



# HIGH 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](http://shapeamerica.org/standards/pe).

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## NFL FLAG IN-SCHOOL UNIT BLOCK PLAN

### Lesson 1: Grades 9-12

#### Introduction to NFL FLAG In-School and Skill Review

##### NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
- 3.12.3 Encourages and supports others through their interactions in a physical activity setting.
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.
- 4.12.3 Identifies and participates in physical activity that positively affects health.

##### 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:

Fish in a Barrel Bump and Go, Ultimate Football

### Lesson 2: Grades 9-12

#### Mini-Camp: Throwing on the Run/Catching in Traffic

##### NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
- 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.

##### 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:

Shadow routes, Partner Passing/Catching (stationary and moving), Crazy Catch Game

## Lesson 3: Grades 9-12

### Mini-Camp: Wide Receiver Routes, Combos and Run-Pass Options (RPO)

#### NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
- 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
- 3.12.2 Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.
- 3.12.4 Implements and provides feedback to improve performance without prompting from teacher.

#### SKILLS:

Quickness/agility, 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, spatial awareness and creating space through movement.

#### CONTEXT:

Using quickness, agility, 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, applying principles of timing between QB/WR.

#### ACTIVITIES:

Speed and Agility Stations, Route Running, Team Passing/Route Running

## Lesson 4: Grades 9-12

### Mini-Camp: Ball Carrying/Evasive Running

#### NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
- 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
- 4.12.6 Sets and develops movement goals related to personal interests.

#### SKILLS:

Evasive running, ball carrying, defensive positioning, back pedaling, flag pulling, quickness, agility, and balance.

#### CONTEXT:

Using acceleration/deceleration to create space, running at various speeds, change of direction for evasive running.

#### ACTIVITIES:

Twist Off, Snake Run, Oklahoma

## Lesson 5: Grades 9-12

### Mini-Camp: Defensive Angles of Pursuit/Flag Pulling

#### NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
- 2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports and activities.
- 2.12.13 Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery).
- 3.12.7 Thinks critically and solves problems in physical activity settings, both as an individual and in groups.

#### 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:

Angle of Pursuit, Buzz and Rip, Capture the Footballs

## Lesson 6: Grades 9-12

### Pre-Season: Offensive Playbook Design/Team Practice

#### NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
- 2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports and activities.
- 3.12.7 Thinks critically and solves problems in physical activity setting, both as an individual and in groups.

#### SKILLS:

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

#### 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:

1v1's Bump and Go, Offensive Playbook, Team Practice

## Lesson 7: Grades 9-12

### Pre-Season: Defensive Playbook Design

#### NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
- 2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports and activities.
- 3.12.7 Thinks critically and solves problems in physical activity setting, both as an individual and in groups.
- 4.12.2 Selects and participates in physical activities that meet the need for social interaction.

#### SKILLS:

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

#### 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:

Flag Tag, Defensive Playbook Creation, Team Practice

## Lesson 8: Grades 9-12

### Game Day: 6v6 Format

#### NATIONAL PHYSICAL EDUCATION STANDARDS – GRADE SPAN LEARNING INDICATORS:

- 1.12.1 Demonstrates activity-specific movement skills in a variety of lifetime sports and activities.
- 2.12.1 Demonstrates knowledge of tactics and strategies within lifetime sports and activities.
- 3.12.4 Implements and provides feedback to improve performance without prompting from teacher.
- 4.12.9 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, power and velocity to complete 3 types of throws, 3 step drop, creating space through movement, team strategy, cooperation, communication, self-regulation, sportsmanship.

#### 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, strategize and provide feedback in activity setting. Self-regulation of emotions in an activity setting.

#### ACTIVITIES:

Advanced Star Drill, Game Day: 6v6 Format

## NFL FLAG IN-SCHOOL ESSENTIAL RESOURCES

Skill Cues and Progressions		
<p><b>Flag Pulling:</b></p> <ul style="list-style-type: none"> <li>• Eyes on the hip</li> <li>• Stay low, Stay square (breakdown position)</li> <li>• Reach for the hip</li> </ul>	<p><b>Gripping the football:</b></p> <ul style="list-style-type: none"> <li>• Index finger near the back tip of the ball</li> <li>• Middle and 3rd finger across the laces</li> <li>• Thumb on the opposite side</li> </ul>	<p><b>Throwing:</b></p> <ul style="list-style-type: none"> <li>• Side to target</li> <li>• Throwing arm up and back, bent at 90-degree angle, "L" shape</li> <li>• Step towards target with opposite foot</li> <li>• Rotate chest and hips toward target as throwing arm is extended toward target</li> <li>• Follow through across the body, towards the target</li> </ul>
<p><b>Catching for Medium and High Passes:</b></p> <ul style="list-style-type: none"> <li>• Keep eyes on the ball</li> <li>• Make a diamond (thumbs and pointer fingers together, touch skin to skin)</li> <li>• Reach out for the ball, Diamond hands at chest level</li> <li>• Catch with hands only</li> <li>• Squeeze, then give with the body</li> <li>• Pull the ball into the body...look the ball in, tuck (lock) it away!</li> </ul>	<p><b>Catching for Low Passes:</b></p> <ul style="list-style-type: none"> <li>• Keep eyes on the ball</li> <li>• Make a rake (pinkie fingers together, touch skin to skin)</li> <li>• Reach out for the ball with rake hands below the waist</li> <li>• Catch with hands only</li> <li>• Squeeze, then give with the body</li> <li>• Pull the ball into the body...look the ball in, and then tuck (lock) it away!</li> </ul>	<p><b>Securing the Football:</b></p> <ul style="list-style-type: none"> <li>• Carry the football in the outside hand (away from defense)</li> <li>• Cover both tips of the ball</li> <li>• Tuck ball to the chest</li> </ul>
<p><b>Handing Off the Football:</b></p> <ul style="list-style-type: none"> <li>• Turn and face the sideline</li> <li>• Step at a diagonal</li> <li>• Extend both arms</li> <li>• Place the football firmly in RB's stomach</li> </ul>	<p><b>Receiving a Hand-off:</b></p> <ul style="list-style-type: none"> <li>• Step diagonal towards the lane (hole)</li> <li>• Inside elbow is UP, outside elbow is DOWN</li> <li>• Let QB place the ball in your "pocket" (stomach). Do NOT reach for the ball with your arms.</li> <li>• Receive the ball, tuck (lock it away) and run!</li> </ul>	<p><b>Skill Progression: Throwing</b></p> <ul style="list-style-type: none"> <li>• Students begin on one knee to teach arm-leg opposition.</li> <li>• Teach the Boxer Step when progressing to standing throws. The Boxer Step reinforces turning sideways before throwing to get more power from the hip.</li> <li>• Boxer Step skill cues:                         <ul style="list-style-type: none"> <li>▷ light on the feet</li> <li>▷ side to target, and use of hips in the throwing motion</li> </ul> </li> <li>• Advanced Throwing Skill-3 Step Drop:                         <ul style="list-style-type: none"> <li>▷ 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</li> <li>▷ 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.</li> </ul> </li> </ul>

(continued)



*Skill Cues and Progressions (continued)*

<p><b>Route Running:</b></p> <ul style="list-style-type: none"> <li>• Start with inside foot on LOS, outside foot staggered slightly behind LOS</li> <li>• Knees slightly bent</li> <li>• Hands up near hips or chest</li> <li>• Eyes looking inward towards the football</li> <li>• Push off with back foot and accelerate</li> <li>• Sink hips when making any change of direction 90 degrees or more</li> <li>• Plant with foot outside of the direction of the route</li> <li>• Pump arms</li> <li>• Turn head/eyes to find ball quickly</li> </ul>	<p><b>Defense:</b></p> <ul style="list-style-type: none"> <li>• DB should have 5x1 alignment (5 yards back from LOS, 1 yard inside of the WR towards the QB)</li> <li>• Good Defensive stance</li> <li>• Back pedal to start, open hips and run with WR, mirroring the route</li> <li>• Break on the ball</li> <li>• Attack the ball in the air</li> <li>•</li> <li>• Defense Pursuit Angle</li> <li>• Back pedal while turning head to find football</li> <li>• Plant foot and explode when changing direction</li> <li>• Take straightest path to meet offensive player at a spot they are going towards</li> <li>• Modifications</li> <li>• Include 2 or more defensive players/ positions to show different angles</li> <li>• Use walking or slower speed</li> </ul>	<p><b>Evasive Running:</b></p> <ul style="list-style-type: none"> <li>• Knees bent in athletic position</li> <li>• Plant on outside foot when changing directions</li> <li>• Sink hop and explode each time you change direction</li> <li>• Eyes up</li> <li>• Head on swivel</li> <li>• Pump arms but keep ball close to body</li> </ul>
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## 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
<b>THROWING</b>	<p><b>Use of Different Balls:</b></p> <ul style="list-style-type: none"> <li>• Foam balls</li> <li>• Beach balls or balloons</li> <li>• Bean bags</li> </ul> <p><b>Modified Targets:</b></p> <ul style="list-style-type: none"> <li>• Larger targets</li> <li>• Colorful and engaging targets</li> </ul> <p><b>Adaptive Throwing Devices:</b></p> <ul style="list-style-type: none"> <li>• Throwing ramps can help students who struggle with the overhand or underhand motion.</li> <li>• Velcro or strap-on grips can help students with limited hand strength to hold onto the ball.</li> </ul>	<p><b>Simplify Instructions:</b></p> <ul style="list-style-type: none"> <li>• Break down the steps of the throwing motion into simple, easy-to-follow instructions.</li> <li>• Show videos, visual aids or include live demonstrations to illustrate the throwing technique.</li> </ul> <p><b>Verbal Cues:</b></p> <ul style="list-style-type: none"> <li>• Auditory signals: Use clapping or counting to signal when to throw.</li> </ul> <p><b>Peer Assistance and Modeling:</b></p> <ul style="list-style-type: none"> <li>• Pair students with peers who can provide support and encouragement.</li> </ul> <p><b>Flexible Rules:</b></p> <ul style="list-style-type: none"> <li>• Allow students several tries to succeed without penalty.</li> <li>• Modified scoring: Reward effort, improvement, and participation rather than just accuracy.</li> </ul>	<p><b>Controlled Environment:</b></p> <ul style="list-style-type: none"> <li>• Safe, open space: Ensure the activity area is free of obstacles and hazards.</li> <li>• Defined boundaries: Use cones or tape to mark the play area clearly.</li> </ul> <p><b>Distance Adjustments:</b></p> <ul style="list-style-type: none"> <li>• Reduce the distance between the throwing point and the target to accommodate skill levels.</li> <li>• Start with shorter distances and gradually increase as skills improve.</li> </ul> <p><b>Visual Cues:</b></p> <ul style="list-style-type: none"> <li>• Visually indicate where students should stand and where to aim.</li> </ul>

(continued)

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

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

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

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

(continued)

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

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

## Lesson 1 Introduction to NFL FLAG In-School and Skill Review

<b>GRADE SPAN:</b> 9–12	<b>EQUIPMENT NEEDED:</b>	
<b>LESSON LENGTH:</b> 40–60 minutes	Footballs, pinnies, poly spots, buckets, diagrams	
<b>LEARNING OBJECTIVE(S):</b> Students will be able to demonstrate and analyze the skills associated with being an effective teammate; critical thinking, communication, encouragement and problem solving.	<b>NPES GRADE SPAN LEARNING INDICATORS:</b> 1.12.1, 3.12.3, 3.12.7,	<b>KEY VOCABULARY:</b> cooperation, communication, problem-solving, critical thinking, encouragement, support
	<b>ESSENTIAL QUESTIONS:</b> What are the most important traits associated with being a great teammate? How can these traits affect team engagement and success?	

### INSTANT ACTIVITY: 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 bucket.
- 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.

### SKILL FOCUS: Bump and Go

This activity focuses on a skill review of throwing and passing using the NFL FLAG In-School passing routes of “post, flag, drag, now and go” (see HS Passing Diagram).

- Teacher will review and demonstrate the routes of post, flag, drag, now and go with the class and review the correct form cues for passing and catching (see skill cues).
- Students will find their assigned partner and grab a football.
- The first student will play the role of WR, the second student will be the QB.
- When both students are ready, the QB will say go, the WR will run a pre-determined route that both students have agreed on.
- Have students run a different route each time they are in WR position.
- The QB will take a 3 step drop and pass the football to the WR.

- The WR will attempt to catch the ball.
- After the pass, both students will switch roles.
- This will continue for the allotted amount of time the teacher has provided for this activity.

## CHECK FOR UNDERSTANDING:

What did you notice about the use of communication and encouragement in relation to team success? What would you change about the use of communication and encouragement in the future? Please explain your answers.

## 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.

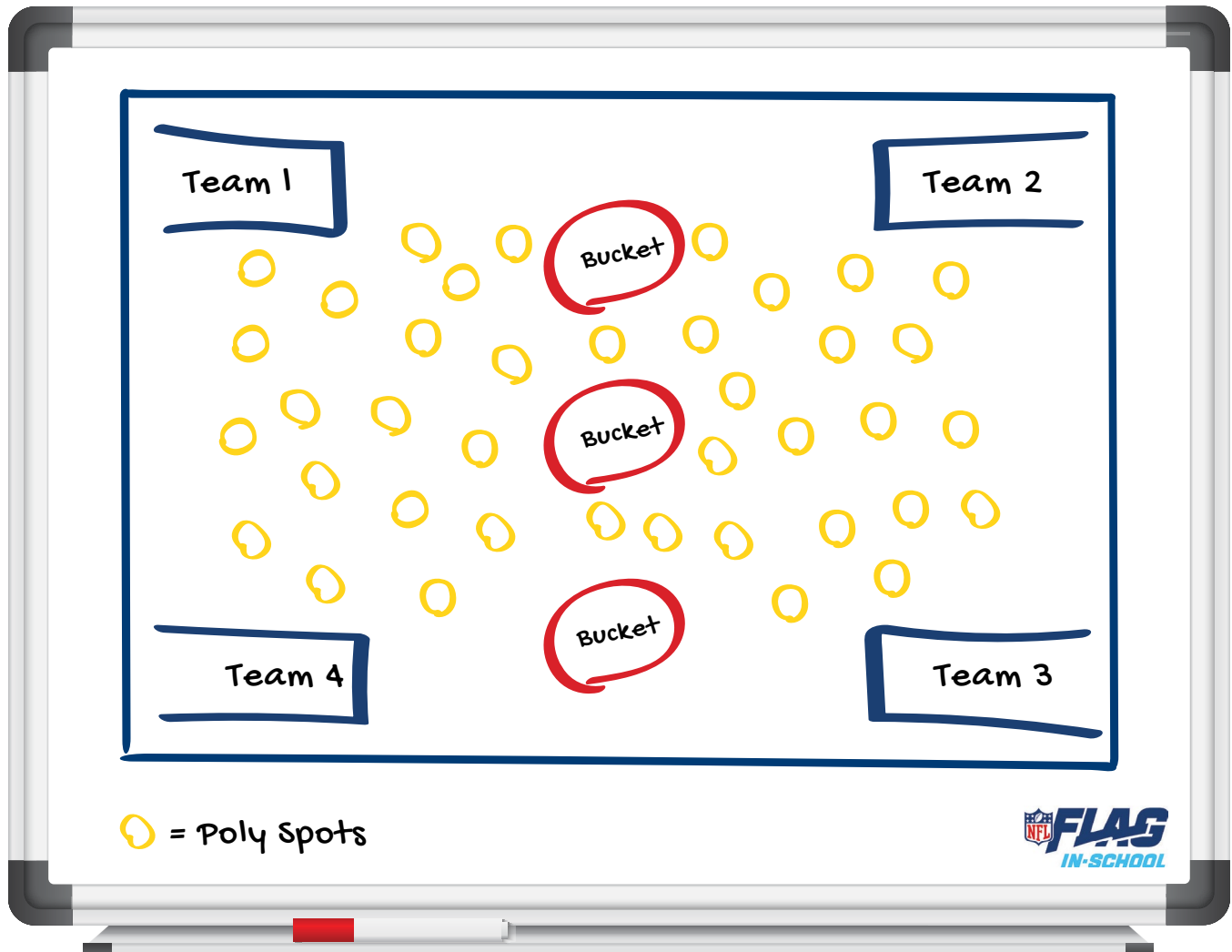
- Teacher will explain and demonstrate the importance of creating/reducing space for offense and defense as a review
- The social skill focus within the team dynamic will be critical thinking, problem solving and communication.
- Students will be separated into groups of 4. Each team will attempt to 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 endzone and score.

## WRAP-UP:

*Small Group Chat:* How did your team use critical thinking skills? Describe how you were able to use critical thinking skills to solve a problem in the "Ultimate Football" activity?

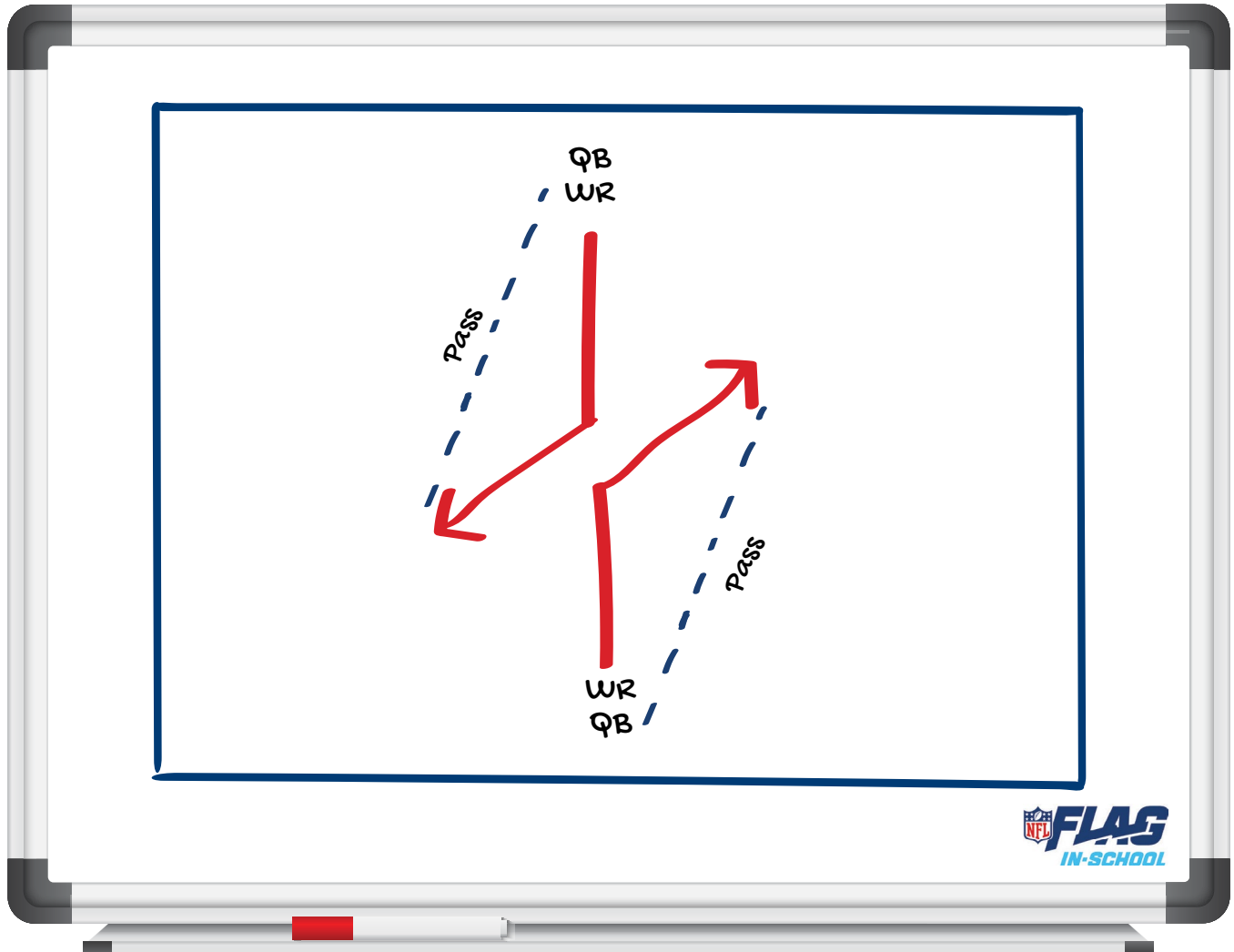
*Exit Ticket:* Explain in writing how you were able to demonstrate traits of being an effective teammate using the terms; cooperation, communication, critical thinking, problem-solving and encouragement. How did your use of these traits affect the success of your team? What would you change if you had a second chance?

## Lesson 1: Fish in a Barrel

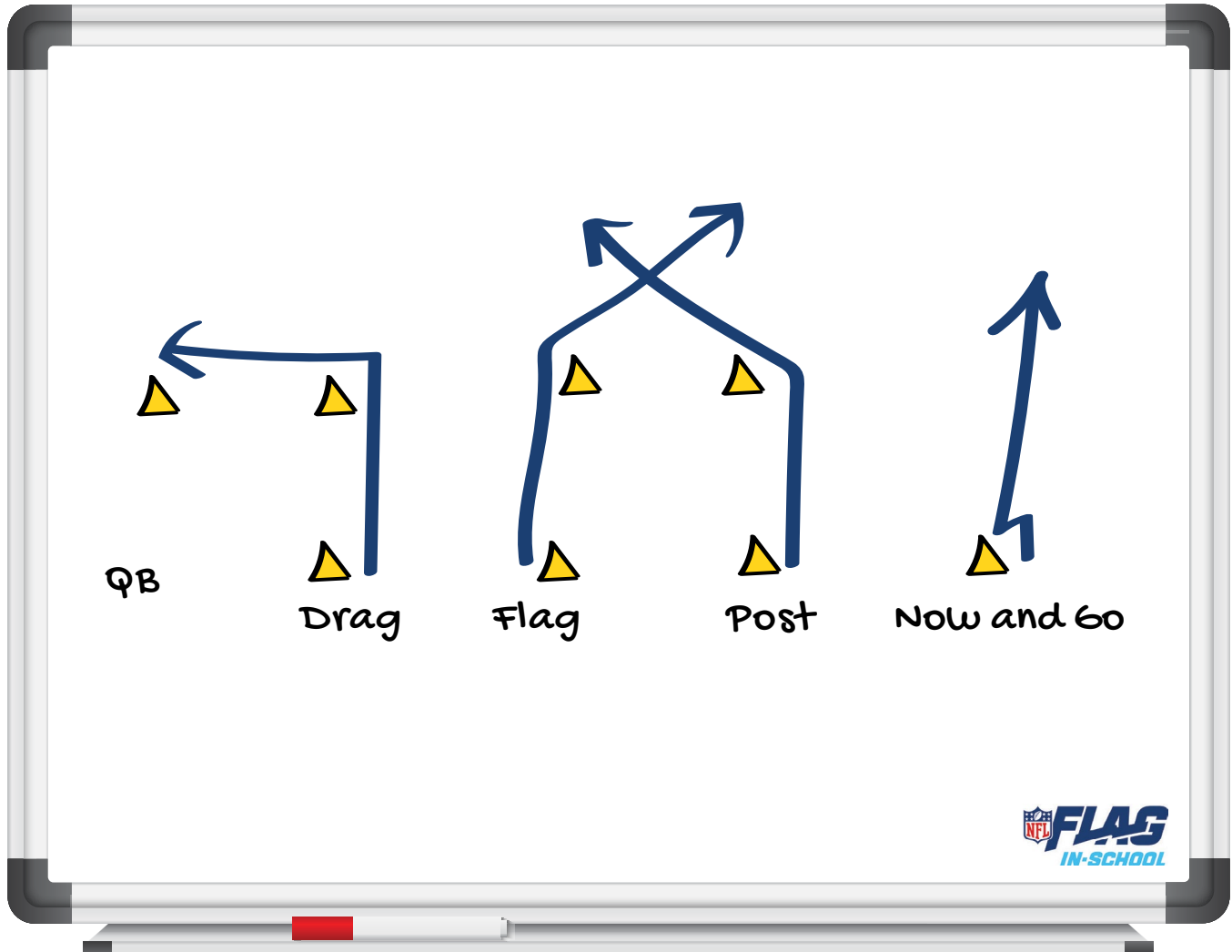




## Lesson 1: Bump and Go



## Lesson 1: HS Passing Diagram



## Lesson 2 Mini-Camp: Throwing on the Run/Catching in Traffic

<b>GRADE SPAN:</b> 9–12	<b>EQUIPMENT NEEDED:</b>	
<b>LESSON LENGTH:</b> 40–60 minutes	Flag belts, cones, footballs, diagrams, stand up targets or trash cans	
<b>LEARNING OBJECTIVE(S):</b> Students will be able to analyze the performance of throwing and catching skills and make modifications using the concepts of accuracy, timing, trajectory, and force.	<b>NPES GRADE SPAN LEARNING INDICATORS:</b> 1.12.1, 2.12.13, 3.12.2	<b>KEY VOCABULARY:</b> LOS line of scrimmage, dart pass, touch pass, deep pass, accuracy, timing, trajectory, tracking, force
	<b>ESSENTIAL QUESTIONS:</b> Define the words accuracy, timing, trajectory, and force. How could a student use these concepts to improve or modify throwing and catching skills?	

### INSTANT ACTIVITY: 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.)
- 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 will review and practice three types of passes during this activity (dart, touch, and deep passes).
- Students will take time intermittently to chat with their partner about how to modify their passing and catching skills using the words; accuracy, timing, trajectory, speed and force.
- Partners will use the poly spot to start 10 yards apart and begin throwing and catching the football while stationary with their partner.
- 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 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.
- Once students are ready to increase the speed of movement, partners may pass back and forth while jogging at a faster rate than before to increase the level of difficulty.

#### 3 Types of Passes

- Dart-straight line from passer to catcher — arrow path
- Touch-slight arc from passer to catcher — hill path
- Deep-large arc from passer to catcher — rainbow path

## SKILL FOCUS: Shadow Routes – WR Focus

- Teacher will arrange students into groups of 3
- Students will take time intermittently between plays to chat with their partner about how to modify their movement skills using the words; accuracy, timing, trajectory, speed and force.
- Each group will get a football and assume the roles of QB, WR, DB (each student will rotate through all 3 positions).
- The QB and WR will quietly choose a route to run against the DB.
- Students will line up at the LOS and the QB will call the cadence.
- The DB should have 5x1 alignment (5 yards back from LOS, 1 yard inside of the WR towards the QB).
- WR should align on the LOS with feet slightly staggered, hands up and ready.
- When the ball is snapped the WR will run the chosen route and attempt to catch a pass against the defender.
- The DB will guard the WR and try to keep the WR from catching the ball.
- After the play is finished, all players will rotate positions and begin again and continue play until time permits.

### CHECK FOR UNDERSTANDING:

When collaborating on movement skills and modifying your performance with others, what recommendations for improvement did you discuss using the words accuracy, timing, trajectory and force? How did you know if they were effective? Please explain your answer.

## KEY ACTIVITY: Bullseye – Vertical and Horizontal

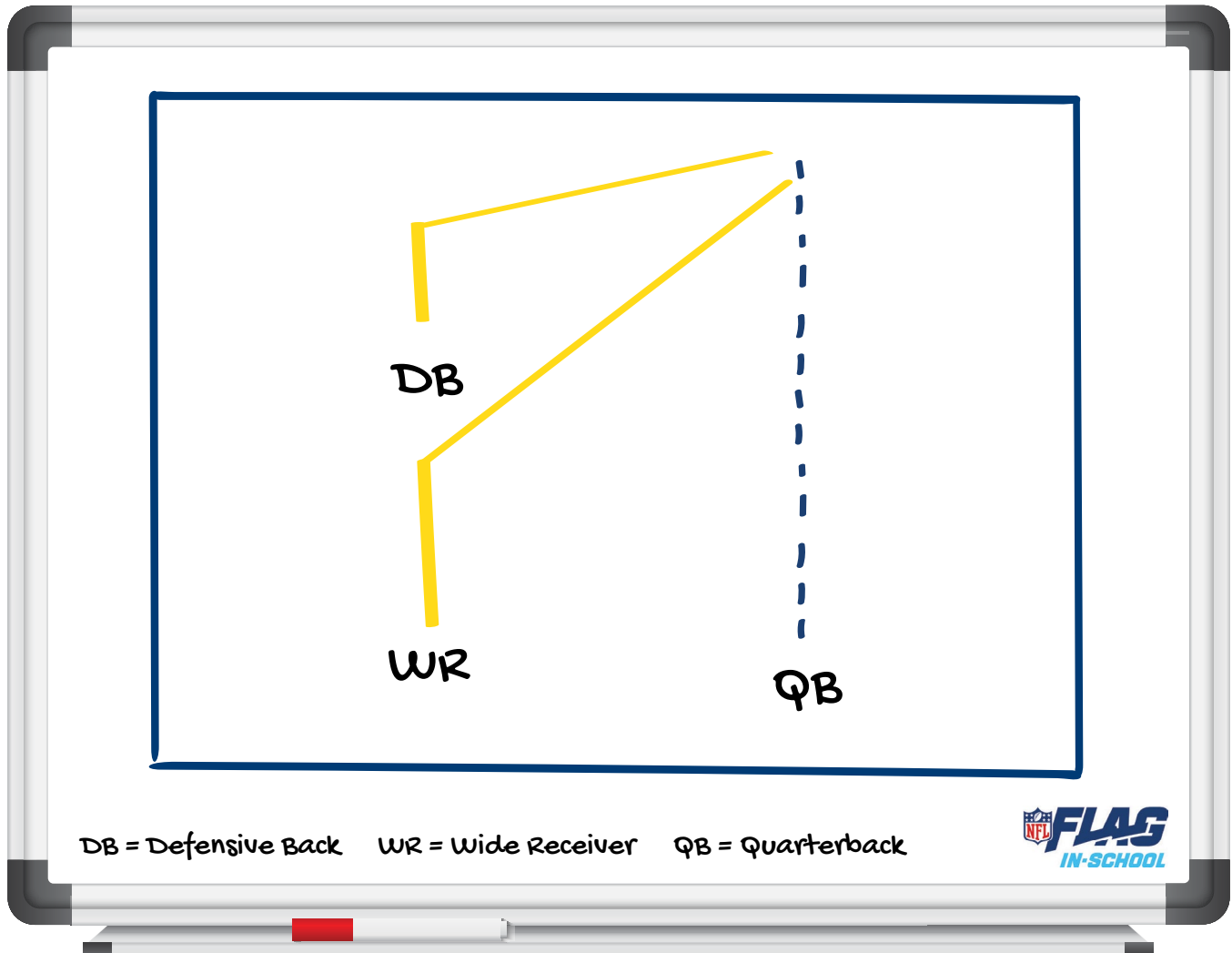
- Teacher should set up multiple stations so students can engaging maximum repetitions and participation. Organize each station in 3-4 students.
- You can do this activity with the targets placed vertically or horizontally to practice different types of throws. (throwing on the run forward, right and left).
- Each student will get 1 football and line up behind the starting cone.
- When it is their turn, they will jog forward to the next cone (throwing cone) with the football in hand.
- As the student approaches the throwing cone, they will throw the ball and attempt to accurately hit the first trash can or target. Throwers must release the ball before passing the throwing cone.
- After the throw, the students will collect their football and return to the starting cone to prepare for their next throw.
- Each student will have the chance to hit all three targets in the progression. Each target gets further away from the throwing cone to make the pass more difficult.
- You may change the speed of the locomotor skill: walking, jogging, sprinting.
- You may use different point values for each target to make the throw more precise and the activity more competitive (1 point=hit the trash can/target, 2 points=landing inside the trash can/target).

## **WRAP-UP:**

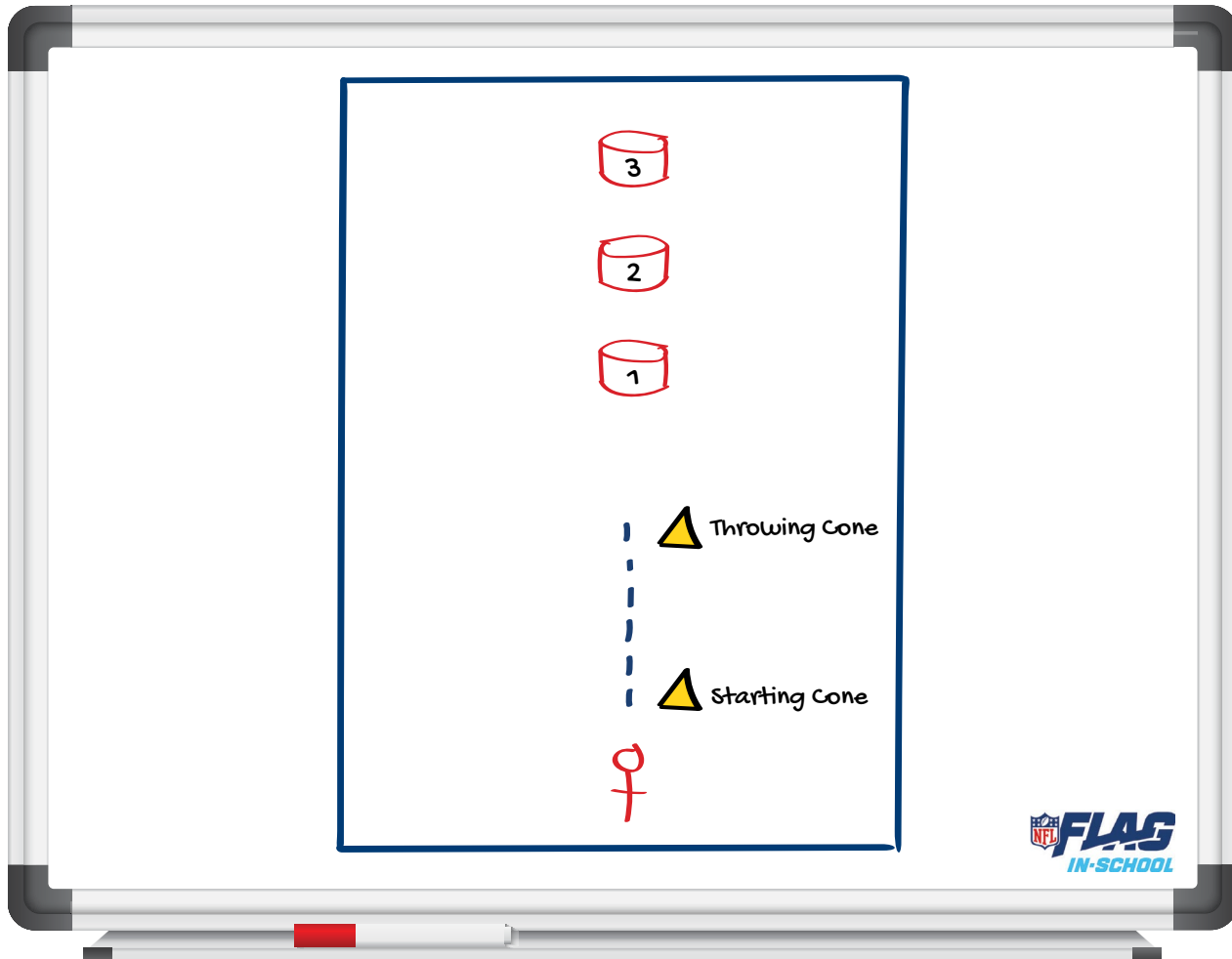
*Small Group Chat:* Have students verbally repeat and demonstrate cues for proper throwing/catching technique. What connections can you make about modifying a skill using force and trajectory?

*Exit Ticket:* Identify a skill technique you found challenging today, what steps can you personally take to improve on this skill for next time? What changes can you make in accuracy and timing to improve? Please explain your answer.

## Lesson 2: Shadow Routes – WR Focus



## Lesson 2: Bullseye – Throwing on the Move (Vertical)



## Lesson 2: Bullseye – Throwing on the Move (Horizontal)





## Lesson 3 Mini-Camp: Wide Receiver Routes, Combos, and RPO's

<b>GRADE SPAN:</b> 9–12	<b>EQUIPMENT NEEDED:</b>	
<b>LESSON LENGTH:</b> 40–60 minutes	Football, ladders, jump rope, cones, poly spots, diagrams, boxes, mini-hurdles	
<b>LEARNING OBJECTIVE(S):</b> Students will be able to utilize recommendations from peer feedback and apply it to skill improvement when engaging in passing routes; post-flag, comeback, whip, out and up.	<b>NPES GRADE SPAN LEARNING INDICATORS:</b> 1.12.1, 2.12.13, 3.12.2, 3.12.4	<b>KEY VOCABULARY:</b> accuracy, timing, trajectory, speed, agility, force, balance, comeback, post-flag, whip, out and up, separation, tracking
	<b>ESSENTIAL QUESTIONS:</b> How does one effectively provide peer feedback? How would you implement feedback once you receive it from someone else? How could you know it is working or changing the outcome of the skill?	

### 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: Route Running

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

- Students will be introduced to new routes (post-flag/corner, comeback, whip, out and up).
- 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 (see diagram).

- 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 and cues.
- Take time to allow students to observe movement and provide peer feedback for enhancing skill performance.

#### CHECK FOR UNDERSTANDING:

List and describe the 4 routes that were introduced in the prior activity. What was difficult while running the new routes? What skills do you or your group need to enhance to improve the effectiveness of the routes?

#### KEY ACTIVITY: Team Passing/Route Running

This activity for skill enhancement allows students to begin running multiple routes in one play.



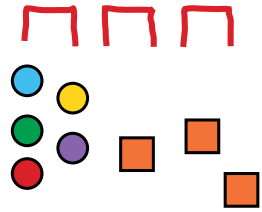

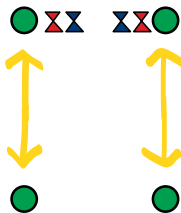
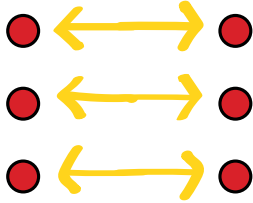
- Students will go to their prearranged small groups of 3-4 and begin to practice running routes and catching passes from their team QBs.
- Provide students with Route Running diagram to enhance understanding.
- Students will be introduced to combination routes, where 2 WR on the same side will run two different routes that work together to create open space for players to receive the ball.
- Students will discuss skill cues and take time to provide feedback to their small group on needed modifications.
- 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.
- Allow for additional time so that students, within their small groups, can demonstrate application of the feedback to improve upon their skills.

#### WRAP-UP:

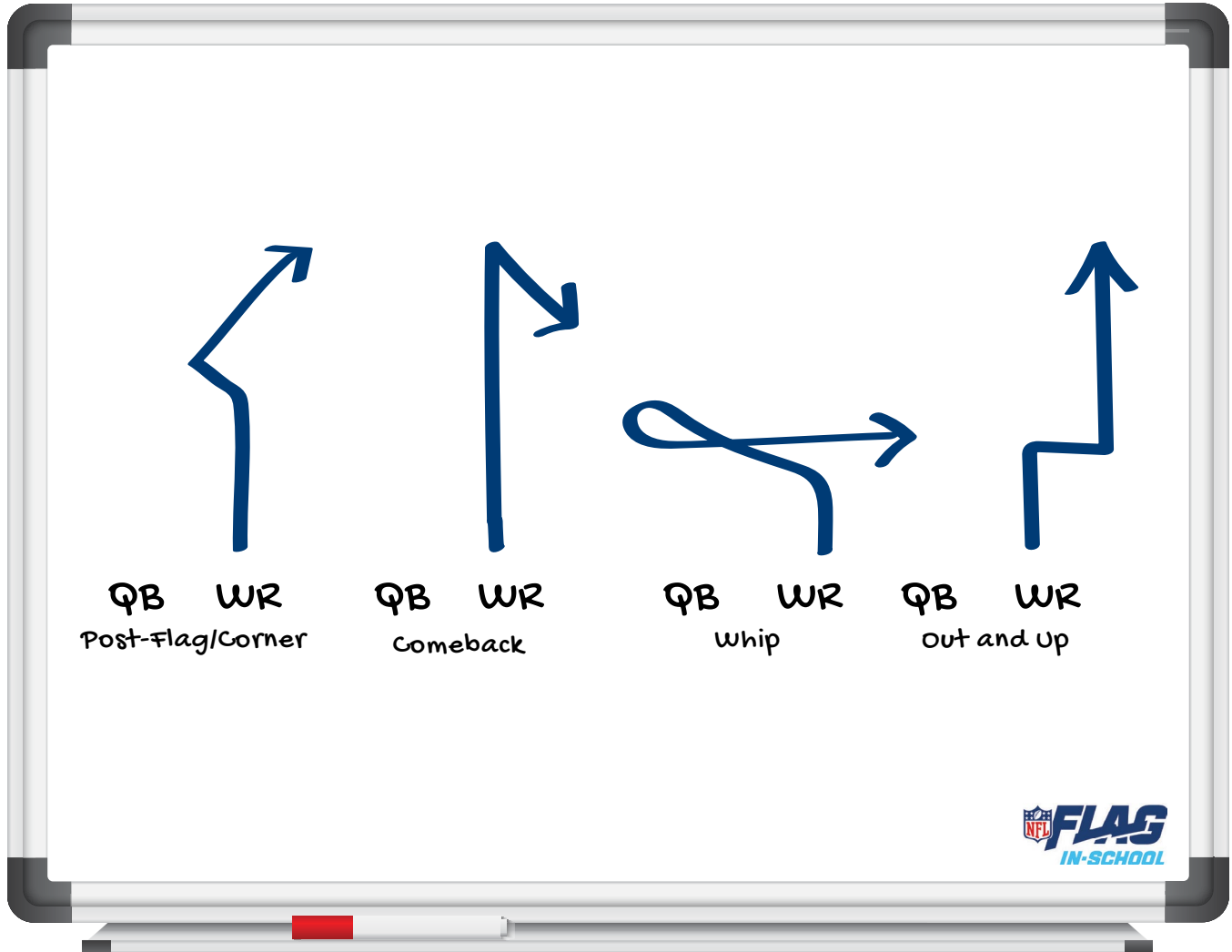
*Small Group Chat:* Students will discuss what feedback was used in the prior activity to improve team performance. What skills or cues did you mention when discussing changes for improvement? Did the recommended modifications work within the passing routes? How do you know?

*Exit Ticket:* What was an example of effective feedback that you were able to provide today? What feedback did you receive from others? How did you apply the feedback to implement change? How do you know it was a successful modification? Please explain your answers in writing.

## Lesson 3: Speed and Agility Stations

 <p><b>Ladders Pt. 1</b> Staggered: 2 feet in, 2 feet out of each square</p>	 <p><b>Jump Rope</b> Speed Rope, Double Unders</p>	 <p><b>Obstacle</b> Mini Hurdles, Cones, Poly Spots, Box Jumps</p>
 <p><b>Ladders Pt. 2</b> Hop inside and then on both sides</p>	 <p><b>Shuttle Run</b> Sprint between poly spots and pick up objects</p>	 <p><b>Lateral Shuffle</b> Shuffle laterally back and forth between 2 lines</p>

## Lesson 3: Route Running



## Lesson 4 Mini-Camp: Evasive Running/Ball Carrying

<b>GRADE SPAN:</b> 9–12	<b>EQUIPMENT NEEDED:</b>	
<b>LESSON LENGTH:</b> 40–60 minutes	Cones, footballs, flag belts, diagrams	
<b>LEARNING OBJECTIVE(S):</b> Students will be able to correctly demonstrate, make recommendations for improvement in and set a goal for NFL FLAG In-School skills.	<b>NPES GRADE SPAN LEARNING INDICATORS:</b> 1.12.1, 2.12.13, 4.12.6	<b>KEY VOCABULARY:</b> evasive, acceleration, deceleration, points of contact, timing, offensive strategy, jukes, spins, cuts
	<b>ESSENTIAL QUESTIONS:</b> What are the primary techniques and cues for evading defenders, such as jukes, spins, and cuts? What recommendations can a student make to improve upon these skills? What would setting a goal for improvement look like?	

### 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.
- Have students see how many they can complete in 30 seconds. Rest and repeat as time allows.
- The teacher will observe the activity and look for correct hand placement and receiving form.
- Allow time for students to recognize the skill cues and discuss feedback for improvement with their partner.

### SKILL FOCUS: Snake Run

This activity allows students to review the skills for ball carrying and evasive running through general space.

- Discuss the skill cues for ball carrying and evasive running 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, evasive running) 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:

Why is it important to cut quickly and powerfully while changing directions? What feedback was discussed on your team overall to improve skill in ball carrying and evasive running?

### KEY ACTIVITY: Oklahoma

Oklahoma is a small-sided activity that focuses on ball carrying, evasive running and agility in small spaces (see diagram).

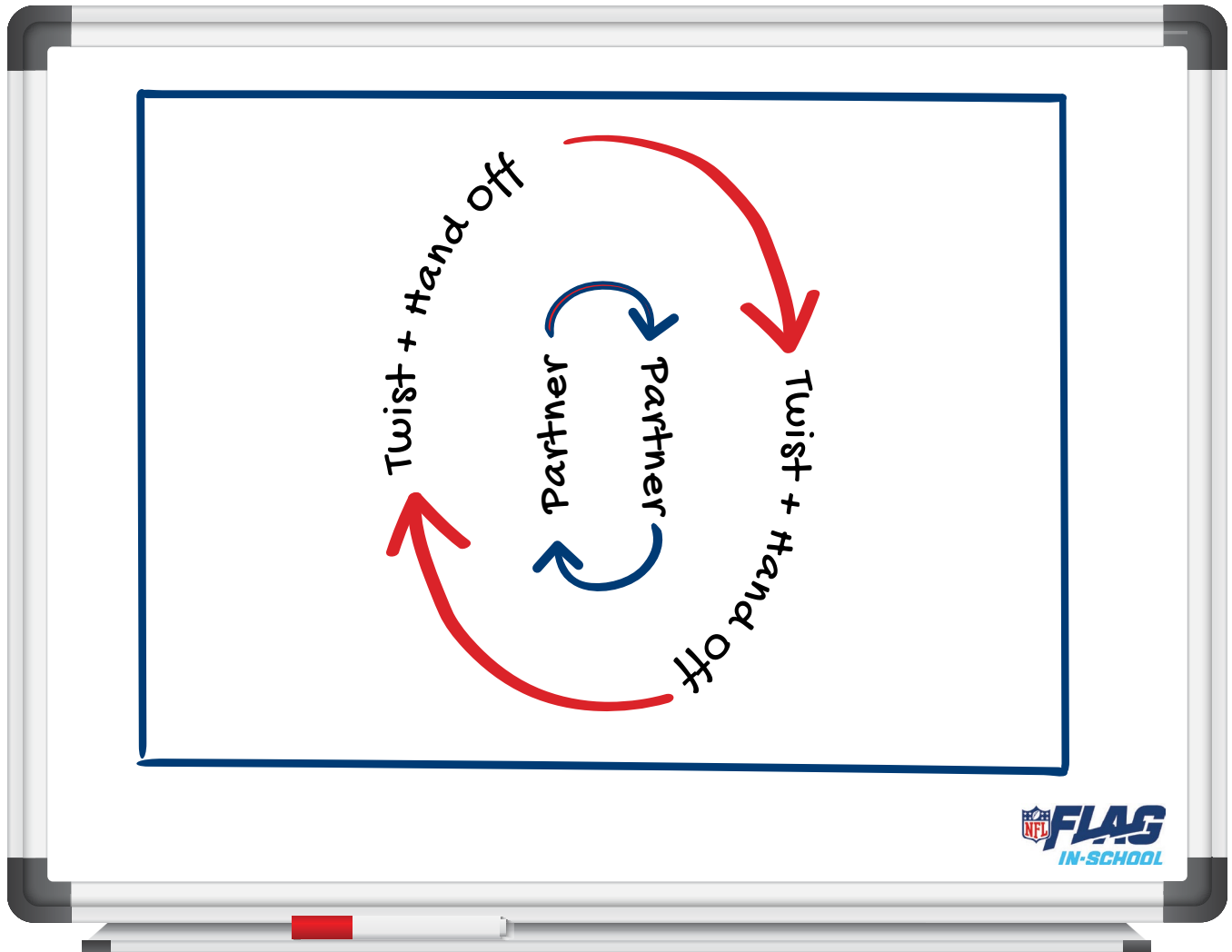
- Students will continue with their assigned groups of 4.
- Each student will get a flag belt, and each group of 4 will share one football.
- There will be a QB, RB, and LB at all times during this game.
- Allow time for students to observe and discuss the running (ball carrying, evasive running) skills of one another to collect ideas for peer feedback.
- The QB will align at the line of scrimmage with the RB 3 yards behind them in the ready position.
- The LB (defensive player) will start at the goal line in a defensive ready position.
- The QB will call the cadence to start the play and will turn and give a proper handoff to the RB.
- The RB will cross the LOS with the ball and attempt to run by or fake out the LB in order to advance the ball past the goal line and score a touchdown.
- The LB will attempt to pull the RBs flag belt off before they cross the goal line.

### WRAP-UP:

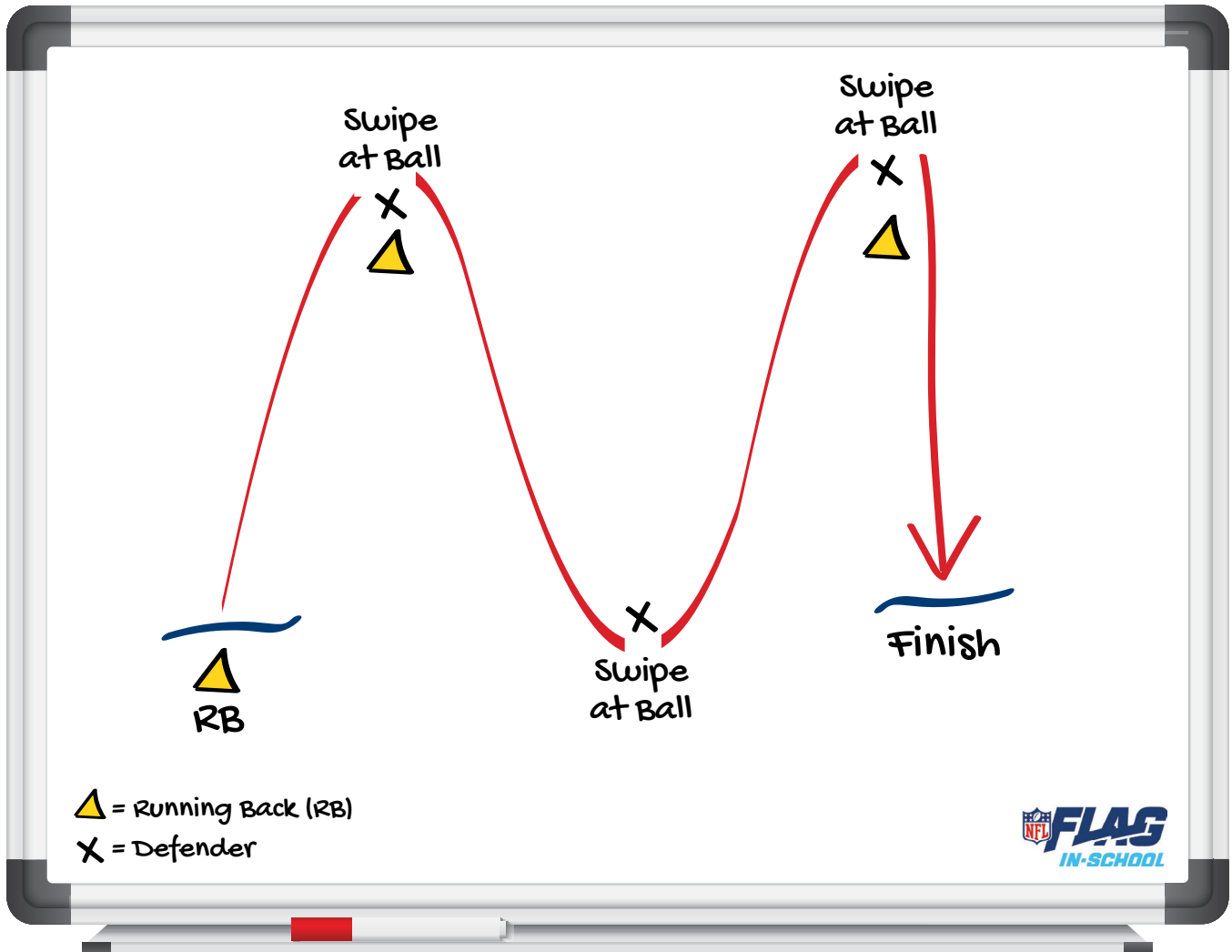
*Small Group Chat:* Students will discuss and review proper cues and techniques for evasive running and carrying a football from today's activities. What were some recommendations for change or feedback did your group discuss to improve? What would be a group goal you could set for next time to improve your skill?

*Exit Ticket:* Based on reflection of your own skill work from today, what would be a goal you would set for yourself to improve for the future? What skills would you include? What changes would you make? What would you work on in Physical Education to improve? What could you do outside of school to enhance performance?

Lesson 4: Twist Off

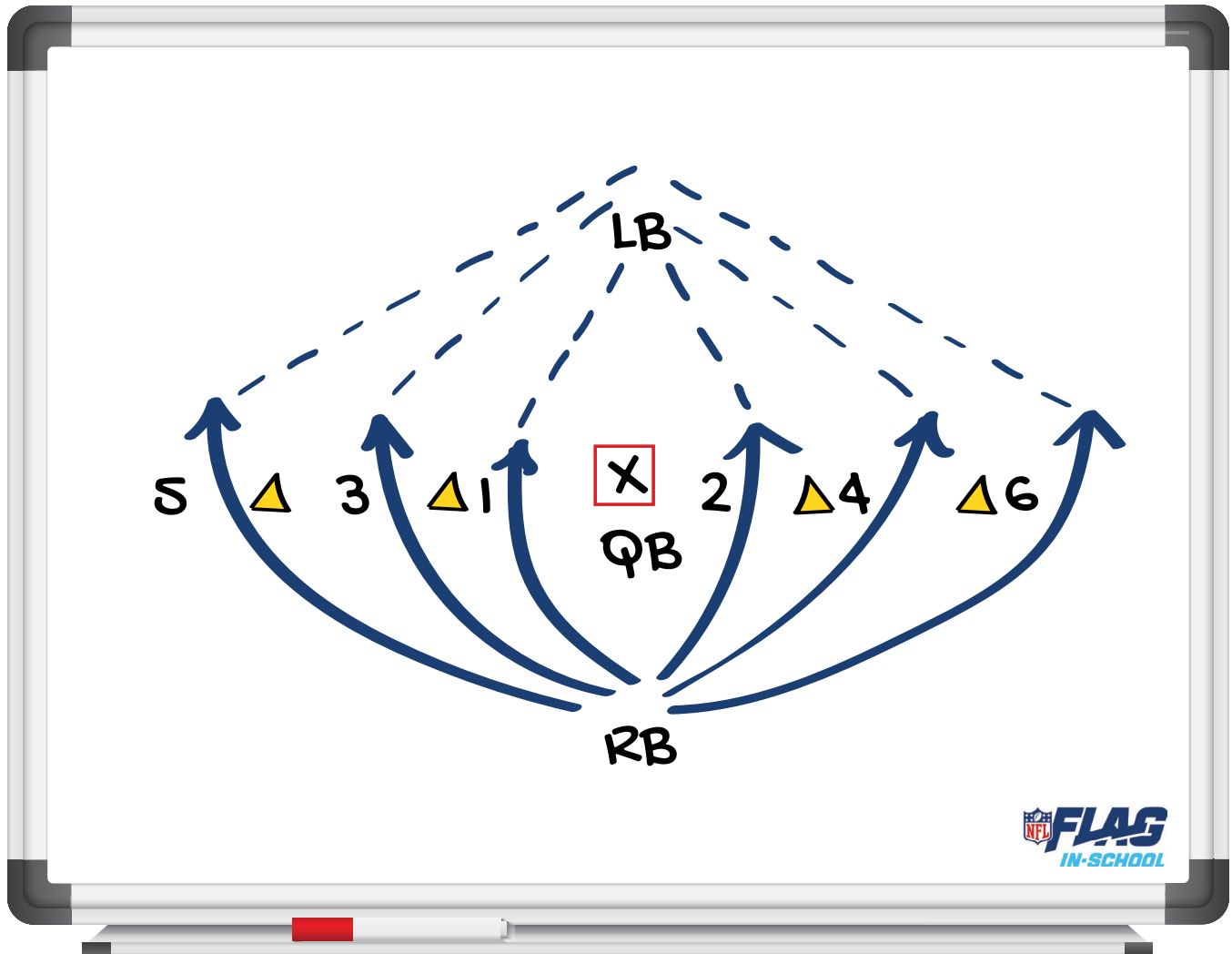


## Lesson 4: Snake Run





## Lesson 4: Oklahoma



## Lesson 5 Mini-Camp: Defensive Pursuit/Flag Pulling

<b>GRADE SPAN:</b> 9–12	<b>EQUIPMENT NEEDED:</b>	
<b>LESSON LENGTH:</b> 40–60 minutes	Footballs, cones, flag belts, music, diagrams	
<b>LEARNING OBJECTIVE(S):</b> Students will be able to analyze and demonstrate knowledge of strategies and tactics in relation to defensive pursuit and flag pulling.	<b>NPES GRADE SPAN LEARNING INDICATORS:</b> 1.12.1, 2.12.1, 2.12.13, 3.12.7	<b>KEY VOCABULARY:</b> pursuit, tracking, acceleration, deceleration
	<b>ESSENTIAL QUESTIONS:</b> What are some effective strategies and tactics we can use when playing defense? What factors should one consider when choosing a specific defensive strategy?	

### INSTANT ACTIVITY: Buzz and Rip

This activity prepares students for defensive positioning and strategy (see diagram).

- 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 player will attempt to pull the flag of the ball carrier.
- Allow 30 seconds for this action to happen, then restart the music and repeat.
- Allow time for students to discuss the cues they use in defensive positioning and the reasons one would use them.

### 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).

- Review flag pulling and angle of pursuit cues (see cues).
- 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.

## SKILL FOCUS: Angle of Pursuit – Run

- For the second part of this activity the positions will be QB, RB, and LB.
- 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:

How can I position myself to have the best possible chance to pull flags? What is a defensive angle? What factors should one consider when choosing a specific defensive angle?

## KEY ACTIVITY: Capture the Footballs

This activity provides an opportunity to engage in dodging, fleeing, agility, defensive angles, flag pulling (see diagram).

- The class will be split into 2 even teams, each team will wear flag belts and different color jersey to identify the two separate teams.
- Each team will spread out on their side of the playing field.
- Take “Time Out” team breaks so students can meet with their teams and discuss strategies and tactics for success.
- Students may only pull flags belts of the opposing teams’ players when they cross the midline onto their side of the field.
- When the teacher starts the game, players may choose to play defense by staying on their side and pulling flag belts off the other teams’ players as they cross the midline onto their side of the field.
- Players may choose to play offense by crossing the midline onto the opponent’s side of the field and making it into the “safe zone”.
- Once in the “safe zone” players will attempt to take 1 football and run back to their side of the field through the opponent’s territory. Players may not pass the football to anyone else when attempting to run it back.
- If a player makes it back to their side of the field with a football and without having their flag belt pulled off, that football goes into the “safe zone” behind their territory.

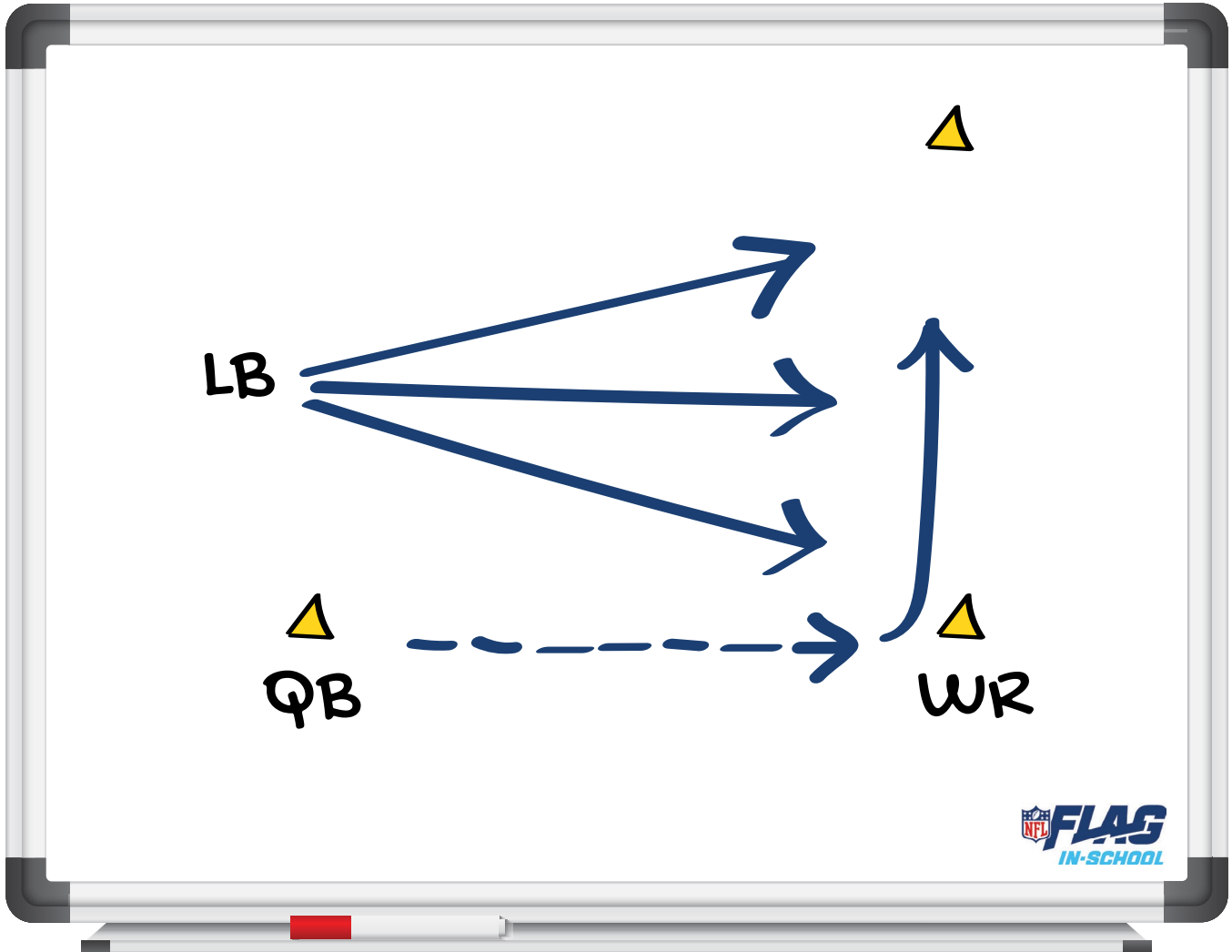
- If a player has their flag belt pulled off while attempting to run a football back to their side, they will go to a restricted area and perform 10 jumping jacks, 10 push-ups, to get back in the game.
- Once a player has completed their exercises in the restricted area, they may put their flag belt back on and rejoin the game on their side of the field.
- If players run “out of bounds” they must complete exercises in the restricted area before returning to the game.
- The game will end when one team has captured all the footballs, or when the time is up. The team with the most footballs at that time will be the winner.

## **WRAP-UP:**

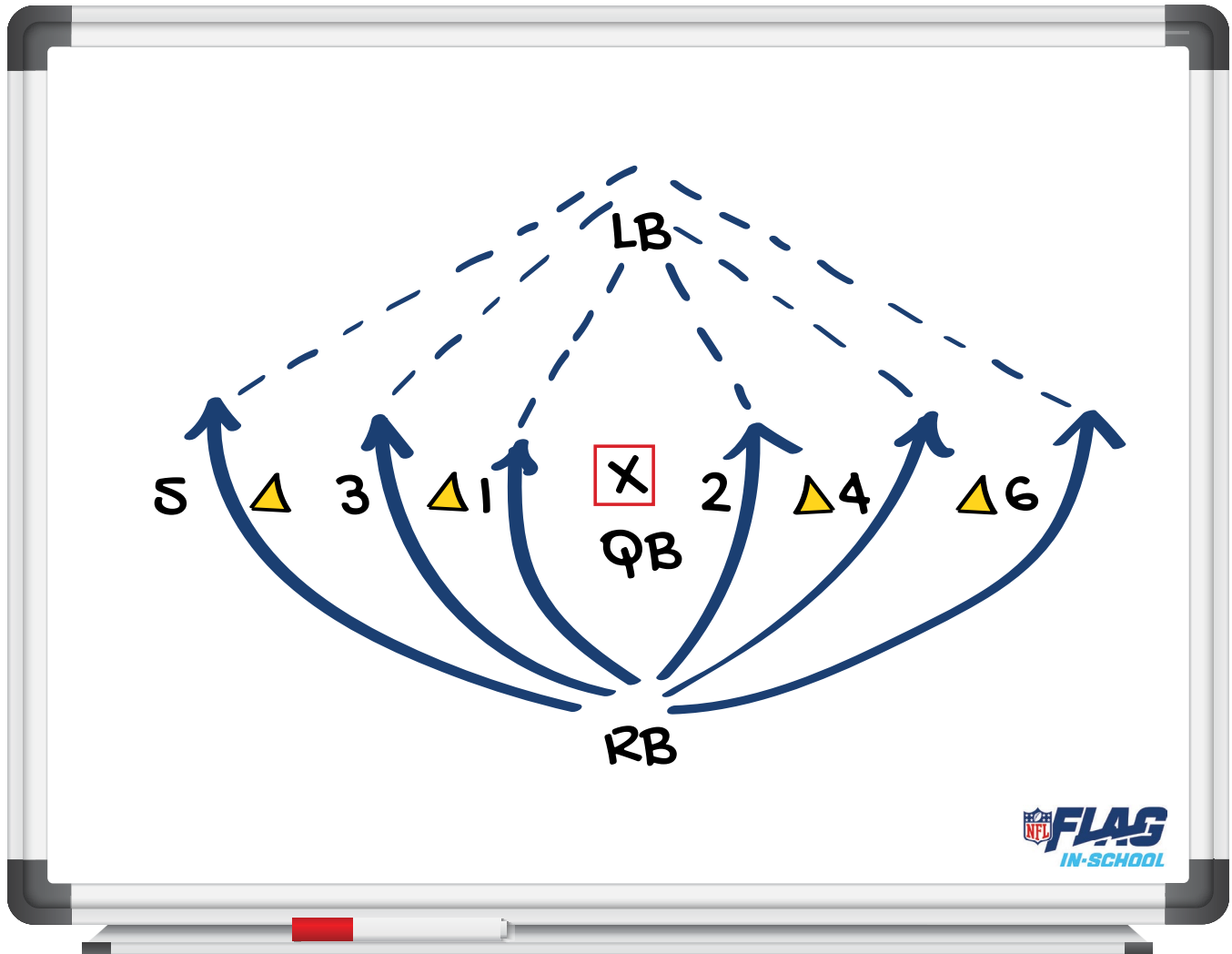
*Partner chat:* Have students turn and talk with a partner. When on defense, why is taking the most direct angle to the ball carrier beneficial in football? What was one effective strategy your team used for success? Please explain your answer.

*Exit Ticket:* Reflect on your defensive positioning and angles in the activities today. What adjustments can you make to improve your positioning and angles for next time? Write down 2 overall effective defensive strategies and/or tactics you would recommend to any team to create more success in performance for the future.

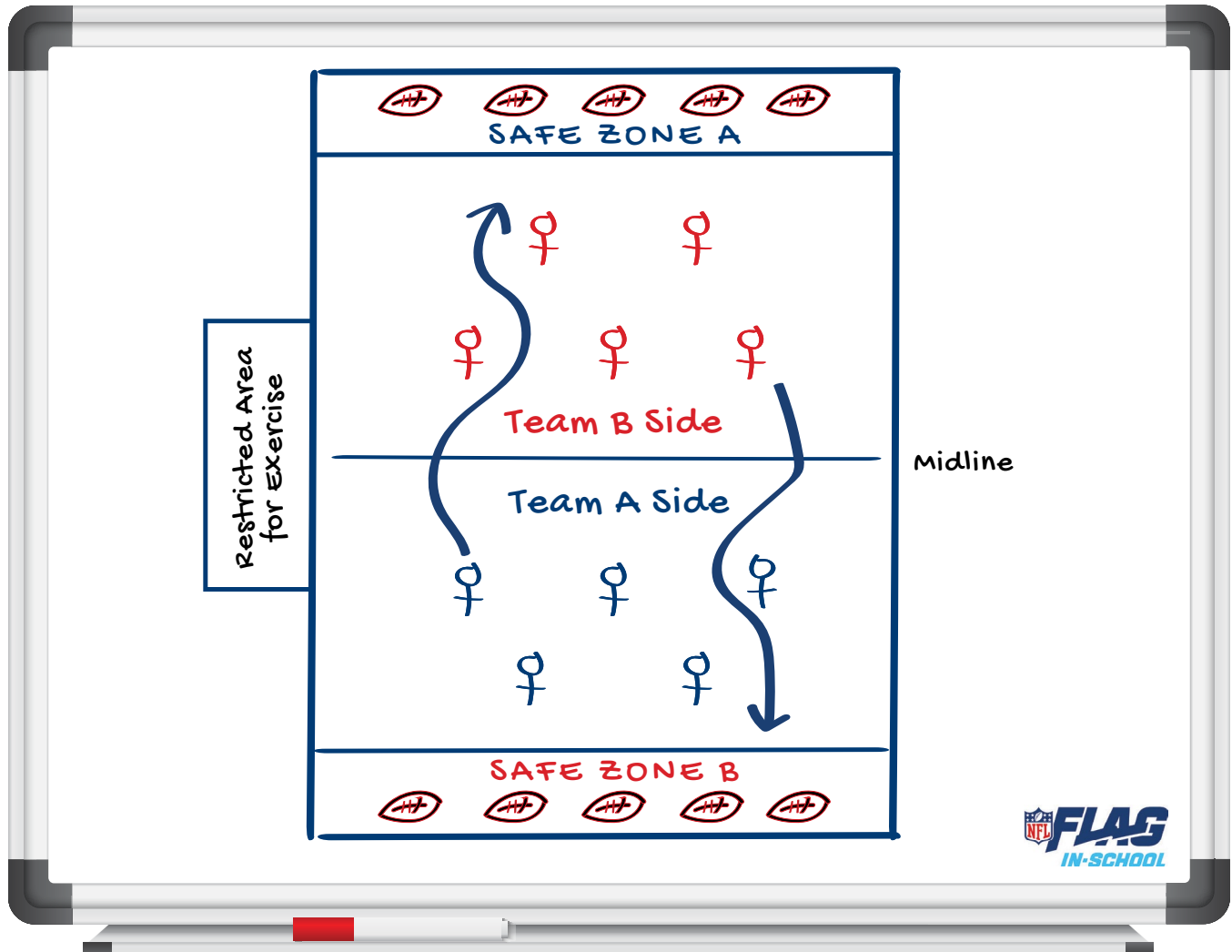
Lesson 5: Angle of Pursuit – Pass



Lesson 5: Angle of Pursuit – Run



## Lesson 5: Capture the Footballs



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

<b>GRADE SPAN:</b> 9–12	<b>EQUIPMENT NEEDED:</b>	
<b>LESSON LENGTH:</b> 40–60 minutes	Footballs, cones, flag belts, pencil, paper, Playbook Creation Organizers (appendix), Offensive Playbook and Team Practice diagrams	
<b>LEARNING OBJECTIVE(S):</b> Students will be able to utilize their critical thinking and problem-solving skills to create an offensive playbook for NFL FLAG In-School game play.	<b>NPES GRADE SPAN LEARNING INDICATORS:</b> 1.12.1, 2.12.2, 3.12.7	<b>KEY VOCABULARY:</b> cooperation, communication, problem-solving, critical thinking, encouragement, support
	<b>ESSENTIAL QUESTIONS:</b> What strengths does our team possess? What offensive formations best suit our team and why? What can we expect from the defense when playing in a small-sided game? How can we prepare best for the opponent’s defensive strategy?	

### INSTANT ACTIVITY: 1v1’s — Bump and Go

This activity provides a space to review routes and skill cues while working on offensive plays.

- Teacher will review offensive passing routes, cues and techniques.
- Students will meet with their predetermined groups of three students and grab 1 football to use.
- The three students will assume the positions of QB, WR, and DB.
- All three positions will be working in every play.
- The QB and WR will decide on a passing route to run and line up at the LOS.
- The DB will play “tight” (1x1, 3x1) man coverage on the WR as they attempt to run the route and make a catch.
- The DB will try and stay close to the WR and break up the pass.
- Once this rep is complete, students will rotate positions and start again.

#### CHECK FOR UNDERSTANDING:

What were the most effective passing plays from the last activity? What strengths could you identify both on offense and defense?



## PRE-SEASON: Offensive Playbook and Team Practice

### Offensive Playbook Creation

- Students will gather in their assigned small group of 5 students.
- Teacher will provide students with copies of the Playbook Planner (appendix) and the Offensive Playbook/ Team Practice diagrams to create plays.
- 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.
- 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, critical thinking and problem-solving skills to create offensive solutions for the playbook.
- Remind students of the importance of spacing and timing when executing offensive plays.
- 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 playbooks and give constructive feedback to each team. Teammates will then meet and debrief about their playbook and adjust/modify plays based on their team strengths and weaknesses.
- Allow time for students to make changes after reviewing their work as needed.

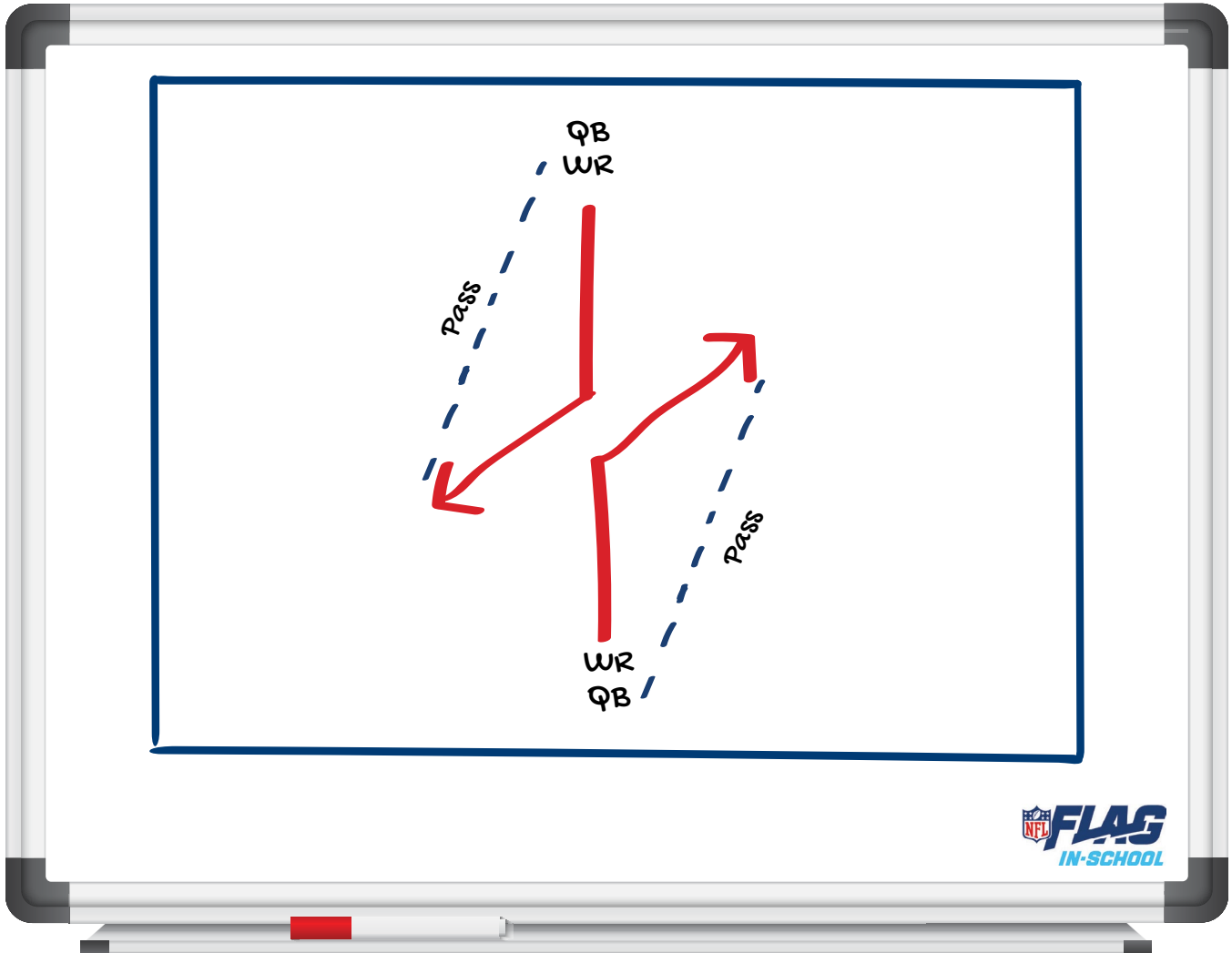
### Offensive Team Practice

- Students will pick up 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 teamwork and problem-solving skills while running plays. They will consider what defensive tactics or strategy will appear in game format.
- Students will debrief with other team members after the practice to analyze the expected effectiveness of each play.
- Then students will work together to problem-solve any perceived errors that may occur and make any modifications deemed necessary to the playbook.

#### WRAP-UP:

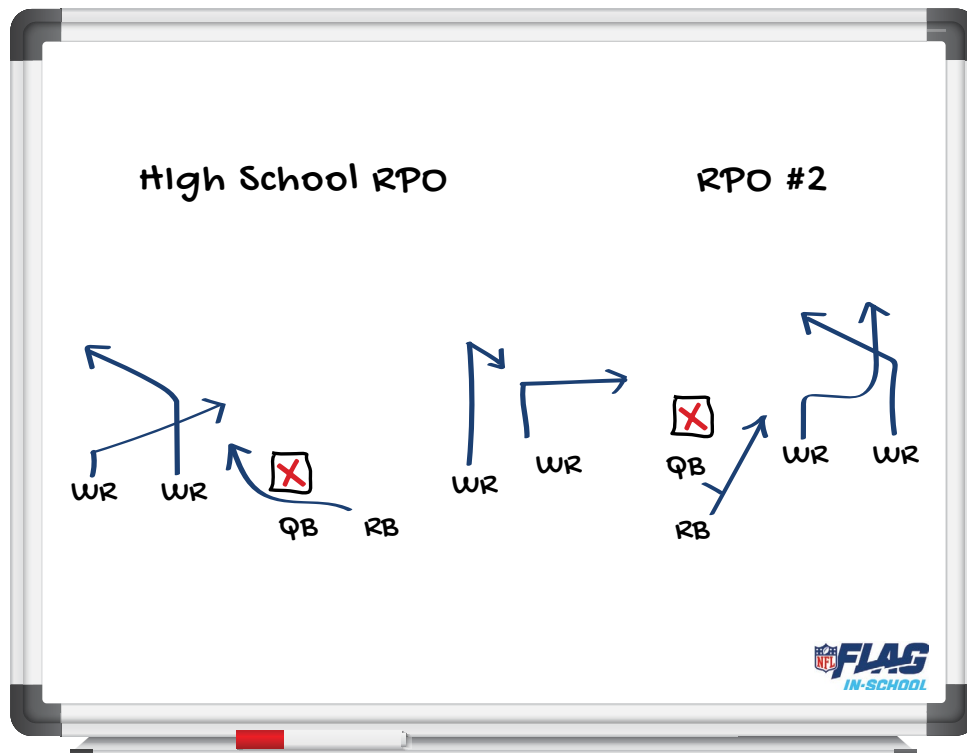
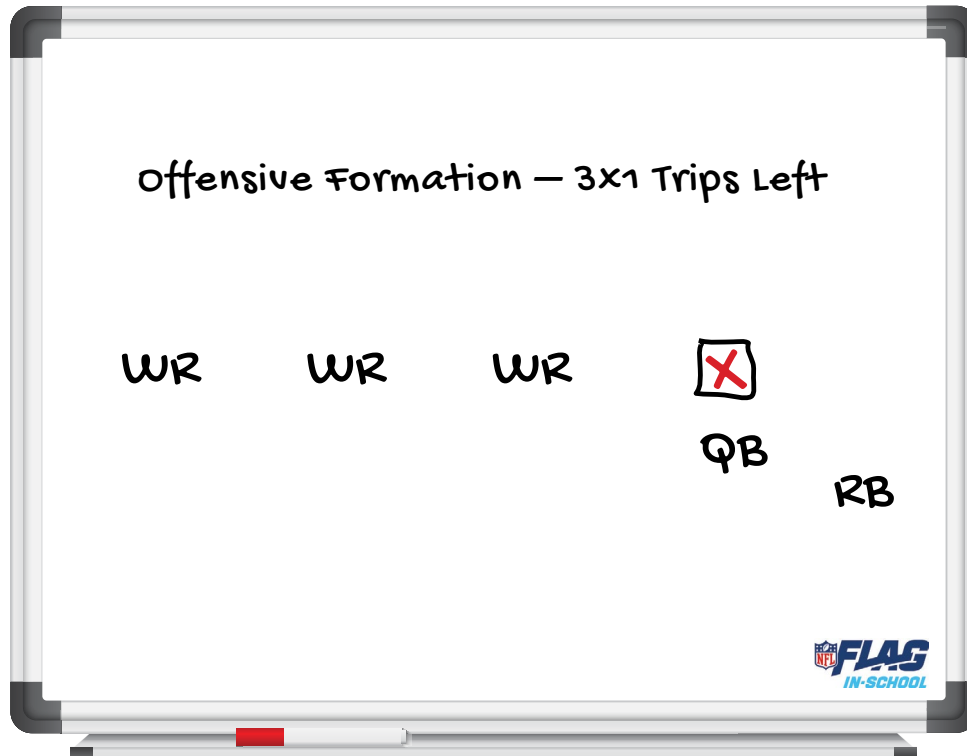
*Exit Ticket:* Reflect on the variety of plays included in your team playbook. Did your team prepare effectively for the defense? How do these plays capitalize on your team’s strengths? Name one challenge your team noticed today and describe how your team solved the problem together effectively.

## Lesson 6: 1v1's – Bump and Go

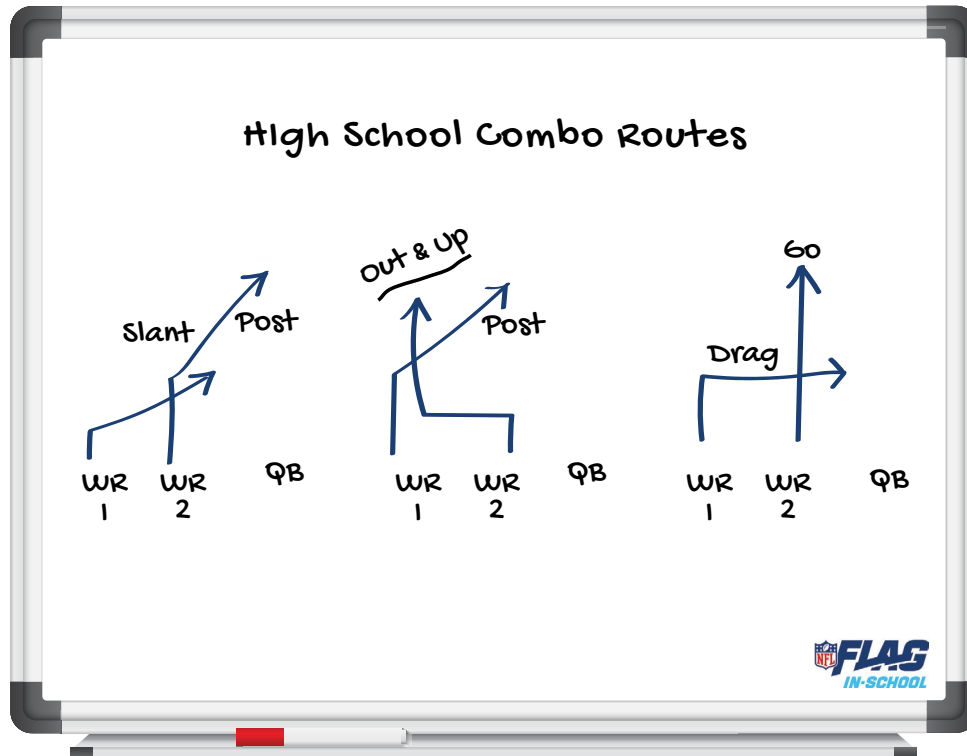




## Lesson 6: Offensive Playbook and Team Practice (continued)



## Lesson 6: Offensive Playbook and Team Practice (continued)



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

<b>GRADE SPAN:</b> 9–12	<b>EQUIPMENT NEEDED:</b>	
<b>LESSON LENGTH:</b> 40–60 minutes	Football, cones, paper, pencil, dry erase board, markers, Playbook Creation Organizers (appendix), Defensive Playbook and Team Practice diagrams	
<b>LEARNING OBJECTIVE(S):</b> Students will be able to utilize their critical thinking and problem-solving skills to create a defensive playbook for NFL FLAG In-School game play.	<b>NPES GRADE SPAN LEARNING INDICATORS:</b> 1.12.1, 2.12.2, 3.12.7, 4.12.2	<b>KEY VOCABULARY:</b> strategy, alignment, coverage, back pedal, pursuit, linebacker, defensive back, safety, cornerback
	<b>ESSENTIAL QUESTIONS:</b> What strengths does our team possess on defense? How can we adjust our defensive alignments and coverage based on the opponent’s offensive personnel and formations? How can your team prepare best overall, for the opponent’s perceived offensive strategy?	

### 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.

### CHECK FOR UNDERSTANDING:

What were some of the most effective flag-pulling strategies you used in the prior activity? What learning can you apply to the creation of the defensive playbook?

## PRE-SEASON: Defensive Playbook and Team Practice

### Defensive Playbook Creation

- Each small team of 6 will work together using paper and pencil to create and diagram 3 defensive formations for their team to use in a game setting.
- Teacher will provide students with copies of the Playbook Planner (appendix) and the Defensive Playbook/ Team Practice diagrams to create plays.
- Teams will work together to create a defensive playbook with diagrams where the focus is to align properly to all offensive formations and communicate defensive responsibilities for each player on the defensive team.
- The defensive playbook should contain both man to man and zone defensive coverages (see diagrams); Zero Man (QB Rush), Cover 3 Zone, Cover 1 Man.
- The teacher will review and discuss rushing the passer by defensive players ("5 Mississippi") as well as introduce Safety/Cornerback positions for the team to consider.
- Team members will discuss different areas on the field that will be covered and by which players for each coverage.
- 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 Practice: 6v6 game (defense focus)

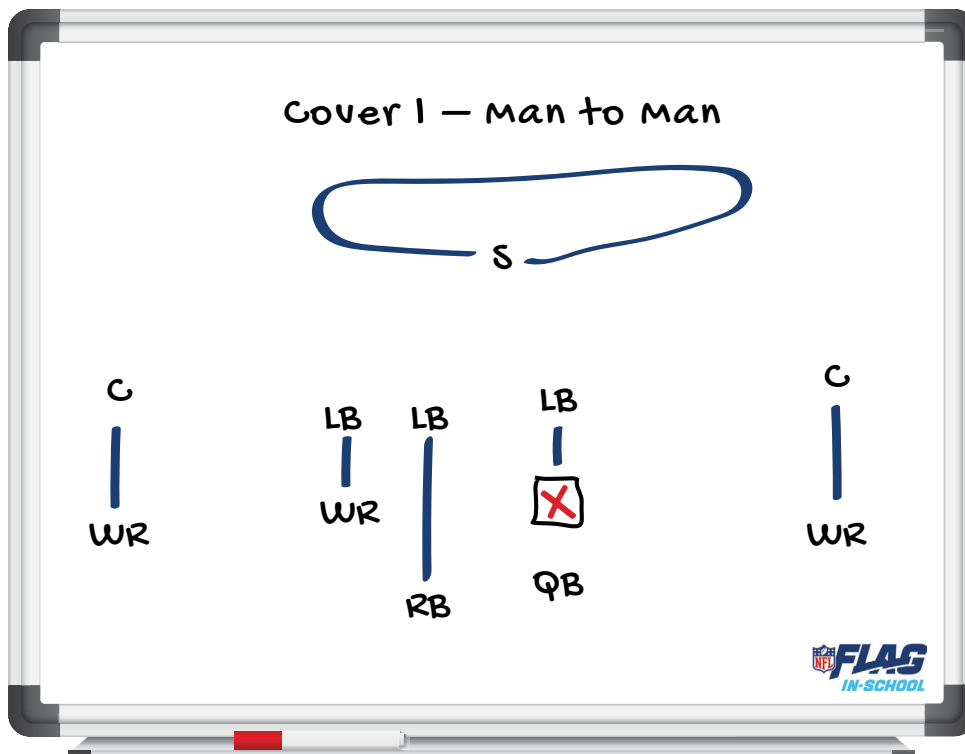
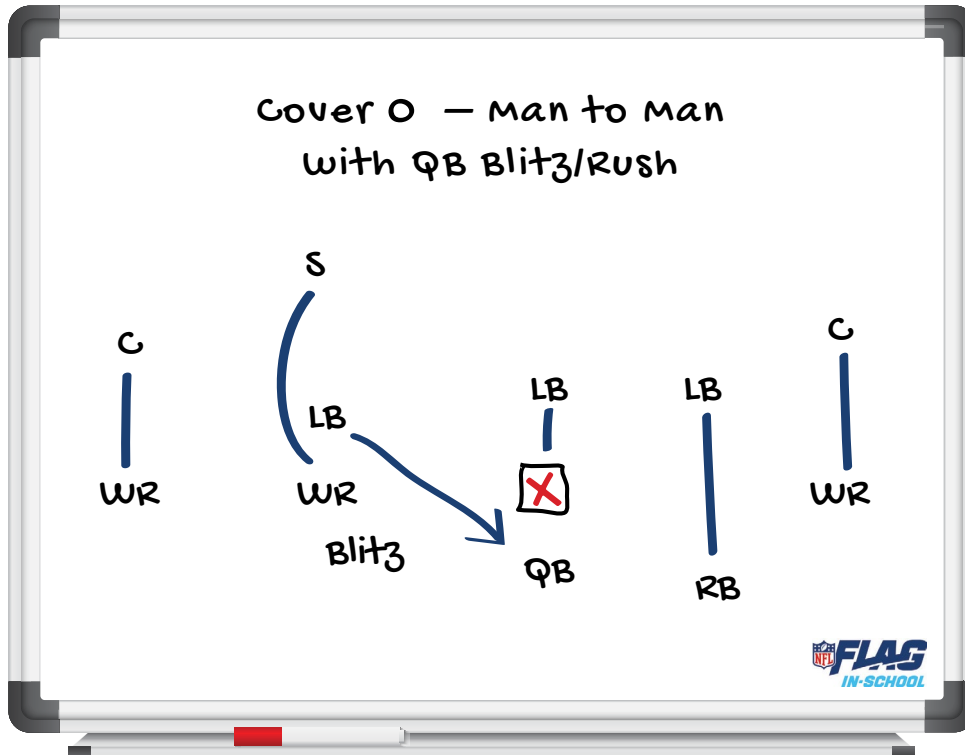
Students will play a modified pre-season game against another team following modified NFL FLAG In-School rules and game play. This game will serve as practice for students to understand game rules and procedures.

- Teams will use their /defensive playbooks within the practice game.
- The teacher will monitor the games and team debriefs after the game to assist with strategy and playbook modifications.
- Remind students of the importance of using effective problem-solving skills as they pertain to success in game setting and teamwork.
- Limit each Offensive team to 4 plays (1 set of downs) then switch to defense.
- After the modified game, teams will reflect on areas of improvement and make adaptations based on the defensive playbooks and overall team strategies.

### WRAP-UP:

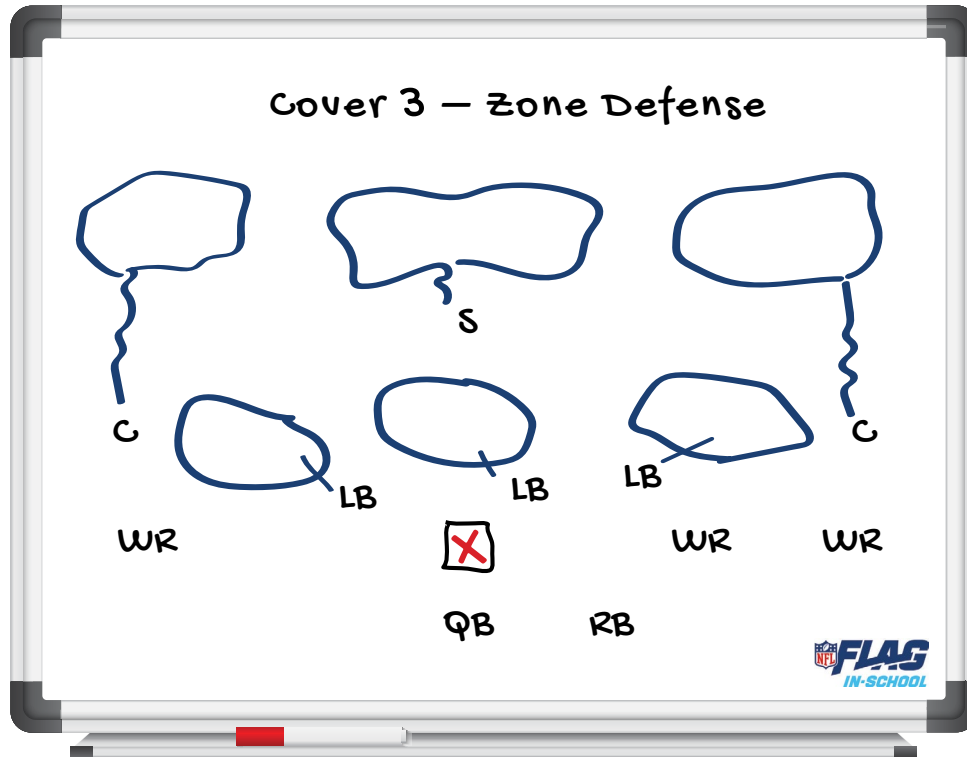
*Exit Ticket:* How do you think this playbook will help achieve a higher level of defensive performance? Based on your team's critical thinking and problem-solving skills, what adjustments did your team make to modify your playbook after the 6v6 activity? Explain your reasoning for the adjustments.

## Lesson 7: Defensive Playbook and Team Practice





## Lesson 7: Defensive Playbook and Team Practice (continued)



## Lesson 8 Game Day: 6v6 Format

<b>GRADE SPAN:</b> 9–12	<b>EQUIPMENT NEEDED:</b>	
<b>LESSON LENGTH:</b> 40–60 minutes	Footballs, cones, flag belts, playbooks	
<b>LEARNING OBJECTIVE(S):</b> Students will be able to engage in NFL FLAG In-School gameplay and reflect on meaningful movement experiences from the unit.	<b>NPES GRADE SPAN LEARNING INDICATORS:</b> 1.12.1, 2.12.1, 3.12.4, 4.12.9	<b>KEY VOCABULARY:</b> sportsmanship, collaboration, cooperation, communication, teamwork, adjustments
	<b>ESSENTIAL QUESTIONS:</b> 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: **Advanced Star Drill**

- Set-up multiple star drill courts so students can participate without much wait time.
- 8 cones will be set up in circle format, with a player standing behind each cone with a football.
- 1 student will begin in the center of the cone set-up (see diagram).
- Student will sprint forward to cone straight ahead and catch a pass on the way to the cone.
- When they reach the cone, they will give the ball back to the thrower and back pedal back to the starting spot in the center.
- The student will perform a 45 degree turn to the right and sprint to the next and catch a pass.
- Then, they will give the ball back to the passer and back pedal back to the center.
- Repeat this pattern until the student has sprinted to all cones and pedaled back to the center.
- When students #1 has completed the activity, a second student will enter the center and begin.

### 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: Play — 6v6

Students will utilize all skills and strategies acquired throughout the unit to compete in 6v6 NFL FLAG game play. These games will be run in round robin fashion, allowing team to play against multiple other teams during the class period. Players will referee their own games and problem solve when necessary. Teacher will be deciding factor in any matters that cannot be quickly resolved. Students will utilize their offensive and defensive playbooks during game play.

### Teaching Cues

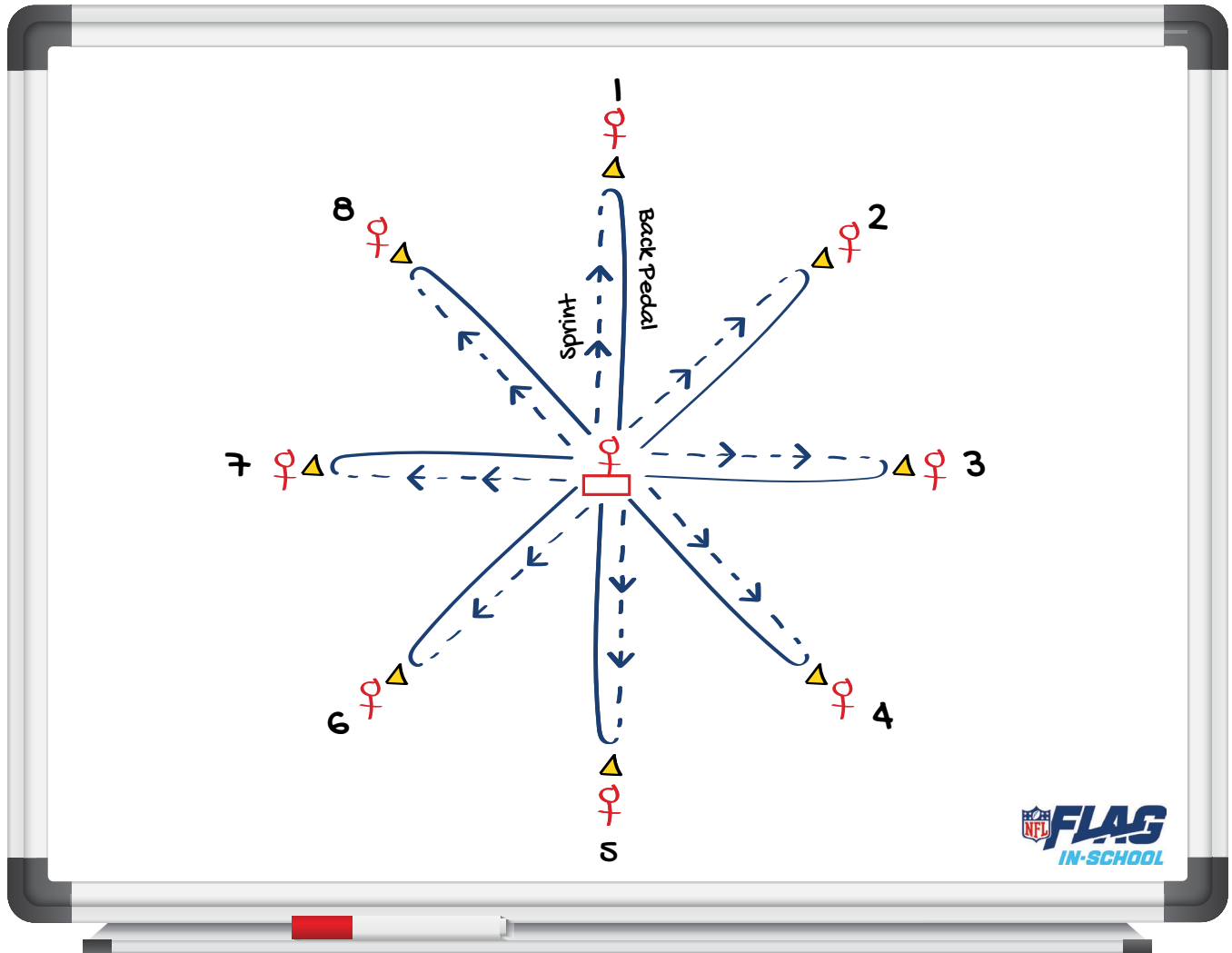
- Remind students of NFL FLAG In-School game rules.
- Remind students of teamwork/cooperation/sportsmanship.
- Make game times 5-10 mins, to allow for teams to play multiple games during the class period.

### 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: Advanced 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.

#### Lesson 1: Exit Ticket

Student Name: \_\_\_\_\_

Explain in writing how you were able to demonstrate traits of being an effective teammate using the terms; cooperation, communication, critical thinking, problem-solving and encouragement.

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How did your use of these traits affect the success of your team?

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What would you change if you had a second chance?

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## Lesson 2: Exit Ticket

Student Name: \_\_\_\_\_

Identify a skill technique you found challenging today. What steps can you personally take to improve on this skill for next time? Please explain your answer.

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What changes can you make in accuracy and timing to improve? Please explain your answer.

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## Lesson 3: Exit Ticket

Student Name: \_\_\_\_\_

What was an example of effective feedback that you were able to provide today? Please explain your answers in writing.

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What feedback did you receive from others? How did you apply the feedback to implement change?

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How do you know it was a successful modification? Please explain.

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## Lesson 4: Exit Ticket

Student Name: \_\_\_\_\_

Based on reflection of your own skill work from today, what would be a goal you would set for yourself to improve for the future? What skills would you include? What changes would you make?

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What would you work on in Physical Education to improve? What could you do outside of school to enhance performance?

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## Lesson 5: Exit Ticket

Student Name: \_\_\_\_\_

Reflect on your defensive positioning and angles in the NFL FLAG In-School activities today. What adjustments can you make to improve your positioning and angles for next time?

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Write down 2 overall effective defensive strategies and/or tactics you would recommend to any team, in order to create more success in performance for the future.

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#2

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## Lesson 6: Exit Ticket

Student Name: \_\_\_\_\_

Reflect on the variety of plays included in our playbook. Did your team prepare effectively for the defense? How do these plays capitalize on our team's strengths?

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Name one challenge your team noticed today and describe how your team solved the problem together effectively.

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## Lesson 7: Exit Ticket

Student Name: \_\_\_\_\_

How do you think this playbook will help achieve a higher level of defensive performance?

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Based on your team's critical thinking and problem-solving skills, what adjustments did your team make to modify your playbook after the 6v6 activity? Explain your reasoning for the adjustments.

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## Lesson 8: Exit Ticket

Student Name: \_\_\_\_\_

What experiences did you have within gameplay today that you found to be meaningful and engaging?  
Please explain.

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

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Would you consider engaging in NFL FLAG In-School football outside of class? Please explain why or why not.

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## 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				

## 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				

## 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!				



## 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				

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

(continued)

Standard 1: Critical Elements (continued)

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

**APPENDIX D**

**NFL FLAG In-School Summative Quiz: Grades 9-12**

**Short Answer Directions: Please write down your answer to the questions in the spaces below.**

1. When throwing an effective pass, which foot should you use to step toward the target? Why?

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2. After successfully catching a pass, who should you secure the ball? Please describe the process.

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3. What does RPO stand for? \_\_\_\_\_

4. When running the ball, which foot should you use to plant and change direction? Please describe the process.

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5. List two different defensive positions on the football field:

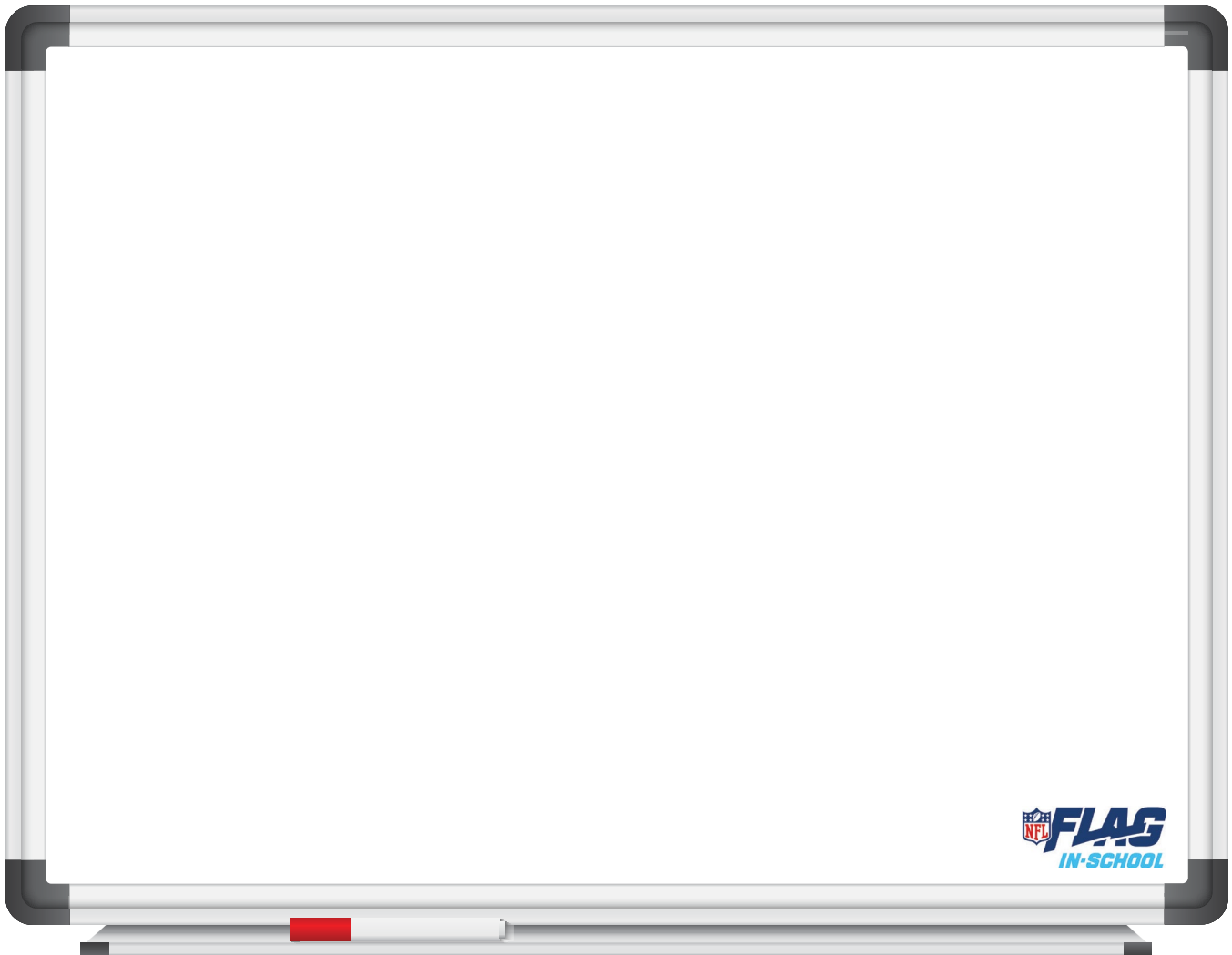
- a. \_\_\_\_\_
- b. \_\_\_\_\_

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

- 6. When throwing a pass, the first step is to have the non-dominant side of your body facing the target. \_\_\_\_\_
- 7. When on defense, you should lean back while backpedaling to increase speed. \_\_\_\_\_

**Diagram Directions:** Read each question, draw and label each diagram accordingly.

8. Draw and label each of the following WR routes: Post/Corner, Whip, Out and Up, Comeback.





9. Draw and explain an RPO football play. What are the options available in the play?

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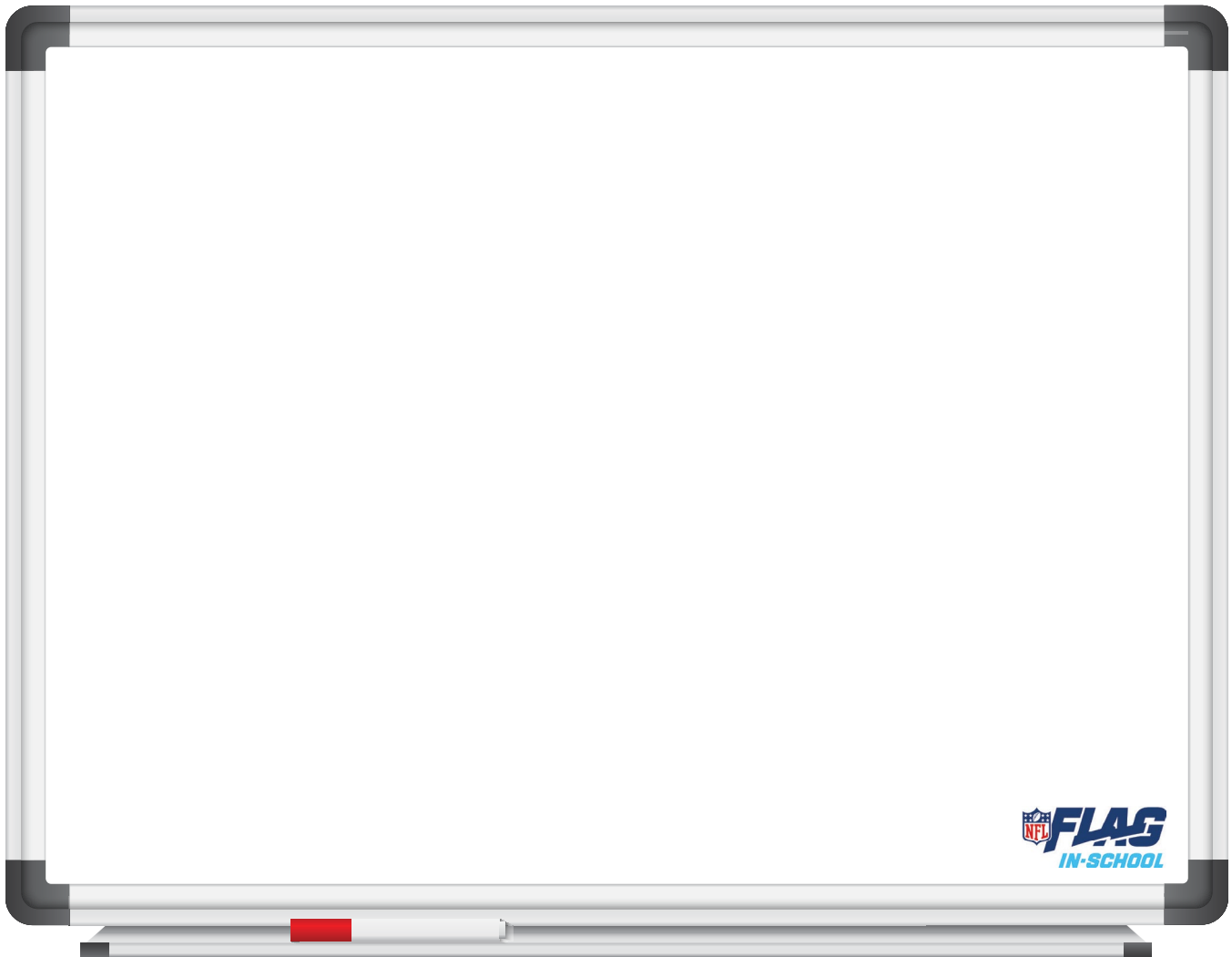
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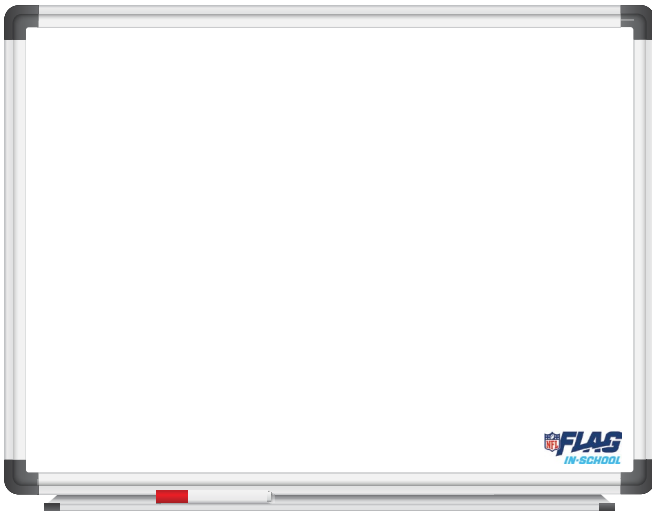
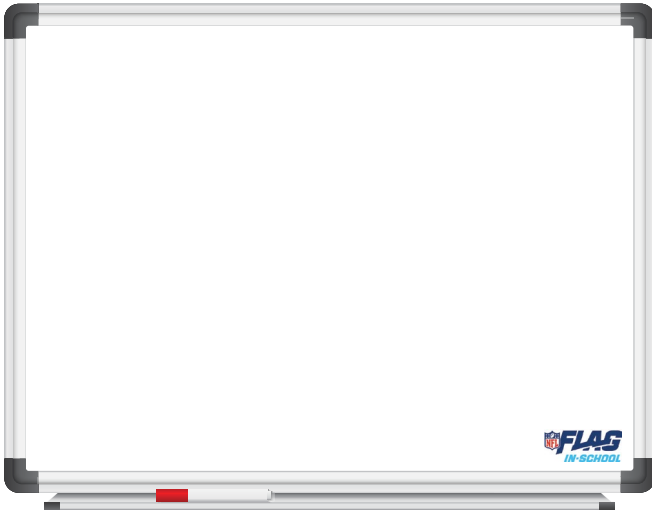
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APPENDIX E

Playbook Creation Organizer: **Offense**



## Playbook Creation Organizer: **Defense**

