

Classroom Lesson Simulation: Bowling 147C

This lesson teaches students to participate in a community leisure activity of bowling. Schedule this simulation activity two to three times per week at a consistent location and, if possible, schedule a monthly bowling community outing. Select an individual (either student, adult/student or staff/volunteer) to “work” at the “bowling alley.” Provide chairs, taped off lanes or blocked off hallway, bowling balls and bowling pins (plastic set), scorecard and bowling shoes (spare pair of shoes) to simulate a typical bowling alley environment. Students will participate in activities such as requesting to bowl, paying for the game, obtaining shoes, locating bowling lane, obtaining a bowling ball, putting his/her name on a scorecard, taking turns bowling and socializing with peers.

Environmental Set-up for this Lesson Simulation

Lesson Set-Up	Visual Supports	Reinforcement Available
<ol style="list-style-type: none"> 1. Mark an area to simulate a bowling lane (tape on the floor or hallway sectioned off) 2. Create an area to purchase bowling lanes and bowling shoes (spare pairs of shoes) 3. Place shoe size numbers on or near the shoes 4. If desired, create a “snack shop” 5. Place chairs around a “ball holder/rack” 6. Set up balls (plastic balls) and pins (plastic set of pins or water bottles) 7. Provide a scorecard near “bowling lane” 8. Identify “workers” to run the “bowling alley” 	<ul style="list-style-type: none"> • Sequence strip of expectations for participation • Bowling alley menu of prices • Sentence Strip to request bowling • Sentence Strip to request shoe size • Number cards (used for shoes and bowling ball) • Laminated scorecard or iPad/tablet • Bowling lane numbers • Money board • Snack Shop 	<ul style="list-style-type: none"> • Token Board • First/Then Visual • Preferred food and drinks • Social Reinforcement

Teaching Ideas

Lesson Steps	Initial	Mid-Level	Advanced Level
Students transition to the bowling simulation activity. Determine a consistent time for the activity (i.e., Tuesday/Thursday morning bowling).	Provide a picture schedule and match picture to activity location.	Provide a picture/written schedule to identify location of activity.	<ul style="list-style-type: none"> • Write or email the times/ location of the bowling simulation. • Students invite peers to bowl by creating an invitation and emailing to peers
Students go to counter/table to check-in, pay and obtain a bowling lane number.	Provide a sentence strip of “I want to bowl” and the correct amount of money. Say “do this” and model handing strip and money to clerk. Student follows adult/peer model.	Provide student with a money template to identify the correct amount of money. Student communicates to clerk that they want to bowl and hands the correct amount of money.	Provide student with a specific amount of money before the activity. Student selects correct amount from wallet/purse to pay and problem solves expected change.
Students request bowling shoe size and obtains shoes.	Provide student with a sentence strip to request the correct shoe size. Say “do this” and model handing sentence strip to clerk. Student follows adult/peer model.	Post number cards on or near each shoe displaying the shoe size. Student requests correct shoe size.	Post number cards on or near each shoe displaying the shoe size. Student requests correct shoe size. Clerk provides the student with the wrong shoe size to provide an opportunity to problem solve.
Students locate correct bowling lane (if multiple bowling lanes, mark each lane with a number card) and puts on bowling shoes.	Say “walk with me” and encourage student to follow you to the correct lane. Say “do this” and model putting on shoes. Student follows adult/peer model.	Post numbers in the room/area where each lane is located. The clerk directs the student to the correct lane to put on shoes.	Post numbers in the room/area where each lane is located. The student references the signs and navigates to the correct lane and puts on shoes.
Students locate bowling ball.	Provide student with a bowling ball say “do this” and model picking up bowling ball correctly. Student follows adult/peer model.	Post number cards on bowling balls to simulate balls that vary in weight (if possible find plastic balls of different weights). Provide student with a duplicate number card and say “find the ball that weighs_____” Student finds the bowling ball.	Post number cards on bowling balls to simulate balls that vary in weight. Student chooses a preferred weight of ball.
Students put name on scorecard (paper or digital).	<ul style="list-style-type: none"> • Provide student with a paper scorecard. Say “do this” and model writing the student’s name, student follows adult/peer model. • Create a scorecard on an iPad/tablet. Upload student picture on scorecard and say “find your picture,” student points to his/her picture. 	<ul style="list-style-type: none"> • Provide student with a paper scorecard and say “write your name,” student writes name on scorecard. • Create scorecard on an iPad/tablet. Say “type your name,” student types name on scorecard. 	<ul style="list-style-type: none"> • Provide student with a paper scorecard and say “write all players’ names,” student writes all names on scorecard. • Create a scorecard on an iPad/tablet. Say “type all players’ names” or “upload all players’ pictures.” Student types all players’ names or uploads all pictures.

Teaching Ideas

Lesson Steps	Initial	Mid-Level	Advanced Level
Students bowl two times when it is his/her turn and waits when others are bowling.	If needed, provide barriers around the lane simulating bumpers. Say “do this” and models bowling. Student follows adult/peer model.	After bowling, the scorekeeper asks the student “how many pins did you knock over?” Student responds correctly.	Student writes in scores and asks others “how many pins did you knock over?” Provide student with the opportunity to re-set pins.
Students cheer/comment on bowling and congratulates others after each opportunity to bowl.	Say “do this” and model clapping and giving a high five. Student follows adult/peer model.	Encourage the student to comment after each frame. Student comments on his/her play and peer’s play (e.g., “wow, a strike”).	Provide an opportunity for student to initiate cheering/commenting on peer’s play.
Students change from bowling shoes to regular shoes and puts bowling ball away.	Say “do this” and model changing shoes. Student follows adult/peer model.	Provide student with a visual support to take bowling shoes off, put shoes on and put bowling ball away.	Student changes shoes and puts ball away when game is completed. Provide student the opportunity to clean up the “bowling alley.”

Collect data on this lesson by measuring student success on the steps of Links Routine #24 (Recreational Activity) or create a custom classroom routine. Student simulates all steps independently for three consecutive simulations. Generalize the simulation to community settings such as:

- Bowling alley in the community
- Special Olympics bowling
- Join bowling team/club at local bowling alley
- Play simulated bowling on interactive video games

General Prompting Strategies:

If the student is unable to perform the expected behavior follow the Least to Most Prompting Strategy outlined below:

Least to Most Prompting Strategy

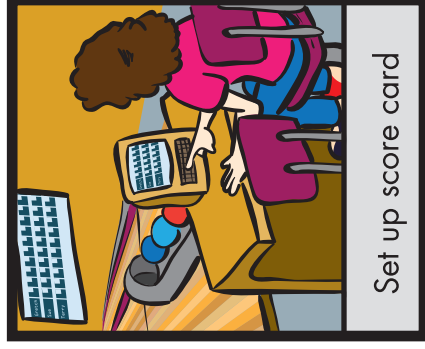
- Allow the student to complete the step independently
- Use a gesture/visual/verbal prompt
- Use an intermittent physical prompt
- Use a continuous physical prompt



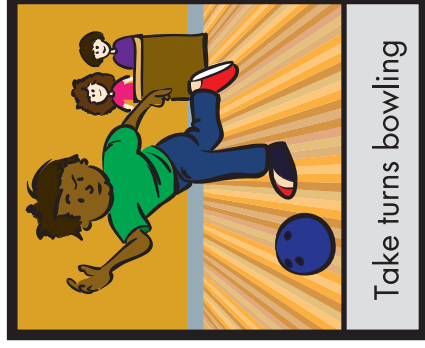
Pay and get shoes



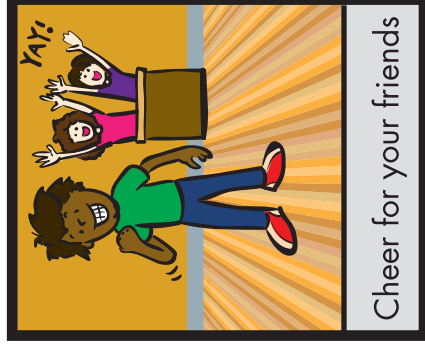
Go to lane and get ball



Set up score card



Take turns bowling



Cheer for your friends

Lesson 147 c Going Bowling



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Item	Price

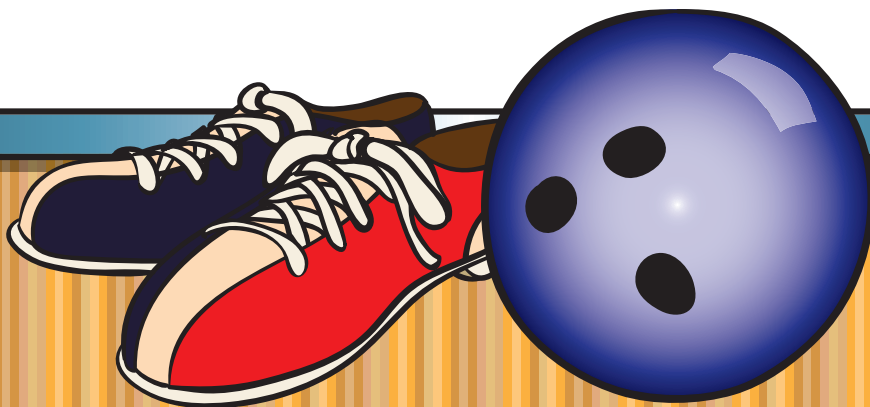


My Shoe Size

My Shoe Size Is:



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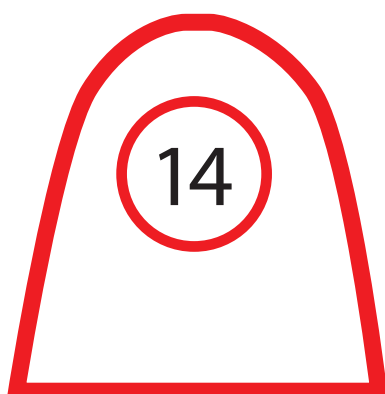
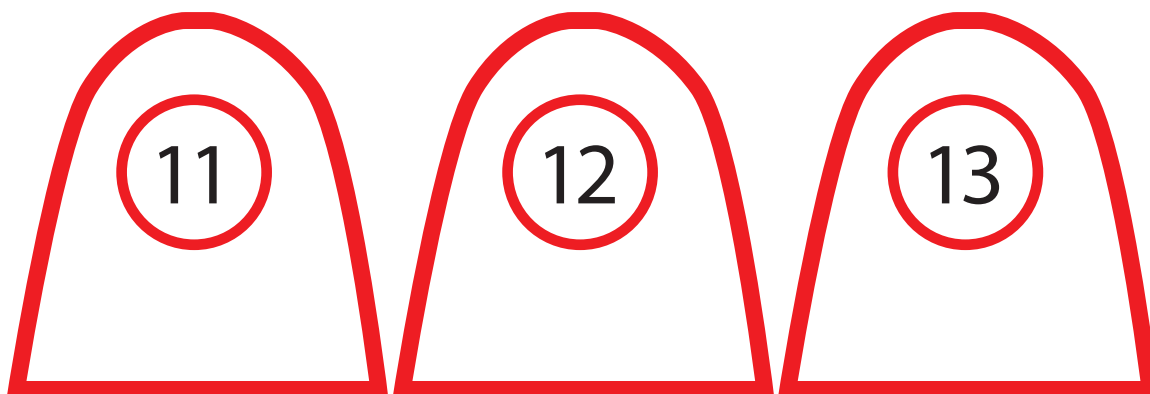
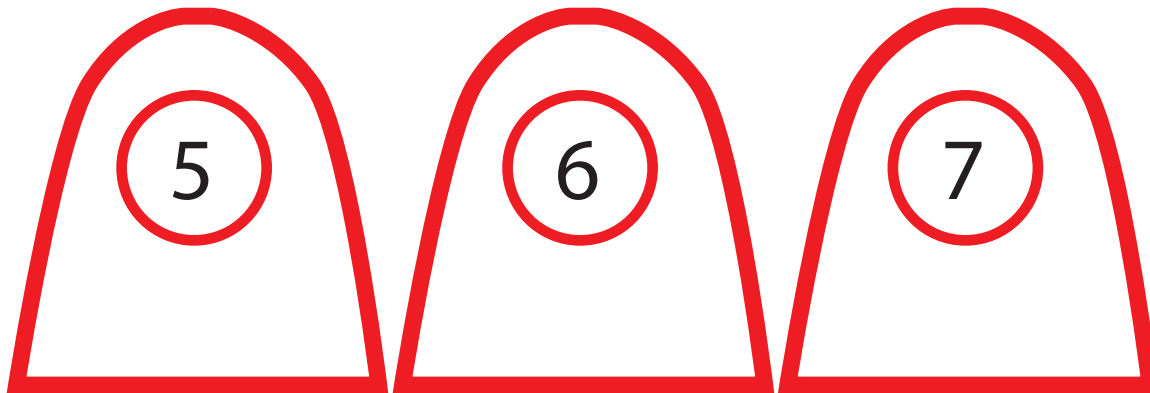


I Want To Bowl



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Make Bowling Shoes



Cut out shoe size
and tape to back
of student's shoe

Trading Money



=



=



=



=



Bowling Lane 1

Bowling Lane 2



Bowling Lane 3

Bowling Lane 4





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



Snack Shop

MENU

Food Item	Price

Circle Template

Choose



Cut out objects

First / Then

First



Then

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Insert a photo or a drawing individualized for the student

Insert a photo or a drawing individualized for the student

First / Then

First



Then

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Clean Up - Sign Up

Activity	Person
 <p>Put away chairs</p>	
 <p>Clean up food</p>	
 <p>Wipe tables</p>	
 <p>Take out trash</p>	
 <p>Put away materials</p>	