

Lesson 4 of 6

INVENTING GAMES

EQUIPMENT

Equipment as required by groups » paper/whiteboard and pen to record student ideas

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.

ESSENTIAL QUESTION

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

WARM UP

SELF DIRECTED WARM UP

Explain the purpose of the lesson is for students to further refine their invented striking and fielding game by considering the roles of coaches and officials, and begin to share their game with other groups. Address any questions or concerns that may have been raised in the student self-reflections from Lesson 3. Invite students to think about the characteristics of a great coach, then share and record ideas as a large group. Explain that groups will have five minutes to participate in a warm up activity of their choice in their assigned part of the activity area. After five minutes, signal for groups to gather and designate one "coach" for their group. The coach will observe play and make further suggestions to refine the game in addition to explaining the rules of the game to peers. After five minutes, signal for groups to gather and designate one "coach" for their group. The coach will observe play and make further suggestions to refine the game in addition to explaining the rules of the game to peers.



Cooperation

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| | |
|---------------|------------|
| Communication | |
| Fair Play | C(10-30) 3 |
| Leadership | |
| Teamwork | |

Clues that students are achieving the outcome...

"Students will demonstrate etiquette and fairplay," *K-12 Physical Education Program of Studies, Alberta Learning, 2000*

- Students can implement rules that engage all players in a striking/fielding game
- Students can play fair with teammates, coaches and officials
- Students can respond positively and constructively to the ideas of others



MAIN LESSON
MAKING THE CALL

Return the game descriptions to each group. Instruct groups to play their invented game with a coach on the sideline. Discuss any further refinements to the rules of the game to enhance play. Consider the role of an official, officiating the game. What violations would there be? What signals would be used by the official for each violation? How would play continue after each violation? Record these ideas on the paper with the game description. When ready, instruct groups to introduce their game to one other group. One coach will explain the rules of the game, then all group members will play while the other group observes. After a few minutes of play, invite comments and suggestions to improve the game. Switch roles. Time permitting, provide an opportunity for each group to share their game with a second group and receive feedback.

COOL DOWN

Invite students to consider how having a coach impacted the game and how they responded to the leadership role. Then invite students to share what they learned from watching the games of other groups. What suggestions were offered that they found to be valuable? How do they feel about their games as a result of the sharing?

