Brief Description: Students will combine three different sports into one while incorporating the principles of checks and balances. They will discover how creating one new sport out of three is similar to how our country created a new government.

Learning Objectives:
- Students will learn about the foundations of American constitutional government and the challenges faced by a new nation.

Activity Time: Day 1 – one hour; Day 2 – 30 minutes; Day 3 – 30 minutes

Materials:
- Pens and paper
- Open space (gymnasium, field, auditorium or cafeteria)

Directions:
Have students perform this activity at the end of a unit on the branches of government and how they operate.

Day 1:
- Break students into teams and challenge them to create a new game that combines basketball, soccer and football.
- Ask them to think about the three sports.
  - What makes the sport fun? Is it scoring a basket, kicking the ball into the goal or throwing a touchdown pass?
  - Think about the rules of the individual sports. Why is it important to follow the rules? What might happen to the game if cheating was tolerated?
- Have students use a journal and brainstorm and list all of the best aspects of each sport. Ask students to list three of the most important rules that keep players safe and the game fair for each sport.
- To create the new game, have students pick and choose from the list, and create a rules book to fit their vision of their new game. The game must include rules that will limit injury.

Day 2:
- Have students break into their teams and try out the game they created.
- Have them evaluate their game and make any necessary changes to the rules in their journal. Have them explain the rationale for changing any rules.
Day 3:

- Lead a class discussion about the activity.
  - Did disagreements come up in their group about creating the new game? How did the team overcome the disagreements?
  - How is creating the new game of combining the best of three sports into one similar to the creation of our new government?
  - In what ways did the framers of the U.S. Constitution draw on the past and best experiences of John Locke, the Magna Carta and historic examples from classical civilizations such as Greece and Rome?
  - How is the example of the Articles of Confederation and the framers’ experience with this document similar to your adjustments to the rules of your new game?
  - How were your negotiations over disagreements similar to the Great Compromise between small states and large states?

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Correlation to National Curriculum Standards:

V. Individuals, Groups & Institutions
   b. analyze group and institutional influences on people, events and elements of culture
   c. describe various forms institutions take and the interaction of people with institutions
   f. describe the role of institutions in furthering continuity and change
   g. apply knowledge of how groups and institutions work to meet individual needs and promote the common good

VI. Power, Authority & Governance
   b. describe the purpose of government and how its powers are acquired, used and justified
   c. analyze and explain ideas and government mechanisms to meet needs and wants of citizens, regulate territory, manage conflict and establish order and security.
   e. identify and describe the basic features of the political system in the United States, and identify representative leaders from various levels and branches of government

From National Council for the Social Studies Curriculum Standards for Social Studies, Middle grades
Follow these guidelines to ensure safe and effective physical activity:

Squats:
- Stand with your feet hip distance apart with your toes, knees and hips in a straight line.
- Contract your abdominal muscles.
- Lower your body slowly, as if you are sitting down in a chair.
- Try to go down until your thighs are at a 90 degree angle to your calves.
- Make sure your knees are BEHIND your toes.
- Keep the weight in your knees and slowly push your body back to the starting position.
- At the top of the movement, do not lock your knees; keep a slight bend in them.

Jumping Jacks:
- Stand up straight with feet spaced parallel to each other a little less than a shoulders width apart. Start with your arms at your sides.
- Jump upwards and spread your legs to the sides as you lift your arms up above your head bringing them together in a clap.
- Jump again and bring your feet together as you bring your hands back down to your sides.
- Repeat, and strive to achieve a steady rhythm.

Marching in Place:
- Stand up straight with feel slightly apart.
- Raise knee up to hip level while swinging your arms with elbows bent at approximately a 90 degree angle
- Bring leg down onto the ball of your foot and raise the other knee to hip level while swinging your arms with elbows at approximately a 90 degree angle.
- Repeat.
- Keep the trunk of your body held upright throughout the march.

Twists:
- Stand with feet shoulder width apart. (If there is a ball, it should be held in front of you, waist high with arms bent).
- Twist by turning your upper body to the right and then to the left.

To Calculate Heart Rate:
- Find either your radial (at the wrist) or carotid (at the neck, on the carotid artery) pulse and count how many beats you feel in 10 seconds.
- Multiply that number by six.