



*Central Washington University*

# GOLF UNIT



By

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&  
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# Golf Unit

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**<Your School Name>**  
**Physical Education Program**  
**Golf Unit**



**Instructors**

Name:

Office #:

Office Hours:

Phone Number:

Email Address:

**Class Description**

The goal of this class is for students to gain the skills necessary to competently play a round of golf. The class will provide an opportunity for you to practice those skills needed to be able to incorporate golf into your lifetime and healthy lifestyle if you choose. This will be achieved by addressing the following learning objectives: putting, chipping, hitting with irons and drivers, tactical strategies, scoring, and golf-course etiquette. Safety will be a major issue seeing the students will be using long handled instruments. The students will be taught throughout the lessons how to avoid an injury on the golf course.

**Required Materials**

To participate safely and effectively in this class, students need to have proper clothing for physical activity. If students are not dressed properly they will not be allowed to participate for safety and hygienic reasons. If there are any problems meeting these requirements student should see instructor. The following items are allowed during physical education:

- A. Shirts(and any other clothing) should have appropriate language. Short-sleeved shirts should be worn indoors, but long- sleeved shirts are appropriate for outdoors.
- B. Shoes that have white soles or soles that do not mark the gym floor.

- C. Shorts should follow school dress code regulation (at least to the top of the knees). Please note: Spandex, short shorts, boxers, tank tops are not allowed.

**Also:**

- A. Cold weather—students should have a sweatshirt or sweat pants for cool days, outdoors.
- B. Locks and lockers will be issued to each student
- C. A good attitude and willing to learn

**Grading**

Grading components are as follows:

*Participation* is worth 70% of the students grade. Grades will be calculated by points earned based on the definition of participation: Participation includes proper dress, being on time, and participating to the best of your ability.

*Attitude/ Effort* are worth part of the student's participation grade. (Heart rate monitors can be used making sure students reach a certain number for their height and weight)

*Written and Performance Assessments* are worth 5 points each and will be given throughout the unit. At the end of the unit, there will be an accumulative final worth 10 points.

**Grading Scale**

A+ 100-97%	
A 96-94%	C 76-74%
A- 93-90%	C- 73-70%
B+ 89-87%	D+ 69-67%
B 86-84%	D 66-60%
B- 83-80%	F 59% and below
C+ 79-77%	

**Attendance and Tardy Policy**

Regular class attendance is imperative to reach a desired level of physical activity and fitness. Also, participation is important to class activities. Interaction between students and instructors is vital to the learning and mastery process. When students miss class they are missing valuable opportunities to learn and practice. It also hinders the rest of the class' opportunities when small group participation is required.

To earn full credit, a student is expected to attend and participate in all of the class sessions. Any days missed must be made up through after school activities or other previously approved (by the teacher) activities to receive credit. Students must bring a note to validate the appointment or reason for not attending class for the day. If there is an excused absence due to a school-related activity (band, sports, field trip...) the student will be excused for the day. In order for it to be an "excused absence" the instructor must be notified prior to activity.

Points will be awarded/deducted based on attendance

1. 5 points will be the daily points given for attending and participating with effort and a good attitude.

2. Minus 5 points for unexcused absences or unexcused absences that are not made up.
3. Minus 5 points for non-suits that are not made up
4. Minus 1 point for tardiness

**NOTE:** Points may also be deducted for poor attitude, lack of effort and behavior problems.

**Non-Suit**

Failure to dress down or wearing of inappropriate clothing

**Tardiness**

Students not suited up in appropriate attire and ready for activity when class starts (at second bell)

**Expectations**

Students will not be graded down for lack of a particular skill but will earn points for improving. (the improvement will be recorded on the assessment at the beginning of the skill and then compared to the end result). The goal here is to learn skills and gain appreciation for exercise and many sport activities. On the other hand students can be graded down for lack of effort. An example of an "A" student in this class is one who:

Dresses down everyday in an acceptable fashion

Practices punctuality by coming to class on time

Has a positive attitude toward the instructors and other classmates

Accepts feedback from teacher and makes meaningful progress on skills

**Bottom line:** Be positive and learn as much as possible!

Any questions or concerns?? Please come and talk with the instructors! The instructors would like to hear from you.

<School Heading>  
Physical Education Program  
Golf Unit

November 9, 2005

Dear Parent(s) or Guardian(s):

This letter is to inform you about the upcoming Physical Education learning experience your child is going to partake in. I will be introducing an exciting unit on Golf. Golf is a complex sport that involves the swinging of a long handled club. Safety will be a major issue during this unit and your child will learn about the many safety precautions that will ensure a safe environment. In this unit, students will learn proper club grip and swinging technique, rules, putting, chipping, driving, course etiquette, and helpful strategies. This unit will provide your child with an overview of the game of golf, an appreciation for the sport, and the knowledge of a sport that can provide lifetime wellness.

Student safety precautions:

- Plastic golf balls will be used during most of the lesson with one or two opportunities to visit a golf course or driving range.
- Students will learn about proper space for a safe golfing environment
- Students will learn to hold a club properly while walking.
- How to swing a club

If you have any questions or comments feel free to give me a call at (###) ###-#### or send me an email at %%%@%.com.

Sincerely,

First Last Name

(Physical Educator for \_\_\_\_\_ School District

## Equipment List

- 2 rubber chickens
- 2 fluffy balls
- 6 strips of fake putting green
- 30 of each type of club.(right handed)
- 5 of each type of club. (left handed)
- 300 wiffle/practice golf balls
- 1 pair of scissors/exacto knife
- 30 other objects (paper, rocks, sand, etc.)
- A full set of golf clubs (3iron-pitching wedge, 3 wood, 5 wood, and 1 wood)
- 30 score cards from any local golf course (make many copies)
- A USGA Rules Book
- 300 golf balls
- 30 practice golf cups/holes.
- 3 large carpets/rugs to use as the green.
- 30 bouncy balls
- Tape
- 30 Small flags
- 32 cones
- A piece of paper
- A pen
- 3 long tape measures, or 15 yard sticks (on the floor for measuring the putting stroke)
- 30 portable cups
- 1-3 large rug/carpeted surfaces (at least 30x30 ft)
- 30 wooden blocks
- 30 sharpe or colored markers to write on practice golf balls
- 5 flags that can stick in the grass
- 30 Chipping mats or rug/carpet surfaces
- 30 poly spots
- 15-30 beanbags
- 4 or more Nets
- 5 Slim wrestling mats
- Newspaper
- Thick/medium height object (for the lob shot)
- 5 hula-hoops
- 60 scarves
- 30 Different types of balls
- Targets
- 2-3 balls of yarn
- 4 pieces of chalk
- More than 200 golf tee's
- 8 turf/carpets mats about 10'x10'
- 30 Obstacles (chair, desks, tables, books or anything available to put in the room)
- The game "Jenga"

- 30 golf pencils (short pencils with no erasers. Could be exchanged for other pencils)
- Task Cards (all located in the “Task Cards” section of the notebook)





### Golf Unit Plan



<b><u>LESSON 1</u></b> Intro to Golf: Etiquette, Rules 101, Scoring, Clubs.	<b><u>LESSON 2</u></b> Assessment of putting with no instruction.	<b><u>LESSON 3</u></b> Putting grip, stance, and putting stroke.	<b><u>LESSON 4</u></b> Putting Straight.	<b><u>LESSON 5</u></b> Putting Downhill and on side slope.	<b><u>LESSON 6</u></b> Visit Golf Course practice greens. Assess progress on putting. Quiz #1.
<b><u>LESSON 7</u></b> Chipping assessment with no instruction. Strategy.	<b><u>LESSON 8</u></b> Chipping basics. Grip, stance, stroke.	<b><u>LESSON 9</u></b> Chipping to a target.	<b><u>LESSON 10</u></b> Chipping with loft. Strategy.	<b><u>LESSON 11</u></b> Bunker shots.	<b><u>LESSON 12</u></b> Visit Golf Course practice greens. Chipping and putting. Assess progress on chipping. Quiz #2.
<b><u>LESSON 13</u></b> Assessment on the basic swing with no instruction. Irons only.	<b><u>LESSON 14</u></b> Long irons, Stance and stroke.	<b><u>LESSON 15</u></b> Ball placement before the swing for long irons and stroke.	<b><u>LESSON 16</u></b> Short irons, Stance and stroke.	<b><u>LESSON 17</u></b> Short irons with accuracy.	<b><u>LESSON 18</u></b> Long and short irons. Quiz #3.
<b><u>LESSON 19</u></b> Visit Golf Course Driving Range, or hit practice balls in field. Assessment on swing.	<b><u>LESSON 20</u></b> Strategy, and swing for woods.	<b><u>LESSON 21</u></b> Hitting with woods.	<b><u>LESSON 22</u></b> Hitting with woods: Working on the slice and hook shot.	<b><u>LESSON 23</u></b> Hitting with woods: Working on the slice and hook shot.	<b><u>LESSON 24</u></b> Putting it all together. All skills learned are practiced. Assessment. Quiz #4.
<b><u>LESSON 25</u></b> Playing etiquette. Time efficiency for golf round.	<b><u>LESSON 26</u></b> Practice course normal round. Keep track of strokes.	<b><u>LESSON 27</u></b> Skins game practice course.	<b><u>LESSON 28</u></b> Assessment #5/Final exam. Practice game for tournament.	<b><u>LESSON 29</u></b> Tournament day.	<b><u>LESSON 30</u></b> Visit a Golf course and put it all together. Keep score and overall assessment.

**Golf Unit**  
**Lesson #1 (Etiquette, Rules 101, scoring, and clubs)**

**Objectives**

**A. Student:**

By the end of class, students will be able to...

1. Identify the main rules of golf. **(EALR 1.1, NASPE 1)**
2. Show proper golf etiquette. **(EALR 1.1, NASPE 5)**
3. Contrast the difference between the clubs. **(EALR 1.1, NASPE 1)**
4. Recognize how to keep score in a golf match. **(EALR 1.1, NASPE 2)**

**B. Teacher:**

**Class Rules** (Fill in your class rules)

**Protocols** (Fill in)

**Equipment (class of 30 students)**

- A full set of golf clubs (3 iron-pitching wedge, 3 wood, 5 wood, and 1 wood)
- 30 score cards
- A USGA Rules Book

**Instant Activity: “Show and Guess”** Purpose: To build trust in classmates that they will take care of their prized possessions. Also to learn something about your classmates. Materials: A special item from each student. Time needed: About 10 minutes. Instructions: Have each student bring something special to them into the classroom. The students must keep what their item is a secret. The teacher will place all of the items on a table. The whole class can go up to the table and hold each item. After an allotted time, the students must guess which item belongs to which student. Variations: The item could be exchanged for something else that describes the person.

**Set Induction:** “On average, how old are pro football players when they retire? (Around 35-40). How old are professional baseball players when they retire? (About the same age, some a little older). To maintain a healthy lifestyle we must get physical activity in for the rest of our lives. I don’t know about you, but I don’t plan on dying at the age of 40. We are going to learn how to play the game of golf. There are many elderly people that still play this awesome game into their 80’s. It is a game that you can play for many years, have fun at it, and remain physically active. Today, we are going to learn some of the background of golf as well as some rules and procedures. Tomorrow we will get into putting and by the end of this unit, you will be able to go to the golf course with confidence and play this great sport for the rest of your lives!”

MAF	Extensions	Refinements	Applications
<p><b>Informing Task:</b> (In the gym, or if possible in a classroom) When I say go, get into group space around me with your notebooks and a pen on the gym floor. Where are we going to go once we get our notebooks and a pen? (Into group space around you on the gym floor). Good. <b>GO!</b></p>			
<ul style="list-style-type: none"> <li>• Students are sitting in the gym floor in group space around the teacher.</li> <li>• Each student has their notebook and a writing utensil.</li> <li>• The teacher has a full golf set and is lecturing to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Write down some notes on golf history, etiquette, rules, scoring, and the different clubs used.</li> <li>• Who can tell me what golf etiquette is? (It is basically the respect for other golfers on the course, as well as the respect for the course and the game itself.</li> <li>• The golf etiquette that we are going to practice over the unit is... (Listed in the lecture section at the end of the</li> </ul>		

	lesson).		
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Where was golf invented? (Scotland)</li> <li>• The teacher will go over the basic golf rules, golf history, and scoring.</li> </ul>	<ul style="list-style-type: none"> <li>• Check for understanding after facts said to the students.</li> <li>• Ask the students questions.</li> </ul>	
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• The teacher brings out the golf clubs to show the class.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher shows the class each club and explains what is written in the lecture section for clubs.</li> </ul>		
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Each student has a score card.</li> </ul>	<ul style="list-style-type: none"> <li>• I want you to fill out this score card. The par on this particular course is 72.</li> <li>• Make up a score for each hole. The final score should be within 10 strokes of par. Can the golfer shoot an 83? (No, that is 11 strokes higher than par)</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the par designated for each hole.</li> <li>• Give the person on your card a score that is par, or close to par.</li> <li>• Your ending score will be between 62 and 82.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can finish your score card on the first try without going over 10 strokes over or under par.</li> </ul>
<p><b>Informing Task:</b> When I say go, turn your score cards in to me get back into group space. Make sure your name is on it and it is completely filled out and added up. Where are we going to turn our score cards into? (Your hand) Good. <b>GO!</b></p>			
<p><b>Closure/Assessment:</b> (Ask the students so they can understand before they leave) Name two norms that we discussed for golf etiquette. What is the number of strokes that you would take to get a birdie on a par 5? How many clubs is the most that you can have in your golf bag? If Bill got a birdie on hole number 3, and John got a par, who tee's off first on the next hole?</p>			

## Lecture

- Golf Etiquette:
  - a. Proper Clothing (At the golf course, you must wear a polo shirt that is tucked into slacks or khaki shorts).

- b. Be quiet and still when another player is hitting or putting.
- c. Always let the player furthest from the hole hit first. This means in the fairway, tee box, or on the putting green.
- d. The person with the best score on the previous hole tee's off first.
- e. Other etiquette principles to the teacher that is important.

- Golf History: Golf was invented in Scotland. Golf stands for Gentlemen Only Ladies Forbidden. There isn't a set date when golf started, but it was founded in 1411. The first ever open was played in 1860 in Scotland.
- Golf Rules: Use the USGA rulebook to go over the basic rules. Out of bounds is a two-stroke penalty. If you hit your ball into a hazard i.e. water it is a 1 stroke penalty. You may only touch you ball after you mark it with a marker (could be a coin), but only when it is on the green. You must hit the ball as it lies when it is off the green.

- Scoring: (Pass out the Score Cards to the students.)  
**In a par 4 hole:**

**Eagle=** Make the ball in the hole in two shots from the tee.

**Birdie=** Make the ball in the hole in three shots from the tee.

**Par=** Make the ball in the hole in four shots from the tee.

**Bogey=** Make the ball in the hole in five shots from the tee.

**Double Bogey=** Make the ball in the hole in six shots from the tee.

**Triple Bogey=** Make the ball in the hole in seven shots from the tee.

1. The scoring changes on each hole depending on what the par of the hole is set at. You put the number of shots that it took to make it in the hole in the box in the scorecard and add them up when the round is over. A course has a set par for the whole thing. For example, a course may have an overall par at 72. If you shoot a 72 then you had an even round. If you shot a 70 then you are -2. The lowest score wins.

- Clubs: (Bring out the clubs and show the class as you explain them)

You are allowed 14 clubs in your bag at one time. The usual bag contains clubs 3iron through 9iron, a pitching wedge, a sand wedge, and a 1 wood, 3 wood, and 5 wood. There is no minimum. They do make 1irons and 2irons as well as other types of wedges. There are also other woods that you can have. The 3iron is the longest iron and they get shorter as you move down to your wedges. The Woods are longer than the irons.

(Woods -----> Irons/putter)



(The smaller the club the less distance it will travel: A 5 iron will go further than an 8 iron. An 8 iron will go higher due to the loft on it).

NAME: \_\_\_\_\_

**Instructions: Create a “mock scorecard” with a total between 62-82 strokes for John. Total up your card and turn it in.**

Names	1	2	3	4	5	6	7	8	9	<i>F9</i>	10	11	12	13	14	15	16	17	18	<i>B9</i>	Total	
John																						
Ferman																						
Steve																						
Kirk																						
<b>PAR</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>37</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>35</b>	<b>72</b>	
<b>Group Total</b>																						

**Golf Unit**  
**Lesson #2 (Assessment of putting with no instruction)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Develop a feel for putting. **(EALR 1.1, NASPE 1)**
2. Adapt/change technique to make putting easier with no instruction. **(EALR 1.1, NASPE 2)**
3. Develop a feel for how far the balls travels off of the club-face of the putter. **(EALR 1.1, NASPE 2)**

**B. Teacher**

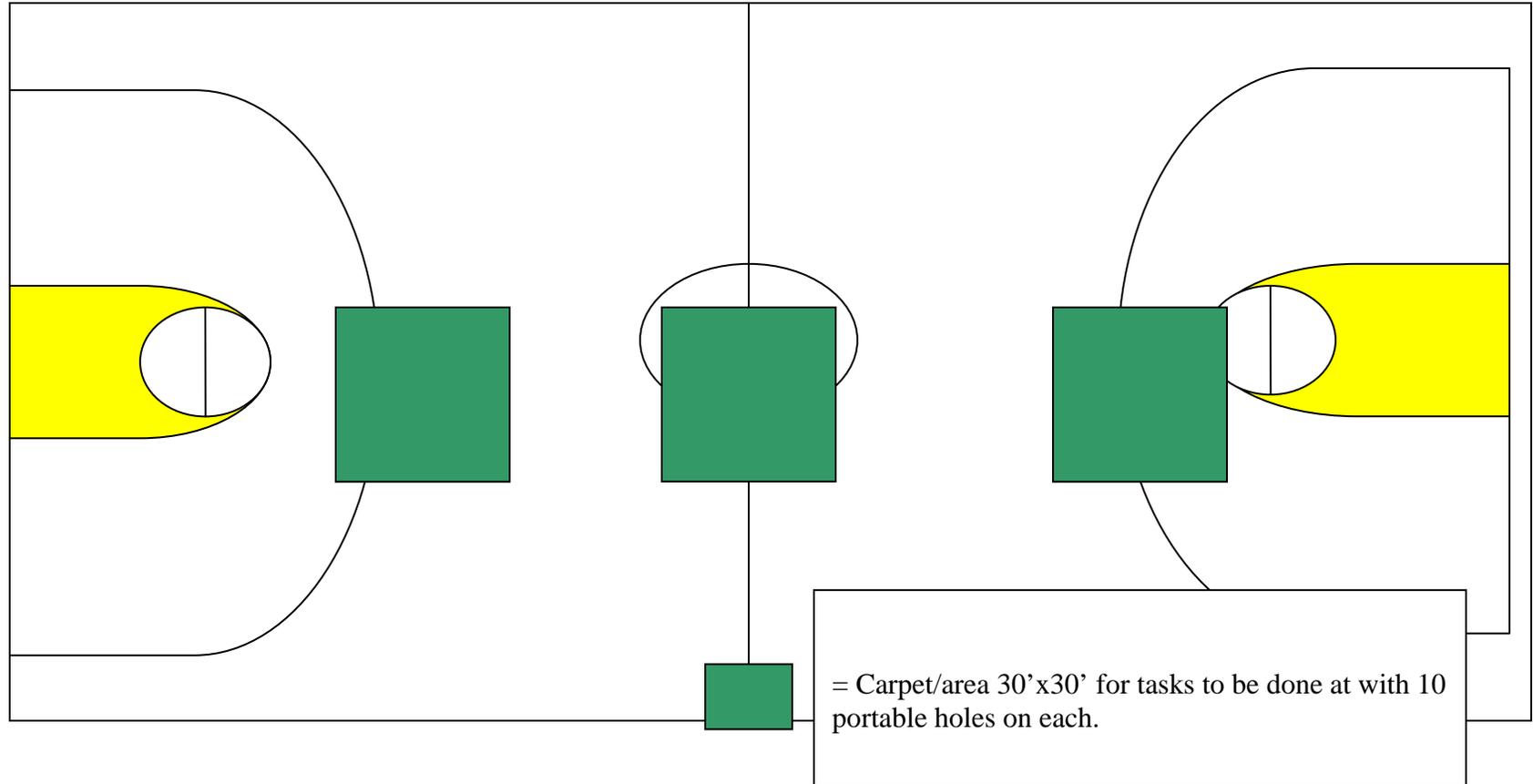
**Equipment (for 30 students)**

- 30 golf balls
- 30 practice golf cups/holes
- 3 large carpets/rugs to use as the green (30'x30')
- 30 putters

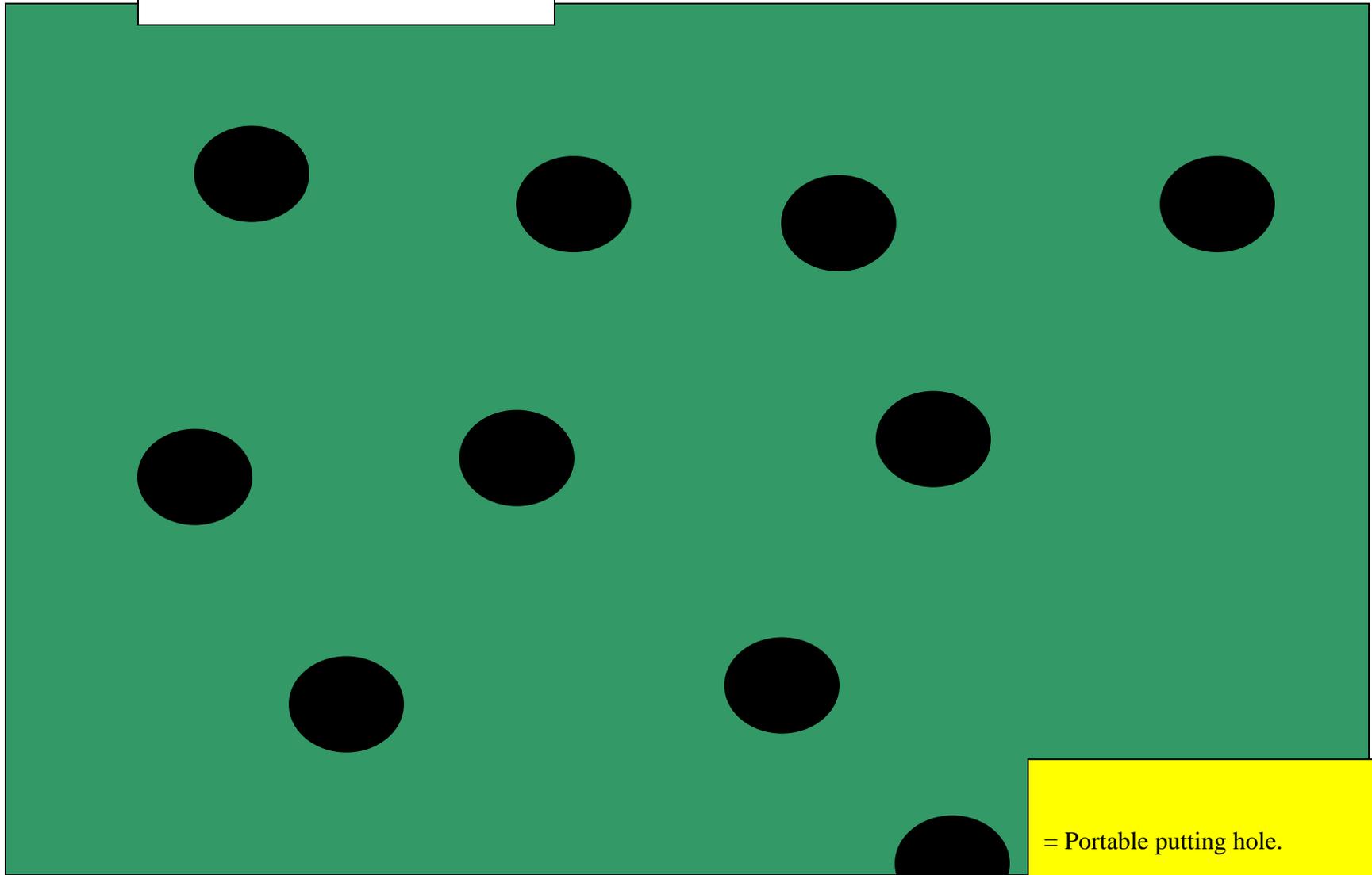
<p><b>Instant Activity: “Remember My Name”</b> <u>Purpose:</u> To get the class acquainted with each other's names. <u>Materials:</u> Students. <u>Time needed:</u> About 10 to 15 minutes. <u>Instructions:</u> Put the class into a circle. Go around each student and they have to do an exercise action that begins with the first letter of their name. For example, I would be "bench press Brad" and my motion would be that of a bench press. Every student must have a different motion/ exercise/ sport. The last person has to try and remember all of the student's names. <u>Variations:</u> The motions can be varied into other health related topics.</p>			
<p><b>Set Induction:</b> How many of you seen the 2005 Buick Open? John Daly missed a 3 foot putt on the final hole when he was tied with Tiger Woods. He lost \$500,000 because he missed a simple straight putt. Today we are going to give putting a try for ourselves. See if you can do better than John Daly or any other pro for that matter.</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> “When I say <b>GO</b>, pick up a putter from the golf bag and find self-space on one of the carpets and begin practicing your putting stroke without hitting a ball. Do this until my instruction. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• Each student will have a putter.</li> <li>• The students will be spread out in self-space in the gym.</li> <li>• The gym is laid out as show in the diagram at the end of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin practicing your best putting stroke with no instruction and no ball.</li> <li>• Do 7 of your best swings in a row.</li> </ul>	<ul style="list-style-type: none"> <li>• None due to first day of assessing students with no instruction.</li> </ul>	
<ul style="list-style-type: none"> <li>• Each student will have a putter and a golf ball and will be in self-space on one of the carpeted areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin putting your ball to a practice cup from five feet away. When you hit 1 putt, retrieve your ball and go back to where you started. Continue doing this until further instruction</li> </ul>	<ul style="list-style-type: none"> <li>• None.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to hit the putt as straight as possible. See if you can make 2 out of 5 putts.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• You now have the choice to move in 2 feet, or move back 2</li> </ul>	<ul style="list-style-type: none"> <li>• None.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can make 3 out of 5 putts.</li> </ul>

	feet depending on how well you are putting. (the teacher can help with some students decisions)		
<b>Informing Task:</b> “When I say <b>GO</b> , get a partner and set your holes up fifteen feet away from each other and make it so there is space in between you and your partner’s cups without interference. <b>GO!</b> ”			
<ul style="list-style-type: none"> <li>• Same equipment.</li> <li>• Each group of 2 is 15 feet away from each other with their practice holes facing each other.</li> </ul>	<ul style="list-style-type: none"> <li>• You will take turns with your partner putting the ball back and forth between holes.</li> </ul>	<ul style="list-style-type: none"> <li>• None.</li> </ul>	<ul style="list-style-type: none"> <li>• If you miss your putt, try to miss past the hole by a maximum of 18 inches. Don’t putt it too hard.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• None.</li> </ul>	<ul style="list-style-type: none"> <li>• Contest. See who can make the most putts from this distance for the rest of the period. For every make it is 3 points. If your putt stops within one putter length of the hole, you get 1 point.</li> </ul>
<b>Informing Task:</b> “When I say <b>GO</b> , walk your putters to the golf bag and calmly set them inside of it. Also, place your golf ball into the bucket and get into group space. <b>GO!</b> ”			
<b>Closure/Assessment:</b> “How many of you made an adjustment to your putting stroke after a few putts? What adjustments were made? (Call on a few students for comments). What was the most challenging thing about putting? Tomorrow I will show you the proper grip that we use to putt. We will also learn the proper stance and putting stroke. See you tomorrow!”			

**Diagram of the set-up in the gym.**



**Diagram of Each carpeted area  
that is on the gym floor.**



= Portable putting hole.

**Golf Unit**  
**Lesson #3 (Putting grip, stance, and putting stroke)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate proper grip of a putter by using **thumb over thumb**. (EALR 1.1, NASPE 1)
2. Demonstrate proper stance by standing with their **nose over the ball**. (EALR 1.1, NASPE 1)
3. Demonstrate proper swing and follow through like a **pendulum**. (EALR 1.1, NASPE 1)
4. Demonstrate proper stance by standing with **feet shoulder width apart, and bent knees**. (EALR 1.1, NASPE 1)

**B. Teacher**

**Equipment (for a class of 30 students)**

- 3 large rug/carpeted surfaces (at least 30x30 ft)
- 15 portable cups
- 30 golf balls
- 30 right handed putters, 5 left handed putters.
- Masking Tape and a marker
- Ruler (to measure the distance between tape)
- 10 smaller cones (to putt towards)
- 24 cones (border for task areas)
- Task cards (At the end of this lesson plan)

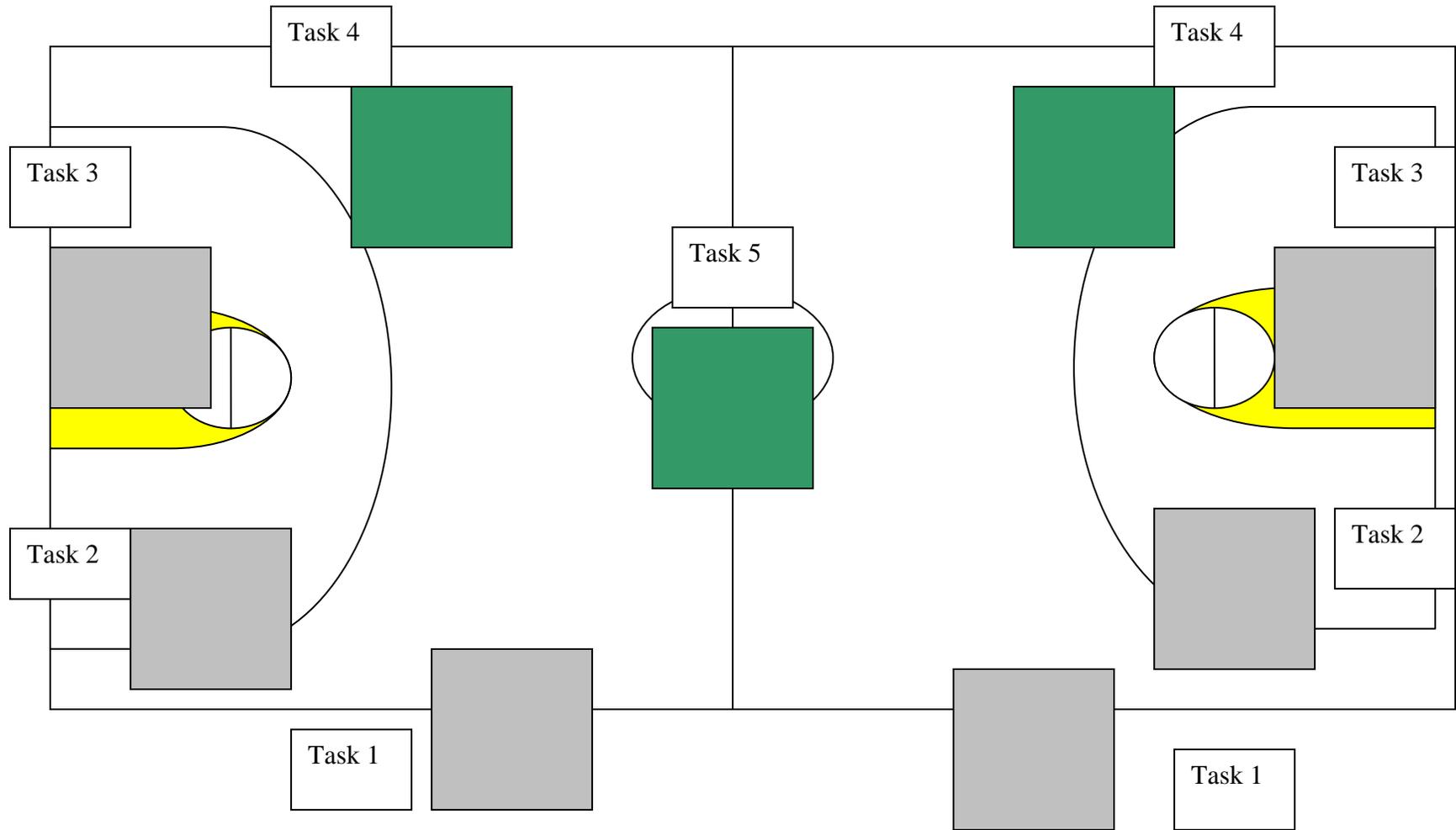
**Instant Activity: “Meet a Buddy”** Purpose: To have the whole class learn about each other's background. Materials: Enough small bouncy-balls for the whole class. Time needed: About 10 to 15 minutes. Instructions: Give each student once bouncy-ball and have them each write their name on it and draw a picture of s hobby of theirs. Have the whole class stand up and throw their ball against a wall. Each student will pick up 1 ball and find the person that they picked up. They will interview that person and will introduce them to the class. The instructor can make up the interview questions. Variations: The questions can be different. They can be health related, or just related to their life.

**Set Induction:** “Tiger Woods is the number one golfer in world. He won the British Open at St. Andrews and said that your putter is an underrated weapon. Today we are going to learn putting grip, stance, and stroke. Using these skills will help you be able to use your putter as a weapon as Tiger would say.”

MAF	Extensions	Refinements	Applications
<p><b>Informing Task:</b> When I say go I need everyone to pick up a putter and a golf ball then line up along the baseline of the gym (The end-line of the basketball court). What are we going to do when we get our putter and golf ball? (Line up on the baseline). Good, <b>GO!</b></p>			
<ul style="list-style-type: none"> <li>• Students will be in a line on the baseline of the basketball court.</li> <li>• Each student will have a putter and 1 golf ball.</li> <li>• There are task cards spread out around the gym. (As shown in the diagram at the end of this lesson)</li> <li>• To prevent cluttering, there will be 2 of every task card around the gym. (e.g. two task #1's and so on)</li> </ul>	<ul style="list-style-type: none"> <li>• I want you to progress your way through the task cards. If you don't make it through all of the cards it is ok.</li> <li>• Start of with learning the grip at task #1, and move onto #2 when you feel you are ready.</li> <li>• Continue to move through the task cards when you have practiced each one and have gotten better.</li> </ul>	<ul style="list-style-type: none"> <li>• There will be cues that will help you with the correct technique on each task card.</li> <li>• Move around the task cards in an orderly fashion. Make sure you are in self-space when executing the tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can get at least 4 or 5 good minutes of practice at each task. If you are already skilled, you may move faster. Make sure you have the technique down before you move on.</li> </ul>

<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• The class will be split in half. One half starts their tasks on one side of the gym, and the other half starts on the opposite end.</li> <li>• Continue to let the students go through the tasks until there are 5 minutes of class time left.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin going through the tasks.</li> <li>• Read the task card thoroughly for cues to improve technique.</li> </ul>		
<p><b>Informing Task:</b> When I say go, set your putter in the golf bag and your golf ball in the bucket. Once you have put your equipment away, get into group space around me. Where are we going to put our putters? (In the golf bag). Where do we go after we put all of our equipment away? (Into group space around the teacher). Good. <b>GO!</b></p>			
<p><b>Closure/Assessment:</b> Everybody close your eyes. With your eyes closed, show me the proper stance for putting. Now, shot me the proper stroke for putting that we learned today. Good. What do I mean when I tell you to swing the putter as if your arms are a pendulum? (Your arms and wrists shouldn't bend, and should move back and forth as one (or a pendulum)). Good job. Tomorrow we will continue putting.</p>			

**Diagram of the set-up in the gym.**



= Area for tasks to be done at (a cone at each corner)



= Carpet/area for tasks to be done at.

## Task #1 (Putting Grip)

(Picture is below card)

### Cues:

- Your thumb of your right hand should be over the thumb of your left hand if you are right handed. (As shown in the picture). It is the opposite if you are left handed.

### Tasks:

- Grip your putter using the **thumb over thumb grip**.
- Take your grip off of the putter, then repeat the grip.
- Re-grip the putter at least 5 times, or until you are comfortable with your grip.
- Move onto task #2 when you have completed this task.



## Task # 2 (Putting Stance and stroke)

(Pictures are below card)

### Cues:

- Set your feet at **shoulder width apart**.
- Slightly **bend your knees**.
- Keep your **nose over the ball** (To see the line of your putter).
- Your arms should act like a **pendulum** from the back swing to the follow through.

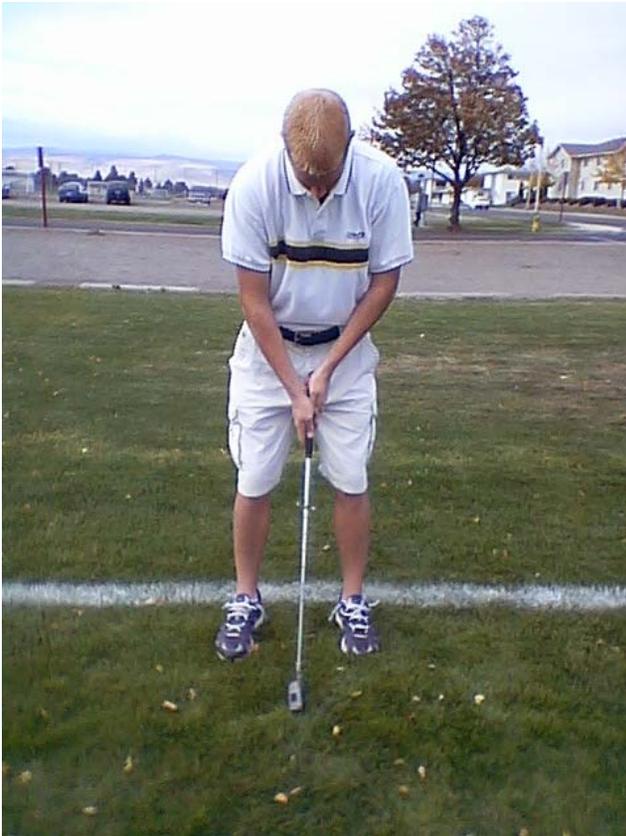
(Meaning that your arms/wrists should not bend)

### Tasks:

- Set up in the proper stance by following the cues above. (Shown in pictures below)
- Using the **pendulum**, execute 10 putting stroke with the proper form. (The back swing should be about a foot as well as the follow through.
- If you feel you need more practice, read the cues again and try 7 correct strokes.



**(Stance from front: Nose over ball, knees bent)**



**(Stance from front view)**



**(Back swing. Keep wrists stiff, straight back)**



**(Follow through. Wrists stiff, straight through)**

**(Arms act as a pendulum throughout the entire stroke)**

## Task # 3 (Putting Stance and stroke)

(Pictures are below card)

### Cues:

- Set your feet at **shoulder width apart**.
- Slightly **bend your knees**.
- Keep your **nose over the ball** (To see the line of your putter).
- Your arms should act like a **pendulum** from the back swing to the follow through.

(Meaning that your arms/wrists should not bend)

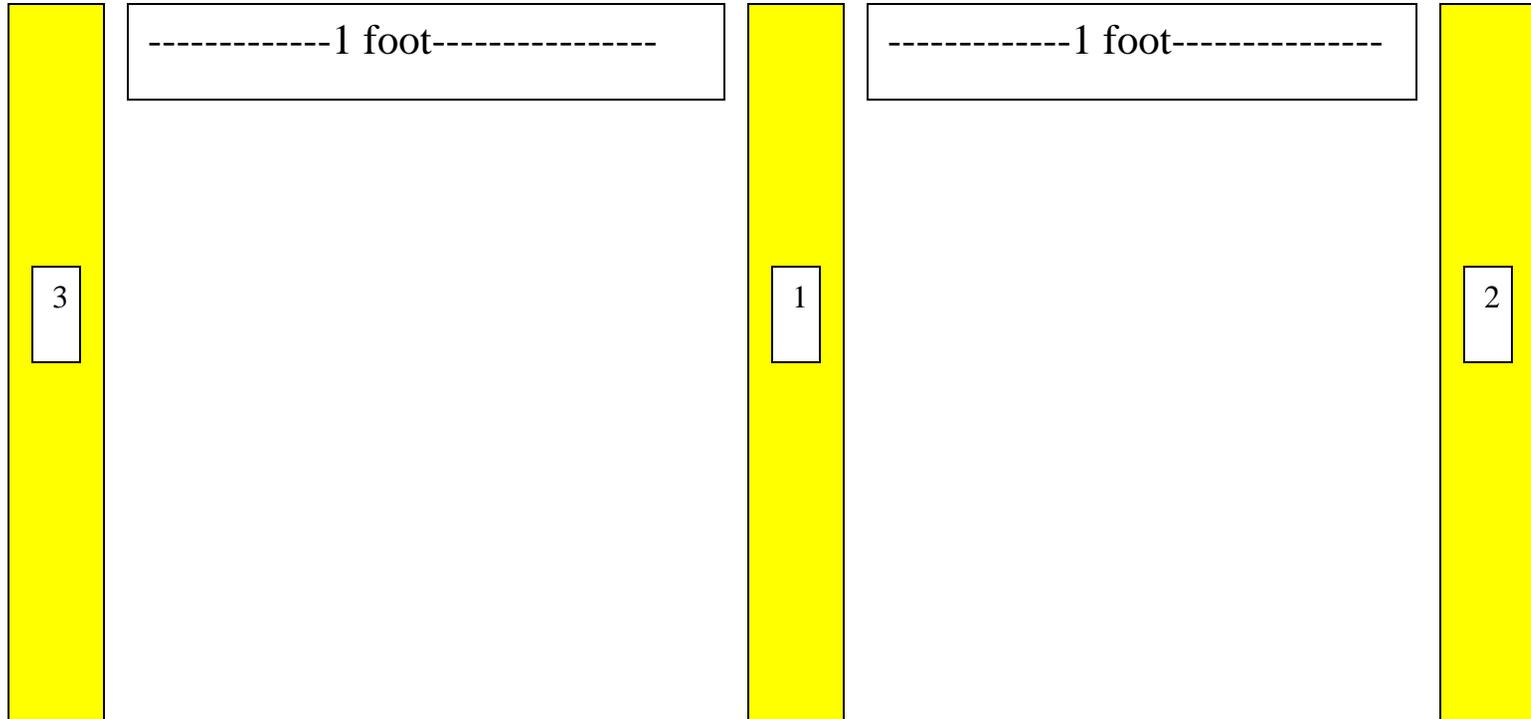
- 1' x 1' putting stroke. (The back swing should only go 1 foot back, and the follow through should go 1 foot past the contact point.)

### Tasks:

- Set up in the proper putting stance and execute 4 correct putting strokes by using the 1' x 1' rule.
- Use the tape on the ground. Start the putter on the tape in the middle, bring it 1 foot back to the back piece of tape, and all the way forward to the front piece of tape. (Tape diagram shown below)

Have about 5 different stations with tape on the floor as shown in the diagram for task #3.

Start the putter on piece of tape #1. The back swing will go to tape #2, and the follow through will go to tape #3.



(Follow through)

(Start)

(Back Swing)



= A piece of tape about 4 inches long

## Task # 4 (Putting Stance and stroke)

(Diagram below card)

### Cues:

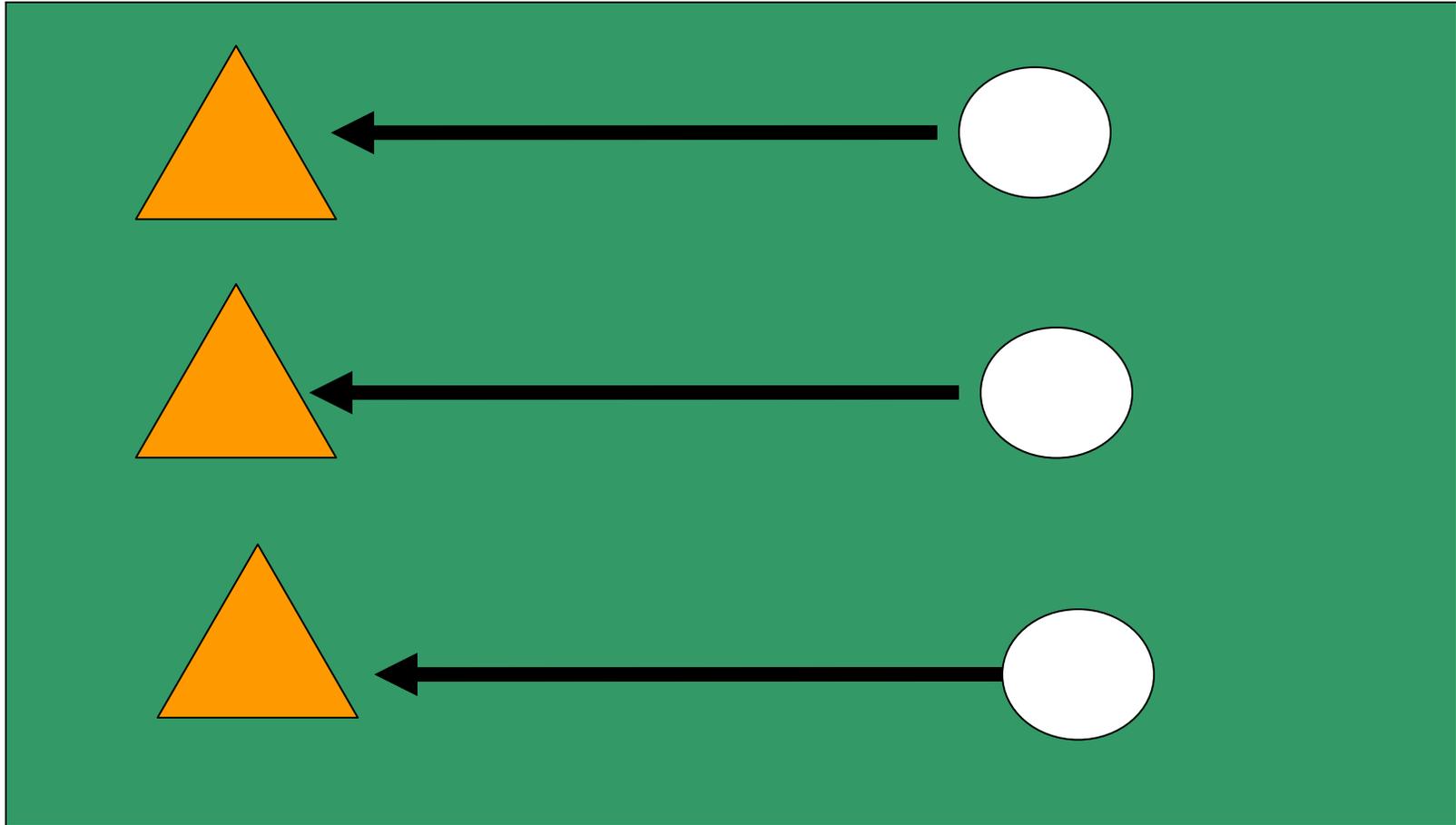
- Set your feet at **shoulder width apart**.
- Slightly **bend your knees**.
- Keep your **nose over the ball** (To see the line of your putter).
- Your arms should act like a **pendulum** from the back swing to the follow through.

(Meaning that your arms/wrists should not bend)

- 1' x 1' putting stroke. (The back swing should only go 1 foot back, and the follow through should go 1 foot past the contact point.)

### Tasks:

- Set your golf ball about 5 feet away from the cone on the carpet.
- Putt your golf ball toward the cone at the end using the learned cues.
- See if you can get the ball to stop within 2 feet of the cone.
- If you got the ball within 2 feet, take 1 giant step backwards and try again.
- Continue to putt toward the cone. If you get the ball within about 2 feet again, take 1 giant step backwards.
- Continue this task until you have taken 4 giant steps backwards.
- Move forward 1 half step if your ball is further than 2 feet from the cone.



= Cone. Students will putt towards them.



= Golf Ball.



= Direction the student is putting towards.



= Carpet that is laid out on the gym floor.

## Task # 5 (Putting Stance and stroke)

(You may have to share a cup with someone else. Be considerate and wait your turn)

### Cues:

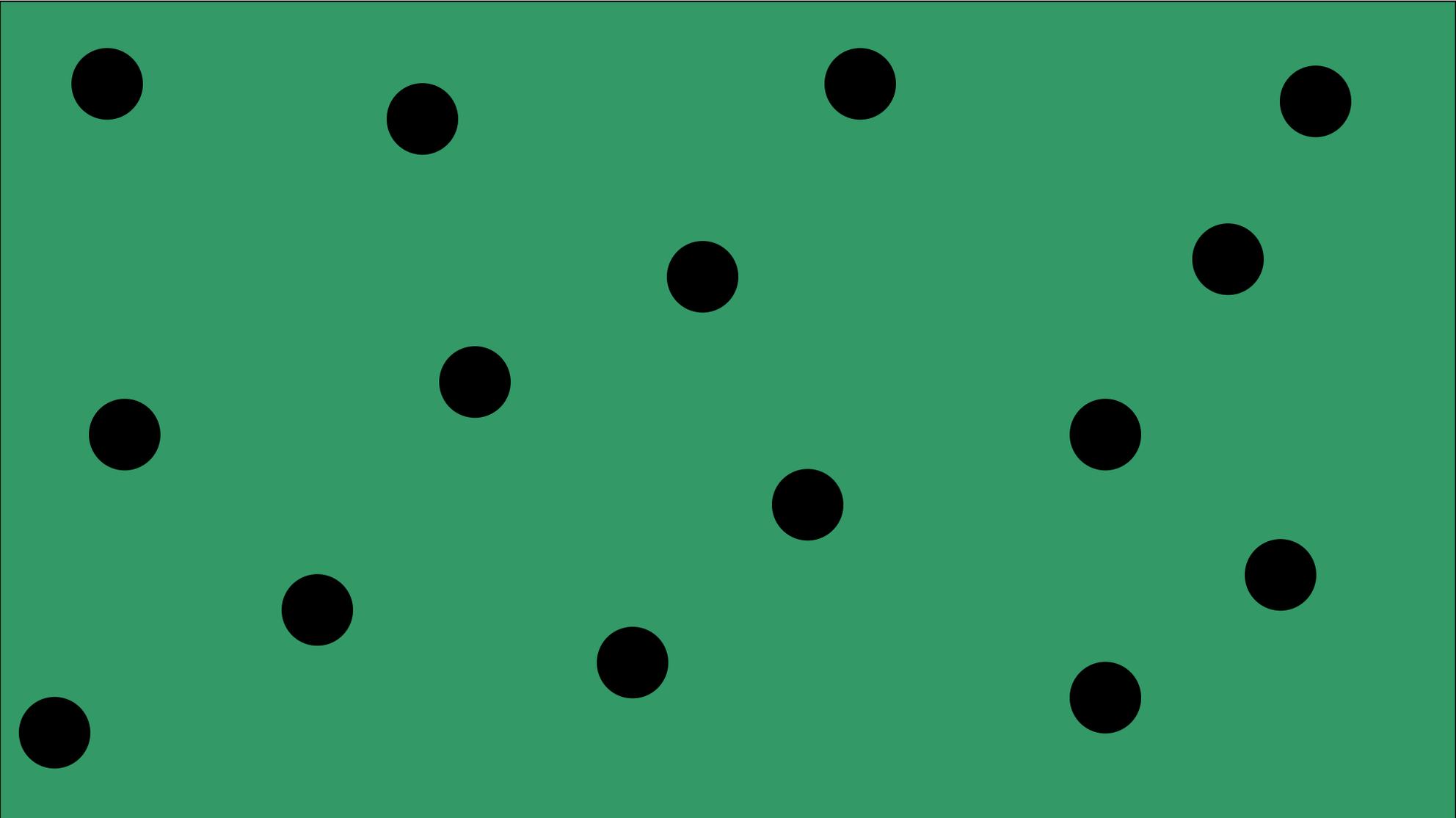
- Set your feet at **shoulder width apart**.
- Slightly **bend your knees**.
- Keep your **nose over the ball** (To see the line of your putter).
- Your arms should act like a **pendulum** from the back swing to the follow through.

(Meaning that your arms/wrists should not bend)

- 1' x 1' putting stroke. (The back swing should only go 1 foot back, and the follow through should go 1 foot past the contact point.)

### Tasks:

- Find a portable putting cup on the carpet.
- From about 5 feet away, putt your golf ball toward the cup and try to make it.
- If you miss, try to have the ball stop within 1 foot of the hole.
- If you make it or get within 1 foot of the cup, take 1 giant step backwards. If you miss by more than 1 foot, (take 1 small step forward).
- Repeat this task and see how far away from the hole you can get.



= Portable Cups for students to putt toward



= Carpet set out in the middle of the basketball court

**Golf Unit**  
**Lesson #4 (Putting Straight)**

**Objectives**

**A. Students**

By the end of class students will be able to...

1. Demonstrate proper stance by standing with their **nose over the ball. (EALR 1.1, NASPE 1)**
2. Demonstrate proper swing and follow through like a **pendulum. (EALR 1.1, NASPE 1)**
3. Demonstrate proper technique by swinging the club **straight back and straight through. (EALR 1.1, NASPE 1)**

**B. Teachers**

**Equipment (for a class of 30 students)**

- 4 large rug/carpeted surfaces (at least 30x30 ft)
- 16 portable cups
- Masking Tape (To mark where to putt from) (Show in diagrams).
- 30 golf balls (real)
- 30 right handed putters, 5 left handed putters.

<p><b>Instant Activity: “Who am I?”</b> <u>Purpose:</u> To have the class interact with each other to develop a comfort inside of the classroom. <u>Materials:</u> Paper, tape, and a pen. <u>Time needed:</u> About 10 minutes. <u>Instructions:</u> As the students walk in the class, the teacher will tape a piece of paper on each students back with a famous persons name on it. Instruct the students not to read the names out loud. Give them about 5 minutes to go around the room asking descriptive questions to figure out what name is on their back. For example: Am I a singer? Am I Caucasian? After a given time, put the class into a circle and go around the room and they have to say who they think they are, or what the name is on their back. <u>Variations:</u> You could do this after a lecture and put a disease on their back and the student's would have to guess what disease they have by the signs and symptoms.</p>			
<p><b>Set Induction:</b> “Putting is a very underrated part of golf. To keep a good score, a player must have an average of only 2 putts or less every time they are on the green. Today, we will learn some cues that will make us better putters so we can maintain low scores and a lower putting average.”</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> When I say go I need everyone to pick up a putter from the golf bag and then find self-space. What are we going to do when we get out putter? (Get into self-space). Good. <b>GO!</b></p>			
<ul style="list-style-type: none"> <li>• Students will be spread out throughout the gym in self-space.</li> <li>• Each student will have a putter.</li> <li>• The gym is set up as shown in the diagrams at the end of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• I want you to swing the putter back about a foot and forward about a foot (1-1 swing) as you pretend to putt a ball into a cup six feet away.</li> <li>• Do the 1-1 swing in slow motion 6 times in a row. Look at me when you are done.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to use the cues learned in the previous lesson. Set up in the correct stance with your <b>nose over the ball</b>, use the proper <b>thumb over thumb</b> grip.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can emulate your putting stroke all 6 times.</li> </ul>
<ul style="list-style-type: none"> <li>• Students will be in a line on the baseline of the basketball court.</li> <li>• Each student will have a putter and 1 golf ball.</li> <li>• The class will be split into 4 large groups.</li> </ul>	<ul style="list-style-type: none"> <li>• I want each group to be on 1 carpet.</li> <li>• Split up within your group so that there are a few students putting towards a hole.</li> <li>• Take turns putting from the tape towards the hole.</li> <li>• Take one practice putt</li> </ul>	<ul style="list-style-type: none"> <li>• When you line up your shot make sure to keep your <b>nose over the ball</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can putt your ball as straight as possible. If it does not go where you want it to, try again using the cues taught.</li> </ul>

	without hitting the ball using the 1-1 swing. Use the tape on each carpet.		
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• If you make your putt, or get it within 8 inches of the hole, take one giant step backwards and try again.</li> <li>• Wait until the student in front of you putts before you go.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to putt straight you must bring the putter <b>straight back</b> on the back swing and <b>straight through</b> on the follow through.</li> <li>• Do not zig-zag your putter.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can keep your head down throughout the entire putt. Keep your head down even after contact and the follow through. You may look to see if it goes in the hole after your stroke is finished.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• You are going to have a putting contest with the students at your hole.</li> <li>• Take turns putting, and see how many putts it takes to make it in.</li> <li>• See which player can make it in the least amount of strokes.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to keep your <b>nose over the ball</b>.</li> <li>• For a consistent swing every time remember to swing your club like a <b>pendulum</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to keep a consistent pendulum of 1-foot back and 1-foot forward. See if you can make it in the hole in 3 or less putts.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Have everyone at your hole move back as far as possible without getting off of the carpet.</li> <li>• Take turns putting towards the hole.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the cues already learned. <b>Nose over the ball, and pendulum</b>.</li> <li>• This time, we want the club to go <b>straight back</b>, and <b>straight through</b>.</li> <li>• This will enable the ball to travel in a straight line.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to keep your putter as straight as possible throughout the entire swing. If you do this it should go in the direction that you are aiming. Once you get the line down of your putt, you can concentrate on your speed.</li> </ul>

<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Do 2 practice swings before you putt each time.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the <b>1-1 swing. One foot back, and one foot through.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Try to keep your putter as straight as possible for both practice swings. See if you can execute the same swing on the ball as you did on your practice swings.</li> </ul>
<ul style="list-style-type: none"> <li>• Continue with this task until there is 5 minutes left of class time.</li> </ul>			
<p><b>Informing Task:</b> When I say go, walk to the golf bag and set your putter in it. Then, walk to the bucket and set your golf ball in there and get into group space. Where are we going to place the putters? (In the golf bag). Where do we go when we put all of the equipment away? (group space) Good. <b>GO!</b></p>			
<p><b>Closure/Assessment:</b> “I’d like you to get into your own personal space and close your eyes. Can you show me the proper way to hold a club? Demonstrate the proper stance for putting. Now swing your club as if you are attempting to make a fifteen foot put. Good. What are some of the cues we learned today? Yes that is right, <b>pendulum, nose over ball, straight back and straight through.</b>” Good job.</p>			



**(Putting Grip: Thumb over thumb)**

**(Stance from front: Nose over ball, knees bent)**



**(Stance from front view)**

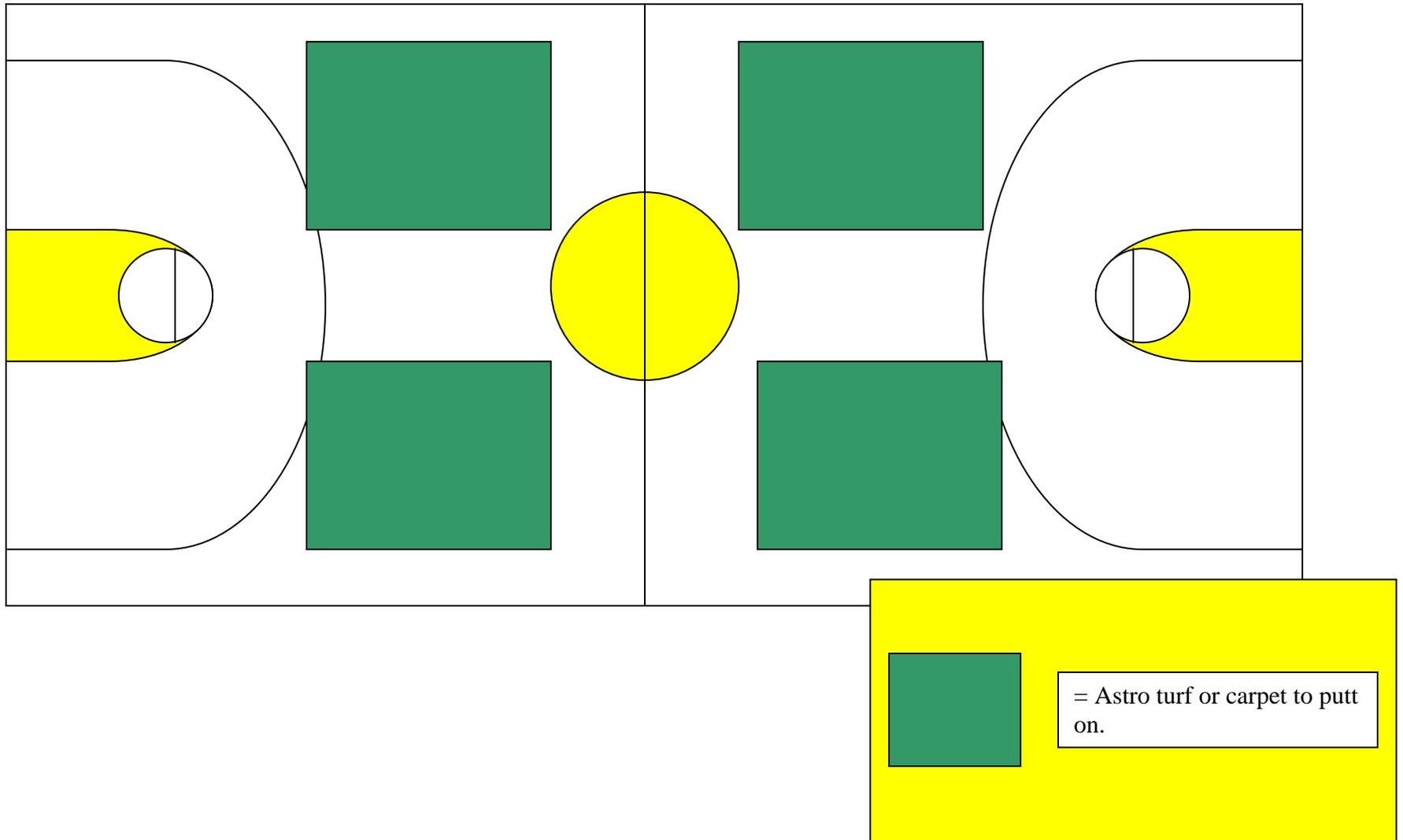


**(Back swing. Keep wrists stiff, straight back)**

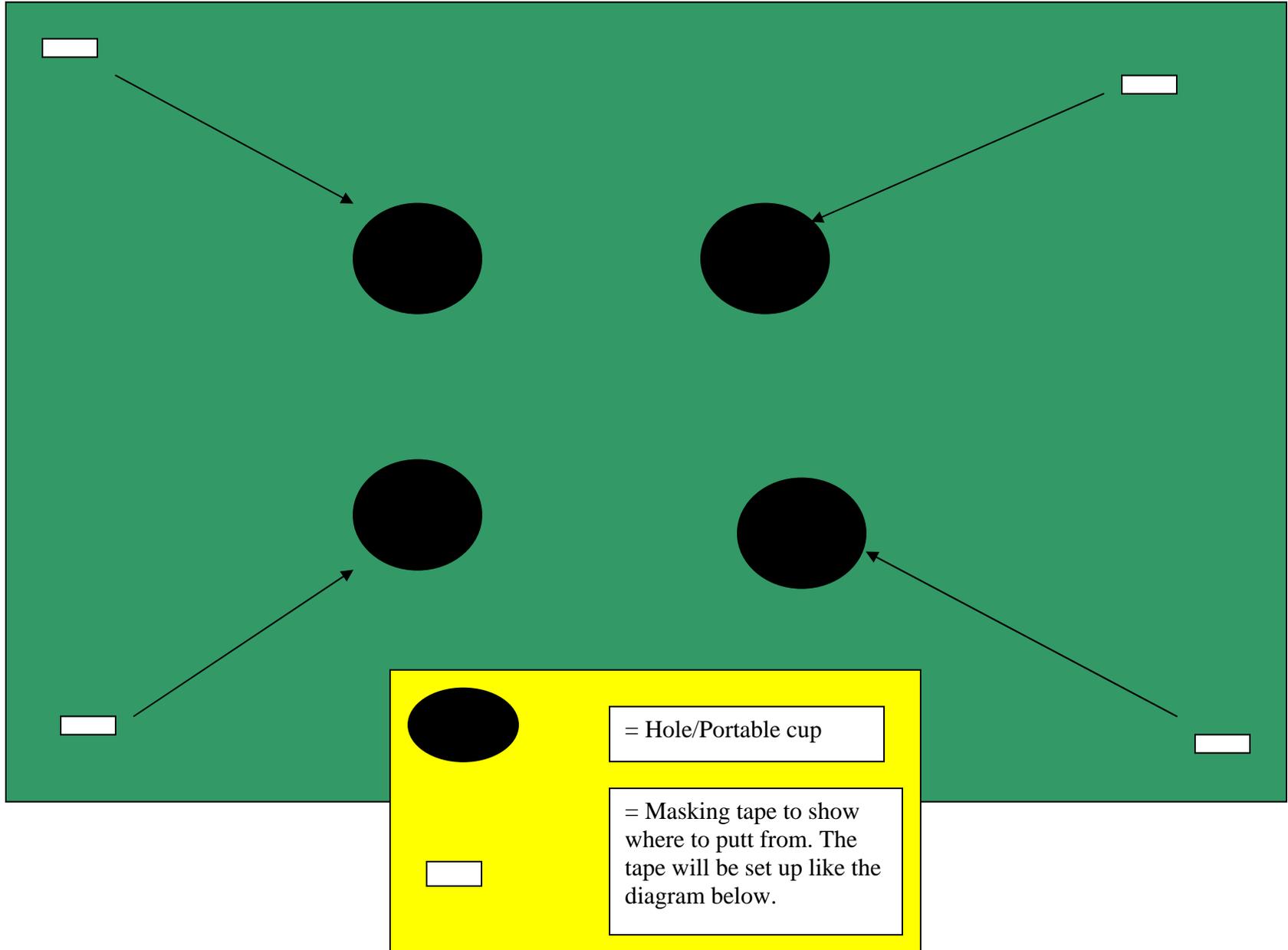


**(Follow through. Wrists stiff, straight through)**

**Diagram of the set-up in the gym)**

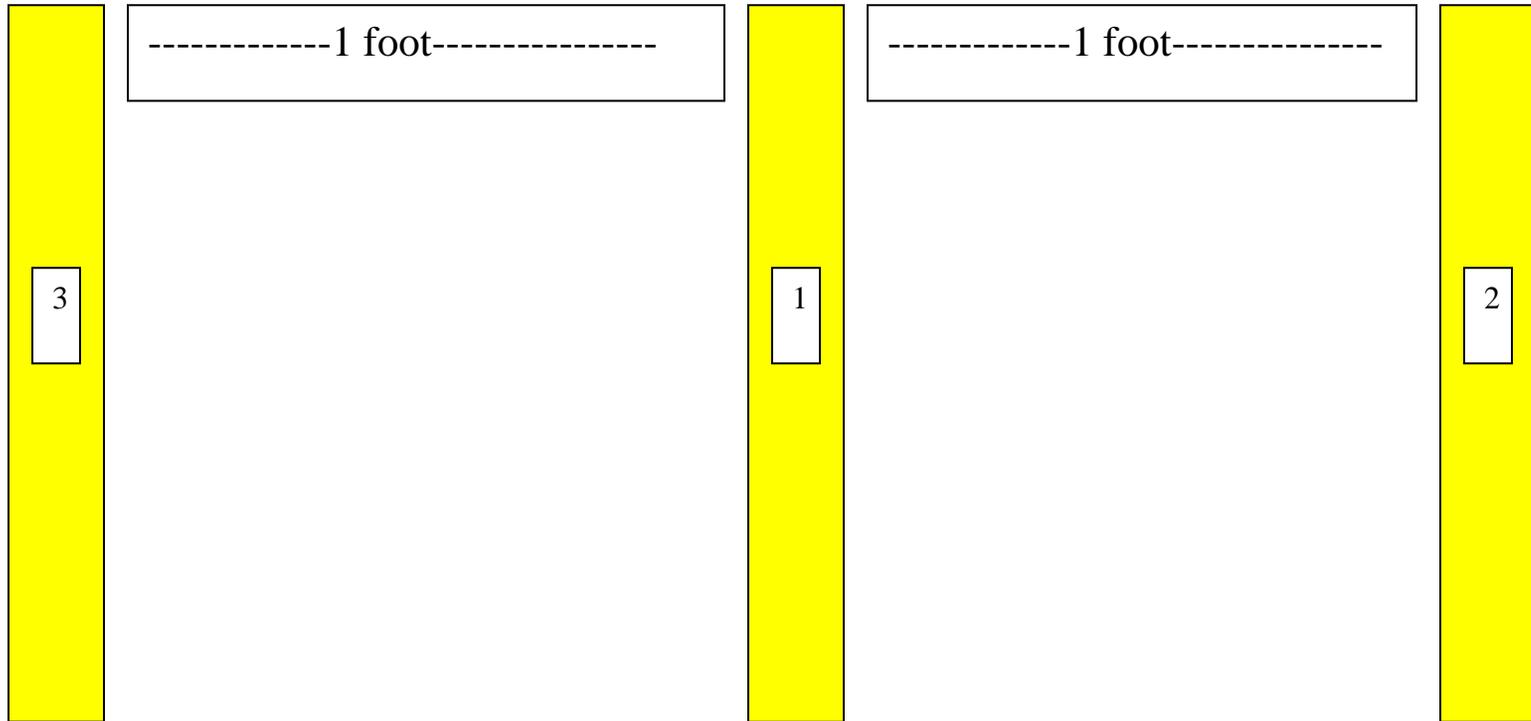


(Diagram of each carpet on the gym floor)



Each spot on the green carpet marked with masking tape will have these 3 pieces of tape.

Start the putter on piece of tape #1. The back swing will go to tape #2, and the follow through will go to tape #3.



(Follow through)

(Start)

(Back Swing)



= A piece of tape about 4 inches long

**Golf Unit**  
**Lesson #5 (Putting downhill and on a side slope)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate proper grip of a putter by using **thumb over thumb**. (EALR 1.1, NASPE 1)
2. Demonstrate proper stance by standing with their **nose over the ball**. (EALR 1.1, NASPE 1)
3. Demonstrate proper swing and follow through like a **pendulum**. (EALR 1.1, NASPE 1)
4. Demonstrate proper stance by standing with **feet shoulder width apart, and bent knees**. (EALR 1.1, NASPE 1)
5. Demonstrate proper strategy by **putting past the hole** (explained in diagram at the end of the lesson) on a downhill putt. (EALR 1.1, NASPE 2)
6. Demonstrate proper strategy by **leaving it on the “pro side”** (explained in diagram at the end of the lesson) when putting on a side slope. (EALR 1.1, NASPE 1)

**B. Teacher**

**Equipment (for a class of 30 students)**

- 4 large rug/carpeted surfaces (at least 30x30 ft)
- 16 portable cups
- 30 golf balls
- 30 right handed putters, 5 left handed putters.
- About 15 full newspapers (crumple up and place under carpeted surfaces for putting)
- 30 wooden blocks (jenga blocks)
- 30 markers

**Instant Activity: “Block Trade”** Purpose: To increase the knowledge of classmates. Materials: Wooden blocks and markers. Time needed: About 5 minutes. Instructions: Write down 5 categories on the board. Example: hair color, eye color, birth month... Have the students write their names on their block. Call out one of the categories and the student has to trade with someone that has the same trait as them. Once they go through 5 trades they must interview the person they are on. After all is done, they interviewer will introduce that student to the class.

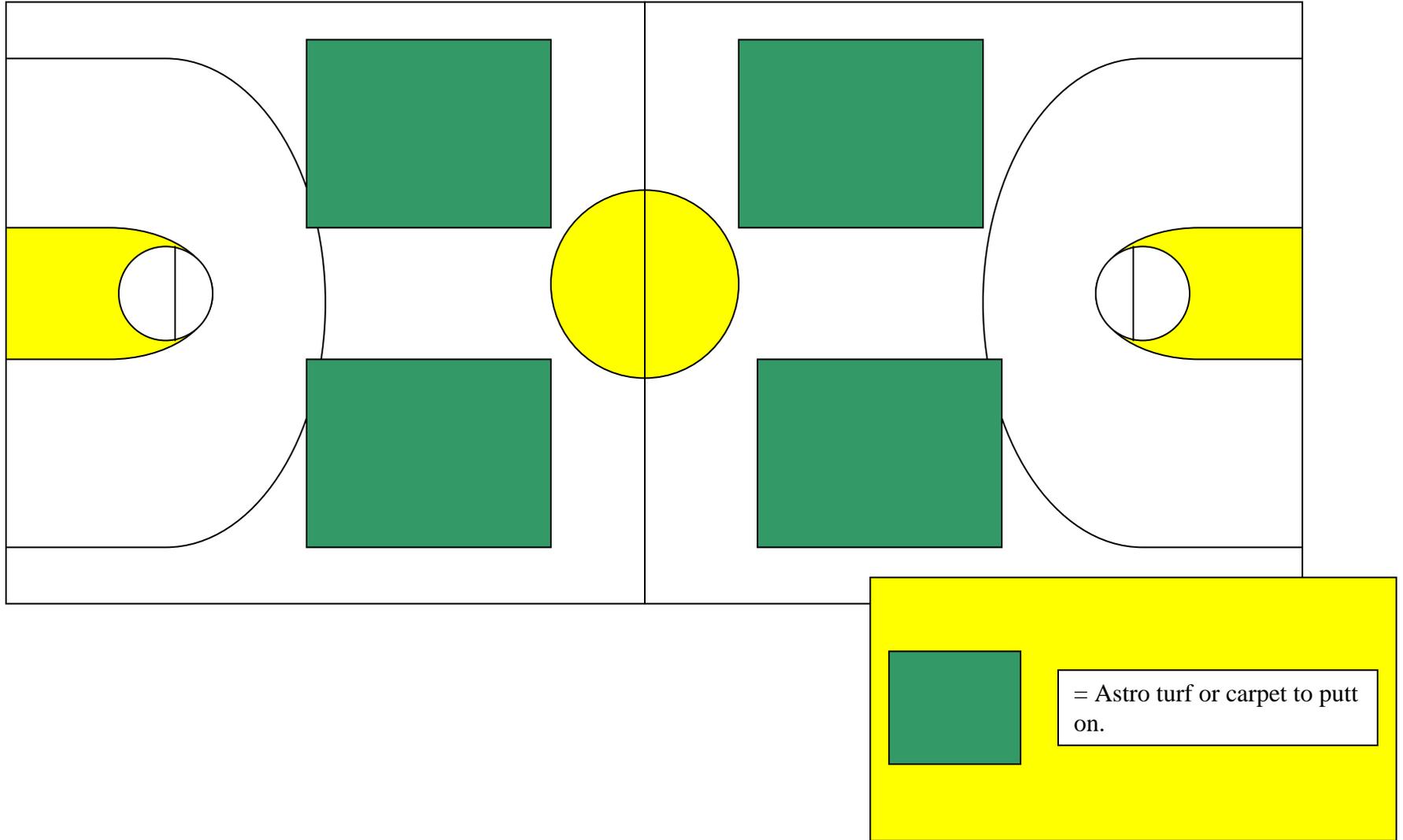
**Set Induction:** “ We have learned the proper technique to putt. We know how to putt on a green that is perfectly straight. When playing on a real golf course, the greens will have slopes and hills. Today we are going to practice and learn the strategies that will help us putt better downhill and on a side slope. Did you know that 58% of golfers make their uphill putts and only 38% make their downhill putts? That statistic does not lie and will show us why it is important to use the proper strategy.”

MAF	Extensions	Refinements	Applications
<p><b>Informing Task:</b> When I say go, I want everybody to pick up a putter, and a golf ball and get into self-space somewhere in the gym but not on the carpets. Where are we going to go once we get out putter and a golf ball? (Into self-space in the gym, but not on the carpets). Good. <b>GO!</b></p>			
<ul style="list-style-type: none"> <li>• Each student will have a putter and 1 golf ball.</li> <li>• The gym is set up as shown in the diagram at the end of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Set your golf ball in your pocket.</li> <li>• Find a line on the gym. That line is where you will place your putter to keep your back swing and follow through straight.</li> <li>• Get into the correct stance and do 7 practice putting strokes using the cues learned the last couple of days without hitting a ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to keep <b>your nose over the ball, feet at shoulder width apart.</b></li> <li>• Use the proper <b>thumb over thumb grip</b>, and swing the putter with your arms like a <b>pendulum.</b></li> </ul>	<p>See if you can use all of the cues learned for putting follow the straight line on the gym floor with your putter.</p>
<ul style="list-style-type: none"> <li>• The class is split into 4 groups.</li> <li>• Each group will be on a carpet with their putter</li> </ul>	<ul style="list-style-type: none"> <li>• Move the newspaper under the carpet so that it creates a semi-downhill putt.</li> </ul>	<ul style="list-style-type: none"> <li>• Because we are putting downhill, you want to hit the ball hard enough so that it stops <b>past the</b></li> </ul>	<p>See how close you can get the ball to the hole after it has passed. It is a bonus if you make it. <b>DO NOT</b> leave it short.</p>

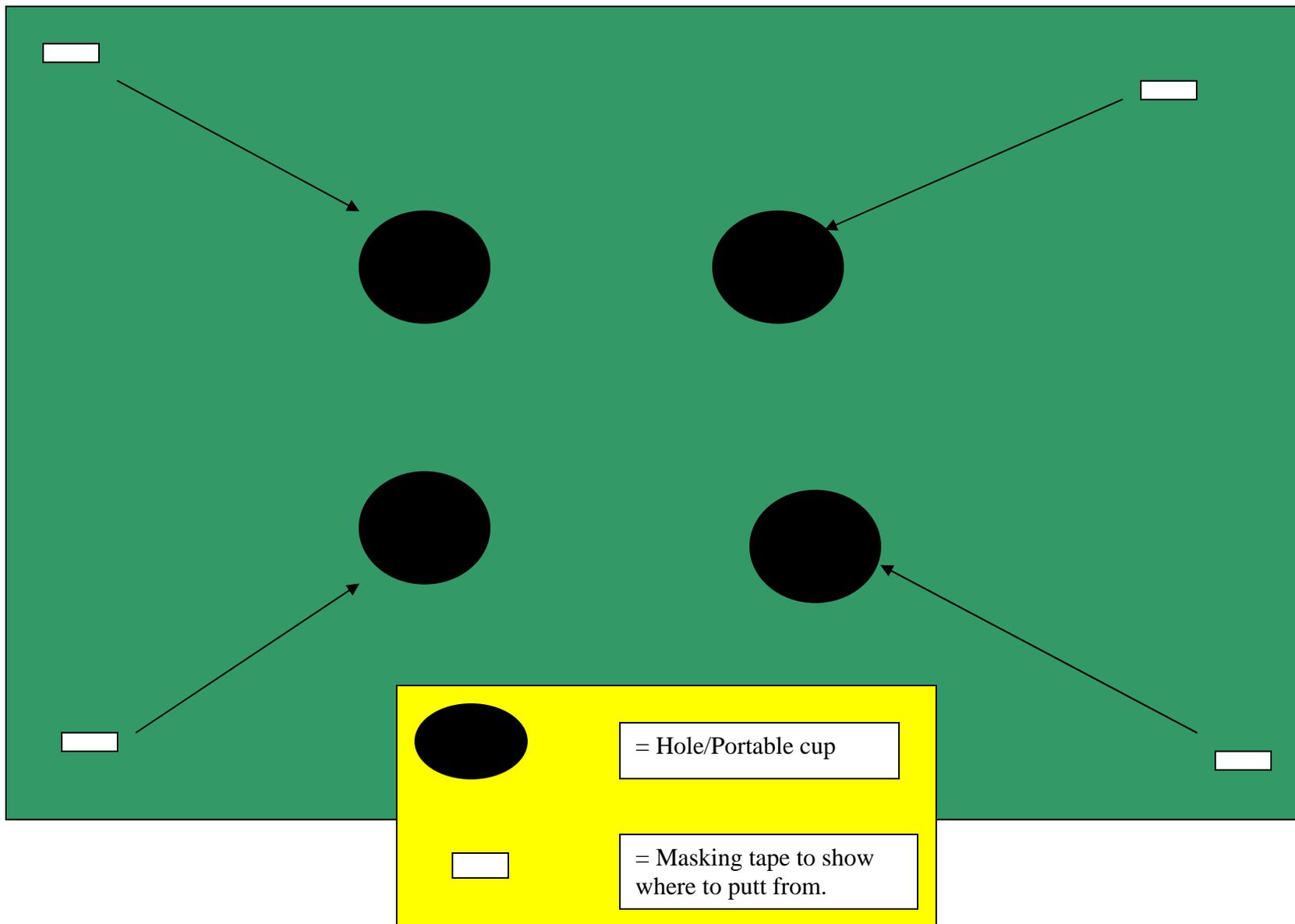
<p>and a golf ball.</p>	<ul style="list-style-type: none"> <li>• Start off on a piece of masking tape and putt towards the portable cup/hole.</li> <li>• Wait your turn to putt if there is more than one student at each hole.</li> <li>• Once you have putt, pick up you ball and repeat the same task. Do this 5 times.</li> </ul>	<p><b>hole</b> if you miss.</p> <ul style="list-style-type: none"> <li>• This will create an uphill comeback putt, and also guarantees a chance for it to go it.</li> <li>• If your putt it short it is impossible for the ball to go in the hole.</li> </ul>	
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Rotate one hole to your right.</li> <li>• Repeat the previous task by putting 5 balls.</li> </ul>	<ul style="list-style-type: none"> <li>• Are your creating a <b>pendulum</b> with your arms? If not, keep your <b>wrists stiff</b> throughout the entire putt.</li> <li>• If you miss, make sure you miss <b>past the hole</b>.</li> </ul>	<p>See if you can get 4 out of your 5 putts to stop within 18 inches behind the hole or make it in the hole.</p>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Move the newspaper under the carpet so that it creates a semi-sloped putt to the right or the left.</li> <li>• Start off on a piece of masking tape and putt towards the portable cup/hole.</li> <li>• Once you have putt, pick up you ball and repeat the same task. Do this 5 times.</li> </ul>	<ul style="list-style-type: none"> <li>• If you miss your putt, miss on the “<b>pro side</b>” of the hole (The side that the slope is the highest).</li> </ul>	<p>See if you can hit your putt on the “<b>pro side</b>” of the hole or make it 3 out of 5 times.</p>
<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	<ul style="list-style-type: none"> <li>• Rotate one hole to your right.</li> </ul>	<ul style="list-style-type: none"> <li>• If you are having problems missing on</li> </ul>	<p>Try to miss the putt on the “<b>pro side</b>” of the hole 4 out of 5</p>

	<ul style="list-style-type: none"> <li>Repeat the previous task by putting 5 balls.</li> </ul>	<p>the “<b>pro side</b>” of the hole, turn your body more toward that side (e.g. aim more right if the green slopes to the left).</p>	<p>times if you don’t make it. Also, try to have the ball stop within 18 inches past the hole.</p>
Continue to let the students go through the tasks until there are 5 minutes of class time left.			
<p><b>Informing Task:</b> When I say go, set your putter in the golf bag and your golf ball in the bucket. Once you have put your equipment away, get into group space around me. Where are we going to put our putters? (In the golf bag). Where do we go after we put all of our equipment away? (Into group space around the teacher). Good. <b>GO!</b></p>			
<p><b>Closure/Assessment:</b> Who can tell me why we putt past the hole when putting downhill? (So at least there is a possibility for the ball to go in. Also, if he/she misses, it leaves a much easier uphill putt). Good. Why is it a good strategy to miss on the “pro side” of the hole if missing at all? (Because if you miss on the amateur side of the hole there is no possibility of making the putt). Good job. Tomorrow, we are going to a golf course (If available. If not, create the same set-up as today’s lesson) and will assess our progress on the putting stroke and strategy.</p>			

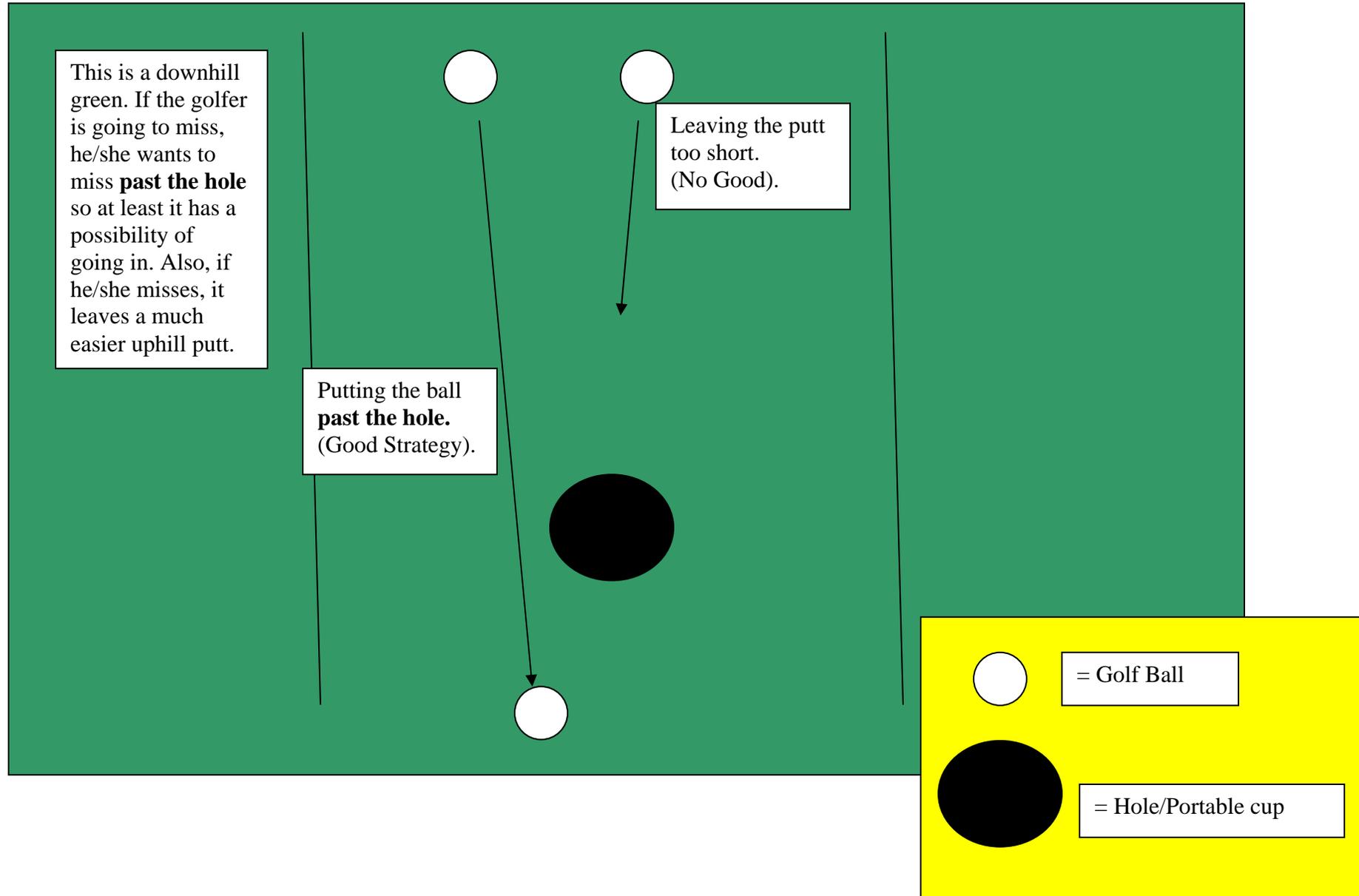
**(Diagram of the set-up in the gym)**  
**(The newspaper is crumpled and under the carpet)**



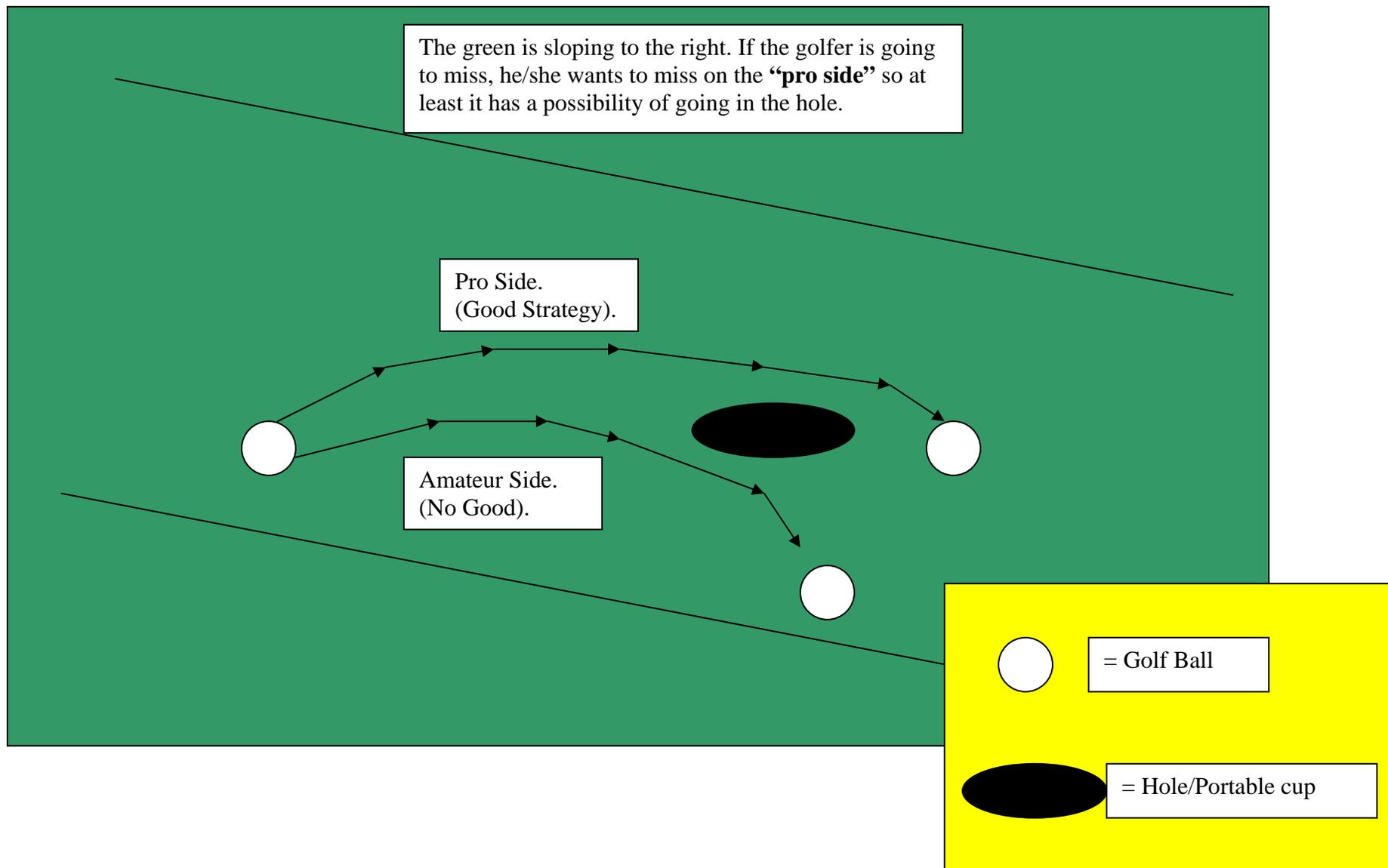
(Diagram of each carpet on the gym floor)  
(There is crumpled newspaper under each carpet to create the slope on the greens)



(Diagram of a Downhill green)



(Diagram of a green with a side slope to the right)



**Golf Unit**  
**Lesson #6 (Visit a Golf Course/Assessment)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate proper grip of a putter by using **thumb over thumb**. (EALR 1.1, NASPE 1)
2. Demonstrate proper stance by standing with their **nose over the ball**. (EALR 1.1, NASPE 1)
3. Demonstrate proper swing and follow through like a **pendulum**. (EALR 1.1, NASPE 1)
4. Demonstrate **putting past the hole** when putting down hill. (EALR 1.1, NASPE 1)
5. Show proper etiquette on the green. (**Person farthest from the cup goes first**) (EALR 3.3, NASPE 5)
6. Show proper etiquette on the green. (**Students not putting must remain still and quiet**) (EALR 3.3, NASPE 5)

**B. Teacher**

**Equipment (for a class of 30 students) (On the course putting green)**

- 30 golf balls
- 30 putters
- 30 score cards
- 30 golf pencils
- 30 quizzes (located at the end of this lesson)

<b>Instant Activity:</b> No instant activity due to the location of the lesson.			
<b>Set Induction:</b> “How important is putting? The object of Golf is to get the lowest score possible. Putting is sometimes underrated in that players put more emphasis on their swing. Here are the facts. A one-foot putt counts as one stroke just as a 300-yard drive. So, if you get on the green in two shots and can’t putt, it doesn’t do you any good. Today we will be assessing your improvements as putters so you can improve your overall golf game.”			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<b>Informing Task:</b> (The class is at the practice green at the local golf course) “When I say <b>GO</b> , I would like you all to get into groups of three, retrieve a putter from the golf bag and a golf ball from the bucket and stand next to one of the holes on the green. What are we going to do once we have our equipment? (Stand next to one of the holes on the practice putting green)			
<ul style="list-style-type: none"> <li>• Each student will have a putter, a golf ball, a pencil and a score card.</li> <li>• Students will be in groups of three to four.</li> <li>• Each group will be standing at a hole on the practice green.</li> <li>• Each hole will be numbered. (Every golf course should have numbered practice holes)</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns putting from hole to hole in numerical order.</li> <li>• Keep score of everyone in your group on your scorecard.</li> <li>• Do not move onto the next hole until your entire group has finished the hole.</li> <li>• Wait until I say to move to the next hole. (The teacher will give the o.k. when every group has finished their respective hole)</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to use the cues learned in the previous putting lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can get the lowest score possible on each score. If you get a bad score on a hole, try to improve your score by at least one stroke on the next hole.</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to have students play each hole until there is 5 minutes of class time left.</li> </ul>	<ul style="list-style-type: none"> <li>• Put your putter in the golf bag, and your golf ball in the bucket.</li> </ul>		

<ul style="list-style-type: none"><li>• Pass out the quiz located at the end of this lesson.</li></ul>	<ul style="list-style-type: none"><li>• When you finish the quiz, turn it in to me.</li></ul>		
<p><b>Closure:</b> “What does a good golfer want to do when the ball lies above the hole in elevation? (Make sure they don’t leave it short, because the next putt would be uphill) Why does the person furthest from the hole hit first? (So they are not in the way of another player when it is someone else’s turn to putt). Good job, tomorrow we will begin chipping.</p>			

### Score Card

Names	1	2	3	4	5	6	7	8	9	F9	10	11	12	13	14	15	16	17	18	B9	Total	
<b>Group Total</b>																						

Name \_\_\_\_\_

Assessment #1

Matching: (Draw a line from numbers 1-7 to the letter answers a-g)

Make the ball in... (the whole is a par 4)

- |                  |                         |
|------------------|-------------------------|
| 1. Hole in one   | a. 7 shots from the tee |
| 2. Birdie        | b. 5 shots from the tee |
| 3. Par           | c. 1 shot from the tee  |
| 4. Eagle         | d. 4 shots from the tee |
| 5. Double bogey  | e. 3 shots from the tee |
| 6. Tripple bogey | f. 2 shots from the tee |
| 7. Bogey         | g. 6 shots from the tee |

8. GOLF stand for?

\_\_\_\_\_

9. How many clubs are you allowed to have in your bag at one time?

\_\_\_\_\_

10. Name two cues to remember when you are putting?

\_\_\_\_\_

\_\_\_\_\_

**Golf Unit**  
**Lesson #7 (Chipping Assessment with No Instruction)**

**Objectives**

**A. Student**

By the end of class students should be able to...

1. Appreciate the difficulty in chipping without proper technique. **(EALR 1.1, NASPE 6)**
2. Adapt/change technique to make chipping easier with no instruction. **(EALR 1.2, NASPE 2)**
3. Develop a feel for the distance the ball travels off the club face while chipping. **(EALR 1.1, NASPE 1)**

**B. Teacher**

**Equipment (for a class of 30 students) (outside in a grassy field)**

- 30 right handed wedges (pitching, sand, lob), 5 left handed wedges
- 120 practice wiffle golf balls in a bucket(4 per student)
- 5 flags that can stick in the grass

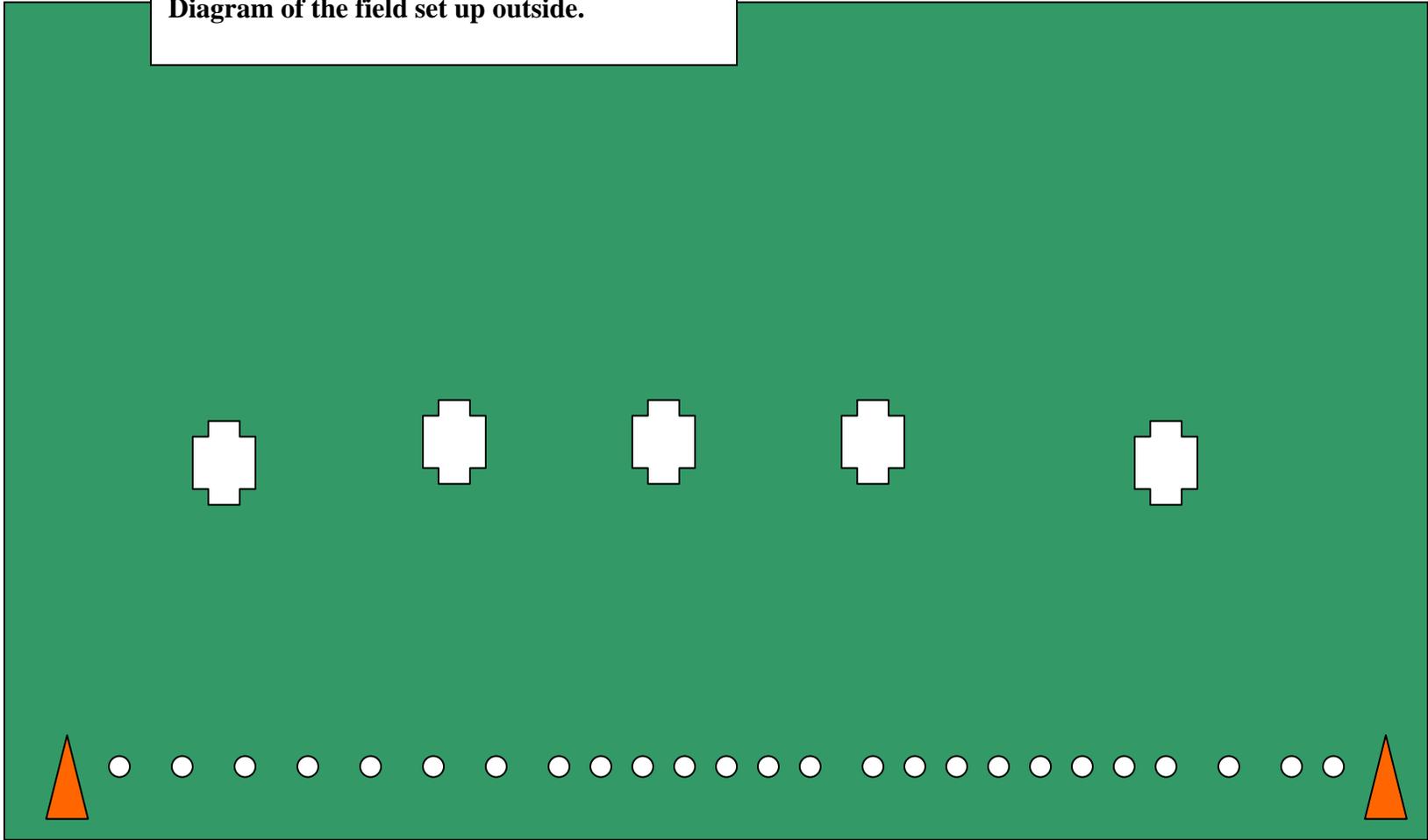
<p><b>Instant Activity: “Sharks and Minnows”:</b> Two students are chosen to stand on the 10 yard line, they will be the sharks. The remaining students line up on the goal line, they will be the minnows. The minnows will run from the goal line to the 30 yard line, trying to refrain from being tagged. Students who are tagged become sharks and when the minnows are sent back they will try to tag the remaining minnows. This continues until all minnows are sharks.</p>			
<p><b>Set Induction:</b> “How many of you have seen the movie Happy Gilmore? He hit the ball 400 yards but when he got close to the green he couldn’t hack it, or get it in the hole. The part of the game that Happy wasn’t very good at was his short game. In the short game a golfer must learn how to chip properly to minimize the amount of strokes he/she takes in a round. Today we will get accustomed to the feel of the wedges, and the beginning of chipping.”</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> (Take the class out to the field) “When I say <b>GO</b>, pick up a wedge out of the golf bag and stand next to one of the poly spots set out, and begin going through the chipping motion. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• Students will be next to a poly spot with a wedge. (Field will be set up as shown in the diagram at the end of the lesson)</li> <li>• 5 Flags are set out on the field for the students to hit at.</li> <li>• No student can go onto the field to pick up their golf ball until the whole class has hit all four balls. The teacher will give the ok when to go onto the field to retrieve their ball, and when to begin hitting again.</li> </ul>	<ul style="list-style-type: none"> <li>• Do 10 swings the way you believe chipping should be.</li> </ul>	<ul style="list-style-type: none"> <li>• NA due to skill assessment day with no instruction.</li> </ul>	
<p><b>Informing Task:</b> “When I say <b>GO</b>, pick up 4 golf balls from the bucket, and go back to your spot on the line and set the balls on the ground and await instruction. <b>GO!</b>”</p>			

<ul style="list-style-type: none"> <li>• Students will be on the line with a wedge and 4 golf balls.</li> <li>• No student can go onto the field to pick up their golf ball until the whole class has hit all four balls. The teacher will give the ok when to go onto the field to retrieve their ball, and when to begin hitting again.</li> </ul>	<ul style="list-style-type: none"> <li>• Chip the balls towards a flag of your choice on the field.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a different hole to chip towards.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a contest with the person next to you.</li> </ul>
<ul style="list-style-type: none"> <li>• Students will be on the line with a wedge and 4 golf balls.</li> <li>• Flags will be moved from shortest distance to furthest.</li> <li>• No student can go onto the field to pick up their golf ball until the whole class has hit all four balls. The teacher will give the ok when to go onto the field to retrieve their ball, and when to</li> </ul>	<ul style="list-style-type: none"> <li>• With your 4 golf balls, chip to 4 different flags.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can get the ball to land within 10 feet of each flag you are going after.</li> </ul>

begin hitting again.		
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**Closure/Assessment:** “Who made changes in their chipping stroke from the beginning of the class period to the end? What changes did you make? (Let a few students answer) Good job, tomorrow we will teach you the proper grip, and the technique that will make you a better chipper.”

Diagram of the field set up outside.



○ = Poly spot

▲ = Cone

⊕ = Flag for students to aim at

**Lesson #8**  
**Lesson #8 (Chipping Basics: Grip, stance and stroke)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate the proper **grip** when holding the wedge to chip. **(EALR 1.1, NASPE 1)**
2. Demonstrate the proper chipping stance with your **feet** and **body open**. (Shown on pictures at the end of the lesson) **(EALR 1.1, NASPE 1)**
3. Demonstrate the proper stroke by swinging your arms like a **pendulum**. **(EALR 1.1, NASPE 1)**
4. Demonstrate the proper **knee high** back swing. **(EALR 1.1, NASPE 1)**
5. Maintain **stiff wrists** throughout the entire chipping stroke. **(EALR 1.1, NASPE 2)**

**(Shown on pictures at the end of the lesson)**

**B. Teacher**

**Equipment (for a class of 30 students)**

- 30 wedges in a golf bag
- A bucket of 30 wiffle golf balls or more.
- A bucket of 90 real golf balls or more.
- 1-3 large rug/carpeted surfaces (at least 30x30 ft)
- Chipping mats or rug/carpet surfaces at least 10-15
- 30 poly spots with room for each student to use a chipping swing and not hit a fellow student. (Poly spots will be placed on the chipping mats facing the wall)
- 15-30 beanbags

<p><b>Instant Activity: “Bean Bag Tag”</b> Everyone needs to have a partner. The partner that is the smallest in height needs to go and get a beanbag. The object of the game is to throw the beanbag at your partner’s feet. If you hit your partner’s feet are allowed to pick up the beanbag and have another shot. If you miss your partner’s feet your partner now has a chance to hit your feet. Keep track of how many times you hit your partner’s feet. The reason why we are doing this is because we need to be quick feet while playing defense in basketball.</p>			
<p><b>Set Induction:</b> “I played golf the other day and I barely missed the green, what am I to do? (wait for students to answer) That’s right; I would chip the ball from the fairway to the green. Today we will go over the correct stroke, stance and grip for chipping successfully. This will lower our scores if we practice the correct way.</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> “When I say go, I want you to walk over to the golf bag and pick up a chipping wedge. Once you have your wedge, stand next to a poly spot facing the wall on one of the chipping mats. Begin practicing your chipping stroke without a ball. Where are we going to go once we get our wedge? (Stand next to a poly spot and practice chipping on the mat without a ball). Good. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• There will be chipping mats or carpets facing the walls of the gym.</li> <li>• The students will be about 10 feet from the wall.</li> <li>• 30 poly spots will be spread out among these mats for student placement when practicing. (As shown in the diagram at the end of the lesson)</li> <li>• Each student will have a chipping wedge.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice your chip shot while facing the wall.</li> <li>• Try to graze the carpet with your club as you do this.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the same grip as you did when putt except your bottom hands <b>thumb crosses</b> your other thumb (shown in picture below).</li> </ul>	<ul style="list-style-type: none"> <li>• Get the feel of the grip by swinging the club back and forth 13 times in a row without breaking your hands off of the club.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure that your <b>feet are open</b> (not</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can maintain a consistent stance</li> </ul>

		<p>perpendicular to the ball. Shown in pictures below)</p> <ul style="list-style-type: none"> <li>The stance is the same concept as putting. <b>Head down, knees bent.</b></li> </ul>	<p>following the guidelines for putting and the new chipping cue 5 times in a row.</p>
<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Just like the putting stroke, your arms will swing like a <b>pendulum.</b></li> </ul>	<ul style="list-style-type: none"> <li>Do 7 chipping strokes in a row using all of the cues so far. <b>Thumb crosses your thumb</b> on your grip. Keep your <b>feet open</b> in your stance, and swing your arms like a <b>pendulum.</b></li> </ul>
<ul style="list-style-type: none"> <li>Same as above.</li> <li>The teacher will walk around the gym and pass out wiffle golf balls. Each student will have one.</li> </ul>	<ul style="list-style-type: none"> <li>I want you to chip practice golf ball at the wall.</li> <li>If chipped correctly the ball should come right back to you.</li> </ul>	<ul style="list-style-type: none"> <li>Remember the cues learned earlier.</li> <li>This time I want you to maintain <b>stiff wrists</b> throughout the entire stroke. This is similar to the putting stroke.</li> </ul>	<ul style="list-style-type: none"> <li>See if you can make clean contact with the ball 3 out of 5 times.</li> </ul>
<ul style="list-style-type: none"> <li>Same as above.</li> <li>The teacher passes out one real golf ball to every student. The golf ball will be set on their poly spot and not touched until instructed to.</li> </ul>	<ul style="list-style-type: none"> <li>Same as above</li> </ul>	<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Try to make the ball bounce back to you 6 out of 9 times off of the wall.</li> </ul>

<ul style="list-style-type: none"> <li>• Students will be on the same hitting mat as before but they will be facing the large carpet/green in the middle of the court. Each student will have a wedge and one real golf ball.</li> <li>• If a student shows that they aren't ready for a real ball due to skill level or discipline problems take it away and have them use a wiffle ball until they prove they can handle a real ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Chip your golf ball onto the green to get a good feel of striking a real golf ball with a club.</li> <li>• Wait until the entire class has hit their ball before you retrieve it. I will tell the whole class to retrieve their ball at once.</li> <li>• Try to get used to the feel of the ball off of the clubface and the distance it travels</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your <b>head down, knees bent, stiff wrists, open feet,</b> and swing like a <b>pendulum.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Try to keep your golf ball on the carpet/green without it rolling off. This will work on touch.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Wait until every student is off of the carpets in the middle before hitting again. I will tell the whole class when to hit again.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can make solid contact with the ball and still have it stay on the carpet.</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to do the same activity until there is 3-5 minutes left in class. Pass out 2 more golf balls per student so they get more repetitive</li> </ul>			

practice.			
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**Informing Task:** When I say go, pick up all of your golf balls and your club and carefully set them into the golf bag and the proper buckets. When everything is put away get into group space. Where do the wiffle balls go? (in the waffle ball bucket). Where do the real golf balls go? (In the other bucket). Good. **GO!**

**Closure/Assessment:** Who can tell me 3 cues that we learned today? What is similar about chipping and putting? Tomorrow we will chip towards targets.

**(Proper chipping grip. Thumb crossed over thumb)  
(Same grip is used for the swing)**



**(Chipping stance from the front before the swing)**



**(Back swing of the chip shot. Knee high)**

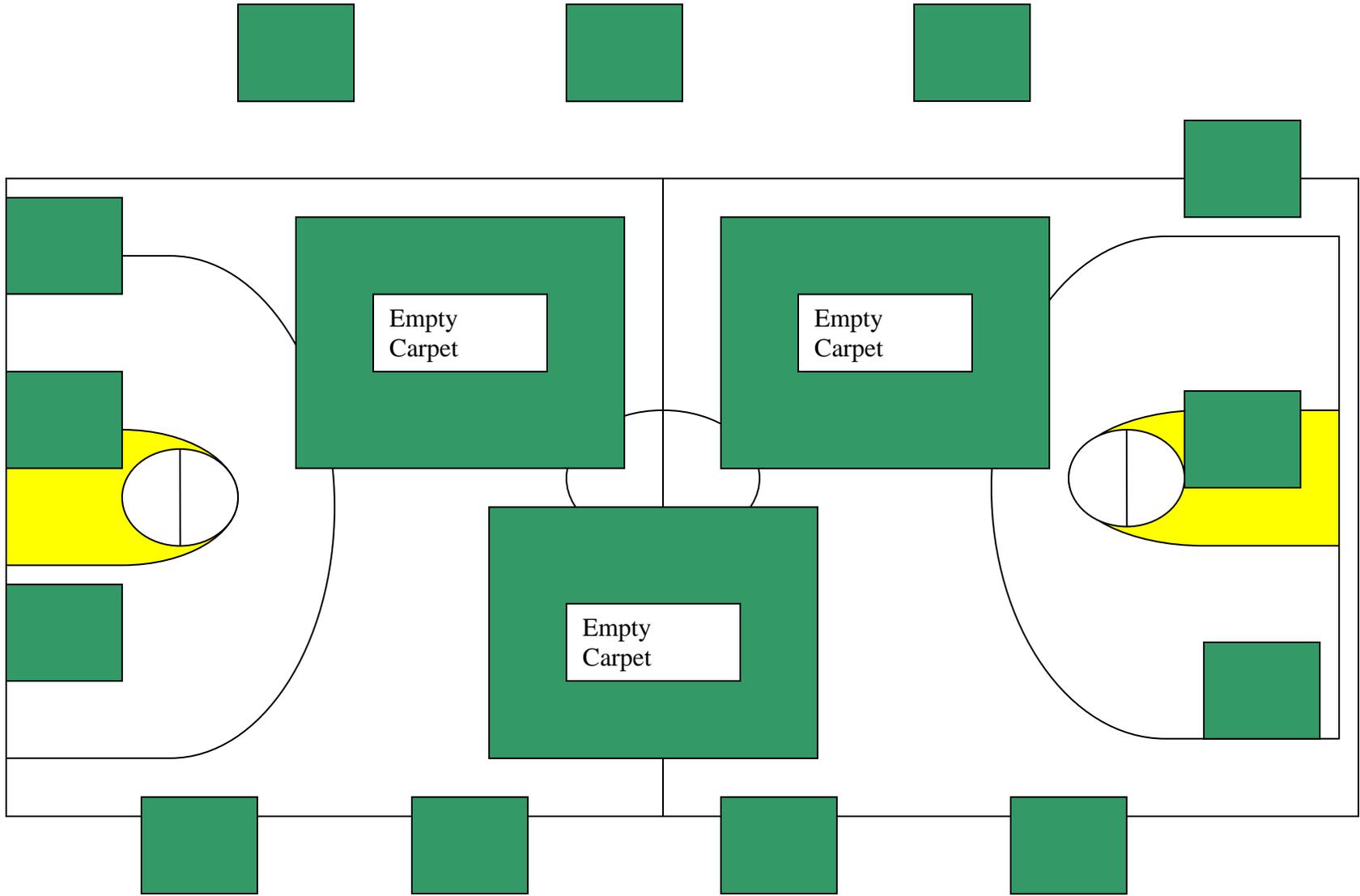


**(Contact position for the chip shot)**

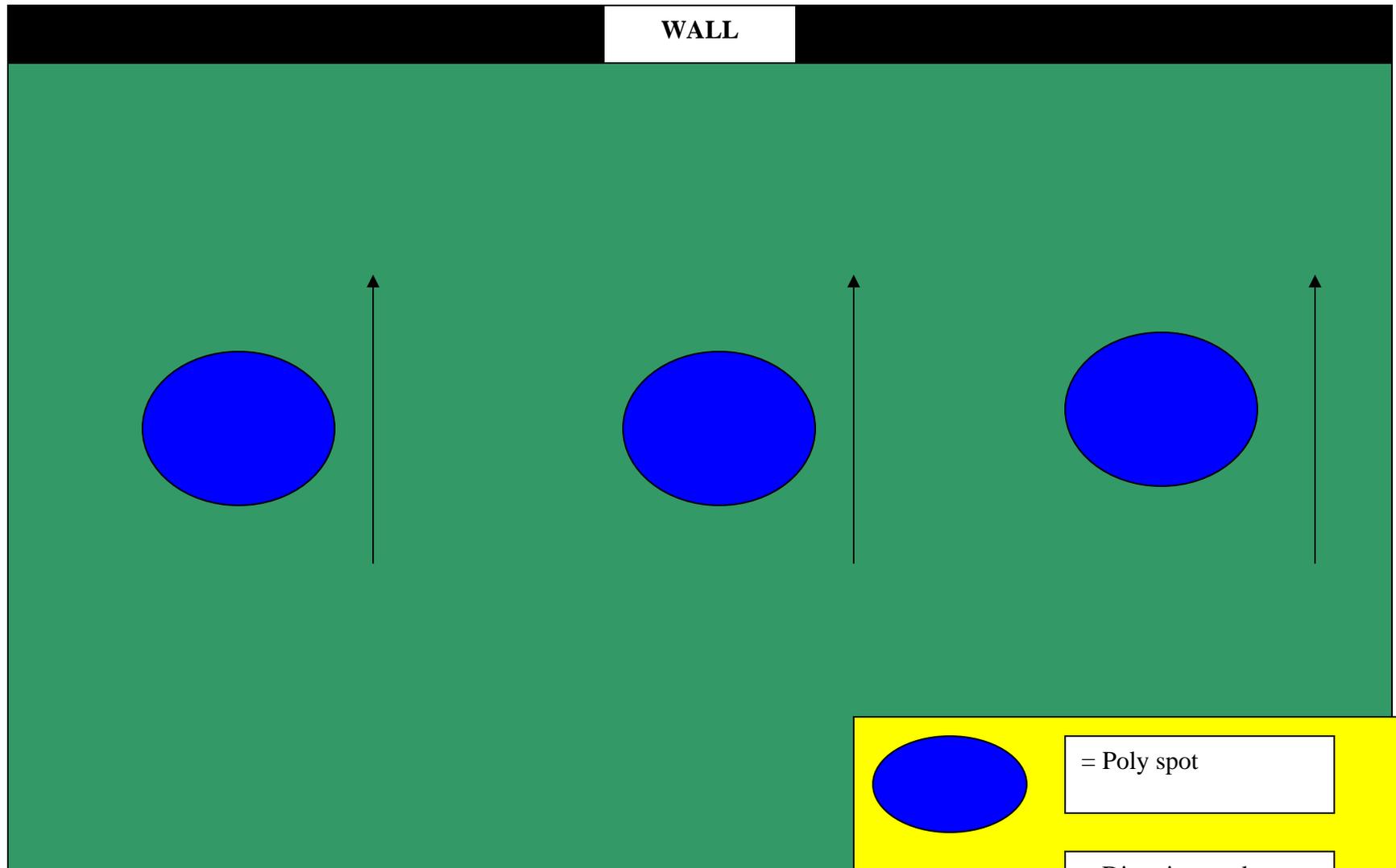


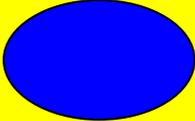
**(Follow through. Keep wrists stiff)**





Each chipping mat will have 2-3 poly spots on it. The students will chip towards the wall.



	= Poly spot
	= Direction students are chipping towards
	= The wall that students are hitting at

**Golf Unit**  
**Lesson # 9 (Chipping to a Target)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate proper **knee high** club swing. **(EALR 1.1, NASPE 1)**
2. Demonstrate proper stance by standing with their **feet under shoulder**. **(EALR 1.1, NASPE 1)**
3. Demonstrate proper swing and follow through like a **pendulum**. **(EALR 1.1, NASPE 1)**
4. Demonstrate proper wrist action by using **stiff wrist**. **(EALR 1.1, NASPE 1)**

**B. Teacher**

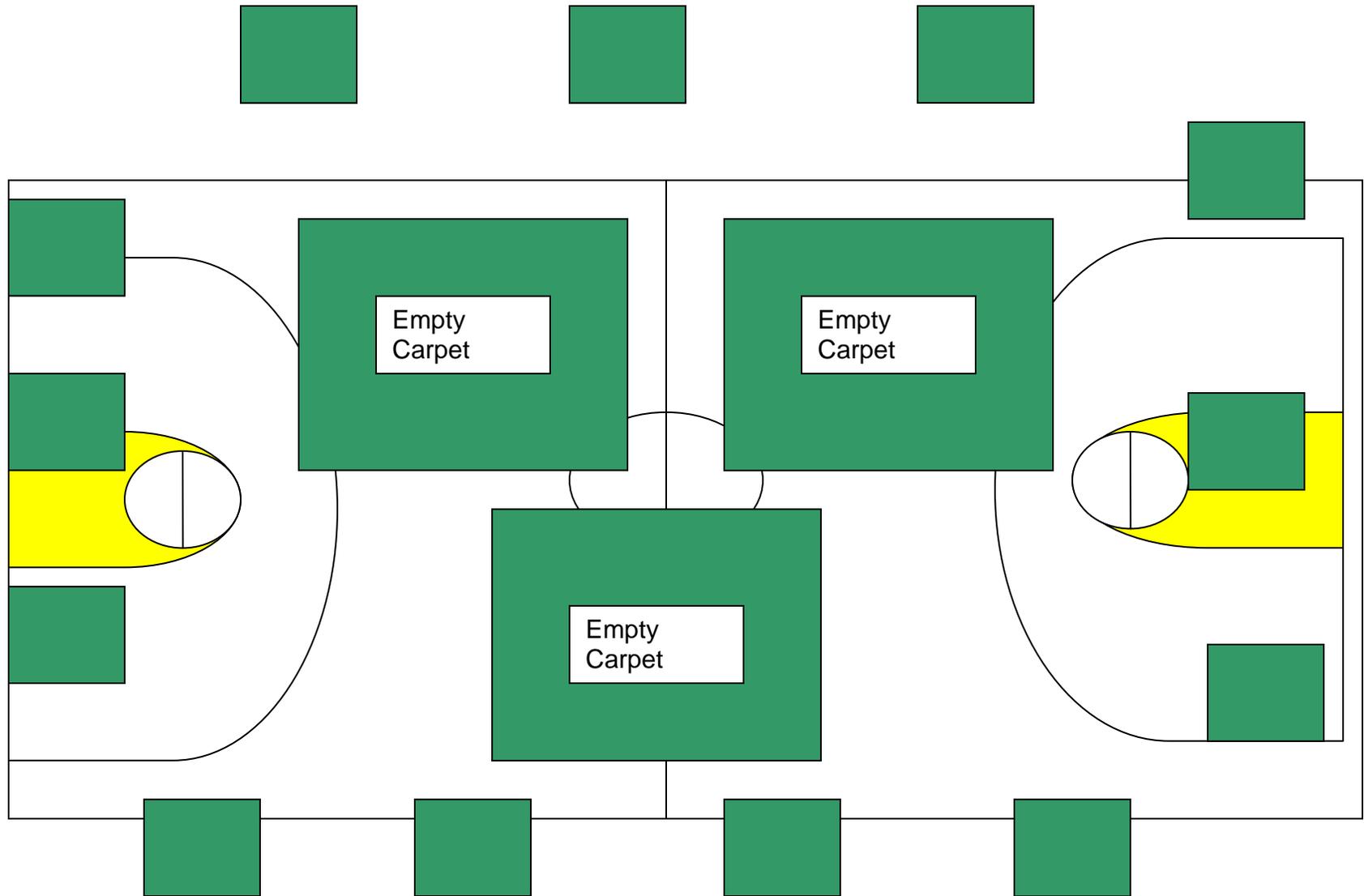
**Equipment**

- 1-3 large rug/carpeted surfaces (at least 30x30 ft)
- Chipping mats or rug/carpet surfaces at least 10-15
- 30 poly spots with room for each student to use a chipping swing and not hit a fellow student. (Poly spots will be placed on the chipping mats facing the wall)
- 30 golf balls (wiffle and real)
- 15 wedges (golf clubs)
- 5 Slim wrestling mats
- Chipping mats or rug/carpet surfaces at least 10-15

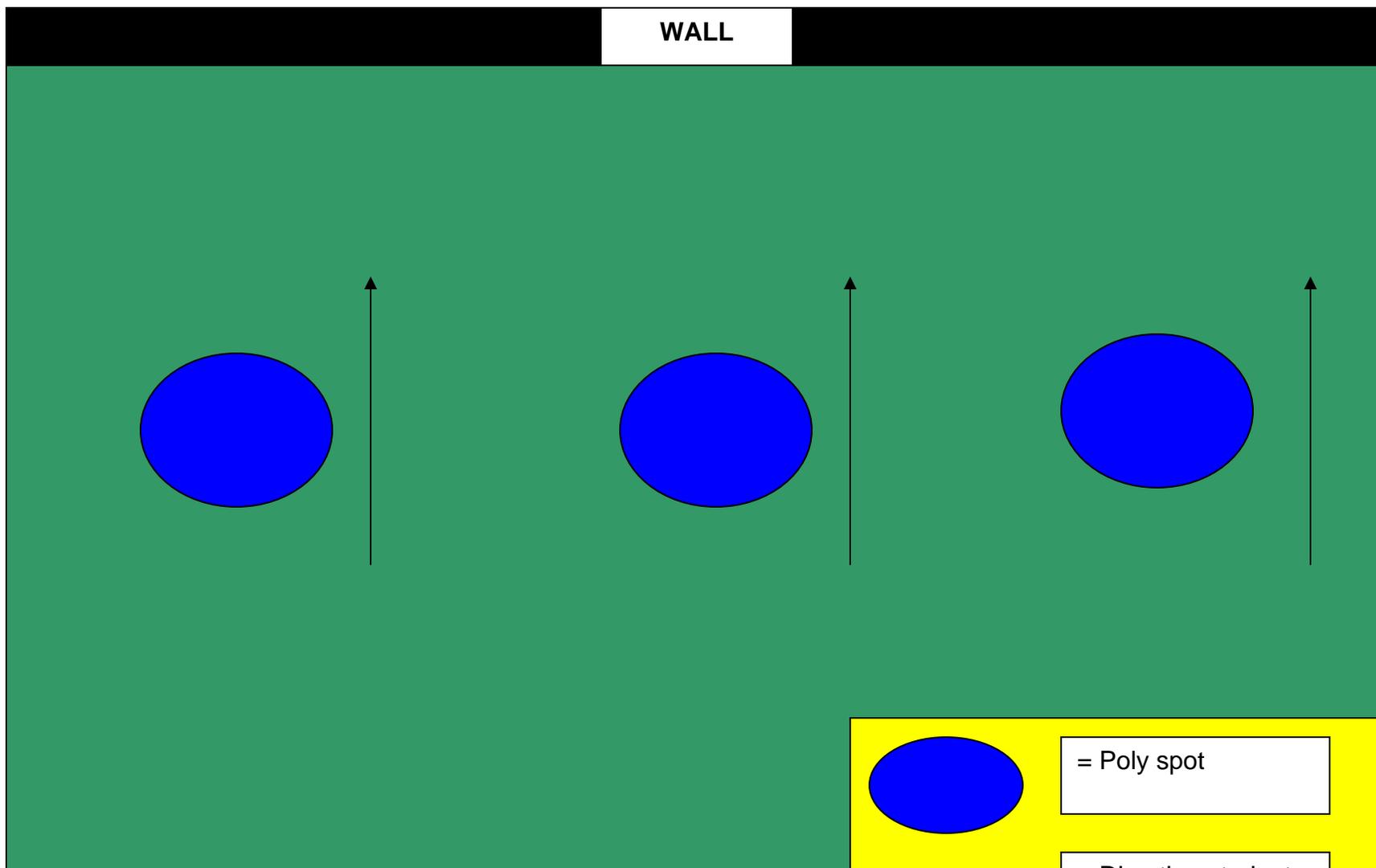
<p><b>Instant Activity: “Race Track”:</b> Students will do this activity individually. They will begin by moving around the outside of the gym, the teacher can have students do this in many different ways (sliding, skipping, jumping etc.), while the students are moving they will throw and catch a gator ball to themselves.</p>			
<p><b>Set Induction:</b> “After learning how to putt we can appreciate how difficult it can be. If we are off of the green and need to chip on, we can create a much shorter and easier putt if we are accurate chippers. Today, we are going to chip towards targets on the carpet to become more accurate chippers.”</p>			
MAF	Extensions	Refinements	Applications
<p><b>Informing Task:</b> When I say go I need everyone to get a chipping wedge and a whiffle balls and go to one of the poly spots that are on the carpets that are set up facing the walls. Make sure you have sufficient room between you. <b>GO!</b></p>			
<ul style="list-style-type: none"> <li>Students will be spread out through out the gym, facing a wall in self space. (As shown in the diagram at the end of the lesson)</li> <li>Each student will have a chipping wedge, and a whiffle ball.</li> </ul>	<ul style="list-style-type: none"> <li>What I want is for you to swing the wedge at a knee height, and chip your whiffle ball at the wall, start about 6-10 feet away.</li> <li>Repeat this task until I stop you.</li> </ul>	<ul style="list-style-type: none"> <li>Remember to make a <b>knee high</b> back swing. Also, make sure your <b>feet are under your shoulders.</b></li> </ul>	<ul style="list-style-type: none"> <li>Try to bounce the waffle ball directly off of the wall so that it comes back to you.</li> </ul>
<ul style="list-style-type: none"> <li>Same as above.</li> <li>Students will be facing one of the large carpets in the center of the gym.</li> </ul>	<ul style="list-style-type: none"> <li>Stay on your carpet and turn around facing one of the large carpet in the middle of the gym.</li> </ul>	<ul style="list-style-type: none"> <li>Remember to keep your <b>wrists stiff</b> and your <b>head down</b> throughout the entire chip.</li> </ul>	<ul style="list-style-type: none"> <li>See how close you can chip your ball to one of the cones set out on the large carpets.</li> </ul>
<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>After the entire class has chipped to the large carpets in the middle of the gym, retrieve your golf ball and go back to your hitting carpet.</li> <li>Select a different cone</li> </ul>	<ul style="list-style-type: none"> <li>Remember to keep your <b>feet under your shoulders.</b></li> <li>For a consistent swing every time remember to swing your club like a <b>pendulum.</b></li> </ul>	<ul style="list-style-type: none"> <li>See if you can get your ball to stop closer to the cone than your last chip.</li> </ul>

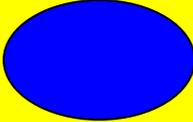
	and aim towards that cone. Repeat the previous task.		
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to have an <b>open stance</b> as taught in yesterdays lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can get your ball to stop closer to the cone than your last chip.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Continue the same task until there is 5 minutes left of class.</li> </ul>			
<p><b>Informing Task:</b> When I say go, set your wedge in the golf bag and your golf ball in the bucket and get into group space. Where are we going to put our putter? (In the golf bag) Good <b>GO!</b></p>			
<p><b>Closure/Assessment:</b> Are our wrist relaxed or stiff when chipping? (Stiff) What is the word that we use when our arms are swinging back and forth for a chip? We used this in putting also. (Pendulum). Good job, tomorrow we will be assessed on chipping.</p>			

Diagram of how the gym is set up.



Each chipping mat will have 2-3 poly spots on it. The students will chip towards the wall.



	= Poly spot
	= Direction students are chipping towards
	= The wall that students are hitting

**Golf Unit**  
**Lesson #10 (Chipping with loft (flop shot). Strategy)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate proper stance for the flop shot by standing with your **feet open**. (EALR 1.1, NASPE 1)
2. Demonstrate proper ball positioning for the flop shot by putting the ball in the **middle of your stance**. (EALR 1.1, NASPE 2)
3. Demonstrate the proper flop shot stroke by **opening the clubface** before the swing. (EALR 1.1, NASPE 1)
4. Demonstrate the proper flop shot stroke by making contact with the grass **1 inch behind the ball**. (EALR 1.1, NASPE 1)
5. Demonstrate the proper flop shot stroke by **bending your wrists** on the back swing and **snapping them forward** on the follow through. (EALR 1.1, NASPE 1)

-----Cues shown in pictures at the end of the lesson-----

**B. Teacher**

**Equipment (for a class of 30 students)**

- 30 chipping wedges (sand wedges, lob wedges, or pitching wedges)
- 2 cones to mark the driving range hitting line
- 10 cones as targets for students to chip towards
- 30 poly-spots (rubber circles to mark where each player will hit from)
- 30 golf balls (foam/wiffle and real)

<p><b>Instant Activity: “Match Game”</b> <u>Purpose:</u> To interact the class together in a fun way. Also to learn each other's personality and bring a family atmosphere to the health classroom. <u>Materials:</u> Students. <u>Time needed:</u> About 10 minutes. <u>Instructions:</u> Split the class into 3 groups. Each group will huddle together and choose to do one of three health topics. Decide what they are at the beginning. For example, it could be vomiting, smoking, and scratching. For each of the topics there is an action. For vomiting the students hold their stomachs and yell as if they are throwing up. Smoking and scratching are for drugs and tobacco. Repeat this process until all three groups match each other. <u>Variations:</u> You can do many different topics or actions.</p>			
<p><b>Set Induction:</b> “Over the last couple of days we have learned the basics of chipping. Now we know how to properly chip a golf ball onto a green if it is slightly away from it. What do we do if we have to chip over a bunker (sand-trap), or a tree branch? In this situation we need to learn how to chip the ball higher or get loft of the ball. Today we will learn how to chip the ball with loft to escape some of golf’s toughest obstacles. A common name for this type of stroke is called the flop shot.”</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> “When I say <b>GO</b>, pick up a chipping wedge from the golf bag and go next to a poly spot and begin practicing your chipping stroke without hitting a ball. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• 2 cones will be lined up about 50 yards from each other.</li> <li>• 30 poly-spots will be separated in-between the cones to designate where each student will hit from (leave plenty of room between poly-spots for safety).</li> <li>• Each student should have enough room to swing the club in all different directions without coming close to another student.</li> <li>• There will be a bucket full</li> </ul>			

<p>of practice golf balls with the teacher.</p> <ul style="list-style-type: none"> <li>• There will be 10 cones about 20 feet away from the poly spots for the students to hit at.</li> </ul>			
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Students will be next to a poly-spot with one club.</li> </ul>	<ul style="list-style-type: none"> <li>• I would like you all to be practicing your chipping stroke without a ball.</li> <li>• The cues we will be focused on were learned in the previous lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember the previous cues learned for the chip. <b>Head down, knees bent, stiff wrists, open stance, swing like a pendulum.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Show that you have applied the proper cues learned by making 7 good swings in a row. Stop your swing periodically in the middle to check your body positioning and if you have the cues correct.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Please swing the club without a ball in the air.</li> </ul>	<ul style="list-style-type: none"> <li>• This time I want you to <b>Open your clubface</b> (as shown in the picture below) before you begin your swing. Open the clubface, and then re-grip the club.</li> </ul>	<ul style="list-style-type: none"> <li>• Check the persons new club positioning to the left of you. If they have a good grip then give them the ok to continue practicing their chipping stroke.</li> </ul>
<p><b>Informing Task:</b> (The teacher will walk down the row of students and pass out four balls per student) “When I say <b>GO</b>, continue to work on your stroke as the teacher passes out the balls. Once you have them, begin chipping the balls to the grass with an <b>open clubface</b>. If I notice that you aren’t using the cues properly, I will take away the balls until you can prove that you are ready to hit them. No students can retrieve their 4 golf balls until I instruct the entire class to do so. What do you do if you don’t have your golf balls yet? What do you do when you get your golf balls? Good. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Students will have four practice golf balls.</li> </ul>	<ul style="list-style-type: none"> <li>• Class please begin chipping the practice golf balls towards one of the cones set out in</li> </ul>	<ul style="list-style-type: none"> <li>• Put the ball in the <b>middle of your stance</b>. This will help the ball get higher in the air as</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can chip 3 out of the 4 balls to about the height of your head.</li> </ul>

	the grass.	apposed to it being in the back of your stance.	
		<ul style="list-style-type: none"> <li>Ht the grass <b>1 inch behind the ball.</b></li> </ul>	
<b>Informing Task:</b> (After everyone has hit all 4 balls) “When I say <b>GO</b> , walk out onto the field and pick up four golf balls. They don’t have to be the ones that you originally hit, but you should end up with 4. <b>GO!</b> ”			
<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>The main difference in this chip as apposed to the normal chip is that you will us your wrists.</li> <li><b>Bend your wrists</b> on the back swing and <b>snap them forward</b> on the follow through.</li> </ul>	<ul style="list-style-type: none"> <li>See if you can hit all four balls on the center of the clubface.</li> </ul>
<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Same as above.</li> </ul>
<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Remember all of the cues. <b>Open the clubface</b>, place the ball in the <b>middle of your stance</b>, hit the grass <b>1 inch behind the ball</b>, <b>bend your wrists</b> on the back swing and <b>snap your wrists forward</b> on the follow through.</li> </ul>	<ul style="list-style-type: none"> <li>See if you can hit 3 out of the 4 balls to the height of your head or higher, and land within 5 feet of a cone.</li> </ul>
<b>Informing Task:</b> (After everyone has hit all 4 balls) “When I say <b>GO</b> , walk out onto the field and pick up four golf balls. They don’t have to be the ones that you originally hit, but you should end up with 4. <b>GO!</b> ”			
<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Same as above.</li> </ul>
<ul style="list-style-type: none"> <li>Same as above.</li> </ul>			

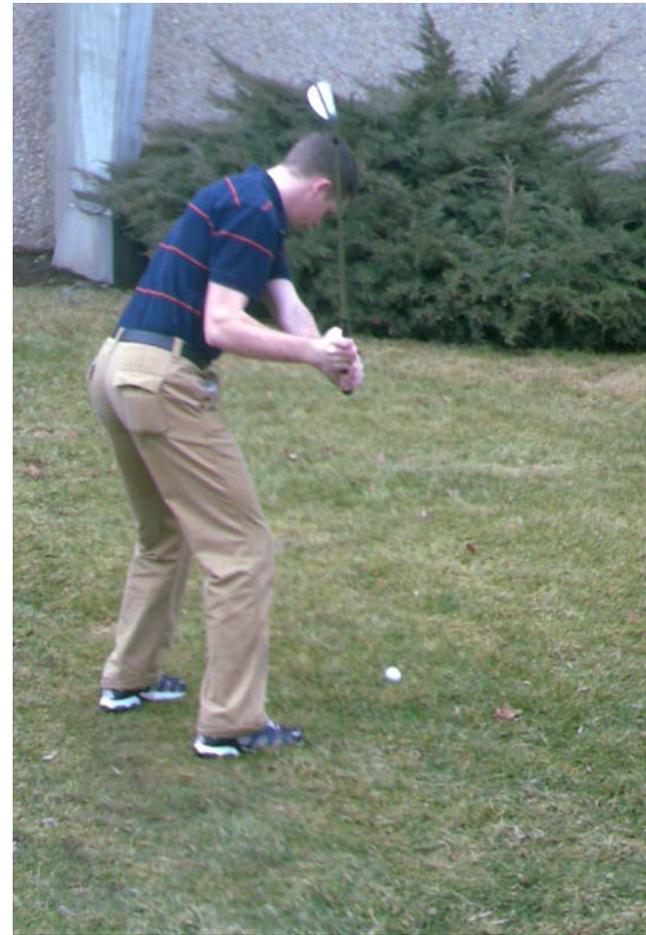
<ul style="list-style-type: none"> <li>Continue hitting practice until there is 5 minutes of class time left.</li> </ul>			
<p><b>Informing Task:</b> “When I say <b>GO</b>, walk onto the field and pick up four golf balls, set the balls into the bucket, and set your golf club into the golf bag and get into group space. Where are you going to set the golf balls? Where are the clubs going to go? <b>GO!</b>”</p>			
<p><b>Closure/Assessment:</b> “Can someone tell me one difference between the “flop shot,” and the normal chip? What are 3 cues we learned today? Spread out and demonstrate the correct stance for the normal chip. Show me the correct swing. Now show me the correct stance and swing for the flop shot. Good. Tomorrow we will learn how to apply what we learned today to the bunker shot.”</p>			



**(Proper stance for the flop shot. This golfer is aiming at the golf bag with an open stance and an open clubface)**



**(The clubface is open on the setup)**



**(Wrists are bent on the back swing)  
(Not a full shot back swing)**



**(Contact point is 1" behind the ball to get the club under it for maximum height)**



**(Your wrists snap forward on the follow through)**

**Golf unit**  
**Lesson # 11 (Bunker shots)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate proper **open** stance while in the bunker. **(EALR 1.1, NASPE 2)**
2. Demonstrate proper **follow through** with the bunker shot. **(EALR 1.1, NASPE 1)**
3. Show knowledge of rules while in the bunker. **(EALR 1.1, NASPE 2)**
4. Hit one inch **behind** the ball and **through** the sand. **(EALR 1.1, NASPE 1)**
5. Demonstrate proper stance with there **knees bent**, and **head down** at the ball. **(EALR 1.1, NASPE 1)**

-----Picture for the bunker shot are the same as the flop shot at the end of this lesson-----

**B. Teacher**

**Equipment (for 30 students) (outside in a grass field)**

- 30 wedges
- Bucket of golf balls. About 100
- 5 flags/ posts to stick in the grass for targets

<p><b>Instant Activity: “Elephants, Giraffes and Kangaroos”</b> <u>Purpose:</u> To interact the class together in a fun way. Also to learn each other's personality and bring a family atmosphere to the health classroom. <u>Materials:</u> Students. <u>Time needed:</u> About 10 minutes. <u>Instructions:</u> The class will be in a circle facing inward. One student will be in the middle. The student in the middle points at a student in the circle and says one of the three animals. If they say elephant, the student has to make a trunk and the 2 students to the side of them have to make an ear of the elephant before the person in the middle can say "I enjoy learning health." If one of the 3 students doesn't act fast enough, they will be in the middle. There can be more than one student in the middle. <u>Variations:</u> Instead of saying an animal, the person in the middle can say a health topic. For example, personal health. The person pointed to has to brush their teeth and the students on the side have to scrub the student in the middle.</p>			
<p><b>Set Induction:</b> “How many of you have driven by a golf course? How many of you have seen the sand traps/ bunkers around the course? Those bunkers are put there as obstacles. Once you are in there, it is hard to get out. Learning how to get out with as minimal strokes as possible could make or break your final score. Today, we will learn the proper technique to get out of a bunker with the least amount of strokes.”</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> “When I say <b>GO</b>, I want every student to go and stand next to a wedge in self space and begin practicing their bunker swings. Swing over and over until further instruction. Try to glide the club across the blades of the grass. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>Place 30 wedges all around the grass area with plenty of room from each other.</li> <li>Students will be swinging the clubs in self-space.</li> </ul>	<ul style="list-style-type: none"> <li>Please begin swinging the club doing what you all believe the proper bunker swing.</li> </ul>	<ul style="list-style-type: none"> <li>Keep an <b>open</b> stance and your <b>knees bent</b>.</li> </ul>	
<ul style="list-style-type: none"> <li>Students in self-space with one wedge per student.</li> </ul>	<ul style="list-style-type: none"> <li>Please continue to swing at no ball continuously.</li> </ul>	<ul style="list-style-type: none"> <li>Keep your <b>head down</b> and eye on the ball. <b>Follow through</b> with a full finish as apposed to stopping like a chip.</li> </ul>	<ul style="list-style-type: none"> <li>Do 7 good swings in a row with the proper stances and following the preciously stated cues.</li> </ul>
<p><b>Informing Task:</b> “When I say <b>GO</b>, walk to the bucket of balls and pick up 4 golf balls a piece and walk to the line set up with the 2 cones. Make sure that you have plenty of room in front and behind you so you don't hit another student with a club (at least 10 feet in front and behind). Do not go and pick up your balls until the teacher gives the ok. (let them go when all students have hit all of their</p>			

balls. <b>GO!</b>			
<ul style="list-style-type: none"> <li>Set up 2 cones at a good distance apart for a line that the students will hit from.</li> <li>The five flags should be placed out in the field at least 15 feet from the "assembly line."</li> <li>Each student has a wedge and 4 golf balls.</li> </ul>	<ul style="list-style-type: none"> <li>Find the closest flag and use your bunker stroke to hit it towards that flag.</li> </ul>	<ul style="list-style-type: none"> <li><b>Open your club-face</b> so that it gives the club more loft and re-grip the club. This enables the ball to go higher in the air.</li> <li>Hit the ball <b>1 inch behind</b> and <b>follow through</b>.</li> </ul>	<ul style="list-style-type: none"> <li>See if you can hit the ball closer to the flag than the first shot you hit. Repeat this on every ball you hit.</li> </ul>
<b>Informing Task:</b> "When I say <b>GO</b> , go out on the field and pick up four golf balls and go back to your hitting area. Leave your wedge where you are right now. <b>GO!</b> "			
<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Continue your bunker shot swings. Hit a ball to 4 different flags.</li> </ul>	<ul style="list-style-type: none"> <li>Keep your club-face <b>open. Head down</b> throughout the entire shot.</li> </ul>	<ul style="list-style-type: none"> <li>See if you can get the ball to go over ten feet high on every shot.</li> </ul>
<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Repeat above.</li> </ul>	<ul style="list-style-type: none"> <li>Hit <b>once inch</b> behind the ball and <b>follow through</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Try to hit the ball and make it land within ten feet of 2 out of 4 flags.</li> </ul>
<b>Informing Task:</b> "When I say <b>GO</b> , get into groups of 2 and stand on the line with your partner and wait for instruction. Make sure you have plenty of room from other groups so you do not hit them with your club. <b>GO!</b> "			
<ul style="list-style-type: none"> <li>Each student has one wedge, and 4 golf balls. Each partnership should have 8 balls. There are still 5 flags in the field and 2 cones making up the hitting line.</li> </ul>	<ul style="list-style-type: none"> <li>Bunker shot contest. Remember the kind of ball you are hitting and take turns going after a flag with the correct bunker shot approach.</li> </ul>	<ul style="list-style-type: none"> <li>Keep your <b>knees bent</b>, and your <b>head down</b>.</li> </ul>	<ul style="list-style-type: none"> <li>See which partner can get the ball closest to the flags on average. Use the same scoring as we used in chipping except add another club length for another point. 1 point if it is 3 club lengths away, 2 points</li> </ul>

			for 2 club lengths, and 3 points for 1 club length.
<p><b>Informing Task:</b> “When I say <b>GO</b>, you and your partner take 1 wedge out to the field and measure how far the golf balls are away from the flags. Add up your score and see who has the most points. After you have added up all of the points, set all of the clubs back into the bag and set all of the balls back into the bucket. Then come in close to group space. <b>GO!</b>”</p>			
<p><b>Closure/ Assessment:</b> “Can someone name 2 cues that we went over for the proper bunker shot? (Pick a student to answer). Where do we make contact with the ball when hitting out of the sand? (One inch behind the ball). Why is hitting out of a bunker properly important? (Because if you cannot do it properly, it can be a huge obstacle to overcome in a round, and could drastically reduce your score). Tomorrow we will have our assessment on what we have learned for chipping and putting. Have a great day.”</p>			

**Basic Bunker Rules:** The golfer cannot touch the sand with their club unless it is on the swing. The golfer must rake the bunker once they are finished with their shot.

**Golf Unit**  
**Lesson #12 (Assessment on chipping and putting. Practice green)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate the proper chipping stance with your **feet** and **body open**. (EALR 1.1, NASPE 1)
2. Maintain **stiff wrists** throughout the entire chipping stroke. (EALR 1.1, NASPE 2)
3. Demonstrate proper swing and follow through like a **pendulum**. (EALR 1.1, NASPE 1)
4. Demonstrate proper **knee high** club swing. (EALR 1.1, NASPE 1)
5. Demonstrate proper grip of a putter by using **thumb over thumb**. (EALR 1.1, NASPE 1)
6. Demonstrate proper stance by standing with their **nose over the ball**. (EALR 1.1, NASPE 1)
7. Demonstrate proper swing and follow through **like a pendulum**. (EALR 1.1, NASPE 1)
8. Demonstrate proper stance by standing with **feet shoulder width apart, and bent knees**. (EALR 1.1, NASPE 1)

**B. Teacher**

**Equipment (for a class of 30 students)**

- 5 hula-hoops
- 60 scarves
- 30 chipping wedges (sand wedges, lob wedges, or pitching wedges)
- 30 putters
- Task Cards (#1-#8 )
- Tape (to mark "x" on the wall and to hang up the task cards)
- A bucket of 30 wiffle golf balls
- 30 Chipping mats or rug/carpet surfaces
- 25 Cones
- Thick/medium height object (for the lob shot)

<p><b>Instant Activity: “Scarf Tag”</b> Students should each grab two scarves each. Have each student place the scarf in a back pocket or tucked into the back of their sweats or shorts. Make sure they are not tucked in too far as then it will be too hard to “steal”. The students then begin to run around the gym and try to take the scarf of another student. When a student takes a scarf they are to place it in their teams hula-hoop. Students are not allowed to steal other scarves from the hula-hoops.</p>			
<p><b>Set Induction:</b> “Recently in Tiger Woods’ career he was playing in the Master’s Tournament when he came upon the predicament of losing by one stroke to the returning champion if he was unable to finish the hole in two strokes. With the skills of putting and chipping he learned how to accurately position the ball and won to become tournament champion. Today we will be doing assessment of chipping and putting together, now lets all practice so if we are ever in that same situation we can become champions too.”</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> “When I say <b>GO</b>, I would like you all to get into groups of four or five, pick up a putter, a wedge, and a ball. When you are done retrieving those items each group go to one of the stations around the gym. When I say switch, your groups will rotate clockwise to the next station. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• Have putters and wedges already laid out in line for the students to choose from.</li> <li>• Make sure the stations are far enough apart from one another that all the students in each group have enough room to practice their tasks without a chance of injury.</li> </ul>		<ul style="list-style-type: none"> <li>• Refinements are listed on each task card for both putting and chipping.</li> </ul>	
<p><b>Closure/Assessment:</b> “You all are doing so well! Now here is Quiz #2 to make sure you all are remembering what we have been learning through out the entire unit. When you are finished hand in your test to me and have a wonderful weekend. On Monday we will begin our basic swing so be ready to be active!” (Quiz #2 is Assessment #2 and is attached)</p>			

## Assessment #2

1. What is a cue used in both chipping and putting?

\_\_\_\_\_

2. When chipping from a sand trap, which club is most ideal?

\_\_\_\_\_

3. When chipping from the rough to the green, which club would be most ideal?

\_\_\_\_\_

4. What did Tiger Woods call his underrated weapon at the British Open in St. Andrews?

\_\_\_\_\_

5. When chipping, what is the correct hand grip?

\_\_\_\_\_

6. What was the name of the shot we learned to hit the ball over a sand trap or an obstacle on the course?

\_\_\_\_\_

7. What kind of club face is used when executing the flop shot?

\_\_\_\_\_

8. After teeing off, who hits the ball first?

\_\_\_\_\_

9. Give one example of the proper clothing worn on the golf course.

\_\_\_\_\_

10. What are proper clothing, silence when someone else is hitting, and the order the ball is hit in all examples of?

# TASK CARD #1

While Facing the Wall, Practice your chipping and Putting stroke without a ball in the air.

**CUES:** Chipping Stance: **feet** and **body open**.

Chipping Stroke: **stiff wrists** and follow through like a **pendulum**. Keep swing **knee high**.

Putting Stance: **nose over the ball** and **feet shoulder width apart, and bent knees**.

Putting Swing: keep a **thumb over thumb** grip and follow through **like a pendulum**

# TASK CARD #2

While Facing the Wall, Practice your chipping and Putting stroke with a ball.

**CUES:** Chipping Stance: **feet and body open.**

Chipping Stroke: **stiff wrists** and follow through like a **pendulum.** Keep swing **knee high.**

Putting Stance: **nose over the ball** and **feet shoulder width apart, and bent knees.**

Putting Swing: keep a **thumb over thumb** grip and follow through **like a pendulum**

# TASK CARD #3

While Facing the Wall, Practice chipping your ball at the “X” on the wall.

**CUES:** Chipping Stance: **feet and body open.**

Chipping Stroke: **stiff wrists** and follow through like a **pendulum.** Keep swing **knee high.**

Putting Stance: **nose over the ball** and **feet shoulder width apart, and bent knees.**

Putting Swing: keep a **thumb over thumb** grip and follow through **like a pendulum**

# TASK CARD #4

While Facing the Wall, Practice chipping your ball at the “X” on the wall. Try to hit the “X” as many times as possible.

**CUES:** Chipping Stance: **feet** and **body open**.

Chipping Stroke: **stiff wrists** and follow through like a **pendulum**. Keep swing **knee high**.

# TASK CARD #5

While Facing the Wall, Practice chipping your ball at the cone.

**CUES:** Chipping Stance: **feet** and **body open**.

Chipping Stroke: **stiff wrists** and follow through like a **pendulum**. Keep swing **knee high**.

# TASK CARD #6

While Facing the Wall, Practice chipping your ball at the cone. See how many times you get as close as you can.

**CUES:** Chipping Stance: **feet** and **body open**.

Chipping Stroke: **stiff wrists** and follow through like a **pendulum**. Keep swing **knee high**.

# TASK CARD #7

While Facing the Wall, Practice chipping your ball at the cone. Now putt to the cone after the ball is chipped to finish the shot.

**CUES:** Chipping Stance: **feet and body open.**

Chipping Stroke: **stiff wrists** and follow through like a **pendulum.** Keep swing **knee high.**

Putting Stance: **nose over the ball** and **feet shoulder width apart, and bent knees.**

Putting Swing: keep a **thumb over thumb** grip and follow through **like a pendulum**

# TASK CARD #8

While Facing the Wall, Practice lobbing your ball at the cone. Now putt to the cone after the ball is chipped to finish the shot.

**CUES:** Chipping Stance: **feet and body open.**

Chipping Stroke: **stiff wrists** and follow through like a **pendulum.** Keep swing **knee high.** **Open faced** club.

Putting Stance: **nose over the ball** and **feet shoulder width apart, and bent knees.**

Putting Swing: keep a **thumb over thumb** grip and follow through **like a pendulum**



**Golf Unit**  
**Lesson #13 (Assessment on basic swing. No instruction)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Appreciate the difficulty of the swing without instruction, or proper technique. **(EALR 1.1, NASPE 6)**
2. Adapt/change technique to fix mistakes of the swing with no instruction. **(EALR 1.1, NASPE 2)**
3. Develop a feel for the swing, and how the ball travels off of the club. **(EALR 1.1, NASPE 1)**

**B. Teacher**

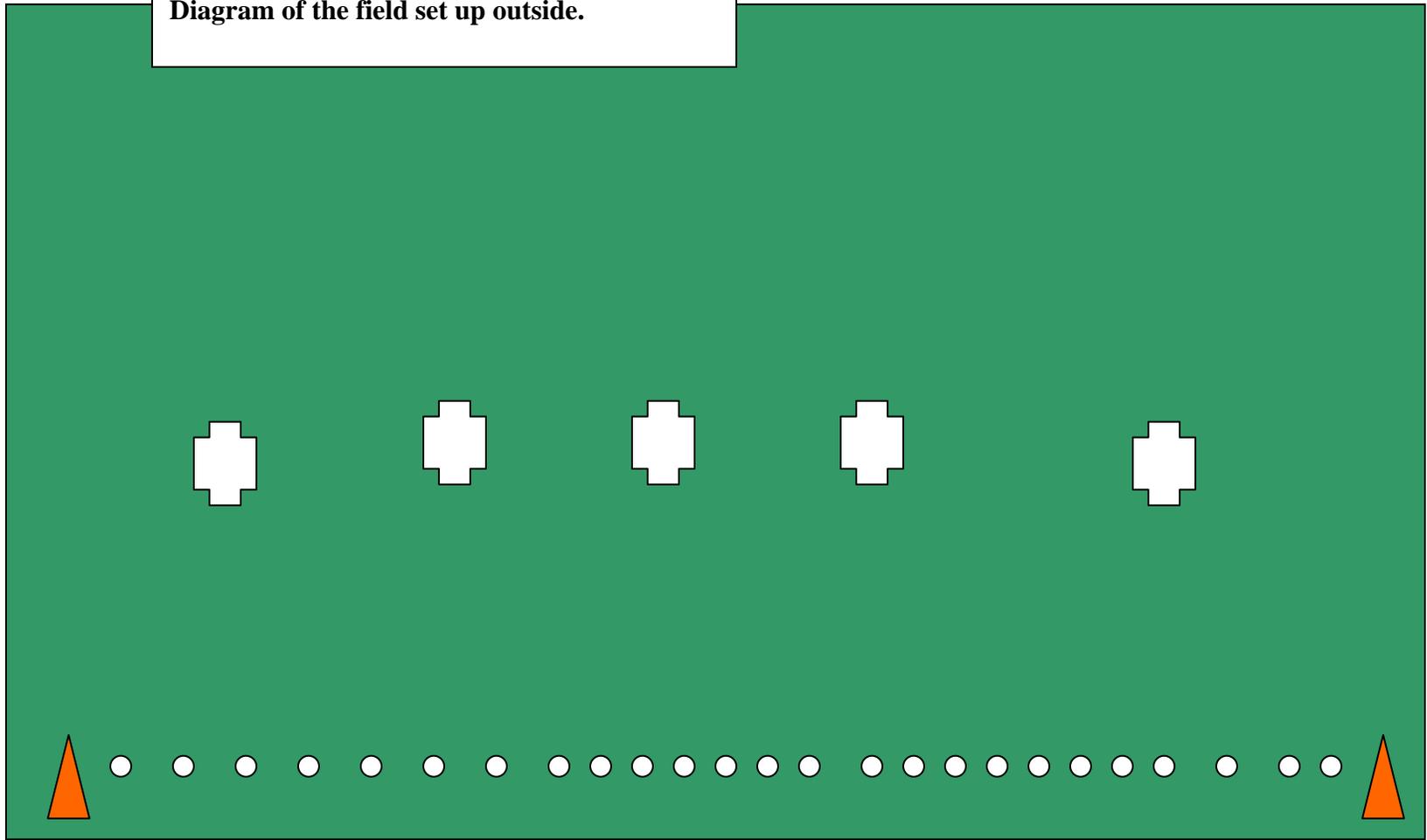
**Equipment (for a class of 30 students)**

- 30 right handed short irons (7, 8, or 9 iron or pw or sw), 5 left handed short irons
- 120 practice wiffle golf balls (4 per student)
- 30 poly-spots (rubber circles to mark where each player will hit from)
- 2 cones (At the ends of the 30 poly spots)
- 5 flags that can stick in the grass

<p><b>Instant Activity: “Large Family”</b> <u>Purpose:</u> To interact the class together in a fun way. Also to learn each other's personality and bring a family atmosphere to the health classroom. <u>Materials:</u> 30 small slips of paper. <u>Time needed:</u> About 15 minutes. <u>Instructions:</u> Each student must write out a celebrity/or fictional person on their piece of paper. Do not show or tell anyone who you wrote. The teacher will collect all of the papers and read them aloud to the class three times. The class will sit in a circle facing inward and the teacher will go from student to student to figure out who wrote each name. If the student picks correctly, they join with the student that they picked. The student that picked correctly is now the godfather and can guess again. The process continues until everybody except for one student has been figured out. After the whole game, the class will be one big family. <u>Variations:</u> The students could write a health topic and the class has to guess who wrote what.</p>			
<p><b>Set Induction:</b> “My dad used to tell me you keep your left arm straight when you grip the club and imagine there is a bug on your left pec. And try to squish the bug with your left armpit when you swing, making sure your arm stays straight. Today we will be working on the basic swing of golf so you all can get a feel for the motion.”</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> (Take the class outside to the field.) “When I say <b>GO</b>, I would like you all to retrieve any iron out of the golf bag and stand on the poly spots and begin going through basic swing technique motion. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• Set the poly spots a safe distance away from each other.</li> <li>• The field will be set up as shown in the diagram at the end of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Do 10 swings the way you believe a basic swing looks should look like.</li> </ul>	<ul style="list-style-type: none"> <li>• NA due to skill assessment day with no instruction.</li> </ul>	
<p><b>Informing Task:</b> “When I say <b>GO</b>, grab 4 golf balls from the bucket, and go back to your poly spot, set the balls on the ground and await instruction. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• Students will stay on the poly spot and hit the ball in the direction of the flags..</li> <li>• Make sure to let the students hit all four balls to flags before allowing anyone to go</li> </ul>	<ul style="list-style-type: none"> <li>• Hit the balls towards a flag of your choice on the field.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	

<p>in the field to retrieve the balls hit.</p> <ul style="list-style-type: none"> <li>Place flags different distances from the students. (close to far)</li> </ul>			
<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Find another hole to chip towards.</li> </ul>	<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Have a closest to the flag contest with the person next to you.</li> </ul>
<ul style="list-style-type: none"> <li>Students will be on the poly spot with an iron of their choice and 4 golf balls.</li> <li>Flags will be moved from shortest distance to furthest.</li> </ul>	<ul style="list-style-type: none"> <li>Chip to 4 different flags.</li> </ul>	<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>See if you can get the ball to land within 10 feet of each flag you are going after.</li> </ul>
<p><b>Closure/Assessment:</b> “What did I say earlier about the bug? (Pretend to squish it) Yes! How many of you came close to your flags at the end of the class period? (let students answer) Good job everyone, I am very proud! You all did a wonderful job on your first day of putting.”</p>			

Diagram of the field set up outside.



○ = Poly spot

▲ = Cone

⊕ = Flag for students to aim at

**Golf Unit**  
**Lesson #14 (Long irons, stance and stroke)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate the proper stance with **feet shoulder width apart**. (EALR 1.1, NASPE 1)
2. Demonstrate the proper swing by keeping your **lead arm straight**. (EALR 1.1, NASPE 1)
3. Demonstrate the proper swing by keeping your **head down** throughout the entire swing. (EALR 1.1, NASPE 1)
4. Demonstrate the proper contact point by hitting **little ball before big ball**. (the golf ball before the ground/earth) (EALR 1.1, NASPE 1)

**B. Teacher**

**Equipment (for a class of 30 students)**

- 30 right handed long irons (3iron-6iron), 5 left handed long irons
- A bucket full of wiffle/practice golf balls
- 2 cones to mark the driving range hitting line
- 10 cones
- A special item for each student from home
- 30 poly spots

<p><b>Instant Activity: “Show and Guess”</b> <u>Purpose:</u> To build trust in classmates that they will take care of their prized possessions. Also to learn something about your classmates. <u>Materials:</u> A special item from each student. <u>Time needed:</u> About 10 minutes. <u>Instructions:</u> Have each student bring something special to them into the classroom. The students must keep what their item is a secret. The teacher will place all of the items on a table. The whole class can go up to the table and hold each item. After an allotted time, the students must guess which item belongs to which student. <u>Variations:</u> The item could be exchanged for something else that describes the person.</p>			
<p><b>Set Induction:</b> “How many of you have ever seen Tiger Woods hit a golf ball? He hits the ball further the most of the pro golfers around. He doesn’t only do that because he is strong, he does that because he uses great technique. Today, we are going to learn some of the basic principles it takes to hit the ball solid on a consistent basis like Tiger Woods.”</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> (Take the class outside to a field with equipment already laid out exactly how it says to in the first MAF) “When I say <b>GO</b>, pick up an iron from the golf-bag and stand next to one of the poly-spots and begin swinging the club. What are we going to get? Where are we going to stand once we have our club? What are we going to do once we are in the correct position? Good. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• The field will be set up as shown in the diagram at the end of the lesson.</li> <li>• 2 cones will be lined up about 50 yards from each other.</li> <li>• 30 poly-spots will be separated in-between the cones to designate where each student will hit from (leave plenty of room between poly-spots for safety).</li> <li>• Each student should have enough room to swing the club in all</li> </ul>			

<p>different directions without coming close to another student.</p> <ul style="list-style-type: none"> <li>• There will be a bucket full of practice golf balls with the teacher.</li> <li>• There will be 10 cones about 20 feet away from the poly spots for the students to hit at.</li> </ul>			
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Students will be next to a poly-spot with one club.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice yourr swing without hitting a ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Before you begin your swing, make sure your <b>feet are shoulder width apart.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Practice 7 swings in a row with your feet shoulder width apart before every swing.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• This time, pick a spot in the grass to look at. Pretend it is the ball.</li> <li>• <b>Keep your head down</b> and look at that spot throughout the entire swing until contact has been made.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice 6 swings in a row with your <b>feet shoulder width apart</b>, and your <b>head down</b> throughout the entire swing.</li> </ul>

<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure that you do the first 2 cues every time. This time, keep your <b>lead arm straight</b> during the back swing, and the forward swing until the final part of the follow through. (refer to pictures at the end of the lesson)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform all three cues in 4 slow motion swings in a row. Is your <b>lead arm straight</b>?</li> </ul>
<p><b>Informing Task:</b> (The teacher will walk down the row of students and pass out four balls per student) “When I say <b>GO</b>, Practice the three cues that you have learned, and begin hitting the four golf balls. If I notice that you aren’t using the cues properly, I will take away the balls until you can prove that you are ready to hit them. No students can retrieve their 4 golf balls until I instruct the entire class to do so. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Now, the students have four practice golf balls next to their poly-spot.</li> </ul>	<ul style="list-style-type: none"> <li>• Using the cues that you learned to hit the practice golf balls. You will all hit the balls in one direction and wait until permission to retrieve them.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your <b>head down, lead arm straight, and your feet at shoulder width apart</b>. Refer to the pictures at the end of the lesson).</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can hit 3 out of your 4 balls around the same destination.</li> </ul>
<p><b>Informing Task:</b> (After everyone has hit all 4 balls) “When I say <b>GO</b>, walk out onto the field and pick up four golf balls. They don’t have to be the ones that you originally hit, but you should end up with 4. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>
<p><b>Informing Task:</b> (After everyone has hit all 4 balls) “When I say <b>GO</b>, walk out onto the field and pick up four golf balls. They don’t have to be the ones that you originally hit, but you should end up with 4. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Still using all of the previously learned cues, try to hit the <b>little ball before the big ball</b>. This means to hit the golf ball before</li> </ul>	<ul style="list-style-type: none"> <li>• Try to make divots after contact with the golf ball 2 out of 4 times. The divot should be after the spot in which the ball was before contact.</li> </ul>

		making contact with the ground. (There should be a small divot of grass just after contact with the ball)	
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Use all of the learned cues. Keep your <b>feet shoulder width apart</b>, keep your <b>head down</b>, keep your <b>lead arm straight</b>, and hit the <b>little ball before big ball</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can make the divot after the contact with the ball 3 out of 4 times.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Continue hitting practice until there is 5 minutes of class time left.</li> </ul>			
<p><b>Informing Task:</b> “When I say <b>GO</b>, walk onto the field and pick up four golf balls, set the balls into the bucket, and set your golf club into the golf bag and get into group space. Where are you going to set the golf balls? Where are the clubs going to go? <b>GO!</b>”</p>			
<p><b>Closure/Assessment:</b> “Who can tell me one cue about the stance before the golf swing begins? Who can show me what point in the golf swing that you can lift your head and look forward? What are the other cues that we went over today? Good; tomorrow we will continue to work on the swing.”</p>			



**(Beginning stance. Clubface square to ball) (Back swing. Toe of club pointing straight up) (Top of back swing. Club is parallel to the ground)  
(Toe of club pointing straight down)**

**[------(Lead arm straight throughout the whole swing. Bend wrists)(Both feet stay flat on the ground)-----]**



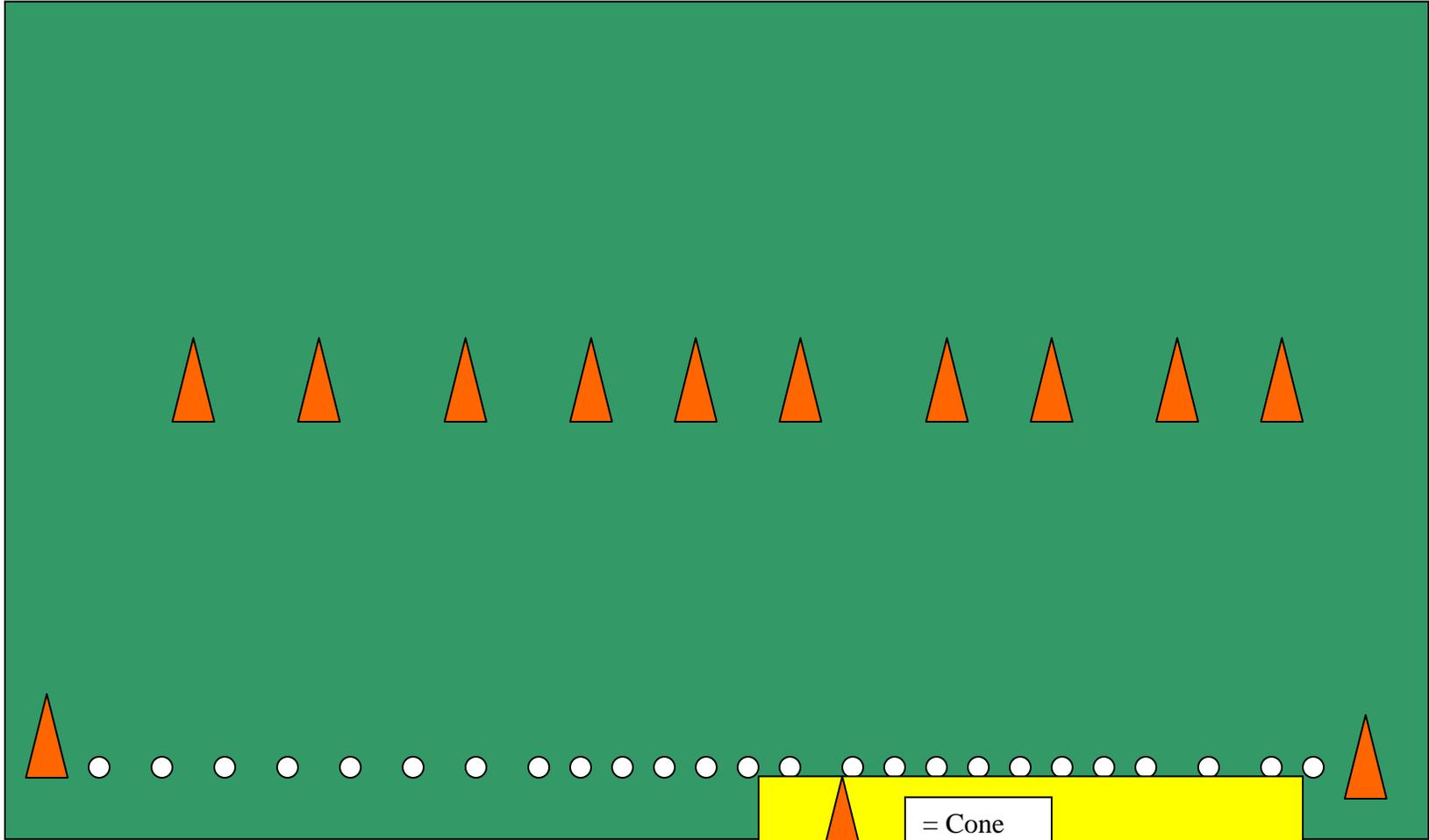
**(Down swing)**  
**(Toe pointing up)**

**(Contact point)**  
**(Clubface is square to ball)**

**(Follow through)**  
**(Toe of club pointing straight up)**  
**(Triangle with arms)**  
**(Extend arms far from body)**  
**(Rotate Hips)**

**(Follow through)**  
**(Body faces target)**  
**(Toe of club pointing down)**

[-----Keep head down, and knees bent throughout the whole swing-----]  
 [-----Front foot stays flat on the ground. Back foot on toe for follow through/finish-----]



 = Cone

 = Poly spot

**Golf Unit**  
**Lesson #15 (Ball placement and stroke for long irons)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate your **feet at shoulder feet apart** in the stance, **head down** throughout the swing, keeping your **lead arm straight**, and hitting the **little ball before the big ball**. **(EALR 1.1, NASPE 2)**
2. Demonstrate your knowledge of where to **place the ball in your stance** when hitting your long irons. **(EALR 1.1, NASPE 2)**
3. Demonstrate the **toe placement** of the clubface throughout the entire swing. **(EALR 1.1, NASPE 1)**

**B. Teacher**

**Equipment (For a class of 30 students)**

- 30 right handed long irons (3iron-6iron), 5 left handed long irons
- A bucket full of wiffle/practice golf balls
- 2 cones to mark the driving range hitting line
- 30 poly-spots (rubber circles to mark where each player will hit from)
- 5 flags or cones for targets to put in the range

<p><b>Instant Activity: “Catch Me!”</b> <u>Purpose:</u> To develop trust among classmates. This is important because they are in a health class that talks about personal subjects. <u>Materials:</u> Students. <u>Time needed:</u> About 3 minutes. <u>Instructions:</u> Pick out one student to be the faller. They must pick 5 people to catch them. The faller will stand on a desk with their eyes closed and fall into the clasped hands of the catchers. This requires a tremendous amount of trust because if they miss the faller it would hurt a lot. <u>Variations:</u> This could be done in groups so more students can participate.</p>			
<p><b>Set Induction:</b> “How many of you had success yesterday hitting the long irons? How many of you had troubles getting the ball in the air? Today, we will learn some tips to get the ball in the air consistently, and tips to better your swing. If we use the cues, we will be more consistent and better golfers.</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> (Take the class outside to a field with equipment already laid out) “When I say <b>GO</b>, pick up an iron from the golf-bag and stand next to one of the poly-spots and begin swinging the club. Use the cues that we learned yesterday while practicing your swing without a ball. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• Same formation as yesterday.</li> <li>• 2 cones will be lined up about 50 yards from each other.</li> <li>• 30 poly-spots will be separated in-between the cones to designate where each student will hit from (leave plenty of room between poly-spots for safety).</li> <li>• Each student should have enough room to swing the club in all different directions without coming close to another student. There</li> </ul>			

<p>will be a bucket full of practice golf balls with the teacher.</p>			
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Students will be next to a poly-spot with one club.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice yourr swing without hitting a ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Use all of the 4 cues we learned yesterday. Keep your <b>feet shoulder width apart</b>, keep your <b>head down</b>, keep your <b>lead arm straight</b>, and hit the <b>little ball before big ball</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can make 6 good swings in a row while making a small divot in the grass after each swing. Use the proper technique learned so far.</li> </ul>
<p><b>Informing Task:</b> (The teacher will walk down the row of students and pass out four balls per student) “When I say <b>GO</b>, Practice the four cues that you have learned, and begin hitting the four golf balls. If I notice that you aren’t using the cues properly, I will take away the balls until you can prove that you are ready to hit them. No students can retrieve their 4 golf balls until I instruct the entire class to do so. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the cues that you have learned to hit the practice golf balls. Hit the balls in one direction and wait until permission to retrieve them.</li> </ul>	<ul style="list-style-type: none"> <li>• Before you begin to swing the club, place the ball in the <b>front of your stance</b> (as shown in the picture below). This will help get the ball in the air because it is hard to do so with lower lofted clubs. Have the teacher or a skilled student demonstrate.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a divot after the ball 3 out of 4 times. It may be harder to achieve this due to the new ball positioning.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ball in the front of your stance. Head down, feet shoulder width apart</b>, keep your <b>lead arm straight</b>, and hit the <b>little ball before</b></li> </ul>	<ul style="list-style-type: none"> <li>• See if you can hit 2 out of 4 balls within about 15 feet of the same cone. Use all of the cues.</li> </ul>

		<b>big ball.</b>	
<b>Informing Task:</b> (After everyone has hit all 4 balls) “When I say <b>GO</b> , walk out onto the field and pick up four golf balls. They don’t have to be the ones that you originally hit, but you should end up with 4. <b>GO!</b> ”			
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice your checkpoints. There are 7 checkpoints as shown in the pictures below. Stop at every checkpoint and watch where the toe of the club is, and how the body is positioned. Do not hit balls for this drill.</li> </ul>	<ul style="list-style-type: none"> <li>• Use all of the previously learned cues. This time, I want you to think <b>toe, toe, toe, toe, toe, toe, toe</b> for each checkpoint in the swing that the toe of the club should be facing up or down or square to the ball. This is shown in the pictures below. Have the teacher demonstrate or a skilled student.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to do 3 good checkpoints in a row. Remind yourself of the cues as you check your body positioning.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Hit the 4 golf balls. Take your time in-between each swing and make sure that you are hitting it correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Use all of the cues. Make sure your stance is correct, and your <b>toe</b> of the club is in the correct position throughout the entire swing.</li> </ul>	<ul style="list-style-type: none"> <li>• Pick 4 different flags/cones to aim for. See if you can get each ball you hit within 15 feet of each target. Keep the ball in the air.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Continue hitting practice until there is 5 minutes of class time left.</li> </ul>			
<b>Informing Task:</b> “When I say <b>GO</b> , walk onto the field and pick up four golf balls, set the balls into the bucket, and set your golf club into the golf bag and get into group space. Where are you going to set the golf balls? Where are the clubs going to go? <b>GO!</b> ”			
<b>Closure/Assessment:</b> “Everyone give themselves enough room to swing an “air” golf club. Get into the proper stance. Go through the 7 checkpoints as a class without a club. Say <b>toe</b> at every checkpoint to remind you. Good job, we will continue tomorrow.”			



**(The ball should be placed in the front of the stance for long irons)**



**(Beginning stance. Clubface square to ball) (Back swing. Toe of club pointing straight up) (Top of back swing. Club is parallel to the ground)  
(Toe of club pointing straight down)**

**[------(Lead arm straight throughout the whole swing. Bend wrists)(Both feet stay flat on the ground)-----]**



**(Down swing)**  
**(Toe pointing up)**

**(Contact point)**  
**(Clubface is square to ball)**

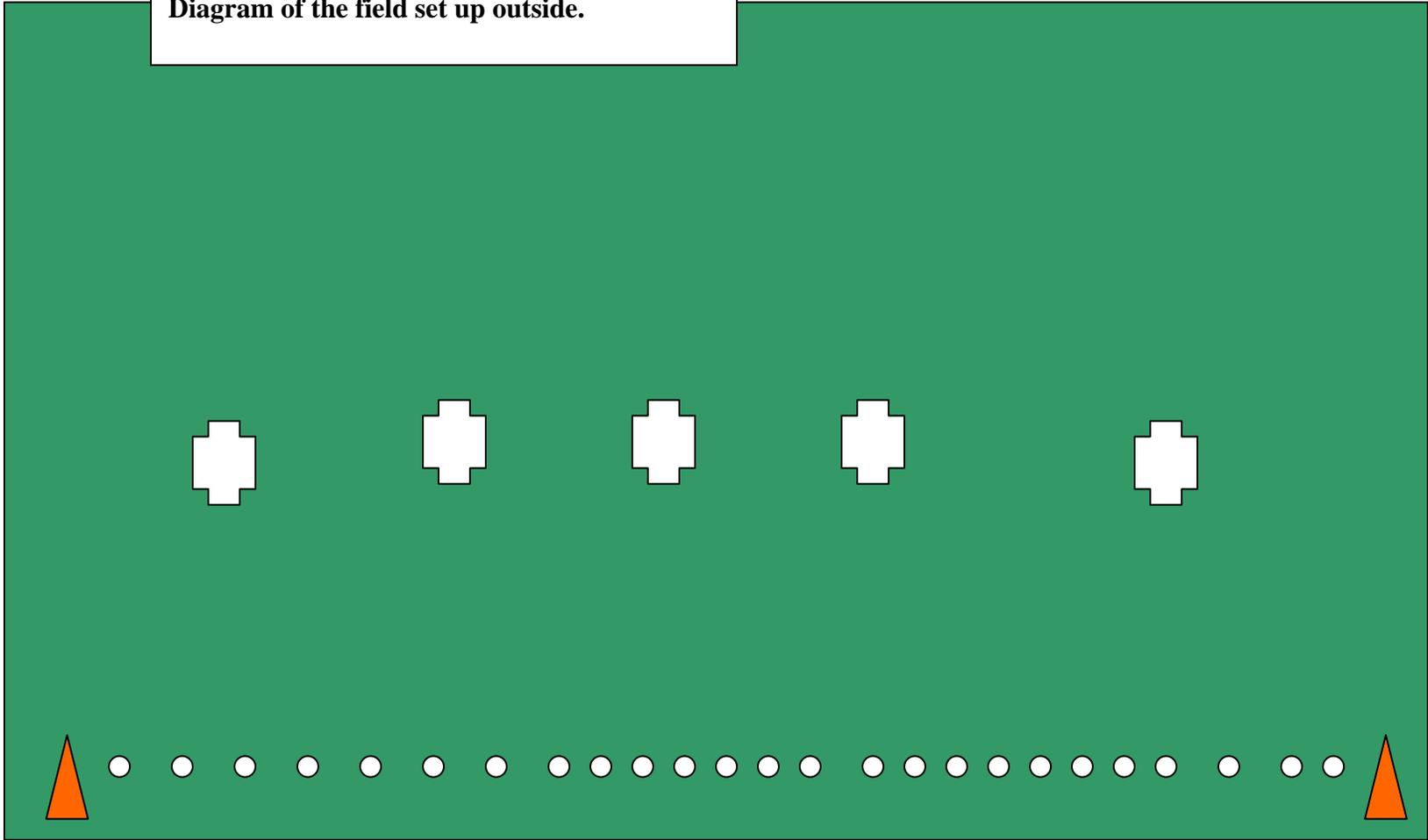
**(Follow through)**  
**(Toe of club pointing straight up)**  
**(Triangle with arms)**  
**(Extend arms far from body)**  
**(Rotate Hips)**

**(Follow through)**  
**(Body faces target)**  
**(Toe of club pointing down)**

[-----Keep head down, and knees bent throughout the whole swing-----]

[-----Front foot stays flat on the ground. Back foot on toe for follow through/finish-----]

Diagram of the field set up outside.



○ = Poly spot

▲ = Cone

⊕ = Flag for students to aim at

**Golf Unit**  
**Lesson #16 (Short irons: Stance and stroke)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate competency in the previous cues learned for the swing. (Keep your **head down, lead arm straight, your feet at shoulder width apart, little ball before big ball, and the toe of the clubface**) (EALR 1.1, NASPE 1)
2. Demonstrate the proper technique of **bending your wrists** at the top of the swing and through contact. (EALR 1.1, NASPE 1)
3. Demonstrate the proper **triangle method** by forming a triangle with your extended arms on the follow through. (EALR 1.1, NASPE 1)
4. Demonstrate the proper follow through with your **body facing the target** after contact. (EALR 1.1, NASPE 1)

[-----(Shown on Pictures Below)-----]

**B. Teacher**

**Equipment (for a class of 30 students)**

- 30 right handed short irons (7, 8, or 9 iron or pw or sw), 5 left handed short irons
- A bucket full of wiffle/practice golf balls
- 2 cones to mark the driving range hitting line
- 30 poly-spots (rubber circles to mark where each player will hit from)
- 5 or six flags or cones for targets to put in the range (place flags closer than with the long irons)

<p><b>Instant Activity: “Don’t Let Me Fall”</b> <u>Purpose:</u> To develop trust among classmates. This is important because they are in a health class that talks about personal subjects. <u>Materials:</u> Students. <u>Time needed:</u> About 5 minutes. <u>Instructions:</u> Split the class into 2 or 3 groups. Each group will form a circle looking inward. One student from each group will be in the middle. The student in the middle will have their eyes closed and will lean a directions. The student in the middle must could on the group to not let them fall. They will be pushed around the group until a certain amount of time is up.</p>			
<p><b>Set Induction:</b> “The short game in golf is very important. We could drive the ball better than anyone in the world, but if it takes us 4 shots to get it on the green from the fairway were in trouble. Today, we will learn the correct technique in hitting short irons. The short irons are used when we are close enough to the green to try and hit it near the flag.”</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> (Take the class outside to a field with equipment already laid out) “When I say <b>GO</b>, pick up an iron from the golf-bag and stand next to one of the poly-spots and begin practicing your checkpoints. How many checkpoints are there? Good. Use the cues that we learned yesterday while practicing your swing without a ball. What are we going to do when we get to a poly spot? Good. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• Same formation as yesterday.</li> <li>• 2 cones will be lined up about 50 yards from each other.</li> <li>• 30 poly-spots will be separated in-between the cones to designate where each student will hit from (leave plenty of room between poly-spots for safety).</li> <li>• Each student should have enough room to swing the club in all different directions without coming close to</li> </ul>			

<p>another student.</p> <ul style="list-style-type: none"> <li>• There will be a bucket full of practice golf balls with the teacher.</li> </ul>			
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Students will be next to a poly-spot with one club.</li> </ul>	<ul style="list-style-type: none"> <li>• Swing your clubs without a ball. Go over the checkpoints learned yesterday. Look over the checkpoints of the student next to you.</li> <li>• After 7 checkpoints, switch.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Toe, toe, toe, toe, toe, toe, toe.</b> Remember to check the position of the toe at the designated areas.</li> <li>• Also, check your body position, <b>head down, feet shoulder width apart, and keep your lead arm straight.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Check your partner's technique. See if you can do 7 good checkpoints and fix any errors you may have with the help of your partner.</li> </ul>
<p><b>Informing Task:</b> (The teacher will walk down the row of students and pass out four balls per student) "Keep going over your checkpoints until you receive your golf balls. When I say <b>GO</b>, Begin hitting the four golf balls when received. If I notice that you aren't using the cues properly, I will take away the balls until you can prove that you are ready to hit them. No students can retrieve their 4 golf balls until I instruct the entire class to do so. What do you do if you don't have your golf balls yet? What do you do when you get your golf balls? Good. <b>GO!</b>"</p>			
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Hit your four golf balls onto the range.</li> </ul>	<ul style="list-style-type: none"> <li>• To help keep your <b>lead arm straight, bend your wrists</b> at the top of the back swing and snap them through the contact zone. (Shown in pictures below)</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can hit 3 out of the 4 balls cleanly with a good stroke.</li> </ul>
<p><b>Informing Task:</b> (After everyone has hit all 4 balls) "When I say <b>GO</b>, walk out onto the field and pick up four golf balls. They don't have to be the ones that you originally hit, but you should end up with 4. <b>GO!</b>" (This will be done every time after the whole class has hit all four balls)</p>			
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Before every hit, do one set of checkpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the previous cues learned.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can make a good follow through on</li> </ul>

	<p>Then, you may hit one golf ball.</p> <ul style="list-style-type: none"> <li>Continue switching from checkpoints to hitting until all 4 balls are hit. Take your time in-between each swing and make sure that you are hitting it correctly.</li> <li>This time, aim at a flag and hit all 4 balls at the same flag.</li> </ul>	<p>This time, on your follow through extend your arms into a <b>triangle</b>.</p> <ul style="list-style-type: none"> <li>Your hands will be as far out in front of the body as possible.</li> </ul>	<p>all 4 shots. Try and get 3 out of the 4 balls within 20 feet of a flag.</p>
<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Same as above. This time aim at 4 different flags.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure your <b>body is facing the target</b> on your follow through.</li> <li>This should go hand in hand with the <b>triangle</b> on the follow through.</li> </ul>	<ul style="list-style-type: none"> <li>See if you can repeat the same swing 4 times in a row. It should be repetitive, not different every time.</li> </ul>
<ul style="list-style-type: none"> <li>Same as above.</li> <li>Continue hitting practice until there is 5 minutes of class time left. For any students struggling with a cue, have them go backwards and not worry about the newer cues. We want the students to get as many swings and checkpoints</li> </ul>			

in as possible.

**Informing Task:** “When I say **GO**, walk onto the field and pick up four golf balls, set the balls into the bucket, and set your golf club into the golf bag and get into group space. Where are you going to set the golf balls? Where are the clubs going to go? **GO!**”

**Closure/Assessment:** “At what point in the swing are we supposed to make a triangle with our arms? Where should our bodies be facing during this point? Give yourselves room to swing without a club. Go through the 7 checkpoints in slow motion, and stop at the point that we need our wrists to be bent. Once I give the ok to the entire class you can finish the checkpoints. Good job.”



**(Clubface square to ball)**

**(Back swing: Toe of club points up)**

**(Back swing: Toe of club faces down)**

**(Wrists bent at the top of the swing)**

[-----**(Lead arm straight throughout the whole swing. Bend wrists)**-----]

**(Both feet stay flat on the ground)**

**(Same as Long iron stroke but with a shorter club and the ball is in the front of the stance)**



**(Down swing)**  
**(Toe pointing up)**  
**(Wrists cocked back and ready to snap)**

**(Contact point)**  
**(Clubface is square to ball)**

**(Follow through)**  
**(Toe of club pointing straight up)**

**(Triangle with arms)**  
**(Extend arms far from body)**  
**(Rotate Hips)**

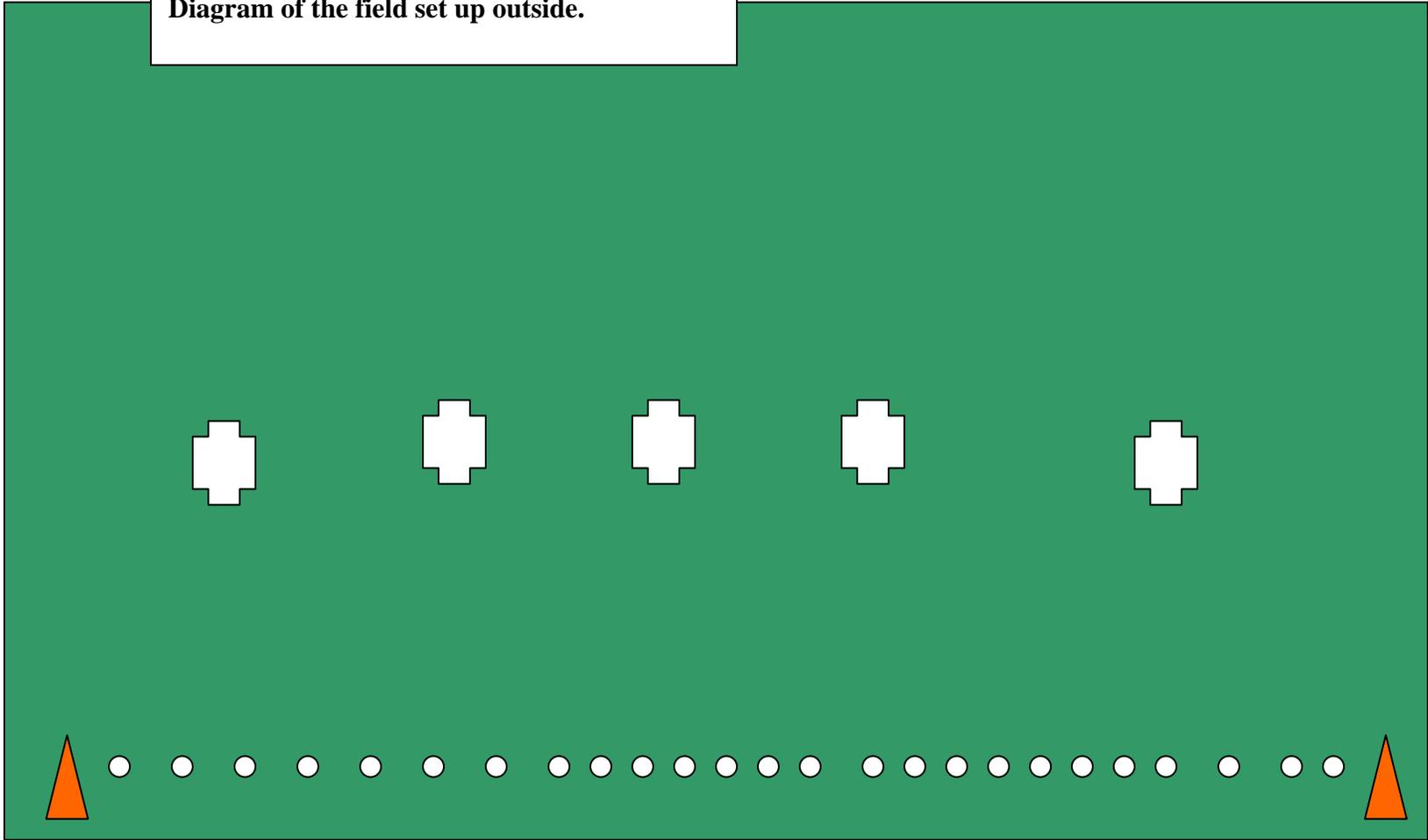
**(Follow through)**  
**(Body faces target)**

**(Toe of club pointing down)**

[-----**(Same as Long iron stroke but with a shorter club and the ball is in the front of the stance)**-----]

[-----**Front foot stays flat on the ground. Back foot on toe for follow through/finish**-----]

Diagram of the field set up outside.



	= Poly spot
	= Cone
	= Flag for students to aim at

**Golf Unit**  
**Lesson #17 (Short Irons Day 2, Accuracy)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate the proper stance for the golf swing by standing with your **feet shoulder width apart**. (EALR 1.1, NASPE 1)
2. Demonstrate the proper technique of the swing by using the **toe checkpoints taught in previous lessons**. (EALR 1.1, NASPE 1)
3. Demonstrate the proper technique of the swing by keeping your **lead arm straight**. (EALR 1.1, NASPE 1)
4. Demonstrate the proper technique of the swing by **forming a triangle with your arms** on the follow through. (EALR 1.1, NASPE 1)
5. Demonstrate accuracy improvement throughout the day. (EALR 1.1, NASPE 2)

**B. Teacher**

**Equipment (for a class of 30 students)**

- 15 hula-hoops
- 30 right handed short irons (7, 8, or 9 iron or pw or sw), 5 left handed short irons
- A bucket full of wiffle/practice golf balls
- 2 cones to mark the driving range hitting line
- 30 poly-spots (rubber circles to mark where each player will hit from)
- Evaluation/ Cue sheets (At the end of the lesson)
- 30 golf pencils for evaluation sheet
- Different types of balls
- Targets
- 2-3 balls of yarn

<p><b>Instant Activity: “String Toss”</b> <u>Purpose:</u> To check for understanding on the information the class has gone over for the week so far. <u>Materials:</u> 2-3 balls of yarn. <u>Time needed:</u> About ten minutes. <u>Instructions:</u> Set the class up into groups of 8-12 students. Each group will sit on the floor in a circle facing each other. One person will start it out by holding the end of the yarn, and passing the ball to another student across from them. The student that catches the ball has to say something that they learned in the lesson, or something health related. That student passes to someone across from them and repeats the process until everyone has gone. There will be a weird design with the yarn when completed. It will make up one shape. Explain that all of these health topics coincide with each other to contribute to overall health. <u>Variations:</u> The students can answer a quiz question when they get the yarn.</p>			
<p><b>Set Induction:</b> “Becoming accurate with your short irons is extremely important when playing golf. The closer that you can hit your ball to the hole, the better chance you have of finishing the hole with one putt. Today, we will learn important cues that will improve our accuracy with short irons.”</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> (Take the class outside to a field with equipment already laid out as in the diagram at the end of the lesson) “When I say go, pick up an iron from the golf-bag and stand next to one of the poly-spots and begin practicing your checkpoints. How many checkpoints are there? (Seven). Good. Use the cues that we learned yesterday while practicing your swing without a ball. What are we going to do when we get to a poly spot? (Practice our checkpoints without a ball) Good. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• Students next to one of the poly spots on the field. (as shown in the diagram at the end of the lesson)</li> <li>• Each student has a short iron.</li> <li>• There will be a bucket full of practice golf balls with the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• I want you to practice your 7 checkpoints in slow motion 8 times.</li> <li>• I will walk down the line and give you four golf balls as you finish.</li> <li>• Do not hit the golf balls until I give the instructions to do so.</li> </ul>	<ul style="list-style-type: none"> <li>• Is your <b>toe</b> pointing to the ground at the top of the back swing?</li> <li>• Remember to check where your <b>toe</b> of the club is pointing at each checkpoint (shown in pictures at the end of the lesson).</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can execute 8 checkpoints with your toe in the correct position at each point.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Each student has 4 golf balls at their poly spot.</li> </ul>	<ul style="list-style-type: none"> <li>• Line up aiming at a hula-hoop in front of you.</li> <li>• Practice doing 3 full-</li> </ul>	<ul style="list-style-type: none"> <li>• Is your <b>lead arm straight?</b></li> <li>• Remember to form your <b>triangle with your</b></li> </ul>	<ul style="list-style-type: none"> <li>• See if you can get each shot closer that the last shot to the hula-hoop. For example, if you hit your first ball 25 feet</li> </ul>

	<p>speed swings taking a small divot (piece of grass) out of the ground.</p> <ul style="list-style-type: none"> <li>• Hit your four golf balls and try to get them to land as close to the hula-hoop as you can. It is a bonus if you make it inside.</li> </ul>	<p><b>arms</b> on the follow through (this will help accurately place your ball where you want it to go). These cues are shown in the pictures at the end of the page.</p>	<p>from the hula-hoop, try to hit your second ball within 24 feet of it and so on.</p>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• After everyone has hit their balls, as a class go onto the field and pick up your 4 golf balls.</li> <li>• Do not hit until everyone is back to their poly spot.</li> <li>• Repeat the previous task by aiming at a hula-hoop.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your <b>head down</b> to improve balance and stability.</li> <li>• Remember to keep your <b>feet flat on the ground</b> except for your back foot on the follow through. (shown in pictures at the end of the lesson)</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can make one out of your four balls inside of the hula-hoop in the air. This is very challenging, so if you don't make it it's ok. Try to get as close to the hula-hoop as possible with each ball.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Every student will be passes a student evaluation sheet (at the end of this lesson) and a pencil.</li> <li>• Every other student will have a club and their</li> </ul>	<ul style="list-style-type: none"> <li>• Your partner is going to watch you hit your golf balls towards the hula-hoops.</li> <li>• He/she will evaluate you by using the cues on the sheet handed out.</li> <li>• You will not be graded</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the cues on the evaluation sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• If you don't get a check mark on the first trial, fix your technique and try to get a checkmark on the second trial or the third.</li> </ul>

<p>four golf balls.</p> <ul style="list-style-type: none"> <li>The rest of the class will have their club and their golf balls on their poly spot and an evaluation sheet and pencil in their hand.</li> </ul>	<p>for these. They are for your benefit to see what cues you are struggling with.</p> <ul style="list-style-type: none"> <li>Follow the directions on the sheet.</li> <li>After the sheet is completed, switch partners. The evaluator will now be hitting, and the hitter will now be evaluating.</li> </ul>		
<ul style="list-style-type: none"> <li>Continue having the students evaluate each other until there is 5 minutes of class time left.</li> </ul>			
<p><b>Informing task:</b> When I say go, set your irons in the golf bag, and carefully place your practice golf balls in the bucket and get into group space. Where are we going to put the golf balls? (In the bucket). Are we going to throw them in the bucket? (No, we will carefully set them in the bucket). Good, <b>GO!</b></p>			
<p><b>Closure/Assessment:</b> Why do we follow through with our arms making a triangle pointing at our target? (So we are finishing our swing towards the target. It makes our swing much more accurate and consistent). Good job. Did anyone improve their accuracy as the day went on? (Let the students answer). Did anyone learn something about their own swing from the evaluators? (Let the students answer). Good, tomorrow we are going to switch off from long to short irons.</p>			

## (Student Evaluation Sheet)

Name of golfer: \_\_\_\_\_

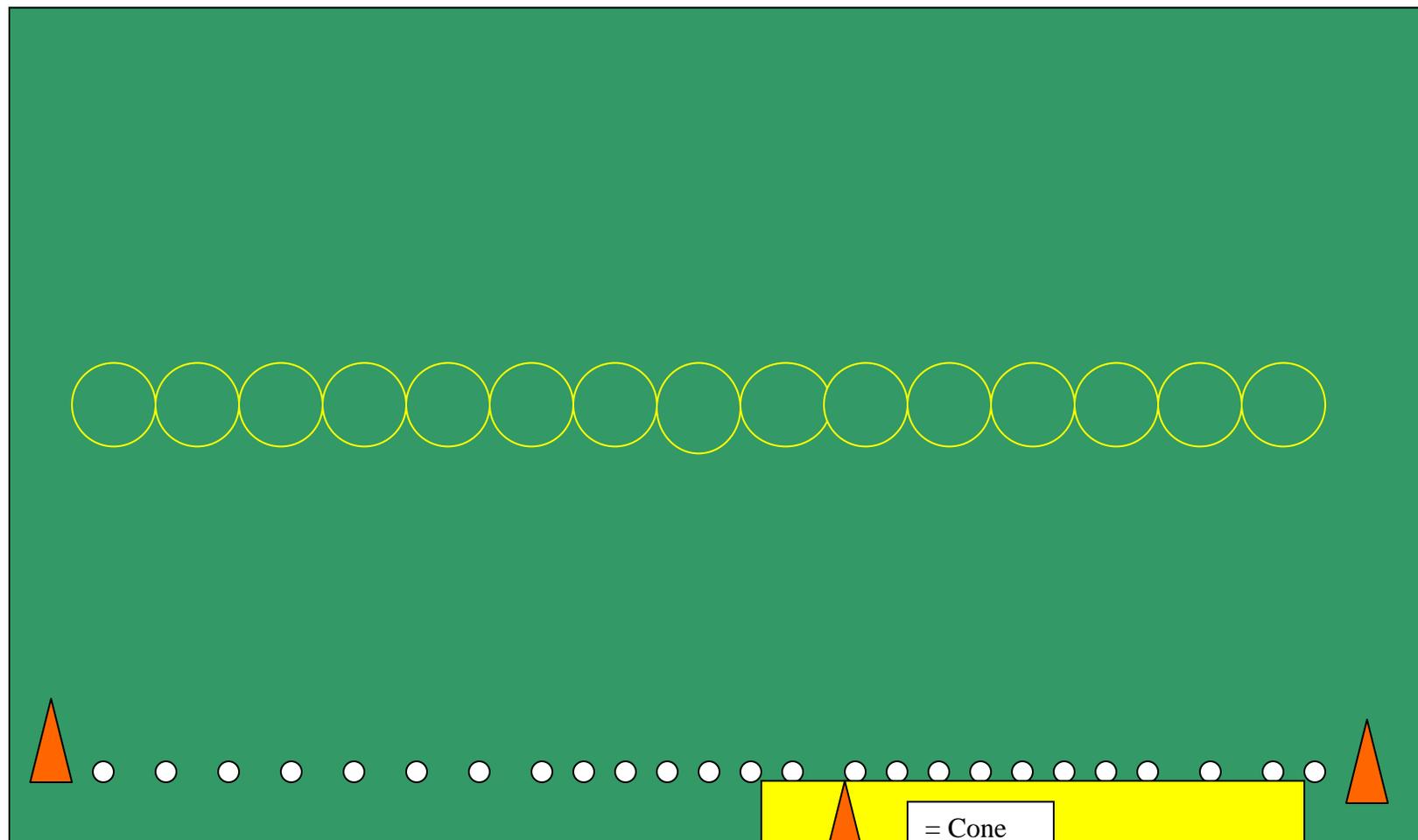
Name of evaluator: \_\_\_\_\_

Place a check mark in the box if your partner is doing the cue correctly.

(Check the box if your partner executes the cue. The get 3 trials for each cue)

	<b>1</b>	<b>2</b>	<b>3</b>
1.) Keeps both feet flat on the ground until the follow through.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.) Keeps his/her lead arm straight until the follow through.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.) Forms a triangle with his/her arms on the follow through pointing at the target.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.) Keeps his/her head down throughout the entire swing except for the follow through.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**(Diagram of the field outside)**  
**(The poly spots will have plenty of room in between them for safety)**



	= Cone
	= Poly spot
	= Hula-hoop

**Golf Unit**  
**Lesson #18 (Hitting Long and Short Irons)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate the proper stance for the golf swing by standing with your **feet shoulder width apart**. (EALR 1.1, NASPE 1)
1. Demonstrate the proper technique of the swing by using the **toe checkpoints taught in previous lessons**. (EALR 1.1, NASPE 1)
2. Demonstrate the proper technique of the swing by keeping your **lead arm straight**. (EALR 1.1, NASPE 1)
3. Demonstrate the proper technique of the swing by **forming a triangle with your arms** on the follow through. (EALR 1.1, NASPE 1)
4. Determine the correct time to use a long iron, or a short iron. (EALR 1.1, NASPE 2)

**B. Teacher**

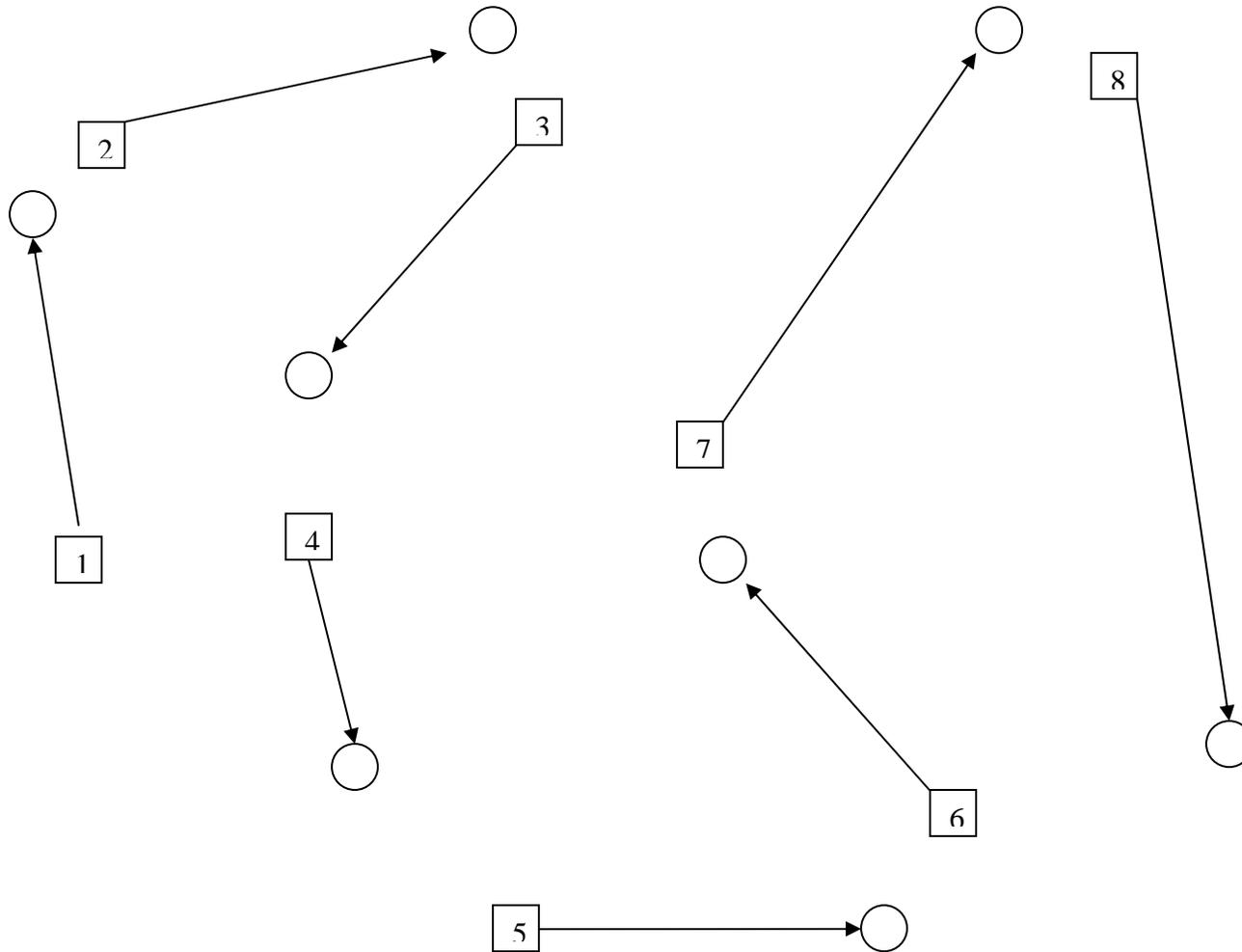
**Equipment (for a class of 30 students)**

- A golf bag with 30 right handed short irons (7, 8, or 9 iron or pw or sw), 5 left handed short irons
- A golf bag with 30 right handed long irons (3, 4, 5 or 6 iron), 5 left handed long irons
- A bucket full of wiffle/practice golf balls
- 8 poly spots numbered 1-8
- 30 wiffle/practice golf balls
- 8 hula-hoops (Used to end the hole)
- 4 pieces of chalk

<p><b>Instant Activity: “Rumor”</b> <u>Purpose:</u> To get the students to work together and develop teamwork skills. <u>Materials:</u> Students/ 4 pieces of chalk. <u>Time needed:</u> About 10 minutes. <u>Instructions:</u> Split the class up into 4 groups. Each group will stand in a line. The first person from each group will meet outside of the classroom and make up a rumor. The rumor has to be health related. They must tell the teacher what the rumor is. The team leaders will head back to their groups and start a telephone down the line of their group. The last person will write the rumor on the board when finished. The team that writes the rumor correct the fastest wins. <u>Variations:</u> They rumor could be chose by the teacher to prevent inappropriateness.</p>			
<p><b>Set Induction:</b> “When playing in a round of golf, it is important to know how far that you can hit each club. If I choose to hit a 6 iron instead of a 9 iron and hit the ball over the green and out of bounds, my score will be negatively affected. Today, we are going to have a long iron and a short iron. We will play some practice holes and you can determine whether you are close enough to hit your short iron, or far enough to hit your long iron.”</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> (Take the class outside to the field that is set up as shown in the diagram at the end of this lesson). When I say go, Pick up a short iron from the golf bag, and a long iron from the other golf bag. Also, pick up one practice golf ball from the bucket and form a straight line facing me. How many clubs are we going to get? (2, a long iron and a short iron). Where do we go once we have our equipment? (We form a straight line facing you). Good. <b>GO!</b></p>			
<ul style="list-style-type: none"> <li>• Each student has a long iron, a short iron, and a practice golf ball.</li> <li>• The class is in a straight line on the field facing the teacher.</li> <li>• The field is set up as is shown in the diagram at the end of this lesson.</li> <li>• Count the class off in the line. Count from 1 to 8 until the class is finished.</li> </ul>	<ul style="list-style-type: none"> <li>• Group 1 will go to poly spot #1, and group 2 will go to #2 and so on.</li> <li>• Once you get to that practice hole, take turns hitting your shot, and play each hole using the your long iron and short iron.</li> <li>• Go from hole to hole in numerical order after completion.</li> <li>• You must chip the all</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to use your cues for the proper swing. Use the <b>toe checkpoints taught in previous lessons.</b></li> </ul>	<ul style="list-style-type: none"> <li>• See if you can determine the right time to switch clubs to your short iron. You will know if your short iron goes near the hula-hoop.</li> </ul>

<ul style="list-style-type: none"> <li>There will now be 8 groups.</li> </ul>	<p>inside of the hula-hoop to finish the hole.</p> <ul style="list-style-type: none"> <li>Determine the distance you are from the hula-hoop and switch from your long iron to short iron. Chip with your short iron.</li> </ul>		
<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>Remember to keep your <b>lead arm straight</b> throughout the entire swing except for the follow through.</li> <li>Also, <b>keep your head down</b> until the follow through. These cues will help you make good contact with the ball.</li> </ul>	<ul style="list-style-type: none"> <li>See if you can make good contact with the ball on at least half of your shots.</li> </ul>
<ul style="list-style-type: none"> <li>Same as above.</li> <li>Have the class continue to play the practice course until there is 5 minutes left in class.</li> </ul>			
<p><b>Informing Task:</b> When I say go, set your irons in the proper golf bag, and carefully place your practice golf balls in the bucket and get into group space. Where are we going to put the golf balls? (In the bucket). Are we going to throw them in the bucket? (No, we will carefully set them in the bucket). Good, <b>GO!</b></p>			
<p><b>Closure/ Assessment:</b> What is one way to help me consistently make good contact with the golf ball? (Keep your head down, your lead arm straight, or knees bent (or any cues that have been taught for the swing)). Good. How do you know when to use your short iron? (When you are too close to use your longer club). Good job. Tomorrow we are going to go to the driving range and be assessed on our swings so far.</p>			

**Practice holes set up on the field.**



=Tee box (poly –spot)Where the student drives the ball from to start the hole. The poly-spots will be numbered.



=Green and hole. A hula-hoop at the end of each hole.



=The direction that the student will travel for each hole.

## Assessment #3

1. Where was golf invented?

\_\_\_\_\_

2. When hitting with long handed irons, what is the cue given to remember?

\_\_\_\_\_

3. What numbers are the long handed irons considered?

\_\_\_\_\_

4. Out of the following cues, which does NOT pertain to the stance and stroke of long handed irons?

- a. feet shoulder width apart
- b. knee high back swing
- c. head down
- d. little ball before big ball

5. What are irons #7, #8, #9 known as?

\_\_\_\_\_

6. Having your lead arm straight is an important cue when executing a shot with which club?

- a. Pitching wedge
- b. Putter
- c. Sand wedge
- d. Long irons

7. Your body should be facing \_\_\_\_\_ the target after contact on a proper short iron stroke.

8. Which arm should be straight when hitting with an iron?

**9. If I could drive the ball better than anyone in the world, but it look me 4 shots to get on the green, what do I need to improve?**

\_\_\_\_\_

**10. Name one famous golfer you have heard of.**

\_\_\_\_\_

**Golf Unit**  
**Lesson #19 (Assessment on irons swing at driving range or field)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Appreciate the difficulty of the swing without instruction, or proper technique. **(EALR 1.1, NASPE 6)**
2. Develop a feel for the swing, and how the ball travels off of the club. **(EALR 1.1, NASPE 1)**
3. Demonstrate the proper stance with **feet shoulder width apart**. **(EALR 1.1, NASPE 1)**
4. Demonstrate the proper swing by keeping your **lead arm straight**. **(EALR 1.1, NASPE 1)**
5. Demonstrate the proper swing by keeping your **head down** throughout the entire swing. **(EALR 1.1, NASPE 1)**
6. Demonstrate the proper contact point by hitting **little ball before big ball**. (the golf ball before the ground/earth) **(EALR 1.1, NASPE 1)**

**B. Teacher**

**Equipment (for a class of 30 students)**

- Over 100 golf balls
- 5 flags that can stick in the grass
- 30 right handed irons, 5 left handed irons
- 1 squishy ball that is heavy enough to throw

**Instant Activity: “Moon Ball”** The goal of the game is to see which team can keep the ball in play the longest. Four teams with six players on each team. The games are usually played on volleyball courts, two team per court. Players number off 1-6. The first player is holding the ball. The first player on each court starts the game by hitting the ball into the air and calling “one”. The other players in numbered order, attempt to keep the ball from touching the ground. Once the player hits the ball they may not hit it again until their next turn. Anytime the ball hits the ground, is hit out of turn, or is caught, the play stops and the score is given. This is the total to try to beat next time.

**Set Induction:** (The class is at the local driving range) “Hitting of the irons at the different angles we have gone over this week are very crucial to a golfers game. A golfer must be able to hit the ball on the green to successfully or the hole could be a blunder. Today we will go over all of the different shots with the irons to show that you are all ready for that successful round of golf.”

MAF	Extensions	Refinements	Applications
<p><b>Informing Task:</b> “When I say <b>GO</b>, I would like you all to retrieve any iron out of the golf bag and stand on the line and begin going through basic swing technique motion at one of the designated spots on the driving range. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• The driving range will have spaced out areas so the students do not hit each other.</li> <li>• The students who are not able to use a spot on the driving range can go out to the putting green to practice the swing in the air without the ball.</li> <li>• Rotate kids from spot to spot making sure you are able to assess every student and that every student has had the opportunity to hit into the driving range.</li> </ul>	<ul style="list-style-type: none"> <li>• The students not able to use a space on putting green will practice the swing in the air without the ball until we rotate.</li> </ul>	<ul style="list-style-type: none"> <li>• Hitting <b>little ball before big ball.</b></li> <li>• Keeping your <b>head down and lead arm straight</b> throughout the entire swing.</li> <li>• <b>Feet shoulder width apart</b> stance.</li> </ul>	<ul style="list-style-type: none"> <li>• See how far you can hit the ball. Now try to hit it past that ball the next time.</li> </ul>

**Informing Task:** “I would like everyone to watch (insert student’s name), they are doing a very good job on the cues we learned

earlier this week. Keeping your **head down and lead arm straight** throughout the entire swing, **feet shoulder width apart** stance, and hitting **little ball before big ball**. Good job (insert student's name)! When I say **GO**, lets all rotate and begin hitting the ball again into the driving range, but really focus on the cues. **GO!**"

<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Lets see if you are able to hit the ball further than the first sign on the driving range as many numbers as your name is. (ex. SIRI=4 times)</li> </ul>
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**Closure/Assessment:** "The irons are pretty cool huh? (let students answer) What were the important cues we learned throughout the iron lessons? (let students answer) Good job today everyone! Tomorrow we will be learning about the woods also known as drivers. It will be so much fun, have a wonderful rest of the day!"

**NOTE:** Play instant activity while still at school, before you leave to the driving range.

**NOTE:** This activity could also be done in a field, just use cones to designate goals for students to try to hit for and poly spots for a starting point to hit the ball from.

**Golf unit**  
**Lesson #20 (Strategy, and swing with woods)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate the proper stance with feet shoulder width apart. **(EALR 1.1, NASPE 1)**
2. Demonstrate the proper swing by keeping your lead arm straight. **(EALR 1.1, NASPE 1)**
3. Demonstrate the proper swing by using the “toe” checkpoint method. (Will be explained in pictures below and in the lesson) **(EALR 1.1, NASPE 1)**
4. Display the knowledge of the ball positioning in the stance for woods; ball in front. **(EALR 1.1, NASPE 2)**

**B. Teacher**

**Equipment (for a class of 30 students)**

- 30 right handed drivers, 5 left handed drivers
- A bucket full of wiffle/practice golf balls
- 2 cones to mark the driving range hitting line
- 15 poly-spots (rubber circles to mark where each player will hit from)
- 20-25 golf tee's

<p><b>Instant Activity: “Pacman Tag”</b> Students are to stay on the lines and tag as many students as they can. This is a game where the students have to stay on the lines of the gym floor. Designate which color lines are considered in bounds or that they must stay on. You can use all or some of the lines. The “it” person must stay on the lines as well. Everyone moves around the gym on the designated lines, trying not to get tagged. You can play it where the person who gets tagged becomes “it” or each additional person that is tagged joins the original “it” person and teams up to get the rest of the class. Remember all this is done on the lines only. You can start out and only let the students walk and then work up to running.</p>			
<p><b>Set Induction:</b> “We have learned the basics of the short game of golf. We have also learned the proper swing for long and short irons. Now that we have all of that knowledge, we need to be able to put ourselves in a good position to use it. Today we are going to learn how to drive the ball from the tee. This shot is the basis of the entire hole and sets you up to attack the green. Without a good, accurate driving attack, you will have no chance to get a consistent low score.”</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> (Take the class outside to a field with equipment already laid out exactly how it says to in the first MAF) “When I say <b>GO</b>, find a partner and one of you pick up a driver from the golf-bag and stand next to one of the poly-spots and begin swinging the club with the same cues learned for the long iron stroke. The partner without the club will be observing and helping load the balls onto the tee for the swinger. What are we going to get? Where are we going to stand once we have our club? What are we going to do once we are in the correct position? Good. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• The field will be set up as shown in the diagram at the end of this lesson.</li> <li>• 2 cones will be lined up about 50 yards from each other.</li> <li>• 15 poly-spots will be separated in-between the cones to designate where each student will hit from (leave plenty of room between poly-spots for safety).</li> </ul>			

<ul style="list-style-type: none"> <li>• Each student should have enough room to swing the club in all different directions without coming close to another student.</li> <li>• There will be a bucket full of practice golf balls with the teacher.</li> <li>• The partner observing will stand behind the partner swinging for safety of other golfers.</li> </ul>			
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Students will be next to a poly-spot with one club.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin practicing your swing without hitting a ball. The observing partner will be giving you cues to remember if you aren't swing correctly. The swinger will complete five swings before continuing to the next cue.</li> </ul>	<ul style="list-style-type: none"> <li>• Before you begin your swing, make sure your <b>feet are shoulder width apart.</b></li> </ul>	<ul style="list-style-type: none"> <li>• See if you can demonstrate to your observing partner that you know the proper stance.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to swing the club without hitting a ball. The observing partner will help with the first cue, and then a new cue. The swinger will swing 7 times in a</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to <b>keep your lead arm straight</b> on the back swing and until the follow-through.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 7 swings in a row using all of the cues learned.</li> </ul>

	row until the observing partner is satisfied with the progression.		
<b>Informing Task:</b> “When I say <b>GO</b> , I want the partners to switch. We will go over the cues again until the observer is satisfied. <b>GO!</b> ”			
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Partners have now switched positions from swinger to observer.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue swinging the club without the ball working on the cues already learned.</li> <li>• 6 swings in a row with feet at shoulder width apart, and 7 in a row keeping the lead arm straight.</li> <li>• You should pick up faster than the first partner due to observing and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure your feet are at <b>shoulder width apart</b> and your <b>lead arm is straight</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Take your time and see if you can finish all 13 swings without missing a cue. If you miss one, see if you can get 13 good swings in the least amount of tries.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Partners are in the same position as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to swing the club without hitting a ball. Go over the “<b>toe</b>” <b>checkpoint method</b>, which was taught in a previous lesson. There are pictures below to better explain this. The observer is making sure the swinger is maintaining all of the learned cues.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the <b>Toe checkpoint method</b>. Make sure that the toe of the club is pointing in the correct direction at each checkpoint.</li> </ul>	<ul style="list-style-type: none"> <li>• See if the swinger can go through all 7 checkpoints 8 times in a row.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above, but this time the swinger</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to keep your feet at <b>shoulder</b></li> </ul>	<ul style="list-style-type: none"> <li>• Try to apply the checkpoints to your</li> </ul>

	will do 1 set of checkpoints, then directly after that will do a full, normal speed swing.	<b>width apart, and your lead arm straight. Also use the toe checkpoint method.</b>	normal speed swing. Do this 6 times in a row or until the observing partner is satisfied.
<b>Informing task:</b> "When I say <b>GO</b> , I want the partners to switch. We will go over the cues again until the observer is satisfied. <b>GO!</b> "			
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Partners have now switched positions from swinger to observer.</li> </ul>	<ul style="list-style-type: none"> <li>• The swinger will be doing the <b>toe checkpoint method.</b> The partner will be observing and giving pointers to the swinger.</li> <li>• The swinger will do 1 set of checkpoints, then directly after that will do a full, normal speed swing.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to break it up into <b>7 checkpoints</b> with the toe in the correct position on everyone.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to apply the checkpoints to your normal speed swing. Do this 6 times in a row or until the observing partner is satisfied.</li> </ul>
<b>Informing Task:</b> "When I say <b>GO</b> , the observing partner will pick up 4 practice golf balls from the bucket, and 1 tee then head back to your poly spot. What are we going to get? Good. <b>GO!</b> "			
<ul style="list-style-type: none"> <li>• Same formation as above.</li> <li>• Observing partner has four practice golf balls and the swinger has 1 tee.</li> </ul>	<ul style="list-style-type: none"> <li>• The swinger will put a tee in the ground about an inch deep. The observing partner will set a practice golf ball on the tee and get out of the way to observe.</li> <li>• The swinger will hit the ball until he/she has hit all four balls. Make sure to that the ball is teed up towards the front of</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to use all of the cues leaned in the day. <b>Feet shoulder width apart, keep your lead arm straight, use all 7-toe checkpoints and position the ball correctly in the stance.</b></li> <li>• The observer is in charge of making sure that all cues are being</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can hit the ball in the middle of the clubface 3 out of 4 times.</li> </ul>

	the stance (on the inside of the front foot) to get the ball in the air.	followed. Do not let the swinger swing until they are in the proper stance and the ball is positioned correctly.	
<b>Informing Task:</b> “When I say <b>GO</b> , the observer will go onto the field and pick up 4 practice golf balls and bring them back. Then repeat the same task. What are we going to do when you are out of golf balls? What are you going to do when we have retrieved all of the balls? Good, <b>GO!</b> ”			
<ul style="list-style-type: none"> <li>• Same formation as above.</li> <li>• The partners switch from swinger to observer.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above. The swinger will hit the four balls into the field.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can hit 3 out of 4 balls in the middle of the clubface.</li> </ul>
<b>Informing Task:</b> “When I say <b>GO</b> , the observer will go onto the field and pick up 4 practice golf balls and bring them back. Then repeat the same task. What are we going to do when you are out of golf balls? What are you going to do when we have retrieved all of the balls? Good, <b>GO!</b> ”			
<b>Informing Task:</b> “When I say <b>GO</b> , walk onto the field and pick up four golf balls, set the balls into the bucket, and set your golf club into the golf bag and get into group space. Where are you going to set the golf balls? Where are the clubs going to go? <b>GO!</b> ”			
<b>Closure/Assessment:</b> “Spread out and everyone go through the 7 checkpoints without a club. Where do we place the ball when we are hitting with a wood off of the tee? Why? Good job, tomorrow we will continue to hit with woods.”			



**(Beginning stance)**  
**(Clubface square to ball)**  
**(Ball in front of stance for loft)**



**(Back swing)**  
**(Toe of club points up)**  
**(Club comes back lower to the ground compared to the irons for loft)**



**(Top of back swing)**  
**(Toe of club is pointing down)**  
**(Club is parallel to ground and pointing towards target.(roughly))**

[----- **Head down, knees bent, and back straight throughout entire swing**-----]



**(Down swing)**  
**(Toe of club points up)**  
**(Left arm still straight)**

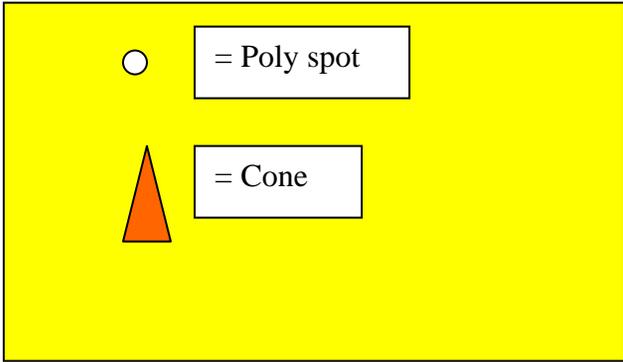
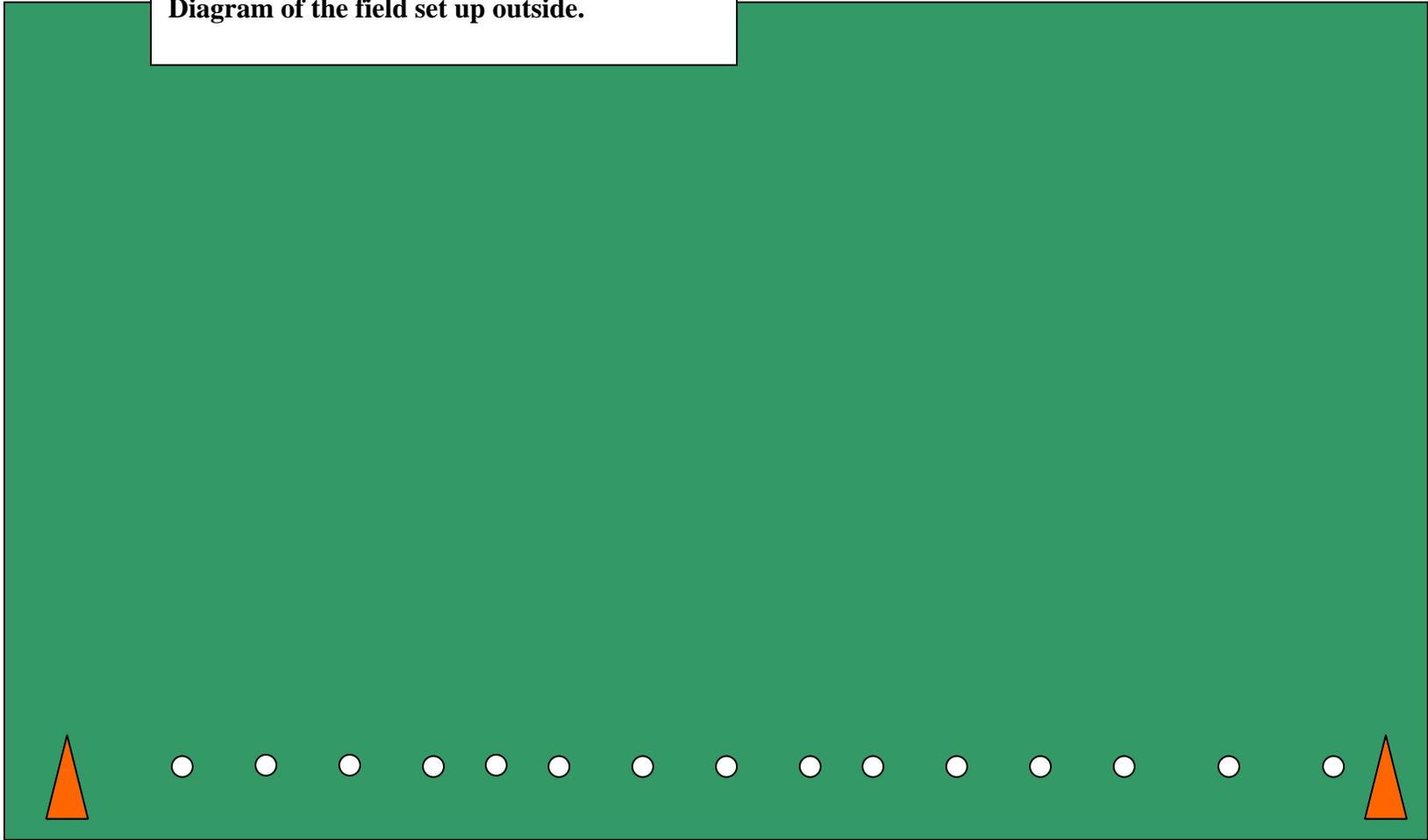
**(Contact point)**  
**(Clubface is square to the ball)**  
**(Hips begin to slightly rotate)**

**(Follow through)**  
**(Arms fully extended)(triangle)**  
**(Toe of club points up)**  
**(Hips fully rotate)**

**(Finish)**  
**(Body is square to target)**  
**(Front foot flat on ground)**  
**(Back foot on toe)**

[-----Stay loose throughout swing. Left arms stays straight until the finish-----]

Diagram of the field set up outside.



**Golf unit**  
**Lesson #21 (Hitting with Woods)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate the proper stance with **feet shoulder width apart**. (EALR 1.1, NASPE 1)
2. Demonstrate the proper swing by keeping your **lead arm straight**. (EALR 1.1, NASPE 1)
3. Demonstrate the proper swing by using the **“toe” checkpoint method**. (taught in previous lesson) (EALR 1.1, NASPE 1)
4. Display the knowledge of the ball positioning in the stance for woods; **ball in front**. (EALR 1.1, NASPE 2)
5. Demonstrate the proper stance towards a target by **lining your toes and shoulders up**. (explained in the lesson) (EALR 1.1, NASPE 2)

**B. Teacher**

**Equipment (for a class of 30 students)**

- 30 right handed drivers, 5 left handed drivers
- A bucket full of wiffle/practice golf balls
- 4 cones to mark a target to aim at
- 2 cones to mark the driving range hitting line
- 30 poly-spots (rubber circles to mark where each player will hit from)
- 35 golf tee's
- 4 cones

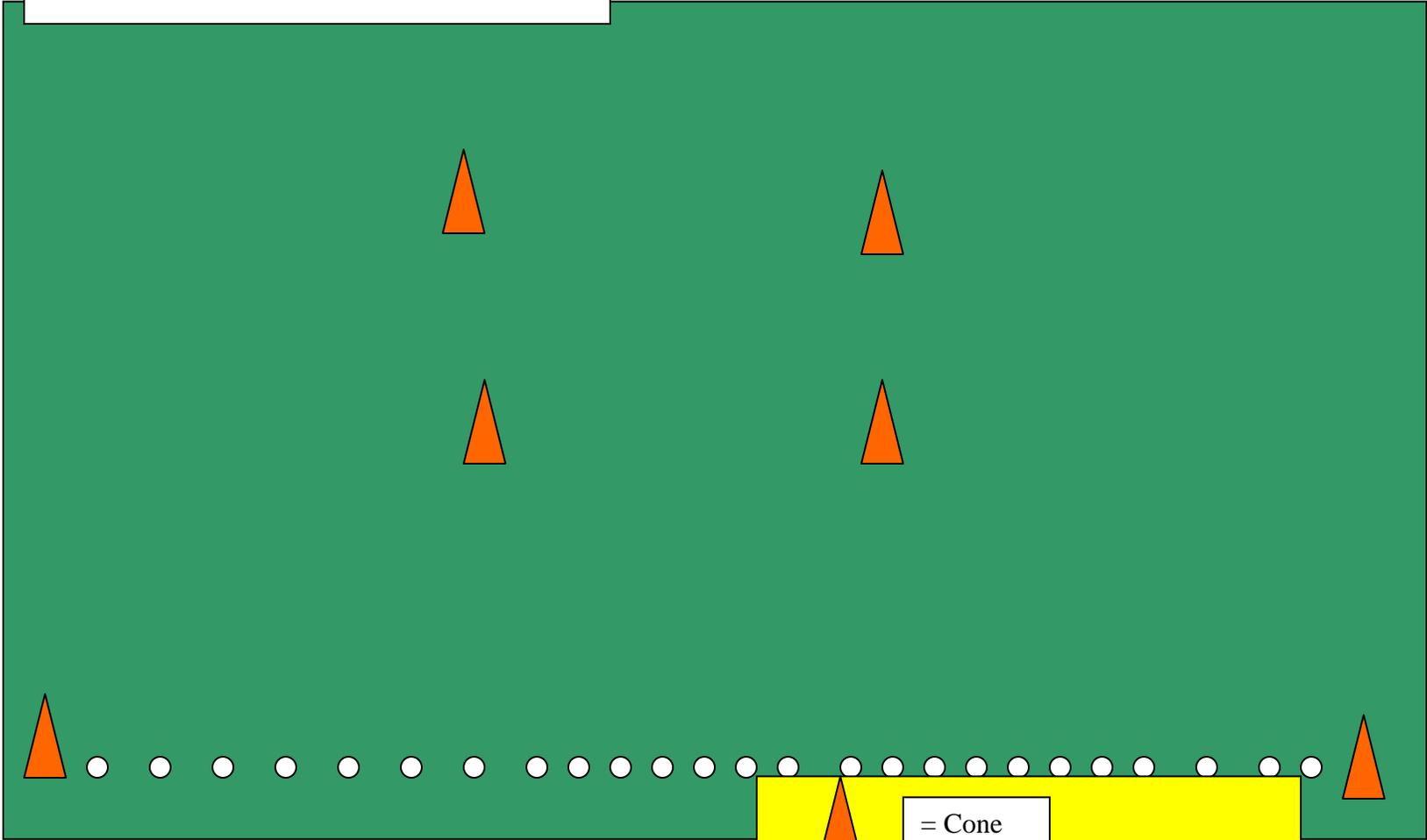
<p><b>Instant Activity: “What do you see Mr./Mrs./Ms. (insert teacher’s name)?”</b> Have the students get into self-space with enough room to move around without hitting anyone. Next the teacher asks “hey class guess what I see”, and the students reply with “what do you see Mr./Mrs./Ms. (insert teacher’s name)?”. The teacher then responds with an animal, an object, etc. that the students must then move to the best of their ability around the designated space, without hitting anyone, like whatever the teacher said. The teacher then stops the students and asks again...repeat as many times as you want.</p>			
<p><b>Set Induction:</b> “It is important to be accurate on the drive off the tee. If you are inaccurate you could end up in the trees or out of bounds, which could severely hurt your score. Today, we are going to practice driving towards a target. We will use the cues learned yesterday and apply them to hitting within a designated area.”</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> (Take the class outside) “When I say <b>GO</b>, pick up a driver from the bag and find a poly spot. Go to your poly spot and go through your 7 checkpoints used yesterday. Do this until I give new instruction. Where are we going to go when we have our clubs? What are we going to do when we get to our poly spot? Good. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• Field will be set up as shown in the diagram at the end of this lesson.</li> <li>• 2 cones will be lined up about 50 yards from each other.</li> <li>• 30 poly-spots will be separated in-between the cones to designate where each student will hit from (leave plenty of room between poly-spots for safety).</li> <li>• Each student should have enough room to swing the club in all different directions without coming close to</li> </ul>			

<p>another student.</p> <ul style="list-style-type: none"> <li>• There will be a bucket full of practice golf balls with the teacher.</li> <li>• There will be 4 cones set up in a 40'x40' square about 25 yards from the hitting line.</li> </ul>			
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Students will be next to a poly-spot with one club.</li> </ul>	<ul style="list-style-type: none"> <li>• Without hitting a ball, do one set of checkpoints followed by a normal speed swing. Continue this activity until further instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to run through all of the cues learned yesterday. <b>Feet shoulder width apart, keep your lead arm straight, use all 7-toe checkpoints and position the ball correctly in the stance.</b></li> <li>• Think about all of these cues as you go through your checkpoints. Where should your toe be?</li> </ul>	<ul style="list-style-type: none"> <li>• Try to apply all of the cues learned yesterday to your best 5 swings.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• The teacher will pass out four golf balls and a tee to each student while they are going through their</li> </ul>			

checkpoints.			
<b>Informing Task:</b> “When I say <b>GO</b> , begin hitting your golf balls toward the target in the field. You must complete one set of checkpoints before each strike of a golf ball. Wait until I tell the entire class to retrieve the balls. What do we have to do before each shot? Good. <b>GO!</b> ”			
<ul style="list-style-type: none"> <li>• Same formation as above.</li> <li>• Each student now has 4 golf balls and a tee.</li> </ul>	<ul style="list-style-type: none"> <li>• Do one set of checkpoints and then hit a ball towards the 4 coned targets. Before each shot you must do 1 set of checkpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep that <b>lead arm straight</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can hit 3 out of the 4 balls in the center of the clubface.</li> </ul>
<b>Informing Task:</b> “When I say <b>GO</b> , retrieve 4 golf balls from the field and go back to your poly spot. Once the whole class is back to their poly-spots, repeat the previous activity. What are we going to do when we have retrieved our golf balls? Good. <b>GO!</b> ”			
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Is your <b>toe of the clubface pointing in the right direction at each checkpoint?</b></li> </ul>	<ul style="list-style-type: none"> <li>• See if you can get 2 out of the four balls to stop within the target.</li> </ul>
<b>Informing Task:</b> “When I say <b>GO</b> , retrieve 4 golf balls from the field and go back to your poly spot. Once the whole class is back to their poly-spots, repeat the previous activity. What are we going to do when we have retrieved our golf balls? Good. <b>GO!</b> ”			
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above but you will now line your body up to aim at the target before they hit the ball.</li> </ul>	<ul style="list-style-type: none"> <li>• This time before each shot, <b>line your feet and shoulders up</b> towards the target. You should be able to put your golf club against your toes and it will point to the target. Your shoulders should be angled the same way.</li> </ul>	<ul style="list-style-type: none"> <li>• Set your body up facing the target before every shot. See if you can make the ball stop in the target 3 out of 4 times.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Line your toes and shoulders up.</b> Remember to think about the checkpoints and your stance.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can get 2 out of 4 balls to <b>land</b> in the target area.</li> </ul>

<ul style="list-style-type: none"><li>• Continue the same routine until there is 5 minutes of class time left.</li></ul>			
<b>Informing Task:</b> “When I say <b>GO</b> , pick up four golf balls and put them in the bucket. Also put your driver in the bag and get into group space. <b>GO!</b> ”			
<b>Closure/Assessment:</b> “How do we line our body up to aim at a target? Who can demonstrate how to do this with the shaft of your club? Good job. Tomorrow we will learn how to purposely slice the ball (make it curve in the air).”			

Diagram of the field set up outside.



Legend:

-  = Cone
-  = Poly spot

**Golf Unit**  
**Lesson #22 (Hitting with woods: Slice/Hook shot)**

**Objectives**

**A. Student**

By the end of class, students will be able to...

1. Demonstrate the correct club positioning for the “**slice**” shot. **(EALR 1.1, NASPE 1)**
2. Demonstrate the correct club positioning for the “**cut**” shot. **(EALR 1.1, NASPE 1)**
3. Demonstrate proper **stance and swing** as learned in previous lessons. **(EALR 1.1, NASPE 2)**

**B. Teacher**

**Equipment (for a class of 30 students)**

- 120 practice golf balls
- 30 poly-spots
- 32 cones
- 30 drivers/woods
- 35 golf tee's

<p><b>Instant Activity: “Cat and Mouse”</b> Split class in half, and put one group in one corner and the other group in the opposite corner. Assign the group in the front (chasees) as the mice, and the group in back is the cats (the chasers). On your signal both groups will begin running, the object is for the cats to catch the mice before the mice make it back to where they started. If a mouse is caught they now become a cat.</p>			
<p><b>Set Induction:</b> “We now have a good appreciation for the correct way to hit the ball straight. Picture this: You are on the 2<sup>nd</sup> hole and you want to hit your driver, but there is a tree 50 yards in front of you. What do you do? Do you switch clubs? You don’t have to; today we are going to learn how to purposely curve the ball around obstacles. We will learn how to “<b>slice</b>” the ball and how to “<b>cut/hook</b>” the ball.” (slice/cut are explained above)</p>			
MAF	Extensions	Refinements	Applications
<p><b>Informing Task:</b> (Take the class outside to a field. The field will already be set up as explained in the MAF) “When I say <b>GO</b>, pick up a driver, a tee, and 4 golf balls. Stand next to a poly spot and await further instruction. What equipment do we need? Good. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• 2 cones will be lined up about 50 yards from each other.</li> <li>• 30 poly-spots will be separated in-between the cones to designate where each student will hit from (leave plenty of room between poly-spots for safety).</li> <li>• Each student should have enough room to swing the club in all different directions without coming close to another student.</li> <li>• About 15 yards in front of each poly-spot will be a cone set up as a</li> </ul>			

"tree".			
<b>Informing Task:</b> "When I say <b>GO</b> , begin hitting your practice golf balls as straight as you can. Use the cues learned in the previous lesson. <b>GO!</b> "			
<ul style="list-style-type: none"> <li>• Each student will have one driver, a tee, and four golf balls.</li> <li>• The field will be set up as explained above.</li> </ul>	<ul style="list-style-type: none"> <li>• Hit your golf balls off of the tee from your poly spot. The object is to try to hit the ball directly over the cone as straight as possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to stick with your cues. Keep your <b>feet at shoulder width apart, your lead arm straight, follow through</b>, and the <b>7 checkpoints</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can get your ball closer to the cone on each swing.</li> </ul>
<b>Informing Task:</b> "When I say <b>GO</b> , walk out to the field and retrieve your four golf balls. Return to your poly spot and after everyone is off of the range begin hitting again. When do we hit again? Good. <b>GO!</b> "			
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• Keep your <b>head down</b> throughout the entire swing.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can hit your ball so straight that it doesn't curve in any direction.</li> </ul>
<b>Informing Task:</b> "When I say <b>GO</b> , walk out to the field and retrieve your four golf balls. Return to your poly spot and after everyone is off of the range begin hitting again. This time I want you to try and hook the ball around the cone in front of you. I will let you know the cues in order to do this. When do we hit again? Where do we want to hit the golf ball? Good. <b>GO!</b> "			
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• This time, try to <b>draw/hook</b> the ball.</li> <li>• Try to hook it around the cone/tree.</li> </ul>	<ul style="list-style-type: none"> <li>• Before your back swing, <b>close your clubface</b>. If you do your normal swing with a closed clubface, the ball will spin and it will hook. Close your clubface a little bit, and then re-grip the club.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can get all of your four golf balls to hook at least a little bit.</li> </ul>
<ul style="list-style-type: none"> <li>• Retrieve the four golf balls as explained in the previous informing task.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the same cues as if you are hitting your driver straight except keep your clubface</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can get 2 out of the four balls to get past the cone and then hook around it.</li> </ul>

<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>		<p>closed. It is very important to <b>follow through</b> when curving the ball.</p>	
<ul style="list-style-type: none"> <li>• Retrieve the four golf balls as explained in the previous informing task.</li> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• This time try to <b>slice</b> the ball as most beginners do on accident.</li> </ul>	<ul style="list-style-type: none"> <li>• Before your back swing, make sure that your <b>clubface is open</b>. Now do the same swing as if you were going to hit the ball straight, but with an open clubface. This will put the correct spin on the ball in order to slice it.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can get all four golf balls to have some sort of slice to them.</li> </ul>
<ul style="list-style-type: none"> <li>• Retrieve the four golf balls as explained in the previous informing task.</li> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure that your re-grip your club with an open face (set the club flat on the ground, open the clubface, the grip in normally).</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can make 2 of the 4 balls go straight until they are past the cone, and then slice.</li> </ul>
<p><b>Informing Task:</b> “When I say <b>GO</b> , set your driver in the golf bag, set your golf balls in the bucket and get into group space. <b>GO!</b>”</p>			
<p><b>Closure/ Assessment:</b> Who can show me with a driver how to open your clubface? Pick a student and hand them the driver to show the class. Can someone else show me how to close your clubface? Pick a student to demonstrate with a driver. Which way will the ball curve if my clubface is closed and I am right handed? Which way will it curve if I have an open clubface? Good. Tomorrow we will get more practice in at these skills.</p>			

### Daily Vocabulary

**Slice/ Cut:** This is a type of shot in which the ball curves to the right for a right handed player, and to the left for a left handed player. It could also be said that the ball curves away from the player.

**Draw/ Hook:** This is a type of shot in which the ball curves to the left for a right-handed player, and to the right for a left-handed player.

**Closed clubface:** The toe of the clubface will be angled in slightly (as shown in figure 1). This will make the ball hook.

**Open clubface:** The toe of the clubface will be angled slightly outward/away (as shown in figure 2). This will make the ball slice.

**(Figure 1. Closed Clubface)**



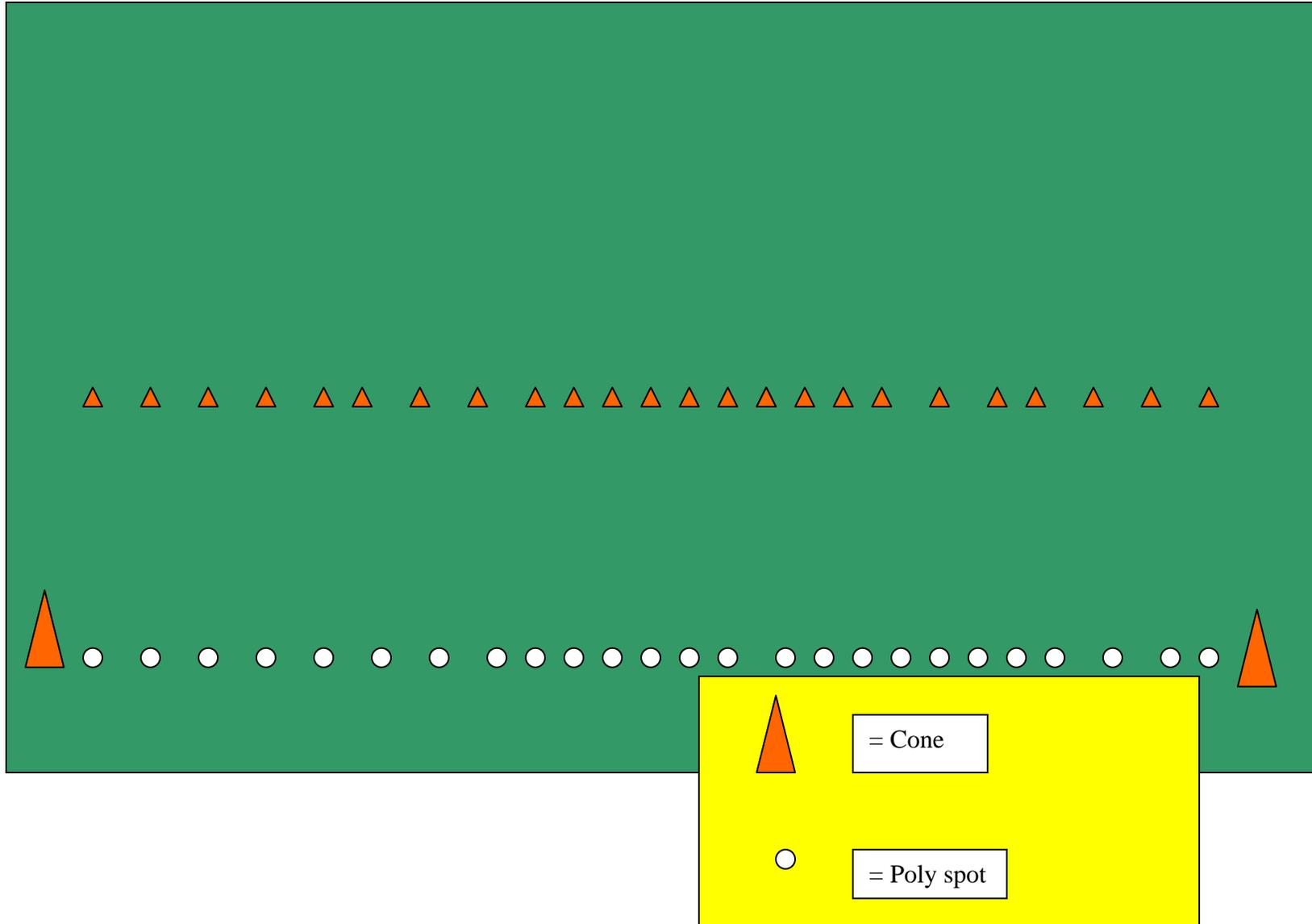
**(The closed clubface is used to hook the ball)  
(The clubface is turned “inward” toward the ball)  
(After turning the club “inward,” re-grip the handle)**

**(Figure 2. Open Clubface)**



**(The open clubface is used to slice the ball)  
(The clubface is turned “outward” away from the ball)  
(After turning the club “outward,” re-grip the handle)**

**(Diagram of the field outside)**  
**(The poly spots will have plenty of room in between them for safety)**  
**(There will be a cone directly across from each poly spot (about 20 feet)).**



**Golf Unit**  
**Lesson #23 (Hitting with irons and woods: Slice/Hook shot)**

**Objectives**

**A. Student**

By the end of class students will be able to...

- a. Demonstrate proper golf etiquette by determining who hits the ball first in certain situations. **(EALR 1.1, NASPE 1)**
- b. Demonstrate proper knowledge of how to play the hook and slice shot to reach a target. **(EALR 1.1, NASPE 2)**
- c. Demonstrate the proper golf swing as taught in previous lessons by using all of the cues for the straight shot, the slice, and the hook. **(EALR 1.1, NASPE 1)**

**B. Teacher**

**Equipment (for a class of 30 students)**

- 30 right handed putters, 5 left handed putters
- 30 wedges (pitching, or sand wedge), 5 left handed wedges
- 30 right handed irons (short or long), 5 left handed irons
- 30 right handed drivers, 5 left handed drivers
- 30 practice golf balls with names written on them from previous lesson
- 30 golf balls
- A box of 30 golf tees
- 8 poly spots numbered 1-8
- 8 portable putting cups
- 8 turf/carpets mats about 10'x10'
- 10 sharpe or colored markers to write on practice golf balls
- Obstacles (chairs, desks, tables, books or anything available to put in the room)

<p><b>Instant Activity: “Minefield”</b> <u>Purpose:</u> To give the students experience in trusting each other. Builds trust throughout the classroom, which will help when talking about sensitive subjects. The blindfolded person must trust their guider to steer them safely through the room. <u>Materials:</u> Obstacles. Could be chairs, desks, tables, books, or anything available to put in the room. About 15 blindfolds. <u>Time needed:</u> About 10 minutes. <u>Instructions:</u> Send the class outside of the room as you or a few students rearrange everything in the room to make obstacles. Put the students into pairs. One student will be blindfolded and the other will be their verbal guider. The verbal guider cannot touch the blindfolded partner, but must guide them from one end of the room to the other without running into any obstacles. <u>Variations:</u> The guider may be able to touch the blindfolded student on the shoulders but not talk.</p>			
<p><b>Set Induction:</b> “After yesterday, we now have an appreciation for putting spin on the golf ball. If we can become accurate with the slice and the hook shot there is no place on the golf course that we can’t hit the ball. For example, if I am stuck in the trees and need to get out but there is a tree in my way I can simply hit around the tree with accuracy. This will severely improve my golf scores. Today we will continue to work on the slice and the hook shot so we can get a better feel for how the ball will react.”</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> (Take the class outside to a field. The field will already be set up as explained in the MAF) “When I say <b>GO</b>, pick up a driver, an iron, a wedge, a tee, 1 practice golf ball, and 1 real golf ball. I will pass around a marker. Write your name on your practice golf ball so you can keep track of it on the field. Line up in a straight line facing me with your equipment. What equipment are we going to get? How many golf balls do we need? (2, one real and one practice). Good. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• There is a practice course set up in the field. (shown in diagram at the end of the lesson)</li> <li>• Each student will have a putter, iron, driver, golf tee, a practice golf ball, and a real golf ball.</li> <li>• Count students off by 8. Put the students together with the number that was assigned to them.</li> </ul>			
<p><b>Informing Task:</b> “When I say <b>GO</b>, your group of 3 or 4 will head the poly-spot that has the number of your group on it and begin</p>			

<p>playing each hole in numerical order. I want you to purposely hook the ball with your driver off of the tee. I want you to set the clubs that you aren't using 5 feet behind you while you are hitting your driver. How far behind us will your iron be? (5 feet) Which way will the ball curve if you are hooking it? (Left if you're right handed, and right if your left handed). Good. <b>GO!</b>"</p>			
<ul style="list-style-type: none"> <li>• There is one group per hole in the field.</li> <li>• Each group is at the poly-spot that starts their selected hole.</li> <li>• The students will use their practice golf ball until they reach the green.</li> <li>• They will replace the practice ball with the real golf ball while putting.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be driving the ball off of the tee from their poly-spot. Students will be trying to purposely hook the ball using the cues learned in yesterday's lesson. They will be hitting towards the green on their hole taking turns between group members.</li> </ul>	<ul style="list-style-type: none"> <li>• Before your back swing, <b>close your clubface</b>. Remember to execute the normal swing that we have practiced daily but with your clubface closed.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to get your ball to hook at least twenty feet to the left of your tee box while traveling a good distance forward. Remember, if you are left-handed the ball will curve to the right.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• The groups are taking turns hitting each shot. They are switching from hooking to slicing after each shot.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep your <b>head down, knees bent</b>. Make sure your club face is <b>open</b> or <b>closed</b> depending on whether you are hooking or slicing the ball.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can switch from a slice to a hook while using the proper technique.</li> </ul>
<p><b>Informing Task:</b> "When I say <b>GO</b>, lets include the golf etiquette. The person that is furthest from the hole always hits first. This is part of golf etiquette. If you are waiting to hit, you must stand about 15 feet behind the person hitting. Determine whose turn it is to hit, and hit your second shot towards your designated hole. Which way does a slice curve? (To the right if you're left handed and to the left if you're right handed). Who gets to hit the ball first? (The person furthest from the hole). Good. <b>GO!</b>"</p>			
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• The students must slice their second shot intentionally. Students</li> </ul>	<ul style="list-style-type: none"> <li>• Remember that to execute a slice you must first <b>open your</b></li> </ul>	<ul style="list-style-type: none"> <li>• Try to get your ball to slice at least 20 feet. Aim away from your</li> </ul>

	<p>will switch from hook to slice and after every shot. The students are finishing playing the first hole that they were designated to play. They are using proper etiquette to determine who hits first. When on the putting green, they will switch from the practice golf ball to the real golf ball.</p>	<p><b>clubface</b> before your swing begins.</p> <ul style="list-style-type: none"> <li>• Re-grip the club and execute the normal swing that we have been practicing.</li> <li>• Remember to aim to the left if your right handed and to the right if your left handed to compensate for the curve.</li> </ul>	<p>target so your ball can accurately slice towards it.</p>
<ul style="list-style-type: none"> <li>• Same formation as above.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will move to the next tee box when completing the first hole. They will play the next hole transferring from slice to hook as they did last hole.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to use your cues. <b>Feet at shoulder width apart, your lead arm straight, follow through, and the 7 checkpoints.</b> If you are slicing the ball use an <b>open clubface</b>, if you are hooking the ball use a <b>closed clubface.</b></li> </ul>	<ul style="list-style-type: none"> <li>• See if you can finish the hole in the least amount of shots/strokes.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• The students are playing each hole with their group. They are moving in numerical order from hole to hole.</li> </ul>	<ul style="list-style-type: none"> <li>• Compensate by aiming right or left when hooking or slicing the ball. Keep your <b>head down</b> throughout the swing until the follow through.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can beat the score that you had on the last hole.</li> </ul>

<ul style="list-style-type: none"> <li>Continue to play the holes back and forth until there is 5 minutes of class time.</li> </ul>			
<p><b>Informing Task:</b> “When I say <b>GO</b>, set your long-iron in the correct bag and your driver in the correct bag. Place your practice golf ball in the bucket and your tee in the box. Get into group space. <b>GO!</b>” (Have the class pick up the cones/poly-spots if they are not needed for a later class).</p>			
<p><b>Closure/Assessment:</b> “Which way does the ball curve when a right hander slices it? Which way does it curve when a right hander hooks it? Can someone demonstrate how to set up your stance and club position before you swing for a slice? (Pick a student with their hand raised and give them a club). Good. Tomorrow we will get to use all of the skills that we have practiced over the entire unit. We will be assessed on them.”</p>			

**Vocabulary for the day:**

**Slice/ Cut:** This is a type of shot in which the ball curves to the right for a right handed player, and to the left for a left handed player. It could also be said that the ball curves away from the player.

**Draw/ Hook:** This is a type of shot in which the ball curves to the left for a right-handed player, and to the right for a left-handed player.

**Closed clubface:** The toe of the clubface will be angled in slightly (as shown in figure 1). This will make the ball hook.

**Open clubface:** The toe of the clubface will be angled slightly outward/away (as shown in figure 2). This will make the ball slice.

**(Figure 1. Closed Clubface)**



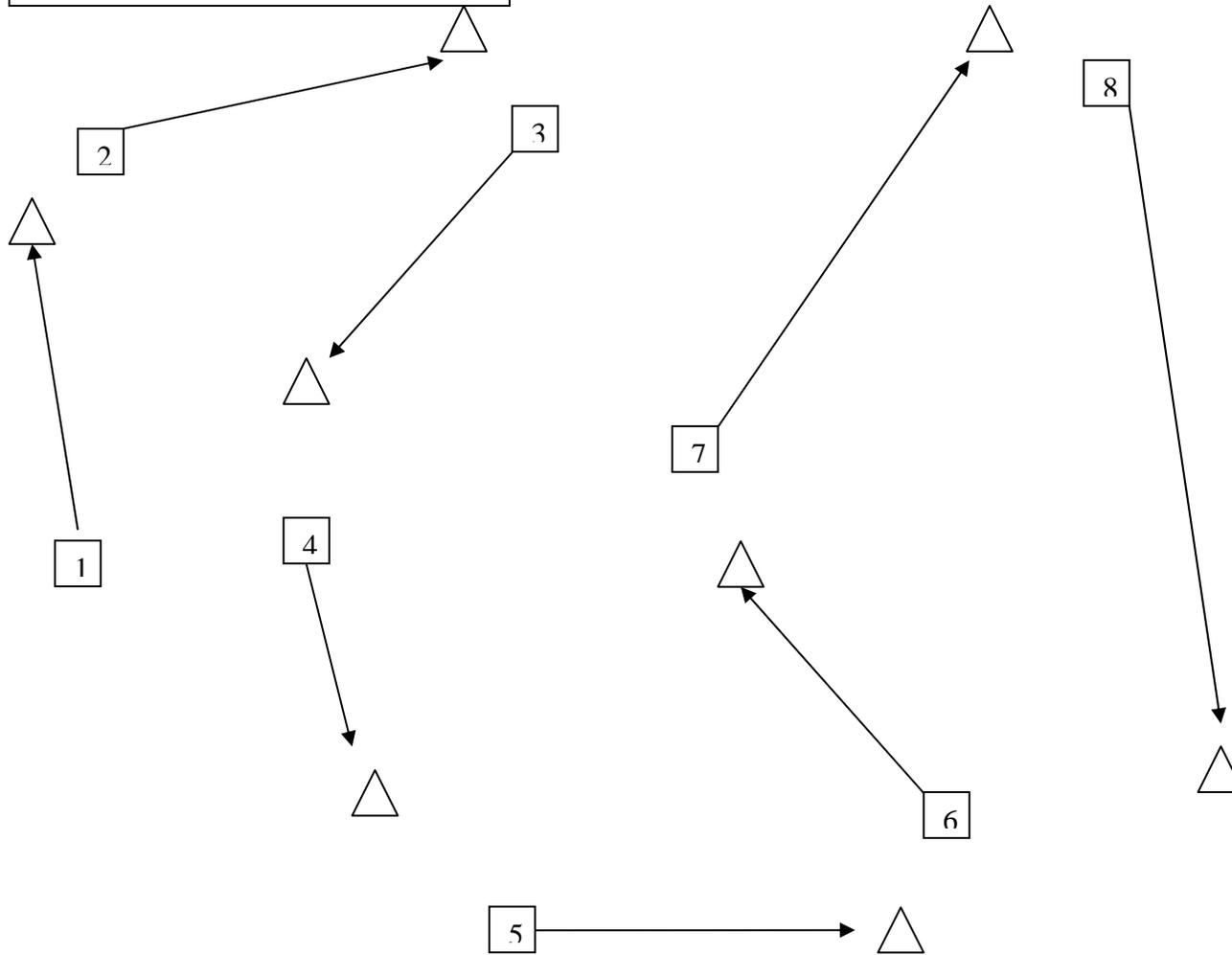
**(The closed clubface is used to hook the ball)  
(The clubface is turned “inward” toward the ball)  
(After turning the club “inward,” re-grip the handle)**

**(Figure 2. Open Clubface)**



**(The open clubface is used to slice the ball)  
(The clubface is turned “outward” away from the ball)  
(After turning the club “outward,” re-grip the handle)**

**Practice holes set up on the field.**



=Tee box (poly -spot) Where the student drives the ball from to start the hole. The poly-spots will be numbered.



=Green and hole. A carpet with a portable putting cup on it will be in this area.



=The direction that the student will travel for each hole.

**Golf Unit**  
**Lesson #24 (Putting it all together. All skills learned are practiced. Assessment #4)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Make their own golf hole. **(EALR 4.1, NASPE 2)**
2. Demonstrate all techniques learned throughout unit for putting, chipping, hitting with irons, hitting with woods.  
**(EALR 1.1, NASPE 1, 2)**

**B. Teacher**

**Equipment (for a class of 30 students) (outside on a grass field)**

- 2 rubber chickens
- 2 fluffy balls
- 4 cones
- 6 strips of fake putting green
- 30 putters
- 30 right handed short irons (7, 8, or 9 iron or pw or sw), 5 left handed short irons
- 30 right handed drivers, 5 left handed drivers
- 30 wedges (pitching, sand, lob)
- A bucket full of wiffle/practice golf balls
- 6 cups
- 1 pair of scissors/exacto knife
- 30 other objects (paper, rocks, sand, etc.)

<p><b>Instant Activity: “Barnyard Tag”</b> Students must stay inside the 4 cone boundaries. Two people (carry rubber chickens) are “it” and two people (carry fluffy balls) are the farmers. The people who are “it” run around tagging people who are not the farmers with the rubber chickens. The farmer’s job is to run around and toss the ball into the tagged chickens hands to unfreeze them. The people who are tagged must flap their arms and make chicken noises until they are unfrozen by a farmer.</p>			
<p><b>Set Induction:</b> “Watching the professional golfers on television makes me think to myself how did they get so good. Does anyone know the answer to that question? (Let students think and give answers) Yes, practice. But we must not only practice, we must practice right to play as well as they do. I am positive you all have earned that level of competence, so today we are going to practice and assess our improvement over the unit on everything we have learned.”</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> “When I say <b>GO</b>, I would like you all to get into groups of 5 and find space away from other groups. Each person grab a putter, an iron and a wood, and a golf ball. Another team member grab a strip of fake putting green, and a cup. Then construct a hole that everyone is able to use all the skills we have learned throughout the unit on. (putting, chipping, hitting with irons, hitting with woods) <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>Set out the 6 strips of putting green and six plastic cups out in a line for each group to take.</li> <li>Make sure as the teacher, you monitor the cutting of the hole in the putting green to ensure safety.</li> </ul>			
<p><b>Informing Task:</b> “Now that everyone has made their own holes, when I say <b>GO</b>, we will go around in a clockwise direction to each hole, hit as if we were on a course, and grade each groups hole. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>The grading sheet will be handed out and students will be asked to elaborate on why they scored what they did. Teacher’s decision will be the final grade. (See attachment 1)</li> </ul>			

**Closure/Assessment:** Those were all great holes you made today! Lets give everyone a round of applause! What were the things you all thought of when making the holes? (Let them answer about putting, chipping, hitting with iron and woods cues) Why did you choose to do your holes the way you did? Great job and I am so proud of you all, see you tomorrow!

(Attachment 1)

<b>NAME</b>	<b>Creative Golf Holes</b>			<b>Hole # _____</b>
<b>Graded on</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Creativeness</b>				
<b>WHY?</b>				
<b>Technique Allowance</b> (does the hole allow you to use all techniques learned in class?)				
<b>WHY?</b>				
<b>Distance</b> (was the distance for each technique used correctly according to club?)				
<b>WHY?</b>				
<b>Layout</b> (does the hole go in logical order?)				
<b>WHY?</b>				

## Assessment #4

1. What book lists the official rules for golf?

\_\_\_\_\_

2. What shape do you try to make with your arms on the follow through when hitting with short irons?

\_\_\_\_\_

3. When chipping, your strategy with ball placement is?

\_\_\_\_\_

4. When executing the basic swing, what did my dad used to tell me?

\_\_\_\_\_

5. What is the ball placement when hitting with a wood/driver?

\_\_\_\_\_

6. In the skins game, what does it mean to have a “carry-over” and when does it occur?

\_\_\_\_\_

T/F (#7- #10)

7. In proper golf etiquette, it is ok to talk while another player is hitting. \_\_\_\_\_

8. Time management on the course includes setting the golf bag in the walking direction of the next hole. \_\_\_\_\_

9. If I am stuck in trees and need to get out but there is a tree in the way, I would execute the hook or slice shot. \_\_\_\_\_

10. The proper stance when hitting with woods/drivers is feet together. \_\_\_\_\_

**Golf Unit**  
**Lesson #25 (Playing etiquette. Time efficiency for golf round)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate proper golf etiquette by determining who hits the ball first. **(EALR 1.1, NASPE 1)**
2. Demonstrate proper golf etiquette by being quiet and still while the golfer in your group hits. **(EALR 1.1, NASPE 1)**
3. Demonstrate proper golf etiquette by setting the clubs not being used off of the green. **(EALR 1.1, NASPE 1)**
4. Demonstrate proper time management by setting golf clubs in the walking direction of the next hole. **(EALR 1.1, NASPE 1)**
5. Demonstrate the proper technique used for each shot learned. (putt, chip, short/long iron stroke, woods stroke) **(EALR 1.1, NASPE 2)**

**B. Teacher**

**Equipment (for a class of 30 students)**

- 30 right handed putter, 5 left handed putters
- 30 wedges (pitching, or sand wedge), 5 left handed wedges
- 30 right handed irons (short or long), 5 left handed irons
- 30 right handed drivers, 5 left handed drivers
- 30 practice golf balls with names written on them from previous lesson
- 30 golf balls
- A box of 30 golf tees
- 8 poly spots numbered 1-8
- 8 portable putting cups
- 8 turf/carpets mats about 10'x10'

<p><b>Instant Activity: “Quick Whip”</b> <u>Purpose:</u> To check the knowledge of the whole class on what they learned yesterday. <u>Materials:</u> Students. <u>Time needed:</u> About 1 minute. <u>Instructions:</u> Quickly go around the room letting the students say within 1 or 2 words what they learned for the day. This is good for checking for understanding. <u>Variations:</u> The quick whip can be used for many other subjects/ categories.</p>			
<p><b>Set Induction:</b> “Throughout this unit we have learned how to putt, chip, hit with short irons, long irons, and drivers. There is a reason that we learned all of these types of shots. When playing an actual round of golf, all of these shots are needed to get through the course. Today, we are going to use all of the shots learned on a “mini golf course,” while displaying the proper playing etiquette and time efficiency.”</p>			
MAF	Extensions	Refinements	Applications
<p><b>Informing Task:</b> (Take the class outside to the field. The field will be set up as explained in the first MAF). “When I say <b>GO</b>, pick up a putter, an iron, a driver, a tee, the same practice golf ball used yesterday with your name on it, and a real golf ball and line up in a straight line facing me with your equipment. What equipment are we going to get? How many golf balls do we need? <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• There is a practice course set up in the field. (shown in diagram at the end of the lesson)</li> <li>• Each student will have a putter, iron, driver, golf tee, a practice golf ball, and a real golf ball.</li> <li>• Count students off by 8. Put the students together with the number that was assigned to them.</li> </ul>			
<p><b>Informing task:</b> “When I say <b>GO</b>, your group of 3 or 4 will head the poly-spot that has the number of your group on it and begin playing each hole in numerical order. <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• There is one group per hole in the field.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will be playing each hole with their group. They will</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to use the correct club for the right situation. Remember</li> </ul>	<ul style="list-style-type: none"> <li>• Try to play the entire first hole by hitting in the correct order and</li> </ul>

<ul style="list-style-type: none"> <li>• Each group is at the poly-spot that starts their selected hole.</li> <li>• The students will use their practice golf ball until they reach the green. They will replace the practice ball with the real golf ball while putting.</li> </ul>	<p>take turns for each shot using the proper etiquette learned yesterday (the person furthest from the hole hits first while the other 2 or 3 are safely behind the swinger).</p>	<p>out cues, <b>head down, knees bend, and lead arm straight.</b></p>	<p>staying quiet while each player swings.</p>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will move to the next tee box when completing the first hole. Before they putt they will set the clubs that they are not using off of the green, and in the walking line to the next tee box (This is good for time efficiency).</li> </ul>	<ul style="list-style-type: none"> <li>• Remember that it is proper golf etiquette to keep your clubs that your not using off of the green. Where are we going to set our clubs when putting? (On the grass in walking line to the next tee box so there is no backtracking).</li> </ul>	<ul style="list-style-type: none"> <li>• See if your group can finish the hole without distracting another player while they hit, or without backtracking to pick up a stray club.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• The students are playing each hole with their group. They are moving in numerical order from hole to hole.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember when putting to swing like a <b>pendulum</b> and keep <b>stiff wrists.</b></li> </ul>	<ul style="list-style-type: none"> <li>• See if you can get a lower score, or match the score that you got on the previous hole.</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to let the students play each hole until there is 5 minutes of class time left.</li> </ul>			
<p><b>Informing Task:</b> “When I say <b>GO</b>, set all of your equipment in the proper areas; putter in the putting bag, your iron in the iron bag etc. Also put your golf balls in the proper bucket along with your tees in the tee box. One you have done that get into group space</p>			

around me. Where are we going to put our drivers? (In the driver bag). Where do we go once all of the equipment is in the proper area? (Group space in front of the teacher). Good. **GO!**"

**Closure/Assessment:** "Who can tell me why we place our clubs off of the green in the same walking line to the next tee box? (So we don't backtrack and lose a club. It saves time throughout the round). If Josh is 10 feet from the hole and Craig is 8 feet from the hole on the putting green, who putts first and why? (Josh does because he is furthest away). Good job. Tomorrow we will play the course again but we will keep track of our score."

### **Vocabulary for the day:**

**Slice/ Cut:** This is a type of shot in which the ball curves to the right for a right handed player, and to the left for a left handed player. It could also be said that the ball curves away from the player.

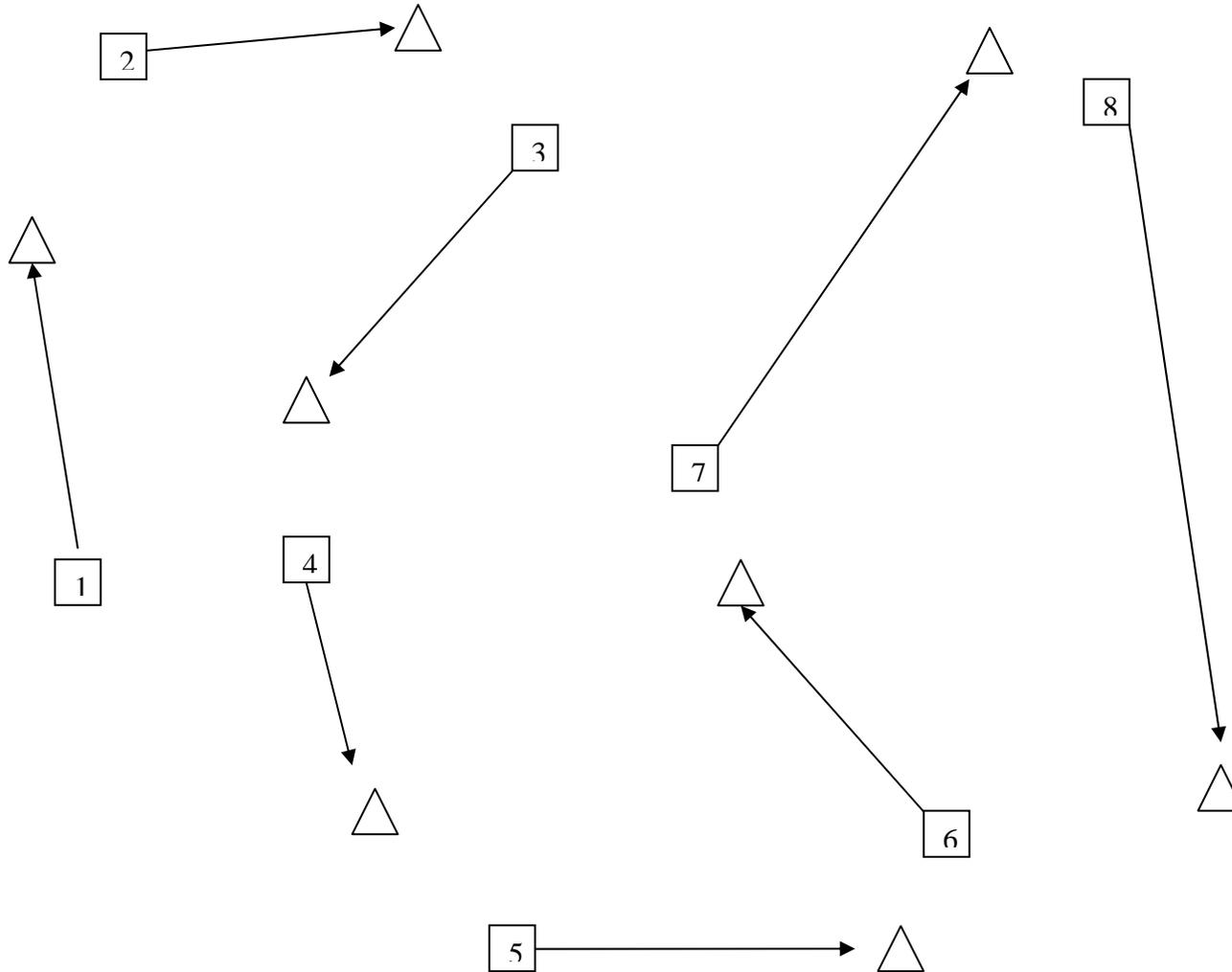
**Draw/ Hook:** This is a type of shot in which the ball curves to the left for a right-handed player, and to the right for a left-handed player.

**Closed clubface:** The toe of the clubface will be angled in slightly (as shown in figure 1). This will make the ball hook.

**Open clubface:** The toe of the clubface will be angled slightly outward/away (as shown in figure 2). This will make the ball slice.

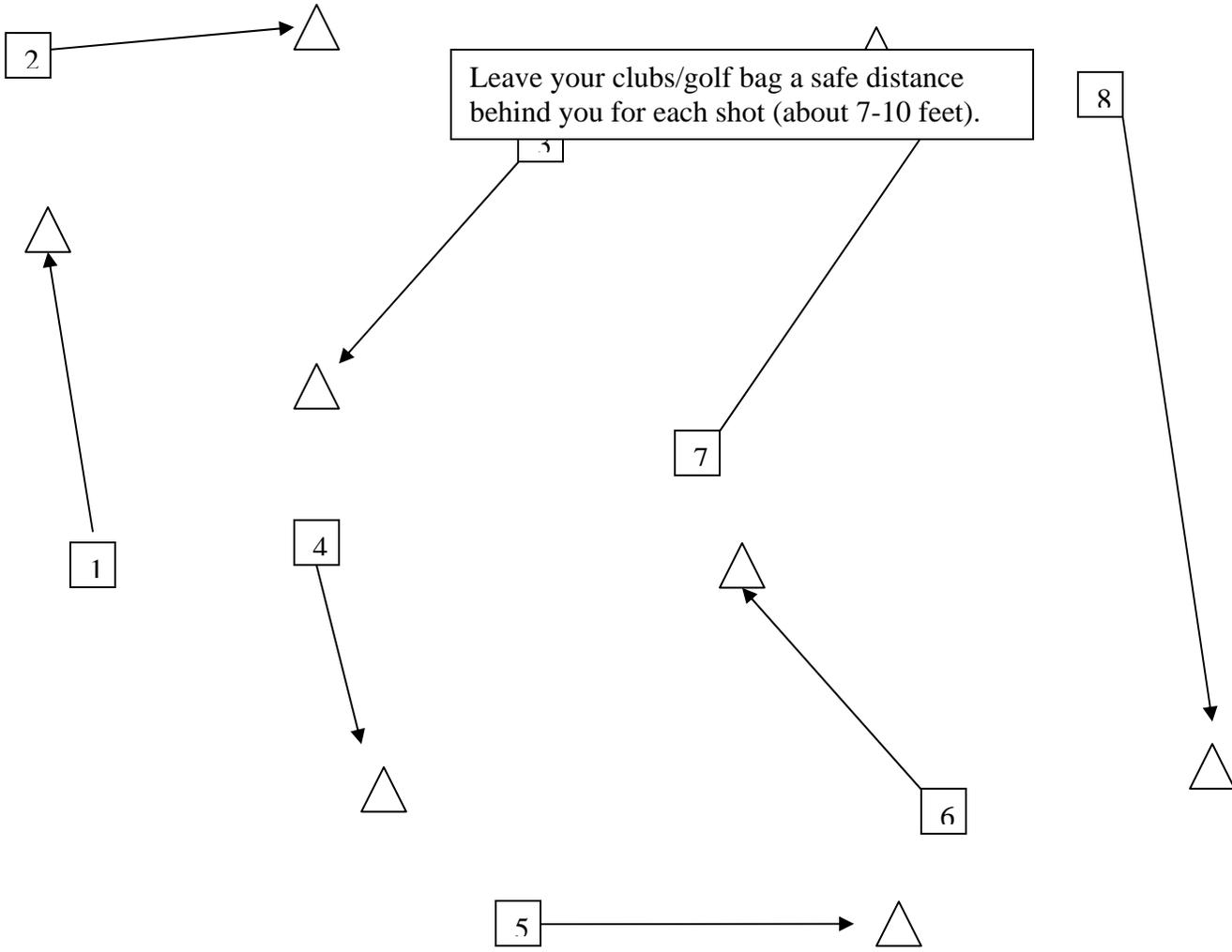


**Practice holes set up on the field.**



-  =Tee box (poly -spot) Where the student drives the ball from to start the hole. The poly-spots will be numbered.
-  =Green and hole. A carpet with a portable putting cup on it will be in this area.
-  =The direction that the student will travel for each hole.

**Practice holes set up on the field.**



-  =Tee box (poly -spot) Where the student drives the ball from to start the hole. The poly-spots will be numbered.
-  =Green and hole. A carpet with a portable putting cup on it will be in this area.
-  =The direction that the student will travel for each hole.



**Golf Unit**  
**Lesson #26 (Practice course, Normal Score)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate proper knowledge in keeping score for a round of golf. **(EALR 1.1, NASPE 2)**
2. Demonstrate proper golf etiquette by **hitting in turn**. **(EALR 1.1, NASPE 2)**
3. Demonstrate proper golf etiquette by **staying silent** while another playing is hitting. **(EALR 1.1, NASPE 1)**
4. Demonstrate proper stance by keeping your **feet shoulder width apart**. **(EALR 1.1, NASPE 1)**
5. Demonstrate proper stance by **bending your knees, and keeping your head down**. **(EALR 1.1, NASPE 2)**

**B. Teacher**

**Equipment (for a class of 30 students)**

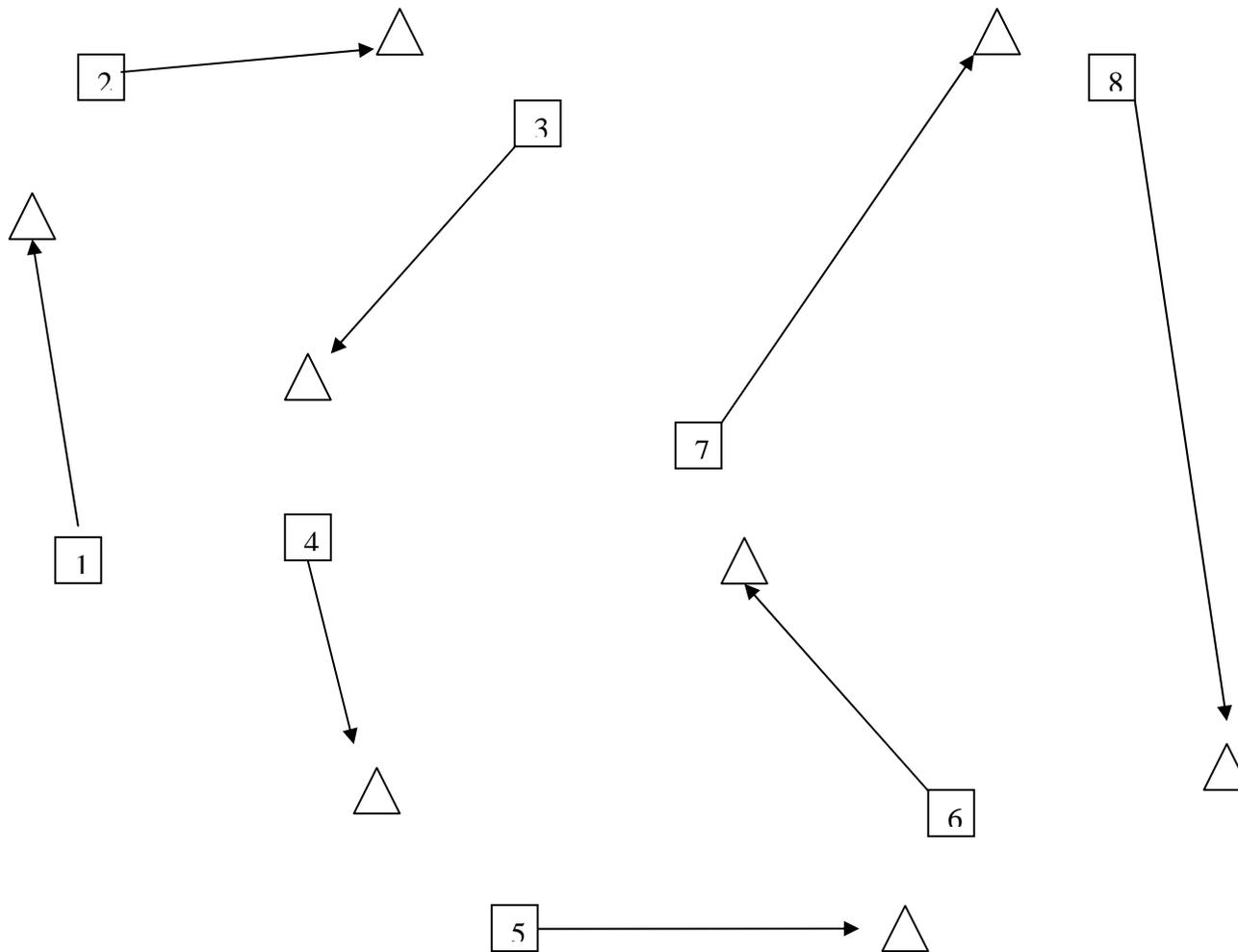
- 30 right handed putters, 5 left handed putters
- 30 wedges (pitching, or sand wedge), 5 left handed wedges
- 30 right handed irons (short or long), 5 left handed irons
- 30 right handed drivers, 5 left handed drivers
- 30 practice golf balls with names written on them from previous lesson
- 30 golf balls
- A box of 30 golf tees
- 8 poly spots numbered 1-8
- 8 portable putting cups
- 8 turf/carpets mats about 10'x10'
- 30 scorecards (Located at the end of this lesson)
- 30 golf pencils (short pencils with no erasers. Could be exchanged for other pencils)
- The game "Jenga"

<p><b>Instant Activity: "Tower of Wellness"</b> <u>Purpose:</u> To show students an example of why a person needs to be healthy in all aspects of health. When the tower eventually falls, explain that if we are not healthy in one way, it affects our health in other ways. <u>Materials:</u> The game "Jenga," and enough markers for the class. <u>Time needed:</u> About 10 minutes. <u>Instructions:</u> Pass out a Jenga block to everyone in the class and tell them to write a health topic on the block e.g. mental, drugs... Construct the tower exactly how you are supposed to when playing Jenga (3 blocks per level). Have the students take turns pulling blocks off of the tower. <u>Variations:</u> You could also have the students write something else on the blocks.</p>			
<p><b>Set Induction:</b> "We have spent a good amount of time learning and practicing the different shots and techniques of golf. We have also blended them together last class by playing a few holes. How do we know if we are improving or not? How does Tiger Woods know he is getting better day in and day out? He takes score of his rounds. We have learned in earlier lessons what the scores for golf are. Today, we are going to play the same practice course that we played yesterday, but this time we will keep score."</p>			
<p><b>Informing Task:</b> (Take the class outside to the field. The field will be set up as explained in the first MAF). "When I say <b>GO</b>, pick up a putter, an iron, a driver, a tee, the same practice golf ball used yesterday with your name on it, and a real golf ball and line up in a straight line facing me with your equipment. What equipment are we going to get? How many golf balls do we need? (Two: one real ball and one practice ball). <b>GO!</b>"</p>			
MAF	Extensions	Refinements	Applications
<ul style="list-style-type: none"> <li>• There is a practice course set up in the field. (shown in diagram at the end of the lesson)</li> <li>• Each student will have a putter, iron, driver, golf tee, a practice golf ball, and a real golf ball.</li> <li>• Count students off by 8. Put the students together with the number that was assigned to them.</li> <li>• Every student will have</li> </ul>			

a score card and a golf pencil.			
<b>Informing Task:</b> “When I say <b>GO</b> , your group of 3 or 4 will head the poly-spot that has the number of your group on it and begin playing each hole in numerical order. What hole are you going to go to? (The hole that our group number is). Good. <b>GO!</b> ”			
<ul style="list-style-type: none"> <li>• There is one group per hole in the field.</li> <li>• Each group is at the poly-spot that starts their selected hole.</li> <li>• The students will use their practice golf ball until they reach the green. They will replace the practice ball with the real golf ball while putting.</li> </ul>	<ul style="list-style-type: none"> <li>• Write your name on your score card and exchange it with someone in your group.</li> <li>• You should not have your own score card.</li> <li>• After playing each hole, every player will say the number of strokes it took them to finish that hole.</li> <li>• Write down the number of your score, and your partner’s score.</li> <li>• Once everyone is at their group’s “tee box” we will begin playing the round in numerical order.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to write the number that your partner got in the correct box under the hole you just played.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can keep the correct score for your partner without any mistakes on the score card.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Move to the next tee box when completing the first hole.</li> <li>• Write down the score that you and your</li> </ul>	<ul style="list-style-type: none"> <li>• Remember that it is respectful to <b>be quiet</b> when your partner is hitting. The person <b>furthest from the hole</b> hits first.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to use proper golf etiquette by remaining quiet during all of your partner’s shots, and hitting in the correct order.</li> </ul>

	partner got on the hole.		
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue playing in numerical order.</li> <li>• If you play more than 9 holes, count #1 as #10, #2 as #11 and so on up to #18.</li> <li>• This means you will play the 9 hole course twice to equal 18 holes.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the proper stance. Keep your <b>knees bent, feet at shoulder width apart</b>, and <b>keep your head down</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to use the cues taught in earlier lessons. See if you can finish a hole using all of the cues learned for each shot. If you miss 1 or 2, try to do better on the next hole.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> </ul>	<ul style="list-style-type: none"> <li>• Jot down on your score cards anything that you notice that your partner could work on to get better.</li> <li>• Be positive.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to set your clubs in walking line of the next "tee box" off of the green.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can beat the score that you got on the previous hole.</li> </ul>
<ul style="list-style-type: none"> <li>• Continue to let the students play each hole until there is 5 minutes of class time left.</li> </ul>			
<p><b>Informing Task:</b> "When I say <b>GO</b>, set all of your equipment in the proper areas; putter in the putting bag, your iron in the iron bag etc. Also put your golf balls in the proper bucket along with your tees in the tee box. Add up the scores and check them with what your partner got. Once you have done that get into group space around me. Where are we going to put our drivers? (In the driver bag). Where do we go once all of the equipment is in the proper area? (Group space in front of the teacher). Good. <b>GO!</b>"</p>			
<p><b>Closure/ Assessment:</b> If I got a 5 on a par four, what would that be called in golf terminology? (A bogey). If I got a 3 on the same hole what would that be called? (A birdie). Good job. Tomorrow I will show you how to play a skins game.</p>			

**Practice holes set up on the field.**



=Tee box (poly –spot) Where the student drives the ball from to start the hole. The poly-spots will be numbered.



=Green and hole. A carpet with a portable putting cup on it will be in this area.



=The direction that the student will travel for each hole.

NAME: \_\_\_\_\_

PARTNER I'M EVALUATING: \_\_\_\_\_

Instructions: Keep score and add up the total number of strokes it took your partner for the front 9, back 9, and total.

Names	1	2	3	4	5	6	7	8	9	F9	10	11	12	13	14	15	16	17	18	B9	Total	
PARTNER																						
PARTNER																						
PAR	4	4	4	3	4	4	4	5	5		4	4	4	3	4	4	4	5	5			
<u>Feedback or Cues</u>																						
<u>Positive Comments</u>																						
<b>Group Total</b>																						



**Golf Unit**  
**Lesson #27 (Skins game practice course)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate the proper golf etiquette by **hitting in turn. (EALR 1.1, NASPE 2)**
2. Demonstrate the proper knowledge in keeping score for a round of golf. **(EALR 1.1, NASPE 2)**
3. Demonstrate the proper swing by using the **7 checkpoint method**, taught in previous lessons. **(EALR 1.1, NASPE2)**
4. Demonstrate the proper scoring of a skins game. **(EALR 1.1, NASPE 1)**

**B. Teacher**

**Equipment (for a class of 30 students)**

- 30 right handed putters, 5 left handed putters
- 30 wedges (pitching, or sand wedge), 5 left handed wedges
- 30 right handed irons (short or long), 5 left handed irons
- 30 right handed drivers, 5 left handed drivers
- 30 practice golf balls with names written on them from previous lesson
- 30 golf balls
- A box of 30 golf tees
- 8 poly spots numbered 1-8
- 8 portable putting cups
- 8 turf/carpets mats about 10'x10'
- 30 scorecards (Located at the end of this lesson)
- 30 golf pencils (short pencils with no erasers. Could be exchanged for other pencils)
- Skins Game task cards (at the end of the lesson)

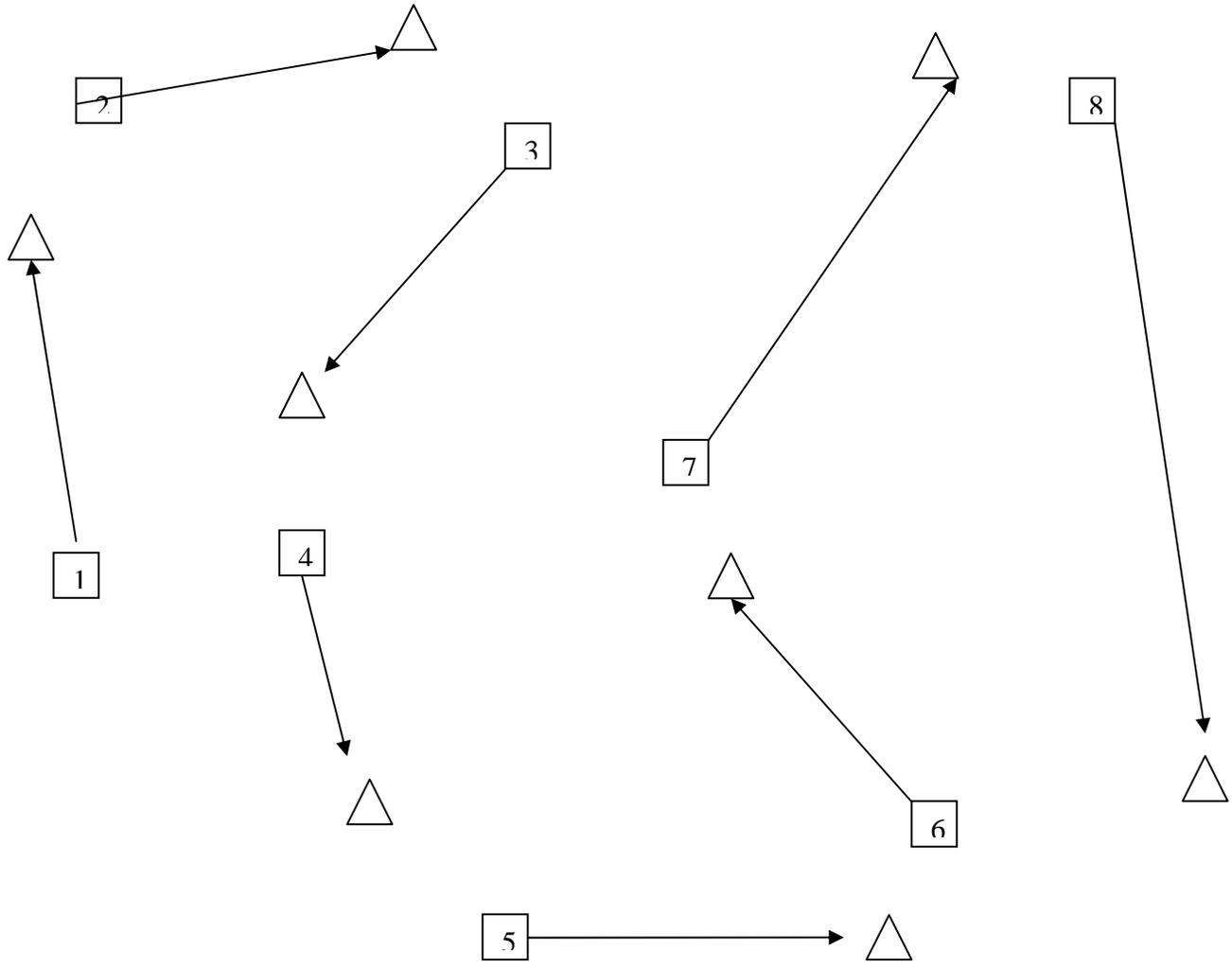
MAF	Extensions	Refinements	Applications
<p><b>Instant Activity: “Liar” Purpose:</b> To break everyone into the classroom as well as make them feel comfortable with each other. <b>Materials:</b> Students. <b>Time needed:</b> About 10 minutes. <b>Instructions:</b> Go around the room, one student at a time. The student that is up will say 3 things about them that are health related. One of the things the student says is a lie. The class has to get together and figure out which one is a lie. Go through every student until the whole class has gone. <b>Variations:</b> You can change the topics that the students say about themselves.</p>			
<p><b>Set Induction:</b> “After keeping score of our round yesterday, we have an idea of what to look for. In future rounds you can keep your score and try to improve. There are other games within the game of golf. Today we are going to play a “skins game.” This game is different than keeping normal score because you could get a very bad score on 1 hole and your round won’t be ruined. Let’s play.”</p>			
<p><b>Informing Task:</b> (Take the class outside to the field. The field will be set up as explained in the first MAF). “When I say <b>GO</b>, pick up a putter, an iron, a driver, a tee, the same practice golf ball used yesterday with your name on it, and a real golf ball and line up in a straight line facing me with your equipment. What equipment are we going to get? How many golf balls do we need? (Two: one real ball and one practice ball). <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• There is a practice course set up in the field. (shown in diagram at the end of the lesson)</li> <li>• Each student will have a putter, iron, driver, golf tee, a practice golf ball, and a real golf ball.</li> <li>• Count students off by 8. Put the students together with the number that was assigned to them.</li> <li>• Every student will have a score card and a golf</li> </ul>	<ul style="list-style-type: none"> <li>• Write your name on your score card and exchange it with someone in your group.</li> <li>• You should not have your own score card.</li> <li>• After playing each hole, every player will say the number of strokes it took them to finish that hole.</li> <li>• If there is 4 people in your group, 2 will go against each other, and the other 2 students will go against each other. If there are 3 in the</li> </ul>	<ul style="list-style-type: none"> <li>• Just because you are playing a game doesn’t mean you should not follow the cues. Remember to use the <b>7 checkpoint method</b> for your drivers and irons.</li> </ul>	<ul style="list-style-type: none"> <li>• See if you can tie or get a better score than the student you are going against. If you don’t, try to beat your score on the next hole.</li> </ul>

pencil.	group, it will be a 3-way game.		
<p><b>Informing Task:</b> “When I say <b>GO</b>, your group of 3 or 4 will pick up a task card, head the poly-spot that has the number of your group on it and play the skins game as it says on the card. What are we going to pick up before we go? (A task card). Where does your group go once you get a task card? (To the hole that we are assigned to). <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• There is one group per hole in the field.</li> <li>• Each group is at the poly-spot that starts their selected hole.</li> <li>• The students will use their practice golf ball until they reach the green. They will replace the practice ball with the real golf ball while putting.</li> <li>• Each group has a task card that explains how to play a skins game.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the task card that your group has. They are all the same.</li> <li>• Begin playing the skins game with the rules that are written on the task card.</li> <li>• Write down positive feedback that you notice for your partner. Try to make them a better golfer. You are a teacher as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to score this how you did yesterday with the exception of circling the winner of each hole.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to keep score clearly and accurately. Make sure you know exactly what your opponent got on the hole.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• The students will continue to play the skins game until there is 5 minutes of class time left.</li> </ul>			
<p><b>Informing Task:</b> “When I say <b>GO</b>, set all of your equipment in the proper areas; putter in the putting bag, your iron in the iron bag etc. Also put your golf balls in the proper bucket along with your tees in the tee box. Add up the scores and check them with what your partner got. Once you have done that get into group space around me. Where are we going to put our drivers? (In the driver</p>			

bag). Where do we go once all of the equipment is in the proper area? (Group space in front of the teacher). Good. **GO!**"

**Closure/Assessment:** "What happens if Josh and John are going against each other in a skins game, and they both got a 5 on the first hole? (That means that hole #2 is worth 2 skins. It is also called a carry-over). Good, how would you mark that on the score card? (You would circle both players' scores for that hole to show that the next hole is worth 2 skins). How do you mark down which player won the skin for a particular hole? (You circle the better score from the player on that hole: Add up the circles at the end). Good job today class. Tomorrow we will begin our two-day class tournament."

**Practice holes set up on the field.**



-  =Tee box (poly -spot) Where the student drives the ball from to start the hole. The poly-spots will be numbered.
-  =Green and hole. A carpet with a portable putting cup on it will be in this area.
-  =The direction that the student will travel for each hole.

## Skins Game Task Card

- Play the hole as if it were a normal round and write down the score at the end of it.
- The player who has the best score on that hole wins what is called a skin.
- On the scorecard, circle the score of the player that has won the hole. For example, if Josh got a 4, and Chad got a 5, Josh's 4 would be circled on the scorecard.
- The player at the end of the round with the most skins wins the game.
- If there is a tie on a hole, there is what is called a "carry-over." A carry-over means that the skin from the last hole is "carried-over" to the next hole. The next hole is now worth two skins to the winner.
- A carry-over can be over several holes at once. For example, if the players tie on 4 holes in a row, the next hole is worth 5 skins.
- At the end of the round, add up the total amount of skins for each player (indicated by circles over the player's score that won the hole). The player with the most skins at the end of the round wins the game.
- If you do not have as many skins as your opponent don't be discouraged. The goal is to give you some competition to get better. See if your personal score is better than yesterdays.
- HAVE FUN!

NAME: \_\_\_\_\_

PARTNER I'M EVALUATING: \_\_\_\_\_

Instructions: Keep score and add up the total number of skins you and your partner had.

Names	1	2	3	4	5	6	7	8	9	F9	10	11	12	13	14	15	16	17	18	B9	Total	
PARTNER																						
PARTNER																						
PAR	4	4	4	3	4	4	4	5	5		4	4	4	3	4	4	4	5	5			
<u>Feedback or Cues</u>																						
<u>Positive Comments</u>																						
<b>Group Total</b>																						

**Golf Unit**  
**Lesson #28 (Final exam/Practice round)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Have the knowledge of cues for each club. **(EALR 1.1, NASPE 1)**
2. Demonstrate the knowledge golf etiquette by **hitting in turn**. **(EALR 1.1, NASPE 2)**
3. Demonstrate the knowledge in keeping score for a round of golf. **(EALR 1.1, NASPE 2)**

**B. Teacher**

**Equipment (for a class of 30 students)**

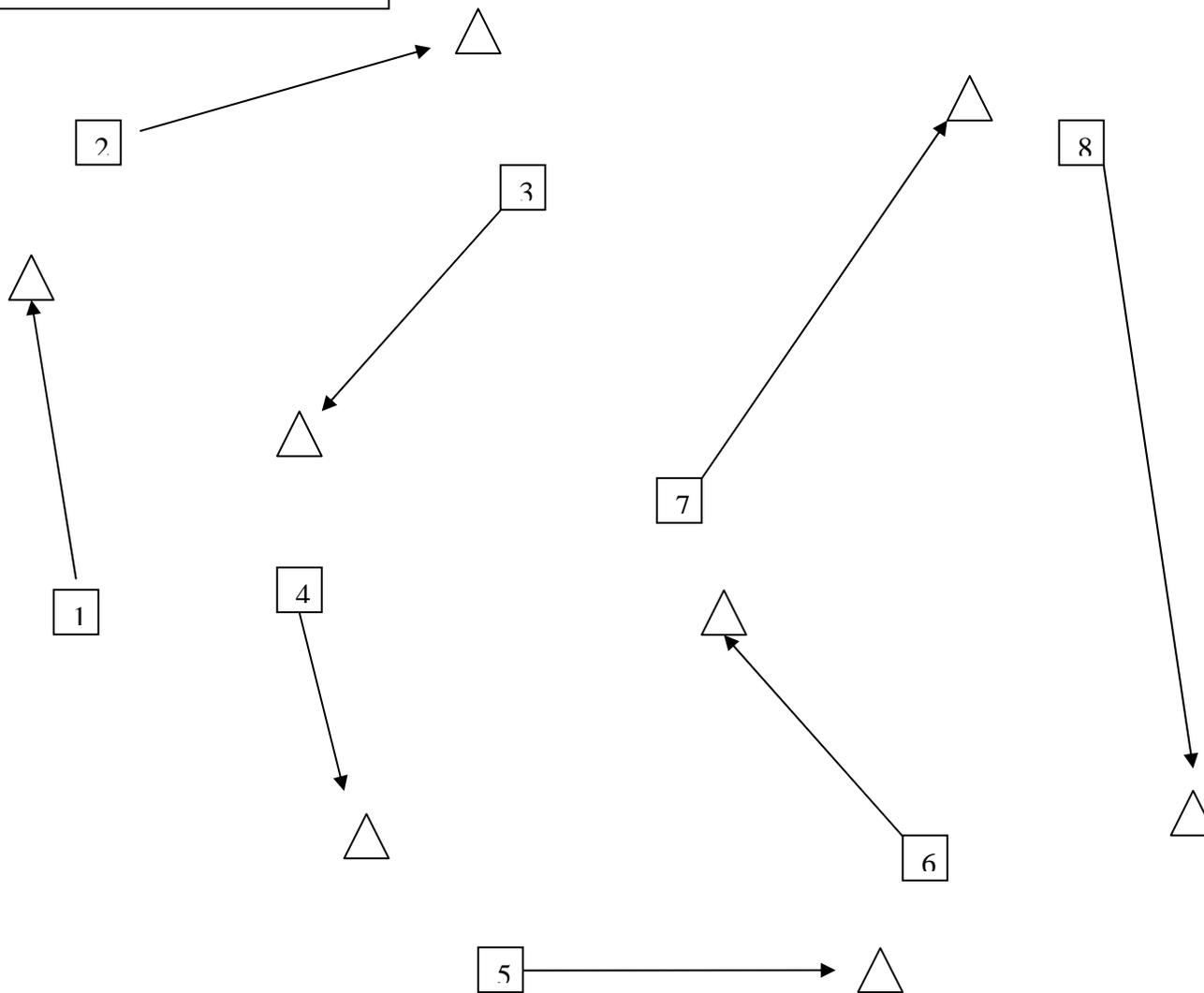
- 30 of each type of club (sw, pw, putter, irons, woods)
- 30 practice/wiffle golf balls
- 9 flags
- 18 cones (to mark where the students start to hit from)
- 30 score cards

**Instant Activity:** No instant activity due to final exam. Students will take the final exam; once they are they will come over to teacher when finished for daily instructions.

<b>Set Induction:</b> “Wow, this has been a fun unit! How many of you studied? I hope you all learned some very important things to improve your golf game and I hope you all are ready to take the final exam. Today we will be putting it all together on a practice round of golf, but first things first....it’s final time!”			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<b>Informing Task:</b> “When I say <b>GO</b> , please pick up a pencil and your memory and sit spread out in the gym so we can begin the final exam. <b>GO!</b> ”			
<ul style="list-style-type: none"> <li>• Make sure students are spread out far enough from their peers they are unable to see the other person’s test.</li> <li>• Each student will have a final exam. (At the end of this lesson).</li> </ul>	<ul style="list-style-type: none"> <li>• Begin taking the written final on the gym floor.</li> <li>• When you are finished, turn your exam into me and you may play golf on the outside course until the end of the period.</li> </ul>		
<b>Informing Task:</b> (Students go outside where the field is already set up. “When I say <b>GO</b> , I would like you all to pick up one of each type of club and one golf ball for yourselves. When you return back here get into groups of two or three people. Then I would like you and your partner(s) to pick one of the 9 holes to start at and play as much of a round as you can using the proper etiquette and remembering the cues taught this unit. <b>GO!</b> ”			
<ul style="list-style-type: none"> <li>• The course should be in an open field where there is room available for all 9 holes to be set up and the safety of the students is maintained.</li> <li>• The students will go in chronological order on the holes</li> </ul>	<ul style="list-style-type: none"> <li>• If your group finishes number nine your group will restart at number one and restart the cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• All cues are listed in the previous lessons for all types of clubs.</li> </ul>	

and will start at one when they are finished with nine.			
<b>Closure/Assessment:</b> "How was the exam? (let a few students answer) Well by the way you all were playing out there, it looks like you really know what you are doing, good job! Tomorrow we will playing a fun version of golf, it is called a skins game. I hope you all have a wonderful day and see you tomorrow!"			

**Practice holes set up on the field.**



-  =Tee box (poly -spot) Where the student drives the ball from to start the hole. The poly-spots will be numbered.
-  =Green and hole. A carpet with a portable putting cup on it will be in this area.
-  =The direction that the student will travel for each hole.

# Assessment #5

## FINAL

### Word Bank (#1-#4)

Slice/Cut	Open clubface
Closed clubface	Draw/Hook

1. This a type of shot in which the ball curves to the right for a right handed player, and to the left for a left handed player. It could also be said that the ball curves away from the player. \_\_\_\_\_
2. This is a type of shot in which the ball curves to the left for a right-handed player, and to the right for a left-handed player. \_\_\_\_\_
3. The toe of the club face will be angled in slightly. This will make the ball hook. \_\_\_\_\_
4. The toe of the club face will be angled slightly outward/away. This will make the ball slice. \_\_\_\_\_

Matching: (Draw a line from #5- #11 to the letter answers a-g)

Make the ball in...

- |                |                         |
|----------------|-------------------------|
| 5. Hole in one | a. 7 shots from the tee |
| 6. Birdie      | b. 5 shots from the tee |
| 7. Par         | c. 1 shot from the tee  |

- |                          |                                |
|--------------------------|--------------------------------|
| <b>8. Eagle</b>          | <b>d. 4 shots from the tee</b> |
| <b>9. Double bogey</b>   | <b>e. 3 shots from the tee</b> |
| <b>10. Tripple bogey</b> | <b>f. 2 shots from the tee</b> |
| <b>11. Bogey</b>         | <b>g. 6 shots from the tee</b> |

**12. GOLF stand for?**

\_\_\_\_\_

**13. How many clubs are you allowed to have in your bag at one time?**

\_\_\_\_\_

**14. Name two cues to remember when you are putting?**

\_\_\_\_\_  
\_\_\_\_\_

**15. What book lists the official rules for golf?**

\_\_\_\_\_

**16. What shape do you try to make with your arms on the follow through when hitting with short irons?**

\_\_\_\_\_

**17. When chipping, your strategy with ball placement is?**

\_\_\_\_\_

**18. When executing the basic swing, what did my dad used to tell me?**

\_\_\_\_\_

19. What is the ball placement when hitting with a wood/driver?

\_\_\_\_\_

20. In the skins game, what does it mean to have a “carry-over” and when does it occur?

\_\_\_\_\_

T/F (#21- #24)

21. In proper golf etiquette, it is ok to talk while another player is hitting. \_\_\_\_\_

22. Time management on the course includes setting the golf bag in the walking direction of the next hole. \_\_\_\_\_

23. If I am stuck in trees and need to get out but there is a tree in the way, I would execute the hook or slice shot. \_\_\_\_\_

24. The proper stance when hitting with woods/drivers is feet together. \_\_\_\_\_

25. Where was golf invented?

\_\_\_\_\_

26. When hitting with long handed irons, what is the cue given to remember?

\_\_\_\_\_

27. What numbers are the long handed irons considered?

\_\_\_\_\_

28. Out of the following cues, which does NOT pertain to the stance and stroke of long handed irons?

- a. feet shoulder width apart
- b. knee high back swing
- c. head down
- d. little ball before big ball

**29. What are irons #7, #8, #9 known as?**

\_\_\_\_\_

**30. Having your lead arm straight is an important cue when executing a shot with which club?**

- a. Pitching wedge
- b. Putter
- c. Sand wedge
- d. Long irons

**31. Your body should be facing \_\_\_\_\_ the target after contact on a proper short iron stroke.**

**32. Which arm should be straight when hitting with an iron?**

**33.. If I could drive the ball better than anyone in the world, but it took me 4 shots to get on the green, what do I need to improve?**

\_\_\_\_\_

**34. Name one famous golfer you have heard of.**

\_\_\_\_\_

**35. What is a cue used in both chipping and putting?**

\_\_\_\_\_

**36. When chipping from a sand trap, which club is most ideal?**

\_\_\_\_\_

**37. When chipping from the rough to the green, which club would be most ideal?**

\_\_\_\_\_

**38. What did Tiger Woods call his underrated weapon at the British Open in St. Andrews?**

\_\_\_\_\_

**39. When chipping, what is the correct hand grip?**

\_\_\_\_\_

**40. What was the name of the shot we learned to hit the ball over a sand trap or an obstacle on the course?**

\_\_\_\_\_

**41. What kind of club face is used when executing the flop shot?**

\_\_\_\_\_

**42. After teeing off, who hits the ball first?**

\_\_\_\_\_

**43. Give one example of the proper clothing worn on the golf course.**

\_\_\_\_\_

**44. What are proper clothing, silence when someone else is hitting, and the order the ball is hit in all examples of?**

\_\_\_\_\_

**45. What was the most interesting thing/exciting thing you learned through out this unit?**

\_\_\_\_\_

**Golf Unit**  
**Lesson #29 (Tournament Day)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Demonstrate the proper golf etiquette by **hitting in turn. (EALR 1.1, NASPE 2)**
2. Demonstrate the proper knowledge in keeping score for a round of golf. **(EALR 1.1, NASPE 2)**
3. Demonstrate the proper cues to obtain a professional stroke with all of the clubs taught with in the unit. **(EALR 1.1, NASPE 2)**

**B. Teacher**

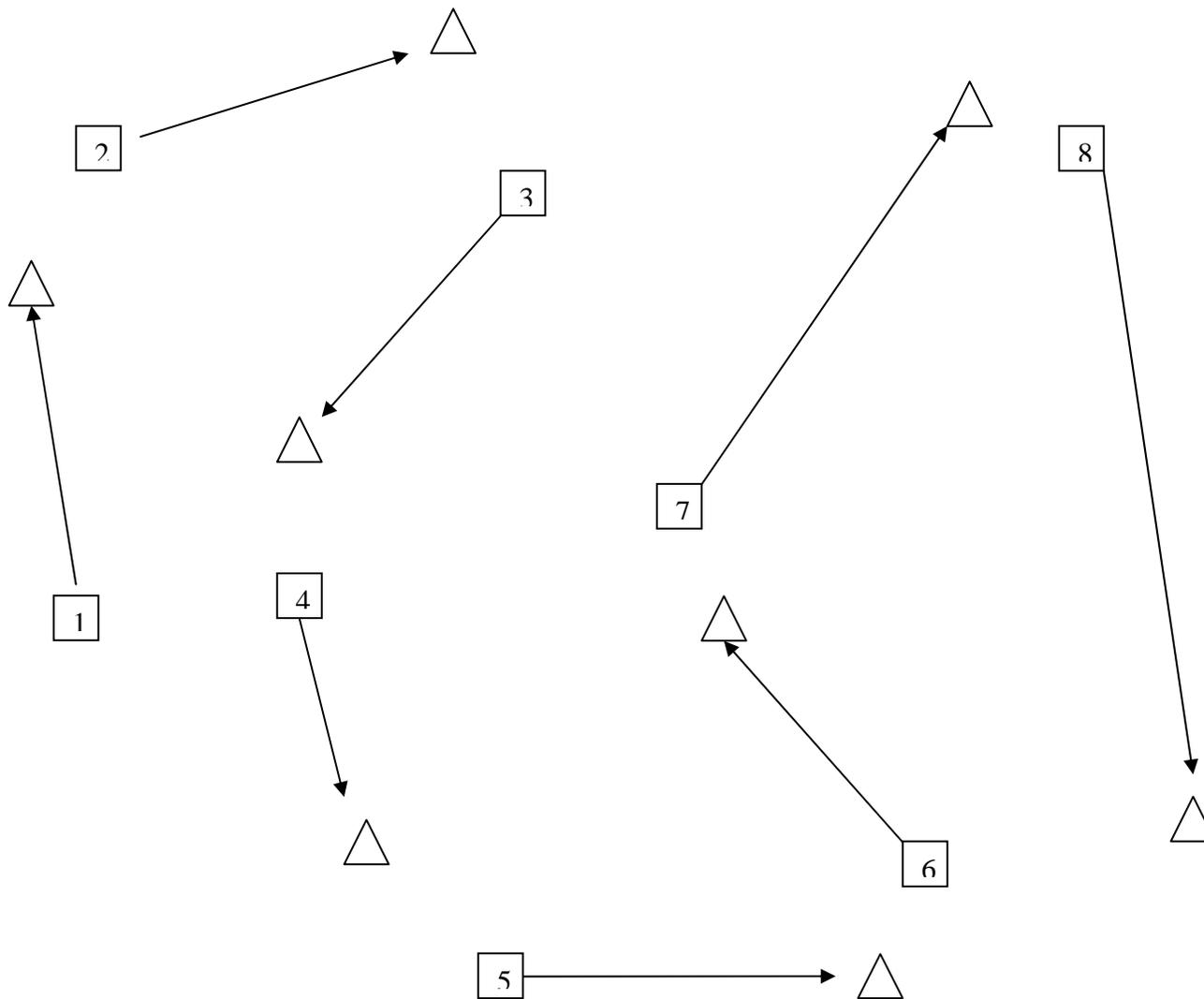
**Equipment (for a class of 30 students)**

- 30 right handed putters, 5 left handed putters
- 30 wedges (pitching, or sand wedge), 5 left handed wedges
- 30 right handed irons (short or long), 5 left handed irons
- 30 right handed drivers, 5 left handed drivers
- 30 practice golf balls with names written on them from previous lesson
- 30 golf balls
- A box of 30 golf tees
- 8 poly spots numbered 1-8
- 8 portable putting cups
- 8 turf/carpets mats about 10'x10'
- 30 scorecards (Located at the end of this lesson)
- 30 golf pencils (short pencils with no erasers. Could be exchanged for other pencils)

<p><b>Instant Activity: "Pretzel"</b> <u>Purpose:</u> To get the students active and acquainted. Also to get them to work with each other to solve a problem. Explain that this is part of social health. It helps get students interactive with each other. <u>Materials:</u> Students. <u>Time needed:</u> About 10 minutes. <u>Instructions:</u> Split the class into 2 groups. Each group will be in a circle facing inward. Each student in the group will stick out their right hand at the same time and grab another student's right hand across from them. Then, they will do the same act with their left hand. The student's must grab two different student's hands. Now, without breaking their hands, the group must try to become untangled and form a straight line with locked hands.</p>			
<p><b>Set Induction:</b> "We have learned all of the necessary shots to play a round of golf. We have competed with our partners in the skins game. Now we are going to test our skills with the class and have a tournament."</p>			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<p><b>Informing Task:</b> (Take the class outside to the field. The field will be set up as explained in the first MAF). "When I say <b>GO</b>, pick up a putter, an iron, a driver, a tee, the same practice golf ball used yesterday with your name on it, and a real golf ball and line up in a straight line facing me with your equipment. What equipment are we going to get? How many golf balls do we need? (Two: one real ball and one practice ball). <b>GO!</b>"</p>			
<ul style="list-style-type: none"> <li>• There is a practice course set up in the field. (shown in diagram at the end of the lesson)</li> <li>• Each student will have a putter, iron, driver, golf tee, a practice golf ball, and a real golf ball.</li> <li>• Count students off by 8. Put the students together with the number that was assigned to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Write your name on your score card and exchange it with someone in your group.</li> <li>• You should not have your own score card.</li> <li>• After playing each hole, every player will say the number of strokes it took them to finish that hole.</li> <li>• Write on the score card everyone in the groups score for each hole.</li> <li>• You are competing for the best score in the</li> </ul>		<ul style="list-style-type: none"> <li>• See if you can tie or get a better score than the student you are going against. If you don't, try to beat your score on the next hole.</li> </ul>

	class. (remember lowest score is best)		
<p><b>Informing Task:</b> “When I say <b>GO</b>, your group of 3 or 4 will pick up a task card, head the poly-spot that has the number of your group on it. What are we going to pick up before we go? (A score card). Where does your group go once you get a task card? (To the hole that we are assigned to). <b>GO!</b>”</p>			
<ul style="list-style-type: none"> <li>• There is one group per hole in the field.</li> <li>• Each group is at the poly-spot that starts their selected hole.</li> <li>• The students will use their practice golf ball until they reach the green. They will replace the practice ball with the real golf ball while putting.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin playing the skins game with the rules that are written on the task card.</li> <li>• Write down positive feedback that you notice for your partner. Try to make them a better golfer. You are a teacher as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember to score this how you did yesterday with the exception of the skins game rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Try to keep score clearly and accurately. Make sure you know exactly what your opponent got on the hole.</li> </ul>
<ul style="list-style-type: none"> <li>• Same as above.</li> <li>• The students will continue to play the holes on the field until there is 5 minutes of class time left.</li> </ul>			
<p><b>Informing Task:</b> “When I say <b>GO</b>, set all of your equipment in the proper areas; putter in the putting bag, your iron in the iron bag etc. Also put your golf balls in the proper bucket along with your tees in the tee box. Add up the scores and check them with what your partner got. Once you have done that get into group space around me. Where are we going to put our drivers? (In the driver bag). Where do we go once all of the equipment is in the proper area? (Group space in front of the teacher). Good. <b>GO!</b>”</p>			
<p><b>Closure/Assessment:</b> “Wow, everyone is doing fantastic! How did we all do? (let some students answer) Geez, you are becoming professionals at this game, the real test will be tomorrow when we play a real round at a golf course. I want to remind you all that part of your grade tomorrow is not only how well you score, but proper attire, and etiquette will also be included to make sure you all</p>			

have learned not only the fundamentals of golf but the prestige the game has. Have a wonderful day and I will see you all tomorrow!"



=Tee box (poly -spot) Where the student drives the ball from to start the hole. The poly-spots will be numbered.



=Green and hole. A carpet with a portable putting cup on it will be in this area.



=The direction that the student will travel for each hole.

NAME: \_\_\_\_\_

PARTNER I'M EVALUATING: \_\_\_\_\_

**Instructions: Keep score and add up the total number of strokes you and your partner had.**

Names	1	2	3	4	5	6	7	8	9	F9	10	11	12	13	14	15	16	17	18	B9	Total	
PARTNER																						
PARTNER																						
PAR	4	4	4	3	4	4	4	5	5		4	4	4	3	4	4	4	5	5			
<u>Feedback or Cues</u>																						
<u>Positive Comments</u>																						
<b>Group Total</b>																						

**Golf Unit**  
**Lesson #30 (Visit a golf Course)**

**Objectives**

**A. Student**

By the end of class students will be able to...

1. Experience a full golf course and its intricacies. **(EALR 1.1, NASPE 2)**
2. Demonstrate the proper golf etiquette by **hitting in turn**. **(EALR 1.1, NASPE 2)**
3. Demonstrate the proper knowledge in keeping score for a round of golf. **(EALR 1.1, NASPE 2)**
4. Demonstrate the proper cues to obtain a professional stroke with all of the clubs taught with in the unit. **(EALR 1.1, NASPE 2)**

**B. Teacher**

**Equipment (for a class of 30 students)**

- 30 right handed putters, 5 left handed putters
- 30 wedges (pitching, or sand wedge), 5 left handed wedges
- 30 right handed irons (short or long), 5 left handed irons
- 30 right handed drivers, 5 left handed drivers
- 30 practice golf balls with names written on them from previous lesson
- 30 golf balls
- A box of 30 golf tees
- 30 scorecards (Provided at the golf class)
- 30 golf pencils (short pencils with no erasers. Could be exchanged for other pencils)

<b>Instant Activity:</b> There will be no instant activity due to the location of the class.			
<b>Set Induction:</b> “Throughout this unit we have learned many different skills and how to use them effectively on the golf course. I hope you all are ready for the last day of the unit, we are going to play an entire round of golf and you all must keep score and grade your partner honestly. I hope you all are ready to have some fun and play some golf like the professionals!”			
<b>MAF</b>	<b>Extensions</b>	<b>Refinements</b>	<b>Applications</b>
<b>Informing Task:</b> (Take the class to the golf course). “When I say <b>GO</b> , pick up a putter, an iron, a driver, a tee, the same practice golf ball used yesterday with your name on it, and a real golf ball and line up in a straight line facing me with your equipment. What equipment are we going to get? How many golf balls do we need? (Two: one real ball and one practice ball). <b>GO!</b> ”			
<ul style="list-style-type: none"> <li>• Students are at a golf course.</li> <li>• Each group is at a different hole with a putter, driver, long iron, short iron, pitching wedge, a score card, and three golf balls. (if a player has his/her own golf set, they are able to bring that too)</li> </ul>	<ul style="list-style-type: none"> <li>• Within the same group you were with yesterday, go to the numbered hole in which your group is. (if your group is #4, you will begin on hole #4)</li> <li>• On your score card you will be grading your group members on Etiquette: 4- excellent. (hits in turn, is quiet while others are hitting) 3- good. (hits in turn, is quiet more than ¾ time while others are hitting) 2- average. (hits in turn half the time, is quiet half the time when others are hitting) 1- poor. (rarely hits in turn, is rarely quiet)</li> <li>• The Golf attire section</li> </ul>	<ul style="list-style-type: none"> <li>• All cues used throughout the unit for putting, chipping, hitting with irons, hitting with woods.</li> </ul>	<ul style="list-style-type: none"> <li>• The lowest score in golf wins. Try to get the lowest score within your group.</li> </ul>

	refers to if the student is wearing the proper golf attire learned earlier in the unit. 4- collared shirt, khaki pants or shorts, golf shoes or tennis shoes. 3- partner is wearing 2 out of the 3. 2- partner is wearing 1 out of the 3. 1- partner is not wearing any of the items listed as golf attire.		
<b>Closure/Assessment:</b> “This has been a great unit filled with fun and many learning experiences. Would anyone like to share what they liked, or did not like about this unit? (let a few students answer) Thank you all for coming, it has been lots of fun and I hope you all took something away from the unit. Have a wonderful day, see you tomorrow!”			

NAME: \_\_\_\_\_

PARTNER I'M EVALUATING: \_\_\_\_\_

Instructions: Keep score and add up the total number of strokes you and your partner had.

Names	1	2	3	4	5	6	7	8	9	F9	10	11	12	13	14	15	16	17	18	B9	Total	
PARTNER																						
PARTNER																						
PAR	4	4	4	3	4	4	4	5	5		4	4	4	3	4	4	4	5	5			
<u>Feedback or Cues</u>																						
<u>Positive Comments</u>																						
<b>Group Total</b>																						

Etiquette: 1-4 (4 being the best) \_\_\_\_\_

Proper golf attire 1-4 (4 being best) \_\_\_\_\_

## Task #1 (Putting Grip)

(Picture is below card)

### Cues:

- Your thumb of your right hand should be over the thumb of your left hand if you are right handed. (As shown in the picture). It is the opposite if you are left handed.

### Tasks:

- Grip your putter using the **thumb over thumb grip**.
- Take your grip off of the putter, then repeat the grip.
- Re-grip the putter at least 5 times, or until you are comfortable with your grip.
- Move onto task #2 when you have completed this task.



## Task # 2 (Putting Stance and stroke)

(Pictures are below card)

### Cues:

- Set your feet at **shoulder width apart**.
- Slightly **bend your knees**.
- Keep your **nose over the ball** (To see the line of your putter).
- Your arms should act like a **pendulum** from the back swing to the follow through.

(Meaning that your arms/wrists should not bend)

### Tasks:

- Set up in the proper stance by following the cues above. (Shown in pictures below)
- Using the **pendulum**, execute 10 putting stroke with the proper form. (The back swing should be about a foot as well as the follow through.
- If you feel you need more practice, read the cues again and try 7 correct strokes.



**(Stance from front: Nose over ball, knees bent)**



**(Stance from front view)**



**(Back swing. Keep wrists stiff, straight back)**



**(Follow through. Wrists stiff, straight through)**

**(Arms act as a pendulum throughout the entire stroke)**

## Task # 3 (Putting Stance and stroke)

(Pictures are below card)

### Cues:

- Set your feet at **shoulder width apart**.
- Slightly **bend your knees**.
- Keep your **nose over the ball** (To see the line of your putter).
- Your arms should act like a **pendulum** from the back swing to the follow through.

(Meaning that your arms/wrists should not bend)

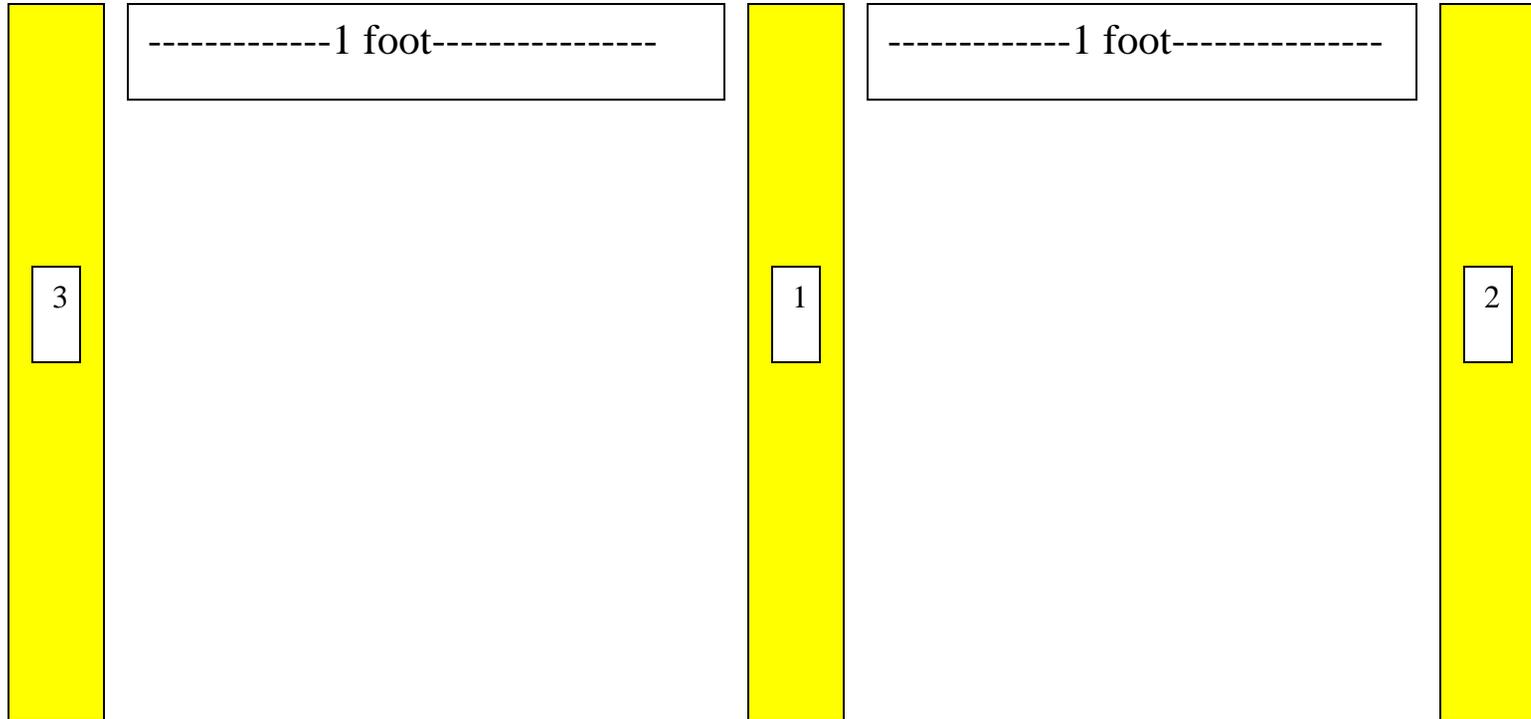
- 1' x 1' putting stroke. (The back swing should only go 1 foot back, and the follow through should go 1 foot past the contact point.)

### Tasks:

- Set up in the proper putting stance and execute 4 correct putting strokes by using the 1' x 1' rule.
- Use the tape on the ground. Start the putter on the tape in the middle, bring it 1 foot back to the back piece of tape, and all the way forward to the front piece of tape. (Tape diagram shown below)

Have about 5 different stations with tape on the floor as shown in the diagram for task #3.

Start the putter on piece of tape #1. The back swing will go to tape #2, and the follow through will go to tape #3.



(Follow through)

(Start)

(Back Swing)



= A piece of tape about 4 inches long

## Task # 4 (Putting Stance and stroke)

(Diagram below card)

### Cues:

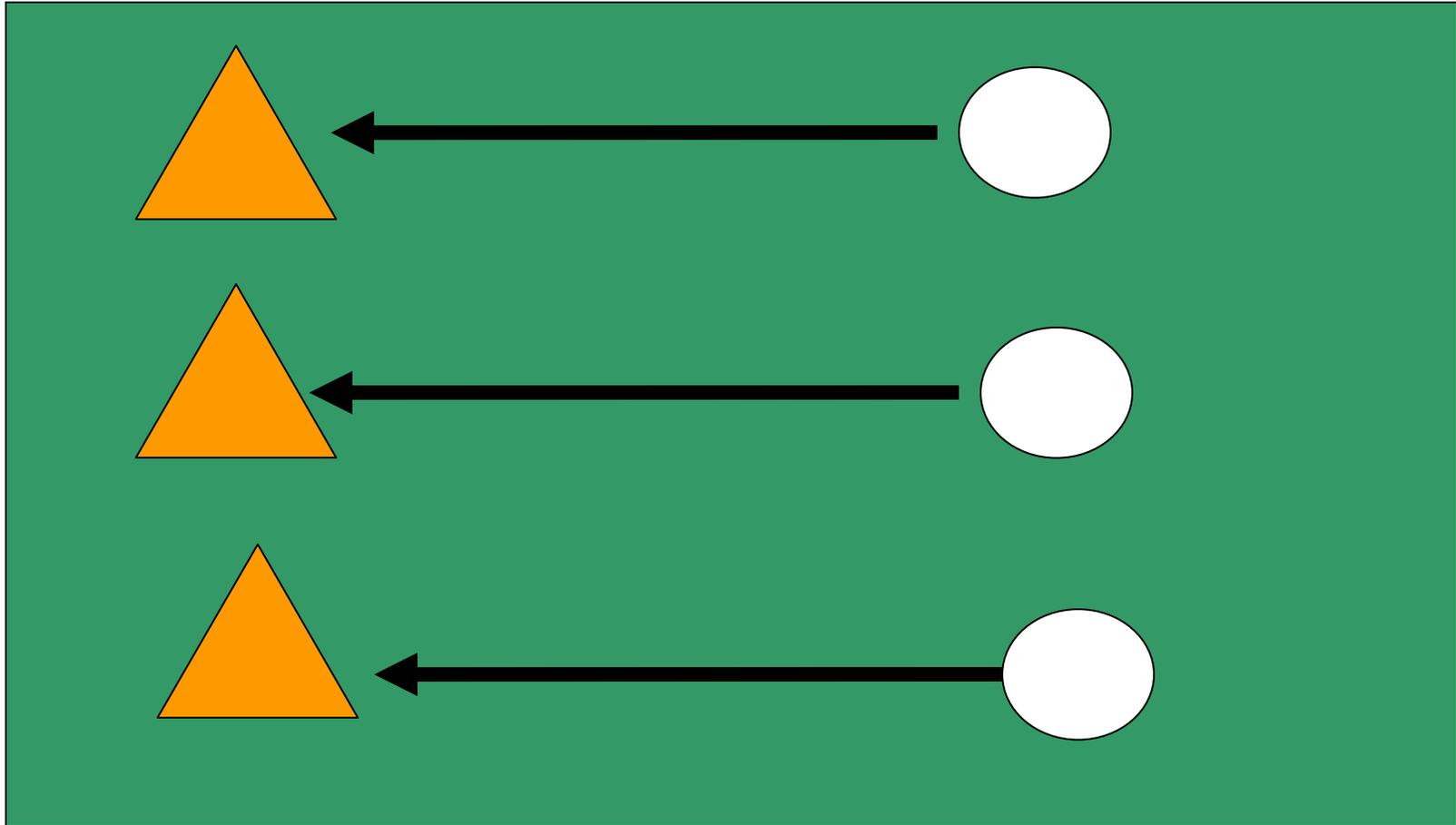
- Set your feet at **shoulder width apart**.
- Slightly **bend your knees**.
- Keep your **nose over the ball** (To see the line of your putter).
- Your arms should act like a **pendulum** from the back swing to the follow through.

(Meaning that your arms/wrists should not bend)

- 1' x 1' putting stroke. (The back swing should only go 1 foot back, and the follow through should go 1 foot past the contact point.)

### Tasks:

- Set your golf ball about 5 feet away from the cone on the carpet.
- Putt your golf ball toward the cone at the end using the learned cues.
- See if you can get the ball to stop within 2 feet of the cone.
- If you got the ball within 2 feet, take 1 giant step backwards and try again.
- Continue to putt toward the cone. If you get the ball within about 2 feet again, take 1 giant step backwards.
- Continue this task until you have taken 4 giant steps backwards.
- Move forward 1 half step if your ball is further than 2 feet from the cone.



-  = Cone. Students will putt towards them.
-  = Golf Ball.
-  = Direction the student is putting towards.
-  = Carpet that is laid out on the gym floor.

## Task # 5 (Putting Stance and stroke)

(You may have to share a cup with someone else. Be considerate and wait your turn)

### Cues:

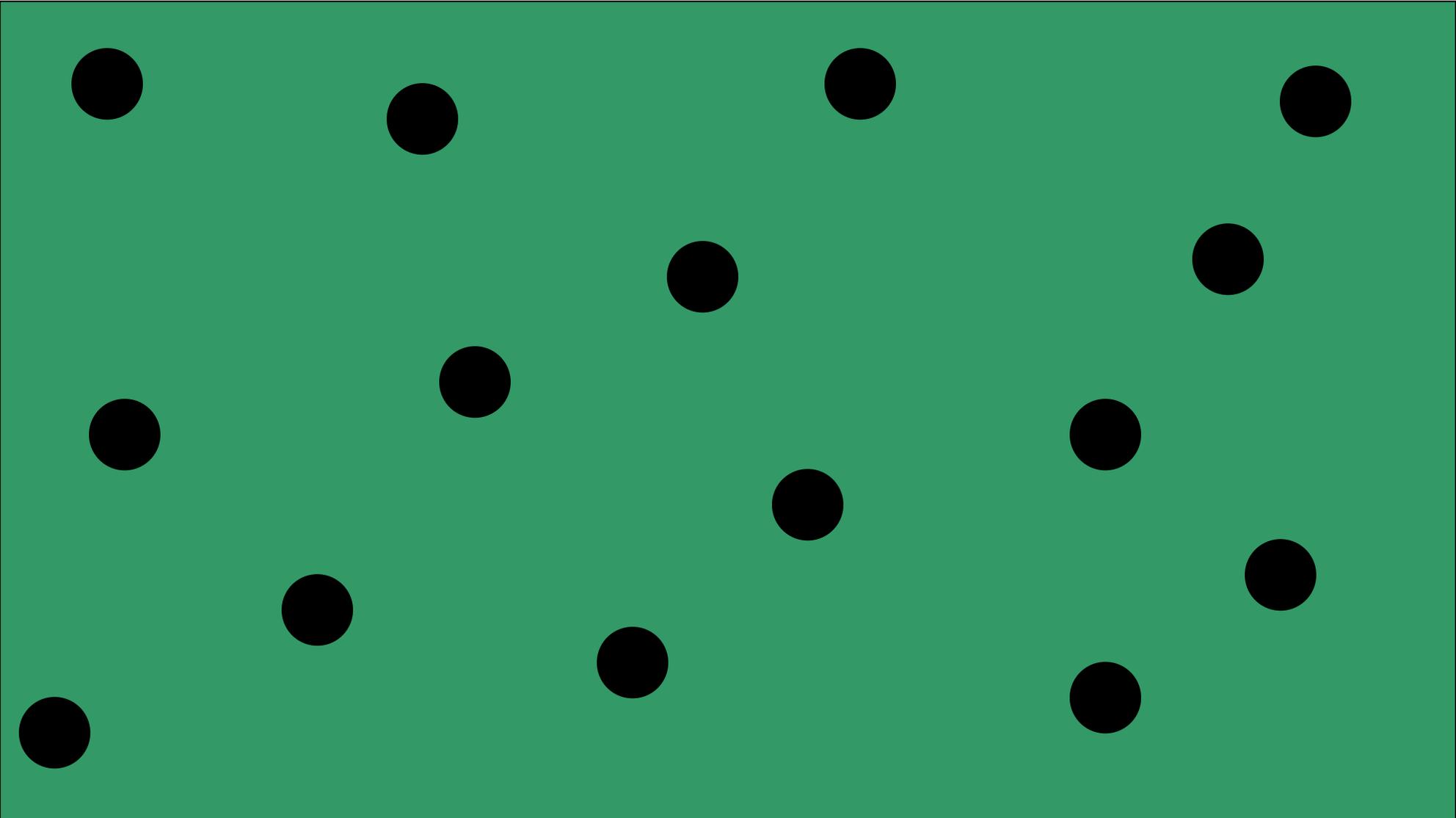
- Set your feet at **shoulder width apart**.
- Slightly **bend your knees**.
- Keep your **nose over the ball** (To see the line of your putter).
- Your arms should act like a **pendulum** from the back swing to the follow through.

(Meaning that your arms/wrists should not bend)

- 1' x 1' putting stroke. (The back swing should only go 1 foot back, and the follow through should go 1 foot past the contact point.)

### Tasks:

- Find a portable putting cup on the carpet.
- From about 5 feet away, putt your golf ball toward the cup and try to make it.
- If you miss, try to have the ball stop within 1 foot of the hole.
- If you make it or get within 1 foot of the cup, take 1 giant step backwards. If you miss by more than 1 foot, (take 1 small step forward).
- Repeat this task and see how far away from the hole you can get.



= Portable Cups for students to putt toward



= Carpet set out in the middle of the basketball court

# TASK CARD #1

While Facing the Wall, Practice your chipping and Putting stroke without a ball in the air.

**CUES:** Chipping Stance: **feet** and **body open**.

Chipping Stroke: **stiff wrists** and follow through like a **pendulum**. Keep swing **knee high**.

Putting Stance: **nose over the ball** and **feet shoulder width apart, and bent knees**.

Putting Swing: keep a **thumb over thumb** grip and follow through **like a pendulum**

# TASK CARD #2

While Facing the Wall, Practice your chipping and Putting stroke with a ball.

**CUES:** Chipping Stance: **feet and body open.**

Chipping Stroke: **stiff wrists** and follow through like a **pendulum.** Keep swing **knee high.**

Putting Stance: **nose over the ball** and **feet shoulder width apart, and bent knees.**

Putting Swing: keep a **thumb over thumb** grip and follow through **like a pendulum**

# TASK CARD #3

While Facing the Wall, Practice chipping your ball at the “X” on the wall.

**CUES:** Chipping Stance: **feet and body open.**

Chipping Stroke: **stiff wrists** and follow through like a **pendulum.** Keep swing **knee high.**

Putting Stance: **nose over the ball** and **feet shoulder width apart, and bent knees.**

Putting Swing: keep a **thumb over thumb** grip and follow through **like a pendulum**

# TASK CARD #4

While Facing the Wall, Practice chipping your ball at the “X” on the wall. Try to hit the “X” as many times as possible.

**CUES:** Chipping Stance: **feet** and **body open**.

Chipping Stroke: **stiff wrists** and follow through like a **pendulum**. Keep swing **knee high**.

# TASK CARD #5

While Facing the Wall, Practice chipping your ball at the cone.

**CUES:** Chipping Stance: **feet** and **body open**.

Chipping Stroke: **stiff wrists** and follow through like a **pendulum**. Keep swing **knee high**.

# TASK CARD #6

While Facing the Wall, Practice chipping your ball at the cone. See how many times you get as close as you can.

**CUES:** Chipping Stance: **feet** and **body open**.

Chipping Stroke: **stiff wrists** and follow through like a **pendulum**. Keep swing **knee high**.

# TASK CARD #7

While Facing the Wall, Practice chipping your ball at the cone. Now putt to the cone after the ball is chipped to finish the shot.

**CUES:** Chipping Stance: **feet and body open.**

Chipping Stroke: **stiff wrists** and follow through like a **pendulum.** Keep swing **knee high.**

Putting Stance: **nose over the ball** and **feet shoulder width apart, and bent knees.**

Putting Swing: keep a **thumb over thumb** grip and follow through **like a pendulum**

# TASK CARD #8

While Facing the Wall, Practice lobbing your ball at the cone. Now putt to the cone after the ball is chipped to finish the shot.

**CUES:** Chipping Stance: **feet and body open.**

Chipping Stroke: **stiff wrists** and follow through like a **pendulum.** Keep swing **knee high.** **Open faced** club.

Putting Stance: **nose over the ball** and **feet shoulder width apart,** and **bent knees.**

Putting Swing: keep a **thumb over thumb** grip and follow through **like a pendulum**

## Skins Game Task Card

- Play the hole as if it were a normal round and write down the score at the end of it.
- The player who has the best score on that hole wins what is called a skin.
- On the scorecard, circle the score of the player that has won the hole. For example, if Josh got a 4, and Chad got a 5, Josh's 4 would be circled on the scorecard.
- The player at the end of the round with the most skins wins the game.
- If there is a tie on a hole, there is what is called a "carry-over." A carry-over means that the skin from the last hole is "carried-over" to the next hole. The next hole is now worth two skins to the winner.
- A carry-over can be over several holes at once. For example, if the players tie on 4 holes in a row, the next hole is worth 5 skins.
- At the end of the round, add up the total amount of skins for each player (indicated by circles over the player's score that won the hole). The player with the most skins at the end of the round wins the game.
- If you do not have as many skins as your opponent don't be discouraged. The goal is to give you some competition to get better. See if your personal score is better than yesterdays.
- HAVE FUN!

# Assessment #1

Matching: (Draw a line from numbers 1-7 to the letter answers a-g)

Make the ball in... (the whole is a par 4)

- |                  |                         |
|------------------|-------------------------|
| 1. Hole in one   | a. 7 shots from the tee |
| 2. Birdie        | b. 5 shots from the tee |
| 3. Par           | c. 1 shot from the tee  |
| 4. Eagle         | d. 4 shots from the tee |
| 5. Double bogey  | e. 3 shots from the tee |
| 6. Tripple bogey | f. 2 shots from the tee |
| 7. Bogey         | g. 6 shots from the tee |

8. GOLF stand for?

\_\_\_\_\_

9. How many clubs are you allowed to have in your bag at one time?

\_\_\_\_\_

10. Name two cues to remember when you are putting?

\_\_\_\_\_

\_\_\_\_\_

# Assessment #1

(Answer key)

Matching: (Draw a line from numbers 1-7 to the letter answers a-g)

Make the ball in... (the whole is a par 4)

- |                      |                         |
|----------------------|-------------------------|
| 1. Hole in one (c)   | a. 7 shots from the tee |
| 2. Birdie (e)        | b. 5 shots from the tee |
| 3. Par (d)           | c. 1 shot from the tee  |
| 4. Eagle (f)         | d. 4 shots from the tee |
| 5. Double bogey (g)  | e. 3 shots from the tee |
| 6. Tripple bogey (a) | f. 2 shots from the tee |
| 7. Bogey (b)         | g. 6 shots from the tee |

8. GOLF stand for?

(Gentlemen Only Ladies Forbidden)

9. How many clubs are you allowed to have in your bag at one time?

(14)

10. Name two cues to remember when you are putting?

(Thumb over thumb)

(Nose over ball)

(Follow through like a pendulum)

(Feet shoulder width apart)

(Bent knees)

## Assessment #2

1. What is a cue used in both chipping and putting?  
\_\_\_\_\_
2. When chipping from a sand trap, which club is most ideal?  
\_\_\_\_\_
3. When chipping from the rough to the green, which club would be most ideal?  
\_\_\_\_\_
4. What did Tiger Woods call his underrated weapon at the British Open in St. Andrews?  
\_\_\_\_\_
5. When chipping, what is the correct hand grip?  
\_\_\_\_\_
6. What was the name of the shot we learned to hit the ball over a sand trap or an obstacle on the course?  
\_\_\_\_\_
7. What kind of club face is used when executing the flop shot?  
\_\_\_\_\_
8. After teeing off, who hits the ball first?  
\_\_\_\_\_
9. Give one example of the proper clothing worn on the golf course.  
\_\_\_\_\_
10. What are proper clothing, silence when someone else is hitting, and the order the ball is hit in all examples of?  
\_\_\_\_\_

## Assessment #2

(Answer Key)

- 1. What is a cue used in both chipping and putting?**  
(Follow through like a pendulum)
- 2. When chipping from a sand trap, which club is most ideal?**  
(Sand wedge)
- 3. When chipping from the rough to the green, which club would be most ideal?**  
(Pitching wedge)
- 4. What did Tiger Woods call his underrated weapon at the British Open in St. Andrews?**  
(His putter)
- 5. When chipping, what is the correct hand grip?**  
(Thumb over thumb)
- 6. What was the name of the shot we learned to hit the ball over a sand trap or an obstacle on the course?**  
(Flop shot)
- 7. What kind of club face is used when executing the flop shot?**  
(Open)
- 8. After teeing off, who hits the ball first?**  
(The player furthest from the hole)
- 9. Give one example of the proper clothing worn on the golf course.**  
(Collared shirt)  
(Khaki pants)  
(Sweater vest)  
(Golf Shoes)
- 10. What are proper clothing, silence when someone else is hitting, and the order the ball is hit in all examples of?**  
(Golf etiquette)

## Assessment #3

1. Where was golf invented?  
\_\_\_\_\_
2. When hitting with long handed irons, what is the cue given to remember?  
\_\_\_\_\_
3. What numbers are the long handed irons considered?  
\_\_\_\_\_
4. Out of the following cues, which does **NOT** pertain to the stance and stroke of long handed irons?
  - a. feet shoulder width apart
  - b. knee high back swing
  - c. head down
  - d. little ball before big ball
5. What are irons #7, #8, #9 known as?  
\_\_\_\_\_
6. Having your lead arm straight is an important cue when executing a shot with which club?
  - a. Pitching wedge
  - b. Putter
  - c. Sand wedge
  - d. Long irons
7. Your body should be facing \_\_\_\_\_ the target after contact on a proper short iron stroke.
8. Which arm should be straight when hitting with an iron?
9. If I could drive the ball better than anyone in the world, but it look me 4 shots to get on the green, what do I need to improve?  
\_\_\_\_\_
10. Name one famous golfer you have heard of.  
\_\_\_\_\_

# Assessment #3

(Answer Key)

1. Where was golf invented?  
(Scotland)
2. When hitting with long handed irons, what is the cue given to remember?  
(Little ball before big ball)
3. What numbers are the long handed irons considered?  
(#3- #6)
4. Out of the following cues, which does **NOT** pertain to the stance and stroke of long handed irons? (b)
  - a. feet shoulder width apart
  - b. knee high back swing
  - c. head down
  - d. little ball before big ball
5. What are irons #7, #8, #9 known as?  
(Short irons)
6. Having your lead arm straight is an important cue when executing a shot with which club? (d)
  - a. Pitching wedge
  - b. Putter
  - c. Sand wedge
  - d. Long irons
7. Your body should be facing (towards) the target after contact on a proper short iron stroke.
8. Which arm should be straight when hitting with an iron?  
(Lead)
9. If I could drive the ball better than anyone in the world, but it look me 4 shots to get on the green, what do I need to improve?  
(My short game)
10. Name one famous golfer you have heard of.  
(Tiger Woods)  
(Fred Couples)  
(Anika Saurenstan)  
(Any other ones they come up with)

## Assessment #4

1. What book lists the official rules for golf?  
\_\_\_\_\_
2. What shape do you try to make with your arms on the follow through when hitting with short irons?  
\_\_\_\_\_
3. When chipping, your strategy with ball placement is?  
\_\_\_\_\_
4. When executing the basic swing, what did my dad used to tell me?  
\_\_\_\_\_
5. What is the ball placement when hitting with a wood/driver?  
\_\_\_\_\_
6. In the skins game, what does it mean to have a “carry-over” and when does it occur?  
\_\_\_\_\_

T/F (#7- #10)

7. In proper golf etiquette, it is ok to talk while another player is hitting.  
\_\_\_\_\_
8. Time management on the course includes setting the golf bag in the walking direction of the next hole. \_\_\_\_\_
9. If I am stuck in trees and need to get out but there is a tree in the way, I would execute the hook or slice shot. \_\_\_\_\_
10. The proper stance when hitting with woods/drivers is feet together.  
\_\_\_\_\_

# Assessment #4

(Answer Key)

1. What book lists the official rules for golf?  
(USGA rulebook)
2. What shape do you try to make with your arms on the follow through when hitting with short irons?  
(Triangle)
3. When chipping, your strategy with ball placement is?  
(The green)
4. When executing the basic swing, what did my dad used to tell me?  
(Squish the bug with your arm pit)
5. What is the ball placement when hitting with a wood/driver?  
(Ball in front)
6. In the skins game, what does it mean to have a “carry-over” and when does it occur?  
(A “carry-over” means that the skin from the last hole is carried over to the next hole; this occurs in the instance of a tie. The next hole is worth two skins to the winner.)

**T/F (#7- #10)**

7. In proper golf etiquette, it is ok to talk while another player is hitting. (F)
8. Time management on the course includes setting the golf bag in the walking direction of the next hole. (T)
9. If I am stuck in trees and need to get out but there is a tree in the way, I would execute the hook or slice shot. (T)
10. The proper stance when hitting with woods/drivers is feet together. (F)

# Assessment #5

## FINAL

### Word Bank (#1-#4)

Slice/Cut	Open clubface
Closed clubface	Draw/Hook

1. This a type of shot in which the ball curves to the right for a right handed player, and to the left for a left handed player. It could also be said that the ball curves away from the player. \_\_\_\_\_
2. This is a type of shot in which the ball curves to the left for a right-handed player, and to the right for a left-handed player.  
\_\_\_\_\_
3. The toe of the club face will be angled in slightly. This will make the ball hook. \_\_\_\_\_
4. The toe of the club face will be angled slightly outward/away. This will make the ball slice. \_\_\_\_\_

Matching: (Draw a line from #5- #11 to the letter answers a-g)

Make the ball in...

- |                     |                         |
|---------------------|-------------------------|
| 5. Hole in one      | a. 7 shots from the tee |
| 6. Birdie           | b. 5 shots from the tee |
| 7. Par              | c. 1 shot from the tee  |
| 8. Eagle            | d. 4 shots from the tee |
| 9. Double bogey     | e. 3 shots from the tee |
| 10. Tripple bogey   | f. 2 shots from the tee |
| 11. Bogey           | g. 6 shots from the tee |
| 12. GOLF stand for? |                         |
- \_\_\_\_\_

**13. How many clubs are you allowed to have in your bag at one time?**

\_\_\_\_\_

**14. Name two cues to remember when you are putting?**

\_\_\_\_\_  
\_\_\_\_\_

**15. What book lists the official rules for golf?**

\_\_\_\_\_

**16. What shape do you try to make with your arms on the follow through when hitting with short irons?**

\_\_\_\_\_

**17. When chipping, your strategy with ball placement is?**

\_\_\_\_\_

**18. When executing the basic swing, what did my dad used to tell me?**

\_\_\_\_\_

**19. What is the ball placement when hitting with a wood/driver?**

\_\_\_\_\_

**20. In the skins game, what does it mean to have a “carry-over” and when does it occur?**

\_\_\_\_\_

**T/F (#21- #24)**

**21. In proper golf etiquette, it is ok to talk while another player is hitting.**

\_\_\_\_\_

**22. Time management on the course includes setting the golf bag in the walking direction of the next hole. \_\_\_\_\_**

**23. If I am stuck in trees and need to get out but there is a tree in the way, I would execute the hook or slice shot. \_\_\_\_\_**

**24. The proper stance when hitting with woods/drivers is feet together.**

\_\_\_\_\_

**25. Where was golf invented?**

\_\_\_\_\_

**26. When hitting with long handed irons, what is the cue given to remember?**

\_\_\_\_\_

27. What numbers are the long handed irons considered?

\_\_\_\_\_

28. Out of the following cues, which does **NOT** pertain to the stance and stroke of long handed irons?

- a. feet shoulder width apart
- b. knee high back swing
- c. head down
- d. little ball before big ball

29. What are irons #7, #8, #9 known as?

\_\_\_\_\_

30. Having your lead arm straight is an important cue when executing a shot with which club?

- a. Pitching wedge
- b. Putter
- c. Sand wedge
- d. Long irons

31. Your body should be facing \_\_\_\_\_ the target after contact on a proper short iron stroke.

32. Which arm should be straight when hitting with an iron?

33.. If I could drive the ball better than anyone in the world, but it look me 4 shots to get on the green, what do I need to improve?

\_\_\_\_\_

34. Name one famous golfer you have heard of.

\_\_\_\_\_

35. What is a cue used in both chipping and putting?

\_\_\_\_\_

36. When chipping from a sand trap, which club is most ideal?

\_\_\_\_\_

37. When chipping from the rough to the green, which club would be most ideal?

\_\_\_\_\_

38. What did Tiger Woods call his underrated weapon at the British Open in St. Andrews?

\_\_\_\_\_

**39. When chipping, what is the correct hand grip?**

\_\_\_\_\_

**40. What was the name of the shot we learned to hit the ball over a sand trap or an obstacle on the course?**

\_\_\_\_\_

**41. What kind of club face is used when executing the flop shot?**

\_\_\_\_\_

**42. After teeing off, who hits the ball first?**

\_\_\_\_\_

**43. Give one example of the proper clothing worn on the golf course.**

\_\_\_\_\_

**44. What are proper clothing, silence when someone else is hitting, and the order the ball is hit in all examples of?**

\_\_\_\_\_

**45. What was the most interesting thing/exciting thing you learned throughout this unit?**

\_\_\_\_\_

# Assessment #5

## FINAL

(Answer Key)

### Word Bank (#1-#4)

<b>Slice/Cut</b>	<b>Open clubface</b>
<b>Closed clubface</b>	<b>Draw/Hook</b>

1. This a type of shot in which the ball curves to the right for a right handed player, and to the left for a left handed player. It could also be said that the ball curves away from the player. (Slice/Cut)
2. This is a type of shot in which the ball curves to the left for a right-handed player, and to the right for a left-handed player. (Draw/Hook)
3. The toe of the club face will be angled in slightly. This will make the ball hook. (Closed clubface)
4. The toe of the club face will be angled slightly outward/away. This will make the ball slice. (Open clubface)

**Matching: (Draw a line from #5- #11 to the letter answers a-g)**

**Make the ball in...**

- |   |                         |
|---|-------------------------|
| 5. Hole in one (c)  | a. 7 shots from the tee |
| 6. Birdie (e)   | b. 5 shots from the tee |
| 7. Par (d)  | c. 1 shot from the tee  |
| 8. Eagle (f)  | d. 4 shots from the tee |
| 9. Double bogey (g)   | e. 3 shots from the tee |
| 10. Tripple bogey (a)   | f. 2 shots from the tee |
| 11. Bogey (b)   | g. 6 shots from the tee |
| 12. GOLF stand for?<br>( <u>Gentlemen Only Ladies Forbidden</u> ) |                         |

**13. How many clubs are you allowed to have in your bag at one time?**

(14)

**14. Name two cues to remember when you are putting?**

(Thumb over thumb)

(Nose over ball)

(Follow through like a pendulum)

(Feet shoulder width apart)

(Bent knees)

**15. What book lists the official rules for golf?**

(USGA rulebook)

**16. What shape do you try to make with your arms on the follow through when hitting with short irons?**

(Triangle)

**17. When chipping, your strategy with ball placement is?**

(The green)

**18. When executing the basic swing, what did my dad used to tell me?**

(Squish the bug with your arm pit)

**19. What is the ball placement when hitting with a wood/driver?**

(Ball in front)

**20. In the skins game, what does it mean to have a “carry-over” and when does it occur?**

(A “carry-over” means that the skin from the last hole is carried over to the next hole; this occurs in the instance of a tie. The next hole is worth two skins to the winner.)

**T/F (#21- #24)**

**21. In proper golf etiquette, it is ok to talk while another player is hitting. ( F )**

**22. Time management on the course includes setting the golf bag in the walking direction of the next hole. ( T )**

**23. If I am stuck in trees and need to get out but there is a tree in the way, I would execute the hook or slice shot. ( T )**

**24. The proper stance when hitting with woods/drivers is feet together. ( F )**

25. Where was golf invented?  
(Scotland)
26. When hitting with long handed irons, what is the cue given to remember?  
(Little ball before big ball)
27. What numbers are the long handed irons considered?  
(#3- #6)
28. Out of the following cues, which does **NOT** pertain to the stance and stroke of long handed irons? (b)
- a. feet shoulder width apart
  - b. knee high back swing
  - c. head down
  - d. little ball before big ball
29. What are irons #7, #8, #9 known as?  
(Short irons)
30. Having your lead arm straight is an important cue when executing a shot with which club? (d)
- a. Pitching wedge
  - b. Putter
  - c. Sand wedge
  - d. Long irons
31. Your body should be facing (towards) the target after contact on a proper short iron stroke.
32. Which arm should be straight when hitting with an iron?  
(Lead)
- 33.. If I could drive the ball better than anyone in the world, but it look me 4 shots to get on the green, what do I need to improve?  
(My short game)
34. Name one famous golfer you have heard of.  
(Tiger Woods)  
(Fred Couples)  
(Anika Saurenstan)  
(Any other ones they come up with)
35. What is a cue used in both chipping and putting?  
(Follow through like a pendulum)
36. When chipping from a sand trap, which club is most ideal?

(Sand wedge)

**37. When chipping from the rough to the green, which club would be most ideal?**

(Pitching wedge)

**38. What did Tiger Woods call his underrated weapon at the British Open in St. Andrews?**

(His putter)

**39. When chipping, what is the correct hand grip?**

(Thumb over thumb)

**40. What was the name of the shot we learned to hit the ball over a sand trap or an obstacle on the course?**

(Flop shot)

**41. What kind of club face is used when executing the flop shot?**

(Open)

**42. After teeing off, who hits the ball first?**

(The player furthest from the hole)

**43. Give one example of the proper clothing worn on the golf course.**

(Collared shirt)

(Khaki pants)

(Sweater vest)

(Golf Shoes)

**44. What are proper clothing, silence when someone else is hitting, and the order the ball is hit in all examples of?**

(Golf etiquette)

**45. What was the most interesting thing/exciting thing you learned throughout this unit?**

(The student can say anything and they will get the point, as a teacher you need an honest answer from the students)

## Resource List

- Golf Digest Magazine
- <http://www.pecentral.com>
- <http://www.tigerwoods.com/splash/splash.sps>
- <http://www.usgta.com/historyinstruction.html>

