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| Subject/Grade: Grade 6 Physical Education Lesson Title: So, You Think You Can Bowl? Teacher: Mr. Jory Schwean | | |
| Stage 1: Identify Desired Results | | |
| **Established Goals:** (Learning Outcomes)  [PE 6.8](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=196&oc=30335) Movement Concepts: Analyze and apply, with guidance, movement concepts to support skill development while participating in: • target games (e.g., effort qualities in backswing and wrist action on “out-turn” in curling) • invasion/territorial games (e.g., offensive pace to an “open space”).  a). Communicate, with clarity, using performance words to demonstrate understanding of how to perform a variety of movements associated with target games and invasion/ territorial games.  b.) Communicate, with clarity, the terminology associated with skills and rules for selected team movement activities (e.g., in-turn and out-turn in curling, traveling/double dribble in basketball).  c.) Apply concepts of aim and line of vision to the preparatory stage of skills used in target games (e.g., focus on the lane dots or the pins in bowling; focus on the skip’s broom or the intended ending position in curling).  e.) Express insights into how to make adjustments to performance related to the movement concepts associated with target games (e.g., clockwise spin versus counter clockwise spin for a right-handed delivery in bowling) and invasion/territorial games (e.g., high speed dribble versus low control dribble in basketball).  h.) Demonstrate progression in skills development of self-selected and teacher-selected skills required in target games and invasion/territorial games by using a pre-assessment, plan for growth, principle of practice, and post-assessment method. | | |
| **Understandings:** (can also be written as ‘I Can’ statements)  *U*  *Students will understand that….*   * The characteristics that make up a “good” bowling throw. * I will have the ability to alter a situation to be effective in the game of bowling. * I can use all my instincts in order to gauge a situation. Whether it be in my favor or not. | | **Essential Questions:**   1. How do I effectively throw a bowling ball to achieve my desired result? 2. What factors do I have to take into consideration before I throw the ball? 3. How using the movement concepts enhances my individual performance? What can I do better next time? |
| *Students will know….*  *K*   * There are certain ways to throw a bowling ball in order to change its course of direction. * That there are indeed many different factors they need to take into consideration before performing the correct throw (How many points they need, which pins are remaining, how the ball needs to roll, etc.) * How terminology differs from each different throw and why that is the case. | *Students will be able to….*  *D*   * Be able to communicate terminology related to this game to the student’s advantage. * Developing an understanding of what is the best course of action for their team or themselves. * Know what to do and what adjustments to make if a situation doesn’t follow in their favor. | |
| Instructional Strategies: In this lesson I plan to use both mainly Direct Teaching with parts of the lesson being Indirect Teaching. I will be using Direct Teaching by leading the class with a lecture style beginning. I will be giving them the information that they need to be effective at throwing a bowling ball as well as showing the students an instructional video. I also plan to ask questions to guide conversations and I will be recording my findings from the student (Ex: Different strategies students have or different understandings.) As for Indirect Teaching, I will be giving the students a chance to develop their own skills without me interfering. They may come up with new analogy’s when throwing the ball or different ways to remember their understandings. | | |
| Stage 2: Determine Evidence for Assessing Learning | | |
| For this lesson, I plan to use a form of Formative Assessment. After the students are provided with the information needed, I will give the students practice time to demonstrate what new knowledge they have acquired. I will be going around and making sure that they have grasped the concepts that were presented to them. If they seem to be having trouble, I will intervene and try to give some helpful tips. I will also be able to make sure they are grasping these concepts from the game I plan to plan in the middle of the lesson. It is the ultimate test to see whether or not they can be effective in the bowling alley. Finally, in the closure portion, I plan to distribute an exit slip with three simple questions to see if my students clearly understand what was presented to them. | | |
| Stage 3: Build Learning Plan | | |
| **Set (Engagement):**  **Length of Time: 10 Minutes**  *Good morning/afternoon my Grade 6 class! I’m very excited about today’s lesson! Today, I’m going to make you a master of bowling through different forms of activities! We will start with a fun tag warm-up game and then come together to teach you the basics of throwing a bowling ball to the best of your ability!*   * Like I stated above, we will get the class to warm-up by playing a short one round game of tag. The game “Octopus” is preferred here. The students start on one side of the gym/field and try to make it to the other side without getting tagged by the player who is “it”. If you are tagged, you joined said player in the middle to join them. * Next, we will bring the students together to watch the video [How to HOOK / CURVE a bowling ball for beginners.](https://www.youtube.com/watch?v=iT7JX0ccQaE) * Once the video has concluded, students will find a partner and share one thing with them that they learned from said video (This will relate us back to the KUD’s. It takes the knowledge we learned from the video and we try to actually apply it by doing the motion and movements we were presented with. An example of this would be twisting our wrist to the left when throwing to make the ball spin to the left.)   This is the beginning of our lesson into throwing a bowling ball effectively. As we progress, we will learn why and when we need do this. This opens up the lesson for students to do some independent thinking on this topic.  **Development: Time: 30 Minutes**   * To begin this portion of the lesson, the students will break off into the same groups they were in previously. Before we actually get into throwing real bowling balls, we will get the students to practice their form in place. I will go to each group to make sure the students understand and are performing the motions to throw the bowling ball straight, left, and right based on how they turn their wrists. * Once everyone has their forms figured out, we will then move to the actual bowling alleys. The students will take turns throwing the bowling ball at least six times. Each student throws at an empty alley and demonstrates how to throw the ball straight, curl it right and then left. Once they have a feel for the weight of the ball and the size of the alley, we will move on. * For this step, we will perform very similarly to how we did above. Except this time, the students will be tasked to knock every pin down in three throws. Depending on how the pins fall, they will have to explain to their partner each time what they will be doing to complete this task. (Ex: If only the far-left pin is remaining, the student will explain how they will be altering their positioning and release of the ball before they throw it.) * The last part of this lesson will consist of a game. Each student will be given a [Bowling Bingo Card](https://bingobaker.com/view/2261335) in order to play this game. This game is very simple, you have to cross the squares out in the card as you achieve that goal. For example, if you knock 4 pins down, the student is able to cross that square off. This gets harder as the game progresses as the students will have to pick their shots in order to get the correct squares crossed off. This tests the student’s skill by trying to specifically come to one conclusion.   **Closure: Time: 5-10 Minutes**   * To finish off, we will first have a short discussion about what the students noticed in themselves or from others. Did they learn anything new from watching other people bowl? Or what is something they might try when they go home or the next time we end up bowling? * Each student will be tasked with filling out a short exit slip on this lesson. The questions will be short and will require short answers. The questions will include:  1. What is one thing you knew about bowling before coming into this class? 2. What is one thing you learned or will be taking away from the lesson today? 3. If we were to do this activity again, what would you do differently?   This exit slip allows students to reflect on previous knowledge they already had on this topic as well as combine it with what they currently learn. These pieces together will make the student more effective when they bowl again. | | **Materials/Resources:**   * Gym Clothes * Bowling Shoes * Pencil * Paper * Bowling Ball * Bowling Pins * Note: The ideal situation for this lesson is to go to a bowling alley. The warm-up can be taken place outside on a patch of grass and then the main lesson will take place in the alleys. However, most gyms in schools have bowling kits that are available to them. They come equipped with bowling balls, pins, and makeshift gutters that can be set up. Either one of these approaches are appropriate for this lesson.   **Possible Adaptations/**  **Differentiation:**   * Time permitting, we could try to go outside and participate in lawn bowling. We will be able to see the difference between bowling on actual hardwood versus bowling on grass. * We could also discuss the similarities and differences between curling and bowling. Perhaps how skills transfer over from one sport to another. * Get the students to familiarize themselves with the game of bowling by observing professionals play the game.   **Management Strategies:**   * Make the expectations of the class clear and easy to follow. * The teacher needs to provide clear examples of what is expected. Give demonstrations so the students know what they are doing * The teacher should make a connection with each student. Giving them ideas/tips in order to improve their play when necessary. * Keep students engaged by getting them to participate in small “mini challenges” to improve their instincts   **Safety Considerations:**   * Make sure every student is able to participate and contribute in some way. * Make clear that, if used improperly, this equipment can hurt you. If your throwing a bowling ball at one another, someone is bound to get hurt. * Make sure student’s form is proper. If they are doing it wrong, there is a chance they could tweak or hurt their back/arms. |
| **Stage 4: Reflection** | | |
| *Professional Development Goal is…*  My Professional Development Goal is for this Lesson Plan is for my Grade 6 PE classroom to have a better idea of the skills and techniques that go into playing a game of bowling. This game isn’t just us throwing a ball randomly to knock down some pins. It’s much more deep routes then that. You have to take into consideration the angles, the number of pins left, how many points you need, and how you will throw the ball. The list goes on but these are some core concepts I want to get through to the children. As an educator, I will help guide my students in this process by offering my assistance where necessary as well as providing examples for the kids to work from. The student can only be as good as the teacher allows them to be in this sense and I do not want any of my students to feel like they are limited in their potential/capabilities. | | |

**References:**

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