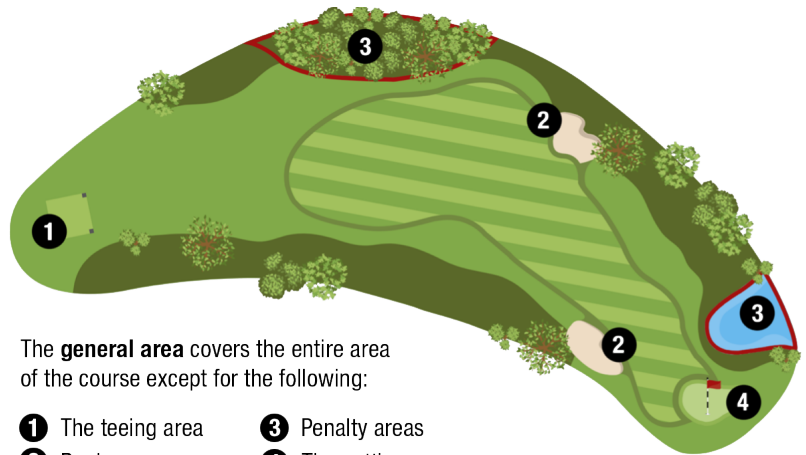




Design Your Own Golf Course Hole

Golf course architects are individuals who understand the science and art of golf course design. At this station students will learn how architects create challenging, fun, and aesthetically pleasing golf course holes. Students will then have the opportunity to design their own hole. The learning station leader will define the elements that make up a golf course hole, such as penalty areas, bunkers, the teeing area, and the putting green.



The **general area** covers the entire area of the course except for the following:

- 1 The teeing area
- 2 Bunkers
- 3 Penalty areas
- 4 The putting green

The United States Golf Association (USGA)

Student Learning Objectives

1. Students will investigate the different elements that make up a golf hole. (Tees, bunkers, penalty areas, and putting green)
2. Students will brainstorm and plan their golf hole including 4 different elements and what par will be.
3. Students will collaborate with peers and the golf course superintendent to identify problems in their initial design.
4. Using safe, age-appropriate tools, students design a golf hole that incorporates the four essential areas of a golf hole.

Learning Stations Requirements

- Drawing/photo of a hole on the golf course.
- Coloring pencils
- Paper for the students to design their own golf course hole.
- Tools of a golf course architect.



Learning Station Outline

In the Design Your Own Golf Hole station, students will learn about the science and art behind golf course design. The station leader should have a rendering of one of the golf course holes and label each of the main elements – teeing area, bunkers, penalty areas and putting green. Define what each elements purpose is and what goes into designing those areas. Help the students understand how golf is scored and define par.

Guiding Questions:

What does a golf course architect do?

What can be some challenges a golf course architect faces when designing a golf hole?

What is par and how could it play a role in the design of a golf hole?

Wrap up

When the students are finished with their designs, have them share their work with the group. Have the student point out what par is, what the penalty areas are, any design aesthetics that have been incorporated.

For Teachers:

NGSS Standards Covered:

- 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

ISTE Standards Covered:

- 1.4 Innovative Designer Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions

National Core Arts Standards

Creating:

Anchor Standard 1 Generate and conceptualize artistic ideas and work

Anchor Standard 2 Organize and develop artistic ideas and work

Anchor Standard 3 Refine and complete artistic work

