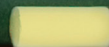


Bowler's Ed

Fitness & Fun



Bowling for Fitness & Fun

Bowling is fun and GREAT exercise. The average adult bowler burns 240 calories per hour and uses 134 muscles during the basic four-step approach. Three games of bowling is equivalent to walking 1 mile and bowling is a weight-bearing sport which helps build strong, healthy bones.

In this section, you will find fun activities combining bowling with subjects such as art, history, math and spelling as well as challenging cardio, coordination and balance exercises. These educational activities are separated into grades K-2, 3-5 and 6-8. Look for the symbols on each exercise designating recommended grade levels and refer to the coded matrix on the following page to quickly identify which activities would be most appropriate for the age level you are teaching plus what physical activity and/or subject is emphasized.



	Page	Cardio	Strength Training	Coordination	Balance	Vocabulary	Reading Comprehension	Art	Spelling	Math
K-2	Circuit Bowling	3								
	Bookmark Bowling	9-12								
	Spelling Bee Bowling	13								
	Bingo Bowling	14-15								
3-5	Circuit Bowling	3								
	Cardio Bowling	4								
	Fitness Roll	5								
	Jump Rope	6								
	Relay Bowling	7								
	Bookmark Bowling	9-12								
	Spelling Bee Bowling	13								
	Bingo Bowling	14-15								
	Make That Spare	16								
		Circuit Bowling	3							
6-8	Cardio Bowling	4								
	Fitness Roll	5								
	Jump Rope Bowling	6								
	Relay Bowling	7								
	Speed Bowling	8								
	Bookmark Bowling	9-12								
	Spelling Bee Bowling	13								
	Bingo Bowling	14-15								
	Make That Spare	16								
	Spare Me	17								
Spare Spectacular	18									
Team Bowling for Dollars	19									

Circuit Bowling

K-2

3-5

6-8

Purpose: Incorporates circuit training into the bowling program

Setting: Gymnasium or multi-purpose room. Bowling lanes should be set up. All ten pins should be placed on each lane. Across from each lane, a “station” should be set up with an additional activity. (Examples: juggling, weight training, jump-roping, balancing, dance moves, or ball handling skills).

Activity time: Varies.

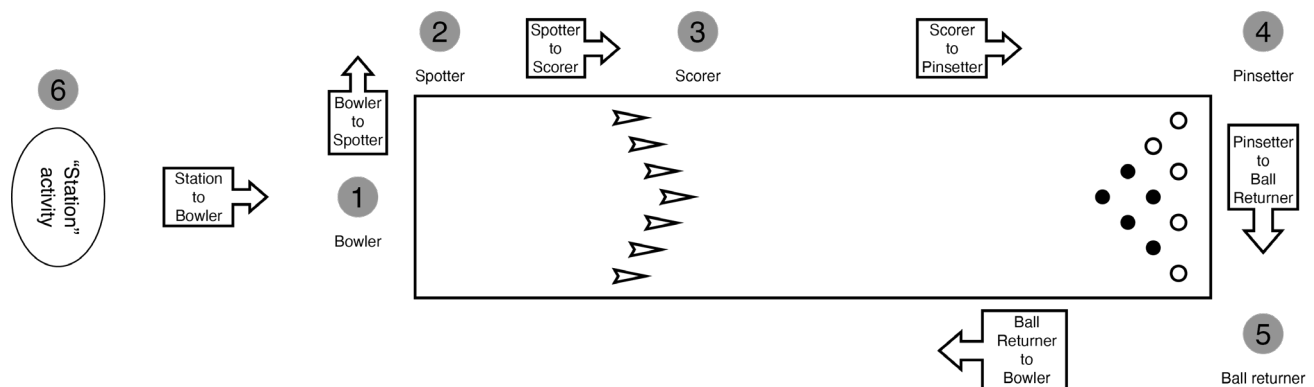
Equipment:

1. Bowling lanes
2. 10 pins for each lane
3. One ball for each lane
4. Additional equipment depending on types of station activities chosen



Instructions:

1. Divide students into teams of 5 and assign each team to a lane.
2. Each student will have a “position” on the lane:
 - **Bowler:** Takes two deliveries of the ball.
 - **Spotter:** Watches the bowler for fouls, helps with technique (follow through, balance, etc.), and assists scorer if necessary.
 - **Scorer:** Keeps count of the number of pins knocked down.
 - **Pin setter:** Resets pins after each delivery.
 - **Ball returner:** Returns the ball to the bowler.
3. Ensure that everyone understands the positions.
4. The bowler takes two deliveries.
5. Each student rotates positions on the lane (see diagram below).
6. The ball returner rotates to the “station” activity.
7. The student at the “station” activity then rotates to the bowler.



Cardio Bowling

Purpose: Warm-up activity

Setting: Gymnasium or multi-purpose room. Bowling lanes should be set up. All ten pins should be placed on each lane.

Activity time: This is a timed activity. The total pins knocked down in the allotted time period determines the winner.

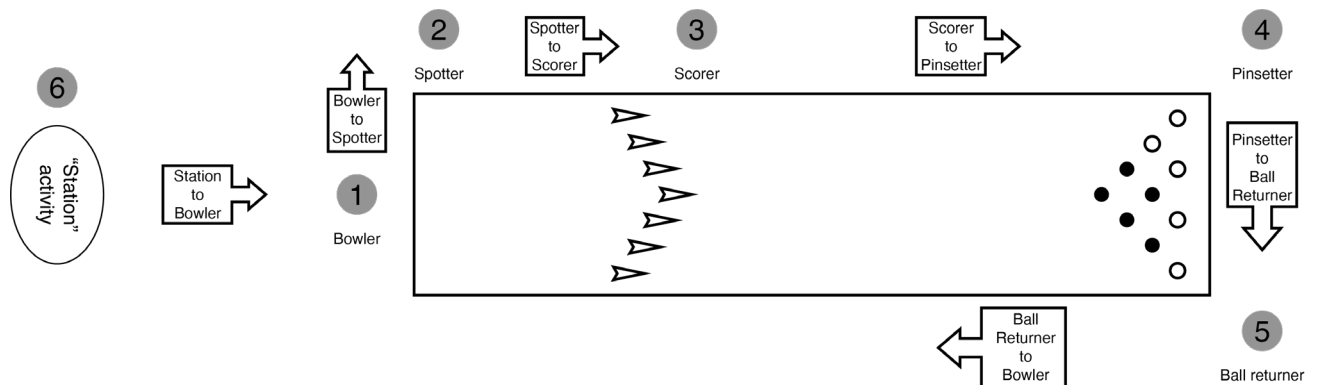
Equipment:

1. Bowling lanes
2. 10 pins for each lane
3. One ball for each lane
4. Notepad and pencil for scoring
5. Cone or other marker



Instructions:

1. Divide students into teams of 5 and assign each team to a lane.
2. Each student will have a “position” on the lane:
 - **Bowler:** Takes one delivery of the ball.
 - **Spotter:** Watches the bowler for fouls, helps with technique (follow through, balance, etc.), and assists scorer if necessary.
 - **Scorer:** Keeps count of the number of pins knocked down.
 - **Pin setter:** Resets pins after each delivery.
 - **Ball returner:** Returns the ball to the bowler.
3. Ensure that everyone understands the positions.
4. In this activity, each bowler takes one delivery and then sprints to the next position.
5. As the allotted time expires, have each team add their scores. The team with the highest score is the winner.



Fitness Roll

3-5

6-8

Purpose: Incorporates more fitness into the bowling unit.

Setting: Gymnasium, multi-purpose room or outside covered area. Bowling lanes should be set up along with various fitness activities, such as mats for sit-ups, v-sit, and push-ups; jump ropes; hula hoops; arm circles; jumping jacks; around the world twist; and toe touches.

Activity time: Varies

Equipment:

1. Bowling lanes
2. 10 pins for each lane
3. One ball for each lane
4. Three mats (one for sit-ups, one for push-ups, and one for the v-sit)
5. 30 jump ropes
6. 10 hula hoops
7. 6 station cards with the following exercises on them:
 - jumping jacks
 - toe touches
 - around the world waist twist
 - arm circles
 - knee lifts
 - the v-sit
8. Stickers numbered 1-10 to be placed on the bowling pins or a magic marker to mark the pins 1-10.



Instructions:

1. Divide students into teams of 5.
2. Assign each team to a lane.
3. Each student will take two rolls. After the two rolls, the student goes down the lane and looks at the pins that are not knocked down. Each pin has a number on it, and before the student can get back in line to bowl, he/she must go to the correlating number stations and complete the fitness activity at that station. For example, if the bowler did not knock down pins 3, 4, and 8, he/she would go to those stations and do the exercise on the station card before returning to the bowling lane for another turn. Before the student leaves the lane, he/she must reset the pins for the next bowler.
4. Ensure everyone understands the activities by allowing one group to demonstrate.

*Activity submitted by Elaine Harmon
West Gate K-8 - Port St. Lucie, FL*

Jump Rope Bowling

3-5

6-8

Purpose: Incorporates jump roping skills into the bowling program

Setting: Gymnasium or multi-purpose room. Bowling lanes should be set up. All ten pins should be placed on each lane.

Activity time: Varies

Equipment:

1. Bowling lanes
2. 10 pins for each lane
3. One ball for each lane
4. A jump rope for each student



Instructions:

1. Divide students into teams of 5 and assign each team to a lane.
2. Each student will have a “position” on the lane:
 - **Bowler:** Takes two deliveries of the ball.
 - **Spotter:** Watches the bowler for fouls, helps with technique (follow through, balance, etc.), and assists scorer if necessary.
 - **Scorer:** Keeps count of the number of pins knocked down.
 - **Pin setter:** Resets pins after each delivery.
 - **Ball returner:** Returns the ball to the bowler.
3. Ensure that everyone understands the positions.
4. The bowler takes two deliveries.
5. After the two deliveries, the team will complete the designated jump rope skills for that frame.
6. The number of jumps required is dependent upon the number of pins knocked down. (Example: The bowler knocks down 8 pins and leaves 2 standing. The team would jump 12 times--10 for the total number of pins, and 2 for the 2 pins left standing.)
7. The team will then rotate positions until every student has been the bowler (see Rotation on page 9).
8. **Teaching tip:** Have students tie the jump ropes around their waist when they are not in use.

Frame 1 = Basic bounce	Frame 6 = Backwards
Frame 2 = Right leg only	Frame 7 = Teacher’s or students’ choice
Frame 3 = Left leg only	Frame 8 = Wounded duck
Frame 4 = Straddle	Frame 9 = Double unders
Frame 5 = Stride	Frame 10 = Basic at double speed

Relay Bowling

3-5

6-8

Purpose: Students learn accuracy

Setting: Gymnasium or multi-purpose room. Bowling lanes should be set up. To begin, only the number one (head) pin should be placed on the lane.

Activity time: 5 minutes

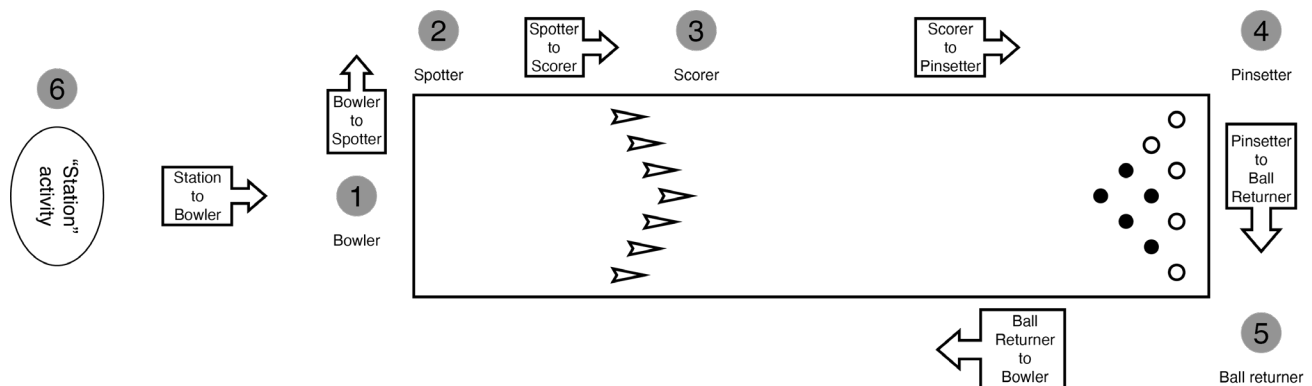
Equipment:

1. Bowling lanes
2. 10 pins for each lane
3. One ball for each lane



Instructions:

1. Divide students into teams and assign each team to a lane.
2. Each student will have a “position” on the lane:
 - **Bowler:** Takes two deliveries of the ball.
 - **Spotter:** Watches the bowler for fouls, helps with technique (follow through, balance, etc.), and assists scorer if necessary.
 - **Scorer:** Keeps count of the number of pins knocked down.
 - **Pin setter:** Resets pins after each delivery.
 - **Ball returner:** Returns the ball to the bowler.
3. Ensure that everyone understands the positions.
4. The bowler takes one delivery, attempting to knock down the number one pin.
5. The entire team rotates one position. The next bowler gets one delivery and attempts to knock down the number one AND number two pins.
6. The entire team rotates again. The next bowler gets one delivery and attempts to knock down the number one, number two, AND number three pins.
7. If the bowler is NOT successful at knocking down the pin(s), the team still rotates. The next bowler will attempt to knock down the same combination of pins that was
8. just missed.
9. The game continues until one team knocks over all ten pins in one delivery.



Speed Bowling

Purpose: Students get quite a workout while working in a cooperative environment

Setting: Gymnasium or multi-purpose room. Bowling lanes should be set up. All ten pins should be placed on the lane.

Activity time: This is a timed activity that should be limited to 5-7 minutes.

Equipment:

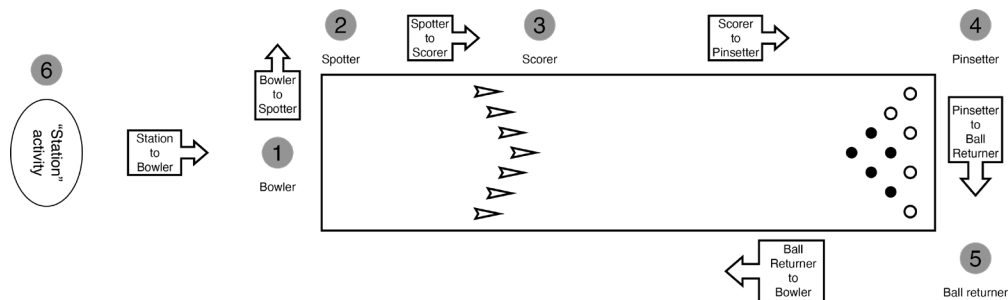
1. Bowling lanes
2. 10 pins for each lane
3. One ball for each lane
4. Pencil and pad for scoring



Instructions:

1. Divide students into teams of 5 or more and assign each team to a lane.
2. Each student will have a “position” on the lane:
 - **Bowler:** Takes 2 deliveries of the ball —there can be 3 or more bowlers on the lane.
 - **Spotter:** Watches the bowler for fouls, helps with technique (follow through, balance, etc.), and assists scorer if necessary.
 - **Scorer:** Keeps count of the number of pins knocked down.
 - **Pin setter:** Resets pins after each delivery.
 - **Ball returner:** Returns the ball to the bowler.
3. Ensure that everyone understands the positions.
4. Instruct all bowlers to use the same number of steps in their approach (four, one, or none) and bowl from the balance position at the foul line.
5. The bowler gets two deliveries.
6. Pins are reset after EACH delivery.
7. The ball returner must sprint to the bowler and hand the ball to the bowler for the next delivery. The ball returner must then sprint back to the ball returner position and give the pinsetter a high five.
8. The bowler may not begin the next delivery until the ball returner and pinsetter have concluded the high five.
9. After the bowler has taken two deliveries, the team rotates.
10. The “Speed Bowling Champion” for the day is the team that knocks down the most pins in the time allotted.

Hint: To simplify scoring, have the scorekeepers write down the number of pins knocked down on each delivery and add them up at the end of the time limit.



Bookmark Bowling

K-2

3-5

6-8

Purpose: Kids work cooperatively and learn bowling terminology and pin positions.

Setting: Gymnasium

Activity time: This activity could work in any length PE class for one or more days

Equipment:

1. Bowling Lanes
2. 10 pins for each lane
3. 1 ball for each lane
4. Bookmark Bowling Portfolio (see following page)
5. Bowling Bookmarks for Strikes (see following pages)
6. Bowling Bookmarks for Spares (see following pages)
7. Colored pencils

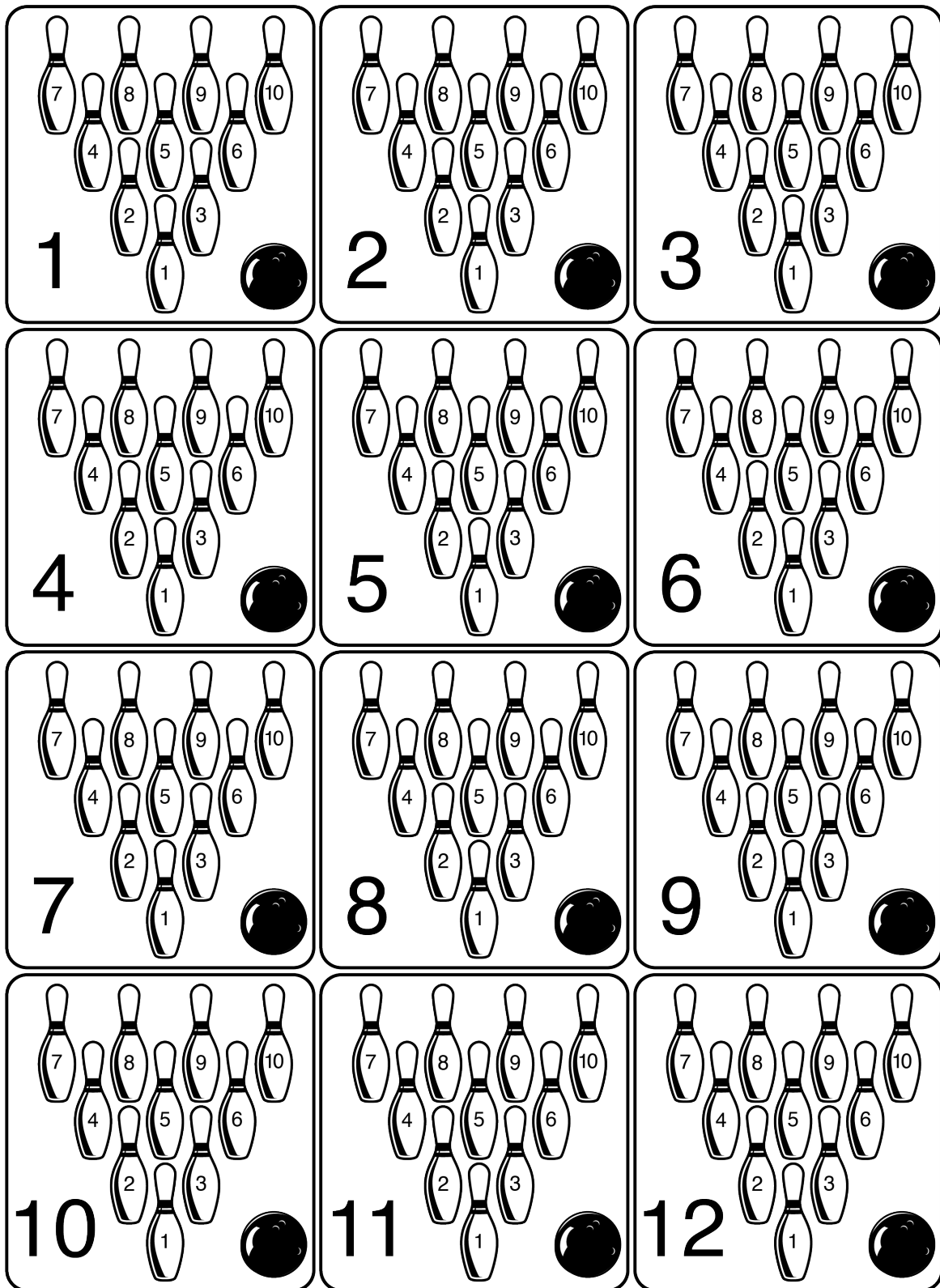


Instructions:

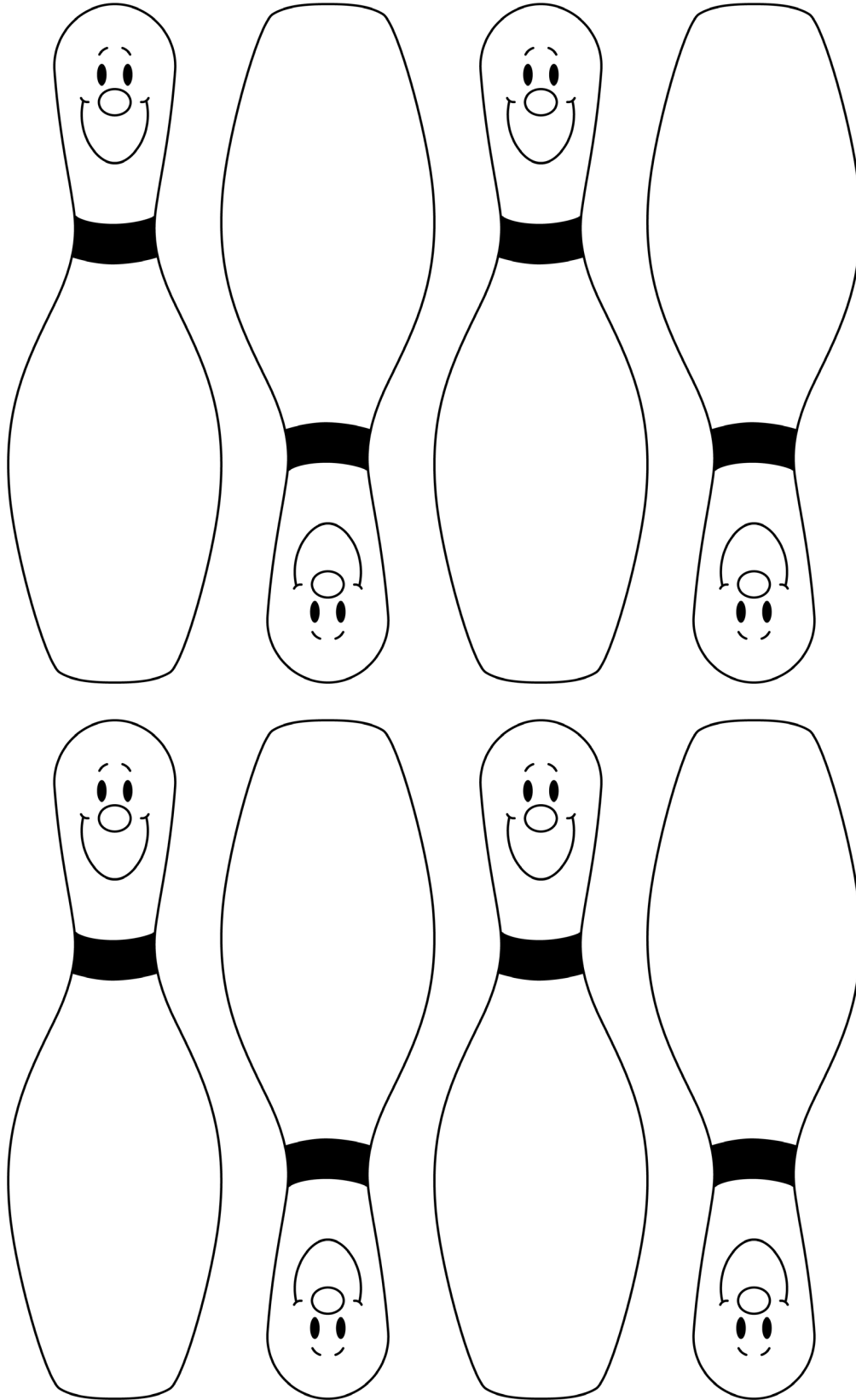
1. Make copies of Bowling Bookmarks for Strikes and Bowling Bookmarks for Spares on colored and/or white paper and cut out with a paper cutter.
2. Make copies of Bookmark Bowling Portfolio page showing numbered pins.
3. Clearly post definitions of a strike and spare. Review with class prior to starting activity.
4. Student will take two deliveries and then rotate. Once student has rotated, he/she can then color in the pins knocked down.
5. Primary students use one color pencil to color in all the pins knocked down each turn. Intermediate students use 2 different color pencils to represent 2 balls.
6. To get a bookmark, students show the teacher their paper after they have bowled a strike or spare. At this point, the teacher can interact with that individual, asking them to explain what the coloring represents and encourage them to use the proper terminology.
7. The bowling portfolio page is kept in the student's PE portfolio at the end of the bowling unit or could be sent home with the student.

Activity submitted by Jennifer Shaw
View Ridge Elementary School – Seattle, WA

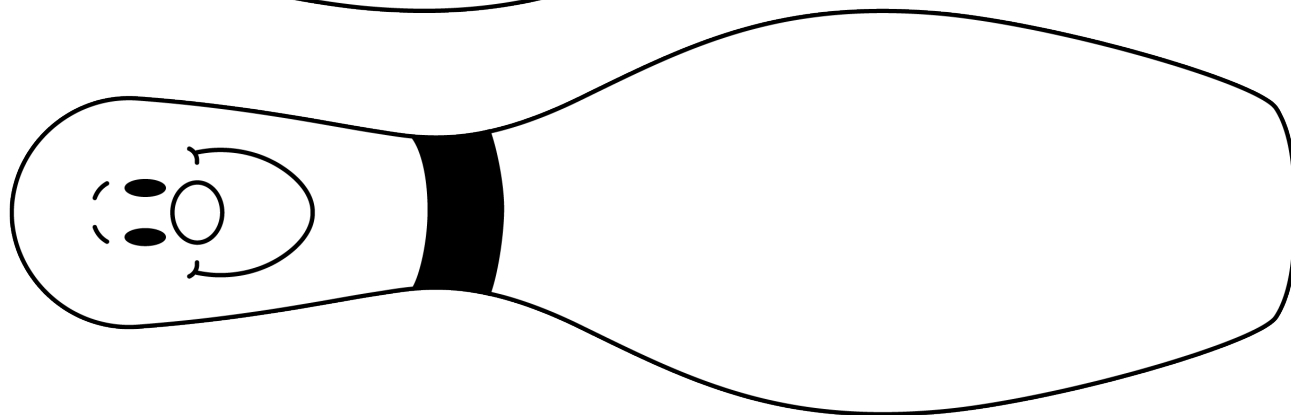
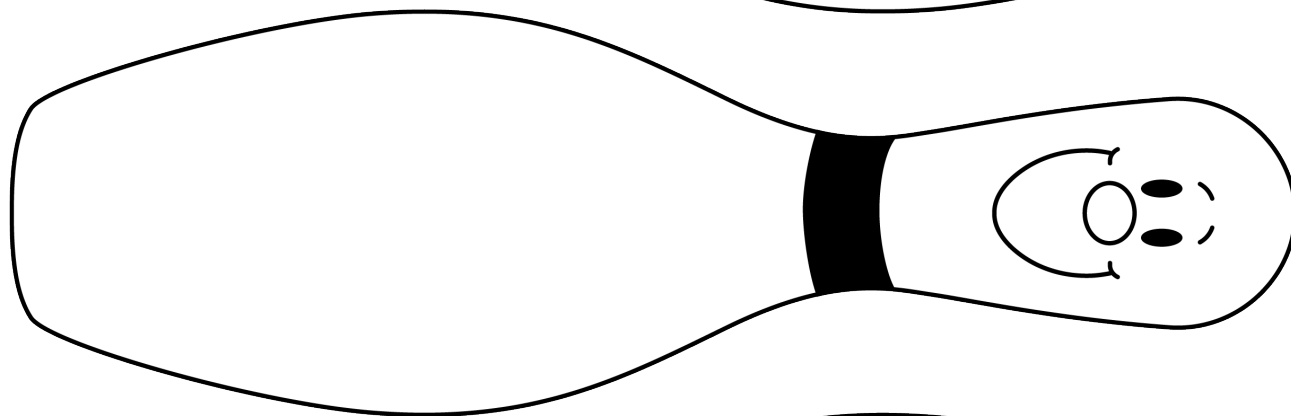
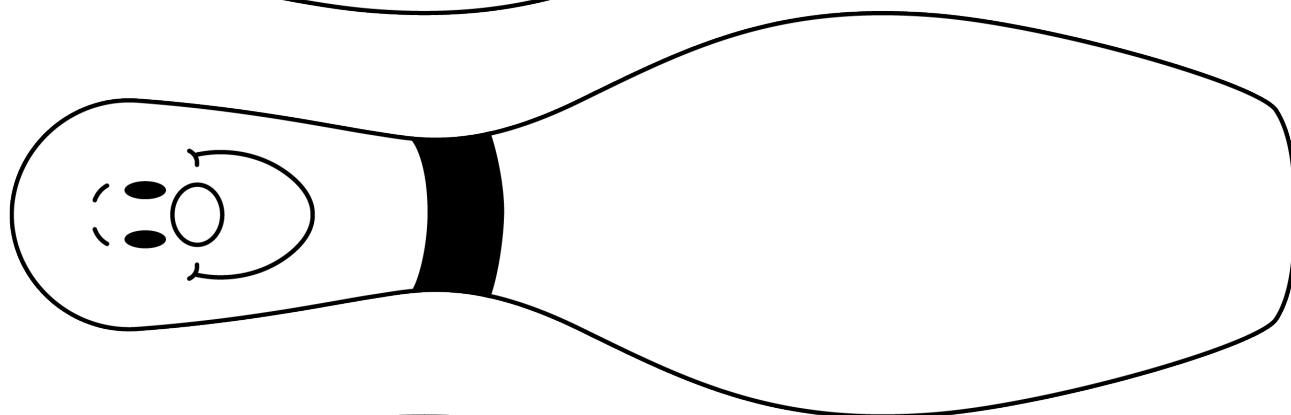
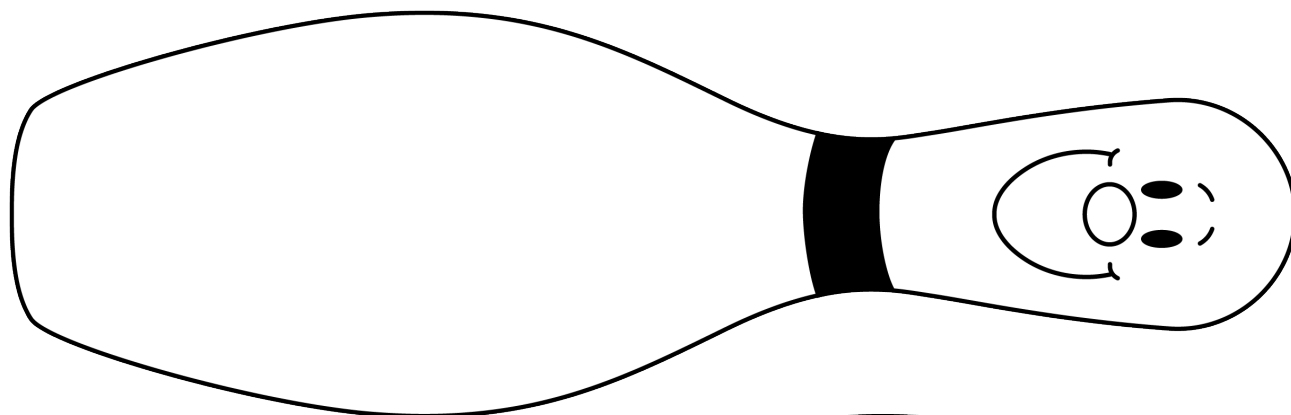
Bookmark Bowling Portfolio



Bowling Bookmarks for Spaces



Bowling Bookmarks for Strikes



Spelling Bee Bowling

K-2

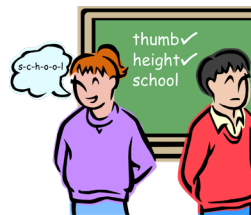
3-5

6-8

Purpose: Incorporates spelling into your bowling program

Setting: Gymnasium or multi-purpose room. Bowling lanes should be set up. All ten pins should be placed on the lane.

Activity time: Varies

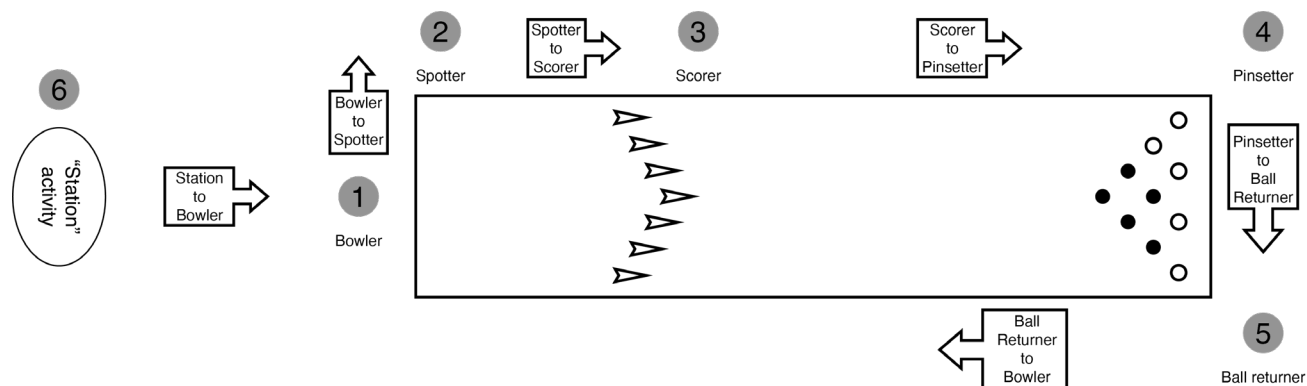


Equipment:

1. Bowling lanes
2. 10 pins for each lane
3. One ball for each lane
4. One set of alphabet flash cards for each lane. You should include 3 of each commonly used letter (“e” for example).
5. A list of vocabulary words. Use bowling vocabulary words, names of muscles and bones, spelling words from classroom, etc.

Instructions:

1. Divide students into teams of 5.
2. Assign each team to a lane.
3. Each student will have a “position” on the lane:
 - **Bowler:** Takes 2 deliveries of the ball. For this activity, there can be 3 or more bowlers on the lane.
 - **Spotter:** Watches the bowler for fouls, helps with technique (follow through, balance, etc.), and assists scorer if necessary.
 - **Scorer:** Keeps count of the number of pins knocked down.
 - **Pin setter:** Resets pins after each delivery.
 - **Ball returner:** Returns the ball to the bowler.
4. Choose the vocabulary word.
5. Each lane will have cards with the letters in that vocabulary word.
6. The bowler will take two deliveries. For every strike scored, the team may lay down two letters in the word. For every spare scored, the team may lay down one letter in the word.
7. After the bowler has taken two deliveries, the team will rotate positions.
8. The first team to spell the word wins that round.



Bingo Bowling

K-2

3-5

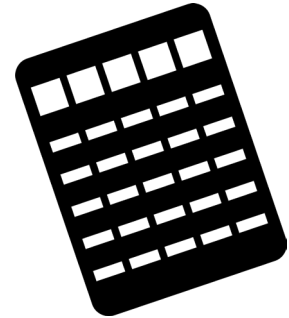
Purpose: Enhances bowling skills and math skills

Setting: Gymnasium or multi-purpose room. Bowling lanes should be set up. All ten pins should be placed on the lane.

Activity time: Varies; activity lasts until Bingo is scored.

Equipment:

1. Bowling lanes
2. 10 pins for each lane
3. A bingo bowling card for each student (see following page)



Instructions:

1. Divide students into teams of 5 or more and assign each team to a lane.
2. Each student will have a “position” on the lane:
 - **Bowler:** Takes 2 deliveries of the ball. For this activity, there can be 3 or more bowlers on the lane.
 - **Spotter:** Watches the bowler for fouls, helps with technique (follow through, balance, etc.), and assists scorer if necessary.
 - **Scorer:** Keeps count of the number of pins knocked down.
 - **Pin setter:** Resets pins after each delivery.
 - **Ball returner:** Returns the ball to the bowler.
3. Ensure that everyone understands the positions.
4. The bowler will take two deliveries. The team will mark off the correct spaces on the bingo card in an attempt to win Bingo.

Example: The bowler knocks down 6 pins with the first ball and 2 pins with the second ball. The team can mark off a 6 and a 2 or the total of the two deliveries, which is 8.
5. To score a “0,” the bowler must roll the ball on the lane and miss all remaining pins.
6. The first team to get “Bingo” wins.

Bingo Bowling Card

For use with the Bingo Bowling activity on previous page.

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

Name _____

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

Name _____

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

Name _____

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

Name _____

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

Name _____

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

Name _____

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

Name _____

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

Name _____

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

Name _____

Make That Spare

3-5

6-8

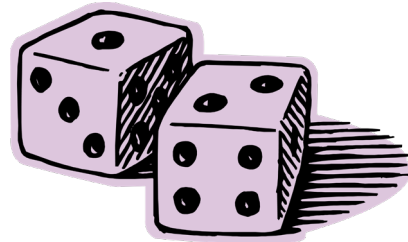
Purpose: Incorporates basic math into the bowling unit

Setting: Gymnasium or multi-purpose room. Bowling lanes should be set up. Three pins should be placed on the lane. This activity is best conducted as a class activity.

Activity time: 5 minutes

Equipment:

1. Bowling lanes
2. 10 pins for each lane
3. One ball for each lane
4. Two dice



Instructions:

1. Divide students into teams and assign each team to a lane.
2. Each student will have a “position” on the lane:
 - **Bowler:** Takes 2 deliveries of the ball. For this activity, there can be 3 or more bowlers on the lane.
 - **Spotter:** Watches the bowler for fouls, helps with technique (follow through, balance, etc.), and assists scorer if necessary.
 - **Scorer:** Keeps count of the number of pins knocked down.
 - **Pin setter:** Resets pins after each delivery.
 - **Ball returner:** Returns the ball to the bowler.
3. A designated player will roll the dice to determine which spare the class will be bowling for. (Example: The player rolls a 5 and a 2. The 5 and 2 pins, along with the 7 pin—the sum of 5 and 2—are set up. The three pins make up the spare that must be converted.)
4. The bowler receives a maximum of two deliveries. If the spare is not made on the first delivery, reset the same spare and let the bowler take a second turn. If the bowler does not make the spare on the second delivery, the students rotate (see Rotation on page 9) and the next student will attempt the same spare.
5. The first team to make the spare in one delivery gets one point.
6. The next spare combination is determined by another roll of the dice.

NOTE:

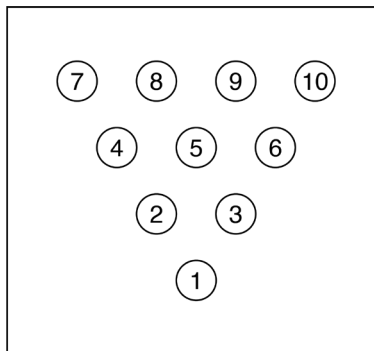
- Any time the total of the two dice is eleven (a 6 and a 5), only those two pins are set up for the spare.
- A roll that produces doubles means that all ten pins must be set up. The bowler must roll a strike! The first team to make the strike in one delivery gets two points.

Spare Me

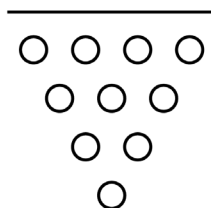
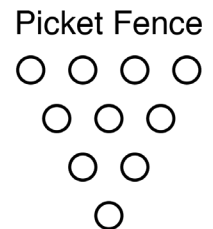
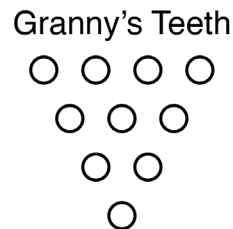
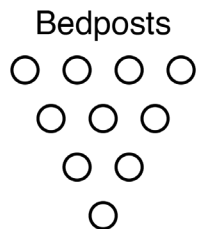
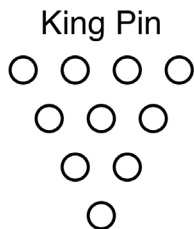
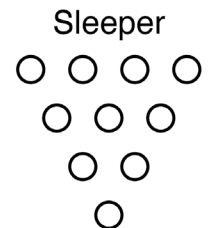
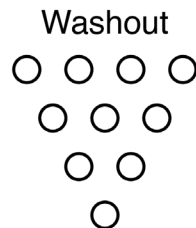
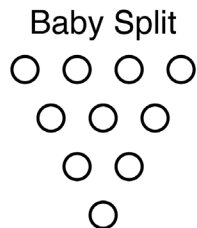
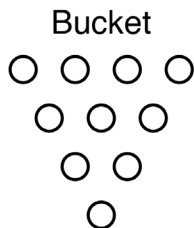
As in any sport or game, bowling has special terminology. Certain groups of pins left standing after the first ball are described by the following terms:

Washout = 1-2-4-10 or 1-3-6-7	Sleeper = 2-8, 3-9, or 1-5
Bucket = 2-4-5-8 or 3-5-6-9	Baby Split = 3-10 or 2-7
Bedposts = 7-10	Picket Fence = 1-2-4-7 or 1-3-6-10
Granny's Teeth = 4-6-7-9-10 or 4-6-7-8-10	King Pin = 5

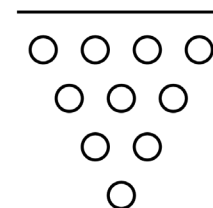
Pin Numbers:



On the sets of pins below, shade in the correct pin(s) that describe that spare.



Shade in and name two spares of your own!



Spare Spectacular!

Purpose: To learn the strategy behind making spares and to practice that strategy

Setting: Gymnasium

Activity time: Two 25 minutes classes or one 50 minute class

Equipment:

1. Bowling lanes
2. 10 pins for each lane
3. 1 ball for each lane
4. Chalk/dry erase board for teacher



Instructions:

1. After a couple of classes to work on their form and “hitting the pocket,” this lesson will set up specific spare situations.
2. Divide the class into teams and assign each team to a lane.
3. All lanes will be directed to set up the same situation (see Possible Spare Situations below). The teacher will ask students for their strategy, and then the teacher will confirm what the “experts” say.
4. On “go” the first student on each lane tries to convert the spare to score a point for the class (the teacher keeps track on the board).
5. Students run down and reset the pins for the next bowler in line.
6. Encourage students to focus and concentrate when it is their turn, but to run down to the pins when their turn is over, so that the spare situation is reset quickly. The faster the pins are set, the more spares your class will get.
7. Allow 2-3 minutes for each spare, then stop the class and set up the next situation.
8. Play music when the students are to be bowling, turn it off again to signal them to stop.
9. Tally up the class score with each spare situation.
10. At the end of the activity, tally the total number of spares they were able to get. Which was their easiest? Which was the most challenging? Can they hit more spares than the other classes? Can they beat this score next time?

Possible Spare Situations

1-2-4-7	1-3-6-10	1-2-4-10	5-9
10 pin	7 pin	1-2-8	2-4-5-8

Activity submitted by Karen Nagle Bagby
Hoover Elementary School – Iowa City, IA

Team Bowling for Dollars

Purpose: To motivate the students to roll strikes and spares

Setting: Gymnasium

Activity time: One class period (30-45 minutes)

Equipment:

1. 6 Bowling lanes
2. 10 pins for each lane
3. 1 ball for each lane
4. Play money
5. Frisbee (to put their money in)
6. 6 Team Bowling for Dollars Task Sheets (see following page)



Instructions:

1. Divide the class into 6 equal teams. Each team should have a Team Bowling for Dollars Task Sheet or you can post them on the walls.
2. Each team begins with \$1.
3. After a bowler rolls 2 balls, the bowler looks at the task sheet to find out which tasks his/her team needs to do. The number of tasks is determined by how many pins are left standing. The bowler becomes the leader and leads his team through the tasks.
4. If the bowler scores a strike or spare, the team is awarded money (\$2 for a strike and \$1 for a spare). If no pins are knocked down, the team has to pay the teacher \$1. The bowler becomes the banker to exchange money with the teacher.
5. At the end of the time period, each team adds up their money. To make it competitive, offer a reward for the team with the most money. Otherwise, just have the winning team go to the other teams and give them “high fives”.

Activity submitted by Joanie Mass
McGilvra Elementary School – Seattle, WA

Team Bowling for Dollars

TASK SHEET

Strike

\$2 for your team

Spare

\$1 for your team

9 pins down

Team jogs 1 lap around your lane

8 pins down

Team jogs 1 lap and gallops 1 lap around your lane

7 pins down

Team jogs 1 lap, gallops 1 lap, and skips 1 lap around your lane

6 pins down

Team jogs 1 lap, gallops 1 lap, skips 1 lap, and jumps 1 lap around your lane

5 pins down

Team jogs 1 lap, gallops 1 lap, skips 1 lap, jumps 1 lap and bear-walks 1 lap around your lane

4 pins down

Team jogs 2 laps, gallops 1 lap, skips 1 lap, jumps 1 lap, and bear-walks 1 lap around your lane

3 pins down

Team jogs 2 laps, gallops 2 laps, skips 1 lap, jumps 1 lap, and bear-walks 1 lap around your lane

2 pins down

Team jogs 2 laps, gallops 2 laps, skips 2 laps, jumps 1 lap, and bear-walks 1 lap around your lane

1 pin down

Team jogs 2 laps, gallops 2 laps, skips 2 laps, jumps 2 laps, and bear-walks 1 lap around your lane

Activity submitted by Joanie Mass
McGilvra Elementary School – Seattle, WA