

Aerobic Bowling Lesson Plan

Lesson plan outline: Students learn about basic bowling skills and techniques. Students practice underhanded rolling and aiming by practicing at skill stations. More advanced students may further develop their skills in the bowling alley. At the end of the lesson, students will participate in a game of aerobic bowling, where students of all skill levels will practice their bowling skills as a team.

Lesson Name: Bowling

Grade Level: Fourth

Standards:

Michigan GLCE:

K.MC.04.14 apply knowledge of critical elements of all movement concepts while performing selected manipulative skills (e.g., roll, underhand throw, and overhand throw) in isolated settings.

K.TG.04.01 identify selected tactical problems (e.g., accuracy in distance and direction) during modified, unopposed target games.

B.ID.04.01 participate with students of varying skill and fitness levels in isolated settings.

Standard:

NASPE 1) Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

NASPE 2) Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Main Objective: (Learning Goal)

Students will demonstrate the ability to use the correct form for rolling towards a target.

- Correct rolling form:
 - Stand with non-dominant leg forward but weight on back (dominant) foot.
 - Balance ball in dominant hand, swing arm forward as step forward is taken.
 - Bend knees and waist, step forward with non-dominant foot, release ball gently on floor.
 - Focus on target at all times.
 - Follow through toward the target with the dominant arm.
- Cue words:
 - Runner's stance
 - Grandfather clock swing
 - Bend, step, smooth sailing
 - Look at target
 - Stretch forward

1. The student will use the correct rolling stance when going to roll a ball, 8 out of 10 times.
2. The student will use the correct approach when going to deliver the ball down the lane, 8 out of 10 times.
3. The student will demonstrate the ability to roll towards a target by delivering the ball straight down the lane toward the pins, 6 out of 10 times.

Secondary Objective: (If needed)

Resources (Equipment / Space):

For practice stations:

Target Bowling Station:

- 1 bowling lane mat per group of six students
- 2 utility balls per station
- 10 plastic bowling pins per group of six students
- Pin Knock-Down Station:
- 6 bowling pins per station
- 2 utility balls per station

For game:

- 2 bowling pins per group of 4 students
- 2 plastic bowling pins per group of 4 students
- 1 utility ball per group of 4 students
- 1 bowling lane mat per group of 4 students

Time:

Preparation time: 20 minutes

Lesson/demonstration: 15 minutes

Practice station: 20 minutes

Aerobic bowling game: 15 minutes

Students Back Ground Knowledge Needed (Prior Learning):

- Basic running and catching skills are needed for the aerobic bowling game
- Cooperation skills and familiarity with relay-style games are necessary for the aerobic bowling game

Anticipatory Set and Introduction:

Today we will be bowling. Bowling is a very popular sport and it is sport that people of all ages can enjoy. This is the bowling lane, this is a bowling ball, and this is a bowling pin. (Allow each student to see the equipment and have an opportunity to touch it). The goal of today's lesson is

for you to develop the proper rolling techniques so you can roll in a straight line towards a target. By the end of this lesson, you will all be rolling like champs!

<https://www.youtube.com/watch?v=HLBDPUdckQs>

Direct Instruction:

- Teacher demonstrates correct rolling technique first, and then call up a student demonstration
- Demonstrate both the intermediate ball roll technique and the advanced ball roll technique.
- If any students are experienced bowlers, allow them to demonstrate proper bowling form. Challenge the advanced-level students to practice using proper bowling form.
- Play video of proper rolling technique. Pause at several points in the video to point out proper form
- Allow students to practice at the Target Bowling station or the Pin Knock-Down station according to their skill level
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Guided Instruction or Practice:

At these practice stations, we are going to focus on aiming and rolling towards the target. The goal is to knock down as many pins as you can. If you knock down all pins in one roll it is a strike, if you knock down all the pins in two rolls it is a spare.

This is the target bowling station, where some of you can practice bowling like when you're in a bowling alley. When you're at the Target Bowling station, you want to keep the ball within the bowling lanes as it rolls towards the pins.

You can also practice your rolling skills at the Pin Knock-Down stations. In these stations, you can practice aiming and rolling towards the pins. You can practice using balls of different types and sizes, at a distance that feels comfortable for you and then gradually increasing the distance from there. Feel free to switch between the Target Bowling stations and the Pin Knock-Down stations. Before we start the game, everyone should have a chance to practice at the Target Bowling stations.

- Reinforce rolling cues (pg. 63)

Culminating Activity: Description, Explanation, Rules...

Aerobic Bowling Game

Bowling is not traditionally a very "aerobic" activity. This game combines the proper ball rolling techniques practiced during the lesson with aerobic activity and teamwork. Students demonstrate their skill development while participating in an engaging, physically challenging exercise. Students are split into groups of 4 and they will compete against other teams in a relay-style setting. The objective for each team is to knock down as many pins as possible within a certain period of time. Every student will have an opportunity to participate.

Game set-up:

- 2 spot markers per group of 4 students
- 2 bowling pins (or substitute 2 lightweight cones) per group of 4 students.
- 1 utility ball per group of 4 students
- Create 2 parallel lines of spot markers and a third line of bowling pins.
- Lines are 5 paces apart, and spot markers in each line 3 paces apart.
- The first line of spot markers is the start. 2 students start here. The 2nd line of spot markers is the Bowlers' line. The 3rd line is for the bowling pins (or 2 cones) and where the Ball Retriever stands.

Game rules:

1. The object is to use underhand rolling skills to score as many points as your group can before the signal.
2. On signal, the Bowler (at 2nd cone) rolls the ball toward pins/cones trying to knock them over. Bowler runs after the ball and sets up pins/cones for next Bowler (if needed) and stands safely off to the side.
3. The Ball Retriever retrieves rolled ball, runs it to 2nd cone for the new Bowler, then continues to start line.
4. When you reach the front of the start line, run to be the next Bowler.
5. Continue bowling, setting up pins, retrieving and running until signal.

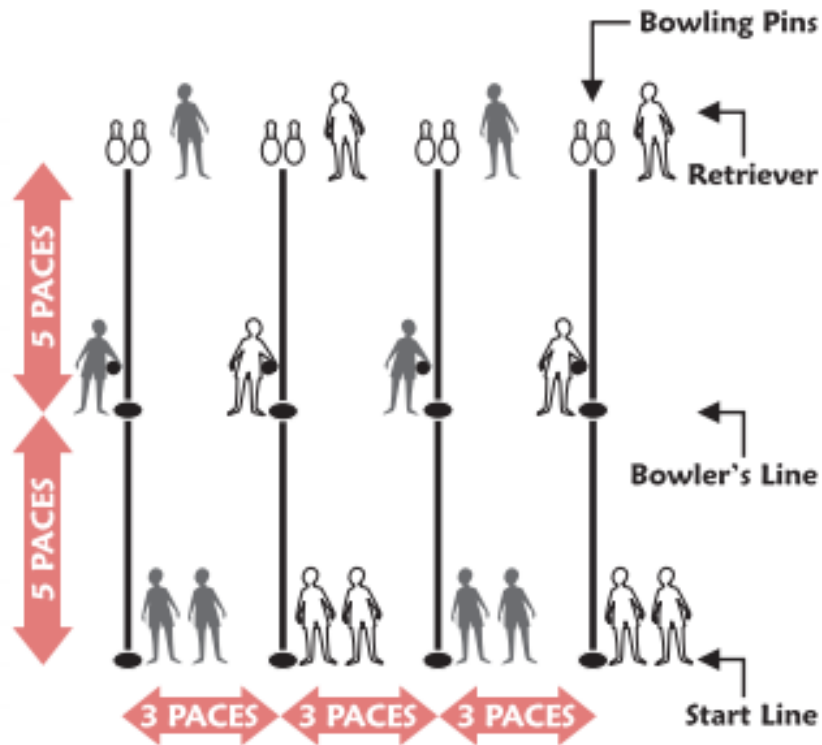
Challenge: How many points can your team score before the signal?

Scoring:

- Strike (both pins knocked down) = 10 points
- Spare (1 pin knocked down) = 5 points

Game cues:

- Bowlers, step forward with opposition, and release the ball when pointing at the target.
- Retrievers, move quickly to bring the ball to the next Bowler.
- New Bowlers, move to the bowling line quickly.



Closure / Debrief:

I want you to show me what you have learned in today's class. To do this I am going to ask you to demonstrate some skills and answer some questions.

- What is the intermediate ball roll technique?
- What is the advanced ball roll technique?
- What are some cues that will help us roll a ball correctly towards a target?
- What is the difference between a strike and a spare?
- How did you feel when we were playing the aerobic bowling game?

Assessment:

Formal assessment:

While students are practicing at the stations, I will be checking their skills outlined in the stated objectives and the rolling techniques rubric

Informal assessment:

At certain points of the practice sessions, I will conduct small self-assessments. Students will be asked to identify their mastery of skills:

- Thumbs-up for "good"
- Thumbs to the side for "working on it"
- Thumbs down for "I need some help"

Students are given the opportunity to self-assess and self-adjust during the practice by choosing the station that fits their skill level

Rubric (Performance Levels for Roll, pg. 63)

Body Actions	Beginner	Intermediate	Advanced
Trunk	Exaggerated bend at waist before release	Bend at waist still pronounced	Lean forward (slightly from waist at release)
Arm	Straight arms, large pendulum-type swing, hands on both sides of ball	Slight elbow bend; one hand on top, one on bottom of ball	Bottom of ball held in dominant hand, forward swing while stepping with opposite foot
Leg	Straddle stance	Stride stance, limited knee bend	Stride stance, definite knee bend

Differentiated Instruction or Adaptations:

For advanced students:

- Challenge advanced students to use correct bowling form
- Challenge advanced students to bowl from a greater distance

For beginner students:

- Students may begin at a shorter distance at the Pin Knock-Down station
- Students may practice rolling back and forth with a partner

For wheelchair-bound students:

- A special needs bowling ramp may be provided for wheelchair-bound students. It is frame (which can be built out of PVC, aluminum, etc.) with a 30-degree slope. The ramp is placed on the approach and the direction in which it aims is controlled by the athlete through small movements of the ramp. When the athlete is ready to roll the ball, one hand is placed on the ramp to help hold it steady as the ball comes off the ramp at the bottom.

