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 |  |

Bottom of Form