

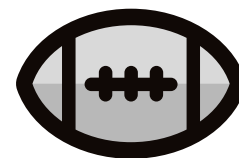


# FLAG FOOTBALL UNIT PLAN





# AFC FLAG FOOTBALL CURRICULUM UNIT



This Unit has been created in order to help extend the knowledge and sport of 'American Flag Football' throughout New Zealand.

Learning a new sport not only helps build interest in the game, but also develop cognitive and motor skills throughout all age groups. Created for Intermediate aged children in New Zealand, this plan can easily be adapted for children younger and older. (Or even adults)

This provides 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. Intermediate 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
- ☒ Ball Carrying
- ☒ Route Running
- ☒ Defense

Lessons 8-9 'Pre-Season' and 'Season' can be extended at Coach/Teacher's discretion. Although it is listed as a singular lesson, we advise to either run as a 'tournament' or as a precursor to a Teacher or student led 'lunchtime tournament'.

For more information on Flag Football please contact your local American Football regional body or head to: [americanfootballcanterbury.co.nz](http://americanfootballcanterbury.co.nz)

or alternatively

email: [contact@americanfootballcanterbury.co.nz](mailto:contact@americanfootballcanterbury.co.nz)

Mason Shaw - AFC

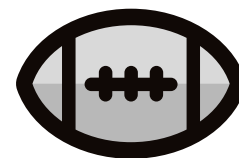




# UNIT OUTLINE

## FLAG FOOTBALL

### NINE SESSIONS



#### MINI CAMP LESSON 1

Skill:  
Passing

Context(s):  
As a quarterback

Activities:  
Star drill, partner  
practice, fish in a barrel

#### MINI CAMP LESSON 2

Skill:  
Passing & catching

Context(s):  
As a quarterback and  
wide receiver

Activities: Ladder  
drills, partner practice,  
small group practice

#### MINI CAMP LESSON 3

Skill:  
Running Routes

Context(s):  
As a wide receiver

Activities:  
Passing & catching  
practice, route running  
practice

#### MINI CAMP LESSON 4

Skill:  
Ball Carrying

Context(s):  
As a running back

Activities:  
Twist off, snake run,  
angle of pursuit

#### OTA's LESSON 5

Skill:  
Basic Offense

Context(s): Small-  
sided modified games

Activities:  
Ladder drills, bump &  
go, offensive play  
design

#### OTA's LESSON 6

Strategies: Basic  
Defense

Context(s): Small-  
sided modified games

Activities:  
Buzz & Rip, Shadow  
Routes, Defensive play  
design

#### OTA's LESSON 7

Strategies: Team  
Strategies

Context(s): Small-  
sided modified games

Activities:  
Partner passing, play  
design, 5 v 5  
walkthrough

#### PRE SEASON LESSON 8

Strategies:  
5 v 5 Games

Context(s): Small-  
sided modified games

Activities:  
Keep away, Play  
design, 5 v 5 game play

#### SEASON LESSON 9

Strategies:  
5 V 5 Games

Context(s): Small-  
sided modified games

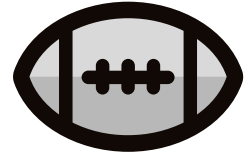
Activities: Cognitive  
Assessment, 5 v 5  
game play



# LESSON ONE

## MINI CAMP

### PASSING



**Lesson Objective:** 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.

**Level:** 3-4

**Equipment needed:** Footballs, Poly spots/Cones, 3 Large buckets

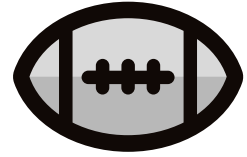
CONTENT	ORGANIZATION TRANSITIONS	PROGRESSIONS & TEACHING CUES	EVALUATION & MODIFICATIONS
Instant Activity 5 min	Star Drill – One student will begin in the middle of the star. He/she will sprint forward to cone, and backpedal to the middle, sprint to the next cone to the right, back pedal back to the 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: <input checked="" type="checkbox"/> Short choppy steps <input checked="" type="checkbox"/> Keep center of gravity.	Have multiple star drill stations set up to reduce wait time. Have students pick up the cones after the activity is over. 2 students can go at once, as long as the first student is at least halfway through.
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: <input checked="" type="checkbox"/> Get a grip <input checked="" type="checkbox"/> Side to target <input checked="" type="checkbox"/> Ball to ear <input checked="" type="checkbox"/> Step to target (with opposite foot) <input checked="" type="checkbox"/> Rotate the hips & extend throwing arm <input checked="" type="checkbox"/> Follow through (down and across body)	Prior to partner work, teacher may also demonstrate a three step drop for the quarterbacks. Practicing this will help simulate a more authentic (dynamic) form of practice.



# LESSON ONE

## MINI CAMP

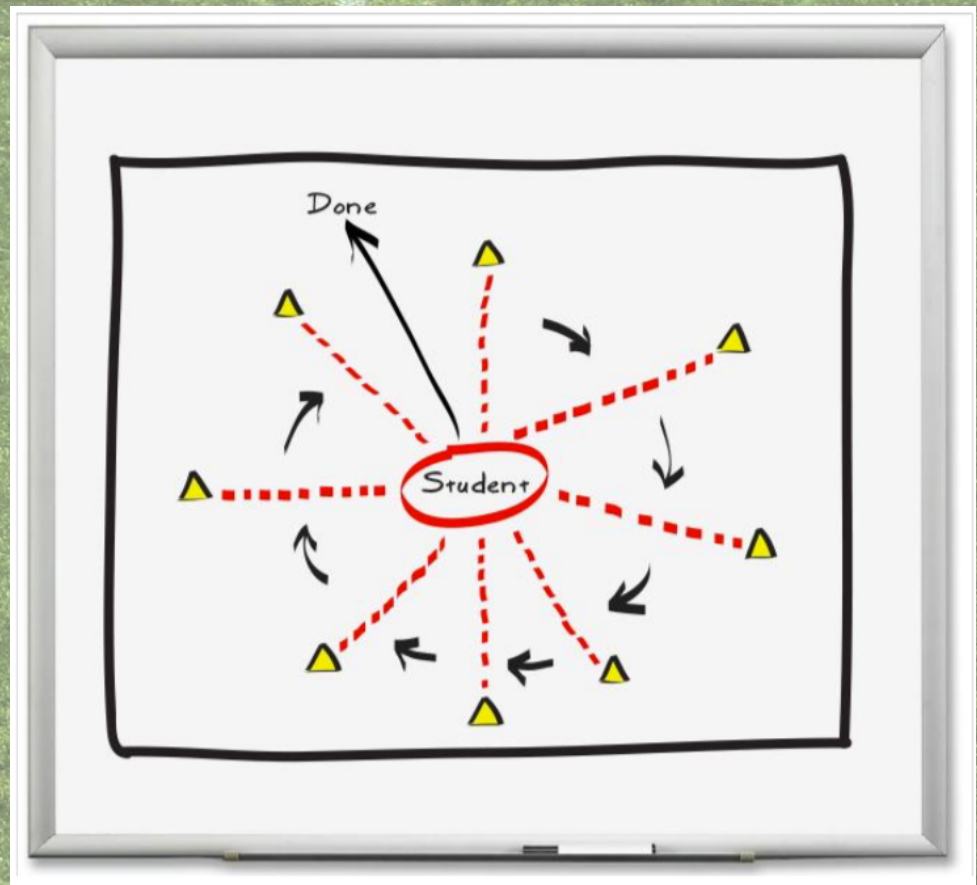
### PASSING CONT.



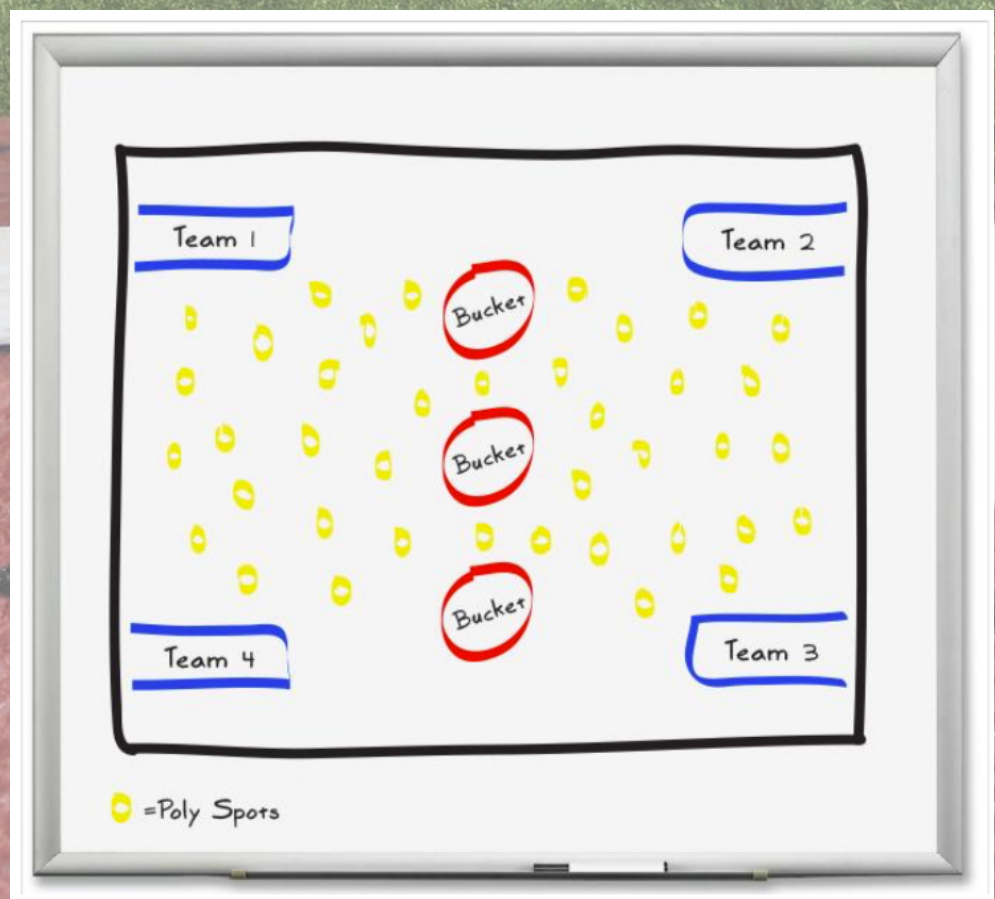
CONTENT	ORGANIZATION TRANSITIONS	PROGRESSIONS & TEACHING CUES	EVALUATION & MODIFICATIONS
Small group work 20 min	Fish in a Barrel: Divide the students up into groups of 4 and have each team designate a 'team space' on the outside edge of the gym. Place a three large buckets in the middle of the gym. 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.	In between each round of play, remind students of the cues for throwing that will help them succeed: <ul style="list-style-type: none"><li><input checked="" type="checkbox"/> Get a grip</li><li><input checked="" type="checkbox"/> Side to target</li><li><input checked="" type="checkbox"/> Ball to ear</li><li><input checked="" type="checkbox"/> Step to target (with opposite foot)</li><li><input checked="" type="checkbox"/> Rotate the hips &amp; extend throwing arm</li><li><input checked="" type="checkbox"/> Follow through (down and across body)</li></ul>	Add more buckets
Closure 5 min	Skill Recap & Check for Understanding	Refer back to objectives and ask students to verbally repeat the cues for proper passing.	Ask a student demonstrate the cues properly as they say it.  Essential Question (related to objective): Why is it important for the QB to step towards their target when they throw?



## STAR DRILL



## FISH IN A BARREL

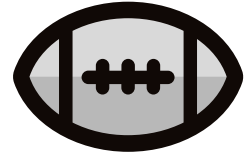




# LESSON TWO

## MINI CAMP

### OFFENSIVE POSITIONS



**Lesson Objective:** 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.

**Level:** 3-4

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

CONTENT	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: <input checked="" type="checkbox"/> Short and choppy <input checked="" type="checkbox"/> Pump the arms <input checked="" type="checkbox"/> All the way in all the way out	To challenge students, have different patterns/pathways for the students to pass through the ladder drills.
Skill Development Activity 10 min	Passing & Catching – During this time students will partner up and practice passing and catching in their own space. Encourage the students to use a three step drop before passing the football.	Quarterback Throwing Cues: <input checked="" type="checkbox"/> Get a grip <input checked="" type="checkbox"/> Side to target <input checked="" type="checkbox"/> Ball to ear <input checked="" type="checkbox"/> Step to target (with opposite foot) <input checked="" type="checkbox"/> Rotate the hips & extend throwing arm <input checked="" type="checkbox"/> Follow through (down and across body) Receivers Catching Cues: <input checked="" type="checkbox"/> Thumbs together, pointers together <input checked="" type="checkbox"/> Diamond at chest height extended <input checked="" type="checkbox"/> Adjust hands to size of the ball <input checked="" type="checkbox"/> Squeeze on impact <input checked="" type="checkbox"/> Tuck & go	Prior to partner work, teacher may also demonstrate a three step drop for the quarterbacks. Practicing this will help simulate a more authentic (dynamic) form of practice.



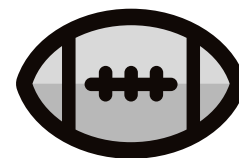


# LESSON TWO

## MINI CAMP

### OFFENSIVE POSITIONS

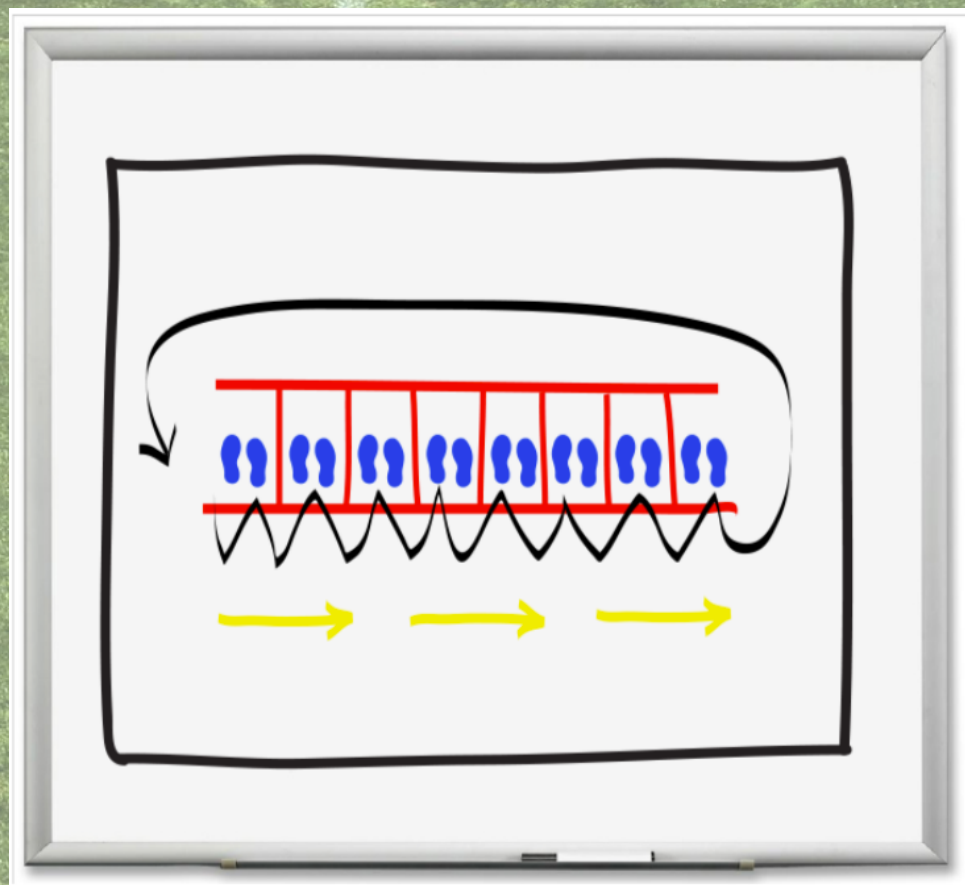
### CONT.



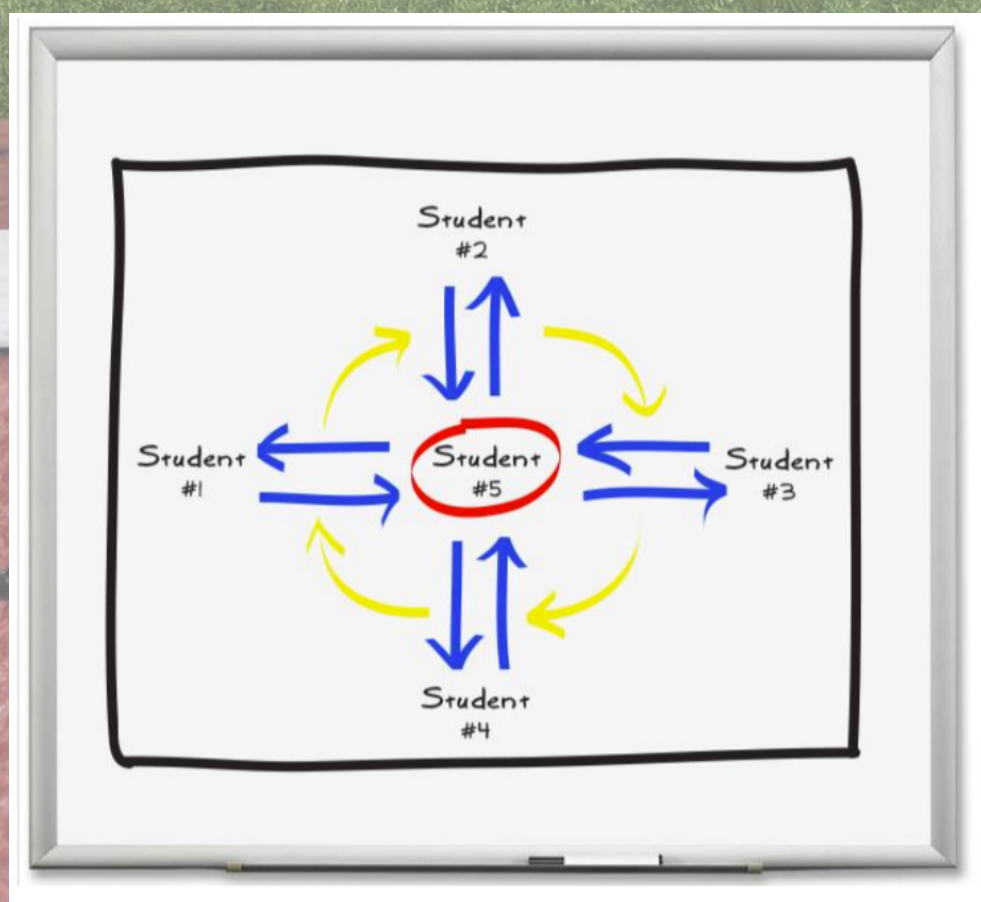
CONTENT	ORGANIZATION TRANSITIONS	PROGRESSIONS & TEACHING CUES	EVALUATION & MODIFICATIONS
Lead-up Game 20 min	Crazy Catch: Students will be organized into groups of 4. 4 students will grab a football and stand in a square, and one student will stand in the middle of the square. On the teachers go, the 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.	Receivers Catching Cues: <input checked="" type="checkbox"/> Thumbs together, pointers together <input checked="" type="checkbox"/> Diamond at chest height extended <input checked="" type="checkbox"/> Adjust hands to size of the ball <input checked="" type="checkbox"/> Squeeze on impact <input checked="" type="checkbox"/> Tuck & go	To make this activity more difficult, have the student in the middle start with a football and begin using the same pattern of throwing and catching to the outside, only add a second ball. In this modification, the students on the outside do not start with a football.
Closure 5 min	Skill Recap & Check for Understanding	Ask students to verbally repeat the cues for proper throwing & catching.	Ask a student demonstrate the cues/routes properly as they say it.  Essential Question (related to objective): Why is it important for the WR to keep their hands up?



## LADDER DRILL



## CRAZY CATCH

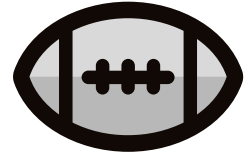




# LESSON THREE

## MINI CAMP

### ROUTE RUNNING



**Lesson Objective:** 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.

**Level:** 3-4

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

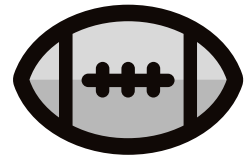
CONTENT	ORGANIZATION TRANSITIONS	PROGRESSIONS & TEACHING CUES	EVALUATION & MODIFICATIONS
Instant Activity 5 min	Ladder Drills: As students enter the gym, have them go to a speed ladder and practice their footwork. Facing the ladder, have the students place two feet in and two feet out of each rung of 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: <input checked="" type="checkbox"/> Short and choppy <input checked="" type="checkbox"/> Pump the arms <input checked="" type="checkbox"/> Allthewayinalltheway out	To challenge students, have different patterns/pathways for the students to pass through the ladder drills.
Skill Development Activity 10 min	Passing & Catching – During this time students will partner up and practice passing and catching in their own space. Encourage the students to use a three step drop before passing the football.	Quarterback Throwing Cues: <input checked="" type="checkbox"/> Get a grip <input checked="" type="checkbox"/> Side to target <input checked="" type="checkbox"/> Ball to ear <input checked="" type="checkbox"/> Step to target (with opposite foot) <input checked="" type="checkbox"/> Rotate the hips & extend throwing arm <input checked="" type="checkbox"/> Follow through (down and across body) Receivers Catching Cues: <input checked="" type="checkbox"/> Thumbs together, pointers together <input checked="" type="checkbox"/> Diamond at chest height extended <input checked="" type="checkbox"/> Adjust hands to size of the ball <input checked="" type="checkbox"/> Squeeze on impact <input checked="" type="checkbox"/> Tuck & go	Prior to partner work, teacher may also demonstrate a three step drop for the quarterbacks. Practicing this will help simulate a more authentic (dynamic) form of practice.



# LESSON THREE

## MINI CAMP

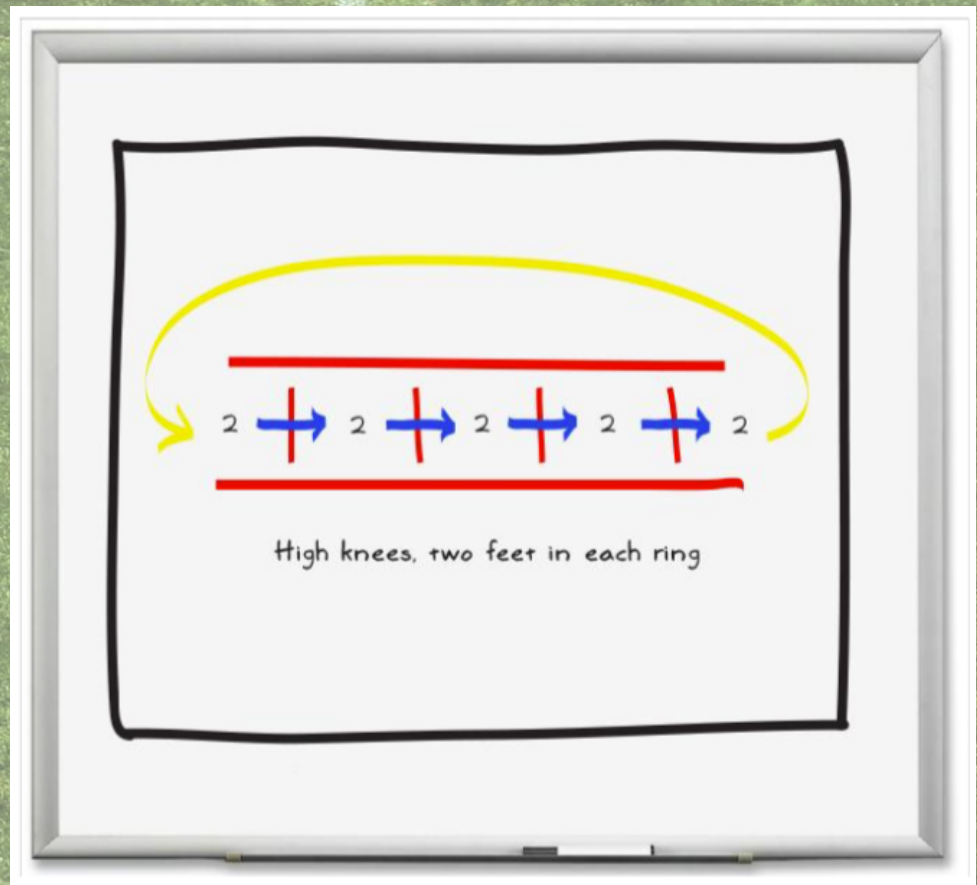
### ROUTE RUNNING CONT.



CONTENT	ORGANIZATION TRANSITIONS	PROGRESSIONS & TEACHING CUES	EVALUATION & MODIFICATIONS
Lead-up Game 20 min	Passing, Route Running: During this time, the students will be in groups of 3 practicing the three new passing routes in their own space. The students should rotate roles each time. There will be one QB and two WRs. The QB will call the routes; students line up on the line of scrimmage, QB gives cadence, and WRs run their routes.	Passing Routes: <input checked="" type="checkbox"/> Post – 10 yards, inside turn (outside foot plant), sprint to goal post <input checked="" type="checkbox"/> Flag – 10 yards, outside turn (inside foot plant), sprint to back corner of end zone <input checked="" type="checkbox"/> Drag – 5 yards, 90 degrees turn (outside foot plant, sprint across the middle	Demonstrate the proper alignment of the positions on the line of scrimmage, QB cadence. Have a diagram of these routes posted for the students to reference as they practice. Filter around and positive constructive feedback to students as they practice.
Closure 5 min	Skill Recap & Check for Understanding	Ask students to verbally repeat the cues for proper throwing & catching. Also ask to name the three new pass routes.	Ask a student demonstrate the cues/routes properly as they say it.  Essential Question (related to objective): When should the WR plant with their inside/outside foot?



# LADDER DRILL TWO



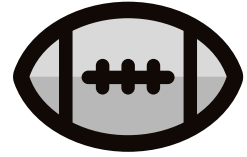




# LESSON FOUR

## MINI CAMP

### BALL CARRYING



**Lesson Objective:** 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.

**Level:** 3-4

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

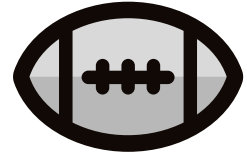
CONTENT	ORGANIZATION TRANSITIONS	PROGRESSIONS & TEACHING CUES	EVALUATION & MODIFICATIONS
Instant Activity 5 min	Twist Off - as the students enter the gym, they will grab a partner and a football (1 per set of partners) and get to their own space. Students will stand back to back and practice rotating side to side handing off, and receiving handoffs to and from their partners. Have students see how many they can successfully complete in 30 seconds. Rest and repeat.	Cues for handing off a football: <input checked="" type="checkbox"/> Turn & face <input checked="" type="checkbox"/> Extend arms <input checked="" type="checkbox"/> Hands on ball's sides <input checked="" type="checkbox"/> Place ball firmly in running back's stomach Cues for receiving a handoff: <input checked="" type="checkbox"/> Inside elbow up, outside elbow down <input checked="" type="checkbox"/> Receive, tuck & run! (no run here)	Have students run against each other to make it more competitive
Skill Development Activity 10 min	Snake Run: Students divided into groups of 5 and placed at the start of a series of zig-zagged cones, and at each cone. 1 student will run through the series of cones demonstrating the correct skills for carrying a football while the other students will be positioned at each cone and try to swipe the football from the carrier as they go by.	Cues for carrying the football: <input checked="" type="checkbox"/> Outside hand <input checked="" type="checkbox"/> Cover the tips <input checked="" type="checkbox"/> Tuck to the ribs As students pass each cone instruct them to plant and explode past the defender.	Defenders only get one swipe and must only swipe at the ball. Hitting of any kind is not allowed/tolerated.



# LESSON FOUR

## MINI CAMP

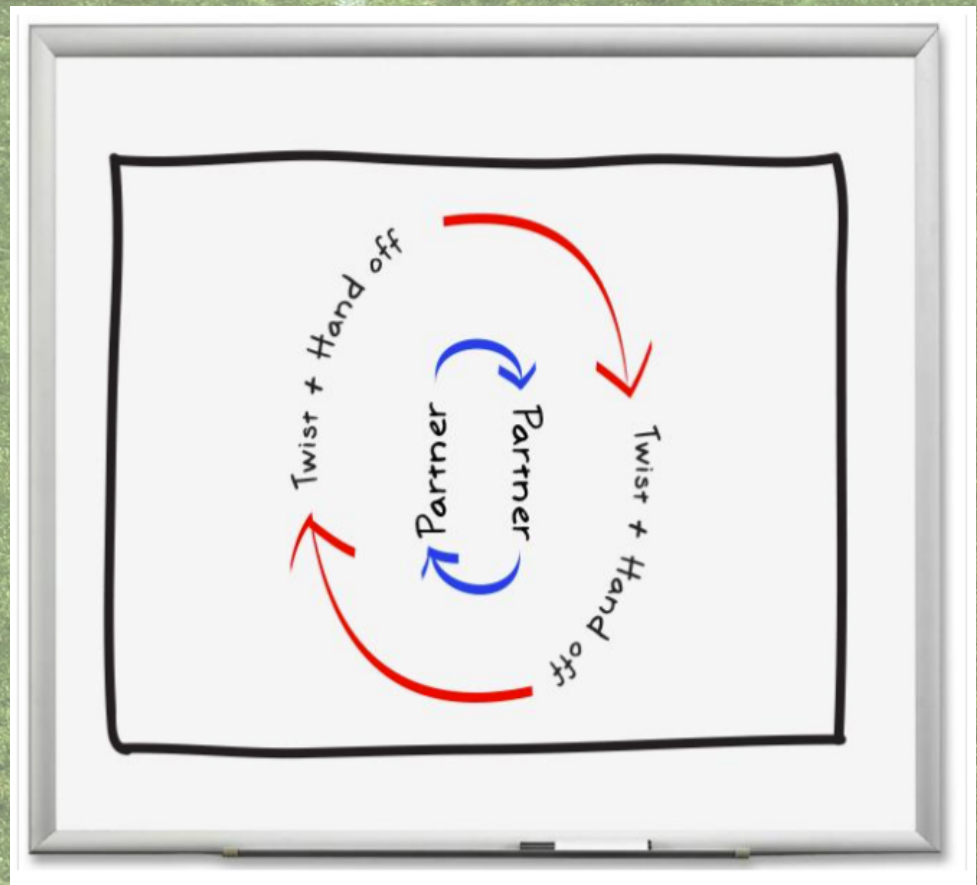
### BALL CARRYING CONT.



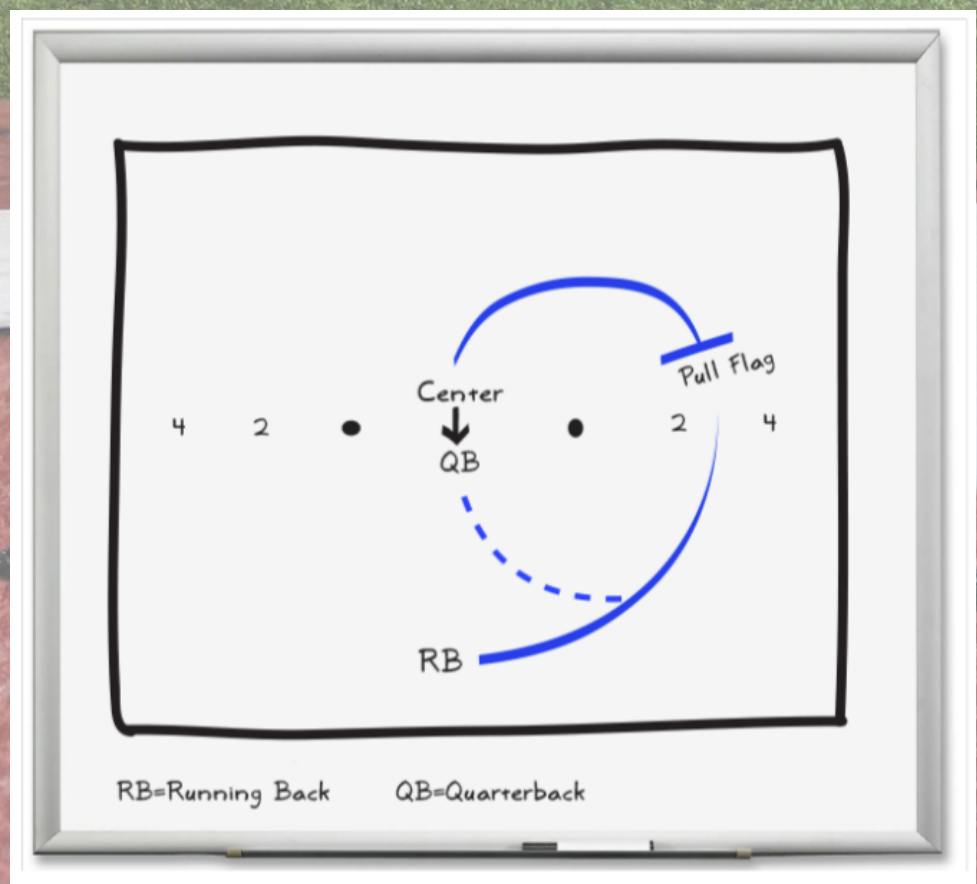
CONTENT	ORGANIZATION TRANSITIONS	PROGRESSIONS & TEACHING CUES	EVALUATION & MODIFICATIONS
Team Running Practice 20 min	<p>Angle of Pursuit: Students will get into groups of 3 and go to a set of running lanes. One partner will be the center, one a RB and the other the QB. The QB will call out a lane (hole) 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>Cues for handing off a football:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Turn &amp; face side line <input checked="" type="checkbox"/> Step diagonal</li> <li><input checked="" type="checkbox"/> Extend arms</li> <li><input checked="" type="checkbox"/> Place ball firmly in running back's stomach</li> </ul> <p>Cues for receiving a handoff:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Step diagonal towards hole</li> <li><input checked="" type="checkbox"/> Inside elbow up, outside elbow down</li> <li><input checked="" type="checkbox"/> Receive, tuck &amp; run!</li> </ul> <p>Cues for running with the football:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Outside hand</li> <li><input checked="" type="checkbox"/> Cover the tips</li> <li><input checked="" type="checkbox"/> Tuck to the ribs</li> </ul>	<p>Diagram the running holes/lanes to the students prior to participating in this activity.</p>
Closure 5 min	Skill Recap & Check for Understanding	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>Ask a student demonstrate the handoffs properly as they say it.</p> <p>Essential Question (related to objective): Why is it important to cut quickly and powerfully while changing directions?</p>



## TWIST OFF

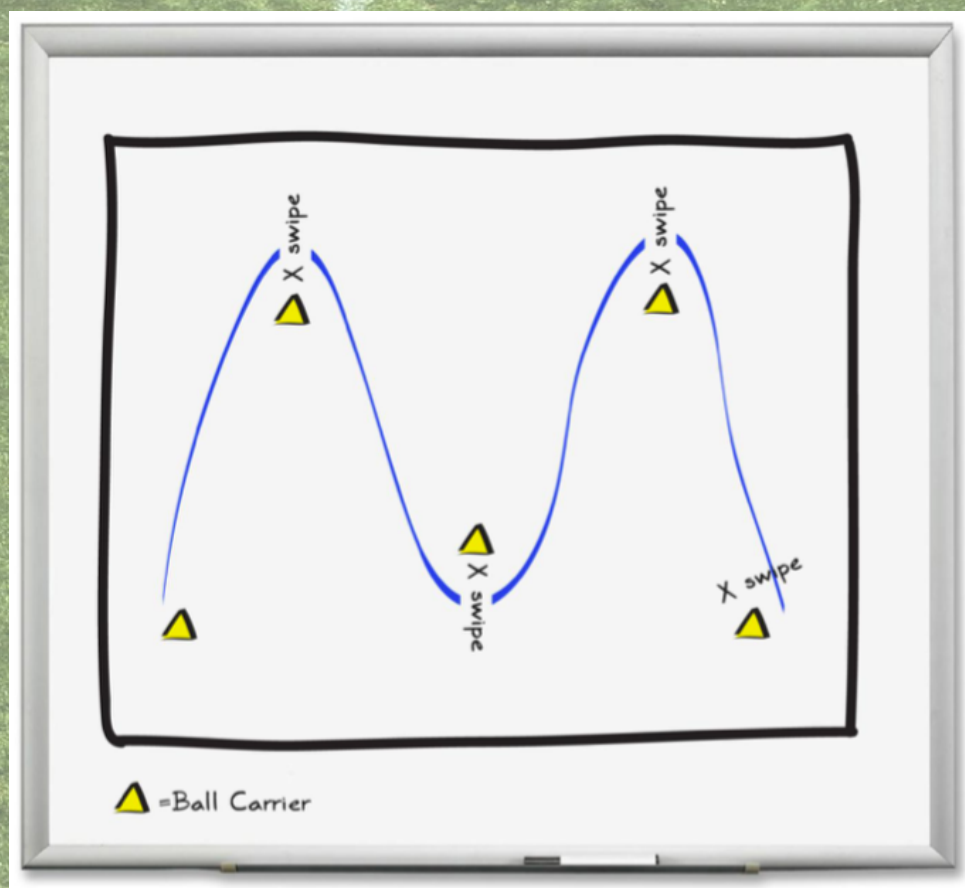


## ANGLE OF PURSUIT





# SNAKE RUN



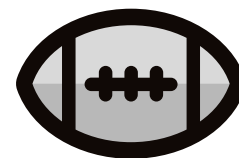




# LESSON FIVE

## OTA'S

### BASIC OFFENSIVE STRATEGIES



**Lesson Objective:** 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

**Level:** 3-4

**Equipment needed:** Footballs, cones, flag belts, flip charts.

CONTENT	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: <input checked="" type="checkbox"/> Knees up high <input checked="" type="checkbox"/> Pump the arms <input checked="" type="checkbox"/> 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 of 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.

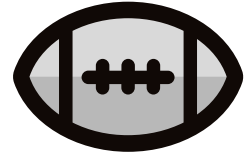




# LESSON FIVE

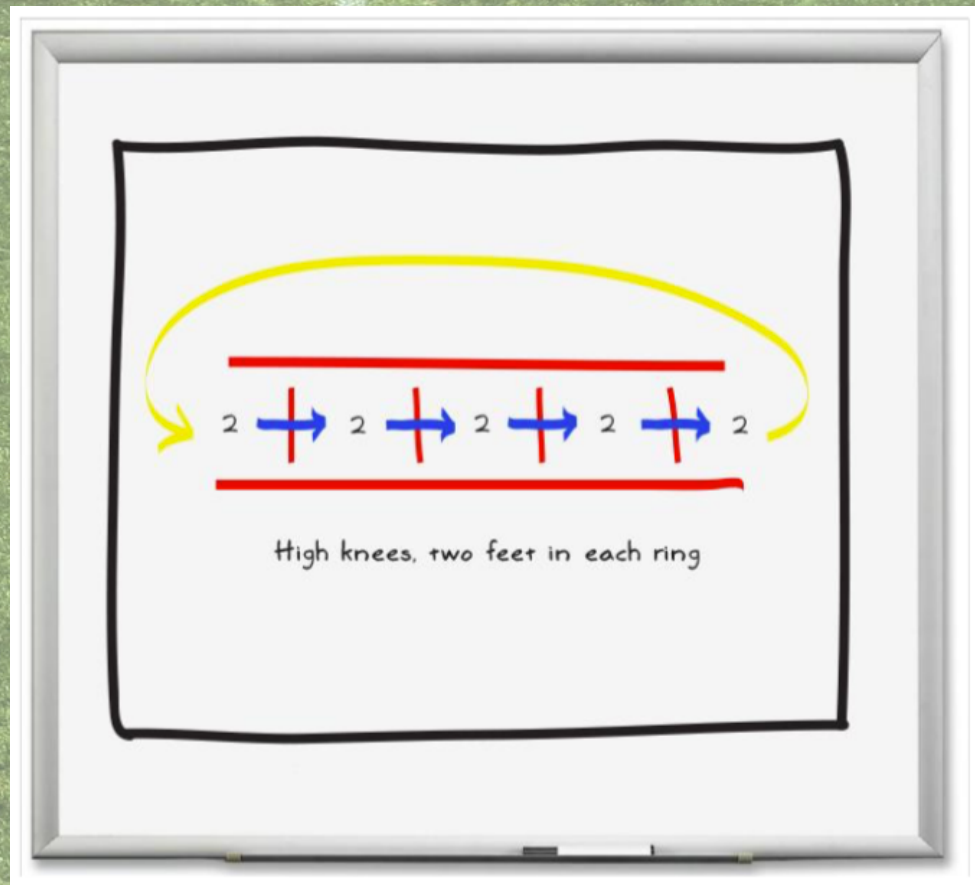
## OTA'S

### BASIC OFFENSIVE STRATEGIES CONT.

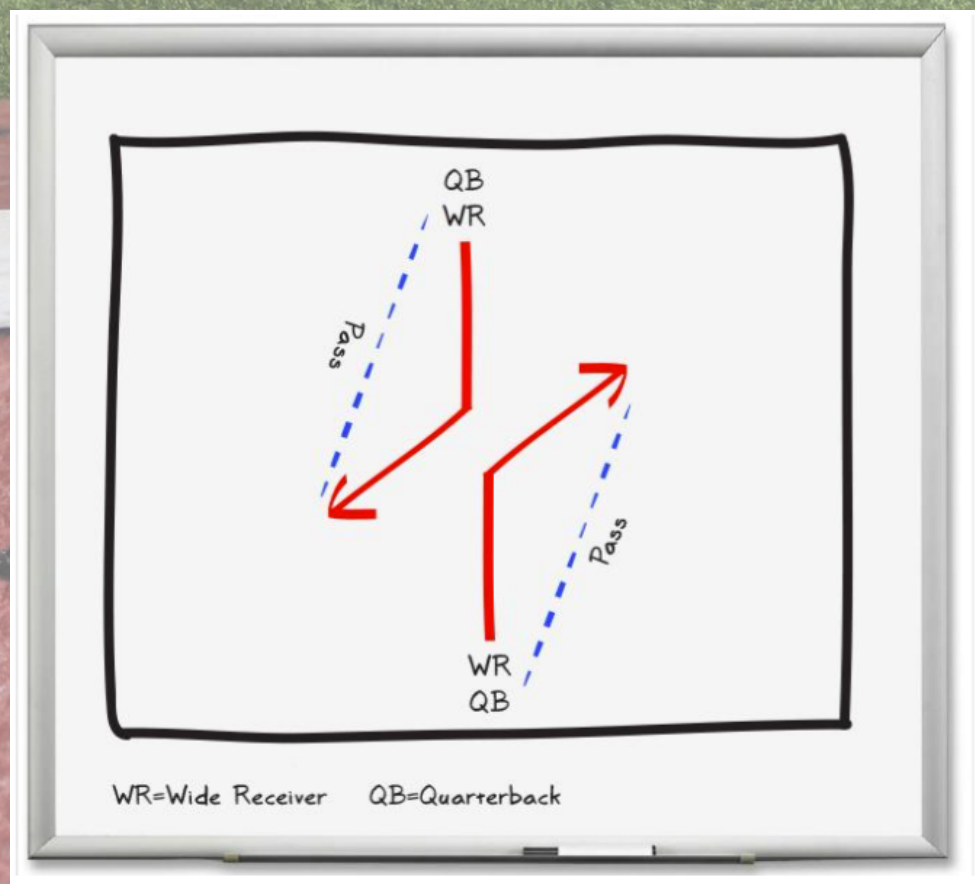


CONTENT	ORGANIZATION TRANSITIONS	PROGRESSIONS & TEACHING CUES	EVALUATION & MODIFICATIONS
Skill Development Activity 10 min	Play Book Design: During this time each group of 5 will get a flip chart and a marker. Each group will diagram and practice at least six plays in which the C, RB and 2 WRs all run different pass route.	During this time the teacher will filter around to each group to ensure students are being inclusive and working well together.	Each group of 5 will need a flip chart and a marker to diagram their plays in their playbook
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.	Filter around to provide positive and constructive feedback to the students.	There is no defense for this drill.
Closure 5 Min	Skill Recap & Check for Understanding	Have each group demonstrate one play to the class.	Prompt students for answers to the essential question.  Essential Question (related to objective): Why is it important for the wide receiver to create space between them and the defense?

# LADDER DRILL TWO



# BUMP & GO

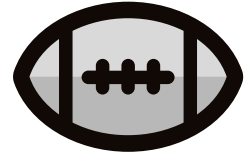




# LESSON SIX

## OTA'S

### BASIC DEFENSIVE STRATEGIES



**Lesson Objective:** 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.

**Level:** 3-4

**Equipment needed:** Footballs, cones, flag belts, flip charts.

CONTENT	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 <input checked="" type="checkbox"/> Close the gap <input checked="" type="checkbox"/> Short, choppy steps <input checked="" type="checkbox"/> Breakdown & rip (the flag) Breakdown Position <input checked="" type="checkbox"/> Feet – Feet shoulder-width apart <input checked="" type="checkbox"/> Squeeze – Proud chest, shoulders back <input checked="" type="checkbox"/> Sink – Knees bent, forward lean, chin up & over the toes <input checked="" type="checkbox"/> Hand - Elbows bent with forearms parallel to the ground; hands and fingers are loose	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	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: <input checked="" type="checkbox"/> 5 and 1 (5 steps off, one step inside) <input checked="" type="checkbox"/> Staggered feet <input checked="" type="checkbox"/> Backwards first <input checked="" type="checkbox"/> Cut grass (back pedal) <input checked="" type="checkbox"/> Forward lean & chin over toes <input checked="" type="checkbox"/> Eyes up <input checked="" type="checkbox"/> Run with the receiver <input checked="" type="checkbox"/> Break on the ball	Demonstrate proper defensive alignment prior to beginning this activity. Give the defense the goal of not allowing the WR to get behind them.

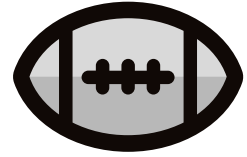




# LESSON SIX

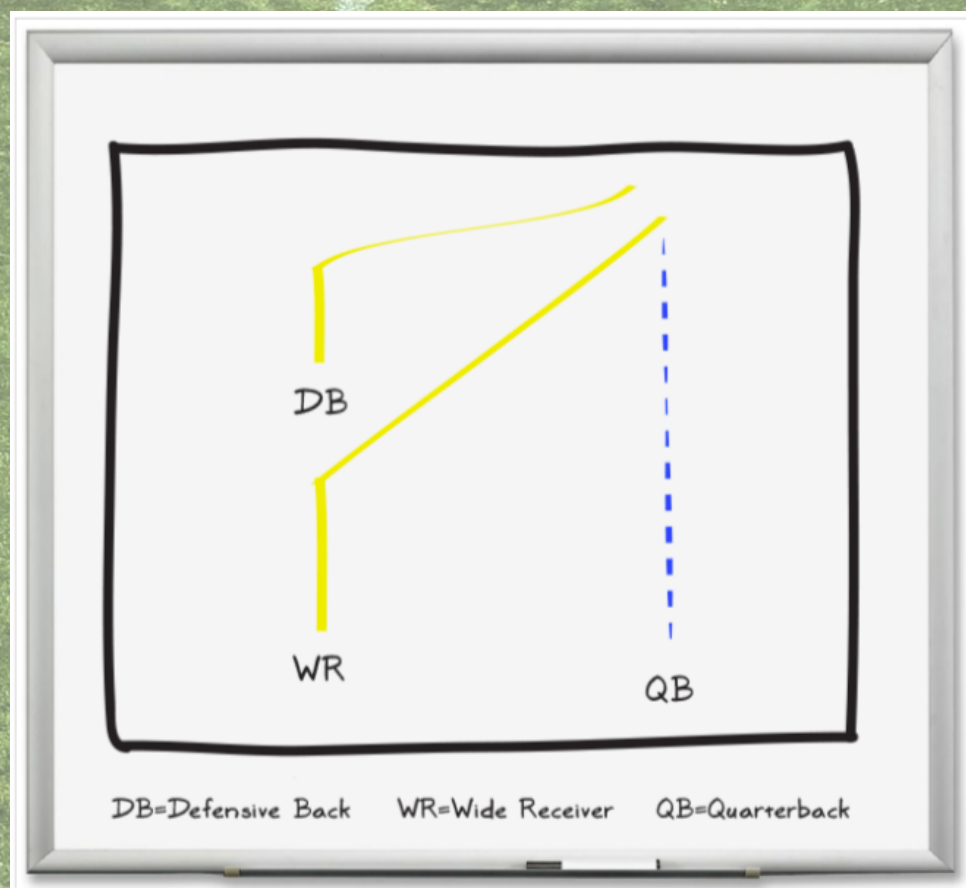
## OTA'S

### BASIC DEFENSIVE STRATEGIES CONT.



CONTENT	ORGANIZATION TRANSITIONS	PROGRESSIONS & TEACHING CUES	EVALUATION & MODIFICATIONS
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.	Each group of 5 will need a flip chart and a marker to diagram their plays in their playbook
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.  Essential Question (related to objective): Why is it important to keep a balanced center of gravity when I buzz & breakdown? How can a team work together to take up more space than just one player?

# SHADOW ROUTE



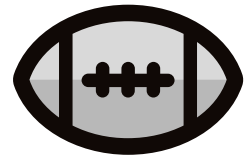




# LESSON SEVEN

## OTA'S

### TEAM STRATEGIES



**Lesson Objective:** 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

**Level:** 3-4

**Equipment needed:** Cones, footballs, pinnies (jerseys).

CONTENT	ORGANIZATION TRANSITIONS	PROGRESSIONS & TEACHING CUES	EVALUATION & MODIFICATIONS
<b>Instant Activity</b> 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.	Filter around and provide positive and constructive feedback.	Challenge students to see how many consecutive passes they can complete.
<b>Lead-up Activity</b> 10 min	Team Practice: students will get into their same teams of 5 and spread out into their own space with another team of 5 to practice running both their offensive and defensive plays against each other before they begin modified game play. Teams will switch offense and defense after each play. Students change positions every play.	Stress correct alignment on the line of scrimmage. Corner backs cover receivers, defensive lineman covers the center, and a safety covers the QB. The safety can choose to stay back and help cover receivers, or he/she can rush the passer.	Introduce the safety position in addition to the cornerbacks, along with 'rushing the passer.' Rushers must count to 5 Mississippi before rushing the QB.

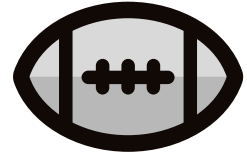




# LESSON SEVEN

## OTA'S

### TEAM STRATEGIES CONT.



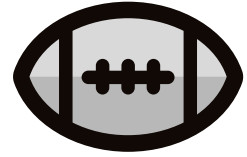
CONTENT	ORGANIZATION TRANSITIONS	PROGRESSIONS & TEACHING CUES	EVALUATION & MODIFICATIONS
<b>Modified Game Play</b> <b>20 min</b>	<p>5 V 5 Game Play: Students will be matched against another team on a field that is no longer than 50 yards long. This time, students will have 4 chances to get a 1st down 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. Introduce the concept of a huddle, down &amp; 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>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>
<b>Closure</b> <b>5 min</b>	<p>Check for Understanding</p>	<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> <p>Essential Question (related to objective):</p> <p>Why is it important for both teams to huddle before each play? What does down and distance mean?</p>



# LESSON EIGHT

## PRE-SEASON

### GAMES



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

**Level:** 3-4

**Equipment needed:** Cones, footballs, pinnies (jerseys).

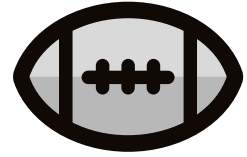
CONTENT	ORGANIZATION TRANSITIONS	PROGRESSIONS & TEACHING CUES	EVALUATION & MODIFICATIONS
<b>Instant Activity</b> 5 min	Partner Passing Practice: As students enter the gym, have them get a partner and a ball and spread in their own space to practice playing catch with one another.	Filter around and provide positive and constructive feedback.	Challenge students to see how many consecutive passes they can complete.
<b>Lead-up Activity</b> 10 min	Team Practice: students will get into their same teams of 5 and spread out into their own space with another team of 5 to practice running both their offensive and defensive plays against each other before they begin modified game play. Teams will switch offense and defense after each play. Students change positions every play.	Stress correct alignment on the line of scrimmage. Corner backs cover receivers, defensive lineman covers the center, and a safety covers the QB. The safety can choose to stay back and help cover receivers, or he/she can rush the passer.	Introduce the safety position in addition to the cornerbacks, along with 'rushing the passer.' Rushers must count to 5 Mississippi before rushing the QB.



# LESSON EIGHT

## PRE-SEASON

GAMES CONT.



CONTENT	ORGANIZATION TRANSITIONS	PROGRESSIONS & TEACHING CUES	EVALUATION & MODIFICATIONS
<b>Modified Game Play</b> 20 min	5 V 5 Game Play: Students will be matched against another team on a field that is no longer than 50 yards long. This time, students will have 4 chances to get a 1st down or score a touchdown. Two completed passes within 4 downs earns the offense a first down. Getting the ball into the end zone will score a touchdown. If a team fails to get a first down. The other team gets the ball going the other direction.	Stress to the students that the object of the game is to move the ball down field towards the end zone, to score a touchdown and earn points for their team. Introduce the concept of a huddle, down & 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.
<b>Closure</b> 5 min	Check for Understanding	Prompt the students to share one thing that they found made them successful on offense/defense.	Tie back into the objective and ask students how they would answer the essential questions.  Essential Question (related to objective): What are the two different ways to turn the ball over so that the defense becomes the offense?

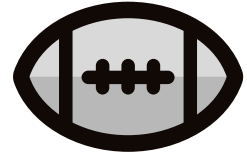




# LESSON NINE

## SEASON

### GAMES



**Lesson Objective:** By the end of the 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.

**Level:** 3-4

**Equipment needed:** Quizzes, pencils, flag belts, footballs, cones

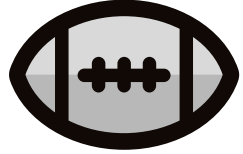
CONTENT	ORGANIZATION TRANSITIONS	PROGRESSIONS & TEACHING CUES	EVALUATION & MODIFICATIONS
<b>Instant Activity</b> 5 min	Cognitive Assessment: of football knowledge, skills and concepts taught in class.	As the students enter the gym, give them a quiz and a pencil and have them spread out in their own space to take their quiz. Once they complete the quiz, turn it in to the teacher.	Filter around through the students as they take their quiz to make sure none are cheating.
<b>Modified Game Play</b> 30 min	5 V 5 Game Play: Students will be matched against another team on a field that is no longer than 50 yards long. This time, students will have 4 chances to get a 1st down or score a touchdown. Two completed passes within 4 downs earns the offense a first down. Getting the ball into the end zone will score a touchdown. If a team fails to get a first down. The other team gets the ball going the other direction.	Stress to the students that the object of the game is to move the ball down field towards the end zone, to score a touchdown and earn points for their team. 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 their left and play a new team. Students do not keep records of win loss. The focus is on fun and skill development, not who won or lost.
<b>Closure</b> 5 min	Check for Understanding	Prompt the students to share one thing that they found made them successful on offense/defense.	Tie back into the objective and ask students how they would answer the essential questions.  Essential Question (related to objective): Why is it important to respect your teammates and opponents?



# QUIZ

## FOOTBALL KNOWLEDGE

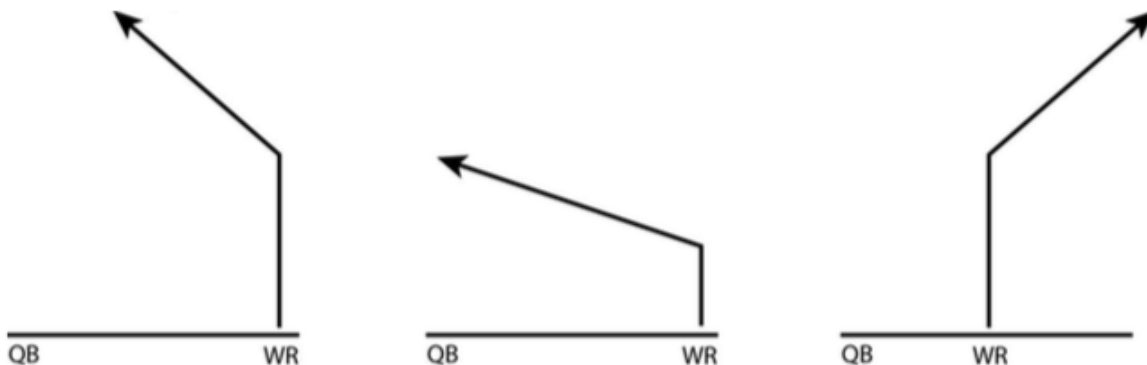
### GAMES



1. What is the name of the imaginary line that players line up on to begin each play?

- A - Samuel Jackson 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                         |

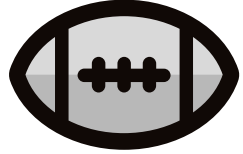




# QUIZ

## FOOTBALL KNOWLEDGE

### GAMES



#### 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 patterns the wide receivers will run each play.*

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

#### Justification:

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

#### Justification:

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

#### Justification:





New Zealand Curriculum Links:

Health & Physical Education

Level 3: A1,A2,A3, B1, B2, C1, C2

Level 4: A2,B1,C1,C3

American Football Canterbury is  
the governing body of all Football  
in The South

AFC Flag Football Unit Plan est. 2018  
Created by Mason Shaw  
for American Football Canterbury

References:

NFL FLAG FOOTBALL

New Zealand Curriculum

K-12 USA Curriculum

For more info head to:

**AMERICANFOOTBALLCANTEBURY.CO.NZ**

**FACEBOOK.COM/AMERICANFOOTBALLCANTERBURY**