Unit 04: Flag Football

Content Area: **Physical Education**
Course(s): **Physical Education**
Time Period: **Week 11**
Length: **4 Weeks**
Status: **Published**

Unit Overview

During this unit, the students will practice throwing and catching a football utilizing proper techniques. Students will play lead-up games to flag football to help them develop/understand the skills and rules. By the conclusion of the unit, students will play cooperatively, demonstrating appropriate skills in a game of flag football.

Standards

HPE.2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE.2.5.4.A.CS1	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
HPE.2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
HPE.2.5.4.B.CS1	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
HPE.2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
HPE.2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
HPE.2.5.4.C.CS1	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

Essential Questions

1. Why are skills and game knowledge important to participation in flag football?

2. Why is it important to practice fundamental flag football skills?

3. What are the characteristics of good sportsmanship?

Application of Knowledge and Skills...

Students will know that...

- 1. basic football terms: football, laces, point, spiral, fingers pads, short pass, long pass, follow-through, block, punt, touchdown, complete pass, incomplete pass.
- 2. that teamwork and sportsmanship are important components of a flag football game.
- 3. that flag football skills include punting, catching, running, and passing.
- 4. that the rules and regulations of the game enhance player safety.

Students will be skilled at...

- A. Describe proper throwing technique (fingers on laces, ball by ear, follow-through).
- B. Demonstrate dodging and fleeing from opponents.
- C. Explain the proper technique for appropriate spacing to enhance teamwork.
- D. Apply flag football skills in game play.

Assessments

Football IQ
Diagnostic: Instructional/Assessment Focus
Students will accurately identify football equipment and rules of the game through the use of pictures cards.
2.5.4.A.1
2.5.4.B.1

Partner Passing
Formative: Other visual assessments
Students will display proper grips and techniques to pass and to catch a football. A performance rubric will be utilized for scoring.
2.5.4.A.1
2.5.4.A.2

Four-Team Ultimate Football
Formative: Exhibition
Using a checklist, students will be assessed on offensive and defensive spacing and the rules of a flag football games .
2.5.4.A.1
2.5.4.B.1
2.5.4.C.1
2.5.4.C.2

Football Game

Summative: Other visual assessments
Students will play a game of flag football and will demonstrate athletic skills, teamwork, safety skills, and knowledge of the rules of the game. The assessment will be completed through the use of a performance rubric.
2.5.4.A.1
2.5.4.A.2
2.5.4.B.1
2.5.4.C.1
2.5.4.C.2

Activities

- Touchdown Relay: Students will participate in a touchdown relay race. Students will throw short or long passes down the field to score a touchdown.
- Flag Tag: Students play flag tag by grabbing as many flags as possible in a specified time limit.
- Super Bowl Game: Students will be divided into two teams . They will complete passes or run for a touchdown to score points.

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:

    - Students will be given one-on-one instruction, will be paired with similarly-skilled classmates, and/or will have distances reduced.
    - Modified equipment - ball size

Differentiation for ELL's:

- General modifications may include:
    - Integrate activities into thematic units

    - tap the student's prior knowledge and experience, which may be different from other students in the class
    - teach learning strategies and scaffold complex texts
    - organize students into a variety of learning groups
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: football, laces, point, spiral, fingers pads, short pass, long pass, follow-through, block, punt, touchdown, complete pass, incomplete pass

Differentiation to extend learning for gifted students may include:

- Students will be given one-on-one instruction, will be paired with similarly-skilled classmates, and/or will have distances reduced.
- Modified equipment - ball size

Integrated/Cross-Disciplinary Instruction

21st Century Skills: Collaboration; teamwork

Resources

- Ready to use, P.E. Activities, Joanne M. Landy and Maxwell J. Landy, Parker Publishing Company, 1992
- www.pecentral.com
- www.teachphysed.com
- Awesome Elementary School Physical Education Activities, Cliff Carnes, 1983
- Elementary P.E. Teacher's Survival Guide, Jeff Carpenter & Diane Tunnell, Parker Publishing Company, 1994
- Footballs
- Cones
- Markers and pinneys

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when

	it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.