

Flag Football Unit Information and Recommendations for Teachers

The following materials are provided:

- Flag Football Unit
 - Lesson 1 – Training Camp
 - Lesson 2 – Offensive Positions
 - Lesson 3 – Defend Your Position
 - Lesson 4 – Defense
 - Lesson 5 – Let the Games Begin
 - Lesson 6 – Preseason Games
 - Lesson 7 – Regular Season Games
- Flag Football Unit Extension Activities
- Football and Fitness Mini Lessons
- Resource Materials List

This Flag Football Unit is designed for approximately 7-10 physical education classes. However, Extension Activities are provided and can lengthen the unit. Additionally, if the pre-requisite knowledge and skills (noted on the lesson plans) are not in place, and/or if many of the Football and Fitness Mini Lessons are integrated into the unit's lessons, this could lengthen the number of class periods in the unit.

This unit is designed to be developmentally appropriate for middle school students, assuming that students have the pre-requisite knowledge and skills (noted on the lesson plans). Middle schools are typically comprised of grades 6, 7, and 8. There are many skills, movement forms, and sports that should be taught to middle schools students. Thus, it is not instructionally sound to repeat the same lessons during all three years of middle school. As such, below are some examples for teaching flag football in middle school.

Example 1:

- For grade 6, provide lessons that focus on developing student competence in the pre-requisite knowledge and skills identified in lesson plans of this Flag Football Unit
- For grade 7, teach all 7 lessons
- For grade 8, provide lessons that teach the Extension Activities identified in this Flag Football Unit
- In this example, the number of class periods dedicated to flag football would likely be less in grades 6 and 8 (maybe 3 or 4 class periods) than in grade 7

Example 2:

- For grade 6 (if students have the pre-requisite knowledge and skills) or in grade 7, further refine students' pre-requisite knowledge and skills by focusing on one or two skills/concepts at a time and engaging students in a variety of the more basic Football and Fitness Mini Lesson activities (different activities than those that will be used during the grade 8 unit – see third bullet below)
- Skip flag football in one grade level; integrate some Football and Fitness Mini Lessons into other units throughout the year as a Fitness Focus Activity (which might last 5-15 minutes)
- For grade 8, teach all 7 lessons
- In this example, the number of class periods dedicated to flag football would likely be less in grades 6 and 7 than in grade 8

Each of the seven lesson plans contains the following sections:

- Essential knowledge (objectives)
- National Standards for Physical Education (that are addressed by the lesson)
- Assessment opportunities
- Pre-requisite knowledge and skills
- Fitness focus
- Materials and preparation
- Link (Activate Students' Prior Knowledge)
- Instruction
- Learning activities
- Student reflection
- Next steps for learning
- Assessments

Adaptations for students with disabilities should be made. You may want to consult with your school district's Adapted Physical Education Specialist about appropriate adaptations.

- You will want to consider physical, sensory, and cognitive/intellectual impairments.
- You may also want to consider the special needs of overweight/obese students and students with asthma.

A list of resource materials available on the web or commercially is provided as part of this document.



Flag Football Unit

Lessons 1 – 7



Flag Football Unit – Middle School

LESSON #1 – Training Camp

➤ Essential Knowledge (Objectives)

- Student will be able to demonstrate and articulate football throwing and catching skills.
- Student will be able to demonstrate and articulate pass patterns – hook, slant, and fly/go.

➤ National Standards for Physical Education

- Standard 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

➤ Assessment Opportunities

- Informal teacher and/or student observations.
- Student reflection questions.
- Student performance/demonstration of skills.

➤ Pre-Requisite Knowledge and Skills

- Fundamentals of overhand throw and 2-handed catching
- General knowledge of football play protocol
- Fundamentals of offensive and defensive strategies

➤ Fitness Focus

- See the Jog, Sprint, Catch activity in the Football and Fitness Mini Lessons and/or use other mini lessons

➤ Materials and Preparation

- 1 football for each pair of students
- Large playing area
- Poster of pass patterns and cues
- Throwing and catching skill cues

➤ Link (Activate Students' Prior Knowledge)

Ask students for cues to overhand throwing

- Side to target
- Hold ball in dominate hand up and by ear
- Elbow out
- Step forward on opposite foot
- Hips rotate
- Bring arm forward, extend arm at release
- Point fingers to target
- Arm follows through down and across body (hand to opposite knee)

Catching Cues

- Hold hands above chest level
- Fingers spread, hands slightly further apart than size of ball
- Eyes to target
- Fingers grasp ball at impact
- Pull ball into body

How is throwing and catching a football different than throwing/catching a ball that is round?

➤ Instruction

Throwing and Catching a Football

Provide students with additional cues for throwing and catching a football.

Throwing

- Grip – Thumb wraps around back of ball towards the top, middle and ring finger on the laces
- Release – Ball is released in front of the body, shoulder level, point fingers toward target, fingers release last

Catching

- Adjust hands to size and shape of ball
- Ball received above the waist – thumbs point downward
- Ball received at or below the waist – thumbs point upward

In partners, have students practice throwing and catching.

Football Pass Patterns

Bring students back to the large group. Explain and demonstrate the three pass patterns – hook, slant, and fly/go.

Hook – Short pass. Receiver leaves the line of scrimmage, takes 5-8 running steps forward, then turns to face quarterback. Turning right or left depends on location of defender and position on the field.

Slant – Medium distance pass. Receiver leaves the line of scrimmage, takes 10-15 running steps forward, then turns to run a diagonal line in (slant in) towards the middle of the field or towards the sideline (slant out).

Fly/Go – Long distance pass. Receiver leaves the line of scrimmage, runs a straight path forward, looking over shoulder at quarterback, and is prepared to receive pass at any time.

Explain the importance of leading a receiver when throwing a pass.

► **Learning Activities (Application of Instruction)**

In partners, have students practice pass patterns. Provide descriptive feedback during student practice.

► **Student Reflection (Connect to Essential Knowledge)**

Partner Pair Share

Have students share with partner:

- Cues for throwing a football
- Cues for catching a football
- Name and describe the three pass patterns

Listen to student conversations, clarify student understanding as needed.

► **Next Steps for Student Learning**

In our next class we will discuss the responsibilities of the quarterback and receiver as well as introduce the position of center.

Flag Football Unit – Middle School

LESSON #2 – Offensive Positions

➤ Essential Knowledge (Objectives)

- Student will be able to demonstrate appropriate football throwing and catching skills.
- Student will be able to define football pass patterns.
- Student will be able to identify and define basic responsibilities of football offense positions of quarterback, center, and receiver.

➤ National Standards for Physical Education

- Standard 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

➤ Assessment Opportunities

- Informal teacher and/or student peer observations
- Student reflection questions
- Student performance/demonstration of skills
- Written assessment
- Skill assessment for throwing and catching

➤ Pre-Requisite Knowledge and Skills

- Throwing and catching skills for football
- Pass patterns – hook, slant, fly/go

➤ Fitness Focus

- See the Football Throw for Accuracy activity in the Football and Fitness Mini Lessons and/or use other mini lessons

➤ Materials and Preparation

- 1 football for each group of three students
- Large playing area
- Poster of pass patterns and cues
- Throwing and catching skill cues
- Throwing and catching rubric
- Written assessment

► Link (Activate Students' Prior Knowledge)

Ask students to provide the appropriate cues specifically for throwing and catching a football.

Throwing

- Grip – Thumb wraps around back of ball towards the top, middle and ring finger on the laces
- Release – Ball is released in front of the body, shoulder level, point fingers toward target, fingers release last

Catching

- Adjust hands to size and shape of ball
- Ball received above the waist – thumbs point downward
- Ball received at or below the waist – thumbs point upward

Ask students to identify and define the three pass patterns.

Hook – Short pass. Receiver leaves the line of scrimmage, takes 5-8 running steps forward, then turns to face quarterback. Turning right or left depends on location of defender and position on the field.

Slant – Medium distance pass. Receiver leaves the line of scrimmage, takes 10-15 running steps forward, then turns to run a diagonal line in (slant in) towards the middle of the field or towards the sideline (slant out).

Fly/Go – Long distance pass. Receiver leaves the line of scrimmage, runs a straight path forward, looking over shoulder at quarterback, and is prepared to receive pass at any time.

Provide students an opportunity to practice these skills. Share skill rubric that will be used to assess their ability to throw (while stationary) and catch a football (while moving).

► Instruction

Ask students:

- What is the name of the position of the person who throws/passes the ball to teammates in football? (A: Quarterback)
- Is this an offensive position or defensive position? (A: Offensive)
- What is the name of the position of the person who catches the pass? (A: Receiver)

Explain the following:

Quarterbacks and receivers are two of the positions for a team when on offense (when their team has control of the ball).

- Responsibilities of the quarterback include:
 - Deciding the play to be used
 - Calling the “snap” or receiving the ball from the center to start each play
 - Executing or completing the play
 - A quarterback also has the option to run with the football.

- What skills does a quarterback need?
 - Knowledge of game
 - Knowledge of plays that could be done
 - Knowledge of pass patterns
 - How to receive the ball from the center position, and ability to run and dodge the defenders
- Responsibilities of receivers include:
 - Run the pass patterns that the quarterback decides on for each play
 - Avoid defenders
- What skills does a receiver need?
 - Ability to run
 - Ability to catch
 - Ability to avoid defenders
 - Knowledge of the pass patterns

Today we are adding the position of center. The center lines up on the line of scrimmage where the ball has been placed by the official at the end of the previous play. On a verbal cue from the quarterback, the center hands or tosses the ball to the quarterback. The center then stays in their position to keep the defense from pulling the quarterback's flag.

Ask students: When can the receiver leave the line of scrimmage to run their pass pattern?

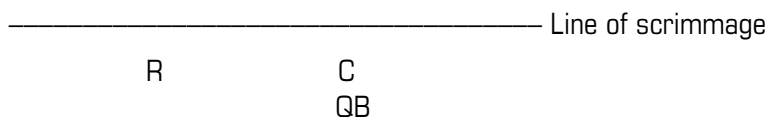
(A: After the center picks up the ball from the ground, on the cue word, such as "hike.")

Teacher Note: You will need to decide how the ball snap will occur and the words used for the "snap." What follows is only a recommendation.

Demonstrate the line up for center, quarterback and receiver on the line of scrimmage. Demonstrate how the center is to give the ball to the quarterback (hand to them or toss to them from a standing straddle position). Position the quarterback close enough to the center for a short toss. Remind students that the receiver may not leave the line of scrimmage until the center picks the ball up off the ground – on "hike." Inform the students that the center is an ineligible receiver meaning they may not receive a pass from the quarterback or run with the ball.

Then demonstrate a play.

Quarterback tells receiver to run a slant in. Then quarterback calls out – "Down, set, hike." On "hike" the center picks the ball up from the ground and performs a short toss to the quarterback. On "hike," the receiver leaves the line of scrimmage and runs the pattern. Quarterback throws the ball to the receiver.



► Learning Activities (Application of Instruction)

Provide time for students to practice the three positions. Teachers may want to use this time to formally assess throwing and catching skills and to informally assess knowledge of pass patterns through performance.

Teachers should be providing descriptive/specific feedback of student performance.

► Student Reflection (Connect to Essential Knowledge)

Round Robin

In their groups of three, have students number off 1-2-3. Student 1 names a pass pattern, student 2 explains the pass pattern, and then student 3 fills in any gaps in the explanation. Student 2 then names another pass pattern, student 3 explains it, and then student 1 fills in any gaps in the explanation. Student 3 names a third pass pattern, student 1 explains it, and then student 2 fills in any gaps in the explanation.

Repeat this process with the three positions: Quarterback, Center, Receiver – providing the responsibilities of each position.

► Next Steps for Student Learning

Provide a short written knowledge assessment for pass patterns. Collect and use to reteach or clarify understanding as needed.

► Assessments

Throwing/Catching Skill Rubric

4.0	Student consistently demonstrates 3.0 criteria and is able to self-correct when an error occurs
3.0	Student consistently demonstrates appropriate football throwing and catching technique by: <ul style="list-style-type: none"> • Throwing <ul style="list-style-type: none"> – Grip – Thumb wraps around back of ball towards the top, middle and ring finger on the laces – Release – Ball is released in front of the body, shoulder level, point fingers toward target, fingers release last – Throw/pass leads the receiver • Catching <ul style="list-style-type: none"> – Adjust hands to size and shape of ball – Ball received above the waist – thumbs point downward – Ball received at or below the waist – thumbs point upward
2.0	Student does not consistently demonstrate criteria in 3.0 (there are errors or omissions)
1.0	Student can perform some or all criteria in 3.0 with teacher direction but not independently

Pass Patterns – Written Assessment

Assessment A: Match term and definitions

- | | |
|-----------------|-------------------------|
| _____ 1. Fly/Go | a. Short distance pass |
| _____ 2. Hook | b. Long distance pass |
| _____ 3. Slant | c. Medium distance pass |

Assessment B: Match term and definitions

- | | |
|-----------------|--|
| _____ 1. Fly/Go | a. Receiver leaves the line of scrimmage, takes 5-8 running steps forward, then turns to face quarterback. |
| _____ 2. Hook | b. Receiver leaves the line of scrimmage, takes 10-15 running steps forward, then turns to run a diagonal line in towards the middle of the field or towards the sideline. |
| _____ 3. Slant | c. Receiver leaves the line of scrimmage, runs a straight path forward, looking over shoulder at quarterback, prepared to receive pass at any time. |

Assessment C: Name, define, and diagram the three pass patterns

Name of Pass Pattern	Definition	Diagram

Flag Football Unit – Middle School

LESSON #3 – Defend Your Position

➤ Essential Knowledge (Objectives)

- Student will be able to demonstrate football pass patterns.
- Student will be able to identify and define basic responsibilities of football offense positions of quarterback, center, and receiver.
- Student will be able to demonstrate appropriate person-to-person defensive strategies for a corner position.
- Student will be able to demonstrate appropriate offensive strategies to evade a defender (moving to open spaces, position between QB and defender).

➤ National Standards for Physical Education

- Standard 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

➤ Assessment Opportunities

- Informal teacher and/or student peer observations
- Student reflection questions
- Student performance/demonstration of skills
- Written assessment
- Skill assessment for pass patterns

➤ Pre-Requisite Knowledge and Skills

- Throwing and catching skills for football
- Pass patterns – hook, slant, fly/go
- Position responsibilities of the quarterback, center, and receiver

➤ Fitness Focus

- See the [Quick Pass](#) activity in the Football and Fitness Mini Lessons and/or use other mini lessons

➤ Materials and Preparation

- 1 football for each group of four students
- Large playing area
- Poster of pass patterns and cues
- Throwing and catching skill cues
- Diagram of offensive positions
- Pass pattern skill rubric
- Written assessment for offensive positions

► Link (Activate Students' Prior Knowledge)

Ask students to provide the skills and responsibilities for the positions of quarterback, center, and receiver. Review the following:

Quarterback

- Offensive position
- Responsibilities: Deciding the play to be used; calling the “snap” or receiving the ball from the center to start each play; executing or completing the play; a quarterback also has the option to run with the football
- Skills: Knowledge of game, plays that could be done, and pass patterns; how to receive the ball from the center position; and ability to run and dodge the defenders

Receivers

- Offensive position
- Responsibilities: Run the pass patterns that the quarterback decides for each play and avoid the defenders
- Skills: Ability to run, catch, avoid defenders; and knowledge of pass patterns

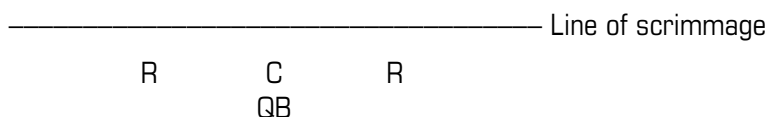
Center

- Offensive position
- Responsibilities: On a verbal cue from the quarterback, the center hands or tosses the ball to the quarterback; center stays in their position to keep the defense from pulling the quarterback's flag
- Skills: How to “snap” the ball to quarterback and how to defend the quarterback (blocking)

Say to students: Today we are going to begin with a practice of these positions in groups of four. What do you think the fourth person will do? (A: Be a second receiver)

Demonstrate the positioning of a second receiver.

Talk with students about the quarterback's responsibility to provide each receiver with a pass pattern. Discuss the benefits and consequences of the choices (benefit: two different lengths of pass patterns; possible consequence: both receivers running a slant in pattern may cause them to run into one another).



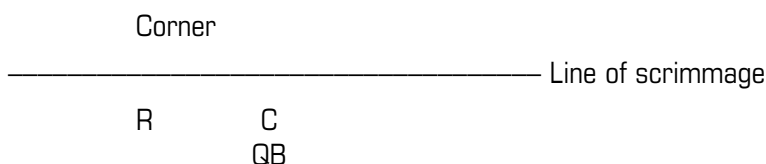
Provide students an opportunity to practice these positions.

► Instruction

Bring students back to the large group.

Say to students: Today we will begin adding a defensive position and talk about defensive strategies.

Use one group of four to show a line up as follows:



Ask students:

- This defender is responsible for the receiver. What is this defensive position called? (A: Corner)
- What type of defensive strategy does this position use? (A: Person-to-person)
- How does this change what the receiver needs to do? (A: Needs to use dodging/evading and positioning moves to provide an open lane for the quarterback to throw)

Discuss with students the different strategies for person-to-person defense. Emphasize the following:

- Close the spaces through which a ball or person can pass
- Position yourself between your opponent and the end zone you are defending
- Focus on your assigned player while remaining aware of where the ball is located
- Look for visual cues that help to anticipate what is about to happen (watch the quarterback)
- Keep yourself in a “ready position” in order to make quick movements to take possession of the ball
- If the ball does not go to your receiver, or it becomes a running play, leave your receiver to help out other defenders (teammates)

Discuss with students the different offensive strategies for the receiver. Emphasize the following:

- Opportunities to receive a pass and to score are created by moving yourself and/or the ball to the open spaces
- If players are standing still, effective passing cannot occur
- Potential receivers should move away from the ball, into the open spaces not occupied by a defensive player
- Play to open spaces
- Position between the quarterback and the defender
- Use evasive moves (spin move, quick side to side movements) to elude the defender

Use students to demonstrate the different strategies. Have students practice the strategies with a partner. Remind students that they will be assessed on their ability to run pass patterns. Share the Pass Pattern Rubric with students.

➤ Learning Activities (Application of Instruction)

Have student groups of four return to their spaces and practice the four positions. Have students run 2-4 plays and rotate positions until everyone has experienced each position. Provide descriptive and specific feedback to students during practice. Encourage students to assist one another.

➤ Student Reflection (Connect to Essential Knowledge)

Ask students to share with a partner:

- 3 things they learned today
- 2 responsibilities or skills of a corner
- 1 question they have about the four positions

Ask students to share what they discussed. Clarify understanding and answer questions as needed.

Use the Offensive Positions Written Assessment with students.

➤ Next Steps for Student Learning

Say to students: In our next class we will add two additional defensive positions – defensive line and safety.

➤ Assessments

Pass Pattern Rubric

4.0	Student consistently demonstrates 3.0 criteria and is able to self-correct when an error occurs
3.0	Student consistently demonstrates knowledge and ability to properly execute pass patterns by: <ul style="list-style-type: none"> • Hook – Leaves the line of scrimmage, runs 5-8 steps forward, turns to face QB, successfully receives the football, turns to run in the proper direction • Slant – Leaves the line of scrimmage, runs 10-15 steps forward, turns into the middle of the field (slant in) or turns to the sideline (slant out), and runs a diagonal line, looks back at the QB when turn is made, successfully receives the football, turns to run in the proper direction • Fly/Go - Leaves the line of scrimmage, runs forward, looks back at the QB over their shoulder (prepared to catch at any time), successfully receives the football, turns to run in the proper direction
2.0	Student does not consistently demonstrate criteria in 3.0 (there are errors or omissions)
1.0	Student can perform some or all criteria in 3.0 with teacher direction but not independently

Written Assessment for Offensive Positions

1. List the three positions. List one skill and one responsibility for each position.

Offensive Position Name	One Skill for the Position	One Responsibility of the Position

2. Label the offensive positions:

_____ Line of scrimmage

Flag Football Unit – Middle School

LESSON #4 – Defense

➤ Essential Knowledge (Objectives)

- Student will be able to demonstrate appropriate person-to-person defensive strategies for a corner and a defensive line position.
- Student will be able to demonstrate appropriate offensive strategies as a receiver to evade a defender (moving to open spaces, position between QB and defender).
- Student will be able to demonstrate appropriate zone defensive strategies for a safety position.

➤ National Standards for Physical Education

- Standard 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

➤ Assessment Opportunities

- Informal teacher and/or student peer observations
- Student reflection questions
- Student performance/demonstration of skills
- Skill assessment for person-to-person defensive strategies

➤ Pre-Requisite Knowledge and Skills

- Throwing and catching skills for football
- Pass patterns – hook, slant, fly/go
- Position responsibilities of the quarterback, center, and receiver
- Position responsibilities of the corner

➤ Fitness Focus

- See the [Spring-Jog Line](#) activity in the Football and Fitness Mini Lessons and/or use other mini lessons

➤ Materials and Preparation

- 1 football for each group of four students
- Large playing area
- Poster of pass patterns and cues
- Throwing and catching skill cues
- Diagram of offensive positions
- Person-to-person skill rubric

► Link (Activate Students' Prior Knowledge)

Ask students to provide the skills and responsibilities for the corner position on defense. Review the following:

Corner

- Defensive position
- Skill: How close spaces for ball to be passed; agility (able to change direction quickly); speed (keep pace with the receiver); alertness (being aware of where the ball is); and ability to anticipate what will happen
- Responsibility: Keep receiver from getting the ball and help teammates if ball is not thrown to their receiver

Person-to-person defense

- Close the spaces through which a ball or person can pass
- Position yourself between your opponent and the end zone you are defending
- Focus on your assigned player while remaining aware of where the ball is located
- Look for visual cues that help to anticipate what is about to happen (watch the quarterback)
- Keep yourself in a “ready position” in order to make quick movements to take possession of the ball
- If the ball does not go to your receiver, or it becomes a running play, leave your receiver to help out other defenders (teammates)

Say to students: Today we are going to begin with a practice of these positions in groups of four.

Provide students time to practice. Provide specific and descriptive feedback during student practice.

► Instruction

Bring students back to the large group.

Say to students: Today we will add two defensive positions and talk about the defensive strategies used in those positions.

Use two groups of four to show a line up as follows:



Ask students:

- What are the defensive positions called that we added? (A: Second corner, defensive linesperson, safety)
- What type of defensive strategy does each corner use? (A: Person-to-person)
- What kind of defensive strategy do you think the defensive linesperson uses? (A: Person-to-person) What about the safety? (A: Zone)
- Why does the safety use a zone defense or what is different about the safety position? (A: Position covers an area and not a specific person)

Discuss with students the different strategies for zone defense. Emphasize the following:

- Close the spaces through which a ball or person can pass
- Position yourself between your opponents and the end zone you are defending
- A zone defense requires focus on the ball while remaining aware of opponents moving through your space
- Look for visual cues that help to anticipate what is about to happen (watch the quarterback)
- Keep yourself in a “ready position” in order to make quick movements to move to the person with the ball or to take possession of the ball

Use students to demonstrate the different strategies.

Say to students: In addition to the defensive strategies we talked about earlier, the defense will be able to rush the quarterback

- The defensive line must count to 5 alligator (1 alligator, 2 alligator, 3 alligator, etc.) before they can cross the line of scrimmage in an attempt to pull the quarterback’s flag
- If the ball crosses the line of scrimmage before the defensive line counts to 5 alligator, they can stop counting and immediately pursue the player with the ball and attempt to pull their flag

Say to students: During your game, it is very important that you understand the difference between complete and incomplete passes

- A pass is completed when the ball is thrown and caught with the receiver establishing control of the football
- A pass is incomplete when the ball is thrown and not caught with control

► Learning Activities (Application of Instruction)

Combine two groups of four. Student groups return to their spaces and practice the new positions. Designate one group as offense and one group as defense. Have the offense run 4 plays, both groups rotating positions each play until everyone has experienced each position. Then have the offensive team and defensive team switch. Repeat using 4 plays and rotating positions. Provide descriptive and specific feedback to students during practice. Encourage students to assist one another.

► Student Reflection (Connect to Essential Knowledge)

Back to Back

Have students pick a partner and stand back to back with that partner. Explain that you will be reading one statement at a time. Students are to decide if they agree with the statement and if so, display thumb up; or if they disagree with the statement, display thumb down; or if they are undecided or do not know, display thumb sideways. Have students face one another after their decision is made and discuss their responses in regard to whether they agree or disagree and why.

Read the following statements:

- The most important position on offense is the center.
- The corner plays zone defense.
- The receiver calls the plays.
- The defender that plays zone is the safety.
- In a zone defense, the player covers a specific person.
- The quarterback has the option to run with the ball.

Add more statements to clarify information as needed.

► Next Steps for Student Learning

Say to students: In our next class we will discuss game play and class rules.

► Assessments

Person-to-Person Defense Rubric

4.0	Student consistently demonstrates 3.0 criteria and is able to self-correct when an error occurs
3.0	Student consistently demonstrates knowledge and ability to properly execute person-to-person defensive strategies by: <ul style="list-style-type: none"> • Closing the spaces through which a ball or person can pass • Positioning between your opponent and the end zone you are defending • Focus is on assigned player while remaining aware of where the ball is located • Looks for visual cues that help to anticipate what is about to happen (watches the quarterback) • Maintains a “ready position” in order to make quick movements to take possession of the ball • If the ball does not go to the person they are defending, the student helps out other defenders (teammates)
2.0	Student does not consistently demonstrate criteria in 3.0 (there are errors or omissions)
1.0	Student can perform some or all criteria in 3.0 with teacher direction but not independently

Written Assessment for Offensive Positions

1. List the three positions. List one skill and one responsibility for each position.

Offensive Position Name	One Skill for the Position	One Responsibility of the Position

2. Label the offensive positions:

_____ Line of scrimmage

Flag Football Unit – Middle School

LESSON #5 – Let the Games Begin

➤ Essential Knowledge (Objectives)

- Student will be able to demonstrate appropriate offensive and defensive strategies for all positions.
- Student will be able to demonstrate knowledge of game and class rules for modified flag football games.
- Student will be able to identify and define the skills and responsibilities of defensive positions – corner, defensive linemen, and safety

➤ National Standards for Physical Education

- Standard 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

➤ Assessment Opportunities

- Informal teacher and/or student (peer) observations
- Student reflection questions
- Student performance/demonstration of skills
- Written assessment for defensive positions

➤ Pre-Requisite Knowledge and Skills

- Throwing and catching skills for football
- Pass patterns – hook, slant, fly/go
- Position responsibilities of the quarterback, center, and receiver
- Position responsibilities of the corner, defensive linesperson, and safety

➤ Fitness Focus

- See the Flag Tag activity in the Football and Fitness Mini Lessons and/or use other mini lessons

➤ Materials and Preparation

- 1 football for each game
- Large playing area divided into playing fields
- Cones to mark field
- One flag belt for each student – two colors, one for each team opposing one another
- Two hula hoops
- Written assessment for defensive positions

► Link (Activate Students' Prior Knowledge)

Ask students for strategies to pull flags. Emphasize the following:

- Pull only the flag, not clothing
- Belt should be visible and not hidden by clothes
- Use speed, agility, and dodging skills to evade the person trying to pull the flag
- Anticipate the movement of others to avoid having flag pulled

Ask students: In flag football games, whose flag do you pull? (A: Only the person with the ball.)

Explain that one of the ways to “down” the ball is to pull the flag of the person with the ball and leave the flag on the ground to mark where the ball will be placed to start the next play.

► Instruction

Say to students: Today we will be starting game play. We have four positions on offense and four positions on defense. Before we begin, we need to talk about how to start and stop play, how to score, and boundaries and field markings.

Explain the following:

The field is set up with two end lines marked by the corner cones, both called “end zones.” In order to score, a team must complete a pass to a person beyond the last cones or a person must run past the last cones, across the endline with flags/belt attached. The middle cones mark the center of the field, these cones will become more important in our next class. You will note that there are cones that are between the endline cones and the midfield cones. These mark the “kickoff” lines for our games.

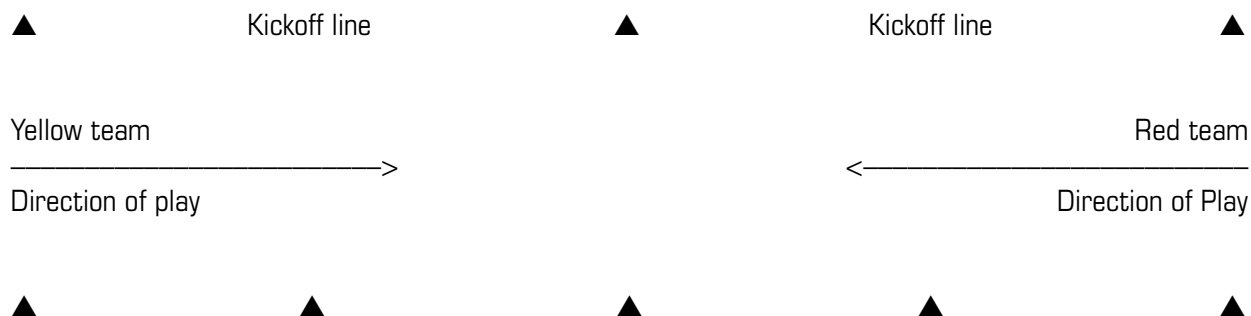
Today we will do a controlled scrimmage. Each team, when they are on offense, will start at their “kickoff” line. Each team will run four plays and then the other team will become the offensive team. Four plays are to be completed by each team no matter the outcome (whether or not a score occurs in less than 4 plays).

Remember the class rules:

- Players must rotate positions after each play
- The defensive linesperson must count aloud to “5 Alligator” before rushing the quarterback
- The quarterback has the option to run
- The center is “ineligible” and cannot run with the ball or receive a pass

Remember that the quarterback has to say “down, set, hike” to start each play. A play ends when the ball is “downed.” This means that the person with the ball had their flag pulled, or the ball hits the ground (incomplete pass). In the event of an incomplete pass, the ball is placed on the same line of scrimmage, “repeat the down.” The ball is placed on the “line of scrimmage” (imaginary line drawn from the forward tip of the football to the sidelines). The ball should be placed in the middle of the line of scrimmage.

When the defensive team becomes the offensive team, they will start on their own “kickoff line” facing the opponents’ endline/end zone.



► Learning Activities (Application of Instruction)

Conduct controlled scrimmage games. Provide specific and descriptive feedback to assist students with skills, game play and knowledge of rules.

► Student Reflection (Connect to Essential Knowledge)

Ask each team to decide on two things they did well during the scrimmage and two things they need to improve. Have teams share.

Review the class rules and game play with students. Ask students to share their understanding of rules and game play and any questions they have.

Provide students the written assessment for defensive positions.

► Next Steps for Student Learning

Ask students: What happens when the ball is intercepted? How is the ball downed? How does play continue?

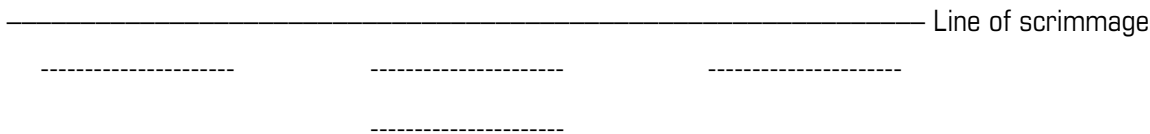
➤ **Assessments**

Written Assessment for Offensive Positions

1. List the three positions. List one skill and one responsibility for each position.

Offensive Position Name	One Skill for the Position	One Responsibility of the Position

2. Label the defensive positions:



Flag Football Unit – Middle School

LESSON #6 – Preseason Games

➤ Essential Knowledge (Objectives)

- Student will be able to demonstrate appropriate offensive and defensive strategies for all positions.
- Student will be able to demonstrate knowledge of game and class rules for modified flag football games.
- Student will be able to demonstrate zone defense strategies.

➤ National Standards for Physical Education

- Standard 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

➤ Assessment Opportunities

- Informal teacher and/or student (peer) observations
- Student reflection questions
- Student performance/demonstration of skills
- Written assessment for defensive positions

➤ Pre-Requisite Knowledge and Skills

- Throwing and catching skills for football
- Pass patterns – hook, slant, fly/go
- Position responsibilities of the quarterback, center, and receiver
- Position responsibilities of the corner, defensive linesperson, and safety
- Rules for game play

➤ Fitness Focus

- See the [Football Shuttle Run](#) activity in the Football and Fitness Mini Lessons and/or use other mini lessons

➤ Materials and Preparation

- 1 football for each game
- Large playing area divided into playing fields
- Cones to mark field
- One flag belt for each student – two colors, one for each team opposing one another
- Zone defense rubric

Teacher note: You will need to decide on teams of four prior to this lesson and how you will decide which team begins on offense and which team begins on defense.

➤ **Link (Activate Students' Prior Knowledge)**

Ask students about the rules for game play and what they remember from their controlled scrimmages in the previous class. Emphasize the following:

- Field markings – Two endlines, “end zones,” midfield line, and “kickoff” line
- Scoring a touchdown – 6 points; offensive player has possession of the football in the opponents’ end zone (caught a pass in the end zone or ran the ball over the line with flags/belt still attached)
- Teams will not be kicking for an extra point
- A play ends when the ball is “downed”; this means that the person with the ball had their flag pulled, or the ball hits the ground (incomplete pass); in the event of an incomplete pass, the ball is placed on the same line of scrimmage, “repeat the down”
- Quarterback has the option to run
- Center is “ineligible” and cannot run with the ball or receive a pass
- Teams always face the same end zone during play, whether they are on offense or defense (no “losers walk”)
- Class rules –
 - Players must rotate positions after each play
 - Defensive linesperson must count aloud to “5 Alligator” before rushing the quarterback
 - Quarterback has to say “down, set, hike” to start each play
 - Quarterback decides what pass patterns receivers will run
 - When the ball is placed on the “line of scrimmage” (imaginary line drawn from the forward tip of the football to the sidelines), the ball should be placed in the middle of the line of scrimmage
 - When the flag of the person with the ball is pulled, leave the flag on the ground where it was pulled to mark where the ball will be placed to start the next play

Ask students to recall zone defense strategies. Emphasize the following:

- Close the spaces through which a ball or person can pass
- Position yourself between your opponents and the end zone you are defending
- A zone defense requires focus on the ball while remaining aware of opponents moving through your space
- Look for visual cues that help to anticipate what is about to happen (watch the quarterback)
- Keep yourself in a “ready position” in order to make quick movements to move to the person with the ball or to take possession of the ball

Tell students that you will be using the same criteria today to assess their ability in the safety position to demonstrate zone defense strategies. Share the Zone Defense Strategies Rubric with students.

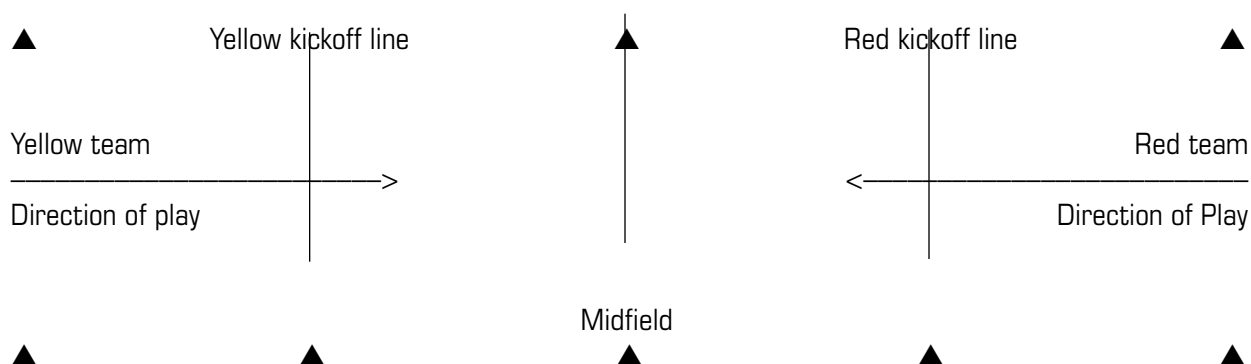
► Instruction

Say to students: Today you will be placed into teams for game play. You will have some time to practice offensive plays with your teammates before game play begins. Consider today a “preseason” game day. I will be assessing zone defensive strategies and providing feedback about your game play. As I come around, please be sure to ask any questions you have. During your offensive practice time, each person will need to practice being quarterback and deciding on plays. During game play, you will only have ten seconds to “huddle.” During a huddle, the offensive team gathers together, away from the defense so that they can’t overhear, and the quarterback tells teammates what pass patterns to run or if the quarterback will be running with the ball.

Assign students into teams of four. Allow 10-15 minutes for teams to practice offensive plays. Remind students that everyone will play every position during game play.

Bring teams back to the larger group and provide the following additional game rules:

- Each team sends one person to participate in the coin toss before each day of games. Team members that win the toss can elect to either receive the kickoff (be first on offense) or can elect which end of the field they want (which direction their team will face). One option or the other, not both (receive or end of field).
- Games begin with each team lining up at their “kickoff” line. The team on defense first will throw the ball to the other team.
- Receiving team (first team on offense) may catch the ball in the air or pick it up off the ground and run forward, trying to score without their flag being pulled.
- If the player’s flag is pulled (reminder – only pull the flag of the player with the ball), the ball is “down.” Place the ball in the middle of the field where the flag was pulled to mark the line of scrimmage.
- Teams have four downs to get to midfield for a “first down.” A first down means that the team now has an additional four downs to score. After teams reach or pass midfield, they will have four plays to score.
- If a team scores, they walk back to their kickoff line and then throw the ball to the other team (other team is now on offense).
- If a team does not score within the number of downs allotted, the defense will gain possession wherever the fourth down occurred and become offense.



► Learning Activities (Application of Instruction)

Conduct preseason game play. Provide specific and descriptive feedback to assist students with skills, game play, and knowledge of rules. Assess students' performance of zone defensive strategies.

► Student Reflection (Connect to Essential Knowledge)

Ask each team to share one thing with each teammate that they did well during the game. Then have each team talk about areas for the team to improve upon.

Review game/class rules and game play with students as needed.

► Next Steps for Student Learning

Ask students: What would happen if there was not a "first down" rule? (A: The offensive would continue to have the ball unless they threw an interception or scored)

► Assessments

Zone Defensive Strategies Rubric

4.0	Student consistently demonstrates 3.0 criteria and is able to self-correct when an error occurs
3.0	Student consistently demonstrates knowledge and ability to properly execute person-to-person defensive strategies by: <ul style="list-style-type: none"> • Close the spaces through which a ball or person can pass • Position yourself between your opponents and the end zone you are defending • A zone defense requires focus on the ball while remaining aware of opponents moving through your space • Look for visual cues that help to anticipate what is about to happen (watch the quarterback) • Keep yourself in a "ready position" in order to make quick movements to move to the person with the ball or to take possession of the ball
2.0	Student does not consistently demonstrate criteria in 3.0 (there are errors or omissions)
1.0	Student can perform some or all criteria in 3.0 with teacher direction but not independently

Flag Football Unit – Middle School

LESSON #7 – Regular Season Games

➤ Essential Knowledge (Objectives)

- Student will be able to demonstrate appropriate offensive and defensive strategies for all positions.
- Student will be able to demonstrate knowledge of game and class rules for modified flag football games.

➤ National Standards for Physical Education

- Standard 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2 - Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

➤ Assessment Opportunities

- Teacher observations
- Student performance/demonstration of skills
- Game play performance rubric
- Written assessment for flag football

➤ Pre-Requisite Knowledge and Skills

- Position responsibilities and skills of the quarterback, center, and receiver
- Position responsibilities and skills of the corner, defensive linesperson, and safety
- Offensive and defensive strategies for each position
- Rules for game play

➤ Fitness Focus

- See the Hamstring/Quad/Hip Flexor Drills and Push Up Hockey activity in the Football and Fitness Mini Lessons and/or use other mini lessons

➤ Materials and Preparation

- 1 football for each game
- Large playing area divided into playing fields
- Cones to mark field
- One flag belt for each student – two colors, one for each team opposing one another
- Game play rubric
- Written flag football assessment (can be given during any of the “game” days)

Teacher note: You will need to decide how many days you wish to have students play games. You should provide multiple opportunities to assess game play. Also, make students aware of when the written assessment will be given.

➤ **Link (Activate Students' Prior Knowledge)**

Ask students about the rules for game play. Review from the previous class game play as needed.

Provide teams a few minutes to practice plays as a warm-up before game play begins.

➤ **Instruction**

Say to students: Today we will begin regular season game play. As class time allows, each team will play one another at least once over the next several class meetings. As you play, I will be assessing your game performance. I will be looking for evidence of your skill at each position; demonstration of knowledge of offensive and defensive strategies; and demonstration of knowledge of our game play and class rules. You will also have a written assessment for this unit that will be a combination of the learning objectives from each lesson.

Share the game play rubric and all previous rubrics with students to define expectations. Provide multiple opportunities for students to demonstrate.

Assign students into teams of four. Allow 10-15 minutes for teams to practice offensive plays. Remind students that everyone will play every position during game play. Let students know when the written assessment will be taken. Use the beginning and end of class periods preceding the written assessment for knowledge review opportunities.

➤ **Learning Activities (Application of Instruction)**

- Call for team representatives for the coin toss and assign game fields.
- Provide specific and descriptive feedback to assist students with skills, game play, and knowledge of rules.
- Assess students' game play performance.

➤ **Student Reflection (Connect to Essential Knowledge)**

- Ask each team to discuss what they did well during the game. Then have each team talk about areas for their team to improve upon.
- Ask students for any questions.
- Review game/class rules and game play with students as needed.
- Use the written assessment as a guide to review student knowledge.

➤ **Next Steps for Student Learning**

Provide students with Game Play Rubric feedback and Written Assessment feedback.

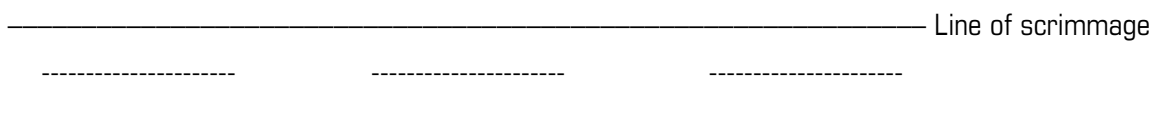
► Assessments

Game Play Rubric

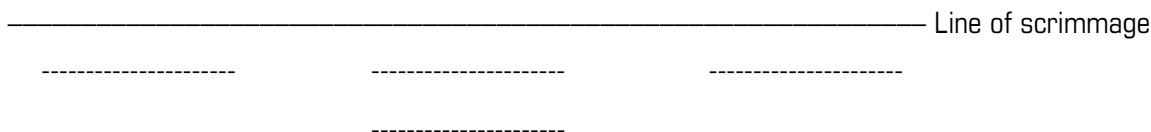
4.0	In addition to 3.0, in-depth inferences and applications that go beyond what were taught such as: <ul style="list-style-type: none"> • Evaluating game play/position effectiveness • Able to self correct and analyze their own play • Applying/analyzing/evaluating the play of others to choose/execute strategies • Applying/analyzing/evaluating the play of others to assist teammates with their play
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success
3.0	The student demonstrates important skills and understanding such as: <ul style="list-style-type: none"> • Recognizing, recalling, and applying specific terminology such as: <ul style="list-style-type: none"> – Offensive positions and responsibilities on and off the ball – Defensive positions and responsibilities on and off the ball • Performing basic processes such as: <ul style="list-style-type: none"> – Scoring – Game play and class rules and associated penalties – The student exhibits no major errors or omissions.
2.5	No major errors or omissions regarding the score 2.0 elements and partial knowledge of the score 3.0 elements.
2.0	No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • Recognizing, recalling, and applying specific terminology such as: <ul style="list-style-type: none"> – Offensive positions and their responsibilities – Defensive positions and their responsibilities • Performing basic processes such as: <ul style="list-style-type: none"> – Distinguishing between responsibilities of each position <p>However, the student exhibits major errors or omissions with score 3.0</p>
1.5	Partial knowledge of the score 2.0 elements but major errors or omissions regarding the score 3.0 elements
1.0	With help, a partial understanding of some of the score 2.0 elements and some of the 3.0 elements
0.5	With help, a partial understanding of some of the score 2.0 elements, but not the score 3.0 elements
0.0	Even with help, no understanding or skill demonstrated

Written football Assessments

1. Label the **defensive** positions:



2. Label the **offensive** positions:



3. Label the pass patterns:



Mark a “T” if the statement is True. Mark an “F” if the statement is False. Provide a statement for each question that justifies why you marked true or false.

Example:

 F *A receiver decides what pass pattern to run for each play.*
Justification: The quarterback decides what pass pattern the receiver runs for each play.

4. The quarterback begins each play with the audible signal, “Down, Set, Hike.”
Justification:
5. Moving to open spaces is a player-to-player defensive strategy.
Justification:
6. The center is an ineligible receiver.
Justification:
7. Both offensive and defensive players need to use speed and agility to play flag football.
Justification:
8. A fly or go pass pattern is a short distance pattern, taking 5-8 running steps forward.
Justification:
9. Defense counts aloud to “5 alligator” unless the ball crosses the line of scrimmage.
Justification:
10. Defensive players should position themselves between their opponent and the end zone.
Justification:
11. If there is an incomplete pass, the line of scrimmage is moved to where the ball landed.
Justification:

Flag Football Unit

EXTENSION ACTIVITIES

Depending on the number of class sessions allotted for the flag football unit, teachers may wish to extend the lessons by adding the following instruction after lesson 6.

➤ **Additional skills:**

- Punting
- Kicking off a tee
- Blocking
- Running plays

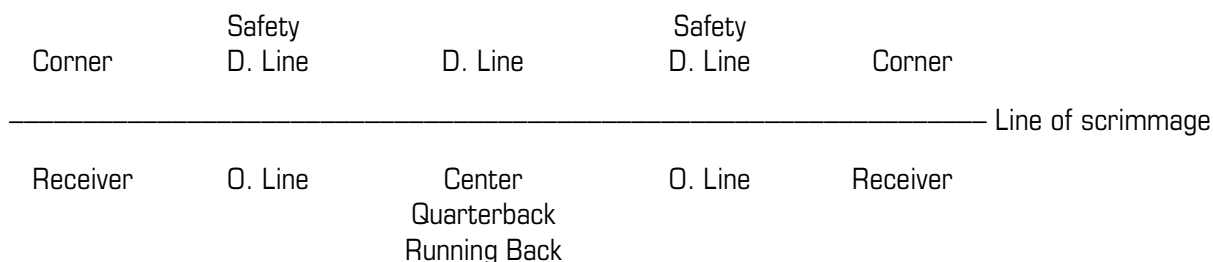
➤ **Additional offensive positions:**

- Offensive linespersons
- Running play

➤ **Additional defensive positions:**

- Additional defensive linespersons or “tackles”
- Additional safety position

Larger teams may be configured as follows:

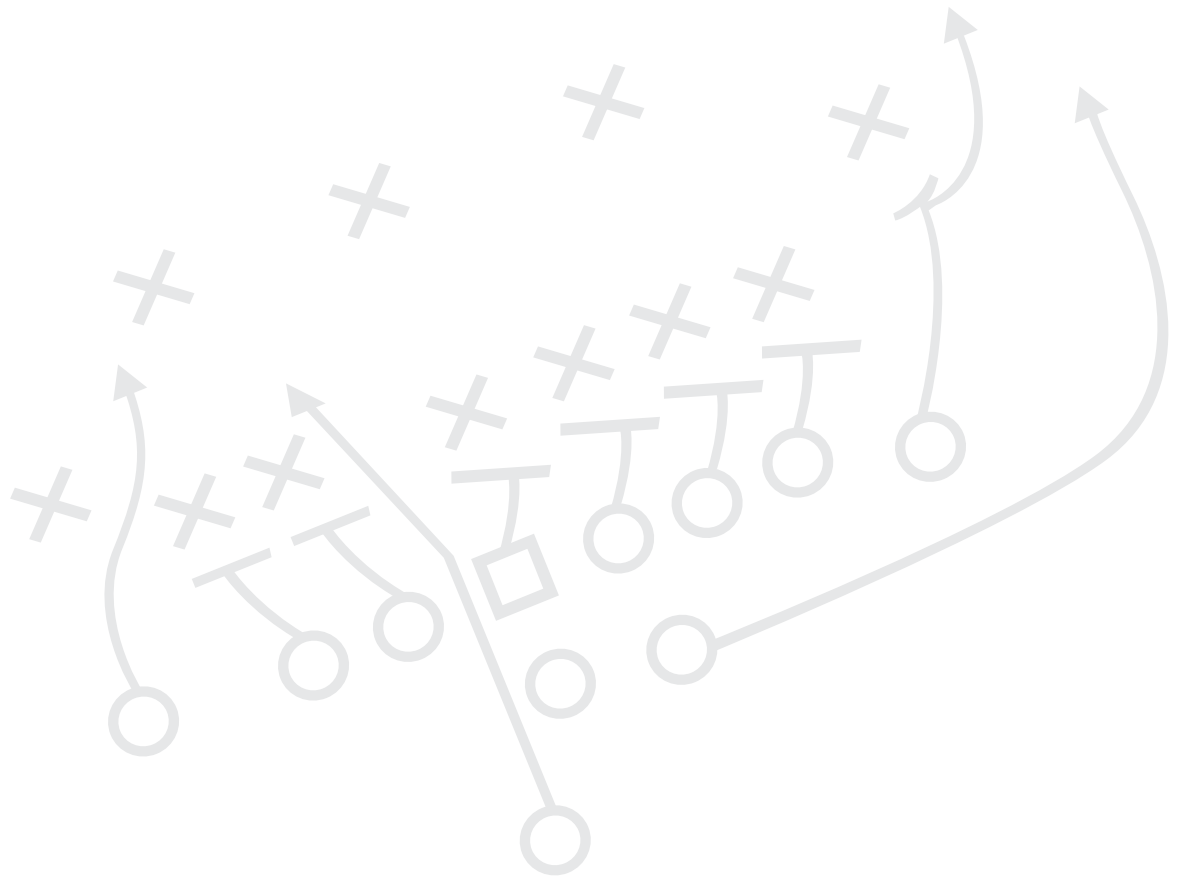


➤ **Additional assessments:**

- Rubrics provided with this Flag Football Unit can be adapted for additional positions, strategies, and written assessments.
- Have each student create a playbook of two pass plays and two running plays.



Football and Fitness Mini Lessons



Football and Fitness Mini Lessons – Information

Keep Gym in School Football and Fitness Mini Lessons are designed to be used as warm-up activities (“instant activities”) and/or fitness focus activities integrated into a lesson on football or other topics.

The mini lessons should last about 3-20 minutes although the length of time is up to the teacher’s discretion based on good instructional practice.

Eighteen mini lessons are provided. Some are specific to football (e.g., utilize a football in the activity) and some are not. However, all of the lessons address fitness and/or skills that directly relate to successful participation in football.

➤ Each mini lesson contains some or all of the following sections:

- Fitness focus
- Skill focus
- Time
- Space needed
- Equipment needed
- Description
- Rules
- Extension/modification
- Concept integration/discussion
- Diagram

➤ The mini lessons provided are:

- Beginner Plyometrics – Jumping
- Circuit Training: Explosive Power, Upper Body Strength, Abdominal Strength
- Curb Walking
- Flag Tag
- Football Catch-Up
- Football Shuttle Run
- Football Shuttle Run Relay
- Football Throw for Accuracy
- Hamstring/Quad/Hip Flexor Drills
- Jog, Sprint, Catch
- Jumping Over Low Hurdles
- Push Up Hockey
- Push Up Partner Tag
- Quick Pass
- Scooter Pops
- Sprint-Jog Line
- Touchdown Tag
- Walking with Scooters

Beginner Plyometrics – Jumping

Fitness focus: explosive power, muscular strength

Skill focus: speed, coordination, balance

Time: 5-10 minutes

Space needed: smooth flat grassy or matted surface; must be soft to absorb the landing shock

Equipment needed:

- Several boxes designed and built especially for plyometric drills. They must be very sturdy, reinforced, and have no exposed nails or splinters. Boxes should be 24" square on the top/bottom. The sides can be of various sizes to provide various heights for the boxes. Several boxes with heights of 12" and 16" would be ideal.
- Mats can be used in place of boxes, but they must not be stacked high or they become too unstable.

➤ Description:

- Several weeks of drills to develop lower body strength and explosive power should precede plyometric training.
- Three boxes can be arranged in a line. They can be of the same height or of increasing heights or in a low-high-low arrangement. The distance apart can be decided through experimentation based on student needs. Recommendation: at least 24" apart.
- Student moves up to first box. Two footed take off with appropriate double arm action to jump up onto first box and land on two feet. With no hesitation and no step or scoot, he bends at the knees, jumps off and lands two footed, allowing the body to bend at the knees and hips to absorb the landing shock and "load" for the next jump. Next jump happens immediately and process is the same. Jump on, absorb shock, load, jump off, absorb shock, load, etc. The down phase is as important as the up phase. The time spent on the ground should be as brief as possible.
- Eventually use five boxes of various heights and have students move 3-5 times through the line of boxes. Participation in this drill once a week will enhance students' explosive power.

➤ Concept integration/discussion:

- What is explosive power and why is it important in performance of some sports?
- Why is the down phase of this drill as important as the up phase for development of explosive power?
- What is the relationship between muscular strength and explosive power?

Circuit Training – Explosive Power, Upper Body Strength, Abdominal Strength

Fitness focus: lower body explosive power, upper body strength, core abdominal strength

Time: 7-10 minutes (at least 2 minutes/station)

Space needed: indoor or outdoor; if possible, set up stations outside of the main instructional area so that they can remain set up for the entire day

► Description:

- Individual student record sheets can be developed and used to monitor student performance and progress over time.
- Have students warm up to prepare for exertion at the circuit stations (e.g., jog in place, jog the perimeter of a field or gym, or jump rope at an easy speed for a minute; then stretch and perform some dynamic flexibility movements).

► Concept integration/discussion:

- Why is a proper warm up so important?
- Which station worked on which fitness component? Why?
- How can you use your individual student record sheet to set goals and monitor progress toward those goals?

► Three stations:

Fitness Element: Explosive Power

Vertical Jump

Equipment:

- 2" thick mat on the floor with one edge touching the wall
- Strip of paper 4' long and 2" wide ("measuring strip")
 - Marks should be made and labeled every inch; first mark 6'0" and last mark 10' 0"
 - Tape the measuring strip securely to the wall, beginning at the 6'0" level

Instructions:

- Students work in pairs; one performs vertical jump while the other reads the marking on the measuring strip.
- The student performing the jump stands close to the wall with his side to the wall. The arm closest to the wall is used to touch as high as possible.
- To measure standing reach, the student stands tall and reaches overhead with the arm closest to the wall and touches the tape. The partner reads the height touched.
- Then the student crouches, gathers for an upward explosion, and without any step into the jump, explodes up and touches as high on the tape as possible. This is the jump reach.
- Students determine the vertical jump but subtracting the standing reach height from the jump reach height.

Broad (Standing Long) Jump

Equipment:

- Tape that will stick to the floor surface or chalk (tape/chalk a start line)
- Cones to help designate the start line
- 10'+ tape measure (on the side of the jumping area, secure a tape measure with zero at the start line.; extend the tape measure to 9'0"+)

Instructions:

- Students work in pairs; one jumps while the other reads the distance jumped.
- Student takes three turns before switching with his partner.
- All broad (standing broad jump) protocol must be followed.
 - Jump must take off from a standing position (not step allowed); take off must be from both feet simultaneously.
 - Measurement is from the take off line to the body part that touches closest to the take off line (e.g., furthest back foot, hands or buttocks if jumper fell backwards on landing).

Fitness Element: Upper Body StrengthBar Hang

Equipment:

- Stopwatch
- Strong metal bar at least 3 feet long; diameter -1.5" (thumb should be able to close/touch tips of fingers in overhand grip); bar should be secured at 7-8' off the floor and at least 2' away from a wall
- Mat under the bar

Instructions:

- Students work in pairs. Student #1 jumps up to the bar or is assisted up by student #2 or a chair (remove the chair as soon as student #1 is in position).
- Student assumes an overhand grip on the bar with hands approximately aligned with shoulders. Chin must be at or above the bar and not touching it.
- As soon as student #1 is in position, student #2 starts the stopwatch. The watch is stopped as soon as: (1) chin rests on the bar, (2) chin falls below the bar, (3) student tips head back to avoid chin touching the bar, or (4) student's feet touch the wall or any support.

Extension/modification:

- Teacher can ask students to use a reverse grip instead of overhand grip. The two grips use some different muscles; thus, student performance using the underhand grip versus reverse grip should not be compared.

Pull Ups

Equipment:

- Same as Bar Hang above

Instructions:

- Students work in pairs.
- Student #1 stands under the bar, extends arms, jumps to grasp the bar in an overgrip.
- Hands should be directly aligned with the shoulders.
- The beginning point is from a complete hang.
- Without kicking the legs or “piking” at the hips to “kick up,” student #1 bends his arms and pulls his body up until his chin is just above the bar, then slowly lowers his body back down to a complete hang with arms fully extended. This motion, completely properly, is one pull up.
- Student #2 judges correct pull up form and counts total number of properly-completed pull ups.

Extension/modification:

- Teacher can ask students to use an underhand grip instead of reverse grip. The two grips use some different muscles; thus, student performance using the underhand grip versus reverse grip should not be compared.
- Students who cannot complete at least one pull up using proper form should be encouraged to utilize their partner's assistance as follows. Once hanging from the bar, student#1 bends both knees so that his feet are behind him. Student #2 grasps #1's feet with his hands and “assists” the pull-up by raising the lower legs and feet as needed to help student #1 “feel” how to perform the pull up and experience some success.

Push Ups

Equipment:

- One football per student

Instructions:

- Students work independently.
- Student places both feet against the wall in a fully-extended pushup position and then places the football on the floor exactly under his sternum.
- Student relaxes the position and then returns to the fully-extended push up position. Student bends at the elbows until his sternum touches the football and then returns to the fully-extended position. The motion, properly completed, is one complete push up.

Fitness Element: Abdominal Strength

Sit Ups/Curl Ups/Crunches

Equipment:

- Mats (all forms of sit ups/curl ups/crunches should be performed on soft surfaces, preferably mats, to protect the spine)

Instruction:

- Use of the Curl Up protocol from FITNESSGRAM is recommended (www.fitnessgram.net)

Curb Walking

Fitness focus: muscular strength

Skill focus: coordination

Time: 3-5 minutes

Space needed: 20 yards of sidewalk curb

Equipment needed: several low balance beams if a sidewalk curb is not accessible

➤ Description:

- Students walk along a curb (or balance beam) to the left very slowly using only their right foot/leg to lift them up onto the curb until reaching full extension of their right leg and then he slowly lowering back to the left foot.
- Make sure students achieve full vertical position with head and chest up.
- Students should take only small steps forward.
- Teacher determines an end walking point for students. Ideally, there will be another curb at which the students can turn and walk back using their left foot/leg for the up phase. If not, students stretch their right leg while waiting for all students to finish the task, then all can return using their left leg.

➤ Concept integration/discussion:

- What health-related fitness concepts are in use?
- How can this activity be manipulated to change one or more of the elements of FITT?
- How can this activity be made easier to accommodate all students, students with lesser upper body strength?

Flag Tag

Fitness focus: cardiovascular endurance, explosive power

Skill focus: speed, agility

Time: 3-15 minutes

Space needed: outdoor grassy area

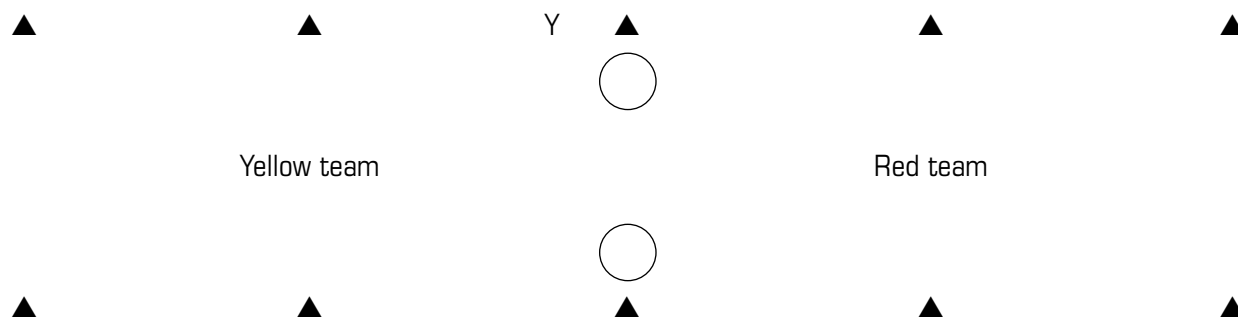
Equipment needed: cones to mark the playing field, flag belt for every student, 2 hula hoops

► Description:

- Divide the class into two teams. One team wears one color flag belt; the other team wears a different color belt.
- Place one hula hoop at midfield just inside the sideline and a second hoop at midfield just inside the opposite sideline. Designate one hoop for each team.
- To start, one team stands on one side of the midfield line, and the other team stands on the other side.
- On the start signal, players can move anywhere within the playing field.
- Each team tries to pull flags from the opposite team. When a player has had his belt or both flags pulled off, he must go to his team's hula hoop, place one foot inside the hoop, and wait for a teammate to bring him a belt or two flags.
- Once the players belt/flags are replaced, he rejoins the game.
- Game is over when a team has all its players "in the hoop," meaning that no one is available to bring a belt/flags.

► Concept integration/discussion:

- How do good dodging and fleeing skills contribute to an individual's agility?



Football Catch-Up

Fitness focus: cardiovascular endurance

Skill focus: speed, accurate passing, catching

Time: 10-15 minutes

Space needed: outdoor grassy area or gym; see diagram

Equipment needed: 4 footballs, 16 cones

► Description:

- Ideally there will be about 5-7 players on a team; so, with a class of 25-30, there should be two tracks (two teams per track).
- Use cones to outline an oval track; the track should be about 20-30 yards at its longest point; do not use an official-size running track; see diagram for placement of 8 cones.
- There are two teams; each team starts at one end of the track; the teams are lined up inside of the track facing outward.
- The first runner for each team stands just outside of the perimeter of the track; the teacher starts them (ready, go) and they run in the same direction (clockwise or counterclockwise).
- Each runner runs just outside the perimeter of the track and travels approximately $\frac{3}{4}$ of the way around the track (or slightly more); a specially-marked cone (e.g., different color, flag coming out of the top of it) will be placed at the $\frac{3}{4}$ way point (for each team) and the runner must pass the football from that spot to the next runner on his team.
- Once the next runner has the ball (ideally the ball will have been caught, but if not, it just needs to be recovered), he will perform the same as the previous runner(s).
- The goal of the game is for one team to “catch-up” to the other team and tag the runners back.
- One point is earned for each catch-up (tag) and then the next round of the game begins.

► Rules:

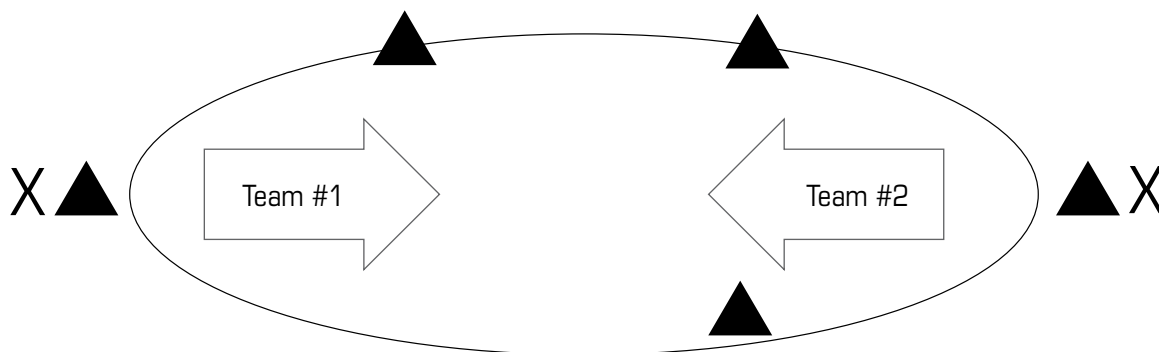
- Team members who are not running must be completely inside the track and cannot interfere with the runners.
- The runner must pass the football from the specially-marked cone.
- Only the runner receiving the thrown football can recover the ball if dropped.
- If the runner drops the ball while running, he (and only he) can recover the ball and continue running from the place where the ball was dropped.
- The runner cannot push the runner in front of him when making a tag

► Concept integration/discussion:

- What intensity of physical activity did you experience while playing this game?

► **Diagram:**

Cones = ▲
Runners = X



Football Shuttle Run

Fitness focus: cardiovascular endurance

Skill focus: speed, agility, accurate passing, catching

Time: 3-10 minutes

Space needed: gym or hard, flat outdoor surface; lines marked on the floor/surface

Equipment needed: 30 wooden blocks or bean bags (shuttles), 15 footballs, 15 stopwatches

► Description:

- Up to 15 shuttle runs (depending on the number of students – 2 students/shuttle run); set-up across the width of the gym.
- One student runs and the other times the runner using the stopwatch.
- The runner will complete three shuttles; from starting line to: (1) first line to pick up the block/bean bag and return and set it down on the starting line, (2) second line to pick up the block/bean bag and return and set it down on the starting line, and (3) third line to pick up the football and pass it back to his partner – and then run back to the starting line.
- The partner (timer) will start the runner and stopwatch (ready, go) and stop the stopwatch when the second block/bean bag is set down on the starting line; the third and last shuttle will not be timed so that the partner is available to receive the football pass.
- The runner will become the timer and the timer will become the runner; the partners will take turns performing the shuttle run until the teacher ends the activity.

► Rules:

- Runner must place the block/bean bag down on the starting line and cannot drop or throw it.

► Concept integration/discussion:

- How do good speed and agility related to an individual's performance in football?
- How can continuous shuttle runs contribute to an individual's cardiovascular fitness?

Football Shuttle Run Relay

Fitness focus: cardiovascular fitness (if teams are small and there is not too much sedentary time between turns)

Skill focus: speed, agility, accurate passing, catching

Time: 5-15 minutes

Space needed: gym or hard, flat outdoor surface; lines marked on the floor/surface

Equipment needed: one football for every two students

► Description:

- Small relay teams set-up across the width of the gym/outdoor surface.
- One student runs at a time with football properly tucked into elbow and body.
- The first runner will run from the starting line to the farthest line and once completely across the far line will pass the football to the next runner who will catch it behind the starting line (if the next runner has to come across the starting line to catch a short pass, he must run back behind the starting line and start running the relay from there); the subsequent runners do the same thing except the last runner who has no one to pass the ball to so instead runs back across the starting line to complete the relay race.
- The teacher should set up the relay race for equity and as time will allow; for example, if some teams have 4 runners and others have 5 runners, then the team with 4 runners will need to have one runner go twice; another example is if the teams are small (e.g., 3 runners) the relay race may be that everyone has to go twice.

► Rules:

- Runners/teams cannot interfere with each others' running/passing lanes.
- A team can continue with their relay after a dropped ball/pass if: (1) it touched/picked-up only by the person who dropped it, (2) the drop/pick-up does not interfere with another team's relay, and (3) the recovered ball is taken back to the area where it was dropped to continue to relay.

► Concept integration/discussion:

- How does an accurate (or inaccurate) pass affect the runner's ability to maintain speed?

Football Throw for Accuracy

Fitness focus: explosive power

Skill focus: accurate throwing

Time: 5-15 minutes

Space needed: gym (with access to walls); five different-sized targets on one of the long walls; a number of vertical jump stations; three throwing lines in front of each target (near line, middle line, far line)

Equipment needed: poster explaining the rules of the game (see sample poster), 5 footballs

► Description:

- See poster with Football Throw for Accuracy Directions

Football Throw for Accuracy Directions

- (1) Go to one of the vertical jump stations and perform 5 vertical jumps in a row
- (2) Each time you jump, try for a new personal best vertical jump; remember the number for your best jump
- (3) Then go to a Throw for Accuracy station based on your best (highest) jump number:
 - (a) If your number was not a personal best, go to the throwing station with the smallest target*
 - (b) If your number was a 1/4-1/2 inch more than your previous personal best, go to the station with the second-to-smallest target*
 - (c) If your number was 3/4-1 inch more than your previous personal best, go to the station with the middle-size target*
 - (d) If your number was 1-2 inches more than your previous personal best, go to the station with the second-to-largest target*
 - (e) If your number was 2 inches or more than your previous personal best, go to the station with the largest target*
- (4) Stand behind the nearest (to the target) throwing line and make one throw at the target
- (5) Stand behind the middle throwing line and make one throw at the target
- (6) Stand behind the farthest throwing line and make one throw at the target
- (7) Give yourself a point for each throw that hits any part of the target
- (8) Go back to a vertical jump station and repeat the process
- (9) Keep track of your total throwing points earned

**suggestion to teacher: color code the 5 targets and replace the words describing the size of the targets with the color of the targets (e.g., yellow target, blue target, green target).*

Hamstring/Quad/Hip Flexor Drills (Beginning Plyometrics)

Fitness focus: explosive power, muscular strength, muscular endurance

Skill focus: speed, coordination, balance

Time: 5-10 minutes

Space needed: smooth, flat surface of at least 30 yards such as track surface, blacktop area, or basketball court

Equipment needed: none

► Description:

- Students perform these drills in “waves.” Students can do several in a row but should not do all at one time.
- 8-12 students spread out across a line and the remainder fill in behind them, so approximately 3 students per line. All of line 1 moves at the same time, line two starts after line 1 is about 10 yards ahead, and line 3 starts when line 2 is about 10 yards ahead.
- In all the drills, speed across the 30 yards is not the goal.

High Knees: Line begins to move forward with a slow jog. Arms move in normal front back action for balance. Objective is to move forward with exaggerated high knees, bringing the knee on each stride up to waist level. It is very important that students do not arch their backs and lean backward as they get tired.

Butt Kicks: Line begins to move forward with a slow jog. Arms move in normal front back action for balance. Thigh does not lift at all, in fact care is taken to keep the thigh perpendicular to the ground. On every step, the hamstring contracts forcefully and brings the heel up to touch the gluteus (thus the name). Forward motion is very slow.

High Skipping: Line begins to move forward on the track and motion turns into a skipping action that emphasizes height and very little forward motion. Arm action is front back but exaggerated “up” to aid in the springing motion. On every skip, the knee is held high knee for just a second.

Bounding: Use a smooth grassy surface, no holes or rocks (e.g., football field). The line begins to move forward with a few running steps and then the bounding starts. Student pushes off with his left foot and propels himself forward and upward into the air, momentarily freezing, holding an exaggerated bound (bent forward knee, extended back leg, upright torso, exaggerated arm action) for a second before landing on the foot opposite the take off foot. The next lead knee drives into the air to begin the next bound. There is a bound on every step. This can be changed into a bounding and rhythm drill by having the students bound on every third step, which provides an opportunity to gain/maintain speed while still alternating left and right.

High Stepping: Use grass or a track/hard surface. This drill is similar to High Knees (above). Line moves forward slowly. The lead knee is driven up to waist height, the lower leg swings forward in a relaxed manner and then is snapped downward as the body moves over it. This resembles the front hoof action of a high stepping horse.

Jog, Sprint, Catch

Fitness focus: explosive power, cardiovascular endurance, muscular endurance

Skill focus: running, catching

Time: 4-8 minutes

Space needed: track or large field

Equipment needed: one tennis ball for every three students

➤ Description:

- Students with similar jogging endurance abilities form a group of three; each group has one tennis ball.
- Teacher defines the running area/lanes to be used and direction.
- The goal is for each jogging group to complete two laps.
- The three-person jogging group numbers off 1, 2, and 3. The jogging group begins jogging at a comfortable pace. Student #1 tosses the ball forward and high enough for it to land about 30' in front of the jogging group. While the ball has several bounces, student #2 sprints to retrieve it on a bounce before it comes to a roll (stops bouncing).
- Student #2 returns to the jogging group and then throws the ball in the same manner. Student #3 sprints and retrieves the ball, and so on.

➤ Extension/Modification:

- Teacher can adjust the number of required laps based on students' abilities.
- To increase difficulty, there can be a limit placed on the number of ball bounces allowed before the sprinter must catch it (e.g., two bounces) or use a bigger ball.

➤ Concept integration/discussion:

- What skill-related fitness concepts are in use?
- What health-related fitness concepts are in use?
- How can this activity be manipulated to change one or more of the elements of FITT?

Jumping over Low Hurdles

Fitness focus: explosive power

Skill focus: coordination

Time: 3-5 minutes

Space needed: gym floor or outdoor smooth, flat surface (e.g., track, blacktop)

Equipment needed:

- Hurdles (as many as possible)
 - Use 12” hurdles if you have them or make hurdles
- Make hurdles with two matching 12-16” cones and a “stick” about 30 inches long that goes across the top of the cones. The “stick” could be a dowel rod, plastic tube, hockey stick, yardstick, etc.
 - Place 5 hurdles in a line approximately 24-30” apart, depending on the size of the students (the taller the students, the farther apart the hurdles should be)

► Description:

- Set up as many lines of five hurdles as possible to keep students active.
- Student stands in front of the first hurdle, bends at the knees as the arms swing back, and explode into the air off both feet to clear the rod and land on both feet.
- Immediately upon landing and without a scoot or step, student moves directly into the next two footed jump, landing again on both feet.
- Student completes all five hurdles and moves back to beginning of the line.

► Extension/Modification:

- Create lines of hurdles of different heights and/or different spacing and allow students to choose the height and/or spacing that challenges them.

► Concept integration/discussion:

- What health related fitness concepts are in use?
- What skill-related concepts are in use?
- How can this activity be manipulated to change one or more of the elements of FITT?
- How can this activity be made easier to accommodate all students, students with lesser lower body strength?
- What is more important to emphasize, the distance between the hurdles or the height of the hurdle?

Push Up Hockey

Fitness focus: upper body strength, muscular endurance

Skill focus: none

Time: 3-5 minutes

Space needed: enough space for an entire class to assume a push up position with adequate space between students

Equipment needed: one small object that can roll/slide (e.g., bean bag, tennis ball, hockey puck) per pair of students

➤ Description:

- Partners stand facing each other about 6 feet apart (this distance can be adjusted). Students assume a fully-extended push up position (head toward head). The starting push up position is with arms fully extended under the armpits.
- Partner #1 starts with the bean bag placed in front of him, below his head.
- Maintaining push up form (plank position), and without a knee touching the floor, partner #1 picks up the football and slides it along the floor towards the space between partner #2's arms. The bean bag should travel along the floor, and if it goes higher than 6", the partner #2 gets the ball.
- Objective is to score by sending the football between the arms of the other student (scoring a goal).
- Whether or not a goal is scored, partner #2 gets the ball.
- If the ball goes outside the goal to the left or right and is not caught or controlled by the goalie (partner #2), then partner #1 gets the ball back for another try.

➤ Extension/Modification:

- Distance between players can be increased or decreased.
- If the fully-extended push up position is too exhausting, the game can be played in modified pushup position with knees touching the floor.

➤ Concept integration/discussion:

- What health-related fitness concepts are in use?
- How can this activity be manipulated to change one or more of the elements of FITT?
- How can this activity be made easier to accommodate all students, students with lesser upper body strength?

Push Up Partner Tag

Fitness focus: upper body strength, muscular endurance

Skill focus: none

Time: 2-3 minutes

Space needed: gym or outdoor space

Equipment needed: none

➤ **Description:**

- Partners stand facing each other about two feet apart. Students assume a fully-extended push up position (head toward head).
- Both partners balance, raise their right hands, and clap each others hand in the space in front of their faces. Hands go back down.
- Then repeat with the left hands.
- Objective is to see how many claps can be completed before one or both cannot remain in push up position anymore, with good form. Teacher may want to set a time limit such as 30 seconds.

➤ **Concept integration/discussion:**

- What health-related fitness concepts are in use?
- How can this activity be manipulated to change one or more of the elements of FITT?
- How can this activity be made easier to accommodate all students, students with lesser upper body strength?

Quick Pass

Fitness focus: speed, cardiovascular endurance, muscular endurance

Skill focus: accurate passing, running a short pattern, catching a football on the move

Time: 5-8 minutes

Space needed: one football field, gymnasium, or outdoor space

Equipment needed: one football per group of three students

► Description:

- Students form groups of three (Center, Quarterback, Receiver)
- One student per group selects a football that all members of the group are comfortable using.
- Students step up to a sideline of the field or court.
- The pass pattern is pre-determined.
- One student is the center and hikes the ball to the quarterback.
- One student is the quarterback and receives the hike and passes the ball.
- One student is the receiver and runs the short pass pattern, catches the ball, and runs the ball back to the line of scrimmage (sideline).
- The three students change positions (center becomes quarterback, quarterback becomes receiver, and receiver becomes center) and repeat the drill.

► Extension/Modification:

- This activity also can be used as a race with the objective to complete 12 passes and return the ball to the line of scrimmage first. This will add a cardiovascular component and motivate students to successfully demonstrate the skills they've learned in class.

► Rules:

- Ball must be placed stationary and hiked correctly from a set position each time.
- Pattern must go out at least 5 yards (15 feet).

► Concept integration/discussion:

- What skill-related fitness concepts are in use?
- What health-related fitness concepts are in use?
- What football skills are being practiced?
- What strategies are being practiced?
- How can this activity be manipulated to change one or more of the elements of FITT?

Scooter Pops

Fitness focus: explosive power

Skill focus: balance

Time: 3-5 minutes

Space needed: wall and a hard smooth surface (e.g., floor or blacktop)

Equipment needed: scooters

► Description:

- Students sit in the middle of the scooter with their back to the desired direction to be travelled.
- Students place their feet on the wall and push off as hard as they can to powerfully explode in the desired direction.
- No further propulsion is allowed.
- Progress is marked to see who was able to generate the most power and travel the farthest.

► Extension/Modification:

- This activity also can be used as a race with the objective to complete 12 passes and return the ball to the line of scrimmage first. This will add a cardiovascular component and motivate students to successfully demonstrate the skills they've learned in class.

► Concept integration/discussion:

- What health-related fitness concepts are in use?
- Is this task easier or harder for heavier, bigger students?
- Is this task easier or harder for light weight or smaller students?
- Who is more likely to win and why?

Sprint-Jog Line

Fitness focus: explosive speed, cardiovascular endurance, muscular endurance

Skill focus: running

Time: 4-8 minutes

Space needed: track, perimeter of large field, or out and back to a cone

Equipment needed: none

► Description:

- Students form groups of six to eight runners of similar running ability.
- Teacher designates area and distance/laps to run.
- Each group forms a straight line and begins a slow/medium jog around the designated area at a speed that is comfortable to the group.
- During the slow/medium jog, the last student in the line steps out to the right and sprints to the front of the line/
- At the front of the line, the sprinter settles back into the jog pace.
- As soon as the sprinter has moved into the front of the line, the new last student in line begins his sprint to the front. This continues, sprint and jog, until the team has finished the distance of the day.

► Extension/Modification:

- More students in a line (10-12) means that individuals sprint fewer times.
- Groups can time themselves on completion of one lap or completion of two laps to challenge themselves. (provide stopwatch)

► Concept integration/discussion:

- What skill-related fitness concepts are in use?
- What health-related fitness concepts are in use?
- How can this activity be manipulated to change one or more of the elements of FITT?

Touchdown Tag

Modified from Touchdown Tag provided on PE Central (www.pecentral.org)

Fitness focus: cardiovascular endurance, explosive power

Skill focus: speed, agility

Time: 3-15 minutes

Space needed: outdoor grassy area

Equipment needed: cones to mark the playing field, a flag belt for every student, a football for every student

► Description:

- All students play at one time.
- 3-4 students are taggers; they do not wear a flag belt or carry a football; they can wear a pinnie for easy identification.
- The remaining students are runners; they do wear a flag belt.
- There are three sections of the field – two end zones and a middle section.
- All runners start spread out in one end zone.
- All taggers start spread out in the middle section.
- On the starting signal, the runners (students in the end zone) use dodging and fleeing techniques to try to run to the other end zone without being tagged (their flag belt pulled off); runners must keep their football tucked under the arm.
- Runners who drop their football and/or get tagged do not receive a point for that round of the game; additionally, they must step outside the field and perform 5 broad jumps before starting the next round of the game.
- Rotate taggers for each round of the game.

► Concept integration/discussion:

- How do speed and agility both affect success in this game?

Walking with Scooters

Fitness focus: muscular strength

Skill focus: none

Time: 3-5 minutes

Space needed: flat, smooth surface (e.g., gym floor, blacktop area without rocks and cracks)

Equipment needed: scooters

► Description:

- Every student has a scooter.
- Students place scooter on a sideline, sit solidly in the middle of the scooter to avoid tipping backwards, and using feet (no hands) move quickly across the gym floor to the opposite sideline and back.
- To modify the activity to further engage the hamstrings, students can move forwards on the scooter using only feet.

► Extension/modification:

- Relay:
 - Make teams of three; two teammates stand on one sideline and one teammate stands on the other sideline. The scooter is placed on the sideline with the two players. Player #1 sits on the scooter, with his back in the desired direction of travel.
 - On go, teammate #1 moves vigorously across the floor to the other side and gets off.
 - Teammate #2 gets onto the scooter and travels to the opposite sideline.
 - Teammate #3 next gets onto the scooter and travels to the opposite sideline.
 - Relay continues until all are back in their original positions. Winning team is the first scooter to travel over the final sideline.

► Concept integration/discussion:

- What health-related fitness concepts are in use?
- How can this activity be manipulated to change one or more of the elements of FITT?



Resource Materials



Resource Materials List

What Moves U Playbook: A Guide to Staying Fit While You're in School

National Football League and American Heart Association

Sarah: we need a website for this

ReCharge! – Energizing After-School

Action for Healthy Kids and National Football League

<http://www.actionforhealthykids.org/Recharge/index.php>

Physical Activity and Sport for the Secondary School Student (Chapter 10: Flag Football)

National Association for Sport and Physical Education (NASPE)

<http://www.aahperd.org/bookstore>

2007 & 2008 NIRSA Flag & Touch Football Rules Book & Officials' Manual, 13th Edition

Human Kinetics

www.humankinetics.com

PE Central

www.pecentral.org

Click on "Lessons" and then scroll down and click on "Search Lesson Ideas"

USA Flag Football

www.usaflagfootball.com