

## LESSON 4: CREATING A PUTTING COURSE

### 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

**Working with others:** Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.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)

### Lesson Objectives

The learner will:

- demonstrate proper procedures while playing in a modified game.
- recall scoring terms when asked.
- implement rules and etiquette while participating in a mock tournament.
- putt under pressure.
- keep accurate score.

### Equipment and Materials

- Putters
- Golf balls or modified balls
- Scorecard for each group (no more than five students per group)
- Putting course with holes or designated area for holes
- Putting targets
- Paper and pencils

### Introduction

*Today, we'll create a putting course and then hold a mock putting tournament. That way, you can see what it's like to putt under a little pressure. Everything that you've learned so far will be incorporated during this modified game. Before we start, let's review how to read the green and adjust your putt from your homework assignment.*

## Instructional Task: Creating a Mini Course

### ■ PRACTICE TASK

Students work in groups to create boundaries and holes for a mini putting course. Each group should be able to create one hole, resulting in three to nine holes for the course. Different areas can be used on the same hole to create more holes for scoring. The design should include par for each hole. Students should sketch their designs.

## Refinement

Create a par-2 putting tournament. Students choose the length of the putt for their holes, ranging from 10 to 50 feet (3 to 15 m). The par for each hole, regardless of length, is 2. A one-putt is then a birdie, a two-putt is par, a three-putt is a bogey, and so on.

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**EMBEDDED OUTCOME: S4.H4.I.1.** Use this task to reinforce collaboration and problem-solving skills in small groups.

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## Student Choices/Differentiation

- Students may create obstacles to the hole to make it more challenging.
- Provide examples if students need help creating a course.
- Students choose their own groups.

## What to Look For

- Evaluate students' engagement with others when creating the putting holes.
- All students are contributing ideas.
- Everyone is involved in making decisions about the holes.

# Instructional Task: Playing and Scoring

## ■ PRACTICE TASK

Instruct students on keeping score. Students will count the strokes needed to complete the hole and write their scores on a scorecard.

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**EMBEDDED OUTCOME: S2.H1.I.1.** Review common scoring terms such as *par*, *birdie*, and *bogey*. Students should play the holes in sequential order and keep track of their scores. If time is a factor, use a shotgun start (groups start at any hole that is open and play in sequential order from there until they complete every hole).

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## Refinement

Remind students that putting is a closed skill, and consistency in the stroke is the most important. They should feel the pendulum action and have the same distance on the backswing as the extension after contact.

## Guiding questions for students:

- How did scoring the hole influence your play?
- How would you alter the design of your putting hole, now that you've had a chance to play it?
- What features of the course did you find the most challenging and why?

## Student Choices/Differentiation

Students can be put in pairs and play as a team using a scramble format.

## What to Look For

- Students are marking the balls properly.
  - Students are following putting etiquette and order of play.
  - Students are executing all the critical elements of alignment, grip, and other skills learned in previous lessons.
  - Students are scoring correctly.
  - Students are trying to read the greens.
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## Formal and Informal Assessments

- Scorecards
- Sketches of hole designs
- Exit slip: Write down anything about scoring or its terminology that is unclear to you.

## Closure

- Was your putting affected by the added pressure of being in a competition?
- Did you catch yourself or another person making a fundamental putting mistake? What was it?
- Next time, we will be moving on to other strokes in golf, but remember that putting is essential for your success once you start playing.

## Reflection

- How did the students respond in a group activity?
- Were any students assisting or teaching other students in the group (reading the green, putting stroke, and so on)?
- Review the scorecards from the mini tournament to see how successful students were.
- Check exit slips to determine what aspects of scoring need to be reviewed.

## Homework

Review video of three holes of a golf tournament on the school's physical education website, or watch three holes of a tournament on TV or online. Observe and record the sequence of shots, and be ready to discuss next class.

## Resources

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

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

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

United States Golf Association: [www.usga.org](http://www.usga.org)

Internet keyword search: "scramble format," "shotgun start," "bogey," "par," "birdie"