

## LESSON 14: BUNKER SHOTS

### 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

**Rules & etiquette:** Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). (S4.H2.L2)

### Lesson Objectives

The learner will:

- complete a teacher-conducted assessment of the swing using a wood.
- demonstrate how to hit a normal bunker shot.
- demonstrate proper procedures of entering the bunker and leaving the bunker.
- apply appropriate rules of hitting out of the bunker.
- apply appropriate force and technique to hit out of bunker.

### Equipment and Materials

- Sand wedges
- Sand bunker or simulated bunker
- Range balls or modified balls
- Woods
- Ethical dilemma handouts

### Introduction

*After looking at the video clips of bunker shots, what do you think makes the difference between a successful and an unsuccessful one? Today, you will learn how to hit out of the bunker onto the green. We'll focus on what's known as the "fried egg" lie. Before we get to that, I will assess the full swing with a driver.*

### Instructional Task:

### Assessment of the Full Swing With a Wood

#### ■ PRACTICE TASK

Set up the field for students to hit modified balls with woods. In groups of three, one student hits three drives, one takes a video using a device, and the third spots the landing and closeness to the target area. Students rotate roles. You will evaluate the drives with a rubric after class. Award extra points for drives landing within the target area.

*Note:* This format will save a great deal of class time, but if it's not possible to use video, set the lesson up in stations, with one group warming up, one group being assessed, and two or three groups practicing their bunker shots.

## Student Choices/Differentiation

- Students choose their balls.
- Students choose their woods.

## What to Look For

Students are executing the key elements of the swing.

## Instructional Task: Bunker Shots

### ■ PRACTICE TASK

Demonstrate proper setup (slightly open stance) and swing. Have students envision the ball as a fried egg. The ball is the yolk, and the sand in the bunker is the white. The goal is to hit the white out from under the yolk. Students take 10 hits out of the sand and then retrieve. Repeat. Focus should be on hitting the ball out of the sand.

*Note:* If you don't have access to a bunker, you can simulate one by filling some kiddie pools with sand or by working with the track coach to use the long-jump pit. You might want to lay a tarp on the ground in front of the pools or pit to capture the sand and re-use it.

### Refinement

Make circles in the sand and have students "blow up" the circle (hit the inside top sand out of the circle).

### Extensions

- Repeat, with students aiming for a target beyond the sand.
- Repeat and putt out.

## Student Choices/Differentiation

Students choose their wedges.

## What to Look For

- Students are using a sand wedge or other appropriate wedge to get the ball out.
- Hips are open 45 degrees left of the target.
- Club face stays fixed throughout the swing, and the face of the club is slightly open.
- Ball placement is about 2 inches (5 cm) inside the forward heel.
- Loft of ball is determined by backswing angle.
- Ball has a high trajectory.
- Club does not dig into the sand.

## Instructional Task: Etiquette

### ■ PRACTICE TASK

Explain how to enter and leave the bunker.

- Enter the bunker at the site closest to the ball, and leave at the same point.
- Make sure you rake the bunker after hitting the shot so the next player doesn't have an undesirable lie.
- Take practice swings outside the bunker so you can't be accused of grounding the club.

### Extension

Embedded outcome: S4.H2.L2. Divide students into small groups, and give each group an ethical dilemma (handout) that can occur during tournament play. Have each group discuss the situation and what they think the outcome should be and why. Record on handout.

## **Student Choices/Differentiation**

Students may review a video clip of a player entering and leaving a bunker.

## **What to Look For**

- Students are engaged in the discussion.
  - All students are contributing ideas.
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## **Formal and Informal Assessments**

- Formal assessment of the swing with a driver
- Ethical dilemma handouts

## **Closure**

- Remember: Envision the ball as a fried egg. The ball is the yolk. Your goal is to hit the white out from under the yolk.
- Do not touch the ground with the club before your forward swing.
- Next class, you'll spend some time refining your shots for special situations.

## **Reflection**

- Review the assessment videos and determine if there are common areas of weakness.
- Review the ethical dilemma handouts to see if students are able to make good choices about application of the rules, etiquette, and the spirit of the game.

## **Homework**

One of the challenges in golf is that the ball is not always lying on flat ground when you need to hit it. For homework, research uphill, downhill, and sidehill lies and how you need to adjust to play the ball in these situations.

## **Resources**

Heuler, O. (1995). *Perfecting your golf swing: New ways to lower your score*. New York: Serling.  
Internet search terms: "bunker rules," "bunker shots"