

Flag Football Unit – Middle School

LESSON #7 – Regular Season Games

➤ Essential Knowledge (Objectives)

- Student will be able to demonstrate appropriate offensive and defensive strategies for all positions.
- Student will be able to demonstrate knowledge of game and class rules for modified flag football games.

➤ National Standards for Physical Education

- Standard 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

➤ Assessment Opportunities

- Teacher observations
- Student performance/demonstration of skills
- Game play performance rubric
- Written assessment for flag football

➤ Pre-Requisite Knowledge and Skills

- Position responsibilities and skills of the quarterback, center, and receiver
- Position responsibilities and skills of the corner, defensive linesperson, and safety
- Offensive and defensive strategies for each position
- Rules for game play

➤ Fitness Focus

- See the [Hamstring/Quad/Hip Flexor Drills](#) and [Push Up Hockey](#) activity in the Football and Fitness Mini Lessons and/or use other mini lessons

➤ Materials and Preparation

- 1 football for each game
- Large playing area divided into playing fields
- Cones to mark field
- One flag belt for each student – two colors, one for each team opposing one another
- Game play rubric
- Written flag football assessment (can be given during any of the “game” days)

Teacher note: You will need to decide how many days you wish to have students play games. You should provide multiple opportunities to assess game play. Also, make students aware of when the written assessment will be given.

► **Link (Activate Students' Prior Knowledge)**

Ask students about the rules for game play. Review from the previous class game play as needed.

Provide teams a few minutes to practice plays as a warm-up before game play begins.

► **Instruction**

Say to students: Today we will begin regular season game play. As class time allows, each team will play one another at least once over the next several class meetings. As you play, I will be assessing your game performance. I will be looking for evidence of your skill at each position; demonstration of knowledge of offensive and defensive strategies; and demonstration of knowledge of our game play and class rules. You will also have a written assessment for this unit that will be a combination of the learning objectives from each lesson.

Share the game play rubric and all previous rubrics with students to define expectations. Provide multiple opportunities for students to demonstrate.

Assign students into teams of four. Allow 10-15 minutes for teams to practice offensive plays. Remind students that everyone will play every position during game play. Let students know when the written assessment will be taken. Use the beginning and end of class periods preceding the written assessment for knowledge review opportunities.

► **Learning Activities (Application of Instruction)**

- Call for team representatives for the coin toss and assign game fields.
- Provide specific and descriptive feedback to assist students with skills, game play, and knowledge of rules.
- Assess students' game play performance.

► **Student Reflection (Connect to Essential Knowledge)**

- Ask each team to discuss what they did well during the game. Then have each team talk about areas for their team to improve upon.
- Ask students for any questions.
- Review game/class rules and game play with students as needed.
- Use the written assessment as a guide to review student knowledge.

► **Next Steps for Student Learning**

Provide students with Game Play Rubric feedback and Written Assessment feedback.

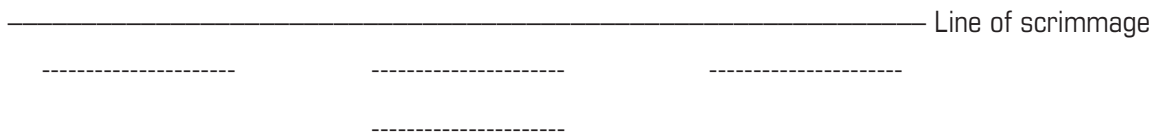
► **Assessments**

Game Play Rubric

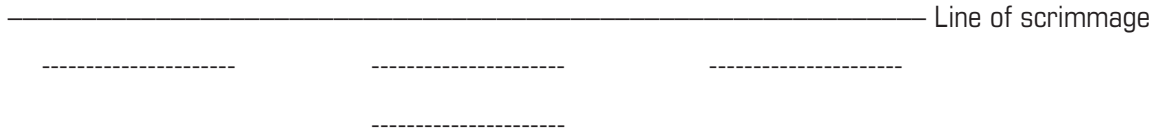
4.0	In addition to 3.0, in-depth inferences and applications that go beyond what were taught such as: <ul style="list-style-type: none"> • Evaluating game play/position effectiveness • Able to self correct and analyze their own play • Applying/analyzing/evaluating the play of others to choose/execute strategies • Applying/analyzing/evaluating the play of others to assist teammates with their play
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
3.0	The student demonstrates important skills and understanding such as: <ul style="list-style-type: none"> • Recognizing, recalling, and applying specific terminology such as: <ul style="list-style-type: none"> – Offensive positions and responsibilities on and off the ball – Defensive positions and responsibilities on and off the ball • Performing basic processes such as: <ul style="list-style-type: none"> – Scoring – Game play and class rules and associated penalties – The student exhibits no major errors or omissions.
2.5	No major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements.
2.0	No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing, recalling, and applying specific terminology such as: <ul style="list-style-type: none"> – Offensive positions and their responsibilities – Defensive positions and their responsibilities • Performing basic processes such as: <ul style="list-style-type: none"> – Distinguishing between responsibilities of each position <p>However, the student exhibits major errors or omissions with score 3.0</p>
1.5	Partial knowledge of the score 2.0 elements but major errors or omissions regarding the score 3.0 elements
1.0	With help, a partial understanding of some of the score 2.0 elements and some of the 3.0 elements
0.5	With help, a partial understanding of some of the score 2.0 elements, but not the score 3.0 elements
0.0	Even with help, no understanding or skill demonstrated

Written football Assessments

1. Label the **defensive** positions:



2. Label the **offensive** positions:



3. Label the pass patterns:



Mark a "T" if the statement is True. Mark an "F" if the statement is False. Provide a statement for each question that justifies why you marked true or false.

Example:

- F *A receiver decides what pass pattern to run for each play.*
Justification: *The quarterback decides what pass pattern the receiver runs for each play.*
4. The quarterback begins each play with the audible signal, "Down, Set, Hike."
Justification:
5. Moving to open spaces is a player-to-player defensive strategy.
Justification:
6. The center is an ineligible receiver.
Justification:
7. Both offensive and defensive players need to use speed and agility to play flag football.
Justification:
8. A fly or go pass pattern is a short distance pattern, taking 5-8 running steps forward.
Justification:
9. Defense counts aloud to "5 alligator" unless the ball crosses the line of scrimmage.
Justification:
10. Defensive players should position themselves between their opponent and the end zone.
Justification:
11. If there is an incomplete pass, the line of scrimmage is moved to where the ball landed.
Justification: