**Bowling Ball**

**Grade Level:** K-6

**Skills:** Teamwork, rolling a ball and hitting a stationary object are the main skills involved in this activity.

**Objective:** Explain strategies on how to help others and demonstrate how to help or contact the appropriate emergency resources (for example, first aid, CPR, poison control, 911, mental health crisis lines, animal control, non-emergency lines) for different situations.

**Equipment:** One pin or 2-liter bottle and one ball per group are needed.

**Organization:** Use your squad lines or group them into 3-5 students. Each group has a pin and a ball.

**Activity:** Place the bowling pin opposite your group of students. One student from that group will go stand behind their teams’ pin. The first student in line will roll the ball and attempt to topple it with their one chance. After the ball has been rolled, the student who rolled the ball has two possible tasks to accomplish. If they knock the pin over, they will re-set the pin they knocked over and then stand behind it. If they were unsuccessful, they take the place of the student who is standing behind the pin since they won’t have to set-up the pin. The task of the student standing behind the pin is to retrieve the ball and hand it to the next student waiting in line. Once the first student in line has the ball, they may roll at any time. Repeat this process for a predetermined amount of time.

**Variations:** First squad to 12 points is the lucky team. Play two or three songs and when those songs have ended, so does the activity. Use left hand only, right hand only, backwards and between the legs, etc. Decrease the distance for younger students and increase the distance for older students. Use larger balls for the younger students and smaller balls for the older students.

**Closure:** Would this activity help you learn to bowl? Think of these strategies next time you go bowling.

**Health:** Why does our school practice fire drills, earthquake procedures, and lockdown drills? Let’s list emergency situations on the whiteboard. Now, let’s also list non-emergency situations on the whiteboard. Can we list methods of contact to the side of each emergency and non-emergency?

**Piloted at:** Layton