

LESSON 2: PUTTING

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 Outcomes

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)

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)

Working with others: Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)

Lesson Objectives

The learner will:

- demonstrate proper putting form, from setup and alignment to ball placement.
- explain ball projection by making contact with an open or closed club face.
- understand the importance of making proper contact with the ball to increase consistent trajectory.
- work with others to discover errors in alignment, setup, grip, and swing.

Equipment and Materials

- Putter or modified putter for each student
- Golf balls or modified balls for each student
- Indoor carpet or putting range
- Ball marker (e.g., coin, sticker) for each pair of students

Introduction

Today, we'll focus on proper technique for putting, emphasizing grip, setup, alignment, and stroke. We'll also talk about etiquette procedures around the green, ball marking, and divot repairs. Let's review our first lesson to get started.

Instructional Task: Preparation for Putting

■ PRACTICE TASK

Students should be aligned in a semi-circle for viewing purposes.

Grip: Demonstrate the proper grip for the putter.

Setup: Students (remaining in a semi-circle) should spread out about arm's length and follow instruction while you demonstrate proper form. Students practice the stance.

Alignment: Demonstrate lining up the ball with the hole. Use railroad tracks as an example.

Refinement

Check students' stance and grips. Emphasize feet shoulder-width apart and Vs on grip pointing toward the shoulders.

Extension

Have students peer-assess and provide verbal feedback to one another on grip, setup, and alignment.

Student Choices/Differentiation

Students may review videos or handouts, if needed.

What to Look For

Grip

- Thumbs of both hands are on top of grip.
- Vs (created by thumb and index finger) of both hands are pointed toward the shoulders or slightly outside.

Setup

- Feet are 12 to 15 inches (30 to 38 cm) apart.
- Hips are thrust out.
- Eyes are plumb with the ball.

Alignment

- Students approach putt from behind before addressing the ball.
- Students place ball mark in line with path toward target.

Instructional Task: Putting Stroke

■ PRACTICE TASK

Demonstrate the proper putting stroke.

On the putting surface, have students spread out and putt toward a target. Each student hits a set number of balls (10, if possible). Balls will be retrieved by all at the same time.

EMBEDDED OUTCOME: S2.H2.L1. During the putting task, ask students what elements of the putting stroke change the speed of the ball. (Answer: degree of backswing and shoulder rotation)

Extension

Have students putt from different distances, or decrease the size of the target.

Refinements

- While students are putting, check to see that the back of the non-dominant hand is facing the target throughout the swing.
- Students might tend to rotate the hips and shoulders. If that seems to be a problem, have students work on putting drills that isolate the hips and shoulders. Students can work on this by holding the putter horizontally. Students should be able to demonstrate the putting stroke with the putter facing the target throughout the swing.

Student Choices/Differentiation

Students choose their putters and balls (standard or modified).

What to Look For

- Students are using a pendulum-type swing.
- Club face is perpendicular to the target line at contact.

- Backswing is the same distance as forward swing.
- There is no breaking of the wrists or arms.

Instructional Task: Open, Closed, or Squared Club Face “Sweet Spot”

■ PRACTICE TASK

Demonstrate ball trajectory by hitting with an open club face, a closed club face and a squared club face. Demonstrate determining the best area (sweet spot) to make contact with the ball on the putter. Students practice putting in pairs. Partners watch five putts and provide feedback about contact point. Students switch.

EMBEDDED OUTCOME: S4.H3.I.1. Reinforce the importance of providing feedback to partners in a supportive manner.

EMBEDDED OUTCOME: S2.H1.I.1. Students should use the terms *open club face*, *closed club face*, *square faced*, and *sweet spot* in providing feedback.

Student Choices/Differentiation

Students can practice the swing without the ball, stopping the swing where contact with the ball would be made.

What to Look For

- Note direction the ball comes off the club face.
- Ball should start in the direction of the target.
- Check angle of club face at contact if ball does not go in direction of target.

Instructional Task: Etiquette, Rules, and Putting Practice

■ PRACTICE TASK

Discuss the honor system in putting: avoid standing on the putting line; avoid talking or moving while others are putting. Demonstrate ball marking as well as the technique of moving ball markers to avoid interfering with another person's line of play.

In pairs, have students putt one after the other to the same target. Have students mark the ball (with coin, sticker, marker) when appropriate and putt again to get closer to the hole or target.

Extension

Discuss golf shoes (soft spikes versus metal) and the type of clothes worn by male and female golfers.

Student Choices/Differentiation

Students may view a video clip of putting in a tournament where the ball had to be marked.

What to Look For

- Students are marking their balls when they lie in another player's line.
- Students are not talking while putting.
- Students are avoiding standing in another player's line.

Instructional Task: Putting Challenge

■ PRACTICE TASK

Set up two holes or two targets for each set of partners or small groups. Students play a game of 21 to practice their putting skills under pressure. Students putt to the target or hole. Closest to the hole gets 1 point; in the hole gets 2 points. Students putt to a second target. They go back and forth until one player gets 21.

Extension

Rotate groups after getting to 21.

Student Choices/Differentiation

- Students choose their partners or groups.
- Students choose their equipment.
- Targets can be placed closer or farther apart to vary the difficulty.

What to Look For

- Students are maintaining good putting form in the game.
- Students are observing proper etiquette.

Formal and Informal Assessments

Student scores on putting challenge

Closure

- Can you name three checkpoints in determining proper setup?
- Can you name two checkpoints in determining proper grip?
- What happens to ball trajectory if a player hits with an open club face? Closed club face?

Reflection

- Were students holding the putter correctly?
- Could students swing the putter with their wrists and arms straight?

Homework

- Practice the golf skills with or without the equipment.
- Review the instructional videos for the grip, setup, and approach on the school's physical education website.

Resources

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

World Golf: www.worldgolf.com

United States Golf Association: www.usga.org

Internet keyword search: "open club face," "closed club face," "squared club face," "honor system"