



CORE LESSON 27: PLANNING FOR THE FUTURE

This core lesson is designed to get participants of The First Tee thinking about their futures in a systematic way, specifically by exploring future academic and career possibilities. The career-planning process typically involves three phases:

1. **Self-exploration** (needs, values, interests, skills)
2. **Academic and career exploration** (selecting a college, types of work, requirements, etc.)
3. **Implementation** (job search, resume preparation, interviews, etc.)

Core Activities 27.1 and 27.2 focus on the first phase.

Using golf-related examples, PLAYers are shown how to begin the self-exploration process by completing exercises that assist them in identifying their values, needs, interests and skills. This process provides the information necessary to make better choices about future academic and/or career pursuits. PLAYers also will be exposed to a wide variety of jobs within the golf industry. The aim is not necessarily to get them interested in a career within golf, but to expose them to the wide variety of job functions that are available within most career fields and to help them learn how to plan for their future.

GENERAL LEARNER OBJECTIVES

After completing multiple classes on Core Lesson 27, Eagle-level PLAYers should be able to:

- Demonstrate an understanding of the importance of self-assessment as a basis for academic and career planning

- Demonstrate an understanding of how to find out more about a job or career field
- Demonstrate an understanding of financial planning
- Identify various kinds of jobs within the golf industry
- Exhibit ability to conduct self-assessments and take specific actions to explore educational and career opportunities
- Consistently use the additional warm-ups they have researched and learned on their own prior to and during play
- Consistently use their method for each of The First Tee Nine Golf Fundamentals (distance-response, target awareness, get ready to swing, body balance, clubface and ball contact, swing rhythm, routines: preshot and postshot, ball flight and on-course strategies)
- Exhibit the physical healthy habits of energy, play and safety

LIFE SKILL CATEGORIES ADDRESSED

- Self-management
- Goal-setting

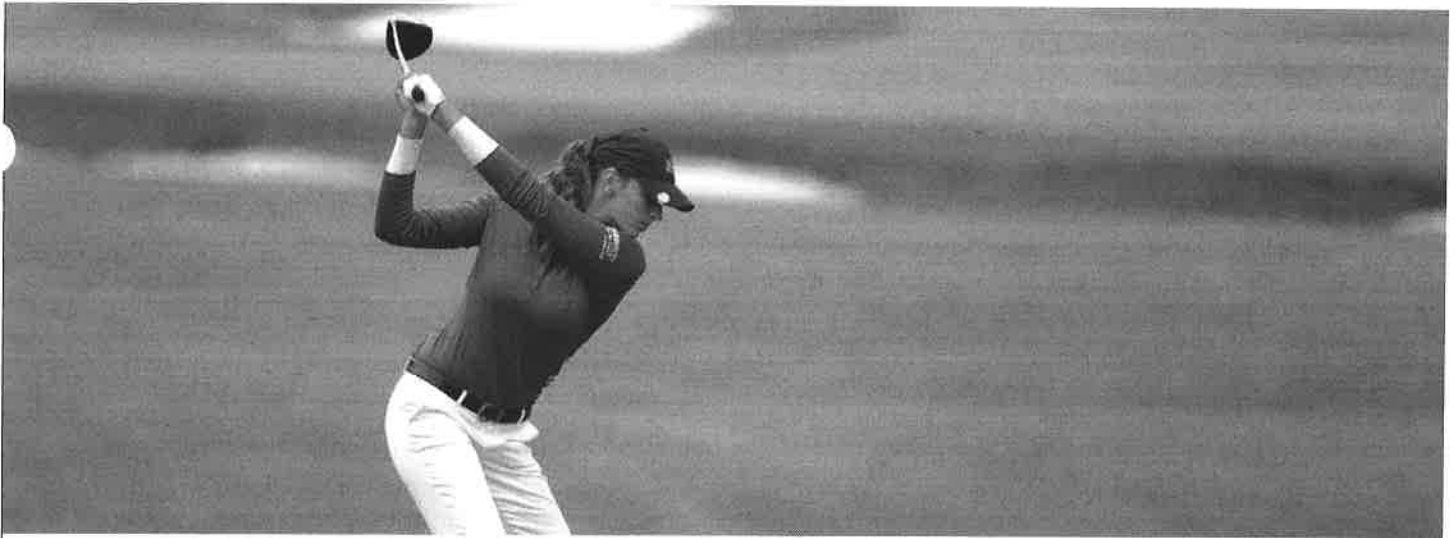
SPECIFIC LIFE SKILL STRATEGY DEVELOPED THROUGH THIS CORE LESSON:

- Self-assessment

SUGGESTED EAGLE PROGRESSION FOR GOLF SKILL CATEGORIES AND GOLF FUNDAMENTALS

- Any of The First Tee Nine Golf Fundamentals (for putt, chip, pitch, full-swing)
 - All of the factors of influence—including those listed in the right hand column—of the “fundamentals quick glance” (see Golf Skills section, p. 118) should be seamlessly integrated at the Eagle level.

AT THE EAGLE LEVEL, COACHES MAY IDENTIFY THE INTERACTION BETWEEN SOME OF THE FUNDAMENTALS AND DELIVER IN COMBINATION FOR ADVANCED PLAYERS—FOR EXAMPLE TARGET AWARENESS REQUIRES A CONNECTION TO THE DISTANCE TO THE TARGET, CLUBFACE AND BALL CONTACT AFFECTS THE DISTANCE A BALL TRAVELS; A PRESLOT ROUTINE INCLUDES KNOWING THE DISTANCE TO THE TARGET AND ALSO IMAGINING THE BALL FLIGHT, ETC. WITH THAT SAID; MULTIPLE CLASSES SHOULD STILL BE DELIVERED FOR EACH CORE LESSON IN ORDER FOR PLAYERS TO NOT ONLY UNDERSTAND, BUT ALSO DEMONSTRATE AND EXHIBIT SKILL DEVELOPMENT.



LIFE SKILL CORE ACTIVITIES

During each class on Core Lesson 27, coaches should deliver at least two golf skill categories (putt, chip, pitch and full-swing) and one of The First Tee Nine Golf Fundamentals. (See Golf Skills section of this guide for more information.)

Depending upon time available per class and the total number of classes, coaches may save some activities for subsequent classes. Coaches are encouraged to deliver each core activity and, as they gain experience, develop additional activities for their PLAYers.



Go to the members' side of www.thefirsttee.org to find additional Life Skill Core Activities and/or downloadable PDFs from the Eagle Yardage Book.

Life Skill Core Activity 27.1: Identifying Your Values and Interests

Have PLAYers make a list of what they like about golf and another list about what they dislike about golf. Lead a discussion about individual preferences and how differences among the group might be related to PLAYers' unique values, needs, interests and skills. Discuss how identifying one's personal preferences is the key to making the best choices about future academic and/or career planning. Have PLAYers fill in self-assessment questionnaire, titled, *Who I Am*, in their Yardage Book.

Life Skill Core Activity 27.2: Identifying Your Skills

Have PLAYers identify skills that they have acquired through golf or other sports that have allowed them to perform at their best. Have PLAYers describe some things they have learned at The First Tee that might help them get and perform a job successfully. Discuss how the identified skills might have value at school or at the workplace. Have PLAYers complete the *Life Skills Rating* in their Yardage Book.

Life Skill Core Activity 27.3: Discovering the Range of Job Functions within the Golf (or Non-Golf) Industry

Describe two different golf industry jobs (for example, golf course superintendent and head golf professional) and lead a discussion of what these jobs have in common, how they differ and what skills they require. Have PLAYers select two or three of these golf (or non-golf) careers and discuss the educational and skill requirements for the selected positions. Point out there are many job possibilities both within the golf industry and outside the golf industry.

Life Skill Core Activity 27.4: Finding a Job that Matches

Discuss one example of how an individual's interests and skills match up with a sample job position. In light of PLAYers' values, interests and skills, have them identify a job that appeals to them. Using the Yardage Book, have them record some of the reasons why they might like that job and why they might do well at it. Discuss what PLAYers need to do to gather more information about careers that may be of interest.

Life Skill Core Activity 27.5: Career Informational Interviewing

Bring in someone who works in the golf industry to talk about his or her job (golf professional, course superintendent, sales rep, etc.). Let PLAYers interview the person to find out more about the job, using suggested Yardage Book questions and others they may come up with. Suggest that PLAYers identify and interview an individual who has a career they find interesting. Playing a round of golf with this individual also is a terrific way to interview and get to know him/her. Have PLAYers record interview notes in their Yardage Book.

Life Skill Core Activity 27.6: Check Out a Career

Explain that the same process used to explore golf jobs can be used to start investigating any type of career. Point out the kinds of questions you would ask when researching a job and where you might go for answers. Have PLAYers pick a job or career to research. Using their Yardage Book, PLAYers summarize results of their research.

Life Skill Core Activity 27.7: Deciding if College is Right For You

Discuss how different jobs require different types of education and skill training. Identify sample jobs within the golf industry that require a college degree and those that demand trade or specialty training. Have PLAYers complete the *College Decision Worksheet* in their Yardage Book.

Life Skill Core Activity 27.8: Selecting a College that is Right For You

Have each individual complete the *College Choice Scorecard* in their Yardage Book. Each participant should develop a list of their most important criteria for making their college selection.

Life Skill Core Activity 27.9: Understanding College Sports Eligibility

Explain the differences among the different Divisions (i.e., I, II and III) and sport governing bodies (i.e., NCAA vs. NAIA). Distribute and discuss the NCAA's criteria for initial eligibility across the different levels of competition. Refer PLAYers to the Worksheet for Monitoring Initial-Eligibility Process and discuss the core academic and standardized testing (SAT, ACT) requirements for initial eligibility. Have PLAYers complete the *Athlete's College Choice Worksheet* in their Yardage Book.

Life Skills Core Activity 27.10: Planning for Your Financial Future

The purpose of this activity is for PLAYers to discover the importance of financial responsibility (see Yardage Book) and engage in planning for one's golf and life future. PLAYers will also become aware of their green reading ability and discover if they roll the ball on their intended direction.

LIFE SKILL CORE ACTIVITY 27.1: Identifying Your Values and Interests

Supplies needed: The First Tee Eagle Yardage Books, pencils, whiteboard or easel chart

1. Ask if anyone in the group has thought about what they would like to study in college or do for a career. Then, ask those that respond, *How did you decide what you wanted to do or study?* Use their responses to introduce the importance of understanding your values and interests when making educational and career plans because these factors are most related to job enjoyment.
2. Ask PLAYers to make a list of things that they enjoy about golf and another list of things that they dislike about golf. Go around the circle and ask individuals to share some of their likes and dislikes. Use the whiteboard or easel chart to record PLAYers' responses in two columns. Point out how some individuals may like aspects of golf that other individuals dislike.
3. Lead a discussion about individual preferences and how differences in likes and dislikes among PLAYers is related to the individual's unique values and interests. You can relate the discussion to golf by asking what club PLAYers prefer to use when hitting a chip shot around the green.
4. Facilitate a discussion of how identifying one's personal preferences provides helpful information when making decisions about future academic and career pursuits.
5. Have PLAYers complete the self-assessment questionnaire, titled, *Who I Am*, in their Yardage Book.



LIFE SKILL CORE ACTIVITY 27.2: Identifying Your Skills

Supplies needed: The First Tee Eagle Yardage Books, pencils, whiteboard or easel chart

1. Remind PLAYers that any future academic or career planning should start with a self-assessment of personal interests, values and skills. The aim is to find a career path that will match up well with you as a person. PLAYers should ask themselves some of the following questions:
 - *What do you do well and enjoy doing?* Think about your interests, your strengths and weaknesses, and your preferences.
 - *Are you good working with numbers? Are better working with your hands? Do you like working on computers? Do you get along well with people? Are you a creative person? Are you good at making decisions? Do you like being outdoors?*
 - *Do you want to improve the world or help others? Do you want a job that will allow you to change people's opinions and attitudes? Are you looking for a steady job and financial security? Do you want a lot of freedom in the work you do?*
2. At times, PLAYers will have to examine areas they need to improve upon when planning for the future. PLAYers are asked to evaluate honestly whether they need other skills to pursue a job they have an interest in investigating further. Just like practicing putting or chipping to be a better golfer, PLAYers have to ask themselves if they would be willing to work hard to get the education, training and experience that a job requires.
3. Explain that the object of this activity is to point out how the life skills PLAYers have learned at The First Tee could help them succeed in future academic and career activities. Ask the group the following questions and write their responses on a whiteboard or easel chart:
 - *What skills have you learned through golf or other sports that have enabled you to perform at your best?*
 - *What life skills and specific techniques have you learned at The First Tee that you think employers would want to see in their employees?*
4. Ask PLAYers to find and complete the *Life Skills Rating* in their Yardage Book. This self-assessment includes a list of general life skills, as well as specific techniques, that have been part of The First Tee program. Then, lead a discussion of how these skills would be valuable in different types of academic and/or work situations. For example, interpersonal and communication skills have obvious value in virtually any job, as do self-management, keeping a positive attitude, making good decisions, resolving conflicts and working hard to achieve the reachable goals you have set.