

LESSON 3: READING THE GREENS

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

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:

- analyze a putt to determine slope, speed, and movement.
- demonstrate techniques that assist in consistent putts for slope putts, downhill putts, and 3-foot (0.9 m) putts.
- assist others in skill performance.

Equipment and Materials

- Putters
- Golf balls or modified golf balls (e.g., BirdieBalls, Wiffle balls)
- Indoor carpet or putting range
- Putting targets
- Alignment sticks, if available

Introduction

You've learned the basics of putting, so now you're going to practice more difficult situations such as downhill putts, sloped putts, and 3-foot putts. That means you need to think about how to read the greens.

Instructional Task: Determining Slope

■ PRACTICE TASK

Explain the steps of reading the green and illegal methods of reading the green, such as practice putts or rolling a ball on the surface. Putt on a sloped green to demonstrate ball movement, or show a video of putting on a sloped green.

Extension

In pairs, one student practices reading the green and predicting the ball path. The other student will then putt to test the prediction. After five putts, students switch roles.

Refinement

Students will almost always under-read the slope of a putt. Try to have them draw an imaginary line from the ball to the hole where the ball will fall in on the high side of the hole. If they miss on the high side of the hole, the ball has a chance to still go in, but if they miss on the low side, the ball doesn't have a chance to go in the hole.

Student Choices/Differentiation

- Students may roll a ball on sloped surfaces to determine the severity of the slope.
- Students can use modified clubs.
- Students can use BirdieBalls or Wiffle balls.

What to Look For

- Students are taking the time to read the green.
- Students' predictions are accurate.

Instructional Task: Target Line

■ PRACTICE TASK

Demonstrate techniques for determining the target line. Once the target line is determined, ball markings (such as lines) can be used as a point of reference for aiming toward the target line. Students practice putting in pairs, focusing on the slope and the target line. Students switch after five putts.

Refinement

Use alignment sticks or putting aids, if available, to see if the line of the putter is parallel to the feet line as well as making sure the eyes are either just inside the ball or directly over the ball.

Student Choices/Differentiation

- Students can use modified clubs.
- Students can use BirdieBalls or Wiffle balls.

What to Look For

- Students are looking at the hole from various angles to determine slope.
- Students are placing the ball with markings pointed straight at the target line.

Instructional Task: Three-Foot Putts

■ PRACTICE TASK

Students practice 3-foot (0.9 m) putts from various positions around the hole or target.

Refinements

- Explain the psychological confidence acquired by extending the body closer to the hole after contact.
- Students should strike the ball firmly.

Extension

Repeat in pairs. One student putts while the other uses a device to record the stroke. Students view their own performance and make corrections on next hits. Record feedback and corrections on a worksheet or in a skills journal. Student switch roles after three putts.

EMBEDDED OUTCOME: S2.H2.I.1 Use this task to help students apply movement concepts to correct their own performance errors.

Student Choices/Differentiation

- Students can use modified clubs.
- Students can use BirdieBalls or Wiffle balls.

What to Look For

- Feet are shoulder-width apart.
- Students place the ball in front of them in the middle of their stance.
- Students aim for the center of the cup.
- Hips are thrust out.
- Eyes are plumb with the ball.
- Students hit the ball firmly.

Instructional Task: Sloped Putt and Right or Left Break

■ PRACTICE TASK

Students practice the proper putting stroke after adjusting their stance so the ball is in the middle. Students take five putts and switch with a partner.

Refinement

Have students focus on a smooth, pendulum-type swing, where the backswing and forward swing travel the same distance.

Guiding questions for students:

- Why is the location of the golf ball (in relation to the stance) important during the putt?
- Why is it important to keep the backswing and forward swing the same length while putting? (Answer: This will help with overall consistency in putting and prevent putts being missed either extremely short because of deceleration or extremely long because of extreme acceleration through the ball.)

Student Choices/Differentiation

- Students can use modified clubs.
- Students can use BirdieBalls or Wiffle balls.

What to Look For

- Ball is moved back to the middle of the stance.
- 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.
- Feet are 12 to 15 inches (30 to 38 cm) apart.

Instructional Task: Putting and Etiquette for the Green

■ PRACTICE TASK

Show and explain the different types of putters, based on shape, and discuss etiquette procedures for repairing ball marks on the green, placing bags on the green, dropping clubs or the flagstick on the green, and tending the flagstick.

Student Choices/Differentiation

Students may review a video clip illustrating proper etiquette on the green.

What to Look For

Students are engaged in the discussion.

Formal and Informal Assessments

- Informal and peer assessments
- Worksheets or skills journals

Closure

- What generally happens to the break when a ball is hit firmly? Softly?
- What do the markings on the putters indicate?
- Next class, we'll have a mini putting tournament, so practice your stroke and get ready.

Reflection

- Were students able to control the distance of the putts?
- Were the majority of students consistent in ball placement in regard to a specific target?
- Did they take time to read the green before putting?
- Review worksheets or skills journals to determine what sorts of errors students are working on.

Homework

- Review the instructional videos for putting posted on the school's physical education website.
- Practice your putting stroke.
- Summarize how to read the green and adjust your putt for a sloping green breaking right or left. Bring to next class.

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: "putting etiquette," "tending the flagstick," "reading the green," "marking the ball," "sloping greens"