

NINE CORE VALUES Honesty Integrity Sportsmanship Respect Confidence Responsibility Perseverance Courtesy Judgment



THE FIRST TEE NATIONAL SCHOOL PROGRAM

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The relationship between character education and academic success is incredibly important, as research shows high-quality character education leads to scholastic achievement¹. Many research studies have also shown the learning environment is optimal when children are in an activity-based setting and when the character education exists side-by-side with the academic program.

The First Tee National School Program combines these principles in its curriculum that integrates golf skills and motor skill development with character education and wellness. It's a winning combination.

Within the walls of gymnasiums and on school fields across the country, students are learning the game of golf along with The First Tee Nine Core Values and The First Tee Nine Healthy Habits. And they love it! The First Tee National School Program provides everything schools need (curriculum, training and equipment) to easily deliver the program in a variety of school settings.

This document provides a closer look at the outcomes of the program.

A CLOSER LOOK

¹ Character Education Partnership, www.character.org

NINE HEALTHY HABITS Energy Play Safety Vision Mind Family Friends School Community





DOES THE FIRST TEE NATIONAL SCHOOL PROGRAM WORK?

Since its inception in 1997, The First Tee has demonstrated a commitment to understanding the outcomes of its programs. Why? It's important to know if they are effective and having the desired positive impact on young people. It also provides an opportunity to further enhance the program.

To measure outcomes for the National School Program, The First Tee commissioned a third-party, evidenced-based case study in 2011. It also conducted comprehensive surveys of teachers implementing the program in 2008 and 2012.

By introducing the game of golf side-by-side with The First Tee Nine Core Values, the program provides the opportunity for young people to see how honesty, judgment and responsibility in physical education class relates to other areas of their lives. Additionally, concepts around healthy choices (Nine Healthy Habits) reinforce the importance of physical, social and emotional wellness.



"The Nine Core Values are valuable teaching tools for all activities and life. Teaching elementary students these values is a valuable part of their education and will help mold their character for now and later in life."

-Physical Educator, Midwestern school district (2011 Case Study)

A THIRD-PARTY, EVIDENCE-BASED CASE STUDY

In 2011, University of Nebraska-Lincoln's Vicki L. Plano Clark, Ph.D., led a case study involving one Midwestern school district. The study included four physical educators and 85 students in grades three through five.

THE RESULTS: BEYOND PHYSICAL EDUCATION

Some teachers reported seeing in their students improved socialization skills, increased interest in the game of golf and positive experiences for students who do not usually excel in physical education. Teachers also identified improved teaching methodologies, a framework for integrating core values into their non-golf activities and parental excitement about the program.

CORE VALUES

Some students successfully articulated the meanings of specific core values as taught in physical education and gave examples relating them both to golf and to areas outside of physical education.

CURRICULUM AND EQUIPMENT

Administrators and physical educators in the district found great value in the National School Program. This value was derived from their perceptions that 1) the curriculum was fundamentally sound, well-written and teacher friendly, and 2) the National School Program equipment was durable, fun, complete and designed so children can succeed.

GOLF SKILLS

Many students put names to skills they had learned, such as putt, chip and full-swing and recited cues for holding the club and striking the ball.

INTEREST IN THE GAME

Students reported that they had fun playing golf in physical education class and liked learning about it.



"I'm particularly excited that we've been able to tie skills to the larger picture of what we want a student to grow up and look like and sound like as an adult. We're very grateful for this program."

— Principal, Jacksonville, Fla.

SURVEYS OF EDUCATORS

2012 (More than 860 physical educators responded.)

79% incorporated the Nine Core Values through discussion during introduction and/or closure of lesson. 72% emphasized the core value during the lesson alongside the golf skill objective.

66% of physical educators used Nine Core Values in other sports and activities they taught beyond the National School Program.

88% allocated the same or more time for the National School Program as other sports. Of that, 19% allocated more time to golf than other sports.

2008 (More than 325 physical educators responded.)

98% of respondents rated curriculum as "excellent" or "good."

100% of respondents reported the National School Program lessons helped students learn basic golf motor skills and concepts.

99% responded the equipment is developmentally appropriate and effective for elementary students.

50% reported the Nine Core Values had a positive impact on student behavior in physical education class.

"The curriculum is both teacher- and student-friendly and allows for the development of the whole student." — Physical educator, Spartanburg, S.C.



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"While teaching [this program], the confidence level of students improves from beginning to end of the lesson."

— Physical educator, Kingwood, Texas

Whether delivered at elementary schools, after school on golf courses or other youth-serving locations, the programs provided by The First Tee impact today's young people in a meaningful way. The First Tee's aim is to reach 10 million additional young people between 2011 and 2017, helping them build character and strengthening their ability to be successful in high school, in their career and in life.

GET INVOLVED TODAY!



On courtesy: "I have shown courtesy by listening to someone while [they're] talking instead of me talking to a friend."

*— 5th grader**

On judgment: "To choose somebody that you can actually work with, and not just mess around with."

*— 5th grader**

** Midwestern school district (2011 Case Study)*

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