This NFL FLAG Football curriculum was created for use in middle school physical education classes. The activities in this curriculum are appropriate for use with students between grades 6-8 (ages 11-14) and are designed to be delivered during a standard 40 minute physical education class over the course of two weeks (or 10 lessons). The lessons included in this curriculum are broken down into four sections that mimic actual NFL player preparation processes; Mini Camp, OTA’s, Pre-Season and Regular Season. Each lesson uses a combination of individual and small and large group skill development activities that are in alignment with SHAPE America’s National Standards & Grade-Level Outcomes for K-12 Physical Education.

This unit is specifically designed to help all students:

- Develop & refine motor skills & movement patterns as they relate to flag football;
- Understand & apply concepts and strategies that will enhance student success in flag football;
- Achieve & maintain a health-enhancing level of physical fitness;
- Exhibit responsible personal & social behavior;
- Recognize the value of physical activity for health, enjoyment, challenge & social interaction.
The middle school years provide a platform for students to refine their previously learned fundamental motor skills and movement patterns and begin to apply them in a wide variety of physical activity contexts. The students are now ready to learn more complex, sport-specific skills, concepts and strategies that will allow for success in small and large-sided or modified games. This unit will focus on developing, refining and mastering the following skills, concepts and strategies as they relate to flag football:

**Concepts & Strategies**
- Basic Offense
- Basic defense
- Line of Scrimmage
- Down & Distance
- Player Positions
- Decision Making

**Skill Progressions**
- Throwing/Passing
- Catching
- Kicking/Punting
- Ball Carrying
- Route Running
- Defense
### National Standards & Grade-Level Outcomes Addressed in this unit

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<th>Grade Level Outcome</th>
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<td>S1.M2.7</td>
<td>Throws with a mature pattern for distance or power in a dynamic environment.</td>
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<td>Standard 1</td>
<td>S1.M3.7</td>
<td>Catches with a mature pattern from different trajectories in small-sided game play.</td>
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<tr>
<td>Standard 2</td>
<td>S2.M3.7</td>
<td>Creates open space by staying spread on offense and cutting and passing quickly.</td>
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<tr>
<td>Standard 2</td>
<td>S2.M5.7</td>
<td>Reduces open space by not allowing the catch or anticipating the speed of an object for the purpose of deflection or interception.</td>
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<tr>
<td>Standard 2</td>
<td>S2.M6.7</td>
<td>Transitions between offense and defense quickly by communicating with teammates.</td>
</tr>
<tr>
<td>Standard 2</td>
<td>S2.M11.8</td>
<td>Reduces open spaces in the field by working with teammates to maximize coverage.</td>
</tr>
<tr>
<td>Standard 4</td>
<td>S4.M1.6</td>
<td>Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, and exhibiting safe behaviors.</td>
</tr>
<tr>
<td>Standard 4</td>
<td>S4.M1.7</td>
<td>Exhibits responsible behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.</td>
</tr>
<tr>
<td>Standard 4</td>
<td>S4.M3.8</td>
<td>Provides encouragement &amp; feedback to peers without prompting from the teacher.</td>
</tr>
<tr>
<td>Standard 4</td>
<td>S4.M5.7</td>
<td>Problem-solves with a small group of classmates during small group initiatives or game play.</td>
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<tr>
<td>Standard 4</td>
<td>S4.M7.7</td>
<td>Independently uses equipment appropriately and safely.</td>
</tr>
<tr>
<td>Standard 5</td>
<td>S5.M3.7</td>
<td>Generates positive strategies such as offering suggestions or assistance, leading or following others and providing possible solutions when faced with group challenges.</td>
</tr>
<tr>
<td>Standard 5</td>
<td>S5.M6.6</td>
<td>Demonstrates respect for self and others in activities and games by following the rules, encouraging others and playing in the spirit of the game or activity.</td>
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**Reference**

## Elementary School NFL FLAG Football Unit Block Plan

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<tr>
<td>Skill: Passing</td>
<td>Skill: Passing &amp; catching</td>
<td>Skill: Running Routes</td>
<td>Skill: Ball Carrying</td>
<td>Skill: Kicking &amp; punting</td>
</tr>
<tr>
<td>Context(s): As a quarterback</td>
<td>Context(s): As a quarterback and wide receiver</td>
<td>Context(s): As a wide receiver</td>
<td>Context(s): As a running back</td>
<td>Context(s): Place kicking and punting</td>
</tr>
<tr>
<td>Activities: Star drill, partner practice, fish in a barrel</td>
<td>Activities: Ladder drills, partner practice, small group practice</td>
<td>Activities: Passing &amp; catching practice, route running practice</td>
<td>Activities: Twist off, snake run, angle of pursuit</td>
<td>Activities: Kingpin, partner kicking/punting, special teams tag</td>
</tr>
</tbody>
</table>

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<tr>
<th>OTA's Day 6</th>
<th>OTA's Day 7</th>
<th>OTA's Day 8</th>
<th>Pre-season Day 9</th>
<th>Reg - Season Day 10</th>
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<tbody>
<tr>
<td>OTA's Day 6</td>
<td>OTA's Day 7</td>
<td>OTA's Day 8</td>
<td>Pre-season Day 9</td>
<td>Reg – Season Day 10</td>
</tr>
<tr>
<td>Context(s): Small-sided modified games</td>
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</tr>
<tr>
<td>Activities: Ladder drills, bump &amp; go, offensive play design</td>
<td>Activities: Buzz &amp; Rip, Shadow Routes, Defensive play design</td>
<td>Activities: Partner passing, play design, 5 v 5 walkthrough</td>
<td>Activities: Keep away, Play design, 5 v 5 game play</td>
<td>Activities: Cognitive Assessment, 5 v 5 game play</td>
</tr>
</tbody>
</table>
Lesson 1  Mini Camp - Passing

Grade Level:
6-8 (14U)

National Standards & Grade-level Outcomes:
S1.M2.7, S1.M3.7

Lesson Objective(s):
By the end of this lesson the students will be able to demonstrate and describe the proper cues for throwing a football as a quarterback.

Lesson Length:
40 Minutes

Equipment Needed:
Footballs, poly spots, 3 large buckets

Essential Question (related to objective):
Why is it important for the QB to step towards their target when they throw?

Safety Standard:
S4.M7.7 – Uses class equipment appropriately and safely

<table>
<thead>
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<th>Evaluation &amp; Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instant Activity</td>
<td>5 min</td>
<td>Star Drill – One student will begin in the middle of the star. He/she will sprint forward to cone, and backpedal to the middle, sprint to the next cone to the right, back pedal back to the middle. Repeating until they have gone all the way around. Once a whole rotation is complete, another student hops into the middle and take their turn.</td>
<td>Paint the picture that students are playing defense and they need to move/change directions quickly. When back pedaling, use these cues: • Short choppy steps • Keep center of gravity.</td>
<td>Have multiple star drill stations set up to reduce wait time. Have students pick up the cones after the activity is over. 2 students can go at once, as long as the first student is at least halfway through.</td>
</tr>
</tbody>
</table>

Skill Development Activity 10 min
Passing & Catching Practice – During this time students will partner up and practice passing and catching in their own space.
Encourage the students to use a three step drop before passing the football.
Quarterback Throwing Cues:
• Get a grip
• Side to target
• Ball to ear
• Step to target (with opposite foot)
• Rotate the hips & extend throwing arm
• Follow through (down and across body)
Prior to partner work, teacher may also demonstrate a three step drop for the quarterbacks. Practicing this will help simulate a more authentic (dynamic) form of practice.
## Lesson 1  Mini Camp – Passing

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group work</td>
<td>20 min</td>
<td>Fish in a Barrel: Divide the students up into groups of 4 and have each team designate a ‘team space’ on the outside edge of the gym. Place a 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 barrel. 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 play wins.</td>
</tr>
<tr>
<td>In between each round of play, remind students of the cues for throwing that will help them succeed:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Get a grip</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Side to target</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ball to ear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Step to target (with opposite foot)</td>
<td></td>
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</tr>
<tr>
<td>• Rotate the hips &amp; extend throwing arm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Follow through (down and across body)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add more buckets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closure</td>
<td>5 min</td>
<td>Skill Recap &amp; Check for Understanding</td>
</tr>
<tr>
<td>Refer back to objectives and ask students to verbally repeat the cues for proper passing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask a student demonstrate the cues properly as they say it.</td>
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<td></td>
</tr>
</tbody>
</table>
Lesson 1  Star Drill
Lesson 1  Fish in a Barrel
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Lesson 2  Mini Camp: Offensive Positions

**Grade Level:**
6-8 (14U)

**National Standards & Grade-level Outcomes:**
S1.M2.7, S1.M3.7,

**Lesson Objective(s):**
By the end of this lesson, the students will be able to correctly demonstrate and describe the cues for successfully throwing and catching a football, by verbal responses and participation in class activities.

**Lesson Length:**
40 Minutes

**Equipment Needed:**
Flag belts, cones, footballs, diagrams of pass patterns

**Essential Question (related to objective):**
Why is it important for the WR to keep their hands up?

**Safety Standard:**
S4.M7.7 – Uses class equipment appropriately and safely

<table>
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<th>Progressions &amp; Teaching Cues</th>
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</tr>
</thead>
</table>
| Instant Activity | 5 min | Ladder Drills: As students enter the gym, have them go to a speed ladder and practice their footwork. Facing the ladder, have the students place two feet in and two feet out of each rung of the ladder while moving to their right. One student goes and then another goes when the first student is at least halfway through. | Cues for successful ladder drill participation:
  • Short and choppy
  • Pump the arms
  • All the way in all the way out | To challenge students, have different patterns/pathways for the students to pass through the ladder drills. |
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<table>
<thead>
<tr>
<th>Skill Development Activity</th>
<th>Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Passing &amp; Catching</strong></td>
<td>10 min</td>
<td>During this time students will partner up and practice passing and catching in their own space. Encourage the students to use a three step drop before passing the football.</td>
</tr>
</tbody>
</table>
| **Quarterback Throwing Cues:** | | - Get a grip
- Side to target
- Ball to ear
- Step to target (with opposite foot)
- Rotate the hips & extend throwing arm
- Follow through (down and across body) |
| **Receivers Catching Cues:** | | - Thumbs together, pointers together
- Diamond at chest height extended
- Adjust hands to size of the ball
- Squeeze on impact
- Tuck & go |
| **Lead-up Game**         | 20 min   | Crazy Catch: Students will be organized into groups of 4. 4 students will grab a football and stand in a square, and one student will stand in the middle of the square. On the teacher's go, the student in the middle will catch a pass from one student on the outside and throw it back to the same person, then half-turn to the right to catch a pass from the next student in the square, and so on so the person in the middle has caught a pass from each of the four outside students. Continue rounds until each student has been in the middle. |
| **Receivers Catching Cues:** | | - Thumbs together, pointers together
- Diamond at chest height extended
- Adjust hands to size of the ball
- Squeeze on impact
- Tuck & go |
| **To make this activity more difficult,** | | have the student in the middle start with a football and begin using the same pattern of throwing and catching to the outside, only add a second ball. In this modification, the students on the outside do not start with a football. |
| **Closure**              | 5 min    | Skill Recap & Check for Understanding |
|                          |          | Ask students to verbally repeat the cues for proper throwing & catching. |
|                          |          | Ask a student demonstrate the cues/routes properly as they say it. |
Lesson 2  Ladder Drill
Lesson 2  Crazy Catch
Lesson 3  Mini Camp: Route Running

**Grade Level:**
6-8 (14U)

**National Standards & Grade-level Outcomes:**
S1.M2.7, S1.M3.7

**Lesson Objective(s):**
By the end of this lesson, the students will be able to correctly identify and describe three new pass routes; the Post, Flag and Drag.

**Lesson Length:**
40 Minutes

**Equipment Needed:**
Flag belts, cones, footballs, diagrams of pass patterns.

**Essential Question (related to objective):**
When should the WR plant with their inside/outside foot?

**Safety Standard:**
S4.M7.7 – Uses class equipment appropriately and safely

<table>
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| Instant Activity | 5 min | Ladder Drills: As students enter the gym, have them go to a speed ladder and practice their footwork. Facing the ladder, have the students place two feet in and two feet out of each rung of the ladder while moving to their right. One student goes and then another goes when the first student is at least halfway through. | Cues for successful ladder drill participation:  
• Short and choppy  
• Pump the arms  
• All the way in all the way out | To challenge students, have different patterns/pathways for the students to pass through the ladder drills. |
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<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</table>
| **Skill Development Activity** | **10 min** | Passing & Catching – During this time students will partner up and practice passing and catching in their own space. Encourage the students to use a three step drop before passing the football. **Quarterback Throwing Cues:**  
- Get a grip  
- Side to target  
- Ball to ear  
- Step to target (with opposite foot)  
- Rotate the hips & extend throwing arm  
- Follow through (down and across body)  
**Receivers Catching Cues:**  
- Thumbs together, pointers together  
- Diamond at chest height extended  
- Adjust hands to size of the ball  
- Squeeze on impact  
- Tuck & go  
Prior to partner work, teacher may also demonstrate a three step drop for the quarterbacks. Practicing this will help simulate a more authentic (dynamic) form of practice. |
| **Lead-up Game** | **20 min** | Passing, Route Running: During this time, the students will be in groups of 3 practicing the three new passing routes in their own space. The students should rotate roles each time. There will be one QB and two WRs. The QB will call the routes; students line up on the line of scrimmage, QB gives cadence, and WRs run their routes. **Passing Routes:**  
- Post – 10 yards, inside turn (outside foot plant), sprint to goal post  
- Flag – 10 yards, outside turn (inside foot plant), sprint to back corner of end zone  
- Drag – 5 yards, 90 degrees turn (outside foot plant, sprint across the middle  
Demonstrate the proper alignment of the positions on the line of scrimmage, QB cadence. Have a diagram of these routes posted for the students to reference as they practice. Filter around and positive constructive feedback to students as they practice. |
| **Closure** | **5 min** | Skill Recap & Check for Understanding  
Ask students to verbally repeat the cues for proper throwing & catching. Also ask to name the three new pass routes.  
Ask a student to demonstrate the cues/routes properly as they say it. |
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Lesson 3  Ladder Drill 2

High knees, two feet in each ring
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### Lesson 4  Mini Camp – Ball Carrying

**Grade Level:**
6-8 (14U)

**National Standards & Grade-level Outcomes:**

**Lesson Objective(s):**
By the end of this lesson the student will be able to correctly demonstrate and describe the cues for handing off a football, receiving a football handoff, and carrying a football while running.

**Lesson Length:**
40 Minutes

**Equipment Needed:**
Cones, footballs, flag belts

**Essential Question (related to objective):**
Why is it important to cut quickly and powerfully while changing directions?

**Safety Standard:**
S4.M7.7 – Uses class equipment appropriately and safely

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</table>
| Instant Activity | 5 min | Twist Off - as the students enter the gym, they will grab a partner and a football (1 per set of partners) and get to their own space. Students will stand back to back and practice rotating side to side handing off, and receiving handoffs to and from their partners. Have students see how many they can successfully complete in 30 seconds. Rest and repeat. | Cues for handing off a football:  
- Turn & face  
- Extend arms  
- Hands on ball’s sides  
- Place ball firmly in running back’s stomach  
Cues for receiving a handoff:  
- Inside elbow up, outside elbow down  
- Receive, tuck & run! (no run here) | Have students run against each other to make it more competitive |
| Skill Development Activity | 10 min | Snake Run: Students divided into groups of 5 and placed at the start of a series of zig-zagged cones, and at each cone. 1 student will run through the series of cones demonstrating the correct skills for carrying a football while the other students will be positioned at each cone and try to swipe the football from the carrier as they go by. | Cues for carrying the football:  
- Outside hand  
- Cover the tips  
- Tuck to the ribs  
As students pass each cone instruct them to plant and explode past the defender. | Defenders only get one swipe and must only swipe at the ball. Hitting of any kind is not allowed/tolerated. |
| **Team Running Practice** | **20 min** | **Angle of Pursuit:** Students will get into groups of 3 and go to a set of running lanes. One partner will be the center, one a RB and the other the QB. The QB will call out a lane (hole) and a side and practice making the appropriate handoffs while the RB practice receiving the handoff and running through the proper lanes (holes). Example: “2 right,” “4 left.” Play will begin on the QB’s cadence “Set, Hut” HERE’S THE TWIST: After the center snaps the ball to the QB, she/he will peel around and try to beat the running back to the hole/lane and pull their flag off. Students will rotate roles each time. |
| **Cues for handing off a football:** | | **Cues for receiving a handoff:** |
| | • Turn & face side line | • Step diagonal towards hole |
| | • Step diagonal | • Inside elbow up, outside elbow down |
| | • Extend arms | • Receive, tuck & run! |
| | • Place ball firmly in running back’s stomach | |
| **Cues for running with the football:** | | **Cues for handing off a football:** |
| | • Outside hand | • Turn & face side line |
| | • Cover the tips | • Step diagonal |
| | • Tuck to the ribs | • Extend arms |
| **Diagram the running holes/lanes to the students prior to participating in this activity.** | | **Refer back to objectives and ask students to verbally describe the cues for giving and receiving a handoff. Also ask for an answer to the essential question.** |
| **Closure** | **5 min** | **Skill Recap & Check for Understanding** |
| **Ask a student demonstrate the handoffs properly as they say it.** | | |
Lesson 4  Twist Off
Lesson 4  Angle of Pursuit
Lesson 4  Snake Run
NFL FLAG Football
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Lesson 5  Mini Camp: Kicking & Punting

Grade Level:
6-8 (14U)

National Standards & Grade-level Outcomes:

Lesson Objective(s):
By the end of this lesson the students will be able to successfully and correctly demonstrate and describe the cues for kicking and punting a football..

Lesson Length:
40 Minutes

Equipment Needed:
Cones, footballs, flag belts, kick tee of some kind.

Essential Question (related to objective):
Is it better to kick the ball higher or farther or both? Why?

Safety Standard:
S4.M7.7 – Uses class equipment appropriately and safely

<table>
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</thead>
</table>
| Instant Activity | 5 min | King Pin: As students enter the gym, have them get a soccer ball (or softer gator skin ball), a cone, and get into groups of four. The students should align themselves all facing each other in a square with their cone at their side. The object of the game is to kick the ball along the ground and knock over your classmates cones. When a cone is knocked over, put it back upright and keep playing. See how many cones they knock over before teacher stops play. | Give the students the following cues for kicking:  
• Step towards the ball with kicking foot  
• Extend arms  
• Plant opposite foot even with ball  
• Kick lower third of the ball  
• Contact ball with shoe laces  
• Lean back (slightly) as you kick  
• Upward & forward (kicking leg follow-through) | Use this activity to introduce/refine basic kicking skills already learned. |
| Skill Development Activity | 10 min | Partner Place Kicking Practice: Students will partner up, grab a football, a flag belt, and a kicking tee. And line up across from each other 30 yards apart. One partner will be the kicker and the other partner will catch/field the kick and run it back to the tee. Students will switch roles each time. | Give the students the following cues for kicking:  
- Step towards the ball with kicking foot  
- Extend arms  
- Plant opposite foot even with ball  
- Kick lower third of the ball  
- Contact ball with shoe laces  
- Lean back (slightly) as you kick  
- Upward & forward (kicking leg follow-through) | Introduce the concept of the kickoff to begin a game of football. Demonstrate the cues in motion for kicking a football. |
| Skill Development Activity | 10 min | Partner Punting Practice: Students will stay with the same partner. And line up across from each other 30 yards apart. One partner will be the kicker and the other partner will catch/field the kick and run it back to the tee. Students will switch roles each time. | Cues for punting a football:  
- Arms out  
- Laces up  
- Step & drop  
- Contact ball with shoe laces  
- Upward & forward (kicking leg follow-through) | Introduce the concept of punting on 4th down and describe why a team may decide to punt. If students struggle with punting the football successfully, use a different ball. |
| Lead-up Game | 10 min | Special Teams Tag: Students will use the same set up, only this time when the ball is kicked/fielded, the kicker will chase the returner and try and pull their flag. Once their flag is pulled (or the teacher stops play after 30 seconds of chasing) the students will switch roles and get ready to start another round. After each student has place-kicked, instruct the students to punt the football to the returner. | Introduce the concept of special teams  
Remind the students to use the proper cues for kicking/punting a football.  
Give the returner the cue of "elbows in" for catching the high kick/punt. | If students have difficulty kicking or punting the football, use a different (bigger) ball to increase chances of success. |
| Closure | 5 min | Skill Recap & Check for Understanding | Refer back to objectives and ask students to verbally describe the cues for kicking & punting a football. Also ask for an answer to the essential questions. | Ask a student demonstrate the route properly as they say it. |
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Lesson 6  OTA’s – Basic Offensive Strategies

Grade Level:
6-8 (14U)

National Standards & Grade-level Outcomes:

Lesson Objective(s):
By the end of this lesson, the students will be able to correctly demonstrate and describe the concept of creating space between themselves and the defense for the purpose of catching a pass

Lesson Length:
40 Minutes

Equipment Needed:
Footballs, cones, flag belts, flip charts.

Essential Question (related to objective):
Why is it important for the wide receiver to create space between them and the defense?

Safety Standard:
S4.M7.7 – Uses class equipment appropriately and safely

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Instant Activity</td>
<td>5 min</td>
<td>Ladder Drills: As the students enter the gym, direct them to a ladder where they can run through some agility drills. Have them start by doing high knees through the ladder putting both feet in each rung of the ladder.</td>
<td>Cues for successful ladder drill participation:</td>
<td>Have enough ladders set out so students don’t wait in line long. Have different pathways readily available to challenge kids.</td>
</tr>
<tr>
<td>Skill Development Activity</td>
<td>10 min</td>
<td>Bump &amp; Go: Put students in groups of 4. Two students lined up single file on one side, and the other two students in the group about ten yards apart lined up the same way. The first two students in each line will jog towards each other like they are going to block each other, when they get to each other, they will both break to the right (away from each other) and continue on to catch a pass from the second person in line. After they catch the ball, they will get in line to be the passer (QB) on the other side. Continue to rotate roles.</td>
<td>Use this time to talk about how creating space is a valuable offense strategy that WRs use so that it’s easier for them to get open a catch a pass from the QB. Reiterate to the students that they should plant and explode off of the foot that is opposite the direction they will go.</td>
<td>After each person has completed a repetition, have the receivers run any one of the 6 pass routes they have already learned, hook, slant, go, post, flag &amp; drag.</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Description</th>
<th>Teacher Observations</th>
<th>Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill Development</strong></td>
<td>10 min</td>
<td><strong>Play Book Design:</strong> During this time each group of 5 will get a flip chart and a marker. Each group will diagram and practice at least six plays in which the C, RB and 2 WRs all run different pass route.</td>
<td>During this time the teacher will filter around to each group to ensure students are being inclusive and working well together.</td>
<td>Each group of 5 will need a flip chart and a marker to diagram their plays in their playbook.</td>
</tr>
<tr>
<td><strong>Group Activity</strong></td>
<td>10 min</td>
<td><strong>Offensive Plays Practice:</strong> During this activity, each team of 5 will practice running the plays they created in their own space. Students should switch roles each play to get practice at each position.</td>
<td>Filter around to provide positive and constructive feedback to the students.</td>
<td>There is no defense for this drill.</td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td>5 min</td>
<td><strong>Skill Recap &amp; Check for Understanding</strong></td>
<td>Have each group demonstrate one play to the class.</td>
<td>Prompt students for answers to the essential question.</td>
</tr>
</tbody>
</table>
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Lesson 6  Ladder Drill
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Lesson 6  Bump & Go

WR=Wide Receiver  QB=Quarterback
Lesson 7  OTA’s – Basic Defensive Strategies

Grade Level:
6-8 (14U)

National Standards & Grade-level Outcomes:

Lesson Objective(s):
By the end of this lesson, the students will be able to correctly demonstrate and describe how to reduce open space from a defensive perspective by participating in class activities.

Lesson Length:
40 Minutes

Equipment Needed:
Footballs, cones, flag belts, flip charts.

Essential Question (related to objective):
Why is it important to keep a balanced center of gravity when I buzz & breakdown?
How can a team work together to take up more space than just one player?

Safety Standard:
S4.M7.7 – Uses class equipment appropriately and safely

<table>
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</tr>
</thead>
</table>
| Instant Activity | 10 min | Buzz & Rip: As students enter the gym, they will get a partner, a flag belt and a football. The teacher will play music for 30 second intervals while the students play catch. When the music stops, the student who has the ball must run from their partner, who will buzz, breakdown & rip their flag off. Allow 30 seconds for each “chase” before starting the music again. | Buzz Technique  
• Close the gap  
• Short, choppy steps  
• Breakdown & rip (the flag)  
Breakdown Position  
• Feet – Feet shoulder-width apart  
• Squeeze – Proud chest, shoulders back  
• Sink – Knees bent, forward lean, chin up & over the toes  
• Hand - Elbows bent with forearms parallel to the ground; hands and fingers are loose |
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| Skill Development Activity | 10 min | Shadow Routes: Divide students into groups of 3, get a football and get into their own space. One student is the QB, one the WR, and one on defense. The QB and WR will huddle and decide which pass route to run. They will come to the line of scrimmage, the QB will give the cadence, and they will run the play and try to complete a pass while the defense tries to deflect the pass. | Cues for Good Defensive Play:  
- 5 and 1 (5 steps off, one step inside)  
- Staggered feet  
- Backwards first  
- Cut grass (back pedal)  
- Forward lean & chin over toes  
- Eyes up  
- Run with the receiver  
- Break on the ball | Demonstrate proper defensive alignment prior to beginning this activity. Give the defense the goal of not allowing the WR to get behind them. |
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<tbody>
<tr>
<td>Lead-up Game</td>
<td>15 min</td>
<td>Defensive Play Book Design: During this time each group of 5 will get a flip chart and a marker. Each group will diagram and practice at least 4 different defensive alignments that will successfully defend a pass play or a run play.</td>
<td>Introduce the concept of taking up space as a team to make it difficult for the offense to get open. Give them the hint that the offense can only run 6 different routes.</td>
</tr>
<tr>
<td>Closure</td>
<td>5 min</td>
<td>Skill Recap &amp; Check for Understanding</td>
<td>Have each group demonstrate one defensive alignment to the class.</td>
</tr>
</tbody>
</table>
Lesson 7  Shadow Route

DB=Defensive Back  WR=Wide Receiver  QB=Quarterback
Lesson 8  OTA’s: Team Strategies

Grade Level: 6-8 (14U)

National Standards & Grade-level Outcomes:

Lesson Objective(s):
By the end of this lesson the students will be able to demonstrate competence in using basic offensive and defensive strategies through successful participation in team activities

Lesson Length: 40 Minutes

Equipment Needed:
Cones, footballs, pinnies (jerseys).

Essential Question (related to objective):
Why is it important for both teams to huddle before each play? What does down and distance mean?

Safety Standard:

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<tr>
<td>Instant Activity</td>
<td>5 min</td>
<td>Partner Passing Practice: As students enter the gym, have them get a partner and a ball and spread in their own space to practice playing catch with one another.</td>
<td>Filter around and provide positive and constructive feedback.</td>
<td>Challenge students to see how many consecutive passes they can complete.</td>
</tr>
</tbody>
</table>

| Lead-up Activity | 10 min | Team Practice: students will get into their same teams of 5 and spread out into their own space with another team of 5 to practice running both their offensive and defensive plays against each other before they begin modified game play. Teams will switch offense and defense after each play. Students change positions every play. | Stress correct alignment on the line of scrimmage. Corner backs cover receivers, defensive lineman covers the center, and a safety covers the QB. The safety can choose to stay back and help cover receivers, or he/she can rush the passer. | Introduce the safety position in addition to the cornerbacks, along with ‘rushing the passer.’ Rushers must count to 5 Mississippi before rushing the QB. |
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<tr>
<td>Modified Game Play</td>
<td>20 min</td>
<td>5 V 5 Game Play: Students will be matched against another team on a field that is no longer than 50 yards long. This time, students will have 4 chances to get a 1st down or score a touchdown. Two completed passes within 4 downs earns the offense a first down. Getting the ball into the end zone will score a touchdown. If a team fails to get a first down. The other team gets the ball going the other direction. Stress to the students that the object of the game is to move the ball down field towards the end zone, to score a touchdown and earn points for their team. Introduce the concept of a huddle, down &amp; distance, first downs, and turnovers (on downs) and interceptions. Play does not stop on an interception. Reiterate that the line of scrimmage changes every play based on where the offensive player’s flag got pulled. If the offense can successfully complete two forward passes within 4 downs. It becomes first down and they get another set of 4 downs. Fumbles will not be live balls. Play will stop and it will be the next down.</td>
</tr>
<tr>
<td>Closure</td>
<td>5 min</td>
<td>Check for Understanding Prompt the students to share one thing that they found made them successful on offense/defense. Tie back into the objective and ask students how they would answer the essential questions.</td>
</tr>
</tbody>
</table>
Lesson 9  Pre-Season Games

Grade Level:
6-8 (14U)

National Standards & Grade-level Outcomes:

Lesson Objective(s):
By the end of this lesson, the students will be able to correctly describe the concepts of down & distance and change of possession.

Lesson Length:
40 Minutes

Equipment Needed:
Cones, footballs, pinnies (jerseys)

Essential Question (related to objective):
What are the two different ways to turn the ball over so that the defense becomes the offense?

Safety Standard:

Content (what) | Time | Organization & Transitions | Progressions & Teaching Cues | Evaluation & Modifications
--- | --- | --- | --- | ---
Instant Activity | 5 min | Keep Away – As students enter the gym, have them get flag belts and get into groups of three with one football. One person is on defense and the other two are on offense. The object of the defender is to pull the flag of the offensive player that is holding the football. Offensive players can only hand off the football to each other. | Reiterate the proper cues for hand offs (giving and receiving), buzzing, breaking down, and ripping. |  
Skill Development Activity | 10 min | New Team Play Design: Students will get new teams of 5 and practice new offensive and defensive plays in their own space. | Reiterate that corner backs cover receivers, defensive lineman covers the center, and a safety covers the QB. The safety can choose to stay back and help cover receivers, or he/she can rush the passer. | Introduce the safety position in addition to the cornerbacks, along with ‘rushing the passer.’ Rushers must count to 5 Mississippi before rushing the QB. |
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<td>Stress to the students that the object of the game is to move the ball down field towards the end zone, to score a touchdown and earn points for their team. Reiterate the concepts of a huddle, down &amp; distance, first downs, and turnovers (on downs) and interceptions. Play does not stop on an interception. Reiterate that the line of scrimmage changes every play based on where the offensive player’s flag got pulled.</td>
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<td>Teacher allows each game to go for 5 minutes before stopping play. When play stops each team will rotate to the field to their left and play a new team. Students do not keep records of win loss. The focus is on fun and skill development, not who won or lost.</td>
</tr>
<tr>
<td>Closure</td>
<td>5 min</td>
<td>Check for Understanding</td>
</tr>
<tr>
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<td>Prompt the students to share one thing that they found made them successful on offense/defense.</td>
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<td>Tie back into the objective and ask students how they would answer the essential questions.</td>
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Lesson 10  Regular Season – The True Test

Grade Level:  
6-8 (14U)  

National Standards & Grade-level Outcomes:  

Lesson Objective(s):  
By the end of this lesson, students will demonstrate the ability to play a modified flag football game by following the rules of the game and positively working together with their peers to problem solve ways to help their team be successful.

Lesson Length:  
40 Minutes

Equipment Needed:  
Quizzes, pencils, flag belts, footballs, cones

Essential Question (related to objective):  
Why is it important to respect your teammates and opponents?

Safety Standard:  

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<tr>
<td>Instant Activity</td>
<td>5 min</td>
<td>Cognitive Assessment: of football knowledge, skills and concepts taught in class.</td>
<td>As the students enter the gym, give them a quiz and a pencil and have them spread out in their own space to take their quiz. Once they complete the quiz, turn it in to the teacher.</td>
<td>Filter around through the students as they take their quiz to make sure none are cheating.</td>
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<th>Modified Game Play</th>
<th>30 min</th>
<th>5 V 5 Game Play: Students will be matched against another team on a field that is no longer than 50 yards long. This time, students will have 4 chances to get a 1st down or score a touchdown. Two completed passes within 4 downs earns the offense a first down. Getting the ball into the end zone will score a touchdown. If a team fails to get a first down. The other team gets the ball going the other direction.</th>
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<th>Teacher allows each game to go for 5 minutes before stopping play. When play stops each team will rotate to the field to their left and play a new team. Students do not keep records of win loss. The focus is on fun and skill development, not who won or lost.</th>
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<td>Prompt the students to share one thing that they found made them successful on offense/defense.</td>
<td>Tie back into the objective and ask students how they would answer the essential questions.</td>
</tr>
<tr>
<td><strong>Instant Activity</strong></td>
<td>5 min</td>
<td><strong>Cognitive Assessment</strong>: of football knowledge, skills and concepts taught in class.</td>
<td>As the students enter the gym, give them a quiz and a pencil and have them spread out in their own space to take their quiz. Once they complete the quiz, turn it in to the teacher.</td>
<td>Filter around through the students as they take their quiz to make sure none are cheating.</td>
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</table>
1. What is the name of the imaginary line that players line up on to begin each play?
   a. Mason Dixon Line
   b. Line of Scrimmage
   c. Line of Play
   d. The Play Line

2. Please label the following WR pass patterns taught to you in class:

   Matching
   Please place the appropriate letter on the line that coincides with the appropriate position description:

   3. Quarter Back ______ A. The player who snaps the ball to the quarter back
   4. Running Back ______ B. The player the tries to stop the wide receiver from catching the ball
   5. Center ______ C. The player that receives a handoff from the quarter back and runs with the football
   6. Wide Receiver ______ D. The player that throws the football to the wide receivers
   7. Defensive Back ______ E. The player who runs passing routes and catches the football
NFL FLAG Football
Middle School Curriculum Quiz

True/False

Please mark a “T” next to the statement if you believe it is true. Please mark an “F” if you believe the statement is false. Please also provide a brief justification statement to tell why you think the answer is what you think it is.

Example:

_F_____ - The wide receiver decides what pass pattern to run each play.

Justification: The quarterback decides what pass patterns the wide receivers will run each play.

8. _____ - If there is an incomplete pass, the line of scrimmage moves to where the ball landed.

Justification:

9. _____ - An interception happens when a defensive player catches a ball thrown by the quarterback.

Justification:

10. _____ - In football, the offense gets as many plays as they want to get a first down or score a touchdown.

Justification:
Play on our team

Find your local league at www.NFLFlag.com