



Golf in Guernsey Schools

Why should schools be interested in golf



Golfers come in all shapes and sizes. You do not have to be particularly strong, tall, lean or fast to succeed.



Golf is the perfect excuse to spend an entire day enjoying nature and the opportunity to develop healthy exercise habits



Golf is a sport that teaches traits such as integrity, discipline, persistence and respect.



It is a non contact, individual sport and may appeal to a different demographic to the classic team sports.



Why golf community should be interested in schools



Untapped potential - access to over 8500 potential junior players



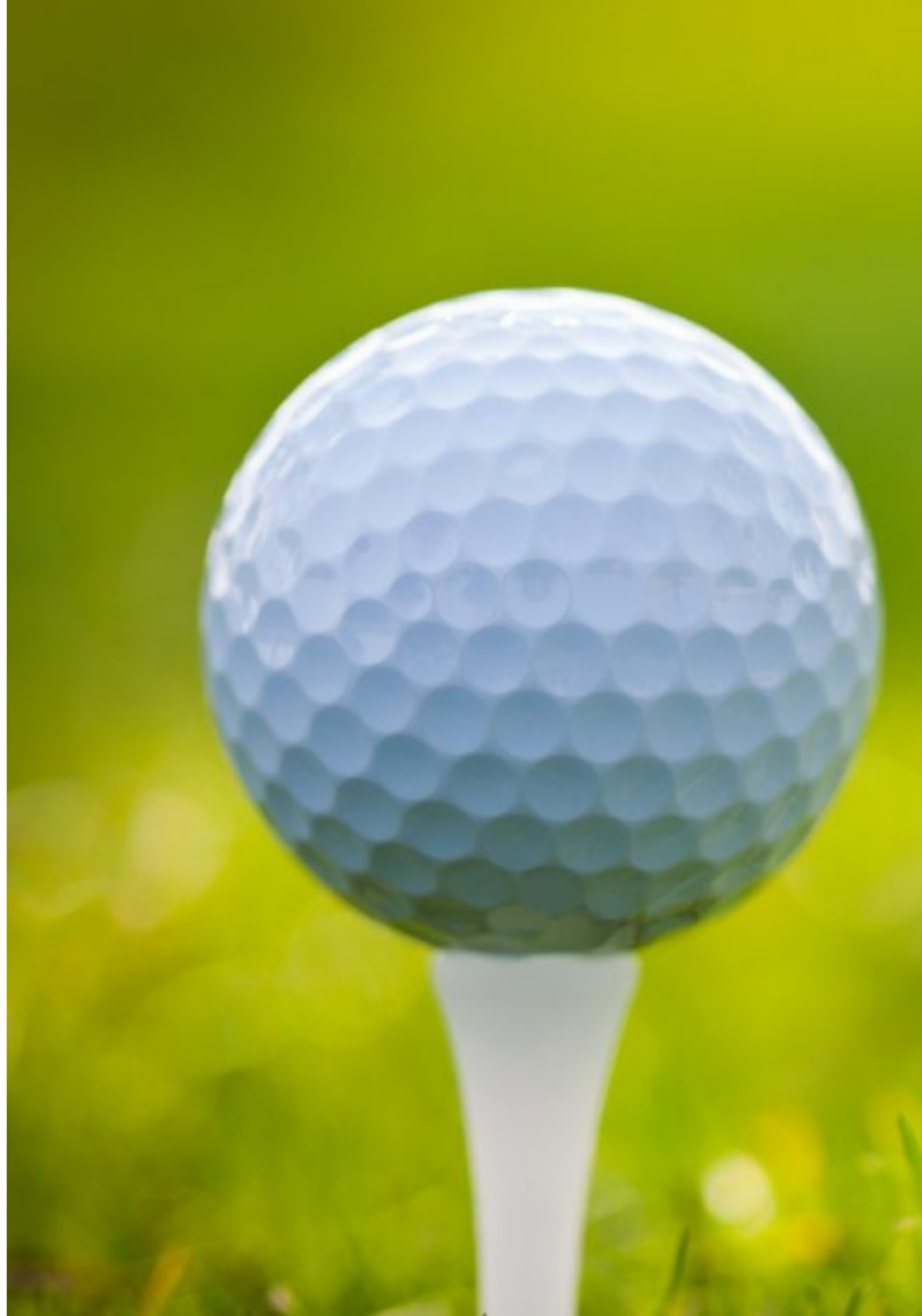
Will create feeder programs into structured golf community programs



Increases client base and increases need for structured programs and junior club membership



Children influence parents - can lead to family participation and greater footfall at local clubs



PEOPLE WHO PLAY GOLF...

Experience good health and exercise



Enjoy the serenity of the outdoors



Enhance balance control and posture



Sleep better throughout the night



Manage stress more easily



Are at lower risk of heart disease, diabetes, and other chronic illnesses



PLAYING GOLF BURNS CALORIES



PLAYING 18 HOLES AND RIDING A GOLF CART
= 1,300 CALORIES



PLAYING 18 HOLES, WALKING, AND USING A PULL CART
= 1,500 CALORIES



PLAYING 18 HOLES, WALKING, AND CARRYING YOUR CLUBS
= 2,000 CALORIES



THE MANY HEALTH BENEFITS OF GOLF

PLAYING GOLF GETS YOU MOVING

A WALKED 18-HOLE ROUND OF GOLF IS ABOUT THE SAME AS...



A 5-MILE WALK - ABOUT 10,000 STEPS, WHICH IS THE NUMBER OF STEPS PER DAY MOST HEALTH PROFESSIONALS RECOMMEND



A 3.5-MILE RUN, AS WALKING IS MORE BIOMECHANICALLY EFFICIENT THAN RUNNING

PLAYING GOLF RESTORES BALANCE



REPEATED GOLF PRACTICE ENHANCES BALANCE CONTROL AND CONFIDENCE AMONG ALL AGE RANGES.



OLDER GOLFERS TEND TO HAVE BETTER STATIC AND DYNAMIC BALANCE CONTROL AND CONFIDENCE THAN NON-GOLFING OLDER, HEALTHY ADULTS.



THE NATURE OF GOLF REQUIRES THAT YOU TRAIN YOUR MIND TO BECOME FOCUSED - EVERY SUCCESS BUILDS YOUR SELF-CONFIDENCE.

How to assist schools to teach golf

- Understand the schools culture - the potential and limitations
- Need to assist schools with initial equipment
- One teacher with average class size of 24
- Minimal ongoing costs
- Teachers may not know golf so would need help/education
- Equipment sets up quickly and stores away easily
- All children must be engaged in activity at all times.

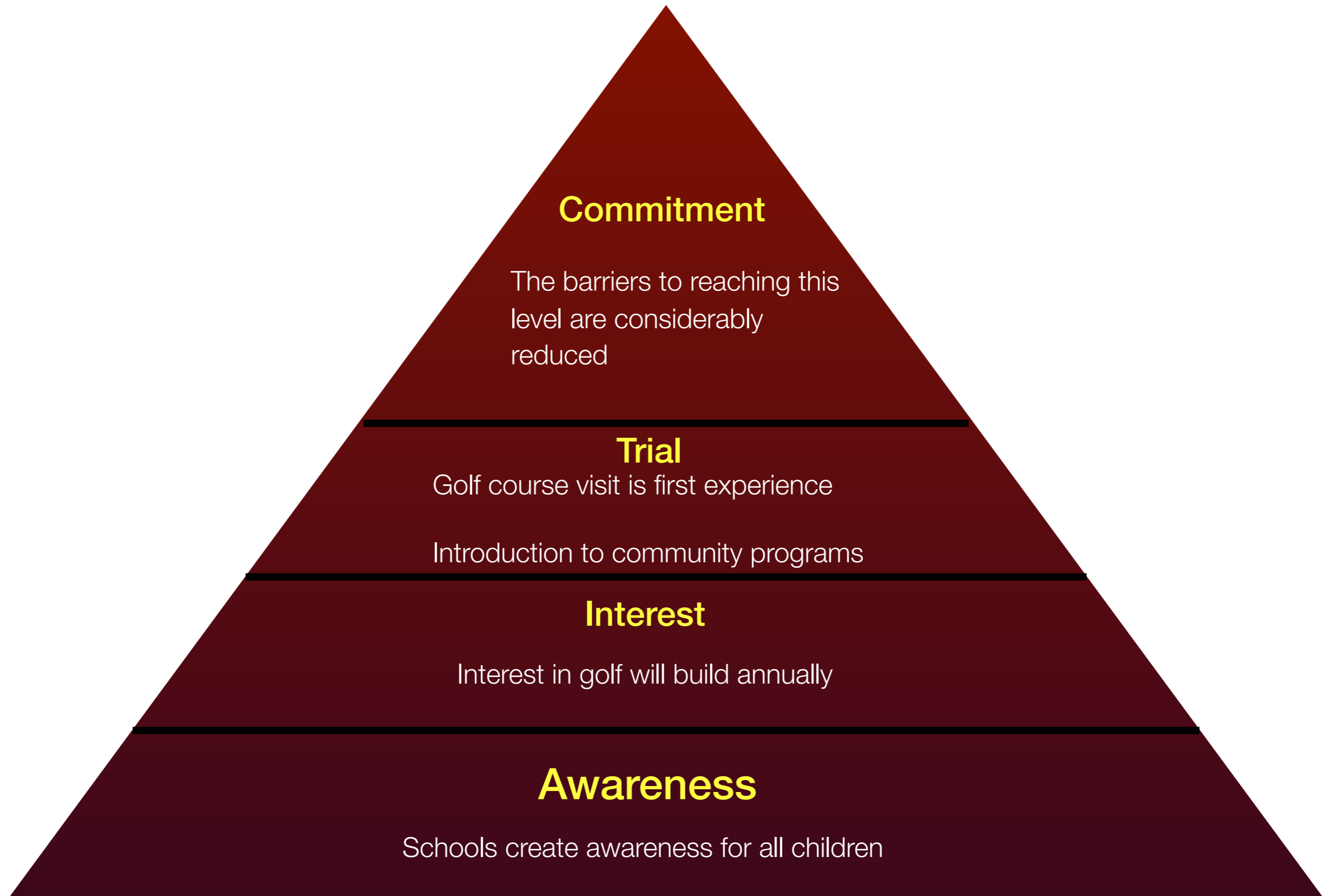


Primary Schools Program Components

- Safety First - minimal equipment - short game instruction
- Scoring system for games, competitions and track progress
- Introduce golf scoring, vocabulary, etiquette and rules
- One teacher with average class size of 24
- Field trip to golf club
- Children have fun and experience success.



Partnership with schools for junior golf development



Guernsey Primary Schools

On the island of Guernsey there are 16 schools providing primary education and one in Alderney. Of these schools 13 are state schools and 3 are private. With the exception of Ladies college junior school all the are co-educational.

The primary school population in 2018 is 4527 with an ever age year group size of 647.

	Female	Male	Total
Amherst Primary	197	222	419
Blanchelande	73	28	101
Castel Primary	167	196	363
Elizabeth College Junior School	43	221	264
Forest Primary	87	90	177
Hautes Capelles Primary	240	271	511
The Ladies' College Junior School	137	0	137
La Houquette Primary	129	145	274
La Mare de Carteret Primary	140	145	285
Le Rondin School	27	83	110
Les Voies	1	3	4
Notre Dame du Rosaire	139	120	259
St Anne's School (Alderney)	39	28	67
St Martin's Primary	262	307	569
St Mary and St Michael Primary	73	81	154
Vale Primary	221	266	487
Vauvert Primary	180	166	346
Total	2,155	2,372	4,527

Source: Education Services



Guernsey Secondary Schools

The future vision of Secondary education in Guernsey has been much debated and agonised over in the past number of years. The current system of selection to a grammar system is to stop to be replaced with two large comprehensive secondary schools. The picture of secondary education is going to change fundamentally in the next number of years.

The secondary school population in 2018 is 4,134 which includes sixth form students.

The average size of a year group would be 591



	Female	Male	Total
Blanchelande College	171	31	202
Elizabeth College*	0	501	501
Grammar School & Sixth Form Centre*	448	363	811
The Ladies' College*	393	0	393
La Mare de Carteret High	156	218	374
Les Beaucamps High	228	263	491
Les Voies	9	33	42
Le Murier	25	64	89
St Anne's School (Alderney)	34	22	56
St Sampson's High	329	333	662
College of Further Education**	230	283	513
Total	2,023	2,111	4,134

* Figures include students in sixth form.

**College of Further Education numbers relate to full-time students in years 11 to 13 only.

Source: Education Services

Equipment currently available



2 full Tri golf sets + additional equipment sourced from the golf foundation



30 sets of junior clubs currently held at St Pierre Park but available as an island resource.



1 golf bubble held at St Pierre Park but also an island resource.

Coaching Availability

- There are approximately 10 professional golf coaches on the island working at three golfing centres on the island.
- The cost of using professional golf coaches to role out a programme to Primary school children has in the past proven prohibitively expensive.
- There appears to be a movement at some clubs to provide a more affordable coaching option to schools.
- The current Tri-Golf session offered in schools is delivered by the Sports Commission staff.
- Level One and Level Two coaching is available through the PGA to allow interested parties to qualify to deliver coaching to beginners in a certified manner.
- For further details: <https://www.pga.info/growing-the-game/coach-education-and-development>

Who can become a golf coach?



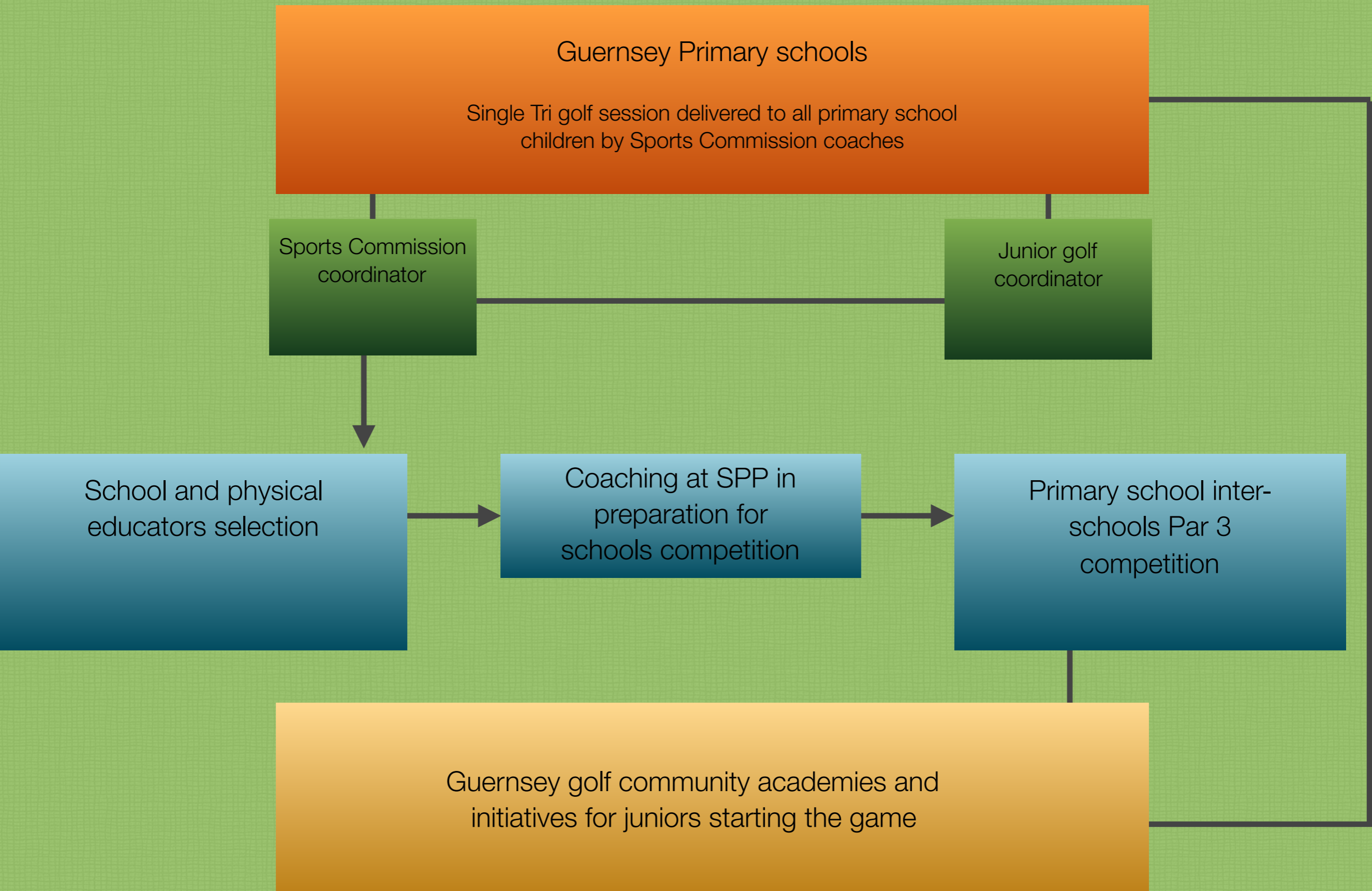
The new golf coaching qualifications are open to everyone.

Regardless of whether you're an interested volunteer assisting local club sessions or a dedicated professional set on following the whole PGA coach education pathway to achieve highly qualified Master Coach status, we organise and run the coaching qualifications courses for you – and for the future of the sport of golf.

You might be a teacher, a youth club manager or just an enthusiastic parent. Whatever your current coaching experience, there's a course to suit you.

Demand for our courses is high, with many people keen to take advantage of the opportunity to gain a professional golf coaching qualification. Feedback about the courses we have already run has been very positive from all concerned.

Primary School: Introduction to golf - current position



Primary School: Introduction to golf - current position

- Each child at primary school is given one golf lesson delivered by the Sports Commission coaches. Interested children are invited to a Tri-Golf festival where players get an opportunity to meet representatives of the greater golf community. In previous years attendances from a number of clubs has been poor and only Phil Sykes has consistently attended.
- School and physical Educators select a set of interested students to attend a set of coaching lessons at St Pierre Park and followed by a Par 3 inter school competition. This was funded in 2018 by ABN Amro and Ray Lowe Sporting Foundation. In 2019 it will be funded by RLSF.



25 May 2018 · ECJS Beechwood were crowned the inaugural Inter Primary School Golf Champions at The Golf ... Foundation, The Golf Club at St Pierre Park and the event sponsor, ABN Amro.

Primary School: Golf and the Physical Literacy Framework



What is physical literacy?

Physical Literacy can be described as the motivation, confidence, physical competence, knowledge and understanding that provides children with the movement foundation for lifelong participation in physical activity. Enabling them to be physically literate supports their development as competent, confident and healthy movers.



How will this framework help you?

This framework has been designed to support those working in primary schools to consider how best they can structure their PE and school sport provision to ensure maximum opportunity is provided to develop the physical literacy of all their pupils.



Why should schools, and partners working with schools, consider this?

In a school context developing physical literacy is the foundation of PE and school sport. Physical literacy is not a programme, rather it is an outcome of any structured PE and school sport provision, which is achieved more readily if learners encounter a range of age and stage appropriate opportunities. This framework will help you to consider what those age and stage appropriate opportunities need to focus on to maximise the potential to develop the physical literacy of **all** pupils through PE and school sport.

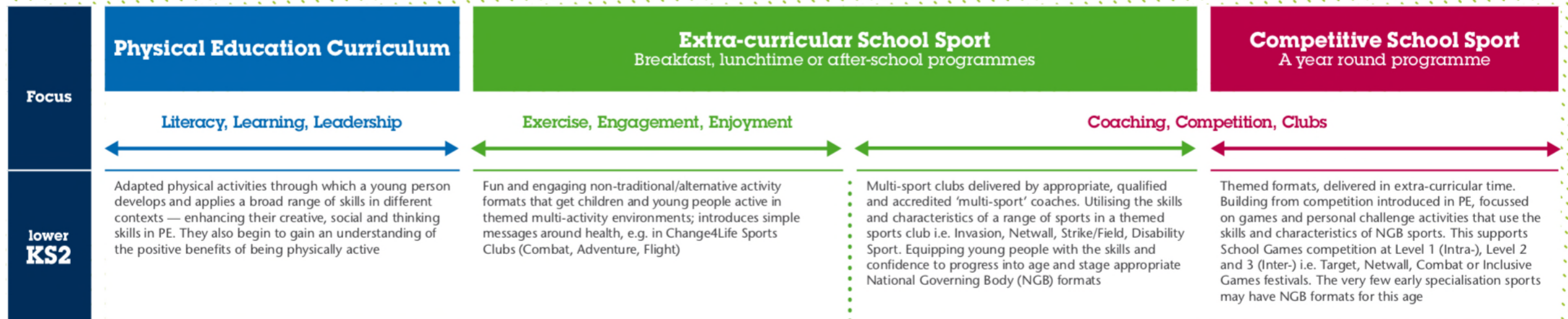
Primary School: Golf and the Physical Literacy Framework

Supporting primary schools to develop the physical literacy of all their pupils

	Physical Education Curriculum	Extra-curricular School Sport Breakfast, lunchtime or after-school programmes		Competitive School Sport A year round programme
Focus	Literacy, Learning, Leadership	Exercise, Engagement, Enjoyment	Coaching, Competition, Clubs	
Driver	High quality physical education for every child	Equipping every child to lead healthy active lifestyles	Creating participation pathways inclusive of all young people	Competition formats providing opportunities that include all young people
Deliverer	Delivered by teachers	Delivered by teachers and appropriately qualified and skilled coaches/professionals*. Supported by young leaders and volunteers		Delivered by teachers, coaches and volunteers. Supported by young leaders (including young officials)
EY	Through the provision of structured and free play, create environments which introduce and develop control and co-ordination in large and small movements. Helping children to move confidently in a range of ways, negotiating space safely. Helping them to understand factors that contribute to keeping healthy, such as physical exercise and the food they eat. Pupils can express themselves about things they can do to keep themselves healthy and safe			Not applicable
KS1	Creating a movement foundation to underpin lifelong participation, enabling pupils to access a range of learning experiences which supports the development of competent and confident movers	Multi-skills clubs for every child that builds on the development of movement foundation within the curriculum PE sessions. Places them in clubs that provides play and reinforces the importance of being physically active, as well as introducing basic leadership opportunities and social interaction		Year round programme of activities focused on setting personal challenges, based on movement foundation and multi-skills. Delivered in and around PE or extracurricular time and culminating in a one-off annual celebration event
lower KS2	Adapted physical activities through which a young person develops and applies a broad range of skills in different contexts — enhancing their creative, social and thinking skills in PE. They also begin to gain an understanding of the positive benefits of being physically active	Fun and engaging non-traditional/alternative activity formats that get children and young people active in themed multi-activity environments; introduces simple messages around health, e.g. in Change4Life Sports Clubs (Combat, Adventure, Flight)	<ul style="list-style-type: none"> Multi-sport clubs delivered by appropriate, qualified and accredited 'multi-sport' coaches. Utilising the skills and characteristics of a range of sports in a themed sports club i.e. Invasion, Netwall, Strike/Field, Disability Sport. Equipping young people with the skills and confidence to progress into age and stage appropriate National Governing Body (NGB) formats 	Themed formats, delivered in extra-curricular time. Building from competition introduced in PE, focussed on games and personal challenge activities that use the skills and characteristics of NGB sports. This supports School Games competition at Level 1 (Intra-), Level 2 and 3 (Inter-) i.e. Target, Netwall, Combat or Inclusive Games festivals. The very few early specialisation sports may have NGB formats for this age
upper KS2	Learning physical, social and thinking skills through sport specific activities (modified to be age and stage appropriate). They are also developing leadership skills and are able to articulate the benefits of regular exercise	Alternative or modified extracurricular activity that supports young people interested in an alternative sports and activity pathways that transition into recreational opportunities offered at KS3 i.e. Dodgeball, Ultimate Frisbee, Cheerleading, StreetDance or Wheelchair Sports Skills	<ul style="list-style-type: none"> Sport specific (modified to be age and stage appropriate) extra-curricular clubs for young people wanting to be involved in Intra- and Inter-school sport. Supporting transition to a local clubmark (or equivalent) accredited community sports club 	NGB formats delivered in extra-curricular time building from competition introduced in PE. Based upon modifications designed to be progressive and appropriate to the development stage of young people. Examples on the Sainsbury's School Games site www.yourschoolgames.org
Think INC.	Teachers supported to deliver inclusive PE ensuring all children and young people who have special educational needs (SEN) or disabilities fully access and engage in PE lessons	Identifying and addressing the barriers to participation in consultation with young people who have SEN or disabilities and their carers. Utilise adaptive games packages such as TOP Sportsability to increase opportunities for young disabled people to access a range of activities and sports		Modifying and adapting activity to create 'inclusive competitions'. Utilising existing NGB 'inclusive' formats and designing personal challenges that enable young people who have SEN or disabilities to achieve their personal best

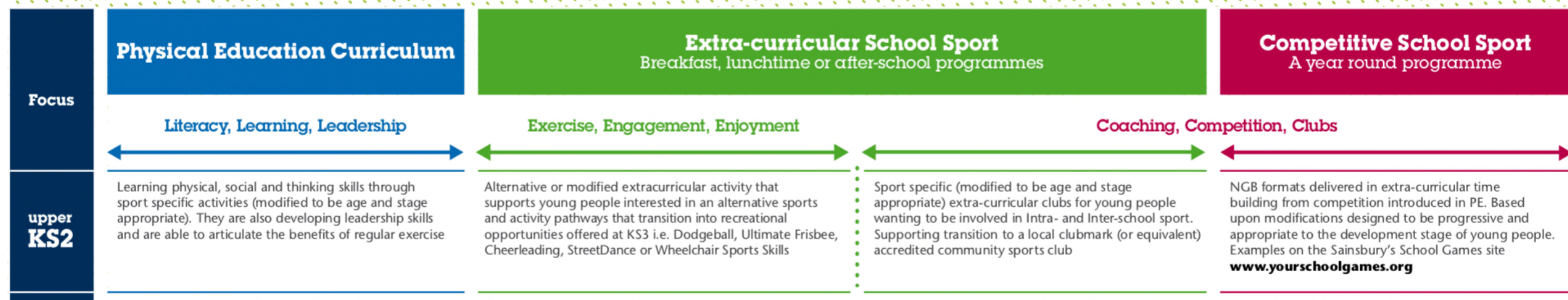
Primary School: Golf and the Physical Literacy Framework: Lower KS2

Supporting primary schools to develop the physical literacy of all their pupils



Primary School: Golf and the Physical Literacy Framework: Upper KS2

Supporting primary schools to develop the physical literacy of all their pupils



Primary School: Golf and the Physical Literacy Framework

Fundamental Movement Skills

		
<p>Locomotion:</p> <ul style="list-style-type: none"> • walking • running • bounding • hopping • leaping • jumping • rolling • galloping • climbing • sliding • skipping 	<p>Manipulation:</p> <ul style="list-style-type: none"> • catching • pushing • pulling • dribbling • carrying • bouncing • trapping • throwing • kicking • striking • collecting 	<p>Stabilisation*:</p> <ul style="list-style-type: none"> • turning • twisting • bending • landing • stretching • extending • flexing • hanging • bracing • rotation • tucking

*These movements are performed both dynamically and statically in place.

Faigenbaum, A.D., Lloyd, R.S. and Oliver, J.L. (in press)

FMS are categorised into:

- 1 locomotion
- 2 manipulation
- 3 stabilisation.

Examples of these skills are shown opposite.

Mastery of these skills is not just the ability to perform a given movement, but the ability to perform the movement in a proficient and controlled manner (often at speed).

As a coach, you can begin by isolating movements to facilitate mastery of simple skills.

The long-term goal is to progress learning so children can link movement skills and simultaneously combine multiple skills.

Primary School: Golf and the Physical Literacy Framework



Locomotion:

- walking
- running
- bounding
- hopping
- leaping
- jumping
- rolling
- galloping
- climbing
- sliding
- skipping



Manipulation:

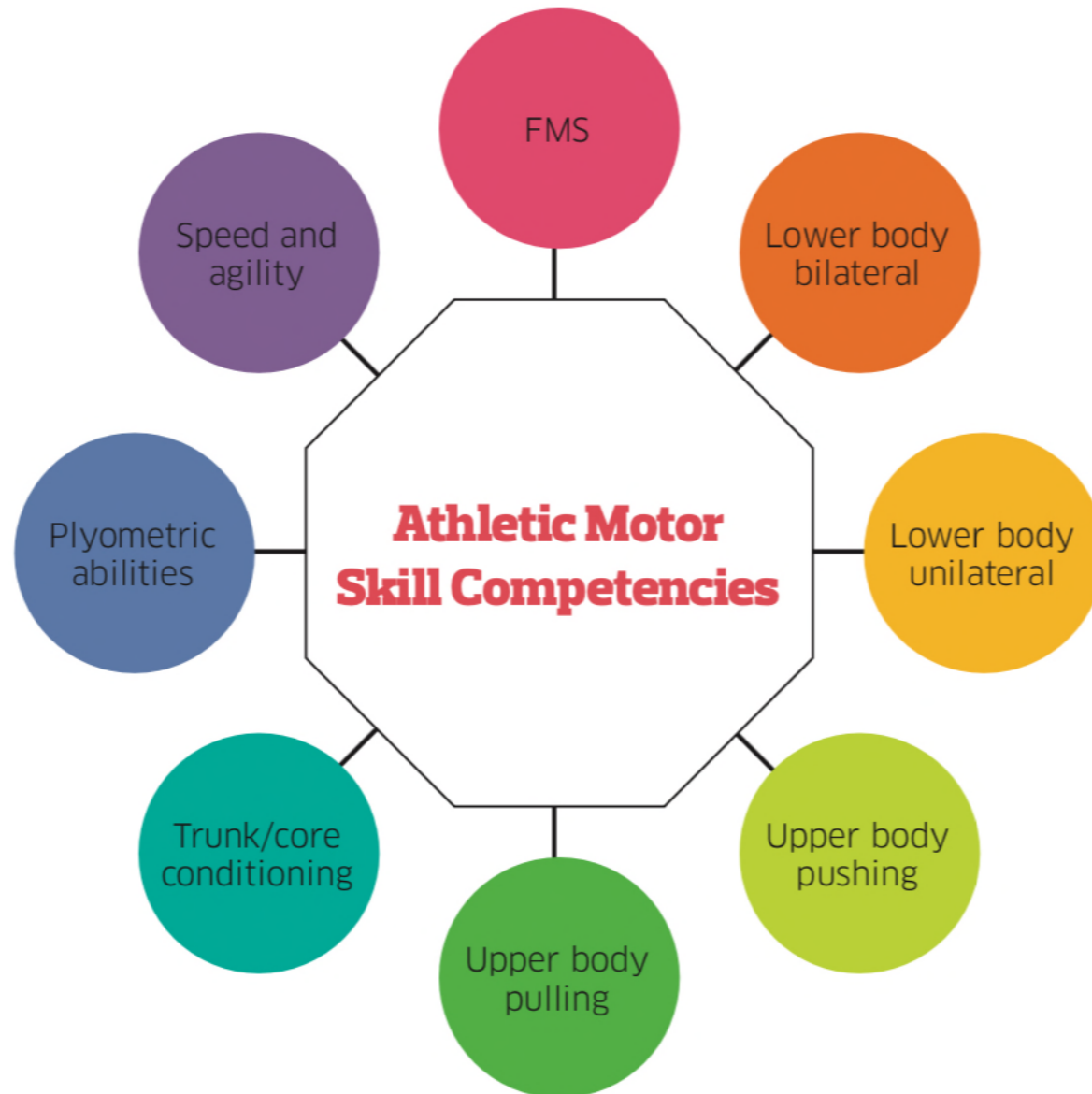
- catching
- pushing
- pulling
- dribbling
- carrying
- bouncing
- trapping
- throwing
- kicking
- striking
- collecting



Stabilisation*:

- turning
- twisting
- bending
- landing
- stretching
- extending
- flexing
- hanging
- bracing
- rotation
- tucking

Primary School: Golf and the Physical Literacy Framework



Lloyd, R.S. and Oliver, J.L. (2014)

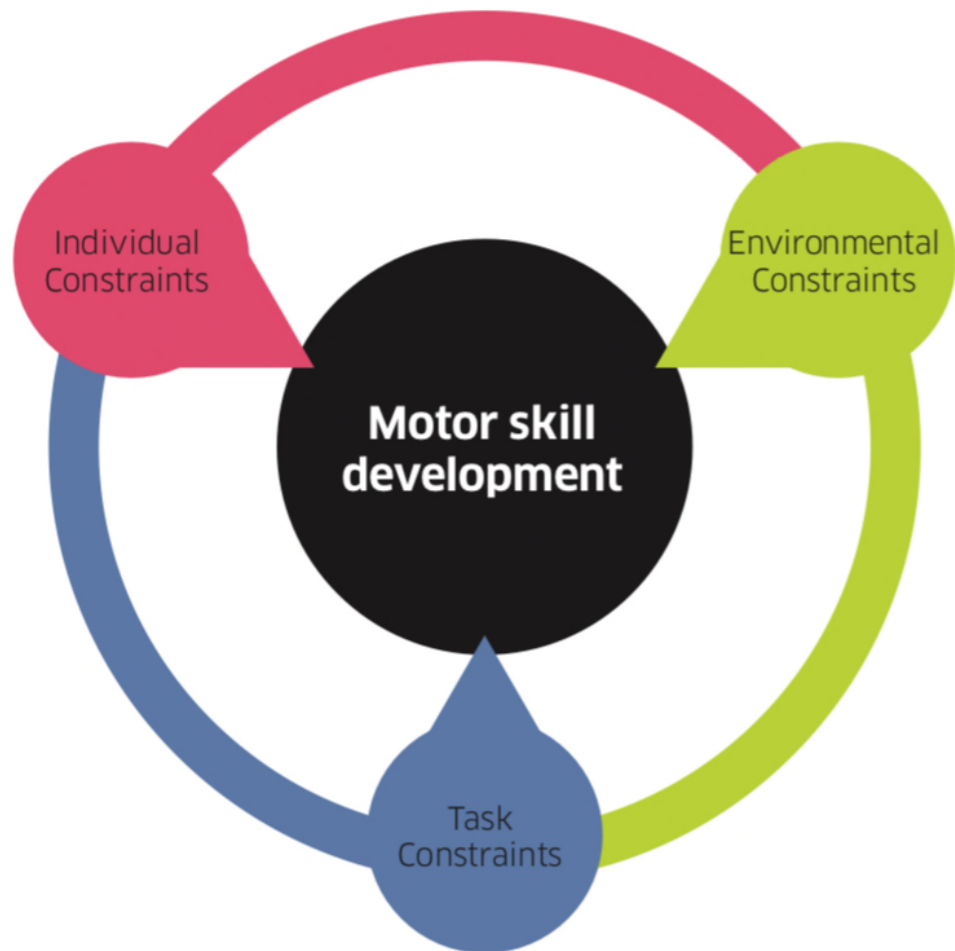
Children need to develop the physical and movement qualities that will allow them to engage in and enjoy sport.

These qualities are termed athletic motor skill competencies (AMSC).

All AMSC are underpinned by the need for a child to have mastered FMS. Where this has not happened, the ability to develop AMSC will be limited.

Poor movement skill and low strength may also make a child more susceptible to sports-related injuries.

Primary School: Golf and the Physical Literacy Framework



Lloyd, R.S. and Oliver, J.L. (2014)

As a coach, you can manipulate the constraints of a task to make it sufficiently challenging for a child.

For some children, this will mean having a very simple task, whereas for other children, the task will need to be more complex.

As a coach, you will typically manipulate the task constraints (eg rules of a task) or environmental constraints (eg physical surroundings).

Tasks can be made simpler or more demanding by using a model such as the STEP model.

The key fundamental skills can be developed in any coaching session with the application of high quality coaching principles.

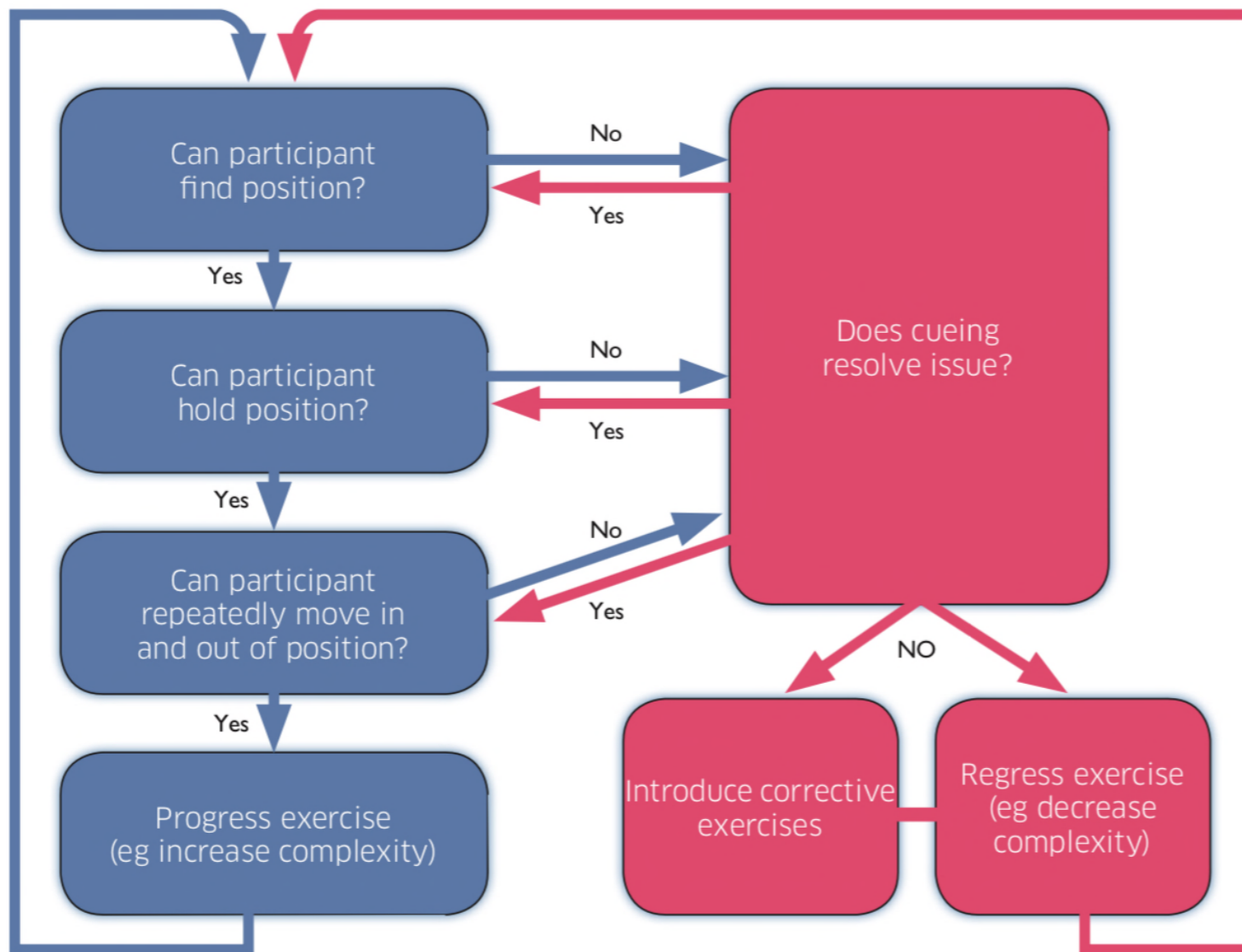
Try using the STEP principle to develop all your coaching sessions and make them participant-centred:

- S** - Space (change the space in which the activity is taking place in order to achieve personal goals)
- T** - Task (change the type of activity in order to achieve personal goals)
- E** - Equipment (change the type and size of equipment being used in order to achieve personal goals)
- P** - People (change the people who are involved in order to achieve personal goals).

Adapted from Stevenson (2007)

Primary School: Golf and the Physical Literacy Framework

What Does Movement Competency Look Like?



When coaching, the movement competency of children should be a key priority.

As a coach, you need to know what competent movement looks like. How should the child be moving during a task?

If a child struggles with a movement, you should see if additional cueing can help. External cues tend to work better than internal cues with children (eg 'Look at something in the distance,' rather than 'Keep your head' up if trying to correct head position).

If a child still struggles, regress the task and make it simpler, and if needed, introduce simple complementary exercises to help correct movement issues.

If a child demonstrates good competency, progress the task and make it more complex.

Faigenbaum, A.D., Lloyd, R.S. and Oliver, J.L. (in press)

Primary School: Tri-Golf and the Physical Literacy Framework

Bullseye

Station 1



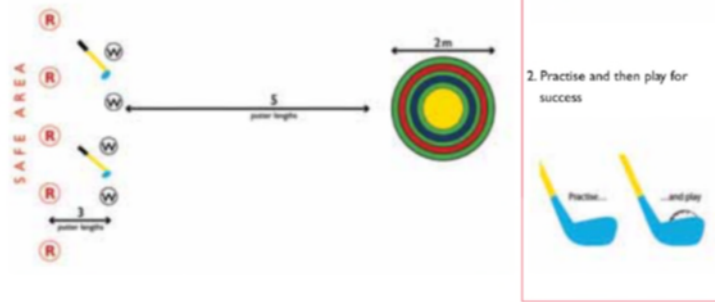
Instructions Team of 5 on each tee (white cones). If possible elevate the target by resting it on a chair so that it faces the pupils at an angle. Chip the ball in the air aiming at the centre of the target. Balls should not be collected until all balls have been hit and a command has been given. 2 minutes practice (if time allows), 5 minutes play.

Skills for Life - staying safe
Leader's prompt to pupils: why should you sit behind the red cones when it is not your turn? Remind the pupils that they will get a rating out of 10 for how well they sit behind the red cones.

Scoring
Yellow inner = 10 points Inside green = 5 points
Blue circle = 4 points Middle green = 3 points
Red circle = 2 points Outer green = 1 point
Score is taken from where the ball hits the target not where it stops

Equipment
• 1 x Tri-Golf chipper per team
• 1 x 2m Tri-Golf pop up target
• 5 x velcro balls per team
Cones could be used if you do not have a Tri-Golf target

Key point for success
1. Tic-Toc BRUSH the ground to get the ball into the air
2. Practise and then play for success



Dominoes

Station 2



Instructions Team of 5 on each tee (white cones). 10 cones of the same colour are in a straight line from the player. Players try to roll the ball with the putter to hit the cone nearest to them, if the player hits the cone they collect it. 2 minutes practice (if time allows), 5 minutes play.

Skills for Life - working together
Leader's prompt to the pupils: how can you help and encourage your team mates? Remind the pupils that they will get a rating out of 10 for how well they help and encourage each other.

Scoring
• Team continues until all cones are hit
• Score 1 point for green cones, 5 points for blue cones, 10 points for yellow cones.
• When all the dominoes are completed, lay them out using the putter to measure and play again.

Equipment
• 1 x Tri-Golf putter per team
• 1 ball per team
• Cones as below

Key point for success
1. Club ready and aim using the red part of the club



Drive for show, putt for dough

Station 3



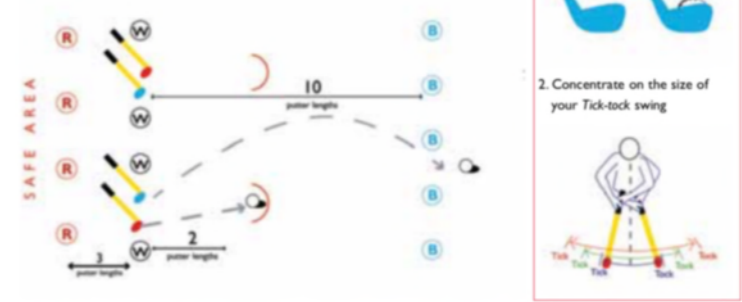
Instructions Team of 5 on each tee (white cones). Each player aims to chip the ball in the air over the blue line of cones. If they are successful, they then earn a chance to putt the ball into the hoop. Each player only gets a putt if they hit the ball in the air over the blue cones. On the putt, the ball must stay in the half-hoop to score. 2 minutes practice (if time allows), 5 minutes play.

Skills for Life - honesty
Leader's prompt to pupils: You score 1 point for crossing the blue line, 5 points for hitting the ball over the blue cones and 10 points for keeping the ball in the half-hoop. It's up to you to keep your team score and tell me at the end, showing honesty. You will receive a rating out of 10 for how well you do this, demonstrating honesty. Note to leaders: still keep a score as a leader and check to see if this matches the pupils' record of their score. If there is a discrepancy, the leader's score is final.

Scoring
• Drive over blue cones on floor = 1 point
• Drive over blue cones in air = 5 points
• Putt to remain in half-cone = 10 points
Putt - the ball must stop in the hoop to score

Equipment
• 1 x Tri-Golf putter per team
• 1 x Tri-Golf chipper per team
• 2 balls per team
• 1 half hoop per team
• Cones as below

Key point for success
1. Practise and play for success



Finders keepers

Station 4



Instructions Team of 5 on each tee (white cones). Putt the ball towards the cones, the first cone the ball hits, the player collects with the ball and returns it to the team. Pick up only 1 cone at a time and once all the cones have been collected the game ends. 2 minutes practice (if time allows), 5 minutes play.

Skills for Life - knowing right from wrong and being honest
Leader's prompt to pupils: why should you only pick up the cone that you hit? Remind the pupils that they will get a rating out of 10 for how well they do this and demonstrating honesty.

Scoring
• Yellow hit = 10 point
• Blue hit = 5 points
• Green hit = 1 point
Pick up one cone only

Equipment
• 1 x Tri-Golf putter per team
• 1 ball per team
• 7 green cones, 7 blue cones, 4 yellow cones

Key point for success
1. Choose a cone to try to hit then get your aim
2. The waiting players can act as a coach and give encouragement



Grand National

Station 5



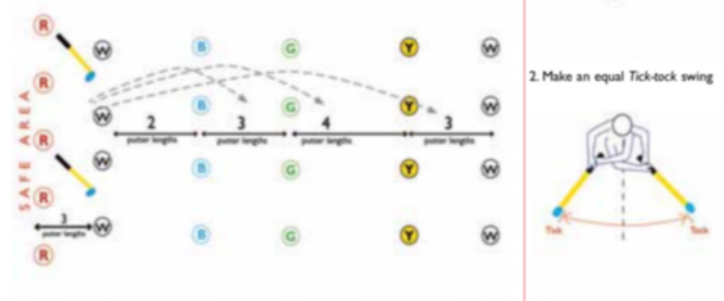
Instructions Team of 5 on each tee (white cones). Chip the ball in the air over the 'fences' made from cones to score points. 2 minutes practice (if time allows), 5 minutes play.

Skills for Life - showing respect for others
Leader's prompt to pupils: we want you to shout and cheer for your team but why should you be quiet when a team mate is playing a shot? Remind the pupils that they will get a rating out of 10 for how well they do this and demonstrating respect for others.

Scoring
• Over Blue = 1 point
• Over Green = 5 points
• Over Yellow before White = 10 points
Score from where the ball lands, not where it stops. Any shots landing over the white cones score 0 points.

Equipment
• 1 x Tri-Golf chipper per team
• 1 ball per team
• Cones as below

Key point for success
1. Brush the ground to get the ball into the air
2. Make an equal Tick-tock swing



Tunnel ball

Station 6



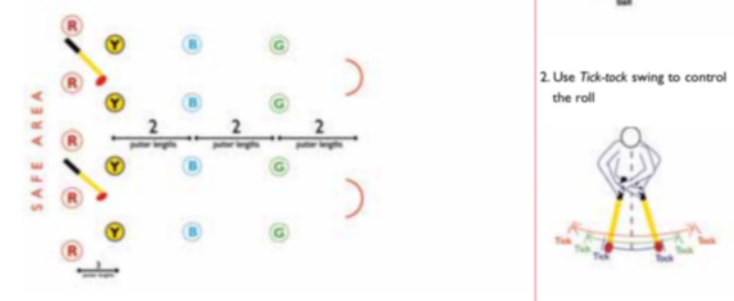
Instructions Team of 5 on each tee (white cones). Putt the ball down the tunnel towards the hoop without hitting any cones. Choose which tee you would like to play from - yellow, blue and green. The furthest tees will reward you with more points. 2 minutes practice (if time allows), 5 minutes play.

Skills for Life - cooperation and self-confidence
Leader's prompt to pupils: how you will celebrate and congratulate a team mate on a good shot? Remind the pupils that they will get a rating out of 10 for how well they do this and demonstrating cooperation.

Scoring
• Green = 1 point
• Blue = 5 points
• Yellow = 10 point
The ball must stay in the hoop to score

Equipment
• 1 x Tri-Golf putter per team
• 1 ball per team
• 2 large hoops, each made up from 6 sections in the Tri-Golf bag
• Cones as below

Key point for success
1. Get the club ready and aimed using the red part of the club
2. Use Tick-tock swing to control the roll



Primary School: Tri-Golf and the Physical Literacy Framework

Zone ball

Station 7



Instructions Team of 5 on each tee (white cones). Lay out the cones so that they all touch. Try to hit the yellow or blue cones to score the highest. 2 minutes practice (if time allows), 5 minutes play.

Skills for Life – cooperation

Leader's prompt to pupils: how can you help each other and score more quickly on this game?
Remind the pupils that they will get a rating out of 10 for how well they do this and demonstrating cooperation.

Scoring

- Yellow cone = 10 points
- Blue cone = 5 points
- Green = 1 point

Pupils can run out and collect the ball for each other but not wait behind the zone cones nor receive help from a teacher in collecting the balls

Equipment

- 1 x Tri-Golf putter per team
- 1 ball per team
- Cones as below

Key point for success

1. Get the club ready and aimed using the red part of the club



2. Use Tick-tock swing to control the roll



Down the middle

Station 8



Instructions Team of 5 on each tee (white cones). Players start from the white cones and try to strike the ball in between the lines of green cones (fairway) and over blue cones (river) in turn. 2 minutes practice (if time allows), 5 minutes play.

Skills for Life – staying safe

Leader's prompt to pupils: what should you check before collecting a ball on this game?
Remind the pupils that they will get a rating out of 10 for how well they do this and demonstrating staying safe.

Scoring

- Over the river rolling = 1 point
- Over the river in the air = 5 points
- Over the river and on the correct fairway and landing before the white cones = 10 points

The ball must land over the blue cones and within the same fairway as the tee

Equipment

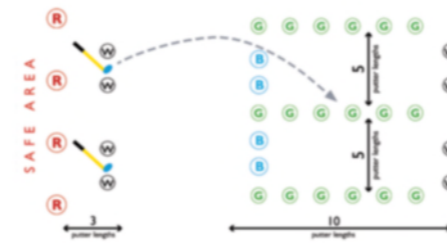
- 1 x Tri-Golf chipper per team,
- 1 ball per team, cones as below

Key point for success

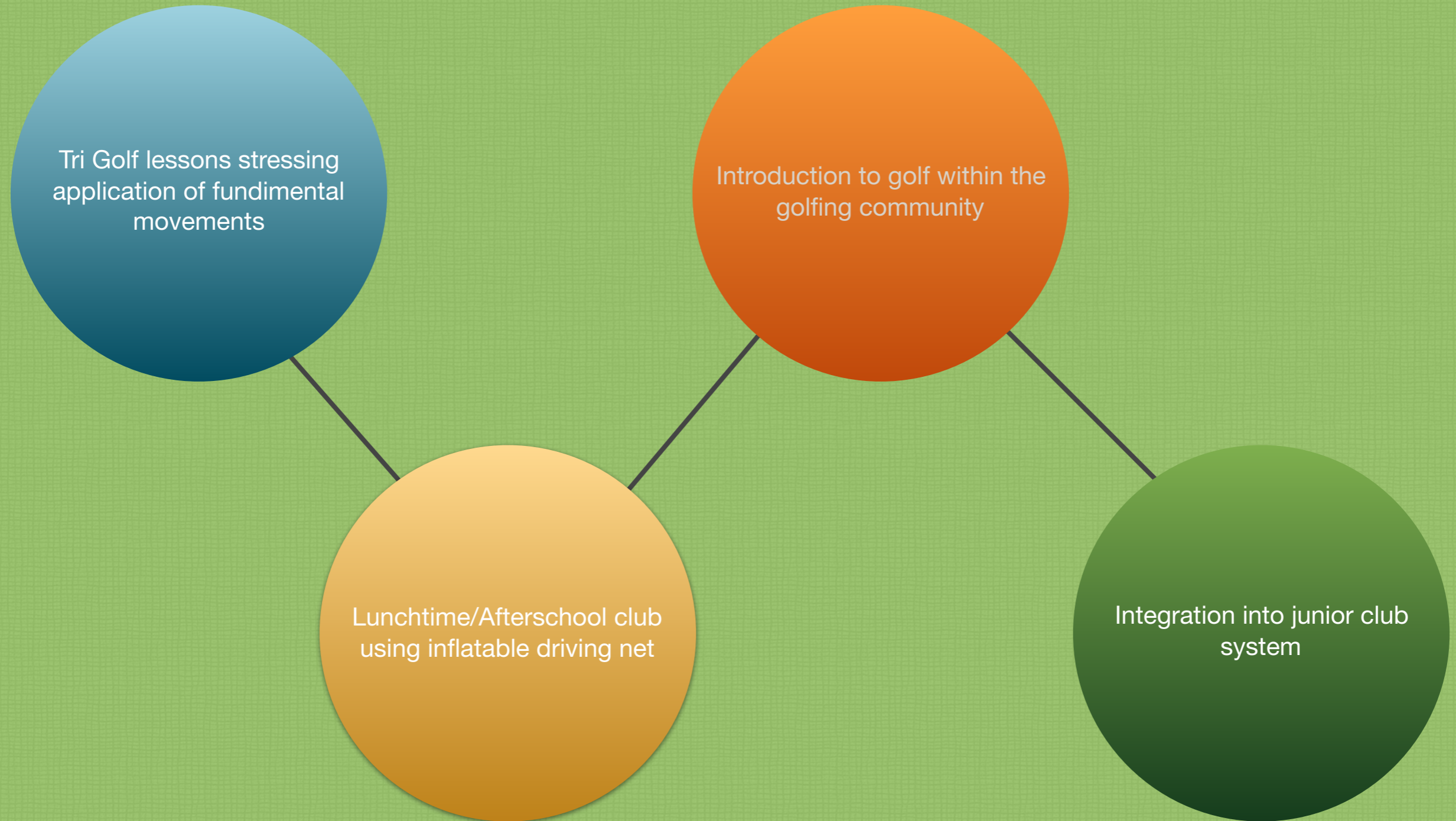
1. Brush the ground to get the ball into the air



2. Hold balance at the end of the swing for a count of two

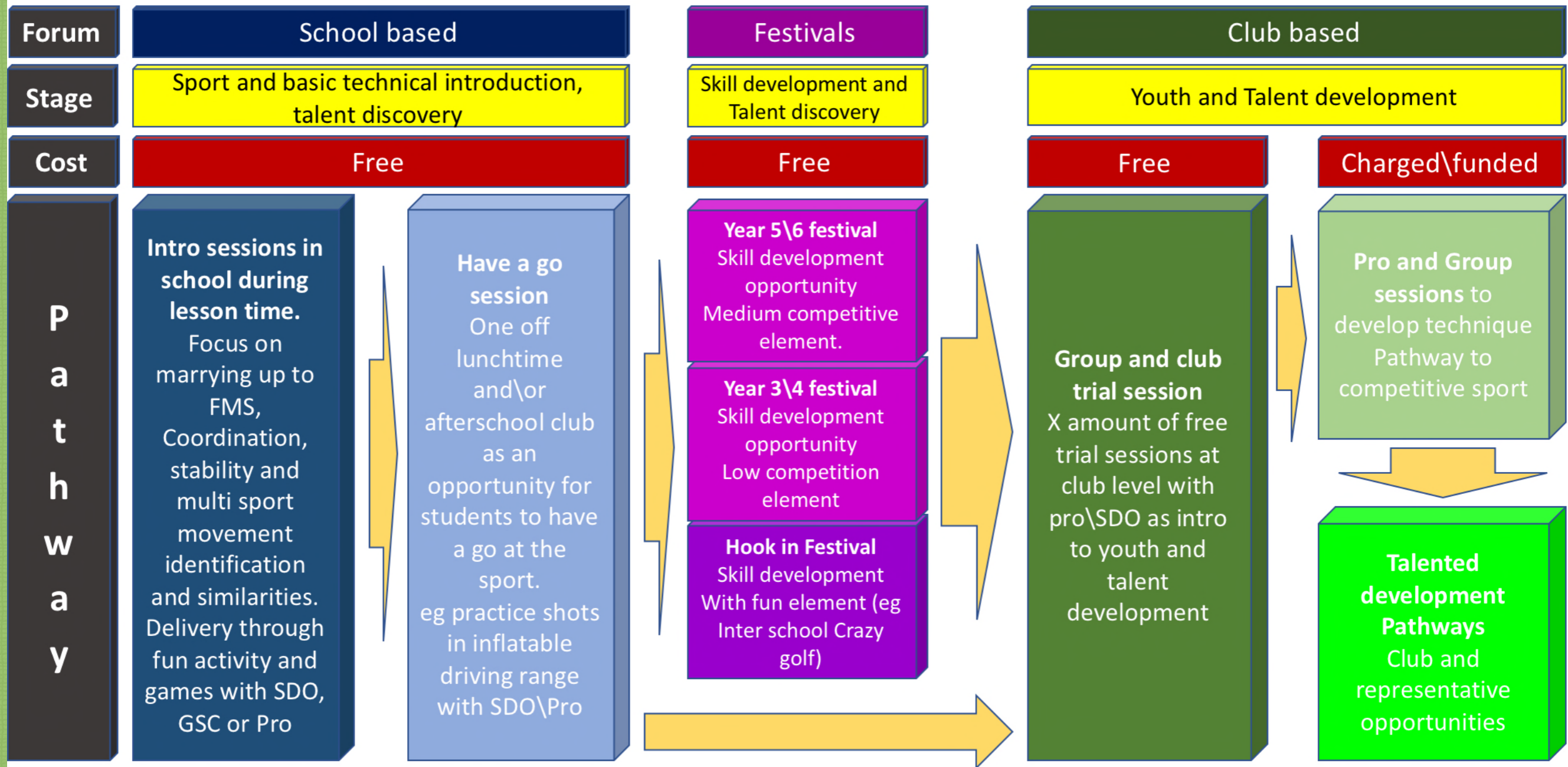


Primary School: Golf and the Physical Literacy Framework



Primary School: Golf and the Physical Literacy Framework

Primary School Sport development plan



Primary Schools: Future Development

Mission Statement:

Introduce all nine year-olds to some basic golfing skills and terms as part of a school programme while taking part in a fun activity, using colourful, modified golf equipment.

Possible Curriculum:

Session 1: Skills session

Session 2: Skills session

Session 3: Competition session

Session 4: Field trip to a golf course

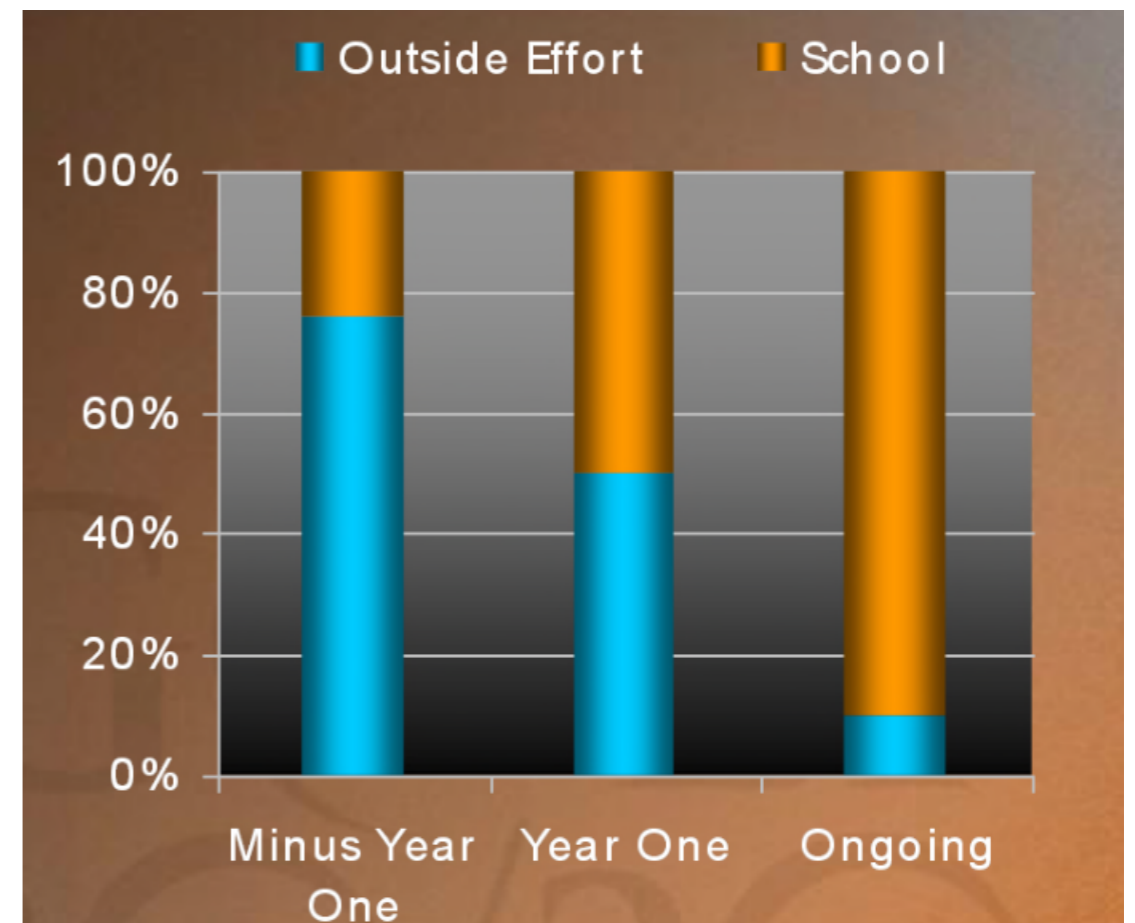


Future Partnership with Primary schools for junior golf development

- Based on Guernsey physical education philosophy of motor skill development
- Curriculum written for physical with or without a golf background
- Input and cost to outside partners should decline over time.

Programme for primary Schools

- Goal to role out programme to all junior schools
- Four 1 hour sessions taught on school site. Location of lessons is flexible and can be taught indoors or outside.
- A field trip for the class to a golf course
- Raise awareness of what is the next step into golf



Primary Schools: Future Development

The goals for future development should be to develop what is currently available.

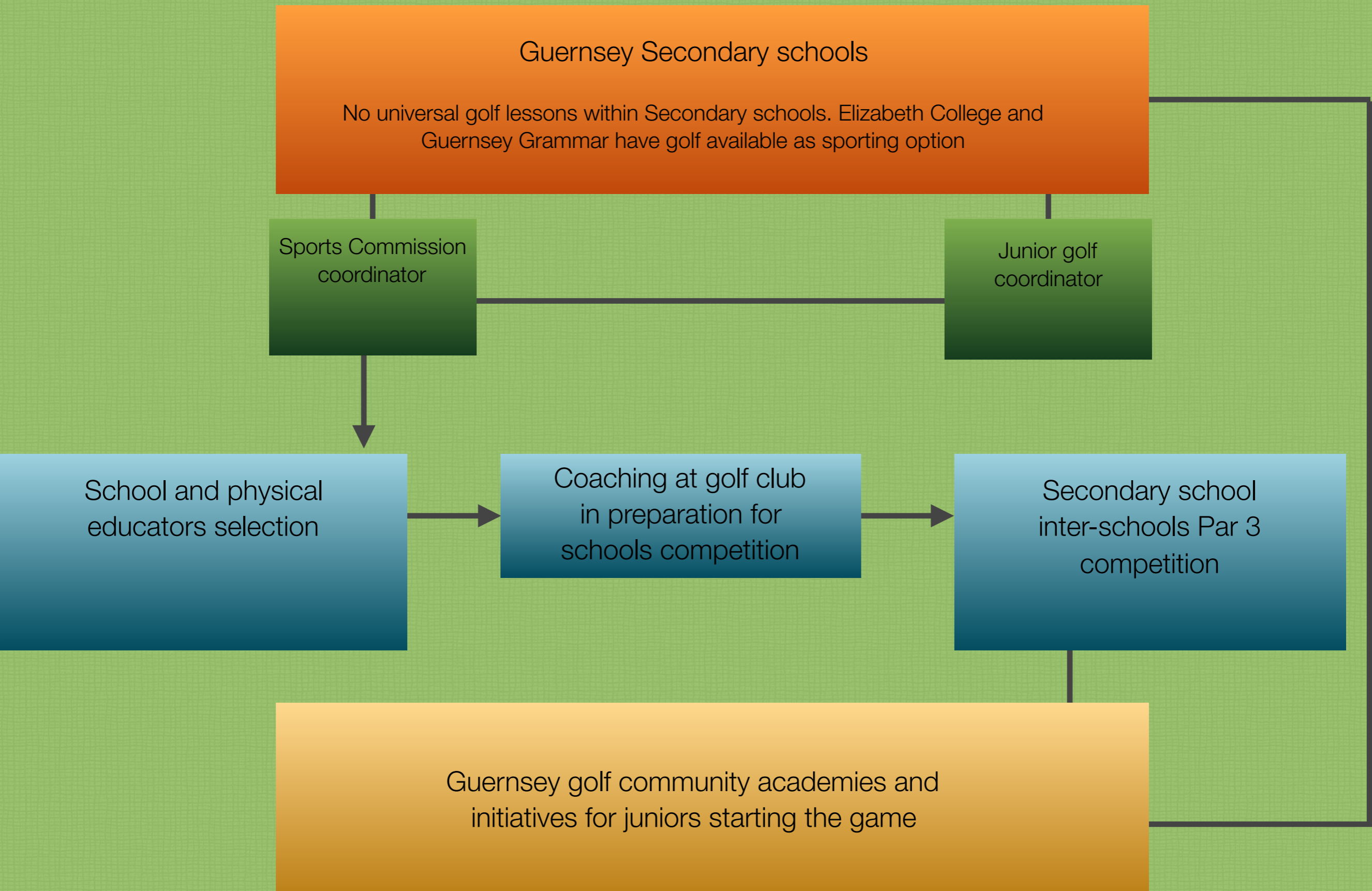
Sources of funding to further develop offerings for primary education are:

- Ray Lowe Sporting Foundation
- Partnerships between golf courses and schools



APPLEBY

Secondary School: Introduction to golf - current position



Secondary School: Introduction to golf - current position

- There is currently no programme that allows all children of a secondary age to experience playing golf. Elizabeth College and Grammar School make golf available at various stages in a pupils time at these schools. Elizabeth college have an annual match against Victoria college in Jersey.

- School and physical Educators select a set of interested students to attend a set of coaching lessons at St Pierre Park and followed by a Par 3 inter school competition. This was funded in 2018 by ABN Amro and continues to be so in 2019.



Secondary Schools: Future Development

Mission Statement:

Give all children of Secondary School age the opportunity to gain some basic golfing skills and an understanding of the game as part of a school programme at a golf course with appropriate golf equipment.

Possible Curriculum:

Session 1: Skills session

Session 2: Skills session

Session 3: Skills session

Session 4: Competition day



Secondary Schools: Future Development

The structure of Secondary Education in Guernsey is going to change substantially in the near future. This should be seen as an opportunity to introduce golf into the physical education offerings of the new schools.

The current inter-School competition offers a number of coaching sessions and an on course competition for eight students from each school. This is hosted at St Pierre Park and funded by ABM Amro. Whilst good for those involved, this is limited exposure compared to the full school population.

Sources of funding to further develop offerings for secondary education are:

- Ray Lowe Sporting Foundation
- Partnerships between golf courses and schools

