

LESSON 9: IRONS

Grade-Level Outcomes

Primary Outcomes

Lifetime activities: Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)

Physical activity knowledge: Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. (S3.H5.L1)

Embedded Outcomes

Health: Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

Social interaction: Identifies the opportunity for social support in a self-selected physical activity or dance. (S5.H4.L1)

Lesson Objectives

The learner will:

- select the appropriate club for multiple shots.
- identify key checkpoints for the full swing.
- determine ball placement based on club selection.

Equipment and Materials

- Variety of irons
- 2 wedges
- Plastic balls or foam balls
- Area large enough for the group
- Poster paper and markers

Introduction

Today's lesson focuses on the full iron shot, or hitting longer distances with irons. We'll start with GPA, or grip, posture, alignment. These are the three key points you need to check before doing anything else. [Show a video clip of a golfer addressing the ball with an iron, or give a demonstration. Then show addressing the ball and swinging the iron.] Before you practice this shot, let's talk about selecting the right club for the distance from the green.

Instructional Task: Selecting a Club Based on Yardage

■ PRACTICE TASK

Show long irons and point out the angle of the club face compared with wedges or shorter irons. Discuss and demonstrate selecting the proper club based on distance. Let students know they can expect a 10-yard difference between each club. Average yardage distances can be used as a guide for males and females.

Guiding questions for students:

- What club would be a good choice if you are 200 yards from the green?
- If you have 100 yards to the green and you would normally hit a pitching wedge, what club would you hit if you were 120 yards away?
- Which club will go higher—a pitching wedge or a 5 iron? Why?

Student Choices/Differentiation

Create a poster or handout with average distances for males and females.

What to Look For

- Students are engaged.
- Students are suggesting the right clubs.
- Students are applying movement concepts when thinking about distance and trajectory.

Instructional Task: Exploring Striking With an Iron

■ PRACTICE TASK

Review stance, ball position, alignment, and grip. Remind students that ball position will vary slightly based on the length of the club (in the middle of the stance for shorter clubs, closer to the forward heel for longer clubs).

Students should be separated far enough apart to prevent injury by club swing. Students should never be in front of another player hitting the ball. Assign each student a specified target area.

Students hit until all balls are out, then retrieve and repeat.

Refinement

Instead of using the correct club with a full swing, let students use clubs with a lower loft at a three-quarter swing. This generally produces more accurate shots. (Example: Instead of using a full 9 iron, use an 8 or 7 iron with three-quarter swing.)

Extensions

- Repeat, with students hitting with a different iron.
- Repeat, varying the distance to the target or size of the target area.

Guiding questions for students:

- What causes the ball to veer from the target line to the right? To the left?
- If you are topping the ball or not getting any air, what might be the cause?
- What do you think might cause you to hit the ground before the ball?

Student Choices/Differentiation

- Students may use different irons to explore striking.
- Students can use modified balls.

What to Look For

- Check the number of balls that landed within the defined target area to see if students are having success hitting the ball straight.
- Students are able to hit the appropriate distance with the club they are using.
- Ball placement moves forward from the middle of the stance as the club gets longer. For example, a pitching wedge may be played in the middle of the stance, whereas a 5 iron may be played 2 inches (5 cm) inside the forward heel.

Instructional Task: Penalties

■ PRACTICE TASK

Many times, when you hit with long irons, you end up hitting the ball out of bounds or into a hazard, such as sand or water. There are special rules for these situations.

Discuss the differences between the options available after hitting into a hazard versus hitting a ball out of bounds. Review the rules and procedures for taking a drop, as well as the penalties imposed for taking drops and for balls that are out of bounds.

Guiding questions for students:

- If your ball is out of bounds, what are your options?
- If your ball lands in the water, what are your options?
- What can you do if your ball is directly behind a tree in the rough?

Extension

Have students practice taking a drop correctly.

Student Choices/Differentiation

Use photos or video to illustrate these situations.

What to Look For

Students apply the rules correctly to different scenarios.

Instructional Task: Small-Group Activity

■ PRACTICE TASK

In groups, students discuss possible risks and safety factors that can affect physical activity preferences as they get older. They should consider the health and social benefits of golf and how the game might fit into a physically active lifestyle throughout their lifespan. Students write their ideas on poster paper and then share them with the class.

Guiding questions for students:

- What are the risks or safety factors involved in physical activity participation as you get older? Think about your parents or your grandparents to come up with ideas.
- What kinds of physical activities are popular with adults? How might they differ from the choices of young people? Why?
- Why do you think golf is a popular lifetime activity for adults?

EMBEDDED OUTCOMES: S5.H1.1.1; S5.H4.1.1 In their discussions, students should recognize the health and social interaction potential of golf. If they don't, use prompts to move students toward those ideas.

Student Choices/Differentiation

- Students choose their groups.
- Students decide who will record and who will share with the larger group.

What to Look For

- All students are contributing ideas.
 - Students are realistic about the risks and safety factors they will face.
 - Students can identify multiple benefits of golf as a lifetime activity.
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Formal and Informal Assessments

- Informal assessment of swing
- Group activity sheets

Closure

- Remember: Maintain a smooth swing. Most people tend to swing the club faster when they try to hit for longer distances. Be sure to hit down on the ball. Hold the club just tight enough to keep it secure throughout the swing.
- What differences do you notice from the chip and pitch shots to the full iron shot?
- Why is it necessary to change ball position with different clubs?
- In our next class, you will continue to work with long irons and delve into the finer points of the swing.
- Be sure to turn in your article assignment before you leave class.

Reflection

Review assignments to check for student understanding.

Homework

Review for a quiz on terminology next class.

Resources

Heuler, O. (1995). *Perfecting your golf swing: New ways to lower your score*. New York: Serling.

Golf Info Guide: www.golf-info-guide.com

World Golf: www.worldgolf.com

Golf: www.golf.com

Internet keyword search: "hazards in golf," "out-of-bounds penalties," "long irons," "fairway irons," "club trajectory"