

## LESSON 7: PITCHING

### 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 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:

- demonstrate the proper technique for pitching the ball.
- control ball flight by adjusting the swing.
- judge approximate location of ball landing area for greater success of distance control to target.

### Equipment and Materials

- Pitching wedge or higher degree loft wedges
- Golf balls or modified balls (plastic or foam balls may be used for safety)
- Putting area or turf suitable for pitching
- Swing checklist
- Devices for video analysis

### Introduction

*Now that you have a good feel for chipping, you will practice pitching from a little farther away from the target.*  
Show a video of chipping and then pitching so students can see how they differ.

## Instructional Task: Pitching Technique

### ■ PRACTICE TASK

Demonstrate proper technique for pitching. For the pitch, the swing might have a longer backswing, and the wrists will have a hinge action on the backswing instead of being firm. This will create a deeper angle for more height, or loft, on the ball. Students practice pitching the ball to a target area or pop-up target. Specify the number of practice hits.

#### Refinement

Have students focus on the hinge action to create more loft. Cue students with “hinge,” “hold,” “and turn through.”

#### Student Choices/Differentiation

- Students may review a video clip of pitching technique, if needed.
- Students may use modified balls.

- Adjust the target area to allow success.
- Students may select the type of club based on personal preference.

### What to Look For

- Ball position is in the middle of the stance.
- Hands hinge on the backswing.
- Students hit the ball on the downstroke.
- Ball contacts the club on the sweet spot.
- Hands are forward of the ball at contact.
- There is no scooping of the ball.
- Students put appropriate loft on the ball.
- Backswing and forward swing have a larger arc than for the chip.

## Instructional Task: Distance Control

### ■ PRACTICE TASK

Demonstrate distance control by varying the length of the backswing. Students might need to practice with plastic or foam balls until they develop a feel for making contact. Mark the landing area so that students can determine success while they practice.

### Extensions

- Repeat, varying the distance to the target.
- Repeat, varying the size of the landing area.

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**EMBEDDED OUTCOME: S2.H2.L1** Students record one another with a device while hitting. Students use a checklist to evaluate swing and improve performance by applying movement concepts.

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### Refinement

Have students control distance with backswing and forward swing rather than with club speed.

### Student Choices/Differentiation

- Students may review a video clip of distance control, if needed.
- Students may use modified balls.
- Adjust the target area to allow success.
- Students may select the type of club based on personal preference.

### What to Look For

- Students maintain the same speed in the swing.
- Distance in the backswing equals distance in the forward swing.
- Students perform a hinging action on the backswing.

## Instructional Task: Wedges

### ■ PRACTICE TASK

Explain the different types of wedges. Common wedges are pitching, sand, gap, and lob. Each club has a range in degree of loft.

Review components from Lesson 5, and ask students to give reasons for choosing a pitch shot over a putt or chip shot.

## Guiding questions for students:

- When would you choose to pitch instead of chip?
- How is ball flight affected by club head loft?
- What clubs would you use if you wanted to reduce the roll on the green?

## Student Choices/Differentiation

Students may view a video clip of both shots on a course.

## What to Look For

- Students can give different scenarios for using a pitch shot. Some reasons for using a pitch shot include short distance of green to target; ball is lying in deep rough.
- Students understand that higher-lofted wedges produce a higher loft in ball flight, which reduces ball roll on the green surface.

## Instructional Task: Pitch and Putt

### ■ PRACTICE TASK

In pairs, students set up to pitch onto a landing area and then putt to a target. Two putts are the maximum. Students score 1 point for hitting the target in two putts and 2 points for hitting the target in one putt. Students take turns and repeat five times.

## Student Choices/Differentiation

- Students choose their partners.
- Students choose their clubs and balls.

## What to Look For

- Students are taking their time on the putt.
- Pitches are making it to the landing area.
- Students are incorporating the hinging action on the backswing of the pitch.

## Instructional Task: Terminology

### ■ PRACTICE TASK

Explain the following terms and phrases: *ready golf*, *stroke play*, and *scramble*.

## Student Choices/Differentiation

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

## What to Look For

- Students are able to explain the differences between standard play and a scramble format.
- Students are asking good questions.

## Formal and Informal Assessments

- Peer assessment with video
- Exit slip: When would you pitch and when would you chip?

## Closure

- What instruction would you give someone who is hitting on top of the ball when trying to pitch it?
- When should ball contact be made? On the upswing or downswing?
- In our next class, we will play a chipping and pitching game that uses all of the skills that you've learned so far. During the game, I will assess your pitching and chipping skills using a scoring guide, which I'll post on the school's physical education website.

## Reflection

- Was the ball coming off the club at an appropriate loft?
- Could students adjust swing distance according to the distance of the target?
- Review exit slips to check for understanding.

## Homework

Find an article online or in the library about pitching or chipping technique. Write up a summary of how to improve your stroke, due in Lesson 10.

## Resources

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

Golf: [www.golf.com](http://www.golf.com)

Golf Info Guide: [www.golf-info-guide.com](http://www.golf-info-guide.com)

World Golf: [www.worldgolf.com](http://www.worldgolf.com)

Internet keyword search: "stroke play," "ready golf," "loft"