

**California State University, Long Beach**  
Department of Kinesiology and Physical Education

# **BOWLING UNIT PLAN**



**Susan Alexander**

**Spring, 2002**

## BOWLING UNIT PLAN

**Introduction:** The bowling unit plan is designed for students who attend a perceptual motor development clinic two days per week after school. There are ten students officially enrolled in the clinic, and their ages range from six to twelve years. Six of the students are diagnosed with autism, one student has mild cerebral palsy and emotional disturbance, one student has cerebral palsy, one student has hypotonia and one student has Down's syndrome. All students are ambulatory. The bowling unit is designed to introduce students to the fundamental skills, etiquette and concepts of a lifetime sport that offers significant social benefits. Peer tutors will be utilized to provide assistance with scoring and additional supervision during the community based activity.

**Facilities:** The bowling unit will be taught in the perceptual motor development clinic on a wooden floor. It could also be taught on playground blacktop or any gymnasium. The final class session of the unit will be taught at bowling lanes in the CSU, Long Beach Student Union or a nearby neighborhood bowling facility.

**Length of Unit:** The bowling unit will be taught two days per week for four weeks. Lessons will be approximately 30 minutes in length. The final lesson of the unit will be will be one hour in length.

**Class Rules:**

- Listen and follow directions.
- Respect your teacher, your friends and equipment.
- Keep hands, feet and objects to yourself.
- Follow all safety rules.
- Freeze when you hear the signal.

**Consequences:**

- Verbal warning.
- Time out-student timed, facing class.
- Time out-teacher timed with back to class.
- Call to parent.

*Class rules and consequences will be posted in the clinic and reviewed as necessary.*

**Equipment:** Two sets of weighted bowling pins (20), twelve large Styrofoam bowling pins, two Big Blue Bowlingball Trainers, two 4# rubberized bowling balls, assorted rubber playground balls, one TrueGrip Bowler Trainer, twelve bean bags, pin set-up pattern sheet, score sheets, pencils, four scooter boards, three adjustable bars, cones, poly spots, pinnies, activity cards, boom box, pre-recorded music, Hula Hoops

**Safety:**

- ✘ Students will complete a proper warm-up routine before each bowling lesson.
- ✘ Students will wait for the ball to come to rest on the ball return before picking it up.
- ✘ Students will use two hands placed on the sides of the ball when picking-up a bowling ball.
- ✘ Students will stay out of the approach and alley areas when balls are being rolled.
- ✘ Students will end their approach behind the foul line.

### UNIT OBJECTIVES

**Motor Objectives:** By the end of the bowling unit, the students will:

- ✘ Roll or bowl a ball in the direction of the target (pins) using an underhand delivery with pendulum arm swing and an oppositional step.
- ✘ Demonstrate correct hand position for holding and delivering the ball.
- ✘ Demonstrate the two-hand push-away motion prior to beginning the pendulum swing of the arm.

**Cognitive Objectives:** By the end of the bowling unit, the students will:

- ✘ Demonstrate which three fingers are inserted into the holes of the bowling ball.
- ✘ State how many pins are used and how they are set-up in order to bowl.
- ✘ State how many times a player rolls the ball during each frame.

**Affective Objectives:** By the end of the bowling unit, the students will:

- ✘ Demonstrate cooperation by sharing in the duties of pin setting and returning the ball to the bowler.
- ✘ Demonstrate respect by offering words of encouragement and praise to other students.

- ✘ Give other students a high-5 at the end of each lesson.



## BLOCK PLAN

**The following lesson format will be followed:**

- ✘ Equipment set-up – 2 minutes
- ✘ Introductory activity (active game) – 3-5 minutes
- ✘ Muscle stretching – 2 minutes (triceps, deltoid, forward & backward arm circles, quadriceps, gastrocnemius/lunge)
- ✘ Lesson focus – 8-10 minutes
- ✘ Practice game – 10 minutes
- ✘ Cool down, review & closure – 3 minutes

## WEEK ONE

### *DAY ONE:*

Introductory Activity: Beanbag Freeze Tag

Muscle Stretching

Lesson Focus: Introduction to bowling

- ✘ Terminology
- ✘ Ball selection
- ✘ Grip
- ✘ Set-up
- ✘ Underhand roll

Practice Game: Beanbag Bowling-underhand toss two beanbags per turn at three Styrofoam pins placed 5'-10'-15' away. One bowler, one pin-setter and one ball return per station. (Three students per station.)

### *DAY TWO:*

Introductory Activity: Pac Man Tag

Muscle Stretching

Lesson Focus: Review grip, set-up and underhand roll.

- ✘ Push away
- ✘ Pendulum Swing
- ✘ Follow through

Practice Game: Under the Bar-roll two balls under the bar toward six pins from 10'-15'-20' away. One bowler, one pinsetter and one ball return per station. (Three students per station.)

## WEEK TWO

### *DAY THREE:*

Introductory Activity: Treasure Chest Activity Cards

Muscle Stretching

Lesson focus: Review grip, set-up, push away, pendulum swing and follow through.

- ✘ Approach
- ✘ Foul line

Practice Game: Modified Dodge Bowl-Game, a fast-paced game similar to dodge ball, played in a gymnasium or outdoor basketball court.

**Equipment:** Eight foam balls, ten bowling pins.

**Objective:** To knock over all of the opposing team's pins.

**Rules:** Students are divided into two teams. Playing area is divided in half, with each team on one half. Five bowling pins are spread along the baseline of each court approximately three feet apart. Eight balls are placed in the center of the court. To start the game, each team lines up in front of their pins. At the start whistle, team members run to the balls and begin rolling them underhand at the other teams' bowling pins. Pins must remain down once they are knocked over, even if their own team member accidentally knocks them down. Players may also roll the balls underhand at opposing team members. If a player is hit below the waist, that player must join the other team and continue playing. When the final pin falls, the game is over.

#### **DAY FOUR:**

Introductory Activity: Builders and Bulldozers

Muscle Stretching

Lesson Focus: Review grip, set-up, push away, approach, pendulum swing, foul line and follow through

- ✘ Pin set-up & numbers
- ✘ Aiming

Practice Game: Scooter Bowling-practice approaching foul line and pushing buddy on scooter toward ten Styrofoam pins without stepping over foul line. Two stations with ten pins, three stations with six pins set-up.

## **WEEK THREE**

#### **DAY FIVE:**

Introductory Activity: Everybody's It

Muscle Stretching

Lesson Focus: Review push away, approach, pendulum swing, foul line and follow through

- ✘ Picking up spares
- ✘ Scoring
- ✘ Rules

Practice Game: One Pin Relay-practice aiming by bowling a ball one time to knock down one weighted pin; quick rotation of players. One bowler and one pin-setter per station. Rotate positions after each roll.

#### **DAY SIX:**

Introductory Activity: Slow Motion Switch

Muscle Stretching

Lesson Focus: Review scoring and rules

- ✘ Bowling video
- ✘ Etiquette

Practice game: Kegler-(small wooden kegs were originally used for bowling pins) Everyone starts with a partner. They have a hula-hoop, a bowling pin and a ball to use; any ball heavy enough to knock a pin down, but light enough not to hurt anyone. One partner is the goalie and the other partner is the kegler. The goalie sets the hoop anywhere on the floor and sets the pin up inside the hoop. Their job is to guard the pin. They can use any part of their body to stop the ball. The goalie CANNOT go inside the hoop at all! They must stay completely outside the hoop while guarding their pin. The kegler's job is to try to bowl their ball to try to knock down other pins. They must keep one foot in their hoop whenever they shoot at another pin. This forces them to step with one foot when they release the ball.

## WEEK FOUR

### *DAY SEVEN:*

Introductory Activity: Musical Hoops

Muscle Stretching

Lesson Focus: Unit review and shoe sizes

Practice game: Simulated bowling game with peer tutors to assist with scoring.

*DAY EIGHT:* CBI with peer tutors. Walk to the CSULB Student Union for bowling and pizza dinner. Awards certificates presented at the conclusion of the activity. Parents are encouraged to attend the event to observe their child's bowling skills.

**MODIFICATIONS:** Anyone can bowl. A large selection of modified equipment is available to accommodate the needs of persons with varying types and degrees of disabilities. Each of the major sport equipment catalogs offers a wide range of adapted equipment, from balls with retractable grips to switch activated ramps. Ramps are designed to allow wheelchairs to roll under them for easy access to the ball. Bumpers that are placed in the gutters increase the success of beginner level bowlers. Automatic scoring machines simplify the process for individuals who lack the ability or desire to score their own games.

**Information regarding adapted equipment used in this unit plan, competition and modifications for persons with disabilities may be obtained from the following organizations:**

American Blind Bowlers Association (ABBA), 411 Sheriff St., Mercer, PA 16137

American Wheelchair Bowling Association (AWBA), 6264 North Andrews Ave.,  
Ft. Lauderdale, FL 33309

Gopher Sport, 220 24<sup>th</sup> Avenue NW, P.O. Box 998, Owatonna, MN 550560-0998  
<http://www.gophersport.com>

National Deaf Bowling Association, 2208 Gateway Oakes Dr., #192, Sacramento, Ca 95833

Special Olympics, 1325 G Street, NW, Suite 500, Washington, DC 20005-3104  
<http://www.specialolympics.org>

Sportime, One Sportime Way, Atlanta, GA 30340. <http://www.sportime.com>

United Cerebral Palsy Athletic Association, 200 Harrison Avenue, Newport, RI 02840  
<http://www.ucpaa.org>.

#### References:

Blaschke, M. 2001. Bowling unit plan. Central Washington University. Retrieved from the World Wide Web March 9, 2002. <http://www.cwu.edu>

Dodge Bowl. Retrieved from the World Wide Web. April 23, 2002.  
<http://pazz.tripod.com/dodge.html>

Martin, J. 1971. Bowling. Dubuque, Iowa: Wm. C. Brown Company.

Sherrill, C. 1998. Adapted physical activity, recreation and sport: cross disciplinary and lifespan. Boston, MA: McGraw Hill.

Strickland, R. 1989. Teaching bowling: steps to success. Champaign, IL: Leisure Press.

Winnick, J. 2000. Adapted physical education and sport. Champaign, IL: Human Kinetics.

## BOWLING RUBRIC

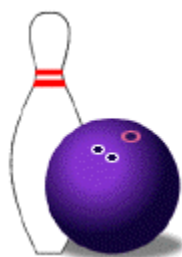
Student \_\_\_\_\_

SKILLS	Independent 3 points	Needs Demonstration 2 points	Needs HOH Assistance 1 points
Performs underhand toss to a target with oppositional step using a beanbag.			
Selects ball of correct weight for his/her ability level.			
Picks-up ball by holding sides with two hands			
Stands erect facing pins during set-up.			
Sets pins in correct position on grid.			
Inserts correct three fingers into ball.			
Begins swing with push-away.			
Uses pendulum swing to deliver ball.			
Holds high follow-through after release.			
Takes 3 or 4 steps during approach.			
Ends approach behind foul line.			
States that a player can complete up to 2 rolls each time it is their turn.			
Describes/demonstrates strikes and how they are marked on scorecard.			
Describes/demonstrates spares and how they are marked on scorecard.			
Counts how many pins fall after each shot.			
Adds number of pins knocked down during a frame.			
BEHAVIOR	Consistently	Needs occasional reminder	Needs frequent reminders
Follows most directions given by teacher.			
Keeps hands and feet to self.			
Handles equipment in a safe manor.			
Follows safety rules.			
Helps set-up/take-down equipment.			

Rating: Level IV      45-60 pts.  
 Level III            30-44 pts.  
 Level II             15-29 pts.  
 Level I              < 15 pts

Number of points: \_\_\_\_\_

# ★ ALL-STAR BOWLER ★



Presented to \_\_\_\_\_  
for outstanding achievement  
during the Bowling Unit  
at California State University, Long Beach  
Perceptual Motor Development Clinic

Teamwork ★ Cooperation ★ Effort

\_\_\_\_\_  
Susan Alexander, Teaching Assistant

\_\_\_\_\_  
Date