

Golf Unit Plan

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Philosophical Statement

Our units will incorporate learning proper skill execution and tactics into an enjoyable, fun atmosphere of the game of golf. We believe that it is imperative that students understand the entire game of golf and proper execution of shots to fully enjoy the game and want to continue to play on a recreational level.

Our purpose is to give the students this understanding and help them to perform better skill execution of each individual shot required in the game. By incorporating as many teaching styles as we can, we hope to develop the students ability and stimulate their interest for further enjoyment of the game of golf when they leave the classroom environment.

Our class for this semester is 60 percent males and 40 percent females, with ability ranging from poor to really great players. Our lessons have incorporated the fact that we have two students with Turret's Syndrome who have occasional uncontrollable outbursts. For the comfort of these students and their classmates, we have designed the class to be paired off in many of the skills for the needs of the children can be met better in pairs. One factor is that of controlling the outbursts of the students with Turret's. These students, when they feel the outburst arising will indicate this to their partner and without disrupting anyone will go off to the side where they feel comfortable to release their outburst. Their partner can keep them informed of what was taught and can help with teaching them. We have asked the really good golf players in our class if they would partner up with the two students with Turret's and they have agreed to help out. We feel that this is great way of challenging the great players while benefiting the students with the disability.

Entry and Exit Outcomes

Our unit is designed around the understanding that the students have basic knowledge about the rules of the game, scoring, where to tee off and where to putt at each hole, and basic golf etiquette. We understand that most of the students will have undeveloped shot execution, meaning that we will have to teach the students proper form, stance, and positioning.

We hope to achieve as exit outcomes more developed shot execution, such as, the drive, chip and putt by working on the mechanical and motor development of each shot. We will also have taught skilful tactics and strategies for playing a particular course, which club to use depending on how the ball lies, and increase golf etiquette so our students will be prepared to play on a course of their choice.

Learning Objectives

TSWBAT:

Psychomotor Domain

- Demonstrate the proper stance, grip and club angle for each individual shot
- Demonstrate the proper arm, leg, and trunk movements throughout the entirety of each shot
- Demonstrate proper head movement throughout the shot
- Carry out the entire shot with proper follow through
- Demonstrate appropriate force for each individual shot to accurately place the ball
- Carry out an effective drive with ball placement on the fairway
- Carry out an effective chip with relative placement on the green
- Carry out an effective putt with general proximity to the hole

Cognitive Domain

- Demonstrate knowledge about the rules of the game and tactical skills for game play on a written test
- Analyze a partner's swing and be able to give 2 points of constructive feedback
- Demonstrate proper golf etiquette and apply it to game play

Affective Domain

- Compete with golf etiquette against a partner
- Develop social relations with fellow golfers during game play
- Develop trusting relationships with other classmates through group and partner evaluation and game play
- Develop confidence in one's ability to perform at a comfortable level and enjoyment
- Set goals that are attainable and when attained set new ones

Teaching Styles and Strategies

Command Style

The teacher will use the command style to demonstrate proper swing execution. This style will be used for proficiency, safety reasons, class management, and for time constraints. The class will demonstrate the skill immediately following the teacher's demonstration giving the teacher a chance to observe individual students.

Practice Style

Practice style provides the perfect opportunity for the students to practice their swings and ask individual questions about each swing. The teacher has the opportunity to follow up on specific questions and students, providing constructive feedback, either privately or publicly. The style is crucial in the game of golf for it provides the students with time to practice particular shots or swings that they are not comfortable and to receive individual feedback from the teacher.

Reciprocal Style

The use of reciprocal style in our unit provides the opportunity for the students to work in partners helping each other develop their swing. Partners will observe each other and give constructive feedback in a non-threatening environment. One student will be the doer and the other student will be the observer providing feedback using a criteria sheet designed by the teacher (see Appendix 1). The teacher's role is to offer feedback and to answer any questions that the observer might have about the demonstration. Students sometimes find this style worthwhile for they are not intimidated by their peers and take the feedback with an understanding that they are not being criticized. We will be using the reciprocal style quite a lot, as the students will use criteria sheets for the different shots in golf that will help the observer analyze the swings and shots. We believe that the use of partnerships will be very important in our unit for it will provide the chance for the two students with Turret's syndrome to be partnered up with a buddy who will help them develop their golf swing and game play.

Inclusion Style

Inclusion style will create an environment where all of the students can be included into each of the activities. With multiple levels of difficulty included in the

same task each student will be able to perform and participate at a level where they feel comfortable. This style will be demonstrated in our unit plan by using different distances and difficulty of shots. Students will be able to practice their putting, chipping, fairway drives, and bunker shots at different levels and abilities, with everyone participating in the learning progressions.

Self-Check Style

The role of the students in this style is to work individually and check their performance against a criteria sheet set out by the teacher (see Appendix 1). This style was used in our unit to encourage the students to analyze their stance, grip, and shot execution by understanding the correct methods of each. We used this style at the end of our unit after the students were given feedback throughout the other teaching styles, so they better understood what they were looking for. This method of teaching should only be used when the students have an understanding of the proper skill execution, are able to work efficiently alone, and are motivated to improve their skills.

Guided Discovery

Guided discovery challenges the students to think and solve a problem set out by the teacher by answering a sequence of questions. The teacher guides the students to discover the one correct answer by asking a sequence of questions with a predictable sequence of answers that will lead to the final answer. This style can be used when students are discovering how different lies affect shots therefore affecting which iron to use and how much force to use.

Content Analysis

Putting



Psychomotor

Cognitive

Preparation:

- Read the green
- Stance
- Grip on club head

- Think about distance to hole

Wind-up:

- Length of back-swing
- Swing club straight back
- Pendulum motion

- Think about force needed

- Alignment to hole

Force Applied:

- Contact between ball and club
- Speed of club
- Distance to hole

- Think about contours of the green

Recovery:

- Pendulum motion
- Follow-through straight through ball

- Think about effects of green on shot

- Remember proper golf etiquette

Chipping



Psychomotor

Cognitive

Preparation:

- Stance
- Grip on club head
- Club choice
- Ball placement

- Think about club choice depending on lie

Wind-up:

- Length of back-swing
- Pendulum motion
- Force applied

- Focus on lie you are at

Force Applied:

- Contact on ball
- Weight transfer
- Speed of club

- Think about amount of force needed

Recovery:

- Pendulum motion
- Head and upper body follow through with swing
- Hands ahead of club on follow through

- Think about the green you are hitting to

Long Iron Drive



Psychomotor

Cognitive

Preparation:

- Stance
- Grip on club
- Clubface angle
- Club choice

- Think about distance to hole

Wind-up:

- Full back-swing
- Shifting of weight

- Think about the tee and eyes on ball

Force Applied:

- Hit ball on “sweet spot” for good trajectory
- Speed of club
- Shift weight from back foot to lead foot

- Think about alignment with your target

Recovery:

- Acceleration through the ball
- Shifting of weight to front foot
- Follow-through
- Bend arms and twist trunk for club to follow through

- Think about wind and its effects

- Remember proper golf etiquette

Fairway Drive



Psychomotor

Cognitive

Preparation:

- Stance
- Grip on club
- Clubface angle
- Ball placement

- Think about alignment with target

- Think about the lie of the ball

Wind-up:

- Full back-swing
- Shift weight
- Keep eye on the ball

- Remember proper golf etiquette

Force Applied:

- Hit ball on “sweet spot” for good trajectory
- Speed of club

- Think about the wind and its effects

Recovery:

- Acceleration through the ball
- Shifting of weight to front foot
- Complete follow through
- Bend arms and twist trunk for club to follow through

- Think about eyes on the ball

Bunker Shots



Psychomotor

Cognitive

Preparation:

- Stance
 - Ball placement
 - Grip on club
 - Clubface angle
 - VERY IMPORTANT – Do not let your clubface touch the sand before your shot (counts as a stroke if it does)
- Remember the rules of the game

Wind-up:

- Full back-swing
- Shift weight

- Think about the lie of the ball

Force Applied:

- Hitting ball on “sweet spot” for good trajectory
- Speed of club
- Get under the ball to make sure ball gets up and out of bunker

- Think about the force needed

Recovery:

- Acceleration through the ball
- Shifting of weight to front foot
- Complete follow through

- Think about the distance to hole

- Think about club choice

Warm-up Activities

Yoga

After talking with Tim, it has come to my attention that Yoga would make a very appropriate warm-up activity. Yoga poses can warm-up the body's internal temperature as well as specific muscle groups. It could also help develop the proper 'head space' that is needed for golf (relaxed, focused, free from distractions, aware). The teacher will have to go on the Internet or find a book (they are everywhere) and choose a few basic poses. One's that include the trunk area, the arms and shoulders would be beneficial for golfers. Hold each pose for 30sec – 1min. After 5 to 7 minutes students should be adequately prepared for golf activity.

Calisthenics (old-school work for aerobic type exercises)

Could have students do exercises such as arm rotations, hip rotations, knee rotations, jumping jacks, leg swings, jump rope etc – any dynamic exercise. Flow one into the next and don't allow time for rest. Use your imagination.

British Bulldogs

Perform this activity within a designated space (can be outside or inside). Anyone traveling out-of-bounds will automatically become a bulldog. Select 3 students to act as the original bulldogs. The rest of the students will line up along the baseline within the 'safe zone'. The bulldogs will call out "British bulldogs", and this will act as the signal for the students to run across the play area towards the other baseline and 'safe zone'. Any student who is tagged by a bulldog will also become one of the bulldogs. The game continues until there are no more participants, only bulldogs. Then start the game again with 3 different people acting as bulldogs. Continue for 5-7 minutes or until all students are warmed up.

Chain Tag

Perform this activity within a designated space (can be outside or inside). Anyone traveling out-of-bounds will automatically become 'it' and join the chain. One student will be chosen to be 'it' (use 2 or 3 students for a larger class). The 'it' students will run around and try and tag the other students. When someone is tagged, they will link hands with the 'it' student to form a chain. Together, they will try and tag other students who

will also join the chain. The game continues in this fashion until everyone is part of a chain. Once this happens, pick different students to be 'it' and start the game over. Continue for 5-7 minutes or until all students are warm. This warm-up works very well for smaller classes for the students are continually running around.

Freeze Tag

Perform this activity within a designated space (can be outside or inside). Anyone traveling out-of-bounds will automatically become 'it'. Choose a few student to be 'it'(probably 3 or 4). These students will run around and try and tag other students. If tagged, these students must freeze in motion until another non 'it' runner comes over and tags them to un-freeze them. If all students become frozen, start the game again with different people acting as 'it'. If the game continues with most students not becoming frozen, add a couple of extra 'it' people to make the game more challenging. Continue for 5-7 minutes or until students are warm.

Teacher Led Stretching

Use stretches that will concentrate on the muscles used in golf (hips, arms, shoulders, trunk, etc.). Have students stand with arms extended to ensure that they have enough personal space. Remember, if stretching before activity, use stretches that are dynamic, and don't have students hold their stretches for anymore than 15 – 20 seconds tops. If stretches are held for longer than this, you are sending a message to you body that you are going to be using the muscles in a slow and controlled manner, but during activity this is not the case. You could be risking injury if you slowly stretch students for a warm-up and then send them out to do a dynamic activity. So use dynamic stretches and poses held for very short durations. Move from one to the next quickly, ensuring that students warm-up their core body temperature and prepare their muscles for activity, not rest.

Power Golf

Have student line up on a field very spread out. You might have to send students out in more than one 'heat'. Students will each have a golf club and a wiffle ball. When the teacher says go, each student will hit their ball and then run after it. They will reach their ball and hit it again, and again chase after it. Repeat this until the students reach the other end of the field. Once all students are at the other end of the field, you can give the command to have them repeat the process and travel across the field again. This activity could be dangerous, so only perform it if you have lots and lots of space and you are using balls that won't hurt anyone. Also, make very sure students are told to be aware of

their surrounding so they do not hit anyone with their club. Also remind them to never run up behind another student and to verbally communicate with each other so everyone knows where each other is. Keep this going for 5-7 min. or until everyone is warm and breathing hard.

Practice Swings and Golf Club Stretching

On the golf course, most players warm-up using practice swings and dynamic stretching with their golf club. Model this for your students so they know how most people act at the course. Have all students find a space and make sure that no one can touch the closest person to them with their arm and club extended. Next, have them all perform several practice swings. Quickly move into some arm and hip rotations. Then a few shoulder stretches with both hands on the shaft of the golf club and moving the club behind their head and back. Have them touch their toes with their club in their hands, as well as some trunk rotations etc. Keep it moving, and avoid any rest time. Continue for 5 minutes or so, or until all students are warm.

Bean Bag Balance Tag

Perform this activity within a designated space (can be outside or inside). Anyone traveling out-of-bounds will stay out-of-bounds and perform 5 of the designated exercises. Every student is given a bean bag that they will balance on their heads for this game. The teacher will designate 3-4 individuals that will be 'it'. These people will also have bean bags on their heads. The individuals that are 'it' will try and tag the other players. When you are tagged, you must go to a spot out-of-bounds and perform the designated exercise 5 times (this exercise could be push-ups, sit-ups, tuck jumps, etc. – use your imagination). If at anytime your bean bag falls off your head you will also have to go to a spot that is out-of-bounds and perform the designated exercise 5 times. Every couple of minutes the teacher should change who is 'it' and change the designated exercise. Continue this game for 5-7 minutes or until students are warm.

Exercise Poker (Idea taken from Tim Hopper)

Assign an exercise task to each suit (eg. hearts = push-ups, spades = jump rope, clubs = sit-ups, diamonds = tuck jumps). In each of the four corners of the gym set up a designated area for each exercise and any necessary equipment. Scatter the deck of cards face down in the center of the gym. Instruct students to pick a card and run to the necessary station. The value of the card is equal to how many repetitions of the designated exercise they must do. The students will run back to the center of the gym

and pick another card; the game continues on like this. Continue this game for 5-7 minutes or until students are warm.

Exercise Stations

Teacher will hang tasks cards throughout the gym (probably 8-10 in total). Each card will have the instructions for a specific exercise (could be sit-ups, jump rope, push-ups, tuck jumps, lunges, bear walk, crab walk, etc. - use your imagination). Split the class up into groups of 3-4. Students will also be instructed to run, skip, high knees etc. between each station. Send each group to a starting station. Play some music to signal the start of the activity. Have students stay at each station for 45 sec – 1 min. Signal the switch with a blow of a whistle. Students will move from station to station in a clockwise rotation. Shut off the music to signal the end of this activity. Total length will be between 5-10 minutes.

Castle Game (The Tim Hopper special)

Students will be paired up. You will need enough volleyballs and targets so that each pair has one of each. Each pair will find a space in the gym. The target is placed in the center of their space. The skill being used for this game is the forearm pass. Students will attempt to pass the ball (at least head height) so that it lands on the target. This will give them one point. The first hitter will hit the ball up and attempt to hit the target, if missed, the other player will allow the ball to bounce once and then they will get under the ball and try and hit it so it hits the target. The game continues in this manner until someone scores a point. When a point is scored, the ball is picked up and the game starts again. Encourage students to be active and in constant motion. Run the game for 5-7 minutes or until students are warm.

Description of Tasks and Activities

The majority of our activities will be done in partners due to space availability and to accommodate for our two students with Turret's Syndrome. By partnering these children up with another student, they can ask for extra help if need be and can be encouraged to develop their game play.

Putting Drills:

General cues for putting

- Eyes on the ball
- Feet shoulder width apart
- Knees slightly bent
- Good base for balance
- Pendulum motion

Factors that can affect putting

- Wind factor
- Grain of grass
- Length of the grass
- Slope of the green
- Ball placement in relation to hole

Putting without the ball:

Goal – To learn the proper putting swing, and to develop a comfortable grip.

Conditions – Students will watch the teacher's demonstration and then mimic what they have seen (grip, body position, and swing mechanics). However, the grip is usually a personal thing so the student may wish to discover a grip that they find comfortable.

Cues

- Feet are shoulder width apart
- Weight is balanced between both feet
- Pendulum stroke
- Shoulders are perpendicular to target
- Body is quiet (relaxed)

Putting with closed eyes:

Goal – To hit a series of 10 putts without looking. Students will learn how a good putt ‘feels’. Develops proprioceptive awareness.

Conditions – Try to hit a target with eyes open. Then close eyes and try to hit the same target. Note how the stroke feels. Then move the target and try another shot with the eyes closed.

Cues

- Feet are shoulder width apart
- Weight is balanced between both feet
- Pendulum stroke
- Shoulders are perpendicular to target
- Ball is in front of the body and is positioned in line with the center line of the body
- Body is quiet (relaxed)

Five in a line game:

Goal – Make five putts in a row at varying distances. Student should develop an understanding of how to change the stroke in order to hit a different distance (how to alter weight behind stroke).

Conditions – Lay a ball 2 feet from the target. Then lay the other four balls at 2 foot intervals along the same line to the target. Hit the closest ball first, if successful move on the next ball and so on. If a putt is missed, start the whole process over.

Progressions - Can make the distance between balls larger. Could partner up and compete with one another. Take turns on each shot, the first to make all the shots wins.

Cues

- Feet are shoulder width apart
- Weight is balanced between both feet
- Pendulum stroke
- Shoulders are perpendicular to target
- Ball is in front of the body and is positioned in line with the centre line of the body
- Body is quiet (relaxed)

Golf 21 (putting):

Goal – To putt the ball closer to the target than your opponent. Helps to improve accuracy while having fun and socializing with peers.

Conditions – Do this with groups of 2 or 3. Players position themselves around the target at equal distance to the target. Each person makes their putt. Scoring – 1 point for closest to hole, 2 points for a lip out, 3 points for making the putt. The first person that reaches a score of 21 wins.

Building a Mini Golf Course:

Goal – To practice putting under varying circumstances. Also to practice the rules of golf, scoring, and golf etiquette.

Conditions – Provide students with various equipment that they can use to create a course (this could be absolutely anything at your disposal). Students can split up into groups of 2 or 3. Each group makes a hole in the course, decides on the par value, and gives it a number. Then each group can add their hole to a master score sheet. Then each group will start to play the course starting with their own hole. They keep score on a piece of paper and then compare their scores to the par values on the master score sheet.

Chipping Drills

General cues for chipping

- Eyes on the ball
- Knees slightly bent
- Good base for balance
- Pendulum motion
- Get clubface under the ball

Factors that can affect chipping

- Grain of grass
- Length of the grass
- Slope of the green
- Ball placement in relation to hole

Set-up and swing drill:

Goal – To learn the proper chipping swing.

Conditions – Students will watch the teacher’s demonstration and then mimic what they have seen (grip, body movement, swing). Once again, grip is a personal matter and students will be encouraged to find one that is comfortable.

Cues

- Open stance, keeping hands ahead of blade
- Weight is mostly on the front foot
- Lag clubface
- Quiet body
- Ball is in middle of stance
- Pendulum stroke
- Accelerate to and through the ball
- Keep hands ahead of the club-head on follow through

Learning to chip:

Goal – To use appropriate form to chip a ball into a target.

Conditions – Set out a target (could be a hula-hoop). Start about 5 feet from the target and hit 10 balls. Then move out to about 10 feet and chip another 10 balls. Finally move out as far as you would like to try and chip another 10 balls.

Progressions – Use a bucket as the target to make it more difficult. This also forces students to practice a stroke that gives the ball more lift.

Cues

- Open stance, keeping hands ahead of blade
- Weight is mostly on the front foot
- Lag clubface
- Quiet body
- Ball is in middle of stance
- Pendulum stroke
- Accelerate to and through the ball
- Keep hands ahead of the club-head on follow through

Chipping with different clubs:

Goal – To show students how a different club will affect the trajectory of the ball. Students will be able to draw on this knowledge when playing the game. Eventually,

students will be able to visually estimate their ball's distance from the hole and choose an appropriate club.

Conditions – Students will try chipping with different clubs to discover how they react. Students should record each club and what they thought of it on a piece of paper. Each club should be used at least 5 times each. Each student can grab a target and set it up about 20 feet out. Try a few clubs and then begin to vary the distance from the target.

Cues

- The same basic cues that the other chipping drills have
- A more lofted club is better for hitting to a downhill lie as the ball will roll less
- A less lofted club is better for hitting to an uphill lie

Basic Chipping Game:

Goal – To put the ball in the hole using as few strokes as possible. Try to chip the ball within 3 feet of the hole if possible. To learn how to chip within the context of the game.

Conditions – Get students to pick a club that will best allow them to complete the task. Have two lies that they shoot from (one is 3 feet off the green and one is 10 feet off the green, but both are 20 feet from the hole). Use a diagram to demonstrate this to the students. In groups of 2 or 3, students play both balls (chipping and then putting out) and record their scores. Repeat the task several times so students can attempt to better their scores. Students must practice proper etiquette.

Progressions – Make the distance to the hole 30 feet. Vary terrain; shoot uphill, down hill, etc.

Cues

- Open stance, keeping hands ahead of blade
- Weight is mostly on the front foot
- Lag club face
- Quiet body
- Ball is in middle of stance
- Pendulum stroke
- Accelerate to and through the ball
- Keep hands ahead of the club-head on follow through

Building a chipping course:

Goal – To practice chipping while developing more knowledge about the rules and scoring procedures of golf.

Conditions – Provide students with the necessary equipment to create a course: markers for tee-off area, target to be used as the hole. Students can split up into groups of 2 or 3. Each group makes a hole in the course, decides on the par value, and gives it a number. Then each group can add their hole to a master score sheet. Then each group will start to play the course starting with their own hole. They keep score on a piece of paper and then compare their scores to the par values on the master score sheet.

Cues

- Open stance, keeping hands ahead of blade
- Weight is mostly on the front foot
- Lag club face
- Quiet body
- Ball is in middle of stance
- Pendulum stroke
- Accelerate to and through the ball
- Keep hands ahead of the club-head on follow through

Golf 21 (chipping):

Goal – To chip the ball closer to the target than your opponent. Helps to improve accuracy while having fun and socializing with peers.

Conditions – Do this with groups of 2 or 3. Players position themselves around the target at equal distance to the target. Each person makes their chip shot. Scoring – 1 point for closest to hole and 2 points for hitting the target area. The first person that reaches a score of 21 wins.

Fairway Shots

General cues for fairway shots

- Eyes on the ball
- Knees slightly bent
- Good base for balance
- Ball contact on “sweet spot”
- Follow through

Factors that can affect fairway shots

- Grain of grass
- Length of the grass
- Slope of the fairway

- Lie of the ball
- Ball placement in relation to hole
- Any obstacles in the way

Set-up and swing drill:

Goal – To learn the proper long iron swing

Conditions – Teacher will give a demonstration including grip, body position, and swing mechanics. Students will observe the demonstration and mimic what they have seen. This drill is done without hitting a ball. Keep in mind that the grip is personal and that each person will develop one that works best for them.

Cues

- Swing easy, quiet body
- Fix your eyes on the spot where the ball would be
- Practice a smooth and consistent swing
 - Take the club back with arms and shoulders
 - Wrist break slightly, and outside shoulder is tight
 - Swing and drive wrist through
 - Lightly brush the ground
- Feet are shoulder width apart
- For the backs swing, most weight is on the back foot and is transferred to the front foot after contact with the ball

Accuracy practice drill:

Goal – To have students hitting straight shots with an iron and developing an understanding of the distance and loft that each club will hit.

Conditions – Can be done at a driving range or at the school field. Students can partner up and take turns hitting iron shots within a target lane. The students can take on the roles of observer and doer. The observing student can offer feedback to the student making the shots. Students may want to record which clubs they used and their comments on how those clubs performed for reference use later on when they play at a golf course.

Cues

- The less amount of loft that a club has – the lower the ball’s trajectory will be. This will result in a longer distance shot.
- Swing easy
- Keep head down and eyes fixed on the ball during the swing
- Try and develop a smooth and consistent swing
- Don’t try and muscle the club through the ball

Application drill:

Goal – To challenge students to estimate the distance to a target and pick the appropriate club for the shot.

Conditions – Can be done at a driving range or at school. Students will partner up and grab a variety of different long irons. The students will also need a target such as a hula-hoop. Partners will take turns setting the target at different distances. The students will estimate the distance and pick an appropriate club. They will make the shot and see how close they came to the target. If their shot is way off the target, they can choose another club and try again. Once completed, the other partner will move the target to another location and they will try and make that shot.

Progressions – This drill could be made into a game. Points can be awarded to the person who’s shot lands closest to the target.

Cues

- The less amount of loft that a club has – the lower the ball’s trajectory will be. This will result in a longer distance shot.
- Swing easy
- Keep head down and eyes fixed on the ball during the swing
- Try and develop a smooth and consistent swing
- Don’t try and muscle the club through the ball

Driving Drills**General cues for drives**

- Eyes on the ball
- Knees slightly bent
- Good base for balance
- Ball contact on “sweet spot”
- Follow through

Factors that can affect drives

- Length of the grass
- Slope of the tee off

- Obstacles on the course in your line of path
- Stable tee

Set-up and swing drill:

Goal – To learn the proper driver swing.

Conditions - Teacher will give a demonstration including grip, body position, and swing mechanics. Students will observe the demonstration and mimic what they have seen. This drill is done without hitting a ball. Keep in mind that the grip is personal and that each person will develop one that works best for them.

Cues

- Swing easy, quiet body
- Fix eyes on the tee
- Try and clip the top of the tee head with the club head
- Practice a smooth and consistent swing
 - Take the club back with arms and shoulders
 - Wrist break slightly, and outside shoulder is tight
 - Swing and drive wrist through
 - Lightly brush the ground
- Feet are shoulder width apart
- For the backs swing, most weight is on the back foot and is transferred to
- the front foot after contact with the ball

Accuracy practice drill:

Goal – To hit the ball straight, using a driver and hitting from a tee.

Conditions - Can be done at a driving range or at the school field. Students can partner up and take turns hitting iron shots within a target lane. The students can take on the roles of observer and doer. The observing student can offer feedback to the student making the shots. Students may want to record which clubs they used and their comments on how those clubs performed for reference use later on when they play at a golf course.

Cues

- Swing easy, quiet body
- Fix eyes on the tee
- Try and clip the top of the tee head with the club head
- Practice a smooth and consistent swing
 - Take the club back with arms and shoulders
 - Wrist break slightly, and outside shoulder is tight
 - Swing and drive wrist through
 - Lightly brush the ground
- Feet are shoulder width apart
- For the backs swing, most weight is on the back foot and is transferred to the front foot after contact with the ball

Application drill:

Goal – To challenge students to estimate the distance to a target and pick the appropriate clubs for the shot.

Conditions – Do this at the school field. Students will partner up and grab a variety of different clubs (Drivers, long irons, short irons). The students will also need a target such as a hula-hoop. Partners will take turns setting the target at different distances. The students will estimate the distances and pick an appropriate clubs. They will begin as if they were at a golf course. They will hit a tee shot, then hit a long iron shot, and finish by chipping they ball into the hula-hoop. Once the hole is completed, the other partner will move the target to another location and they will try a different hole.

Progressions – This drill could be made into a game. Students can keep track of their scores as if they were playing golf at a course. Students should also practice proper etiquette during this drill.

Bunker Drills:

General cues for bunker shots

- Stance
- Ball contact
- Eyes on the ball
- Knees slightly bent
- Good base for balance
- Get clubface under the ball
- **VERY IMPORTANT** – Club cannot touch the sand (ground) before the shot is made. It will count as a stroke

Factors that can affect bunker shots

- Angle of sand pitting
- Edges of sand pitting
- Lie of the ball

Sand play drill:

Goal – To learn how to hit a ball out of a sand trap.

Conditions – Take the students out to the long jump pits. Have students try and hit the ball out of the trap using a sand wedge. Try at least 10 times. Then have students try a different club, maybe a 9 iron, to see how the club's loft changes the ball's travel.

Progressions – Add a target and make a game out of it. Partner-up and see who can get the ball closest to the target. Could even use the 21-game here.

Cues

- Establish a firm footing in the sand
- Open stance
- For buried shot, play the ball further back in the stance
- Accelerate well into impact

Other Games

Soccer or Frisbee Golf:

Goal – Practice golf strategy and etiquette without the use of golf clubs or balls. This enables students to concentrate on strategy and etiquette without being pre-occupied with the swing mechanics.

Conditions – Teacher will set up a course using the natural surroundings of the school. Targets can be trees, signs, posts, anything you want. The teacher should draw up a course map that students can follow. Students will play each hole in groups of 3-4. They will keep score on a score sheet also provided by the teacher.

Progressions – Have students design the course and create the course map, score sheet, and par values for each hole.

Reality golf (From Hopper's web page and Griffen et. al.)

Goal – To refine skills while playing golf in a confined space such as a gymnasium or small field. Students will be trying to get the lowest score possible for themselves.

Conditions – The holes can be set up as pitch and putt, par 3, or even par 4 or 5. It all depends where in the unit the students are and what their skills are. Students will have a list of clubs and the distances that each club can hit. They will mark out a fairway using cones. They will then choose clubs and hit the ball. Based on where the ball travels in the fairway, a distance and trajectory is estimated. This is then marked down as a ball position on a map (this can be printed off the internet from a golf course map, or drawn by yourself or even students). Students continue play in this fashion. As they get closer to the pin, they will hit fairway shots, chips, and finally, putts. Students keep score and move on to the next hole.

Lesson Plan 1

Unit: Golf

Grade: 11/12

Lesson: 1

Teaching Style: Command/Practice/Reciprocal

Activity: Putting

Learning Objective: To understand the fundamentals and skill progressions to putting and to review the proper etiquette used in the game of golf.

Equipment: 10 putters, bucket of golf balls, 6 pucks, and 6 tin holes. To be played inside the gymnasium.

Time	Review skills/Lesson content	Teaching points/organization
10 min.	<p>Warm-up activities</p> <p><u>Chain tag</u></p> <ul style="list-style-type: none"> • one student is “it” • they tag other students forming a chain • students continually run around avoiding the chain <p><u>Race to golf ball</u></p> <ul style="list-style-type: none"> • students are divided into two teams • number each team off starting at 1 and continue until all are numbered • teams line up along defined lines across from each other with the ball in the middle • call out a number and the corresponding students run to the golf ball • the student who reaches the ball first gains a point for their team • team with most points win 	<ul style="list-style-type: none"> • keep an eye on students for safety reasons • students must continually be moving • teacher lines students up and numbers them off • teacher has full control of warm up because s/he is calling the numbers and can make the game as fast as s/he wants it to be • have students continuously moving
15 min.	<p>Putting</p> <p><u>Review:</u></p> <ul style="list-style-type: none"> • golf etiquette • putt grip • stance • swing <p><u>Practice Putting</u></p> <ul style="list-style-type: none"> • Students practice their putting to a target from various distances 	<ul style="list-style-type: none"> • ensure students are using proper grip, stance, and pendulum motion • teacher has opportunity to walk around and help out the students and evaluate their performance

15 min.	<p><u>Partners: Reciprocal Task Sheet</u></p> <ul style="list-style-type: none"> • students pair off and practice their putting from various distances away from the targets • one is the “doer” other is the “observer” • observer evaluates their partner using the criteria sheet and provides constructive feedback • partners switch roles so both have the opportunity for constructive feedback 	<ul style="list-style-type: none"> • teacher has created a criteria sheet for the students to evaluate their partner from • teacher has opportunity to walk around and observe and evaluate performance • ensure “observer” is giving constructive feedback not criticism
15 min.	<p><u>Culminating Activity</u> <u>Putting Game: Horse</u></p> <ul style="list-style-type: none"> • students compete against a partner improving their putting skills • one student will make a putt from a specific spot and if s/he make the putt, their partner must also make that putt from the same spot. If they miss, they receive a letter. Object of the game: Avoid spelling HORSE 	<ul style="list-style-type: none"> • partners use paper, rock, scissors game to decide who putts first • students have the chance to compete against someone and use proper golf etiquette • teacher can observe progress
5 min.	<p><u>Closure</u></p> <ul style="list-style-type: none"> • review etiquette • answer any questions • ask students questions about putting • hand in criteria sheets 	<ul style="list-style-type: none"> • teacher has opportunity to review any topics needed • students have opportunity to ask any questions • teacher can give feedback if needed

Lesson Plan 4

Unit: Golf

Grade: 11/12

Lesson: 4

Teaching Style: Command/Practice/Reciprocal

Activity: Driving

Learning Objective: To understand the fundamentals and skill progressions to driving and to look at the proper etiquette one would use while at a driving range.

Equipment: 20+ drivers (enough that every student has one, if this is not available, then at least enough for each pair of students to have one). If you are running this lesson at the school instead of at the driving range, you will need at least 50+ tees and a bucket of balls (the more balls the better).

Time	Review skills/Lesson content	Teaching points/organization
10 min.	<p>Warm-up activities</p> <p>If at the driving range: Use the practice swings and golf club stretches warm-up</p> <ul style="list-style-type: none"> • students can start with some practice swings • move into trunk rotations, arm swings, arm rotations, etc. • lead them in some dynamic and very short duration static stretches using the golf club (like a golf pro would) <p>If at the school: Try a Yoga routine as warm-up</p> <ul style="list-style-type: none"> • use the yoga poses you have picked that focus on muscles used in golf • hold each pose for 45sec-1min • encourage students to breath in their nose and out their mouth in a controlled and rhythmic fashion 	<ul style="list-style-type: none"> • keep an eye on students for safety reasons • students must continually be moving • make sure that students have ample space so that no one is hit by a club <ul style="list-style-type: none"> • teacher has students find a space that is at least arms length away from the other students • teacher has full control of warm up because s/he is calling poses that students may have never seen

Time	Review skills/Lesson content	Teaching points/organization
15 min.	<p><u>Swing Practice</u></p> <ul style="list-style-type: none"> • give demonstration of a good swing • have students go off and practice the swing without a ball, just brushing the top of the tee • have students practice hitting several balls <p><u>Driving Cues</u></p> <ul style="list-style-type: none"> • review golf etiquette • grip V facing dominant shoulder • stance feet about shoulder width apart • swing easy • fix eyes on tee 	<ul style="list-style-type: none"> • ensure students are using proper grip, stance, and swing • teacher has opportunity to walk around and help out the students and evaluate their performance • if at school field, ensure they do not go and collect their balls until you give the signal
15 min	<p><u>Partners: Reciprocal Task Sheet</u></p> <ul style="list-style-type: none"> • students pair off and practice their putting from various distances away from the targets • one is the “doer” other is the “observer” • observer evaluates their partner using the criteria sheet and provides constructive feedback • partners switch roles so both have the opportunity for constructive feedback 	<ul style="list-style-type: none"> • teacher has created a criteria sheet for the students to evaluate their partner from • teacher has opportunity to walk around and observe and evaluate performance • ensure “observer” is giving constructive feedback not criticism
15 min	<p><u>Culminating Activity</u> <u>Driving Game: Horse</u></p> <ul style="list-style-type: none"> • students compete against a partner improving their driving skills • one student will make a drive in a specific direction and distance (they must declare their shot before they make it), their partner must also make that shot. If they miss, they receive a letter. Object of the game: Avoid spelling HORSE 	<ul style="list-style-type: none"> • partners use paper, rock, scissors game to decide who putts first • students have the chance to compete against someone and use proper golf etiquette • teacher can observe progress

Time	Review skills/Lesson content	Teaching points/organization
5 min	<u>Closure</u> <ul style="list-style-type: none">• review etiquette• answer any questions• ask students questions about putting• hand in criteria sheets	<ul style="list-style-type: none">• teacher has opportunity to review any topics needed• students have opportunity to ask any questions• teacher can give feedback if needed

Golf Block Plan

Lesson	Review Skills and Concepts	New Skills and Concepts	Major Teaching Points	Teaching Styles
1	<p>Golf Etiquette</p> <p>Putting</p> <p>Golf Terms</p> <ul style="list-style-type: none"> • Eagle • Birdie • Par • Bogey • Double bogey 	<p>Putting</p> <ul style="list-style-type: none"> • Grip • Stance • Pendulum • Reading the greens • Read the speed of the greens (fast or slow) 	<p>Objective of game of golf: place ball in the hole in the fewest amount of shots possible</p> <p>Putting is key in golf for it is the area where golfers make the most shots to add to their score</p> <p>Putting Etiquette</p> <p>No talking when someone is putting</p> <p>Other player raises the flag when player is ready to putt</p> <p>Farthest from the hole putts first</p> <p>If your ball is in the line of path of another remove it and place a marker down</p> <p>Wait for group ahead of you to finish</p>	<p>Command</p> <p>Teacher will lead the class for the first 15 minutes to review etiquette and putting techniques</p> <p>Practice Style</p> <p>Students will practice putting and using the proper etiquettes and rules of golf</p> <p>Reciprocal</p> <p>Students observe their partner and give constructive feedback using the criteria sheet set up by the teacher</p> <p>Inclusion</p> <p>Each student has the opportunity to decide how difficult they want to make the shot</p>

Lesson	Review Skills and Concepts	New Skills and Concepts	Major Teaching Points	Teaching Styles
2	<p>Transfer of skills from putting to chipping</p> <p>Golf Etiquette</p> <p>Reading the greens:</p> <p>Know the amount of force needed depending on the slope of the green and the speed of the green (fast or slow)</p> <p>Safety</p>	<p>Chipping</p> <ul style="list-style-type: none"> • Grip • Stance • Ball contact • Pendulum motion <p>Safety</p>	<p>Allow enough room so that no students hits another student with their pitching wedge</p> <p>Do not take full swing back for chipping is a small pendulum motion. One fluid motion</p> <p>Balanced stance</p> <p>Comfortable grip</p> <p>Pendulum motion</p> <p>Get under the ball</p>	<p>Command</p> <p>Teacher will lead the class at the beginning reviewing the putt and introducing the chip</p> <p>Practice</p> <p>Students will practice both their putting and chipping on a putting green at the Pitch and Putt course.</p> <p>The grass around the putting green is perfect for practicing their chipping and then they can go into their putting from that shot</p> <p>Guided Discovery</p> <p>Students decide which club to use with the knowledge gained about the game and the shot at hand</p> <p>Inclusion</p> <p>Each student has the opportunity to decide how difficult they want to make the shot</p>

Lesson	Review Skills and Concepts	New Skills and Concepts	Major Teaching Points	Teaching Styles
3	<p>Golf Etiquette</p> <p>Chipping</p> <ul style="list-style-type: none"> • Grip • Stance • Ball contact • Pendulum motion <p>Transfer of skills from chipping to the fairway shot</p> <p>Safety</p>	<p>Fairway Shot</p> <ul style="list-style-type: none"> • Grip • Stance • Back-swing • Transfer of weight from back foot to lead foot • Hit ball on “sweet spot” of clubface 	<p>Objective of game of golf: place ball in the hole in the fewest amount of shots possible</p> <p>Student want to hit the ball as close to the pin as possible off a fairway shot</p> <p>Choose an iron that is best suited for the shot at hand</p> <p>Transfer weight</p> <p>Bend arms and twist trunk when following through with club</p>	<p>Command</p> <p>Teacher will lead the class for the first 15 minutes to review chipping and introduce the fairway shot</p> <p>Practice Style</p> <p>Students will practice fairway shots and using the proper etiquettes and rules of golf</p> <p>Reciprocal</p> <p>Students observe their partner and give constructive feedback using the criteria sheet set up by the teacher</p> <p>Guided Discovery</p> <p>Students choose a club through shot knowledge and shot at hand</p> <p>Inclusion</p> <p>Each student has the opportunity to decide how difficult they want to make the shot depending on the distance they want to shoot</p>

Lesson	Review Skills and Concepts	New Skills and Concepts	Major Teaching Points	Teaching Styles
4	<p>Fairway Shot</p> <ul style="list-style-type: none"> • Grip • Stance • Ball contact "sweet spot" • Back-swing • Transfer of weight <p>Transfer of fairway shot skills to the long iron drive</p> <p>Distance to hole from fairway</p> <p>Know the amount of force needed depending on the slope of the fairway and the distance to the hole</p> <p>Golf Etiquette</p>	<p>Long Iron Drive</p> <ul style="list-style-type: none"> • Grip • Stance • Ball contact on "sweet spot" • Transfer weight • Back-swing 	<p>Allow enough room so that no student hits another student with their driver</p> <p>Student want to hit the ball as far as possible off a drive</p> <p>Choose a driver best suited for distance at hand</p> <p>Transfer weight</p> <p>Stance is shoulder width apart</p> <p>Comfortable grip</p> <p>Bend arms and twist trunk when club comes up around body</p>	<p>Command</p> <p>Teacher will lead the class at the beginning reviewing the fairway shot and introducing the long iron drive</p> <p>Practice</p> <p>Students will practice their drives at the driving range</p> <p>Reciprocal</p> <p>Students pair off and observe and evaluate their partners using a criteria sheet set by the teacher</p> <p>Guided Discovery</p> <p>Students discovery what driver to use depending on the distance to the hole</p> <p>Inclusion</p> <p>Each student has the opportunity to decide how difficult they want to make the shot</p>

Lesson	Review Skills and Concepts	New Skills and Concepts	Major Teaching Points	Teaching Styles
5	<p>Long Iron Drive</p> <ul style="list-style-type: none"> • Grip • Stance • Ball contact on “sweet spot” • Transfer weight • Back-swing <p>Transfer of all skills learned so far to the real game</p> <p>Safety</p> <p>Golf Etiquette</p>	<p>Pitch and Putt play</p> <ul style="list-style-type: none"> • Scoring • Golf Etiquette on a whole course • Sequence of hits • Safety 	<p>Allow enough room so that no student hits another student with their driver</p> <p>Student want to hit the ball as far as possible off a drive</p> <p>Choose a driver best suited for distance at hand</p> <p>Transfer weight</p> <p>Stance is shoulder width apart</p> <p>Comfortable grip</p> <p>Bend arms and twist trunk when club comes up around body</p>	<p>Command</p> <p>Teacher will lead the class at the beginning reviewing the long iron drive, safety, and etiquette. Teacher will then review course play quickly before the students go out and play</p> <p>Practice</p> <p>Students will practice their shots throughout the entire course play</p> <p>Guided Discovery</p> <p>Students discover what club to use depending on the distance to the hole and shot at hand</p> <p>Inclusion</p> <p>Each student has the opportunity to decide how difficult they want to make the shot and improve their game</p>

Lesson	Review Skills and Concepts	New Skills and Concepts	Major Teaching Points	Teaching Styles
6	<p>Review Course Play</p> <p>Golf Etiquette</p> <p>Sequence of hits</p> <p>Safety</p>	<p>Bunker Shots</p> <ul style="list-style-type: none"> • Grip • Stance • Club choice • Rules of bunker shots • Ball contact • Follow through 	<p>Allow enough room so that no student hits another student with their club</p> <p>Student want to contact the clubface under the ball</p> <p><u>VERY IMPORTANT</u></p> <p>Club cannot touch the sand (ground) at any time before the shot is taken. It will count as a stroke.</p> <p>Transfer weight</p> <p>Stance</p> <p>Comfortable grip</p>	<p>Command</p> <p>Teacher will lead the class at the beginning reviewing course play and introducing the bunker shot</p> <p>Practice</p> <p>Students will practice their bunker shots in the long jump sand pit at the school</p>

Lesson	Review Skills and Concepts	New Skills and Concepts	Major Teaching Points	Teaching Styles
7	<p>Bunker Shots</p> <ul style="list-style-type: none"> • Grip • Stance • Club choice • Rules of bunker shots • Ball contact • Follow through <p>Distance to hole from bunker</p> <p>Reinforce the rules of bunker shots</p> <p>Golf Etiquette</p>	<p>Long Iron Drive</p> <ul style="list-style-type: none"> • Grip • Stance • Ball contact on “sweet spot” • Transfer weight • Back-swing <p>Although we have already introduced this shot, students will be practicing again at the driving range</p> <p>Students will use self check criteria sheets and also partner up and complete reciprocal criteria sheets with constructive feedback about their drives</p>	<p>Allow enough room so that no student hits another student with their driver</p> <p>Student want to hit the ball as far as possible off a drive</p> <p>Choose a driver best suited for distance at hand</p> <p>Transfer weight</p> <p>Stance is shoulder width apart</p> <p>Comfortable grip</p> <p>Bend arms and twist trunk when club comes up around body</p> <p>Evaluate the students stroke</p>	<p>Command</p> <p>Teacher will lead the class at the beginning reviewing the bunker shot and reviewing the long iron drive</p> <p>Practice</p> <p>Students will practice their drives at the driving range</p> <p>Self Check</p> <p>Students use the knowledge gained through previous classes to check their performance against a criteria sheet set up by the teacher</p> <p>Reciprocal</p> <p>Students pair off and observe and evaluate their partners using a criteria sheet set by the teacher. Students also give constructive feedback</p> <p>Guided Discovery</p> <p>Students discovery what driver to use depending on the distance to the hole</p>

Lesson	Review Skills and Concepts	New Skills and Concepts	Major Teaching Points	Teaching Styles
8	<p>Transfer all of the skills and techniques learned so far into the strategies and the game</p> <p>Putting</p> <p>Chipping</p> <p>Fairway Shots</p> <p>Long Iron Drive</p>	<p>Introduce strategies of the game</p> <p>Frisbee golf</p>	<p>Allow enough room so that no student hits another student with their club</p> <p>Use strategies in the Frisbee golf game that relate to the real game</p> <p>Stance</p> <p>Comfortable grip</p> <p>Bend arms and twist trunk when club comes up around body</p>	<p>Command</p> <p>Teacher will lead the class at the beginning reviewing all of the shots and introducing strategies used in the game and to relate them to the game of Frisbee golf</p> <p>Practice</p> <p>Students will practice their shots and strategies in the game of Frisbee golf</p> <p>Guided Discovery</p> <p>Students discovery what strategy to use in the game of Frisbee golf</p> <p>Inclusion</p> <p>Students can decide how strategic they want to play</p>

Lesson	Review Skills and Concepts	New Skills and Concepts	Major Teaching Points	Teaching Styles
9	<p>Strategies</p> <p>Safety</p>	<p>Written test</p> <p>Students check their performance in the different strokes against a criteria sheet set up by the teacher</p>	<p>Provide constructive feedback to the students while they check their performance</p> <p>Allow enough room so that no student hits another student with their club when self checking</p> <p>Transfer weight</p> <p>Stance for each shot</p> <p>Comfortable grip</p> <p>Bend arms and twist trunk when club comes up around body for the drives</p>	<p>Command</p> <p>Written test set up by teacher (assessment)</p> <p>Practice</p> <p>Students will practice their strokes</p> <p>Self Check</p> <p>Students use the knowledge gained through previous classes to check their performance against a criteria sheet set up by the teacher</p>

Lesson	Review Skills and Concepts	New Skills and Concepts	Major Teaching Points	Teaching Styles
10	<p>Transfer of all skills learned throughout the unit into the real game and apply it</p> <p>Safety</p> <p>Golf etiquette</p> <p>Strategies</p> <p>Rules</p>	<p>Game play on a golf course</p>	<p>Etiquette is crucial for the students are playing on a real course</p> <p>Safety is also crucial on a larger course</p> <p>Teacher can walk around and evaluate each student on their game play while the students play</p> <p>Students should keep in mind:</p> <p>Choose a club best suited for distance at hand</p> <p>Transfer weight</p> <p>Stance</p> <p>Comfortable grip</p> <p>Bend arms and twist trunk when club comes up around body on drives</p>	<p>Command</p> <p>Teacher will lead the class at the beginning reviewing the etiquette, safety, strategies, and rules of the game</p> <p>Practice</p> <p>Students will practice their strokes and strategies while playing a game</p> <p>Guided Discovery</p> <p>Students discovery what club to use depending on the distance to the hole</p>

Safety and Managerial Considerations

Driving Range:

- Ensure all students have fully warmed up their upper body and trunk muscles as to not to strain any muscles while executing each drive.
- Make it very clear that there is to be only one student in the mat area at a time.
- Make it very clear that students are not to jump down off the driving range mats and onto the course.
- Ensure that each student has the ability to accurately drive the ball **away** from the driving range.
- Ensure that each student has ample space away from other classmates when executing their shot as to not hit another student with their club.

Golf Course:

- Ensure all students have fully warmed up their upper bodies and trunk muscles, as well as their lower body so there will be no muscle strains or sprains when executing the shots.
- Ensure that the students understand the rules of the game and proper golf etiquette before they are allowed out on the course.
- Make sure that each student stands away from any other student who is carrying out a shot.
- Ensure that all students understand that they need to stand away from and hit away from other classmates who are in the line of play.
- Make sure all students know that they are unable to take their next shot until the line of play is clear and there are no other students on the fairway or green before they take their next shot.
- It will be impossible for the teacher to keep a constant eye on every student at all times, it is imperative that the teacher constantly moves around the course to avoid rough-housing and dangerous play.
- While at the pitch-and-putt, students must not take their shot until the hole has been completely cleared from the team ahead, due to short par 3 holes.

Putting Unit:

- Complete a full warm-up to warm the entire body for game play and constant walking.
- Ensure that there is ample room for the students to move about and avoid each other when practicing their putting.
- Use of whiffle balls or fake golf balls will ensure that no student will slip on a hard golf ball or be hit by one in the small gymnasium environment.
- Ensure that the students have enough space between them so they do not hit each other with their putters when they back-swing.
- Students are not to retrieve their balls until all of the students have putted as so no one will be hit with another ball. When in smaller groups, students are to use their best judgement about retrieving their ball.

Iron Shots (on the school field):

- Ensure students are fully warmed up, particularly their upper bodies and trunk muscles, as to avoid straining their muscles.
- Students will be using plastic golf balls on the fields, for they are not that large, and this will lower the chances of a students being injured by a flying ball.
- Ensure the students have ample space to execute their shot so that their club will not injure another student.
- Ensure that each student has the ability to drive the ball forward so that there will not be many balls flying in a dangerous manner.
- The class is not to retrieve their balls until the teacher says that they can for the teacher can make sure the field is clear before students run out onto it.
- Ensure that the students understand the golf term, “fore” and when and how to use the term. When they hear it shouted they should stay clear or duck down.

Assessment

The main purpose of this particular unit is to develop the students understanding and ability in the game of golf. As it is a unit designed for a grade 11/12 class, who has some basic ability we have decided to grade the students on their improvement, participation, and ability to play the game to some degree.

Cognitive Assessment – 25%

- Students will write a written test on the rules and proper etiquette in the game of golf at the end of the unit to demonstrate knowledge about the game **10%**
- Students will demonstrate proper skill execution for each individual shot at the end of term **15%**

Social and Psychomotor Assessment – 25%

- Students will hand in their self-check and reciprocal criteria sheets demonstrating their skill development and execution. Because the majority of the lesson will be partner based, students will receive a grade on cooperation and development combined. Each sheet is worth a percentage and if a student misses a class, this will be shown in this particular mark. **25%**

Affective Assessment – 50%

- This section will be the majority of the grade for the unit is designed for the students to practice play and enjoy the game, as to continue play outside of the classroom environment. Students will receive a mark for participation, improvement, demonstration of proper etiquette while in game play, and attendance.
- Participation **15%**
- Improvement **15%**
- Etiquette **10%**
- Attendance **10%**

Appendix 1: Reciprocal Task Cards

Putting Reciprocal Task Sheet

Stroke Phase	Putt	Participant #1			Participant #2		
		Perfect	Good	Needs More Practice	Perfect	Good	Needs More Practice
Aim	Get the ball in the hole by judging the line of travel and the length of the shot.						
Grip	Fingers linked (thumb of top hand points down shaft of club, other hand links with this hand with V pointing towards shoulder of that arm)						
Stance	Feet about shoulder width apart. Shoulders are square to the ball based on the line of travel. Head is down and eyes are on the ball.						
Swing	Rotate from shoulders like a pendulum. Degree of wind-up is dependant on the distance you want the ball to travel.						
Contact	Hit mid ball and follow thru.						
Follow-thru	Hold finish.						

Chipping Reciprocal Task Sheet

Stroke Phase	Chip	Participant #1			Participant #2		
		Perfect	Good	Needs More Practice	Perfect	Good	Needs More Practice
Aim	Get the ball onto the green by judging the line of travel and the length of the shot.						
Grip	Fingers linked (thumb of top hand points down shaft of club, other hand links with this hand with V pointing towards shoulder of that arm)						
Stance	Feet about shoulder width apart. Shoulders are square to the ball based on the line of travel. Head is down and eyes are on the ball.						
Swing	Rotate from shoulders like a pendulum. Degree of wind-up is dependant on the distance you want the ball to travel.						
Contact	Hit mid ball and follow thru.						
Follow-thru	Hold finish.						

Iron Drive Reciprocal Task Sheet

Stroke Phase	Iron Drive	Participant #1			Participant #2		
		Perfect	Good	Needs More Practice	Perfect	Good	Needs More Practice
Aim	Get the ball onto the fairway by judging the line of travel and the length of the shot.						
Grip	Fingers linked (thumb of top hand points down shaft of club, other hand links with this hand with V pointing towards shoulder of that arm)						
Stance	Feet about shoulder width apart. Shoulders are square to the ball based on the line of travel. Head is down and eyes are on the ball.						
Swing	Rotate from waist bringing the club over shoulder rotating shoulders Degree of wind-up is dependant on the distance you want the ball to travel.						
Contact	Hit ball on “sweet spot” and follow thru.						
Follow-thru	Hold finish.						

Fairway Drive Reciprocal Task Sheet

Stroke Phase	Fairway Drive	Participant #1			Participant #2		
		Perfect	Good	Needs More Practice	Perfect	Good	Needs More Practice
Aim	Get the ball onto the green by judging the line of travel and the length of the shot.						
Grip	Fingers linked (thumb of top hand points down shaft of club, other hand links with this hand with V pointing towards shoulder of that arm)						
Stance	Feet about shoulder width apart. Shoulders are square to the ball based on the line of travel. Head is down and eyes are on the ball.						
Swing	Rotate from waist bringing the club over shoulder rotating shoulders Degree of wind-up is dependant on the distance you want the ball to travel.						
Contact	Hit ball on "sweet spot" and follow thru.						
Follow-thru	Hold finish.						

Appendix 2: Self Check Task Cards

Putting Self Check Task Sheet

Stroke Phase	Putt	Feel pretty confident about skill level	Feel ok about skill level	Could use more instruction on skill
Aim	Get the ball in the hole by judging the line of travel and the length of the shot.			
Grip	Fingers linked (thumb of top hand points down shaft of club, other hand links with this hand with V pointing towards shoulder of that arm)			
Stance	Feet about shoulder width apart. Shoulders are square to the ball based on the line of travel. Head is down and eyes are on the ball.			
Swing	Rotate from shoulders like a pendulum. Degree of wind-up is dependant on the distance you want the ball to travel.			
Contact	Hit mid ball and follow thru.			
Follow-thru	Hold finish.			

Chipping Self Check Task Sheet

Stroke Phase	Chip	Feel pretty confident about skill level	Feel ok about skill level	Could use more instruction on skill
Aim	Get the ball onto the green by judging the line of travel and the length of the shot.			
Grip	Fingers linked (thumb of top hand points down shaft of club, other hand links with this hand with V pointing towards shoulder of that arm)			
Stance	Feet about shoulder width apart. Shoulders are square to the ball based on the line of travel. Head is down and eyes are on the ball.			
Swing	Rotate from shoulders like a pendulum. Degree of wind-up is dependant on the distance you want the ball to travel.			
Contact	Hit mid ball and follow thru.			
Follow-thru	Hold finish.			

Iron Drive Self Check Task Sheet

Stroke Phase	Iron Drive	Feel pretty confident about skill level	Feel ok about skill level	Could use more instruction on skill
Aim	Get the ball onto the fairway by judging the line of travel and the length of the shot.			
Grip	Fingers linked (thumb of top hand points down shaft of club, other hand links with this hand with V pointing towards shoulder of that arm)			
Stance	Feet about shoulder width apart. Shoulders are square to the ball based on the line of travel. Head is down and eyes are on the ball.			
Swing	Rotate from waist bringing the club over shoulder rotating shoulders Degree of wind-up is dependant on the distance you want the ball to travel.			
Contact	Hit ball on “sweet spot” and follow thru.			
Follow-thru	Hold finish.			

Fairway Drive Self Check Task Sheet

Stroke Phase	Fairway Drive	Feel pretty confident about skill level	Feel ok about skill level	Could use more instruction on skill
Aim	Get the ball onto the green by judging the line of travel and the length of the shot.			
Grip	Fingers linked (thumb of top hand points down shaft of club, other hand links with this hand with V pointing towards shoulder of that arm)			
Stance	Feet about shoulder width apart. Shoulders are square to the ball based on the line of travel. Head is down and eyes are on the ball.			
Swing	Rotate from waist bringing the club over shoulder rotating shoulders Degree of wind-up is dependant on the distance you want the ball to travel.			
Contact	Hit ball on “sweet spot” and follow thru.			
Follow-thru	Hold finish.			

Appendix 3: Golf Unit Quiz

Golf Unit Quiz
Value 10%

Student Name:

1. What is the major objective in the game of golf?
2. Name 3 rules of etiquette on the putting green?
3. What is a double bogey?
4. Describe the grip used in putting?
5. What is an important rule for bunker shots to always remember?
6. Describe the swing motion for the iron drive? (Include follow through)
7. Where do you want to contact the ball for a chip?

8. Where do you want to contact the ball on a bunker shot?

9. Describe 3 other rules of etiquette for course play. (Please do not repeat any of your answers for question #2)

10. Describe how the game of Frisbee golf transfers skills over to the real game of golf.

11. What is a birdie?

12. On the putting green, which player would putt first?

13. Which club would you use when chipping from medium length grass onto the green?

14. What is the main objective for the iron drive off the tee?

15. How is your score affected if your ball lands in a water hazard?

Bonus Question: Name a Canadian golfer who has played on the PGA Tour.

Resources

Griffin, L., Mitchell, S., Oslin, J., (1997). Teaching Sport Concepts and Skills: A Tactical Games Approach. Human Kinetics. U.S.A.

Mosston, Muska , and Sara Ashworth. Teaching Physical Education. 5th ed. San Francisco: Benjamin Cummings, 2002.

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