Chapter 19

Developmental Games

# Summary

This chapter provides progressive learning experiences for the combination- and application-level mover in the four categories of games: target, striking and fielding, net or wall, and invasion. It includes best practices for teaching games; the blueprint for tactical and skill learning goals used in designing assessments; variables for student-designed games; guidelines addressing each of the content standards and outcomes specific to physical education for grade 3-5 learners; and developmentally appropriate guidelines for designing instruction, practice, feedback, and assessment.

# Key Objectives

* Defining developmental games
* Describing criteria for developmentally appropriate games
* Analyzing best practices in teaching games
* Describing game classifications and components
* Explaining how to structure student-designed games
* Implementing the combination and application task progressions to design learning experiences in game play

# Big Ideas

* Games are self-testing, cooperative, or competitive activities in which students combine fundamental movement skills with movement concepts in order to acquire specialized movement skills. Games involve one or more players, an agreed-upon set of rules, equipment, boundaries, and pursuit of an overall goal.
* Developmentally appropriate games address children’s stage of motor development, level of motor skill learning, and cognitive and social development by modifying equipment, rules, boundaries, number of players, player roles, and the object of the game.
* Best practices for teaching games involve teaching movement skills and tactics, maximizing participation for all children, and promoting prosocial behavior.
* Competitive game classifications, based on the tactics used, include target games, striking-and-fielding games, net and wall games, and invasion games. As children learn the relevant tactics and skills, they become smarter game players. In addition, as children learn that similar tactics can be used across games and game categories, the resulting transfer of knowledge and skills speeds their learning.
* The process of teaching student-designed games gradually involves children in modifying games by manipulating game components; these experiences promote problem solving, group cooperation, and collaboration.
* Instructional activities provide a framework for designing lesson episodes. The content is derived from the task progressions for each of the four game categories, and this chapter provides a sampling of instructional activities for the content represented in the combination and application levels.

# Part 1: Best Practices

## Activity A

Review the criteria from chapter 19 for best practices when teaching games: skill and tactic development, maximum participation, inclusion, and prosocial interactions. Read the following description of Steal the Bacon and answer the prompts below. Steal the Bacon is a sideline game in which half of the class stands side by side across a wide space from the other half of the class. Players on each side are numbered. When a number is called, players with that number from each side move toward the middle of the wide space with the intent of being the first to grab the “bacon” (i.e., plastic bowling pin or other game object), turn, and run back behind their team’s line before being tagged by the opponent.

1. Describe how Steal the Bacon does not reflect best practices for teaching games.
2. Design an alternative game that does reflect best practices to meet the goal of faking out an opponent in order to gain possession of the game object, moving quickly to a safe zone, and avoiding being tagged.
3. Explain how your game reflects best practices.

## Activity B

Design a best-practices checklist for use in double-checking the task and learning environment in games that you design or observe.

# Part 2: Game Classification

Read the following four game descriptions and place them in order from easiest to hardest based on the circumstances in which players must use accuracy to score. Next, use the blueprint for tactical decisions across game forms (table 19.1) to compare the games based on the complexity of the tactical knowledge required by each.

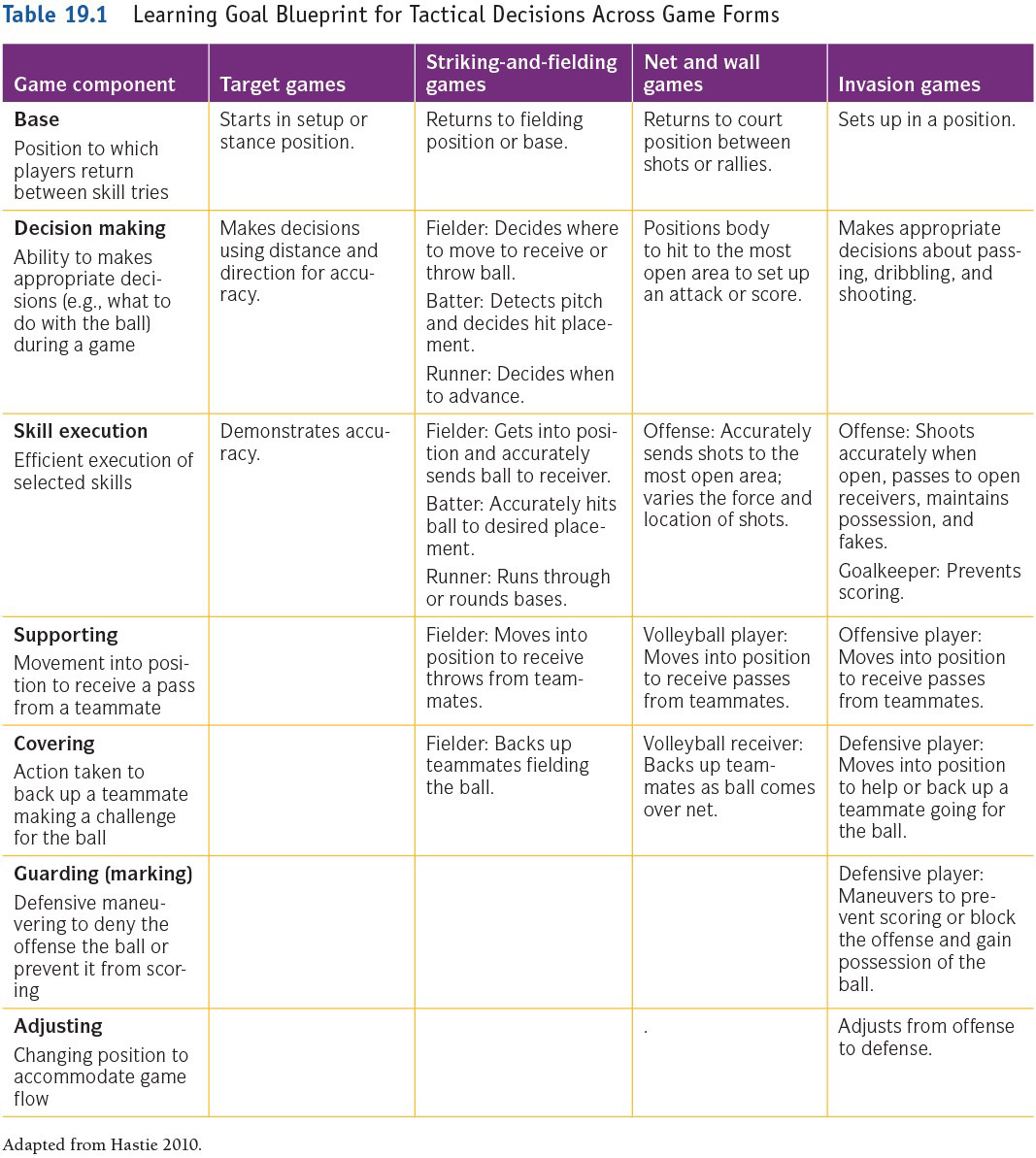
## Sample Game Set

**Net or wall:** Teams of four play Newcomb. After receiving a serve, the receiving team must throw the ball to at least one teammate, and no more than two, before throwing it back over the net. A team scores a point when the ball hits the floor on the opponent’s side of the net or is thrown out of bounds by the opponent. No point is earned when players fail to pass to a teammate before sending the ball back over net.

**Target:** Simultaneously, four students, each with a different color ball, throw to hit a moderate-sized target. Each successful hit is worth one point for the thrower.

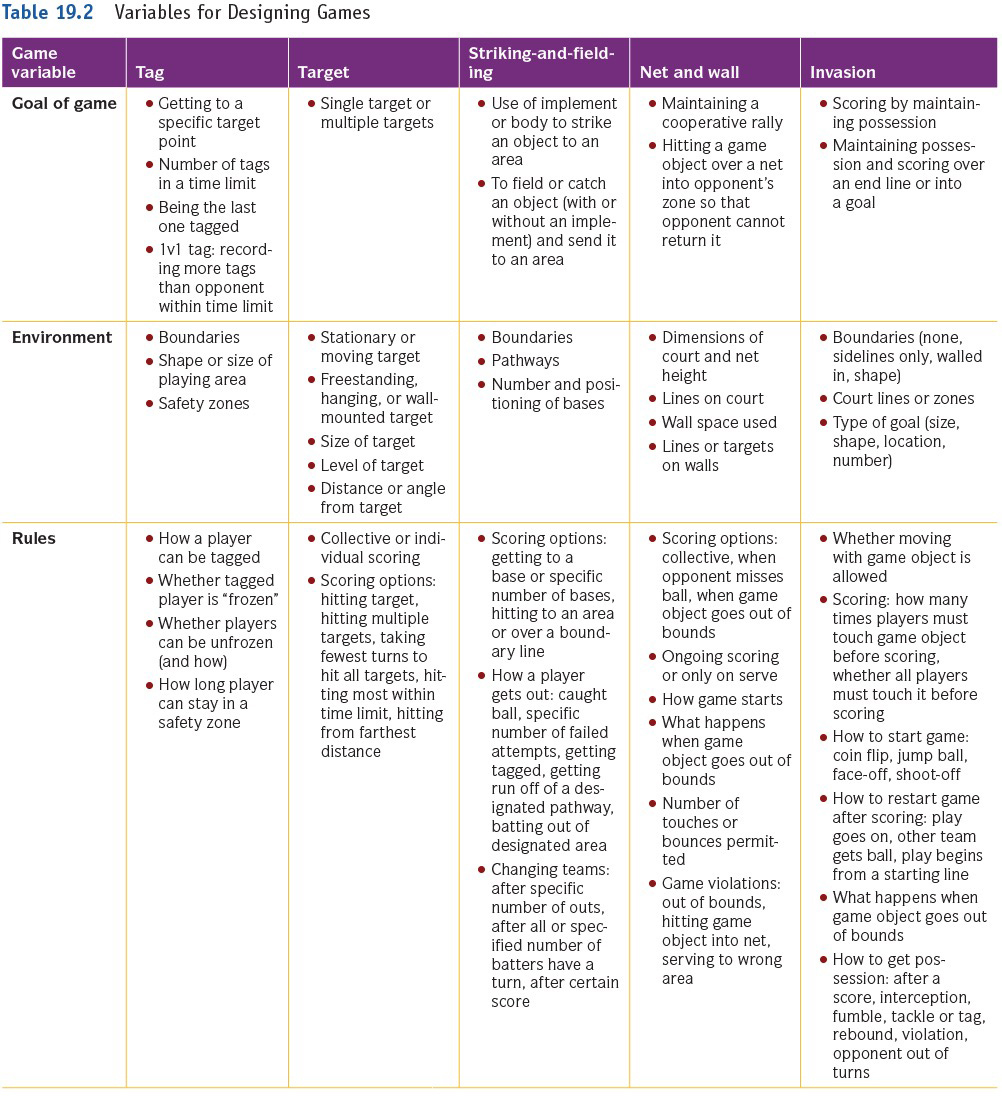
**Invasion:** Players engage in a 4v4 pass-and-receive game on a small court with the goal of receiving the ball from a teammate while in the end zone. Each team starts from its own end line, and the player with the ball may not advance; in addition, all teammates must receive the ball before the team can score. Opponents begin on their end line and may advance toward the other team after the first pass is received. One point is scored for each pass received in the end zone. Possession switches after scoring. Possession rules are followed for fouls and out-of-bounds violations. (Ball is awarded to the team who did not commit the foul (personal contact with opponent) or violation (out of bounds).

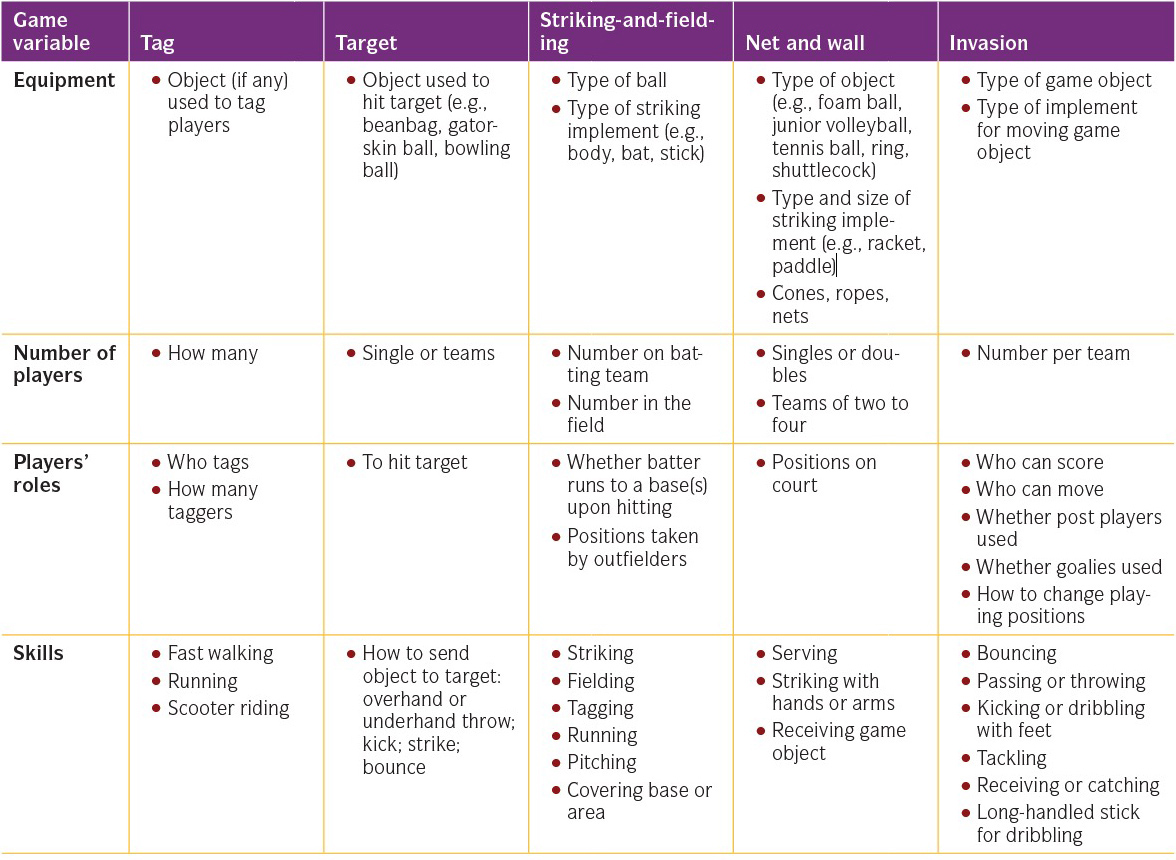
**Striking and fielding:** This game features three fielders and one “batter.” The fielders are positioned at first, second, and third bases. The “batter” starts at home, throws the ball into the field, and runs back and forth between first base and home as many times as possible before the fielders catch the ball and throw to each teammate. The fielders who do not field the batter’s throw must remain at their bases. The last fielder to make a catch instructs the runner to stop; the runner earns one point for each base reached before the stop command. The players then rotate positions for the next round.

****

# Part 3: Student-Designed Games

Choose two of the following games and use the designated variables to design a new game. As a resource, use the chart addressing variables for designing games (table 19.2). Provide a draft of the game, engage friends in playing the game, refine the game, and describe how the game follows best-practice guidelines.

****

****

**Draft variable(s) changed:**

**Description of game:**

**Refinement:**

**Best-practice guidelines:**

## Sample Game Set

**Tag:** Players engage in 2v2 flag tag within a bounded area. Each player wears a flag belt holding two flags. The object is for each team to accumulate as many of the opponents’ flags as possible. The winner is the team with the most flags at the end of two minutes. *Variable to change for new game: boundaries.*

**Target:** Simultaneously, four players each with a different ball color, throw to hit a moderate-sized target. Each successful hit is worth one point for the thrower*. Variable to change for new game: rules.*

**Striking and fielding:** This game features three fielders and one “batter.” The fielders are positioned at first, second, and third bases. The “batter” starts at home, throws the ball into the field, and runs back and forth to first base and home as many times as possible before the fielders catch the ball and throw to each teammate. The fielders who do not field the batter’s throw must remain at their bases. The last fielder to make a catch instructs the runner to stop; the runner earns one point for each base reached before the stop command. The players then rotate positions for the next round. *Variables to change for new game: boundaries and skills.*

**Net or wall:** Teams of four play Newcomb. After receiving a serve, the receiving team must throw the ball to at least one teammate, and no more than two, before throwing it back over the net. A team scores when the ball hits the floor on the opponent’s side of the net or is thrown out of bounds by the opponent. No point is earned if players fail to pass to a teammate before sending the ball back over the net. *Variable to change for new game: rules, number of players, and skills.*

**Invasion:** Players engage in a 4v4 pass-and-receive game on a small court with the goal of receiving the ball from a teammate while in the end zone. Each team starts from its own end line, and the player with the ball may not advance; in addition, all teammates must receive the ball before the team can score. Opponents begin on their end line and may advance toward the other team after the first pass is received. One point is scored for each pass received in the end zone. Possession switches after scoring. Possession rules are followed for fouls and out-of-bounds violations. (Ball is awarded to the team who did not commit the foul (personal contact with opponent) or violation (out of bounds). *Variables to change for new game: boundaries, rules, player roles, and skills.*

# Part 4: Planning Developmental Game Experiences for Grades 3 Through 5

When planning developmental game experiences for grades 3 through 5, you must think about aligning content and instruction, as well as management strategies for including all children in a safe movement environment. Remember to include the game tactics that are important for success in the learning experience.

## Activity A

For the combination-level bowling target game task on page 378:

* Design the standard 1 skill cue assessment checklist.
* Answer the standard 2 assessment question: “How does the length of your pendulum swing change when the pin is close? Far? Why?”

## Activity B

Describe how the combination-level bowling target game task on page 378 is related to the combination-level golf target game task on pages 379-380.

## Activity C

For the combination-level striking and fielding task on pages 388-389 (fielding ground and fly balls from different distances), do the following:

1. Give instructions for students to use block practice.
2. Give instructions for students to use random practice.
3. Design the standard 1 tally assessment.

## Activity D

Use the following format to design an instructional task for combination-level striking and fielding that focuses on the essential content.

**Essential content:** Back up teammate by moving behind to field ball.

**Tactic (defense):** Prevent scoring by fielding.

**Teaching style:** practice

**Task:**

**Practice:** blocked

**Environment:**

**Open skill cues:**

* Moving to back up:
* Smooth transition from catch to throw:

**Feedback:**

**Assessment (standard 1):**

## Activity E

For the combination-level net or wall games 1v1 task on pages 406-407, do the following:

1. Design an open-skill-cue checklist for a standard 1 assessment.
2. Describe how you would adapt the assessment if the task were taught in the reciprocal style.

## Activity F

Use the following format to design the "two square" enrichment activity for the application-level net or wall game from pages 410-411.

**Tactics:** Set up an attack by moving the opponent around the court; defend space by returning to base position between hits.

**Teaching style:** practice

**Task:** two square (1v1, one-bounce competitive rally)

**Description of task:**

**Environment:**

**Practice:**

**Open-skill cues:**

**Feedback:**

**Assessment (standard 1):**

## Activity G

Use the following format to design the enrichment activity for the combination-level invasion game on pages 427-428. Choose from team handball, basketball, and soccer.

**Tactic:** Keep possession by moving forward to support the passer and score.

**Teaching style:** self-check

**Task:**

**Environment:** lanes 8 feet (about 2.5 m) wide across the width of a court; light-weight team handball, basketball, or soccer ball

**Practice:** random

**Open-skill cues:**

**KR feedback:**

**Assessment (standard 1):**

## Activity H

Use the format below to design the enrichment activity for an application-level invasion game on pages 442-443. Choose from team handball, soccer, or floor hockey.

**Tactic:** Quickly and accurately shoot on goal after receiving a pass.

**Teaching styles:** practice

**Task (game description):**

**Environment:** cones placed 12 feet (about 3.5 m) apart in front of a wall; foam team handball, pillow polo sticks and ball, or foam soccer ball

**Practice:** random

**Open-skill cues:**

**KR feedback:**

**Assessments (standard 1):**

**Assessments (standard 2):**

# Part 5: Self-Check Questions for Planning the Developmental Game Activities in Part 4

Use the following questions to determine whether you addressed each part of the plan appropriately for each activity in part 4.

**National physical education standards 1 and 2**

**Tactic:** Are the tactics (offensive, defensive, or both) appropriate for the game category and level?

**Teaching styles:**

* **Practice:** Do the learning experiences include multiple repetitions of skills?
* **Self Check:** Do the learning experiences include multiple repetitions of skills and opportunity to check the accuracy of decision making choices?

**Task:** Is the task developmentally appropriate? Does it come from the skill progression and include tactics? Do the responsibilities reflect the teaching style and types of practice? Is the placement of students described?

**Practice:** Does the practice represent a repetition of a known pattern of skills for blocked practice? Does the practice represent a repetition of an unknown pattern of skills for random practice?

**Environment:** How is the environment performer-scaled and set up for maximum participation and safety?

**Skill cues:** Do the cues represent the goal of the task? Are the cues related to the environment and how to use the tactic in order to respond?

**Feedback:** Is the feedback descriptive about the skill cues? Is the feedback prescriptive about how to change responses to environmental cues?

**Assessment (standard 1):** Does the assessment involve an observation instrument of cues for skills, tactics, or skill combinations that are addressed in the plan? Is the assessment a tally of performance results?

**Assessment (standard 2):** Does the assessment include a way for students to describe or diagram how they used the tactic in order to respond to the environmental cues?

# Review Questions

1. What is the relationship between the fundamental movement skills and specialized movement activities?
2. Describe best practices for teaching games and provide examples.
3. What variables can be used to help children create new games?
4. What are the relationships between closed skills, open skills, types of practice, and types of feedback when designing instruction for developmental games?
5. Describe similarities and differences between tactical components (i.e., base, decision making, skill execution, support, covering, guarding or marking, adjusting) across types of games. For example, how does the use of support compare for striking-and-fielding games, net and wall games, and invasion games?
6. Discuss the differences between task progressions for the combination and application levels for each type of game (target, striking and fielding, net or wall, and invasion).
7. How do the skill cues and types of feedback differ for closed and open skills?
8. What types of assessment are used to evaluate skill and game performance for standard 1?
9. What types of assessment are used to evaluate skill and game knowledge for standard 2?
10. Describe how to use contextual interference to engage students in progressing from more predictable to less predictable game-skill practice.
11. How might one modify and assess games to address standard 3?
12. How might one modify and assess games to address standard 4?