

Type of Activity:

Lead-up

Drill

Fitness

Game

Score:17\_/20

## Berkey's Assessment of Games

1. Name of the game: Pinball Soccer
2. Source of the game: Indoor Action Games for Elementary Children Foster & Overholt
3. Brief description of the game: Place objects in area (e.g. chairs, tables cones) Place one chair for each team inside a boundary circle as a goal. Teams scatter throughout area and work to move ball through obstacles toward goal while defending their own goal. The obstacles create the pinball action. Players stay in their zones during play to avoid crowding. There is no out of play. Goals are scored when the ball strikes the goal chairs.

### Activity Analysis

	Low-----	High			
<b>1. Students can develop physical skills.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
State the skills: Eye foot coordination, passing and striking skills					
Students can practice appropriately	<b>Yes</b>		No		

	Low-----	High			
<b>2. Participation level</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Roles of the students: Students play offense and defense.					
Potential examples of waiting: If only a single ball is used movement could be limited.					

	Low-----	High			
<b>3. Activity is developmentally appropriate</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Stage/Age for which activity is appropriate: Developmentally appropriate for 3 <sup>rd</sup> -5 <sup>th</sup> graders					
Justification for this population/group: Focus on ball contact and position play with limited rules beneficial to beginning players.					

	Low-----	High			
<b>4. Cognitive, personal and social development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Examples of personal skills (Action/Condition): Taking turns, teamwork, shared responsibility.					

Examples of cognitive skills (Action/Condition): Offense, defense, goal scoring

**Possible modifications for special needs students:** Special assistance as needed, have physical assist help students, (use wheelchair, walkers, special equipment student requires to add movement), vary ball selection, vary court size use, peer models and verbal cues for important points, use of visual cues on floor to assist with position play.