Name of game

………

Group members

………

………

The brief

Your task is to design a new game that could be played in a competitive league in school.

You will need to present this game for scrutiny by another group.

Game specification

You will develop the game specification through discussion in class but:

- You must demonstrate that some equipment has been tested or improved.

- You should demonstrate that practice improves performance in your game.

- You must show that you have responded to feedback in order to improve your game.

Presentation criteria

You will need to demonstrate your game and explain how your learning in earlier pods has helped you develop your ideas. The specific criteria will be agreed by the whole class.

Activity 1 **What makes a great game?**

To do

a   In pairs, make a list of some features that are important in the design of a new game.

b   Compare your list with another group and agree a list of the seven most important features of a new game.

Seven features of a good game

Features of a good game	Explanation of why the feature is important
1.	
2.	
3.	
4.	
5.	
6.	
7.	

c   Agree as a class your seven essential features for the new games.

d   Your teacher will help you agree a set of criteria for the final presentation.

e   Make a note of the features for the game design and the criteria for the presentation on Activity sheet 5 Assessing the game.

Game	Pitch dimensions	Ball shape/ dimensions	Bat shape/ dimensions	Match length	Number of players	Scoring system	League system	Goal/hole/ distance/ time	Surface	Team size
Football										
Tennis										
Skittles										
Darts										
Golf										

Activity	Subtasks	__:__ (time) Progress check 1	__:__ (time) Progress check 2	Sharing feedback at __:__ (time) Tasks to carry out following feedback	Final presentation at __:__ (time) Final feedback on the presentation: what went well, what needs improving?
1. Internet research **Task leader**	1 2 3 4				
2. Testing equipment **Task leader**	1 2 3 4				
3. Practising **Task leader**	1 2 3 4				
4. Designing a playing area **Task leader**	1 2 3 4				
5. Writing rules **Task leader**	1 2 3 4				
6. Designing a scoring/league system **Task leader**	1 2 3 4				

1. Internet research

Collect information on games that interest you. This research should give you ideas on how to produce a new version of the game.

Questions

1. What games are similar to the one you have chosen?

2. Which games could you realistically play in your school?

3. How are the games scored?

4. How are the competitions organised?

5. What type of equipment do players need?

6. What type of training do players require?

2. Testing equipment

You need to design an investigation to show how a piece of equipment for the game can be modified to improve the game. You might want to develop different sized/shaped bats and balls or consider the material or shape of a playing area.

Questions

1. What type of equipment does your game need?

2. Can you make different versions of this for testing, for example by changing the dimensions or the material it is made of?

3. How can you design an experiment to show which version will be best for the game? For example, hit the ball further, allow for frequent scoring.

3. Practising

You need to design an investigation that shows how practice improves performance in the game. For example, this might involve collecting evidence that success at throwing a ball into a goal increases with more attempts.

Questions

1. How is success measured in your game?

2. How can you show that this improves with practice?

3. What training could you recommend to improve performance over a longer period of time?

4. Designing the playing area

Design a playing area that can be accommodated in your school. This may be a pitch, court, table top or board. The scale of the playing area must be appropriate to the game and the number of players.

Questions

1. What are the shape and overall dimensions of your playing area?

2. What markings does it have and for what purpose?

3. What rules are associated with the markings?

5. Writing the rules

Write a set of rules that allow fair competition. There should be penalties for cheating and misconduct. These rules should be clear and should need limited intervention by a referee or umpire.

Questions

1. What activity constitutes a foul?

2. How are fouls penalised?

3. What happens if the game goes outside the playing area?

4. How is the game restarted?

5. What are the rules about equipment?

6. Does the game need a referee?

7. How long does the game last and is it divided into sections?

6. Designing a scoring system

Invent a scoring system that makes the game exciting and fair. You will also need to design a league system for the game.

Questions

1. How are points scored in your game?

2. How many points do you get when you score?

3. How will you make sure that scoring happens at a reasonable rate?

4. What happens in the event of a draw?

5. How many points are allocated to a win, lose, and draw?

6. What happens if the league is tied?

Agreed processes to be followed	Score 1–5 (5 is top)	Notes
1. Equipment has been tested or improved.		
2. There is evidence that practice can improve performance.		
Agreed features of a good game		
1.		
2.		
3.		
4.		
5.		
6.		
7.		
Agreed presentation criteria. Presentation should last five minutes with five minutes for questions.		
1.		
2.		
3.		
4.		
5.		
Total out of 70		

Agreed processes to be followed	Score 1–5 (5 is top)	Notes
1. Equipment has been tested or improved.		
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Agreed features of a good game		
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1.		
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Total out of 70		