



MIDDLE 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.

TABLE OF CONTENTS

NFL FLAG In-School Unit Block Plan	2
NFL FLAG In-School Essential Resources	7
Skill Cues and Progressions.....	7
Inclusive Practice in NFL FLAG In-School	9
Adaptations for NFL FLAG In-School Psychomotor Skills	9
NFL FLAG In-School Grades 6–8 Curriculum	13
Lesson 1: Introduction to NFL FLAG In-School and Skill Review	13
Lesson 2: Mini-Camp: Passing/ Catching (QB Focus).....	17
Lesson 3: Mini-Camp: Route Running (WR Focus).....	22
Lesson 4: Mini-Camp: Ball Carrying/Evasive Running.....	26
Lesson 5: Mini-Camp: Defensive Angles of Pursuit/Flag Pulling	30
Lesson 6: Pre-Season: Offensive Playbook Creation/Team Practice.....	36
Lesson 7: Pre-Season: Defensive Playbook Creation/Team Practice	40
Lesson 8: Game Day: 5v5 Game Play	45
Appendix A: Assessment in NFL FLAG In-School	48
Appendix B: Teacher Checklists	54
Psychomotor Skill Feedback	54
NFL FLAG In-School Skill Feedback	56
Appendix C: SHAPE America Critical Elements	63
Manipulative Skills.....	63
Locomotor Skills.....	64
Appendix D: NFL FLAG In-School Summative Quiz: Grades 6–8	65
Appendix E: Playbook Creation Organizers	67

NFL FLAG IN-SCHOOL UNIT BLOCK PLAN

Lesson 1: Grades 6-8

Introduction to NFL FLAG In-School and Skill Review

NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.8.9 Demonstrates throwing for accuracy, distance and power in a variety of practice tasks and small-sided games.
- 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity.
- 3.8.2 Demonstrates consideration for others and contributes positively to the group or team.
- 4.8.2 Describes how social interaction impacts individual engagement in physical activity.

SKILLS:

Spatial awareness, throwing/passing, catching, flag pulling, running at various speeds, change of direction, communication.

CONTEXT:

Creating and reducing space (offense/defense), overhand throwing/passing to stationary and moving target, underhand tossing/passing to stationary and moving targets, stationary catching, catching on the move, acceleration and deceleration, change of direction to create space, communication with teammates.

ACTIVITIES:

Hot Potato, Fish in a Barrel, Ultimate Football

Lesson 2: Grades 6-8

Mini-Camp: Passing/ Catching (QB Focus)

NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.8.8 Demonstrates proper catch with or without an implement in a variety of practice tasks and small-sided games.
- 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games.
- 2.8.18 Analyzes skill performance by identifying critical elements.
- 3.8.1 Understands and accepts others' differences during a variety of physical activities.

SKILLS:

Overhand Throwing to stationary and moving targets, 3 Step Drop, 3 Types of Passes, quickness and agility, catching while stationary and moving

CONTEXT:

Passing with correct form and technique for accuracy, creating space from LOS as QB, timing passes with moving WR, catching with correct form and technique while stationary and moving, quickness, agility and balance

ACTIVITIES:

Speed and Agility Stations, Partner Passing/Catching (Stationary and Moving), Crazy Catch

Lesson 3: Grades 6-8

Mini-Camp: Route Running (WR Focus)

NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.8.8 Demonstrates proper catch with or without an implement in a variety of practice tasks and small-sided games.
- 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games.
- 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games.
- 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting.

SKILLS:

Speed, power, agility, catching while moving, overhand throwing for accuracy and power to moving target, 3 step drop, offensive strategies and tactics, creating space through movement.

CONTEXT:

Using agility, speed and change of direction to create space/separation, catching while moving with correct form and technique, creating space from LOS, throwing for accuracy to moving targets with correct form and technique, utilizing power, velocity, and different release points to throw to moving targets with accuracy, offensive strategy in throwing to receivers, applying principles of timing between QB/WR.

ACTIVITIES:

Power/Agility Stations, Route Running, Team Passing/Route Running

Lesson 4: Grades 6-8

Mini-Camp: Ball Carrying/Evasive Running

NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games.
- 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity.
- 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher.
- 4.8.2 Describes how social interaction impacts individual engagement in physical activity.

SKILLS:

Evasive Running, ball carrying, speed, agility, reaction time, coordination, power and balance.

CONTEXT:

Using acceleration/deceleration to create and reduce space, change of direction for evasive running, effective timing and communication for offensive tactics, prescribing and enhancing performance

ACTIVITIES:

Twist Off, Snake Run, Touchdown

Lesson 5: : Grades 6-8

Mini-Camp: Defensive Angles of Pursuit/Flag Pulling

NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.8.19 Demonstrates defensive ready position in a variety of practice tasks and small-sided games.
- 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games.
- 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting.
- 4.8.5 Examines individual and group challenges through movement.

SKILLS:

Defensive Positioning, back pedaling, flag pulling

CONTEXT:

Running at various speeds and pathways to pull flags, pulling flags while moving, tracking a moving target and applying angles to effectively track target

ACTIVITIES:

Buzz and Rip, Angle of Pursuit (Pass), Angle of Pursuit (Run), Play Action Pass with Defense

Lesson 6: Grades 6-8

Pre-Season: Offensive Playbook Creation/Team Practice

NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games.
- 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games.
- 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting.
- 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class.

SKILLS:

Quickness/agility/balance/flexibility, catching while moving, overhand throwing for accuracy to moving target, utilizing different release points, power and velocity to complete 3 types of throws, 3 step drop, creating space through movement, team strategy, change of direction, tracking, decision making, communication

CONTEXT:

Utilizing prior skills learned to create team strategy offensively, combining routes to create space for multiple players, communicating and cooperating as a group to problem solve, strategize and provide feedback in activity setting

ACTIVITIES:

Team Flag Tag, Offensive Playbook Creation, Team Practice

Lesson 7: Grades 6-8

Pre-Season: Defensive Playbook Creation/Team Practice

NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.8.19 Demonstrates defensive ready position in a variety of practice tasks and small-sided games.
- 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games.
- 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher.
- 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles..

SKILLS:

Defensive alignment and positioning, back pedaling, pursuit, change of direction, man to man defense, decision making, team strategy/cooperation/planning, peer feedback.

CONTEXT:

Utilizing prior skills learned to create defensive team strategy. Decreasing open space through movement and communication, spatial awareness, problem solving individually and as a team, providing feedback in activity setting.

ACTIVITIES:

Shadow Routes, Pre-Season: Defensive Playbook Creation, Team Practice

Lesson 8: Grades 6-8

Game Day: 5v5 Game Play

NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense).
- 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games.
- 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments.
- 3.8.8 Solves problems amongst teammates and opponents.
- 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.

SKILLS:

Catching while moving, overhand throwing for accuracy to moving target, utilizing different release points, 3 step drop, creating space through movement, team strategy/cooperation/planning, change of direction, tracking, decision making.

CONTEXT:

Utilizing prior skills learned to create team strategy offensively and defensively, combining routes to create space for multiple players, communication to decrease spacing defensively, problem-solving individually and as group. Communicating and cooperating as a group to problem solve, strategize and provide feedback in activity setting.

ACTIVITIES:

Star Drill, 5v5 Small-sided Games

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"> • 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 • Throwing arm up and back, 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
<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, then give with the body • Pull the ball into the body...look the ball in, tuck (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) • Reach out for the ball with rake hands below the waist • Catch with hands only • Squeeze, then give with the body • Pull the ball into the body...look the ball in, and then tuck (lock) it away! 	<p>Securing the Football:</p> <ul style="list-style-type: none"> • Carry the football in the outside hand (away from defense) • Cover both tips of the ball • Tuck ball to the chest
<p>Handing Off the Football:</p> <ul style="list-style-type: none"> • Turn and face the sideline • Step at a diagonal • Extend both arms • 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>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, and 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.

(continued)

Skill Cues and Progressions (continued)

<p>Route Running:</p> <ul style="list-style-type: none"> • Start with inside foot on LOS, outside foot staggered slightly behind LOS • Knees slightly bent • Hands up near hips or chest • Eyes looking inward towards the football • Push off with back foot and accelerate • Sink hips when making any change of direction 90 degrees or more • Plant with foot outside of the direction of the route • Pump arms • Turn head/eyes to find ball quickly 	<p>Defense:</p> <ul style="list-style-type: none"> • DB should have 5x1 alignment (5 yards back from LOS, 1 yard inside of the WR towards the QB) • Good Defensive stance • Back pedal to start, open hips and run with WR, mirroring the route • Break on the ball • Attack the ball in the air • Defense Pursuit Angle • Back pedal while turning head to find football • Plant foot and explode when changing direction • Take straightest path to meet offensive player at a spot they are going towards • Modifications • Include 2 or more defensive players/ positions to show different angles • Use walking or slower speed 	<p>Evasive Running:</p> <ul style="list-style-type: none"> • Knees bent in athletic position • Plant on outside foot when changing directions • Sink hop and explode each time you change direction • Eyes up • Head on swivel • Pump arms but keep ball close to body
---	---	---

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 • Beach balls or balloons • Bean bags <p>Modified Targets:</p> <ul style="list-style-type: none"> • Larger targets • Colorful and engaging targets <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. 	<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.

(continued)

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>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. • 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. 	<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.

(continued)

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.
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. Gradually increase the difficulty level as students become more comfortable and skilled. 	<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.

(continued)

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 and Skill Review

GRADE SPAN: 6-8	EQUIPMENT NEEDED:	
LESSON LENGTH: 40–60 minutes	Footballs, poly spots, cones, buckets, poly spots	
LEARNING OBJECTIVE(S): Students will be able to define and analyze 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: 1.8.9, 2.8.12, 3.8.2, 4.8.2	KEY VOCABULARY: communication, diamond hands, rake hands, offense, defense, strategy, agility, balance, coordination, power, reaction time, and speed
	ESSENTIAL QUESTIONS: Define the 6 Skill Related Components of Fitness. Select and analyze three skill-related components of fitness that you will engage in during today’s NFL FLAG In-School activity. Explain your reasoning.	

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 will find an assigned partner.
- Teacher will explain the importance of creating space/reducing space for offense and defense
- Teacher (with the aid of a student) demonstrates effective overhand passes, underhand tossing, catching technique and cues.
- Students will find their partner and will pick up a football (One football per set of partners).
- Partners will stand 5-7 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 and to identify what skill-related fitness component they are using.
- Students can increase the distance between them to add a challenge to the activity.

SKILL FOCUS: Fish in a Barrel

This activity focuses on throwing skills for accuracy and is a great lead-up to the Ultimate Football activity (see diagram).

- Divide the students up into groups of 4 and have each team designate a ‘team space’ on the outside edge of the gym.

- Place three large buckets in the middle of the gym. Spread lots of poly spots around the buckets at various distances.
- When play begins students will grab footballs, go to poly spots, and try and throw the football into the buckets.
- If they make it in, they pick up the poly spot and take it back to their team space.
- The team with the most poly spots at the end of the game wins.

CHECK FOR UNDERSTANDING:

Name two skill-related components of fitness that you worked on in the prior activity. How do you know? How were you able to contribute positively to the team effort? Describe what positive social interaction looks like.

KEY ACTIVITY: Ultimate Football

This activity is similar to Ultimate Frisbee. 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 losing possession from defenders or dropping the ball.

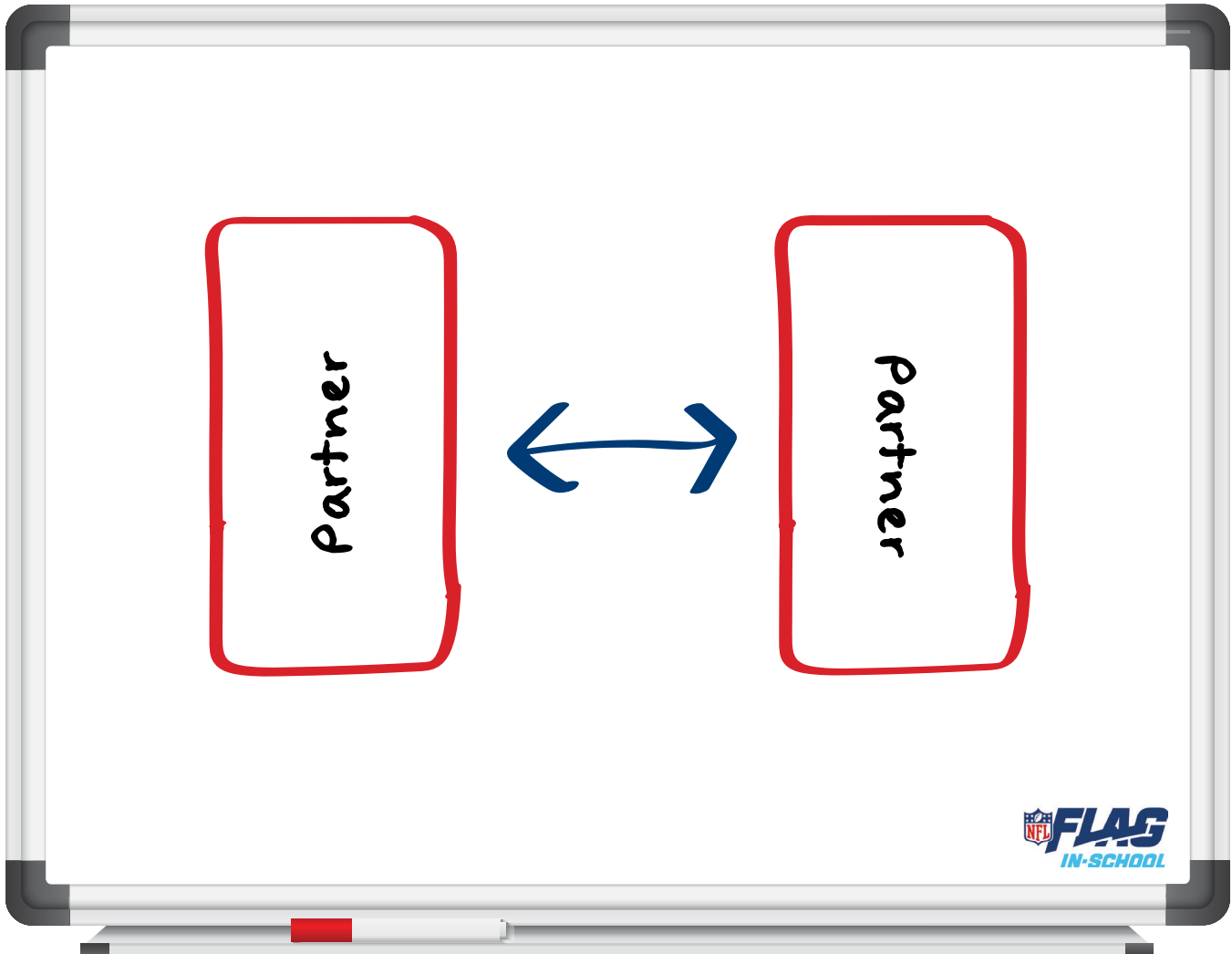
- Students will be separated into groups of 4. Each team will attempt to move the football downfield toward their endzone by throwing and catching the football to offensive teammates. Each score by a team will be worth 7 points.
- Explain the different positions and skills needed within each team (QB, WR, RB, C, DB, LB)
- 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.
- The opposing team will play defense and attempt to stop the offensive team from completing passes and moving towards the end zone to score.
- When a player is in possession of the football they may not move and have 5 seconds to pass the football to a teammate.
- Players that do not have the football on offense, may move in any direction to create space to receive a football pass.
- If the pass is incomplete, intercepted, or the passer holds on to the ball longer than 5 seconds it is deemed a turnover and the defensive team will take over the ball at that exact spot on the field.
- Then, the defensive team will take possession of the ball, change to offense and attempt to pass towards their end zone and score.

WRAP-UP:

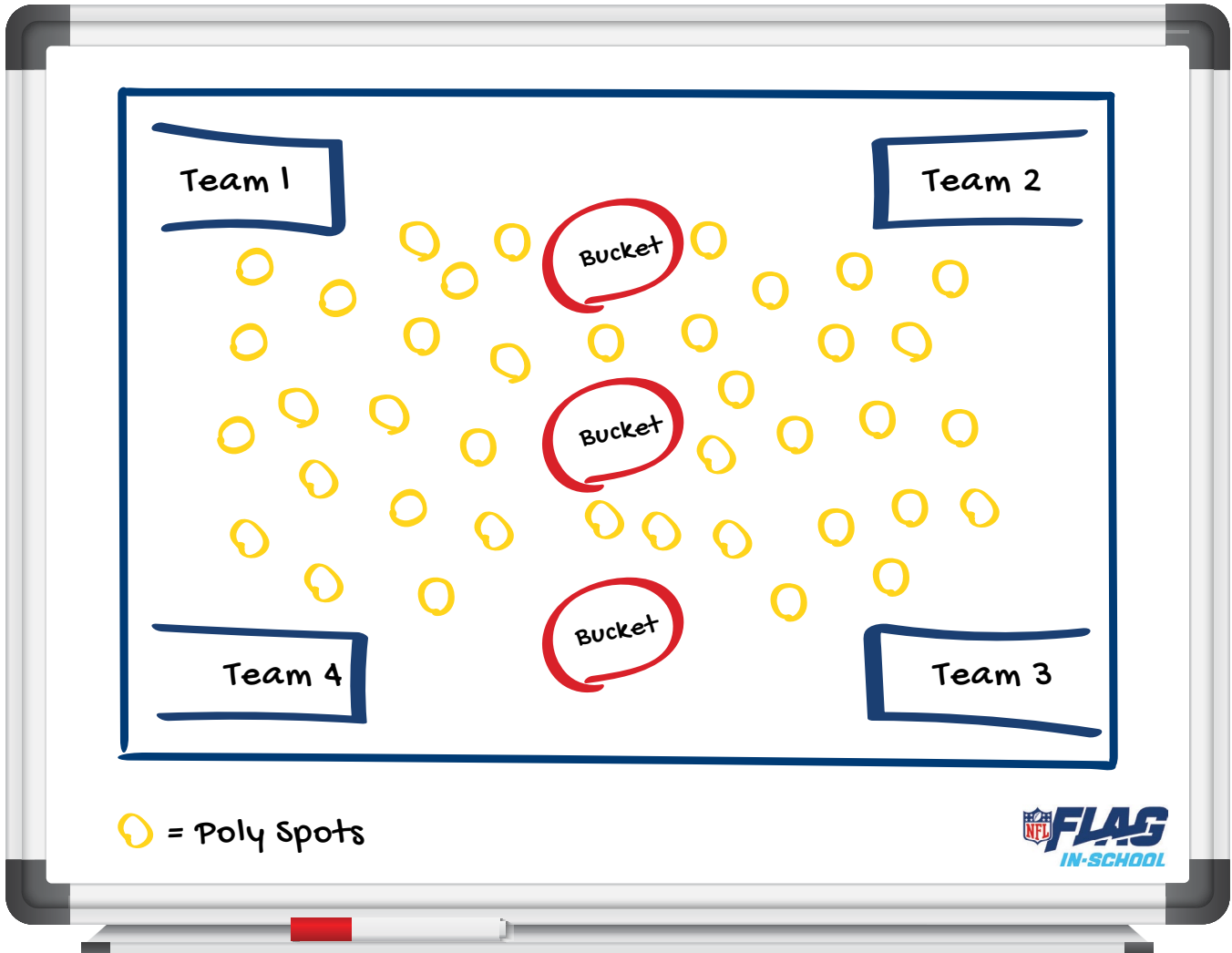
Small Group Chat: What did you notice about your team's communication and interaction in the prior activity? Was it positive? How do you know? What is one thing your team would like to change to make teamwork more effective in an activity?

Exit Ticket: Write: What skill-related fitness components did we focus on during today's NFL FLAG In-School activities? List the components you think we worked on and explain your reasoning. How do these components relate to the development of our physical skills?

Lesson 1: Hot Potato



Lesson 1: Fish in a Barrel



Lesson 2 Mini-Camp: Passing and Catching

GRADE SPAN: 6-8	EQUIPMENT NEEDED:	
LESSON LENGTH: 40–60 minutes	Flag belts, cones, footballs, boxes, jump ropes, mini-hurdles, Dart, Touch, Deep Pass diagram	
LEARNING OBJECTIVE(S): Students will demonstrate and describe the cues associated with throwing and catching and recognize changes in technique to enhance distance, power and accuracy.	NPES GRADE SPAN LEARNING INDICATORS: 1.8.8, 1.8.9, 2.8.18, 3.8.1	KEY VOCABULARY: LOS line of scrimmage, dart pass, touch pass, deep pass, accuracy, distance, trajectory, tracking, velocity, power, agility, speed
	ESSENTIAL QUESTIONS: What are the cues for an effective throw or catch? While moving? While Stationary? How do these cues change to impact distance, power and accuracy?	

INSTANT ACTIVITY: Speed and Agility Stations

This is an activity that provides an opportunity to work on speed and agility as a warm-up for the activities in this lesson. The teacher will set up 6 different stations that focus on speed and agility; Ladders Pt. 1, Jump Rope, Obstacle, Shuttle Run, Lateral Shuffle, Ladder Pt. 2 (see diagram).

- As students enter, have them find their pre-assigned small group of 3-4 students. Each small group will find an unassigned station to begin.
- Each station has an assigned activity. Students will take turns practicing their agility and speed footwork at each station on the teachers' start signal.
- Teacher will run the stations from 30 to 60 seconds and ask students to rotate after the stop signal.
- Each small group should work through all stations before the activity ends.

SKILL FOCUS: Partner Passing/Catching

- 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 use the poly spot to start 10 yards apart and begin throwing and catching the football while stationary with their partner.
- Students should be using proper form and technique for throwing and catching and take time to discuss and review the skill cues. (See Throwing/Catching Skill Cues).
- Students may begin to move further apart than 10 yards and continue to pass/catch while stationary to perform throws and catches from different distances and trajectories.

- Students will practice three types of passes; dart, touch, deep (see diagram).
- Students will gradually move to passing and catching with their partner while moving.
- Movement should be slow and limited to begin. Passer and catcher may throw and catch while taking steps forward/backward/right/left to simulate catching and throwing on the move.

CHECK FOR UNDERSTANDING:

What did you notice about the changes in your throwing technique based on various distances from the target? How did the distances and movement affect your accuracy? Please explain.

KEY ACTIVITY: Crazy Catch

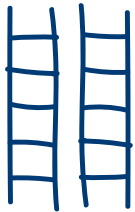
- Students will be organized by small groups of 5 students within each team.
- Each small group will get a football and stand in a diamond shape, with another student in the middle of the diamond (see diagram).
- On the teachers' start signal, the students in the center will catch a pass from thrower #1 and quickly throw it back to that passer.
- Then the student in the center will turn 90 degrees to their right to face thrower #2. They will catch a pass from thrower #2 and pass it back.
- The student in the center will turn 90 degrees to their right again to face thrower #3. They will catch a pass from thrower #3 and throw it back, then turn 90 degrees to their right one final time and catch a pass from thrower #4.
- After catching the final pass and passing it back to thrower #4 the cycle is complete. A new student will go to the center of the diamond and start their turn.
- Once all four students have been in the middle, they can continue to rotate until the teacher stops the activity for time.

WRAP-UP:

Partner Chat: Find a new partner to discuss the questions provided. List and describe the effective cues for throwing and catching from today's lesson. Why is throwing accurately to a target important? Name the 3 types of passes we used today.

Exit Ticket: What technique can someone use to increase the chances of an accurate throw? How does distance impact throwing and catching in an activity? What technique for throwing at longer distances can improve the ability for the receiver to catch the ball?

Lesson 2: Speed and Agility Stations



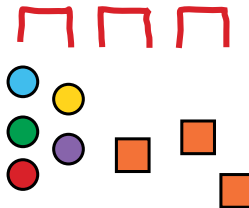
▲ Ladders Pt. 1

Staggered:
2 feet in, 2 feet out of
each square



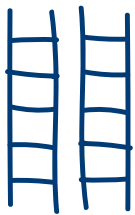
▲ Jump Rope

Speed Rope,
Double Unders



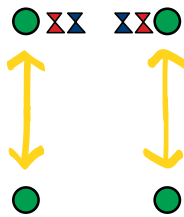
▲ Obstacle

Mini Hurdles, Cones,
Poly Spots, Box Jumps



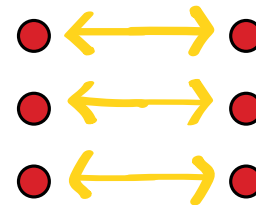
▲ Ladders Pt. 2

Hop inside and then on
both sides



▲ Shuttle Run

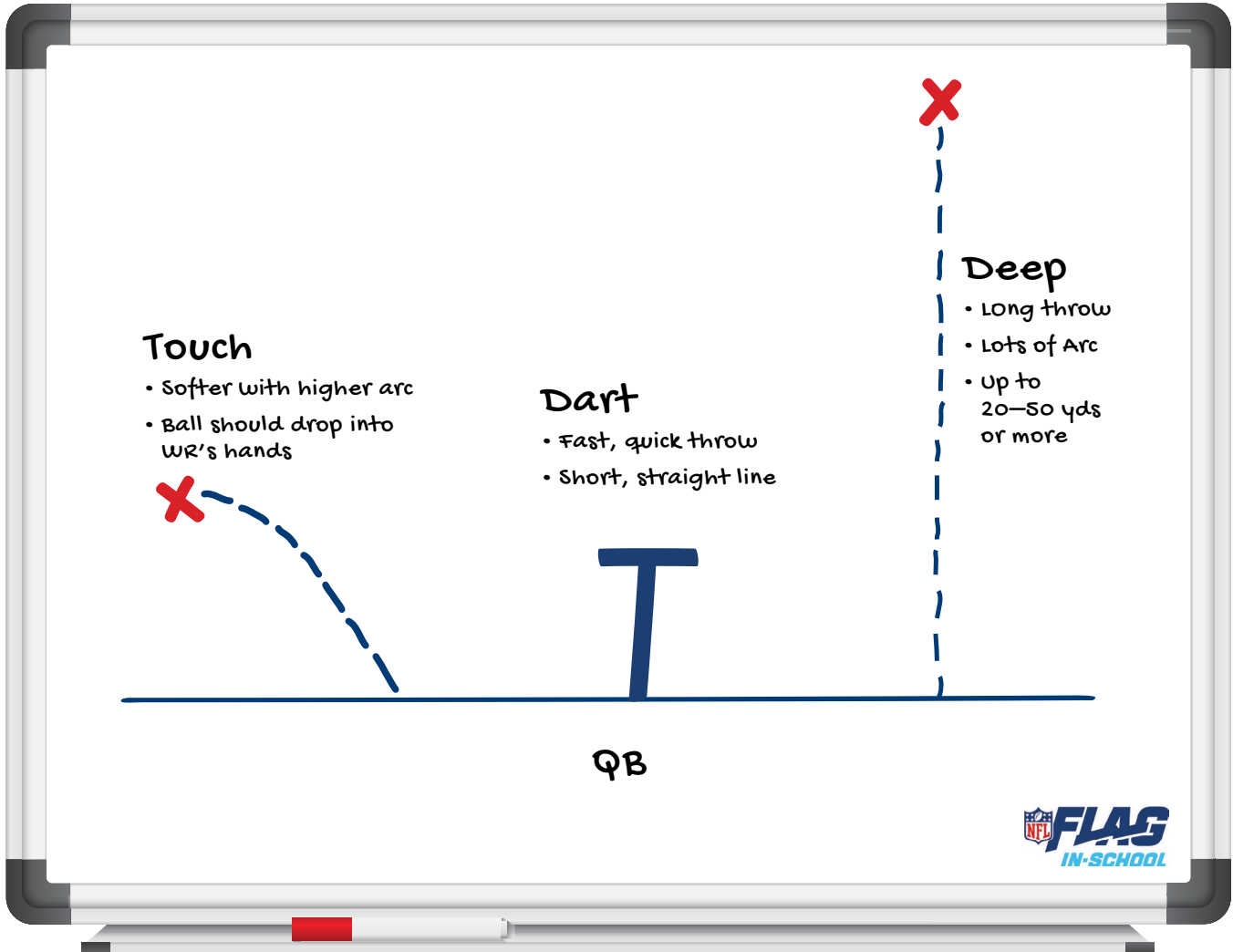
Sprint between poly spots
and pick up objects



▲ Lateral Shuffle

Shuffle laterally back and forth
between 2 lines

Lesson 2: Partner Passing/Catching: Dart, Touch, and Deep Passes



The diagram is presented on a whiteboard with a grey border. A horizontal blue line represents the ground. In the center, a blue 'T' shape represents the quarterback's position, with the letters 'QB' written below it. To the left, a dashed blue line shows a ball being thrown from a red 'X' (the thrower) in an arc that drops to the ground. To the right, a dashed blue line shows a ball being thrown from a red 'X' in a straight vertical line upwards.

Touch

- Softer with higher arc
- Ball should drop into WR's hands


Dart

- Fast, quick throw
- Short, straight line

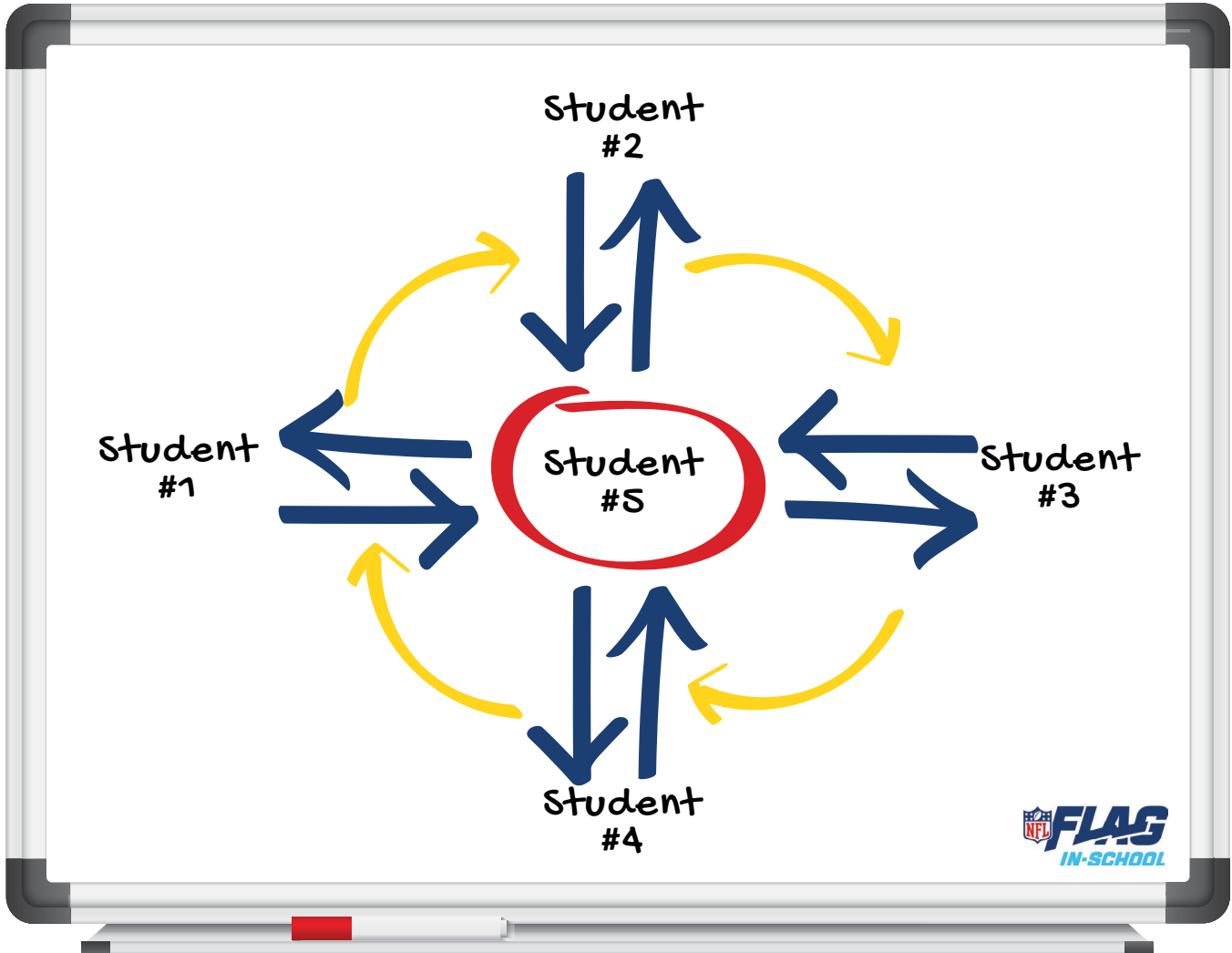
Deep

- Long throw
- Lots of Arc
- Up to 20-50 yds or more

QB



Lesson 2: Crazy Catch



Lesson 3 Mini-Camp: Route Running

GRADE SPAN: 6-8	EQUIPMENT NEEDED:	
LESSON LENGTH: 40–60 minutes	Flag belts, cones, footballs, slam balls, boxes, targets, Route Running diagrams	
LEARNING OBJECTIVE(S): Students will be able to demonstrate and justify the use of offensive strategies and tactics while using NFL FLAG In-School pass routes.	NPES GRADE SPAN LEARNING INDICATORS: 1.8.8, 1.8.18, 2.8.2, 3.8.3	KEY VOCABULARY: agility, speed, balance, post, flag, drag, now and go, separation, timing, tracking, strategy, tactic
	ESSENTIAL QUESTIONS: What is a strategy? What is a tactic? What are some effective strategies and tactics we can use when passing on offense? What factors should one consider when choosing a specific pass route?	

INSTANT ACTIVITY: Power and Agility Stations

This is an activity that provides an opportunity to work on power and agility as a warm-up for the activities in this lesson. The teacher will set up 6 different stations that focus on power and agility: Ladders Pt. 1, Slam Ball, Box Jumps, Target Practice, Shuttle Run, Ladder Pt. 2 (see diagram).

- As students enter, have them find their pre-assigned small group of 3-4 students. Each small group will find an unassigned station to begin.
- Each station has an assigned activity. Students will take turns practicing their agility and speed footwork at each station on the teachers' start signal.
- Teacher will run the stations from 30 to 60 seconds and ask students to rotate after the stop signal.
- Each small group should work through all stations before the activity ends.

SKILL FOCUS: Route Running

This activity is focused on route running, proper technique and moving while passing and catching.

- Students will be introduced to new routes post, flag, drag, now and go (see diagram).
- Teacher will set up cones and demonstrate proper alignment, stance, movement pattern and steps to complete each route.
- Students will discuss when to expect the ball from the passer on each route.
- Students will rotate through WR lines that have been set up with cones to show proper movement patterns.
- Each student will take turns running each route without a defender or pass being thrown.

- After students have had chances to run each route multiple times and to both sides of the field, add a QB to throw a pass to the WR when they make the break in their routes.
- Students will run the correct route and catch the ball using proper catching technique

CHECK FOR UNDERSTANDING:

What are some components of running a “good” route? How do you know? Please explain your answer.

KEY ACTIVITY: Team Passing/Route Running

This activity for skill development will be adding layers to offensive technique and strategy.

- Students will go to their prearranged small groups of 3-4 and begin to practice running routes and catching passes from their team QBs. Students can refer to the Route Running diagram for support.
- Students will be introduced to combination routes, where 2 WR on the same side will run two different routes that work together to create open space for players to receive the ball.
- Students will discuss offensive strategy and tactics on what routes work best together and would create the most space against a defender.
- The QB will throw to various receivers while WR's run their routes.
- Students will rotate to make sure everyone has played all the roles within the activity.

WRAP-UP:

Small group discussion: Recite the 4 pass routes just used in the prior activity and draw them in the grass/floor with your team. What routes did you find to be the most effective in creating more space on the field? Why?

Exit Ticket: What strategy or tactics did you use when choosing pass routes? What changes would you make when considering the addition of the defense? Please explain your answers.

Lesson 3: Power and Agility Stations

Ladders Pt. 1
Staggered:
2 feet in, 2 feet out of
each square

Slam Ball
Overhead ball slams
with medicine ball,
low weight

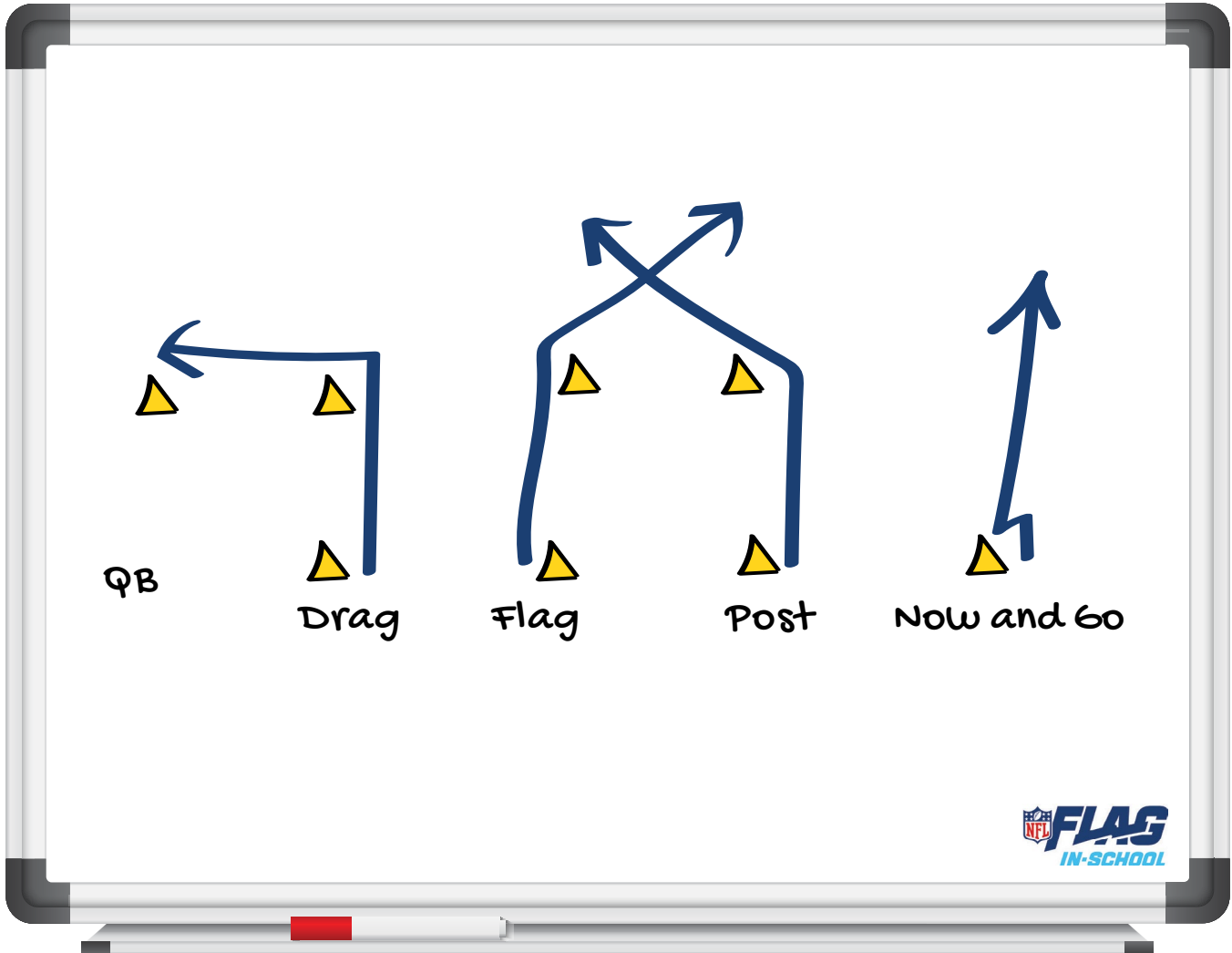
Obstacle
Various box sizes,
2 foot jumps and
one foot step ups

Ladders Pt. 2
Hop inside and then on
both sides

Shuttle Run
Sprint between poly spots
and pick up objects

Target Practice
Various weights and
sizes of balls.
Throw to targets while moving.

Lesson 3: Route Running



Lesson 4 Mini-Camp: Ball Carrying/ Evasive Running

GRADE SPAN: 6-8	EQUIPMENT NEEDED:	
LESSON LENGTH: 40–60 minutes	Cones, footballs, flag belts	
LEARNING OBJECTIVE(S): Students will be able to identify an area of improvement and prescribe exercises to enhance Ball Carrying/Evasive Running, using the skill-related fitness components.	NPES GRADE SPAN LEARNING INDICATORS: 1.8.18, 2.8.12, 3.8.4, 4.8.2	KEY VOCABULARY: evasive, acceleration, deceleration, points of contact, timing, offensive strategy, agility, balance, coordination, power, reaction time, and speed
	ESSENTIAL QUESTIONS: Identify an area of improvement for yourself and a peer, using language from the skill cues of Ball Carrying/Evasive Running. What skill-related fitness component do the recommendations relate to? Explain your reasoning.	

INSTANT ACTIVITY: Twist Off

- As students enter the class they will pair up with a partner, get 1 football to share and find their own space to work.
- The teacher will review the skill cues of giving and receiving a football hand off (see skill cues).
- Both students will stand back-to-back with their partner and practice rotating side to side handing and receiving the ball to one another (see diagram).
- Have students see how many they can complete in 30 seconds. Rest and repeat as time allows.
- The teacher will observe for correct hand placement and receiving form and demonstrate what effective feedback (glow and grow) looks like.

SKILL DEVELOPMENT: 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 skill cues).
- Students will work in groups of 4 and are placed at a set of zig-zagged cones (see diagram).
- 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.
- When the runner passes the final cone, they will become a player positioned at a cone and a new runner will begin.

- Have students observe and discuss the running (ball carrying) skills of one another to collect ideas for peer feedback (glow and grow).
- 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:

With a partner from your team, provide peer feedback (one glow and one grow) based on their performance in the Snake Run activity. What skill-related component of fitness relates to your feedback? Explain your choice.

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).

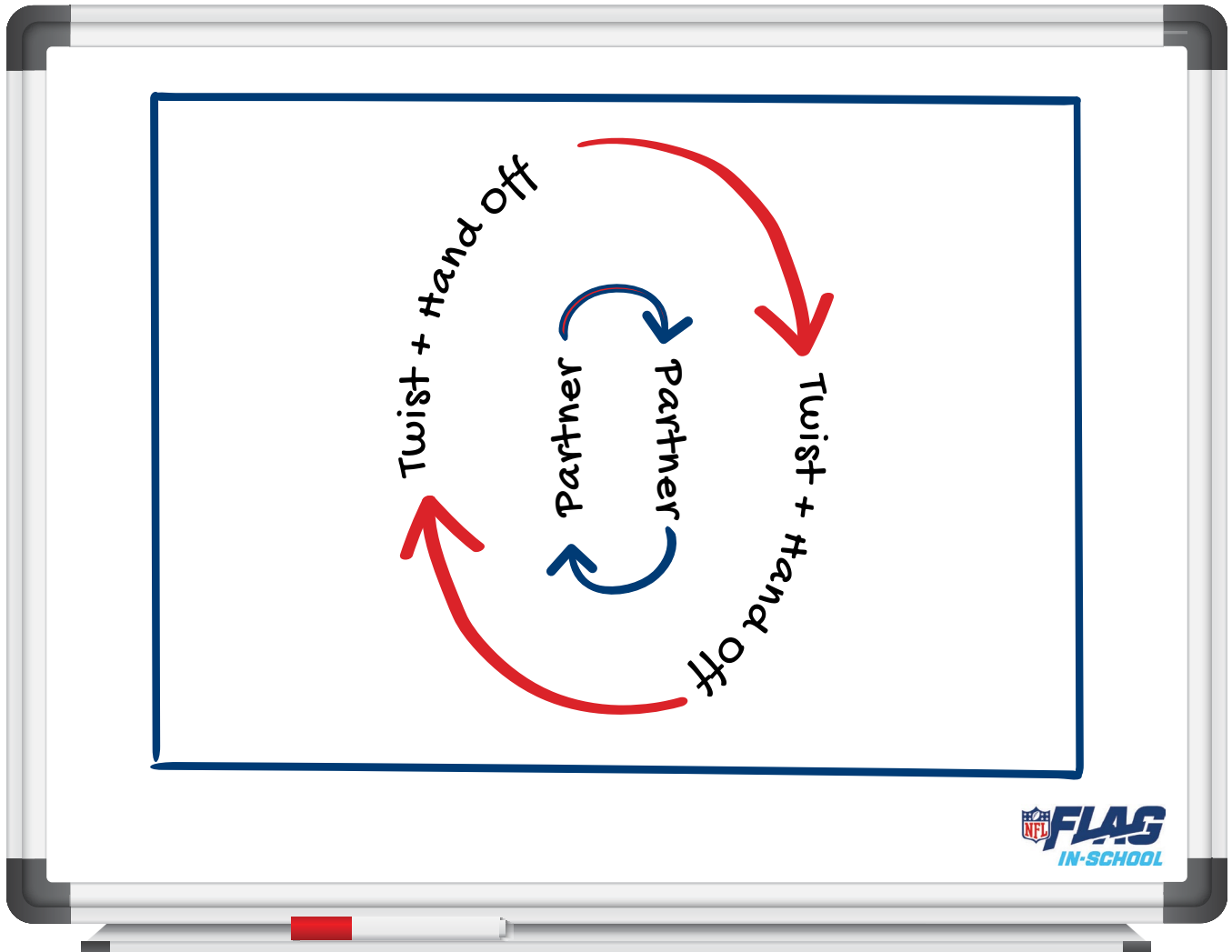
- All students will wear a flag belt.
- The offensive team “huddles” and the teacher gives 2-3 students a small object that is not visible (ball, dice, checker piece, etc.) to hold in their hand while moving.
- Discuss strategies for safe movement while defending the goal line. Remind students of the 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 either in the end zone or their flag is pulled, the teacher asks how many touchdowns were scored.
- Switch roles from offense to defense and play again as time permits.

WRAP-UP:

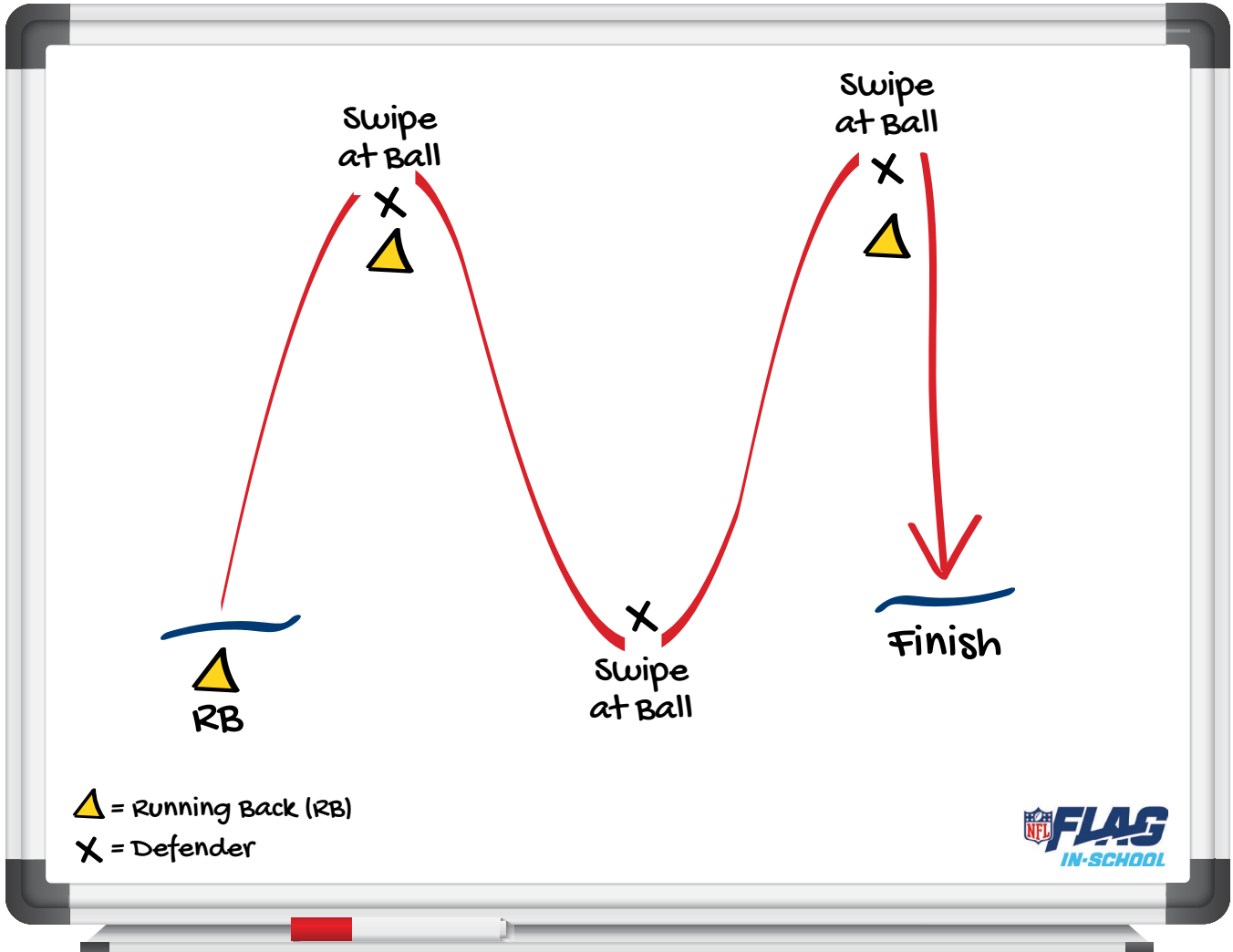
Team discussion: Why was social interaction and good communication important in the prior activity “Touchdown”? Identify 3 skill-related components of fitness used in the “Touchdown” activity. How could someone improve their performance in the identified skill-related components?

Exit Ticket: Write down two “grows” or areas of improvement you recognized about your own performance today. What skill-related components relate to them? Justify your choices. Prescribe 4 exercises you could engage in outside of class that enhance your identified skill-related components.

Lesson 4: Twist Off



Lesson 4: Snake Run



Lesson 5 Mini-Camp: Defensive Pursuit/Flag Pulling

GRADE SPAN: 6-8	EQUIPMENT NEEDED:	
LESSON LENGTH: 40-60 minutes	Cones, footballs, flag belts, diagrams	
LEARNING OBJECTIVE(S): Students will be able to demonstrate and justify the use of defensive strategies and tactics while engaging in NFL FLAG In-School activities.	NPES GRADE SPAN LEARNING INDICATORS: 1.8.19, 2.8.3, 3.8.3, 4.8.5	KEY VOCABULARY: pursuit, tracking, angle, acceleration, deceleration, defense, strategy
	ESSENTIAL QUESTIONS: What are some effective strategies and tactics we can use when playing defense? What factors should one consider when choosing a specific defensive angle?	

INSTANT ACTIVITY: Buzz and Rip

This activity prepares students for defensive positioning and strategy.

- Students will find a partner and get 1 football and a flag belt for each partner.
- The teacher will play music for 20-30 seconds while partners pass the football back and forth.
- When music stops, the partner with the football becomes the ball carrier, the partner without the football becomes the defensive player.
- The ball carrier must use their evasive running skills to try and run past the defensive player.
- The defensive players will attempt to pull the flag of the ball carrier.
- Allow 30 seconds for this action to happen, then restart the music and repeat.

SKILL FOCUS:

Angle of Pursuit (Pass)

Students will work in small groups of 3. Each team member will rotate between 3 positions: QB, WR, LB (see diagram).

- Each small group will have 3 players align as if they are starting a real offensive football play at the LOS.
- QB will go through the cadence and snap the ball, the WR will run a “now” route and catch the pass from the QB and run straight forward to a cone down the field.
- After the snap, the LB/defensive player will back pedal.
- Once the QB has made the pass to the WR, the defensive player must adjust the angle to meet the WR and attempt to pull off the WRs flag belt before the WR reaches the cone.
- Players will rotate through all positions and take time to discuss effective defensive strategy and tactics.

Angle of Pursuit (Run)

- For the second part of this activity the positions will be QB, RB, and LB (see diagram).
- They will all align properly on offense to display a real football running play.
- Before the snap, the QB and RB will work together to pick an offensive strategy for the play.
- The RB will run to the appropriate “hole” after receiving the handoff from the QB.
- The LB will back pedal at the snap of the ball and find the RB with their eyes
- Once the RB receives the handoff and is running towards a hole, the LB will change direction quickly and take the straightest path to meet the RB and pull off their flag belt.
- Players will rotate through all positions and take time to discuss effective defensive strategy and tactics.

CHECK FOR UNDERSTANDING:

Describe the defensive positions and their roles. Why is it important to take “good” angles when pursuing a ball carrier? What defensive strategies were discussed with your small group?

KEY ACTIVITY: Play Action Pass with Defense

This activity reviews the concept of the Play Action Pass on offense. 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 in groups of 3 and practice executing play action skills with a QB, RB, WR (see diagram).
- Students will work on “selling the fake handoff” during this activity.
- 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.
- Run the plays multiple times so all students can rotate to engage in all roles.

Next Phase: Add 2 defenders to each small group, making it a total of 5 participants.

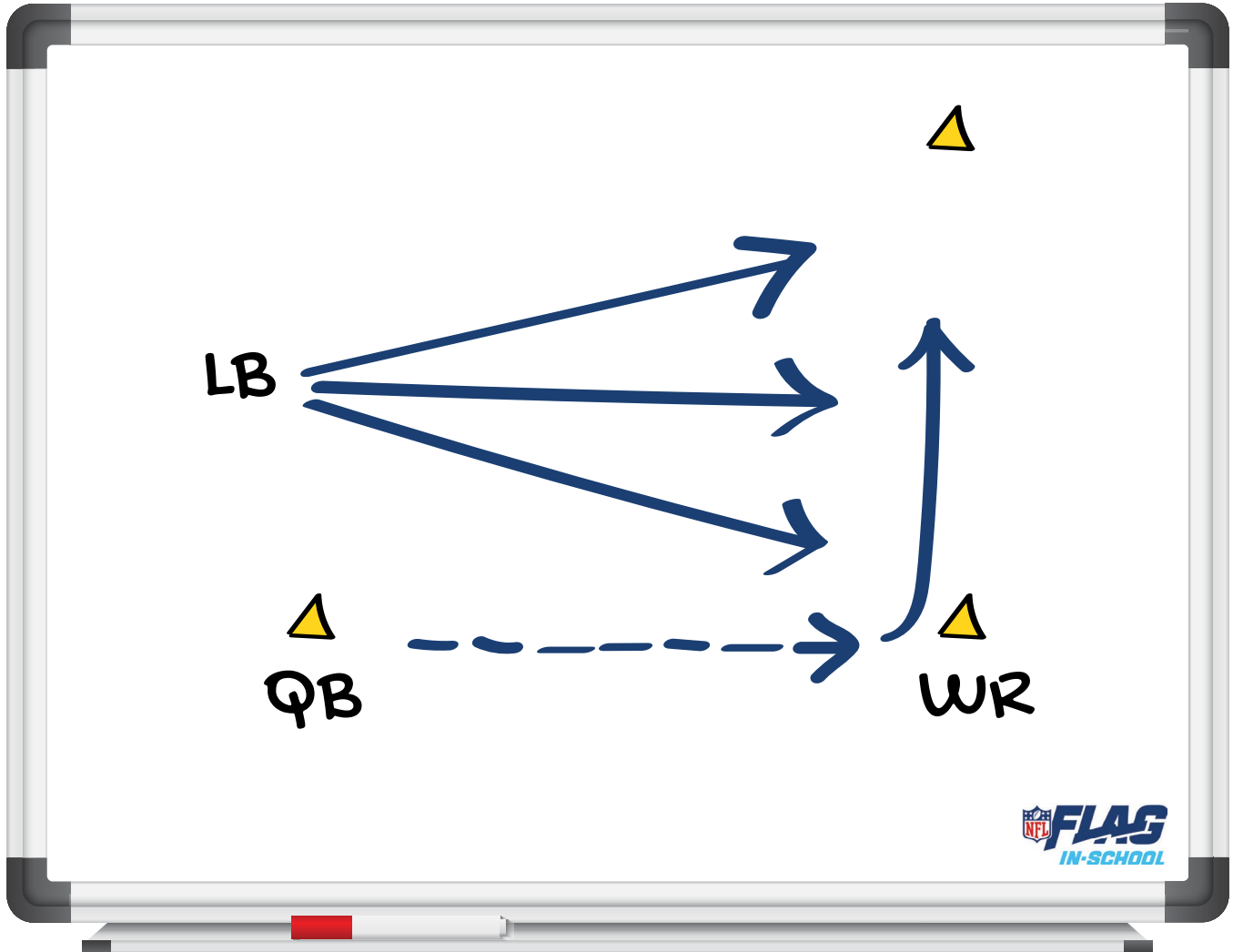
- The QB, WR, and RB will decide quietly whether to use a Play Action, Running Play or Throwing Play.
- The defenders (LB, DB) will have to guard either the RB or WR.
- Students will line up at the LOS and the QB will call the cadence of “Set Hut” to snap the ball.
- The defenders will back pedal at the snap and will scan the field and use a defensive angle technique to meet and pull the flag of the offensive player with the football.
- The offense is trying to run or score across the perceived goal line.
- After the play is finished, all players will rotate positions and begin again.

WRAP-UP:

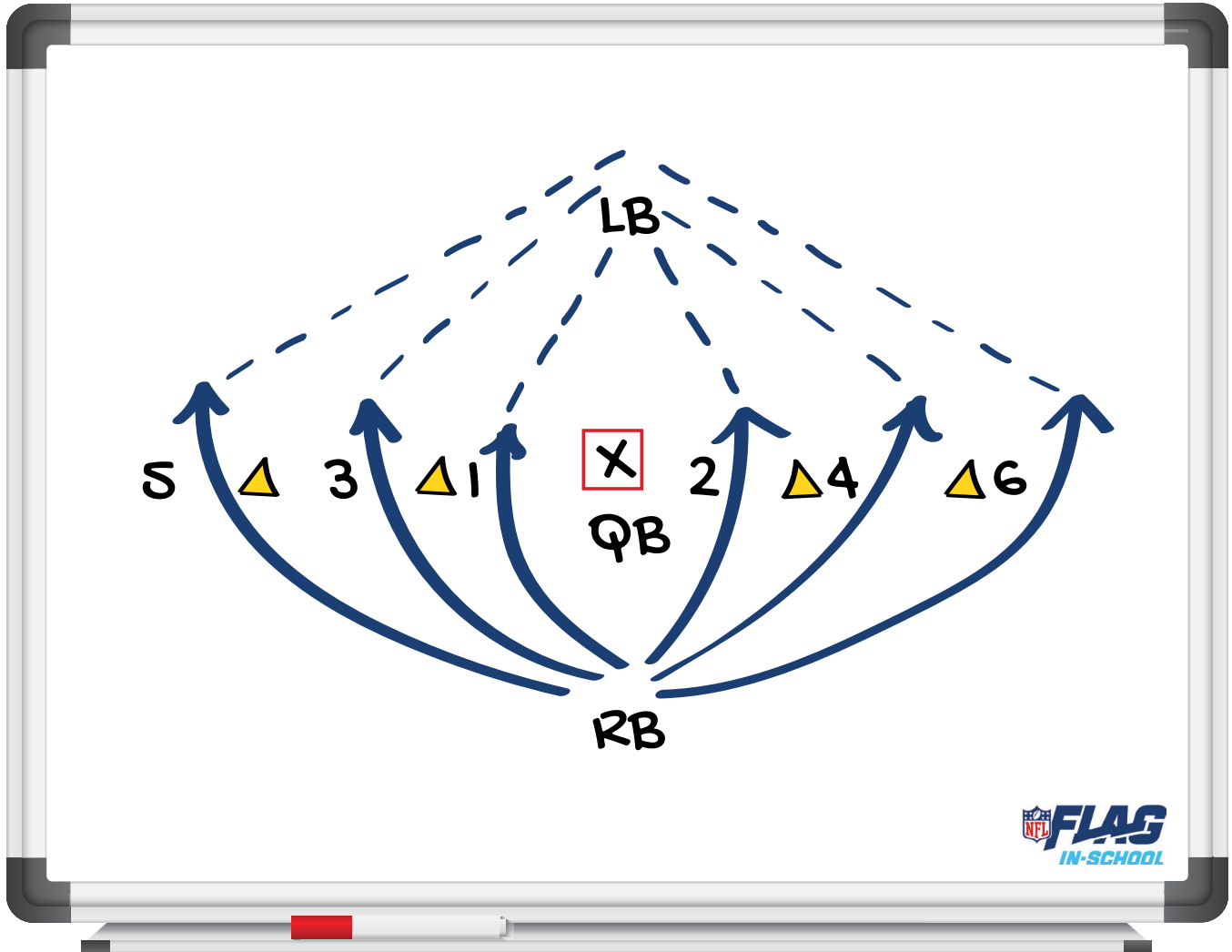
Whole Class Share: What tactics did you find to be the most effective when engaging in defense for a running play? What challenges did your team encounter? What strategies did you use to overcome the barriers? Choose various student volunteers to “popcorn” answers to the whole group.

Exit Ticket: Describe in detail what an effective defensive angle is. What strategy or tactics did you use when engaging in defense for a passing play? How do you know it was effective? Please explain your answers.

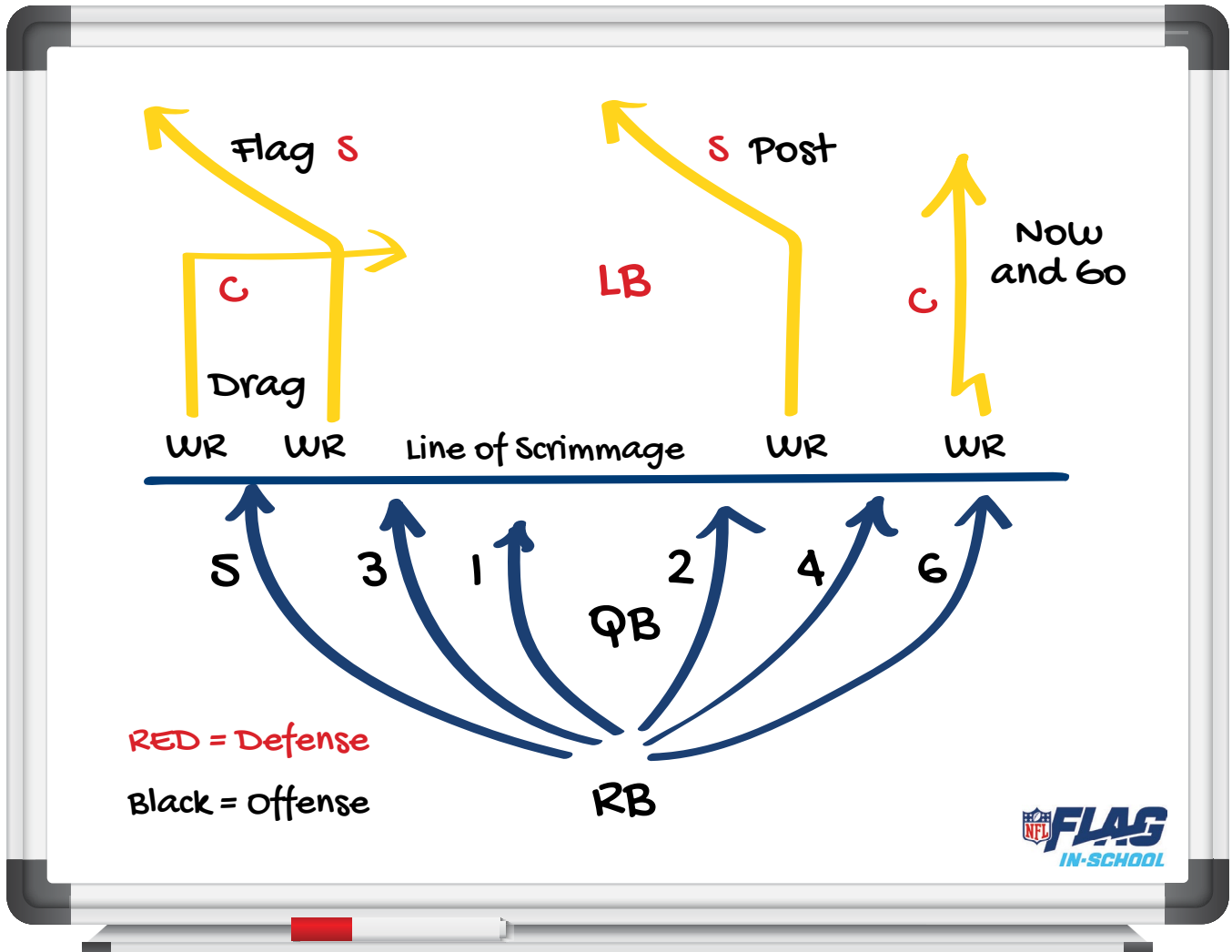
Lesson 5: Angle of Pursuit (Pass)



Lesson 5: Angle of Pursuit (Run)



Lesson 5: Play Action Pass with Defense



Lesson 6 Pre-Season: Offensive Playbook Design/Offensive Team Practice

GRADE SPAN: 6-8	EQUIPMENT NEEDED:	
LESSON LENGTH: 40–60 minutes	Cones, footballs, flag belts, pencil, Playbook Creation Organizers (appendix), Offensive Playbook and Team Practice diagrams	
LEARNING OBJECTIVE(S): Students will be able to describe and demonstrate effective communication skills to discuss and negotiate strategies and tactics with peers in a simulation game in NFL FLAG In-School activities	NPES GRADE SPAN LEARNING INDICATORS: 1.8.18, 2.8.2, 3.8.3, 4.8.7	KEY VOCABULARY: strategy, spatial awareness, zones, dynamic, Quarterback, Wide Receiver, Center, Running Back, communication
	ESSENTIAL QUESTIONS: What are some examples of effective communication skills? How can one use communication to enhance team performance?	

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.

CHECK FOR UNDERSTANDING:

How did you and your teammates use communication when discussing strategy for offense and defense in the last activity?

PRE-SEASON: Offensive Playbook and Team Practice

Offensive Playbook Creation

- Students will remain in small groups of 5 students.
- Each team will work together using paper and pencil to create and diagram 4 offensive plays for their team to use in a game setting. Students can refer to the Offensive Playbook diagrams for support.
- The 4 plays should consist of both pass and run plays and should contain alignment and responsibilities for all members of the 5 person team during each play.
- Students will use effective communication skills to cooperate and come up with offensive solutions for the playbook.
- Run plays will contain the hole RBs will run through and responsibilities of other offensive players to assist in creating space for the ball carrier.
- Pass plays will contain routes for all WR/RBs involved in the play.
- Different plays should contain different objectives for the consideration of the down and distance needed
- Discuss “no run” zones
- Teacher will monitor playbook creation and suggest modifications.
- Remind students of the importance of spacing and timing when executing offensive plays.

Offensive Team Practice

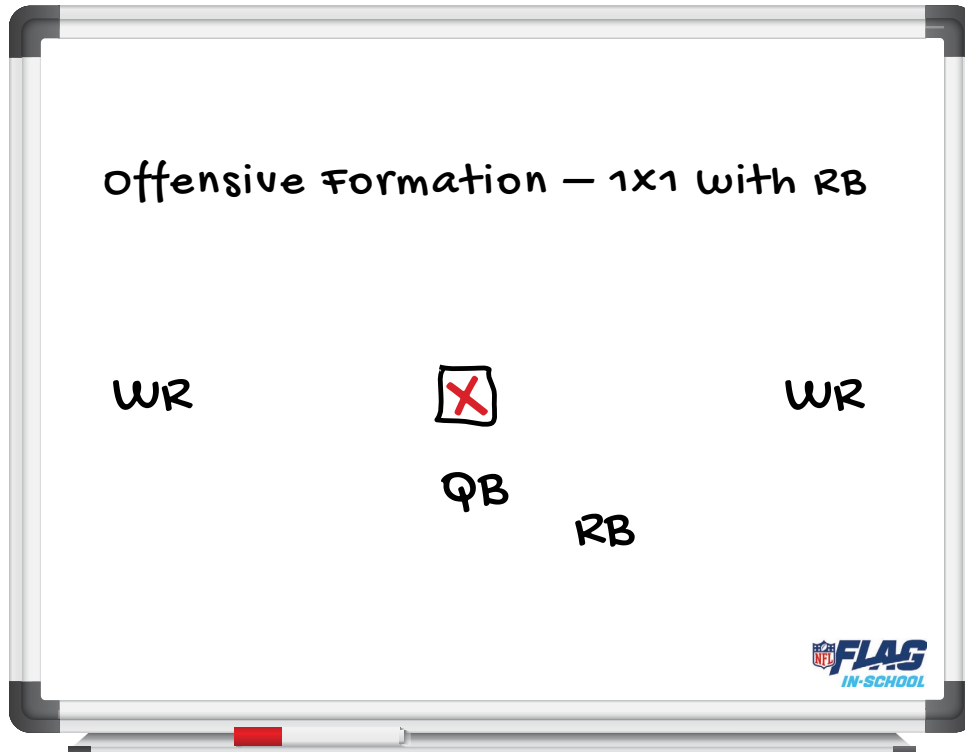
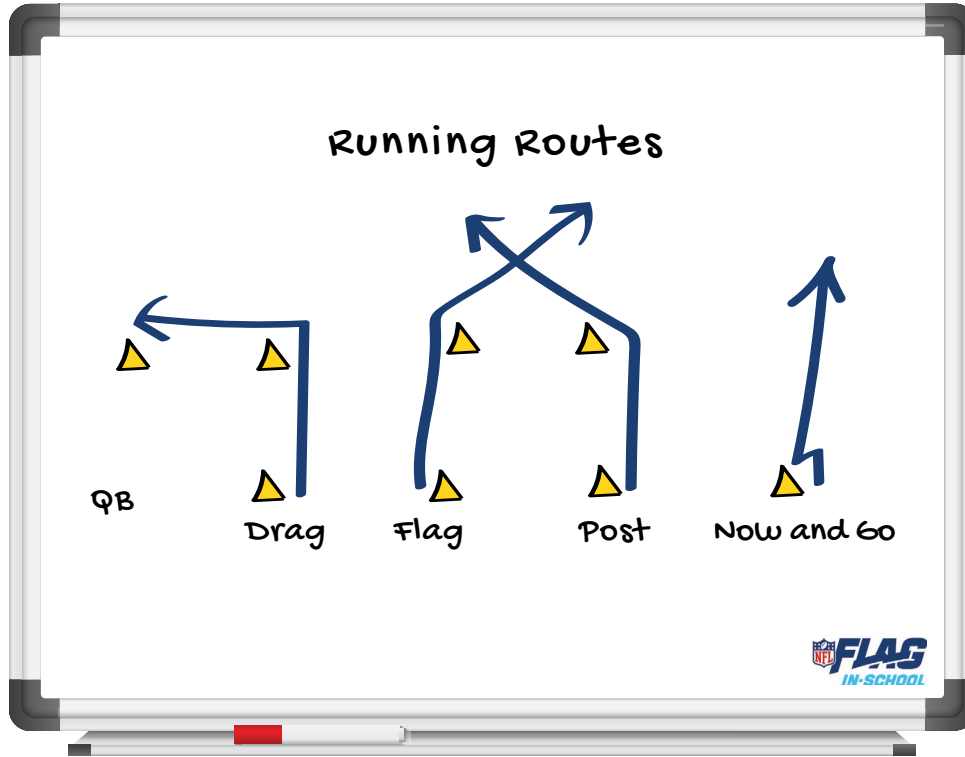
- Students will grab a football and begin practicing the plays they have created in their offensive playbook without a defense present.
- Students should focus on proper alignment, spacing, correct route running and timing.
- Students should work on their communication skills and teamwork while running plays.

WRAP-UP:

Small Group Discussion: How did your team decide to choose offensive plays to use in the practice? What communication techniques worked? Where can you play Flag Football activities outside of school?

Exit Ticket: Each small group will write down 3 ways that they used effective communication skills while engaging in teamwork from today's activities.

Lesson 6: Offensive Playbook and Team Practice



Lesson 6: Offensive Playbook and Team Practice (continued)

Offensive Formation – Empty 2x1

WR



RB

WR

QB



Offensive Formation – Twins Right



WR

WR

RB

QB



Lesson 7 Pre-Season: Defensive Playbook Design/Defensive Team Practice

GRADE SPAN: 6-8	EQUIPMENT NEEDED:	
LESSON LENGTH: 40–60 minutes	Footballs, flag belts, cones, Playbook Creation Organizers (appendix), Defensive Playbook and Team Practice diagrams, pencil	
LEARNING OBJECTIVE(S): Students will be able to provide constructive feedback to others and identify leadership qualities that enhance the NFL FLAG In-School activities.	NPES GRADE SPAN LEARNING INDICATORS: 1.8.19, 2.8.3, 3.8.4, 3.8.10	KEY VOCABULARY: strategy, alignment, coverage, back pedal, pursuit, linebacker, defensive back, safety, cornerback, peer feedback, leadership, Integrity, communication, empathy
	ESSENTIAL QUESTIONS: What are some leadership qualities that could be used in a NFL FLAG In-School game that would enhance team performance? What are the best methods when providing someone with constructive feedback? How do you know?	

INSTANT ACTIVITY: Shadow Routes

- Divide students into groups of 3.
- Student groups will get a football and move into their own space (see diagram).
- One student is the QB, one is the WR, and one student will be on defense (DB).
- QB and WR will huddle and decide which pass route to run.
- At the line of scrimmage, the QB will give the cadence and will run the play to complete a pass.
- Defense (DB) will try to defend and deflect the pass.

CHECK FOR UNDERSTANDING:

What does integrity mean? How could one show integrity while engaging in NFL FLAG In-School activities?

PRE-SEASON: Defensive Playbook and Team Practice

Defensive Playbook Creation

- Each small team of 5 will work together using paper and pencil to create and diagram defensive strategies for their team to use in a game setting. Students should refer to defensive playbook diagrams for support.
- Teams will work together to create a defensive playbook where the focus is to align properly to all offensive formations and communicate defensive responsibilities for each player on the defensive team.
- All defenses will play “man to man” defense for this grade span.
- Students will need to show an understanding of who is guarding each offensive player, who is blitzing the QB (if necessary) and which player does not have an offensive player to defend (if necessary)
- Students will create strategies and tactics to prepare to stop offensive run and pass plays in all areas of the playing field, and for different down and distances.
- Remember that there are “no run” zones where the offensive team must pass the ball.

Defensive Team Practice

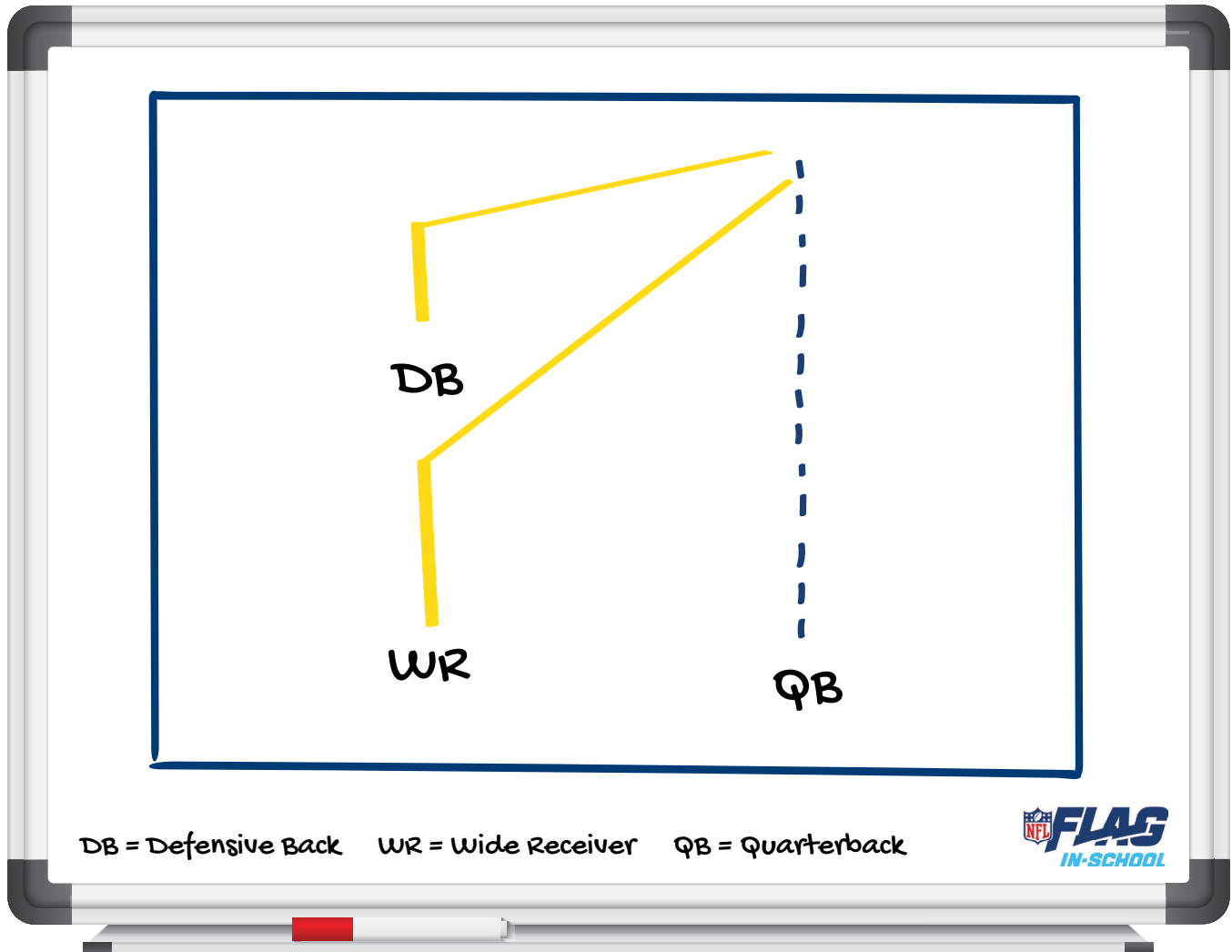
- Students will grab a football and begin practicing the defensive strategies they have created in their playbook.
- Students should focus on proper alignment, spacing, correct route running and timing.
- The small group can play a small 3 on 2 formats with the offense using 3 players, QB, RB, WR and the defense using LB and DB. No defense is required to line-up with the QB in this activity.
- Students can run various offensive plays to test the defensive positioning and strategy.
- Have all players rotate to various roles in offense and defense.
- Students should work on their communication skills and teamwork while running plays.
- Near the end of lesson time, students should take time to provide effective feedback to each other and come up with 2 areas of improvement for their team to focus on for the future.
- Teacher will monitor creation of defensive playbook and assist teams with strategy and modifications.

WRAP-UP:

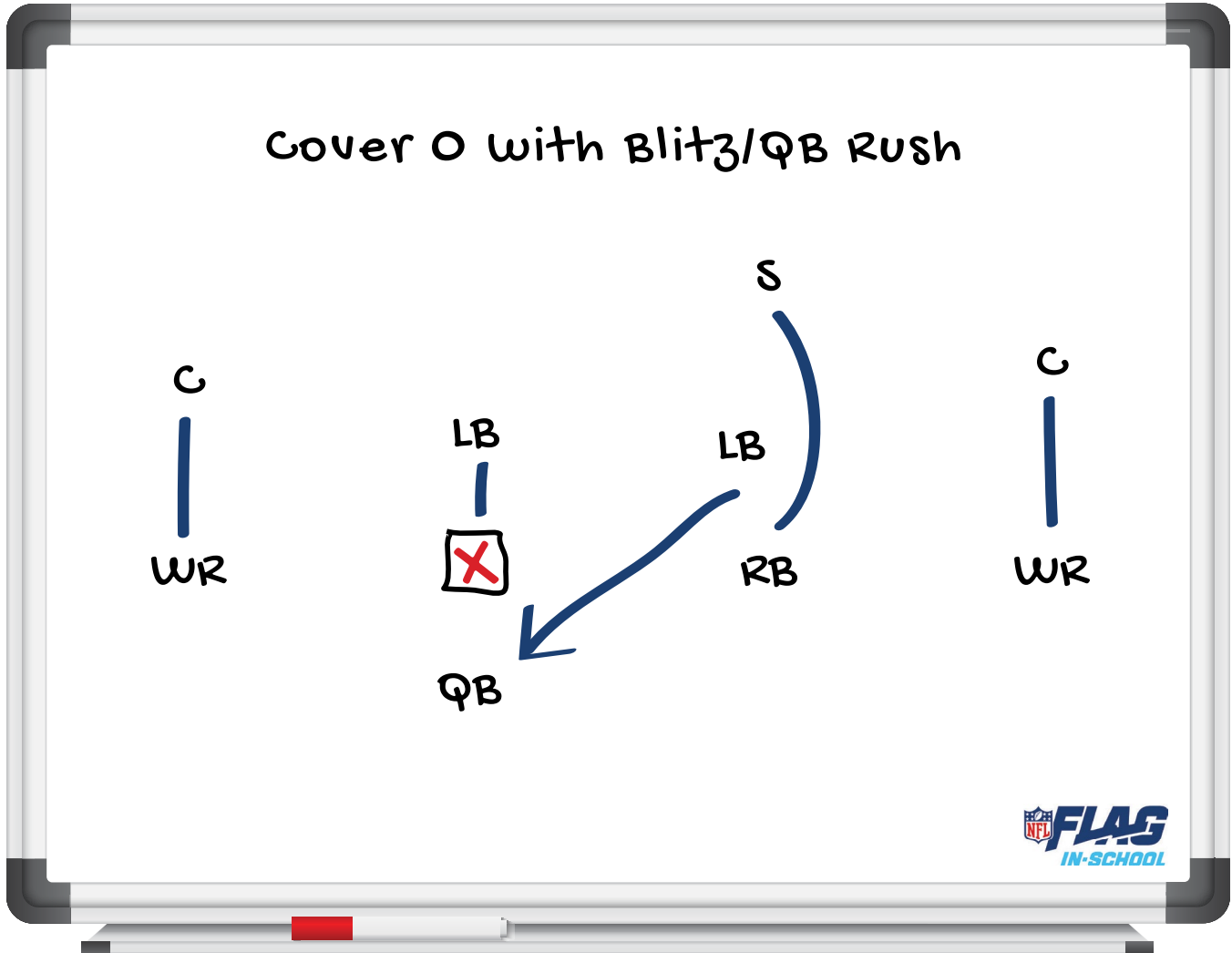
Team discussion: What qualities of leadership did you notice after participating in NFL FLAG In-School activities today? What does empathy mean and how does one show empathy?

Exit Ticket: What were some examples of constructive feedback that you noticed from engaging with your team in today's activities? What does ineffective feedback look like? How can you improve upon your feedback to others for next time?

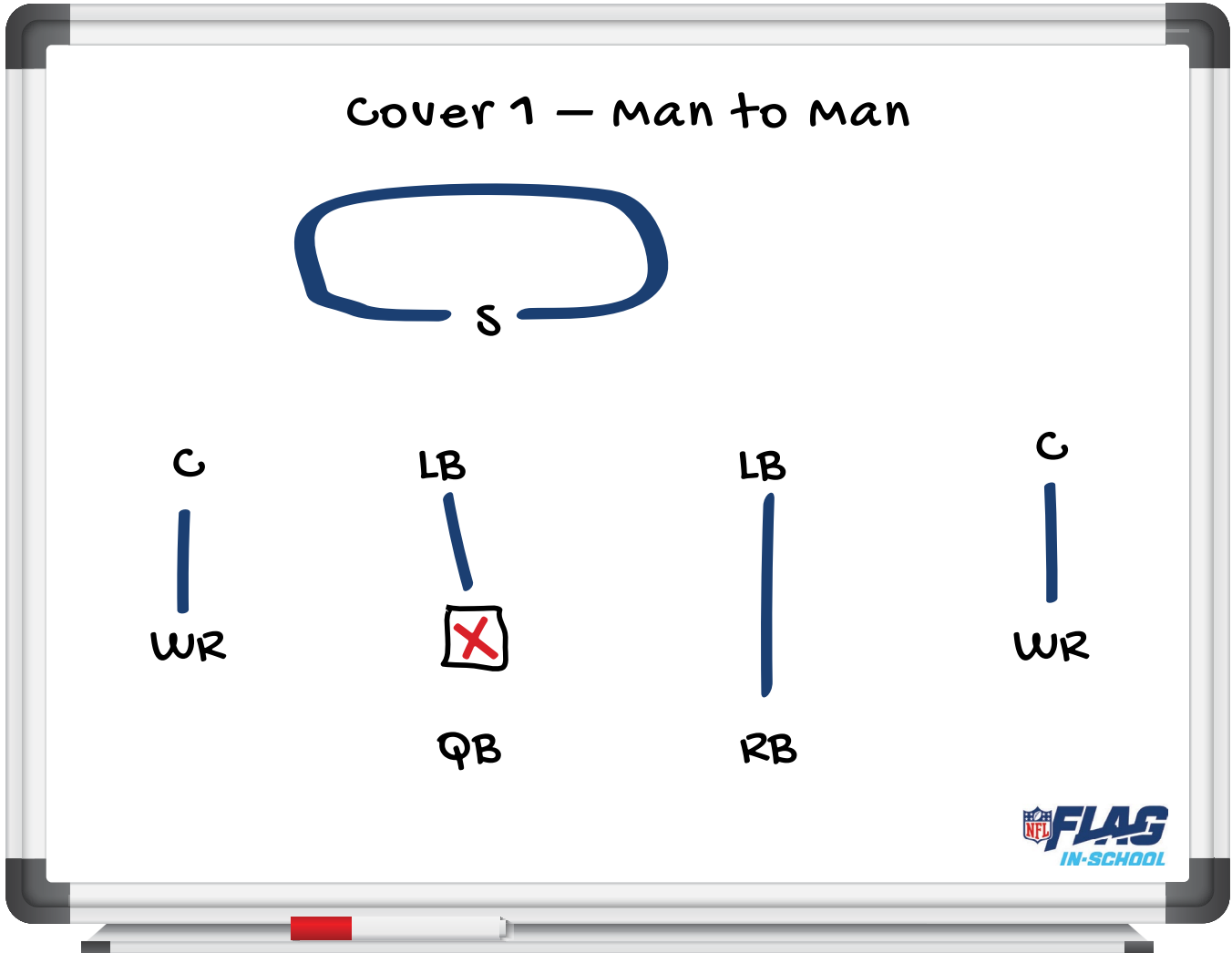
Lesson 7: Shadow Routes



Lesson 7: Defensive Playbook and Team Practice – Cover 0



Lesson 7: Defensive Playbook and Team Practice – Cover 1



Lesson 8 Game Day: 5v5 Game Play

GRADE SPAN: 6-8	EQUIPMENT NEEDED:	
LESSON LENGTH: 40–60 minutes	Footballs, cones, flag belts, playbooks	
LEARNING OBJECTIVE(S): Students will be able to reflect on meaningful movement experiences while engaging in NFL FLAG In-School gameplay.	NPES GRADE SPAN LEARNING INDICATORS: 1.8.18, 1.8.19, 2.8.1, 3.8.8, 4.8.9	KEY VOCABULARY: sportsmanship, collaboration, teamwork, meaningful and reflection
	ESSENTIAL QUESTIONS: What experiences did you have throughout the unit that you found to be meaningful to you? How can you apply the learning from those meaningful experiences in your real life outside of school?	

INSTANT ACTIVITY: Star Drill

- Set-up multiple star drill courts with small groups so multiple students can participate without much wait time (see diagram).
- 1 student will begin in the center of the cone set-up.
- Student will sprint forward to cone ahead.
- When they reach the cone, back pedal back to the starting spot in the center.
- 45 degree turn to the right and sprint to the next cone.
- Back pedal back to the center.
- Repeat this pattern until student has sprinted to all cones and back pedaled back to the center.
- When student #1 has completed the activity, a second student will enter the center and begin.
- For advanced groups, student #2 may begin once student #1 has reached cone #2.
- The activity ends when all students have had a chance to engage in the Star Drill activity or for the total allotted time.

CHECK FOR UNDERSTANDING:

What NFL FLAG In-School skill(s) did the prior activity focus upon? How can those skills be applied to the game setting for today? What reminders should we carry forward?

GAME TIME: 5v5 Small-Sided Games

Students will get together with their teams to participate in 5v5 flag football games against other teams in the class. All games will follow NFL FLAG In school rules and game play format. Teams will use their offensive and defensive playbooks during the games for strategic purposes. After each game, teams will meet and debrief about the game to make adjustments before playing against a new opponent.

Teaching Cues

- Review NFL FLAG rules and procedures.
- Review game length and schedule.
- Remind students of their roles and playbooks that were created for game play.
- Remind students of sportsmanship expectations, problem solving and managing their own games as players and officials.

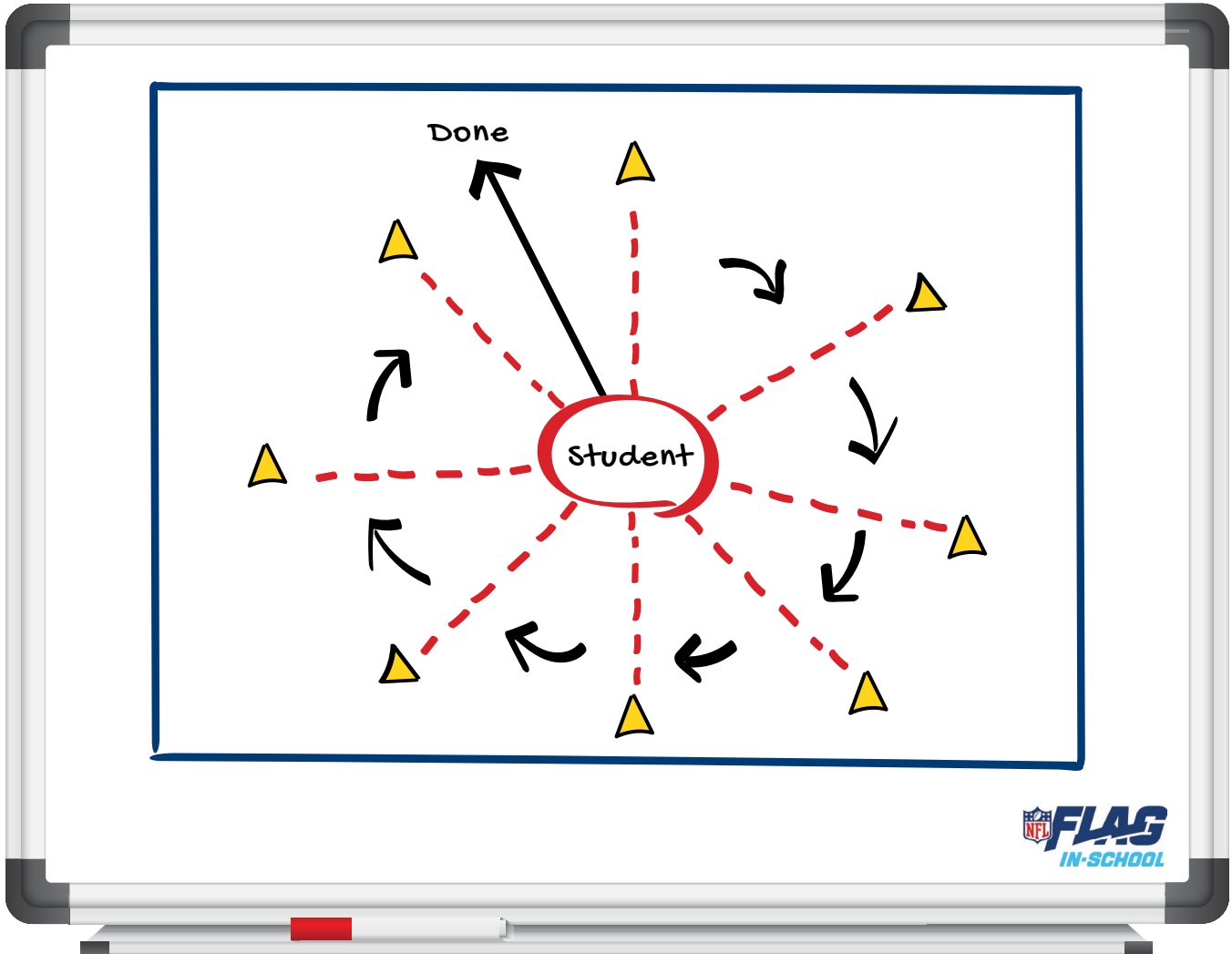
WRAP-UP:

Reflect: What experiences did you have within gameplay today that you found to be meaningful and engaging?

How can you apply the learning from those meaningful experiences in your real life outside of school? Would You consider engaging in NFL FLAG In-School football outside of class? Please explain.

Students will complete the end of unit quiz (see appendix).

Lesson 8: Star Drill



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 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: _____

What skill-related fitness components did we focus on during today's NFL FLAG In-School activities? List the components you think we worked on and explain the reasons for your choice.

How do these components relate to the development of your physical skills?

Lesson 2: Exit Ticket

Student Name: _____

What strategy can someone use to increase the chances of an accurate throw?

How does distance impact throwing and catching in an activity?

What technique for throwing at longer distances can improve the ability for the receiver to catch the ball?



Lesson 3: Exit Ticket

Student Name: _____

What strategy or tactics did you use when choosing pass routes during the NFL FLAG In-School activities? Please explain why.

What changes would you make when considering the addition of the defense? Explain your answers.

Lesson 4: Exit Ticket

Student Name: _____

Write down two "grows" or areas of improvement you recognized about your own performance today. What skill-related components relate to them? Justify/explain your choices.

Grow #1: _____

Related SRCF: _____

Explain: _____

Grow #2: _____

Related SRCF: _____

Explain: _____

Prescribe 4 exercises you could use outside of class that will enhance your identified skill related components:

Lesson 5: Exit Ticket

Student Name: _____

Describe, in detail, what an effective defensive angle is.

What strategy or tactics did you use when engaging in defense for a passing play? Please explain.



Lesson 6: Exit Ticket

Student Name: _____

Each small group will write down 3 ways that they used effective communication skills while engaging in teamwork from today's NFL FLAG In-School activities:

1. _____

2. _____

3. _____

Lesson 7: Exit Ticket

Student Name: _____

What were some examples of constructive feedback that you noticed today after engaging with your team in NFL FLAG In-School activities?

What does ineffective feedback look like?

How can you improve upon your feedback to others for next time?

Lesson 8: Exit Ticket

Student Name: _____

Reflect: What experiences did you have within gameplay today that you found to be meaningful and engaging?

How can you apply the learning from those meaningful experiences in your real life outside of school?

Would You consider engaging in NFL FLAG In-School football outside of class? Please explain.

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				

MIDDLE 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

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				

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)				

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!				

MIDDLE SCHOOL CURRICULUM



NFL FLAG In-School Skill: Route Running

Student Name _____

NFL FLAG IN-SCHOOL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Start with inside foot on LOS, outside foot staggered slightly behind LOS				
Knees slightly bent/Hands up near hips or chest				
Push off with back foot and accelerate				
Sink hips when making a change of direction				
Plant foot outside of the direction of the route				
Pump arms and Turn Head/Eyes to find ball quickly				

NFL FLAG In-School Skill: Route Running

Student Name _____

NFL FLAG IN-SCHOOL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Start with inside foot on LOS, outside foot staggered slightly behind LOS				
Knees slightly bent/Hands up near hips or chest				
Push off with back foot and accelerate				
Sink hips when making a change of direction				
Plant foot outside of the direction of the route				
Pump arms and Turn Head/Eyes to find ball quickly				

NFL FLAG In-School Skill: Evasive Running

Student Name _____

NFL FLAG IN-SCHOOL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Knees bent in an athletic position				
Plant on outside foot when changing directions				
Sink hips and explode each time you change direction				
Eyes up and head on a swivel				
Pump arms but keep ball close to body				

NFL FLAG In-School Skill: Evasive Running

Student Name _____

NFL FLAG IN-SCHOOL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Knees bent in an athletic position				
Plant on outside foot when changing directions				
Sink hips and explode each time you change direction				
Eyes up and head on a swivel				
Pump arms but keep ball close to body				

MIDDLE SCHOOL CURRICULUM



NFL FLAG In-School Skill: Defense

Student Name _____

NFL FLAG IN-SCHOOL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
5x1 alignment (5 yards back, 1 yard inside WR towards QB)				
Good Defensive stance				
Back pedal to start, open hips and run with WR				
Break on the ball				
Attack the ball in the air				

NFL FLAG In-School Skill: Defense

Student Name _____

NFL FLAG IN-SCHOOL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
5x1 alignment (5 yards back, 1 yard inside WR towards QB)				
Good Defensive stance				
Back pedal to start, open hips and run with WR				
Break on the ball				
Attack the ball in the air				

NFL FLAG In-School Skill: Defense Angle Pursuit

Student Name _____

NFL FLAG IN-SCHOOL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Backpedal while turning head to find the football				
Eyes on the ball carrier's hips				
Plant foot and explode when changing direction				
Take straightest path to meet the offensive player at spot where they are headed				

NFL FLAG In-School Skill: Defense Angle Pursuit

Student Name _____

NFL FLAG IN-SCHOOL CUES	GOT IT	ALMOST THERE	STILL WORKING	FEEDBACK NOTES
Backpedal while turning head to find the football				
Eyes on the ball carrier's hips				
Plant foot and explode when changing direction				
Take straightest path to meet the offensive player at spot where they are headed				

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 6-8

MATCHING Directions: Please place the appropriate letter on the line that connects with the appropriate position:

- | | |
|-------------------------|--|
| 1. Quarterback _____ | A. The player who snaps the ball to the QB |
| 2. Running Back _____ | B. The player that tries to stop the WR from catching the ball |
| 3. Center _____ | C. The player that receives a handoff from the QB and runs |
| 4. Wide Receiver _____ | D. The player that throws the football to WR's |
| 5. Defensive Back _____ | E. The player who runs passing routes and catches the football |

LISTING Directions: List the appropriate cues for NFL FLAG In-School skills

6. CATCHING a Medium/High Pass:
- a. _____
 - b. _____
 - c. _____
 - d. _____
7. HANDING OFF a football:
- a. _____
 - b. _____
 - c. _____

TRUE/FALSE Directions: Write TRUE or FALSE next to each statement. Then provide a brief explanation of why you think the answer is True or False.

8. During NFL FLAG In-School play, the offense gets 5 chances or downs to score a touchdown. _____
EXPLAIN your answer: _____
9. If there is an incomplete pass thrown during NFL FLAG In-School play, the line of scrimmage moves to where the ball landed. _____
EXPLAIN your answer: _____

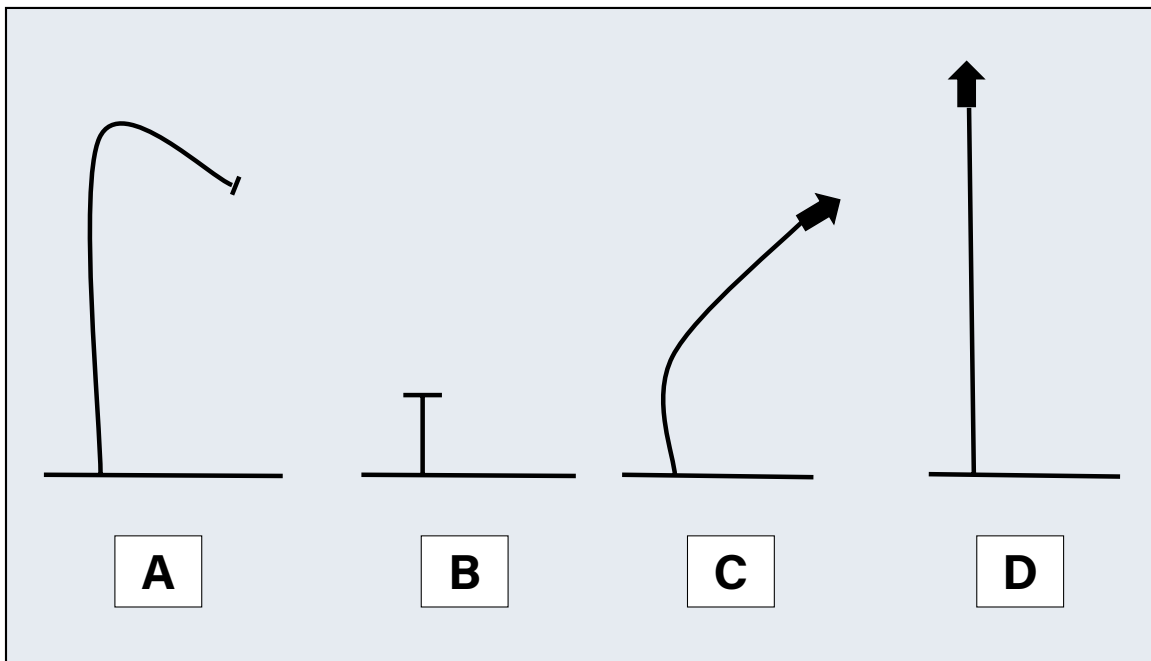
LABEL the following WR Pass Patterns with the correct answer using the picture below.

10. A. _____

11. B. _____

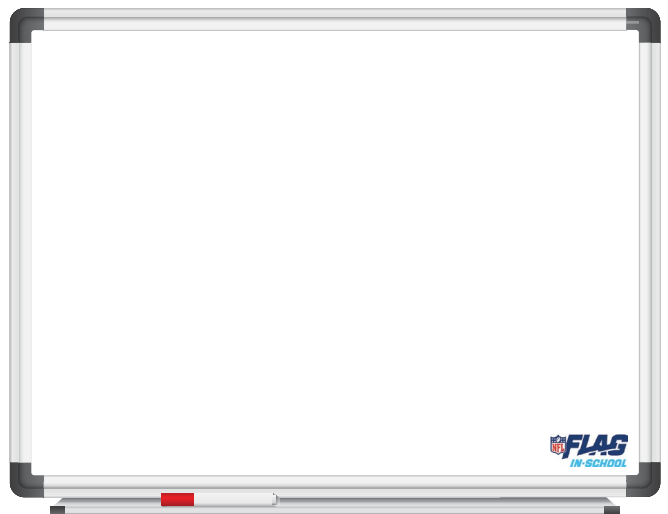
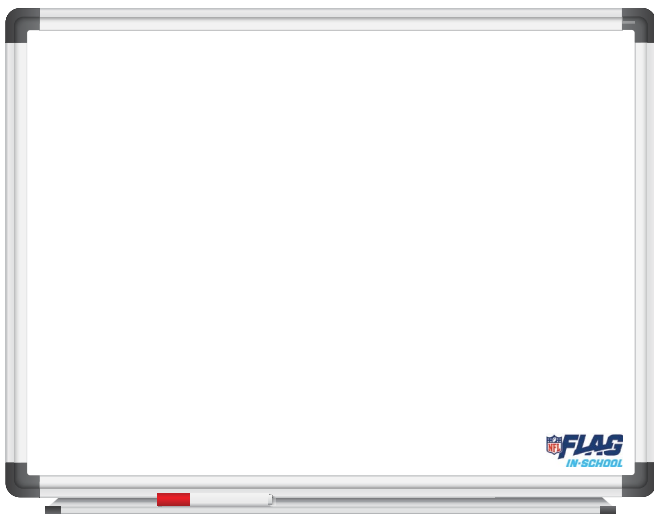
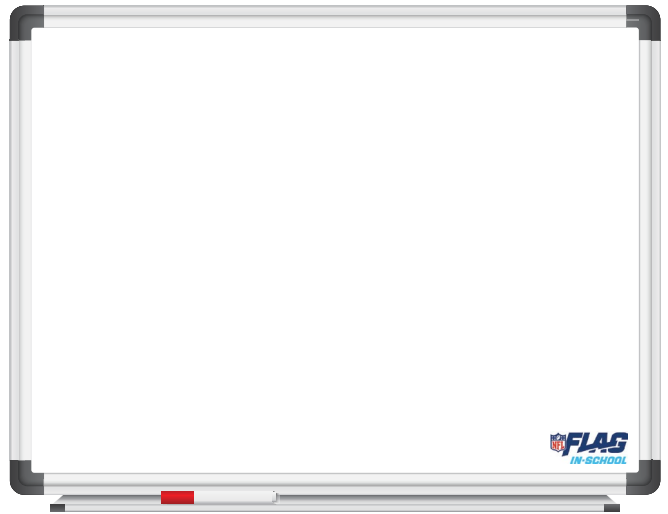
12. C. _____

13. D. _____



APPENDIX E

Playbook Creation Organizer: **Offense**



Playbook Creation Organizer: Defense

