

OPEN



TOOLS FOR LEARNING
FLAG FOOTBALL
INTERMEDIATE (3-5)

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TOOLS FOR LEARNING **FLAG FOOTBALL** INTERMEDIATE (3-5)

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MODULE OVERVIEW

ABOUT THIS MODULE:

Flag football is one of the fastest growing sports for youth, especially girls. This module builds off of the Grades K-2 Flag Tag module and introduces students to flag football focusing on fundamental skills and teamwork. Activities combine skill development and communication skills through a dynamic and supportive environment where all students can thrive.

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

In addition, the activities within this module develop and reinforce responsible behaviors, while introducing strategies and skills that require 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	Instant Activity: Toss 3 Flag Football Focus: Partner Pass & Chase	Etiquette, Teamwork, Pass, Chase, Flee
2	Instant Activity: 2 Steps Forward, 1 Step Back Flag Football Focus: Bee Hive	Encourage, Support, Offense, Defense
3	Instant Activity: 1v1 Flag Tag Flag Football Focus: Partner Catch & Flip	Communication, Advantage, Strategy
4	Instant Activity: Partner Pass & Chase Flag Football Focus: 1v1 Catch & Score	Quarterback, Receiver, Agility
5	Instant Activity: Look It In Flag Football Focus: Wristband Wranglers	Huddle, Integrity, Cooperation, Enthusiasm



FLAG FOOTBALL: RECOMMENDED MATERIALS LIST

The items and quantities listed below are recommended based on a class of 24 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
24	Flag Belts
12	Hoops
18	Foam Balls
18	Foam Footballs
18	Bean Bags
24	Spot Markers
36	Low Profile Cones
18	Cones (12" or 18")
1	Task Tents (set of 6)
12	Wristbands

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2 STEPS FORWARD, 1 STEP BACK

STUDENT TARGETS

- **Skill:** I will demonstrate accurate throwing and catching techniques.
- **Cognitive:** I will describe what positive social interaction should look like.
- **Fitness:** I will stay actively engaged throughout activity.
- **Personal & Social Responsibility:** I will work safely with my partner using positive language.

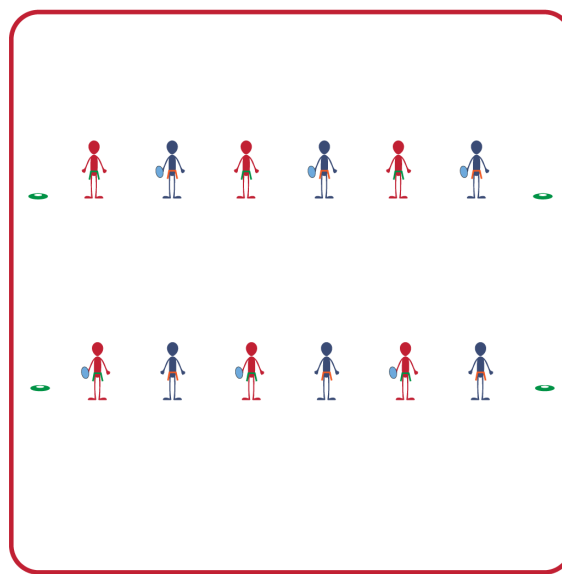
EQUIPMENT & SET-UP

Equipment:

- 1 foam football per 2 students (or other tossable object)
- 4 cones to identify starting lines

Set-Up:

- Create pairs of 2 students.
- Each pair has a foam football (or tossable object of their choice).
- Use 4 cones to identify the two starting lines. The starting lines should be approximately 5 yards apart. Students begin facing their partner, each on one of the starting lines.



ACTIVITY PROCEDURES

1. This activity is called 2 Steps Forward, 1 Step Back. The object of this game is to successfully throw and catch the ball with your partner.
2. The partner who started with the ball will overhand throw it to their partner. The partner will catch the ball before throwing it back.
3. If you are able to successfully throw and catch with your partner 2 times in a row, you will each take 1 step back.
4. At any time if the ball is not caught, each partner will take 2 steps forward.
5. *Teacher Note: set a limit on how far apart the pairs are allowed to get. Once they move 15 yards apart, they remain there while throwing and catching.*
6. Students who have the ball can move with it, but no more than 5 steps.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play as described above.
- **Grades 4 & 5:** Students move 1 step backward or forward after each catch attempt. The maximum distance can be up to 20 yards apart (instead of 15 yards).

TEACHING CUES

- **Cue 1:** Communicate with your partner using positive language.
- **Cue 2:** Make sure your partner is looking in your direction before you throw the ball to them. Call out their name so they know the pass is coming to them.
- **Cue 3:** Have your hands in front of you and watch the ball into your hands, absorbing the catch.



2 STEPS FORWARD, 1 STEP BACK (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, Encourage, Overhand, Safety

PRIORITY OUTCOMES

Manipulative Skills:

- Demonstrates manipulative skills using mature patterns for accuracy and control.

Social Interaction:

- Describes and compares positive social interactions when engaged in partner, small-group, and large group physical activities.

DEBRIEF QUESTIONS

- **DOK 1:** Describe what a positive social interaction with a partner would look like.
- **DOK 2:** If you did not feel like you were interacting with your partner in a positive way, how would you communicate with them about it?
- **DOK 3:** How do interactions with partners or other classmates impact your ability to be successful during a task or a game?



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.

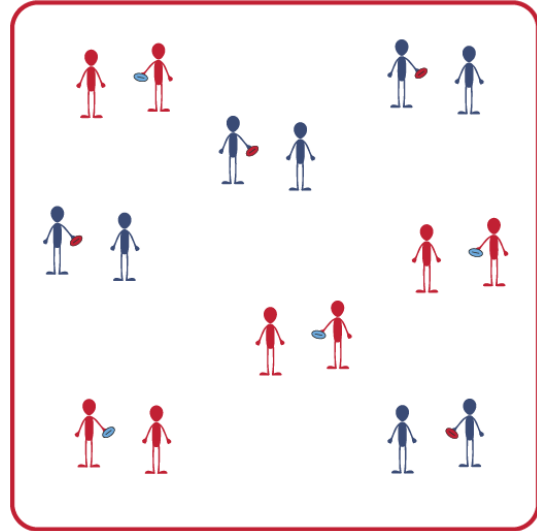
EQUIPMENT & SET-UP

Equipment:

- 1 object per 2 students (e.g., 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 an object.



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 object will begin with an overhand throw. Each pair will make 3 passes. The partner who now has the object will travel and find a new partner who does not have one. The partner without the object will travel and find a partner who does have one.
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

- **Grade 3:** Focus on working with as many different teammates as possible.
- **Grades 4 & 5:** 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

PRIORITY OUTCOMES

Etiquette:

- Exhibits etiquette and adherence to rules in a variety of physical activities.

Working with Others:

- Works cooperatively with others.

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?



BEE HIVE

STUDENT TARGETS

- **Skill:** I will demonstrate strategies and tactics for flag pulling.
- **Cognitive:** I will identify ways to work with my teammates to create an advantage and collect as many flags as possible for my team.
- **Fitness:** I will stay actively engaged and move quickly to pull flags and/or rescue my teammates.
- **Personal & Social Responsibility:** I will use positive language to encourage my teammates.

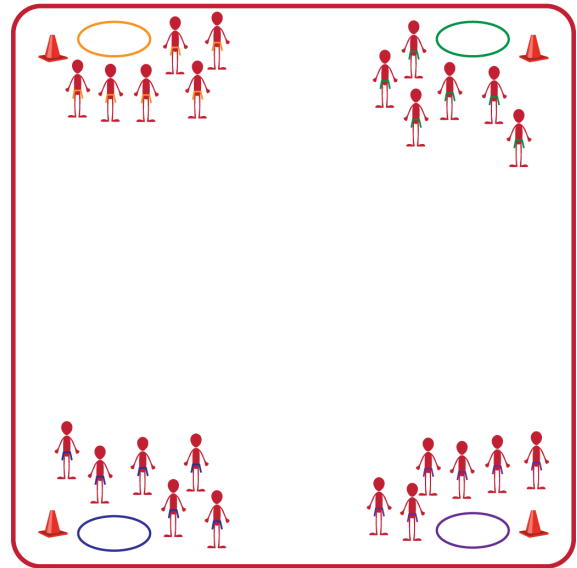
EQUIPMENT & SET-UP

Equipment:

- Large boundary cones
- 1 hoop per 6 students
- 1 flag belt per student (will need 4 colors for the 4 teams, or another way to identify teams)

Set-Up:

- Create 4 teams of 6 students. Each student wears a flag belt. You will need 4 different color flags or another way to identify the 4 teams.
- Create a large activity area with the boundary cones where students have space to move safely.
- Place a hoop on each corner of the activity area (4 hoops). Each team begins by a hoop.



ACTIVITY PROCEDURES

1. This activity is called Bee Hive. The object of this game is to score more points than the other team.
2. Points are earned by pulling flag belts from the other teams and collecting them in your bee hive (hoop).
3. On the start signal, each team will begin to move in the activity space trying to pull the flags of the 3 other teams. If you pull another student's flag, you pick it up and take it to your bee hive (hoop) before continuing back into the activity area.
4. If your flag is pulled, you go outside the boundary area by your team's bee hive. Your teammates can bring you back into the game by bringing you a flag belt that is your team's color from any of the other bee hives. Remember to communicate with your teammates to let them know that you need help.
5. Once you have received a new flag belt you are ready to rejoin your team!
6. There is no guarding your team's bee hive. You want to work with your teammates to collect as many flag belts as possible.
7. Each game will be played for 3 minutes. On the stop signal, we will count the flag belts in each bee hive to see who earned the most points.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play as described above. Students are only allowed to fast walk.
- **Grades 4 & 5:** Play as described above. Students are allowed to move as fast or slow as they are able to do safely.

TEACHING CUES

- **Cue 1:** Communicate with your teammates using positive language.
- **Cue 2:** Work together with your teammates to plan out strategies to give your team an advantage.



BEE HIVE (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

Teamwork, Communication, Strategy

PRIORITY OUTCOMES

Movement Concepts:

- Combines movement concepts with skills in a variety of small-sided games or practice tasks.

Working with Others:

- Works cooperatively with others.

DEBRIEF QUESTIONS

- **DOK 1:** What is a strategy?
- **DOK 2:** Was there a strategy your team used that gave your team an advantage?
- **DOK 3:** How could working cooperatively with your teammates also provide an advantage and lead to success?



PARTNER CATCH AND FLIP

STUDENT TARGETS

- **Skill:** I will demonstrate accurate throwing and catching techniques.
- **Cognitive:** I will discuss ways to encourage my partner.
- **Fitness:** I will stay actively engaged during the activity.
- **Personal & Social Responsibility:** I will continue to try my best and use encouraging language when challenged.

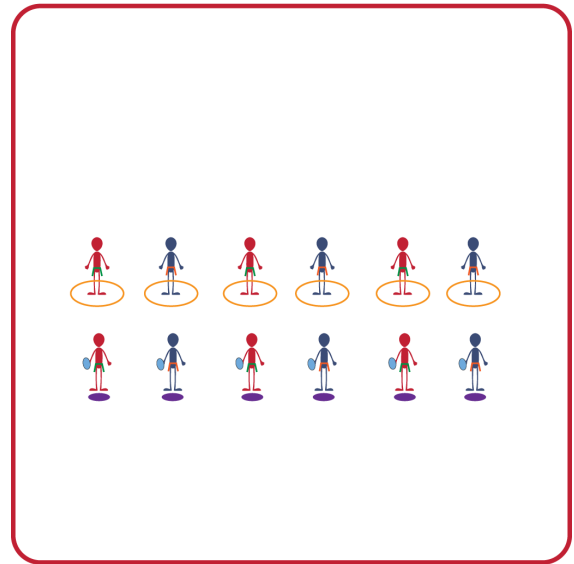
EQUIPMENT & SET-UP

Equipment:

- 1 hula hoop per pair of 2 students
- 1 foam football (or any tossable object) per pair of 2 students
- 1 spot marker per pair of 2 students

Set-Up:

- Along each sideline, create 2 parallel lines. The outside lines are spot markers, and the inside lines are hoops.
- Put 1 foam football on each spot marker.
- Pair students in groups of 2. 1 pair begins at each spot marker.



ACTIVITY PROCEDURES

1. Today we're going to focus on using positive language when facing a challenge during the game of Partner Catch and Flip. Sometimes we try things during physical education class that we may not be successful at the first few times we try, or that we find challenging. I want you to use positive language with both your partner and yourself as you push through any challenges during this activity.
2. The object of the game is for you and your partner to move your hoop to the center of the activity area. You'll do that by overhand throwing the foam football from the spot marker to your partner who is standing inside the hoop. Every successful throw and catch gets your hoop one flip closer to the center!
3. 1 partner begins as the Quarterback, and the other is the Receiver. On the start signal, the Quarterback tosses the foam ball to their partner. If the Receiver catches the ball with both feet inside the hoop, they flip the hoop one length toward the center, bring the ball back to the spot marker and change places with the Quarterback. Continue this way until you flip your hoop to the center.
4. If a Receiver does not catch the ball or catches it outside of the hoop, the Receiver will come back to the spot marker without flipping the hoop before changing places with the Quarterback.
5. The throws will get more challenging as the hoop moves further away, so use positive self-talk and encouraging language with your partner until you make it all the way to the center.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play as described above.
- **Grades 4 & 5:** Have students flip their hoop to the center, and then back to the starting point to complete the game.

TEACHING CUES

- **Cue 1:** Communicate with your partner using positive language.
- **Cue 2:** Make sure your partner is looking in your direction before you throw the ball to them. Call out their name so they know the pass is coming to them.
- **Cue 3:** Have your hands in front of you and watch the ball into your hands, absorbing the catch.



PARTNER CATCH AND FLIP (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

Communication, Respect, Challenge, Growth Mindset

PRIORITY OUTCOMES

Manipulative Skills:

- Demonstrates manipulative skills using mature patterns for accuracy and control.

Personal Challenge:

- Discusses the challenge that comes from learning new physical activities.

DEBRIEF QUESTIONS

- **DOK 1:** What is a challenge? Can you give examples of a challenge that someone might face?
- **DOK 2:** How would you apply a growth mindset to facing a challenge?
- **DOK 3:** Describe what someone might learn from facing a difficult challenge.



PARTNER PASS AND CHASE

STUDENT TARGETS

- **Skill:** I will combine traveling with manipulative skills 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 describe the positive social interactions that come when engaged with others in physical activity.

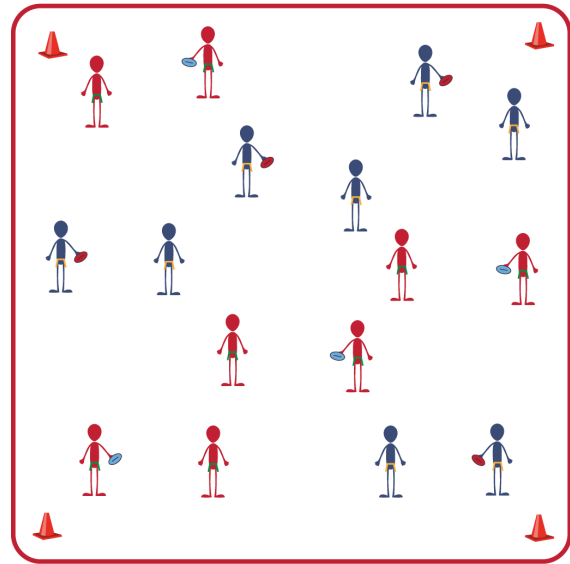
EQUIPMENT & SET-UP

Equipment:

- 1 ball or tossable object per 2 students (e.g., foam ball, bean bag)
- 1 flag belt per student
- 4 cones for boundaries
- Music and music player

Set-Up:

- Create groups of 2 students. All students will be wearing a flag belt.
- Each group spreads out in the activity space with 1 ball or tossable object.
- Each group will begin approximately 15 feet (5 yards) apart.
- Set up boundaries with the 4 cones.



ACTIVITY PROCEDURES

1. This activity is called Partner 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 partner. When the music starts, you begin overhand passing the ball with your group.
3. When the music stops, the person with the ball must immediately (and safely) move away from their partner who is 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 3:** Play as described above.
- **Grades 4 & 5:** 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.



PARTNER 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

PRIORITY OUTCOMES

Locomotor Skills:

- Combines traveling with manipulative skills in a variety of small-sided games and practice tasks.

Social Interaction:

- Describes the positive social interactions that come when engaged with others in physical activity.

DEBRIEF QUESTIONS

- **DOK 1:** How would you describe what agility looks like?
- **DOK 2:** What are some ways that agility is used to move safely during Flag Football activities or games?



1v1 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.

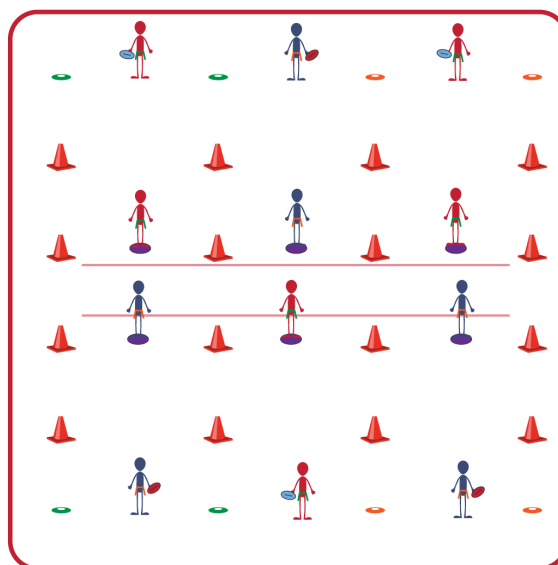
EQUIPMENT & SET-UP

Equipment:

- 1 foam football (or other tossable object) per 2 students
- 1 flag belt per student
- Low profile cones for endlines; 4 boundary cones per 2 students
- 1 spot marker per 2 students

Set-Up:

- Create groups of 2 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 1 student standing on the endline (Quarterback), and 1 student facing them on a spot marker (Receiver). Quarterback begins with a foam football (or other object).



ACTIVITY PROCEDURES

1. This activity is called 1v1 Catch 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 standing on the end line. The Quarterback will have a football. The Receiver will begin by a spot marker facing their teammate.
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. The Quarterback 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 the Quarterback and Receiver positions after each attempt to score.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play as described above.
- **Grades 4 & 5:** Use groups of 3 to add a defender who can assist the Quarterback to pull the Receiver's flag as they try to score.

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.



1v1 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, Receiver, Leadership, Communication

PRIORITY OUTCOMES

Locomotor Skills:

- Combines traveling with manipulative skills in a variety of small-sided games and practice tasks.

Working with Others:

- Works cooperatively with others.

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?



WRISTBAND WRANGLERS

STUDENT TARGETS

- **Skill:** I will apply movement concepts to safely chase or flee from my opponents.
- **Cognitive:** I will apply movement concepts 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.

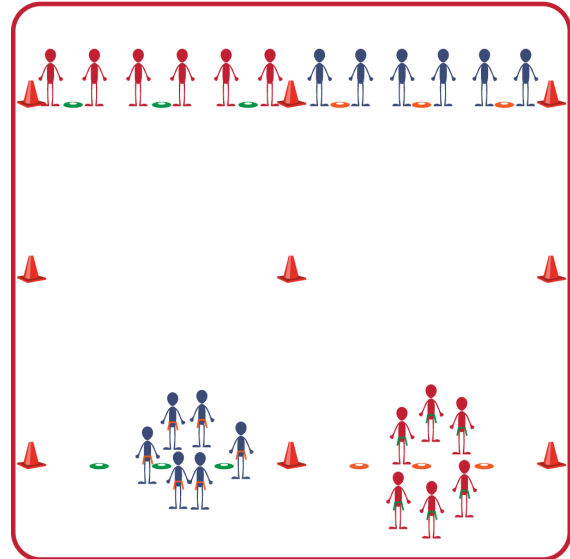
EQUIPMENT & SET-UP

Equipment:

- 1 flag belt per 2 students
- Medium sized cones for boundaries
- Low profile cones to identify starting line and goal line
- 8 Wristbands (will need 2 different colors – 6 of one color and 2 of a different color)

Set-Up:

- Set up 2 large activity spaces (fields) with medium sized cones. Fields should be approximately 30 yards x 20 yards. Use low profile cones to identify the starting line on one end and the goal line on the other end.
- Create teams of 6-8 students. 2 teams will be on each field. The team beginning on offense will wear flag belts and have 4 wristbands (3 of one color and 1 of a different color).



ACTIVITY PROCEDURES

1. This activity is called Wristband Wranglers. The object is to earn points by moving from the starting line to the goal line without getting your flag pulled.
2. One team will begin on offense and will begin by the starting line with 4 wristbands. The other team will begin on defense and stand on the opposite end of the field on the goal line.
3. The offense will huddle up and hide the 4 wristbands. They will decide which teammates will carry them, but make sure the defense can't hear or see who has them! Once the wristbands are hidden, the offense will spread out across the starting line facing the goal line. The game will begin when one offensive player yells "HUT!" loud enough for both teams to hear. Defenders must stay on the goal line until they hear the offense yell "HUT!". Once the game begins defenders can move anywhere inside the field.
4. The offense is trying to move across the field to the goal line without getting their flag pulled. Any player who makes it to the goal line with their flag belt earns 1 point. If a player makes it to the goal line and also has one of the wristbands, they earn 7 points for the single-color wrist band and 3 points for any of the other colored wristbands. For example, a team starts with 1 blue wristband and 3 red ones. If the player with the blue wristband makes it to the goal line without getting their flag pulled they earn 7 points. If a player with a red wristband makes it to the goal line without getting their flag pulled they earn 3 points.
5. Once all offensive players have either made it to the goal line or had their flag pulled, we will switch roles and play again. Defensive players will get the flag belts and wristbands from the offensive players before moving to the starting line to huddle up and hide the wristbands. Both offense and defense must all be lined up before the offensive players can yell "HUT!" to begin the next game.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play as described above.
- **Grades 4 & 5:** Increase the size of the field.

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.



WRISTBAND WRANGLERS (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Decrease or increase the size of the activity space if needed.
- **UDL 2:** Use peer partners as needed.
- **UDL 3:** Provide verbal cues and visual demonstrations for each challenge.

ACADEMIC LANGUAGE

Huddle, Agility, Support, Encourage

PRIORITY OUTCOMES

Locomotor Skills:

- Uses various locomotor skills in a variety of small-sided games and practice tasks.

Movement Concepts:

- Analyzes movement situations and applies movement concepts in small-sided games/practice tasks.

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?



LOOK IT IN

STUDENT TARGETS

- **Skill:** I will demonstrate accurate throwing and catching techniques.
- **Cognitive:** I will identify ways to show integrity during the activity.
- **Fitness:** I will remain focused and actively engaged during the activity.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and my classmates by following the rules of the game and encouraging others.

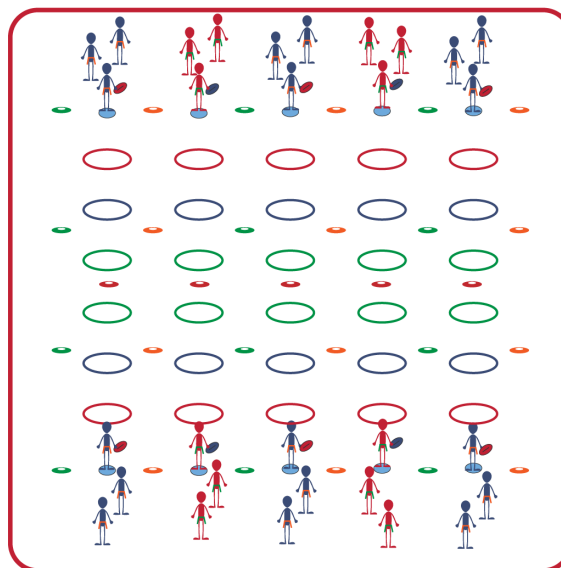
EQUIPMENT & SET-UP

Equipment:

- 3 flat hula hoops per group of 3 students
- 1 foam football (or any tossable object) per group of 3 students
- 1 spot marker per group of 3 students

Set-Up:

- Along each sideline, create 2 parallel lines with spot markers. Line up 3 flat hoops in a straight line in front of each spot marker that are 3-5 yards apart.
- Use low profile cones to separate each team's zone.
- Create groups of 3. 1 group begins at each spot marker. Decide who will begin as the Quarterback.



ACTIVITY PROCEDURES

1. This activity is called Look It In. The object of this activity is to complete passes between a Quarterback and a Receiver at a variety of distances.
2. You will begin with the Quarterback on the spot marker and Receivers standing next to them on the end line. The Quarterback will have a foam football. The Receivers will begin next to the spot marker facing the hoops.
3. On the start signal, the Quarterback will say "Down, Set, Hut" to let the first receiver know when to move. The Receiver will move and choose to stand in hoop 1, 2, or 3 depending on how far away they want to be from the Quarterback. Once the Receiver is inside a hoop (facing the Quarterback), the Quarterback will throw the ball to them. If the ball is caught with two feet inside a hoop, the team collects 3 points. If the ball is caught with one foot inside a hoop, the team collects 2 points. If the ball is caught, but the Receiver does not have any feet inside a hoop, the team collects 1 point. If the ball is not caught at all, the team will not collect any points for that play.
4. You will rotate the Quarterback and Receiver positions after each play. The Quarterback will become the Receiver, the Receiver will now wait for their turn, and the teammate who was waiting will now become the Quarterback. Receiver cannot begin their route until the new Quarterback has the ball and says "Down, Set, Hut".
5. After a 3-5 minute game, we will add up all of the points for each team. The team with the most points wins that game. The person who was the Quarterback on the last play before the stop signal will rotate one zone to their right before we play another game.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play as described above. Allow students to choose what object is used by their group.
- **Grades 4 & 5:** Increase the distance between the Quarterback and the hoops.

TEACHING CUES

- **Cue 1:** Receivers will "look it in" when catching the ball by watching it all the way into their hands.
- **Cue 2:** Quarterback will make sure the Receiver is looking at them and is ready to receive the ball.



LOOK IT IN (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

Rotation, Integrity, Cooperation, Enthusiasm

PRIORITY OUTCOMES

Manipulative Skills:

- Combines locomotor and manipulative skills using mature patterns for accuracy and control in static and dynamic environments.

Etiquette:

- Exhibits etiquette and adherence to rules in a variety of physical activities.

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?



SAMPLE LESSON PLAN

FOCUS OUTCOMES	<p>Etiquette:</p> <ul style="list-style-type: none"> Exhibits etiquette and adherence to rules in a variety of physical activities. <p>Locomotor Skills:</p> <ul style="list-style-type: none"> Combines traveling with manipulative skills in a variety of small-sided games and practice tasks. <p>Working with Others:</p> <ul style="list-style-type: none"> Works cooperatively with others.
LESSON TARGETS	<ul style="list-style-type: none"> Skill: I will combine traveling with manipulative skills 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 describe the positive social interactions that come when engaged with others in physical activity.
ACADEMIC LANGUAGE	<ul style="list-style-type: none"> Chase, Flee, Pass, Etiquette, Cooperation, Communication, Trust
SELECTED ASSESSMENT	<ul style="list-style-type: none"> DOK Questions Academic Language Review

LESSON MAP

	TRANSITION NOTES	ACTIVITY NAME	DEBRIEF
1 Instant Activity	Before students arrive, use cones to create a large activity space and have a variety of tossable objects available. For Toss 3, create pairs of 2 students, with partners facing each other with a ball/object to throw and catch.	Toss 3	<ul style="list-style-type: none"> DOK 1: How would you describe proper etiquette in physical education class? DOK 2: How does demonstrating etiquette and respect impact trust amongst teammates?
2 Learning Task	You will continue to use the large activity space set up for Toss 3. Create pairs of 2 students, but now everyone will need to wear a flag belt. Each pair will have a foam football and begin approximately 5 yards away from their partner.	Partner Pass & Chase	<ul style="list-style-type: none"> DOK 1: How would you describe what agility looks like? DOK 2: What are some ways that agility is used to move safely during Flag Football activities or games?
3 Assessment	Bring closure to the lesson by reviewing or expanding on the DOK questions from both activities. Review all academic language that was used during both activities.	<ul style="list-style-type: none"> DOK Questions Academic Language Review 	

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.



HUDDLE

(verb)

A brief gathering between offensive players before a play to receive instructions, signals, etc.

The team captain led the **huddle** before the play so we would all understand the instructions.



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**.



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.



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.





Critical Elements & Cues for:

FLAG PULLING

- Move to position yourself in front of opponent – you want to approach them head on and not from the side when possible
- Square up your shoulders with them while keeping a wide stance with your feet
- Focus your eyes on the flag belt, watching your opponents' hips to help determine which way they will move
- Try to grab the base of the flag or the flag belt itself
- Grab the flag firmly and pull straight down in a swiping motion



Critical Elements & Cues for:

OVERHAND THROWING

- Grip a football toward the back with your fingers spread on the laces and thumb on the opposite side
- Turn sideways to the target (your non-throwing side)
- Step with the opposite foot and bring the ball back by your ear
- Extend your arm fully toward your target and snap your wrist as you release the ball
- Follow through across your body as you release the ball



Critical Elements & Cues for:

CATCHING

- Eyes focused on ball throughout catch
- Place your body in the path of the ball
- One foot slightly ahead of the other so body is balanced
- Hands ready for the catch:
 - Pinkies together for a low catch
 - Thumbs together for a high catch
- Catch with both hands and absorb the force of the ball



Critical Elements & Cues for:

MOVING WITH THE BALL

- Secure the ball with your outside hand (away from defense)
- Cover the tip of the ball
- Tuck the ball to your chest



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"> • Provide equipment of different sizes, weights, colors and textures (e.g., bean bag, foam ball) • Add a buzzer or bell on the end zone and/or on the equipment • Provide assistive technology as needed to ensure activity is inclusive for all • Use bright and colorful floor markers or signs to help students identify task cards or directions 	<ul style="list-style-type: none"> • Minimize or eliminate scoring and focus on each individual success or learning opportunity • Allow for peer partner or group assistance if needed • Allow students to throw from a closer distance • Reduce the number of defenders or remove defenders altogether 	<ul style="list-style-type: none"> • 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 • Allow area within activity space where students can participate seated vs. standing • Allow for use of noise cancelling headphones if students have difficulty with loud noises or environments 	<ul style="list-style-type: none"> • Use visual demonstrations with verbal instruction • Display diagrams and visual instructions whenever possible • Provide hand-over-hand assistance when necessary • Use auditory and visual start/stop signals • Allow for peer partners to assist with visual instructions and activity participation if needed

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:

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



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"> • Comment 1: • Comment 2: • Comment 3: 	
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"> • Reflection 1: • Reflection 2: • Reflection 3: 	
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"> • Reflection 1: • Reflection 2: • Reflection 3: 	
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"> • Reflection 1: • Reflection 2: • Reflection 3: 	
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"> • Reflection 1: • Reflection 2: • Reflection 3: 	
Self-Rating with Rationale	
Choose One: Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
<ul style="list-style-type: none"> • Evidence 1: • Evidence 2: • Evidence 3: 	