

Lesson 3 of 6

INVENTING GAMES

EQUIPMENT

Soft balls (e.g., indoor soccer balls, foam balls) » pylons » other equipment as required by groups » one piece of paper per group plus one piece per student

RELATED RESOURCES

- Butler, J. (2013). "Stages for children inventing games." *Journal of Physical Education, Recreation, and Dance* 84 (4), 48-53.



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) 11

ESSENTIAL QUESTION

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

WARM UP

NORWEGIAN FOOTBALL VARIATIONS

Explain the purpose of the lesson is for each group to invent, play and refine a striking and fielding game. Instruct students in the groups from Lesson 2 to play a game of Norwegian football against one other group (groups choose which variation they would like to play). When all students are warmed up, assign each group a part of the activity area in which to work. Ensure all groups have been provided feedback on their group processes before the creative process begins.

Clues that students are achieving the outcome...

"Students will select, plan and create games that incorporate simple and more challenging strategies and tactics," *K-12 Physical Education Program of Studies, Alberta Learning, 2000*

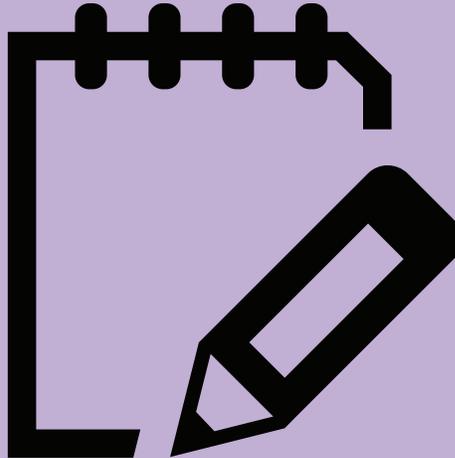
- Students can implement game conditions to invent a striking and fielding game
- Students can implement efficient and effective group processes



MAIN LESSON

INVENTING GAMES

Provide a new piece of paper on which groups will track their progress (e.g., rules, name of the game) during the lesson. The first step is to invent a striking and fielding game. Students should ensure the rules of the invented game “allow the game to flow, provide a structure to which all players can relate, provide a safe environment, establish fairness, involve everyone and make the game fun” (Butler, 2013, p. 50). Once a group has a game outlined and has received feedback from the teacher about their game, the second step is to gather the required equipment and try playing the game. The third step is to analyze the effectiveness of the rules of the game (e.g., does the game flow? Is it safe? Is the game fun for everyone?) Frequently call time-outs and prompt groups to consider changes and make improvements to their game (e.g., change the equipment, size of the playing area, scoring system).



COOL DOWN

Collect each group's paper describing the rules of the game and ask groups to consider how well they worked together and provide examples to support their answer. Students can record their reflections individually on a separate piece of paper, which can be collected for formative assessment. Highlight group processes that are working well. Invite students to share the strategies they used to come to a consensus about the rules that would be applied to their game. What processes do national sporting bodies use to modify the rules of a game?