

LESSON 6: REFINING THE CHIP SHOT

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 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)

Health: Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

Embedded Outcomes

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)

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 chipping the ball.
- control ball flight by adjusting the swing.
- judge approximate location of ball landing area for greater success of distance control to target.
- discuss the health benefits of the game of golf

Equipment and Materials

- 6, 7, 8, or 9 irons
- Golf balls or modified balls (plastic or foam balls may be used for safety)
- Putting area or turf suitable for chipping

Introduction

Today, you will keep working on the chip shot to become more consistent and accurate. You'll review the basics from our previous class and practice hitting to a target. During your practice, you'll see how the loft of ball flight determines the roll of the ball and the distance.

Instructional Task: Chipping Technique

■ PRACTICE TASK

Demonstrate and review the proper technique for chipping. Students practice chipping the ball to a specific target area or pop-up target. Specify a number of practice hits.

Refinements

- Have students control distance with backswing and forward swing rather than with club speed. Have them visualize a clock and relate time to club movement, starting from center (6 o'clock). For example, 7 o'clock in backswing equals 5 o'clock in front swing.
- Students often bend the wrist when making contact with the ball, usually causing poor and inconsistent contact. Have students choke down on the club shaft near the club face and take a practice swing. The top of the club should never hit the side of the body.

EMBEDDED OUTCOME: S4.H5.L1. Explain that chipping and pitching on the green is not permitted. The flagstick can be left in the hole if the player is chipping from the fringe. It cannot be used for putting on the green.

Student Choices/Differentiation

- Students may review a video clip of chipping technique, if needed.
- Students may select the type of club based on personal preference.

What to Look For

- Ball position is near the back of the stance for a typical chip.
- Club head does not pass the grip during the swing.
- 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 (lifting motion of the club head) of the ball.
- Students put appropriate loft on the ball.
- Backswing is the same distance as forward swing.

Instructional Task: Distance Control

■ PRACTICE TASK

Demonstrate distance control by using distance in backswing. Students may need to practice with plastic or foam balls until they get a good feel for making contact. The landing area should be visibly marked so that students can determine success while they practice. Students hit a set number of balls, retrieve, and repeat.

Extensions

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

Student Choices/Differentiation

- Students may review a video clip of distance control, if needed.
- Students can use modified balls.
- Adjust the target area to allow success.

What to Look For

- Students maintain the same speed in the backswing and forward swing.
- Distance of the backswing equals distance of the forward swing.

Instructional Task: Determining the Iron to Use

■ PRACTICE TASK

Explain the different types of irons and usage including wedges (chipping, pitching, sand). Chipping irons vary, but most players prefer 7, 8, or 9 irons. Each club has a range in degree of loft.

Guiding questions for students:

- Why would you choose a chip shot over a putt or pitch shot? (Answer: Putt when you can, chip when you can't putt, and pitch only if you have to.)
- Which shot would you use if you are very close to the green? (Answer: chip)
- Which shot would you use to hit up and over? (Answer: pitch)

EMBEDDED OUTCOME: S2.H2.L1. Check students' understanding of the relationship between club loft and ball flight (trajectory) and roll after impact.

Student Choices/Differentiation

Students may review a video clip of chipping handout for review.

What to Look For

Students can give different scenarios for using a chip shot versus a pitching wedge. Some reasons for using a chip shot include long distance of green to target; ball is lying in shallow rough; better distance control.

Instructional Task: Chip and Putt

■ PRACTICE TASK

In pairs, have students set up to chip 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.

This will help students start to feel the flow of the game.

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.
- Chips are making it to the landing area.
- Note how close to the target students are placing the ball on two putts.

Instructional Task: Terminology

■ PRACTICE TASK

Review terms such as *topping the ball*, *fringe*, *square to the target*, and *addressing the ball*.

Guiding questions for students:

- What causes a golfer to top the ball?
- What shots can you hit from the fringe?

Student Choices/Differentiation

Provide a handout with terminology for review.

What to Look For

- Students are engaged in the discussion.
- Students can apply movement concepts to errors such as topping the ball.
- Students are asking good questions.

Instructional Task: Homework Review

■ PRACTICE TASK

Lead a discussion on how golf can contribute to a healthy lifestyle. Have students share their ideas in small groups and then with the rest of the class.

Student Choices/Differentiation

Students may volunteer to share their lists with the class.

What to Look For

- All students are contributing.
 - Students recognize the physical benefits of golf.
 - Students can identify the social benefits of golf.
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Formal and Informal Assessments

Student responses about healthy lifestyle

Closure

- Where should your hands be in correlation to the club face at ball contact?
- On what side should most of your body weight be before making contact with the ball?
- Next class, we'll focus on pitching.
- Now that you are more aware of the health benefits of the game, you are going to research where you can play in the area.

Reflection

- Were students making solid contact with the ball?
- Could students adjust their swing distance according to the distance of the target?

Homework

Research local golf courses and driving ranges. Find out the costs of playing a round, whether the course is public or private, the requirements for joining (if any), and any other social benefits associated with the course or club. This will be due in Lesson 8.

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
Golf Info Guide: www.golf-info-guide.com
Internet keyword search: "wedges," "club loft," "fringe"