the Skills Festival into 3 games in lesson 5 and

3 games in lesson 6 if you have limited playing space in your school. See later pages for indoor layouts.

- Build a course by giving pupils in teams of 3 a putter and a chipper; a ball each, a hoop and cones (could be used for measurement in numeracy).
- Organise a visit to a local junior friendly golf course – contact your Regional Development Officer for help in setting up this visit.



Tri-Golf Appendices

Lesson 1

High Quality	Differentiation (STEP)
Pupils <u>willingly take part</u> in a range of competitive, creative and challenge-type activities both as individuals and as an integral part of teams and groups.	<u>Space</u> 1. Make the length of the tunnel longer (harder) or shorter (easier). 2. Make the tunnel narrower (harder) or wider (easier).
Pupils clearly think about what they are doing and <u>make appropriate decisions</u> for themselves.	<u>Task</u> Less able pupils can continue to use their hands to roll the ball rather than use a putter. More able pupils can use a putter after the first go or progress to the chipper.
	<u>Equipment</u> Hit a half-hoop (easier), hit a cone (harder).
	<u>People</u> Specific support given by teacher/coach etc to those who need it.

Lesson 2

High Quality	Differentiation (STEP)
Pupils <u>know and understand</u> what they are trying to achieve and how to go about it.	<u>Space</u> 1. Make the length of the tunnel longer (harder) or shorter (easier). 2. Make the tunnel narrower (harder) or wider (easier).
Pupils <u>show a desire</u> to improve and achieve in relation to their abilities and aspirations.	<u>Task</u> Less able pupils can continue to use their hands to roll the ball rather than use a putter. More able pupils can use a putter after the first go or progress to the chipper.
	<u>Equipment</u> The ball should finish inside a large hoop (easier), small hoop (harder)
	<u>People</u> Specific support given by teacher/coach etc to those who need it.

Lesson 3

High Quality	Differentiation (STEP)
Pupils have the <u>skills and control</u> that they need to take part in PE and sport.	<u>Space</u> 1. Make the distances before or after the river longer (harder) or shorter (easier). 2. Make the fairway narrower (harder) or wider (easier).
Pupils are <u>committed</u> to PE and sport and make them a central part of our lives – both in and out of school.	<u>Task</u> Less able pupils have 1 minute to complete 3 attempts. More able pupils have 1 minute to complete 5 attempts.
	<u>Equipment</u> Use a larger (easier) or smaller (harder) ball to hit with.
	<u>People</u> Specific support given by teacher/coach etc to those who need it. Set pupils in each group specific targets, e.g. One group has to have 15 out of 20 successful attempts and another group has to have 10 out of 20 successful attempts.

Lesson 4

High Quality	Differentiation (STEP)
Pupils <u>enjoy</u> PE, school and community sport.	<u>Space</u> 1. Make the width of the targets narrower/move the start position further away (harder) or make the width of the targets wider/move the start position closer (easier). 2. Make the distance for the putting ring longer (harder) or shorter (easier).
Pupils understand that PE and sport are an important part of a <u>healthy and active lifestyle</u> .	<u>Task</u> Less able pupils can continue to use their hands to throw the ball at the different targets. Less able pupils have 1 minute to complete 3 attempts and more able pupils have 1 minute to complete 5 attempts.
Pupils have the <u>confidence</u> to get involved in PE and school and community sport.	<u>Equipment</u> Use a larger (easier) or smaller (harder) ball to hit or throw with.
	<u>People</u> More able pupils can support the teacher by helping less able pupils.

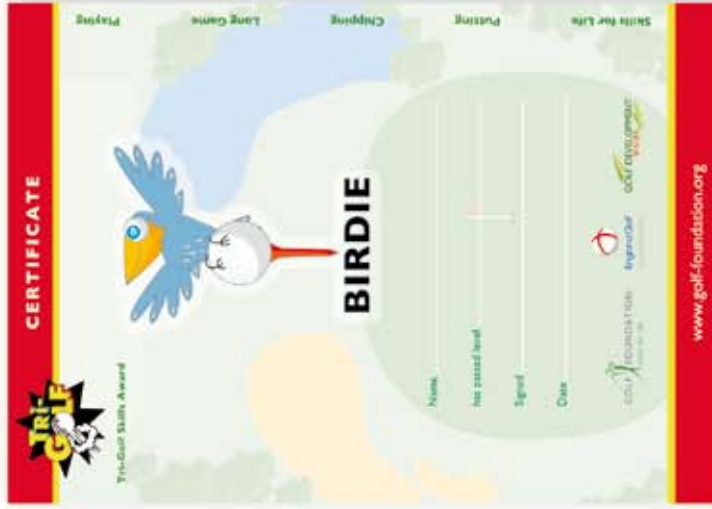


Name _____
Class _____

Tri-Golf Skills Award: Pupil Scorecard

Level	Skills for Life	Putting	Chipping	Long Game	Playing
 PAR	How did you stay safe? How were you honest?	<input type="checkbox"/> Keep 2 out of 3 putts in the tunnel. <input type="checkbox"/> Hit 2 out of 3 putts onto the target cone.	<input type="checkbox"/> Land 2 out of 3 shots on the 'Runway'. <input type="checkbox"/> Land 2 out of 3 shots over the first fence.	<input type="checkbox"/> Hit 2 out of 3 shots in the air over the river. <input type="checkbox"/> Hit 2 out of 3 shots over the river and within the fairway.	<input type="checkbox"/> Build and demonstrate a Skills Challenge game. <input type="checkbox"/> Complete 6 games of the Skills Challenge.
 BIRDIE	How did you keep healthy? How did you help your team?	<input type="checkbox"/> Stop 2 out of 3 putts in the hoop. <input type="checkbox"/> Stop the ball in the hoop from all 3 distances.	<input type="checkbox"/> Land the ball over 3 different fences. <input type="checkbox"/> Land 2 out of 3 shots before the river.	<input type="checkbox"/> Hit 2 out of 3 shots over first line. <input type="checkbox"/> Hit 1 shot into each of 3 zones.	<input type="checkbox"/> Hit the ball over the river; then putt the ball into the hoop. <input type="checkbox"/> On 2 out of 3 attempts, hit the ball over the river; then putt the ball into the hoop.
 EAGLE	How did you show respect for your teacher or team mates? How did you concentrate?	<input type="checkbox"/> Hit 5 cones from different distances. <input type="checkbox"/> Stop the ball in the hole from 5 distances.	<input type="checkbox"/> Land 2 out of 3 shots on the green. <input type="checkbox"/> Stop 2 out of 3 shots on the green.	<input type="checkbox"/> Hit 2 out of 3 shots onto the green. <input type="checkbox"/> Stop 2 out of 3 shots on the green.	<input type="checkbox"/> Design and build a Tri-Golf hole. <input type="checkbox"/> Score 5 shots or less playing the Tri-Golf hole.





Certificates and stickers



Congratulations on attending a Tri-Golf Activator workshop!

Hopefully, you are now ready to deliver Tri-Golf to your pupils. You are also eligible to run the Tri-Golf Skills Award with your class. Remember, the exciting feature of the award is that it is about the pupils keeping and recording their own scores just like players do in the real game of golf.

To help you run the Tri-Golf Skills Award, this voucher entitles you to receive an introductory pack of pupil scorecards, certificates and stickers for a class of up to 30 pupils. Additional resources can then be purchased at a nominal fee using the order form in the pack.

Please complete and return the introductory voucher below and include a cheque for £15 made payable to the Golf Foundation.

Have fun delivering golf and teaching the Skills for Life.

The Golf Foundation



Tri-Golf Skills Award Voucher

Name of teacher _____

School _____

School Sport Partnership _____

School class participating _____ Number of pupils in class: _____

Term when golf will be delivered _____

Date and venue of Tri-Golf Activator workshop attended _____

What appeals to you about the Tri-Golf Skills Award? _____

Please return to the Tri-Golf Skills Award administrator with a cheque for £15 made payable to the Golf Foundation.

Golf Foundation, The Spinning Wheel, High Street, Hoddesdon, Hertfordshire, EN11 8BP

Tri-Golf Skills Festival – outdoor

Ideal activity for end of block activity - lesson 5 or 6

- Teacher builds central safety area using red cones.
- Teacher splits pupils into 6 equal teams and gives each team a scorecard to build a game.
- Each team builds a game and then demonstrates it to the rest of the class. There should be two tees (hitting areas) per game.
- Pupils rotate around the games, spending approximately 5 minutes on each activity and keeping score using the scorecard provided.

● = yellow cone
 ● = green cone
 ● = blue cone
 W = white cone

Three-in-a-row

Finders keepers

SAFE AREA

↑ ↓

Building bridges

High five

Drive for show, putt for dough

Bullseye

Tri-Golf Skills Festival – indoor

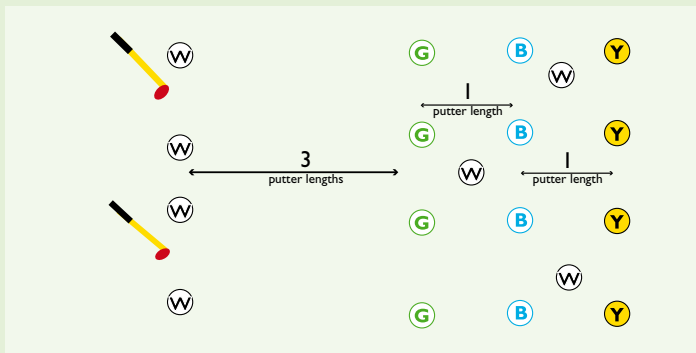
Ideal activity for end of block activity - lesson 5 or 6

- Teacher splits pupils into 6 equal teams - 2 teams build one game, 2 teams build another game and 2 teams build the last game.
- Pupils demonstrate their game. There should be 2 tees per game so that the 6 teams can rotate around 6 tees

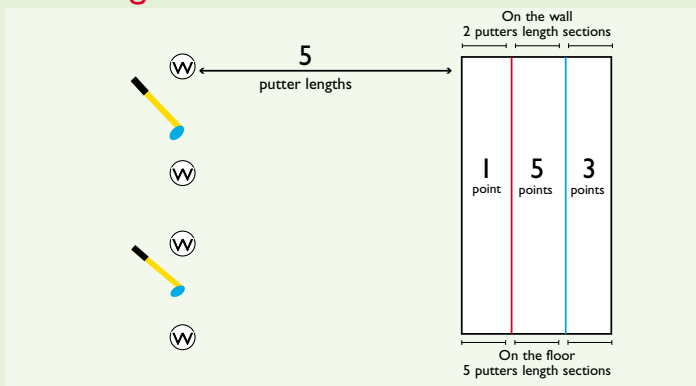
● = yellow cone
 ● = green cone
 ● = blue cone
 W = white cone



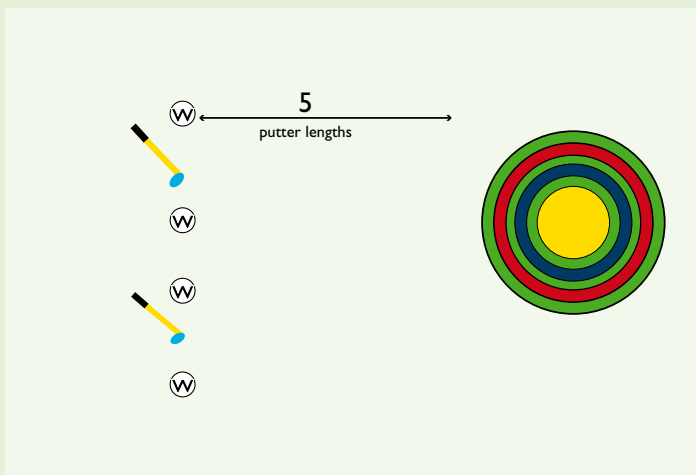
Finders keepers



High five



Bullseye



SAFE AREA

R

R

R

R

R

R

R

R

R

R

Tri-Golf Skills Festival – indoor

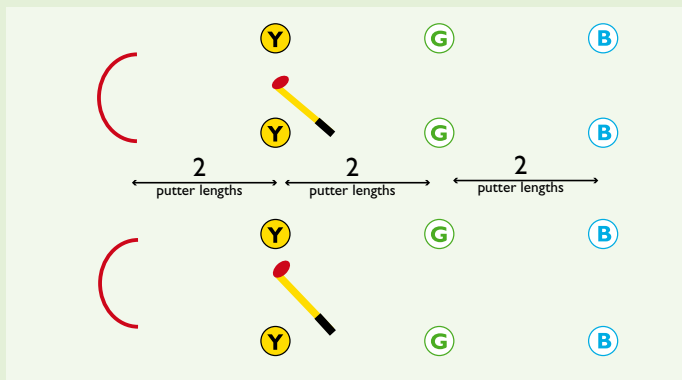
Ideal activity for end of block activity - lesson 5 or 6

- Teacher splits pupils into 6 equal teams - 2 teams build one game, 2 teams build another game and 2 teams build the last game.
- Pupils demonstrate their game. There should be 2 tees per game so that 6 teams can rotate around 6 tees in 3 games
- Pupils rotate around the games, spending approximately 5 minutes on each activity and keeping score using the scorecard provided.

Y = yellow cone G = green cone B = blue cone W = white cone



Three-in-a-row

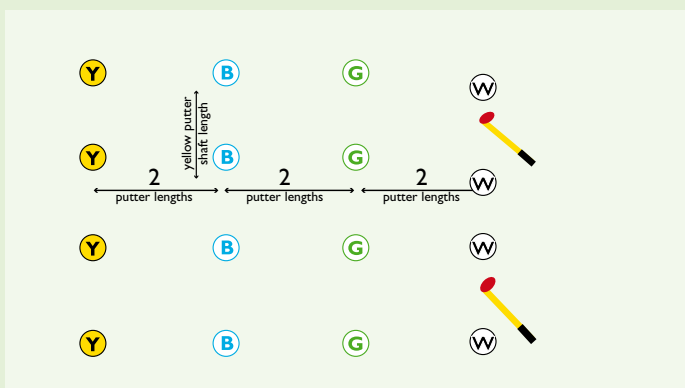


(R)

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(R)

Building bridges



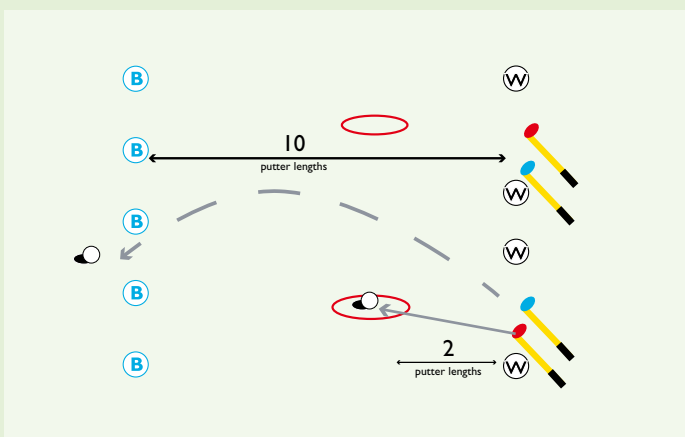
(R)

(R)

(R)

(R)

Drive for show, putt for dough



(R)

(R)

(R)

SAFE AREA



SCORECARD

Team name		Game	Score	Total
Team No				
1	High five			
2	Bullseye			
3	Drive for show			
4	Building bridges			
5	Three-in-a-row			
6	Finders keepers			
Grand total				
Signature				



SCORECARD

Team name		Game	Score	Total
Team No				
1	High five			
2	Bullseye			
3	Drive for show			
4	Building bridges			
5	Three-in-a-row			
6	Finders keepers			
Grand total				
Signature				

High five

Station 1



Instructions Chip the ball into the marked areas to score points. The more accurate you are the more points you can score!
Pupils should not collect the balls until all balls have been hit.

Scoring

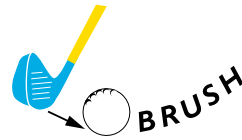
Below red line
= 1 point
Above red and below blue
= 5 points
Above blue line
= 3 points

Equipment

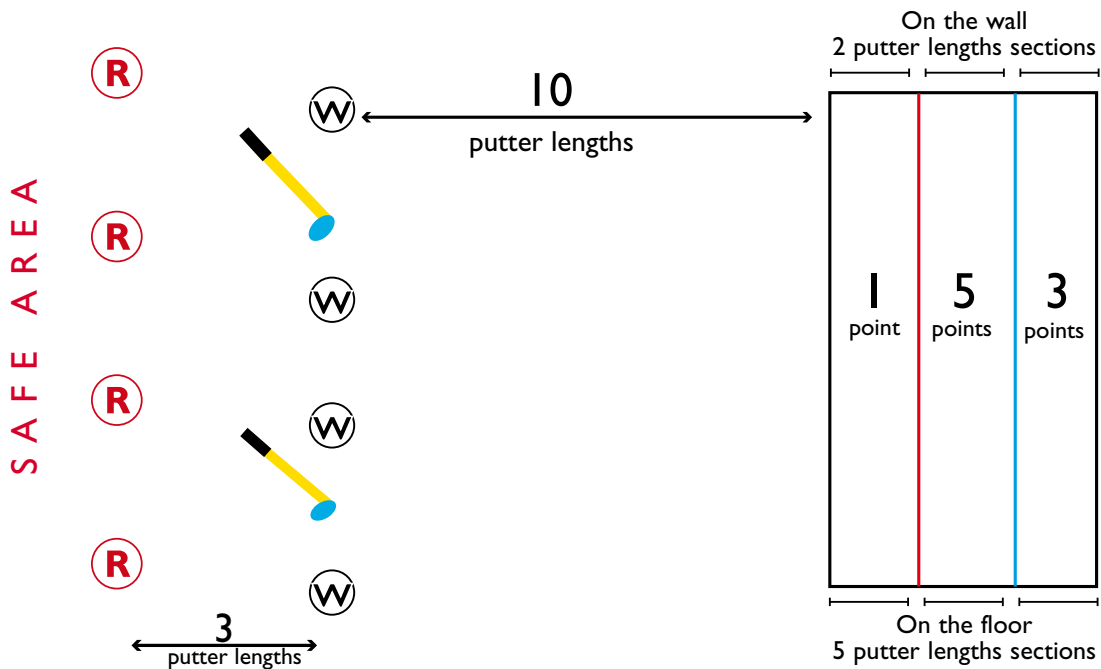
1 x Tri-Golf chipper per team
2 x Tri-Golf balls per team member
Cones as below
Use cones to mark the areas on the floor if not using a wall

Key points for success

1. Brush the ground to get the ball into the air



2. Keep feet still for good balance through the swing



Team No	Bib colour	Player or Team name	Score	Total
Example	Blue	A Player or A Team	5, 3, 1, 5, 3, 3, 3, 5, 1, 3	32
1				
2				
3				
4				
5				
6				

Bullseye

Station 2



Instructions The target is to be laid flat 5 putter lengths from the tee. Up to 2 teams on the station. Chip the ball in the air aiming at the centre of the target. Balls should not be collected until all balls have been hit and a command has been given.

Scoring

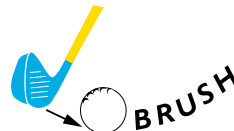
Yellow inner = 10 points
 Inside green = 5 points
 Blue circle = 4 points
 Middle green = 3 points
 Red circle = 2 points
 Outer green = 1 point

Equipment

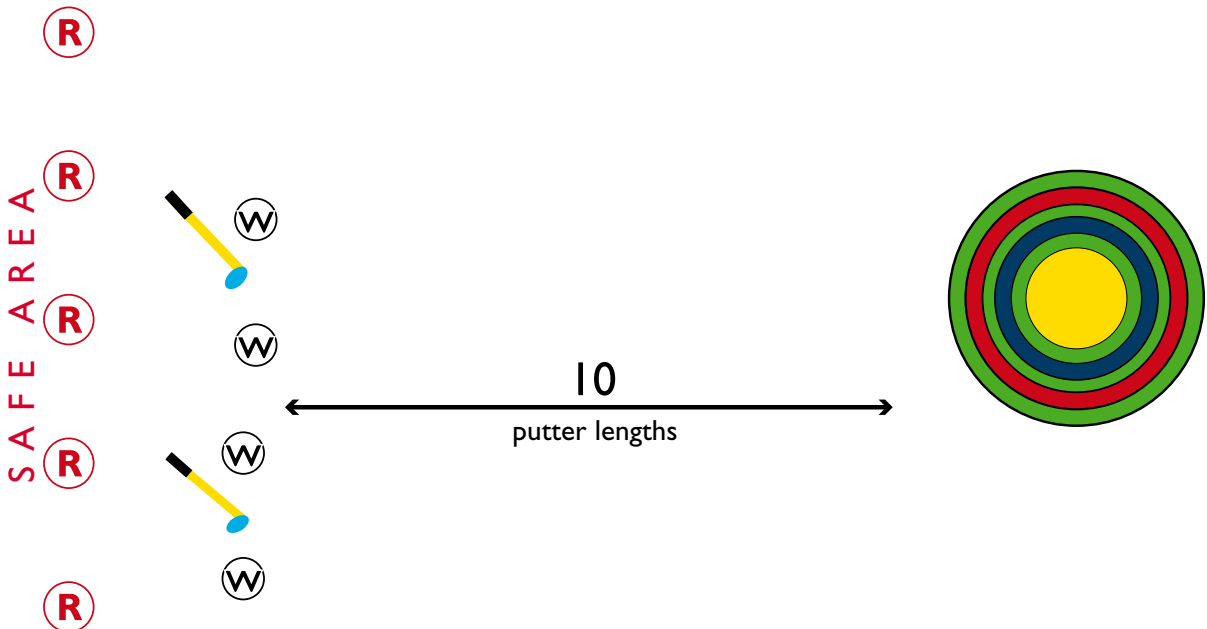
1 x Tri-Golf chipper per team
 1 x 2m Tri-Golf pop up target
 5 x velcro balls per team
 Cones could be used if you do not have a Tri-Golf target

Key points for success

1. *Brush the ground* to get the ball into the air



2. Practice and then play for success.



Team No	Bib colour	Player or Team name	Score	Total
Example	Blue	A Player or A Team	10, 5, 1, 4, 4, 2, 5, 1, 10, 10, 2	54
1				
2				
3				
4				
5				
6				

Drive for show, putt for dough

Station 3



Instructions Chip the ball over the river for the chance to putt the ball into the hoop.

Scoring

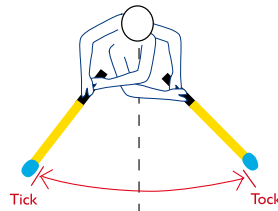
If the player hits the ball over the river (blue cones) they attempt a putt into the hoop.
 Each successful drive = 5 points
 Each successful putt = 5 points

Equipment

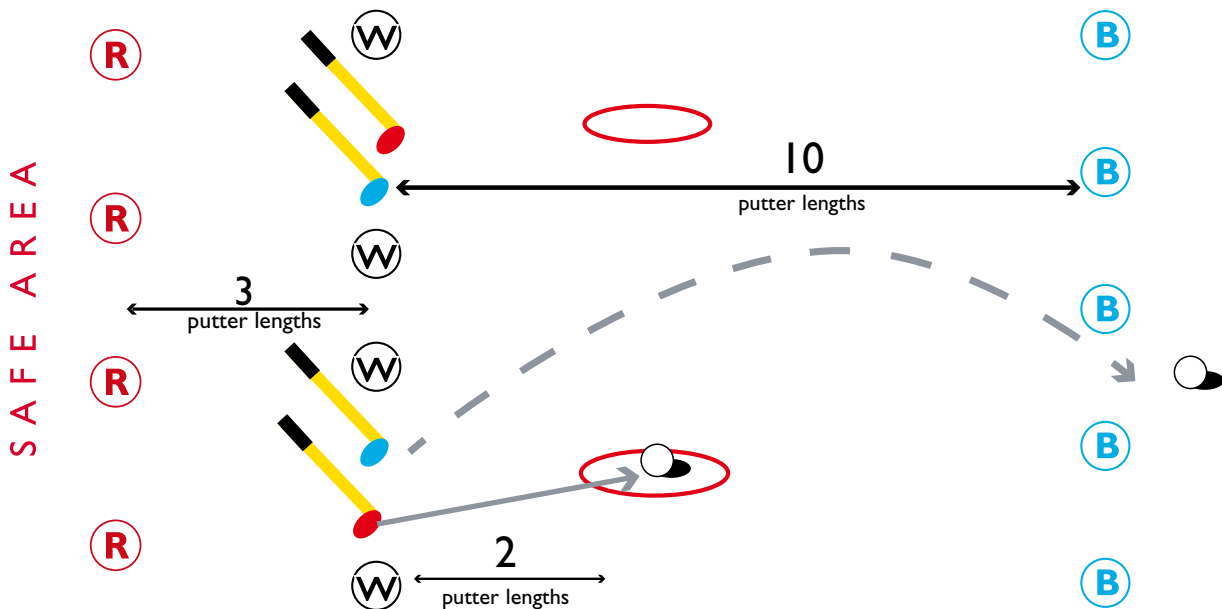
1 x Tri-Golf putter per team
 1 x Tri-Golf chipper per team
 2 balls per team
 1 hoop per team
 Cones as below

Key points for success

1. Make an equal *Tick-Tock* swing



2. Practice and play for success



Team No	Bib colour	Player or Team name	Score	Total
Example	Blue	A Player or A Team	5, 5, 5, 5, 5, 5, 5, 5	40
1				
2				
3				
4				
5				
6				

Building bridges

Station 4



Instructions Team members start in turn at the white cones and putt through the blue cones. The first successful player stands behind the blue cones with their feet shoulder width apart. The next player has to putt through the tunnel made by the first player's feet. If successful, the second player stands behind the first player and the third player has a go until a bridge of 3 players is formed. Once the bridge has been formed, the team can start again but this time aiming for the green cones to begin the tunnel.

Scoring

Each bridge scores 10 points

Equipment

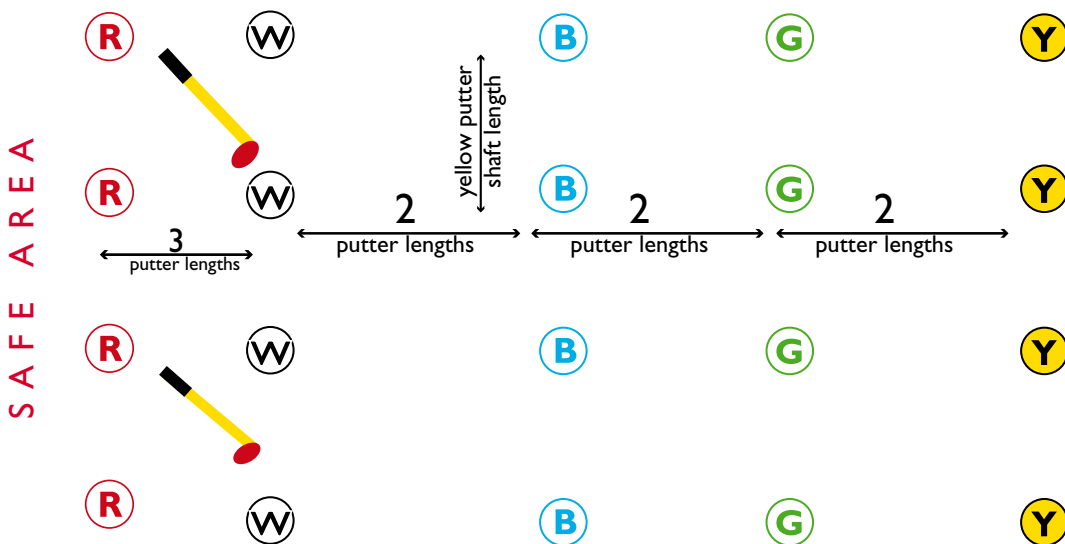
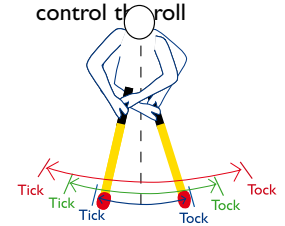
1 x Tri-Golf putter per team
1 ball per team
Cones as below

Key points for success

1. Club face behind ball and pointing



2. Use Tick-Tock swing to control the roll



Team No	Bib colour	Player or Team name	Score	Total
Example	Blue	A Player or A Team	10, 10, 10, 10, 10, 10, 10, 10	80
1				
2				
3				
4				
5				
6				

Three-in-a-row

Station 5



Instructions The team starts at the yellow cones. The first player will attempt to roll the ball into the hoop. If successful, the same player can have a putt from the green cones, followed by the blue if successful again. The purpose of the game is to putt 3 in a row from 3 different distances. If a player misses at any stage, their turn is over and the next person starts from yellow.

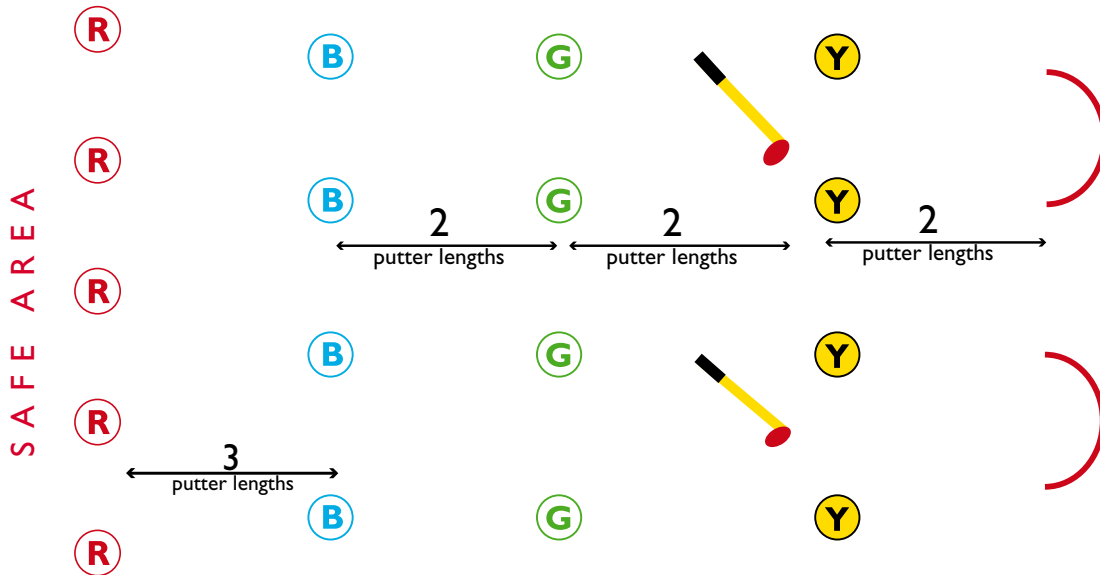
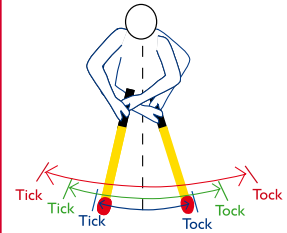
Scoring
10 points if 3 putts in a row are holed

Equipment
1 x Tri-Golf putter per team
1 ball per team
Half hoop per team
Cones as below

Key points for success
1. Club ready and aim using the red part of the club



2. Use *Tick-Tock* swing to control the roll



Team No	Bib colour	Player or Team name	Score	Total
Example	Blue	A Player or A Team	10, 10, 10, 10, 10	50
1				
2				
3				
4				
5				
6				

Finders keepers

Station 6



Instructions Putt the ball towards the cones, the first cone the ball hits, the player collects with the ball and returns it to the team. Avoid the white 'out of bounds' cones if you can! If all cones are hit within the time limit scatter again and continue. Players can pick up more than one cone if they hit more than one cone.

Scoring

Yellow hit = 10 points
 Blue hit = 5 points
 Green hit = 1 point
 White hit = minus 2 points

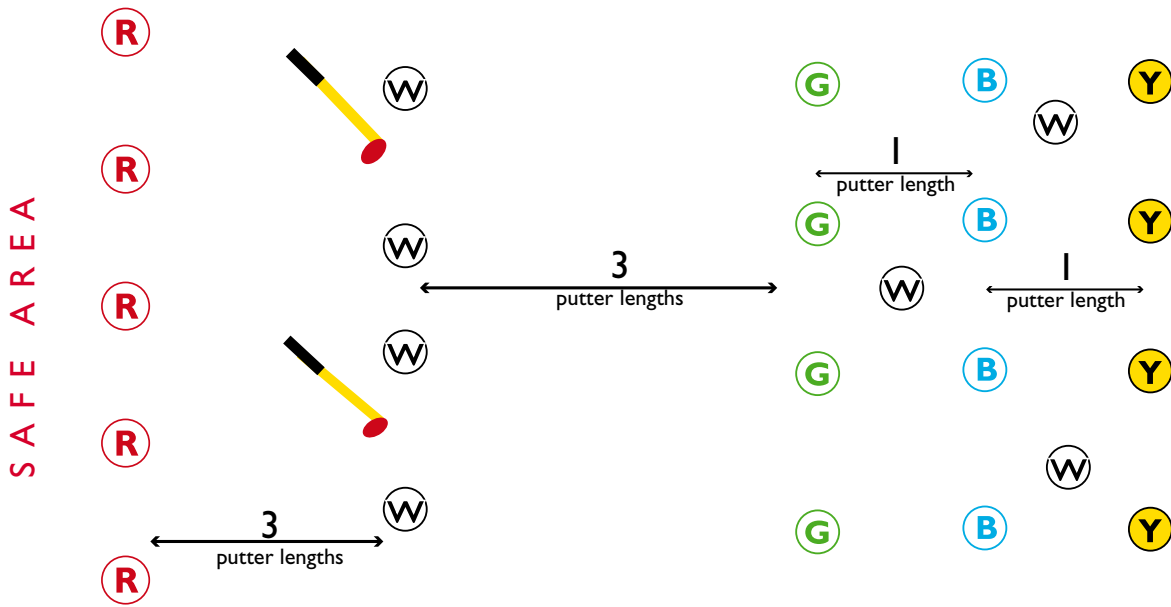
Equipment

1 x Tri-Golf putter per team
 1 ball per team
 Cones as below

Key points for success

1. Choose a cone to try to hit then get your aim

2. The waiting players can act as a coach and give encouragement



Team No	Bib colour	Player or Team name	Score	Total
Example	Blue	A Player or A Team	10, 5, 1, -2, 5, 1, 10, 10, -2	38
1				
2				
3				
4				
5				
6				

Safety first

It is important to make your Tri-Golf session FUN and provide a high enjoyment factor.

It is more important is to ensure the safety of everyone within the session, as we all know, accidents are not fun.

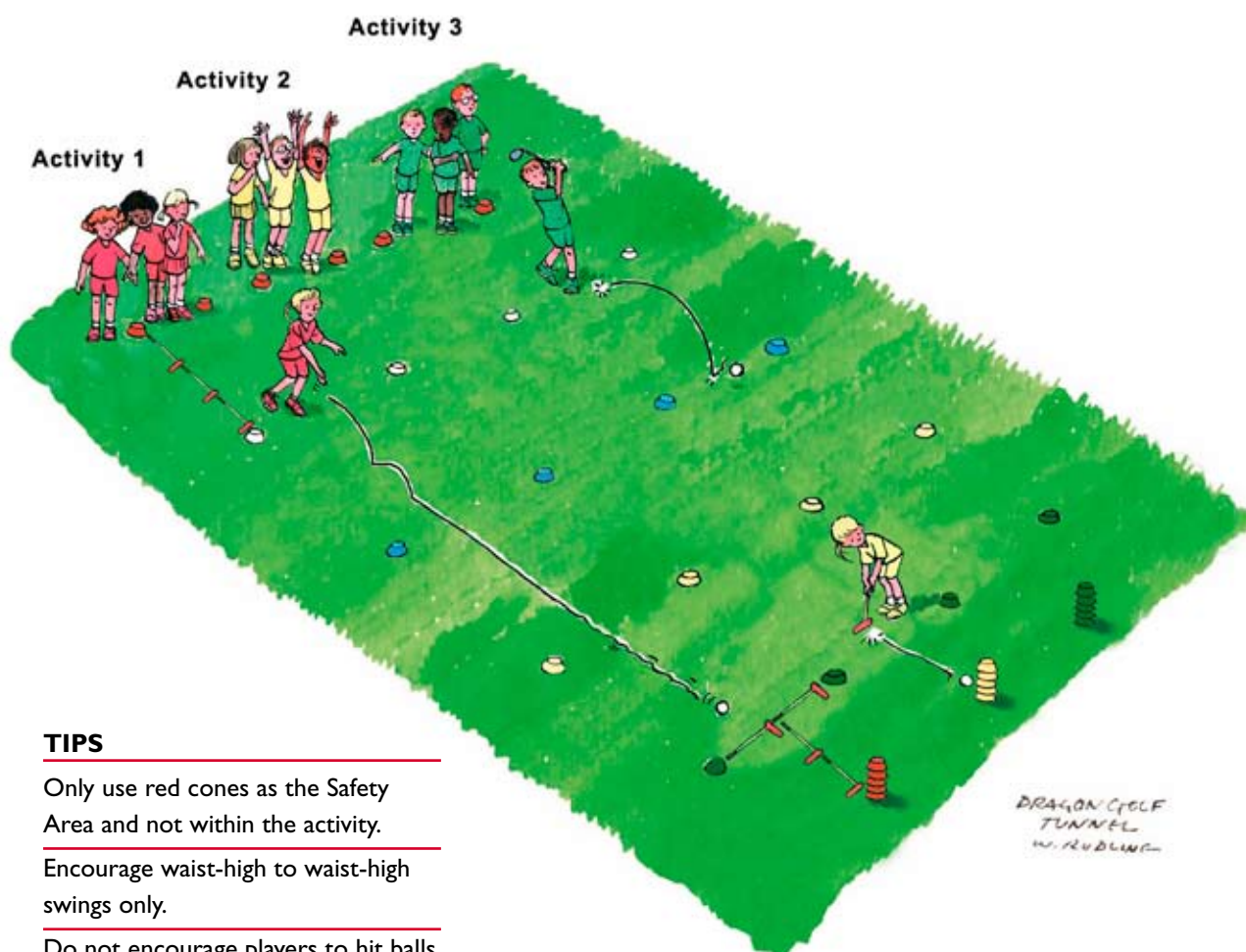
Keep all equipment to the side of the Playing Area at all times. Any excess equipment should be stored within the Tri-Golf carry bag. Also try and keep the equipment being used to a minimum i.e. only one club and ball per team.

Safety line must be in place at all times to represent a Safe Area. Use red cones so players know where to stand when not taking part.

Ensure a gap between the red cones (safety area) and white cones (hitting area) of at least 3 putter lengths.

As the coach you also need to be safe. Stand within the Safety Area or by the side but behind the ball. The side position allows you to view the whole session.

Use the word "FORE!" to stop the activity if you see danger.



TIPS

Only use red cones as the Safety Area and not within the activity.

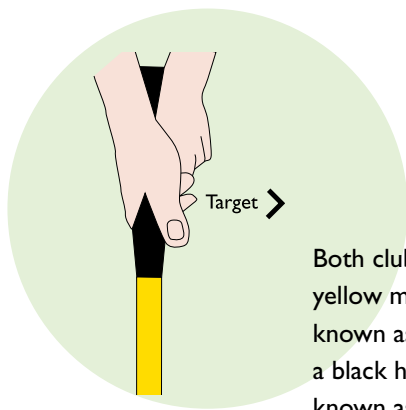
Encourage waist-high to waist-high swings only.

Do not encourage players to hit balls towards other people.

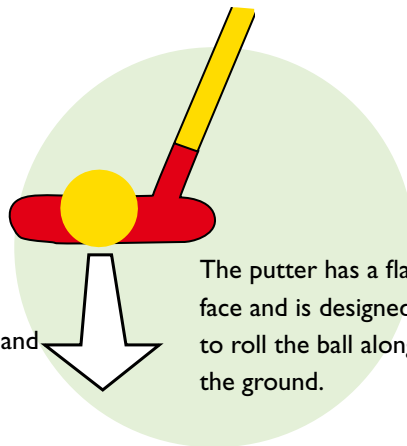
Keep all clubs on the floor when not playing an activity.

Tri-Golf equipment

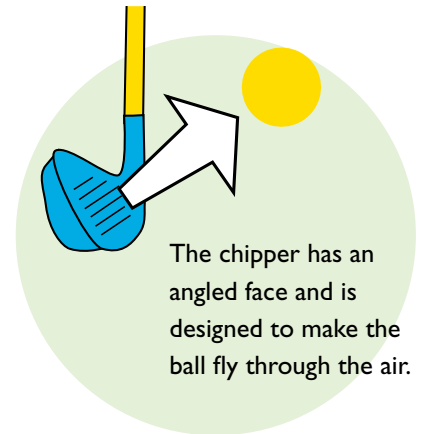
Golf clubs are available in all different shapes and sizes. For a young beginner this can become very confusing. Tri-Golf equipment eliminates this problem by simply having a putter and a chipper.



Both clubs have a yellow mid section, known as the shaft and a black handle, also known as the 'grip'



The putter has a flat face and is designed to roll the ball along the ground.



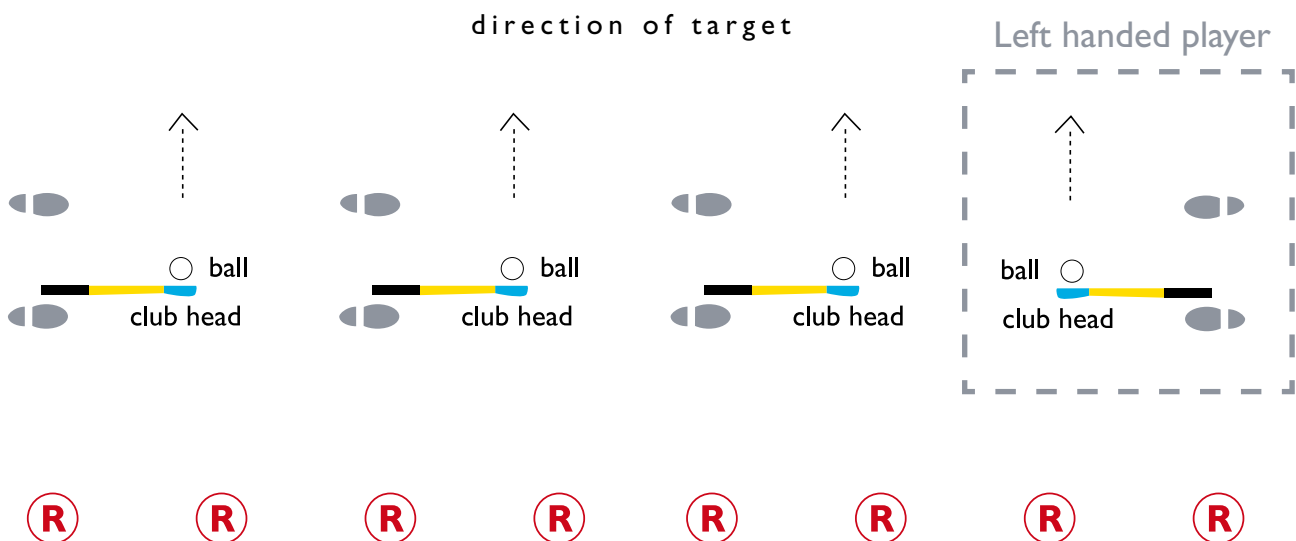
The chipper has an angled face and is designed to make the ball fly through the air.

Left handed clubs

Some players may be left handed. Left handed clubs are provided within the Tri-Golf equipment bag. The club head is simply on the other way around.

Safety Point

Where do you position a left handed player? Always ensure that players are never playing back-to-back. Where possible, position left handed players to the end of the line if the following layout is being used.



SAFE AREA

Putting

The purpose of putting is to roll the ball along the green into the hole using a putter.

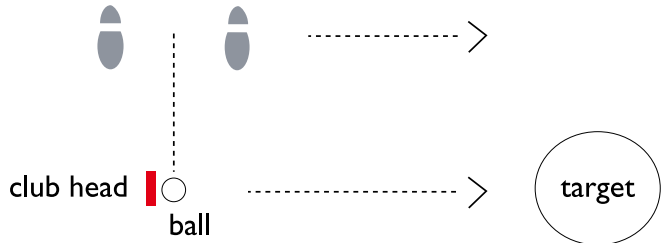
As a Tri-Golf Activator, your role is not to create the next Open champion, but simply ensure a young person is having a fun, safe and enjoyable experience while taking part in a Tri-Golf session.

The following guidelines assist you in providing a group or individual with simple technique to allow them to achieve during the session.

If you feel you need more guidance, then contact your local PGA Professional for support.

Aiming the putter

The club head of the putter should face directly towards the target. It should be placed behind the ball before playing the stroke.



Holding the putter

Scarecrow routine Encourage the pupil to:

- Stand with the club on the floor with the grip pointing to the centre of their feet.
- Make like a scarecrow with hands out – the hand closest to the target goes on top of the grip.
- The hand furthest from the target goes underneath
- Both hands are touching as shown below.

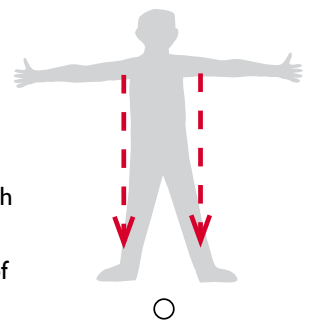


How to stand

To swing with balance it is important to stand correctly.

Ensure:

- Feet are approx shoulder width apart (see right).
- Ball is in line with the centre of the feet (see above).
- Toes and belt-buckle are facing the ball.
- *Tip* – Feet together opposite ball, then little step left, little step right.
- *Tip* – Use the rubber foot prints provided with the Tri-Golf equipment bag.



Pendulum swing

The golf swing is similar to the pendulum on a grandfather clock. 'Tick-Tock like a clock'.

Swing the putter backwards and forwards the same distance.

To increase the distance of the putt, swing the club further back.....



Swing the putter smoothly and not too fast.

.....but remember to swing through and point the club towards the hole.

Chipping

The purpose of chipping is to lift the ball into the air using a chipper.

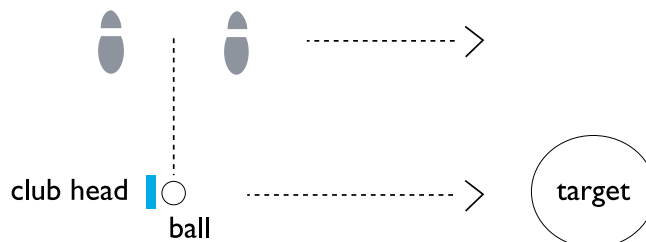
As a Tri-Golf Activator, your role is not to create the next Open champion, but simply ensure a young person is having a fun, safe and enjoyable experience while taking part in a Tri-Golf session.

The following guidelines assist you in providing a group or individual with simple technique to allow them to achieve during the session.

If you feel you need more guidance, then contact your local PGA Professional for support.

Aiming the chipper

The club head of the chipper should face directly towards the target. It should be placed behind the ball before playing the stroke.



Holding the chipper

Scarecrow routine Encourage the pupil to:

- Stand with the club on the floor with the grip pointing to the centre of their feet.
- Make like a scarecrow with hands out – the hand closest to the target goes on top of the grip.
- The hand furthest from the target goes underneath
- Both hands are touching as shown below.

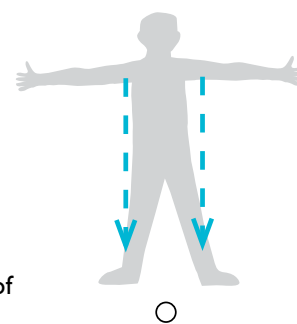


How to stand

To swing with balance it is important to stand correctly.

Ensure:

- Feet are approx shoulder width apart (see right).
- Ball is in line with the centre of the feet (see above).
- Toes and belt-buckle are facing the ball.
- *Tip* – Feet together opposite ball, then little step left, little step right.
- *Tip* – Use the rubber foot prints provided with the Tri-Golf equipment bag.



Pendulum swing

The golf swing is similar to the pendulum on a grandfather clock. 'Tick-Tock like a clock'.

Swing the club backwards and forwards the same distance.

To increase the distance of the shot, swing the club further back.....



Swing the club smoothly and not too fast.

.....but remember to swing through and point the club towards the target.

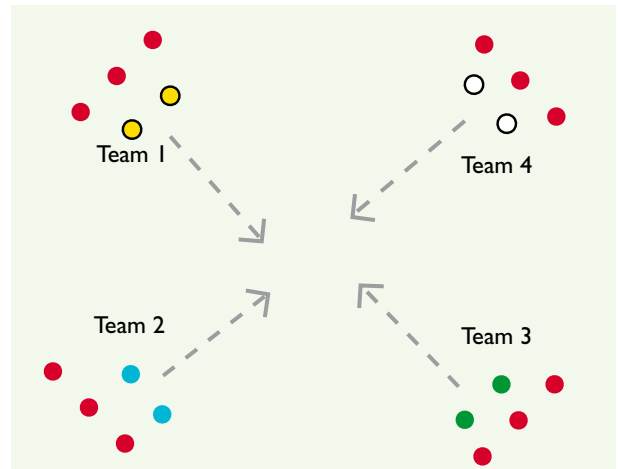
When chipping can you make a tap sound with the club on the ground as you hit the ball? This encourages a downwards strike to get the club underneath the ball.

Layout options

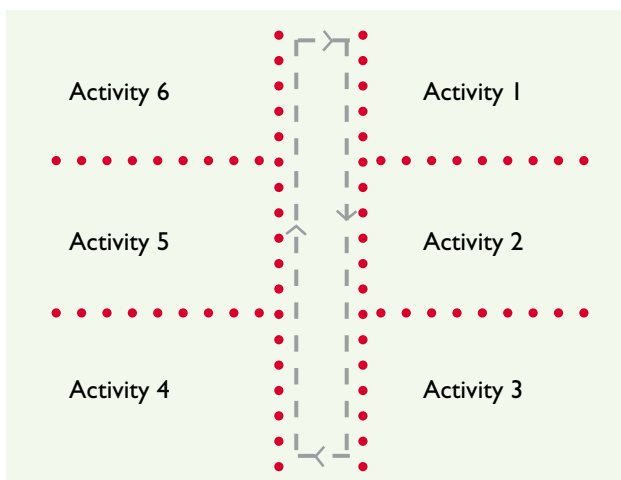
The flexibility of Tri-Golf allows you to create a fun, learning environment to suit your facility. The most important factor to consider is the number of participants and create a safe activity area. Below are some examples of Tri-Golf areas to help you with your session planning.



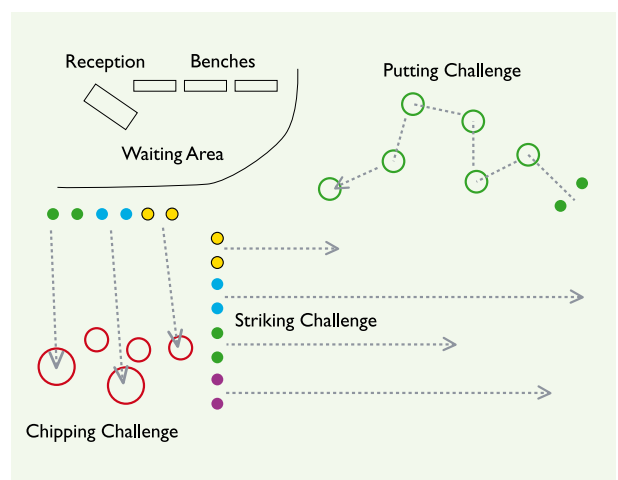
Line of teams playing in the same direction. This layout can be implemented in most environments.



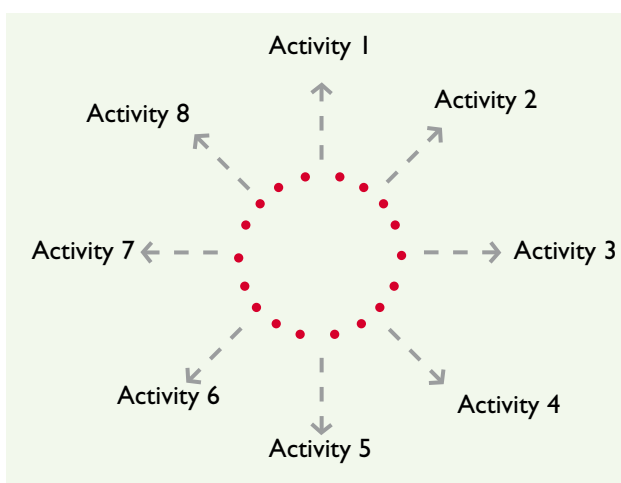
Ideal for gentle putting activities and warm-up (i.e. Around the clock, Finders keepers, Divots)



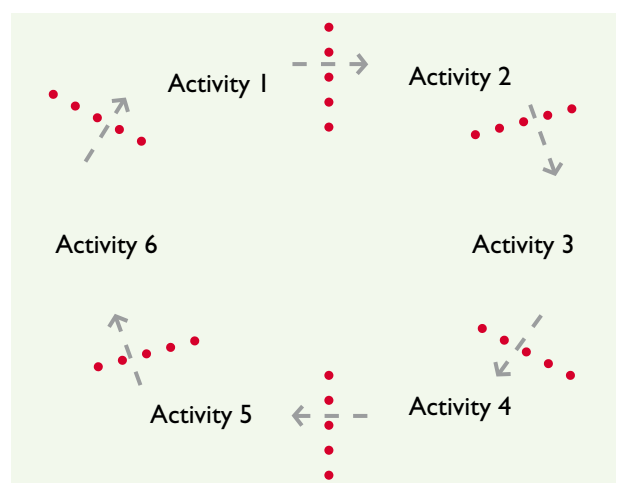
Rotational activities. The team plays the activity and then moves onto the next one. Ideal for a sports hall facility.



This is ideal for a large area i.e. playground, playing field or practice ground at a golf club.

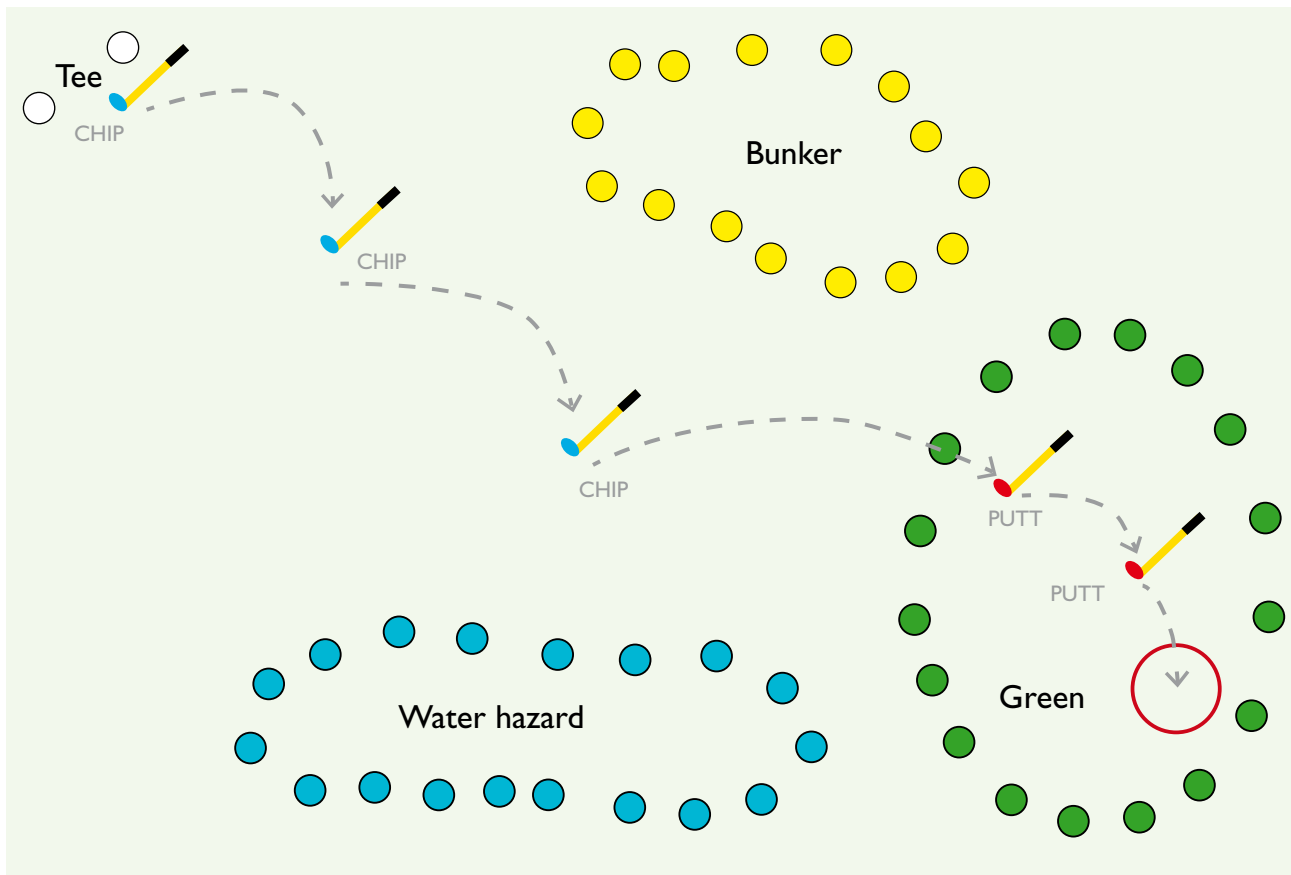


This layout is a great way to set-out several activities and be in control with a central safety area.



This layout is similar to an obstacle course. Chip or putt around the activities whilst keeping score.

Sample hole layout



Formats of play

Playing as individuals

Stroke play

Count every shot that a player takes and record the score after each hole. This is the most common scoring format in golf.

Flag golf

Before play commences, set a target number of shots i.e. for a 9 hole course set 36 shots. This means that each player is allowed 36 shots. Wherever the player's ball finishes on the 36th shot, a flag with the player's name on is placed in the ground. The player who gets their flag furthest round the course is the winner.

Match play

Match play is where two players play against each other. The player who gets the lowest score on the hole wins the hole. If Jack wins the first hole, he will be one-up. If Jill then wins the second hole, the match will be back to all square as the win cancels out Jack's win on the first hole. If both players draw on a hole, the score doesn't alter.

Playing as a group

Foursomes – alternate shots

Players hit alternate shots until the hole is completed. This format is the best way to accommodate a large number of players i.e. you could have 5-a-side golf.

You can then play either stroke play, flag golf or match play but this time in teams.

IT COULDN'T BE EASIER TO START PLAYING GOLF!



England Golf
Growing The Game

To book a place, contact

on telephone:

1. What should the pupils learn today?

(i) Golf skill: _____

(ii) Safety: _____

(iii) Skills for Life: _____

2. What are the key points to remember to get better at putting?

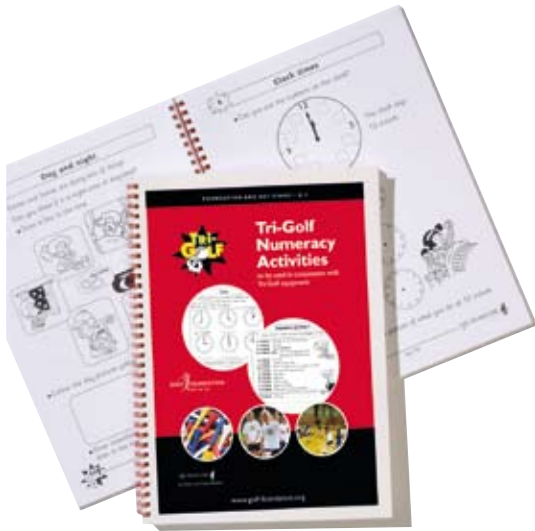
3. What are the key points to remember to get better at chipping?

4. What are the names of the games being played?

5. What are the most important safety points to remember?

6. Name some important Skills for Life learned today?

The Golf Foundation has a variety of other helpful resources for coaches, teachers and volunteers working with young people in golf.



Numeracy Pack

A series of activity sheets based around the Tri-Golf activities that cover many aspects of the Programmes of Study for Maths and PE in Key Stage 1 and Key Stage 2.



Schools Competition Toolkit

Contains a series of activity cards, risk assessments, scorecards and planning guides for Tri-Golf festivals within school and against other schools. It will link schools to clubs and the local school sport partnership.



Community Links

A Golf Foundation development programme for clubs and facilities looking to introduce more young people to golf in schools, in the wider community and at golf facilities.

Community Links is designed to help PGA golf coaches based at a golf club or facility (driving range, par 3 course) deliver golf sessions in schools and then continue back at the golf facility using the Junior Golf Passport.

EVALUATION FORM

Please complete and hand in to your tutor after the workshop

Workshop details

Course date _____ Organisation you represent _____

Venue _____ Tutor's name _____

Personal details

Male Female

Age category

14 - 18 19 - 25 26 - 35 36 - 45 46 - 55 56 +

Ethnic Origin – please select

Bangladeshi Black (British Isles) Black (African) Black (Caribbean)

Chinese Indian Pakistani White (British Isles)

White (European) White (Non-European) Other _____

Are you one of the following? – please indicate

Qualified Teacher Club Official PGA Coach Level 1 Level 2 Level 3

Golf Club Member Work within the Local Authority Community Sports Leader

Are you registered disabled? Yes No

Feedback

On a scale of 1 - 4, please rate the extent to which you felt the workshop achieved the following learning outcomes for you:

1 = Not at all 2 = Slightly 3 = Adequately 4 = Very much

	1	2	3	4
1. Improved perception of golf and its benefits to young people				
2. Understanding of the Tri-Golf Skills Award and its focus on pupil self-assessment				
3. Enhanced competence and confidence in delivering Tri-Golf				
4. Knowledge of how to make golf fun				
5. Understanding of how to maximise inclusion				
6. Commitment to incorporating the Scheme of Work in Key Stage 2 PE Curriculum				
7. Use of equipment to develop progression and enhance safety / organisation				
8. Understanding of how to introduce some of the Skills for Life within a Tri-Golf lesson				
9. Knowledge of support for developing links to clubs				
10. Understanding all the resources available within the manual				

What is the Tri-Golf Skills Award?

Will you be registering for your introductory Tri-Golf Skills Award pack using the voucher in your manual? Yes No

THANK YOU FOR YOUR CO-OPERATION

CERTIFICATE



This is to certify that

has attended a
Tri-Golf Activators Workshop

Signed Mike Round Date _____
Mike Round (Chief Executive of the Golf Foundation)



Working on behalf of



England Golf
Growing The Game

