



Student Designed Games

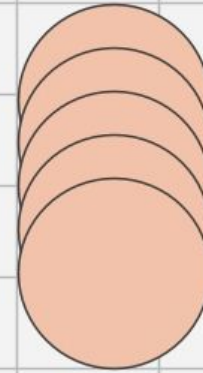
Game Creation Unit

Mr. Linda's Physical Education Class

Focus Standard

2.6

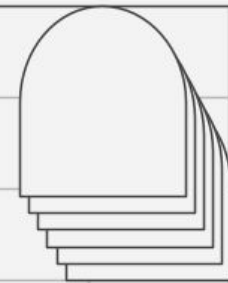
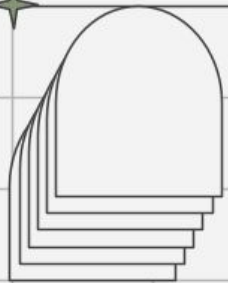
Develop and teach a team game that uses elements of spin or rebound, designated offensive and defensive space, a penalty system, and a scoring system.



What are Student Designed Games?

By definition, student designed games in physical education is a process where students create, organize, implement, practice, and refine their own games within certain limits presented by the teacher.

These games are considered a major tool for enhancing student interest, and some have suggested they often bring forth more interest than do teacher-designed games.



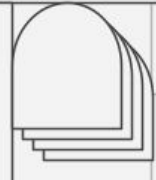


Developing Manipulative Skills



Types of Manipulative Skills

A manipulative skill is one in which a student handles an object with the hands, feet, or other body parts. Manipulative skills are basic to the development of sport skills.



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|------------------|---|
| Striking | (such as swinging a bat, racket or other implement) |
| Throwing | (a ball, disc, or other object) |
| Kicking | (a ball, or other object) |
| Volleying | (a ball or object back and forth to another person, either with the hands, feet or a racquet) |
| Catching | |
| Dribbling | (hands / feet) |

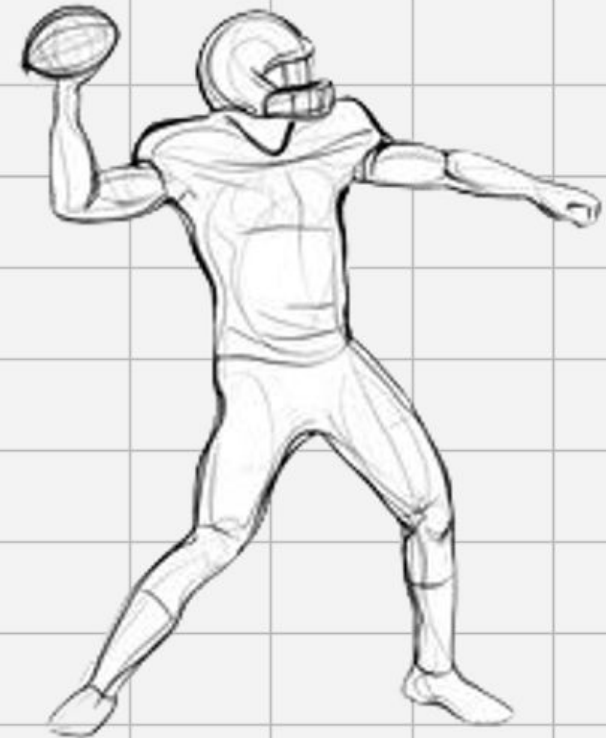
Skill One: Throwing a football

Grip: Fingers on laces (Pinky, Ring) (Pinky, Ring, Middle)

Elbow up.

Step with opposition: (Stepping with the non-dominant foot to transfer weight)

Follow through.



Skill Two: Catching a Ball



Catching (Over Shoulder, Below Waist)

Pinkies together

Bring ball into the body

Catching (above waist)

Thumbs and index fingers together creating a diamond.

Slow ball into the body.

Skill Three: Kicking a Ball

Non-kicking foot next to the ball

Make contact with the middle of the ball

Use the inside (instep) of the foot

Follow through: so your kicking foot goes to your target



Skill Four: Trapping / Receive a ball (Foot)

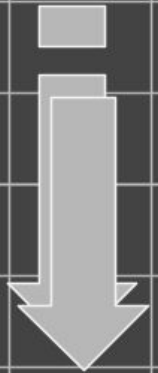


Keep your eye on the ball.

Choose which foot to receive the ball with: (this may depend on the location of the defender).

Receive the ball with one foot with the toe pointed up (ankle locked, inside of the foot).

Don't stop the ball. Instead, prepare it for the next action: shot, dribble, pass or to play away from pressure.



Outline for Creating a Game





Outline for Creating a Game: Groups



01

Groups:


Must consist of 4 – 6 students and be a mix of students; a mix is based off of incorporating students and making sure your group is inclusive and representative of all social groups. For this reason you will get to choose one group member and the rest of your group will be randomized.



02

Member contribution:

Each member of the group must contribute at least one rule, one skill and one piece of equipment.



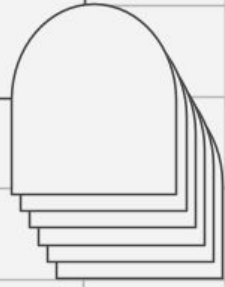





All Games Have Four Characteristics



1. All Games Have a Goal

The goal here is not winning, but it relates more to a situation where players use their skills to achieve a particular endpoint. In badminton, that end point arrives when the shuttle has landed on the court of the opponent; Consequently, the skill required of the badminton player is to strike the shuttle over a net to a point where the opponent cannot return it.




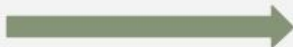



All Games Have Four Characteristics



2. All Games Have Rules



The second necessary condition is that a game must have rules, and these rules provide both descriptive and defining frameworks for how the goal is to be achieved. The descriptive framework describes the setup of the game and its equipment, while the rules describe what means of play are required and permitted. In volleyball, for example, the rules refers to the 



- measurement of the court
- the net, its height and the type of ball that is used.
- The defining framework of volleyball is that the ball is not allowed to touch the ground and that you are allowed three hits to send the ball over the net.




All Games Have Four Characteristics





3. All Games Have Restrictions

Games will also include rules about what is not allowed in the course of play. Nearly all games include rules that favor less efficient over more efficient ways to achieve the goal.

Sometimes the most logical and easiest solution is not available.



- Take soccer for example. Most of us would agree it would be easier to throw the ball into the goal rather than to kick it. However, if this were the case, soccer would cease to be soccer and would become handball.
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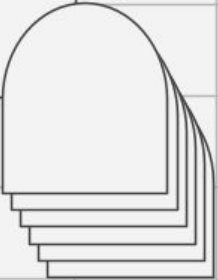





All Games Have Four Characteristics

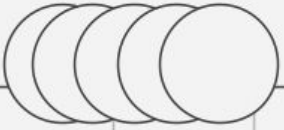


4. Games Require the Acceptance of Rules by the Players

The fourth necessary condition to legitimize a game is the acceptance of the rules. Unless all players are operating from the same set of rules and agree to these, the game cannot exist. How often do games in class break down because of disputes over the agreed-upon rules?



Examples



Spikeball



Catchoo



Goodminton

