

EAGLE Level

YARDAGE BOOK



THE FIRST TEE CODE OF CONDUCT

Respect for Myself

- I will dress neatly and wear golf or athletic shoes.
- I will always try my best when I play or practice.
- I will keep a positive attitude and catch myself doing something right regardless of the outcome.
- I will be physically active, eat well, get enough sleep, and be safe so I can stay healthy.
- I will be honest with myself, including when I keep score and if I break a rule.
- I will use proper etiquette and maintain my composure even when others may not be watching.

Respect for Others

- I will follow all instructions and safety rules.
- I will keep up with the pace of play on the golf course.
- I will be friendly, courteous and helpful.
- I will remain still and quiet while others are playing and have fun without being loud and rowdy.
- I will be a good sport toward others whether I win or lose.
- I will encourage others to be safe and physically active

Respect for My Surroundings

- I will keep the golf course and practice areas clean and in as good or better shape than I found them.
- I will clean and take care of my and others' golf equipment.
- I will be careful not to damage anything that belongs to others.

I have read and promise to abide by The First Tee Code of Conduct by showing the utmost respect for myself, others and my surroundings both on and off the course.

PLAYer's Signature



Name: _____

Hometown: _____

The First Tee of: _____

School: _____

Grade: _____

I started the **Eagle level** on: _____
Date

My top three reasons for staying involved with
The First Tee of _____ and
progressing on to the Eagle level are:

1. _____

2. _____




















3. _____

What I liked most/learned at the Birdie level?

I am continuing with the **Eagle level** at The First Tee
of _____ on _____
Date

To certify at the **Eagle level**, I will need to improve:

A SNAPSHOT OF WHAT YOU WILL LEARN & APPLY – EAGLE LEVEL

LIFE SKILLS		GOLF SKILLS		HEALTHY HABITS	
Core Lessons	22. Stay Well for Life	Golf Fundamentals	Distance-response 	Physical	Play 
	23. Building a Go-to Team		Target Awareness 		Energy 
	24. Appreciating Diversity		Get Ready to Swing 		Safety 
	25. Dealing with Conflicts		Body Balance 	Emotional	Family 
	26. Be a Go-to Person		Clubface and Ball Contact 		Mind 
	27. Planning for the Future		Swing Rhythm 		Vision 
<p>This visual provides a snapshot of what you will learn and apply at the Eagle level from each component of the Life Skills Experience. Your coaches will seamlessly deliver life skills, golf skills and healthy habits to achieve the learning objectives of each core lesson.</p>			Routines: Preshot 	Social	School 
			Postshot 		
			Ball Flight 		Friends 
			On-course Strategies 		Community 

CERTIFICATION REQUIREMENTS

EAGLE LEVEL

To certify at the Eagle level, PLAYers MUST fulfill The First Tee MINIMUM requirements below. If your chapter has additional standards for any areas, write those in the right-hand column.

The First Tee MINIMUM Requirements	Chapter Standards (If more challenging or added requirements)
Core Lesson Exposure	
Attend 4–6 classes per core lesson; 60 total class hours	
Golf Skills Application	
Play 10 18-hole rounds fast, safe and courteous; target score of 108 and under from 5,000–6,000 yards	
Complete a 9-hole putting course in a maximum of 18 strokes	
Complete a 9-hole short game course in a maximum of 27 strokes	
Full-swing (greens): Hit a minimum of 3 out of 6; distance to the middle of the green of 80 to 100 yards	
Full-swing (fairways): Hit 3 out of 6; distance of 160-190 yards	
Life Skills Knowledge	
Correctly answer a minimum of 25 out of 30 questions on Eagle level life skills and healthy habits	
Golf Skills Knowledge	
Correctly answer a minimum of 20 out of 25 questions on game of golf, etiquette and Rules of Golf	
Life Skills Application	
Demonstrate and exhibit ALL observable behaviors associated with Eagle level life skills (6) and healthy habits (minimum of 3)	

Track your progress on the Certification Requirements listed above on page 96 of your Eagle Yardage Book.

CORE LESSON 22: STAY WELL FOR LIFE



*The part can never be well unless
the whole is well.*

– Plato
Classical Greek Philosopher
and Mathematician

INTRODUCTION: WHAT DOES WELLNESS MEAN?

Wellness involves body, mind and heart.

It means...

- Your body is physically healthy and fit
- Your mind is sharp and you have a positive attitude and outlook
- You manage your emotions and feelings in appropriate ways
- You have a healthy social life, you respect yourself and look for ways to contribute to the health of others



DID YOU KNOW?

BY ESTABLISHING AN ACTIVE LIFESTYLE,
YOU CAN HELP YOUR BODY STAY STRONG,
LEAN AND FIT AS WELL AS REDUCE HEALTH
RISKS SUCH AS HEART DISEASE AND OBESITY.

HEALTHY BODY, MIND AND HEART FOR GOLF (22.1)

How does having a healthy body, mind and heart help you play better and enjoy golf more?

With a healthy **B**ody:



I can plan healthy snacks that will sustain my endurance on the golf course.



I can develop and implement a daily fitness routine from the Fitness Warm-up categories that will enhance my golf skills.



I can protect my body from illness and injury caused by the sun by applying sunscreen.

Work with a partner or small group to develop a warm-up circuit using at least one activity from each of the five Fitness Categories.

- | | |
|------------------------------|--|
| 1. Strength: | A. Core
B. Large Muscles |
| 2. Flexibility and Mobility: | A. Bend/Stretch/Extend
B. Twist/Rotate |
| 3. Agility and Coordination: | A. Speed
B. Footwork |
| 4. Balance | A. Body Awareness |
| 5. Object Control | A. Dribble/Kick
B. Throw/Catch
C. Strike |

Deliver your warm-up circuit to your peers. Ideally you would continue to deliver your warm-up circuit over the course of several classes and track your self-improvement using the chart on the following page.

Fitness Circuit	Activity	Desired Time or Distance	Actual Time or Distance
1.Strength		Day 1 Day 2 Day 3 Day 4 Day 5	Day 1 Day 2 Day 3 Day 4 Day 5
2.Flexibility & Mobility		Day 1 Day 2 Day 3 Day 4 Day 5	Day 1 Day 2 Day 3 Day 4 Day 5
3.Agility & Coordination		Day 1 Day 2 Day 3 Day 4 Day 5	Day 1 Day 2 Day 3 Day 4 Day 5
4. Balance		Day 1 Day 2 Day 3 Day 4 Day 5	Day 1 Day 2 Day 3 Day 4 Day 5
5.Object Control		Day 1 Day 2 Day 3 Day 4 Day 5	Day 1 Day 2 Day 3 Day 4 Day 5

With a healthy **M**ind:



I can use what I have experienced in past golf play to set goals to improve my game.



I can pay attention to how my thoughts influence the behaviors and emotions that affect my golf game.



I can schedule time with my family each week and ask them for feedback on challenges I am having in golf.

Work with a partner to ask for feedback on a goal you want to accomplish over the next week. The goal may be golf or non-golf related, but make sure it meets the Four Guidelines for Setting Reachable Goals you learned at the Birdie level.

My Goal:
Day 1 Progress:
Day 2 Progress:
Day 3 Progress:
Day 4 Progress:
Day 5 Progress:
Day 6 Progress:

With a healthy **H**ear**t**:



I can choose friends that encourage and support me in healthy ways on and off the golf course.



I can identify one or two teachers at school to serve on my “Go-to” Team and help me with analyzing my golf experiences.



I can find ways that contribute to building a healthy community in my neighborhood from the values and skills I am learning in golf.

To show your heart for others, work with a partner or small group to develop and implement two action steps that contribute to the health of the golf course and/or facility. Upon completion, record: (1) what you and your partner(s) did, (2) how you felt and (3) what reactions you noticed from others.

	<i>What Did You Do?</i>	<i>How Did You Feel?</i>	<i>What Reactions Did You Notice?</i>
Action Step 1			
Action Step 2			

THINGS I CAN DO FOR A HEALTHY BODY (22.2)






TIPS FOR MAINTAINING A HEALTHY BODY FOR GOLF:

- Prior to practicing or playing golf, implement a daily fitness warm-up incorporating one activity from each fitness category: (1) Strength, (2) Flexibility and Mobility, (3) Agility and Coordination, (4) Balance and (5) Object Control.
- Learn to respect and rest your body; avoid playing when you are tired or injured.
- Prepare healthy snacks for practice and play.
- Follow safety guidelines in the practice areas and on the course.
- Use sunscreen, as well as wear a hat and sunglasses, when playing in the sun.

List one or two healthy activities or actions to maintain your body's:

- Muscles & Bones
- Energy
- Skin
- Teeth
- Heart & Lungs

What actions am I currently doing, or need to add/avoid, to have a healthy body that will impact me reaching my goals?

Activities	 Energy	 Play	 Safety
Currently Doing			
Need to Add			
Need to Avoid			

Which actions are examples of what you should do, or what you should avoid, to have a healthy body?

Circle “Do” or “Avoid” after each item; then discuss with other participants and coaches.

- | | |
|---|------------|
| 1. Jog, walk, bike and/or lift weights | Do / Avoid |
| 2. Do warm-up exercises | Do / Avoid |
| 3. Drink alcohol or do drugs | Do / Avoid |
| 4. Eat healthy snacks such as fruit | Do / Avoid |
| 5. Watch TV or play video games daily | Do / Avoid |
| 6. Get 8–10 hours of sleep each night | Do / Avoid |
| 7. Brush and floss your teeth | Do / Avoid |
| 8. Apply sunscreen and lip balm with SPF of 30+ | Do / Avoid |
| 9. Drink water only when you're thirsty | Do / Avoid |

Discussion Notes: _____



YOU ARE WHAT YOU EAT! (22.3)

What goes into your body has a direct impact on your ability to learn and play well. It is important to consider when and what type of food and drink to give your body. Each person has different needs at different times, but there are some general “rules” to guide everyone on what and when to eat and drink. Use the internet, or go to a library, and do your best to fill in the answers to the questions below. Be prepared to share your answers with your coaches and other participants at a future class.

1. *How much water should I drink each day?*
2. *How many serving of fruits and vegetables are recommended for teenagers?*
3. *In addition to fruits and vegetables, what other types of food should I eat to have balanced meals?*
4. *How do I determine the ideal amount of food (serving size) to eat at meals?*
5. *What healthy snacks can I bring and eat during a round of golf?*
6. *When playing golf, how often should I have a snack?*
How often should I drink water?
7. *Where do I find how much sugar is in the food and drinks I have at meals and snack-time?*
8. *What should my sugar intake be limited to each day?*



Drink the good stuff! (22.3 CONT'D)

Water is the number one fluid your body needs to function. Some of the benefits of water include:

- Hydrates muscles to optimize performance and prevent injuries
- Burns off stored fat
- Maintains and increases your energy
- Reduces the chances of overheating and heat stroke
- Eliminates toxins

**SEARCH THE INTERNET, OR GO TO THE LIBRARY,
TO FIND OTHER “HYDRATION TIPS” AND WHY
DRINKING A LOT OF WATER EVERY DAY IS
IMPORTANT. RECORD WHAT YOU FIND HERE:**

Notes or suggestions from your coach:



PLAYING IT SAFE (22.4)

Physical safety includes playing in a safe environment and by the rules, protecting your body with proper equipment, warming up, cooling down and wearing sun protection.

My goal for Playing it Safe:

My Playing it Safe Goal Ladder:

5 _____

4 _____

3 _____

2 _____

1 _____

A graphic of a goal ladder with five rungs. The rungs are horizontal lines, and the ladder structure is on the right side. The rungs are numbered 1 to 5 from bottom to top.

THINGS I CAN DO FOR A HEALTHY MIND (22.5)



DID YOU KNOW?

WHAT WE THINK WITH OUR MIND INFLUENCES
OUR BEHAVIORS AND EMOTIONS—WHAT WE DO
AND HOW WE FEEL.

Below is a list of some things you can do to have a healthy mind so that you build confidence and maintain a healthy perspective on and off the golf course. Ask yourself the following:

Do I...

- ☐ respect myself?
- ☐ spend time and have fun with my family?
- ☐ have a positive attitude and practice positive self-talk?
- ☐ give my best effort at all times?
- ☐ use goal-setting as a way to measure my own self-improvement?
- ☐ find people I can trust and who support me to talk to about my feelings?
- ☐ think about options and consequences when I face a challenge?
- ☐ when I make a mistake, think about what I did and develop a plan for doing it better next time?
- ☐ when I do something well, store it away in my memory so I can recall it during a challenging time?
- ☐ use my preshot routine to stay focused on each golf shot?
- ☐ look for solutions to my problem(s) rather than worrying about them?

Track (record below) at least one action you take each day this week to have a healthy mind:

	Action	Impact on My Mind – Thoughts/Feelings/Behaviors
Day 1		
Day 2		
Day 3		
Day 4		
Day 5		
Day 6		
Day 7		

Be sure to share your actions/impacts with your parents/guardians, and also be prepared to share with your coaches and other participants during your next class.



MORE THAN A MUSCLE: GROWING A HEALTHY HEART (22.6)

In the physical sense, the heart is a vital organ and muscle. More than that, the heart represents the core of who you are—the beliefs, values and principles that define you. Explore your heart in terms of The First Tee's social Healthy Habit of friends, school and community.



FRIENDS

Friends often share common interests and also like, trust and support each other.

Friendships are developed through time and experiences. Exploring common interests with others and engaging in healthy activities promotes positive relationships. Think about how your friends contribute to a healthy heart. *What does your heart feel like when you are in harmony with your friends vs. when you are in conflict?*

(1) **Name three** unique qualities you appreciate in healthy friendships:

1: _____

2: _____

3: _____

(2) **Name three** qualities you have, or are working on, to be a friend to others:

1: _____

2: _____

3: _____

Commitment Card: I choose to be a friend who encourages and supports others in healthy ways.

Signature: _____ Date: _____



SCHOOL

School is a place for building healthy relationships by supporting teachers, asking for help and pursuing mentoring opportunities with other students.

How do a healthy lifestyle and heart impact academic success?

(1) **List three** different types of relationships necessary to have in school:

1: _____

2: _____

3: _____

(2) **Name three** ways your support of different students and adults in school contributes to you having a healthy heart:

1: _____

2: _____

3: _____

Commitment Card: I will offer assistance to one or two teachers at my school.

Signature: _____ Date: _____



COMMUNITY

A community is a group of people with some shared element (such as geography) having common rights, privileges or interests.

How does where I live and whom I live among influence my personal wellness?

What can giving back to my community do to strengthen the health of my heart?

(1) ***What are two to three activities I could do to give back in meaningful ways to my neighborhood community?***

1: _____

2: _____

3: _____

Commitment Card: I will find ways to contribute to building a healthy community in my neighborhood from the values and skills I am learning in golf.

Signature: _____ Date: _____

Choose one “giving back” community activity from above to do for one month. Report on:

Name of Group: _____	Start Date/ End Date	Times Per Week	Report
<i>What did you do?</i>			
<i>Whom did you do it for?</i>			
<i>What did you learn?</i>			
<i>How did you feel when you began? When you finished?</i>			



TRACKING YOUR PROGRESS – AWAY FROM THE FIRST TEE

Briefly describe where you utilized each of the following away from The First Tee and how it helped you.

Life Skills	Brief Description
I made progress toward having a healthier body, mind and heart.	
I made progress toward having a healthier body, mind and heart.	
Golf Skills	Brief Description
I practiced the golf fundamental(s) of _____.	
I practiced the golf fundamental(s) of _____.	
Healthy Habits	Brief Description
I used the healthy habit of _____.	
I used the healthy habit of _____.	

STAY WELL FOR LIFE

TRACKING GOALS AND CHARTING MY IMPROVEMENT

Golf Skills Application

Ten, 18-hole Rounds across Eagle level (Target Score: _____)						
Date						
Yardage						
Score						
Pace of Play (hrs/min)						

Date Started	Putting, Short-game & Full-swing Goals	Date Achieved

Life Skills Application

The PLAYer demonstrated (coach prompted PLAYer) and, on one additional occasion, exhibited (PLAYer did on own) behaviors reflective of developing a healthy body, mind and heart.

☐ Demonstrated by: _____ Date: _____

☐ Exhibited by: _____ Date: _____

My Notes:

CORE LESSON 23: BUILDING A GO-TO TEAM



*If you cannot see where you are,
ask someone who has been there before.*

– J. Loren Norris
Author, Speaker and Coach for Leaders

BUILDING A GO-TO TEAM INTRODUCTION

In pursuing goals and dealing with challenges, we all need the support of other people both on and off the golf course. Our Go-to Teams may be composed of family members, guardians or foster parents, teachers, coaches, friends or other individuals in our community.

When selecting a Go-to Team, you should select team members who have some expertise in the area in which you need assistance.

My Go-to Teams:

To be developed over the course of multiple classes on Building a Go-to Team. Record the details on the following pages.



For Golf




For Life

For Wellness

BUILDING MY GO-TO TEAM FOR GOLF (23.1)

My Golf Challenge: _____

People I Can Go To For Help:

 Name	 Profession	 Contact Info	 Description of Person <small>(and how s/he might help)</small>



ON-COURSE VARIATION

After each hole, take a few extra seconds to write down (on your scorecard) one idea you have for your Go-to Team for Golf. As you walk between shots, ask your playing partners for their ideas on a Go-to Team. At the end of your round, share your ideas with your coaches.

I TALKED TO THESE PEOPLE ON MY GO-TO TEAM FOR GOLF

How I need to follow up				
How they actually helped				
Name				

GOLF SKILLS & FUNDAMENTALS CHALLENGE PRACTICE (23.2)

What golf skill (putting, chipping, pitching, full-swing) and related fundamental (for example: ball flight) do I want to improve?

Who helped me?

How they helped me:

Overall, what I learned from this experience:

What golf skill (putting, chipping, pitching, full-swing) and related fundamental (for example: ball flight) do I want to improve?

Who helped me?





How they helped me:

Overall, what I learned from this experience:

BUILDING MY GO-TO TEAM FOR LIFE (23.3)

My Life Challenge: _____

People I Can Go To For Help:

 Name	 Profession	 Contact Info	 Description of Person (and how s/he might help)





I TALKED TO THESE PEOPLE ON
MY GO-TO TEAM FOR LIFE

How I need to follow up				
How they actually helped				
Name				

BUILDING MY GO-TO TEAM FOR WELLNESS (23.4)

My Wellness Challenge: _____

People I Can Go To For Help:

 Name	 Profession	 Contact Info	 Description of Person (and how s/he might help)

I TALKED TO THESE PEOPLE ON MY GO-TO TEAM FOR WELLNESS

How I need to follow up				
How they actually helped				
Name				



BUILDING A GO-TO TEAM FOR MY GOLF COMMUNITY (23.5)

List three ideas for a project that would assist your golf facility or chapter:

1. _____

2. _____

3. _____

Create small groups of three to four people. Then take turns sharing your project ideas with each other. As a group, select one project you want to accomplish. Note: you can complete a second project after the first one.

FIVE STEPS:

(1) Have a discussion with your small group:

- *Who will you choose to help you?*
- *How will you schedule the activity?*
- *How will you organize the activity and/or the order that tasks get done?*
- *How will you decide or assign tasks?*

(2) Record the name of your project here:

(Write/type your plan for the project in a separate document.)

(3) Within the next 30 days, do it!

BUILDING A GO-TO TEAM FOR MY GOLF COMMUNITY (23.5 CONT'D)

- (4) Within a day or two of completing your project, discuss with your small group: *What was good about the experience (three things)? What could have been better (one thing)? How you could make it better next time (2-3 ideas)?*

Good #1_____

Good #2_____

Good #3_____

Better_____

How_____

- (5) Share your Good-Better-How for the project with your coaches and other participants.



TRACKING YOUR PROGRESS – AWAY FROM THE FIRST TEE

Briefly describe where you utilized each of the following away from The First Tee and how it helped you.

Life Skills	Brief Description
I created and used a Go-to Team.	
I created and used a Go-to Team.	
Golf Skills	Brief Description
I practiced the golf fundamental(s) of _____ .	
I practiced the golf fundamental(s) of _____ .	
Healthy Habits	Brief Description
I used the healthy habit of _____ .	
I used the healthy habit of _____ .	

BUILDING A GO-TO TEAM

TRACKING GOALS AND CHARTING MY IMPROVEMENT

Golf Skills Application

Ten, 18-hole Rounds across Eagle level (Target Score: _____)						
Date						
Yardage						
Score						
Pace of Play (hrs/min)						

Date Started	Putting, Short-game & Full-swing Goals	Date Achieved

Life Skills Application

The PLAYer demonstrated (coach prompted PLAYer) and, on one additional occasion, exhibited (PLAYer did on own) ability to create, record and utilize a Go-to Team in golf and non-golf areas.

☐ Demonstrated by: _____ Date: _____

☐ Exhibited by: _____ Date: _____

My Notes:

MY NOTES

PRACTICE: _____

PLAY THE GAME OF GOLF: _____

CORE LESSON 24: APPRECIATING DIVERSITY



*When we seek to discover the
best in others, we somehow
bring out the best in ourselves.*

– William Arthur Ward
Writer and Poet

APPRECIATING DIVERSITY

INTRODUCTION

At The First Tee, we believe it is essential to the well-being of our society that we all learn to respect and value diversity among individuals while on the golf course, in school and throughout our daily lives. Teams or groups usually benefit from the varying strengths of the team/group members.

We know that The First Tee Code of Conduct emphasizes respect for others. *What are some example of how we can show respect for the diversity of others?*

What are some reasons for valuing diversity in a group of individuals?

GUESS WHO'S LIKE YOU (24.1)

To appreciate diversity, it is helpful to identify how our own strengths/weaknesses, personal thoughts and attitudes are the same or different from others.

Similarly, when building a golf team for a scramble or other team formats, it is first helpful to identify how your own golf skills are the same or different from others.

Create teams of 3–4:

Look around and guess who will wind up on the same team as you. Listen to the coach and, based on your responses to his/her questions, you will move to the left or right. Your coach will give you instructions on which way to move.

After you are on a team, discuss the following questions either in your small group or large group (depending on your coach's instructions).

What are the consequences of stereotyping, such as making assumptions about people based on appearance or other superficial characteristics?

Have you or anyone in your group ever been unfairly stereotyped, excluded or subjected to putdowns based on some aspect of your appearance, gender, ethnicity or other characteristic? If yes, how were you affected?

Head out to play on the course, or a simulated course (putting, up-and-down or other), and follow your coach's instructions for playing golf with your teammates.

DIVERSITY IN GOLF (24.2)



DID YOU KNOW?

YOU DON'T HAVE TO BE A CERTAIN AGE, SIZE, GENDER, NATIONALITY, RACE OR ETHNIC BACKGROUND TO BECOME THE BEST GOLFER.

- (1) What are some examples of how golfers can differ?***

- (2) Share your examples with a partner. What are some different ideas that your partner had?***

Follow the lead of your coach and discuss your ideas with him/her and/or your entire class. *Which characteristics have you discussed that seem to be related to playing the game of golf well?*

Which differences in characteristics do you think would be important to consider in building a competitive team of golfers for a tournament?



DIVERSITY SCRAMBLE (24.3)

Play each of these scrambles both in your class and with your friends outside of class.

Rotating Three-club Scramble:

Play a scramble format in three- or foursomes; however, on each hole the group must decide which three, and only three, clubs they will play the hole with. The three clubs must be the same for all PLAYers in the group.

Follow the Leader:

A PLAYer on each hole is designated as the leader, and the rest of the group does their best to imitate the leader's shot, regardless of outcome. The group plays a scramble from the leader's ball, so they are always playing their next shot from the leader's ball position. The "closest to the leader's ball" gets to hit first after the leader and so on.

Team Play Golf:

Each PLAYer has a position for each hole. For each hole, the roles are: drive, approach, pitch, chip and putt. One person drives, another hits the fairway shots, another hits the ball inside 100 yards, and another only putts. Each PLAYer uses one club from the bag to play his/her portion of the hole. No other team member can use the same club on that hole. Switch roles after each hole.

Make up your own version of a diversity scramble and go play it!

DIVERSITY IN THE FIRST TEE CLASS, SCHOOL OR COMMUNITY (24.4)



Examples of Diversity	Benefits of Diversity
Ages	
Ethnic background	
Gender	
Religion	
Musical skills	
Sports skills (for example, golf)	
Artistic skills	
Part-time or volunteer work	

DIVERSITY INTERVIEW (24.5)

Person I interviewed: _____

Things we have in common:

Things which are different:

How we could benefit from the differences:



ON-COURSE VARIATION

Invite this person to play golf with you and get to know him/her during your round of golf.

What I Learned:



DIVERSITY FAMILY (24.6)

FAMILY

A group of people (related or not); often held together by bonds of devotion and shared values and goals.

(1) *What are the similarities among my family members?*

(2) *What are the differences among my family members?*

(3) My thoughts/feelings about the diversity I have
(or would like to have) in my family:

(4) Reasons why it can be helpful to have a family unit:

(5) List all family combinations I know about:



TRACKING YOUR PROGRESS – AWAY FROM THE FIRST TEE

Briefly describe where you utilized each of the following away from The First Tee and how it helped you.

Life Skills	Brief Description
I appreciated the diversity of an individual or a group of people.	
I appreciated the diversity of an individual or a group of people.	
Golf Skills	Brief Description
I practiced the golf fundamental(s) of _____ .	
I practiced the golf fundamental(s) of _____ .	
Healthy Habits	Brief Description
I used the healthy habit of _____ .	
I used the healthy habit of _____ .	

APPRECIATING DIVERSITY

TRACKING GOALS AND CHARTING MY IMPROVEMENT

Golf Skills Application

	Ten, 18-hole Rounds across Eagle level (Target Score: _____)					
Date						
Yardage						
Score						
Pace of Play (hrs/min)						

Date Started	Putting, Short-game & Full-swing Goals	Date Achieved

Life Skills Application

The PLAYer demonstrated (coach prompted PLAYer) and, on one additional occasion, exhibited (PLAYer did on own) appreciation of diversity through a variety of activities, including their experiences with activities described in this Eagle Yardage Book.

☐ Demonstrated by: _____ Date: _____

☐ Exhibited by: _____ Date: _____

My Notes:

CORE LESSON 25: DEALING WITH CONFLICTS



The common mistake that bullies make is assuming that because someone is nice that he or she is weak. Those traits have nothing to do with each other. In fact, it takes considerable strength and character to be a good person.

– Mary Elizabeth Williams
American Writer & Commentator

WHAT IS CONFLICT?

INTRODUCTION

A conflict is a situation in which there are differences of opinion or opposing interests, needs or demands.

Conflict occurs when a person is prevented from getting something that he or she wants—like recognition, respect or a resource like money, power or freedom.

Think of a conflict you did NOT effectively resolve with a family member, classmate, friend, teacher or other community member. Write what happened:

HOW PEOPLE RESPOND TO CONFLICT

Response	Action
Passive	They withdraw, ignore, deny or give in
Aggressive	They threaten, push, hit or yell
Cooperative	They talk and communicate, listen, understand, respect and explore options

The last approach is most likely to result in a solution that benefits both sides. *Which response did you use when responding to your conflict described above?*

USING CARE TO RESOLVE CONFLICTS (25.1)

C – COMMUNICATE

Describe what you think happened, how you feel about it, what you want and why. Focus on the problem, not the other person. Assert yourself, but stay under control.

Tip: Start by making an “I statement.”

A – ACTIVELY LISTEN

Listen (without interrupting) and be open to what the other person wants and feels.

Tip: Ask open-ended questions to understand the other person’s point of view.

R – REVIEW OPTIONS

Talk it out together and work with the other person as a partner to look at several options.

Tip: Look for objective standards—or bring in a 3rd party for objective input—as guides.

E – END WITH A WIN-WIN SOLUTION

Find a solution where both sides “win” something or at least understand each other better.

Unless both sides win, no agreement can be permanent.

– Jimmy Carter
39th President of the United States

PRACTICE APPLYING CARE (25.2)

Supplies needed: golf clubs, items that are typically in a golf bag; props for role plays

Role Plays	<i>What did it feel like to do this (or have this done to you)?</i>
A committee planning a tournament that disagrees on format, prizes, etc.	
A PLAYer who constantly hits into the group in front of him/her	
Disputes over different rules	
A PLAYer whose rudeness upsets other PLAYers	
A PLAYer who fails to fix ball marks, abuses the course, etc.	

What did I learn from this experience?

How will I apply what I have learned away from the golf course?



PRACTICE APPLYING CARE WHILE PLAYING (25.3)

Supplies needed: golf clubs, items in a golf bag

Apply CARE when playing on the course or a simulated 3- or 4-hole course. Have group engage in one scenario on each hole, and individually record feelings after each hole. Progress to the second scenario on the second hole, etc.

Scenario (1 per hole and repeat playing different roles)	<i>What did it feel like to do this (or have this done to you)?</i>
Clap for bad shot	
Poor etiquette (noise, not repairing ball marks, talking during shot, etc.)	
Alienation of PLAYer	
Take favorite club away from PLAYer	

When play is finished, discuss some of the situations with your coaches and fellow participants.

RESOLVING CONFLICTS OUTSIDE OF GOLF (25.4)

Summarize each conflict you experienced with family, friends, teachers or others in your community and how you used CARE to resolve it.

Conflict #1

Who was it with? _____

What happened? _____

How did you feel? _____

What did you want or why did it happen? _____

How did you use CARE to resolve the conflict with a win-win solution? _____

Conflict #2

Who was it with? _____

What happened? _____

How did you feel? _____

What did you want or why did it happen? _____

How did you use CARE to resolve the conflict with a win-win solution? _____

CELL PHONE GAME (25.5)

After you play the Cell Phone Game, answer the following questions and discuss your responses with your coach and other participants.

Based on your experience with this game, how different was the statement from what was said at the beginning to what was said at the end of the game?

How did the changes in what was said affect the meaning of the sentence?

What challenges made the sentence change?

What could have been done differently to overcome the challenges and keep the integrity of the sentence?

What can you take from this experience and apply to conflicts you may encounter playing golf and/or or to conflicts in other areas of your life?

WHAT DID YOU SAY?! GAME (25.6)

Part I

1. Find a partner and take turns sharing a story for two minutes.
2. Repeat back the story you heard the other person share.
3. Notice how much detail is or isn't there.

Why Or Why Not?

How does this influence conflict between friends or other people?

Part II

1. Find a different partner and share a different story for one minute. The person listening should remember as much detail as they can.
2. After one minute, the listener repeats back what s/he heard.
3. Notice how much detail was remembered.

How did it affect the story if details were left out?

Were there any challenges to hearing the story?

How did the challenges affect your ability to listen?

How did it feel to you (the talker) when details were not remembered by the listener?

4. Switch roles and repeat steps 1, 2 and 3 above.

Part III

Discuss how the ability to be a good listener affects your ability to resolve conflict using **CARE**.



ON-COURSE VARIATION

Ask your coach to go online and download the on-course variation for you to play.



TRACKING YOUR PROGRESS – AWAY FROM THE FIRST TEE

Briefly describe where you utilized each of the following away from The First Tee and how it helped you.

Life Skills	Brief Description
I used CARE to resolve a conflict.	
I used CARE to resolve a conflict.	
Golf Skills	Brief Description
I practiced the golf fundamental(s) of _____.	
I practiced the golf fundamental(s) of _____.	
Healthy Habits	Brief Description
I used the healthy habit of _____.	
I used the healthy habit of _____.	

DEALING WITH CONFLICTS

TRACKING GOALS AND CHARTING MY IMPROVEMENT

Golf Skills Application

Ten, 18-hole Rounds across Eagle level (Target Score: _____)						
Date						
Yardage						
Score						
Pace of Play (hrs/min)						

Date Started	Putting, Short-game & Full-swing Goals	Date Achieved

Life Skills Application

The PLAYer demonstrated (coach prompted PLAYer) and, on one additional occasion, exhibited (PLAYer did on own) CARE while practicing and playing golf.

☐ Demonstrated by: _____ Date: _____

☐ Exhibited by: _____ Date: _____

My Notes:

CORE LESSON 26: BE A GO-TO PERSON



*I've learned that people will forget what
you said, people will forget what you did,
but people will never forget how you
made them feel.*

– Maya Angelou

African-American author, poet,
dancer, actress and singer

HELPING OTHERS: INTRODUCTION

We often turn to our family or friends when we are facing a problem or are feeling concerned about something.

Being a Go-to Person is a life skill strategy we can develop, enabling us to not only help others, but also volunteer our time and talents in our communities.

List people who have helped you either in golf or life:

Person	Qualities or Strengths of Person	How this Person Helped Me

We are going to explore ways you also can become a Go-to Person.

BENEFITS OF HELPING OTHERS (26.1)



DID YOU KNOW?

YOU DON'T HAVE TO BE CERTIFIED AT ANY
LEVEL OF THE LIFE SKILLS EXPERIENCE
TO BE A GO-TO PERSON.

Supplies needed: pencils, paper (for each team)

Get into a team of 3–4. Working with your team, list as many benefits as possible of helping others. After your discussion, list the benefits of helping others most important to you.

(1) _____

(2) _____

(3) _____

HOW I WANT TO HELP OTHERS (26.2)



DID YOU KNOW?

SHOWING ANOTHER PERSON HOW TO HIT
A BUNKER SHOT COULD HELP YOU GET BETTER
AT HITTING BUNKER SHOTS YOURSELF?

Supplies needed: pencils, paper (for each team)

Get into a small group of 3–4. Working together with your group, list as many ways that you can think of to help others. After a discussion with your coach and class, list three ways of helping others to which you personally commit.

Who I Want to Help	How I Will Help	Date(s) When I helped

Notes on My Experiences Helping Others: _____

BEING A GO-TO PERSON (26.3)

A Go-to Person:

- Respects other people
- Is a good listener
- Is able to feel what others are feeling
- Helps others look for solutions
- Seeks to understand the problem or challenge

What are some of the life skills you have learned at The First Tee that you have used/will use to assist others?

Life Skill	How I Have Used/Will Use	Who I Have Assisted/Will Assist

LIFE SKILLS AND STRATEGIES I CAN USE TO HELP OTHERS

FROM PAR

Interpersonal skills:

Five Steps for Meeting Someone New and A-L-R

Self-management:

Three Tips for Having Fun While You Learn
4Rs (Replay, Relax, Ready, Redo) Personal Par

FROM BIRDIE

Self-management and Goal-setting:

Identifying goals and building goal ladders

Interpersonal skills, Self-management, Goal-setting and Resilience skills:

STAR - Making good decisions such as being resilient
to peer pressure

FROM EAGLE

Self-management, Goal-setting and Resilience skills:

Choosing behaviors that promote wellness

Interpersonal skills, Self-management and Resilience skills:

Conflict resolution skills (CARE)

ASK-LISTEN-RESPOND (A-L-R) (26.4)

1. DISCUSSION: Review the Core Activities from Par that focused on A-L-R.

What do you remember about A-L-R?

Give a specific example of how using A-L-R has helped you in your life.

2. ROLE PLAY A-L-R: One example of how to do this is listed below.

- One participant is the PLAYer and one the listener.
- Role play a scenario where the PLAYer is extremely frustrated with (or enthusiastic about) his/her golf game.
- The listener practices A-L-R while the PLAYer talks.
- Go for about 3–4 minutes and then switch roles.
- Debrief the experience with your coaches and other participants. *What was it like being the PLAYer?*
What was it like being the listener?

3. GOLF SKILL ACTIVITIES: Practice your golf skills (putt, chip, pitch and/or full swing) at 2–3 stations along with one golf fundamental (such as swing rhythm) and A-L-R. For example, you could create 2–3 questions your partner asks after you complete 3–5 pitch shots focusing on swing rhythm. Switch roles and alternate as time allows.



ON-COURSE VARIATION

Go play golf and utilize A-L-R when walking between shots.

MAKING GOOD DECISIONS (STAR) (26.5)

1. DISCUSSION: Review the Core Activities from Birdie that focused on STAR.

What do you remember about STAR? _____

Give a specific example of how using STAR has helped you in your life. _____

2. GOLF SKILL ACTIVITIES: Practice your golf skills at 2–3 stations along with one golf fundamental (such as preshot routines) and STAR.

Example #1: Hit 3 shots, using STAR as a preshot routine before each shot. Then, switch roles and alternate with your partner as time allows.

Example #2: Practice the golf fundamental of ball flight and use STAR before each shot to (1) Stop, (2) Think about what you want to do before and during your swing, (3) Anticipate the ball flight and (4) Respond.

One visible way your partner will know if you are Responding vs. still Thinking is that you will initiate your backswing as soon as your eyes look at the ball. If you're still Thinking when you should be Responding, then you will almost always stare at the ball for more than a second before you start your backswing.



ON-COURSE VARIATION

Play golf and keep a “Personal Par Card—STAR.” This means you will have two scores on every hole: (1) the total number of stroke you took and (2) a personal rating of how well you utilized STAR.

For your personal rating, you can use smiley faces, a numerical system such as 1–10, stars or develop your own rating scale.



HOW I WILL HELP IN MY COMMUNITY (26.6)

WAYS I WILL HELP

1. _____
2. _____
3. _____

HOW I HAVE HELPED

Situation #1: _____

Who I helped? _____

How I helped? _____

Situation #2: _____

Who I helped? _____

How I helped? _____



TRACKING YOUR PROGRESS – AWAY FROM THE FIRST TEE

Briefly describe where you utilized each of the following away from The First Tee and how it helped you.

Life Skills	Brief Description
I was a Go-to Person for an individual or a group of people.	
I was a Go-to Person for an individual or a group of people.	
Golf Skills	Brief Description
I practiced the golf fundamental(s) of _____ .	
I practiced the golf fundamental(s) of _____ .	
Healthy Habits	Brief Description
I used the healthy habit of _____ .	
I used the healthy habit of _____ .	

BE A GO-TO PERSON

TRACKING GOALS AND CHARTING MY IMPROVEMENT

Golf Skills Application

Ten, 18-hole Rounds across Eagle level (Target Score: _____)						
Date						
Yardage						
Score						
Pace of Play (hrs/min)						

Date Started	Putting, Short-game & Full-swing Goals	Date Achieved

Life Skills Application

The PLAYer demonstrated (coach prompted PLAYer) and, on one additional occasion, exhibited (PLAYer did on own) his/her commitment to helping others and the ability to be a Go-to Person through specific behaviors or projects using previously learned life skill strategies.

☐ Demonstrated by: _____ Date: _____

☐ Exhibited by: _____ Date: _____

My Notes:

MY NOTES

PRACTICE: _____

PLAY THE GAME OF GOLF: _____

CORE LESSON 27: PLANNING FOR THE FUTURE



*Plan for the future because that's where you
are going to spend the rest of your life.*

– Mark Twain

American author and humorist

PLANNING FOR THE FUTURE: INTRODUCTION

If you haven't already, it is time to start planning for your future. If you have, the following activities will enable you to further explore and plan.

The career and academic planning process typically involves three phases:

1. Self-exploration
2. Academic and career exploration
3. Implementation

How do you think self-exploration could be helpful in the process of career and academic planning?

What post-high school academic opportunities and careers are of interest to you?

What are some steps you think could be helpful when you start to implement your plans?



WHO I AM (27.1)

When you are starting to think about a career and college or vocational training, consider the following:

Interests: *What do you enjoy doing?*

For example: *Do you like to fix things, work with computers, sing or dance or take long hikes?*

My interests are: _____

Personality: *How would you describe yourself?*

For example: *Are you outgoing, shy, aggressive, cheerful, honest, organized, independent, etc.?*

My personality is: _____

Skills, Education, Training and Experience:

What can you do well?

For example: *Do you have a natural talent or ability? Have you led a sports team? Have you learned a skill such as operating a computer?*

Things I do well include: _____

Values: *What's important to you?*

For example: *Is it money, being with friends, helping others, having a lot of free time, or a chance to use your talents to the maximum?*

I value: _____



LIFE SKILLS RATING (27.2)

This is a self-assessment tool that can be used for academic and career planning. Identify your strengths or skills that may need improvement by rating yourself on the areas below. (Circle only one number per item.)

Interpersonal and communication skills

Needs Improvement	1	2	3	4	5	Strength
-------------------	---	---	---	---	---	----------

Controlling my emotions

Needs Improvement	1	2	3	4	5	Strength
-------------------	---	---	---	---	---	----------

Maintaining a positive attitude

Needs Improvement	1	2	3	4	5	Strength
-------------------	---	---	---	---	---	----------

Making good decisions

Needs Improvement	1	2	3	4	5	Strength
-------------------	---	---	---	---	---	----------

Respecting others

Needs Improvement	1	2	3	4	5	Strength
-------------------	---	---	---	---	---	----------

Respecting the rules

Needs Improvement	1	2	3	4	5	Strength
-------------------	---	---	---	---	---	----------

Goal-setting

Needs Improvement	1	2	3	4	5	Strength
-------------------	---	---	---	---	---	----------

Staying healthy

Needs Improvement	1	2	3	4	5	Strength
-------------------	---	---	---	---	---	----------

Resolving conflicts

Needs Improvement	1	2	3	4	5	Strength
-------------------	---	---	---	---	---	----------

Building a Go-to Team

Needs Improvement	1	2	3	4	5	Strength
-------------------	---	---	---	---	---	----------

Appreciating diversity

Needs Improvement	1	2	3	4	5	Strength
-------------------	---	---	---	---	---	----------

How can these skills help you get a job and do well at it, as well as help you excel in your education/vocational training?

WHAT A GOLF COURSE SUPERINTENDENT DOES (27.3)

Makes sure the grass on fairways and greens is healthy and playable by:

- Mowing regularly
- Watering
- Fertilizing
- Spraying to control insects
- Replanting or re-sodding damaged areas

Keeps the entire property in good repair, including:

- Buildings, fences, golf cart paths, roads and parking lots
- Bridges, ponds and bunkers

Hires, trains and supervises the grounds crew

Makes sure the golf course follows safety and environmental protection laws

Gets the course ready for a tournament

Course Superintendents may do these tasks themselves or supervise other people who do them.

Rate your level of interest in being a golf course superintendent

Not Interested 1 2 3 4 5 Extremely Interested

What aspects of this job sound fun? _____

What aspects of this job do NOT sound fun? _____

WHAT A HEAD GOLF PROFESSIONAL DOES

- Gives golf instruction
- Books tee times
- Organizes and runs tournaments
- Takes care of the golf carts
- Runs the practice range
- Runs the golf shop
- Makes sure pace of play and other course rules and regulations are followed
- Hires, trains and supervises other employees
- Promotes the golf course
- Creates budgets and business plans



DID YOU KNOW?

ALL JOBS RELATED TO GOLF DO **NOT** REQUIRE YOU TO BE AN EXCELLENT GOLFER.

Head golf professionals may do these tasks themselves or supervise other people who do them.

Rate your level of interest in being a golf professional

Not Interested 1 2 3 4 5 Extremely Interested

What aspects of this job sound fun? _____

What aspects of this job do NOT sound fun? _____

INTERESTING GOLF JOBS OR OTHER JOB POSSIBILITIES

Job	<i>What Interests Me?</i>

FINDING A JOB THAT MATCHES (27.4)

One of the jobs that seems most interesting to me is:

Tip: Refer back to your self-assessment of interests, personality, skills and values to find a job that matches.

I think I would like this job because:

I think I would be good at this job because:

What do I think are my next steps in acquiring the knowledge, education, skills and experience to land this type of job?

CAREER INFORMATIONAL INTERVIEWING (27.5)

The name of the person we (or I) interviewed today was:

The job or career this person has is: _____

As you listen, find answers to questions such as:

What is a day at work like for this person? _____

How did he or she qualify for this job or career? _____

What does he or she like most about the job or career?

Other Notes:



ON-COURSE VARIATION

Invite a person in the golf (or other) industry to play golf with you. Interview and get to know him/her during your round.

CHECK OUT A CAREER (27.6)

Here are some things to find out about a job or career:

- *What knowledge, education and training are required?*
- *What skills will you need to have?*
- *How much experience will you need?*
- *What will your responsibilities be?*
- *What kind of working conditions can you expect?*
- *What's the salary or other benefits?*
- *Will you have a chance to advance?*
- *What kinds of jobs are related to this one?*

Here are some places to turn to for answers:

- School career and guidance counselors
- The library
- Internet career sites
- Members of your Go-to Team
- People you know who work in that field

CHECK OUT A CAREER

The job or career I am interested in is: _____

WHAT I LEARNED	MY SOURCE
1.	
2.	
3.	
4.	
5.	
6.	
7.	



COLLEGE DECISION WORKSHEET (27.7)

Mark Yes or No to show your feelings on the following:

1. I like most school subjects. ☐ Yes ☐ No
2. I can't wait to get out of school. ☐ Yes ☐ No
3. I am willing to take courses that don't interest me so I can complete my degree. ☐ Yes ☐ No
4. I prefer to work with my hands. ☐ Yes ☐ No
5. I enjoy learning new things from books. ☐ Yes ☐ No
6. I cannot wait to get out there and work. ☐ Yes ☐ No
7. I like to read about peoples' ideas and thoughts. ☐ Yes ☐ No
8. I like to read about how things work. ☐ Yes ☐ No
9. It is important for me to find out more about life before I hold down a full-time job. ☐ Yes ☐ No
10. I want an income as soon as possible. ☐ Yes ☐ No
11. I am willing to make some financial sacrifices to go to college. ☐ Yes ☐ No
12. For me, the time and expense of college just don't seem worth it. ☐ Yes ☐ No

If you answered Yes to five or more of the **even**-numbered items, you may be interested in a vocational track after high school. On the other hand, if you answered yes to five or more of the **odd**-numbered items, you may prefer a college-bound track.

If your responses are mixed between both even- and odd-numbered items, you may want to discuss your decision further with your guidance counselor or other Go-to Team members.



COLLEGE CHOICE SCORECARD (27.8)

RANK the following college qualities according to their importance to you in making your college choice. Please number the most important quality with a 1 and the least important with a 12.

Qualities	RANK	COLLEGE A:		COLLEGE B:		COLLEGE C:	
		SCORE	TOTAL	SCORE	TOTAL	SCORE	TOTAL
College size							
Academic programs							
Athletic programs							
Setting							
Appearance							
People at the college							
Facilities and buildings							
Prestige of the college							
Residence halls							
Food							
Social life							
Distance from home							
		TOTAL		TOTAL		TOTAL	

For colleges you have in mind right now, SCORE each college in the columns provided with the following scoring: 1=excellent, 2=good, 3=average, 4=poor, 5=horrible. To compare each college for how they meet your most important criteria, add your RANK plus your SCORE for each item and place that number in the TOTAL column for each quality. To get an overall score add up the scores in the total column for each college. Remember the lower the score the better the match.

WHAT ROLE WILL SPORTS PLAY IN MY COLLEGE CAREER?

Your first decision may be to decide what role sports will play in making your college choice. You'll need to decide if participating in your sport during college is going to be a primary reason in the selection process or if it will play a less important role in your choice. Ask yourself:

1. *How would I feel if I couldn't play my sport in college?*

2. *Am I ready to let go of my sport right now?*

3. *Do I have the ability to play college sports at any level?*

4. *Would I be willing to sacrifice majoring in a specific field to attend a college that would allow me to play my sport?*

5. *What would happen if I chose a college and then couldn't participate in my sport there because I was injured or disqualified?*

6. *Am I willing to make sacrifices in friendships and social life to meet the demands of my college sport?*

7. *Would playing my sport in intramurals be enough to satisfy my need for college sports participation?*



ATHLETE'S COLLEGE CHOICE WORKSHEET (27.9)

Make copies of this sheet, fill it out for each college you're considering and compare the results (total points).

Opportunity to play my sport

Unlikely 1 2 3 4 5 Definitely

Chance that I'll be a starter

Unlikely 1 2 3 4 5 Definitely

Chance that I'll be a star player

Unlikely 1 2 3 4 5 Definitely

Chance that I'll get decent grades

Unlikely 1 2 3 4 5 Definitely

Chance that I'll like the coach

Unlikely 1 2 3 4 5 Definitely

Chance that I'll like the team

Unlikely 1 2 3 4 5 Definitely

Chance that I'll like the facility

Unlikely 1 2 3 4 5 Definitely

Opportunity for parents to watch

Unlikely 1 2 3 4 5 Definitely

Possibility that the team will win

Unlikely 1 2 3 4 5 Definitely

Total points for the college or university _____

Check out the NCAA Clearinghouse website
(www.ncaaclearinghouse.net) to acquire copies of the NCAA Guide
for the College-Bound Student-Athlete and other helpful documents.



TRACKING YOUR PROGRESS – AWAY FROM THE FIRST TEE

Briefly describe where you utilized each of the following away from The First Tee and how it helped you.

Life Skills	Brief Description
I took specific action to explore educational and/or career opportunities.	
I took specific action to explore educational and/or career opportunities.	
Golf Skills	Brief Description
I practiced the golf fundamental(s) of _____ .	
I practiced the golf fundamental(s) of _____ .	
Healthy Habits	Brief Description
I used the healthy habit of _____ .	
I used the healthy habit of _____ .	

PLANNING FOR THE FUTURE

TRACKING GOALS AND CHARTING MY IMPROVEMENT

Golf Skills Application

	Ten, 18-hole Rounds across Eagle level (Target Score: _____)					
Date						
Yardage						
Score						
Pace of Play (hrs/min)						

Date Started	Putting, Short-game & Full-swing Goals	Date Achieved

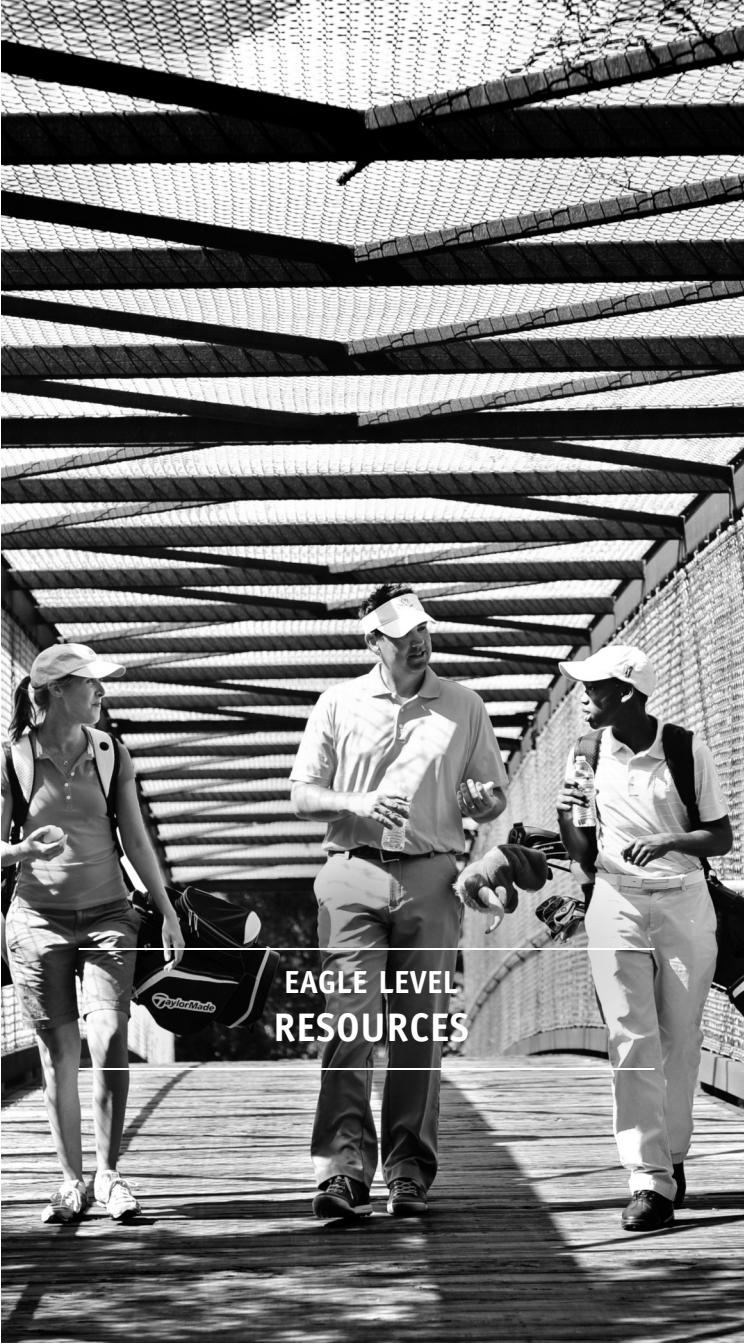
Life Skills Application

The PLAYer demonstrated (coach prompted PLAYer) and, on one additional occasion, exhibited (PLAYer did on own) ability to conduct self-assessments and take specific actions to explore educational and career opportunities.

☐ Demonstrated by: _____ Date: _____

☐ Exhibited by: _____ Date: _____

My Notes:



EAGLE LEVEL RESOURCES

LIFE SKILLS BEHAVIORAL OUTCOMES CHECKLIST

Over multiple classes, PLAYers must demonstrate (coach prompts PLAYer) and exhibit (PLAYer does on own) these behaviors as part of the **certification requirements** to successfully complete the Eagle level.

CORE LESSON 22: STAYING WELL FOR LIFE

The PLAYer demonstrated and, on one additional occasion, exhibited ability to utilize goal-setting and goal ladder guidelines to develop, record and make progress toward goals for a healthier body, mind and heart.

☐ Demonstrate

☐ Exhibit

CORE LESSON 23: BUILDING A GO-TO TEAM

The PLAYer demonstrated and, on one additional occasion, exhibited ability to create, record and utilize a Go-to Team in golf and non-golf areas.

☐ Demonstrate

☐ Exhibit

CORE LESSON 24: APPRECIATING DIVERSITY

The PLAYer demonstrated and, on one additional occasion, exhibited appreciation of diversity through a variety of activities, including their experiences with activities described in this Eagle Yardage Book

☐ Demonstrate

☐ Exhibit

CORE LESSON 25: DEALING WITH CONFLICTS

The PLAYer demonstrated and, on one additional occasion, exhibited CARE while practicing and playing golf.

☐ Demonstrate

☐ Exhibit

CORE LESSON 26: BE A GO-TO PERSON

The PLAYer demonstrated and, on one additional occasion, exhibited his/her commitment to helping others and the ability to be a Go-to Person through specific behaviors or projects using previously learned life skill strategies such as A-L-R and STAR.

☐ Demonstrate

☐ Exhibit












CORE LESSON 27: PLANNING FOR THE FUTURE

The PLAYer demonstrated and, on one additional occasion, exhibited ability to conduct self-assessments and take specific actions to explore educational and career opportunities.

☐ Demonstrate

☐ Exhibit

THE FIRST TEE NINE GOLF FUNDAMENTALS

FUNDAMENTALS	FACTORS OF INFLUENCE		
	Level of challenge increases 		
 <div>Distance - response</div>	Size or length of motion	Club selection	Variable amount of energy or speed applied to motion
 <div>Target Awareness</div>	Target selection	Distance to the target	Reaction to the target
 <div>Get Ready to Swing</div>	Hold	Set-up	Aim & alignment
 <div>Body Balance</div>	Balanced finish	Balanced start	Balanced during swing
 <div>Clubface and Ball Contact</div>	Clubface direction at contact	Centeredness of hit	Impact position
 <div>Swing Rhythm</div>		Swing tempo	Swing sequencing
 <div>Routines: Preshot</div>		Mental and emotional aspects	Variable playing conditions
 <div>Postshot</div>		Emotionally neutral response to an undesirable process and/or outcome	Memory storage of a desirable process and/or outcome
 <div>Ball Flight</div>		Trajectory	Curvature
 <div>On-course Strategies</div>		Self-management	Course management

PURPOSEFUL PRACTICE: MY FAVORITES

PUTT:

CHIP/PITCH:

FULL-SWING:

BUNKER:

THE FIRST TEE NINE HEALTHY HABITS APPLICATION

BEHAVIORAL OUTCOMES-PLAYER DEVELOPMENT PLAN (REQUIRED)

HEALTHY HABIT OF ENERGY



ENERGIZE MYSELF!

Go-to Person: _____

Select one activity from below; assess your proficiency; then, set a goal and build a goal ladder for improvement.

(1) SELECT ONE:

- “Attack My Snack”: Create a plan to make all snacking healthy foods.
- “Rest is Best”: Create a plan to improve sleep habits and/or allow more time for sleeping. You may also consider “rest periods” – time to stop or slow down from an overloaded schedule or take more “me time.”
- “Rethink My Drink”: Create a plan to eliminate sugary and caffeinated drinks from my food plan.

(2) **SELF-ASSESSMENT:** Include how often and how well you perform the activity each day, and if/how you want to improve. (Create a Personal Par.)

(3) **TIMELINE:** Start date: _____ Completion date: _____

(4) **MY GOAL:** Using your Personal Par, create a goal for improvement in your selected activity.

(5) MY GOAL LADDER:

STEP 5: (I reached my goal!)_____

STEP 4: (Almost there!)_____

STEP 3: (I can see progress!)_____

STEP 2: (I am sticking with my plan!)_____

STEP 1: (This is a positive and important plan!)_____

(6) I WILL KNOW I HAVE REACHED MY GOAL WHEN:

(7) HOW ACHIEVING THIS GOAL WILL IMPROVE MY OVERALL WELLNESS FOR PLAY:



CERTIFICATION TIP:



*Ask your coaches to download and then print out larger copies of this **PLAYER DEVELOPMENT PLAN FOR ENERGY AS WELL AS THE REQUIRED PLANS FOR PLAY AND SAFETY.***



THE FIRST TEE NINE HEALTHY HABITS KNOWLEDGE

Matching: Match one letter in the right-hand column to the correct term in the left-hand column.



1. Play _____

(a) The ability to think about...



2. Energy _____

(b) The action of being safe...



3. Safety _____

(c) A group of people...



4. Family _____

(d) People who like...



5. Mind _____

(e) Lively activity or exercise...



6. Vision _____

(f) Ability to move...



7. School _____

(g) People who are...



8. Friends _____

(h) A group of people...



9. Community _____

(i) An institution or...

(j) The element in a person...

ETIQUETTE & RULES OF GOLF

EAGLE LEVEL

Below—and on the following page—is an outline to help you review for the written assessment on Golf Knowledge, and also enable you to better enjoy the game of golf.

Use these pages to make notes from what your coaches at The First Tee emphasize, as well as other things you learn.

Section I: Etiquette
<div>Pace of Play</div> <div>Penalties for Breach of Etiquette</div>
Section II: Definitions

ETIQUETTE & RULES OF GOLF (CONT'D)

Section III: Rules

Topic	Rule #
The Game	1-4; 2-4,5,6
Equipment: Clubs and the Ball	4-1,2; 4c; 5-2
Teeing Ground	Review previously covered rules
Putting Green	17-4
Playing the Ball	14-3,6; 15-1,2
PLAYer's Responsibility	6-4; 8-2
Ball Moved, Deflected or Stopped	19-3
Relief Situations and Procedures	20-6,7; 22; 25-2,3; 26-2

MY CERTIFICATION PROGRESS

I have completed the following requirements for Eagle Certification:

Core Lesson Exposure

Complete (✓)

22. Stay Well for Life

23. Building a Go-to Team

24. Appreciating Diversity

25. Dealing with Conflicts

26. Be a Go-to Person

27. Planning for the Future

Golf Skills Application

Ten 18-hole Rounds

(Target Score: _____ and under; min. of 5,000 to 6,000 yds)

Date										
Yardage										
Score										
Time										

Putting course: – 9-hole; maximum score of 18

Short game course: – 9-hole; maximum score of 27

Full-swing: (Greens hit) – minimum of 3 out of 6; 80 to 100 yds

Full-swing: (Fairways hit) – minimum of 3 out of 6; 160 to 190 yds

Life Skills Knowledge

Correctly answer a minimum of 25 out of 30

questions on Eagle level life skills and healthy habits

Golf Knowledge

Correctly answer a minimum of 20 out of 25

questions on game of golf, etiquette and Rules of Golf

Life Skills Application

Demonstrate and exhibit ALL observable

behaviors associated with Eagle level life skills (6)

and healthy habits (minimum of 3)

CONGRATULATIONS ON COMPLETING THE EAGLE LEVEL!

My coach certifies that, I

(Print your full name above)

have met the following requirements for the Eagle level
of The First Tee Life Skills Experience:

- ☐ Successfully attended and participated in at least 60 total class hours of core lessons.
- ☐ Successfully completed all golf skills playing requirements, as well as other golf skills performance assessments.
- ☐ Successfully completed the written assessment of life skills and healthy habits knowledge.
- ☐ Successfully completed the written assessment of golf knowledge.
- ☐ Successfully utilized life skills and healthy habits, as well as related strategies learned through The First Tee.

(Coach's Signature)

(Parent/Guardian's Signature)

(Today's Date)



PLAYer's Name: _____

The First Tee of _____

My home course is: _____



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