

## Learning Objectives

- Students will roll a ball with accuracy.
- Students will participate in moderate to vigorous activity (MVPA) for sustained periods of time.
- Students will work cooperatively within a group.

## Learning Targets

- I can roll a ball at a target with reasonable accuracy.
- I can actively participate in activities that keep my heart rate up.
- I can demonstrate respect for myself and others by working hard and encouraging others.

## Teaching Cues

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

## PREP

- 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

## SET

- 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. Two students start here. The second line of spot markers is the bowlers' line. The third line is for the bowling pins (or 2 cones) and where the ball retriever stands.

## TEACH

### 1. Lesson Objective

- The object of **Aerobic Bowling** is to use underhand rolling skills to score as many points as your group can before the signal.

### 2. Instructions

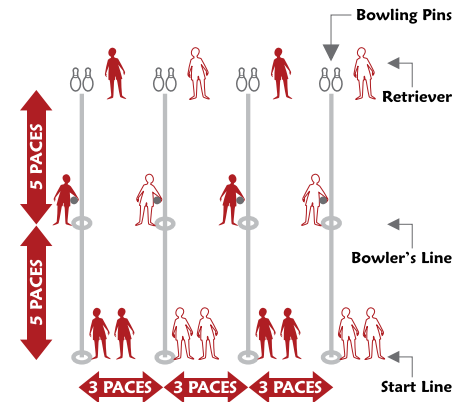
- On the signal, the bowler (*at second cone*) rolls the ball toward pins/cones trying to knock them over.
- Bowler runs after the ball and sets up pins/cones for the next bowler (*if needed*) and stands safely off to the side.
- The ball retriever retrieves rolled ball, runs it to second cone for the new bowler, then continues to start line.
- When you reach the front of the start line, run to be the next bowler.
- Continue bowling, setting up pins, retrieving, and running until signal.

### 3. Scoring

- Strike = knocking down both pins is 10 points.
- Spare = 1 pin knocked down is 5 points.

### 4. Challenges

- How quickly can your group score 50 points?
- How many points can your group score before the signal?



## REFLECTION QUESTIONS

- What can you do to improve your accuracy?
- Did you hit the intensity you needed to improve your aerobic capacity? How do you know?
- How can you help your team members to improve your score?



# Aerobic Bowling

## Key Standards Addressed

### Standard 1.5.1

Combines varied locomotor skills in a variety of practice tasks.

### Standard 1.5.9

Demonstrates rolling a ball in a non-dynamic environment.

### Standard 1.5.12

Demonstrates catching/fielding in a variety of practice tasks.

### Standard 2.5.1

Applies movement concepts and strategies for safe movement within dynamic environments.

### Standard 2.5.4

Demonstrates knowledge of appropriate movement concepts for performance of manipulative skills.

### Standard 2.5.12

Identifies location of pulse and provides examples of activities that increases heart rate.

### Standard 3.5.3

Demonstrates respectful behaviors that contribute to positive social interaction in group activities.

### Standard 4.5.7

Identifies movement strengths and opportunities for practice for individual improvement.

*(The complete set of standards for this lesson can be found in the Curriculum Resources section on SPARKfamily.org)*

## SEL Competencies

### Self-Awareness

Peer interaction

### Self-Management

Self-motivation

### Relationship Skills

Teamwork

## Vocabulary

- idiom
- opposition
- retriever

## SPARK It Up!

### 1. Vary the Scoring

- *(Use trickier math skills by changing the scoring. For example, use 3 points for a strike and 2 points for a spare.)*

### 2. 6-Pin

- *(Set up 6 pins- 1 in front, 2 behind, and 3 in back in a triangle. A strike = 10 points, but anything less scores 1 point per pin.)*

### 3. 1-Pin

- *(Challenge students by using just a single pin. It's all or none. They score 10 points for a knockdown.)*

## Teaching Suggestions

- Although this can be done on nearly any surface; the smoother the surface, the better it is for bowling.
- Adapt for different skill levels: change the distance of the spots, the ball used for bowling, or the size or number of pins to knock down.
- Use pool noodles as "bumpers".

## Integration

An idiom is a figure of speech whose meaning cannot be inferred from its words. Do you check to see if you're sprouting feathers when someone asks, "do you have all your ducks in a row?" This idiom refers to a game called Nine Pins from England. To get "your ducks in a row," all the pins must be set up correctly. Make a list of other idioms and research their origins. Come on; go the extra mile!

## Teacher Reflection

