

Lesson 1 of 6

INVENTING GAMES

EQUIPMENT

Foam balls » pylons or bases » hoops » foam bats » flat bats » tennis racquets and/or wombats

RELATED RESOURCES

- Butler, J. (2013). "Stages for children inventing games." *Journal of Physical Education, Recreation, and Dance* 84 (4), 48-53.
- Playsport website, [www.playsport.net](http://www.playsport.net)
- Teaching Games for Understanding Lesson Demonstration (video, 2012), The Physical Educator, [www.youtube.com/watch?v=8yiZIXZ9rd4](http://www.youtube.com/watch?v=8yiZIXZ9rd4)



**Safety First!**

"Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR, 2013) pages 11-17, 44 and 123.



Activity

Activity

|                             |             |
|-----------------------------|-------------|
| Basic Skills                |             |
| Application of Basic Skills | A(10-30) 10 |

ESSENTIAL QUESTION

How can game play enhance our well-being and relationships with others?

WARM UP

INTRODUCTION AND WOMBAT BALL PART 1

*Before beginning this lesson, download the supplemental materials from [www.everactive.org](http://www.everactive.org).* Explain the purpose of the lesson is to introduce the inventing games process and explore the structure of striking and fielding games. Assign each group of three or four students a playing area (preferably outdoors) and instruct each group to choose one foam ball, two pylons, a base/hoop and a striking implement (e.g., foam bat, racquet, wombat). Set up the playing area so all batters are hitting away from other groups. One group member stands in the hoop and throws the ball underhand to the batter, who strikes the ball into the field of play. The batter then drops the bat and runs between the pylons as many times as possible before the remaining group members can retrieve the ball and return it to the hoop. Change roles after every bat. Ask, "Where is the best place to hit the ball to score runs?" and "What did the fielders do to return the ball to the hoop as quickly as possible?" Variation: batters hit a stationary ball off a batting tee or pylon.

Clues that students are achieving the outcome...

"Students will adapt and improve activity-specific skills in a variety of games," *K-12 Physical Education Program of Studies, Alberta Learning, 2000*

- Students can strike an object into open space with accuracy
- Students can work together to defend space effectively
- Students can identify the structures of striking and fielding games



**MAIN LESSON****WOMBAT BALL PART 2**

Instruct two groups to combine their playing areas to create a larger space with four pylons in a diamond shape typical of a baseball field. Modify the game conditions to challenge the abilities of each group in a three versus three or four versus four game situation. For example:

- One batter begins at home plate ready to bat, while each other member of the batting team begins on a different base. One fielder stands in the hoop ready to pitch the ball underhand to the batter, while other fielders are scattered throughout the play area. The batting team scores a run each time the first batter safely returns to home plate. On each hit, batters can choose to run or not, and must remain in the same order when running the bases. Whichever batter is at home plate when the fielding team returns the ball to the hoop is the next batter. Batters are out if they are not touching a base when the fielders return the ball to the hoop. The “inning” ends when three runs are scored or three outs, whichever happens first. Ask, “What did you consider when deciding whether or not to run to the next base and how many bases to advance?” and “What communication strategies were most effective?” and “What was the most effective way to return the ball to the hoop?”
  - Variations: Batters take turns at bat and remain on base until they score or are out. Fielders are not allowed to move with the ball and must pass to all fielding team members before placing the ball in the hoop.
- One batter begins at home plate ready to bat, while other members of the batting team are in the dugout. Fielders play first base and as many other infield positions as possible (e.g., second, third and shortstop). Batters must hit a ground ball. To get an out, fielders must get the throw to first base before the batter. One run is scored each time a batter safely reaches first base. Safe or out, the batter returns to the “dugout” after their turn at bat. The “inning” ends when three runs are scored or three outs, whichever happens first. Ask, “How do you position your body to consistently hit the direction you are aiming?” and “How do fielders need to move to cover bases in response to where the ball is hit?”
  - Variation: One batter hits the ball, but all members of the batting team run to safely cross a line at first base.

**COOL DOWN**

As groups gather equipment and meet in a central area, invite students to identify the structures or characteristics of striking and fielding games. For example:

- Bases or safe areas
- Clear boundaries
- Batting and fielding teams
- Offense: send an object away from fielders in order to score runs
- Defense: recuperate an object to limit scoring

Discuss how the games played during the lesson were modified forms of the striking and fielding games of softball, kickball, and cricket. Ask, “What impact did the modifications have on your play experience?” Explain that groups of four to six students will have the opportunity to invent an inclusive striking/fielding game in the next few lessons to demonstrate their understanding of striking and fielding games, and to engage in a creative and collaborative process.