

# LESSON 1: INTRODUCTION TO BOWLING

## Grade-Level Outcomes

### Primary Outcome

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

### Embedded Outcome

**Safety:** Uses physical activity and fitness equipment appropriately and safely, *with the teacher's guidance*. (S4.M7.6)

## Lesson Objectives

The learner will:

- perform correct ball-selection techniques.
- identify basic rules of the game of bowling.

## Equipment and Materials

- Bowling balls of varying sizes
- List of basic rules of bowling, or iPads or tablets with Internet connection to access [www.rulesofbowling.com](http://www.rulesofbowling.com)
- Pencils
- If no access to a bowling alley, taped area of regulation bowling lanes if space permits or modified area
- Plastic or used bowling pins
- Scales or previous weights of students (for proper ball weight)

## Introduction

*We're starting a module on target games today. Does anyone know what a target game is? Can you provide any examples? Target games have been around for a long time and are found in many different cultures. We're going to try a few target games in this module, and the first one is bowling. Have any of you been bowling or attended a birthday party at a bowling alley? Today, we will introduce you to the basics of bowling.*

To pique interest in bowling, show a bowling trick-shot video from YouTube.

## Instructional Task: Rules of the Game

### ■ PRACTICE TASK

Review and discuss the rules of bowling from the handout (see resources).

### Guiding questions for students:

- Where is the approach?
- Where is the foul line?
- Where are the gutters?

### Extensions

- Human bowling lane: After students have studied the rules, have them physically run to certain parts of the lane. This works best in the gymnasium with multiple lanes taped on the floor.
- Have students ask each other questions from the rule sheet or website.

## Student Choices/Differentiation

- Students can observe a taped bowling lane with the pins to assist students with different learning styles.
- Human bowling lane: Have students decide if they would rather relay with teammates or have the entire team run to the spot.

## What to Look For

- Students should have a basic understanding of the rules.
- For human bowling lane, observe students to ensure each one knows the answers to the questions on basic rules of bowling.

## Instructional Task: Ball Selection

### ■ PRACTICE TASK

Students select an appropriate ball, focusing on appropriate ball size and finger holes.

### Extension

This is a good time to use interdisciplinary education (math and percentages). Students select a ball based on 8 to 10 percent of their body weight.

### Guiding questions for students:

- If you weigh 100 pounds (45 kg), what is 10 percent of your body weight?
- What would be the minimum weight for your ball at 8 percent?

## Student Choices/Differentiation

- Have pictures printed off on the racks to help students with proper ball selection.
- Students may review videos from YouTube on how to choose a bowling ball.

## What to Look For

- Ball selection is not too light or too heavy.
- Students' fingers fit properly into the finger holes.

## Instructional Task: Proper Equipment Care

### ■ PRACTICE TASK

Demonstrate placing balls back on the rack properly.

Students practice with a partner. The partner uses a checklist to assess if student is performing the skill correctly.

### Refinement

Make sure students are lifting with their legs and are using two hands to carry the ball.

### Guiding questions for students:

- What is the proper way to carry a ball back to the rack?
- Are your fingers in the holes or out when placing a ball on the rack?

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**EMBEDDED OUTCOME: S4.M7.6.** Discuss with students the importance of using equipment appropriately to maintain a safe environment during the bowling activities.

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### Extension

Bottle bowling: Fill 10 empty soda bottles (1 or 2 liter) with sand and number them 1 to 10. Students practice bowling from any distance with non-bowling balls.

## Student Choices/Differentiation

Show videos of proper safety procedures when carrying a ball and placing it on the rack, or have more experienced students demonstrate.

Use different-sized soda bottles (1, 2, or 3 liters) for varying skill levels

## What to Look For

- Safety
  - Both hands holding ball
  - Keeping ball at waist when carrying it to the rack
  - Not having fingers in the holes when placing ball on the rack
  - No swinging the ball wildly
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## Formal and Informal Assessments

- Informal bowling assessment with human bowling activity; bottle bowling (10 empty soda bottles that are numbered)
- Peer assessment: teacher-generated checklist on proper equipment care

## Closure

- How many pins are set in the game of bowling?
- What is the area toward the back of the lane where bowlers take their steps and swing to release the ball?
- What is the area of the lane where the pins are set called?
- Who can point to the foul line?

## Reflection

- Do students have the correct ball for successful completion of the future tasks?
- Were the rules clear and precise on the handout?
- Did students display knowledge of proper ball size and rules during the informal assessment?

## Homework

*Study rules that are posted on the school's physical education website. We will take a quiz on bowling rules and procedures next class.*

## Resources

Grinfelds, V., & Hultstrand, V. (2003). *Right down your alley: The complete book of bowling*. Belmont, CA: Wadsworth.

Physical and Health Education America: [www.pheamerica.org](http://www.pheamerica.org)

Rules of Bowling: [www.rulesofbowling.com](http://www.rulesofbowling.com)

Internet keyword search: "bowling trick shots," "how to choose a bowling ball"