



NFL FLAG FOOTBALL ELEMENTARY SCHOOL CURRICULUM

 **SHAPE** SOCIETY
America OF HEALTH
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EDUCATORS
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NFL FLAG Football

Elementary School Curriculum

This NFL FLAG Football curriculum was created for use in elementary school physical education classes. The activities in this curriculum are appropriate for use with students between grades 3-5 (ages 8-10) 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 use 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



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The elementary school years represent a time in which students should be developing, refining and mastering fundamental motor skills and movement patterns. This unit will focus specifically on developing, refining and mastering the following motor skills and movement patterns as they relate to flag football:

Motor Skills

- Running
- Jumping
- Throwing
- Catching
- Kicking
- Balancing

Movement Patterns

- Forward
- Backward
- Zig Zag
- Curved
- High Level
- Low Level



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National Standards & Grade-Level Outcomes Addressed in this unit

Standard	Grade-Level Outcome	Description
Standard 1	S1.E6.4	Combines traveling with manipulative skills
Standard 1	S1.E14.4a	Throws overhand using mature pattern while stationary
Standard 1	S1.E14.4b	Throws overhand to a partner with reasonable accuracy
Standard 1	S1.E15.5a	Throws with accuracy while both partners are moving.
Standard 1	S1E16.3	Catches a gently tossed hand sized ball from a partner
Standard 1	S1.E16.4	Catches a thrown ball at various levels while stationary
Standard 1	S1.E16.5b	Catches ball with accuracy while both partners are moving
Standard 1	S1.E16.5c	Catches with reasonable accuracy in small-sided tasks
Standard 1	S1.E21.1	Continuously approaches and kicks a stationary ball
Standard 1	S2.E21.4	Punts using a mature pattern
Standard 2	S2.E3.3	Combines movement concepts with skills
Standard 2	S2.E5.3a/b	Applies strategies & tactics in chasing and fleeing activities
Standard 4	S4.E4.3a	Works cooperatively with others
Standard 4	S4.E5.4	Exhibits etiquette and adherence to rules
Standard 5	S4.E6.4	Works safely with peers and equipment

Reference

Society of Health and Physical Educators. (2014). National standards & grade-level outcomes for K-12 physical education. Champaign, IL: Human Kinetics.



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Elementary School NFL FLAG Football Unit Block Plan

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p>Skill: Running</p> <p>Context(s): Running at various speeds & pathways while holding a football</p> <p>Activities: Flag tag, Snake Run & Team Touchdowns</p>	<p>Skill: Throwing</p> <p>Context(s): Stationary overhead throw to stationary target in small and large-sided games</p> <p>Activities: Rain makers, partner poly pass & battleship</p>	<p>Skill: Catching</p> <p>Context(s): Catching a ball while stationary</p> <p>Activities: YAC, catching low, medium, high, Power I relay</p>	<p>Skills: Running & Throwing</p> <p>Context(s): Stationary throws to moving targets</p> <p>Activities: Box Drill, Hook, slant & go, touchdown city</p>	<p>Skills: Running & Catching</p> <p>Context(s): Catching a thrown ball while moving in small and large sided games.</p> <p>Activities: Hot Potato, snake run & catch, Rain makers two</p>
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<p>Skills: Kicking & Punting</p> <p>Context(s): approaching and kicking stationary ball/dropped ball</p> <p>Activities: Box Drill, place-kicking & punting practice, kick return tag.</p>	<p>Skills: Running, Catching Throwing</p> <p>Context(s): Dynamic small-sided games and skill practice</p> <p>Activities: Flag tag, running lanes, play action pass</p>	<p>Skills: Running, Catching Throwing</p> <p>Context(s): Dynamic small-sided games w/defense</p> <p>Activities: Play action practice, team practice & strategy</p>	<p>Skills: Running, Catching, Throwing, Kicking, Punting</p> <p>Context(s): Dynamic small-sided invasion games w/defense</p> <p>Activities: YAC, small-sided game play</p>	<p>Skills: Running, Catching, Throwing, Kicking, Punting</p> <p>Context(s): Dynamic small-sided invasion games w/defense</p> <p>Activities: Hot Potato, small-sided game play</p>



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Lesson 1 Running with the Football

Grade Level:

3-5 (U12)

National Standards & Grade-level Outcomes:

S1, E6.4, S1.E7.1, S4.E1.3 & S4.E5.3

Lesson Objective(s):

By the end of this lesson the students will be able to correctly demonstrate and describe the proper cues for carrying a football while moving and pulling an opponent's flag off.

Lesson Length:

40 Minutes

Equipment Needed:

Nerf football, hula hoops, flag belts

Essential Question (related to objective):

Why is it important to cover both tips of the football? What can I do to make it easier to pull off the opponent's flag?

Safety Standard:

S4.E5.4 – Exhibits etiquette and adherence to rules
 S4.E6.4 – Works safely with peers and equipment

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	Flag Tag: Each student enters the gym and puts on a flag belt and joins the game. The object of the game is to not get your flags pulled. When a flag is pulled; the student must hold it in their hand and remain playing until their second flag is pulled. When a student's second flag is pulled they must stay in place and try and pull the flags of other students running by. Everyone is "it."	Cues for Flag Pulling: <ul style="list-style-type: none"> • Eyes on hips • Stay low, stay square (breakdown position) • Reach for the hip 	
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 securing the football: <ul style="list-style-type: none"> • Outside hand (away from defense) • Cover the tips • Tuck to the chest 	Only give the student one swipe at the ball as their teammate passes by. Instruct the students to be careful not to hit the person running. Remind ball carrier to hold ball in outside hand away from the defender.



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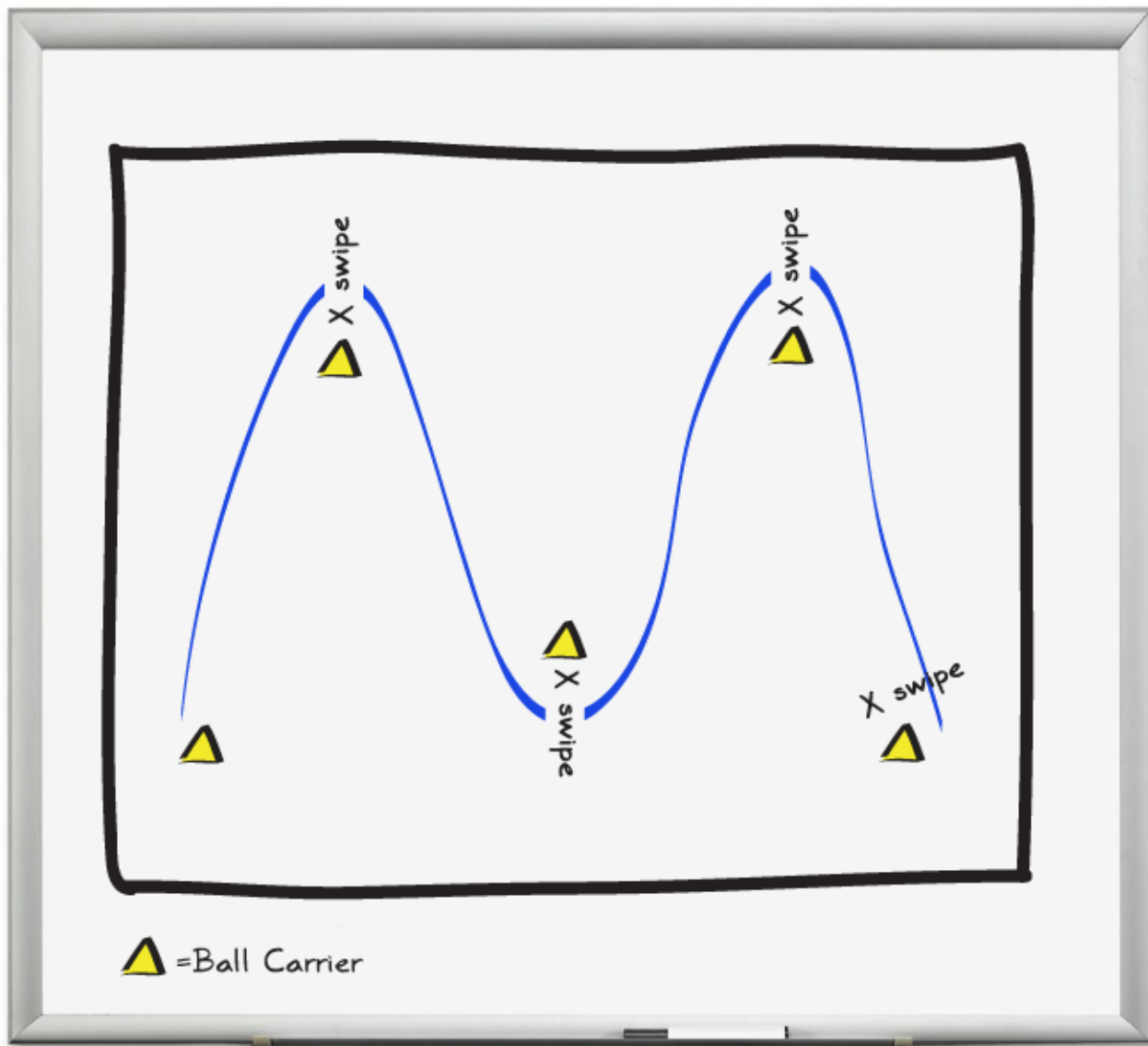
Lead-up Game	20 min	<p>Team Touchdown – The students will be divided into 2 teams on opposite sides of the gym. Each team wears a different color flag. The object is to run with the football into the other teams’ territory and place the football into their end-zones (hula hoops) scoring a touchdown. When in the opponents’ territory, they can pull the students flag. When a student’s flag is pulled he/she must give the ball to the opposing team and return to their own side.</p>	<p>During gameplay, periodically remind the students of the cues for ball-carrying and flag pulling.</p> <p>Cues for Flag Pulling:</p> <ul style="list-style-type: none"> • Eyes on hips • Stay low, stay square • Reach for the hip <p>Cues for securing the football:</p> <ul style="list-style-type: none"> • Outside hand • Cover the tips • Tuck to the chest 	<p>Game can be broken down into smaller games with less players if students are seen not participating.</p> <p>Make different levels of hula-hoops and assign point values. Example: the farther the hoop into opponents’ territory, the more points its worth.</p>
Closure	5 min	Skill Recap & Check for Understanding	<p>Refer back to objectives and ask students to verbally repeat the cues for proper ball-carrying & flag pulling. Also ask for an answer to the essential questions.</p>	<p>Ask a student demonstrate the cue properly as they say it.</p>



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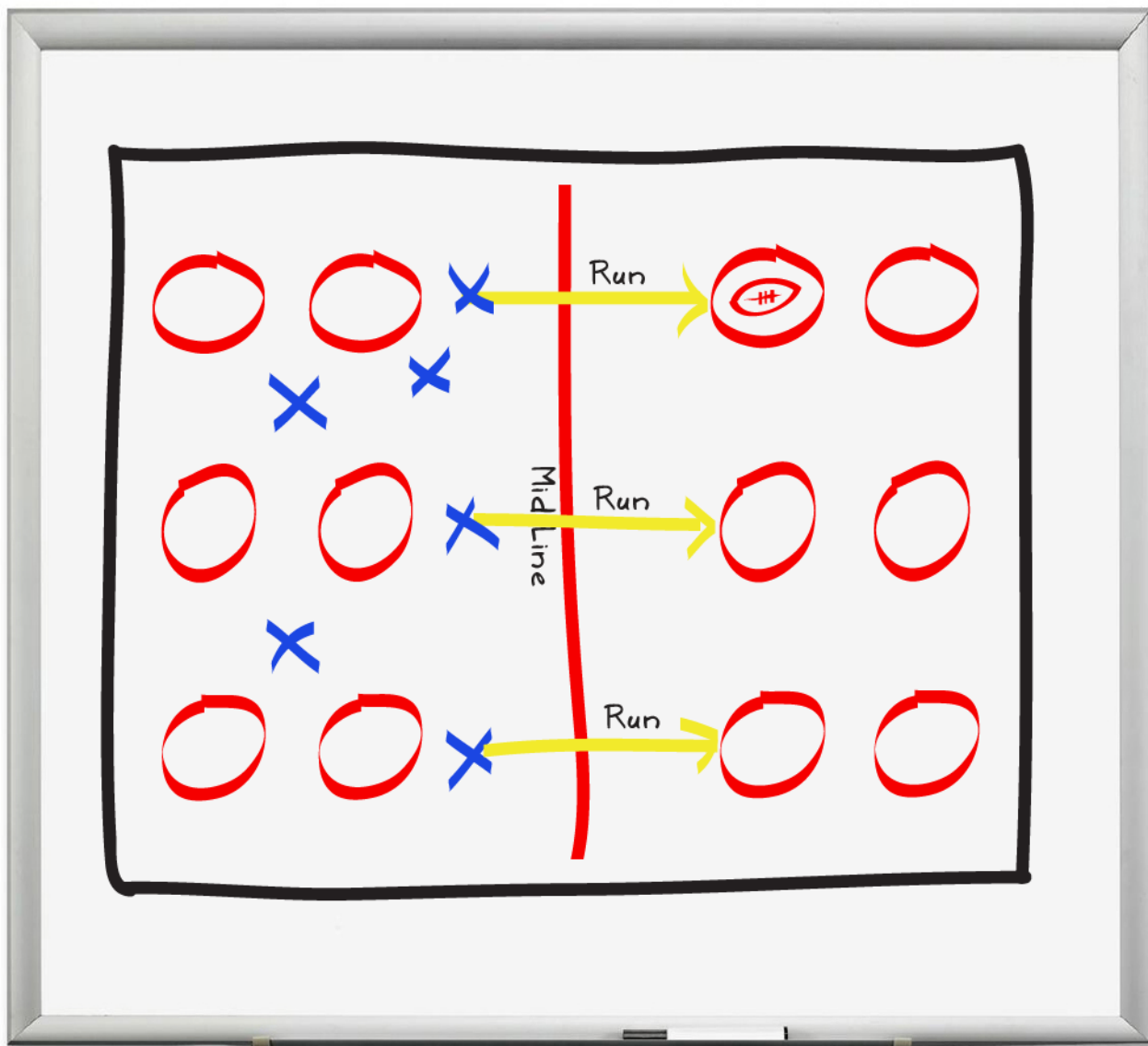
Lesson 1 Snake Run



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Lesson 1 Team Touchdown



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Lesson 2 Throwing

Grade Level:

3-5 (U10)

National Standards & Grade-level Outcomes:

S1. E14.4a, S1.E14.4b

Lesson Objective(s):

By the end of this lesson, the student will be able to correctly describe and demonstrate the cues for properly gripping & throwing a football, through verbal response and successful participation in partner poly pass & battleship.

Lesson Length:

40 Minutes

Equipment Needed:

Nerf footballs – goals of some kind, bowling pins, floor mats

Essential Question (related to objective):

Why is it important to hold the football towards the back of the ball?

Why is important to step towards your target when throwing the football?

Safety Standard:

S4.E5.4 - Exhibits etiquette and adherence to rules

S4.E6.4- Works safely with peers and equipment

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	Rain Makers – As students enter the gym, teacher places every other student on same team. Object is to make as many goals as possible before time expires without crossing into the other team’s territory.	The gym will be split down the middle and students will be divided into two teams with multiple goals on each side. This is the very first introduction to formal throwing instruction. Cues will be provided after this activity in the skill development activity.	Add multiple goals to each side to keep the game spread out and enhance chance of making a goal. Make sure to have enough balls that students don’t stand around.
Skill Development Activity		Partner Poly Pass – Each student will get a partner, poly spot and 1 football per set of partners. Partners will place poly spots 5 yards apart from each other and pass the football back and forth. Partners will begin throwing from a knee with opposite forward. Challenge the students to see how many successful throws they can make in a row.	Gripping the football: <ul style="list-style-type: none"> • Index finger near the back tip of the ball • Middle and 3rd finger across the laces • Thumb on the opposite side Throwing cues: <ul style="list-style-type: none"> • Side to target • Arm up & back • Step towards target with opposite foot • Rotate Hips • Follow through and across 	Students will transition throwing from kneeling position to standing position to understand the concept of opposite foot forward. A successful throw is a throw that makes it to their partner in the air, above their belt line.



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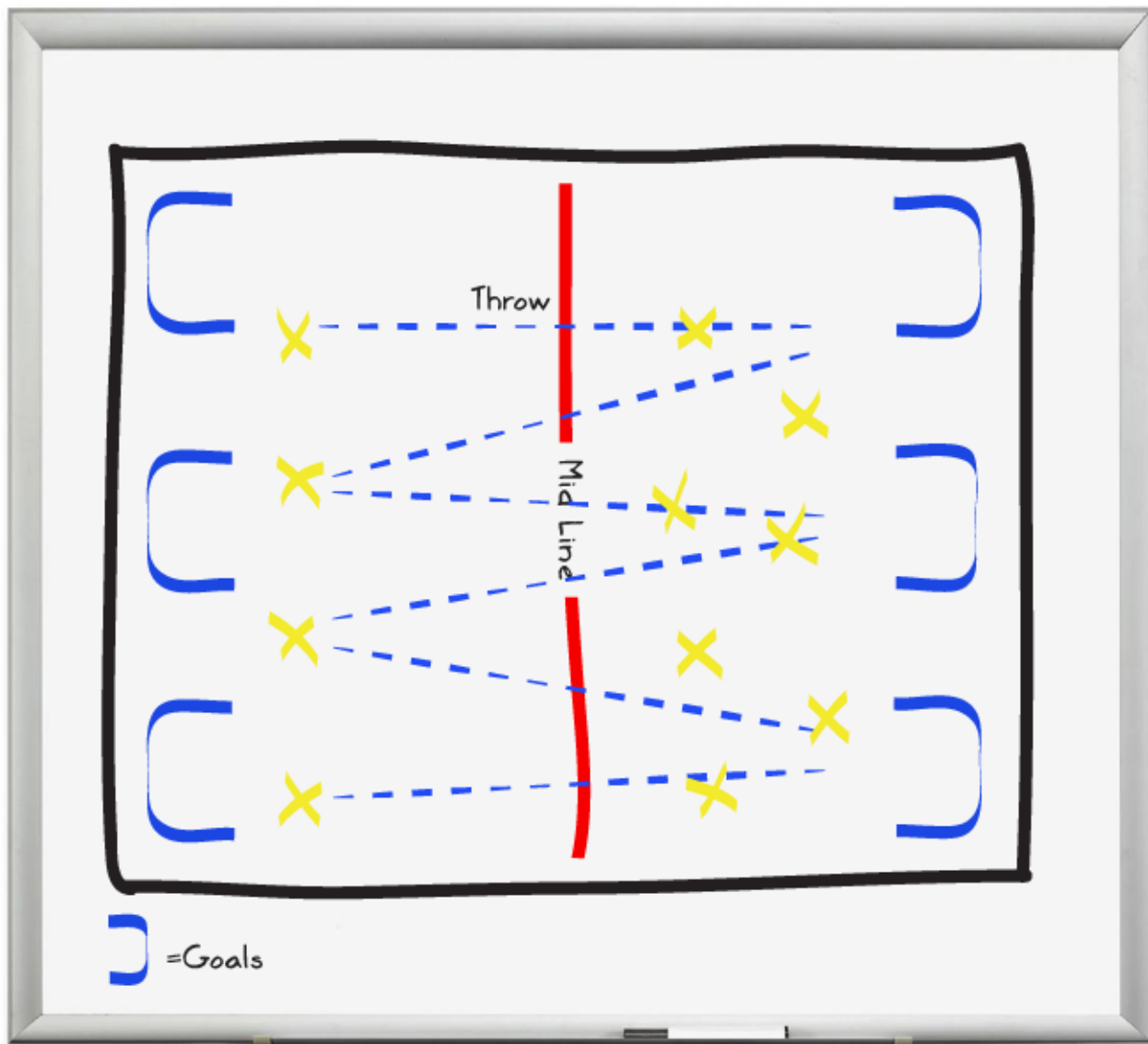
Lead-up Game	20 min	<p>Battle Ship – Students are divided into teams of 3. One student will be the thrower, one student will be the retriever and one student will be the defender. The thrower and defender must remain on their mat (ship) surrounded by 4 bowling pins (buoys) in each corner of the mat. The retriever can run in the free space and pick up free footballs and return them to their thrower.</p> <p>The object of the game is to sink the other battleships without sinking yourself. Retrievers are free to run in open space to collect balls and bring back to their thrower. Rotate roles each time.</p>	<p>During the activity the teacher should float around to help provide positive and constructive feedback to the throwers reminding them of the cues for proper throwing technique:</p> <ul style="list-style-type: none"> • Side to target • Arm up & back • Step towards target with opposite foot • Rotate hips • Follow through across the body 	<p>Add more buoys (pins) around each ship (mat).</p>
Closure	5 min	<p>Skill Recap & Check for Understanding</p>	<p>Refer back to objectives and ask students to verbally repeat the cues for proper throwing technique. Also ask for an answer to the essential questions.</p>	<p>Ask a student demonstrate the cue properly as they say it.</p>



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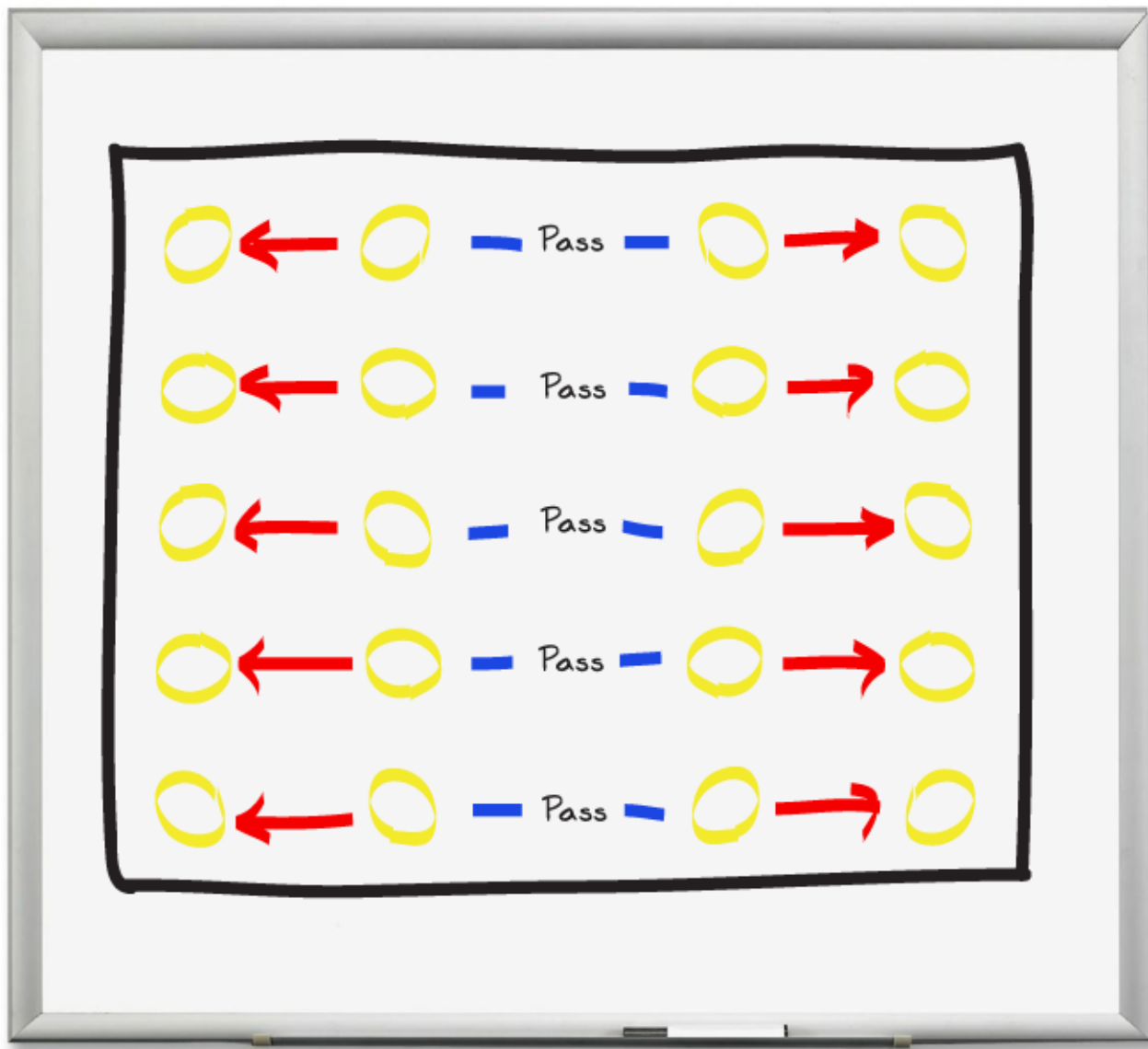
Lesson 2 Rain Makers



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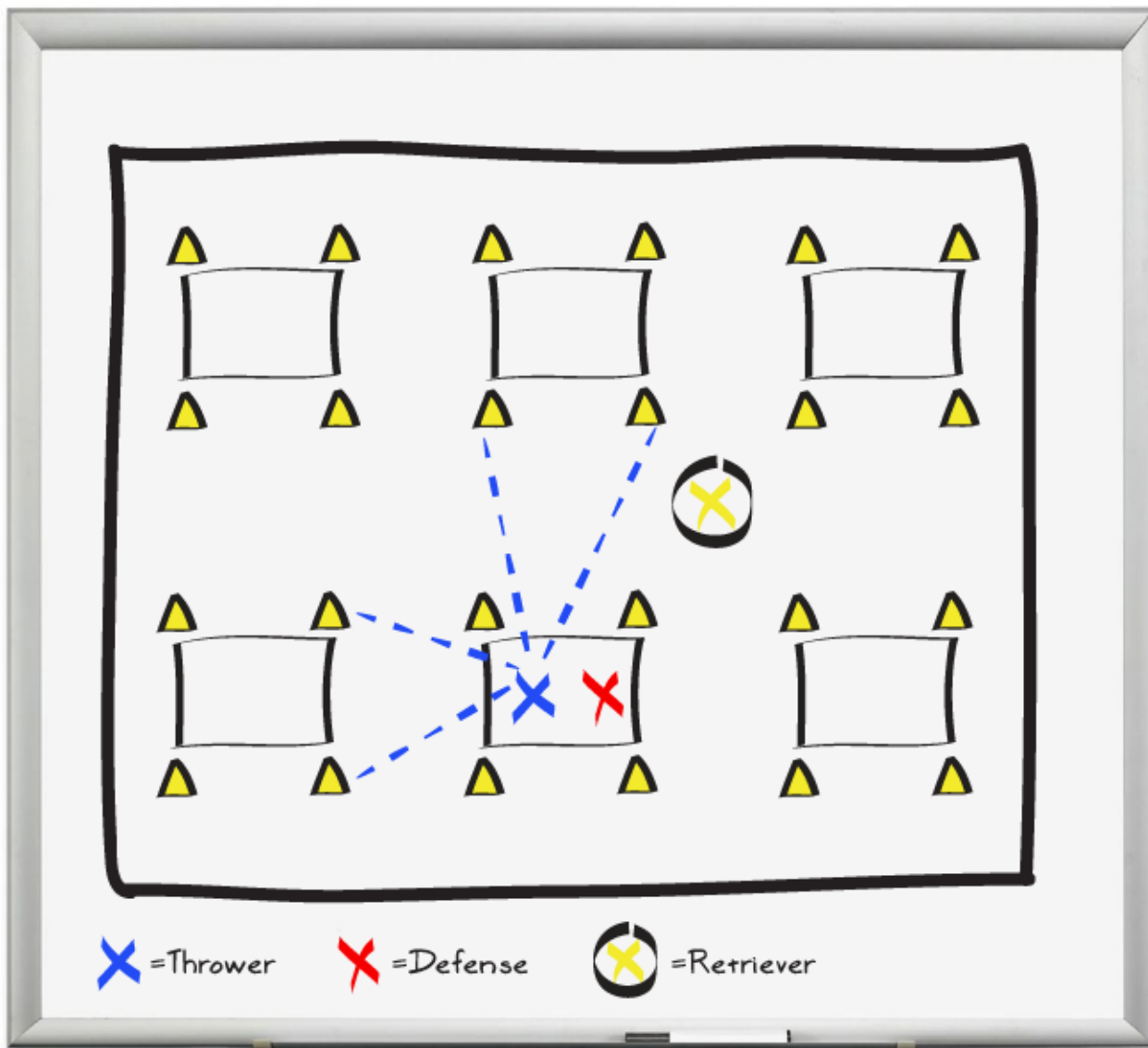
Lesson 2 Partner Poly Pass



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Lesson 2 Battleship



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Lesson 3 Catching

Grade Level:

3-5 (U10)

National Standards & Grade-level Outcomes:

S1. E16.3, S1.E16.4, S1.E16.5b, S1.E16.5c

Lesson Objective(s):

By the end of this lesson the students will be able to describe and demonstrate the proper cues for catching a football, by teacher-prompted verbal descriptions and successful participation in class activities.

Lesson Length:

40 Minutes

Equipment Needed:

Nerf footballs – goals of some kind, bowling pins, floor mats

Essential Question (related to objective):

Why is it important to secure the ball first before running with it?

Why should the tip of the ball poke through our diamond when we try to catch?

Safety Standard:

S4.E5.4 - Exhibits etiquette and adherence to rules

S4.E6.4- Works safely with peers and equipment

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	YAC: YAC standards for yards after catch. In football, when you catch it, you run with it! 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 try to pull their flag off. Allow 30 seconds for each “chase” before starting the music again.	Introduce the basic cues for catching a football properly: Cues for Catching a Football (medium & high): <ul style="list-style-type: none"> • Make a diamond (thumbs together, pointers together) • Diamond out at chest height. • Squeeze then tuck Cues for catching a Football (low): <ul style="list-style-type: none"> • Make a rake (pinkies together) • Squeeze then tuck 	Instruct students to squeeze first then tuck. It’s important to catch the ball first before running with it.



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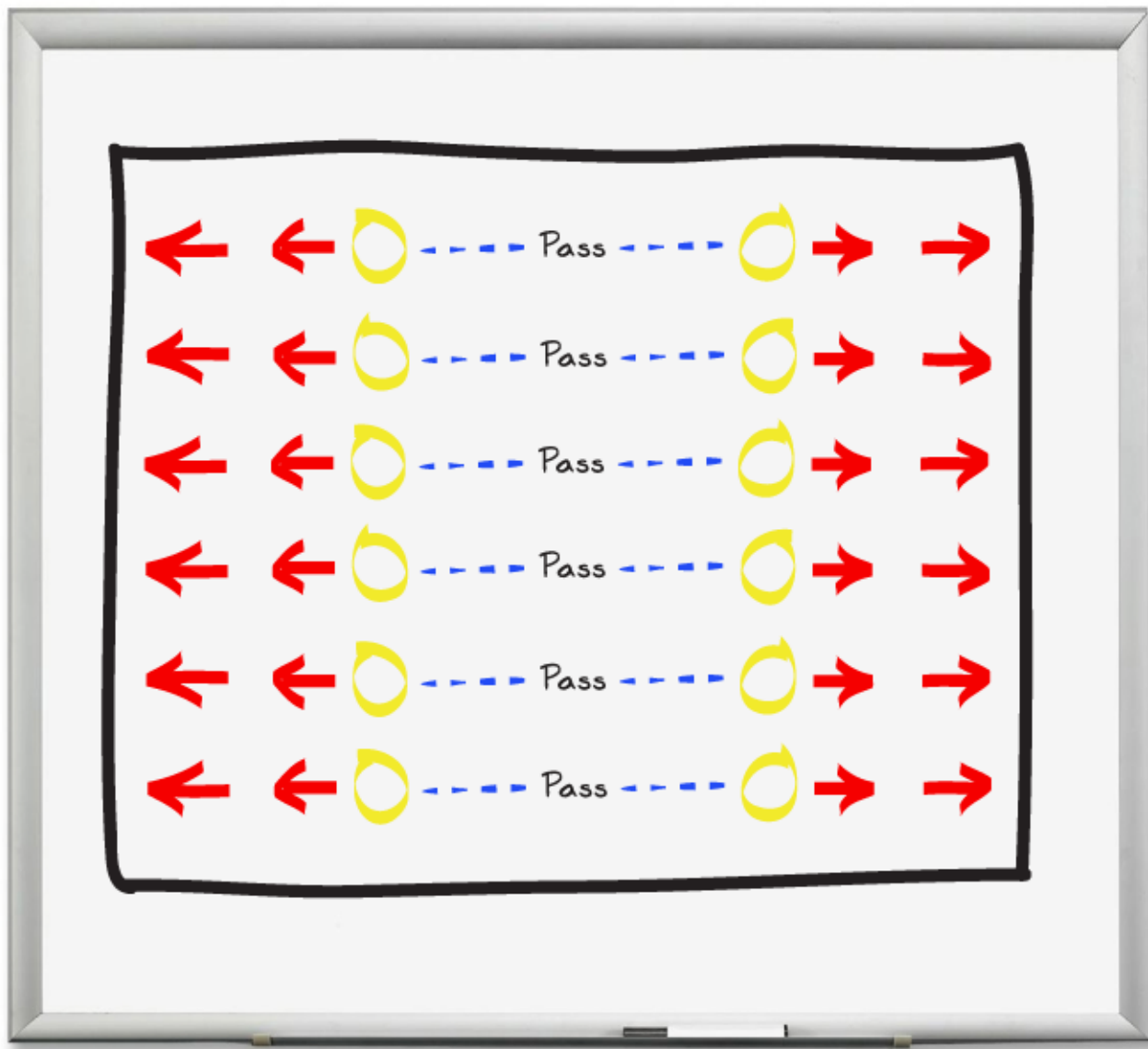
Skill Development Activity	10 min	Catching Low, Medium & High: Students will grab a partner, a poly spot, and a football (1 per set of partners). Students will begin playing catch on a knee and transition to standing, and longer throws. Practice catching low, medium and high levels at each progression.	<p>Cues for Catching a Football (medium & high):</p> <ul style="list-style-type: none"> • Make a diamond (thumbs together, pointers together) • Diamond out at chest height. • Squeeze then tuck <p>Cues for catching a Football (low):</p> <ul style="list-style-type: none"> • Make a rake (pinkies together) • Squeeze then tuck 	Emphasize catching the ball first and then tucking it into the hip to secure it tightly.
Lead-up Game	20 min	Power I Relay: Students will be divided up into teams of 4 and will be in a line that spans the length of the gymnasium. The object is to successfully complete passes down the line and place the footballs in a hula hoop to score touchdowns. The first team to score all five touchdowns wins. Rotate up to the next position so that every student gets a chance to score the touchdown for their team.	<p>Cues for Catching a Football (medium & high):</p> <ul style="list-style-type: none"> • Make a diamond (thumbs together, pointers together) • Diamond out at chest height. • Squeeze then tuck <p>Cues for catching a Football (low):</p> <ul style="list-style-type: none"> • Make a rake (pinkies together) • Squeeze then tuck 	Remind students of the cues for throwing and catching that will help them help their team succeed.
Closure	5 min	Skill Recap & Check for Understanding	Refer back to objectives and ask students to verbally describe the cues for catching a football at the low, medium and high levels. 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 3 Catching Low, Medium, High



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Lesson 4 Running and Throwing

Grade Level:

3-5 (U10)

National Standards & Grade-level Outcomes:

S1.E6.4, S1.E14.4b, S1.E16.5b, S1.E16.5c

Lesson Objective(s):

By the end of this lesson the students will be able to demonstrate and describe three basic pass patterns; the hook, slant & go, through verbal description and successful participation in class activities.

Lesson Length:

40 Minutes

Equipment Needed:

Nerf footballs – goals of some kind, bowling pins, floor mats

Essential Question (related to objective):

Why is it important for the receiver to be able to run different pass routes?

What is the name of the imaginary line that offensive players use to start the play?

Safety Standard:

S4.E5.4 - Exhibits etiquette and adherence to rules

S4.E6.4- Works safely with peers and equipment

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	Box Drill: Set up a few stations of four sets of cones set up in a square with each cone 5 yards apart. As students enter the gym, have each student get a partner, a flag belt and one football. Each set of partners should go to a square. One student starts with the football on offense while their partner is on defense. They have 15 seconds to try and pull the offensive player's flag. Offensive player has to carry the football and stay within the cone square. Students switch roles when flag is pulled.	<p>During the game, remind students of the cues for successful ball-carrying and flag pulling.</p> <p>Cues for securing the football:</p> <ul style="list-style-type: none"> • Outside hand • Cover the tips • Tuck to the chest <p>Cues for Flag Pulling:</p> <ul style="list-style-type: none"> • Eyes on hips • Stay low, stay square (breakdown position) • Reach for the hip 	Make the space big enough for the students to successfully flee their partner, but small enough that they need to continually move and change direction.



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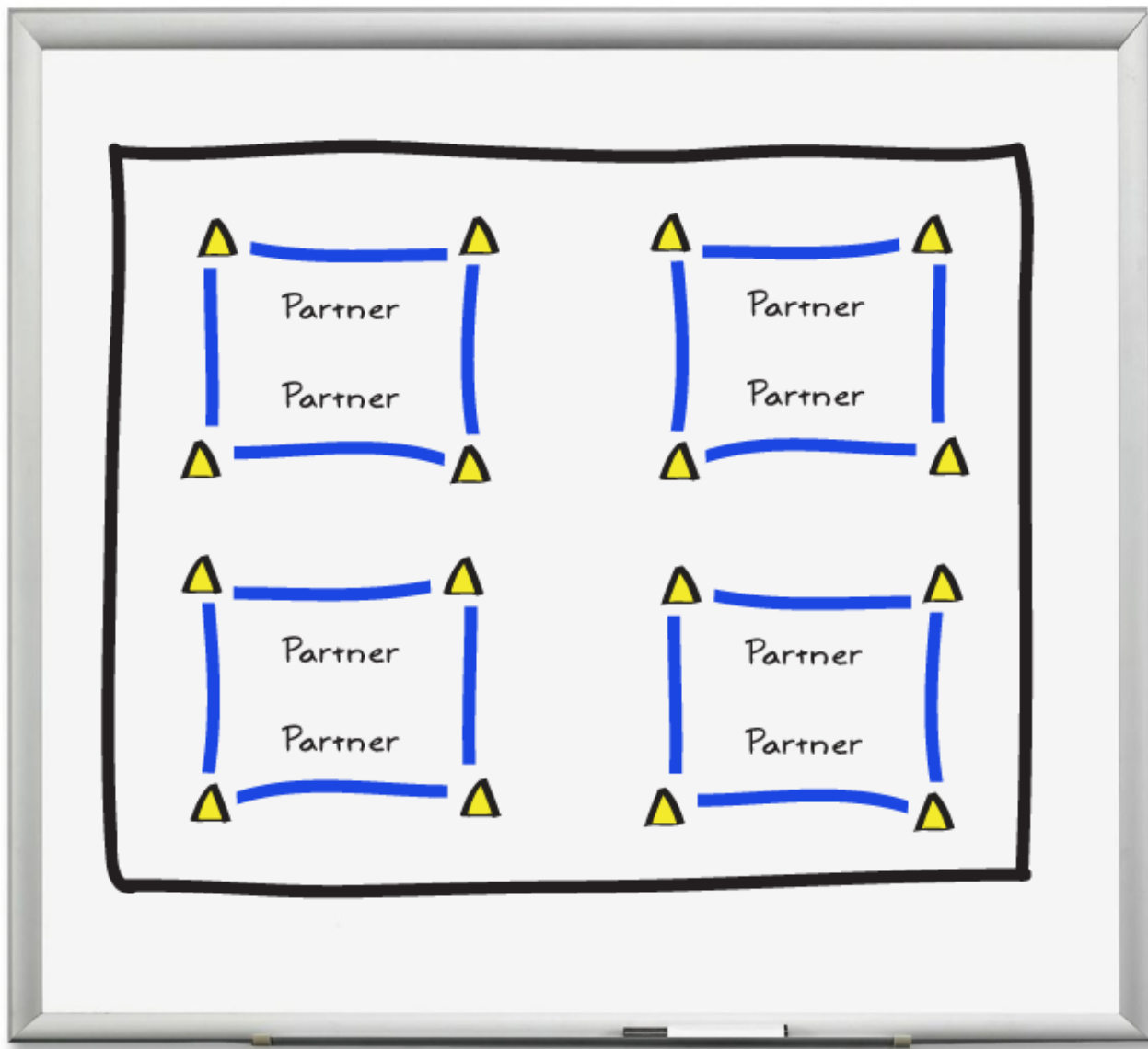
Skill Development Activity	10 min	<p>Hook, Slant, Go: Each student will get a partner and a football and head to a set of cones. Cones should be set up to map out the passing routes of a hook, a slant, and a go route. The students will alternate being the quarterback and the receiver.</p> <p>QB and WR will line up on the line of scrimmage, QB will give the cadence “Set, Hut” and the receiver will run either a hook, a slant or a go.</p>	<p>Introduce the cadence for the students to learn how to begin a play.</p> <p>Also introduce the concept of line of scrimmage so students understand how pre-play alignment should be.</p>	<p>Make the routes short distance-wise to increase the likelihood of student success in terms of completing passes.</p>
Lead-up Game	20 min	<p>Touchdown City: Divide students into teams of three. One student will be the QB and the other two will be the WR’s. One WR goes at a time. Students will rotate roles each pass. QB to WR2 to WR 1 to QB. Each group needs five footballs.</p> <p>The object is to successfully complete passes and score touchdowns. The team that scores all five touchdowns first wins. To score a touchdown, after a successful pass and catch, the student must run and place their football in a hula hoop and return to their team.</p>	<p>Remind students of the cues for successful throwing and the concept of leading their partner.</p> <p>Throwing cues:</p> <ul style="list-style-type: none"> • Side to target • Arm up & back • Step towards target with opposite foot • Rotate Hips • Follow through and across <p>“Successfully leading your partner will make it easier for your WR to catch the ball and will help your team score quicker.”</p>	<p>After each round, the teacher will instruct the students on which pass route they will run each time. Play at least 3 rounds so that students can get dynamic practice with all three pass routes.</p>
Closure	5 min	Skill Recap & Check for Understanding	Refer back to objectives and ask students to verbally describe what each passing route looks like. Also ask for an answer to the essential questions.	Ask a student demonstrate the route properly as they say it.



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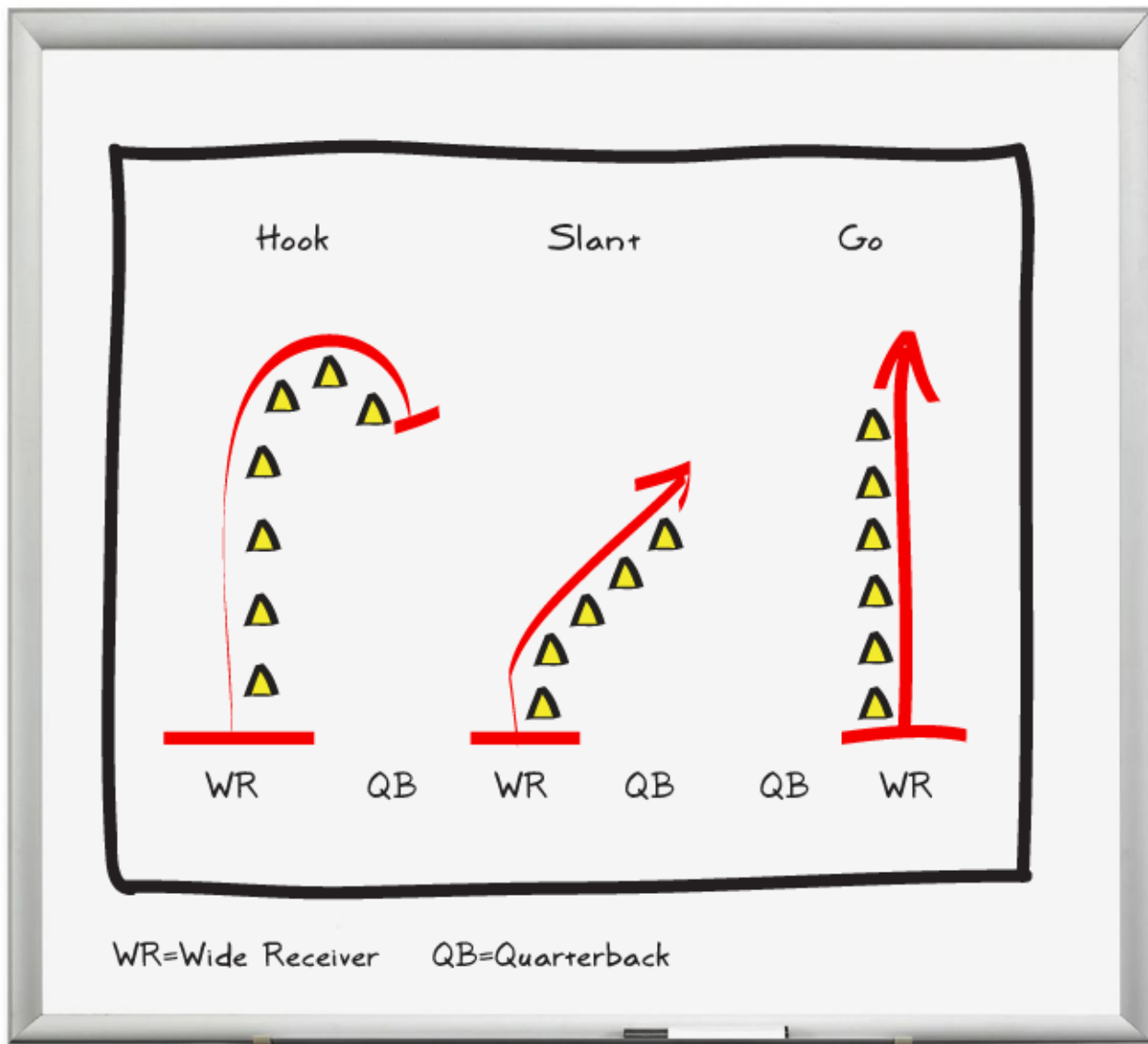
Lesson 4 Box Drill



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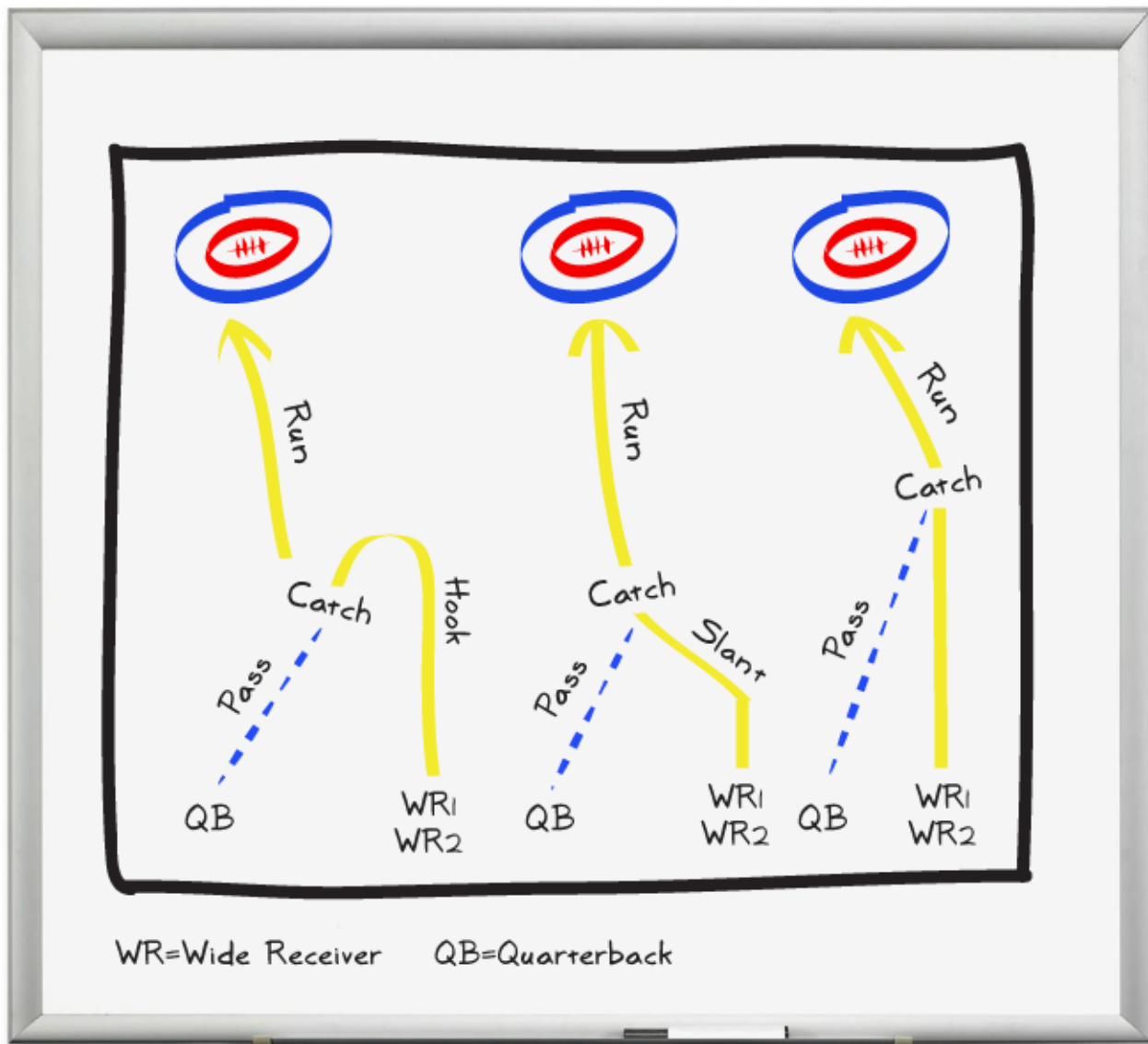
Lesson 4 Hook, Slant, Go



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Lesson 4 Touchdown City



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Lesson 5 Running and Catching

Grade Level:

3-5 (U10)

National Standards & Grade-level Outcomes:

S1. E16.3, S1.E16.4, S1.E16.5b, S1.E16.5c

Lesson Objective(s):

By the end of this lesson the students will be able demonstrate a mature catching pattern by successfully catching at least of three thrown balls during today’s skill development activity; snake run and catch.

Lesson Length:

40 Minutes

Equipment Needed:

Footballs, cones, hula hoops

Essential Question (related to objective):

When catching a ball, should I have my thumbs together or pinkies together?

Safety Standard:

S4.E5.4 - Exhibits etiquette and adherence to rules
S4.E6.4- Works safely with peers and equipment

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	Hot Potato: As the students enter the gym they will grab a partner and a football. (One football per set of partners). The students will practice catching low by getting 5 yards apart from their partner, bending at the waste and tossing the ball to their partner at a low level, the students will have 20 seconds to complete as many catches as they can. If they drop they start over.	<ul style="list-style-type: none"> • Feet wide apart • Bend at the waist • Make a rake (pinkies together) • Squeeze the ball 	To make this activity more difficult, students can get further away from each other.



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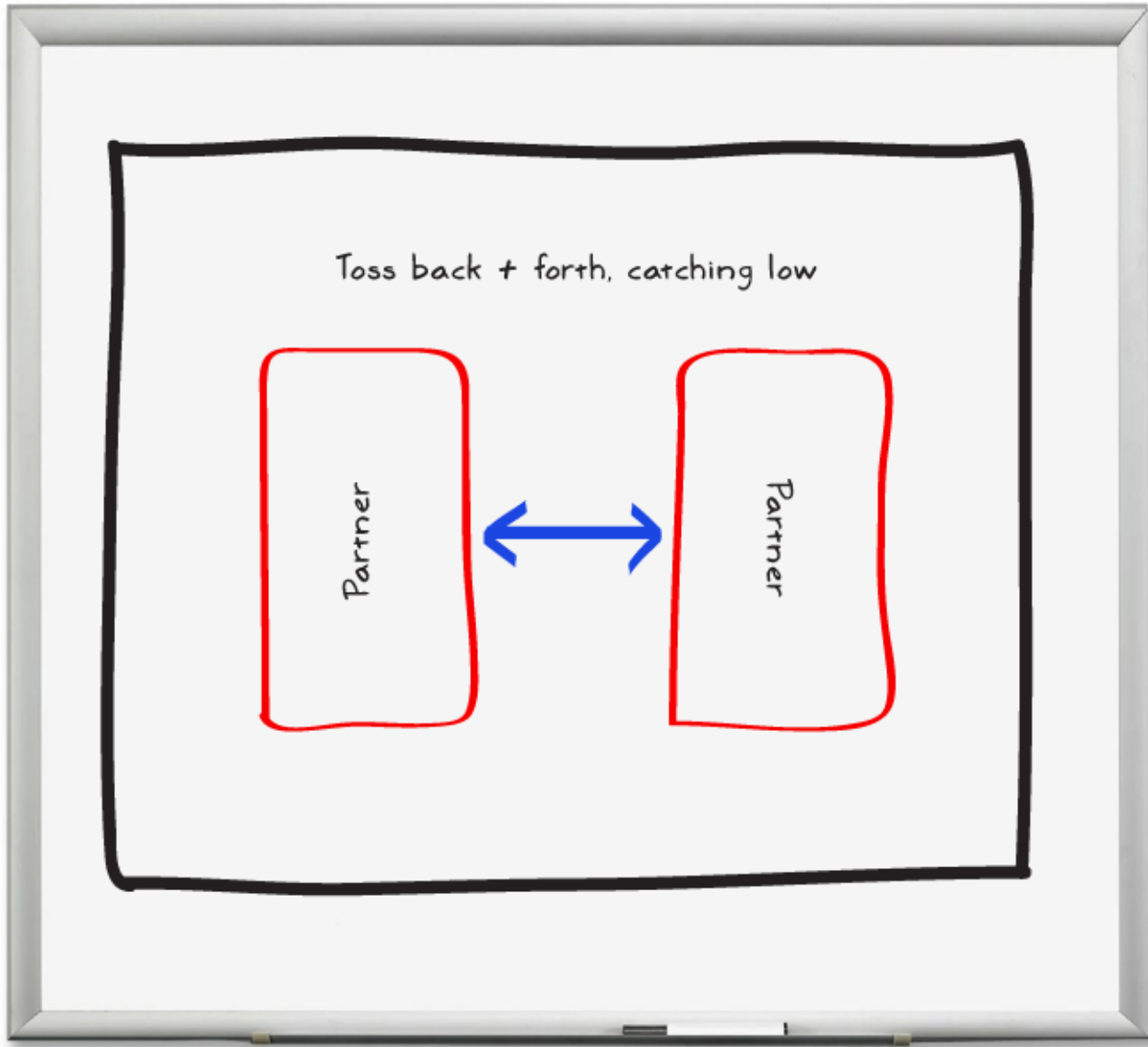
Skill Development Activity	10 min	Snake Run and Catch: Students will partner up, get 3 footballs and get to a series of cones. One student will be the QB and the other, the WR. The students will line up on the line of scrimmage, on the QB's cadence, the WR will run to the first cone, catch a pass, run and drop the ball in the hula hoop, run to the next cone and catch a pass, run and drop the ball in the hula hoop and then run to the last cone and catch the pass. Students will switch roles so each student gets practice throwing and catching.	<p>Throwing cues:</p> <ul style="list-style-type: none"> • Side to target • Arm up & back • Step towards target with opposite foot • Rotate Hips • Follow through and across <p>Cues for Catching a Football (medium & high):</p> <ul style="list-style-type: none"> • Make a diamond (thumbs together, pointers together) • Diamond out at chest height. • Squeeze then tuck 	Challenge the students to throw passes at the chest level to make it easier for successful completion.
Lead-up Game	20 min	Rain Makers Two – Students will be divided into two teams. Object is to make as many goals as possible before time expires without crossing into the other team's territory. THE TWIST: a successful (defensive) catch results in removing one ball from the other team's goal.	<p>The gym will be split down the middle and students will be divided into two teams with multiple goals on each side.</p> <p>Introduce the concept of an interception now that the twist has been added to the game.</p>	Make sure that there are enough footballs in the field of play to keep all students opportunities for engagement (at least 1 football per student).
Closure	5 min	Skill Recap & Check for Understanding	Ask for an answer to the essential question. Remember, the correct answer depends on where the ball is thrown! Make students differentiate between catching high, medium and low.	Ask a student demonstrate the cues properly as they give an answer to the question.



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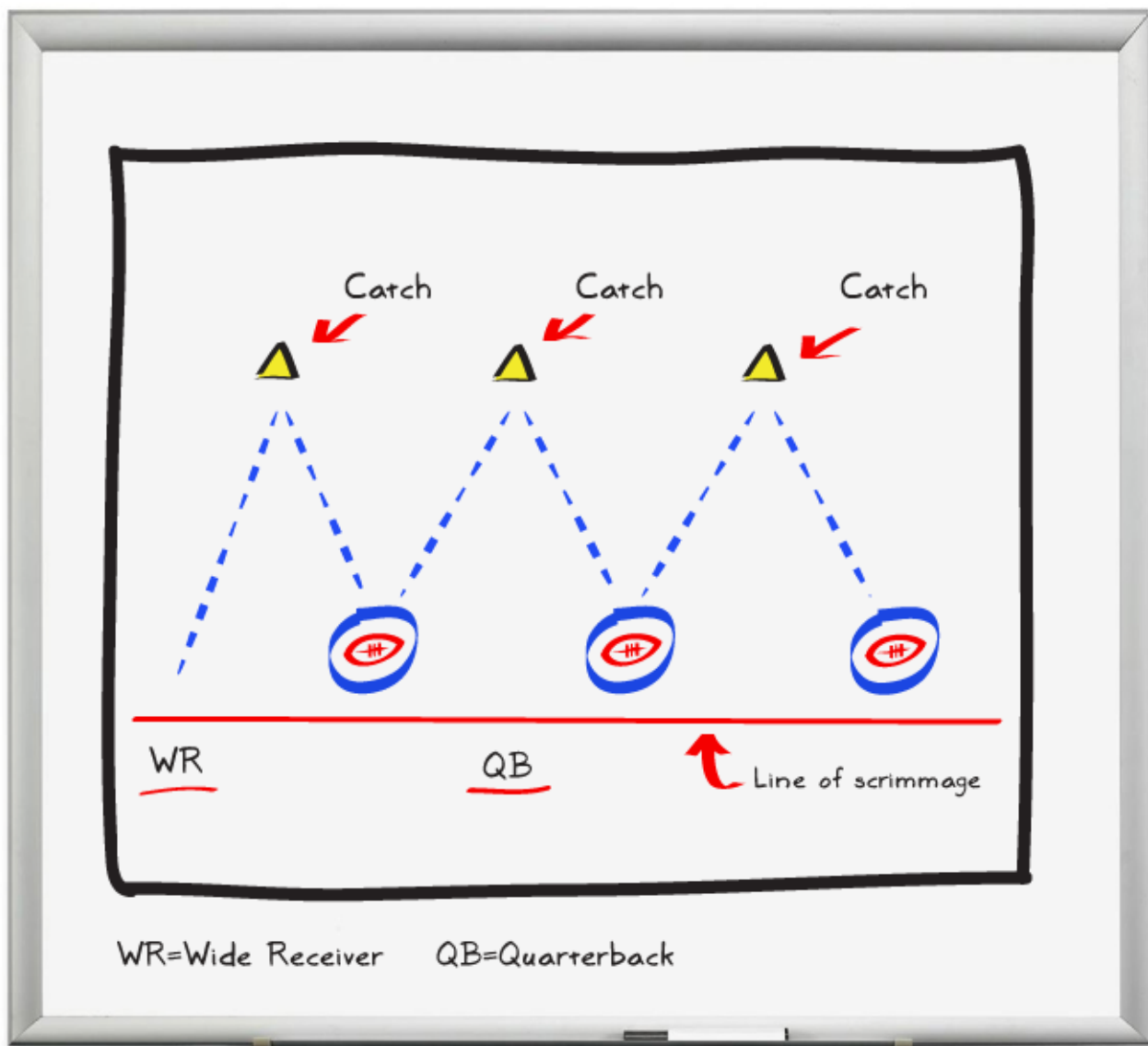
Lesson 5 Hot Potato



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Lesson 5 Snake, Run & Catch



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Lesson 6 Kicking & Punting

Grade Level:

3-5 (U10)

National Standards & Grade-level

Outcomes:

S1.E21.1, S1.E21.4

Lesson Objective(s):

Why is it important to contact the ball out in front of my body with the laces (or top part of my foot)?.

Lesson Length:

40 Minutes

Equipment Needed:

Football, Cones, Flag belts, kicking tees

Essential Question (related to objective):

When catching a ball, should I have my thumbs together or pinkies together?

Safety Standard:

S4.E5.4 - Exhibits etiquette and adherence to rules

S4.E6.4- Works safely with peers and equipment

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	Box Drill: Set up a few stations of four sets of cones set up in a square with each cone 5 yards apart. As students enter the gym, have each student get a partner, a flag belt and one football. Each set of partners should go to a square. One student starts with the football on offense while their partner is on defense. They have 15 seconds to try and pull the offensive player's flag. Offensive player has to carry the football and stay within the cone square. Students switch roles when flag is pulled.	<p>During the game, remind students of the cues for successful ball-carrying and flag pulling.</p> <p>Cues for securing the football:</p> <ul style="list-style-type: none"> • Outside hand • Cover the tips • Tuck to the chest <p>Cues for Flag Pulling:</p> <ul style="list-style-type: none"> • Eyes on hips • Stay low, stay square (breakdown position) • Reach for the hip 	Make the space big enough for the students to successfully flee their partner, but small enough that they need to continually move and change direction.



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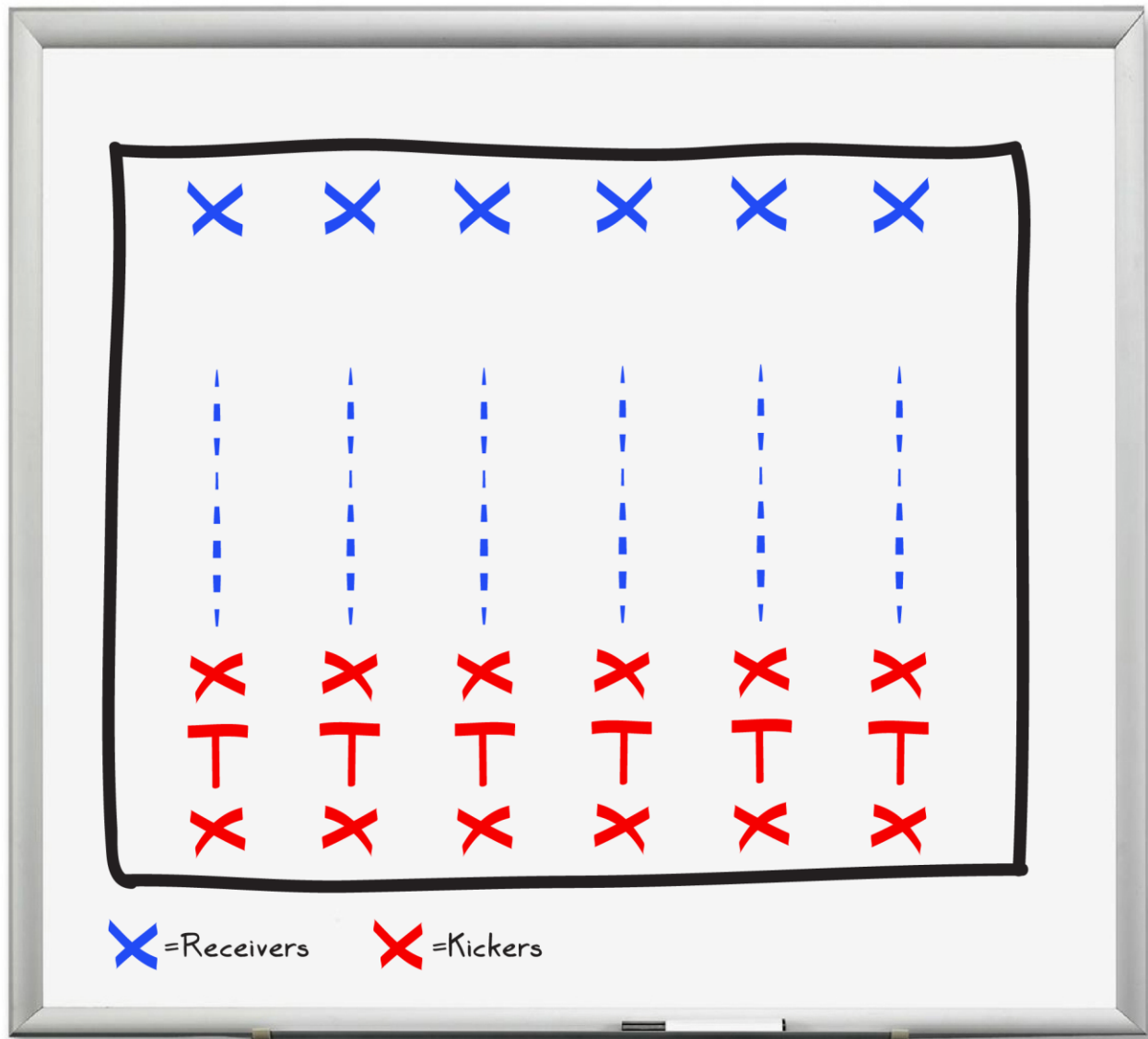
Skill Development Activity	10 min	Place Kicking Practice: Students will partner up, grab a football, a flag belt, and any disc with a hole in the middle (can use a kicking tee as well if available). And line up across from each other 20 yards apart. One partner will be the kicker and the other partner will catch/field the kick and run it back to the tee. Students will switch roles each time.	Cues for place-kicking a football: <ul style="list-style-type: none"> • Approach ball • 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) • 	
Skill Development Activity	10 min	Partner Punting Practice: Students will partner up, grab a football and a flag belt and line up across from each other 20 yards apart. One partner will be the punter 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: <ul style="list-style-type: none"> • Arms out • Laces up • Step & drop • Contact ball with shoe laces • Upward & forward (kicking-leg follow-through) 	If students have difficulty kicking the football successfully, use a different (bigger) type of ball.
Lead-up Game	20 min	Kick/Punt Return 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.	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 Place Kicking and Punting Practice



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Lesson 7 Running, Catching & Throwing

Grade Level:

3-5 (U10)

National Standards & Grade-level Outcomes:

S1.E14.4b, S1.E15.5a, S1.E16.5c

Lesson Objective(s):

By the end of this lesson the student will be able to describe and demonstrate the proper cues for giving and receiving a handoff from the perspective of the QB and RB through successful participation in class.

Lesson Length:

40 Minutes

Equipment Needed:

Football, Cones, Flag belts, kicking tees

Essential Question (related to objective):

Why is my first step as a QB important before handing the ball off?

Why is my first step important as an RB before receiving a handoff?

Safety Standard:

S4.E5.4 - Exhibits etiquette and adherence to rules

S4.E6.4- Works safely with peers and equipment

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	10 min	Flag Tag: Each student enters the gym and puts on a flag belt and joins the game. The object of the game is to not get your flags pulled. When a flag is pulled; the student must hold it in their hand and remain playing until their second flag is pulled. When a student's second flag is pulled they must stay in place and try and pull the flags of other students running by. Everyone is "it."	Cues for Flag Pulling: <ul style="list-style-type: none"> • Eyes on hips • Stay low, stay square (breakdown position) • Reach for the hip 	



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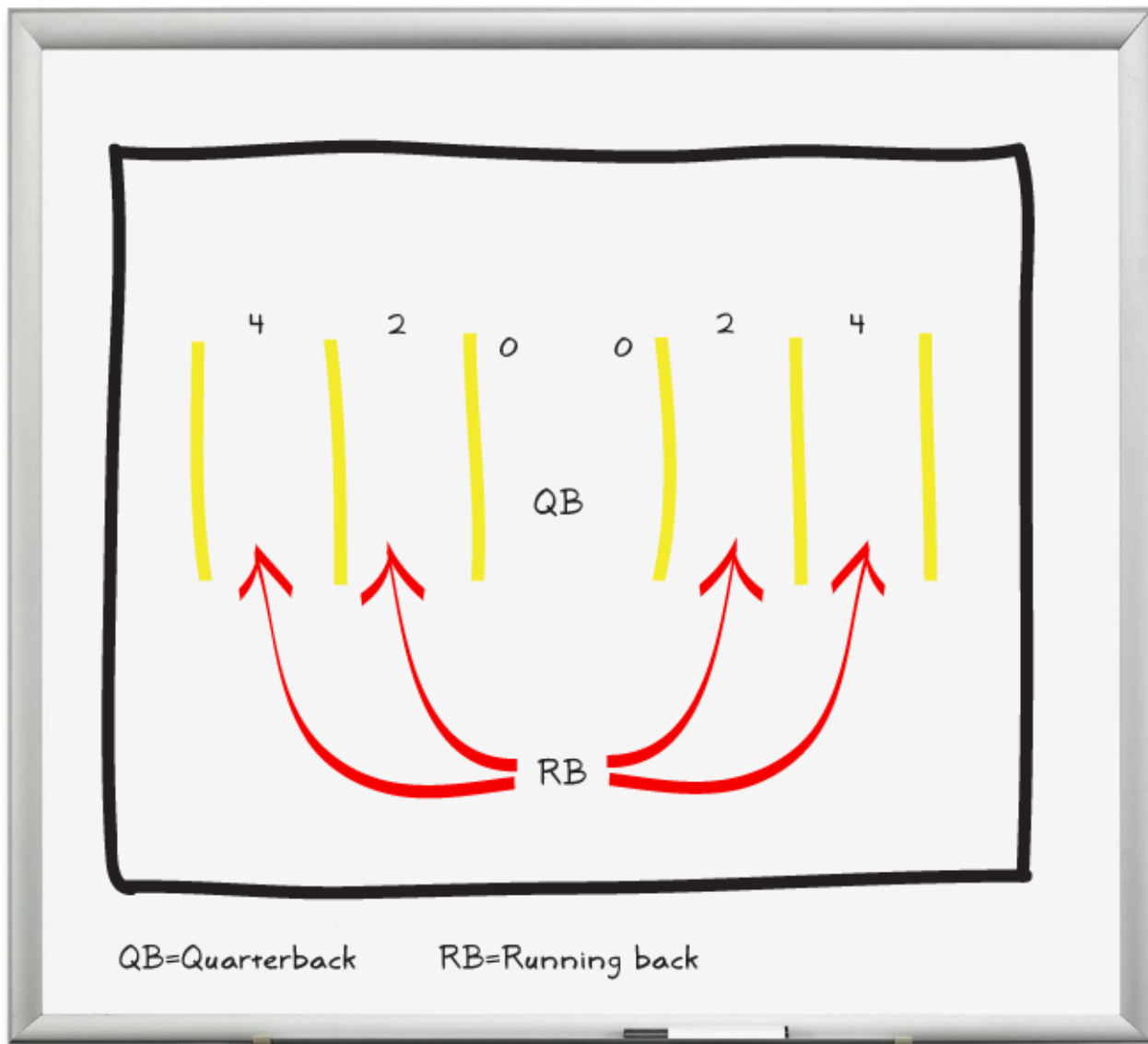
Skill Development Activity	10 min	Running Lanes: Students will be partnered up and go to a set of running lanes. One partner will be a RB and the other the QB. QB will call out a lane (hole) and a side and practice making the appropriate handoffs while the RB practice receiving the handoff and running through the proper lanes (holes). Example: "2 right," "4 left." Play will begin on the QB's cadence "Set, Hut"	<p>Cues for handing off a football:</p> <ul style="list-style-type: none"> • Turn & face side line • Step diagonal • Extend arms • Place ball firmly in running back's stomach <p>Cues for receiving a handoff:</p> <ul style="list-style-type: none"> • Step diagonal towards hole • Inside elbow up, outside elbow down • Don't reach for the ball with your arms, let the QB place the ball in your "pocket" • Receive, tuck & run! 	Prior to activity, teacher must diagram the 0, 2, 4 lanes (holes) and cues for handing off the football as the QB & receiving the handoff as the running back.
Skill Development Activity	15 min	Play Action Pass: Students will be set up the same way as previous activity. This time the QB will call a lane and a side and fake the handoff and the wide receiver will run through the lane and run an out route.	<p>Combine elements of running, throwing, catching, play calling, line of scrimmage and cadence.</p> <ul style="list-style-type: none"> • Introduce the play action pass. • Encourage execution of the same cues to sell the fake. • Introduce the out route. 	Allow the students to run hooks, slants, go's and out routes.
Closure	5 min	Skill Recap & Check for Understanding	Refer back to objectives and ask students to verbally describe the cues for giving and receiving and handoff. Also ask for an answer to the essential questions.	Ask a student demonstrate the handoffs properly as they say it.



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Lesson 7 Running Lanes & Play Action



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Lesson 8 Running, Catching & Throwing

Grade Level:

3-5 (U10)

National Standards & Grade-level

Outcomes:

S1.E14.4b, S1.E15.5a, S1.E16.5c

Lesson Objective(s):

By the end of this lesson the students will be able to diagram, describe & execute at least three different football play that utilizes a C, QB, RB, and WR.

Lesson Length:

40 Minutes

Equipment Needed:

Cones, footballs, flip charts & Markers.

Essential Question (related to objective):

Why is it important for each player to know and execute their responsibility?

Safety Standard:

S4.E5.4 - Exhibits etiquette and adherence to rules

S4.E6.4- Works safely with peers and equipment

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	Play Action Practice: Upon entering the gym, the students will get a partner and a football and spread out in open space and practice the play action pass.	Remind students to: <ul style="list-style-type: none"> • Line up properly • Use a QB cadence • Sell the fake 	Students can also practice giving and receiving handoffs.
Skill Development Activity	10 min	Team Practice: students will be divided into groups of four. One student will be the C, QB, RB and WR. Students will switch roles each repetition. The students will practice running plays from different positions.	Teacher calls out the following plays: <ul style="list-style-type: none"> • Handoff 2, left • Fake handoff, RB out, WR go, C hook • Fake handoff 2 right. WR slant, C go, RB hook 	Introduce the responsibilities of the center position. Remind students of skill cues, line of scrimmage and cadence to begin plays.
Group Activity	10 min	Team Strategy: During this time each group of 4 will get a flip chart and a marker. Each group will diagram and practice at least three plays in which the C, RB and WR all run different routes.	During this time the teacher will filter around to each group to ensure students are on the right track.	Each group of 4 will need a flip chart and a marker to diagram their plays
Closure	5 min	Skill Recap & Check for Understanding	Have each group show their play diagrams & demonstrate each play to the class.	Prompt students for answers to the essential question.



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Lesson 9 Small-sided Game Play

Grade Level:

3-5 (U10)

National Standards & Grade-level

Outcomes:

S1.E6.4, S1.E15abc, S2E3.3, S2.E5.ab, S4.E4.3a, S4.E5.4, S4.E6.4

Lesson Objective(s):

By the end of this lesson the student will understand and be able to describe the importance of working cooperatively with teammates as it relates to team success.

Lesson Length:

40 Minutes

Equipment Needed:

Footballs, cones, flags .

Essential Question (related to objective):

Why is it important for the huddle to occur?

Safety Standard:

S4.E5.4 - Exhibits etiquette and adherence to rules
S4.E6.4- Works safely with peers and equipment

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	YAC: YAC standards for yards after catch. In football, when you catch it, you run with it! 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 try to pull their flag off. Allow 30 seconds for each “chase” before starting the music again.	Remind students of the basic cues for throwing and catching a football properly	Instruct students to squeeze first then tuck. It’s important to catch the ball first before running with it.
Skill Development Activity	10 min	Pre-Game: During this time the students will get into the same teams of four and practice drawing up and executing new plays to play in their games against a defense.	Encourage students to run plays that include passing routes for the C, WR and RB.	Introduce the concept of the huddle as the chance for the offense to get together and decide what play they are going to run.



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Small Sided Game Play	20 min	<p>Small-sided Game Play: Divide the gym into four 'fields of play' that are no more than 20 yards long. Use cones to mark the end zones on each side. Student will play 4v4 with a C, QB, RB & WR. Students must rotate positions every play. The object of the game is to score touchdowns. The offense gets 4 chances to score a touchdown regardless of interceptions or fumbles.</p>	<p>Teachers, allow games to go for 5 minutes and then rotate each team to the field to their left so they get to play different teams.</p> <p>Explain that the line of scrimmage can change each time and is determined by where a player's flag is pulled off. Where one play ends, the next play begins.</p> <p>Give the defense the following cue to help them not let the receivers get past them:</p> <ul style="list-style-type: none"> • Keep a cushion 	<p>Remind students that safety is key and they are not allowed to physically touch the opposing team.</p> <p>Encourage positive feedback between students.</p> <p>IE. "Great catch!" "Nice throw!"</p>
Closure	5 min	Skill Recap & Check for Understanding	<p>Refer back to objectives and ask students to verbally describe the cue for playing good defense. Also ask for an answer to the essential questions.</p>	



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Lesson 10 Small-sided Game Play w/new teams

Grade Level:

3-5 (U10)

National Standards & Grade-level

Outcomes:

S1.E6.4, S1.E15abc, S2E3.3, S2.E5.ab, S4.E4.3a, S4.E5.4, S4.E6.4

Lesson Objective(s):

By the end of this lesson the student will understand and be able to describe the importance of working cooperatively with teammates as it relates to team success.

Lesson Length:

40 Minutes

Equipment Needed:

Footballs, cones, flags

Essential Question (related to objective):

Why is it important for the defender to keep a cushion between them and the WR?

Safety Standard:

S4.E5.4 - Exhibits etiquette and adherence to rules
S4.E6.4- Works safely with peers and equipment

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	Hot Potato: As the students enter the gym they will grab a partner and a football. (One football per set of partners). The students will practice catching low by getting 5 yards apart from their partner, bending at the waste and tossing the ball to their partner at a low level, the students will have 20 seconds to complete as many catches as they can. If they drop they start over.	<ul style="list-style-type: none"> • Feet wide apart • Bend at the waist • Make a rake (pinkies together) • Squeeze the ball 	To make this activity more difficult, students can get further away from each other.
Skill Development Activity	10 min	Pre-Game: Divide the students into new teams of 4 so students get to have new teammates. During this time, the students will practice drawing up and executing new plays to play in their games against a defense.	Encourage students to run plays that include passing routes for the C, WR and RB.	Introduce the concept of the huddle as the chance for the offense to get together and decide what play they are going to run.



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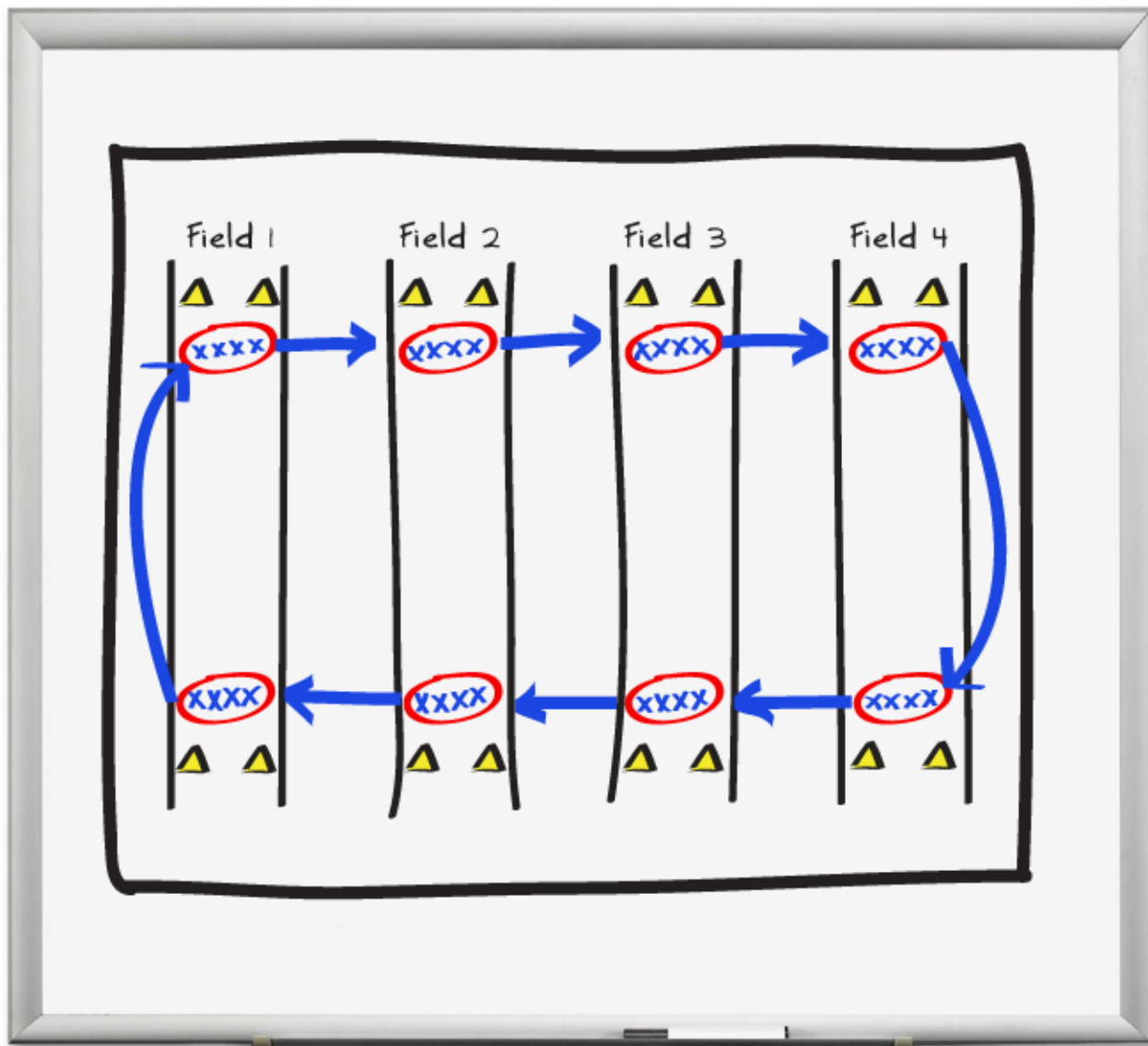
Small Sided Game Play	20 min	<p>Small-sided Game Play: Divide the gym into four 'fields of play' that are no more than 20 yards long. Use cones to mark the end zones on each side. Student will play 4v4 with a C, QB, RB & WR. Students must rotate positions every play. The object of the game is to score touchdowns. The offense gets 4 chances to score a touchdown regardless of interceptions or fumbles.</p>	<p>Teachers, allow games to go for 5 minutes and then rotate each team to the field to their left so they get to play different teams.</p> <p>Explain that the line of scrimmage can change each time and is determined by where a player's flag is pulled off. Where one play ends, the next play begins.</p> <p>Give the defense the following cue to help them not let the receivers get past them:</p> <ul style="list-style-type: none"> • Keep a cushion 	<p>Remind students that safety is key and they are not allowed to physically touch the opposing team.</p> <p>Encourage positive feedback between students.</p> <p>IE. "Great catch!" "Nice throw!"</p>
Closure	5 min	Skill Recap & Check for Understanding	<p>Refer back to objectives and ask students to verbally describe the cue for playing good defense. Also ask for an answer to the essential questions.</p>	



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Lesson 10 Game Play & Field Rotations



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