

LESSON 12: PAR-3 COURSE

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)

Embedded Outcome

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

Lesson Objectives

The learner will:

- demonstrate the full iron swing.
- identify faulty techniques in his or her golf swing.
- implement rules and points of etiquette while participating in a mock tournament.
- demonstrate skill under positive pressure situations.

Equipment and Materials

- Variety of irons
- Modified golf balls
- Tees
- Golf course or, if not available, a grass field
- Equipment to simulate hazards
- Scorecards, paper and pencils

Introduction

Today, you'll practice the full golf swing with irons and look at video of your swings to try to improve your form. Then, you'll design a par-3 course. I hope that you have some good ideas from your homework assignment. If time permits, you'll play the course today, and if not, you'll play it in our next lesson.

Instructional Task: Review All Checkpoints for the Full Swing

■ PRACTICE TASK

Review and demonstrate all the checkpoints for making a proper swing: grip, posture, alignment, same speed for forward swing and backswing, hands lead, and so on.

Students practice the full swing in pairs, each taking five swings without balls followed by five swings with modified balls on tees.

Refinement

Remind students to keep their heads still and to allow rotation so that their navels are facing the target at finish.

Extensions

- Repeat, with each student taking 10 full swings with the ball on the tee.
- Students record their partners' swings using an iPad, phone, or other device. Students identify problems in their own swings and make corrections in the next set of hits.

Student Choices/Differentiation

- Students may review a video clip of the full swing.
- Students may use modified clubs.
- Students may use modified balls.
- Provide a checklist of critical elements of the swing for students to use in self-evaluation.

What to Look For

- Ask questions throughout the review to make sure that students are listening and comprehending.
- Students can identify faulty procedures or technique in the full swing when observing others.

Instructional Task: Designing a Par-3 Course

■ PRACTICE TASK

In small groups, students design a par-3 course. Each group must design one or two holes. Students have the option of creating hazards with equipment, such as cones or mats, or with natural elements. Students must stipulate the boundaries of the fairways. The group with the most creative hole is awarded a mulligan (a do-over).

Once the groups have designed their holes, they must share with the other groups to create a sequence of play.

EMBEDDED OUTCOME: S4.H4.I.1. Use this task to review critical thinking and problem-solving skills.

Guiding questions for students:

- How did the requirement to make the course a par 3 affect your design?
- When putting the holes into a sequence, what factors did you consider?
- What ideas did you come up with for hazards using equipment or the natural environment?

Student Choices/Differentiation

Students choose their groups.

What to Look For

Students are engaging with others to create the par-3 course.

Instructional Task: Play the Course

■ PRACTICE TASK

Students play the holes in sequential order and keep their scores. Allow students to tee up their first shot on the created course. 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). Students keep their own scores.

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.
 - 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.
-

Formal and Informal Assessments

- Self-assessments
- Scorecards and sketches of course designs

Closure

- Remember, don't try to kill the ball—an easy, consistent swing will get the job done.
- Your hands should not pass your ear on the backswing.
- Your weight should be on the forward side at the end of the swing.
- Next class, you'll start practicing with the driver—the largest club in the bag.

Reflection

- Are any students frustrated? Spend a little extra time working with them on fundamentals.
- Review scorecards to determine how well students are progressing.

Homework

Research golf gloves and tees, and answer the following questions:

- On which hand should you wear the glove and why?
- Where can you use a tee on the course?
- How high should you tee the ball when using an iron? A driver?

Resources

Heuler, O. (1995). *Perfecting your golf swing: New ways to lower your score*. New York: Serling.
Internet keyword search: “full golf swing,” “golf tees,” “teeing up the ball”