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Curriculum Overview

- Section 1- Introduction to Bowling-101
- Section 2- Scoring and Spare Shooting
- Section 3- Bowling “Fun”damentals
- Section 4- Fun Cardio Bowling Games



Bowling-101

Bowling progression curriculum guide

Section 1: Intro to Bowling-101

| | |
|-----------------------------------|-----------|
| Why Teach Bowling..... | 6 |
| Acknowledgements..... | 7 |
| Field Trips..... | 8 |
| Fundraising..... | 9 |
| Bowling Lane Diagram..... | 10 |
| Safety..... | 11 |
| Equipment and Storage..... | 12 |
| Teaching Tips..... | 13 |

Why Teach



Bowling-101 provides elementary, middle, and high school students in many school districts the opportunity to learn the sport of bowling in their physical education classes. It is a wonderful lifelong sport that can be enjoyed by families, teams or individuals of all age and ability levels. Bowling is a great sport and offers benefits ranging from math and rhythm skills to improvement of eye to hand coordination. This non-contact sport provides an excellent alternative to outdoor sports in which everyone can succeed!



Acknowledgements

Special thank you's to:

Greater Michigan
Bowling Center Owners Association

Scott Bennett

Bob Rea

Port-A-Bowl USA

www.education-world.com



Field Trips to the Bowling Center

Once your students have learned the basic skills for bowling, you may want to consider a field trip. This is a great way to reward your students for all of their hard work and allow them to try out their newly gained skills at a real bowling center.

Contact me if you need help setting this up. I can do all of the arrangements for you!

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Need New Gym Equipment?

Have you considered having a family fun night at your local bowling center? It's a great way to raise funds for new equipment!

In most cases the bowling center owner will give you tickets to sell to your school's families. The center will want a set amount per ticket and anything that you charge over that amount will be your profit.

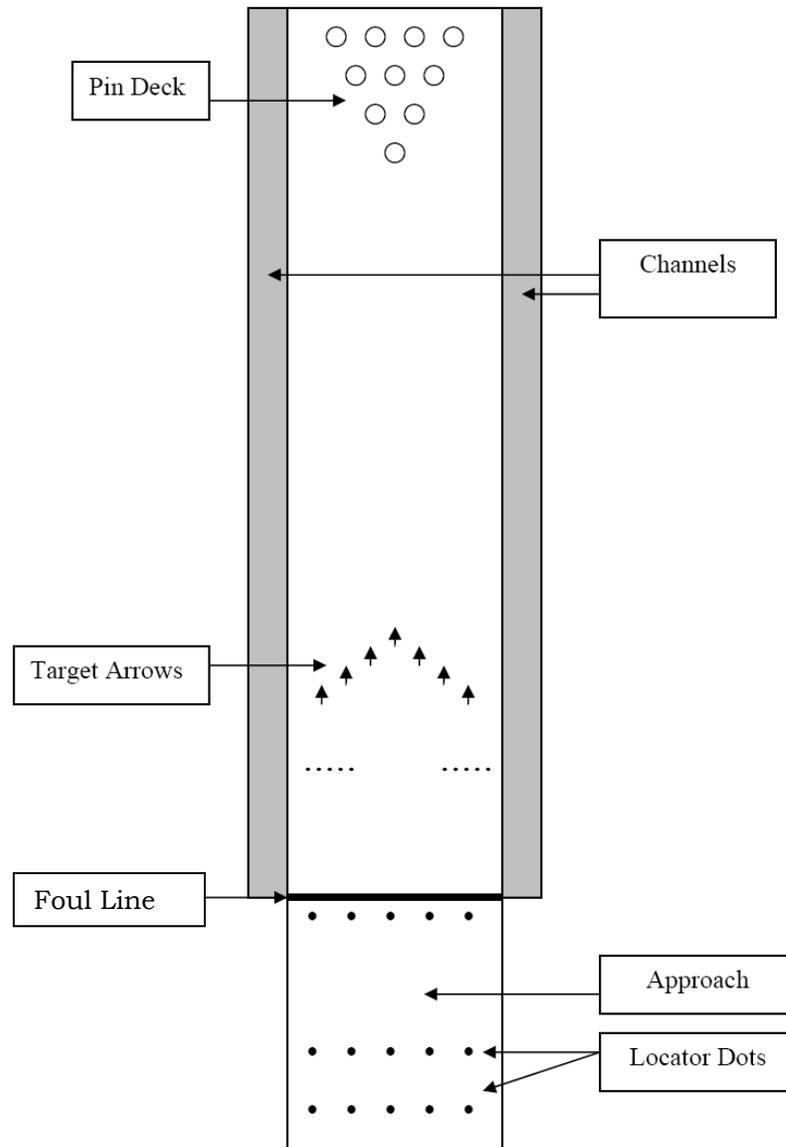
Example:

The bowling center wants \$5 per person which includes unlimited bowling for 2 hours a slice of pizza and a pop.

You sell the tickets for \$10 per person and raise \$50 for every 10 people that go bowling.

These tend to become events that your school's families look forward to and all the while you are raising money for your school!

Diagram of a Bowling Lane



Information provided by Port-A-Bowl USA

Safety

Everyone on their feet-All students should be on their feet before the bowler rolls the ball. This can be enforced by encouraging the high five signal between the ball returner and the pin setter. After each delivery of the ball, when the ball returner is back in place and has finished helping the pin setter re-stand the pins, they must immediately stand and give each other a high five to signal that they are ready and paying attention.

Foul Line- No bowler should ever cross the foul line and step out onto a lane. On a real bowling lane there is oil on the lane and if you go far enough over the line, you will slip and fall. The buzzer will go off if you go over the line to warn you that you just got oil on your shoes. When you walk on the approach, you will track this oil and the person that follows you to bowl next will stick when their shoes hit the oil that you left behind. If you hear the foul buzzer you should immediately dry off your shoes and check the approach for any oily spots.

Nylon Storage Bags-If the equipment was brought to you in nylon storage bags, they should not be left lying around the floor. When they are empty they are very slippery and pose a slip and fall injury.

Sliding-Remind students when they are at a real bowling center they will be wearing special shoes which will allow them to slide when finishing their full approach, but in the gymnasium their gym shoes will not allow them to slide. They should make sure that the last step of their full approach is a step, and don't try to slide.

Equipment Use and Storage

Carpets- Roll the carpets from the foul line to the pin dots. This will make set up much faster as you can drop the rolled lanes on a line near a wall and roll them all out evenly. When it is time to send the equipment back, roll the carpets up with the carpet side out. This will prevent the rubber backing from sticking together in a hot car. Should the carpets become soiled, a quick vacuuming works well.

Pins- If the plug in the tops of the pins come out, place a piece of tape over the hole. Please notify the person picking up the equipment that the pins need repair and also if any pins are missing.

Bags-

- a. **Nylon-** If your equipment arrives in nylon bags, please be sure to keep the bags up off of the gym floor. They are very slippery when they are empty. When replacing the equipment into these bags, make sure that they are closed tightly to ensure that no pins or balls are lost during delivery. The lanes should not be placed in the nylon bags.
- b. **Canvas-** If your equipment arrives in canvas bags, be sure to place the rolled carpets into the bag first and then load the rest of the equipment.

Teaching Tips:

Cue Words-Throughout the curriculum, there are many times that cue words are used. These words are beneficial to the rhythm and feeling in which the students learn.

Left and Right- We do not teach the use of left and right hands. This can be confusing to a student because he/she may write left handed, but bowl right handed. We always ask the student to raise the hand that they would roll or throw a ball with. This ensures that you only have to teach the lesson once without making explanations for the left handed bowlers.

Taking off on the correct foot- If a student has trouble remembering which foot to start taking his/her steps on, have them lift that heel off of the ground. When the heel is lifted the brain automatically tells the body to move that foot first because it is already partially lifted.

Section 2- Scoring Table of Contents

| | |
|------------------------------|-------|
| How to Keep Score..... | 16 |
| Bowling Math Lesson..... | 17-18 |
| Bowling Math Worksheet..... | 19 |
| Bowling Math Answer Key..... | 20 |
| Score Sheets..... | 21 |
| Spare Shooting..... | 22 |
| My Spare System..... | 23-24 |

How to Keep Score

Brief Description:

- Students do the math to figure the bowling score, then keep score while they bowl a game!

Objectives:

- Students will learn the rules for scoring a game of bowling.
- use a work sheet to gain practice in figuring bowling scores frame by frame.
- get some exercise by bowling a game and keeping score.

Materials Needed:

- Bowling Math work sheet
- Bowling pins and a bowling ball
- Keeping score in the gymnasium or at a bowling alley -- the old-fashioned way, by hand -- is a terrific opportunity for math practice! Share with students the Bowling Math lesson. Extend the lesson by providing each student with a copy of Bowling Math worksheet. The work sheet includes two different activities. Cut the work sheet in half so the students can do one work sheet now, one later; one with a partner and one independently; or one in class and one for homework. (The work sheet answer key can be found in the Assessment section of this lesson plan.)

Note: Since there are many opportunities for students to make errors as they calculate each bowling frame, you might provide students with the final total for each player. That way, if students get to the last frame and do not have the correct total, they can go back over their work and find their errors.

- For more practice, get out the bowling pins, play a game, and keep score while you play!

Bowling Math Lesson

Everyone is thankful for the electronic scoring at the bowling alley. We see our score come on the screen above us, but many of us don't know how it is determined. Hopefully the following exercises will clear up this mystery. The score board for a bowling game has ten frames. During each frame, the player gets two tries to knock down all of the ten pins. The number knocked down is recorded:

In this frame, the player knocked down 5 pins with the first ball and 4 pins with the second. His score for this frame is therefore 9, the sum of 5 and 4.

| | |
|---|---|
| 5 | 4 |
| 9 | |

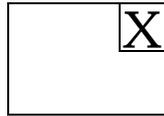
You also should note that the score of a single frame is dependent upon the score of the frame before it. For example, the score in the second frame below is 13 because you must add the 5 pins from the first frame to the 8 from the second.

| | | | |
|---|---|----|---|
| 3 | 2 | 3 | 5 |
| 5 | | 13 | |

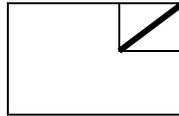
Bowling Math Lesson Cont.

Now comes the tricky part:

Note how a strike and a spare are marked on the score board.



Strike



Spare

A strike is when a player knocks down all ten pins on the first ball of a frame. The score for this frame is 10 plus the number of pins scored by the next *two* balls. In the following example, the score of frame 1 is 18 ($10+3+5$), and the score for frame 2 is 26 ($18+3+5$):

| | | | |
|----|---|----|---|
| 1 | | 2 | |
| | X | 3 | 5 |
| 18 | | 26 | |

A spare is when a player knocks down all ten pins using two balls. The score for this frame is 10 plus the number of pins scored by the *first* ball of the next frame. In the following example, the score of frame 1 is 14 ($10+4$), and the score for frame 2 is 20 ($14+4+2$):

| | | | |
|----|---|----|---|
| 1 | | 2 | |
| 6 | / | 4 | 2 |
| 14 | | 20 | |

Now try some on your own:

What are the scores of the seventh frame of Exercise A and the eighth frame of Exercise B?

Exercise A:

111

115

107

| | | | |
|-----|---|---|---|
| 6 | | 7 | |
| 7 | / | 4 | 5 |
| 102 | | | |

Exercise B:

149

140

141

| | | | | | |
|-----|---|---|---|---|---|
| 7 | | 8 | | 9 | |
| 2 | 6 | | X | 7 | 1 |
| 123 | | | | | |

Bowling Math Work Sheet #1

Name _____

Directions: Now that you know the basics about keeping score in bowling, figure the frame-by-frame scores for the three players below. Write the score each player has at the end of each frame.

Online Resource: *Bowling Math* <http://richmond.edu/academics/a&s/education/projects/webunits/math/bowling.html>

| Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|--|
| Jeff | 2 | 4 | X | | 3 | / | 4 | 0 | 7 | 2 | 0 | 4 | 8 | 1 | 0 | 0 | 9 | / | 7 | 1 | |
| Score | | | | | | | | | | | | | | | | | | | | | |

| Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|--|
| Lisa | X | | 1 | 7 | 6 | 3 | X | | 2 | / | 4 | 3 | 4 | 5 | 2 | 0 | 0 | 9 | 2 | 7 | |
| Score | | | | | | | | | | | | | | | | | | | | | |

| Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|
| Ellen | 2 | 3 | 7 | / | 4 | 2 | 8 | 0 | 8 | 1 | 2 | 5 | 1 | 8 | 4 | 4 | 4 | 0 | 9 | / | 7 |
| Score | | | | | | | | | | | | | | | | | | | | | |

Which player was the winner of this game? _____

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Bowling Math Work Sheet #2

Name _____

Directions: Now that you know the basics about keeping score in bowling, figure the frame-by-frame scores for the three players below. Write the score each player has at the end of each frame.

Online Resource: *Bowling Math* <http://richmond.edu/academics/a&s/education/projects/webunits/math/bowling.html>

| Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|--|
| Kyle | X | | 0 | / | 1 | 3 | 1 | 8 | 2 | 6 | 2 | 5 | 3 | 2 | 2 | 4 | 8 | / | 1 | 2 | |
| Score | | | | | | | | | | | | | | | | | | | | | |

| Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|--|
| Tanya | X | | 9 | / | 6 | 1 | 1 | 5 | 4 | / | 3 | 1 | 6 | 2 | 3 | / | 5 | 4 | 5 | 3 | |
| Score | | | | | | | | | | | | | | | | | | | | | |

| Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|---|---|---|--|---|---|---|---|---|---|--|
| Josh | 2 | 5 | 6 | 0 | 4 | 5 | 0 | 7 | 9 | / | 9 | 0 | X | | 1 | 1 | 5 | 3 | 2 | 4 | |
| Score | | | | | | | | | | | | | | | | | | | | | |

Which player was the winner of this game? _____

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Answer Key

Bowling Math Work Sheet #1 Name _____

Directions: Now that you know the basics about keeping score in bowling, figure the frame-by-frame scores for the three players below. Write the score each player has at the end of each frame.

Online Resource: *Bowling Math* <http://richmond.edu/academics/a&s/education/projects/webunits/math/bowling.html>

| Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|
| Jeff | 2 4 | X | 3 / | 4 0 | 7 2 | 0 4 | 8 1 | 0 0 | 9 / | 7 1 |
| Score | 6 | 26 | 40 | 44 | 53 | 57 | 66 | 66 | 83 | 91 |

| Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------|----|-----|-----|----|-----|-----|-----|-----|-----|-----|
| Lisa | X | 1 7 | 6 3 | X | 2 / | 4 3 | 4 5 | 2 0 | 0 9 | 2 7 |
| Score | 18 | 26 | 35 | 55 | 69 | 76 | 85 | 87 | 96 | 105 |

| Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| Ellen | 2 3 | 7 / | 4 2 | 8 0 | 8 1 | 2 5 | 1 8 | 4 4 | 4 0 | 9 / 7 |
| Score | 5 | 19 | 25 | 33 | 42 | 49 | 58 | 66 | 70 | 87 |

Which player was the winner of this game? Lisa

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Bowling Math Work Sheet #2 Name _____

Directions: Now that you know the basics about keeping score in bowling, figure the frame-by-frame scores for the three players below. Write the score each player has at the end of each frame.

Online Resource: *Bowling Math* <http://richmond.edu/academics/a&s/education/projects/webunits/math/bowling.html>

| Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Kyle | X | 0 / | 1 3 | 1 8 | 2 6 | 2 5 | 3 2 | 2 4 | 8 / | 1 2 |
| Score | 20 | 31 | 35 | 44 | 52 | 59 | 64 | 70 | 81 | 84 |

| Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Tanya | X | 9 / | 6 1 | 1 5 | 4 / | 3 1 | 6 2 | 3 / | 5 4 | 5 3 |
| Score | 20 | 36 | 43 | 49 | 62 | 66 | 74 | 89 | 98 | 106 |

| Name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--------------|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|
| Josh | 2 5 | 6 0 | 4 5 | 0 7 | 9 / | 9 0 | X | 1 1 | 5 3 | 2 4 |
| Score | 7 | 13 | 22 | 29 | 48 | 57 | 69 | 71 | 79 | 85 |

Which player was the winner of this game? Tanya

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Bowling Score Sheet

| PLAYER | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | TOTAL |
|--------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-------|
| | <input type="text"/> | |
| | <input type="text"/> | |
| | <input type="text"/> | |
| | <input type="text"/> | |
| | <input type="text"/> | |
| | <input type="text"/> | |
| | <input type="text"/> | |
| | <input type="text"/> | |
| | <input type="text"/> | |

Bowling Score Sheet

| PLAYER | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | TOTAL |
|--------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-------|
| | <input type="text"/> | |
| | <input type="text"/> | |
| | <input type="text"/> | |
| | <input type="text"/> | |
| | <input type="text"/> | |
| | <input type="text"/> | |
| | <input type="text"/> | |
| | <input type="text"/> | |
| | <input type="text"/> | |

Spare Shooting

Spare Shooting

The secret to becoming a good spare shooter is to have a plan. Many people "guess" each time they face a spare and they are not as successful as people who have a plan. The 3-6-9 is one plan that works very well for people who roll the ball straight or with a slight curve.

The 3-6-9 system of spare shooting is a basic system that involves moving your feet left or right either 3, 6, or 9 boards depending on which pins are left. Also with this system, you use the same target on the lane as you did with your strike ball. The two main keys are:

- 1) Knowing exactly which board you stood on for your strike shot
- 2) Knowing which pin is the key pin for the spares. The key pin is usually going to be the one that is the closest to you and the pin with the lowest number.

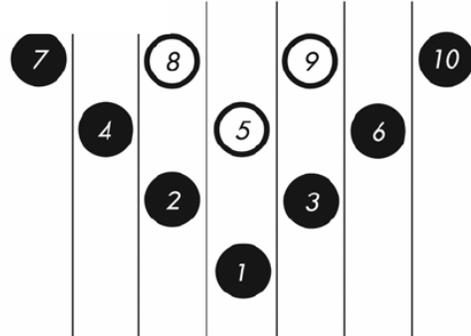
In order to have a wider area to be successful at the spare, you will want to roll "cross lane" at the spare. That means if the spare is on the left side of the lane, you move your feet to the right. If the spare is on the right, you move your feet to the left. You will move three boards for each position away from the head pin as I've put in the custom chart for you.

My Spare Shooting System

Your spare shooting system has three steps. Step #1 is determine the key pin. This is the pin that you must hit to get the spare. Step #2 is to move your feet right or left the right number of boards depending on the key pin. Step #3 is to aim carefully at your target on the lane and roll the ball to that point.

Step #1: The Key Pin

The Key Pin is going to be the one standing if you knocked all the rest down. If there is more than one pin standing, your key pin is going to be the one with the lowest number. (see the pin number chart to see the pin numbers).



Step #2: Move your feet the right amount.

In general, if the key pin is on the left side you are going to move your feet to the right. If the key pin is on the right side, you are going to move your feet to the left.

Each pin "zone" away from the head pin means you are going to move 3 boards. The lines in the picture show the zones. For example, the 7 pin is 3 zones away. 3 zones times 3 boards per zone = 9 boards moving with your feet. Since the 7 pin is on the left, you move to the right 9 boards. The chart below may help. If you want to, cut out the chart and take it with you to the bowling center.

| Key Pin | Direction to Move | Boards to move |
|--------------------------|--------------------------|-----------------------|
| 1 or 5 pin | None | None |
| 2 or 8 pin (1 zone away) | Right | 3 boards |
| 4 pin (2 zones away) | Right | 6 boards |
| 7 pin (3 zones away) | Right | 9 boards |

| | | |
|--------------------------|-------|----------|
| | Right | |
| 3 or 9 pin (1 zone away) | Left | 3 boards |
| 6 pin (2 zones away) | Left | 6 boards |
| 10 pin (3 zones away) | Left | 9 boards |

Step #3: Aim at your target.

In this system, Use the target on the lane that you used for your strike line. Trust this target. Just roll the ball to this spot and let the ball do the rest.



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Section 3-Age Specific Teaching Progression

Teaching Progression for grades K-2

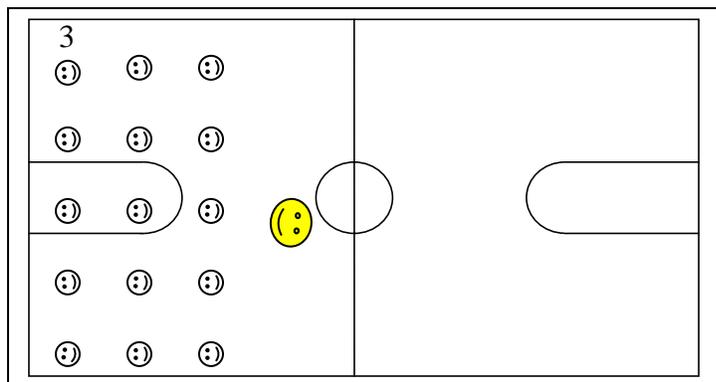
| | |
|--|----|
| 1. Free Pendulum Swing..... | 26 |
| 2. How to Hold the Ball..... | 27 |
| Clock Hand out for Right Handed Bowlers..... | 28 |
| Clock Hand out for Left Handed Bowlers..... | 29 |
| 3. Release..... | 30 |
| 4. Follow Through..... | 31 |
| 5. Accuracy | 32 |
| 6. Balance..... | 33 |
| 7. Rotation..... | 34 |
| 8. Balance “Plus”..... | 35 |
| 9. Suggested Games..... | 36 |

Teaching Progression for grades 3-12

| | |
|---|----|
| 1. Free Pendulum Swing..... | 37 |
| 2. How to Hold the Ball..... | 38 |
| Clock Hand out | 39 |
| 3. Release..... | 40 |
| 4. Follow Through..... | 41 |
| 5. Accuracy..... | 42 |
| 6. Balance..... | 43 |
| 7. Rotation..... | 44 |
| 8. Balance “Plus”..... | 45 |
| 9. Arm Swing..... | 46 |
| 10. Tempo Steps | 47 |
| 11. Four-Step Delivery..... | 48 |
| 12. Teaching Tips for Fixing Common Problems..... | 49 |
| 13. Suggested Games per Grade Level..... | 50 |

Lesson 1- Free Pendulum Swing

Setting: Full or half gym- Students should be assembled where they have room to swing their arms freely without disturbing classmates.



Teaching time: 3 minutes

Equipment: No special equipment needed.

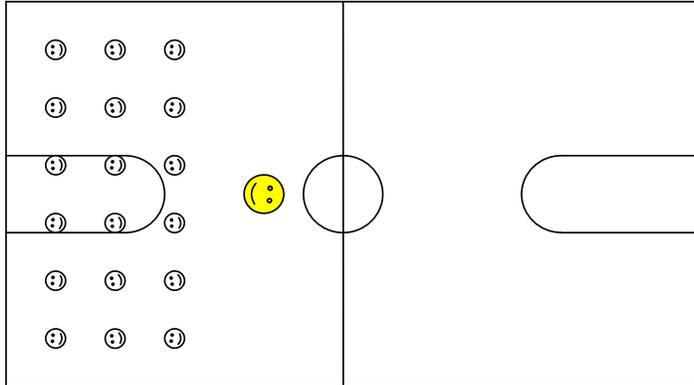
Cue Words: **“PUSH, RELAX”**

Instruction:

1. The 'Free Pendulum' swing will be taught from the staggered position: (feet slightly apart, one foot ahead of the other)
 - a. Tell your students to raise the hand that they will roll or throw a ball with.
 - b. Now tell them “On that same side of your body there is a leg...at the end of that leg is a foot. Pick up that foot and step back 6-8 inches.”
2. Once your students are in the staggered position, tell them that their arm that they roll or throw a ball with is asleep. It is hanging relaxed at their side.
3. Tell your students to lean forward and place their other hand on their bowling wrist.
4. Have your students push their wrist backward with their non bowling hand and let their arm swing freely. Remind your students that the only reason that this is moving is because it is being pushed.
5. Repeat this drill several times saying the cue words: **“PUSH, RELAX”** on each swing. This rhythm will bring the feeling to the students quickly.

Lesson 2- How to Hold the Ball

Setting: Full or half gym- Students should be assembled where they have room to swing their arms freely without disturbing classmates.



Teaching Time: 3 minutes

Equipment: 1 Bowling Ball

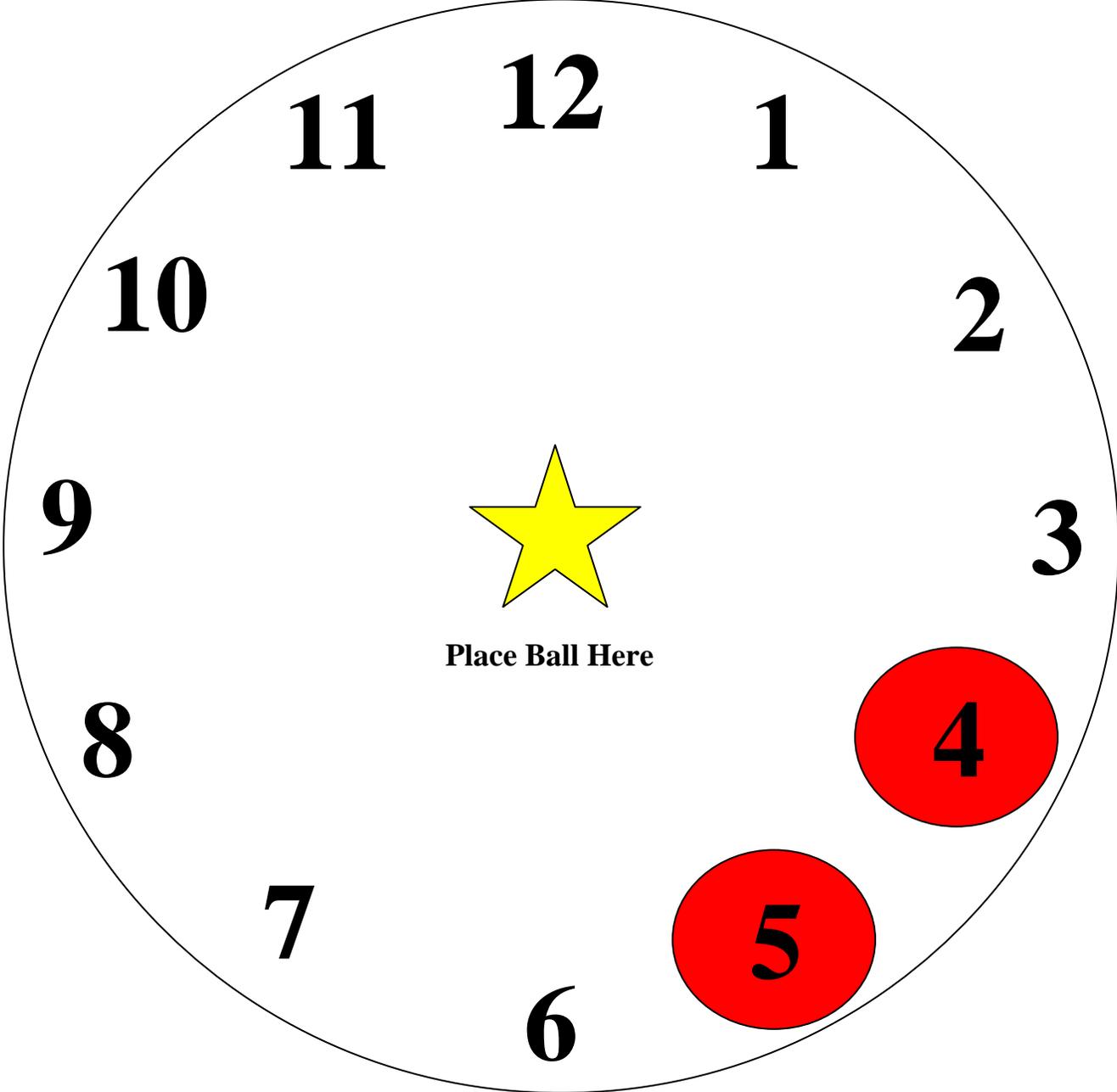
Optional magic glove (two middle fingers cut out and thumb cut out)

Instruction: For students grades K-2 you are going to show them their bowling fingers. These are the two middle fingers and the thumb.

1. Have the students raise the hand that they would roll or throw a with.
2. Tell your students to touch their two middle fingers with their thumb.
3. Explain to the students that these fingers are the ones that we place in the holes of the ball while demonstrating with the bowling ball.

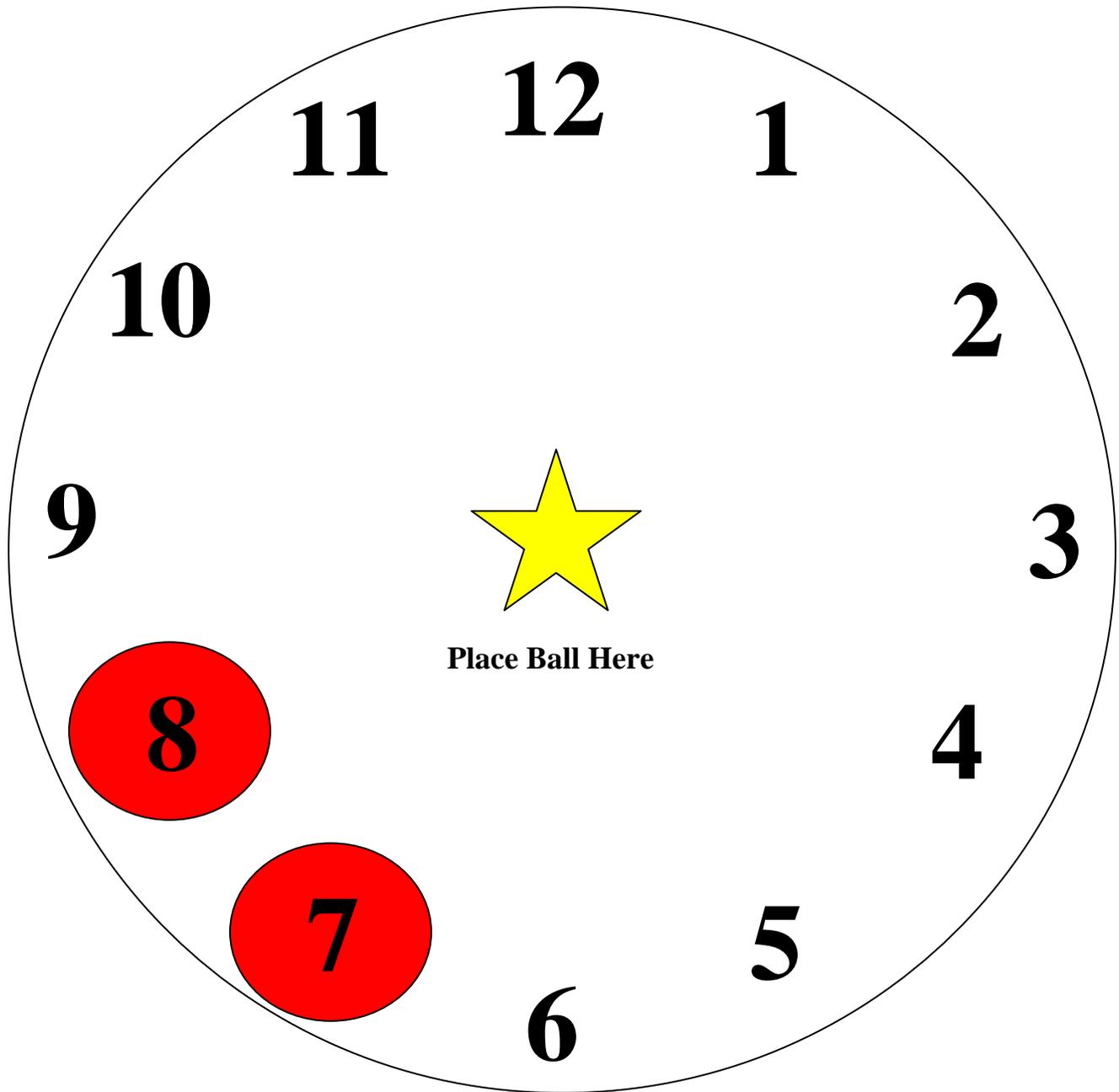
Note: Because this age level is so visual, it is a great idea to have magic gloves for everyone to wear. Magic gloves are one size fits all gloves that can be purchased very inexpensively at a “dollar store”. Simply cut the two middle fingers and thumb out of every glove and have the students wear them on their bowling hand. This helps the students when they can see which fingers to put in the holes of the ball.

Clock Hand-out for Grades K-2



Right Handed Bowlers

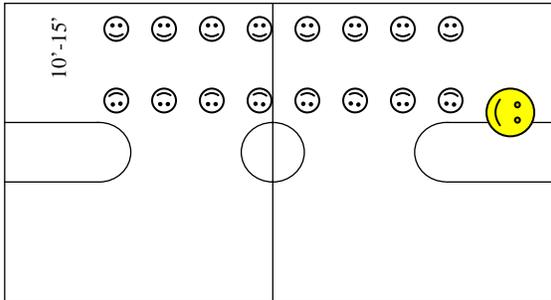
Clock Hand-out for Grades K-2



Left Handed Bowlers

Lesson 4- Follow Through

Setting: Full or half gym- Students pair up and form two lines so that partners face each other about 10 to 15 feet apart.



Teaching time: 7 minutes

Equipment: Clock hand-outs for each student,
One softball (or similar sized ball) for each team of 2 students.

Cue Words: “**ANSWER THE PHONE**”

Instruction:

Follow Through will be taught from the Kneel-Down position.

- Instruct students to raise the hand that they would roll or throw a ball with.
- Say “With that hand touch the knee that is on that same side of your body.
- Now kneel down on that knee.”

Once the students are in this position you will be able to see who is left and right handed and pass out the clocks accordingly. Place the clocks next to the student’s knee directly below the student’s bowling hand. Remember to give each pair one ball.

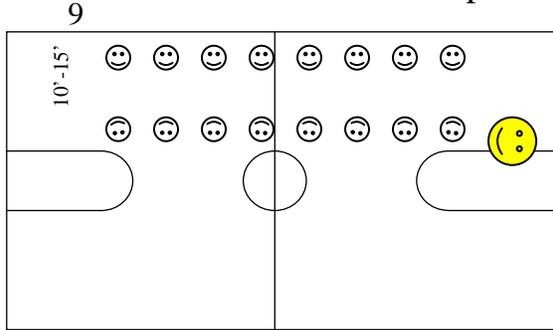
From the kneel-down position students follow this routine:

- Place the ball in the center of the clock.
- Bowler raises the ball from the center of the clock as taught in the **Release** lesson.
- Student takes two free Pendulum Swings.
- After releasing the ball on the second swing, continue the arm swing forward for a Follow Through. Pretend you are “**ANSWERING THE PHONE**” to get the correct motion and feeling of the Follow Through.

Note- You want the students to follow through on their delivery so tell them that “there are no long distance calls allowed!”(This is when a student extends their arm down towards the ground and doesn’t continue the follow through motion).

Lesson 5- Accuracy

Setting: Full or half gym- Students pair up and form two lines so that partners face each other about 10-15 feet apart. One row of students should be near a wall.



Teaching time: 7- 10 minutes

Equipment: Clock hand-outs for each student,
One softball (or similar sized ball) for each team of 2 students.
One pin for each team of 2 students.

Cue Words: **“ANSWER THE PHONE”**

Instruction:

Release will be taught from the Kneel-Down position as taught in previous lessons.

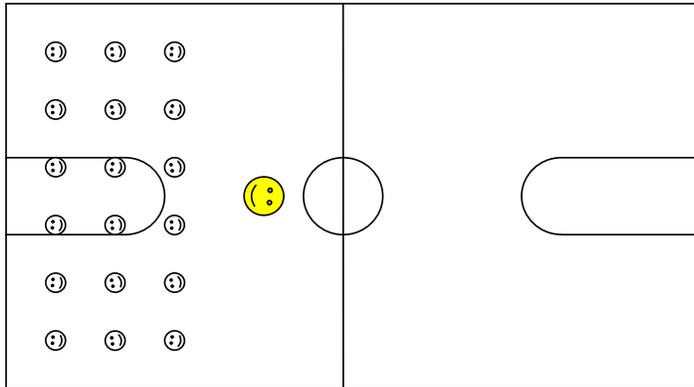
Once the students are in the Kneel-Down position you will be able to see who is left and right handed and pass out the clocks accordingly. Place the clocks next to the student's knee directly below the student's bowling hand. Remember to give one teammate a ball and the other a pin.

1. The students that are nearest the wall will place the bowling pin directly in front of them.
2. Their partner will raise the ball from the center of the clock as taught in the **Release** section.
3. Student takes two free Pendulum Swings.
4. The student then releases the ball toward the partner's bowling pin on the second swing.
5. Bowlers should **Follow Through** and remember to **“ANSWER THE PHONE”**
6. Give each bowler five turns at knocking down the pin.
7. Bowlers should switch places with their partner and give the partner five turns.

Note: Switching places ensures that the balls are always rolling toward a wall and prevents balls rolling across the gym.

Lesson 6- Balance

Setting: Full or half gym- Students should be assembled where they have room to swing their arms freely without disturbing classmates.



Teaching Time: 3-5 minutes

Equipment: None

Cue Words: None

Instruction: Explain to your students the importance of balance. Tell them that if they are not properly balanced, they will not be accurate at hitting the pins.

1. Balance will be taught from the staggered position.
 - a. Tell your students to raise the hand that they will roll or throw a ball with.
 - b. Now tell them “On that same side of your body there is a leg...at the end of that leg is a foot. Pick up that foot and step back 12 inches.”
2. Your students should deeply bend the knee of forward leg.
3. Have your students lean forward and extend both arms out to their sides like an air plane.
4. Now have them lift their back toe off the floor and ask them “*can you hold your balance?*”
5. Now have your students tap that foot down behind them into a place where they feel anchored and steady enough to hold that position for a long time.
6. Tell them to relax their arm that they will roll or throw the ball with at their side, and hold the balance position.
7. Now have the students swing their bowling arm in a free pendulum motion.

Lesson 7- Rotation

Note: If the students have trouble knocking down the pins, move them up behind the arrows.

Setting: Full or half gym- lanes should be set up with 4 practice pins (pins 1,2,3 and 5) set on each lane.

Teaching time: 7 minutes

Equipment:

- a. 6 lanes
- b. 1 ball per lane.
- c. 4 practice pins per lane.

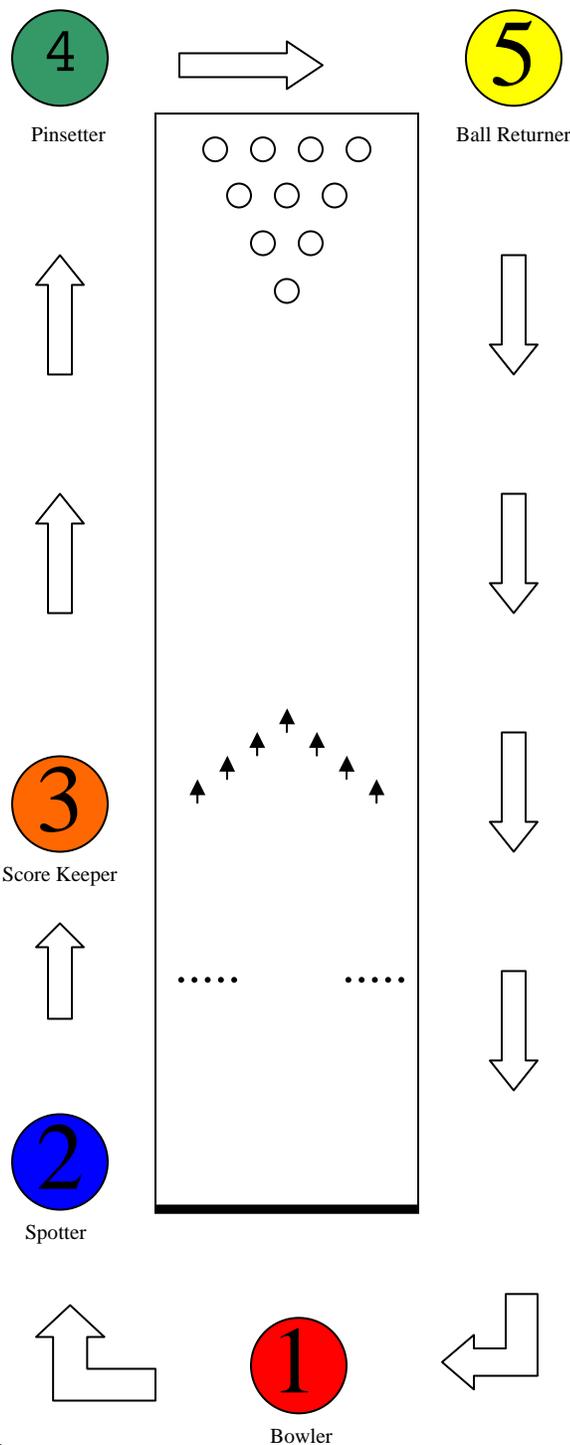
Cue Words: None

Instruction:

1. Divide the students into teams of 5 per lane.
2. Each student has a position on the lane:
 - a. Bowler- Bowls two times before rotating to the spotter's position.
 - b. Spotter- Gets to coach the bowler and watch the foul line. The spotter reminds the bowler to **"ANSWER THE PHONE"**
 - c. Score Keeper- records the number of pins knocked down. An adult can add up the totals later.
 - d. Pinsetter- resets pins after each delivery or clears fallen pins for spare shooting.
 - e. Ball Returner- carries the ball to the bowler then helps the pinsetter finish resetting the pins if needed.
3. Have the bowler stand at the foul line, get into the balance position, take two swings and release the ball toward the pins.
4. After the bowler has taken two deliveries, the students should rotate one position clockwise.
5. When each student has had a chance to bowl, the team should sit down to signal that they have finished.

Note: Because this age level is so visual, it is a great idea to have poly spots in the rotation positions.

This helps the students see what station to move to on their next rotation.



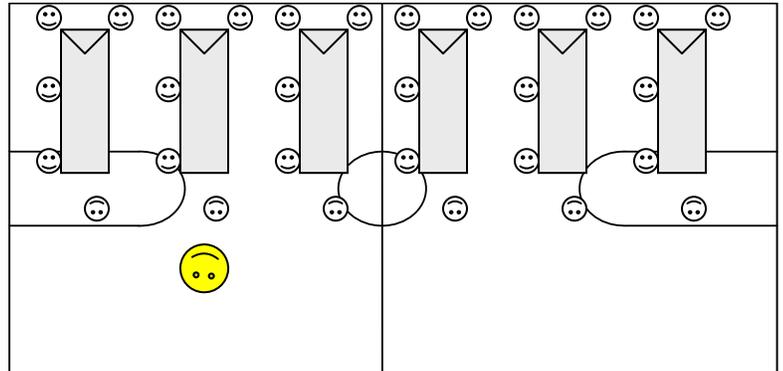
Lesson 8- Balance Plus

Setting: Full or half gym- lanes should be set up with 4 practice pins (pins 1,2,3 and 5) set on each lane.

Teaching time: 8 minutes

Equipment:

- a. 6 lanes
- b. 1 ball per lane.
- c. 4 practice pins per lane.



Cue Words: **“BACK AND BOOOWL”**

Instruction:

1. Balance 'Plus' motion is first taught without the ball.
2. Divide the students into teams of 5 per lane.
3. Each student has a position on the lane.
4. The bowler starts with feet together, straight across at the toes.
5. To get the bowler into the proper position we have them pull their **“magic string”**. Explain to the students that everyone has a magic string on their leg next to their non- bowling hand. If we pull this string straight out and up, it magically lifts the heel on that side of the body every time.



Note: This tip is used to tell the body that this is the foot to move since it is already lifted. Make sure that you make a magic noise when you pull your magic string!

6. Tell the students to pretend that they are holding a bowling ball. Students this age should hold the ball at their side with their arm straight down.
7. Have the bowler take two swings. The first swing begins with a backward push of the bowling ball (with non bowling hand) while the word **“BACK”** is said aloud.
8. The bowler should then let the ball swing forward and say **“AND”**.
9. The bowler then pushes the ball backward again and then takes a step forward and into the balance position all the while saying **“BOOOWL”**.
10. After release, check balance by keeping their back toe on floor.
11. After the bowler has taken two deliveries, the students should rotate one position clockwise.
12. When each student has had a chance to bowl, the team should sit down to signal that they have finished.

Suggested Games

Your students have now learned the basics to bowling including the under hand roll. They are now ready to play some of the fun cardio games that are listed in section 4 of the curriculum.

For these grades, the following games are recommended:

Bingo Bowling- If you laminate the bingo cards, dry erase markers can be used and the cards can be used over and over.

Jump rope Bowling- For this age level the “Basic bounce” is a great work out. You may also consider having the students only jump as many times as the number of pins left standing.

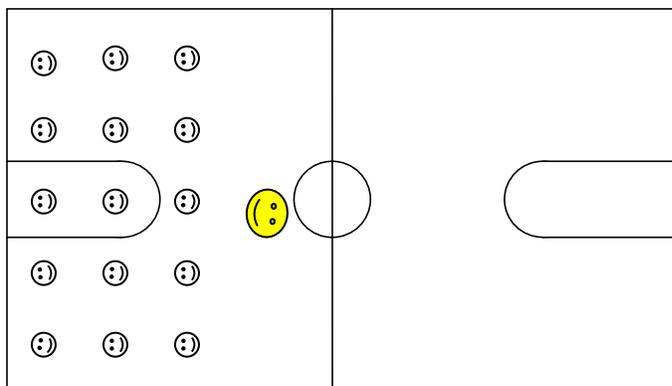
Circuit Bowling- Circuit stations work well with this age level

Relay Bowling-No score keeper is needed so the students are very able to perform this game.

Make that Spare- Only set the two pins that are rolled on the dice .

Lesson 1- Free Pendulum Swing

Setting: Full or half gym- Students should be assembled where they have room to swing their arms freely without disturbing classmates.



Teaching time: 3 minutes

Equipment: No special equipment needed.

Cue Words: **“PUSH, RELAX”**

Instruction:

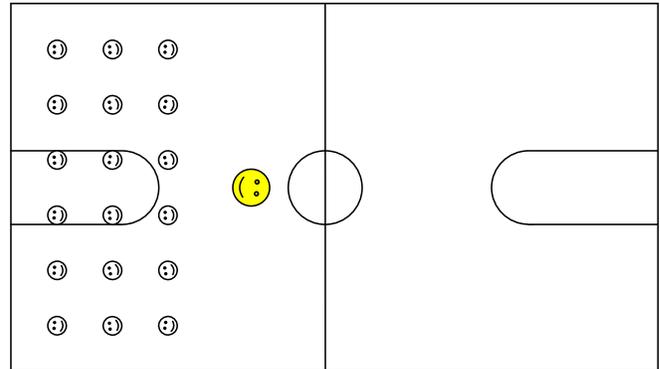
1. The 'Free Pendulum' swing will be taught from the staggered position: (feet slightly apart, one foot ahead of the other)
 - a. Tell your students to raise the hand that they will roll or throw a ball with.
 - b. Now tell them “On that same side of your body there is a leg...at the end of that leg is a foot. Pick up that foot and step back 6-8 inches.”
2. Once your students are in the staggered position, tell them that their arm that they roll or throw a ball with is asleep. It is hanging relaxed at their side.
3. Tell your students to lean forward and place their other hand on their bowling wrist.
4. Have your students push their wrist backward with their non bowling hand and let their arm swing freely. Remind your students that the only reason that this arm is moving is because it is being pushed.
5. Repeat this drill several times saying the cue words: **“PUSH, RELAX”** on each swing. This rhythm will bring the feeling to the students quickly.

Lesson 2- How to Hold the Ball

Setting: Full or half gym- Students should be assembled where they have room to swing their arms freely without disturbing classmates.

Teaching Time: 3 minutes

Cue Words: None



Equipment: 1 Bowling Ball

Optional magic glove (two middle fingers and thumb cut out)

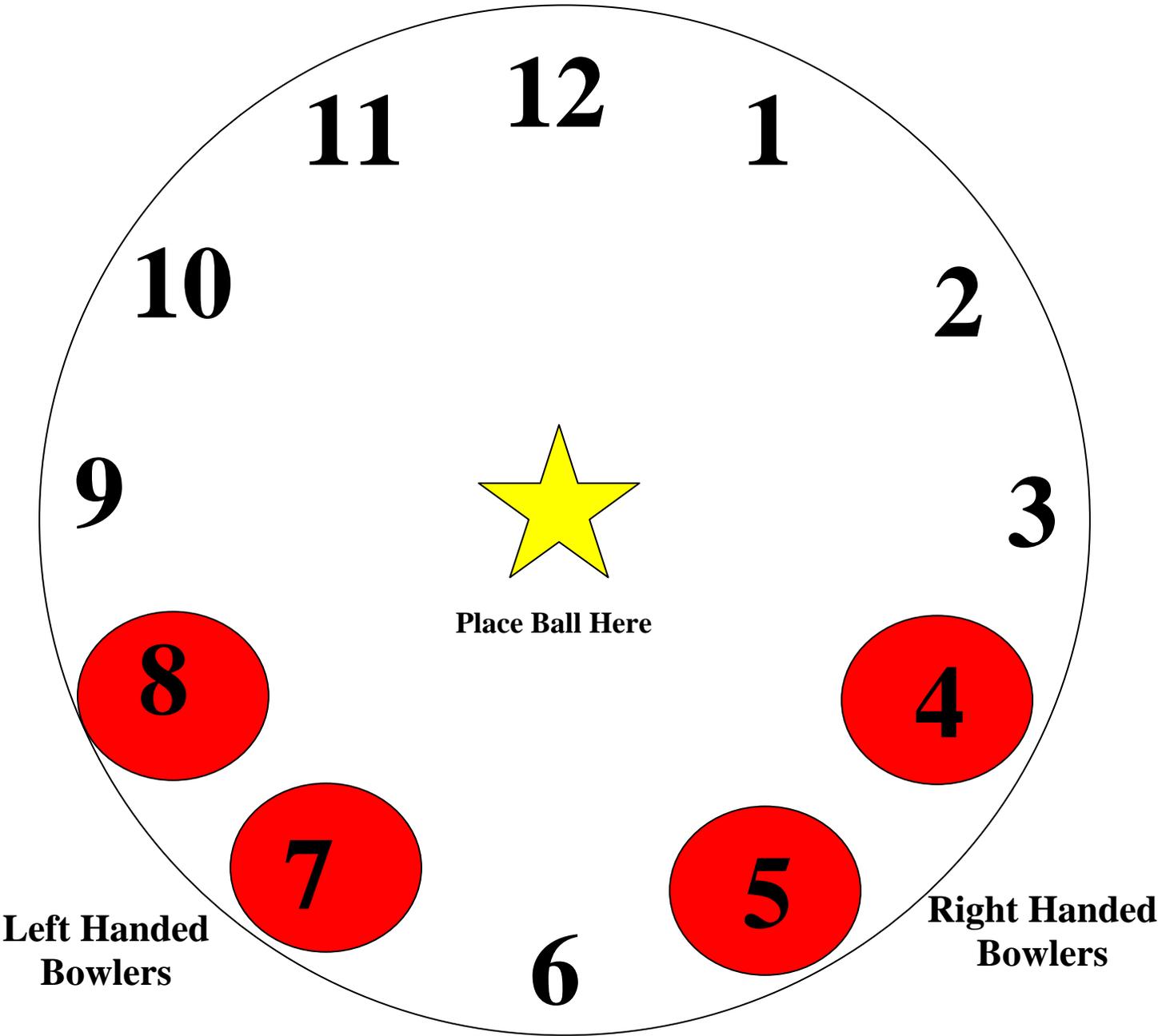
Instruction: For students grades 3-12 you are going to show them their bowling fingers. These are the two middle fingers and the thumb.

1. Have the students raise the hand that they would roll or throw a with.
2. Tell your students to touch their two middle fingers with their thumb.
3. Explain to the students that these fingers are the ones that we place in the holes of the ball while demonstrating with the bowling ball.

Note: Ask your elementary aged kids “How does Spiderman shoot his web?” At least half of your class will put their fingers into the proper position. Now tell them that the fingers that they have curled down are the ones that go in the holes of the ball. Tell your middle school and high school aged students to “hang loose”

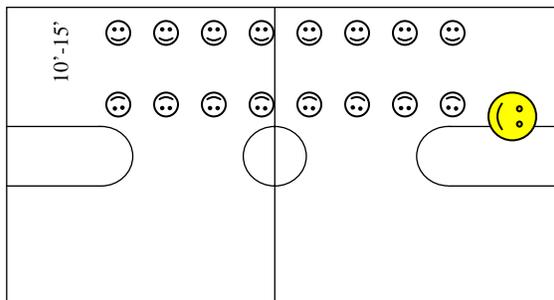


Clock Hand-out for Grades 3-12



Lesson 3-Release

Setting: Full or half gym- Students pair up and form two lines so that partners face each other about 10 to 15 feet apart.



Teaching time: 7 minutes

Equipment: Clock hand-outs for each student, one softball (or similar sized ball) for each team of 2 students.

Cue Words: None

Instruction:

Release will be taught from the Kneel-Down position.

- a. Instruct students to raise the hand that they would roll or throw a ball with.
- b. Say “With that hand touch the knee that is on that same side of your body.
- c. Now kneel down on that knee.”

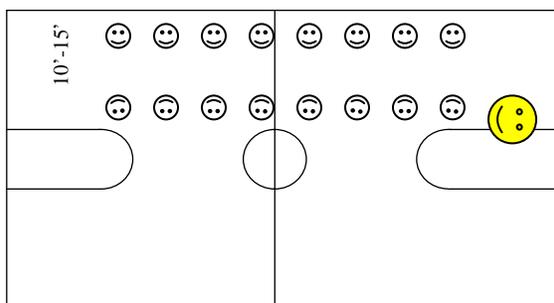
Make sure that every student has a clock.

From the kneel-down position students follow this routine:

1. Tell the students to place the clock next to their knee.
2. Place ball in center of clock.
3. Place bowling fingers on red dots on the clock with the palm of your hand facing the ball.
4. Tell the students that their thumb should be over the ball.
5. Have your students slide their fingers under the ball while gripping it with their thumb. Remind them that they should not turn their hand. Tell them that this can be done by simply lifting your shoulder up and straightening your body.
6. Tell your students to take two free pendulum swings and roll the ball to their partner. The ball should roll like an air plane landing smoothly on the ground.
7. The partner will then return the ball following the same instructions.
8. Have each student take several turns rolling the ball to their partner resetting their hand on the clock each time.

Lesson 4- Follow Through

Setting: Full or half gym- Students pair up and form two lines so that partners face each other about 10 to 15 feet apart.



Teaching time: 7 minutes

Equipment: Clock hand-outs for each student,
One softball (or similar sized ball) for each team of 2 students.

Cue Words: “**ANSWER THE PHONE**”

Instruction:

Follow Through will be taught from the Kneel-Down position.

- d. Instruct students to raise the hand that they would roll or throw a ball with.
- e. Say “With that hand touch the knee that is on that same side of your body.
- f. Know kneel down on that knee.”

Make sure that each student has a clock

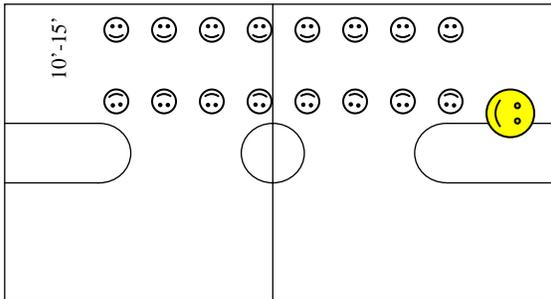
From the kneel-down position students follow this routine:

1. Tell the students to place the clock next to their knee.
2. Place the ball in the center of the clock- “on the star”
3. Bowler raises the ball from the center of the clock as taught in the **Release** lesson.
4. Student takes two free Pendulum Swings.
5. After releasing the ball on the second swing, continue the arm swing forward for a Follow Through. Pretend you are “**ANSWERING THE PHONE**” to get the correct motion and feeling of the Follow Through.

Note- You want the students to follow through on their delivery so tell them that “there are no long distance calls allowed!” (This is when a student extends their arm down towards the ground and doesn’t continue the follow through motion).

Lesson 5- Accuracy

Setting: Full or half gym- Students pair up and form two lines so that partners face each other about 10-15 feet apart. One row of students should be near a wall.



Teaching time: 7- 10 minutes

Equipment: Clock hand-outs for each student,
One softball (or similar sized ball) for each team of 2 students.
One pin for each team of 2 students.

Cue Words: **“ANSWER THE PHONE”**

Instruction:

Remember to give each pair a ball, pin and their clocks

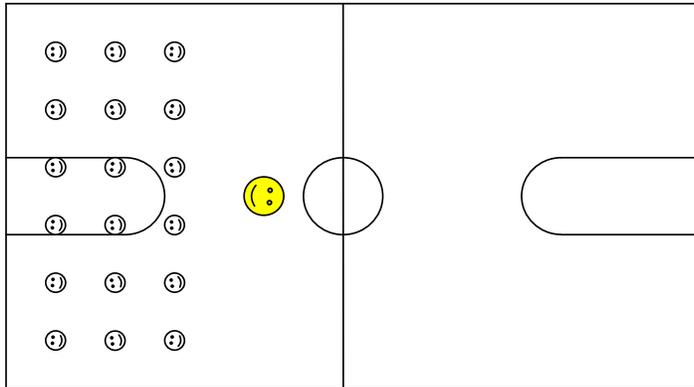
Release will be taught from the Kneel-Down position as taught in previous lessons.

1. Have the students get into the kneel down position with their clocks next to their knee.
2. The students that are nearest the wall will place the bowling pin directly in front of them.
3. Their partner will raise the ball from the center of the clock as taught in the **Release** section.
4. Student takes two free Pendulum Swings.
5. The student then releases the ball toward the partner's bowling pin on the second swing
6. Bowlers should **Follow Through** and remember to **“ANSWER THE PHONE”**
7. Give each bowler five turns at knocking down the pin.
8. Bowlers should switch places with their partner and give the partner five turns.

Note: Switching places ensures that the balls are always rolling toward a wall and prevents balls rolling across the gym.

Lesson 6- Balance

Setting: Full or half gym- Students should be assembled where they have room to swing their arms freely without disturbing classmates.



Teaching Time: 3-5 minutes

Equipment: None

Cue Words: None

Instruction: Explain to your students the importance of balance. Tell them that if they are not properly balanced, they will not be accurate at hitting the pins.

1. Balance will be taught from the staggered position as taught in previous lessons. This time we stagger about 12 inches.
2. Your students should deeply bend the knee of forward leg.
3. Have your students lean forward and extend both arms out to their sides like an air plane.
4. Now have them lift their back toe off the floor and ask them “*can you hold your balance?*”
5. Now have your students tap that foot down behind them into a place where they feel anchored and steady enough to hold that position for a long time.
6. Tell them to relax their arm that they will roll or throw the ball with at their side, and hold the balance position.

Lesson 7- Rotation

Setting: Full or half gym- lanes should be set up with 4 practice pins (pins 1,2,3 and 5) set on each lane.

Teaching time: 7 minutes

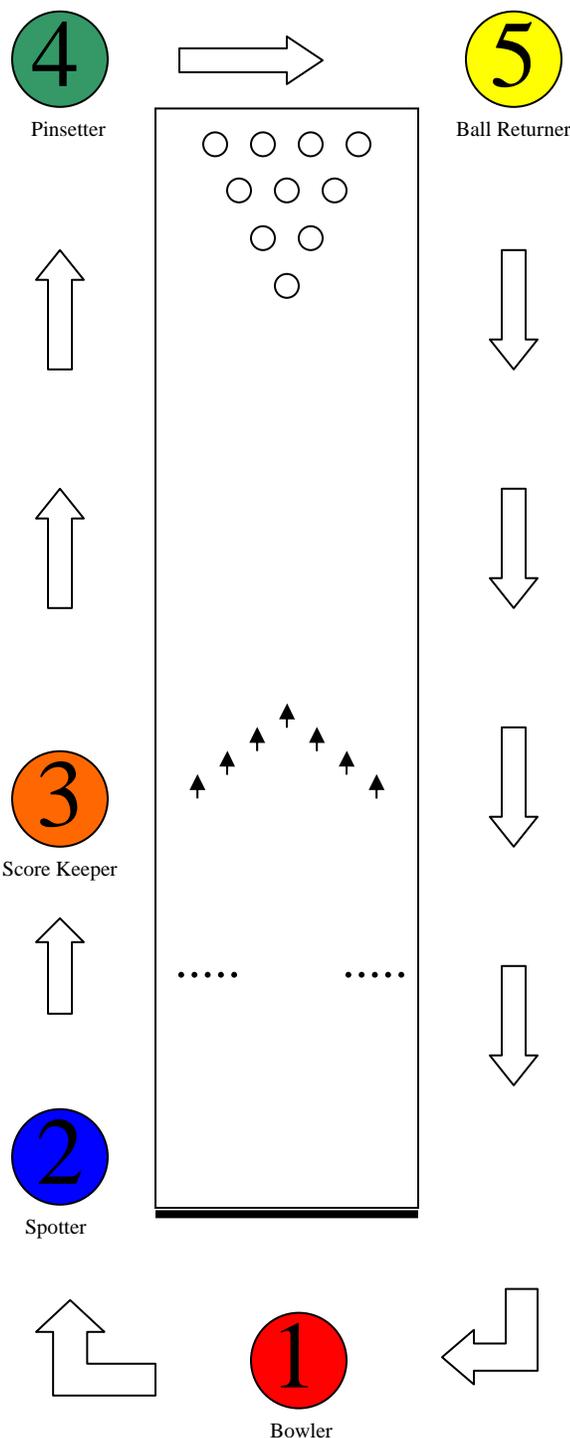
Equipment:

- a. 6 lanes
- b. 1 ball per lane.
- c. 4 practice pins per lane.

Cue Words: None

Instruction:

1. Divide the students into teams of 5 per lane.
2. Each student has a position on the lane:
 - a. Bowler- Bowls two times before rotating to the spotter's position.
 - b. Spotter- Gets to coach the bowler and watch the foul line. The spotter reminds the bowler to **"ANSWER THE PHONE"**
 - c. Score Keeper- records the number of pins knocked down. An adult can add up the totals later.
 - d. Pinsetter- resets pins after each delivery or clears fallen pins for spare shooting.
 - e. Ball Returner- carries the ball to the bowler then helps the pinsetter finish resetting the pins if needed.
3. Have the bowler stand at the foul line, get into the balance position, take two swings and release the ball toward the pins.
4. After the bowler has taken two deliveries, the students should rotate one position clockwise.
5. When each student has had a chance to bowl, the team should sit down to signal that they have finished.



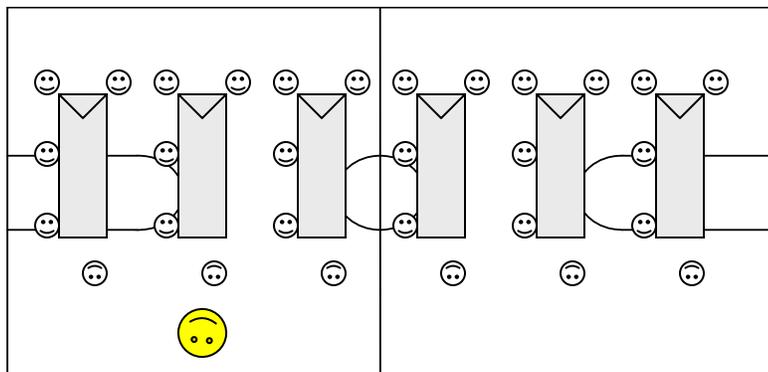
Lesson 8- Balance Plus

Setting: Full or half gym- lanes should be set up with 4 practice pins (pins 1,2,3 and 5) set on each lane.

Teaching time: 8 minutes

Equipment:

- a. 6 lanes
- b. 1 ball per lane.
- c. 4 practice pins per lane.



Cue Words: **“BACK AND BOOOWL”**

Instruction:

1. Balance 'Plus' motion is first taught without the ball.
2. Divide the students into teams of 5 per lane.
3. Each student has a position on the lane.
4. The bowler starts with feet together, straight across at the toes.
5. To get the bowler into the proper position we have them pull their **“magic string”**. Explain to

the students that everyone has a magic string on their leg next to their non- bowling hand. If we pull this string straight out and up, it magically lifts the heel on that side of the body every time.



Note: This tip is used to tell the body that this is the foot to move since it is already lifted. Make sure that you make a magic noise when you pull your magic string!

6. Tell the students to pretend that they are holding a bowling ball. Students this age should hold the ball at their side with their arm straight down.
7. Have the bowler take two swings. The first swing begins with a backward push of the bowling ball (with non bowling hand) while the word **“BACK”** is said aloud.
8. The bowler should then let the ball swing forward and say **“AND”**.
9. The bowler then pushes the ball backward again and then takes a step forward and into the balance position all the while saying **“BOOOWL”**.
10. After release, check balance by keeping their back toe on floor.
11. After the bowler has taken two deliveries, the students should rotate one position clockwise.
12. When each student has had a chance to bowl, the team should sit down to signal that they have finished.

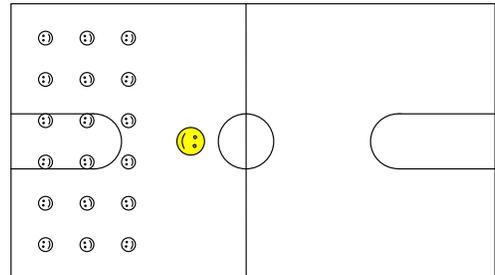
Lesson 9- Arm Swing

Setting: Full or half gym- Students should be assembled in three rows where they have room to swing their arms freely without disturbing classmates.

Teaching time: 4 minutes

Equipment: None

Cue Words: **“OUT- DOWN- SWING-RELAX”**



Instruction:

1. **Arm Swing** will be taught from the staggered position
 - a. Tell your students to raise the hand that they will roll or throw a ball with.
 - b. Now tell them “On that same side of your body there is a leg...at the end of that leg is a foot. Pick up that foot and step back 6-8 inches.”

Note: In teaching the arm swing it is not necessary to use an actual ball, or to take steps.

2. Have your students pretend that they are holding a bowling ball. They should hold the ball slightly above the waist and have the other hand pretend to help support the weight of the imaginary ball.
3. The cue words are **“OUT-DOWN-SWING-RELAX”**.
4. As the students say **“OUT”** they extend their bowling arm with the imaginary ball straight out.
5. The students should then let their arm go down and back (a swinging motion) while saying the cue word **“DOWN.”**
6. Next the students should swing their arm back forward while saying the cue word **“SWING”**.
7. They then draw their arm back into the starting position while saying the cue word **“RELAX”**.

Note: Motion is smooth and natural, not controlled. (No Robot movements allowed)

8. Repeat movements and words to develop rhythm and timing.

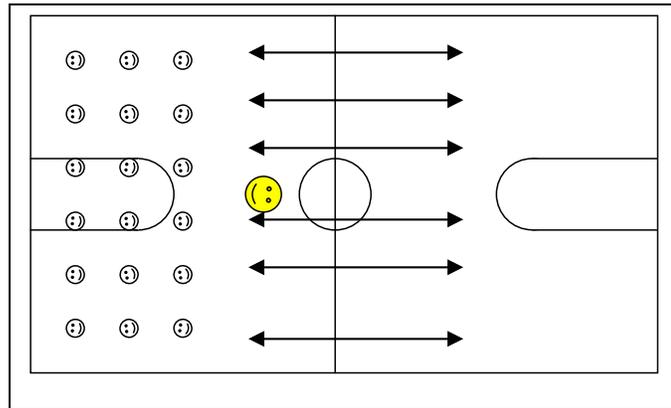


Lesson 10- Tempo Steps

Setting: Full or half gym –Students should stand in 3 rows at one end of the gym. They should have enough room to move without bumping into one another.

Teaching time: 5 minutes

Equipment: None



Cue Words: **“SHORT-SHORT-SHORT-BOOOWL”**

Instruction:

1. **Tempo Steps** will be taught from the staggered position.
 - a. Tell your students to raise the hand that they will roll or throw a ball with.
 - b. Now tell them “On that same side of your body there is a leg...at the end of that leg is a foot. Pick up that foot and step back 6-8 inches.”
2. Students begin with most of weight on forward foot and **HANDS ON HIPS**.
3. Starting with their back foot, students should start to take four short, shuffling steps to the rhythm of the cue words **“SHORT-SHORT-SHORT-BOOOWL.”**
4. On the fourth step when cue word **“BOOOWL”** is stated, the students should swing their leg back into the balance position.

Note: The students will quickly develop a smooth step pattern for bowling.



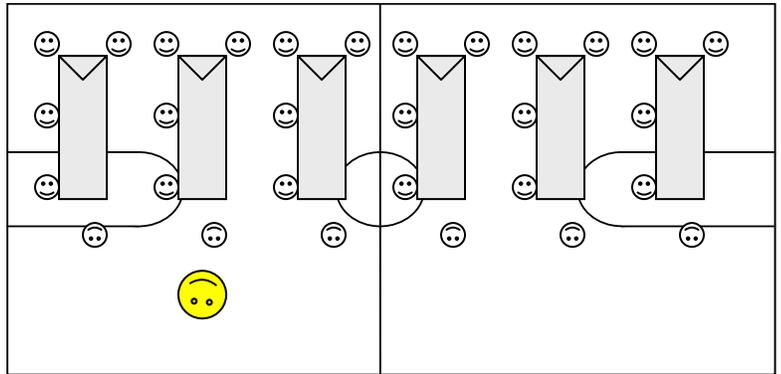
Lesson 11- 4 Step Delivery

Setting: Full or half gym- lanes should be set up with all 10 pins standing on each lane.

Teaching time: 10 minutes

Equipment:

- a. 6 lanes
- b. 1 ball per lane.
- c. 10 pins per lane.



Cue Words: **‘ONE, TWO, THREE, FOUR and a LITTLE BIT MORE’**

Instruction:

1. Divide the students into teams of 5 per lane.
2. Each student has a position on the lane.
3. Have the student that is in the bowling position stand at the foul line (heels should be about 6 inches off of the lane) facing away from the pins. The bowler will now take four and a half steps will saying the cue words **“ONE,TWO,THREE, FOUR and a LITTLE BIT MORE.”**

Note: “The little bit more” is for the slide. This is a good time to explain to your students that on a gym floor, with gym shoes they should not try to slide. They should take a step. Tell them that it is important to get used to that little bit more because at a bowling center they will have on special shoes and they will slide even if they don’t try to. “The Little bit more” leaves room so that they won’t cross the foul line.

4. The bowler should turn and face the pins and get into the staggered position as described in earlier lessons.
5. Have the bowler lift the heel on the side of the body that they are holding the ball. (This helps the brain remember to take off on this foot because it is already lifted.)They should start on this foot doing a full four step approach and push the ball away for a free pendulum swing at the same time.
6. Each bowler should make two deliveries before rotating.
7. Have each team complete one full rotation and then start over, this time keeping score.

Teaching tips for fixing common problems

Walk, Stop and Swing the Ball Bowlers

For those bowlers who walk to the foul line and then swing the ball:

1. Once they have found their starting position (**ONE, TWO, THREE, FOUR and a LITTLE BIT MORE**)
2. Have them lift their heel on the side of the body that they hold the bowling ball. (This helps the brain remember to take off on this foot because it is already lifted)
3. Now have them take one practice swing saying “**OUT-DOWN-SWING-RELAX.**”
4. Immediately on the return of the ball to the starting position they should say and do the **arm swing** again, but this time take off from the starting position and do a four step approach. They may want to change what they say on the second arm swing to “**OUT-DOWN-SWING- RELEASE.**”

This exercise gets the bowlers arm moving so all that they have to do is step to the foul line.

Freddie Flintstone Bowlers

For those bowlers who have no rhyme nor reason to their approach (twinkle toes) or to convert a three step or five step approach:

1. Once they have found their starting position (**ONE, TWO, THREE, FOUR and a LITTLE BIT MORE**)
2. Have them lift their heel on the side of the body that they hold the bowling ball. (This helps the brain remember to take off on this foot because it is already lifted)
3. Now have them start their approach but have them say either out loud or to themselves “**SHORT-SHORT-SHORT-BOOWL.**”

This exercise gives the bowler something to think about and pace their steps to.

Suggested Games

Your students have now learned the basic four step approach to bowling. They are now ready to play some of the fun cardio games that are listed in section 4 of the curriculum.

Grades 3-5:

Cardio Bowling- As described

Speed Bowling- As described

Jump Rope Bowling- Have the students jump 5 times plus the number equal to how ever many pins are left standing.

Relay Bowling- As described

Circuit Bowling- As described

Spelling Bee Bowling- Choose words or phrases that the student is working on in spelling or vocabulary that week. Classroom teachers can help with this.

Spare Me- Set only the two pins that correspond with the numbers rolled on the dice.

Jump Rope Bowling- As described

Bingo Bowling-As described

Grades 6-12:

All games are suitable for this age level as written.

Section-4

Fun Cardio Bowling Games

| | |
|---------------------------|----|
| Bingo Bowling..... | 52 |
| Cardio Bowling..... | 53 |
| Circuit Bowling..... | 54 |
| Jump Rope Bowling..... | 55 |
| Make that Spare..... | 56 |
| Speed Bowling..... | 57 |
| Spelling Bee Bowling..... | 58 |
| Relay Bowling..... | 59 |
| Teacher's Command..... | 60 |
| Strike King..... | 61 |
| Scotch Doubles..... | 62 |
| Fitness Bowling..... | 63 |
| Team work!..... | 64 |
| Gotcha..... | 65 |



Bingo Bowling

| | | | | |
|---|----|----|----|---|
| 7 | 9 | 10 | 0 | 1 |
| 1 | 5 | 2 | 8 | 4 |
| 4 | 10 | | 10 | 3 |
| 0 | 3 | 6 | 8 | 7 |
| 6 | 10 | 9 | 5 | 2 |

Rules:

1. Bowler rolls first and second ball. Ball #1 knocks down 6 pins; ball #2 knocks down 2 pins.
2. Bowler may mark off a '6' and a '2'; or total the two deliveries and mark off an '8'.
3. To score a '0', bowler must roll ball on lane and miss all remaining pins.



Cardio Bowl

● Cone

Cardio Bowl is a timed activity.

Equipment: Lanes are set up.

10 pins set on each lane.

A cone is set up across the gym from the foul line of each lane.

Starting positions: The students are in their positions except for the bowler. He/she will be standing next to the ball returner ready to sprint down and tag the cone before sprinting into the bowling position.

Rotation- Bowler to Spotter to Score Keeper to Pin Setter to Ball Returner to Bowler

Time- 3 minutes

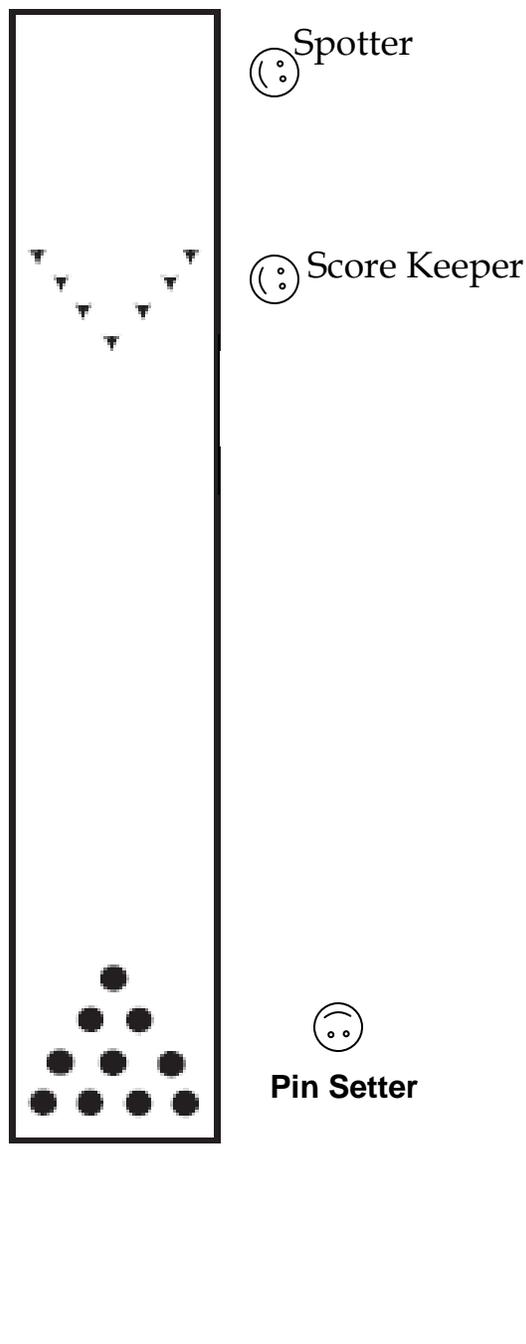
Scoring- Score keeper writes down only the number of pins knocked down.

Object- Have fun, get a cardio workout and the team with the high score wins!

Instructions-

- On your signal the Bowler will run down, tag the cone, roll the ball at the pins and rotate to the Spotter's position.
- Everyone rotates to the next position.
- The Ball Returner, when running with the ball must tag the cone before running into the Bowler's position.
- The new Ball Returner and Pin Setter should work together at setting pins because the rotation is very fast.

Remember to give the "high five" signal to the bowler.





Circuit Bowling

This bowling activity incorporates circuit training with the bowling program. This is a great activity for the upper grades... 5th and higher or in any class where there are a large number of students.

Equipment: lanes are set up.

Ten pins are set on each lane.

Circuit station equipment.

Starting Position: Each of the bowlers takes their normal position on the lane, with one student bowling. The teacher adds another position for each team. That position is directly behind the bowler on the other side of the gym.

Rotation: Bowler to Spotter to Score Keeper to Pin Setter to Ball Returner to Circuit station to Bowler.

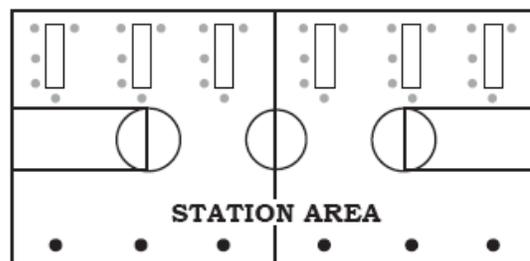
Time: Your choice

Scoring: Total number of pins or traditional bowling scoring.

Object: Have fun, involve a larger number of students and the team with the high score wins.

The Circuit station can be any activity that the teacher chooses.

Examples: Jump rope, Juggling, Aerobic Movement, Balancing, Weight training





Jump Rope Bowling

Each rotation presents a new jump rope skill.

Equipment: Lanes are set up.

Ten pins are standing on each lane.

Jump ropes are in each of the five stations per lane.

Starting position: Students are in their normal positions on the lane with jump ropes on the ground or tied around their waists.

Rotation: Bowler to Spotter to Score Keeper to Pin Setter to Ball Returner to Bowler.

Time: Your choice

Scoring: None

Object: To have fun and practice bowling skills along with jump rope skills.

FRAME #1 = Basic Bounce
FRAME #2 = Right leg only
FRAME #3 = Left leg only
FRAME #4 = Straddle
FRAME #5 = Stride
FRAME #6 = Backwards
FRAME #7 = CHOICE (student or teacher)
FRAME #8 = Wounded Duck
FRAME #9 = Double Unders
FRAME #10 = Basic @ Double Speed



Make that Spare

Equipment: Lanes are set up.
Ten pins are available at each lane.
Large foam dice (regular dice will do)

Starting position: Students are in their normal positions on the lane.

Rotation: Bowler to Spotter to Score Keeper to Pin Setter to Ball Returner to Bowler.

Time: Your choice

Scoring: The team making the spare gets a point. The teacher chooses the total number of points needed to win.

Object: To have fun, to work on aiming skills, and to be the team that reaches the winning designated point

Instructions: The dice are rolled to determine which spare the class will be bowling for. If a 2 and a 5 are rolled, the two pin and the five pin should be set up on each lane. For the older grades, have them add the two numbers together and add that pin as well. In this example the seven pin would be added.

Each bowler gets two attempts to "Make that Spare" before they rotate. Any pins knocked down should be reset before the second attempt is made. The teams continue to bowl and rotate until one team "Makes that Spare." At this time the dice are rolled again and a new spare is set.

Note: If doubles are rolled, all ten pins are set up. If the total of the two dice is eleven (5 and 6), only the five and six pins are set up as the spare.



Speed Bowling

Equipment: Lanes are set up.
Ten pins are set on each lane.

Starting position: Students are in their normal positions on the lane. The Ball Returners have the ball wait for "Go."

Rotation: Bowler to Spotter to Score Keeper to Pin Setter to Ball Returner to Bowler.

Time: 5 minutes

Scoring: Add up the total number of pins knocked down. The team with the high score at the end of 5 minutes wins

Object: To have fun, to work on aiming skills, and to be the team that bowls the highest score while getting a workout.

Instructions:

- a. On your signal the ball returner will run down and hand the bowler the ball, run back to his/her position and give the Pin Setter a "high five." (This tells the Bowler that they are ready)
- b. The Bowler rolls the first ball.
- c. The Ball Returner gets the ball and runs it back down to the Bowler.
- d. The Ball Returner returns to his/her position and can help the pin setter finish setting up the pins (all pins are re-set every time. No Spares) before they stand and give the "high five" signal to the bowler.
- e. The Bowler rolls his second ball and the team rotates.



Spelling Bee Bowling

Spelling Bee Bowling is a great way to incorporate spelling into your bowling lesson. Use bowling terms, names of muscles and bones or spelling words from the classroom.

Equipment: Lanes are set up.
Ten pins are standing on each lane.
Each lane has a deck of Flash Cards.

Starting position: Students are in their normal positions on the lane.

Rotation: Bowler to Spotter to Score Keeper to Pin Setter to Ball Returner to Bowler.

Time: Your choice

Scoring: The first team to figure out the word or phrase wins

Object: To have fun, practice bowling skills and work on spelling and vocabulary words.

Instructions: Each lane will have the chosen secret word spelled out in flash cards. The cards are scrambled and face down.

Each time that someone on the team rolls a strike, that team gets to flip over 2 cards. Each time someone on the team rolls a spare, the team gets to flip over 1 card. The team who figures out the word or phrase first wins.

Bowlers get two turns each time they are up to bowl and then they rotate.



Relay Bowling

Equipment: Lanes are set up.

Ten pins are available at each lane. Pin #1 is standing.

Starting position: Students are in their normal positions on the lane.

Rotation: Bowler to Spotter to Score Keeper to Pin Setter to Ball Returner to Bowler.

Time: How ever long it takes!

Scoring: First team to knock down all ten pins wins.

Object: To be the first team to knock down all ten pins with one ball. To have fun and practice bowling skills.

Instructions

Instructions: Each bowler is allowed only one delivery each time that they are in the bowling position. The first bowler bowls at pin #1 and the team rotates. If bowler #1 knocked down the #1 pin then that team gets to add pin #2. The second bowler bowls and the team rotates. If that bowler knocked down both pins, that team gets to add pin #3. If on any turn all of the pins that are set are not knocked down, the fallen pins must be re-set for the next bowler to aim for. The teams cannot add the next pin until someone knocks down everything that is standing.



Teacher's Command

Equipment: Lanes are set up.

10 pins are set on each lane.

Starting Positions: The students are in their normal positions on the lane.

Rotation: Bowler to Spotter to Score Keeper to Pin Setter to Ball Returner to Bowler.

Time: Teacher's choice

Scoring: Optional.

Object: To follow instructions, learn the pin numbers and improve aiming.

Instructions: The teacher calls out to the class what pin number or combination of pins he/she wants the bowlers to shoot for.

Suggestions:

For a fun challenge have the bowlers try to knock down a certain pin while leaving the others standing.

Give the bowlers a number and let them set the pins of their choice that add up to that number.

Example: Teacher says 17
Students set up the 2, 3, 4, and 8 pins.



Strike King

Equipment: Lanes are set up.

10 pins are set on each lane.

Starting Positions: The students are in their normal positions on the lane. It is your choice if you want to have someone in the scoring position.

Rotation: Bowler to Spotter to Pin Setter to Ball Returner to Bowler.

Time: How ever long it takes to determine who is King or Queen!

Scoring: Not Necessary. Bowlers may choose to keep track of their own number of strikes in a row.

Object: To be the person who can roll the most strikes in a row and become the Strike King (or Queen)!

Instructions: The first bowler from each team stands ready for the starting command. The teacher says "1,2,3, Bowl" and all bowlers roll the ball simultaneously. Everyone who rolled a strike gets to stay in the game. The teams whose bowler did not get a strike must reset their pins and sit down. On the lanes where bowlers rolled strikes, the pins must be reset and the same bowlers stand ready once again for the teacher's starting command. The teacher says "1,2,3, Bowl" and all remaining bowlers roll the ball simultaneously. Everyone who rolled a strike gets to stay in the game, and you continue to follow the same pattern until only one of your starting 6 bowlers is left standing. Once a winner is determined for that round, the teams rotate and you start the process over again. After everyone has had a chance to bowl you then take your finalists (the winners of each round) and have them compete on a lane following the same instructions as before. This will determine who your Strike King or Queen will be.



Scotch Doubles

Equipment: Lanes are set up.

10 pins are set on each lane.

Starting Positions: The students are in their normal positions on the lane.

Rotation: Bowler to Spotter to Score Keeper to Pin Setter to Ball Returner to Bowler.

Time: Teacher's choice

Scoring: Optional. High total pins.

Object: Learning to work with a partner, aiming and learning to pick up someone else's spares.

Instructions: The first bowler bowls the first ball and rotates. The next bowler tries to knock down the remaining pins to finish the frame. If the first bowler rolls a strike then a full set of pins is set for the next bowler.

* note- partners will change as strikes are rolled.



Fitness Bowling

Equipment: Lanes are set up.

10 pins are set on each lane.

Starting Positions: The students are in their normal positions on the lane.

Rotation: Bowler to Spotter to Score Keeper to Pin Setter to Ball Returner to Bowler.

Time: Teacher's choice

Scoring: Optional.

Object: To get a good work out while having fun bowling.

Instructions: Hang a chart on the wall with 10 different exercises listed. The exercises are the teacher's choice.

After the bowler bowls and before the team rotates, they must look at the chart and do the next exercise that is listed. The number of pins left standing by the bowler determines how many of each exercise that team will do.

Example:

1. Jumping Jacks
2. Sit ups
3. Push ups
4. Lunges
5. Squats
6. Touch your toes
7. Hop on one foot
8. Head, shoulders, knees and toes
9. Alternating high kicks
10. Laps across the gym

The second bowler finishes his turn and leaves 4 pins standing. Everyone on that lane must now do 4 sit ups.



Teamwork!

Equipment: Lanes are set up.

10 pins are set on each lane.

Starting Positions: The students are in their normal positions on the lane.

Rotation: Bowler to Spotter to Pin Setter to Ball Returner to Bowler.

Time: Your choice

Scoring: 1 point is awarded to the team each time all ten pins are knocked down.

Object: Teamwork! To have fun working on aiming skills, while trying to be the team with the highest points at the end of the game!

Instructions: Each bowler is allowed only one delivery each time that they are in the bowling position unless they get a strike. If they roll a strike they get to roll another ball. For each strike that is rolled the team gets one point, and each time all ten pins are knocked down, by one bowler or several bowlers, that team is awarded a point.

Example: Bowler #1 knocks down 4 pins and rotates. Bowler #2 knocks down the remaining 6 pins. The team gets a point, and all 10 pins are reset. Bowler #3 gets a strike. The team gets another point and all 10 pins are reset. Bowler #3 bowls again and knocks down 8 pins. Bowler #4 knocks down 1 pin. Bowler #5 knocks down the last pin and the team is awarded a point.



Gotcha!

Equipment: Lanes are set up.

10 pins are set on each lane.

Starting Positions: The students are in their normal positions on the lane.

Rotation: Bowler to Spotter to Score Keeper (optional) to Pin Setter to Ball Returner to Bowler.

Time: Teacher's choice

Scoring: Optional.

Object: The kids improve on their aiming skills in order to avoid doing push-ups. The goal is to make your teammates have to do pushups when a strike is rolled.

Instructions: The first bowler bowls. If a strike is rolled, everyone else on the team has to do 10 push-ups. If a strike is not rolled, the bowler must try to pick up the spare. If a gutter ball is rolled or all pins are missed on the second attempt, the bowler must do push-ups equal to the number of pins left standing.

* note- teammates will get creative at trying to distract the bowler so that they don't get strikes. The class may get very loud!!!