

EXS 297 Motor Behavior  
Organizing Group Project Information

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### **The Scientific Approach to Minute-to-Win-it!**

Most of you have seen or at least heard of the game show, “Minute-to-Win-it”<sup>1</sup>. In this show, contestants are given simple, yet challenging tasks to complete in one minute to advance to the next level. The task (here on referred to as games) utilize simple basic items often found around the house or office. The objective of this group project is to prepare a planning manual for a running the game show and incorporate information from class into the development of a scientific approach that would help prepare a team for successful participation in the mock game show of “Minute to Win It”.

#### **Project Product – Planning Manual for Minute-to-Win-it**

The manual will be presented as a packet (in written form) organized using the following sections and minimally including the information appearing in the Project Outline below. Refer to the rubric on the second page for expectations and assessment criteria. [No loose-leaf notebooks, please].

#### **Project Outline**

The title page must include the lab time and the names of all group members. All information included must be referenced if it is not original. Please be aware that all information that is word for word from a source or images taken from outside sources MUST be cited or it will be considered plagiarized (refer to your syllabus and the class web-site for more information). APA format is preferred, but other formats are acceptable as long as the format is consistent throughout the manual.

**I. The Games**

a. Introduction

b. Include a description of each of the games, including how it works and the needed equipment. Also include a task analysis of the task which includes the needed abilities for success.

**II. Designing the Learning Experience**

Using your concepts, develop the learning experience for the contestants to learn the tasks and prepare for the game show. Include what each group member prepared (similar to the lab assignment for April 4-5).

**III. Complete Learning Package**

Compile all the information from section II into one complete composite of the entire learning/preparation experience with all the topic information integrated together.

**IV. Planning for the Event**

Your group will be responsible for running the show in lab on 4/24-25. Plan on how you plan on organizing the day, how will you set things up, who will do what, who are the official judges, etc.

**V. The Game Show – April 25-26<sup>th</sup> in lab!**

Summarize as to your group’s readiness for the Game Show. Include any other preparations you will be doing that day for each or all of the contestants.

**Reference List** (if you included information that had to be cited)

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<sup>1</sup> Information regarding this NBC game show can be found at: <http://www.nbc.com/minute-to-win-it/>

## **Planning Manual Project Assessment Rubric**

### **A - Level**

Manual was exemplary and exceeded expectations. Information was accurate and complete. Concepts were explained well with sufficient information. Detailed applications were made for each of the concepts and the entire learning experience integrated all the information into a coherent, realistic and appropriate instructional plan. Learner assessment information was clear and specific. Details were well thought-out for running the game show. The manual was well-organized, attractive, easy-to-follow and professionally done. Relevant extra information and illustrations was included which enhanced the usefulness of the manual. Very few, if any, technical errors were noted. Formatting was consistent throughout the document.

### **B - Level**

Manual met expectations with the majority of the information being accurate and complete. Task analysis with ability information could likely have been expanded. Concepts were explained well with sufficient information. The details of the applications were made for each of the concepts and their integration into the entire learning experience could possibly have been expanded. Learner assessment information was appropriate and sufficient. The details for the event were sufficient for running the game show. The manual was for the most part well-organized, attractive, easy-to-follow and professionally done. Formatting inconsistencies, if they existed, were minor. Very few, if any, technical errors were noted.

### **C - Level**

Manual was fair and attempts were made to apply the course content accurately and effectively into the learning experience. Task analysis with ability information could have been expanded. Sufficient depth however was lacking and/or required content was missing. Some errors in content and/or in applications were found. The manual was basic and lacked visual appeal, depth of content and/or direction. The assessment information was somewhat limited. Details provided for organizing the event were fairly general. Content format was likely inconsistent throughout the manual and/or there tended to be a lack of a coherent approach to the planning manual and to the proposed learning experience. Technical errors were noted.

### **D-level**

Manual overall was weak and failed to meet expectations. Basic content requirements were not met and lacked depth. The manual was incomplete or based on its content, considered to be not very effective for preparing for and running a game show like this. Numerous errors in content and/or in applications were noted. Some information may have been accurate; however it was very superficial. Assessment information, if included, was vague. Content format was inconsistent throughout the manual and/or there was a lack of a coherent approach for organizing the game show and/or for preparing a team. Applications of the concepts, if made, tended to be very basic and/or inaccurate. A number of spelling and/or grammatical errors were found.

### **E-level**

Manual was not professional, shoddily constructed and did not include the majority of the required elements. It could also be that the manual included plagiarized material.