Grade Seven Flag football

Unit Plan

Alan Levesque

**Overview**

This unit will familiarize students with the sport of football but without all the added hitting, and tackling involved. Flag football is a great way to change a sport to make it fit better into the safety procedures of a gym class. Flag football is so necessary as a unit to the Physical education curriculum because there really isn’t anything like throwing a football when it concerns other sports. The closest you can get is rugby and even then the differences are insurmountable. Do to this fact lots of the skills I will be keeping an eye out for within this unit will pertain to throwing and catching, as the other skills largely are based on loco motor skills and strategy. My hope throughout this unit is to help with the development of receiving, sending, and retaining skills while also teaching the students a little about footballs plays and tactics.

**Unit Schedule**

Grade: 7 Unit: Football Dates: March. 9th-24th

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| St | Lesson Title | GLO’s | SLO’s | Learning Activities | Assessment | Safety | Instructional Strategies | Equipment | Mot |
| Oct. 3rd | Passing & Catching | A | **A7-5**  **A7-6**  **A7-7** | Warm up  Passing and catching partner up & movements added | -Initial throwing and receiving grade | Head is always up watching around you, and no tackling is every permitted. | Teacher led | Footballs | This will introduce football rules, and the skills of passing and catching to the students. |
| Oct. 4th | Patterns | A | **A7-5**  **A7-2** | Warm up  Running patterns instruction and practice | General  Observation | Standard procedures | Teacher led | Footballs  Pinnies | This lesson will be emphasizing running patterns and how they influence football games. |
| Oct. 6th | Patterns review & running | A | **A7-2**  **A7-6**  **A7-7** | Warm up  Review  Running 3 man drill  5 on 5 football | General  Key questioning | Standard procedures | Teacher led | Footballs  Pinnies | This lesson will review running patterns and catching and throwing procedures before giving students some time to play football. |
| Oct. 13th | Football games | D  C | **D7-3**  **C7-5**  **D7-1** | Warm up  5 on 5 football | General | Standard procedures | Teacher led | Footballs  Pinnies | This lesson is meant to give students a class to work on their patterns before the final day of play. |
| Oct. 17th | Football games 2 | D  CA | **D7-3**  **C7-5**  **A7-5** | Warm up  Passing and catching drill  5 on 5 football  Review | Final throwing and receiving grade  Self evaluation | Standard procedures | Teacher led | Footballs  Pinnies | This is meant as an end day were the students get to spend the majority of the class playing and working on the taught skills. |
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| **Stage 1 – Desired Results** | |
| **Established Goals:**  Students will be apply and understand strategies that can enhance football play (patterns)  Students will refine their throwing, and receiving patterns and ability. | |
| **Understandings:**  *Students will understand that…*  Football is largely a game of strategy, which involves outsmarting the opposing team with the use of patterns and plays.  Football as with many sports is all about teamwork, and nothing can be accomplished without the effort and coordination of the team as a single unit. | **Essential Questions:**  How do patterns influence the way that football is played? |
| *Students will know…*  **C7-3** demonstrate etiquette and fair play  **C7-5** select and apply practices that contribute to teamwork  **C7-6** identify and demonstrate positive behaviours that show respect for self and others  **D7-3** identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions  **D7-1** participate regularly in, and identify the benefits of, an active lifestyle  HIGHLIGHTED ASSESSED IN GENERAL | *Students will be able to do…*  **A7-2** demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance  **A7-5** demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity  **A7-6** demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance  **A7-7** demonstrate activity-specific skills in a variety of environments and using various equipment; e.g., orienteering |

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| **Learning Outcomes** | **Assessments** | | | | |
| **Title** | **Self Evaluation** | **General Rubric** | **Skills** |  |
| **Type (Formative/Summative)** | **S** | **F/S** | **S** |  |
| **Weighting** | **40%** | **50%** | **10%** |  |
| **A7-2** demonstrate locomotor skills by using elements of body and space awareness, effort and relationships to improve personal performance | |  | ✔ |  |  |
| **A7-6** demonstrate manipulative skills by using elements of space awareness, effort and relationships, with and without objects, to improve performance | | ✔ | ✔ | ✔ |  |
| **A7-5** demonstrate ways to receive, retain and send an object with varying speeds and accuracy in skills specific to an activity | | ✔ | ✔ | ✔ |  |
| **A7-4** demonstrate nonlocomotor skills by using elements of body and space awareness, effort and relationships, to improve personal performance | |  | ✔ | ✔ |  |
| **C7-5** select and apply practices that contribute to teamwork | | ✔ | ✔ |  |  |
| **C7-3** demonstrate etiquette and fair play | | ✔ | ✔ |  |  |
| **C7-6** identify and demonstrate positive behaviours that show respect for self and others | | ✔ | ✔ |  |  |
| **A7-7** demonstrate activity-specific skills in a variety of environments and using various equipment; e.g., orienteering | |  | ✔ |  |  |
| **D7-1** participate regularly in, and identify the benefits of, an active lifestyle | |  | ✔ |  |  |
| **D7-3** identify, describe and follow the rules, routines and procedures for safety in a variety of activities in all dimensions | | ✔ | ✔ |  |  |

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| **Assessment Tool Overview** | | | | |
| **Assessment Tool Title** | **Brief Description** | For | AS | OF |
| Self Evaluation | After completing the football unit students will be given some time after class to engage with a football focused rubric in which they are able to assess themselves based on a variety of topics. This evaluation will be compared against the General rubric, which I will be filling out.  Students will be asked to think critically in regards to their performance on the categories present in the self-evaluation, and if I notice that students are not answering the questions truthfully I will simply engage in a small conversation, and allow them to possibly justify themselves. | ✔ | ✔ | ✔ |
| Football  Exam | At the end of the unit I will give the students a volleyball exam, which is meant not only to text their knowledge in regards to the rules and skills of the game but also in regards to some of the background history of the sport. |  |  | ✔ |
| General Rubric | The general rubric being used is a document, which I use to mark students in physical education, and is where I will evaluate the students based on what I observe within the classroom.  Rationale: I believe that this general rubric is a valuable tool to keep a constant within the grading system. The General rubric is very detailed, and can be looked at in different contexts depending on the unit, for as it concerns skill development, and cooperation and leadership the unit at hand will change how these areas of grading are looked at an evaluated. |  | ✔ | ✔ |
| Skills Sheet | A skills sheet which measures students in categories of varying skills including setting, bumping, and serving will be completed by groups of students in order that they are able to get an understanding of their skills and areas of strength but also areas of weakness that they may want to consider working on if they continue to pursue volleyball. | ✔ |  | ✔ |