



Australian Government  
Australian Sports Commission



**BOWLS**  
AUSTRALIA



# Lawn bowls lesson plans

Five curriculum-aligned lesson plans to help primary school teachers deliver an engaging physical education program.

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## OVERVIEW

The Australian Sports Commission (ASC) has partnered with Bowls Australia to develop 5 curriculum-aligned lesson plans for primary school teachers. These lessons are appropriate for students in Years 5 and 6. Some games may require teacher modification to ensure they are accessible for all students.

The lesson plans aim to build students' confidence and competence to participate in lawn bowls over the 5-week game-based program. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of lawn bowls.

This resource is based on the Playing for Life and Game Sense concepts. These contemporary approaches to teaching and coaching use a game-centred approach to develop fundamental movement skills for games and sports. The use of skilled questioning will enable students to reflect on and refine their movement skills as they progress.

For each lesson, the following is included:

- Learning intentions – outcomes of each lesson
- Skill focus – skills to develop
- Duration, area, equipment – information to assist with the preparation and successful delivery for each lesson
- Activities – a range of developmentally appropriate, engaging activities that will make up each lesson
- CHANGE IT – simple ideas to ensure activities are engaging and adaptable for students of all abilities
- Links to curriculum – alignment to the Australian Curriculum 9.0, achievement standards and content descriptors
- Assessment ideas – a range of easy to use and adaptable assessment ideas

## Assessment

A range of tools are available for teachers to assess student achievement against AC:HPE achievement standards.

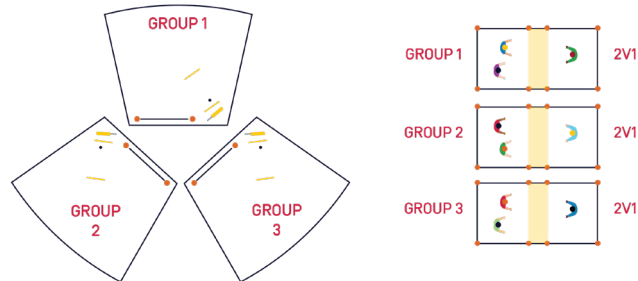
- Student self-reflection assessment
- Student peer assessment
- Teacher assessment rubric
- Teacher formative assessment – ‘What did you learn?’ questions at the end of each lesson link to the learning intentions.
- Teachers can select the tool/s that best suit their environment, adapt existing tools, or create alternative assessment tools to meet the needs of their students.

## Tips for delivery

The lessons aim to make lawn bowls accessible and engaging for all students. Adjust activities where possible to ensure they meet the individual needs of everyone. For example:

- Keep instructions brief to hold students' attention.
- Keep group sizes to a minimum to ensure maximum participation of all students.
- Run activities with several groups at once or set up stations with different activities and rotate the groups as shown below.
- Be creative and add your own flair to the lesson plans provided.
- Minimise waiting times for students to take turns by having short lines.
- Be alert to children having trouble performing activities and provide some one-on-one support.

- Ensure that equipment is appropriate to match developmental level of students and is arranged beforehand to encourage game play and movement.
- The sport can be experienced using alternative equipment such as tennis balls, cricket balls, softballs or similar, and any level playing surface.
- Concrete or wooden flooring may need a matting or carpet to provide enough drag to ensure balls [bowls] come to rest within a reasonable distance. If using a grassed area, the area should be mowed to avoid the opposite effect.
- The effect of a biased bowl can be created by adding a lump of Blu-tack to a tennis ball. The ball needs to be delivered with the lump facing either the forehand or backhand to create a curve.



## Safety considerations

- Your duty of care to your students extends to lesson delivery. Always prioritise student safety and supervise play directly.
- At the start of every lesson, confirm that the surface of the playing area is appropriate for the activities outlined. Ensure that there is a safe distance from hazards, walls and other fixed objects.
- Set a safe distance between groups of students during games and activities.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Always give clear instructions for activities and the use of equipment.
- Students must not throw bowls in the direction of other students unless soft balls are used.
- When bowling, only one student per group can roll at a time.



## Playing for Life

Playing for Life is based on the Game Sense approach, with the objective to develop a love of movement and physical activity in students that will empower them to play for life. All Playing for Life activities are game-based and generate a safe, inclusive and challenging environment.

## The Game Sense approach

The Game Sense approach is a way of teaching where:

- Students develop tactical and movement skills together to promote problem solving and decision-making.
- The learning environment typically involves games and match simulations (but can also include other skill-building activities).
- Students are guided using instructions and questioning from the teacher, as well as reflection and group discussion prompts.

## The Game Sense approach – how to use it

The typical Game Sense approach uses the following structure:

- **Gameplay:** use of games or match simulations that represent a tactical and movement skill of match-play with a specific outcome guiding the gameplay.
- **Question:** teacher asks the students questions about a tactical concept, movement skill or aspect of personal and social development from the gameplay to guide learners to solve problems they have experienced.
- **Play practise:** use of activities (i.e. games, scenarios, or drills) that guide students to achieve the tactical or movement skill objective.
- **Question:** teacher again asks students about a tactical concept, movement skill or aspect of personal and social development from the play practise they have just completed to guide students to solve problems they have experienced and identify how they have solved these problems.

- **Gameplay:** students are placed into a game or match simulation to try and achieve the original objective (or a potentially slightly more challenging one) to use the tactical and movement skills they have learned from previous gameplay and play practises.
- **Conclusion:** the teacher and the students discuss or think about what has taken place, whether the lesson outcomes have been achieved and what can be done in the future.

## The Game Sense approach – key points

- Plan each session around developing a particular tactical concept and movement skill.
- Teachers provide an environment for students to successfully solve the challenges that gameplay provides, rather than instructing students how to perform a particular skill.
- Minimise teacher instructions and demonstrations to allow play to continue and support students in developing their skills.

## CHANGE IT

CHANGE IT – Vary one or more of the following game elements to maximise participation and meet student needs and game objectives.

**How you score/win**

Increase opportunities to score, e.g. allow passing to a student to score or pass into an end zone, instead of shooting at a goal; vary the size of/distance to a target.

**Numbers**

Consider using different team sizes or varying the number of turns, e.g. decreasing team sizes can increase student involvement by maximising participation. When introducing defence into a game, 3 v 1 or 4 v 2 gives attackers more options to deal with an added defender. Increasing the number of turns helps students learn new skills.

**Equipment**

Vary the size and type of the equipment used, e.g. change to a larger and/or softer ball if the student is having difficulty catching, or to a smaller ball if they are having problems throwing; introduce a batting tee (a stationary ball) if a student is having difficulty hitting a moving ball.

**Time**

Reduce or extend the time to perform actions, e.g. see how many passes students can complete in 5 or 30 seconds. Increase possession time to allow students more time to decide what to do next.

C

**Coaching style**

Use questions to set challenges for specific aspects of a game, e.g. 'When should you move to receive a pass?'. Provide discrete coaching, without interrupting the game, where required. Use student role models to highlight skilful play. Vary how you communicate (simple or more complex language; visual, auditory, or kinaesthetic cues) according to student needs (such as age, cultural background, intellectual and sensory ability).

H

A

**Area**

Increase or decrease game difficulty by changing the shape and/or size of the playing area, e.g. long and narrow, short and wide, smaller/larger.

N

G

**Game rules**

Change the rules slightly, e.g. introduce a no-tackling rule to give students more time to play the ball; allow 2 bounces before catching or stopping the ball; specify that 3 team members must touch the ball before scoring a point; allow a student to roll rather than throw the ball, or walk rather than run.

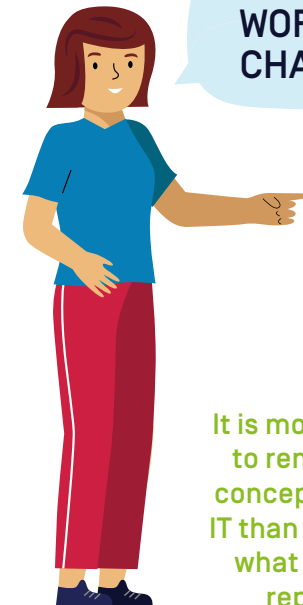
E

I

**Inclusion**

Engage students to modify the activities using any of the outlined game elements (or others) to maximise their involvement. Ask students individually how the game could be improved for them and/or how their involvement could be increased; or provide options they could choose from to encourage agency.

T



It is more important to remember the concept of CHANGE IT than to remember what each letter represents.

# CURRICULUM LINKS

This resource is aligned to the Australian Curriculum: Health and Physical Education [AC: HPE] Version 9.0 strand of Movement and Physical Activity [MPA] and aspects of related achievement standards.

## Content descriptions

Each lesson identifies one or more content descriptions, which indicate how the lesson is aligned to the AC:HPE.

Each lesson provides a series of games the teacher can deliver to help students learn the fundamental movement skills of lawn bowls. For each lesson, years 5 and 6 have been identified and colour coded with red.

Years 5 and 6

At any year level, students are likely to demonstrate considerable differences in the fundamental movement skills proficiency.

Links to the [Australian curriculum](#), content descriptions and detail on relevant sections of the achievement standards.

Links to the [NSW curriculum](#) and [Victorian curriculum](#).

## Specific curriculum linkages for these lessons:

Lessons 1-5:

Australian curriculum-relevant content descriptions

Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M03</a>
	<a href="#">AC9HP6M09</a>

## YEARS 5 AND 6

### Curriculum links:

#### Relevant sections of the achievement standard

Students refine and modify movement skills and apply movement concepts across a range of situations.

They transfer movement strategies between situations and evaluate the impact on movement outcomes.

They describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.

## Relevant content descriptions

[AC9HP6M01](#)

Adapt and modify movement skills across a variety of situations

[AC9HP6M03](#)

Investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes

[AC9HP6M09](#)

Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities



# INTRODUCTION TO LAWN BOWLS

## RULES

### Summary

- Lawn bowls is a precision sport, where the aim of the game is for students to roll their bowl towards the target or 'jack' and have it land closer than their opponent's bowl.
- It is usually played on a large, flat, rectangular surface known as a bowling green, but an indoor variation on carpet is also played.
- The size of the bowl ranges from sizes 00 to 7 to cater for all ages and hand sizes.
- Bowls are biased, so they do not roll in a straight line but in a curve. This makes the skill of bowling more challenging, as it relies on bowlers making decisions based on distance, weight and aim.

### Modified lawn bowls rules

Modified lawn bowls is a variation of the sport that is suitable for primary school-aged children. The game is played by the following rules:

- The jack is set in place at the beginning of play, rather than rolled.
- Change the length of each end to between 15 and 20m.
- Reduce the number of ends per match.
- Rotate positions within the team.
- Rotate the team that bowls first, regardless of who wins the previous end.

## BASIC TERMS

### Jack

A small, white ball used as the target.

### Bowl

A large black or coloured ball which is slightly radially asymmetrical and has a small logo or ring on one side and a large icon or ring on the opposite side. Always keep the small icon on the inside of your delivery.

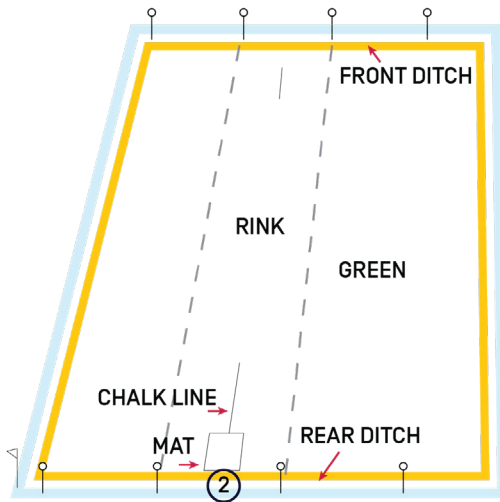
### Bias

Bias refers to the weighting of the bowl. For a bowl to curve from right to left, the bias must be on the left-hand side. For a bowl to curve from left to right, the bias must be on the right-hand side (generally indicated by a dot or indent on the bowl).

## PLAYING FIELD

### Green

A four-sided grass or synthetic playing area surrounded by a ditch. The green is divided into playing areas known as rinks. A chalk line marks the centre of the rink.



### Mat

The rubber or plastic surface students stand on to deliver the bowl.

## EQUIPMENT

Equipment used in this program includes:

- marker cones
- stopwatch
- throwing objects:
  - target balls of various sizes
  - tennis balls
  - netballs
  - softballs
  - cricket balls
  - bean bags, stones, coins or large buttons
  - balls that make a noise as they roll such as a ball wrapped in plastic secured by tape for students with limited vision.
- skittles
- ground targets: mats, softball bases, towels, buckets and hoops
- target balls: inflated beach ball
- Blu-tack
- chalk.

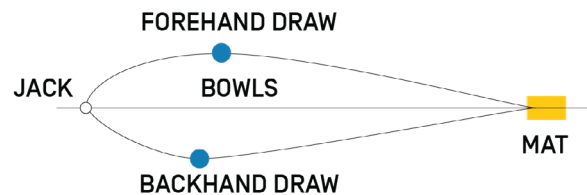
# BASIC SKILLS

## DELIVERY

Delivery in lawn bowls involves: draw, forehand draw, backhand draw, drive, resting bowl, swing and release.

Coach your students through the following movements:

- When delivering the bowl, students should bend their knees then step with the opposite leg to their bowling arm. Students should point their feet in the direction they are aiming. The forward and backward arm swing should be in alignment.
- To perform a draw, students deliver the bowl to a specific target (i.e. the jack).



- To perform a forehand draw, right-handed students aim the bowl to the right of the jack, curving from right to left, with the bias on the left-hand side of the bowl.
- To perform a backhand draw, right-handed students aim the bowl to the left of the jack, curving from left to right, with the bias on the right-hand side of the bowl.
- To perform a drive, a bowl is delivered with considerable force with the aim of knocking the jack or another bowl out of play. A drive shot is delivered so it does not curve but goes almost straight.

- To perform a resting bowl, deliver a bowl so that it is leaning, or resting, on the jack when it stops.
- To perform a swing, students move their bowling arm backward in a pendulum motion.



- To release the bowl onto the playing surface, students should let go just forward of the toes, as low to the ground as possible, for a smooth release without bouncing.



- To deliver the bowl with a curve, students should have their feet and body face the angle they are aiming at rather than straight ahead.

## GRIP

Grip in lawn bowls involves: claw grip and cradle grip.

Coach your students through the following movements:

- For a claw grip, students grip the bowl with the fingers spread out under the bowl and the thumb resting on top.



- For a cradle grip, the bowl rests in the student's hand with the middle fingers closer together and the thumb lower down the side of the bowl.



# LESSON 1

# LESSON 1

## LEARNING INTENTIONS

To introduce foundational skills of gripping the bowl and delivering it.

To practise delivering the bowl at varying lengths.

To show respect for other students.

## Equipment

- Marker cones
- Stopwatch
- One target ball
- 2 tennis balls per student
- One netball per student

## Activities

TWO HALVES

THROW, THROW, THROW

BOMBARD

GORRI

TRIANGLE ROLL

WHAT DID YOU LEARN?

## Skill focus

- Delivery
- Grip

## Duration

60 minutes

## Area

Size of a tennis court with a surface suitable for rolling.

## Links to curriculum

Years 5 and 6	<a href="#">AC9HP6M01</a>	<a href="#">NSW curriculum</a> <a href="#">VIC curriculum</a>
	<a href="#">AC9HP6M03</a>	
	<a href="#">AC9HP6M09</a>	

# TWO HALVES

## SUMMARY

This activity is used for dividing the group in half. Students form groups based on their answers.

---

### Details

Warm-up  
5 minutes

### What to do

- Call out a question with 2 answers, for example:
  - Who kicks with their left leg?
  - Who throws with their right arm?
  - Who folds their arms with their left arm on top?
- Be creative with your questions!



# THROW, THROW, THROW

## SUMMARY

Two equal-sized teams face each other spaced at least 10m apart. On your call, each student throws a bean bag over a line in the direction of the opposite team. Play in 2 teams of 4 to 8.

### Skill focus

- Delivery
- Grip

### Details

Warm-up  
10 minutes

### Equipment

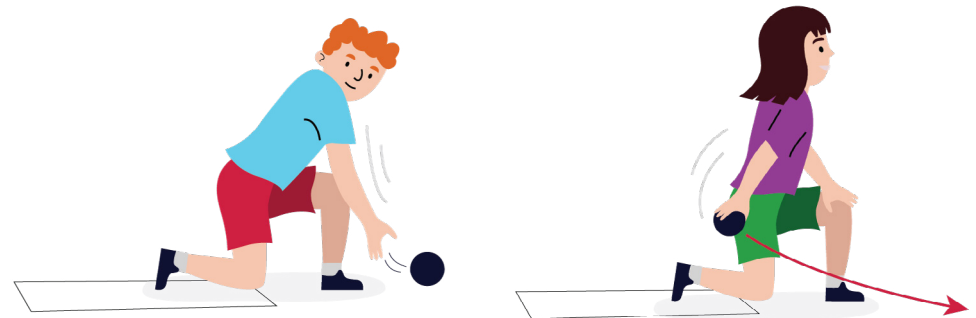
- Marker cones
- One tennis ball or netball per student

### CHANGE IT

- Change the students' distance from the target zone.
- Change the time limit.
- Students remain seated for the activity.
- Students bowl between the legs [facing forward or backward].
- Use a 'no-go' zone that balls must roll through.

### What to do

- Define the playing field using marker cones.
- Divide students into 2 teams of equal size.
- On your call, students bowl their balls over a line into the target zone in the direction of the opposite team.
- Play for a set period of 30 secs.
- Students practise bowling fast but with accuracy.
- After a set period, the balls are counted to see which team has the fewest balls outside the target zone.



# BOMBARD

## SUMMARY

Teams throw tennis balls at a large target ball and try to move the target ball over a goal line. Play with 2 or more teams of 4 to 6.

### Skill focus

- Delivery
- Grip

### Details

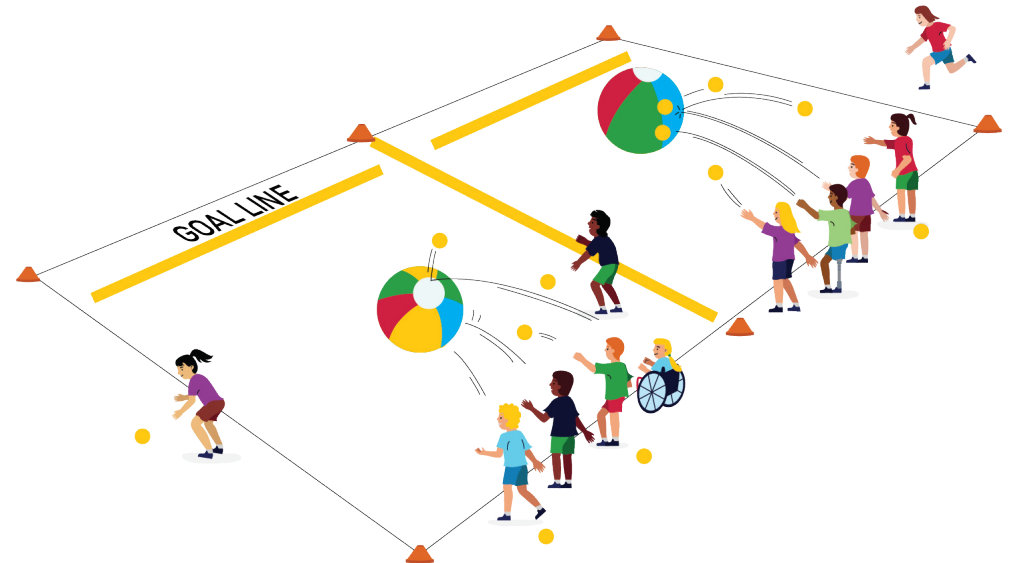
Skill development  
15 minutes

### Equipment

- Marker cones
- 2 tennis balls per student
- One large target ball per team

### What to do

- Define the playing area, throwing line and goal line with marker cones.
- Divide students into teams.
- Each student is given 2 balls.
- When you call 'PLAY BALL!' students throw balls at the large target ball.
- Restart play once all students have moved back out of the playing area.
- First target ball to cross the goal line scores a point.





# GORRI

## SUMMARY

Gorri is a bowling-ball or disc game played by Aboriginal boys and men across Australia. A piece of rounded bark was rolled by one of the students for the other boys to use as a target for their short spears. A version of this activity is still played in the Kimberley area and Northern Territory (and perhaps elsewhere) using flattened tin lids as targets and stones or other missiles.

In this game, students stand in a line and aim to hit a moving target.

### Skill focus

- Delivery
- Grip

### Details

Skill development  
15 minutes

### CHANGE IT

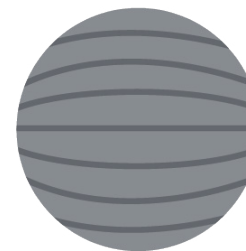
- Change the size of the target ball.
- Change the type of target ball to include students with limited vision by using a target ball that makes a noise as it rolls, such as:
  - a goalball
  - a ball wrapped in plastic secured by tape.
- Change the size of the balls that are thrown. A bean bag is a good option for a student with limited grip strength or hand function.
- Change the speed the ball is rolled.
- Change the distance from the line of the rolled ball.
- Change the type of throw. Rolling or bouncing the ball is also an option.
- Roll more than one target ball.

### Equipment

- Marker cones
- 2 tennis balls per student
- A variety of large target balls

### What to do

- Define the playing field with marker cones.
- Choose a student to be the roller.
- The roller calls out 'gool-gool' (going-going) and rolls the ball in front of the other students, who attempt to hit it with their tennis balls.



EXERCISE  
BALL



BEACH  
BALL



SOCCER  
BALL

# TRIANGLE ROLL

## SUMMARY

In teams of 3, students stand on the points of a triangle and roll a ball to one another to practise bowling with accuracy and different grips. Play with 3 or more.

### Skill focus

- Delivery
- Grip

### Details

Skill development  
10 minutes

### Equipment

- Marker cones
- One tennis ball per student

### CHANGE IT

- Two markers are used to make a gate to push the ball through. The gate may be placed closer to one student depending on ability.
- Change the speed of ball.
- Change the size of ball.
- Change the scoring method.
- Change the size of the triangle.

### What to do

- Define the playing field using marker cones.
- Divide students into teams of 3.
- Students stand on the points of a triangle.
- On your call, the first student bowls the ball so it stops at the second student, and so on.
- Have students experiment with different grips.



CLAW GRIP



CRADLE GRIP

# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

## Details

Finishing up  
5 minutes

## What to do

Ask the class:

- How did you change the distance you bowl?
- How could you change your delivery speed?
- What other sports or games do you 'bowl' in?



# LESSON 2

# LESSON 2

## LEARNING INTENTIONS

To learn to deliver the bowl with accuracy.

To learn how to deliver the bowl using various grips [claw and cradle].

To have students self assess their delivery skills [see the printable student self assessment on page 28].

### Skill focus

- Delivery
- Grip

### Duration

60 minutes

### Area

Size of a tennis court with a surface suitable for rolling.

### Equipment

- Marker cones
- Stopwatch
- 2 skittles per student
- 2 tennis balls per student
- One softball per team

### Activities

[FUN ON THE SPOT](#)

[HIT THE SQUARE](#)

[SNAKES ALIVE](#)

[KOOLCHEE](#)

[TRIANGLE ROLL](#)

[WHAT DID YOU LEARN?](#)

### Links to curriculum

Years 5 and 6

[AC9HP6M01](#)

[AC9HP6M03](#)

[AC9HP6M09](#)

[NSW curriculum](#)

[VIC curriculum](#)

# FUN ON THE SPOT

## SUMMARY

A quick energiser where students perform short bursts of a specified movement.

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones

### CHANGE IT

- Have students call the variation.

### What to do

- Define the playing field using marker cones.
- Students spread out across the playing field and start with easy jogging.
- On your call, students perform short 15 second bursts of a specified movement.
- Add dynamic flexibility activities, such as swings and lunge walks.



# HIT THE SQUARE

## SUMMARY

Students pair off on opposite sides of a target square and bowl a ball so it stops in the target. Play in groups of 4.

### Skill focus

- Delivery
- Grip

### Details

Warm-up  
10 minutes

### Equipment

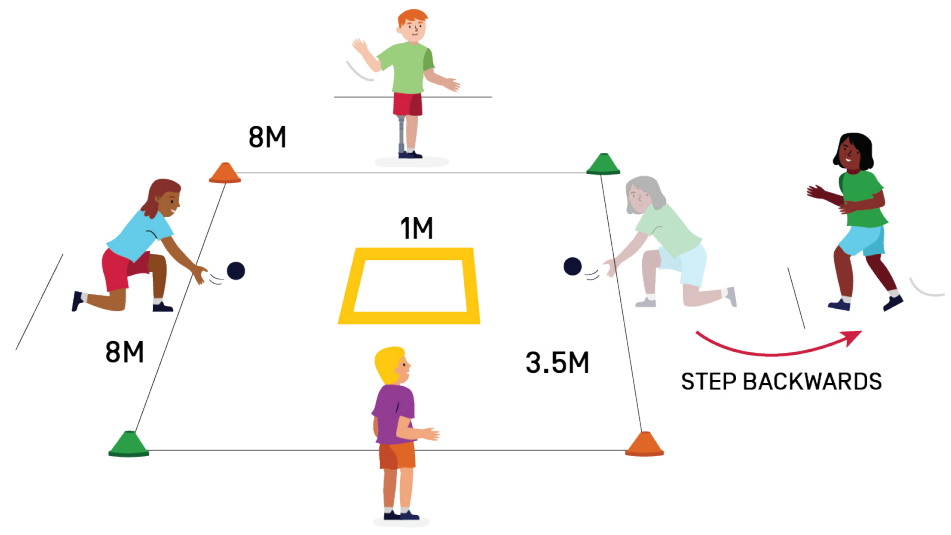
- Marker cones
- One tennis ball per student

### CHANGE IT

- Change the size of the target.
- Students take a step back each time the ball stops in the target area.

### What to do

- Define the playing field using marker cones.
- Set up a target square.
- Divide students into groups of 4.
- Students pair off and stand on opposite sides of the target square.
- Students bowl the ball, aiming to have it stop in the target square.
- If the ball stops in the target square, the student scores a point.
- The first team to score 10 points is the winner.



# SNAKES ALIVE

## SUMMARY

Students deliver one ball at a time, aiming to bowl the ball so that it stops behind the previous one. The aim is to form the longest snake. Play with 4 or more per team.

### Skill focus

- Delivery
- Grip

### Details

Warm-up  
10 minutes

### Equipment

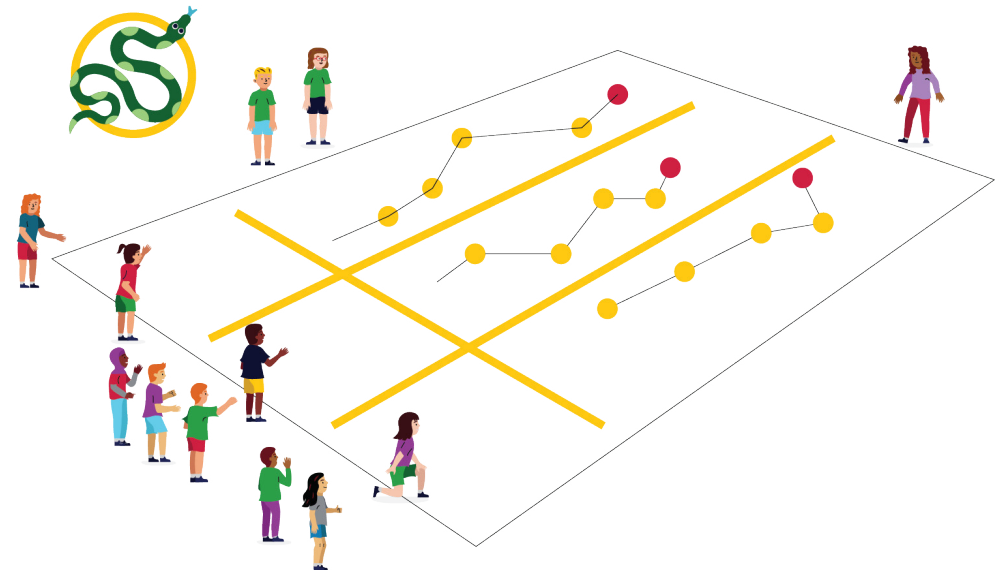
- Marker cones
- One tennis ball per student
- One softball or medium-sized ball per team

### CHANGE IT

- Require a minimum distance from the start line for the position of the 'snake's head'.
- Change the type of ball being bowled.
- Provide eyeshades for half the students to promote communication.

### What to do

- Define the playing field using marker cones.
- Mark a minimum throw line.
- Divide students into teams of 4 or more.
- On your call, each team bowls their target ball into the playing field – this becomes the head of the snake!
- One by one, students deliver their balls, aiming for them to roll to a stop behind the previous one.
- The final ball must pass the minimum throw line.





# KOOLCHEE

## SUMMARY

A ball rolling game where students roll balls (koolchees) and try to hit a target or other balls that are being rolled towards them. Play in pairs.

### Skill focus

- Delivery
- Grip

### Details

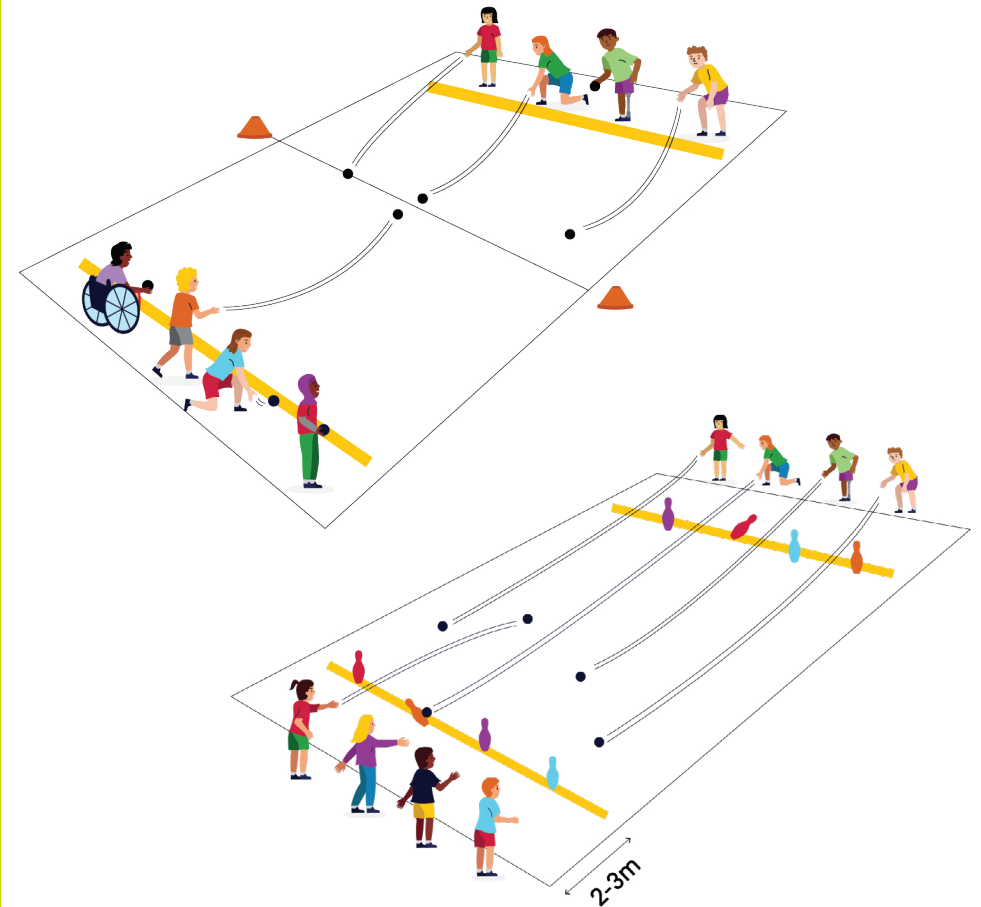
Skill development  
15 minutes

### Equipment

- Marker cones
- 3 tennis balls or similar per student
- 3 skittles or similar per student

### What to do

- Define the playing area using marker cones.
- Group students into pairs and have each student stand at opposite ends of the playing area.
- On your call, students roll their koolchees, aiming to hit them together.



### CHANGE IT

- Set up skittles or similar targets about 2 to 3m in front of each student. On your call, students roll their koolchees, aiming to knock down the skittles.
- Mark a centre line instead of a skittle and have students roll their koolchees to stop as close to the line as possible.
- Change the size of the target.
- Change the distance to the target.
- Change the type and size of balls used.
- Change the size of the playing area.
- Change the distance between pairs.
- Play as a team game with 4 to 6 students per team, where students roll to knock down the other team's skittles. Students may 'defend' their own skittles by bowling koolchees to hit other koolchees that might knock over their own skittles. Teams avoid hitting their own skittles.

# TRIANGLE ROLL

## SUMMARY

In teams of 3, students stand on the points of a triangle and roll a ball to one another. There is also a skittle at each point. Play with 3 or more.

### Skill focus

- Delivery
- Grip

### Details

Skill development  
15 minutes

### Equipment

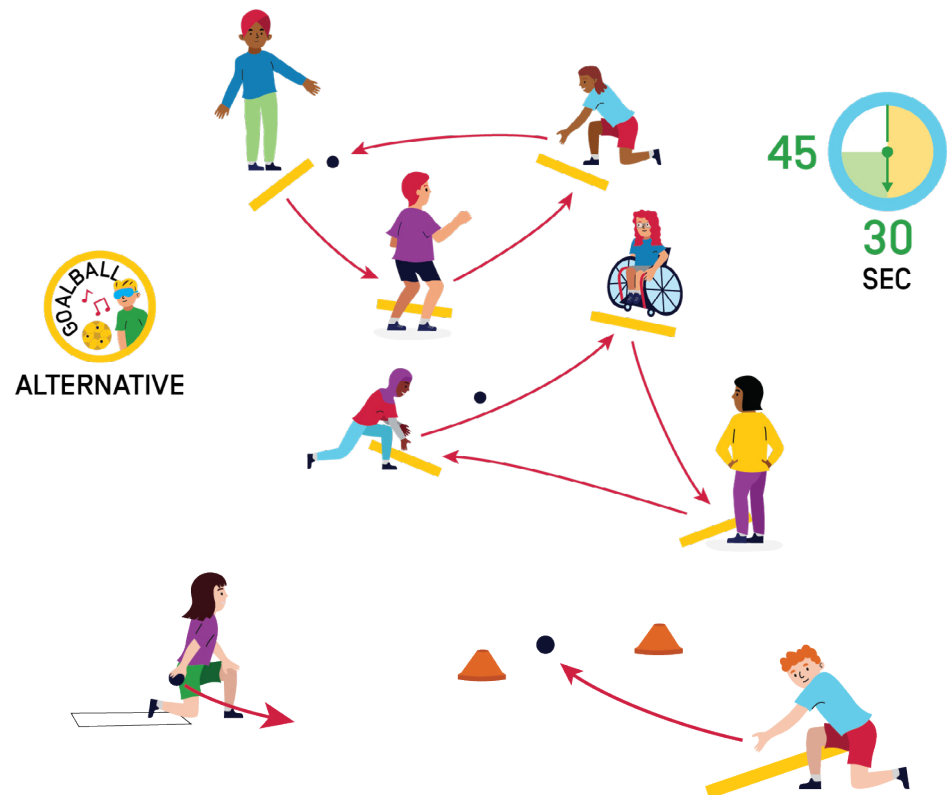
- Marker cones
- One tennis ball per student
- 3 skittles or similar targets per team

### CHANGE IT

- Add a second skittle at a different distance. Students bowl one ball at each skittle.
- Two markers are used to make a gate to push the ball through. The gate may be placed closer to one student depending on ability.
- Change the distance between students.
- Change the size of ball.

### What to do

- Define the playing field using marker cones.
- Divide students into teams of 3.
- Students stand on the points of a triangle.
- Each triangle should be formed so students are 6 to 8m apart.
- Place a skittle at each point of the triangle.
- On your call, students bowl their balls, aiming to have them stop next to the skittle.



# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

---

### Details

Finishing up  
5 minutes

### What to do

Ask the class:

- Why do you deliver the bowl from a point close to the ground?
- What is another game where you roll or throw from a position low to the ground?
- How did you show respect to others in our lesson today?



# SELF ASSESSMENT RUBRIC

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 5 AND 6

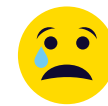
Circle the face that reflects how you feel about each of the statements below:



Always



Sometimes



Rarely

### Lesson 2 – Triangle roll

Movement skills	I bend my knees before stepping forward with my opposite leg to my bowling arm.			
	I point my feet in the direction I am aiming for when delivering the bowl.			
	I swing my forward arm and the backward arm in alignment with the jack.			
Strategy and tactics	I can choose between using the claw grip and the cradle grip when bowling the bowl.			
	I have decided which foot I prefer to have forward when delivering the bowl.			
Personal and social responsibility	I appreciate and provide encouraging comments to all bowlers in my group.			

# LESSON 3

# LESSON 3

## LEARNING INTENTIONS

To use the cradle and claw grip to deliver the bowl over varying distances with accuracy.

To experiment with the delivery of the bowl to improve accuracy.

To work with other students respectfully.

## Equipment

- Marker cones
- Stopwatch
- One cricket ball or similar
- 4 tennis balls per student
- 3 bean bags per student
- One softball per team
- One ground target per pair
- Blu-tack
- Chalk

## Activities

FORM A GROUP

BULLSEYE

KOLAP

CORNER BOWLS

FOUR CORNERS

WHAT DID YOU LEARN?

## Skill focus

- Delivery
- Grip

## Duration

60 minutes

## Area

Size of a tennis court with a surface suitable for rolling.

## Links to curriculum

Years 5 and 6	<a href="#">AC9HP6M01</a>	<a href="#">NSW curriculum</a>
	<a href="#">AC9HP6M03</a>	<a href="#">VIC curriculum</a>
	<a href="#">AC9HP6M09</a>	

# FORM A GROUP

## SUMMARY

Students run around in random directions avoiding body contact with other students. When you call out a number, students form groups of that size. Finish in groups of 4 and assign each group an area for the next activity.

### Details

Warm-up  
5 minutes

### Equipment

- Marker cones

### CHANGE IT

- Students must run to the nearest boundary and touch it with their feet before forming a group.
- Define 2 large zones for students to run across. When you call 'STOP!', students must form a group with students in the same zone.
- When you call 'FREEZE!', students freeze on the spot.
- Play with music. While the music plays, students move around. When the music stops, students form a group.

### What to do

- Define the playing field using marker cones.
- On your call, students move around in different directions using only the movements set by you, such as:
  - running
  - hopping
  - fast walking
  - other.
- Each round, direct students to form groups of various sizes.

GROUPS OF 3



# BULLSEYE

## SUMMARY

Students bowl a ball to a target, aiming to score maximum points. Play with teams of 3 to 4.

### Skill focus

- Delivery
- Grip

### Details

Warm-up  
15 minutes

### Equipment

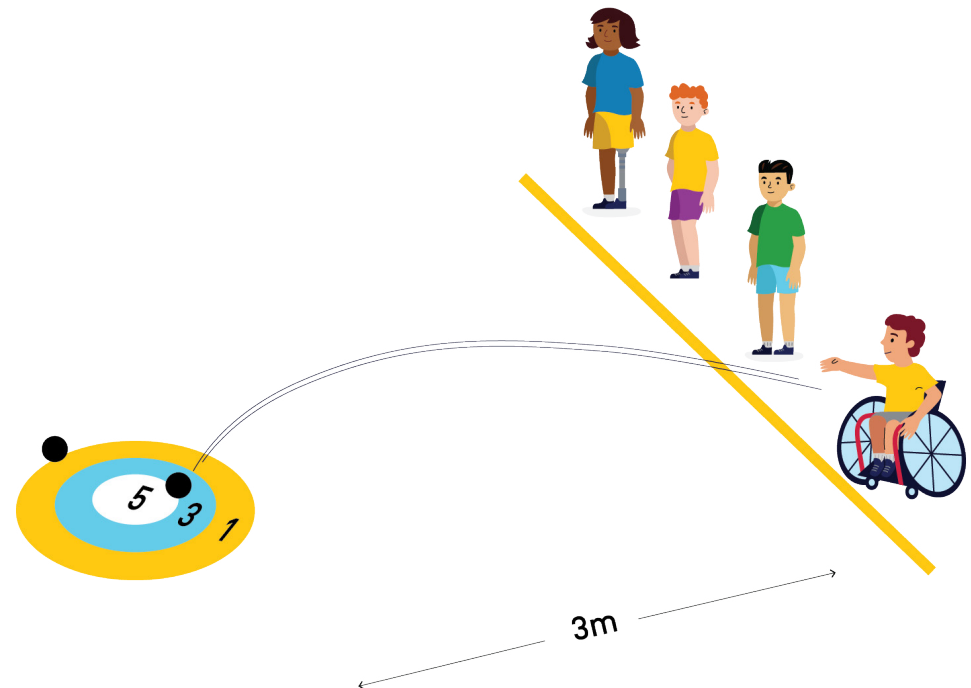
- Marker cones
- Chalk
- 3 bean bags per student
- Tennis balls (optional)
- Blu-tack (optional)

### CHANGE IT

- Change the size of the target.
- Change the throwing object.
- Have students use a bowling motion instead of throwing the beanbag.
- Play with balls instead of bean bags. If using tennis balls, add Blu-tack to the side of the ball to make it roll on a curve.

### What to do

- Define the playing field using marker cones.
- Divide students into teams of 3 to 4.
- For each team, mark 3 circles on the ground to form targets as shown.
- Have each team stand 3m from their target.
- On your call, students throw their bean bag, aiming for the middle of the target.
- Each student takes their turn before the bean bags are retrieved.
- Repeat play for a set number of rounds.





# KOLAP

## SUMMARY

In pairs, students roll balls [kolaps] to stop on a target. The game continues until all balls are in the target.

### Skill focus

- Delivery
- Grip

### Details

Skill development  
15 minutes

### Equipment

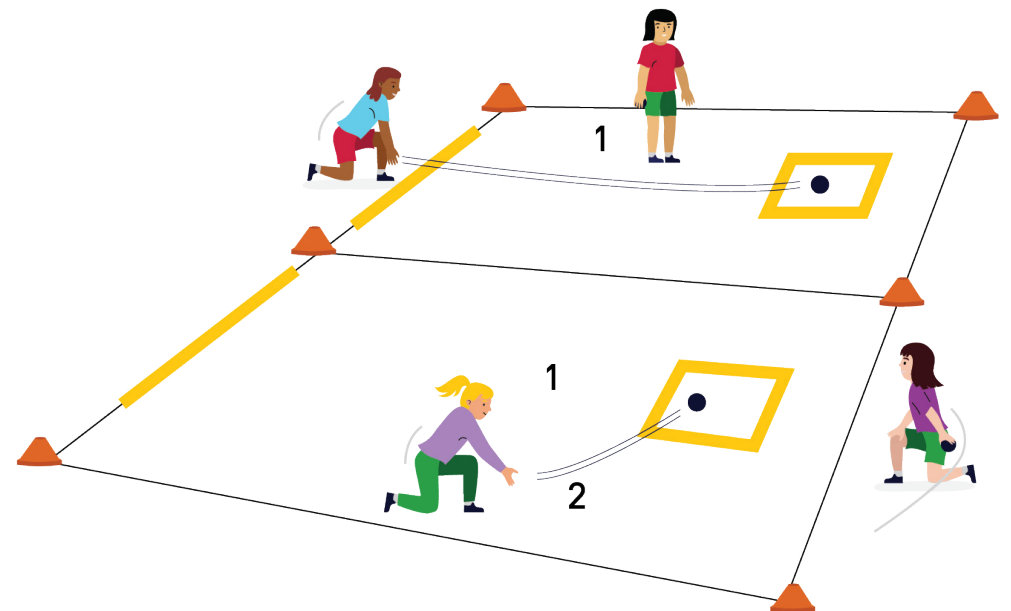
- Marker cones
- One ground target per pair
- 4 bean bags (kolaps) or similar per student

### CHANGE IT

- Change the distance to the target.

### What to do

- Use marker cones to define a playing field with one ground target per pair, as shown.
- Divide students into pairs.
- On your call, students roll the kolap at the target.
- If the ball goes outside of the target, the student tries again from where the ball stops.
- Continue until all kolaps are within the target.
- Students tally one point for each roll.
- The team with the lowest score wins.



# CORNER BOWLS

## SUMMARY

In pairs, students work together to beat their opponents by delivering their balls close to the target and hitting opponents' balls away from the target. Play in groups of 4.

### Skill focus

- Delivery
- Grip

### Details

Skill development  
15 minutes

### Equipment

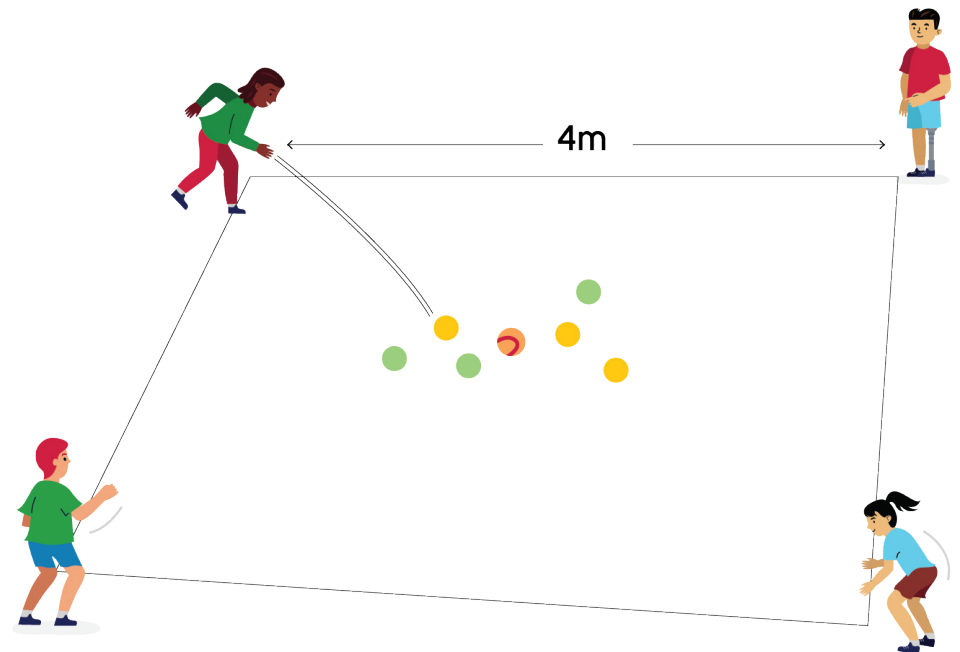
- Marker cones
- One cricket ball per group
- 2 tennis balls per student

### CHANGE IT

- Change the distance to the target.
- Add obstacles for students to avoid when bowling towards the target.

## What to do

- Define the playing field using marker cones.
- Divide students into groups of 4.
- Mark each pair's balls with a shape, colour or number.
- Place the cricket ball in the square as the target.
- Each student bowls their ball towards the target until all students have had 2 turns.
- Complete 4 games, with each student taking a turn to play first.



# FOUR CORNERS

## SUMMARY

Students choose a corner to stand in and, as the game continues, must move to the middle.

### Details

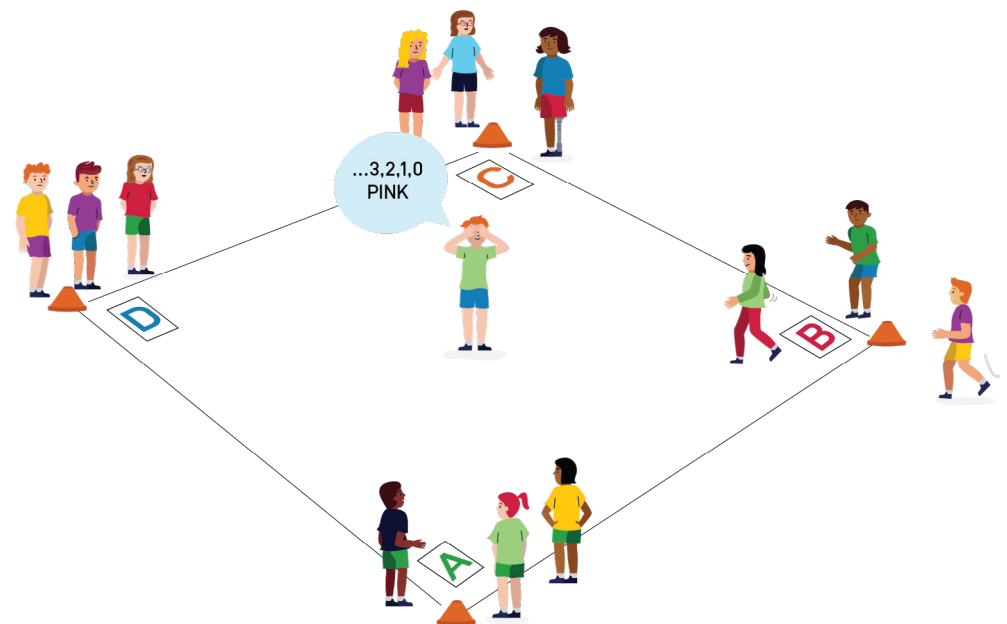
Finishing up  
5 minutes

### Equipment

- Marker cones
- One cricket ball per group
- 2 tennis balls per student

### What to do

- Define the playing field using marker cones.
  - Give names to each corner: 'RED!', 'BLUE!', 'PINK!', 'GREEN!'.
  - One student stands in the middle of the square with their eyes shut, counting down from 10.
  - When the counter gets to zero, they name one of the corners (e.g. 'PINK!').
  - All students in that corner come into the middle and join in the counting.
  - Continue until all students are in the middle.
- While the student is counting, all other students move to a corner in a movement that you choose, such as:
    - walking
    - hopping
    - skipping
    - other.



# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

## Details

Finishing up  
5 minutes

## What to do

Ask the class:

- What are three things you should do when delivering a bowl?
- Which foot do you step forward with when bowling the bowl?
- What are some of the things you did to work with and show respect to others?



# LESSON 4

# LESSON 4

## LEARNING INTENTIONS

To practise allowing for the correct bias when aiming for a target.

To use the preferred grip when delivering the bowl using curved path towards a target.

To have students peer assess their lawn bowling skills [see the printable student on page 45].

### Skill focus

- Delivery
- Grip

### Duration

60 minutes

### Area

Size of a tennis court with a surface suitable for rolling.

### Equipment

- Marker cones
- Stopwatch
- One cricket ball per pair
- One softball per student
- One tennis ball per student
- Blu-tack
- Chalk

### Activities

BIRTHDAY GROUPS

TRIANGLE ROLL

SPEED GATE

WEME

VIDEO REF

WHAT DID YOU LEARN?

### Links to curriculum

Years 5 and 6

AC9HP6M01

AC9HP6M03

AC9HP6M09

NSW curriculum

VIC curriculum

# BIRTHDAY GROUPS

## SUMMARY

Students form groups in a variety of ways according to birth dates.

### Details

Warm-up  
5 minutes

### Equipment

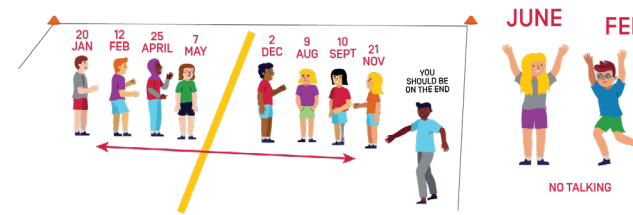
- Marker cones

### CHANGE IT

- Students communicate without speaking to one another.

### What to do

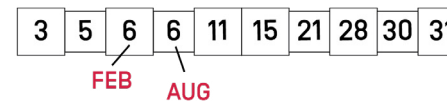
- Define the playing field using marker cones.
- Have students line up according to:
  - increasing birth date (day and month)
  - month only
  - date only
- financial year
- alphabetical order (given names or family names).
- Form groups of the size required from the line of students.



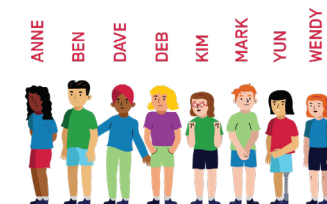
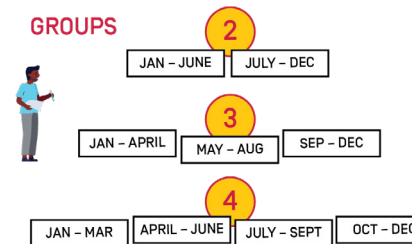
### BEFORE 30 JUNE



### AFTER 30 JUNE



### GROUPS



# TRIANGLE ROLL

## SUMMARY

In teams of 3, students stand on the points of a triangle and bowl a ball to one another, avoiding contact with the cones. Blu-tack is added to their balls for bias. Play with 3 or more.

### Skill focus

- Delivery
- Grip

### Details

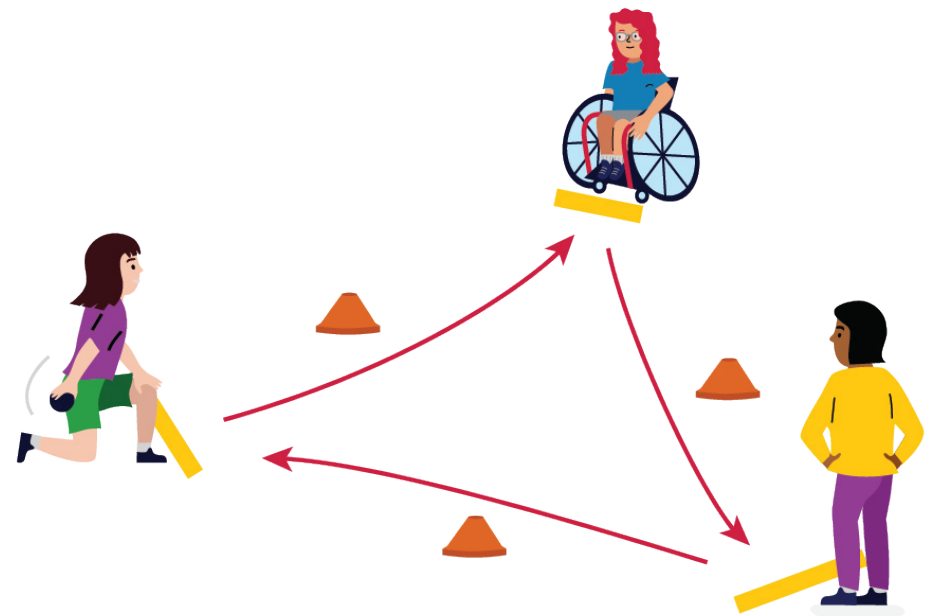
Skill development  
15 minutes

### Equipment

- Marker cones
- One tennis ball per student
- Blu-tack

## What to do

- Define the playing field using marker cones.
- Divide students into groups of 3.
- Students stand on the points of a triangle, marked by cones.
- Each triangle should be formed so students are 6 to 8m apart.
- On your call, students bowl their balls, aiming to have them stop by the cone.
- Add a lump of Blu-tack to each tennis ball and repeat the activity.





# SPEED GATE

## SUMMARY

In pairs or teams of 3, students bowl a ball through a gate towards the end line. The student with the ball that passes through the gate and stops closest to the end line wins the point.

### Skill focus

- Delivery
- Grip

### Details

Skill development  
15 minutes

### Equipment

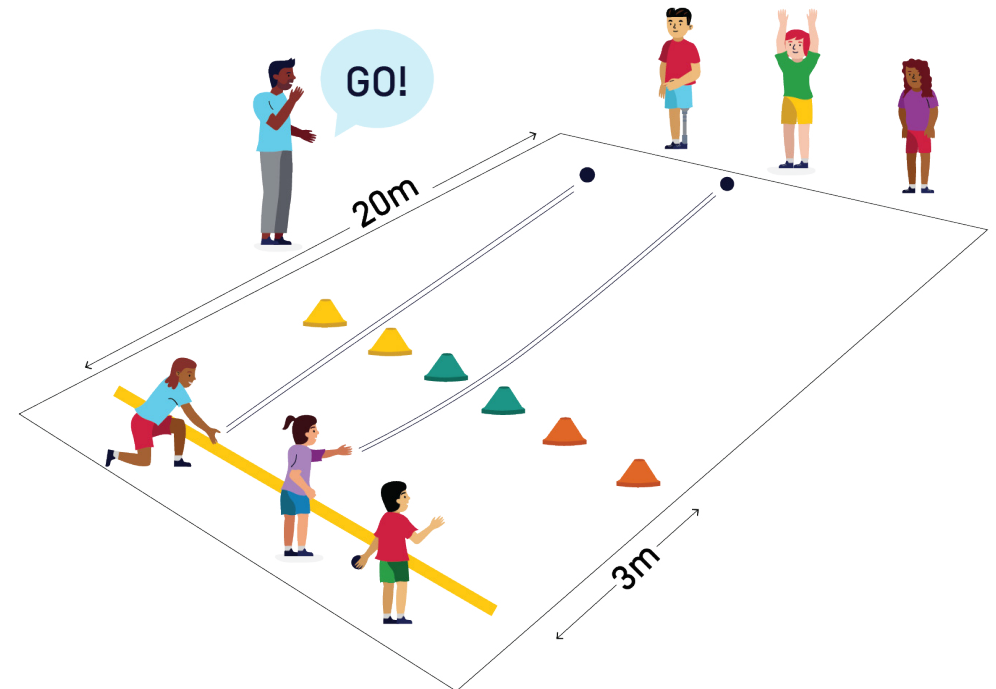
- Marker cones
- One medium-sized ball per team

### CHANGE IT

- Change the width of the gate.
- Change the number of gates.
- Change the distance of the gate from the start line.
- Change the angle of gates.
- Add a target to the end line.

### What to do

- Define the playing field using marker cones.
- Using the cones, set up a gate 5m from the starting line and an end line 10m away from the starting line.
- Divide students into teams of 4.
- On your call, students bowl through the gate, aiming to land closest to the end line.
- The student with the ball closest to the end line wins the point.



# WEME

## SUMMARY

One student throws the jack into the playing field. This becomes the target for the other students. In pairs, students take turns, each aiming for the other student's ball [see the printable student peer assessment on page 45].

### Skill focus

- Delivery
- Grip

### Details

Skill development  
15 minutes

### Equipment

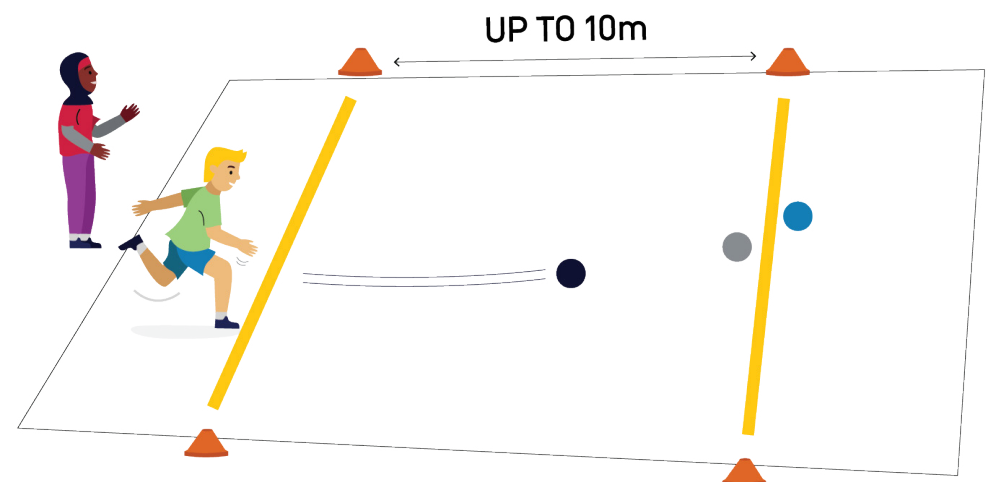
- Marker cones
- One cricket ball (jack)
- One tennis ball per student
- Blu-tack

### CHANGE IT

- Change the distance to the jack.
- Change the size of the jack.
- Introduce bias with Blu-tack.

### What to do

- Define the playing field using marker cones.
- Divide students into pairs.
- One student throws the jack.
- In the pairs, students bowl their balls, as close to the jack as possible.
- The student who bowls the ball the closest wins the point.
- Students receive a bonus point if their ball touches the jack in its resting position.



## VIDEO REF

### SUMMARY

Students perform specific lawn bowls actions in slow motion.

### Details

Finishing up  
5 minutes

### What to do

- Make a TV square with your hands, as if asking for the video referee to review the play and describe an action for the students to perform.
- Students act out the scene in slow motion.
- Use activities that have been played during the lesson as examples.
- Ask students to choose a movement problem experienced during the session.
- Ask a student to explain what they are doing whilst performing the movement.



# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

### Details

Finishing up  
5 minutes

### What to do

Ask the class:

- What feedback from your partner was most useful when they assessed your bowling today?
- Was there anything that challenged you today?
- What did you enjoy most in today's lesson?



# PEER ASSESSMENT

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 5 AND 6

Unit focus: Lawn Bowls – Lesson 4 – Weme

Any areas for improvement?

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### Movement skills

Watch another student roll a bowl a number of times for 2 minutes and record how they go with each skill component below:

Skill	Keep trying	Almost there	Got it!
Can roll the bowl with a smooth motion.			
Can roll the bowl to travel varying distances.			
Can roll the bowl using the correct bias.			

### Feedback on movement skills

Skill	Keep trying	Almost there	Got it!
The bowler bends their knees then steps with the opposite leg to their bowling arm.			
The bowler points their feet in the direction they are aiming for when delivering the bowl.			
The bowler has a preferred grip and can release the bowl from their hand directed at the target.			
The bowler can swing their forward arm and the backward arm in alignment with the jack when delivering a bowl.			

# LESSON 5

# LESSON 5

## LEARNING INTENTIONS

To apply lawn bowling skills in a range of modified team activities.

To provide an opportunity for teachers to observe and record student attainment [see the printable teacher assessment rubric on page 54].

### Skill focus

- Delivery
- Grip

### Duration

60 minutes

### Area

Size of a tennis court with a surface suitable for rolling.

### Equipment

- Marker cones
- Stopwatch
- Variety of ground targets
- One softball or cricket ball (or similar) per student
- One tennis ball (or similar) per student
- Blu-tack
- Chalk

### Activities

TUNNEL AND LAPS

SNAKES ALIVE

TARGET RELAY

HIT THE TARGET

LET'S SEE IT

WHAT DID YOU LEARN?

### Links to curriculum

Years 5 and 6	<a href="#">AC9HP6M01</a>
	<a href="#">AC9HP6M03</a>
	<a href="#">AC9HP6M09</a>

[NSW curriculum](#)

[VIC curriculum](#)

# TUNNEL AND LAPS

## SUMMARY

Students form 2 teams: a striking team and a fielding team. Strikers bowl the ball to the fielders and score points for completing laps around their team mates. Fielders form a tunnel to roll the ball through to the end student, who runs to the front of the line with the ball and calls, 'STOP!'. Play in groups of 8 or more.

## Details

Warm-up  
10 minutes

## Equipment

- Marker cones
- One tennis ball or cricket ball (or similar) per group

## What to do

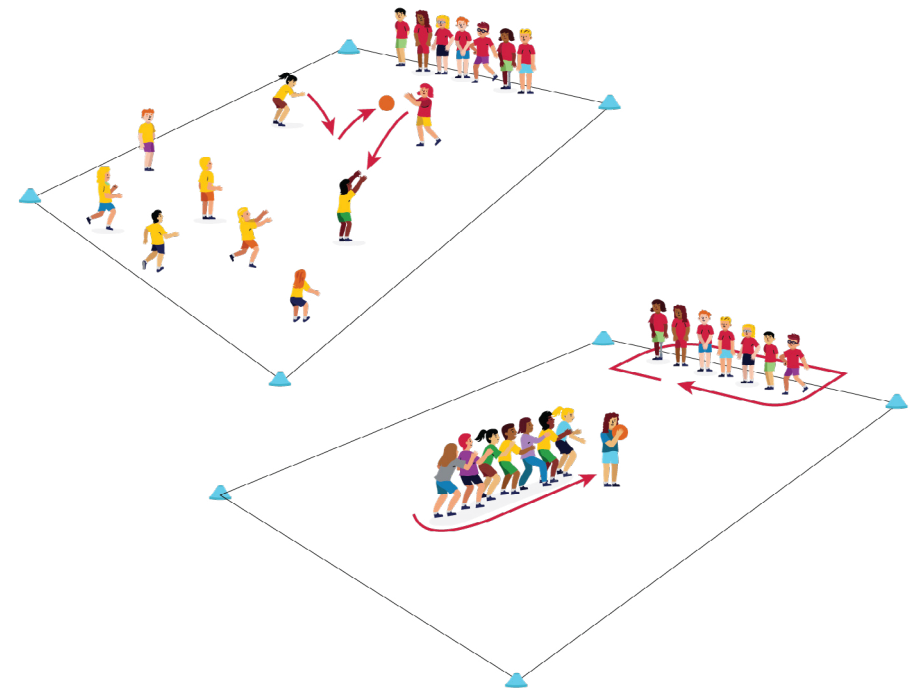
- Define the playing field using marker cones.
- Divide students into two teams and set up in positions as shown.

### Strikers

- The striking team stand shoulder-to-shoulder facing the fielders.
- The striker bowls the ball to one fielder and then runs around their team mates as many times as possible until a fielder calls 'STOP!'.

### Fielders

- All fielders line up behind the student who fields the ball.
- They form a tunnel with their legs apart for the original fielder to roll the ball through to the end student.
- The end student in the tunnel picks up the ball, runs to the front of the tunnel and calls "STOP!"
- Repeat play until everyone has had a turn as the striker before teams change over.





# SNAKES ALIVE

## SUMMARY

Students deliver one ball at a time, aiming to bowl the ball so that it stops behind the previous one. The aim is to form the longest snake. Play with 4 or more per team.

### Skill focus

- Delivery
- Grip

### Details

Warm-up  
10 minutes

### Equipment

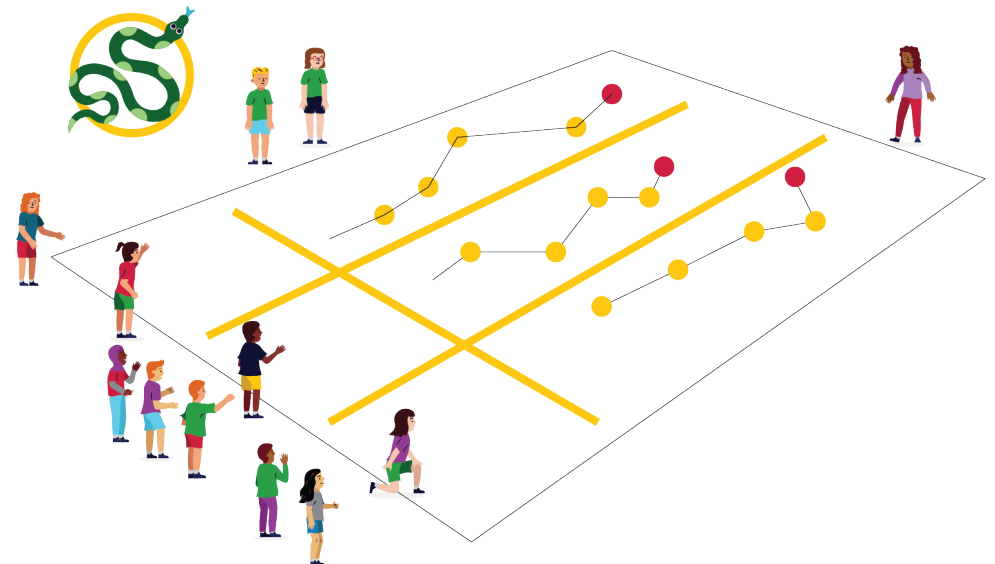
- Marker cones
- One tennis ball per student
- One softball or medium-sized ball per team

### What to do

- Define the playing field using marker cones.
- Mark a minimum throw line.
- Divide students into teams of 4 or more.
- On your call, each team bowls their target ball into the playing field – this becomes the head of the snake!
- One by one, students deliver their balls, aiming for them to roll to a stop behind the previous one.
- The final ball must pass the minimum throw line.

### CHANGE IT

- Require a minimum distance from the start line for the position of the 'snake's head'.
- Change the type of ball being bowled.
- Provide eye-shades for half the students to promote communication.



# TARGET RELAY

## SUMMARY

Gates are set up over a course. Students take turns bowling their ball around a course, aiming to have their bowl rest next to each target gate. Play in teams of 3 or 4.

### Skill focus

- Delivery
- Grip

### Details

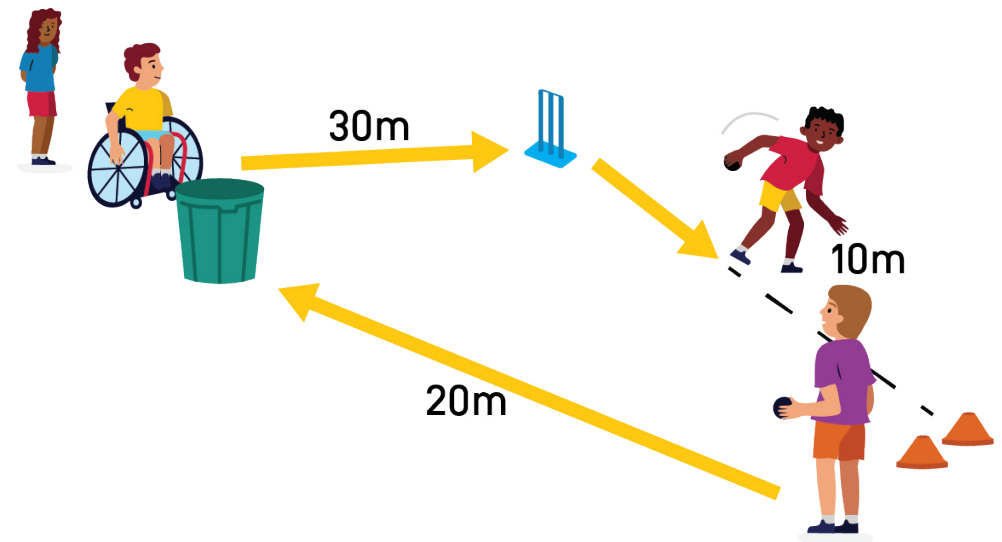
Skill development  
15 minutes

### Equipment

- Marker cones
- 2 tennis balls per student with Blu-tack as bias

## What to do

- Define the playing field using marker cones with different targets.
- Divide students into teams of 3 or 4.
- Each team starts at a different target.
- On your call, students bowl their first ball towards the target.
- Students bowl a second ball if the first one does not reach the target.
- Students then collect their balls and move to the next target.
- Students score one point for each bowl that rests against the target, with a maximum of one point per target.



## CHANGE IT

- Change the time limit.
- Change the number of balls per student.

# HIT THE TARGET

## SUMMARY

Targets are set up at varying distances from a bowling line. Students score points by bowling balls at the targets, aiming to have them come to rest as close as possible to the targets without hitting them. Play in teams of 3 or 4.

### Skill focus

- Delivery
- Grip

### Details

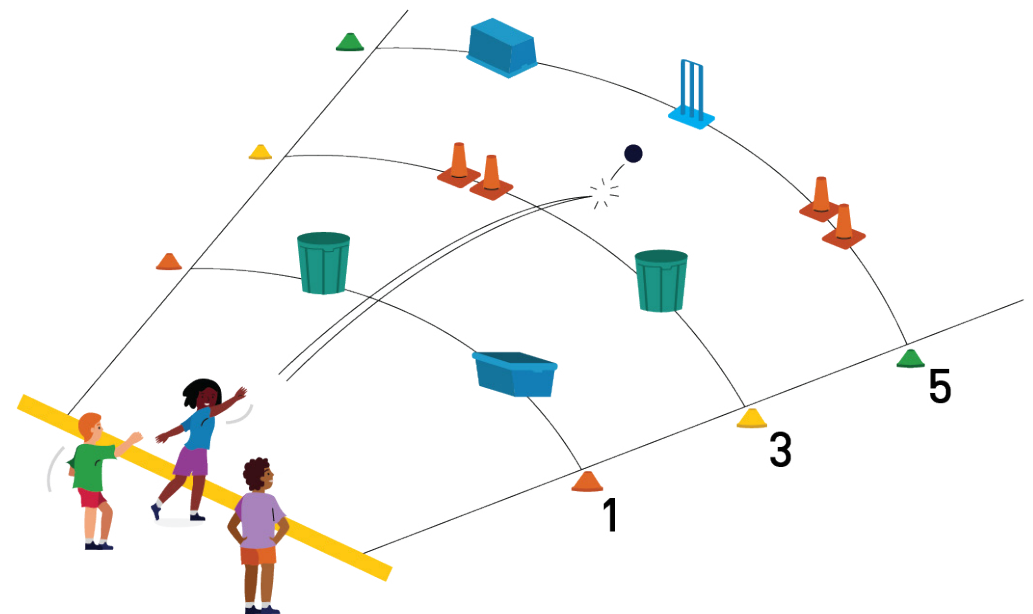
Skill development  
15 minutes

### Equipment

- Marker cones
- 2 tennis balls per student with Blu-tack as bias
- Variety of ground targets

## What to do

- Define the playing field using marker cones with different targets.
- Divide students into teams of 3 or 4.
- Students bowl 2 balls each at any of the targets, trying to get them as close as possible to the targets without hitting them.
- After the first round, 2 students bowl at the same target at the same time.
- Points are given to the student who gets closest to the target.



## CHANGE IT

- Students leave their bowled balls on the playing field as obstacles for the next round.

## LET'S SEE IT

### SUMMARY

Highlight a skill or tactical play by having students demonstrate.

---

### Details

Finishing up

5 minutes

### What to do

- Gather students together.
- Have one student or a team of students demonstrate a skill or tactical play.
- Emphasise one key skill from the lesson and keep it short.



# WHAT DID YOU LEARN?

## SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

### Details

Finishing up  
5 minutes

### What to do

Ask the class:

- What skills and tactics do you think you have improved most?
- What skills and tactics are you going to continue to focus on?
- Did you have fun learning new lawn bowling skills?



# LAWN BOWLS ASSESSMENT RUBRIC

NAME \_\_\_\_\_ YEAR LEVEL \_\_\_\_\_ DATE \_\_\_\_\_ TEACHER \_\_\_\_\_

## YEARS 5 AND 6

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
<b>Personal and social development</b>	<u>AC9HP6M09</u> Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities.	The student occasionally participates positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities when playing games.	The student usually participates positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities when playing games.	The student always participates positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities when playing games in a variety of situations.
<b>Movement skill development</b>	<u>AC9HP6M01</u> Adapt and modify movement skills across a variety of situations.	The student can practise one of the claw or cradle grip to deliver a bowl but is yet to apply these in games and activities.	The student can practise the claw and cradle grip to deliver the bowl and apply these skills in different games and activities.	The student can use the claw and cradle grip to deliver the bowl and apply these skills in a wide variety of game situations.
<b>Strategy and tactical development</b>	<u>AC9HP6M03</u> Investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes.	The student rarely investigates how different movement concepts related to effort, space, time, objects and people can be applied to improve their performance.	The student has investigated how to successfully align their lead leg and bowling arm to deliver the bowl when using time and space to improve their performance.	The student can analyse different ways delivering the bowl by moving their lead leg and bowling arm differently when using time and space to improve their performance.

## WHERE TO FROM HERE?

# Join a club

Did your students enjoy learning about lawn bowls?

Sharing information with parents is a great way to encourage students to join a community club.

Bowls Australia has information on their website about different opportunities.

Visit [sportaus.gov.au/schools/find-a-club](http://sportaus.gov.au/schools/find-a-club)

Coach lawn bowls?

Did you enjoy teaching lawn bowls?  
Are you interested in coaching?

Visit [bowls.com.au/get-involved/coaching/](http://bowls.com.au/get-involved/coaching/)



# APPENDICES



## New South Wales curriculum links:

NSW curriculum-relevant course content outcomes

## YEARS 5 AND 6

### Course content outcomes

#### PD3-4

Adapts movement skills in a variety of physical activity contexts

#### PD3-11

Selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences

#### PD3-9

Applies and adapts self-management skills to respond to personal and group situations

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## Victorian curriculum links:

Victorian curriculum-relevant content descriptions

## YEARS 5 AND 6

### Content descriptions

#### VCHPEM116

Design and perform a variety of movement sequences

#### VCHPEM119

Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences

#### VCHPEM120

Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities

# BEHAVIOURAL CONSIDERATIONS

Behaviour	Identifying behaviours	What you can do	Example
<p><b>Over competitiveness</b></p> <p>The desire to always be successful can promote harmful behaviours and hinder the cooperation and participation of others.</p>	<ul style="list-style-type: none"> <li>• Not cooperating during group activities</li> <li>• Breaking rules to win the game</li> <li>• Criticising other students and their abilities</li> <li>• Disrespectfully celebrating a win</li> </ul>	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> <li>• Highlight examples of cooperative play and good sportsmanship.</li> <li>• Issue bonus points to reward desirable behaviour.</li> <li>• Use small group activities, or circuits, to narrow students' attention to their own performance.</li> <li>• Encourage team building routines, such as handshakes and three cheers at the end of the game.</li> <li>• Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges.</li> <li>• Select a 'spotter' who rewards sportsmanship.</li> </ul>	<p>During a netball game, one of the students, Rachel, was becoming increasingly frustrated and yelling at her team mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.</p> <p>This behaviour escalated until the teacher, Roger, decided to stop the game, and introduce a game of Numbers Netball where the focus was on teamwork and cooperation.</p> <p>Roger strongly encouraged the team's supportive behaviour until Rachel started providing positive comments, even when a team mate missed their shot. Roger then rewarded Rachel's behaviour through praise and felt ready to try another game of netball.</p>
<p><b>Domineering behaviour</b></p> <p>Groups can include students of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the teacher and affect the involvement of others.</p>	<ul style="list-style-type: none"> <li>• Assuming team leader roles and direct other students</li> <li>• Dominating discussions and questions by the teacher</li> <li>• Continually influencing the pace and direction of activities</li> <li>• Intentionally or unintentionally ignoring those less skilled in the group</li> <li>• Dominating the games or activities</li> </ul>	<ul style="list-style-type: none"> <li>• Use smaller groups and evenly space out more experienced students between teams.</li> <li>• Highlight examples of cooperative play and issue bonus points to reward desirable behaviours.</li> <li>• Score in a way that allows students to individually challenge themselves to achieve success.</li> <li>• When questioning students about changing an element of an activity, use responses such as, 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing.</li> <li>• Delegate extra roles to more experienced students as part of an activity, such as keeping count of the number of passes, to provide more of a challenge.</li> </ul>	<p>Susie decided that the students would play a game of 'End to End' as part of the day's hockey session. She knew that a couple of the students, Jodie and Ryan, had played for the school team and had a greater skill level than the others.</p> <p>Susie broke the group into two teams, with Jodie in one and Ryan in the other.</p> <p>As the session progressed, Susie observed students losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the group what changes could be made, to ensure every student got to touch the ball, including considering better positioning.</p> <p>They decided if the ball was passed to three different team mates before scoring, that team should receive bonus points.</p> <p>Once the game started again Susie saw a big change, Jodie and Ryan were doing their best to include their team mates to get those bonus points.</p>

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<p><b>Non-participation</b></p> <p>Students have different motivations when it comes to their involvement in sport and some may not want to participate at all. As these reasons may not be obvious, understanding and patience are essential, to ensure everyone has an opportunity to get involved.</p>	<ul style="list-style-type: none"> <li>• Refusing to participate in activities</li> <li>• Refusing to play certain roles as part of games</li> <li>• Making no effort or attempt to engage with other students</li> </ul>	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> <li>• Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities.</li> <li>• Think of different roles that can be played, for example, scorer or umpire.</li> <li>• Look for signs of interest during the activities, to invite participation.</li> <li>• Use changes that increase or decrease complexity of the activity to provide more opportunities for success.</li> <li>• Ensure the fun and the joy of movement are emphasised.</li> <li>• Engage students by: <ul style="list-style-type: none"> <li>– asking for suggestions on how to improve or change that activity, or</li> <li>– providing choices for how they may participate.</li> </ul> </li> <li>• Encourage students' efforts rather than focusing on the results once the student becomes involved.</li> </ul>	<p>Sarah brought her group of students together to introduce the next activity: volleyball.</p> <p>Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'.</p> <p>The last time Peter played volleyball he was unable to serve the ball over the net, but the other students could. Peter wanted to avoid further embarrassment so he sat out.</p> <p>After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow students to serve from different spots around the court.</p> <p>Sarah made the rule for the whole group, not just Peter, so all the students could choose the spot they felt most comfortable with to make a serve.</p> <p>After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.</p>