KINL 218  
Theories and Practice of Flag Football and Softball  

Course Description  
Skills, rules, strategies, and teaching methods of flag football and softball.  

Objectives  
Each student will:  
1. demonstrate knowledge of the history, terms, rules and strategies in softball and flag football. (CK)  
2. demonstrate skill in performing the following for softball and football, respectively: throwing, fielding, pitching, batting, and base running, passing, kicking, receiving, centering, and blocking/rushing. (CK)  
3. explain and demonstrate basic offenses and defenses for each sport. (CK)  
4. prepare lesson plans demonstrating progression of skill development, effective practice opportunities, and teaching hints. (PS, CK, SM)  
5. microteach one skill in softball and one skill in flag-football demonstrating progression of skill development, effective practice opportunities, organizational, management techniques, and safety. (SM)  
6. construct a notebook of lesson plans, drills, and activities for each skill in both sports. (CK)  
7. during microteaching, analyze/assess peer skill performance and provide appropriate feedback and modify tasks to provide remediation/appropriate challenges. (PS, SM)  

Abbreviations refer to components of the Conceptual Framework for Teacher Education at Southeastern Louisiana University: Setting the Standard for Excellence through Best Practice: KL – Knowledge of Learner, CK – Content Knowledge, PS – Professional Standards, SM – Strategy/Methods  

PASS-PORT  
Candidates are responsible for entering hours for field experiences (observation and teaching at approved sites) and professional development into PASS-PORT. Artifacts to be used in portfolios must also be entered. If an artifact requires instructor evaluation, it is the candidate’s responsibility to request that evaluation after the artifact is loaded into PASS-PORT.  

Evaluation  
Skill performance exams  
Written exams  
Peer teaching
What is a Conceptual Framework?
A conceptual framework provides coherence and direction and serves as a means by which professionals describe important aspects of their work. The conceptual framework provides direction for the development of effective professionals, and is a living document that continuously evolves as opportunities and challenges emerge.

Components of the Conceptual Framework
Knowledge of the learner: an understanding of the learner is critical to providing effective and equitable instruction.
Strategies and methods: an understanding of a variety of teaching methods & strategies, as well as a sense of inquiry, creativity, and reflective thinking are goal characteristics of effective teachers.
Content knowledge: teachers should strive to gain a thorough understanding of their content areas of specialization.
Professional standards: standards that guide effective education, both generally and in each discipline area, are used to design our programs, and teachers should know and incorporate professional standards in everyday practice.
Diversity: The unit provides opportunities for candidates to understand the role of diversity and equity in the teaching and learning process. The effective professional can help all students learn and can teach from multicultural and global perspectives that draw on the histories, experiences, and representations of students from diverse cultural backgrounds.
Technology: Technology is emphasized throughout all programs and is used to support and improve student learning.
Flag Football Competency Tests:
Forward pass for distance: The student must throw the football (one time) in the air with accuracy for a distance: men (143 feet); women (75 feet).
Forward pass for accuracy: The student must successfully throw 6 balls in a row to a designated target from a distance: men (45 feet); women (30 feet).
Punt/place kick for distance and accuracy: The student must punt or place kick 6 balls in a row for a distance: men (115 feet); women (90) feet.
Catching: The student must catch 6 balls in a row while running a pattern designated by the instructor.
Centering: The student must hike 6 balls in a row to a designated target from a distance of 12 feet.

Students must be in suitable clothing to participate. Suitable clothing is considered to be non-restrictive, loose fitting, and tennis shoes and socks. In cold weather warm-up suits or sweats may be worn, not blue jeans or long street pants.