



**Lesson Objectives**

**Time**

**Page**

**Personal Conditioning**

Lesson 25 ..... 15 min.

**Prepare Students** ..... 3 min. .... 22

**Explain/Demonstrate/Practice**



Knowledge..... 5 min. .... 22

- B. Vocabulary  
9, 21, 35, 38, 42
- C. Facilities and Equipment  
2c(1c[i-v]), d
- D. Rules  
1f-j
- G. Sportsmanship  
1
- H. Safety and Injury Prevention  
1a-e, 2g
- J. Partner Observation and Feedback  
1, 2a-c, 3
- K. Fitness Components  
2c



Skill ..... 6 min. .... 25

- A. Pre-Swing Fundamentals  
2, 3f(1-2), 6a(7-9)
- B. Full Swing  
1, 2, 6a(2, 4-5)

**Review and Preview** ..... 1 min. .... 30

**Total Time** ..... **40 min.**

**Equipment & Materials**

- ✓ Personal Conditioning Lesson 25
- ✓ Full swing video
- ✓ VCR
- ✓ Clubs—one iron per two students
- ✓ Clubs—one of each type
- ✓ Dowell grips—one per student
- ✓ Tennis balls—five per two students
- ✓ Position markers—seven per two students
- ✓ Tape or chalk

**Drills**

**Pre-Swing Fundamentals**

- ✓ Let's See That Grip
- ✓ Proper Hand Pressure
- ✓ Square, Open, Closed, Exercises 1-4

**Full Swing**

- ✓ Ball Toss
- ✓ Point the Triangle
- ✓ Steady Head

**Graphics**

**Pre-Swing Fundamentals**

**Full Swing**

# Lesson - 3

Level

1

Golf

**Personal Conditioning**

**15 min.**

Lesson 25

**Prepare Students**

**3 min.**

**Gather** students.

**Tell** students:

- They will receive a golf handout in several days. It will provide them with a great deal of valuable information.
- They also need to know where the local driving range and golf course facilities are located and the cost of using these facilities. Going to a driving range is a good way to improve their golf swing and the only safe way to work on powerful shots such as the full swing.<sup>1</sup>
- They will be taking at least two field trips during the golf unit.

**Tell** students which driving range and golf course they will visit, when they are going, and all other details of the field trips.

**Distribute** a list of local resources, noting on the list those facilities that the students will visit, the cost and what equipment is provided at the facility.

**Tell** students the lesson objectives. They will:

- Learn more golf vocabulary and rules, and more about golf equipment.
- Continue working on pre-swing fundamentals, including the open and closed stance.
- Begin to learn the full swing and build on their knowledge of pre-swing fundamentals.



**Knowledge**

**5 min.**

**Explain/Demonstrate**

**Practice**

**Review** information presented in the previous class.

**Explain** and demonstrate new information on vocabulary, equipment, rules, and partner observation and feedback.

***Note:** Cover today's golf knowledge content so that related concepts are presented at the same time or linked in some way. You may need to reorganize the content slightly to accomplish this*

## Vocabulary

9. **Divot** – A divot is a piece of turf accidentally dug from the ground by the clubhead during a swing.
21. **Long game** – The long game is that part of a player's game in which a full swing and the appropriate clubs are used.
35. **Stroke** – A stroke is the forward movement of the club made with the intention of fairly striking at and moving the ball, but if a player checks his/her downswing voluntarily before the clubhead reaches the ball, the player is deemed not to have made a stroke.
38. **Takeaway** – The takeaway refers to the first part of the backswing as the clubhead moves back from the ball
42. **Whiff** – A whiff is a stroke in which a player misses the golf ball.

<sup>1</sup>Explain no-cost practice opportunities to students. If supervised after-school or lunch practice times are available, give students the schedule. Investigate scholarships or work exchange opportunities with local golf facilities and distribute the information to students.

## Facilities and Equipment

## 2. Equipment

c. **Golf clubs**

(1) All golf clubs have three main parts.

(c) **Clubhead** – The clubhead is the end of the club used to hit the ball.

(i) **Clubface** – The clubface is the striking surface of the clubhead. The clubface is different on different clubs, with the loft (angle) of the clubface being a primary difference.

(ii) **Loft** – The loft is the angle of the clubface (as measured from vertical). The higher the number of the club, the more loft and angle it has. Loft determines how high and far the ball will travel, all things being equal. The greater the loft, the higher the ball will travel and the less distance it will cover.

(iii) **Toe** – The toe is the front of the clubhead.

(iv) **Heel** – The heel is the back of the clubhead.

(v) **Sole** – The sole is the bottom of the clubhead.

d. **Golf bag** – A golf bag is used to carry the golf clubs, golf balls, tees and other equipment such as gloves, towels or sunscreen while on and off the course. The bag can be carried over the shoulder.

**Teaching Tip:** Show the parts of a clubhead on a wood or an iron, and have students try to identify these parts themselves on the other type of club.

## Rules

## 1. General Rules

f. All strokes are counted in the score.

g. Practice strokes (i.e., striking the ball) are not allowed except between the play of two holes.

h. A whiff adds a stroke to the score.

i. The ball is played as it lies, unless otherwise provided for in the Rules.

j. A player may not touch the ball after teeing off, unless otherwise provided for in the Rules.

**Tell** students that the phrase “as it lies” is a common phrase in golf. It means the location and position of the ball on the ground can not be changed after it lands and before it is struck again (unless provided for in the Rules).

**Review** concepts and principles of partner observation and feedback as needed.

**Partner Observation and Feedback**

3. Practicing with a partner requires training and practice in providing and receiving feedback.
  - a. To provide feedback the student must know and be able to communicate what the skill or performance looks like when done well (i.e., the skill or performance criteria).
    - (1) Students learn skill and performance criteria:
      - (a) through the explanation, demonstration and practice of skills, rules, etiquette, etc.
      - (b) through visual aids.
    - (2) Skill or performance criteria are written as short, descriptive statements.
  - b. To provide effective feedback the student must know and use the correct type of feedback.
    - (1) Positive feedback is provided as a reinforcement when a skill or portion of a skill is performed correctly. For example, saying “You did a good job of keeping your eyes on the ball” after a successful drive reinforces this portion of the skill.
    - (2) Corrective feedback is provided to improve a skill or portion of a skill that is performed incorrectly. In this type of feedback the incorrect action is not emphasized; rather, how to correctly perform the action on the next trial is emphasized. For example, saying “Next time, remember to turn your shoulders back about 90 degrees on the backswing, so the back of your body faces the target” tells the performer what to do to improve.
    - (3) Sometimes corrective feedback includes telling and showing the student what was performed incorrectly so he or she understands how to change the performance. For example, saying (and showing) “You’re stopping your swing at the ball—make sure you follow through after impact” after an incorrect forward swing identifies the incorrect action and tells how to correct it.
  - c. To receive feedback the student must listen carefully and objectively.
    - (1) If feedback is not clear, the receiver should politely ask for clarification so that he or she understands and can use the feedback constructively.
    - (2) The receiver should understand that feedback is to help him/her improve and is not a criticism.
    - (3) If there is a disagreement about feedback, both observer and performer should show self-control by not arguing and asking the teacher for assistance.

**Review** and demonstrate stretches for arm and shoulder flexibility.

**Fitness Components Influencing Participation**

2. Flexibility
  - c. Arm and shoulder flexibility
    - (1) Finger touch
    - (2) Pectoral stretch



## Skill

16 min.

## Pre-Swing Fundamentals

## Explain/Demonstrate

## Practice

**Tell** students:

- Today they will learn the open and closed stance and review grip, square stance and posture.
- They will evaluate each other on the pre-swing fundamentals in two days.

**Review** and demonstrate proper grip and grip pressure.

## Pre-Swing Fundamentals

“Form” for Grip is described in the Teaching/Learning Content.

**Review** the grip drills for today: Let’s See That Grip and Proper Hand Pressure.

## Drills

Descriptions of “Let’s See That Grip” and “Proper Hand Pressure” are in the Pre-Swing Fundamentals section of Appendix B.

**Encourage** students to continue to pay attention to the details of the grip.

**Teaching Tip:** Tell students that they should not squeeze the grip; rather, they should apply enough pressure that if a partner tried to gently pull the club from their hands, he/she would not be able to do so.

**Begin** the drills.

**Circulate** among the students.

**Provide** feedback on gripping the club gently.

**Gather** the students.

**Review** and demonstrate alignment and posture.

**Explain,** demonstrate and emphasize the open and closed stance and open and closed clubface.

## Pre-Swing Fundamentals

“Form” for Alignment and Posture is described in the Teaching/Learning Content.

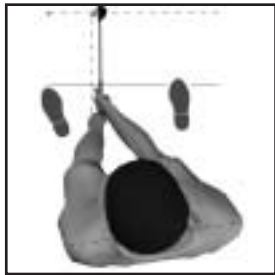
3. f. (1) For an open stance move the back foot slightly forward of the target foot (i.e., toward the target line) and turn the target foot slightly more toward the target.<sup>2</sup>
- (2) For a closed stance move the target foot slightly forward of the back foot and turn the target foot slightly away from the target.<sup>3</sup>

<sup>2</sup>Use the open stance for shots near the green. In advanced play the open stance is also used with a full swing to slice a shot.

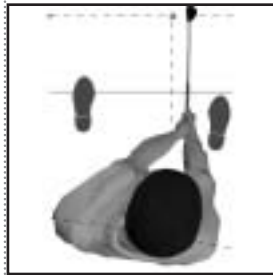
<sup>3</sup>Use the closed stance with a full swing to make a shot hook or draw to the left. It is a more advanced position.

## Pre-Swing Fundamentals

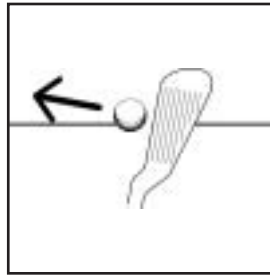
- g. (1) For an open clubface, angle the clubface so it points to the right of the target line for a right-handed player and to the left of the target line for a left-handed player.<sup>4</sup>
- (2) For a closed clubface, angle the clubface so it points to the left of the target line for a right-handed player and to the right of the target line for a left-handed player.<sup>5</sup>



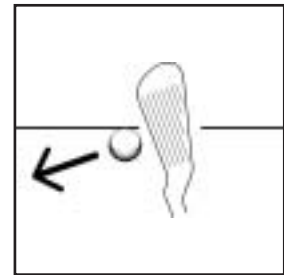
Open stance



Closed stance



Open clubface



Closed clubface

**Explain** and demonstrate the alignment and posture drill: Square, Open, Closed, Exercise 1-4.

## Drill

Description of "Square, Open, Closed, Exercises 1-4" is in the Pre-Swing Fundamentals section of Appendix B.

**Begin** the drill.

**Circulate** among the students.

**Provide** feedback on open and closed stance.

**Stop** the drill.

**Tell** students to demonstrate the open and closed clubface when you signal.

**Signal** students and check for understanding.

**Gather** students near the VCR.

**Describe** the full swing.

<sup>4</sup>An open clubface projects the ball to the right of the target for a right-handed player and to the left for a left-handed player.

<sup>5</sup>A closed clubface projects the ball to the left of the target for a right-handed player and to the right for a left-handed player.

## Full Swing

## 1. Description

The full swing is a method of swinging the club to advance the ball great distances by achieving maximum clubhead speed without loss of control. The full swing is always used at the teeing ground and may be the swing of choice at other times. A full swing can be executed with almost any club except a putter. The loft and distance of a ball hit with a full swing varies depending upon which club is used.

**Tell** students:

- The full swing video shows the swing as performed by an experienced golfer.
- It takes persistence to develop this skill.
- As always, they must demonstrate self-control and compassion as they practice.
- Making fun of others will not be allowed.

**Play** the full swing video.

**Explain** and demonstrate the full swing, using the video, graphics and cue words.

*Note: Students in Level 1 are not responsible for all elements of full swing form. Demonstrate the full swing using correct form, but omit elements h, n, o, q and r from the explanation of the swing.*

## Full Swing

**Preparation**

- Tee the ball.
- Place the clubhead behind the ball, stand sideways to the target, feet shoulder width apart in a square stance, so the ball is slightly forward (toward the target) of the midline of the body. The hips and knees are flexed, weight is over the balls of the feet, back is straight, arms hang down, arms and shoulders form an inverted triangle and the back shoulder is lower than the front shoulder.
- Assume the overlap grip (i.e., target hand<sup>7</sup> positioned correctly with club in the crook of the index finger, last three fingers gently grasping the club, thumb at one o'clock for right-handed students and at 11 o'clock for left-handed students, back hand positioned correctly by being below target hand, little finger overlapping, palm covering target thumb, middle two fingers grasping the club, thumb at 11 o'clock for right-handed students or at one o'clock for left-handed students, index finger bent around club).
- Square the clubface.

*Target shoulder begins swing*

*Head still*

*Back faces target*

*Hands head high*

*Swing through ball*

*Chest turned past target*

*Head lifts*

*Hands above shoulder*

<sup>7</sup>Sides of the body are identified as "target" or "back." The target hand is the hand closest to the target.



## Full Swing

**Backswing Action<sup>8</sup>**

- e. Initiate the takeaway with the target shoulder, arm and hand<sup>9</sup> by beginning to slowly twist the target shoulder away from the target while maintaining the inverted triangle formed by the shoulders and hands, keeping the head still,<sup>10</sup> the back straight and the hips and knees flexed. The clubhead remains close to the ground for approximately one foot and is drawn away from the ball on a path that is slightly inside the target line (i.e., slightly toward the player).
- f. Continue twisting the shoulders and arms around the spine, keeping the head still and allowing the hips to follow naturally. The hips and knees remain flexed.
- g. The wrists flex radially and the back elbow flexes toward the back hip, while the target elbow remains extended, as the hands near hip height.
- i. Continue twisting the shoulders until they are at least at a 90-degree angle to the target line (i.e., shoulders will be approximately perpendicular to the target line), the back faces the target and the hips are at a 45-degree angle (or less) from the target line. The knees remain flexed.
- j. At the top of the backswing, the hands are at head height, the target arm is relatively straight, the back elbow points down, the club is parallel to the ground and behind the head, the eyes are on the ball and the weight has been transferred to the inside edge of the back foot.
- k. The back knee maintains its alignment at address (i.e., remains flexed and above the foot) while the flexed target knee moves toward the midline of the body and is no longer above the target foot. The heel of the target foot may remain down.

**Downswing Action**

- l. Initiate the downswing by beginning to transfer the weight from the inside of the back foot to the target foot.
- m. Simultaneously with “l,” begin to twist the hips (with shoulders following) toward the target, keeping the knees flexed, head still and eyes on the ball.
- p. Swing the clubhead to and through the ball, maintaining the inverted triangle and stillness of the head, as the hips and then the shoulders continue to twist toward the target. The weight is on both feet at the moment of impact.

**Completion**

- s. Continue to twist the hips and shoulders toward the target so the

<sup>8</sup>The action phase of a golf swing is described as the backswing and the downswing. The backswing refers to backward motion away from the ball, including the takeaway. The downswing refers to motion toward and through the ball and covers the period that begins when the club is over the back shoulder to the point of impact. The two phases become one continuous motion during the actual swing.

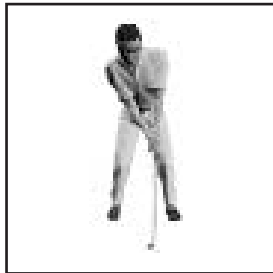
<sup>9</sup>The target side arm and shoulder control the swing. Students may need extra instruction on this element of form since the back side (i.e., the right side for right-handed players, the left side for left-handed players) is the dominant side.

<sup>10</sup>The stillness of the head ensures that the center axis of the swing does not change and throw the accuracy of the swing off; however, the head may twist slightly as the shoulders twist.

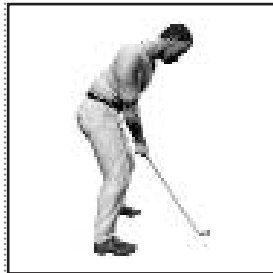


## Full Swing

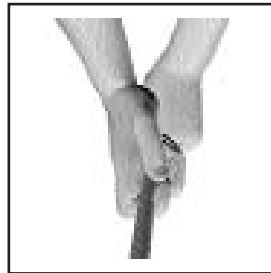
- shoulders twist 90 or more degrees away from the target line.
- t. As the back shoulder twists under the chin, the head rotates toward the target and begins to lift.
  - u. Simultaneously with “s” and “t,” the weight is transferred almost entirely to the outside edge of the target foot and the back knee points to the target. The back heel is off the ground.
  - v. Finish the swing in a balanced upright position with the midline of the body past the target, elbows flexed, hands above the target shoulder and club behind the body.”



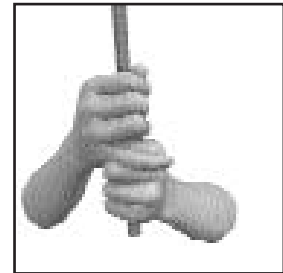
Alignment



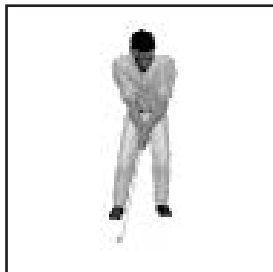
Posture



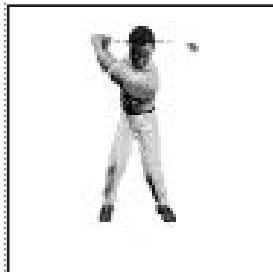
Grip



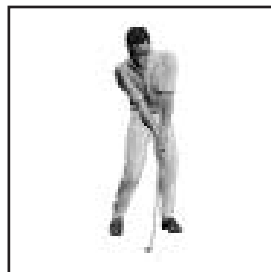
Overlap



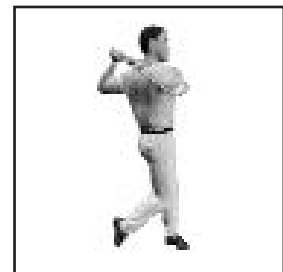
Takeaway



Backswing



Impact



Follow through

**Teaching Tip:** Tell students that it is important to stay focused on the target side shoulder and arm throughout the swing. Emphasize that the target side begins and controls the swing and that this will seem unnatural at first because the dominant side is usually in control in activities (e.g., tennis).

**Teaching Tip:** Tell students that it feels like the arms “sweep” across the chest and toward the target on the downswing.

**Tell** students that the full swing drills gradually build to a complete full swing. They will begin without a club.

**Explain** and demonstrate the full swing drills: Ball Toss, Point the Triangle (Exercise 1) and Steady Head.

<sup>11</sup>Tell students that the club does not wrap around the head (i.e., it does not end up pointed toward the target) at the completion of the follow through. The angle at which the player is being view may lead to a misunderstanding of the position of the club.

**Drill**

Descriptions of “Ball Toss,” “Point the Triangle (Exercise 1)” and “Steady Head” are in the Full Swing section of Appendix B.

**Begin** the drills.

**Provide** feedback.

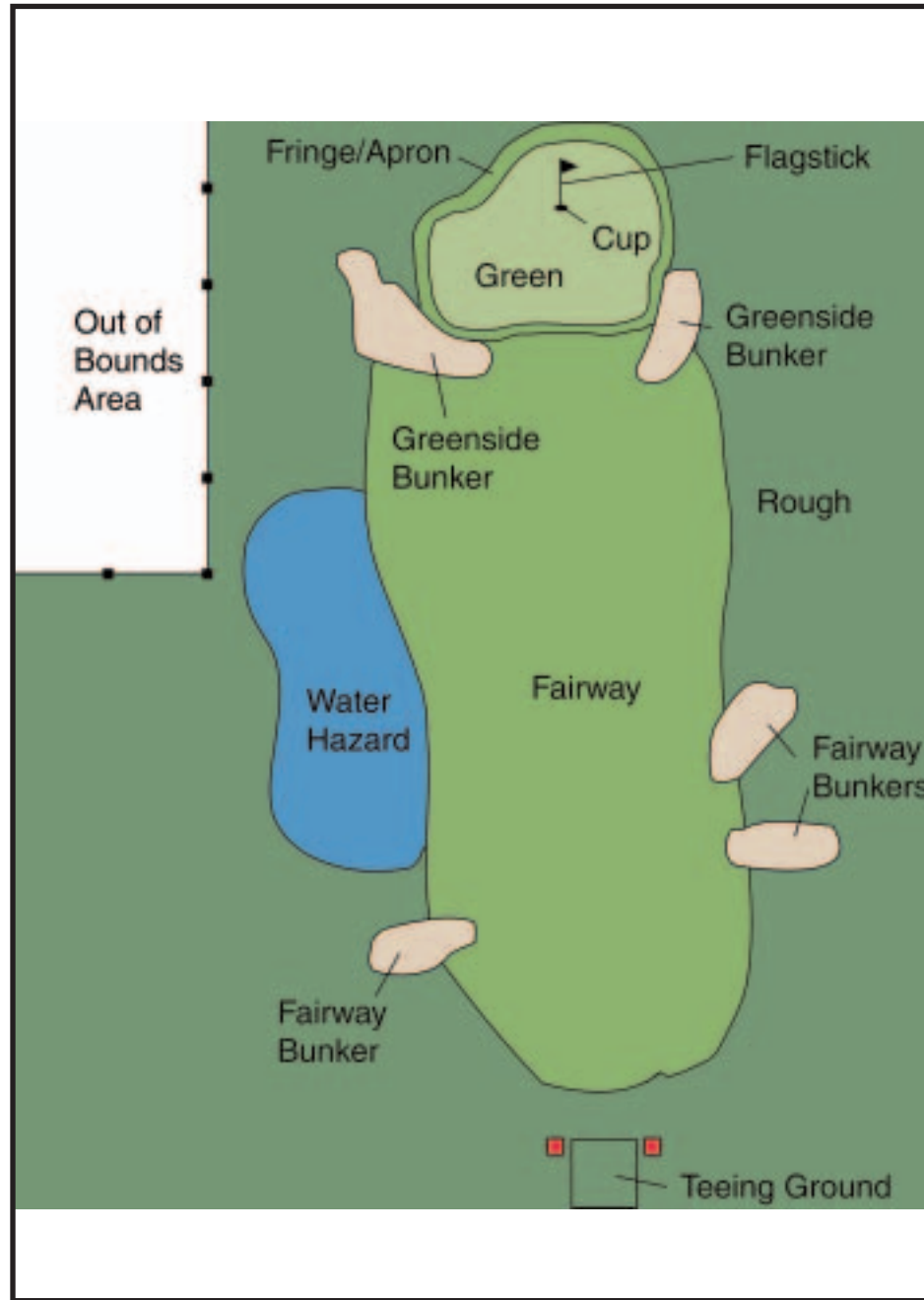
**Gather** students.

**Review and Preview****1 min.**

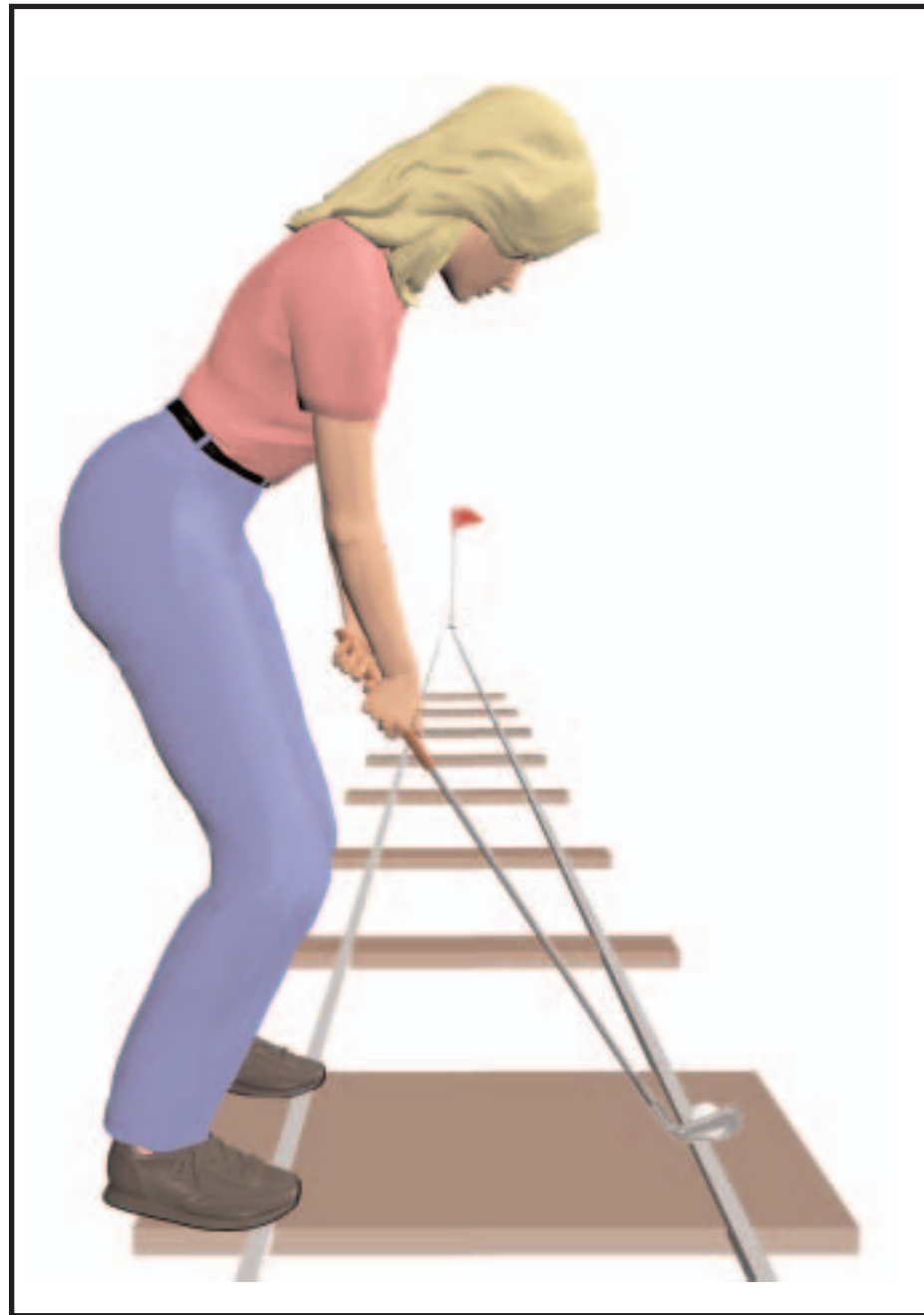
**Tell** students:

- They will assess each other on grip, alignment and posture in two days.
- They need these fundamental skills in order to execute the full swing correctly.
- If they continue to give their best effort and to follow all safety rules, they will use the full swing to strike golf balls soon.

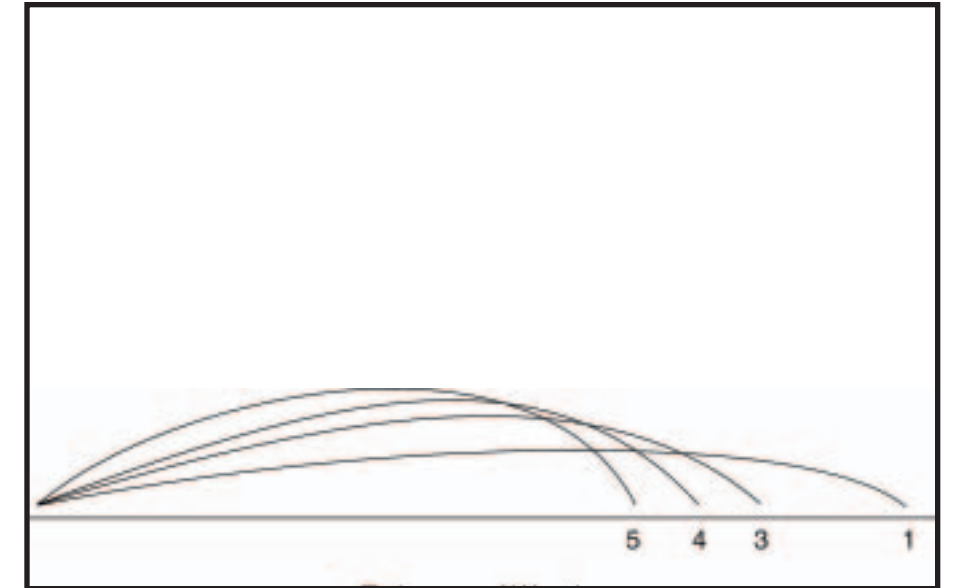
## Golf



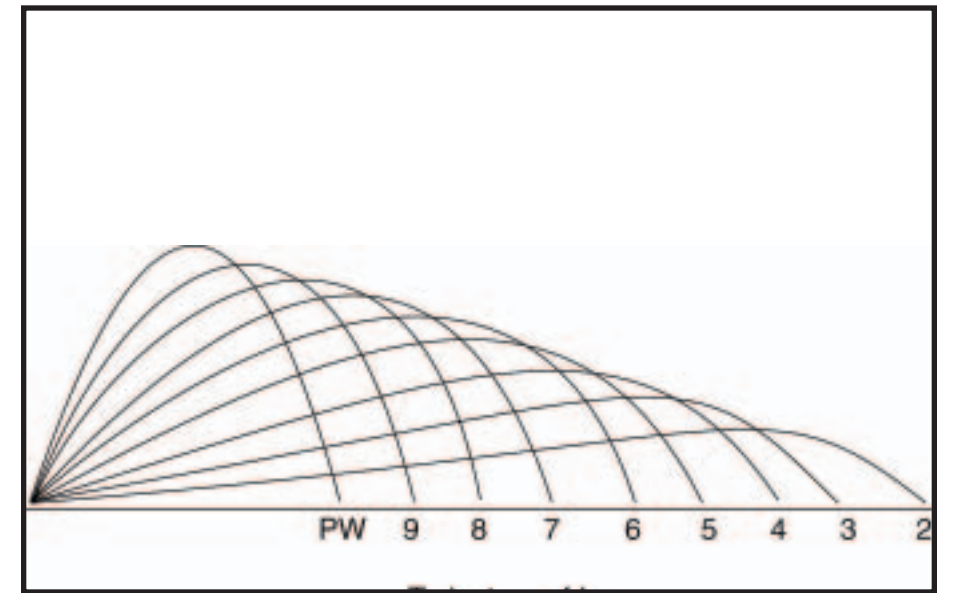
**Golf course hole**



**Target line**



**Trajectory of woods**



**Trajectory of irons**



# Golf Form Assessment Level 1



**Pre-Swing**

Date \_\_\_\_\_ Hour \_\_\_\_\_

Student \_\_\_\_\_

Observe pre-swing fundamentals a total of 3 times. Watch each part of the fundamentals three times. Each part has a picture and a description and three boxes.

Look at each picture and read the description. Observe to see if this part is performed correctly. If correct the first time, check (✓) box 1; if correct the second time, check (✓) box 2; if correct the third time, check (✓) box 3. Place a dot (•) in the box if performed incorrectly. All three boxes will be checked only if that part of the full swing was correctly performed all three times.

Repeat this procedure for each picture.

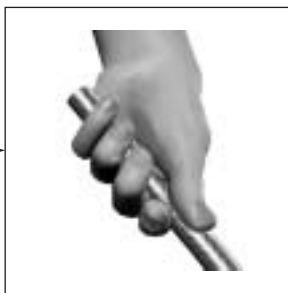
1    2    3



### Target Hand

- Target side
- Club diagonal
- Heel pad above grip

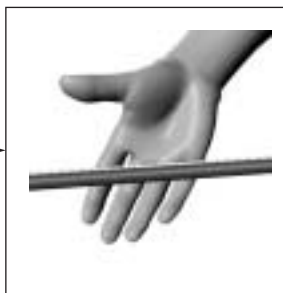
1    2    3



### Target Hand Position

- Crook of index finger
- Last three fingers closed
- Thumb at 1:00 o'clock

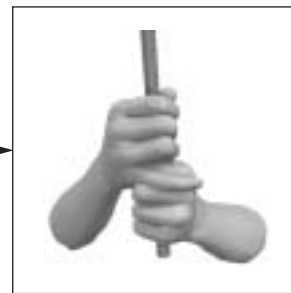
1    2    3



### Back Hand

- Back hand under club
- Club diagonal

1    2    3



### Overlapping Grip

- Little finger overlapping

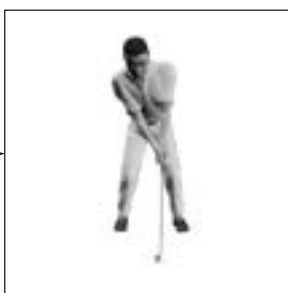
1    2    3



### Back Hand Position

- Thumb at 11:00 o'clock
- Index finger around grip
- Index finger to thumb

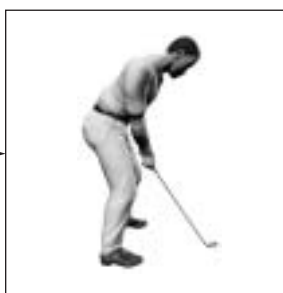
1    2    3



### Full Swing Alignment

- Feet shoulder width
- Ball forward of midline
- Square stance
- Inverted triangle
- Back shoulder lower

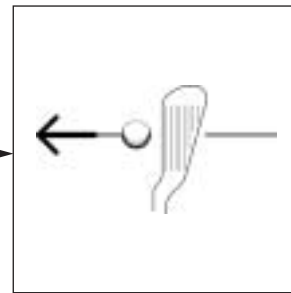
1    2    3



### Full Swing Posture

- Sideways to target
- Back straight
- Hips/knees flexed
- Arms hanging down
- Weight on balls of feet

1    2    3



### Square Clubface

- Square clubface

How many pictures have 2 or 3 boxes checked (✓)? \_\_\_\_\_

Observer \_\_\_\_\_



## Golf Form Assessment Activity: Level 1



**Pre-Swing**

### Grip, Posture and Alignment

#### Partner Assessment

**Objective:**

Receive feedback on grip, posture and alignment for full swing

**Equipment:**

One assessment form per student  
One 7 iron per two students  
One roll of tape, or one position marker per two students  
Several flagstick-like targets  
One pencil per two students  
Clipboards (optional)

**Preparation:**

Copy assessment forms.  
Organize assessment materials.  
Place position markers around the gym, far enough apart that students will not be in each others' way.  
Place the flagstick-like targets around the gym.

#### Teacher Assessment

**Objective:**

Assess grip, posture and alignment for full swing

**Equipment:**

One assessment form per student  
One 7 iron per two students  
One roll of tape, or eight position markers  
Two flagstick-like targets  
Pencil  
Clipboard  
Equipment for other practice stations

**Preparation:**

Copy assessment forms.  
Write student names on assessment forms.  
Cluster position markers in an area of the gym, far enough apart that students will not be in each others' way.  
Place the flagstick-like targets near the position markers.  
Set up other practice stations.

#### Partner Procedure

- a. Explain the purpose of the assessment (i.e., give and receive feedback on grip, posture and alignment for full swing).
- b. Emphasize the importance of providing effective feedback.
- c. Explain and demonstrate the assessment procedure.
  - Students will work in pairs; one student is assessed (i.e., the “golfer”) and the other student observes.
  - Each pair stands near a position marker with a golf club.
  - The golfer takes the club and assumes the correct grip, posture and alignment for a full swing three times, using one of the flagsticks as a target.
  - Each time, the observer assesses the golfer and places a check in the box numbered 1, 2 or 3 every time a correct execution is observed and a dot (Σ) if the execution is not correct.
- d. Divide students into pairs.
- e. Distribute a golf club, two assessments, one pencil and one clipboard to each pair of students.
- f. Tell students to put the date, hour and their name at the top of the assessment.
- g. Position a pair of students at each position marker.

#### Teacher Procedure

- a. Explain the purpose of the assessment (i.e., demonstrate correct grip, posture and alignment for full swing).
- b. Organize students into squads of six or eight students.
- c. Identify a series of golf practice stations that squads will rotate through. The pre-swing fundamentals assessment will be one of those activities.
- d. When students rotate to the pre-swing fundamentals station, have several students simultaneously perform the activity described above.
- e. Record the results of your observations on the assessment form.
- f. When all students in the squad have been assessed, rotate the next squad to the station. Continue the rotations until all students have been assessed.



**K-12 Content by NASPE Standards**

EPEC K-12 program objectives and benchmarks are consistent with the standards for physical education published by the National Association for Sports and Physical Education (NASPE) in 1995. EPEC K-5, EPEC 6-12 and the EPEC High School Gateway Course each contain content to achieve the seven NASPE content standards for physical education (see Table 1).

The EPEC K-5 program is based on a physical education program that meets two 30-minute class periods per week. The EPEC 6-12 program is based on a physical education program that meets five 40-minute class periods per week (exclusive of dressing and showering). The EPEC High School Gateway Course is a year-long course based on a physical education program that meets five 40-minute class periods per week (exclusive of dressing and showering).

	EPEC K-5	EPEC 6-12	EPEC Gateway Course
<b>NASPE Content Standard 1</b> Demonstrates competency in many movement forms and proficiency in a few movement forms.	✓	✓	✓
<b>NASPE Content Standard 2</b> Applies movement concepts and principles to the learning and development of motor skills.	✓	✓	
<b>NASPE Content Standard 3</b> Exhibits a physically active lifestyle.	✓	✓	✓
<b>NASPE Content Standard 4</b> Achieves and maintains a health-enhancing level of physical fitness.	✓	✓	✓
<b>NASPE Content Standard 5</b> Demonstrates responsible personal and social behavior in physical activity settings.	✓	✓	✓
<b>NASPE Content Standard 6</b> Demonstrates understanding and respect for differences among people in physical activity settings.	✓	✓	✓
<b>NASPE Content Standard 7</b> Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.	✓	✓	✓

Table 1. EPEC K-12 Content and NASPE Standards.

## EPEC Golf Module by NASPE Standards

The EPEC Golf Module meets all NASPE Standards through a variety of knowledge and skill objectives, instructional procedures and assessments (see Table 2).

The Golf Module is based on a physical education program that meets 15 40-minute class periods per instructional level, over the course of three levels, for a total of 45 40-minute classes. Each 40-minute class period includes 15 minutes of personal conditioning content and excludes time required for dressing and showering.

EPEC Golf Module	NASPE Standards						
	1	2	3	4	5	6	7
<b>Person Conditioning Component</b>		✓	✓	✓	✓		
<b>Teaching/Learning Content</b>							
Golf Vocabulary		✓					
Golf Equipment & Facilities			✓				
Golf Rules	✓				✓		
Golf Etiquette					✓		
Golf Game Play	✓				✓		
Sportsmanship					✓	✓	
Golf Safety & Injury Prevention		✓			✓		
Using Biomechanical Information	✓	✓					
Partner Observation & Feedback	✓	✓			✓	✓	✓
Fitness Components in Golf	✓		✓				
Pre-Swing Fundamentals	✓	✓					
Full Swing	✓	✓					
Chip	✓	✓					
Pitch	✓	✓					
Putt	✓	✓					
<b>Assessment Content</b>							
Teacher Assessments of Skills	✓	✓					
Partner Assessments of Skills	✓	✓			✓	✓	✓
Knowledge Assessment							✓
Interest Assessment	✓						✓
<b>Handouts</b>	✓						
<b>Drills</b>	✓	✓			✓		✓
<b>Graphics</b>	✓	✓					

Table 2. EPEC Golf Module and NASPE Standards