

## Lesson 1 – Introduction & Irons Swing Technique: 50 minutes

Students Learn About:	Students Learn To:
<ul style="list-style-type: none"> <li>• <b>Aspects of movement skill development</b> <ul style="list-style-type: none"> <li>- body control and awareness</li> <li>- object manipulation and control</li> <li>- anticipation and timing</li> <li>- technique</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts:           <ul style="list-style-type: none"> <li>- games</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• <b>Influences on skill development and performance</b> <ul style="list-style-type: none"> <li>- transfer of skills and concepts</li> <li>- learning environments</li> <li>- feedback</li> <li>- importance of practice</li> <li>- safety</li> <li>- the role of rules and regulations in safe participation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Applying mechanical principles to enhance performance</b> <ul style="list-style-type: none"> <li>- absorbing and applying force</li> <li>- balance and stability</li> <li>- momentum</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• experiment with the application of simple mechanical principles to enhance performance and ensure safety, eg modify body position and technique</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Features of movement composition</b> <ul style="list-style-type: none"> <li>- purpose</li> <li>- responding to stimuli</li> <li>- improvising</li> <li>- planning</li> <li>- sequencing</li> <li>- performing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition</li> <li>• use movement to effectively communicate and interact in group/team contexts</li> </ul>

**Lesson Rationale:** The purpose of this lesson is to introduce the game of golf to the students. They will learn what each of the different clubs in a golf bag are used for, the basic swing technique of an 'iron' and the chance to practice their swing.

**NOTE:** Because 3 specific skills are being taught over 3 lessons, it's up to you if you want to assess your class each lesson or wait until the end recall their performance. You should be looking specifically at good technique demonstrated for each of the skills. Make sure you hand out the assessment rubrics.

### Resources:

- 7 and 8 Iron golf clubs (6). Ask students if anyone is left-handed as you'll need to bring a left-handed club down for them.
- 6 Tees (bring some spares in your pocket)
- Minimum of 6 golf balls (more for spares and if you'd like to maximize time for activity 3)
- 12 cones (6 to mark where students need to stand behind and 6 to mark longest 'drive')
- Go-Go Golf Assessment Task Guidelines (1 per each student in the class)

### Lesson Activities:

1. WARM-UP & STRETCHING – 5 mins **MC5.3**
  - Students will do a lap around the oval. Whilst they are doing the lap, set out 6 markers a good 5 meters apart from each other. This will mark where the group will need to stay behind when someone in their group is swinging their club (activity 3).
  - When students return, take them through a series of stretches that focus especially on their shoulders, neck and lower back.
  - Have students sit down ready for the introduction and demonstration.

2. INTRODUCTION & DEMONSTRATION – 10 mins **MC5.2, MC6.1**

*Questioning:*

- Can anyone name some of the different golf clubs you would have when playing a proper game of golf? (Driver, woods, hybrids (cross between a wood and an iron), irons (up to 9), wedges (sand wedge and pitching wedge), chipper (various degrees), and a putter)
- What do the different numbers on the irons indicate? (Lower numbers hit the ball further than the higher numbered irons, due to less angle on the club face)

**Teach and demonstrate proper swing technique (choose a student to demonstrate if you are not confident).**

- **Gripping the club.** There are 3 main ways to grip the club: Ten finger grip, interlock grip and Vardon overlap grip. Watch the following video for instructions: <http://www.monkeysee.com/play/4645-golf-basics-the-grip> or read detailed instructions in the Appendix, accompanied by images of each grip.
- **Ball position & stance.** The ball should be a club heads width from your left heel (opposite for left-handed). If you placed a golf club on the ground touching the tip of your toes on both feet, it should point in the direction you are wanting your ball to go. See appendix for graphic illustration.
- **Backswing.** Hips should rotate, with weight shifting 80% to right leg. Try to keep left arm as straight as possible, hinge/cock it about halfway through backswing. At the top of the backswing the club should be parallel to the ground. See appendix for graphic illustration.
- **Downswing.** The club should return down, following the same path as the backswing. Make sure you keep your eye on the ball all the way up and all the way down.
- **Follow Through.** As you make impact with the ball, your body should begin to turn with hips facing the target. Your right heel should come off the ground as your body turns. Once your body is facing the target, let your arms collapse, with the club going behind your head. Watch this video for a good demonstration: <http://www.monkeysee.com/play/4648-golf-basics-swing-follow-through>

3. PRACTICE & LONGEST 'DRIVE' CHALLENGE – 20 mins **MC5.3, MC6.1**

- Split students into 6 even groups. Ensure the ones that aren't hitting stand behind the cones you've placed.
- Each group is given 1 golf club a tee and a golf ball. The tee is optional for them, but will make it easier for them.
- Each group is also given a cone; They will use this to mark the longest 'drive' for their group.
- Each time a shot is beaten, the cone will be moved. Students should remember who hit the marked longest drive and at the end of the lesson, see which group had the longest drive.
- After each shot, students will wait for your whistle as the signal to go and retrieve their ball for the next person to hit. A
- Alternatively, you could give each group a ball each and once everyone has had their hit, they can all go out and retrieve their ball. They must remember where their ball is in order to know who did the longest drive.

## APPENDIX – Lesson 1

### GRIP



Start by placing the shaft of the golf club in your left hand (do the opposite for a left-handed golfer) resting the shaft along the base of your fingers. Important golf grip tip -you should grip the club with your fingers, not in the palm of your hand.

Curl your fingers around the club and place your left thumb on top of the shaft of the club. You should now be able to look down at your left hand and see your thumb which should be touching the palm of your left hand, another important golf grip tip -the thumbs on both your hands must remain in contact with the palms of each hand. Your left hand will be at a 45 degree angle in which case you will be able to see 2-2.5 of the knuckles on your left hand which will give you a neutral grip.

Now you need to add your right hand by mirroring your left hand. Place the center of the palm of your right hand over your left thumb, then curl the fingers of your right hand around the shaft of the golf club. The little (pinkie) finger of your right hand will be curled around the club and will therefore just be coming into contact with the thumb of your left hand. Your right thumb should be resting on the top of the shaft of the golf club.

Looking down at your hands you should now be able to see the remainder of your left hand as the thumb will now be covered by the palm and thumb of your right hand, the index finger of your right hand will naturally form a question mark like shape (?) and rest underneath the shaft of the club.

You should grip the club as loosely as you can without losing control of the golf club, this is crucial as any tension in your golf grip will transcend to your arms and body resulting in a bad shot. You must remain relaxed throughout.

## BALL POSITION & STANCE



## BACKSWING

SIDE A

**CARD No.27 THE SWING - BACKSWING**

All references are to right handed golfers.

continued overleaf

- The golf swing is a rotational movement of the body, at the same time shifting the body weight from one side to the other. The body weight moves in the same direction as the club i.e. a right handed player moves the club away to the right and so the body weight moves to the right.
- At the halfway stage in the backswing the wrists start to hinge or cock, this hinging movement allows you to have enormous leverage at impact.
- At the top of the backswing the club should be parallel to the ground and the left arm straight with 80% of the weight on the right leg, keeping the right knee flexed as it is in its address position. Your shoulders will have turned approx. 90 degrees and the hips 45 degrees.

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<b>Lesson 2 – Chipping: 50 minutes</b>	
<b>Students Learn About:</b>	<b>Students Learn To:</b>
<ul style="list-style-type: none"> <li>• <b>Aspects of movement skill development</b></li> <li>- body control and awareness</li> <li>- object manipulation and control</li> <li>- anticipation and timing</li> <li>- technique</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate movement skills in increasingly complex and challenging activities from a selection of the following contexts:               <ul style="list-style-type: none"> <li>- games</li> </ul> </li> <li>• adapt, transfer and improvise movement in increasingly demanding contexts, eg varying space, rules, equipment and apparatus, time restrictions and rhythm</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Influences on skill development and performance</b></li> <li>- transfer of skills and concepts</li> <li>- learning environments</li> <li>- feedback</li> <li>- importance of practice</li> <li>- safety the role of rules and regulations in safe participation</li> </ul>	<ul style="list-style-type: none"> <li>• design and participate in modified activities to improve performance and promote safe participation in increasingly complex and challenging situations</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Features of movement composition</b></li> <li>- purpose</li> <li>- responding to stimuli</li> <li>- improvising</li> <li>- planning</li> <li>- sequencing</li> <li>- performing</li> </ul>	<ul style="list-style-type: none"> <li>• participate in a range of increasingly complex and challenging movement activities to further develop their ability to use the features of movement composition</li> <li>• use movement to effectively communicate and interact in group/team contexts</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Appreciating movement composition and performance</b></li> <li>- aesthetic appreciation</li> <li>- qualities of performance</li> <li>- analytical techniques</li> </ul>	<ul style="list-style-type: none"> <li>• use performance feedback to improve quality of movement in a variety of contexts</li> </ul>
<p><b>Lesson Rationale:</b> The purpose of this lesson is to teach students the correct chipping technique and to allow them to practice this skill.</p>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- Wedges (sand wedge golf clubs)</li> <li>- Bucket of practice golf balls</li> <li>- 3 Chipping baskets</li> <li>- 6 Cones</li> </ul>	
<p><b>Lesson Activities:</b></p> <ol style="list-style-type: none"> <li>1. <u>INTRODUCTION</u> – 5 mins  <i>Questioning:</i> <ul style="list-style-type: none"> <li>- When would you need to ‘chip’ in golf? (When you are close enough to the green that using a 9 iron would hit it too far).</li> <li>- Where should you be aiming your chip to land? (You want to get the ball to travel the least amount of distance through the air and have it roll along the green. Trying to land the ball next to the hole, as a beginner, will see the ball continue rolling off the green).</li> <li>- Why does the ball go so high when using a chipping club? (It has more of an angle on the club face, which pushes the ball upwards).</li> </ul> </li> </ol>	

2. TECHNIQUE & DEMONSTRATION – 5 mins MC5.2, MC6.1

- Explain and demonstrate the technique used in chipping onto the green.
- **Gripping the club.** The grip doesn't change when chipping (see last lesson for detailed 'grip' explanation). Some players like to 'choke' the grip, meaning they have their hands further down the grip, to give them more control when they're too close to the green for a full backswing.
- **Ball position and stance.** The ball position should still be a club width's length from your left heel, as in an iron swing – this doesn't change. Your right foot however, will need to be brought in, so that the ball is centred in between your two feet.
- **Backswing.** Your backswing is generally the same technique as used in an iron swing. What differs is how far the backswing goes. If a player is close to the green they don't need a full swing in order to reach the green.
- **Downswing.** The downswing should follow the same path as your backswing.
- **Follow-through.** Your follow-through is dependant on the backswing. If a full backswing is required, then a full follow-through is also required. If only a half backswing is used, then only a half follow-through is needed.

3. CHIPPING PRACTICE – 10 mins MC5.1, MC5.2, MC6.2

- Divide class into 6 groups. Have each group line up behind a cone.
- Give each group one Sand Wedge club with which they'll have a few practice chips. Because the ball won't go very far, a ball can be given to each student.
- Move through class giving pointers about their technique.

4. TARGET GAME – 15 mins MC5.1, M6.1

- Get one group to join another, which will make 3 groups total (1 group per available chipping basket).
- Place the chipping baskets approximately 5 meters away from each group. If a group is finding it particularly easy, they can move it further away.
- Each group is given 5 balls. The first group to chip all 5 balls into the basket wins.
- Repeat this game with 5 or more balls – time dependant.

<b>Lesson 3 – Putting: 50 minutes</b>	
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<p><b>Lesson Rationale:</b> The purpose of this lesson is for students to learn the technique of putting and practically demonstrate this skill.</p>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>- Putters</li> <li>- Putting cups (cones laid on their side can be used as an alternative)</li> <li>- Battery Putting Cup (returns ball to you)</li> <li>- 6 Cones</li> </ul>	
<p><b>Lesson Activities:</b> (Lesson needs to be on a flat, hard surface – B'Ball Court, Hall, or PS)</p>	
<ol style="list-style-type: none"> <li>1. <b>TECHNIQUE &amp; DEMONSTRATION</b> – 5 mins           <ul style="list-style-type: none"> <li>- A putter is used when on the 'green', with the aim to put the ball in the hole.</li> <li>- The ball should be just left of centre, with your eyes over the ball. Your backswing and follow-through should be the same, with your shoulder rocking with your backswing and follow-through in a 'pendulum' type action. Your backswing and follow-through your be at the same tempo, which will increase or decrease depending on the length of your putt. See appendix for graphical example.</li> <li>- Demonstrate using the battery putting cup, which will return the ball to you.</li> <li>- Explain each of the activities below and give a demonstration so they can visually see what they need to do.</li> </ul> </li> </ol>	

2. PUTTING CIRCUIT – 30 mins (10 mins on each activity) MC5.1, MC5.3, MC6.1, MC6.2

- Split the class into 3 even groups. They will participate in each activity for 10 minutes and will rotate upon your instruction. Use cones to mark where students have to putt from.
- **Activity 1: Battery Putting Cup.**  
Set the battery putting cup up about 5 meters away. Students will line up and take turns putting into the cup. If the putt has the correct amount of weight on it and is on target, it will return the ball automatically.
- **Activity 2: 1,3,5 Putt.**  
Student will firstly start 1 meter away from the putting cup. Once successful, they will progress to 3 meters, then 5 meters. Only once successful may they progress to the next level. If a student is having difficulties, they may do 1m, 2m, then 3m. Students will take this in turns within their group for the 10 minute duration. This helps them practice the various tempos required for various lengths.
- **Activity 3: O-U-T...OUT!**  
Set up putting cup about 5 meters away. Students will take turns putting and then join the end of the line. If they get it in, great – but, if they miss they will get an 'O', if they miss again they will get a 'U', then a 'T'. If they miss 3 putts they get O-U-T, which means they're out of the game completely and must sit on the side. Keep playing until there is a winner, increasing the distance if it's too easy for them.



## APPENDIX – Lesson 3

SIDE A

**CARD No.21 PUTTING**

All references are to right handed golfers.

**1** Ball just left of centre  
**2** Eyes over the ball  
**3** Backswing length and follow through should be the same depending on distance  
**4** Use the shoulders with a rocking pendulum action using the same tempo

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