

## Berkey's Assessment of Games

1. Name of the game: Football Speedball
2. Source of the game: PEP Grant Group
3. Brief description of the game: Team tries to score by running, passing, or punting the football using Speedball rules.

### Activity Analysis

|                                                                  | Low        | -----    |          |                 | High     |
|------------------------------------------------------------------|------------|----------|----------|-----------------|----------|
| <b>1. Students can develop physical skills.</b>                  | <b>1</b>   | <b>2</b> | <b>3</b> | <b><u>4</u></b> | <b>5</b> |
| State the skills: passing, catching, defending, running, punting |            |          |          |                 |          |
| Students can practice appropriately                              | <u>Yes</u> |          | No       |                 |          |

|                                                                                                     | Low      | -----    |          |          | High            |
|-----------------------------------------------------------------------------------------------------|----------|----------|----------|----------|-----------------|
| <b>2. Participation level</b>                                                                       | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b><u>5</u></b> |
| Roles of the students: passers, catchers, defenders, punters, ball carriers                         |          |          |          |          |                 |
| Potential examples of waiting: Rotating groups in and out depending on number of students in class. |          |          |          |          |                 |

|                                                                                                                              | Low      | -----    |          |          | High            |
|------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|-----------------|
| <b>3. Activity is developmentally appropriate</b>                                                                            | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b><u>5</u></b> |
| Stage/Age for which activity is appropriate: Middle School                                                                   |          |          |          |          |                 |
| Justification for this population/group: practicing defense, passing, catching, punting, running with ball, offense, defense |          |          |          |          |                 |

|                                                                                    | Low      | -----    |          |          | High            |
|------------------------------------------------------------------------------------|----------|----------|----------|----------|-----------------|
| <b>4. Cognitive, personal and social development</b>                               | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b><u>5</u></b> |
| Examples of personal skills (Action/Condition): teamwork, sportsmanship, fair play |          |          |          |          |                 |
| Examples of cognitive skills (Action/Condition): following rules                   |          |          |          |          |                 |

Modifications for special needs students: Use smaller/larger balls, make field smaller, use partners, Modify as needed to specific needs.