

# OPEN



TOOLS FOR LEARNING  
**FLAG FOOTBALL**  
MIDDLE SCHOOL

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TOOLS FOR LEARNING  
**FLAG FOOTBALL**  
MIDDLE SCHOOL (6-8)

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## MODULE OVERVIEW

### ABOUT THIS MODULE:

Flag football is one of the fastest growing sports for youth, especially girls. This module introduces students to flag football focusing on fundamental skills, teamwork, strategy, and leadership. Activities combine skill development with leadership and communication skills through a dynamic and supportive environment where all students can thrive.

Development of specific skills and strategies that involve passing, receiving, flag pulling, and defending are targeted learning outcomes. This module provides lead-up activities and small-sided games aimed at developing the movement concepts, movement patterns, and strategic knowledge commonly associated with flag football.

In addition, the activities within this module develop and reinforce responsible behaviors, while introducing strategies and skills that require leadership, communication, teamwork and cooperation in order to be successful. All participants are given the opportunity to explore the movement concepts in a fun and engaging environment where everyone can feel successful.

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## PRIORITY OUTCOMES:

### Etiquette:

- Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities or games.
- Identifies the rules and etiquette for physical activities/games and dance activities.

### Locomotor Skills:

- Combines locomotor skills with movement concepts in dance, fitness, and sport environments.

### Movement Concepts:

- Creates open space to create an advantage or with a specific purpose in dance, fitness, and sports activities.
- Closes space to create an advantage or with a specific purpose in dance, fitness, and sports activities.
- Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.

### Social Interaction:

- Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.
- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

### Working with Others:

- Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.

## SUGGESTED BLOCK PLAN

Lesson #	Activities	Suggested Academic Language
1	<b>Instant Activity:</b> Toss 3 <b>Flag Football Focus:</b> Pass and Chase	Etiquette, Teamwork, Leadership, Pass, Chase, Flee, Agility
2	<b>Instant Activity:</b> 1v1 Flag Tag <b>Flag Football Focus:</b> Touchdown Run	Encourage, Support, Offense, Defense
3	<b>Instant Activity:</b> Pass and Chase <b>Flag Football Focus:</b> 4 Down Frenzy	Interception, Communication, Close Space, Advantage
4	<b>Instant Activity:</b> Catch and Score <b>Flag Football Focus:</b> 4 Down Football	Quarterback, Receiver, Create Space, Strategy
5	<b>Flag Football Focus:</b> Royal Field	Purpose, Integrity, Cooperation, Enthusiasm



## FLAG FOOTBALL: RECOMMENDED MATERIALS LIST

The items and quantities listed below are recommended based on a middle school class of 36 students. Please adjust the quantities up or down based on your class size and teaching space.

We have created a landing page with many different options of all the equipment listed below. You can click [here](#) to view all of the Flag Football equipment options available from US Games.

OPEN has embraced the responsibility to share Universal Design for Learning considerations intended to serve as baseline recommendations for inclusive learning activities. This includes offering a variety of equipment options for students that are different sizes, weights, colors, and textures to help ensure success for all students.

QTY	NAME OF ITEM
36	Flag Belts
12	Hoops
18	Foam Balls
18	Footballs
18	Foam Footballs
18	Bean Bags
24	Spot Markers
36	Low Profile Cones
18	Cones (12" or 18")
1	Task Tents (set of 6)
6	Swim Noodles

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## TOSS 3

### STUDENT TARGETS

- **Skill:** I will accurately toss and catch with a partner.
- **Cognitive:** I will identify ways to build trust with my teammates.
- **Fitness:** I will stay actively engaged throughout activity.
- **Personal & Social Responsibility:** I will demonstrate etiquette and respect in order to work cooperatively with teammates.

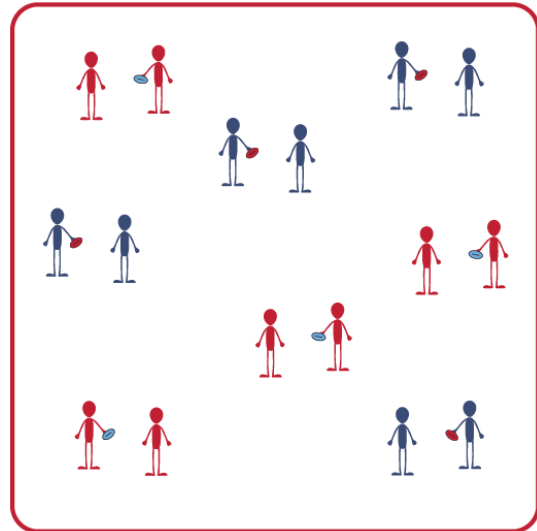
### EQUIPMENT & SET-UP

#### Equipment:

- 1 object per 2 students (e.g., football, foam ball, bean bag)
- 4 cones
- Music and music player

#### Set-Up:

- Create a large activity space using 4 cones to mark boundaries.
- Create pairs of students.
- Scatter pairs of students throughout activity area. Each pair with a ball.



### ACTIVITY PROCEDURES

1. Today we're going to focus on creating open space while overhand tossing and catching with a partner.
2. The object of Toss 3 is to work with as many different classmates as you can while the music is playing. When the music starts, the partner with the ball will begin with an overhand throw. Each pair will make 3 passes. The partner who now has the ball will travel and find a new partner who does not have a ball. The partner without the ball will travel and find a partner who does have a ball.
3. You continue to find a new partner after each set of 3 passes.
4. Make sure you are communicating with your classmates while moving to open space when you need a new partner.
5. When the music stops be ready for the next set of instructions.

### GRADE LEVEL PROGRESSION

- **Level 1:** Focus on working with as many different teammates as possible.
- **Level 2:** Discuss using both verbal and non-verbal communication with teammates. Play a round using only non-verbal communication.

### TEACHING CUES

- **Cue 1:** Look at your partner to ensure they are ready before making a toss/pass: their hands are up and their eyes are looking at you.
- **Cue 2:** Look for both verbal and non-verbal communication from potential partners.
- **Cue 3:** Try and pass with as many different partners as possible.



## TOSS 3 (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Use modified equipment as needed (e.g., foam ball, yarn ball, etc.).
- **UDL 2:** Use verbal cues and visual aids along with demonstrations.
- **UDL 3:** Use peer partners as appropriate.
- **UDL 4:** Modify the size of the activity area as needed.

### ACADEMIC LANGUAGE

Etiquette, Cooperation, Communication, Trust, Leadership

### PRIORITY OUTCOMES

#### **Etiquette:**

- Identifies the rules and etiquette for physical activities/games and dance activities.

#### **Working with Others:**

- Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.

### DEBRIEF QUESTIONS

- **DOK 1:** How would you describe proper etiquette in physical education class?
- **DOK 2:** How does demonstrating etiquette and respect impact trust amongst teammates?



## 4 DOWN FRENZY

### STUDENT TARGETS

- **Skill:** I will demonstrate defensive strategies and tactics for flag football.
- **Cognitive:** I will identify the importance of closing space when on defense.
- **Fitness:** I will stay actively engaged and show quick transitions from offense to defense.
- **Personal & Social Responsibility:** I will use positive language to encourage my teammates.

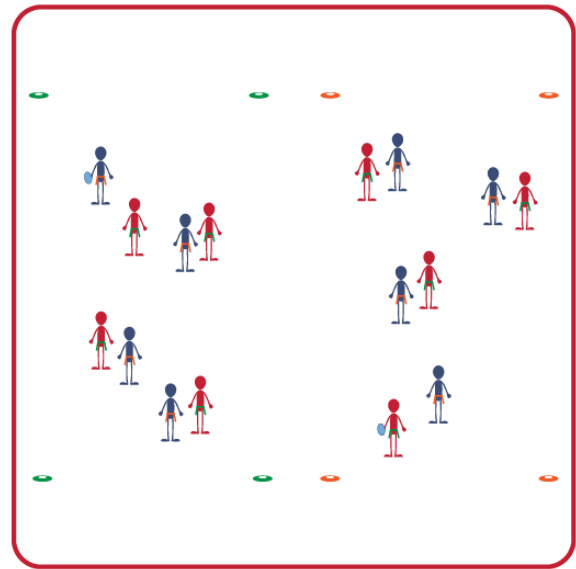
### EQUIPMENT & SET-UP

#### Equipment:

- 1 football per group of 8 (or other tossable object)
- 4 cones per group of 8
- 1 flag belt per student

#### Set-Up:

- Create teams of 4 students. Each student wears a flag belt.
- Assign two teams and a football (or tossable object of their choice) to each activity space.
- Each activity space should use 4 cones for corner boundaries in approximately a 10 yard field (40' x 20' rectangle).



### ACTIVITY PROCEDURES

1. Today's activity is called 4 Down Frenzy. The object of this game is to score more points than the other team.
2. Points are earned by completing 4 consecutive passes. In order to complete the pass, the person must catch and control the ball. Decide which team will start on offense. Each person on the defense will decide who they are guarding.
3. The offense will attempt to complete 4 passes while moving around the activity space. When the offense completes its first pass, they yell, "First down!" Then, "Second down!" on their second pass and so on. On their fourth completion, they yell, "Touchdown!" Teams score 7 points for each "Touchdown" they score.
4. The defense will attempt to knock down or intercept the passes. The defense can also pull the flag of the person with the ball.
5. Students who have the ball can move with it, but no more than 5 steps.
6. Teams will switch roles from offense to defense if:
  - A "Touchdown" is scored.
  - The ball hits the ground.
  - The offense takes the ball out of bounds.
  - The defense intercepts it.
  - The runner with the ball gets their flag pulled.

### GRADE LEVEL PROGRESSION

- **Grade 6:** Play without flag belts. Teams are identified with pinnies and tag instead of pulling flags.
- **Grades 7 & 8:** Play as described above.

### TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Shadow offensive players to deny space and evade defenders to create space.





## 4 DOWN FRENZY (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to use tossable objects of different sizes, colors, weights, and textures.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Catch, Interception, Defend, Encourage, Advantage

### PRIORITY OUTCOMES

#### **Movement Concepts:**

- Closes space to create an advantage or with a specific purpose in dance, fitness, and sport activities.
- Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.

### DEBRIEF QUESTIONS

- **DOK 1:** What does it mean to close space when on defense?
- **DOK 2:** How could closing space give your team a strategic advantage?
- **DOK 3:** If the defense was successfully closing space and you were on offense, what are some strategies you would use to create open space for yourself or your teammates?



## 4 DOWN FOOTBALL

### STUDENT TARGETS

- **Skill:** I will demonstrate offensive strategies and tactics for flag football.
- **Cognitive:** I will identify the importance of creating space when on offense.
- **Fitness:** I will stay actively engaged and show quick transitions from offense to defense.
- **Personal & Social Responsibility:** I will use positive language to encourage my teammates.

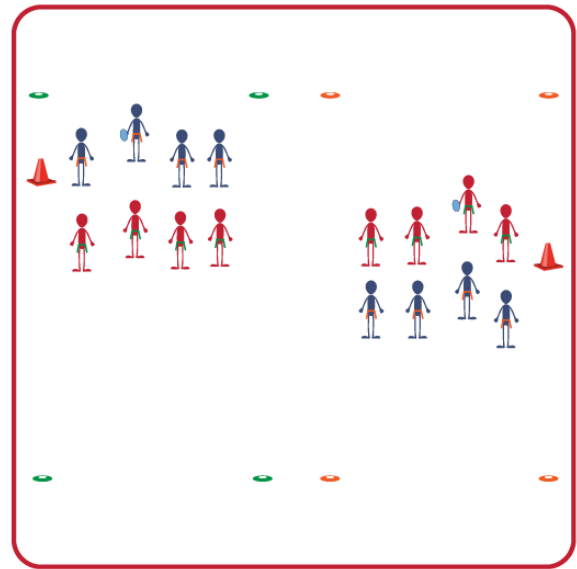
### EQUIPMENT & SET-UP

#### Equipment:

- 1 football per group of 8 (or other tossable object)
- 5 cones per group of 8
- 1 flag belt per student

#### Set-Up:

- Create teams of 4 students. Each student wears a flag belt.
- Assign two teams and a football (or tossable object of their choice) to each activity space.
- Each activity space should use cones for boundaries in approximately a 40' x 20' rectangle. This activity is played "half court style" with only one end of activity space identified as an end zone.



### ACTIVITY PROCEDURES

1. Today's activity is called 4 Down Football. The object of this game is to score more points than the other team.
2. Points are earned by moving the ball from the starting line to the end zone. Teams will only have 4 plays (downs) to score.
3. Decide which team will start on offense. The line of scrimmage will be marked by the cones. The teams will line up on the line of scrimmage and the quarterback will yell, "Hut!" to start the game.
4. Once the play starts, everyone will move towards the end zone to try to get open for a pass. There are no handoffs or blocking. The defense will attempt to knock down or intercept their passes. The defense can also pull the flag of the person with the ball.
5. Once a catch is made, students may run towards the end zone until their flag gets pulled (or falls off), until they fumble, or run out of bounds with the ball. The next play will happen from that spot.
6. If there is an incomplete pass, then return to the previous line of scrimmage spot.
7. There is no blitzing. The defense may rush the quarterback after a "7 Mississippi" count. Once the quarterback gets rushed by the defense, then the quarterback can run with the ball.
8. Teams switch roles if a touchdown is scored, have utilized all 4 downs, or if the defense intercepts the ball. Go back to the starting line with each possession change.

### GRADE LEVEL PROGRESSION

- **Grade 6:** Play without flag belts. Teams are identified with pinnies and the play stops once a student catches the ball.
- **Grades 7 & 8:** Play as described above.

### TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Shadow offensive players to deny space and evade defenders to create space.



## 4 DOWN FOOTBALL (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to use tossable objects of different sizes, colors, weights, and textures.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Blitz, Create Space, Communication, Strategy

### PRIORITY OUTCOMES

#### **Movement Concepts:**

- Creates open space to create an advantage or with a specific purpose in dance, fitness, and sport activities.
- Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.

### DEBRIEF QUESTIONS

- **DOK 1:** What does it mean to create space when on offense?
- **DOK 2:** How could creating space give your team a strategic advantage?
- **DOK 3:** If the offense was successfully creating space and you were on defense, what are some strategies you would use to close space?



## 1v1 FLAG TAG

### STUDENT TARGETS

- **Skill:** I will analyze offensive and defensive movements and make adjustments to create a strategic advantage.
- **Cognitive:** I will identify the different strategies needed when on offense vs. defense.
- **Fitness:** I will stay actively engaged during the activity.
- **Personal & Social Responsibility:** I will communicate with my partner using positive language.

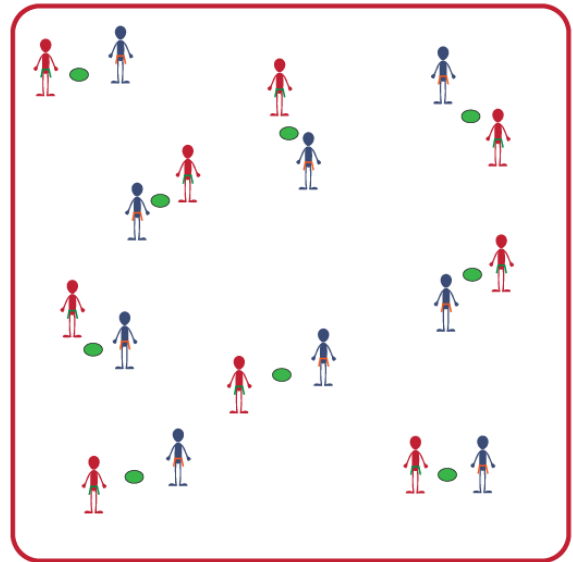
### EQUIPMENT & SET-UP

#### Equipment:

- 1 spot marker per group of 2 students
- 1 flag belt per student

#### Set-Up:

- Scatter spot markers in the activity area with enough space to safely move around each spot.
- Create pairs of 2 students. All students will be wearing a flag belt.
- Each pair begins by a spot marker.



### ACTIVITY PROCEDURES

1. This activity is called 1v1 Flag Tag. The object of the game is for the person on offense to pull the flag of the person on defense.
2. 1 point is earned each time you are able to successfully pull the flag belt of the defender.
3. Decide which person will start on offense by playing Rock, Paper, Scissors.
4. You will begin facing your partner with the spot marker in between you. The person on offense will begin side sliding around the spot marker to try and pull the defender's flag belt. The defender will move away to avoid having their flag pulled.
5. Both players must stay within 3 feet of the spot marker, or it is an automatic flag pull.
6. If a flag belt is pulled, you will change roles (offense to defense) and play again.
7. Once you hear the stop signal, the player with the most points will stay and their partner will find a new student to challenge before we play again. You will determine who starts on offense by playing Rock, Paper, Scissors each time you have a new partner.

### GRADE LEVEL PROGRESSION

- **Grade 6:** Play as described above.
- **Grades 7 & 8:** Have the student on defense hold a football to practice moving with the ball.

### TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Pull down on the flag when trying to pull the flag belt from your partner.
- **Cue 3:** Anticipate the movements of your partner when on offense.
- **Cue 4:** Remember to show respect and hand the flag back to your partner after you pull it.



## 1v1 FLAG TAG (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to use objects of different sizes, colors, weights, and textures.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Offense, Defense, Communication, Respect

### PRIORITY OUTCOMES

#### **Movement Concepts:**

- Analyzes movement and activity situations and makes adjustments with a specific purpose or to create a strategic advantage.

### DEBRIEF QUESTIONS

- **DOK 1:** How would you define a strategy?
- **DOK 2:** What was a strategy you used or saw your partner use on offense? What was a strategy you used or saw your partner use on defense?
- **DOK 3:** If the strategy was not successful, what changes did you or your partner make to adjust? What was the outcome of those changes?



## PASS AND CHASE

### STUDENT TARGETS

- **Skill:** I will apply movement concepts to safely chase or flee from my partner.
- **Cognitive:** I will identify ways to safely move when chasing or fleeing.
- **Fitness:** I will stay actively engaged during the activity.
- **Personal & Social Responsibility:** I will work with my teammates in a respectful way.

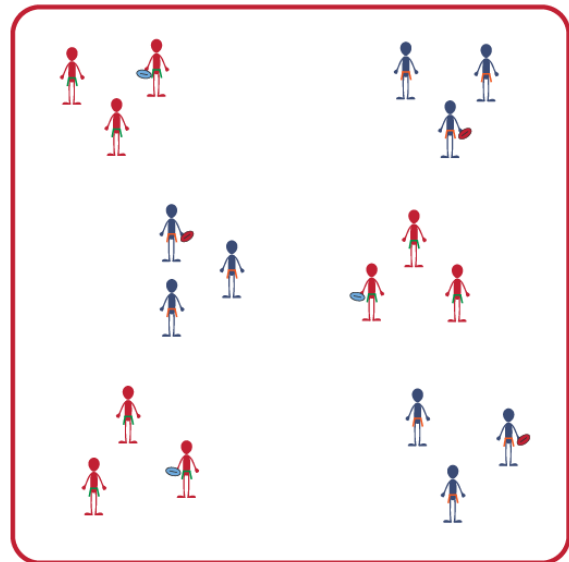
### EQUIPMENT & SET-UP

#### Equipment:

- 1 football (or any tossable object) per 3 students
- 1 flag belt per student
- 4 cones for boundaries
- Music and music player

#### Set-Up:

- Create groups of 3 students. All students will be wearing a flag belt.
- Each group spreads out in the activity space with 1 football (or tossable object).
- Each group will begin in a triangle formation approximately 15 feet (5 yards) apart.
- Set up boundaries with the 4 cones.



### ACTIVITY PROCEDURES

1. This activity is called Pass and Chase. The object of the game is for the person with the ball to flee and avoid getting their flag pulled when the music stops.
2. You will begin facing your partners in a triangle formation. When the music starts, you begin overhand passing the football with your group.
3. When the music stops, the person with the ball must immediately (and safely) move away from their 2 partners who are trying to pull their flag. The defenders will have 10 seconds (counted by the teacher) to catch and pull the flag.
4. 1 point is earned each time the person with the ball is able to successfully flee from their partners and not get their flag pulled. 1 point is earned by the defender if they are able to successfully catch and pull a flag within the 10 seconds.
5. Once you hear the stop signal, the partner currently holding the ball will move and find a new group before we reset and play another round.

### GRADE LEVEL PROGRESSION

- **Grade 6:** Play as described above.
- **Grades 7 & 8:** Allow anyone without a ball to pull the flag of anyone who does have a ball when the music stops.

### TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Pull down on the flag when trying to pull the flag belt from your partner.
- **Cue 3:** Be aware of your surroundings and keep your eyes up in order to move safely through the activity space.
- **Cue 4:** Remember to show respect and hand the flag back to your partner after you pull it.



## PASS AND CHASE (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to use objects of different sizes, colors, weights, and textures.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Pass, Agility, Safety, Chase, Flee, Teamwork

### PRIORITY OUTCOMES

#### **Locomotor Skills:**

- Combines locomotor skills with movement concepts in dance, fitness, and sport environments.

#### **Social Interaction:**

- Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.

### DEBRIEF QUESTIONS

- **DOK 1:** How would you describe what teamwork looks like?
- **DOK 2:** What were some ways you worked with your teammate when trying to chase and pull the flag of your partner?
- **DOK 3:** If someone wasn't having a positive experience with a teammate, what is an example of a way they could communicate with that teammate in a respectful way?



## CATCH AND SCORE

### STUDENT TARGETS

- **Skill:** I will apply movement concepts to safely chase or flee from my partner.
- **Cognitive:** I will identify ways to safely move when chasing or fleeing.
- **Fitness:** I will stay actively engaged during the activity.
- **Personal & Social Responsibility:** I will demonstrate leadership skills and communicate in a respectful way with my teammates.

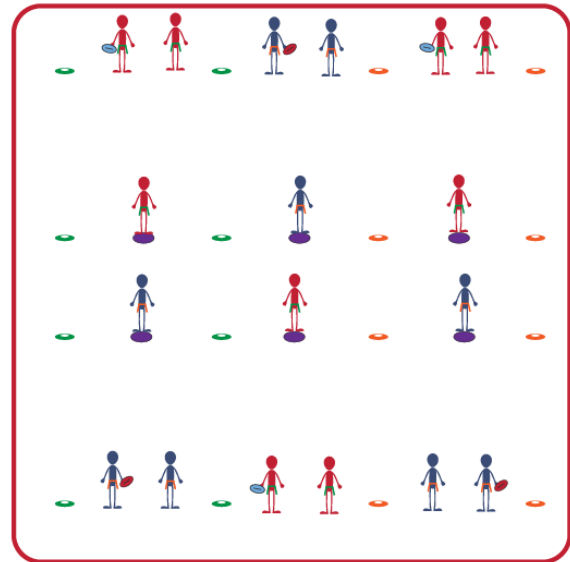
### EQUIPMENT & SET-UP

#### Equipment:

- 1 football (or any tossable object) per 3 students
- 1 flag belt per student
- Low profile cones for endlines; 4 boundary cones per 3 students
- 1 spot marker per 3 students

#### Set-Up:

- Create groups of 3 students. All students will be wearing a flag belt.
- Set up endlines with low profile cones on each side of the activity space. Place 4 boundary cones and a spot marker about 30 feet (10 yards) away to delineate where receivers begin.
- Each group will begin with 2 students standing on the endline (Quarterback and the Defender), and 1 student facing them on a spot marker (Receiver). Quarterback begins with a football (or other tossable object).



### ACTIVITY PROCEDURES

1. This activity is called Chase and Score. The object of the game is for the receiver to make it across the end line without getting their flag pulled.
2. You will begin with the Quarterback and Defender standing on the end line. The Quarterback will have a football. The Receiver will begin by a spot marker facing their teammates.
3. On the start signal, the Quarterback will throw the ball to the receiver. Once the ball is caught (or picked up if not caught), the receiver will try to score by getting across the endline without getting their flag pulled, going out of bounds, or falling to the ground. Both the Quarterback and the Defender will attempt to pull the Receiver's flag, but cannot move from the endline until the Receiver has the ball and is moving towards them.
4. 1 point is earned each time the person with the ball can successfully make it across the endline without getting their flag pulled.
5. You will continue to rotate positions after each attempt to pass and score. Quarterback moves to Receiver, the Defender moves to Quarterback, and the Receiver moves to Defender.

### GRADE LEVEL PROGRESSION

- **Grade 6:** Play without a Defender, and only the Quarterback can pull the flag of the Receiver.
- **Grades 7 & 8:** Play as described above. Shorten or lengthen the field as needed.

### TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Pull down on the flag when trying to pull the flag belt from your partner.
- **Cue 3:** Be aware of your surroundings and keep your eyes up in order to move safely through the activity space.
- **Cue 4:** Remember to show respect and hand the flag back to your partner after you pull it.





## CATCH AND SCORE (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to use objects of different sizes, colors, weights, and textures.
- **UDL 2:** Decrease or increase the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Quarterback, Defender, Receiver, Leadership, Communication

### PRIORITY OUTCOMES

#### Locomotor Skills:

- Combines locomotor skills with movement concepts in dance, fitness, and sport environments.

#### Social Interaction:

- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

### DEBRIEF QUESTIONS

- **DOK 1:** How would you describe what leadership is?
- **DOK 2:** Did you or any of your teammates demonstrate leadership during the activity? Give an example and describe how it was leadership.
- **DOK 3:** If a group or team isn't finding success, how could one or more teammates stepping up as a leader potentially lead to the team being successful? What would communication from a leader sound like?



## TOUCHDOWN RUN

### STUDENT TARGETS

- **Skill:** I will apply movement concepts to safely chase or flee from my partner.
- **Cognitive:** I will identify ways to safely move when chasing or fleeing.
- **Fitness:** I will stay actively engaged during the activity.
- **Personal & Social Responsibility:** I will demonstrate ways to support and encourage my teammates.

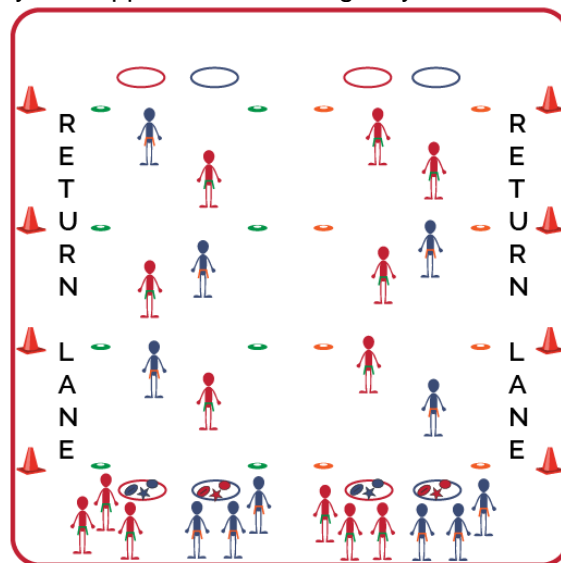
### EQUIPMENT & SET-UP

#### Equipment:

- Variety of objects (e.g., bean bag, foam ball, football, etc.)
- 1 flag belt per student
- Low-profile cones to mark "Tag Zones"
- Medium sized cones for returning lanes
- 2 hoops per team of 3

#### Set-Up:

- Create teams of 3 students. All students will be wearing a flag belt. 2 of the teams will begin in middle as defenders (total of 6 students). 2 defenders will be in each tagging zone: 1<sup>st</sup> zone are Linemen; 2<sup>nd</sup> zone are Linebackers; 3<sup>rd</sup> zone are Safeties.
- Set up starting line with a hoop for each team of 3. Each hoop should have several different items in it. Teams line up behind their hoop.
- On opposite end, place a matching empty hoop for each team.
- Use medium sized cones to delineate the return lanes and low-profile cones to delineate the 3 tagging zones on both sides of activity space.



### ACTIVITY PROCEDURES

1. This activity is called Touchdown Run. The object is to earn points by moving the items in your team's hoop to the other side by making it through all 3 tag zones without getting your flag pulled.
2. Each team will line up behind a hoop. On the start signal, one person from each team will attempt to make a "Touchdown Run" across all 3 tag zones to the other side of the activity area carrying one of the items from your hoop. Only one person from each team can attempt to go through at a time.
3. Defenders cannot leave their assigned zone. Linemen must stay in zone 1, Linebackers must stay in zone 2, and Safeties must stay in zone 3.
4. If your flag is pulled in any tag zone, you will retrieve your belt and move to the outside return lanes to go back to your team's hoop. There are safety zones between each tag zone as you move through.
5. If you make it through without your flag being pulled, place the item you were carrying in your team's hoop on the other side and use the return lanes to come back. (*Teacher Note: assign points for each item moved successfully: football = 7 points; foam ball = 5 points; bean bag = 3 points, etc.*)
6. You will continue to send one teammate at a time through the tag zones to make as many Touchdown Runs as you can. The 2 teams with the most items moved will be our defenders for the next round.

### GRADE LEVEL PROGRESSION

- **Grade 6:** Play as described above.
- **Grades 7 & 8:** Students can enter immediately if a teammate is tagged/makes it all the way across.

### TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Be aware of your surroundings and keep your eyes up in order to move safely through the activity space.



## TOUCHDOWN RUN (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to use objects of different sizes, colors, weights, and textures.
- **UDL 2:** Decrease or increase the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

End Zone, Agility, Support, Encourage

### PRIORITY OUTCOMES

#### Locomotor Skills:

- Combines locomotor skills with movement concepts in dance, fitness, and sport environments.

#### Social Interaction:

- Demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk, and providing support to classmates.

### DEBRIEF QUESTIONS

- **DOK 1:** How would you describe encouraging a teammate?
- **DOK 2:** If one of your classmates was not feeling successful during the activity, what are some ways you could encourage or support them?
- **DOK 3:** How does encouraging your teammates impact your team as a whole?



## FLAG FOOTBALL: ROYAL FIELD

### STUDENT TARGETS

- **Skill:** I will demonstrate a variety of Flag Football skills during small-sided games.
- **Cognitive:** I will identify offensive and defensive strategies needed for team success.
- **Fitness:** I will remain focused and actively engaged before, during, and after each game.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and my classmates by following the rules of the game and encouraging others.

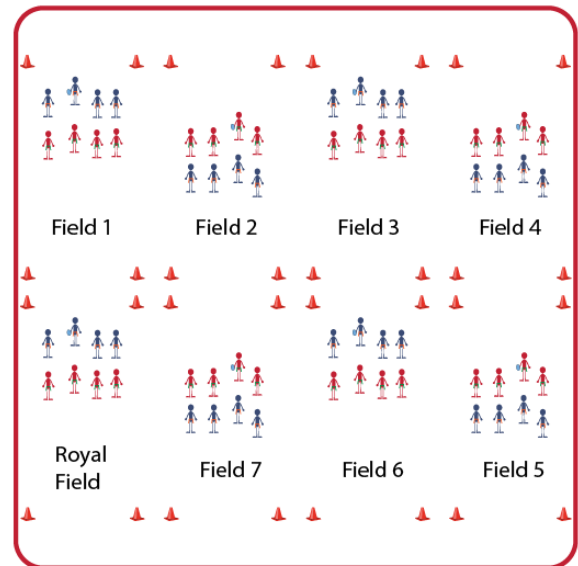
### EQUIPMENT & SET-UP

#### Equipment:

- 1 field per 8 students
- 1 football per 8 students (or any tossable object that can be used)
- 1 flag per student
- Boundary cones for each field/end zone

#### Set-Up:

- Create enough fields so entire class can play.
- Number each field, with field 1 as the starting field and the highest number field as the “Royal Field.”
- Pair students in groups of 4 and send 2 groups to each field space. If you have more teams than fields, you can have a team waiting to rotate into field 1. They can use that time to plan and prepare as a team.



### ACTIVITY PROCEDURES

1. This activity is called Flag Football Royal Field. This tournament will be a way to practice our skills and have fun with our friends.
2. The goal of today’s tournament is to compete with a positive attitude and to work your way to the Royal Field, while your team accumulates as many points as possible. We’ll play 5-minute games that use the rules from 4 Down Football. (*Teacher Note: See 4 Down Football Activity Plan for game rules*).
3. The winner of each game will earn 1 point for their team and move up one field. The losing team will move down one field and will not earn any points for that round. Each group needs to keep track of their points after each game. Before we begin, each team will have 5 minutes to strategize together.
4. On the start signal, you will play an opposing team for 5 minutes. The winner will move up 1 field toward the Royal Field. The winner on the Royal Field will stay and defend their position. The team that loses the game will move 1 field away from the Royal Field. The team that loses on field 1 will stay and try again. If the score is tied on any field when the 5-minute time expires, play Rock, Paper, Scissors to determine the winner.
5. We will continue to play until time runs out. The team who earned the most points and ended on the Royal Field will be the overall winners!

### GRADE LEVEL PROGRESSION

- **Grade 6:** Pair students of similar skill levels and skip the royal field rotation. Instead, rotate students with a focus on setting them up for challenge, success, and fun.
- **Grades 7 & 8:** Play as described above.

### TEACHING CUES

- **Cue 1:** Apply the Flag Football skills and strategies we have practiced.
- **Cue 2:** Help and encourage others by demonstrating kindness and using supportive language.
- **Cue 3:** Play with purpose but have fun!



## FLAG FOOTBALL: ROYAL FIELD (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to use tossable objects of different sizes, colors, weights, and textures.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

### ACADEMIC LANGUAGE

Purpose, Rotation, Integrity, Cooperation, Enthusiasm

### PRIORITY OUTCOMES

#### **Social Interaction:**

- Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.

#### **Etiquette:**

- Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games.

### DEBRIEF QUESTIONS

- **DOK 1:** What is integrity?
- **DOK 2:** Why is integrity important in physical activity or competitive settings?
- **DOK 3:** How is integrity related to the enjoyment of everyone playing a game of Flag Football?

# ACCURACY

(noun)

**The quality of being correct, precise, or on target.**

---

Harry knew his throws would be more successful if he practiced and improved his **accuracy**.



# ADVANTAGE

(noun)

**A condition that puts an individual or group in a favorable or superior position.**

---

Danny moved quickly into open space and gained an offensive **advantage** for his team.



# AGILITY

(noun)

**The ability to change body position and direction quickly and efficiently.**

---

Because Mason has great **agility**, he is able to create space quickly as a receiver.





# CHASE

(verb)

**To pursue an individual, group, or object in an effort to catch it.**

---

Keep an eye on a person's hips when you are **chasing** them in order to see where they will go next.



# CLOSE SPACE

(verb)

**Defensive play in which one or more defenders position their bodies to block movement or passing into open space.**

---

Kendra moved diagonally across the activity area to **close space** and get closer to the offensive players.



# COMMUNICATION

(noun)

**The exchange of information from one person or group to another.**

---

Coach Johnson gave the class helpful feedback about how they can improve their teamwork and **communication**.



# COOPERATION

(noun)

**The process of working together for a common goal or outcome.**

---

Julius and Drew knew that **cooperation** was important if their team wanted to complete the Flag Football task.



# DEFENSE

(noun)

The team or players in a game or sport who are trying to steal away possession of the ball and stop their opponent from scoring a goal or point.

---

The **defense** made it difficult for the offense to score a goal.



# ENCOURAGE

(verb)

**To offer support, confidence,  
or hope to someone else.**

---

Bobby **encouraged** Lisa to keep practicing  
her flag pulling skills.



# ENTHUSIASM

(noun)

**An energized feeling of enjoyment and interest.**

---

Bethany demonstrated a lot of **enthusiasm** for her team during the activity.



# ETIQUETTE

(noun)

**The set of customary or acceptable behaviors among members of a group or in a specific setting.**

---

Both teams displayed proper **etiquette** through their sportsmanship and adherence to the spirit of the game.





# FLEE

(verb)

**To run away from a place or situation in order to escape a consequence.**

---

Alex needed to start **fleeing** if he wanted to avoid getting his flag pulled.



# INTEGRITY

(noun)

**The quality of being honest with strong moral principles.**

---

The best teammates are those who have a positive attitude and always play with **integrity**.



# INTERCEPTION

(noun)

**The act of a defensive player catching an offensive pass.**

---

Marcus made an **interception** during the Flag Football game that was a leaping catch.



# LEADERSHIP

(noun)

Qualities and characteristics demonstrated by individuals who use talents, knowledge, and abilities to motivate and guide themselves and others toward a goal or destination.

---

Jessica showed **leadership** to help her team make a comeback during the game.



# MOVEMENT CONCEPTS

(noun)

The elements important in the study of human movement: **body awareness, space, and qualities of movement (force, balance, time, and flow).**

---

Jayden was able to apply what he'd learned about **movement concepts** to his skill practice.



# OFFENSE

(noun)

**The team or players in a game or sport who are attempting to score or move the ball forward.**

---

The **offense** scored 6 points in first 5 minutes of the game, and the defense held the other team to only 1 point.



# OPEN SPACE

(noun)

**An area of general space with no obstacles where people can move freely.**

---

Karen knew that she could help her team score more easily if she moved to **open space**.



# PASS

(verb)

**To move an object from one space to another.**

---

Every time Henry looks to **pass** the ball to Kendra, Caitlin moves into the passing lane to prevent Henry from passing to her.





# PURPOSE

(noun)

**The reason that something is done or has been created. A person's feeling of determination.**

---

I respect my teammates because they understand the **purpose** of working hard to improve.



# RESPECT

(verb)

**To appreciate someone or something as a result of their abilities, qualities, or achievements.**

---

I **respect** my teammates because they come to class and work hard to improve.



# STRATEGY

(noun)

**A plan of action for achieving a goal.**

---

The team's **strategy** was working really well, and they were able to complete the challenge.



# SUPPORT

(verb)

**To give help. To be actively interested in the success of a person, group, or community.**

---

The team leaders showed **support** for their teammates during the activity.



# TEAMWORK

(noun)

**The combined action and effort of a group of people working toward a goal or purpose.**

---

Taylor and her partner displayed excellent **teamwork** during the activity.



# TRUST

(verb)

**To believe in the reliability of something or someone.**

---

Meg knew that she could **trust** Amara to get open for a pass during the game.





## UNIVERSAL DESIGN FOR LEARNING

**Universal Design for Learning (UDL)** is a strategy for eliminating instructional and environmental barriers for every member of a learning community to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet every need, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design for Learning considerations intended to serve as baseline recommendations for inclusive learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area. The table below offers considerations to move us closer to the ideal of Universal Design for Learning.

**Universal Design for Learning Considerations for Flag Football**

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> <li>• Provide equipment of different sizes, weights, colors and textures (e.g., bean bag, foam ball)</li> <li>• Add a buzzer or bell on the end zone and/or on the equipment</li> <li>• Provide assistive technology as needed to ensure activity is inclusive for all</li> <li>• Use bright and colorful floor markers or signs to help students identify task cards or directions</li> </ul>	<ul style="list-style-type: none"> <li>• Minimize or eliminate scoring and focus on each individual success or learning opportunity</li> <li>• Allow for peer partner or group assistance if needed</li> <li>• Allow students to throw from a closer distance</li> <li>• Reduce the number of defenders or remove defenders altogether</li> </ul>	<ul style="list-style-type: none"> <li>• Create activity areas with plenty of space for student movement and that <u>do not</u> put students on “center stage” to perform in front of their peers</li> <li>• Allow area within activity space where students can participate seated vs. standing</li> <li>• Allow for use of noise cancelling headphones if students have difficulty with loud noises or environments</li> </ul>	<ul style="list-style-type: none"> <li>• Use visual demonstrations with verbal instruction</li> <li>• Display diagrams and visual instructions whenever possible</li> <li>• Provide hand-over-hand assistance when necessary</li> <li>• Use auditory and visual start/stop signals</li> <li>• Allow for peer partners to assist with visual instructions and activity participation if needed</li> </ul>

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.)*. Champaign, IL: Human Kinetics.



## Academic Language Quiz

Choose the vocabulary word that best matches the definition.

NAME:

DATE:

<b>1</b>	<b>A condition that puts an individual or group in a favorable or superior position.</b>	<b>2</b>	<b>The quality of being honest with strong moral principles.</b>
	<ul style="list-style-type: none"> <li>a. Advantage</li> <li>b. Challenge</li> <li>c. Accuracy</li> <li>d. Cooperation</li> </ul>		<ul style="list-style-type: none"> <li>a. Cooperate</li> <li>b. Captain</li> <li>c. Control</li> <li>d. Integrity</li> </ul>
<b>3</b>	<b>Defensive play in which one or more defenders position their bodies to block movement or passing into open space.</b>	<b>4</b>	<b>The exchange of information from one person or group to another.</b>
	<ul style="list-style-type: none"> <li>a. Score</li> <li>b. Field</li> <li>c. Open Space</li> <li>d. Close Space</li> </ul>		<ul style="list-style-type: none"> <li>a. Offense</li> <li>b. Communication</li> <li>c. Teamwork</li> <li>d. Defense</li> </ul>
<b>5</b>	<b>To move an object from one space to another.</b>	<b>6</b>	<b>The combined action and effort of a group of people working toward a goal or purpose.</b>
	<ul style="list-style-type: none"> <li>a. Pass</li> <li>b. Goal</li> <li>c. Control</li> <li>d. Force</li> </ul>		<ul style="list-style-type: none"> <li>a. Compete</li> <li>b. Teamwork</li> <li>c. Tracking</li> <li>d. Partner</li> </ul>
<b>7</b>	<b>A plan of action for achieving a goal.</b>	<b>8</b>	<b>A person who uses their talents and abilities to influence or guide themselves and others toward a goal or destination.</b>
	<ul style="list-style-type: none"> <li>a. Etiquette</li> <li>b. Challenge</li> <li>c. Communication</li> <li>d. Strategy</li> </ul>		<ul style="list-style-type: none"> <li>a. Leader</li> <li>b. Offense</li> <li>c. Cooperation</li> <li>d. Defense</li> </ul>





## TEACHER SELF REFLECTION GUIDE

Complete after each instructional module. Refer to responses before teaching the module in the future.

Teaching Dates of Module:

School Year:

General Comments / Notes for Planning Next Year's Module	
<ul style="list-style-type: none"> <li>• <b>Comment 1:</b></li> <li>• <b>Comment 2:</b></li> <li>• <b>Comment 3:</b></li> </ul>	
Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
<ul style="list-style-type: none"> <li>• <b>Reflection 1:</b></li> <li>• <b>Reflection 2:</b></li> <li>• <b>Reflection 3:</b></li> </ul>	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
<ul style="list-style-type: none"> <li>• <b>Reflection 1:</b></li> <li>• <b>Reflection 2:</b></li> <li>• <b>Reflection 3:</b></li> </ul>	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
<ul style="list-style-type: none"> <li>• <b>Reflection 1:</b></li> <li>• <b>Reflection 2:</b></li> <li>• <b>Reflection 3:</b></li> </ul>	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
<ul style="list-style-type: none"> <li>• <b>Reflection 1:</b></li> <li>• <b>Reflection 2:</b></li> <li>• <b>Reflection 3:</b></li> </ul>	
Self-Rating with Rationale	
<b>Choose One:</b> Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
<ul style="list-style-type: none"> <li>• <b>Evidence 1:</b></li> <li>• <b>Evidence 2:</b></li> <li>• <b>Evidence 3:</b></li> </ul>	



**BELIEVE IN YOU + OPEN**

Name:

Date:

# LEADERSHIP

Learning leadership through Flag Football

---

**A 5 DAY JOURNAL EXPERIENCE**



Leaders are **made**, they are not born.

Vince Lombardi

This journal is designed for every student. *Go Be Great!*

**VARSITY** // **BRANDS**

**BELIEVE IN YOU + OPEN**

# LEADERSHIP

/noun/

The ability to guide and influence a team toward achieving common goals by making informed decisions, offering direction, and setting a positive example.

## **Welcome to the 5 Day Leadership Journal.**

Get ready for a journey through leadership and positive communication as we have fun playing flag football!

In every one of our flag football sessions, you'll have the chance to step up as a leader, make smart decisions, and encourage your teammates in ways that make a big difference on and off the field. This journal will help you reflect on the choices you make, the way you communicate, and how you support and empower your team.

Each day, we'll focus on a key part of leadership. You'll be encouraged to use tools like positive affirmations to help you stay calm and focused under pressure, so you can be the best leader you can be!

As you go through these activities, remember that leadership isn't just about being in charge — it's about lifting others up, showing respect, and creating a positive, supportive environment for everyone. GO BE GREAT!

---

**You are a leader. We Believe In You.**

This journal is free to everyone as a public service of Varsity Brands.

**VARSITY // BRANDS**

# BELIEVE IN YOU + OPEN

*Repeat the affirmation below.*

**"I lead by example, showing others that thoughtful decision-making creates success for everyone."**

## **Instant Self-Assessment:**

Rate your leadership and decision-making today by circling a number below.

(Not Great) **1 2 3 4 5** (GREAT)

Why did you give yourself this self-assessment score?

## **Leadership in action.**

# DAY 1

Everyone can lead by example. Describe a moment from today's team play where you had to make a decision for the team. How did you demonstrate leadership to be sure that the decision benefited everyone?

How did your decision impact your teammates?

# BELIEVE IN YOU + OPEN

*Repeat the affirmation below.*

**"I use my energy and enthusiasm to empower others to reach their full potential."**

## **Instant Self-Assessment:**

Rate your encouragement and support for others by circling a number below.

(Not Great) **1 2 3 4 5** (GREAT)

How did your actions encourage or support your teammates?

## **DAY 2**

### **Encouragement fuels enthusiasm.**

How did you empower a teammate today? What positive actions did you take to support and encourage them during the game?

How did your encouragement and support change or influence the attitude of the team?

# BELIEVE IN YOU + OPEN

*Repeat the affirmation below.*

**"I communicate clearly, listen with respect, and support my teammates on and off the field."**

## **Instant Self-Assessment:**

Rate your communication today by circling a number below.

(Not Very Positive) **1 2 3 4 5** (VERY Positive)

How did your communication style impact the team's performance and your ability to support your teammates?

**Communication makes a difference.**

**DAY 3**

Think about how you communicated with your teammates today. Were you clear and positive? Write about an example of your communication style.

Did your communication help the team perform better or resolve any conflicts?

# BELIEVE IN YOU + OPEN

*Repeat the affirmation below.*

**"Through thoughtful communication and empathy, I help create peaceful and positive outcomes for my team."**

## **Instant Self-Assessment:**

Rate your conflict resolution skills for today by circling a number below.

(Not Great) **1 2 3 4 5** (GREAT)

Did your actions help improve the team's social interaction or did you help resolve a conflict? If so, how?

## **DAY 4**

### **Leaders work to resolve conflict.**

Describe a moment when you had to make a decision that helped to resolve or prevent a conflict.

Reflect and then write about the importance of your decision and its effect on your team.



# BELIEVE IN YOU + OPEN

*Repeat the affirmation below.*

**"I bring positive energy to every situation,  
inspiring those around me to do their best."**

## **Instant Self-Assessment:**

Rate your enthusiasm today by circling a number below.

(No Energy) **1 2 3 4 5** (High Energy)

What are 2 or 3 things that influenced your enthusiasm today?  
How/why did those things influence you?

## **Enthusiasm is fuel for progress.**

# DAY 5

Reflect on your overall enthusiasm and energy. How did your enthusiasm help lead your team or create a positive environment?

Was your enthusiasm contagious? How did others respond to your energy?

# BELIEVE IN YOU + OPEN

## Final Leadership Reflection

---

### THINK, PROCESS, WRITE:

Take 1 minute to remember key leadership moments from this flag football experience. Remember, everyone leads by example. Some lead in a positive direction, others in a negative direction.

What did your actions say about you as a teammate and a leader?  
What lessons did you learn that you can use in other areas of life?

---

# BELIEVE IN YOU + OPEN

## LEAD BY EXAMPLE Priority Learning Outcomes

---

This journal-based experience is designed to help individuals reach the following leadership outcomes:

### Communication

- Individuals will reflect on successes and areas for growth with growth mindset and optimism.

### Personal and Social Development

- Individuals will identify emotions, thoughts, and values that impact behavior and self-efficacy.
  - Individuals will analyze personal strengths and areas for improvement with healthy self-perception, self-competence, and growth mindset.
  - Individuals will access and utilize self-management and self-regulation tools and strategies related to stress, motivation, discipline, and impulse control.
- 



Lead by Example / Go Be Great

# **BELIEVE IN YOU**

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