BIRDIE Level

YARDAGE BOOK

The First Tee®

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 **Birdie level** on: _____
Date

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

1. _____

2. _____

3. _____

What I liked most/learned at the Par level:

_____

_____

_____

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

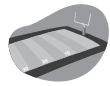
To certify at the **Birdie level**, I will need to improve:

_____

_____

_____

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

Life Skills	Golf Skills	Healthy Habits
Core Lessons: 16. Dreams and Goals	Golf Fundamentals: Distance-response 	Physical: Play
17. Setting Goals that are Positive and Important to You	Target Awareness	Energy
18. Setting Goals that are Specific and Under Your Control	Get Ready to Swing	Safety
19. Setting Different Types of Goals	Body Balance	Emotional: Family
20. Getting to Your Goal	Clubface and Ball Contact	Mind
21. Dealing with Challenges	Swing Rhythm	Vision
	Routines: Preshot	Social: School
	Postshot	
	Ball Flight	Friends
	On-course Strategies	Community

This visual provides a snapshot of what you will learn and apply at the Birdie 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.

CERTIFICATION REQUIREMENTS
BIRDIE LEVEL

To certify at the Birdie 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; 48 total class hours	
Golf Skills Application	
Play five 9-hole rounds fast, safe and courteous; target score of 63 and under from 1,900 to 2,500 yards	
Complete a 9-hole putting course in a maximum of 23 strokes	
Complete a 6-hole short game course in a maximum of 21 strokes	
Full-swing (greens): Hit a minimum of 3 out of 6; distance to the middle of the green of 55 to 75 yards	
Life Skills Knowledge	
Correctly answer a minimum of 20 out of 24 questions on Birdie level life skills and healthy habits	
Golf Skills Knowledge	
Correctly answer a minimum of 16 out of 20 questions on game of golf, etiquette and Rules of Golf	
Life Skills Application	
Demonstrate and exhibit ALL observable behaviors associated with Birdie level life skills (6) and healthy habits (minimum of 3)	

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

CORE LESSON 16: DREAMS AND GOALS

Tomorrow is waiting
…for dreams to be dreamed
…for goals to be reached,

Tomorrow is waiting
… to be yours

The future belongs to those who believe
in the beauty of their dreams

– Eleanor Roosevelt
American politician, diplomat, and activist

DREAMS AND GOALS – GETTING STARTED

Having thoughts or feelings about what you want to accomplish in golf and life begins with a dream.

My dream for golf is:

_____

_____

_____

_____

What my dream for golf tells me about my future:

_____

_____

_____

_____

What other dream(s) do I have for my future:

_____

_____

_____

_____

Note. As you progress through the Birdie level, you will have opportunities to review and/or revise your dreams and goals. If you are continuing at the Birdie level, you should review your previous entries or responses and modify them when necessary. Then, commit to achieving your goals as you progress and certify at the Birdie level.

PARTNER ACTIVITY:

Share your golf and life dreams with your partner(s):

***What is similar about my golf dreams and my partner's golf dreams*?**

What is different about my golf dreams and my partner's golf dreams?

How might our dreams create challenges for me or my partner?

CORE ACTIVITY 16.1:
IMAGINE YOUR DREAM

Using all your senses, form a clear mental image of one of your golf dreams. After one minute, write down anything and everything that was part of your image below:

What I saw, heard and felt when I created my image:

Three (3) things I may have to do to make my golf dream come true:

1.

2.

3.

GOALS: MAKING YOUR DREAMS COME TRUE

What is a goal?

Why are goals important?

Write a goal that will help you work to make your golf dream come true. *Hint:* You may want to consider some things you listed when you imagined your dream.

To help my golf dream come true, my goal is:

To help my golf dream come true, my goal is:

To help my golf dream come true, my goal is:

A goal is a dream you work hard to make come true.

TRACKING YOUR GOLF SKILLS PROGRESS

The dreams you have for golf become attainable when you set goals to develop your golf skills. Having the ability to hit the ball different distances to selected targets is important to your playing success and is influenced by the size or length of motion or the club you select.

Using one club, establish three different targets to hit by changing the size or length of motion. Then, select different clubs to reach each target by changing size or length of motion—long (¾ swing); medium (½ swing); short (¼ swing). Make two attempts and record how close you were to the target after changing your club and/or size or length of motion.

Charting Clubs							
Golf Skills	**Club**	**Size or length of motion**	**Target (yds)**	**Club**	**Size or length of motion**	**Target (+/- yds)**	
Example: Pitch	**PW**	**Long**	**90 yds**	**SW**	**Long**	**-10 yds**	**-15 yds**
		Medium	**65 yds**	**9 iron**	**Medium**	**+5 yds**	**+2 yds**
		Short	**30 yds**	**7 iron**	**Short**	**+10 yds**	**+5 yds**
Chip	**5-30 yds**						
		Long					
		Medium					
		Short					
Pitch	**30-100 yds**						
		Long					
		Medium					
		Short					
Full-swing	**100+ yds**						
		Long					
		Medium					
		Short					

TRACKING YOUR PHYSICAL HEALTHY HABIT PROGRESS – PLAY

Another factor that impacts your ability to be successful in golf and life is to engage in healthy habits. At the PLAYer and Par levels, you were exposed to the Physical Healthy Habits of: **Energy**—by eating right and staying hydrated; **Play**—having fun during activities and engaging in golf fitness warm-ups; and **Safety**—following the rules and utilizing sunscreen. At the Birdie level, you will explore further these healthy habits. Play enhances five fitness areas that will help you improve at playing the game of golf.

After reading the description for each fitness area, **select a minimum of two areas** you believe will have the greatest impact on your ability to play golf or improve your golf skills; then, describe what is necessary for you to achieve your desired level in the fitness areas selected:

Fitness area	Description(s)
Strength Focuses on developing the core and large muscle groups	
Flexibility/Mobility Focuses on the ability to bend, stretch, extend, twist, and rotate	
Agility/Coordination Focuses on developing speed and footwork	
Balance Focuses on developing body awareness when in and out of balance	
Object Control Focuses on hand, foot and eye coordination using different equipment	

CORE ACTIVITY 16.2:
IMAGINE THAT PUTT

Partner Activity – Part 1

Write down how close you placed your putter to the hole (in feet or inches) and describe how your image helped you as you walked to the hole.

Distance of Putt*	Distance from Hole (+/-) in ft/inches	Image of Hole
Short (4–9 ft) **Actual Distance:** _____		
Medium (10–24 ft) **Actual Distance:** _____		
Long (25–50 ft) **Actual Distance:** _____		

***Note*. The Distance of Putt represents distances utilized in the 9-hole putting course for Birdie level certification.**

CORE ACTIVITY 16.2:
IMAGINE THAT PUTT

Partner Activity – Part 2

Write down how close your putt was to the hole (in feet or inches) and describe how your image helped you putt to the hole.

Distance of Putt	Distance from Hole (+/-) in ft/inches	Image of Hole
Short (4–9 ft) **Actual Distance:** _____		
Medium (10–24 ft) **Actual Distance:** _____		
Long (25–50 ft) **Actual Distance:** _____		

Briefly describe similarities and/or differences of the "mental pictures" you and your partner had in these two activities:

_____

_____

_____

TRACKING YOUR PHYSICAL HEALTHY HABIT PROGRESS – ENERGY

Your energy level will impact how you play golf and other aspects of your life such as school or sports. In addition to proper hydration, energy is generated by making healthy choices in the food that you eat. For three days, keep track of how much water you drink; the types of food you eat; and how much sleep you get each night.

Energy Sources	Day	Description(s)
Water (Number of ounces)	1	
	2	
	3	
Vegetables (List number and types)	1	
	2	
	3	
Fruits (List number and types)	1	
	2	
	3	
Proteins (Source and Number of ounces)	1	
	2	
	3	
Sleep (Number of hours)	1	
	2	
	3	

CORE ACTIVITY 16.3:
IMAGINE THAT SHOT

Partner Activity

Whether you are playing a shot around the green, from the fairway or off the tee, it is important to have a clear image of what you want to achieve.

Use your hands or an empty picture frame to see your target. Describe the image of your shot to your partner.

PLAYing Notes	
Station #1 Full-swing	
Station #2 Pitch	
Station #3 Chip	

What are the similarities/differences in what you imaged and what you executed?

_____

_____

What did your partner do or imagine that was similar/different from your image? How may you use that information to picture your shots?

_____

_____

TRACKING YOUR PHYSICAL HEALTHY HABIT PROGRESS – SAFETY

The Physical Healthy Habit of Safety reminds us to play in a safe environment by following the rules, protecting the body with proper equipment, warming up and cooling down, and wearing sun protection.

When you are playing golf, what do you do that reinforces safety at your chapter? After each visit to your chapter, identify what you did to reinforce a safe environment in each category listed.

Category	Action(s) Taken
Following Rules	
Protecting Your Body	
Warming Up and Cooling Down	
Wearing Sun Protection	
Other	

CORE ACTIVITY 16.4: ROLL AND TELL

Once you complete a pre-selected number of shots at a station, pick a dream out of a bucket; then, write a goal for each dream.

Dream #1 _____

_____

Goal #1 _____

_____

Dream #2 _____

_____

Goal #2 _____

_____

Dream #3 _____

_____

Goal #3 _____

_____

Dream #4 _____

_____

Goal #4 _____

_____

CORE ACTIVITY 16.5:
A DREAM AND GOAL FOR GOLF

My Golf Dream(s) and Golf Goals

Review the dream you wrote down in **Core Activity 16: Dreams and Goal—Getting Started**. If it is still your dream for golf, write it down here.

My dream for golf is:

_____

_____

Do you have other dreams for golf that have emerged since you shared your first dream for golf with your partner or coach?

_____

_____

A golf-related goal for each golf skill to help make my dream come true:

Putting: _____

_____

Chipping: _____

_____

Pitching: _____

_____

Full-swing: _____

_____

On-course Strategies: _____

_____

ON-COURSE VARIATION

Before each shot, picture where you want the shot to land; then, evaluate how close you came to your image and note anything else you noticed during the activity.

Hole	PLAYing Notes
#	
#	
#	
#	
#	
#	

Respecting the Rules – Identify the Rule of Golf for hitting a ball into a yellow penalty area (yellow stakes and/or lines); then list two options, under penalty of one stroke, for playing your next shot.

Rule #: _____

Option 1: _____

_____

Option 2: _____

_____

CORE ACTIVITY 16.6:
DREAMS AND GOALS FOR HOME, SCHOOL OR COMMUNITY

My dream(s) for life outside of golf are:

For Home:

_____

_____

For School:

_____

_____

For My Community:

_____

_____

Any other dreams you have outside of golf?

_____

_____

Select two areas and write one goal for each dream identified above that could help make your dreams come true:

Area: _____

Goal 1: _____

_____

_____

Area: _____

Goal 1: _____

_____

_____

EMOTIONAL HEALTHY HABIT VISION

Having an image of getting your shot to a target in golf is similar to having a **Vision** for what you want to accomplish in golf. Vision reflects the ability to think about and plan for the future, using intelligence and imagination. It also fits nicely when thinking about your dreams and goals.

Activity – Vision Board

Draw or create a collage or other artwork that shares your vision, dream or goals for golf. Select one of the following possible ways to present your Vision Board:

- **Looking into the Future** — present your vision for the future. *What do you see? What do you want to accomplish? What achievements will you attain?*
- **Past, Present, Future** — capture your past, present and future. *What experiences have you had to this point in your life that has impacted who you are today? What experiences are you having now that are impacting you today? What do you see in your future that will impact you for the rest of your life?*

The possibilities are unlimited!
Be creative to express your Vision.

TRACKING YOUR PROGRESS

Write down key points that will help you prepare for practice, playing the game of golf, certification at the Birdie level and away from The First Tee.

Practice: _____

_____

_____

_____

Playing the Game of Golf: _____

_____

_____

_____

Certification: _____

_____

_____

_____

Away from The First Tee: _____

_____

_____

_____

CORE LESSON 17: SETTING GOALS THAT ARE POSITIVE AND IMPORTANT TO YOU

Don't count the days;
Make the days count.

– Muhammad Ali
former professional boxer and
World Heavyweight Champion

CORE LESSON 17: INTRODUCTION

In Core Lesson 16, you explored differences between dreams and goals. Core Lesson 17 will help you understand there is a difference in how to set reachable goals.

FOUR GUIDELINES FOR SETTING REACHABLE GOALS

The way you state a goal has a lot to do with whether you reach it. Below are **four guidelines** to help you set reachable goals:

Four Guidelines for Setting a Reachable Goal

Guideline 1: Set goals that are stated **Positive**

Guideline 2: Set goals that are **Important to You**

Guideline 3: Set goals that are **Specific**

Guideline 4: Set goals that are **Under Your Control**

Whether you are setting goals or thinking about your next shot, these four guidelines will help you create an image of what you WANT to happen. Generating positive energy and understanding what is important to you will help focus your attention on what to do to make the desired shot or reach your goals.

Note: *Core Lesson 17 focuses on Guidelines 1 and 2*

CORE LESSON 17.1:
TURNING NEGATIVE TO POSITIVE

Read each of the statements below, then check the ones you have thought; said out loud or stated to yourself while playing golf, at home or at school:

☐ I do not want to hit my ball in the water.

☐ I do not like playing this course.

☐ There is out-of-bounds on the right, so do not hit the ball to the right.

☐ I want to increase my vegetable intake.

☐ I practiced putting prior to playing my golf round.

☐ I do not want to miss the green on my approach.

☐ I want to make a smooth swing.

☐ I am aimed at the 150 yard marker.

☐ I do not want to work on my core strength because it won't help me play golf.

☐ I do not want to bogey this hole.

How many of the statements that you checked are stated positively? _____

CORE LESSON 17.1:
TURNING NEGATIVE TO POSITIVE

Partner Activity:

Working with a partner, restate each negative statement so it is stated positively on the line provided below.

☐ I do not want to hit my ball in the water.

_____

☐ I do not like playing this course.

_____

☐ There is out-of-bounds on the right, so do not hit the ball to the right.

_____

☐ I want to increase my vegetable intake.

_____

☐ I practiced putting prior to playing my golf round.

_____

☐ I do not want to miss the green on my approach.

_____

☐ I want to make a smooth swing.

_____

☐ I am aimed at the 150 yard marker.

_____

☐ I do not want to work on my core strength because it won't help me play golf.

_____

☐ I do not want to bogey this hole.

_____

EMOTIONAL HEALTHY HABIT MIND

Understanding how you think and being aware of your emotional response in different situations aligns with the healthy habit of **Mind**. The mind is a powerful tool for staying healthy and playing golf. When pursuing your dreams and goals, what you think can help build confidence, maintain balance and gain a perspective.

Write down the most negative or self-defeating thoughts you have before you play a round of golf or hitting a shot.

_____

_____

_____

_____

How do negative thoughts influence how you feel, act or play?

_____

_____

_____

_____

How do positive thoughts help you manage your thoughts, feelings or actions?

_____

_____

_____

_____

ON-COURSE VARIATION

Prior to playing a round, write down a list of positive and negative statements you or others have said while playing. Half of the PLAYers will state out loud the positive statements before each shot, the remaining PLAYers will state the negative statements out loud. After playing each hole, record your score and feelings.

Positive or Negative Statements	Score	Feelings/Reactions

TRACKING YOUR GOLF SKILLS PROGRESS

Having confidence in your ability to get ready to swing starts with practice and self-exploration. Below is a chart to guide "purposeful practice" on the physical aspects of getting ready to swing. Assess the impact each factor has on your success with the golf skills identified with + for a positive impact or - for a negative impact. You should practice extremes for each factor listed.

	Golf Skills			
Factor	**Putt**	**Chip**	**Pitch**	**Full-swing**
Hold				
10-Finger				
Overlap				
Interlock				
Other				
Set-up				
Stance				
Open				
Square				
Closed				
Body posture				
Ball position				
Front				
Middle				
Back				
Aim & Alignment				
Clubface				
Square to target				
Open to target				
Closed to target				
Body				
Parallel to target				
Open to target				
Closed to target				
Mind				
Positive				
Negative				

What did you learn from your exploration? _____

CORE ACTIVITY 17.2:
SET A GOAL THAT IS POSITIVE

As the first guideline suggests, it is easier to reach a goal that is stated positively. Stating what you WANT to happen in positive terms is important if you have dreams of being a good golfer.

Listed below are four putting goals that do not meet the first guideline for setting a reachable goal. On the line below each statement, restate the goal so it is stated **positively**:

- **"I don't want to three putt."**

_____

_____

- **"I don't like downhill putts."**

_____

_____

- **"I don't want to leave this birdie putt short."**

_____

_____

- **"My putting has been terrible."**

_____

_____

Is there a statement you say to yourself when putting that does not meet the first guideline for setting a reachable goal? Write it down; then, restate it positively.

My putting _____

_____

_____

_____

TRACKING YOUR GOLF SKILLS PROGRESS

Having a positive attitude and making sure your golf goals are stated positively will help you prepare for Birdie level certification. Two requirements are stated below:

- **Complete a 9-hole putting course with a maximum score of 23**
- **Complete a 6-hole short game course with a maximum score of 21**

To help you prepare for these two certification requirements, engage in "purposeful play" for both putting and short game with a partner. Be sure to state your goals for both golf skills positively.

My Certification Putting Goal: _____

_____

Hole	1	2	3	4	5	6	7	8	9	Total	Cert.
Par	2	2	2	2	2	2	2	2	2	18	Max 23
Ex., Sally	3	2	2	2	3	1	3	2	3	21	✓

My Certification Short Game Goal: _____

_____

Hole	1	2	3	4	5	6	Total	Cert.
								Max 21
Ex., John	3	3	4	3	3	2	22	Reassess

CORE ACTIVITY 17.3:
SET A GOAL THAT IS IMPORTANT TO YOU

If a goal is important to you, then:

- *You will work hard to reach it*
- *You will feel proud when you do reach the goal*

To find out if a goal is important to you, ask yourself two questions:

- *Am I setting this goal just because someone else wants me to?*

  ☐ Yes ☐ No

- *Do I want to work hard to reach it?*

  ☐ Yes ☐ No

In the space below, briefly describe a goal you really wanted to accomplish in golf and you worked hard to reach. Be sure to share why it was important to you.

Now, share a goal that was not important to you but you tried to accomplish because someone asked you to work toward that goal. How hard did you work to be successful? Be sure to share why the goal was not important to you.

TRACKING YOUR PHYSICAL HEALTHY HABITS PROGRESS

Part I. Generate your personal meaning of each Physical Healthy Habit—Energy, Play, Safety—then, set a goal for each healthy habit that is **important to you** and will build confidence or enhance self-improvement. Be sure to check that each goal is stated **positively**.

Healthy Habit	Personal Meaning	Goals
Energy		
Play		
Safety		

Part II. Share your personal meaning and goals with your partner. *Once you share this information, does your personal meaning change, or are there any of the goals you want to adjust or rewrite?* If yes, provide a reason *why* you want to make those changes in the space below.

CORE ACTIVITY 17.4: POSITIVE AND IMPORTANT GOAL FOR GOLF

Review the golf-related goals you wrote down in **Core Activity 16.5 — My Golf Dream and Golf Goals** — and determine whether they are positively stated and important to you.

☐ Yes ☐ No

If yes, are these the goals you still have to make your golf dream come true?

If no, rewrite your golf-related goal for each golf skill so that it is positively stated:

Putting: _____

_____

Chipping: _____

_____

Pitching: _____

_____

Full-swing: _____

_____

On-course Strategies: _____

_____

Briefly describe below why these goals are important to you and *why* you are willing to work hard to achieve them.

CORE ACTIVITY 17.5: POSITIVE AND IMPORTANT GOAL WHILE PLAYING GOLF

This activity reminds PLAYers that golf is a game and it is important to have fun and enjoy the game. For this activity, in addition to keeping your score, PLAYers will record one of three marks per shot:

- **plus sign (+)** – if your goal for the shot was positive and what you had planned
- **neutral (0)** – if your goal for the shot was positive but not what you had planned
- **negative sign (-)** – if your goal for the shot was negative and not what you had planned

Example:

Hole	1	2	3	4	5	6	7	8	9	Total
Par	4	5	4	3	4	5	4	4	3	36
+/0/-	+ + + - +	- - - + + 0 + +	- + + 0 +	+ + 0	+ + + + - +	+ 0 0 + + -	0 + 0 +	+ + - + 0	- + + - -	28/+ 8/0 11/-
Score	5	8	5	3	6	6	4	5	5	47

Hole	1	2	3	4	5	6	7	8	9	Total
Par	4	5	4	3	4	5	4	4	3	
+/0/-										
Score										

I stated my goal for my shot and stayed positive when I:

CORE ACTIVITY 17.6: POSITIVE AND IMPORTANT GOAL FOR HOME, SCHOOL OR COMMUNITY

Refer back to the dreams and goals you wrote down in **Core Activity 16.6 – Dreams and Goals at Home, School or Community**.

(1) Briefly review those goals to determine whether each goal is stated **positively**. If not, rewrite the goal(s) so the goals meet the first guideline for setting a reachable goal.

(2) Briefly describe *why* those goals are **important to you** and *why* you are willing to work hard to achieve them. If a goal is not important to you, rewrite the goal(s) so that it meets the second guideline for setting a reachable goal.

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 reviewed my dreams and set goals that were positive and important to me	
I reviewed my dreams and set goals that were positive and important to me	
Golf Skills	**Brief Description**
I practiced the golf fundamental(s) of _____ by:	
I practiced the golf fundamental(s) of _____ by:	
Healthy Habits	**Brief Description**
I used the healthy habit of _____ by:	
I used the healthy habit of _____ by:	

MY NOTES

PRACTICE:

PLAY THE GAME OF GOLF:

CORE LESSON 18: SETTING GOALS THAT ARE SPECIFIC AND UNDER YOUR CONTROL

If you don't know what you want,
you will probably never get it.

– Oliver Wendell Holmes
physician, poet, professor,
lecturer, and author

CORE LESSON 18: INTRODUCTION

In the Core Lesson 17, you were introduced to Guidelines 1 and 2 for Setting a Reachable Goal. Before working on Guidelines 3 and 4, fill in the blanks for the first two guidelines.

Four Guidelines for Setting a Reachable Goal

Guideline 1: _____

_____

Guideline 2: _____

_____

What have you learned about yourself when applying these two guidelines to setting goals in golf and life?

_____

_____

_____

_____

_____

Core Lesson 18 focuses Guidelines 3 and 4:

Guideline 3: Set goals that are **Specific**

Guideline 3 helps you determine what you have to do in specific, measurable terms to reach your goal or to experience success.

Guideline 4: Set goals that are **Under Your Control**

Guideline 4 encourages you to set goals that are under your control as opposed to relying on others to be successful.

CORE LESSON 18.1:
SPECIFIC GOALS – PART I

A goal that is specific says exactly what you want to accomplish so you will be able to measure it and know when you have reached it.

Put a check mark next to the goals that are stated specifically:

☐ I want to hit the ball straighter and farther.

☐ I want to have two positive thoughts on every hole.

☐ I want my Personal Par to be two strokes lower by next month.

☐ I want to pick a target each time I get ready to swing.

☐ I want to drink more water while playing golf.

☐ I want to have more fun when I play.

☐ I want to score no more than double bogey on each hole.

☐ I want to stretch after golf.

☐ I want to get "up and down" every time I am off the green.

☐ I want to have healthy snacks in my bag to sustain my energy.

CORE ACTIVITY 18.1:
SPECIFIC GOALS – PART II

1. **General:** I want to be in better shape.

   Specific:

2. **General:** I want to hit the ball farther.

   Specific:

3. **General:** I want to improve my chipping.

   Specific:

4. **General:** I want to eat healthier foods.

   Specific:

5. **General:** I want to protect myself from the sun.

   Specific:

6. **General:** I want to hit more greens in regulation.

   Specific:

CORE LESSON 18.2:
SPECIFIC GOALS FOR PUTTING – PART I

You will make 10 putting attempts at a distance of 20 feet from 10 different locations on the putting green. Your goal is to hole out in two putts or less.

In addition to your putting score, assess whether you started in balance with a percentage of weight on the target-side shoe at approximately 50/50 to 60/40 for each putt. In the last column—Balanced Start—write what percentage of weight you felt when initiating each putt.

Putt #	Score	Balanced Start
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

CORE LESSON 18.2:
SPECIFIC GOALS FOR PRACTICE

Engage in golf activities as specified by your coach and record your progress toward positive and specific goals. Put a check (✓) in the attempt column when you accomplish each positive and specific goal.

	# of Attempts		
Goal	**1**	**2**	**3**
Starting in a balanced position and putting the ball into the hole in two strokes or less from 30 feet.			
Taking a deep breath prior to making a stroke at least 80% of the time (four out of five) while participating in a Ladder Putting Drill.			
Chipping seven out of 10 balls from the fringe within eight feet of the flagstick while holding a balanced finish until the ball stops rolling.			
Starting in a balanced position and getting five out of 10 balls out of a greenside bunker and onto the putting surface.			
Playing 10 shots, while selecting a different target and different club for each shot; Holding a balanced finish until the ball first touches the ground on each shot.			

Note: *If you do not accomplish one of the positive and specific goals after three attempts, remember one of the Three Tips for Having Fun—Ask for Help—from your coach or volunteer at your chapter.*

CORE LESSON 18.3:
SETTING GOALS UNDER YOUR CONTROL

Reaching a goal depends on what **you can and will do** — not on luck or what somebody else does.

Put a check mark by the goals that are under your control.

- ☐ I want to play better than my friends.
- ☐ I want to become Birdie-certified by the end of the summer.
- ☐ I want to remain safe when playing, so I will follow the rules of golf.
- ☐ I want to get new golf clubs for my birthday.
- ☐ I want to stay positive whenever I play.
- ☐ I hope I don't get sick before the tournament.
- ☐ I want to drink plenty of water.
- ☐ I want to stay calm after every shot by utilizing the 4Rs.
- ☐ I want to be improve my balance when playing golf.
- ☐ I want to win the upcoming golf tournament.

Respecting the Rules – Identify the Rule of Golf for hitting a ball into a red penalty area (red stakes and/or lines); then, list three options, under penalty of one stroke, for playing your next shot.

Rule #: _____

Option 1: _____

Option 2: _____

Option 3: _____

What other option do you have that does not result in a penalty stroke? _____

CORE LESSON 18.4: WHAT IS UNDER YOUR CONTROL IN GOLF? – PART I

Think about playing golf or other sports. Work with a partner to list eight items that fit into each column:

Internal Factors	External Factors
When You Play Golf You Can Control...	When You Play Golf You Cannot Control...
Example: your attitude	Example: how others are playing

Things to think about: (a) *what aspects of your golf skills (putt, chip, pitch, full-swing) are under your control before you make a swing?* (b) *How much energy is wasted in a round of golf on items that are out of your control?*

CORE LESSON 18.4:
RATE YOUR CONTROL – PART II

How good are you at these skills?

Rate yourself from 1–5, with 1 being poor control and 5 being excellent control.

Things I can control...	Rating (1-5)
My attitude and emotions	
How I react after a shot	
Eating healthy	
How I play each shot	
How much water I drink	
My decisions to be safe	
How much I practice	
Setting goals for practice or play	
How physically active I am	
My respect for others and the golf course	

List other things that you would give yourself a high (excellent) control rating.

_____

_____

_____

List other things that you would give yourself a low control rating.

_____

_____

_____

CORE ACTIVITY 18.5:
SETTING REACHABLE GOALS*

You are at a point where you evaluate your golf-related goals to determine if they meet the last two guidelines for setting reachable goals. Review the golf-related goals you wrote down in **Core Activity 17.4 – Positive and Important Goal for Golf.**

*Are your golf-related goals **specific**?*

☐ Yes ☐ No

*Are your golf-related goals **under your control**?*

☐ Yes ☐ No

If you responded no to either question, restate these goals so they are specific and under your control.

Putting: _____

_____

Chipping: _____

_____

Pitching: _____

_____

Full-swing: _____

_____

On-course Strategies: _____

_____

Briefly describe *how* being **specific** and stating goals **under your control** helps you know when you have achieved your goals for each golf skill.

*After completing this review, your dreams and goal(s) for golf should meet the Four Guidelines for Setting a Reachable Goal.

CONGRATULATIONS!

ON-COURSE VARIATION

You will play a round of golf with a partner. Before the round, write down a goal for today's round that helps you assess one of the following: (a) distance your shot goes; (b) target selected; (c) aim & alignment; or (d) balanced start and finish.

My Goal: _____

_____

Share your goal with your partner. ***Does your goal meet the Four Guidelines for a Reachable Goal?*** ☐ Yes ☐ No

If not, revise the goal before you start your round.

Hole #	Factor(s) Under Your Control	Rate Your Control (1 = no control; 5 = excellent control)
1		
2		
3		
4		
5		
6		
7		
8		
9		

*How does having a **balanced finish** and **start** impact the **distance** your shot goes and/or whether your shot hits your selected **target**?*

CORE ACTIVITY 18.6: SPECIFIC AND UNDER YOUR CONTROL GOAL FOR HOME, SCHOOL OR COMMUNITY*

Refer back to the dreams and goals you wrote down in **Core Activity 17.6 – Positive and Important to You at Home, School or Community.**

(1) Briefly review those goals to determine whether each goal is **specific**. If not, rewrite the goal(s) so the goals meet the third guideline for setting a reachable goal.

(2) Briefly describe *why* those goals are **under your control** and *how* you will focus your energy on things under your control. If a goal is not under your control, rewrite the goal(s) so that it meets the fourth guide for setting a reachable goal.

*After completing this review, your goal(s) for home, school or community should meet the Four Guidelines for Setting a Reachable Goal.

CONGRATULATIONS!

TRACKING YOUR PROGRESS

Write down key points that will help you prepare for practice, playing the game of golf, certification at the Birdie level and away from The First Tee.

Practice: _____

_____

_____

_____

Playing the Game of Golf: _____

_____

_____

_____

Certification: _____

_____

_____

_____

Away from The First Tee: _____

_____

_____

_____

MY NOTES

PRACTICE:

PLAY THE GAME OF GOLF:

CORE LESSON 19:
SETTING DIFFERENT TYPES OF GOALS

What you get by achieving your goals,
is not as important as…
…what you become by achieving your goals.

– Henry David Thoreau
author, poet, philosopher,
polymath, abolitionist
and naturalist

CORE ACTIVITY 19: INTRODUCTION

Following the Four Guidelines for Setting Reachable Goals will help identify what is important to you in positive and specific terms, and challenges you to determine whether—what you WANT to achieve—is under your control.

Whether in golf or other sports, have you ever set a goal to:

- ...win a championship?
- ...qualify for a tournament?
- ...shoot a low score?
- ...beat an opponent?
- ...be awarded a golf scholarship?

The very nature of sport or competition places tremendous emphasis on the outcome. Unfortunately, you only have partial control over the outcomes listed above.

In Core Lesson 19, you will learn how to set different types of goals to provide you with direction and strengthen or improve the necessary skills to help achieve what you WANT in golf and in life.

CORE ACTIVITY 19.1:
GOAL-SETTING CONTINUUM — PART I

The three types of goals fall along a continuum, or range:

- ***Outcome goals*** — the end product of what you want to achieve (your dream; result of playing the game)
- ***Process goals*** — focus on improving skills, techniques, behaviors, healthy habits and playing strategies for more favorable outcomes
- ***Performance goals*** — identify personal bests and standards of improvement based on practice and achieving process goals

Two of these types of goals—***process*** and ***performance***—should abide by all four guidelines of setting reachable goals. When possible, outcome goals should be under your control; however, at times, your dreams will require ***outcome*** goals that you work hard to achieve but are partially out of your control.

Basically, these three types of goals work together to help you focus your energy on what you need to do to experience success and develop as a PLAYer.

Based on the definitions provided above, identify the type of goal in the list below with O for Outcome; PR for Process; and PF for Performance:

_____ I want to shoot 55 for 9-holes by the end of the Birdie level.

_____ I want to practice making four out of five, 6-foot putts three days per week for the next month.

_____ I want to hit 5 out of 9 fairways during my round.

_____ I want to get up and down 50% of the time when off the green.

_____ I will ask my coach for help on my swing tempo for putting and chipping during the next class.

GOAL-SETTING CONTINUUM—PART II

Think of an outcome goal you would like to achieve in golf over the next three years and write it down. For example, it may be a tournament you want to win or a score you want to shoot:

My outcome goal: _____

_____

Process Goals (Under your control) ← **Performance Goals** → **Outcome Goals** (Little or no control)

	Process Goals	Performance Goals
Putting	*Centeredness of hit:*	
	Balanced finish:	
Chipping	*Clubface direction at contact:*	
	Balanced start:	
Pitching	*Centeredness of hit:*	
	Balanced finish and start:	
Full-swing	*Clubface direction at contact:*	
	Balanced finish and start:	

Write process and performance goals for making solid contact on the clubface to help make your outcome more favorable.

CORE ACTIVITY 19.2: PROCESS AND PERFORMANCE GOALS – PRACTICE

Based on the process and performance goals identified in **Core Activity 19.1 Goal-Setting Continuum— Part II**, design four practice activities that will enable you to focus on each golf skill and build your confidence to execute those golf skills.

Putting Activity:

Chipping Activity:

CORE ACTIVITY 19.2: PROCESS AND PERFORMANCE GOALS – PRACTICE

Pitching Activity:

Full-swing Activity:

Once these activities are designed:

- *How much time will you devote to practicing process goals per week?* _____
- *How would you rate your confidence level (5 = high; 1 = low) after practicing process goals?* _____

TRACKING YOUR HEALTHY HABITS – MIND

Establishing a process goal for your round helps focus your attention on what you need to do to execute each shot and commit to the process. Play a round for score and rate your level of commitment **(1 = not committed; 5 = fully committed)** to your process goals on each shot on your scorecard.

Hole #	Yardage	Par	PLAYer	Level of Commitment			Process Goal(s)
Example	304	4	5	4 5	3 4	5	Finish in balance
1							
2							
3							
4							
5							
6							
7							
8							
9							
Total							

What percent of the time when playing a shot did your focus shift from the process to outcome? _____

CORE ACTIVITY 19.3:
PERFORMANCE GOALS

On-Course Variation — Play a 9-hole round recording the following information on a scorecard:

Shot	Specific Assessment	Record # or Circle Y or N	Totals
Tee shot	*Did my ball go in the fairway?*	**Y / N**	
	Did my ball hit my target?	**Y / N**	
Fairway	*Did my ball go on the green in regulation from the fairway?*	**Y / N**	
Putting	*Record the number of putts I made.*		
Penalties	*Did I incur any penalty strokes?*	**Y / N**	
"Sandy"	*Did I get in the greenside bunker?*	**Y / N**	
	If yes, did I get up and down?	**Y / N**	
Balanced Finish	*At the end of each swing, did I finish in balance?*	**Y / N**	
	How long did I hold my finish?		
Balanced Start	*At the beginning of each swing, did I start in balance?*	**Y / N**	

At the end of the round, total up the information on your scorecard—*how many Y / N or # for each item listed above*—and enter the totals in the right column for each assessment.

CORE ACTIVITY 19.4: EXECUTING AND TRACKING PERFORMANCE GOALS

In this activity, you will design your method for tracking your performance. Based on your experience **Core Activity 19.3: On-course Variation – Performance Goals**, develop a method of tracking your performance on a scorecard.

Sample Performance Tracking:

✓	Fairways hit:
✓	Greens in regulation
#	Number of putts
S	Sandy
P	Penalty
U/D	Up and down
	Committed to shot; neutral face; Sad face

Hole #	1	2	3	4	5	6	7	8	9
Par	4	5	4	3	4	4	5	3	4
Eric	6	6	4	3	6	4	7	4	5
Tracking	P		U/D		S	✓✓ #2	✓ #3		✓ #2

Over the course of the next three weeks, play a 9-hole course with your friends and keep track of your performance on a scorecard. Develop your method to evaluate your performance; then, share your method with your partners.

How did tracking your performance impact your score on each hole?

CORE ACTIVITY 19.5:
PLAYING SMART WITH PROCESS GOALS

Process goals provide you with the knowledge to play smart and make good decisions about your shot. Playing smart involves knowing your strengths as a PLAYer and your ability to execute shots. You will set a criteria for Smart Play (SP) such as:

- Keeping the ball below the hole on some greens
- Noticing the flagstick position from the fairway on your approach
- Selecting your best club out of the rough

For this activity, play a 9-hole course with varying challenges. Before playing each hole, list what you consider to be SP on the scorecard or notecard. You will record SP after each shot when you have made a SP decision. You will receive one point for each SP executed on each hole.

If your decision was not a SP, briefly describe why your decision did not reflect a SP. At times, the plan was SP; however, the execution of that decision was not carried out as planned. You will deduct one point for each non-Smart Play (NSP) on each hole.

Your final score will consist of SP points and score on the hole.

Respecting the Rules – Rule of the Day:

Rule #_____

CORE ACTIVITY 19.6: THREE TYPES OF GOALS FOR HOME, SCHOOL OR COMMUNITY

Refer back to the goals you wrote down in **Core Activity 18.6 – Specific and Under Your Control at Home, School or Community**.

(1) Briefly review those goals to determine which type of goal has been set.

(2) If any of your goals were outcome goals, write a process and performance goal to direct your energy and mindful activities to increase the likelihood you will reach that goal.

Process goal(s):

Performance goal(s):

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 reviewed my outcome goals and set process goals and performance goals to help me get closer to my desired outcome.	
I reviewed my outcome goals and set process goals and performance goals to help me get closer to my desired outcome.	
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 _____.	

CORE LESSON 20:
GETTING TO YOUR GOAL

A dream doesn't become reality through magic; it takes sweat, determination and hard work.

– Colin Powell
American statesman and
retired four-star general

CORE ACTIVITY 20: INTRODUCTION

To reach your goal, you need a plan.
Think of a plan as a ladder.

You put the easiest steps at the bottom of the ladder and harder ones toward the top.

You climb each step one at a time until you reach your goal.

A goal ladder lets you see how far you have come and how far you still have to go.

Focusing your energy on what you can control will take you closer to reaching your goal—What YOU WANT to achieve!

CORE ACTIVITY 20.1:
LOOKING AT A GOAL LADDER

Here is an example of a ladder for a pitch shot goal. See if you can spot the step that is out of order.

Goal: By the end of the summer, I want to get six out of 10 pitch shots onto the green from a distance of 75 yds with two different clubs.

Correct Order	Original Order	Steps on the Goal Ladder
	5	*Practice my method for hold, set up, aim and alignment*
	4	*Hit 3 out of 5 pitch shots onto the green*
	3	*Practice hitting my pitch shots onto the green 2 days per week*
	2	*Practice hitting my pitch shots with 2 different clubs*
	1	*Ask for help on how to hit a pitch shot*

Respecting the Rules – Rule of the Day:

Rule #_____

SOCIAL HEALTHY HABIT COMMUNITY

Just as you can take steps to achieve your goals, you can take steps to give back to your chapter. Talk with your coach and volunteers at your chapter to identify things you can do to improve the health of your chapter. Then, generate your personal meaning for having a Healthy Chapter.

Personal meaning for Healthy Chapter:

_____

_____

Write steps you will take to improve the health of your chapter:

Steps on Healthy Community Goal Ladder	Order	Completed ✓

Check order with your coach/volunteers to determine if your order best serves your chapter.

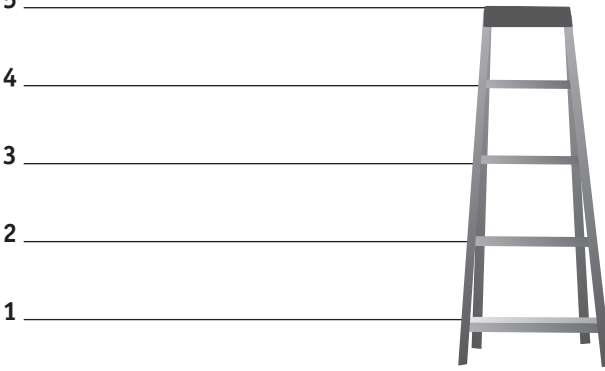
CORE ACTIVITY 20.2:
BUILDING GOAL LADDERS

To get started with building a putting goal ladder. In **Core Activity 18.5: Setting Reachable Goals**, you finalized your goals for the four golf skill categories (putt, chip, pitch, full-swing) to meet the Four Guidelines for Setting a Reachable Goal.

Create a goal ladder by recording the easiest step for putting, chipping, pitching and full-swing on the bottom step and work your way up the ladder.

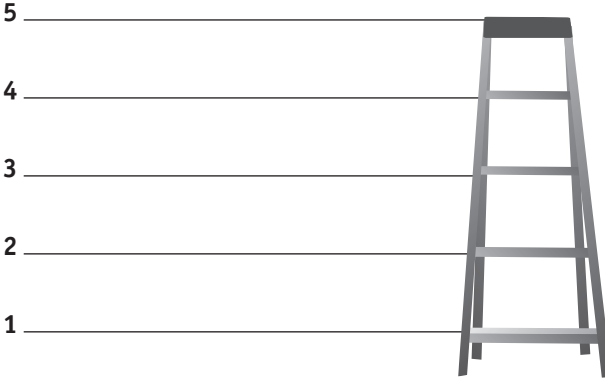
My putting goal:

My putting goal ladder:



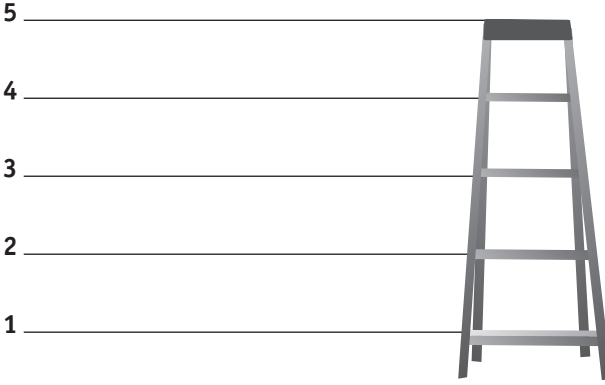
My chipping goal:

My chipping goal ladder:



My pitching goal:

My pitching goal ladder:



My full-swing goal:

My full-swing goal ladder:

5 _____

4 _____

3 _____

2 _____

1 _____

My healthy habit goal:

My healthy habit goal ladder:

5 _____

4 _____

3 _____

2 _____

1 _____

CORE ACTIVITY 20.3: WORKING ON THE STEPS FOR GOLF GOALS

Continue working on specific steps on your goal ladders identified in **Core Activity 20.2: Building Goal Ladders**.

For each step on two goal ladders generated for Core Activity 20.2, write process and performance goals that will help you engage in purposeful practice to reach your goal.

Goals selected:

1. _____
2. _____

Process Goals:

1. _____
   _____
   _____
2. _____
   _____
   _____

Performance Goals:

1. _____
   _____
   _____
2. _____
   _____
   _____

CORE ACTIVITY 20.4:
GOAL LADDER FOR YOUR GOLF GOAL

Practice Area Variation

	Length of Swing	Swing Rhythm Phrase	Counting
Putting	Short (1/4 swing)		
	Medium (1/2 swing)		
	Long (3/4 swing)		
Chipping	Short (1/4 swing)		
	Medium (1/2 swing)		
	Long (3/4 swing)		
Pitching	Short (1/4 swing)		
	Medium (1/2 swing)		
	Long (3/4 swing)		
Full-swing	Short (1/4 swing)		
	Medium (1/2 swing)		
	Long (3/4 swing)		

You will generate a swing rhythm phrase such as "Tic-Toc" for your swings of different lengths. Then, generate a beat or count that enables you to have a feel for the rhythm of your swing.

ON-COURSE VARIATION

Hole #	Rate Swing Rhythm (1 = poor; 5 = good)	Assess Impact of Swing Rhythm/tempo on Playing the Course
1		
2		
3		
4		
5		
6		
7		
8		
9		

Respecting the Rules – Rule of the Day:

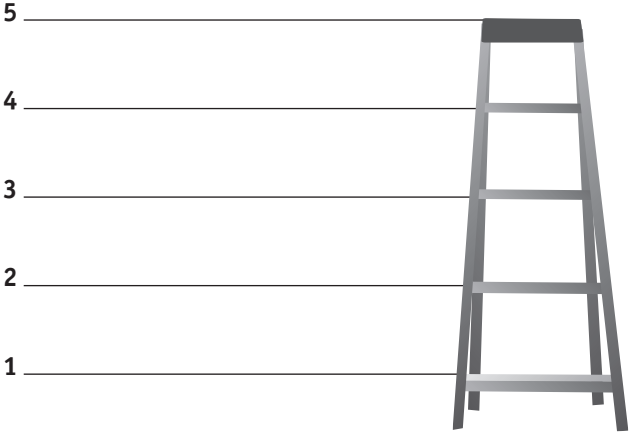
Rule #_____

CORE ACTIVITY 20.5: CREATE A GOAL LADDER FOR HAVING FUN WHILE PLAYING GOLF

First, copy your goal from **Core Activity 17.5: Positive and Important Goal While Playing Golf**. Then create a goal ladder by recording the easiest step on the bottom and working your way up.

My goal for staying positive while playing golf:

My goal ladder for having fun while playing golf:



CORE ACTIVITY 20.6:
CREATE A GOAL LADDER FOR HOME, SCHOOL OR COMMUNITY

First, copy your goal from **Core Activity 18.6: Specific and Under Your Control Goal for Home, School or Community**. Then create a goal ladder by recording the easiest step on the bottom and working your way up. Be sure to check whether these goals are process, performance or outcome goals.

My goal for home, school or community:

My home or school goal ladder:

5 _____

4 _____

3 _____

2 _____

1 _____

TRACKING YOUR PROGRESS

To help you apply information learned through Core Lesson 16, write down key points that will help you prepare for practice, playing the game of golf, certification at the Birdie level and away from The First Tee.

Practice: _____

_____

_____

_____

Playing the Game of Golf: _____

_____

_____

_____

Certification: _____

_____

_____

_____

Away from The First Tee: _____

_____

_____

_____

MY NOTES

PRACTICE:

PLAY THE GAME OF GOLF:

CORE LESSON 21:
DEALING WITH CHALLENGES

I love to win;
but I love to lose almost as much.
I love the thrill of victory,
and I also love the challenge of defeat.

– Lou Gehrig
baseball first baseman

CORE ACTIVITY 21 INTRODUCTION: DEALING WITH CHALLENGES

A challenge is something that makes it harder for you to reach your goal. You are likely to face challenges as you work on the steps in your goal ladder.

What type of challenges do you face on the golf course? List those challenges below:

- _____
- _____
- _____
- _____
- _____

What type of challenges do you create on the golf course? List those challenges below:

- _____
- _____
- _____
- _____
- _____

USE STAR WHEN FACING A CHALLENGE

STAR is a way to make good decisions when you are faced with challenges.

STAR stands for:

S stands for **STOP** and take a deep breath.

T stands for **THINK** of all your choices.

A stands for **ANTICIPATE** what could happen (good or bad) as a result of each choice.

R stands for **RESPOND** by selecting the best choice of what to do.

Use **STAR** to tackle any challenges that come up while you are working on achieving your goals for golf, home or school.

CORE ACTIVITY 21.1:
PUTTING CHALLENGES

Write down two things that challenge you when you are working on your putting goal stated in **Core Activity 18.5 – Setting Reachable Goals:**

1. _____

_____

2. _____

_____

*How could **STAR** could help you overcome these challenges?*

Apply your STAR solutions
as you practice and play!

CORE ACTIVITY 21.2:
PRACTICE USING STAR

Using **STAR**, describe how you would manage each situation below:

Situations	*How would you use STAR?*
Risk/reward shot from the fairway over water.	
A shot out of a bunker with a high lip.	
Club selection from various distance and conditions.	
Playing with a partner who is continually cheating.	
Faced with a situation that requires you to call a penalty on yourself, even when no one else is around.	

Once you have finished your notes for each situation, share your responses with a partner. *What was similar and what was different about your responses?*

CORE ACTIVITY 21.3: DEVELOPING A PRESHOT ROUTINE

Write down the main steps in your preshot routine using **STAR** as the framework.

Stop

Think

Anticipate

Respond

Reminder: A preshot routine should be brief (20 seconds or less) in order to maintain the pace of play. Only include the thoughts, emotions and behaviors that help you focus in the present and give you the best chance for success on each shot you play.

ON-COURSE VARIATION

Using the preshot routine developed, play a round of golf. Use your preshot routine on every shot.

After the round, write down three things you liked about using your preshot routine and one thing you would like to do better or modify your routine next time you play. Remember to include how you will do it better.

Hole #	*How did you use STAR?*
1	
2	
3	
4	
5	
6	
7	
8	
9	

*What did you like most about using **STAR?*** _____

_____

What can you do better? _____

_____

USING STAR WHEN YOU PLAY

How would you play this 450 yds Par 5 hole?

1. Map out a playing strategy that gives you the best chance to shoot par for this hole by marking an X where you want to land each ball to the hole. Briefly describe the distance to the target (X) for each shot and what club you would use to reach your target.

2. Then, map out a playing strategy that has the greatest risk and how you will react if you are (a) successful and (b) not successful on the more risky shots.

CORE ACTIVITY 21.4: EXPLORING YOUR POSTSHOT ROUTINES

Do you respond neutral to the (a) process; (b) outcome or (c) both? _____

As you work on reaching your golf goal, write down two things that challenge you after you play a shot.

1. _____

_____

2. _____

_____

How can you use the 4Rs as a postshot routine to help overcome these challenges? What do you need to do to respond emotionally neutral to undesirable process/outcome?

Apply your 4Rs
as you practice and play!

CORE ACTIVITY 21.5:
CHALLENGES TO YOUR GOAL FOR HAVING FUN WHILE PLAYING GOLF

As you work on reaching your goal for Having Fun while Playing Golf from page 74, write down two things that are challenging you.

1. _____

_____

2. _____

_____

*How could **STAR** could help you overcome these challenges?*

Utilize your STAR solutions
as you play!

TRACKING YOUR PHYSICAL HEALTHY HABITS – ENERGY, PLAY, SAFETY

Think about decisions you have made in the previous week related to Energy, Play and Safety. *What is one area in which you would like to improve?*

Write down two things challenging you in this area of your life. Think about and then also write down how **STAR** could help you overcome these challenges.

1. _____

_____

_____

2. _____

_____

_____

*Will you commit to using **STAR** as you have described above to help you in the coming days and weeks?*

CORE ACTIVITY 21.6:
CHALLENGES AT HOME, AT SCHOOL OR IN YOUR COMMUNITY

As you work on reaching your goal for home or school from **Core Activity 20.6: Specific and Under Your Control Goal for Home, School or Community,** write down two things that are challenging you.

1. _____

_____

2. _____

_____

*How could **STAR** could help you overcome these challenges?*

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 STAR when I faced challenges.	
I used STAR when I faced challenges.	
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 _____.	

MY BIRDIE LEVEL GOALS AND WAYS TO ACHIEVE THEM

Goal _____

_____

What will I do today to take me closer to my goal?

_____

_____

Goal _____

_____

What will I do today to take me closer to my goal?

_____

_____

Goal _____

_____

What will I do today to take me closer to my goal?

_____

_____

Goal _____

_____

What will I do today to take me closer to my goal?

_____

_____

MY NOTES

PRACTICE:

PLAY THE GAME OF GOLF:

MY NOTES

PRACTICE:

PLAY THE GAME OF GOLF:

MY NOTES

PRACTICE:

PLAY THE GAME OF GOLF:

MY NOTES

PRACTICE:

PLAY THE GAME OF GOLF:

MY CERTIFICATION PROGRESS

I have completed the following requirements for Birdie Certification:

Core Lesson Exposure	Complete (✓)			
16. Dreams and Goals	____	____	____	____
17. Setting Goals that are Positive and Important to You	____	____	____	____
18. Setting Goals that are Specific and Under Your Control	____	____	____	____
19. Setting Different Types of Goals	____	____	____	____
20. Getting to Your Goal	____	____	____	____
21. Dealing with Challenges	____	____	____	____

Golf Skills Application

	Five 9-hole Rounds (Target Score _____ and under; min. of 1,900 to 2,500 yds)				
Date					
Yardage					
Score					
Time					

Putting course – 9-hole; maximum score of 23 _____

Short game course – 6-hole; maximum score of 21 _____

Full-swing (Greens hit) – hit a minimum of 3 out of 6; 55 to 75 yds _____

Life Skills Knowledge

Correctly answer a minimum of 20 out of 24 questions on Birdie level life skills and healthy habits _____

Golf Knowledge

Correctly answer a minimum of 16 out of 20 questions on game golf, etiquette and Rules of Golf _____

Life Skills Application

Demonstrate and exhibit ALL observable behaviors associated with Birdie level life skills (6) and healthy habits (minimum of 3) _____

CONGRATULATIONS ON COMPLETING THE BIRDIE LEVEL!

My coach certifies that, I

_____

(Print your full name above)

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

- ☐ Successfully attended and participated in at least 48 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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