P.L.A.Y.I.N.G.
PLAY, LEARNING AND ACTIVITY FOR YOUTH IN GOLF

GoGolf Europe
An Innovative Coaching Methodology

With the support of the Erasmus+ Programme of the European Union

www.gogolfeurope.eu
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CURRENT LANDSCAPE

In the initial Erasmus+ application document for EU funding, it stated that “in the past, junior golf coaching initiatives have followed an essentially regimented approach to training and skill development”. The GoGolf Europe project was required to produce an innovative coaching methodology and so shifted from this model.

The term play-led learning, normally associated with pre and early school children was written into the project document. Although this philosophy that looks to differentiate play and work is interesting, the target group of 15-18 years old newcomers is not ideally suited to this form of learning.

It is important, to highlight the importance of being able to experiment, meet physical and mental challenges, be together with other people, learn, repeat and have fun in a safe and stimulating environment.
HEALTH AND WELLBEING

The GoGolf Europe project was part funded by the European Commission to explore how to increase access to and participation in golf, as a means of enhancing health and wellbeing; particularly in young people.

It was a complex project driven by the European Golf Association (EGA) and included the Professional Golfers’ Associations of Europe (PGAe), Golf Federations of the five participating European countries and the European Observatoire of Sport and Employment (EOSE) with additional input from the R&A and the European Tour. The University of St Andrews was the research partner.

The GoGolf Europe project responded to a growing health crisis in relation to obesity, diabetes and mental health.

Physical activity can significantly reduce negative health impacts, but it is difficult to convince more people to engage in sport.

Over half (59%) of EU citizens never or seldom exercise or play sport at least once a week. Among all sports, golf offers a unique suite of health opportunities. It is accessible because it is undertaken at a walking pace, has intermittent bouts of high intensity swings; interest is engendered and strategy required to put the ball in the hole; it can be competitive and social, played alone or with others; the outdoor environment offers additional health benefits; and can be played across generational gaps.
OVERVIEW OF THE COACHING METHODOLOGY

The following tenets will be followed and are described in greater detail in the main text of this document:

- Focus on the sport, then skills then tactics.
- Begin with observation of skill and potential.
- Facilitates dialogic learning and consensual decision making amongst the group.
- Enables individuals to explore physical, conceptual and social aspects of the game at their own pace.
- Empowers the group to direct the order of learning.
- Empowers the coach to offer flexible training in response to participant interest and skills.
- Promotes learning by doing.
- Emphasises play above skills in early training.
- Problem solving tasks to stimulate creativity and imagination leading on to skill development.
- The value of self discovery.

The PGAs of Europe led and developed this coaching methodology which emerged from a mix of desk research on the current availability of junior programmes, experience of the outcomes from such programmes and the belief that newcomers to the sport are keen to learn but are frequently limited by time and access to facilities.

The GoGolf Europe project implemented a coaching methodology where the learning and retention of skills is fundamental, but which begins with the sport and not the skills, focuses on problem-solving tasks, not skill repetition, guides discovery rather than adopts a prescriptive doctrine and adopts a philosophy that allows the newcomer to appreciate the sport and its objectives before developing the skills and tactics necessary to play it.

Ideally we will adopt digital tools where possible to help newcomers assess the key factors, reflect on their learning, interact with more experienced golfers, access learning materials and session notes and to check progress in a gamification model. Newcomers should be able to embed themselves in a community during their initial learning phase.

The coaching methodology enjoys an open and flexible structure that allows coaches who deliver instruction/training to newcomers, to implement a range of content within a pre-designed framework.

For the purpose of the GoGolf Europe, Erasmus+ backed project, the overall framework, basic lesson structure, online learning and track & review functions were designed to ensure that the newcomer will be invested in their learning.

The content used in the GoGolf Europe project is not prescriptive and so can include existing available collateral, although the philosophy of self-directed learning, enjoyment, minimally prescribed teaching, and the maximum opportunity for self-discovery, creativity and the use of imagination are central themes.

The student cohort is non-golfing adolescents between 15-18 years of age and as such we can be reasonably sure that most participants will be starting their golf journey in a similar place. The coaching methodology has as one of its aims the goal of helping students to develop those skills necessary to be able to progress, at least at a basic level, through to becoming a participant in the sport of Golf.
OVERVIEW OF THE COACHING METHODOLOGY

With the use of Learning Outcomes we are able to provide a frame for our aims as can be seen below. The frame starts with a relatively wide base (B) and gradually narrows as we approach the aim (A) of basic competence.

As students, to large extent will be the drivers of their learning and the coaches will facilitate rather that dictate their learning, it is clear that there can be many different journeys from point A to point B.

The learning outcomes are simply a guide for learning and it is likely that each student will achieve many of the learning outcomes, perhaps not all and almost certainly different ones.

The University of St Andrews planned, developed and implement a data collection protocol to investigate the attitudes of the participating youth to golf, physical activity, health and wellbeing. Local coaches will be responsible for implementing the survey protocol during the training programme (coaching methodology).

The PGAs of Europe planned an internal verification process to ensure continuity and data quality across participating countries.
The local delivery partners, namely the national federation and National PGA, decided the extent to which this coaching methodology (P.L.A.Y.I.N.G) was implemented.

The GoGolf Europe project aligned as much as possible to pre-existing youth training programmes in each country, but sought to influence the modification of these programmes during the implementation phase of the project.

Implementation started with a taster session at schools linked to a golf facility, after which a voluntary take-up of golf lessons with appropriately trained coaches is offered. At this stage a handover of participants to the designated golf facility and PGA qualified professional coaches will take place.

The selected participants, aged between 15-18 years old, will all be newcomers to the sport of golf. Graduates from the golf project will be offered, for a pre-agreed time, free playing rights with the possibility of longer term discounted rates.

The coaching methodology provided an innovative element of the project, with classes of participants being encouraged to pursue self-led learning, introducing an element of gamification into learning.

The twelve weeks course has four distinct learning modules. This approach will allow the newcomer to develop the skills necessary to be able to progress through the sport.

The modules delivered over 12 sessions are as follows:

- “In the Air” – 6 sessions
- “On the Ground” – 1 session
- “Close to the Ground” – 3 sessions
- “On the Course” – 2 sessions.
DELIVERY PARTNERS

Professional coaches who at least reach the IPE level of the PGAs of Europe European Education Level System should be utilised to deliver the training to participants.

- Through the National PGA, all coaches involved in the project were expected to have 16 hours of initial training, delivered by the PGAs of Europe.

- The workgroup in each country included one golf club and four schools, located close to the golf facility but of different types. Where heterogeneity of schools is not locally available, there may need to be an attempt to engage a school from further away. Local coaches conducted basic golf training activities to the participants and work together with the PGA coach.

- The physical education (PE) teachers in each school will be invited to have an assisting role, to support the workgroup, the local coach and the PGA coach.

- The PGA coach should normally be one of the local coaches working in the school if there is already a golf connection. This makes the transition from school to course easier as the coach is known to the participants.

- Participating NGBs identified suitable golf facilities and schools in each country, through which to deliver the starter programme. Project budget will be assigned for the purchase of the necessary golf equipment (i.e. sets of golf clubs) in each participating country. The contact points from the NGB partners will be responsible for the purchase and custody of the equipment.

- Agreements were made by the NGB with national education boards and schools in order to source participants to take part in the project.

- PE or sports education teachers can also be involved in the training delivery, in an assisting capacity, where appropriate. Normally the age group of 15-18 years old will be targeted because they are immediately prior to leaving school; are at a critical time to instil physical activity patterns; and are entering a time of self-choice as opposed to family constraints.
Sessions from the “On the Course” training block, bookend the coaching methodology, starting with an understand the sport and course session and finishing with a play the course session. In the opening session, the participants are able to appreciate the course along with the environment in which the sport is played and witness a hole being played by someone of proficiency.

The object of the session is to allow the participants individually and as a group to identify what they consider are the different skills required to be able to play the sport, to assess the type of movements which the golfer will need to make and link to the physicality of the sport, to explore the ground and weather conditions that a golfer will likely face and to ask questions of the coach / facilitator about their experience.

Entry to the rest of the coaching methodology can be through any of the first three blocks above, “In the Air”, “On the Ground”, or “Close to the Ground”. This option allows participants to decide how they would ideally like to engage in the sport. The decision will be made by the collective at the end of the first session and the delivery partner, will be responsible to prepare the schedule as appropriate.

Although the order of the modules can be adjusted, the sessions inside of each module will follow from session one onwards.

During the coach training, direction will be given only to the themes, expected outcomes and session structure. The prescribed themes will be satisfied by the coaches who will work as a group to agree content, activities, games and feedback loops.

As it is the coach group, who will populate the sessions we expect them to be fully invested in how the methodology is delivered.

All training sessions are two hours in duration and should include opportunities for interaction and application.

Each session required the production of a session plan, which includes desirable outcomes, area and equipment needs, a menu of learning activities, possible content, additional learning materials and online activities.
SESSION: ON THE COURSE 1

(FIRST EXPERIENCE)
SESSION: ON THE COURSE 1
(FIRST EXPERIENCE)

PARTICIPANT LEARNING OUTCOMES:
The participant will be able to:
• Help other participants to describe the main objectives of the sport.
• Describe the meaning of key terminology of tee, fairway, hazard, green, markers and flagstick.
• Help other participants to recognise differences in the strokes observed.
• Help other participants to recognise differences in the movements used to perform different strokes.
• Demonstrate signs of independent thought.
• Demonstrate a capacity for self directed learning.

SOCIAL LEARNING OUTCOMES:
• The group should demonstrate consensual decision making skills in the selection of the order of learning for the remainder of the programme.
• Participants should demonstrate independent thought.

DEMONSTRATE:
During the playing of at least one hole, use a range of strokes normally used in golf including strokes played with a metal wood, an iron, pitching club and putter.
This should include:
• A sample of strokes from the “In the Air” sessions.
• A sample of strokes from the “The Close to the Ground” sessions.
• A sample of strokes from the “On the Ground” sessions.
• Strokes should be played from a variety of places, tee, fairway, rough, sand and green

EXPLAIN:
• The environmental and physical constraints of golf.
• The main objectives of the sport.
• The key terminology of tee, fairway, rough, hazard, green, markers and flagstick.
• The environmental and physical constraints applicable to golf.

APPLY:
Participants will work together to identify:
• Differences in the strokes observed.
• Differences in the movements used to perform different strokes.
• Differences in the terrain upon which golf is played.
• The main objectives of the sport.

Note: At the end of the session, participants should decide upon the order in which the three modules of On the Ground, Close to the Ground and In the Air are taken in the programme.
SESSION: ON THE GROUND
SESSION: ON THE GROUND
(PUTTING)

PARTICIPANT LEARNING OUTCOMES:
The participant will be able to:
• Complete a series of movement skills which aid coordination, fine motor control and prepares the body and mind for the session.
• Roll a ball towards the intended target.
• Help each other discover differences in ground topography and how these affect the ball roll.
• Select an appropriate target.
• Regulate the distance that a ball travels.

SOCIAL LEARNING OUTCOMES:
• The group should work effectively in team units to observe the effect of topography and to select appropriate aiming points.

DESIRABLES:
The participant may be able to:
• Describe the basic terminology of: green, slope, clubface and handle.
• Demonstrate a swing motion which allows the putter to be as one with the body, arms and hands.
• Demonstrate a swing motion which is evenly paced throughout.

EXPLAIN:
• The environmental and physical constraints involved in the task of putting.
• What is meant by target line, true downslope, clubface, leading edge, handle and shaft.
• That the putting surface is not flat and that the topography will have an effect on the distance and direction with which a ball rolls.
• That the intention of putting is to roll the ball along the ground to a target which considers the topography between the ball and hole, at a speed that will leave the ball in or close to the target.
• That the swing speed should be similar to the participants natural movement rhythm which can be seen in their normal walking speed and be of even pace.

APPLY:
• Participants should work together and have the opportunity to roll the ball along the ground and observe the effect of topography.
• Participants to help each other select an appropriate aiming point.
• Participants to perform putts from a variety of distances during the session.

DEMONSTRATE:
• A number of ball rolls which travel either straight, curve to the right or curve to the left.
• An appropriate hold on the golf club that creates balance between the participant and the clubface for the stroke being played.
• A pre-swing position which facilitates rolling the ball along the ground.
• Swings which send the ball short and long of the intended target.
SESSION: CLOSE TO THE GROUND
SESSION: CLOSE TO THE GROUND 1  
(CHIPPING)

PARTICIPANT LEARNING OUTCOMES:
The participant will be able to:
• Complete a series of movement skills which aid  
  coordination, fine motor control and prepares the  
  body and mind for the session.
• Estimate the loft required to overcome an obstacle.
• Estimate the percentages of flight and roll  
  necessary to finish the ball close to the intended  
  target.
• Demonstrate a stroke which has two elements,  
  flight and roll, with the roll element being of  
  greater distance than the flight element.

SOCIAL LEARNING OUTCOMES:
• The group should work effectively in team units  
  to assess the most appropriate loft required to  
  overcome a series of obstacles.
• Participants should demonstrate and articulate  
  independent thought.

DESIRABLES:
The participant may be able to:
• Help each other assess ground conditions,  
  topography and constraints to decide on the  
  amount of loft required for a specific stroke.
• Demonstrate a swing motion which allows the  
  loft of the club to produce both the flight and roll  
  elements of the stroke.
• Regulate the distance which a ball travels.

EXPLAIN:
• The environmental and physical constraints  
  involved in the task of chipping.
• What is meant by loft, clubface, handle and shaft.
• That the loft on a club when used correctly  
  contributes to the ball flight and roll elements  
  found in chipping.
• That the intention of chipping is to overcome an  
  obstacle, keeping ball as close to the ground as  
  possible while regulating the distance and  
  direction that the ball travels.
• The swing speed should be similar to the  
  participants natural movement rhythm which can  
  be seen in their normal walking speed and be of  
  even pace.

DEMONSTRATE:
• An appropriate hold on the golf club that creates  
  balance between the participant and the clubface  
  for the stroke being played.
• A pre-swing position which facilitates chipping the  
  ball close to the ground.
• Swings of a consistent nature with several clubs to  
  produce different flight and roll combinations.
• Strokes from a variety of places which require  
  different flight and roll elements.

APPLY:
• Participants should work in team units and have  
  the opportunity perform chips with a variety of  
  clubs, working together to observe the relative  
  percentages of flight and roll.
• Participants to help each other select a club with  
  the most appropriate loft to overcome the obstacle  
  while keeping the ball close to the ground.
• Participants to perform chips from a variety of  
  places during the session.
SESSION: CLOSE TO THE GROUND 2
(PITCHING)

PARTICIPANT LEARNING OUTCOMES:
The participant will be able to:
• Complete a series of movement skills which encourage balance, aid coordination, and prepares the body and mind for the session.
• Estimate the loft required to overcome an obstacle.
• Adjust the swing motion to increase or decrease the flight element of the stroke being played.
• Demonstrate a stroke which has two elements, flight and roll, with the flight element being of greater distance than the roll element.

EXPLAIN:
• That the loft on a club when used correctly contributes to the ball flight and roll elements found in pitching.
• That the intention of pitching is to overcome an obstacle while regulating the distance and direction that the ball travels.
• The swing speed should be similar to the participants natural movement rhythm which can be seen in their normal walking speed and be of even pace.

SOCIAL LEARNING OUTCOMES:
• The group should work effectively in team units to assess the most appropriate loft required to overcome a series of obstacles.
• Individuals should exhibit self directed experimentation.

DEMONSTRATE:
• An appropriate hold on the golf club balance between the participant and the clubface for the stroke being played.
• A pre-swing position which facilitates pitching the ball.
• Swings of a consistent nature with several clubs to produce different flight and roll combinations.
• Strokes from a variety of places which require different flight and roll elements.

DESIRABLES:
The participant may be able to:
• In a group and team units, help each other assess ground conditions, topography and constraints to decide on the amount of loft required for a specific stroke.
• Demonstrate a swing motion which allows the loft of the club to produce the flight element.
• Regulate the distance which a ball travels.

APPLY:
• Participants should have the opportunity to perform pitches with a variety of clubs and observe the relative percentages of flight and roll.
• Participants to help each other select a club with the most appropriate loft to overcome the obstacle.
• Participants to perform pitches of different distances during the session.
SESSION: CLOSE TO THE GROUND 2
(PITCHING)

PERSONAL NOTES

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SESSION: CLOSE TO THE GROUND 3
(PLAYING FROM SAND)

PARTICIPANT LEARNING OUTCOMES:
The participant will be able to:
• Complete a series of movement skills which encourages balance, aid coordination, and prepares the body and mind for the session.
• Describe how the the design of a club which is primarily intended for use in sand, differs from that found in other clubs.
• Describe how the club and sand interact at the point of contact.
• Demonstrate an appropriate pre-swing position that allows the swing to create a suitable angle of approach for strokes played from the sand.

SOCIAL LEARNING OUTCOMES:
• The group should work together effectively in pairs or larger groups to help each other position their body in an appropriate posture and stance in preparation for the stroke.
• Individuals should demonstrate willingness to discuss with others and to try different physical approaches to the game.

DESIRABLES:
The participant may be able to:
• Demonstrate a swing motion that results in contact with the sand at a pre-determined point.
• Demonstrate a swing motion which encourages the club to skip / slide through the sand.
• Regulate the distance which a ball travels.

EXPLAIN:
• How the club and sand interact at the point of contact.
• How the the design of a club which is primarily intended for use in sand differs from that found in other clubs.
• Why the point of contact should be with the sand before the ball.

DEMONSTRATE:
• An appropriate hold on the golf club that creates balance between the participant and the clubface for the stroke being played.
• A pre-swing position which facilitates playing the ball from the sand.
• A swing motion which results in contact with a pre-determined point in the sand.
• A swing motion which encourages the club to skip / slide through the sand.

APPLY:
• Participants should have the opportunity to strike a pre-determined point in the sand.
• Participants should have the opportunity to perform strokes from the sand.
• Participants should help each other to position their body in an appropriate posture and stance in preparation for the stroke.
SESSION: IN THE AIR
PARTICIPANT LEARNING OUTCOMES:
The participant will be able to:
- Complete a series of movement skills which encourage balance, aid coordination, and prepares the body and mind for the session.
- Be able to use different implements* (one of which is a golf club) to strike a ball towards a target area.
- Detect changes in body-balance, during the swing at their point of contact with the ground.
- Complete the swing motion and maintain a finish with their weight primarily on the target side of their body.
- Describe the basic terminology of: target line, clubface, leading edge, handle and shaft.

SOCIAL LEARNING OUTCOMES:
- The group should collaborate on the identification of similarities of movement when observing several implements with which to strike a ball.

DESIRABLES:
The participant may be able to:
- Demonstrate and explain a swing motion using the minimum of technical terms.
- Help other participants to discover their own swing motion and tempo.
- Focus the mind on a motion where the ball gets in the way of the clubhead.

EXPLAIN:
- Swing ideas, concepts and feelings emerge from the player when they are allow the club to swing and do the work.
- What is meant by target line, clubface, leading edge, handle and shaft.
- An appropriate hold on the golf club that creates balance between the participant and the clubface.

DEMONSTRATE:
- A hold on each implement that positions the hands close together, with the trailing hand closer to the ball.
- An appropriate hold on the golf club that develops balance between the angle of the clubface and the back of the lead hand, and frees the wrists.
- A swing motion that results in a finish with the weight primarily on the target side of the body.

APPLY:
- Participants have the opportunity to swing various implements* (including a club).
- Participants should use various implements* in ways that cause a ball to fly in the direction of a pre determined target.

* an implement may be a golf club, tennis or badminton racquet, baseball / rounders bat, hockey stick or other similar implement which allows an above the ground contact with both hands on the implement.
PERSONAL NOTES
SESSION: IN THE AIR 2

PARTICIPANT LEARNING OUTCOMES:
The participant will be able to:
• Complete a series of movement skills which encourage balance, aid coordination, and prepares the body and mind for the session.
• Demonstrate an appropriate hold on the golf club that creates balance between the angle of the clubface and the back of the lead hand, and frees the wrists.
• Recognise and repeat a trigger that will start their swing motion.
• Place the leading edge perpendicular to the target line.

SOCIAL LEARNING OUTCOMES:
• The group should work effectively in team units to help each other to correctly place the clubface in preparation for the stroke.
• Participants should exhibit persistence in attempting to improve.

DESIRABLES:
The participant may be able to:
• Demonstrate competence in hinging and unhinging the wrists during the swing motion.
• Learn from other participants to place the clubface correctly behind the ball.

EXPLAIN:
• A workable golf swing motion (in balance, rhythm & coordination) already exists within participants, and is waiting to be developed and drawn out.
• An appropriate hold on the golf club that develops balance between the angle of the clubface and the back of the lead hand, and frees the wrists.
• Common places to initiate the swing motion: toes, knee, hip, shoulder etc.

DEMONSTRATE:
• An appropriate hold on the golf club that develops balance between the angle of the clubface and the back of the lead hand, and frees the wrists.
• Using walking as an example to demonstrate how each participant starts their motion.
• Extend the walking example into golf.
• A swing motion and completion that results in a finish with the weight primarily on the target side of the body.

APPLY:
• Participants to have the opportunity to hold the club with sufficient pressure to allow the wrists to be free, and also to help each other to match the back of the lead hand to the clubface loft.
• Participants to work in team units to help each other recognise triggers for the swing motion.
• Participants should alternate between focus on initiating and completing the swing motion.
SESSION: IN THE AIR 3

PARTICIPANT LEARNING OUTCOMES:
The participant will be able to:
• Complete a series of movement skills which encourage balance, aid coordination, and prepares the body and mind for the session.
• Demonstrate an adequate stance and posture to the club in relation to the ball and the ground.
• Identify the effect of club build (lie & length) on the stance and posture.
• Link swing speed to their walking speed, making the back and forward swings even paced.

SOCIAL LEARNING OUTCOMES:
• The group should work effectively in team units to help each other position their body in an appropriate posture and stance in preparation for the stroke.
• Individuals should exhibit good communication skills when describing and demonstrating walking speeds.

DESIRABLES:
The participant may be able to:
• Recognise how changes in stance and posture may affect the golf swing shape.
• Help each other produce a symmetrical rhythm to the swing motion.
• Recognise differences in fellow participants walking and swing speed and modify as necessary.

EXPLAIN:
• The stance and posture is dictated by playing surface topography and club selection / build.
• How changes in stance and posture affect the golf swing shape.
• Participant swing speed should be similar to their natural movement rhythm which can be seen in their normal walking speed.

DEMONSTRATE:
• Changes in stance and posture due to club build, (short iron, mid iron and hybrid / metal-woods).
• Changes in stance and posture due to playing surface topography.
• Three basic swing speeds where back and forward swing pace is mirrored, (fast - fast, medium - medium and slow - slow).

APPLY:
• Participants to experiment with various clubs to develop understanding of adequate stance and posture.
• Allow participants to help each other to match walking and swing speeds.
• Participants should help each other to position their body in a stroke appropriate posture and stance.
PARTICIPANT LEARNING OUTCOMES:
The participant will be able to:
• Complete a series of movement skills which encourage balance, aid coordination, and prepares the body and mind for the session.
• Demonstrate an adequate backswing motion, which allows the body, arms and club to swing freely on the forward swing.
• Complete the swing motion and hold a finish with the weight primarily on the target side of their body.

SOCIAL LEARNING OUTCOMES:
• The group should work effectively in team units to help each other achieve balance in the swing.
• Participants should exhibit resilience in adapting and responding to challenges.

DESIRABLES:
The participant may be able to:
• Perform a workable backswing motion within their natural rhythm.
• Help each other produce a balanced finish to the swing.
• Recognise differences produced by changes in length, lie, loft and lean of club on the ball flight characteristics.

EXPLAIN:
• Explain backswing motions which allow the body, arms and club to be used freely on the forward swing.
• Why a swing motion and completion that results in a finish with the weight primarily on the target side of the body is important.
• Explain the differences produced by changes in length, lie, loft and lean of club on the ball flight characteristics.

DEMONSTRATE:
• Options that allow the body, arms and club to swing freely on the forward swing.
• A swing motion and completion that results in a finish with the weight primarily on the target side of the body.
• Stokes played with a variety of clubs to produce different ball flight characteristics.

APPLY:
• Participants to train with a variety of clubs in the session.
• Allow participants to help each other check swing completion is in balance.
SESSION: IN THE AIR 5

PARTICIPANT LEARNING OUTCOMES:
The participant will be able to:
• Complete a series of movement skills which encourage balance, aid coordination, and prepares the body and mind for the session.
• Recognise differences in ball flight trajectories** and link to clubface loft, shaft lean and orientation through impact.

SOCIAL LEARNING OUTCOMES:
• The group should work effectively in team units to develop and deliver feedback from which together team members may accurately link clubface loft, shaft lean and orientation to ball flights.
• Participants should exhibit the capacity to respond positively to constructive feedback from team unit members and the coach.

DESIRABLES:
The participant may be able to:
• Play strokes with various clubs without degrading swing motion or balance.
• Help each other correctly link clubface loft, shaft lean and orientation to ball flights.

EXPLAIN:
• That the swing motion and balance is similar for all in the air strokes and can be likened to all stick and ball games.
• Explain how changes in clubface loft, shaft lean and orientation through impact affect the ball flights.

DEMONSTRATE:
• Strokes played with short irons, mid irons and hybrid / metal-woods.
• A variety of clubface lofts and orientations using a clubface angle stick or similar to aid understanding.
• Show how changes in the clubface loft, shaft lean and orientation through impact affect the ball trajectories**.

APPLY:
• Participants to train with a variety of clubs in the session.
• Encourage participants to help each other check swing completion is in balance.
• Encourage participants to recognise clubface angle and orientation from the ball flight.

** Ball flight trajectories are described as high, medium, low / left, straight and right
PARTICIPANT LEARNING OUTCOMES:
The participant will be able to:
• Complete a series of movement skills which encourage balance, aid coordination, and prepares the body and mind for the session.
• Perform workable swing motions with short irons, mid irons and hybrids / metal-woods.
• Identify the most appropriate club for the shot at hand.

SOCIAL LEARNING OUTCOMES:
• Participants should exhibit empathy in the selection of a suitable level of challenge for other team members.
• Participants should demonstrate confidence to accept challenges from and offer challenges to other group members.

DESIRABLES:
The participant may be able to:
• Adjust the ball flight trajectory by selecting the most appropriate club and swing motion pattern.

EXPLAIN:
• A lower ball flight generally results in greater roll and that a higher ball flight results in less roll once the ball has landed.
• Swing speed can be adjusted / readjusted in the pre-swing phase.

DEMONSTRATE:
• Play strokes to the same target using different clubs.
• A variety of pre-swing rhythms (movement to the ball, waggles etc) to adjust swing motion rhythm.

APPLY:
• Participants to train with a variety of clubs in the session.
• Allow participants to challenge each other to play shots low, medium, high, left, straight and right.
SESSION: ON THE COURSE 2
**SESSION: ON THE COURSE 2**

**PARTICIPANT LEARNING OUTCOMES:**
The participant will be able to:
- Complete at least four holes in a Scramble format.
- Perform a range of shots from each of the modules, On the Ground, Close to the Ground and In the Air.
- Complete a score card for the holes played.
- Review their understanding of golf and progress in the sport.
- Identify any barriers which may contribute to their defection from the sport.
- Appraise their experience of Golf.
- Assess their likelihood to continue in the sport.

**SOCIAL LEARNING OUTCOMES:**
- To compete as a team against other teams in a spirit which embodies the sport.

**EXPLAIN:**
- The way a Scramble is played, the principles of teamwork associated with the format.
- How to complete a score card.

**APPLY:**
Participants will work together to:
- Participants to play at least four holes in a Scramble format.
- Perform a range of shots from each of the modules, On the Ground, Close to the Ground and In the Air.
- Complete a score card for the holes played.
- Review their understanding of golf and progress in the sport.
- Identify any barriers which may contribute to their defection from the sport.
- Appraise their experience of Golf.
- Assess their likelihood to continue in the sport.
SESSION: ON THE COURSE 2

PERSONAL NOTES
Partnership of the GoGolf Europe project:

European Golf Association – EGA (Coordinator)
Professional Golfers’ Associations of Europe (PGAs of Europe) – Europe
European Observatory of Sport and Employment (EOSE) – Europe
University of St Andrews – UK
Czech Golf Federation – Czech Republic
Estonian Golf Association – Estonia
French Golf Federation – France
Royal Netherlands Golf Federation – Netherlands
Portuguese Golf Federation – Portugal