

LESSON 5: CHIPPING

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)

Movement concepts, principles & knowledge: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

Embedded Outcomes

Safety: Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

Movement concepts, principles & knowledge: Uses movement concepts and principles (e.g. force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.L1)

Lesson Objectives

The learner will:

- demonstrate the proper grip for iron shots.
- explore striking with irons.
- hit chip shots with proper form.
- discuss golf scoring terminology.

Equipment and Materials

- 6, 7, 8, or 9 irons (club for each student) or modified irons
- Golf balls or modified balls
- Putting area or turf suitable for chipping
- Rings or hoops or rope for target practice

Introduction

You have been working on your putting stroke for the past few lessons, so today, you will assess how well you are doing. After that, I will introduce chipping and pitching, covering fundamentals such as grip, setup, and alignment for iron shots. We'll also discuss reading the green and determining which type of shot is needed. Since you watched three holes of a tournament, where do pitching and chipping fit in?

Instructional Task: Putting Assessment

■ PRACTICE TASK

In pairs, students practice their 3-foot (0.9 m) putts to a target or hole. Partners record three putts and then switch roles. Students select one recording for you to evaluate using a checklist or scoring guide.

Student Choices/Differentiation

Students determine which video clip you will evaluate.

What to Look For

Students are executing the critical elements of the putt.

Instructional Task: Preparation for Chipping and Pitching

■ PRACTICE TASK

Chipping and pitching are used when you are near the green and need to get the ball on so you can putt. Chipping and pitching lift the ball using clubs with angled faces. Chipping is used when you're very close to the green and just need to lift the ball a bit over the fringe and then roll it across the green. Pitching is used when you are farther away and need to land the ball softly or when you need to lift the ball over something, such as a bunker. We'll focus on chipping today.

Demonstrate overlap, interlock, and the 10-finger grip. Students practice their grips.

Demonstrate grip position in relation to body position and proper setup. Have students practice stance and grip.

Extension

Students can peer-assess and provide verbal feedback on the grip and stance.

Refinement

Check the position of each student for knees bent, feet shoulder-width apart, and V of grip pointed to shoulder.

Student Choices/Differentiation

- Students choose the most comfortable grip.
- Students may view a video clip of the stance and grip.

What to Look For

- Checkpoints: V created by the thumb and index finger is pointed toward the same-side shoulder; front two knuckles of the weak hand can be seen; index knuckle of the dominant hand is resting on the same side of the club.
- Arms are hanging loosely, feet are shoulder-width apart, and eyes are over the ball.
- Hips thrust out before knees bend.

Instructional Task: Explore Chipping With an Iron

■ PRACTICE TASK

Assign each student a specified target area or pop-up target. Students attempt to strike the ball toward the target, which is placed at an appropriate distance for chipping. Pattern should resemble a bump and run—a little loft followed by a roll onto the green.

Extensions

- Demonstrate alignment and chipping swing. Have students work in pairs to practice. One student hits chips to the target area while the other one uses a checklist for the swing to provide feedback. Students switch after a set number of hits.
- Students hit to pop-up target and partners count the number of balls that land in the target or target area. Switch roles.

Refinement

Check follow-through position and reinforce weight shift to the front and forward foot pointed to the target.

Guiding questions for students:

- Is there a particular spot on the club (the sweet spot) from where the ball tends to release with the least amount of effort?
- What causes the ball to diverge from the target line?

- What is the relationship of the hands to the face of the club at impact of the ball? (Answer: Grip should always be in front of the club face when chipping.)
- Why is it important to hit down on the ball?

EMBEDDED OUTCOME: S4.H5.I.1. During practice, remind students of proper procedures for using an iron. Make sure students are not careless with the equipment. Ensure students are separated far enough apart to prevent injury by club swing. Students should never be in front of another player hitting the ball.

EMBEDDED OUTCOME: S2.H2.L.1. Use the same task to have students analyze their partners' skills and apply movement concepts in the feedback.

Student Choices/Differentiation

- Students may use different irons, including modified irons, to explore striking the ball.
- Students may adjust distance to the target.

What to Look For

- Students are getting a feel for the force needed to hit a certain distance.
- Students are swinging smoothly.
- Checkpoints:
 - Hips are open to the target. Forward foot is pointed to the target, club face is squared to the target, and ball position is 2 inches (5 cm) behind the forward heel. Weight shifts to forward side of body.
 - Hands are ahead of the club.
 - Wrists are firm.
 - Club swing stays low to the ground.

Instructional Task: Terminology

■ PRACTICE TASK

Review par, bogey, and birdie, and explain the new terminology: eagle, double eagle, double bogey. Explain the symbols used on the scorecard that correlate with these terms.

Extension

Return students' scorecards from the putting course, and have students identify on the cards if they had any pars, birdies, or bogeys.

Student Choices/Differentiation

- Use posters with words and definitions.
- Provide handouts with terminology.

What to Look For

- Students are engaged in the discussion.
- Students are accurately applying the terminology to their scorecards.

Instructional Task: Chipping Challenge

■ PRACTICE TASK

Place rings around the hole or chipping target at distances of 1 foot (0.3 m), 3 feet (0.9 m), and 6 feet (1.8 m). If rings are not available, use ropes of varying lengths to lay out a circle. Students chip a set number of balls, trying to land the ball in the target. Students receive 5 points for the 1-foot circle, 3 points for the 3-foot circle, and 1 point for the 6-foot circle.

Student Choices/Differentiation

Students choose their equipment and balls.

What to Look For

- Students are able to maintain good swings when under pressure.
 - Students are consistently getting inside the 6-foot circle.
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Formal and Informal Assessments

- Formal putting assessment
- Informal peer assessment of chipping
- Scorecards (check for correct identification of terminology)

Closure

- What is the term for one stroke under par?
- Under what circumstances should you consider using a chip shot?
- How far should a chip shot go in the air as opposed to roll on the ground?
- What happens if you hit the ball with all your weight on the back foot?

Reflection

- How are students doing on the swing?
- Are they getting a feel for distance?
- Was the ball going straight after contact?
- What do we need to focus on to improve this shot?

Homework

- Review the instructional videos for the grip, stance, and approach on the school's physical education website.
- For next class, think about the ways golf can be part of a physically active lifestyle.

Resources

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

World Golf: www.worldgolf.com

Golf: www.golf.com/instruction

United States Golf Association: www.usga.org

Internet keyword search: "eagle," "chipping," "pitching," "bunkers"