

## Flag Football Learning Plan

Theme	Making a Difference
<p><b>Subject/Courses:</b> Flag Football/Physical Education</p> <p><b>Big Ideas of Unit</b> (What will students do and what will they learn?): Students will learn what skills are necessary to perform on a highly functioning team in the sport of Flag Football. TSWBAT demonstrate an understanding of the game of flag football by applying offensive and defensive concepts in a modified game.</p> <p><b>Driving Question:</b> Why would a free agent like to sign with your team? Why would it be important to communicate your team's financial responsibility as well as your team's ability to function as a unit to any possible prospect wanting to join your team?</p> <p><b>Supporting Questions (DOK levels):</b> What does a fully functional team look like? How can you become a better teammate? How do you budget your team's finances?</p> <p><b>K-12 Competencies</b> (from stage 2): <b>Competency 1</b> - Possessing basic manipulative, locomotor and non-locomotor skills a person can find success in a variety of different physical activities in an ever changing situation. <b>Competency 2</b> - A self-regulating person will be able to analyze and adjust tactics, strategies, and skills within dynamic environments to create highly skilled performances. <b>Competency 3</b> - Understanding the benefits of being a lifelong participation in meaningful activities can have a lasting effect on your body's health. <b>Competency 4</b> - In order to achieve team successes/ goals, one must self regulate when responding/cooperating with others that have a variety of different ability levels regardless of the setting. <b>Competency 5</b> - Physical education promotes a variety of opportunities that will not only provide health benefits, but will also provide personal growth, challenges, enjoyment, and/or interaction with peers. <b>Introduction to Career Clusters Unit C</b> - Make connections to entrepreneurship practices and financial literacy as it relates to the world of work.</p> <p><b>Grade Level Competencies</b> (from stage 2):</p> <ul style="list-style-type: none"><li>● I will be able to apply tactics and strategies to modified gameplay.</li><li>● I will be able to demonstrate basic manipulative, locomotor and nonlocomotor use these in varying</li></ul>	

and complex situations

- I will be able to demonstrate and apply advanced movement and game strategies in a changing environment
- I will assess one's self and others by identifying critical elements/learning cues for advanced movements skills
- I will develop the ability to identify and use basic offensive and defensive strategies
- I will demonstrate an understanding that every member of the group contributes to the success by bringing individual competencies of rules and/or skills that will affect the dynamic of gameplay.
- I will be able to coexist in a team
- I will be able to connect that individual development during drill development days will help build confidence with self that will transfer to gameplay.
- I will encouraging one another/ holding others accountable with in team goals
- Describe the characteristics exhibited by effective leadership roles in the workplace.
- Explain the importance of financial planning

**Essential Knowledge & Skills (from stage 1):**

- **Knowledge**
- Critical elements
- Knowing why they were not successful (cues)
- Knowing when to use certain skills and strategies
- Knowing your skill level
- Recognizing the skills levels of others
- When a person finds another person with common interests, they encourage each other to pursue and maintain physical growth.
- Knowing that growth takes place over time.
- **Skills**
- The ability to demonstrate manipulative skills in a game like setting.
- The ability to demonstrate locomotor and nonlocomotor skills in a game like setting.
- The ability to demonstrate the critical elements.
- -justify why they are using tactics and strategies
- -explain why they were successful
- -self- reflecting on performances/ tasks
- -demonstrate humility
- Recognize other people outside of one's social group in order to promote physical growth
- Hold themselves and others accountable
- Being open to new experiences

**21st Century Skills**(Intentionally Taught: Critical thinking, collaboration, self-management, etc.):  
Creativity and Innovation, Critical Thinking and Problem Solving, Collaboration and Teamwork, Communication, and Self Management

**Entry Event/ Hook(s): NEED CONSTRAINTS**

Students will watch a video highlighting highly functioning flag football teams from the past.  
Students will watch a highlight clip from the fall Expo

**Opportunity for Voice & Choice:**

Students will be able to develop their practice plans which they will use to practice on drill days. They will also get to choose their team name, create plays for their playbooks as well as design a motto for their teams. Students will be able to make decisions on ways to earn money for their team throughout the unit, and also different ways to spend money during the unit while maintaining a positive balance.

**Opportunity for Sustained Inquiry** (i.e, research, data analysis, etc.):

Students will look at drills that we have approved for the unit. Students will also be able to look at former students examples.

**Opportunity for Critique & Revision:**

Students will be given the opportunity to film their plays and drills and discuss their teams performance. Two days before the expo the students will perform a modified gallery walk, and then have a day to implement any of the critiques given.

**Opportunity for Reflection** (i.e., journals, focus groups, surveys, fishbowl, etc.):

Students will have the opportunity to practice drills as well as having five minutes of team talk every day to discuss their practice plans. Students will complete a self-reflection at the end of the unit.

**Product/Performance (Authentic Audience:** individual and team):

The final product will be the Team Folders that include Work Plans, Playbooks, Schedules, Rules, Stats and Player Profiles. Also, the teams will present “Why someone would join their team?” to an Audience that will consist of the teams within the class as well as “Free Agents” (Guests that we will ask to come and make a decision on what team they would like to join)

**Career Connections:**

Coaches, Statisticians, Officials, Publishers, Artists, Athletes, Trainers, **Accountant**

**Extensions:**

Students can video tape their plays and scrimmages to analyze and evaluate their game tape.

**Sequence of Learning**

**Suggestions: Outline your 1-3 week mini PBL unit.**

<b>Weeks 1</b>	Students in week 1 will be mostly be planning to help set the foundation for the whole unit. Beginning of this week the students will discuss their roles and responsibilities. The
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	teams will then watch drill videos and discuss with their coaches what drills they want to include in their practice plans. By the end of the week the teams will then perform this drills on their designated practice days. The students will also be able to explain how to earn money and spend money throughout the unit. Students will also learn how to write checks and develop a financial spreadsheet.
<b>Weeks 2</b>	<p>Students in week 2 will begin to shift from individual performed drills to team performed drills. The students will begin performing route trees which will introduce the center position. The students will then progress to Poly Spot plays where they look down at a poly spot and run what play their QB calls. By the end of the week students will develop their own playbooks for their teams to perform. They will end the week having scrimmage days.</p> <p>As teams progress at different rates, they may “rent” a field to scrimmage another team. Students will make checks out to SMS PE, and then be granted the modified scrimmage to work on refining their playbooks.</p>
<b>Weeks 3</b>	<p>Students in week 3 will start the week in gameplay in their tournaments. Coaches will help call the plays for their teams. Managers will keep the team’s schedules and ensure they are at the correct field. The statisticians will record stats as these games are played. The publicist will be recording gameplay and finishing up their team’s poster. By the end of the week students will work on their presentations and folders for the “Free Agent Expo”.</p> <p>If games are tied or a team is down by one point, they may pay the other team \$3 for an one extra play. This encouraged students to budget, problem solve, and have discussion on the team’s financial state, and what their “go to” play is.</p>

### Daily Lesson Plan Outline

#### **Day 1: Entry Event/Work Plans**

**LI:** We will learn what roles and jobs that are necessary to be a highly functional team.

**SC:** Students will successfully assign roles and will watch all mandatory videos.

**Entry Event:** Highlights from Years Past and PowerPoint

**Class:** Students will watch a video highlighting a highly functioning football team. Students designate roles and team names among one another. Students then will begin their team’s work/practice plan for the upcoming days. Students will be learn how to earn money, spend money and write checks throughout the unit. Each team was granted \$10, and each team must pick at least 3 drills to do out of the five to choose from.

**Equipment:** Chromebooks, Pencils,

**Handouts/Rubrics:** Team Role Sheet, Work Plans,

## **Day 2: Practice/Work Plans**

**LI:** We will learn a variety of drills of skills used in flag football.

**SC:** Students will finish their work plans for tackling/handoffs using at least 3 of the drill videos given.

**Class:** Students continue to work on their work/practice plan. They will review videos and drills that contain fundamental skills used in flag football. Once the teams are finished with their work plans they may begin to practice in their designated practice fields, **but they must first have a correctly written check to hand the teacher to leave the gym. Students were also taught how to write a check.**

**Coaches Meeting** Check In

**Accountant Meeting** - given folders with their checkbooks and check registries attached

**Equipment:** Chromebook, 16 Flags, 4 Big Cones, 4 Dome Cones, One Football, One Poly Spot (Per Group), **accountant folders with checkbook and check registries attached.**

**Handouts/Rubrics:** Work Plans, team checkbooks, and financial spreadsheet

## **Day 3: Check Review & Day 2 Drill Prep and Perform**

**LI:** We will learn how to consistently and accurately throw a forward pass using a football.

**SC:** Through watching and practicing we will be able to implement and recall 3 of the 4 critical elements used in a forward pass.

**Coaches Meeting-** Discussing Work Plans and Expectations

**Equipment Managers-** Organizing buckets to go outside and Assign Fields

**Class:** A jump start was assigned to the students where they were to read the scenario on the board and write the corresponding check correctly. Students will begin watching the instructional videos and drills for throwing and catching. Once the students have completed their practice plans, and have a correctly written check, they may exit the gym and begin to execute their designed practice plans.

**Equipment:** Chromebook, 16 Flags, 4 Big Cones, 4 Dome Cones, One Football, One Poly Spot (Per Group)

**Handouts/Rubrics:** Work Plans, **writing checks**

## **Day 4: Pass Patterns & Balancing Checkbooks**

**LI:** We will learn a variety of receiving routes that are used in the game of football.

**SC:** Students will successfully run an in,out, slant, hook in and hook out when asked.

**Coaches Meeting** Discussing Work Plans and Expectations

**Equipment Managers** Organizing buckets to go outside and Assign Fields

**Class:** Students will have a quick review on how to properly write a check, and then have a master lesson on how to balance a checkbook. The accountants will have their first deposit initialed by one of the teachers. Students will practice communicating plays and snap cadence as a team. The students will run one or two of the receiver routes shown on the poly spot. They will communicate by telling their receivers the number and releasing based off of an activation signal.

**Equipment:** 16 Flags, 4 Big Cones, 4 Dome Cones, One Football, Three Poly Spots with different plays on them (Per Group)

**Handouts/Rubrics:** Route Tree Sheet,

### **Day 5: Poly Spot Plays and Begin Playbooks**

**LI:** We will learn how to create football playbooks.

**SC:** Students will successfully run Reese's pieces and create plays to use during gameplay.

**Coaches Meeting** Discuss flow of drills

**Equipment Managers** Organizing buckets to go outside and Assign Fields

**Class:** Students will practice communicating plays and snap cadence as a team. The students will run one or two of the receiver routes shown on the poly spot. They will communicate by telling their receivers the number and releasing based off of an activation signal. **Once all team members have had a chance to play all positions twice, the teams will then transition back inside to work on creating their playbooks.**

**Equipment:** 16 Flags, 4 Big Cones, 4 Dome Cones, One Football, Three Poly Spots with different plays on them (Per Group), blank playbooks

**Handouts/Rubrics:** Playbooks

### **Day 6: Refine and Practice Playbooks**

**LI:** We will learn how to adjust plays depending on situations and personnel.

**SC:** Students will be able to run at least 3-5 plays without looking at their playbooks.

**Equipment Managers** Organizing buckets to go outside and Assign Fields

**Accountants:** Make a deposit

**Class:** A video of past fully functioning teams will be viewed to help relay the importance of helping and teaching of the plays within the playbook. Teams will transition outside and practice and refine their plays as needed. **If two teams feel they are ready then they can pay SMS PE \$2 each via check to scrimmage one another.**

**Equipment:** 16 Flags, 4 Big Cones, 4 Dome Cones, One Football, One Poly Spot (Per Group), Highly functioning playbook teams video

**Handouts/Rubrics:**

### **Day 7: Scrimmage and Review**

**LI:** We will learn the fundamentals rules of flag football.

**SC:** Students will be able to successfully line up on sides and leave on the snap of the football.

**Coaches Meeting** Discussing Work Plans

**Equipment Managers** Organizing buckets to go outside and Assign Fields

**Class:** Students will play in a modified game of flag football with basic rules such as boundaries, possessions, and etc. At the end of class students will have the opportunity to reflect and work on playbooks.

**Equipment:** 16 Flags, 4 Big Cones, One Football, One Poly Spot (Per Group)

**Handouts/Rubrics:** Playbooks and Rules Sheet

### **Day 8: Scrimmage**

**LI:** We will learn the fundamentals rules of flag football.

**SC:** Students will be able to successfully line up on sides and leave on the snap of the football.

**Coaches Meeting** Discuss rules and Expectations to give to your teammates.

**Equipment Managers** Organizing buckets to go outside and Handout Schedules

**Statistician Meeting:** Stat sheet will be explained, and how to run the post game stat meeting after each round of game play.

**Class:** **Class:** Teams will be practice and be introduced to the timed rounds and how to keep track of stats. They must also write a check out to SMS PE for a \$5 field maintenance fee for the painting of the field lines. Students will play in a modified game of flag football with basic rules such as boundaries, possessions, and etc. At the end of class students will have the opportunity to reflect and work on playbooks.

**Equipment:** 16 Flags, 4 Big Cones, One Football, One Poly Spot (Per Group)

**Handouts/Rubrics:** Playbooks and Rules Sheet Students will play in a modified game of flag football with basic rules such as boundaries, possessions, and etc. At the end of class students will have the opportunity to reflect and work on playbooks.

**Equipment:** 16 Flags, 4 Big Cones, One Football, One Poly Spot (Per Group)

**Handouts/Rubrics:** Playbooks, Rules Sheet, Stats Sheet

### **Day 9-10: Tournament**

**LI:** We will learn the rules of flag football as well as how to read a tournament schedule.

**SC:** Students will be able successfully play games and implement rules with little to no teacher assistance.

**Sticians:** Teach Sticians how to use the stat sheets

**Equipment Managers:** Organizing buckets to go outside and tournament schedule

**Class:** Students will play in multiple games of flag football following all rules discussed and posted in class. Statisticians will count all team's records and stats including wins, losses, touchdowns and tackles.

**Equipment:** 16 Flags, 4 Big Cones, 4 Dome Cones, One Football, One Poly Spot (Per Group)

**Handouts/Rubrics:** Playbooks, Rules Sheet, Tournament Schedule and Stat Sheets

### **Day 11-13: Prepare for Free Agency**

**LI:** We will begin to prepare our teams folders and presentations.

**SC:** Students will organize all materials needed for folders and begin on posters and highlight reels.

**Publicist Meeting:** Discuss the expectations for the Posters also discuss rubric for posters.

**Class:** Students will begin to create their team's folders and highlight reels for presentations. Publicist will finish creating posters and highlight reels.

**Equipment:** Chromebooks, Posters, Markers, Ipads, Folders (Per Group)

**Handouts/Rubrics:** Flag Football Rubric, Work Plans, Playbooks, Rules Sheet, Tournament Schedule and Stat Sheets, food for thought materials list

## **Day 14: Free Agency Expo**

**LI:** We will present our final product to a variety of individuals in hopes they choose our team in free agency.

**SC:** Students will be able to explain why my team was fully functioning and why someone would like to join.

**Class:** Students will present their team's product to multiple "Free Agents" in order to successfully persuade someone into joining their team. Guest will sign contract with the team they would like to join.

**Equipment:** Free Agents (Guests) Contracts

**Handouts/Rubrics:** Flag Football Rubric

**Resources:** Include all handouts, rubrics, etc. that students will need to complete your PBL unit. Also include any outside people or facilities, equipment, materials and community resources required for your unit.

TEAM NAME: \_\_\_\_\_

TEAM MEMBERS: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_

# Flag Football Rubric

<p>29-42 Mastering 15-28 Developing 1-14 Emerging</p>	<p><b>Emerging (1)</b></p> 	<p><b>Developing (2)</b></p> 	<p><b>Mastering (3)</b></p> 
<p><b>Team Folders Summative</b></p>			
<p>Work plans</p>	<p>Work Plans have one drill listed for each day.</p>	<p>Work Plans have at least 2 drills listed for each day.</p>	<p>Work Plans are fully completed with drills for each practice day.</p>
<p>Playbooks</p>	<p>Playbook is tough to follow. Playbook has at least one play for each member to run. No QB rotation listed. Activation signal is not listed</p>	<p>Playbook is somewhat easy to follow for teammates. Playbook has at least one pass or run play for each member to run QB. Some QB rotation listed</p>	<p>Playbook is organized and easy to follow. Playbook consist of at least two plays for each member to play QB.All QBs are listed in order. Activation signal is listed</p>
<p>Stat Sheets</p>	<p>Little to no stats are being recorded.</p>	<p>Stats are being kept somewhat consistently in all categories throughout gameplay.</p>	<p>All games and categories are accounted for by staticians and are totaled up.</p>
<p>Rules</p>	<p>Rule sheet is not present</p>		<p>All rules are present</p>
<p>Player Profiles</p>	<p>Little to no information is present for team members.</p>	<p>Some team members profiles are present.</p>	<p>All team members player profiles are finished and completed.</p>
<p>Financial Tracking Sheet</p>	<p>Financial sheet is missing important information such as balance. Does not accurately follow transactions</p>	<p>Financial Sheet is somewhat filled out. Missing information or information is not completed. Somewhat tracks transactions.</p>	<p>Financial Sheet is filled out correctly showing expenditures and current balance. Accurately tracks all transactions.</p>

TEAM NAME: \_\_\_\_\_

TEAM MEMBERS: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_

Organization	Folders are not organized and is missing elements	Folders are somewhat organized and contains most elements	Folders are organized and contains all elements.
<b>Presentation Formative</b>			
Creativity	Creation looks like everyone else's. Uses little no visuals to present.	Design is based on a new idea; however it incorporates parts from other ideas in class. Student has a poster or highlight reel of the team.	Creates ideas that are new, unique, and surprising. Students use poster and highlight reel of team.
Flexibility	Perceives or approaches the problem in from his/ own point of view.	Perceives or approaches the problem in a number of different ways  Willing to listen other's ideas; however does not incorporate those ideas into the final product.	Perceives or approaches the problem in a number of different ways by incorporating different points of views from other team members.
Commentary	Student does not speak about to the team name or why someone would want to join.	Student speaks to two of the following team name, team members, motto, or why someone would want to join their team. Is not accurate with description but speaks to it	Student accurately speaks to the team name, members, motto and why someone would want to join their team

TEAM NAME: \_\_\_\_\_

TEAM MEMBERS: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_

**Presentation Summative**

	<b>Emerging (1)</b> 	<b>Developing (2)</b> 	<b>Mastering (3)</b> 
<b>Organization</b>	Presentation is hard to read.	Presentation can be read with effort.	Presentation is neatly organized and can be read easily.
<b>Grammar</b>	There are more than five misspelled words.	There are three words misspelled.	No words are misspelled.
<b>Sales Pitch</b>	Sales pitch has one or none references to the product itself.	Sales pitch shows little energy and only relates to the product with two pieces of evidence on why they should purchase.	Sales pitch is creative and accurately relates to the product with three pieces of evidence on why they should purchase the product.
<b>Response to Audience Questions</b>	Does not answer audience questions	Answers some audience questions, but not clearly or completely	Answers audience questions clearly and completely
<b>Explanation of Ideas &amp; Information</b>	Uses inappropriate facts and irrelevant details to support main ideas	Chooses some facts and details that support main ideas, but there may not be enough, or some are irrelevant	Chooses appropriate facts and relevant, descriptive details to support main ideas and themes