# Flag Football

Content Area: **Health & Phys Ed**
Course(s): **Physical Education 9-12**
Time Period: **Semester 1 & 2**
Length: **3 weeks**
Status: **Published**

## Standards

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| 2.1.12.EH.1 | Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle. |
| 2.2.12.MSC.1 | Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball). |
| 2.2.12.MSC.2 | Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. |
| 2.2.12.MSC.3 | Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness). |
| 2.2.12.MSC.4 | Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. |
| 2.2.12.MSC.5 | Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment. |
| 2.2.12.PF.1 | Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime. |
| 2.2.12.PF.2 | Respect and appreciate all levels of ability and encourage with care during all physical activities. |
| 2.2.12.PF.3 | Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness. |
| 2.2.12.PF.4 | Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants). |
| 2.2.12.PF.5 | Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities. |
| 2.2.12.LF.1 | Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. |
| 2.2.12.LF.2 | Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. |
| 2.2.12.LF.3 | Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime. |
| 2.2.12.LF.4 | Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. |
| 2.2.12.LF.5 | Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new). |
| 2.2.12.LF.8 | Identify personal and community resources to explore career options related to physical |

activity and health.

## Enduring Understanding

**1**. Understanding the History and Rules of Football can make the experience both enjoyable and successful. **HE.9-12.2.2.12.MSC - Movement Skills and Concepts- [Core Idea]** - *Advanced technique and concepts will elevate student's confidence,performance, skills, and participation in physical activity (e.g., games, sports,aerobics, fitness activities).*

**2**. The students will understand and utilize offensive strategies, running pass routes, executing a forward and lateral pass, and guarding in game situations.**HE.9-12.2.2.12.MSC.2 -- [Core Idea]** - *The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.*

**3**. The students will understand and utilize defensive strategies, such as tagging (1 hand touch), man to man and zone concepts, in game situations. **HE.9-12.2.2.12.MSC.3 -- [Core Idea] -** *Individual and team execution requires interaction, respect, effort, and positive attitude.*

**4**. Football can provide an opportunity for personal enjoyment, personal challenge, self-expression, stress outlet, and social interactions. **HE.9-12.2.2.12.PF - Physical Fitness**- [Core Idea] - *Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.*

**5**. Football can contribute to overall fitness and lifetime physical activity by increasing cardiovascular/muscular endurance and muscular strength. **HE.9-12.2.2.12.LF5-** [Core Idea] - *Community resources can support a lifetime of wellness to self and family members*.

**HE.9-12.2.2.12.LF - Lifelong Fitness-** *[Core Idea] - Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in asafe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).*

## Essential Questions

1. How does football contribute to overall fitness and lifetime physical activity?
2. Why is teamwork an important component of football from an offensive and defensive perspective?
3. What are some teaching cues for passing, receiving, blocking and covering someone in football?
4. How are learning specific skill techniques imperative to one's success in football?
5. How will understanding the basic rules and strategies allow students to interact socially and communicate with peers?

## Knowledge and Skills

Performance expectations are:

- Describe how football contributes to overall fitness and lifetime fitness. **HE.9-12.2.2.12.LF**
- Describe the basic rules, origin and history of football. **HE.9-12.2.2.12.MSC**
- Learn and demonstrate basic skills associated with football. **HE.9-12.2.2.12.MSC.2**
- Understand and implement basic offensive and defensive positions and formations. **HE.9-12.2.2.12.PF**
- Develop proper safety procedures, team play and the ability to work well with others. **HE.9-12.2.2.12.MSC.3**

## Transfer Goals

1. Students will be able to independently transition to lifelong fitness activities through the engagement of team sports.

2. Students will be able to independently incorporate teamwork, work ethic, accountability, and character education into everyday living.

3. Students will be able to connect the communication skills utilized during a team activity and how they correlate with skills needed to communicate in the community.

## Resources

**Online Resources include:**

**PE Central is a web based physical education platform where educators collaborate and share lessons and ideas in order to unify and expand professional knowledge.**

**https://www.pecentral.org/**

**YouTube is a general resource in which educators have individual pages in addition to sport specific videos related to rules and skills associated with specific sports.**

**https://www.youtube.com/**

**NFL Flag is a site in which the focus is to develop proper playing technique and good habits including flag pulling, rushing, footwork, discipline and vision.**

**https://nflflag.com/**

## Assessments

https://docs.google.com/document/d/1BOAeClx7LL5zRF2pRuT3834ZpzSQUwwv/edit

## Modifications for Diverse Learners

https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENe/edit