

LESSON 10: REFINING THE LONG IRONS

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, 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. (S2.H1.L1)

Embedded Outcomes

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:

- identify key checkpoints in the backswing.
- demonstrate the backswing.
- identify a hook, slice, draw, and fade.
- recognize the importance of repairing the ground.
- complete a quiz on terminology and concepts.

Equipment and Materials

- Variety of irons
- 2 wedges
- Plastic balls or foam balls
- Area large enough for the group

Introduction

What did you learn from reading your articles on the chip or pitch? Did you find any new tips that you can share with the class? Today, we'll continue working on the full iron shot, breaking it down into two phases: the backswing and the forward swing. I'll focus mainly on the backswing and then identify a few hazards that are common when playing a round of golf. Let's take the quiz first.

Instructional Task: Quiz

■ PRACTICE TASK

Administer a quiz on terminology and concepts used in class to date.

Student Choices/Differentiation

Allow extra time if needed.

What to Look For

Students display a basic understanding of golf terminology and concepts.

Instructional Task: Backswing With an Iron

■ PRACTICE TASK

Demonstrate the proper backswing. Students practice hitting to the target area as in the previous lesson, but have them stop the movement at the top of the backswing before attempting to contact the ball. This will give them a feel for the backswing elements.

Extensions

- Practice the complete swing, with a focus on the backswing.
- Vary the target area.
- Vary the distance to the target.

Refinements

- Students generally pick up the back elbow in the backswing (chicken wing). Place a towel under the back armpit and tell them not to let the towel hit the ground in the backswing.
- Students often pick up their heads to see where the ball went, which affects the ball's trajectory. Have students focus on keeping their heads down and still.

Student Choices/Differentiation

- Students can use modified balls.
- Students select their irons.

What to Look For

- Students are using correct alignment in their stance.
- Students execute the critical elements of the setup, grip, and backswing.
- Students keep their heads down during the swing.
- Students' torsos finish facing the target area (90-degree turn from addressing the ball).

Instructional Task: Detecting Errors

■ PRACTICE TASK

Review the terms *slice*, *hook*, *draw*, *fade*, and *approach*. Show video clips to illustrate.

Guiding questions for students:

- What causes the ball to slice or hook? Draw or fade?
- What corrections would you suggest to straighten out the flight of the ball? Why?

Extension

In pairs, students hit a series of long-iron shots. Partners use a checklist to provide feedback on the swing and indicate if they see the ball hook, slice, fade, or draw. Students switch roles.

EMBEDDED OUTCOMES: S2.H2.I.1; S4.H3.I.1. This task allows students to analyze the swing and apply movement concepts to make corrections. It also lets them work on providing their analysis and feedback in a positive, supportive manner.

Student Choices/Differentiation

Students may review the video clips in slow motion.

What to Look For

- Students can identify the types of errors when they see them on the video.
- Students can articulate the movement concepts underlying the flight pattern of the ball.
- Students can detect errors in the swing pattern of the performer.

Formal and Informal Assessments

- Quiz on terminology
- Peer assessment of swing

Closure

- What happens when the arms come off the chest in the backswing?
- What is the difference between bending from the waist first and then bending the knees, as opposed to bending the knees first and then bending at the waist?
- In our next class, we'll spend some time learning about hazards while improving your long-iron shots.

Reflection

- Where are students still struggling with the swing?
- Are students making valid assessments of their peers' swings?
- What do we need to focus on next time?

Homework

Research the term *divot* and explain what it is and what you should do if you make one.

Resources

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

Golf: www.golf.com

Golf Info Guide: www.golf-info-guide.com

World Golf: www.worldgolf.com

Internet keyword search: "fade," "draw," "slice," "hook," "approach"