



ELEMENTARY SCHOOL CURRICULUM



About GENYOUth

GENYOUth is a national 501c3 dedicated to ensuring that all U.S. school children thrive by living well-nourished and physically active lives. To support high quality physical education and grow opportunities for students to be active before, during and after school, GENYOUth, with the support of the NFL Foundation, developed NFL FLAG-In-School, a turnkey approach to help America's P.E. teachers build a foundation of healthy, lifelong physical activity for their students.

SHAPE America National Physical Education Standards



SHAPE America's National Physical Education Standards define what a student should know and be able to do as result of a highly effective physical education program. The standards serve as an important framework to address the holistic development of students and ensure consistency and quality in physical education programs nationwide. States and local school districts across the country use the National Physical Education Standards to develop or revise existing standards, frameworks and curricula.

The National Physical Education Standards are utilized as the essential framework and guidance document within the NFL FLAG In-School curriculum.

Learn more about the SHAPE America National Physical Education Standards at shapeamerica.org/standards/pe.

References: SHAPE America. (2024). National Physical Education Standards. Champaign, IL. Human Kinetics.

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NFL FLAG IN-SCHOOL UNIT BLOCK PLAN

Lesson 1: Grades 3-5

Introduction to NFL FLAG In-School

NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.5.10 Demonstrates throwing in a variety of practice tasks.
- 1.5.12 Demonstrates catching in a variety of practice tasks.
- 2.5.15 Recognizes the critical elements that contribute to proper execution of a skill.
- 3.5.4 Demonstrates safe behaviors independently with limited reminders.

SKILLS: Throwing and catching.

CONTEXT(S): Running at various speeds and pathways while pulling a flag. Stationary overhand throw to stationary target, catching a ball while stationary.

ACTIVITIES: Flag Tag, Partner Poly Pass, Mascot Ball

Lesson 2: Grades 3-5

Skill Development: Throwing, Catching and Communication

NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.5.10 Demonstrates throwing in a variety of practice tasks.
- 1.5.12 Demonstrates catching in a variety of practice tasks.
- 2.5.15 Recognizes the critical elements that contribute to proper execution of a skill.
- 3.5.2 Uses communication skills to negotiate roles and responsibilities in a physical activity setting.

SKILLS: Throwing, catching, effective communication.

CONTEXT(S): Underhand and overhand throw to stationary target, catching underhand and overhand throws while stationary, communicating with peers.

ACTIVITIES: Hot Potato, Catching Low, Medium and High Passes, Touchdown (Small-sided Game).

Lesson 3: Grades 3-5

Skill Development: Throwing, Catching, Offense

NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.5.17 Demonstrates sending and receiving an object in a variety of practice tasks.
- 1.5.21 Combines manipulative skills and traveling for execution to a target in a variety of practice tasks.
- 2.5.4 Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills.
- 4.5.7 Identifies movement strengths and opportunities for practice for individual improvement.

SKILLS: Flag pulling, throwing, catching, offense.

CONTEXT(S): Running at various speeds and pathways while pulling a flag, stationary throws to stationary and moving targets, catching a ball while stationary and moving.

ACTIVITIES: Team Flag Tag, Pass Patterns — Hook, Now, Slant, Go, Touchdown City

Lesson 4: Grades 3-5

Skill Development: Running (Ball carrying), Offense

NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.5.17 Demonstrates sending and receiving an object in a variety of practice tasks.
- 2.5.10 Defines and provides examples of movement activities for developing the skill-related fitness components.
- 3.5.3 Demonstrates respectful behaviors that contribute to positive social interaction in group activities.
- 4.5.7 Identifies movement strengths and opportunities for practice for individual improvement.

SKILLS: Throwing, catching, running (ball carrying), offense.

CONTEXT(S): Running at various speeds and pathways while holding a football and pulling a flag. Stationary throws to stationary and moving targets, introduction to evasive running with the ball, catching a thrown ball while moving in a small-sided game with offense.

ACTIVITIES: YAC, Passing Route Review, Snake Run, Ultimate Football (Offense Only)

Lesson 5: Grades 3-5

Combining Skill and Movement Concepts

NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.5.17 Demonstrates sending and receiving an object in a variety of practice tasks.
- 2.5.3 Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks.
- 2.5.15 Recognizes the critical elements that contribute to proper execution of a skill.
- 4.5.7 Identifies movement strengths and opportunities for practice for individual improvement.

SKILLS: Flag pulling, running (ball carrying), offense, defense.

CONTEXT(S): Running at various speeds and pathways while pulling a flag, and holding a football. Applies movement concepts and strategies for safe movement in a small-sided game (offense and defense).

ACTIVITIES: Box Drill (Flag Pulling and Ball Carrying), Running Lanes, Team Touchdown

Lesson 6: Grades 3-5

Offensive Skill and Strategy

NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.5.17 Demonstrates sending and receiving an object in a variety of practice tasks.
- 2.5.2 Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks.
- 2.5.15 Recognizes the critical elements that contribute to proper execution of a skill.
- 3.5.6 Makes choices that are fair according to activity etiquette.

SKILLS: Flag pulling, running (ball carrying), throwing and catching, offense, offensive strategy

CONTEXT(S): Dynamic small-sided skill practice, small-sided game play with offense

ACTIVITIES: Strategic Flag Tag 4v4, Running Lanes, Play Action Pass, 4th Down (Offense Only)

Lesson 7: Grades 3-5

Offensive/Defensive Strategy

NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.5.1 Combines varied locomotor skills in a variety of practice tasks.
- 2.5.2 Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks.
- 2.5.3 Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks.
- 3.5.5 Solves problems independently, with partners, and in small groups.
- 4.5.5 Recognizes group challenges through movement.

SKILLS: Flag pulling, running (ball carrying), throwing and catching, offense and defense.

CONTEXT(S): Dynamic small-sided skill practice, small-sided game play with offense and defense.

ACTIVITIES: Defensive Line Drill, Team Practice, 4 Downs to Score! (Offense and Defense)

Lesson 8: Grades 3-5

Small-sided Game Play

NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.5.1 Combines varied locomotor skills in a variety of practice tasks.
- 2.5.1 Applies movement concepts and strategies for safe movement within dynamic environments.
- 3.5.2 Uses communication skills to negotiate roles and responsibilities in a physical activity setting.
- 4.5.5 Recognizes group challenges through movement.

SKILLS: Flag pulling, running (ball carrying), throwing and catching, offense and defense.

CONTEXT(S): Dynamic small-sided games with offense and defense.

ACTIVITIES: Skill Review, Team Time, Game Time!

NFL FLAG IN-SCHOOL ESSENTIAL RESOURCES

Skill Cues and Progressions		
<p>Flag Pulling:</p> <ul style="list-style-type: none"> • Eyes on the hip • Stay low, Stay square (breakdown position) • Reach for the hip 	<p>Gripping the Football:</p> <ul style="list-style-type: none"> • Make a “C” grip on the ball • Index finger near the back tip of the ball • Middle and 3rd finger across the laces • Thumb on the opposite side 	<p>Throwing:</p> <ul style="list-style-type: none"> • Side to target • Ball to ear, arm bent at 90-degree angle, “L” shape • Step towards target with opposite foot • Rotate chest and hips toward target as throwing arm is extended toward target • Follow through across the body, towards the target with the thumb down
<p>Catching for Medium and High Passes:</p> <ul style="list-style-type: none"> • Keep eyes on the ball • Make a diamond (thumbs and pointer fingers together, touch skin to skin) • Reach out for the ball, Diamond hands at chest level • Catch with hands only • Squeeze the ball on impact • Tuck the ball into the armpit/chest to secure the catch, then lock it away! 	<p>Catching for Low Passes:</p> <ul style="list-style-type: none"> • Keep eyes on the ball • Make a rake (pinkie fingers together, touch skin to skin) • Rake hands out below the waist • Catch with hands only • Squeezeball on impact • Tuck the ball into the armpit/chest to secure the catch, then lock it away! 	<p>Route Running:</p> <ul style="list-style-type: none"> • Inside foot on LOS • Knees slightly bent • Eyes look inward towards the football • Push off the back foot to accelerate • Turn head/eyes to find the ball quickly
<p>Handing Off the Football:</p> <ul style="list-style-type: none"> • Turn and face the sideline • Extend both arms with hands on the sides of the ball • Place the football firmly in RB’s stomach <p>Receiving a Hand-off:</p> <ul style="list-style-type: none"> • Step diagonal towards the lane (hole) • Inside elbow is UP, outside elbow is DOWN • Let QB place the ball in your “pocket” (stomach). Do NOT reach for the ball with your arms. • Receive the ball, tuck (lock it away) and run! 	<p>Securing the Football:</p> <ul style="list-style-type: none"> • Carry the football in the outside hand (away from defense) • Cover the tip of the ball with a hand, other tip in the elbow crease • 4 points of contact between the body and the ball (hand, elbow crease, forearm, chest) 	<p>Skill Progression: Throwing</p> <ul style="list-style-type: none"> • Students begin on one knee to teach arm-leg opposition. • Teach the Boxer Step when progressing to standing throws. The Boxer Step reinforces turning sideways before throwing to get more power from the hip. • Boxer Step skill cues: <ul style="list-style-type: none"> ▷ light on the feet ▷ side to target ▷ use of hips in the throwing motion • Advanced Throwing Skill-3 Step Drop: <ul style="list-style-type: none"> ▷ Right-handed thrower — turn sideways, step right foot back, cross over with left foot, right foot backstep with the left foot to make the throw ▷ Left-handed thrower — turn sideways, step left foot back, cross over with the right foot, left foot back, then step with the right foot to make the throw.

INCLUSIVE PRACTICE IN NFL FLAG IN-SCHOOL

Inclusive practices in Physical Education (PE) are crucial for fostering an environment where students with various abilities can actively participate and thrive. These practices ensure that all students, regardless of their abilities, have equal opportunities to engage in physical activities, which are vital for their physical health, social development, and self-esteem. By adapting activities and providing appropriate support, inclusive PE promotes a sense of belonging and encourages positive interactions among students. This inclusive approach benefits all students by helping them develop motor skills and confidence, but also teaches about empathy, diversity, and teamwork. Ultimately, inclusive practices in PE contribute to a more accepting and supportive school culture, where every student is valued and empowered to reach their full potential.

Adaptations for NFL FLAG In-School Psychomotor Skills			
PSYCHOMOTOR SKILL	EQUIPMENT ADAPTATIONS	INSTRUCTIONAL ADAPTATIONS	ENVIRONMENTAL ADAPTATIONS
THROWING	<p>Use of Different Balls:</p> <ul style="list-style-type: none"> • Foam balls • Deflated or suspended balls • Beach balls or balloons • Bean bags <p>Modified Targets:</p> <ul style="list-style-type: none"> • Larger targets • Colorful and engaging targets • Adding noise/sound to a target • Targets with black and yellow <p>Adaptive Throwing Devices:</p> <ul style="list-style-type: none"> • Throwing ramps can help students who struggle with the overhand or underhand motion. • Velcro or strap-on grips can help students with limited hand strength to hold onto the ball. • Adaptive electronic switches 	<p>Simplify Instructions:</p> <ul style="list-style-type: none"> • Break down the steps of the throwing motion into simple, easy-to-follow instructions. • Show videos, visual aids or include live demonstrations to illustrate the throwing technique. <p>Verbal Cues:</p> <ul style="list-style-type: none"> • Auditory signals: Use clapping or counting to signal when to throw. <p>Peer Assistance and Modeling:</p> <ul style="list-style-type: none"> • Pair students with peers who can provide support and encouragement. <p>Flexible Rules:</p> <ul style="list-style-type: none"> • Allow students several tries to succeed without penalty. • Modified scoring: Reward effort, improvement, and participation rather than just accuracy. 	<p>Controlled Environment:</p> <ul style="list-style-type: none"> • Safe, open space: Ensure the activity area is free of obstacles and hazards. • Defined boundaries: Use cones or tape to mark the play area clearly. <p>Distance Adjustments:</p> <ul style="list-style-type: none"> • Reduce the distance between the throwing point and the target to accommodate skill levels. • Start with shorter distances and gradually increase as skills improve. <p>Visual Cues:</p> <ul style="list-style-type: none"> • Visually indicate where students should stand and where to aim.

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Adaptations for NFL FLAG In-School Psychomotor Skills (continued)

PSYCHOMOTOR SKILL	EQUIPMENT ADAPTATIONS	INSTRUCTIONAL ADAPTATIONS	ENVIRONMENTAL ADAPTATIONS
CATCHING	<p>Use of different balls:</p> <ul style="list-style-type: none"> • Larger or smaller balls dependent on student ability • Use balls with different textures (e.g., soft, firm, grip-enhancing surfaces) • Use lighter or heavier balls • Use of brightly colored balls can improve visual tracking <p>Catch Supports</p> <ul style="list-style-type: none"> • Velcro patches or catching gloves • Modified catching devices <p>Sensory Adaptations</p> <ul style="list-style-type: none"> • Use balls with bells or other noise-making devices for students with visual impairments. • Incorporate tactile markings or gloves with different textures to aid students with sensory processing difficulties. 	<p>Simplify instructions:</p> <ul style="list-style-type: none"> • Break down the steps of the catching motion into simple, easy-to-follow instructions. <p>Verbal Cues:</p> <ul style="list-style-type: none"> • Use concise verbal cues to guide the student through the catching process. <p>Flexible Rules:</p> <ul style="list-style-type: none"> • Allow trapping the ball against the body or using a catching device for students with limited hand function. • Give students more time to react and catch the ball by incorporating pauses or reducing the speed of play. <p>Peer Assistance and Modeling:</p> <ul style="list-style-type: none"> • Pair the student with a peer who can provide support and encouragement. 	<p>Distance Adjustments</p> <ul style="list-style-type: none"> • Adjust the distance between the thrower and catcher to match the student's ability • Vary the speed at which the ball is thrown to accommodate different reaction times. <p>Visual Cues:</p> <ul style="list-style-type: none"> • Use visual markers or targets to help students focus on where to catch the ball.
RUNNING (BALL CARRYING)	<p>Use of different balls:</p> <ul style="list-style-type: none"> • Use lighter or larger balls to make them easier to handle. • Use balls with different textures or grips to help with control. <p>Sensory Adaptations</p> <ul style="list-style-type: none"> • Use balls with bells or other noise-making devices for students with visual impairments. • Incorporate tactile markings or gloves with different textures to aid students with sensory processing difficulties. 	<p>Inclusive Language:</p> <ul style="list-style-type: none"> • Use language that encourages all students to participate. <p>Simplify instructions:</p> <ul style="list-style-type: none"> • Break down the steps of the catching motion into simple, easy-to-follow instructions. <p>Flexible Rules:</p> <ul style="list-style-type: none"> • Allow students to move at their own pace, whether walking, jogging, wheelchair rolling or running with the ball. • Adjust rules to match the skill level of the participants. • Gradually increase the difficulty level as students improve their skills. • Provide additional practice time for students who need it. • Allow students to take a break to reduce fatigue and overstimulation. 	<p>Distance Adjustments:</p> <ul style="list-style-type: none"> • Reduce the distance students need to run. <p>Visual Aids:</p> <ul style="list-style-type: none"> • Use brightly colored cones or markers to indicate the running path. • Use visual signs or signals to guide students on when to run or stop.

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Adaptations for NFL FLAG In-School Psychomotor Skills (continued)

PSYCHOMOTOR SKILL	EQUIPMENT ADAPTATIONS	INSTRUCTIONAL ADAPTATIONS	ENVIRONMENTAL ADAPTATIONS
SPATIAL AWARENESS	<p>Visual Markers:</p> <ul style="list-style-type: none"> Place cones, tape, or markers on the floor to define boundaries and pathways. <p>Varied Equipment:</p> <ul style="list-style-type: none"> Use larger or differently shaped equipment that is easier to see and manipulate. <p>Wearable Devices:</p> <ul style="list-style-type: none"> Provide feedback through vibrations or sounds to help students understand spatial boundaries. 	<p>Simplify Instructions:</p> <ul style="list-style-type: none"> Provide step-by-step instructions and break down complex movements into easy-to-follow instructions. <p>Demonstrations:</p> <ul style="list-style-type: none"> Use visual demonstrations of activities or movements <p>Visual Cues:</p> <ul style="list-style-type: none"> Use posters, diagrams, or digital screens to display visual cues and instructions. <p>Repetition and Practice:</p> <ul style="list-style-type: none"> Allow extra time for practice and repetition to help students build familiarity with spatial concepts. 	<p>Modify Space:</p> <ul style="list-style-type: none"> Adapt traditional games and activities by reducing the size of the play area to limit movement or use a slower-paced game. <p>Strategic Positioning:</p> <ul style="list-style-type: none"> Position yourself and other support staff around the activity area to provide physical and verbal guidance as needed. <p>Visual Aids:</p> <ul style="list-style-type: none"> Use different colors to mark different areas to help students understand their position relative to the environment. Use poly spots or markers for exact positioning and placement.
BACKPEDALING AND CHANGING DIRECTION	<p>Equipment Ideas:</p> <ul style="list-style-type: none"> Use auditory cues, such as a bell or clapping, to signal directions or changes in movement. Use colorful cones or markers to create a visually stimulating and easy-to-follow course. 	<p>Simplify Instructions:</p> <ul style="list-style-type: none"> Provide clear verbal instructions and visual demonstrations of backpedaling techniques Break down the activity into smaller steps Use visual aids, such as pictures or videos of the skill. <p>Gradual Progression:</p> <ul style="list-style-type: none"> Start with simple, slow backpedaling exercises before progressing to faster movements. <p>Gradually increase the difficulty level as students become more comfortable and skilled.</p>	<p>Spacing Aids:</p> <ul style="list-style-type: none"> Use bright visual aids and equipment to note the movement area Use tactile markers or guide ropes to help them navigate the area. Modify the distance or duration of the backpedaling activity to match student ability. <p>Safety Considerations:</p> <ul style="list-style-type: none"> Ensure the playing surface is even and free of obstacles. Use cones or markers to define boundaries and guide students on their path.

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Adaptations for NFL FLAG In-School Psychomotor Skills (continued)

PSYCHOMOTOR SKILL	EQUIPMENT ADAPTATIONS	INSTRUCTIONAL ADAPTATIONS	ENVIRONMENTAL ADAPTATIONS
OFFENSIVE AND DEFENSIVE SKILLS	<p>Equipment Ideas:</p> <ul style="list-style-type: none"> ▪ Use larger, lighter, or softer balls to make catching and throwing easier. ▪ Use larger goals and zones to increase scoring opportunities. ▪ Employ audible cues, like beeping balls, to aid in defensive and offensive spatial awareness. 	<p>Simplify Instructions:</p> <ul style="list-style-type: none"> ▪ Provide step-by-step instructions and break down complex movements into easy-to-follow instructions. <p>Flexible Rules:</p> <ul style="list-style-type: none"> ▪ Allow extra time for additional practice of certain actions or skills ▪ Implement “no defense” zones to provide extra opportunities for offensive plays. ▪ Modify scoring rules to emphasize participation and effort over competition. ▪ Vary participation rules by rotating roles frequently to provide various movement experiences. <p>Small group Instruction:</p> <ul style="list-style-type: none"> ▪ Create small groups for more focused and personalized instruction and additional skill repetition. <p>Peer Assistance and Modeling:</p> <ul style="list-style-type: none"> ▪ Pair the student with a peer who can model defensive/offensive skills and assist with certain tasks and encouragement. 	<p>Distance Adjustments:</p> <ul style="list-style-type: none"> ▪ Reduce the size of the playing area to decrease running distances. <p>Visual Aids:</p> <ul style="list-style-type: none"> ▪ Use visual or tactile markers to define boundaries and target areas.

Lesson 1 Introduction to NFL FLAG In-School – Throwing and Catching

GRADE SPAN: 3-5	EQUIPMENT NEEDED:	
LESSON LENGTH: 30-40 Minutes	Soft foam footballs, regular footballs, flag belts, poly spots, cones	
LEARNING OBJECTIVE(S): Students will be able to correctly describe and demonstrate the cues for properly gripping, throwing, and catching a football.	NPES GRADE SPAN LEARNING INDICATORS: S1.5.10, S1.5.12, S2.5.15, S3.5.4	KEY VOCABULARY: dodge, flee, chase, aerobic activity, arm-leg opposition, diamond hands, rake hands, Quarterback, Wide Receiver
	ESSENTIAL QUESTIONS: What are the skill cues for throwing and catching? Why is it important to step towards your target when throwing the football?	

INSTANT ACTIVITY: Flag Tag

The goal of this activity is to work together as a team and pull the flags of opposing team members.

- Allow for a large movement space with boundaries either in the gym or outdoors.
- Discuss the skill cues for successful flag pulling (eyes on the hips, stay low, stay square, reach for the hip).
- Reminders for safe movement should be discussed, as this activity requires students to participate in aerobic activity while dodging, fleeing, and chasing.
- Everyone is “it”. Each student puts on a flag belt.
- On the teacher’s signal, students move throughout space, trying to avoid getting their flags pulled by other classmates.
- When a flag is pulled, the student must hold the flag in their hand and remain playing. When a student has both flags pulled, they step out of the playing field, do 15 dynamic exercises, put both flags back on and return to the activity.
- To add variation to the activity, change the speed of the locomotor movement being used (ie. walk, skip, run).
- Play 2-3 rounds and provide feedback to students on their flag pulling skills. Have students discuss their technique in flag pulling and avoiding getting their flag pulled.
- The game ends on the teacher’s signal.

SKILL DEVELOPMENT ACTIVITY: **Partner Poly Pass**

- Before beginning the activity, discuss the skill cues for throwing and catching (see diagram).
- Each student will get a partner, a poly spot and 1 football per set of partners (students may choose to use a soft foam football, or a regulation football).
- Partners will place poly spots 5 yards apart from each other.
- The throwing progression begins on one knee to reinforce arm-leg opposition when throwing a football. Partners pass the football back and forth.
- Reinforce proper catching skill cues before moving to the standing position to throw and catch.
- For standing throws, demonstrate the skill progressions for the Boxer Step (see skills cues and progressions).
- When moving throughout the class to give feedback, make sure students are using proper skill cues for throwing and stepping with the opposite foot (arm-leg opposition).

CHECK FOR UNDERSTANDING:

Partner Discussion: What does arm-leg opposition mean? Why do you turn sideways to your target when throwing a football?

KEY ACTIVITY: **Mascot Ball**

- Break students into groups of 4 (see diagram).
- One player stands in the middle (Quarterback) surrounded by the other three players (Wide Receivers).
- The center player throws to one of the circle players.
- The circle player assumes diamond or rake hands (depending on height of the ball), catches the ball with hands only, then squeezes the ball, and tucks the ball (lock it away) while yelling out the name of the school mascot.
- The circle player throws the ball back to center player and play continues until all 3 circle players have opportunity to catch the ball.
- Switch the center player so all students get the opportunity to be thrower (QB) and catcher (WR).
- The goal of the game is to complete ALL 3 passes each round. The team scores a “touchdown” when all 3 passes are caught in a round!

WRAP-UP:

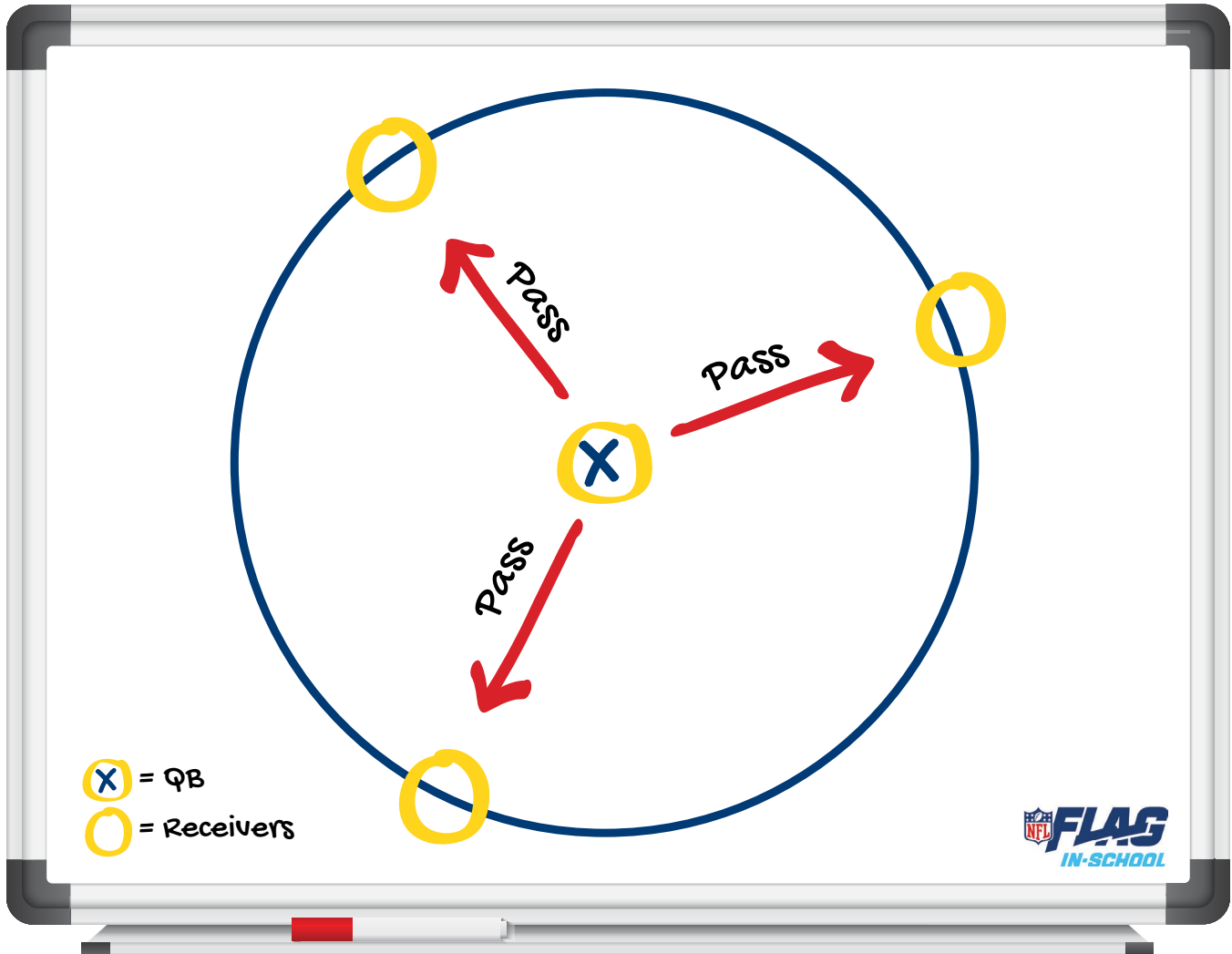
Ask students to share which catch (low, medium, high) was most difficult to catch? Explain Why. What can you do to improve your throwing and catching skills?

Exit Ticket: Write or describe the cues for throwing and catching. What can you do to improve your throwing and catching skills?

Lesson 1: Partner Poly Pass

The whiteboard displays two columns of diagrams illustrating the Partner Poly Pass drill. The left column shows five rows of two players, each represented by a yellow circle with a blue 'X' inside. A red arrow points from the right player to the left player in every row. The right column shows five rows of two empty yellow circles. A red arrow points from the left circle to the right circle in every row. At the bottom left, a legend defines the symbols: a blue 'X' in a yellow circle is labeled 'X = Partners' and an empty yellow circle is labeled 'O = Partners'. The NFL FLAG IN-SCHOOL logo is located at the bottom right of the whiteboard.

Lesson 1: Mascot Ball



Lesson 2 Throwing and Catching, Communication

GRADE SPAN: 3-5	EQUIPMENT NEEDED:	
LESSON LENGTH: 30-40 Minutes	Soft foam footballs, regulation footballs, flag belts, cones	
LEARNING OBJECTIVE(S): Students will be able to use effective communication with a partner in a small group setting while engaging in NFL FLAG In-School activities.	NPES GRADE SPAN LEARNING INDICATORS: 1.5.10, 1.5.12, 2.5.15, 3.5.2	KEY VOCABULARY: hand-eye coordination, arm-leg opposition, boxer step, diamond hands, rake hands, QB, WR, offense, defense, huddle, communication, accuracy
	ESSENTIAL QUESTIONS: What does it mean to have good communication skills? How do you know? What do these skills look like or sound like?	

INSTANT ACTIVITY: Hot Potato

Hot Potato allows students the opportunity to continue to develop hand-eye coordination and catching skills (see diagram).

- As the students enter the gym, they find an assigned partner and will pick up a football (one football per set of partners).
- Partners will stand 5 yards away from their partner and toss a ball to their partner at a low level.
- Students will toss the ball back and forth in 20 second intervals. Partners can set goals to complete as many catches as they can in the allotted time.
- Teacher will take a pause in-between intervals for students to communicate about more effective ways to catch the ball at a low level.
- Students can increase the distance between them to add a challenge to the activity.

SKILL DEVELOPMENT ACTIVITY: Catching Low, Medium and High Passes

This activity prepares students for future game play as they learn to catch a ball at all three levels: low, medium, and high, while developing and refining throwing and catching skills (see diagram).

- Students will find an assigned partner and a football (1 per set of partners).
- Partners will start in closer proximity to each other.
- After successful low, medium, and high catches, take 1-2 steps back and repeat. As partners move farther away, the need for accuracy increases. Students will begin playing catch, helping each other review the skill cues for both throwing and catching.
- The teacher should move throughout the activity space to help provide positive and constructive feedback to students based on skill cues and effective communication.

- Create a class pause so that partners can take time to communicate about how they can improve accuracy at low, medium and high levels, as well as various distances. Partners can discuss what methods work best and test out their ideas.
- Continue the activity and focus on students throwing and catching at low, medium, and high levels and varied distances until time permits.

CHECK FOR UNDERSTANDING:

Why is the position of your hands important when catching a low, medium, or high pass?

Students will demonstrate the correct hand position for catching a medium, high pass (diamond hands).

Students will demonstrate the correct hand position for catching a low pass (rake hands),

KEY ACTIVITY: Touchdown

Touchdown is played in a small-sided game environment (4 vs.4) in this lesson. The game teaches students how to dodge, flee, and chase while trying to score a touchdown (offense) and defend the goal line/end zone (defense). Please see Touchdown diagram for reference.

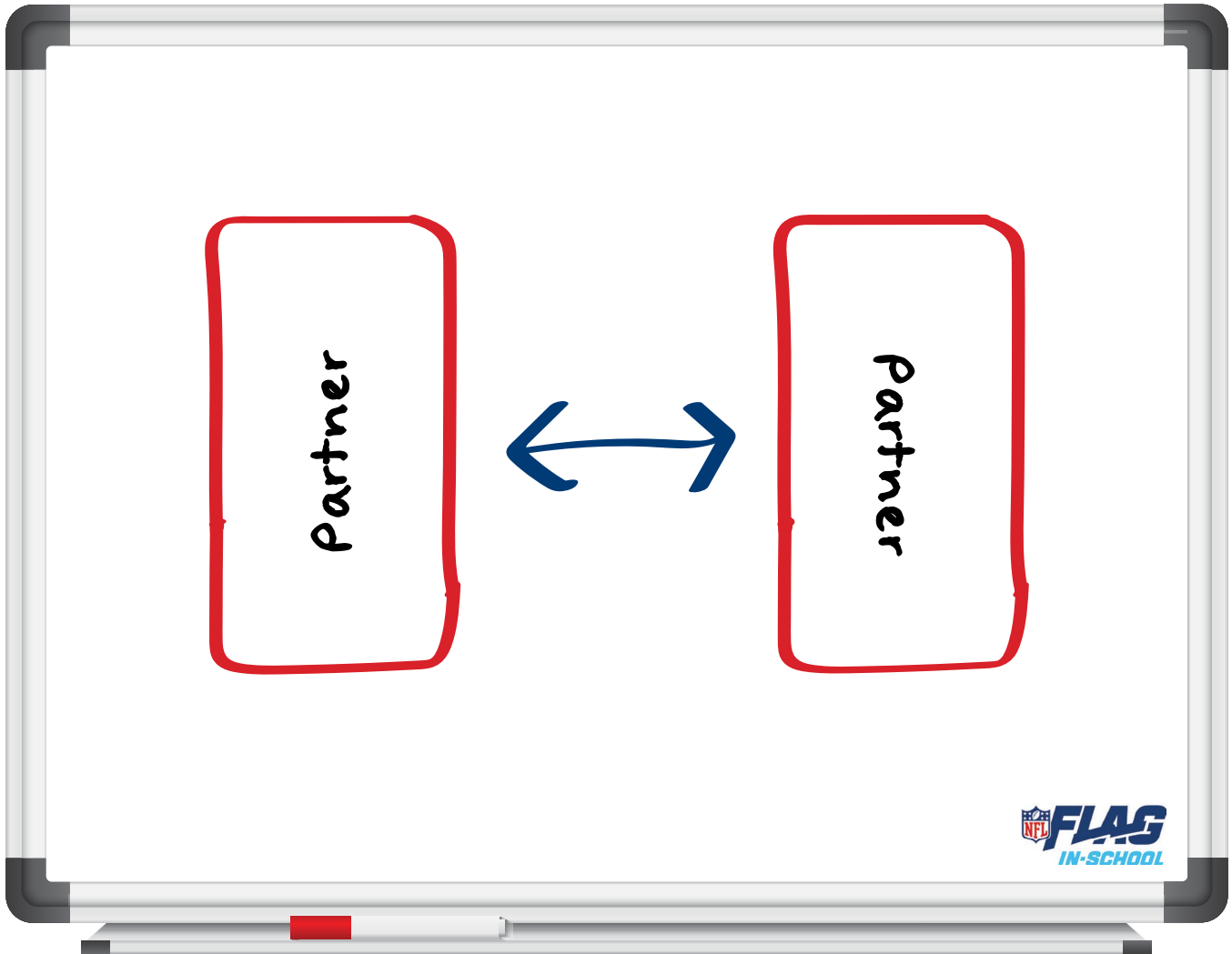
- All students will wear a flag belt.
- The offensive team “huddles” and the teacher gives 2-3 students a small small object that is not visible (ball, dice, checker piece, etc.) to hold in their hand while moving.
- Discuss strategies for safe movement while defending the goal line. Remind students of the skill cues for flag pulling.
- On signal, play begins. Offensive players try to maneuver through the space towards the opposite end zone.
- Defensive players try to pull their flags. When a flag is pulled, offensive player opens hand to let defender see if he/she had the ball to score.
- Once all offensive players are in the end zone, the teacher asks how many touchdowns were scored.
- Switch roles from offense to defense and play again as time permits.

WRAP-UP:

Partner Discussion: How does one improve accuracy when throwing to a partner? How does one correctly catch a low pass? Describe by using the skill cues of throwing and catching.

Exit Ticket: What are some ways in which a student can be a good communicator? How do we know? Write down one way that you showed good communication skills today.

Lesson 2: Hot Potato



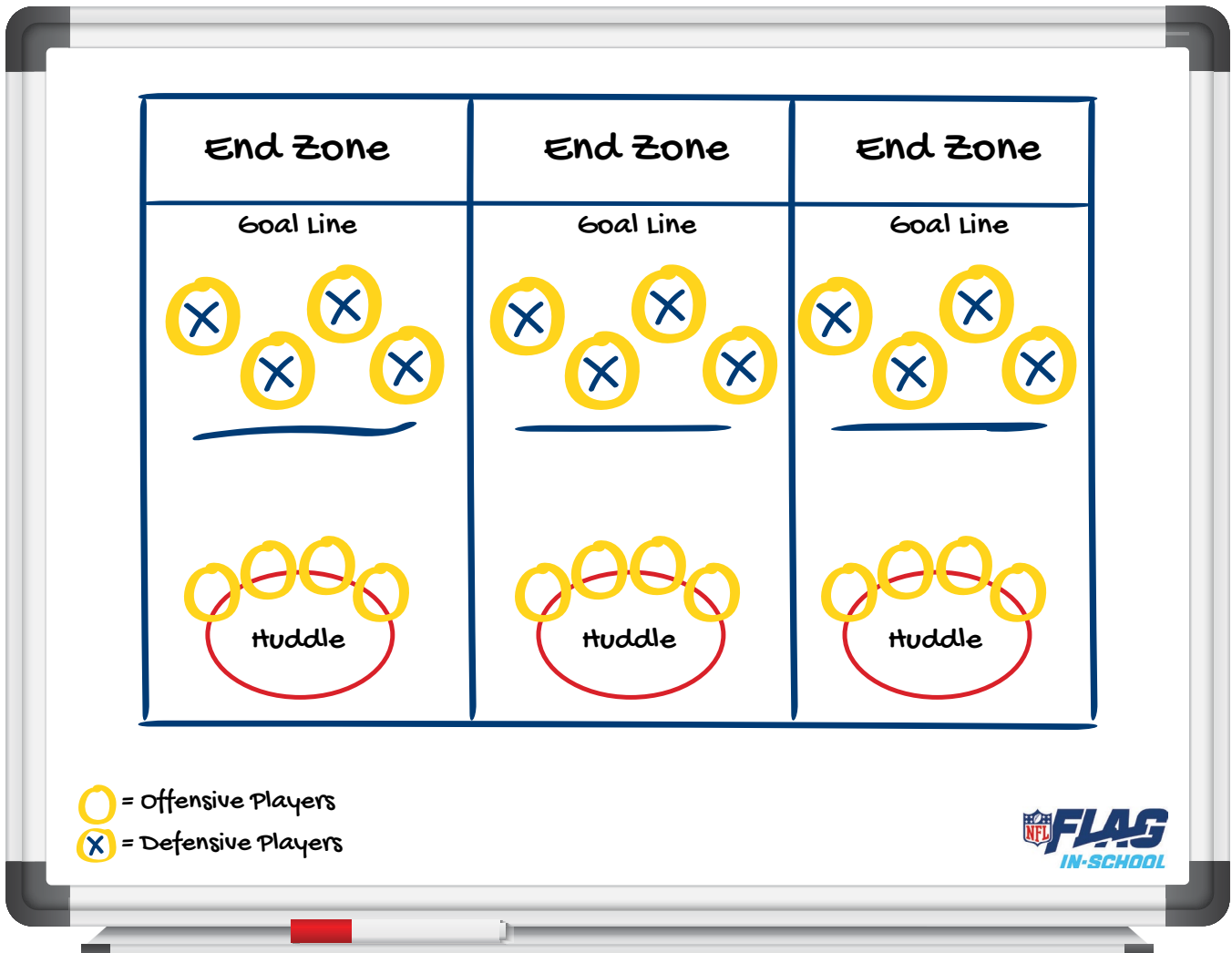
Lesson 2: Catching Low, Medium and High Passes

The diagram on the whiteboard illustrates three types of passes: High, Medium, and Low. Each pass is shown between two partners, represented by yellow circles. Red arrows indicate the direction of the pass.

High	Medium	Low	Low	Medium	High	
←	←	○	--- Pass ---	○	→	→
←	←	○	--- Pass ---	○	→	→
←	←	○	--- Pass ---	○	→	→
←	←	○	--- Pass ---	○	→	→
←	←	○	--- Pass ---	○	→	→
←	←	○	--- Pass ---	○	→	→
←	←	○	--- Pass ---	○	→	→
←	←	○	--- Pass ---	○	→	→

○ = Partners

Lesson 2: Touchdown



Lesson 3 Skill Development: Throwing, Catching, Offense

GRADE SPAN: 3-5	EQUIPMENT NEEDED:	
LESSON LENGTH: 30-40 Minutes	Soft foam footballs, regulation footballs, flag belts, cones, poly spots, goals (hula hoops), Pass Patterns diagrams	
LEARNING OBJECTIVE(S): Students will be able to describe and demonstrate how to successfully throw and catch while both moving and stationary, using offensive pass patterns.	NPES GRADE SPAN LEARNING INDICATORS: 1.5.17, 1.5.21, 2.5.4, 4.5.7	KEY VOCABULARY: dodge, flee, chase, line of scrimmage, quarterback (QB), wide receiver (WR), set-hut, diamond hands, rake hands, boxer step, hook, now, slant, go, offense, yards after catch (YAC), goal line, end zone, touchdown
ESSENTIAL QUESTIONS:		
What are the skill cues one would use to throw to a moving target?		
How is it different than when throwing to a target that is stationary?		
What changes can one make to throw with more accuracy?		

INSTANT ACTIVITY: Team Flag Tag

The goal of this activity is to work together as a team and pull the flags of opposing team members.

- Students will enter the gym and find their assigned partner. Students will wear flag belts according to team color.
- Review the skill cues for flag pulling with students. Everyone is considered "it" in this activity.
- Teacher will need to review safety cues for spatial awareness in this activity.
- On teacher signal to begin, students will attempt to pull the flags of the other team.
- If only one flag is pulled, the student who's flag was pulled can continue to engage in the activity.
- The student who has pulled the flag, must take the flag and run back to their team "home base" and place the flag in the hula hoop.
- When a student has both flags pulled, they will exit the game and do 15 exercises noted from the teacher. Examples; jumping jacks, mountain climbers, high knees.
- Once a student is finished with their exercises, they may return to the activity and help their team by pulling remaining flags from the other team and bringing back to their "home base".
- Play will continue for 2 minutes, then teacher will signal a stop. Students will reflect on flag pulling technique and best ways to avoid getting a flag pulled.
- Play again until time permits.

SKILL DEVELOPMENT ACTIVITY: Pass Patterns — “Hook”, “Now”, “Slant”, “Go”

Make copies of the Pass Patterns for each group to place under their cone/poly spot (see diagram).*

- Have students play catch with their partners for a few minutes before moving on to pass patterns.
- Quickly review the throwing and catching skill cues.
- Introduce line of scrimmage (LOS) and “Set, Hut” cadence, so students understand how an offensive play starts.
- Partners will now work together to learn each of the four elementary pass patterns using the Pass Pattern Diagrams “Hook, Now, Slant, Go”.
- Demonstrate the “hook”, “now”, and “slant” pass patterns before sending partners to a poly spot/cone to practice each pass pattern.
- Make the “hook” and “slant” routes shorter in distance to increase the likelihood of student success in terms of completing passes.
- Have students observe the throwing and catching skills of one another to collect ideas for peer feedback.
- Students will alternate between being the quarterback (QB) and the wide receiver (WR).
 - ▷ WR will line up on the line of scrimmage and QB will be 2-3 steps behind the line of scrimmage.
 - ▷ The WR is a stationary target in both the “hook” and the “now”.
 - ▷ The QB must “lead” the WR on the slant. Explain the concept of “leading” your partner on the slant route.
 - ▷ Students can practice all pass patterns on both the right and left side of the line of scrimmage to catch from both sides of the body.

*Note: The “Go” pass pattern requires distance and accuracy and is the most complex pattern taught. The “Go” should be taught only after the other three patterns have been taught and practiced. The teacher may consider the level of skill within their class and when to approach the “GO”.

CHECK FOR UNDERSTANDING:

After having students observe each other’s pass patterns, they can provide their partner with one “glow” and one “grow” involving the skill cues of throwing and catching in an offensive pass pattern.

KEY ACTIVITY: Touchdown City

The object of the game is for each team to score as many touchdowns as possible in the allotted time.

- Two sets of partners pair up to make a foursome to play this key activity.
- Provide each team with a Touchdown City diagram.
- Demonstrate the activity before sending students to their own activity space to set up their game.
- Two students will be the QB’s and the other two will be the WR’s. Students will rotate positions after each pass pattern has been practiced. One WR goes at a time.
- The QB calls out the pass pattern for the WR to run. WR runs route, after a successful pass and catch, the WR must run past the goal line, into the end zone and place their football in a hula hoop to score a touchdown (this concept is called YAC — Yards After Catch).

- After both WR's have had a chance to score a touchdown, switch roles so QB's become WR's and WR's become QB's.
- Play at least 3-4 rounds so that all students practice the four passing routes and can assume the role of QB and a WR.

WRAP-UP:

With a new partner, identify and describe which pass pattern was easiest/hardest to catch? Explain your reasoning. Share out to the larger group.

Exit Ticket: How is throwing and catching while moving different than when staying in one place? Write down one action a person could take to improve their accuracy in throwing or their ability to catch while moving.

Lesson 3: Pass Patterns – “Hook”, “Now”, “Slant”, “Go”

The whiteboard diagram illustrates four pass patterns:

- Hook:** A QB and WR are positioned side-by-side. A red arrow curves from the QB, goes up and over the WR, and then curves back down towards the WR.
- Now:** A QB and WR are positioned side-by-side. A red vertical line labeled "Line of Scrimmage" is between them. A red arrow points from the QB towards the WR.
- Slant:** A QB and WR are positioned side-by-side. A red arrow starts from the QB and slants diagonally upwards towards the WR.
- Go:** A QB and WR are positioned side-by-side. A red arrow points straight up from the QB, labeled with the number "60".

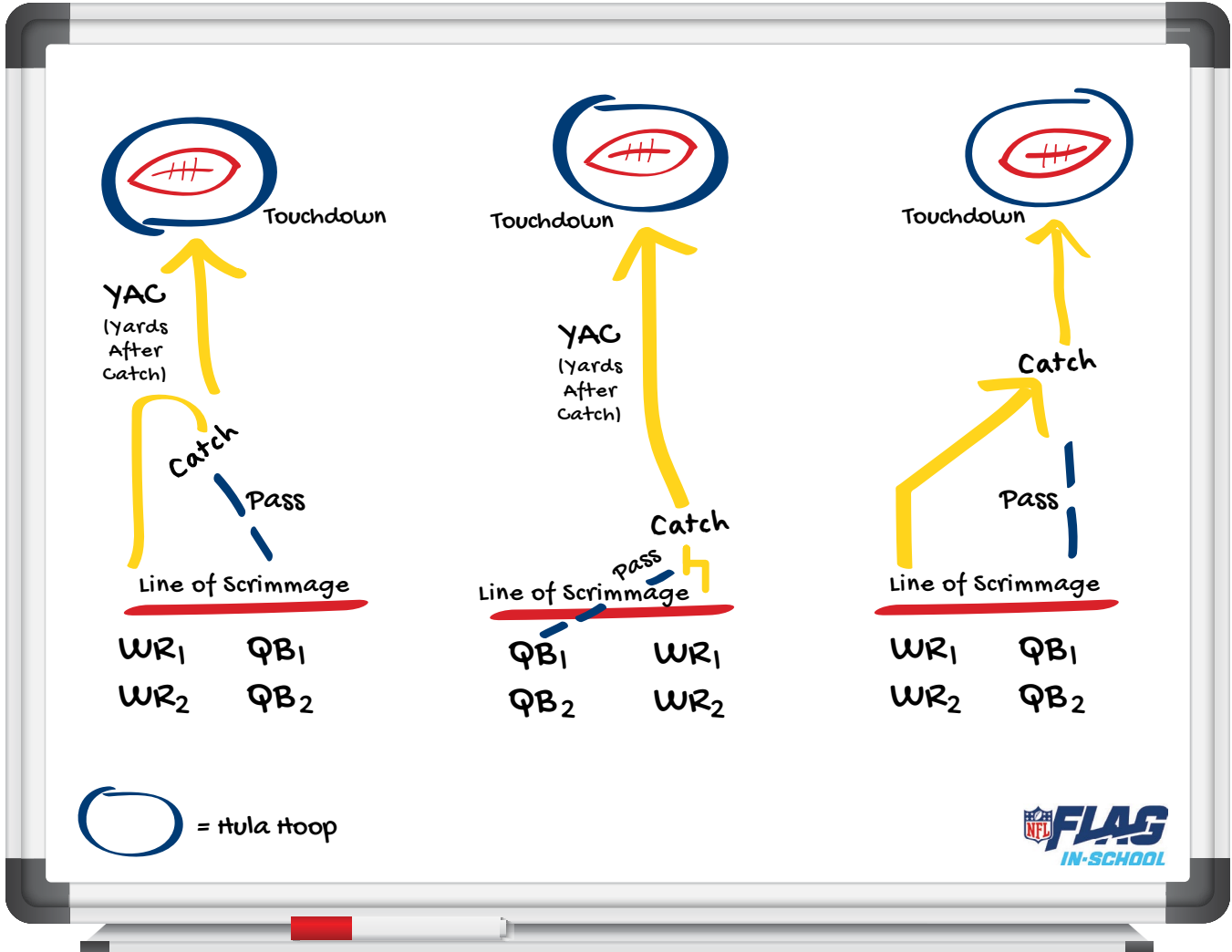
Legend:

- WR = Wide Receiver
- QB = Quarterback
- ▲ = Cones

ELEMENTARY SCHOOL CURRICULUM



Lesson 3: Touchdown City



Lesson 4 Skill Development: Running (Ball Carrying), Offense

GRADE SPAN: 3-5	EQUIPMENT NEEDED:	
LESSON LENGTH: 30-40 Minutes	Soft foam footballs, regulation footballs, flag belts, cones	
LEARNING OBJECTIVE(S): Students will identify and describe the skill-related fitness components used to participate in NFL FLAG In-School activities, using the words; agility, balance, coordination, power, reaction time, and speed.	NPES GRADE SPAN LEARNING INDICATORS: 1.5.17, 2.5.10, 3.5.3, 4.5.7	KEY VOCABULARY: yards after catch (YAC), skill-related fitness components, agility, balance, coordination, reaction time, speed, power, ball carrier (RB), defender, quarterback (QB), wide receiver (WR), line of scrimmage (LOS), touchdown
ESSENTIAL QUESTIONS: Identify the 6 Skill Related Components of Fitness. What components can you connect to throwing and catching football in NFL FLAG In-School activity?		

INSTANT ACTIVITY: YAC

YAC stands for Yards After Catch. In football, after catching the ball, the offensive player runs with it to try to score a touchdown! The YAC activity provides teachers with an opportunity to introduce skill-related fitness components used in the NFL FLAG In-School game. The skill-related fitness components can enhance movement performance in various sport-based activities. The components agility, balance, hand-eye coordination, power, reaction time and speed are used in the NFL FLAG In-School skill practice and game play.

- Students partner up, get one football, each puts a flag belt on.
- Students are in a line formation across from each other and play catch (see diagram).
- Use a whistle for your start/stop cues.
- When the whistle blows, the student with the ball secures the ball, tucks and locks it away and runs straight back towards their goal line while their partner tries to catch them and pull a flag.
- Both partners jog back to center and play again.
- Teacher can determine type of throw used for each round (low, medium, high).
- Teacher plays music while students play catch. When the music stops, the student with the ball runs from their partner who will try to pull the flag off. To make this activity more like regulation football, have all partners move from goal line to goal line. Allow 15-20 seconds for each "chase" before starting the music again.

SKILL DEVELOPMENT ACTIVITY: Snake Run

Snake Run introduces students to ball carrying while moving through general space.

- Discuss the skill cues for ball carrying before beginning the activity (see diagram).
- Students will work in groups of 4 and are placed at a set of zig-zagged cones.
- One student is the ball carrier (RB) and the other three are at a cone (defender).
- The RB will zigzag through the space demonstrating the correct skills for carrying a football while the other students will be positioned at a cone and try to swipe the football from the ball carrier as they go by.
- Have students observe and discuss the running (ball carrying) skills of one another to collect ideas for peer feedback.
- To add a challenge to the activity, students can increase the space between the cones, so the RB runs at a faster speed while carrying the football and switching hands as they pass each defender.
- Additionally, the teacher can place the cones closer together so the RB practices switching hands quickly when passing by each defender.

CHECK FOR UNDERSTANDING:

Within each small group, students will recall and recite the ball carrying skill cues.

Small groups can discuss:

- Why it is important to cover both tips of the football when running with the ball?
- Can you describe one Skill-related component of fitness that was used in the “Snake Run” activity?

KEY ACTIVITY: Ultimate Football (Offense Only)

This game is like Ultimate Frisbee without defense. The goal of the game is for students to work together to make successful throws and catches down the length of the activity space without dropping the ball.

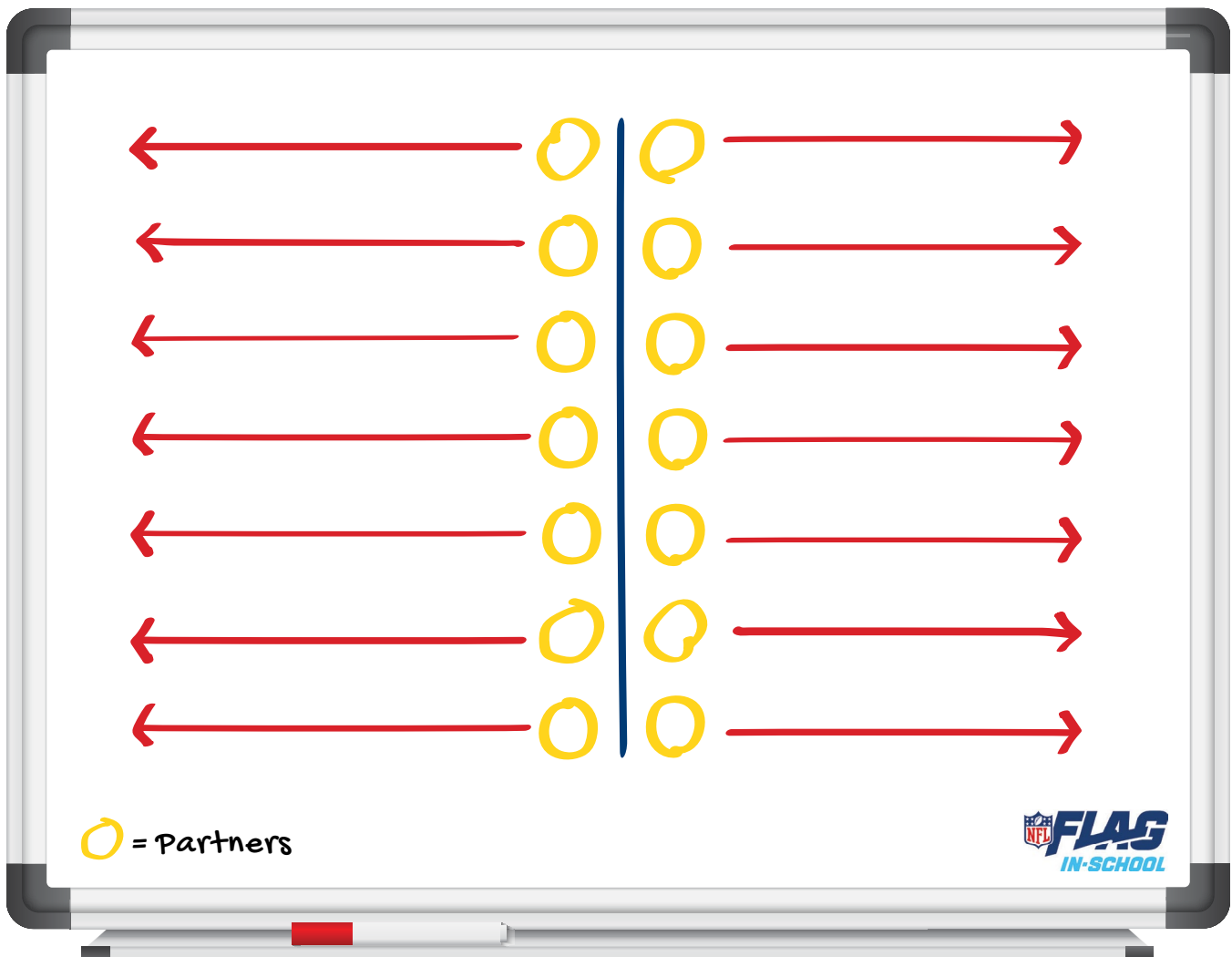
- Students will work in groups of 4 (from their Snake Run groups).
- Create a line of scrimmage (LOS) and use a poly spot or cone to mark the LOS.
- One teammate is the QB, the other three are WR's.
- WR's go out for a pass, and QB throws to any WR. Once the ball is caught, the WR looks for another teammate to throw to while moving down the field toward the same goal line.
- The QB now becomes a WR and goes out for a pass as well.
- Keep working on advancing the ball to the opposite goal line (end zone) without dropping the ball.
- Remind students that the line of scrimmage changes on the play when a successful catch is made. For an incomplete pass, the football remains at the original line of scrimmage for the next play.
- If the ball is dropped, the group jogs back together to the line of scrimmage and starts again.
- The goal is to see how many successful “touchdowns” can be scored without dropping the ball!

WRAP-UP:

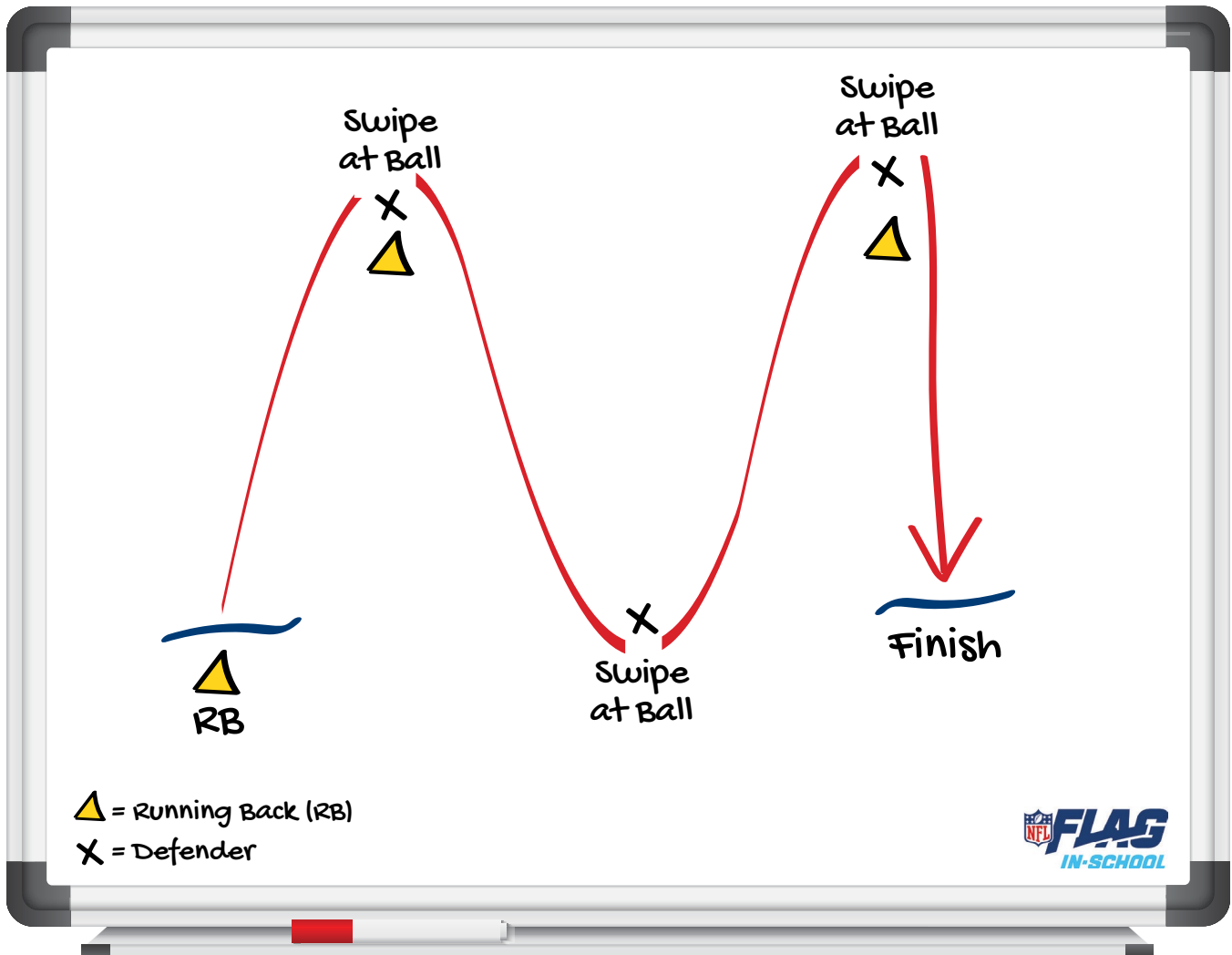
Small Group Discussion: Ask Ultimate Football teams to share one strength they feel their team has that helped them to be successful in scoring a touchdown.

Exit Ticket: Name 3 skill-related fitness components used in the NFL FLAG In-School activities today. Explain your reasoning. How could we see the 3 components used in a different sport or physical activity?

Lesson 4: YAC (Yards After Catch)



Lesson 4: Snake Run



Lesson 5 Combining Skill and Movement Concepts

GRADE SPAN: 3-5	EQUIPMENT NEEDED:	
LESSON LENGTH: 30-40 Minutes	Footballs, flag belts, cones, hula hoops (for goals), running lanes diagrams	
LEARNING OBJECTIVE(S): Students will be able to describe and demonstrate the proper cues for giving and receiving a handoff from the perspective of the quarterback (QB) and running back (RB) through successful participation in skill development activities.	NPES GRADE SPAN LEARNING INDICATORS: 1.5.17, 2.5.3, 2.5.15, 4.5.7	KEY VOCABULARY: dodge, flee, chase, running lanes (holes), hand-off, quarterback (QB), running back (RB), offense, defense, goal line, end zone, touchdown, Running Lanes diagram
ESSENTIAL QUESTIONS: What are the skill cues for giving and receiving a handoff in NFL FLAG In-School activities? Why is my first step as a QB important before handing the ball off? Why is my first step as a RB important before receiving a handoff?		

INSTANT ACTIVITY: **Box Drill**

Box Drill is a review for flag pulling and ball carrying.

- As students enter the gym, have each student get a flag belt, a partner, one football per pair, and 4 cones.
- Students set up a “box” to prepare for the activity (see diagram).
- The box should be set up in a square with cones about 5-10 yards apart. Make the space large enough to challenge the students as if the RB is trying to score a touchdown.
- During the activity, remind students of the cues for successful ball carrying and flag pulling.
- One student starts with the football on offense while their partner is on defense.
- The defender has 15 seconds to try and pull the offensive player’s flag.
- Offensive player demonstrates proper ball carrying skill cues and carries the ball within the square.
- Students switch roles when a flag is pulled.

SKILL DEVELOPMENT ACTIVITY: **Running Lanes**

This activity introduces students to running with the football in NFL FLAG In-School.

- Students will be partnered up for this activity. Give partners a Running Lane Diagram.
- Demonstrate where each lane (hole) is from the diagram. The Diagram should include the 5-3-1-2-4-6 alignment on it (odd on the left, even on the right).
- Discuss the quarterback (QB) responsibilities for proper foot placement and ball placement when handing-off the football and skill cues for the running back (RB) to receive a hand-off.
- One partner will be a QB and the other the RB. QB will call out a lane (hole) and a side and practice making the appropriate handoffs while the RB practices receiving the handoff and running through the proper lane (examples: "1 left," "4 right").
- Play will begin on the QB's cadence "Set-Hut". (Remind the QB that they must MOVE to the RB when calling a 3 or 5 left or 4 or 6 right as the RB will be moving away from the QB and towards the sideline on these two plays).
- Play at least six rounds so that both partners have the opportunity to practice as the QB and the RB for each of the six lanes/holes.

CHECK FOR UNDERSTANDING:

The 5-3-1 running lanes are on what side of the field? The 2-4-6 running lanes are on what side of the field? What must the QB do to hand-off the ball to the RB when calling a 3-5 or 4-6 running play? Which elbow should be UP when receiving a hand-off?

KEY ACTIVITY: **Team Touchdown (Small-sided game)**

The object of the game is for the offense to score touchdowns! To make this a small-sided game, place no more than 4-6 students on a team (see diagram).

- Place hula hoops in various positions, right, center, and left of the field. Hoops in the end zone are worth 6 points for a touchdown, and hoops along the sidelines are worth 3 point (see diagram).
- The students will be divided into two teams on opposite sides of the activity space. Each team wears a different colored flag
- During gameplay, periodically remind the students of the cues for ball carrying and flag pulling.
- To play this game small-sided activity, two-three teammates will be on offense trying to run with the football and score a touchdown at their opponents' goal line. The other two-three teammates will play defense and remain on their defensive side of the playing field.
- The offensive players (RB) carry the football into the other teams' territory and place the football into the end zone (hula hoops) to score a touchdown.

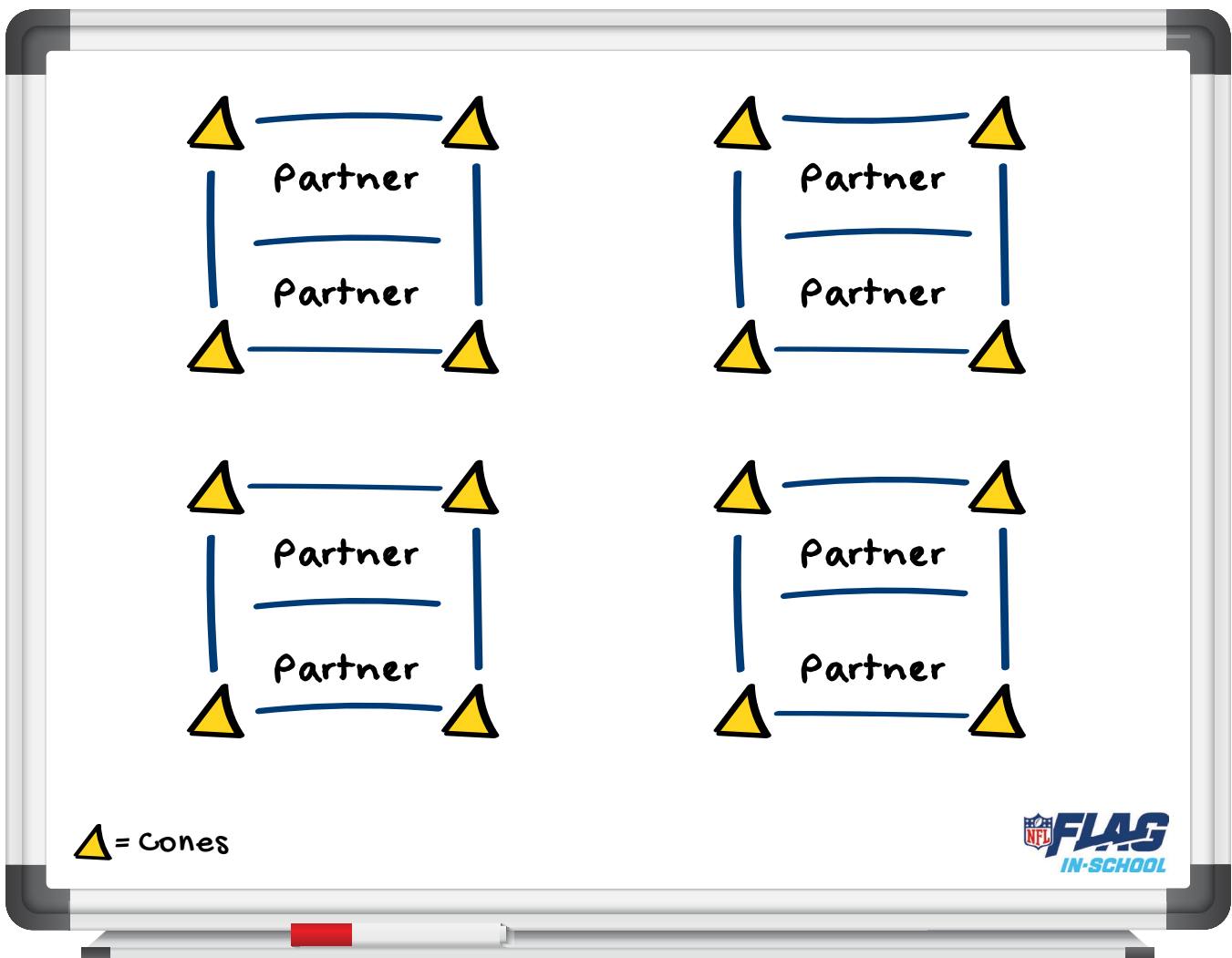
- When in the opponents' territory, the defense can pull the RB's flag. When a RB's flag is pulled, he/she must give the ball to the opposing team and return to their own side where they can pick up another football and try to go score again.
- After playing one round, offensive and defensive players switch positions so all students practice their ball carrying and flag pulling skills.

WRAP-UP:

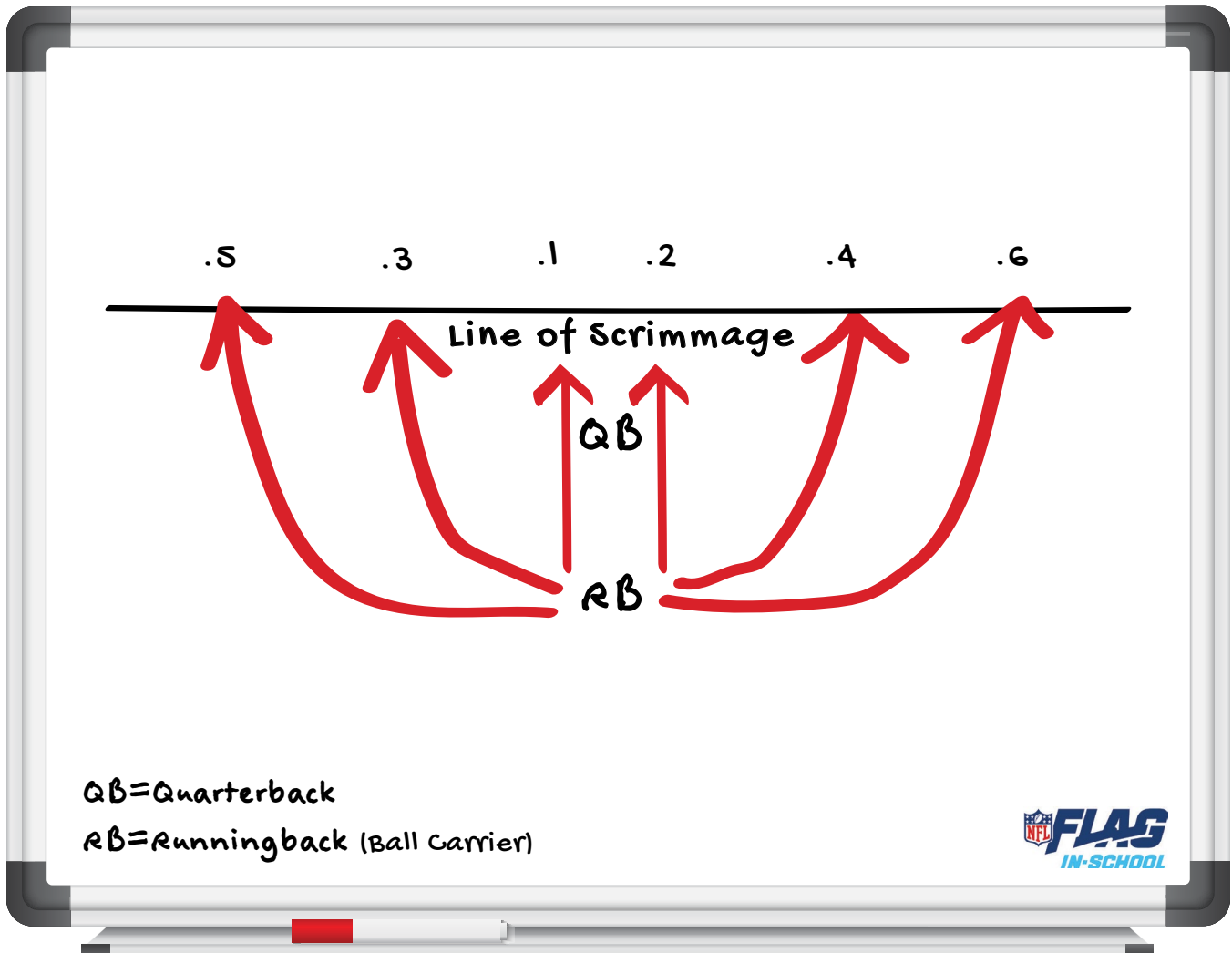
Partner/Small Group Discussion: Ask teammates to share a strategy they used to defend their goal during Team Touchdown. How do you know it worked? What could be improved?

Exit Ticket: Write down the skill cues for both giving and receiving a hand off. What are the skill cues for both giving and receiving a hand-off. Which skill do you feel you need to improve upon the most? Why?

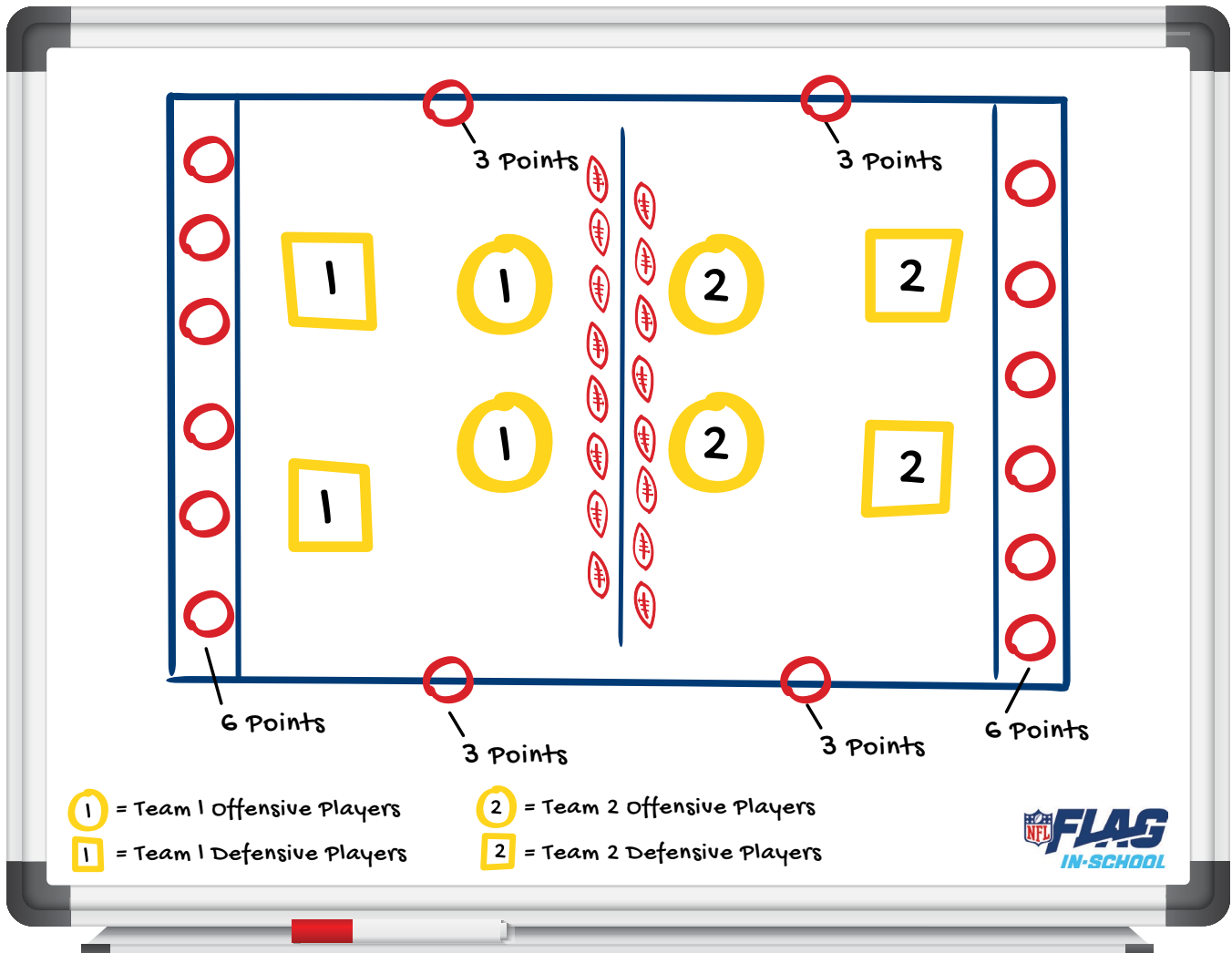
Lesson 5: Box Drill



Lesson 5: Running Lanes



Lesson 5: Team Touchdown (Small-Sided Game)



Lesson 6 Offensive Skill and Strategy

GRADE SPAN: 3-5	EQUIPMENT NEEDED:	
LESSON LENGTH: 30-40 Minutes	Flag belts, footballs, cones, poly spots, running lanes (holes) diagram, play action pass diagrams	
LEARNING OBJECTIVE(S): Students will be able to demonstrate and justify the use of offensive positions, plays and strategy within offensive gameplay..	NPES GRADE SPAN LEARNING INDICATORS: 1.5.17, 2.5.2, 2.5.15, 3.5.6	KEY VOCABULARY: dodge, flee, chase, offense, strategy, defense, play action pass, running lanes (holes), hand-off, QB, RB, WR, Center, touchdown
ESSENTIAL QUESTIONS: What does offensive strategy mean? What is an example of one strategy on offense you have noticed or used thus far?		

INSTANT ACTIVITY: Strategic Flag Tag 4v4

This is a quick review of flag pulling skills while in both offensive and defensive positions.

- In Team Flag Tag four students compete against another four students. Each team wears a different colored flag belt.
- Before play begins, the two teams set up a playing area using four cones. Two teammates are on offense, two on defense.
- Offensive players try to maneuver through the space and reach the opposite goal line without getting their flag pulled by a defender.
- If a flag is pulled, the offensive player returns to their side of field, puts flag back on, and tries again.
- Play multiple times so all students can be an offensive and defensive player.

SKILL DEVELOPMENT REVIEW: Running Lanes

This activity is a quick review of Running Lanes from prior lesson to check for understanding and clarity.

- Give each group a copy of the Running Lanes (holes) Diagram (from Lesson 5).
- Students will work in groups of 4. Positions needed are QB, RB, WR, Center.
- The Center hikes the ball and then becomes a wide receiver in game play, adding a third option for pass completion on each play.
- Plays can begin with the QB using the "Set-Hut" cadence rather than having the ball hiked and risking a fumble.
- Small groups will practice the running lanes activity at least 3-5 times or as time permits.

SKILL DEVELOPMENT ACTIVITY: **Play Action Pass**

This activity introduces the concept of the Play Action Pass. The Play Action Pass is a more advanced skill; a running/pass play where the QB fakes a hand-off to the RB and the RB goes out for a pass.

- Students will work as a team (small groups) and practice executing play action skills.
- To enhance understanding, provide students with a play action diagram.
- Demonstrate a few easy examples with the whole class before letting students work in groups.
- The teacher provides feedback on technique and strategy while observing students in activity.
- The teacher can choose to lead this activity by calling out a set play for all groups to execute or allow each group to work through a series of plays.
- Play multiple times so all students can switch to engage in multiple roles.

CHECK FOR UNDERSTANDING:

Describe the sequence of a Play Action Pass play to a partner.

Why is it important for the RB to “sell the fake” when executing a play action pass play?

KEY ACTIVITY: **4th Down (Offense Only)**

This goal of the game is for each team to work together and try to score a touchdown on each 4th Down.

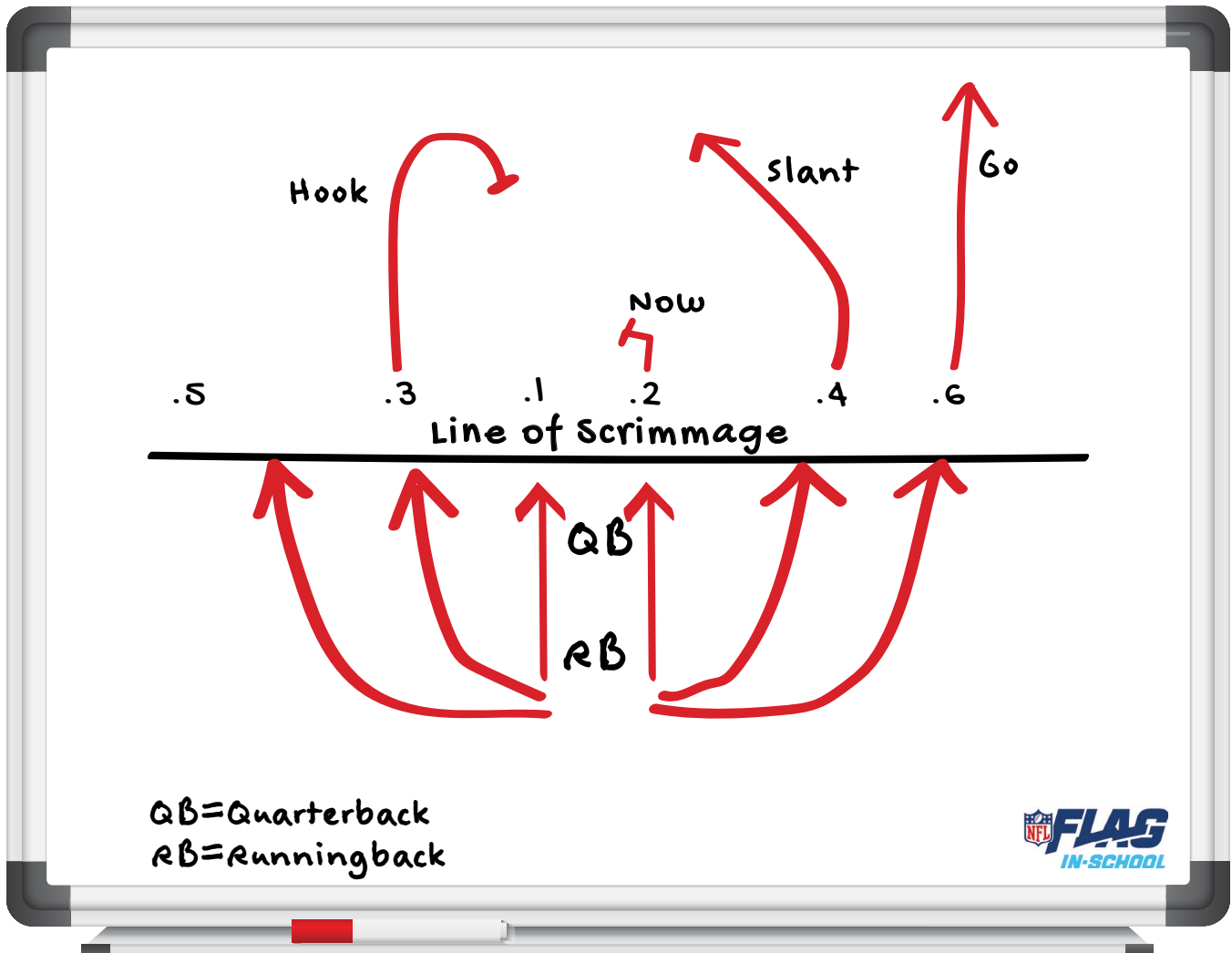
- 4th Down is played in groups of 4 (see diagram).
- All students will rotate between the QB, WR, RB, Center.
- Set-up play areas on small grids (20-25 yards).
- Each QB chooses and calls one play he/she wants the group to practice. 4 plays total will be practiced and executed.
- Feedback is critical here as students are helping each other learn all the offensive positions for future game play.

WRAP-UP:

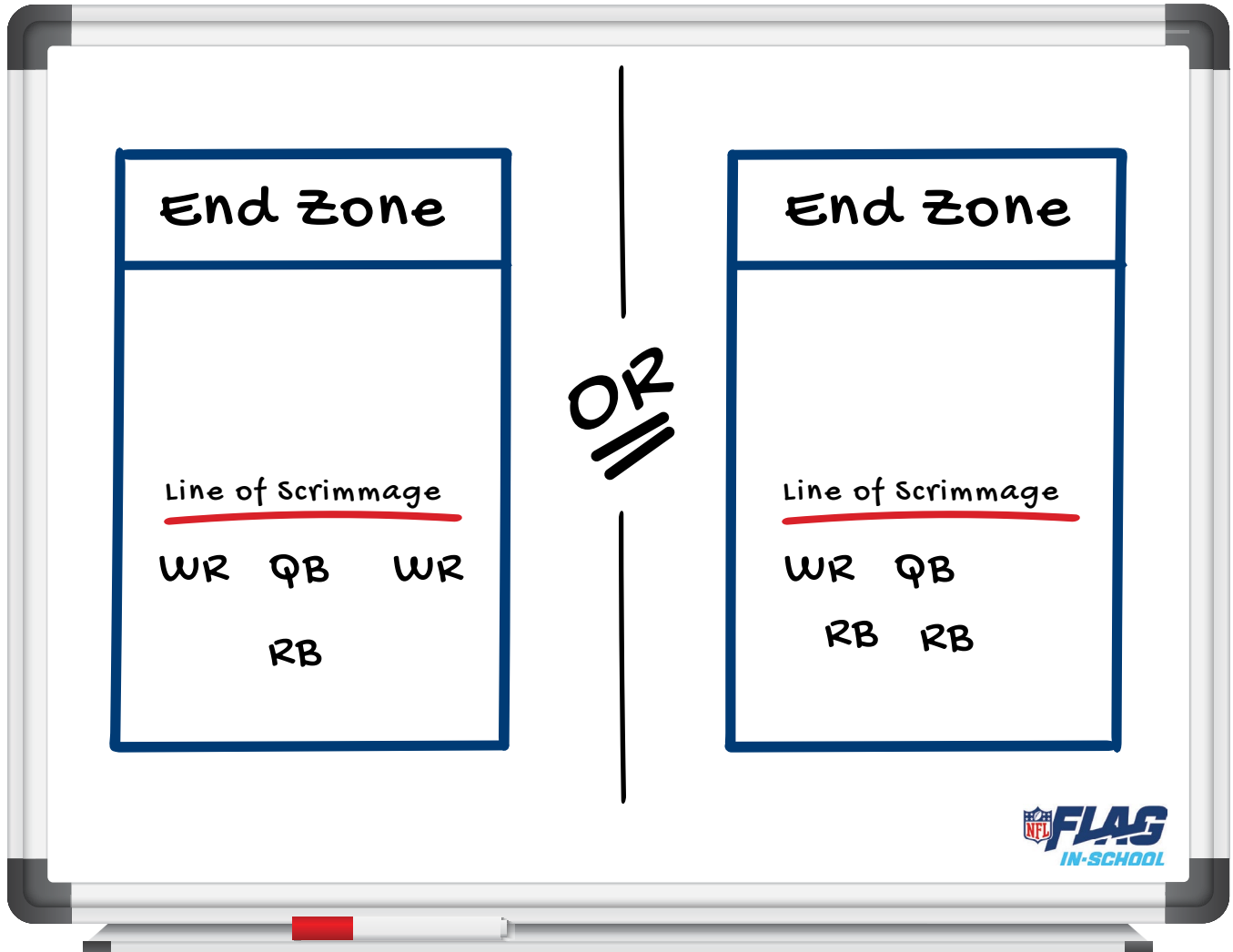
Small Group Discussion: What offensive strategies do you think had the most success in NFL FLAG In-School activities today? Share out to the larger group.

Exit Ticket: How do you know the strategy worked? What would you change to do better?

Lesson 6: Play Action Pass



Lesson 6: 4th Down (Offense Only)



Lesson 7 Offensive and Defensive Strategy

GRADE SPAN: 3-5	EQUIPMENT NEEDED:	
LESSON LENGTH: 30-40 Minutes	Flag belts, footballs, cones, poly spots, playbook creation organizers (appendix), team playbook designs (see diagram)	
LEARNING OBJECTIVE(S): Students will be able to diagram and execute offensive plays as well as describe effective defensive strategy within a dynamic game environment.	NPES GRADE SPAN LEARNING INDICATORS: 1.5.1, 2.5.2, 2.5.3, 3.5.5., 4.5.5	KEY VOCABULARY: organized team activities (OTA's), offense, defense, QB, WR, RB, Center, cornerback (CB), linebacker (LB), safety, down and distance, touchdown
ESSENTIAL QUESTIONS:		
What are some defensive techniques and strategies one can use to defend wide receivers?		
What are some ways wide receivers can get "open" so the quarterback can throw them the ball?		

INSTANT ACTIVITY: **Defensive Line Drill (Back Pedal)**

The Defensive Line Drill helps students develop the skill of back pedaling used by defensive players when guarding an opponent. Discuss the skill cues for back pedaling with the students (keep center of gravity low by leaning forward and keeping the chin over the toes, use short choppy steps, and keep eyes up).

- Students will work in groups of 4 to perform this drill.
- Set up cones, half cones, or poly spots in a square (see diagram) with cones 5-10 yards apart.
- Students start at left cone.
- First student sprints to the opposite cone, then back pedals to the next cone. When the first student has reached the opposite cone, the second student begins.
- Continue until all students have worked through the series of cones, sprinting and back pedaling.
- Teacher gives feedback and the drill can be repeated as needed for time.

SKILL DEVELOPMENT ACTIVITY: **Team Playbook Design**

- Students will work in groups of 4 to develop a "playbook" featuring at least one running play, one passing play, and one play action pass (see diagram, play sheets). This is called OTA's (organized team activities) in football.
- Teams can decide if they will use two RB's and/or two WR's on each play. The students will practice running plays from different positions.
- The center hikes the ball and then can become an additional wide receiver to catch a pass.
- Remind students of skill cues, line of scrimmage and "set-hut" cadence to begin plays.

- Students will give each play a name and practice executing the play. The focus here is on teamwork and students helping teammates with their offensive responsibilities on each play.
- Students execute one running play and one passing play from their play sheet for the teacher to review.
- During this time the teacher will filter around to each group to ensure teams are switching offensive player positions and executing designed plays from their play sheets.

CHECK FOR UNDERSTANDING:

Ask teammates to describe a situation where something wasn't going right while designing the playbook and they had to solve a problem together. What took place to solve the problem? What solutions did you come up with? What does positive feedback look, sound like?

GAME: 4 Downs to Score

Defensive alignment is key to successful participation in this game.

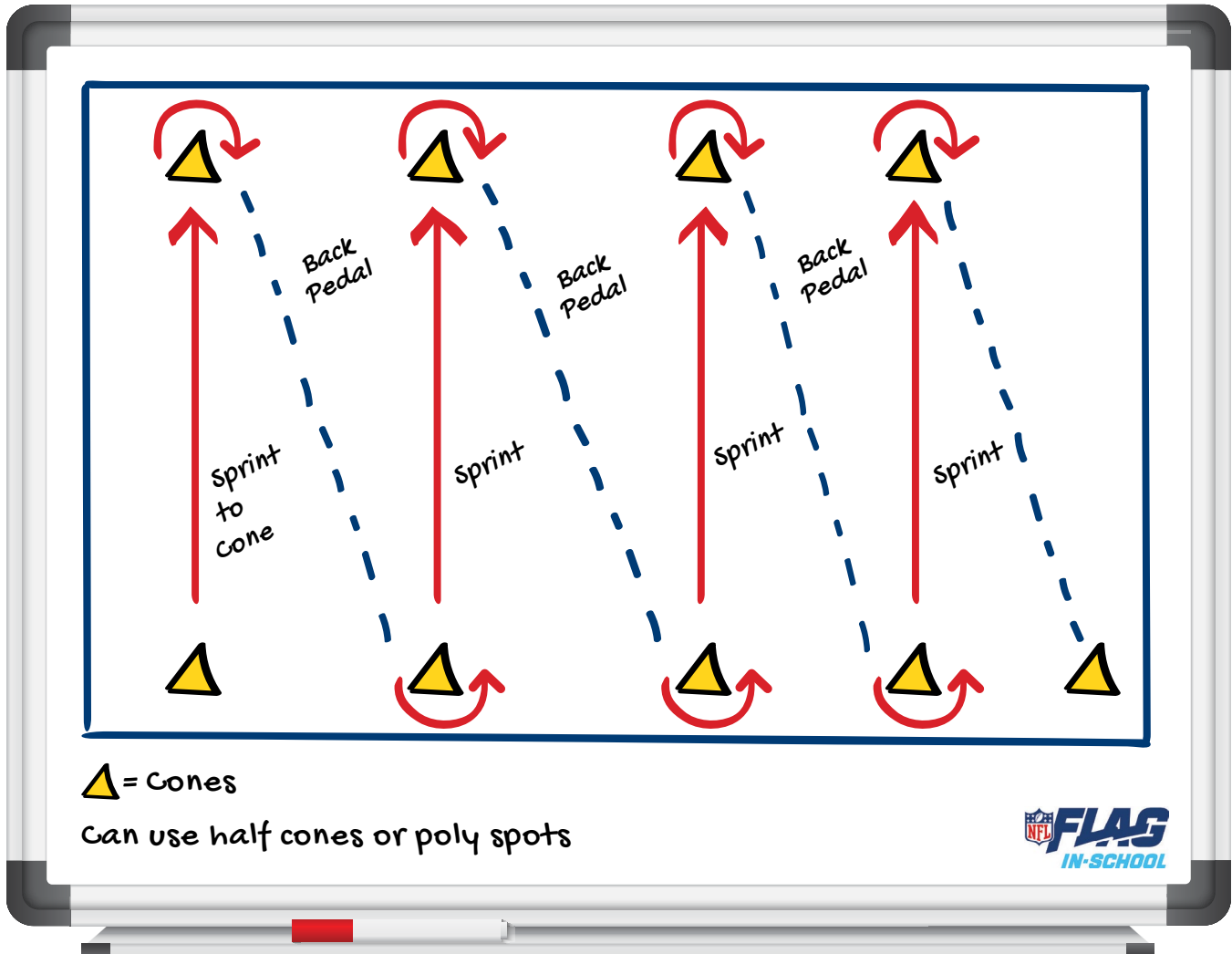
- Teams will pair up to play 4 vs. 4 small-sided games (see diagram). Game fields should be no longer than 20-25 yards.
- The teacher will demonstrate offensive and defensive positions with two teams to show proper alignment before game play begins.
- Provide defenders with various position names. Students demonstrate correct defensive player position when lining up against an offensive player in "4 Downs to Score" game.
- Each team will have "4 Downs to Score"! Call out "down and distance" before each play.
 - ▷ Defensive Positions
 - ▷ Cornerback (CB) defends WR. Could have one or two CB's depending on offensive player positions.
 - ▷ Linebackers (LB) defend RB and Center (if the Center position is used in offensive play design).
 - ▷ A Safety is used as the final defender.
- Remind students that the line of scrimmage may change each play and is determined by where the offensive player gets their flag pulled.
- After four plays, teams switch roles: offense to defense, defense to offense.
- Students demonstrate correct defensive player position when lining up against an offensive player in "4 Downs to Score" game.

WRAP-UP:

Small Group Share: Why is it important for each teammate to know and execute their offensive and defensive responsibilities?


Exit Ticket: Share how you applied what you have learned about defending the goal line/end zone in game play today. What defensive techniques or strategies worked well today? How do you know?

Lesson 7: Defensive Line Drill (Back Pedal)

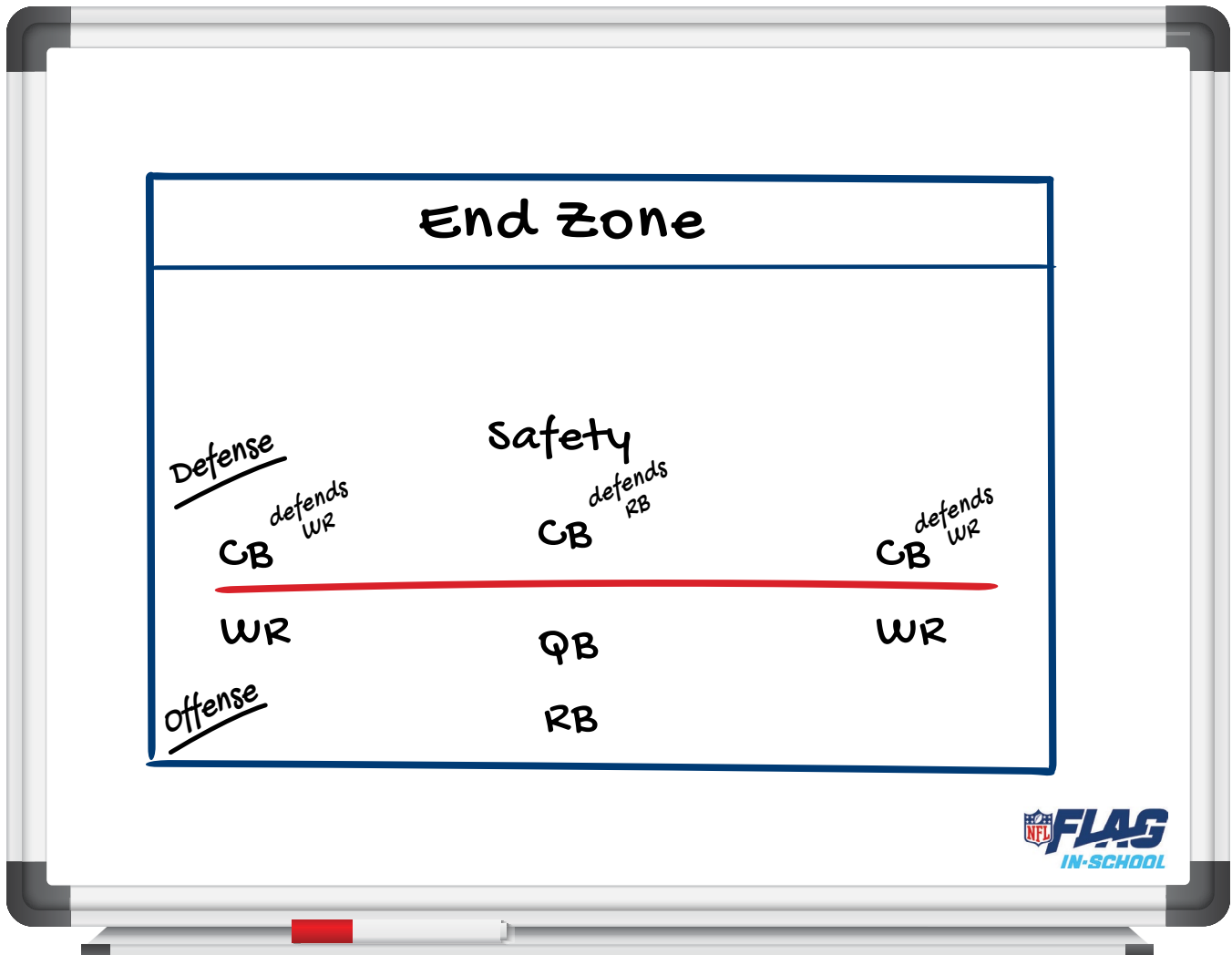


Lesson 7: Team Playbook Design

<p><u>Running Play</u></p> <p>Name of Play _____</p> <p>5 3 1 2 4 6 WR QB RB RB</p>	<p><u>Passing Play</u></p> <p>Name of Play _____</p> <p>5 3 1 2 4 6 WR QB RB WR</p>
<p><u>Passing Play</u></p> <p>Name of Play _____</p> <p>5 3 1 2 4 6 WR QB RB WR</p>	<p><u>Play Action Pass Play</u></p> <p>Name of Play _____</p> <p>5 3 1 2 4 6 WR QB RB RB</p>



Lesson 7: 4 Downs to Score



Lesson 8 Small-sided Game Play, Teamwork

GRADE SPAN: 3-5	EQUIPMENT NEEDED:	
LESSON LENGTH: 30-40 Minutes	Footballs, flag belts, team play sheets, poly spots, cones, offensive playbook designs	
LEARNING OBJECTIVE(S): Students will be able to use effective communication and identify group challenges within small-sided gameplay.	NPES GRADE SPAN LEARNING INDICATORS: 1.5.1, 2.5.1, 3.5.2, 4.5.5	KEY VOCABULARY: dodge, flee, chase, throw, catch, run, line of scrimmage, hook, now, slant, go, running lanes (holes), play action pass, offensive positions, defensive positions, goal line, end zone, touchdown
ESSENTIAL QUESTIONS:		
<p>What are some important things to remember about teamwork and good communication today?</p> <p>How can one help their team get through a challenging situation?</p>		

INSTANT ACTIVITY: Skill Review

Playbook Practice

Each team will practice their plays from the previous lesson. Teams should strive to have at least one running play, one pass play, and one play action pass in their "playbook".

CHECK FOR UNDERSTANDING:

What are some predictions you could make about the choice of your offensive plays? Why do you think these plays could be effective? Please explain.

Game Time!

- Students will work in their groups of 4 and play small-sided 4 vs. 4 games.
- Divide the activity space into playing fields about 20-25 yards long.
- Use cones to mark the goal lines and end zones.
- Remind students of the defensive positions that are required to defend their offensive opponent.
- Students will rotate on each play.
- Teams have 4 downs to score!

WRAP-UP:

Small Group Discussion: Ask teammates to name and describe a play that was effective and was used in the game today. Please explain your answer. What were some changes you wish your team could make to be more effective?

Exit Ticket: What were some challenges you noticed during gameplay today? How did you help your teammates come up with solutions? How did you use good communication today?

Finale Perfect Pass

The game Perfect Pass! can be used as a final NFL FLAG In-School activity to culminate the unit OR as an extension of the unit during a celebration of learning or field day.

GRADE SPAN: 3-5

SKILL FOCUS: Throwing Accuracy (QB) and catching low, medium, or high passes (WR).

GAME SET-UP:

Spread a large amount of equipment throughout the activity space (hula hoops, cones, half cones, poly spots, etc.)

Students will be placed on teams of four-five, depending on class size (see diagram).

The game is played in a relay format. The first person in line is the wide receiver (WR) and runs out to any piece of equipment and puts ONE foot on the equipment. The second person in line is the QB and makes an ACCURATE throw to the receiver.

GAME RULES:

- IF the receiver catches the football, he/she picks up the piece of equipment and tucks the ball to run back to the team. One point is scored for each successful catch by a WR.
- IF the receiver does NOT catch the ball OR MOVES the FOOT from the equipment to catch the ball, he/she does not pick up the equipment and runs back to the end of the line.
- The next two in line come up to play QB and WR.
- Continue the game with teammates rotating between QB and WR. Play continues until ALL equipment has been picked up.
- The focus of the game is teamwork, throwing accuracy and catching practice.

SAFETY RULE:

NO THROWING THE FOOTBALL BACK TO THE TEAM. WR must tuck (lock) the ball way and RUN WITH IT!

Finale: Perfect Pass

The whiteboard displays a grid of symbols used for a flag football drill. The symbols are arranged in a roughly rectangular pattern. Below the grid, there is a legend and the NFL FLAG IN-SCHOOL logo.

Legend:

- = Hula Hoops
- △ = Cones
- ⤿ = Half Cones
- ⊗ = Poly Spots

NFL FLAG IN-SCHOOL

APPENDIX A

Assessment in NFL FLAG In-School

The NFL FLAG In-School curriculum provides opportunity for a multitude of formative assessment checklists, exit tickets, and student discourse. Formative assessment in Physical Education (PE) is crucial as it provides ongoing feedback that can significantly enhance both teaching and learning. Moreover, formative assessment encourages students to reflect on their own performance, set personal goals, and take an active role in their learning process. This continuous feedback loop fosters a more adaptive, responsive, and supportive PE environment, ultimately promoting lifelong physical activity and well-being

Summative assessment in Physical Education (PE) plays a pivotal role in evaluating students' overall achievement and proficiency at the conclusion of a unit. Additionally, summative assessments offer valuable data for educators to reflect on the success of their teaching strategies and curriculum design. For students, these assessments highlight their accomplishments and areas for future improvement, helping to foster a sense of achievement and guiding their continued personal learning development.

* Note if students are having difficulty writing down responses, a teacher can set-up a station with an electronic device and record verbal responses for data collection!

Lesson 1: Exit Ticket

Student Name: _____

Share which catch (low, medium, high) was the most difficult to catch? Please explain your answer in writing.

What can you do to improve your Throwing and Catching Skills? Use the Skill Cues to help you explain.

Lesson 2: Exit Ticket

Student Name: _____

What are some ways in which a student can be a good communicator? How do we know?

Write down one way that you showed good communication skills today:



Lesson 3: Exit Ticket

Student Name: _____

How is throwing and catching while moving different than when staying in one place?

Write down one action a person could take to improve their accuracy in throwing OR catching on the move:

Lesson 4: Exit Ticket

Student Name: _____

Name 3 skill-related fitness components used in the NFL FLAG In-School activities today. Explain why you made those choices.

How could we see the 3 components used in a different sport or physical activity?

.....

Lesson 5: Exit Ticket

Student Name: _____

What are the skill cues for both giving and receiving a hand-off?

Giving Hand-Off: _____

Receiving a Hand-Off: _____

Which skill do you feel you need to improve upon the most? Why?

Lesson 6: Exit Ticket

Student Name: _____

Small Group Discussion: What offensive strategies do you think had the most success in NFL FLAG In-School activities today? Share out to the Larger Group

How do you know the strategy worked? What would you change to do better?



Lesson 7: Exit Ticket

Student Name: _____

Write about what you have learned about defending the goal line/end zone in game play today:

What defensive techniques or strategies worked well today? How do you know?

Lesson 8: Exit Ticket

Student Name: _____

What were some challenges you noticed during gameplay today? How did you help your teammates come up with solutions?

How did you use effective communication today?

APPENDIX B

Teacher Checklists

Psychomotor Skill Feedback

NFL FLAG In-School Skill: **Throwing**

Student Name _____

NFL FLAG IN-SCHOOL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Side to target				
Ball to ear, arm bent at 90-degree angle, "L" shape				
Step towards target with opposite foot				
Rotate chest and hips toward target and throwing arm is extended toward target				
Follow through across the body, towards the target with the thumb down				

NFL FLAG In-School Skill: **Throwing**

Student Name _____

NFL FLAG IN-SCHOOL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Side to target				
Ball to ear, arm bent at 90-degree angle, "L" shape				
Step towards target with opposite foot				
Rotate chest and hips toward target and throwing arm is extended toward target				
Follow through across the body, towards the target with the thumb down				

ELEMENTARY SCHOOL CURRICULUM



NFL FLAG In-School Skill: **Catching**

Student Name _____

NFL FLAG IN-SCHOOL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Keep eyes on the ball				
Make a diamond (thumbs and pointer fingers together, touch skin to skin)				
*Medium/High Passes — Reach out for the ball, Diamond hands at chest level *Low Passes — Rake hands below waist				
Catch with hands only and squeeze the ball				
Tuck the ball into the armpit/chest to secure the catch				

NFL FLAG In-School Skill: **Catching**

Student Name _____

NFL FLAG IN-SCHOOL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Keep eyes on the ball				
Make a diamond (thumbs and pointer fingers together, touch skin to skin)				
*Medium/High Passes — Reach out for the ball, Diamond hands at chest level *Low Passes — Rake hands below waist				
Catch with hands only and squeeze the ball				
Tuck the ball into the armpit/chest to secure the catch				

Teacher Checklists

NFL FLAG In-School Skill Feedback

NFL FLAG In-School Skill: **Flag Pulling**

Student Name _____

NFL FLAG IN-SCHOOL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Eyes on the hip				
Stay low, stay square (breakdown position)				
Reach for the hip				

NFL FLAG In-School Skill: **Flag Pulling**

Student Name _____

NFL FLAG IN-SCHOOL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Eyes on the hip				
Stay low, stay square (breakdown position)				
Reach for the hip				

ELEMENTARY SCHOOL CURRICULUM



NFL FLAG In-School Skill: **Securing the Football** Student Name _____

NFL FLAG IN-SCHOOL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Carry the football in the outside hand (away from defense)				
Cover the tip of the ball with a hand, other tip in the elbow crease				
4 points of contact between the body and the ball (hand, elbow crease, forearm, chest)				

NFL FLAG In-School Skill: **Securing the Football** Student Name _____

NFL FLAG IN-SCHOOL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Carry the football in the outside hand (away from defense)				
Cover the tip of the ball with a hand, other tip in the elbow crease				
4 points of contact between the body and the ball (hand, elbow crease, forearm, chest)				

ELEMENTARY SCHOOL CURRICULUM



NFL FLAG In-School Skill: Handing Off/Receiving Hand Off

Student Name _____

HANDING OFF	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Turn and face the sideline				
Extend both arms with hands on the sides of the ball				
Place the football firmly in RB's stomach				

RECEIVING HAND OFF	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Step diagonal towards the lane (hole)				
Inside elbow is UP, outside elbow is DOWN				
Let the QB place the ball in your "pocket" (stomach). Tuck and run!				

NFL FLAG In-School Skill: Handing Off/Receiving Hand Off

Student Name _____

HANDING OFF	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Turn and face the sideline				
Extend both arms with hands on the sides of the ball				
Place the football firmly in RB's stomach				

RECEIVING HAND OFF	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Step diagonal towards the lane (hole)				
Inside elbow is UP, outside elbow is DOWN				
Let the QB place the ball in your "pocket" (stomach). Tuck and run!				

APPENDIX C

Shape America Critical Elements

MANIPULATIVE SKILLS	
<p>CATCHING:</p> <ul style="list-style-type: none"> ▪ Moves to get behind oncoming ball or anticipates ball position ▪ Keeps eyes on ball ▪ Reach out for ball with hands ▪ Thumbs together above head ▪ Pinkies together below waist ▪ Catches with hands only ▪ Give with body ▪ Pull the ball into the body 	<p>UNDERHAND THROW:</p> <p>Preparation:</p> <ul style="list-style-type: none"> ▪ Chest face target ▪ Hold ball in both hands at waist level and off center toward throwing side <p>Execution:</p> <ul style="list-style-type: none"> ▪ Swing throwing arm back behind bottom ▪ Non-throwing arm reaches for target ▪ As throwing arms swings forward step toward target with opposite foot ▪ Release ball at the level of the target <p>Follow-through:</p> <ul style="list-style-type: none"> ▪ Throwing arm extends toward target
<p>OVERHAND THROW:</p> <p>Preparation:</p> <ul style="list-style-type: none"> ▪ Side to target ▪ Hold ball in both hands at waist level and off center toward throwing side <p>Execution:</p> <ul style="list-style-type: none"> ▪ Across the body ▪ Wind-up bringing throwing arm back behind head with elbow bent at a 90-degree angle "L" shape ▪ Step toward target on opposite foot ▪ Rotate chest and hips toward target as throwing arm is extended toward target <p>Follow-through:</p> <ul style="list-style-type: none"> ▪ Across the body ▪ Toward target 	<p>INSTEP KICK:</p> <p>Preparation:</p> <ul style="list-style-type: none"> ▪ Eyes focus on ball ▪ 2-3 step approach with last step being non-kicking foot ▪ Non-kicking foot is place beside and slightly behind the ball <p>Execution:</p> <ul style="list-style-type: none"> ▪ Leg action is from knee-on-down ▪ Contact ball with shoelaces ▪ Contact ball in middle of ball for low kick (trunk leans forward) ▪ Contact bottom of ball of lofted kick (trunk leans backward) ▪ Body weight forward over ball <p>Follow-through:</p> <ul style="list-style-type: none"> ▪ Leg extends toward target at a low level

(continued)

Standard 1: Critical Elements (continued)

LOCOMOTOR SKILLS	
<p>RUN:</p> <p>Preparation:</p> <ul style="list-style-type: none"> Push off of one foot; arm swing in opposition <p>Main Action:</p> <ul style="list-style-type: none"> Definite flight phase; stride length at a maximum; complete extension of support leg; arms bent a right angle; heels kick buttocks Recourse with feet; arms swing forward in a coordinated fashion with legs to achieve distance and height <p>Recovery:</p> <ul style="list-style-type: none"> Lands on ball of lead foot with trail foot behind lead foot Entire Action is Step-Together-Step with a flight phase on during "Together" 	<p>SLIDE:</p> <p>Preparation:</p> <ul style="list-style-type: none"> Turn body so side is leading action; arms extended shoulder level <p>Main Action:</p> <ul style="list-style-type: none"> Step with lead foot to side; step-together with opposite/trail foot pushing off ground with lead foot and trail foot to attain a flight phase; step on lead foot; arms stay extended out to sides <p>Recovery:</p> <ul style="list-style-type: none"> Thigh parallel to ground; lands on ball of foot; arms bent at right angle at sides; body is balanced
<p>JUMPING/LANDING – TWO TO TWO FOOT JUMP:</p> <p>Preparation:</p> <ul style="list-style-type: none"> Take-off crouch and arm position appropriate for height/distance of jump; swings arms back. <p>Main Action:</p> <ul style="list-style-type: none"> Quick extension of legs and arms. <p>Recovery:</p> <ul style="list-style-type: none"> Landing on balls of feet with crouch appropriate to absorb height/distance of jump. Arms reach out in front for balance. 	<p>JUMPING/LANDING – ONE TO TWO FOOT JUMP:</p> <p>Preparation:</p> <ul style="list-style-type: none"> Step and push off of one foot with slight knee bend <p>Main Action:</p> <ul style="list-style-type: none"> Push off by extending knee and swinging foot forward; bring push-off foot to meet and land on both feet simultaneously <p>Recovery:</p> <ul style="list-style-type: none"> Landing on balls of feet with crouch appropriate to absorb height/distance of jump. Arms reach out in front for balance.
<p>DEFENSE:</p> <p>Defense Body Position:</p> <ul style="list-style-type: none"> Vary body position (moving high, low, right, left) so that actions are not predictable Fake by moving head, shoulders, or use a jab step pretending to move toward one offensive player, but instead moving toward a different offensive player Try to deny space and prevent offense from moving forward toward endline <p>Defense:</p> <ul style="list-style-type: none"> Vary body position (moving high, low, right, left) so that actions are not predictable Fake by moving head, shoulders, or use a jab step pretending to move toward one offensive player, but instead moving toward a different offensive player Try to deny space and prevent offense from moving forward toward endline 	<p>MAINTAIN POSSESSION – OFFENSE:</p> <p>Faking:</p> <ul style="list-style-type: none"> Move head, shoulders, jab step in one direction and move in opposite direction <p>Jab Step:</p> <ul style="list-style-type: none"> Step to right or left of defender and pivot/turn away from defender <p>Block/Pick:</p> <ul style="list-style-type: none"> One offensive player uses body by standing close to an offensive teammate thus creating a block or pick; this protects the blocked offensive player and prevents defense from taking their flag <p>Avoiding Obstacles:</p> <ul style="list-style-type: none"> Make quick directional changes (use zig-zag pathways) when approaching a stationary obstacle

APPENDIX D

NFL FLAG In-School Summative Quiz: Grades 3-5

Multiple Choice Directions: Please circle the best answer

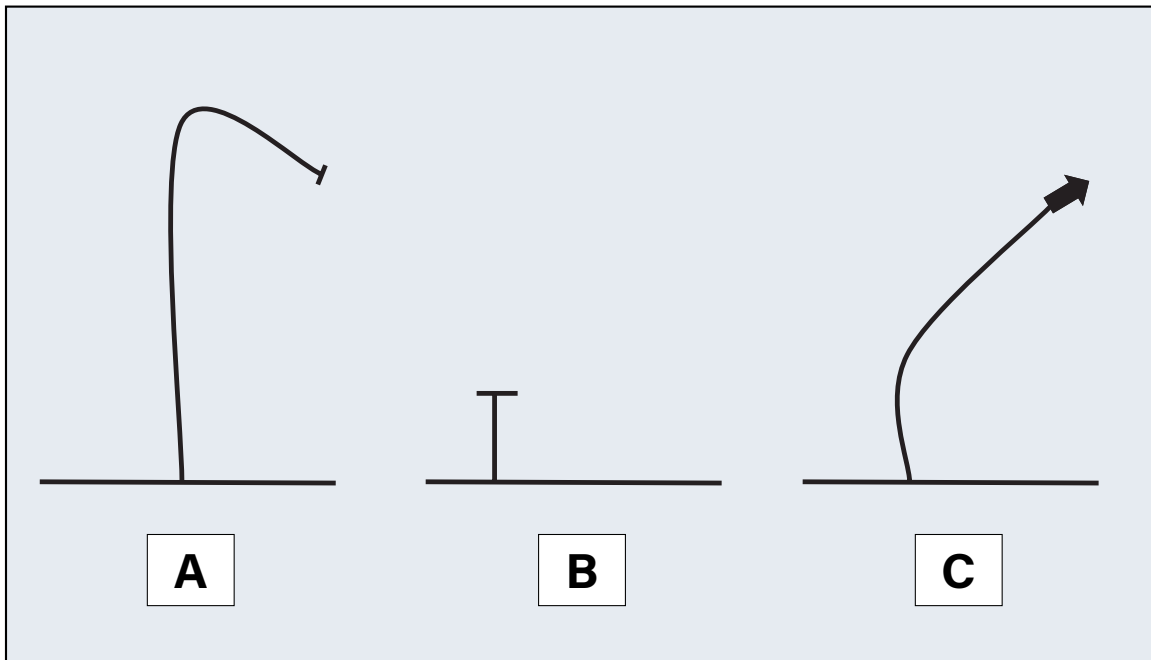
1. What is the name of the imaginary line that players line up to begin each play in NFL FLAG In-School?
 - a. Starter Line
 - b. Line of Scrimmage (LOS)
 - c. Free Throw Line
 - d. Finish Line
2. What is the name of the player that throws the football to the Wide Receivers?
 - a. Running Back
 - b. Diamondback
 - c. Quarterback
 - d. Nickelback
3. What is the name of the player that tries to stop the Wide Receiver from catching the ball?
 - a. Nickelback
 - b. Defensive Back
 - c. Center
 - d. Running Back

True/False Directions: Please write TRUE or FALSE after each statement

4. The Center is the player that "snaps" the ball to the Quarterback _____ (True or False)
5. When catching a football that is LOW, you must have your hands at CHEST level _____ (True or False)

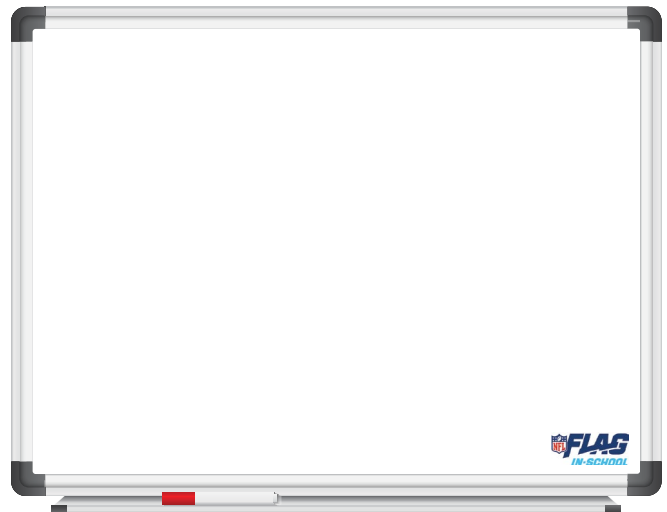
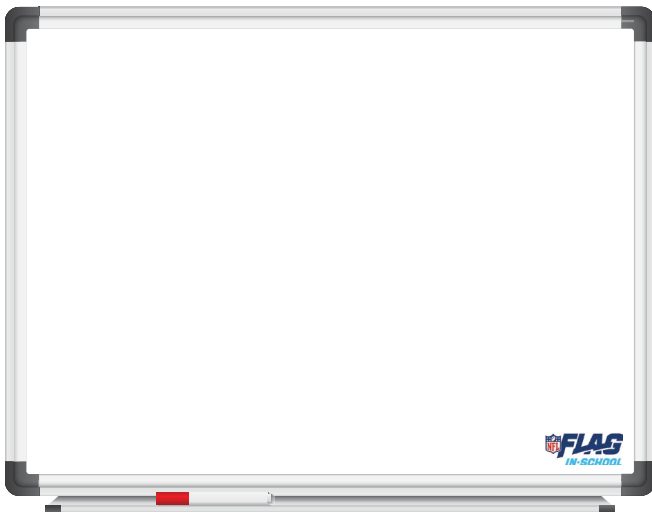
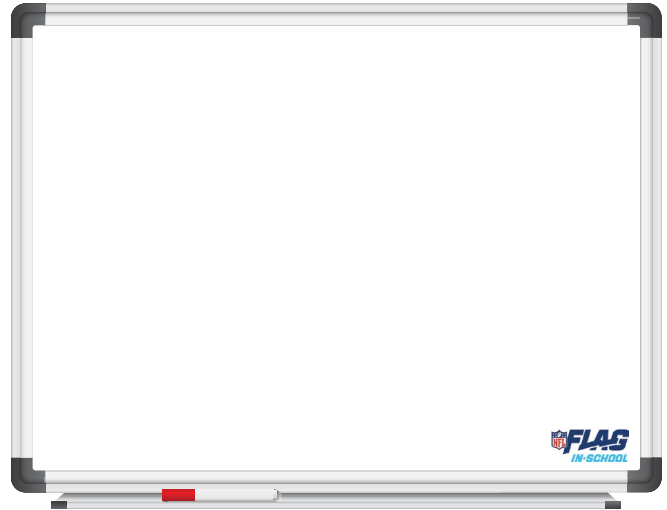
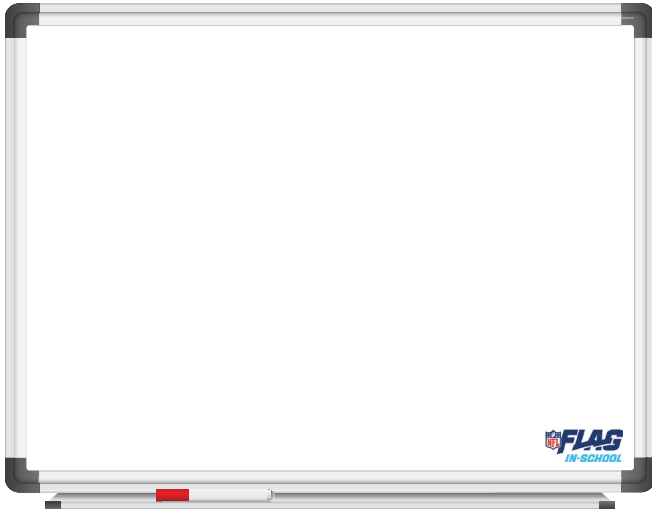
Match Directions: Write the correct LETTER (A, B or C) next to each Pass Route that matches the picture on the next page.

6. SLANT _____ HOOK _____ NOW _____



APPENDIX E

Playbook Creation Organizer: **Offense**



Playbook Creation Organizer: **Defense**

