

Lesson 5 of 6

INVENTING GAMES

EQUIPMENT

One pylon for each group of eight students » equipment to make "obstacle" bases (e.g., hula hoop, mat, hockey net) » ball for each group of eight students » equipment as required for invented games

RELATED RESOURCES

- Butler, J. (2013). "Stages for children inventing games." *Journal of Physical Education, Recreation, and Dance* 84 (4), 48-53.
- *Teaching Sport Concepts and Skills: A Tactical Games Approach for Ages 7-18* (3rd Ed.), by Mitchell, S. A., Oslin, J., Griffin, L. (2013). Windsor, ON: Human Kinetics

ESSENTIAL QUESTION

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

WARM UP

SHENANIGANS

Assign students to a group of four and assign two groups of four to each playing area (ensure batters are batting away from each other as in Lesson 1). Create four bases in a diamond shape similar to softball. Place a pylon at home plate, and an obstacle (e.g., hula hoop which must be held at waist height, mat on which stomach must be in contact, hockey net turned on its side under which players must crouch) at first, second and third base. One team of four begins at home plate and the other in the field. A pitcher rolls a ball to the first batter who kicks into an open area and attempts to get on base. Batters can run in any direction (e.g., to first or third) after contacting the ball and attempt to get on base before being touched with the ball. As many players can be on one base as can fit. Runners can pass others on base and are not required to stay behind a preceding batter. Fielders need to get three outs for a turn at bat. Catching a pop fly, touching a runner with the ball or running the batting team out of batters counts as an out. Stealing bases is not allowed.



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

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 share an invented game
- Students can identify defensive tactical problems and solutions to tactical problems in each game
- Students can make decisions during game play to overcome defensive tactical problems



MAIN LESSON**INVENTED GAMES ON DEFENCE**

Explain the purpose of the lesson is to share the striking and fielding games invented by each group, with a focus on defensive tactical problems (e.g., how best to stop the other team from scoring). Assign three or four groups to a quarter of the activity area. As in Lesson 4, the coach of each group will take a turn explaining the rules of their invented game while group members demonstrate play. After the explanation and demonstration, other groups will play the invented game as described with the help of the coach. All other group members will officiate the games. After a few minutes of play, ask, "How can your team try to stop the other team from scoring?" and "What are your opponents' defensive tactics? Why do you need to know?" Allow each team time for discussion before re-starting play. Before switching roles to learn the invented game of another group, the coach can lead a discussion about the defensive skills needed to successfully stop the opposing team from scoring and invite additional feedback about the invented game. Switch roles and repeat until each coach has shared the game invented by their group and all group members have had a turn officiating. Consider taking a video of game play that groups can view after the lesson to further refine their invented game.

COOL DOWN

Lead a discussion about the defensive tactical problems in striking and fielding games. Ask, "What did you do to successfully stop the other team from scoring? Were the tactical solutions transferable from one invented game to the next?"

**Activity**