

Keep Your Eye on the Ball... or Jump Rope, or Traffic Cone

Inventing a Sport

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Grade Level	9th – 12th Grade	**Duration**	2-3 periods
Subject	Physical Education		
Course	Physical Education		

Essential Question

How are sports made?

Summary

In this lesson, students will invent a new sport. Students will begin by playing a short round of ultimate Frisbee® or other sport and discussing what makes it a sport. Students will then read about the four components that make a sports game. Finally, students will use gym equipment to invent a new sport and share it with the class.

Snapshot

Engage

Students play a quick round of ultimate Frisbee®.

Explore

Students brainstorm a list of what makes ultimate a sport.

Explain

Students compete in a relay to learn about rules of play in games and share a Point of Most Significance.

Extend

Students design a new sport using available gym equipment.

Evaluate

Students give each other feedback and refine their new sport into a 60-second Elevator Speech.

Standards

Oklahoma Academic Standards for Physical Education (Grades 9, 10, 11, 12)

S4.H2.L1: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.
S5.H3.L1: Selects and participates in physical activities or dance that meets the need for self-expression and enjoyment.

Attachments

- Design A Sport—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone - Spanish.docx
- Design A Sport—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone - Spanish.pdf
- Design A Sport—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone.docx
- Design A Sport—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone.pdf
- Lesson Slides—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone.pptx
- Rules of Play—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone - Spanish.docx
- Rules of Play—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone - Spanish.pdf
- Rules of Play—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone.docx
- Rules of Play—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone.pdf
- Sport Design Choice Board—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone - Spanish.docx
- Sport Design Choice Board—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone - Spanish.pdf
- Sport Design Choice Board—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone.docx
- Sport Design Choice Board—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone.pdf
- Sport Feedback Form—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone - Spanish.docx
- Sport Feedback Form—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone - Spanish.pdf
- Sport Feedback Form—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone.docx
- Sport Feedback Form—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone.pdf
- Template Sport Design Choice Board—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone.docx
- Template Sport Design Choice Board—Keep Your Eye on the Ball...or Jump Rope, or Traffic Cone.pdf

Materials

- Lesson Slides (attached)
- Sport Feedback Form (attached; one per student)
- Design a Sport (attached; one per student)
- Sport Design Choice Board (attached; one per small group)
- Template—Sport Design Choice Board (create your own)
- Several pieces of gym equipment
- Sticky notes
- Pens/pencils
- Deck of playing cards (optional)

25 minutes

Engage

Teacher's Note: Setting Up the Lesson

Before the start of class, identify several pieces of equipment to make available for students, such as basketballs, jump ropes, relay batons, hoops, traffic cones, tennis balls, a 5-gallon bucket, etc. Use whatever you have available.

You may create your own choice board for the Extend activity or use the attached **Template**, but be sure to make enough copies for each small group.

Optional: Use a deck of cards to randomly divide students into teams and small groups.

Use the attached **Lesson Slides** to guide the lesson. Display **slides 3–4** to introduce the essential question and lesson objectives.

Divide students into two equal teams.

Teacher's Note: Tip to Randomize Teams

Use a deck of cards to quickly divide students into randomized teams. Have students draw a card and separate into teams by red or black suit. Keep this deck of cards handy to divide students into small groups later in the lesson.

Display **slide 5**. Instruct students to play one round of a game that needs little to no explanation: ultimate Frisbee®. If your students need a rules explanation, there is a brief synopsis of Ultimate in 10 Simple Rules.

After the round has concluded, instruct students to sit down around center court and await further instructions. This lesson can be adapted to work with any sport in the Engage as long as it involves all students being active at once.

15 minutes

Explore

Display **slide 6**.

Ask students to independently brainstorm a list of what makes ultimate a sport. After students have completed their lists, move students into groups of no more than four and have them share their lists within their small groups.

After the small-group discussion, ask students to share their knowledge with the whole class. Chart their answers on a whiteboard to create a Collaborative Word Cloud.

Optional Tech Integration

Instead of using a whiteboard, use the word cloud feature of Mentimeter. Input words for students as they share, or have students use their phones and go to menti.com. Give students the custom Mentimeter code. Use the "presentation" mode on Mentimeter to display the word cloud generated by their answers.

Sample Student Responses

Running, throwing, catching, jumping, flying discs, end zones, teams, involves strategy, rules, active, etc.

20 minutes

Explain

Teacher's Note: Activity Setup

Prior to the lesson, copy one set of rules per small group from the **Rules of Play** handout. Select any PE equipment you prefer and tape one rule on each piece of equipment. Evenly space four cones at one end of your space and put an equal amount of equipment with the rules of play at each cone. Have a mix of rules at each cone.

Gather students at the opposite end of your space from the cones. Explain that they will be running a relay in teams to collect four Rules of Play. For each round, one student runs down to a cone and returns with a rule. The runner has to select a cone, run only to that cone, and return. They cannot visit multiple cones in a turn. Explain that their team needs to keep track of which rules they have collected. They can only collect one of each rule. If their team member runs to a cone and they already have all of the rules still at that cone they have to return empty handed and trade off with a new team member to try a different cone.

Once a group has all of their rules, ask each student to decide which rule they feel is the most important to a game and share within their group.

Display **slide 8**. Inform students they will create a new sport based on game design fundamentals about rules of play.

Pass out the **Design a Sport** handout to each student. Give students five minutes to read through the "Rules of Play" section.

Next, ask each group to share what they think is the Point of Most Significance they will keep in mind as they design their new sport.

40 minutes

Extend

Display **slide 9**. Keep students in small groups of no more than four.

Tell students to read the "Additional Guidelines" section of the Design a Sport handout.

Pass out one **Sport Design Choice Board** to each small group. Let students know their new sport must use at least two items in the Choice Board, no more than three, and they cannot use more than one item per column. Provide all of the available gym class equipment: soccer balls, footballs, cones, jump rope, hoops, etc.

Give students 20 minutes to create the rules for their sport and document them in the "Your Design" section of the Design a Sport handout. Encourage students to consider if they think others would enjoy playing it.

30 minutes

Evaluate

Display **slide 10**. Pair small groups together and ask them to playtest each other's new sport. After playtesting, pass out a **Game Feedback** handout to each student.

Give students time to read through the feedback and make any revisions to their sport.

Display **slide 11**. After playtesting and reviewing feedback, tell each group to refine their rules into a 60-second Elevator Speech. Have each group give their Elevator Speech to the whole class.

Display **slide 12**. Pass out sticky notes and pens/pencils, at least one per student. Ask students to vote for the sport they want to play during the next class period.

Optional Tech Integration: Live Poll

Use the live polling feature of Mentimeter to have students vote.

Resources

- *10 simple rules*. USA Ultimate. (2020, December 16). https://usaultimate.org/rules/10-simple-rules/
- K20 Center. (n.d.). Choice Boards. Strategies. https://learn.k20center.ou.edu/strategy/73
- K20 Center. (n.d.). Collaborative word clouds. Strategies. https://learn.k20center.ou.edu/strategy/103
- K20 Center. (n.d.). Elevator Speech. Strategies. https://learn.k20center.ou.edu/strategy/57
- K20 Center. (n.d.). Mentimeter. Tech Tools. https://learn.k20center.ou.edu/tech-tool/645
- K20 Center. (n.d.). POMS: Point of Most Significance. Strategies. https://learn.k20center.ou.edu/strategy/101