



**CLUB HANDBOOK FOR**  
**Junior Golf**



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## ABBREVIATIONS

<b>CCO</b>	Club Children's Officer	<b>CPD</b>	Golf Unions Continued Professional Development	<b>ILGU</b>	Irish Ladies Golf Union
<b>CDH</b>	Central Database of Handicaps	<b>DLP</b>	Designated Liaison Person	<b>JDC</b>	Junior Development Committee
<b>CGI</b>	Confederation of Golf in Ireland	<b>FMS</b>	Fundamental Movement Skills	<b>PTTM</b>	Physical, Technical, Tactical and Mental
<b>CONGU</b>	Council of National	<b>GUI</b>	Golfing Union of Ireland	<b>FSS</b>	Fundamental Sports Skills



# CLUB HANDBOOK *for* JUNIOR GOLF



## INTRODUCTION

**W**ith ageing Club memberships and the overall decline in golf participation, junior members have never been more important to the future of Golf Clubs. Similarly, never before have children had more variety and opportunity in terms of activities, all competing to occupy their spare time and attract their talent. These factors present a challenge for golf to improve its 'offer' to young people, and encourage them to start and stay in the game.

There are many reasons why golf is appealing to young people and their parents/guardians:

- Golf welcomes players of all ages and abilities
- Golf is a fun and challenging game, with low risk of injury
- The skill sets required are different in comparison to traditionally popular sports such as gaelic games, rugby and soccer
- Golf can be played as both an individual and team sport
- Golf is a lifelong activity and is suitable for individuals, families, teams and groups
- Golf can provide networking opportunities and can be more social than other sports
- Golf promotes skills and values such as leadership, sportsmanship, communication, self-management, respect, honesty, integrity, responsibility, perseverance and good etiquette
- There are many fantastic role models in Irish Golf at both professional and amateur level in both the men's and ladies game
- Golf is one of the most popular individual sports in Ireland



In the past junior golf did not require a great degree of care and attention from club management and officials as junior recruitment appeared to be relatively “easy”, especially for boys. Today, the role of the Junior Committee should be regarded as the most important one in the Golf Club. In contrast with some of the responsibilities on the Club’s main committee, the Junior Convenor can

section of some Clubs can on occasion lead to an achievement oriented culture which can motivate some but exclude other young participants. It is vital that adults, parents and Club officials work together to provide a safe, supportive and child-centred environment in which young people can thrive during their earliest experiences of golf. Golf needs to embrace all abilities and welcome diversity in the

Based on feedback, junior golf has been identified as an area for which many Clubs are seeking advice, and this Club Handbook is a resource to support Golf Clubs. Examples of good practice from a variety of clubs are outlined throughout the following sections:

- Junior Committee and Leaders
- Club Membership and Policies
- Junior Club Operations (Finance, Communication, Coaching, Playing, Competitions and Handicaps)
- Children and Young People
- Safeguarding Children in Golf
- Girls in the Junior Section

***“It is vital that adults, parents and Club officials work together to provide a safe, supportive and child-centred environment in which young people can thrive”***

undertake a huge variety of jobs and duties, including liaising with a number of different parties, such as adult leaders, coaches, junior members, parents/guardians, ILGU, GUI and CGI officers and local schools.

The competitive focus on tournaments and representative honours in the junior

playing population in order to ensure a sustainable future. Golf Club environments should also offer opportunities for children not only to improve their physical and technical abilities, but also to promote and develop their social skills, as is the case for adults.

In order for clubs to get the most out of the Club Handbook, it is recommended that they complete the following “Club Review – Self Assessment” form. This will guide Clubs towards the sections of the Handbook that are of the most immediate relevance.

# CLUB REVIEW

## – SELF ASSESSMENT

Junior Committee and Leaders	Yes	No
1. Have you established recruitment procedures for volunteers and PGA Professionals?		
2. Do you have a Junior Committee in place?		
3. Have all those working with juniors attended appropriate training?		
4. Have you designed a calendar of events?		
Children and Young People		
1. Have you compiled a database of the juniors in the club that includes their contact details, age and ability?		
2. Do you have a junior captain?		
3. Have you run a focus group/feedback session with your juniors?		
4. Do you run "girl" only sessions to encourage more girls into the game?		
5. Are the junior members encouraged to participate in adult and junior competitions?		
6. Do you link up with any local clubs to encourage all juniors to play?		
7. Do you implement the ILGU Junior Policy?		
Club Membership and Policies		
1. Do you have a suitable pricing structure for Junior membership?		
2. Are there restrictions on junior membership- age, family relations etc.?		
3. Do you have vacancies in your junior section?		
4. Have you used the recruitment checklist?		
5. Do you have a retainment plan in place?		
6. Do you have a mission statement for your junior programme(s) or section?		
7. Do you actively promote the junior section by creating links in the wider community?		
8. Is there a sensible approach to dress codes for junior members?		
Safeguarding		
1. Have the appropriate people signed the Code of Conduct forms?		
2. Are all the people working continuously and regularly vetted?		
3. Have the appropriate people attended the Child Welfare & Protection Basic Awareness Course?		
4. Have you appointed a Club Children's Officer?		
5. Do you have a "Designated Liaison Person?"		
6. Have they attended the "Designated Liaison Person training?"		
7. Is there someone within the Club that is First Aid qualified and has access to a first aid kit?		
8. Do you have personal information on members and parents stored in a locked cabinet?		
Playing, Competitions, Communication		
1. Do you run structured sessions for non-members and/or beginners?		
2. Have you agreed a rate for junior coaching with the PGA Professional delivering junior lessons?		
3. Do you run competitions for juniors with no handicaps?		
4. What restrictions are there on juniors participating in club competitions?		
5. Have you linked with the Branch/District coaching programmes?		
6. Do you run a parents' information session at the start of each year?		

# 2



# JUNIOR COMMITTEE & LEADERS

## MAIN POINTS

- The importance of having a structured junior section which includes a Junior Committee and appropriate number of leaders cannot be over emphasised
- Having a Junior Committee with roles and responsibilities means people know what they are volunteering for and the workload is shared which adds fresh ideas and increases sustainability
- Having a link to the main committee is a good way for the junior section to be fully understood, so that juniors are seen as an asset. If there is no junior representative sitting on the committee (as suggested) there should be an update given at each meeting
- Recruitment of the right leaders can be aided by using the role descriptors and sign-up sheets or simply by ASKING people
- Compiling a volunteer database will help keep a record of volunteers, their roles and the training and procedures they have completed
- Contact the Confederation of Golf in Ireland to discuss training options





The importance of having a structured junior section which includes a Junior Committee and an appropriate number of leaders cannot be over emphasised.

It could be damaging for the junior section of a club to have one person solely responsible for junior golf. While that person might be more than capable and possess all the necessary skills, if he or she retires or resigns from the position this may result in a lack of continuity and subsequently the junior section may suffer. For this reason, we emphasise the role of a Junior Committee and Junior Leaders, which are described below:

### Junior Convenor

Should be someone who is interested in the overall development of the junior section. They should have an appreciation for all levels of players from beginner to elite and should not focus their attention on any one group of players. The convenor will need time to do administration work from early in the year which will include recruiting appropriate committee members and leaders, as well as completing other tasks related to managing the junior section. It is recommended that this person be voted onto the committee and possesses the skills and competencies outlined above.

### Junior Committee

Should be made up of a number of people who have an interest in developing the junior section, these can be volunteers within the club, PGA Professionals and parents of active juniors. The size of your committee should be relevant to the size of your club and the activities delivered. It is highly recommended that everyone sitting on the committee should have a defined role.

#### NATIONAL JUNIOR GOLF SURVEY

*The National Junior Golf Survey showed a lack of female adult leaders. Even in cases where a joint junior convenor for girls and boys works well, clubs are strongly advised to recruit and involve female leaders.*

### Junior Leader

Should be a person who assists in the running of the junior section. The role could vary from supervising a coaching



session or on-course activities, to organising competitions, managing finances and sitting on the Junior Committee.

### RESPONSIBILITIES OF THE WIDER CLUB

It is important that the Management Committee, Men's Committee and Ladies' Committee promote and prioritise junior golf within the wider club. The significance attached to junior golf by the main committees can determine the success of the junior section.

The role of club management and club officers, in particular both club captains, should include:

- Implementing a reporting structure from the Junior Committee to Management Committee
- Prioritising junior golf
- Some club dignitaries choose junior golf as their focus in their year. This can give good visibility and generate interest
- Putting junior golf on the agenda at club meetings
- Attending junior events e.g. junior member/parent induction evening, presentations, matches
- Having junior prizes at the bigger club competitions (see section 7 regarding the ILGU Junior Policy)
- Supporting an awards scheme for junior golf e.g. junior member of the year and junior leader of the year



## RECRUITING JUNIOR LEADERS

Many Golf Clubs struggle to recruit suitable people for the management and delivery of junior golf related activities. Here are some tips when seeking junior leaders:

### Asking

Direct personal contact is more effective than putting up a notice. Some members are just waiting to be asked!

- Ask a member with previous experience or the knowledge/skills to work with juniors
- Ask an interested parent/guardian or relation
- Ask a retired member who might have some spare time
- Ask an older junior member who might be in transition year or a gap year

- Ask your low handicap golfers who may be willing to share their knowledge and act as mentors to younger members
- If you have an elite player in your club (someone on Irish/Provincial teams/panels) they may act as an “ambassador” for junior golf in your club by way of giving back. It should be noted that due to their own playing commitments the time they can afford to volunteer may be short e.g. asking them to lead a short game clinic may add great value to your junior section

### Commitment

- Ask what level of commitment they are available for as part of a volunteer recruitment form (see appendix 1)
- Make the role and time commitment clear by using role descriptors (see appendix 2)

- Have a prepared rota of activities for leaders (see appendix 3) where those interested can commit to certain dates and times, e.g. coaching sessions, weekly competitions

### Benefits

Outlining the many benefits of working with juniors can help people make a decision. There are many benefits to those involved in helping with the junior section:

- Opportunity to build the future of the club
- Satisfaction and reward from working with children and young people
- Training opportunities through the governing bodies of golf (outlined further in this section)
- Social opportunities in the club or in other clubs, e.g. induction evening for junior leaders, team matches, club exchanges



outline of the main functions of a Junior Committee:

- Promote the ethos and aims of the club's junior section
- Show an interest in growing junior membership, improving the ability and standard of juniors, and facilitate the transition of junior members into full adult membership
- Meet 2 - 4 times in-season, 1 - 2 times during the off season (see appendix 4)
- Draw up a calendar of events for the season in order to ensure plans are made well in advance (see appendix 5)
- Develop a long term strategic plan for the development of the junior section within the club
- Liaise with and report to the club's Management Committee
- Appoint a junior golf captain, this can be a joint captain or boys captain and girls captain

- Recruit junior leaders and organise leader rota for junior golf activities e.g. coaching, competitions etc.
- Role duration should be a minimum of 2-3 seasons long
- In the final season a new candidate should be identified to shadow the Junior Convenor

**PGA Professional**

- Propose/design a coaching plan at the start of the year
- Arrange coaching sessions
- Liaise with CGI officers and local schools
- Coordinate introduction/taster sessions for non-members
- Gather equipment for new members e.g. set up equipment bin to collect golf clubs and balls from members (see appendix 30)

**Parent Representative**

Ideally a member but can be a non-member

- Communicate with other parents
- Supervise coaching sessions
- Organise transport to competitions
- Seek sponsorship

**Note:** If a non-member is asked to supervise on the golf course the club should clarify the position on insurance with their own insurance company.



**TRALEE GOLF CLUB**

*“The strength we have in our Golf Club is that our junior committee manages both boys and girls. It includes the PGA Professional and representatives from the men’s and ladies club. We would find it very hard to run the junior section in a sustainable manner if we didn’t have our Junior Committee in place”*

*Catherine McCarthy (Junior Convenor)*



**BALBRIGGAN GOLF CLUB**

*Balbriggan Golf Club has recruited parents/ non-members to supervise junior golf activities:*

*“Parents were only too happy to lend their support and most gave their commitment to assist at least 3 times per year. A very welcome bonus has been that parents-both men and women- often join the club in their own right.”*

*Phillip Tracey (Junior Convenor)*

While the Junior Committee in every Golf Club will be different, the following roles are advisable:

**Junior Convenor**

- Chairs the Junior Committee, schedules meetings and sets the agenda
- Report to the club's main committees about junior golf

**GALWAY GOLF CLUB**

*Galway Golf Club has noted the many benefits of their adults working with a junior section:*

*“The Importance of having adults and parents involved in junior programmes cannot be overstated. Children benefit from learning from older and wiser people! Developing a volunteer rota worked really well in Galway Golf Club”*

*Derek O’Kelly (Junior Convenor)*

**THE JUNIOR COMMITTEE**

While the Junior Committee will vary in how it functions depending on the demands of each club, below is an

## Competitions & Handicap Representative

- Propose a calendar of events (see appendix 5) and liaise with local clubs/ILGU/GUI to avoid a clash of dates
- Organise club competitions e.g. 3 hole, 9 hole, 18 hole of different formats
- Process competition cards
- Source information regarding competitions at local clubs and ILGU or GUI tournaments (see [www.golfnet.ie](http://www.golfnet.ie))
- Manage progression and handicaps of juniors (see section 4)
- Liaise with club's Competition and/or Handicap Secretary in relation to those with CONGU handicaps and those playing in main competitions
- Buy prizes and liaise with the finance representative regarding budget

## Finance Representative

- Manage coaching costs e.g. recruitment/introduction/open/taster days and coaching programmes
- Manage inter-club competition costs e.g. entry fees and team travel costs
- Liaise with Club Treasurer regarding account for junior expenses i.e. are junior fees specifically for junior costs or is a percentage of the budget provided for the Junior Committee
- Liaise with junior competition representative regarding budget
- Seek sponsorship e.g. funding, prizes, team apparel
- Manage fundraising events e.g. adult/junior scramble
- Manage funding/grant applications available from various bodies (see section 4)

## Team Co-ordinator Representative

- Coordinate and select junior teams for inter-club competitions
- Arrange practice rounds and travel to and from inter-club tournaments
- Arrange matches with other clubs
- Encourage club team captains to select juniors on inter-club teams
- Source information regarding further opportunities for juniors to progress within GUI or ILGU coaching programmes and communicate this information to relevant players
- Put forward junior members for selection on to provincial squads as required
- Forward relevant communications from ILGU or GUI to juniors



## Communications Representative

- Set-up and deploy methods of communication with junior members/parents e.g. emails, text messages, social media
- Communicate junior golf activities to wider membership e.g. update noticeboard, club newsletter
- Promote the junior club e.g. take photos and write reports for local papers or social media
- Manage social media e.g. Twitter or Facebook (see section 4)

## Club Children's Officer

- Acts as the link between the children and adults in the club
- Responsible for monitoring and reporting to Club Management Committee on how the club policy impacts young people in sport (see section 6)

## TRAINING

Volunteer training can be a support to some junior leaders who have little experience in the role and offering training as part of the recruitment process often helps to empower those who feel they “don't know enough”.

CGI staff provide a range of training and workshop opportunities for junior leaders, all of which are subsidised.

### CGI Leaders' Workshop

- 3 hour workshop aimed at volunteers who are introducing children to the Golf Club
- Participants are provided with practical information and skills to run fun chipping, pitching and putting activities at the club which can support coaching delivered by a PGA Professional
- Focuses on how to work with groups of children, including communication and organisation



The workshop can be held at your club or combined with other clubs. For further information contact: [info@cigolf.org](mailto:info@cigolf.org) or phone 01 5052070

**Grow the Game Workshop**

- Full day workshop aimed at club volunteers and PGA Professionals who are seeking to grow club membership
- Focuses on the current challenges facing Golf Clubs and the possible solutions to these challenges
- Shares good practice and success stories from other Golf Clubs
- Supports clubs in working together to grow the game
- Offers participants practical advice on how to deliver a group session effectively
- Offers volunteers and PGA Professionals the chance to work together by planning and delivering sessions

This workshop is held with other clubs, therefore it is a great chance to network and share experiences. For further information contact: [info@cigolf.org](mailto:info@cigolf.org) or phone 01 5052070

**PGA Level I Coaching Award**

- Two day course
- Aimed at experienced club volunteers and assistant PGA Professionals
- The PGA coaching department at the Belfry, UK, host the Level I PGA

Coaching Award in Irish venues, at a cost of approximately €300 per person

- Topics include chipping, pitching, putting, and basic swing techniques, along with preparing coaching sessions

For further information contact PGA Coach Education and Development Manager by visiting: <http://www.pga.info/regions/ireland/contacts.aspx>

**LIMERICK GOLF CLUB**

Limerick Golf Club took part in the CGI Grow the Game workshop and had the following comments:

*“I really enjoyed seeing things from a different level and how to bring groups of people together through fun and social activities. The Grow the Game workshop reminded me if we want to bring new people to the game we need to think that they are beginners, they are not ready made golfers and therefore we need to consider our offering and what is value for money. It was great to see through the case studies what can be done with proper structures in place and we will certainly took lots of ideas from the day”*  
Pat Murray (General Manager)

# 3



## CLUB MEMBERSHIP & POLICIES

### MAIN POINTS

- Before recruiting juniors, it is recommended that clubs should first identify any potential barriers and determine how these can be addressed/removed
- Under public liability there is no minimum age of entry for junior membership
- Creating a pathway to full junior membership could be considered to ensure accessibility for different ages and abilities
- Structured recruitment programmes with follow on activities typically lead to the highest retention rates
- Dress codes can often be self-regulated if dealt with in the appropriate manner – having a junior uniform is a very popular option
- Communicating effectively with juniors, and their parents, when they join the club is vital
- Fun and peer affiliation are identified as two key motivations for young people joining or staying in activities
- Setting realistic expectations for each player that reflect individual differences, is one of the keys to retaining juniors
- Lots of young people who play golf are also involved in other sports/activities. It is important that juniors are not pressurised to choose between sports/activities
- Ensure all junior members are registered on the Central Database of Handicaps (regardless of whether or not they have a CONGU handicap)
- Have a list of all junior members and regularly review membership numbers and activity, get in touch with inactive members
- Consider administering an exit survey for any junior members who do not renew membership
- Contact the CGI to discuss recruitment and retention ideas



## JUNIOR MEMBERSHIP

The junior section plays an important role in the future of the Golf Club, particularly as the age profile of Golf Club membership is ever-increasing. We are confident that, if given the right opportunities and support, juniors will go on to become future adult members of clubs. Additionally, junior members can also bring with them more potential members, through friends and family. Juniors may also bring a pride and kudos to the club if they go on to represent their province and country. The club also plays an important role in a junior's life by encouraging the development of life skills such as discipline, integrity, dedication, honesty, team work, commitment and many more.

Whilst there are many mutual benefits, there are also a number of perceived barriers that Golf Clubs should be aware of. Clubs should consider if any of these barriers apply to them and if so, how can they be addressed and removed.

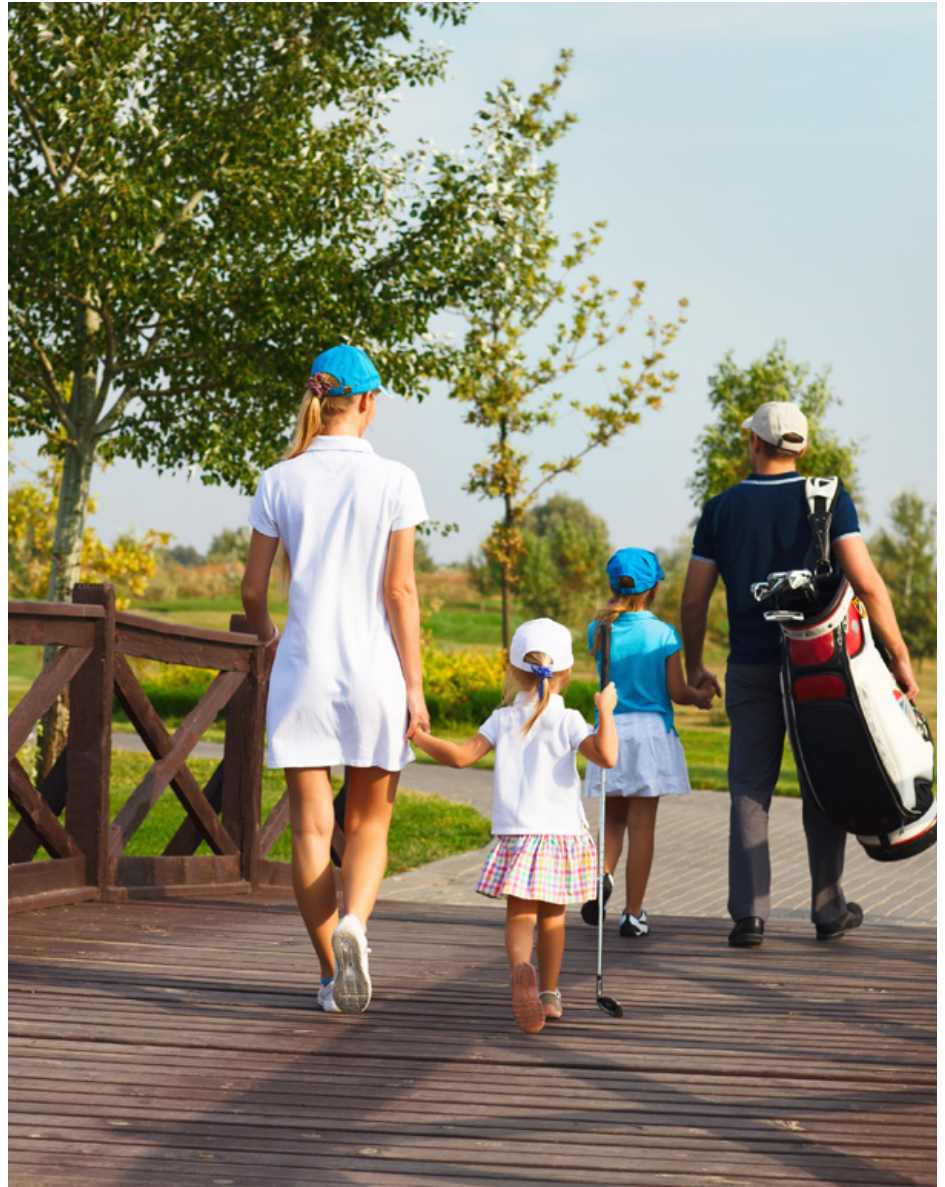
Some barriers are listed below:

### Juniors have to be Proposed by Full/Adult Members

Some potential junior members may not know a full/adult member which in some cases may instantly prevent them from applying for membership. If clubs are concerned, they could offer a probationary period, this would allow both the junior and the club to get to know each other without commitment. If clubs still feel a proposal system is necessary, then consideration should be given to accepting an external reference e.g. teacher, PGA Professional or other sports coaches.

### Waiting Lists

Where there is a high demand for junior membership and places are limited, it is recommended that clubs should review their membership list each year. Clubs with waiting lists should analyse how many of their current junior members are active and attend competitions and coaching regularly. By doing this, there may be scope for the club to take on more junior members. Due to the low numbers of girls participating in the sport, the ILGU recommends that clubs



should reserve a minimum of 1/3 of junior places for girls and urges clubs to always accept applications from girls regardless of whether there are spaces available or not.

### Age Restrictions

As mentioned in the next section, traditional Golf Club membership and some golf activities may not be suitable given the physical, cognitive and social stage of development of some children. Clubs need to take care when deciding on the age of entry for junior members. It is recommended that clubs impose a minimum age limit for juniors of not higher than 8 years of age.

Some Golf Clubs have suggested that insurance prevents them from admitting younger members.

### INSURANCE

*“There is no minimum or maximum age (of entry) stated on any liability policy with regard to Golf Clubs and therefore there is no barrier to electing young juveniles insurance wise (meaning there is no insurance breach for having members under a certain age) There is an assumption in all policy documents that the insured act prudently at all times, which might lead one to say that the supervision of younger children might be more thorough than older teenagers, for example” (if your club has younger juniors as members it is recommended to have suitable supervision structures in place)*

*Keegan and Meredith Insurance Ireland (ILGU Insurance Representative)*



However, under public liability insurance, there is no requirement for a minimum age of entry for junior membership. Clubs are advised to contact their own insurance company for further clarification.

Some of the reasons Golf Clubs should think about not imposing any arbitrary age limits are:

- Children develop and mature at different rates. Suitable games and tasks can be designed which meet the needs of young children and introduce them to the sport in a safe and fun manner
- Age limits can seriously damage the enthusiasm of juniors who want to take up the game and become a member of a club as well as potentially

impacting on the desire of their parents to take up the sport

- Golf is being introduced to schools by PGA Professionals and CGI Development Officers through School Awareness Days and school programmes, the majority of the children sampling golf at these awareness days are under 10. Some of these children will want to progress to real golf and it is therefore important that clubs encourage these children to take up the sport and retain their interest once they join as a member

Instead of having age restrictions the following could be considered:

- Juniors would have to reach a

minimum standard before becoming a full junior member

- Juniors would have to attend a certain amount of lessons which could be included as part of their introductory membership package
- The club could develop a variety of membership packages for those that do not meet the necessary age limit

### **COST OF MEMBERSHIP**

Golf Club membership is often perceived as expensive when compared with other sports. Club membership that is suitable and value for money is an important part of improving the offer of golf for children and young people. Many clubs use one standard junior membership offer. We





recommend tailoring junior membership categories to match the access, activity and ability levels of junior members while also considering the safety, physical, cognitive and social development needs of the child. Having suitable membership packages options available in clubs can assist with recruiting new junior members.

**Note:** All members (of any membership category) must be registered on Golfnet regardless of whether they have achieved a CONGU handicap or not. The €5/£5 GUI/ILGU affiliation fee associated with junior membership goes towards funding which is used to support clubs and should be included in the price of junior membership.



**HERMITAGE GOLF CLUB**

*Hermitage Golf Club are a busy Dublin Club and have set up an Academy Membership ...*

*“We have had academy membership since 2010, it is for 8-10 year olds of family or friends of Club members. It costs €50 for the year. Each child gets 8-10 lessons by our PGA professional, golf games with volunteers and they can play on the course with adult supervision. We also run some competitions throughout the summer. In Hermitage we believe these kids are the future of our Club and the academy acts as a feeder system for our Junior Membership. Starting golf at a young age has many physical benefits such as developing co-ordination and balance skills, general fitness and muscle strength. The academy also assists in improving sportsmanship, concentration, social and communication skills. It also is fun for the volunteers involved and it is great seeing how the kids develop over the weeks and years”*

*Aisling Brennan (Junior Convenor)*

Some Golf Clubs may choose to categorise these memberships into age groups or ability, e.g. Academy Membership may be for juniors between certain ages, such as 8 - 10 year olds, or it may be for juniors who have not yet obtained a handicap. In order to keep Juniors progressing, it is strongly recommended that juniors can only avail of one year in each of the academy stages of membership and therefore must move onto paying full junior membership fees by year three, regardless of if they have progressed to that stage of play or not. Through junior membership, the Junior Committee should be proactive about promoting the club’s ethos and aims. There should be a sustainable, long term approach to junior membership, which not only looks after new members, but considers the transition of junior members to student membership and into adult membership.

The below table displays an example of junior membership options in one club:

imaginative, as well as informative about the value of etiquette, rules and attitude towards playing the game. An individual’s future interest in golf could depend upon the impact and quality of that first experience in the sport. Therefore, it is important to plan your recruitment programme accordingly.

**Where to Start**

Prior to recruiting new members, your club should review the potential barriers and consider why, who, how and when you want to recruit, along with a schedule of activities for new members. CGI are available to help with recruitment/ retention ideas and structures and have assisted clubs in linking with local schools and communities to run an open day, or taster day with a focus on recruitment (see appendix 7). CGI Development Officers can also help clubs plan recruitment and retention programmes

Type of Membership	Aim of Membership	Standard	Cost of Membership	Club Access
Academy Membership (Stage 1)	Give junior participants the opportunity to golf in a FUN environment	Introduction to golf (age 10 and under)	(25%-40% of full junior membership)	Use of clubhouse facilities and practice facilities
Academy Membership (Stage 2)	Retain junior participants through appropriately engaging challenges and tasks	Limited experience of golf	(50-70% of full junior membership)	Limited/ supervised use of course during arranged activities and competitions
Full Junior Membership	For junior members who participate independently	Attends club activities and competitions	Full junior membership (no more than 20% of clubs full membership)	Full use of course, junior and main competitions

**RECRUITING**

Without doubt, the recruitment and retention of junior golfers is the most important and challenging role for the Junior Committee and the junior section in general. A child’s first introduction to golf must not only be safe, fun and educational but also inspirational. From the outset, golf activities and coaching need to remain fun, challenging and

for junior members that include lessons from a PGA Professional and support activities from club members. As mentioned in the previous section, CGI can also train volunteers to deliver fun golf sessions and the PGA offer a number of CPD courses in this area.

Visit: [www.cgigolf.org/who-we-are/our-people/](http://www.cgigolf.org/who-we-are/our-people/) for more information.

## NAAS GOLF CLUB

Naas Golf Club has recruited lots of new junior members in recent years ...

*“Naas Golf Club tried two approaches to attract young girls to the Club: the more successful initiative invited friends of existing members to attend “Try Golf Days” at the Club. These were all about having fun! They were hugely successful, resulted in many new girl members and will be repeated next year.”*

Mary Flahavan (Junior Convenor)

It should be noted that without planned and organised follow on activities available, recruitment days typically lead to poor conversion into membership.

The checklist below can be used for planning recruitment days:

### Why are you running an awareness day?

- is it to grow awareness about what your club offer?
- is it to get children in the community interested in participating in a camp/programme?
- is it to gain more junior members that are already golfers?

### Who

- are the potential new members?
- will help you at coaching or activity sessions?

### What

- activities are you planning on the day, e.g. – fun games, coaching, parents meeting?
- age category are you targeting (Primary school/secondary school)?
- are the follow on activities (4 weeks introductory coaching, summer camp, Girls4Golf4Life programme)?
- follow on membership packages do your club have in place?
- will the price of the PGA Professional be for coaching?
- will the price of the activities be?
- will the club provide in addition to the activity? e.g. refreshments



### Where

- will you hold the activities – e.g. practice ground/putting green/section off some of the course?
- will you hold the information session?

*In 2015, clubs that ran stand alone recruitment days converted on average 22% of participants into membership, compared to a 60% conversion rate where a structured programme (that included both PGA Professional and Club Volunteer support) which offered follow on activities and suitable membership packages options.*

Once the checklist has been completed, the next step will be to think about how you are going to attract the children to your club. Below outlines a few ideas for clubs to consider; however, it is important to note that what works in one club may not work in another with regard to attracting new junior members ...

- Hold a golf taster session for club members to bring along their children, grandchildren, nieces/nephews etc.
- Hold an open day for local youth or school groups, or other sports clubs
- Hold a family day
- Hold a ‘bring a friend’ day

*Remember the CGI Development Officer in your area can help you address any questions and assist you with the design and implementation of a recruitment plan that is suitable for your club.*

### Juniors Joining the Club

Once you have recruited juniors to your club and received all their information (see appendix 8), it is important that all junior members have an understanding of what to expect, and what is expected of them as members of the club. This should be outlined in the form of an introduction booklet (see CGI website) and/or an information night. Every Golf Club should ensure they communicate clearly and effectively with all junior members and



their parents/guardian (having a junior and parent/guardian database can help store all details on one document – see appendix 9). Prior to this communication, Golf Clubs should review the rules and regulations relating to junior membership because the way in which they are presented and implemented can often be misinterpreted and be very intimidating for new members, particularly juniors.

**Club Rules and Regulations**

Juniors should understand and appreciate the need to follow guidelines for their own enjoyment and safety, however when

imposing rules and regulations for juniors it is important they are communicated in a positive child centered way.

In some circumstances, allowing juniors to create their own rules is a good way of ensuring they take ownership and stick to them (see appendix 21).

Club information and policies can be communicated a number of ways, some of which are listed below:

**Welcome Evenings**

Having a welcome evening is an informal way of welcoming new juniors and their parents/guardians to the club. It is an

opportunity for new juniors and their families to:

- Get to know the Golf Club officials
- Meet existing and other new junior members (chance to make new friends)
- Become familiar with the facilities (a tour could be provided)
- Become comfortable in the club environment
- Receive a briefing on the club’s ethos for the junior section along with any policies that are in place
- Receive appropriate information e.g. Introduction booklet, calendar of events, code of conducts, disciplinary procedures
- Ask questions

**Introduction Booklet**

Introduction booklets are a great way to provide juniors and parents with information about the junior section. This booklet could include:

- Contact numbers of club officials and the Junior Convenor and/or committee members
- Contact number for the Club Children’s Officer
- Club rules and regulations
- Dress code guidelines
- Junior calendar including junior competitions, coaching, social events
- Stages of progress
- Code of conduct

*An example introduction booklet can be found on the CGI website, which can be edited by clubs.*

**Parents/Guardian**

Almost 70% of children who take up a sport in Ireland are introduced by parents /guardians or teachers, thus the parents’ role in their child’s participation in sports cannot be underestimated. Parents/guardians are a valuable resource to the junior section of any club and should be included where appropriate.

Parents/Guardians can be given information on how they can assist with the following tasks ...

- Providing supervision for coaching session
- Providing supervision for on course activities
- Providing transport

Parents/Guardians can also be advised on the following ...

- Read and sign the parents' /guardians code of conduct
- Remember that children should play golf for their own enjoyment
- Encourage juniors to participate – do not force them
- Remember that juniors learn by example – applaud good shots by all players
- Respect and accept official decisions and teach juniors to do likewise
- Show appreciation for the efforts and work of those involved in the organisation of junior golf

*“Not being a golfer myself, I was always fearful of volunteering to help out at the kids sessions, however after some basic training from one of the CGI participation officers and attending a parents’ information night, I soon became more confident and now volunteer at least once a month, it’s great to see what really happens at sessions and feel like I am supporting the Junior Committee who work tirelessly to encourage our kids!”*

*Mary Rogers, (Parent)*

## **DRESS CODES**

A sensible attitude to dress codes is required, especially as most young people have an eye for fashion! Part of the tradition of the sport is the smart appearance of golfers and it is important that this is maintained and taught to the juniors. Most juniors want to follow their heroes and actually want to dress smartly like famous tour professionals. However, some of the more traditional dress codes are not always appropriate to juniors and it is important that this is considered.

During the initial introductory period Golf Clubs may choose to relax the dress code in order to allow the juniors to integrate. During this time, juniors will begin to see how other juniors and members dress and the dress code will, in most instances, self-regulate. Below is an example of traditional phrasing on dress codes and a more child friendly example:





**GRANGE GOLF CLUB**

*Introduced a Juvenile uniform and here is why:*

*“Here at Grange GC we stock the following items for Juveniles:*

- *Grange Hoodies*
- *Nylon Footjoy sweaters (feedback from a lot of the kids was Lambswool was a “no go”)*
- *Plain crested golf shirt*

*Being part of any Club gives a person the sense of belonging. A Club is somewhere to enjoy other people’s company and engage together in activity that is healthy by nature and brings the best out in people. By having a uniform in place for our Juveniles at Grange, it gives them a sense of togetherness and teamwork. It goes some of the ways toward creating a safe environment for kids to be in, which I would feel is the main purpose of joining a Club.*

*David Kearney, (PGA Professional)*

**Traditional Phrasing - Dress Code:**

- Rugby/football shirts are prohibited
- Do not wear any shirts that carry slogans, number or illustrations that are non-golf related
- Collarless t-shirts must not be worn
- Jeans are prohibited
- The dress code will be strictly enforced at all times. Those whose dress does not comply with the above code will be asked to leave the course/clubhouse

**Suggested Phrasing - The Way we Dress:**

- In order for our junior section to “Look good, feel good, and play good!” we would like you to think about how you dress on the golf course:
- Wearing t-shirts with collars – not only will the collar protect your neck from the sun, you will look like the top golfers too!

- Wearing chino style trousers are much more comfortable than jeans and tracksuit bottoms when playing golf!
- Having a pair of golf shoes means less chance of you slipping during your swing!

**Tip:** Why not have a club t-shirt/fleece/jumper at a reduced fee that could be embroidered with the junior’s name and club logo? It helps them to feel like they belong to the club and also encourages them to adhere to the dress code! The golf shop could offer new junior members discounts on golf shoes, polo shirts, trousers and equipment.

**THE CLUBHOUSE**

Juniors should be considered as fully integrated members of the club with minimum restrictions. However, clubs must also comply with the licensing laws with regards to juniors and the clubhouse. It is recommended that juniors are introduced to the clubhouse and given information regarding appropriate conduct but also that clubs endeavour to create a space where juniors are free to communicate with other and use their mobile phones, which are central to how young people socialise.

**Disciplinary Procedures**

Disciplinary procedures, for all members, should be clearly outlined in your clubs Safeguarding Policy (see section 6). It is important that incidents regarding juniors are dealt with in a sensitive and professional manner. All junior members and parents/guardians should be aware of the disciplinary procedure upon becoming members of the club - an example of which can be found in the Safeguarding Policy template and below:

**In the Event of an Incident:**

Complaints in relation to young people, their coaches and their parents should be dealt with under the ‘disputes’ rule contained within the club’s constitution. When complaints involve juniors the Junior Convenor/parent/guardian should be included in all relevant discussions.

- Complaints may be lodged by all members of the club
- They can be received verbally (but must be recorded) or in writing by the DLP/Junior Convenor of the club.



Complaints should be made to the club secretary/manager if it is about the lead officer or convenor

- The complaint should outline all relevant details about the parties involved
- The lead officer/Junior Convenor may convene a Disciplinary Committee of 3 (including members involved with junior golf). However, if the complaint involves a possible criminal offence the Convenor should talk to the lead officer within the club or organisation as appropriate, who will follow the Code's reporting procedure. The statutory authorities will then be informed
- The Disciplinary Committee should hear the case of all parties involved and decide if a rule or regulation of the Code has been infringed
- They should, in writing, inform those involved of the sanctions to be

imposed. Written notification should be given to parents if the complaint is against a junior member

- Keep all records on file (decide for how long and with who – by Junior Convenor until young person concerned becomes full member within the club)
- If any party does not agree with the Disciplinary Committee they can appeal the decision in writing within a 10-day period
- The Appeals Committee is convened by the Junior Convenor, whose chairperson should be taken from the Executive Committee and include those who have not been on the original Disciplinary Committee
- The Appeals Committee should confirm or set aside or change any sanction imposed by the Disciplinary Committee

For complaints in relation to PGA members the PGA DLP should be contacted in order to ensure the PGA process is followed.

### **JUNIOR MEMBER RETENTION**

Recruiting junior members requires a huge investment in time and in some cases money, therefore it is important that clubs have a sustainable approach to retaining new and existing members. This should ensure that it becomes easier to retain your existing members as well as integrating the new junior members into the club.

It is well known that if young people's motivations to play sport are not met, they are more likely to stop participating. Dropout is most prevalent during second level education, where participation rates across all sports fall and those who continue to participate reduce the number of activities in which they do. Research identifies fun and peer affiliation as two



- Allow young people to be with their friends during sessions and make new friends, build in socialising time or run social events outside of playing/practice times
- Encourage peer reinforcement, e.g. positive comments between junior golfers
- Discourage negative comments and teasing
- Emphasise individual goals and develop a team identity
- Avoid cliques, e.g. regularly mix groups
- Set realistic expectations for each player that reflect individual differences
- Keep sessions active, with as little time waiting as possible

- Consult regularly with junior captains or older junior members (see section 4)
- Get a list of all junior members, and regularly review membership numbers and activity
- Get in touch with inactive members
- Ensure all junior members are registered on the CDH (regardless of whether or not they have a CONGU handicap). ILGU or GUI coaching grants can be dependent on membership figures in the CDH
- Ensure you have contact details for all junior members and their parents/guardians
- Run an exit survey for junior members who do not renew membership (see appendix 10 & 11)
- Work with junior members to obtain handicaps, ensuring that they are ready for this (see section 4)

key motivations for young people. Both of these are strongly linked; if a young person has positive relationships in the golf setting they are more likely to have fun and therefore are more motivated to continue playing.

If the relationships they develop are not positive, they are more likely to drop out. Drop out from sport can be influenced by the stress associated with participating in the sport, e.g. self-perceptions, self-esteem and parent and coach behaviour. PGA Professionals and all those working within the junior section play a vital role by ensuring they display positive behaviours and values rather than negative ones which may lead to negative peer comparisons and increased drop out. All those working with juniors can create a motivating environment by encouraging group cohesion and working towards individual goals. Examples of how to do this are as follows ...

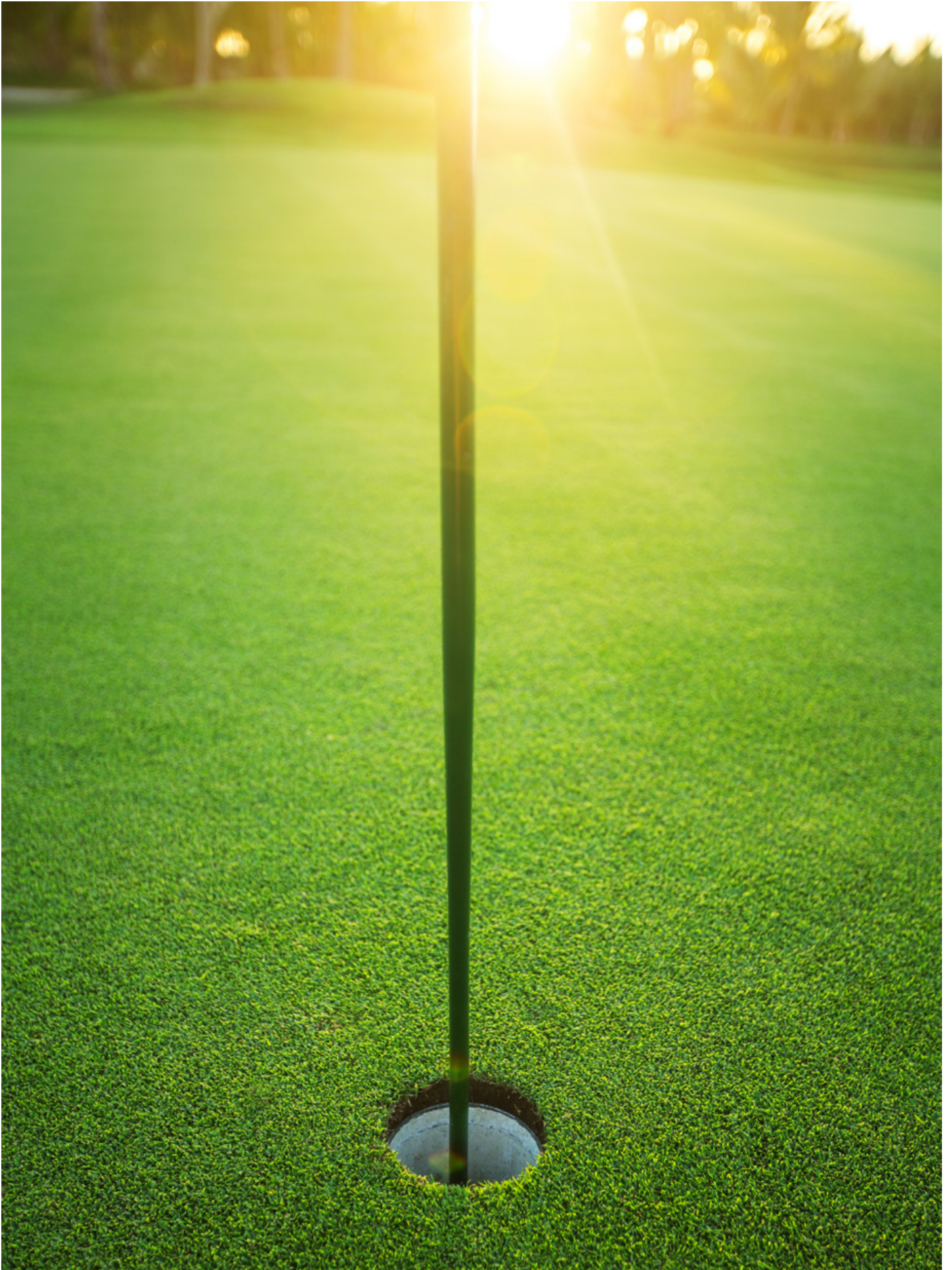
Lots of young people who play golf also play other sports. People working with juniors can, on occasion, resent the time young people give to other sports, in some cases even punishing young people by omitting them from a team. It is important that junior members are not pressured to choose between sports, or discouraged from playing golf. Young people, and their parents, will make their own choice when they are ready but it is important for volunteers and PGA Professionals to support them during this time.

In addition to young people dropping out of club membership there are also a number of junior members who are inactive in some clubs. Clubs should focus on reactivating and developing these juniors before attempting to recruit new junior members. While keeping junior members actively participating in the club is not easy, high activity levels are key to retaining junior members. This can be done in the following ways:

- Create a junior noticeboard to include coaching and competition information, photos, etc

In order to become aware of how your club operates in all of these areas and to identify areas where changes could be made to improve your offering to junior members, it is recommended that you complete the Club Review Self-Assessment document (see appendix 12).

*One element of the CGI Business Planning Workshop is supporting clubs in clarifying a mission statement, it is a chance for committees to work together to create a statement that best describes their club by first looking at a SWOT analysis and recognising where their club is at and where they are heading. Creating a mission statement for your junior section would help to give PURPOSE to the section and give clarity as to what the section is trying to achieve, in addition to designing a 3-year action plan to deliver on this.*







# JUNIOR CLUB OPERATIONS

## MAIN POINTS

- Establishing the likely costs of running the junior section for the year and forming a list of possible sources of funding is recommended
- Internal and external communication are some of the most important ingredients of a well-managed and successful junior club
- Each junior should be offered subsidised coaching as part of their induction to golf – research outlines that young people who are engaged in coaching display a stronger connection to their chosen sport
- Coaching sessions should be designed with the participant in mind and based on the developmental needs of each individual player
- Introducing players to the course should be gradual, appropriate to the age, ability and stage of each golfer
- Getting a handicap is a milestone for most juniors therefore juniors should be encouraged to obtain a handicap when they have reached an appropriate standard – to allow for maximum enjoyment
- Juniors should be introduced to some form of competitive golf as soon as they are ready, but they should receive appropriate support in learning the suitable skills to make participating in competitive golf more enjoyable
- Any barriers in place that restrict juniors from competing in main club competitions or having access to the course should be reviewed
- Having social competitions and activities can help to retain juniors who may not necessarily be interested in being the next Annika or Rory but who may become life-long golfers and members of the club



In order to develop a thriving and sustainable junior section it is necessary to develop operations that are effective, efficient and documented. These may include the following ...

- Finance
- Communication
- Coaching
- Handicaps
- Competitions
- Socialising

These operations are outlined below in more detail and give a number of suggestions on good practice that Golf Clubs can adopt to suit their needs.

## FINANCE

The junior section will need financial support in order to organise and implement relevant junior activities. It is important to first establish what the likely costs are for the year.

These can be categorised as follows ...

### Recruitment

- PGA Professionals time for open/ taster days (it is encouraged PGA Professionals run this free of charge)
- Printing costs (posters can be supplied by CGI)
- Starter Clubs (can be supplied for a limited time by CGI)

### Coaching

- Regular coaching sessions plus any team sessions

### Training

- Costs for continued professional development (CPD) courses for PGA Professional, volunteer leader's courses, safeguarding courses etc.

### Competitions

- Prizes for weekly competitions, inter-club expenses, team travel, etc.

### Publications

- Junior diaries, newsletters, parent/ guardian information

Once these have been established, look at possible sources of funding such as ...

### Club Management

- Junior fees could be ring fenced against junior costs or a percentage of the budget allocated to the Junior Committee for delivering junior activities.

### Sponsors

- Put up a notice requesting sponsorship of any amount from adult members, they can donate prizes, money, equipment etc.

### Events

- Is there an event that is targeted as a junior fundraiser or could some social events be off-set against costs, for example, an adult/junior scramble with a BBQ as a Friday evening social event (see more fundraising ideas in appendix 13).



**Members**

- Are there additional costs for the junior member - cost of competitions off-set against entry fee and/ or contribution towards cost of coaching?

**Outside sources:**

- Local Sports Partnership (LSP) can provide small club grants, sometimes with junior development in mind. Find your LSP by visiting ... [www.irishsportsCouncil.ie/Participation/Local\\_Sports\\_Partnerships/LSP\\_Contact\\_Finder](http://www.irishsportsCouncil.ie/Participation/Local_Sports_Partnerships/LSP_Contact_Finder)
- Sports Capital Funding can provide grants to sports for sport equipment/ structural projects- more details by visiting ... [www.sportscapitalprogramme.ie](http://www.sportscapitalprogramme.ie)
- Sport NI can provide a number of funding opportunities for sports clubs, to find out more visit ... [www.sportni.net/funding/useful-resources/](http://www.sportni.net/funding/useful-resources/)
- ILGU can provide club coaching grants to clubs specifically for girls' development more information can be found through contacting your Junior Development Committee member (see section 7)
- GUI Branches have different grants available, contact your local branch to find out more

The Finance Representative (see section 2) on the Junior Committee could meet with the Treasurer and other relevant personnel to design a plan for the year. Rather than curtailing junior activities the club should be encouraged to subsidise costs as an investment in future members.

**COMMUNICATION**

Communication is one of the most important ingredients of a well-managed and successful club. Good communication both internally and externally ensures the club runs effectively and efficiently. Having a communication plan in place can help outline who your club are trying to communicate with, what you are trying to communicate, how you are going to communicate and how often (see appendix 14).

For internal communication it is important that the following people are communicated to in the right way:

- Junior members
- Parents/guardians
- Junior Committee/leaders
- Main Committee
- Members

**Junior Members and Parents/ Guardians**

Staying in touch with parents/guardians and junior golfers is important in the retention of junior golfers.

Communication that is consistent, relevant, timely, honest and open will:

- Build sense of belonging
- Generate high satisfaction levels
- Increase participation levels
- Develop loyalty and club pride – promote/increase membership usage, involve all of the family on occasions, exceed the expectation of the members overpromise/under-deliver
- Make it difficult to leave

**Junior Committee/Leaders**

Staying in touch with leaders and Junior Committees will encourage:

- Meetings to go ahead as planned
- Leaders to have a clear understanding of their roles and responsibilities
- Leaders to have a clear understanding of the visions and goals of the junior section
- Other members to sign up as volunteers

**Club's Management Committee**

Staying in touch with the Main Committee and club members will encourage:

- Members to understand and support junior initiatives
- Members to volunteer for junior activities
- Members to feel that the juniors are a part of the club rather than a separate section
- Members to support the club's plans for junior golf

**Communicating with Club Members**

Issues sometimes arise in Golf Clubs due to poor communication among the wider membership. Ensuring that information in relation to juniors is transparent can have a number of benefits:

- All members are aware of what is happening in relation to junior golf
- All members are aware of the roles

and responsibilities within the junior section

- All members are aware of the club's plan in relation to junior golf and the direction it is taking
- It may encourage members to volunteer for junior activities
- It may help fundraising efforts as people are more likely to contribute when they know the section is putting the money to good use
- Juniors are seen as being part of the whole club and not a separate section

Poor communication can sometimes lead to:

- Members not understanding the junior section and why certain things are being done
- Players not attending sessions as they are unaware they were taking place
- Parents loose confidence in the club as they don't know what is happening
- Perceptions of a "closed shop"
- The club can loose its identity in the local community

The Communications Officer should ensure that the Junior Committee reports to other club committees on a regular basis, and any further notices are placed on the club website, newsletter, noticeboard, and social media.

**Methods of Communication**

In today's world there are numerous ways of keeping in touch with people. Your club should choose the most appropriate method for communication, based on the group of people you wish to communicate with.

The following are popular with lots of Golf Clubs:

**Newsletters**

MailChimp ([www.mailchimp.com](http://www.mailchimp.com)) is a free service that offers newsletter templates that can be customized to suit your club. It also offers users the ability to track results etc. (see appendix 15).

**Text Messages**

Text messages are an ideal way for Golf Clubs to communicate with parents/ Junior Committee/juniors and members, however group texting in large volumes can be perceived as expensive and time consuming.

The following sites may be useful in scheduling texts for free or at a reduced cost:

- Create text.ie
- U Connect.ie
- Message.ie
- Groupme.com
- WhatsApp!

Once people have downloaded WhatsApp, it allows you to send a communication/text to up to 100 people at once, without having to pay SMS charges. This platform is ideal for communicating with parents/guardians Junior Committee members/juniors (see appendix 16).

### Social Media

Social Media (e.g. Facebook and Twitter) can be extremely useful communication tools for Golf Clubs but like the club website it is important to determine why you are using it and what messages you wish to communicate, in order to use it effectively.

*The findings of a recent survey conducted with Irish Golf Clubs showed that the type of Social Media platforms engaged in is age dependent: 18-25 year olds, Facebook (95%), Twitter (79%) and Instagram (73%) were the most common. Whilst those aged 55+ more commonly engaged with Facebook (86%), LinkedIn (51%) and Twitter (32%).*

### Facebook

Some Golf Clubs choose to set up a junior Facebook page, however it is recommended to set up a group within Facebook when dealing with juniors. By having a group page, it means juniors are invited to participate rather than having a public page available for everyone to view (see appendix 17).

**Note:** The taking and uploading photos of children is only permitted if consent is received from the children and their parents/guardians (see Clubs Safeguarding Policy).

## COACHING

Each junior should be offered coaching as part of the induction into the Golf Club. Coaching needs to be fun, with a lot of early success and through

adapted activities, should allow maximum participation. Speak to your local PGA Professional about a coaching programme that is appropriate for the age and stage of your junior golfers.

*Recent research indicates that young people who are engaged in coaching display a stronger connection to their chosen sport and that coaching has increased their enjoyment of playing sport, their passion and commitment to it plus the time they spend playing it (scUK Participant Survey, 2014). However, there is research to say that golf coaches have not always maximised the fun and enjoyment of children during golf coaching, even marginalising some players and groups.*

### Role of the Club PGA Professional in Relation to Juniors (as outlined by PGA in Ireland)

The PGA Professional should be at the frontline of coaching delivery and junior development in the golf club environment. As such he/she will have a number of considerations when planning, delivering and reviewing coaching programmes and sessions. It is recommended that all coaching delivery is designed with the participant in mind and that all activities are 'pitched' at the right developmental level of each player. It is vital that there is solid communication between the volunteers and PGA Professional.

It is especially beneficial to have the PGA Professional included as an integral

part of the Junior Committee (see section two) in each Club, to assist in the effective development and communication of each programme and consult on the delegation of appropriate areas of responsibility. In some cases it has been found beneficial to have the PGA Professional acting as a Junior Convenor in the absence of a suitable individual.

It is expected that all PGA Professionals and Assistant Professionals have completed relevant forms and courses relating to safeguarding prior to working with juniors. Additionally, all PGA Professionals are encouraged to attend education and training workshops related to the delivery of national coaching programmes for juniors.

PGA Professionals should also be encouraged to become involved in the recruitment of juniors into the club, this could be done by engaging with local schools. Support is available for PGA Professionals deliver coaching after school and during curriculum time, as well as club recruitment programmes through the PGA in Ireland and CGI.

It may be worthwhile to include the PGA Professional on committees responsible for developing membership drives and options, as research suggests that members interact four times more with the PGA Professional than any other staff member in the Golf Club environment. As a retention measure, it is recommended that the PGA Professional be consulted regarding the development of a player centered membership offer, which encourages participation among the junior section instead of an overly competitive focus.





## ON COURSE PLAYING

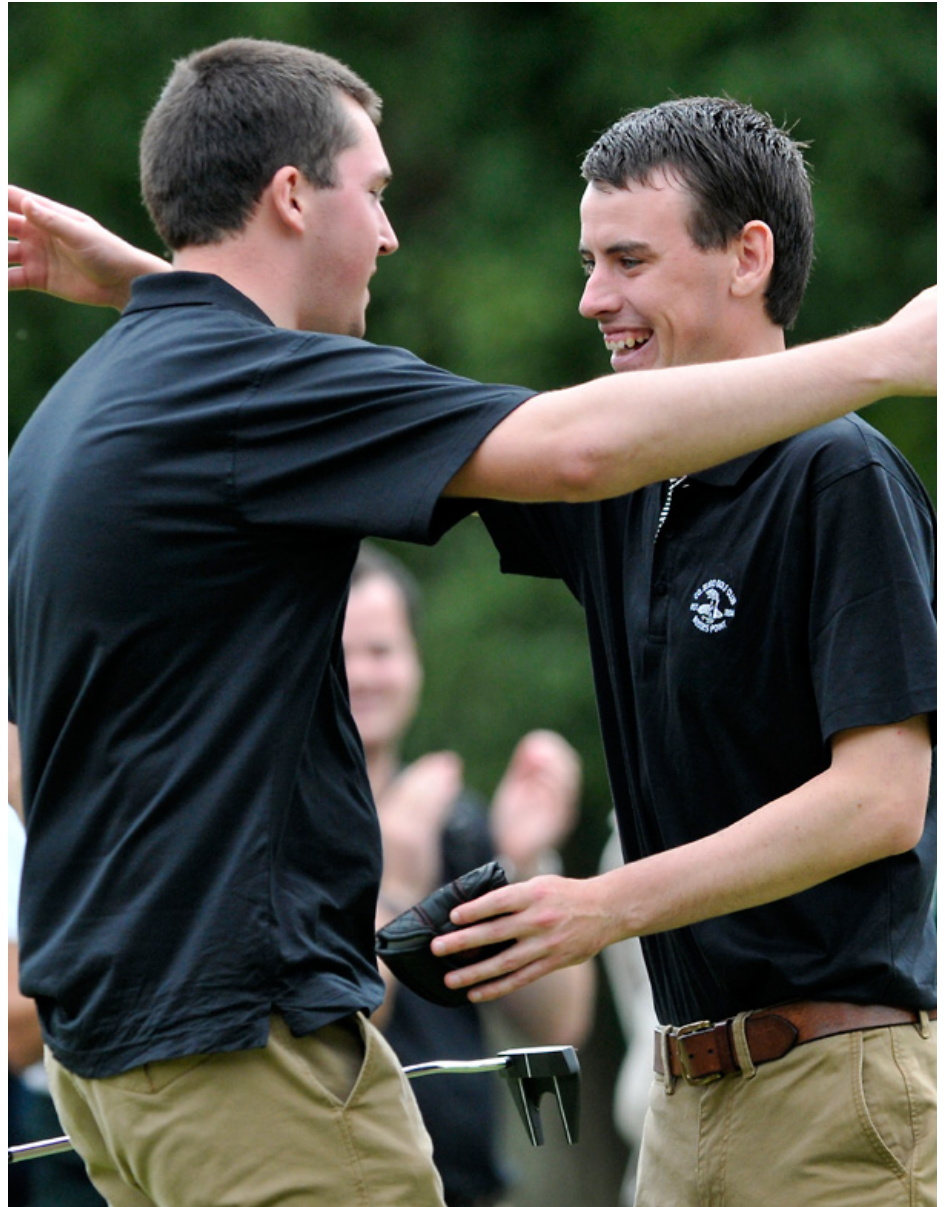
Introducing juniors to the course should be a gradual process, appropriate to the age, ability and stage of development of each junior. Many juniors can't wait to play on the golf course, and they love the accomplishment of getting the ball in the hole and therefore it is important that this is achievable.

When planning activities on the course for beginners, it is a good idea to work from the green back towards the tee. As the juniors begin to improve their skills, they can start the hole further and further away from the green.

In order to keep juniors progressing at a rate that is suitable to their development an example player progression guide is outlined (below), which also means that friends of different abilities can still play together but just from different starting points. When going onto the course particular care should be given to the safety of the junior members. Creating a safety checklist (see appendix 18) may help reduce the risks to juniors and if an incident does occur on or off the course, it is important to document it using an incident report form (see appendix 19).

### PLAYING PROGRESSION GUIDE

- 24 shots or better from 150m for 3 holes
- 35 shots or better from 150m for 5 holes
- 60 shots or better from 150m for 9 holes
- 24 shots or better from 200m for 3 holes
- 35 shots or better from 200m for 5 holes
- 60 shots or better from 200m for 9 holes
- 24 shots or better from start of fairway for 3 holes
- 35 shots or better from start of fairway for 5 holes
- 60 shots or better from start of fairway for 9 holes
- 24 shots or better from red tee for 3 holes
- 35 shots or better from red tee for 5 holes
- 60 shots or better from red tee for 9 holes



## HANDICAPS

Getting a handicap is a milestone for many junior golfers and it is important to ensure the junior is ready, therefore it is recommended to encourage junior members to try and obtain their handicaps when they reach a consistent standard over 9 holes (e.g. between 50-55 shots over 3 games). It is possible for the Junior Committee to allot an initial club handicap of up to 54 for juniors. This will give the junior golfer a yardstick against which their progress can be monitored and can give a sense of achievement. Any handicaps over 28/36 are defined as club handicaps and it is up to each club to decide if the junior players may play in competitions alongside those with a handicap of 28/36 or less, or organise a separate competition for them (refer to appendix J in CONGU).

### Obtaining a CONGU Handicap

In order for juniors to obtain a CONGU handicap they should submit cards from 54 holes of golf, marked by a person approved by the club (someone with a handicap). The rounds must be played at that club over a measured course and may consist of any mix of 9-hole or 18-hole cards.

Once a junior has obtained a CONGU handicap they should be allowed to play in all qualifying club competitions. Age should not be a barrier to prevent junior golfers playing and winning main club competitions. The ILGU Junior Policy (see appendix 31) states that juniors should be permitted to compete in and win all main club competitions, with the 'major' club competitions the only prize-winning restrictions. In this case a junior prize should be made available. When juniors are confident in competing in qualifying club



competitions and start to lose shots, the next step will be playing in open and inter-club competitions on other courses.

## COMPETITIONS

Access to regular and diverse competitive golf within the Golf Club will assist a junior's development. It is important that when Golf Clubs are planning their competitions for the season they offer a variety of competitions that cater for all abilities. Juniors should be supported so that they can reach a certain standard to progress onto the course and into competitions and any restrictions for juniors to compete in main club competitions should be no different to those for adults (see ILGU Junior Policy – section 7). Clubs should try to make competitive golf fun for juniors and try using a variety of formats.

Below outlines some beginners-specific

advice with regard to playing on the course:

- Challenges for beginners can take place on a practice green or driving range, e.g. putting challenge, skills test
- Beginners could have a 'buddy', an older junior or adult member that could offer them advice and support for their initial few times on the golf course
- Allow a maximum number of 10 shots per hole. The traditional format of getting the juniors to pick up from wherever they have hit 10 shots means that some juniors will not get the opportunity to putt on the green and 'hole out' therefore we would suggest the 10 shots being made up of 6 shots to green and 4 shots on the green or 5 shots on the fairway, 2 chips, 2 putts
- A mix of timesheet and arranged

draws are useful for encouraging juniors to mix with other players.

Where possible, group beginners by age and ability before playing

- Shot-gun starts are useful as a social gathering both before and after golf
- An order of merit could be used to give prizes to the most improved, those with the most shots lost, the highest attendees, etc. Eclectic competitions can also reward a variety of players, e.g. lowest score on each hole over a month or season
- Adapt the "It's Ok rules" (see appendix 20) for juniors starting off, which includes lifting out of bunkers when first on the course. Juniors will say when they are ready for their next challenge
- Introduce a new rule and point of etiquette each time they are on



the flag in the ground as a marker. On the first attempt it might only be 3 holes, players will try to better themselves by getting further along with the flag. It is a fun way for juniors to measure success but also to be introduced to counting

- When juniors are ready to progress there are a range of competitions run during the course of the season by the ILGU and GUI at both Provincial and National level. Contact your ILGU Junior Development Committee member or your GUI Branch Office for specific information or visit [www.golfnet.ie](http://www.golfnet.ie)

### Access to the Golf Course and Junior Tee Times

Ideally juniors should not have restricted access to the golf course based solely on their age. However, for some clubs restrictions are necessary due to the size of membership and heavy demand on tee times, therefore the following could be considered:

- When the demand for tee times is low, restrictions to juniors should be lifted
- A junior accompanied by an adult should not be restricted
- The retention of current junior members and the recruitment of future golfers could be affected by restrictions on the golf course

### SOCIALISING

People engage in sports for many reasons (not all juniors involved will want to be a major winning professional), therefore, only running traditional forms of individual competition will not meet the needs of all your juniors. For some juniors their motives for playing golf may be for emotional well-being (feeling good) and social interaction (inclusion and friendship). Decades of research also shows that children learn best whilst engaging with others. Golf can sometimes be perceived as a very 'lonely and individual' sport especially for high performers, York University Sports Scientist Dr Joe Barker feels enjoyment is one of the key qualities that all high performing athletes share and therefore social activities should not be dismissed as something that is only for the weaker golfers.

the course. Focus on safety first and then build up to the rules so that they are not given too much information at one time

Once players can manage the course introduce competition but ensure that it is gradual, appropriate to the age and stage of development and includes social elements too.

Below outlines some examples:

- Scrambles are very popular with beginners, it allows everyone to contribute to a team no matter what the standard
- Vary the scrambles - adult/child, each player bringing only bringing 3 clubs etc.
- Flag competition - each player gets a flag when they hit 30 shots they put

*John O'Sullivan from Changing the Game Project outlines:*

*'For some reason, there are a number of misguided coaches and parents who think that competitive sports and enjoyment are mutually exclusive. They are not. In fact, if an athlete does not love their sport, if they do not enjoy the experience, they will never hang around long enough to be good. This does not mean that every single moment has to be pleasurable, as I know many top athletes who might not consider conditioning training to be enjoyable. But the experience, taken as a whole, must be fun. It must keep them coming back, and it must be something they look forward to doing. As I tell coaches of young players, if you instil a love of the game, if all your players want to play again next year, you have already accomplished more than most!'*

Many juniors do not progress to adult membership as they feel the club does not meet their social needs, especially if they feel 'they are not good enough' to progress in the game.

Ideas on encouraging social elements are listed below:

- Scrambles and team events especially with shotgun starts mean everyone is encouraged to come in for a snack and chat afterwards
- Timesheets are great to allow juniors to put their names down beside their friends, however draws are equally as important to encourage juniors to mix with other players
- Table quizzes after competition to include rules and etiquette as well as some general questions – why not get the juniors to design their own quizzes
- Buddy System - assign a junior to a member to mentor for a summer
- Encourage adult/child competitions (traditionally wording of parent and child competitions can be restrictive to juniors that may not have parents in the club and also to adults without children/grandchildren who may have an interest in junior development)
- Run an end of year party for all juniors

# 5



# CHILDREN & YOUNG PEOPLE

## MAIN POINTS

- It is important to take a holistic approach to juniors – Tiger Woods and Rory McIlroy specialised early and won competitions from a young age however they should be viewed as the exception rather than the norm.
- Fundamental Movement Skills (FMS) are the foundation movements or building blocks for all sporting movements including the golf swing.
- The social element of the game is central to the lifelong involvement in the sport therefore it is important that junior members are included and welcomed by the wider club.
- It is important to look after all junior members whether they are of beginners or elite standard.
- Girls and boys ARE different so it may be beneficial to run separate coaching and activities for boys and girls. Bringing boys and girls together for adapted and appropriate competitions will help to mix the sections.
- It is important to gather feedback from juniors to allow them have a voice in the club.





**G**iven that golf takes place in an adult-oriented environment and is one of the few sports where children can play with and compete against adults, it is not surprising that junior golfers are sometimes viewed as mini-adults.

This section examines the physical, cognitive and social characteristics of children and young people. While advice is offered on what to look out for, it should be remembered that all children are different. They learn, grow and develop at different stages. Where possible, golf programmes and the club 'offer' should suit the individual needs of each participant.

The development of a junior player should take place over a number of seasons with specialisation in golf coming after sampling many sports. Physical activity from an early age is to be encouraged but it is also important that a young child is involved in more than one physical activity.

As the Safeguarding Children in Golf (SCiG) group outline –

*'In some cases, juniors will specialise at an early age as seen with Tiger Woods and Rory McIlroy, both players won many junior championships and went on to become World No. 1. However, they are seen as the exception rather than the rule. For junior players, talent alone is not an indicator of future success. In*

*the majority of cases, success at junior level does not transfer into success at senior level (visit: [www.childreningolf.org](http://www.childreningolf.org) for more information).*

The SCiG group also showcase the importance of taking a holistic view of the junior's development, rather than focusing purely on their achievements in golf and recommends that whilst juniors are developing their golf skills, it is more important to focus on long-term goals rather than short term objectives. Instead of pushing juniors to be champions right now, the group suggest nurturing their ability to apply their talent later, when they are ready for the challenge.

The group highlights that in an underage tournament, there is only one winner and due to the fact that children's physical and emotional rate of development can vary greatly, a child's maturity will have a big impact on the kind of results they achieve. Using underage tournament as

#### WHAT ARE YOUR VIEWS?

*...Senior Lecturer in Sports Coaching at the University of Birmingham Dr Martin Tom's questions:*

*"If your child could only study one subject at school you would be worried about their development and the missed opportunities for them to learn new skills. So why for some sports/coaches is early specialisation perceived as acceptable?"*

developmental challenges is in most cases far more beneficial than using them as predictors of future adult success.

In recruiting new members to the Golf Club, it is widely agreed that primary school aged children are desirable as they may have more time to master the basic skills. While older adolescents can progress much quicker, their improvement is often hampered by school or social commitments. Nonetheless all children and young people should be welcomed into the club (see section 3).

*SCiG is a partnership of governing bodies and organisations of golf in the UK & Ireland. They are committed to ensuring that children and young people involved in golf can thrive and flourish in a safe environment*

## PHYSICAL, COGNITIVE & SOCIAL CHARACTERISTICS OF YOUNG PEOPLE

### Physical Characteristics – Growing Children

Prior to starting golf, children should have a good level of physical literacy and should be able to master some of the following Fundamental Movement Skills (FMS):

- Running
- Standing long jump
- Balance on one leg
- Throwing to a target
- Catching

*Physical literacy is the ability to move with confidence and control during a variety of activities in different environments.*

These skills are the foundation movements or building blocks for all sporting movements including the golf swing. While it is hoped that children come to the golf setting having accomplished these skills, all children will have different skill levels. Traditional coaching sessions typically allow limited opportunity to incorporate these movements, however, the **Golf4Girls4Life Coaching Guide for PGA Professionals and**



**Volunteer Activity Manual** outline a number of activities that will assist juniors in developing these skills. This **Coaching Guide for PGA Professionals** is grounded in the development and use of FMS to teach golf (see section 8).

There are many reasons why golf skills can be difficult to master for children under 10 years of age:

- Coordination and muscular control can be uneven and incomplete
- The larger muscles used in running and jumping are easier to control than hands and fingers, thus mastering the golf grip, teeing a ball and connecting with a ball may be difficult. Children should have some activity that uses larger muscle groups e.g. glutes, quadriceps, back, chest and hamstrings
- Clubs used should be plastic or shortened
- Walking long distances on the course is not suitable for this age group
- Children may need to repeat an activity over and over to master it
- Activities should be achievable and easily completed for this age group

It should be noted that throughout childhood, boys tend to be better at gross motor skills (movements of bigger muscles), while girls in general tend to be more advanced at fine motor skills (which are smaller actions of the hands and fingers).

### Cognitive Characteristics – What Children Can Comprehend

Not only does golf require physical ability, but it also requires thinking, e.g. children need to be able to count shots and do basic addition to calculate scores. Children also need to take a little instruction and direction on golf technique.

### Golf activities should be suitable for children's cognitive abilities as:

- Younger children are still getting used to following group direction, e.g. form a line
- Although younger children can count and older children can do arithmetic, counting shots and adding scores might be difficult for some. Getting the juniors to mark off on their card every time they hit a shot or using a counter can help
- Some children have a short attention span, e.g. 5-10 minutes. Golf sessions should focus more on activity and fun rather than having an emphasis on instruction. New skills should be introduced visually and verbally, with each skill broken down into small achievable steps. Some children may not be able to tell their left from right. If instructing to put "left hand on top" try using language like "put the hand closest to the target on the top"
- Children are imaginative and eager to engage in the world around them. Select activities that involve the child's curiosity e.g. take children on a tour of the golf course and show children the wildlife and features, such as trees, lakes, rivers etc
- Children develop a sense of humour and believe in magic e.g. use songs, rhymes and fairy tales to help socialise the group

### Social Characteristics – Being Part of the Golf Club Environment

The Golf Club environment can be an intimidating place for young people. For some children, early age membership may not be suitable. Section 3 suggests membership options for younger participants.

Golf and Golf Club membership is not



just about the sport and playing the game. The social element of golf is central to lifelong involvement in the game. Thus, it is important that junior members are included and welcomed in the Clubhouse. The **Golf4Girls4Life Volunteer Activity Manual** includes numerous ideas for on-course, practice area and clubhouse activities for junior girls.

There are many reasons that traditional Golf Club activities might not be suitable for some children under 10 year of age:

- Children are sensitive to criticism and don't accept failure well. Some feel that they need to win or be the best whereas some children are not ready for the limitations of competitions. For these children, avoid activities that always reward one winner and instead, look at activities that reward team involvement and effort
- Some juniors may claim that tasks are too difficult rather than admit that they fear failure. Provide lots of encouragement and adapt the activities to suit the ability/age of the group/individual
- Younger children have a strong desire for affection and adult attention. They also have high expectations of adults. Provide lots of opportunities for children to interact with adults, and help with various tasks, e.g. collecting cones or tees
- Children begin to select friends and cooperate with some while excluding others. Help children to develop friendships through learning to share, taking turns and following rules
- Children enjoy making their own rules or conditions of games. Allow children to name their team or group, adapt games and choose what activities they would like to do (see *appendix 21*).

## ADOLESCENCE

The onset of adolescence has implications for the participation and ability levels of junior golfers. Puberty is happening at younger ages; it begins earlier for girls (ages 9-12) than boys (ages 11-14), and because of this, by age 11 girls are most similar to boys as they ever will be in terms of physical strength.

From the ages of 11+ there are many changes taking place for young people:

### Physical Changes

- Growth spurt starts earlier for girls but last longer for boys
- Significant weight gain and muscle growth
- Females' hips broaden
- Males' shoulders broaden

### Implications for Golf

During a growth spurt, some junior golfers will struggle with their technique, and

some may need longer clubs. If a PGA Professional is managing a junior golfer through their growth spurt, it's a good idea to measure height changes monthly. Generally, the rate of increase in height peaks at age 12 for girls and age 14 for boys.

### Cognitive Changes

- Move towards independence as they progress to second level education
- Develop decision-making skills
- Entertain abstract concepts and recognise other people's realities
- Focus shifts towards school and they begin to consider future careers and jobs
- Depend more on a wide variety of information sources
- Become aware of their own physical competence, e.g. effort exerted, goal achievement, skill improvement

### Implications for golf

As they begin to examine their ability, some junior golfers may start to view their progress negatively and question their golfing ability. Now is a good time to ensure that they use good mental practices, e.g. positive self-talk, pre-shot routines, etc.

In general juniors younger than 10 years of age rely on volunteers and PGA Professionals for feedback regarding their ability, whilst from the age of 10 it is common for juniors to compare themselves to their peers. This comparison affects how they perceive their own ability and competence, which can reinforce or destroy their motivation to continue playing.

### Social Changes

- Become more self-conscious
- Most want to blend in and not stand out from their peers
- Experience insecurity and self-doubt (girls especially)
- Care more about peer than family relationships
- Experience mood swings, especially with family
- Peer relationships are increasingly influential and sport becomes a powerful context for social development
- More likely to compare themselves to their peers
- Social skills become important for sports participation success

**Note:** It is recommended that the full list of results are not posted for competitions.

### Implications for Golf

With the mix of social and sporting activity, golf is a great game for junior golfers to develop their friendships or make new friends. Some junior golfers will begin to prioritise school or friends, resulting in less time for golf. Volunteers and PGA Professionals should be sensitive as to how they group junior golfers. It is recommended that they take age and friendships into account, rather than always grouping golfers based on ability alone.

## LOOKING AFTER ALL OF YOUR JUNIOR GOLFERS

Without question, developing a junior section from grassroots to elite requires a lot of hard work and patience. Lower handicap golfers are typically easier to "manage" as they are able to go out and play without supervision and their success is a lot more measurable. Beginner golfers often require more support and time from volunteers with very little measurable success, therefore creating different success factors for each stage (as outlined in the **Golf4Girls4Life Framework**) can help monitor success.

## DEALING WITH BOYS AND GIRLS IN YOUR JUNIOR SECTION

Because girls are a tiny minority in many golf settings, they need to be supported and nurtured in the in the Golf Club. Thus, boys and girls should be treated differently at particular times. In terms of practicing and competing, boys tend to be more independent in the golf setting than girls. Because of this commitment to play and practice, boys tend to improve quicker than girls. This can result in a gap in confidence and competence between girls and boys. If this gap is evident in your club, it is advisable that junior golf activities are separated for girls and boys, e.g. coaching sessions, competitions etc. This will help girls to improve their skills and build confidence. For those girls who are quick improvers and reach handicaps similar to junior boys, e.g. 20 and below, they may



### ROYAL TARA GOLF CLUB

*Royal Tara Golf Club commented on the importance of having a sustainable Junior Section:*

*"We believe our junior section is the future of our Golf Club. We take our role of growing the game within the club very seriously and have a member at Board of Management who holds the brief to coordinate the juniors. Getting volunteers from committee and from membership to assist with junior activities is not a problem, as all of us realise that the future of our club are our juniors. This is the first year we've run girl specific classes and activities and found the girls enjoying themselves and engaging much more than when the classes were mixed.*

*There are mixed standards in the group but rather than splitting up friends early on we adapt the activities to suit each player so everyone feels included and challenged. The girls want a FUN, sociable, challenging environment in which to learn and that's what we feel we are offering through our wide range of activities. The better golfers will come out of the group just as they do in the ladies section of the club but we believe we must support ALL the juniors as we do ALL of our adult members"*  
*Marie Nolan, (Lady Captain)*

feel more comfortable about playing and competing with/against boys – why not ask them how they feel.

## GATHERING FEEDBACK FROM JUNIORS

Many juniors feel valued when they are actively listened to and their opinions are heard. The feedback of your junior golfers could be important in planning the golfing season, recruiting new members, mixing different players and planning social activities. It is important that if you



are prepared to consult with your junior section that you are also prepared to accept their feedback and look at possible solutions so they do not feel it is just a “tick box” exercise.

Here are some suggested ways of gathering their feedback:

- Place a suggestion box in the locker rooms or junior rooms
- Use a checklist, surveys or focus groups to gather opinions; ask younger players to use smiley faces (happy, sad or indifferent) to show how they feel (see appendix 22)

When gathering feedback:

- Invite junior golfers of all ages and ability to give feedback
- Explain what you want to do with the

information you find out

- Always set out a code of conduct before beginning a consultation process with juniors, e.g. no laughing at other people’s comments, respecting everyone’s opinions etc. Getting the juniors to establish their own code of conduct for activities often means they respect them more (see appendix 23)
- Act on feedback but be realistic and manage their expectations, e.g. you can’t change bad weather but you may be able to do something about competition formats, you might not be able to get a popstar to attend or a computer as first prize but you may be able to get more suitable prizes within your budget

Some young people will not have fully developed their communication skills, and they struggle to put their feelings into words. Others may not feel comfortable speaking their minds within the Golf Club environment. Using prompt questions means you will get the most out of the junior golfers without putting words in their mouths.

Here are some ways young people can be supported to give their viewpoint:

- Work in groups to draw a picture of things that they love about golf – give them certain headings that you want feedback on, e.g. competitions, coaching, social activities (see appendix 24)
- Get the juniors to work in groups, give each group a set of sticky notes and ask them to think about “what is working well” in the Club (WWW) and what could be “even better if” (EBI). List out the headings you would like feedback on and get them to stick their thoughts up under the relevant category
- Players could use their phones to take pictures of the club environment, e.g. what they like or what they would like to change. They could design and record (on their phones/tablets) a ‘TV advert’ on why their Golf Club is the best and what they would like to see improved

**A GROUP OF JUNIORS WERE ASKED IN FOCUS GROUPS WHAT THEY WOULD DO IF THEY WERE THE JUNIOR CONVENOR FOR THE DAY THEY CAME UP WITH THE FOLLOWING SUGGESTIONS:**

*“Play more games, especially team games they were the best”*

*“Go onto the course and hit BIG shots with our friends, scrambles were everyone’s favorite so I would put a scramble on and have PINK and PURPLE balls as prizes”*

*“Give the kids more time to spend with their friends, I didn’t like standing in a line hitting balls for an hour, my hands got sore and I was really bored especially because we got in trouble for talking”*

*“We would do games that everyone could play and win, not just the better kids, having prizes for best dressed, cleanest shoes, most answers right so it wasn’t all about how good you were at golf.”*

# 6



# SAFEGUARDING CHILDREN IN GOLF

## MAIN POINTS

Under the Children First Act 2015, it is now a legal requirement to publish and maintain a Safeguarding Policy for children's sports. All affiliated clubs are committed to the Code of Ethics and Good Practice for Children in Golf.

### HAS YOUR CLUB:

- Appointed a Club's Children Officer and Designated Liaison Person?
- Written a Safeguarding Policy?
- Completed appropriate vetting checks?
- Arranged for the appropriate volunteers to attend the appropriate training?
- Communicated safeguarding procedures to staff, coaches, volunteers, parents and juniors?

### REMEMBER:

- Code of Conduct forms should be signed annually by all those working regularly with children and young people
- Vetting checks should be carried out every 3 years by those working regularly and continuously with young people
- Child Welfare & Protection Basic Awareness Courses should be completed by all PGA Professionals, leaders, children's officers and designated liaison persons but does not need to be repeated
- Garda Vetting and Access NI forms can be found on the CGI website



Support of any description can be seen as having a positive influence on children and something that can help them develop a wide range of skills that can be used throughout their lives. As Golf Clubs dealing with juniors it is important that each junior's safety is safeguarded and that their experience of golf is one that will reinforce the positive aspects of playing sports and encourage them to participate time after time.

Safeguarding is something that should be an intrinsic part of running a Golf Club or activities and not a stand-alone topic. It is strongly recommended that safeguarding is

an integral part of your club's planning, risk assessment and organisational processes. Once those involved in planning activities for children or running the Golf Club understand the basic principles involved in safeguarding children, introducing a robust child protection procedure will not seem as daunting. This section will go through some frequently asked questions in relation to safeguarding and the recommended policies and procedures for Golf Clubs across the island of Ireland, but more detailed information is available on the CGI website [www.cgigolf.org/safeguarding](http://www.cgigolf.org/safeguarding)

## FREQUENTLY ASKED QUESTIONS

### 1. What are the risks that children may be exposed to by participating in sports?

In a sporting context, risks for the welfare of children can come from a number of sources:

- As a result of unrealistic expectations being placed on children to perform beyond their ability or capability by parents, coaches or officials. This

can often be seen in the “pushy parent/guardian” or the strict PGA Professional

- As a result of bullying by other children or adults, for example, where a junior organiser shows favouritism towards some children and treats certain others harshly
- As a result of poor planning or lack of awareness of the specific needs of children when participating in sport

It is important to recognise that whilst all these risks cannot be eliminated, reasonable steps should be taken to minimize them.

## 2. How is golf dealing with safeguarding?

Currently the following things are undertaken by golf:

- The development and updating of golf’s child protection policy – Code of Ethics for Young People
- Obtaining appropriate checks on those working with children
- The provision of training opportunities for club volunteers and staff
- The provision of advice to clubs regarding safeguarding

## 3. What should Golf Clubs do to safeguard the welfare of Juniors?

Golf Clubs should identify a person to assume the role of Club Children’s Officer to coordinate the club’s approach to safeguarding, and act as a point of contact for concerns. Training should be completed by volunteers, staff and PGA Professionals involved in junior golf and key decision makers within the club should use the safeguarding templates available on the CGI website ([www.cgigolf.org/safeguarding](http://www.cgigolf.org/safeguarding)) to:

1. Adopt a child protection policy for the club which should include:

- a. Guidelines & Codes of Conduct
  - i. Code of Conduct for Young People
  - ii. Code of Conduct for Leaders
  - iii. Code of Conduct & Guidelines for Parents/Guardians
  - iv. Guidelines for Sports Leaders (Including professional, coach, convenor)
- b. Policies
  - i. Disciplinary, Complaints and

- ii. Appeals Procedure
- iii. Recruitment and Supervision Policy for Sport Leaders/ Volunteers
- iv. Bullying Policy
- v. General guidelines in relation to working with children
- vi. Travel
- vii. Supervision
- viii. Away/overnight stays
- ix. Safety
- x. Physical contact
- xi. Late collection
- xii. Photographic & Filming Equipment
- xiii. Mobile Phones

### c. Child Welfare and Protection Procedures

- i. Response to a Child Disclosing Abuse
- ii. Reporting Suspected or Disclosed Child Abuse
- iii. Allegations against Sports Leaders
- iv. Confidentiality
- v. Anonymous Complaints/ Rumours

2. Communicate the policy and procedures to parents/guardians, children, volunteers and staff.

3. Ensure appropriate training is carried out.

4. Review the procedures periodically to ensure that they remain appropriate, necessary and effective.

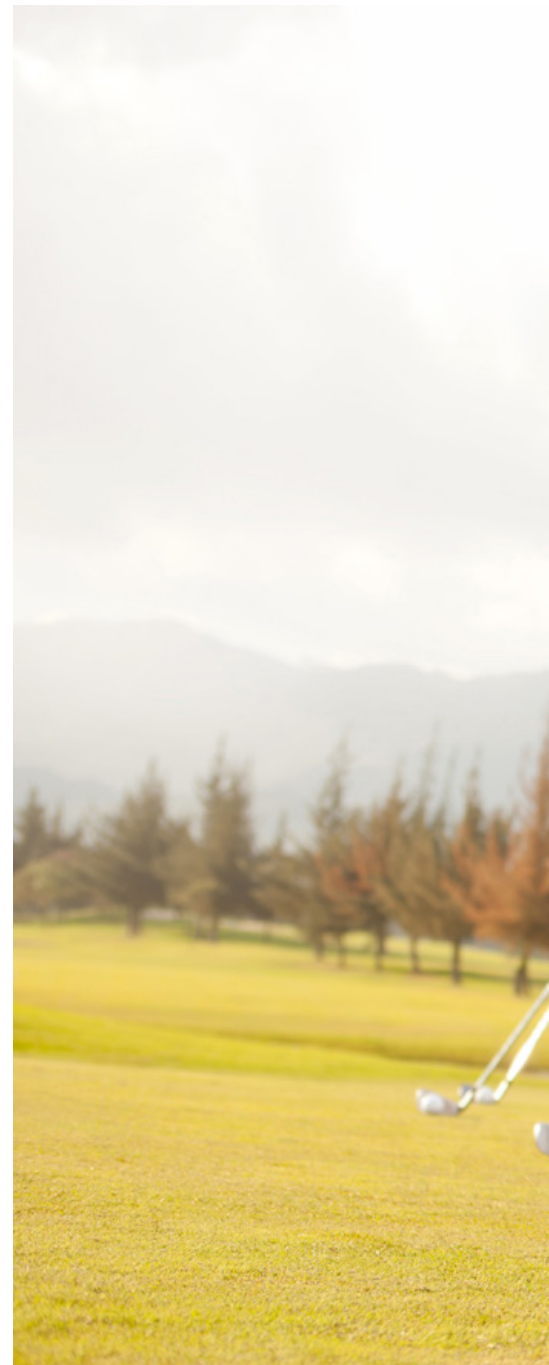
## 4. What help is there for Clubs?

CGI has a specific section of the website designated to safeguarding [www.cgigolf.org/safeguarding](http://www.cgigolf.org/safeguarding) where good practice information can be found. The advice on the website should be adapted to suit the needs of your own club and its activities.

There are three workshops available that can be arranged through CGI. They are as follows:

### **SAFEGUARDING ONE: CHILD WELFARE & PROTECTION BASIC AWARENESS COURSE**

All PGA Professionals, volunteers, children’s officers and designated liaison persons



must complete the 3-hour Child Welfare & Protection Basic Awareness Course. A golf specific course can be organised through CGI and generic sports courses are available through your Local Sports Partnership (LSP). These courses educate participants on the implementation of best practice in protecting young people in sport.

*The minimum number required to run Safeguarding One is 12, with a maximum of 16 and courses may be cancelled at short notice due to lack of numbers.*





### **SAFEGUARDING TWO: CLUB'S CHILDREN'S OFFICER (CCO) WORKSHOP**

A Club Children's Officer's aim should be the establishment of a child centred ethos within the club. S/he is the link between the children and the adults in the Club. S/he also takes responsibility for monitoring and reporting to the Club Management Committee on how club policy impacts on young people and people working with them.

A person appointed to the Club

Children's Officer position in a club must have completed the Child Welfare and Protection Basic Awareness Workshop and should complete the Club Children's Officer 3-hour training course. This course will help the Club Children's Officer to carry out the function of their role in the club and support the implementation of best practice in the club. Participants will also receive a Club Children's Officer Action Planning document as part of this training.

### **SAFEGUARDING THREE: DESIGNATED LIAISON PERSON WORKSHOP (DLP)**

Every club should designate a person to be responsible for dealing with any concerns about the protection of children. The DLP is responsible for reporting allegations or suspicions of child abuse to TUSLA Child and Family Agency or Social Services (NI) and/or An Garda Síochána/PSNI. It is recommended that this person is a senior member of the club. However, if there is difficulty in identifying a separate individual to take this role, the Club Children's

Officer can be appointed once the club is clear about the responsibilities of each role. The organisations child protection policy and procedures should include the name and contact details of the DLP and the responsibilities attached to the role.

A person appointed to the DLP position in a club must have completed the Child Welfare & Basic Awareness Course and should complete the DLP 3-hour workshop. A Club may appoint the same person to both the CCO and DLP positions however best practice advises that they are kept as separate roles.

### VETTING CHECKS

Those working regularly and continuously with young people should complete the vetting process, i.e. Garda Vetting (ROI) or Access NI (Northern Ireland). Vetting checks should be carried out every 3 years. For further information on Garda Vetting and Access NI, and to download the forms visit the CGI website: [www.cgigolf.org/safeguarding/](http://www.cgigolf.org/safeguarding/)

### WHAT TIPS ARE AVAILABLE FOR PARENTS/GUARDIANS?

The Children in Golf website (SCiG) has a section designated to parents/guardians [www.childreningolf.org](http://www.childreningolf.org) which is full of useful information. In addition England Golf have a number of examples as outlined below which can be included in a club's child protection handbook:

#### The Parent/Guardian Guide to Child Safety

It would help to discuss the following safety tips with your child:

- If you are unable to transport your own child to club fixtures always ensure your child seeks your permission prior to travelling with someone else
- Ensure you know where your child is and how to contact them, if necessary provide them with a means of contacting you i.e. a mobile phone, phone card or money for the telephone
- Your child and the Golf Club need to be aware of who to contact in an emergency



- Tell your child that he/she always has the right to say “no” if they are uncomfortable about what an adult is asking them to do
- The only way to stop bullying is if the child is able to confide in someone they trust
- Above all else your child needs to realise that they CAN confide in you, and you will be supportive and not angry
- Injury – if your child sustains an

injury, even a slight one, they should inform the Junior Convenor or PGA professional, who will advise them whether or not they should continue with the activity

#### Your Child Needs to Know:

- It is okay to ignore strangers and walk away. They should however be encouraged to tell you if a stranger ever approaches them
- Some secrets need to be shared.



In many cases children have been threatened that something bad will happen to them if they tell

For any situation that may arise from the Golf Club, the DLP at the Golf Club should be contacted. To assist the Golf Club, parents/guardians are asked to take an interest in their children's activity and development.

#### Parents/Guardians Should:

- Introduce themselves to the adults involved in the supervision of their child i.e. the Junior Convenor, volunteers and PGA Professional
- Find out what the Golf Club has to offer, i.e. when coaching sessions and junior competitions are being held? Are there any playing restrictions for children who are beginners?
- Obtain any good practice guidance for juniors issued by the Golf Club and discuss it with your child
- Know the minimum age limit applicable to juniors playing on their own on the course
- Provide your child with adequate and suitable waterproof/windproof clothing, sunscreen and head protection for use in unforeseen weather conditions
- Ensure that your child is accompanied by a playing partner who has sound knowledge of the rules and etiquette of golf
- Be punctual when dropping off and picking up your children for/from coaching and competitions
- Ensure that the Golf Club has appropriate emergency contact numbers for when you are away from the facility, a mobile phone number would be preferable. Please ensure that your mobile is left switched on so that you can be contacted in an emergency
- Advise the junior organiser/Golf Club Welfare Officer if your child has any particular needs (e.g. allergies, learning disabilities) to ensure they are provided for in the best way possible

## ADDITIONAL IMPORTANT INFORMATION

### Bullying

Bullying can occur between an adult to young person and young person to young person. In either case it is not acceptable within the golf environment. The competitive nature of golf can sometimes create an environment that provides opportunities for bullying. The bully may be a parent/guardian who pushes too hard, a PGA Professional who adopts a win-at-all costs philosophy, an official who places unfair pressure on a junior or a young player who intimidates another. Bullying can only survive in an environment where the victim does not feel empowered to tell someone who can help, or an environment in which it is not safe to do so. The damage caused by bullying can frequently be underestimated. Bullying can cause considerable distress to young people, to the extent that it affects their health and development, or in extreme cases, can cause them significant harm.

Ensure that parents/guardians, PGA Professionals, volunteers and juniors follow their Code of Conduct, which promotes the rights and dignity of each member. If bullying does occur, it is recommended to use a whole group policy or 'no-blame approach' (see appendix 25). Further information on bullying can be found on the CGI website which includes an anti-bullying policy and posters.

### Cheating

There can be many reasons that lead to suspected cheating by a junior and in some cases the reason may be very innocent. It is important to deal with cheating on a case by case basis in order to ensure the matter is dealt with in an appropriate manner.

### Concerns

If you have a concern about the safety of a young person it is very important that you take the following action:

- Report your concern to your Designated Liaison Person within your Golf Club



#### ENNISCRONE GOLF CLUB

*Enniscrone Golf Club regarding the importance of appointing a Club Children's Officer...*

*"The importance of appointing of a Club Children's Officer (who has attended relevant courses and is genuinely enthusiastic about junior golf) in Golf Clubs that cater for junior members cannot be over emphasised.*

*The benefits are numerous:*

1. *The appointment of a Children's Officer clearly identifies an individual that the junior golfers and parents/guardians can approach if they have any issues.*
2. *The club has access to advice on best practice for children in sport including up to date information on junior policy and procedures and statutory requirements,*
3. *The appointment of a Children's Officer, who regularly monitors the programme and influences policy-making in relation to juniors, inspires confidence for parents/guardians that their child will learn in a safe fun environment.*
4. *The appointment of a Children's Officer, who regularly liaises with volunteers/supervisors offers an excellent support system eliminating any fears about becoming involved as a leader/ volunteer.*
5. *An active Children's Officer has the potential to unite a club in its efforts towards developing, accepting & working with a junior golf programme."*

*Maureen Leonard – Dodd  
(Club Children's Officer)*

# 7



## GIRLS IN YOUR JUNIOR SECTION

### MAIN POINTS

- Golf like most other sports has been traditionally presented to girls and boys in a similar fashion. Mixed groupings and teams are suitable at the pre-adolescent stage because girls are less effected by the social and cultural influences at that time
- Golf Clubs commonly experience a decrease in girl members over the age of 15 – this is a common trend across all sports clubs not just golf
- There are a number of reasons why girls drop out of sport during their teenage years and they are typically due to sports clubs not meeting their requirements at that time
- Traditional golf practices can effect girl's participation rates – things like restricted access to playing times and competitions, behavioural expectations, limited access to membership and glorification of talented juniors with a disregard of the average player can lead to decreased participation
- Understanding girls' motivations for participating in sports is key to keeping them active in your Golf Club
- It is important to recognise that girls can have different goals for their golf compared to boys and therefore highlights the need for clubs to provide an environment that is conducive to achieving the goals of the girls without assuming what these goals may be
- Golf has made great efforts to shift the attitude in relation to girls golf across all Golf Clubs by introducing the ILGU Junior Policy, ILGU Junior Development Committee and girl-specific coaching programmes
- There are a number of avenues available to girls who have achieved a certain standard and who have the desire to progress in golf, such as ILGU Regional Training, ILGU Horizon Performance Programme and ILGU High Performance Programme



In spite of the overall growth of girls participation over the last few years the number of girl participants has always been much lower than that of boys, where less than one fifth are female, making up less than 2% of Golf Club members.

Currently there are approximately just 4,200 girls registered as members of Irish Golf Clubs. It is crucial to the health and sustainability of our sport that we endeavour to nurture the development of these girls and strive to introduce the game to more young females. In this regard, the ILGU, with the support of CGI, feel

it is essential to understand the various factors influencing girls participation in the game. Below highlights some key research findings with the hope that changes can be implemented in Golf Clubs in order to make them more appealing to girls. The following topics will be covered:

- Gender differences and reasons for girls dropping out of sports/golf
- How traditional junior golf practices can effect girls participation
- Understanding girls motivations for participating in sports

- Steps that the ILGU are making to change the culture

### GENDER DIFFERENCES & REASONS FOR GIRLS DROPPING OUT OF SPORTS/GOLF

Traditionally, golf, like most other sports, has been presented to girls and boys in a similar fashion. One of the many reasons why pre-adolescent girls are somewhat easier to attract to sports such as golf is that they are less affected by social and

cultural influences at that time.

Because girls hit puberty and their growth spurt before boys, in terms of strength and fitness, at age 11 girls and boys are the most physically alike that they will ever be. Therefore, at this stage participation and competition in mixed groups/teams may be suitable. However, as girls progress to secondary school it is a commonly shared issue that most clubs experience a decline in junior members as they reach the age of 15. This is not solely an issue within golf but rather an issue across sport in general. A number of factors contribute to this and it is important that clubs are aware of them in order to address them appropriately and enhance the potential to keep girls involved in the game during this period of their lives.

*A recent survey of girls who participated at club level showed that on average at the age of 12, girls are involved in 4.3 sports/activities with this number decreasing to just 1.5 by the age of 15.*

Below are some of the main reasons cited for girls dropping out of sport during their teenage years:

- Competitive nature of sports
- A focus on representation success
- Lack of choice available in the activities offered
- Focus on their academia

Research suggests that the best way to develop and support girls' interest and skills in sport was to remove their participation from the male arena and give exclusive space to girls' only play, which gives girls an opportunity to experience success and simultaneously claim ownership of the sporting environment. In golf, the direction that the club will take will be dictated by both the number of junior members and the number of adult volunteers.

Further research suggests some reasons why girls drop out of golf specifically. The table to the right offers some possible solutions to address these...

REASON	POSSIBLE SOLUTION(S)
<b>Decreased enthusiasm for the activities being offered</b>	Ask the girls what THEY want, whilst they are there to learn an activity or play golf, it is important to compromise with the girls and allow them the opportunity to express their views (see section 5).
<b>Not feeling competent enough to continue because of difficulty in the tasks set</b>	Adapting the activities and/or competitions to suit the abilities of the juniors can add to their enjoyment as they feel they are achieving.
<b>Feeling self-conscious around boys about their abilities</b>	Running girls only coaching and activities can lead to improved enjoyment from the girls.  Have mixed scrambles with similar rules to tag rugby e.g. the girl's ball must be used at least once on each hole, if the girl's ball is used more than once the group gets bonus points (this will encourage the boys to want to use the girl's ball).
<b>PGA Professional and Volunteers pushing too hard or prioritising the better players in the group</b>	Ensure PGA Professional and volunteers delivering activities have attended suitable workshops/training to help deliver engaging and fun sessions.
<b>Friends/family members dropping out of the group and not knowing others</b>	Getting the girls to mix with other people in the group and not just the ones they came with or know from school helps if a girl's friend drops out, because she still feels she has friends in the club and she belongs to the group.
<b>Not appealing to their social needs, which is seen as a big barrier</b>	Providing activities that are not all golf related will allow the girls to socialise and "talk" more with their friends, it will also encourage the group to get to know each other in a different environment e.g. the girl who might be very quiet in lessons may be very outgoing in a social setting e.g. bowling, cinema.
<b>Focusing on academics and not feeling they had time to engage in golf activities</b>	Be mindful of the time of lessons/activities so that it does not clash with after school study etc.. Ask the girls how school is going etc., this can help them to open up and see golf as a release from school work.
<b>Lack of positive female role models</b>	Appoint a junior captain that is a girl. Train the older girls to deliver activities to the younger girls. Contact the ILGU who may be able to facilitate the attendance of a player from a regional or national panels at a session in your club. Get the girls to research a professional female golfer.



### HOW TRADITIONAL JUNIOR GOLF PRACTICES CAN AFFECT PARTICIPATION

As outlined by research Golf Club practices do not always support equality among young participants. A study of junior Golf Club culture in an Australian Golf Club found that through rules, regulations and general Golf Club habitus, Golf Club practice preserved and reproduced power structures and those young golfers who resisted Golf Club culture were marginalised. Research suggests that child 'unfriendly' practices are embedded and normalised in Irish Golf Clubs, highlighted by restricted access to playing times and competitions, behavioural expectations, limited access to membership, the glorification of talented junior members with the disregard for girl junior members.

A long-term study in one Golf Club in Ireland indicated that adult officials, achievement culture and clubhouse rules were prominent in shaping the experiences of girl members in the setting:

- There was evidence of conflict with adult members, particularly where girl members played on the club's ladies teams. Superficially, the girl members complied with the norms and practices in the club, but it was clear amongst the girl's own group that they created their own norms, which they preferred not to share with the wider club
- Displays of trophies, pennants and images of successful teams or individuals demonstrated the pervasive achievement culture, which was often far removed from the goals and experiences of many of the girl members, particularly those of lesser ability

- The clubhouse was an important sanctuary for girl members, particularly those of lower ability, for whom the social elements of golf, and meeting their friends in a setting different to school were much more important than improving their golf competency. However, clubhouse rules such as no mobile phones meant that girl members often retreated to the locker rooms and away from the main clubhouse

This evidence suggests that the Golf Club environment is not always the most welcoming for girl golfers. Both the ILGU and CGI have taken this research on board and suggest a number of solutions through integration activities, which are outlined in the **Golf4Girls4Life Volunteer Activity Manual**.







## UNDERSTANDING MOTIVATIONS FOR PARTICIPATING IN SPORTS

Below highlights the Women's Sport Foundation Research (2012) that outlines some of the motivations girls have to participate in sports:

- Feel GOOD
- Socialise and have FUN
- Belong to a TEAM
- Relaxation away from their studies
- Chance to learn new skills

It is hoped that Golf Clubs will embrace the **Golf4Girls4Life Framework**, which aims to ensure that these motivations are met and girls are encouraged to continue their participation in sports.

### Goals

Goals are another important motivation for girls and it is important to acknowledge that girls may have different goals for their golf when compared to boys. This highlights the need for clubs to provide an environment which is conducive to achieving the individual goals of the girls without assuming what their goals may be.

While it is extremely important to encourage and support those girls that wish to go on and pursue competitive and representative goals in golf, this should not be at the expense of the goals of other girls in the junior section.

*A recent survey of girls who participated in a coaching programme at club level revealed that only 20% of girls wish to go on to play golf at international level.*

## STEPS THE ILGU ARE MAKING TO CHANGE THE CULTURE

In recent years, the ILGU has made efforts to create a shift in attitude in relation to girls' golf across all Golf Clubs. Below outlines some of these steps, which are expanded on throughout this section:

1. ILGU Junior Policy (for girls U-18)
2. ILGU Junior Development Committee
3. Girls Coaching Programmes

### 1. ILGU Junior Policy

The ILGU devised and implemented the ILGU Junior Policy (for girls U-18) to ensure all junior female members have the opportunity to play golf and progress in the game. All ILGU affiliated clubs must comply with this policy (see appendix 32), with particular reference to section 2.4.3 regarding registration and playing rights. The ILGU is committed to working with clubs as they move to implement the policy, but should it be required, the ILGU Board reserves the right to sanction clubs in breach of item 2.4.3.

The main points of the policy are:

- All girls with a CONGU handicap (including 36) **should** be allowed to compete in, and win, ladies competitions
- Girls with a CONGU handicap of 35 or less **must** be allowed to compete in, and win, ladies competitions
- It is not in order to introduce restrictions e.g. juniors must play with an adult, as such restrictions place barriers to girls competing in these competitions
- It is at the discretion of clubs to designate up to six competitions as "Majors"

- Girls with a CONGU handicap of 35 or less must be allowed to compete in these competitions
- Girls may be restricted from winning first and second prize only
- The only circumstance where it is acceptable for girls to be restricted from playing in major competitions is where the timesheet cannot accommodate all adult female competitors

Each ILGU affiliated club must have a published Club Girls Policy, which incorporates the ILGU Junior Policy, displayed in a prominent position in the Clubhouse. In addition, the Club should aim to make all members, junior and full, aware of the main points of this Policy.

### Procedure for a Junior Member to Report Breaches of ILGU Junior Policy

- Highlight the breach to the Club Junior Convenor and request him/her to address it with the Ladies Committee
- Highlight the breach to your parent and request them to also raise the issue with the Ladies Committee

### Procedure for an Adult to Report Breaches of ILGU Junior Policy

- Refer the breach to the Club Junior Convenor and the Ladies



Committee. Preferably in writing and seeking a response

- Should the Ladies Committee fail to agree, or should the parent be dissatisfied with the response from the Ladies Committee, the issue should be referred to the District Secretary
- The District Secretary will forward to the relevant District Chairman of Junior Development who will seek guidance from ILGU Head Office to resolve
- If the issue remains unsolved then it shall be forwarded to the ILGU Board. The Board decision will be final

### Sanctions

The ILGU will make every effort to aid clubs in the transition towards adopting the ILGU Junior Policy however if clubs are unwilling to implement the policy within a given period, the ILGU Board reserves the right impose sanctions, up to and including removal of the club from the ladies inter-club competitions.

### Important Points

The ILGU Junior Policy does not infringe on the rights of full members

It is important for the development of girls that they be entitled to win and that their achievement of winning is recognised

It is not necessary for boys and girls to have equal rights, this is referred to as positive discrimination whereby the minority group are afforded improved rights

## 2. ILGU Junior Development Committee

For the purposes of junior golf, each ILGU affiliated club is allocated to a "cluster" which is then assigned to a JDC member. These committee members and the Chairman of Junior Development form a District JDC (see appendix 26) which is responsible for the development of girls' golf. The primary function of this committee is to grow the game through increasing the number of girls playing golf and increasing their participation rates.

The JDC member (or cluster leader as they are sometimes referred to) is the first point of contact for clubs in

all matters relating to girls golf and the ILGU.

The role of these committee members, in relation to clubs in their cluster is as follows ...

- Responsible for communication regarding all junior development activities
- Support the implementation of the Club Coaching Grant Programme
- Ensure clubs register all junior members on the CDH system, irrespective of whether they have acquired a CONGU handicap or not
- Propose, develop and run new district competitions aimed at beginner junior girls
- Liaise with CGI to support junior activities they are delivering in clubs
- Ensure junior girls who have the potential to progress to ILGU regional training are made aware of the application process
- Communicate regularly, through meetings etc., with Club Junior Convenors and encourage them to organise specific junior girls' competitions in addition to activating the "sleeping" juniors currently in their clubs
- Ensure safeguarding guidelines are in place in clubs
- Ensure clubs have a junior policy document in accordance with the ILGU Junior Policy
- Ensure clubs provide girls with the opportunity to obtain a handicap and compete regularly in club and open competitions
- Encourage clubs to form alliances with other clubs in their cluster in order to afford girls the opportunity of playing with peers of a similar standard
- Brief Club Junior Convenors on ILGU junior activities within the district and where appropriate at national level

Details of clubs allocated to various clusters and assigned JDC members can be found online at [www.ilgu.ie](http://www.ilgu.ie) or in the ILGU Handbook which is published annually.

## 3. Coaching Programmes for Girls

There are currently a number of

structured coaching programmes which offer girls of various standards, the opportunity to improve their skills and progress to the next level of training and competition. As mentioned previously, the CGI are primarily responsible for supporting clubs in the recruitment of junior girls, with the ILGU being responsible for promoting the participation and progression of girls once they become members of clubs. Below is a brief outline of each coaching programme with further details being available online at [www.cgigolf.org](http://www.cgigolf.org) or [www.ilgu.ie](http://www.ilgu.ie)

### CGI Club Recruitment

CGI support clubs to deliver initiatives which target potential new girl members. Further details on these initiatives can be found in Section 2.

### CGI Schools Programme

The aim of this programme is to support Golf Clubs in the recruitment of new junior members by helping them link with their local primary schools and co-ordinate a "School Awareness Day" with a follow on recruitment programme and membership package.

### Golf4Girls4Life Framework

This Framework has been designed to promote "good practice" for clubs in relation to the integration and progression girls in Golf Clubs (see section 8). The framework is based on all stakeholders working together in order to create a girl centred programme and a welcoming environment. The framework offers a staged approach which aims to ensure girls can see continued progression at a rate that is suitable to them as individuals.

### ILGU Regional Training

Regional coaching will offer girls the opportunity to add to the skill-set they have already nurtured at their club and through personal coaching sessions. Carefully devised to compliment the player's own learnings to date, the ILGU feel an introduction into the "Holistic" approach to the development of a player will benefit all members of Regional Training across the country. The aim of the training is to offer girls who have achieved a competent skill



set, the opportunity to continue their development and specialise in golf. Selection criteria is outlined on [www.ilgu.ie](http://www.ilgu.ie) where details of Regional Training are typically available in late September each year.

#### **ILGU Horizon Performance**

This programme is designed to give players who have achieved high levels of success the opportunity to develop their skills to the level required for inclusion in the High Performance programme in future years. It aims to prepare golfers from an appropriately early age to go on to join the High Performance panel and ultimately achieve podium finishes at world events in the future. Further details are available on [www.ilgu.ie](http://www.ilgu.ie)

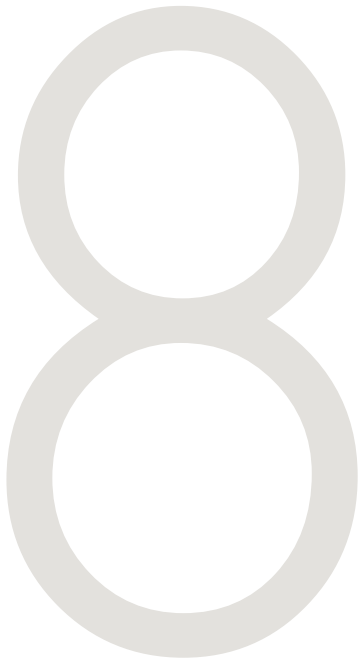
#### **ILGU High Performance**

This programme is designed with a view to supporting Ireland's elite amateur female players, who are working towards becoming the best players in the world. It aims to produce world class players who consistently achieve podium finishes at international events. Further details are available on [www.ilgu.ie](http://www.ilgu.ie)

### **PROGRESSION OF GIRLS IN GOLF**

There are a number of steps which it is recommended that girls should take to enable their progression in the game ...

- Attend coaching on an individual basis with a PGA Professional
- Compete in ladies club competitions
- Compete in competitions away from their home course
- Compete as a member of club teams
- Compete in ILGU District and National Championships



# GOLF4GIRLS4LIFE

## MAIN POINTS

- The Golf4Girls4Life Framework was developed as a joint venture between the CGI in and ILGU with the support of the PGA
- The aim of the programme is to increase participation and the retention of girls in golf through engaging coaching and activities both on and off the golf course
- The Framework acts as a toolkit for clubs to use to reflect on their current practices
- This Framework is not intended to serve as a talent identification system
- The Framework is laid out in four main stages which are progressive and interlinked as they are designed to increase skills and knowledge
- As part of the Framework a number of resources have been developed - Golf4Girls4Life Volunteers Activity Manual and the Golf4Girls4Life Coaching Guide for PGA Professionals

## PROJECTED TIMELINE

- 2016 – Framework Pilot
- 2017 – National roll out of Framework
- Golf4Girls4Life resources will only be available to clubs delivering ALL elements of the Golf4Girls4Life Framework.



## BACKGROUND TO THE FRAMEWORK

The Golf4Girls4Life Framework has been developed as joint venture between the CGI and the ILGU, together with the support of the PGA. The overarching aim of the framework is to increase participation and retention of girls in golf through the provision of engaging coaching sessions, enjoyable additional activities and the game of golf in general. The framework has been designed specifically to meet the needs of girls and to provide guidance for all stakeholders in the Golf Club, including PGA Professionals, committees, volunteers and parents, enabling them to create a girl centred environment. The framework also acts as a toolkit to help Golf Clubs reflect on their current practice and incorporate new practices to develop stronger links between the various committees, volunteers, PGA Professionals and governing bodies, while keeping the participants at the forefront.

### Rationale

The rationale for the Golf4Girls4Life

Framework is based on the SportsCoachUK 5Cs. This Framework will aid in the holistic development of girls through the medium of golf, that is technical, tactical, physical, mental as well as the social and personal aspects of a young person. In addition to aiming to develop golf and life skills of all participants, the long term aim is to create life-long golfers, some of whom may go on to play at elite level. However, it should be noted that this programme is not intended to serve as a talent identification system but rather as a platform for recruitment, retention and integration of girls into Golf Clubs.

### Stages Approach

The Framework is laid out into four main stages which are progressive and interlinked, as they are designed to increase skills and knowledge. The rationale for this is to allow girls to develop at their own pace, while progressing towards obtaining a handicap, by allowing girls experience playing the game in an environment suitable to their own needs and ability.

## 5CS FOR GIRLS GOLF COACHING

### COMPETENCE

#### *'I know how to do this'*

Developing a positive view of one's actions with matching appropriate capability. This is achieved through carefully planned, developmentally appropriate activities, including PTTM (Physical, Technical, Tactical and Mental) as well as personal and social competence.

### CONFIDENCE

#### *'I can do this'*

Having participants feel an internal sense of overall self-worth and self-efficacy. This is achieved through creating an environment which encourages personal improvement and values effort and persistence over outcomes and results.

### CONNECTION

#### *'I enjoy this'*

Giving participants the ability to build positive bonds with other people and the Golf Club environment, which result in mutually beneficial relationships.

### CHARACTER & CARING

#### *'I respect and understand'*

Founded on respect for right and wrong, cultural and societal norms, appropriate behaviour and empathy for others. In a golf environment this can be supported through emphasis on respect for rules of the game, other participants, coaches and officials.

### CREATIVITY

#### *'I can figure this out for myself'*

Giving participants the power to find their own solutions to problems. This can be harvested through creating autonomy in designing tasks, games or practice sessions, which encourage the participants to think for themselves.

## STAGE ONE: GET INTO GOLF

The aim of stage 1 is to introduce girls to golf through FMS and appropriate games while promoting their connection to the game of golf. The activities are designed to develop character through appropriately challenging tasks in putting and short game, with an introduction to speed generation in the full swing. By encouraging group activities the goal is to encourage a high level of socialisation within the group while also introducing “personal bests” so girls can measure their own performance and progression.

## STAGE TWO: ENGAGE WITH GOLF

The aim in stage 2 is to build on skills learned in stage 1 whilst developing FSS and building competence in golf skills. Girls will be encouraged to become more self-sufficient in their practice and an introduction to using learned skills in a golf course environment will allow girls to make the connection between practice sessions and on course play. In preparation for stage 3, a personal routine will also be introduced.

## STAGE THREE: PLAY GOLF

Stage 3 is designed to introduce more life skills into the learning environment, with a heavy emphasis on personal reflection and goal setting. Added to these skills, girls will be encouraged to develop their own practice drills and sessions based on their self-evaluation skills. Following the completion of this stage, girls will be aware of the different types of practice and how they relate to on course play situations.

## STAGE FOUR: PROGRESS IN GOLF

The final stage of the programme places more emphasis and focus on allowing girls to become more independent in their progression and laying firm foundations for their chosen journey in golf. Girls are empowered to take control of their development and therefore, this stage will test girls’ resilience through new practice methods and scoring games which emphasise confidence, creativity, competence and character. Girls will also be encouraged to actively reflect on their journey through the programme and the skills they have acquired and how these relate to their future in the game.



## RESOURCES

The resources were developed by a team of individuals from CGI, ILGU and PGA.

### **Golf4Girls4Life Coaching Guide for PGA Professionals**

The PGA Professional delivering the coaching content is at the heart of this programme. The content within the coaching guide is intended to inspire rather than prescribe 'how to' and is aimed at building a solid foundation for the delivery of successful coaching programmes and experiences at all stages of development. It is designed to augment PGA Professionals' technical and tactical knowhow with games, challenges and tasks, which can enhance the coaching experience for players. Recent research indicates that young people who are engaged in coaching, display a stronger connection to their chosen sport and that appropriate coaching has increased their enjoyment of playing sport, their passion and commitment to it as well as the time they spend playing it (SC UK Participant Survey, 2014).

This guide is divided into four stages which can be adapted to use with golfers of all ages. Each stage has specific aims, objectives and learning

outcomes with suggested coaching points attached. It is designed at all times to increase participation but also aid in the development of fundamental skills to enable the participant to maximise their potential. Girls can repeat any stage should the PGA Professional feel development has not happened at an appropriate pace, and a common sense approach is advised with regard to social inclusion.

### **Getting the most out of the Golf4Girls4Life Coaching Guide for PGA Professionals**

The coaching guide is intended as a guidance document for coaches to help combine various outcomes during a single session. While the document is laid out to emphasise coaching points and objectives in each area, it is recommended that coaches plan their sessions prior to delivery and include more than one element (PTTM) in each session, whilst also checking for understanding in subsequent sessions. This can be done by incorporating a different task involving a skill which has already been covered. All PTTM elements work together and for optimum engagement should be combined in each session to maximise learning.

### **Golf4Girls4Life Volunteer Activity Manual**

The Golf4Girls4Life activities manual has been designed with the needs of girls in mind. It aims to assist volunteers to deliver fun and engaging sessions which allow girls to integrate into the club, become familiar with the various elements of the game and to allow them to practice and develop the skills taught during coaching sessions with their PGA Professional. Therefore a number of different sections have been devised and it is recommended that in order to maximise the effectiveness of these activities, sessions are planned in advance with the supporting PGA Professional and for a specified period of time, during which, activities should be chosen that complement the learning goals of each of stage. The following sections are covered in the manual:

- Ice breakers
- Club integration
- Rules & Etiquette
- Putting
- Chipping
- Long Game
- On Course
- Formats of play





# CASE STUDIES

## BALBRIGGAN GOLF CLUB: INITIATING A CADETS' SECTION

### At a Glance:

Before this initiative, Balbriggan's junior section took members aged 12 onwards, by which time many had established interest and loyalties with other sports

- In 2008, the club established a cadets' section for children aged between 8 and 11 years old
- In the first year, 9 children joined; by the seventh year, 86 children were involved
- Fortnightly group lessons are provided over the summer months
- Parents help out and often become club members themselves

- An annual prize-giving night generates additional revenue for the club

Balbriggan Golf Club, a parkland course in County Dublin, has benefited from major redevelopment in recent years and has something to offer golfers of all ability levels. Several years ago, the club set its sights on creating a new cadets' section.

### The Issue:

In 2008 it was recognised that children under twelve years old were unable to play golf at Balbriggan Golf Club. It was often the case that once children reach twelve and were able to join the juniors they had already taken up other sports and did not consider golf as an option.

### The Solution:

The club started a Cadets' Section which children aged between eight and eleven years were welcome to join. In

the first year nine children signed up. They took part in fortnightly hour-long group lessons under a twelve-week programme that took place between June and August. Parents were invited to stay at the club with their children and were asked to help run the children's sessions. A Cadet Committee was established with a minimum of six members. It was agreed that at least three members of this committee would need to attend the weekly cadet session. The reality is that most weeks all six members of the committee turned up. When the cadets are not taking part in lessons they play a group scramble. One adult accompanies each group of four children on the course. With 86 children this requires 25 adults, so the club relies heavily on the help of parents. Before the cadets' programme starts each year, the GUI runs a course on Child Safety and a Leaders' course for the club.





The club has set in place several child-friendly motivators:

- Each child is given an annual progress medal, certificate and prize – based on a total spend of €10 per child per year
- A cadet of the year trophy was purchased and is much sought after!
- At the end of season prize giving the most improved players are named and celebrated

The cadets also take part in the highly regarded Darren Clarke Skills Challenge at the end of the season. The challenge involves chipping and putting from a variety of distances to the green/hole. All clubs that take part are entitled to send their top two qualifying cadets to the grand finale. To date, Balbriggan's cadets has supplied three winners in the boys' category and two from the girls' category.

#### **The Challenges:**

The club knew that for the cadets' programme to work, participation from parents would be needed. In the early years of the programme it was difficult to get parents to help on a regular basis. Parents are generally used to dropping their children off at football training and then going back to collect when it's over! This challenge had to be met head-on, since it was essential for the cadets to have adult supervision on the course. It was decided to hold a welcome meeting before each season started. At this meeting, the club explained the need for parental help as well as the benefits of this for the cadets: not all children are happy to be left in an unfamiliar environment to play a new sport. Parents were only too happy to lend their support and most gave their commitment to assist at least three times a year, when asked to do so as part of the application process. When children started to misbehave at the sessions, it also became clear that some rules were needed! By year two, guidelines for participation were produced and distributed to all families. With increasing numbers the club faced added unforeseen problems such as non-members turning up at sessions with their friends, or cadets signing in as if they were full members of the club. Management and monitoring became especially difficult by 2014 when all but two of the original Cadet Committee had left because their own children had become juniors, and new committee members were urgently

required. Guidance from GUI was sought, and the new season teed off with a welcome meeting at which a number of parents signed up for training and were enrolled as committee members. Care was taken to ensure that parents with children of varying ages joined the committee, to provide greater stability over time. A revamped welcome pack for children and parents was issued at this meeting. All membership payments were taken at the meeting to avoid the later problems of non-payment that had sometimes occurred in previous years. Over time, as membership of the cadets' section grew to more than 80, it became necessary to split the section into two and then three separate groups, each with its own team of organisers. Currently, while one or two groups play on the course, the other receives lessons. To accommodate this, and because it was found that four-hour lessons were too long, the club now runs two sessions of two-hour lessons each week.

#### **Impacts:**

In the first year of implementation, nine children joined Balbriggan's cadets' section. Over the next six years the number of children in this section grew to 86! In line with the growth in demand the club now provides four hours of group lessons per week to its cadets. Ten children participate in each lesson. A very welcome side effect has been that parents – both men and ladies – often join the club in their own right. An annual prize-giving night is held for all of the cadets. It is regarded as great fun and another good revenue stream for the club. Encouraging children into the club shows the world – and more importantly new and potential members – that Balbriggan is a friendly welcoming club!

#### **Next Steps:**

The club has now implemented a winter coaching programme for the children. It has recognised that - with so many other sports on offer - the children's interest in golf must be maintained year-round. This is working very well and the number graduating into the juvenile section is increasing all the time. An increasing number of girls are making this transition; the club believes that this is because they have already made friends with other cadets and don't feel uncomfortable in the 'new surroundings' of the juvenile section without parents around to look after their needs. Previously most of the

children would have had their first sight of a golf course at twelve years old, but having been cadets they now fit straight in and feel quite at home!

#### **A Final Word from Balbriggan Golf Club:**

The Chairperson of Balbriggan's cadets' section is extremely positive about the club's experience in implementing such a popular initiative. He is pleased with the wider appeal to adult members and observes that "members are joining so that their kids can join the cadets; members are staying because their kids are playing; members with grandchildren are bringing them along and also keeping them involved". He offers a warm welcome to any other clubs that would like to contact or visit Balbriggan Golf Club to take a look at what they are doing.

### **ENNISCRONE GOLF CLUB: IMPLEMENTING A JUNIOR GOLF PROGRAMME**

#### **At a Glance:**

Two of Enniscrone's lady members identified a lack of organised activities for children at Enniscrone. Along with the Club Pro, they devised a programme of regular junior activities

- A membership drive resulted in a large number of children joining the programme
- An active Junior Committee has helped drive the success of the programme and secure parental involvement in providing supervision

The club is enjoying many spin-off benefits as well as a substantial increase in junior membership. Enniscrone Golf Club is a traditional Irish link course in County Sligo. Enniscrone offers 27 holes of challenging golf and can regularly be found in lists of Ireland's top courses. Junior membership has always been encouraged in Enniscrone Golf Club and in 2011 the club introduced a structured programme for junior golfers.

#### **The Issue:**

In 2010, two of the club's lady members inquired about junior membership for their daughters. During their investigations, it became clear that - while the club has always welcomed and encouraged junior







players – the emphasis and support offered was directed towards a small minority of elite young players. Additionally, the club offered no organised activities for children.

### The Solution:

These two mothers spearheaded the implementation of the club's current and very successful programme, which caters for both boys and girls. In November 2010, a full audit of Junior Policy and Procedures was carried out and formal policies were drawn up and adopted by the Council. This gave the club the template to move forward with its juniors program and inform existing members of Best Practice & Safe Guarding Guidelines. In February 2011, the ladies joined forces with the Club's Professional and devised a programme of regular activities to meet the needs of the existing junior members. These included a regular coaching session from the Club's Professional, Keith O'Neill, skills challenge practice sessions and junior competitions. Two months later, they initiated a junior membership drive. Fliers and posters were distributed to all local schools. Parents of local children were invited to attend an open day at which junior golf was portrayed as a fun all-inclusive sport and lots of games and activities took place. Over summer 2011, around 50 children participated in various activities on Saturday mornings. Almost all of these took part in group coaching sessions with the pro. To meet the adult supervision requirements, parents were encouraged to support the programme as volunteers or supervisors during these sessions, and a rota was implemented.

### The Challenges and how they were overcome:

The club experienced two main challenges while running the Junior Golf Programme:

- Obtaining sufficient adult volunteers to supervise and assist with activities, particularly as the number of children increased
- Persuading individuals to take responsibility for the organisation of the junior section. Tasks including contacting parents, and organising the supervision rota were all time-consuming and needed input from volunteers

In 2015, the various roles and responsibilities have been distributed between the Junior Committee members. This has proved very successful and has resulted in a greater involvement in the Programme from across the membership, helping to resolve the earlier difficulties and challenges.

### Impacts:

The Junior Golf Programme has been a great success story. Although it took almost two years to see the full impact of the initiative, by early March 2015 the club had an impressive 132 junior members and was generating an annual revenue of approximately €10,000 from junior membership. Additionally, the club has benefitted from increased positive publicity and interest in the junior section. The success of the junior section has placed the club in a perfect position to support and participate in organised GUI and ILGU Junior Championships. Enniscrone has enjoyed several unexpected spin-off benefits as a direct result of the Junior Golf Programme.

Firstly, the club has benefited from an increase in adult membership: in 2014 alone, 11 parents and guardians took out their own membership

Secondly, the club has enjoyed increased revenue from spend by members and their parents in the clubhouse and shop

Finally, the increased cooperation and interaction among the junior and adult members has been very welcome. The involvement of adult members in the programme means that the knowledge and experience of the game is being passed down to the younger generation in a fun, interactive way, strengthening bonds within the club in the process

Overall, the club's spokeswoman reported that the buzz of the Junior Golf Programme has brought renewed hope and morale during difficult financial times. The Club Council and other members have been very positive towards the Junior Golf Programme and supportive of it. The club credits the two lady members, current Lady Captain Ann Culkin and Maureen Leonard Dodd, who led the overhaul of the junior section for this huge success. The Junior Golf Programme now offers a fun environment in which to learn golf and this has been the overriding factor in attracting juniors to sign up.

### Next Steps:

Enniscrone's Junior Golf Programme is still underway and is being continually assessed. A new programme of activities was added in 2015. Aimed primarily at junior boys and girls who wish to compete in inter-club competitions, it continues to maintain the club's ethos and belief in the inclusion of players of all ages and abilities.

### Tips & Advice:

The club approached this initiative with efficiency and detailed planning. It has enjoyed a very successful initiative as a result, and has the following advice for other clubs that are considering trying something similar:

- Remember that pre-planning is the most important aspect of any Junior Golf Programme
- Put Junior Policies & Procedures in place, and appoint a Children's Safe Guarding Officer before the programme is set up
- Set up a Junior Golf Committee made up of individuals who truly believe in the potential of the programme
- Hold club information events to ensure that all members know what to expect
- Establish good communication links with parents (the club found texting to be the most effective method)
- Advertise and spread the word
- Above all remember that children play sport for fun so make it enjoyable!

### A Final Word from Enniscrone Golf Club:

Maureen Leonard Dodd, joint-initiator of the Club's Junior Golf Programme and the current Appointed Children's Safe Guarding Officer, is justifiably pleased with the club's achievement: "To date the experience has been positive. The club has acknowledged the contributions made by the rejuvenation of the programme. Members have taken ownership of our well-organised Junior Golf Programme of activities, and appreciate the potential opportunities it has provided for future membership and the future of our club."





## NAAS GOLF CLUB: YOUNG FEMALE PLAYERS

### At a Glance:

Naas needed to attract more young female members to the club to redress a gender imbalance

- Its “Try Golf Days” are promoted by existing members to girls with an existing interest in golf
- With an emphasis on having fun, the days are highly successful in recruiting girls as well as their family members
- The girls wear coordinating monogrammed pink tops to set them apart from the ladies section

### The Issue:

Naas Golf Club is a traditional parkland course located in County Kildare, Ireland. It was founded in 1896 and has more than 1,000 members. In recent years the average age of the female members has been rising and no younger members were joining. The club decided to take action to address the gender imbalance, in an attempt to attract younger females to the game and to the Naas Golf Club.

### The Solution:

First of all, the club participated in a “Girls in Golf” initiative through Junior Golf Ireland. 18 girls aged between ten and twelve years were recruited from a local primary school. Though this involved a significant amount of work, the efforts resulted in six girls joining the club and playing for another two years. Several years on, one of the girls remains a member and has introduced her younger brother and sister to the game. As a second recruitment initiative, during the pre-season period October 2013 to January 2014, “Try Golf Days” were held for girls,

who either had a connection with the club through family friends or neighbours, or had expressed even the smallest interest in golf. These days were promoted only through word of mouth, by the existing youth girl members and their friends.

The girls came to the club and met with volunteers and the club’s pro. They hit balls, putted and generally had a good time. The initiative was a huge success and by the end of the 2014 season the club had 31 girls regularly playing and participating in coaching. The girls each wear a youthful bright pink fleece or hoodie, depending on their age. The tops are very distinctive and bear the club crest and the girl’s initials. The Ladies felt that it was important for the girls to have their own identity apart from the mature women – and it works, the girls reportedly love their team look! The Club Youth Committee also run regular Family Foursomes at weekends, usually monthly. This encourages family members and the children to play together.

### Implementation:

The “Try Golf Days” were a very positive experience for Naas Golf Club. Every girl who joined, had previously been to the club, had a small amount of coaching and FUN, had friends or knew other girls, and had an idea what golf was about. There were additional spin off benefits: some parents started to take an interest in golf, younger siblings also joined and several prospective new members are lined up for next season.

### Impacts:

Naas now has 31 girls in distinctive categories:

- Handicaps 36 and under;
- CONGU handicaps of 36 (though not playing to 36), all of whom have a domestic handicap;

- Aged 11 and under – known as “Birdies” – who play fun golf and games each week

### Next Steps:

The club will continue with the “Try Golf Days” and with the right support the girls will move seamlessly between the groups. The Juniors’ organiser and the Ladies’ Committee are currently discussing future plans for the club’s girls. One initiative under consideration is to give all of the girls the opportunity to play regular fun golf on ladies’ day during the summer evenings of school term. The club hopes that this will help to prepare the girls and leave them keen for the season proper.

### Tips & Advice:

Naas has shared a number of tips for other clubs considering a similar initiative to appeal to youth girl players:

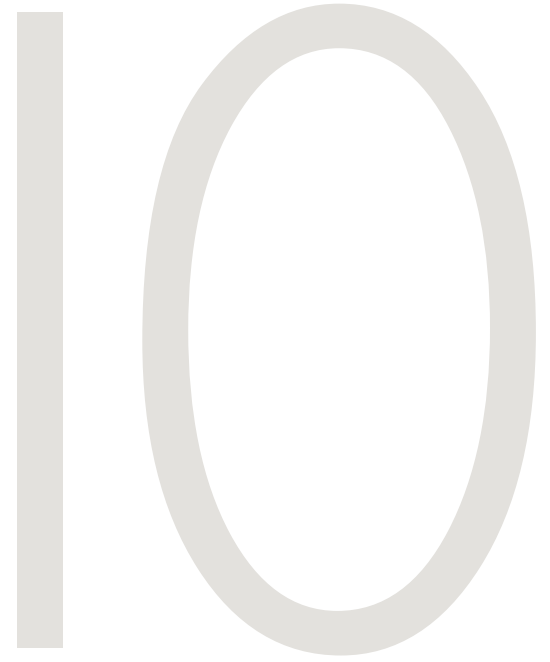
- Encourage girls to join with other girls;
- Pair them or group them with their relevant age group, at least until their level of golf merits moving on;
- Keep golf fun for younger girls;
- Allow girls to have fun competitions, scrambles, etc., especially when they’re at the beginner stage;
- Encourage older girls to help out with the younger girls

### A Final Word from Naas Golf Club:

Through the implementation of the two initiatives, Naas Golf Club has significantly increased the number of girls in its membership and its committee is proud to have nurtured the game in so many young people. A spokeswoman for the club hopes that the senior members enjoy having young members in the club and that it continues to be a positive experience for everyone.







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# APPENDICES



# APPENDIX I

# **VOLUNTEER RECRUITMENT FORM**





People are quicker to sign up to volunteer when they feel they are more in control of the level and type of activity they are signing up for. Below is one style of volunteer recruitment form that can easily be adapted to suit your club's needs.

<b>VOLUNTEER RECRUITMENT FORM</b>					
<b>NAME:</b>	Are you a parent of one of the juniors?			Yes	No
<b>JUNIORS NAME:</b>	Are you a member of the club?			Yes	No
<b>CONTACT DETAILS:</b>	First Aid qualified			Yes	No
<b>PLEASE TICK IF YOU HAVE ATTENDED ANY OF THE FOLLOWING COURSES:</b>	Safeguarding I (Basic Awareness Course)			Yes	No
	CGI Leaders Course			Yes	No
	PGA Level One			Yes	No
	Other (please state):				
<b>HOW WOULD YOU LIKE TO HELP WITH THE JUNIOR SECTION?</b>	Assist with junior coaching				
	Recruitment co-ordinator				
	Teams co-ordinator				
	Administrative				
	Organise social events				
	Sit on Junior Committee				
	Organise competitions				
	Assist with marking cards for handicaps				
	Supervise on course activities				
	Other (please state):				
<b>PLEASE STATE THE NUMBER OF HOURS AND FREQUENCY YOU ARE AVAILABLE FOR</b>	Weekly		Fortnightly		Monthly
	1 hr	1.5 hrs	2hrs	2.5hrs	3hrs

# APPENDIX 2

# **ROLE DESCRIPTORS FOR VOLUNTEERS**





*Having role descriptors means people know exactly what they are signing up to and the time commitment expected.*

<b>ACTIVITY LEADER (RECRUITMENT)</b>	
<b>TIME:</b>	Once a week for 2 hours
<b>DURATION:</b>	Minimum requirement 3 weeks, maximum requirement 5 weeks.
<b>DUTIES INCLUDE:</b>	<ul style="list-style-type: none"> <li>• Liaising with Junior Convenor and PGA Professional</li> <li>• Setting up the activities agreed with PGA Professional for the session</li> <li>• Supporting the PGA Professional by delivering agreed activities with participants</li> <li>• Organising equipment after the session</li> <li>• Working with the PGA Professional on planning the sessions</li> <li>• Working with PGA Professional to review each weekly session</li> </ul> <p><i>Review the session using the What Worked Well (WWW) Even Better If (EBI)</i> Please note participating volunteers without a PGA Level One qualification would not be responsible for delivering <u>any coaching</u> during sessions.</p> <p>Level 1 Coaches: May provide basic technical coaching to beginner golfers</p>
<b>IDEAL CANDIDATE SHOULD:</b>	<ul style="list-style-type: none"> <li>• Be good at facilitating peoples learning</li> <li>• Have a good relationship with the PGA Professional delivering the programme</li> <li>• Be confident in leading activities</li> <li>• Have the ability to set up activities and keep the group active</li> </ul>

<b>ON COURSE LEADERS</b>	
<b>TIME:</b>	Once a week for 2 hours
<b>DURATION:</b>	Minimum requirement 3 weeks, maximum requirement 5 weeks.
<b>DUTIES INCLUDE:</b>	<ul style="list-style-type: none"> <li>• Liaising with Junior Convenor</li> <li>• Taking a group of juniors out on the course for 1.5 hours</li> <li>• Going through basic rules and etiquette with the juniors (Buddies tips each week will be issued)</li> <li>• Recap session with the juniors for 30 minutes after the round of golf</li> <li>• Review the session each week with programme Junior Convenor (WWW/EBI)</li> </ul>
<b>IDEAL CANDIDATE SHOULD:</b>	<ul style="list-style-type: none"> <li>• Be someone who is patient</li> <li>• Be willing to follow direction from the Junior Convenor</li> </ul>

<b>RECRUITMENT COORDINATOR</b>	
<b>TIME:</b>	2-4 hours per week
<b>DURATION:</b>	Minimum requirement 3 weeks, maximum requirement 5 weeks.
<b>DUTIES INCLUDE:</b>	<ul style="list-style-type: none"> <li>• Liaising with CGI Development Officer on setting up the correct structures for the project</li> <li>• Work closely with administration volunteer</li> <li>• Take in the applications and send in excel spreadsheet to CGI</li> <li>• Coordinate with the PGA Professional to arrange a suitable time and price for the programme (RDOs will help you with pricing structures for your area)</li> <li>• Liaise with Management Committee to arrange suitable pathway into full membership (ideally should be a 3 year process)</li> <li>• Coordinate the “buddies” and distribute weekly tips</li> <li>• Organise participants into groups</li> <li>• Administer all the reviews from participant volunteers, buddies and PGA Professional, send a weekly update to CGI RDO</li> <li>• Arrange weekly social activities for participants</li> </ul>
<b>IDEAL CANDIDATE SHOULD:</b>	<ul style="list-style-type: none"> <li>• Someone with strong organizational skills</li> <li>• Someone with a passion for growing the game</li> <li>• Capable of leading a project from start to finish</li> </ul>

<b>ADMINISTRATOR</b>	
<b>TIME:</b>	1-3 hour per week
<b>DURATION:</b>	5-10 consecutive weeks (depending on length on programme)
<b>DUTIES INCLUDE:</b>	<ul style="list-style-type: none"> <li>• Liaising closely with Junior Convenor/PGA Professional</li> <li>• Distributing posters to local business/schools etc.</li> <li>• Attending taster day to register participants</li> <li>• Contacting participants on a weekly basis via text/email/social media</li> </ul>
<b>IDEAL CANDIDATE SHOULD:</b>	<ul style="list-style-type: none"> <li>• Someone with strong organisational skills</li> </ul>



# APPENDIX 3

# **PARENTS/ GUARDIANS VOLUNTEER ROTA**







*An ideal way for parents/guardians/volunteers to sign up to dates and times that suit them without the commitment of having to be there each week.*

WEEK	ACTIVITY	TIME REQUIRED	NAME & CONTACT NUMBER
1ST FEB	Putting Activities	1.5 hours	
	Putting Activities	1.5 hours	
7TH FEB	Lesson with PGA (volunteer doing support activities)	1.5 hours	
14TH FEB	3 holes on course	2 hours	
	3 holes on course	2 hours	
	3 holes on course	2 hours	
	3 holes on course	2 hours	
21ST FEB	Chipping Activities	1.5 hours	
	Chipping Activities	1.5 hours	
21ST FEB	Family Fortunes Quiz Master	2 hours	
5TH APRIL	Starter for Junior Comp	1.5 hours	
	Collect scorecards for Junior comp, and arrange presentation	1.5 hours	

# APPENDIX 4

# **JUNIOR COMMITTEE MEETING NOTES**





## JUNIOR COMMITTEE MEETINGS

Date:	Time:
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### ATTENDANCE AT MEETING

Name	Position	Update

### MEETING NOTES, DECISIONS, ISSUES

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### ACTION ITEMS

Actions	By Who	By When

# APPENDIX 5

# **JUNIOR ACTIVITIES CALENDAR**





	SUN	MON	TUE	WED	THU	FRI	SAT	NOTES (EXAMPLE OF ACTIVITIES)
JAN						1	2	
	3	4	5	6	7	8	9	4 <sup>th</sup> -8 <sup>th</sup> Send out membership renewals
	10	11	12	13	14	15	16	13 <sup>th</sup> Drive In
	17	18	19	20	21	22	23	19 <sup>th</sup> Create/update database of junior membership
	24	25	26	27	28	29	30	30 <sup>th</sup> ILGU development competition
	31							
FEB		1	2	3	4	5	6	3 <sup>rd</sup> Review Junior membership renewals
	7	8	9	10	11	12	13	12 <sup>th</sup> Junior Committee Meeting
	14	15	16	17	18	19	20	15 <sup>th</sup> Volunteer Database updated 16 <sup>th</sup> -19 <sup>th</sup> Junior Camp
	21	22	23	24	25	26	27	23 <sup>rd</sup> meeting with PGA Professional to arrange dates, times, cost
	28	29						
MAR			1	2	3	4	5	
	6	7	8	9	10	11	12	8 <sup>th</sup> Advertise vacancies/activities
	13	14	15	16	17	18	19	16 <sup>th</sup> CGI Leaders Course
	20	21	22	23	24	25	26	22 <sup>nd</sup> School Awareness Day 26 <sup>th</sup> Taster Session at Golf Club
	27	28	29	30	31			30 <sup>th</sup> Link with ILGU Cluster Leader and GUI Branch Officials

	SUN	MON	TUE	WED	THU	FRI	SAT	NOTES (EXAMPLE OF ACTIVITIES)
APR						1	2	
	3	4	5	6	7	8	9	9 <sup>th</sup> ILGU development competition
	10	11	12	13	14	15	16	11 <sup>th</sup> Parents evening
	17	18	19	20	21	22	23	21 <sup>st</sup> Start of Lessons
	24	25	26	27	28	29	30	28 <sup>th</sup> Lessons & GUI U-13 Competition
MAY	1	2	3	4	5	6	7	5 <sup>th</sup> - Lessons
	8	9	10	11	12	13	14	12 <sup>th</sup> Lessons
	15	16	17	18	19	20	21	19 <sup>th</sup> Lessons Junior Committee Meeting
	22	23	24	25	26	27	28	26 <sup>th</sup> Lessons
	29	30	31					
JUN				1	2	3	4	2 <sup>nd</sup> Junior Activities
	5	6	7	8	9	10	11	9 <sup>th</sup> Junior Activities Competition 11 <sup>th</sup> ILGU Development Competition
	12	13	14	15	16	17	18	16 <sup>th</sup> Junior Activities
	19	20	21	22	23	24	25	23 <sup>rd</sup> Junior Activities 25 <sup>th</sup> Leinster Golf U-13
	26	27	28	29	30			30 <sup>th</sup> Junior Activities



	SUN	MON	TUE	WED	THU	FRI	SAT	NOTES (EXAMPLE OF ACTIVITIES)
JUL						1	2	
	3	4	5	6	7	8	9	4 <sup>th</sup> Leinster Golf U-13 Series 7 <sup>th</sup> Junior Activities
	10	11	12	13	14	15	16	14 <sup>th</sup> Junior Activities 16 <sup>th</sup> Development Day
	17	18	19	20	21	22	23	18 <sup>th</sup> Captains Prize to Juniors 21 <sup>st</sup> Junior Activities
	24	25	26	27	28	29	30	28 <sup>th</sup> Junior Activities 30 <sup>th</sup> Swap day with Local Club
	31							
AUG		1	2	3	4	5	6	4 <sup>th</sup> Junior Activities, Munster Branch U-18 Tournament
	7	8	9	10	11	12	13	4 <sup>th</sup> Junior Activities 9 <sup>th</sup> -11 <sup>th</sup> Leinster Girls
	14	15	16	17	18	19	20	18 <sup>th</sup> Lady Captains Prize to Juniors
	21	22	23	24	25	26	27	25 <sup>th</sup> Junior Activities, Connacht U-13 Event
	28	29	30	31				
SEPT					1	2	3	2 <sup>nd</sup> End of season party
	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	
	18	19	20	21	22	23	24	
	25	26	27	28	29	30		29 <sup>th</sup> Junior Committee Meeting

	SUN	MON	TUE	WED	THU	FRI	SAT	NOTES (EXAMPLE OF ACTIVITIES)
OCT							1	
	2	3	4	5	6	7	8	6 <sup>th</sup> Code of Ethics Course
	9	10	11	12	13	14	15	15 <sup>th</sup> Junior Award Evening
	16	17	18	19	20	21	22	22 <sup>nd</sup> FMS activities
	23	24	25	26	27	28	29	29 <sup>th</sup> FMS activities
	30	31						31 <sup>st</sup> Junior Activity
NOV			1	2	3	4	5	1 <sup>st</sup> -4 <sup>th</sup> Halloween Camp, Ulster Branch U-15 event
	6	7	8	9	10	11	12	12 <sup>th</sup> FMS activities
	13	14	15	16	17	18	19	19 <sup>th</sup> FMS activities
	20	21	22	23	24	25	26	26 <sup>th</sup> FMS activities
	27	28	29	30				
DEC					1	2	3	
	4	5	6	7	8	9	10	
	11	12	13	14	15	16	17	17 <sup>th</sup> Christmas Party for Juniors
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	31	









# APPENDIX 7

# PLANNING A TASTER SESSION

*(Further information can be obtained from your  
CGI Development Officer)*

## HOW DOES A TASTER SESSION WORK?

- Participants attend at the advertised time and “give golf a go” free of charge
- Taster Sessions should ideally be run at the same time that the programme will run, i.e., if lessons are on a Tuesday evening you should hold your taster session that evening also
- It is advisable to run the taster session one week prior to starting the Get into Golf programme

## STRUCTURE

- Set up three stations – Putting, Chipping, Long Game
- Ideally have volunteers who are able to set up activities and explain them in charge of the putting and chipping stations (your CGI Development Officer can offer extra training to volunteers if required)
- The PGA Professional should run the long game station (where possible)

## NUMBERS OF JUNIORS & VOLUNTEERS

It is difficult to know how many people will turn up for a Taster Session unless you have specified that people must pre-register (even at that, more people are likely to show up).

As you are unlikely to know definite numbers for the Taster Day it is important to have a good number of volunteers ready to help out. We would suggest one volunteer for every 6-8 people to keep it manageable.

## ON THE DAY

### Welcome

There should be someone to welcome the interested participants in the car park, it is often quite daunting for people to go into a Clubhouse if they have never been before.

### Register

Take the participants name and give them a name badge (sticky label) again if people have pre-registered you could have the name badges ready in advance

### Split up the group

Split the participants into 3 groups. Make

it clear who the lead for each station is at this point and where participants need to go/who they need to follow

### Ice Breaker

Ice breakers are a great way to break down any barriers and put juniors at ease, they immediately involve the group and promote an openness which leads to the group bonding, which in turn motivates them to be engaged in their learning for the rest of the day

### Rotate

After 20-30 minutes (agree the length beforehand) rotate the groups i.e. putting group will go to chipping, chipping group to long game, long game to putting

### Clubhouse

After approximately 1-1.5 hours outside invite participants into the Clubhouse for complimentary refreshments (where possible).

Volunteers should be welcoming and spend some time talking to the participants, the coordinator and/or PGA Professional should explain what the Get into Golf Programme entails and registration forms should be given at this time.



# APPENDIX 8

# **JUNIOR SIGN-UP SHEET**





## JUNIOR SIGN UP SHEET

CHILD'S NAME:

DATE OF BIRTH:

ADDRESS:

PARENT/GUARDIAN NAME:

PARENT/GUARDIAN PHONE:

PARENT/GUARDIAN EMAIL:

**PLEASE STATE ANY MEDICAL/BEHAVIOURAL CONDITIONS YOU FEEL NEED TO BE DISCLOSED:**

(Please include all medical details that might be relevant in dealing in with your child in a safe manner, such as allergies, medication, special needs, etc.)

*I hereby consent to the above child participating in golf activities of the club in line with the Code of Ethics for Golf for Young People. I will inform the leader of any changes to the information above. I confirm that all details are correct and I am able to give parental consent for my child to participate in and travel to all activities. I am happy for me, and my child, to receive appropriate communication through text and email.*

*I understand that photographs/videos will be taken during or at golf related events and may be used in the promotion of golf, including social media.*

*If selected for teams, I confirm I am happy with the travel arrangements the club may arrange for my child.*

*I acknowledge that the club is not responsible for providing adult supervision for my child except for formal junior club coaching, matches and competitions and that I will supervise at 3 sessions throughout the season.*

NAME:

SIGNATURE:







# APPENDIX 10

# JUNIOR EXIT SURVEY

## WHAT WAS YOUR FAVOURITE PART OF BEING A MEMBER OF \_\_\_\_\_ GOLF CLUB?

- Lessons
- Competitions
- Activities with the volunteers
- Going onto the Golf Course
- Activities in the Clubhouse
- Other (please list)

## WHAT WAS YOUR LEAST FAVOURITE PART OF BEING A MEMBER OF \_\_\_\_\_ GOLF CLUB?

- Lessons
- Competitions
- Activities with the volunteers
- Going onto the Golf Course
- Activities in the Clubhouse
- Other (please list)

## WHY ARE YOU LEAVING THE CLUB?

- My family are leaving the area
- Involved in other sports/activities
- I was bored
- I am joining another Club
- I didn't enjoy the sessions
- I was being bullied

## HOW DO YOU THINK WE CAN MAKE THE JUNIOR SECTION BETTER FOR OTHER JUNIORS?

- More lessons
- Less lessons
- More fun activities
- More competitions
- More time on the course
- Regular activities
- Other (please state)

Additional Comments:



# APPENDIX II

# PARENT EXIT SURVEY

## SECTION ONE: RATE YOUR EXPERIENCE AT THE GOLF CLUB ON THE FOLLOWING SCALE:

The club tries to bring out the best in each child:

Yes	Mostly	Unsure	Not Usually	No
-----	--------	--------	-------------	----

The lines of communications from the club were good:

Yes	Mostly	Unsure	Not Usually	No
-----	--------	--------	-------------	----

## SECTION TWO:

Could the club have better met your child's needs, if so how?

## SECTION THREE: TICK BELOW YOUR REASONS FOR LEAVING

- We are leaving the area
- Our child is involved in other sports/activities
- There was not enough regular activity
- Our child is joining another club
- The membership rates are too high
- Not getting value for money
- Bullying has been a problem

## SECTION FOUR: WHAT DO YOU THINK WE COULD DO TO IMPROVE OUR MEMBERSHIP STRUCTURES FOR JUNIORS?

# APPENDIX 12

# **CLUB REVIEW SELF- ASSESSMENT**

*The worksheet below can help you evaluate your junior section and decide what changes may be necessary to ensure that the junior section is providing an opportunity for juniors to become fully integrated members of the Club*





## CLUB REVIEW – SELF ASSESSMENT

JUNIOR COMMITTEE AND LEADERS	Yes	No
1. Have you established recruitment procedures for volunteers and PGA Professional?		
2. Do you have a Junior Committee in place?		
3. Have all those working with juniors attended appropriate training?		
4. Have you designed a calendar of events?		
CHILDREN AND YOUNG PEOPLE		
1. Have you compiled a database of the juniors in the club that includes their contact details, age and ability?		
2. Do you have a junior captain?		
3. Have you run a focus group/feedback session with your juniors?		
4. Do you run “girl” only sessions to encourage more girls into the game?		
5. Are the Junior members encouraged to participate in adult and junior competitions?		
6. Do you link up with any local clubs to encourage all juniors to play?		
7. Do you implement the ILGU Junior Policy?		
CLUB MEMBERSHIP AND POLICIES		
1. Do you have a suitable pricing structure for junior membership?		
2. Are there restrictions on Junior membership- age, family relations etc.?		
3. Do you have vacancies in your junior section?		
4. Have you used the recruitment checklist?		
5. Do you have a retainment plan in place?		
6. Do you have a mission statement for your junior programme(s) or section?		
7. Do you actively promote the Junior section by creating links in the wider community?		
8. Is there a sensible approach to dress codes for junior members?		
SAFEGUARDING		
1. Have the appropriate people signed the Code of Conduct forms?		
2. Are all the people working continuously and regularly vetted?		
3. Have the appropriate people attended the Child Welfare & Protection Basic Awareness Course?		
4. Have you appointed a Club Children’s Officer?		
5. Do you have a “Designated Liaison Person?”		
6. Have they attended the “Designated Liaison Person training?”		
7. Is there someone within the club that is First Aid qualified and has access to a first aid kit?		
8. Do you have all personal information on members and parents stored in a locked cabinet?		
PLAYING, COMPETITIONS, COMMUNICATION		
1. Do you run structured sessions for non-members and/or beginners?		
2. Have you agreed a rate for junior coaching with the PGA Professional delivering Junior lessons?		
3. Do you run competitions for juniors with no handicaps?		
4. What restrictions are there on juniors participating in club competitions?		
5. Have you linked with the Branch/District coaching programmes?		

# APPENDIX 13

# IDEAS FOR CLUB FUNDRAISING

(ADAPTED FROM SCOTTISH RUGBY)

## INTRODUCTION

A lot of Golf Clubs are looking for different ways to raise much needed funds to support activities in their club. Below outlines a bank of ideas that clubs could use and adapt to suit their needs. These ideas have been taken from a wide range of sports clubs.

## ONGOING FUNDRAISING

### EXAMPLES:

#### 200 Club

Example: Sell 200 numbers (1-200). Each number cost €2 per month. (people could sign up annually and pay €24). Each month there is a draw with the winning number receiving €100, second place receiving €50 and third place receiving €20.

Some Clubs in the past have had a Christmas super draw with everything doubled. Income per year €4,800, costs per year €2,040 (€2,120 if you have a Christmas draw), profit per year €2,760 (€2,590 if Christmas drive). This can be intensive to set up when the numbers are being initially sold.

Once you have the numbers if you can get payments set up direct debit etc. the administration of the club is reasonably simple and can probably be handled by one volunteer.

#### Joker Jackpot

Clubs can sell joker jackpot tickets throughout the week for €2 a ticket.

- 3rd Prize – bottle of wine
- 2nd Prize – bottle of whiskey
- 1st Prize - €20 and a chance to pick a card off the joker jackpot board

At the start all playing cards are placed face down on the board. Also placed amongst the cards is the joker. Every week the winner of the raffle gets to pick a card off, if they pick the joker they win whatever is in the pot. If a club sells 100 tickets in a week they can put 50% into the club and 50% into the club.

As the weeks go past and the joker isn't picked the pot goes up, it can go for 10, 20 or even 30 weeks. Once the pot is won it starts all over again. The pot starts at maybe €100 - €200, as the weeks go on the pot increases, people buy more and more tickets.

Income over a season (if selling 100 tickets) up to €5,200 depending on the number of weeks it is run over. If half goes into the pot the Club makes a €2,600 profit.

#### Club Wear

Maximise merchandising opportunities – jackets, t-shirts, hats, place mats etc.

#### Quiz

Topical news quiz, every week there are a series of questions from the week's news and sport. Each person who wants to try and answer pays €2

If they answer right their name is noted down and they are eligible to win the end of year prize. Each correct answer scores 1 point. They then get a second question free. Players can answer as many questions as they wish, but every time they get one wrong they have to pay another €1 to carry on. Points are tallied up throughout the year with the winner getting a share of the pot (40%) and runner up (10%). There



could be two competitions in a season – pre and post-Christmas. The more people playing the bigger the pot gets. This does need a designated quiz master to make up a large list of questions each week.

#### **Coffee Morning**

Running a coffee morning when the juniors training is an opportunity to fundraise.

### **QUICK FUNDRAISERS:**

#### **Heads or Tails**

This idea can be used at a club dinner or any other event. Everyone puts in €5 and stands up. Decide whether a toss of a coin will be heads or tails and either put hands on head or backside. Coin is tossed and all those who guess right remain standing. The numbers are very quickly down to 2/3 people and then a winner. Prize can be 50% of money raised so if you have a 100 people at an event there is a €250 profit.

### **SPECIAL EVENTS:**

These are the one – off events that would be organised once a season, examples include:

#### **Christmas Party**

“Where we auction off or raffle good gathered during the season. Raised well over €1,000”

#### **Karaoke Night**

There is a possible outlay for hiring equipment but there should be revenue from number in the Club, or by charging an entrance fee.

#### **Poker Night**

Example: €20 entrance fee, allocated chips for each game, winner overall get 50% of entrance fees. Tables/games set up based on number, going through to a finals table. (e.g. 18 entries, 3 tables of 6, last 2 in each table to a finals table.

#### **Theme nights – e.g. Halloween, St. Patrick’s etc.**

McGonnagal Night runs in reverse from normal with the coffee being served first and finishing up with the starter. Print the programme in reverse.

#### **Speed Dating**

Host a speed-dating event with the eligible members of the Golf Club. This could be put together possibly with a valentine’s event.

#### **Wine Tasting**

Invite an expert or local wine dealer to bring along a selection of wines. Charge for the evening and negotiate a commission on any wine order.

# APPENDIX 14

# COMMUNICATIONS PLAN

*In its simplest form, a communications plan outlines who you need to communicate with, about what, how you're going to do it, and how often.*

For some clubs and organisations, the idea of developing a communications plan might seem a bit daunting and may not be a high priority. However, compiling a communications plan is as simple as going through some simple steps and answering a few questions.

Developing a communications plan should be an ongoing process - as your club grows and changes, the way you communication will also need to change. The most important thing to remember is that no matter what approach you take, you should always keep three things in mind: WHAT, WHO and HOW.

## BASIC ELEMENTS OF A COMMUNICATION PLAN

### Setting objectives

The key element of a communications plan is its objectives. These must clearly support your club in achieving its stated goals. If you are clear about where your club is heading and trying to achieve, it becomes much easier to work out what you need to do in terms of communicating to support

this. You also need to be realistic about the resources and budget you have to support your objectives

### Target audience

Many clubs overlook who it is they are really trying to communicate with. It is no use having something to say if you are targeting the wrong groups, so it is essential to be clear on the target audience. There will be a number of target audiences to communicate with that can influence the success of your club and it is important that you undertake a realistic assessment of this and what messages each will be interested in.

### Key messages

Conflicting messages create confusion. For this reason it is essential that you define the key messages your club wants to communicate and ensure it is understood by your board, committee, staff, volunteers or anyone else likely to be communicating about you to others.

Without knowing what it is you want to say to people, or what they need to know about you, communication activities are

wasted. A basic mistake is to talk about the things that are important to you, but not important or relevant to your audiences. It is ideal to have a set of key messages – one overriding set of messages that are applicable to all of your audiences, and a second set that are specific and relevant to your target audiences identified above.

### Methods of communicating

Once you have worked out your key messages and target audiences, you need to then choose the right method to convey your messages. There are many ways of getting your messages across – from flyers, newsletters, electronic newsletters, local media (newspapers, radio, TV), website and engaging an online audience via email or social media.

Whatever way you decide to communicate your messages to your key stakeholders and audiences, you need to ensure the method you use is the right one for each. For example, if your audience is young teenagers, online social media could be the ideal way to get your message across. You must keep very firmly in mind what you can realistically do given your budget





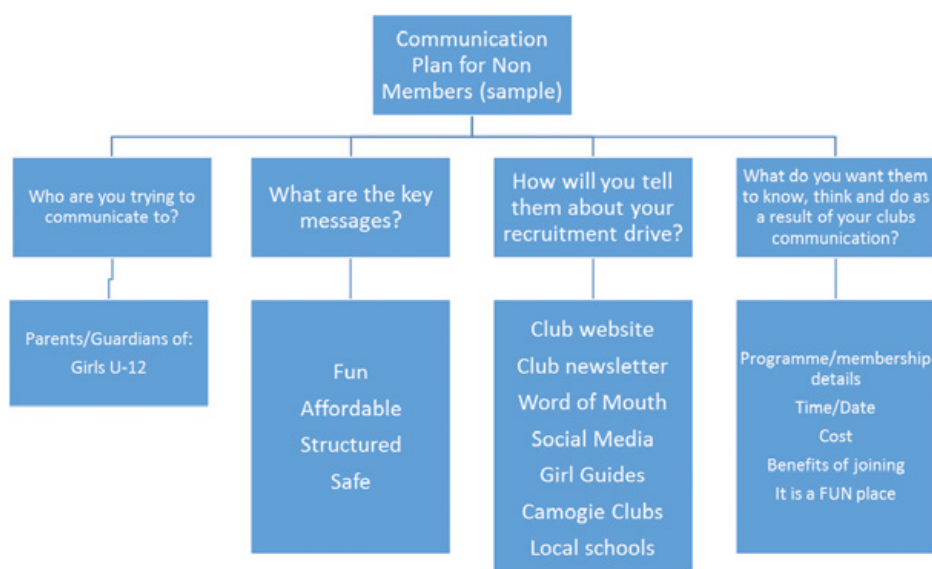
and the skills and resources available to you. This will also help you determine the frequency of your messaging.

### Monitoring and reviewing

Once you have developed your communications strategy, it is important to monitor its effectiveness and achieving the objectives you set. This could be as simple as asking members if they have seen the news article in the local paper or received their e-newsletter and their thoughts on it. Another way is by looking at the number of visits to your website and the pages most visited.

A good communications plan is not something that is static. It constantly changes according to the nature of your club and the messages you need to communicate and the effectiveness of the channels you use to get your messages out. By constantly reviewing and updating your communications plan, you can learn new ways of communicating with your audiences and therefore ensuring success for your club.

A simplistic sample communication plan can be seen to the right:



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# APPENDIX 15

# **SAMPLE MAIL CHIMP**

Visit: <http://mailchimp.com/resources/guides/getting-started-with-mailchimp/html/>  
for a step by step guide.





# APPENDIX 16

# HOW TO SET UP WHATSAPP AND A WHATSAPP GROUP

To download WhatsApp visit <http://www.whatsapp.com/download/> on your phone. Once installed, ensure that the people who you wish to message have WhatsApp installed on their phones.

## USING GROUP CHAT

The Group Chat feature lets you chat with up to 100 people at once. It is a great way to stay in touch with your family, friends and colleagues.

### To create a group:

1. Open WhatsApp and go to the Chats screen.
2. At the top of the Chats screen, tap on the three dots and tap the New Group button. Note: you will need to have an existing chat before creating a new Group Chat.
3. Type in a subject or title. This will be the name of the group that all participants will see.
4. Add group participants by selecting (+), or by typing the name of the contact.
5. Tap Create to finish creating the group.

### Adding participants:

You must be a group admin to add participants to an existing Group Chat. A group can have 100 participants. To add participants:

1. Open the Group Chat.
2. Tap the group subject to reveal the Group Info screen.
3. Tap Add Participant... at the top of the participants list.
4. Search for or select contacts to add to the Group Chat.

### Removing participants:

You must be a group admin to remove participants from an existing Group Chat. To remove participants:

1. Open the Group Chat.
2. Tap the group subject to reveal the Group Info screen.
3. Tap on the name of the participant you wish to remove.
4. Tap Remove {PARTICIPANT} from the menu.





# APPENDIX 17

# FACEBOOK

It is highly recommended that when setting up a Facebook page it should be done in a group.

## TO CREATE A “GROUP” SIMPLY:

- From your home page, go to the Groups section on the left side menu and click Create Group
- Click + Create New Group at the top of the page. A window will appear, where you'll be able to add a group name, add members and select the privacy settings for your group (it is recommended to select closed)
- Your group page can be personalised by adding photos etc.

**It is recommended not to use a personal page to communicate with juniors in your Club.**

On the right is a sample of what a personal page looks like.

It is the same as your own personal page which allows you to connect with family and friends.

On a personal page, members add each other as friends allowing them to share all pictures and posts.

The “group, organization, community or sports” Facebook setting does not require members to share information in an open space and does not require members to “friend” each other in order to access

information. They simply ‘like’ the page to follow posts.

If you are using social media as a way to communicate consider the following:

- Does the person running social media for juniors understand the safety aspects including what is acceptable and unacceptable behaviour when using social media sites?
- Is the person running the social media for juniors aware of the guidelines around using photos/videos?
- Are there adequate privacy settings in place that restricts allowing access to photos, personal information, and information about each other, friends and followers?
- Have all staff, volunteers and PGA Professionals been communicate with by the club regarding who they give access to their personal page?

**Create New Group**

Create a shared group for you and some of your friends, like your movie night buddies, sports team, siblings or book club.

Group Name:

Members:

Favorites:  Add this group to your favorites.

Privacy:  Public  
Anyone can see the group, its members and their posts.

Closed  
Anyone can find the group and see who's in it. Only members can see posts.

Secret  
Only members can find the group and see posts.

[Learn more about groups privacy](#)

[Learn more](#)



# APPENDIX 18

# **SAFETY CHECKLIST**

*When dealing with juniors it is important that the safety and welfare of juniors is a priority. The safety checklist and considerations below may help reduce risks to juniors.*





## SAFETY CHECKLIST

### PLANNING THE SESSION

1. Is the context of the session appropriate and well planned based on the learning and experience of the children?
2. Have the possible safety risks and how these risks can be minimised been considered?
3. First Aid Kit and information of a qualified first aid person has been identified.
4. Is there an effective emergency procedure in place?
5. Children have varying physical, emotional and cognitive needs according to their age and stage of development, has this all be considered in the planning stage?

### BEFORE THE SESSION

1. Have you carried out a risk assessment and set up the session 15 minutes before the start of the session?
2. Is the area free from hazards?
3. Is the equipment being used in good condition and suitable for the children?
4. Has each child a club that is the correct size and weight?
5. Are all the heads of the clubs securely fitted to the shaft?

### BEGINNING OF THE SESSION

1. Has the register been taken? (record the medical history of your players in the first session)
2. Do you have emergency contact details for each parent/guardian?
3. Have the right and left handed players been identified so that the swinging clubs do not clash or players get injured?

### DURING THE SESSION

1. Use the traffic light system (see CGI website)

### END OF SESSION

1. Have any injuries been noted on the incident report form/book?

# APPENDIX 19

# **INCIDENT REPORT FORM**

*It is recommended that clubs document any incidents, at the time of occurrence. The template below allows all relevant information to be recorded accurately.*







## SAMPLE INCIDENT REPORT FORM

Name of Club:		PGA Pro/Leader in attendance:	
<b>ACCIDENT DETAILS</b>			
Name of injured:			
Age:			
Home Address:			
Parents contacted:	Yes	No	Number:
Date:		Exact Location:	
Time:		Time Reported:	
Reported by who:			
Nature of the injury:		How the accident happened:	
Name of witness:		Number:	
First aid given:			

# APPENDIX 20

## IT'S OK RULES

*(Adapted from the PGA of America)*

**G**olf can be an intimidating game, especially when you're just starting out. But the truth is, you don't actually have to follow the official Rules of Golf in the initial stages if you don't want to. Here are a list of "Rules infractions" designed by the PGA of America that are completely okay to commit to - as a beginner. Odds are they may help the juniors enjoy the game, especially starting off!

1. It's okay to not keep score.
2. It's okay to play from the shortest tees or start at the 100 yard marker
3. It's okay to give yourself a better lie by rolling the ball around a little
4. It's okay to tee the ball up anywhere when you are first learning
5. It's okay to count swings only when you make contact with the ball
6. It's okay to throw the ball out of a bunker after one try
7. It's okay to forget about a ball that may be lost or out of bounds.
8. It's okay to drop a ball where you think it might be ... or where you wanted it to be.
9. It's okay to play a scramble with your group - scrambles are very popular.
10. It's okay to just chip and putt on a hole when you feel like it.
11. It's okay to pick up in the middle of the hole and enjoy the outdoors and scenery.
12. It's okay to skip a hole if you need to take a break.
13. It's okay to play less than 9 or 18 holes and call it a round of golf.
14. It's okay to move your ball away from trees, rocks or very hilly lies.
15. It's okay to hit the same Club for the entire round, while using a putter on the putting green.
16. It's okay to play golf in your sneakers. Be comfortable!
17. It's okay to get enthusiastic! (High fives, fist pumps and big smiles are encouraged)
18. It's okay to talk on the golf course — enjoy a nice conversation or tell a few jokes.
19. It's okay to PLAY GOLF JUST FOR FUN! Play the tees that make you the happiest.
20. It's okay to laugh. There are no penalties for excessive laughing or high fives on the golf course.





# APPENDIX 2 |

# WHY AND HOW TO LET CHILDREN HAVE THEIR SAY

*Alphie Kohn (1993) Choices for children*

*– Why and How to Let students decide*

(<http://www.alfiekohn.org/article/choices-children>)

There is nothing new about the ideas that students should be able to participate, individually and collectively in making decisions. But why is it so important that children have a chance to make decisions about their learning? Below identifies some of Kohn's key findings and some possible suggestions in how we can adapt it to golf.

Kohn identifies burnout as being an issue with children that do not have a say in what they are learning, he describes the light bulb going out in children which results in them tuning out or acting up, something that may sound familiar to some coaches and leaders.

The reasons Kohn identifies burnout appears is due to children being compelled to follow someone else's rules, learn the exact same thing as everyone in the group whether it is relevant to them or not and continually be evaluated by systems put in place by someone else. As a whole Kohn suggests that students are rarely invited to become active participants in their own learning.

Kohn outlines that if we want children to take responsibility for their own behaviours, we must first give them

responsibility and plenty of it. The way a child learns to make decisions is by making decisions, not by following directions.

As sports leaders/PGA Professionals it is encouraged to be concerned about how we can help children to become generous, caring people who can see themselves as part of a community, not just as sports people, but these values simply cannot be successfully promoted in the absence of choice.

Kohn highlights that when teachers are told what material to cover, when to cover it, and how to evaluate children's performance their enthusiasm quickly evaporates in the face of being controlled. Not every teacher, however, recognises that exactly the same thing holds true for students. If learning is a matter of following orders, students tend not to take it in the way they would if they had some say about what they were doing. A student explained that being part of the decision process for his learning "lead to learning rather than just remembering". To further support this when children were allowed to select the materials they were allowed to use for making a collage, their work was judged more on creative work that the

work of children who used the exact same materials but did not get to choose them.

We are aware that it will not always be possible for leaders/coaches to let students participate in what topics are covered as some skills are fundamental to the golf swing, however when compelled to teach a certain lesson, the coach/PGA Professional may open up a discussion where members of the session work together to understand why it was such an important element that it had to be covered. As time in some cases can be limited in some sessions with the Juniors, why not outline that part of the session will be handed over to the Juniors to decide what they want to do individually. Examples of what they may choose:

- Fill in lesson journal
- Set up their own games/activities with the material available
- Play a competition with their friend
- Ask the coach specific question on their game
- Ask the volunteer for advice
- Practice what they covered in the session



Kohn outlines that it goes without saying that a 16 year old can approach a decision in a more sophisticated way than a 6 year old and therefore can be trusted with more responsibility, however younger children are more than capable of making choices that are within their capabilities. Moreover, the idea that we must wait until children are mature enough to handle responsibility may set up a vicious circle: after all, it is experience with decisions that helps children become capable of handling.

It is important no matter what the age that we involve the juniors in why and what they are learning. How many times in golf sessions do you hear things like “why do we have to do this stuff”. The issue isn’t that they don’t want to do the activity, it is often more a case they don’t understand what the benefit of it is. Therefore PGA Professionals and leaders should be clear on the activity that is being delivered and what the rationale for the activity is.

As mentioned previously, it is encouraged that clubs take a holistic approach in developing juniors. Through learning it is hoped the juniors become not only golfers but responsible, caring people who can make good choices and solve problems effectively. Therefore, we must think of ways of making students take an active part in decisions, such as giving them some question that they can ponder over and thrash out so that a consensus is reached on general guidelines or principles, not a formative list of rules, e.g.:  
 During a lesson what is the appropriate way to get the PGA Professional or leader’s attention if you have a question?  
 What level of noise is appropriate on the course, practice area and in the clubhouse?  
 During a lesson or activity, what is the best way to ensure that everyone understands?  
 Kohn highlights that by engaging in this kind of method rather than a voting system it promotes:

- Talking
- Listening
- Ways of looking for an alternative
- Ways of reaching agreement amongst the group
- Working as a group
- Problem solving
- Making meaningful choices

This opportunity has further advantages that includes:

- Help children feel respected by making it clear their opinions matter
- Builds a sense of belongingness and community
- Contributes to the development of social and cognitive skills such as perspective taking (imagining how the world looks to someone else), conflict resolution and rational analysis.

For further support on engaging with your juniors contact your CGI Development Officer

# APPENDIX 22






# SAMPLE EMOTION CHART





## LEARNING FROM YOU!

Using at least 3 emotions/words describe what you thought of each activity – this will help make the sessions better for you!

	 <i>Happy</i>	 <i>Confused</i>	 <i>Bored</i>	 <i>Excited</i>	 <i>Unhappy</i>
ACTIVITY	Emotion 1	Emotion 2	Emotion 3	Emotion 4	Emotion 5
LESSON					
PUTTING ACTIVITIES					
PRACTICE GROUND ACTIVITIES					
CLUBHOUSE ACTIVITIES					
RULES & ETIQUETTE ACTIVITIES					
SUNSMART ACTIVITIES					
FMS (FUNDAMENTAL MOVEMENT SKILLS) ACTIVITIES					

# APPENDIX 23

# CREATING A JUNIOR CODE OF CONDUCT

(adopted from Scout Ireland)

Like most of us, juniors often like to be able to do whatever they like. But life is never that simple! There are always people who are affected by the things we do and so we have to take into account the effect that our actions have on others.

The same logic applies to a junior group. Imagine if during a coaching session no-one paid attention to what anyone else was doing – there would be chaos and it wouldn't be safe! So for junior sessions to work properly there needs to be some way of deciding how everyone acts and behaves – this is called A Junior Code of Conduct.

The Junior Code of Conduct is something that will help your groups sessions run smoothly. It is a set of guidelines that explain to everyone how they should behave and what the consequences are if they “break the rules”. The Junior Convenor with the help of the juniors should put the code together. The example code of conduct can be used as a template and juniors can be asked to give their opinions on the content.

## Consequences

Once you have agreed on a set of

guidelines you might want to think about what will happen if a junior doesn't follow them. Whilst it would be great if everyone followed the code, the chances are that this will not happen. Therefore for the code to work there will have to be some consequences in place and a system for how incidents will be dealt with.

## Presenting the Code

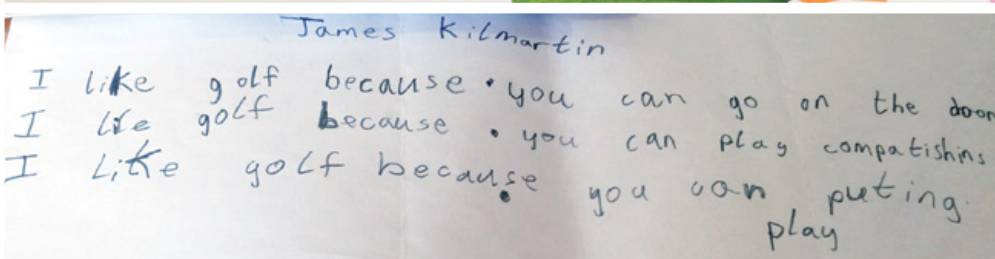
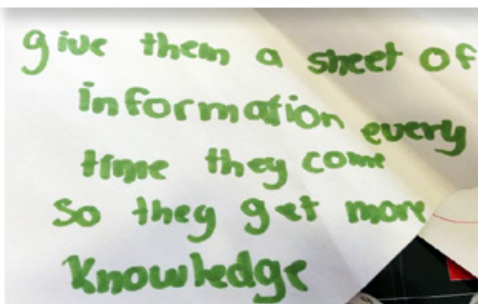
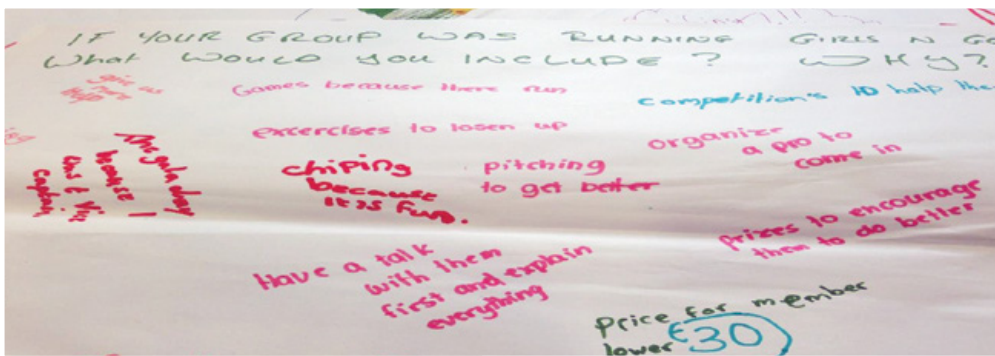
Once the code has been finalised, some thought should be given as to how it will be presented to the juniors. After all, if it looks like a set of school rules it might not be read by anyone! Maybe try some of the following ideas:

- Try to make the code attractive by using colour, cartoons and drawings
- On a suitable occasion, explain the code to the parents of the juniors
- Present a copy of the code to each junior, and have them and their parents sign the code to show they agree to stick to the guidelines
- Put a poster copy of the code on the notice board where everyone can see it



# APPENDIX 24

## SAMPLES OF CONSULTING WITH YOUNG PEOPLE



# APPENDIX 25

# BULLYING

# ‘NO NAME APPROACH’

## STEP 1 - INTERVIEW WITH THE VICTIM

If you find that there has been an incident of bullying, first talk to the victim. At this stage find out who was involved and what the victim is now feeling.

Try asking the following questions:

- Was it verbal or physical intimidation?
- How hurt is the victim?
- Was it within his/her own peer group?
- Ensure the victim that his/her name will not come out in the investigation.
- Actively listen

## STEP 2 – MEET WITH ALL INVOLVED

- Arrange to meet with all those involved; this should include some bystanders, those who may have colluded, those who joined in and those who initiated the bullying
- Have a maximum of six to eight in the group – keep the number controllable
- Make a point of calling a ‘special’ meeting
- Ensure the severity of the topic is understood by all
- Speak only of the hurt caused in general terms with no reference to the victim

- Play on the conscience of all – ask questions like: How would you feel? Would you like it done to you?

## STEP 3 – EXPLAIN THE PROBLEM

The distress being suffered as a result of the bullying incident is explained. At this stage the details of the incident or the allocation of the blame is not discussed. Explain the feelings of loneliness, feeling left out, rejected, laughed at. Try asking questions:

- Would they like it if it happened to them?
- “Someone here in this group was bullied by someone within the group, what could we do to see it does not happen again?”
- Listen, watch out for reactions, and pick up on any without isolating anyone

## STEP 4 – SHARE THE RESPONSIBILITY

Explain what steps / controls may have to be introduced to prevent further incidents and how everyone will lose out as a result.

## STEP 5 – ASK THE GROUP FOR THEIR IDEAS

At this stage the group is encouraged to suggest ways that would make the victim feel happier. All positive responses are noted. Use phrases “if it were you” to encourage a response. Listen to all suggestions and note them.

## STEP 6 – LEAVE IT TO THEM

Now the problem has been identified, solutions suggested, the problem is now handed over to the group to solve. Arrange to meet again in a week’s time. Pass responsibility over to the group and give a time frame within which something must be done.

## STEP 7 – MEET THEM AGAIN

Each member of the group, including the bully, discuss how things are going, who is doing what and have there been other incidents. This allows for continual monitoring and also keeps all involved in the process.

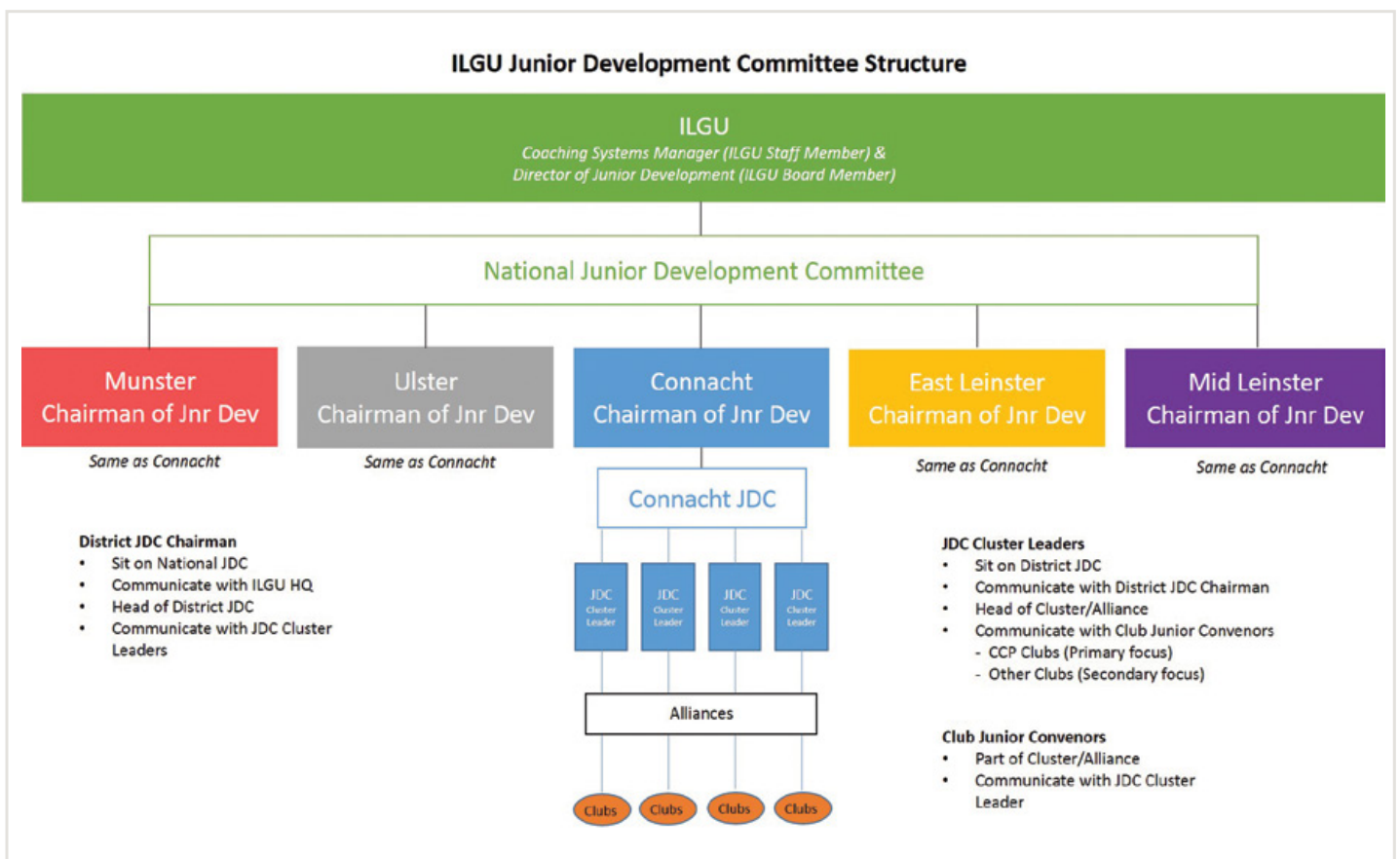
Again enforce the idea of the ‘team’ looking after each other at regular intervals to ensure it is known that bullying or intimidating behaviour will not be tolerated.



# APPENDIX 26

# ILGU JUNIOR DEVELOPMENT COMMITTEE STRUCTURE

(NATIONAL, DISTRICT AND CLUB LEVEL)



# APPENDIX 27

# SAFETY

# TRAFFIC

# LIGHT SYSTEM

## Safety Traffic Light System

Using the traffic light system when running activities is a great way of ensuring participants are kept safe throughout the session. It is an easy to follow system for any age!



### Hitting Zone

Participants get their turn to hit! Remember when finished hitting, return equipment to the equipment zone!



### Equipment Zone

Keep golf clubs and balls being used for the task in this zone. When it is your turn to hit, pick up your golf club and ball from here and go to the hitting zone!



### Safety Zone

If you are in this zone, you should not have any equipment. Take this opportunity to watch your team mates hit their shots and visualise how you will hit yours!



# APPENDIX 28

## FIRST AID CHECK LIST

*Your Golf Club should always carry a first aid kit to deal with minor injuries. If volunteers/PGA Professionals become more involved in coaching, consideration should be given to attending a First Aid course so they are prepared for any potential emergencies. Below outlines a number of things to consider in relation to minor injuries and first aid kits.*

MATERIALS	STOCK
Adhesive Plasters (mixed/blue)	
Sterile Eye Pads (bandage attached)	
Individually Wrapped Triangular Bandages	
Safety Pins	
Medium Individually Wrapped Sterile Unmedicated Wound Dressings (approx 10 x 8 cms)	
Large Individually Wrapped Sterile Unmedicated Wound Dressings (approx. 13x 9 cms)	
Extra Large Individually Wrapped Sterile Unmedicated Wound Dressings (approx. 28 x 17.5 cms)	
Individually Wrapped Wipes	
Crepe Bandage	
Pairs of Latex Gloves	
Sterile Eye Wash (500ml)	
Glasses	
Pocket Face Mask	
Burn Gel (3pks)	
Burn Dressing Small 10 x 10	
Burn Dressing Large 20 x 20	
Paramedic Shears	
Ice Packs	
Stretch Bandage (7.5cm x 4.5m)	





# APPENDIX 29

# SAMPLE

# TRAVELLING

# PERMISSION

# FORM

## TRAVELLING WITH UNDERAGE PARTICIPANTS

**EVENT:**

\_\_\_\_\_

**VENUE:**

\_\_\_\_\_

**DATES:**

\_\_\_\_\_

\_\_\_\_\_

### Travelling Volunteer

I hereby agree to abide by the guidelines and regulations contained in this Code of Ethics for Golf for Young People

Name:

\_\_\_\_\_

Role:

\_\_\_\_\_

Date:

\_\_\_\_\_

### Parent / Guardian of Participant

I have read and accept the conditions and rules set down by golf for young people travelling to matches and events.

**Parents/Guardians Name:**

\_\_\_\_\_

Date: \_\_\_\_\_

Emergency Contact Number(s):

\_\_\_\_\_

\_\_\_\_\_

### Young Participant

I have read and accept the conditions and rules set down by golf for children travelling to matches and events. I agree to abide by these rules

Name: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

# APPENDIX 30

# SCORECARD

## Fair Green Golf Club

Player:

(Birdie= 5 points, Par=4 points, Bogey = 3 points, Double Bogey= 2 points, Triple Bogey= 1 point, Quadruple Bogey= 0points pick up)

Hole	Markers Score	Par	Index	Pick Up After	Score	Points
1		4	13	7		
2		4	3	7		
3		5	9	8		
4		4	1	7		
4		4	5	7		
6		3	11	6		
7		4	7	7		
8		3	3	6		
9		4	15	7		
Total						

Marker: .....

Player: .....





## ON COURSE TIPS – SCORECARD

- Names:** Fill in the names of the player and swop cards with your playing partner, you mark their score where it says “score” and your score in the “markers score”
- Handicap:** This is the number that measures your scoring ability relative to other golfers and the golf course (You have to be a member of a Golf Club and return 3 scorecards in order to obtain your official CONGU handicap)
- Index:** Ranking of the holes by degree of difficulty, number 1 is the hardest hole to play, number 18 is the easiest.
- Par:** The number of strokes a golfer should need to play a particular hole. If the par is 3 and the hole is completed in 3 shots it is a par.
- Birdie:** One under par e.g par 3, completing the hole in 2 shots is a birdie.
- Bogey:** One over par e.g par 4, completing the hole in 5 shots is a bogey.
- Double Bogey:** Two over par e.g par 3, completing the hole in 5 shots is a double bogey.
- Triple Bogey:** Three over par e.g par 5, completing the hole in 8 shots is triple bogey.
- Quadruple Bogey:** Four over par e.g par 5, completing the hole in 9 shots is quadruple bogey.
- Signatures:** It is very important to always sign yours and your partner’s cards AFTER you have finished playing

# APPENDIX 30

# EQUIPMENT COLLECTION

## WANTED

Second Hand Golf Clubs!!



- Do you have any second hand clubs that are in **good quality**?
- Would you like to donate them to **Junior Golfers** who are taking up the game?
- If so leave your equipment in the **equipment bin** located outside the men's and ladies locker rooms!

*Contact XXXX on XXX-XXXXXXX for more information*



# APPENDIX 3 | ILGU JUNIOR POLICY DOCUMENT

**(ALSO PUBLISHED ANNUALLY IN THE ILGU HANDBOOK)**

## **INTRODUCTION**

There are many reasons why it is hard to attract and maintain girls in golf. Some clubs make it very difficult and certainly do not encourage girls to take part in club activities. Some have rules that prohibit girls from playing at certain times, must play with an adult, can't play with another junior, can't play with the same person in consecutive weeks, can't win first/second prize, can't win gross prizes, etc. These rules are barriers to girls' participation and add to the perception that ladies sections are not junior friendly and are not proactive at encouraging girls to take up the game. If girls are encouraged to compete in weekly competitions their handicaps will come tumbling down and the number of our elite players will grow significantly. In addition to this, juniors will progress to the ladies section of Golf Clubs ensuring a viable and vibrant future for their clubs.

## **2.2 POLICY**

The purpose of this policy document is to set out the ILGU policy in the area of junior golf in an effort to provide clarity to clubs on current best practice. The ILGU is totally committed to developing juniors as they are the future of the sport. We

will endeavour to assist clubs in every way possible to implement this Junior Policy. All affiliated clubs must be compliant with the following policy and are required to implement all elements as soon as is practical. The ILGU Board reserve the right to sanction Clubs in breach of this policy. Every Golf Club must have a clear policy, derived from the ILGU policy, outlining the rights of junior members. This should be clearly displayed on the ladies noticeboard. All juniors who hold a CONGU handicap should have the same playing rights as lady members with a CONGU handicap. It is important that lady members understand and are aware of the playing rights of juniors.

## **2.3 GIRLS JUNIOR CONVENOR**

- 2.3.1 Appoint a Junior Convenor for the development of girls under 18. The girl's Junior Convenor should be part of the overall Junior Committee within the club and will work on the development of Junior Golf (Boys and Girls) but will have a primary responsibility for the development of Girls golf.
- 2.3.2 The Junior Convenor should be nominated onto the Ladies Committee or a representative of the Junior Committee invited to

attend each committee meeting to provide an update on girl's golf.

## **2.4 RESPONSIBILITIES OF THE LADIES COMMITTEE**

- 2.4.1 Support the work of the Junior Convenor and the Junior Committee in the development of girls' golf within the club, while also encouraging the ladies membership to support the junior section of the club.
- 2.4.2 Table Junior Girls Golf as an agenda item for every committee meeting.
- 2.4.3 Put in place a structured programme to support Junior Girls which will include the following:
  - 2.4.3.1 All Junior Girls must be registered on the Centralised Database of Handicaps (Golfnet), once they become a member of the club, irrespective of if they have acquired a CONGU handicap or not.
  - 2.4.3.2 Ensure junior girls are facilitated in obtaining a CONGU handicap.
  - 2.4.3.3 All junior girls with a CONGU handicap (including 36) should be allowed to compete in and win ladies competitions but Junior Girls with a CONGU handicap of 35 or less must be allowed to compete in and win ladies competitions.



- Additionally, it is not in order to introduce restrictions, e.g. Juniors must play with an adult, as such restrictions place barriers to girls competing in these competitions
- 2.4.3.4 It is at the discretion of Clubs to designate up to six competitions as “Majors”. Girls with a CONGU handicap of 35 or less must be allowed to compete in these competitions but may be restricted from winning first and second prize only. The only circumstance where it is acceptable for juniors to be restricted from playing in major competitions is where the timesheet cannot accommodate adult female competitors.

*The ILGU Board reserve the right to sanction clubs in breach of item 2.4.3 of this policy.*

*The procedure for Resolution of Disputes is outlined in 59.3 of this handbook*

## 2.5 DRESS CODE

Clubs are encouraged to introduce a relaxed dress code in relation to juniors. The ILGU recommend a neat casual dress on the course and in the clubhouse.

## 2.6 CHILD PROTECTION

- 2.6.1 All those working with young people on a continuous, regular and/or on-going basis must complete an appropriate recruitment process which includes:-
- 2.6.1.1 Signing the Leader Recruitment Form annually for the club/organisation
- 2.6.1.2 Successfully complete a Vetting process every 3-years
- 2.6.2 It is recommended that “Leaders” working with young people on a regularly basis undertake a Child Protection Awareness course. Each participant will receive a Certificate of attendance. This

- awareness course is 3 hours long and can be arranged locally by the Confederation of Golf in Ireland and/or Local Sports Partnership.
- 2.6.3 Those who have occasional contact, (‘now and then’ or ‘a once-off event’, such as giving lifts, tournament officials/ adult team assistants, etc.) do not need to complete steps 2.6.1 or 2.6.2, however they should be aware of their code of conduct in dealing with juniors, using the Leader Recruitment Form (2.6.1.1).
- 2.6.4 It is recommended that affiliated clubs adopt the Code of Ethics for Golf for Young People and in particular write the policy statement into their Club Constitutions. Clubs should also have a Club Safeguarding Policy. Further details on Child Protection, including relevant Forms and Documents, can be found on the Confederation of Golf in Ireland’s website (<http://www.cgigolf.org/safeguarding/>)

# APPENDIX 32

# PARENTS/ GUARDIANS SUPERVISION ON THE GOLF COURSE GUIDELINES

**T**hank you for volunteering your time to support the activities in xxxx Golf Club. Both the club and Junior Committee strive to ensure that golf is an enjoyable, positive experience for all our junior members. Below outlines a few basic recommendations when supervising on the course.

## SAFETY

- Wait until those in front are well out of range
- If you think a ball is heading in the direction of another player shout "FORE"
- If you hear "FORE" being shouted from another player you and the juniors should duck, cover your head and turn away from the source of the shot

- Ensure players that are not hitting are standing in front of the player hitting at a safe distance

## PACE OF PLAY

- Monitor the pace of play during competition and encourage the juniors to be familiar with the saying: "Your place on the course is behind the group in front NOT in front of the group behind"
- If there is any doubt over a ball being lost – get the junior to play a provisional ball before going to look for the original ball
- If playing stableford get the junior to pick up when they have exceeded their number of shots. If this is early on in the hole, you can re involve

them once they get to the green (max of 3 putts)

- When nearing the green get the juniors to leave their bags at the side of the green closest to the next tee box
- Mark scorecards on the following tee box

## SCORING

- Keep a record of each junior in your groups score, if there is any dispute ask the junior to go back through each shot they hit
- For non-golfers scoring can seem complicated, to keep it simple count the number of shots each junior has taken on the hole and write that number down on the corresponding hole on the scorecard.



## RULES

Applying penalty shots can be confusing, so the following points aim to help:

- **Out of Bounds**  
Out of bounds areas are marked by WHITE stakes. If a ball has gone out of bounds a ball should be dropped from where the last shot was played and one shot should be added to the score
- **Playing the wrong ball**  
2 shots should be added to the score and the correct ball should be played
- **Provisional ball**  
If after playing a shot, you think it may be lost outside a water hazard OR out of bounds a “provisional ball” should be played  
If the original ball IS lost or out of

bounds you must continue with the provisional ball

If the original ball is NOT lost or out of bounds, you must continue with the original ball and abandon the provisional ball

- **Water Hazard**  
Marked with yellow stakes or lines  
The ball can either be:  
Played as it lies (once the club is not grounded)  
Dropped any distance behind the hazard keeping a straight line between the hole, the point where the ball last crossed and the spot the ball is dropped  
Played again from where the ball was originally played  
One shot should be added to the score

- **Lateral Water Hazard**

Marked with red stakes or lines  
The ball can either be:  
Played from the original position  
Drop a ball within two club lengths of where the ball last crossed the margin of the hazard (but no nearer the hole)  
Drop at a point on the opposite side of the hazard equidistant from the hole

If you are not sure on a rule, just note it down for clarification when you come in.

## ADDITIONAL INFO:

First Aid kit is located in xxxx if required  
Should you require assistance contact xxxx: ENJOY!







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- **David Keating**
- **Gavin Kavanagh**
- **John Kelly**
- **Philip Jonathan Ring**





