

LESSON 4: CREATING BOWLING TARGET GAMES

Grade-Level Outcomes

Primary Outcomes

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

Working with others: Problem-solves with a small group of classmates during adventure activities, small-group initiatives or game play. (S4.M5.7)

Embedded Outcome

Working with others: Cooperates with a small group of classmates during adventure activities, game play or team-building activities. (S4.M5.6)

Lesson Objectives

The learner will:

- continue to work on accuracy.
- practice scoring.
- work with others to create a bowling target game.

Equipment and Materials

- Bowling alley or modified lane in a gymnasium
- Pins if not in bowling alley
- Bowling balls for students
- Pin no-tap scorecards
- Pencils
- Bowling shoes or socks

Introduction

How many of you who have bowled before have ever thought you were bowling a strike but one pin was still standing? Today, you will be introduced to pin no-tap bowling. But first we will warm up by playing a game we learned yesterday, accuracy bowling. Remember to work on your four-step approach and accuracy throughout the lesson.

Instructional Task: Accuracy Bowling

■ PRACTICE TASK

Students form pairs or groups after selecting their balls.

Students take turns aiming for a selected pin you have designated (usually 1, 2, or 3). Mix it up for students by varying the numbers.

See whether students can match the score of your choice by hitting the correct number of pins.

Student Choices/Differentiation

Students may pick the distance to practice for accuracy (if the alley allows).

What to Look For

- Students know how to select a ball properly.
- Students are following the rules for etiquette.
- Students are using the four-step approach accurately.
- Accuracy: Students are knocking over the correct pins.

Instructional Task: Pin No-Tap Bowling

■ PRACTICE TASK

Explain the rules of the game, which are essentially the rules of bowling with a relaxed standard for a strike (e.g., modify to seven, eight, or nine pins on the first ball is a strike).

Students begin bowling as soon as the instructions are over. Each student has two chances.

If you knock down nine pins with your first ball, it counts as a strike. Keep score. You only receive a strike if you knock over nine pins with the first ball.

Refinements

- Make sure students are scoring correctly.
- Students are using the critical elements for speed and accuracy that were taught in previous lessons.

Guiding questions for students:

- How many chances to bowl does each player get?
- What symbol represents a strike on your card?
- How will you adjust for accuracy?

EMBEDDED OUTCOME: S4.M5.6. Reinforce cooperation with students as they participate in the bowling game. Students need to work together to set pins and keep score.

Student Choices/Differentiation

- Students can decide which one goes first. They can select a game such as rock, paper, scissors, or who is the oldest, youngest, tallest, shortest, etc.
- Students can decide to use bumper guards as well.
- Students choose the number of pins for a strike.

What to Look For

- Students are using the four-step approach accurately.
- Students are hitting the front pins accurately.
- Students are keeping scorecards. (Scorecards can be found in Lesson 3.)

Note: Pick up scorecards at the end of the class.

Instructional Task: Create Your Own Bowling Game

■ PRACTICE TASK

In small groups of two to four, come up with your own bowling target game. Be prepared to teach the class the rules and scoring of the game.

Refinement

Make sure students are being safe and are using the critical elements for target games (speed, accuracy, angles, proper movement patterns, etc.).

Extension

Have groups teach each other their created bowling game.

Student Choices/Differentiation

- Have examples of simple and difficult student-generated bowling target games.
- Students may use computers to help in creating the game.
- Students choose balls and targets.

What to Look For

- Students are working together.
- Students are establishing proper rules, scoring, and strategies for their games.
- Students are maintaining safety.

EMBEDDED OUTCOME: S5.M4.6. Ask students to reflect on the enjoyment they get from making accurate shots and bowling well.

Formal and Informal Assessments

- Observation of bowling procedures of students
- Scorecards from pin no-tap
- Exit slip: How does bowling create enjoyment in one's life? Try to be specific!

Closure

- Did you feel more confident in your accuracy?
- How did you adjust for accuracy?
- What symbol do you use for a strike on the score sheet? A spare?

You have a bowling quiz next class. Be sure to look over the rules and practice scoring.

Reflection

- Is this progression working for the majority of students?
- What are some observable problems with students' techniques?

Homework

Study rules of the game from the school's physical education website or handouts, and practice scoring. See if you can teach your parents how to score in bowling!

Resources

Physical and Health Education America: www.pheamerica.org
Rules of Bowling: www.rulesofbowling.com