Golf Unit
Kate Reiman
# Table of Contents

Introduction of Unit .............................................................. pg. 1
    Rationale
    Unit Objectives

Minnesota Graduation Rules ................................................... pg. 2
    Performance Packages
    Check Lists

Skills to be Covered ............................................................. pg. 3

Student Competency ............................................................. pg. 3

Safety Rules ............................................................................. pg. 4

Scope & Sequence ................................................................. pg. 5

Block Plan ................................................................................. pg. 5

Skills & Descriptions
    Swing ............................................................................... pg. 6
    Putting ............................................................................... pg. 7
    Chip Shot ............................................................................ pg. 8

Drills ......................................................................................... pg. 9-10

Game-like activities ............................................................... pg. 10-11

Basic Rules .............................................................................. pg. 12-13

Terms ......................................................................................... pg. 14

Authentic Assessment (skills) .................................................. pg. 15

Authentic Assessment (written) ............................................... pg. 16

Bibliography ............................................................................. pg. 17
**Class Overview and Introduction:**

The purpose of this unit is to introduce students to the sport of golf. Students will be introduced to a variety of basic skills, concepts and aspects of golf. After these skills, concepts and aspects are introduced and practiced, the students will learn how to apply them in practical learning activities.

Golf is lifetime outdoor sport that is enjoyed by many participants around the world. Golf involves many closed skills performed in a relatively stable environment. Golf requires accuracy and consistency in the performance of the skills associated with it. Golf can be enjoyed as a leisure pursuit and as a competitive sport in a league or tournament setting.

**Rationale:**

Golf combines physical and mental skills that will serve the students well throughout their lives. Golf skills give a person independence and provide a foundation for safe participation in other golf activities. Although the objective of golf is to finish the course with the least amount of strokes, there is always an enjoyment of just being out in the sun. Golf is a true lifetime sport for people of all fitness levels. Participation is a factor that will be stressed in this and every unit.

**Student Learning Objectives:**

This unit is designed to meet [Minnesota Graduation Content Standards](https://www.mde.k12.mn.us/standards/graduation/contentstandards/) after completing this unit, the student will:

**Cognitive:**

- Understand concepts of physical fitness.
- Recognize patterns of growth and development.

**Psychomotor:**

- Develop fundamental physical skills and progress to complex movement activities as physically able.
- Acquire skills to move safely.
- Demonstrate the ability to analyze the fundamental skills required for the game of golf.

**Affective:**

- Apply rules and safety procedures, practice sportsmanship and teamwork, and cooperatively participate in a variety of group and individual fitness activities.
- Understand and demonstrate the rules, strategy, safety and etiquette of each activity.
- Develop the personal skills necessary to comfortably and enjoyably play the game of golf.
Physical Education Grad Standard Checklist

(These standards will be assessed during the warm up of our golf unit)

_____ Has finished all worksheets and assignments related to cardiovascular fitness and understand them.

_____ Has written clear fitness goals to be achieved this semester

_____ Has charted results from all cardiovascular workouts, muscular workouts, and flexibility tests throughout the semester

_____ Has demonstrated understanding of rules and skills associated with physical activities

_____ Has actively participated in the individual and group activities planned for class.

_____ Has written a 1 page paper on how fitness will be incorporated as a lifetime activity

Student___________________________

10th grade PE teacher__________________________

Date__________

<table>
<thead>
<tr>
<th>Learning Area: Physical Education and Lifetime Fitness</th>
<th>Content Standard: Physical Education and Fitness</th>
<th>Educational Level: High school</th>
<th>Submission Type: Learning Activity</th>
</tr>
</thead>
</table>

Standard Specification: Those parts of the standard that are addressed in this learning activity are bolded.

A student shall use decision-making processes to select appropriate physical activities to achieve fitness and shall demonstrate understanding of the training necessary to improve fitness and the rules and skills associated with physical activities by:

A) designing and implementing a health-enhancing fitness plan, including:
   1) establishing current levels of cardiovascular fitness, muscular endurance, and flexibility;
   2) setting cardiovascular, muscular, and flexibility goals to improve total body fitness;
   3) selecting measurement strategies;
   4) identifying frequency, intensity, time, and types of activities required to meet goals;
   5) analyzing impact of goals on cardiovascular system and affected muscle groups;
   6) evaluating reasonableness of maintaining the fitness plan over an extended period of time;
   7) evaluating effectiveness of the plan on total body fitness; and

B) demonstrating knowledge and skills in an aerobic activity and at least two other physical fitness activities.
Skills to be covered

- The Basic Golf Swing
- The Chip Shot
- Putting
- Rules of Golf (Etiquette)

Student Competency

By the end of the unit students will know:

Cognitive:
- Each student will receive a minimum score of 75% on written test, which will include terms, rules, and basic skills
- Each student will be able to identify and name different golf clubs based on the clubs look and loft.

Psychomotor:
- Each student will participate in all drills and skills of the unit
- Each student will achieve a minimum score of 75% on a skills test

Affective:
- Each student will demonstrate cooperative skills by sharing equipment
- Each student will show safe play and good sportsmanship by following all rules
Safety Rules

- Check clubs before swinging.
- Swing clubs only in "safe hitting areas."
- Never walk near swinging clubs.
- Whistle means STOP immediately.
- Swing clubs in one direction only.
- Retrieve balls only when told to do so.
- Retrieve same number of balls as you hit.
- Keep hard and plastic balls separate.
- Everyone hits in the same direction.
- Adequate spacing between students
- Don't swing towards one another
- Leave golf clubs behind hitting line when retrieving.
- Inform instructor when a club is in need of repair.

Golf Safety Poster

- Swing only in designated areas
- Listen for signal
  - To hit
  - To retrieve
- Count your Golf Balls
- Pick up ALL your Golf Balls
- Don't swing towards one another
- Leave Golf Clubs BEHIND the line when retrieving!!

Instructor Equipment Procedures

- Check all equipment before unit begins.
- Mark "men's" and "women's" clubs.
- Have special clubs available (small and large grips).
- Store hard and plastic balls in separate, distinguishable containers.
- Have towels to dry hands.
- Pick up all tees (even broken ones) after each class.
- Post warning signs at edges of practice fields (or doors of gym) reading "Golf Class in Progress."
- Direct hitting away from crossings (indoors, away from doors).
- Distribute "Student Safety Rules" to students (written).
- Set targets in field so students on ends do not have to aim across the line of other students.
### Scope and Sequence

<table>
<thead>
<tr>
<th></th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOLF</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Full Swing</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Chip Shot</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Putting</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Rules</td>
<td>I</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>E</td>
<td>E</td>
</tr>
</tbody>
</table>

I=Introduce  R=Review  E=Expand

### Block Plan

**10th Grade**

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Etiquette Setup</td>
<td>Full Swing</td>
<td>Full Swing w/club</td>
<td>Chip Shot</td>
<td>Putting</td>
</tr>
<tr>
<td>Grip: Baseball, Interlocking, Overlap</td>
<td>✓ Motion ✓ Stance ✓ Posture</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 6</th>
<th>Lesson 7</th>
<th>Lesson 8</th>
<th>Lesson 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td>Mental Skills (Mental imagery)</td>
<td>Course Management (Shot selection)</td>
<td>Setting Goals Strategy</td>
</tr>
<tr>
<td>Effective Practice Routines</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Golf Exam</th>
<th>Real Course Adventure</th>
<th>Golf Tournament</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Final Golf Exam</th>
<th>Real Course Adventure</th>
<th>Golf Tournament</th>
</tr>
</thead>
</table>
# Skills and description

## The Swing

<table>
<thead>
<tr>
<th>Illustrations</th>
<th>Key Words</th>
<th>Yes/No</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Stance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔ Toes, knees, hips, and shoulder all run parallel to the lines on the ground (use club).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔ Ball position ~ 3 to 4 ball lengths from left heel (all irons).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔ Feet shoulder - width apart</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔ Weight even (balls of feet)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔ Flex knees</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔ Rotate upper body back and forth</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔ Rotate upper body back and forth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
<td><strong>Grip</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interlocking</td>
<td>✔ Grip pressure / club in fingers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔ Baseball</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔ Interlock</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔ Overlap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overlap</td>
<td><strong>Back swing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔ Arm and hand swing with rocking footwork.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔ Club on chest. [Feel weight on back foot.]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔ Club behind arms. [Feel weight on back foot.]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔ Swing Concept: Left arm, shoulder, and hip continuous swing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✔ Head still</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Follow Through**
- Top of back swing motion.
- Weight shift to left side
- Plant left heel, left hip will turn out and away clearing path for the release
- Extend through ball to finish.
- Swing club to position behind head on follow-through
- Finish facing target up on right toe.

### Putting

<table>
<thead>
<tr>
<th>Illustrations</th>
<th>Key Words</th>
<th>Yes/No</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Illustration" /></td>
<td>✓ Feet shoulder width apart ✓ Pendulum Swing</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image2.png" alt="Illustration" /></td>
<td>✓ Short back-swing ✓ Keep Blade square</td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image3.png" alt="Illustration" /></td>
<td>✓ Follow through to toward hole or target line ✓ Imagine the ball going into the hole</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Cross handed putting *Switch hands for normal grip</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Chip Shot**

<table>
<thead>
<tr>
<th>Illustration</th>
<th>Critical Cues</th>
<th>YES</th>
<th>NO</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Line ball up with back foot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Choke up on club and push wrists forward</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Keep wrist firm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Keep weight forward</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Bend knees slightly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Take club back slowly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7. Weight shifts to left leg</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Take half swing only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9. Weight transfers forward</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Club comes through straight making contact with the ball</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Follow through with club</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


**Drills**

**Swing:**

**Step-through golf drill**

Purpose: This drill will teach you to use one of your most important power sources -- the legs -- as you feel the proper lower-body motion.

Procedure:

1) Put your feet together.
2) Swing the golf club back and stop.
3) Step with your leading leg, and let the power of your legs and the twisting of your hips whip your arms and golf club through the correct swing path.

Key point

Make sure you power through the swing and bring your hips through. This will help develop hip turn, which generates more power.

**Towel off**

Purpose: To learn to keep your arms straight on your backswing and as you come through the impact zone and make contact with the ball.

Procedure:

1) Roll up a towel, place it under your front arm and bring it around the front of your chest and up under your back arm.
2) Take a full swing trying to keep the towel under your arms.

Key points

- Keep your arms straight and remember to rotate your torso while swinging.
- Keep your head still and your eyes on the ball while swinging.
- After making contact with the ball, keep your head down -- don't pull your head up to watch your shot too early.

**Chip Shot**

Purpose: To improve your chipping accuracy.

Procedure

1) Find an area with a few feet of rough and a lot of green between the fringe and the hole
2) Place a tee in the green where you think the ball should land
3) Chip the ball, trying to get as close to the tee as you can.

Key point

This drill will help you decide which club to use from various distances, as well as improve your feel for your swing length

**Feet-together drill**

Purpose: This is a good warm-up drill that will help you improve rhythm and balance.

Procedure:

1) Using a 7-iron, address the ball with your feet together.
2) Take a three-quarter swing at the ball, concentrating on a smooth shoulder turn and good balance.

Key point

This drill will help you concentrate on hitting down the target line rather than trying to hit the ball hard.
Putting:
Purpose: To improve putting accuracy.
Procedure:
1) Make 15 consecutive putts from three feet
2) Make nine consecutive putts from six feet
3) Make three consecutive putts from nine feet.

Purpose: To learn how to keep your putts on a line
Procedure:
1) Walk seven paces away from the cup, and mark the spot with a tee.
2) Walk seven paces from the cup in the opposite direction and mark the spot with a tee.
3) Stand at one of the tees and putt 10 consecutive balls to within 18 inches of the hole.
4) Go to the other side and putt 10 consecutive balls to within 18 inches of the hole.

Games

Horse
Purpose: To practice accuracy with a variety of shots
Procedure:
1) Grab a friend and head to the course, but instead of playing a regular round, play a game of H-O-R-S-E
2) Call your shot, such as "20-yard chip shot ending within six feet of the hole."
3) If you miss, your friend picks the next shot. If you hit it, your friend has to hit it, or gets an H. Continue the game until one of you reaches H-O-R-S-E.

Putting (H-O-R-S-E)
Purpose: To improve putting accuracy
Procedure:
1) Have students pair up
2) Just as Above game

Mini Golf (Putting)
Purpose: To improve putting stroke
Procedure:
1) Set up a 9-hole mini golf course
2) Have students pair up
3) Play 9-holes—Keep Score
Putting
Purpose: To refine putting skills
Procedure:
   1) Have students pair up
   2) Each student putts
   3) If missed, must take the ball one club length back and try the putt again
   4) If made, move to next hole

Chip Shot
Purpose: To improve on accuracy while chipping
Procedure:
   1) Place 5-10 tees around a hole on the putting green (two feet from the hole)
   2) Have students chip to hole
   3) Students try to chip golf ball into circle formed by the tees

Golf Tournament
Purpose: To play golf in a tournament setting
Procedure:
   1) Design a two best ball tournament
   2) Each pair of students will hit alternating shots
   3) Keep Score
   4) Compete against another two some
Basic Golf Rules

- The maximum amount of clubs you can carry during one round of golf is 14.
- When playing from the teeing ground the ball must be played from within 2 club lengths behind the markers. Failure to do this will result in teeing off again counting the strokes played from the incorrect position.
- When teeing off the person with the best score on the previous hole goes first.
- If the ball falls off the tee before you have commenced your downswing, you may replace the ball without penalty.
- Other than on a tee a ball, which moves during the address, incurs a one-stroke penalty and the ball must be replaced.
- If you make a swing at the ball and miss, you must count that as a stroke.
- Once you have hit from the teeing ground, the ball should be played as it lies. However, there are occasions where a Local Rule will allow you to tee the ball up or prefer (move) the lie a specified distance without penalty.
- You must not improve the lie of the ball by pressing down the area around your ball.
- You are not allowed to move, bend or break growing vegetation. Except in a hazard.
- Loose impediments such as fallen tree branches, leaves and loose stones can be moved from around the ball without penalty. However, if your ball moves in the process, you are penalized 1 stroke.
- The player that is farthest from the hole always plays first.
- A ball embedded in it's own pitch mark on any closely mown surface may be lifted, cleaned and dropped without penalty as near as possible to where the ball originally lay but not nearer the hole. Except in a hazard.
- If you play the wrong ball you are penalized 2 strokes.
- If you play the wrong ball from a hazard there is no penalty.
- You are allowed 5 minutes to search for a ball. If in this time you can't find the ball it is deemed to be lost. To help speed up play it is a good idea to let any group waiting behind play through while you like for your ball.
- If your ball is lost you must go back to where you played your last stroke and play another. You must count both strokes and add a penalty stroke.
- If your ball goes out of bounds you must go back to where you played your last stroke and play another. You must count both strokes and add a penalty strokes.
- If you have hit a shot, which you think may be lost, in a hazard or out of bounds, you are allowed to play a provisional ball. If you find your original ball you simply pick up the provisional. If you can't find the original you play the provisional. This saves you walking back to the tee and holding up play.
- If your ball lies in casual water or G.U.R. (ground under repair), you may lift and drop your ball within 1 club length not nearer the hole.
- If your ball lies in a hazard you must not ground the club during the address or back swing. Penalty for doing so is 1 stroke.
- When your ball is on the putting green you may mark your ball and lift and clean your ball and then replace the ball without penalty.
- When on the putting surface your ball must not touch the flagstick. Penalty for doing so is 2 strokes.
When on the putting green your ball can't make contact with another ball. Penalty for doing so is 2 strokes and you must also replaced the ball moved to its original place.

If a ball lands on a putting green other than the hole being played you must drop the ball within one club length of the green no nearer the hole.

Except indicating the line of play, no player shall receive advice from a fellow player. The penalty for doing so is one stroke.

Three types of hazards—Direct, Lateral, Out of Bounds

**Etiquette**
1. Don't move, talk or stand close to or directly behind a player making a stroke.
2. Don't play until the group in front is out of the way.
3. Always play without delay. Leave the putting green as soon as all players in your group have holed out.
4. Invite faster groups to play through.
5. Replace divots. Smooth out footprints in bunkers.
6. Don't step on the line of another player's putt.
7. Don't drop clubs on a putting green.
8. Replace the flagstick carefully in an upright position.
9. Leave the course in the condition in which you'd like to find it.
Terms

Ace: A hole in one.
Away: When you are "away" it's your turn to play, usually because your ball is farthest from the hole.
Birdie: A score of one stroke under par on a single hole.
Bogey: A score of one stroke over par on a single hole.
Bunker: A hazard that is usually filled with sand.
Chip: A short shot usually hit from around the green.
Dimple: The indentations on a golf ball.
Divot: A piece of turf dug out of the ground in the process of hitting the ball.
Dogleg: A fairway that "bends" to the right or left.
Driver: The club that has the lowest loft, usually hits the longest and is used on the tee.
Fairway: The part of a hole that leads from tee to green.
Fore: What you shout when a shot looks like it will hit someone.
Green: The part of a course on which you putt.
Grip: The part of a golf club you hold when hitting.
Hazard: Parts of the course for which you are penalized for hitting into.
Hook: A shot that curves left of its target.
Iron: Clubs usually used from the fairway.
Lip: The rim around the hole.
Marker: An item used to mark the position of your golf ball, usually on the green.
OB: Short for "Out of Bounds." The area lying outside the defined golf course.
Penalty Stroke: A stroke added for a rules violation.
Putter: The club specifically designed for putting, usually used on the green.
Slice: A shot that curves right of its target.
Stance: The position of your feet before you hit the ball.
Tee: The peg you rest your ball on before hitting from the teeing area.
Unplayable Lie: A place from where you cannot hit the ball.
Wedge: A club used for short shots and shots from sand or rough.
Wood: Clubs with large heads that are used to hit the ball long distances.
Whiff: What you do when you swing at the ball, and miss it completely.
Assessment

<table>
<thead>
<tr>
<th>Skill Competencies Development</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Application</td>
<td>20%</td>
</tr>
<tr>
<td>(exams and quizzes)</td>
<td></td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>40%</td>
</tr>
<tr>
<td>Social Development (see below)</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Social Development includes:* attitude, cooperation with teacher and students, leadership abilities, and following directions.

Assessment (Skills)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swing</td>
<td>✓ Student must use proper swing to hit 5 of ten golf balls</td>
</tr>
<tr>
<td>Chip Shot</td>
<td>✓ Student must land 3 out of 10 golf balls within 10 feet of hole on putting green</td>
</tr>
<tr>
<td>Putting</td>
<td>✓ Student must make 5 out of 12 puts from 4 ft. of the hole</td>
</tr>
<tr>
<td>Golf Tournament</td>
<td>✓ Must be present and participate fairly</td>
</tr>
</tbody>
</table>
Instructions to Class
1. Golfers are expected to understand and demonstrate their knowledge of both the rules and etiquette of the game of golf.
2. Read each of the following statements and identify whether each is true or false, rewrite it so that it becomes a true statement. (If false: cross out the wrong word/phrase and insert the correct word/phrase)

_____ 1. If you hit a potentially dangerous shot, you should yell "duck."

_____ 2. The golfer who is farthest away from the hole always putts first.

_____ 3. After all golfers have teed off, the one who hit the shortest shot will be the golfer to hit the next shot.

_____ 4. If you are the first one to the green, you should always remove the flag and lay it on the fringe area.

_____ 5. If 3 golfers are on the green, and one is in a sand trap, the golfer in the trap always hits before anyone else putts.

_____ 6. If there is a foursome playing right behind you and they are constantly having to wait for your group to play, you should always have them "play through."

_____ 7. When eight golfers show up at the course at one time, they determine tee times by drawing lots.

_____ 8. It is important to never replace a divot from your own ball.

_____ 9. If your ball lands on hard on the green and leaves a ball mark, you should jump on the mark a few times to flatten out the area.

_____ 10. After all golfers have putted, you should gather around the flag and record your scores.

Answers
1. F - Yell fore
2. F - Only if gofers are on the green
3. T
4. F - Only if no other golfer requests that the flag be tended
5. T
6. F - Only if there is room in front of you to allow them to play through.
7. F - Golfers should make tee times ahead and determine own foursomes.
8. F - Always replace divots.
9. F - Repair ball marks by gently lifting up area with a tee, then carefully tapping down on it.
10. F - Move off the green to the next tee before recording scores.
Bibliography


Ulmen, Michelle. (No date). Golf Course Outline. 
  www.cwu.edu/~ulmenm/golf_outline.html

www.pecentral.org/lessonsideas/cues/golfswing.html

www.pecentral.org/assessment/golfsenario/html