

LESSON 8: MODIFIED CHIPPING AND PUTTING GAME

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)

Rules & etiquette: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

Physical activity knowledge: Evaluates—according to their benefits, social support network and participation requirements—activities that can be pursued in the local environment. (S3.H4.L1)

Embedded Outcome

Working with others: Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1)

Lesson Objectives

The learner will:

- use skills learned in a pressure situation.
- work within a team to determine which shot is the most appropriate given the circumstances.
- implement rules and etiquette techniques while participating in a mock tournament.
- keep correct score.

Equipment and Materials

- High-lofted irons and wedges (7, 8, 9, P, S, W, and so on)
- Golf balls and modified balls
- Putting area or target area
- Paper and pencils

Introduction

Today, you will create your own chipping and putting course and then play a round on it. Playing the course will require you to use all of the skills and knowledge that you've developed so far.

Instructional Task: Creating a Chipping and Pitching Course

■ PRACTICE TASK

Students design a chipping and pitching course around a putting green. Explain how this type of course differs from the putting course they already designed. Multiple hitting areas can be designed around one putting green. Determine par for the hole. Students should make a sketch of their designs.

Refinement

Have students consider varying the distances and approaches to the hole (target).

EMBEDDED OUTCOME: S4.H4.L1. In this task, students will think critically and collaborate to design a chipping and pitching course.

Student Choices/Differentiation

Students choose their groups.

What to Look For

- Students are engaging with others to create the course.
- All students are contributing ideas.

Instructional Task: Modified Game

■ PRACTICE TASK

Students play the holes in sequential order and keep track of their scores. If time is a factor, use a shotgun start (groups start at any hole that is open and play in sequential order from there until they complete every hole). Assess students while chipping or putting on one hole using the scoring guide.

Refinement

Students provide feedback on etiquette around the green, such as ball marking, green repair, and flag (in or out of the hole, placement when out).

Student Choices/Differentiation

Students can be put in pairs and play as a team using a scramble format.

What to Look For

- Students are selecting the proper clubs for chipping and pitching.
- Students are marking the balls properly.
- Students are following putting etiquette and order of play.
- Students are executing all the critical elements of alignment, grip, and other skills learned in previous lessons.

Instructional Task: Participation in the Community

■ PRACTICE TASK

Students share their homework assignment on local participation opportunities.

Student Choices/Differentiation

Students can use posters or other visual aids to share what they learned.

What to Look For

- Students identified public and private courses.
- Students included driving ranges.
- Students compared costs.
- Note what benefits they identified.

Formal and Informal Assessments

- Formal assessment on chipping and pitching
- Sketches of hole designs

Closure

- With a pitch or chip shot, where should your hands be in relation to the club face after contact?
- When is a pitch shot preferred over a chip shot?
- Next class, you'll start working with long irons.

Reflection

- Did most students follow the rules of the game?
- Were students conscious of etiquette procedures?
- Did students complete the course in an appropriate number of strokes?

Homework

- Review the checkpoints for the chip and pitch shots, and watch videos online of other golfers.
- Go over the checkpoints with a classmate, and demonstrate the skill by talking through the progression.

Resources

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

Golf: www.golf.com

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

World Golf: www.worldgolf.com

Internet keyword search: “ready golf,” “shotgun start”