

Key theme: Golf

Introduction

Paul Stewart Lawrie OBE is a professional golfer, who won the Open Championship in 1999, has played in 2 Ryder Cups (1999, 2012) and has been awarded an OBE in the Queen's Birthday Honours List (2013).

Lawrie was born in Aberdeen on January 1st 1969. He turned professional in 1986 and became a member of European Tour in 1992.

After winning the Qatar Masters early in the season, he went on to win the 1999 Open Championship at Carnoustie. Lawrie won a four-hole playoff against Van de Velde and American Justin Leonard.

Paul has won a number of tournaments throughout his career, including 8 European Tour titles and 4 from the Scottish Tour.

Paul opened his foundation in 2001 and has been supporting young people with an interest in Golf and other Sports to achieve their full potential.



Image source: http://commons.wikimedia.org/wiki/File:Paul_Lawrie_QM_2012.jpg

Prior learning

It would be helpful for learners to have some experience of golf, a basic understanding of the rules and etiquette associated with the game.

Interdisciplinary opportunities

Literacy: The rules and language of the game, what impact has language had on golf and those who play it?

Numeracy: What does it cost to play golf, what is the handicap system and how does it work and what makes a hole a par 3/4/5?

Technology: What technology do amateur golfers use to improve their game and is it worth it?

Science: What are the active ingredients in the chemicals used on Golf Courses, what reactions take place and what are the outcomes of this process?

Capabilities

Successful learners: By encouraging individual and group based reflection on the etiquette of golf learners will be required to consider their application in real situations in Scotland and beyond.

Confident individuals: By investigating, visiting a local course and playing the game itself, learners will be well equipped for taking their first steps into the local golf club and becoming a member of their local course.

Responsible citizens: By exploring ethical approaches to golf course maintenance, learners can both understand the impact on the natural world and the challenges they will face in attempting to reduce their use.

Effective contributors: By stimulating critical thinking about the economic and health benefits, learners will be able to contribute to the debate surrounding the development of Golf courses in green belt land or in areas of natural beauty.

Experiences and outcomes

Health and Wellbeing

I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. **HWB 3-19a**

I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. **HWB 2-25a / HWB 3-25a**

Literacy

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a**

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a**

Mathematics and Numeracy

I can solve problems by carrying out calculations with a wide range of fractions, decimal fractions and percentages, using my answers to make comparisons and informed choices for real-life situations. **MNU 3-07a.**

I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. **MNU 3-20a.**

Technology

I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments. **TCH 2-01b**

Science

I have collaborated in the design of an investigation into the effects of fertilisers on the growth of plants. I can express an informed view of the risks and benefits of their use. **SCN 2-03a**

Learning experience A: Miracles and Majors

Introduction

The 2 key highlights of Paul's golfing career have been winning the Open Championship in 1999 and being part of the 'Miracle in Medinah' <http://www.bbc.co.uk/sport/golf/29030233> European Ryder cup team in 2012.

Stimulus

[The Open: A History \(Video\)](#)

[The Ryder Cup: A History \(Article\)](#)

Key Learning

Learners can:

- Can interpret, analyze, present and discuss numerical evidence.
- Learners can explain the origins of terminology associated with golf.
- Learners can identify the impact of technology on this sport and consider its implications.

Possible learning opportunities /tasks

Compare the equipment used by Paul Lawrie to win at Carnoustie in 1999 with the equipment used by Tommy Armour in 1931.

Investigate the terminology used in golf and its origins.

Re-enact Paul Laurie's 4-hole play-off victory from the 1999 open.

Take Paul's score cards for the 4 days of the 1999 open and ask the learners to identify the hole he played the best, the hole he had most difficulty on, and how many birdies and bogies he had over the 4 days.

Useful resources

[The Open Championship \(Website\)](#)

[Wiki: Open Championship](#)

[The Ryder Cup \(Website\)](#)

[Wiki: The Ryder Cup](#)

[Language of Golf \(Article\)](#)

[Tommy Armour \(Wiki\)](#)

[What's in My Bag: Paul Lawrie Video](#)

Possible evidence

Learners can:

SAY- Explain their graphs.

WRITE – Report on the key differences of the equipment used.

MAKE – Poster showing equipment through the last 150 years.

DO- Play Golf! Do a 'sport education' insert: Learners take on different roles involved in the running and broadcasting of a major golf tournament.

Reflecting on learning

- What difference has the equipment used today made to the game?
- Why is having a specific language and scoring system helpful?
- Paul will have played particular holes well. How did he compare to other golfers in the field and why do you think this made a difference in the end?

Taking it further

You might want to organise a trip to the Golf Museum in St Andrews or invite a local teaching professional to present to your class?

Learning experience B: Managing Carnoustie

Introduction

Paul won the open at Carnoustie in 1999, however what preparation had to go into the course and does the golf club employ any environmentally friendly approaches in its maintenance of the course?

Stimulus

[Golf Course Sustainability](#)

[Carnoustie Management Plan](#)

[Sustainable Golf Course \(Video\)](#)

Key Learning

Learners can:

- Identify, evaluate and comment upon the environmental practices used by golf courses.
- Evaluate the impact of these policies on local wildlife and offer further suggestions that will support the course and wildlife together.

Possible learning opportunities /tasks

- Compare Carnoustie and Gleneagles to see what environmental practices are utilised and the benefits they bring.
- What are the US PGA and R&A targets for sustainability and what progress have Carnoustie and Gleneagles made in achieving them?
- Consider the impact of chemicals and fertilisers on the course and local wildlife.
- Does Carnoustie and Gleneagles have a conservation policy? What does this mean for local wildlife and how does this compare to other major golf course?

Useful resources

[Sustainable Golf Development \(Website\)](#)

[BIGGA \(Website\)](#)

[Scottish Golf Environment Group \(Website\)](#)

[GEO: Gleneagles](#)

Possible evidence

Learners can:

SAY- Learners can discuss their findings in group or in pairs.

WRITE – Learners can compile a report for a golf course management group or maintain a blog looking at sustainable practices on their golf course.

MAKE- A display highlighting the impact on wildlife.

DO- Start your own mini garden and look at the impact that chemicals have on growth rate and the amount of water then needed to sustain the plants.

Reflecting on learning

Have there been any economic benefits from the environmental practices used?

Are there any chemicals no longer being used by golf courses and what is the reason for this?

What wildlife has returned to the golf course since the new measures have been introduced?

Taking it further

Visit a local golf course and speak with the head green keeper about the changes they have made to their practice and the effects this has had on the course and the surrounding areas.

Learning experience C: The Mentor

Introduction

Paul Lawrie has recognized the positive impact that golf has had on his life. Paul acknowledges the wider impact of sport on people's lives through his foundation. What impact does sport and activity have your life?

Stimulus

[Sky Sports Interview](#)

[Paul Lawrie Golf Foundation \(Video\)](#)

[Paul Lawrie Foundation \(Website\)](#)

Key Learning:

Learners can:

- Identify the key influencers who make a positive contribution to their sporting lives
- Recognize, discuss and demonstrate the benefits of playing golf or any other sport.

Possible learning opportunities /tasks

Pupils can investigate the impact that local sports clubs or training centres have on them and their local community.

Pupils could conduct interviews with Peers, Parents and significant others to identify their reasons for participating or not participating in activities. Learners could present to the class on the activities they do, their reasons for this and the people who have supported them most.

Useful resources

[Why do you Play Sport \(Video\)](#)

[Bitesize \(Website\)](#)

[Golf for all ages \(Blog\)](#)

[Health Benefits of Golf](#)

[Club Golf](#)

Possible evidence

Learners can:

SAY- Conduct an interview with a peer on their reasons for being physically active.

WRITE – Can compile a blog that highlights all of the opportunities in their local community for being physically active.

MAKE- Design a poster that demonstrates the social benefits of sport and physical activity.

DO- Try club golf in school or at a local golf club.

Reflecting on learning

What other foundations or sport clubs have been set up by famous Scottish athletes?

Who has achieved great things in your community and who provided them with the support to succeed?

Taking it further

Go and play golf!! This could be on one you have built in school or could be on the teaching course at your local club!