



FLAG



MIDDLE SCHOOL CURRICULUM

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JOIN THE FUN

Flag football has a lot to offer, from co-ed leagues to competitive tournaments.

Here are five important benefits for kids playing flag football:

1. No Contact: Flag football is a non-contact sport, meaning there's no tackling, diving, blocking, screening or fumbles allowed. Therefore, players aren't required to wear any heavy equipment, such as helmets and shoulder pads. This creates an approachable atmosphere where kids can learn how to play and develop their skills without the aspect of physical contact.

2. Accessibility: Flag football is an incredibly inclusive sport and opens the doors to many players, including female athletes.

3. Learn the fundamentals: There's a common myth that flag football doesn't prepare kids for tackle football—and that simply isn't true. The basic fundamentals taught in flag football directly transfer to tackle, including catching, throwing, formations, routes, and defensive skills. For example, the way defensive players are required to square up their body and align their head and knees is the exact positioning needed to physically tackle an opponent.

4. Easy commitment: With most leagues only meeting once per week, many families happily squeeze flag football into their packed schedules. Typically, teams practice for about 45 minutes before their game, and then the game itself is usually an hour or less. Of course, some high-level competitive leagues offer more playing time, if that's something you're looking for.

5. It's fun!: Plain and simple, flag football is loads of fun. With fewer players on the field, there's more engagement and a faster speed of play. Games are quick, competitive and every drive counts, especially in tournaments. It's the version of football you loved playing in your backyard—why ever stop?



FIND A LEAGUE

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NFL FLAG Football

Middle School Curriculum

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

This unit is specifically designed to help all students:

- Develop & refine motor skills & movement patterns as they relate to flag football;
- Understand & apply concepts and strategies that will enhance student success in flag football;
- Achieve & maintain a health-enhancing level of physical fitness;
- Exhibit responsible personal & social behavior;
- Recognize the value of physical activity for health, enjoyment, challenge & social interaction.

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The middle school years provide a platform for students to refine their previously learned fundamental motor skills and movement patterns and begin to apply them in a wide variety of physical activity contexts. The students are now ready to learn more complex, sport-specific skills, concepts and strategies that will allow for success in small and large-sided or modified games. This unit will focus on developing, refining and mastering the following skills, concepts and strategies as they relate to flag football:

Concepts & Strategies

- Basic Offense
- Basic Defense
- Line of Scrimmage
- Down & Distance
- Player Positions
- Decision Making

Skill Progressions

- Throwing/Passing
- Catching
- Kicking/Punting
- Ball Carrying
- Route Running
- Defense

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National Standards & Grade-Level Outcomes Addressed in this unit

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

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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Middle School NFL FLAG Football Unit Block Plan

Mini Camp Day 1	Mini Camp Day 2	Mini Camp Day 3	Mini Camp Day 4	Mini Camp Day 5
Skill: Passing	Skill: Passing & catching	Skill: Running Routes	Skill: Ball Carrying	Skill: Kicking & punting
Context(s): As a quarterback	Context(s): As a quarterback and wide receiver	Context(s): As a wide receiver	Context(s): As a running back	Context(s): Place kicking and punting
Activities: Star drill, partner practice, fish in a barrel	Activities: Ladder drills, partner practice, small group practice	Activities: Passing & catching practice, route running practice	Activities: Twist off, snake run, angle of pursuit	Activities: Kingpin, partner kicking/punting, special teams tag
OTA's Day 6	OTA's Day 7	OTA's Day 8	Pre-season Day 9	Reg - Season Day 10
OTA's Day 6	OTA's Day 7	OTA's Day 8	Pre-season Day 9	Reg – Season Day 10
Skill: Basic Offense	Strategies: Basic Defense	Strategies: Team Strategies	Strategies: 5 v 5 Games	Strategies: 5 V 5 Games
Context(s): Small-sided modified games	Context(s): Small-sided modified games	Context(s): Small-sided modified games	Context(s): Small-sided modified games	Context(s): Small-sided modified games
Activities: Ladder drills, bump & go, offensive play design	Activities: Buzz & Rip, Shadow Routes, Defensive play design	Activities: Partner passing, play design, 5 v 5 walkthrough	Activities: Keep away, Play design, 5 v 5 game play	Activities: Cognitive Assessment, 5 v 5 game play

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Lesson 1 Mini Camp - Passing

Grade Level:

6-8 (14U)

National Standards & Grade-level Outcomes:

S1.M2.7, S1.M3.7

Lesson Objective(s):

By the end of this lesson the students will be able to demonstrate and describe the proper cues for throwing a football as a quarterback.

Lesson Length:

40 Minutes

Equipment Needed:

Football, poly spots, 3 large buckets

Essential Question (related to objective):

Why is it important for the QB to step towards their target when they throw?

Safety Standard:

S4.M7.7 – Uses class equipment appropriately and safely

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	Star Drill – One student will begin in the middle of the star. He/she will sprint forward to cone, and backpedal to the middle, sprint to the next cone to the right, back pedal back to the middle. Repeating until they have gone all the way around. Once a whole rotation is complete, another student hops into the middle and take their turn.	Paint the picture that students are playing defense and they need to move/change directions quickly. When back pedaling, use these cues: <ul style="list-style-type: none"> • Short choppy steps • Keep center of gravity. 	Modify task by taking students to the side of the group and having them respond to verbal direction to change direction 1:1 with the teacher allowing for different speeds and distances.
Skill Development Activity	10 min	Passing & Catching Practice – During this time students will partner up and practice passing and catching in their own space. Encourage the students to use a three step drop before passing the football.	Quarterback Throwing Cues: <ul style="list-style-type: none"> • Get a grip • Side to target • Ball to ear • Step to target (with opposite foot) • Rotate the hips & extend throwing arm • Follow through (down and across body) 	Prior to partner work, teacher may also demonstrate a three step drop for the quarterbacks. Practicing this will help simulate a more authentic (dynamic) form of practice.

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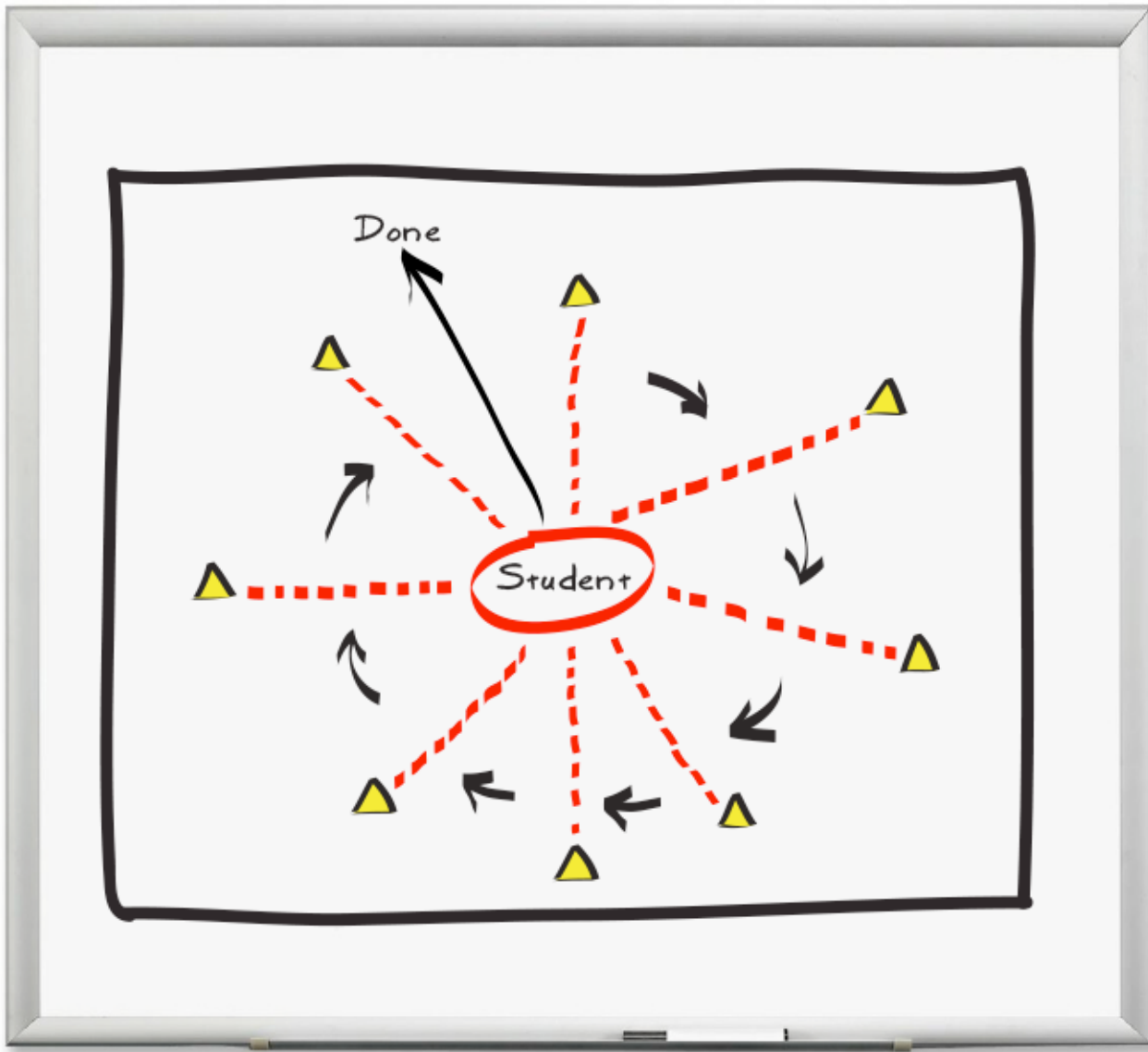
Lesson 1 Mini Camp – Passing

Small group work	20 min	<p>Fish in a Barrel: Divide the students up into groups of 4 and have each team designate a 'team space' on the outside edge of the gym. Place a three large buckets in the middle of the gym. Spread lots of poly spots around the buckets at various distances. When play begins students will grab footballs, go to poly spots, and try and throw the football into the barrel. If they make it in, they pick up the poly spot and take it back to their team space. The team with the most poly spots at the end of play wins.</p>	<p>In between each round of play, remind students of the cues for throwing that will help them succeed:</p> <ul style="list-style-type: none"> • Get a grip • Side to target • Ball to ear • Step to target (with opposite foot) • Rotate the hips & extend throwing arm • Follow through (down and across body) 	Add more buckets
Closure	5 min	Skill Recap & Check for Understanding	<p>Refer back to objectives and ask students to verbally repeat the cues for proper passing.</p>	<p>Ask and observe all students to demonstrate the cues properly as they say them aloud.</p>

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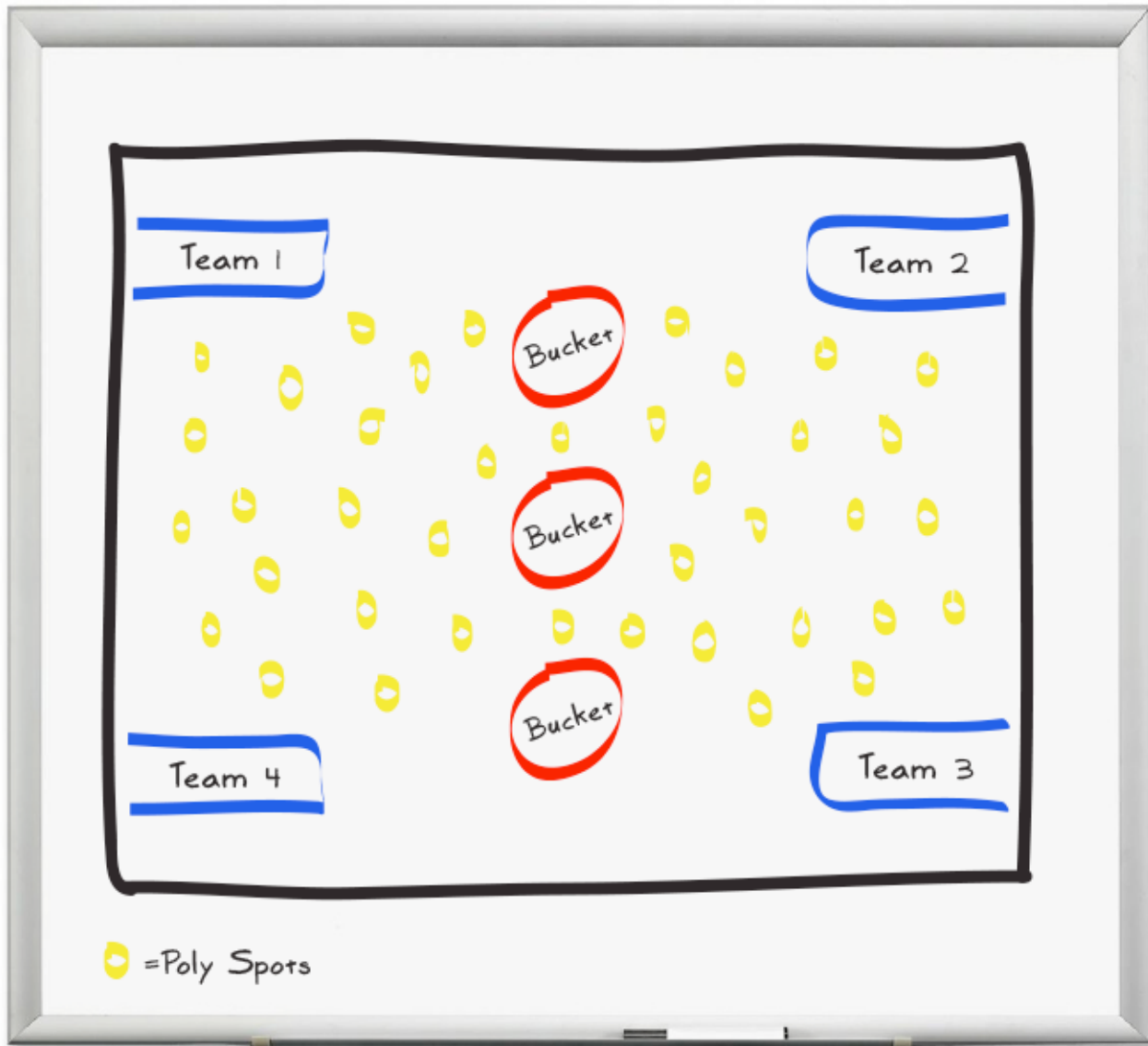
Lesson 1 Star Drill



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Lesson 1 Fish in a Barrel



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Lesson 2 Mini Camp: Offensive Positions

Grade Level:

6-8 (14U)

National Standards & Grade-level Outcomes:

S1.M2.7, S1.M3.7,

Lesson Objective(s):

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

Lesson Length:

40 Minutes

Equipment Needed:

Flag belts, cones, footballs, diagrams of pass patterns

Essential Question (related to objective):

Why is it important for the WR to keep their hands up?

Safety Standard:

S4.M7.7 – Uses class equipment appropriately and safely

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	Ladder Drills: As students enter the gym, have them go to a speed ladder and practice their footwork. Facing the ladder, have the students place two feet in and two feet out of each rung of the ladder while moving to their right. One student goes and then another goes when the first student is at least halfway through.	Cues for successful ladder drill participation: <ul style="list-style-type: none"> • Short and choppy • Pump the arms • All the way in all the way out 	To challenge students, have different patterns/pathways for the students to pass through the ladder drills.

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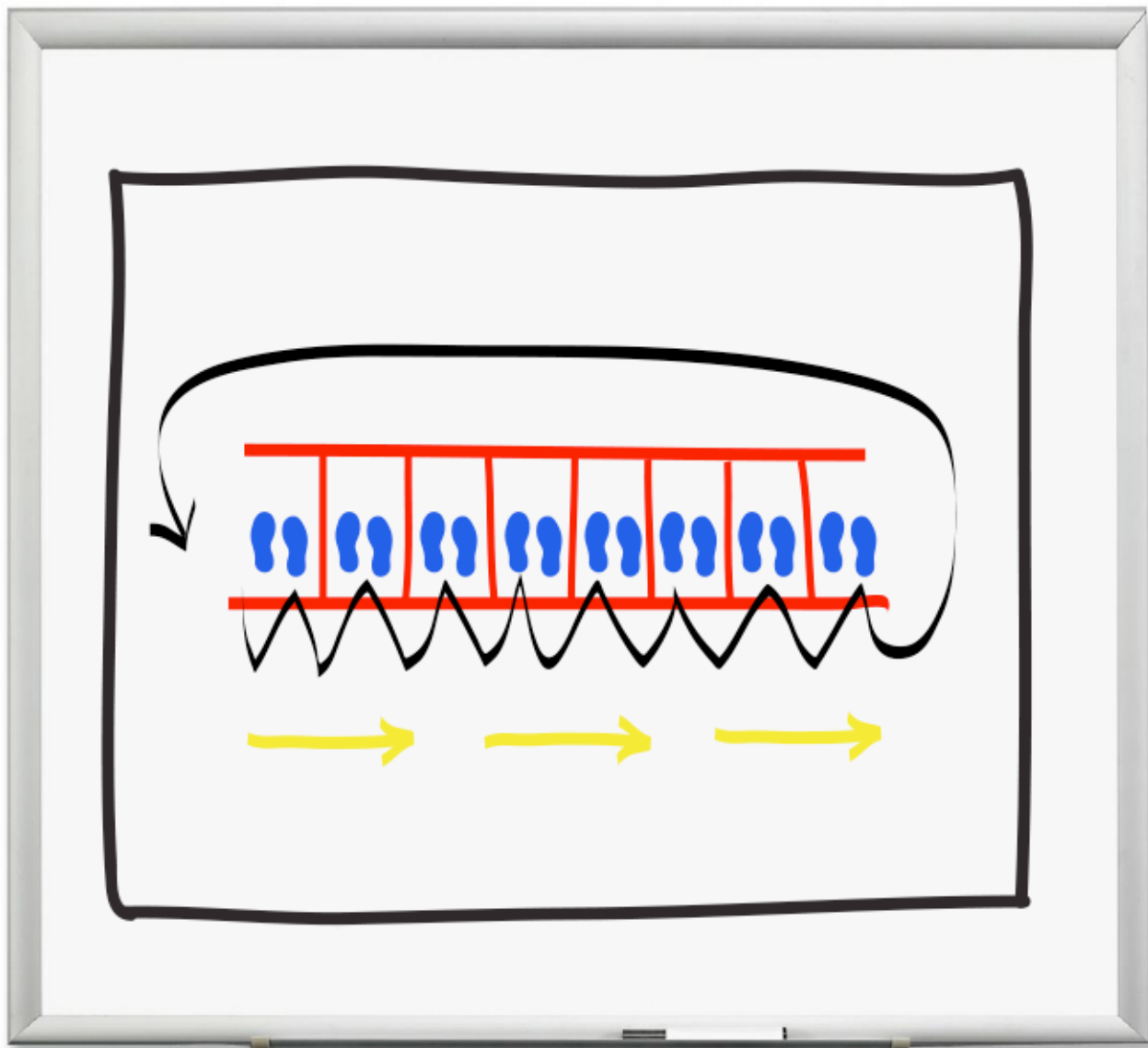
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Skill Development Activity	10 min	<p>Passing & Catching – During this time students will partner up and practice passing and catching in their own space.</p> <p>Encourage the students to use a three step drop before passing the football.</p>	<p>Quarterback Throwing Cues:</p> <ul style="list-style-type: none"> • Get a grip • Side to target • Ball to ear • Step to target (with opposite foot) • Rotate the hips & extend throwing arm • Follow through (down and across body) <p>Receivers Catching Cues:</p> <ul style="list-style-type: none"> • Thumbs together, pointers together • Diamond at chest height extended • Adjust hands to size of the ball • Squeeze on impact • Tuck & go 	Teacher will provide feedback based on observation.
Lead-up Game	20 min	<p>Crazy Catch: Students will be organized into groups of 4. 4 students will grab a football and stand in a square, and one student will stand in the middle of the square. On the 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"> • Thumbs together, pointers together • Diamond at chest height extended • Adjust hands to size of the ball • Squeeze on impact • Tuck & go 	<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>
Closure	5 min	Skill Recap & Check for Understanding	Ask students to verbally repeat the cues for proper throwing & catching.	Ask all students to demonstrate the cues/ routes properly as they say them aloud.

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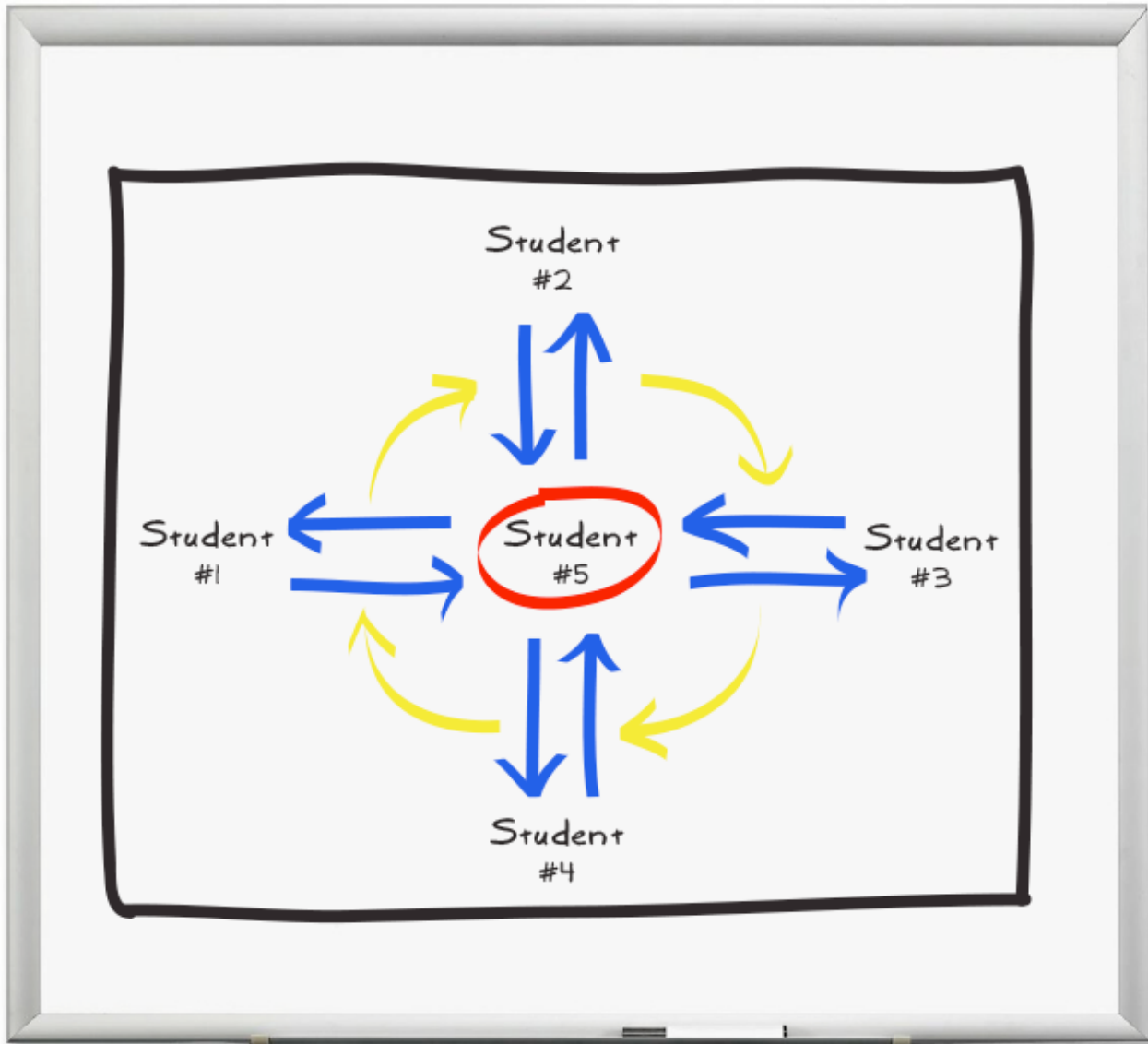
Lesson 2 Ladder Drill



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Lesson 2 Crazy Catch



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Lesson 3 Mini Camp: Route Running

Grade Level:

6-8 (14U)

National Standards & Grade-level Outcomes:

S1.M2.7, S1.M3.7

Lesson Objective(s):

By the end of this lesson, the students will be able to correctly identify and describe three new pass routes; the Post, Flag and Drag.

Lesson Length:

40 Minutes

Equipment Needed:

Flag belts, cones, footballs, diagrams of pass patterns.

Essential Question (related to objective):

When should the WR plant with their inside/outside foot?

Safety Standard:

S4.M7.7 – Uses class equipment appropriately and safely

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	Ladder Drills: As students enter the gym, have them go to a speed ladder and practice their footwork. Facing the ladder, have the students place two feet in and two feet out of each rung of the ladder while moving to their right. One student goes and then another goes when the first student is at least halfway through.	Cues for successful ladder drill participation: <ul style="list-style-type: none"> • Short and choppy • Pump the arms • All the way in all the way out 	To challenge students, have different patterns/pathways for the students to pass through the ladder drills.

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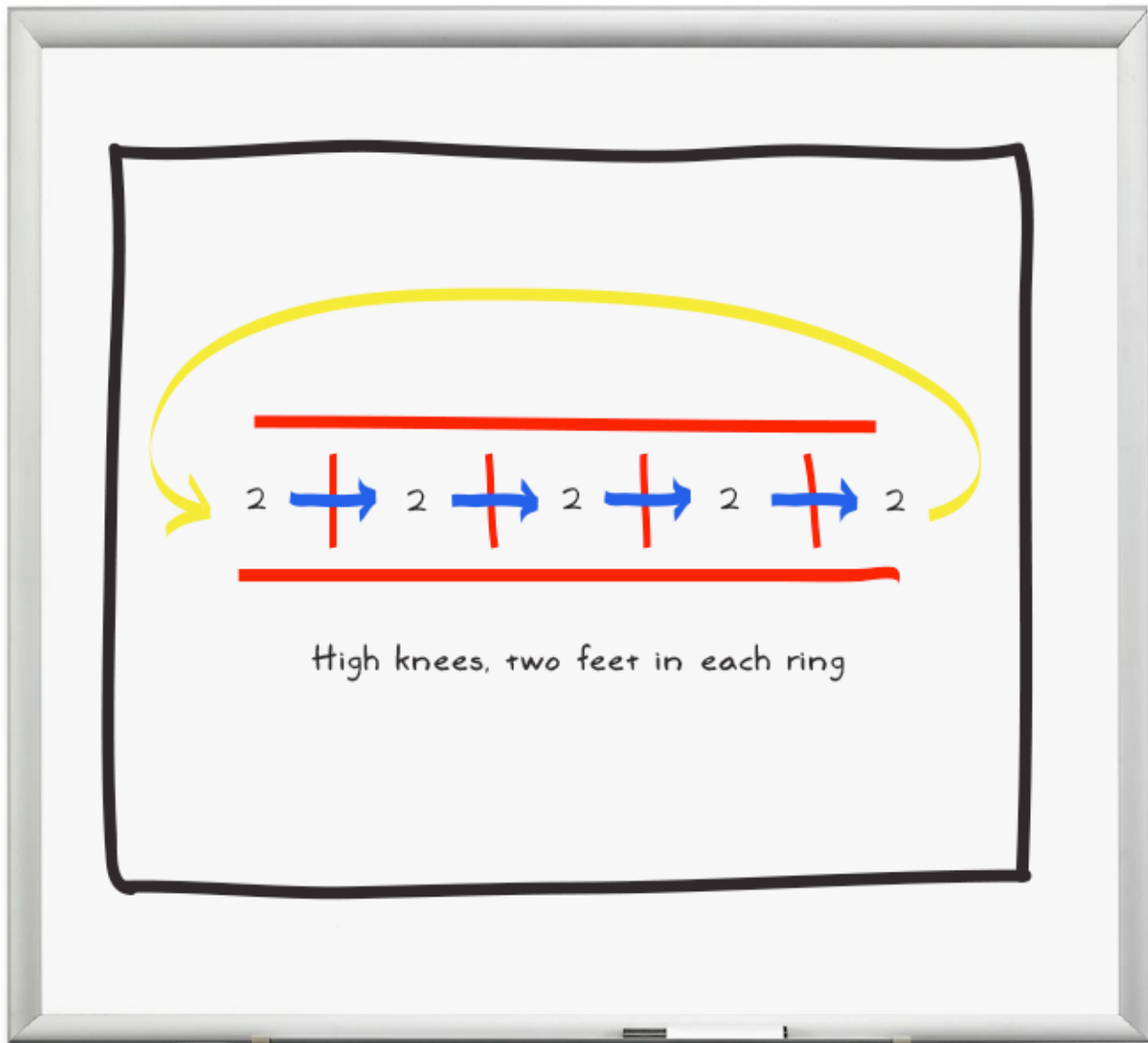
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Skill Development Activity	10 min	<p>Passing & Catching – During this time students will partner up and practice passing and catching in their own space.</p> <p>Encourage the students to use a three step drop before passing the football.</p>	<p>Prior to partner work, teacher may also demonstrate a three step drop for the quarterbacks.</p> <p>Quarterback Throwing Cues:</p> <ul style="list-style-type: none"> • Get a grip • Side to target • Ball to ear • Step to target (with opposite foot) • Rotate the hips & extend throwing arm • Follow through (down and across body) <p>Receivers Catching Cues:</p> <ul style="list-style-type: none"> • Thumbs together, pointers together • Diamond at chest height extended • Adjust hands to size of the ball • Squeeze on impact • Tuck & go 	Teacher provides feedback around cues based on observation.
Lead-up Game	20 min	<p>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.</p>	<p>Passing Routes:</p> <ul style="list-style-type: none"> • Post – 10 yards, inside turn (outside foot plant), sprint to goal post • Flag – 10 yards, outside turn (inside foot plant), sprint to back corner of end zone • Drag – 5 yards, 90 degrees turn (outside foot plant), sprint across the middle 	<p>Demonstrate the proper alignment of the positions on the line of scrimmage, QB cadence.</p> <p>Have a diagram of these routes posted for the students to reference as they practice.</p> <p>Filter around and positive constructive feedback to students as they practice.</p>
Closure	5 min	Skill Recap & Check for Understanding	Ask students to verbally repeat the cues for proper throwing & catching. Also ask to name the three new pass routes.	Ask all students to demonstrate the cues/ routes properly as they say it

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Lesson 3 Ladder Drill 2



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Lesson 4 Mini Camp – Ball Carrying

Grade Level:

6-8 (14U)

National Standards & Grade-level Outcomes:

S1.M2.7, S1.M3.7, S2.M3.7

Lesson Objective(s):

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

Lesson Length:

40 Minutes

Equipment Needed:

Cones, footballs, flag belts

Essential Question (related to objective):

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

Safety Standard:

S4.M7.7 – Uses class equipment appropriately and safely

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	Twist Off - as the students enter the gym, they will follow teacher directions to form partners (1 ball per set of partners) and get to their own space. Students will stand back to back and practice rotating side to side handing off, and receiving handoffs to and from their partners. Have students see how many they can successfully complete in 30 seconds. Rest and repeat.	Cues for handing off a football: <ul style="list-style-type: none"> • Turn & face • Extend arms • Hands on ball's sides • Place ball firmly in running back's stomach Cues for receiving a handoff: <ul style="list-style-type: none"> • Inside elbow up, outside elbow down • Receive, tuck & run! (no run here) 	Teacher observation of hand placement and receiving form.
Skill Development Activity	10 min	Snake Run: Students divided into groups of 5 and placed at the start of a series of zig-zagged cones, and at each cone. 1 student will run through the series of cones demonstrating the correct skills for carrying a football while the other students will be positioned at each cone and try to swipe the football from the carrier as they go by.	Cues for carrying the football: <ul style="list-style-type: none"> • Outside hand • Cover the tips • Tuck to the ribs As students pass each cone instruct them to plant and explode past the defender.	Have students get peer feedback about their form while carrying the ball.

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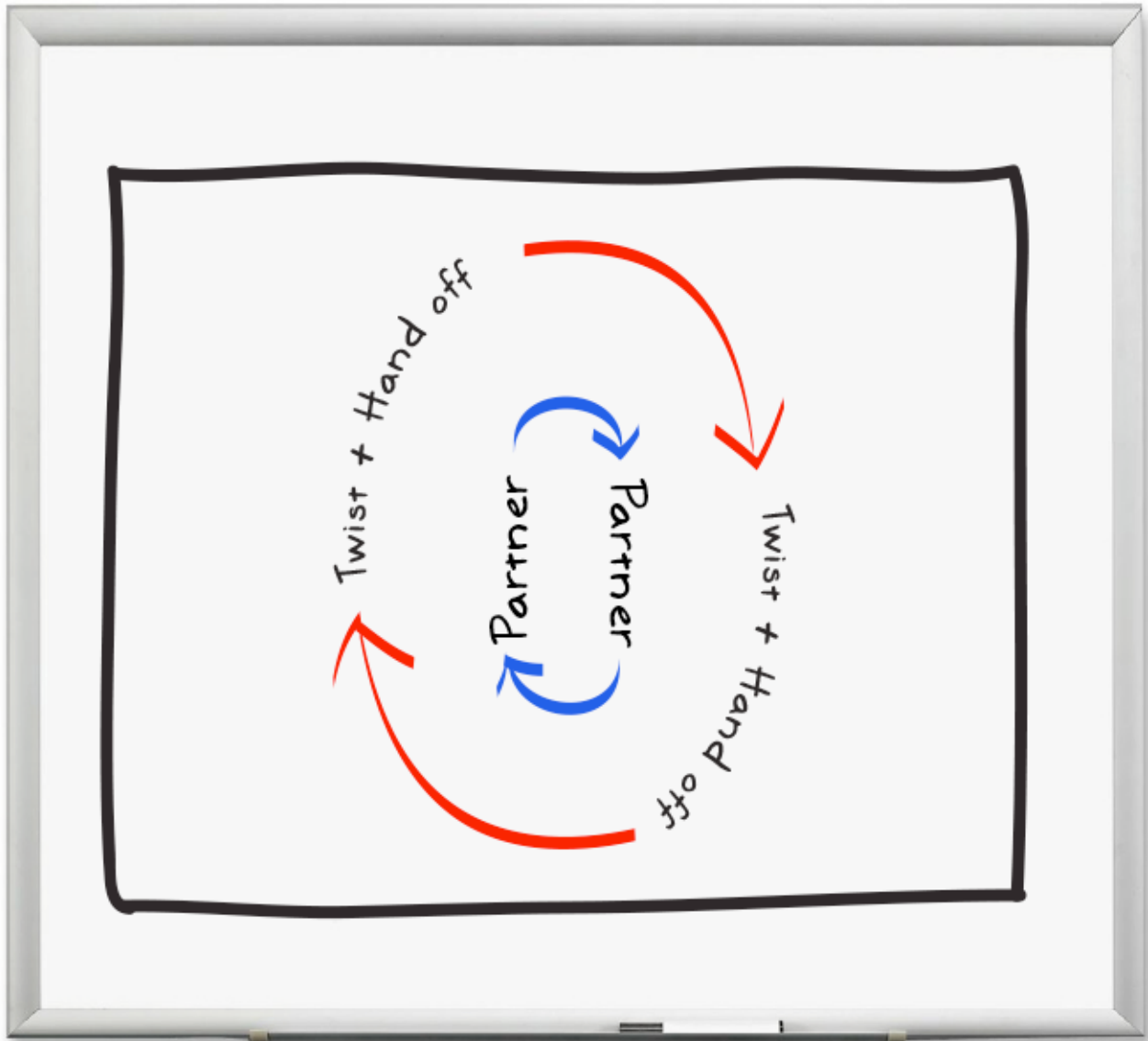
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Team Running Practice	20 min	<p>Angle of Pursuit: Students will get into groups of 3 and go to a set of running lanes. One partner will be the center, one a RB and the other the QB. The QB will call out a lane (hole) and a side and practice making the appropriate handoffs while the RB practice receiving the handoff and running through the proper lanes (holes). Example: "2 right," "4 left." Play will begin on the QB's cadence "Set, Hut" HERE'S THE TWIST: After the center snaps the ball to the QB, she/he will peel around and try to beat the running back to the hole/lane and pull their flag off. Students will rotate roles each time.</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"> • 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 • Receive, tuck & run! <p>Cues for running with the football:</p> <ul style="list-style-type: none"> • Outside hand • Cover the tips • Tuck to the ribs 	<p>Challenge students with different lanes and calls.</p>
Closure	5 min	<p>Skill Recap & Check for Understanding</p>	<p>Refer back to objectives and ask students to verbally describe the cues for giving and receiving a handoff. Also ask for an answer to the essential question.</p>	<p>Ask all students to demonstrate the handoff cues for giving and receiving properly.</p>

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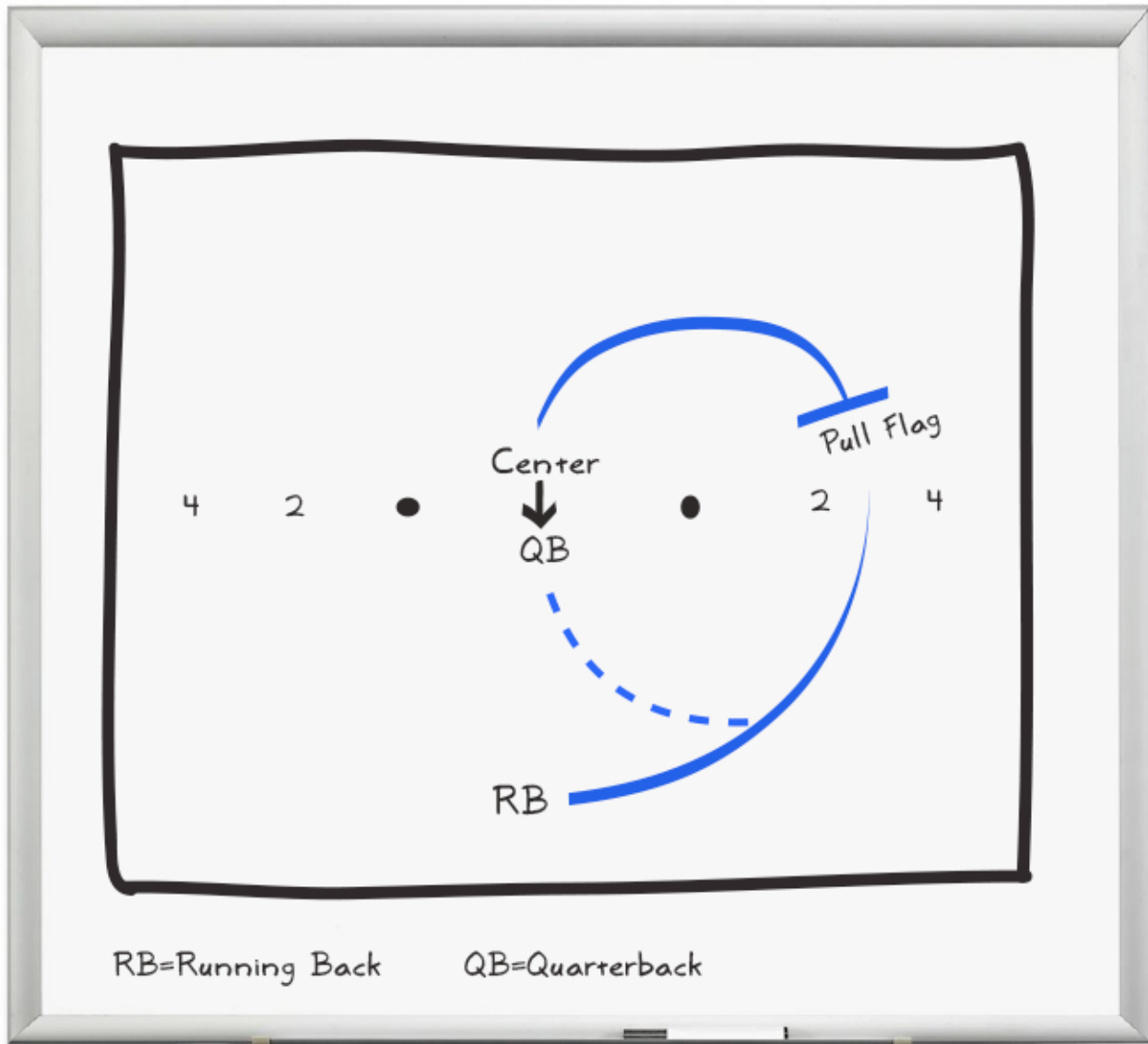
Lesson 4 Twist Off



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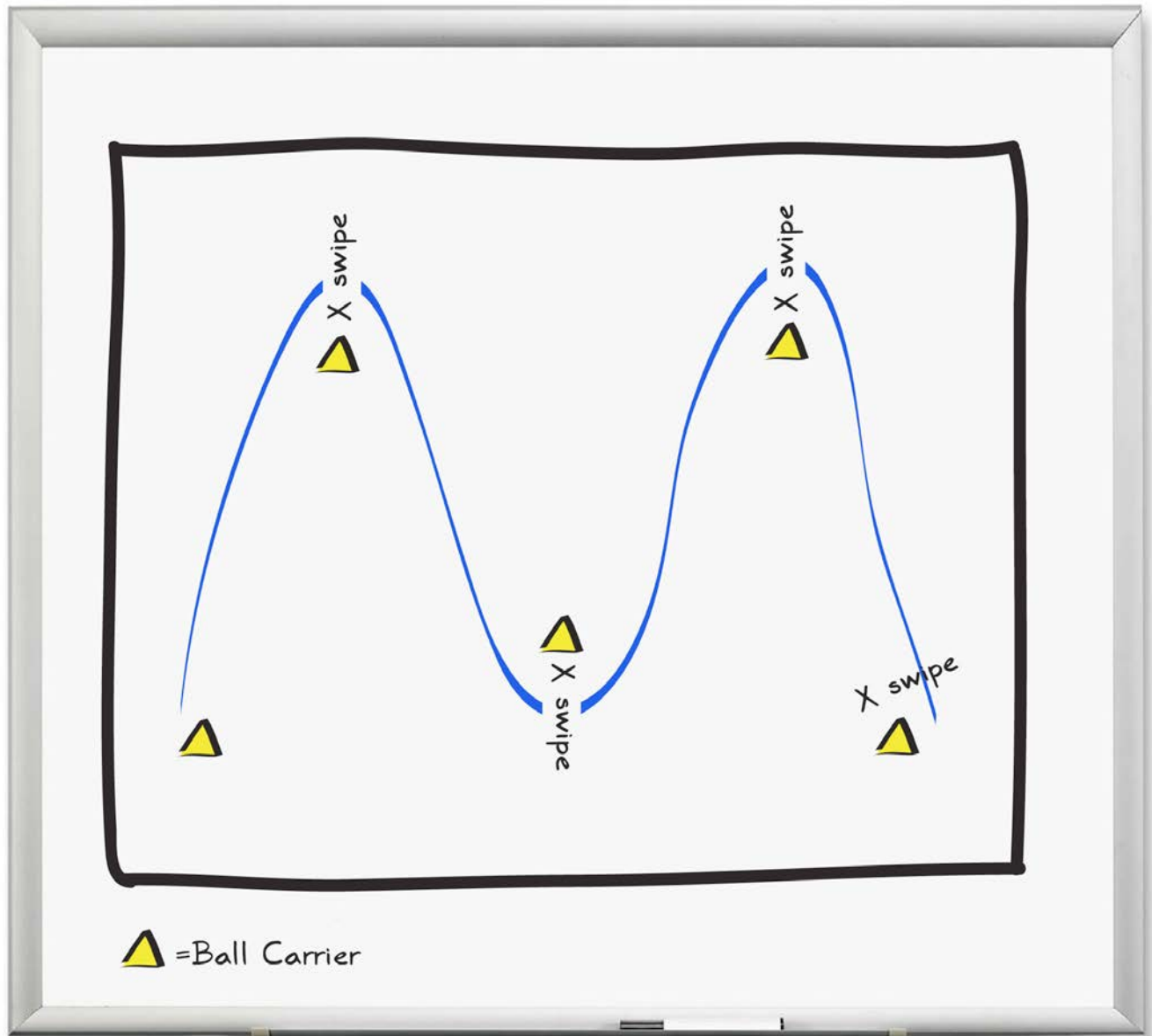
Lesson 4 Angle of Pursuit



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Lesson 4 Snake Run



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Lesson 5 Mini Camp: Kicking & Punting

Grade Level:

6-8 (14U)

National Standards & Grade-level Outcomes:

S2.M6.7, S4.M1.6, S5.M6.6

Lesson Objective(s):

By the end of this lesson the students will be able to successfully and correctly demonstrate and describe the cues for kicking and punting a football..

Lesson Length:

40 Minutes

Equipment Needed:

Cones, footballs, flag belts, kick tee, round ball

Essential Question (related to objective):

Is it better to kick the ball higher or farther or both? Why?

Safety Standard:

S4.M7.7 – Uses class equipment appropriately and safely

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	King Pin: As students enter the gym, have them get a soccer ball (or softer gator skin ball), a cone, and get into groups of four. The students should align themselves all facing each other in a square with their cone at their side. The object of the game is to kick the ball along the ground and knock over your classmates cones. When a cone is knocked over, put it back upright and keep playing. See how many cones they knock over before teacher stops play.	Give the students the following cues for kicking: <ul style="list-style-type: none"> • Step towards the ball with kicking foot • Extend arms • Plant opposite foot even with ball • Kick lower third of the ball • Contact ball with shoe laces • Lean back (slightly) as you kick • Upward & forward (kicking leg follow-through) 	Observe skill cues and provide individualized reteaching when appropriate.

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Skill Development Activity	10 min	Partner Place Kicking Practice: Students will partner up, grab a football, a flag belt, and a kicking tee. And line up across from each other 30 yards apart. One partner will be the kicker and the other partner will catch/field the kick and run it back to the tee. Students will switch roles each time.	Give the students the following cues for kicking: <ul style="list-style-type: none"> • Step towards the ball with kicking foot • Extend arms • Plant opposite foot even with ball • Kick lower third of the ball • Contact ball with shoe laces • Lean back (slightly) as you kick • Upward & forward (kicking leg follow-through) 	Provide practice steps in isolation for students who have not mastered the entire sequence.
Skill Development Activity	10 min	Partner Punting Practice: Students will stay with the same partner. And line up across from each other 30 yards apart. One partner will be the kicker and the other partner will catch/field the kick and run it back to the tee. Students will switch roles each time.	Cues for punting a football: <ul style="list-style-type: none"> • Arms out • Laces up • Step & drop • Contact ball with shoe laces • Upward & forward (kicking-leg follow-through) 	Introduce the concept of punting on 4 th down and describe why a team may decide to punt. If students struggle with punting the football successfully, use a different ball.
Lead-up Game	10 min	Special Teams Tag: Students will use the same set up, only this time when the ball is kicked/fielded, the kicker will chase the returner and try and pull their flag. Once their flag is pulled (or the teacher stops play after 30 seconds of chasing) the students will switch roles and get ready to start another round. After each student has place-kicked, instruct the students to punt the football to the returner.	Introduce the concept of special teams Remind the students to use the proper cues for kicking/punting a football. Give the returner the cue of “elbows in” for catching the high kick/punt.	If students have difficulty kicking or punting the football, use a different (bigger) ball to increase chances of success.
Closure	5 min	Skill Recap & Check for Understanding	Refer back to objectives and ask students to verbally describe the cues for kicking & punting a football. Also ask for an answer to the essential questions.	Ask students to demonstrate the skill form without a ball for teacher/partner observation

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Lesson 6 OTA's – Basic Offensive Strategies

Grade Level:

6-8 (14U)

National Standards & Grade-level Outcomes:

S1.M2.7, S1.M3.7, S2.M3.7, S4.M1.6, S4.M1.7, S4.M3.8, S4.M5.7, S5.M3.7

Lesson Objective(s):

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

Lesson Length:

40 Minutes

Equipment Needed:

Football, cones, flag belts, flip charts.

Essential Question (related to objective):

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

Safety Standard:

S4.M7.7 – Uses class equipment appropriately and safely

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	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"> • Knees up high • Pump the arms • All the way in all the way out 	Have enough ladders set out so students don't wait in line long. Have different pathways readily available to challenge kids.
Skill Development Activity	10 min	Bump & Go: Put students in groups of 4. Two students lined up single file on one side, and the other two students in the group about ten yards apart lined up the same way. The first two students in each line will jog towards each other like they are going to block each other, when they get to each other, they will both break to the right (away from each other) and continue on to catch a pass from the second person in line. After they catch the ball, they will get in line to be the passer (QB) on the other side. Continue to rotate roles.	Use this time to talk about how creating space is a valuable offense strategy that WRs use so that it's easier for them to get open a catch a pass from the QB. Reiterate to the students that they should plant and explode off the foot that is opposite the direction they will go.	After each person has completed a repetition, have the receivers run any one of the 6 pass routes they have already learned, hook, slant, go, post, flag & drag.

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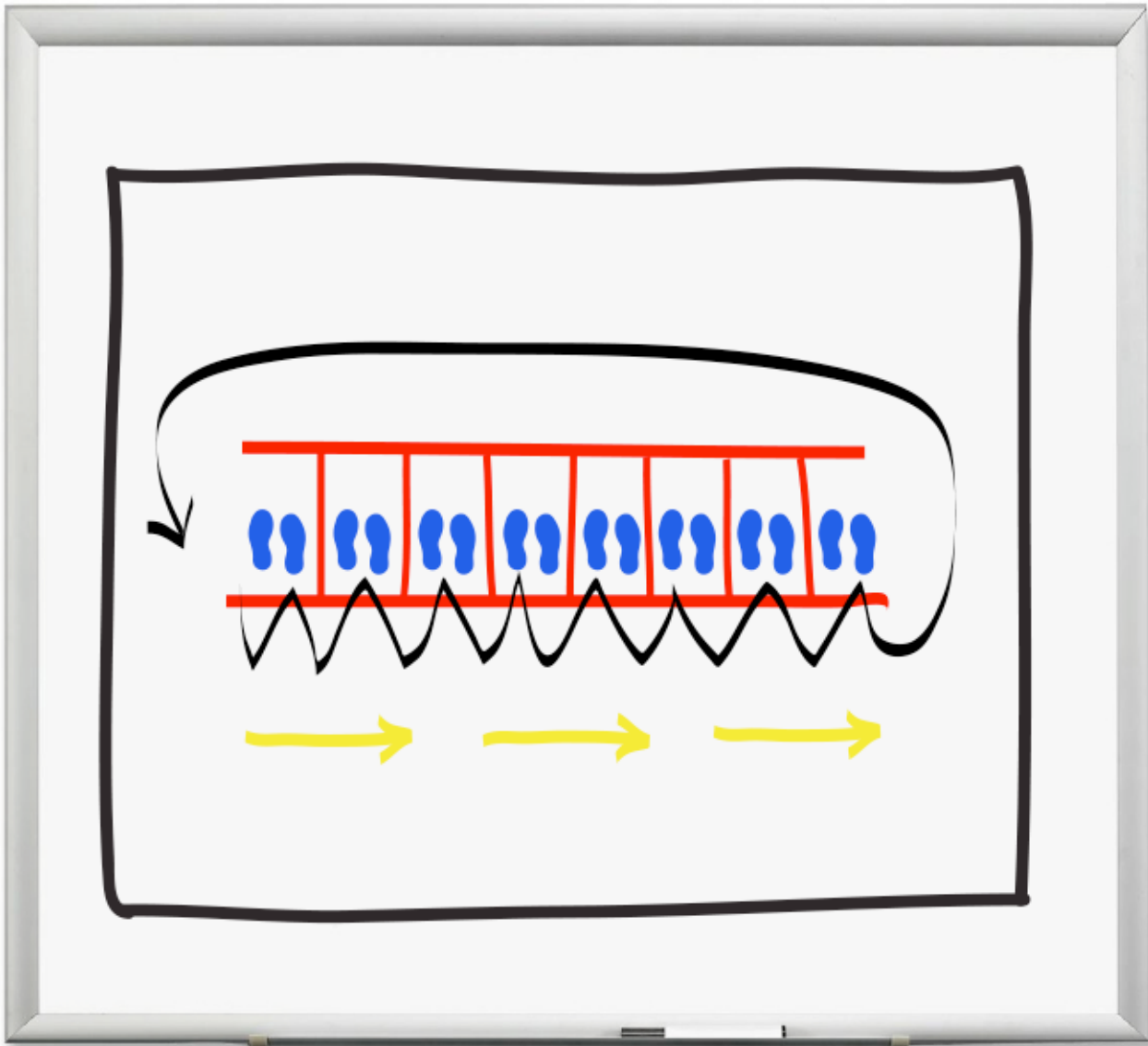
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Skill Development Activity	10 min	Play Book Design: During this time each group of 5 will get a flip chart and a marker. Each group will diagram and practice at least six plays in which the C, RB and 2 WRs all run different pass route.	Each group of 5 will need a flip chart and a marker to diagram their plays in their playbook.	During this time the teacher will filter around to each group to ensure students are being inclusive and working well together.
Group Activity	10 min	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.	Filter around to provide positive and constructive feedback to the students about their performance versus their scripted play.
Closure	5 min	Skill Recap & Check for Understanding		Have each group demonstrate one play to the class. Ask teams to provide feedback to each other. Prompt students for answers to the essential question.

NFL FLAG Football

Middle School Curriculum

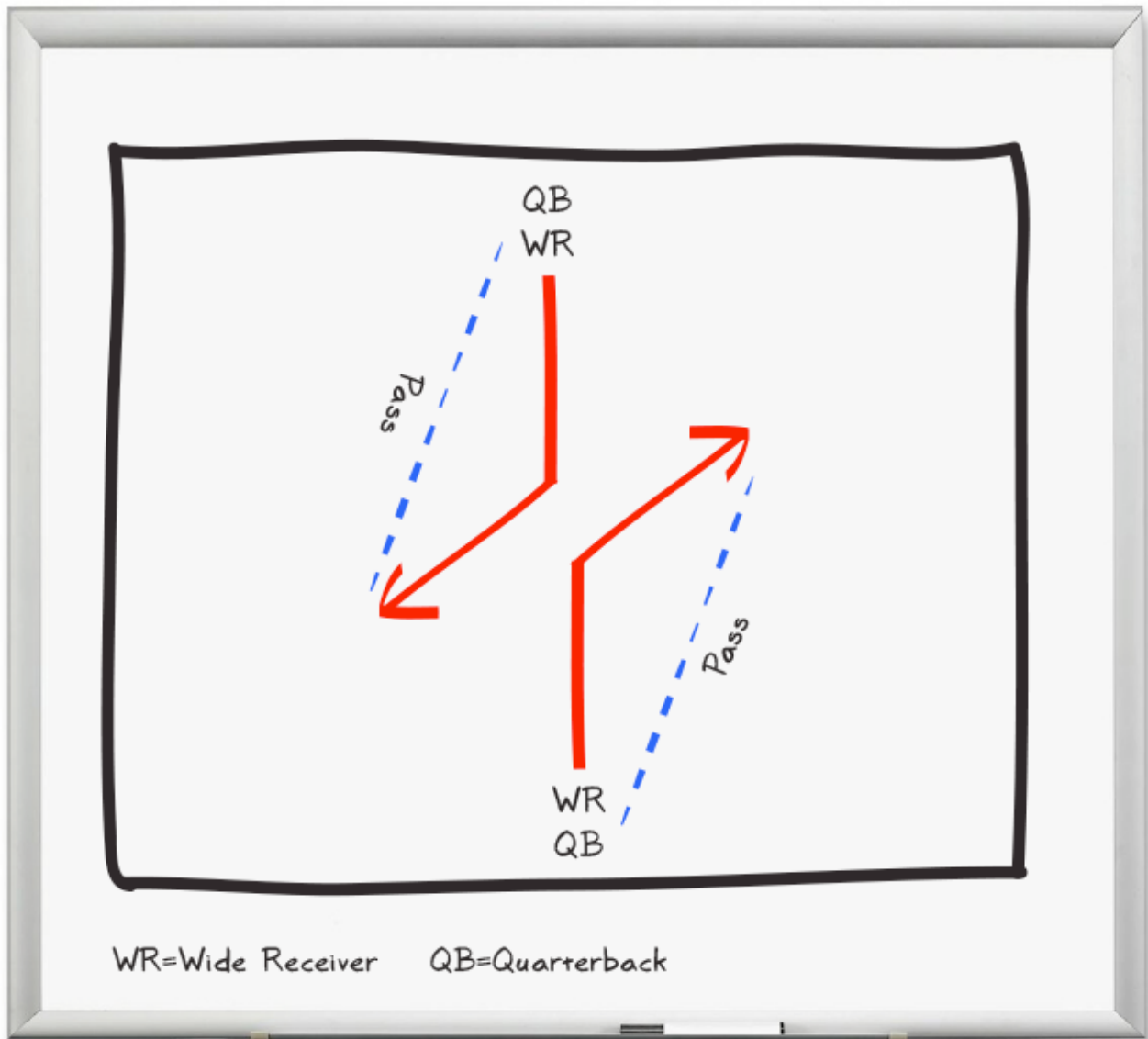
Lesson 6 Ladder Drill



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Lesson 6 Bump & Go



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Lesson 7 OTA's – Basic Defensive Strategies

Grade Level:

6-8 (14U)

National Standards & Grade-level Outcomes:

S2.M5.7, S2.M11.8, S4.M1.6, S4.M1.7, S4.M3.8, S4.M5.7, S5.M3.7

Lesson Objective(s):

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

Lesson Length:

40 Minutes

Equipment Needed:

Footballs, cones, flag belts, flip charts.

Essential Question (related to objective):

Why is it important to keep a balanced center of gravity when in a defensive position?

Safety Standard:

S4.M7.7 – Uses class equipment appropriately and safely

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	10 min	Buzz & Rip: As students enter the gym, they will get a partner, a flag belt and a football. The teacher will play music for 30 second intervals while the students play catch. When the music stops, the student who has the ball must run from their partner, who will buzz, breakdown & rip their flag off. Allow 30 seconds for each "chase" before starting the music again.	Buzz Technique <ul style="list-style-type: none"> • Close the gap • Short, choppy steps • Breakdown & rip (the flag) Breakdown Position <ul style="list-style-type: none"> • Feet – Feet shoulder-width apart • Squeeze – Proud chest, shoulders back • Sink – Knees bent, forward lean, chin up & over the toes • Hand - Elbows bent with forearms parallel to the ground; hands and fingers are loose 	Teacher will provide feedback based on observation during the warm up and consider the need for class review based on observation.

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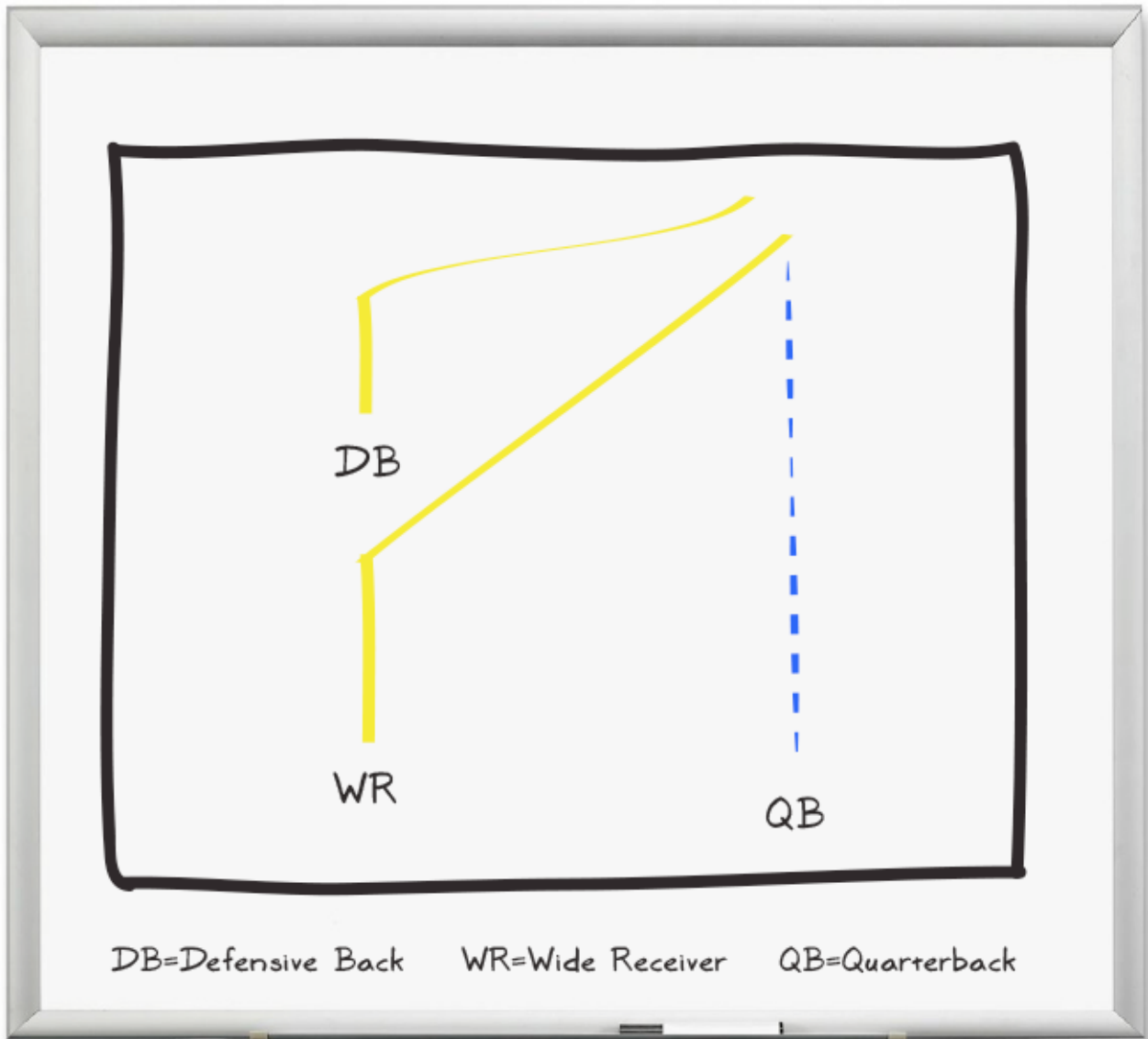
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Skill Development Activity	10 min	Shadow Routes: Divide students into groups of 3, get a football and get into their own space. One student is the QB, one the WR, and one on defense. The QB and WR will huddle and decide which pass route to run. They will come to the line of scrimmage, the QB will give the cadence, and they will run the play and try to complete a pass while the defense tries to deflect the pass.	Cues for Good Defensive Play: <ul style="list-style-type: none"> • 5 and 1 (5 steps off, one step inside) • Staggered feet • Backwards first • Cut grass (back pedal) • Forward lean & chin over toes • Eyes up • Run with the receiver • Break on the ball 	Give the defense the goal of not allowing the WR to get behind them. Challenge defenders to stay within 5,3, or 1 step(s) of their opponent to change the difficulty level
Lead-up Game	15 min	Defensive Play Book Design: During this time each group of 5 will get a flip chart and a marker. Each group will diagram and practice at least 4 different defensive alignments that will successfully defend a pass play or a run play.	Introduce the concept of taking up space as a team to make it difficult for the offense to get open. Give them the hint that the offense can only run 6 different routes.	Provide feedback to each teams' playbook as you circulate through the activity. Give teams time to consider the feedback and revise.
Closure	5 min	Skill Recap & Check for Understanding	Have each group demonstrate one defensive alignment to the class.	Prompt students for answers to the essential question.

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Lesson 7 Shadow Route



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Lesson 8 OTA's: Team Strategies

Grade Level:

6-8 (14U)

National Standards & Grade-level Outcomes:

S1.M2.7, S1.M3.7, S2.M3.7, S2.M5.7, S2.M6.7, S2.M11.8, S4.M3.8, S4.M5.7, S5.M3.7

Lesson Objective(s):

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

Lesson Length:

40 Minutes

Equipment Needed:

Cones, footballs, pinnies (jerseys).

Essential Question (related to objective):

How can teams communicate effectively in the huddle?

Safety Standard:

S4.M1.6, S4.M1.7, S4.M7.7, S5.M6.6

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	Partner Passing Practice: As students enter the gym, have them get a partner and a ball and spread in their own space to practice playing catch with one another.	Challenge students to see how many consecutive passes they can complete.	Filter around and provide positive and constructive feedback.
Lead-up Activity	10 min	Team Practice: students will get into their same teams of 5 and spread out into their own space with another team of 5 to practice running both their offensive and defensive plays against each other before they begin modified game play. Teams will switch offense and defense after each play. Students change positions every play.	Introduce the safety position in addition to the cornerbacks, along with 'rushing the passer.' 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.	Rushers must count to 5 Mississippi before rushing the QB.

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Modified Game Play	20 min	<p>5 V 5 Game Play: Students will be matched against another team on a field that is no longer than 50 yards long. This time, students will have 4 chances to get a 1st down or score a touchdown. Two completed passes within 4 downs earns the offense a first down. Getting the ball into the end zone will score a touchdown. If a team fails to get a first down. The other team gets the ball going the other direction.</p> <p>If the offense can successfully complete two forward passes within 4 downs. It becomes first down and they get another set of 4 downs.</p> <p>Fumbles will not be live balls. Play will stop and it will be the next down.</p>	<p>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.</p> <p>Introduce the concept of a huddle, down & distance, first downs, and turnovers (on downs) and interceptions.</p> <p>Play does not stop on an interception.</p> <p>Reiterate that the line of scrimmage changes every play based on where the offensive player's flag got pulled.</p>	<p>Work with students to have them self analyze their success, and changes they can implement in strategy to improve performance.</p>
Closure	5 min	Check for Understanding	<p>Prompt the students to share one thing that they found made them successful on offense/defense.</p>	<p>Tie back into the objective and ask students how they would answer the essential questions.</p>

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Lesson 9 Pre-Season Games

Grade Level:

6-8 (14U)

National Standards & Grade-level Outcomes:

S1.M2.7, S1.M3.7, S2.M3.7, S2.M5.7, S2.M6.7, S2.M11.8, S4.M3.8, S4.M5.7, S5.M3.7

Lesson Objective(s):

By the end of this lesson, the students will be able to correctly describe the concepts of down & distance and change of possession.

Lesson Length:

40 Minutes

Equipment Needed:

Cones, footballs, pinnies (jerseys)

Essential Question (related to objective):

What strategy or skill can you use to create a change of possession for your team?

Safety Standard:

S4.M1.6, S4.M1.7, S4.M7.7, S5.M6.6

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	Keep Away – As students enter the gym, have them get flag belts and get into groups of three with one football. One person is on defense and the other two are on offense. The object of the defender is to pull the flag of the offensive player that is holding the football. Offensive players can only hand off the football to each other.	Reiterate the proper cues for hand offs (giving and receiving), buzzing, breaking down, and ripping.	Consider having offensive players wear additional flags to decrease the difficulty for defenders.
Skill Development Activity	10 min	New Team Play Design: Students will get new teams of 5 and practice new offensive and defensive plays in their own space.	Introduce the safety position in addition to the cornerbacks, along with ‘rushing the passer.’ Reiterate that corner backs cover receivers, defensive lineman covers the center, and a safety covers the QB. The safety can choose to stay back and help cover receivers, or he/she can rush the passer.	Rushers must count for 5 or more seconds before rushing. Extend the count to give an offense additional time.

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Modified Games	20 min	<p>5 V 5 Game Play: Students will be matched against another team on a field that is no longer than 50 yards long. This time, students will have 4 chances to get a 1st down or score a touchdown. Two completed passes within 4 downs earns the offense a first down. Getting the ball into the end zone will score a touchdown. If a team fails to get a first down. The other team gets the ball going the other direction.</p>	<p>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.</p> <p>Reiterate the concepts of a huddle, down & distance, first downs, and turnovers (on downs) and interceptions. Play does not stop on an interception.</p> <p>Reiterate that the line of scrimmage changes every play based on where the offensive player's flag got pulled.</p>	<p>Teacher provides feedback based on observation.</p>
Closure	5 min	Check for Understanding	<p>Prompt the students to share one thing that they found made them successful on offense/defense.</p>	<p>Tie back into the objective and ask students how they would answer the essential questions.</p>

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Lesson 10 Regular Season – The True Test

Grade Level:

6-8 (14U)

National Standards & Grade-level Outcomes:

S1.M2.7, S1.M3.7, S2.M3.7, S2.M5.7, S2.M6.7, S2.M11.8, S4.M3.8, S4.M5.7, S5.M3.7

Lesson Objective(s):

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

Lesson Length:

40 Minutes

Equipment Needed:

Quizzes, pencils, flag belts, footballs, cones

Essential Question (related to objective):

Why is it important to respect your teammates and opponents?

Safety Standard:

S4.M1.6, S4.M1.7, S4.M7.7, S5.M6.6

Content (what)	Time	Organization & Transitions	Progressions & Teaching Cues	Evaluation & Modifications
Instant Activity	5 min	Cognitive Assessment: of football knowledge, skills and concepts taught in class.	As the students enter the gym, give them a quiz and a pencil and have them spread out in their own space to take their quiz. Once they complete the quiz, turn it in to the teacher.	Move through the students being available to answer any student questions.

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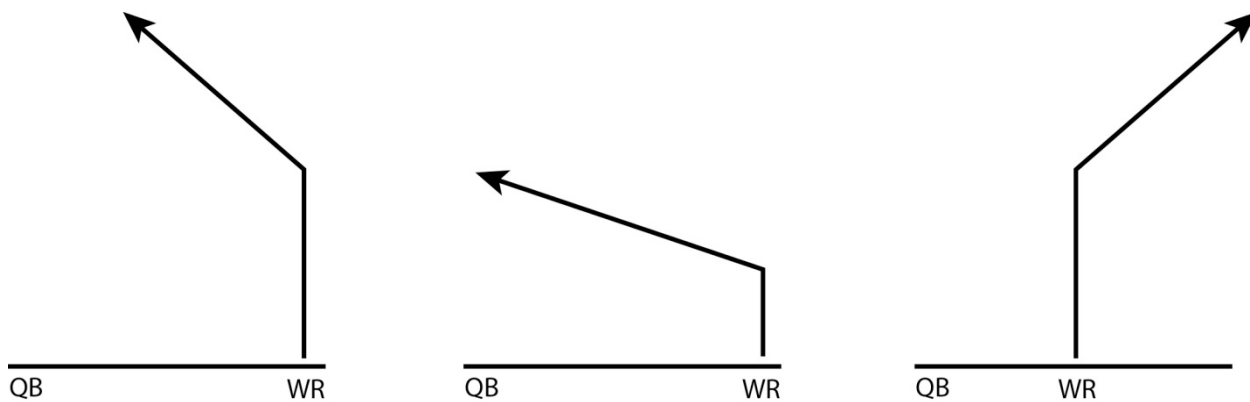
Modified Game Play	30 min	<p>5 V 5 Game Play: Students will be matched against another team on a field that is no longer than 50 yards long. This time, students will have 4 chances to get a 1st down or score a touchdown. Two completed passes within 4 downs earns the offense a first down. Getting the ball into the end zone will score a touchdown. If a team fails to get a first down. The other team gets the ball going the other direction.</p>	<p>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.</p> <p>Reiterate the concepts of a huddle, down & distance, first downs, and turnovers (on downs) and interceptions. Play does not stop on an interception.</p> <p>Reiterate that the line of scrimmage changes every play based on where the offensive player's flag got pulled.</p>	<p>Teacher allows each game to go for 5 minutes before stopping play. When play stops each team will rotate to the field to their left and play a new team.</p> <p>Students do not keep records of win loss. The focus is on fun and skill development, not who won or lost.</p>
Closure	5 min	Check for Understanding	<p>Prompt the students to share one thing that they found made them successful on offense/defense.</p>	<p>Tie back into the objective and ask students how they would answer the essential questions.</p>
Instant Activity	5 min	Cognitive Assessment: of football knowledge, skills and concepts taught in class.	<p>As the students enter the gym, give them a quiz and a pencil and have them spread out in their own space to take their quiz. Once they complete the quiz, turn it in to the teacher.</p>	<p>Filter around through the students as they take their quiz to make sure none are cheating.</p>

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Middle School Curriculum Quiz

1. What is the name of the imaginary line that players line up on to begin each play?
 - a. Mason Dixon Line
 - b. Line of Scrimmage
 - c. Line of Play
 - d. The Play Line

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



Matching

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

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

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Middle School Curriculum Quiz

True/False

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

Example:

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

Justification: The quarter back decides what pass patters the wide receivers will run each play.

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

Justification:

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

Justification:

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

Justification:



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