



CORE LESSON 11: RESPECTING THE RULES

In Core Lesson 10, PLAYers explored some of the reasons golf is fun for them. Those reasons should reinforce the notion that The First Tee is intended to be a place where participants have a lot of fun. As with any setting—in sports or in life—rules and standards of behavior provide a safe and fair structure in which fun can occur. A primary point to make when delivering Core Lesson 11 is that everyone will get more enjoyment out of golf, The First Tee Life Skills Experience, and life in general, if they understand and observe the rules.

While the PLAYer level included the Rules of Golf throughout, all rules revolved around stroke play formats (both individual and team). Starting with Core Lesson 11 at the Par level, PLAYers are introduced to match play formats (both individual and team) through fun games/activities that emphasize learning about and enjoying the match play process with less attention given to the outcome.

Coaches are encouraged to refer back to the rules included in the PLAYer level and help participants learn about the comparable rules for match play. By exposing PLAYers to many ways of playing the game, coaches help them understand that to play golf does not always mean playing your own ball and counting strokes for 18 holes. Instead, golf can be played in a variety of interesting formats—including stroke and match play versions of each—and in 3-hole, 6-hole and 9-hole loops.

As PLAYers learn more about respecting the rules through match play experiences, coaches should ask what they recall about respecting the rules, as well as showing respect for themselves, others and their surroundings. Whatever their current understanding, PLAYers will learn through Core Lesson 11 that rules are essential for games to be played within safe and fair conditions. They will have multiple opportunities to continue exploring the game of golf, as well as learning about its etiquette and rules.

GENERAL LEARNER OBJECTIVES

After completing multiple classes on Core Lesson 11, Par-level PLAYers should be able to:

- Understand (Par 3), demonstrate (Par 4) and exhibit (Par 5) respect for the game, respect for other PLAYers and respect for themselves.
- Demonstrate how golf is different from other sports.
- Define stroke play and match play.
- Understand differences between common Rules of Golf in stroke and match play.
- Understand the importance of rules in golf and in life.
- Understand how rules provide safety and fairness to make golf more fun.
- Observe and utilize the Rules of Golf for match play on more than one occasion in a golf setting.
- Explore different methods for target awareness when playing golf.
- Observe and utilize a set of specific rules on more than one occasion in a non-golf setting; share experiences with coaches and other PLAYers in follow-up classes on this core lesson.
- Understand (Par 3), demonstrate (Par 4) and exhibit (Par 5) the physical healthy habits of energy, play and safety.

LIFE SKILL CATEGORIES ADDRESSED

- Interpersonal skills
- Self-management

SUGGESTED PAR PROGRESSION FOR GOLF SKILL CATEGORIES AND GOLF FUNDAMENTAL



- Target awareness (for putt, chip, pitch, full-swing)

COACHES' SEAMLESS DELIVERY TIP



EXAMPLE Coaches assist PLAYers in the development of interpersonal skills and self-management by integrating Par Core Lesson 11 (Respecting the Rules) with the golf skill categories—putt, chip, pitch and/or full-swing; and golf fundamental—distance-response. In this example, coaches would create games that help PLAYers understand the similarities/differences between the etiquette/rules for golf and other sports, while at the same time exploring target awareness when they are engaged in putting, chipping, pitching and/or full-swing.



Bridge to Golf & Life by asking questions such as: *How were the games you played today like the game of golf? What other games do you play that have rules? What rules/etiquette do you have at your school? What is an example of when respecting the rules made your experience better? How do rules make golf/life more fun? Why is it more fun when rules establish safe and fair conditions for play?*

LIFE SKILL CORE ACTIVITIES

During the first class on Core Lesson 11, coaches should incorporate the “Review of Why We Need Rules.” This discussion can focus on:

- a. the need for rules and etiquette in sports;
- b. the need for rules in The First Tee Life Skills Experience;
- c. examples of how PLAYers can show respect to each other; and
- d. a review of The First Tee Code of Conduct.

During each class on Core Lesson 11, coaches should deliver at least one core activity below seamlessly with at least two golf skill categories (putt, chip, pitch and full-swing) and one of The First Tee Nine Golf Fundamentals. (See previously suggested Par progression as well as Golf Skills section of this guide for more information.)

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

Life Skill Core Activity 11.1: Showing Respect

A bridging activity from the PLAYer level to the Par level; PLAYers observe and react to the roleplays of respectful and disrespectful behavior in golf

Life Skill Core Activity 11.2: Golf is Different

A bridging activity from the PLAYer level to the Par level; PLAYers compare the behavior of fans and fellow competitors at a golf tournament with behavior at other sporting events

Life Skill Core Activity 11.3: Respect the Rules of Golf for Match Play

PLAYers react to roleplays involving infractions of the Rules of Golf

Life Skill Core Activity 11.4: Learn a New Rule for Match Play

PLAYers learn at least one new Rule of Golf for match play each week and document it in their Par Yardage Books

Life Skill Core Activity 11.5: You Make the Rules

PLAYers create their own match play game, including all other rules of their game, and then play the game with others

Life Skill Core Activity 11.6: The Game is Your Name

PLAYers find a golf term that begins with each letter of their name

CORE LESSON 11 INTRODUCTION: REVIEW OF WHY WE NEED RULES

Supplies needed: The First Tee Par Yardage Books, pencils, the Rules of Golf, *Snoopy and Friends Address the Rules of Golf*, published by the USGA.

1. As you start a discussion on why rules and etiquette are vital to golf, just as they are to life in general, ask PLAYers to think back to their experiences at the PLAYer level. Choose a few questions from the following list to generate discussion and help make your point.
 - *What sports have you played? Could you play these sports if there were no rules? (Example: running to third base instead of first base in baseball.)*
 - *What sports have you watched on TV? Baseball, basketball, football, golf? Do players in these games all behave the same way? What is different? (Review from PLAYer level.)*
 - *What would it be like if there were no penalties in football or hockey or some other contact sport?*
 - *Do you act the same way in school as you do at a basketball game? Why not?*
 - *What if everybody could act any way they wanted to in school? Would could happen? Would you learn more or would it be hard to learn?*
 - *Who knows what the word "etiquette" means?*
2. Ask, *What are some things you have been doing at The First Tee to show respect and follow rules or be helpful to each other?* (Gather responses.) Then ask, *What are some things you could do better at The First Tee to show respect and be helpful to each other?*
3. Briefly review The First Tee Code of Conduct once again. The point to Par-level PLAYers is that although they will not come back to this regularly through the remainder of Par, they must understand that the Code of Conduct is their guide whether at The First Tee, home, school or anywhere else they go. If you have some older PLAYers, you could ask them to share how The First Tee Code of Conduct has helped them improve their behavior and lives to date.



LIFE SKILL CORE ACTIVITY 11.1: Showing Respect

Supplies needed: Golf balls and clubs (props for the coach); rakes, ball repair tools, flagstick, etc. (depending on roleplay examples selected)

The purpose of Core Activity 11.1 is to serve as a bridge activity between the PLAYer and Par levels. Coaches can make this activity more advanced for older and/or more experienced PLAYers by having them pair up and create their own “respect or disrespect roleplays.” By doing so, PLAYers can practice transferring what they have learned and make applications to golf-related environments.

1. Tell the class that you are going to demonstrate ways in which PLAYers show respect or disrespect.
2. When PLAYers see something they think is disrespectful, they should call out “No respect!” Select a youth to explain why the behavior is disrespectful.
3. Demonstrate and act out various ways PLAYers can show respect or disrespect for the game, the golf course and for other PLAYers. Some examples of situations in golf that you can use are listed below. Choose examples that are appropriate for the age and experience level of PLAYers in the class.

Examples of Respect:

- Being ready to hit the ball when it is your turn
- Being quiet while someone is about to hit his/her ball
- Looking for a friend’s lost ball in the rough
- Saying “good shot” to another PLAYer
- Helping pick up practice balls and equipment
- Fixing a ball mark or repairing divots
- Raking bunkers
- Standing in the proper place when someone is about to hit his/her ball

Examples of Disrespect:

- Shouting and goofing around
- Talking, making noise or moving while someone is getting ready to hit his/her ball
- Not following The First Tee dress code
- Laughing at someone’s poor shot
- Tearing up the grass and not replacing divots
- Hitting the ball when others in front of you are in range
- Not raking a bunker after you have hit the ball out of it
- Playing too slowly—taking too much time to make a stroke

4. Ask PLAYers if they have experienced any of the respect or disrespect situations shared above. If they have, ask them if they are willing to share how they felt during those situations.
5. Ask PLAYers how they show respect to self, others and their environment.

LIFE SKILL CORE ACTIVITY 11.2: Golf is Different

Supplies needed: Whiteboard or easel chart

Core Activity 11.2 is the second of two bridging activities between the PLAYer and Par levels. Coaches can make this activity more advanced for older and/or more experienced PLAYers by having them pair up and create their own “golf is different” roleplays. By doing so, PLAYers can practice transferring what they have learned and make applications to golf-related environments.

The purpose of this activity is to make PLAYers aware of how behavior in golf differs from behavior associated with other sports.

1. As preparation for this activity, ask PLAYers to watch part of a professional golf tournament on TV and pay attention to how the PLAYers and fans behave. (Alternatively, ask for a show of hands from those who have seen a golf tournament and have those PLAYers contrast their experience with those who have only seen football or basketball.)
2. Make three columns on the whiteboard or easel chart. Label the first two columns “football” and “basketball.” Label the third column “golf.”
3. Have the group suggest how PLAYers’ behaviors in the first two sports differ from PLAYers’ behaviors in golf. List as many differences as possible.

Examples of Respect: Teams versus individual PLAYers; PLAYers call penalties on themselves in golf and not in other sports.

4. Have the group suggest how fans’ behavior in the first two sports differs from fans’ behavior in golf. List as many differences as possible.

Examples of Respect: Fans and PLAYers do not yell when a golfer is hitting; no trash talk; no showboating after a score, etc.