

Type of Activity:
 Lead-up Drill
 Fitness **Game**

Score: 19/20

Berkey's Assessment of Games

1. Name of the game: Monkey in the Middle Soccer Throw In & Trap
2. Source of the game: Teacher Created
3. Brief description of the game: Divide class into groups of 3. Two players are on the outside and one is located between them. One player starts with the ball and performs a stationary throw in to the other player who is on the "outside". The receiving player can move in any direction to get in position for the throw in but must trap and control the ball using body and feet. The receiver then becomes the throw in partner. If the "monkey in the middle" is able to block the throw in they become the thrower. If they get to the ball from an incomplete trap and are able to control the ball they take the place of the receiver. No body contact is allowed.

Activity Analysis

	Low-----High
1. Students can develop physical skills.	1 2 3 4 <u>5</u>
State the skills: Soccer throw in and trapping the ball	
Students can practice appropriately	<u>Yes</u> No

	Low-----High
2. Participation level	1 2 3 <u>4</u> 5
Roles of the students: Throw in partner, receiving partner, "monkey" attempting to steal/block the ball	
Potential examples of waiting: Facility size may limit the number of teams participating at one time to avoid possible collisions.	

	Low-----High
3. Activity is developmentally appropriate	1 2 3 4 <u>5</u>
Stage/Age for which activity is appropriate: 3 rd -5 th grade	
Justification for this population/group: active application of throw in and trapping skills. Developmentally appropriate sport skill.	

Low-----High

4. Cognitive, personal and social development	1	2	3	4	<u>5</u>
Examples of personal skills (Action/Condition): Team work, taking turns, cooperation, best effort, compassion					
Examples of cognitive skills (Action/Condition): Spatial awareness , body control, critical points, trapping and control					

Possible modifications for special needs students: May include variation in ball selection, distance, required tasks (e.g. allowing catch rather than trap), visual cues for foot placement, use of peer model and/or assistant and verbal cues for step completion, movement of location to a lower stimulus location (e.g. near corner rather than mid floor) or adaptation to specific physical limitation like wheelchair or reduced range of motion.