

Flag Football Unit

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Flag Football Block Unit

By Randy Fuller & Brycen Wesen

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**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #1**

Objectives:

A. Students:

1. By the end of class, the students will know how to correctly duck, jump, spin, and change direction while chasing, fleeing or dodging an object or opponent in an activity setting. (NASPE 1; EALR 1.1, 1.2)

2. Students will also demonstrate during closure of the lesson how to accurately duck, jump, spin, and change direction. (NASPE 1, 2; EALR 1.1)

B. Teacher:

Equipment: (for a class of 30 students)

- 30 foam balls the size of a baseball or the size of a softball
- 4 cones to establish boundaries
- 30 balloons inflated (plus extras for accidental popping)
- 30 two-foot pieces of string tied onto balloons (plus extras)

Protocol:

1. On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.

2. Reinforce the need for safety.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will sit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: “Balloon Scramble.” Each student ties a balloon to one of their ankles and is placed in a 20 foot by 20 foot area. On **go**, each student tries to pop the balloons of all other students. If a student’s balloon is popped, they then can only hop on one foot and continue to try to pop all intact balloons. To make the activity more challenging, the area of play should be decreased in size and the last one to have their balloon intact is the ultimate scrambler.

Set Induction: Have you ever had to quickly flee or dodge an opponent in a game of tag? If so, you probably darted or fled in another direction, or dodged an obstacle while being pursued by that person. The same kind of fleeing and dodging is used in flag football and we’ll be learning how to make these moves.

MAF/Instructional	Extensions	Refinements	Applications
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Informing Task: Today, we’re going to be playing various games that will give you an idea on how to make different movements in flag football. To start, we’re going to be playing “Everyone’s It Tag.” When I say **go**, I want you to get with a partner and face each other. When I say begin, you and your partner are going to tag each other as many times as you can without getting tagged back. The objective is to quickly dodge the tag of your opponent and at the same time being able to tag and flee quickly to avoid getting tagged. If you are tagged, you are to do 1 push-up or 2 sit-ups, and then you can resume play.

<p>*No equipment needed</p> <p>*Remind students of start and stop protocols</p>	<p>*Only use one arm to tag your partner with</p> <p>*Hop only on one leg and try to tag your partner only with one arm</p>	<p>*Bend your knees at all times to be able to scramble or move more freely</p> <p>*Stay Low: it is harder for someone to tag you if you’re lower to the ground</p>	<p>*See how many times you can tag your partner in 20 seconds</p>
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Informing Task: Another game that allows us to dodge objects is “Sharks and Minnows.” There will be one tagger, the January birthday, which stands in the middle and tries to tag all of the runners. Runners, your objective is to get to the other side of the gym without being tagged. If you’re tagged, you must stand still and proceed to tag others as they run by. When I say **go**, I want everyone whose birthday is in January to go the middle of the gym while everyone else lines up on one end of the gym.

<p>*No equipment needed</p> <p>*Call out a certain month for birthdays to determine who will be the tagger</p> <p>*Remind students of start and stop protocols</p>	<p>*Instead of running, students are only allowed to hop across to the other side</p>	<p>*Plant foot to change direction</p> <p>*Shift body weight to turn quicker</p>	
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Informing Task: Foot tag is another activity that allows you to make quick moves. You will be trying to hit your opponents’ feet with your ball. Once you have been hit, you can be untagged by someone rolling a ball between your legs. When I say **go**, I want everyone to grab a foam ball and stand in the prescribed area.

<p>*Have 30 foam balls sitting in a bucket beside instructor</p>	<p>*Hop only on one foot while trying to tag your opponent</p>	<p>*Duck or Stoop to allow for directional movement</p>	
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<p>*Have students come and get balls by birthday if needed</p> <p>*Explain that we're only hitting each other's feet to ensure safety</p> <p>*Remind students of start and stop protocols</p>		<p>*Jump to avoid ball hitting feet by bending knees and then forcefully straightening legs</p> <p>*Lift one leg to keep balance and avoid getting hit</p> <p>*Lift arms out from sides so they're parallel to the floor to maintain balance</p>	
<p>Closure/Assessment: All of these games involve chasing, fleeing and dodging. Just as if you were being chased by a dog, you fled from a tagger. Just as you were scared and changed direction quickly, you also changed direction to chase or flee from your opponent. In flag football, you use the exact same moves in order to beat out your opponent. If these moves aren't performed, you will get caught by the dog, stumble over an obstacle, or be tackled in a game of flag football.</p>			

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #2**

Objectives:

A. Students:

1. By the end of class, students will demonstrate correct hand placement while attempting to catch different balls from a partner 10 or more feet away. (NASPE 2; EALR 1.1, 1.2)

2. Students will also demonstrate correctly the cues given them during closure of the lesson. (NASPE 2; EALR 1.1)

B. Teacher:

Equipment: (for a class of 30 students)

- 30 baseball-size foam balls
- 4 cones to establish boundaries
- 30 balloons (plus extras for accidental popping)
- 30 quarter-size rubber bouncy balls

Protocol:

1. On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.

2. Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will sit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: “Foam Ball Tag.” There are two people chosen to be “it.” An area of 30 feet by 30 feet would work best for this activity. Two foam balls are given at random to other students that are not it. The object is for the two people to tag everyone. Once a person is tagged from the ball hitting their foot or feet (Teacher Demonstration), they are frozen, but can be unfrozen if someone with a ball throws it to them. When I say **go**, I want all students with brown eyes to get a foam ball. You are going to start with the balls and everyone with blue eyes will be the “It” people. I want everyone else to stand in the red square and be ready to begin.

Set Induction: When you’re participating in a water-balloon toss, how would you catch that balloon full of water? You would catch any ball the same kind of way, using your hands as a soft pillow. Today, you’re going to learn to use your hands like a pillow so the ball will stay in your hands and not bounce off your fingers.

MAF/Instructional	Extensions	Refinements	Applications
Informing Task: When I say go , I want each of you to get a balloon and begin throwing it up in the air and catching it.			
<ul style="list-style-type: none"> *Have 30 balloons already filled with air *Have balloons scattered on floor to make them easily accessible for students *Remind students of start and stop protocols *30 foam balls in a bucket 	<ul style="list-style-type: none"> *Switch to a foam ball and perform the same task 	<ul style="list-style-type: none"> *Make a cupping shape with your hands to catch the ball *Keep your eyes on the ball and watch it fall into your hands 	
Informing Task: When I say go , I want you to get with a partner and begin throwing the foam ball back and forth while practicing catching the object, from five feet apart.			
<ul style="list-style-type: none"> *30 foam balls *Have students get into pairs *Have students line up 5 feet apart by using lines on the gym floor 	<ul style="list-style-type: none"> *If comfortable, stand 10 feet apart and continue throwing back and forth *Throw the ball higher to your partner *Switch to a bouncy ball if you feel comfortable 	<ul style="list-style-type: none"> *Right before the ball gets to your cupped hands, drop hands the same speed the object is dropping to allow for softer impact *Bend knees to allow shock absorbance 	<ul style="list-style-type: none"> *See how many times you and your partner can throw it back and forth without dropping the ball
Informing Task: When I say go , I want each of you to grab a bouncy ball and begin by bouncing it off the ground and catching it.			
<ul style="list-style-type: none"> *Have 30 bouncy balls in a bucket *Have students come and get balls by birthday if needed *Have students put foam balls away 		<ul style="list-style-type: none"> *Get directly under the ball to catch it 	<ul style="list-style-type: none"> *See how many times you can clap while the ball is in the air before catching it

<p>neatly before getting bouncy balls</p> <p>*Remind students of start and stop protocols</p>			
<p>Informing Task: To end, we're going to play a game called "Circle Ball." I want you all to fold your hands. All of you who have your left hand thumb on top of your right hand will be one team and those who have their right thumb over their left will be on another team. I will give your team one bouncy ball. When I say go, you need to get in a circle with your team. The ball has to be caught by each member of the team but only after the ball is bounced first. The first team that has all members touch the ball is awarded verbally the "fastest hands award."</p>			
<p>*Two teams are needed with equal amount of members</p> <p>*Divide the teams in half by having students fold hands together and divide by which thumb is on top of the other</p> <p>*Have students stand in a circle</p> <p>*Instructor will give one bouncy ball to each team</p>	<p>*Have members bounce the rubber bouncy ball with non-dominant hand</p> <p>*Players can throw ball any way they like, as long as they bounce the ball first</p>		<p>*See how fast all of your members can successfully catch and touch the bouncy ball</p>
<p>Closure/Assessment: Having soft hands like a pillow will allow you to catch any ball if the proper cues are followed. I want everyone to close their eyes and show me what you learned today by demonstrating techniques and answering a few questions.</p> <ol style="list-style-type: none"> 1. Show me how you would put your hands together if you were catching a ball. 2. What is our cue for soft catches? 3. What are two cues that decrease impact of the ball hitting the hands? 4. What should you do right before the ball is about to hit your hands? 			

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #3**

Objectives:

A. Students:

1. By the end of class, students will understand the hand motions when throwing a ball. (NASPE 1; EALR 1.1)
2. Students will also demonstrate correctly the motions of passing a ball. (NASPE 2; EALR 1.1, 1.2)

B. Teacher:

Equipment: (for a class of 30 students)

- 30 foam balls
- One handkerchief, small towel, or bandana for “steal the bacon” activity
- 4 cones to establish boundaries
- 30 balloons (plus extras for accidental popping)
- 30 two-foot pieces of string to tie onto balloons (plus extras)

Protocol:

1. On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
2. Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will sit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: “Team Goalie Throw-out/Shootout.” There needs to be two teams formed. One team needs to stand on one side of the gym, while the other is approximately twenty to thirty feet away. Each team will be given five balls. The object is to throw your team’s balls past the other team’s line. When I say **go**, I want all students wearing white shirts to go to the far end of the gym and all those wearing dark colored shirts to stand 20 feet away facing the opposite team.

Set Induction: How many of you have ever talked on a phone? Now imagine you hang up the phone but suddenly get angry at the caller and you slam the phone down in disgust. This is also how you would throw a football.

MAF/Instructional	Extensions	Refinements	Applications
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Informing Task: When I say **go**, I want each of you to get a balloon and begin throwing it up in the air and catching it.

<ul style="list-style-type: none"> *30 NERF footballs are needed *Have students come up according to color of shirt to avoid chaos *Remind students of start and stop protocols 	<ul style="list-style-type: none"> *Take an additional 5 steps back each *Throw it through the hula hoop 	<ul style="list-style-type: none"> *Bring your throwing arm up to your ear as if you were talking on a phone *Lead with your elbow 	
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Informing Task: When I say **go**, I want you to get with a partner, stand 10 feet apart, and begin throwing the NERF football back and forth to each other.

<ul style="list-style-type: none"> *1 NERF football per pair *Have lines picked out on the floor to place students *Remind students of start and stop protocols 		<ul style="list-style-type: none"> *Release ball when aimed at target *Follow-through by crossing arm to other side of body in downward, diagonal motion *Step with your opposite foot towards your target 	<ul style="list-style-type: none"> *See how many times you and your partner can throw it back and forth to each other without dropping the ball
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Informing Task: When I say **go**, I want one partner to stand with the hula hoop in their hand at waist level, and the other partner to throw the football through the hula hoop, from 10 feet away.

<ul style="list-style-type: none"> *Need to have 15-20 hula hoops set along the wall standing upright, one hoop for each pair *Have students throw through hula hoop against the wall *Make sure hoop holder is holding hoop out from body far enough to ensure safety 	<ul style="list-style-type: none"> *Take 5-10 steps back and continue throwing the football through the hoop *Have the hoop holder hold the hoop higher or lower to challenge passer 		<ul style="list-style-type: none"> *See how many consecutive times you can throw the football through the hula hoop
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Informing Task/Game: There will be 4 footballs laid on the ground 10, 20, and 30 feet away from a hula hoop target. A partner will hold the target at

waist level for the thrower at 10, 20, and 30 feet and on the 4th throw; the target holder will throw the hoop in the air for the thrower at 30 feet away. The object is to accurately throw each football through the hoop in 25 seconds or less. The partners then switch places. When I say **go**, I want you to get a partner, decide who is going to throw first, and stand at the 10 feet mark.

<p>*Have students get partner</p> <p>*Have hula hoops lined up along gym walls</p> <p>*Have one NERF football beside each hula hoop</p> <p>*Demonstrate how hoop holder will hold the hoop for his partner to ensure safety</p>			<p>*See how many times you can accurately throw the football through the hula hoop in 25 seconds from 10, 20, and 30 feet away.</p>
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Closure/Assessment: Now that you have been taught the correct motions of throwing a ball, I want you to answer a few questions.

1. With which part of the arm should you be leading with when throwing a ball?
2. Where are you going to put the ball when bringing the ball back to pass?
3. When should you release the ball?
4. Where is your arm going to end up after one has thrown a ball?
5. Demonstrate the motions of throwing a ball.

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #4**

Objectives:

A. Students:

1. By the end of class, students will know the different types of grips and know when to use them. (NASPE 1; EALR 1.1)
2. Students will be able to demonstrate short and long-pass grips. (NASPE 2; EALR 1.1, 1.2)

B. Teacher:

Equipment: (for a class of 30 students)

- 30 NERF footballs
- 30 full-size leather footballs
- 30 hula hoops
- Measured lines of masking tape of 10, 20, and 30 feet

Protocol:

1. On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
2. Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: "Target Practice." All students line up 10 feet away from a hula hoop spread out along the gym wall. On go , all students will see how many times they can throw their NERF football into the hoop in one minute from 10 feet away.			
Set Induction: How many of you have ever talked on a phone? Now imagine dropping the phone from your ear and reaching forward and up to turn a high doorknob clockwise. The grip on your phone and doorknob are the same as if you were holding and throwing a football.			
MAF/Instructional	Extensions	Refinements	Applications
Informing Task: When I say go , I want you to get with a partner, stand 10 feet apart, and begin throwing the NERF football back and forth with your dominant hand.			
<ul style="list-style-type: none"> *30 NERF footballs are needed *Have one person from each pair come up and get a NERF football. *Remind students of start and stop protocols 	<ul style="list-style-type: none"> *Take an additional 5 steps back each if you feel comfortable *Throw it through the hula hoop 	<ul style="list-style-type: none"> *Bring your throwing arm up to your ear as if you were talking on a phone *4 fingers on laces *Thumb underneath and opposite of laces 	
Informing Task: There are different grips for different passes. When I say go , I want you all to try the short pass grip with your partner 10 feet away. This is done by moving your hand almost directly in the center of the ball. Go ahead and try that.			
<ul style="list-style-type: none"> *1 NERF football per pair *Have lines picked out on the floor to place students *Demonstrate the short pass grip visually and verbally *Remind students of start and stop protocols 	<ul style="list-style-type: none"> *Grab a full-size leather football if you feel comfortable 	<ul style="list-style-type: none"> *Hold on to the center of the ball with fingers on laces, thumb on bottom opposite laces *To get the ball to spiral or spin, we need to practice the doorknob turn. On the release, rotate your wrist clockwise 	<ul style="list-style-type: none"> *See how many times you and your partner can throw a spiral pass back and forth to each other in a row, while using the short-pass grip
Informing Task: When I say go , I want you to practice the long-pass grip with your partner 10 feet away. If you haven't already done so, I want one partner to also grab a full-size leather football. This grip is done by moving your hand to one end of the ball and keeping only your last 3 to 4 fingers on the laces, while the thumb stays underneath. Go ahead and try that.			
<ul style="list-style-type: none"> *Have leather full-size leather balls strewn out beside instructor *Have students neatly place NERF football in bin before allowing leather balls to be taken out *Have hula hoops set along wall, one for each pair of students 	<ul style="list-style-type: none"> *Throw the ball harder to your partner *Take an additional 5 steps back 	<ul style="list-style-type: none"> *Take a step with the opposite leg of throwing arm toward target *Lead with your elbow *Release ball parallel to ground and aim at target with throwing hand 	<ul style="list-style-type: none"> *With your partner, see how many consecutive times you can throw the football through the hula hoop

		*Follow-through by crossing arm over body	
Informing Task: There are also some people, including NFL quarterbacks, who use different grips. This grip is done by placing your thumb over the laces and putting your 4 fingers on the leather underside. When I say go , I want you and your partner to practice this grip from 10 feet away.			
*Have students get partner	*Use short-pass reverse grip *Use long-pass reverse grip		*See how many times you can accurately throw the football through the hula hoop in 25 seconds from 10, 20, and 30 feet away, using short, long, and reverse grips.
Closure/Assessment: There are different grips for different passes. To show that you understand when and how to use these grips, I'm going to ask you a few questions and have you demonstrate the different grips.			
<ol style="list-style-type: none"> 1. What kind of grip is used to throw to someone not very far away? 2. What kind of grip is used to throw to someone far away? 3. Where is your hand placed for the short-pass grip? 4. Where is your hand placed for the long-pass grip? 5. What are the three different grips you learned today? 6. Demonstrate 2 of the 3 grips you have learned today. 			

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #5**

Objectives (Specific, Behavioral, Assessable)

A. Students

1. By the end of class, students will become competent passers by developing the skills necessary to accurately pass a football to a partner 10 yards away. (NASPE 1, 2, 4; EALR 1.1, 1.2)

2. Students will also demonstrate correctly the cues on the passing grip and the ready position as well as verbally give the cues learned during closure of the lesson. (NASPE 1, 2, 4; EALR 1.1, 1.2)

B. Teacher

- 1.

Equipment: (for a class of 30 students)

1. 30 footballs balls
2. 6 cones
3. 30 Nerf Foam footballs

Protocol:

- On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
- Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: The instant activity today is “Pac man” tag. The objective of this game is to not get tagged by the people who are “it”; however everyone must stay on the painted lines on the gym floor including the people who are “it.” When tagged you become one of the “it” people and try to tag the rest of the class. We will start the game over when everyone has been tagged. The person who has the longest hair in the class and the person who has the shortest hair in the class will start the game being “it.” Everyone get on a line. GO!

Set Induction: Success in any aspect of your life does not come easy. This means practice, practice, practice—even the best athletes didn't become great overnight. It's hard work, but the pay-off is great. Practicing fundamentals is essential for becoming proficient in any skill regarding any sport. Tiger Woods, Michael Jordan, and Peyton Manning have all spent numerous hours each day perfecting skills which have made them the most amazing athletes on the planet. Today we are going to practice some fundamentals on flag football so we all can become successful football players.

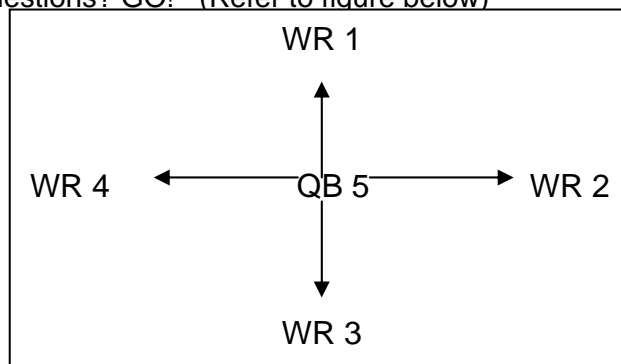
Informing Task: Passing the football is a basic football skill that needs repetition to become successful. Now we are going to review some of the basic passing skills. When I say **Go**, I want everyone to get a football (either leather or the foam footballs) and get into open space facing the front of the gym. **Go!**

MAF/Instructional Techniques	Extensions (Task Progressions)	Refinements (Cues)	Applications (Challenges)
<ul style="list-style-type: none"> • 30 leather footballs • 30 Nerf (foam) footballs • Use this task as a means for allowing students to become comfortable handling the football and finding the correct hand placement • Remind students of start and stop protocols • This is a direct instruction based task. The start and stop protocols are very important with this task. Therefore, the teacher should be in front of the class directing every extension by command. 	<ul style="list-style-type: none"> • Show me the ready to throw position with the correct passing grip. • Place the football on the ground at your feet. When I say Go, quickly pick the football up and find the passing grip • Spin the ball in the palm of your hand for one rotation, then quickly find the passing grip and pull the ball up by your ear, ready to throw. • Gently toss the ball up in the air. Catch the ball and find the passing grip and put the ball in ready position • Have the person closest to you toss the ball to you. Catch the ball and find the passing grip and put the ball 	<ul style="list-style-type: none"> • Pull the football up to your ear in the ready position. • Ring finger is placed on one of the end laces • Thumb is directly opposite of the middle finger on the other side of the ball. • Non-throwing hand is placed on the ball before you throw to secure possession of the football. 	<ul style="list-style-type: none"> • Can you find the ready position in two seconds or less for all of the extensions?

	in the ready position.		
<p>Informing Task: Now that we have become comfortable with the correct passing grip and throwing position. We are going to work on the throwing motion of the football. Throwing a football is very similar to throwing a baseball, but has a few distinct differences. When I say go, get a partner with one football for the both of you and line up directly across from each other, with one partner lined up on one cone and another partner on the other cone. GO! Refer to figure below.</p> <div data-bbox="558 469 1180 781" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">△ QB QB QB QB QB △</p> <p style="text-align: center;">10 yards or less</p> <p style="text-align: center;">△ QB QB QB QB QB △</p> </div>			
<ul style="list-style-type: none"> • Have the students get with a partner with enough room to safely perform the task. • 15 Footballs • Remind the students of safety regulations and classroom rules. 	<ul style="list-style-type: none"> *Everyone kneel on both knees and begin passing the football to your partner. *Everyone kneel on the knee that is on the same side of your throwing arm and continue passing the football to your partner. * Stand up and point your dominate shoulder at your target and continue passing the ball. * Pretend like you cannot move your feet and point both feet at your partner and continue passing the football to your partner. 	<ul style="list-style-type: none"> • Passing Grip • Ready Position • Point your dominate shoulder at your target. • As you throw the ball, rotate at your torso. This will open up your hips to the target. • As you throw the ball, exchange weight from your back foot to your front foot • After you pass the ball follow through by bring your throwing arm across the body. 	<ul style="list-style-type: none"> • See how many times you and your partner can accurate pass the ball without making the other person move their feet to catch the pass?

	<p>* With your dominate shoulder pointing at your target take a “three-step drop” by shuffling your feet. This will move you backward. After three shuffles pass the ball to your partner.</p> <p>* With your dominate shoulder pointing at your target take a “five-step drop” by shuffling your feet. This will move you backward. After five shuffles pass the ball to your partner.</p>	<ul style="list-style-type: none"> • Head and Chest should be pointed at your target after the ball has been passed • As you follow through, your thumb on your throwing hand should be point down • Bend knees to create stability and accuracy. 	
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Informing Task: We are well on our way to become the next Michael Vick. Now we are going to play a little game called “ring of fire.” When I say go, we are going to get into small groups and create a “ring” or circle around the quarterback. Get into groups of five and create a big circle. Then number off 1 to 5. It is very important you remember your number. The quarterback will be in the middle and the wide receivers will create a ring around the quarterback. I will call out numbers, when your number is called raise your hand so the quarterback knows who to throw the ball to. Any questions? GO! (Refer to figure below)



<ul style="list-style-type: none"> • 6 footballs needed for this drill because their will be 6 groups doing this drill at the same time. • This task is teacher driven and commanded. As the teacher you will command which number 	<p>* The first quarterback will be number 5. Number five get inside the ring of fire.</p> <ul style="list-style-type: none"> -pass the ball to number 2 -pass the ball to number 3 -pass the ball to number 4 -pass the ball to number 1 <p>* The next quarterback will be</p>	<p>* Passing Grip</p> <p>* Ready Position</p> <p>* Point dominate shoulder at your target.</p> <p>*As you throw the ball, rotate at your torso. This will open up</p>	<ul style="list-style-type: none"> • Can your group get through this drill with 5 or fewer incomplete passes? • 4 or fewer? • 3 or fewer? • 2 or fewer?
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<p>is the quarterback and you will also holler out which number the quarterback must throw the ball to.</p> <ul style="list-style-type: none"> • Allow each student to pass the ball at least 4 times each before you rotate. However, make sure that every student gets to be quarterback. 	<p>number 1. Number 5 take number 1's spot in the ring of fire.</p> <ul style="list-style-type: none"> -pass the ball to number 4 -pass the ball to number 5 -pass the ball to number 3 -pass the ball to number 2 <p>*The next quarterback will be number 2.</p> <p>ETC.</p> <p>*Time allowing after the first round move the receivers five yards back and begin the drill again.</p>	<p>your hips to the target.</p> <p>*After you pass the ball follow through by bring your throwing arm across the body.</p> <p>*Head and Chest should be pointed at your target after the ball has been passed</p> <p>*Bend knees to create stability and accuracy.</p>	
<p>Closure/Assessment: (The students will line up on between the cones and place the ball at their feet. When I say go, they will pick the ball up and place the football in the ready position using correct passing grip. Then we will have a verbal quiz for understanding determining the cues for hand placement and ball placement for the ready position.) Everyone get a football and line up between the cones and place the football at your feet. When I say go, pick up the football and put the ball in ready position with the passing grip. GO! Keep the football in the ready position. What are some of the keys or cues for the ready position and the passers grip.</p> <ol style="list-style-type: none"> 1. Pull the football up to your ear in the ready position. 2. Middle finger is placed on one of the end laces 3. Thumb is directly opposite of the middle finger on the other side of the ball. 4. Non-throwing hand is placed on the ball before you throw to secure possession of the football. <p>Exactly job, keep practicing because it is the only way to become a professional passer.</p>			

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #6**

Objectives:

A. Students:

1. By the end of class, students will know when to throw at an angle and have receiver meet a ball. (NASPE 1; EALR 1.2)

2. Students will be able to successfully throw 3 out of 5 balls to a partner on the move more than 10 feet away. (NASPE 2; EALR 1.1, 1.2)

B. Teacher:

Equipment: (for a class of 30 students)

- 30 NERF footballs
- 30 full-size leather footballs
- 15 to 20 black "x" marks across the gym floor made with black electrical tape
- 40 to 50 orange cones

Protocol:

1. On the words "go, begin, start," students will be actively participating in activity or task. On the word "stop," students will stop immediately what they are doing; turn eyes and attention to instructor.

2. Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

<p>Instant Activity: “Pile On.” The objective of this game is to be the team without the most cones standing, or without the most cones laying down. One team will try to knock them over while the other team tries to stand them upright. So, when I say go, I want all those with black or brown hair to stand at one end of the square with the objective to stand up the cones, and all those with blonde and red hair to stand at the opposite end of the square with the objective of knocking the cones down.</p>			
<p>Set Induction: Just as an “X” crosses itself with two lines and an intersection, so will the line of travel of a ball and a person on the move catching a ball will intersect and cross paths to meet each other.</p>			
MAF/Instructional	Extensions	Refinements	Applications
<p>Informing Task: When I say go, I want you to get with a partner, grab a NERF football, and begin throwing back and forth to each other from 10 feet apart.</p>			
<ul style="list-style-type: none"> *30 NERF footballs are needed *Have one person from each pair come up and get a NERF football. *Remind students of start and stop protocols 	<ul style="list-style-type: none"> *Throw the ball a little to your partner’s right or left so they have to step and reach to catch the ball 	<ul style="list-style-type: none"> *Step towards your target with your opposite foot *Aim throwing hand at target when releasing ball 	
<p>Informing Task: I have made “X” shapes across the gym floor. When I say go, I want you to try and hit that “X” standing 10 feet away, with the NERF football.</p>			
<ul style="list-style-type: none"> *1 NERF football per pair *Have lines picked out on the floor to place students *Demonstrate throwing the NERF football to the “X” *Remind students of start and stop protocols 	<ul style="list-style-type: none"> *Grab a full-size leather football if you feel comfortable 	<ul style="list-style-type: none"> *Aim body and opposite at target “X” 	<ul style="list-style-type: none"> *See how many times you and your partner can hit the “X” in a row from 10 feet away and 10 feet to the left of the target
<p>Informing Task: When I say go, with your partner, I want one person to run straight out for a pass to the “X” and the thrower to pass it over the receiver’s shoulder to the “X” to allow the receiver to catch the ball. Then switch places.</p>			
<ul style="list-style-type: none"> *Have leather full-size leather balls strewn out beside instructor *Have students neatly place NERF football in bin before allowing leather balls to be taken out 	<ul style="list-style-type: none"> *Throw the ball harder to your partner *Take an additional 5 steps back *Switch to a full-size leather ball 	<ul style="list-style-type: none"> *Take a step with the opposite leg of throwing arm toward target *Lead with your elbow *Release ball parallel to ground and aim at target with throwing hand 	

		<p>*Follow-through by crossing arm over body</p> <p>*Throw ball 2 to 3 feet further than the receiver</p> <p>*Throw the ball when the receiver is about 5 feet away from the "X"</p>	
<p>Informing Task: Now, when I say go, I would like one partner to stand 10 feet to the left of the "X." Your job is to catch the ball at the "X." The thrower's objective is to hit the "X" so the receiver can catch it there on the move.</p>			
*Have students get partner	<p>*Throw softer lob to partner</p> <p>*Throw harder parallel pass</p>	<p>*Aim throwing hand towards target, not receiver</p> <p>*Throw harder or softer so the ball gets to the "X" the same time as the receiver does</p>	*See how many times in a row the thrower can get the ball into the receiver's hands at the "X"
<p>Closure/Assessment: Being able to throw to a moving target requires aim and timing skills. In flag football, rarely does a person receive a catch while standing still. Being able to throw to a target on the move will allow more caught passes in flag football, thus giving a team more yards and points on the scoreboard.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. How many feet should the ball be overthrown to a receiver if he's catching a pass straight on and over the shoulder? 2. At how many feet away from the target should the ball be thrown to the receiver? 3. Does throwing the ball harder or softer help with timing? 			

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #7**

Objectives:

A. Students:

1. By the end of class, students will be able to show each pass pattern by learning them in class and then drawing them up for the end of class assessment. (NASPE 1; EALR 1.1)
2. Students will also demonstrate the following pass patterns that will allow them to get open: Fly, Out, Post, Slant, Curl, and In. (NASPE 2; EALR 1.1, 1.2)

B. Teacher:

Equipment: (for a class of 30 students)

- 30 NERF footballs
- 30 full-size leather footballs
- 30 medium to extra large flag football belts
- 60 to 70 flag football Velcro flags
- 5 pinnies
- 30 "Pass Pattern Knowledge" papers to assess student learning
- 30 pencils

Protocol:

1. On the words "go, begin, start," students will be actively participating in activity or task. On the word "stop," students will stop immediately what they are doing; turn eyes and attention to instructor.
2. Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: “End Zone to End Zone Tag.” An entire football field area needs to be used for this activity. Each of you will need to equip yourself with a belt and two flags attached to the belt. Your objective is to run from one end zone to the other without getting any of your flags pulled off. You will also be holding a football to practice your holding skills. There will be 3 people in the middle that are trying to pull your flags off. If any of your flags are pulled off, you become one of the flag pullers in the middle trying to pull all others’ flags off. If you pull someone’s flag off, just leave it on the ground where you pulled it off and continue play. When I say **go**, I want all those students whose birthdays are in March to come and put on green pinnies and stand in the middle of the football field. Everyone else needs to get a NERF football and line up in the end zone and wait for me to say **go**.

Set Induction: There are many different types of patterns. Some help you sew, some help you cut, trace, or draw a picture, but the kind of pattern I’m talking about has to do with running in different directions. Patterns are used in flag football to help receivers create space between them and their defender so that they can get open and catch the football. Today, we’re going to be learning some patterns that will help you to be able to create space between you and your defender so you can catch a ball.

MAF/Instructional	Extensions	Refinements	Applications
<p>Informing Task: When I say go, I want you to get with a partner, grab a NERF football, and have one of you be the thrower and the other be the receiver. The receiver is going to run straight forward as fast as they can. (Teacher Demonstration) This pass pattern is called a Fly. See attached diagram Fly pattern. Switch positions after catching. Go ahead and try that.</p>			
<ul style="list-style-type: none"> *30 NERF footballs are needed *Have one person from each pair come up and get a NERF football. *Line students up on designated line that will give them room to run forward. *Teacher needs to demonstrate pass pattern *Remind students of start and stop protocols 	<ul style="list-style-type: none"> *Catch the ball only underhand *Catch the ball only overhead 	<ul style="list-style-type: none"> *Get in front of the ball to catch *Run straight forward 	
<p>Informing Task: I have placed “X” marks on the floor to represent 10 yards. We’re now going to practice the Out pass pattern. (Teacher Demonstration) See attached diagram Out pattern. This pattern consists of running straight for 10 yards, then sharply turning to the out-of-bounds lines on a football field, hence the reason for being called an Out because you’re running to the out line. Thrower, you should be passing the ball to the out line just as your receiver gets to the “X” mark. Switch positions after catching. Go ahead and try that.</p>			
<ul style="list-style-type: none"> *1 NERF football per pair *Have lines picked out on the floor to place students *Have “X” marks placed 10 yards 	<ul style="list-style-type: none"> *Grab a full-size leather football if you feel comfortable 	<ul style="list-style-type: none"> *Thrower, you should be passing the ball to the out line when the receiver is gets to the “X” and is about to turn *Receiver, remember to plant foot 	

<p>from any given line</p> <ul style="list-style-type: none"> *Make sure all students know which way they're turning in ensure safety *Teacher needs to demonstrate pass pattern *Have full-size leather footballs beside instructor *Remind students of start and stop protocols 		<p>inside foot to sharply turn outwards</p> <ul style="list-style-type: none"> *Shift weight to avoid slipping and for a faster turn *Run 15 yards *Run towards out line 	
<p>Informing Task: When I say go, with your partner I want you to practice the Post pass pattern. This is done by running about 15 yards and then slightly angling towards the goal post the rest of the run. (Teacher Demonstration) See attached diagram post pattern. Hence the reason this pattern is called the post because the runner runs toward the goal-post. Switch positions after catching.</p>			
<ul style="list-style-type: none"> *Have leather full-size leather balls strewn out beside instructor *Have students neatly place NERF football in bin before allowing leather balls to be taken out *Teacher needs to demonstrate pass pattern *Place an "X" at 15 yards 	<ul style="list-style-type: none"> *Throw the ball higher to your partner *Have all students switch to a full-size leather football 	<ul style="list-style-type: none"> *Run 15 yards forward *Run towards goal-post *Remember, for an overhead catch, put your thumbs together *Remember to make a "Christmas tree" figure with your thumbs together and pointer fingers together 	
<p>Informing Task: When I say go, with your partner I want you to practice the Slant pass pattern. This is done by running again 15 yards, except this time you should be running towards the end zone goal-post, in other words, a little more of an angle than the Post pass pattern. (Teacher Demonstration) See attached diagram Slant pattern.</p>			
<ul style="list-style-type: none"> *Place an "X" at 15 yards 		<ul style="list-style-type: none"> *Run 15 yards forward *Run at an angle to the end zone goal post after 15 yards 	
<p>Informing Task: When I say go, with your partner, I want you to practice the Curl pass pattern. See attached diagram Curl pattern. This is done by running straight ahead and then turning around and coming back about 3 to 5 feet, or 1 yard. (Teacher Demonstration)</p>			
<ul style="list-style-type: none"> *Remind students where 10 yard "X" 		<ul style="list-style-type: none"> *Run 10 yards straight forward 	

mark is on the gym floor		*Turn around towards thrower	
		*Come back 1 or 2 yards	
Informing Task: When I say go , with your partner, I want you to practice the In pass pattern. This is done by running out 5 yards, and instead of turning out like you did on the Out pattern, you're going to turn inside towards the middle of the field. (Teacher Demonstration) See attached diagram of In pattern.			
*Remind students that In means the middle of the field		*Run 5 yards forward	
		*Turn towards middle of field and keep running until ball is received	
Informing Task/Activity: We're going to play a game called "Quarterback, Defender, Receiver." When I say go , I want you to get in groups of 3. Once you have your group, I need one of you to grab a full-size leather football. There will be a thrower, whose objective is to have the receiver catch the ball. The Receiver's objective is to create space and catch the football by practicing one of the pass patterns that you learned today. The Defender will try to make it so the receiver can't catch the ball. You will then rotate positions clockwise and continue the same activity.			
* Make sure students are spread out so other groups don't interfere or collide with one another			*See how many times you can catch the ball using a different pass pattern
Closure/Assessment: You now know the different pass patterns that will allow you to create space between you and your defender so that you can catch the ball. Please draw the following pass patterns on the page. (Hand out to each student "Pass Pattern Knowledge" paper)			

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #8**

Objectives (Specific, Behavioral, Assessable)

A. Students

1. By the end of class, the students will demonstrate the ability to run a structured passing route through completion of the task sheets. (NASPE 1, 2, 4; EALR 1.1, 1.2)

2. Students will demonstrate knowledge of general football terms at the closure of class. (NASPE 1, 2, 4; EALR 1.1, 1.2)

B. Teacher

- 1.

Equipment: (for a class of 30 students)

- 15 footballs
- 45 cones
- 10 task sheets

Protocol:

- On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
- Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: Balance is a crucial skill for all athletes. To get warmed up today we are going to play a tag game which will help us work on our balancing skills. We are going to play “the bean bag tag game.” Everyone will balance a bean bag on their head while moving around the playing area. Four students will be designated taggers and the rest of the class will be trying to avoid getting tagged, once tagged in order to be back in the game a teammate must throw a bean bag between their legs. If bean bag falls off you must freeze until the bean bag is balanced on your head again.

Set Induction: The hall of fame college basketball coach John Wooden said, “If you're not making mistakes, then you're not doing anything.” Making mistakes are the best lessons we can learn from. The only thing worst than making mistakes is refusing to learn from them. Today, we are going to work on some complex passing routes. Mistakes will happen, but what really matters is how we respond to the mistakes.

Informing Task: The playing area has been broken up into ten stations. Each station has a task sheet describing the route the receiver will run to receive a pass from the quarterback. Along with the description of the task sheet there is cones set up to help indicate to the receiver which way to run. We will get into groups of two; one person will run the passing route while the other person is the quarterback and passes the ball to the receiver. After the completion of the task the partners will switch places, so everyone gets a chance to master the art of route running. It doesn't matter what station you start at for this drill. When I say go, get a partner and one football and begin this drill. Go!

MAF/Instructional Techniques	Extensions (Task Progressions)	Refinements (Cues)	Applications (Challenges)
<ul style="list-style-type: none"> • The instructor should demonstrate each stations task before allowing the students begin completing the task sheets. • This lesson should be conducted outdoors. • This lesson takes a lot of preparation because of the entire cone placement. • The distance of the routes is at the discretion of the instructor based on size of playing field, and ability of students. 	(Refer to attached task sheets)	(Refer to attached task sheets)	(Refer to attached task sheets)

Closure/Assessment: Very well done today. As a group, let's review what we have learned today in regard to pass routes and cues for running good pass routes. Raise your hand if you know the answer.

1. What is the fly route?
2. How do you catch a pass?
3. How did the post route get its name?
4. What is the post-corner route?

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #9**

Objectives:

A. Students:

1. By the end of class, students will know how many feet are in a yard and what happens if 10 yards or more are gained on a play. (NASPE 1; EALR 1.1)
2. Students will also demonstrate an overhead and underhand catch on the move. (NASPE 2; EALR 1.1, 1.2)

B. Teacher:

Equipment: (for a class of 30 students)

- 30 NERF footballs
- 30 full-size leather footballs
- 60 fist-sized beanbags
- 30 one-gallon milk jugs cut in half so the handle is still attached
- 30 pieces of 3 ½ feet of rope

Protocol:

1. On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
2. Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will sit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: “Jug-a-Lug.” The object of this game is to try and fill your milk jug full of bean bags, without letting others steal them out of your own jug. When I say **go**, I want each of you to grab 1 milk jug and a piece of rope. Tie the rope around your waist so the milk jug is on your back. Once you have the jug tied on, grab 2 beanbags and place them in your own jug; as soon as everyone has done this, we’ll begin.

Set Induction: Have you ever played a game where you had to keep a ball between lines on a field? Lines on the ground or on a field can mean many different things. Today, you’ll be learning about lines called yards and also you’ll learn at what yard line you want to catch a football at.

MAF/Instructional	Extensions	Refinements	Applications
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Informing Task: When I say **go**, I want you to get with a partner, grab a NERF football, and begin throwing it back and forth to each other from 10 feet apart.

<ul style="list-style-type: none"> *30 NERF footballs are needed *Have one person from each pair come up and get a NERF football. *Remind students of start and stop protocols 	<ul style="list-style-type: none"> *Throw the ball a little to the left or right of your partner so they have to move to catch it *Catch the ball only underhand *Catch the ball only overhead 	<ul style="list-style-type: none"> *Remember to step with opposite leg towards target *Lead with elbow *Release ball when aimed at partner 	
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Informing Task: I have placed “X” marks on the floor. When I say go, I want the receiver to stand 10 feet to the left of the “X.” Your objective is to catch the ball at the “X” mark on the floor. The thrower’s objective is to throw the football to the “X” and allow your receiver to catch the ball underhand. After 3 passes, switch positions.

<ul style="list-style-type: none"> *1 NERF football per pair *Have lines picked out on the floor to place students *Demonstrate where the students are to line up by “x” mark *Have full-size leather footballs beside instructor *Remind students of start and stop protocols 	<ul style="list-style-type: none"> *Grab a full-size leather football if you feel comfortable 	<ul style="list-style-type: none"> *Thrower, you should be passing the ball to the “X” when the receiver is about 5 feet away from the “X” *Remember, when catching underhand, pinkies together *When catching underhand, put hands in cupping shape 	<ul style="list-style-type: none"> *See how many times you can catch the football at the “X” mark in a row
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Informing Task: When I say **go**, I want you to do almost the exact same thing except this time, I want the receivers to catch the ball overhead. Throwers, this means you’re going to have to throw it up a little higher. After 3 throws, switch positions.

<ul style="list-style-type: none"> *Have leather full-size leather balls strewn out beside instructor *Have students neatly place NERF football in bin before allowing leather balls to be taken out 	<ul style="list-style-type: none"> *Throw the ball higher to your partner *Have all students switch to a full-size leather football 	<ul style="list-style-type: none"> *Remember, for an overhead catch, put your thumbs together *Remember to make a “Christmas tree” figure with your thumbs together and pointer 	<ul style="list-style-type: none"> *With your partner, see how many consecutive times you can catch the ball overhead at the “X”
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		fingers together	
<p>Informing Task: The “X” marks on the floor from the red line represent 10 yards. 1 yard is equal to 3 feet and so 10 yards would equal 30 feet. In order to be able to control the ball in football, the ball has to go more than 10 yards in 4 tries or less. If you get past the 10 yard mark, you get what is called a 1st down, meaning your teams has 4 more tries to get 10 more yards. We’ve been practicing catching right at the 10 yard mark. When I say go, I want you to catch the ball underhand or overhead past the 10 yard mark and try to make a 1st down.</p>			
<p>*Have students get partner</p> <p>*Have students run straight out from thrower or from 10 feet to the left or right of the “X” marks</p>		<p>*Get directly in front of the ball when catching</p> <p>*Slow down or speed up to meet the ball</p>	<p>*See how many 1st downs you can get in 4 passes</p>
<p>Closure/Assessment: Being able to catch a ball on the move can be very useful in flag football. However, being able to catch a football on the move and catching it more than 10 yards will result in control of the ball due to 1st downs, and more chances to score points. Answer the following questions:</p> <ol style="list-style-type: none"> 1. How many feet are in a yard? 2. What 2 fingers should be together for an underhand catch? 3. What two fingers should be together for and overhead catch? 4. What shape or cue is used to remind you how to put your hands for an overhead catch? 5. What is it called when a team passes the ball more than 10 yards? 			

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #10**

Objectives (Specific, Behavioral, Assessable)

A. Students

1. By the end of class, students will demonstrate correct the correct technique of catching a football with and without a defender. (NASPE 1, 2, 4; EALR 1.1, 1.2)

2. Students will also demonstrate correctly the cues given to them during closure of the lesson. (NASPE 1, 2, 4; EALR 1.1, 1.2)

B. Teacher

- 1.

Equipment: (for a class of 30 students)

1. 30 footballs
2. 15 tennis balls

Protocol:

- On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
- Reinforce the need for safety during activities and self-space awareness.

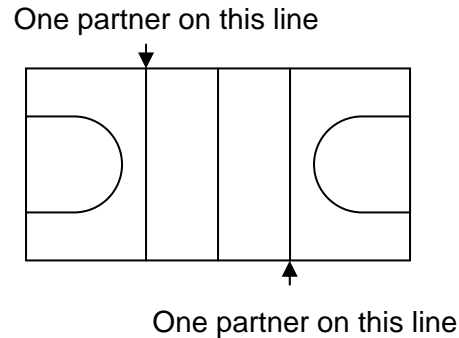
Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: Lets play the quick feet game. When I say **go**, get a partner and tennis ball between you two. One students holds out the tennis ball to the side of the body. The other student stands five to ten feet away. The student holding the tennis ball drops it to let the ball bounce. The other player quickly attempts to catch the ball before it hits the ground a second time. If the students are successful then they may move back a step. **Go!**

Set Induction: Football is a game of inches. One inch can determine the outcome of a game. That is why it is so important that everyone executes their responsibility. Today, we are going to learn the proper techniques for catching an above the waist, below the waist and over the shoulder pass effectively. Does anyone know who Terrell Owens or Darrell Jackson is? That's right! They are receivers in the NFL. Today, let's practice the skills that have made those receivers great!

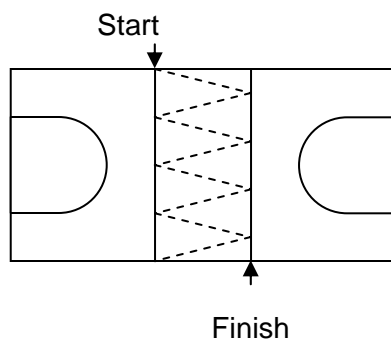
Informing Task: When I say go, get a football and a partner and line up with one partner on one line and the other partner directly across on the other line (See figure below). Begin passing the ball back and forth. GO!



MAF/Instructional Techniques	Extensions (Task Progressions)	Refinements (Cues)	Applications (Challenges)
<ul style="list-style-type: none"> • 15 Footballs needed • Give feedback throughout the lesson. Focus mostly on catching; however, if needed remind students of passing the ball cues • Allow students to pass at their own pace so they can focus on the technique of catching and 	<ul style="list-style-type: none"> • Catch the ball above your waist • Catch the ball below your waist • Turn away from your partner and catch the ball over the shoulder 	<ul style="list-style-type: none"> • For Passes above your waist put your index and thumbs together to make a Christmas tree. • Passes below your waist put your pinkies together. • Passes over the shoulder catch with pinkies together 	<ul style="list-style-type: none"> • Every time you catch the football successfully whether it is above the waist, below the waist or over the shoulder take one step backward. If you do not successfully catch the ball take one step forward. See how far you and your partner can get away from eachother!

<p>passing</p>		<ul style="list-style-type: none"> • Catch the ball with your fingers • Watch the ball into your hands • Soft hands like a pillow 	
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Informing Task: When I say go, line up across from your partner on the original line you began the lesson on. Now, we are going to work all together as one team. The 30 footballs are going to be passed from one end of the line to the other end in a zig zag fashion (See diagram below). The first pass is going to be thrown from the left side. If the ball is not caught, do not fumble around with it and get ready for the next football on its way. The first ball thrown into the cycle will be on my demand. As soon as all the footballs have been passed, we are going to start the drill over this time starting at the opposite end. **GO!**



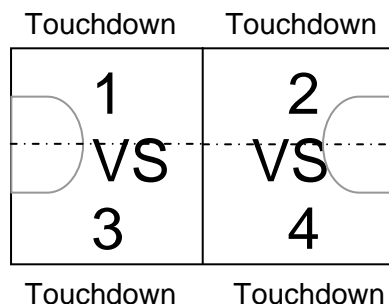
<ul style="list-style-type: none"> • 30 footballs needed • As the instructor you have control on how fast the students throw the ball so sure students have time to throw and catch the ball correctly by either speeding up or slowing down the tempo. 	<ul style="list-style-type: none"> • Catch the ball below your waist • Catch the ball above your waist 	<ul style="list-style-type: none"> • Pinkies together • Christmas tree • Soft hands • Catch with fingertips • Watch ball into your hand 	<ul style="list-style-type: none"> • During this drill, lets see if the group can successfully catch 20 out of 30 balls? • 25 out of 30? • 27 out of 30?
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- Walk around and make sure you enforce the refinements and cues

Informing Task: To further practice our skills of catching a football, we are going to play a game of “Ultimate Football.” This game is played just like ultimate Frisbee except with a football. The rules are as follows.

1. The ball can only be advanced by passing and catching the football
2. The defense cannot physically interfere with the offensive player catching the ball; the defense can knock the ball down, or intercept the ball.
3. The ball is turned over if the offense throws an incomplete pass.
4. A touchdown is scored if the offense successfully passes the ball to a teammate in the opponent’s end zone.

I want everyone to remain in the lines that you are in right now. I want you to count off up to four (One, Two, Three, Four, One, Two, Etc). Go!



- As The instructor determine who gets the ball first, it doesn't matter how it is done as long as it is accomplished quickly. So the games can begin.
- The teams are small which should allow everyone to get involved and engaged. However, if not everyone is involved make it a rule that everyone must touch the

- Pinkies together
- Christmas tree
- Soft hands
- Catch with fingertips
- Watch ball into your hand

- It is a round robin play-
 - 1 vs. 3
 - 2 vs. 4
 - 1 vs. 4
 - 2 vs. 3
 - 1 vs. 2
 - 3 vs 4
- See how many touchdowns you team

<p>football</p> <ul style="list-style-type: none">• Allow games to go on for 4 to 5 minutes before rotating teams.• Remind the students of safety regulations, sportsmanship and classroom rules.			<p>can score? Can you score more than 4 touchdowns?</p>
<p>Closure/Assessment: In today's lesson, we learned and practiced many of the skills necessary to catch the football overhead, under the waist and over the shoulder. Let's review the correct hand placement cues while catching a football.</p> <ol style="list-style-type: none">1. Pinkies together2. Christmas tree3. Soft hands4. Catch with fingertips5. Watch ball into your hand			

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #11**

Objectives (Specific, Behavioral, Assessable)

A. Students

1. By the end of class, students will demonstrate correct the correct technique of catching a football with and without a defender. (NASPE 1, 2, 4; EALR 1.1, 1.2)

2. Students will also demonstrate correctly the cues given to them during closure of the lesson. (NASPE 1, 2, 4; EALR 1.1, 1.2)

B. Teacher

- 1.

Equipment: (for a class of 30 students)

1. 30 footballs balls
2. 14 cones
3. 30 Nerf Foam footballs

Protocol:

- On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
- Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: Partner pull-ups. Sit down facing a partner quickly. Clasp wrists and see if you can pull each other up at the same time. Find another pair and see if you can pull 4 up at one time. If you get 4, go to 8, etc.

Set Induction: How would you catch an egg? That is right with soft hands like a pillow. Today we are going to be learning some techniques for catching any kind of sporting ball with that same mind set: Soft hands!

Informing Task: When I say **go**, I want everyone to get a Nerf football and begin throwing up in the air and catching it. **Go!**

MAF/Instructional Techniques	Extensions (Task Progressions)	Refinements (Cues)	Applications (Challenges)
<ul style="list-style-type: none"> • 30 Nerf Footballs • 30 leather footballs • Walk around and give feedback regarding simple throwing and catching cues and refinements • Remind students of start and stop protocols • Place more emphasis on the catching part of this drill rather than the throwing. 	<ul style="list-style-type: none"> • Throw the ball, close your eyes and open them and catch the ball. (This will work on tracking the football). • If you feel comfortable exchange your Nerf football with a leather football. • Throw the ball up in the air, spin in a 360 degree rotation and catch the ball. • Throw the ball up in the air, spin in a 360 degree rotation, clap your hands and then catch the ball. 	<ul style="list-style-type: none"> • Soft hands like a pillow • Catch with the fingertips • Eyes on the ball • Reach to meet the ball • Pull it in to your body 	<ul style="list-style-type: none"> • For every successful throw and catch begin slowly throwing the ball up further and further. See how many times you can successfully catch the football? • After you throw the ball in the air, how many circles can you spin before you successfully catch the football?

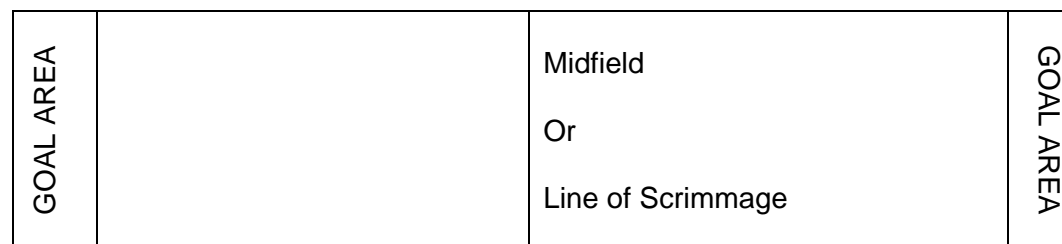
Informing Task: Now that we have accomplished the task of catching self tossed football passes. Let's try practicing catching with a partner pass. When I say **go**, get with a partner and stand 5 yards away from each other and start passing the ball back and forth. In order to distinguish how far five yards is stand shoulder to shoulder with one partner taking five giant steps away from the other partner. Ready, **GO!**

<ul style="list-style-type: none"> • Have the students get with a partner with enough room to safely perform the task. • 30 Footballs 	<ul style="list-style-type: none"> • If you feel comfortable, stand 10 yards apart and continue passing the ball back and forth • Catch the ball above your shoulders 	<ul style="list-style-type: none"> • Soft hands like a pillow • Catch with the fingertips • Eyes on the ball • Reach to meet the ball 	
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<ul style="list-style-type: none"> Remind the students of safety regulations and classroom rules. This is not a passing drill so make sure the emphasis of the lesson is on catching 	<ul style="list-style-type: none"> Catch the ball below your waist Turn your back to your partner, have your partner throw the ball and tell you to turn around and then catch the ball. 	<ul style="list-style-type: none"> Pull it in to your body Be quick with your hands 	<ul style="list-style-type: none"> How many times can you quickly turn around and catch the pass from your partner?
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Informing Task: We are going to begin a little game of Pass ball. Pass ball is played by as a 3 on 3 football game. The object of the game is to pass a ball to someone on your team who is in the other team's goal area. There are a few simply rules;

- The quarterback cannot pass the midfield line.
- All players rotate from quarterback to receiver.
- After each play the ball is again placed on the midfield line.
- The offensive team has three plays to get successful completions then the ball is turned over to the defense.
- One point is scored for a successful completion. Two points is scored for a successful completion in the other team's goal area.
- The defensive players can guard the offensive players but there is to be no contact between the offensive player and the defensive player.
- For dimensions of the football field see figure below



When I say go, find three people that have the same birthday month as you. GO!

<ul style="list-style-type: none"> 5 footballs needed for this drill It is very important to give 			<ul style="list-style-type: none">
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<p>performance feedback during game play because this is the time that students are displaying their skills</p> <ul style="list-style-type: none">• Remind students of the importance of sportsmanship and personal safety in any game setting			
<p>Closure/Assessment: To score points in football the ball has to cross the opponent's goal line. An effective strategy to score a touchdown is by passing and catching the football. Today, we learned how to catch a football and we practiced some of our skills. What are a couple of cues to properly catch a football?</p> <ol style="list-style-type: none">1. Soft hands like a pillow2. Catch with the fingertips3. Reach out for the football4. Quick hands			

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #12**

Objectives (Specific, Behavioral, Assessable)

A. Students

1. By the end of class, the students will be more comfortable with passing and catching a football through a verbal assessment at the closure of class. (NASPE 1, 2, 4; EALR 1.1, 1.2)

2. Students will have knowledge of the fundamentals of defending a pass and guarding a receiver. (NASPE 1, 2, 4; EALR 1.1, 1.2)

B. Teacher

- 1.

Equipment: (for a class of 30 students)

- 30 footballs

Protocol:

- On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
- Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: To get started today we are going to play the game, "I've Never." There are 29 poly spots placed in a big circle in the middle of the gym (or field). Everyone except one person will stand on a poly spot, the person in the middle will say, "I've never" followed by a verb. For example, "I've never ran a mile" and everyone who has ran a mile in their life must leave the poly spot they are stand on and find a new poly spot that is at least two poly spots away. Hence, you cannot move to the poly spot right next to the one you a standing on. The person who doesn't make it to a poly spot must stand in the middle and make a statement that they have never done. The person in the middle only has 5 seconds to say something they have never done. Go!

Set Induction: Raise your hand if you have ever caught an egg. Raise your hand if you have ever dropped an egg. Yuck! Catching a football is comparable to catching an egg it is imperative that you completely focus and use soft hands. Everyone imitate catching an egg using soft hands. Today, we are going to continue practicing the fine art of catching a football.

Informing Task: When I say go, find a partner and begin passing the football back and forth at a distance of approximately 10 yards. Go!

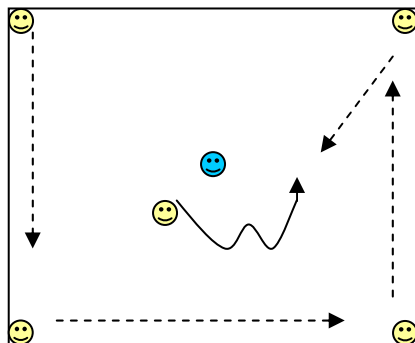
MAF/Instructional Techniques	Extensions (Task Progressions)	Refinements (Cues)	Applications (Challenges)
<ul style="list-style-type: none"> • If in the gym use the lines on the gym floor to determine the distance the students should be from their partner. • If outside use cones to indicate proper distance between students. • 15 footballs needed for this drill. • This is a progressive drill focusing on receiving; however, the students can also benefit on their passing skills as well. Therefore, it would be advantageous to give feedback regarding passing cues. • Demonstrate the cues and refinements for the proper technique of catching a football. • Some of these extensions are potentially dangerous if the students are off-task. Therefore, stress 	<ul style="list-style-type: none"> • After you catch the ball tuck it under your arm using the 5 points of ball leverage. • Put your hands behind your back for as long as you can before you catch the ball. • Turn around and catch the ball over your right shoulder • Turn around and catch the ball over your left shoulder • Turn your back toward your partner. Your partner will throw the ball and say "turn", then turn around find the ball in the air and catch it. • Catch the ball using your right hand only. 	<ul style="list-style-type: none"> • Catching the Football <ul style="list-style-type: none"> ○ Catch the ball using your fingertips ○ Catch the ball at it's highest point ○ Soft hands ○ For above the waist passes, make a Christmas tree with your index fingers together ○ For under the waist passes, put your pinkies together ○ Watch the ball into your hands ○ After the catch, tuck the ball under your arm using 5 points of ball leverage 	<ul style="list-style-type: none"> • How many times in a row can you catch the ball without dropping it?

the importance of safety.	<ul style="list-style-type: none"> Catch the ball using your left hand only 		
<p>Informing Task: Right on everyone. Now that we have gotten the basics of catching a football down let's play a game. This game is called "quarterback, receiver, defender." We are going to get into groups of three with one player as the quarterback, one as the receiver and one as the defender. The quarterback will use a cadence to hike the ball and the receiver will run an unscripted pass route to get open and receive the pass from the quarterback. The quarterback must throw the ball within 5 seconds after the ball is hiked. The defender must start 5 yards from the line of scrimmage and will mirror the receiver and try and either intercept the ball or bat the ball down so the receiver doesn't catch the ball. Neither the defender nor the receiver can make physical contact with each other. After each play the quarterback will rotate to the receiver position, the receiver to the defender and the defender will become the quarterback. When I say go, get into groups of three, find open space and begin playing this game. Go!</p>			
<ul style="list-style-type: none"> This drill is best administered outside in a big field. The instructor should walk around and assess the student's ability to get open and secure a catch using the cues. The instructor should give individual feedback Remind students of safety policies. The instructor can also give feedback regarding passing the ball or defending the pass where it is applicable. This drill is effective for the student's to develop passing, receiving and defending the pass skills. Introduce the defending cues because defending will be a new concept for the students. 	<ul style="list-style-type: none"> First, the defender and receiver can only travel by walking The defender and receiver can only travel by hopping on one foot The defender and receiver can travel at a slow jog The quarterback has only 3 seconds to throw the ball. 	<ul style="list-style-type: none"> Passing <ul style="list-style-type: none"> Pull the football up to your ear in the ready position. Ring finger is placed on one of the end laces Point your dominate shoulder at your target. As you throw the ball, rotate at your torso. This will open up your hips to the target. As you throw the ball, exchange weight from your back foot to your front foot After you pass the ball follow through by bring your throwing arm across the body. As you follow through, your thumb on your throwing hand should be point down. 	<ul style="list-style-type: none"> How many complete passes can you throw to the receiver? How many passes can you catch? How many passes can you intercept or bat down?

- **Catching**
 - Catch the ball using your fingertips
 - Soft hands
 - For above the waist passes, make a Christmas tree with your index fingers together
 - For under the waist passes, put your pinkies together
 - Eye on the ball

- **Defending**
 - Back pedal to mirror the receiver
 - Break down
 - Catch the ball at highest point
 - Watch the receiver's hips.
 - Break to the ball

Informing Task: Ok for the last activity today we are going to play a different game that allows us to practice our catching skills. This drill is called "The Box." This game is played with six players, five on offense and one on defense. Of the five players on offense, four will be quarterbacks and one will be the receiver. The four quarterbacks will spread out forming a box shape, which will be the dimensions for the playing area (refer to figure below). The receiver will travel inside the playing area trying to get open, while the defender will guard the receiver trying to intercept the pass. The quarterbacks must pass the ball to each other until every quarterback has touched the ball, then they can pass the ball to the receiver. The receiver will begin traveling in the playing area trying to get open as soon as the quarterbacks begin passing the ball to each other. For every completion the offense gets three points, for every interception the defense gets three points. After the play is over the quarterback who throws the pass to the receiver will rotate to the receiver position and the receiver will rotate to the defender position. When I say go, get into groups of six and begin playing this game. Go!



- The distance between the quarterbacks is determined by the instructor's discretion of what is appropriate for the students
- This drill is also a fitness drill because the receivers must travel around trying to get open the entire time the quarterbacks are throwing the ball around
- This is an effective drill to work on catching because everyone in the drill must catch the ball

- To make this a little more difficult for the receiver, we are going to add another defender. We will only have three quarterbacks creating a triangular playing area.
- To make this a little more interesting. On the command of the whistle, the quarterback with the ball will pass the ball to the receiver within 3 seconds

- Refer to the cues and refinements from the drill before.

- Can you complete this drill by dropping 3 or fewer passes?
- Can you complete 10 or more passes to your teammates throughout this drill?

Closure/Assessment: To end today's lesson we are going to do a verbal assessment. I am going to make a series of true or false statements. If you agree with the statement give me a thumbs up, if you disagree a thumbs down.

- To catch an above the waist pass my pinkies must be together.
- When throwing the football my ring finger should be on one of the end laces.
- When defending a receiver it is important to watch their hips.
- Catch a pass at its highest point.
- It is important to throw the ball as fast and hard as you can.
- It is important to throw the ball as accurately as you can.

- Because of today's lesson I am more confident in my passing skills
- I am more confident in my catching abilities
- I enjoyed today's lesson

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #13**

Objectives (Specific, Behavioral, Assessable)

A. Students

1. By the end of class, the students will demonstrate the ability to guard and defend against the pass in a flag football scenario. (NASPE 1, 2, 4; EALR 1.1, 1.2)

2. The students will also show knowledge of the five avoidable risk factors for heart disease in a written assessment at the closure of class. (NASPE 6: EALR 1.3, 1.4, 2.2, 2.3, 3.1)

B. Teacher

- 1.

Equipment: (for a class of 30 students)

- 10 footballs
- 20 cones
- 1 Compact Disc Player
- 1 Compact Disc preferable NFL Films Soundtrack: The Power and Glory
- 5 banners (Each one with a different unhealthy behavior; lack of physical activity, stress, smoking, nutrition, obesity)

Protocol:

- On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
- Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher, and other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: Cardiovascular health is not only very important for athletics but it is also very important for our quality of life. There are a few unhealthy behaviors that can really hurt our hearts health. So today, we are going to play a tag game that will help us remember to avoid the bad behaviors that will hurt our hearts. I have made five different banners, each of them have an unhealthy behavior written on them. I will select five students to be “it”; these students will wear a banner to distinguish themselves from the rest of the class and from each other. Because they are all different habits, there will be different tasks you have to complete once you are tagged by them. The five bad factors for our hearts are lack of physical activity, stress, smoking, obesity, and nutrition. If the students get tagged by;

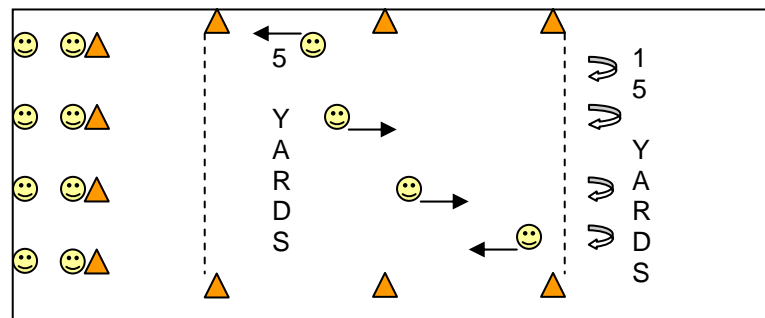
1. Lack of physical activity. The student must step out of the playing area and perform 10 jumping jacks.
2. Stress. The student must step out of the playing area and take 5 deep breaths
3. Smoking. The student must step out of the playing area and yell “I will not smoke” 5 times in a row.
4. Obesity. The student must step out of the playing area and perform 3 sit ups and 3 push-ups
5. Nutrition. The student must step out of the playing area and write a nutritious food on the blackboard (or sheet of white butcher paper).

Instructional Techniques:

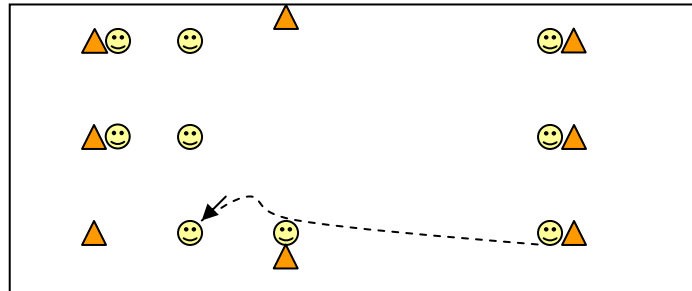
Write down the instructions for what a student must do when tagged by one of the five unhealthy behaviors. This will help the students not only know what to do when tagged but it will give the students a visual representation of the unhealthy behaviors.

Set Induction: The hall of fame football coach Vince Lombardi once said, “Winning is not a sometime thing; it's an all time thing. You don't win once in a while, you don't do things right once in a while, you do them right all the time. Winning is habit. Unfortunately, so is losing.” We have already learned behaviors and habits we should avoid; today let's create that winning habit.

Informing Task: To further advance in our defensive skills, we are going to concentrate today on turnovers and scoring on the defense. The first task we are going to do is the “scoop and score” drill. There will be ten lines of three people. A football will be placed five yards away from the line. On the whistle the first person in line will go out scoop up the fumbled football and go down ten more yards, turn around and travel back toward the line. When he/she gets about five yards away from the rest of their group they will fumble the ball. When the ball is fumbled, the next person in line will travel out and scoop up the fumble and repeat the same task as the person before them (Refer to figure below). The drill will begin when the music starts. When I say go, line up on one of the ten cones. Remember only three people per line. Go!



MAF/Instructional Techniques	Extensions (Task Progressions)	Refinements (Cues)	Applications (Challenges)
<ul style="list-style-type: none"> • A demonstration is needed to clearly describe this drill. • This drill can be administered either in the gymnasium or outside in the field. • During this drill, play the song “Classic Battle” on the NFL Films Soundtrack: The Power and Glory. If this CD is unavailable play a classic Arena Rock song such as Queen- We Will Rock You. • Remind the students to start when the music begins and to freeze when the music stops. • This drill is not a relay race. Encourage the students to focus on the skills of scooping a fumble. • In addition, when the students fumble the ball make sure they just drop the ball and are not spiking the ball. 	<ul style="list-style-type: none"> • To begin this drill we are going to walk through the drill. When you receive the ball walk to the second set of cones and walk back. • Now that we are more comfortable, I want you to slowly jog to the last set of cones and jog back. • Fully sprint the drill. 	<ul style="list-style-type: none"> • Bend at the knees • Use two hands to scoop up the ball • Eyes on the ball • Break down when approaching the ball using short, quick steps • After you pick up the fumble tuck the ball under your arm using the 5 points of ball leverage 	
<p>Informing Task: Very well done. Now that we have practiced the skills of recovering fumbles, we are going to begin practicing intercepting passes. The name of the next task is the “Tip Drill.” We are going to stay in the groups of three from the previous drill. This quarterback will jump out to the third set of cones and face the rest of the group members. On the whistle, the receiver will begin traveling toward the quarterback. The defender will follow approximately two yards behind the receiver. The quarterback will throw the ball to the receiver. The receiver will tip the ball in the air for the defender to intercept. After the defender intercepts the ball they are to run passed the quarterback (refer to figure below). After the play is over the quarterback will become the receiver, the receiver will be the defender and the defender becomes the quarterback. When I say go, I want the first person in line to come out to the third set of cones with the football and get ready to begin the drill. Go!</p>			



- A demonstration is needed to clearly describe this drill.
- If a group is not getting a good tip, instruct the quarterback to throw the ball higher to the receiver.
- The instructor will control the tempo of this drill by using the whistle to indicate when the drill begins.
- Go through this drill at least three times for each student.

- To begin this drill, the receiver and defender will walk through the first round.
- Receiver and defender run through this drill at $\frac{1}{2}$ speed.
- Receiver and defender run through this drill at $\frac{3}{4}$ speed.

- **Intercepting a tipped ball**
 - Eyes on the ball
 - Short, quick steps to the ball
 - Catch the ball at the highest point
 - Catch the ball with your fingertips
 - Secure the ball by using the 5 points of ball leverage.

- Can you intercept three or more tipped passes?

Informing Task: This next drill we are going to work on breaking to the football to intercept or bat the ball down. In the same group of three from the previous drills, there will be a quarterback, receiver, and defender. The quarterback will throw a pass to the receiver and the defender will come up and either bat the ball down or intercept the pass. After the play is over the quarterback will become the receiver, the receiver will be the defender and the defender becomes the quarterback. When I say go, I want the quarterback and receiver to stand about ten yards apart. The defender will stand behind the receiver anticipating the pass. Go!

- This is a progressive drill. The defenders will begin with the basic batting the ball down to the more complex responsibilities such as jumping a pass pattern and intercepting the pass.

- The quarterback will pass the ball to the sedentary receiver and the defender will just bat the ball down.
- Now the defender will jump in front of the sedentary receiver and intercept the

- **Breaking on the Ball**
 - Short, quick steps
 - Eye on the ball
 - Close the gap between you and the receiver
- **Batting the Ball**
 - Secure the flag pull

- Can you bat down 2 passes?
- Can you intercept a pass?

<ul style="list-style-type: none"> • The instructor should demonstrate each extension. • It is preferred to administer this drill outside in a field. 	<p>pass.</p> <ul style="list-style-type: none"> • After the pass is intercept the defender will tuck the ball away using the five points of leverage and sprint pass the quarterback • The receiver will run laterally and the defender will mirror the receiver and break on the pass to bat down the ball or intercept the pass. • The receiver will run around trying to get open and the defender will mirror the receiver and break on the pass to bat the ball down or intercept the pass. 	<p>(meaning make sure you are in good position to pull the receivers flag if the ball doesn't get batted down)</p> <ul style="list-style-type: none"> ○ Bat the ball at it's highest point ○ Bat the ball into the ground <ul style="list-style-type: none"> • Intercepting the Pass <ul style="list-style-type: none"> ○ Catch the ball at it's highest point ○ Be certain you can catch the ball ○ Catch the ball with finger tips 	
<p>Closure/Assessment: Today, we have went over quite a few different aspects on health and fitness. I have a quick written assessment and after everyone is finished we will go over the assessment together.</p>			

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #14**

Objectives:

A. Students:

1. By the end of class, students will know how to guard an opponent going out for a pass. (NASPE 1; EALR 1.2)
2. Students will also know how many feet away they should be guarding their opponent. (NASPE 1; EALR 1.2)

B. Teacher:

Equipment: (for a class of 30 students)

- 30 full-size leather footballs
- Outdoor football field with uprights(if possible)
- 15 pinnies
- 15 medium sized orange cones

Protocol:

1. On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
2. Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: “Pass For Points.” Divide a standard field from sideline to sideline into 4 sections each approximately 10-15 yards long. Make them wide enough to accommodate the team sizes. Two teams will play on one of these fields, so if you want 4 teams you will need to make 2 fields, or 6 teams needs 3 fields, etc. You should have no fewer than 5 on a team. Differentiate the 2 teams using pinnies or the like. One team starts as the offense, the other as defense. The object is for the offense to complete passes to receivers for points. The offense gets 4 downs with the ball regardless of what happens (i.e. an incompleteness, completion, or interception). Designate the line of cones marking the "inside" of the first zone as the line of scrimmage. EVERY down will start from here, again, regardless of what happens. The other end of this first zone is just to mark out-of-bounds. The second, third, and fourth zones are worth 1, 2 and 3 points respectively. A pass to a teammate completed in one of these zones receives that many points. An incompleteness is worth 0 points, and an interception is worth 1 point for the defending team. After the offense has used their 4 downs (remember, no first downs achieved in this game), the teams switch roles. Remind them to keep track of total points. When I say **go**, I want everyone who is wearing a non-colored shirt to be on offense and everyone who is wearing a colored shirt to be on defense.

Set Induction: Stopping the other team is the job of the defense. Playing defense in NFL Flag Football means breaking up pass plays and grabbing flags. Today, you’re going to be playing in various defensive positions to help you practice guarding or marking your man, or in other words, covering somebody on offense, so that you can be the one to break up pass plays and grab your opponent’s flags.

MAF/Instructional	Extensions	Refinements	Applications
<p>Informing Task: There are many different offensive players that require many different defensive positions. As you all know, there are 11 players on the field for each team at all times. So, when I say go, I want 11 students to stand on this red line, and 11 students to stand on this black line. I want the players behind the red line to pick an offensive position and get in that position. Once you are in your positions, I want the players behind the black line to pick a person to guard. When the quarterback on the offense say “hike,” I want all the offensive players to run any direction. Defense, your objective is to follow who you’re guarding until I say stop. Go. (Switch out players)</p>			
<ul style="list-style-type: none"> *Hand out pinnies to the offensive team to differentiate offense and defense *Have two lines picked out on the floor, about 5 feet apart, to line offense and defense up at *Remind offense of all the offensive positions if they forget 		<ul style="list-style-type: none"> *Stay between your opponent and the goal line *Always stay 5 to 10 feet from your opponent *Stay on balls of feet *Bend knees *Back pedal or walk backwards to keep your eyes on the ball 	
<p>Informing Task: When I say go, I want you to get in groups of 10, making 5 offensive players and 5 defensive players, and practice the same thing we just did except this time, the quarterback is going to throw the ball to one of his receivers. Defense, your objective is to either intercept the pass, or not allow 4 passes to be caught in a row. (switch offense to defense after 5 plays)</p>			
<ul style="list-style-type: none"> *Get students into groups of 5 *Make sure each group gets 1 full-size leather football 		<ul style="list-style-type: none"> *Keep eyes on opponent’s hips *Stay low for agility *Bend knees 	<ul style="list-style-type: none"> *See how long you can exactly mirror your partner staying 5 to 10 feet away at all times

<p>*Spread students out across gym</p> <p>*Have all offensive players line up on same line</p> <p>*Remind students of space awareness to avoid injury</p>		<p>*Slide feet, don't ever cross them</p> <p>*Talk to your teammates to avoid collisions</p> <p>*Mirror your opponent always staying 5 to 10 feet away</p>	
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Informing Task: Now, when I say **go**, I want you to get in groups of 3, decide who will be the quarterback, the receiver, and the defender. After deciding, have 1 person come up and grab a football and have your group stand on this red line. Again, we're going to practice defending our receiver. I want the receivers to go straight out and perform the curl pass pattern whenever they want. Defender, you're trying to beat your opponent to the ball and intercept it. (Teacher Demonstration)

<p>*Teacher and student demonstration of role of defender</p> <p>*Have one student from each pair grab a full-size leather football</p>	<p>*Have receivers perform any pass pattern they've already learned in class</p>	<p>*When opponent puts his hands up to catch a ball, put your hands up also</p> <p>*If opponent jumps for a ball, jump up with him</p>	<p>*See how many times you can intercept the pass</p>
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Closure/Assessment: Offense scores points but defense wins the game. It's important that your opponent is always in front of you at all times when playing defense. When guarding a receiver running down the field, stay as close as you can. When the receiver looks back for the ball or jumps for it, go for the ball (but don't bump the receiver or you will get a penalty for pass interference). On a running play, or after a receiver makes a catch, keep your eyes on the flag, and grab it as quickly as you can. Answer the following questions:

1. How many feet away from your opponent should you be at all times?
2. Defenders should be between their opponent and what at all times?

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #15**

Objectives:

A. Students:

1. By the end of class, students will demonstrate the importance of teamwork when playing zone coverage by working together as a team and communicating to achieve a goal. (NASPE 2, 5, 6; EALR 1.2, 1.3, 3.3)
2. Students will also have knowledge of how to play man coverage through mirroring exercises. (NASPE 1, 2; EALR 1.1, 1.2)

B. Teacher:

Equipment: (for a class of 30 students)

- 30 full-size leather footballs
- Outdoor football field with uprights (if possible)
- 15 pinnies
- 15 medium sized orange cones
- 15 Hula Hoops
- 15 NERF footballs

Protocol:

1. On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
2. Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: “Football Bingo. “SET-UP: Hoops are scattered about the play area with 1 football in each hoop; partners (seated) by their hula hoop. *Size of play area may vary, depending on age, size, and ability of the group. Gather the students in a group and review the game "Bingo". When I say **go**, all players move around the play area, grabbing footballs (one at a time) from other hoops (not their own) and return it to their own hoop. The ball should be carried properly; tucked under the arm. Players are not allowed to "guard" the football(s) in their hoop. First team to get 3 (or 4 if you wish for the game to last longer) footballs in their hoop yell "Bingo" and game is over.

Set Induction: Playing defense is a critical part of the game of football. However, being able to work as a team on defense can make playing defense easier and will allow your team more opportunities to have the ball, meaning more opportunities to score on offense. Today, you’re going to be learning two defenses-“man defense,” and “zone defense.” You’ll also have the opportunity to learn teamwork and effective communication by playing these defenses.

MAF/Instructional	Extensions	Refinements	Applications
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Informing Task: When I say **go**, get with a partner and play follow the leader starting off by walking. After 1 minute, switch leaders.

*Get students into pairs	*Jog around and play follow the leader *Make faster movements	*Always stay 5 to 10 feet from your opponent *Keep eyes on hips	
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Informing Task: When I say **go**, I want you and your partner to stand 5 feet apart, and mirror each other’s actions standing in one place. By mirroring, you’ll know how to play man defense effectively, if you can stay within 5 feet of them. (Teacher Demonstration). Switch mirror leader after 1 minute.

	*Walk around mirroring partner *Make faster movements *Jog around mirroring partner *Have partner line up on red line and run a pass pattern (without ball) and have partner mirror receiver	*Mirror your opponent always staying 5 to 10 feet away *Always face your partner or receiver	*See if defender can stay within 5 feet of receiver at all times while mirroring his actions
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Informing Task: When I say **go**, I want you to get in 4 lines behind that black line and face me. In zone coverage, there are 4 areas on the field to be covered-1, 2, 3, and 4. Right now, I want the 1st person of each line to back pedal straight back while the 2nd person in each line walks straight forward so the defender can practice staying 5 feet away, and be in his zone. Go.

*Teacher and student demonstration of role of defender *Have starting line picked out on one side of gym *Mark zones with black electrical tape or cones	*Run drill at half speed *Run drill at full speed		
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Informing Task: When I say **go**, I want all those wearing colored shirts to line up in 4 lines, or in the 4 zones, facing the wall. All those wearing non-

colored shirts need to line up behind the back line in single file and face the colored-shirt opponents. The single opponent is going to run in any zone he wants. Defenders, your job is to guard your opponent until they get to the other end of the gym while staying in your zone. Once a player goes into a different zone, it's then that defender's responsibility, in the next zone over, to guard that player, thus making the defenders have to communicate and work as a team. Once the runner gets to the end of the gym, 4 new defenders are in and a new runner begins. (Teacher Demonstration)

<p>*Line equal numbers of students in zones</p> <p>*Pick out quarterback or have teacher throw the ball to runner</p>	<p>*Have runner run in only 2 zones</p> <p>*Have runner run in 3 zones</p> <p>*Have runner run in all 4 zones</p> <p>*Have teacher or quarterback throw to runner</p>	<p>*Talk to other defenders letting them know you're taking over the runner and he's going into their zone</p> <p>*Always face opponent</p> <p>*Stay between defender and end zone (other side of gym)</p>	<p>*See how many times the zone defense can intercept or knock down the ball.</p>
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Game/Activity: "Pass for 1st Downs." When I say **go**, I want you to get in groups of 5. You're going to be playing a mini football series to see how well you defend your opponents. One team will start with the ball and will have 4 tries to get a 1st down. If they drop the pass or if the defense deflects the ball, it's an incomplete pass and the defense gets the ball automatically. Your team can play man to man coverage or zone coverage but that'll be up to you to decide. As soon as you have group of 5, I'll give you're a football and tell you which field you're on.

Closure/Assessment: As I have said before, offense is great but defense wins the game. Depending on how your opponents line up and go out for passes, it's essential that you each know how to play man and zone coverage. A lot of teams have pass patterns where the players crisscross and in order to avoid collisions, the defense needs to work together and communicate about who has who, and what kind of defense they should be playing. Football is a team sport requiring teamwork and communication; without that, you're 11 single players on the field just running around.

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #16**

Objectives:

A. Students:

1. By the end of class, students will be able to punt a football 2 out of 4 times to their partner from 20 feet away. (NASPE 2; EALR 1.1, 1.2)

2. Students will also demonstrate visually the cues of punting. (NASPE 2; EALR 1.1, 1.2)

B. Teacher:

Equipment: (for a class of 30 students)

- 30 full-size leather footballs
- 30 jump ropes
- CD player/boom-box with techno, pop, and hip hop music
- Outdoor football field (if possible)
- 10 small hula hoops, 10 medium hula hoops, 10 large hula hoops

Protocol:

1. On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.

2. Reinforce the need for safety during activities and self-space awareness.

3. Begin task when music starts. Stop performing task when music stops.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: “Jump Roper.” We’ll be practicing 4 jumps today to get our heart rate up and blood flowing. When I say **go**, I want each of you to get a jump rope and find a place in the gym to jump. Begin jumping 2 feet forward when the music starts. When the music stops, stop. We’ll then continue jump roping on our left leg only, our right leg only, and finally ending off with jumping 2 feet backwards.

Set Induction: Can anyone tell me how a game of flag football is started? (Punt) Exactly, with a punt. The punt is a critical part of the game because it can determine the outcome of a game sometimes. Today, we’ll be practicing our punting as well as learning how to receive a punt.

MAF/Instructional	Extensions	Refinements	Applications
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Informing Task: When I say **go**, I want you to grab a full-size leather football and begin kicking it up to yourself and catching it.

<ul style="list-style-type: none"> *30 full-size leather footballs *Have students come up according to birthday if needed to avoid chaos *Remind students of start and stop protocols 	<ul style="list-style-type: none"> *Kick ball higher 	<ul style="list-style-type: none"> *Make sure laces of football are facing out *Make sure laces of football are vertical *Transfer weight to non-kicking foot *Bend knee of non-kicking foot *Keep your eyes on the ball 	<ul style="list-style-type: none"> *See how many times you can kick it to yourself without having to move to catch it
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Informing Task: When I say **go**, I want you to get a partner, stand 20 feet apart, and begin kicking it back and forth with your dominant foot.

<ul style="list-style-type: none"> *Have lines picked out on the floor or field to place students *Remind students of start and stop protocols *Have students put unneeded footballs back beside instructor 	<ul style="list-style-type: none"> *Take 3 steps and kick it to your partner 	<ul style="list-style-type: none"> *Hold ball with 2 hands around the tip of the football *Keep toe pointed downward *Take 3 steps, starting with your kicking leg *Keep kicking leg straight *Kick ball with shoelaces 	<ul style="list-style-type: none"> *See how many times you can kick the football to your partner without missing the ball
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Informing Task: Punting, in flag football can also be done by throwing the ball. When I say **go**, get with a partner and begin throwing back and forth to each other from 10 feet apart.

<ul style="list-style-type: none"> *Have leather full-size leather balls for this activity 	<ul style="list-style-type: none"> *Throw harder to partner *Take an additional 5 steps back *Throw a spiral punt 	<ul style="list-style-type: none"> *Bring football up to ear *Put fingers on laces *Put thumb opposite laces 	
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	<p>*Throw a short punt to the side of the field</p> <p>*Throw a long punt to the middle of the field</p>	<p>*Hold football closer to one end</p> <p>*Lead with elbow</p> <p>*Rotate wrist clockwise on release (if right-handed) or counter-clockwise (if left-handed)</p>	
<p>Game/Activity: "Punt for points." Students get into pairs and 1 leather football is given to each pair. Targets made out of hula hoops will be spread out across the field. The punter needs to kick the ball into the hula hoops to score points. Hula hoops will all be different sizes, small, medium, and large, and will each represent a different score. If a punter kicks the football into the largest hula hoop, it is worth 1 point. If they get it into the medium size hula hoop, it is worth 3 points. The smallest hula hoop is worth 5 points. Put biggest hula hoops 20 feet away, medium size hoops 30 feet away and the smallest hoops 40 feet away.</p>			
<p>Closure/Assessment: Being punted to can be a very good thing for your team, or can lead to a very bad thing if a person doesn't know how to kick in the right place or the right direction. Answer the following questions regarding punting.</p> <ol style="list-style-type: none"> 1. Name 3 cues for punting. 2. How many ways can a ball be punted? 3. Should the laces be in or out when punting? 4. How should a punter hold the ball when kicking it? 			

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #17**

Objectives:

A. Students:

1. By the end of class, students will know the meaning of “fair catch.” (NASPE 1; EALR 1.1)
2. Students will also know how and when to signal for a fair catch. (NASPE 1; EALR 1.2)

B. Teacher:

Equipment: (for a class of 30 students)

- 30 full-size leather footballs
- 30 jump ropes
- CD player/boom-box with techno, pop, and hip hop music
- Outdoor football field (if possible)
- 10 small hula hoops, 10 medium hula hoops, 10 large hula hoops

Protocol:

1. On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
2. Reinforce the need for safety during activities and self-space awareness.
3. Begin task when music starts. Stop performing task when music stops.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will sit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: “Punt for points.” Students get into pairs and 1 leather football is given to each pair. Targets made out of hula hoops will be spread out across the field. The punter needs to kick the ball into the hula hoops to score points. Hula hoops will all be different sizes, small, medium, and large, and will each represent a different score. If a punter kicks the football into the largest hula hoop, it is worth 1 point. If they get it into the medium size hula hoop, it is worth 3 points. The smallest hula hoop is worth 5 points. Put biggest hula hoops 20 feet away, medium size hoops 30 feet away and the smallest hoops 40 feet away. When I say **go**, get into partners, get 1 football, and begin punting to the targets for practice.

Set Induction: Can anyone tell me how a game of flag football is started? (Punt) Exactly, with a punt. The punt is a critical part of the game because it can determine the outcome of a game sometimes. Today, we’ll be practicing our punting as well as learning how to receive a punt and how to fair catch a ball.

MAF/Instructional	Extensions	Refinements	Applications
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Informing Task: When I say **go**, I want you to grab a full-size leather football and begin kicking it up to yourself and catching it.

<ul style="list-style-type: none"> *30 full-size leather footballs *Have students come up according to birthday if needed to avoid chaos *Remind students of start and stop protocols 	<ul style="list-style-type: none"> *Kick the ball higher *Kick it to the left or right of you 	<ul style="list-style-type: none"> *Keep your eyes on the ball *Get directly under ball *Catch underhand with pinkies together *Catch ball with forearms and chest 	<ul style="list-style-type: none"> *See how many times you can kick it to yourself without having to move to catch it
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Informing Task: When I say **go**, I want you to get a partner, stand 20 feet apart, and begin kicking it back and forth with your dominant foot.

<ul style="list-style-type: none"> *Have lines picked out on the floor to place students *Remind students of start and stop protocols 	<ul style="list-style-type: none"> *Take an additional 5 steps back *Kick the ball higher *Look at your partner right before the ball gets to you 	<ul style="list-style-type: none"> *Keep eyes on ball *Point to kicked ball 	
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Informing Task: Now that you know how to catch a punt, you need to know how to fair catch a punt. When I say **go**, I want you to pretend that there’s an airplane in the sky and wave to all of the passengers with 1 hand. This arm motion signifies a “fair catch” in flag football, meaning you don’t want to try and run with the ball when you catch it, and also meaning that the defense can’t touch or tackle you. You should only fair catch if the defense is too close to you, or if the ball is hard to catch due to wind or an off-centered punt.

<ul style="list-style-type: none"> *Have leather full-size leather balls put away for this activity 		<ul style="list-style-type: none"> *Raise hand and arm all the way above the head *Wave like you’re waving to an airplane *Wave like you’re a beauty pageant queen riding on a float in a parade 	
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Informing Task: You've learned what happens when you signal a fair catch but what happens if you don't wave your hand? You have to catch the ball and run. When I say **go**, I want you to get with a partner, grab a full-size leather football, and punt the ball back and forth to each other from 20 feet away, and practice waiving your arm before catching the ball.

*Have one student from each pair come up and grab leather ball	*Catch punt without signaling *Run the ball after catching punt	*Keep your eyes on the ball *Get directly under the ball when catching *Catch the ball underhand (pinkies together) *Don't signal or wave hand	
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Closure/Assessment: Being punted to can be a very good thing for your team, or can lead to a very bad thing if a person doesn't know how to signal for a fair catch or drops the ball because he forgot his catching cues. Answer the following questions regarding punting and punt returning:

1. What is the signal for a fair catch?
2. What is 1 of the 2 cues we learned about how to wave for a fair catch?
3. Can you run the ball on a fair catch?
4. Can the defense touch or tackle a player on a fair catch?
5. When should you fair catch a ball?
6. Should you catch a ball overhead or underhand on a punt return?

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #18**

Objectives:

A. Students:

1. By the end of class, students will know how to hold a ball for a kicker. (NASPE 1; EALR 1.2)
2. Students will also know how to set a football up on a tee. (NASPE 1; EALR 1.2)

B. Teacher:

Equipment: (for a class of 30 students)

- 30 full-size leather footballs
- Outdoor football field (if possible)
- 5 Pinnies
- 30 flag football belts
- 70 flags for football belts
- 30 kickoff tees
- 30 soccer balls
- Mini soccer goals or tape to mark goals on wall about 4 feet by 4 feet

Protocol:

1. On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
2. Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: “Sharks and Flags.” There will be 3 flag pullers. All others will try to run from 1 end zone to the other without getting a flag pulled off their belt. If any of your flags are pulled, you also become a shark and have to try and pull all others’ flags off. There’s one other catch-all the sharks have to link arms or hold hands and work together to pull others’ flags off. That being said, when I say **go**, I want all those whose birthdays are in July to put a pinnie on and stand in the center of the field, or gym. Everyone else needs to grab a belt, clip two flags to your belt, and line up at the end zone and wait for further instructions.

Set Induction: Kicking is an important part of football. As we talked about last lesson, a game is started by a punt or kickoff, and can many times determine the outcome of a game. Today, we’re going to practice kicking from a tee, as well as from the ground.

MAF/Instructional	Extensions	Refinements	Applications
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Informing Task: When I say **go**, I want each of you to grab a soccer ball and begin kicking it up to yourself and catching it.

<ul style="list-style-type: none"> *Have 30 soccer balls by instructor *Have students come up according to shirt color if needed 	<ul style="list-style-type: none"> *Kick the ball consecutive times on right leg *Kick ball consecutive times on left leg *Alternate kicking legs kicking ball consecutive times 	<ul style="list-style-type: none"> *Bend non-kicking knee *Keep toe pointed downward and stiff *Keep eyes on ball *Contact ball on shoelaces 	<ul style="list-style-type: none"> *See how many times you can consecutively kick the ball in the air without the ball hitting the floor
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Informing Task: When I say **go**, I want you to get a partner, grab one soccer ball, and begin kicking it back and forth to each other from 10 feet away.

<ul style="list-style-type: none"> *Have lines marked for 10 feet *Have half of class put soccer ball back 	<ul style="list-style-type: none"> *Hit the X on the wall *Move further back and kick to partner *Kick harder to partner *Kick ball in goal *Kick ball in goal with partner as goalie 	<ul style="list-style-type: none"> *Plant non-kicking foot next to soccer ball *Bend non-kicking knee *Keep toe pointed *Kick with shoelaces *Point toe to target *Follow through high 	
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Informing Task: You’re going to now learn how to kick from a tee. Kicking from a tee is requires the exact same skills you just learned when kicking the soccer ball. A tee allows you to kick the ball without any additional help from other players. So, when I say **go**, I want you to get with at partner, grab a full-size leather football, grab 1 tee, and begin setting the ball on the tee and kicking it to your partner, without taking any steps, who should be about 20 feet away.

<ul style="list-style-type: none"> *30 full-size leather footballs *Have 30 football tees laying on ground 	<ul style="list-style-type: none"> *Take 6 steps before kicking the ball off the tee for more momentum, starting with your kicking foot 	<ul style="list-style-type: none"> *Set the ball on the tee almost straight up and down, or about an 80 to 90 degree angle 	
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<ul style="list-style-type: none"> *Have designated lines picked out on the gym floor or football field to show 20 feet *Have students come up according to birthday if needed to avoid chaos *Remind students of start and stop protocols 		<ul style="list-style-type: none"> *Plant non-kicking foot next to tee *Bend non-kicking knee *Keep toe pointed downward *Keep kicking leg straight *Contact ball on shoelaces 	
<p>Informing Task: Now, we're going to practice kicking with your partner as the holder. This kick is used mainly in kicking field goals and points after touchdowns. The partner holding is going to act in place of the tee but will hold the ball with his pointer and index finger on one end of the ball, while the other ends sits on the ground. (Teacher Demonstration) With your partner, I want one of your to be the holder, while the other kicks without taking any steps. Go ahead and practice that.</p>			
<ul style="list-style-type: none"> *Have lines picked out on the floor to place students *All students aren't right-footed so the teacher needs to demonstrate how the holder would hold it for the kicker on both the right and left side *Remind students of start and stop protocols 	<ul style="list-style-type: none"> *Take two steps, starting with your kicking leg, and kick the football with partner holding 	<ul style="list-style-type: none"> *Make sure laces are out *Hold the very tip of the ball with your pointer and index finger *Hold ball on tee almost straight up and down, or at an 80 to 90 degree angle Holder, let go of the ball just as kicker gets to the ball 	
<p>Closure/Assessment: Kicking is an essential part of football. It is used to start a game, is used to score a point after a touchdown, and is used to kick a field goal. A good kicker can allow his defense good field position and is often the deciding factor to a win in the final minutes or seconds of a game. Answer the following questions:</p> <ol style="list-style-type: none"> 1. What device can you put the ball on when kicking off to start the game? 2. At what angle should your holder hold the ball when kicking a field goal? 3. About how many feet should you take before kicking the ball on a kickoff? 4. About how many feet should you take before kicking the ball for a field goal out of a holder's hands? 			

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #19**

Objectives:

A. Students:

1. By the end of class, students will know how to decide if they should run the ball on a kickoff return. (NASPE 1; EALR 1.2)
2. Students will also know how and when kneel on a kick return. (NASPE 1; EALR 1.2)

B. Teacher:

Equipment: (for a class of 30 students)

- 30 full-size leather footballs
- Outdoor football field (if possible)
- 5 Pinnies
- 30 flag football belts
- 70 flags for football belts
- 30 kickoff tees

Protocol:

1. On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
2. Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: “Sharks and Flags.” There will be 3 flag pullers. All others will try to run from 1 end zone to the other without getting a flag pulled off their belt. If any of your flags are pulled, you also become a shark and have to try and pull all others’ flags off. There’s one other catch-all the sharks have to link arms or hold hands and work together to pull others’ flags off. That being said, when I say **go**, I want all those whose birthdays are in July to put a pinnie on and stand in the center of the field, or gym. Everyone else needs to grab a belt, clip two flags to your belt, and line up at the end zone and wait for further instructions.

Set Induction: Kicking is an important part of football. As we talked about last lesson, a game is started by a punt or kickoff, and can many times determine the outcome of a game. Today, we’re going to learn whether we should kneel or not on a kickoff and we’ll also be practicing kick returns.

MAF/Instructional	Extensions	Refinements	Applications
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Informing Task: When I say **go**, I want you to grab a leather football and begin throwing it up to yourself and catching it.

<ul style="list-style-type: none"> *30 full-size leather footballs *Have students come up according to birthday if needed to avoid chaos *Remind students of start and stop protocols 	<ul style="list-style-type: none"> *Throw the football higher *Throw the ball so you have to move around 	<ul style="list-style-type: none"> *Pinkies together for an underhand catch *Get directly under the ball *Keep eyes on ball *Trap ball with forearms and chest 	
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Informing Task: When I say **go**, I want you to get a partner, grab 2 tees, 1 leather football, and kick it back and forth off of the tee to each other from 20 feet apart.

<ul style="list-style-type: none"> *Have lines picked out on the floor to place students *Have students pair up *Have 30 tees beside instructor *Have extra balls put back neatly beside instructor *Remind students of start and stop protocols 	<ul style="list-style-type: none"> *Move tees back another 5 feet 	<ul style="list-style-type: none"> *Kick with shoelaces *Point toe toward target *Keep toe pointed through kick *Keep eye on ball *Plant non-kicking foot beside tee *Bend non-kicking knee *Catch ball underhand with pinkies together *Trap ball with forearms and chest 	
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Informing Task: Now that you know how to kick a ball, we need to learn how to return a kicked ball. Every ball that is kicked to you should be caught underhand. Many times a kicker will kick the ball clear to the end zone on a kickoff. Most of the time, the defense is too close and so the best thing to

do is to kneel down on one knee with the ball. This signifies that you don't want to attempt to run, and would rather have your team start from the 20 yard line. Now, when I say **go**, I want you to get in groups of 3, designate a holder, a kicker, and kick returnee. The objective of this activity is for the kick returnee to catch the ball, look at the defense, and kneel down. Rotate positions.

<p>*Get students into groups of three by gimmicks if necessary</p> <p>*Have students return unneeded tees and footballs</p>		<p>*Remember, pinkies together when catching underhand</p> <p>*Keep your eyes on the ball</p> <p>*Get directly under the ball before catching</p> <p>*Kneel on 1 knee</p>	
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Informing Task: Now, what will you do if the kicker doesn't kick it into the end zone on the kickoff? In this case, you will follow your blockers and run the ball. When I say **go**, I would like you to get in groups of 7. One of you will be the holder, 1 is the kicker, 4 of you will be blockers, and there will be 1 kick returnee. I want the kicker to kick it to the returnee and I want the returnee to follow his blockers wherever they go.

<p>*Have one student from each group come up and grab leather ball</p>		<p>*Catch the ball underhand</p> <p>*Follow blockers</p> <p>*Stay about 10 feet behind blockers</p>	
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Closure/Assessment: Kicking is an essential part of football. It is used to start a game, is used to score a point after a touchdown, and is used to kick a field goal. A good kicker can allow his defense good field position whereas a good kick returnee can decide where to put his offense in good field position by kneeling in the end zone or returning a short kick, or can put his offense in jeopardy due to poor decision making. Answer the following questions:

1. Who should the returnee follow if they are going to run the ball on a kickoff?
2. What action can one perform if they're in the end zone and don't want to run the ball on a kickoff?
3. A kicked ball should be caught between the forearms and what other body part?
4. Should a ball be caught overhead or underhand on a kickoff return?

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #20**

Objectives:

A. Students:

1. By the end of class, students will know how to hold a ball for a kicker as well as set the ball up on a tee. (NASPE 1; EALR 1.2)
2. Students will be able to kick a football through the uprights 2 out of 4 times. (NASPE 2; EALR 1.1, 1.2)

B. Teacher:

Equipment: (for a class of 30 students)

- 30 full-size leather footballs
- Outdoor football field with uprights(if possible)
- 30 kickoff tees
- 10 NERF footballs
- 20 poles to act in place of uprights if in gymnasium

Protocol:

1. On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
2. Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: “Push-up pass.” Today, we’re going to be testing our upper body strength as well as our lower back for this activity. The objective is to get your NERF football past the opposing team. However, you are only able to hit the ball from a push-up position and you cannot move your feet. Teams will be about 15 feet apart. When I say **go**, I want you to get in groups of 4, come up and grab 1 NERF football, and wait for further instructions.

Set Induction: Kicking is an important part of football. As we talked about last lesson, a game is started by a punt or kickoff, and can many times determine the outcome of a game. So too, can a field goal or a point after a touchdown determine the outcome of a game. Today, we’re going to practice kicking points after touchdowns, with a holder, from the ground, and we’ll also be practicing kicking field goals.

MAF/Instructional	Extensions	Refinements	Applications
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Informing Task: You’re going to first learn how to hold the ball. So, when I say **go**, I want each of you to grab a full-size leather football and spread out across the gym.

<ul style="list-style-type: none"> *30 full-size leather footballs *Have students come up according to birthday if needed to avoid chaos *Remind students of start and stop protocols *Have students get into partners for extension and application *Have partner snap the ball to the holder or throw to the holder (Teacher Demonstration) 	<ul style="list-style-type: none"> *Practice setting the ball down quickly while receiving a snapped or thrown ball from a partner 	<ul style="list-style-type: none"> *Put the ball almost straight up and down on the ground with one tip of the football touching, at about an 80 to 90 degree angle *Hold the other tip of the football with your pointer and index finger *Hold the ball about 2 feet away from your body *Gain balance by having your back knee down and your front leg out and foot facing forward *Make sure laces are out or pointed towards target 	<ul style="list-style-type: none"> *See how fast you can have the ball’s laces facing toward target and setting the ball on the ground while having the ball snapped or thrown to you.
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Informing Task: Now, we’re going to practice the approach to kicking the football. When I say **go**, I want you to get with a partner, grab 1 full-size leather football, and begin kicking the football against the wall or down field, without taking any steps, while your partner is the holder.

<ul style="list-style-type: none"> *Get students into partners *Make sure one ball per pair *Spread students out 	<ul style="list-style-type: none"> *Take one step and then kick the football 	<ul style="list-style-type: none"> *Put the ball almost straight up and down, or about an 80 to 90 degree angle *Plant non-kicking foot next to tee 	<ul style="list-style-type: none"> *Let’s see who can get the ball the highest in the air *Let’s see who can kick the ball the farthest
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		<ul style="list-style-type: none"> *Bend non-kicking knee *Keep toe pointed downward *Keep kicking leg straight *Contact ball on shoelaces *Kick lower part of football to get more height *Kick a little under center of football to get more distance 	
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Informing Task: Now, we're going to practice kicking with your partner as the holder. We're going to first try and kick a point after touchdown, which is only worth one point. Most kickers, for point after touchdowns, take only 2 steps before they kick the ball because the defense is coming fast to block the kick. You will be trying to kick the football between the uprights from 15 yards away, the distance for a point after touchdown, or PAT. The partner holding is going to act in place of the tee but will hold the ball with his pointer and index finger on one end of the ball, while the other ends sits on the ground. (Teacher Demonstration) With your partner, I want one of you to be the holder, while the other kicks the ball through the uprights, without taking any steps. **Go** ahead and practice that.

<ul style="list-style-type: none"> *Have lines picked out on the floor to place students if in a gym *Use two tall poles in the gym if field goals aren't available *Line all holders up on 15 yard line *All students aren't right-footed so the teacher needs to demonstrate how the holder would hold it for the kicker on both the right and left side *Have students get into groups of 3 for the 2nd extension *Remind students of start and stop protocols 	<ul style="list-style-type: none"> *Take two steps, starting with your kicking leg, and kick the football with partner holding *Kick a PAT while holder is snapped ball 	<ul style="list-style-type: none"> *Make sure laces are out *Hold the very tip of the ball with your pointer and index finger *Hold ball almost straight up and down, or at an 80 to 90 degree angle Holder, let go of the ball just as kicker's foot gets to the ball 	<ul style="list-style-type: none"> *See how many times out of 4 you can kick the ball through the uprights while your partner holds the ball
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Informing Task: A field goal is just a tiny bit different from the PAT, first and foremost it being worth 3 points instead of 1. The other main difference being the amount of steps taken for the approach to the ball. Usually, a kicker will take about 4 steps to get more momentum for this kick. I want you

to do the exact same thing we just practiced with your partner, except I want you to take 4 medium-speed steps before kicking the ball into the uprights. (Teacher Demonstration) **Go** ahead and practice that.

<p>*Line all holders up about 20 yards away from uprights</p> <p>*Remind kickers and holders of previous cues learned today</p>	<p>*Speed up the 4 steps to $\frac{3}{4}$ speed</p> <p>*Speed up the 4 steps to full speed</p> <p>*Kick a field goal, practicing the 4 steps, with a snapped ball to holder</p>	<p>*Start your steps with your kicking foot to end up at the ball in the right spot</p> <p>*Remember to kick lower side of football to get more height</p> <p>*Remember to kick a little under the center of the football to get more distance</p>	<p>*See how far away you can make a field goal from</p>
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Closure/Assessment: Kicking is an essential part of football. It is used to start a game, is used to score a point after a touchdown, and is used to kick a field goal. A good kicker can literally win many games for his team because field goals are more common than touchdowns and can be kicked from far away. The same goes for a point after touchdown. Many times games are decided by a point or less and that's due to a missed PAT. Answer the following questions regarding field goals and points after touchdowns.

1. What is the acronym for point after touchdown?
2. How many points is the point after touchdown worth?
3. How many points is a field goal worth?
4. How many steps are usually taken for a PAT?
5. How many steps are usually taken for a field goal?
6. With which foot should you always approach the ball?

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #21**

Objectives (Specific, Behavioral, Assessable)

A. Students

1. By the end of class, students will demonstrate correct hand placement and ball leverage while receiving a handoff, and correctly running with the ball by showing the instructor at the end of the class period. (NASPE 1, 2, 4; EALR 1.1, 1.2)

2. Students will also demonstrate correctly the cues given them during closure of the lesson. (NASPE 1, 2, 4; EALR 1.1, 1.2)

B. Teacher

- 1.

Equipment: (for a class of 30 students)

1. 30 footballs
2. 14 cones
3. 30 Nerf Foam footballs

Protocol:

- On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
- Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher, and fellow students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: Today, we are going to play a tag game called “Don’t get caught with the football” Their will be three taggers. The rest of you will be the football players. Ten footballs will be given to ten of the football players. The taggers can only tag a student who has a ball. To keep from getting tagged, the students must throw the ball to a student who is in open space and who does not have a ball. If the ball is dropped while being thrown, both the thrower and the student to whom the ball was thrown to must do 5 jumping jacks. If a student with a ball gets tagged, they must also do 5 jumping jacks. You cannot throw it back to the person who threw it to you. GO!

Set Induction: Has anyone went to the grocery store and picked up a loaf of bread and carried it around the store? Carrying a football is similar to carrying a loaf of bread except it is much more valuable than a loaf of bread. Today, we are going to explore the fine art of running with the football and ball leverage.

Informing Task: When I say go, I want everyone to get a football and get into open space. GO!

MAF/Instructional Techniques	Extensions (Task Progressions)	Refinements (Cues)	Applications (Challenges)
<ul style="list-style-type: none"> • 30 Footballs needed • Walk around and make sure the football is in proper placement in the students arms. • Remind students of start and stop protocols • Place emphasis on proper ball leverage 	<ul style="list-style-type: none"> • Switch the ball into your non-dominant hand • In a stationary position, begin pumping your arms in a running motion with the ball under your arm. 	<ul style="list-style-type: none"> • The 5 points of leverage. • Make a peace sign and place the football between your index and middle fingers. (Fingers) • Lay the football on your palm (Palm) • Lay the football on your forearm (Forearm) • Place end of the football on your bicep (Bicep) • Place the side of the football on your ribs (Ribs) 	<ul style="list-style-type: none"> • Everyone place the football on the ground at your feet. When I say go, I want you to pick the ball up and show me the proper football leverage. GO!

Informing Task: When I say go, line up on a cone with a partner and begin the “crazy” handoff drill from last lesson. Remember, the person who begins with the ball will walk down and hand the ball off to the first person in line. The person now carrying the ball will walk down and hand the ball off to the next person in line and so on. This is a cyclical pattern. This time, however, we are going to run with the ball focusing on the Five points of ball leverage. **Go!**

<ul style="list-style-type: none"> • Place 8 cones on one of the sidelines of the gym and 8 cones directly across on the other sideline. Have the 	<ul style="list-style-type: none"> • Begin a slow jog as soon as you receive the hand off. • If you feel comfortable sprint as soon as your 	<ul style="list-style-type: none"> • As you receive the handoff <ul style="list-style-type: none"> ○ Inside elbow up ○ Far elbow across the 	<ul style="list-style-type: none"> • How many times can your team successfully hand the ball off in a row without fumbling the ball?
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<p>students work cooperatively with the group of students directly across from them while performing this drill. Because this drill requires a four person group, but it will randomize the groups if you ask them to get into partners and then they get paired up with another set of partners by default.</p> <ul style="list-style-type: none"> • One ball is needed per group of four. Therefore, ask the students to place the balls into the tub/bucket/bag. Then, have the student with a September birthday go and get one ball for the entire group. Etc. 	<p>receive the handoff half way across the gym and then slow down as you hand the ball off to your partner.</p>	<p>belt</p> <ul style="list-style-type: none"> ○ Eyes Up • After you receive the handoff <ul style="list-style-type: none"> ○ Five Points of leverage Palm ○ Forearm ○ Bicep ○ Ribs ○ Fingertips • For maximum football protection place the hand not holding the football firmly on the top of the ball. 	
<p>Informing Task: When the music begins, I want everyone to start traveling slowly around the cones with the football using the five points of ball leverage. GO!</p>			
<ul style="list-style-type: none"> • Set up cones in the shape of a square around the gymnasium for the students to travel around • Play music that is up-tempo • Make sure the students travel in a safe manner. • Remind the students of safety regulations and classroom rules. 	<ul style="list-style-type: none"> • Begin jogging with the football • Start hopping around with the football • Change the football from one arm to the other arm • Begin jogging around the cones in the opposite direction 	<ul style="list-style-type: none"> • Five points ball leverage • Eyes up 	

Informing Task: Next, we are going to practice running the football through “traffic.” Traffic refers to an area of the football field where there is a highly condensed population of defenders. When I say go, stand across from a partner. With one partner on each side of the basketball sideline. Raise both your hands to eye level and have both your palms touching your partners, like you are making a bridge. Make sure your arms are locked out so you and your partner are stretching to touch palms. You should be touching shoulders with the groups to the left and right of you. On my command, The group at the beginning will run through the “gauntlet” by running low to the ground and covering the football. Once finished the group will stand at the end of the line and join the rest of the “bridge” in a cyclical pattern. GO!

<ul style="list-style-type: none"> • Remind students of safety regulations • Allow every student to run through the tunnel. • To raise enthusiasm and excitement start a chant for the children to say as the football players run under the bridge. Such as the soccer chant, “Olay, Olay.” • To increase participation divide the class in two and perform the same drill. 	<ul style="list-style-type: none"> • Travel under the bridge, by a slow jog • Travel under the bridge, by running 	<ul style="list-style-type: none"> • Five points of leverage • Eyes up • Bend at the knees • Stay low (low center of gravity) • Quick feet 	<ul style="list-style-type: none"> • See if you can get everyone under the bridge in 3 minutes.
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Closure/Assessment: The closure of the lesson should be a written quiz. See Attached. When everyone turns in the quiz, read over the questions and answers to insure comprehension.

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #22**

Objectives (Specific, Behavioral, Assessable)

A. Students

1. By the end of class, students will demonstrate correct hand placement while receiving a handoff, the correct procedure for hiking the football to the quarterback. (NASPE 1, 2, 4; EALR 1.1, 1.2)

2. Students will also demonstrate correctly the cues given to them during closure of the lesson. (NASPE 1, 2, 4; EALR 1.1, 1.2)

B. Teacher

- 1.

Equipment: (for a class of 30 students)

1. 30 footballs balls
2. 14 cones
3. 30 Nerf Foam footballs

Protocol:

- On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
- Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: Let's play "Knee Tag". The object of the game is to either tag your opponent's knee or to avoid getting your knee tagged. First, shake hands with your partner and keep your hands locked in the handshake grip the entire game. One person will be the tagger and the other person will try and avoid getting their knee tagged. The only way to keep your knee from getting tagged is to swing your leg away from your opponent. If you get your knee tagged then you become the tagger and try to tag your opponents knee. **Go!**

Set Induction: American Football is a very disciplined and technical game. There are many stances and starts that are effectively used in the game of football. Today we are going to explore the little known aspects of the game of football, which are often overlooked but still very important for the success of the game.

Informing Task: When I say **go**, I want everyone to get into a tight circle (shoulder to shoulder), squat down and lock arms. **Go!**

MAF/Instructional Techniques	Extensions (Task Progressions)	Refinements (Cues)	Applications (Challenges)
<ul style="list-style-type: none"> No equipment needed Make sure students lock arms and are in a squatting position. Remind students of start and stop protocols After the drill has been performed inform students that they were just part of a huddle formation. And remind them of the importance of teamwork 	<ul style="list-style-type: none"> When I say go, everyone take a hop to the left. GO! When I say go, everyone take a hop to the right. GO! When I say go, everyone take two hops to the left. GO! When I say go, everyone take two hops to the right. GO! Etc. 	<ul style="list-style-type: none"> Work as a single unit. In a single motion. Use your arms to help your fellow teammates become successful. Knees fully flexed 	<ul style="list-style-type: none"> In a sequential progression from one hop to two hops to three hops, see how many times we as a group can successfully hop around in a circle?

Informing Task: When I say **go**, I want everyone to get a partner and a football and find self space. Then, start hiking the ball through your legs back and forth with your partner. The person receiving the pass is standing upright and facing their partner. **Go!**

<ul style="list-style-type: none"> Have the students get with a partner with enough room to safely perform the task. 30 Footballs Remind the students of safety regulations and classroom rules. 	<ul style="list-style-type: none"> If comfortable, stand 10 feet apart and continue hiking the ball back and forth Throw the ball higher to your partner If you would like go ahead and get a nerf 	<ul style="list-style-type: none"> Before you hike the ball, look through your legs to find your partner. Bend knees to create stability and accuracy. Grip ball at the nose Arm is fully extended 	<ul style="list-style-type: none"> See how many times you and your partner can hike it back and forth without dropping the ball
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	foam football to better assist your football hiking ability.	<ul style="list-style-type: none"> • Swing the ball through your legs to your partner 	
<p>Informing Task: When I say go, we are going to start the crazy handoff drill. One person is going to begin with the ball and walk on one of the gym floor lines to their partner and hand the ball off to them. As soon as the you receive the handoff I want you to walk down and hand the ball off to your other partner. This drill progresses in a cyclical pattern. I want everyone to get into groups of four with one football and align themselves on a line on the gym floor with two people on one end and two people on the other end. GO!</p>			
<ul style="list-style-type: none"> • 10 footballs needed for this drill • Have students come and get balls by birthday if needed • Have students put foam balls away neatly before getting bouncy balls • Remind students of start and stop protocols 	<ul style="list-style-type: none"> • If you feel comfortable, start a slow jog. • If you feel comfortable, start running. 	<ul style="list-style-type: none"> • Create a box with your arms. The arm on the side of the hand off goes underneath your chin and the other arm goes across your belly button. (Inside arm UP) • Do not grab the ball. Let the ball come into your belly and your arms to cover the ball. (Ball in the Breadbasket) 	<ul style="list-style-type: none"> • How many times can you and your partners hand the ball off in 60 seconds?
<p>Informing Task: To end, we are going to play a game called “Touchdown Dancing.” In your group their will be the hiker, the quarterback and the running back. First, the center will hike the ball to the quarterback through his legs using the cues and refinements we learned earlier. Next, the Quarterback will hand the ball off to the running back. The running back will receive the hand-off using the cues and refinements we learned earlier in the lesson. Then the running back will run down into the end zone, which is marked by the cones and perform their most creative and school appropriate touchdown dance. Then we will rotate, the running back will go to center, then the center to quarterback and quarterback to running back. So when I say go, get into a group of three with one football and stand at a cone and decide who will be the first hiker, Quarterback and running back. GO!</p>			
<ul style="list-style-type: none"> • Place 10 cones on the baseline of the basketball court or on a field in a line. • Place 2 cones down opposite of the 10 cones to represent the end zone • As the teacher, give the commands for the 			<ul style="list-style-type: none"> • As a group come up with the best touchdown dance to show the class. It can only be one dance out of the whole group so make the decision accordingly.

<p>students to hike the ball.</p> <ul style="list-style-type: none"> • Instructor will give feedback to the students as they perform the skill. • This can be used as an assessment to see if the students put together all of the skills taught. The object of this drill is to allow the students to have fun with football and practice their skills. 			
<p>Closure/Assessment: There is more to flag football than just throwing, catching, tackling, and scoring touchdowns. What is one of the important aspects of football that we learned today?</p> <ol style="list-style-type: none"> 1. Hiking the football between our legs to the quarterback 2. Handoffs and the cues associated with receiving a handoff. 3. Huddling together and working as a team. 			

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #23**

Objectives (Specific, Behavioral, Assessable)

A. Students

1. By the end of class, the students will demonstrate the proper technique for tossing the football and for receiving a toss, as well as the proper technique for running with the football. (NASPE 1, 2, 4; EALR 1.1, 1.2)

2. Students will have gained knowledge about football as assessed by a verbal quiz at the closure of class. (NASPE 1, 2, 4; EALR 1.1, 1.2)

B. Teacher

- 1.

Equipment: (for a class of 30 students)

Protocol:

- On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
- Reinforce the need for safety during activities and self-space awareness.

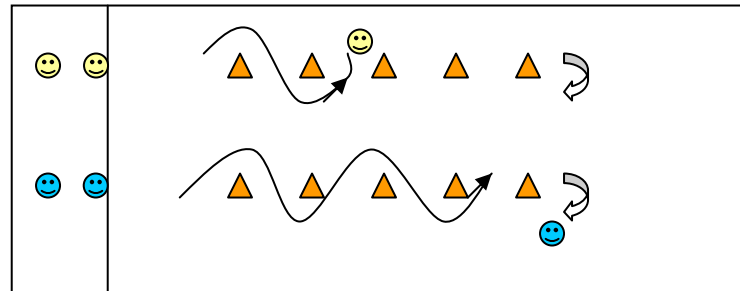
Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: To begin class we are going to play a tagging game called, “Crabmania.” 3 Students will be selected as the “crabs” or taggers. The Crabs will travel around the gym trying to tag the “fish” using the crab walk. When the music begins the “fish” will swim around the gymnasium by walking trying to avoid getting tagged by the crabs. If a fish is tagged then they become a crab and try to tag the rest of the class. When the music stops the fish must freeze but the crabs continue crab walking around trying to tag as many frozen fish as possible. The when the music starts again the tagged frozen fish become crabs. Begin playing as soon as the music starts!

Set Induction: The hall of fame football coach Vince Lombardi once said, “Dictionary is the only place that success comes before work. Hard work is the price we must pay for success. I think you can accomplish anything if you're willing to pay the price.” Today, we are going to continue practicing football skills because in order to become successful in anything you must be willing to work hard.

Informing Task: We are going to review the technique of receiving a handoff and running with the ball. We are going to run a relay race through cones. There will be four people to a group. The first participant in each line has a football and will run with the football around each cone and then come back to the beginning of his/her line. When the participant returns to the line, they will hand off to the next participant at the front of the line, and then go to the back of the team's line. When I say go, get into groups of four and line up on the line and get ready for the whistle to begin. Go!



MAF/Instructional Techniques	Extensions (Task Progressions)	Refinements (Cues)	Applications (Challenges)
<ul style="list-style-type: none"> • 10 footballs are needed for this drill • The instructor will either blow their whistle to get the relay started. • The diagram above shows how to set up the drill. • This drill would be best suited as an outdoor activity. • The cues for this drill are a review from the previous lesson 	<ul style="list-style-type: none"> • Switch the ball to the outside arm each time you weave through the cones • Get job this time hop over each cone • Back pedal weave through the cones 	<ul style="list-style-type: none"> • Receiving the Handoff <ul style="list-style-type: none"> ○ Inside arm up ○ Ball in the breadbasket ○ 5 points of ball leverage • Running with the Ball <ul style="list-style-type: none"> ○ Ball Leverage ○ Eyes up field ○ Stay low (low center of gravity) ○ Quick feet ○ Quick cuts 	<ul style="list-style-type: none"> • How fast can your whole team finish? • How close to the cone without touching it can you get?

- Feet underneath your body

Informing Task: Now we are developing skills that will get us into the hall of fame. Another way to receive the ball as a running back is the “toss” or “pitch.” This is a very common running play used in every level of football from Pop Warner to the National Football League. This drill is designed to develop skills for receiving the toss and skills for tossing the ball to the running back. When I say go, I want everyone to get a partner and a ball and begin tossing the ball underhand to each other. Go!

- The instructor should introduce the idea of a cadence which is the rhythmical pattern of words used to indicate the timing of the hike. For example “Down, Set, Hike.” The quarterback uses the cadence to get everyone to begin the play at the same exact time. Therefore, during this drill the instructor should call out a cadence to get everyone moving at the same time. Then, the instructor can allow the quarterbacks to say the cadence before they pitch the ball.
- Demonstration is essential for this drills success.

- Now that you have the basics of the toss mastered. Designate one of the partners as the quarterback and the other partner as the running back. Get into a good stance for the position you are playing. The running back should line up in a stance 5 yards behind the quarterback. Then the quarterback will toss the ball to the running back while the running back walks toward the line of scrimmage. Switch after each toss so each partner gets to be both the quarterback and the running back.
- This time the quarterback is going to use a cadence to indicate the time for the running back to begin the play.
- Do the same drill this time the running back will travel using a slow jog
- Do the same drill this time the running back will travel by sprinting ten

- **Football Toss**
 - Underhand
 - Two hands on the football
 - Swing your arms across your body
- **Catching the Toss**
 - Eyes on the ball
 - Use two hands to catch the ball
 - Index fingers together
 - After catching the ball, tuck the ball under your arm.
 - Ball leverage

- How many consecutive times can you and your partner toss the ball to each other without dropping the ball?
- Can you accurately toss the ball into your partners hands 5 times without making your partner move their hands?

	yards after receiving the handoff		
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Informing Task: Ok, let's play a game that puts all of these new skills to use. We are going to play "Ultimate Rugby." The object of this game is for the team with the football to pass the ball to teammates without dropping the ball, all the while moving the ball toward the end zone. The player with the football has 10 seconds to pass or pitch the ball to a teammate. The ball can only be tossed or pitched underhand. The player with the ball can only take 2 steps after catching the ball. The offensive players without the ball can move anywhere on the field. 6 points are awarded for a touchdown. After a touchdown, the team that was on defense switches to offense and takes possession of the ball on their own end zone. If the ball is dropped or intercepted, play continues with the other team in possession of the ball from the point of the turnover. Each defensive player must stay at arms length from the player with the ball. The defensive play is similar to that of basketball. (The game is set up in the figure below)



- Before this lesson the teachers should pick teams or use a gimmick to create fair and equal teams based on ability to insure total participation.
- Divide the class into 4 teams. Have team 1 play team 2 and team 3 play team 4. Then, have team 1 play team 3 and team 2 play team 4.
- The instructor can use this game as an assessment for skill development of tossing

- To change this game up a little bit the person in possession of the ball has only 5 seconds to get rid of the ball or else it is an automatic turnover.
- Let's make this game a little more interesting another football will be added. Therefore, two footballs will be in play during this game

- **Football Toss**
 - Underhand
 - Two hands on the football
 - Swing your arms across your body
- **Catching the Toss**
 - Eyes on the ball
 - Use two hands to catch the ball
 - Index fingers together
 - After catching the ball, tuck the ball under your arm.
 - Ball leverage

- Can your team score two touchdowns? Three Touchdowns?
- How many tosses can your team consecutively complete in a row without turning the ball over?

and catching.		<ul style="list-style-type: none">• Running with the Ball<ul style="list-style-type: none">○ Ball Leverage○ Eyes up field○ Stay low (low center of gravity)○ Quick feet○ Quick cuts○ Feet underneath your body	
<p>Closure/Assessment: This was a very productive lesson today. We have made huge strides at becoming successfully football players. Let's review some of our football knowledge. Raise your hand if you know the answer to my questions</p> <ol style="list-style-type: none">1. What is the cadence?2. What are the 5 points of proper ball leverage?3. What are three of the keys for running the football4. Is the toss a run or pass play?5. Is the toss thrown over or under hand?6. Where is the only place that you can find success before work?			

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #24**

Objectives (Specific, Behavioral, Assessable)

A. Students

1. By the end of class, the students will demonstrate the basic football skills of hiking, receiving handoffs, passing and catching through the completion of the flag football task sheets. (NASPE 1, 2, 4; EALR 1.1, 1.2)

2. The students should be able to indicate the cues of hiking, receiving handoffs, passing and catching by evaluating their partner's basic football skills. (NASPE 1, 2, 4; EALR 1.1, 1.2)

B. Teacher

- 1.

Equipment: (for a class of 30 students)

1. 15 footballs
2. 30 task sheets

Protocol:

- On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
- Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: Frisbee throw and catch. When I say go, Get a partner and one Frisbee and begin tossing the Frisbee back and forth. Make sure to keep everyone including yourself safe. We can remain safe as long as we follow the rules of personal space. GO

Set Induction: An old sports proverb states that practice doesn't make perfect. Perfect practice makes perfect. With that being said, today we are going to practice all the skills we have learned in this unit so far. Skills such as; hiking, passing, receiving a handoff, and catching. Practice perfect today and get better.

Informing Task: Today, we are going to use task sheets to practice our football skills. Read and follow the directions explained on the task sheet as well as concentrate on the cues for each of the skills. The cues are very important to become skilled, successful football players. When I say go, get a partner with the same color shoes on and both of you get a task sheet and a pencil and begin following the flag football skills task sheet. GO!

MAF/Instructional Techniques	Extensions (Task Progressions)	Refinements (Cues)	Applications (Challenges)
<ul style="list-style-type: none"> • It would be preferable to teach this lesson outside in a large field to allow the students to have enough space to accomplish the objectives of the lesson. • Every student will be given a task sheet to coach their partners through the various tasks. Reciprocal teaching will be used as the students become the teachers and inform the students about the cues for success in completing the football skills • As the instructor of the class you will not give feedback to the students performing the skill. Instead you will be discussing the techniques and refinements that the students should be performing. • Make sure the students 	<ul style="list-style-type: none"> • Refer to Task Sheets 	<ul style="list-style-type: none"> • Refer to Task Sheets 	<ul style="list-style-type: none"> • Refer to Task Sheets

are alternating after every completed task. This will insure that every student is active and engaged academically as well.			
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Closure/Assessment: The students will indicate with a thumb up, thumb sideways, or thumb down how they performed on the basic skills in the task sheet. The students will turn in their completed task sheet at the end of the lesson which will be assessed and evaluated on the thoroughness of the completed skills by the “teacher.”

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #25**

Objectives (Specific, Behavioral, Assessable)

A. Students

1. By the end of class, students will demonstrate skills necessary for avoiding a tackler while running the ball such as the spin move, jump cut, and misdirection cut moves. (NASPE 1, 2, 4; EALR 1.1, 1.2)

2. Students will also demonstrate correctly the cues given them during closure of the lesson. (NASPE 1, 2, 4; EALR 1.1, 1.2)

B. Teacher

- 1.

Equipment: (for a class of 30 students)

1. 30 footballs
2. 14 cones
3. 30 Nerf Foam footballs
4. 5 pinnies

Protocol:

- On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
- Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: Today, for the instant activity we will play “Sharks and Minnows.” There will be 5 people as taggers and will wear pinnies. The rest of the class will line up on the baseline of the basketball court and on my command you will try to run down the length of the basketball court to the opposite baseline without being tagged. If you get tagged you have to do either 3 push-ups or 5 sit ups and then you must stay stationary but you will be used as a tagger. Remember you cannot move from the spot you were tagged. Once you get to the other side without being touched wait for my command to run back down.

Set Induction: Throughout the instant activity each and every one of you used some sort of juke move or fleeing strategy to escape the danger of being tagged. Some of you were successful, but maybe not all of you. Today we are going to learn some strategies and tips for avoiding a tackler or juke moves.

Informing Task: When I say go, I want everyone to get a football and get into open space. GO!

MAF/Instructional Techniques	Extensions (Task Progressions)	Refinements (Cues)	Applications (Challenges)
<ul style="list-style-type: none"> • 30 Footballs needed • If needed review the proper five points of ball leverage • Make sure students are in their own self space and remind them of safety regulations. • Place emphasis on proper ball leverage 	<ul style="list-style-type: none"> • Cradle the football with both your arms and using a high knee running technique spin in 360 degree revolution. • Using the same strategies as above Spin in 360 degree revolution in the opposite direction than above. • If needed spin slower in a 360 degree revolution. • Staying in open space I want everyone to walk around and integrate a spin move as you walk through open space. • If you feel comfortable start a SLOW jog and integrate a spin move as 	<ul style="list-style-type: none"> • High knees • Eyes up • Tight spin 	

you travel through open space

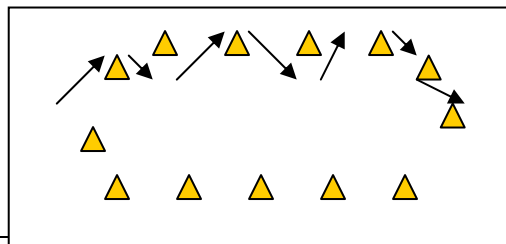
Informing Task: When I say go, I want everyone to hold their football using the five points of leverage and get into open space. GO!

- This drill uses the technique of direct instruction where the instructor needs to take the students through the technique by modeling.
- With all of these drills safety is a big concern and needs a lot of emphasis.

- Stand on your left foot and jump to your right. Land on your right foot and bring your left foot forward in a running motion.
- Stand on your right foot and jump to your left. Land on your left foot and bring your right foot forward in a running motion.
- Begin walking around in open space and every 5 steps use the jump cut move we just learned and continue traveling in open space.
- If you feel comfortable, begin a SLOW jog and every 5 steps use the jump cut move we just learned.

- Eyes up
- Ball Leverage
- Feet underneath your body
- Personal space

Informing Task: When the music begins, I want everyone to start traveling slowly in and out of the cones (refer to figure below) with the football using a quick cut motion. (Start Music)



<ul style="list-style-type: none"> • Setup up a jigsaw of cones around the gymnasium in a giant jig sawed circle • Play music that is up-tempo • Make sure the students travel in a safe manner. • Feedback is essential during this drill to insure students are learning proper technique 	<ul style="list-style-type: none"> • Use a fast walk in and out of the cones. • Begin a slow jog in and out of the cones. • Change speed of jog but use more, smaller steps in between cones. • At the sound of the whistle either use the jump cut or spin move on the next cone you approach. 	<ul style="list-style-type: none"> • Ball Leverage • Eyes up • Plant on the outside foot • Shoulders square • Feet underneath your body 	<ul style="list-style-type: none"> • How many close can you plant your foot to the cone without touching it?
<p>Informing Task: We are going to play 3 on 2 tag football. The rules are that you get 3 downs per offensive series. You cannot overhand pass the football and you must pitch the football behind you. Once you are tagged, the play is over and you must re-hike the football. Players will rotate from center to quarterback to running back on each down. There will only be two defenders allowed to play at one time therefore, the player not playing must rotate in after every defensive play. Blocking is not allowed on offense. This game will give us an opportunity to practice our new juke moves. When I say go, get into a group of 3 and I will know you have found a group when you're seated and your knees are touching. GO!</p>			
<ul style="list-style-type: none"> • Remind students of safety regulations • Make groups based upon skill proficiency in chasing, fleeing and dodging. • Using cones to mark the parameters create five small football fields that are big enough to allow kids to run but small enough to challenge the runner. • Monitor the games and 	<ul style="list-style-type: none"> • To begin the game. The defense must begin in a seated position when the center hikes the ball. • The defense has to lay on their backs before the center hikes the ball. • The defense must move back 5 yards before the center hikes the ball • 	<ul style="list-style-type: none"> • Five points of leverage • Eyes up • Shoulders square • Feet underneath the body • Plant on the outside foot 	<ul style="list-style-type: none"> • How many times can your team score a touchdown?

<p>use the extensions to help challenge the runners but not to frustrate them.</p> <ul style="list-style-type: none">• Feedback on the cues and refinements is essential for learning to take place during this drill			
<p>Closure/Assessment: During the last drill the instructor should walk around and assess the students abilities based on their performance in a game scenario. Allow the students to get some water and have them get into a big group and discuss the challenges and successes of the newly discovered juke moves.</p>			

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #26**

Objectives (Specific, Behavioral, Assessable)

A. Students

1. By the end of class, the students will demonstrate the ability to pass the football, catch the football, run with the football, and defend against the pass through playing a flag football game. (NASPE 1, 2, 4; EALR 1.1, 1.2)

2. Students will also show their knowledge of flag football rules, terminology and refinements through a written assessment at the closure of class. (NASPE 2, 5; EALR 1.2)

B. Teacher

- 1.

Equipment: (for a class of 30 students)

- 30 flag belts
- 45 cones
- 10 footballs

Protocol:

- On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
- Reinforce the need for safety during activities and self-space awareness.

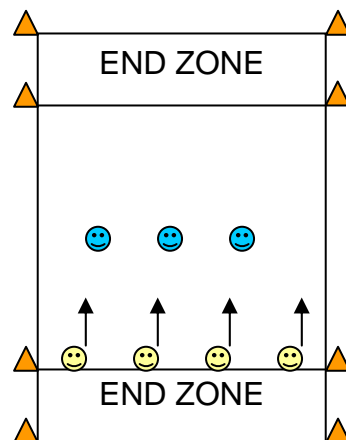
Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: Let's begin today's lesson by practicing our jump roping skills. We are going to jump rope using different skills such as jumping on our right foot only, left foot only, double under, and crossovers. We are going to work with a partner and a counter. Our partner will count our jumps, when we get to 20 we will switch and you will count your partners jumps to 20. Every time we switch we will try a new jump roping skill. When I say go, get a partner, one counter and a jump rope. Go!

Set Induction: Today we are going to put all the skills we have learned and play a few real flag football games. Football is a great American sport that teaches perseverance, hard work, and commitment. The hall of fame Notre Dame football coach Lou Holtz said, "The game of life is a lot like football. You have to tackle your problems, block your fears, and score your points when you get the opportunity."

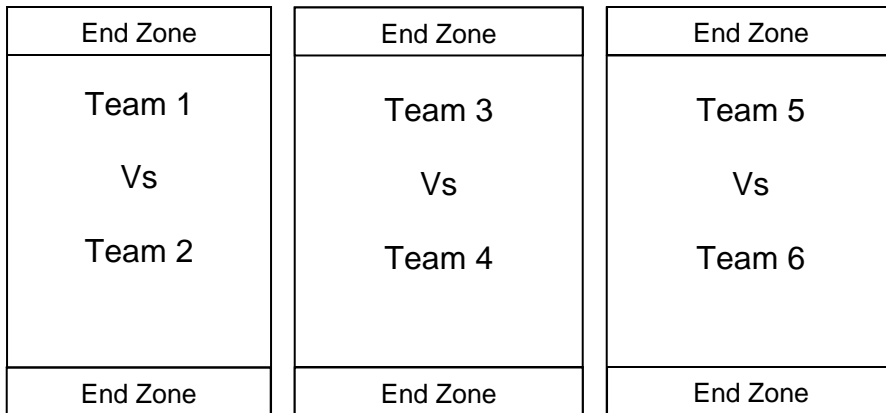
Informing Task: To get started today, we are going to play the "touchdown tag" game. 5 students will be the "defenders" or taggers and will wear a pinnie to distinguish themselves. Everyone else will be the running backs and wear a flag belt and try to run from one end zone to the other end zone without getting their flags pulled. If your flag gets pulled, you must do three push-ups, two sit-ups and five jumping jacks. Players that have had their flags pulled are frozen and cannot move their; however, they can pull the flags of anyone running past them. When I say go, get a flag belt and line up on the end zone line. Go!



MAF/Instructional Techniques	Extensions (Task Progressions)	Refinements (Cues)	Applications (Challenges)
<ul style="list-style-type: none"> This whole lesson is best performed outdoors preferably on a football practice field with lines. The size of the playing field is at the instructor's discretion. The instructor will blow the whistle or recite a quarterback cadence to 	<ul style="list-style-type: none"> Everyone (including the defenders) must travel by walking. Everyone must travel by bear crawling (instructor demonstrates) Everyone must travel by running 	<ul style="list-style-type: none"> Running Backs <ul style="list-style-type: none"> Eyes up field Stay low (low center of gravity) Quick feet Quick cuts Feet underneath your body Defenders 	

<p>indicate when the students will begin traveling in the playing area.</p> <ul style="list-style-type: none"> • Before the students begin playing the game remind them of the safety precautions and procedures. 	<ul style="list-style-type: none"> • Everyone must travel by doing the crab walk 	<ul style="list-style-type: none"> ○ Watch the hips ○ Break down 	
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Informing Task: Ok, now that we are all warmed up and ready to play football, let's play some real flag football. This is going to be a three on three game. The game will last approximately 5 minutes in length. The objective is to score as many touchdowns as you can, while trying to stop your opponent from scoring. The offensive team will begin play from their own end zone and they have four downs or plays to score a touchdown by crossing the football into end zone. The player with the ball is stopped as soon as her or his flag is pulled, thus ending the play. The offense has 15 seconds to start a play. If the defense stops the offense from scoring after four plays the defense gets the ball from their own end zone. The field has been broken up into five football fields (refer to figure below); I have broken the class into ten teams. (Instructor instructs the players which team they are and what field they are playing on.) When I say go, get to the field you are playing on and get ready for the starting whistle. Go!



Note: The fields should be 40 x 20 yards. End zones should only be 5 yards long.

<ul style="list-style-type: none"> • Before the lesson the instructor will place the students on teams of three. The teams will have a player in the control stage, utilization stage and proficiency stage. 	<ul style="list-style-type: none"> • Change quarterback after ever play 	<ul style="list-style-type: none"> • Running Backs <ul style="list-style-type: none"> ○ Eyes up field ○ Stay low (low center of gravity) ○ Quick cuts • Defenders <ul style="list-style-type: none"> ○ Watch the hips ○ Break down 	<ul style="list-style-type: none"> • How many touchdown passes can you throw throughout today's lesson?
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<ul style="list-style-type: none"> • After five minutes the instructor will signal the game over and change the match-ups. For example, Team 1 vs. Team 3 and Team 2 vs. Team 4 etc. • The instructor will walk around giving feedback and make sure the students are playing safely. • The fields will have to be set up by cones before class begins. • The size of the fields can vary depending on space available. 		<ul style="list-style-type: none"> • Quarterbacks <ul style="list-style-type: none"> ○ Point your dominate shoulder at your target. ○ Rotate Torso ○ As you follow through, your thumb on your throwing hand should be point down • Catching the football <ul style="list-style-type: none"> ○ Soft hands ○ Catch with Fingertips 	
<p>Closure/Assessment: A written assessment over the rules and terminology of flag football.</p>			

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #27**

Objectives (Specific, Behavioral, Assessable)

A. Students

1. By the end of class, students will demonstrate the correct stance, break down technique, and the proper flag pulling procedure in order to become proficient flag football defenders. (NASPE 1, 2, 4; EALR 1.1, 1.2)

2. Students will also demonstrate correctly the cues given them during closure of the lesson through a written assessment. (NASPE 1, 2, 4; EALR 1.1, 1.2)

B. Teacher

- 1.

Equipment: (for a class of 30 students)

1. 30 footballs balls
2. 30 cones
3. 30 flag belts

Protocol:

- On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
- Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: To warm up we are going to play “push up tag.” Four students are going to be chosen as “it”, these students will wear a pinnie to be distinguished from the rest of the class. The students that are “it” will travel around the playing parameters attempting to safely tag as many students as possible. Three students will be designated “freers”, these students will be given a football. When a student is tagged, they must go down into the push-up position. They will hold this position until a “freer” comes by and gently places the football on their back. The football now belongs to the student who was holding the push-up position and they become the new “freer. When a “freer” gives up the football, they are no longer a “freer.” One major rule is that the football cannot be thrown during the game.

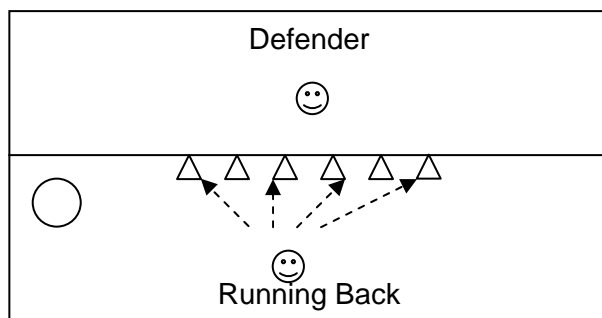
Set Induction: The hall of fame college basketball coach John Wooden said, “If you're not making mistakes, then you're not doing anything.” Making mistakes are the best lessons we can learn from. The only thing worst than making mistakes is refusing to learn from them. Today, we are going to work on some complex passing routes. Mistakes will happen, but what really matters is how we respond to the mistake.

Informing Task: Now we are going to practice the basic skills of flag pulling. Flag pulling is a very significant part of flag football and there are many steps to correctly and effectively pull your opponents flag. First, when pulling an opponent’s flag it is a penalty to grab anything but their flag. You cannot make physical contact with the running back, other than grabbing their flag. The best way to make a flag pull is to be in good position to do so. When I say go, get into open space and face the front of the gym. Go!

MAF/Instructional Techniques	Extensions (Task Progressions)	Refinements (Cues)	Applications (Challenges)
<ul style="list-style-type: none"> • This task is a direct instruction of the form for flag pulling. • The instructor must demonstrate each extension along with each refinement. • Stress the importance of becoming familiar with the technique of flag pulling. • No equipment needed • Check for understanding of the cues of flag pulling. 	<ul style="list-style-type: none"> • Get into a defensive stance • Run in place imitating a Break Down motion • Put it all together by imitating a Flag Pull 	<ul style="list-style-type: none"> • Stance <ul style="list-style-type: none"> ○ Feet shoulder width ○ Knees bent ○ Eyes up ○ Back straight ○ Bottom low • Break Down <ul style="list-style-type: none"> ○ Short steps ○ Quick feet ○ Balanced stance • Flag Pull <ul style="list-style-type: none"> ○ Stance ○ Break Down ○ Reach for top of flag ○ Firmly grab flag and pull hard 	<p>Check for Understanding</p> <ul style="list-style-type: none"> • What are the cues for a good stance? • What are the cues for breaking down? • What are the cues for Flag pulling? • When I say go, I want everyone to jog towards me and as you get close to me use the proper break down technique. Go!

Informing Task: We are going to begin our lesson with a flag pulling drill. The object of this drill is for the defensive player to work on the flag pulling techniques such as watching the hips, staying low, and breaking on the ball carrier. However, this drill can be useful for the running back as well because the running back will have to use the techniques to avoid a tackler such as, spin move, cut moves, and

running into open space. This drill is called the line of scrimmage scuffle. There will be one defender and one running back equipped with the flag belt; the running back will run down a line to a series of cones. At the cones the running back will choose which group of cones to run through, meanwhile the defender will track the running back and pull their flag as soon as they go through the cones. (Refer to figure below). When I say go, get into a group of six and stand in a hula hoop. Two people are needed for the drill one as the defender and the next as the running back. After you have been the defender/running back switch up and practice the running back/ defender next time. The running back will begin on the whistle. Go!



- The instructor controls the tempo of this drill. It is more effective if the instructor keeps the children moving at a quick pace to allow each student to be both the running back and the defender more than once.
- 5 stations need to be set up like the drill above.
- This drill is acceptable for indoors because it doesn't really take up that much gym space.

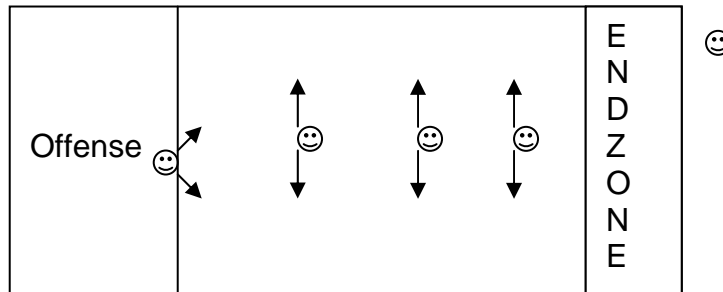
- Walk through this drill first so the defenders can get use to pulling the flag of the running back
- Good work now lets jog through this drill.
- On the first whistle the running back runs up and down the line of scrimmage on the second whistle the running back runs through the nearest set of cones. (this requires the defender mirrors the running back)
- Ok now to make it a little more difficult instead of one defender there will be two defenders and one running back.

- Defender
 - Watch the Running backs hips
 - Stay low
 - Break down
 - Only grab the flag to avoid penalty
 - Shoulders square to the line of scrimmage
- Running Back
 - Eyes up
 - Ball Leverage
 - Spin move
 - Cut moves
 - Quick feet

- How many times can you as the running back get into the end zone?
- How many times can you as the defender successfully pull the running backs flag?

Informing Task: Now that we are becoming professional flag pullers we are going to play a more advanced game. This drill is called "The Gauntlet." Three defenders will line up in a 10-yard alley, with five yards between them. The ball carrier will run through the alley, attempting

to get past the defenders, one at a time, until the end line. (Refer to figure below). The defenders will rotate up to the running back then after the running back will rotate to the sideline, the sideline player will rotate to defense. When I say go, get into a group of 5 and begin the drill. Go!



- Set up cones that mark the parameters of the drill
- Set up 6 drill zones so every student gets a chance to develop their skills.
- This drill would be better suited for the outdoors. However, this drill can be administered indoors just shorten the distance of the “alley”.
- Every student should have a flag belt and the running backs should practice using a football

- Go through this drill at $\frac{1}{4}$ speed.
- Excellent. Now, go through this drill at $\frac{1}{2}$ speed.
- Ok lets get a little more intense. This time go through the drill at $\frac{3}{4}$ speed.

- Defender
 - Watch the Running backs hips
 - Stay low
 - Break down
 - Only grab the flag to avoid penalty
 - Shoulders square to the line of scrimmage
- Running Back
 - Eyes up
 - Ball Leverage
 - Spin move
 - Cut moves
 - Quick feet

- How many times can you as the running back get into the end zone?
- How many times can you as the defender successfully pull the running backs flag?

Closure/Assessment: The students at the end of this class will be assessed by a written quiz over the cues and rules of flag pulling.

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #28**

Objectives (Specific, Behavioral, Assessable)

A. Students

1. By the end of class, students will demonstrate the correct technique for chasing and tracking an opponent and the proper way to pull an opponents flag in a game situation. (NASPE 1, 2, 4; EALR 1.1, 1.2)

2. Students will also demonstrate knowledge of safety on a written assessment at the closure of the lesson. (NASPE 5; EALR 1.2, 2.3)

B. Teacher

- 1.

Equipment: (for a class of 30 students)

1. 30 flag football belts equipped with flags
2. 30 cones
3. 30 nerf foam footballs

Protocol:

- On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
- Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: To further our development of passing and catching everyone get a partner and a nerf foam football and begin passing it back and forth. Concentrate on the cues and refinements from earlier lessons.

Set Induction: Football coaches around the country will agree that defense wins championships. If your opponent cannot score points they cannot win the game. Today we are going to work on flag pulling and flag pulling skills.

Informing Task: Let's practice on our agility and feet work. Defense is a game of angles and in order to optimize tackling angles it is an advantage to have great feet work. We are going to play a game called "jingle jangle." There are four cones set-up in a square shape (refer to figure below). The first person will sprint to the first cone, then side shuffle to the second cone, run backward to the third cone, and karaoke to the last cone. As soon as the first person gets to the first cone the second person in line will begin the drill. When I say Go, I want everyone to get behind a cone; however, behind each cone there should only be 6 people. Wait for the whistle to begin this drill. Go!

MAF/Instructional Techniques	Extensions (Task Progressions)	Refinements (Cues)	Applications (Challenges)
<ul style="list-style-type: none"> Set up 5 squares of cones to accommodate all the students in the class The dimensions of this drill are determined by the instructor. However, they should be as large as the can because the cones will be used for another drill Demonstration is essential for the success of this drill. Walk around and give performance feedback. This drill is essential to get students thinking 	<ul style="list-style-type: none"> After your group has accomplished this successfully. Go the opposite direction, meaning begin with karaoke first. Sprint the whole drill; however, make 90 degree turns at the cones by using a cut move. 	<ul style="list-style-type: none"> Stay low Breakdown Quick feet Short steps 	<ul style="list-style-type: none"> When the whistle blows, complete the drill as fast as you can. As soon as everyone is finished, sit down. See how fast your group can finish this drill?

<p>about football-like movements.</p> <ul style="list-style-type: none"> • Leave the cones set up because you will need to use them at the end of this lesson. 			
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Informing Task: Now that we have practiced football movements. Let's begin to work on the art of "flag pulling." Flag pulling is the equivalent of tackling an opponent; however, there is a big difference. In flag football it is a penalty to physically push, trip or tackle your opponent. Therefore, we must become highly skilled flag pullers. The first skill needed for flag pulling is tracking an opponent. When I say go, find a partner with the same color shoes as you. We are going to play "follow the leader", therefore determine who will be the first leader and who will be the first follower. When you hear the whistle blow the leader will become the follower and the follower will become the leader. GO!

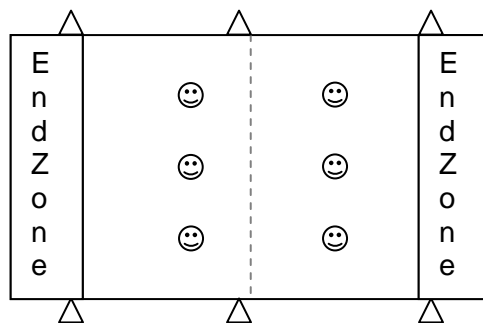
<ul style="list-style-type: none"> • Use up-tempo music such as school appropriate hip-hop or rock and roll music. • The instructor will give extension on how students travel in space as well as change followers and leaders. • Encourage the leaders to make quick, swift changes in direction • Remind students of self-space and safety regulations. 	<ul style="list-style-type: none"> • Travel by walking • Travel using the skipping motion • Travel by hopping on one foot. • Travel by hopping on both feet. • Travel by using a slow jog. • Travel by changing speed from a walk to a slow jog 	<ul style="list-style-type: none"> • Defender <ul style="list-style-type: none"> ○ Watch the hips ○ Quick feet ○ Self-space • Running Back <ul style="list-style-type: none"> ○ Quick changes in direction 	<ul style="list-style-type: none"> • Can you remain between two or three feet (arms length) from you partner the whole time?
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Informing Task: Now that we have the tracking and chasing skills polished, we are now going to work on pulling flags. It is a flag football rule that you can only pull the flag of an opponent while she or he has possession of the ball. Another rule of flag football is that you cannot physically touch an opponent while pulling their flag, such as grabbing, tackling or pushing. So now we are just going to practice the simple skill of pulling a flag. Every student will need to put on a flag belt with two flags. When I say go, get with the same partner you just had in the previous drill play "follow the leader" again this time however, every time the leader gets their flag pulled they become the follower. Make sure that you don't start chasing the new leader before you put your flag back on. Therefore, the new leader must count to four before they can begin fleeing from the follower. Go!

<ul style="list-style-type: none"> • 30 flag belts equipped with flags are needed for 	<ul style="list-style-type: none"> • Travel by walking 	<ul style="list-style-type: none"> • Defense <ul style="list-style-type: none"> ○ Watch the hips 	<ul style="list-style-type: none"> • Can you pull your partners flag within 5
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<p>this task.</p> <ul style="list-style-type: none"> • If needed remind students that this is not a race. This drill is intended for every student to become familiar with the ability to pull flags. • Remind students of self-space and safety regulations. • Remind students of start and stop protocols 	<ul style="list-style-type: none"> • Travel using the skipping motion • Travel by hopping on one foot. • Travel by hopping on both feet. • Travel by using a slow jog. • Travel by changing speed from a walk to a slow jog 	<ul style="list-style-type: none"> ○ Quick feet ○ Self-space ○ Quick hands 	<p>seconds of chasing them?</p> <ul style="list-style-type: none"> • Can you pull your partners flag within 7 seconds of chasing them?
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Informing Task: We are on our way to becoming a great defensive unit. To further our defensive skills we are now going to play “mirror tag” The object of the game is for the offense to get into the end zone without getting your flag pulled. We are going to play this game with the same people in the jingle jangle drill. This time, however, we are going to play inside the cones (refer to figure below). The offensive team will be comprised of three players and the defensive team will be made up of three players. You will line up across from your opponent and mirror them, as soon as the offensive player cross the midline (which is marked by two cones) the defensive player can pull their flag and they are “down” or out of that series. The offense has 30 seconds to get into the end zone. If the defensive player pulls their opponents flag they can go help the other defenders and pull other offensive players flags. One point will be awarded for every offensive player who can make it to the end zone. After the offensive team is finished the defensive team gets a chance to be the offense. When I say go, get back into your jingle jangle groups and number off from 1 to 6 and then wait for further instructions. Go!



<ul style="list-style-type: none"> • In order to properly describe this game. Take one group and use them 		<ul style="list-style-type: none"> • (As a defender) Watch the hips • Quick feet 	<ul style="list-style-type: none"> • Can your group score more than 3 points during this game?
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<p>as a demonstration group and allow them to play one series before you send the rest of the students to play.</p> <ul style="list-style-type: none"> • To determine teams place all the even numbers together or place the 1,2,3 numbers together. Be creative and random so the students are randomly placed on teams. • As soon as the students understand the rules and are set up in their groups begin the game. • It is very important that the instructor reinforces the rules and regulations regarding safety and self-space. 		<ul style="list-style-type: none"> • Self-space • Quick hands • (As the offensive player) Quick changes in direction 	
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Closure/Assessment: A written assessment will be given with this lesson over the cues on skill development but also about important aspects regarding safety.

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #29**

Objectives:

A. Students:

1. By the end of class, students will know how to track a player's flag when tackling. (NASPE 1; EALR 1.2)
2. Students will demonstrate proper angling pursuits in activity setting. (NASPE 2; EALR 1.2)

B. Teacher:

Equipment: (for a class of 30 students)

- 30 full-size leather footballs
- Outdoor football field with (if possible)
- 30 NERF footballs
- At least 4 orange cones to mark boundaries
- 40 small, medium and large flag football belts
- 70-80 flag football belts that can attach to belts
- Four 20' foot-speed ladders
- Black electrical tape for "X" marks

Protocol:

1. On the words "go, begin, start," students will be actively participating in activity or task. On the word "stop," students will stop immediately what they are doing; turn eyes and attention to instructor.
2. Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Instant Activity: “Quarterbacks and Receivers.” The gym is divided lengthwise into 4 zones (2 center zones and 2 end zones). Half the team is in their center zone (**quarterbacks**) and the other half of the team is in their end zone (**receivers**). The opposing team sets up the same way with the quarterback in their center zone and the receivers at the opposite end of the gym in their end zone. Each team starts off with 3 balls. The object of the game is for the quarterbacks to complete as many passes to their receivers in the time allotted. Each completion from the quarterback to the receiver is a touchdown. Teams must record their own scores. Receivers must get the balls back to their own quarterbacks but no points are scored for their completions. The opposing teams’ quarterbacks can try to intercept passes as long as they stay in their own zones. Any quarterback can throw to any of their receivers. (See diagram attachment). Switch the receivers and quarterback periodically during play. So, when I say **go**, I want those whose eyes are brown and blue to stand in the quarterback zone and those whose eyes are any other color to stand in the receiving zone and wait for further instruction.

Set Induction: Tackling is what makes football so challenging. If all there was only throwing and catching, there wouldn’t be any downs or defense to stop the offense from scoring. Being able to pull your opponents’ flag is a critical part to defense, however, being able to angle tackle will make tackling easier for anyone so that’s what you’ll be learning today.

MAF/Instructional	Extensions	Refinements	Applications
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Informing Task: We’re going to practice our defensive stance and practice foot coordination. When I say go, I want you to each put on a belt and attach two flags to it. Once you’ve equipped yourself, stand behind one of the foot ladder’s on the floor, and begin walking through the spaces between the rungs of the ladder. (See diagram attachment)

<ul style="list-style-type: none"> *Have students get in 2 or 3 rows so everyone can see instructor *Have 4 foot-speed ladders laid out across gym floor *Make sure ladders have equal amounts of students at them 	<ul style="list-style-type: none"> *Speed walk through ladder spaces *Run through ladder spaces *Hop on 2 feet through ladder spaces *Hop only on left leg through ladder spaces *Hop only on right leg through ladder spaces 	<ul style="list-style-type: none"> *Keep eyes on feet or floor *Bend knees to keep low *Pump arms to keep balance and gain momentum *Stay on balls of feet *Put only 1 foot in each space 	<ul style="list-style-type: none"> *See how fast you can run through the ladder spaces *See how fast you can hop through the ladder spaces being timed
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Informing Task: Now, we’re going to practice training to keep our eyes on our opponent’s waist. When I say go, I want you to get with a partner, grab 1 NERF football, stand 5 feet apart, and play “mirror the leader.” The leader will be carrying the ball. So, whatever the leader does, you will be mirroring him. The objective is to move your body as fast or slow as the leader does and being able to keep up with him. Leaders, you are only allowed to move sideways to start off. Switch partners after 2 minutes.

<ul style="list-style-type: none"> *Get students into partners *Make sure one NERF ball per pair *Spread students out across gym 	<ul style="list-style-type: none"> *Have leader move forward and back *Have leader move multi-directional 	<ul style="list-style-type: none"> *Keep eyes on hips, not the flags because the hips determine the direction of an opponent *Stay low for agility to change direction quicker 	<ul style="list-style-type: none"> *See how long you can stay exactly mirror your partner staying 5 feet away at all times
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<ul style="list-style-type: none"> *Have lines picked out for students to move back and forth on *Make sure ladders are put away 		<ul style="list-style-type: none"> *Bend knees for quicker foot speed *Slide feet, don't ever cross them to avoid tripping over own feet 	
<p>Informing Task: I have placed "X" marks across the gym floor. We are going to be practicing our pursuit tackling angle. When I say go, I want you to get with a partner, grab a full-size leather football, and have one partner stand 10 feet to the left of the "X" mark, and the other partner standing 10 feet straight across from this partner. Tackler, your objective is to meet the ball carrier at the "X" mark in a diagonal walking motion the same time the ball carrier gets there. Ball carriers, I want you to start out by walking straight to the "X" mark. (Teacher Demonstration with student)</p>			
<ul style="list-style-type: none"> *Have "X" marks spread out across the gym floor *Teacher and student demonstration of how tackler should meet the ball carrier at a diagonal angle *Have students return NERF footballs *Have one student from each pair grab a full-size leather football 	<ul style="list-style-type: none"> *Have ball carrier jog to the "X" mark *Have ball carrier run full speed to the "X" mark *Have ball carrier go multidirectional to the "X" mark 	<ul style="list-style-type: none"> *Tacklers, turn body towards target, or "X" mark *Stay low *Keep eyes on opponent's waist *Stay parallel with partner *Run to target without crossing legs *Slow down or speed up depending on opponent's speed 	<ul style="list-style-type: none"> *See how many times you meet the ball carrier at the "X" mark exactly out of 5 times
<p>Informing Task: Now that you know the proper tackling pursuit angles, we're going to put our practice into an activity setting. When I say go, I want you to make groups of 3, grab a full-size leather football, and designate who is going to be the quarterback, the receiver, and the tackler. After you have done so, I want you to line up on this red line and the quarterback is going to throw the ball to the receiver. Once the receiver has caught the ball, he's going to pick a direction and run with the ball. The tackler is going to cut the receiver's path off by using his pursuit angle. I first want you to start out by walking. Rotate clockwise once you have gone through once.</p>			
<ul style="list-style-type: none"> *Have designated red or black line for starting spot *Use gimmicks to group students if necessary *Have 1 student from each group grab 1 full-size leather football 	<ul style="list-style-type: none"> *Speed up the motion to a jog *Speed up the motion to full speed *Have tackler grab a flag off receiver 	<ul style="list-style-type: none"> *Remember to keep eyes on the waist of the receiver *Don't be fooled by the swing of the flags *Remember to stay low so as to follow your opponent's juke move 	
<p>Closure/Assessment: Tackling is an essential part of football. If you can't tackle with a pursuit angle, your opponent is going to run past you before</p>			

you can say Krispy Cream Doughnuts. The same is true if you can't stay low to the ground and don't keep your eyes on your opponents waist. The reason we keep our eyes there is because your legs have to run in the same motion as your hips and if you're watching your opponents head or any other part of their body, you can easily be faked out and miss a tackle. And always remember, when running, never cross your legs. Turn your body and toes towards your target or opponent and run to them, or, slide your feet across the gym or field so you don't trip over your own feet.

**Physical Education Teacher Education Program
Central Washington University
Randy Fuller & Brycen Wesen
Flag Football Lesson #30**

Objectives (Specific, Behavioral, Assessable)

A. Students

1. By the end of class, the students will demonstrate through participation in a game situation a level of control in passing, catching, flag pulling, and running the ball. (NASPE 1, 2, 4; EALR 1.1, 1.2)

2. Students will also show basic knowledge in rules and terminology by refereeing and coaching the games. (NASPE 1,2,4; EALR 1.1, 1.2)

B. Teacher

- 1.

Equipment: (for a class of 30 students)

- 30 flag belts
- 5 footballs various sizes
- 20 cones
- 30 quizzes

Protocol:

- On the words “go, begin, start,” students will be actively participating in activity or task. On the word “stop,” students will stop immediately what they are doing; turn eyes and attention to instructor.
- Reinforce the need for safety during activities and self-space awareness.

Classroom Rules:

- Do not damage equipment
- Be respectful to teacher
- Be respectful to other students
- No food or drink, except water, is allowed in the classroom or locker room
- All students will suit down
- Be on time to class
- Be ready to participate and be actively engaged
- Have a positive attitude

Quiz: Before today's activities begin will take a quiz to test our knowledge on rules, terminology, and skill cues.

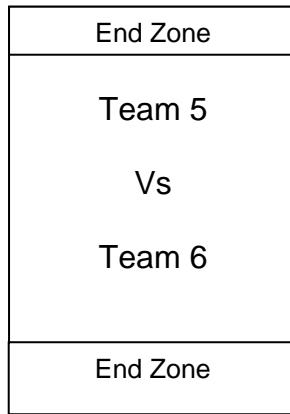
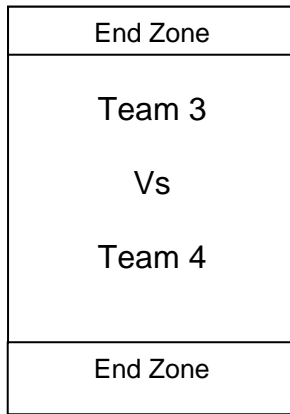
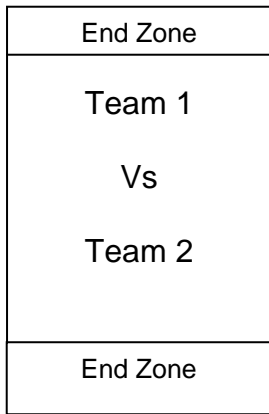
Instant Activity: No instant activity today.

Set Induction: There is more to sports than just participating in the games. There are also coaches, referees, trainers, broadcasters, tournament directors, league officials and many more. Today, we are going to introduce the idea of sport education which was created by Daryl Siedentop. We are going to play actual 3 on 3 flag football games today with referees and coaches. The class will be broken into teams of 5. It will be the task of the team to come up with a team name. There will be three 12 minute games; each game will have one of the players playing different roles of player, coach, or referee. After each game I will inform the class of which field they will be playing on and who the coach is and who the referees for that particular field are. To become a successful referee and a successful coach you must be knowledgeable of the rules and tactics of the game of football. (Refer to attached figure for the bracketing and game plan documentation)

Informing Task: Now I am going to read off the teams. When I say your name get with the rest of your group members and begin brainstorming an idea for a team name. (Teacher reads the teams off). After your team has come up with a creative team name, write it on a piece of butcher paper to be hung up in the gymnasium. Go!

MAF/Instructional Techniques	Extensions (Task Progressions)	Refinements (Cues)	Applications (Challenges)
<ul style="list-style-type: none">• Give students a colored felt marker and butcher piece of paper to write their team name on. This will give the students an opportunity to create team unity and a sense of pride in their team.• Use the time the students are writing a team name to set up the 3 fields.• This lesson is best performed outdoors.			

Informing Task: Excellent job creating very creative team names. Now, I will read off the first game match-ups along with who is the referees and coaches for each game. (Teacher reads off the match-ups and referees and coaches). The objective is to score as many touchdowns as you can, while trying to stop your opponent from scoring. The offensive team will begin play from their own end zone and they have four downs or plays to score a touchdown by crossing the football into end zone. The player with the ball is stopped as soon as her or his flag is pulled, thus ending the play. The offense has 15 seconds to start a play. If the defense stops the offense from scoring after four plays the defense gets the ball from their own end zone. The field has been broken up into three football fields (refer to figure below) and the games will last a total of 12 minutes. The first team called will kick off to the second team called in the match-ups. When you hear the whistle blow begin the game.



Note: The fields should be 40 x 20 yards. End zones should only be 5 yards long.

- The instructor will walk around giving feedback on performance of players, coaches and referees. The instructor will also help clarify questions regarding rules and regulations.
- The instructor must also place major emphasis on fair play, safety, and sportsmanship. The instructor must require every player after each game shakes hands with opponents, coaches and referees.

- **Running Backs**
 - Eyes up field
 - Stay low (low center of gravity)
 - Quick cuts
- **Defenders**
 - Watch the hips
 - Break down
- **Quarterbacks**
 - Point your dominate shoulder at your target.
 - Rotate Torso
 - As you follow through, your thumb on your throwing hand should be point down

		<ul style="list-style-type: none"> • Catching the football <ul style="list-style-type: none"> ○ Soft hands ○ Catch with Fingertips 	
<p>Informing Task: Those were some awesome games now we are going to switch up the match-ups along with switching up the coaches and referees. (Instructor reads off the next match-ups along with coaches and referees for each game). The next game will begin at the sound of the whistle.</p>			
<ul style="list-style-type: none"> • The instructor will walk around giving feedback on performance of players, coaches and referees. The instructor will also help clarify questions regarding rules and regulations. • The instructor must also place major emphasis on fair play, safety, and sportsmanship. The instructor must require every player after each game shakes hands with opponents, coaches and referees. • Additionally, the instructor could use this time to assess student development on certain football skills; such as passing, catching, or defending. 		<ul style="list-style-type: none"> • Running Backs <ul style="list-style-type: none"> ○ Eyes up field ○ Stay low (low center of gravity) ○ Quick cuts • Defenders <ul style="list-style-type: none"> ○ Watch the hips ○ Break down • Quarterbacks <ul style="list-style-type: none"> ○ Point your dominate shoulder at your target. ○ Rotate Torso ○ As you follow through, your thumb on your throwing hand should be point down • Catching the football <ul style="list-style-type: none"> ○ Soft hands ○ Catch with Fingertips 	<ul style="list-style-type: none"> •
<p>Informing Task: Ok, this is our final game of the day. We are going to switch up the match-ups along with switching up the coaches and referees. (Instructor reads off the next match-ups along with coaches and referees for each game). The next game will begin at the sound of the whistle.</p>			
<ul style="list-style-type: none"> • The instructor will walk around giving feedback on performance of players, coaches and referees. The instructor 		<ul style="list-style-type: none"> • Running Backs <ul style="list-style-type: none"> ○ Eyes up field ○ Stay low (low center of gravity) ○ Quick cuts 	<ul style="list-style-type: none"> •

<p>will also help clarify questions regarding rules and regulations.</p> <ul style="list-style-type: none"> • The instructor must also place major emphasis on fair play, safety, and sportsmanship. The instructor must require every player after each game shakes hands with opponents, coaches and referees. • Additionally, the instructor could use this time to assess student development on certain football skills; such as passing, catching, or defending. 		<ul style="list-style-type: none"> • Defenders <ul style="list-style-type: none"> ○ Watch the hips ○ Break down • Quarterbacks <ul style="list-style-type: none"> ○ Point your dominate shoulder at your target. ○ Rotate Torso ○ As you follow through, your thumb on your throwing hand should be point down • Catching the football <ul style="list-style-type: none"> ○ Soft hands ○ Catch with Fingertips 	
<p>Closure/Assessment: Today's activities were the closure of our football unit. Give a thumbs up or thumbs down to indicate your performance in the football skills you utilized today. Does anyone have any questions, concerns or suggestions for the football unit?</p>			

Example of Sport Education Football Brac

Team 1	Team 2	Team 3	Team 4	Team 5	Team 6
Player 1 Player 2 Player 3 Player 4 Player 5	Player 1 Player 2 Player 3 Player 4 Player 5	Player 1 Player 2 Player 3 Player 4 Player 5	Player 1 Player 2 Player 3 Player 4 Player 5	Player 1 Player 2 Player 3 Player 4 Player 5	Player 1 Player 2 Player 3 Player 4 Player 5

Football Field 1		Football Field 2		Football Field 3	
Referees: Player 1, Player 1 Coaches: Team 1: Player 2 Team 2: Player 2	Team 1: Player 3, Player 4, Player 5 Vs. Team 2: Player 3, Player 4, Player 5	Referees: Player 1, Player 1 Coaches: Team 3: Player 2 Team 4: Player 2	Team 3: Player 3, Player 4, Player 5 Vs. Team 4: Player 3, Player 4, Player 5	Referees: Player 1, Player 1 Coaches: Team 5: Player 2 Team 6: Player 2	Team 5: Player 3, Player 4, Player 5 Vs. Team 6: Player 3, Player 4, Player 5
Referees: Player 3, Player 3 Coaches: Team 4: Player 4 Team 5: Player 4	Team 4: Player 1, Player 2, Player 3 Vs. Team 5: Player 1, Player 2, Player 3	Referees: Player 3, Player 3 Coaches: Team 2: Player 4 Team 6: Player 4	Team 2: Player 1, Player 2, Player 3 Vs. Team 6: Player 1, Player 2, Player 3	Referees: Player 3, Player 3 Coaches: Team 1: Player 4 Team 3: Player 4	Team 1: Player 1, Player 2, Player 3 Vs. Team 3: Player 1, Player 2, Player 3
Referees: Player 5, Player 5 Coaches: Team 3: Player 1 Team 6: Player 1	Team 3: Player 2, Player 3, Player 4 Vs. Team 6: Player 2, Player 3, Player 4	Referees: Player 5, Player 5 Coaches: Team 1: Player 1 Team 5: Player 1	Team 1: Player 2, Player 3, Player 4 Vs. Team 5: Player 2, Player 3, Player 4	Referees: Player 5, Player 5 Coaches: Team 2: Player 1 Team 4: Player 1	Team 2: Player 2, Player 3, Player 4 Vs. Team 4: Player 2, Player 3, Player 4



Assessments



Assessment Introduction

Formal Assessments for the flag football unit include 9 Mini quizzes 5 written assessments or exams, 1 written pass pattern knowledge assessment, 1 task sheet assessment, 11 verbal informal assessments and 7 demonstration informal assessments. Also included is a sheet that outlines on a lesson-by-lesson basis the formal and informal assessments that take place, as well as the EALRs and NASPE standards that go with the assessments.

Assessment Section Contents

1. Assessment Outline
2. Lesson #3 Mini Quiz
3. Lesson #3 Quiz Answer Sheet
4. Lesson #4 Mini Quiz
5. Lesson #4 Quiz Answer Sheet
6. Lesson #6 Mini Quiz
7. Lesson #6 Quiz Answer Sheet
8. Lesson #7 "Pass Pattern Knowledge" Worksheet
9. Lesson #7 "Pass Pattern Knowledge" Worksheet Key
10. Lesson #9 Mini Quiz
11. Lesson #9 Quiz Answer Sheet
12. Lesson #13 Quiz/Exam
13. Lesson #13 Quiz/Exam Answer Sheet
14. Lesson #16 Mini Quiz
15. Lesson #16 Answer Sheet
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18. Lesson #18 Mini Quiz
19. Lesson #18 Answer Sheet
20. Lesson #19 Mini Quiz
21. Lesson #19 Answer Sheet
22. Lesson #20 Mini Quiz
23. Lesson #20 Answer Sheet
24. Lesson #21 Quiz/Exam
25. Lesson #21 Quiz/Exam Key
26. Lesson #24 Task Sheet
27. Lesson #26 Quiz/Exam
28. Lesson #26 Quiz/Exam Key

29. Lesson #27 Quiz/Exam
30. Lesson #27 Quiz/Exam Key
31. Lesson #28 Quiz/Exam
32. Lesson #28 Quiz/Exam Key

Assessment Outline

Day	Lesson Theme	Informal Assessment	NASPE Standards	Formal Assessment	NASPE Standard
Lesson #1	Introduction: Chasing, Fleeing and Dodging Games	Demonstrate how to accurately duck, spin, jump and change direction	NASPE 1, 2; EALR 1.1		
Lesson #2	Throwing and Catching	Show how to put hands together as if catching a ball, what is cue for soft catches, 2 cues that decrease impact of ball hitting the hands, what do you do right before ball hits hands?	NASPE 2; EALR 1.1		
Lesson #3	Basics of Passing	Demonstrate the motions of throwing a ball	NASPE 2; EALR 1.1, 1.2	Mini Quiz-4 questions	NASPE 1; EALR 1.1
Lesson #4	Grips and Passing	Demonstrate 2 of the 3 grips learned today	NASPE 2; EALR 1.1, 1.2	Mini Quiz-5 questions	NASPE 1; EALR 1.1
Lesson #5	Passing and Accuracy	Demonstrate Cues of passing grips and ready position	NASPE 1, 2, 4; EALR 1.1, 1.2		
Lesson #6	Target Passing/ On the Move			Mini Quiz-3 questions	NASPE 1; EALR 1.2
Lesson #7	Passing Routes			“Pass Pattern Knowledge worksheet	NASPE 1; EALR 1.1
Lesson #8	Passing Routes	Verbal Assessment: What is a fly route, how do you catch a pass, how did the post route gets its name, what is the	NASPE 1, 2, 4; EALR 1.1, 1.2		

		post corner route?			
Lesson #9	Catching Overhead and Underhand			Mini Quiz-5 questions	NASPE 1; EALR 1.1
Lesson #10	Catching With and Without Defender	Verbal Assessment: Review of correct hand placement while catching a football	NASPE 1, 2, 4; EALR 1.1, 1.2		
Lesson #11	Catching With and Without Defender	Verbal Assessment: Cues to properly catch a football	NASPE 1, 2, 4; EALR 1.1, 1.2		
Lesson #12	Guarding and Marking	Verbal Assessment: True and False statements on passing and catching	NASPE 1, 2, 4; EALR 1.1, 1.2		
Lesson #13	Guarding Against the Pass and Defending			Written Assessment on health and fitness	NASPE 1; EALR 1.1
Lesson #14	Man Defense	Verbal Assessment: Man Defense	NASPE 1; EALR 1.2		
Lesson #15	Zone Defense	Verbal Assessment: Man coverage and teamwork	NASPE 1; EALR 1.2		
Lesson #16	Special Teams: Punting	Demonstrate cues of punting	NASPE 2; EALR 1.1, 1.2	Mini Quiz-4 questions	NASPE 1; EALR 1.1
Lesson #17	Special Teams: Punt Returns			Mini Quiz-6 questions	NASPE 1; EALR 1.1, 1.2
Lesson #18	Special Teams: Kicking			Mini Quiz-4 questions	NASPE 1; EALR 1.1
Lesson #19	Special Teams: Kick Return			Mini Quiz-4 questions	NASPE 1; EALR 1.1
Lesson #20	Special Teams: PAT/ Field Goals			Mini Quiz-6 questions	NASPE 1, EALR 1.1

Lesson #21	Running and Hand-Offs	Demonstrate Running and Hand-Off cues	NASPE 2; EALR 1.1, 1.2	Written exam or quiz	NASPE 1; EALR 1.1
Lesson #22	Running, Hiking, and Hand-Offs	Verbal Assessment on Running, Hiking and Hand-Offs	NASPE 1; EALR 1.2		
Lesson #23	Running Backs: Tossing and Receiving	Verbal Assessment on Running backs tossing and receiving	NASPE 1; EALR 1.2		
Lesson #24	Running, Hiking, Hand-Offs, Passing and Catching Review Tasks			Task Sheet assessment on Running, Hiking, Hand-Offs, Passing and catching	NASPE 1; EALR 1.1
Lesson #25	Avoiding the Tackler/Juke Moves	Verbal Assessment on Avoiding the tackler and juke moves. Instructor will also assess student performance during game	NASPE 1; EALR 1.2		
Lesson #26	Review Skills Through Games: Passing, Catching, Running and Defending			Written Assessment over rules and terminology of flag football	NASPE 1; EALR 1.1
Lesson #27	Flag Pulling			Written quiz over cues and rules of flag pulling	NASPE 1; EALR 1.1
Lesson #28	Flag Pulling and Tracking an Opponent			Written quiz over the cues on skill development and aspects regarding safety	NASPE 1; EALR 1.1

Lesson #29	Flag Pulling and Angle Pursuits	Verbal Assessment/Group discussion on angle tackling and flag pulling	NASPE 1; EALR 1.2		
Lesson #30	Games and Assessments	Verbal Assessment about football unit: questions, comments or concerns	NASPE 1; EALR 1.2		

Flag Football
Lesson #3 Mini Quiz

1. With which part of the arm should you be leading with then throwing a ball?

2. Where are you going to put the ball when bringing the ball back to pass?

3. When should you release the ball?

4. Where is your arm going to end up after you have thrown the ball?

Lesson #3 Mini Quiz Answer Sheet

1. With which part of the arm should you be leading with then throwing a ball?
The Elbow

2. Where are you going to put the ball when bringing the ball back to pass?
Up by your ear

3. When should you release the ball?
When aimed at target

4. Where is your arm going to end up after you have thrown the ball?
Across opposite side of body

Lesson #4 Mini Quiz

1. What kind of grip is used to throw to someone not very far away?

2. What kind of grip is used to throw to someone far away?

Where is your hand placed for the short pass grip?

4. Where is your hand placed for the long pass grip?

5. What are the 3 different grips you learned today?

Lesson #4 Mini Quiz Answer Sheet

1. What kind of grip is used to throw to someone not very far away?

Short pass grip

2. What kind of grip is used to throw to someone far away?

Long pass grip

3. Where is your hand placed for the short pass grip?

In the middle of the ball

4. Where is your hand placed for the long pass grip?

Towards the end of the ball

5. What are the 3 different grips you learned today?

Short pass grip, Long pass grip, and short and long pass reverse grip

Lesson #6 Mini Quiz

1. How many feet should the ball be overthrown to a receiver if he or she is catching a pass straight on and over the shoulder?
2. At how many feet away from the target should the ball be thrown to the receiver?
3. Does throwing the ball harder or softer help with timing?

Lesson #6 Mini Quiz Answer Sheet

1. How many feet should the ball be overthrown to a receiver if he or she is catching a pass straight on and over the shoulder?

2-3 feet

2. At how many feet away from the target should the ball be thrown to the receiver?

5 feet

3. Does throwing the ball harder or softer help with timing?

Yes, if the ball is thrown harder, the person throwing doesn't have to throw the ball so soon. If the ball is thrown softer, the ball has to be thrown a few seconds more before the receiver gets to the target.

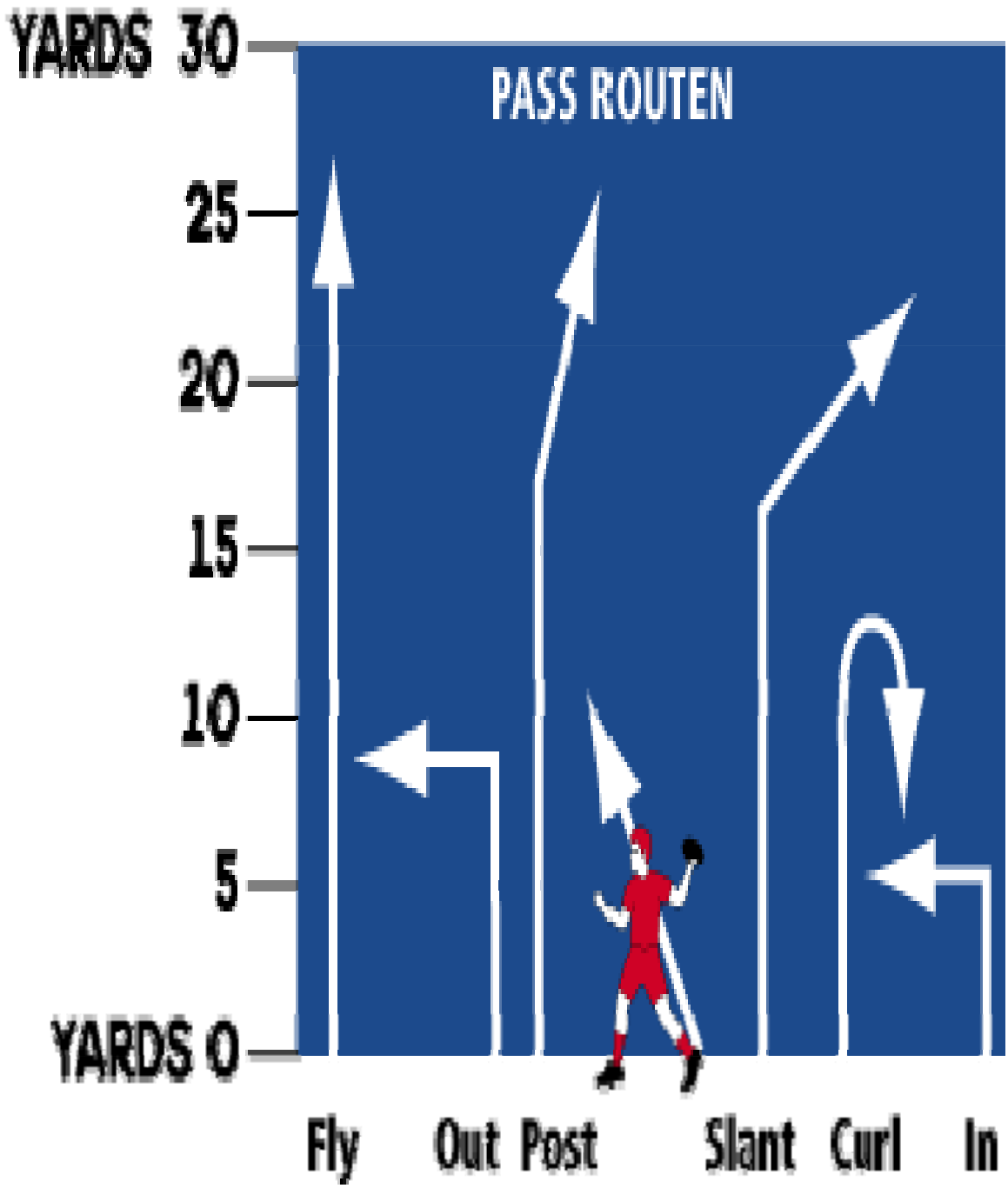
Pass Pattern Knowledge

Name:

Date:

Draw the following pass patterns that you have learned in class today:

1 Yards: 30	-----	1
1		1
1		1
1	-----	1
1		1
1		1
1	-----	1
1		1
1		1
1	-----	1
1		1
1		1
1 Yards: 10	-----	1
1		1
1		1
1 Yards: 5	-----	1
1		1
1		1
1	-----	1
	Fly Out Post Slant Curl In	



Source: <http://www.play-football.net>

Lesson #9 Mini Quiz

1. How many feet are in a yard?
2. What 2 fingers should be together for an underhand catch?
3. What 2 fingers should be together for an overhead catch?
4. What shape or cue is used to remind you how to put your hands for an overhead catch?
5. What is it called when a team passes the ball more than 10 yards?

Lesson #9 Mini Quiz Answer Sheet

1. How many feet are in a yard?

3

2. What 2 fingers should be together for an underhand catch?

Pinkies

3. What 2 fingers should be together for an overhead catch?

Thumbs

4. What shape or cue is used to remind you how to put your hands for an overhead catch?

Diamond

5. What is it called when a team passes the ball more than 10 yards?

First Down

Cardiovascular Health Test

Name: _____

Date: _____

Period: _____

Fill-in the Five Risk Factors for Cardiovascular Diseases

1. Lack of _____ Activity
2. _____
3. _____
4. _____
5. _____

Fill-in Five beneficial factors to increase cardiovascular health

- 1.
- 2.
- 3.
- 4.
- 5.

Cardiovascular Health Test

Name: _____

Date: _____

Period: _____

Fill-in the Five Risk Factors for Cardiovascular Diseases

1. Lack of Physical Activity
2. Stress
3. Smoking
4. Nutrition
5. Obesity

Fill-in Five beneficial factors to increase cardiovascular health

1. Exercise Daily
2. Eat balanced diet
3. Avoid tobacco, alcohol and other drugs
4. Stress reduction exercises
5. Maintain a healthy weight

Note: The answers to this test are arbitrary. It is a good assessment to check for understanding on individual's progress to understanding the importance of heart health.

Lesson #16 Mini Quiz

1. Name 3 cues for punting?
2. How many ways can a ball be punted?
3. Should the laces be in or out when punting?
4. How should a punter hold the ball when kicking it?

Lesson #16 Mini Quiz Answer Sheet

1. Name 3 cues for punting?

Bend knee, keep toe pointed, kick with laces

2. How many ways can a ball be punted?

1

3. Should the laces be in or out when punting?

Out

4. How should a punter hold the ball when kicking it?

With 2 hands and on the end of the football

Lesson #17 Mini Quiz

1. What is the signal for a fair catch?
2. What is 1 of the 2 cues we learned about how to wave for a fair catch?
3. Can you run the ball on a fair catch?
4. Can the defense touch or tackle a player on a fair catch?
5. When should you fair catch a ball?
6. Should you catch a ball overhead or underhand on a punt return?

Lesson #17 Mini Quiz Answer Sheet

1. What is the signal for a fair catch?

Waving one hand in the air high above head

2. What is 1 of the 2 cues we learned about how to wave for a fair catch?

Wave like you're waving to an airplane

3. Can you run the ball on a fair catch?

No

4. Can the defense touch or tackle a player on a fair catch?

No

5. When should you fair catch a ball?

When the defense is too close and might tackle you or the kick is hard to catch

6. Should you catch a ball overhead or underhand on a punt return?

Underhand

Lesson #18 Mini Quiz

1. What device can you put the ball on when kicking off to start the game?
2. At what angle should your holder hold the ball when kicking a field goal?
3. About how many feet should you take before kicking the ball on a kickoff?
4. About how many feet should you take before kicking the ball for field goal out of a holder's hands?

Lesson #18 Mini Quiz Answer Sheet

1. What device can you put the ball on when kicking off to start the game?

A Tee

2. At what angle should your holder hold the ball when kicking a field goal?

80 to 90 degrees or at a right triangle

3. About how many feet should you take before kicking the ball on a kickoff?

5

4. About how many feet should you take before kicking the ball for field goal out of a holder's hands?

3

Lesson #19 Mini Quiz

1. Who should the returnee follow if they are going to run the ball on a kickoff?
2. What action can one perform if they're in the end zone and don't want to run the ball on a kickoff?
3. A kicked ball should be caught between the forearms and what other body part?
4. Should a ball be caught overhead or underhand on a kickoff return?

Lesson #19 Mini Quiz Answer Sheet

1. Who should the returnee follow if they are going to run the ball on a kickoff?

His blockers

2. What action can one perform if they're in the end zone and don't want to run the ball on a kickoff?

Kneel on one knee

3. A kicked ball should be caught between the forearms and what other body part?

The Chest

4. Should a ball be caught overhead or underhand on a kickoff return?

Underhand

Lesson #20 Mini Quiz

1. What is the acronym for point after touchdown?
2. How many points is the point after touchdown worth?
3. How many points is a field goal worth?
4. How many steps are usually taken for a PAT?
5. How many steps are usually taken for a field goal?
6. With which foot should you always approach the ball?

Lesson #20 Mini Quiz Answer Sheet

1. What is the acronym for point after touchdown?

PAT

2. How many points is the point after touchdown worth?

1

3. How many points is a field goal worth?

3

4. How many steps are usually taken for a PAT?

1 and then kick

5. How many steps are usually taken for a field goal?

2 and then kick

6. With which foot should you always approach the ball?

With your kicking foot

Running with the Football

Name: _____

Date: _____

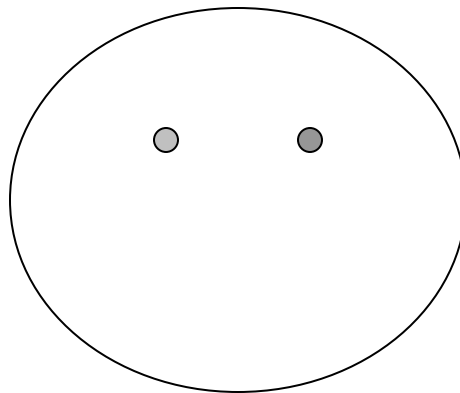
Period: _____

What are the five points of football leverage?

- 1.
- 2.
- 3.
- 4.
- 5.

When receiving a handoff, the inside elbow is _____, and the outside elbow is _____.

On the Face below indicate how you feel about Your football skills up to this point. Good = Smiley Ok = Straight face, Bad = Frown



Running with the Football

Name: _____

Date: _____

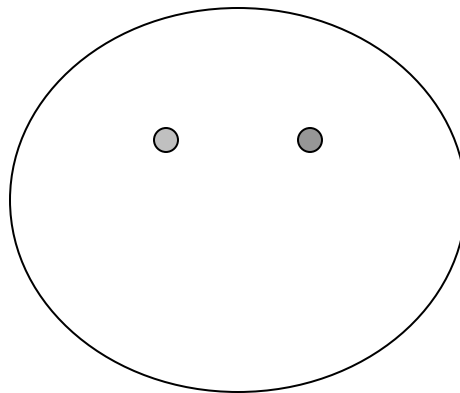
Period: _____

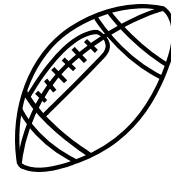
What are the five points of football leverage?

1. Fingertips
2. Palm
3. Forearm
4. Bicep
5. Ribs

When receiving a handoff, the inside elbow is UP, and the outside elbow is Down across the belt.

On the Face below indicate how you feel about Your football skills up to this point. Good = Smiley Ok = Straight face, Bad = Frown





FLAG FOOTBALL

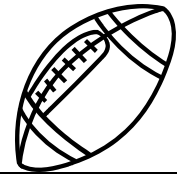
TASK SHEET #11 (LESSON 24)

Players Name: _____

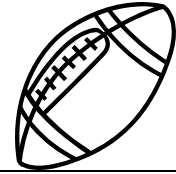
Teachers Name: _____

Directions: Complete this sheet for your partner's skill development throughout the entire sheet. Record their progress by putting a check mark in the completed section for each task. Write down the cues and refinements that your partner completes as they finish the task, as well as what your partner needs to work on in order to successful become a proficient football player. Make sure to observe and teach your partner the cues and refinements for completing this assignment. A word bank with the cues and refinements can be found at the end of the task chart. Assessment will be based upon the completion of these task sheets for both the player and the teacher.

FOOTBALL SKILLS	Completed	Cues and Refinements achieved	What needs work?
Hike the ball between your legs to your partner 5 yards away 10 times consecutively			
Receive 5 handoffs from your partner			
Pass the football to your partner from 15 feet away 10 times consecutively			
Pass the football to your partner while they are moving 10 times consecutively			
Pass the football while you are moving to your right 10 times consecutively			
Pass the football while you are moving to the left 10 times consecutively			
Catch a pass from your partner under your waist 10 times consecutively			
Catch a pass from your partner above your shoulders 10 times consecutively			
Catch a pass over your shoulders 10 times			



consecutively			
---------------	--	--	--



Catch a pass on the move 10 times consecutively			
Punt the ball to your partner 10 times consecutively			

CUES AND REFINEMENTS

Hiking the ball	Receiving a handoff	Passing	Catching	Punting
Bend Knees	Ball in the breadbasket	Ready Position(ball up by the ear)	Catch with the finger pads	Drop ball nose down
Look at your partner through your legs	Inside arm up	Passing Grip (fingers at the top of the laces)	Above the waist- make a diamond with the index fingers and thumbs	Kick with shoelaces
Follow through	Outside arm across the belly	Follow through across the body	Under the waist- pinkies together	Toes pointed
		Point shoulder at the target		Watch the ball get kicked
				Toes to the sky

Football Offensive Cues

Name: _____

Date: _____

Period: _____

Name two cues for Running with the Football

1.

2.

Name two cues for Throwing the Football

1.

2.

Name two cues for Catching the Football

1.

2.

BONUS QUESTION:

Name two cues for Defending against the pass

1.

2.

Football Offensive Cues

Name: _____

Date: _____

Period: _____

Name two cues for Running with the Football

1. Stay Low
2. Ball Leverage

Name two cues for Throwing the Football

1. Point dominate shoulder at target
2. Rotate torso

Name two cues for Catching the Football

1. Catch with fingertips
2. Watch the ball into hands

BONUS QUESTION:

Name two cues for Defending against the pass

1. Breakdown-lower hips
2. Catch ball at highest point

The Art of Flag Pulling

Name: _____

Date: _____

Period: _____

True or False: Place a T in the designated location for true statements and a F in the designated location for false statements.

_____ 1. When tracking a defender it is important to watch their hips for sudden changes in direction.

_____ 2. It is Not permitted to physically tackle an opponent.

_____ 3. When pulling a flag of an opponent it is a penalty to grab their shirt in the process of grabbing the flag.

_____ 4. It is acceptable to trip an opponent when trying to pull their flag.

_____ 5. It is not important to breakdown before pulling an opponents flag.

Name three cues of properly pulling an opponents flag

1.

2.

3.

The Art of Flag Pulling

Name: _____

Date: _____

Period: _____

True or False: Place a T in the designated location for true statements and a F in the designated location for false statements.

T _____ 1. When tracking a defender it is important to watch their hips for sudden changes in direction.

T _____ 2. It is Not permitted to physically tackle an opponent.

T _____ 3. When pulling a flag of an opponent it is a penalty to grab their shirt in the process of grabbing the flag.

F _____ 4. It is acceptable to trip an opponent when trying to pull their flag.

F _____ 5. It is not important to breakdown before pulling an opponents flag.

Name three cues of properly pulling an opponents flag

1. Breakdown
2. Pull top of the flag
3. Firmly grab flag and pull down

Football Safety

Name: _____

Date: _____

Period: _____

What is flag pulling?

Why is it important to avoid contact in flag football?

What are some ways to avoid physical contact?

It is important to keep your _____ up. When running the football to avoid a collision.

Football Safety

Name: _____

Date: _____

Period: _____

What is flag pulling?

Flag pulling is the method the defense utilizes to stop the offense from proceeding during a play. It doesn't include physical contact or collisions.

Why is it important to avoid contact in flag football?

First of all, it is a penalty to make physical contact during the game of flag football. In addition, it is unsportsmanlike to initiate physical contact. Flag football is a game that incorporates the skills and strategy of football; however, it is played in a safe manner.

What are some ways to avoid physical contact?

Speed, agility, and technique are a few of the ways to avoid physical contact during a flag football game.

It is important to keep your Eyes up. When running the football to avoid a collision.



Task Cards



Task Card Introduction

These task cards will be used to show and demonstrate how to correctly perform football pass patterns. Specifically, task cards 1-10 will be used in lesson #8 on the eighth day; and task sheet #11 will be used in lesson #24, on the twenty-fourth day. Task cards will be posted up around the walls of the gym, each task card being about 10-15 feet away from the other. Each task card contains the name of the pass pattern, a diagram of how to complete each pass pattern, directions, refinements, and extensions. Students are to start at task card #1. Once a student has mastered or feels comfortable performing this task, he or she can then move on to the next task card. There is no time limit to a station and students can move at their own pace. For task sheet #11, each student will receive a task sheet and perform each task with a partner. As a partner completes each task, the other partner records the performer's progress by putting a check mark by each task if successfully completed. If the task is not successfully completed the first time, have partner give cues and refinements so that partner can complete task.

The task cards are as follows:

For Lesson #8, the following task cards will be used:

- Task Card #1** (The Post Pattern)
- Task Card #2** (The Curl Pattern)
- Task Card #3** (The Post Corner Pattern)
- Task Card #4** (The Fly Pattern)
- Task Card #5** (The Corner Pattern)
- Task Card #6** (The Slant Pattern)
- Task Card #7** (The In Route Pattern)
- Task Card #8** (The Out Route Pattern)
- Task Card #9** (The Wheel Pattern)
- Task Card #10** (The Swing Pattern)

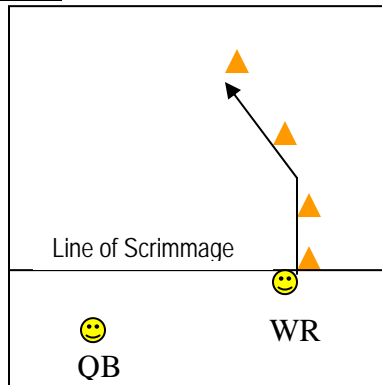
For lesson #24, the following task sheet will be used:

- Task Sheet #11** (Flag Football)

FLAG FOOTBALL PASSING ROUTE #1

“THE POST”

THE POST ROUTE REFERS TO GENERAL DIRECTION OF THE FIELD GOAL POST.



Directions: On the quarterback’s cadence, the receiver will briskly walk a post pattern by following the cones. Switch positions and repeat drill. Move to the next drill after all extensions are completed

Extensions:

- Run a post at $\frac{1}{2}$ speed
- Run a post at $\frac{3}{4}$ speed
- Catch the ball on the run and run ten yards after the catch.

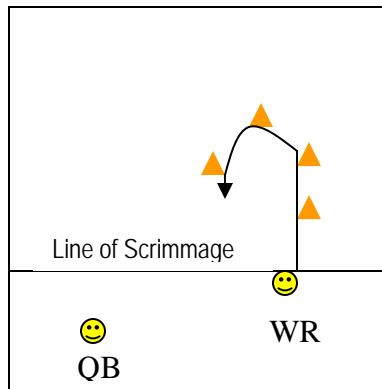
Refinements:

- **Catching the Football**
 - Catch the ball using your fingertips
 - Soft hands
 - For above the waist passes, make a Christmas tree with your index fingers together
- **Passing the Football**
 - Lead the receiver. Pass the ball in front of receiver

FLAG FOOTBALL PASSING ROUTE #2

“THE CURL”

A PASS ROUTE IN WHICH THE RECEIVER RUNS DOWNFIELD, THEN TURNS BACK TOWARD THE LINE OF SCRIMMAGE.



Directions: On the quarterback's cadence, the receiver will briskly walk a curl pattern by following the cones. Switch positions and repeat drill. Move to the next drill after all extensions are completed

Extensions:

- Run a curl at $\frac{1}{2}$ speed
- Run a curl at $\frac{3}{4}$ speed
- Catch the ball, turn and run ten yards up field.

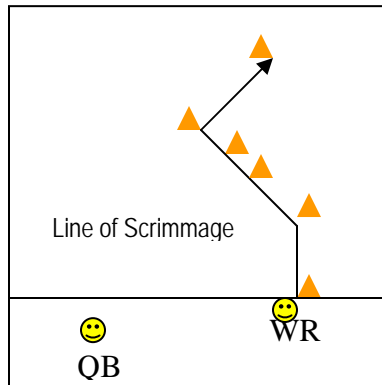
Refinements:

- **Route Running**
 - Short, quick cuts
 - Head fakes to get open
- **Passing the Football**
 - As you follow through, your thumb on your throwing hand should be pointed down

FLAG FOOTBALL PASSING ROUTE #3

“THE POST-CORNER”

THE RECEIVER FAKES A POST ROUTE MOMENTARILY BEFORE CUTTING OUTWARD AT A 45-DEGREE ANGLE TOWARD THE CORNER OF THE END ZONE.



Directions: On the quarterback's cadence, the receiver will briskly walk a post-corner pattern by following the cones. Switch positions and repeat drill. Move to the next drill after all extensions are completed.

Extensions:

- Run a post-corner at $\frac{1}{2}$ speed
- Run a post-corner at $\frac{3}{4}$ speed
- Catch the ball on the run and run ten yards after the catch.

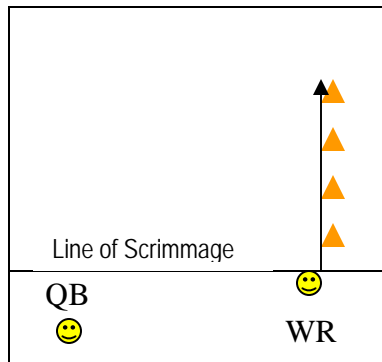
Refinements:

- **Catching the Football**
 - Catch the ball using your fingertips
 - Run under the ball
 - Catch the ball over your left shoulder
- **Passing the Football**
 - Lead the receiver. Pass the ball in front of receiver
 - Pass the ball over the receiver's right shoulder

FLAG FOOTBALL PASSING ROUTE #4

“THE FLY”

PASS ROUTE THAT GOES STRAIGHT UP THE FIELD.



Directions: On the quarterback’s cadence, the receiver will briskly walk a fly pattern by following the cones. Switch positions and repeat drill. Move to the next drill after all extensions are completed

Extensions:

- Run the fly at $\frac{1}{2}$ speed
- Run the fly at $\frac{3}{4}$ speed
- Catch the ball on the run and run ten yards after the catch.

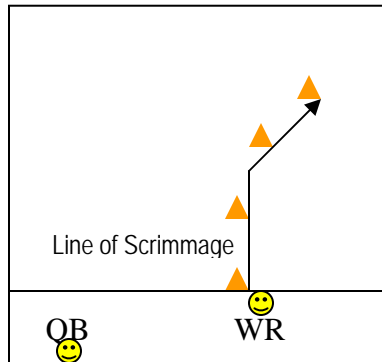
Refinements:

- **Catching the Football**
 - Watch the ball into your hands
 - Soft hands
 - For over the shoulder catches, put your pinkies together
- **Passing the Football**
 - Lead the receiver. Pass the ball in front of receiver
 - Pass the ball over the receivers left shoulder

FLAG FOOTBALL PASSING ROUTE #5

“THE CORNER”

RECEIVER RUNS TO THE BACK CORNER OF THE END ZONE.



Directions: On the quarterback's cadence, the receiver will briskly walk a corner route by following the cones. Switch positions and repeat drill. Move to the next drill after all extensions are completed

Extensions:

- Run the corner route at $\frac{1}{2}$ speed
- Run the corner route at $\frac{3}{4}$ speed
- Catch the ball on the run and run ten yards after the catch.

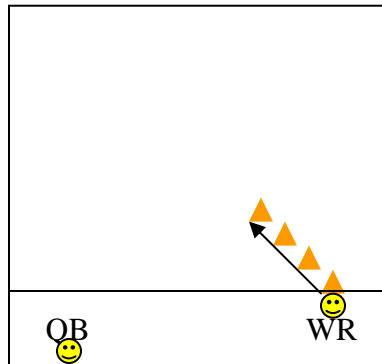
Refinements:

- **Catching the Football**
 - Watch the ball into your hands
 - Soft hands
 - For over the shoulder catches, put your pinkies together
- **Passing the Football**
 - Lead the receiver. Pass the ball in front of receiver
 - Pass the ball over the receivers right shoulder

FLAG FOOTBALL PASSING ROUTE #6

“THE SLANT”

A QUICK PASS TO THE RECEIVER RUNNING 45 DEGREES TO THE MIDDLE OF THE FIELD.



Directions: On the quarterback’s cadence, the receiver will briskly walk a slant route by following the cones. Switch positions and repeat drill. Move to the next drill after all extensions are completed

Extensions:

- Run the slant route at $\frac{1}{2}$ speed
- Run the slant route at $\frac{3}{4}$ speed
- Catch the ball on the run and run ten yards after the catch.

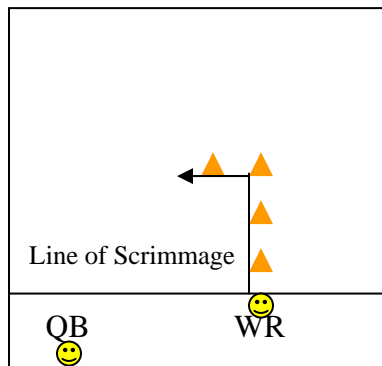
Refinements:

- **Catching the Football**
 - Watch the ball into your hands
 - Soft hands
 - After the catch, tuck the ball under your arm (5 points of ball leverage).
- **Passing the Football**
 - Lead the receiver. Pass the ball in front of receiver
 - Point dominate shoulder toward the target

FLAG FOOTBALL PASSING ROUTE #7

“THE IN ROUTE”

A PASS ROUTE IN WHICH THE RECEIVER RUNS DOWNFIELD FOR SEVERAL YARDS, THEN CUTS AT A RIGHT ANGLE TOWARD THE CENTER OF THE FIELD..



Directions: On the quarterback's cadence, the receiver will briskly walk an in route by following the cones. Switch positions and repeat drill. Move to the next drill after all extensions are completed

Extensions:

- Run the in route at $\frac{1}{2}$ speed
- Run the in route at $\frac{3}{4}$ speed
- Catch the ball on the run, then turn and run up field ten yards.

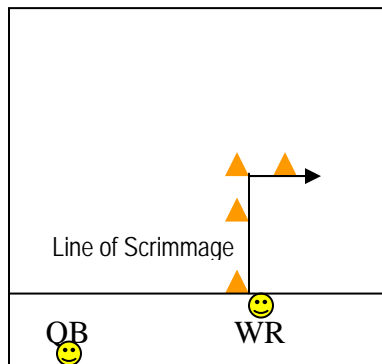
Refinements:

- **Catching the Football**
 - Watch the ball into your hands
 - Soft hands
 - Short, quick cuts
- **Passing the Football**
 - Lead the receiver. Pass the ball in front of receiver
 - Passing grip
 - Rotate torso while throwing the ball

FLAG FOOTBALL PASSING ROUTE #8

“THE OUT”

A PASS ROUTE IN WHICH THE RECEIVER RUNS DOWNFIELD FOR SEVERAL YARDS, THEN CUTS AT A RIGHT ANGLE TOWARD THE NEAREST SIDELINE.



Directions: On the quarterback's cadence, the receiver will briskly walk an out route by following the cones. Switch positions and repeat drill. Move to the next drill after all extensions are completed

Extensions:

- Run the out route at $\frac{1}{2}$ speed
- Run the out route at $\frac{3}{4}$ speed
- Catch the ball on the run, turn and run ten yards up field.

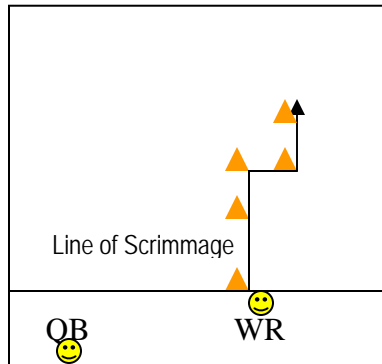
Refinements:

- **Catching the Football**
 - Run to the football
 - Watch the ball into your hands
 - Catch football with fingertips
- **Passing the Football**
 - Lead the receiver. Pass the ball in front of receiver
 - Before the pass, pull the ball up by your ear

FLAG FOOTBALL PASSING ROUTE #9

“THE WHEEL”

RECEIVER FAKES THE OUT ROUTE AND MAKES A 90 DEGREE TURN FOR A FLY ROUTE.



Directions: On the quarterback's cadence, the receiver will briskly walk a wheel route by following the cones. Switch positions and repeat drill. Move to the next drill after all extensions are completed

Extensions:

- Run the wheel route at $\frac{1}{2}$ speed
- Run the wheel route at $\frac{3}{4}$ speed
- Catch the ball on the run and run ten yards after the catch.

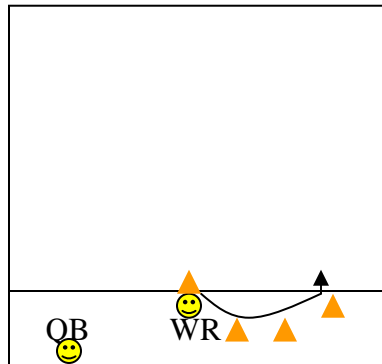
Refinements:

- **Catching the Football**
 - Watch the ball into your hands
 - Head fake the out route
 - For over the shoulder catches, put your pinkies together
- **Passing the Football**
 - Lead the receiver. Pass the ball in front of receiver
 - Pass the ball over the receivers left shoulder

FLAG FOOTBALL PASSING ROUTE #10

“THE SWING”

A SHORT PASS TO A RECEIVER RUNNING TO THE OUTSIDE.



Directions: On the quarterback's cadence, the receiver will briskly walk a swing route by following the cones. Switch positions and repeat drill. Move to the next drill after all extensions are completed

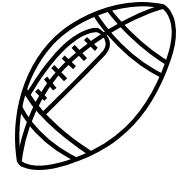
Extensions:

- Run the swing route at $\frac{1}{2}$ speed
- Run the swing route at $\frac{3}{4}$ speed
- Catch the ball on the run and run ten yards after the catch.

Refinements:

- **Catching the Football**
 - Watch the ball into your hands
 - Catch the ball using your fingertips
 - Put your index fingers together
- **Passing the Football**

Lead the receiver. Pass the ball in front of receiver



FLAG FOOTBALL

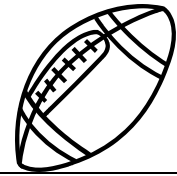
TASK SHEET #11 (LESSON 24)

Players Name: _____

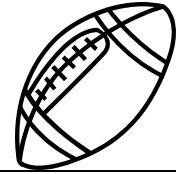
Teachers Name: _____

Directions: Complete this sheet for your partner's skill development throughout the entire sheet. Record their progress by putting a check mark in the completed section for each task. Write down the cues and refinements that your partner completes as they finish the task, as well as what your partner needs to work on in order to successful become a proficient football player. Make sure to observe and teach your partner the cues and refinements for completing this assignment. A word bank with the cues and refinements can be found at the end of the task chart. Assessment will be based upon the completion of these task sheets for both the player and the teacher.

FOOTBALL SKILLS	Completed	Cues and Refinements achieved	What needs work?
Hike the ball between your legs to your partner 5 yards away 10 times consecutively			
Receive 5 handoffs from your partner			
Pass the football to your partner from 15 feet away 10 times consecutively			
Pass the football to your partner while they are moving 10 times consecutively			
Pass the football while you are moving to your right 10 times consecutively			
Pass the football while you are moving to the left 10 times consecutively			
Catch a pass from your partner under your waist 10 times consecutively			
Catch a pass from your partner above your shoulders 10 times consecutively			
Catch a pass over your shoulders 10 times			



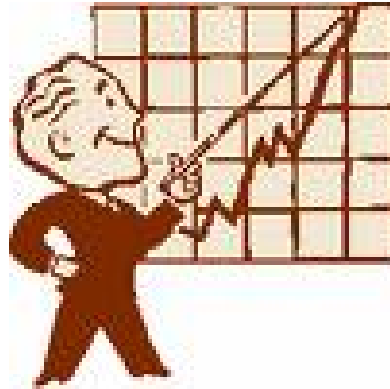
consecutively			
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Catch a pass on the move 10 times consecutively			
Punt the ball to your partner 10 times consecutively			

CUES AND REFINEMENTS

Hiking the ball	Receiving a handoff	Passing	Catching	Punting
Bend Knees	Ball in the breadbasket	Ready Position(ball up by the ear)	Catch with the finger pads	Drop ball nose down
Look at your partner through your legs	Inside arm up	Passing Grip (fingers at the top of the laces)	Above the waist- make a diamond with the index fingers and thumbs	Kick with shoelaces
Follow through	Outside arm across the belly	Follow through across the body	Under the waist- pinkies together	Toes pointed
		Point shoulder at the target		Watch the ball get kicked
				Toes to the sky



Skill Charts

**Skill Level
Chart**

Skill Chart Introduction

Skill chart section for the flag football unit includes 5 posters covering 5 different flag football skills. These skill charts will be used to compliment the flag football unit as a visual aid for the students to reference. The skill charts will be placed on the gymnasium walls at a height that is appropriate for the students to be able to examine. The preferable method is to hang Velcro on the walls of the gymnasium and on the backs of the skill charts, for easy set-up procedures.

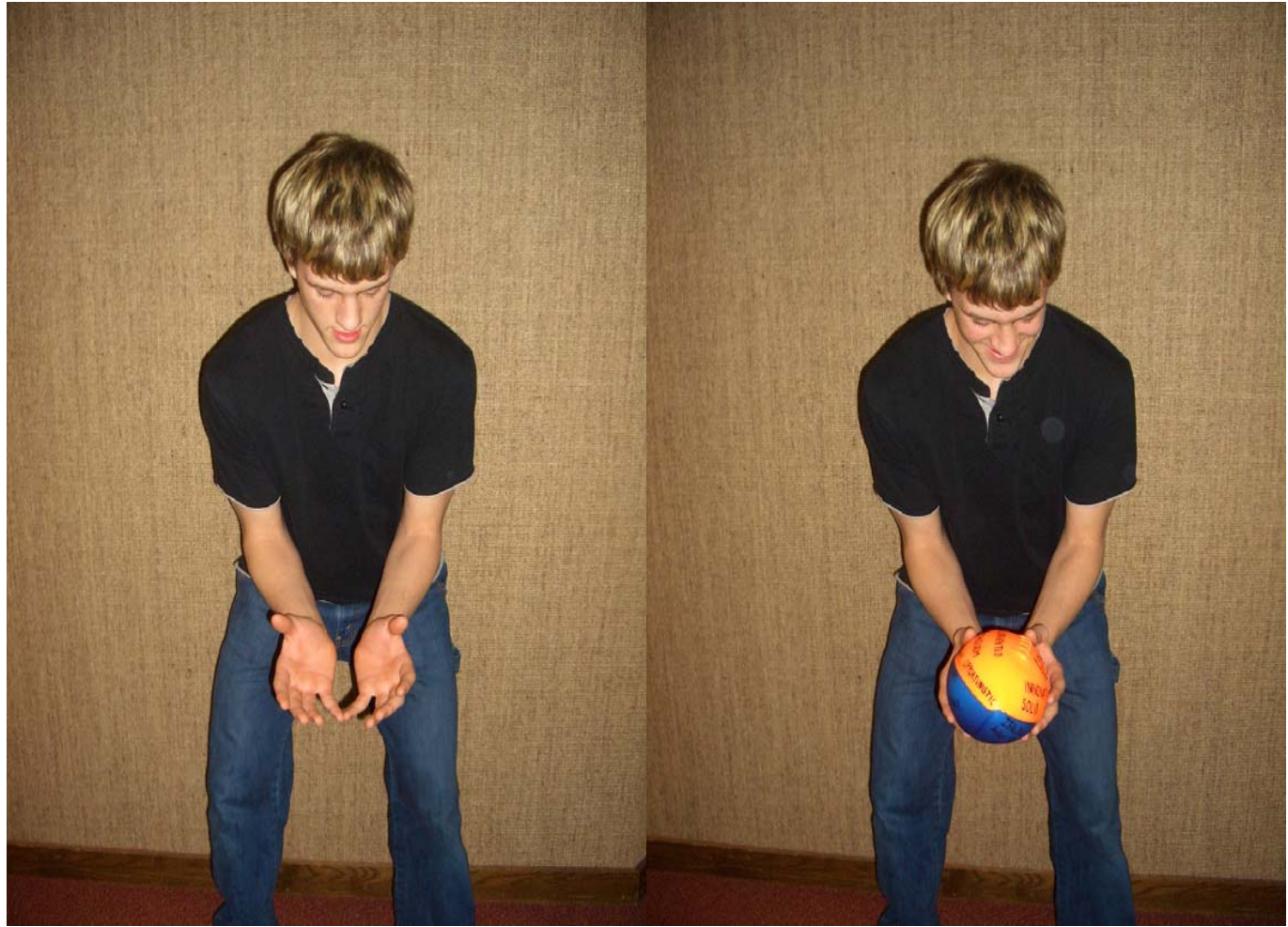
Skill Chart Section Contents

1. Skill chart 1- Catching the Football Underhand
2. Skill chart 2- Catching the Football Above the Shoulders
3. Skill chart 3- Ball Leverage
4. Skill chart 4- Receiving a handoff
5. Skill chart 5- Passing the Football
6. Skill chart 6 - Snapping the Football

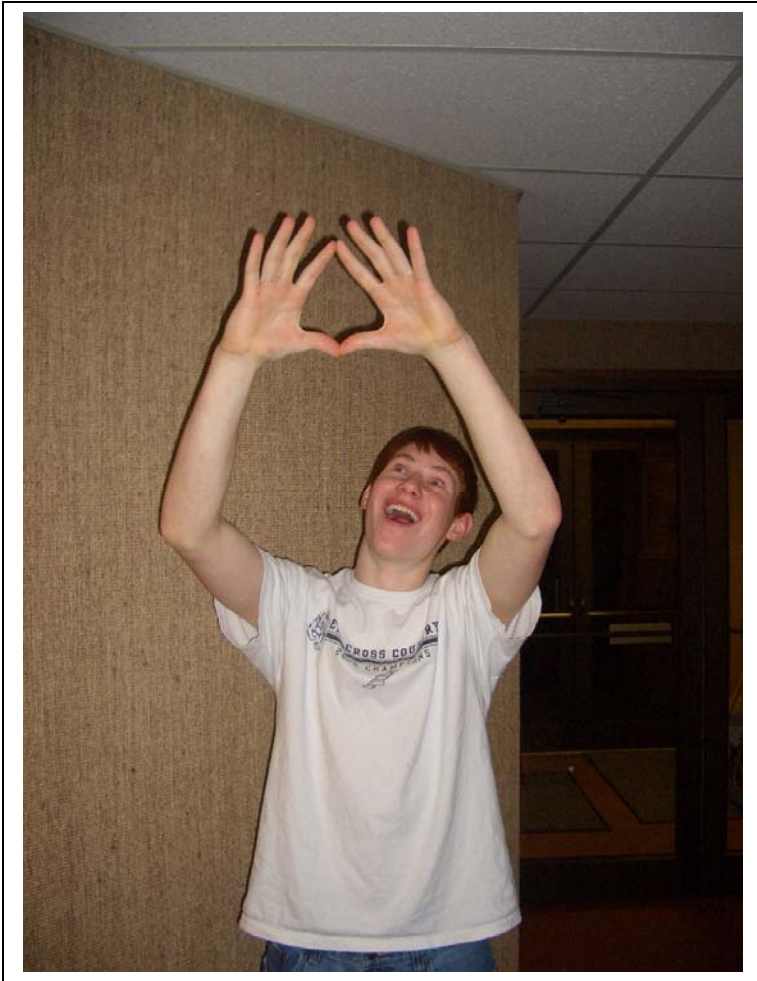
Catching the Football-Underhand

Cues for Catching
The Ball Underhand:

- Eyes on the Ball
- Pinkies Together
- Hands soft like a pillow
- Bend Knees
- Pull the Ball into your Body
- Catch the Ball with Fingertips



Catching the Football- Above the Shoulders



Cues for Catching the Football Above the Shoulders.

- Eyes on the Ball
- Soft Hands
- Catch ball with Fingertips
- Thumbs and Index fingers together. Make a triangle
- Reach to Meet the Ball



Five Points of Ball Leverage



Five Points of Leverage

- Fingertips
- Palm
- Forearm
- Bicep
- Ribs

Receiving a Handoff



Cues for Receiving a Handoff:

- Inside Elbow Up
- Outside Elbow Across the Belt
- Eyes Up
- Five points of Ball Leverage

Passing the Football



Cues for Passing the Football

- Pull the football up to your ear in the ready position.
- Ring finger is placed on one of the end laces
- Non-throwing hand is placed on the ball before you throw to secure possession of the football
- Point your dominate shoulder at your target
- After you pass the ball follow through by bring your throwing arm across the body.
- Head and Chest should be pointed at your target after the ball has been passed
- As you follow through, your thumb on your throwing hand should be point down

Snapping the Football



Cues for Snapping the Football

- Before you hike the ball, look through your legs to find your partner.
- Bend knees to create stability and accuracy.
- Grip ball at the nose
- Arm is fully extended
- Swing the ball through your legs to your partner



Resources



FLAG FOOTBALL RESOURCES

NFL Youth Football: <http://www.nflyouthfootball.com>

This site provided lessons on punting, passing, and kicking with drills.

Canada Football: <http://www.canoe.ca/flagfootball>

This site provided information on flag football rules, coaching tips and techniques, and offensive and defensive drills.

Football.Net: <http://www.play-football.net>

This site provided information on pass plays and routes as well as provided useful clip art.

University of Idaho: <http://www.webs.uidaho.edu>

This site included information about speed and agility ladders inside a gym and how to use them.

Touchdown Skills: <http://www.touchdownskills.com>

This site also provided information and clip art on speed and agility ladders outside of the gym and how to use them.

Google: <http://www.google.com>

Good site for football images and clip art.

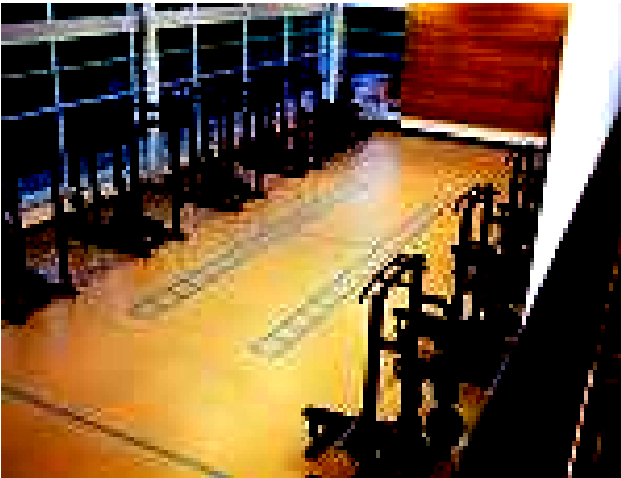
FLAG FOOTBALL EQUIPMENT LIST

- 30 foam balls the size of a baseball or softball
- 50 orange triangular cones or dome-shaped cones
- 90 regular size balloons (plus extras for accidental popping)
- 60 two-foot pieces of string tied onto balloons (plus extras in case of breaking)
- 30 quarter-size rubber bouncy balls
- 1 handkerchief, small towel, or bandana
- 30 medium-size NERF footballs
- 30 full-size leather footballs
- 30 hula hoops (10 small, 10 medium, 10 large)
- 5 rolls of masking tape or electrical tape
- 30 medium to extra-large flag football belts
- 70-80 flag football Velcro flags
- 15 pinnies of any color
- 30 pencils
- 30 “Pass Pattern Knowledge” papers to assess student learning
- 40 task sheets
- 60 fist-sized beanbags
- 30 one-gallon milk jugs cut in half with handle still attached
- 30 pieces of 3 ½ feet of rope
- 15 tennis balls
- 1 compact disc player
- 1 compact disc (preferably NFL Films Soundtrack: The Power and Glory)
- 5 banners (each one with a different unhealthy behavior; lack of physical activity, stress, smoking, nutrition, and obesity)
- Outdoor football field with uprights
- 30 jump ropes
- 2 or 3 compact discs with techno, pop, or hip-hop music
- 30 kickoff tees
- 30 soccer balls
- Mini soccer goals or tape to mark soccer goals 4 feet by 4 feet
- 20 ten-foot poles to act in place of uprights if activities are in a gym
- 4 twenty-foot speed and agility ladders
- Quizzes



Speed agility ladder. Example of student running through ladder with 1 foot in each rung or square.

Source: <http://www.performbetter.com>



Ladders can be spread out in gym in single strips like this photo above shows...

Source: <http://www.webs.uidaho.edu>



Or ladders can be spread out across gym or field interconnected.

Source: <http://www.touchdownskills.com>