

# Flag Football Unit Plan.



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### **Contextual Factors.**

North Montgomery High School is located at 5945 US highway 231 N just north of Crawfordsville, Indiana. The community itself is made up of a mixture of rural farming, light industrial manufacturing, and service companies with a small town atmosphere. The average salary of the population in the district is \$20,087 with 5.1% of the families living under the poverty line. Within the district the unemployment rate is low compared to the rest of Indiana, due to the stability and growing job market occurring in their area. Twenty-two percent of the students in the school live in a single parent household.

North Montgomery had an enrollment of seven-hundred and six students for the 2006-2007 school year. The school is not diverse with in the area of ethnicity. Ninety-six percent of the students are white, one percent are Hispanic, and two percent are multi-racial. There is no diversity within the staff, one-hundred percent is white. The graduation rate of the school is eighty-two percent with sixty-nine percent of those graduates going on for higher education.

The school year is set in a trimester with block scheduling, increasing the amount of time for each class. The facilities for the Physical Education department have recently been remodeled, allowing for almost any activity. Within the department there is a top of the line weight room, a field house that includes an indoor track and two basketball courts, a swimming pool, availability of outdoor track, football field, and ten tennis courts. One of the main drawbacks of the department is the slowed integration of technology into the physical education setting. They have plenty of equipment to complete almost any skills or activities one would need for a successful curriculum, but

lack heart rate monitors, pedometers, and digiwalkers. The average physical education consists of thirty co-ed students.

The community is very proud of their athletic department at this school and many parents take part in after school programs opened up to the public such as weight lifting and basketball. The athletic department has every IHSAA varsity sport program available. For those students who choose not to participate one the school's represented athletic teams intramural sports and also FFA sponsored basketball and flag football programs are available.

Within physical education it is very important to meet the needs of all students. In every class there is going to be the gifted athletes and also those students who lack some skills needed for physical activity. Along with meeting both sides of the spectrum of abilities, it is also important to meet the needs of adapted students. Fifteen percent of the student population at North Montgomery receives some form of special education. To meet the needs of all of the students, I will initiate activities that will allow success for all. This can be achieved in every lesson by clearly informing the students what their objective is and exactly what the teacher's expectations are. Adaptations in equipment and time management of activities will give all students a better chance at excelling.

Many students at North Montgomery are not used to living physically active lifestyles. This is resulting in high obesity rates in the school. The students who are not active outside of the classroom, do not enjoy their time in physical education. Since North Montgomery has the great facilities available it is important to implement activities such as swimming, weight lifting, and dance into the curriculum. Doing so may give the

students a chance to participate in activities they enjoy doing and apply that outside of the classroom in pursuit of life long fitness.

To motivate the students, the teacher must make a connection with each individual in the classroom. The teacher should interact with the students and find out what they enjoy doing outside of the classroom. The interaction should be social, yet the student to teacher relationship must remain that of a professional. Since many of the students in this school are coming from single parent households, many students need a responsible role model outside of the home to learn responsibility and other life skills.

## **Global Goals.**

### **Affective Domain:**

**Global Goal:** SWBAT demonstrate and show leadership, cooperation, respect, and responsibility skills with peers during football activities while contributing within a team environment.

**Standard 5:** Demonstrates responsible personal and social behavior in physical activity settings.

(7.5.2) Accept responsibilities of being a part of a team and attempt to make contributions toward team success.

(7.6.3) Participates in cooperative games that require a contribution from all team members.

### **Assessment for affective domain:**

The assessment of the students in this domain will be by teacher observation. Along with the teacher assessing the students, students will also be required to write a summary in a journal three times defining what each player on their team contributed. This should include not only passing, catching, or defensive skills, but rather focus on peers' ability to motivate, encourage, and strategize towards winning a game or reaching a goal as a team.

The main objectives within the affective domain are aimed at getting all students involved in a team setting. They are to motivate, encourage, and show responsibility at all times. It is also important that students learn all the rules, then abide by them in a game to ensure safety of all students. These skills will allow the students to gain experience in areas that will help mold their character and encourage proper decision making abilities in their future. Many times students will not always get along in class. When these same students work together, they will be able to work together in a team to set goals and achieve them as a team and put their past differences aside.

Cognitive Domain:

**Global Goal:** SWBAT demonstrate their knowledge of football history, regulation, strategy, and rules by scoring at least an 80% on final exam of flag football unit.

**Standard 2:** Applies movement concepts and principles to the learning and development of motor skills.

(7.2.4) Describe modifications of movement skills that occur in basic sports activities.

(9.2.1) Synthesize previously learned strategies into advanced game strategies.

Assessment for cognitive domain:

This assessment will be done by the students taking one quiz and one final written exam at the completion of the unit. The quiz and exam will include knowledge of rules, regulation, history, and strategy used during flag football.

The students will be given all of the information needed to do well on the exam and quiz in class. This information will be done by the viewing of a video over football, a written handout, and also information given to them in the class. The majority of the information will be taught to the students through out meaningful activity and skills. It is important for the students to be familiar with all the skills and rules to play a competitive game. The students also need to learn about the history so that they can gain a respect of what the game of football has gone to become a success today.

### Psychomotor Domain:

**Global Goal:** SWBAT complete skills and activities (passing, catching, route running, etc) needed in flag football by using correct form and showing proficiency throughout games and activities.

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 4:** Student achieves and maintains a health-enhancing level of physical fitness

(9.1.1) Demonstrate the ability to use and appreciate activity-specific skills

(9.1.4) Develop specific skills at an advanced or skilled performance level

### Assessment for psychomotor domain:

The assessment will be completed by teaching observation during all activities. Also students will be required to complete skills while filling out checklist of a partner showing proper form, technique, and proficiency. Journal entries will be required through out the lesson.

The psychomotor domain will give the students the actual physical skills that they will need to play a full game of flag football. Each student will be given the opportunity to practice and refine these skills, then apply that into an actual competitive setting. It is important to make every skill and assessment challenging but achievable. The students who believe they are more skilled, may need to increase the number of times they can produce a proficient result. For example on a throwing assessment, some students may be able to throw the football into a target 100% of the time, so the teacher may encourage that student to step back. For those who lack throwing skills, may need to reduce the amount of space from the target. By doing this, all students will be challenged, yet able to succeed at the same time.



### **Psychomotor Objectives.**

1. SWBAT catch the football 7 out of ten times while using proper form and technique during skills test.
2. SWBAT successfully complete three posts, fades, or curl patterns while running the directed length during engaged activity time.
3. SWBAT to properly execute 7 out of ten passes by leading their partner with the football during a route pattern.
4. SWBAT to perform three of the running skills (slant, cut, spin) taught to them in class, during a game of flag tag to evade a tagger.
5. SWBAT receive 3 out of 5 handoffs from partner while showing proper grip, shoulder position, and increasing speed at time of handoff.
6. SWBAT to complete 3 out of 5 long snaps to a partner while demonstrating proper grip, stance, and eye movement.
7. SWBAT to combine all areas of offensive strategies and game play into a game of 5 on 5 flag football
8. SWBAT to incorporate back pedaling skills and reaction abilities into interception activity by intercepting at least one pass from their partner and deflecting two passes.
9. SWBAT apply defensive strategies of man to man and zone coverage into a game of flag football.
10. SWBAT compete in a regulation game of flag football while incorporating all offensive and defensive skills learned in class

**Affective Objectives.**

1. SWBAT to encourage and motivate their classmates to work hard while completing interval workout.
2. SWBAT encourage and motivate partners during skills test for proper catching technique by giving them proper passing needed to do well on assessment
3. SWBAT work within a group during “Circle Group Passing” while giving feedback and encouragement to all participants.
4. SWBAT to provide at least two corrective feedback statements to a member of their team while playing a modified game of flag football
5. SWBAT to incorporate zone coverage into a defensive strategy while positively communicating with teammates and giving encouragement during game play.
6. SWBAT motivate and encourage teammates during a game of flag football while following all the rules and showing good sportsmanship.
7. SWBAT work within a team setting to figure out offensive and defensive strategies needed to be successful in flag football.

**Cognitive Objectives.**

1. Student will be able to recall at least three important components of gripping a football at the closure of class.
2. SWBAT explain the differences of when to use a slant and when to use a post route during a game of football bingo
3. SWBAT to identify and explain the important techniques used in passing, receiving, and hiking when asked to reflect in their journals.
4. SWBAT give one example of when back pedaling is used and one example of why reaction time is important in football and record them into their journals.
5. SWBAT to recall from prior class what the definition of interval training is and how it improves our fitness levels and record that into their journals.
6. SWBAT achieve at least and 80% on written exam over flag football by recalling past information given to them in videos, handouts, and meaningful activity

# *Flag Football Block Plan*

## ***DAY One***

**Introductory Activity:** Football Video. *Rise of Football in America*.

**Fitness Activity:** Interval Workout. Stretches.

- Fitness Concept: interval training and flexibility.

**Lesson Focus:**

1. Proper grip technique.
2. Overhand pass.
3. Passing for accuracy.

**Culminating Activity:**

1. Pass for points.
2. Longest pass competition.

**Lesson Objectives.**

*Fitness.* Students will be able to understand the principle of interval training by monitoring their heart rates at high intense levels and also sustained levels.

*Affective:* Students will be able to encourage and motivate their classmates to work hard while completing interval workout.

*Cognitive:* Student will be able to recall at least three important components of gripping a football at the closure of class.

**Assessment:** Peer checklist, teacher observation, journal entries.

**National Standard: 1.** Demonstrate competency in many movement forms and proficiency in a few movement forms

**Benchmark:** 9.1.4 Develop specific skills at an advanced or skilled performance level

**Equipment:** 12-15 footballs, TV, “Rise of Football in America” video, gym space, 20 jerseys.

**Adaptations and challenges:** Teacher may increase the level of intensity for interval training. The size of the football may be changed to meet the needs of all students. Distance in pass for points may be reduced.

**Technology:** Television and movie presentation, digital walkers

## ***DAY Two.***

**Introductory Activity:** Passing and receiving with a partner.

**Fitness Activity:** Continuous Relays.

Fitness Concept: Type and Frequency of exercise.

**Lesson Focus:** Offensive Strategy. (passing)

1. Catching the football.
2. Catching the football on the run.
3. Route Running (fade, post, curl, slant)

**Culminating Activity:** Three Position Pass Patterns.

### **Lesson Objectives.**

*Fitness:* SWBAT raise their heart rate level within 65%-80% of their heart rate max during continuous relay activity.

*Psychomotor:* SWBAT catch the football 7 out of ten times while using proper form and technique during skills test.

*Psychomotor:* SWBAT successfully complete three posts, fades, or curl patterns while running the directed length during engaged activity time.

*Affective:* SWBAT encourage and motivate partners during skills test for proper catching technique by giving them proper passing needed to do well on assessment.

**Assessment:** worksheet over receiving techniques, teacher observation, journal entries

**National Standard 4:** Student achieves and maintains a health-enhancing level of physical fitness

**Benchmark:** 9.2.1 Synthesize previously learned strategies into advanced game strategies

**Equipment:** 12-15 footballs, TV, gym space, 20 jerseys, 15 jump ropes, carpet squares, 15 steps, 15 carpet squares, 10 pyramid of fitness cards. Music is optional, although preferred for motivation during continuous relays, gym or outside space.

**Adaptations and challenges:** The size of the football may be changed to meet the needs of all students. Distance in pass for points may be reduced.

**Technology:** Digi walkers.

## ***DAY Three.***

**Introductory Activity:** Passing and route running with a partner.

**Fitness Activity:** Muscle Hustle.

Fitness Concept: Muscular Strength and Endurance.

**Lesson Focus:** Offensive Strategy (passing)

1. Offensive Strategy. Passing the football to receiver.
2. Leading the receiver on passes.
3. Footwork.

**Culminating Activity:** Football Bingo.

### **Lesson Objectives.**

*Cognitive:* SWBAT explain the differences of when to use a slant and when to use a post route during a game of football bingo.

*Fitness:* SWBAT understand the difference of muscular strength and muscular endurance at the end of Muscle Hustle activity.

*Psychomotor:* SWBAT to properly execute 7 out of ten passes by leading their partner with the football during a route pattern.

**Assessment:** Journal Entry, teacher observation.

**National Standard 4:** Student achieves and maintains a health-enhancing level of physical fitness – Student will identify several activities related to each component of physical fitness and at least one activity associated with each component of health-related physical fitness.

**Benchmark:** (9.1.1) Demonstrate the ability to use and appreciate activity-specific skills

**Equipment:** 15 footballs, 20 colored jerseys, 6 jump ropes, 8 cones, 4 step blocks, 10 cones for boundaries, gym or outside space.

**Adaptations and challenges:** Teacher may increase the level of intensity for muscle hustle. The size of the football may be changed to meet the needs of all students. Distance for passing may be shortened, music.

**Technology:** Digi Walkers.

## ***DAY Four.***

**Introductory Activity:** Passing with a partner.

**Fitness Activity:** X Marks the Spot.

**Lesson Focus:** Offensive Strategies. Running the football.

1. handoffs
2. cuts, spins, and other movements.
- .

**Culminating Activity:** Flag Tag (with an emphasis on cuts, spins, and other learned movements)

### **Lesson Objectives.**

*Fitness:* SWBAT raise their perceived level of exercise intensity (scale of 1-10) at least one point during X Marks the Spot activity to increase heart rate.

*Psychomotor:* SWBAT to perform three of the running skills (slant, cut, spin) taught to them in class, during a game of flag tag to evade a tagger.

*Psychomotor:* SWBAT receive 3 out of 5 handoffs from partner while showing proper grip, shoulder position, and increasing speed at time of handoff.

**Assessment:** Journal Entries,

**National Standard: 2:** Applies movement concepts and principles to the learning and development of motor skills.

**Benchmark: (7.2.4)** Describe modifications of movement skills that occur in basic sports activities.

**Equipment:** 15 footballs, 15 jerseys, 32 flags (with belts), 25-30 poly spots, 30-36 pieces of treasure, CD, CD player, 10 cones for boundaries, gym or outside space.

**Adaptations and challenges:** The size of the football may be changed to meet the needs of all students. Distance in pass for points may be reduced.

**Technology:** digital walkers.

## ***DAY Five.***

**Introductory Activity:** Circle Group Passing.

**Fitness Activity:** Flag Tag.

Fitness Component: Cardiovascular Endurance.

**Lesson Focus:** Offensive Strategies.

1. Hiking
2. Long Snapping.
3. Kicking and punting.

**Culminating Activity:** Pass for Points.

### **Lesson Objectives.**

*Affective:* SWBAT work within a group during “Circle Group Passing” while giving feedback and encouragement to all participants.

*Fitness:* SWBAT to stay moving through out duration of Flag Tag activity while only stopping to perform exercise to re enter the game.

*Psychomotor:* SWBAT to complete 3 out of 5 long snaps to a partner while demonstrating proper grip, stance, and eye movement.

**Assessment:** journals, teacher observation.

**National Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Benchmark:** 9.7.1: Identify positive aspects of participation in several different physical activities.

**Equipment:** 15 footballs, 15 jerseys, 32 flags (with belts), 10 cones for boundaries, gym or outside space.

**Adaptations and challenges:** Foam footballs or smaller footballs may be used during activities.

**Technology:** Digi walkers



## ***DAY Six.***

**Introductory Activity:** Power Pont Presentation over all offensive skills taught.

**Fitness Activity:** Leader Stretches.  
Fitness Component: Flexibility.

**Lesson Focus:** Combining All offensive strategies.

1. Passing.
2. Receiving.
3. Running.
4. Hiking.

**Culminating Activity:** Modified Game of 5 on 5 Flag Football.

### **Lesson Objectives.**

*Cognitive:* SWBAT to identify and explain the important techniques used in passing, receiving, and hiking when asked to reflect in their journals.

*Affective:* SWBAT to provide at least two corrective feedback statements to a member of their team while playing a modified game of flag football.

*Fitness:* SWBAT to explain the importance of flexibility component of fitness while leading the class through directed stretches.

*Psychomotor:* SWBAT to combine all areas of offensive strategies and game play into a game of 5 on 5 flag football.

**Assessment:** journals. Teacher observation.

**National Standard 5:** Demonstrates responsible personal and social behavior in physical activity settings.

**Benchmark:** (7.5.2) Accept responsibilities of being a part of a team and attempt to make contributions toward team success.  
(7.6.3) Participates in cooperative games that require a contribution from all team members.

**Equipment:** 32 flags (with belts), 20 colored jerseys, 6-10 note cards with description of stretches and or exercises. 10 cones for boundaries, power point presentation, space.

**Adaptations and challenges:** Foam footballs or smaller footballs may be used during activities.

**Technology:** power point presentation, Digi walkers

## ***DAY Seven***

**Introductory Activity:** Twenty One Football.

**Fitness Activity:**

**Lesson Focus:** Defensive Strategies.

1. Back Pedaling.
2. Reaction.
3. Interceptions.

**Culminating Activity:** Game of 5 on 5 flag football.

### **Lesson Objectives.**

*Fitness:* SWBAT increase their heart rate by staying active in a game of Twenty one football.

*Cognitive:* SWBAT give one example of when back pedaling is used and one example of why reaction time is important in football and record them into their journals.

*Psychomotor:* SWBAT to incorporate back pedaling skills and reaction abilities into interception activity by intercepting at least one pass from their partner and deflecting two passes

**Assessment:** teacher observation, journal entry, partner skills checklist.

**National Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

**Benchmark: (7.2.4)** Describe modifications of movement skills that occur in basic sports activities.

**Equipment:** 32 flags (with belts), 20 colored jerseys, 10 cones for boundaries, gym or outside space.

**Adaptations and challenges:** The size of the football me be changed to meet the needs of all students.

**Technology:** Digi walkers

## ***DAY Eight.***

**Introductory Activity:** Passing and Catching with a partner.

**Fitness Activity:** Interval Workout.

Fitness Concept: Interval training, Intensity levels.

**Lesson Focus:** Defensive Strategies.

1. Zone Coverage.
2. Man to man Coverage.

.

**Culminating Activity:** Game of 7 on 7 flag football.

### **Lesson Objectives.**

*Psychomotor:* SWBAT apply defensive strategies of man to man and zone coverage into a game of flag football.

*Fitness:* SWBAT to complete as many pushups, sit ups, lunges, or sprints as they can achieve in thirty second intervals and record that into their journals.

*Cognitive:* SWBAT to recall from prior class what the definition of interval training is and how it improves our fitness levels and record that into their journals.

*Affective:* SWBAT to incorporate zone coverage into a defensive strategy while positively communicating with teammates and giving encouragement during game play.

**Assessment:** Journal Entries,

**National Standard 2:** Applies movement concepts and principles to the learning and development of motor skills.

**Benchmark:** 9.2.1 Synthesize previously learned strategies into advanced game strategies

**Equipment:** 32 flags (with belts), 20 colored jerseys, 10 cones for boundaries, gym or outside space.

**Adaptations and challenges:** . Size of football may be changed. Also demonstrations by teacher and peer as needed.

**Technology:** Digi walkers

## ***DAY Nine.***

**Introductory Activity:** Twenty One Football.

**Fitness Activity:** Mile Run Pacing.

Fitness Concept: Pacing and cardiovascular endurance.

**Lesson Focus:** Combining all Defensive strategies.

1. back pedaling.
2. reaction.
3. interception.
4. Zone and man to man coverage.

**Culminating Activity:** Regulation game of flag football.

### **Lesson Objectives.**

*Fitness:* SWBAT complete the mile by pacing themselves while filling out the assessment sheet provided to them.

*Psychomotor:* SWBAT compete in a regulation game of flag football while incorporating all offensive and defensive skills learned in class.

*Affective:* SWBAT motivate and encourage teammates during a game of flag football while following all the rules and showing good sportsmanship.

**Assessment:** Mile run written assessment.

**National Standard: 5:** Demonstrates responsible personal and social behavior in physical activity settings.

**Benchmark:** (7.5.2) Accept responsibilities of being a part of a team and attempt to make contributions toward team success.

**Equipment:** 30 pencils, 30 assessment sheets, 32 flags (with belts), 20 colored jerseys, 10 cones for boundaries, gym or outside space.

**Adaptations and challenges:** demonstrations, size of football.

**Technology:** digi walkers

## ***DAY Ten.***

**Introductory Activity:** Passing with a partner.

**Fitness Activity:** Flag Tag.

**Lesson Focus:** Combining Offensive and Defensive Strategies.

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**Culminating Activity:** Flag Football Tournament.

### **Lesson Objectives.**

*Fitness:* SWBAT achieves a heart rate of at least 70% of their heart rate max during a game of flag football.

*Affective:* SWBAT show good sportsmanship during a regulation game of flag football.

**Assessment:** journal entries, teacher observation.

**National Standard: 2:** Applies movement concepts and principles to the learning and development of motor skills.

**Benchmark:** 9.2.1 Synthesize previously learned strategies into advanced game strategies

**Equipment:** 32 flags (with belts), 20 colored jerseys, 10 cones for boundaries, gym or outside space.

**Adaptations and challenges:** Teacher may increase the level of intensity

**Technology:** Digi walkers.

## ***DAY Eleven.***

**Introductory Activity:** Passing with a partner.

**Fitness Activity:** Flag Tag.

Fitness Concept: Cardiovascular Endurance.

**Lesson Focus:** Combining Offensive and Defensive Strategies.

.

**Culminating Activity:** Flag football Tournament.

### **Lesson Objectives.**

*Fitness:* SWBAT record at least 600 steps to improve cardiovascular endurance during game of flag tag.

*Affective:* SWBAT work within a team setting to figure out offensive and defensive strategies needed to be successful in flag football.

**Assessment:** journals, teacher observation.

**National Standard: 4:** Student achieves and maintains a health-enhancing level of physical fitness

**Benchmark:** (9.1.1) Demonstrate the ability to use and appreciate activity-specific skills

**Equipment:** 30 digi walkers,

**Adaptations and challenges:** Teacher may increase the level of intensity for fitness. Change rules, equipment to modify.

**Technology:** Digi walkers

## ***DAY Twelve.***

**Introductory Activity:** Review of all information involved in flag football unit with power point presentation.

**Fitness Activity:** Plyometric Exercises.  
Fitness Concept: Static Stretching.

**Lesson Focus:** Review game for flag football.

**Culminating Activity:** Written Exam over flag football (including history, regulation, game play strategies, and rules).

### **Lesson Objectives.**

*Cognitive:* SWBAT achieve at least and 80% on written exam over flag football by recalling past information given to them in videos, handouts, and meaningful activity.

*Affective:* SWBAT to show respect to all other classmates by remaining quite and seated until all students are completed with their exams.

*Fitness:* SWBAT complete high knees, karaoke, backwards run, and lunges while understanding the importance of static stretches to increase health.

**Assessment:** Written Exam.

**:Standard 4:** Student achieves and maintains a health-enhancing level of physical fitness

**Benchmark:** (9.1.1) Demonstrate the ability to use and appreciate activity-specific skills

**Equipment:** 30 tests, 30 pencils.

**Technology:** None.

# Assessments.



**9<sup>th</sup> Grade Assessment Plan Table**

	Learning Goal.	Assessments	Format of Assessment	Adaptations
1	SWBAT catch the football 7 out of 10 times while using proper form and technique during skills test.	Pre-Assessment:  Formative Assessment  Post - Assessment:	Partner assessment of the process and product assessment of number of successful catches.  Teacher observation.	Repeat and modify instructions as needed.  Demonstrate and give verbal cues.
2	SWBAT properly execute 7 out of 10 passes by leading their partner with the football during a route pattern.	Pre-Assessment:  Formative Assessment  Post - Assessment:	Partner assessment of the process and product number of at least 7 out of 10 attempts in passing the football. Teacher will use a checklist to assess students	Keep all activities high interest. Provide lots of practice time.  Add goals and challenges to motivate students
3	SWBAT recall at least three important components of gripping a football at the closure of class..	Pre-Assessment:  Formative Assessment  Post - Assessment:	Students will practice the activity without saying the cues then they will be instructed to tell the cues.  Teacher observation of communication during closure	Repeat instructions as necessary. Keep activity high interest  Add goals and challenges to motivate students
4	SWBAT incorporate zone coverage into a defensive strategy while positively communicating with teammates and giving	Pre-Assessment:  Formative Assessment	Teacher observation during regulation game play.	Provide plenty of practice time. Move closer to target if necessary.  Provide multiple explanations

	encouragement during game play.	Post - Assessment:	Journal Entries.	and demonstrate.
5	SWBAT perform three of the running skills (slant, cut, spin) taught to them in class, during a game of flag tag to evade the tagger	Pre- Assessment:  Formative Assessment  Post - Assessment	Knowledge of skills of running strategies.   Teacher observation during game play.	Repeat instructions as necessary. Keep activity high interest   Add goals and challenges to motivate students
6	SWBAT to explain the process of catching a ball and the importance that this skill plays in offensive strategy.	Pre- Assessment:  Formative Assessment  Post - Assessment:	Students practice time with a partner.  Teacher observation of knowledge on written worksheet.	Demonstration is important.  Verbal cues and practice time.

Learning Goal.	Assessments	Format of Assessment	Adaptations
SWBAT achieve at least an 80% on written exam over flag football by recalling past information given to them in videos, handouts, and meaningful activity.	Pre- Assessment:  Formative Assessment  Post - Assessment:	Engaged time in review during class times.   Written exam.	Repeat and modify instructions as needed.   Review, Study Guides.
SWBAT compete in a regulation game of flag football while incorporating all offensive and defensive skills learned in class.	Pre- Assessment:  Formative Assessment  Post - Assessment:	Teacher observation from past activities.  Journal entries on how to use strategies.	Keep all activities high interest. Provide lots of practice time.  Add goals and challenges to motivate students

Name: \_\_\_\_\_

Work with a partner. Have the first partner explain to the recorder how to grip a football. As they list the steps circle yes or no if they used these tasks.

### **Gripping the football.**

- |   |     |    |
|---|-----|----|
| 1. At least two fingers, but no more than three fingers on the laces. | YES | NO |
| 2. Thumb and index finger in front of laces.                          | YES | NO |
| 3. Firm grip of ball.   | YES | NO |

### **Passing the football.**

Once the grip has been completed, have your partner do the same with passing. Before the passer begins, the recorder should inform them what they are looking for with each pass. The passer should then throw towards the target 10 times.

- |   |     |    |
|---|-----|----|
| 1. Standing sideways towards target           | YES | NO |
| 2. Non-throwing shoulder is aimed at target.  | YES | NO |
| 3. Step with opposite foot towards target.    | YES | NO |
| 4. Throwing arm brought to head level.        | YES | NO |
| 5. Throwing arm followed through across body. | YES | NO |

Number of times passes hit target \_\_\_\_\_/10 attempts.

Number of times passes were a spiral \_\_\_\_\_/10 attempts.

Name: \_\_\_\_\_

### **Receiving Worksheet.**




1.) What are five steps involved in receiving a football? (5 pts)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

2.) What are three positions on a football team that may receive passes from the quarterback? (3 pts)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3.) In the spaces provided, draw each route we covered in class. (3 pts)

Post.	Slant.	Curl.
		

Bonus: Who is the all time leader in receptions in the NFL? ( 1 pt)

### **Journal Entries.**

Each day, you will be required to write one paragraph in your journals. This paragraph will be over a lead up question given to you at the end of class. Also in your journal, you must record the number of steps that you completed on your digi-walkers.

Day 1. Date:\_\_\_\_\_

Number of Steps:\_\_\_\_\_

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Day 2. Date:\_\_\_\_\_

Number of Steps:\_\_\_\_\_

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Day 3. Date:\_\_\_\_\_

Number of Steps:\_\_\_\_\_

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Day 4. Date:\_\_\_\_\_

Number of Steps:\_\_\_\_\_

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Day 5. Date:\_\_\_\_\_

Number of Steps:\_\_\_\_\_

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Day 6 Date:\_\_\_\_\_

Number of Steps:\_\_\_\_\_

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Day 7. Date:\_\_\_\_\_

Number of Steps:\_\_\_\_\_

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Day 8. Date:\_\_\_\_\_

Number of Steps:\_\_\_\_\_

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Day 9. Date:\_\_\_\_\_

Number of Steps:\_\_\_\_\_

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Day 10. Date:\_\_\_\_\_

Number of Steps:\_\_\_\_\_

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Day 11. Date:\_\_\_\_\_

Number of Steps:\_\_\_\_\_

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Day 12. Date:\_\_\_\_\_

Number of Steps:\_\_\_\_\_

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Questions of each day of journal entries.

Day 1: What did you notice about how heart rate during interval training? What benefits of interval training have on your fitness levels?

Day 2: What routes did we discuss in class today? Give a brief explanation of each one covered.

Day 3: What is the difference between muscular strength and muscular endurance? Explain some activities when each is used.

Day 4: What activities do you plan on doing this weekend that will enhance your fitness levels?

Day 5: During pass for points activity what did you do to try and motivate and encourage your teammates to do well?

Day 6: Briefly list and explain the key offensive skills we have covered in class (include passing, receiving, and running strategies).

Day 7: Explain the steps involved in intercepting a pass on defense and how to properly execute this skill.

Day 8: What is the difference between man to man coverage and zone coverage? Why is it important to use communication skills with the zone coverage?

Day 9: What did you learn about long distance running today? Why is it important to pace yourself?

Day 10: What did you do in the flag football tournament today to motivate your teammates?

Day 11: List some strategies that your team plans on using to win the flag football tournament.

**Name:**

**Date:**

**Pacing and Cardio Respiratory Activity**

1. What is your personal target heart rate for 10 seconds? \_\_\_\_\_
2. What is your goal for the mile run? \_\_\_\_\_
3. Based on this goal, what should your time be for (see chart below for help).

1 Lap \_\_\_\_\_

1/2 Lap \_\_\_\_\_

4. Record the following information as you go through today's activity:

<b><u>Lap Number</u></b>	<b><u>Time</u></b>	<b><u>Pulse for 10 Seconds</u></b>
Lap #1	_____	_____
Lap #2	_____	_____
Lap #3	_____	_____
Lap #4	_____	_____
Lap #5	_____	_____

**Lap/Time Chart**

<b><u>Mile Time</u></b>	<b><u>1/2 Lap Time</u></b>	<b><u>1 Lap</u></b>
<b>5:00</b>	<b>:38</b>	<b>1:15</b>
<b>5:30</b>	<b>:41</b>	<b>:1:23</b>
<b>6:00</b>	<b>:45</b>	<b>1:37</b>
<b>6:30</b>	<b>:48</b>	<b>1:37</b>
<b>7:00</b>	<b>:52</b>	<b>1:45</b>
<b>7:30</b>	<b>:56</b>	<b>1:56</b>
<b>8:00</b>	<b>1:00</b>	<b>2:00</b>
<b>8:30</b>	<b>1:03</b>	<b>2:07</b>
<b>9:00</b>	<b>1:07</b>	<b>2:15</b>
<b>9:30</b>	<b>1:11</b>	<b>2:22</b>
<b>10:00</b>	<b>1:15</b>	<b>2:30</b>
<b>10:30</b>	<b>1:19</b>	<b>2:37</b>

Name: \_\_\_\_\_

### **Football Unit Exam.**

Multiple Choice. Circle the correct answer. ( 2pts each)

- 1.) In what year was football invented and the rules and regulations formalized?
  - A. 1902
  - B. 1836
  - C. 1889
  - D. 1920
  
- 2.) How many points is a touchdown worth?
  - A. 7 points
  - B. 6 points
  - C. 3 points
  - D. 1 point.
  
- 3.) How many points is a field goal worth?
  - A. 6 points
  - B. 2 points
  - C. 3 points
  - D. 1 point
  
- 4.) How many players are on the field for each team during game play?
  - A. 7
  - B. 9
  - C. 10
  - D. 11
  
- 5.) What is the name of the position that snaps the ball to the quarterback?
  - A. Tight End.
  - B. Safety
  - C. Center
  - D. Linebacker.
  
- 6.) A football field is \_\_\_\_\_ yards long.
  - A. 100
  - B. 75
  - C. 50
  - D. 110

True False. Circle true or false. ( 2pts each).

- |   |      |        |
|---|------|--------|
| 7.) In order to score a “safety” you must be on offense.    | True | False. |
| 8.) A football field is 50 yards wide.                      | True | False  |
| 9.) It is legal to block a player in the back.              | True | False  |
| 10.) A point after attempt is worth 1 point.                | True | False  |
| 11.) A coin toss is done to decide who gets the ball first. | True | False  |

Short Answer. Must use complete sentences and detail.

Explain two strategies used in football to score points on offense. (4 points)

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Explain penalties that a defense player may receive, include the name of the penalty and also what occurs when the penalty happens. (4 points)

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What are the steps involved in throwing a football ( 2 points)

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What are the names of the routes we discuss in class? Give a description of each (3 points)

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Bonus: Who won the Super Bowl this year? ( 1 point) \_\_\_\_\_

Who won the National Championship in college this year? (1 point) \_\_\_\_\_

# Technology.

The technology that is used during this unit plan is very simple to implement. I have chosen to show a video for the first activity to lead into flag football. This video is a video that talks about the history, rules, and regulations of football. This is done to try and motivate the students to gain an understanding of where the game came from and how it has been played.

I have also decided to use a power point presentation. This is done so that the students will be able to have some information that they will be able to study prior to the exam. I think it is important for them to understand why they are learning these skills as well as being able to complete the skills.

The main source of technology used for this unit are digi walkers. These pedometers will allow the teacher to see exactly how many steps each student is getting during the class. It is way to tell how active the students are and if more engagement time is need. The more steps the students get, the more active they will become. This is also a way to motivate the students to continue moving at all times.

# Resources.

**Interval Workout.**

### **Purpose of Activity:**

To learn how interval training works by having students perform activities that involve alternating short bursts of high intensity with lower intensity activities.

### **Description of Idea**

After warming up your class adequately (move them first to get muscles warm, then lead through appropriate exercise), lead your students through the interval workout. The number of seconds for each activity may be varied depending on the fitness level of the group. After students complete the activity make a task card for them so they can work with a partner of similar fitness level and work independently. This will help develop student self responsibility. The workout proceeds as follows:

1. Sprint 30 seconds, Walk briskly 60 secs. to recover
2. Tuck Jumps for height for 30 seconds (tuck knees to chest, land with bend in knees), Walk briskly 60 secs. to recover
3. Push-ups for 30 seconds, Walk briskly 60 secs.
4. High Knee Sprint for 30 seconds, Walk briskly 60 secs.
5. Wall Push-up 30 seconds (bend elbows, keep body straight), Walk briskly 60 secs.
6. Sprint 30 seconds, Walk briskly 60 secs. to recover
7. Grapevine sprint 30 seconds (keep shoulder pointing forward), Walk briskly 60 secs.
8. Alternating Lunges 30 seconds (make sure knees do not go past toes), Walk briskly 60 secs.
9. High Knee Skipping 30 seconds, Walk briskly 60 secs.
10. Crunches for 30 seconds, **WALK to cool down**
11. Stretch all muscle groups

### **Continuous Relays.**

### Purpose of Activity:

Students will understand (1) that the daily activities they perform on a regular basis fit in the activity pyramid under different *types* of exercises; (2) that the *frequency* of each exercise are to be done a specific number of times per week; and (3) the differences between the many types of exercises related to each component of physical fitness.

### Equipment Needed

- Pyramid Cards (one for each team, see attached).
- Exercise cards (each card lists one exercise or daily activities, i.e. walk the dog; weight lifting).
- Music (fun and continuous)
- Each team needs one step, one jump rope, one carpet square.

### Procedure

1. Students are in groups of four.

→△ ♀ #1 jumping rope  
↓

♀ #2 curl-ups or push-ups or crab dips  
↓

↑ ♀ #3 Aerobic step (the team motivator)  
♀ #4 ←runner

Three of the students in each line perform a designated exercise while the fourth student runs (3 lengths of the gym) first to the jump rope team mate/at a line at the opposite end of the gym, back to the stepper and then back to the jump rope team mate, where there is an exercise pyramid sheet and exercise cards. Once the runner has reached the end line, he/she picks one activity card and places it on the corresponding category (Example: the activity card showing someone riding a bike would be placed on the lifetime fitness category session on the pyramid). After finishing this task, the runner high fives the number one student who is jumping rope and then takes his/her place. The #1 student then runs to the #2 student who is performing curl-ups and high fives the number two student and then takes his/her place. Then the #2 student runs to the #3 student who is performing an aerobic basic step, high fives him/her and then takes his/her place. Then the #3 student runs to the pyramid to start the relay over again. Continue.

## **Muscle Hustle.**



**Purpose of Activity:**

Students will understand the definition of muscular strength and endurance by participating in several circuit activities that involve these components.

**Equipment Needed**

- Muscle Hustle station signs (listing a sport, skill, or activity that requires muscular strength or endurance; see sidebar)
- Equipment needed for stations: volleyball, soccer ball, basketball, or the like
- Cones
- Segmented music tape (optional)

**Procedure**

1. Divide students into small groups and have each group go to a station.
2. Signal students to perform the activity on their station's Muscle Hustle sign for 30 seconds.
3. Stop and ask students to try to guess if the exercise is developing MS or ME.
3. Have students rotate from station to station.
4. Continue as long as desired.

**X Marks the Spots.**

**Purpose of Activity.**

Students will understand what happens when intensity levels are varied by participating in a warm-up, X Marks the Spot game, and a cool down.

**Equipment Needed**

25-30 poly spots  
30-36 pieces of treasure  
CD  
CD player  
Flags for each student

**Procedure**

1. Have each student grab a flag and tuck into a pocket
2. Start warm-up activity – lasts about 1 minute
3. Split the class into groups of 4 by flag color and pick an X
4. Game starts when music starts
5. There are 6 objects in the middle of each X
6. Students will take 1 object at a time back to their location
7. Students can take objects from other people – can not carry more than one object at a time
8. Game is re-set when 1 person has 3 objects at their home base
9. After 2 minutes increase the distance between spots
10. Cool down game of tag – until heart rates start to drop

**Cardio Respiratory and Pacing.**

**Purpose of Activity:** To have students understand how to pace themselves when running and to learn how heart rate relates to that.

### **Description of Idea**

After taking students outside to the track tell them they are going to work on pacing for the mile run. At the same time they will be taking their pulse rate a lot so make sure you have covered this and students have practiced previously.

Hand out the clip boards with the following worksheet attached. The students will be taking 5 laps for this activity and the worksheet should be filled out in the correct spaces after each lap.

### **Three Position Pass Patterns.**

**Purpose of Activity:**

To familiarize the students with the roles of the quarterback, center, and receivers on a football team and the different pass patterns.

**Equipment Needed:** One football and 2 cones for every 3 students.

**Description of Idea**

1. Have the students divide themselves (or the teacher may) into groups of 3. Set one cone in front of them and the other cone about 10-12 yards ahead of that.
2. One student will be the center who will stand at the cone. The receiver will stand about 2-3 feet beside the center. The quarterback should be in ready position about 1-2 feet behind the center.
3. Upon snapping the ball back to the quarterback from the center, the receiver will sprint out to the cone and curl around it and in to receive a pass (5 yard curl).
4. The students should rotate positions within their groups so each student has an opportunity at each position.
5. Once through a full rotation, the groups can then use different pass patterns such as 5 yard out, 8 yard post, streak, and 5 yard smash (receiver runs up the field then faces the quarterback and side shuffles facing the quarterback). When doing this, make sure that the quarterback is calling out the pattern the receiver is to run.

**Pass For Points.****Purpose of Activity:**

To teach students offensive and defensive strategies in flag football and work on passing, catching, and defending.

**Equipment Needed:** Pinnies and a football per 2 teams, cones to mark field

### **Description of Idea**

Divide a standard field from sideline to sideline into 4 sections each approximately 10-15 yards long. Make them wide enough to accommodate the team sizes. Two teams will play on one of these fields, so if you want 4 teams you will need to make 2 fields, or 6 teams needs 3 fields, etc. You should have no fewer than 5 on a team. Differentiate the 2 teams using pinnies or the like.

One team starts as the offense, the other as defense. The object is for the offense to complete passes to receivers for points. The offense gets 4 downs with the ball regardless of what happens (i.e. an incompletion, completion, or interception). Designate the line of cones marking the "inside" of the first zone as the line of scrimmage. EVERY down will start from here, again, regardless of what happens. The other end of this first zone is just to mark out-of-bounds. The second, third, and fourth zones are worth 1, 2 and 3 points respectively. A pass to a teammate completed in one of these zones receives that many points. An incompletion is worth 0 points, and an interception is worth 1 point for the defending team. After the offense has used their 4 downs (remember, no first downs achieved in this game), the teams switch roles. Remind them to keep track of total points.

During the activity make sure to talk and demonstrate to students the proper strategies involved. For example, if they are playing against a zone defense, they should overload a zone or if it's not zone, to run crossing patterns or possibly set screens to get someone open.

### **Football Bingo.**

**Purpose of Activity:**

To help develop the football skills of passing, hiking, catching, and dodging.

**Materials Needed:** 10-14 hula hoops, 10-14 footballs (soft ones are best), Jerseys for partners, optional, 8-10 cones to designate outside play area

**Description of Idea**

1. SET-UP: Hoops are scattered about the play area with 1 football in each hoop; partners (seated) by their hula hoop.

\*Size of play area may vary, depending on age, size, and ability of the group.

2. Gather the students in a group and review the game "Bingo".

3. On signal (to begin), all players move around the play area, grabbing footballs (one at a time) from other hoops (not their own) and return it to their own hoop. The ball should be carried properly; tucked under the arm. Players are not allowed to "guard" the football(s) in their hoop.

First team to get 3 (or 4 if you wish for the game to last longer) footballs in their hoop yell "Bingo" and game is over.

**Variations:**

a. "Pass and Catch Bingo" - 1 partner stays in the hoop as the receiver. The other partner is the quarterback, who runs around the playing area to get a football. The ball is passed back to their partner (the receiver). If the ball is caught by the receiver, who must have 1 foot in the hoop, they get to keep the ball in their hoop. If the ball is not caught, they must put it back from the hula hoop they took it from, then continue until 3 balls are caught and placed in their hoop.

b. "Pass and Catch Bingo" - partners switch places.

c. "Hike It Bingo" - hoops are still in the play area. Spots are placed randomly around the outside boundary. Partners keep their hoop as their "home", but game begins with partners and 1 football on one of the spots. On signal to begin, 1 partner hikes the ball to their quarterback. The hiker runs to their hoop and tries to catch the pass. If they catch it, they keep the ball in their hoop. If not, they can go to anyone else's hoop, take a ball, race back to their starting spot, and begin again with the hike. Each time, they must remember to switch "jobs."

**21 Football.**

**Purpose of Activity:** To practice catching and throwing while being defended and defending areas of a field.

**Organization:** Two teams of 3-4 on their own field.

### **Description of Idea**

The object of the game is for teams to score 21 points by completing passes in different areas of the field. You will need a rectangular shaped field (about the size of a basketball court) with zones marked lengthwise by cones (see diagram) for every two teams. One team begins on the line of scrimmage and attempts to complete a pass within a zone to score points. The teams switch from offense to defense after every 4 passes. All players must stay within the field. The defending team will cover the offensive team players to hold them to as few points as possible. The quarterback must stand behind the line of scrimmage. Points are scored for a catch at certain positions on the field, and are determined by the zone in which the ball is caught, not where the player runs.

### **Scoring**

- One point for a completed pass from the line of scrimmage to the first line.
- Two points for a completed pass between the first and second lines.
- Three points for a completed pass in the end zone.
- No points are scored for an incomplete pass.
- Three points scored by defensive team for an interception.
- A catch right on the line will count the lesser point score.

**Circle Group Passing:** Students will be in groups of six. Five students will make a circle around one peer that is in the middle. The students on the outside of the circle will pass the ball to the partner in the middle, they will quickly pass the football to another partner. The student in the middle stays in the middle until he has received a pass from everyone and has passed the ball to each student.

**Leader Stretches.** Assign 6-10 students to be a leader. Each leader will receive a note card. This note card will have either one stretch, with explanation of how to do it and also what muscle it is going to stretch. They will be in charge of leading that stretch during class and explaining the importance of flexibility to our health. For an extra challenge the teacher could make the stretches be plyometric exercises (such as lunges, karaoke, high knees, backwards run.)

**Modified Game of 5 on 5:** This is the first time many students have played flag football. To ensure safety this game will be a lead up game for future full length games. There should be one quarterback, one running back, two receives, and a center on offense. The defense is only allowed to rush one player, and they must wait at least six seconds. The other four on defense should be covering a receiver using the skills previously taught to them in class.