**Football Day 1**

Grade/Subject: Physical Education 7-9 Unit: Lesson Duration: 40 Minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **Skill acquisition, leadership, cooperation** | Practice and participate in Football games and activities | | **Log books, observation, questioning, participation** |
| **LEARNING RESOURCES CONSULTED** | | | |
| **Resource #1:**  **Resource #2:** | | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | | |
| **\*Footballs** | | | |
| **PROCEDURE** | | | |
| **Introduction** (3 min.)**:** | | | |
| **GRADE 7 CO-ED**  *Attention Grabber:* Who plays football?  *Assessment of Prior Knowledge:* Who has played football before?  *Connection to Curriculum:* Skill development  *Expectations for Learning and Behaviour:* Students will respect each other and when I blow the whistle or yell stop they will hold their equipment while I am talking. I expect students to participate and try their best throughout class.  *Advance Organizer/Agenda:* Introduction to football.  *Transition to Body:* Warm up | | **GRADE 8/9 GIRLS**  *Attention Grabber:* Who plays football?  *Assessment of Prior Knowledge:* Who has played football before?  *Connection to Curriculum:* Skill development  *Expectations for Learning and Behaviour:* Students will respect each other and when I blow the whistle or yell stop they will hold their equipment while I am talking. I expect students to participate and try their best throughout class.  *Advance Organizer/Agenda:* Introduction to football.  *Transition to Body:* Warm up | |
| **Body** (25 min.)**:** | | **Body** (25 min.)**:** | |
| ***Learning Activity #1:*** Warm up – piggy back rides, high fives, touch the posts, rock paper scissors, jumping jacks, some stretches  *Motivation:* Warm up for physical activity – opportunity for physiology and reasoning behind warming up  ***Learning Activity #2:*** With a partner you need a ball – how to hold it, how to catch it and how to throw it – follow through, the release, footwork etc. How many passes can you get with your partner?  *Assessments/Differentiation:* Are students participating and trying to do it correctly?  *Motivation:* Work up to playing a game of football  \*\* Add in running routes with your partner – explain three different routes – flag route, post route, and a buttonhook. Practice all three with your partner and then switch quarterbacks. Explain the line of scrimmage; quarterback can’t throw past this line.  ***Learning Activity #3:*** The guys who have played football before or that know the rules will be able to play during this activity.  Find another group of two and join them so you make a group of four. They will do the snap on the line of scrimmage, someone is quarterback, someone else is running a route, and the last person is defending. Tell them where the defense will start and when they can start defending. Rotate positions. Talk about when to snap and how the ball should be.  *Assessments/Differentiation:* Are students on task and listening?  *Motivation:* Working towards game play. | | ***Learning Activity #1:*** Warm up – piggy back rides, high fives, touch the posts, rock paper scissors, jumping jacks, some stretches  *Motivation:* Warm up for physical activity – opportunity for physiology and reasoning behind warming up  ***Learning Activity #2:*** With a partner you need a ball – how to hold it, how to catch it and how to throw it – follow through, the release, footwork etc. How many passes can you get with your partner?  *Assessments/Differentiation:* Are students participating and trying to do it correctly?  *Motivation:* Work up to playing a game of football  \*\* Add in running routes with your partner – explain three different routes – flag route, post route, and a buttonhook. Practice all three with your partner and then switch quarterbacks. Explain the line of scrimmage; quarterback can’t throw past this line.  ***Learning Activity #3:*** The guys who have played football before or that know the rules will be able to play during this activity.  Find another group of two and join them so you make a group of four. They will do the snap on the line of scrimmage, someone is quarterback, someone else is running a route, and the last person is defending. Tell them where the defense will start and when they can start defending. Rotate positions. Talk about when to snap and how the ball should be.  *Assessments/Differentiation:* Are students on task and listening?  *Motivation:* Working towards game play. | |
| **Closure** (5 min.)**:** | | | |
| *Consolidation/Assessment of Learning:* Log Books – fill out honestly. Stretching.  *Feedback From Students:* What did they get from the lesson – log books. Did they learn something new?  *Feedback To Students:* What I saw  *Transition To Next Lesson:* Developing skills for game play. | | *Consolidation/Assessment of Learning:* Log Books – fill out honestly. Stretching.  *Feedback From Students:* What did they get from the lesson – log books. Did they learn something new?  *Feedback To Students:* What I saw  *Transition To Next Lesson:* Developing skills for game play | |

**Football Day 2 – Offense/Defense**

Grade/Subject: Physical Education 7-9 Unit: Lesson Duration: 40 Minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **Skill acquisition, leadership, cooperation** | Practice and participate in Football games and activities | | **Log books, observation, questioning, participation** |
| **LEARNING RESOURCES CONSULTED** | | | |
| **Resource #1:**  **Resource #2:** | | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | | |
| **Footballs**  **Log books** | | | |
| **PROCEDURE** | | | |
| **Introduction** (\_\_min.)**:** | | | |
| **GRADE 7 CO-ED**  *Attention Grabber:* Who has played football before?  *Assessment of Prior Knowledge:* What do they know about football?  *Connection to Curriculum:* Developing skills and knowledge related to football in order to play a game  *Expectations for Learning and Behaviour:* I expect students to be respectful, hold the balls while I’m talking and participate to their fullest ability.  *Advance Organizer/Agenda:* Contribute to a football game  *Transition to Body:* offensive and defensive activities | | **GRADE 8/9 GIRLS**  *Attention Grabber:* Who has played football before?  *Assessment of Prior Knowledge:* What do they know about football?  *Connection to Curriculum:* Developing skills and knowledge related to football in order to play a game  *Expectations for Learning and Behaviour:* I expect students to be respectful, hold the balls while I’m talking and participate to their fullest ability.  *Advance Organizer/Agenda:* Contribute to a football game  *Transition to Body:* offensive and defensive activities | |
| **Body** (25 min.)**:** | | **Body** (25 min.)**:** | |
| ***Learning Activity #1:*** 4 groups – every group will work on offense – kids that know how to play football on each team. Quarterback – running back, receivers, normally we would have blockers but we won’t do that right now. Rotate positions so that everyone knows how each position works.*Assessments/Differentiation:* Football skills and knowledge  *Motivation:* To apply knowledge to a game  ***Learning Activity #2:*** Two teams go against each other to practice defense – one team will be offense for one set of downs and then the other team will be offense for the next set of downs.  *Assessments/Differentiation:* Participation and following direction  *Motivation:* To develop skills for when we play a game. | | ***Learning Activity #1:*** 4 groups – every group will work on offense – kids that know how to play football on each team. Quarterback – running back, receivers, normally we would have blockers but we won’t do that right now. Rotate positions so that everyone knows how each position works.*Assessments/Differentiation:* Football skills and knowledge  *Motivation:* To apply knowledge to a game  ***Learning Activity #2:*** Two teams go against each other to practice defense – one team will be offense for one set of downs and then the other team will be offense for the next set of downs.  *Assessments/Differentiation:* Participation and following direction  *Motivation:* To develop skills for when we play a game. | |
| **Closure** (5 min.)**:** | | | |
| *Consolidation/Assessment of Learning:* Raise your hand if you feel comfortable playing a football game – what are your questions?  *Feedback From Students:* Asking them questions about football  *Feedback To Students:* What I saw  *Transition To Next Lesson:* playing a football game | | *Consolidation/Assessment of Learning:*  *Feedback From Students:*  *Feedback To Students:*  *Transition To Next Lesson:* | |

**Football Day 3**

Grade/Subject: Physical Education 7-9 Unit: Lesson Duration: 40 Minutes

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| **SPECIFIC OUTCOMES FROM ALBERTA PROGRAM OF STUDIES** | **LEARNING OBJECTIVES**  (2-3, clear, and measurable)  **Students will:** | | **ASSESSMENTS**  (Observations, Key Questions, Products/Performances) |
| **Skills/cooperation/ Teamwork** | Play small football flags with flags. | | **Participation/logbooks/observation** |
| **LEARNING RESOURCES CONSULTED** | | | |
| **Resource #1:**  **Resource #2:** | | | |
| **MATERIALS/ EQUIPMENT/ SET UP** | | | |
| **\***  **\*Flogs - pinnies**  **\*Footballs** | | | |
| **PROCEDURE** | | | |
| **Introduction** (\_\_min.)**:** | | | |
| **GRADE 7 CO-ED**  *Attention Grabber:* Review of football skills we’ve already learned.  *Assessment of Prior Knowledge:* What do they remember?  *Connection to Curriculum:* Skill development and execution in a game situation  *Expectations for Learning and Behavior:* Students will help each other that may not know how to play or need extra help. Students will hold equipment and be quiet when I blow my whistle or yell to stop.  *Advance Organizer/Agenda:* Playing round robin games – four different teams  *Transition to Body:* Getting into teams and pinnies. Deciding who is playing who | | **GRADE 8/9 GIRLS**  *Attention Grabber:* Review of football skills we’ve already learned.  *Assessment of Prior Knowledge:* What do they remember?  *Connection to Curriculum:* Skill development and execution in a game situation  *Expectations for Learning and Behavior:* Students will help each other that may not know how to play or need extra help. Students will hold equipment and be quiet when I blow my whistle or yell to stop.  *Advance Organizer/Agenda:* Playing round robin games – four different teams  *Transition to Body:* Getting into teams and pinnies. Deciding who is playing who | |
| **Body** (\_\_min.)**:** | | **Body** (\_\_min.)**:** | |
| ***Learning Activity #1:*** Students will be put into teams – I may have pre made teams I will tell them about, or I will randomly put them on teams.*Assessments/Differentiation:* Different skill levels  *Motivation:* To demonstrate skills that we have learned about football.  ***Learning Activity #2:*** Teams will play – we will go over the rules – out of bounds, penalties etc. Three downs to get ten yards, we are not kicking converts. How many points for a touch down?  *Assessments/Differentiation:* Can students use the football skills that they have learned in a game situation?  *Motivation:* Skills in game  ***Learning Activity #3:*** Teams will switch  *Assessments/Differentiation:* Can students apply skills that they have learned into a game situation?  *Motivation:* Skills in a game – participation mark | | ***Learning Activity #1:*** Students will be put into teams – I may have pre made teams I will tell them about, or I will randomly put them on teams.*Assessments/Differentiation:* Different skill levels  *Motivation:* To demonstrate skills that we have learned about football.  ***Learning Activity #2:*** Teams will play – we will go over the rules – out of bounds, penalties etc. Three downs to get ten yards, we are not kicking converts. How many points for a touch down?  *Assessments/Differentiation:* Can students use the football skills that they have learned in a game situation?  *Motivation:* Skills in game  ***Learning Activity #3:*** Teams will switch  *Assessments/Differentiation:* Can students apply skills that they have learned into a game situation?  *Motivation:* Skills in a game – participation mark | |
| **Closure** (5 min.)**:** | | | |
| *Consolidation/Assessment of Learning:* Name one thing that you have learned about football or that you have gotten better at.  \*Log Books  *Feedback From Students:* What skills have they improved on?  *Feedback To Students:* What I saw  *Transition To Next Lesson:* New Topic | | *Consolidation/Assessment of Learning:* Name one thing that you have learned about football or that you have gotten better at.  \*Log books  *Feedback From Students:* What skills have they improved on?  *Feedback To Students:* What I saw  *Transition To Next Lesson:* New Topic | |