



Volunteer Handbook

1. POLICY AND PROCEDURES

Dress Code

Appearance is important, so please dress in casual clothing wearing flat soft soled shoes (tennis shoes). Ideally all volunteers should wear like clothing so that we look like a team and make it easier for our students to recognize an instructor. Khaki (beige/off white) docker-type pants/shorts and a golf shirt. Hats and visors are optional preferably with The First Tee logo. Name tags should be worn at all times and in a visible place.

Clothing that advertises beer, tobacco, illegal substances, violence and disrespect or companies that manufacture or promote materials or goods that is inappropriate for children can not be worn during class.

Smoking and Alcohol

Smoking and drinking alcohol during coaching is not appropriate; please refrain from smoking during classes.

Cancellations

If for any reason you are unable to attend class, please try to find a volunteer replacement for your scheduled time. If you are unable to find a replacement volunteer we appreciate 24 hour notification. However we also understand that emergencies occur in which this notice may not be possible.

Lesson Plans

Your lesson plan will be emailed to you a few days before the class. Please read through the plan before arriving at the class so that you have a good understanding of the core lesson. If you did not receive your lesson plan we will have copies when you arrive.

Arrival

Please arrive 30 minutes prior to the beginning of each class so that we may have a lesson plan coaching session before each class. Please feel free to meet and greet the students and parents. The lesson will begin at the published time of the start of the lesson. Please develop your student-coach relationships and parent-coach relationships during pre-lesson time and after the lesson.

First Class of Each Series

The first class of each series includes an orientation for both students and parents. For the students this lasts for approximately ten minutes, then the coaches and the students head out to the practice facility.

Parents Attending the Class

Parents sometimes get over enthusiastic and want to become involved with their own children during the class. This disrupts the class, it makes many children feel uncomfortable and detracts from the learning process. If you experience an over involved parent please remind them of our policy that all parents must remain approximately 50 yards from the class and can not distract or be involved with the student. This may be done in a gentle way by explaining to them that we have found that the children learn better if the children are left alone to experience the class. In the case of any discomfort around this issue please contact the Program Coordinator or the Executive Director immediately.

Parents Coaching the Class

Children usually learn more in golf classes when their parents are not immediately around. We recommend that parent-coaches assist in classes where their children are not students. If this is not possible, parents should try to avoid direct contact with their own children especially when their child rotates to the station where their parent-coach is coaching.

Typical Class Agenda

Registration: 15 minutes.

- Meet and greet
- Attach name tags
- Students sign in
- Recruit new volunteers
- Finish setting-up stations
- Develop student and parent relationships

Intro: 15 Minutes.

- Review last session
- Preview this weeks lesson plan, Life Skill, Core Value, Golf Skill
- Icebreaker

Coaching: 60 minutes.

- 2 Station set-up, rotate every 30 minutes
- 3 Station set-up, rotate every 20 minutes
- 4 Station set-up, rotate groups every 15 minutes

Closing: 15 minutes

- Award prizes to raffle ticket winners
- “Good, Better, How” with students
- Review Core Lesson
 - Core Value
 - Golf Skill
 - Life Skill

Child Safety

The First Tee of Baltimore does not allow male coaches/volunteers to be alone with Students when away from the group activity. Please be very careful that there is another volunteer present at all times when being around a single student. Ask for help from a member of the staff or volunteers.

Background Checks

We conduct background checks on all of our volunteers this involves checking criminal history etc.

Student Clothing

We would prefer children in the program to dress as golfers; golf shirt, slacks golf cap. However, as most of them are beginners it is unlikely that they will wear golf attire. We do promote caps on forwards and shirts tucked in.

Student Misbehavior

If a student is misbehaving please ask them to sit out of the activity for 5 minutes, let them know that their behavior is not in line with the etiquette of the game of golf and they must receive a two stroke penalty and sit out of the task/activity. Please then report this to the lead instructor.

Appropriate Terminology

There are no “bad” shots in golf. Some shots go where the player intended, they are called good shots and some shots do not go where the player intended, these are called “miss-hits”. Practice this with the students and also with your own game!

The First Tee attendees are not “kids”, please refer to them as juniors, children, participants, students or members.

2. TWELVE QUALITIES OF A GREAT INSTRUCTOR

1. Understands that giving a lesson is a PRIVILEGE.
2. Is Professional.
3. Gives 100% - All the time!
4. Is organized, each lesson has a beginning, middle and an end.
5. Watches and listens to the student.
6. Demonstrates desired techniques over telling how to do it.
7. Has ability to establish a relaxed working atmosphere.
 - a. Students are nervous and relaxed students learn more.
8. Has patience, patience and more patience.
 - a. Never lets own frustrations exude into the student.
9. Good communicator.
 - a. Second grade level communication.
 - b. Gives instruction in its simple form – use word pictures. No need to impress!
 - c. Clear and precise demonstrations.
 - d. Jabber talk confuses them.
 - e. Less is more.
 - f. Flexibility in the choice of teaching methods to match the pupil's ability.
10. Can motivate and empowers students.
 - a. Able to inspire and influence the pupil.
 - b. Energetic and enthusiastic in teaching it comes across to the student.
 - c. Credible in terms of being a competent performer and a successful instructor.
 - d. Shows a genuine interest in the student.
11. Possesses golf knowledge.
 - a. Gives the instructor confidence and allows for concentration upon teaching and in helping pupils to learn.
 - b. The more you teach the better you get.
 - c. Understands the fundamental skills of golf.
 - d. Initial diagnosis is very important.
12. Makes the sessions FUN.

3. GROUP COACHING PROCEDURE

Even though each pupil has an understanding of the Lesson Plan, explain what you are going to teach. Arranging the group in a “U” shape will ensure you have their full attention and everyone can hear you. Demonstrate clearly and concisely what the group is requested to do, making sure you and they are in the right place to see what you are doing. Over-stress the safety rules. If your voice is not loud, use a whistle to call a group to order. Teaching children is not hard, but they need far more good and accurate demonstrations, and they tend to be excellent mimics and will soon swing like you. Constantly remind them of the lesson’s Life Skill and Core Value. Repetition, repetition repetition.

The way you stand, use of your arms and hands, even your facial expressions, will signal your enthusiasm (or lack of it!) to the pupil. For example, to stand with your arms folded for long periods of time or to look frequently at your watch, will do little to inspire confidence in him/her. The important thing is to help the pupil to relax. Learning is more likely to be effective if carried out in a relaxed atmosphere.

Each pupil should be entitled to a small amount of individual attention but do not, under any circumstances, get bogged down in the line. Go up and down the line, then gather the group together again. Remind them of the day’s Life Skill and Core Value. It is also effective to select one of the students and teach him individually, with the attention of the whole class. Repeat this exercise frequently, so that:

- Everyone gets some individual attention
- The group gets a break
- The group learns from each other
- They do not hit too many balls.

When the lesson is completed:

- Summarize the key points
Core Value
Life Skill
Golf Skill
- Stress the necessity to practice (setting up indoors, swinging in the garden, practicing the core values at school and at home).
- Thank the group for coming, wish them a safe journey home and tell them you are looking forward to seeing them next time.
- Children thrive on gentle competition. Reward the long drive, the accurate chip, good etiquette, positive attitude, correct answer to a question etc. with a raffle ticket.

4. GENERAL COACHING CONCEPTS

1. Be Positive

Use a swing-and-a-miss mentality.

2. Enforce a professional appearance

Pro tour look: shirt tucked in, hats forward, no jeans, etc.

3. Be Organized

Even if you're unsure, act like you know exactly what you're doing

4. Exude energy and enthusiasm for what you're doing

This cannot be a punch-the-clock job.

5. Develop relationships

Get to know the kids in your group. Know names, talk to parents, high-five, Tiger pump, etc.

6. Be Disciplined

Demand respect for others. Promote hustle. Enforce "one knee" concept (when listening or waiting for your turn), etc.

7. Coaching Cues

- Get their attention!
- Eye contact-demand it
- Explain in ways players can understand. Use examples they can understand from everyday life, PGA Tour players, etc. Remember, they're kids!
- Demonstrate - You do it, while explaining. What questions do you have?
- Participate - Set up drill so there's very little standing around. Everyone watches examples. Build competition into drill, maybe by using stopwatches or keeping score. Make a game out of it!
- Give positive reinforcement when players do something well!!
- Start every correction with something they are doing well, i.e. "You have a great grip, now let's do this"...OR "You're much better than that" (re: discipline problem).
- Children learn in different ways. Sometimes, they're just having a bad day.

5. THE TEACHING SEQUENCE

In order for a pupil to improve it is essential that both pupil and instructor work to the same pattern and a strict teaching sequence must be established so that neither gets lost or confused.

Teaching sequences need to be regarded as the 'tools of the trade' because without their use, the instructor has no formula to use when giving a lesson. The following sequence is used when building the swing although a slight adjustment is made when fault finding.

The set-up is absolutely vital in building a good overall swing as most swing faults are a direct result of a 'suspect' set-up. Although a good set-up does not guarantee a good shot, a poor set-up will almost certainly result in a bad one.

The sequence for swing building:

1. Aim (position of clubhead)
2. Hold (Grip)
3. Posture
4. Stance
5. Body Alignment
6. Ball Position
7. Swing

Each of the topics in the sequence must be accompanied by **EDA**:

- **E**xplanation
- **D**emonstration
- **A**pplication

It cannot be stressed too much that in *all* stages of teaching the golf swing, **explanation** must be followed by **demonstration**. The pupil should then be asked to **apply** (i.e. perform) what has been explained and demonstrated.

Explanation

The pupil must be fully aware of the content of the lesson – what the instructor is trying to achieve and why.

Demonstration

What the instructor wants the pupil to do. This will add to the verbal explanation by giving a visual picture as well.

Application

Once the explanation and demonstration has been fully understood (and **ONLY** then) The pupil can carry out the required effect.

Once the application has been carried out, the pupil must be encouraged to practice each stage in order to achieve the required position alone and not only when the instructor is there to move him/her into position.

5. Indexes

The First Tee of Baltimore, Inc. Criminal History Record Check Consent Form

I, _____, hereby authorize The First Tee of Baltimore, Inc. to obtain information pertaining to any charges and/or convictions I may have had for violation of municipal, county, state or federal laws. This information will include, but not be limited to, allegations regarding and convictions for crimes committed upon minors and will be gathered from any law enforcement agency of this state or any state or federal government, or from third-party providers of information originally obtained from law enforcement or court records.

I understand that I will be given an opportunity to challenge the accuracy of any information received that appears to implicate me in criminal activities. To facilitate this challenge, I will be told the nature of the information and the agency from which it was obtained. It will be my responsibility to contact that agency. I further understand that until The First Tee of Baltimore, Inc. receives notification from that agency clearing me, my application will be deferred.

As an applicant for a staff position, I hereby attest to the truthfulness of the representations I have made. Except as I have disclosed, I have not been found guilty of, or entered a plea of nolo contendere or guilty to any offense similar to those listed on the application. Further, other than for the offenses I have disclosed, I have not had a finding of delinquency or entered a plea of nolo contendere or guilty to a petition of delinquency under the juvenile laws of this state or of any other state for any acts similar in nature to those listed on the application. I also certified that there are no charges pending against me.

I further attest that I have not been judicially determined to have committed abuse or neglect of a child; nor do I have a confirmed report of child abuse or neglect or exploitation which has been uncontested or upheld administratively under the laws of this or any other state.

I understand that I must be truthful and, if any statement I have made is found to be false, I will be denied the position for which I am applying; or, if already accepted, terminated from The First Tee chapter staff.

Signed
Full Name of the Applicant: _____
Date
D.O.B.: _____ Sex: _____ Race: _____
Soc. Sec. No.: ____ - ____ - _____ Driver's Lic. No: _____
State of Issuance: _____ Date of Expiration: _____



VOLUNTEER APPLICATION

PERSONAL INFORMATION

Name: _____	Home Phone: _____
Address: _____	Mobile #: _____
City: _____ State: _____ Zip: _____	Work #: _____
DOB: _____	May we call you at work? ____Y ____N

Current Job Responsibility and Hours:

Previous Work Experience:

Golf Skills & Experience:

Other Specific Skills, Training & Hobbies:

Community Affiliations (Clubs, Churches, Service Organizations, etc.)

Previous Volunteer Experience:

How will your volunteer work affect your family and/or work responsibilities?

Can you make a commitment to The First Tee of Baltimore for at least one year? Yes No

If No, please explain:

When are you able to volunteer? Days Evenings Weekends

How Many Hours per week are you able to volunteer?

Do you have;

Your own transportation? Yes No

Liability Insurance? Yes No

A Valid Drivers License? Yes No

Why do you want to serve as a volunteer for The First Tee of Baltimore?

What qualities do you feel that you have that would enable you to help another person develop life skills?

Have you ever been exposed to an incident of child abuse or neglect? Yes No

If yes, what are your feelings about the incident?

Are you willing to participate in The First Tee of Baltimore training program? _____ Yes _____ No

Please list three professional and/or personal references (not including relatives) with complete addresses and phone numbers below. All references will remain confidential.

Name: _____ Phone: _____

Address: _____

Name: _____ Phone: _____

Address: _____

Name: _____ Phone: _____

Address: _____

I hereby authorize any organization affiliated with The First Tee of Baltimore to investigate my background as necessary for the consideration of my application.

I further authorize all persons, schools, companies, organizations, credit bureaus and law enforcement agencies to supply all information concerning my background and to furnish reports thereon and I hereby release them and any organization affiliated with The First Tee of Baltimore from any and all liability and responsibility arising from their doing so.

I certify that all answers given by me to all questions on this application and any attachments are, to the best of my knowledge and belief, true and correct and that I have not knowingly withheld any pertinent facts or circumstances. I understand that any omission or misrepresentation of fact in this application may result in refusal or separation from volunteer service upon discovery thereof.

Applicant's Signature: _____ Date: _____