

Lesson 6 of 6

INVENTING GAMES

EQUIPMENT

Equipment as required by groups

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



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(20-30) 11

ESSENTIAL QUESTION

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

WARM UP

INVENTED GAMES VARIATIONS

Instruct students to join the group with whom they invented a striking and fielding game, and to play the invented game of their choice in a designated part of the activity area (where applicable, ensure students bat away from each other). Play until students are sufficiently warmed up.

Clues that students are achieving the outcome...

"Students will apply the relationship among skills, rules and strategies in the creation and playing of games," *K-12 Physical Education Program of Studies, Alberta Learning, 2000*

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



MAIN LESSON**INVENTED GAMES ON OFFENSE**

Explain the purpose of the lesson is to share more of the striking and fielding games invented by each group, with a focus on offensive tactical problems (e.g., how best to score runs). Assign three or four groups to a quarter of the activity area, ensuring each group is paired with different groups from Lesson 5. As in Lesson 5, 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, "Where can your team place the object to set up scoring opportunities?" and "How can your team score more points than your opponents?" 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 offensive skills needed to successfully score 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

Each group can play the last invented game using a different skill to emphasize the transferability to other striking and fielding games (e.g., send with feet for kickball, hit with a ball swung horizontally for softball, hit with a wide bat swung low for cricket). A tally Games Performance Assessment Instrument (GPAI) instrument (see Mitchell, Oslin & Griffin, 2013 in related resources for examples) can be used for peer assessment during the sharing of invented games or in subsequent lessons when students are playing striking and fielding games. Celebrate the creative and collaborative process of inventing games, highlighting specific accomplishments and/or learning as appropriate.