

Golf Course Design

Final task: Design and creation of a mini-golf course.

- Objectives in relation to the competence of learning to learn**
- To promote cooperative learning
 - To develop social skills
 - To improve, to learn and to be able to communicate
 - To promote interaction among peers and among those who are different
 - To learn to self evaluate and evaluate others and processes

Framework of Learning to learn descriptors

Time Management	Organization of the information	Motivation and self-esteem	Team work
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Descriptors:

Teamwork

4. I am able to listen and understand other people's point of view, both if it agrees with mine and if it does not

11. I am able to motivate, encourage, support team members to get involved and cooperate in order to achieve the objectives set

19. I am able to negotiate positively with the team in finding solutions to arising issues

20. I am able to choose between several proposals, take sides, support the action I find best

Areas of knowledge within Adult Education	Level I/II/III
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Core Skills	Communication and Social Skills	Scientific – Technologic
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Objectives

Team work

- To identify, plan and carry out a task jointly
- To work to achieve a common objective
- To analyse processes, to identify what goes well and what doesn't
- To talk in order to identify problems, handicaps and solve conflicts
- To identify and assume different roles
- To make decisions, accept majorities-minorities, consensus
- To respect other people's opinions, diverse, equal or opposed to ours
- To be responsible to contribute and to participate in carrying out the common task

Evaluation

Self-evaluation to be done through individual forms filled in by the learners:

- What part/s of the task did you find easiest to carry out?
- What part/s of the task did you find more difficult to carry out?
- Did you find it easy to the task?
- Did you find it easy to discuss ideas in your group?
- Did you find it easy to listen to ideas presented by others in your group?
- Did you find it easy to listen to reach agreement/consensus in your group?
- Do you think the final result gives a sense of working with others to achieve a common goal?
- Did each group member contribute to the design and creation of the golf hole? If not, why not? If so, what was your contribution?
- Would working on your own have made the task easier or more difficult? Why?
- Did each person fully understand the explanation of each hole's layout and how it should be played?

Preparation

Timing	Materials	Activity to be done	Where
To Be Confirmed (will be dictated by the size of group/number of golf holes to be planned and implemented)	<ul style="list-style-type: none"> • Plastic cups (large) • Golf clubs or hockey sticks • Objects that can be used as obstacles i.e. chairs, beanbags, 	Groups of 4 to 16 participants	Large classroom, sports hall or outside in an open space

Process

0.- Presentation of the task, objectives and evaluation.

1.- Present the task and objectives to the group.

2.- Design an outline of a small course within a specified area

3.- Discuss with the group the design and materials required

4.- Modify the design in relation to the discussion ensuring the design has at least three obstacles

5.- Collect materials suitable for the task such as string, plastic cups, boxes and other objects

6.- The items that have been collected by each group should now be laid out as obstacles on the golf hole. Their positioning along with a designated starting point for the ball should be agreed by the group.

7.- Once each group has completed their individual hole, the whole group should now assemble and tour the course with each smaller group presenting and explaining their individual hole's layout and how it should be played.

8.- Once the whole group have toured the course each person should be given a golf club/hockey stick and should play a round of golf with their smaller groups (each group starting at a different hole).

9.- Once each group has completed their round of the course a discussion should be instigated with topics to include:

Did your design work

Did your peers design work

What was the feedback of your design from your peers

Would you adapt your design to your initial suggestion

10.- Finalise the design on basis of discussion.

11.- Evaluation

Guidelines about learning styles

Learners with different learning styles can work following their preferences:

- **Visual:** Learners with a visual preference base their learning activities on the use of images. Their learning skills are enhanced when they can visualise the object of their learning. In promoting this activity the tutor should write on the board and explain verbally the various phases of the task. Illustrated examples of this task could be drawn on the board by the tutor, i.e. a drawing of a golf hole demonstrating placement of the ball's starting position, the placement of the plastic cup and the positioning of obstacles. Learners can also plan their own golf hole's design using illustrations before they begin placing their various objects/materials. Visual learners will also be accommodated by being able to visualise how each hole should be played as they tour the course.
- **Auditory:** The auditory learner needs verbal instruction and benefits from activities such as classroom/group debates and working collaboratively in a group setting. The tutor should read out the details and steps of the task to enable the learners to understand the objectives. Learner understanding should be confirmed through the tutor asking each learner to verbally define their individual role within their group and relate it to the overall task. The planning stage of this activity will involve the groups debating and reaching consensus on individual roles, hole design etc. Auditory learners will also be accommodated by the verbal instruction from each of the groups on how to play their individual hole as the golf course is toured.
- **Kinesthetic:** learners with this preference need to participate actively in the planning and implementation of the activity in order to learn most effectively. It is important for this type of learner that they participate actively in the first planning/debating phase of the activity and also in the final implementation of the design. Learners of this type could benefit from experimenting with the positioning of the objects that make up their golf hole before deciding on the final layout.
- **Read/write:** learners with this preference achieve more effective learning through reading information and writing down notes that allow concepts and ideas to emerge clearly from the information received. In developing

this activity the teacher could write on the board and explain verbally the details and steps of the task so that the learners can take notes to which they can refer. Learners can also compile written instructions on how their individual golf holes are to be played i.e. the recommended route to the hole.