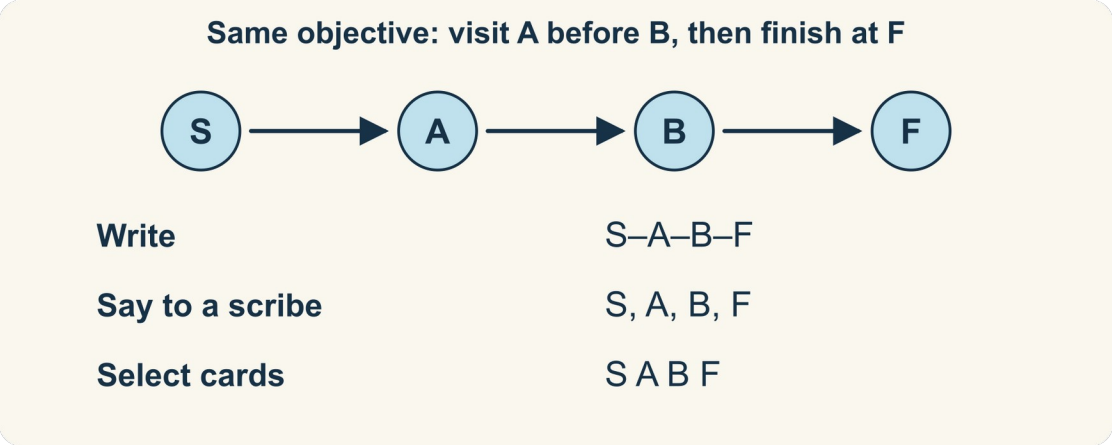
Design a game with more than one way to join

Which rule changes create a real participation choice?

Design a paper game in which the objective stays clear while the way someone communicates a move can change. No physical game or group is required.

Make | 15-25 minutes, or one comparison | Paper and a pen or pencil, or the supplied route, No sport equipment, partner, timer or physical performance needed

Start here Draw a route of boxes S → A → B → F. The paper-game objective is to visit A then B before finishing at F.



One objective, more than one reporting route

1 Spot the unnecessary restriction

An invented first rule says “Only written letter sequences count.” It ties a planning task to one way of reporting it. Identify that restriction without guessing anyone’s abilities.

2 Offer equivalent choices

A revised rule accepts writing S-A-B-F, saying the letters to a scribe, or selecting the ready-made letter cards in order. Every mode must communicate the same complete route.

3 Check the objective stays fixed

Trace each offered version. All three must visit A before B and finish at F. Changing the communication method does not quietly remove a required stop for only one mode.

4 Ask about a remaining barrier

Could the letters, directions or recording arrangement still be unclear? Propose one practical change, such as larger cards or read-aloud labels. A proposed option is not proof it suits everyone.

Three ways to report the same planned route

This is an invented desk-game plan, not a report of a participant trial.

• Written: S-A-B-F. Spoken to a chosen scribe: “S, A, B, F.” Selected cards: S then A then B then F.

• Each communicates the same four positions. The objective, available route and order stay unchanged.

• A learner may inspect the worked route without playing. Independent use does not require a team, timer, movement task or performance score.

What this example can show Real access preferences need to be asked about, not diagnosed from this model. The plan is not universal accessibility certification.

A different way

Use the supplied route and identify one equivalent pair of communication options. Observing, reading or having the choices described is complete participation.

If you want to go further

Add a branch S-A-C-B-F and supply a second valid route. Check that every communication mode can express the extra choice.

Something to notice

Did I create a genuine choice, or give one option less information or a different objective?

Read or explore more

Horizon topic Inclusive Sport

https://launchhorizonhq.com/learn/inclusive-sport/

Horizon topic Equipment Design

https://launchhorizonhq.com/learn/equipment-design/

Horizon topic Sport Movement

https://launchhorizonhq.com/learn/sport-movement/

Australian Sports Commission Using TREE

https://www.ausport.gov.au/schools/resource-hub/sports-ability/using-tree

Australian Sports Commission Game sense approach

https://www.ausport.gov.au/schools/resource-hub/p4l/game-sense-approach

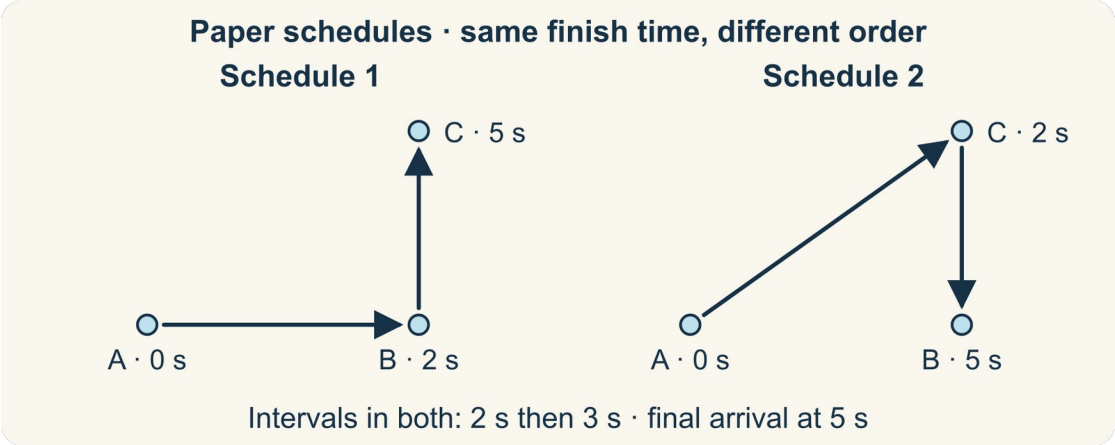
Explain a movement sequence on paper

What order and timing information would a diagram need?

Represent order and timing with a paper token, then find which information a sequence diagram must supply.

Explore | 15–25 minutes, or one comparison | Paper and pen, or three labelled cards, No sport equipment, timing device or physical movement needed

Start here Mark A (0, 0), B (2, 0) and C (2, 2) on paper. These are invented board positions in grid units, not places you need to move to.



Same clock times, different positions

1 Read schedule 1

At time 0 the token is at A. It reaches B at 2 seconds and C at 5 seconds. Draw arrows A→B→C and label each arrival time.

2 Find the intervals

The first interval is 2−0 = 2 seconds; the second is 5−2 = 3 seconds. Arrival time 5 is not a five-second second interval.

3 Compare another order

Schedule 2 reaches C at 2 seconds and B at 5 seconds: A→C→B. Total time is still 5 seconds, but the intermediate position and final position differ.

4 Complete the instructions

Label the start, order, positions, time unit and what each time means. A dot at an arrival time does not tell you the exact movement or speed between dots.

Equal total time different sequence

Both schedules are fictional paper records, not exercise targets or measured performance.

• Schedule 1: A at 0 s, B at 2 s, C at 5 s. Its intervals are 2 s then 3 s.

• Schedule 2: A at 0 s, C at 2 s, B at 5 s. Its intervals are also 2 s then 3 s.

• The shared 5-second finish time does not make the sequences identical. Without more detail, several paths or timing patterns between the points could fit.

What this example can show A paper schedule demonstrates how information is represented. It does not show whether a real person could or should perform a movement in that time.

A different way

Use three large A/B/C cards and arrange the supplied orders, or describe the difference without moving a token. There is no need to time yourself.

If you want to go further

Create a third schedule with the same 5-second finish but different arrival times. Explain what changed and what still cannot be inferred.

Something to notice

Have I confused a time on the clock with the duration between two events?

Read or explore more

Horizon topic Movement Sequences

https://launchhorizonhq.com/learn/movement-sequences/

Horizon topic Timing Pacing

https://launchhorizonhq.com/learn/timing-pacing/

Horizon topic Practice Skills

https://launchhorizonhq.com/learn/practice-skills/

CS Unplugged, University of Canterbury Kidbots

https://www.csunplugged.org/en/at-home/kidbots/

NRICH, University of Cambridge Olympic Records

https://nrich.maths.org/problems/olympic-records

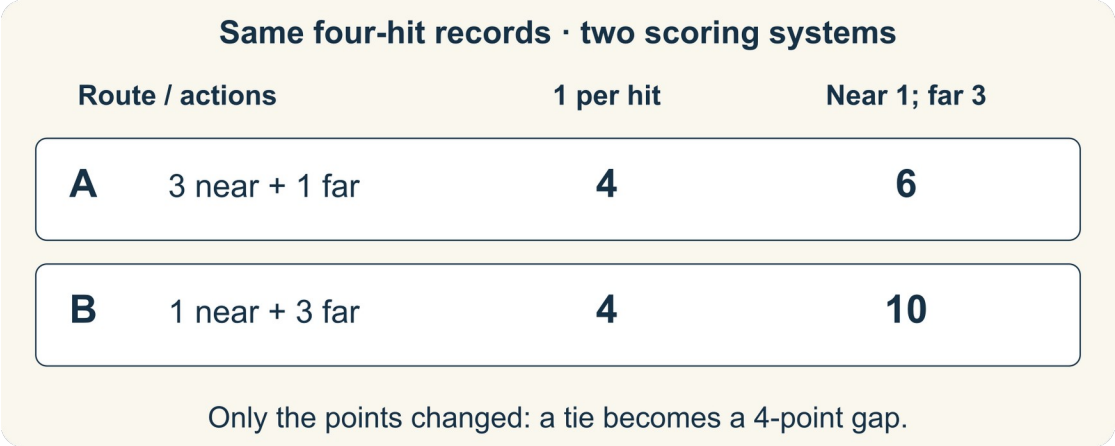
What does a scoring rule reward

How can the same fictional play produce different results under two scoring systems?

Apply two transparent scoring rules to the same invented action record, then ask what each rule rewards.

Investigate | 15-25 minutes, or one comparison | Paper and pen, or drawn counters, The supplied fictional record; no game equipment or physical play needed

Start here Copy two fictional four-hit records: Route A has 3 near hits and 1 far hit; Route B has 1 near hit and 3 far hits. Treat them as paper data, not real play.



Same actions, different point mapping

1 Score every hit equally

System 1 gives 1 point for any hit. A scores 3 + 1 = 4; B scores 1 + 3 = 4. Neither is ahead under this rule.

2 Weight one category

System 2 gives 1 point per near hit and 3 per far hit. A scores 3 × 1 + 1 × 3 = 6. B scores 1 × 1 + 3 × 3 = 10.

3 Explain the changed result

The actions did not change; the point mapping did. System 2 rewards far hits more strongly. State the rule beside the totals rather than presenting a score without its meaning.

4 Check a limit

The record has no misses, attempt difficulty or timing information. It cannot tell you which real strategy is best, whose skill is greater or whether a rule would feel fair to actual players.

Same actions a tie or a four point gap

Both route records and scoring systems are original fictional examples.

• Equal-hit scoring: A = 4 and B = 4.

• Weighted scoring: A = 6 and B = 10, so B is ahead by 10-6 = 4 points.

• The totals answer different rule-defined questions. If far hits were difficult, that would need separate evidence; it is not supplied by these totals.

What this example can show A score is a defined summary, not a complete description of play or a judgement of a person.

A different way

Use only one route and compare its two totals, or move paper counters into near/far columns. All results are already supplied; no competition is necessary.

If you want to go further

Choose a new far-hit weight of 2. Recalculate A = 5 and B = 7, then explain how the score gap changed without changing the actions.

Something to notice

Am I talking about the recorded actions, the scoring rule, or an unsupported judgement about a player?

Read or explore more

Horizon topic Sport Scoring

https://launchhorizonhq.com/learn/sport-scoring/

Horizon topic Teamwork Fair Play

https://launchhorizonhq.com/learn/teamwork-fair-play/

Horizon topic Sport Movement

https://launchhorizonhq.com/learn/sport-movement/

NRICH, University of Cambridge Dominoes

https://nrich.maths.org/games/dominoes

Australian Sports Commission Game sense approach

https://www.ausport.gov.au/schools/resource-hub/p4l/game-sense-approach