

LESSON 2: THE FOUR-STEP APPROACH

Grade-Level Outcomes

Primary Outcomes

Throwing: Demonstrates a mature pattern for a modified target game such as bowling, bocce or horseshoes. (S1.M18.6)

Rules & etiquette: Identifies the rules and etiquette for physical activities/games and dance activities. (S4.M6.6)

Embedded Outcome

Accepting feedback: Demonstrates self-responsibility by implementing specific corrective feedback to improve performance. (S4.M3.6)

Lesson Objectives

The learner will:

- demonstrate the four-step approach properly.
- demonstrate knowledge of rules of bowling by scoring 70 percent or higher on the quiz.

Equipment and Materials

- 3 to 5 bowling pins per group of 2
- 2 bowling balls or foam balls with holes like a bowling ball per group of 2
- Gym court lines or taped lines on a floor if no access to a bowling lane
- Pencils
- Take-home sheet on how to score in bowling: 1 per student

Introduction

Today, you will take a quick quiz and then learn the four-step approach in bowling. You will also use your ball-selection skills from the last lesson.

Show a video on (keyword: “four-step approach”) or demonstrate the four-step approach.

Instructional Task: Bowling Quiz

■ PRACTICE TASK

Students take a multiple-choice and short-answer quiz on basic bowling rules and etiquette.

Extension

The human bowling activity can be used for a warm-up and review of rules.

Student Choices/Differentiation

Students can have more time if needed.

What to Look For

Students know basic rules and etiquette for bowling.

Instructional Task: Four-Step Approach

■ PRACTICE TASK

Demonstrate the four-step approach.

Pair students across from each other. Each one takes a turn at practicing the four-step approach.

- Start with your feet together, the ball at belly button height. Step with your left foot if you are right-handed and your right foot if you are left-handed. The ball should be out in front as you take your first step.
- In the second step, making sure you are holding the ball with one hand, bring the ball to your side. Keep your arm with the ball straight.
- In the third step, move your ball arm back as far as you can. Keep your arm straight.
- In the fourth step (slide), push the ball forward. Bend your knees and release the ball gently on the lane.

Have students shadow practice—no ball, just arm swing and steps—for two or three repetitions.

Refinement

Make sure the steps are smooth (not jerky).

Extensions

- Practice with foam balls or bowling balls until students are comfortable with the approach and underhand roll.
- Repeat with students aiming for pins or other targets.

Student Choices/Differentiation

- Students may select a foam ball or bowling ball if equipment allows.
- If students are having issues, tape cut-out feet shapes on the floor for the left- and right-handed approach so students can practice.

What to Look For

- Proper ball selection, etiquette, and safety: Did students politely walk to the racks to get the correct ball? Did students just grab a ball, or did they remember how to properly select the right ball?
- Observe students' four-step approach (back to wall observation). Watch their step pattern and arm swing, and correct accordingly (left-handed students stepping wrong, right-handed students stepping wrong).
- Ball should be released smoothly and gently, not tossed upward.

Instructional Task: Self-Evaluation

■ PRACTICE TASK

Hand out a short questionnaire for students to evaluate their performance of the four-step approach.

Guiding questions for students:

- Describe or draw step 1, step 2, step 3, and step 4.
- How do you think you performed on each step?

After completing the assessment, students repeat the approach, implementing the feedback.

Extension

Repeat with students completing a peer assessment, or use a device to record the four-step approach. Students compare their self-analysis to the peer analysis.

EMBEDDED OUTCOME: S4.M3.6. Use this task to have students practice implementing feedback from self- or peer-evaluations.

Student Choices/Differentiation

Students may write or draw answers to the questions.

What to Look For

Student comprehension. Do students think they have it or need more time to master the skill?

Instructional Task: Buzzer Beater Bowling

■ PRACTICE TASK

Each paired group has three to five pins and a foam bowling ball. Using the four-step approach, students try to knock all the other team's pins down before all their pins get knocked down. Each team must alternate rolls.

Call out which pins students are to aim for and try to knock over.

Guiding questions for students:

- Was your accuracy affected by competing against another team?
- How did rolling for particular pins affect your technique?

Extension

- Bowling accuracy. Call out which pins students are to aim for and try to knock over.
- Change the number of points per pin and have students add scores.

Student Choices/Differentiation

- Students may have two attempts to knock over pins.
- Students may vary the distance or playing area.

What to Look For

Students are accurately using the four-step approach.

Formal and Informal Assessments

- Rules and etiquette quiz
- Self- and peer-assessment: Teacher-created rubric or checklist
- Informal observation from the instructor

Closure

- How many steps do you take in the approach?
- Demonstrate step 1, step 2, step 3, and step 4.
- Are you curious about how to keep score? (Hand out worksheets on how to keep score, or refer students to the Rules of Bowling website for homework.)

Reflection

- What were some of the issues with the four-step approach?
- Do all students appear to be at the same level? If not, how will I address this issue?
- After reading students' self-evaluations, is there a common thread?

Homework

Pass out a "how to score" teacher-created handout. Have students e-mail the completed handout before the next class.

Resources

Physical and Health Education America: www.pheamerica.org

Rules of Bowling: www.rulesofbowling.com

Internet keyword search: "four-step approach," "buzzer beater bowling," "how to keep score in bowling"