

ALL IN SPORTS



PLAYWORKS



FLAG FOOTBALL CURRICULUM

TABLE OF CONTENTS

Best Practices and Tips and Tricks.....	2
Five Proactive Group Management Strategies	3
Best Practices for Game Facilitation	3
Ro-Sham-Bo: A Simple Conflict Resolution Tools.....	4
Getting Back in the Game	4
Good Job, Nice Try	5
Dividing Teams and Making Pairs	5
Practice Overview	6
All IN Sports Flag Football Rules	7
Practice Structure Overview	8
Practice Outlines	
Practice One.....	9
Practice Two.....	10
Practice Three.....	11
Practice Four.....	12
Practice Five.....	13
Practice Six.....	14
Practice Seven.....	15
Practice Eight	16
Practice Nine	17
Practice Ten	18
Practice Eleven	19
Practice Twelve	20
Helpful Resources	21

BEST PRACTICES & TIPS AND TRICKS

5 PROACTIVE STRATEGIES FOR GROUP MANAGEMENT

1) Build Rapport

Building rapport with students is the first step to proactive management. Rapport is a relationship rooted in trust. How can you build rapport? Play a game with your students. Ask them questions and answer their questions about you, honestly.

2) Attention Getters & Signals

Getting everyone's attention can be hard, especially when playing a game. Use a fun attention getter or signal to keep the fun going and get everyone's attention. Some favorites include, "When I say "You are" you say "Amazing!"

3) Transitions, Openings, and Closings

Transitions can be the hardest part of life and also of sports practices! Lesson the tension by giving plenty of warning of transitions, providing clear and concise expectations, and providing a clear ending of the activity.

4) Teaching to All Learning Styles

Be sure everyone is on the same page by teaching the expectations of the game in a way that helps visual learners, auditory learners, and kinetic learners. You can do that easily by using call and response rules, and by playing a practice round with your students before playing the "real" game.

5) Rules & Consequences

Having consistent rules and consequences allows students to know how to act in your space every time. Be sure and keep the rules and consequences as consistent or global as possible. Be sure that rules are also simple and positive!

BEST PRACTICES FOR FACILITATION

Pregame: Remember your A, B, C's!

- **Attention Getter** - Use a fun attention getter to signal the start of a new game.
- **Basic Game Rules** - Introduce the name and goal of the game (e.g. have fun, tag as many people as possible, etc.) and give 3-5 basic rules on how to play the game. Be sure to instruct on play space boundaries, safety measures, and start and stop signals if needed.
- **Call and Response** - Use a "call and response" to check for understanding. (e.g. What's the goal of the game? When I say the start word, what do you do?)

The 4 P's of Game Facilitation will help prepare to facilitate a game for students by guiding your thinking and setting your students up for success.

Pregame: Ensure that you are properly equipped for your upcoming activities, and that your play space is ready to go (this is much easier to do before your team arrives!). Then, using your ABCs (**A**ttention Getter, **B**asic Game Rules, **C**all and response), explain the rules and expectations of your activity.

Practice: Play one round of the game to allow students to experience the rules you have just given. Make note of any confusion from the rules while the students play the game and clarify those rules at the end of the practice round. Then ask participants if they have any further questions.

Play: Have fun playing the game! Watch and listen carefully to make sure everyone is playing appropriately. Feel free to "freeze" the game and go over rules and/or behavior expectations, if needed.

Postgame: Use a signal to end the game. Have students do a few deep breaths to cool themselves down. Ask debrief questions to help students explore what they learned or experienced during play.

RO-SHAM-BO: A SIMPLE CONFLICT RESOLUTION TOOL

Throughout this guide you will see the term “Ro-Sham-Bo.” **Ro-Sham-Bo is Rock Paper Scissors!** At Playworks, we use Ro-Sham-Bo all the time to settle conflicts, determine teams, or just as a game itself. Take some time before playing the games in this guide with your students to teach them the basics of Ro-Sham-Bo. Encourage students to use it any time they cannot make a decision on their own. Don’t know who got to a spot first... Ro-Sham-Bo! Who gets to be line leader today...Ro-Sham-Bo!

Rock (hand in a fist) is more successful than Scissors.
Scissors (two fingers out) is more successful than Paper.
Paper (hand lays flat) is more successful than Rock.

End each round with an air high-five and by saying “Good Job” or “Nice Try.”

GETTING BACK IN THE GAME

You will notice that the games in this guide all have the opportunity for any person who is not successful in an attempt at playing to get back in the game. At Playworks, we know that play time is often short; kids that spend time “out” or on the sidelines waiting miss out on valuable experiences. Therefore, we have identified ways to get kids back in the game quickly even if they might make a mistake.

GOOD JOB, NICE TRY

Have you ever heard disrespectful or noninclusive language during play? This is a common challenge, but it is also an opportunity! You can create safe, inclusive spaces by making high-fives and positive language the norm. Adults should role model these positive behaviors and embed them in games. For example, when a student cycles out of a game or makes a mistake, each student waiting in the recycle line can give that student a high-five and say, “Good job, nice try.” In doing so, we build community among students and create positive habits. This replaces phrases like “You’re out” which often lead to conflict.

TIPS FOR DIVIDING TEAMS AND MAKING PAIRS

All IN Sports avoids using ‘team captains’ and aims for inclusive, varied teams any time we play games that require them. Creating teams, groups, or pairs is an opportunity to have some fun before the game even starts!

Here are some fun things to try:

- Count students off using silly categories (apple and banana, kangaroos and lemurs, etc.)
- Have students turn to a partner and play Ro-Sham-Bo. The more successful partner goes on one team and the less successful on the other.
- Have students separate based on student birth months or days.
- Draw teams from a hat.
- Use a deck of playing cards to divide into teams based on color or suit.

ALL IN SPORTS



PRACTICE OVERVIEW – FOOTBALL

<i>PRACTICE NUMBER</i>	<i>FOOTBALL SKILL</i>	<i>SOCIAL SKILL</i>
Practice One	Meet Your Team and Intro to Football	Team Building
Practice Two	Throwing and Catching	Relationship Building
Practice Three	Throwing and Catching	Relationship Building
Practice Four	Running the Ball	Positive Communication
Practice Five	Running the Ball	Positive Communication
Practice Six	Flag Pulling	Social Awareness & Empathy
Practice Seven	Flag Pulling	Social Awareness & Empathy
Practice Eight	Defensive Positioning	Teamwork
Practice Nine	Defensive Positioning	Teamwork
Practice Ten	Putting it All Together	Strategic Thinking
Practice Eleven	Scrimmage	Self-Management
Practice Twelve	Scrimmage	Strategic Thinking & Self-Management

RULES OF THE GAMES

BEFORE YOU START

- Divide players into even teams, preferably six on six.
- Have two students play Rock, Paper, Scissors to determine which team will have possession first.

HOW TO PLAY

- All possessions start at the five yard line.
- After the whistle, on the quarterback signal the center snaps the ball to the quarterback and the down begins.
- Teams have four downs to get to mid field for a first down and four downs to score a touchdown (maximum of eight downs per possession.)
- The game is non-contact (no blocking allowed).
- All changes of possession start at the five yard line.
- All penalties are five yards and result in the loss of a down.
- Play is whistled over when:
 - Ball carrier flag is pulled.
 - Ball carrier steps out of bounds.
 - Ball hits the ground (fumble or incomplete pass).
 - Interception is made.
 - Penalty occurs (see below).

RULES FOR PASSING

- The quarterback has seven seconds to throw the ball.
- There is no rushing the quarterback.
- The quarterback cannot run the ball.

RULES FOR RUNNING/ RECEIVING

- The quarterback can make direct handoffs to other players. No porches or laterals allowed.
- The quarterback should be aware of no run zones (five yards from each end zone and five yards on either side of midfield). The leader will let teams know when they've entered this zone.
- Runners and receivers cannot use their hands to prevent a player from pulling their flag.
- No turnovers on fumbles. The ball is placed on the spot of the fumble and play continues with the next down.
- Interceptions cannot be returned. The ball is placed at the spot of the interception.
- Two handoffs are allowed every four downs. No passing after a handoff.
- Only forward passes are allowed.

PENALTIES

- Quarterback takes longer than seven seconds to throw the ball.
- Tackles or overly physical play.
- Team cross line of scrimmage before the ball is snapped.

PRACTICE STRUCTURE OVERVIEW

SECTION AND TIME	BEST PRACTICES
Welcome & Warm Up 5 minutes	It is important to begin practice with a consistent procedure each time. (How are they dismissed to practice? Do students need to get changed? Where are backpacks being put? When are they getting water? Etc.) Consistent procedures that establish expectations, help regulate students, and reduce transition times. Every All IN Sports practice begins with the same dynamic warm up. This warm up will be repeated at each showcase. Students can lead this activity once they are familiar with the routine. All IN Sports Dynamic Warm Up (Insert link here)
Skill Review 5 minutes	Take a few minutes to review what has already been covered in previous practices to ensure understanding and continue to help build confidence in the sport. Remember this is simply a review, all games are a culmination of skills, which will be consistently used and expanded upon.
Skill Intro 5 minutes	Each practice focuses on a specific skill. The goal of each practice is to get participants, whether old or new, comfortable with part of the game. Use this time to demo the skill and talk about why it is important to the game.
Activity 1 15 minutes	The first activity is a simple drill or game meant to help students get a low stakes first opportunity to try the new skill. This is a time where students might fail. The goal of this activity is to get students multiple opportunities to attempt the new skill. Make sure that each student gets a chance and build confidence. Remember to use this time to offer guidance and encouragement.
Skill Review 5 minutes	Take 2-5 minutes to debrief the first activity. Use call and response to review key concepts of the skill together. Allow students to share what they learned and ask questions.
Activity 2 15 minutes	The second activity of practice builds on the first activity by enhancing the skill and adding a level of gameplay and community building.
Closing 10 minutes	It is important to end practice with a consistent procedure each time. Consistent procedures establish expectations help regulate students and reduce transition times. Closing procedures include a cooldown activity, debrief question (highs and lows, grows and glows, etc.), a lookahead, and a “hands-in” moment. Dismissal: Follow after-school safety procedures (no students unsupervised and students move in an organized fashion)

PRACTICE ONE: MEET YOUR TEAM AND INTRO TO FOOTBALL

Social Skill Focus: Team Building – During your first practice focus on developing a sense of community and developing relationships with players they might not normally interact with. Emphasize healthy foundations for future practices.

SECTION	ACTIVITY	KEY CONCEPTS/ REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up (Insert video here)	Introduce the warmup activity. Let players know that this is how each practice will begin. Demonstrate and lead students through the warmup 2-3 times.	Cones
Skill Review 5 minutes	Team Foundations: Group Agreements	Remind students that this league is a chance for everyone to play and the main goal is to have fun and learn football. “If you have never played before this is a space to learn, if you know the game well this is a chance to be a leader. Our goals are to be a great TEAM.” Review All IN Sports Group Agreements.	Whiteboard/Notepad
Skill Intro 5 minutes	Sportsmanship	What does it mean to be a good sport? How do we act when we win? When do we lose? Emphasize supporting one another rather than competing.	Whiteboard/Notepad
Activity 1 15 minutes	Ball Toss Race Modifications: Use football	Emphasize using names. Build comradery by timing it and working together to “beat the high score”.	Football
Skill Review 5 minutes	Learning the Field	Introduce the football space including boundaries, end zones, and midfield.	Cones
Activity 2 15 minutes	Play Sharks and Minnows	Demonstrate safe flag pulling. Draw the connection between safe zones and end zones. - End zones = safe zone - Midfield = where sharks begin - Sidelines = Minnows boundaries	Cones, Flags
Closing 10 minutes	Afterschool Procedures and Hands In	Review skills and games learned. When is the next practice? What should students bring? Where does the team meet? How are students dismissed? End practice with a hands in moment.	

PRACTICE TWO: SKILL FOCUS – THROWING AND CATCHING

Social Skill Focus: Relationship Building – Focus on each student spending time with students they don't normally interact with. Rotate pairs and groups during activities to foster a sense of community.

SECTION	ACTIVITY	KEY CONCEPTS/ REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up	Introduce the warm up activity. Let players know that this is how each practice will begin. Demonstrate and lead students through the warm up 2-3 times.	Cones
Skill Review 5 minutes	Group Agreements and Sportsmanship	Review All IN Sports Group Agreements Review Names and Boundaries	Display Board
Skill Intro 5 minutes	Throwing and Catching	Grip the ball on the laces and use the offhand to “aim” when throwing. Use two hands when catching.	Footballs
Activity 1 15 minutes	One Knee, Two Knee, Two Feet Throw - In partners or groups, players practice throwing from three different positions (Two knees on the ground, one knee on the ground, and standing) - Start low and work up to standing. - Once standing, alternate between different positions more quickly.	Encourage students to take it slow and focus on mechanics at first. Switch partners to encourage students to meet new people and build a team mentality	Footballs
Skill Review 5 minutes	Learning the Field	Review your basic football boundaries (out-of-bounds and endzones) and introduce finding “open space” (areas in the field where receivers are unguarded, and the passer can successfully get the ball to).	Cones
Activity 2 15 minutes	One Step Back	Encourage students to take it slow and focus on mechanics at first. Switch partners to encourage students to meet new students.	Footballs
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. What made passing easier/harder? How can each student better help our team in the future? Briefly revisit after school logistics. End practice with a hands in.	

PRACTICE THREE: SKILL FOCUS - THROWING AND CATCHING

Social Skill Focus: Relationship Building – Focus on each student spending time with students they don’t normally interact with. Rotate pairs and groups during activities to foster a sense of community. Encourage students to help each other improve.

SECTION	ACTIVITY	KEY CONCEPTS/ REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up	Introduce the warmup activity. If students feel prepared, elect a leader to guide the team through the dynamic warm up.	
Skill Review 5 minutes	Throwing and Catching	Grip the ball on the laces and use the offhand to “aim” when throwing. Use two hands when catching.	
Skill Intro 5 minutes	Route Running	Explain what a route is to the team. Pick three and demonstrate them for your team.	
Activity 1 15 minutes	Throw a Pass, Run a Route - Use a single file line. The first player runs a route, the second player throws. - The receiver returns the ball and goes to the end of the line, the thrower becomes the receiver.		1-2 Balls and cones
Skill Review 5 minutes	Why run a route?	A route is used to get away from defenders. Emphasize that being open is both being away from defenders and within throwing distance of your passer.	
Activity 2 15 minutes	Ultimate Football	Encourage students to complete more “easy passes” rather than more difficult long throws. Enforce boundaries and no movement with the ball in your hands.	One ball, flags to mark teams, cones
Closing 10 minutes	Debrief and Logistics	Ask students what we worked on today. What was the biggest challenge in Ultimate Football? What did the team do well today? Briefly revisit after school logistics. End practice with a hands in.	

PRACTICE FOUR: SKILL FOCUS- RUNNING THE BALL

Social Skill Focus: Positive Communication – Focus on how players are communicating with their teammates. Promote encouraging/supportive language, respect, and kindness throughout practice. This not only requires modeling on behalf of the coach, but specifically naming this expectation for players.

SECTION	ACTIVITY	KEY CONCEPTS/ REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up	Introduce the warmup activity. If students feel prepared, elect a leader to guide the team through the dynamic warm up.	
Skill Review 5 minutes	Route Running	Ask players to define what a route is and give an example of the route concepts discussed at last practice. Remind students that a lot goes into running a route successfully. Speed, Distance, Footwork, Agility, Communication	
Skill Intro 5 minutes	Agility & Footwork	Agility is the ability to move quickly and easily. The more agile a player is, the quicker they can change direction and speed. Agility is vital in getting open and avoiding flag pulls.	
Activity 1 15 minutes	Agility Drills Snake Run Ladder Drill (can be done with chalk or cones)	Encourage students to move through these activities quickly to reduce the amount of time waiting in line. Emphasize quick feet and intentional running.	Football and cones
Skill Review 5 minutes	Review the positions learned so far	Ask students to define the roles that players can take on the field that have been discussed so far. Those roles are quarterbacks (throwers) and receivers (catchers). Introduce the running back , and their role in the offense.	
Activity 2 15 minutes	Handoffs	Emphasize making a smooth transition from quarterback to running back before accelerating into and through a lane.	Football and cones
Closing 10 minutes	Debrief and Logistics	Ask students what was worked on today. What are the 3 positions we have on offense? What are some strategies to get open? What did the team do well today? Remember to utilize a cooldown and a lookahead. End practice with a hands in.	

PRACTICE FIVE: SKILL FOCUS – RUNNING THE BALL

Social Skill Focus: Positive Communication – Focus on how players are communicating with their teammates. Promote encouraging/supportive language, respect, and kindness throughout practice. Join in on an activity with the students and model what positive communication can look like under frustration. (Example: high fives when mistakes are made)

SECTION	ACTIVITY	KEY CONCEPTS/ REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up	Introduce the warmup activity. If students feel prepared, elect a leader to guide the team through the dynamic warm up.	
Skill Review 5 minutes	Carrying the ball and Agility	Revisit some ball carrying tips (use your outside hand, cover the tips, keep it close). Review the concept of agility and how that skill can be used to avoid getting a flag pull.	
Skill Intro 5 minutes	Jukes	Jukes, or sidesteps, are used to avoid defenders without contact. This usually entails faking going one direction then “cutting” to another.	
Activity 1 15 minutes	Gauntlet / Grumps Island	Use multiple lines to keep students moving, keep the boxes or “islands” relatively small to encourage quick turns.	
Skill Review 5 minutes	Handoffs	Remind students that in order to dodge a defender, students must first receive the ball via a pass or handoff. The ball carrier will have a much higher success of success if this transition is smooth.	
Activity 2 15 minutes	Center Snap Relay	Emphasize that success is less dependent on the speed of the runners and more dependent on the speed from which the ball moves from one player to another	
Closing 10 minutes	Debrief and Logistics	Example cooldowns and breathing exercises. What can the team do better next time? Who was a great teammate today? When’s the next practice? End practice with a hands in.	

PRACTICE SIX: SKILL FOCUS – FLAG PULLING

Social Skill Focus: Social Awareness & Empathy – Take time after each game to talk about how it felt when your flag got pulled. Remind students that it is a part of the game, and that frustration and disappointment is okay. Ask students how they might support teammates experiencing frustration.

SECTION	ACTIVITY	KEY CONCEPTS/ REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up	Introduce the warmup activity. If students feel prepared, elect a leader to guide the team through the dynamic warm up.	
Skill Review 5 minutes	Positive Communication	One of the biggest challenges of playing sports is managing disappointment. For many, getting a flag pulled is not a favorite experience in the game. Ask students to define positive communication, and brainstorm how they can be the best teammates they can be during potentially frustrating moments for others.	
Skill Intro 5 minutes	Flag Pulling	When pulling on a flag, make sure to grab just the colored part of the flag. Try to avoid grabbing other student's bodies, clothes, or flag belt. Once grabbed, the flag puller should immediately drop the flag to the ground. This marks where the play stopped and signals to everyone that a flag has been pulled.	
Activity 1 15 minutes	Arena Flag Tag	Again, emphasize safe flag pulling, dropping the flag, and staying within our boundaries.	Flags and cones
Skill Review 5 minutes	Jukes	Ask students, what makes jukes successful? Allow students to think of ways to improve them.	
Activity 2 15 minutes	Flag Fake Out	This activity requires students to wait their turn for the game. Encourage positive and active engagement from the students waiting to join the game.	Flags, cones, balls
Closing 10 minutes	Debrief and Logistics	Allow students to share their experience. • How did it feel when you dodged a flag pull? • How did it feel to have your flag pulled? • Was someone particularly hard to get? • Encourage students to shout one another out. End practice with a hands in.	

PRACTICE SEVEN: SKILL FOCUS – FLAG PULLING

Social Skill Focus: Social Awareness & Empathy - Remind students that it is a part of the game and that frustration and disappointment is okay. Ask students how they might support others who may feel disappointed or frustrated. Encourage students to be mindful of how they celebrate their wins and encourage them to utilize “Good Job, Nice Try” and high fives. Remind them how they might feel in the others position.

SECTION	ACTIVITY	KEY CONCEPTS/ REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up	Introduce the warmup activity. If students feel prepared, elect a leader to guide the team through the dynamic warm up.	
Skill Review 5 minutes	Flag Pulling	Remind students of the safe flag pulling: • Pull the flag, not the person. • Pull straight down when possible. • Drop the flag immediately after pulling	
Skill Intro 5 minutes	Agility Meets Flag Pulling	Although agility helps ball carriers avoid flag pulls, it also helps defenders remain close to the ball carrier. Ask students to think about how previous agility and juke lessons may help them play defense	
Activity 1 15 minutes	Flag Pulling Drills	Choose a couple of the activities in the video and give students multiple chances to run through the course. Create multiple lines to reduce wait times and increase repetitions. Emphasize quick feet and safe flag pulling tips.	Cones, flags
Skill Review 5 minutes	Boundaries and Downs	Activity two allows students the opportunity to practice flag pulling and evasiveness within the boundaries of a smaller football field. Remind students of boundaries and define how downs in quarter football work. Downs: Students get four downs to complete their task, emphasize that number.	
Activity 2 15 minutes	Quarter Football	Encourage teamwork in this game by giving each team the opportunity to strategize before play. Swap roles after a couple rounds.	A quarter or similar object, cones, flags
Closing 10 minutes	Debrief and Logistics	End practice with a hands in moment. Debrief about today’s practice: • “Using your fingers, on a scale of 1-5, how confident are you about flag pulling?”	

PRACTICE EIGHT: SKILL FOCUS – DEFENSIVE POSITIONING

Social Skill Focus: Teamwork – Focus on uplifting instances of positive teamwork and modeling how to be a good teammate. Name for students that success may not look like “winning” for activities but look like coming together as a team.

SECTION	ACTIVITY	KEY CONCEPTS/ REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up	Welcome students. Have students complete the dynamic warm up	
Skill Review 5 minutes	Flag Pulling	Review the flag pulling best practices and tips: • Pull the flag, not the person. • Pull straight down, when possible. • Drop the flag immediately after pulling. These habits will best prepare the team for gameplay at the showcase.	
Skill Intro 5 minutes	Defensive Marking	“One-on-One” marking is the introductory system to team defense. This system asked each defensive player to mark (defend) a specific offensive player throughout the play. This gives each defender a clear responsibility.	
Activity 1 15 minutes	Partner Glue Tag	How To: Have players partner up. • Partner A will be the glue, while Partner B is the paper. • Partner A will attempt to keep their hand on the shoulder of Partner B while Partner B Moves around the play space. Starting with walking-feet, Partner B will try to flee Partner A. Encourage quick turns and “fakes”. Best practices: • Remind students to watch the feet of their partner. • Switch partners throughout the activity. • Practice with different speeds and movements.	Cones for boundaries
Skill Review 5 minutes	Defensive Marking & Agility	Combine the two ideas for students: agility is equally important in evading your defender as sticking close to your mark.	
Activity 2 15 minutes	Ultimate Football	A key rule in this activity is that the player with the ball cannot move. Encourage players without the ball to be persistently moving to support their team. Encourage defensive lessons by asking defenders to identify their matchup when the ball is turned over.	Football and boundaries
Closing 10 minutes	Debrief and Logistics	Take time to chat about players’ experience with Ultimate Football. What made the game fun? What made it challenging?	

PRACTICE NINE: SKILL FOCUS – DEFENSIVE POSITIONING

Social Skill Focus: Teamwork - Focus on uplifting instances of positive teamwork and modeling how to be a good teammate. Highlight that teamwork means being inclusive, ensuring that everyone feels wanted on the team, and that winning without teamwork doesn't feel like winning for everyone.

SECTION	ACTIVITY	KEY CONCEPTS/ REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up	Welcome students. Have students complete the dynamic warm up	
Skill Review 5 minutes	Defensive Marking	Review one-on-one marking defense and ask students to define it. Inquire about some of the discussed defensive tips (i.e. flag pulling tips, agility, identifying your mark before the play, etc.)	
Skill Intro 5 minutes	Zone Defense	Some teams may opt to use a zone defense, which asks defending players to guard specific spaces or “zones” instead of an individual student. In its elementary form, this looks like defenders spreading out within the play space to block off lots of space at once.	
Activity 1 15 minutes	Sharks and Minnows	Playing sharks and minnows is a great opportunity for all students to practice both agility and juking, but also defensive positioning and flag pulling. As the shark team grows, give brief break between the signals to run and encourage defensive strategizing. Try on both a one-on-one and zone marking game plan. Students may find one preferable to the other.	Flags and boundaries
Skill Review 5 minutes	Positive Communication	Students now have a solid foundation to try on a “real” game of flag football. Scrimmages are exciting, fun, and moments of high emotion. Set the expectation of positive communication throughout.	
Activity 2 15 minutes	Scrimmage	Give the defense the chance to set up before each play and allow offensive players the opportunity to think about and communicate their routes.	
Closing 10 minutes	Debrief and Logistics	Ask students to shoutout someone from the opposing team in the scrimmage for good sportsmanship or teamwork.	

PRACTICE TEN: SKILL FOCUS – PUTTING IT ALL TOGETHER.

Social Skill Focus: Strategic Thinking- Highlight cause and effect for students and how it can change the way the game is played. Asking students to think about the time in between plays and how staying organized can result in success.

SECTION	ACTIVITY	KEY CONCEPTS/ REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up	Welcome students. Have students complete the dynamic warm up	
Skill Review 5 minutes	Boundaries, Downs, Flag Pulling	Go over some of the flag football rules that have been learned so far in preparation for layering on some of the more detailed rules.	
Skill Intro 5 minutes	Reviewing Showcase Rules	Please review the “How to Play” section with the team and demonstrate the rules that feel unfamiliar. These may include notes such as: • All possessions start at the five yard line. • Quarterbacks only have seven seconds to throw the ball. • Penalties (What causes them and what the penalty is.) • Offense has four downs to reach midfield, and then another four downs to score (eight downs max).	
Activity 1 15 minutes	Play Walk Though	Run very slow-paced scrimmage. Help each team set up, review any rules that may be in question and set a focus area for each play. Example (Once the play is over, how long it takes each team to get back to a ready position. Emphasize that the quicker this process happens, the quicker the play can occur.)	
Skill Review 5 minutes	Rules	Dedicate time to familiarizing the team with the rules. Ask students about areas of confusion and highlight rules that need reinforcement. Set a focus area for team (boundaries, passing quickly, safe flag pulling, etc.) for the team before the scrimmage.	
Activity 2 15 minutes	Scrimmage	Continue to stop play as necessary to ensure that rules are getting foundational attention – it is much harder to go back and correct habits rather than addressing mistakes as they happen.	
Closing 10 minutes	Debrief and Logistics	Debrief on rules: What rules did the team do a good job following? Which rules can the team do better on next time?	Fliers for families

PRACTICE ELEVEN: SHOWCASE PREP – SCRIMMAGE

Social Skill Focus: Self-Management– Ask students how they can be prepared to support the team during plays. Encourage students to think about their role in the game plan moving forward.

SECTION	ACTIVITY	KEY CONCEPTS/ REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up	Welcome students. Have students complete the dynamic warm up	
Skill Review 5 minutes	Review Showcase Rules	Debrief the scrimmage from the previous practice. Review the “How to Play” section with the team and demonstrate the rules that feel unfamiliar. These may include notes such as • All possessions start at the five-yard line. • Quarterbacks only have seven seconds to throw the ball. • Penalties Offense has four downs to reach midfield, and then another four downs to score (eight downs max)	
Skill Intro 5 minutes	Route Running	Review and demo the routes learn in early practices.	White board/paper handouts
Activity 1 15 minutes	Learning Routes	Practice: • Have students line up shoulder to shoulder. • Call a route and have all the students run the route. • After a few rounds all together have students practice the route one a time while a coach or a student practices passing. Remind students that running a communicated route will help the receiver get open and the thrower know where to look.	Cones and football
Skill Review 5 minutes	Rules and Game Play	Ask students about areas of confusion and highlight rules that need reinforcement. Set a new focus area for team (boundaries, passing quickly, safe flag pulling, etc.) for the team before the scrimmage.	
Activity 2 15 minutes	Scrimmage	Continue to stop play as necessary to ensure that rules are getting foundational attention – it is much harder to go back and correct habits rather than addressing mistakes as they happen.	Cones, flags, and football
Closing 10 minutes	Debrief and Logistics	Use debrief time to gather information on what to focus on during final practice. Remind students of showcase details. End practice with a hands in.	Showcase fliers for families

PRACTICE TWELVE: SHOWCASE PREP – SCRIMMAGE

Social Skill Focus: Strategic Thinking & Self-Management – Describe how students can be prepared to continue to advance the team’s goals. (Example: knowing routes, knowing who you are guarding, knowing the down) Be sure to continue to call out positive communication and teamwork with high fives and encouragement.

SECTION	ACTIVITY	KEY CONCEPTS/ REMINDERS	MATERIALS
Warm Up 5 minutes	Welcome and Dynamic Warm Up	Welcome students. Have students complete the dynamic warm up	
Skill Review 5 minutes	Review Showcase Rules	Please review the “How to Play” section with the team, and demonstrate the rules that feel unfamiliar.	
Skill Intro 5 minutes	Putting it all together	Review skills learned throughout the season: • Throwing and catching • Defensive positions • Running the ball • Running routes • Flag Pulling	
Activity 1 15 minutes	Players Choices Let students choose from the favorite activities of the season.	Use this as a time to build community and help students build confidence. Call out the skills that they are utilizing that will help them during the showcase. Help students draw connections between the activity and the showcase.	Bring equipment for a few options
Skill Review 5 minutes	Rules and Game Play	Ask students about areas of confusion and highlight rules that need reinforcement. Set a new focus area for team (boundaries, passing quickly, safe flag pulling, etc.) for the team before the scrimmage.	
Activity 2 15 minutes	Scrimmage	Lead students through a final scrimmage. Allow them the space to make mistakes and only stop play when correction is needed. Encourage positive communication and teamwork.	Flags, cones, ball
Closing 10 minutes	Debrief and Logistics	Remind students of showcase details. • Wear weather appropriate clothes and sneakers. • Parents and families are welcome. What are you excited for during the showcase? What are you nervous about? End practice with a hands in.	

HELPFUL RESOURCES

[Playworks Game Library](#)

[NFL FLAG-In-Schools Videos](#)

[Flag Football by MOJO](#)

[Guiding Principles for Intramurals](#)

[Teaching Games for Understanding Approach](#)