Grade 11

Lesson 3

Lesson plan			
Lesson theme	Play modified ten-pin bowling	**Grade**	11
Duration	50 minutes	**Date/week**	

Context

- Recreation and physical wellbeing
- Movement focus: Sports and games.

Linking with previous lesson	**Linking with next lesson**
• Learners develop sports skills and improve their fitness levels.	N/a.

Core knowledge

- Know how to play ten-pin bowling.

Learning activities and assessment

- Warm-up
- Learners play a game of ten-pin bowling
- Cool-down.

Forms of assessment	**Resources**
• Checklist • See 'Learner assessment' in the 'Checklist for evaluation' at the end of the lesson.	• Open, clear and even field or large gym / hall • Rope • Netballs • 10 plastic 2 litre bottles (full of sand) for each group of learners • Scorecards.

Expanded opportunities	**Teacher reflection**
• Encourage learners to play ten-pin bowling at home, at a park or on the beach with friends and family.	• The activities show learners fun new ways to develop sports skills and get active.

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Lesson 3: Play modified ten-pin bowling (50 minutes)

1 Outcomes

By the end of the lesson learners should be able to:
- Accurately throw a ball to knock down as many two litre bottles as possible
- Be familiar with how to score in ten-pin bowling.

2 Teacher's corner

Setting up
- Divide the playing area into a number of bowling lanes (105cm wide and 18m long) with a line marking the end of the lane. Learners must be behind this when they throw the ball
- Set up the 2-litre plastic coke bottles to form the shape below, with each bottle being a distance of 30cm from its neighbour.
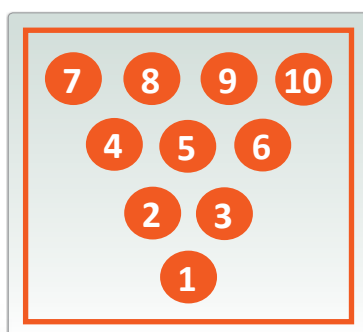
For lesson 3 you'll need the following equipment:
- Open, clear and even field or large gym
- Rope to outline bowling lanes
- 10 plastic 2-litre bottles (full of sand) for each group of learners
- 1 netball for each group of learners
- 1 score sheet for each group of learners (see 'Bowling score sheet' on page 55).

3 Activities

Activity 1: Warm-up (5 minutes)

Learners complete the worksheet for this lesson.

Plan a warm-up exercise based on the warm-up and dynamic stretching exercises found on pages 3 to 7.

Activity 2: Playing ten-pin bowling (35 minutes, including instruction)

1. Divide the learners into groups of 6 and assign each group a bowling lane.
2. Learners will need to set up the bottles for their team mates after each ball is bowled and return the ball to the bowler. It is recommended that they do this in turns so that they know when it is their turn to set bottles and return the ball. The learner that is to set them up must stand behind the bottles, ready to pick them up as soon as the ball has been bowled and the score counted.

3. A game of ten-pin bowling is divided into 10 rounds (called 'frames'). This can be adapted to suit the time available in your lesson.

4. In a frame, each learner is given two opportunities to knock down the skittle targets (called 'pins').

5. The learner rolls the first ball at the pins, and if the first ball knocks down all 10 pins, it is called a 'strike' and the frame is completed. If pins are left standing after the first ball, those that are knocked down are counted and then removed.

6. The learner will then roll a second ball and if all the remaining pins are knocked down, it is called a 'spare.' There are bonuses for removing all the pins (see 'Scoring' below).

7. Play then passes to the next learner and continues this way until all the learners have completed the frame.

8. Play then continues with the next frame. The final or tenth frame of a game may involve 3 rolls of the ball.

9. A pin is only considered knocked over if it falls completely – a pin that wobbles does not count as knocked down.

10. Scoring:
    a. A point is awarded for every pin the learner knocks down in his / her 2 throws.
    b. If the learner scores a strike, she/he receives a 10 for the frame, and all the pins need to be set up again. The learner is then given 2 more opportunities to bowl. When the next 2 balls are bowled, the score from each of these 2 balls is doubled (ie the learner receives 2 points for every pin/bottle knocked down in these 2 balls).
    c. If the learner scores a spare, she/he receives 10 for the frame, and all the pins need to be set up again. The learner then gets one more opportunity to bowl. When the next ball is bowled, the score from this ball is doubled (ie the learner receives 2 points for every pin/bottle knocked down with this extra ball).
    d. If the learner scores 2 or more strikes in a row, the score for the next ball is tripled (that is, the learner receives 3 points for every pin/bottle knocked down with this ball).

11. The scores are added up cumulatively as the game progresses and the player with the highest total is the winner.

(Adapted from www.wikipedia.com)

Activity 3: Cool-down (10 minutes)

Plan a cool-down exercise based on the cool-down and stretching exercises found on page 8.

4 Assessment

- Complete the 'Learner assessment' according to the mark allocation in the table ('Checklist for evaluation')
- Mark off participation in lesson on the class list and complete the 'Checklist for evaluation' on the next page.

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Lesson 3: Checklist for evaluation			
Activity	**Question**	**Yes**	**No**
Playing ten-pin bowling	• Can learners roll a ball accurately to knock down as many coke bottles as possible? • Are they familiar with how to score in ten-pin bowling? • Were they able to participate in a game of ten-pin bowling?		
Teacher reflection	• Do you think the learners enjoyed playing ten-pin bowling? • Do you think this activity has shown them a fun new way to develop sports skills and get active?		
	• If you had to repeat the lesson, what improvements would you make to it?		
Learner assessment	• Exceptional level of skill – movements always produce the desired outcome (8 to 10 marks) • Efficient, effective and appropriate – movements mostly produce the correct desired outcome (5 to 7 marks) • Requires further attention and refinement – lapses in movements which do not always produce the desired outcome (3 to 4 marks) • Very clumsy and/or ineffective – movements do not produce the desired outcome at all (0 to 2 marks).		

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Bowling score sheet

NAME	1	2	3	4	5	6	7	8	9	10	TOTAL SCORE

NAME	1	2	3	4	5	6	7	8	9	10	TOTAL SCORE