NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD \_\_\_\_\_\_\_\_\_

***State Standard:******Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment***

1. **MODIFYING A SPORT/GAME** - **PICK ONE GAME/SPORT.** Use the table below to show how you would modify this game.

Game \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Rule** | **Modification** | **How will this adaptation make this game safer and/or more enjoyable?** |
| *Example: tennis – serve from behind the end line* | *Move into the court to serve so that you can get the serve into your opponents’ service court* | *More enjoyable because it allows everyone to be successful serving* |
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1. **INVENTING A GAME - WITH YOUR GROUP, CREATE A NEW GAME/SPORT THAT FITS THE FOLLOWING CRITERIA:**
	1. Rules are easy to explain and easy to understand
	2. Most people will have some success shortly after beginning to play
	3. Good game for a co-ed group
	4. FUN

**Name your game: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* 1. **Rules**
	2. **Strategies**
	3. **Etiquette (game manners)**
	4. **Field/court dimensions**
	5. **Equipment necessary**

**BE PREPARED TO TEACH YOUR GAME TO THE ENTIRE CLASS!**

Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **GAME INVENTION – GRADE 12** |
|   | **Poor****1 pts**  | **Fair****3 pts**  | **Good****4 pts**  | **Excellent****5 pts**  |  |
| **creativity**  | Poor Game lacked imagination. Class easily lost interest.  | Fair Game was somewhat creative. Class was moderately involved.  | Good Game was creative and interesting. Class was involved.  | Excellent Game was very creative and interesting, and kept class completely involved.  |  |
| **rules**  | Poor Rules were hard to understand because they were complicated and not explained clearly to the class.  | Fair Rules were somewhat hard to understand because they were somewhat complicated and not explained clearly to the class.  | Good Rules were somewhat easy to understand because they were somewhat uncomplicated and explained clearly to the class.  | Excellent Rules were easy to understand because they were relatively uncomplicated and explained very clearly to the class.  |  |
| **individual/coed appeal**  | Poor The game did not appeal to the athlete and non-athlete alike or to both the girls and the boys  | Fair The game was somewhat appealing to the athlete and non-athlete alike or to the girls as well as the boys, but not both  | Good The game somewhat appealing to the athlete and non-athlete alike and to the girls as well as the boys  | Excellent The game appealed to the athlete and non-athlete alike and to the girls as well as the boys  |  |
| **other**  | Poor Presentation included one of the necessary requirements in addition to rules  | Fair Presentation included two of the necessary requirements in addition to rules  | Good Presentation included three of the necessary requirements in addition to rules  | Excellent Presentation included all four other requirements: field/court explanation, equipment needed, effective strategies, and game etiquette  |  |
| **individual presentation**  | Poor added little to the group presentation  | Fair added some to the group presentation  | Good added a fair amount to the group presentation  | Excellent took initiative to lead the group presentation  |  |

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