

LESSON 1: INTRODUCTION TO THE GAME

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: Identifies and discusses the historical and cultural roles of games, sports and dance in a society. (S2.H1.L2)

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)

Safety: Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

Lesson Objectives

The learner will:

- discuss how the game of golf originated.
- complete a pre-assessment of putting skills.
- perform different drills that will help him or her learn the skill of putting.
- explore ball striking with a putter.

Equipment and Materials

- Putter for each student
- Golf balls or modified golf balls for each student
- Large area for students to spread out
- Full set of golf clubs to demonstrate to students

Introduction

Golf is an activity that you can play throughout your life. Today, I will introduce the game of golf, starting with some history, identifying types of clubs, covering safety practices while participating in groups, and working on putting drills. Throughout the module, you will progress to more advanced motor skills such as chip shots, bunker shots, and, eventually, a full golf swing. Each lesson will build on the previous lesson and might cover particular rules, terminology, safety, equipment, and proper etiquette.

Instructional Task: Golf History

■ PRACTICE TASK

Explain how the game of golf originated, and give a brief overview of the current game.

Use examples of how golf is played today. Explain the benefits of golf as a lifetime sport.

Give students assignments ahead of time, and have them research various aspects of the game. Split research assignments into history, equipment prices, professional golfers, famous golf courses, and so on.

Guiding questions for students:

- Imagine that you are part of a small group of players during the time that golf was invented. What kind of rules and objectives would you have included in the early stages of the game?
- Where do most people say is the birthplace of golf? (Answer: Scotland)
- Do you think that most people accept the idea that Mary, Queen of Scots, was the first woman to play golf in 1567? Why or why not?

Student Choices/Differentiation

- Allow students to choose their topics.
- Students choose how to present their information.

What to Look For

- Ask students how many of them play golf.
- Students are engaged in the discussion.

Instructional Task: Golf Equipment

■ PRACTICE TASK

Introduce the different types of clubs (woods, irons, hybrids, wedges, putters).

EMBEDDED OUTCOME: S2.H1.L.1. Have students select clubs based on terminology.

Guiding questions for students:

- When would you use a wood?
- When would you use an iron?
- What clubs are used close to the green?
- What club is used on the green?

What to Look For

- Students are selecting the appropriate club for the shot.
- All students are engaged in the task.

Instructional Task: Pre-assessment Putting

■ PRACTICE TASK

Students stand in a straight line about an arm's length apart, with a specified target area or hole about 5 feet (1.5 m) away. Students putt five times while you assess their strokes using a checklist containing the five critical elements of putting. Students should putt at least five times.

Student Choices/Differentiation

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

What to Look For

Assess students' use of the five critical elements of putting.

Instructional Task: Exploring Putting

■ PRACTICE TASK

Give each student a set number of balls. Have students putt, making contact with the ball using the lead hand only. After all balls have been hit, students retrieve them.

Extensions

- Repeat with the other hand added to the grip.
- Repeat from a longer distance.
- Have students calculate the number of balls that land within a defined target area.
- Pair up students and play a knock-out game. Students take turns hitting balls into a circle, trying to knock another player's ball out of the circle. If a ball is hit out of the circle, the player whose ball was hit out must follow the ball and play it in from there. Play for a set amount of time. The objective is to have more balls in the circle than your opponent.

Refinement

Remind students to follow through on putts the same distance of their backswing, like a pendulum. That will allow for better control.

Guiding questions for students:

- Is there a particular spot on the club from where the ball tends to release with the least amount of effort?
- What causes the ball to diverge from the target line?
- Can you think of another sport with an element that is similar to the movement of the golf swing?

EMBEDDED OUTCOME: S4.H5.L1. During practice, reinforce the importance of maintaining a safe distance for the swing or stroke. Make sure that students are not being careless with the equipment.

Student Choices/Differentiation

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

What to Look For

- Students are placing 50 percent of their putts into the target area.
- Note whether students are putting too far or coming up short.
- Students are gripping the club properly.

Formal and Informal Assessments

Pre-assessment in putting

Closure

- Which clubs provide for the most loft?
- What distinguishes woods from irons?
- Who invented the game of golf?
- While putting the ball, did your body position feel awkward? Next lesson will cover setup and alignment techniques for putting.

Reflection

- Did students recognize and demonstrate spatial awareness?
- Were they maintaining a safe distance from one another while hitting?
- Did students adjust their technique after hitting a few times to acquire proper distance?

Homework

- If students have access to equipment at home, have them practice the golf skills and strategies taught throughout the module. If they don't have such access, they can practice their form by using any long implement to imitate the golf club.
- Review the instructional videos for the grip, stance, and approach posted to the school's physical education website. This will be covered in more detail in Lesson 2.

Resources

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

Golf: www.golf.com

United States Golf Association: www.usga.org

Internet keyword search: "putting," "putter," "woods," "irons," "wedges," "hybrid clubs"