

## Berkey's Assessment of Games

1. Name of the game: Shuffleboard lead up game C
2. Source of the game: Doug Paran
3. Brief description of the game: Have players pair up in twos, align at opposite ends of shuffleboard court. Play begins at the head of the court with the team playing the red discs going first. The team playing the black discs takes the next turn and play alternates until all eight discs have been played. The two players at the far end play the discs back in the same color sequence, comprising one round. For round two, the black discs will be played first. Follow normal scoring rules except allow any disc coming to rest on a line to still count points for the area on which the discs rest. Should the disc rest on two scoring areas, combine the points.

### Activity Analysis

|   | Low-----High            |
|---|-------------------------|
| <b>1. Students can develop physical skills.</b> | 1    2    3 <b>4</b> 5  |
| State the skills: pushing the disc              |                         |
| Students can practice appropriately             | Yes                  No |

|  | Low-----High           |
|--|------------------------|
| <b>2. Participation level</b>  | 1    2    3 <b>4</b> 5 |
| Roles of the students: alternate taking turns pushing the discs.   |                        |
| Potential examples of waiting: after playing the discs, each player must wait for their teammate to play the discs back. |                        |

|   | Low-----High              |
|---|---------------------------|
| <b>3. Activity is developmentally appropriate</b>                                       | 1    2    3    4 <b>5</b> |
| Stage/Age for which activity is appropriate: Grades 6-7                                 |                           |
| Justification for this population/group: Basic skill necessary for playing shuffleboard |                           |

|  | Low-----High           |
|--|------------------------|
| <b>4. Cognitive, personal and social development</b>                         | 1    2    3 <b>4</b> 5 |
| Examples of personal skills (Action/Condition): pushing discs, waiting turns |                        |

Examples of cognitive skills (Action/Condition): proper technique, keeping score

Modifications for special needs students: Smaller/Larger equipment