

 **FLAG**  
*IN-SCHOOL*

**HIGH SCHOOL**  
**CURRICULUM**



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# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

This NFL FLAG Football curriculum was created for use in high school physical education classes. The activities in this curriculum are appropriate for use with students between grades 9–12 (ages 14 to 18) and are designed to be delivered during a standard 60 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, Offseason Team Activities (OTA's), Regular Season and Playoffs. Each lesson uses a combination of individual, 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.

Using the Sport Education model this unit is specifically designed to help all students:

- Refine & master 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 and social-interaction.

The Sport Education model focuses on building teamwork, relationships, sportsmanship, leadership, and game strategies. Elements of this model include a mini camp, OTAs, regular season competition consisting of small-sided games, and a playoff tournament with a celebration in which every student is a winner. Students actively engage in their own learning as they choose how to participate. Each student has a role on his/her team (captain, coach (co-captain), exercise specialist, equipment manager, alternate). This style of teaching provides more opportunities for students to learn from each other. Students learn to trust and encourage other.

**Captain:** Student selects team and reports the progress of his/her teams' progress for the day to the teacher during the closure of each class.

**Coach:** Leads his/her peers through the "practice" segment of each lesson as well manages the team during game play of lessons.

**Exercise specialist:** Leads his/her peers through the warm-up activities in the beginning of each class.

**Equipment mangers:** Acquires equipment, sets up equipment, collects and returns equipment for all segments of each lesson.

**Alternate:** Fills in for other roles for students that are absent.

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The high school years provides a platform for students to refine and master 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 demonstrate more complex, sport-specific skills, concepts and strategies that will allow for success in small and large-sided or modified games. This unit focuses on developing, refining and mastering the following skills, concepts and strategies as they relate to flag football:

### Skill Progressions

- Throw on the run
- Catching in traffic
- Evasive Running
- Kicking/Punting
- Option routes
- Backpedal and changing directions with speed

### Concepts & Strategies

- Advanced Defense
  - Recognizing Man vs. Zone Defense
  - Disguising Man vs. Zone Defense
- Advanced Offense
  - Route Combinations
  - Run-Pass options
- Game Management

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### **SHAPE America National Standards & Grade- Level Outcomes for Physical Education Addressed in this Unit**

Standard	Grade-Level Outcome	Description
Standard 1	S1.H1.L2	Refines activity-specific movement skills in 1 or more lifetime activities.
Standard 1	S1.H3.L2	Demonstrates competency in 2 or more specialized skills in health-related fitness activities.
Standard 2	S2.H1.L1	Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games ,aquatics and/or outdoor pursuits appropriately.
Standard 2	S2.H2.L1	Uses movement concepts and principles (e.g., force,motion, rotation) to analyze and improve performance of self and/or others in a selected skill.
Standard 2	S2.H3.L1	Creates a practice plan to improve performance for a self-selected skill.
Standard 2	S2.H5.L1	Uses strategies and tactics effectively during game play in net/ wall and/or target games.
Standard 4	S4.H2.L1	Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.
Standard 4	S4.H3.L1	Uses communication skills and strategies that promote team or group dynamics
Standard 4	S4.H3.L2	Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
Standard 4	S4.H4.L1	Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.
Standard 4	S4.H5.L1	Applies best practices for participating safely in physical activity exercise and dance.
Standard 5	S5.H2.L2	Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
Standard 5	S5.H4.L1	Identifies the opportunity for social support in a self-selected physical activity or dance.

#### 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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### High School NFL FLAG Football Unit Block Plan

<p><b><u>Draft Day - Day 1</u></b></p> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>• Sport Education set up</li> <li>• Selecting teams</li> <li>• Assigning roles</li> </ul>	<p><b><u>Mini Camp - Day 2</u></b></p> <p><b>Skill:</b></p> <p>Throwing on the run &amp; Catching in traffic</p>	<p><b><u>Mini Camp - Day 3</u></b></p> <p><b>Skill:</b></p> <p>Evasive running</p>	<p><b><u>Mini Camp - Day 4</u></b></p> <p><b>Skill:</b></p> <p>Kicking &amp; Punting</p>	<p><b><u>Mini Camp - Day 5</u></b></p> <p><b>Skill:</b></p> <p>Route Combinations and Run/Pass options</p>
<p><b>Context(s):</b></p> <p>As a team captain</p>	<p><b>Context(s):</b></p> <p>As a quarterback</p>	<p><b>Context(s):</b></p> <p>As a running back</p>	<p><b>Context(s):</b></p> <p>As a kicker and punter</p>	<p><b>Context(s):</b></p> <p>As a quarter back and receiver</p>
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Team Draft</li> <li>• Ultimate Football</li> <li>• Sport Education set up</li> </ul> <p>Appendix B Appendix C</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Ladder drills</li> <li>• Passing &amp; Catching drills</li> <li>• Crazy Catch</li> </ul> <p>Appendix E</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Ladder drills</li> <li>• Snake Run</li> <li>• Angle of Pursuit</li> </ul> <p>Appendix F</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Ladder drills</li> <li>• Partner Place Kicking</li> <li>• Partner Punting</li> <li>• Special Teams Tag</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Passing &amp; Catching</li> <li>• Passing, Route Running</li> </ul> <p>Appendix F</p>
<p><b><u>OTA's - Day 6</u></b></p> <p><b>Strategies:</b></p> <p>Advanced Defense</p>	<p><b><u>OTA's - Day 7</u></b></p> <p><b>Strategies:</b></p> <p>Advanced Offense</p>	<p><b><u>Regular Session - Day 8</u></b></p> <p><b>Strategies:</b></p> <p>6v6 games</p>	<p><b><u>Regular Session - Day 9</u></b></p> <p><b>Strategies:</b></p> <p>6v6 games</p>	<p><b><u>Playoffs - Day 10</u></b></p> <p><b>Strategies:</b></p> <p>6v6 games</p>
<p><b>Context(s):</b></p> <p>Modified game</p>	<p><b>Context(s):</b></p> <p>Modified game</p>	<p><b>Context(s):</b></p> <p>Small sided games</p>	<p><b>Context(s):</b></p> <p>Small sided games</p>	<p><b>Context(s):</b></p> <p>Small sided games</p>
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Buzz &amp; Rip</li> <li>• Defensive Play Book Design</li> </ul> <p>Appendix G</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Ladder Drills</li> <li>• Offensive Play Practice</li> <li>• Play Book Design</li> </ul> <p>Appendix G</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Team Practice</li> <li>• 6v6 games</li> </ul> <p>Appendix H</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Team Practice</li> <li>• 6v6 games</li> </ul> <p>Appendix H</p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Team Practice</li> <li>• 6v6 Single (or Double) elimination tournament</li> </ul> <p>Appendix I</p>

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### Lesson 1: Draft Day

**Grade Level:**  
9th – 12th

**SHAPE America National Standards & Grade Level Outcomes:**  
S1.H3.L2, S4.H2.L1, S4.H3.L1, S4.H5.L1

**Lesson Objective(s):**  
By the end of this lesson, students will be able to participate in ultimate football and understand the importance of being part of a team.

**Equipment Needed:**  
footballs, pinnies, “Draft Day” form and “Team Name Selection” form

**Lesson Length:**  
60 minutes

**Essential Question (related to objective):**  
How does showing respect to teammates help a team?

**Accommodations & Modifications (for students with special needs):**  
Consider fields and teams of different sizes to give all students an opportunity to highlight their skills.

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
Warm up	10 mins	This is the introductory lesson that develops the organization for the remainder of the unit.	Introduce the season (unit) to the students with the expectations and describe the purpose of the Sport Education model.	
Activity	25 mins	The class will participate in multiple game of Ultimate Football while “Team Captains” observe game play and make notes for team feedback and reflection.	Team captains will use Appendix B to select teams.  Teams must move the ball down the field toward their “endzone” to score points by throwing and catching.  With the ball, the player cannot move and has three seconds to pass to another teammate (they cannot run with the ball)  Change of possession occurs when the defense intercepts a pass or knocks the ball to the ground. Also, an incomplete pass deems a turnover to the other team.	Assessment: Teams receive peer feedback from their Team Captain. Teachers check on Team Captain’s feedback prior to offer suggestions.

*(continued)*



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### Lesson 1: Draft Day *(continued)*

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
Draft	5 mins	Select 6 (or however many teams you desire) students who have displayed good communication skills and leadership to be “captains”	<p>Team captain must be notified that will not be selecting their own team, so it’s important to build well balanced teams when making their selections. The teacher will distribute a team to each team captain.</p> <p>These students will be selecting students to be on a team based on their performance during “Ultimate Football.”</p>	
Closure	20 mins	<p>Assign a role for member of the team (with the assistance of the Team Captain). Teams will come up with team chant or cheer.</p> <p>Teacher will reiterate the expectations of the rest of the unit and how each class will be structured throughout the next nine days.</p>		Use Appendix C to assign roles.

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## High School Curriculum with Sports Ed Model

### Lesson 2: Throwing on the Run & Catching in Traffic

**Grade Level:**

9th – 12th

**Lesson Length:**

60 minutes

**SHAPE America National Standards & Grade Level Outcomes:**

S1.H1.L2, S4.H3.L1, S4.H3.L2, S4.H5.L1

**Essential Question (related to objective):**

Why is it important for the WR to keep their hands up?  
What is the importance of the wide receiver during game play?

**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.

**Accommodations & Modifications (for students with special needs):**

Modify the ball and distance of passes to encourage success.

**Equipment Needed:**

Flag belts, cones, footballs, diagrams of pass patterns – *equipment manager*

Consider using painted boxes instead of a ladder for students with mobility issues.

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
Warm Up <i>Led by exercise specialist</i>	10 mins	Ladder Drills:  As students enter the class, 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: <ul style="list-style-type: none"><li>• Short and choppy</li><li>• Pump the arms</li><li>• All the way in all the way out</li></ul>	To challenge students, have different patterns/ pathways for the students to pass through the ladder drills.

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### Lesson 2: Throwing on the Run & Catching in Traffic (continued)

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
Team Practice <i>Led by coach</i>	15 mins	<p>Passing &amp; Catching:</p> <p>During this time students will partner up and practice passing and catching in their own space.</p> <p>Encourage the students to use a three step drop before passing the football.</p>	<p>Prior to partner work, teacher may also demonstrate a three step drop for the quarterbacks.</p> <p>Practicing this will help simulate a more authentic (dynamic) form of practice.</p> <p>Quarterback Throwing Cues:</p> <ul style="list-style-type: none"><li>• Get a grip</li><li>• Side to target</li><li>• Ball to ear</li><li>• Step to target (with opposite foot)</li><li>• Rotate the hips &amp; extend throwing arm</li><li>• Follow through (down and across body)</li></ul> <p>Receivers Catching Cues:</p> <ul style="list-style-type: none"><li>• Thumbs together, pointers together</li><li>• Diamond at chest height extended</li><li>• Adjust hands to size of the ball</li><li>• Squeeze on impact</li><li>• Tuck &amp; go</li></ul>	<p>Have students use form in Appendix F to self evaluate or have teacher use form to provide feedback.</p>

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### Lesson 2: Throwing on the Run & Catching in Traffic (continued)

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
Lead Up Game	30 mins	<p>Crazy Catch:</p> <p>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 teachers 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.</p>	<p>Receivers Catching Cues:</p> <ul style="list-style-type: none"><li>• Thumbs together, pointers together</li><li>• Diamond at chest height extended</li><li>• Adjust hands to size of the ball</li><li>• Squeeze on impact</li><li>• Tuck &amp; go</li></ul>	<p>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.</p> <p>In this modification, the students on the outside do not start with a football.</p> <p>Assessment: Teacher will provide skill cue feedback on throwing to the QB and catching to the receivers during game play.</p>
Closure	5 mins	<p>Skill Recap &amp; Check for</p> <ul style="list-style-type: none"><li>• Understanding</li><li>• Team Captain reports to teacher</li></ul>	<p>Ask students to verbally repeat the cues for proper throwing &amp; catching.</p>	<p>Ask all students to demonstrate the cues/ routes properly as they say cues aloud.</p> <p>Appendix E</p>



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### Lesson 3: Evasive Running

**Grade Level:**  
9th – 12th

**SHAPE America National Standards & Grade Level Outcomes:**  
S1.H1.L2, S1.H3.L2, S2.H1.L1, S2. H2.L1, S4.H5.L1

**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.

**Equipment Needed:**

Cones, footballs, flag belts – *equipment manager*

Appendix F

**Lesson Length:**  
60 minutes

**Essential Question (related to objective):**

Why is it important to cut quickly and powerfully while changing directions?

**Accommodations & Modifications (for students with special needs):**

Consider painting running routes on the ground for students to follow.

Use balls with guides for hands drawn on them to help students place their own hand.

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
Warm Up <i>Led by exercise specialist</i>	10 mins	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.	Cues for successful ladder drill participation: <ul style="list-style-type: none"><li>• Knees up high</li><li>• Pump the arms</li><li>• All the way in all the way out</li></ul>	Have enough ladders set out so students don't wait in line long.  Have different pathways readily available to challenge kids.
Team Practice <i>Led by coach</i>	20 mins	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: <ul style="list-style-type: none"><li>• Outside hand</li><li>• Cover the tips</li><li>• Tuck to the ribs</li></ul> 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.

(continued)

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## High School Curriculum with Sports Ed Model

### Lesson 3: Evasive Running (continued)

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
Lead Up Game	25 mins	<p>Angle of Pursuit:</p> <p>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.</p>	<p>Diagram the running holes/lanes to the students prior to participating in this activity.</p> <p>Cues for handing off a football:</p> <ul style="list-style-type: none"><li>• Turn &amp; face side line</li><li>• Step diagonal</li><li>• Extend arms</li><li>• Place ball firmly in running back's stomach</li></ul> <p>Cues for receiving a handoff:</p> <ul style="list-style-type: none"><li>• Step diagonal towards hole</li><li>• Inside elbow up, outside elbow down</li><li>• Receive, tuck &amp; run!</li></ul> <p>Cues for running with the football:</p> <ul style="list-style-type: none"><li>• Outside hand</li><li>• Cover the tips</li><li>• Tuck to the ribs</li></ul>	<p>Assessment: Teacher observation and student feedback on the handoff exchange.</p> <hr/> <p>Ask students to verbally repeat the cues for proper throwing &amp; catching. Also ask to recall the three new pass routes and draw them in the air using their hand.</p>
Closure	5 mins	<p>Skill Recap &amp; Check for Understanding</p> <p><i>Team Captain reports out to teacher</i></p>	<p>Ask students to verbally repeat the cues for proper throwing &amp; catching. Also ask to recall the three new pass routes and draw them in the air using their hand.</p>	<p>Ask a student to demonstrate the cues/routes properly as they say cues.</p> <p>Appendix F</p>



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### Lesson 4: Kicking & Punting

**Grade Level:**  
9th – 12th

**Lesson Length:**  
60 minutes

**SHAPE America National Standards & Grade Level Outcomes:**  
S1.H1.L2, S1.H3.L2, S4.H3.L1, S4.H3.L2, S4.H5.L1

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

**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.

**Accommodations & Modifications for students with special needs:**  
Provide equipment choices of different sizes for students.

**Equipment Needed:**  
Cones, footballs, flag belts, kick tee of some kind  
–*equipment manager*

Content	Time	Organizations & Transitions	Progression & Teaching Cues	Differentiation & Assessments
Warm Up <i>Led by exercise specialist</i>	5 mins	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.	Cues for successful ladder drill participation: <ul style="list-style-type: none"> <li>• Knees up high</li> <li>• Pump the arms</li> <li>• All the way in all the way out</li> </ul>	Have enough ladders set out so students don't wait in line long.  Have different pathways readily available to challenge kids.
Team Practice <i>Led by coach</i>	10 mins	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.	Introduce the concept of the kickoff to begin a game of football.  Demonstrate the cues in motion for kicking a football.  Share the following cues for kicking: <ul style="list-style-type: none"> <li>• Step towards the ball with kicking foot</li> <li>• Extend arms</li> <li>• Plant opposite foot even with ball</li> <li>• Kick lower third of the ball</li> <li>• Contact ball with shoe laces</li> <li>• Lean back (slightly) as you kick</li> <li>• Upward &amp; forward (kicking leg follow- through)</li> </ul>	Differentiations: Have students increase/decrease the steps they take in their approach to the kick.  Assessment: Teacher observation and student feedback on the skill of kicking.

*(continued)*

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### Lesson 4: Kicking & Punting (continued)

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
Team Practice <i>Led by Coach</i>	10 mins	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.	Introduce the concept of punting on 4th down and describe why a team may decide to punt in a game.  Cues for punting a football: <ul style="list-style-type: none"><li>• Arms out</li><li>• Laces up</li><li>• Step &amp; drop</li><li>• Contact ball with shoe laces</li><li>• Upward &amp; forward (kicking - leg follow - through)</li></ul>	If students struggle with punting the football successfully, use a different ball that allows for a slower speed or larger target.
Lead Up Game	30 mins	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.	<ul style="list-style-type: none"><li>• Introduce the concept of special teams.</li><li>• Remind the students to use the proper cues for kicking/punting a football.</li><li>• Give the returner the cue of “elbows in” for catching the high kick/punt.</li></ul>	If students have difficulty kicking or punting the football, use a different (bigger) ball to increase chances of success.
Closure	5 mins	Skill Recap & Check for Understanding  <i>Team Captain reports out to teacher</i>	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 to demonstrate the kick & punt properly as they say it.

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### Lesson 5: Route Combinations & Run/Pass Options

**Grade Level:**

9th – 12th

**SHAPE America National Standards & Grade Level Outcomes:**

S1.H3.L2, S4.H3.L1, S4.H4.L1, S2.H5.L1, S4.H5.L1

**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.

**Equipment Needed:**

Footballs, cones, flag belts, dry erase board, markers – *equipment manager*

**Lesson Length:**

60 minutes

**Essential Question (related to objective):**

Why is it important for the wide receiver to create space between them and the defense?

**Accommodations & Modifications for students with special needs:**

Modify equipment as necessary for successful catches and route running.

Consider alternate surfaces and painted lines on surfaces for students to follow.

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
Warm up <i>Led by coach</i>	10 mins	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.	Prior to partner work, teacher may also demonstrate a three step drop for the quarterbacks.  Quarterback Throwing Cues: <ul style="list-style-type: none"><li>• Get a grip</li><li>• Side to target</li><li>• Ball to ear</li><li>• Step to target (with opposite foot)</li><li>• Rotate the hips &amp; extend throwing arm</li><li>• Follow through (down and across body)</li></ul> Receivers Catching Cues: <ul style="list-style-type: none"><li>• Thumbs together, pointers together</li><li>• Diamond at chest height</li><li>• extended</li><li>• Adjust hands to size of the ball</li><li>• Squeeze on impact</li><li>• Tuck &amp; go</li></ul>	Teacher observation and feedback on cues.

*(continued)*

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## High School Curriculum with Sports Ed Model

### Lesson 5: Route Combinations & Run/Pass Options (continued)

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
Team Practice <i>Led by coach</i>	15 mins	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: <ul style="list-style-type: none"><li>• Post – 10 yards, inside turn (outside foot plant), sprint to goal post</li><li>• Flag – 10 yards, outside turn (inside foot plant), sprint to back corner of end zone</li><li>• Drag – 5 yards, 90 degrees turn (outside foot plant, sprint across the middle)</li></ul>	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.  Consider spray painting routes on the field so that students may follow the pattern to increase success.
Lead Up Game	30 mins	Offense vs Defense – Passing vs % Speed Defenders.  Offense will line up with QB and 3 receivers. Defense will line up with three defenders only. Defenders may run with receivers but may not attempt to intercept or knock away the ball.	Using routes from team practice offense will attempt to complete 5 of 5 passes vs defense before players switch roles.  Defenders may progress from running % speed to full speed as more reps are taken. There should be no effort to intercept or deflect passes	Teacher provides feedback to receivers only based on route running observations. Reteach routes or add on faking for students as necessary.
Closure	5 mins	Skill Recap & Check for Understanding	<i>Team Captain reports out to teacher</i>	Appendix F



# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### Lesson 6: Advanced Defense- Recognizing Man vs Zone Defense & Disguising Man vs Zone Defense

**Grade Level:**  
9th – 12th

**Lesson Length:**  
60 minutes

**SHAPE America National Standards & Grade Level Outcomes:**  
S2.H2.L1, S2.H3.L1, S4.H5.L1

**Essential Question (related to objective):**  
What is the most effective way to keep a balanced center of gravity when I buzz & breakdown?

**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.

How can a team work together to take up more space than just one player?

**Equipment Needed:**  
Footballs, cones, flag belts, flip charts, music equipment manager

**Accommodations & Modifications for students with special needs:**  
Modify equipment (i.e. flag length) to allow for different skill levels.

Content	Time	Organizations & Transitions	Progression & Teaching Cues	Differentiation & Assessments
Warm up <i>Led by teacher</i>	10 mins	<b>Buzz &amp; Rip:</b> 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 o f. Allow 30 seconds for each “chase” before starting the music again.	<b>Buzz Technique:</b> <ul style="list-style-type: none"><li>• Close the gap</li><li>• Short, choppy steps</li><li>• Breakdown &amp; rip (the flag</li><li>• Breakdown Position</li><li>• Feet – Feet shoulder-width apart</li><li>• Squeeze – Proud chest, shoulders back</li><li>• Sink – Knees bent, forward lean, chin up &amp; over the toes</li><li>• Hand – Elbows bent with forearms parallel to the ground; hands and finger are loose</li></ul>	Consider different time segments for the chase portion of the game.  Consider flags of different lengths for different students.

*(continued)*

# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### Lesson 6: Advanced Defense- Recognizing Man vs Zone Defense & Disguising Man vs Zone Defense (continued)

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
<p>Team Practice</p> <p><i>Led by coach</i></p>	20 mins	<p>Defensive Play Book Design:</p> <p>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.</p>	<p>Demonstrate proper defensive alignment prior to beginning this activity.</p> <p>Give the defense the goal of not allowing the WR to get behind them.</p> <p>Cues for Good Defensive Play:</p> <ul style="list-style-type: none"> <li>• 5 and 1 (5 steps off, one step inside)</li> <li>• Staggered feet</li> <li>• Backwards firs</li> <li>• Cut grass (back pedal)</li> <li>• Forward lean &amp; chin over toes</li> <li>• Eyes up</li> <li>• Run with the receiver</li> <li>• Break on the ball</li> </ul>	<p>Assessment:</p> <p>Teacher observation and feedback to team coaches.</p>
<p>Lead Up Game</p> <p><i>Led by coach</i></p>	20 mins	<p>Defensive Play Book Design:</p> <p>During this time each group of 5 will get a dry-erase board 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.</p>	<p>Introduce the concept of taking up space as a team to make it difficult for the offense to get open.</p> <p>Give them the hint that the offense can only run 6 different routes.</p> <p>Each group of 5 will need a dry erase board and a marker to diagram their plays in their playbook</p>	<p>Assessment:</p> <p>Consider a team survey about communication or provide feedback to coaches about communication skills.</p> <p>Have students do a peer evaluation on another team's playbook and offer suggestions.</p>
Closure	10 mins	<p>Skill Recap &amp; Check for Understanding</p> <p><i>Team Captain reports out to teacher</i></p>	<p>Have each group demonstrate one defensive alignment to the class.</p>	<p>Prompt students for answers to the essential question.</p>

# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### Lesson 7: Advanced Offense

**Grade Level:**  
9th – 12th

**Lesson Length:**  
60 minutes

**SHAPE America National Standards & Grade Level Outcomes:**  
S1.H3.L2, S2.H2.L1, S2.H3.L1, S4.H4.L1, S4.H3.L1, S4.H5.L1

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

**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.

**Accommodations & Modifications for students with special needs:**  
Consider modified equipment or rules (i.e. catching a different ball on a bounce) to allow student success.

**Equipment Needed:**  
Football, cones, flag belts, dry erase boards, markers – *equipment manager*

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
Warm up <i>Led by exercise specialist</i>	10 mins	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.	Cues for successful ladder drill participation: <ul style="list-style-type: none"> <li>• Knees up high</li> <li>• Pump the arms</li> <li>• All the way in all the way out</li> </ul>	Have enough ladders set out so students don't wait in line long.  Have different pathways readily available to challenge kids.
Team Practice <i>Led by coach</i>		Play Book Design: During this time each group of 5 will get a dry erase board 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.	Each group of 5 will need a dry erase board and a marker to diagram their plays in their playbook.	Assessment: Teacher will provide feedback to coaches about team communication skills observed as well as appropriateness of offensive strategy.
Team Practice <i>Led by coach</i>		Offensive Plays Practice: 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.	There is no defense for this drill.	Assessment: Teacher will provide feedback to team coaches based on observation.

(continued)

# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### **Lesson 7: Advanced Offense** *(continued)*

<b>Content</b>	<b>Time</b>	<b>Organizations &amp; Transitions</b>	<b>Progressions &amp; Teaching Cues</b>	<b>Differentiation &amp; Assessments</b>
Closure		Skill Recap & Check for Understanding  <i>Team Captain reports out to teacher</i>	Have each group demonstrate one play to the class.	Prompt students for answers to the essential question.  Appendix G



# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### Lesson 8: Game Management – 6v6 Games

**Grade Level:**  
9th – 12th

**Lesson Length:**  
60 minutes

**SHAPE America National Standards & Grade Level Outcomes:**  
S2.H1.L1, S2.H5.L1, S4.H2.L1, S5.H4.L1, S5.H2.L2, S4.H5.L1

**Essential Question (related to objective):**  
How does working positively together as a team help you eliminate mistakes in the game?

**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.

**Accommodations & Modifications for students with special needs:**  
Modify equipment for specific students (i.e. use a softer, larger ball for some offensive plays to allow more students to catch successfully).

**Equipment Needed:**  
Cones, footballs, pinnies (jerseys) – *equipment manager*

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
Team Practice <i>Led by coach</i>	15 mins	<p>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 .</p> <p>Teams will switch offense and defense after each play. Students change positions every play.</p>	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.	<p>Introduce the safety position in addition to the cornerbacks, along with ‘rushing the passer.’</p> <p>Rushers must count for 5 seconds prior to moving towards the quarterback..</p>

*(continued)*

# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### Lesson 8: Game Management – 6v6 Games (continued)

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
Game Play <i>Led by coach</i>	40 mins	6 V 6 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.	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. 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 & 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	Assessment: Teacher observation of game play, use of plays and verbal feedback to coach.
Closure	5 mins	Check for Understanding <i>Team Captain reports out to teacher</i>	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.  Appendix H

# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### Lesson 9: Game Management – 6v6 Games

**Grade Level:**  
9th – 12th

**SHAPE America National Standards & Grade Level Outcomes:**  
S2.H1.L1, S2.H5.L1, S4.H2.L1, S5.H4.L1, S5.H2.L2, S4.H5.L1

**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.

**Equipment Needed:**

Cones, footballs, pinnies (jerseys) – *equipment manager*

**Lesson Length:**  
60 minutes

**Essential Question (related to objective):**

How can a defensive player use teamwork to create a turnover situation?

**Accommodations & Modifications for students with special needs:**

Allow modified rush, or force QB to avoid the rush for an extended time before being allowed to throw. Limit QB to a smaller area to increase the likelihood of sacks.

Decrease field sizes and mark of zones to help defenders be able to cover their entire territory. Allow defenders to use implements (pool noodle) to extend their arms and block passing lanes.

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
Team Practice <i>Led by coach</i>	15 mins	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.	Introduce the safety position in addition to the cornerbacks, along with ‘rushing the passer.’  Rushers must count to 5 Mississippi before rushing the QB 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.	Assessment: Teacher feedback to coaches based on observation.

*(continued)*

# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### Lesson 9: Game Management – 6v6 Games (continued)

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
Game Play <i>Led by coach</i>	40 mins	6 V 6 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. Reiterate the concept of a huddle, down & 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.	Assessment: Teacher feedback to coaches based on observation.
Game Play <i>Led by coach</i>	40 mins	6 V 6 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. Reiterate the concept of a huddle, down & 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.	Assessment: Teacher feedback to coaches based on observation.
Closure	5 mins	Check for Understanding <i>Team Captain reports out to teacher</i>	Prompt the students to share one thing that they found made them successful on offense/defense.	Refer back to the objective and ask students how they would answer the essential questions.  Appendix H



# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### Lesson 10: Playoffs – 6v6 Games

**Grade Level:**  
9th – 12th

**SHAPE America National Standards & Grade Level Outcomes:**  
S2.H1.L1, S2.H5.L1, S4.H2.L1, S5.H4.L1, S5.H2.L2

**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.

**Equipment Needed:**  
Flag belts, footballs, cones – *equipment manager*

**Lesson Length:**  
60 minutes

**Safety Standard(s):**  
S4.H5.L1

**Essential Question (related to objective):**  
What are factors that made my team successful or unsuccessful?

What can we do to improve individual performances?

**Accommodations & Modifications for students with special needs:**  
Allow teams to select from a variety of rules that enable all members of their team to play (i.e. limiting space, requiring some students to have 2 flags pulled to be tackled).

Content	Time	Organizations & Transitions	Progressions & Teaching Cues	Differentiation & Assessments
Set Induction	10 mins	Explain rules and expectations for tournament play		Create two (or more) different mini brackets to allow for differentiated rules and equipment.
Tournament Play <i>Led by coach</i>	50 mins	6 V 6 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  <i>Team Captain reports out to teacher one last time!</i>	Stress to the students that the object of the game is to move the ball down field towards the end zone, to score touchdown and earn points for their team.  Reiterate the concepts of a huddle, down & 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. Teacher allows each game to go for 5 minutes before stopping play. When play stops each team will rotate to the field to base on outcome of the game. (win or loss).	Consider allowing teams of different sizes to balance competitive level.  Consider using different modified rules on each field to create challenges for all students.

# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### **APPENDIX A**

#### **Adaptations & Modifications for High School Flag Football**

All adaptations and modifications should be made with the individual student in mind. No one adaptation or modification is appropriate for all students. Teachers should be familiar with the instructional needs of each member of their class.

- **Equipment Modifications**

- Use of footballs of different sizes, composition and texture:
  - Foam footballs
  - Velcro footballs
  - Soft round balls (gator balls, foam)
- Use of adapted equipment (I.e. a beeper ball to assist those needing an audio signal)

- **Game Modification suggestions**

- Provide multiple playing areas, allowing for different rules or team configuration
- Shortened field (playing area)
- Provide buffer area to allow for unobstructed catching of ball
- Use of visuals
  - Videos
  - Pictures
  - Signals such as cones/markers/arrows to identify running routes
- Allow for a variety of ways to perform skills and execute plays.
- Allow modifications to traditional rules (I.e. a dropped pass can be picked up and advanced)

- **Instructional delivery strategies:**

- Demonstrate all skills to students, repeating or modifying the demonstration when necessary
- Allow for extended practice time and repetitions.
- Use 3 – 4 simple short cues that are visually accessible to students (bend knees, swing arms, and jump).
- Use picture symbols with words to increase understanding for all students
- Allow students who are advanced at the skill act as peer models/helpers. Teaching the skill enhances the student's knowledge and ability level.
- Use video clips as references for students who need to see a demonstration multiple times.

# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### **APPENDIX H**

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

### **Sportsmanship Exit Ticket**

Describe 1 example of how you showed good sportsmanship in today's lesson and 1 example of how a teammate showed good sportsmanship.

1. \_\_\_\_\_

2. \_\_\_\_\_

# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### APPENDIX B

#### Draft Day

Directions: You are about to engage in the process of a random team draft while observing your peers during the game of "Ultimate Football." The classmates you select, will NOT be on your team. You must begin by selecting a classmate who is of the opposite gender of yourself then alternate genders. Your next selection may be someone who is of the same gender. Please leave your name off of this sheet.

1. \_\_\_\_\_  
(opposite gender)

2. \_\_\_\_\_  
(same gender)

3. \_\_\_\_\_  
(opposite gender)

4. \_\_\_\_\_  
(same gender)

5. \_\_\_\_\_  
(opposite gender if available)

6. \_\_\_\_\_  
(opposite gender if available)

#### Draft Day

Directions: You are about to engage in the process of a random team draft while observing your peers during the game of "Ultimate Football." The classmates you select, will NOT be on your team. You must begin by selecting a classmate who is of the opposite gender of yourself then alternate genders. Your next selection may be someone who is of the same gender. Please leave your name off of this sheet.

1. \_\_\_\_\_  
(opposite gender)

2. \_\_\_\_\_  
(same gender)

3. \_\_\_\_\_  
(opposite gender)

4. \_\_\_\_\_  
(same gender)

5. \_\_\_\_\_  
(opposite gender if available)

6. \_\_\_\_\_  
(opposite gender if available)



# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### APPENDIX C

#### Team Name Selection

Directions: Select a name for your team that is appropriate and related to the game of football. Names can be, but are not limited to, NFL team nicknames.

TEAM NAME: \_\_\_\_\_

Team Members:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

#### Team Name Selection

Directions: Select a name for your team that is appropriate and related to the game of football. Names can be, but are not limited to, NFL team nicknames.

TEAM NAME: \_\_\_\_\_

Team Members:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### APPENDIX D

#### Roles for Sport Education

- Captain: \_\_\_\_\_ - Student selects team and reports the progress of his/her teams' progress for the day to the teacher during the closure of each class.
- Coach: \_\_\_\_\_ - Leads his/her peers through the "practice" segment of each lesson as well manages the team during game play of lessons.
- Exercise Specialist: \_\_\_\_\_ - Leads his/her peers through the warm-up activities in the beginning of each class.
- Equipment Managers: \_\_\_\_\_ - Acquires equipment, sets up equipment, collects and returns equipment for all segments of each lesson.
- Alternate: \_\_\_\_\_ - Fills in for other roles for students that are absent.

#### Roles for Sport Education

- Captain: \_\_\_\_\_ - Student selects team and reports the progress of his/her teams' progress for the day to the teacher during the closure of each class.
- Coach: \_\_\_\_\_ - Leads his/her peers through the "practice" segment of each lesson as well manages the team during game play of lessons.
- Exercise Specialist: \_\_\_\_\_ - Leads his/her peers through the warm-up activities in the beginning of each class.
- Equipment Managers: \_\_\_\_\_ - Acquires equipment, sets up equipment, collects and returns equipment for all segments of each lesson.
- Alternate: \_\_\_\_\_ - Fills in for other roles for students that are absent.

# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### APPENDIX E

### Throwing and Catching in Modified Game Play Rubric

#### CRITERIA FOR COMPETENCE:

Essential elements for demonstrating <b>Throwing and Catching in Modified Game Play:</b>	
<p><b>Throwing</b></p> <p>Invasion &amp; Field Games:</p> <ul style="list-style-type: none"> <li>• Throws with a mature pattern*</li> <li>• Throws with a mature pattern for distance or power</li> <li>• Throws with a mature pattern distance or power appropriate to the task</li> </ul> <p>Target Games:</p> <ul style="list-style-type: none"> <li>• Performs consistently (70% of the time) a mature underhand pattern with accuracy and control for games such as bowling or bocce.</li> </ul>	<p><b>Catching</b></p> <ul style="list-style-type: none"> <li>• Catches**, using an implement</li> <li>• Catches**, using an implement in a dynamic environment or modified game play</li> <li>• Catches low with implement when object travels below waist level</li> <li>• Catches high with implement when object is above waist level</li> </ul>

**\*Mature throwing pattern:**

**Overhand:** body sideways to target, brings throwing arm back extended at shoulder height, elbow leads, steps with opposite foot, rotates hips to face target, follows through to target/across body

**Underhand:** face target, step with opposite foot, swing arm back, follow through to target

**\*\*Mature catching pattern:** body facing target, watches object as it travels towards them, reaches arms toward the object, tracks it to hands, gives with the ball as it hits hands and bring to body, pinkies together if the object is below the waist, thumbs together is ball if above waist

Developing (1)	Approaching Standard (2)	Meets Standard (3)	Exceeds Standard (4)
During modified invasion game play or target games, the learner demonstrates the ability to throw and catch with different objects by <b>explaining and/or performing ONE</b> of the essential elements above.	During modified invasion game play or target games, the learner demonstrates the ability to throw and catch with different objects by <b>explaining and/or performing TWO</b> of the essential elements above.	During modified invasion game play or target games, the learner demonstrates the ability to throw and catch with different objects by <b>performing THREE</b> of the essential elements above.	During modified invasion game play or target games, the learner demonstrates the ability to throw and catch with different objects by <b>explaining and/or performing ALL</b> of the essential elements above.

# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### APPENDIX F

#### Defensive and Offensive Positioning Rubric

##### CRITERIA FOR COMPETENCE:

Essential elements for demonstrating Effective Defensive and Offensive Positioning:

**Defensive** – In position to defend passing, shooting, and attacking angles.

**Defensive** – In position to defend attacking players

**Offensive** – Creates space

**Offensive** – Moves to open space

Developing (1)	Approaching Standard (2)	Meets Standard (3)	Exceeds Standard (4)
The learner explains and/or demonstrates ONE of the essential elements above during tactical games.	The learner explains and/or demonstrates TWO of the essential elements above during tactical games.	The learner demonstrates THREE of the essential elements above during tactical games.	The learner explains and demonstrates ALL of the essential elements above during tactical games.

# NFL FLAG FOOTBALL

## High School Curriculum with Sports Ed Model

### APPENDIX G

#### Creating or Reducing Space Rubric

##### CRITERIA FOR COMPETENCE:

Essential elements for demonstrating Creating or Reducing Space:

- Opens and closes space with movement concepts.
- Denial – preventing a catch from being made or returned
- Variance – creating or reducing space by varying force, direction, influencing the movement of an opponent
- Identifies sacrifice situations and attempts to advance teammate
- Reduces open spaces by working with teammates to maximize coverage

Developing (1)	Approaching Standard (2)	Meets Standard (3)	Exceeds Standard (4)
In an authentic setting, the learner explains and/or demonstrates TWO of the essential elements above.	In an authentic setting, the learner explains and/or demonstrates THREE of the essential elements above.	In an authentic setting, the learner demonstrates FOUR of the essential elements above.	In an authentic setting, the learner explains and/or demonstrates ALL of the essential elements above.